



GOODWIN COLLEGE

Leading-edge Learning

Effective Use of Collaboration Tools for Online Learning

**Jennifer Pontano & Ke'Anna Skipwith
Drexel University
e-Learning 2.0 Conference
March 2011**

The Learning Technologies Group's Mission

- The Goodwin College Learning Technologies Group's mission is to provide high quality and engaging online coursework for the college's two academic units: the School of Education and the School of Technology and Professional Studies. The college's award winning Learning Technologies Group directs the life cycle management, development, maintenance, and support for close to 300 online courses quarter. The team is also responsible for the development and integration of a wide variety of rich media and emerging technologies into the online coursework. Through its Virtual Learning, Mobile Learning, Game-based Learning, and Video-Based Training initiatives the team is able to provide an array of services to partners within the university as well as to corporations, non-profits and government institutions.

What do Goodwin Instructional Designers do?

As Instructional Designers we facilitate development and delivery of several online programs for Goodwin College, and work closely with the Learning Technologies team to develop necessary multimedia for online courses. The ID communicates with faculty in order to develop schedules and goals, and may assist in the development and/or delivery of ongoing professional development to promote Goodwin faculty's continued growth in preparing and teaching online courses. The ID will use principals of instructional design to conduct needs analysis and promote high standards of quality online course design and ensure that courses have a sound pedagogical design while remaining user-friendly. The ID will take the lead role in assigned special projects.

Our responsibilities include to:

- Develop and manage the schedule for online course development and delivery for assigned programs
- Communicate effectively with faculty about expectations and deadlines
- Work with faculty subject matter experts to design and develop new online courses
- Work with faculty to define content and course development schedules for ongoing educational programs.
- Work with faculty to ensure the timeliness and quality of content.
- Work with faculty on updating/improving existing courses.
- Ensure quality course design and delivery in accordance with Goodwin College teaching standards.
- Assist in the development and/or delivery of professional development training for faculty on teaching and managing online courses
- Manage the development of online courses to meet delivery deadlines.
- Work with faculty on updating/improving existing courses.
- Document instructional design processes and procedures and implement best practices for instructional design
- Assist in the maintenance of Student, Faculty and Technology support resource websites

What is Wimba Classroom?

- Wimba Classroom is a live, virtual classroom environment with robust features that include audio, video, application sharing and content display, and MP4 capabilities. Its pedagogical design and ease-of-use ensures that educators and students engage as if they were meeting face-to-face.
- Advanced features such as polling, whiteboarding, presenter on-the-fly, resizable chat areas and participant lists, usage analytics tools, and MP3 or MP4 downloads enable further dynamic interaction between students and educators.
- Recent enhancements leverage existing video infrastructure, eliminate unsupervised or unmonitored communications, and expand access for learning opportunities.

**http://www.wimba.com/products/wimba_classroom*

Wimba Classroom

The screenshot displays the Wimba Classroom interface within a Mozilla Firefox browser window. The main presentation slide has a yellow background and features the title "The 'Big Break' – First Hand Accounts That Lead to Success" in bold black text. Below the title, it states "The goal of this part of the project is to:" followed by a bulleted list of three objectives. At the bottom of the slide, the words "Networking!", "Persistence", and "Dedication" are written in a large, stylized font. To the left of the main window is a video player titled "Wimba Classroom - Video" showing a man's face. To the right is an "Archive Navigation" sidebar with a list of topics and their durations. At the bottom, a status bar shows connection information, a "People" list with one user, and a "Wimba people teach people" logo.

The 'Big Break' – First Hand Accounts That Lead to Success

The goal of this part of the project is to:

- see how the coaches and athletic directors got there start in the field they choose
- determine what the most popular & successful path is to securing a job at the collegiate level
- give advice on the proper path(s) to take while pursuing this career avenue.

Networking!

Persistence

Dedication

Archive Navigation

Duration: 2:04:01

Topic	Duration
Implementation/End Result	1:00:49
Questions/Suggestions	1:01:27
Time Marker +02:00	1:03:27
Time Marker +04:00	1:05:27
Time Marker +06:00	1:07:27
Marketing Professional Athletes	1:08:04
Time Marker +02:00	1:10:04
Purpose Statement	1:11:03
Time Marker +02:00	1:13:03
Literature Review	1:14:05
Time Marker +02:00	1:16:05
Strategies For Maximizing Professional Athletes Marketing Opportunities	1:16:28
Time Marker +02:00	1:18:28
Literature Review	1:19:38
Literature Review (Continued)	1:20:12
Literature Review	1:21:42
Time Marker +02:00	1:23:42

Connecting to server...
You have connected successfully!

You have entered 'Monday 4PM - 6PM - Final Presentations'.
Your media format is WimbaMedia.

To: Main Room

Done

People (1)
Jennifer_Pontano

Wimba
people teach people

Wimba Classroom Examples



Virtual Tea Orientation

~ Fall 2010 ~

Online First-Year Experience

Goodwin
College of Professional Studies
Drexel University

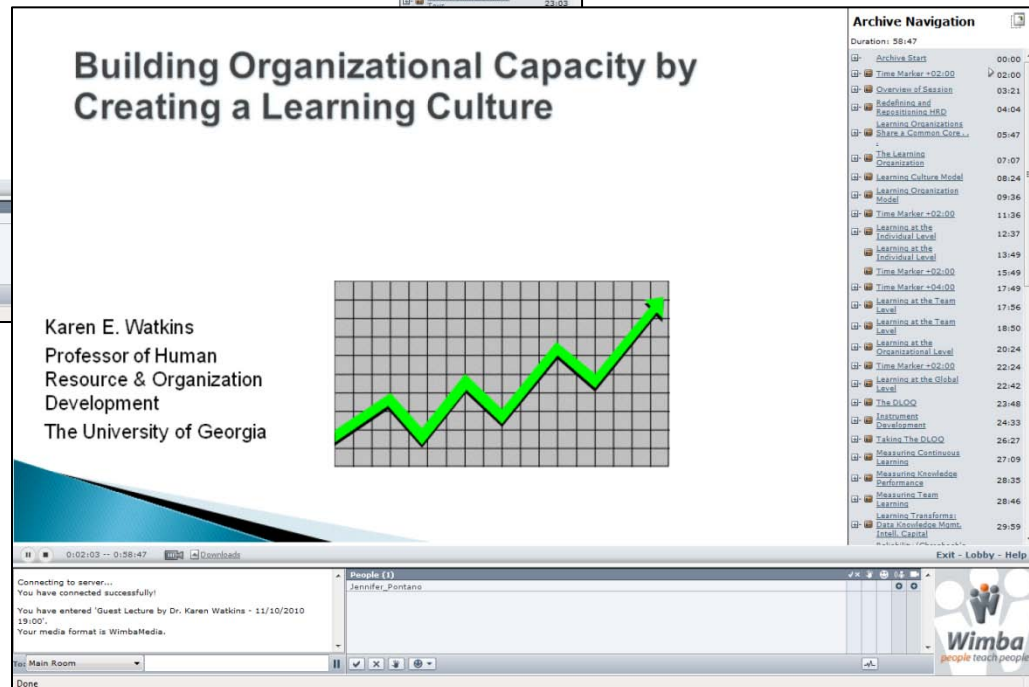
0:02:04 -- 1:09:21

Connecting to server...
You have connected successfully!
You have entered 'First Year Experience Program - 09/26/2010 21:00'.
Your media format is WimbaMedia.

Test Main Room

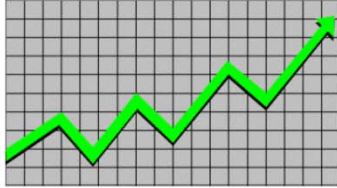
javascript:chooseThis(2,'12000');

Archive Navigation	
Duration: 1:09:21	00:00
Archive Start	00:00
Time Marker - 02:00	02:00
(no title)	03:04
(no title)	03:05
Acenda & Spasara	04:00
(no title)	05:18
Time Marker - 02:00	07:18
Time Marker - 04:00	09:18
Time Marker - 06:00	11:18
Online course	14:00
Self-Review, Test Sep 28 2114/28 2010	14:48
Academic Paper	15:29
Self-Review, Test Sep 28 2113/28 2010	16:17
Lesson	16:56
Self-Review, Test Sep 28 2117/28 2010	17:37
Student Success	18:23
Time Marker - 02:00	20:23
Online Events	20:49
(no title)	21:48
(no title)	22:17
(no title)	22:41
(no title)	22:42
Drexel Online Campus	23:02



**Building Organizational Capacity by
Creating a Learning Culture**

Karen E. Watkins
Professor of Human
Resource & Organization
Development
The University of Georgia



0:02:03 -- 0:58:47

Connecting to server...
You have connected successfully!
You have entered 'Guest Lecture by Dr. Karen Watkins - 11/10/2010 23:00'.
Your media format is WimbaMedia.

Test Main Room

Done

Archive Navigation

Duration: 58:47

Archive Start 00:00

Time Marker - 02:00 02:00

Overview of Session 03:21

Redefining and Reestablishing HRD 04:04

Learning Organizations 05:47

Share a Common Core... 05:47

The Learning Organization 07:07

Learning Culture Model 08:24

Learning Organization Model 09:36

Time Marker - 02:00 11:36

Learning at the Individual Level 12:37

Learning at the Individual Level 13:49

Time Marker - 02:00 15:49

Time Marker - 04:00 17:49

Learning at the Team Level 17:56

Learning at the Team Level 18:50

Learning at the Organizational Level 20:24

Time Marker - 02:00 22:24

Learning at the Global Level 22:42

The DLOQ 23:48

Enrichment Development 24:33

Taking The DLOQ 26:27

Measuring Continuous Learning 27:09

Measuring Knowledge Performance 28:35

Measuring Team Learning 28:46

Learning Transforms Data Knowledge Into Intel. Capital 29:59

Exit - Lobby - Help

Wimba
people teach people

What is a Voice Board?

- A voice board is a web-based voice solution that facilitates and promotes vocal instruction, collaboration, coaching, and assessment. Reaching beyond the traditional language laboratory environment, Wimba Voice supports traditional communicative styles of language learning by giving students multiple methods of speaking, writing, and listening to foreign languages – all online.
- Wimba Voice incorporates the use of threaded voice boards, voice-enabled email, embedded voice within course pages, as well as live group discussions and debates, which increase the interaction and student engagement level of any online course.

**http://www.wimba.com/products/wimba_voice*

Voice Board

The screenshot displays the Voice Board web application interface. At the top, a horizontal toolbar contains icons for New, Reply, Edit, Delete, Forward, Import, Export, Publish, and Options, each with a corresponding label below it. Below the toolbar, a 'Participants:' dropdown menu is set to 'All'. The main content area lists a series of audio introductions, each starting with a name followed by 'intro from' and the same name, indicating self-introductions. The list includes: Teirre James, Laura Antonini, Karen Meketa, Rafael Balestra, Jenn Elliott, Diana Arenas, Yasin Lavingia, Veronica King, Melissa Dowling, Thomas Hunt, Evelyn Dragone's introduction Winter Term 2011, James O'Kane, and Brian Akerman. Each entry is followed by a small left-pointing arrow icon. To the right of the list is a vertical scrollbar. Below the list, there is a section for 'Subject:', 'Date:', and 'From:'. To the right of this section is a media player interface showing a progress bar from 0:00 to -0:00, a speaker icon, and play, pause, and stop buttons. At the bottom left, the 'Voice Board' logo is displayed, and at the bottom center, the text 'POWERED BY WINER' is visible.

New Reply Edit Delete Forward Import Export Publish Options

Participants: All

Teirre James intro from Teirre James◀
Laura Antonini from Laura Antonini◀
Karen Meketa Intro from Karen Meketa◀
Rafael Balestra from Rafael Balestra◀
Jenn Elliott Intro from Jennifer Elliott◀
Diana Arenas Intro from Diana Arenas◀
Yasin Lavingia Introduction from Yasin Lavingia◀
Veronica King intro from Veronica King◀
Melissa Dowling from Melissa Dowling◀
Thomas Hunt from Thomas Hunt◀
Evelyn Dragone's introduction Winter Term 2011 from Evelyn Dragone◀
James O'Kane from James O'Kane◀
Intro ~ from Dan Hess◀
Brian Akerman Introduction from Brian Akerman◀

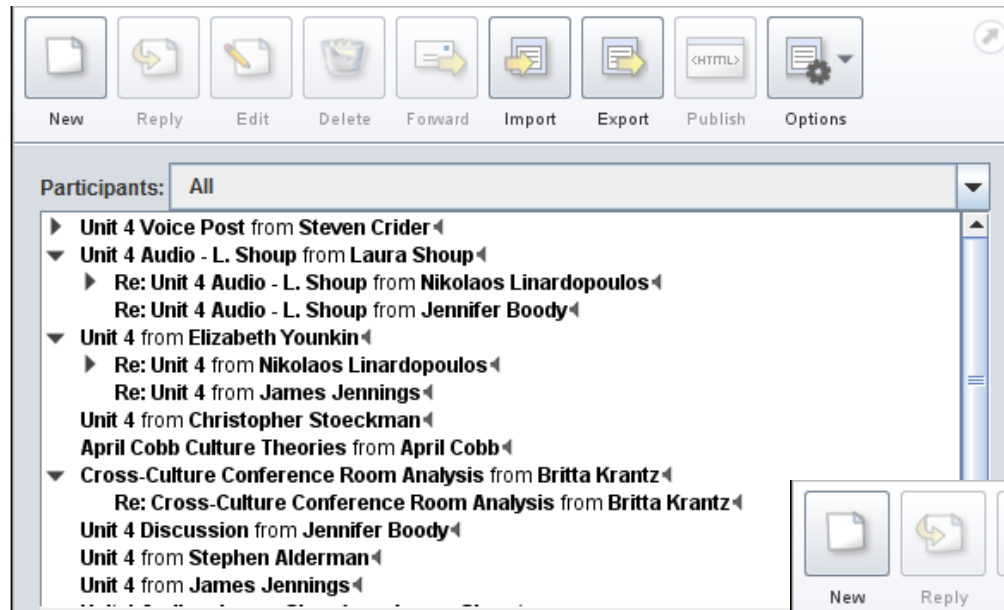
Subject:
Date:
From:

0:00 ————— -0:00

Voice Board

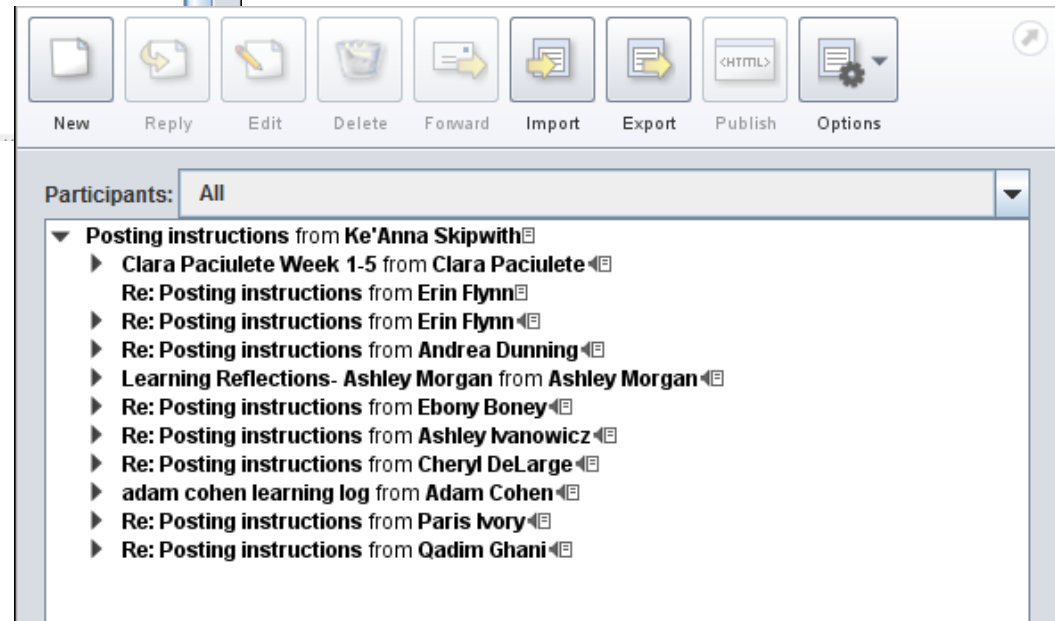
POWERED BY WINER

Voice Board Examples



The screenshot shows a Voice Board interface with a toolbar at the top containing icons for New, Reply, Edit, Delete, Forward, Import, Export, Publish, and Options. Below the toolbar is a 'Participants' dropdown menu set to 'All'. The main area displays a list of posts, each with a subject line and a 'from' field. The posts are as follows:

- ▶ **Unit 4 Voice Post** from **Steven Crider** ◀
- ▼ **Unit 4 Audio - L. Shoup** from **Laura Shoup** ◀
 - ▶ **Re: Unit 4 Audio - L. Shoup** from **Nikolaos Linardopoulos** ◀
 - ▶ **Re: Unit 4 Audio - L. Shoup** from **Jennifer Boody** ◀
- ▼ **Unit 4** from **Elizabeth Younkin** ◀
 - ▶ **Re: Unit 4** from **Nikolaos Linardopoulos** ◀
 - ▶ **Re: Unit 4** from **James Jennings** ◀
- Unit 4** from **Christopher Stoeckman** ◀
- April Cobb Culture Theories** from **April Cobb** ◀
- ▼ **Cross-Culture Conference Room Analysis** from **Britta Krantz** ◀
 - ▶ **Re: Cross-Culture Conference Room Analysis** from **Britta Krantz** ◀
- Unit 4 Discussion** from **Jennifer Boody** ◀
- Unit 4** from **Stephen Alderman** ◀
- Unit 4** from **James Jennings** ◀



The screenshot shows a Voice Board interface with a toolbar at the top containing icons for New, Reply, Edit, Delete, Forward, Import, Export, Publish, and Options. Below the toolbar is a 'Participants' dropdown menu set to 'All'. The main area displays a list of posts, each with a subject line and a 'from' field. The posts are as follows:

- ▼ **Posting instructions** from **Ke'Anna Skipwith** ◀
 - ▶ **Clara Paciulete Week 1-5** from **Clara Paciulete** ◀
 - ▶ **Re: Posting instructions** from **Erin Flynn** ◀
 - ▶ **Re: Posting instructions** from **Erin Flynn** ◀
 - ▶ **Re: Posting instructions** from **Andrea Dunning** ◀
 - ▶ **Learning Reflections- Ashley Morgan** from **Ashley Morgan** ◀
 - ▶ **Re: Posting instructions** from **Ebony Boney** ◀
 - ▶ **Re: Posting instructions** from **Ashley Ivanowicz** ◀
 - ▶ **Re: Posting instructions** from **Cheryl DeLarge** ◀
 - ▶ **adam cohen learning log** from **Adam Cohen** ◀
 - ▶ **Re: Posting instructions** from **Paris Ivory** ◀
 - ▶ **Re: Posting instructions** from **Qadim Ghani** ◀

What is a Blog?

- A Blog is a journal-like web space that students can post material to. As the instructor, you can decide who in your class is allowed to post content to a blog, and who is allowed to read the blog. You can use a Blog to have students post a journal, upload files, upload homework, text, pictures, or even sound files.

Blog



Casino Renovation [\(permalink\)](#)

Post on July 8 2010 [\(permalink\)](#) - [edit](#) | [history](#) | [delete](#) |

Created on Thursday, 07/08/2010 3:09 AM by [Jonathan Smith](#)

The keys to a successful renovation project involving one or more hotels are:

- Having a clear vision and objective for the project.
- Defining standards for the time, cost and quality of the project.
- Outlining scopes of work and linking them directly back to the objective and performance standards.
- Developing a well-conceived and reliable schedule that integrates operations and construction to ensure a smooth transition for transitioning guestrooms in and out of service during the renovation process.
- Involving qualified contractors who truly understand the work they are undertaking, have the resources necessary to meet the schedule and budget, and the experience to deal with unexpected challenges.

When considering whether to invest in renovating a hotel, two key factors to look at are location and opportunity. Renovation of a property makes the most sense when it is in a proven market and holds intrinsic value that cannot be recreated - is a historical landmark, is an example of unique architecture etc. Such properties are often valued by the community, sought out by travelers and, if of historic significance, may come with marketable tax credits.

-HotelExecutive.com. **How to Successfully Renovate Hotel Properties: Tips for Controlling Costs and Maintaining Quality.** By [Fred B. Roedel, III](#), Partner & Managing Member, Roedel Companies, LLC

Tropicana Renovation Plan	
Project	Cost
Building Exterior	\$1,000,000
South Tower Rooms	\$15,500,000
North Tower Pool	\$3,000,000
South Tower Atrium	\$5,500,000
Year 1 Total	\$25,000,000
Tivoli Suites	\$1,000,000
North Tower Casino	\$4,500,000
Year 2 Total	\$5,500,000
West Tower Rooms	\$15,000,000
South Tower Casino	\$4,000,000
Year 3 Total	\$19,000,000
Project Total Cost	\$49,500,000

Actions

[new entry](#)
[print \(w/ comments\)](#)

Filters

Show 15 entries ▾

by all authors ▾

July 2010

s	m	t	w	t	f	s
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
< jun					aug	>

Archives

[July 2010 \(9\)](#)

Recent Posts

[Post on July 8 2010
Renovations Project](#)
[Post on July 6 2010
Casino Renovations](#)

Stats

Views: 31
Entries: 9

Toolbox

[Export Site](#)

Privacy

To see who can read what you write, [click here](#).

Blog Examples



Endangered Birds Current Event [\(permalink\)](#)

[Next](#) ➔

Post on December 9 2010 [\(permalink\)](#) - [edit](#) | [history](#) | [delete](#) |

Created on Thursday, 12/09/2010 4:22 AM by  [Sean Carney](#)

Question: Do you think management is right in this situation? Are they in it just for the money? This resort is for high-end clientele and management is not taking the right precautions to protect the environment. What can they do to minimize the number of injuries/deaths?

Management is not right in this situation because they failed to actually do anything after they were told of the problem their resort was directly responsible for. They are saying that these environmentalists are out for the money simply just as a ploy to try and direct blame away from themselves and the fact that they have do nothing to combat the problem. The changes that the environmentalists proposed would have been inexpensive to implement. How expensive can it be to put up window shades and turn the light down in the rooms, and the pool light would have save electricity by not being on. I'm sure the customer so the St. Regis would have understood about the lighting if they were informed of how birds were literally killing themselves off because of it. Bottom line, it is the responsibility of the resort to make sure that they are not depleting the natural environment that surrounds them and to try to be as sustainable as possible. The St. Regis needs to take ownership of their mistake and do what is necessary to remedy the situation.

➤ [Comments](#)

What is a Wiki?

- A wiki is a website that allows the easy creation and editing of any number of interlinked web pages via a web browser using a simplified markup language or a WYSIWYG text editor.

Wiki



Unit 5: Group Wiki ([permalink](#))

Home ([permalink](#))

last edited by [Jennifer Pontano](#) on Wednesday, 09/29/2010 9:40 AM

[Comments \(11\)](#)

Hi Class,

Choose two Internet articles relating to trends and future trends in residential property amenities. Appropriate topics included: green buildings, urbanism, design trends and technology. Please include the url of your articles. This should be an interesting discussion!

Wednesday, 10/20/2010 1:11 PM by [Glenna Twing](#) | [Delete](#)

The first article I have to share is about student housing. Even during these tough economic times, upgraded student housing that includes great amenities is become more popular. Amenities that many of us that grew up in the 80s only thought where for the millionaires and five star hotels. Chris Atchison notes that some of these apartments include, "A marble-adorned lobby, gourmet cuisine prepared by chefs, housekeeping services, king-size beds . . ." I wonder what these student will expect once they have graduated and they realize Top Ramen with bacon bits and peas is a treat for many starting out in life.

<http://www.ctv.ca/generic/generated/static/business/article1729569.html>

Senior housing is a booming industry and as discussed in another one of Glenna's classes, amenities are key to attract this wealthy generation. This can include full-service day spas, wellness centers, beauty salon, pub/lounge, art centers and in some cases activities that help them give back to the community through volunteer work. This article written by John Boyd really shows what will be big in retirement living within the next 10 years.

<http://www.thefreelibrary.com/Booming+trends+in+senior+housing:+to+meet+the+emerging+needs+of+the+...-a0170194029>

Wednesday, 10/20/2010 2:03 PM by [Joshua Ferguson](#) | [Delete](#)

My first article is about the home office trend. It asks, "Why pay the overhead when I can work from home?" I know several people who work completely from home: My uncle has been working out of his apt as a consultant (electrical engineer) since the 80's. A buddy of mine is a website consultant. Technology is increasingly enabling people who couldn't work from to do so. Amenities aren't really detailed in the article; dedicated phone service and office space are mentioned. I can think of some more: location isn't tied to any part of town or industry so neighborhood amenities can take priority over "driving to work" considerations, wi-fi with uber-fast fios (easy set-up and no maintenance for resident) and fax service. The good news is that home office oriented apts also attract non-home office renters as well for those same features (the ones mentioned in the article, not mine).

<http://www.rentedspaces.com/2009/11/06/apartments-live-to-live-work/>

RURL = <http://www.rentedspaces.com/2009/11/06/apartments-live-to-live-work/> RURL = <http://www.rentedspaces.com/2009/11/06/apartments-live-to-live-work/>

Page

[Edit](#)
[New](#)
[Delete](#)
[History](#)
[Print \(w/ comments\)](#)

Page Stats

Views: 32
Edits: 1
Contributors: 1
Comments: 11

Page Contributors

[Jennifer Pontano](#)

Site Navigation

[Home](#)

Toolbox

[Page List](#)
[Export Site](#)

Privacy

To see who can read what you write, [click this link](#).

Wiki Examples

Somalia: A Country of Continuous Conflict



Population	9.3 million (UN, 2010)
Capital	Mogadishu
Area	637,657sq km (246,201 sq miles)
Major Languages	Somali, Arabic, Italian, English
Major Religion	Islam
Life expectancy	50 years (men), 53 years (women)
Monetary unit	1 Somali shilling = 100 cents
Main exports	Livestock, bananas, hides, fish
Neighboring Countries	Kenya , Ethiopia, Djibouti
Bodies of Water	Gulf of Aden (Yemen), Indian Ocean

Historical Highlights

1960: Two territories, the British protectorate and an Italian colony, created Somalia.

1969: President Barre takes office after civil discord and the assassination of the previous leader.



Class Wiki Project ([permalink](#))

Central Asia—Republic of Kazakhstan ([permalink](#))

last edited by [Thomas Brophy](#) on Wednesday, 03/02/2011 9:58 PM

A Compendium of Resources, Research, and Commentary regarding Kazakhstan



Index of Topics

1. **History and Culture**
2. **Educational Framework**
3. **Economic Capacity**

What is a Discussion Board?

- The Discussion Board is a tool for sharing thoughts and ideas about class materials.

The Discussion Board is made up of forums that may appear anywhere in the course but are also all centrally located in the Discussion Board tool.

- **Thread:** The initial post and the entire series of replies to that post within a Discussion Board forum.
- **Thread Detail:** The page that displays the threaded view of all posts in a thread along with the selected post.
- **Post:** A Discussion Board entry posted to a thread or used to start a thread. Also used as a verb to refer to the act of submitting a post.

**http://library.blackboard.com/docs/r7/71/en_us/user/bbas_r7_1_use_r/about_the_discussion_board.htm*

Discussion Board

21702: CAT200-900-201025: STRATEGIES FOR LIFELONG LEARNING (G-CAT200-900-201025) > DISCUSSION BOARD > UNIT 1 "EDUCATING RITA" > THREAD DETAIL



Thread Detail

Collect Flag Clear Flag Mark Read Mark Unread

Search

Thread: [rita](#) [Reply](#)

Total posts: 1 Unread posts: 0

[< Previous Thread](#)

	rita	Matt Gerges	2/9/11 10:25 PM
<div> Refresh <input checked="" type="checkbox"/> Select All Go</div>			

Subject: [rita](#)

[Reply](#) [Modify](#) [Set Flag](#) [Remove](#)

Author: [Matt Gerges](#)

Posted date: Wednesday, February 9, 2011 10:25:50 PM EST

Last modified date: Wednesday, February 9, 2011 10:25:50 PM EST

Total views: 9 Your views: 1

I believe that Rita all throughout the movie is an independent person. This starts with her deciding that she want to educate herself even though her husband is against this. She continues to say that she wants to find herself, although her husband and father continue to push her to have children. Once the learning begins, she is then put into a place where she has no idea where she belongs. She is invited to the professor's house and to the pub, but does not feel comfortable at either place. Her goal is to make an intra generational change, which is a change in a persons' status throughout their lifetime. After watching the students interact, she wants to be able to communicate intelligently in their conversations. Other students said Rita was not always a self-efficacy person. I replied, Rita always knew that certain things she did would help her reach a certain outcome. At the end of the movie there becomes a full role reversal between Rita and her professor. She quits smoking and rags on him about his drinking, but never gets swayed when he asks her to join him (She does her own thing). He shows that he really did not want her to learn because he liked having that advantage over her, and wanted more than just a teacher student relationship. In my own experiences I never felt like this while taking college classes. Maybe now, because I am not use to taking online I get a little worried, but hey I will get use to it.

Subject: [rita](#)

[Reply](#) [Modify](#) [Set Flag](#) [Remove](#)

Discussion Board Examples



Thread Detail

Collect Flag Clear Flag Mark Read Mark Unread

Search

Thread: [Offal and chocolate](#) [Reply](#)



Total posts: 1 Unread posts: 0

[< Previous Thread](#) | [Next Thread >](#)

<input type="checkbox"/>	Offal and chocolate	Anonymous	1/3/11 8:41 PM
--------------------------	-------------------------------------	-----------	----------------

Refresh ☒ Select All [Go](#)

Subject: Offal and chocolate

[Reply](#) [Quote](#) [Modify](#) [Set Flag](#) [Remove](#)

Author: Anonymous

Posted date: Monday, January 3, 2011 8:41:30 PM EST

Last modified date: Monday, January 3, 2011 8:41:30 PM EST

Total views: 1 **Your views:** 1

Offal and chocolate...especially chocolate covered insects. Two things I have eaten, but I don't particularly like to eat. For as long as I can remember, I have never really card for chocolate. I know, I know, what kind of girl does not like to eat chocolate? Even worse than the idea of eating a solid bar of chocolate, is eating chocolate ants, or any other kind of insect. Bugs gross me out. I hate creepy, crawly, little creatures, and just because they get covered in something normal people love to eat, does not mean they are going to be good.

I have been forced to eat various kind of offal in class, but it really grosses me out. The idea of eating the insides of animals does not appeal to me, and usually the texture of items, like liver, really turns me off.

Subject: Offal and chocolate

[Reply](#) [Quote](#) [Modify](#) [Set Flag](#) [Remove](#)

OK

Blackboard Mobile Learn

- Blackboard Learn technology helps you make learning more effective in and beyond the traditional walls. Breathing life into educational content. Bringing efficiency to day-to-day tasks. Empowering instructors with tools to engage every learner. Motivating them on the devices they rely on. Promoting collaboration and streamlining processes.

Blackboard Mobile Learn



Video Demo: <http://www.blackboard.com/Videos/Blackboard-Mobile-Learn-iPad-Commercial.aspx>

Blackboard Mobile Learn Features



For more information visit: <http://www.blackboard.com/Platforms/Mobile/Overview.aspx>

Our Future

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- [Global Symposium](#)
- [Resource Portals](#)
- [Technical Resources](#)
- [Faculty Samples](#)
- [Ipod Tours](#)



Enhance Your Online Courses with Multimedia

Please click on the links below to view recent examples of how faculty members have used multimedia technology within their online courses in Blackboard. The Technology Team is available to help you incorporate such interactive elements and multimedia technology into your courses. If you have any questions or would like assistance using any of these technologies, please [contact us](#). The links and resources are intended to be used to generate ideas for courses and should not be shared or distributed.

Course Content Presentations At Gordon College (School of Education, School of Professional Studies), we can create 3 different types of presentations: <ul style="list-style-type: none"> • Presentation Style 1: Video mixed with images • Presentation Style 2: Audio with video • Presentation Style 3: Slides and video 	Course Videos (Production and Editing) The Technology Team can assist you in producing and creating high-quality video files for your courses. Course Content Videos: <ul style="list-style-type: none"> • Example #1: Music, 190 - Cha Cha • Example #2: EDAC 148: Volunteering Tips • Example #3: EDAC 148: Packaged Materials Course and Faculty Introductions: <ul style="list-style-type: none"> • Example #1: Randy Enis • Example #2: Dr. Rebecca Cloutier • Example #3: Dr. Marcia Grubbs (Shane Williams' video recorded separately) <ul style="list-style-type: none"> • Example #4: Course Introduction
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