Transitioning to the Learn Ultra Experience Workshop
Onsite

Duration
This workshop is delivered onsite in 2 consecutive days.

Description
This workshop is designed for clients who have moved to the SaaS platform. As such they have transitioned to the Ultra experience which includes three components: Ultra Base Navigation, Original Course View and the Ultra Course View. Clients may be deploying Original courses, Ultra courses or Dual course (Original + Ultra). The workshop will help clients gather the essential functional knowledge needed to address common questions faculty, course designers and others across the institution may have, such as, “what can instructors do in Ultra?”, “how will the new course experience impact my students?”, “how much change is required?”, “What if Ultra does not have the same course tools?”, and “do we have to convert all course to Ultra?”. Being able to answer these types of questions is essential to limiting barriers to adoption by faculty, staff and students.

This workshop is not intended to create a planning framework such as the Learning Technology Planning (LTP) service (aka Academic Technology Planning) or to provide step by step product training, rather it is designed to assist clients in making practical decisions about the transition to a new course experience and prepare for implementation. Any pre-work summaries from LTP or ATP work will be considered and reviewed during these sessions. In many cases, this service will help clients operationalize decisions made during the LTP service. The Blackboard Consultant will work with institutional stakeholders to better understand Learn Ultra, the benefits of Ultra and to make practical decisions for Ultra Base Navigation and adoption of the Ultra Course experience.

This workshop is intended for Blackboard Learn clients who have moved, or plan to move, to SaaS but have not yet turned on the Ultra Base Navigation experience.

Who Should Attend?

- **Leadership/Decision Makers**: includes managers, directors and academic advisory group representatives.
- **System (full) Administrators**: includes those whose primary duties include the management and configuration of the Blackboard Learn platform. Responsibilities may include, but are not limited to, managing users, courses, enrollments, integrations, Building Blocks, tools, LTI, Institutional Hierarchy nodes, and Domains.
- **Mid-level (restricted) Administrators**: includes higher level support staff who may have access or need the ability to edit various levels of system administration. Responsibilities are often limited to a specific role or function such as user administration, course administration and/or community administration.
- **Support Staff & Training Personnel**: includes help desk workers, trainers and, higher level Instructional Designers who support end users.

Modules

**Module 1 - Ultra Base Navigation, Institution Features Overview and Initial Course Usage Discussion**

- Focus will be on optimizing the base navigation experience for all users.
- Meet with support staff and eLearning management team members to demonstrate and discuss the features of Ultra Base Navigation with attention to highlighting feature differences in capabilities between Original Base Navigation and Ultra such as Original Tabs, Modules, notifications, custom brands, etc.
• Gather data regarding typical course usage, begin to identify potential barriers or challenges to various user groups in enabling the Ultra Base Navigation.

Module 2 - Ultra Course Features Overview and Comparison
• Focus is to provide clarity on the feature differences that may be critical for certain use case scenarios.
• Meet with support staff, course builders and faculty stakeholders (i.e. early adopters, faculty IT committee) to demonstrate and discuss the features of Ultra courses with attention to highlighting feature differences in capabilities, conversion considerations and general benefits from an instructor and student perspective.

Module 3 - Final Considerations Discussion
• Focus will include a discussion on identifying and prioritizing faculty and/or programs that are well suited to move to Ultra.
• Meet with support staff and eLearning management team.
• Detail strategies for communicating to faculty and supporting faculty with changes in the course experience. For example, a course tool in Original does not map directly to a tool in Ultra. How can instructors achieve a comparable result in Ultra using a different tool?
• Manage expectations and develop a training plan for supporting faculty.

Module 4 - Mapping out the Transition
• Focus is to solidify actionable tasks, target dates and evaluative processes.
• Meet with support staff and eLearning management team.
• Review and complete worksheet and checklist to have a functional plan for moving forward.

Deliverables
Materials include a variety of deliverables to support the transition.
• Communications and Marketing Adoption Kit
• Ultra vs. Original Features Comparison Matrix
• Instructor and Student Feedback Sample Surveys
• Access to Ultra Course Sample with Blank Course Shells (via CourseSites)
• Operational Report to include defined Ultra navigation, target users, timelines, training methods, evaluation strategies and success measurements.