Blackboard

Digital Teaching Symposium 2026

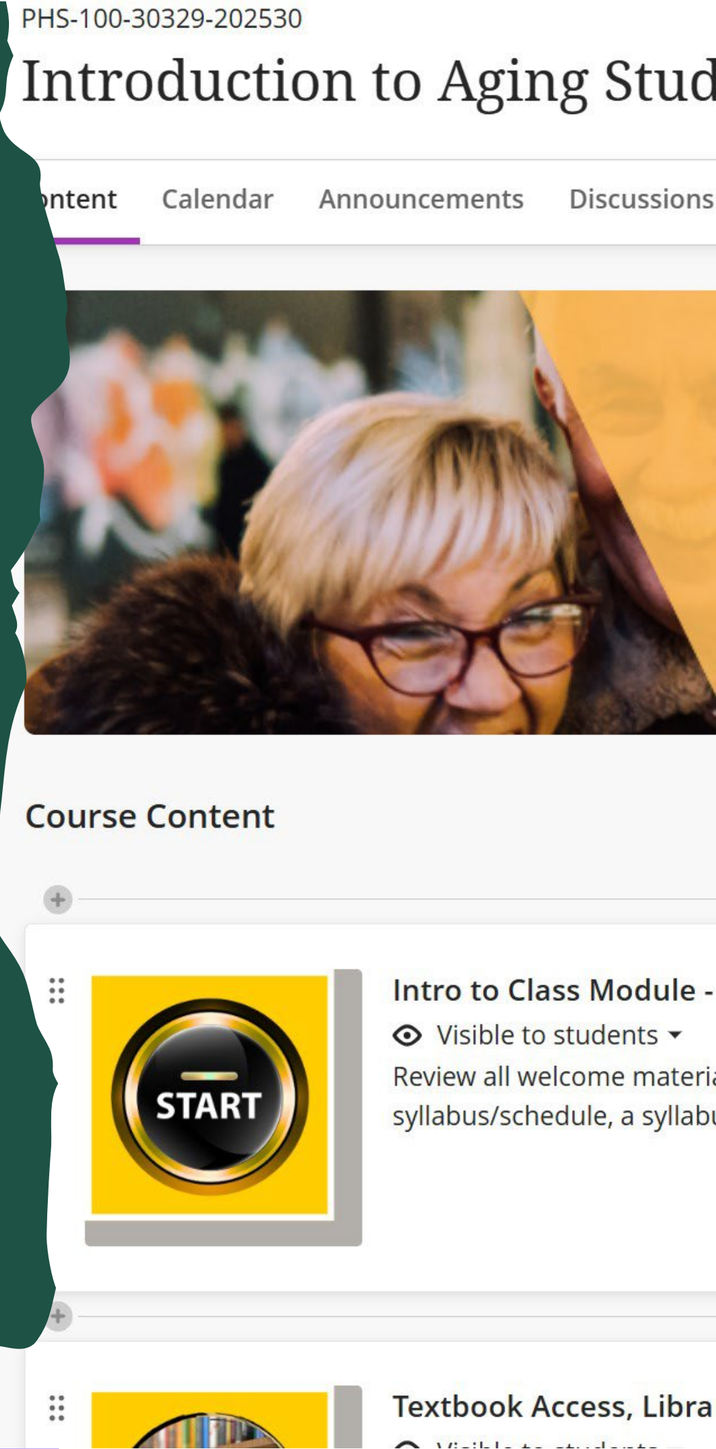
Beyond Course Design

What Students Tell Us About Learning

PRESENTED BY:

Jacie Green, MA

Senior Educator | Wichita State University



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Why This Matters

Student-Centered

Feedback

Presence

Belonging

Why This Matters ... **To Me** & Beyond

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Static Courses

Build Course

Copy Course

Repeat

= Missed Opportunities

Mindset Matters

Students help tell the story

Never Finished

Ever-changing

New Every Semester

Students Inform Decisions

= Student-Centered



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Student-Centered

*“I truly enjoyed the assignments, discussions, and real-world examples. We weren’t just memorizing facts; **we were learning how to think differently** about older adults and the world they experience.”*

-Anonymous Student Feedback, PHS 100

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Who is the course actually for?

Purposeful Activity in Practice

- Learner autonomy and relevance
- Real-world application over recall
- Structured but open
- Connects to lived experience
- Community as the classroom

Discussion Topic

Aligns with MLOs 2, 4, & 5.

Support Services & Programs

Part IV of the text covers "Formal Support Systems". This DB is your space to discu
services & programs to older adults in the community.

Instructions for Original Posting: We've talked about aging in place and social ne
programs. All of these together make for an age-friendly community where older a
maintain a high quality of life.

Original Posting

- Find a community resource.
  - Conduct a Google search to find a **local-to-you resource** that provid
    adults and caregivers.
  - You may choose a resource from a location that is meaningful to you
    one lives or where you envision aging yourself.
- Explore and share.
  - Select one specific program, event, or service offered by the resource
  - Visit the organization's website and explore the details of this offering
  - In your post, describe:
    - What the program/service is
    - Who it serves
    - How it benefits older adults
- **Required:** Be specific - link us directly to your outside source of information
  the program/service.

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*"I really enjoyed the module-based layout of the course and how each module was outlined in the syllabus. **I knew what to expect** within the course from the very first day."*

-Anonymous Student Feedback, PHS 100

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1. Creating clear learning pathways

Purposeful Design in Practice

- **Predictability reduces cognitive load**
- **Chunking mirrors how people actually learn**
- **Visual identity signals care in design**
- **The module title tells a story**
- Progression is visible



Week 1 Module - 3/23

Chapter 1 - The Longevity Dividend & Ageism | Chap



Week 2 Module - 3/30

Chapter 3 - Health & Wellness for Older Adults | Cha



Week 3 Module - 4/6

Chapter 5 - Sexuality & Aging | Chapter 6 - Death, Dy

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2. Creating clear learning pathways

Purposeful Design in Practice

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- **Progression is visible**



Week 1 Module - 3/23

Chapter 1 - The Longevity Dividend & Ageism | C

Chapter 1 Content - Aligns with Course Learning Ou

The Longevity Dividend

Chapter 2 Content - Aligns with Course Learning Ou

Physical Changes and the Aging Process



Week 2 Module - 3/30

Chapter 3 - Health & Wellness for Older Adults |

3. Creating clear learning pathways

Purposeful Design in Practice

- Predictability reduces cognitive load
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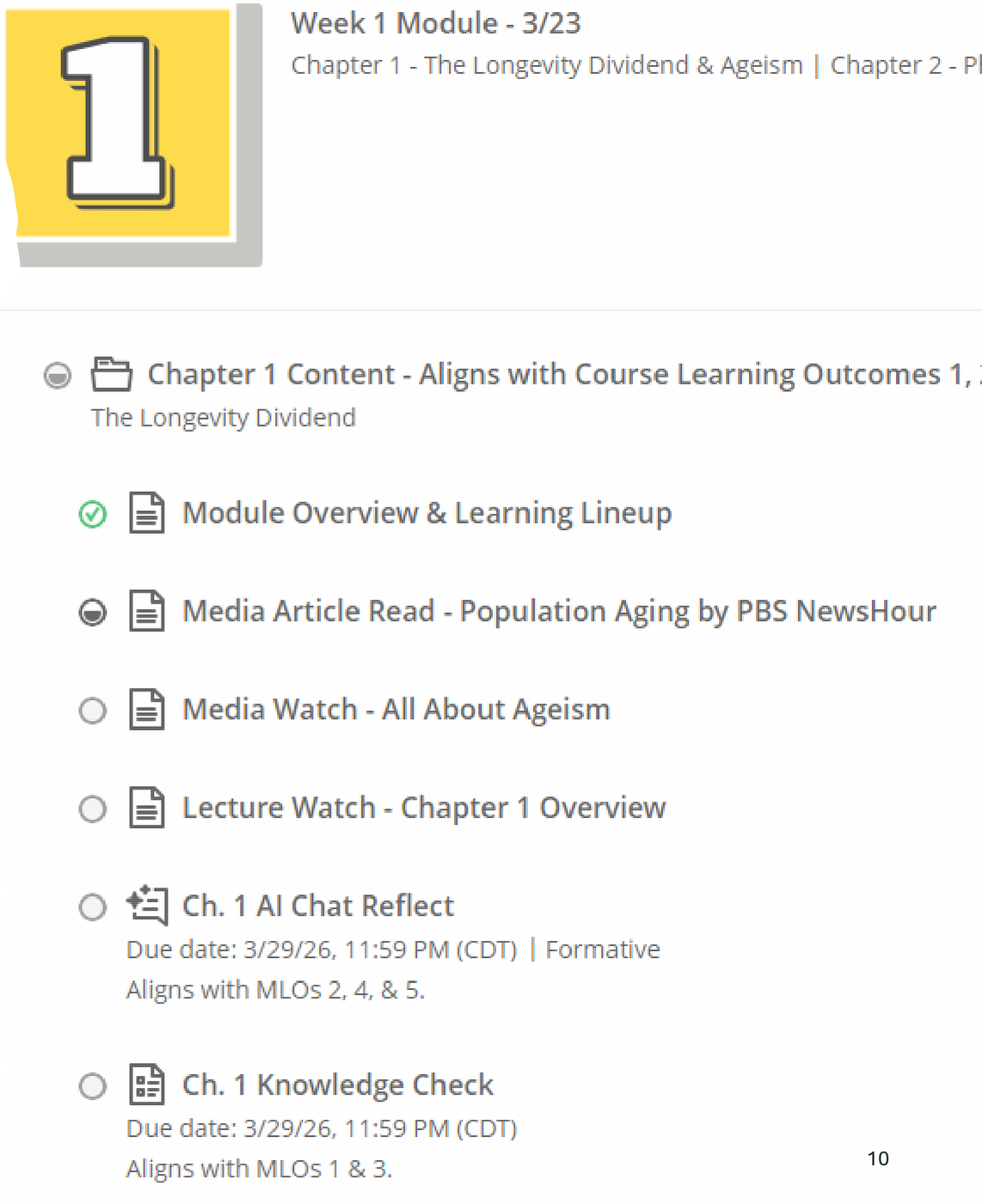


*"The **lectures and videos** she provided for each chapter **supported my learning** and gave me a better understanding of the assignments and grasp the knowledge needed to be successful."*

-Anonymous Student Feedback, PHS 100

Media Article Read - Population Aging by PBS NewsHour

1. Varied learner engagement

Varied Materials in Practice

- **Connects course content to the world**
- **Active, not passive**
- Reach students through narrative and emotion
- Personal context
- Different formats, same learning

An Aging Population

This article is an excellent example of the demographic transition that Aging Studies examines: longer life expectancy, declining birth rates, and the growing importance of supporting an older population. This quick read explores the increase in the U.S. median age, and the implications that result.

Read: With population of aging Americans growing, U.S. median age jumps to nearly 39 | PBS News

Which cohort saw the fastest growth rate from 2010 to 2020?

- A. Baby Boomers turning 65+
- B. Millennials
- C. Generation X
- D. Generation Z

Submit



Article Reference: Schneider, M
growing, U.S. median age jumps to
https://www.pbs.org/newshour/
s-median-age-jumps-to-nearly-3

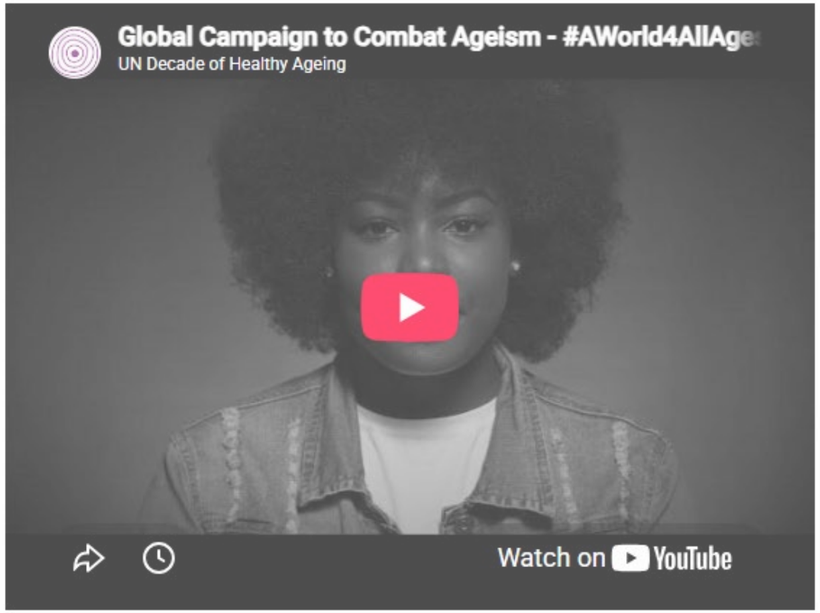
2. Varied learner engagement

Varied Materials in Practice

- Connects course content to the world
- Active, not passive
- **Reach students through narrative and emotion**
- **Personal context**
- **Different formats, same learning**

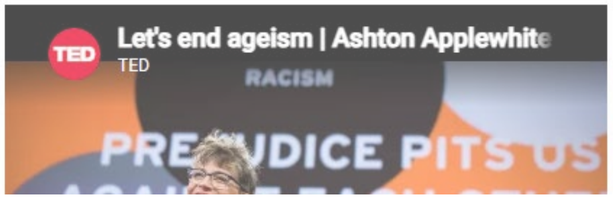
Combatting Ageism

This film takes you on a journey through experiences of ageism across the life course, showing how ageism affects everyone, everywhere.



Let's End Ageism

It's not the passage of time that makes it so hard to get older. It's ageism, a prejudice that pits us against our future selves -- and each other. Fun fact - I met her at the American Society on Aging conference and got a signed copy of her book!





*"The **course's structure** made it easy to **stay engaged**, and I appreciated how everything connected to real life. It changed the way I view aging, healthcare, family dynamics, and even my own future."*

-Anonymous Student Feedback, PHS 100



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Feedback

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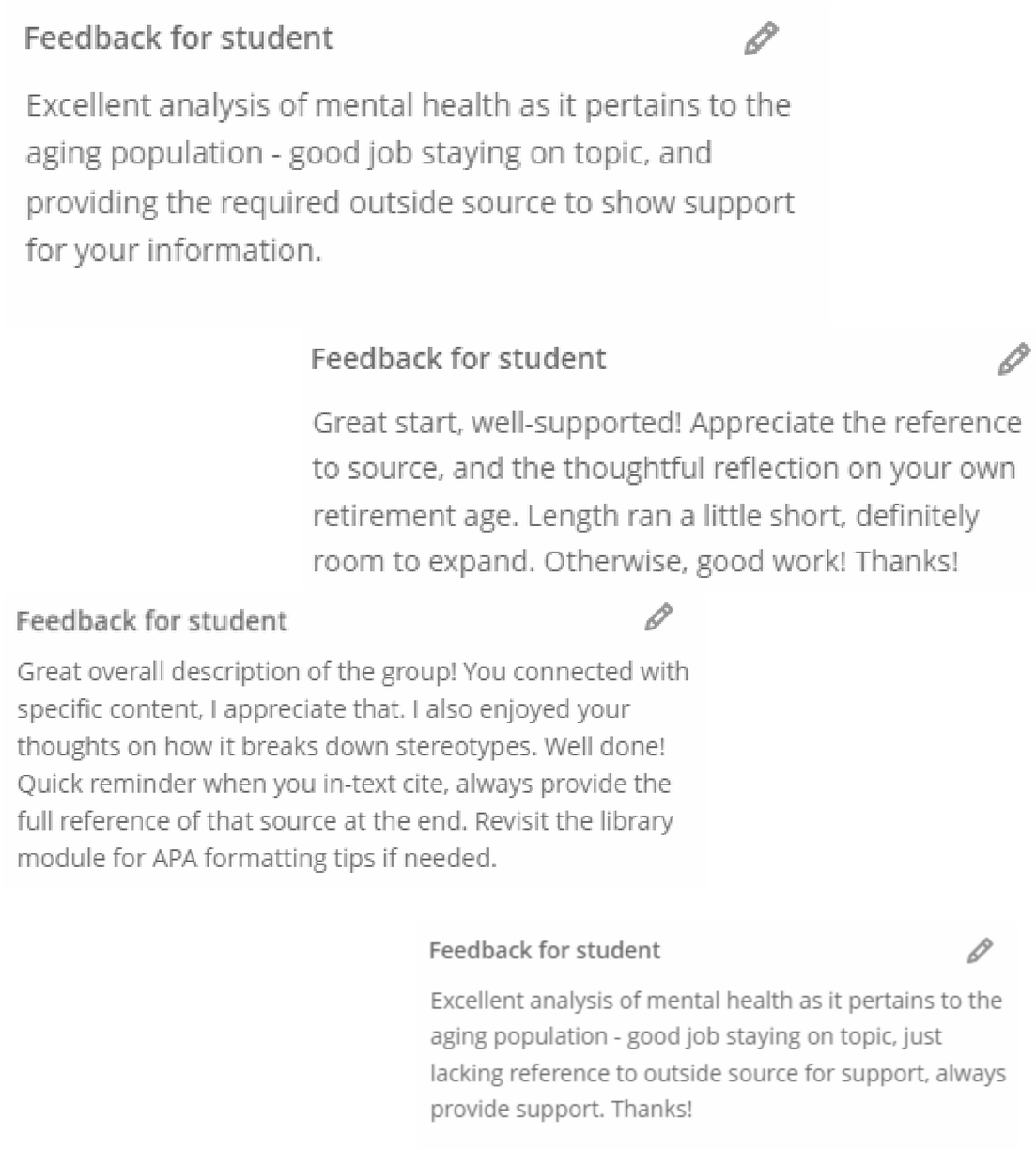
*“She was very thoughtful with her feedback, and it **helped me better understand** if I missed something or even when I didn’t, she was encouraging every single time.”*

-Anonymous Student Feedback, PHS 100

1. Does feedback change what happens next?

Feedback in Practice

- **More than correction, it’s confirmation**
- **Works even at scale (90+ students)**
- Automation can still feel personal
- Students reply to automated messages



2. Does feedback change what happens next?

Feedback in Practice

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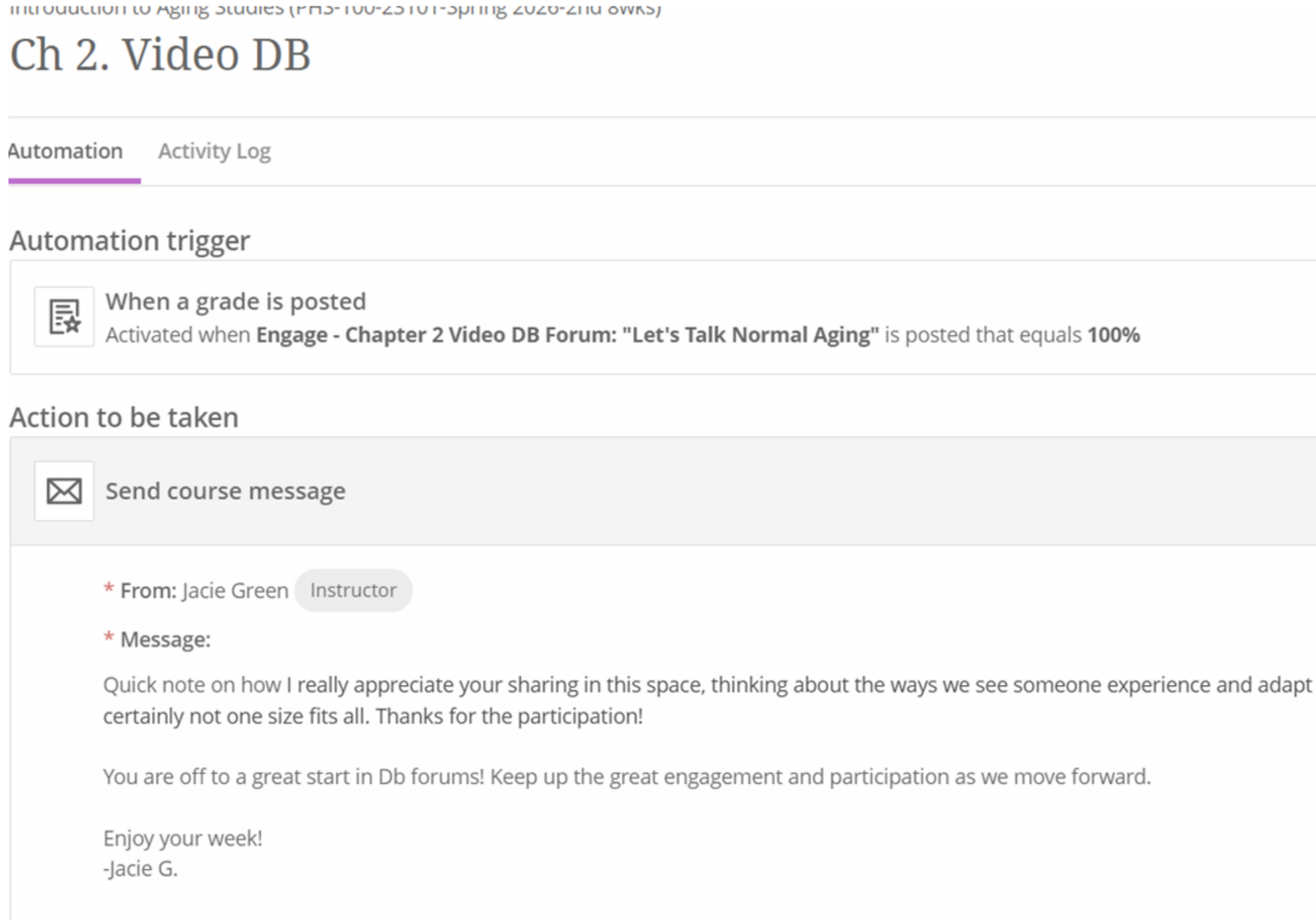

3. Does feedback change what happens next?

Feedback in Practice

- More than correction, it’s confirmation
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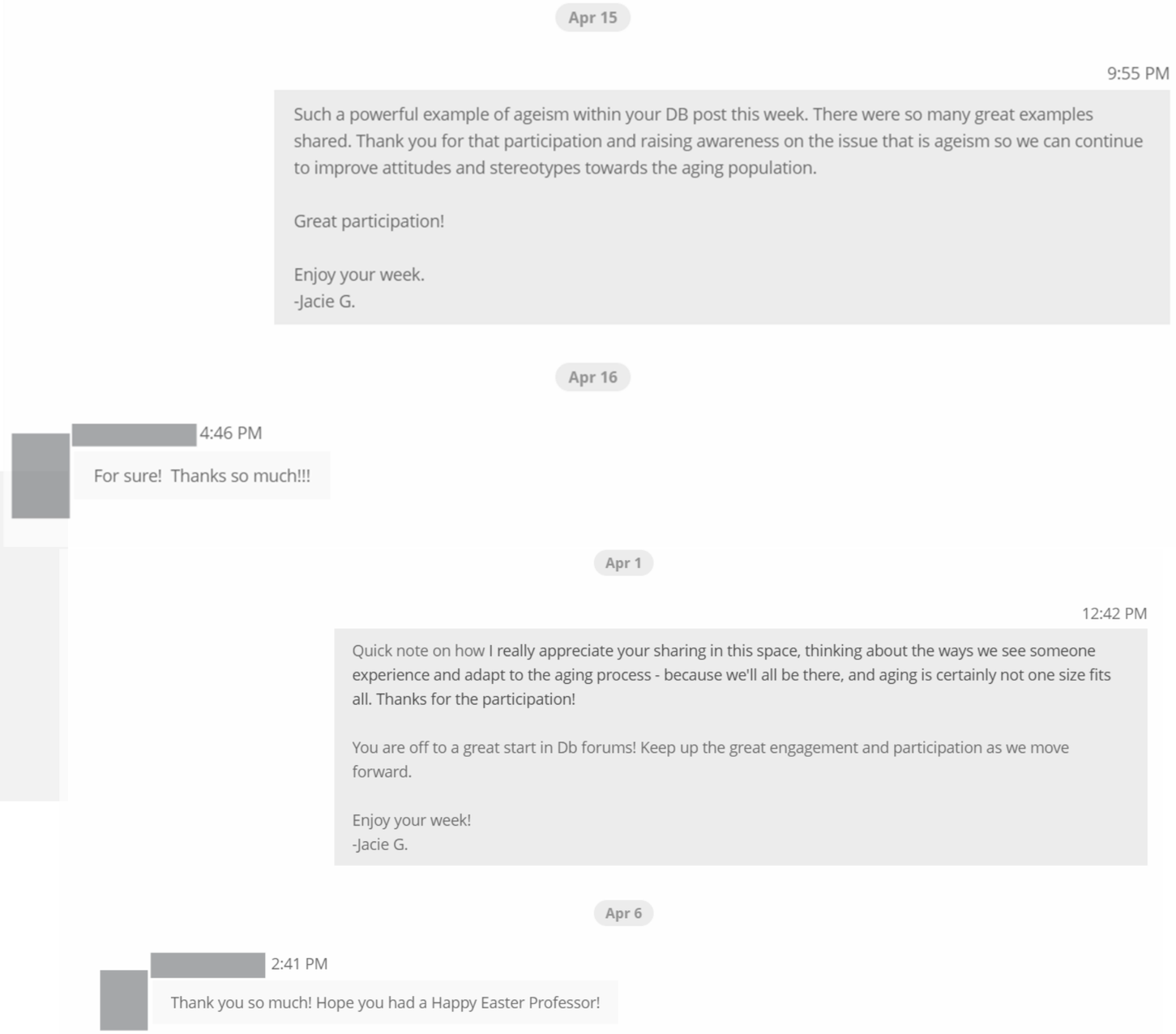

*"**I felt supported** throughout this course through the constant feedback I was given after almost every assignment. I was given clear points on what to fix and what I did well."*

-Anonymous Student Feedback, PHS 100

*"First time using this [AI Chat], Rose gives me more questions about the topic to consider and a more in-depth reflection question on ideas I could explore. This **made me reflect more** on what I knew on the topic and what more I could learn."*

-Anonymous Student Feedback, PHS 100

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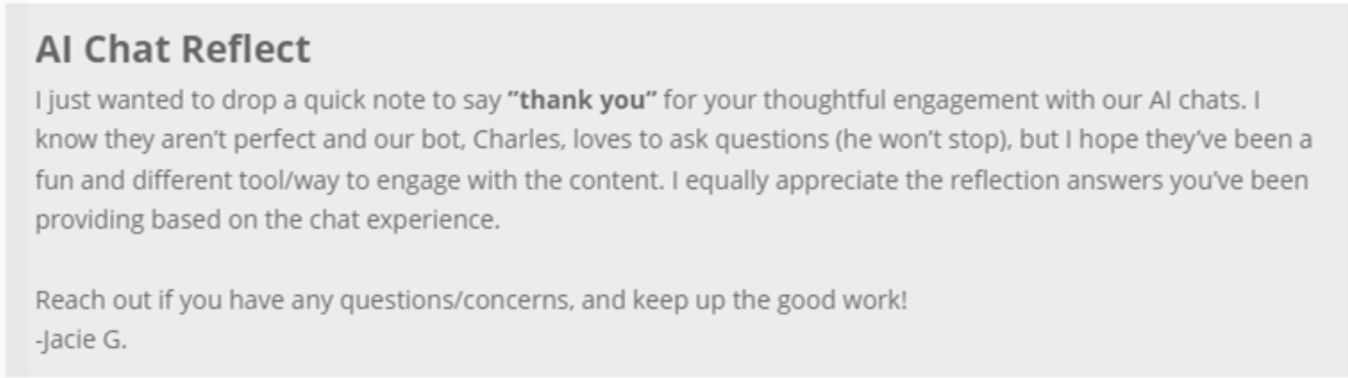
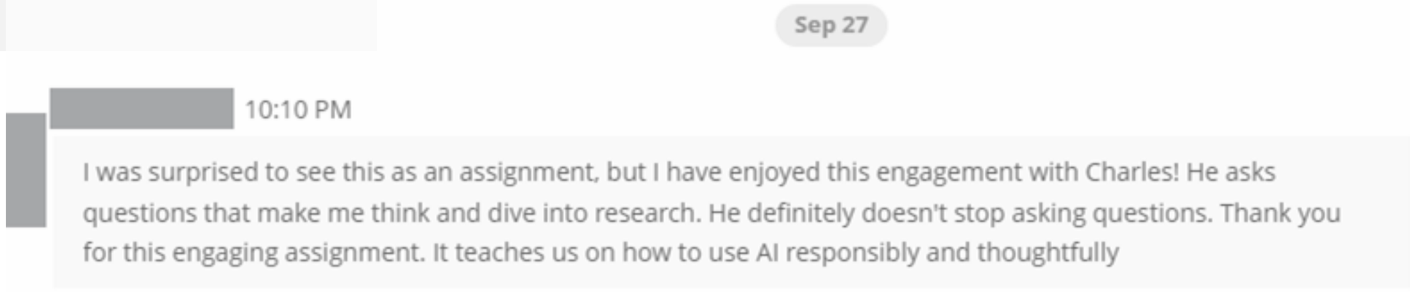
New tools? New feedback.

Listening to Feedback in Practice

- Closing the loop
- Mid-tool check in importance
- Clear purpose is important
- Responsible AI use in conversation
- Best paired with reflection







*"I appreciate that you **coupled the AI chat with reflection**. This is an exemplary practice that I'd love to see incorporated into courses at my university!!"*

-ECP Reviewer, Spring 2026 PHS 100

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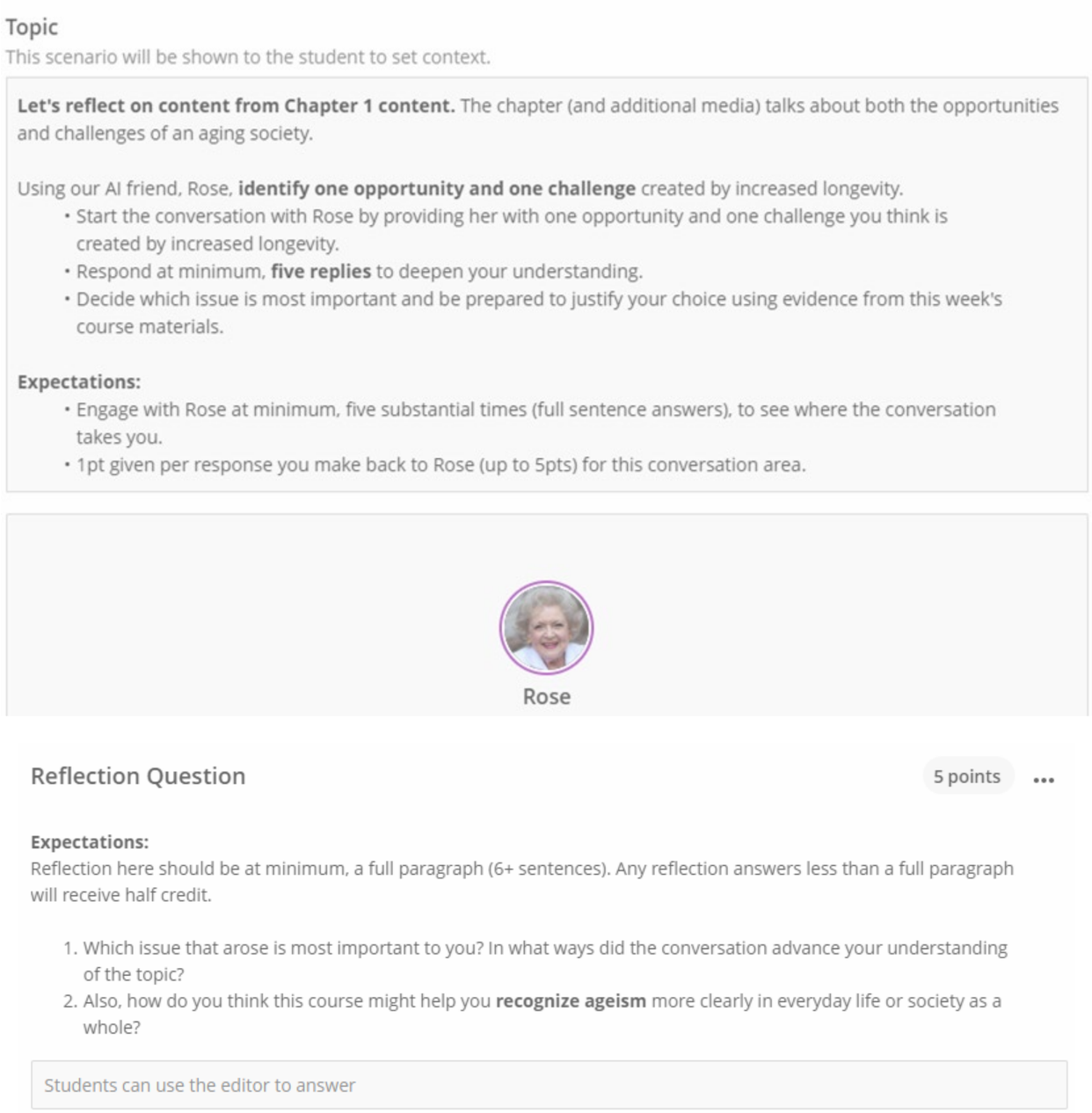
Reflection as feedback.

Reflection in Practice

- Reflection turns completed tasks into learning
- AI conversations create a low-stakes space to think before writing
- Student reflections are feedback *for you*
- The tool is never the point; the thinking it provokes is
- Feedback is the most human element of teaching





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Presence

*"I found this course really **interesting and engaging**. I have loved learning about various factors about aging and the older community. I would definitely recommend this class to others!"*

-Anonymous Student Feedback, PHS 100

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*"Providing meaningful instructor presence can help students feel less isolated and encourage them to **engage with the course content** on a deeper level. Excellent work implementing this strategy!"*

-ECP Reviewer, Spring 2026 PHS 100

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1. Are we in the course, or just behind it?

Putting Presence into Practice

- **Presence starts before the first assignment**
- **Learn who you are before learning what the course requires**
- Being in the course means showing up inside the content
- Signals a real person designed this
- Check-ins keep your voice active throughout the semester
- Students don’t wonder if anyone is watching

Meet Your Instructor!

I hope you enjoy my little intro! In addition, here are some contact details for you.

How to reach me:

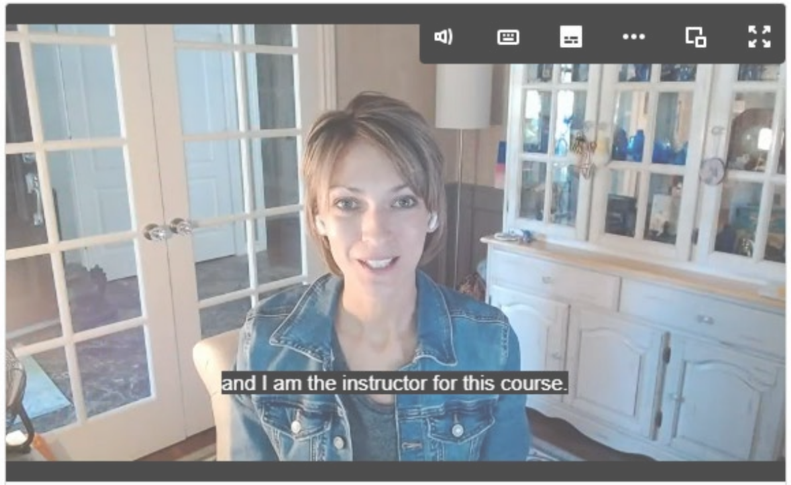
Email: jacie.green@wichita.edu (best way to contact)

Work Phone: 316-978-5652

Office Location: 300C Ahlberg Hall

Student Hours: Virtual via Teams, by phone, or in-person welcome. Tuesdays 12:30p - 2:00p or email to schedule.

- Don't hesitate to reach out to me at any point via my contact information above. Email is the best way to reach me.
- You can anticipate responses to inquiries and questions within 24-48hrs of receipt. Inquiries made over the weekend may not be responded to until Monday morning ... because the kids keep us so busy!
- Students can anticipate timely grading by the instructor on all participation activities and assignments. You can expect feedback and graded assessments within one week of the due date.



Meet Your Instructor!.mp4

2. Are we in the course, or just behind it?

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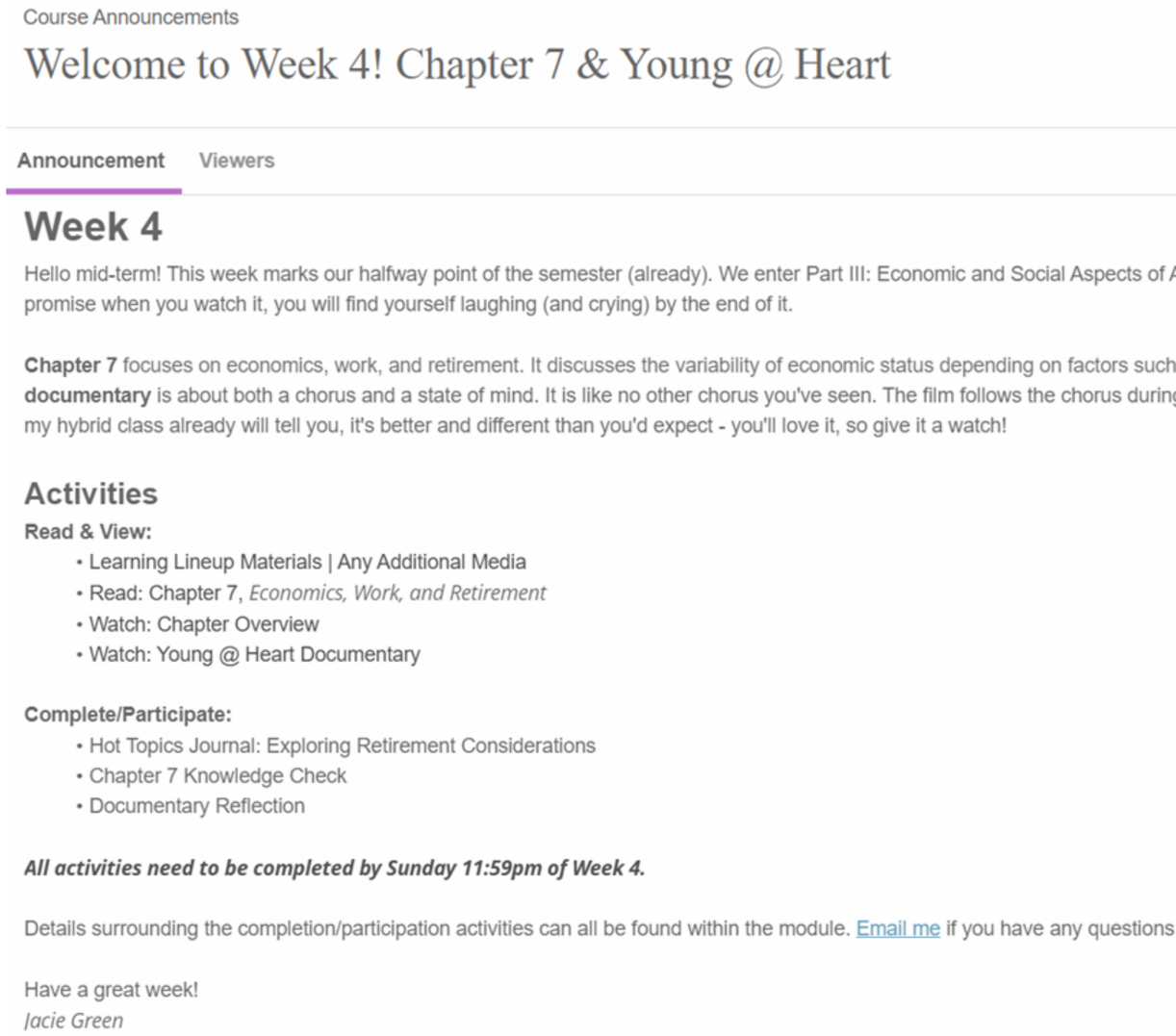

Course Announcements

Welcome to Week 4! Chapter 7 & Young @ Heart

Announcement Viewers

Week 4

Hello mid-term! This week marks our halfway point of the semester (already). We enter Part III: Economic and Social Aspects of A
promise when you watch it, you will find yourself laughing (and crying) by the end of it.

Chapter 7 focuses on economics, work, and retirement. It discusses the variability of economic status depending on factors such
documentary is about both a chorus and a state of mind. It is like no other chorus you've seen. The film follows the chorus during
my hybrid class already will tell you, it's better and different than you'd expect - you'll love it, so give it a watch!

Activities

Read & View:

- Learning Lineup Materials | Any Additional Media
- Read: Chapter 7, *Economics, Work, and Retirement*
- Watch: Chapter Overview
- Watch: Young @ Heart Documentary

Complete/Participate:

- Hot Topics Journal: Exploring Retirement Considerations
- Chapter 7 Knowledge Check
- Documentary Reflection

All activities need to be completed by Sunday 11:59pm of Week 4.

Details surrounding the completion/participation activities can all be found within the module. Email me if you have any questions

Have a great week!
Jacie Green

3. Are we in the course, or just behind it?

Putting Presence into Practice

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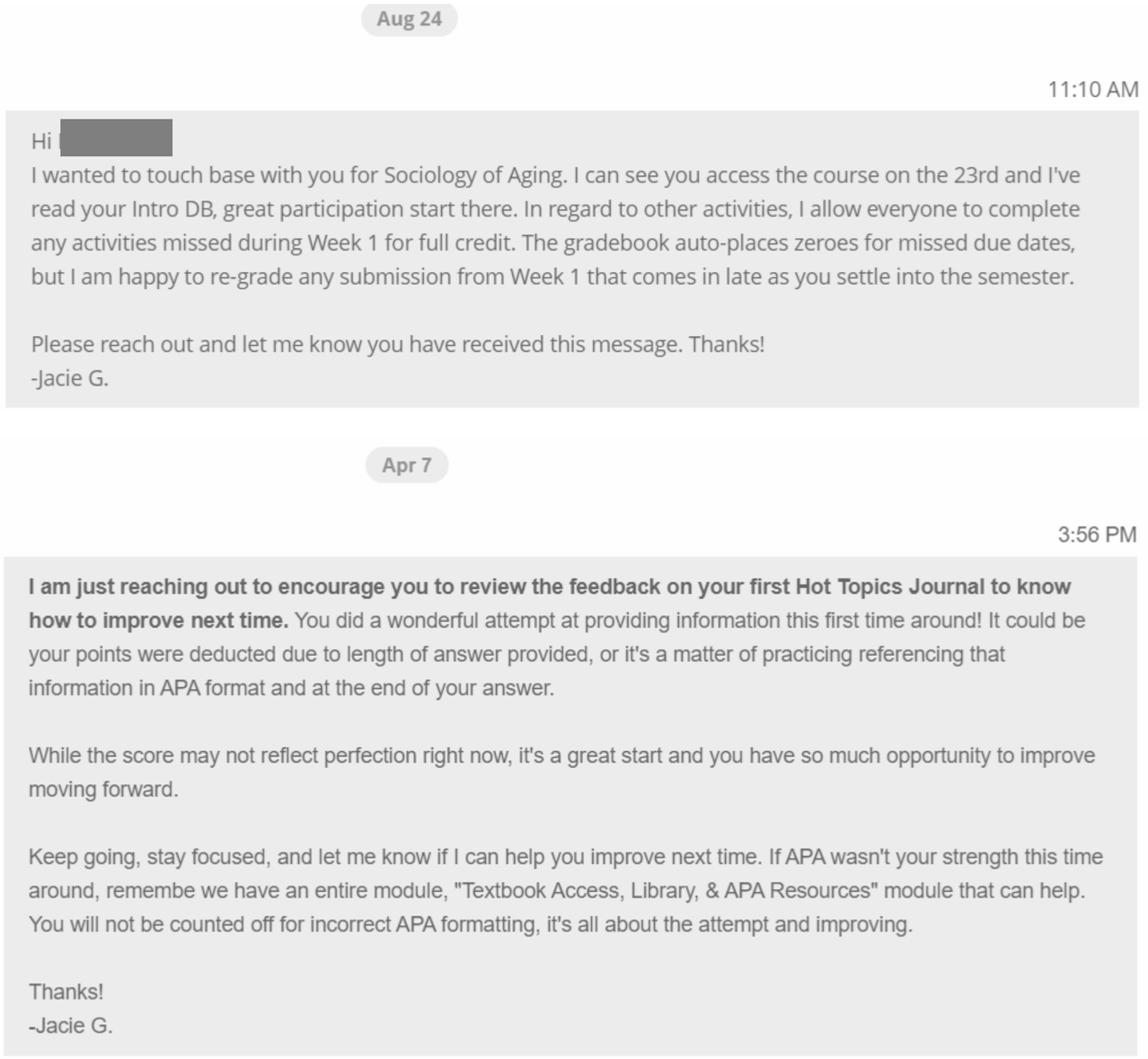


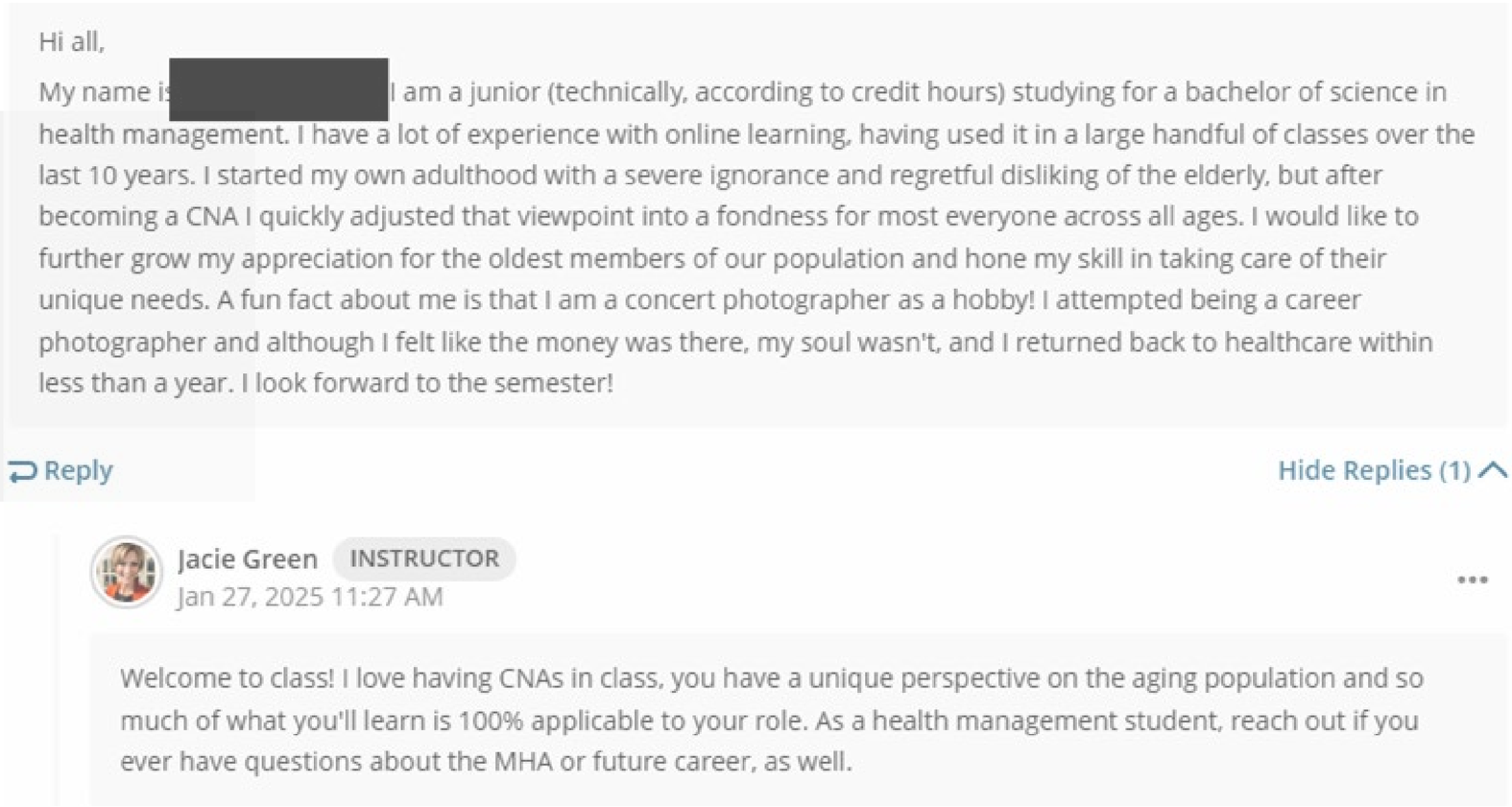
*"The use of discussions and AI Chats ensure that learners **engage with one another and the content in meaningful ways** — rather than passively attempt to gain content knowledge from the instructor."*

-ECP Reviewer, Spring 2026 PHS 100

1. Building meaningful community

Community in Practice

- **Presence is showing up from day one**
- **Presence requires vulnerability**
- Opportunities for student engagement
- Real-time response of AI chat bots



2. Building meaningful community

Community in Practice

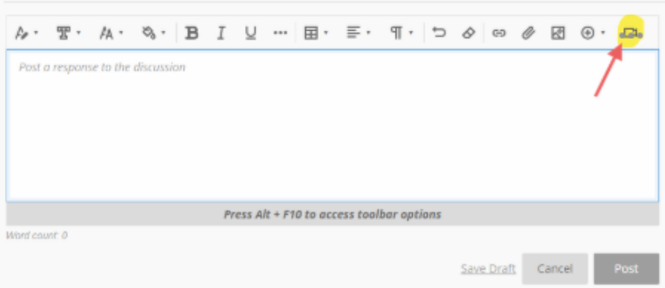
- Presence is showing up from day one
- Presence requires vulnerability
- **Opportunities for student engagement**
- Real-time response of AI chat bots

Introduce Yourself!

Instructions for Original Posting: Take a moment to introduce yourself. One of my favorite things to do within an online course is create a sense of community. What better way to do that than through a short (3min max) video?

Your challenge, if you choose to accept it, create a video of yourself using the Audio/Video Tool built directly into the posting textbox (it's the little camera icon on the very right in your posting textbox).

Video Points Alert This challenge will earn you two extra credit points.



You'll see opportunities throughout the course to earn Video DB points - these are points that go above and beyond the required elements. Review the syllabus for a reminder on earning these points! Creating an Introduction Video is your first opportunity to earn Video points in this class.

If you choose to opt out of the Video, you are still required to post in text answers to the following questions within this forum:

1. What are you studying (what is your major)? Are you a freshman, sophomore, junior, senior?
2. Tell us one thing you love (or hate) about online learning.
3. Do you have any aging adults in your family or social network that you are close to? How old is the oldest person you know?
4. Share one insight or question the videos from the prior activity, Media Watch - Growing Old, sparked about aging and society.

3. Building meaningful community

Community in Practice

- Presence is showing up from day one
- Presence requires vulnerability
- Opportunities for student engagement
- **Real-time response of AI chat bots**

I think the conversation advanced my understanding of the topic because it made me think deeper about it with all the questions the AI was asking me…

I feel that the conversation advanced my understanding of the topic. Each question made me address another aspect of ageism that I wasn't thinking about when I began the conversation…

I think this conversation definitely helped me deepen my understanding of the subject, because it allowed me to have to have that back and forth interaction. By having that life-like interaction I felt it was easier for me to share my thoughts without having to worry about formality…

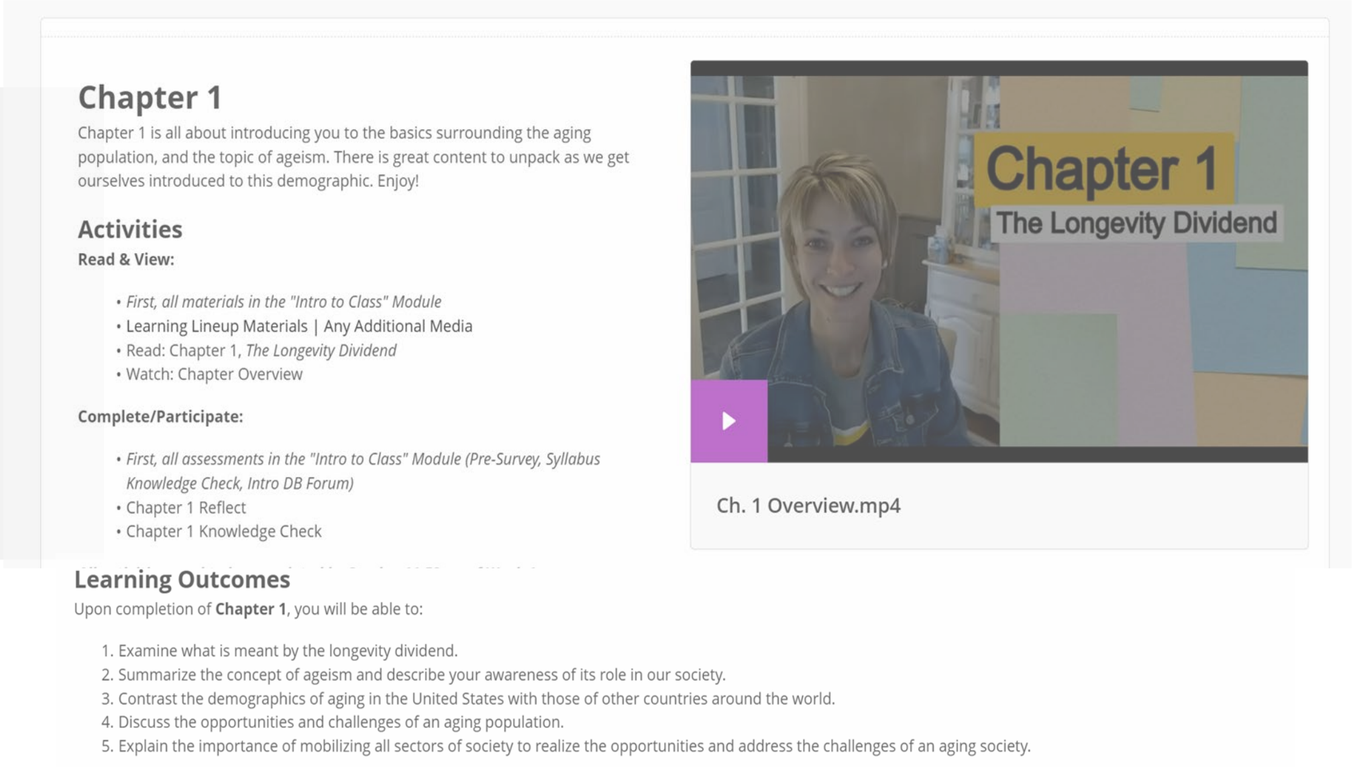
"Inclusion of weekly overview videos designed by the instructor is a great way to provide instructor presence. The videos ***contribute to a positive atmosphere*** *in the course."*

-ECP Reviewer, Spring 2026 PHS 100

1. Intentional, positive presence

Intentionality in Practice

- **Consistent video demonstrates presence**
- Short, focused content respects attention spans (including your own)
- Comfort precedes engagement
- Course layout + presence = comfort



Chapter 1

Chapter 1 is all about introducing you to the basics surrounding the aging population, and the topic of ageism. There is great content to unpack as we get ourselves introduced to this demographic. Enjoy!

Activities

Read & View:

- *First, all materials in the "Intro to Class" Module*
- Learning Lineup Materials | Any Additional Media
- Read: Chapter 1, *The Longevity Dividend*
- Watch: Chapter Overview

Complete/Participate:

- *First, all assessments in the "Intro to Class" Module (Pre-Survey, Syllabus Knowledge Check, Intro DB Forum)*
- Chapter 1 Reflect
- Chapter 1 Knowledge Check

Ch. 1 Overview.mp4

Learning Outcomes

Upon completion of **Chapter 1**, you will be able to:

1. Examine what is meant by the longevity dividend.
2. Summarize the concept of ageism and describe your awareness of its role in our society.
3. Contrast the demographics of aging in the United States with those of other countries around the world.
4. Discuss the opportunities and challenges of an aging population.
5. Explain the importance of mobilizing all sectors of society to realize the opportunities and address the challenges of an aging society.

2. Intentional, positive presence

Intentionality in Practice

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3. Intentional, positive presence

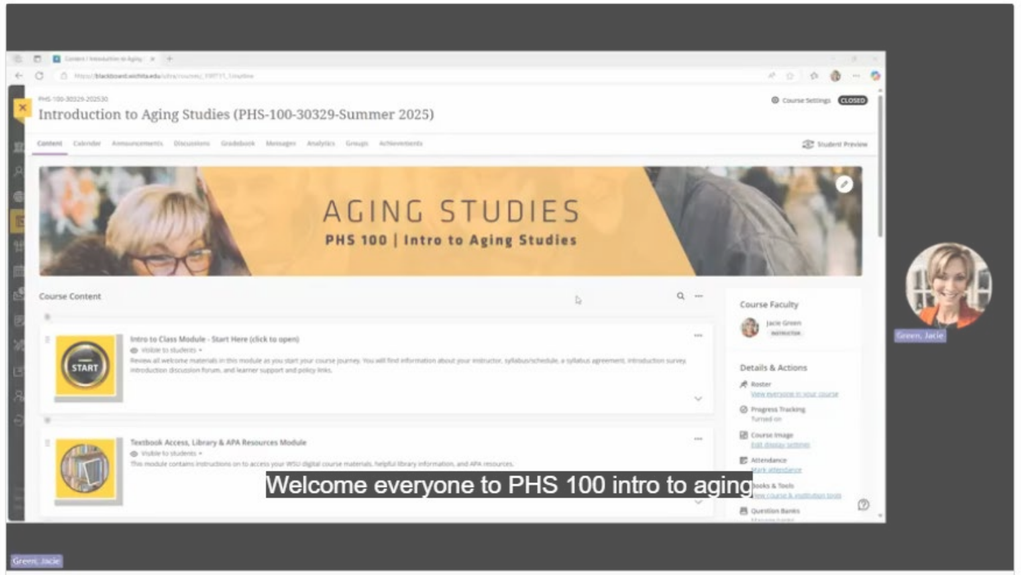
Intentionality in Practice

- Consistent video demonstrates presence
- Short, focused content respects attention spans (including your own)
- Comfort precedes engagement
- **Course layout + presence = comfort**

Course Navigation

To start, watch the Course Navigation video to learn about all the things with Blackboard Ultra and how to get around this course.

In addition to watching this navigation, check out the tips below and you'll be set!



Course Navigation Tour

*"She laid out the course in a way that helped me **learn and feel comfortable** with taking the course online, **she still has a large presence** and cares about our learning even though it's online."*

-Anonymous Student Feedback, PHS 100



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Belonging

*"She supported me and other students by creating an engaging and comfortable online class community, encouraging us to discuss our thoughts and opinions on various topics covered. She is a friendly and encouraging instructor who even though conducted as online class, provided us students with a **sense of belonging**."*

-Anonymous Student Feedback, PHS 100

Beyond Course Design

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Student Centered



Feedback



Presence



Belonging



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Thank You!

#DTS26