Blackboard Learn
Training Manual

Blackboard Cloud (SaaS) Edition
Spring 2018

University of Arkansas Fort Smith
Instructional Support
Table of Contents

About This Manual ........................................................................................................ 8
The UAFS Blackboard Training Manual ......................................................................... 9
Blackboard Essentials .................................................................................................... 10
Blackboard Learn ........................................................................................................... 11
Types of Online Courses at UA Fort Smith ................................................................... 12
Accessing Blackboard Learn ......................................................................................... 14
My Blackboard ............................................................................................................... 16
Grouping Courses by Term in My Courses ................................................................. 17
Global Navigation ......................................................................................................... 19
Navigating and Arranging Content in Blackboard Learn ............................................. 22
The Student Preview ..................................................................................................... 31
File Management in Blackboard Learn ......................................................................... 36
Converting Word Documents to HTML or PDF ............................................................ 42
ACTIVITY – Create a Learning Module ........................................................................ 45
Adding File Links to Your Content Areas and Learning Modules .............................. 47
Updating Your Syllabus in Your Blackboard Course ...................................................... 50
Editing Your Getting Started Content ........................................................................... 58
The Blackboard Course Template .................................................................................. 62
ACTIVITY – Finishing Your Home Page ......................................................................... 63
The Content Editor ........................................................................................................... 67
Create an Assignment (for Outcomes Assessment) ....................................................... 71
Sending E-Mail ............................................................................................................... 76
The Grade Center ............................................................................................................ 79
Creating Columns .......................................................................................................... 81
Calculated Columns ......................................................................................................... 84
Column Order and Visibility for Instructors and Students ........................................... 91
Deleting Grade Center Columns ...................................................................................... 93
The External Grade Column and Grades Push (to the Student Information System) ................................................................................................................................. 95
Grading Assignments ..................................................................................................... 97
Managing Your Courses ............................................................................................... 99
Copying a Course .......................................................................................................... 104
ADA (Americans with Disabilities Act) Issues ............................................................ 110
Additional Resources and Contact Information .......................................................... 114
Instructional Design, Online Best Practices, and Blackboard .................................... 115
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modifying the Question Settings in a Test</td>
<td>285</td>
</tr>
<tr>
<td>ACTIVITY – Add Questions to Your Quiz or Test</td>
<td>288</td>
</tr>
<tr>
<td>Managing Questions in Tests</td>
<td>293</td>
</tr>
<tr>
<td>Question Management in Blackboard</td>
<td>298</td>
</tr>
<tr>
<td>Exporting and Importing Tests</td>
<td>299</td>
</tr>
<tr>
<td>Deploying Tests</td>
<td>304</td>
</tr>
<tr>
<td>Editing a Test or Test Options from the Course Content Area</td>
<td>312</td>
</tr>
<tr>
<td>Mobile Compatible Tests</td>
<td>313</td>
</tr>
<tr>
<td>Surveys</td>
<td>320</td>
</tr>
<tr>
<td>The Respondus LockDown Browser</td>
<td>321</td>
</tr>
<tr>
<td>Using Respondus 4.0 to Import and Publish Tests to Blackboard Learn 9.1</td>
<td>324</td>
</tr>
<tr>
<td>Formatting Documents for Respondus 4.0 Import and Blackboard Learn 9.1</td>
<td>324</td>
</tr>
<tr>
<td>Publishing (from Respondus Support)</td>
<td>342</td>
</tr>
<tr>
<td>Retrieving Tests in Word Format from Blackboard, Using Respondus 4.0</td>
<td>354</td>
</tr>
<tr>
<td>Discussions</td>
<td>367</td>
</tr>
<tr>
<td>Managing Discussions</td>
<td>369</td>
</tr>
<tr>
<td>Creating a Discussion Forum</td>
<td>370</td>
</tr>
<tr>
<td>Conditional Settings</td>
<td>374</td>
</tr>
<tr>
<td>Deploying Discussions</td>
<td>375</td>
</tr>
<tr>
<td>Creating Engaging Discussions</td>
<td>377</td>
</tr>
<tr>
<td>Important Notes about Discussions</td>
<td>379</td>
</tr>
<tr>
<td>Managing Authorship</td>
<td>385</td>
</tr>
<tr>
<td>Creating Threads</td>
<td>387</td>
</tr>
<tr>
<td>Viewing Threads</td>
<td>388</td>
</tr>
<tr>
<td>Searching and Refreshing Threads</td>
<td>390</td>
</tr>
<tr>
<td>Grading Discussions</td>
<td>392</td>
</tr>
<tr>
<td>Assignments and SafeAssign</td>
<td>397</td>
</tr>
<tr>
<td>Assignments</td>
<td>398</td>
</tr>
<tr>
<td>ACTIVITY - Create an Assignment</td>
<td>399</td>
</tr>
<tr>
<td>Editing and Deleting Assignments</td>
<td>406</td>
</tr>
<tr>
<td>Aligning Your Assignment with Goals</td>
<td>407</td>
</tr>
<tr>
<td>SafeAssign (SafeAssign Items and DirectSubmit)</td>
<td>410</td>
</tr>
<tr>
<td>SafeAssign Items</td>
<td>411</td>
</tr>
<tr>
<td>SafeAssign Item Reports</td>
<td>412</td>
</tr>
<tr>
<td>DirectSubmit</td>
<td>417</td>
</tr>
<tr>
<td>Suggest URL</td>
<td>420</td>
</tr>
<tr>
<td>Topic</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Recording Sessions</td>
<td>587</td>
</tr>
<tr>
<td>Captioning Sessions</td>
<td>595</td>
</tr>
<tr>
<td>Polling in Collaborate</td>
<td>600</td>
</tr>
<tr>
<td>Breakout Groups</td>
<td>610</td>
</tr>
<tr>
<td>Best Practices for Moderating a Collaborate Session</td>
<td>621</td>
</tr>
<tr>
<td>Finding Help for Collaborate</td>
<td>625</td>
</tr>
<tr>
<td>Additional Tools</td>
<td>627</td>
</tr>
<tr>
<td>Achievements</td>
<td>628</td>
</tr>
<tr>
<td>Adaptive Release</td>
<td>636</td>
</tr>
<tr>
<td>Announcements</td>
<td>642</td>
</tr>
<tr>
<td>Attendance</td>
<td>644</td>
</tr>
<tr>
<td>Course Messages</td>
<td>660</td>
</tr>
<tr>
<td>Course Notifications and One-Way Text Messaging</td>
<td>663</td>
</tr>
<tr>
<td>Course Reports</td>
<td>667</td>
</tr>
<tr>
<td>Analytics Reports</td>
<td>674</td>
</tr>
<tr>
<td>Glossary</td>
<td>675</td>
</tr>
<tr>
<td>Groups</td>
<td>676</td>
</tr>
<tr>
<td>Performance Dashboard</td>
<td>681</td>
</tr>
<tr>
<td>Web Links</td>
<td>683</td>
</tr>
<tr>
<td>Blackboard Mobile Apps</td>
<td>684</td>
</tr>
<tr>
<td>The Blackboard (Student) App</td>
<td>685</td>
</tr>
<tr>
<td>The Blackboard Instructor App</td>
<td>698</td>
</tr>
<tr>
<td>Appendix A: The Content Editor – Additional Information</td>
<td>707</td>
</tr>
<tr>
<td>The Math Editor</td>
<td>708</td>
</tr>
<tr>
<td>Tables</td>
<td>712</td>
</tr>
<tr>
<td>Adding Multimedia</td>
<td>716</td>
</tr>
<tr>
<td>Appendix B: Troubleshooting and Maintenance</td>
<td>720</td>
</tr>
<tr>
<td>System Requirements</td>
<td>721</td>
</tr>
<tr>
<td>Troubleshooting</td>
<td>724</td>
</tr>
<tr>
<td>Maintenance</td>
<td>726</td>
</tr>
<tr>
<td>Appendix C: Publisher Course Content and Course Exports and Imports</td>
<td>728</td>
</tr>
<tr>
<td>Publisher Content</td>
<td>729</td>
</tr>
<tr>
<td>Course Exports, Archives, Imports, and Restores</td>
<td>735</td>
</tr>
<tr>
<td>Index</td>
<td>743</td>
</tr>
</tbody>
</table>
About This Manual
The UAFS Blackboard Training Manual

This manual contains content covering the main Blackboard training modules available at UAFS. The sections of the manual are organized to reflect those individual training modules. The Additional Tools, Mobile, and Appendices sections offer additional information, beyond the training modules.

The manual is in PDF form, with a clickable Table of Contents and Index.

Because the version of Blackboard Learn SaaS that we use is subject to regular updates, some Blackboard functionality may differ slightly from the content in this manual. Please consult with Instructional Support at instructionalsupport@uafs.edu if you have questions.
Blackboard Essentials
Blackboard Learn

Blackboard Learn 9.1 is a Learning Management System (LMS – also sometimes called a Course Management System or CMS). This system combines features and functionality from the Blackboard Classic, WebCT, and ANGEL learning management systems.

The Learn 9.1 system contains many features common to learning management systems, including content and file management tools, assessments, assignments, discussions, chat rooms, announcements, calendar, and a grade management tool. The system also includes SafeAssign, for checking sources and guarding against plagiarism in written assignments.

In addition, the system contains Web 2.0 functionality with blogging, wiki, and journal tools. These tools will be familiar to many of your students and enable them to communicate and participate online in a variety of ways.

UAFS uses a version of Learn that is hosted online by Blackboard in the cloud. This version is called SaaS (Software as a Service).
Types of Online Courses at UA Fort Smith

**Fully Online**

Fully online courses do not require any regular on-campus class meetings. The vast majority of class activity takes place online. Students may still have a physical textbook and engage in certain off-line activities, but the primary means of class participation is the Blackboard Learn online course shell and other online resources.

Fully online courses provide 24/7 access for students. The course content and materials (with some exceptions, such as textbooks, CDs, and other resources) can be found online. There may be an optional orientation meeting, and students can meet with instructors, on-campus, as needed. While quizzes and some tests can be delivered online, major exams may be and the final exam will be administered in a proctored environment. Students should contact their instructor for details.

Students are charged $50 per credit hour for enrollment in fully-online courses.

**Hybrid**

Hybrid courses reduce classroom meeting time or frequency by at least 1/3 and replace that on-campus time with online course activities. The online component of the course is available 24/7 for students. The majority of the course content and materials are online in Blackboard Learn. Instructors are responsible for administering and proctoring major exams.

Students are charged $50 per credit-hour for enrollment in hybrid courses.
Web-Enhanced

Web-Enhanced courses are traditional on-campus courses that include a Blackboard Learn course shell. **All regular, on-campus, class meetings occur in these courses** and instructors are responsible for administering and proctoring major exams. The online materials are available 24/7 and may include the syllabus, schedules, lecture notes or presentations, announcements, the Grade Center, the calendar, assignments, quizzes, tests, discussions, blogs, wikis, and journals.

There is no Web-enhanced course fee.
Accessing Blackboard Learn

You can access Blackboard Learn at UAFS in the following ways:

Accessing Blackboard Learn via My UAFS

1. Log into http://my.uafs.edu
2. Click the Students tab or the Faculty tab.
3. Click the Log into Blackboard Learn link, on the “I would like to” channel.

Accessing Blackboard Learn via the Direct Address

You can also access Blackboard Learn by typing the following URL into your Web browser’s address bar and pressing the ENTER key on your keyboard:

http://blackboard.uafs.edu
Logging into Blackboard Learn

Whichever of the methods you use to access Blackboard, you will log in via the Portalguard account management system. When you access Blackboard Learn, you will be directed to the Portalguard log in page. Log in using your regular UAFS username and password.

Once you log into Portalguard you will be directed to your My Blackboard page.

When finishing work in Blackboard, be sure to click the Log Out button, in the top, right-hand corner.
My Blackboard

When you first access Blackboard Learn you will arrive at your My Blackboard page. My Blackboard contains the following modules:

- **My Courses** contains a list of your courses, both the ones you teach in and those in which you are a student (e.g. training courses). It also includes announcements from courses. You can group courses by term (see Grouping Courses by Term in My Courses, below).
- **My Announcements** contains both institutional announcements and announcements from all courses in which you are enrolled. Upcoming system outages for maintenance and upgrades will be reported here and on the log in page.
- **My Tasks** contains any tasks from courses in which you are enrolled.
- **On Demand Help and Learning Catalog** contains a link to the Blackboard On Demand Learning Center. This site has videos and documents that will help you use Learn 9.1.
- **Tools** contains links to various tools for your courses and your account.
- **My Organizations** contains a list of organizations in which you are a member.

Click on the title of a course in your My Courses list, to access the course.

You can reorder My Blackboard modules by dragging by the title bar of the module.
Grouping Courses by Term in My Courses

You can group the courses in My Courses by term. This allows you to hide and show courses by condensing and expanding the terms.

To group courses by term:

1. In My Blackboard, in the My Courses module, click the settings button (the gear button).

2. Under Terms, select the check box for Group by Term.

3. Click Submit.

This will group the courses by term in the My Courses module.
You can hide a term by clicking the **Collapse** button.

![My Courses](image1)

You can show a hidden term of courses by clicking the **Expand** button.

![My Courses](image2)
Global Navigation

Blackboard has global navigation features that allow instructors and students to access content from all of their courses in a single location.

A menu provides access to the Blackboard User Home Page, and other Blackboard features, including posts, updates, and the global My Grades and Calendar tools. These items pull information from those tools in the user’s courses and display it in the user home page. Users can also access settings for their courses.

The number of new items is listed in the red box.

To access information in the Global Navigation menu:

1. Click the drop-down menu with your name on it, at the top right corner of the page.

2. Click the item you want to access. The following items are available:
   a. Bb Home
   b. Posts
   c. Updates
   d. My Grades (only if you are enrolled as a student in any courses)
   e. Calendar
   f. Courses
   g. Settings – the following settings are available:
      i. Change Text Size – How to change the default text size in your Web browser.
      ii. High Contrast Setting - Allows you to let your computer operating system’s high contrast settings to override Blackboard’s styles
iii. Personal Information – Allows you to edit your personal settings for My Blackboard, including adding a mobile phone number
iv. Edit Notification Settings – Allows you to modify which notifications appear from courses, including one-way text messaging. (For details, see “Course Notifications and One-Way Text Messaging, Setting up Your Course Notifications”)
v. Notifications Dashboard – Shows various notifications from your courses

h. **Home** - The UAFS Home Page
i. **Help** - UAFS Distance/Online Learning Frequently Asked Questions page

<table>
<thead>
<tr>
<th>Icon</th>
<th>Description</th>
</tr>
</thead>
</table>
| ![Home Icon](image) | **Home**  
The Home Page contains links to the most current items from the available tools, including calendar entries, new grades, and posts. |
<table>
<thead>
<tr>
<th>Icon</th>
<th>Description</th>
</tr>
</thead>
</table>
| ![Posts](image) | **Posts**  
This page contains recent posts in the user’s courses. The left column contains a list of the posts. Click one of the posts on the list to display it in the right column. Users can also comment on the post. |
| ![Updates](image) | **Updates**  
This page contains recent announcements and updates to course content. The left column contains a list of announcements and courses with new content. Click one of the links on the list to display the announcement or the new content for that course in the right column. Instructors can open or dismiss items, and grade student attempts. |
| ![My Grades](image) | **My Grades**  
This page contains graded items. **Only students** will see the link and grades on this page. Students can click a grade in the left column to see links to the graded attempts in the right column. |
| ![Retention Center](image) | **Retention Center**  
This page shows a list of courses in the left column. If a course has an **exclamation point** by it, there are Retention Center alerts for that course. However, the exclamation point will not appear until you have visited the Retention Center for that course at least once, even if there are outstanding alerts in the course. Click a course to see an overview of the Retention Center in the right column. Click **See Details** to access the Retention Center for that course. Only **instructors** see this link. |
| ![Calendar](image) | **Calendar**  
This page is a global calendar listing, containing entries from all the user’s courses. Users can narrow down the entries by selecting/clearing the **check boxes** for each course, under Calendars. |
Navigating and Arranging Content in Blackboard Learn

There are some important things to know about navigating and arranging content in Blackboard Learn:

The Course Menu

The **Course Menu** links to important areas in the course, including the main content folders/areas. You can view the Course Menu in **List View** or display the **Folder View** in a separate window. The List View can be reordered, but the Folder View cannot.
Minimizing and Hiding the Course Menu

You can minimize the Course Menu by clicking the title of the course, between the buttons and the menu items. Click the title again to make the menu visible.

You can hide the Course Menu completely by clicking the space between the menu and the main content window. A tab with an arrow will appear when you are pointing at the right spot.
• Click the space to the left of the main content window to make the Course Menu visible again.

**Action Link Buttons**

Action Link buttons can be found for most items in the course. These buttons are hidden until the pointer is over them. Action Link buttons open Contextual Menus containing all the available options for that item.
Reordering Content

You can reorder many items by dragging and dropping them in their new location.

- Drag the title bar to move a Course Module. A tab with arrows will appear on the title bar when your pointer is over it.

- Reorder menu items and content items in learning modules and content folders by dragging the tabs for the items. These tabs will be hidden until the pointer is over the item.
• There is also a “Keyboard Accessible” reorder function. However, this uses the onscreen buttons, rather than the actual computer keyboard.

To reorder an item using the **Keyboard Accessible** method:

1. Click the **Keyboard Accessible** reorder button.

   ![Reorder: Menu Items](image)

2. Click an **item** to select it.
3. Click the **arrow buttons** to reorder the item.
4. Click **Submit** to save the changes.

**My Groups Menus**

When you use the Groups tool, users in a group will see a “My Groups” menu underneath the Course Menu. My Groups will contain a list of groups in the course and any tools you have enabled for that group. In My Groups, users will only see groups in which they are members, so be sure to add yourself to the groups. (You can also access the groups from the Groups tool.)
Quick Links

Quick Links opens a dialog box with a list of links to key elements on the current page. Click the **Quick Links** button to open the list. Click the links to go directly to each item.

Quick Links helps make Blackboard pages more **accessible** to users with disabilities.

The Control Panel

The **Control Panel** contains many of the tools you will need to manage the course, including the file management area and the Grade Center.
Breadcrumbs

As you navigate your course, a series of links or “breadcrumbs” will appear at the top of the window. You can click any of the links to return to a previous page, or you can click one of the Home buttons to return to the Home Page.

- If the breadcrumbs become too long, some of the links will be hidden by an ellipsis. Click the ellipsis to see the hidden links.

Course to Course Navigation

Course to Course Navigation allows a user to move to the same page or tool in another course in their Blackboard account. If the other course does not have the same page or tool, Blackboard will take the user to the Course Entry Point for that course (which should be the Home Page). Navigating from course to course in this way allows the user to skip the My Blackboard page.
To navigate directly to a different course:

1. Click the **Course to Course Navigation** button, the Action Link button next to the Home button in the top left corner of the course page.

2. Click the name of the **course** to which you want to go.
Edit Mode

If you want to view an approximation of what students see in the course without activating the Student Preview (see below), click the Edit Mode toggle switch, on the top right.

- When Edit Mode is on, you can make changes to your course.
- When Edit Mode is off, you can see an approximation of what students see. However, you should use the Student Preview to view My Grades or complete graded activities.

Logging Out

- When finished with a session, always remember to log out by clicking the button in the top right corner of the window.
The Student Preview

Instructors can see their course the way students view it by entering the Student Preview mode. This mode creates a generic student account in the course and allows the instructor to use this account as a student would.

Entering the Student Preview

To enter Student Preview mode:

1. Click the Enter Student Preview icon, at the top right of the page.
While you are in the student preview, a large orange bar will appear at the top of the page, with the message “Student Preview mode is ON.”

While the Student Preview is on, you can take quizzes and tests, submit assignments, and do other activities as a student would in the course. You can also see the preview user’s grades in the My Grades tool.

**Settings**

While the Student Preview mode is on, you will not have access to any content or student management tools, except for the Student Preview Settings. Click **Settings** to access these.
The Settings let you tell Blackboard what to do when exiting the student preview. The options are:

- Delete the preview user and all data (Blackboard recommends this)
- Keep the preview user and all data
- Automatically do one of the above whenever you exit the student preview

If you do not change the settings to always take one of these actions, Blackboard will ask you each time you exit the student preview.

If you do not delete the preview user, the account will appear in the Grade Center under your name, with “_PreviewUser” appended to your last name. You have the option to delete the preview user any time you exit the preview mode.

**Exiting the Student Preview**

To exit **Student Preview** mode:

1. Click **Exit Preview**, on the right side of the orange preview bar at the top of the page.
2. If you have not configured the settings to automatically run, choose whether or not to delete the preview user.
**Student Preview Accounts**

If you close the Student Preview account without deleting the preview user and data, Blackboard creates a student account in the Grade Center. This account uses your name, with “_Preview” added to the end of your last name.

As long as the preview user is in the course, the dot in the Student Preview button will be green.
File Management in Blackboard Learn

An important part of building and managing an online course is managing the files you will use in the course. The file management system in Blackboard Learn provides file and folder structure similar to that found on any computer. You can copy, move, upload, and download files. You can also create folders in which to organize all of your files.

To access your course files:

1. Make sure the Student Preview mode is off.
2. In the Control Panel, click Content Collection.
3. Click the Course ID.

4. You can also click the direct link to your course files.

You can view Files with the List or Thumbnails views. The Thumbnail view allows you to resize the folder and file icons. You can select which view you want in the top right corner of Files.
Folders

You will need to create folders, in which to organize your files when you upload them.

To create a folder:

1. Make sure the Student Preview mode is off.
2. Click Content Collection, in the Control Panel.
3. Click the Course ID.
4. In the Files area, click Create Folder.
5. Type a Name for the folder.
6. Click Submit.
Create as many folders as you need to organize your content. If you need a folder inside another folder, navigate to the folder in which you want to create the new one, and then click Create Folder there.

**Uploading Files**

You should upload any files that you plan to use in your course. You can upload one or multiple files at one time. You can upload all of the files in a folder at one time.

To upload files:

1. In Files, **navigate to the folder** in which you want the uploaded files to reside.
2. Point to **Upload**.
3. Click **Upload Files**.
4. There are two ways to upload files:
   - **Drag and Drop:**
     - Open Windows Explorer or My Computer.
     - Drag the files and/or folders into the Attach Files box, the box marked by the dotted line.
     - The files will be listed there. If you dragged a folder into the box, the files in that folder will be listed.
       - **NOTE:** Be careful not to drag folders that contain numerous unneeded files into the box.
   - **Browse My Computer:**
     - Click **Browse My Computer**.
     - Navigate to the local folder or drive with the files you want to upload.
     - Select the files.
     - Click Open.
     - The files will be added as items on the list.

5. If the files you are uploading are new versions of existing files with the same name, and you want to overwrite the existing files, select the check box for that.

6. Click **Submit**.
Uploading and Downloading Zip Packages

Blackboard Learn allows you to zip and unzip files. In Blackboard, ZIP files are called “Zip packages.” You can use ZIP packages to upload files and complete folders into your Content Collection.

- **Download Package** lets you zip several files and folders into a package and download it to your local computer or network drive.

- **Upload Zip Package** will upload and automatically unzip files and folders contained in a zip file. Make sure you upload the package to the appropriate folder in your course files.

- **IMPORTANT NOTE:** You can save files and folders as ZIP files and use the **Upload Zip Package** to upload them and unzip the file in the folder to which you upload it. **However, we do not recommend doing this with HTML files that were created in Microsoft Word.** Blackboard will alter the encoding on those files, adding odd characters and spaces.

Overwrite File

This option allows you to overwrite an existing file without having to confirm that you want to replace the file. If the new file **name** is different, Blackboard will use the old file name. To avoid errors opening the file, make sure the new file **type** is the same as the one you are overwriting.

To **overwrite** a file:

1. Click the **Action Link button** for the **file** you want to overwrite.
2. Click **Overwrite File**.
3. Click **Browse**.
4. Navigate to the **file** you want to upload to overwrite the old file.
5. Click the **file**.
6. Click **Open**.
7. Click **Submit**.
**Downloading Files**

There is no file download option. However, you can preview a file in the Files area and save it to your local computer or network drive using the browser or application in which the file opens.
Converting Word Documents to HTML or PDF

While many instructors use Microsoft Word to create documents for their courses, Word does not open up in a Web browser. Instead of Word files, instructors should use HTML and PDF files to display reading content in their online courses. These files are the easiest files for a Web browser to open.

However, you can use Microsoft Word to create HTML and PDF files.

Preparing a Word Document to Be Converted to HTML

Any Word document can be quickly converted to HTML or PDF. The PDF version will always look exactly like the original Word version, but if you want your HTML file to look as much as possible like the Word version, consider the following:

- **Avoid using tabs and spaces to line up content.** Tabs and spaces don’t line up content properly in HTML. Instead, use tables to organize your content. You can make tables invisible in Word, if you want to hide the table lines.
- **Don’t overuse line breaks.** Only use line breaks for new paragraphs or separate lines. Otherwise let word wrap manage the text. Excessive line breaks can cause unusual lines in the HTML file.
- **Don’t use keyboard symbols to set up bulleted lists.** Instead, use the bulleted list options in Word. They should convert to HTML lists.
- **Avoid exotic fonts.** Web page files don’t include fonts. They only refer to font types in the HTML. The font will only appear if it is installed on the computer of the user viewing the page. If the font is not there, the Web browser will replace it with a different, common font.

Be aware that not all of the features in Word will translate to the HTML version. For example, you don’t need headers, footers, or page numbers for an HTML file.

Saving a Word Document as a Web Page (HTML)

To convert a Word Document to HTML:

1. Click File or the Office button.
2. Click **Save As**.
3. If using Word 2013, click **Current Folder** to save the HTML file in the same location as the Word version.
4. In the Save As type menu, click either **Web Page** or **Web Page, Filtered**.

5. If desired, click Change Title and type a new title for the file. This is optional. Word will automatically change the file name to include **.htm**.
6. Click **Save**.

Check the HTML file to see how Word changed the content, and make any needed corrections. You can edit the HTML file directly in Word. Once you have converted the file to HTML, you don’t have to use the Save As option again to save the file as HTML.

**Saving a Word Document as a PDF File**

To **convert** a Word document to **PDF**:

1. Click **File** or the Office button.
2. Click **Save As**.
3. If using Word 2013, click **Current Folder** to save the PDF file in the same location as the Word version.
4. In the Save as type menu, click **PDF**.

5. Click the option button for one of the following two file size choices:
   - **Standard** – for publishing online and printing
   - **Minimum Size** – for publishing online

6. Word will automatically change the file name to include **.pdf**.
7. Click **Save**.

The file will open in Adobe Acrobat Reader, if you have that application. You cannot edit PDF files in Word. To update a PDF file, change the original Word document and repeat the Save As process, overwriting the previous PDF file. If you use PDFs, always save the original Word file.
ACTIVITY – Create a Learning Module

You can create learning modules in any content area or folder.

To create a learning module:

1. In the Course Content area, point to Build Content.

2. Click Learning Module.

3. Type a Name for the learning module.

4. Type a description for the learning module in the Text box. Concisely describe the purpose or subject of the module.

5. Make sure the “Yes” option is selected for Permit Users to View this Content.
6. Make sure the “Yes” option is selected for “Show Table of Contents to Users.”

7. If you want each learning module item to be numbered or lettered, click an option from the Hierarchy Display drop-down menu. This optional.

8. Click Submit.
Adding File Links to Your Content Areas and Learning Modules

After you upload files into your Content Collection, you still need to deploy the files to your course content. Students cannot see the files until they are deployed. Files can be deployed in course content areas (or folders) or in learning modules.

You should use the File link to deploy files. This creates a direct link to the file in the content. We only recommend attaching files where needed for assignments, discussion posts etc.

Be sure to use HTML or PDF for documents, instead of Word files.

To add a File link to your course content:

1. Navigate to the content folder or learning module in which you want to deploy the file.
2. Point to the Build Content menu.
3. Click File.
4. Type a **Name** for the file.

**SELECT FILE**

Select a local file by clicking *Browse My Computer* or one from within Course Files by clicking *Enter a Name for the file and choose a Color for the text to appear in the list of content. Click *Not* within the Course environment or *Yes* to display it as a separate piece of content with no Course.*

- **Name**: Sample File
- **Color of Name**: Black
- **Find File**: Browse My Computer, Browse Content Collection

5. Click **Browse Content Collection**.
   a. Don’t use *Browse My Computer*, as this will only add an additional copy of the file to your Content Collection folder.
6. Click the name of the Content Collection **folder** with the file you want to deploy.

```
Browse Content Collection

- Getting Started
- Graphics
- Headers
- Images
- Module 2
- Module One
- privatedoc
```
7. Click the **option button** for the **file** you want to deploy.

8. Click **Submit**.
9. The **file name** should appear in the Selected File area.

10. Click **Submit**.

The file will appear as a link in the content folder or learning module.
Updating Your Syllabus in Your Blackboard Course

Your Blackboard Learn template course comes with a placeholder syllabus file. This file is stored in the Content Collection, in the Syllabus file folder, and it is linked in your Getting Started content area. (The Syllabus link in your Course Menu points to the link in Getting Started, so don’t edit the Course Menu link.)

You will need to replace the placeholder syllabus with your course syllabus. Be sure your course syllabus is saved as either an HTML or PDF file.

There are two different ways in which to replace the syllabus:

**Overwrite File**

The placeholder syllabus file linked in your course is an HTML file. If your syllabus file is also an HTML file, you can quickly overwrite the placeholder file with your file.

1. In your course, click the shortcut link (the arrow) for Content Collection.
   a. Alternately, you can click Content Collection and then click your course ID.
2. Click Syllabus.

3. Click the Action Link button for the HTML syllabus file.

4. Click Overwrite File.
5. Click Choose File or Browse, depending on your Web browser.

FILE INFORMATION

Browse to select a file to upload. The file selected will replace the current file.

File Choose File No file chosen

6. Navigate to the local folder or drive where your syllabus file is stored.
7. Select your HTML syllabus file.
8. Click **Open**.
9. Click **Submit**.

Overwrite File will replace the placeholder syllabus content with your syllabus.

**Important Notes:**
- Overwrite File will **not** replace the file name of the placeholder syllabus with your file name. If you want to change the file name, you will need to **edit** the settings for the file in Content Collection.
- Because Overwrite File does not change the file name, you need to make sure the file you use is the **same** file type as the one you are overwriting. If you try to overwrite an HTML file with a PDF file, the file will keep the .html file extension, causing an error when the Web browser tries to open the PDF file.
Upload File and Edit Link

If your syllabus file is a PDF file or an HTML file with a different file name from the placeholder file, you can upload the file to Content Collection, and then edit the File link in Getting Started:

1. **Upload** the file.
   a. In your course, click the shortcut link (the arrow) for Content Collection.
      i. Alternately, you can click **Content Collection** and then click your **course ID**.
   b. Click **Syllabus**.
c. Point to **Upload**.
d. Click **Upload Files**.

![Upload Interface](image.png)

e. Upload the syllabus file, using one of the two available methods:
   i. **Drag** the file into the box with the dotted line from Windows Explorer or My Computer.
   ii. Click **Choose File** or **Browse My Computer**, depending on your Web browser.
      1. Navigate to the **folder** or **drive** where your syllabus file is stored.
      2. Select the **syllabus** file.
      3. Click **Open**.
   
f. When you see the file name listed on the page, click **Submit**.
g. The file should upload to the Syllabus folder.
2. **Edit** the File link.
   a. In the Course Menu, click **Getting Started**.
   
   ![Getting Started](image)

   b. Click the **Action Link** button for the Syllabus File link.
   c. Click **Edit**.

   ![Syllabus](image)

   ![Edit Option](image)
d. Click **Select a Different File**.

   i. Do not choose Browse My Computer, as this option will upload another copy of the file to your Blackboard course.

   ![Image of file structure]

   f. Click **Syllabus**.
g. Click the **option button** for the file you just uploaded.

![Option button for file]

h. Click **Submit**.

i. Type the **name** of the file ("Syllabus").

![Input box for file name]

![Options for selecting file]

j. Click **Submit**.

k. The File link should now link to your new syllabus file. In addition, the Syllabus link in the Course Menu should also point to your file now.
Editing Your Getting Started Content

Included in your course template content are two important items in the Getting Started area: “Course Welcome” and “Whom to Contact in Case of a Problem.” You should edit each of these for your course.

Course Welcome

Use this item to introduce your students to the class and set the initial expectations you have for them. You can also provide them with information about the course layout – the content areas in the menu, etc.

To edit the Course Welcome item:

1. In the Course Menu, click Getting Started.

2. Click the Action Link button for Course Welcome.
3. Click Edit.
4. Edit the **Text box** in the Content Information area, adding anything your students need to welcome them and get them started in the course.

![Image of text editor]

5. Click **Submit** to save the changes.

**Whom to Contact in Case of a Problem**

The only thing you need to change in this item is the instructor contact e-mail and phone number.

To **edit** the Whom to Contact item:

1. In the Course Menu, click **Getting Started**.
2. Click the **Action Link** button for Whom to Contact in Case of a Problem.
3. Click **Edit**.

![Image of Whom to Contact edit page]
4. Edit the e-mail address in the line reading, “To contact me by e-mail…” Put your username in the address.
   a. You can convert this text into an e-mail link by doing the following:
      i. Highlight the e-mail address.
      ii. Press CTRL + C on your keyboard to copy the address.
      iii. With the e-mail address still highlighted, click the Insert/Edit Link button.
      iv. In the Link Path text box, type “mailto:” then immediately after the colon, Paste the e-mail address (using CTRL + V on your keyboard).
5. Edit the phone number in the line reading, “To contact me by phone…”

6. Click **Submit** to save the changes.
The Blackboard Course Template

Instructors will be given a template shell. This shell contains UAFS content and structure to help you develop your course. Be sure to make any changes needed for your course. The template shell contains the following content:

- **HomePage** – The Home Page contains a default University of Arkansas Fort Smith banner, as well as places for your course name and type, your instructor contact information. It also contains the My Announcements module.

- **Getting Started** - This area contains your course orientation materials to help your students get started with your course. You should update the Course Welcome message, your syllabus, and the instructor contact information.

- **Syllabus** – This is a course link to the Syllabus file in your Getting Started folder. You should not need to update this link.

- **Course Content** - This area should contain your main course materials. You can choose to use either Learning Modules or Content Folders to organize your course.
  - There is sample content in the learning module and content folder. Be sure to rewrite or remove any content you will not use.

- **Discussions** – The link contains all the discussion forums in the course.

- **Course Resources** – This is an area in which you can link any general course related materials.

- **Calendar** – This link allows students to view the calendar tool.

- **E-mail** – This link allows instructors to e-mail students and vice versa. All the e-mails will be sent to each user’s UAFS e-mail address.

- **My Grades** - This link allows students to view grades within their course. Grades entered by the instructor in Blackboard’s Grade Center are visible to the student here.

- **Feedback and Evaluation** – This area contains a link to the anonymous Student Feedback discussion forum and a Web link to the end of semester course evaluation.
ACTIVITY – Finishing Your Home Page

You need to change the Home Page header to include your course title, course type, and contact information. You can also add a photo, if you want.

Updating the Home Page Banner

You need to update the template banner (or header) on your Home Page. The banner should include the following:

- The name of the course.
- The course type (full online, hybrid, or Web-enhanced)
- Your contact information (Name, office, phone, e-mail, and office hours)
- Also, a photo of yourself is recommended for all courses, especially full online and hybrid courses
  - If you want to include a photo, be sure you have uploaded it to the course files before using the procedure below.

1. Click Home Page on the Course Menu.
2. Click the **Action Link** button for Home Page, at the top of the page (NOT in the Course Menu).
3. Click **Page Banner**.

![Image of Page Banner](image1)

4. The Page Banner opens in the **Content Editor**. The Content Editor is an HTML editor. You can use this editor to create and modify your header.

![Image of Content Editor](image2)

5. Click the expand button in the top right corner to see all the toolbars.

![Image of Expanded Toolbars](image3)
6. You can resize the Content Editor by dragging the small triangle in the bottom right corner of the window.

7. Click the Full Screen button if you want to display the Content Editor in the entire window. Be sure to click this button again when you are finished, so you can click Submit and save your changes.

8. Highlight “Course Title” in the banner.
9. Type the name of the course.
10. Highlight “Course Type” in the banner.
11. Type the course type (Full Online, Hybrid, or Web-enhanced).
12. **Bold** the course type text, if desired
13. The template header uses an invisible **table** to visually organize the content. The dotted lines identify the table.
14. Next, we’ll update the contact information in the **right column**.
   A. Click the space after “Instructor:”
   B. Type your name.
   C. Click the space after “Office:”
   D. Type your office location.
   E. Click the space after “Phone:”
   F. Type your office (or other) phone number.
   G. Click the space after “E-Mail:”
   H. Type your e-mail address.
   I. Select your e-mail address, and then click the Insert/Edit Link button.
J. Type “mailto:[your e-mail address]” in the Link Path text box.
K. Click Insert.
L. Click the space after “Office Hours:”
M. Type your office hours for the semester in question.

15. If you would like to include your photo in the banner, click in the left column to place the insertion point. (You should already have uploaded a photo of yourself in the Graphics folder in Files.)
   A. Click the Insert/Edit Image button.

   B. Click Browse Content Collection. (This option does not work in Internet Explorer.)
   C. The Content Collection folder for your course opens.
   D. Click whichever folder your photo is in.
   E. Click the option button for your photo.
   F. Click Submit.
   G. Type a short text description for the photo in the Image Description box.
   H. Click Insert.

16. Make sure the option button for Use Custom Page Banner is selected, or your banner will be hidden.

17. Click Submit, to save the changes to the page banner.
The Content Editor

The **Content Editor** is used to add and modify HTML in the course. It includes tools for formatting text, adding Web links, math symbols, tables and multimedia. It also contains tools that let experienced users modify the HTML and CSS (Cascading Style Sheets) for the content.

![The Content Editor](image)

**Toolbars**

Many of the tools in the Content Editor are familiar to users of HTML editors. The following is a list of some key tools in the Content Editor toolbars:

**Row One**

The following buttons are in the first row of the expanded toolbar:

<table>
<thead>
<tr>
<th>Icon</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>T</strong></td>
<td>Bold</td>
</tr>
<tr>
<td><strong>T</strong></td>
<td>Italic</td>
</tr>
<tr>
<td><strong>T</strong></td>
<td>Underline</td>
</tr>
<tr>
<td><strong>T</strong></td>
<td>Strikethrough</td>
</tr>
<tr>
<td>Paragraph ▼</td>
<td><strong>Paragraph Type/Format</strong> – This menu contains a selection of paragraph types, including Heading, 2 Sub Headings, and Paragraph</td>
</tr>
<tr>
<td>Arial ▼</td>
<td><strong>Font Type/Family</strong> – This menu contains available font types</td>
</tr>
<tr>
<td>Icon</td>
<td>Description</td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
</tr>
<tr>
<td><img src="image" alt="Font Size" /></td>
<td><strong>Font Size</strong></td>
</tr>
<tr>
<td><img src="image" alt="Bullet List" /></td>
<td><strong>Bullet List</strong> – The bullet options are Default, Circle, Disc, and Square</td>
</tr>
<tr>
<td><img src="image" alt="Number List" /></td>
<td><strong>Number List</strong> – The number list options are Default, Lower Alpha, Lower Greek, Lower Roman, Upper Alpha, and Upper Roman</td>
</tr>
<tr>
<td><img src="image" alt="Text Color" /></td>
<td><strong>Text Color</strong> – This contains a limited number of color swatches, but the More Colors option provides access to a color picker, a large palette of colors, and a list of named colors. Users can also enter the hexadecimal codes for other colors they want to use.</td>
</tr>
<tr>
<td><img src="image" alt="Highlight" /></td>
<td><strong>Highlight</strong> – The Highlight option contains the same color choices as the Text Color option.</td>
</tr>
<tr>
<td><img src="image" alt="Remove Formatting" /></td>
<td><strong>Remove Formatting</strong> – This button removes the HTML formatting from the selected text.</td>
</tr>
</tbody>
</table>

On the **right** side of the editor, the following buttons are also in the first row of the toolbar:

<table>
<thead>
<tr>
<th>Icon</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Preview" /></td>
<td><strong>Preview</strong> – This button opens a window containing a preview of the content.</td>
</tr>
<tr>
<td><img src="image" alt="Help" /></td>
<td><strong>Help</strong> – This button opens a Help window containing descriptions of the Content Editor buttons, a list of plugins, and information about the Content Editor.</td>
</tr>
<tr>
<td><img src="image" alt="Full Screen" /></td>
<td><strong>Full Screen</strong> – This button will toggle the Content Editor back and forth between using the entire window and the default editor size.</td>
</tr>
<tr>
<td><img src="image" alt="Show Less/Show More" /></td>
<td><strong>Show Less/Show More</strong> – This toggle button will reduce or expand the number of toolbar commands visible. The reduced row is different from the expanded first row.</td>
</tr>
</tbody>
</table>
The following buttons are in the second row of the expanded toolbar:

<table>
<thead>
<tr>
<th>Icon</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="cut-icon.png" alt="Cut" /></td>
<td><strong>Cut</strong>*</td>
</tr>
<tr>
<td><img src="copy-icon.png" alt="Copy" /></td>
<td><strong>Copy</strong>*</td>
</tr>
<tr>
<td><img src="paste-icon.png" alt="Paste" /></td>
<td><strong>Paste</strong>*</td>
</tr>
<tr>
<td><img src="find-icon.png" alt="Find" /></td>
<td><strong>Find</strong> (Search for and Replace Text)</td>
</tr>
<tr>
<td><img src="undo-icon.png" alt="Undo" /></td>
<td><strong>Undo</strong></td>
</tr>
<tr>
<td><img src="redo-icon.png" alt="Redo" /></td>
<td><strong>Redo</strong></td>
</tr>
<tr>
<td><img src="align-left-icon.png" alt="Align Left" /></td>
<td><strong>Align Left</strong></td>
</tr>
<tr>
<td><img src="align-center-icon.png" alt="Align Center" /></td>
<td><strong>Align Center</strong></td>
</tr>
<tr>
<td><img src="align-right-icon.png" alt="Align Right" /></td>
<td><strong>Align Right</strong></td>
</tr>
<tr>
<td><img src="indent-icon.png" alt="Indent" /></td>
<td><strong>Indent</strong> – Moves the content to the right</td>
</tr>
<tr>
<td><img src="outdent-icon.png" alt="Outdent" /></td>
<td><strong>Outdent</strong> – Moves the content to the left</td>
</tr>
<tr>
<td><img src="superscript-icon.png" alt="Superscript" /></td>
<td><strong>Superscript</strong></td>
</tr>
<tr>
<td><img src="subscript-icon.png" alt="Subscript" /></td>
<td><strong>Subscript</strong></td>
</tr>
<tr>
<td><img src="link-icon.png" alt="Insert/Edit Link" /></td>
<td><strong>Insert/Edit Link</strong> – Adds a link to existing content. Mail links must be set up using the “mailto:” command in the box for the Link Path.</td>
</tr>
<tr>
<td><img src="remove-link-icon.png" alt="Remove Link" /></td>
<td><strong>Remove Link</strong></td>
</tr>
<tr>
<td><img src="line-icon.png" alt="Line" /></td>
<td><strong>Line</strong> – Adds a default line to the content.</td>
</tr>
<tr>
<td><img src="hr-icon.png" alt="Horizontal Rule" /></td>
<td><strong>Horizontal Rule</strong> – Opens a dialog box for a customized line (or horizontal rule). Users can control the line width and height, and add a shadow effect.</td>
</tr>
<tr>
<td><img src="spell-checker-icon.png" alt="Toggle Spell Checker" /></td>
<td><strong>Toggle Spell Checker</strong> (Shaded = On, Unshaded = Off)</td>
</tr>
</tbody>
</table>

*These buttons do not work in certain browsers. Use keyboard shortcuts instead.*
Row Three

The following buttons are in the third row of the expanded toolbar:

<table>
<thead>
<tr>
<th>Icon</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>![File]</td>
<td><strong>Insert File</strong> – Attaches a file to the content</td>
</tr>
<tr>
<td>![Image]</td>
<td><strong>Insert/Edit Image</strong> – Inserts or edits an image in the content. Type text in the Image Description to provide alternative text for users who can’t view the image.</td>
</tr>
<tr>
<td>![Launch]</td>
<td><strong>Launch Math Editor</strong> – Opens the Math Editor.</td>
</tr>
<tr>
<td>![Mashups]</td>
<td><strong>Insert Mashup</strong> – Inserts a choice of YouTube videos, Flickr photos, Slideshare presentations, and other third-party mashups</td>
</tr>
<tr>
<td>![Symbol]</td>
<td><strong>Symbol</strong> – Adds a symbol to the content</td>
</tr>
<tr>
<td>![Table]</td>
<td><strong>Insert/Edit Table</strong> – Opens a dialog box of properties for a new or selected table.</td>
</tr>
<tr>
<td>![Table Row]</td>
<td><strong>Table Row Properties</strong> - Opens a dialog box for the properties of the selected table row</td>
</tr>
<tr>
<td>![Row Before]</td>
<td><strong>Insert Row Before</strong> – Inserts a table row above the selected row</td>
</tr>
<tr>
<td>![Row After]</td>
<td><strong>Insert Row After</strong> - Inserts a table row below the selected row</td>
</tr>
<tr>
<td>![Delete]</td>
<td><strong>Delete Row</strong> – Deletes the selected row</td>
</tr>
<tr>
<td>![Column Before]</td>
<td><strong>Insert Column Before</strong> – Inserts a table column to the left of the selected column</td>
</tr>
<tr>
<td>![Column After]</td>
<td><strong>Insert Column After</strong> - Inserts a table column to the right of the selected column</td>
</tr>
<tr>
<td>![Delete Column]</td>
<td><strong>Delete Column</strong> – Deletes the selected column</td>
</tr>
</tbody>
</table>

Other Editor Options

<table>
<thead>
<tr>
<th>Icon</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Word Count]</td>
<td><strong>Word Count</strong> – This shows a word count for the content.</td>
</tr>
<tr>
<td>![Resize]</td>
<td><strong>Resize Window</strong> – This feature allows users to drag the bottom of the Content Editor, to expand the height of the editing frame.</td>
</tr>
</tbody>
</table>
Create an Assignment (for Outcomes Assessment)

Assignments are used for outcomes assessment in Blackboard.

To create and deploy an assignment:

1. Navigate to the learning module or content folder in which you want to deploy the assignment.
2. Point to the Assessments menu.
3. Click Assignment.
4. Type the **Name** of the assignment.

5. Type **Instructions** for the assignment. Make sure they contain all information students need to successfully complete the assignment (file type, length).
6. Click **Browse Content Collection** to attach any files the students will need to complete the assignment. You should have already uploaded the files.

7. Set the **Due Date**, if needed.

8. Type the **Points Possible** for the assignment.
9. Click **Submission Details** to open those settings.

10. Choose **Single Attempt** from the drop down menu. All assignments used for Outcomes Assessment must use Single Attempt.
11. Set the **Availability** dates and times, if you want to limit when students can access the assignment.

12. Click **Submit** to create and deploy the assignment.
13. The assignment is now created and deployed in your course. A column for the assignment has been automatically added to your **Grade Center**.
Sending E-Mail

The Send Email tool sends messages directly to students and other members of your course, using their UAFS e-mail addresses. It also sends a copy to your UAFS e-mail account.

Sending an E-Mail Message

To send an e-mail:

1. Navigate to the Send Email tool.
   - Click Course Tools in the Control Panel, and then click Send Email, OR
   - Click E-mail in the Course Menu.
2. Click one of the links to select to whom to send e-mail. The options include:
   - All Users - Sends the message to all members of the course
   - All Groups - Sends the message to all groups in the course
   - All Student Users - Sends the message to all students in the course
   - Single / Select Users - Sends the message to one or more users you choose
   - Single / Select Groups - Sends the message to one or more groups you choose
3. If you chose one of the Single / Select options, select the users or groups who will receive the message:
   a. In the Available to Select box, click the names of the users or groups that you want to receive the message. Use the SHIFT and/or CTRL keys to select more than one user.
   b. Click the top arrow button to move the users or groups to the Selected box.
   c. Repeat as needed until the names of all users or groups to whom you want to send the message are in the Selected box.
4. Type a **Subject** for the message.
5. Type the **Message**, using the Content Editor. Because the message uses regular e-mail, some content options will not be available.

6. Select the check box if you want a **Return Receipt** for the message.
7. Click **Attach a file** to attach a file to the message
   a. Click **Browse** or **Choose File**, depending on your Web browser.
   b. Navigate to the local **drive** and **folder** containing the file you want to attach.
   c. Click the **file** to select it, and then click **Open** OR
   d. **Double-click** the file.

   e. Click **Attach Another File** to attach an additional file.
   f. Click **remove** to remove attached files.
8. Click **Submit**.
The Grade Center

The Grade Center is the tool used to manage course grades and student information. There are a variety of tools that help instructors organize and display the data in meaningful ways.

Accessing the Grade Center

To access the Grade Center:

1. Click Grade Center, in the Control Panel.
2. Click one of the Grade Center views:
   a. Click Full Grade Center to access the full Grade Center and all visible columns.
   b. Click Needs Grading to a list of student attempts that have not yet been graded.
   c. Click Assignments, Tests, or any other Smart View to access a Grade Center view that only contains columns in that Smart View. For more information see “Grade Center and Grading, Smart Views.”
3. Alternately, you can click the small arrow to the right of “Grade Center” to go directly to the Full Grade Center.
The Grade Center Layout

The Grade Center uses columns, rows, and fields to organize student information.

- **Columns** contain different types of course information, such as first and last name, user ID, and individual grades.
- **Rows** contain the individual records of the members of the course.
- **Fields** (the intersection of the columns and rows) contain the individual student information for that column.

Blackboard creates the following Grade Center columns by default: Last Name, First Name, Username, Student ID, Last Access, Availability, Weighted Total, and Total.

When an instructor creates a graded activity, such as a test, assignment, discussion forum, etc., Blackboard will automatically add a column for the activity in the Grade Center.
Creating Columns

Instructors can also manually add additional columns to the Grade Center, as needed. Columns can be created for activities that were not conducted online, or to display general, non-grade information.

To create a column:

1. In the Full Grade Center, click **Create Column**.
2. Type the **Column Name** in the text box.
3. We do not recommend using the **Grade Center Display Name**. Any changes to the column source (test, etc.) names are automatically updated to the Column Name, but not to the Grade Center Display Name. Those must be manually updated.
4. Type a **Description** for the column, as needed. This can help other instructors and teaching assistants understand the purpose of the column.
5. Columns can be set to display data in two different ways at the same time. Click a selection from the **Primary Display** drop-down menu. This will be the primary way in which the column data is displayed in the Grade Center.

![Primary Display](image)

Options include: **Score**, **Letter** (or any instructor-created letter schemas), **Text**, **Percentage**, and **Complete/Incomplete**.

6. Click a selection from the **Secondary Display** drop-down menu. This will be the other way in which the column data is displayed in the Grade Center. Options include everything from the Primary Display menu, except your primary choice. The secondary display data will be shown in parentheses. Students will **not** see the Secondary Display in My Grades.

7. Click a **Category** from the drop-down menu. All default and instructor-created categories will be available to choose from.

![Category](image)

8. Type the number of points possible for the column. If the column is meant to display only text, type “0.”
9. Select the **Grading Period** to associate the column with, if needed.
10. Select the check box for **Due Date**, if the column has a due date.

<table>
<thead>
<tr>
<th>DATE S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grading Period</td>
</tr>
<tr>
<td>Date Created</td>
</tr>
<tr>
<td>Due Date</td>
</tr>
</tbody>
</table>

- If so, type the **Due Date** and **Time**, using the indicated **date format**, or use the Date and Time Selection Menus.

11. Click Yes or No for each of the column **Options**:
   a. **Include this Column in Grade Center Calculations** or not. (Click **Yes**, if the column will be a part of the course grade.)
   b. **Show this Column to Students** or not. (Click **Yes**, if the students need to see the column.)
   c. **Show Statistics** for the column or not.

12. Click **Submit**.
Calculated Columns

Instructors can also create calculated columns in the Grade Center. This type of column combines data from other columns to generate a result. There are four kinds of calculated columns:

- **Average Column** – Averages the scores from selected columns, for each student. This column should not be confused with the Total Column. Use Total columns to calculate total scores for a course.
- **Minimum/Maximum Column** – Selects the minimum or maximum scores from selected columns, for each student
- **Total Column** – Totals the scores for selected columns, for each student
- **Weighted Column** – Creates a weighted total for selected columns, for each student

You can include all Grade columns in a calculated column, columns from a grading period or select individual columns and/or categories. You can calculate the column as a running total, to show grades students have for the work they have done, so far.

Let’s look at how to create two kinds of calculated columns: Total and Weighted.

To create a **Total** calculated column:

1. In the Full Grade Center, point to **Create Calculated Column**.
2. Click **Total Column**.
3. Type the **Column Name** in the text box.
4. We do not recommend using the **Grade Center Name**. For the reasons, see “Creating Columns.”
5. Type a **Description** for the column, as needed. This can help other instructors and teaching assistants understand the purpose of the column.
6. Click a selection from the **Primary Display** drop-down menu. This will be the primary way in which the column data is displayed in the Grade Center.

Options include: **Score**, **Letter** (or any instructor-created letter schemas), **Text**, **Percentage**, and **Complete/Incomplete**.

7. Click a selection from the **Secondary Display** drop-down menu. This will be the other way in which the column data is displayed in the Grade Center. Secondary displays are not seen in My Grades. For details, see “Creating Columns.”

8. Select the **Grading Period** to associate the column with, if needed.
9. Click the option button for the **column types** that you want to include in the calculated column:
   a. **All Grade Columns** to include all columns you have designated as included in calculations.
   b. **All Grade Columns in a Grading Period**, and then click the **grading period** from the drop-down list.
   c. **Selected Columns and Categories** to choose the columns and/or categories that you will total.
      i. **Two lists** will appear, one for columns and one for categories.

      ![Column Selection](image)

      ii. Click a **column** or **category** to select it. Use the **SHIFT** and/or **CTRL** keys to select more than one column or category.
      iii. Click the **top arrow button** to move the columns to the **Selected Columns list**.
      iv. If you select a category and want to use only the grades from a certain grading period, click the period, in the drop-down list for **in Grading Period**.
If you select a category, click one of the following options:

1. **Drop Grades** to drop the highest or lowest grades from the category.
   a. Type the number of **Highest Grades** to drop.
   b. Type the number of **Lowest Grades** to drop.
   c. If you do not want to drop grades, leave the text box blank.

2. **Use only the**, and then:
   a. Click the option button for **Lowest Value to Calculate**, OR
   b. Click the option button for **Highest Value to Calculate**

10. Click the option button for **Yes**, for **Calculate as Running Total**, if you only want to see the total from work you have graded.

11. Click Yes or No for each of the column **Options**:
   a. **Include this Column in Grade Center Calculations** or not. (Click **Yes**, if the column will be a part of the course grade.)
   b. **Show this Column to Students** or not. (Click **Yes**, if the students need to see the column.)
   c. **Show Statistics** for the column or not.

12. Click **Submit**.
To create a **Weighted** calculated column:

1. In the Full Grade Center, point to **Create Calculated Column**.
2. Click **Weighted Column**.
3. Type the **Column Name** in the text box.
4. We do not recommend using the **Grade Center Name**. For the reasons, see “Creating Columns.”
5. Type a **Description** for the column, as needed. This can help other instructors and teaching assistants understand the purpose of the column.
6. Click a selection from the **Primary Display** drop-down menu. This will be the primary way in which the column data is displayed in the Grade Center.

   ![Primary Display dropdown menu]

   Options include: **Score**, **Letter** (or any instructor-created letter schemas), **Text**, **Percentage**, and **Complete/Incomplete**.

7. Click a selection from the **Secondary Display** drop-down menu. This will be the other way in which the column data is displayed in the Grade Center. Secondary displays are not seen in My Grades. For details, see “Creating Columns.”
8. Select the **Grading Period** to associate the column with, if needed.

   ![Grading Period dropdown menu]

   Dates
9. Click a **column** or **category** to select it. Use the **SHIFT** and/or **CTRL** keys to select more than one column or category.

10. Click the **top arrow button** to move the columns to the Selected Columns list.

11. If you select a category, choose one of the following options:
   a. **Drop Grades** to drop the highest or lowest grades from the category.
      i. Type the number of **Highest Grades** to drop.
      ii. Type the number of **Lowest Grades** to drop.
      iii. If you do not want to drop grades, leave the text box **blank**.
b. **Use only the**, and then:
   i. Click the option button for **Lowest Value to Calculate**, OR
   ii. Click the option button for **Highest Value to Calculate**

12. Type the **weight percentage** for each individual column and/or category. All weights must total 100%.
13. Click the option button for Yes, for **Calculate as Running Total**, if you only want to see the total from work you have graded.
14. Click Yes or No for each of the column **Options**:
   a. **Include this Column in Grade Center Calculations** or not. (Click Yes, if the column will be a part of the course grade.)
   b. **Show this Column to Students** or not. (Click Yes, if the students need to see the column.)
   c. **Show Statistics** for the column or not.
15. Click **Submit**.

The **Average** and **Minimum/Maximum** columns work in similar fashion.
Column Order and Visibility for Instructors and Students

Column Organization (in the Manage menu) controls the order and visibility of columns instructors see in the Grade Center. Students see the columns in the My Grades tool in that same order, with some exceptions. However, Column Organization does not control column visibility in My Grades.

Instructors control whether or not students can see a column in My Grades by using the Hide from Students option for each column in the Grade Center. Columns can only be hidden or shown to students one at a time.

To show or hide a column in My Grades:

1. In the Grade Center, click the Action Link button for the column.

2. Click Hide from Students (on/off) in the contextual menu.
3. If the column is hidden, an icon with a red line through it will appear at the top of the column. This icon indicates the column is not visible to users in My Grades.

**NOTE:** Columns that are hidden in the Grade Center may still be visible in My Grades. Instructors can see whether the column is visible to students or not in My Grades, using the Student Preview Mode.
Deleting Grade Center Columns

Instructors can manually delete columns in the Grade Center, if the columns are not connected to any graded course content (tests, assignments, discussion forums, etc.) or the column is not the “External Grade” column.

To delete a column:

1. In the Full Grade Center, click the Action Link button for the column you want to remove.
2. If the column is not connected to any graded course content (and is not the “External Grade” column), you will see a Delete Column option.
3. Click Delete Column.
4. Blackboard will ask for confirmation of the deletion. Click **OK** to delete the column.

If the column is connected to existing graded content, you will need to delete the graded content before you can remove the column.

If the column is the External Grade column (the column with the green check mark), you will need to make another column the External Grade column, before you can delete this column. (We recommend you make your total calculated column the External Grade.)

To make another column the **External Grade** column:

1. In the Full Grade Center, click the **Action Link button** for the column you want to make the External Grade column.
2. Click **Set as External Grade**.
3. The green checkmark should switch to this column, and you should be able to delete the old External Grade column.
The External Grade Column and Grades Push (to the Student Information System)

The External Grade column is a unique column in each course that contains the final grades for the course. Blackboard can push the data from this column into the SIS (student information system). This means instructors don’t have to manually enter the final grades into that system themselves.

The grades must be set up as letter grades, either A, B, C, D, or F. IPs and Ws must be entered directly into the SIS system.

Instructors must have their External Grade column prepared prior to the deadline for the Grades Push each semester.

To select a column as the External Grade column:

1. Make sure the primary column display is either a grade schema that is set up to show the letter grades indicated above (for calculated columns) or Text (for manual grade entry).
2. Click the Action Link button for the column.
3. Click Set as External Grade.

For information on how to set up the letter grade, see “Grading Schemas.”

NOTE: For grades of F, instructors will still need to submit the last day of student activity for each of those students into the SIS. This is not the Last Access date.
The last day of student activity must be a day on which the student completed an activity in the course.
Grading Assignments

Assignments are manually graded. Instructors can manually access student assignment attempts via the Action Link buttons for the column or individual students. The tool used to grade assignments is called Inline Grading. It includes an annotation and comment tool called Box. Instructors can use this tool to view and annotate student work in a number of files. For details, see “Grade Center, Inline Assignment Grading and Annotation.”

Assignment options include:

- **Quick Column Information** - Opens a box listing the main column information.
- **Grade Attempts** – Allows you to grade individual attempts, one at a time, using the inline grading tool
  - Click the arrows by the student name to move to the previous or next attempt.
  - Type the Grade into the text box.
    - If editing a grade:
      1. Click the overwrite/revert button to access the text box.
      2. Overwrite the new grade.
      3. Click the check mark to submit the edit.
      4. Click Exit to return to the Grade Center.
  - You can also grade using the Attempt section, including grading using a rubric.
    - To grade manually:
      1. Click the Attempt text box.
      2. Type the grade into the Attempt text box.
3. Type any **Feedback to Learner**. Students will see this text.
4. Click **Save Draft** to save a draft copy of the grade.
5. Click **Submit** to save the changes and exit
6. Click **Exit** to return to the Grade Center.

- **Grade with User Names Hidden** - Makes students anonymous to you as you grade their work
- **Assignment File Download** - Allows you to download files from multiple students for a single assignment.
- **Assignment File Cleanup** – **CAUTION**: This section lets you delete assignment files.
- **Edit Column Information** - Allows you to edit the properties of the column, including Displays, Category, Score attempts using, and Due Date.
- **Column Statistics** - Presents the general statistics for the column.
- **Hide from Students (on/off)** – Toggles the column between **hidden** or **visible** in **My Grades**. For details, see “Column Order and Visibility for Instructors and Students.”
- **Clear Attempts for All Users** – Should only be used if the attempts are not needed.
- **Sort Ascending** – Sorts the column from A to Z (or from zero to infinity).
- **Sort Descending** – Sorts the column from Z to A (or from infinity to zero).
- **Hide from Instructor View** – Hides the column from the instructor in the Grade Center. It does not hide the column from students in **My Grades**.
  - You can show the column again from Manage/Column Organization.
Managing Your Courses

Development and Production Shells

A course shell is a specific section or class in Blackboard. There are two types of course shells: **development** and **production**.

Development Shells

Development shells:

- Are created by Instructional Support – Contact us to request these shells
- Are where instructors develop, design, and revise their courses
  - Instructors can develop from:
    - Blank shells
    - Publisher materials
    - Department content
    - Course templates
- Have no students in them – Students do not see the changes here
- Are copied to production shells
- Can be reset and updated from production shells

Production Shells

Production shells:

- Are created by Banner - After your department designates the course as fully online, hybrid, or Web-enhanced
- Are where instructors teach their courses
- Are the courses that your departments and colleges request each semester
- Contain students - They are added and removed as they enroll or drop the course
- Are where the bulk of student work and instructor grading occur online
- Should be revised with caution to avoid confusing students
Course Merge

Production shells normally contain one section. However, it is possible to set up two or more sections in a single production shell. This process is called a course merge. When sections are merged, all the students in those sections will be in one online course shell.

Advantages:

- Instructors only have to make content changes to one shell, instead of making the same change to separate sections.
- Larger student base increases the chance of student interaction

Disadvantages:

- Instructors have to manage all of the students from multiple sections in one course shell.
- Larger discussion threads and chat sessions.

Instructors, departments, and/or colleges must indicate whether or not they want sections to be merged when the sections are requested. Once sections are merged, they cannot be unmerged, as the course content can be lost.

Instructors who request a course merge should not add or copy content into the courses until after the merge. The merge process only shows content in the merged shell.

Managing Content in Development and Production Shells

It is important to carefully manage content in your development and production shells. Course content should be moved from a development shell to a production shell and back again. The cycle described below allows instructors to modify and update content in an efficient and organized way.

Course content is initially built in a development shell. Once the content is ready for students to view it, it can be copied to a production shell. For details on how
to copy the course content, see “Copying a Course.” This is done prior to the beginning of the semester in which the course will be taught, leaving enough time to allow the instructor to make final adjustments to the content.

As instructors teach a course, they may make some permanent changes to the content in the production shell, making the content in the development shell obsolete. At the end of the semester, the old development shell content should be replaced by the updated production shell content. The instructor should contact Instructional Support (at instructionalsupport@uafs.edu) and ask for the development shell to be “reset.” The exact name of the development shell is needed to do this. Instructional Support will delete the old shell and create a new, empty development shell, into which the instructor can copy the content from the production shell.

Once the updated production shell content is copied into the reset development shell, the instructor can make further changes to prepare it for the following semester. Once ready, this updated development shell can be copied into the production shell for the new semester, and the cycle continues.

Instructors should have a development shell for each course they will teach. One development shell is sufficient for each course, no matter how many sections are taught. However, instructors can request additional development shells for different versions of the course. (For example: eight-week courses, or Web-enhanced and fully online versions.)
The following diagram presents a visual description of the cycle:

- **Build or adapt content in development shell.**
- **Move production course content to development shell.**
- **Move development course content to production shell.**
- **Contact Instructional Support to reset development shell.**
- **Teach course – make adaptations to production content.**
**Student Access to Production Shells**

Students will have access to production shells as soon as they are added to those shells (usually two weeks before the start of classes). This is one reason we recommend making most changes in development shells, before copying the content into a production shell.

If you have content in a production shell that is not ready for student viewing, you should hide it until it is ready.

You could make the course unavailable until the semester starts and/or the course is ready. However, you would need to contact students and let them know why the course is not available and at what point it would be. Hiding incomplete content until it is ready may cause less confusion and anxiety among your students.

If you anticipate having incomplete or unready content when you move it to the production shell, hide this content in the development shell before you copy the course to the production shell.
Copying a Course

To move content from one course to another, you will use the Course Copy process. A Course Copy is executed from the SOURCE course, the one that contains the content:

1. Navigate to the course with the source content that you want to copy to another course.
2. Click Packages and Utilities, in the Control Panel.

3. Click Course Copy.
4. Click **Copy Course Materials into an Existing Course**, in the Select Copy Type drop-down menu. **ALWAYS** choose this option.

   ![Select Copy Type](Image)

   **SELECT COPY TYPE**

   Select Copy Type

   - Copy Course Materials into a New Course
   - **Copy Course Materials into an Existing Course**
   - Copy Course with Users (Exact Copy)

   **SELECT COPY OPTIONS**

   a. **DO NOT** select:
   
   i. **Copy Course Materials into a New Course**. This creates a new course to which you and students do not have access.
   
   ii. **Copy Course with Users (Exact Copy)**. This copies students to another course shell.

5. Click **Browse**, under Destination Course ID. This will show a list of courses to which you have instructor access. **ALWAYS** use Browse to select the Destination Course ID.

6. Click the option button for the course into which you want to copy content.
   
   a. **CAUTION: DO NOT copy content into a course that already has content**. This will duplicate items throughout the course.

7. Click **Submit**.
8. Under **Select Course Materials**, click **Select All**. This will select all the course materials in Section 2. **ALWAYS** click Select All.
9. After clicking Select all, scroll to the **Discussions** part of the Copy Options. **Choose** whether to copy the first (or “starter”) posts for each forum, or to copy empty forums to the destination course shell:
   a. Leave the default option button, **Include starter posts for each thread in each forum (anonymized)** selected, to copy over the **first** post in each thread.
      i. The author of the threads will be set to Anonymous.
   b. Click the option button for **Include only the forums, with no starter posts**, to copy **empty** forums to the destination course shell.

10. Under **File Attachments**, click the option button for **Copy links and copies of the content (include entire course home folder)**. **ALWAYS** click this option.
   a. **DO NOT** click the other options. If you do, some or all of your files may not copy.

11. **DO NOT use Manage Package Contents.** This section controls the individual files and folders that are included in the copy. Selecting the check boxes for files and folders will cause those items to **not** be included in the copy.

12. **DO NOT** select the check box for **Enrollments**.
13. Click **Submit** to submit the copy request.
14. The copy request is added to the **system queue**. An e-mail is sent to your UA Fort Smith account when the copy is complete.
Important Things to Remember About Course Copies

- **DO NOT** duplicate a course copy. If the copy process does not load all of your content, request that the course shell be reset and try a fresh copy. Copying twice into the same course will duplicate content items throughout the course, including the Grade Center.
- If the course has been copied more than once, Learn creates a folder in Files, with all of the content from the second copy, duplicated. This folder will have “ImportedContent” in the title. However, it is not easy to tell which files are linked to the course content.
- **ALWAYS** use the following options when doing a course copy:
  - **Copy Course Materials into an Existing Course** to choose the copy type
  - **Browse** to choose the Destination Course ID
  - The **Select All** button to choose the content
  - **Copy links and copies of the content (include entire course home folder)** to copy file attachments

Copy Course Log

After you copy course content to another shell, you will see a message confirming the copy is completed.
The message will include a link to a detailed copy log for the course copy. The link appears at the top of the page of the destination course. The link will appear the first time you access the course after the copy has completed. Click the word “here” to access the course log.

The log is contained in the **Import Package/View Logs** page. You can also access this page from the Control Panel, under **Packages and Utilities**. Click the filename to open the log.

The log will contain a summary and the details of the course copy, including any errors in the process. Be sure to check the errors to see if any course content was compromised or failed to copy to the new course shell. If there are errors, contact instructionalsupport@uafs.edu.
ADA (Americans with Disabilities Act) Issues

The Americans with Disabilities Act requires public institutions to provide access to individuals with disabilities. This includes access to online resources provided by the institutions. The following section describes some ADA access issues in online learning and the considerations involved in providing access.

Software and Presentation

Individuals with disabilities may use special software to access Web sites, depending on the disability. Presentation also matters where visual and auditory disabilities are concerned.

- **Screen Readers** - Students who are visually-impaired may use screen readers to access their computers. Screen readers are applications that read on-screen text aloud, using voice synthesis. There are several screen reader applications available, but one of the most commonly used is Freedom Scientific JAWS (Job Access With Speech).

  JAWS reads correctly formatted HTML/Web pages without problems. Instructors should always try to make sure that their HTML pages use proper formatting. Most Web editors will do this automatically. However, some things to keep in mind:

  - Use the **bulleted** or **numbered** lists option in the software, instead of manually-numbering or bulleting lists.
  - Use the **table** commands to build tables. Don’t manually build tables with tabs or spaces.
  - Images should include **alternate text** descriptions (ALT or LONGSDESC - see below)

PDF content requires users to modify additional settings in Adobe Acrobat Reader to have the content read aloud by their screen reader application. For this reason, HTML files are preferable. However, documents that must be visually formatted in a specific way, such as forms and charts, should always be PDF files.
• **Visual Considerations** - Some students who are visually impaired are still able to see images on computer screens. However, certain color combinations or low contrast may limit this ability. Always use high-contrast colors to separate text and background.

Also, color must never be used as the sole or primary means for differentiating between content on a Web page. Students with some kinds of color-blindness may not be able to distinguish certain colors from others.

The same considerations apply to graphics. Image files must be clear and easy to see.

**Alternate Access and Content**

Where content cannot be viewed or heard by a student, alternate content must be provided. Also, some students with learning disabilities may need additional time for certain online activities.

• **Graphics** - Students who are unable to see images on a screen will use screen reader software to read the text of a page. However, screen reader programs cannot translate the visual content of graphics. Fortunately, HTML supports text descriptions of images.
  o The **ALT** command, used with the image (IMG) tag, provides a short, alternate text description of the image in question. The description is listed in quotes in the HTML. This is the most common method used to provide an alternate text description.
  • The **LONGDESC** command links to another HTML file containing a longer text description of the graphic in question. This command is used more rarely than ALT and is not directly supported in Blackboard.
Blackboard Learn provides support for the ALT command in the **Content Editor**:

1. Select an **image** in the editor.
2. Click the **Insert/Edit Image** button.
3. Type a text description in the **Image Description** text box.
4. Click **Update**.
5. Click **Submit**, to save the changes to the content in the editor.

Microsoft Word also supports alternate text for **pictures**:

1. In Word, **right-click** a picture.
2. Click **Format Picture**.
3. Click the **Alt Text** tab.
4. Type the text description into the **Alternative Text** box.
5. Click **OK**.
6. **Save** the changes to the file.

When you save a Word file with these alternate text descriptions to HTML, they are changed to ALT descriptions. Files saved to PDF also carry over these descriptions.

- **Captions and Transcripts** – When using video, where possible the video should include captions for students who cannot hear the audio. If captions are not feasible, you should include a full transcript of the video in HTML or PDF form. Audio files should always have transcriptions for students who cannot hear the file.
  - In addition to the dialogue, video and audio transcriptions (and video captions) should include descriptions of any relevant sounds in the file.
• **Exams and Activities Online** - Some students with learning disabilities require additional time to complete exams and activities, both online and offline. Instructors must consult with the university’s ADA department to determine how much extra time is needed and any other special circumstances for the student.
  o Instructors can use the **Test Availability Exceptions** in the Test Options to give individual students additional time on tests.

• **File Titles** – HTML and PDF files should also have titles. These make it easier for students with disabilities to identify the file. You can set the title up in the original Word file. The title will appear in the HTML or PDF file when you convert the Word file.

  To add a **title** to a Word file:

  1. Click **File**.
  2. Under Properties, next to Title, click **Add a title**.
  3. Type the **title** of the file.
  4. **Save** the file.
Additional Resources and Contact Information

You can obtain support and assistance for Blackboard Learn from the following departments:

- **Instructional Support** - instructionalsupport@uafs.edu
  - Dr. Tara Mishra, Director - tara.mishra@uafs.edu - (479)788-7002
  - Clint Brooks, Instructional Designer - clint.brooks@uafs.edu - (479)788-7335
  - Dr. Sky Zhang, Instructional Designer - sky.zhang@uafs.edu - (479)788-7316

- **Technology Support** - uafs@service-now.com
  - techsupport@uafs.edu
  - (479)788-7460

- **UAFS Web Sites**
  - Distance and Online Learning – http://academics.uafs.edu/distance-learning/distance-learning-home
  - Service Now – http://uafs.service-now.com

Additional resources, including online course policies, files for courses, and other content can be found on the N: drive in the following folder: N:\Shared\Online Course Materials
Instructional Design, Online Best Practices, and Blackboard
What is Instructional Design?

Instructional Design is the process of systematically planning instruction. This includes deciding what objectives, materials, activities and other content will be included in a course and how that content will be organized and used.

Systematic design of instruction focuses on key aspects of the development, teaching, evaluation, and revision portions of the course.

This does not mean that every activity should be planned to happen in the exact same way for each student. Instead, the goal is to maximize the efficiency of the instruction and learning experiences. The instruction is designed to support the learning objectives for the course and modules.

Learning design models help instructors and designers make these choices and connect the content with the objectives. The most well-known model is the **ADDIE** model. ADDIE stands for Analysis, Design, Development, Implementation, and Evaluation.
Systematic Design of Instruction

A more detailed model is the *systems approach* model by Walter Dick, Lou Carey, and James O. Carey (*The Systematic Design of Instruction*), shown below.

<table>
<thead>
<tr>
<th>Section</th>
<th>Explanation/Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify instructional goal</td>
<td>What do you want your students to accomplish at the end of the course?</td>
</tr>
<tr>
<td>Conduct instructional analysis</td>
<td>What steps need to be taken in order to reach the goal?</td>
</tr>
<tr>
<td>Identify entry behaviors</td>
<td>Who are your students, what do they already know, and what skills and attitudes do they need to begin and successfully complete the course?</td>
</tr>
<tr>
<td>Write performance objectives</td>
<td>Performance objectives are the <em>measurable</em> outcomes students will be able to accomplish in the course units. These are based on the instructional goals and analysis. Students should be able to demonstrate mastery of the objectives under the required conditions.</td>
</tr>
<tr>
<td>Section</td>
<td>Explanation/Description</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Develop assessment</strong></td>
<td>The assessments should measure student success in meeting the performance objectives.</td>
</tr>
<tr>
<td><strong>Develop instructional strategies</strong></td>
<td>What strategies (activities, content presentation methods, instructional media, interaction, and feedback) will be used to help students meet the objectives?</td>
</tr>
<tr>
<td><strong>Develop &amp; select instructional materials</strong></td>
<td>What materials will you develop and select for the course? Written documents? Presentations? Multimedia? The materials should support the instructional objectives and strategies.</td>
</tr>
<tr>
<td><strong>Design &amp; conduct formative evaluation</strong></td>
<td>Get feedback before offering the course from peers or others in an informal setting. It will allow you to identify deficits in the design and materials and improve the course prior to teaching it.</td>
</tr>
<tr>
<td><strong>Design &amp; conduct summative evaluation</strong></td>
<td>Evaluate the overall effectiveness of the course instruction.</td>
</tr>
<tr>
<td><strong>Revise instruction</strong></td>
<td>Evaluation data should be used to improve the course effectiveness in meeting the performance objectives and instructional goals.</td>
</tr>
</tbody>
</table>

The instructional design process is a cycle, evaluating and revising the course for the next offering, integrating new content into the existing content and removing obsolete and ineffective content. The instructional design process helps instructors develop a sound plan and the resources and tools to execute it.
What Should Be in a Learning Module?

Instructors can organize their courses by weeks, chapters, modules, or some other natural organizing unit. The content in these learning modules should be organized sequentially and hierarchically. Instructors can use the learning module tool or content folders to build their learning modules. A successful learning module will contain the right content, in the most effective sequence. Effective learning modules should contain the following kinds of content:

Objectives

A learning module should begin with a clear set of measurable learning objectives, derived from the course objectives.

Objectives should be measurable or observable, meaning students should be able demonstrate those behaviors to show they have mastered the objectives.

Why are learning objectives important? Consider the following example:

Examine the following list of words for 30 seconds, and then cover the list and answer the question that follows. Do not look at the question until you have covered the list.

**Apples**
**banana**
**carrots**
**Dates**
**eggplant**
**Figs**
**Grapes**
Which of the words were plural?

Some of the words are capitalized, some are bold, and some are italicized. How can learners know what to focus on without knowing the expectations for studying the list?

**Good learning objectives:**

- Set clear and meaningful expectations for learning
- Let students know the level of knowledge and skills expected at the end of the lesson.
- Are clearly stated, **measurable** or **observable** behaviors.

Write your objectives using verbs that can be measured or observed. Examine the following two lists of words. The words on the left describe actions that happen in the mind. The words on the right column are actions that can be observed.

<table>
<thead>
<tr>
<th>In the mind</th>
<th>Observable</th>
</tr>
</thead>
<tbody>
<tr>
<td>To know the traffic rules</td>
<td>To describe the traffic rules</td>
</tr>
<tr>
<td>To understand</td>
<td>To identify</td>
</tr>
<tr>
<td>To appreciate</td>
<td>To solve</td>
</tr>
<tr>
<td>To believe</td>
<td>To list</td>
</tr>
<tr>
<td>To enjoy</td>
<td>To compare</td>
</tr>
<tr>
<td>To value</td>
<td>To create</td>
</tr>
</tbody>
</table>

- Choose behaviors that reflect the desired level of mastery.
  - For example, there is a big difference between identifying and describing.
- State the conditions where appropriate.
  - Under what conditions will the student be expected to perform the objective?
Teaching Materials

Teaching materials are used to present the learning content. They include:

- Online reading materials
- Lectures and notes
- Demos
- Microsoft PowerPoint presentations (not recommended for full online, see below)
- Charts
- Audio
- Video
- Web links
- And more...

Considerations:

- Design materials for maximum comprehension.
- Arrange materials to enable students to build understanding of the concepts as they proceed through the module.
- Put text in HTML or PDF format. Microsoft Word and other word processor file formats don’t open as readily online (although they are OK for attachments).
- Follow ADA (Americans with Disabilities Act) requirements.
  - Provide alternative text descriptions for images.
  - Provide alternate content (transcripts or captioning) for multimedia.
- Will students need additional software or bandwidth to view content?
- Is the content mobile accessible?
- Avoid using PowerPoint presentations in full-online courses.
  - They usually lack the details a lecture provides.
  - However, you can record them as videos with lecture narration.
  - A detailed Web page may be a more effective alternative.
**Learning Activities**

Learning activities help students:

- Improve understanding of concepts and information in the teaching materials,
- Practice utilizing concepts and skills.

Learning activities include:

- Assignments
- Discussion forums
- Blogs
- Wikis
- Journals
- Projects

Offline activities can be connected with online activities. For example, music appreciation students may be required to blog or submit an assignment about a local concert they attended.

Learning activities can occur before as well as after teaching materials. For example, an introductory discussion to elicit student attitudes about a subject before introducing it formally.

**Assessments**

Assessments measure student success in achieving the learning objectives.

- They usually come at the end of a learning module, but not always.
  - For example, a pre-test to measure the learners’ ability prior to the module.
- In addition to quizzes and tests, assessments can include papers and projects.
- Assess the behaviors and conditions in the learning objectives.
- Assess student progress in each learning module.
- Practice tests or quizzes help students assess their progress.
- They can help instructors monitor the students’ learning progress and identify students who are struggling.
- For this reason, don’t hide self-test or practice quiz results from yourself.
- Regular assessments can minimize high-stakes testing.
Screen Design Guidelines

The following are important guidelines to help you design visually effective Web pages.

Screen Design

• Put information and links in the most logical and readily available locations.
• The course title and instructor contact information should be included in the Home Page header.
• Tables can help organize page content.
  o Use invisible borders \(\text{border}=0\) to hide the clutter of table lines. The exception is content that uses actual tables (charts, etc.).

Font

• Use common fonts in your Web pages (HTML).
  o Fonts will only appear on Web pages if the computer viewing the page has that font. If not, it will replace it with a font in its system.
  o Avoid elaborate fonts for the main text as they are hard to read on a Web site.
  o \textit{Times New Roman} is the most common serif font for body text.
  o \textit{Arial, Helvetica, Calibri,} and \textit{Verdana} are the most common sans-serif fonts.
• Avoid more than two font types on a single page.
  o Variations within a type (bold, italics) are OK.
• The text for the body of a page should be:
  o 12-14 point size
  o Plain (avoid bold or italics, except for emphasis, titles, etc.)
  o Serif or sans-serif are both acceptable online.
• Titles or Headers should be:
  o 18-36 point size
  o Bold or plain
  o Sans-serif or serif are both acceptable online.
Color

- Use color conservatively on a Web page.
- Maintain **high contrast** between the text/content and the background.
- Color should **not distract** from the content you are presenting.
- Don’t use color as the **sole** means to discriminate between choices on the page. This prevents visually-impaired and color-blind students from seeing the differences.

Space

- Use the screen space as effectively as possible to organize your content.
- Use adequate space to divide content elements from one another, as well as margins or sidebars.
- Use white space to frame material.
  - However, avoid leaving too much space between items. White space visually pushes material away from itself.
- Remember that spacing may look different on different devices and monitors. Design your content with this in mind.
Course Design Principles

Applying the following design principles will help students to easily navigate your course, as well as quickly locate and access content they need to be successful.

Simplicity is Best

- Don’t add unnecessary or trivial items to your Course Menu, as they compete with important content for attention.
- Minimize the need for scrolling on a page, where possible.
- Keep your Course Menu short, so that students can view it without scrolling.
- Use content folders or learning modules to organize important content that doesn’t need to be on the course menu, including course units or chapter materials.
- Less is more.

Making Your Course Design Logical

- A logical course design will help students find what they need easily, maximizing productivity and minimizing frustration.
- Group related content in appropriate content folders or learning modules.
  - Give folders accurate and descriptive names.
  - The main course teaching materials should be grouped in modules in your Course Content folder.
- Design your course to take advantage of the way Blackboard Learn works.
  - Linking important content in more than one place, where appropriate, can help students to quickly find what they need.
  - Students expect to find important content on the Course Menu and in the folders there.
Consistency from Screen to Screen

- The consistency of the Blackboard user interface means students do not have to learn a new system whenever they take a new course.
- Courses don’t have to be designed identically, but it is important to provide consistency within and between courses.
  - Pages with a consistent look help students recognize that they are in the right course.
  - Consistent layouts on related pages help students find content more quickly.
- To avoid student confusion, minimize content differences. For example, if you need to distinguish different sections of the course, use minor changes.

Making Your Content Easily Accessible

- Content in an online course must be easily accessible to students.
  - Primary course content should be three clicks away or less at any time.
- Accessibility also means accommodating students with disabilities, especially for video and audio.
  - Some students need specialized software to access course content.
  - Always follow best practices for accessibility when creating Web content:
    - Always provide alternate versions of video and audio files.
      - Transcriptions including visual details for students who cannot see video
      - Transcriptions or captions for students who cannot hear audio. These should include descriptions of all relative sounds.
  - Always use the ALT command with graphics on a Web page.
    - It provides a text description of the graphic that screen reader software will read aloud for users who are visually-impaired.
    - Word includes an Alt Text option under Format Picture. This text is included when you save the Word file as HTML or PDF.
o **Don’t use color** as the only means to discriminate between choices. Readers who cannot see the page or distinguish between certain colors will not see these differences.

**Keeping Your Course Pleasant to the Eye and Ear**

- Courses should be aesthetically pleasing as well as functional.
  - Aesthetics are more than just maximizing visual beauty.
  - Avoid visual choices that are distracting to the eye.
    - **Maximize contrast** between content and the background. Pages with similarly colored text and background are difficult to read.
    - Do not use **distracting** colors or backgrounds.
      - Complex background images will overpower text and graphics.
      - Avoid colors in headers and captions that clash with the rest of the page.
    - Resist **unnecessary** special effects.
      - Never use animation without a good purpose.
      - Effects should enhance the content and be used judiciously.
  - Be careful with embedded **video** and **audio**, especially autostart and loop options. Multiple video or audio files playing simultaneously on the same page are very distracting.
Online Course Teaching Principles

The following teaching and learning design principles will help you produce content and modules that will maximize your students’ learning opportunities and potential in the online environment.

Chunking the Content

Chunking the content means presenting content in smaller blocks of time and size, to maximize student attention and memory. Longer pieces of content should be “chunked” into segments that students can digest more efficiently.

- 30-45 minutes or less for reading assignments
- 15 minutes or less for video or audio

Instructors should organize chunks around the natural breaks in their content, including:

- Transitions between topics
- Changes in presentation mode
- Opportunities for questions or activities

Self-testing/Self-assessment

Regular assessment of student comprehension and learning during the course is important. One way of accomplishing this is by including practice tests at the end of each module. They can help instructors assess student progress, competency, activity, and comprehension.
**Scaffolding**

Scaffolding is an instructional strategy that takes learners from known to unknown concepts or from simple concepts to more complex ones. The known concepts must be reviewed prior to moving onto the new concepts. Scaffolding is an effective way to introduce new content in a course. By basing learning on existing or fundamental concepts, instructors can improve comprehension and long term recall in students.

An example of scaffolding follows in a lesson on how to write the Chinese character for “man.”

*Chinese characters are based on pictographic language, meaning that the writing is a symbol for or picture of the object.*

The Chinese word for “field” uses the following character:

田 *Notice how the character resembles patches of irrigated land.*

The Chinese word for “strength” uses the following character:

力 *This character resembles a shovel, pointed towards the earth.*

The Chinese character for “man” combines both the symbols and the ideas. “Men work in the field,” so the characters for “field” and “strength” are combined to form the word “man.”

男

**Reducing Cognitive Load**

Reducing student cognitive load refers to strategies that isolate or eliminate redundant sources of information by integrating content. In this way, learners are better able to assimilate and process content, improving comprehension and recall. This principle applies especially to instructional content that utilizes multiple media.
Consider the following question: Which of the two following instruction sets is easier to comprehend?

**Example 1**

![Chat Room Main Features](image1)

1. Enter a message in the text form for the Chat Room
2. Click the Send button to send the message to the Chat Room
3. The message appears in the Chat area
4. Instructors can Start Handraise Mode to control Chat participation
5. Use Pass Microphone/Pen to decide which participant chats next
6. Deny Access can be used to prevent troublemakers from posting messages

**Example 2**

![Chat Room Main Features](image2)

1. Enter a message in the text form for the Chat Room
2. Click the Send button to send the message to the Chat Room
3. The message appears in the Chat area
4. Instructors can Start Handraise Mode to control Chat participation
5. Use Pass Microphone/Pen to decide which participant chats next
6. Deny Access can be used to prevent troublemakers from posting messages

Many observers would select the first example, because it seems more orderly. However, research results suggest that the second instruction set would be more effective, because the instructions are integrated with the graphic, minimizing the cognitive effort to link the two.
Design your course content in ways that reduce unnecessary information and minimize the cognitive effort required to comprehend your information.

**Making Learning Interactive**

Learning online should be as interactive as possible, just like any other learning experience. Students should interact with each other as well as their instructor. Interactive activities should engage active rather than passive student participation. Discussions, chat, and simulations are examples of interactive learning.

**Keeping Learning Engaging and Motivating**

Learning should be as engaging and motivating as possible. Projects, collaborative activities, and reflection are among the many ways to engage students in learning.

Engaging students isn’t just a matter of holding their attention. Design materials and activities in ways that motivate students to become active in the learning process and to take greater responsibility for their own success. Giving students choices in learning and personalizing learning gives students a stake in the process.

**Setting High Expectations**

Setting clear and detailed expectations is critical in any online class. Setting high expectations lets students know that instructors have confidence in their potential to achieve.
Emphasizing Time on Tasks

Emphasizing time on tasks is vital online. Where on-campus meetings are reduced or non-existent, students need to be aware of the time needed to be successful. Set clear expectations, guidelines, and deadlines. Specify how much time is needed to properly complete assignments and activities. Remind students of the dangers of procrastination and the value of keeping on schedule.

Monitoring Student Learning Progress Closely

Keep a watchful eye on student progress. Without classroom meetings it is more difficult to identify struggling students. Regular assessments, regular communications, and monitoring student activity will help identify strugglers early, so you can intervene more quickly with students who are having difficulties. The Retention Center will also assist you with this task.

Providing Timely Feedback

Students need timely feedback. Respond to student questions and input promptly. Let students know at the start of the course what to expect for response times to questions, grading, and other instructor feedback and stick to it. Timely and regular feedback lets students know you are engaged and supportive. It tells them where and how they need to improve. It also improves student morale and retention (including feedback in evaluations).

Encouraging Students to Monitor Their Own Learning Progress

Online students need to take a stake in their own learning. Help them to become invested in their progress and success. Encourage them to understand and monitor how well they are doing and to proactively in take steps to improve their learning. Give them opportunities to make choices that have a positive impact on their success.
Blackboard Learn Tools
Overview
Content Management and Presentation Tools

Blackboard Learn (and Community) has a number of tools that you can use to display and manage content.

- **Content Collection**
  This part of the course is where you can upload, store, and manage course files. You can create folders to organize your files. You can also update files in this location.

  Blackboard requires you to load files into the system and then **deploy** the files so that users can see them. The File link (see below) is the tool you use to deploy files into the course content.

- **Content Areas/Folders**
  Content areas and folders are locations in which you can deploy content. Deploying content means to make the content available in folders or modules (see below).

  Content areas are the content folders that are displayed directed on the Course Menu.

  Content folders are displayed within content areas, learning modules, or other content folders.

  Content displayed in this way is shown on a single page, top to bottom, one item per row.

- **Learning Modules**
  Learning Modules display content to students, one page at a time. (Instructors see the content as though it were in a content folder.)

  Learning modules also include a Table of Contents, which displays links to all content and folders in the module. Students can click on each individual link to take them to the page for that content. Instructors can click on links to folders to take them to that folder.
Folders in a learning module can be expanded and collapsed to display the sequence and hierarchy of the content in the module.

• **Build Content Menu**
  Build Content is the first menu in content folders and learning modules. You can use this menu to deploy files, mashups, and other content tools, as well as create items and links.

  The menu is divided into three sections:
  
  o The *Create* section includes options for Files, Items, multimedia files, Web Links, and specialized content tools (Syllabus and Lesson Plan).

  o The *New Page* section includes options for pages, into which you can add content. (We do not recommend using the Module Page, as your course Home Page already serves this purpose.)

  o The *Mashups* section includes options for deploying content created or stored in other systems, such as EnsembleVideo, YouTube, or Flickr. In the case of YouTube and Flickr, you can also link to public content on those sites.

• **Files**
  File links are the option used to deploy file content, such as HTML or PDF files. In some cases, you can use this option to deploy specialized file content (for example, PowerPoint files).

  A File link appears as a title. When users click the title, the complete file will open in the Web browser.

  Common uses for File links include:
  
  o *Syllabus*  
  o *Detailed Orientation or Welcome Message*  
  o *Learning Objectives*  
  o *Lecture notes (HTML or PDF)*  
  o *Presentations (PPT recommended only for Web-enhanced)*  
  o *Handouts*
• **Audio, Image, and Video**
  These options are used for deploying multimedia files. **However, you should never use the Audio or Video options.** Faculty-created audio and video files should be loaded into **EnsembleVideo** and then linked, using the mashup for that service. Student files should be loaded by students into **YouTube** or **Google Drive** and then shared with the instructor or class.

• **Items**
  Items are tools that allow you to create content directly in a content folder or learning module, using the Content Editor. This means you can format the content, as well as add links, embed video, and other editor options.

  This content will display in full in the content folder or learning module. So, we do not recommend using this option to create lengthy content items, as they would push other content down the page. (Use files for that content.)

  Items also allow you to attach files. However, we recommend using the **File** option to do this, so the file will open directly in the Web browser. This also avoids requiring students to make an extra click to see the file in a learning module.

  Common uses for Items include:
  o **Learning Objectives**
  o **Readings**
  o **Short Welcome or Orientation Message**
  o **Contact Information (Whom to Contact)**
  o **Reminders**

• **Web Links**
  You can create direct Web Links to content outside of Blackboard. Links must contain a title and the full URL (Web address) for the Web site to which you are linking. You can also include a description for the link, as well as attach any files which are relevant to the site.
• **Mashups**
Mashups allow you to embed or link multimedia content from other resources in your course. Embedding the content will display it directly in the course.

The following Mashups are available in Blackboard Learn (and Community) at UAFS:

- **EnsembleVideo** – This mashup should be used to display all faculty-created videos stored in Ensemble Video.

- **YouTube Video** – This mashup can be used to display public and student videos stored on YouTube.

- **Flickr Photo** – This mashup will display publicly available photos from Flickr.

- **SlideShare Presentation** – This mashup will display publicly available presentations from SlideShare.

• **Glossary**
This tool creates a glossary of terms and definitions in the course. You can add the terms individually or upload them in bulk (provided they are organized into a format and file type that Blackboard recognizes).

The Glossary tool stores all terms alphabetically. The top of the Glossary page contains links to lists of terms beginning with the same letter.
Access Tools and Settings

Blackboard Learn (and Community) has tools that allow you to conditionally release content to students.

- **Availability Settings**
  Most content items in a Blackboard have availability settings. These settings allow you to control when the item is available to students.

  There is a setting for general availability. You can also set availability during a specific period of days and times. However, the general availability setting for the item must be set to **Yes** for the date and time settings to work.

- **Adaptive Release**
  This tool allows you to release content to students based on criteria you select. Choosing Adaptive Release settings for a specific piece of content controls the access to that content only.

  You can adaptively release content using the following criteria:
  - **Date**
    You can choose Display After and Display Until options to control when students see the content.

    **NOTE:** If you control availability using the settings for the item in question (see above), those dates and times will appear in Adaptive Release, as well. However, if you change the dates and times in one location, they are NOT automatically updated in the other. Because this can create confusion, we recommend you control date availability in only one location for each item.

  - **Membership**
    You can choose which members and/or groups in the class can see the content. The content will be unavailable to anyone not on the list.
• **Grade**
  You can choose the grade prerequisite members will need to achieve to see the content. This is either a minimum score or attempt at a specific content item listed in the Grade Center.

**NOTE:** Be sure that you don’t select the item you are adaptively releasing in this section. Remember that the Grade item is the prerequisite for viewing the item you are releasing, and an item cannot be its own prerequisite.

• **Review Status**
  You can choose a content item that students must review first, before the item you are releasing becomes available.

**NOTE:** This option only creates a check box for the content item in question. Students can select the check box without opening the item. So, this option may be of limited value.

• **Adaptive Release: Advanced**
  This option allows you to create or edit rules for accessing content items. A **Rule** is a collection of criteria that must be satisfied by the user for the content to be available.

  You can create rules with multiple criteria or you can create multiple rules with one or more criteria.

  Criteria within a **single** rule must all be met by a user before they can view the content.

  Criteria in **different** rules allow a user to view the content if the all of the criteria in just one of the rules is met.
Date Management Tools

Blackboard Learn (and Community) has tools that allow you to set event dates, as well as manage all date information in the course.

- **Calendar**  
  This tool allows you to create events for your course. The events show up in the calendars of all users in the course. The events are color-coded by course.

  Tests and assignments with due dates will automatically be added to the Calendar as events. Instructors can modify the due dates by dragging and dropping these events in the Calendar.

- **Date Management**  
  This tool allows you to manage all date and time information in the course in a single location. You can do the following:
  - Change all the dates in the course at one time by applying a new course start date
  - Change all the dates in the course at one time by setting a specific number of days by which to adjust them
  - List all dates for review and individually change them

  **NOTE:** The Date Management review page is not updated automatically. If you change the dates for individual items in the course outside of this tool, when you access the tool you will need to refresh the tool, so Blackboard can update the changes.
Assessment Tools

Blackboard Learn (and Community) has tools that allow you to create and manage course assessments, such as tests and assignments.

- **Tests, Surveys, and Pools**
  These tools manage and apply questions in tests and surveys. Blackboard supports multiple types of questions. Questions can be copied or linked to tests and surveys. You can create randomized sets of questions in tests.
    - **Tests** are graded assessments.
    - **Surveys** are ungraded assessments.
    - **Pools** are locations to store questions.

- **Mobile Tests**
  These are tests with limited functionality, designed to operate smoothly on mobile devices. Only a limited number of question types and features are supported in mobile tests.

- **Respondus LockDown Browser**
  This software is a specialized Web browser, found in all lab computers at UAFS (including the ASC lab). The browser prevents students from accessing other software and computer resources during tests.

  Instructors set a test to require the LockDown browser. This requirement means that the student will not be able to begin the test unless they are using that browser.

- **Assignments and SafeAssign**
  Assignments are items into which students can submit written and other kinds of work. Work can be submitted as a file attachment or as writing in a Submission text box.

  SafeAssign is an online product that analyzes assignment work to determine if plagiarism has occurred. SafeAssign returns reports indicating how much of the work in question is unoriginal and where those parts may have come from. SafeAssign can be enabled for any assignment in the assignment settings.
Assignments using SafeAssign require students to submit the work in question, but instructors can also submit student (or even their own) work directly into the system using a tool called DirectSubmit.
Communications Tools

Blackboard Learn (and Community) has a variety of tools that allow you to communicate with the members of your class.

- **Discussion Board**
  This is an *asynchronous* tool that lets users post and reply to messages. Because users do not have to be in the tool at the same time, they can post detailed and reflective comments.

  This is the tool most commonly used to conduct class discussions online. It is also used for forums for questions and feedback about the course.

  Instructors create forums for discussions. All users in the course can see posts in a course discussion forum. You can also create separate group discussion boards and forums, using the Groups tool, if you need to restrict the users who see posts.

  Discussions can be graded.

- **Announcements**
  This tool allows instructors to post messages to the entire class. These messages appear in the My Announcements course module, on the Home Page, for seven days. Afterwards, they are available on the Announcements tool page as long as you allow them to be.

  You can also include a link to one content item from your course in an announcement.

- **Send E-mail**
  This tool lets you create and send actual e-mail messages to the members of your class. The messages are addressed to their UAFS accounts and sent from your UAFS e-mail account.

  You can send messages to the entire class or select recipients individually or by groups or user role in the course.
Since this tool creates actual e-mail, not all of the Content Editor tools are available when creating e-mail messages.

- **Course Messages**
  This tool sends internal messages to one or more users in the course. You cannot use this tool to send messages outside the course.

  Since this tool does not use actual e-mail, users can use all of the available Content Editor tools to create and format content in the messages.

- **Collaborate Ultra**
  This program allows users to conduct *synchronous* online videoconferences. Users must be connected in the session at the same time to participate.

  Every course shell has a Collaborate Ultra session that members can access at any time. In addition, you can create additional sessions, including ones with guest presenters.

  Collaborate allows you to see and hear students, share files and screens, chat, conduct breakout groups, and interact in many other ways, all in real time.

- **Course Notifications**
  Blackboard allows all users to set up their accounts to receive notifications when new content is added to the course. This includes new discussion posts, grades, and other course changes and activities. Users can set the notifications to text or e-mail them. (Users are not recommended to use the text/SMS option unless they have a mobile plan with unlimited texting.)
Web Publishing Tools

Blackboard Learn (and Community) has three tools that provide your students with a way to publish online content.

- **Blogs**
  “Blog” is short for “Web log.” This tool lets users post entries that can be seen by the entire class. Users can post any content supported by the Content Editor, including images, Web Links and Mashups.

  You can set up each blog to provide an individual blog for each student, or as a course blog, where all students can post entries to the same blog.

  Students can add comments to blog entries. Blogs can be graded.

  Common uses of blogs are online student publishing, journals, etc.

- **Journals**
  This tool is almost exactly like the blog tool, except that, by default, the only people who see the posts are the student and the instructor(s).

  Instructors can make a particular journal available to the entire class, but they have to make all of the students’ entries available for the journal they release to the class.

  Journals can be graded.

  Common uses of journals are online journals, diaries, notebooks, etc.

- **Wikis**
  “Wiki” comes from the Hawaiian word “wiki-wiki,” which means “hurry, hurry.” This tool allows users to collaborate in the development of Web pages. Students can create and edit pages in the wiki, including the pages created by other students.

  Users can post any content supported by the Content Editor, including images, Web Links and Mashups.
Blackboard tracks all the versions of the pages and makes them available to you, so you can grade the work based on student contributions.

Common uses for wikis are group and class projects, documentation, collaborative online presentations, etc.
Student Tracking and Retention Tools

Blackboard Learn (and Community) has three tools to assist you in tracking your student activity and maximizing student retention.

- **Course Reports**
  This tool generates a variety of reports covering course activity. Among the available reports are the following:
  - *All User Activity inside Content Areas*
  - *Course Activity Overview*
  - *Overall Summary of User Activity*
  - *Single Course User Participation Report*
  - *Student Overview for Single Course*

  Individual reports are run by date range and, where appropriate, user. Reports are often produced in PDF format.

In addition to the regular course reports, Blackboard has four **Course Analytics Reports** that instructors can view.

- **Performance Dashboard**
  This tool shows you the general activity of students in the course including their most recent access, the number of days since their last access, and their discussion board activity.

  It also has links to individual student’s grades, as well as an Adaptive Release section that shows whether or not a student has access to individual elements in the course content.

- **Retention Center**
  This tool helps faculty identify when students are struggling in the course. It uses four default rules to track student success:
  - **Missed Deadlines**
    This sends an alert when a student misses a deadline or due date.
  - **Grades Alert**
    This sends an alert when a student’s grades fall significantly below
the class average.

- **Activity Alert**
  This sends an alert when a student’s activity in the course falls significantly below the class average.

- **Access Alert**
  This sends an alert when a student has not accessed the course within a certain period of time.

You can modify these default rules. You can also track individual student work and activity to make sure they are staying on task.

The Retention Center sends the alerts to the Alerts module, if you have that module enabled on the Home Page. It also shows you course activity in a number of key tools (assessments, discussion boards, blogs, etc.)
Student Grading Tools

Blackboard Learn (and Community) has three tools to assist you with grading student work and one tool to help students see and understand their grades.

- **Grade Center**
  This tool is the main online grade book for the course. Among the options available:
  - Organize student grades by activity
  - Sort student names alphabetically
  - Calculate student scores for the term
  - Display different forms of the data for a grade column
  - Categorize grade columns to assist with grade calculations
  - Create a schema to automatically convert number grades into letter grades, and vice-versa
  - Control visibility of grade information to students

  The Grade Center has a number of options for each grade column. You can grade student work directly from the Grade Center, including discussions, blog, journal, and wiki work. You can also review test attempt stats and test item analysis.

  The tool also allows you to export data from the Grade Center.

- **Inline Grading and Annotation**
  This tool is the grading interface for assignments, discussions, blogs, etc. It provides space for feedback to students and instructor notes.

  Assignments can be graded with a tool called **Box**. Box lets you view a variety of files online in Blackboard, some of which you can annotate. The annotations are saved and available to students in their My Grades tool.

  Inline Grading also supports rubrics (see below).
- **Rubrics**
  Rubrics score the level of proficiency a student achieves for each objective (or criterion) in an activity.

  The Rubrics tool lets you set up one or more rubrics in the course and then associate the rubrics with assignments, discussions, and other manually graded work, so that you can use the rubrics to grade that work. You can associate a rubric with one or more graded activities.

  There are different types of rubrics:
  - **Point** rubrics assign a specific total possible points to the work they are used to grade. You can use exact point values or a range of values.
  - **Percentage** rubrics score by percentages of the points you have assigned for the work. You can use exact percentage values or a range of percentage values.

- **My Grades**
  This is a tool that lets each individual student see his or her grades from the Grade Center, without seeing those of other students.

  Students can see any feedback the instructor has included, a breakdown of any rubric scoring, and any annotations/comments in assignments that were graded with the Box tool.

  You can control the order of the columns, as well as which columns are visible to students, using options in the Grade Center.
Student Motivational Tools

Blackboard Learn (and Community) has a tool designed to motivate student success online.

- **Achievements**
  This tool lets you establish a badge or other virtual award for the completion of course work. There are three kinds of achievements you can award students:
  - *Course Completion*
  - *Milestone*
  - *Custom*

  Whatever the achievement, you set the criteria that triggers Blackboard to award it.

  Blackboard provides a small selection of badge icons, from which you can choose the virtual award.

  Blackboard also keeps track of how many students in the course have achieved the award.
Grade Center and Grading
The Grade Center – In-Depth

As described in the Essentials section, the Grade Center is the tool used to manage course grades and student information. There are a variety of tools that help instructors organize and display the data in meaningful ways.

The following sections cover in-depth details about the Grade Center. For the essential Grade Center information, see the following in the Essentials chapter:

- Creating Columns
- Calculated Columns
- Column Order and Visibility for Instructors and Students
- Deleting a Column
- The External Grade Column and Grades Push
Editing Columns

Instructors can edit existing columns. However, some settings of columns created by tools in the system (tests, etc.) can only be edited from the source item.

To edit an existing column:

1. Click the Action Link button for the column, in the Grade Center.
2. Click Edit Column Information.
3. Make changes to any column settings, including displays, categories, grading periods, etc.
   a. If the column is a graded column that allows more than one attempt, click one of the options from the Score attempts using drop-down list:
      i. Last Graded Attempt
      ii. Highest Grade
      iii. Lowest Grade
      iv. First Graded Attempt
      v. Average of Graded Attempts
   b. NOTE: If the column represents a study activity – such as a study quiz – we recommend clicking Highest Grade.
4. Click Submit.
Grading Periods

Grading Periods are parts of the semester or term. Instructors can create grading periods and associate columns with them for easy inclusion in a calculated column or Smart View.

To create a grading period:

1. From the Grade Center, point to Manage.
2. Click Grading Periods.
3. Click Create Grading Period.
4. Type a Name for the grading period.
5. Type a Description for the grading period.
6. Click the option button to determine whether or not the grading period has a range of dates, under Grading Period Dates.

a. If the period has a range, using the correct date format, type the dates in the text boxes for Start Date and End Date.
   i. Alternately, you can use the Date Selection Menus.
7. Select the check box to associate existing columns that have a Due Date in the date range with the Grading Period.
   a. When editing a grading period, you can select the check box again to associate the grading period with new columns that have due dates within the date range.
8. Click Submit.
Grading Schemas

Grading Schemas enable the Grade Center to convert data from numeric to letter grades and back. For example, when entering a numeric grade into a column that displays letter grades, the schema converts the number into the corresponding letter grade (and vice versa).

To create a schema:

1. From the Grade Center, point to Manage.
2. Click Grading Schemas.
3. Click Create Grading Schema.
4. Type the Name for the schema.
5. Type a Description for the schema.
6. Add rows for each letter grade needed, and type the appropriate percentages and letters.
   a. Click the Insert Rows buttons to insert a row between existing rows or below the lowest row.
      • You can click Delete Row to remove a row.
      • The top row cannot be deleted.
   b. Type the high end of the percentage range for the top column.
   c. In the Grades Scored Between column, type the low end of the percentage ranges for each letter. Each row will base the high end of its range on the low end of the row above.
   d. Type the letter grades in the text boxes in the Will Equal column.

<table>
<thead>
<tr>
<th>Grades Scored Between</th>
<th>Will Equal</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 % and 100 %</td>
<td>A</td>
</tr>
<tr>
<td>80 % and Less Than 90%</td>
<td>B</td>
</tr>
<tr>
<td>70 % and Less Than 80%</td>
<td>C</td>
</tr>
<tr>
<td>60 % and Less Than 70%</td>
<td>D</td>
</tr>
<tr>
<td>0 % and Less Than 60%</td>
<td>F</td>
</tr>
</tbody>
</table>
e. The **Grades Manually Entered as** column uses the Will Equal column entries.

f. In the **Will Calculate as** column, type the **percentage** that will be entered in the Grade Book for each letter grade that instructors manually enter in the system. The percentages for each letter grade **must** fall into the range established in the Grades Scored Between column.

<table>
<thead>
<tr>
<th>Will Equal</th>
<th>Grades Manually Entered as</th>
<th>Will Calculate as</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>A</td>
<td>95%</td>
</tr>
<tr>
<td>B</td>
<td>B</td>
<td>85%</td>
</tr>
<tr>
<td>C</td>
<td>C</td>
<td>75%</td>
</tr>
<tr>
<td>D</td>
<td>D</td>
<td>52.5%</td>
</tr>
<tr>
<td>F</td>
<td>F</td>
<td>17.5%</td>
</tr>
</tbody>
</table>

7. Click **Submit** to save your schema.

When you select primary and secondary displays for columns, you can choose any grading schema, from both those you have created and the Blackboard default (Letter).
Grading Color Codes

Grading Color Codes allow instructors to display different colored backgrounds for each field, depending on the score or status of the item for each student. Color codes can be set up for the following items:

- **Grading Status** – Set colors for items that are In Progress, Needs Grading, or Exempt.
- **Grade Ranges** – Set colors based on the grade of an item.

To set up color codes:

1. From the Grade Center, point to **Manage**.
2. Click **Grading Color Codes**.
3. Select the check box for **Enable Grading Color Codes**.
4. Set the background color for **Grading Status** items:
   a. Click the **Action Link button** for the Grading Status item.
   b. Click the **color** you want to use.
      i. If you know the hexadecimal code for a color you want to use, type it in the **Color value** text box. Click **Preview** to see the color.
   c. A preview of the color will appear in the **Preview** box.
   d. Click **Apply**.
5. Set the color and ranges for **Grade Ranges**:
   a. Click **Add Criteria** to add additional rows.
   b. Click the drop-down menus to set the **Criteria** for each row:
      i. Between, More Than, or Less Than.
   c. Type the percentage ranges in the text boxes provided.
      
      ![Criteria screenshot]

   d. Click the **Action Link button** for the Grade Range Background Color or Text.
e. Click the **color** you want to use.
   
i. If you know the hexadecimal code for a color you want to use, type it in the **Color value** text box. Click **Preview** to see the color.

f. A preview of the color will appear in the **Preview** box.

g. Click **Apply**.

h. Be sure there is high contrast between the background color and the text color.

i. Click **Delete Criteria** to delete a criteria range.

6. Click **Submit** to save the changes.

Color codes can only be seen by the instructor. Students **cannot** see them in My Grades.

Instructors can hide or show color codes, by clicking the **Hide Color Coding** and **Show Color Coding** buttons, in the Grade Center.
Categories

Categories group columns together, enabling instructors to manage them at one time in certain circumstances. For example, you can use categories to include several columns as a single weight in a weighted calculated column.

The Grade Center comes with several default categories, including Assignment, Discussion, and Test. You can create special categories of your own:

1. From the Grade Center, point to Manage.
2. Click Categories.
3. Click Create Category.
4. Type a Name for the category.
5. Type a Description for the category.
6. Click Submit.

The Categories page includes a list of categories. Each category shows the columns associated with it in that course.

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment</td>
<td>Online Learning Essay, Research Paper, - SafeAssign, Final Paper, LiveText, Sample Assignment 5, Spreadsheet, Chapter 1 Homework, Chapter 12 LO 8 Animated Lecture Assignment, Chapter 4 Quiz, Chapter 5 Quiz, Chapter 7 Quiz</td>
</tr>
<tr>
<td>Blog</td>
<td>Project Blog, Class Blog</td>
</tr>
<tr>
<td>Discussion</td>
<td>BLS Course Types</td>
</tr>
<tr>
<td>Journal</td>
<td>Reflective Journal</td>
</tr>
<tr>
<td>Major Exams</td>
<td>Exam 1, Exam 2 - Requires Respondus LockDown Browser</td>
</tr>
<tr>
<td>Quizzes</td>
<td>Quiz 1, Quiz 2, Quiz 3, Quiz 4</td>
</tr>
<tr>
<td>Self and Peer</td>
<td></td>
</tr>
<tr>
<td>Survey</td>
<td>Test Survey</td>
</tr>
<tr>
<td>Test</td>
<td>Course Policy Validation Quiz, Student Orientation Quiz, Test Questions - Hot Spot and Fill in the Blank, Self Test 1 - Extended Exam 10, Sample Mobile Compatible Test, Sample Mobile Compatible Test 2, Self Test 1, FSC Sample Test, Short Answer Sample Quiz, Chapter 12 Quiz</td>
</tr>
</tbody>
</table>

Individual columns can be associated with categories from the Edit Column Information page.

Multiple columns can be associated with categories from the Column Organization page.
Categories can only be deleted if they are not default categories and do not have columns associated with them.

To delete a category:

1. On the Categories page, click the Action Link button for the category you want to delete.
2. Click Delete.

3. A dialog box will ask for confirmation. Click OK to confirm the deletion.
Smart Views

Smart Views are select views of the Grade Center that contain only designated columns and the columns shown in all views (Last Name, First Name, etc.). For example, the Assignments smart view shows only the assignment and all views columns.

To create a smart view:

1. From the Grade Center, point to Manage.
2. Click Smart Views.
3. Click Create Smart View.
4. Type a Name for the smart view.
5. Type a Description for the smart view.
6. Select the check box for Add as Favorite, to add the smart view to the list in the Grade Center section of the Control Panel.
7. Click the option button for the Type of View:
   a. Course Group - to view one or more course groups.
   b. Performance - to view specific users depending on their performance on an individual item.
   c. User - to view specific users.
   d. Category and Status - to view items dependent on their category and status.
   e. Custom - to build a view based on specific user criteria.
8. Select Criteria for the smart view from the appropriate drop-down lists:
   a. For Course Group, click the User Criteria, the Condition, and the Value for the group. The value is one or more groups chosen. Use the SHIFT and/or CTRL keys to choose multiple groups.

Select Criteria

Select the groups to include in this Smart View. Hold down the Ctrl button to select multiple items from one drop-down list.
b. For Performance, click the **User Criteria**, the **Condition**, and the **Value** for the performance. The user criterion is a graded or calculated column. The condition is a standard numeric comparison (Greater than, Less than, etc.). The value is the percentage, score, or text that triggers the inclusion of the student.

![Select Criteria](image1)

- **User Criteria**: Grade on BLS Course Type (Score)
- **Condition**: Equal to
- **Value**

(c. For User, click either All Users or Selected Users. If Selected Users, click the specific users. Use the **SHIFT** and/or **CTRL** keys to choose multiple users. Click **Select All** to select all the users.)

![Select Criteria](image2)

- **Users**:
  - Selected Users
  - Hare, Bunny
  - Stein, Frank N.
  - Fudd, L. Mere
  - Doo, Scoob E.
  - Anderson, Erik

(d. For **Category and Status**, click the **Category**, and the specific users or groups (or All Users).)

![Select Criteria](image3)

- **Categories**:
  - All
- **Users**:
  - Selected Users
  - Hare, Bunny
  - Stein, Frank N.
  - Fudd, L. Mere
  - Doo, Scoob E.
e. For **Custom**, click a Grade Center column in **User Criteria**, a **Condition**, and the option button for either **Available** or **Unavailable**.

i. **Click** **Add User Criteria** to add an additional criterion.
   1. Additional criteria may require a **value**.
ii. **Manually Edit** the **Formula Editor** to combine the criteria.

- **Click** **Manually Edit**.
- **Type** the **formula** you want to use to associate the criteria. Use the numbers for each criterion in the formula.
- **Use** **AND** where both criteria must be included for the item to appear. (Example: 1 AND 2)
- **Use** **OR** where either criterion will cause the item to appear. (Example: 1 OR 2)
9. **Filter** the results by clicking the appropriate filter in the drop-down list and then, where required, clicking the appropriate item from the list for that filter.

10. Click **Submit** to create the smart view.

On the Smart Views page, instructors can select smart views as **Favorites**. Links to favorite smart views appear in the Grade Center section of the Control Panel.

To **add** a smart view as a favorite, click the star button for that smart view. To **remove** a smart view as a favorite, click the green star for the smart view.
Organizing Columns

Instructors can organize columns in the Grade Center in the following ways:

- **Reorder** the columns
- **Hide** or **Show** the columns for Instructor’s View
- Change the **Category** of columns
- Change the **Grading Period** for columns

Columns are organized by views and grading periods. Certain columns are shown in all Grade Center views. Only columns that need to appear in every view should be in this area (for example: Last Name, First Name).

Columns that are not shown in all grade views or selected grading periods are listed as “Not in a Grading Period.”

To **organize** the Grade Center columns:

1. From the Grade Center, point to **Manage**.
2. Click **Column Organization**.
3. To **reorder** the columns in the Grade Center:
   a. Using the **reorder/move** tab, **drag** the column to its new location in the list.
   b. **Release** the column in its new location.
      - You can also use the “**keyboard accessible**” reordering:
        1. Click the **keyboard accessible reordering button**.
2. Click the column you want to move.
3. Click the arrow buttons until the column is where you want it.

4. Click Apply.
4. To hide or show the columns in the Grade Center:
   a. Select the check boxes of the columns you want to hide or show.

   b. Point to Show/Hide, at the bottom or top of the page.
      • Click Hide Selected Columns to hide the columns. Hidden columns will be italicized, grayed out, and will have the text “(Hidden)” after the title.
      • Click Show Selected Columns to show the columns.
      • Click Show Selected Columns in All Grade Center Views to show the columns and move them to the All Grade Center Views area.
5. To change the **category** of selected columns:

   a. Select the check boxes for the columns you want to change.
   b. Point to Change Category to…
   c. Click the category to which you want to change.
      - Click **No Category** to remove the column from all categories.

6. To change the **grading period** for the selected columns:
   a. Select the check boxes for the columns you want to change.

   b. Point to Change Grading Period to…
   c. Click the grading period.
      - Alternately, you can click **Not in a Grading Period**.

7. Click **Submit** to save any changes.
Row Visibility

In addition to hiding columns, instructors can hide (and show) rows in the Grade Center. As each row is a student record in the Grade Center, hiding rows will hide those students.

To hide or show rows (student records) in the Grade Center:

1. From the Grade Center, point to Manage.
2. Click Row Visibility.
3. Select the check boxes for the rows you want to hide or show.
4. Click Hide Rows to hide the student records. Hidden rows will be shown in italics and grayed out.
5. Click Show Rows to show the student records.

6. Click Submit.
**Reports**

The Grade Center can produce reports. Reports can show either all or selected columns. Reports can be printed out, one page per student. Reports can be saved as a file by printing to a PDF file or using Save File As in the browser.

To create a report:

1. Point to Reports, in the Grade Center.
2. Click Create Report.
3. Type the Report Name in the text box.
4. Where wanted, select the check boxes for and type the information for the following:
   - Date
   - Institution Name
   - Course Information
   - Custom Text
5. If wanted, select the check box for Names of Users by Role and select the user role from the list.
6. Under Users, select the option button for one of the following user categories, to create a report for those users:
   - All Users
   - All Users in Group
     - Click the groups you want to appear in the report. Use the SHIFT or CTRL keys to select multiple groups.
   - Selected Users
     - Click the users you want to appear in the report. Use the SHIFT or CTRL keys to select multiple users.
7. If choosing All Users or All Users in Group, select the check box if you want to Include Hidden Users in Reports.
8. Click the check boxes for the User Information that you want to include in the report:
   - First Name
   - Last Name
   - Username
   - Student ID
   - Last Access
9. Under Columns, select the option button for one of the following categories of columns, to add the columns to the report:
   • Columns currently displayed in the grid (in display order)
   • All Columns
   • All Columns in Grading Period
     o Click the grading periods you want to appear in the report. Use the SHIFT or CTRL keys to select multiple grading periods.
   • All Columns in Category
     o Click the categories you want to appear in the report. Use the SHIFT or CTRL keys to select multiple categories.
   • Selected Columns
     o Click the columns you want to appear in the report. Use the SHIFT or CTRL keys to select multiple columns.

10. If not using the Selected Columns option, click the check box if you want to Include Hidden Columns in the Report.

11. Select the check boxes for the Column Information you want to include in the report:
   • Description
   • Due Date
   • Statistics
     o In the drop-down list, click the statistics you want to include in the report.

12. Select the check boxes for the footer items you want to include in the report.
   • Custom Text
   • Signature Line
   • Date
   • Course Information

13. Type the information for the chosen footer items.

14. Click Submit to create the report.

15. The report will open in a separate window. You can print from this window. To save the report as a file, Print as a PDF file, or Save Page As in the browser.
Grade History

You can also view the Grade History. The history is a record of all grade changes in the course. To view the history:

1. Point to Reports, in the Grade Center.
2. Click View Grade History.
3. Set the time period you want to view.
   a. Click the Show Entries from Past drop-down menu in the top right to control how far back the history shows.
   b. Click Go.
4. Click Download to download a comma- or tab-delimited file of the grade history.

You can also view the grade history for an individual column:

1. Click the Action Link button for the column.
2. Click View Grade History.
3. Set the time period you want to view, as above.
Working Offline and Online

Using the Work Offline menu, instructors can download data from and upload data to the Grade Center. Data is downloaded as a comma- or tab-delimited file and can be quickly opened in Excel.

To download data from the Grade Center:

1. In the Grade Center, point to Work Offline.
2. Click Download.
3. Click the option button to select the data to download:
   - Full Grade Center
   - Selected Grading Period
     - Click the Grading Period in the drop-down list
   - Selected Column
     - Click the Column in the drop-down list
     - Select the check box to Include Comments for this Column.
   - User Information Only
4. Click the option button for the delimiter type, Comma or Tab.
5. Click the option button to choose whether or not to Include Hidden Information.
6. Click Submit.
7. Click DOWNLOAD.
8. Depending on your Web Browser, you may see the following:
   a. A Save As dialog box. Click Save and then open the file in Excel.
   b. A dialog with an option to save or open the file. Click the option button to Open with Microsoft Excel.
     - Click OK.
c. In Chrome, the file will automatically download into the Downloads folder on your computer. However, a link to the file will appear at the bottom of the window. After the file downloads, click the link to open the file.

9. The file will open as a CSV (Comma Separated Values) file (comma-delimited) OR an Excel file (tab-delimited). If you format the data, save the file as an Excel workbook. Text-based files do not support formatting.

10. **NOTE:** This is student data, covered by FERPA. Save it to a secure location. Make sure any local PC copies are deleted.

You can upload data into the Grade Center as well, using CSV (Comma Separated Values) files or Tab delimited TXT files. If you are setting up your data in Excel, it should be on an individual worksheet before you save it to one of the above formats.

The data should have the following columns:

- **Student ID** – required to line up the data with the correct users.
- **First Name** – recommended to help identify users.
- **Last Name** – recommended to help identify users.

Any added columns should contain new data for the Grade Center. Use caution when uploading columns in this way. Files containing columns that already exist in the Grade Center could overwrite existing data in those columns. Avoid using this process to update test grades.

To upload a CSV file to the Grade Center:

1. In the Grade Center, point to **Work Offline**.
2. Click **Upload**.
3. **Attach** the file.
   a. Click **Browse My Computer**.
   b. Navigate to the local **drive and folder** containing the file.
   c. Click the **filename**.
   d. Click **Open**.
4. Click the option button for the **Delimiter Type** (Comma, for CSV files).
5. Click **Submit**.
6. **Review** the **Upload Grades Confirmation** list, to make sure that the proper columns and data are being added.

7. **Click** **Submit**.
8. The columns and data should now appear in the Grade Center.
9. **New** columns are automatically uploaded as text. So, any grade columns will need to be edited, so they can be included in **calculations**. You will also need to include the **Points Possible** for the column:
   a. Click the **Action Link button** for the column.
   b. Click **Edit Column Information**.
   c. In the **Primary Display** drop-down menu, click **Score**.
   d. Type the **Points Possible** in the text box provided.
   e. In the **Category** drop-down menu, click the appropriate category for the column.
   f. **Click Submit**, to save the changes.
**Needs Grading**

The **Needs Grading** page shows items that need to be manually graded. Instructors can filter this list to identify specific items. There is also a Needs Grading link in the Grade Center section of the Control Panel.

To **grade** an attempt on the Needs Grading page, click the **student’s name**.

You can also click the Action Link button for the **Item Name** to see options for viewing or grading all ungraded activity for that item.

In the Grade Center, the Needs Grading icon is **yellow**, with a white exclamation point.

![Final Paper](image)

**NOTE:** There is a known error that causes some automatically graded tests to show the Needs Grading icon. Manually updating the grade should remove the icon, even if no grade changes are made.
Filtering

The filter allows you to narrow the view of the Grade Center by the following views:

- Current View
  - Full Grade Center (Default)
  - Smart Views
  - Grading Periods
- Category
- Status (Completed, In progress, etc.)

To filter the Grade Center:

1. Click Filter.
2. Use the drop-down menus to view by Smart View, Grading Period, Category, or Status.
3. Click Full Grade Center, in the Current View menu, to return to the full view.
Icon Legend

This button brings up a legend of icons used in Grade Center.
E-mail Options

Instructors can send e-mail to students directly from the Grade Center.

1. Select the check box(es) for the student(s) to whom you want to send e-mail.
2. Point to Email.
3. Click Email Selected Users.

4. A Send Email page opens. Type the Subject of the message.
5. Type the Message, using the Content Editor.
6. Click Attach a file and select the file you want to attach, if needed.
7. Click Choose File.
8. Navigate to the drive and folder on your computer and click the file.
9. Click Open.
10. Repeat steps 6 through 9 to attach additional files.
11. Click Submit to send the message.
Sorting

Instructors can sort the Grade Center by column. Click the title of a column to sort the Grade Center by that column, from A to Z (or 0 to $\infty$). Click the title again to sort from Z to A (or $\infty$ to 0). A gold arrow shows which order the column is sorted by.
Grading Content

There are several kinds of graded content in Blackboard Learn, including tests, assignments, discussion forums and threads, blogs, wikis, and journals. All of these can be graded directly from the Grade Center.

Individual Grade Options

Instructors can grade individual student work for an item. Click the Action Link button next to the student grade in a field. Grading options from the menu vary depending on the tool:

- **Attempt** – Each one shows the date of the attempt. Click the attempt to view it.
  - **Tests:**
    - View the questions, student answers and correct answers.
    - If needed, you can manually override the score for a question in the text box.
    - Click **Test Information** to see details about the attempt.
      - Click **Access Log** to see the student activity during the attempt.
  - **Assignments** are shown in the Inline Grading tool. For details, see “Inline Assignment Grading and Annotation.”
  - **Feedback to Learner** is visible to students.
  - **Grading Notes** are for the instructor’s record. Students do not see these.
  - Click **Submit** or **Save** to save any changes to the grade.
- View Grade Details
  - Revert returns a manually overridden grade to its original score.
  - Exempt makes the student not responsible for that grade.
  - The arrow buttons at the top allow you to navigate by columns and users:
    - Next/Previous User
    - Next/Previous Column

- View Attempts opens the attempts for grading, as above.
- Attempts
  - The Delete menu will delete attempts based on order, score, or the date the attempt was made.
  - Grade Attempt - View and grade individual attempts.
  - Clear Attempt - Delete an attempt.

- Ignore Attempt – Blackboard will not count the attempt for grading or against the number of attempts.
- Allow Additional Attempt – Allows the student to take one more attempt beyond the number allowed (assignments only).
- Edit Grade – Edit the grade for this attempt or activity.
o **Manual Override** offers options for manually changing a grade:
  - **Override Grade** – Type a score.
  - **Feedback to User** – Explain to the student why you changed the grade.
  - **Grading Notes** – Document why you changed the grade.

o **Column Details** shows the basic attributes and statistics for the column.

o **Grade History** – For details, see “Grade History.”
  - **View Rubric** – View the rubric applied to this item.

- **Quick Comment** – A place to make quick Feedback to User or Grading Notes – Click Text Editor, to access the Content Editor.

- **Grade User Activity** – Opens the grading page for the activity (discussions, blogs, journals, and wikis).
Grading Tests

Tests are automatically graded, except for Essay, File Response, and Short Answer questions, which require manual grading. Instructors can access student test attempts via the Action Link buttons for the column or individual students.

Options in the column menu include:

- **Quick Column Information** - Opens a box listing the main column information
- **Edit Test** – Opens the Test Canvas for editing
- **Grade Attempts** – Allows you to grade individual attempts, one at a time
  - Click the arrows by the student name to move to the previous or next attempt.
  - Click **Test Information** to view the attempt details and/or access log.

- Click **Exit** to return to the Grade Center without saving changes.
- Click **Save and Next** to save the changes and move to the next attempt.
- Click **Save and Exit** to save the changes and finish.
- **Edit** the grade for each question, where needed.
• **Grade with User Names Hidden** - Makes students anonymous to you as you grade their work
• **Attempts Statistics** - Shows statistics for each question in the test
• **Download Results** - Use this option to download test results as a comma- or tab-delimited file. Be sure to download the file to a secure location.
• **View All Attempts** – Shows all attempts - The following options are available:
  o **Grade Attempts** – Grade each attempt.
  o **Grade Anonymously** – Grade attempts without seeing the student names.
  o **Grade by Question** – Grade all attempts at individual questions in the test.
• **Grade Questions** – Allows you to grade all attempts for an individual question - This is the fastest way to grade questions manually:
  1. Click the number of responses for a question.
  2. Click **Edit** for a question attempt.
  3. Type the **score** for the attempt.
  4. Click **Submit**.
  5. When grading question sets, you must click the **set** first and then you can choose individual questions in the set.
  6. Click **Back to Questions**, to return to the question list.
  7. Click **OK** to return to the Grade Center.
• **Item Analysis** – For details, see “Assessment Item Analysis.”
• **View Grade History** – Opens the Grade History
• **Edit Column Information** - Allows you to edit the properties of the column, including Displays, Category, Score attempts using, and Due Date
• **Column Statistics** - Presents the general statistics for the column
• **Set as External Grade** – This sets a column as the “course grade,” for exporting a final grade to Banner. Blackboard requires one column to be set as the external grade (We recommend your final grade column).
  o The External Grade column is designated with a green check mark.
  o The External Grade column cannot be hidden from students.
• **Hide from Students (on/off)** – Toggles the column between **hidden** or **visible** in My Grades. For details, see “Column Order and Visibility for Instructors and Students.”
• **Clear Attempts for All Users** – Should only be used if the attempts are not needed.
- **Sort Ascending** – Sorts the column from A to Z (or from zero to $\infty$).
- **Sort Descending** – Sorts the column from Z to A (or from $\infty$ to zero).
- **Hide from Instructor View** – Hides the column from the instructor in the Grade Center. It does **not** hide the column from students in My Grades.
  - To see how you can show the column again from Manage/Column Organization, see “Grade Center and Grading, Organizing Columns.”
Assessment Item Analysis

Blackboard contains a test item analysis tool. This tool provides an analysis of test results and question effectiveness.

To access the Item Analysis for a test:

1. In the Grade Center or Tests tool, click the Action Link button for a test with student attempts.
2. Click Item Analysis.
3. From the Select Test drop-down menu, click the test for which you want to run an item analysis.
4. Click Run.
a. The system will send you an **e-mail** when the analysis is complete.
5. The analysis report for the test will appear on the page, under **Available Analysis**.
6. Click the name of the **item analysis report** to view it.

If you need to **update** the analysis for a test, run a **new** report.

**Item Analysis Features**

The item analysis report contains the following information:

- **A Test Summary**, containing:
  - Possible Points
  - Possible Questions
  - In Progress Attempts
  - Completed Attempts
  - Average Score
  - Average Time

- **Filter Questions**

- **Discrimination**
- **Difficulty**

- **Question**
- **Question Type**
- **Discrimination**
- **Difficulty**
- **Graded Attempts**
- **Average Score**
- **Std Dev**
- **Std Error**

- **Question**
  - Where can you find test instructions such as the time limit?
  - Which of the following is **OK** to do during a test?
• An analysis of the **Discrimination** for the test questions, listing the number of questions identified as Good, Fair, and Poor, as well as questions for which the system could not calculate discrimination
  o Discrimination analyzes how students who did well or poorly on the overall test performed on a specific question.
    ▪ Good questions are questions students who did well on the test got right more often than students who did poorly.
    ▪ Poor questions are question students who did poorly on the test got right more often than students who did well.

• An analysis of the **Difficulty** of the questions, listing the number of questions identified as Hard, Medium, and Easy

• A list of all the questions in the test, with the following information for each question:
  o Question Type
  o Discrimination
  o Difficulty
  o Graded Attempts
  o Average Score
  o Standard Deviation (Std Dev)
  o Standard Error (Std Error)

• Options for **filtering** and **sorting** the list of questions by:
  o Question type
  o Discrimination
  o Difficulty

• A **legend** for the icons and abbreviations used in the report

• An **Edit Test** button, allowing instructors to edit the Test Canvas directly from the report

The report also includes information icons. Pointing to these icons lists information about that part of the report.
Surveys

Surveys are not graded. Instead, the responses to the survey provide data to the instructor.

Instructors can view the survey response data by clicking the **Action Link button** for the survey, and then clicking **Attempts Statistics**.

The statistics will show the percentage of users who responded to each answer in the survey, listed by question. Open-ended questions will show each student’s answer.

All student responses are **anonymous**.
Grading Assignments

Assignments are manually graded. Instructors can manually access student assignment attempts via the Action Link buttons for the column or individual students.

Student receive receipts when they submit assignments. Instructors can also view receipts for submitted assignments. For details, see “Assignment Submission Receipts.”

The tool used to grade assignments is called Inline Grading. It includes an annotation and comment tool called Box. For details, see “Inline Assignment Grading and Annotation.”

Assignment options include:

- **Quick Column Information** - Opens a box listing the main column information.
- **Grade Attempts** – Allows you to grade individual attempts, one at a time, using the inline grading tool
  - Click the arrows by the student name to move to the previous or next attempt.
  - Override the Grade.
    - If overriding a grade:
      1. Click the overwrite/revert button to access the text box.
      2. Overwrite the new grade.
      3. Click the check mark to submit the edit.
      4. Click Exit to return to the Grade Center.
Grade the Attempt, including grading using a rubric.

- To grade manually:
  7. Click the Attempt text box.
  8. Type the grade into the Attempt text box.

- To grade using a rubric:
  1. Click the Attempt section.
  2. Click the rubric title.
  3. To show Descriptions and Feedback options in the rubric, select the respective check boxes for each.
  4. Click the option buttons for the appropriate level of achievement for each criterion. The selected option will change to a green checkmark.

  5. If using a range rubric, click the score from the drop-down menu.
  6. If needed, override the rubric points, using the text box provided.
  7. Type any Feedback.
  8. Click Save Rubric
  9. You will still need to click Submit, below, to save all changes.
- **Grade with User Names Hidden** - Makes students anonymous to you as you grade their work
- **Assignment File Download** - Allows you to download files from multiple students for a single assignment.
- **Assignment File Cleanup** – **CAUTION**: This section lets you delete assignment files.
- **Rubric Evaluation Report** – Runs a report on the rubric used with the assignment. For details, see “Rubrics, Rubric Evaluation Report.”
- **Edit Column Information** - Allows you to edit the properties of the column, including Displays, Category, Score attempts using, and Due Date.
- **Column Statistics** - Presents the general statistics for the column.
- **Set as External Grade** – This sets a column as the “course grade,” for exporting a final grade to Banner. Even if you are not using this feature, Blackboard requires one column to be set as the external grade (We recommend your final grade column).
  - The External Grade column is designated with a green check mark.
  - The External Grade column cannot be hidden from students.
- **Hide from Students (on/off)** – Toggles the column between hidden or visible in My Grades. For details, see “Essentials, Column Order and Visibility for Instructors and Students.”
- **Clear Attempts for All Users** – Should only be used if the attempts are not needed.
- **Sort Ascending** – Sorts the column from A to Z (or from zero to ∞).
- **Sort Descending** – Sorts the column from Z to A (or from ∞ to zero).
- **Hide from Instructor View** – Hides the column from the instructor in the Grade Center. It does not hide the column from students in My Grades.
  - To see how you can show the column again from Manage/Column Organization, see “Grade Center and Grading, Organizing Columns.”
Assignment Submission Receipts

Whenever students submit an assignment, Blackboard e-mails them a submission receipt, verifying the assignment submission was received by the system. Each submission receipt has a unique confirmation number.

Instructors can also view a list of submission receipts in the Grade Center.

To view student submission receipts:

1. In the Grade Center, point to Reports.
2. Click Submission Receipts.
3. Use the search options to view receipts:
   a. You can search by User Name, First Name, Last Name, or Email.
b. You can produce a list of all submissions by clicking the Not Blank option from the “Contains” drop-down menu.

![Submission Receipts](image)

<table>
<thead>
<tr>
<th>User Name</th>
<th>Contains</th>
<th>Equal to</th>
<th>Starts with</th>
<th>Not blank</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Options</th>
<th>User Information</th>
<th>Confirmation Number</th>
</tr>
</thead>
</table>

![Search Options](image)

c. You can search by User Information or Confirmation Number.

4. Click Go to initiate the search.

The submissions are listed by date, by default, but you can also sort the list by student or coursework. Click the title of the column by which you want to sort.

The Confirmation Number is listed in the first column.
Inline Assignment Grading and Annotation

Inline Grading allows instructors to review and grade student work online, in Blackboard. In the Assignment tool, instructors can also annotate certain types of assignment attachments. Instructors can add comments, draw, edit, and highlight text in these files. Students can then view the annotated file.

Blackboard uses a third-party tool called Box to provide the annotation features. Instructors can view a large number of different kinds of files in Box. However, Box only supports annotation for a smaller number of file types.

File types supported for annotation are:

*supports point annotation only

NOTE: The Box tool is changing rapidly and may see additional new features after this manual goes to print.

Instructors can still use rubrics to grade, as well as add feedback and grading notes to the attempt, as described in “Grading Assignments.”

In the annotation tool, changes are made when they are submitted or saved there.

NOTE: Inline grading sessions only last 60 minutes. Be sure you save all changes in that time.

To access an assignment and attachment for Inline Grading and annotation:

1. In the Grade Center, click the Action Link button in the field with the student attempt.
2. Click **Attempt**.

3. The Grade Assignment page opens. The file is displayed in the left frame (the one with the Box logo).
The following options are available on the Grade Assignment page:

- Add Comment (Point Annotation Mode)
- Reply to a Comment
- Delete a Comment
- Highlight
- Print
- Download
- Navigation
- Assignment Details
- Grade
- Attempt
- Submission
- Comments
Adding a Comment

To add a comment to the document:

1. Click the **Point annotation mode** button.
   - A message appears reminding you to “Click anywhere to add a comment to the document.”

2. Click the **location** in the document where you want to add the comment.

3. **Type** your comment in the text box.
4. Click **Post**.
Replying to a Comment

Box does not let you edit comments, but you can reply to a comment, leaving extra messages on the comment. You can also delete previous comments and replies. This effectively allows you to change the comment entirely.

To reply to a comment:

1. Point at the comment to which you want to write a reply.

2. Type your reply in the text box.

3. Click Post.
To delete a comment or reply:

1. Point at the comment with the comment or reply that you want to delete.
2. Click the delete button for the comment or reply that you want to delete.
3. Click Delete to confirm.
4. Repeat, if necessary, for multiple replies or comments.
Highlighting

To highlight text in the file:

1. **Highlight** (click and drag over) the text in the file to which you want to call attention.

2. A menu opens, giving you two options:
   - ✍️ Click **Highlight text** to create a yellow highlight over the text.
   - 📝 Click **Add comment to highlighted text** to add a comment to the text.
     i. **Type** the comment.
     ii. Click **Post**.
To **remove** a highlight from the text:

1. **Point** at the highlight in the text.

2. Click **Highlight text**.
3. The highlight should disappear.

**Printing**

You can print the file from the Box view, but, unfortunately, the annotations will not appear on the printed document.

To **print** a file:

1. Click the **Print** button.

2. A print preview window (or tab) opens.
3. Check the **printing settings**.
4. Click **Print**.
**Downloading**

You can download files from the Box view. However, the downloaded files are **not** annotated.

To **download** the file:

1. Click the **Download** button.

2. Navigate to the **drive** and **folder** where you want to save the file.
3. Click **Save**.
4. Be sure to choose a secure location for the download, such as your R:\ drive.
Navigation

The Box view navigational tools appear at the bottom of the page. You can use these tools to move from page to page, or you can jump directly to a specific page.

To navigate the file, one page at a time:

- Click the up arrow to move to the previous page.
- Click the down arrow to move to the next page.

To navigate directly to a specific page:

1. Click the current page number.
2. Type the page number to which you want to navigate.
3. Press ENTER on the keyboard.

Alternately, you can use the vertical scroll bar to scroll through the file.
Assignment Details

The Assignment Details show the name, due date, instructions, and class statistics (average and median) for the assignment.

Click the View/Hide Assignment Details button to show or hide this section.
Collapse and Expand the Grading Panel

- Click the **Collapse/Expand** button to **hide** the Grading Panel
- Click the Collapse/Expand button **once more** to **show** the Grading Panel

Maximize and Restore Inline Grading

- Click the **Maximize/Restore View** button to **expand** the Inline Grading tool to the entire Blackboard course window.
- Click the Maximize/Restore View button **once more**, to **restore** the Inline Grading tool to its default size.
Grade

The Grade section shows the current grade for the assignment by this student. The Grade is based on the instructor’s choice for the Score attempts using setting.

To override the grade:

1. Click the **Override/revert** button. The grade will be highlighted.

2. Replace the grade by typing the new score.

3. Click the **Save** button (check mark) to save the changes.

To revert the grade:

1. Click the **Override/revert** button.
2. Click the **Revert** button.

3. A confirmation dialog box appears. Click **OK**.
Attempt

The Attempt section is where instructors can type the score for the current attempt.

To add or edit the score for an attempt:

1. Click the text box for the score.
   a. If there is an existing score, select the score.

2. Type the score. Click anywhere outside the box to add the score.

3. Use a rubric to grade the assignment, if it employs one:
   a. Click the Rubric title.
   b. To show Descriptions and Feedback options in the rubric, select the respective check boxes for each.
   c. Click the option buttons for the appropriate level of achievement for each criterion.
   d. If using a range rubric, click the score from the drop-down menu.
   e. If needed, override the rubric points, using the text box provided.
   f. Type any Feedback.
   g. Click Save Rubric
   h. You will still need to click Submit, below, to save any changes.
4. Type any **Feedback to Learner** that you want the student to see:

![Feedback to Learner](image)

a. Click the **Feedback to Learner** text box.
b. **Type** any feedback.

c. Click the **Insert File** button to attach a file:
   i. Click **Browse Content Collection**, if you have uploaded the file already (recommended).
      1. **Navigate** to the folder with the file.
      2. Select the **check box** for the file. (You can select more than one.)
      3. Click **Submit**.
      4. Click **Submit** again.
   ii. Click **Browse My Computer** to upload the files from your computer.
      1. **Navigate** to the drive and folder with the file.
      2. Click the **file**.
      3. Click **Open**.
      4. Click **Submit**.
d. Click the **Spell Checker** icon to check the feedback for spelling errors.
e. If you want to format the feedback text, click the **A** button. This will open the Content Editor.
5. To add **Grading Notes**:
   a. Click **Add Notes**.

   ![Add Notes button](image1)

   b. Click the **Grading Notes** text box.
   c. **Type** the notes.

   ![GRADING NOTES - PRIVATE](image2)

   d. Click the **Insert File** button to attach a file:
      i. Click **Browse Content Collection**, if you have uploaded the file already (recommended).
         1. **Navigate** to the folder with the file.
         2. Select the **check box** for the file. (You can select more than one.)
         3. Click **Submit**.
         4. Click **Submit** again.
      ii. Click **Browse My Computer** to upload the files from your computer.
         1. **Navigate** to the drive and folder with the file.
         2. Click the **file**.
         3. Click **Open**.
         4. Click **Submit**.
   e. Click the **Spell Checker** icon to check the grading notes for spelling errors.
f. If you want to format the Grading Notes text, click the A button. This will open the Content Editor.

6. Click Submit.

Submission

Instructors can also download the original file, without annotations, from the Submission section:

1. From the Grade Assignment page, in the Submission section, click the Download button.

2. In Windows, click the option button for Save File.
3. Click OK.
4. Navigate to the drive and folder where you want to save the file.
5. Click Save.

Known Issues with Inline Grading

Instructors should keep the following in mind when using the Inline Grading tool:

- We have seen occasional access errors with the Box tool. If you receive an error message, log out of Blackboard and log back in. This has resolved the errors in our testing.
- Inline grading sessions expire after one hour. Instructors should complete and save all annotations before then or they could lose work.
- Some display issues with special characters and decimals in graphs have been reported.
Grading Discussions

Instructors can grade Discussions forums and threads directly from the Discussion Board or the Grade Center. We recommend the latter. Both options take you to the same inline grading tool.

To access the inline grading tool from the Discussion board:

1. Click the Action Link button for the discussion forum.
2. Click Grade.
3. Blackboard will present a list of students who have participated in the forum.
4. Click Grade next to the participating student whose work you want to grade.

To access the inline grading tool from the Grade Center:

1. Click the Action Link button for the student work you want to grade.
2. Click Grade User Activity.

When you access the student’s discussion user activity page, you will see the following:

- A list of all posts the student has made for the forum.
- The inline grading tool.
To grade student discussion work:

1. In the inline grading tool, click the **Grade** text box.

2. Type the **Grade** for the student work
3. Use a rubric, type Feedback for Learners, and/or add Grading Notes.
   - For details, see “Inline Assignment Grading and Annotation.”
4. Click **Submit** to save all changes.
5. Grade other students’ discussion work:
   1. Click the **student name** at the top of the inline grading panel. A list of students who have participated in the forum will appear.
   2. Click a **student name** to access and grade that student’s work.
   3. Use the **arrow buttons** to navigate to the previous and next students on the list.
   4. Select the check box for **Show All** to show all students in the list.

6. When finished, click **OK** to return to the Grade Center, if you started from there.
Grading Blogs and Journals

Blogs and journals are graded similarly, using the inline grading tool. You can grade blogs and journals from the tool pages or from the Grade Center.

To access the inline grading tool from the blog or journal tool page:

1. Click the blog or journal you want to grade.
2. The inline grading tool will be on the right.
3. Click the instructor name at the top to see a list of participating students.
4. Click the name of the student whose work you want to grade.

To access the inline grading tool from the Grade Center:

1. Click the Action Link button in the column for the student whose work you want to grade.
2. Click Grade User Activity.

To grade student blogs or journals:

1. In the inline grading tool, click the Grade text box.
2. Type the Grade for the student work
3. Use a rubric, type Feedback for Learners, and/or add Grading Notes.
   - For details, see “Inline Assignment Grading and Annotation.”
4. Click **Submit** to save all changes.
5. Grade other **students’** blog or journal work:
   1. Click the **student name** at the top of the inline grading panel. A list of students who have posted entries will appear.
   2. Select the check box if you want to **Show Empty Blogs** (or **Journals**).
   3. Click a **student name** to access and grade that student’s work.
   4. Use the **arrow buttons** to navigate to the previous and next students on the list.

6. When finished, click **OK** to return to the Grade Center, if you started from there.
Grading Wikis

Wikis are graded in a slightly different manner from blogs and journals. However, you can still grade wikis from the wiki tool page or the Grade Center.

To access the inline grading tool from the wiki tool page:

1. Click the wiki you want to grade.
2. Click Participation and Grading, in the top right corner of the wiki.
3. The Participation Summary page opens, showing a breakdown of student participation.
4. Click the name of the student whose work you want to grade.

To access the inline grading tool from the Grade Center:

1. Click the Action Link button for the student whose work you want to grade.
2. Click Grade User Activity.
To grade student wiki participation:

1. You can view the student work in the list of modifications on the Participant’s Contribution page.
   a. To narrow or expand the list, click an item in the Display Pages drop-down menu, and then click Go.
   b. Click the Page Version number to see the version the student created.

   ![Page Version Table]

   c. Click the User’s Modifications comparison to see how much the page was changed from the previous version.
      o Click Comparison Details to information about the two pages.
      o Click Legend to see how to tell what changes have been made to the page.

2. In the inline grading tool, click the Grade text box.

3. Type the Grade for the student work
4. Use a rubric, type Feedback for Learners, and/or add Grading Notes.
   • For details, see “Inline Assignment Grading and Annotation.”
5. Click Submit to save all changes.
6. Grade other students’ wiki work:
   a. Click the student name at the top of the inline grading panel. A list of students who have made changes and saved pages will appear.
   b. Select the check box if you want to Show All Members.
   c. Click a student name to access and grade that student’s work.
   d. Use the arrow buttons to navigate to the previous and next students on the list.

![Image of inline grading panel](image)

7. When finished, click OK to return to the Grade Center, if you started from there.
Calendar and Date Management
Due Dates

One of the ways in which Blackboard helps students to keep track of deadlines is **Due Dates**. Due Dates set both the **date** and **time** at which work is due to be submitted in the course.

Due Dates can be added to tests, assignments, and other graded work.

- In Tests, they can be found in the **Test Options**, via the Action Link for the test link in the **course content**.
  - Tests allow instructors to end attempts after the due date.

![Student Orientation Quiz]

---

**DUE DATE**

*Set the date the assessment is due. Optionally, do not allow students to take a test once the due date has passed.*

*Submissions are accepted after this date, but are marked Late.*

*Enter dates as mm/dd/yyyy. Time may be entered in any increment.*

*Do not allow students to start the Test if the due date has passed. Students will be unable to start the Test if this option is selected.*
• In Assignments, they can be found on the **Edit** page, via the Action Link for the assignment in the **course content**.

![Online Learning Essay](image)

**DUE DATES**

*Submissions are accepted after this date, but are marked Late.*

Due Date: 01/19/2015 11:59 PM

*Enter dates as mm/dd/yyyy. Time may be entered in any increment.*

• In Discussions, Blogs, Journals, and Wikis, they can be found on the **Edit** page, via the Action Link for the item on the tool page in **Course Tools**.

![Course Management](image)
Due Dates interact with other tools in Blackboard.

- **Calendar** – Graded items with due dates appear in the calendar as entries. The entries only appear for the specific due date, regardless of how long the item is available.
  - Instructors can change due dates by dragging and dropping these Calendar entries.
- **Date Management** – Due dates, along with other dates, can be managed from Date Management. (Be sure to use the refresh option for the Date Management page when checking dates.)
- **To Do** – The To Do course module tracks due dates and displays them for students. Instructors do not see the dates in this module.
  - There are some known errors that cause due date changes to incorrectly display in courses. Be sure to check due dates in this module, using the Student Preview tool.

Due Dates are a useful way to keep your students on task and remind them of important activities in the course.
Calendar

The Calendar tool is global, showing entries from all courses in which a user is a member.

Instructors can create entries for meetings and other events in their courses, including due dates for tests, assignments, and other graded activities.

Students can create personal entries.

The calendar tool supports repeat events, all day events, exporting, and multiple calendars.

Users can access the calendar in one of the following two ways:

- Global Navigation
- A tool link in the Course Menu

To **access** the Calendar via the Global Navigation:

1. Click the Global Navigation **drop down menu**, where your name is located, in the top right corner of the page.
2. Click the Calendar **icon** on the left sidebar.
To create a Calendar **tool link** in the Course Menu:

1. In your course, click the **Add Menu Item** button (+), at the top of the Course Menu.
2. Click **Tool Link**.
3. Type **“Calendar”** in the **Name** text box.
4. Click **Calendar** in the drop-down menu for **Type**.
5. Select the check box for **Available to Users**.
6. Click **Submit**.

7. **Drag** the Calendar link to the position in which you want it on the Course Menu.
Viewing and Navigating the Calendar

Users can access the Calendar from the global navigation menu of My Blackboard and in courses (via Course Tools or a Calendar link in the Course Menu, if the instructor adds one.)

There are three calendar views: Day, Week, and Month. To choose the main calendar view, click one of the view buttons, above the sidebar calendar. (The sidebar is always in month view.)

Users can move from month to month in the sidebar calendar by clicking the arrow buttons above that calendar.

Click a date in the sidebar calendar to access a particular date, week, or month in the main calendar.

For example, if you are in Day view, clicking a date will take you to that day. If you are in Month view and you use the arrows to change the month, clicking a date will take you to that month.
Depending on the view, you can click the arrow buttons at the top of the main calendar to move from month to month, week to week, or day to day.

Click **Today** to return the main calendar to the current date, using the current view is.

To view a calendar event, click the link to the event in the main calendar.
Creating and Editing Events

To create a new event:

1. Click a day and/or time in the main calendar
   OR
   Click the Create New Event button [+].

2. The Create Event dialog box opens.
3. Type the New Event Name in the text box.
4. In the Calendar drop-down menu, click the specific calendar the event is for.
5. Type the start and end time for the event.
   a. Use the exact date and time formats indicated.
   b. The duration will automatically be 30 minutes. If you clicked the Create New Event button, it starts from the closest half hour to the current time. You can manually extend these times.
6. Select the check box for **All Day**, if the event lasts the entire day.
7. Select the check box for **Repeat**, to create multiple, repeated events.
   a. In the Repeats drop-down menu, click Daily, Weekly, or Monthly.
   b. In the **Every** text box, type the number of days, weeks, or months, depending on what you chose in the Repeats menu.
      i. For **Weekly**, click the **days** on which the event will occur each week.
      ii. For **Monthly**, click the option button for either Day of the **month** or Day of the **week**.
         1. For Day of the month, type the day in the **On Day** text box.
         2. For Day of the week, select the day from the **drop-down menus** (the week in the month [first, etc.] and the day of the week)
   c. Click the appropriate **End Repeat** option button:
      i. For Occurrences, type the number of **occurrences after** which the event will end.
      ii. For Date, type the **date on** which the event ends.
8. Type an **Event Description**.
9. Click **Save** to add the event to the calendar.

To *edit* an existing event:

1. Click the **event** in the calendar.
2. Make any needed **changes** to the name, calendar, dates, recurrence, etc.
3. If the event is linked to a graded activity, you can access the editing or grading options for the item from the Calendar:
   a. Click **Edit this** [Tool Type] to access the Edit page for that item.
   b. Click **Grade** to access the grading options for that item.
4. Click **Save** to save the changes.
Managing Your Calendars

By default, the Calendar tool shows entries from all courses and organizations in which a user is a member, as well as institution and personal entries.

Users can control which entries are shown, using the check boxes in the Calendars list.

- To include entries from a specific course, institution, or personal calendar, select the check box for the calendar.
- To exclude entries from a specific course, institution, or personal calendar, clear the check box for the calendar.
You can change the color of the entries for a particular course:

1. Click the small, black triangle, on the bottom right corner of the course listing in the Calendar.

2. Click the color swatch you want for that calendar. Be careful not to choose something too close to the color for another course.

   a. If you know the hexadecimal code (Hex) for a specific color you want to use, you can highlight the current code and then overtype the new one into the Hex text box.
ICALENDAR – Importing Your Blackboard Calendar into Other Calendar Programs

Users can export their Blackboard calendar entries to other calendar programs, including Outlook.

This exports all course and organization calendars from Blackboard. So, use caution, if you are a member in several courses.

1. From the Calendar tool, click Get External Calendar Link, at the bottom of the Calendars list.

2. Copy the URL with the .ics extension.
   a. Do not share this URL unless you want others to see the events on your calendar.
3. **Import the URL** into your calendar program. Importing procedures will vary according to the program. (Below is a sample from Microsoft Outlook.)
Import and Export Wizard

Choose an action to perform:

- Export RSS Feeds to an OPML file
- Export to a file
- Import a VCARD file (.vcf)
- Import an iCalendar (.ics) or vCalendar file (.vcs)
- Import from another program or file
- Import Internet Mail Account Settings
- Import Internet Mail and Addresses
- Import RSS Feeds from an OPML file
- Import RSS Feeds from the Common Feed List

Description

Import information from an iCalendar or vCalendar file to the Calendar folder.

< Back  Next >  Cancel
Drag and Drop and Using the Calendar to Manage Due Dates

Instructors can **drag and drop** Calendar entries, to change due dates.

To **move** an entry from one day to another:

1. In the Calendar tool, locate the **entry** you want to move.
2. **Drag** the entry to the new date.

3. If the entry is a graded activity that has a **due date**, the due date will be **updated** to the new date. However, if the times have changed, you will need to set those manually.
4. If the entry is associated with an item that has availability or other dates **besides** the due date, those dates will **not** be updated.
Date Management

The Date Management tool helps instructors to quickly edit due dates, availability dates, and adaptive release dates in one location for an entire course. This makes it easier to get a course ready for a new semester.
Adjusting the Course Dates for a New Semester

There are three options an instructor can use to adjust the course dates:

- **Use Course Start Date** – This method compares the current start date for the course with the new start date for the next section/semester of the course. It then adjusts dates in the course according to the difference.
- **Adjust by Number of Days** – This method adjusts the dates in the course by the number of days the instructor enters.
- **List All Dates for Review** – This method takes an instructor to the Date Management Review page, to change the individual dates for all items in the course.
  - If you use one of the first two methods, be sure to **review** the Date Management Review page anyway, to make any individual date adjustments needed.

**IMPORTANT NOTE:** You should **never** make date changes for a future course inside a course which is already in progress. This changes the record of the current course. Always make the date changes in your updated development shell or in the new production shell before the start of class.

To adjust the dates, via **Use Course Start Date**:

1. In the Course Tools, click **Date Management**.
2. Click the option button for **Use Course Start Date**.

3. Type the **Current Start Date** of the semester in progress or just completed.
   - You can also click the text box and use the Date Selection Calendar.
4. Type the **New** start date of the upcoming semester.
   - You can also click the text box and use the Date Selection Calendar.
5. Click **Start**.
6. After the dates have updated, click **Next**.
7. The system will proceed to the **Date Management Review** page. For details, see “The Date Management Review Page.”

To adjust the dates, using **Adjust by Number of Days**:

1. In the Course Tools, click **Date Management**.
2. Click the option button for **Adjust by Number of Days**.
3. Type the **number** of days by which you want to adjust the course dates.
   a. You can use **negative** numbers to move dates **backwards**.
4. Click **Start**.
5. After the dates have updated, click **Next**.
6. The system will proceed to the **Date Management Review** page. For details, see “The Date Management Review Page.”

To adjust the dates, using **List All Dates for Review**:

1. In the Course Tools, click **Date Management**.
2. Click the option button for **List All Dates For Review**.
3. Click **Start**.
4. After the dates have updated, click **Next**.
5. The system will proceed to the **Date Management Review** page. You can adjust specific dates there. For details, see “The Date Management Review Page.”
The Date Management Review Page

This page contains a list of all course content items with **Due Dates**, **Availability Dates**, or **Adaptive Release Dates**. You can do the following from this page:

- Adjust individual content item dates
- Adjust multiple content item dates
- Narrow the list of items with the Item Type and Date Type filters at the top
- Run the Date Management process again.
- Refresh the Date Management Review page.

To edit individual dates:

1. From the Date Management Review page, click the **Edit Dates** button for the item you want to adjust.
2. Edit the date and time by **typing** the new ones in the text box **OR** by using the calendar and sliders in the **Date Management Summary**.

- Click **Done** to close the Date Management Summary window.

3. Click the **Submit** button (the green and white checkmark button).

To adjust the dates for **multiple** course content items:

1. From the Date Management Review page, select the check boxes for the **items** with dates you want to adjust.
   - Select the **check box** at the top to choose all items.
2. **Click** Adjust Dates.
3. **Type** or use the **arrow buttons** to enter the **number** of days by which you want to adjust the dates.

4. Click **Go**.

To **narrow** the list of course content items:

1. From the Date Management Review page, click the menu **type** that you want to adjust dates for, either **Item Types** or **Date Types**.
   a. For **Item Type**:
      i. Click the **Item Type** to select the check box and view only that type. You can click **other** Item Types to add them. You can also click **Check All**.
      ii. **Clear** all of the check boxes to see all the items.
b. For **Date Type**:  
   i. Click the **Date Type** to select items that use that kind of date.  
   ii. Click **All** to see all the items.

![Date Types: All](image)

To **run** Date Management again:

1. Click **Run Date Management Again**.  
2. Select the **option** you want to run and follow the procedure, as described above.

**IMPORTANT NOTE**: If you change dates in other parts of the course, the Date Management Review page is **NOT** automatically updated. For this reason, it is good practice to regularly **refresh** this page, to make sure the dates are current.

However, date changes in the Date Management Review page are updated to the rest of the course.

You can tell how recently the Date Management Review page was updated from the **Valid as of** date, just to the left of the Refresh button.

To **refresh** Date Management:

1. In the Date Management Review page, click **Refresh**.  
2. When the progress bar reaches 100%, click **Next**.  
3. The **Valid as of** date should now be current to today’s date and time.
Retention Center
Retention Center

The Retention Center enables instructors to track student progress and activity, using early warning rules to notify instructors when students miss work, underperform, or fail to access the course.

The Retention Center includes the following features:

- A Risk Table, with the alert rules and a list of students who have outstanding alerts
- A table containing course activity
- A list of students who are being monitored
- Additional alerts that are being monitored

The Retention Center can be found under Evaluation, on the Control Panel.
Default Rules in the Retention Center

The Retention Center contains four default rules that track student activity and progress. An alert will be triggered if student performance matches any of the following default rules:

- **Default Activity Rule**: Activity in the last 1 week is 20% below course average
- **Default Course Access Rule**: Last access more than 5 days ago
- **Default Grade Rule**: External Grade is 25% below class average
  - The External Grade is the grade that would be exported to Banner. UAFS does not currently use this feature. However, we recommend you set either your Final Grade, Total, or Weighted Total calculated column as the External Grade.
- **Default Missed Deadline Rule**: 1 deadline has been missed by more than 0 days

To modify these rules, as needed, using the Customize option, see “Customizing the Retention Center.” You can also create and define new rules.
Customizing the Retention Center

Instructors can customize the default rules for alerts in the Retention Center, as well as create new rules.

To customize a default or existing rule in the Retention Center:

1. From the Retention Center, click **Customize**, in the top right corner.

2. Click the **Action Link** button for the rule you want to customize.

3. Click **Edit**.
4. If needed, **rename** the rule.

**RULE INFORMATION**

<table>
<thead>
<tr>
<th>Rule Name</th>
<th>Default Activity Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rule Type</td>
<td>Course Activity</td>
</tr>
<tr>
<td>Included in Risk Table</td>
<td>Yes ☐ No ☐</td>
</tr>
</tbody>
</table>

5. If needed, click the option button for **Include in Risk Table** to determine whether the rule will appear in the Risk Table or not.

6. Redefine the **Rule Criteria** using the text boxes and drop-down menus for the rule.

**RULE CRITERIA**

*Course activity will be compared to the course average. Specify the acceptable activity threshold for the user.*

**Define Criteria**

User Activity in the Last 1 Weeks is 20 % Below Average

7. Click **Submit**.
To create a **new** rule in the Retention Center:

1. From the Retention Center, click **Customize**, in the top right corner.
2. Point to **Create Rule**.

3. Click the **type** of rule you want to create:
   a. For **Course Activity Rule**, complete the following:
      i. Type a **Rule Name**.
      ii. Click the option button to determine whether the rule is **included** in the **Risk Table** or not.
iii. Type the **number** of days, weeks, or months to measure user activity.
iv. Click the **period of time** (days, weeks, months) you want to measure, in that drop-down menu.
v. Type the **percentage** of user activity you want to measure.
vi. Click **Above** or **Below** the average, in that menu.

![Image of Rule Criteria]

**RULE CRITERIA**

Course activity will be compared to the course average. Specify the acceptable activity threshold for the user.

Define Criteria

User Activity in the Last [ ] Days [ ] % Above [ ] Average

b. For **Grade Rule**, complete the following:

i. Type a **Rule Name**.
ii. Click the option button to determine whether the rule is **included** in the **Risk Table** or not.
iii. Click the option button for either **Monitor Final Grade** or **Monitor Specific Item**.
   - If Monitor Specific Item, click the column you want to monitor, from the **Select Column** drop-down menu.
iv. Click the option button for **Set Grade Value** or **Use Average Grades**.
   - If Set Grade Value:

![Image of Rule Criteria]

**RULE CRITERIA**

To define the score threshold for a particular Grade Center item, first select the item from the drop-down list.

Select Grade

- Monitor Final Grade
- Monitor Specific Item

Define Criteria

- Set Grade Value
  - Grade is [ ] Points [ ]
- Use Average Grades
a. Click **Above** or **Below** in the menu, to compare the grade to a value.
b. Type the **value** to which you want to compare the grade.
c. Click **Points** or **Percent** from the drop-down menu to determine the type of value for the comparison.

- If **Use Average Grades**:
  d. Type the **percentage** to which you want to compare the grade.
  e. Click **Above** or **Below** in the menu, to compare the grade to a value

c. For **Course Access Rule**, complete the following:

  i. Type a **Rule Name**.
  ii. Click the option button to determine whether the rule is **included** in the **Risk Table** or not.
  iii. Type the **number of days** since the last course access that you want to trigger the alert.

---

**RULE CRITERIA**

Specify the number of days since the last recorded access to the course.

- **Days Since Last Course Access**
d. For **Missed Deadline Rule**, complete the following:
   i. Type a **Rule Name**.
   ii. Click the option button to determine whether the rule is **included** in the **Risk Table** or not.

iii. Click the option button for either **Monitor all course deadlines** or **Monitor Specific Deadline**.
   - If **Monitor all course deadlines**:
     a. Type the **number of deadlines** that would trigger the alert.
     b. Click **More Than** or **Less Than** from the drop-down menu, to set how the deadline will be compared.
     c. Type the **number of days**.
   - If **Monitor Specific Deadline**:
     d. Click the **Course Item** you want to monitor, from the drop-down menu.
     e. Click **More Than** or **Less Than** from the drop-down menu, to set how the deadline will be compared.
     f. Type the **number of days**.

4. Click **Submit**.
5. Click the link in the breadcrumbs to return to the **Retention Center**.
The Risk Table

The Risk Table lists any students who have outstanding alerts. The table shows red dots for each type of alert the student has. Instructors can sort the table by column.

Click a student name to see their Retention Status page. This page contains the following information:

- **Risk Factors** – Information about the specific alerts for the student and the rules that triggered them.
  - For Missed Deadlines, click the number of items to see the specific details for the deadlines the student missed.
  - Click show all rules to see any rules in addition to the default rules.

- Click **Monitor** to actively monitor the student in the Retention Center.
• Point to **Notify** and click **Students** to contact the student via e-mail.

![Notify and Students](image)

• Click **Add a Note** to type a note about the student.

![Add a Note](image)

• Notes and student notifications will appear in the **Notification History**.

Click the link in the breadcrumbs to return to the **Retention Center**.
Click a red dot in the table to see information about the student and the alerts:

- Information is shown about the specific alert for the student.
- Click View late submissions to see a list of Missed Deadlines.
- Click Monitor to actively monitor the student in the Retention Center.
- Point to Notify and click Students to contact the student via e-mail
The red bar at the top of the Risk Table has a **numeric overview** of the students at risk:

- Click the **number** to see a numeric breakdown of the students and risks.
  - Point to each **number** to see which **rules** the students are at risk for.
  - Click a **number** for a rule to open a box with the **details** for that rule.
    - Click the number to show the students who are at risk for that rule.
    - Point to **Notify** and click **Students** to contact the student via e-mail.
    - Click the **close** button (X) to close the box.
  - Click **Back to Overview** to return to the numeric overview.
Course Activity

Course activity is listed in the table at the bottom of the Retention Center.

The displayed activity includes assessments (tests, assignments, and other graded activity), interaction and collaboration, learner support information (such as announcements), and changes to the course design (new content).

- Click the **title** of an assessment to view submissions.
- Click a **type** of interaction to see that tool.
- Click **Create a group** to create a new group in the course.
- Click **Post an announcement** to create and send an announcement to the class.

Blackboard only collects course activity once per day, by default.
Monitoring Students and Other Information

The Retention Center also displays the following information:

- Students whom you are actively monitoring.
  - Click the name of the student to see rule alerts and other retention information for the student.

  ![Students you are monitoring](image)

  - You can control monitoring for the student and notify them from here.

    o Click the Missed Deadlines number to see the specific deadlines the student has missed.

  ![Retention Status](image)
- The missed deadlines are listed individually under **Late Submissions**.

![Retention Status](image)

- **Other information** you are monitoring – additional rules beyond the default rules.
  - Click the **number of students** meeting a rule to see their names and details as relates to the rule.

![Other information you are monitoring](image)
- Select the **check boxes**, point to **Notify Selected**, and click **Students** to contact the selected students via e-mail.
Testing, Surveys, and Respondus
Tests, Surveys, and Pools

Tests, Surveys, and Pools provide the means for conducting quizzes, examinations, surveys, self-tests, and other types of assessments. These assessments can then be deployed into learning modules and content folders in the course.

- **Tests** – Graded quizzes and exams in the course. Grades will appear in the Grade Center.
- **Surveys** – Anonymous surveys for gathering information from the class. The survey data is collected in the Grade Center.
- **Pools** – Collections of questions that can be linked to tests and surveys. However, questions can also be stored in specific tests or surveys, apart from pools.

To access Tests, Surveys, and Pools:

1. Click **Course Tools**, in the **Control Panel**.
2. Click **Tests, Surveys, and Pools**.
3. Click the name of the specific tool to access that tool page.

There are three steps involved in creating a test or survey in Blackboard. While these steps can happen in different order, we recommend the following approach:

1. **Create or import** questions.
2. **Build** the test or survey – Add and order questions, set point values (tests only).
3. **Deploy** the test or survey to learning modules or course folders.
   a. In this step you will **set the options** (duration, time limit, etc.)
      
      **NOTE:** Respondus LockDown browser options are managed in other locations.
**Pools**

Pools are locations in which instructors can build and/or store questions for use in tests and surveys.

Instructors can create pools of questions for whatever purpose they need. They can organize the pools by chapter, unit, module, learning objective, etc.

Instructors can build empty pools and create or add questions in them.

Most third party test generators support exporting groups of questions as Blackboard pools, which can then be imported into the Pools area.
ACTIVITY – Create a Pool

To **build** a new pool:

1. On the Pools page, click **Build Pool**.
2. Type a **Name** for the pool.
3. Type a **Description** for the pool.
4. Type **Instructions** for the pool, if needed.
5. Click **Submit**.

Pool descriptions and instructions will **not** be seen by students.

After you build a new pool, Blackboard will open the **Pool Canvas**, for editing.

You can edit an existing pool canvas by clicking the **Action Link button** for the pool in **Pools**, and then clicking **Edit**.

You can edit the pool name, description, and instructions by clicking the **Action Link button** for the pool name, on the **pool canvas page**, and then clicking **Edit**.
Modifying the Question Settings in a Pool

Blackboard allows you to modify the default settings for questions in an individual pool. These include whether images or web links are allowed, default scoring, and display.

To modify the Question Settings in a Pool:

1. On the Pools page, click the Action Link button for the pool that you want to modify.
2. Click Edit. This opens the Pool Canvas page.

3. Click Question Settings, in the top, right corner of the page.
4. **Modify** the settings. Some items are already selected by default:
   a. Select the check box for **Feedback** to add feedback options for individual **answers** in your questions. (Questions already have feedback options.)
   b. Select the check boxes for **Images, Files, and Web Links** to add options for these items to **answers** or **feedback**. (They are already available in questions.)

   ![Images, Files, and Web Links](image)

   - Add images, files, and web links to individual feedback.
   - Add images, files, and web links to answers.

c. Select the check box for **Question Metadata** to add categories, levels of difficulty, keywords, and instructor notes to questions in the pool. These options make it easier to find specific questions.

d. Select the check box for **Scoring** to set a default point value for new questions. This point value will be added to any **new** questions you create in that **specific** pool.
   i. Type the **default point value** in the text box.

   ![Scoring](image)

   - Specify default points when creating questions. Default point value
   - Use the currently assigned points when finding and adding questions.
   - Use default points when finding and adding questions.

   ii. Select the option button to use the **currently assigned points** when finding and adding questions, **OR**

   iii. Select the option button to use **default points** when finding and adding questions.
e. Select the check boxes for **Display** to include random ordering of answers, horizontal or vertical display of answers, and/or numbering options for answers.

i. These options are **not automatically added** to each question. These selections only mean that the options will be **available** in new questions that you create. You can still choose to enable or disable them when creating the question.

5. Click **Submit**.
Question Types

You can create the following question types in Blackboard Learn 9.1:

- **Calculated Formula** – Students answer different versions of the same question, generated by a formula and variables in the question. Instructors can create up to 100 different variations for each question.
- **Calculated Numeric** – Students type in a numeric response. All students see the same question.
- **Either/Or** – Students respond with either/or responses, such as yes/no, agree/disagree, or true/false.
- **Essay** – Students write a substantial answer. These questions must be graded manually.
- **File Response** - Students upload a file. These questions must be graded manually.
- **Fill in Multiple Blanks** – Students type answers in more than one blank. Answers can be exact, contain words in the answer, or use a pattern match (regular expression).
- **Fill in the Blank** - Students type an answer in a single blank. Answers can be exact, contain words in the answer, or use a pattern match (regular expression).
- **Hot Spot** – Students click a specific part of an image to correctly answer the question. File names used with Hot Spot questions cannot have spaces.
- **Jumbled Sentence** – Students choose the correct order of words from the question.
- **Matching** – Students match items in one column (questions) with the corresponding items in a second column (answers). Instructors can use the same answer choice for multiple questions, but must indicate the reuse in the question.
- **Multiple Answer** – Students select more than one correct answer.
- **Multiple Choice** – Students click a single correct answer.
- **Opinion Scale/Likert** – Students choose from Strongly Disagree, Disagree, Agree, etc.
• **Ordering** – Students place items in the proper order.

• **Quiz Bowl** – Students answer in the form of a question, Jeopardy-style. Instructors specify the interrogative to be used in the answer. (Who? What? Where? Etc.)

• **Short Answer** – Students write a short answer. These questions must be graded manually.

• **True/False** – Students answer true or false.
ACTIVITY – Create Questions for Your Quiz or Test

Create the type of questions you plan to use in your course. Use these questions in a quiz or test.

The following procedure addresses setting up the common attributes of question types. Specialized attributes and considerations are addressed below.

To create a question in a pool:

1. From the Pool Canvas, point to Create Question.
2. Click the question type you want to create.
3. Type a Question Title.
4. Type the Question Text. Make sure the text is formatted correctly for the question type:
   a. Variables, scrambled words, or multiple blanks should be in square brackets.
      i. If copying and pasting from Word generates an error, use Notepad instead. You can also use the Remove Formatting button in the Content Editor.
   b. Single blanks should be typed as a blank line (an underscored line).
5. Set the Answer Numbering and Answer Orientation as desired.
   a. For Answer Numbering, only the answers for the individual question you are creating are changed.
   b. For Answer Orientation, Vertical is recommended.
6. Select the check box for Allow Partial Credit, to give partial credit for certain answers.
7. Select the check box for Allow Negative Score, to allow negative points for incorrect answers. This will help deter students from guessing in certain question types.
   a. If you choose this option, it’s a good idea to let students know in the question text or test instructions that guessing incorrectly may cost them points.
8. Set the Number of Answers, as needed.
9. Type or Select the Answers, as needed.
10. Type any Partial Credit or Negative Score percentages. Write negative scores as a negative percentage.
11. If desired, you can use a **Rubric** to grade manually graded questions (Essay, File Response, or Short Answer):
   a. Point to **Add Rubric**.
   b. Click **Select Rubric**.
   c. Select the check box for the rubric you want to use.
   d. Click **Select**.
12. Type any **Feedback** you want to offer for correct and/or incorrect responses.
13. Add or select or add any **Categories, Topics, Levels of Difficulty, or Keywords**.
   a. If you have used a keyword, etc. before, click the **Choose from Existing** button to select it.
14. Type any **Instructor Notes** for the question.
15. Click **Submit**.

**IMPORTANT:** Make sure you address the specific attributes and considerations for a question type:

- **Calculated Formula**
  o Create a **formula** that uses the same variables as the question.
  o Decide whether to allow a range of correct answers or not.
  o Decide whether to require **answer units** and how much they are worth.
  o Set the **minimum** and **maximum** variable values. Make sure they reflect the nature of the question.
  o Set the number of **answer sets**.
- **Calculated Numeric**
  - Decide whether to allow a **range** of correct answers or not.

- **Either/Or**
  - Select the **answer choices**.

- **Essay, File Response, and Short Answer**
  - Apply a **rubric** if needed.
  - For the Essay question type, provide a sample **answer** to give graders guidance.

- **Fill in Multiple Blanks and Fill in the Blank**
  - Choose the **number** of valid **answers**
    - Choose whether answers must be **exact matches**, be **contained** in the student response, or **match a pattern**.
    - Do **not** use the same answers for multiple blanks.
  - For the Multiple Blanks, you can use **variables** ([x], [y], etc.) in the question text and then specify the answers in the second part of the question settings.

- **Hot Spot**
  - Upload the image file.
  - Select the area of the image students must click to answer correctly.

- **Jumbled Sentence**
  - Select the **number** of correct answers.

- **Matching**
  - Specify the **number** of questions and answers.
  - Do **not** type duplicate answers. Instead, **reuse** answers from previous questions.
  - Use **negative score** to deter students from guessing.

- **Multiple Answer and Multiple Choice**
  - Choose the correct answer(s).
  - For Multiple Answer, use **negative score** to deter students from guessing or selecting all check boxes.
  - Show answers in **random order**, except for questions with “all of the above” or similar.

- **Ordering**
  - Set the correct **order** for the answers.

- **Quiz Bowl**
  - Select **interrogatives** for the correct answers.
Viewing the Pool Canvas

As you add questions they will appear in the Pool Canvas. Use Browse Criteria to narrow down the list of questions by Question types, Categories, Topics, Levels of Difficulty, and Keywords.

1. From the Pool Canvas, click a criterion to expand a list of selections for that criterion.
2. Select the check boxes for the selections you want to use to narrow the list of questions.
3. Combine selections from multiple criteria to further narrow down the list of questions.

4. To view all questions in the pool, clear the check boxes in all criteria lists, and then click the option button for All Pool Questions, under Question Types.
Managing Questions in a Pool

Editing a Question

To edit a question in a pool:

1. From the Pool Canvas, click the **Action Link button** for the question you want to edit.
2. Click **Edit**.
3. Make the necessary **changes** to the question. Make sure all changes are **consistent** throughout the question.
4. Click **Submit**.
5. **NOTE**: If you edit a question in a test with student attempts, Blackboard will update the student results. You may not be able to edit all questions in test with student attempts.
6. **NOTE**: If you edit a question that is **linked** in tests, the question will be updated in those tests. Copied questions will not be updated.

Copying a Question

You can **copy** a question, or create a new question **based** on an existing question:

1. From the Pool Canvas, click the **Action Link button** for the question you want to copy.
2. Click **Copy**.
3. Make **changes** to the question content, if needed. Be sure to change the question text or it will appear as exactly the same as the original.
4. Click **Submit**.
5. To move the new question to another pool, you need to use Find Question in that pool. For details, see “Find Question.”
Deleting a Question

To delete a question:

1. From the Pool Canvas, click the Action Link button for the question you want to delete.
2. Click Delete.
3. Click OK to confirm the deletion.

Default Points

You can set the default point value that pool questions will have when they are added to any test. Questions without a default point value will be set to a value of 10 points, when added to a test. (You can still change the point value of any question in the test.)

To set (or change) the default points for an individual question:

1. In the Default Points column, click the text box for the question.
2. Type the default point value you want for the question.
3. Click the Submit button (the check mark) or press ENTER on your keyboard to set the new value.
4. Click the Cancel button (the “x”) or press ESC on your keyboard to cancel the change.
To set (or change) the default points for multiple questions:

1. Select the check boxes for the questions. To select all questions, select the top check box.
2. Type the default point value you want for the questions, in the Points text box at the top of the question list.
3. Click Update.

Find Question

You can copy questions from another pool or a test, using Find Question (the Question Finder). Find Question uses the Browse Criteria options to narrow the search in the other pool.

Using this method, you can also move questions to a different pool. Use Find Question to make a copy of the question in the new pool, then delete the original question in the old pool. However, be sure the old question is not linked in tests.
To **copy** one or more questions from one pool into another:

1. Navigate to the **Pool Canvas** into which you want to copy questions.
2. Click **Find Questions**.
3. Under Browse Criteria, click the **Pools** criterion to expand the list.
4. Select the **check boxes** for the pools from which you want to copy questions or click the option button for **All Pools**.
5. Click any **additional criteria** you want to use to narrow down the question list. This will expand those criteria lists.

6. Select the **check boxes** for the specific tests or metadata (question types, categories, topics, levels of difficulty, and keywords) that you want to use to narrow the list down.
7. Select the **check boxes** for the questions you want to copy.
8. Click **Submit**.
Exporting and Importing a Pool

You can export pools and import them into other Blackboard courses.

To export a pool:

1. On the Pools page, click the Action Link button for the pool you want to export.
2. Click Export.
3. A Save File dialog box will open. Click OK to save the file to your local computer or network. (Some Web browsers may skip this step.)
4. A Save or Save As window will open. Navigate to the local drive and folder in which you want to save the pool.
   a. If your browser saves the file without asking you the destination, it is probably in your local computer Downloads folder in Windows or the equivalent folder on a Mac.
5. Type or edit the file name for the pool. The extension must be .zip.
6. Click Save.

To import a pool:

2. Click Browse My Computer.
3. Navigate to the drive and folder containing the .zip file with the question pool.
4. Click the file and then click Open (OR double-click the file).
5. Click Submit to import the pool.
6. The pool will appear in your pool list.
Tests

The Tests tool allows instructors to create all online graded question and answer assessments, including quizzes, self-tests, pre- and post-tests, and exams.

You can copy or link questions to a test from a pool, or you can create questions directly in the test.

Tests can be randomized to present questions in a different order for each student or to even present different questions to each student.
ACTIVITY – Build a Test

To build a test:

1. On the Tests page, click **Build Test**.
2. Type a **Name** for the test.
3. Type a **Description** of the test. This will appear in the test link when the test is deployed.
4. Type **Instructions** for the test. These will appear when students take the test.
5. Click **Submit**.

When you build a test, the Test Canvas page will open. The test will be initially empty. Edit the test here, by adding, reordering, and setting the point values of questions.

To open the **Test Canvas** page and **edit** an existing test:

1. On the Tests page, click the **Action Link button** for the test.
2. Click **Edit**.
3. Click **OK**, after you have made any necessary changes.
Modifying the Question Settings in a Test

Blackboard allows you to modify the default settings for questions in an individual test. These include whether images or web links are allowed, default scoring, and display.

To modify the Question Settings in a Test:

1. From the Tests page, click the Action Link button for the test that you want to modify.
2. Click Edit. This opens the Test Canvas page.

3. Click Question Settings, in the top, right corner of the page.
4. **Modify** the settings. Some items are already selected by default:
   a. Select the check box for **Feedback** to add feedback options for individual answers in your questions. (Questions already have feedback options.)
   b. Select the check boxes for **Images, Files, and Web Links** to add options for these items to answers or feedback. (They are already available in questions.)

   ![Images, Files, and Web Links](image)

   c. Select the check box for **Question Metadata** to add categories, levels of difficulty, keywords, and instructor notes to questions in the pool. These options make it easier to find specific questions.
   d. Select the check box for **Scoring** to set a default point value for new questions. This point value will be added to any new questions you create in that specific test.
      i. Type the **default point value** in the text box.
      ii. Select the option button to use the **currently assigned points** when finding and adding questions, OR
      iii. Select the option button to use **default points** when finding and adding questions.

   ![Scoring](image)

   e. Select the check boxes for **partial credit**, **negative points**, and/or **extra credit** options to make those options available for questions.
Select the check boxes for Display to include random ordering of answers, horizontal or vertical display of answers, and/or numbering options for answers.

- These options are **not automatically added** to each question. These selections only mean that the options will be **available** in new questions that you create. You can still choose to enable or disable them when creating the question.

5. Click **Submit**.
ACTIVITY – Add Questions to Your Quiz or Test

To add individual questions to a test:

1. From the Test Canvas, point to Reuse Question.
2. Click Find Questions.

3. The first time you use Find Questions in a course, you will need to select the default method for adding questions, either Link or Copy. You can change this later, if needed.
   - If you plan to use the same questions in multiple tests, Link is recommended.
   - If you plan to use a question in only one test, Copy will work.
   - Question sets and random pools will only link questions.
4. Use the Browse Criteria options to narrow the question list by pools, tests, question types, categories, topics, levels of difficulty, and/or keywords:
   - Click a criterion to open the list of options for that criterion.
   - Select the check boxes for the options by which you want to narrow the search.
   - By default, Blackboard will only display 25 questions at a time. You can navigate between pages to see questions, or you can click Show All to display all questions for the selected criteria.
     i. You can also edit the Paging options to show more questions per page.
5. Select the option button to copy questions or link to original questions, if you need to change the default method.
   - Do this before selecting questions. When you select a question, it will use the selected method to add the question. If you have the wrong method selected, you would need to unselect the question, change the method (copy or link) and then reselect the question.
6. Select the check boxes for the questions you want to add to the test.
7. Click Submit.
8. The questions will appear on the test canvas.

To add a question set to a test:

1. From the Test Canvas, point to Reuse Question.
2. Click Create Question Set.
3. Use the Browse Criteria options to narrow the question list by pools, tests, question types, categories, topics, levels of difficulty, and/or keywords:
   a. Click a criterion to open the list of options for that criterion.
   b. Select the check boxes for the options by which you want to narrow the search.
4. Select the check boxes for the questions you want to add to the set.
   a. Question set questions are always linked to the test.
5. Click Submit.
6. The questions will appear on the test canvas in a single question set.

To set the number of questions to display in a question set:

1. In the question set, click the text box for Number of Questions to display.
2. Type the number of questions that you want randomly selected from the set for each student.

3. Click Submit or press the ENTER key on your keyboard.
4. The number of questions you select determines the question numbering. For example, if the question set is the first item in the test and selects four questions, those questions will be numbers one through four in the test.
To remove questions from a question set:

1. Click **Questions in the Set** to display the questions in that set.

2. Select the **check boxes** for the questions you want to remove from the set.

3. Click **Remove Question**.

4. Click **OK** to confirm the removal.
To add a **random block** to a test:

1. From the Test Canvas page, point to **Reuse Question**.
2. Click **Create Random Block**.
3. Use the **Choose Criteria** options to narrow the question list by pool and question types:
   a. Select the **check boxes** for the pool and question types from which you want to pull the questions.
   b. You cannot select **specific** questions for a random block. Questions will be randomly pulled from the pools and question types you select.
4. Click **Submit**.
5. The questions will appear in the test canvas in a single random block.

To set the **number of questions** for a random block:

1. In the random block, click the text box for **Number of Questions to display**.
2. Type the **number of questions** you want randomly selected from the block for each student.
3. Click **Submit** or press the **ENTER** key on your keyboard.
4. The number of questions you select determines the question numbering. For example, if the random block is the first item in the test and selects four questions, those questions will be numbers one through four in the test.
Using Question Sets versus Random Blocks

Question sets and random blocks both provide you with different ways to randomize your tests. However, both present challenges to the instructor who wants to ensure they are assessing all of their learning objectives.

- **Question Sets** allow you to select individual questions for the set. We recommend setting up each question set to assess a single objective.

  If you include questions for multiple objectives in a single question set, there is no way to guarantee that questions will be selected that cover all of the learning objectives (unless you tell Blackboard to choose all of the questions in the set). Even if questions for all of the objectives are covered, because the questions are selected randomly students might see several questions for one objective and only one or two for another.

- **Random Blocks** allow you to choose from all questions from one or more question types and pools. However, it does not allow you to choose individual questions for the block. Instead, the system randomly pulls the questions for each student from the pools and question types selected.

  This means that the only way to guarantee that a random block will assess for a specific learning objective is to create pools that only assess for each learning objective. Since this usually takes more time (and more pools), most instructors opt to use the question sets instead.
Managing Questions in Tests

Reordering Questions, Question Sets, and Random Blocks

After you have added your questions, question sets, and random blocks, you can reorder them:

1. Press and hold the tab on the left side of the question, set, or block.

2. Drag the question, set, or block to its new location.

3. Release the tab.
You can also use the “Keyboard Accessible Reordering Tool.” This tool doesn’t actually use your computer keyboard. Instead, you use onscreen buttons to reorder questions:

1. Click the “keyboard accessible” reorder button.
2. Click the question you want to reorder.
3. Click the up and down buttons to change the order for that question.
4. Repeat the process for other questions you want to reorder.
5. Click Submit when finished.
Setting Point Values

To set or change the point value for an **individual** question, set, or random block:

1. Click the **text box** for the Points for that question, set, or block.
2. Type the **point value** you want for the question, set, or block.
   a. Questions in a set or random block must all have the same point value, so that the total possible points will be the same for every student.
   b. Select the check box if you want the question to be **extra credit**. Extra credit question point values are not included in the total possible points.
3. Click **Cancel** or press **ESC** on your keyboard to cancel the change.
4. Click **Submit** or press **ENTER** on your keyboard to set the new value.
To set or change the point values for multiple questions:

1. Select the check boxes for the questions.
   a. Click All, at the top of the list, to select the check boxes for all the questions.
2. Type the point value you want for the questions, in the Points text box at the top.
3. Click Update.

Deleting Questions, Question Sets, and/or Random Blocks

To delete a single question, question set, or random block:

1. Click the Action Link button for the question, question set, or random block.
2. Click Delete.
3. Click OK to confirm the deletion.

To delete multiple questions from a test:

1. Select the check boxes for the questions you want to delete.
   a. Click All, at the top of the list, to select the check boxes for all the questions.
2. Click Delete, at the top of the question list.
3. Click OK to confirm the deletions.
Deleting Tests

To delete a test:

1. On the Tests page, click the Action Link button for the test you want to delete.
2. Click Delete.
3. Click OK to confirm the deletion.
Question Management in Blackboard

Questions can reside in pools and tests. Questions can also be linked from pools and tests. With so many possibilities, consider how you will manage your questions. Some things to consider:

- If you plan to reuse questions in multiple tests (quiz, exam, final), consider storing questions in pools and linking them to tests. Then, if you need to correct a question, no matter where you do the correction it will update the question in all linked locations.
- If you copy a question to more than one test, and the question needs to be corrected, you will need to correct each individual copy of the question.
- Be careful when linking to questions in other tests. If you delete the source test, the linked questions may also disappear.
Exporting and Importing Tests

You can import and export tests in Blackboard. Questions in question sets and random blocks are exported as linked questions and their pools are included. However, individually linked questions are exported as non-linked (copied) questions that reside in the test.

To **export** a test:

1. On the Tests page, click the **Action Link button** for the test you want to export.

2. Choose **where** to export the test file:
   a. To export the test file to your **local computer** or **network drive**:
      i. Click **Export to a Local Computer**.
ii. An Open/Save dialog box will open. Make sure the option button for **Save As** is selected. Click **OK** to save the file to your local computer or network. (Some Web browsers may skip this step.)

![Opening Test_ExportFile_train_9.1_essentials_Student Orientation Quiz](image)

iii. A **Save** or **Save As** window will open. Navigate to the local drive and folder in which you want to save the test.
   1. If your browser saves the file without asking you the destination, it is probably in your local computer **Downloads** folder in Windows or the equivalent folder on a Mac.

iv. Type or edit the **file name** for the test. The extension must be **.zip**.

v. Click **Save**.

b. To export the test file to the **Content Collection**:
   i. Click **Export to Content Collection**.

![Export to Content Collection](image)
ii. Click Browse.

iii. Navigate to the folder that contains the folder in which you want to save the file (the parent folder) OR browse directly to that folder.

iv. Select the folder in which you want to save the file.
   1. If you are in the parent folder, click the option button for the folder in which you want to save the file.
2. If you are in the **actual folder** in which you want to save the file, select the **check box** for the folder, at the top of the window.

   ![Browse Content Collection](image)

   v. Click **Submit** to choose the folder.
   
   vi. Click **Submit** to complete the export.

To **import** a test:

1. On the Tests page, click **Import Test**.

   ![Tests](image)
2. Navigate to where the file is located.
   a. To import the file from your local computer or network drive:
      i. Click Browse My Computer.
      ii. Navigate to the drive and folder containing the .zip file with the test.
      iii. Click the file and then click Open (OR double-click the file).

   b. To import the file from your Content Collection:
      i. Click Browse Content Collection.
      ii. Navigate to the folder containing the .zip file with the test.
      iii. Click the option button for the .zip file.
      iv. Click Submit to select the .zip file.

3. Click Submit to import the test.
4. The test will appear in your test list.
5. Questions in imported tests will reside in the test, except for question sets and random blocks, which generate pools from which the questions are linked.
Deploying Tests

Students cannot see or take a test until you deploy it in the course content (learning modules or content folders) using the Test option in the Assessments menu.

You can only deploy a test to one location in a course. In other locations you can make course links to the deployed test, but only the deployed test link will let you both Edit the Test and Edit the Test Options from the Action Link button.

(Course links have a chain link picture on the icon.)

When you deploy a test, you will set the options for that test, including the number of attempts, the duration, the availability, and the feedback.

To deploy a test:

1. Navigate to the learning module or content folder in which you want to deploy the test.
2. Point to Assessments.
3. Click Test.
4. In the Add Test list, click the test you want to deploy.
5. Click Submit.
6. The Test Options page opens.
7. Edit the test Name, if needed.
8. Edit the test **Content Link Description**, if needed.
   - Select the check box if you want to **Show test description to students before they begin the test**.
9. Click the option button for Yes, if you want to **Open Test in New Window**.
   - If you are requiring the **Respondus LockDown Browser** for your test, you must click the option button for Yes.
10. Click the option button for Yes to **Make the Link Available**.

**TEST AVAILABILITY**

Make the link available    ○ Yes  ○ No

- If you need to hide the test, click the option button for No, and then change this setting when you are ready for students to see the test.

11. Click the option button for Yes, if you want to **Add a New Announcement for this Test**. The announcement will automatically be generated.
12. Select the check box for **Multiple Attempts**, to let students take the test more than once.
   - If you allow multiple attempts, select one of the following options:
     - [ ] **Allow Unlimited Attempts**
     - [ ] **Number of Attempts** – Type the number of attempts in the text box.
13. If allowing **multiple attempts**, select how you want to grade the test in the **Score Attempts using** drop-down menu.

<table>
<thead>
<tr>
<th>Score attempts using</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last Graded Attempt</td>
</tr>
<tr>
<td>Last Graded Attempt</td>
</tr>
<tr>
<td><strong>Highest Grade</strong></td>
</tr>
<tr>
<td>Lowest Grade</td>
</tr>
<tr>
<td>First Graded Attempt</td>
</tr>
<tr>
<td>Average of Graded Attempts</td>
</tr>
</tbody>
</table>

- For practice tests, we recommend choosing **Highest Grade**.

14. **Do not select** the check box for **Force Completion**.
   - This setting requires students to complete the test in a single sitting. If they are knocked out of the test for any reason, they will be **unable** to complete the attempt.

15. Select the check box for **Set Timer**, if you want to set a time limit for the test.
   - Click the number of **Minutes** you will allow for the test.
   - Click the **Auto-Submit** option for **On**, to automatically submit the test at the end of the time period. If the setting is **Off**, students can continue after time expires.

   - **Set Timer**
     - Set expected completion time. Selecting this option also records completion time for this test. Students will see the timer option before they begin the test.

     - **Minutes**: 60
     - **Auto-Submit**: Off | On

     **OFF**: The user is given the option to continue after time expires.
     **ON**: Test will save and submit automatically when time expires.
16. Set the **display dates and times** for the test by either typing them into the text boxes or using the Date and Time Selection Menus.
   - If you type the date and/or time, use the **format** indicated in the text boxes.

![Date and Time Selection Menus]

17. Select the check box for **Password**, to require students to enter a password to begin the test, and type a strong **password** for the test.

![Password Check Box]

   - If you are requiring the **Respondus LockDown Browser** for this test, **only** use the password option in that tool. (Respondus will add a string of random characters to this text box to verify that the LockDown Browser is being required.)

18. Set the **Test Availability Exceptions** for any users or groups who need alternate numbers of attempts, time limits, or available dates.
   - Click **Add User or Group**.

![Test Availability Exceptions]
b. Select the **check boxes** for the users or groups who need exceptions.

c. Click **Submit**.

d. Click an **Attempts** option in the menu to change the number of attempts.
   - If choosing **Multiple Attempts**, type the **number** of attempts allowed, in the text box.

  ![Add User or Group](image)

  ![Attempts](image)

  ![Timer and Auto Submit](image)

e. Select the **check boxes** for **Timer** and **Auto Submit**, if using those options.
   - If using the **Timer**, type the number of **minutes** allowed to take the test.
f. Click the **Edit** button to access availability dates and times.
   - **Type** the dates and times or **enter** them using the Date and Time Selection Menus.
   - **Click Save** to save the changes.

   g. To remove a user or group from the exceptions, **click the **Delete (x)** button.

   h. **Click Remove All Exceptions** to clear all exceptions for the test.

19. Set the **Due Date and Time** for the test, by either typing them into the text boxes or using the Date and Time Selection Menus.
   - Select the check box for **Do not allow students to start the Test if the due date has passed**, if you want to prevent students from taking the test after the due date.

   **DUE DATE**

   *Set the date the assessment is due. Optionally, do not allow students to take a test once the due date has passed.*

   *Submissions are accepted after this date, but are marked Late.*

   ![Date Selection Menu]

20. Do not clear the check box to **Include this Test in Grade Center Score Calculations**, unless you do not want to include the test in any Grade Center calculated columns.
21. **DO NOT** select the check box for *Hide Results for this Test Completely from Instructor and the Grade Center*. This setting **permanently** hides all student grades for this test.

22. Set up to **two** rules for when and how **Test Results** and **Feedback** will be displayed to the students:
   a. In the **When** drop-down menus, click when the results and feedback are to be displayed.
      - If using, **On Specific Date**, type or enter the date and time.
   b. Select the check boxes for **Score per Question** to display that.
   c. Select the check boxes to show which **Answers** will be displayed: **All Answers**, **Correct**, and/or **Submitted**.
   d. Select the check boxes for **Feedback** to display **individual** question feedback.
   e. Select the check boxes for **Show Incorrect Questions** to show those.
23. Select the option button for **Presentation Mode**:
   - Select **All at Once** to show all questions on the same page.
   - Select **One at a Time** to show questions page at a time.

   ![Presentation Mode Options](image)

   - If using One at a Time, click the check box for **Prohibit Backtracking** to prevent students from returning to previous questions in the test.
   - Select the check box for **Randomize Questions** to make the system display all questions in random order for each student.

24. Click **Submit**, to deploy the test.
Editing a Test or Test Options from the Course Content Area

You can edit both the Test and the Test Options from the link to the deployed test:

1. Navigate to the learning module or content folder where the test is deployed.
2. Click the Action Link button for the test.

3. Click Edit the Test to edit the test questions, the order of questions, or the point values.
4. Click Edit the Test Options to edit the number of attempts, the test duration, and other deployment settings.
5. Click Submit to save the changes, where necessary.

You can only change the test options using the Action Link button for the deployed test link. Course links to the test will not have choices for Edit the Test or Edit the Test Options.
Mobile Compatible Tests

Instructors can create tests that are compatible with mobile devices, such as smartphones or tablets. These tests are designed to display more efficiently in these devices. Mobile Compatible Tests are created directly in a learning module or content folder/area and do not use existing questions in pools or other tests.

To create a Mobile Compatible Test:

1. From any learning module or content folder/area, point to Assessments.
2. Click Mobile Compatible Test.
3. Type a Title for the test.
4. Type a Description for the test.
5. Type **Instructions** for the test, as needed.
6. Click one of the following option buttons for availability:
   a. Unavailable
   b. Available
   c. Available on Dates
      i. If Available on Dates, click the **Start** and **End Dates** and **Times**. You can type or use the menus to add the dates and times.
7. Click **Due By** and type or use the menu to select the date.
8. Type the **Number of Attempts** to which the students will be limited.
   a. Select the check box for **unlimited** if the students will be allowed to take the tests as many times as they want.

![Diagram of Due By and Number of Attempts fields]

9. Select the check box for **Require a Password**, if students will need to enter a password to take the test.
   a. Type the **password**.
10. Type the **Default Question Value**.
11. Click **Save Settings**.
12. Click **Test Settings**, if the settings need to be changed.
   a. Click **Save Settings** to return to the test.
13. Click **Add Question**.

14. Click a **question type**. Mobile Compatible Tests support the following question types:
   a. Calculated Numeric
   b. File Response
   c. Fill in Multiple Blanks
      i. Type the sentence that will include blanks.
      ii. Select and highlight a word that will be blank.
iii. Click **Make blank from selected text**.

iv. Blackboard will put brackets around the word.

d. Hot Spot

e. Multiple Choice

i. Type the question.

![Image of Blackboard interface showing multiple choice question creation]

ii. Type the answer in the text boxes.

iii. Click the option button for the correct answer.

iv. If more answer boxes are needed, click the green **plus** button.

v. If less answer boxes are needed, click the red **minus** button to remove an answer box.

f. Short Answer

g. True/False

15. Type the **question** and set up the **answers**, **options**, and **point value**.

16. The question types will use slightly different options from the regular versions of the question.
17. Click the red minus button to delete a question.

18. Click **Save Progress** to save changes.
19. Click **Save and Close** to close the test and save all changes.

To **edit** an existing Mobile Compatible Test:

1. From the learning module or content folder/area, click the **Action Link** button for the test.
2. Click **Edit**.
3. Click the **question** you want to change.
   a. Make **changes** to the question.
   b. Click **Save Progress**.
4. Click **Test Settings** to change the settings for the test.
   a. Make **changes** to the settings.
   b. Click **Save Settings**.
5. Click **Save and Close** to close the test and save all changes.

It is also possible to edit the test in the Test tool. However, if you add questions or options that are **not supported** by the Mobile Compatible format, the test may **not display** correctly on a mobile device. Also, it will not be possible to edit those questions from the Edit option for the test in the learning module or content folder/area. For this reason we recommend you **only** edit Mobile Compatible Tests directly from the learning module or content folders/areas.

**Mobile Compatible Test List**

A list of all Mobile Compatible Tests is in the Course Tools. Instructors can edit and export these tests from this location. However, the tests will only import into the Tests tool and will not import as Mobile Compatible Tests.
Surveys

Surveys are similar to tests.

Surveys are:

- **Created** in the Surveys tool.
- **Deployed** in the course content using the *Assessments* menu.
- Made up of **questions**.
- **Built** like tests with some exceptions:
  - Create Question or Find Questions are the only options for adding questions in a survey canvas.
  - Surveys do **not** support adding **question sets** or **random blocks**, so that all recipients will receive the same questions.
  - Survey questions include point values but only for the purpose of quantifying data.
- **Anonymous** – All responses are anonymous.
- **Ungraded**
  - Survey **response data** are stored in the *Grade Center*.
  - Survey data can be accessed using the Action Link button for the survey column, and clicking *Attempts Statistics*.

Be sure that any surveys you conduct in your course **do not** conflict with institutional research requirements and University or college policies.

**Do not** use the Survey tool to replicate or replace institutional surveys, such as the end of semester course evaluation.
The Respondus LockDown Browser

The Respondus LockDown Browser is a Web browser used for proctored testing situations. This browser locks out all software and browser windows, apart from the test, on the computer a student is working on. However, students can access resources you have directly linked in the test.

The browser is installed in all major computer labs on the UAFS campus, including the Academic Success Center (ASC). It is freely available for download from the Respondus Web site at http://www.respondus.com/lockdown/information.pl?ID=154339050. The version at this address is required to access Blackboard at UAFS.

To require the browser for a test, you will need to use the Respondus LockDown Browser settings in your course, after you have created and deployed the test.

The settings for the LockDown Browser are not in the Test Options. They are in the Course Tools:

1. In the Control Panel, click Course Tools to expand the menu.
2. Click Respondus LockDown Browser.
3. A page will open with a list of all deployed tests in the course.

### Respondus LockDown Browser Dashboard

<table>
<thead>
<tr>
<th>Tests</th>
<th>LockDown Browser</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Policy Validation Quiz</td>
<td>Not Required</td>
</tr>
<tr>
<td>EAC Sample Test</td>
<td>Not Required</td>
</tr>
<tr>
<td>Exam 1</td>
<td>Not Required</td>
</tr>
<tr>
<td>Exam 10</td>
<td>Not Required</td>
</tr>
<tr>
<td>Exam 2: Requires Respondus LockDown Browser</td>
<td>Required</td>
</tr>
</tbody>
</table>
4. Click the **button** to the left of the test you want to use with the LockDown Browser.
5. Click **Modify Settings**.

![Modify Settings](image)

6. Click the option button for **Require Respondus LockDown Browser for this exam**.

![LockDown Browser Settings](image)

7. To require a password to access the test, type the **Password** in the text box provided.
   a. Do **not** use the password option in **Test Options**, as this will cause an error with the LockDown Browser settings. However, Respondus will add a random character string in the Test Options password text box.
8. Click **Advanced Settings** to open those options.
a. Select the check box for **Lock students into the browser until the exam is completed**, to prevent students from leaving the LockDown Browser while the test is in progress.
   
i. If using this option, type a **Password to close browser and exit exam early**, in the text box provided. This will leave the option open, for special situations.
   
ii. This option is **not** like Force Completion. If students are accidentally kicked out of the system, they should be able to reenter.

b. Select the check box for **Allow students to take this exam with an iPad**, if you want students to be able to take the test using the LockDown Browser app from iTunes.

9. Click **Save and Close**, to save the changes.

To set a test so that it **no longer requires** the Respondus LockDown Browser:

1. In the Control Panel, click **Course Tools** to expand the menu.
2. Click **Respondus LockDown Browser**.
3. Click the **button** to the left of the test you want to use with the LockDown Browser.
4. Click **Modify Settings**.
5. Click the option button for **Don’t require Respondus LockDown Browser for this exam**.
6. Click **Save and Close**.
Using Respondus 4.0 to Import and Publish Tests to Blackboard Learn 9.1

Respondus 4.0 allows you to take a text or Word file that contains a test and publish it to Blackboard Learn 9.1. There are 4 parts to getting a test from text to Blackboard:

1. Format the test file for Respondus 4.0.
2. Import the test file into Respondus 4.0.
3. Review the test in Respondus 4.0 for any typos or errors.
4. Publish the test to your course(s) in Blackboard Learn 9.1.
   a. Configure Respondus 4.0 with your Blackboard system.
   b. Decide whether to publish as a Test or Pool.
   c. Decide whether to publish to single or multiple courses.
   d. After the test is published, set question point values and Test Options in the course shell(s).

1. Format the test file for Respondus 4.0.
   1. Respondus can import text (.TXT), Word (both .DOC and .DOCX), and Rich Text Format (RTF) files. Text and Rich Text Files tend to work best with the Respondus formatting (below).
   2. The questions in test files must be formatted according to the Respondus Standard Format for Importing Questions. This can be found in the Help files in Respondus. This can also be found in Formatting Documents for Respondus 4.0 in this module unit.
2. Import the test file into Respondus 4.0.
   1. Run Respondus 4.0
   2. Click the Start tab.

4. Click the **Import Questions** button

- **Open**
  - Open a Respondus file.

- **Create**
  - Create a new Respondus file.

- **Test Bank Network**
  - Locate a publisher test bank and select questions for an exam.

- **Exam Wizard**
  - Create an exam by copying items from other Respondus Files.

- **Import Questions**
  - Import questions from a text file.

- **Archive Wizard**
  - Create a Respondus archive file so that questions, media, and equations are stored as a single, compressed file.
5. For the **Type of file** part, select your file type from the drop-down list.
6. Next to **File Name**, click **Browse** to locate the file with the test questions.

   ![Image of Import Questions dialog box]

   **Select** the file and then click **Open**.

7. If you have graphics in your test, click **Browse**, next to **Image Folder**, to browse to the location (folder) where the graphics or images are stored.

   ![Image of Import Questions dialog box with Image Folder selected]

   ![Image of 'File to Import' dialog box]

   ![Image of 'File to Import' dialog box with Unit 1 Quiz Questions selected]
8. Click the folder containing the images, and then click **OK**.
   a. If your test does not use images, **skip** steps 7 and 8.
9. Click the option button for **Create a new document**, and type a **name** in the text box.

```
2. Choose where to add the new Questions:
   ☑ Append the questions to the current document.
   ☐ Create a new document, named: Quiz 1
   Type of file to create: ☑ Exam ☐ Survey
   □ Use "stem" plus question number to create title, e.g. "ch01-" stem becomes "ch01-001", "ch01-002", ...
```

10. Click the option button for the **type of file** to create - **Exam** or **Survey**.
11. If you want to include question titles that use a certain root title, then select the check box for “use ‘stem’” and type the title in the text box.
   **(NOTE: Question Titles are not required in Blackboard Learn 9.1)**
12. Click **Preview** to see the questions.

3. Use the **Preview** button to check for problems:

4. Press the **Finish** button to complete the process.

![Preview results](image)

<table>
<thead>
<tr>
<th>#</th>
<th>Title</th>
<th>Question Wording</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Web-enhanced</td>
<td>If you teach a web-enhanced online course.</td>
</tr>
<tr>
<td>2</td>
<td>Deploying cont</td>
<td>Blackboard Learn 9.1 allows you to deploy a</td>
</tr>
<tr>
<td>3</td>
<td>Course Mens A</td>
<td>If you don't select the check box for Available</td>
</tr>
<tr>
<td>4</td>
<td>My Announcements</td>
<td>The My Announcements module can be added</td>
</tr>
<tr>
<td>5</td>
<td>Course Home P</td>
<td>What type of pace is best suited as the Home</td>
</tr>
</tbody>
</table>

No warnings.

a. If there are any errors or notes, they will appear in the box below the Preview question list. In some cases, you may need to edit the source file and repeat the import process.

13. Click **Finish** to complete the file import.

3. **Review the test in Respondus 4.0 for any typos or errors.**
   1. Click the **Preview & Publish** tab.
   2. Click the **Preview** side tab.
   3. Click **Preview the File**.

Before publishing your Respondus file to the server, it is recommended that you “preview” the file. In the preview mode, the Respondus file remains on your hard drive and an Internet browser-like window is used to view it.

If you want to make changes to the Respondus file, click the “modify item” button from within the preview task. You will be returned to the preview task once the change has been made.
4. A window opens with the individual **test questions**.
   a. Click **Next** to move to the next question.
   b. Click **Prev.** to move to the previous question

   ![Image of window with buttons]

   c. To go to a specific question, type the number of the question in the text box and then click **Go To**.
   d. To edit a question, click **Modify Item**.
i. Type any changes to the **Title** of the Question, the **Question Wording**, or the **Point Value**.

ii. Click on the option button for an **answer choice** to change the correct answer.

iii. Click **General Feedback** to add or edit feedback.

iv. Click **Clear Form** to clear all content from the question form.

v. Click **Preview** to preview the question.

vi. Click **Save Changes** to save the edit.

vii. Click **Cancel Changes** to cancel the edit.

e. To close the window, click **Close**, or the Close button for the window [X].
4. **Publish the test to your course(s) in Blackboard Learn 9.1.**
   1. Click the **Preview & Publish** tab.
   2. Click the **Publish to Blackboard** side tab.
   3. Click **Publish Wizard**.

![Publish Wizard](image)

4. Under **Type of Publish**, decide whether you will publish to one or more courses.
   a. Click the option button for **Publish to single course**, to publish the test or survey to one course shell. (You can also publish pools to individual course shells.)
   b. Click the option button for **Batch Publish to multiple courses**, to publish the test or survey to more than one course shell. (You cannot publish pools to multiple course shells.)

![Publish Wizard](image)
c. **NOTE:** The option button for “Save pool to local file for manual uploading” will save the test as a ZIP file, which can be manually imported into your Blackboard Learn course. You can save the file as a Pool (for Import Pool) or a Test (for Import Test).

5. Click on the Blackboard Server you want to access, in the drop-down list.
   a. If this is the first time you are using Respondus to publish tests to Blackboard, click “-add new server-.”

   ![Image of Publish Wizard dialog]

b. The Add New Server Setting dialog box will open. Click the option button for **Yes, check for preconfigured server settings**, if you are adding a new server.

   ![Image of Add New Server Settings dialog]
c. Click **Next**.
d. A **Choose Server** dialog box will open.
e. Click the Blackboard system you want to access, from the drop-down list.

![Choose Server dialog box](image)

i. “**blackboard.uafs.edu**” is the **Production** (or PROD) system, where all live courses with students are stored.

ii. “**uafs-test.blackboard.com**” is the **TEST** system.
f. Click **OK**.
g. **IMPORTANT NOTE:** Before doing completing the next part, make sure you have **Microsoft Internet Explorer 11** or **Microsoft Outlook** running in the **background**. Due to a technical error, the connection will not work unless you are using the latest version of Respondus 4.0 and have one of these applications running in the background on your computer.
h. Type a **name** for the Blackboard server to which you are setting up the connection.

![Preconfigured Server Settings Wizard](image)

- Enter a name to describe this Blackboard server (e.g., "My Bb Courses")
- Select the check box for **Save my User Name and Password on this computer.** (If this is a shared computer, don’t select this box!)
- Select the option button for **Run connection test** and click **Next**, if you want to test the connection.
- Select the option button for **Skip connection test** and click **Next**, if you want to add the connection.

i. Select the check box for **Save my User Name and Password on this computer**, if you want to save that information. **DO NOT** select this if you are on a **shared computer**.

j. Select the option button for **Run connection test** and click **Next**, if you want to test the connection.

k. Select the option button for **Skip connection test** and click **Next**, if you want to add the connection.
l. A window will open containing the PortalGuard login page. Enter your **username** and **password** and click **Login**.

m. After logging in to PortalGuard, the window will direct you to your **My Blackboard** page.

n. Click **Close After Login**, in the top right corner of the window.

o. The **status window** of the Preconfigured Server Settings Wizard will confirm the connection.

p. Click **Next** to continue.

q. Respondus will confirm the new server settings have been added or updated.

r. Click **Finish**.

s. From the Blackboard server list, click the name of the **server** you just chose.

t. Click **Next**.

u. **Login** to PortalGuard, as above.
v. Click **Close After Login**, as above.

6. Choose the **course(s)** to which you want to publish the test.
   
a. If you chose to publish to a **single** course, click the **course name** from the drop-down menu for Choose Course to publish to.

![Image of Publish Wizard window with a single course selected](image1)

b. If you chose to batch publish to **multiple** courses, select the **check boxes** for the Courses to publish to.

![Image of Publish Wizard window with multiple courses selected](image2)
7. **Create** the test or pool.
   a. If you chose to publish to a *single* course, click the **option button** for one of the following:
      i. **Create new Exam**, to create a new exam in the course. **Type** the name of the exam in the text box.
      ii. **Replace existing Exam**, to replace an exam already in the course. **Click** the name of the existing exam in the drop-down list.
      iii. **Create new Pool**, to create a new pool in the course. **Type** the name of the pool in the text box.
      iv. **Replace existing pool**, to replace a pool already in the course. **Click** the name of the existing pool in the drop-down list.
b. If you chose to batch publish to **multiple** courses:
   i. Type the **name** of the exam or survey in the text box.

   ![Image of text box with 'Unit 1 Quiz - Full Certification Bb Learn' entered]

   ![Image of option buttons for Duplicate Exam/Survey Name]

   ii. For **Duplicate Exam/Survey Name** in a Course, click one of the following option buttons:
       1. Drop exam from that course.
       2. Add exam but correct name by adding -2, -3, ...
       3. Replace exam (this will not work if student responses to the exam exist)

   8. Clear (uncheck) the check box for **Apply Random Blocks to Exam**. Unless your questions all cover the same learning objective, this setting will not be useful.

   9. Select the check box for **Apply Settings to exam**, to apply any settings (options) you have added to the exam in Blackboard.

   10. Select the check box for **Link exam to Content Area and make available** to deploy the exam to a content folder or learning module. (Pools cannot be deployed.)

   ![Image of check boxes for Apply Random Blocks to Exam, Apply Settings to Exam, and Link Exam to Content Area and make available]

   11. Click **Next**.
12. Click the **content area** (content folder or learning module) to which you want to deploy the exam.

13. Click **Next** to upload the test or pool to your Blackboard course(s).
14. The **status window** will appear, tracking the progress of the publishing process.
15. Click **Finish**, once the publishing process has completed successfully.
16. Be sure to **check** the test or pool in your course shell(s) and make any needed changes to the test **points** (in Edit Test) or the test **settings/options** (Edit Test Options).
# Formatting Documents for Respondus 4.0 Import and Blackboard Learn 9.1 Publishing (from Respondus Support)

## Standard File Formats for Importable Documents

<table>
<thead>
<tr>
<th>Tests in the following file formats can be imported into Respondus:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Microsoft Word 2007 (.DOCX) or 2003 (.DOC) format</td>
</tr>
<tr>
<td>• Rich Text Format (.RTF)</td>
</tr>
<tr>
<td>• Plain Text (.TXT)</td>
</tr>
</tbody>
</table>

Word Perfect, Works, and PDF files cannot be imported into Respondus.

## Formatting Multiple Choice Questions

Questions must begin with a question number, followed by either a period “.” or a parenthesis “)’”.

Next, the question text must follow the question number. There must be at least one space between the question number (the period or parentheses) and the question text.

Answers should begin with the letter A-T, followed by a period or a parenthesis.

The answer text must follow each answer letter, with one space between the period or the parenthesis, depending on what you use.

Correct answers are designated by placing an asterisk in front of the letter for the correct answer. There should be no spaces between the asterisk and the letter.

**Example:**

1. Who determined the exact speed of light?
   a. Albert Einstein
   *b. Albert Michelson
   c. Thomas Edison
   d. Guglielmo Marconi
## Formatting Multiple Choice Questions

**Adding Question Feedback**

Question feedback can be added to both the question in general and/or the individual answers. General feedback for the question can be added for both correct and incorrect responses.

Feedback for correct answers should have a tilde symbol “~” in front of it. Feedback for incorrect answers should have an @ symbol in front of it. There must be a space between the tilde or @ symbol and the feedback. General feedback must appear before the answer choices.

**Example:**

1. Who determined the exact speed of light?

   ~ Yes. Albert Michelson won the Nobel Prize for Physics for determining the exact speed of light.

   @ No. The correct answer is Albert Michelson, who won the 1907 Nobel Prize for Physics for determining the exact speed of light.

   a. Albert Einstein
   *b. Albert Michelson
   c. Thomas Edison
   d. Guglielmo Marconi

Feedback for individual answers can be added by placing the feedback on the next line immediately after the answer choice and putting an @ symbol in front of it.
### Example:

3) Who determined the exact speed of light?

- a. Albert Einstein  
  @ No. Albert Michelson determined the exact speed of light.

  *b. Albert Michelson  
  @ Yes. Albert Michelson won the Nobel Prize for Physics for determining the exact speed of light.

- c. Thomas Edison  
  @ No, Thomas Edison did not determine the exact speed of light.

- d. Guglielmo Marconi  
  @ No. Marconi did not discover the exact speed of light, but he did win the Nobel Prize for Physics for his work with radio waves.
**Formatting True and False Questions**

True and False Questions are formatted almost the same as multiple choice questions. The answers must be listed after the question and the correct answer must have an asterisk in front of it.

The “true” answer must always be listed before the “false” answer, in these questions.

Feedback can be included in these questions as well.

**Example:**
3) Albert Michelson determined the exact speed of light?

~ Correct. Albert Michelson won the Nobel Prize for Physics for determining the exact speed of light.

@ Incorrect. Albert Michelson determined the exact speed of light and won the 1907 Nobel Prize for Physics for his efforts.

*a. True
b. False*
### Formatting “Multiple Answers” Questions

Multiple Answers questions are multiple choice questions with more than one correct answer. These questions must have the following line before the question:

Type: MA

Otherwise, these questions are formatted the same as multiple choice questions, only with more than one correct answer, designated by an asterisk before the answer letter.

**Example:**
Type: MA
3) Which of the following individuals are credited with determining the exact speed of light?
   - a. Albert Einstein
   - *b. Albert Michelson*
   - c. Thomas Edison
   - *d. Edward Williams Morley*
### Formatting Essay Questions

Essay questions must include the following line before the question:

**Type: E**

This designates the question as an essay question for Respondus. Since essay questions do not have a specific correct answer, there are no asterisks needed for the question. However, a sample correct answer, one that can be used as a guide for test graders, can be placed after the question. The answer must begin with either “a.” or “a)”

Example:

Type: E
4. How is the Michelson-Morely experiment related to Albert Einstein’s theory of relativity?

   a) In 1887, Albert Michelson and Edward Morely carried out experiments to detect the change in speed of light due to ether wind when the Earth moved around the sun. The result was...

### Formatting Short Answer Questions

In Blackboard Learn 9.1, short answer questions are not automatically graded. They are short versions of essay questions. Respondus does not recognize the short answer question type. The essay question type should be used to import these questions into Respondus.
### Formatting Matching Questions

Matching Questions must have the following line before the question:

Type: MT

Matching questions must have the matching items in each answer, separated with an equals sign “=". A space between the words and the equals sign is optional. Otherwise, the question and the answers must use the same number and letter formatting as multiple choice questions.

Avoid using the same answer more than once in this question type in Respondus 4.0.

**Example:**
Type: MT
4) Match the correct name to the discovery or theory.
   a. Michelson-Morely = Speed of light
   b. Einstein = Theory of Relativity
   c. Marconi = radio waves
### Formatting Ordering Questions

Ordering Questions must have the following line before the question:

Type: ORD

Ordering questions require the answers to be placed in the correct order, following the question. Otherwise, the question and the answers must use the same number, letter, and feedback formatting as multiple choice questions.

**Example:**
Type: ORD
5. Put the following presidents in order of service?
   a. George Washington
   b. John Adams
   c. Thomas Jefferson
   d. James Madison
   e. James Monroe
**Formatting Fill in the Blank Questions**

This type of Fill in the Blank question covers single blanks. Fill in the Blank Questions must have the following line before the question:

Type: F

This question type only allows the student to enter one answer per question. However, instructors can enter different versions of the answer. This is to cover any valid versions that students may enter when they answer the question.

Example:
Type: F
5. Who is known as the "father of television"?
a. Zworykin
b. Vladimir Zworykin
c. Vladimir Kosma Zworykin
### Formatting Multiple Fill in the Blank Questions

Multiple Fill in the Blank Questions allow for more than one blank. Multiple Fill in the Blank Questions must have the following line before the question:

**Type: FMB**

Any words that will be shown as blanks in the question text must be enclosed with square brackets. Multiple correct versions of the answer can be added in the brackets, with each version separated by a comma. General feedback uses the normal formatting (~ and @) and appears below the question.

**Example:**

Type: FMB  
5. A [rose, red flower] by any other [name] would smell as [sweet, good].

~ Correct. Well done.

@ Incorrect. A rose by any other name would smell as sweet – or – A red flower by any other name would smell as good.
### Formatting Jumbled Sentence Questions

Jumbled Sentence Questions require the students to choose which order the words are placed in the sentence. Jumbled Sentence Questions must have the following line before the question:

**Type: JUM**

Any words that will be “jumbled” in the sentence must be enclosed with square brackets. General feedback uses the normal formatting (~ and @) and appears below the question. Additional distractors can be added below the feedback.

**Example:**

Type: JUM

6. [Dream] as if you'll [live] forever, live as if you'll [die] tomorrow.

~ Correct. Good job.

@ Incorrect. Dream as if you’ll live forever, live as if you’ll die tomorrow.

a. Swim  
b. float  
c. sink
**Importing Images with Questions**

Images embedded in MS Word files will import automatically. However, it is possible to import images along with rich-text or txt files using an alternate method. First, be sure that the images are in gif, jpg, or jpeg format and are contained in a separate folder. Then place the following tag at each place where an image should appear: `[img: "filename.jpg"]`. The word "filename.jpg" should be replaced with the actual file name.

**Example:**
3) The interferometer, shown here [img: "interferometer.jpg"], was used by which of the following scientists.
   a. Albert Einstein
   *b. Albert Michelson
   c. Thomas Edison
   d. Vladimir Zworykin

To include alternative text for ADA-compliant screen readers, place the desired text in a second set of quotes immediately following the quotes that contain the file name.

**Example:**
[ img: "interferometer.jpg" "Picture of an interferometer" ].

All images that are being imported must be placed in a single folder. During the import process, the location of the image folder must be specified in the first step. After the import is complete, the images will appear inline with the question text.
Retrieving Tests in Word Format from Blackboard, Using Respondus 4.0

Occasionally, instructors may need a copy of a Blackboard test or quiz that is in Word format. Respondus 4.0 makes it possible to retrieve tests from Blackboard Learn and convert them to a Word format for printing or offline use.

To retrieve a test from Blackboard in Word format:

1. Make sure you have instructor access to the course in which the test resides.
2. Make sure you are using the latest version of Respondus 4.0. – If you do not have the latest version, contact the Service Desk and request an upgrade. (Instructors with admin rights on their PCs may be able to update the application from the Help menu, using the Check for Update option.)
3. Open Respondus 4.0.
4. On the Start tab, under the Open or Create side tab, make sure Respondus is set to the following “Current Personality:” Blackboard 7.x - 9.x.
5. Click the **Retrieval & Reports** tab.

![Retrieval & Reports tab](image)

6. Click the **Retrieve Questions** side tab, if it is not already selected.

7. Click the **Retrieve Questions** button.

8. The Retrieve Questions Wizard opens.

9. **IMPORTANT NOTE:** Due to a known technical error, before connecting to Blackboard via Respondus 4.0 you should have one of the following programs open on your computer. The connection will fail unless one of these programs is running:
   - Microsoft Internet Explorer 11
   - Microsoft Outlook
   - Skype

10. If you have **never** accessed Blackboard using Respondus 4.0, follow steps 10a - 10p. If you **have** accessed Blackboard Learn using Respondus 4.0, **skip** to step 11.
   a. In the Blackboard Server drop-down list, click - add new server -. A new window will open.

![Add new server](image)
b. Click the option button for “Yes, check for preconfigured server settings.”

![Add New Server Settings](image)

![Choose Server](image)

c. A **Choose Server** dialog box will open.
d. Click the Blackboard system you want to access, from the drop-down list.

   i. “blackboard.uafs.edu” is the **Production** (or PROD) system, where all live courses with students are stored.
   
   ii. “uafs-test.blackboard.com” is the **TEST** system.

e. Click **OK**.
f. Type a **name** for the Blackboard server to which you are setting up the connection.

![Preconfigured Server Settings Wizard](image)

- Enter a name to describe this Blackboard server (e.g., "My Bb Courses")
- Blackboard PROD

- Enter your login information for this Blackboard server
- User name: (not used)
- Password: (not used)

- Save my User Name and Password on this computer. (If this is a shared computer, don’t select this box!)

- Respondus can run a connection test using the above settings to make sure it can communicate with your online course
- Run connection test
- Skip connection test

- Back
- Next
- Cancel
- Help

- Success! The server settings have been downloaded for:
- University of Arkansas - Fort Smith

- [1. Enter a name to describe this Blackboard server (e.g., "My Bb Courses")]
- Blackboard PROD

- [2. Enter your login information for this Blackboard server]
- User name: (not used)
- Password: (not used)

- [☐] Save my User Name and Password on this computer.
  (If this is a shared computer, don’t select this box!)

- [☐] Run connection test
- [☐] Skip connection test

- [Next]

- DO NOT select this if you are on a shared computer.

- g. Select the check box for **Save my User Name and Password on this computer**, if you want to save that information. **DO NOT** select this if you are on a shared computer.

- h. Select the option button for **Run connection test** and click **Next**, if you want to test the connection.

- i. Select the option button for **Skip connection test** and click **Next**, if you want to add the connection.
j. A window will open containing the PortalGuard login page. Enter your username and password and click Login.

![Portal Login Page](image)

k. After logging in to PortalGuard, the window will direct you to your My Blackboard page.
l. Click Close After Login, in the top right corner of the window.

![Close After Login](image)

m. The status window of the Preconfigured Server Settings Wizard will confirm the connection.

n. Click Next to continue.
o. Respondus will confirm the new server settings have been added or updated.
p. Click Finish.

11. From the Blackboard server list, click the name of the server with the test.
12. Click Next.
13. Login to PortalGuard, as above.
14. Click Close After Login, as above.
15. In the “Choose Course to Retrieve from” drop-down list, click the course from which you want to retrieve a test. After you click this, it may take a moment for Respondus to retrieve the list of tests from the course.
16. To retrieve a test, click the **name** of the test in the Exam drop-down list.
   a. Alternately, you can retrieve questions from a survey or pool using the drop-down lists for those options.

17. Type a **name** for the new file in the text box provided.

18. Click **Next**. Respondus will inform you of the progress of the retrieval.
19. When the File Saved dialog box appears, click **OK**.

20. Click **Finish**.

21. The file is now downloaded to Respondus, as an **RSP** file. We still need to convert the file to Word.
22. Click the **Preview and Publish** tab in Respondus.
23. Click the **Print Options** side tab.
24. For tests, click the **Exam** option button.
   a. Click **Settings**. This opens the settings for printing or saving the test.

   ![Screenshot of Print Options tab]

   b. Under the **Question Contents** tab:
      i. Select the check boxes for the **details** you want to include in the test file.

   ![Screenshot of Question Contents tab]
c. Under the **Formatting** tab
   i. Using the drop-down lists, select the **Font**, **Font Size**, and **Page Numbering**, if any, that you want for the file.
   ii. Select the check boxes for the **options** you want for formatting the test.
   iii. Select the option button for the **type** of **Multiple Choice Answer Style** you want in the file.

   ![Formatting Tab Image]

   iv. Select the bottom check box if you do **not** want an answer for a question to appear on a page that is separate from the question wording.

d. Click **OK**.
25. Click **Edit Headers**, if you wish to add a header to the file.
   a. Type the **header text** in the text boxes provided for the left and right margins and pages.
   b. You can use the **Bold**, **Italics**, and **Underline** buttons to format the text.
   c. Click **OK**.

26. If you wish to apply any randomization to the file, click one of the random variations from the **Randomize Questions** drop-down list.
   a. Select the check boxes for any **additional randomization** features you wish to employ.

27. If you only wish to include certain questions from the test, type the **first** and **last question number** for the selection, in the text boxes provided. Leave the text boxes blank to include all questions from the test.
28. Choose the **print** or **save** method:

- Click **Save to File** to save the test as a file.

1. Click a **file type** in the Save as Type drop-down list. You can save the file in one of the following formats:
   - Microsoft Word
   - Rich Text
   - Plain Text
2. **Navigate** to the destination drive and folder for the file.
3. Click **Save** to save the file
4. Click **OK**.

- Click **Print Preview** to view a preview of the printed test.
  - Click **Copy to Clipboard** to copy the test for pasting into a file.
  - Click **OK** to close the preview window.

- Click **Send to Printer** to print the test.
  1. In the Name drop-down list, click the **name** of the **printer** to which you want to print.
  2. If necessary, adjust the **Properties** for the printer, using the Properties button and sheet.
3. Type the **number of copies** you want to print.
4. If you are only printing a certain number of pages, click the option button for Pages and type the **first** and **last** page.
5. Click **OK**.
Discussions
Discussions

The Discussions tool is a communications tool that allows users to post detailed messages to an online board. Discussions:

- Can be seen by the entire class or selected groups.
- Are asynchronous, meaning that participants can post when other participants are not online.
- Consist of threaded forums.
  - Forums are the areas in which specific kinds of discussions are held.
  - Threads are specific, new messages and all responses that follow from that message.
    - Threads are not organized chronologically. Instead they are organized according to who is responding to whom.

Instructors can link to the Discussions tool or to individual forums in the learning modules and content folders.

Discussions can be graded by forum or by thread.
Managing Discussions

Instructors should consider the following when managing discussions:

- Discussions are great places for detailed, reflective communications.
  - Since students don’t have to answer questions on the spot, they can think over and even draft their answers before submitting a reply.
  - Unlike chat and face to face discussions, students can make lengthier and more detailed contributions to the conversation.
- Emphasize student-student communication, as well as instructor-student.
  - Students will often answer questions in ways are beneficial to the class. You can call attention to those answers (as well as point out where they are incorrect – although other students may do this as well).
- Require students to post substantive messages that add to the conversation.
  - No “atta boys.”
- Guide the conversation. Give students room to contribute.
  - Point out valuable student contributions to the discussion.
  - Redirect off-topic posts back to the subject.
  - Encourage students to answer questions and offer feedback.
- Set expectations for the tone. Emphasize “Netiquette” (or online etiquette).
  - Participants should respect one another and interact in a civil manner.
  - Establish consequences for disruptive behavior.
- Discussions can enhance the social interaction of the class and help to create a learning community.
- Set expectations for the level of participation.
  - A common model starts with an instructor post. Students post at least one response to that message and then respond to at least two of their classmates’ responses.
  - Some instructors place deadlines on when the specific posts are due. This prevents students from waiting until the last minute to post messages and also helps the conversation to develop and flow more efficiently.
Creating a Discussion Forum

To create a discussion forum:

1. Click **Course Tools**, in the Control Panel.
2. Click **Discussion Board**.
3. If there is more than one discussion board listed:
   a. Click the discussion board with your **Course ID**, to create a forum for the entire class.
   b. Click a discussion board with the **group name**, to create a forum for a specific group.
4. Click **Create Forum**.
5. Type the **Name** of the discussion forum.
6. Type a **Description** for the discussion forum. Include instructions and any expectations students need to successfully participate.
   a. This information will appear when students create a new thread, however, it does not appear in the forum message list. So, you may want to reiterate it in an initial post in the forum.
7. Click the option button for **Yes** to make the forum **Available**.

8. To limit when the forum is visible, enter **Date and Time Restrictions**:
   a. Select the check boxes for **Display After** and/or **Display Until**.
   b. Type the **dates** and **times**, using the required date format.
   Alternately, you can use the **Date and Time Selection Menus**.
9. Choose the **Forum Settings:**
   a. Click an option button for **Viewing Threads/Replies**:
      i. **Standard View** allows students to see all threads.
      ii. **Participants must create a thread in order to view other threads in this forum** requires students to contribute to the discussion before seeing other students’ posts.
   b. Click an option button for **Grade** to grade by forum, threads or not at all.
      i. If the forum or threads are graded, you need to enter points, add a rubric (below), or both (if the rubric uses percentages).
      ii. Select the check box to see the **Needs Attention (Grading)** status after a student posts. Click the **number of posts** it will take to trigger the Needs Attention alert for each student.
         - Show participants in "needs grading" status after every 3 Posts
      iii. If grading the forum, select a **Due Date** for the discussion.
      iv. To add a rubric:
         1. Point to **Add Rubric** in the drop-down list.
         2. Click **Select Rubric**.
         3. Select the check box for the rubric you will use.
4. Click **Submit**.
5. If the rubric uses point values, confirm whether or not you will use them to grade the discussion.

Click OK to assign the rubric’s Maximum Points as the Points Possible.

6. Click the red “x” to remove the current selected rubric.
7. Click the drop-down menu under “Type” if you want to use the rubric for grading or for “secondary evaluation.”

8. Click the drop-down menu under **Show Rubric to Students** to determine if and when the students see the rubric.
c. Click an option button to control whether or not students can **Subscribe** to the forum or threads. Subscriptions send posts from the forum or thread via e-mail.

![Subscribe Options]

- Do not allow subscriptions
- Allow members to subscribe to threads
- Allow members to subscribe to forum
- Include body of post in the email
- Include link to post

d. Select the check boxes for any of the following you want to enable:
   
   i. **Allow Anonymous Posts** gives users this choice. However, if users do not choose to make their posts anonymous, their names will be visible in the forum.
   
   ii. **Allow Author to Delete Own Posts**
       
       1. Click the option button to limit deletions to **Only posts with no replies**.
   
   iii. **Allow Author to Edit Own Published Posts**
   
   iv. **Allow Members to Create New Threads**. If this is **unchecked**, students will **only** be able to **reply** to messages in the forum.
   
   v. **Allow File Attachments** (Recommended).
   
   vi. **Allow Users to Reply with Quote** to let users include the text of the message to which they are responding.
   
   vii. **Force Moderation of Posts** requires you to approve all posts before they appear to participants.
   
   viii. **Allow Post Tagging** to allow users to add metadata to their posts.
   
   ix. **Allow Members to Rate Posts** to allow users to rate posts in the forum, using a five star system.

10. Click **Submit** to create the forum.
Conditional Settings

Some discussion settings are conditional upon others. So, if you choose certain settings they will automatically change other settings.

For example, if you choose to grade by threads, Blackboard will automatically remove the Allow Anonymous Posts and Allow Members to Create New Threads options, as these would make grading by threads impossible.

Similarly, if you choose the option “Participants must create a thread in order to view other threads in this forum,” the following options are automatically switched off:

- Grade Threads – because the setting above implies more than one thread for each subject.
- Allow Anonymous Posts – because you must know the student name to grade their posts.
- Allow Author to Delete Own Posts – because this would allow authors to create a post, read the other posts, then delete their initial post and write a new one, defeating the purpose of having authors write on the subject before reading other students ideas.
- Allow Author to Edit Own Published Posts – for similar reasons to the Delete option.

Depending on which settings you choose, a number of other settings may be changed. Make sure that any changes fit your needs for the discussion forum.
Deploying Discussions

After you create a discussion forum, you must deploy the forum (or the discussion board) in a learning module or content folder, in order for students to access the forum:

1. Navigate to the learning module or content folder in which you want to deploy the forum.
2. Point to Tools.
3. Click Discussion Board.

4. Select a forum or the entire discussion board page:
   - To deploy a forum, click the option button for Select a Discussion Board Forum.
     i. Click the name of the discussion forum.
   - To link to the Discussion Board page (not recommended in a learning module or content folder), click the option button for Link to Discussion Board Page.
• You can also **Create a New Forum**. This deploys the new forum at the same time it creates it on the Discussion Board.

5. Click **Next**.
6. Type the **Name** and **Text** for the link.
   • Make sure you include any expectations and instructions from the forum itself.
   • The text does not copy over from the forum, so you may want to copy the forum instructions before deploying the link.
7. Set the **Availability**, **Tracking**, and **Date Restrictions** options for the link.
8. Click **Submit**.
Creating Engaging Discussions

Discussions should be engaging and thought-provoking, eliciting interaction and reflection from students.

Below are some suggestions for making your discussion forums engaging:

- **Don’t use discussion forums like the assignment tool.**
  - Avoid asking questions that require all the students to answer in the same specific way. This limits student response and interaction.
  - The assignment tool or an essay question are better venues for straightforward questions.

- **Elicit student interaction.**
  - Plan for and require students to interact with one another. This increases student engagement.
  - Student perspectives and experiences, where appropriate, enrich the conversation. Encourage students to share them.
  - Require students to respond directly to other students in the discussion.
    - For example, you might require students to respond initially to the discussion question(s), and then respond to two or more of their classmates’ responses.
  - Encourage students to answer one another’s questions where they are able to do so.
    - You can always correct any mistakes or offer suggestions that point students in the right direction.

- **Discussions should be open-ended.**
  - Allow students to explore the subject and think about it in a variety of ways. This can take the conversation in unexpected but useful directions.
  - Guide students back to the key subject matter when they go astray.
  - Don’t make assumptions beforehand of how a discussion will progress.
  - Make sure students cover the appropriate subject matter and address key objectives and points.
• **Create individualized, student-centered experiences.**
  o Give students the space to develop the conversation.
  o You don’t need to respond to every student post. On the contrary, pick and choose your moments for maximum impact.
  o Responding too often can quench student initiative in the discussion, as they will expect you to answer every question.
  o However, you should always respond to individual student questions and needs that only you can address.
  o Individualized responses address specific student needs, but they will also be seen by other students with similar questions or issues.
  o Individualized responses can make students feel more valued and involved in the discussion.
Important Notes about Discussions

- The Discussion Board page shows the forums, descriptions, number of participants, and number of posts and unread posts.
- **Grading**
  - Grading can be done from two locations:
    - The Discussion tool
    - Click **Grade Discussion Forum** on the forum page.
    - Click the Action Link button for the forum and click **Grade**,
The Grade Center

- Click the **Action Link button** for a student in the discussion column

- Click **Grade User Activity**
  
  - You can grade **forums** or individual **threads** within a forum.
    - If you grade individual threads, the students will not be able to create threads. They will only be able to respond to instructor-created threads.
  
  - You can grade using a rubric, if you have added one for the forum.
- **Manage (Forum Users)** – Instructors can change user roles in the forum:
  - Click the Action Link button for the forum and click **Manage**.
  - Click the drop-down menu entry by each user’s name,
OR, select the check boxes and click **Edit Role**.

Click the **role** you want the user to have in the discussion.

When doing this process you can only see the forum you are managing via the breadcrumbs.

- **Viewing** Forums
  - There are two ways to view forums.
    - **List View** (default) shows a list of threads. Click a thread to see the messages.
    - **Tree View** displays all threads and responses.

Blackboard will remember your view selection when you return to the course.

Each user chooses which view they use.

- When you open a message, all of the messages in that thread open.
- The following message options are available: Reply, Quote, Edit, Set Flag, Clear Flag, Collect, and Delete.
• **Save Draft** will save a draft of your message.

![Image showing a draft message]

• **Collect** generates a Printable View of the discussion posts. You can print or save as a PDF, depending on your printer settings.

![Image showing a forum with options to collect threads]

• Threads can be published (made available), made unavailable, hidden, locked, unlocked, collected, marked as read/unread, and flagged.
• The Display menu allows you to filter posts, including narrowing the list to drafts. This is only available in List View.
Managing Authorship

Set Author of Anonymous Posts

When copying a course, Blackboard retains all the discussion threads and posts in each forum, including the students’. However, because the users are not included in the copy, Blackboard shows the author of the posts to be anonymous.

When you access Discussions in the new course shell for the first time after the copy, Blackboard will give you the following three options to set the author of the anonymous posts:

- Not now. Ask again later.
- No leave the messages as anonymous.
- Set [my name] as author.

Select the appropriate option and then click **Submit** to set the author. If you do not set yourself as author or make the posts anonymous, Blackboard will ask again.

Change Author

If you do not set the author of anonymous posts using the option above, you can reassign individual threads to yourself using the Change Author option. Students cannot change the author of a thread.

To change the author of a thread:

1. In the discussion board, click the **forum** containing the thread you want to change.
   a. Click **List View**, in the top right corner, if you are not already in the List View.
2. Click the **Action Link button** for the thread you want to change.
3. Click **Change Author**.
Creating Threads

Instructors and (depending on the forum settings) students can create new discussion threads:

1. In the discussion forum, click **Create Thread**.

![Image of forum interface showing Create Thread button]

2. Type a **Subject** for the thread.
3. Type a **Message** for the thread. Use the Content Editor to format the message or to add links or multimedia.
4. Click **Browse Content Collection** to attach a file to a threaded message. You should upload the file to an appropriate folder in your Content Collection area, in advance.
   a. Instructors can use **Browse My Computer** in this instance without adding the attached file to the Files area. However, uploading the file to Files and using Browse Course will leave a copy of the file for other instructors.
   b. **Students** can only use **Browse My Computer** to attach files.
5. Click **Submit**.
Viewing Threads

Threads are displayed in two different views: List View and Tree View.

- In the **List View** threads are shown as individual items. Click a thread to open it.

- In the **Tree View** threads are shown in branches with only the initial message visible.
  
  - Click the expand button [+] to see the other messages in that branch of the thread.
  - Click the contract button [-] to hide the other messages.
Clicking a message in either List View or Tree View will open all the messages in the thread.

Participants can reply to messages in a thread:

1. Point to the message to which you want to reply. Several buttons will appear.

2. Click the Reply button.
   a. To include the original message in your reply, click Quote.
3. If needed, edit the Subject of the reply.
4. Type the reply in the Message text box.
5. Click Browse My Computer or Browse Content Collection to attach a file to the reply.
6. Click Submit.
Searching and Refreshing Threads

Searching Threads

Users can search threads for specific messages:

1. Click Search in the top right corner of the thread or forum. (You may need to point to the corner for the option to appear.)

![Thread: RE: Web-enhanced Courses](image)

2. Type or enter the search criteria:
   a. Type the text for which you want to search.
   b. From the drop down menu, click the location in which you want to search: Current Thread, Current Forum, Current Discussion Board, or All Forums in Course.
   c. To search for messages from a specific time period, select the check boxes for After and/or Before and enter the date and time for each.
      i. Clear the check boxes for After and Before to search all time periods.

3. Click Go.
4. The search engine will return a list of messages that match the search criteria.
Refreshing Threads

Sometimes, users will post messages to a discussion thread while you are looking at the thread. These new messages will not appear until you refresh the thread.

To refresh a discussion thread:

1. From the thread page, point to the top right corner. The Refresh option will appear.
2. Click Refresh.
Grading Discussions

Instructors can grade Discussion forums and threads directly from the Discussion Board or the Grade Center. Both options take you to the same inline grading tool.

To access the inline grading tool from the Discussion board:

1. Click the Action Link button for the discussion forum, and then click Grade.
2. Blackboard will present a list of students who have participated in the forum.
3. Click Grade next to the participating student whose work you want to grade.

To access the inline grading tool from the Grade Center:

1. Click the Action Link button for the student work you want to grade.

2. Click Grade User Activity.

When you access the student’s discussion user activity page, you will see the following:

- A list of all posts the student has made for the forum.
- The inline grading tool.
To grade student discussion work:

1. In the inline grading tool, click the Grade text box.

2. Type the Grade for the student work

3. Use a rubric to grade the discussion forum, if it employs one:
   a. Click the Rubric title.
   b. To show Descriptions and Feedback options in the rubric, select the respective check boxes for each.
   c. Click the option buttons for the appropriate level of achievement for each criterion.
   d. If using a range rubric, click the score from the drop-down menu.
   e. If needed, override the rubric points, using the text box provided.
   f. Type any Feedback.
   g. Click Save Rubric.
   h. You will still need to click Submit, below, to save any changes.
4. Type any **Feedback to Learner** that you want the student to see:

   ![Feedback to Learner](image)

   a. Click the **Feedback to Learner** text box.
   b. **Type** any feedback.

   ![Formatting Options](image)

   c. Click the **Insert File** button to attach a file:
      
      o Click **Browse Content Collection**, if you have uploaded the file already (recommended).
      
      o **Navigate** to the folder with the file.
      
      o Select the **check box** for the file. (You can select more than one.)
      
      o Click **Submit**.
      
      o Click **Submit** again.

      o Click **Browse My Computer** to upload the files from your computer.
      
      o **Navigate** to the drive and folder with the file.
      
      o Click the **file**.
      
      o Click **Open**.
      
      o Click **Submit**.

   d. Click the **Spell Checker** icon to check the feedback for spelling errors.
   e. If you want to format the feedback text, click the **A** button. This will open the Content Editor.
5. To add **Grading Notes**:
   a. Click **Add Notes**.

   ![Add Notes button](image1)

   b. Click the **Grading Notes** text box.
   c. **Type** the notes.

   ![Grading Notes text box](image2)

   d. Click the **Insert File** button to attach a file:
      o Click **Browse Content Collection**, if you have uploaded the file already (recommended).
         o **Navigate** to the folder with the file.
         o Select the **check box** for the file. (You can select more than one.)
         o Click **Submit**.
         o Click **Submit** again.
      o Click **Browse My Computer** to upload the files from your computer.
         o **Navigate** to the drive and folder with the file.
         o Click the **file**.
         o Click **Open**.
         o Click **Submit**.
   e. Click the **Spell Checker** icon to check the grading notes for spelling errors.
f. If you want to format the Grading Notes text, click the A button. This will open the Content Editor.

6. Click Submit to save all changes.

7. Grade other students’ discussion work:
   a. Click the student name at the top of the inline grading panel. A list of students who have participated in the forum will appear.
   b. Click a student name to access and grade that student’s work.
      o You can also use the arrow buttons to navigate to the previous and next students on the list.

8. When finished, click OK to return to the Grade Center, if you started from there.
Assignments and SafeAssign
Assignments

Assignments let instructors assign and students electronically submit written and project-based work such as term papers, reports, photos, audio, and video. Assignments are submitted as either an attached file or typed text.

Instructors should provide any detailed instructions and attach any files necessary for the student to complete the assignment. Instructors can allow students to submit more than one attempt. However, students only receive one grade per assignment.

Instructors can use rubrics to grade assignments. Instructors can also align assignments with institutional and program goals, to facilitate the collection of student artifacts for institutional assessment.

Instructors can view and annotate student submissions in a variety of file formats, online, in the Blackboard Grade Center. (For details, see Grade Center and Grading, Inline Assignment Grading and Annotation.)

Assignments can also utilize the SafeAssign plagiarism-checking tool for certain file types.
ACTIVITY - Create an Assignment

Unlike tests and surveys, assignments are created and deployed at the same time. Instructors should deploy assignments in an appropriate location, usually the learning module they are associated with.

Before you create the assignment, upload any files you plan to attach to the assignment to your Content Collection folder for the course. Be sure to upload the file to an appropriate subfolder.

To create and deploy an assignment:

1. Navigate to the learning module in which you want to create the assignment.
2. Point to the Assessments menu.
3. Click Assignment.
4. Type the Name of the assignment.
5. Type Instructions for the assignment. Make sure they contain all information students need to successfully complete the assignment (file type, length, etc.)
   a. If the instructions are lengthy, consider attaching them to the assignments as a file, and refer to the file in the instructions.
6. Click Browse Content Collection to attach any files the students will need to complete the assignment. You should have already uploaded the files.
7. Set the **Due Date**, if needed.

**DUE DATES**

Submissions are accepted after this date, but are marked Late.

Due Date

Enter dates as mm/dd/yyyy. Time may be entered in any increment.

7. Set the **Due Date**, if needed.

a. Select the **check box** to activate the due date.
b. Type the due date and time into the **text boxes** (using the format indicated), OR
c. Click the due date and time in the **Date and Time Selection Menus**.
d. Due dates will appear to students in the **To Do** module on the Home Page.

8. Type the **Points Possible** for the assignment.

**GRADING**

a. If you are using a Rubric, point to **Add Rubric**.
b. Click **Select Rubric**.
c. Select the **check box** for the **rubric** you want to add to your assignment.
d. Click **Submit**.
   i. If the rubric uses **point values**, click **OK** to assign the rubric’s Maximum Points as the Points Possible.
   ii. If the rubric uses **percentages** or **percentage ranges**, it will use the Points Possible that you entered.
9. Click **Submission Details** to open those settings:
   a. Click the option for the **Assignment Type**:
      i. **Individual Submission** assigns the assignment to all students, individually.
      ii. **Group Submission** assign the assignment to groups. Each group is responsible for one submission.

   ![Assignment Type Menu](image)

   b. Select the menu option for the **Number of Attempts** to allow.
      i. If the assignment will be aligned to a goal, you **must** choose **Single Attempt**.
      ii. If allowing Multiple Attempts, type the number of the **Maximum Attempts** allowed.
      iii. If using Multiple Attempts or Unlimited Attempts, select how you will grade the assignment from the **Score attempts using** menu.
c. Select the check box for **Check submissions for plagiarism using SafeAssign**, to submit student submissions to SafeAssign.

i. If using SafeAssign, select the **check boxes** for any other needed options (**both** are recommended for **draft** assignments):
   1. Allow students to view SafeAssign originality report for their attempts.
   2. Exclude submissions from the Institutional and Global References Database.

10. Click **Grading Options** to open those settings.
   a. Select the **Anonymous Grading** check box to hide student names during grading.
   i. If wanted, choose when to **Disable Anonymous Grading**.

1. If disabling on a **specific date**, type or enter the date using the Date Selection Calendar.
2. If disabling **after all submissions are graded**, make sure a due date is set for the assignment.
b. Select the **Delegated Grading** check box to enable additional graders.

![Enable Delegated Grading](image)

*Delegate grading responsibilities to one or more additional grader.*

Show | All Possible Graders ▼

i. In the **Show** menu, click which graders you want to see in the list.

ii. In the menu, choose which **Submissions to Grade** for each grader.

   1. If a **Random Set**, type the **number** of students.
   2. If **Groups**, select the **groups**. (Use **CTRL** or **SHIFT** to select multiple groups.)

![Grader List](image)

iii. Select the check box to let a grader **view other graders’ scores, feedback, and notes.**
11. Click **Display of Grades** to open those settings:
   a. In the menu, choose the **Primary** grade format. This is what students will see in My Grades.
   b. In the menu, choose the **Secondary** grade format. Students cannot see this.

<table>
<thead>
<tr>
<th>Display grade as</th>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Score</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>▼</td>
<td>▼</td>
</tr>
</tbody>
</table>

(collapsed in Grade Center only)

c. Select the check box for **Include in Grade Center grading calculations** to include the assignment.

d. Select the check box for **Show to students in My Grades** to show the assignment column to users.

e. Select the check box for **Show Statistics** to show students the average and median for the class.

12. Make sure the check box for **Make the Assignment Available** is selected.

**AVAILABILITY**

![Make the Assignment Available]

*This assignment cannot be made available until it is assigned to an individual or group of students.*
13. Set the **Limit Availability** days and times, if you want to limit when students can access the assignment:
   a. Leave the check boxes **clear** to leave the assignment available at all times.
   b. Select the **check boxes** for Display After and/or Display Until.
      i. The assignment will be hidden until after the **Display After** date and time.
      ii. The assignment will disappear after the **Display Until** date and time.
   c. Type the **Display After** and **Display Until** day and time into the text boxes (use the format indicated), OR
   d. Click the days and times in the **Date and Time Selection Menus**.

14. Select the check box for **Track Number of Views**, if you want to track how many students view the assignment.
15. Click **Submit** to create and deploy the assignment.
Editing and Deleting Assignments

To edit an assignment:

1. Click the **Action Link button** for the assignment.
2. Click **Edit**.
3. Make any needed **changes** to the assignment.
4. Click **Submit** to update the changes.

Be careful about updating an assignment if there are already student submissions.

To delete an assignment:

1. Click the **Action Link button** for the assignment.
2. Click **Delete**.
3. Click **OK**, to confirm the deletion.
4. Be sure to **check** the Grade Center to make sure the **column** for the assignment was deleted.

**IMPORTANT NOTE ABOUT DELETING ASSIGNMENTS:**

Assignments do **not** reside in a tool page, the way tests, surveys, discussions, blogs, etc. do. Assignments live in the **course content** where they were deployed.

So, if you delete an assignment from a content folder or learning module, it is gone **permanently**.
Aligning Your Assignment with Goals

As part of the institutional assessment process, it is sometimes necessary to align an assignment to university, program, or other learning outcomes. These learning outcomes are set up as goals in Blackboard. Instructors can align an assignment to one or more goals.

IMPORTANT NOTE: All assignments aligned with goals must use the Single Attempt option, under Grading and Submission Details in the Assignment options.

To align an assignment to a goal:

1. Navigate to the content folder or learning module that contains the assignment you wish to align to one or more goals.
2. Click the Add Alignments.
3. Click the **Expand** arrow for the criteria you would like to browse.

   ![Browse Criteria Diagram]

   a. **Goal Set Type** will list University Learning Outcomes (ULO) and colleges (PLO or Program Learning Outcomes).
   b. **Goal Set** will list University Learning Outcomes (ULO) or programs (PLO or Program Learning Outcomes).

4. Click the **option button** or **check box(es)** for the **criterion** you would like to use to search for goals.
5. Select the **check box(es)** for the **goal(s)** you would like to align to the assignment.

6. Click **Submit**.

7. The goals will appear **underneath** the assignment.
   a. Click the **Student Visibility** button to toggle on and off whether or not the students can see the goal alignment.
   b. Click the **Remove Alignment** button (X) to remove the goal alignment.
SafeAssign (SafeAssign Items and DirectSubmit)

SafeAssign allows you to check student work for plagiarism and correct citations. SafeAssign checks the student work for originality against a number of resources, including an institutional database of UAFS student work, a global database of student work, and the World Wide Web. SafeAssign produces reports on the originality of student submissions.

Blackboard uses two SafeAssign options: SafeAssign Items and DirectSubmit.
SafeAssign Items

SafeAssign Items are assignments that use the SafeAssign system. You can set up your assignment to use SafeAssign when you create or edit the assignment. For details, see “Create an Assignment.”

SafeAssign compares student submissions with existing databases of student work and the Internet to determine how much of the submission is unoriginal.

When a student submits a paper in an assignment that uses SafeAssign, the paper is added to SafeAssign’s Global Database, as well as an Institutional Database that only contains files from UAFS.

(For Draft assignments, be sure to select the check boxes that prevent student work from being added to the database and that allow students to see SafeAssign reports.

You can view both student submissions and reports from either the SafeAssign tool (in the Course Tools section of the Control Panel) or the Grade Center.

SafeAssign Items are graded from the Grade Center, just like regular assignments. The SafeAssign reports can be accessed directly from the inline grading tool.
SafeAssign Item Reports

After a student submits an assignment that uses SafeAssign, a report is generated about the submitted file. The report identifies any unoriginal text in the student work and where the text may have come from.

SafeAssign generates a percentage, which is the amount of the work that is unoriginal. It also identifies the specific unoriginal passages and cites the most likely source for the passage.

**Important** things to consider about SafeAssign reports:

- SafeAssign reports flag any unoriginal text.
- Even text the student quotes and cites appropriately will be flagged.
- Common phrases or expressions will likely be flagged.
- Just because a report identifies unoriginal text **does not** mean the student has engaged in plagiarism.
- Be sure to review the entire report and not rely on the percentage

To view a SafeAssign Item report:

1. You can access the report in one of two ways:
   a. The SafeAssign tool in Course Tools
      i. Click Course Tools, in the Control Panel.
      ii. Click SafeAssign.
      iii. Click SafeAssign Items.
iv. Click the **Action Link button** for the SafeAssign Item that you want to review.

![Research Paper - SafeAssign](image)

v. Click **View Submissions**. This will show all submissions from students for that SafeAssign Item.

vi. Click the icon for the **SA Report** for a student.

b. The **Grade Center**

i. Click **Grade Center**, in the Control Panel.

ii. Click **Full Grade Center**.

iii. Find the **column** for the SafeAssign Item.

iv. Click the **Action Link button** for a student.

![Research Paper - BLS Course Typ](image)

v. Click the **attempt** you want to view.

vi. Click the icon for the **SA Report**

vii. **NOTE**: When viewing the student attempt in this way, you can **grade** the SafeAssign Item by typing the score into the **Grade** text box. You can also type student feedback and attach any files needed.
A SafeAssign submissions page displays the following:

- **Name** – The student name.
- **User Attempt** – A link to the student attempt, in the inline grading tool.
- **Average Match** – The average percentage of the student submissions that was unoriginal (regardless of the reasons).
- **Highest Match** – The highest percentage of submissions.
- **SA Report** – A link to the SafeAssign report for that submission.
- **Submitted** – The date and time the work was submitted.

Click the link to the SafeAssign Report to see the report.

The report contains the following sections:

- **Report Information** – This contains information about the submission and file, including the percentage of the file that is unoriginal.
- **Citations** – This lists sources that contain the exact same text found in the student submission.

![Citations (4/4)](image)

- Click the **Highlight** button for a source to highlight that content in the text of the file. Each source is color coded and numbered.
- Click the **Highlight** button at the top to toggle the highlighting of all sources.
- To reprocess the paper without the selected sources (and omit properly cited quotations):
  - Click **Select Sources & Resubmit**.
  - Select the check boxes for sources SafeAssign should include when it reprocesses the file.
  - Clear the check boxes for sources SafeAssign should ignore when it reprocesses the file.
  - Click **Resubmit**.
- **File Text** – This is the actual text of the submission. Unoriginal text will be linked to the source that matches it with a number and by color coding.

1. E-learning (or eLearning) is the use of electronic media, educational technology and information and communication technologies (ICT) in education.

2. E-learning includes numerous types of media that deliver text, audio, images, animation, and streaming video, and includes technology applications and processes such as audio or video tape, satellite TV, CD-ROM, and computer-based learning, as well as local intranet/extranet and web-based learning. Information and communication systems, whether free-standing or based on either local networks or the Internet in networked learning, underly many e-learning processes. 3. Online learning is on the rise.

   According to a 2013 report by the Babson Survey Research Group, over 6.7 million postsecondary students were enrolled in at least one online class in 2011, compared to

**NOTE:** Depending on how big the browser window is, the Report Information and Citations may be displayed on the right side of the window, or at the top.
DirectSubmit

Direct Submit permits instructors to submit student files and text copied and pasted from other student work (discussion posts, blogs, wikis, etc.) for plagiarism-checking. Instructors can also submit their own work to check citations. Because the instructor submits the work, the files are not added to SafeAssign’s Global Database, but they are added to the institutional database.

DirectSubmit files and reports for all of your courses can be saved in the Private tab, for later access. The files and reports will remain as long as you keep them. The Shared tab is for instructors in the course. Create folders in each tab to organize your submissions.

To submit electronic files via DirectSubmit:

1. Click Course Tools, in the Control Panel.
2. Click SafeAssign.
3. Click DirectSubmit.
4. To create a folder to store the submission in, type the **name** of the folder in the **New Folder** text box, and then click **Add**.
   a. Make sure you are in the **tab**, Private or Shared in which you want to create the folder.

5. Click the **folder** to which you want to submit files for checking. The folder will open.
6. Click **Submit Paper**.
7. Select the check box for **Submit as draft**, if you want to check the paper for plagiarism and citations, but do not want it added to the Institutional Search Database.

   **Submission Options**
   - Submit as draft (do not add papers to Institutional Search Database)
   - Skip Plagiarism Checking (only add papers to Institutional Search Database)

8. Select the check box for **Skip Plagiarism Checking**, if you only want to add the paper to the Institutional Search Database. Using this method, you can add student work from previous semesters to build up the database with student work on campus.
9. Click the **option button** for one of the two File Upload options:
   a. Upload File

   **File Upload**

   ![File Upload Image]

   i. **Click Browse** or **Choose File** (depending on your browser).
   ii. Navigate to the **drive** and **folder** containing the file you want to submit.
   iii. **Click the file** to select it.
   iv. **Click Open**. (Alternatively, you can double-click the file.)

   b. Copy/Paste Document

   ![Copy/Paste Document Image]

   i. **Type the title of the Paper (or work) in the **Paper Title** text box.**
   ii. **Copy** the text you want to submit, whether from a discussion post, a blog, or some other source.
   iii. Paste the text into the **Paper Text** text box.

   1. You can also type text directly from a hard copy of the work, if an electronic version is not available.

10. Click **Submit**.

11. DirectSubmit will return a **report** just like the ones for SafeAssign Items.
Suggest URL

In addition to the SafeAssign Items and DirectSubmit, Blackboard also provides a way to suggest a URL to be included in their plagiarism detection process.

If you think you have run across a Web site with content that students might plagiarize, you can enter that in the Suggest URL tool and it will be added to SafeAssign databases.

To *suggest* a URL to SafeAssign:

1. In the course, with Edit Mode on, click **Course Tools** in the Control Panel.
2. Click **SafeAssign**.
3. Click **Suggest URL**.
4. Type the **URL** into the text box for SafeAssign match lookup sources.
   a. Be sure to include the `http://` or `https://` protocols.
5. Click Submit.

6. Once the URL has been submitted, you will see a message telling you that
   the SafeAssign team will **process** the request shortly.
Grading Assignments

Assignments are manually graded. Instructors can manually access student assignment attempts via the Action Link buttons for the column or individual students.

Student receive receipts when they submit assignments. Instructors can also view receipts for submitted assignments. For details, see “Grade Center and Grading, Assignment Submission Receipts.”

The tool used to grade assignments is called Inline Grading. It includes an annotation and comment tool called Box. For details, see “Grade Center and Grading, Inline Assignment Grading and Annotation.”

Assignment options include:

- **Quick Column Information** - Opens a box listing the main column information.
- **Grade Attempts** – Allows you to grade individual attempts, one at a time, using the inline grading tool
  - Click the arrows by the student name to move to the previous or next attempt.
  - Override the Grade.
    - If overriding a grade:
      1. Click the overwrite/revert button to access the text box.
      2. **Overwrite** the new grade.
      3. Click the check mark to submit the edit.
      4. Click Exit to return to the Grade Center.
Grade the Attempt, including grading using a rubric.

- To grade manually:
  5. Click the Attempt text box.
  6. Type the grade into the Attempt text box.

- To grade using a rubric:
  11. Click the Attempt section.
  12. Click the rubric title.
  13. To show Descriptions and Feedback options in the rubric, select the respective check boxes for each.
  14. Click the option buttons for the appropriate level of achievement for each criterion. The selected option will change to a green checkmark.

  15. If using a range rubric, click the score from the dropdown menu.
  16. If needed, override the rubric points, using the text box provided.
  17. Type any Feedback.
  18. Click Save Rubric
  19. You will still need to click Submit, below, to save all changes.
• **Grade with User Names Hidden** - Makes students anonymous to you as you grade their work
• **Assignment File Download** - Allows you to download files from multiple students for a single assignment.
• **Assignment File Cleanup** – **CAUTION:** This section lets you delete assignment files.
• **Rubric Evaluation Report** – Runs a report on the rubric used with the assignment. For details, see “Rubrics, Rubric Evaluation Report.”
• **Edit Column Information** - Allows you to edit the properties of the column, including Displays, Category, Score attempts using, and Due Date.
• **Column Statistics** - Presents the general statistics for the column.
• **Set as External Grade** – This sets a column as the “course grade,” for exporting a final grade to Banner. Even if you are not using this feature, Blackboard requires one column to be set as the external grade (We recommend your final grade column).
  o The External Grade column is designated with a green check mark.
  o The External Grade column cannot be hidden from students.
• **Hide from Students (on/off)** – Toggles the column between hidden or visible in My Grades. For details, see “Essentials, Column Order and Visibility for Instructors and Students.”
• **Clear Attempts for All Users** – Should only be used if the attempts are not needed.
• **Sort Ascending** – Sorts the column from A to Z (or from zero to ∞).
• **Sort Descending** – Sorts the column from Z to A (or from ∞ to zero).
• **Hide from Instructor View** – Hides the column from the instructor in the Grade Center. It does not hide the column from students in My Grades.
  o To see how you can show the column again from Manage/Column Organization, see “Grade Center and Grading, Organizing Columns.”)
Rubrics
Rubrics

Rubrics are tools that help instructors provide an objective standard for what might otherwise be viewed by students as a subjective grade. Using a rubric, instructors assess student work by specific criteria and levels of achievement determined for each individual criterion.

For example, a written paper might include the following criteria: Spelling, Grammar, and Style, along with any additional performance objectives for the work.

Levels of achievement are the levels to which students perform. For example, a spelling criterion might contain the following levels:
- Needs Improvement – 4 or more spelling errors
- Satisfactory – 1-3 spelling errors
- Excellent – no spelling errors

The instructor sets a value for each level of achievement, for each criterion.

The following types of Rubrics are available:

- **Percent** – Instructors select a percentage of the available points for the levels of achievement.
- **Points** – Instructors select specific point values for each level of achievement.
- **Point Range** – Instructors select a range of point values for each level of achievement. When grading, instructors select an appropriate specific point value in the range.
- **Percent Range** – Instructors select a range of percentage values for each level of achievement. When grading, instructors select an appropriate percentage value in the range.

Graded activities that use points or point range rubrics must also use the total possible points for that rubric. However, instructors can set the total possible points for individual graded activities that use a percent or percent range rubric.
In addition to instructors using the rubrics to grade the activity, students can use the rubrics as a reference, to help them better understand the expectations for the work in question.

Rubrics can be used with the following tools in Blackboard Learn:

- Assignments
- Blogs
- Discussion Forums and Threads
- Grade Center Columns
- Journals
- Manually-Graded Test Questions
- Wikis
ACTIVITY - Build a Rubric

To create a **rubric**:

1. Click **Course Tools**, on the Control Panel.
2. Click **Rubrics**.
3. Click **Create Rubric**.
4. Type the **Name** of the Rubric.
5. Type a **Description** for the Rubric.

6. Click the **Rubric Type**, from the drop-down menu: **No Points**, **Points**, **Point Range**, **Percent**, or **Percent Range**.
   
   a. If you choose **Percent** or **Percent Range**, select the check box to **Show Criteria Weight**. Criteria Weight allows you to vary the weight of each criterion. The default weights can be edited.
      
      i. Click **Balance Weights**, to return to the default weights.

7. By default, rubrics begin with **three** criteria (Formatting, Organization, and Grammar) and **three** levels of achievement for each criterion (Novice, Competent, and Proficient).
8. Click **Add Row**, to add an additional criterion.

9. Click **Add Column**, to add an additional level of achievement.

10. To **edit** a criterion or level of achievement:
    a. Click the **Action Link button** for the criterion or level.
    b. Click **Edit**.
    c. **Overtype** the title of the item.
    d. Click **Save**.

11. To **delete** a criterion or level of achievement:
    a. Click the **Action Link button** for the criterion or level.
    b. Click **Delete this row** or **Delete this column**.
    c. **NOTE**: No confirmation will be requested. The item will be immediately deleted.

12. To **reorder** the criteria or the levels of achievement:
    a. Click the **reorder button** for that type of item.
b. Select the option button for the **criterion** or **level** you want to reorder.

c. Click the **arrow buttons** to move the item.

![Reorder Rubric Levels of Achievement](image)

d. Click **Submit**.

13. Edit the **value** (Percent, Points, Point Range, Percent Range) for each level of achievement, for each criterion. Overtype the new value in the text box.

![Novice](image)

14. In the text box below each value, type the **expectations** for that level of achievement. For example, for the Novice level of Grammar, the text might read: “The work contains 4 or more grammatical errors.”

15. Click **Submit**.

16. Once the rubric is created, it can be applied to assignments, discussions, etc., to grade student work in those activities.
ACTIVITY - Apply a Rubric to Graded Course Work

You can apply a rubric to the following:

- Assignments
- Discussion forums
- Blogs, journals, or wikis
- Manually-graded test questions (essay, short answer, or file response)
- Manually-created Grade Center columns

To apply a rubric to an assignment:

1. Navigate to the folder or learning module where the assignment is located.
2. Click the Action Link button for the assignment.
3. Click Edit.
4. Under the Grading section, point to Add Rubric.
5. Click Select Rubric.

   a. You can also apply the rubric as you create the assignment.
6. Select the **check box** for the rubric you would like to apply.
   a. Click the **Preview** button to review the rubric.

![Select Rubrics](image)

7. Click **Submit**.

8. If the rubric is a **Points** or **Points Range** rubric, click **OK** to assign the rubric’s Maximum Points as the Points Possible.

![Click OK to assign the rubric's Maximum Points as the Points Possible.](image)

9. The rubric will appear in the **Associated Rubrics** settings.
10. Select the **Type** of rubric. (Used for Grading is the most common.)
11. Select whether or not to **Show Rubric to Students**.
   a. We recommend “Yes with Rubric Scores” so students will know what is expected of them.

12. Click **Submit** to update the assignment settings.

To apply a rubric to a **discussion forum**, a **blog**, a **journal**, or a **wiki**:

1. Click **Course Tools**, in the Control Panel.
2. Click the **course tool** with the activity to which you want to apply the rubric.
3. Make sure you are on the **tool page**. (For discussions, you may need to click the course discussion board link.)
4. Click the **Action Link button** for the activity.
5. Click **Edit** (or **Edit Properties**, depending on the tool).
   a. You can also apply the rubric when **creating** the item in the tool.
6. The option button for **Grade** must be clicked.

```
Grade
- No Grading in Forum
- **Grade Discussion Forum** Points possible: 10
- Grade Threads
```

7. Scroll to the **Associated Rubrics** section of the settings.
8. Point to **Add Rubric**.
9. Click **Select Rubric**.

10. Select the **check box** for the rubric you would like to apply.
    a. Click the **Preview** button to review the rubric.

```
Select Rubrics
```

11. Click **Submit**.
12. If the rubric is a **Points** or **Points Range** rubric, click **OK** to assign the rubric’s Maximum Points as the Points Possible.
13. The rubric will appear in the Associated Rubrics settings.
14. Select the Type of rubric. (Used for Grading is the most common.)

15. Select whether or not to Show Rubric to Students.
   a. We recommend “Yes with Rubric Scores” so students will know what is expected of them.

16. Click Submit to update the settings.

To apply a rubric to a manually-graded test question (essay, short answer, or file response):

1. Navigate to the pool or test canvas in which the question is stored.
2. Click the Action Link button for the question.
3. Click Edit.
   a. You can also apply the rubric as you create the question.
4. In the Rubrics section, point to **Add Rubric**.
5. Click **Select Rubric**.

6. Select the **check box** for the rubric you would like to apply.
   a. Click the **Preview** button to review the rubric.

7. Click **Submit**.
8. If the rubric is a **Points** or **Points Range** rubric, click **OK** to assign the rubric’s Maximum Points as the Points Possible.

9. The rubric will appear in the **Associated Rubrics** settings.
10. Select the **Type** of rubric. (Used for Grading is the most common.)

11. Select whether or not to **Show Rubric to Students**.
   a. We recommend “Yes with Rubric Scores” so students will know what is expected of them.

12. Click **Submit** to update the settings.

To apply a rubric to a **manually-created Grade Center column**:

1. Click **Grade Center** on the Control Panel, and then click **Full Grade Center**.
   a. Alternately, you can click the **shortcut arrow** for the Grade Center.
2. Click the **Action Link button** for the column to which you want to apply the rubric.
3. Click **Edit Column Information**.
   a. You can also apply the rubric when you create the column.

![Image of Edit Column Information]

4. Point to **Add Rubric**.
5. Click **Select Rubric**.

![Image of Select Rubric]

6. Select the **check box** for the rubric you would like to apply.
7. Click the **Preview** button to review the rubric.

![Image of Select Rubrics]

8. Click **Submit**.
9. If the rubric is a **Points** or **Points Range** rubric, click **OK** to assign the rubric’s Maximum Points as the Points Possible.

10. The rubric will appear in the **Associated Rubrics** settings.

11. Select the **Type** of rubric. (Used for Grading is the most common.)
12. Select whether or not to **Show Rubric to Students**.
   a. We recommend “Yes with Rubric Scores” so students will know what is expected of them.

13. Click **Submit** to update the settings.
Managing Rubrics

Once you have created a rubric, there are several ways in which you can manage the rubric:

**Edit a Rubric**

If you need to make changes to a rubric, you can *edit* the rubric. However, you can only edit a rubric that has not already been used for grading.

To *edit* a rubric:

1. On the Rubrics page, click the **Action Link button** for the rubric that you want to edit.
2. Click **Edit**.
3. Make any **changes** needed.
4. Click **Submit** to save the changes.

**Exporting and Importing Rubrics**

Instructors can **export** one or more rubrics from a course and then **import** them into another course. This allows instructors to quickly move a rubric into other courses without having to recreate it.

Rubrics are exported as a proprietary Blackboard **ZIP** file.
To export one or more rubrics:

1. On the Rubrics page, select the check box(es) for the rubric(s) you want to export.
2. Click Export.
3. Select the option button for the location to which you want to export the rubric(s), either Export to Local Computer or Export to Content Collection.
   a. For Export to Local Computer:
      i. Click DOWNLOAD.
      ii. Depending on how your browser is set up, you may be asked to choose the folder to which you want to download the file, or the file may download directly to your Downloads folder.
      iii. Click Save, if needed.
   b. For Export to Content Collection:
i. Click Browse.

ii. Navigate to the location where you want to store the file.

iii. Select the folder in which you want to store the file:

1. Either click the option button for the folder OR
2. If you are in the folder itself, select the check box at the top of the folder list.

iv. Click Submit to confirm the destination folder.

v. Click Submit to export the rubric(s).

To import a zip file containing one or more rubrics:

1. On the Rubrics page, click Import Rubric.
2. Attach the ZIP file with the rubric(s).
   a. If the file on a local computer drive and folder:
      
      i. Click **Browse My Computer**.
      ii. Navigate to the **drive** and **folder** in which the file is located.
      iii. Click the **file** to select it.
      iv. Click **Open** to select the file.
b. If the file is in your Content Collection:

   i. Click **Browse Content Collection**.
   ii. Navigate to the **folder** in which the file is located.
   iii. Click the **option button** for the file.

   iv. Click **Submit** to select the file.
3. Click Submit to import the file.

**Copying Rubrics**

If you need an additional rubric that is similar to an existing one, you can copy the existing rubric in the same course and then modify the copy to meet your needs.

To copy a rubric:

1. On the Rubrics page, click the Action Link button for the rubric that you want to copy.
2. Click Copy.

3. The copied rubric will appear on the Rubrics list. You can edit the rubric as shown above. For details, see “Edit a Rubric.”
Deleting Rubrics

Rubrics can only be deleted if they are not associated with a graded activity.

To delete a rubric:

1. On the Rubrics page, click the Action Link button for the rubric that you want to delete.
2. Click Delete.
3. Click OK to confirm the deletion.
Rubric Evaluation Report

Instructors can run a Rubric Evaluation Report for a rubric in an individual assignment, assessment, or graded activity.

The report can be downloaded and/or printed.

To run a Rubric Evaluation Report:

1. In the Grade Center, click the Action Link button for the assignment or other graded activity.

3. Click the format for the report in the Select Format drop-down menu.
   a. Blackboard can run the report as one of the following file types: PDF, HTML, Word, or Excel.
4. Type a date or click the Date Selection Menu to select a **Start Date** for the report.
5. Type a date or click the Date Selection Menu to select an **End Date** for the report.

6. Click **Submit** to run the report.
7. The report will open in a separate window. It will contain the following information about the rubric as applied to the assignment/activity:
   a. **Overall** performance on the rubric
   b. A **statistics report** for each objective

---

**Rubric Statistics Report**

- Overview
- Sections
- Rubric Overall Performance
- Rubric Analysis
- Frequency Distribution

**Overview**

- Current Instrument Name: Online Learning Essay
- Rubric Name: Basic Document Rubric
- Rubric Description: This is a basic rubric for assessing general document assignments, such as short papers, reviews, and essays.
- Rubric Type: Range
- Total Evaluations: 1
c. A rubric analysis comparing the possible points to actual points awarded.

Rubric Statistics Report
Rubric Analysis
Basic Document Rubric

Formatting
10.00
9.50

d. A frequency distribution for each level of achievement for each objective, including the number, average, median, mode, and standard deviation (Std. Deviation) for each objective.

Rubric Statistics Report
Frequency Distribution
Basic Document Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
<th>Novice</th>
<th>Competent</th>
<th>Proficient</th>
<th>Number Evaluation</th>
<th>Average</th>
<th>Median</th>
<th>Mode</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formatting</td>
<td>0.00 - 4.00</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>1</td>
<td>9.50</td>
<td>9.50</td>
<td></td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>5.00 - 8.00</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9.00 - 10.00</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>0.00 - 8.00</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>1</td>
<td>19.00</td>
<td>19.00</td>
<td></td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>9.00 - 16.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>17.00 - 20.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>0.00 - 4.00</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>1</td>
<td>9.50</td>
<td>9.50</td>
<td></td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>5.00 - 8.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9.00 - 10.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
To **download** the report:

1. For **PDF** files:
   a. **Mouse** over the report window.
   b. Click the **download** button.
   c. Depending on how your browser is set up to handle downloads, you may be asked where you want to save the file or the file may download to your Downloads folder.
   d. Click **Save**, if needed.

2. For **HTML** files:
   a. **Right-click** the report window.
   b. Click **Save As...** or **Save Page As**.
   c. Select the **folder** in which you want to save the file.
   d. Click **Save**.

3. **Word** and **Excel** files will download **automatically** when you choose those options.
To print the report:

1. For PDF files:
   a. Click the Print button.
   b. Confirm the printer and settings for the print job.
   c. Click Print.
2. For HTML files:
   a. Right-click the report window.
   b. Click Print...
   c. Confirm the printer and settings for the print job.
   d. Click Print.
3. Word and Excel files can be printed using the usual methods in those applications.
Grading with Rubrics

Once you have associated a rubric with an assignment or some other manually-graded item, you can use the rubric to grade submissions.

To grade an assignment with a rubric:

1. In the Grade Center, click the Action Link button for the student attempt for that assignment.
2. Click the Attempt.
3. The inline grading tool opens.
4. Click the expand arrow underneath Attempt.
5. Under Grade by Rubric, click the name of the rubric.

![Rubric Image]

a. Alternately, click the **View Rubric in Window** button to open the rubric in a separate window.

6. Grade the work, clicking the option buttons for the appropriate level of achievement for each objective.
   a. For points range and percent range rubrics, be sure to select the specific score from the drop-down menu.

![Grade Image]

7. Type any feedback to the learner.

8. Click **Save** or **Save Rubric**.
9. Click **Submit** to save the rubric grade.

To grade a **manually-graded test question** with a rubric:

1. In the Grade Center, click the Action Link button for the **test column**.
2. Click **Grade Questions**.

3. A list of all the questions on the test appears. Find the **question** you want to grade. (For question sets you will need to click an additional time.)
4. Click the number of **responses** for the question.
5. Locate the first attempt you want to grade.
6. Click Edit.

7. Click View Rubric.
8. **Grade** the work, clicking the **option buttons** for the appropriate level of achievement for each objective.
   a. For points range and percent range rubrics, be sure to select the specific score from the **drop-down menu**.
9. Type any **feedback** to the learner.

10. Click **Save** or **Save Rubric**.
11. Click **Submit** to save the grade.
12. **Repeat** steps 6 through 11 to grade the remaining responses.
To grade a **discussion**, **blog**, **journal**, or **wiki** with a rubric:

1. In the Grade Center, click the Action Link button for the **student attempt** for that activity.
2. Click **Grade User Activity**.

![Image of Grade Center with Action Link]  

3. Click the **expand** arrow at the bottom of the Grade section.
4. Click the **name** of the rubric.
5. Under Grade by Rubric, click the **name** of the rubric.
   a. Alternately, you could click the **View Rubric in Window** button to open the rubric in a separate window.

![Image of Grade by Rubric]
6. **Grade** the work, clicking the **option buttons** for the appropriate level of achievement for each objective.
   a. For points range and percent range rubrics, be sure to select the specific score from the **drop-down menu**.
7. Type any **feedback** to the learner.

8. Click **Save** or **Save Rubric**.
9. Click **Submit** to save the rubric grade.
To grade a **Grade Center column** with a rubric:

1. In the Grade Center, click the Action Link button for the **student attempt** for that column.
2. Click **View Grade Details**.

3. Under the Attempts tab of the Grade Details page, click **View Rubric**.
4. **Grade** the work, clicking the **option buttons** for the appropriate level of achievement for each objective.
   a. For points range and percent range rubrics, be sure to select the specific score from the **drop-down menu**.

5. Type any **feedback** to the learner.
6. Click **Save** or **Save Rubric**.
7. Click **Save** to save the rubric grade.
Web 2.0 - Blogs, Journals, and Wikis
Blogs

A blog is an online tool where an individual or group can publish writing, links, photos, videos and other types of content. Blog is short for “weblog.” In Blackboard Learn, any member of the course can read a blog and comment on it (if comments are enabled).

In Blackboard Learn you can set up individual and group blogs.

- **Individual** blogs create a single blog for each member of the course. The individual students post to their own blog. Students in the course can see all of the individual blogs, but they can only post to their own.
- **Course** blogs are blogs that all members can post to. So, there would only be one blog for the entire class, and everyone would post to that blog.

You can also create a blog for **groups**. Only group members can post to the blog for their group.
Creating and Deploying a Blog

Creating a Blog

You must create a blog in the blog tool. Then you can deploy it to a learning module or content folder. You can also create a link to the Blog page.

To create a blog:

1. Click Course Tools on the Control Panel.
2. Click Blogs.
3. Click Create Blog.
4. Type the Name of the blog.
5. Type any Instructions for the blog. Use this area to set the expectations you have for student participation in the blog. (You may want to copy this for deploying the blog.)

6. Click the option button for Yes for Blog Availability, to make the blog available to the students.
7. Set any **Date and Time Restrictions** for the blog.
8. Select the option button for the **Blog Type**:
   a. **Individual to All Students** – Creates an individual blog for each student
   b. **Course** – Creates a single blog to which all students post

<table>
<thead>
<tr>
<th>Blog Type</th>
<th>Individual to All Students</th>
<th>Course</th>
<th>Allow Anonymous Comments</th>
</tr>
</thead>
</table>

9. Select the check box if you want to **Allow Anonymous Comments**.
10. Select the option button to determine how blog entries are indexed: **Monthly** or **Weekly**.

<table>
<thead>
<tr>
<th>Index Entries</th>
<th>Monthly</th>
<th>Weekly</th>
</tr>
</thead>
</table>

11. Select or clear check boxes for how much control students will have over content:
   a. **Allow Users to Edit and Delete Entries**.
   b. **Allow Users to Delete Comments**.
12. Select the option button for **Grade** if the blog is a graded activity.
   a. If the blog is graded, enter points, add a rubric, or both (if the rubric uses percentages).
   b. Select the check box to see the **Needs Attention (Grading)** status after a student posts one or more entries. Select the **number of entries** it will take to trigger the alert.

   - Show participants in "needs grading" status after every **1** Entries

   c. Enter a **Due Date** and time.
d. To add a rubric:
   i. Point to Add Rubric in the drop-down list.
   ii. Click Select Rubric.

   iii. Select the check box for the rubric you will use.

   iv. If the rubric uses point values, confirm whether or not you will use them to grade the blog.

   v. Click Submit.
   vi. If you need to choose another rubric, click the red “x” to remove the current selected rubric.
vii. Click the Type drop-down menu use the rubric for grading or for “secondary evaluation.”

![Type drop-down menu]

viii. Click the Show Rubric to Students drop-down menu to determine if and when the students see the rubric.

![Show Rubric to Students drop-down menu]

13. Click Submit to create the blog.

Deploying a Blog

After you create a blog, you must deploy it (or the Blogs Page) in a learning module or content folder, in order for students to access it:

1. Navigate to the learning module or content folder in which you want to deploy the blog.
2. Point to Tools.
3. Click Blog.
4. **Select** a blog or the Blogs Page:
   - To deploy a blog, click the option button for **Link to a Blog**.
     i. Click the **name** of the blog.
   - To link to the Blogs page (not recommended for learning modules or content folders), click the option button for **Link to the Blogs Page**.

5. Click **Next**.
6. Edit the **Name** and type the **Text** for the link.
7. Set the **Availability**, **Tracking**, and **Date Restrictions** options for the link.

8. Click **Submit**.
9. You can also deploy the Blog Page on the Course Menu, using **Add Menu Item** and **Tool Link**.
Creating a Blog Entry

Once a blog is created, members of the blog can create blog entries. Blog entries can consist of writing, images, audio, video, or any multimedia supported in Blackboard.

To create a blog entry:

1. From the Blog page, click the title of the blog. This opens the specific blog.

2. Click Create Blog Entry.
3. Type a Title for the Blog Entry.
4. Enter an Entry Message, using the Content Editor.
   a. You can format text, embed images and videos (from YouTube and, if an instructor, EnsembleVideo), and add other multimedia.
5. Attach any files that go with the entry. Instructors should use Browse Content Collection to attach files they have already uploaded to the Content Collection area. Students can use the Browse My Computer option.

6. Click Save Entry as Draft to save the content of the entry without posting it.
7. Click Post Entry to post the entry in the blog.

Viewing and Editing Drafts

Click View Drafts, in the top right corner, to view existing entry drafts. Click an entry to open it. You can then complete the entry and post it to the blog.
Viewing Blogs

Once you create blogs, students can begin posting in them. As they do, their blogs will appear on a list of available blogs, underneath the blog title you created.

To view student blog entries:

1. In the Blogs page, click the blog you created.
2. Look at the right column of the blog page. It contains blog details: an index of entries for the current user, the number of entries and comments, a list of course members, and an option to show empty blogs.
3. Click the **expand** arrow below your name.
4. Click a **student name** to see their blog.

5. You can also click the **arrow buttons** to navigate from one user blog to another.
6. Access entries by **scrolling** through the blog, or by clicking the **index** for the entries, by week or month.
Commenting on a Blog Entry

All members of a class can see blogs in the class and comment on the blog entries.

To comment on a blog entry:

1. Navigate to the blog and the specific entry you want to comment on.
2. Click Comment, under the blog entry.
3. Type your comment.

4. If the blog allows anonymous commenting, select the check box for Comment on Entry as Anonymous, to submit the comment anonymously.

5. Click the spell-check button to check the spelling of the comment.

6. Click Add.
Grading Blogs

Blogs are graded using the inline grading tool. You can grade blogs from the tool pages or from the Grade Center.

To access the inline grading tool from the blog tool page:

1. Click the blog you want to grade.
2. The inline grading tool will be on the right (Blog Details).
3. Click the instructor name at the top to see a list of participating students.
4. Click the name of the student whose work you want to grade.

To access the inline grading tool from the Grade Center:

1. Click the Action Link button in the column for the student whose work you want to grade.
2. Click Grade User Activity.

To grade student blogs:

1. In the inline grading tool, click the Grade text box.
2. Type the Grade for the student work
3. Use a rubric, type Feedback for Learners, and/or add Grading Notes.
   - For details see “Grade Center and Grading, Inline Assignment Grading and Annotation.”
4. Click **Submit** to save all changes.
5. Grade other students’ blog work:
   a. Click the **student name** at the top of the inline grading panel. A list of students who have posted entries will appear.
   b. Select the check box if you want to **Show Empty Blogs**.
   c. Click a **student name** to access and grade that student’s work.
   d. Use the **arrow buttons** to navigate to the previous and next students on the list.

6. When finished, click **OK** to return to the Grade Center, if you started from there.
Journals

Journals allow the student to write self-reflective entries. Journals have the same available multimedia tools as blogs. So, students can format text, embed videos, and add other multimedia in a journal.

By default, only the individual students and their instructor can see and comment on their own journal entries. However, the instructor can make selected journals public, so the entire class can see all student entries for that journal.
Creating and Deploying a Journal

Creating a Journal

The instructor must create the individual journal and then deploy it, in order that students have access.

To create a journal:

1. Click Course Tools, on the Control Panel.
2. Click Journals.
3. Click Create Journal.
4. Type a Name for the journal.
5. Type Instructions for the journal. (You may want to copy this for deploying the journal.)

6. Click the option button for Yes, under Journal Availability, to make the journal available.
7. If wanted, **Limit Availability** by setting the **Display After** and **Display Until** dates.

8. Set the **Journal Settings**:
   a. Click the corresponding option button to set the journal index to **Monthly** or **Weekly**.

   ![Index Entries](image1)

   ![Monthly](image2)

   ![Weekly](image3)

   *Indexing will organize entries by the chosen time-frame.*

   b. Select or clear check boxes for how much control students will have over content:
      i. **Allow Users to Edit and Delete Entries**.
      ii. **Allow Users to Delete Comments**.
   c. Select the check box for **Permit Course Users to View Journal**, to allow all members of the course to view the journal entries. Once this setting is activated, all students will be able to see all of their classmates’ journals for this journal activity.

9. Select the option button for **Grade** if the journal is a graded activity.
   a. If the journal is graded, enter points, add a rubric, or both (if the rubric uses percentages).
   b. Select the check box to see the **Needs Attention (Grading)** status after a student makes one or more entries. Select the entries it will take to trigger the alert.
   c. Enter a **Due Date** and time.
   d. To add a rubric:
      i. Point to **Add Rubric** in the drop-down list.
      ii. Click **Select Rubric**.
iii. Select the **check box** for the **rubric** you will use.

![Select Rubrics](image)

iv. If the rubric uses point values, confirm whether or not you will use the rubric’s **point values** to grade the journal.

![Click OK to assign the rubric's Maximum Points as the Points Possible.](image)

v. Click **Submit**.

vi. If you need to choose another rubric, click the red “x” to remove the current selected rubric.

vii. Click the **Type** drop-down menu to use the rubric for grading or for “**secondary evaluation**.”

viii. Click the **Show Rubric to Students** drop-down menu under to determine if and when the students see the rubric.

10. Click **Submit** to create the journal.

**Deploying a Journal**

After you create a journal, you must deploy it (or the Journal Page) in a learning module or content folder, in order for students to access it:

1. Navigate to the **learning module** or **content folder** in which you want to deploy the journal.
2. Point to **Tools**.
3. Click **Journals**.

![Tools menu with Journals highlighted](image)

4. **Select** a journal or the Journal Page:
   a. To deploy a journal, click the option button for **Link to a Journal**.
      i. Click the name of the journal.
   b. To link to the Journals page (not recommended in learning modules or content folders), click the option button for **Link to the Journal Page**.

![Link to a Journal option](image)

5. Click **Next**.
6. Edit the **Name** and type the **Text** for the link.
7. Set the **Availability**, **Tracking**, and **Date Restrictions** options for the link.

![Availability, Tracking, and Date Restrictions options](image)

8. Click **Submit**.
9. You can also deploy the Journal Page on the Course Menu, using **Add Menu Item** and **Tool Link**.
Creating and Working with Journal Entries

Creating a Journal Entry

Students and instructors can create journal entries:

1. From the individual journal, click **Create Journal Entry**.

2. Type a **Title** for the entry.

3. Enter the **Entry Message**, using the Content Editor.
   a. You can format text, embed images and videos (from YouTube and, if an instructor, EnsembleVideo), and add other multimedia.
4. Attach any files that go with the entry. Instructors should use Browse Content Collection to attach files they have already uploaded to the Content Collection area. Students can use the Browse My Computer option.

5. Click Save Entry as Draft to save the content of the entry without posting it.
   a. You can access drafts by clicking View Drafts, on the individual journal page.
6. Click Post Entry to post the entry to the journal.
7. To edit an entry, if the instructor allows editing, click the Action Link button for the entry and then click Edit.
Viewing Journal Entries

Once you create journals, students can begin posting in them. As they do, their journals will appear on a list of available journals, underneath the one you created.

To view student journal entries:

1. In the Journals page, click the journal you created.
2. Look at the right column of the journal page. It contains Journal Details: an index of entries for the current user, the number of entries and comments, and a list of course members.
3. Click the expand arrow, below your name.
4. Click a student name to see their journal.

5. You can also click the arrow buttons to navigate from one user journal to another.
6. Access entries by scrolling through the journal, or by clicking the index for the entries.
Adding a Comment to a Journal Entry

Students and the instructor can add comments to their individual journal entries. Click **Comment**, below the journal entry to comment.

Type your comment and then click **Add** to submit it.
Grading Journals

Journals are graded using the inline grading tool. You can grade journals from the tool pages or from the Grade Center.

To access the inline grading tool from the journal tool page:

1. Click the journal you want to grade.
2. The inline grading tool will be on the right (Journal Details).
3. Click the instructor name at the top to see a list of participating students.
4. Click the name of the student whose work you want to grade.

To access the inline grading tool from the Grade Center:

1. Click the Action Link button in the column for the student whose work you want to grade.
2. Click Grade User Activity.

To grade student journals:

1. In the inline grading tool, click the Grade text box.

2. Type the Grade for the student work
3. Use a rubric, type Feedback for Learners, and/or add Grading Notes.
• For details, see “Grade Center and Grading, Inline Assignment Grading and Annotation.”

4. Click Submit to save all changes.

5. Grade other students’ journal work:
   a. Click the student name at the top of the inline grading panel. A list of students who have posted entries will appear.
   b. Select the check box if you want to Show Empty Journals.
   c. Click a student name to access and grade that student’s work.
   d. Use the arrow buttons to navigate to the previous and next students on the list.

6. When finished, click OK to return to the Grade Center, if you started from there.
**Wikis**

Wikis are collaborative tools that let students **collaborate** to create online content.

Each member of the course can add new pages and edit all existing pages. Pages can include the same kind of content found in blogs and journals, including multimedia content.

All changes to the wiki pages are recorded, and it is possible to revert to older versions.
Creating and Deploying Wikis

Creating a Wiki

The instructor must create the individual wiki in the Wikis tool, and then deploy it for students to have access.

To create a wiki:

1. Click Course Tools, on the Control Panel.
2. Click Wikis.
3. Click Create Wiki.
4. Type a Name for the wiki.
5. Type Instructions for the wiki.
6. Click the option button for Yes, under Wiki Availability, to make the wiki available.

7. If wanted, Limit Availability by setting the Display After and Display Until dates.
8. Select whether students will be able to edit the wiki content or not, under Student Access:
   a. Click the option button for Open to Editing to allow students to edit the wiki.
   b. Click the option button for Closed to Editing to prevent students from editing the wiki.
9. Select whether students will be able to comment on wiki content or not, under **Student Comment Access**:  
   a. Click the option button for **Open to Commenting** to allow students to comment on the wiki.
   
   ![Wiki Participation](image)

   b. Click the option button for **Closed to Commenting** to prevent students from commenting on the wiki.

10. Select the option button for **Grade** if the wiki is a graded activity.
   a. If the wiki is graded, enter points, add a rubric, or both (if the rubric uses percentages).
   b. Select the check box to see the **Needs Attention (Grading)** status after a student saves one or more pages. Select the **number of page saves** it will take to trigger the alert.
   c. Enter a **Due Date** and time.
   d. To add a rubric:
      i. Point to **Add Rubric** in the drop-down list.
      ii. Click **Select Rubric**.
iii. Select the check box for the rubric you will use.

iv. If the rubric uses point values, confirm whether or not you will use them to grade the wiki.

v. Click Submit.

vi. If you need to choose another rubric, click the red “x” to remove the current selected rubric.

vii. Click the Type drop-down menu to use the rubric for grading or for “secondary evaluation.”

viii. Click the Show Rubric to Students drop-down menu under to determine if and when the students see the rubric.

11. Click Submit to create the wiki.
Deploying a Course Wiki

After you create a wiki, you must deploy it (or the Wikis Page) in a learning module or content folder, in order for students to access it:

1. Navigate to the learning module or content folder in which you want to deploy the wiki.
2. Point to Tools.
3. Click Wiki.

4. Select a wiki or the Wikis Page:
   - To deploy a wiki, click the option button for Link to a Wiki.
     i. Click the name of the wiki.
   - To link to the Wikis page (not recommended for learning modules or content folders), click the option button for Link to the Wikis Page.

5. Click Next.
6. Edit the Name and type the Text for the link (if you did not type instructions in the wiki).
7. Set the **Availability**, **Tracking**, and **Date Restrictions** options for the link.

8. Click **Submit**.
9. You can also deploy the Wiki Page on the Course Menu, using **Add Menu Item** and **Tool Link**.
Creating, Editing, and Working with Wiki Pages

Creating a Wiki Page

Once a Wiki is created, the instructor can create an initial page to serve as the home page for the wiki. Students can also add pages to the wiki.

To add a page to a wiki:

1. From the Wikis page in Course Tools, click the name of the wiki.
   a. If no wiki pages have been created yet, Create Wiki Page will open.
2. From the page for the individual wiki, click Create Wiki Page.

![Project Wiki](image)

This wiki is where you will post and edit all documentation related to the class project, including copies of the specific course documents. Each student is expected to make a substantial contribution to this documentation.
3. Type a **Name** for the wiki page.

4. Enter **Content**, using the Content Editor.
   a. You can format text, embed images and videos (from YouTube and, if an instructor, EnsembleVideo), and add other multimedia.

5. Click **Submit**.

6. The wiki page will appear on the list, on the right side of the wiki.
Editing a Wiki Page

The instructor and students can edit existing wiki pages to improve their content.

To edit an existing wiki page:

1. Access the edit wiki page screen:
   a. From the Wiki home page, in the right column, click the Action Link button of the wiki page you want to edit, and then click Edit.
   b. OR from the wiki page itself, click Edit Wiki Content.

2. Enter any changes to the content.
3. Click Submit.
Commenting on a Wiki Page

Participants in the course can comment on Wiki pages, by clicking Comment on the specific wiki page. Comments support text and spell check.

Viewing the History of a Wiki Page

Instructors and students can view the history of changes to a wiki page.

1. From the wiki, in the right column, click the Action Link button for the page.

2. Click History.

3. The Page History will show all versions of the page, from the original to the latest. Click the title of a page to view that version.
4. You can **compare** any two different versions of the wiki page:
   a. Select the **check boxes** for the **two** wiki pages you want to compare.
   b. Click **Compare Versions**.
   c. Use the **Comparison Details** and **Legend** tabs to identify differences between the two versions.

---

**Learning Modules and Content**

Learning Modules are the main component in which course content is contained in Blackboard-based online courses. An effective Learning Module will contain, at minimum, the following four kinds of content:

- Learning Objectives
- Learning Materials
- Learning/Teaching Objectives
- Teaching Materials
- Teaching Activities
- Assessments
Grading Wikis

Wikis are graded in a slightly different manner from blogs and journals. However, you can still grade wikis from the wiki tool page or the Grade Center.

To access the inline grading tool from the wiki tool page:

1. Click the wiki you want to grade.
2. Click Participation and Grading, in the top right corner of the wiki.
3. The Participation Summary page opens, showing a breakdown of student participation.
4. Click the name of the student whose work you want to grade.

To access the inline grading tool from the Grade Center:

1. Click the Action Link button for the student whose work you want to grade.
2. Click Grade User Activity.
To grade student wiki participation:

1. You can view the student work in the list of modifications on the Participant’s Contribution page.
   a. To narrow or expand the list, click an item in the Display Pages dropdown menu, and then click Go.
   b. Click the Page Version number to see the version the student created.

![Page Version Table]

   c. Click the User’s Modifications comparison to see how much the page was changed from the previous version.
      o Click Comparison Details to information about the two pages.
      o Click Legend to see how to tell what changes have been made to the page.

2. In the inline grading tool, click the Grade text box.

3. Type the Grade for the student work
4. Use a rubric, type Feedback for Learners, and/or add Grading Notes.
   • For details, see “Grade Center and Grading, Inline Assignment Grading and Annotation.”
5. Click Submit to save all changes.
6. Grade other students’ wiki work:
   a. Click the student name at the top of the inline grading panel. A list of students who have made changes and saved pages will appear.
   b. Select the check box if you want to Show All Members.
   c. Click a student name to access and grade that student’s work.
   d. Use the arrow buttons to navigate to the previous and next students on the list.

![Wiki Details](image)

7. When finished, click OK to return to the Grade Center, if you started from there.
Collaborate Ultra
Blackboard Collaborate Ultra Overview

Blackboard Collaborate Ultra is web-conferencing software that allows instructors and students to interact in real-time online sessions, using video and audio.

Collaborate Ultra includes the following:

- Video and audio communications, via webcam and microphone
- Text chat
- Document and file sharing (presenting)
- Interactive whiteboard
- Polling
- Breakout groups
- Support for inviting guests
- Recording sessions

Collaborate requires the following to fully utilize the software:

- A Web browser that supports Web-RTC (Google Chrome or the latest version of Mozilla Firefox)
- A webcam
- A microphone or phone connection
- A mobile device with the Bb Student App on it

Collaborate is available in every Blackboard Learn course (and Blackboard Community organization).
Deploying a Collaborate Link in a Course

Blackboard Collaborate Ultra is available in any Blackboard Learn course. Instructors can create a tool link to the Collaborate page for that course in one of two ways:

- A link in the Course Menu
- A link in a content area/folder or learning module

Once the link is created, students can click it to access the Collaborate page and then access the session or room they want to enter.

To create a Collaborate link on the Course Menu:

1. Click the Add Menu Item button (+) at the top left of the Course Menu.
2. Click Tool Link.
3. Type the Name of the link. (We recommend “Collaborate” or “Collaborate Ultra.”)
4. Select Blackboard Collaborate Ultra from the Type drop-down list.
5. Select the check box for **Available to Users**.

6. Click **Submit**.

7. Use the drag and drop tab to **relocate** the link to the position in which you want it on the Course Menu.
To create a Collaborate link in a **content area/folder** or **learning module**:

1. Navigate to the **content folder** or **learning module** in which you want to add the link.
2. Point to **Tools**.
3. Click **More Tools**.
4. Click **Blackboard Collaborate Ultra**.

![Blackboard Collaborate Ultra in Tools menu]
5. If needed, type a description in the **Text** box.

![Link Information](image)

6. Click **Submit**.
Collaborate Rooms and Sessions

Blackboard Collaborate meetings are called sessions. Sessions are scheduled meetings in Collaborate. An open session with no start or end date is called a room.

Each Blackboard Learn course (and Community organization) has a default Course Room, which users can access at any time.

Instructors can create sessions and schedule their availability.

Users in a Blackboard course (or organization) can also access any currently available session.

Both sessions and rooms have a guest link. Please be advised that once you send the guest link for a Course Room to someone, they will have access to that room for as long as the course is available in the system.
Creating a Session

Instructors can create sessions for the class and guests to attend.

Creating a session is a way to build specific meetings in Collaborate, allowing you to distinguish sessions from one another.

Sessions also allow you to limit guest access. Since guest links cannot be changed, once a session link is sent to a guest they would have access to the session as long as it is available. Creating specific sessions with defined end dates limits their access.

Active or upcoming sessions appear in the main list. Filter the list to see previous sessions.

To create a Blackboard Collaborate session:

1. Navigate to the Blackboard Collaborate Ultra page in your course.

![Blackboard Collaborate Ultra](image)

2. Click Create Session.
3. Type a name for the new session.
4. Under **Event Details**:
   a. Set the **Start** and **End** dates:
      i. Click the Calendar link to set a **date**. You can click the date or type in the date, using the format indicated.

   ii. Click the Time link to set a **time**. Use the up and down arrows for hour, minute, and AM/PM.
b. If you do not want the session to end, select the check box for **No end (open session)**.

c. If you want the session to repeat, select the check box for **Repeat Session** and make the following choices:
i. Choose the interval for the repeats, **Daily**, **Weekly**, or **Monthly**, from the drop-down menu.

![Repeat session](image)

- **Repeat Weekly**
- **Every Week**

ii. Choose how often the interval generates a session - **Every Week**, **Every 2 Weeks**, etc. - from the drop-down menu.

iii. Select the **days of the week** on which the sessions will happen.

![Days of the week](image)

iv. Set the **conditions** for when the session will **end** on the drop-down menu:

1. For **End After Occurrences**, type in the **number** of occurrences that will occur.

![End After Occurrences](image)
2. For **End After Date**, select the calendar **date** on which the session will end.

![End On Date](image)

- d. If you would like participants to be able to enter the session early, click the **amount of time** for **Early Entry** on the drop-down menu.

![Early Entry](image)

- e. If you would like to include a description, click **Add a description...** and then **type** in the description.

![Add a description](image)

5. Click **Session Settings**.

![Session Settings](image)
6. Under **Session Settings**:  
   a. Select the **default participant role** from the drop-down menu.
   
   ![Default Participant Role](image)

   b. To allow **recording downloads**, select that check box.
   
   c. To **anonymize chat messages**, select that check box.

   ![Recording](image)

   - Allow recording downloads
   - Anonymize chat messages

   ![Moderator permissions](image)

   - Show profile pictures for moderator only

   d. To **show profile pictures for the moderator only**, select that check box.
e. If needed, modify what participants can do, by selecting or clearing the following check boxes (we recommend leaving them selected):
   i. Share their audio
   ii. Share their video
   iii. Post chat messages
   iv. Draw on whiteboard and files

f. If needed, modify the session telephony setting by selecting or clearing the check box for **Allow users to join the session using a telephone**. (We recommend leaving this selected.)

7. Click **Save**.
8. The session will appear on the main list. To edit the session:
   a. Click the Session Options button (...) for the session.
   b. Click Edit settings.
Inviting Guests to a Session

Course instructors (or organization leaders) can invite guests to participate in Collaborate sessions or the default home room.

Guests are users who are not in the course (or organization), including individuals who do not have accounts on the system.

This feature makes it possible to include guest speakers, experts, and other participants in the session.

To invite one or more guests to a Collaborate session:

1. On the course (or organization) Collaborate Ultra page, click the Session Options button (...).
2. Click Copy guest link.
3. The link will appear and automatically be copied to your computer’s clipboard. (You can click the link again, if you want to be sure.) Blackboard will tell you when the link has been copied.

4. Paste the link in an e-mail message that is addressed to one or more guests.

5. Be sure to include important information about how to prepare for the conference, since guest users may not have any system or technical information about Collaborate. The text below is a sample of this.
   a. If the guest will be presenting or sharing documents or files, be sure to send them information on how this works in Collaborate. You may even want to set up a practice session, to give them a chance to get used to the tools before the class session.

Sample E-mail Text for a Guest in Collaborate:

Before the Conference

- Please be sure you are using a WebRTC (Web Real-Time Communication) supported browser.
  - We recommend Google Chrome or the latest version of Mozilla Firefox (53 or above).
- Please connect to the conference **7-10 minutes in advance** of the session to make sure your audio and video are working. The attached student guide will help you verify your audio and video are active.
- Technical support is available via the following resources:
  - *(Type contact number for UAFS technical support here).*
To use your phone for audio, please take the following steps:
1. Click the **My Settings** icon at the bottom of the screen.
2. Expand the **Audio and Video Settings** menu.
3. Click the link **Use your phone for audio** to find the dial-in information.
4. **Dial** the number provided and use the **PIN** to enter the conference audio bridge from your phone. (Long distance charges may apply.)

After you send the e-mail, your guests will have access to the **link** and be able to enter the session or room as soon as it is available. If you are moderating the session, be sure to access it as **early** as possible to welcome your guest and acclimatize them to the Collaborate environment.
Managing Sessions

Once you have created sessions you will need to manage them. You can do the following on the Collaborate Ultra page:

- Filter sessions to locate upcoming, active, or previous sessions
- Search for sessions
- Edit sessions
- Delete sessions

Filtering Sessions

By default, Collaborate will show you the active and upcoming sessions. However, previous sessions will be hidden. You can track down these sessions using the Filter by option.

To locate different sessions, using the filter:

1. On the Collaborate page, click the Filter by drop-down menu.
2. Click the **selection** of sessions you want to see:
   a. **All Upcoming Sessions** will show sessions that are scheduled for the future.
   b. **All Previous Sessions** will show sessions that have been completed.
   
   ![Filter by](image)

   **Sessions In Range** will let you filter by a range of dates that you select.
   i. After selecting this filter, click the **Calendar icons** controlling whether or not the session will be visible.
   ii. Select the **start date** for the range.
   iii. Select the **end date** for the range.

   ![Calendar](image)

3. After filtering, any sessions that match the filter will **appear** on the list.
Searching for Sessions

You can also search for Collaborate sessions by name. However, Blackboard will only return matching sessions that fit the current filter.

Searching is especially useful if you have more than one page of sessions that match a filter.

To search for a session:

1. On the Collaborate page, make sure you are viewing the filter containing the session.
2. Click the search button (the magnifying glass).
3. Type the name of the session you are looking for.
4. The session and any others with titles matching the text will appear in the list.
5. When done searching, click Close.
Editing a Session

Once you have created a session, you can edit any of the settings, including the name.

To edit a session:

1. On the Collaborate page, click the Session Options button (…) for the session you want to edit. The button is on the right side of the page.
2. Click Edit Settings.
3. Make any changes to the settings that are needed.
4. If you need to leave the settings options without making changes, click the X next to the session name.

5. Click **Save** to save all changes.
Deleting Sessions

When you are through with a session, you can delete it in one of two ways, via the Session Options button or the Edit Settings section.

To delete a session via the Session Options button:

1. On the Collaborate page, click the Session Options button (…) for the session you want to delete. The button is on the right side of the page.

2. Click Delete Session.
3. Collaborate will ask for confirmation of the deletion. Click Yes, Delete It.

Delete Session

This session will be permanently removed. Are you sure you want to delete it?

No, Take Me Back  Yes, Delete It
To delete a session in the **Edit Settings** section:

1. On the Collaborate page, click the **Session Options** button (...) for the session you want to edit. The button is on the right side of the page.
2. Click **Edit Settings**.
3. Click **Delete**.
4. Collaborate will ask for confirmation of the deletion. Click Yes, Delete It.

Delete Session

This session will be permanently removed. Are you sure you want to delete it?

No, Take Me Back

Yes, Delete It
Accessing Collaborate in a Blackboard Course

Once you have added a tool link to Collaborate Ultra in your course, you and your students can access the **Collaborate page** in the course:

1. Navigate to the **location** of the tool link (if it is not on the Course Menu).
2. Click the **link**.
3. The Collaborate page will **open**.

The Collaborate page contains the following:

- A link leading to the **Course Room** (*Get launch link* – *See below*)

- A list of available or upcoming **sessions**
  - The Names of available sessions will be **links**
  - Upcoming sessions will **not** have a link
  - The Course Room and each session will have an **Options** button
- A menu containing links that toggle between the sessions list and the recordings list

- A help link

- Filter options to locate current (in range), upcoming, and previous sessions
- A search link
To access the course room:

1. Click Get launch link.
2. Click Join Course Room.

To access an active session, click the Name of that session.

Clicking the links will open the room or session, adding you to the conference.
Accessing Collaborate from a Mobile Device

Collaborate Ultra can also be accessed from mobile devices that have the Blackboard (Student) app and Blackboard Instructor app on them.

To access Collaborate in the Blackboard Instructor app:

1. On your smartphone or tablet, open the Blackboard Instructor app.
2. Tap Web Login.
3. Log into Blackboard.
4. The Courses page should open.
5. Tap Course Content.
6. Navigate to the content area/folder or learning module with the Collaborate link (or scroll to the link, if it is on the Course Menu).
7. Tap the Collaborate link.
8. **Join** the session you want to attend:

a. Tap **Get launch link** and then tap **Join Course Room** to join the default room for that course.

b. Tap the **Name** of a session to join it.

9. Blackboard will add you to the session. You should see a **Connected** message when you have been successfully connected to the room or session.

10. Blackboard will initially ask for permission to use your device’s **camera** and **microphone**. (It may not ask you for subsequent conferences.)

11. **Participate** in the conference.
The bottom row contains links to most of the **tools**:

- My Settings
- Show/Hide Camera
- Mute/Unmute Audio
- Raise Hand
- Chat

There is a **Participants** list available via the link in the top right corner (...).

To **exit** the room/session:

1. Tap the **door icon** on the top left of the screen.
2. Tap **Leave Session**.
3. The app will return you to Blackboard Instructor.
Configuring My Settings

One of the first things you need to do when you access a Collaborate session is to configure your settings. This will ensure that your computer will run as smoothly as possible during the session.

You can configure your settings on the **My Settings** Panel.

My Settings can be reached in one of two ways:

- Click the **My Settings button** on the Control Panel at the bottom of the page. OR

- Open the **Collaborate Panel** and click the **My Settings tab** on the panel.
There are **four** sections you can configure on the My Settings Panel:

- Audio and Video Settings
- Notification Settings
- Session Settings (only **moderators** have access to these settings)
- Your Profile Picture

You can also **Report an Issue**. For details, see below.

Click the **title** of the section you want to modify.

**Audio and Video Settings**

The Audio and Video Settings section controls the following:

- Camera and microphone set up
- The phone option (telephony)
- Speaker and microphone volumes
- Closed Captions display

**Camera and Microphone**

To set up the **camera** and **microphone**:

1. Click **Set up your camera and microphone**.

2. Collaborate may open a dialog box asking for **permission** to use your camera and microphone.
   a. Select your camera and microphone from the **drop down lists** in the dialog box.
b. Select the **check box** if you want Collaborate to remember your decision.
c. Click **Allow** to let Collaborate to use your camera and microphone.

d. These options may vary, depending on your Web browser.

3. Next, Collaborate will run **two tests**.
   a. The **audio** test confirms whether or not your **microphone** is working. The **audio bar** shows the level of audio input. Say a few words into the microphone. The bar will **move** to the right if the audio is being registered.
      i. If the audio bar is moving, click **Yes – It’s working**.

      ![Audio Test](image1)

      ![Audio Test](image2)

      ii. If the audio bar is non-responsive, click **No – I need help**. This button will take you to a help page for audio and video support for your browser.
b. The video test will show your video input. Sit in front of the camera.

i. If you can see yourself on camera, click Yes – It’s working.
ii. If you cannot see yourself on camera, click No – I need help. This button will take you to a help page for audio and video support for your browser.
4. Once you have completed the setup, Collaborate will show a message at the bottom of the screen, reminding you to share your audio and video. Click Close to remove the message from the screen.

![Message from Collaborate](image)

**Using Your Telephone for Audio**

If you do not have an adequate microphone, Collaborate allows you to use your telephone to participate in the audio portion of the session.

To use your telephone for audio:

1. Click **Use your phone** for audio.
2. Make a note of the **PIN**. You will need provide this number so you will be linked to the correct session.
3. Dial the **phone number** indicated.
4. When prompted, **enter** the **PIN**, using your phone keyboard.

**Setting the Volume Levels**

You can control the **volume** of the speaker and microphone with the volume **sliders**. When adjusting the microphone slider be sure to solicit feedback from others in the session as to how loud or soft you sound at their end.

**Audio and Video Settings**

---

**Set up your camera and microphone**

571-392-7650  PIN: 558964

**Speaker Volume**

0% 100%

**Microphone Volume**

0% 100%
**Displaying Closed Captions**

If you have set up closed captions by making a participant a captioner, users can decide whether or not to view the captions by selecting the check box.

- Display Closed Captions (when available)

If captioning is not available for this session, the check box will be grayed out.

- Display Closed Captions (when available)
Notification Settings

Collaborate can notify you when certain activities happen in the course. These notifications can be visual or audio. The settings allow you to select which notifications are turned on or not.

The following notification settings are available:

- Someone joined or left the breakout group or session – visual and audio
- Someone posts a chat message – visual and audio
- Closed captioning available – visual only
- Someone raises their hand – visual and audio, moderator and presenter roles only

Select the check boxes for a setting to turn that setting on. Clear the check box to turn the setting off. Some settings are turned on by default.
**Session Settings**

These sessions control what participants can do during sessions. These settings are only available to moderators.

Select the check box to turn the setting on. Clear the check box to turn the setting off. Participant settings are turned on by default.

The available settings are:

- Only show profile pictures for Moderators
- Participants can Share their audio
- Participants can Share their video
- Participants can Post chat messages
- Participants can Draw on whiteboard and files

**Session Settings**

[ ] Only show profile pictures for Moderators

Participants can:

- Share their audio
- Share their video
- Post chat messages
- Draw on whiteboard and files
Set up a Profile Picture

Users can set up a profile picture for themselves. A profile picture is a photo or image that represents the user in the session. The picture appears in various places in Collaborate.

Profile pictures should be of standard dimensions and have a relatively small file size (so they load quickly). Use standard Internet image file types (JPG, PNG, GIF).

To set up a profile picture:

1. Click the My Settings button (or the tab on the Collaborate Panel).
2. Click the profile picture icon, next to your name, at the top of the panel.
   a. A pencil icon should appear when you point at the profile picture icon.
3. There are **two ways** to add your photo or image:
   a. **Upload** the photo:
      i. **Drag** the photo into the **Upload** box from Windows Explorer, **OR**
      ii. **Click** the **Upload** box and then **navigate** to the folder with the image, **select** the image, and click **Open**.

   ![Upload photo](image1)

   **Change your profile picture**

   ![Profile picture](image2)

   ![Remove photo](image3)

   ![Upload](image4)

   ![Capture Photo from Camera](image5)

   b. **Capture** the photo from your camera:

   i. Click **Capture Photo from Camera**.
   ii. Your video image should appear. Click **Take Photo**.
iii. Use the **crop tools** to choose which part of the image you want to use.

iv. Click **I Like It!** To save the photo as your profile picture.

4. If you want to always use that image as your profile picture, select the **check box**.

5. Click **Cancel** to cancel the change.
6. Click **Save** to save the changes.
7. If you change your mind, you can **click** your photo and **repeat** step 3-6 above.
Report an Issue

If you have any technical difficulties during the session, you can report the issue with Blackboard.

To report an issue:

1. Click Report an Issue.

   Audio and Video Settings

   Notification Settings

   Report an issue
2. Select the **check boxes** that describe the problems you are having.
3. Type a **description** of the issue.
4. Click **Submit**.

In addition to reporting an issue to Blackboard, you can contact Instructional Support at **instructionalsupport@uafs.edu**. Students should call the Help Desk at **(479)788-7460**.
The Collaborate Ultra Interface

After accessing a session and configuring your settings, you can begin to participate in the session.

There are several tools and panels available to users. In this section, we are going to review the general elements in the Collaborate Ultra Interface.

The Control Panel

The Control Panel is located in the bottom center of the window. This panel contains the following:

- Controls for sharing audio and video
- The Raise Hand button
- The Set Status and Feedback controls, including Set as Away
- A link to My Settings
Sharing Audio and Video

In order for other participants to be able to see and hear you, you need to share your audio and video. This can be done from the Control Panel at the bottom center of the window.

By default, your audio and video will be switched off. (They will also switch off when you run the set up audio and video wizard in My Settings.)

- To share audio, click the Share Audio button.
- To share video, click the Share Video button.
- To mute audio, click the Share Audio button again.
- To hide video, click the Share Video button again.

NOTE: It is a good practice to mute audio when you are not directly participating in the conversation. This prevents the session from switching to your camera. (The audio triggers the camera to switch.)

Raise Hand

If your students or other participants in the session have a question or need to be recognized, they can click the Raise Hand button. This tool allows you to see who is trying to get your attention and in which order they have done so. This makes the Raise Hand button a great tool for helping you manage conversations in the session.

When a student raises their hand, the following things happen:

- An icon is added next to their name in the Participants Panel.
- Their name is moved up in the Participants Panel to the top of the Participants list but below anyone who has raised their hand earlier.
- An icon appears on the panel with their name in the main window. If more than one person has their hand raised, a number will appear by the icon, showing their place in the order of everyone with their hand raised.
- A visual and/or audio notification is sent to you, if those notifications are turned on.

Students can lower their hand at any time by clicking the Raise Hand button once more.

You can lower the student hand at any time in one of the following ways:

- Click Lower Hand in the notification dialog box that popped up when the student raised their hand.

Use the Raise Hand feature to track who is responding first, so students may be called upon in the order of their requests. This will impart a sense of fairness to the proceedings.
Set Status and Feedback

During the session, you can change your *status* and provide *feedback* to the other participants.

*Status*

Your status lets other participants know if you are *active* in the session or not. If you have to step away from the conference, you can set your status as “*away.*”

To set your status as *away*:

1. Click the *Set Status and Feedback* button in the Control Panel.

2. Click *Away*.
3. A *dialog box* appears with a message confirming you are away.
You can also change this setting on the **My Settings Panel** of the Collaborate Panel, by clicking the **drop-down menu** under your name.

To return to the conference, click **“I’m back!”** on the dialog box.

![My Settings Panel]

You’re away
Others in the session will see that you've stepped away.

I’m back!
**Feedback**

The feedback options let you express yourself in specific ways during the session. The feedback shows up by your name in key areas, such as on the Participants Panel on the Collaborate Panel.

The feedback disappears after **30 seconds**.

To provide feedback to other participants:

1. Click the **Set Status and Feedback** button in the Control Panel.
2. Click one of the feedback options. The following are available:
   a. Happy
   b. Sad
   c. Surprised
   d. Confused
   e. Faster
   f. Slower
   g. Agree
   h. Disagree

![Feedback Options](image)

**Who or What Is Visible and Why?**

During the session, different participants may be visible at different times. Collaborate chooses who or what to make visible depending on the following:

- The most recent person (or persons) to speak is displayed.
  - If a participant does not want to be visible for some reason, they should mute their audio.
- If the moderator or a presenter is sharing content, it will be displayed.
- If you are sharing video, it will appear to you in a small frame in the bottom left corner of the page.
Group Mode and Follow the Speaker Mode

Normally, Collaborate will display up to five users at a time on the page in frames that are all the same size. This is called Group Mode. Frames of other participants are displayed even if they are not sharing video.

However, participants can change this so that Collaborate only shows the most recent speaker in a larger frame. This is called Follow the Speaker Mode.

Follow the Speaker Mode is helpful if you find the multiple frames of the same size distracting or if you need a larger view of the speaker.

To enable Follow the Speaker Mode:

1. Click the Switch to Follow the Speaker Mode button in the top right of the page.
2. The frame with the current speaker will become larger.

3. As other speak, their frames will switch to the main, larger position.
4. Your frame will not change to the main position. It will remain in the lower left corner.

To switch back to Group Mode:

1. Click the Switch to Group Mode button.
The Session Menu

The Session Menu provides some key support resources and the link for you to leave the session.

To leave a Collaborate Session:

1. Click the Open Session Menu button, on the top left corner of the page.

2. Click Leave Session, at the bottom of the menu.

3. If you change your mind and want to return to the session, click Oops, take me back!
4. Collaborate will ask about the **quality of the audio and video**. Click the **option button** that best reflects your experience.

![Image of rating scale with options Poor, Fair, Good, Very Good, Excellent]

- a. If you want to exit **without** submitting the audio and video feedback, click **Skip**.

5. Click **Submit and Exit**.

6. Collaborate will **end** the session. There will be some audio tones when this happens. They can be somewhat loud when listening on headphones.
Other options in the Session Menu:

- **Start/Stop Recording** – (moderators only)
- **Use your phone for audio** – This is the same as the option found in the My Settings tab of the Collaborate Panel.
- **Report an issue** – This is the same as the option found in the My Settings tab of the Collaborate Panel.
- **Blackboard Collaborate Help** – This is a link to the Blackboard Help pages. When searching for help topics, be sure to click the Blackboard Collaborate Ultra button, to let Blackboard know you are looking for information about that system.
- **Tell me about Collaborate** – This opens a box with a link to the Introduction to Collaborate tutorial.
Chat

Blackboard Collaborate contains a very useful Chat tool. This tool allows users to chat with one another, using text and a limited number of emojis during the session.

The Chat Panel is the first tab on the Collaborate Panel.

Participants can chat by typing text into the box or selecting emojis. Emojis are the small icons that depict feelings and emotions. You can combine text and emojis in the same chat message.
To chat with **text** on the Chat Panel:

1. In the text box that says “Say something,” **type** your message.

![Chat Panel with text input field](image1.png)

2. Press the **ENTER** key on the keyboard to submit the message.

To chat with an **emoji** on the Chat Panel:

1. Click the **emoji icon** in the text box.

![Chat Panel with emoji selection](image2.png)
2. Click the **emoji** you would like to use.
3. Collaborate will add the **text form** of the emoji to the text box.

![Emoji selection](image)

4. Press the **ENTER** key on the keyboard to submit the message.

![Chat interface](image)
**Private Chat**

By default, all users in the session are chatting with everyone else. However, Collaborate allows individual users to **privately** chat with one another. This option means that only **that user** will see your chat messages. **However**, until that user selects to privately chat **with you**, their messages will **still be seen** by everyone else.

Private chat is useful for instructors who need to discuss something privately with a student or students who need to discuss something outside the main group.

Make sure students know that private chat is **not** to be used to **harass** other participants.

To **privately** chat with another user:

1. At the top of the Chat Panel, click the **arrow** to the left of the text “Everyone.”
2. Type the name of the user you want to chat with.
3. As you type, potential users will appear in a list below.

4. Click the name of the user with whom you want to privately chat.
5. The user’s name will appear at the top. You are now privately chatting with
   that user. Other users cannot see your text messages to them.
   a. Remember that until the other user elects to privately chat with you
      their messages can be seen by the entire group.

To return to chatting with everyone:

1. Click the arrow to the left of the name of the user with whom you are
   privately chatting.
2. Click **Everyone**.

In addition, Moderators can restrict chat so that their messages are only seen by other **moderators**. This setting is useful if moderators need to discuss an issue they do not want the students to see. As with individual chat, **all** moderators have to elect to chat with Moderators to hide their messages from the other users.

To chat with **Moderators** only:

1. At the top of the Chat Panel, click the **arrow** to the left of the text “Everyone.”

2. Click **Moderators**.
3. “Moderators” will **appear** at the top to signify only they can read your messages.

To return to chatting with **everyone**:

1. Click the **arrow** to the left of the text “Moderators.”
2. Click **Everyone**.
The Participants Panel

Instructors and other participants can see who is in the session by viewing the Participants panel. This panel is the second tab on the Collaborate Panel.

In addition to showing who is currently participating, the Participants panel also shows the following:

- Participants are listed by role, either Moderator, Presenter, or Participant.  
  o (Captioner is only shown if you click the moderator controls button.)
- The status or feedback of participants
- Which participants have their hands raised and the order in which they raised them.

Collaborate Roles

There are four roles in Blackboard Collaborate Ultra:

- **Moderator** – Manages the session and user roles, can present content
- **Presenter** – Can present content but cannot manage user roles
- **Participant** – Cannot present or manage
- **Captioner** – Can type captions during the session. This role is combined with one of the others. So, a captioner could also be a participant or a presenter.

All roles can use the chat and interactive whiteboard tools and share video and audio, if the moderator allows them to do so.
Changing Participants’ Roles

Moderators can change the roles of participants in the session.

The only exception to this is that a moderator cannot change the role of another person who is a moderator by default in that session.

To change a participant’s role:

1. Open the Collaborate Panel.
2. Click the Participants tab.
3. Click the Moderator Controls button for the participant whose role you want to change.
4. Click the appropriate selection to change the participant to another role:
   a. Click Make moderator to change the participant to a moderator role.
   b. Click Make presenter to change the participant to a presenter role.
   c. Click Make captioner to allow the participant to type captions.
   d. Click Remove from session to remove the participant from the session.
      i. Use this for situations in which a participant is being disruptive in some way.
ii. The participant will see a message indicating they have been removed from the session. However, this does not lock them out of the session.

5. The participant’s location on the Participants Panel will change, adding the participant to the list for that role.

**Detaching the Panel**

Moderators can detach the Participants Panel from the Collaborate Panel, if needed. This opens the Participants Panel as a smaller panel, separate from the Collaborate Panel. Moderators can then close the Collaborate Panel, leaving more room for the main windows.

To detach the Participants Panel:

1. Open the **Collaborate Panel**.
2. Click the **Participants** tab.
3. Click the **More Options** button next to the number of participants listed at the top of the panel.
4. Click **Detach panel**.

5. **Close** the Collaborate Panel.
Moderators can **merge** the Participants Panel back into the Collaborate Panel using a similar method:

1. Click the **More Options** button next to the number of participants listed at the top of the panel.
2. Click **Merge panel**.

![Merge panel button](image)

**Muting All**

Sometimes, it may become necessary to mute all participants. This could happen for a number of reasons:

- Participants are talking during a presentation, **switching** the **video** away from the presenter.
- Participants have their speaker volume turned up and the presenter’s voice is **feeding back** into the microphone, creating an **echo** effect.
To **mute** all participants:

1. Click the **More Options** button next to the number of participants listed at the top of the panel.
2. Click **Mute all**.
3. The moderator’s microphone should not be muted.
Sharing Content

Blackboard Collaborate allows moderators and presenters to share a number of different kinds of content.

- **Whiteboard** – An interactive “draw” whiteboard, on which participants can draw, add text, and create shapes.
- **Applications** – Show individual application windows on your PC or show your entire desktop.
- **Files** – Show images, PowerPoint presentations, or PDF files. Multi-page/multi-slide files are shown one page or slide at a time.

### Share Content

- ![Share Blank Whiteboard](image)
- ![Share Application](image)
- ![Share Files](image)

When sharing content, the other participants’ frames are hidden. However, there is a link to them on the bottom right part of the main frame.
Share Blank Whiteboard

To share the whiteboard:

1. Click the Share Content tab.
2. Click Share Blank Whiteboard.
3. The whiteboard appears in the main frame for all participants. Collaborate displays the text “Sharing whiteboard” while it is available.

To stop sharing the whiteboard:

1. Click the Stop Sharing button, either in the main whiteboard frame or next to the Share Blank Whiteboard command.
**Whiteboard Tools**

There are several tools available that participants can use to interact on the whiteboard:

<table>
<thead>
<tr>
<th>Icon</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Select icon" /></td>
<td><strong>Select</strong> – This tool allows participants to move and resize content that is on the whiteboard. Click and drag the item to move it. Click and drag a corner of the item (or a corner of the box that appears when the item is selected) to resize it.  - You can also <strong>delete</strong> individual items by selecting them and then pressing <strong>DELETE</strong> on your keyboard.</td>
</tr>
<tr>
<td><img src="image" alt="Pointer icon" /></td>
<td><strong>Pointer</strong> – This tool can be used to call attention to a specific item on the whiteboard.</td>
</tr>
<tr>
<td><img src="image" alt="Pencil icon" /></td>
<td><strong>Pencil</strong> – This tool is used to draw freehand lines. Each line drawn is a separate object, even if the lines comprise a single picture.</td>
</tr>
<tr>
<td><strong>Shapes</strong> – This tool allows participants to draw one of three shapes on the whiteboard: rectangles, ellipses, and straight lines. Click the shapes tool and then click the specific shape you want to draw.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td><img src="shapes_icon.png" alt="Shapes Icon" /></td>
<td></td>
</tr>
<tr>
<td><strong>Text</strong> – This tool allows participants to type text directly onto the whiteboard. While there is no font size control, text can be resized once it is on the whiteboard.</td>
<td></td>
</tr>
<tr>
<td><img src="text_icon.png" alt="Text Icon" /></td>
<td></td>
</tr>
<tr>
<td><strong>Clear</strong> – This button clears the entire whiteboard. If you need to only clear specific items, use the Select tool, as described above.</td>
<td></td>
</tr>
<tr>
<td><img src="clear_icon.png" alt="Clear Icon" /></td>
<td></td>
</tr>
<tr>
<td><strong>Colors</strong> – This tool is only visible when using the Pencil, Shapes, or Text tool. This allows you to select the color of the item you are drawing/typing. Be sure to select the color before drawing or typing the item.</td>
<td></td>
</tr>
<tr>
<td><img src="colors_icon.png" alt="Colors Icon" /></td>
<td></td>
</tr>
<tr>
<td>- There are nine colors available to choose from: black, white, gray, red, orange, yellow, green, blue, purple.</td>
<td></td>
</tr>
</tbody>
</table>
Share Application

To share an application or your computer desktop:

1. Click the Share Content tab.
2. Click Share Application.
3. Click what you want to share:

   **Do you want to share?**
   
   You can show your entire screen or choose an application.

   - Entire Screen
   - Just an Application
a. **Entire Screen**
   i. If you have more than one monitor, Collaborate will ask *which* screen you want to share.
   ii. Click the *screen* you want to share.
   iii. Click *Share*.
b. Just an Application
   i. A list of **available applications** will appear. (This list may look different depending on your Web browser.)
   ii. Click the **application** you want to share.

To **stop sharing** an application:

1. Click the **Stop Sharing** button, either in the main frame displaying the application or next to the Share Application command.
Remember that as you are sharing an application you will need to work in the application itself, rather than on the Collaborate screen displaying it.

**Sharing Audio from an Application**

If you need to play audio from an application, such as a YouTube video on your web browser, you will need to change the audio source from your microphone to the Stereo Mix audio on the computer in order for the other participants to hear the audio.

To change the audio source to the Stereo Mix (this may vary slightly on different operating systems):

1. Click the My Settings tab.
2. Click Audio and Video Settings.
3. Click Set up your camera and microphone.
4. In the list of audio sources, click Stereo Mix or whichever entry represents your computer audio.
5. Check the audio bar to make sure signal is coming through.
6. Click Yes, It’s working.
7. Click the X button on the top right of the page to close the camera and microphone set up window.

Once you are done presenting the audio from the application, be sure to repeat this process, selecting the microphone this time, so that students can hear you again.
Sharing the Collaborate Session Window Itself

There may be instances where you need to share your browser window as it is running Collaborate (for example, to show participants where to find a tool).

However, when you display the Collaborate window, because it is displaying itself, it creates a feedback loop that looks like a tunnel. (This is similar to the effect created if you hook a camera up to a TV monitor and then point the camera at the monitor.)

However, you can stop the feedback loop by clicking the link to the participants' display, on the bottom right of the main frame. This makes that the main image being shared. You can then display the other parts of the Collaborate window.
Share Files

Remember, you can only share files that are image, PDF, or PowerPoint files.

You can preload files before the session, so they will be ready and waiting for you.

To share files:

1. Click the Share Content tab.
2. Click Share Files.

Share Content

- Share Blank Whiteboard
- Share Application
- Share Files

3. Add Files, using one of the following two methods:
   a. Drag and Drop
      i. From Windows Explorer (or whichever file management application you have on your computer), drag the file into the Add Files box.
   b. Add Files
      i. Click Add Files.

Drag image, PowerPoint, or PDF files. Or select to choose files.
ii. Navigate to the **drive** and **folder** on your local system that contains the **file** you want to share.

iii. **Select** the file.

![Image of file explorer window]

iv. **Click** **Open**.

4. **Repeat** for however many files you plan to share.
5. Click the **file** you want to share with participants.

6. Click **Share Now**.
7. If the file has more than one page or slide, click the **page** or **slide** you want to share first.
8. You can **navigate** between pages/slides, using one of the following methods:
   a. Click the navigational **arrows** just above the Control Panel.
   b. On the page/slide list, click the **page/slide** you want to share.
To stop sharing files:

1. Click the Stop Sharing button, either in the main frame displaying the files or next to the Share Files command.

   a. In the latter case, if there are multiple pages or slides, you would need to click Slides, on the top of the Share Content panel, first.

View Controls

When sharing content, participants can modify the size of the content using the View Controls. These are located on the top left, just underneath the Session Menu. They appear whenever content is being shared.

The following tools are available:

<table>
<thead>
<tr>
<th>Icon</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Zoom In" /></td>
<td>Zoom In</td>
</tr>
<tr>
<td><img src="image2.png" alt="Zoom Out" /></td>
<td>Zoom Out</td>
</tr>
<tr>
<td><img src="image3.png" alt="Best Fit" /></td>
<td>Best Fit</td>
</tr>
</tbody>
</table>
To use the **View Controls** tools:

1. When viewing shared content, click the **Show View Controls** button.

2. Click the **tool** you want to apply.
   a. Zoom Out is **only** available after you have zoomed in at least once.
3. When done, click the **Hide View Controls** button.
Recording Sessions

Moderators can record Collaborate sessions and then make the link to the recording available to others.

Collaborate recordings include the video and audio, as well as chat activity.

To record a session:

1. While active in the session, click the Open Session Menu button.
2. Click **Start Recording**.

3. A small **camera** icon will appear on the Open Session Menu button while the session is being recorded.
To **stop recording** a session:

1. Click the **Open Session Menu** button.
2. Click **Stop Recording**.

After a session is recorded, Collaborate encodes the recording. This can take around 30 minutes or more, depending on the length of the recording.

To **view** a recording:

1. From the Blackboard Collaborate Ultra dashboard page, click the **Menu** button.
2. Click **Recordings**.

3. If needed, click the **Filter by** drop-down menu and choose one of the options to track down the recording.

4. Click the **title** of the recording.

   a. You can also click the **Recording Options** button for that recording, and then click **Watch now**.
5. The recording will load into a separate tab or window. Click the **Play** button to start the recording.

6. You can use the following options to control the recording playback:

<table>
<thead>
<tr>
<th>Icon</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Play" /></td>
<td>Play</td>
</tr>
<tr>
<td><img src="image" alt="Pause" /></td>
<td>Pause</td>
</tr>
<tr>
<td><img src="image" alt="Skip Back" /></td>
<td>Skip back 10 seconds</td>
</tr>
<tr>
<td><img src="image" alt="Skip Forward" /></td>
<td>Skip forward 10 seconds</td>
</tr>
<tr>
<td><img src="image" alt="Volume" /></td>
<td>Volume</td>
</tr>
<tr>
<td><img src="image" alt="Fullscreen Mode" /></td>
<td>Fullscreen mode</td>
</tr>
<tr>
<td><img src="image" alt="Exit Fullscreen Mode" /></td>
<td>Exit fullscreen mode</td>
</tr>
</tbody>
</table>

7. Open the **Chat Panel** to view chat messages made during the recording.
8. The Open Recording Menu button (top left) has options for Help and Reporting an Issue.
9. Close the tab or window for the recording to close the recording.

To send the recording link to another person:

1. In the Recordings page of the Collaborate Ultra dashboard, click the Recording options button for the recording you want to make available to others.

2. Click Copy link.
3. **Paste** the link into an e-mail message and **send** the message to those you want to have access to the recording.

4. When they **click** the **link**, the recording will open in their default Web browser.

To **download** the recording:

1. In the Recordings page of the Collaborate Ultra dashboard, click the **Recording options** button for the recording you want to download.
2. Click **Download**.

3. The **Save As** window opens. Navigate to the **drive** and **folder** in which you want to download the file.
4. Click **Save**.
To delete the recording:

1. In the Recordings page of the Collaborate Ultra dashboard, click the **Recording options** button for the recording you want to delete.

2. Click **Delete**.
3. Click **Yes, Delete It**, to confirm the deletion.
Captioning Sessions

If you have students who are hearing-impaired, you may need to provide a captioner to the session, to transcribe the discussion in real time.

Collaborate allows you to activate captioning during the session. However, the captioner must type out all of the conversation and descriptions of any other relevant audio in real time.

It is best to have a captioner who is not presenting or a student. That way the captioner can focus solely on their job.

The captioner should be a fast, accurate keyboardist/typist and familiar with most of the terminology used in the presentations and discussions (to avoid typos).

Setting up a Captioner

To start the captioning process, you need to designate the captioner:

1. Click the Participants Panel.
2. Click the Moderator controls button for the participant you want to designate as captioner.
3. Click Make captioner.
4. A **checkmark** appears beside that option.

**Captioning the Session**

Once you have designated the captioner, that user sees a message on their screen which reads, **“You can now provide captions for others in this session.”**

The captioner needs to click **“Let’s get started!”** to begin captioning.
Other users, including you, will see a message informing them that closed captions are available for the session and asking if they would like to use them.

Participants need to click Yes to see the closed captions.

A text box will appear below the main frame of the screen for the captioner. The captioner can click the text box to add the insertion point and then begin typing.

Pressing the ENTER key will move the captions to the next line. Older captions will not disappear. They will just move up in the text box, out of the frame.

Participants can scroll up and down the captions window to see older captions.

Participants will not see captions that were typed before they entered the session.

**Ending the Captioning**

At any time, the moderator can remove the captioning role from the captioner. Once this happens, the captions disappear. Even if the moderator restores captioning privileges to the same participant, the captions are not saved.

However, if you record the session, any captions typed during the recording will be saved in the recording.
To **remove** the captioning role from a participant:

1. Click the **Participants Panel**.
2. Click the **Moderator controls** button for the participant from whom you want to remove the captioner role.

3. Click **Make captioner**.
4. The **checkmark** disappears.

5. The **captions text box** immediately disappears on all participants screens.
Polling in Collaborate

Collaborate has a polling feature that allows you to get live, real-time feedback from your students.

To use polling, you should prepare any polling questions in advance. We recommend putting the questions in PowerPoint slides, so you can share them with the students, as you conduct the poll.

To conduct a poll:

1. Click the Share Content tab.

2. First share the file with the poll question:
   a. Click Share Files.
b. **Add the file**, if you have not already done that. (See Sharing Content.)

c. **Select the file** with the polling question.

d. Click **Share Now**.
e. If the file has more than one slide or page, click the slide or page with the polling question.

3. Click the **Previous Panel arrow** at the top of the screen.
4. Click **Polling**.
5. Click the **number** of choices in the polling question.
   a. You can choose from **two** to **five** choices.
   b. If your question is a **Yes/No** question, choose that option.

<table>
<thead>
<tr>
<th>Polling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes/No Choices</td>
</tr>
<tr>
<td>2 Choices</td>
</tr>
<tr>
<td>3 Choices</td>
</tr>
<tr>
<td><strong>4 Choices</strong></td>
</tr>
<tr>
<td>5 Choices</td>
</tr>
</tbody>
</table>

6. Click **Start**.
7. The poll appears in a **dialog box** at the bottom of the page.
8. Participants should click the **number** of the answer they choose (or **Yes** or **No** for those questions).

9. As participants **respond** to the poll, you will see the **numbers** in the dialog box change.
10. At any time, you can **hide** the poll by clicking the **Poll button** that appears in the Control Panel, next to the Raise Hand button.

   ![Show Responses]

   a. You can also do this by clicking the **X** in the top right corner of the dialog box.

   ![4 Choices]

11. When the time limit for answering the poll is up, click **Show Responses** if you want participants to see the results.
12. You can click **Hide Responses** to hide them again.

13. If you want to **restart** the poll, click **Clear** to clear the selections from the participants.
14. When you are finished with that polling question, click the **End polling** button to finish the poll.

15. To ask another polling question, click the **navigation arrow** to move to the next slide and then **repeat** the process starting in step 4 above.

**Polling Best Practices**

There are certain things you can do to get the optimal results from classroom polling. Below are some suggested best practices for polling in a Collaborate session. Cornell University has additional, detailed recommendations for applying polling in a class environment at [https://pollinghelp.cit.cornell.edu/best-practices/](https://pollinghelp.cit.cornell.edu/best-practices/).

- Use short, clear questions.
- Have your questions prepared in advance in PowerPoint or PDF
- Vary question types
- Provide a “Not Sure” or similar answer, where appropriate (opinion questions)
- Limit the number of questions to a reasonable amount for the session
• Connect the polling questions to the subject matter
• Have a time limit for responses
• Make sure everyone responds
• Present results to the class
Breakout Groups

In addition to the general interaction in a session, Collaborate also supports Breakout Groups. Breakout groups allow the moderator to divide the class into small groups that can interact and communicate on their own, out of sight of the main group.

The breakout groups separate the individual participants completely, so that their video, audio, chat, whiteboard, and sharing are separated from the main group and other breakout groups.

When participants are added to a breakout group they are automatically made presenters in that group. This allows breakout group members to easily share content with one another.

Moderators need to add themselves to a breakout group, in order to be able to see and hear what is going on in the group.

Breakout groups cannot be recorded.
Managing Breakout Groups

To assign participants to a breakout group and start the groups:

1. Click the Share Content tab.

2. Click Breakout Groups.
3. **Move** participants to breakout groups using one of the **following** three methods:
   
   a. **Randomly assign** participants to groups
      
      i. This is only available when there are **four or more** people in the room/session.
      
      ii. Click **Randomly assign** from the drop-down menu.
      
      iii. Select the **number** of groups.

   iv. If you do not like the way the groups are selected, click **Shuffle participants**.
b. **Custom assignment** - Drag and Drop
   i. Click **Custom assignment** from the drop-down menu.
   
   ![Drag and Drop Diagram]

   ii. **Drag** the name of the participant you want to move into the box for a breakout group.

c. **Custom assignment** - Moderator Controls
   i. Click **Custom assignment** from the drop-down menu.
   
   ![Moderator Controls Diagram]

   ii. Click the **Moderator Controls** button for the participant you want to move.

   iii. Click the **group** into which you want to move the participant.
1. Click **Create New Group** to add an additional group and move the participant into it.

4. You can **add** an additional group using one of the **following** methods:
   a. Click one of the **Create a new group** (+) buttons between the groups on the list.
   b. Click **Create New Group** when moving the participant using the Moderator Controls.

5. You can **delete** a group by clicking the **trash can** icon.
6. Select the check box for **Allow participants to switch groups**, if you want them to be able to do that.

7. Once you have all the participants assigned to breakout groups, click **Start**.
8. There will be a brief **pause** as Collaborate switches the participants to the various breakout groups.

To **change** a participant to another group:

1. Click the **Share Content** tab.
2. Click **Breakout Groups**.
3. **Move** the participant to a different group using one of the following methods:
   a. **Drag and drop**
      i. **Drag** the name of the participant to the group.
   b. **Moderator Controls**
      i. Click the **Moderator Controls** button.
      ii. Click the **group** in which you want the participant.
4. Click **Update** to finalize the move.
5. There will be a brief **pause** as the participants are switched to the group.
Moderators and, if allowed, participants can **switch** groups using the following method:

1. Click the **Participants** tab.
2. Each of the breakout groups should be **listed**, along with the Main Room.
3. Click the **Join** button for the group you want to join.
4. There will be a brief **pause** as you are switched to the group.
To **end** the breakout groups:

1. Click the **Participants** tab OR click the **Share Content** tab.
2. Click the **End Breakout Groups** button.

3. All participants are returned to the **Main Room**.
Best Practices for Moderating a Collaborate Session

When moderating a Collaborate session, there are things you and your participants can do to help the conference run smoothly. The following are some best practices for Collaborate sessions:

**Have a Backup Plan**

Sometimes technology runs into problems. Be ready with a backup plan in case Collaborate is not working for any reason. Having an alternate activity or resource available gives your students something to do if there are technical problems.

And remember that technical problems can be transitory. Have a backup plan that allows you to return to Collaborate quickly, if the technical problem is resolved.

**Know Your Audience**

Be aware of who your students are and the needs they may have. For example, if you have a student who is hearing-impaired, you may need to have someone act as a captioner during the session.

**Arrive and Set up Early**

Access the session early to make sure your audio and video are configured properly and your students' have audio and video. Identify any technical problems that may be occurring (and contact support, as needed). Arriving early will also give you a chance to identify participants and take attendance.

A good rule of thumb is to arrive a minimum of 15-30 minutes before the start of the session.

**Acquaint Students with the Technology**

Take time to let students know how the sessions will work. Let them know what they can and cannot do in a Collaborate session. Call their attention to the Chat panel, the Raise Hand button, and the Set as Away and Feedback options. Make them aware of what they need to do if they have technical problems.
Set Clear Expectations

Set clear and specific expectations for students as to what you want from them in the sessions. Let them know the amount and kinds of interaction you expect (and plan for a good deal of that). Let them know what you want in terms of audio and video participation, as well as chat.

Prepare Engaging Sessions

Prepare sessions that deliberately engage students. Often, participants think of video passively, like watching TV at home. So, plan activities that require student activity. Chat, whiteboard, polling, and breakout groups are tools that can help engage students. Use polling and chat to solicit answers to questions from the entire class, as opposed to individual students. Make your presentation more than just a talking head. Use the sharing options to present applications and files.

Record Sessions as Needed

Record sessions so that students will be able to review the session for information they missed when taking notes. Recordings don’t need to be kept for long periods of time and shouldn’t be. If you need to use a recording in other sections, it needs to be moved to Ensemble Video.

Mute Audio When Not Participating

Participants should mute their microphones when not talking in the conference. Open mics can be distracting, especially if the participants are in noisy environments or have others in the room with them. Also, the incoming video feed switches on audio. So, noise from an open mic might switch the camera from a presenter to that participant, distracting everyone.

Moderate the Conversation

Make sure participants take turns speaking. In addition to being good videoconference etiquette, this prevents people from talking over one another, which makes it difficult to hear what they’re saying and can cause the audio to drop out of the session, affecting recordings.
Use Follow the Speaker Mode When Someone Is Presenting

Follow the Speaker mode makes the current speaker’s frame larger than everyone else’s. This is a good way to have a clear view of the speaker. (Shared content will always appear in a large frame, regardless of the viewing mode.)

Have Shared Content Ready in Advance, If Possible

Make sure your shared content is ready to go before the session starts. Have files already loaded and applications already open (with the appropriate files or Web sites loaded). This will speed the presentation and leave more time for discussion.

Keep an Eye on Chat

Check the Chat panel regularly. Students will often type messages as you or others are presenting. Keeping an eye on this helps you know what they are thinking and to spot questions.

It’s tempting to limit chat during a presentation, but remember that the Chat panel can keep students engaged in the session. So, plan on how you want students to use it, and engage them in ways that will distract them from non-relevant chat during the session.

Maintain Eye Contact with Students/Camera

It’s important to make eye contact with your students, but how do you do this over video?

Think of the camera as an additional student. Making eye contact with the camera will create the effect of eye contact with your students, as they watch your video feed. Make sure your camera is just above your Collaborate window, so that it will be easier to do this on a regular basis during the session.
Monitor Your Local Camera Shot

Regularly check your camera shot, to make sure you are in frame and students can see you. It’s very frustrating if you are speaking but you are not visible or are only partially visible on camera.

Address Technical Problems Promptly

Be prepared to address technical problems. Keep contact information for technical support personnel close by, and don’t hesitate to call for support if there is any kind of a problem.

Also, make sure students are aware of common fixes for technical problems (clearing browser cache, cold booting their computer, logging out and back in). That way, if they are disconnected for some reason, most of the time they will be able to rejoin the session on their own.
Finding Help for Collaborate

Sometimes, technical problems happen. In those cases, you and your students need to know what to do and who to call.

Troubleshooting Your Computer

Most technical problems are the result of a local error on the user’s computer or network. The quickest ways to resolve these errors are:

- Log out and log back in again
- Clear the browser cache – Instructions on how to do this can be found at http://academics.uafs.edu/distance-learning/resolving-web-browser-and-computer-problems
- Cold boot the computer – Do a complete Shut Down of the computer and let it rest unpowered for 30-60 seconds. This will help clear any temporary memory errors.

Blackboard User Help

Blackboard has Help phone numbers for Collaborate participants. These numbers are regional:

- North America – 1(877)382-2293
- Ireland – 1.800.64.4528
- United Kingdom – 0800.051.7248
- Australia – 1.800.26.7338

Technology Support

If the technical problem looks like something to do with the UAFS link, the Blackboard system, or some other network issue, you can call the Help Desk, at (479)788-7460, or e-mail uafs@service-now.org.
Instructional Support

Instructional Support can be reached via e-mail at instructionalsupport@uafs.edu.

You can also reach IS staff at their office phones:

- Dr. Tara Mishra – (479)788-7002
- Clint Brooks – (479)788-7335
- Dr. Sky Zhang – (479)788-7316
Additional Tools
Achievements

The Achievements tool gives instructors a way to award students recognition for specific accomplishments in the course. Instructors define the achievement and the triggers that determine when it is awarded.

Types of Achievements

Instructors can create the following achievements:

- **Course Completion** – For completion of the course work and activities
- **Milestone** – For achieving a specific goal or objective
- **Custom** – An adaptable option for recognizing additional specialized achievements

Creating an Achievement

To create an **Achievement**:

1. In the Course Tools, click **Achievements**.
2. Point to **Create Achievement**.
3. Click the **type** of achievement: Course Completion, Milestone, or Custom.

4. Type a **Name** for the achievement, at the top of the page.

5. Click **Browse**.
6. **Click** the learning module, content area, or content folder where the achievement will be shown.
7. For Custom achievements, type the **Achievement Type**.

   Achievement Type dropdown

   Visible to students before: [Yes] [No]

8. Click an **option button** to determine whether or not the achievement will be visible to students before they receive it.

9. Type a **Description** of the achievement, using the Content Editor.

10. Click **Define Triggers**.

11. Edit the **Rule Name**, if needed.

   **Rule Name**

   **Display After**

   Enter dates as mm/dd/yyyy. Time may be entered in any increment.

12. Set the **Display After** date, if needed:

   a. Select the **check box** for the Display After date.
   
   b. Type the **date**, using the required format, OR enter it using the Date Selection Calendar.
   
   c. Type the **time**, OR enter it using the Time Selection Menu.
13. Choose the **members** who are eligible for the achievement:
   a. To choose one or more **students**:
      i. Click **Browse**.

      ii. All users should appear in the list. However, if users are missing, leave the main text box blank and click **Go**. This should return a list of all members in the course.

      1. Alternately, you can enter a name in the **Term** text box and **search**.
      
   iii. Select the check boxes for the **students** you want to be eligible for the achievement.

   iv. Click **Submit**.

   v. **NOTE**: You can also type the members in the Username text box, separating each member with a comma (no spaces).
b. To choose one or more groups:
   i. In the Items to Select box, select the groups you want to make eligible for the achievement.
      1. You can use the SHIFT or CTRL keys to select more than one.
   ii. Click the top arrow button to move the groups to the Selected Items box.

14. Determine the column with the Grade needed to qualify for the achievement:
   a. Select the Grade column from the drop-down list.

   **GRADE**

   *Identify a specific grade that must be made to complete this achievement. Possible points for a blank grade in brackets beside the column name. The score entered must be numeric.*

<table>
<thead>
<tr>
<th>Select a Grade Center column</th>
<th>Select Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>None</td>
<td>Assignment - Final Paper[100]</td>
</tr>
<tr>
<td>None</td>
<td>Assignment - LiveText Sample Assignment 5[100]</td>
</tr>
<tr>
<td>None</td>
<td>Assignment - Online Learning Essay[40]</td>
</tr>
<tr>
<td>None</td>
<td>Assignment - Research Paper - SafeAssig[40]</td>
</tr>
</tbody>
</table>

   b. Click the option button for the appropriate condition.
c. Click the appropriate condition from the **drop-down menu**, if using that option.

   ![Dropdown menu with options]

   - Score
   - Percent
   - Less than or equal to
   - Score
   - Percent Between
   - and

   ![Add Item button]

d. Type the passing **score** or **percentage(s)** for the column.
e. Click **Add Item**, to add the column to the list of requirements.
f. **Repeat** the process for all columns needed to establish the course completion requirements.

15. Identify any item **review** required for the achievement:

   **REVIEW STATUS**

   *Force users to review specific content to complete this achievement.*

   Select an item

   ![Select an item field]

   ![Browse, Add, Clear buttons]

   ![Add Item button]

   a. Click **Browse**.
   b. Click an **item** you want to require students to view in order to complete the achievement.
   c. Click **Add** to add it to the list of requirements.
   d. **Repeat** the process for all items required.

16. Click **Select Reward**.
17. Type the **Issuer Name**.

   **REWARD DETAILS**

   ![Issuer Name field]  
   Sky Zhang

   ![Expiration Date field]
   ![7/6/2017 date format]

   *Enter dates as mm/dd/yyyy*
18. If there is an Expiration Date on the achievement, set the criteria:
   a. Select the check box for the date.
   b. Type the date, using the required format, OR enter it using the Date Selection Calendar.
   c. Select the check box for achievement validity.
   d. Type the number of days, weeks, months, or years the achievement will be valid.

   ![Checkbox](image)

   ![Date Selection Calendar](image)

   ![Validity](image)

   ![Number of days, weeks, months, or years](image)

   ![Unit of time](image)

   ![Certificate Type](image)

   ![Certificate Preview](image)

   e. In the drop-down menu, click the unit of time for which the achievement will be valid: Days, Weeks, Months, or Years.
   f. Click the type of certificate you want to use.

   ![Certificate Catalog](image)

   ![Certificate Templates](image)

   i. Click Preview Certificate to see what it will look like.
g. Click a **Badge Image** to choose one of those. The badge will appear as the achievement icon in the course.
   i. You can **upload** a badge image, using the **Attach File** option and **Browse My Computer**.

ii. **Click Save and Exit** to save the changes.
Adaptive Release

The Adaptive Release tool lets an instructor release content to students when specific criteria are met. There are two Adaptive Release tools, a regular one that sets up one or more criteria into a single rule, and an advanced version that manages your rules.

To access the Adaptive Release options:

1. Click the Action Link button for the item you want to adaptively release.

2. Click the Adaptive Release option:
   a. Click Adaptive Release to choose criteria for a single adaptive release rule.
   b. Click Adaptive Release: Advanced to create, edit, or delete rules.

Using the Regular Adaptive Release

When you click Adaptive Release, you are presented with four types of criteria:

- **Date** – Set the Display After and Display Until dates and times to limit the item availability.
  - **IMPORTANT NOTE:** If you have set Availability Dates in the item settings, those may appear in the adaptive release window. Changes to the dates here are not updated to the item settings. We recommend unchecking dates in Adaptive Release if you are controlling the available dates from the item itself.
- **Membership** – Select the members and/or groups to whom the item will be available.
- **Grade** – Set a specific grade requirement for another item (prerequisite) for this item to be available.
- **Review Status** – Require students to mark another item as reviewed to make the current item available.

To select **date** criteria:

1. Select the check boxes for **Display After** and/or **Display Until**.
2. Type the **dates** and **times**, using required date format. Alternately, you can use the **Date and Time Selection Menus** to enter the information.

To select **membership** criteria:

1. To select individual **users**:
   a. Type the **usernames** of members you want to include. Separate the usernames with **commas**. OR
   b. Click **Browse**.
   c. **Search** for **Usernames**, and **Contains**, typing the username in the last text box.
   d. Click **Go** to initiate the search.
      - If you leave the last text box **blank**, the system will return a list of all users. This is the easiest way to select multiple users at one time.
   e. Select the **check boxes** for any users you want to include.
   f. Click **Submit**.
   g. The usernames will appear in the Username text box, separated by commas.
2. To select **groups**:
   a. In the **Items to Select** box, click the names of the groups you want to include. Use the **SHIFT** and/or **CTRL** keys to select more than one group.
   b. Click the **top arrow** to move the groups into the **Selected Items** box.
   c. Repeat until you have moved all the groups you want into the **Selected Items** box.

To select **grade** criteria:

1. Click the Grade Center **column** you want to use for the criteria or prerequisite.
   a. Do **NOT** click the item you are adaptively releasing.
2. Select the **Condition** for the grade:
   a. Click the option button for **User has at least one attempt for this item**, if you only want the users to attempt the listed item **before** they have access to the adaptively released item.
   b. Click one of the middle option buttons for **Score** or **Percent** if you want the users to have a certain score to a certain score or percentage **before** they see the adaptively released item.
      i. Click a **comparison** in the drop-down menu: Less than, Greater than, and/or Equal to
      ii. Type the **score** in question.
c. Click one of the bottom option buttons if you want the users to make a score or percentage within a **range**. Type the two numbers at each end of the range.

To select an item for **review status**:

1. Click **Browse**.
2. Click an **item** from the course content.
3. If you need to remove the item, click **Clear**.
4. The students must click the **Mark Reviewed** button for the item in question, before the current content will become available. However, the system doesn’t verify the student has actually viewed the item. Students can click the review button without accessing the item.

After you have selected the criteria you want to use to control the availability of the item, click **Submit**. The criteria will be combined into a single rule.

**Using Adaptive Release: Advanced**

Adaptive Release: Advanced shows a list of any **rules** you have created. You can create additional rules, edit existing rules, or delete rules.

To **create** a rule:

1. Click **Create Rule**.
2. Type the **Name** of the Rule.
3. Click **Submit**.
4. The **Manage Criteria** page opens. (This is also the page for editing criteria.)
5. Create a criterion:
   a. Point to Create Criteria, and then click Date, Membership, or Grade.

   b. Click Review Status to require review of an item as a criterion.

6. Enter the data for the criterion.
7. Click Submit.

Rules work in the following ways to control the availability of an item in the course content:

- Individual criteria **within** a rule must **all** be met to release the item. For example, if you add date and membership criteria, the date **AND** the membership must be in effect for a user to see the item.

- Multiple rules are **alternatives**. If **any one** rule is met, the item will be available. For example, if you have a rule for the date criterion and a rule for the membership criterion, and either the date **OR** the membership criteria have been met, the item will be available.
To edit a rule:

1. On the Adaptive Release: Advanced page, click the **Action Link button** for the **rule** you want to edit.
2. Click **Edit Criteria**.
3. Click the **Action Link button** for the **criterion** you want to edit.
4. Click **Edit**.
5. Make the desired **changes**.
6. Click **Submit**.
7. Click the **OK** button to return to the Adaptive Release: Advanced page.

To delete a **single** rule:

1. On the Adaptive Release: Advanced page, click the **Action Link button** for the **rule** you want to delete.
2. Click **Delete**.
3. Click **OK** to confirm the deletion.

To delete **one or more** rules:

1. On the Adaptive Release: Advanced page, select the **check boxes** for the **rules** you want to delete.
2. Click **Delete**.
3. Click **OK** to confirm the deletion.
Announcements

The Announcements tool lets instructors broadcast messages to all members of a course. Announcements from the previous seven days appear in the My Announcements course module, on your home page. (Click more announcements to see older ones.) Instructors can also create a tool link to the Announcements page on the Course Menu.

Instructors can also link to course content in an announcement, allowing students to go directly to the part of the course relating to the announcement.

Creating an Announcement

To create an announcement:

1. Click Course Tools, on the Control Panel.
2. Click Announcements.
   a. Alternately, click more announcements in the My Announcements course module on the home page
3. Click Create Announcement.
4. Type the Subject of the Announcement.
5. Enter the announcement Message, using the Content Editor.
6. Click the option button for Duration that you want to determine availability.
   a. Not Date Restricted
   b. Date Restricted
7. If the announcement is date restricted, **Select the Date Restrictions.**
   a. Select the check boxes for **Display After** and/or **Display Until**.
   b. Type the **dates** and **times**, using the format indicated, or enter them using the **Date** and **Time Selection Menus**.

8. Select the check box for **Email announcement**, to send an e-mail with the announcement text directly to students.
   a. If you do not select this check box, students will still get an e-mail with a **link** to the announcement instead of the text.

9. Click **Browse**, under Course Link and Location, to link the announcement to a part of the course content.
   a. Click the specific **content item** to which you want to link.

10. Click **Submit**.
**Attendance**

**Important Note about Attendance:** We are encouraging faculty to take attendance in all classes. You can use either Blackboard or SSC to take attendance currently. If you have no preference, we would encourage you to review both options and/or to use the SSC platform to keep track of student attendance, but the choice is yours. The instructions for Bb are contained here. See your college AC or your department head for information on how to manage attendance records in SSC.

The **Attendance** tool allows instructors to track student attendance at meetings. Instructors can mark students as one of the following for each day entered: Present, Late, Absent, or Excused. Blackboard compiles the attendance record into a score for each student.

Once you enter attendance for a meeting, Blackboard creates a single Grade Center column with the total attendance score.

To **access** the Attendance tool:

1. In the Control Panel, click **Course Tools**.

2. Click **Attendance**.
There are two different views in the Attendance tool:

- **Meeting** view shows the attendance data for a specific meeting or date.

- **Overall** view shows all of the dates for which attendance data has been entered, along with the overall attendance score.

The default first page in the Attendance tool is for the **current** date, in **Meeting** view.

To toggle between Meeting view and Overall view, click **Meeting** or **Overall** in the top right corner.
The Meeting View

The Meeting View shows the individual, day by day meetings. Instructors can enter or edit attendance information for a specific meeting, view the attendance data for individual students, and navigate from day to day on this page.

To enter the attendance status for students:

1. Click the appropriate field for each student:
   a. Click the check mark for Present, if the student was present and on time.
   b. Click the clock icon for Late, if the student was present, but late.
   c. Click the X for Absent, if the student did not attend that meeting.
   d. Click the icon for Excused, if the student was absent with excuse.

2. Blackboard will put the score for that status next to the student’s name.
3. To mark all students with a particular status, do one of the following:
   a. Click the **title** of the status to which you want to assign all students, and then click **Mark all (status)** OR

   ![Image of a table with status options]

   b. Click the **date** at the top of the list of scores, and then click the **status** you wish to assign to all students. (Late is not an option here.)

   ![Image of a dropdown menu with status options]
c. In either case above, if there are already entries for that date, you will need to click **Override** to override the existing entries.

4. Changes to the attendance status are automatically saved.

To **edit** the attendance status for students:

1. To **change** an entry for a student, click the **field** with the **correct status**. This will remove the entry from the incorrect field and add it to the correct one.

2. To **clear** an entry, click the **field** that is **marked**. This will unmark the field.
3. To clear the entries for all students, click the date at the top of the scores column, and then click Clear marks.

To view the attendance data for a student:

1. Click the name of the student.
2. The student information will appear on the right side of the page. This includes:
   a. The overall student attendance score.
   b. The number of entries for the student in each category: Present, Late, Absent, and Excused.
   c. A list of each meeting date, with the status and attendance score of the student for each date.

3. Click the X button to return to the Meeting View.

To change the date of a meeting:

1. Click the date at the top of the score column.

2. Click Edit meeting.
3. Click the **date** on which the meeting occurred.
   a. To set the meeting for the current date, click **Go to today**.

To **delete** a meeting:

1. Click the **date** at the top of the score column.

2. Click **Delete meeting**.
3. Click **Delete** to confirm the deletion.
To navigate to a different meeting:

1. To move to the previous meeting, click the left arrow at the top of the screen.
2. To move to the next meeting, click the right arrow at the top of the screen.

The Overall View

The Overall View shows the complete list of meetings. Instructors can mark student status for each meeting, edit the meetings, clear marks, view individual student attendance information, and export attendance data.

The meetings are listed by date, with the oldest ones to the left and the newest, including the current date, to the right. Instructors can scroll through the list with the scrollbar at the bottom.

Instructors can also see the following attendance statistics:

- Average Attendance
- Number and percentage of students with perfect attendance
- Number and percentage of students with average or above average attendance
- Number and percentage of students with below average attendance
To **mark** or **edit** attendance for a specific student and meeting:

1. Click the work “**Mark**” (or the **current status**) in the field for the student and meeting for which you want to mark attendance.

2. Click the **attendance status** for the student: Present, Late, Absent, or Excused.

To **mark** or **edit** attendance for all students for a specific meeting:

1. Click the **date** at the top of the meeting column.
2. Click the **status** you want to assign to all students for that meeting. (Late is not an option here.)
3. If there are already entries for that date, you will need to click Override to override the existing entries.

To change the date of a meeting:

4. Click the date at the top of the meeting column.

5. Click Edit meeting.
6. Click the **date** on which the meeting occurred.
   a. To set the meeting for the current date, click **Go to today**.

To **add** a meeting:

1. In the top row, **point** between the dates where you would like to add the meeting. A button with a **plus** (+) appears.
2. Click the **plus** button (+). Blackboard will add a meeting on the **next** date.
   a. If a meeting on the next date already exists, Blackboard will add an additional meeting on the same date as the column to the left.
To **delete** a meeting:

1. Click the **date** at the top of the meeting column.

2. Click **Delete meeting**.

3. Click **Delete** to confirm the deletion.
To export attendance data:

1. Click the Export button, in the top right corner.

2. The Save As dialog box opens. Navigate to the drive and folder where you want to save the file.
   a. Since this is student data, be sure to save the file to a secure drive or folder, to avoid FERPA violations.

3. Click Save. The file is saved as a .CSV file, which can be opened in Microsoft Excel.
**Student attendance information** can be viewed in the same way as the Meeting View, by clicking the student name. (See The Meeting View, above, for more information.)

**Settings**

Instructors can modify a few of the Attendance settings:

1. Click the **Settings** button, on the top right.

2. Change the **score** for the Late status:
   a. **Highlight** the score for the Late status in the Grade Schema.
   b. **Type** the new score.
3. Change how the attendance is **graded**:
   a. In the **Grade using** drop down menu, click the **selection** you want to use. This changes the way the attendance grade is displayed in the **Grade Center**.

4. Click **Save** to save the changes. (You may need to scroll down first.)
5. Click the **X** or **Cancel** to return to the Meeting or Overall View without saving changes.

**A Note about Attendance and Grade Center**

Be sure to do all attendance grading from the Attendance tool. While you can manually override the Attendance column grade in the Grade Center, this does **not** change the attendance data and can result in confusion.
Course Messages

The Course Messages tool allows course members to send messages to one another within the course. While the Course Messages tool is set up to work like e-mail, these messages are not e-mail messages.

NOTE: We recommend that you use either Send Email or Course Messages, but not both.

Creating Folders and Messages

The Inbox and Sent folders are the default folders in Course Messages. You can create personal folders in the Course Messages tool and save messages to them. If Course Messages tool is your primary means of communication with your students, we recommend that you create a folder for each student’s messages.

To create a folder:

1. In the Course Messages tool, click Create Folder.
2. Type a Name for the folder.
3. Click Submit.

Message creation is similar to composing an e-mail.

To create a course message:

1. In the Course Messages tool, click Create Message.
2. Select the recipients.
   a. Click the buttons that determine how the message will be sent to recipients:
      • To - selects direct recipients for the message.
      • Cc - selects users who will receive a copy of the message.
      • Bcc - selects users who will receive a blind copy of the message.
b. Click the **names** of the members to select them, in the **Select Recipients** box. Use the **SHIFT** and/or **CTRL** keys to select more than one member.

c. Click the **top arrow** to move the names to the **Recipients** box.

d. Repeat as needed until the names of all users to whom you want to send the message are in the **Recipients** box.

3. Type a **Subject** for the message.

4. Enter the **Body** of the message, using the Content Editor.
   a. Because Course Messages are stored entirely in the system, you have access to all multimedia options, including mashups.

5. To add an attachment, click **Browse** or **Choose File** on the Upload Attachment line.
   a. Navigate to the local **drive** and **folder** containing the file you want to attach.
   b. Click the **file** to select it, and then click **Open OR double-click** the file.
   c. Instructors can also attach files using the **Insert File** option in the Content Editor.

6. Click **Submit**.
Create a Course Messages Link

The Course Messages tool is available in the Course Tools, on the Control Panel. To give students access to it, deploy it in the Course Menu:

1. Point to the Add Menu Item button.
2. Click Tool Link.
3. Type “Course Messages” in the Name text box.
4. Click Course Messages, in the Type drop-down menu.
5. Select the check box for Available to Users.
6. Click Submit.
7. Drag the Course Messages link to where you want it in the Course Menu.
Course Notifications and One-Way Text Messaging

Blackboard can send text notifications to students. Users set up these notifications to send one-way text alerts to their mobile phones, as well as e-mail messages. These alerts are sent in response to new course content and activity.

NOTE: Some telecommunications services have had technical difficulties with the one-way text notifications. If you are not getting the notifications, contact instructionalsupport@uafs.edu.

IMPORTANT NOTE: Text messages from this system are not free. They are billed according to the user’s plan. Users who do not have unlimited texting should use caution.

Adding Your Mobile Phone Number to Blackboard

In order to receive text notifications, you must add your mobile phone number to the Blackboard system. This process is voluntary for all users in Blackboard:

1. Click the Global Navigation menu, in the top right corner of the page.
2. Click Settings.
3. Click Personal Information.
4. Click **Edit Personal Information**.
5. Type your **mobile number** in the Mobile Phone text box. Enter all 10 digits with no spaces.
6. Click **Submit**.

**Setting up Your Course Notifications**

Users must set up their own course notifications. Instructors cannot push text notifications to students in their courses.

To set up **text notifications**:

1. Navigate to the **Edit Notification Settings** page:
   a. Via the **Global Navigation Menu**:
      i. Click the **Global Navigation Menu**.
      ii. Click **Settings**.
      iii. Click **Edit Notification Settings**.

b. Via the course **Home Page:**
   i. In one of the course modules, click **Edit Notification Settings.**

2. In **Edit Notification Settings** users can edit **individual** course settings or the bulk settings for **all** of their courses.
3. Click an **individual course** OR click the link for the courses you are **taking/teaching**.

   **Edit Individual Course Settings**
   View the current notification settings for courses in which you are enrolled. Make changes to the notification settings for a specific course.
   - 01 - Training - CAST - March 2017
   - 01 - Training - Sample Grade Center - 2016

   **Bulk Edit Notification Settings**
   Select the set of courses or organizations to update and change the notification settings for them in one step. Higher priority notifications should be sent with a method that will deliver that notification in the timeliest fashion.
   - Courses I am teaching
4. Select the **check boxes** for the items for which you want to receive a text notification.
   a. Select the check box at the top to select **all** items.

![Check boxes example]

5. To turn off notifications, **clear** the check boxes.
6. Click **Submit**.
7. When one of the selected items is updated, you should receive a short text message informing you there has been a change.
Course Reports

Course Reports allow you to track activity in the course. Reports show user activity inside content areas, forums, groups, and an overall summary of user activity. Course Reports are found on the Evaluation menu on the Control Panel.

The following reports are available:

- **All User Activity inside Content Areas** – A summary of all user activity inside Content Areas for the course.
- **Course Activity Overview** – Overall activity within a single course, sorted by student and date.
- **Course Coverage Report** – Coverage information as related to institutional and program goals.
- **Course Performance** – Information showing how a single course performs against a selected set of goals.
- **Overall Summary of User Activity** – User activity for all areas of the course.
- **Student Overview for Single Course** – An individual student’s activity within a course, sorted by date.
- **User Activity in Forums** – A summary of user activity in Discussion Board Forums in the course.
- **User Activity in Groups** – A summary of user activity in Groups in the course.
To run a report:

1. Click **Evaluation**, in the Control Panel, to expand the Evaluation section.
2. Click **Course Reports**.

3. Click the **Action Link button** for the report you want to run.

   **All User Activity inside Content Areas**
   
   This report displays a summary of all user activity inside Content Areas for the course.

   **Course Activity Overview**
   
   Course Activity Overview displays overall activity within a single course, sorted by student, and the total amount and type of activity for each student who has been in the course.

   Last Run: Friday, June 30, 2017 3:08:30 PM CDT
4. Click Run.

All User Activity inside Content Areas

This report displays a summary of all users' activity for the course.

Last Run:

Run

5. Select the Report Specifications.
   a. For the Course Activity Overview or Single Course User Participation report, select the Start and End Dates for the report.

REPORT SPECIFICATIONS

All report types will open in a new browser window upon Submit.

* Select a Start Date [07/06/2017]
  Enter dates as mm/dd/yyyy

* Select an End Date [07/06/2017]
  Enter dates as mm/dd/yyyy
b. For the Course Performance report, click the **Goal Set** and then type the **Target Performance Level** and the **Average Range**.

**REPORT SPECIFICATIONS**

All report types will open in a new browser window upon Submit.

- **Goal Set**: None
- **Target Performance Level**: 0
  
  Define a percentage that indicates a student is performing well. (e.g. 70)

- **Average Range**: 5
  
  Provide a range for the Target Performance Level. For example for a Target Performance Level of 70, type an Average Range of 5 for the range to be 65-75.

- Show Unavailable Students
- Show Unaligned Goals

---

c. For the Student Overview for Single Course report, click the **name** of the **student** in the drop-down menu, and select the **Start** and **End Dates** for the report.

**REPORT SPECIFICATIONS**

All report types will open in a new browser window upon Submit.

- **Select Student**: Hare, Bunny (bhare)
- **Select a Start Date**: 07/06/2017
  
  Enter dates as mm/dd/yyyy

- **Select an End Date**: 07/06/2017
  
  Enter dates as mm/dd/yyyy

---

6. Click **Submit**.

7. The report will open in a separate window as an **HTML** file.
To print a report:

1. In the report, click **Report Options**.
2. Click **Printable View**.

3. The report will reopen as a **PDF** file.
4. Click the **Print** button in the PDF viewer menu to print the report.

To download a report:

1. In the report, click **Report Options**.
2. Click **Download to Excel**.
3. If prompted, click the option button for **Open with...**, and then click **Microsoft Excel** from the drop down list of applications. (Excel should be the default option for any computer with Microsoft Office.)

4. Click **OK**.
5. The file will open as a temporary Excel file, in Excel. Be sure to **save** the file in a **secure** location.
6. If your Web browser skips steps 3 – 6, the file will probably be saved in your Downloads folder. **Open** and **Save** the file to a secure drive, as an Excel file. (In Google Chrome you can open the file by clicking the button for the file that appears at the bottom of the browser window.)
To see **individual student information** from the Course Activity Overview report:

1. After running the Course Activity Overview report, locate the **Student Overview** section of the report.
2. Click the **graph bar** for the student for whom you want to see individual information.

**Student Overview (4 Students)**

![Graph showing student activity](image)

3. This will initiate the **Student Overview for Single Course** report for that student for that time period. The report will open in a separate window.
4. You can click **Back**, just below the Report Options, to return to the Course Activity Overview report.
Analytics Reports

In addition to the Course Reports, you can view Analytics Reports. These reports are generated by a Blackboard product called Analytics 4 Learn. This tool provides additional data from both Blackboard and the student information system.

The following reports are available:

- **Course At-a-Glance** – compares the course against other courses in the same department
- **Activity and Grade Scatter Plot** – plots the distribution of student activity versus their course grades
- **Activity Matrix** – a visual representation of course student activity
- **Course Submission Summary** – summarizes course user submissions

To run an analytics report, click the **title** of the report or click the **Action Link button** for the report and then click **Run**.
Glossary

Blackboard Learn contains a Glossary tool that allows instructors to build up lists of terms used in the course. The Glossary organizes terms alphabetically, with links to words beginning with the same letter.

To create a term in the Glossary:

1. In the Course Tools menu, click Glossary.
2. Click Create Term.
3. Type the term.
4. Enter the definition, using the Content Editor. You can include multimedia that goes with the term.
5. Click Submit.

Instructors can download and upload glossaries, using the Upload/Download button.

- Glossaries are downloaded as a tab-delimited XLS file
- Glossaries are uploaded as a tab-delimited TXT file or a comma-delimited CSV file.
- Each line of the file contains a term and its definition, separated by a tab or comma, depending on the file.
Groups

Instructors can create and manage groups here, including selecting the tools each group can use.

Instructors can create single groups or sets of groups. The following types of groups can be created:

**Self-Enroll** – The students choose which group(s) to enroll in, via a sign-up sheet.  
**Manual Enroll** – The instructor enrolls the students into one or more groups.  
**Random Enroll** – The students are randomly enrolled by the system into multiple groups.

To create a group:

1. Point to **Create**.
2. To create one group, use **Single Group** OR to create multiple groups, use **Group Set**.
3. Click **Self-Enroll**, **Manual Enroll**, or **Random Enroll** (group set only).
4. Type a **Name** for the group(s). Group Sets will add a number to each group name.
5. Type a **Description** for the group(s).
6. Click the option button for **Group is visible to students: Yes** or **No**.
   - For self-enroll groups, you can choose a third option: **Sign-up Sheet Only**.
7. Select the **tools** that will be available to the group(s). Each group will have their own instance of the tool.
   - **File Exchange** enables group members to share files.  
   - **Tasks** tool allows members to set tasks for the group.  
   - If a tool is not available in the course, in will not be available to the groups.
8. Select the check box for **Allow Personalization** to let group members personalize their page.
9. Set up how students will be **added** to the group(s):
   - For Self-Enroll groups, set up the **Sign-up Sheet**:
     i. Type a **Name** for the Sign-up Sheet.  
     ii. Type **Instructions** for the Sign-up Sheet.
iii. Type the **Maximum Number of Members** per group. This helps to evenly distribute students throughout the groups.

iv. Select the check box for **Show Members**, to let students see who has already signed up for the group(s).

v. Leave the check box selected for **Allow Students to sign-up from the Groups** listing page. You will need to create a Course Menu link to the Groups listing page. For details, see below.

- For a single **Manual Enroll** group, add the members:
  vi. Click **Add Users**.
  vii. Select the check boxes for the users you want to add to the group.
  viii. Click **Submit**.
  ix. To remove a member, click the X button.
  x. Click **Remove All Users** to clear the group of members.

- For **Random Enroll** groups, set how members will be distributed to the groups:
  xi. Click one of the following the option buttons:
      1. **Number of Students per Group** OR
      2. **Number of Groups**.
  xii. Type in the number for the option you selected.
  xiii. Click the option button to **Determine How to Enroll any Remaining Members**:
      1. Distribute the remaining members amongst the groups
      2. Put the remaining members in their own group
      3. Manually add the remaining members to groups

10. For Self-Enroll and Manual Group Sets, type the number of groups.
11. Click **Submit**.
12. To **add** members to Manual Enroll Group Sets (or existing single groups):
   a. Click the **Action Link button** for the group.
   b. Click **Edit Group**.
   c. Under Membership, click **Add Users**.
   d. Select the check boxes for the users you want to add to the group.
      i. NOTE: To add an instructor to a group, select the check box for **Show all users regardless of role** and search again, with Any and Not Blank in the search fields. This will display non-student users in the course.
   e. Click **Submit**.
f. Click **Submit** again, to update the group.

To **edit** a group:

1. Click the **Action Link button** for the group.
2. Click **Edit Group**.
3. After making needed **changes**, click **Submit**.

**Creating a Course Menu Link to the Groups Tool**

If you add one or more Self-Enroll groups, you’ll need a location where students can sign up for the group. To do this, add a link to the Groups tool, on the Course Menu:

1. Point to the **Add Menu Item button**.
2. Click **Tool Link**.
3. Type “Groups” into the Name text box.
4. Click Groups in the Type drop-down menu.

![Add Tool Link](image)

5. Select the check box for Available to Users.
6. Click Submit.

![Add Tool Link](image)

7. Drag the Groups link to the position you want in the Course Menu. We recommend placing it just above the My Grades link.
8. Students can sign up for a group by going to the Groups page and viewing the sign-up sheet for the group. They can click Sign-up to add themselves to the group.

Managing Groups

From the Groups page, instructors can edit groups, manage the tool availability, and allow students to create groups of their own.
To manage the **tool availability**:

1. On the Groups page, point to **View Options**.
2. Click **Show Tool Availability**.

![Image showing View Options and Show Tool Availability]

3. The page changes to show all available tools for groups.
   a. Green **check marks** indicate the tool is **available** to that group.
   b. Red **Xs** indicate the tool is **not available** to that group.

4. To change the **tool availability**:
   a. **Click** a green **check mark** to make that tool **unavailable**. The check mark will change to an X.
   b. **Click** a red **X** to make that tool **available**. The X will change to a check mark.
5. Point to **View Options** and click **Hide Tool Availability** to hide the tools listing.

To allow **students** to create groups:

1. On the Groups page, click **Group Settings**.
2. Select the check box for **Permit Students to Create Single Self-Enrolled Groups**.
   a. Instructors can edit all student-created groups. Select the check box for **Permit Students to Edit Student Created Group** to let students do so as well.
3. Click **Submit**.
Performance Dashboard

This tool displays a variety of information relating to the individual student performance and access in the course:

- **Last Course Access** – The date and time of the last access of the course by that user.
- **Days Since Last Course Access** – The number of days since the last access.
- **Review Status** – Displays the number of items a user has reviewed that have adaptive release review status in the course. The link will display a list of content items and whether they have been reviewed or not.
• **Adaptive Release** – This link displays all the content items in a course and whether or not the user in question can see the item (an eye icon) or not (an eye icon with a line through it). This window will also show reviewable items and whether the user has reviewed them or not.

• **Discussion Board** – Displays how many posts a user has contributed. Clicking the link will display statistics about the posts and the forums in which the user has posted.

• **Customize Retention Center** – Displays early warnings, risk factors, and other retention-related information about students. For more information about retention management tools, see “Retention Center.”

• **View Grades** – Links to the Grade Center.
Web Links

Web Links are links to sites outside of Blackboard Learn. There is no Web Links tool page, so Web Links must be created and deployed directly in the course content.

Be sure to verify the legitimacy of the content on the sites you are linking to, and to regularly check to see the links are working.

Creating a Web Link

To create a Web Link:

1. Navigate to the learning module or content folder in which you want to create the Web Link.
2. Point to Build Content.
3. Click Web Link.
4. Type the Name of the Web Link.
5. Type the URL. You must include the http:// or https:// part.
6. Enter a Description of the Web Link, using the Content Editor.
7. Attach any files associated with the Web Link:
   a. Click Browse Course – Instructors should already have files uploaded to the files area. Do not use Browse My Computer, as it will result in files being copied to the root directory in the Files area.
   b. Navigate to the folder containing the file you want to attach.
   c. Select the check box for the file.
   d. Click Submit.
8. Click the option button for Yes to Open in a New Window (recommended for Web Links).
9. Click the option button for Yes to Permit Users to View this Content.
10. Click one of the option buttons to set whether or not to Track Number of Views.
11. Select Date and Time Restrictions if needed
    a. Select the check boxes for Display After and/or Display Until.
    b. Type the dates and times, using the format indicated, or enter them using the Date and Time Selection Menus.
12. Click Submit.
Blackboard Mobile Apps
The Blackboard (Student) App

The Blackboard app (or Blackboard Student app) is designed to allow students to access their courses on a smartphone or tablet. Student can read materials, watch course videos, submit work, take quizzes, post discussion messages, and do other student activities.

Instructors cannot access files or course controls from this app.

The app is available for iPhones, Androids, and Windows phones.

To log into the Blackboard (Student) app:

1. Tap the **Blackboard app** on your phone.
2. Tap the line that says “**Type your school’s name**.” This adds the insertion point to the line.
3. Type “University of Arkansas at Fort Smith.” (Don’t type “UAFS.”) As you type, Blackboard will fill in a list with possible options.

4. When you see University of Arkansas at Fort Smith on the list, tap it.

5. Tap the Web Login button.
6. The UAFS PortalGuard page will appear.

7. Type your **username** and **password** in the text boxes for those credentials.
8. Tap the **Login** button.
To log out of the Blackboard (Student) app:

1. Tap the “hamburger” button (the one with three lines) in the top left corner of the screen.

2. Tap Settings.
3. Tap **Log Out**.

4. Click **Log Out**, to confirm.
Navigating the Blackboard App

The following instructions apply to students using this app.

When you first log into the app, you are shown your Activity Stream. This is similar to the Global Navigation menu in Blackboard, when viewed on a computer. The Activity Stream displays any updates from your courses.

Tap the hamburger button (the button with three lines) in the top left part of the screen to see a Blackboard menu page that lists the main areas in the app.
Available areas are:

- **Profile (Your Name)** – This section contains the student profile information.
- **Activity Stream** – As mentioned above, this area contains any updates and other alerts from the student’s courses.
- **Courses** – This area contains all of the student’s courses.
- **Grades** – This area contains all of the student’s grades, organized by course.
- **Due Dates** – This area lists all of the student’s due dates.
- **Settings** – This area contains several options, including a place to offer feedback and the Help link.

Tap the name of the listing to go to that area.

You can tap the hamburger button to **return** to the Blackboard menu from any location in the app.
Tap the **arrow** on the top left of the page to move to the previous main level in your account. For example, if you are in a course and tap the arrow, you will return to the Courses listing.
Accessing Courses and Course Content

From the Courses area, tap the name of a course to access it.
The main course page will be displayed. This contains a link to due dates and links to key course materials, including the Course Content (The Course Menu for your course.)
Tap **Course Content**. The Course Menu will be displayed. Tap any of the **content areas** or **tools** to access them.
The content area or tool will open, showing all the available content in that area or tool, with the name of the area or tool listed at the top.

To access content, tap the title of the content.
To return to the previous level, tap the **arrow** by the area or tool name.

For certain kinds of content, you may need to tap an **X** to return to the previous page.

For certain kinds of activity (tests, assignments) you will need to tap the **bar at the bottom of the screen** to start the attempt. (For tests, you will still need to tap the Begin button.) When you have completed the requirements for the activity, tap **Save and Submit**. If you need to save the work and make changes later, click **Save All Answers**. (Remember that time limits on tests will continue to run even while you are not in the test.)

Some content will open in the Web browser app on your phone or tablet. For this type of content, navigate the pages as you would if on a computer.
The Blackboard Instructor App

The Blackboard Instructor app is designed to allow instructors to access their courses on a smartphone or tablet. Instructors can interact with students, manage course settings, create links, create and organize online content. At the time of publication, grading was not yet available but was expected to be added in the near future. (Until grading is available, instructors should use the Blackboard Grader app to complete that work.)

Students cannot access their courses from this app.

The app is available for iPhones, Androids, and Windows phones.

To log into the Blackboard Instructor app:

1. Tap the Blackboard app on your phone.
2. Tap the line that says “Type your school’s name.” This adds the insertion point to the line.
3. Type “University of Arkansas at Fort Smith.” (Don’t type “UAFS.”) As you type, Blackboard will fill in a list with possible options.

4. When you see University of Arkansas at Fort Smith on the list, tap it.
5. Tap the Web Login button.
6. The UAFS PortalGuard page will appear.
7. Type your **username** and **password** in the text boxes for those credentials.

8. Tap the **Login** button.
To **log out** of the Blackboard **Instructor** app:

1. **Tap** the “**hamburger**” button (the one with **three lines**) in the top left corner of the screen.

2. **Tap** **Settings**.
3. **Tap** **Log Out**.
4. Click **Log Out**, to confirm.
Navigating Blackboard Instructor

When you first log into the app, you are shown your current courses.

Tap the Hamburger icon (the button with three lines) in the top left part of the screen to see a Blackboard menu that lists the main areas in the app.
Available areas are:

- **Courses** – A list of all courses to which you have access
- **Settings** – A list of available settings:
  - Help
  - Feedback
  - Terms of Use
  - Privacy Policy
  - Log Out

Tap the listing to go to that area.

**Navigating Courses**

To access a course, tap the course name in the Courses list.
Unlike the Blackboard app for students, when you select a course, the first thing you will see is not the Course Menu, but a list of key tools in the course, including due dates, course content, and a list of e-mail links for each instructor in the course.

Tap Course Content to see the Course Menu.
From any area, tap the arrow on the top left of the screen to return to the previous page.

You can create announcements and participate in discussions in the app.
Appendix A: The Content Editor – Additional Information
The Math Editor

The Content Editor includes a Math Editor. This editor can build equations and formulas, and produce a number of math symbols. It uses LaTeX code, which allows users to edit existing equations in the content.

Setting Up Equations

To set up an equation:

1. Click the Launch Math Editor button to open the editor.

2. Click in the editor to place the insertion point.
3. Type to enter text directly into the editor.
4. To add a symbol, click the tab that contains the symbol you want to use.
5. Click the icon for the symbol you want to use.

![Symbol Icon](image)

6. If the symbol has a box, click the box to place the insertion point there.
   a. Type any numbers or text you want in the box  
      OR  
   b. Click another icon to add that symbol into the box.

![Symbol Box](image)

7. Repeat steps as needed to build your equation.
8. If you need to delete content, highlight the content and either type and replace or click the DELETE key.
9. When finished, click Accept to add the equation to the Content Editor.
10. Click Cancel if you want to cancel the operation.
You can **nest** symbols within other symbols to build large equations or formulas.

\[ \sqrt{\frac{\sqrt{\sqrt{\cdot}}}{\sqrt{\cdot}}} \]

Some symbols will have **dialog boxes**. For example, when creating certain types of matrices, the Math Editor will produce a dialog box asking for the number of rows and columns.

When building formulas with parentheses and other symbols found on the keyboard, use the symbols in the Math Editor instead of the keyboard versions, as the Math Editor symbols will **scale** to the size of the equation as you add to it.

**Tabs and Symbols**

The following tabs are available in the Math Editor. There are numerous types of symbols available in each:

- **General** – This tab contains commonly used general symbols.
- **Symbols** – This tab contains a more comprehensive list of general symbols.
- **Arrows** – This tab contains various types of arrows.
- **Greek and letters** – This tab contains Greek letters (both upper and lowercase) and a few other language-based symbols.
- **Matrices** – This tab contains layouts for matrices.
- **Scripts and layout** – This tab contains layouts for scripts, roots, fractions, etc.
- **Decorations** – This tab contains various brackets, parentheses, accents, and other decorations.
- **Big operators** – This tab contains symbols for big operators.
- **Calculus** – This tab contains symbols common to calculus.
- **Contextual** – This tab contains symbols that are only available for certain types of functions and equations.
Formatting Text

You can format text in the Math Editor, from the options on the General tab.

To format the text:

1. **Select** the text you want to format.
2. To bold the text, click the **Bold** button.
3. To change the color of the text, click the **Color** button and then:
   a. Click a color **swatch**, OR
   b. Type the **hexadecimal code** for the color in the text box and press **ENTER** on your keyboard.
4. To italicize the text, click the **Italic** button.
5. To set the text to normal, click the **Normal text** button. This puts a box around the text to identify it.
6. To automatically make new text italicized, click the **Automatic italic** button.
7. To remove the bold, italic, or normal text, click any of those buttons a **second** time.
8. To right align the text, click the **rtl** button. Click this button **again** to return the text to left align.

Help (The Manual Link)

There are two links to the Math Editor online manual:

1. The **question mark icon** in the top right corner.
2. The **Manual** link in the bottom right corner.

In addition, there is a link to information about the LaTeX math editor standard.
Tables

The Content Editor has many options for adding and editing tables:

**Toolbar Buttons**

The Content Editor has a number of buttons in the bottom toolbar for adding and modifying a table. They allow users to quickly change table, row, and cell properties; add and delete rows and columns, and merge or split cells.

Merging Cells

The Content Editor allows users to merge multiple cells into single cells. This means users can create table cells that span multiple rows and/or columns.

To **merge** table cells:

1. Select the table cells you want to merge.
2. Click the **Merge Table Cells** button.
3. The cells will merge into a single table cell.
Users can also split merged table cells:

1. Select a merged table cell.
2. Click the Split Merged Table Cells button.
3. The merged cells separate into their original individual cells.

Resizing Tables

The Content Editor makes it easier to resize existing tables:

1. Click the table you want to resize.
2. Small squares appear on the table. These are called handles.
3. Drag one of the table handles until the table is the size you want.
   - The top and bottom handles will change the height of the table.
   - The right and left handles will change the width of the table.
   - The corner handles will change the height and width of the table.
Users can also resize rows and cells, using the properties for those items:

1. Select the rows or cells you want to resize.
   - Click the Table Row Properties button to resize the height of the rows.
   - Click the Table Cell Properties button to resize the height and/or the width of the cells.

2. Type the height and/or width in pixels that you want to use for the row/cells.

3. Click Update.
Shortcut Menus

The Content Editor supports the use of shortcut menus for tables. Right click a table to access the following shortcut menu options:

- Insert/Edit Table
- Table Properties
- Delete Table
- Cell
  - Table Cell Properties
  - Split Merged Table Cells
  - Merge Table Cells
- Row
  - Table Row Properties
  - Insert Row Before
  - Insert Row After
  - Delete Row
  - Cut Table Row
  - Copy Table Row
  - Paste Table Row Before
  - Paste Table Row After
- Column
  - Insert Column Before
  - Insert Column After
  - Delete Column

Invisible Tables

The Content Editor lets users easily manage invisible tables. These are tables with a border of “0”. They are rendered with dotted lines, making them clearly visible in the editor.
Adding Multimedia

The Content Editor allows users to add a variety of media. As always, upload your files to folders in the Files area before deploying them in the content.

Insert/Edit Image

The Insert/Edit Image button will add Web-compatible image files, such as GIFs, JPGs, and PNGs. Users should include an Image Description for those who cannot view the image. Users can also edit the properties for existing images by highlighting the image and clicking this button.

Insert/Edit Embedded Media

The Insert/Edit Embedded Media button lets users embed various types of video, multimedia, and audio files directly into the content.

1. Click the Insert/Edit Embedded Media button.

2. Click the type of media you want to add in the drop-down menu.
   a. HTML 5 Video
   b. HTML 5 Audio
   c. Flash
   d. QuickTime
   e. Shockwave
f. Windows Media
g. Real Media
h. iFrame
i. Embedded Audio

3. Click Browse Course.
4. In the File Picker, navigate to the folder containing the media file(s). The file type must match the media selected.
5. Verify the dimensions in the text boxes. Any changes should be proportional to the original dimensions of the media.
6. Click Insert.

Insert Mashup

Users can add content from YouTube (videos), Flickr (photos), and Slideshare (presentations) and other third-party sources that have been approved for UAFS (EnsembleVideo, LiveText).

1. Click the Mashups button
2. Click the type of media you want to use.
3. In the Search text box, type **keywords** for the content you seek.
4. Where available, you can use the **drop-down menu** of conditions to narrow or expand the search.
   a. Some Mashups have additional options.
5. Click **Go**. A list of media content will appear.

6. Where available, click **Preview** to preview a file.
7. Click **Select** to select a file.
8. From the drop-down menu, click **View** to select how content will appear.
9. If available, set the **size** of the display for the file.

10. Click the radio buttons determining whether information from the **source site** is displayed or not.
11. Click **Submit**.
Appendix B: Troubleshooting and Maintenance
System Requirements

**Recommended Operating Systems:**

- Windows 7, 8, or 10
- Mac OS X v10.8, 10.9, 10.10, 10.11, 10.12

Check the system requirements for the operating system and browser(s) on your computer. Requirements will be higher for newer browsers and operating systems.

**Minimum hardware for video, sound, Internet connection, etc.**

- Mouse, keyboard, or laptop touch pad
- Monitor with minimum Super VGA (800 x 600) resolution. Higher resolution recommended
- Sound Card and Speakers
- Minimum broadband connection (cable or DSL).
- CD-ROM and/or DVD readable drive, or USB ports and drives

**Recommend computer hardware for video and sound**

- A webcam with a built-in microphone
- A computer/USB microphone, if your webcam does not have a microphone
- A laptop or mobile device with a camera and microphone

**Supported Browsers (PC and Mac only)**

*UAFS recommends using Chrome or Firefox with Blackboard Learn and Blackboard Collaborate**

- Apple Safari – 6+ (MacOS only)
- Google Chrome*** – 36+
- Microsoft Edge*** – 20+
- Microsoft Internet Explorer**** – 11+ (Windows only)
- Mozilla Firefox – 31+
* Mobile app versions of the above browsers are **not currently supported**, though users may have some success using them. **Students** should use the **Blackboard (Student) app** to access their online courses.

** Blackboard Collaborate is only **fully supported** in **Google Chrome** and **Mozilla Firefox**.

***Google Chrome versions 42 and above and Microsoft Edge do **not** support **NPAPI-type** plug-ins, including Java and many media browser plug-ins. Any embedded media requiring these plug-ins will not work in these browsers.

****While not recommended, if you use **Internet Explorer**, it should be in **Standards Mode**. This is the regular mode with no Compatibility Mode turned on.

**Note**: If you have an unsupported browser or a dial-up Internet connection, you will have difficulties running Blackboard courses.

**Browser Checker**

Students can check to see if their Web browser is supported by Blackboard by clicking the link below:

- **Blackboard Browser Checker**

**Supported Mobile Technology**

Students can download the **Blackboard (Student) app** for iOS, Android, and Windows mobile devices. The app should be a **free** download for UAFS students on each of these platforms.
Other Software:

Plug-ins

- Java 8 is recommended. Java 7 is also supported.

Applications

UAFS recommends the following applications for online classes:

- Microsoft Word
- Adobe Acrobat Reader
- Microsoft PowerPoint or PowerPoint Viewer (for Web-enhanced courses)
- VLC Media Player

Accessibility

Blackboard recommends the following screen reader combinations:

- For Windows systems – Mozilla Firefox with the JAWS screen reader
- For Mac systems – Apple Safari with the VoiceOver screen reader
Troubleshooting

As with any technology, occasional problems may occur.

Known Issues

As with most software, there are a number of known issues with the Blackboard Learn system. Blackboard keeps a record of these issues, along with information on existing workarounds and when fixes are expected.

Instructional Support can help instructors determine whether or not a technical problem is the result of a known issue with Blackboard.

Troubleshooting Tips

Many technical problems are the result of common computer issues. Blackboard users should try the following steps before contacting support. If these actions do not resolve the problem, instructors should contact Instructional Support at instructionalsupport@uafs.edu. Students should contact the Help Desk at (479)788-7460 or via e-mail at techsupport@uafs.edu.

1. **Clear the Cache/Temporary Internet Files** – These are temporary files your Web browser saves, when you visit a Web site. They are used if you return to the site and there have been no changes since your last visit. However, if a cached file has an error, it can cause problems. Clearing the cache will allow the browser to download a good version of the file. See [http://academics.uafs.edu/distance-learning/resolving-web-browser-and-computer-problems](http://academics.uafs.edu/distance-learning/resolving-web-browser-and-computer-problems) for instructions on how to clear browser cache.
   - If the issue is Java-related in any way, try clearing the Java cache.
     - Instructions for doing this can be found at the same link, above.

2. **Log out of the system and log back in** – This resets some aspects of your Blackboard session. Sometimes this can correct some memory errors on the Blackboard system.
3. **Restart the Web browser** – This can correct some memory errors associated with the browser.
4. **Shutting Down and Starting Again** – Use your operating system Shut Down option to completely power down your system. After 30 seconds, restart the system. This is called a “cold boot,” and will start the computer with a fresh set of temporary memory.

   o If the error prevents your computer from running a Shut Down, you may need to power down the computer by holding down the power button or physically unplugging the computer. This is called a “hard boot” and is not recommended unless necessary.

You should also check:

- **Pop-Up Blockers** – Pop-up blockers are programs that block unwanted “pop-up” windows from appearing when you are browsing the Web. However, Blackboard Learn is designed to open some kinds of content in new windows. Consequently, pop-up blocker software can prevent Blackboard from opening these windows in your Web browser. You should turn off all unnecessary pop-up blockers on your computer. If you feel you need a pop-up blocker, use the one on your main Web browser, and make sure it makes exceptions for the following domains: “uafs.edu” and “*.uafs.edu.”

   o If your course uses third-party publisher content, you may need to add additional domains to your pop-blocker settings.

- **Viruses and Malware** – If the problem seems related to new software you have installed or occurs after visiting a suspect Web site, you should check your system for viruses or malware (malicious software). For more details, see “Maintenance,” below.
Maintenance

This section contains important maintenance practices you should perform regularly to keep your computer running efficiently and to protect your data.

- **Backups** – Make sure you keep backups of all of your course documents and other files. Your local network drive (R:\) is a good location for these, as that drive is regularly backed up. Remind your students to keep backups of their work, as well, including discussion posts, blog entries, or other work for which they will be graded.

- **Clearing Cache/Temporary Internet Files** - These files are temporary files your Web browser saves, each time you visit a Web site. If you return to the site and there have been no file changes since then, your browser will use these files instead of downloading them again. If a file in the cache has an error it can cause problems. Clearing the cache will allow the browser to download a good version of the file.

  You should regularly clear your browser and Java cache. You should also periodically clear out other temporary files and information in your browser, such as cookies, history, form data, and passwords.

  You can find out how to clear your browser and Java cache at the following page on the UAFS Distance and Online Learning web site:


- **Anti-Virus Software** – You should have anti-virus software on all your personal computers. Make sure the software is set to automatically update, so you have the latest protection against viruses. All UAFS computers have anti-virus software.

- **Anti-Malware Software** – You should also have the latest anti-malware software on all your personal computers. Malware is “malicious software” that is designed to track or redirect your computer activity. Certain kinds of malware can steal personal information entered with the keyboard or lock
your files with encryption (ransomware).

Proactive anti-malware software will attempt to block any malware before it affects your computer. This feature usually is not included in the free versions of software.

Many anti-virus programs include anti-malware programs, as well. The anti-virus software on UAFS computers also has anti-malware protection.

Some free anti-malware programs (for private, home use only):

- **Spybot** - [http://www.safer-networking.org](http://www.safer-networking.org)
- **Ad-Aware** - [http://www.lavasoft.com](http://www.lavasoft.com) (a FREE home version is available)
- **MalwareBytes** - [http://www.malwarebytes.org/](http://www.malwarebytes.org/) (the FREE home version does not work proactively to prevent malware from accessing your computer, but this program is very good at removing existing malware)

- **Firewalls** – Make sure you have effective firewall software in place on your personal computers. This software is designed to protect your computer from attacks from the Internet. UAFS has network firewalls. Windows computers come with a basic firewall application.

- **Wi-Fi Security** – If you use a home wireless or “Wi-Fi” network, be sure your network is a secure, private network, requiring a password to access it. Unsecured networks are open to outside access. Hackers can obtain passwords and other personal information from unsecured or public wireless networks. The main UAFS wireless network (5210) is private and secure.
Appendix C: Publisher Course Content and Course Exports and Imports
Publisher Content

In addition to the content you create for your online courses, a number of publishers also create content for Blackboard that supports their textbooks. This content tends to come in three forms:

- Individual content that can be uploaded to the course one item at a time
- Course Cartridges or “E-packs” that can contain all the publisher content and can be added to your Blackboard course
- Content on the publisher’s learning management system, which you can link to using a building block in Blackboard, integrating the content in your course.

IndiViduaL Content

This content consists of a variety of content, usually organized by chapter, which you can upload or import into your course, individually. Some common examples are:

- **Word** or **PDF** lecture notes
  - Be sure to convert any Word notes to PDF or HTML before uploading and deploying in your course.
- **PowerPoint** presentations
  - For full online courses, we recommend using these to make lecture videos, via Camtasia, instead of just uploading them as is to the course.
- **Test banks**
  - Often, these are in Blackboard zip files that you can import directly into the Tests or Pools tool.
  - Sometimes these are combined into a single file that you can import using the Import Package tool. For details, see “Course Exports, Archives, Imports, and Restores,” below. These files often contain several tests and pools.
  - Occasionally, these are delivered in an application (e.g. TestGen, ExamView, Diploma). You would then need to export the chapter in Blackboard 9.1 format or create a test and export it in that format.
Chapters can be imported as Pools. Tests are imported in the Tests tool. For details, see “Testing, Surveys, and Respondus; Exporting and Importing Tests.”

- If the test bank is not available for import, the publisher likely will have Word or TXT files with the test bank. This should be a last resort though, as it takes considerably longer to add these.

**Course Cartridges**

This content is added to your course in one of two ways, either via the Import Package process or by entering a code that the publisher sends you into the Import Course Cartridge tool in your Blackboard course. For details on obtaining the codes, see “Ordering,” below. For details on importing packages, see “Course Exports, Archives, Imports, and Restores,” below.

In both cases, we **strongly recommend consulting with Instructional Support** before adding this content. The content can potentially alter your course in ways that cannot easily be undone.

**Content**

Course cartridges come with varying levels of **content**, sometimes including learning modules, test banks, Web links, multimedia, presentations, and even games and flashcards. Some cartridges are nearly complete courses while others only contain minimal course content, such as test banks.

Instructors can add content and learning activities to a course cartridge. Course cartridges are designed to accompany an **individual textbook**. Most cartridges use material that is imported directly into your Blackboard course. However, some contain links to publisher Web sites with additional content.

You should **review and evaluate** all the content available in a course cartridge to decide what you will use. Items that will not be used should be hidden instead of deleted, so they will still be available, if needed.

Publisher content will often contain branding for the textbook or publisher. These
graphics and colors **must** be removed from the course (per UAFS administrative policy). Make sure your **course header** is preserved before importing course cartridges.

**Cost and Access Codes**

While some course cartridges are free to use with the textbook, others require an **access fee**. This fee is paid by the student, as part of the textbook purchase. Most access fees are in the $12-30 range. Special content packages, such as Pearson’s My Lab series (MyMathLab, MyPsychLab) may be higher. The access fee purchases an access code. This code may come with the textbook or separately. The code must be typed by the student **exactly** as written, when requested by the Blackboard system. Students will purchase access codes in the bookstore or online.

The access code is usually only requested once by the system. Once an access code has been used, it cannot be reused. If students buy used textbooks, they must purchase a **new** access code to go with the book.

**Temporary Access**

If students do not have an access code, they can request **temporary access** to the course. This access will allow them to work in the course until they can get an access code. Once the temporary access has ended, students must have a code to access the course.

**Ordering**

Instructors, departments, and colleges should contact their textbook publisher representatives about the appropriate **ISBN** order numbers for the textbooks and access codes. Some access codes must be ordered with the texts, requiring a specific ISBN. Many codes are now accessible online, where students can purchase them directly.

Sometimes, publishers will require that new textbooks be ordered with the codes. However, some bundled packages of texts and codes will have slightly reduced
fees or will include other content, such as CD-ROMs or access to additional online content.

When you order a course cartridge, the textbook representative (or their technical support department) may forward you a Course Cartridge Download Key. Contact Instructional Support at instructionalsupport@uafs.edu about getting this content added to your course. Please DO NOT use the download key or import course cartridge files without first consulting Instructional Support.

Integrated Partner Content

Some publishers maintain online content for textbooks and other products in their own learning management systems (LMS). This content includes video, lecture notes, presentations, tests, assignments, and even digital versions of the textbook, in some cases.

However, you can link to this content in your Blackboard course through the use of a building block (or B2). Building blocks are software that connect Blackboard to the publisher LMS, integrating the two systems and exchanging certain types of information. For example, if a student takes a quiz or completes an assignment in the publisher LMS, some (but not all) building blocks will send the grade for that work to the Grade Center in your Blackboard course.

It is important that students access the publisher site through the building block links you set up in your Blackboard course. If they do not, the Blackboard course and the publisher content will not be properly linked.

Requesting a Building Block

If a building block for a publisher is not currently on the UAFS Blackboard system, you can request that it be added.

The approval policy for building blocks is located at: http://academics.uafs.edu/sites/academics.uafs.edu/files/Departments/Distance %20Learning/approval_policy_for_blackboard_building_blocks.pdf
The request form for a building block is located at:
http://academics.uafs.edu/sites/academics.uafs.edu/files/Departments/Distance%20Learning/blackboard_learn_building_block_request_form.pdf

To make the request, download and complete the PDF request form, save it, and then send the form to instructionalsupport@uafs.edu.

**Connecting Your Course to Publisher Content Using a Building Block**

Once the building block is installed, you can connect your course to the publisher content using the method below. Once connected to the building block, you should refer to the publisher documentation about their product to create and manage content in that system and to make sure that data is being sent to your Blackboard course.

It’s a good idea to make a starter link that students can use to access the publisher LMS and connect their account to it. That link should be in a central location, such as the main Course Content or Getting Started areas.

To link a Blackboard course to a publisher LMS site:

1. Navigate to the course learning module or folder where you want to create the link.
2. Point to Partner Content.
3. Click Content Market.
4. Click your **publisher’s name** on the content provider list.

5. **Link** your publisher course, following any instructions the publisher has provided.
   a. You may need to create a course shell in the publisher’s system as part of this process.

6. Click **Submit**.

Once you have created the initial link and integrated your Blackboard course with the publisher site, you can make more **specific links** to publisher content in your learning modules, depending on the kinds of links available from that system. Some systems allow direct links to individual videos, files, quizzes, and other items. Other systems may only allow links to pages with lists of available content.

Consult the **publisher’s documentation** to find out how to activate data integration such as grades moving to the Grade Center.
Course Exports, Archives, Imports, and Restores

Exports and Archives

Instructors can make backups of their courses. There are two kinds of backups:

- **Exports** – This is a backup of the course content. Students and student data are not included.
- **Archive** – This is a full backup of the course, including students and data. Some assignment files hosted by third party systems (SafeAssign, etc.) may not be saved.

Blackboard makes regular backups of the system, so it is not necessary for faculty to do this to preserve the data. However, you may want an occasional backup of the course content for other reasons.

Remember that archives contain student data, which is protected by FERPA law. Only make archives when absolutely needed, and make sure archive files are stored on a secure drive.

To export a course:

1. Click Packages and Utilities, in the Control Panel.
2. Click Export/Archive Course.
3. Click **Export Package**.

![Export/Archive Course](image)

4. For Course Files Default Directory, click the option button for **Copy links and include copies of the files in the course default directory**.

   a. The other option will not copy the files from the course.

5. For Files Outside of the Course Default Directory, click the option button for **Copy only links to files stored outside of the course default directory**.

6. Click **Calculate Size** to determine the file size of the course content.

   ![Package Size](image)

7. Avoid the use of **Manage Package Contents**, as this removes the files from the export, replacing them with links.
8. Under Select Course Materials, click **Select All**.

**SELECT COURSE MATERIALS**

Select materials to include in the export package. For a package to serve as an exact record, including user records, use archive instead of export.

- **Select All**  
- **Unselect All**

a. If the course has discussion activity, select the starter posts option you want from the discussion board.

9. Click **Submit**.
10. The action will be **queued** in the system and you will receive an **e-mail** message when the export is done.
11. The export will be saved as a .zip file on the Export/Archive Course page.

![Export Package and Archive Course](image)

12. To download the file, click the **title** and then follow the **Save File** procedures.

![Select files for download](image)

To **archive** a course:

1. Click **Packages and Utilities**, in the Control Panel.
2. Click **Export/Archive Course**.
3. Click **Archive Course**.
4. Select the check box to **Include Grade Center History**, if you want the history of all changes in the Grade Center to be included in the archive.

5. For Course Files Default Directory, click the option button for **Copy links and include copies of the files in the course default directory**.
   
a. The other option will not copy the files from the course.

6. For Files Outside of the Course Default Directory, click the option button for **Copy only links to files stored outside of the course default directory**.

7. Click **Calculate Size** to determine the file size of the course content.

8. Avoid the use of **Manage Package Contents**, as this removes the files from the export, replacing them with links.

9. Click **Submit**.

10. The action will be **queued** in the system and you will receive an **e-mail** message when the archive is done.
11. The archive will be saved as a .zip file in the Export/Archive Course section.

12. To download the file, click the title and then following the Save File procedures.

**NOTE:** Instructors should not keep copies of export or archive files in the Export/Archive Course page, as these files are very large and take up room. Files can be downloaded to an instructor’s local computer. After you have downloaded the file to your computer, you can delete it in your course.
To **delete** an export or archive file:

1. Click the **Action Link button** for the file.
2. Click **Delete**.
3. Click **OK** to confirm the deletion.

Blackboard Learn also supports the **Common Cartridge** standard. This exports a cartridge in a form that will open in other systems. The Export Common Cartridge Package option is available in the top right corner of the Export/Archive Course page.

You can export either the whole course or an individual content area as a Common Cartridge package.
Imports and Restores

Blackboard also allows instructors to import course content to a course shell and/or restore a course archive to a new course shell.

- An **import** adds the content from a course **export** file to a **course**.
- A **restore** adds the content from a course **archive** to the system as a **new course** shell.

Because these processes can **add content, courses, and students** to the system, please **consult** with us at Instructional Support. You can reach us at **instructionalsupport@uafs.edu**.
Index
A

about this manual · 9
accessibility
ALT · 110–13, 127
captions · 112, 127
colors · 128
content · 127
file titles · 113
graphics · 111
quick links · 27
software · 723
transcripts · 112, 127
visuals · 111
accessing the Grade Center · 79
achievements
about · 152, 628
badges · 635
certificates · 634
course completion · 152
creating · 628–35
custom · 152
defining triggers · 630–33
display dates · 630
milestone · 152
selecting rewards · 633–35
types · 628
acquainting students with technology · 621
Action Link buttons · 24
ADA (Americans with Disabilities Act) · 110–13, 121
adaptive release
about · 139–40, 636
accessing · 636
criteria · 636–37, 638, 641
date management · 244
dates · 636, 637
grades · 637, 638
membership · 637
performance dashboard · 682
review status · 637, 639
selecting criteria · 637–39
student access · 148
adaptive release advanced
about · 140
creating rules · 639
criteria · 640
deleting · 641
multiple rules · 640
rules
creating · 639
criteria · 640
editing · 641
Ad-Aware · 727
ADDIE model · 116
adding file links · 47–49

adding tools
blogs · 466
discussions · 375
journals · 480
wikis · 494
Adobe Acrobat Reader · 44, 723
alerts · 149
allowing additional attempts · 185
ALT · 110–13, 127
analytics reports
about · 148, 674
activity and grade scatter plot · 674
activity matrix · 674
course at a glance · 674
course submission summary · 674
running a report · 674
ANGEL · 11
annotation · See inline grading
announcements
about · 144, 642
creating · 642–43
duration · 642
linking to course content · 643
overview · 642
Retention Center · 261
tests · 305
anti-malware software · 726–27
anti-virus software · 726
applying a rubric · 431–39
archiving courses · 735, 738–40
assessment
instructional design · 118
self-assessment · 129
assessments
item analysis · 188, 190–92
menu · 71, 304
assignments
about · 142–43, 398
adding rubrics · 400
alignments · See assignments, goals
availability · 75, 404–5
Box · 199
confirmation numbers · 197–98
creating · 71–75, 399–405
deleting · 406
due dates · 73, 225, 400
editing · 406
files · 398
goals · 398, 407–9
grading
attempts · 97–98, 184, 194, 212, 422–24
saving drafts · 98
grading options · 402–3
inline grading
about · 398, 422
adding comments · 202
assignment details · 209
assignments (continued)
inline grading (continued)
attempt · 212
collapsing grading panel · 210
comments · 201–4
deleting comments · 204
downloading files · 207
grade · 211
highlighting · 205
known issues · 215
maximizing grading panel · 210
navigating files · 208
options · 201
override · 211
printing · 206
removing highlights · 206
replying to comments · 203
revert · 211
submission · 215
instructions · 72, 398, 399
learning activities · 122
number of attempts · 401
points possible · 73, 400
rubrics · 398, 431–33
SafeAssign · See SafeAssign
submission details · 74
submission receipts · 194, 197–98, 422
submissions · 401
asynchronous communication · 144
attaching a file · 47, 73, 213, 214
attendance
about · 644
accessing · 644
adding a meeting · 655
changing date in Meeting view · 650–51
deleting a meeting · 651, 656
editing status in Meeting view · 648–49
editing status in Overall view · 654–55
entering status in Meeting view · 646–48
entering status in Overall view · 653–54
exporting attendance data · 657
Grade Center · 644, 659
grade schema · 658
grade using · 659
Meeting view
about · 645, 646
accessing · 645
changing date · 650–51
editing status · 648–49
entering status · 646–48
navigating · 652
navigating to a different meeting · 652
Overall view
about · 645, 652
accessing · 645
editing status · 654–55
entering status · 653–54
attendance (continued)
overriding attendance status · 648
settings · 658–59
SSC · 644
viewing student data · 650, 658
audience · 621
audio · 112, 127, 128, 137
availability dates
about · 139
assignments · 75, 405
calendar · 240
date management · 244
journals · 478
mobile tests · 315
wikis · 491
working with adaptive release · 636
availability settings · See availability dates

B
backup plans · 621
backups · 726
badges · See achievements
banners
about · 63
adding · 63–66
home page · 63–66
Blackboard app
about · 685
accessing courses · 693–97
activity stream · 690, 691
courses · 691
due dates · 691
giving feedback · 691
grades · 691
logging in · 685–87
logging out · 688–89
navigating · 690–97
profile · 691
Blackboard Classic · 11
Blackboard Collaborate Ultra · See Collaborate
Blackboard Instructor app
about · 698
accessing courses · 704–6
logging in · 698–700
logging out · 701–2
navigating · 703–6
Blackboard Learn
about · 11
accessing · 14–15
address · See Blackboard Learn, URL
known issues · 724
logging out · 15
minimum hardware · 721
navigating · 22–30
operating systems · 721
recommended applications · 723
Blackboard Learn (continued)
recommended plug-ins · 723
recommended screen readers · 723
recommended Web browsers · 721–22
supported mobile technology · 722
system requirements · 721–23
URL · 14
versions · 9
Web browser checker · 722
Blackboard student app · See Blackboard app blogs
about · 146, 462
adding rubrics · 464–66
availability · 463
backing up entries · 726
commenting · 472–73
commenting anonymously · 473
comments · 464
course · 462
creating · 463–66
creating entries · 468–69
deploying · 466–67
due dates · 225
feedback · 218
grading · 218–19, 474–75
group · 462
index · 464, 470, 471
individual · 462
learning activities · 122
page · 467
rubrics · 433–35
show empty blogs · 219
type · 464
viewing · 470–71
viewing and editing drafts · 469
Box
about · 150, 199
adding comments · 202
deleting comments · 204
downloading files · 207
file types supported for annotation · 199
highlighting · 205
inline grading · 194, 422
My Grades · 151
navigating files · 208
point annotation mode · 202
printing · 206
removing highlights · 206
replying to comments · 203
breadcrumbs · 28
browse course · 717
browser checker · 722
browsers · See Web browsers
build content
about · 136
create · 136
mashups · 136
new pages · 136
building blocks
about · 732
connecting to publisher content · 733–34
requesting · 732–33
C

cache
about · 724
clearing · 624, 625, 724, 726
calculated formula question type · 272, 275
calculated numeric question type · 272, 276
calendar
about · 141, 227
all day events · 233
availability dates · 240
course template link · 62
creating events · 232–34
drag and drop · 240
due dates · 240
editing events · 234
events
creating · 232–34
editing · 234
exporting · 237–38
external calendar link · 237
global navigation · 21, 227
importing URLs · 238
managing · 235–36
navigating · 230–31
reoccuring events · 233
selecting course colors · 236
selecting courses · 235
URL · 237
viewing · See calendar, navigating
Carey, James O. · 117
Carey, Lou · 117
chat · 561–67, 623
chunking content · 129
clearing attempts · 185
clearing browser cache · See cache, clearing
clearing temporary Internet files · See cache, clearing
closed captions
captioner · 542
Collaborate · 537, 542, 595–99
setting up a captioner · 595–96
cognitive load · 130–32
cold boot · 625, 725
Collaborate
about · 145, 505
accessing from a mobile device · 533–35
accessing in Blackboard · 530–32
applications
about · 573
sharing · 577–81
sharing audio · 580
sharing the Collaborate window · 581


Collaborate (continued)
audio and video quality · 559
breakout groups
    about · 610
    assigning participants · 611–16
    changing participants · 616–18
    ending · 620
    managing · 611–20
    moderators changing groups · 619
captioners · 568, 569, 595–96
captioning
    about · 595
    ending · 597–99
    session · 596–97
    setting up a captioner · 595–96
changing participant roles · 569–70
chat
    about · 561
    moderator · 566–67
    monitoring · 623
    private · 564–66
    using emojis · 562–63
Collaborate Panel · 536, 561
conducting a poll · 600–608
control panel · 550–55
creating a session · 511–18
deleting recordings · 594
deploying links · 506–9
detaching the participants panel · 570–71
downloading recordings · 593
emojis · 562–63
eye contact · 623
feedback · 553, 555
files
    about · 573
    sharing · 582–85, 600
follow the speaker mode · 556–57, 623
group mode · 556–57
guest links · 510, 519–21
help · 560, 625–26
inviting guests · 519–21
leaving a session · 558–59
local camera shot · 624
lower hand · 552
moderating sessions · 622
moderators · 568, 569
muting all participants · 571–72
muting audio · 622
My Settings
    accessing · 535, 536
    audio and video · 537–41
    audio input · 538
    camera and microphone · 537–40
    chat · 543
    closed captions · 542, 543
    configuring · 536–49
    notification settings · 543
Collaborate (continued)
My Settings (continued)
    panel · 537
    raise hand · 543
    reporting an issue · 548–49
    session settings · 544
    setting up your profile picture · 545–47
    telephone audio · 540–41
    video input · 539
    volume levels · 541
participants · 568
participant roles · 568, 569
participants list · 535
participants panel · 568–72
polling
    about · 600
    best practices · 608–9
    choices · 604
    conducting · 600–608
    presenters · 568, 569
    profile picture
        cropping · 547
        setting up · 545–47
    raise hand · 551–52
    recording sessions · 560, 587–89
recordings
    deleting · 594
    downloading · 593
    sending link · 592–93
    sessions · 587–89, 622
viewing · 589–92
report an issue · 560
requirements · 505
rooms
    about · 510
    accessing · 530
    exiting · 535
send recording link · 592–93
session menu · 558–60, 587
sessions
    about · 510
    captioning · 595–99
    creating · 511–18
    deleting · 527–29
    editing · 525–26
    event details · 512–15
    exiting · 535
    filtering · 511, 522–23, 531
    phone for audio · 560
    recording · 560
    repeating · 513
    searching for · 524
    settings · 515–17
setting up · 621
shared content · 623
sharing audio and video · 551
sharing content
    about · 573
Collaboate (continued)
sharing content (continued)
application audio · 580
applications · 577–81
files · 582–85, 600
the Collaborate window · 581
whiteboard · 574
status · 553–54
technical problems · 624
tools · 535
view controls · 585–86
view recordings · 589–92
visibility · 555
whiteboard
about · 573
sharing · 574
tools · 575–76
zoom · 585
color blindness · 111
colors · 125
column statistics · 98
Common Cartridge · 741
contact information · 114
content
chunking · 129
EnsembleVideo · 717
Flickr photos · 717
SlideShare presentations · 717
YouTube videos · 717
content areas
about · 135
deploying files · 47–49
reports · 667
content collection
about · 135
accessing · 36, 37
attaching assignment files from · 73, 399
attaching blog files from · 469
attaching discussion files from · 387, 389
attaching feedback files from · 213, 394
attaching grading notes files from · 214, 395
attaching journal files from · 483
exporting to · 300, 441
files · 47, 50, 52
importing from · 303, 444
inserting images from · 66
selecting files from · 48, 56
uploading · 53, 399
ZIP packages · 40
Content Editor
about · 64
adding content · 497
ALT command · 112
blog entries · 468
course messages · 661
creating a Web link · 683
CSS · 67
e-mail · 78
Content Editor (continued)
journal entries · 482
mashups · 717–19
Math Editor · See Math Editor
multimedia
adding · 67
embedding · 716
images · 716
quick comments · 186
resizing · 65
tables
adding · 67, 70
invisible tables · 715
merging cells · 712
resizing · 713–14
shortcut menus · 715
splitting cells · 713
toolbar buttons · 712
toolbars · 67–70
text
content folders
about · 135
deploying files · 47
text items · See items
textual menus · 24
typeface · 128
control panel · 27
converting Word to HTML · 42–43
converting Word to PDF · 42, 43–44
copying a course
course materials · 106
destination · 105, 108
important things to remember · 108
log · 109
process · 105–9
source · 104
copying rubrics · 445
course cartridges
about · 730–32
access codes · 731
Common Cartridge · 741
text · 730–31
cost · 731
download key · 732
ordering · 731–32
temporary access · 731
course content
accessibility · 127
course template area · 62
deploying files · 47
course design principles · 126–28
course development cycle · 100–102
course entry point · 28
course ID
course collection · 36, 37, 50, 53
destination course · 108
discussion board · 370
Course Management System · See Learning Management System
748
course menu
  about · 22
  course design principles · 126
  hiding · 23
  minimizing · 23
  course merge · 100
course messages
  about · 145, 660
  course menu link · 662
  creating a message · 660–61
  creating a personal folder · 660
  selecting recipients · 660–61
  course notifications
  about · 145, 663
  setting up · 664–66
  course reports
  about · 148, 667
  all user activity inside content areas · 667
  assessment · 667
  course activity overview · 667, 669
  course performance · 667, 670
  downloading · 671–72
  overall summary of user activity · 667
  printing · 671
  running · 668–70
  single course user participation report · 667
  student information · 672–73
  student overview for single course · 667, 670
  user activity in forums · 667
  user activity in groups · 667
  Course Resources course template area · 62
  course shells
    development · 99–103
    production · 99–103
    resetting · 101
    student access · 103
  course template
    calendar link · 62
    course content area · 62
    course resources area · 62
    discussions link · 62
    e-mail link · 62
    feedback and evaluation area · 62
    Getting Started area · 62
    home page · 62
    My Grades link · 62
    shell · 62
    syllabus course link · 62
  course to course navigation · 28–29
  course types · 12–15
  Course Welcome · 58–59
  courses
    archiving · 738–40
    copying
      course materials · 106
      destination · 105, 108
      discussions · 107
      file attachments · 107
    courses (continued)
    copying (continued)
      important things to remember · 108
      log · 109
    deleting archives · 741
    deleting exports · 741
    design principles · 126–28
    exporting · 735–38
  creating
    achievements · 628–35
    assignments · 71–75, 399–405
    blogs · 463–66
    Collaborate sessions · 511–18
    discussion forums · 370–73
    e-mail links · 60, 65–66
    Grade Center categories · 163
    Grade Center grading periods · 156
    Grade Center schemas · 157–58
    Grade Center smart views · 165–68
    groups links · 678–79
    journals · 477–79
    mobile compatible tests · 313–19
    reports in the Grade Center · 173–74
    wikis · 490–93
  crosslisting · See course merge

D

date management
  about · 141, 241
  adaptive release dates · 244
  adjust by number of days · 242, 243
  adjusting dates · 242–43, 244–46
  availability dates · 244
  due dates · 244
  editing dates · 244–46
  listing all dates for review · 242, 243
  narrow list · 246–47
  refreshing · 247
  review page · 244–47
  running again · 247
  using the course start date · 242–43
  deleting archive files · 741
  deleting assignments · 406
  deleting export files · 741
  deleting Grade Center categories · 164
  deleting Grade Center columns · 93–4
  deleting rubrics · 446
  destination course ID · 105, 108
  development shells · See course shells, development
  Dick, Walter · 117
  DirectSubmit
    about · 410, 417
    folders · 418
    submitting files · 417–19
    discussion board · 667
discussions
about · 144, 368
anonymous posts · 374
availability · 370
collecting posts · 383
conditional settings · 374
course template link · 62
creating forums · 370–73
creating threads · 387
deploying forums · 375–76
discussion board page · 375
due dates · 225
engaging · 377–78
feedback · 393, 394
filtering posts · 384
forums
about · 368
adding rubrics · 371–72
creating · 370–73
deploying · 375–76
due dates · 371
learning activities · 122
settings · 371–73
viewing · 382
grading · 216–17, 379–80, 393–96
grading by threads · 374
grading notes · 395
important notes · 379–84
interaction · 377
managing authorship · 385–86
participation · 369
performance dashboard · 682
posts
backing up · 726
collecting · 383
filtering · 384
reflective · 369
roles · 381, 382
rubrics · 380, 433–35
saving a draft · 383
setting author · 385
student-student communication · 369
substantive · 369
threads
about · 368
changing author · 385
creating · 387
refreshing · 391
replying · 389
searching · 390
viewing · 388–89
tone · 369
viewing threads · 388–89
displaying closed captions in Collaborate · 542
downloading files · 41, 215
downloading rubrics evaluation report · 450
downloading ZIP packages · 40
drag and drop
calendar · 240
course modules · 25
My Blackboard modules · 16
uploading files · 39
due dates
about · 224–26
assignments · 73, 225, 400
blogs · 225
calendar · 226, 240
date management · 226, 244
discussion forums · 371
discussions · 225
Grade Center columns · 83
journals · 225
tests · 224, 309
To Do module · 226
wikis · 225
E

edit mode · 30
editing
assignments · 406
Grade Center columns · 155
grades · 185
tests · 187
either/or question type · 272, 276
e-mail
assessment item analysis confirmation · 191
attaching files · 182
course archive confirmation · 739
course copy confirmation · 107
course export confirmation · 737
course template link · 62
creating a link · 60, 65–66
Retention Center · 259, 260, 264
sending · 76–78, 182, 258, 260, 643
UAFS · 76
emphasizing time on tasks · 133
engaging learners · 132, 622
EnsembleVideo · 136, 137, 138, 717
equations · 708–10
eyesay question type · 272, 276
evaluation · 118
Excel · See Microsoft Excel
exempting a grade · 185
expectations · 132
exporting
courses · 735–38
pools · 282
rubrics · 440–42
external grade column in Grade Center · 94, 95–6
Grade Center
about · 150, 154
accessing · 79
allowing additional attempts · 185
anonymous grading · 188
assessment item analysis
difficulty · 192
discrimination · 192
standard deviation · 192
standard error · 192
test summary · 191
attempts
clearing · 188
grading · 184, 199
grading options · 185
statistics · 188, 193
Box · 199
calculated columns
creating · 84–90
types · 84
calculating a column as a running total · 87
categories
about · 163
column organization · 163
columns · 171
creating · 163
deleting · 164
selecting · 82
clearing attempts · 185, 188
color codes
about · 159
grade ranges · 161
hiding · 162
previews · 162
setting up · 159–62
showing · 162
column properties · 98, 188, 196, 424
column statistics · 188
columns
changing categories · 171
changing grading periods · 171
deleting · 94
editing · 155
editing information · 188
external grade · 94, 95–96
hiding · 91–92, 170
hiding from instructor view · 189
hiding from students · 91–92, 188
options · 83
organizing · 91–92, 189
points possible · 82, 178
reordering · 169–70
rubrics · 437–39
setting external grade · 95–96, 188
showing · 91–92, 170
sorting · 183, 189
creating calculated columns
total · 84–87

Getting Started
course template area · 62
Global Navigation · 19–21
glossary
about · 138, 675
creating terms · 675
downloading · 675
uploading · 675
feedback
assignments · 213
blogs · 218
discussions · 217
grading · 184, 186, 213
journals · 218
rubrics · 212
teaching principles · 133
wikis · 221
Feedback and Evaluation course template area · 62
fees · 12–13
FERPA · 177, 657, 735
file folders · See folders
file links
about · 136
adding · 47–49
editing · 55
file management · See files
file response question type · 272, 276
files
attaching · 47, 73, 213, 214
downloading · 41, 215
links · 47, 136
list view · 36
overwriting · 39–40, 50–52
thumbnails view · 36
titles · 113
types supported for Box annotation · 199
uploading · 38–39, 53–54
uploading multiple · 38
uploading single · 38
fill in multiple blanks question type · 272, 276
fill in the blank question type · 272, 276
filtering the Grade Center · 180
firewalls · 727
Flickr · 136, 138, 717
folder view · 22
folders
about · 37
content collection · 48
creating · 37
fonts · 42, 67, 124
full online · 12

G

Getting Started
course template area · 62
Global Navigation · 19–21
glossary
about · 138, 675
creating terms · 675
downloading · 675
uploading · 675

Grade Center (continued)
smart views (continued)
criteria · 165–67
custom · 165, 167–68
favorites · 168
formula editor · 167
performance · 165, 166
types of views · 165
user · 165, 166
sorting columns · 98, 183, 189, 196, 424
surveys · 193
test information · 184, 187
uploading data · 177–78
viewing attempts · 185
viewing grade details · 185
viewing grade history · 188
viewing rubrics · 186
visibility in My Grades · 91–92, 98, 188, 196, 424
weighted columns' weights · 90
working offline and online · 176–78
grades display · 404
grades push · 95
grading
allowing additional attempts · 185
anonymous grading · 98, 188
assignment file downloads · 98
attempts
assignments · 97–98, 422–24
clearing · 188
Grade Center · 184, 199
options · 185
statistics · 188, 193
blogs · 218–19, 474–75
about · 218, 474
student list · 219, 475
Box · 199
clearing attempts · 185, 188
column statistics · 188
discussions
about · 216, 392
accessing · 216, 392
feedback · 217, 394
grading notes · 395
rubrics · 393
student list · 217, 396
editing grades · 185
editing tests · 187
exempt · 185
feedback
assignments · 213
blogs · 218
discussions · 217, 394
journals · 218
learner · 186
rubrics · 212
generating
feedback
wikis · 221
generating user activity · 186
ignoring attempts · 185
individual grades · 184–86
individual questions · 188
inline grading
adding comments · 202
assignment details · 209
assignment grade · 211
assignment override · 211
assignment revert · 211
attempt · 212
collapsing grading panel · 210
comments · 201–4
deleting comments · 204
downloading files · 207
highlighting · 205
known issues · 215
maximizing grading panel · 210
navigating files · 208
options · 201
printing · 206
removing highlights · 206
relying to comments · 203
submissions · 215
journals · 218–19, 487–88
about · 218, 487
student list · 219, 488
manual override · 186
notes · 184, 186
overriding grades · 186
overview · 184
overwriting grades · 97
quick column information · 187
revert · 185
rubrics
assignments · 452–54
blogs · 457–58
discussions · 457–58
Grade Center columns · 459–60
journals · 457–58
tests · 454–56
wikis · 457–58
setting external grade column · 95–96, 188
surveys · 193
test information · 184, 187
tests
about · 184, 187
attempts · 187, 188
options · 187–89
viewing attempts · 185
viewing grade details · 185
viewing grade history · 188
viewing rubrics · 186
wikis
about · 220, 501
grading (continued)
wikis (continued)
  accessing · 220, 501
  participation · 221, 502
  student list · 222, 503
grading anonymously · 188
grading content
  anonymous grading · 196, 424
  assignment file downloads · 196, 424
assignments
  attempts · 194, 212, 422
  feedback · 213
  grading notes · 214
  known issues · 215
  overriding · 211
  reverting · 211
  submissions · 215
groups
  about · 676
  adaptive release · 638
  creating · 676–78
  discussions · 144, 370
  editing · 678
  linking · 678–79
  My Groups · 26
  student created · 680
  tool availability · 680
types · 676

H

hard boot · 725
headers · See banners
help desk · 549, 625, 724
hexidecimal code · 160, 162
hiding columns in the Grade Center · 91, 170
hiding Grade Center columns from instructor view · 189
hiding rows in the Grade Center · 172
home button · 28
home page
  breadcrumbs · 28
  building · 63–66
course template module page · 62
horizontal rule · 69
hot spot question type · 272, 276
HTML
  accessibility · 110
  ALT tag · 111, 112, 127
  converting from Word · 42–43
  editing · 67
files · 136
fonts · 124
instead of Word · 47, 50, 121, 729
overwriting · 52
rubric evaluation report · 447, 450, 451
hybrid · 12

I

ignoring attempts · 185
images
  inserting using Content Editor · 66, 70, 716
  links · 137
importing
  courses · 742
  pools · 282
  rubrics · 440, 442–45
tests · 302–3
inline grading
  about · 150, 199, 422
  accessing an assignment · 199–200
  adding comments · 202
  assignment details · 209
  assignment grade · 211
  assignment override · 211
  assignment revert · 211
  assignments · 398
  attempt · 212
  collapsing grading panel · 210
  comments · 201–4
  deleting comments · 204
discussions · 216–17
downloading files · 207
feedback to learner · 213
grading notes · 214
highlighting · 205
known issues · 215
maximizing grading panel · 210
navigating files · 208
options · 201
point annotation mode · 202
printing · 206
removing highlights · 206
replying to comments · 203
submissions · 215
supported file types · 199
wikis · 222
inserting images using Content Editor · 66, 70, 716
instructional design
  about · 116
  models · 116
Systematic Design of Instruction · 116–18
instructional materials · See teaching materials
instructional support
  Blackboard known issues · 724
development shells · 99
e-mail addresses · 9, 114, 549, 626, 724
phone numbers · 114, 626
items
  about · 137
Getting Started · 58, 59
mobile tests (continued)
  attempts · 316
  creating · 313–19
  editing · 319
  question types · 317–18
moderating Collaborate sessions · 622
modules · 16
monitoring learning progress · 133
multiple answer question type · 272, 276
multiple choice question type · 272, 276
My Announcements · 16, 144
My Blackboard
  about · 16
  global navigation
    calendar · 21
    home page · 20
    My Grades · 21
    posts · 21
    Retention Center · 21
    updates · 21
  modules · 16
My Courses
  about · 16
  grouping by terms · 16, 17–18
My Grades
  about · 151
  color codes · 162
  course template link · 62
  display · 82, 85, 88
  global navigation · 19, 21
My Groups · 26
My Tasks · 16
My UAFS · 14

N
N drive · 114
Needs Grading · See Grade Center, needs grading

O
objectives
  behavioral · 119
  learning
    about · 119–20
    assessment · 122
    instructional design models · 116
    systematic design of instruction · 117
  measurable · 120
  observable · 120
  performance · 117–18, 119
On Demand Help and Learning Catalog · 16
one way texting · 663
online teaching principles · 129–33
operating systems · 721
opinion scale/likert question type · 272
ordering question type · 273, 276
organizing Grade Center columns · 91–92, 189
outcomes · See learning objectives
outcomes assessment · 71, 74
overriding grades · 186

P
page banner · 64
PDF
  ALT tag · 112, 127
  converting from Word · 42, 43–44
  files · 136
  in Collaborate · 573, 582
  incompatibility with Respondus 4.0 · 342
  instead of Word · 47, 50, 121, 729
  overwriting · 52
  printing a report as · 173, 671
  rubric evaluation report · 447, 450, 451
performance dashboard
  about · 148, 681
  adaptive release · 682
  discussion board · 682
  last course access · 681
  Retention Center · 682
  review status · 681
  view grades · 682
pools
  about · 142, 266, 267
  accessing · 266
  building · See pools, creating
    canvas · 268, 269, 274, 277, 281
  copying questions · 278
  creating · 268
  creating questions · 274–76
  default question points · 279
  deleting questions · 279
  editing questions · 278
  exporting · 282
  finding questions · 280–81
  importing · 267, 282
  modifying question settings · 269–71
  question settings · 269–71
  question types · 272–73, 275–76
  random blocks · 292
  setting default question points · 279–80
pop-up blockers · 725
PortalGuard · 15
PowerPoint · See Microsoft PowerPoint
printing
  course reports · 671
  Grade Center reports · 173
  PDFs · 44
  rubrics evaluation report · 451
  tests · 354, 362–366
  printing rubrics evaluation report · 451
production shells · See course shells, production
publisher content
about · 729
access codes · 731
building blocks · See building blocks
connecting to · 733–34
content · 730–31
cost · 731
course cartridges · 730–32, See also course cartridges
individual content · 729–30
integrated · 732–34
ordering · 731–32
temporary access · 731
test banks · 729–30

Q

question sets
deleting · 296
learning objectives · 292
number of questions to display · 289
removing questions · 290

questions
adding random blocks · 291
adding to tests · 288–90, 291
allow negative score · 274, 276
answer sets · 275
answer units · 275
answers
exact matches · 276
matching a pattern · 276
browsing criteria · 277, 288
categories · See questions, keywords
copying · 278, 288, 298
creating · 274–76
default point value · 270, 286
default points · 279
deleting · 279, 298
displaying · 271
editing
linked questions · 278
procedure · 278
updating student results · 278
exporting · 282
extra credit · 286
feedback · 270, 275, 286
files · 270, 286
finding · 280–81
formula · 275
images · 270, 276, 286
importing · 282
instructor notes · 275
interrogatives · 276
keywords · 270, 275, 281, 286
levels of difficulty · See questions, keywords
linking · 288, 298
management in Blackboard · 298

R

random blocks
deleting · 296
learning objectives · 292
reducing_cognitive_load · 130–32
remove formatting · 274
reordering content
"keyboard accessible" · 26, 294
drag and drop · 25, 169, 229, 293, 507
My Blackboard modules · 16
reordering Grade Center columns · 169–70
reports
course analytics · 148, 674
course reports · See course reports
DirectSubmit · 417
Grade Center · 173–74
grade history · 175
SafeAssign · 142, 410, 411, 412–16
requesting a building block · 732–33
resetting course shells · 101
resizing the content editor · 65
Respondus 4.0
current personality · 325
formatting questions
essay · 347
feedback · 343–44
fill in the blank · 350
images · 353
jumbled sentence · 352
matching · 348
multiple answers · 346
multiple choice · 342
multiple fill in the blank · 351
ordering · 349
Respondus 4.0 (continued)
formatting questions (continued)
  short answer · 347
  standard format · 324
  true and false · 345
  types · 342–53
importing tests
  about · 324
  errors · 330
  images · 328–29
  procedure · 325–30
previewing tests · 330–32
publishing tests to Blackboard
  about · 324
  exams · 339
  pools · 339
  procedure · 333–41
  server settings · 334–37
retrieving tests
  printing · 365–66
  procedure · 354–66
  server settings · 355–58
Respondus LockDown Browser
  about · 142, 321
  downloading · 321
  not requiring · 323
  passwords · 307, 322
  requiring · 305, 321–23
restoring courses · 742
Retention Center
  about · 148–49, 249
  activity rule · 250, 253
  course access rule · 250, 255
  course activity · 261
  creating rules · 253–56
  customizing · 251–56
  customizing rules · 251–52
  default rules · 250
  e-mailing students · 259, 260
  global navigation · 21
  grade rule · 250, 254
  missed deadline rule · 250, 256, 262–63
  monitoring students · 257, 259, 262–64
  notification history · 258
  performance dashboard · 682
  posting announcements · 261
risk factors · 257
Risk Table · 249, 252, 253, 254, 255, 257–60
rule criteria · 252
rules for which students are at risk · 260
sending e-mail · 264
reverting a grade · 185
revision · 118
RTF files · 324, 342
rubrics
  about · 151, 426–27
  applying · 431–39
  assignments · 431–33
rubrics (continued)
  blogs · 433–35
  building · 428–30
  copying · 445
  creating · 428–30
  criteria · 426, 429
  deleting · 446
discussions · 371–72, 433–35
editing · 440
evaluation report
  about · 447
downloading · 450
printing · 451
statistics report · 448–49
exporting · 440–42
Grade Center columns · 437–39
grading
  assignments · 452–54
  blogs · 457–58
discussions · 457–58
Grade Center columns · 459–60
journals · 457–58
  tests · 454–56
  wikis · 457–58
importing · 440, 442–45
journals · 433–35
levels of achievement · 426, 429
maximum points · 432, 434, 436, 439
percentage · 151, 426
points · 151, 426
questions · 275, 276
showing to students · 433, 435, 437, 439
tests · 435–37
tools in which they can be used · 427
types · 426, 428
viewing in the Grade Center · 186
wikis · 433–35
running a course report · 668–70

S

SaaS · 9, 11
SafeAssign
  about · 11, 142–43, 410
  assignments · 402
global database · 411, 417
institutional database · 411, 417
Items · 411
reports
  about · 412
  attempts · 413
  citations · 415
  matching · 414
  paper information · 414
  viewing · 412–16
suggesting a URL · 420–21
saving drafts
assignment grades · 98
blog entries · 469
discussion messages · 383
journal entries · 483
scaffolding · 130
screen design guidelines · 124–25
screen space · 125
self-assessment · 129
self-testing · 129
send e-mail · See sending e-mail
sending e-mail
about · 144–45
addressing · 76–77
attaching files · 78
Grade Center · 182
sending a message · 76–78
Service Now · 114
setting expectations · 132, 622
short answer question type · 273, 276
showing columns in the Grade Center · 91, 170
showing rows in the Grade Center · 172
SlideShare · 138, 717
smart view favorites · 168
SMS · See course notifications
sorting Grade Center columns · 183, 189
spell checking · 213, 214
Spybot · 727
spyware · See malware
student preview
account in Grade Center · 35
delete preview user account · 33–34
entering · 31
exiting · 33
settings · 32–33
student records · 80, 172
surveys
about · 142, 266, 320
accessing · 266
attempts statistics · 320
creating · 266
deleting · 320
syllabus
course template link · 62
ingrating link · 53–57
overwriting · 50–52
updating · 50–57
system requirements · 721–23
Systematic Design of Instruction · 117–18

Temporary Internet Files · 726
test options
announcements · 305
attempts · 305
availability exceptions · 307–9
display dates · 307
due dates · 309
editing · 312
force completion · 306
passwords · 307, 322
presentation mode · 311
scoring attempts · 306
setting up · 304–11
timer · 306
tests
about · 142, 266, 283
accessing · 266
adding questions · 288–89, 291
adding random blocks · 291
alternate · See tests, availability exceptions
announcements · 305
attempts
grading · 187
item analysis · 190–92
mobile options · 316
options · 304, 305, 308, 312
statistics · 188
viewing · 188
auto-submit · 306, 308
availability · 305, 307
availability exceptions · 113, 307–9
building · 284
canvas · 284, 285
creating · 266
deleting · 297
deleting question sets · 296
deleting questions · 296
deleting random blocks · 296
deploying · 304–11
display dates · 307
due dates · 224, 309
editing
link from item analysis · 192
mobile compatible · 319
opening from course content area · 312
test canvas · 284
exporting · 299–302
feedback · 304, 310
force completion · 306
grading · 184
importing · 302–3
instructions · 284
item analysis · See assessments, item analysis
mobile compatible
about · 142, 313
attempts · 316
creating · 313–19
editing · 319

T

tables · 124, See also Content Editor, tables
teaching materials · 118, 121
technology support · 114, 625

759
tests (continued)
mobile compatible (continued)
question types · 317–18
modifying question settings · 285–87
options · See test options
presentation mode · 311
prohibiting backtracking · 311
question sets
about · 292
adding · 289
deleting · 296
removing questions · 290
reordering · 293
setting number of questions · 289
question settings · 285–87
question types
attributes · 275–76
browsing · 288, 289
list · 272–73
mobile compatible · 317–18
random blocks · 292
random blocks
about · 292
deleting · 296
reordering · 293
setting number of questions · 291
randomizing questions · 311
removing questions from sets · 290
reordering questions · 293–94
requiring Respondus LockDown Browser · 305
rubrics · 435–37
scoring attempts · 306
self-testing · 129
setting number of questions for a random block · 291
setting point values · 295–96
test information · 184, 187
timer · 306, 308
time on tasks · 133
tools · 16
tracking students · 148–49
training · 9
troubleshooting
Collaborate · 625
known issues · 724
tips · 724–25
true/false question type · 273
TXT files · 177, 324, 342
types of online courses at UAFS · 12–13
uploading
CSV files into the Grade Center · 177–78
files · 38–39
ZIP packages · 40
URL
calendar · 237
importing into external calendars · 238
V
video · 112, 127, 128, 137
viewing attempts · 185
viewing grade history · 188
viewing rubrics · 186
viruses · 725, 726
VLC Media Player · 723
W
Web 2.0 · 11
Web browsers · 721–22
Web links
about · 137, 683
availability · 683
creating · 683
WebCT · 11
Web-enhanced · 13
white space · 125
Whom to Contact · 59–61
Wi-Fi · 727
wikis
about · 146–47, 489
adding rubrics · 492
availability · 491
commenting on a page · 492, 499
comparing page versions · 500
comparison details · 221
creating · 490–93
due dates · 225
editing · 491
editing a page · 498
grading
about · 501
accessing · 501
feedback · 221
participation · 220–22, 502
show all members · 222, 503
student list · 222, 503
user modifications · 221
UAFS course template · See course template
UAFS Web sites
distance learning · 114
My UAFS · 14
Service Now · 114
wikis (continued)
viewing page history · 499–500
Word · See Microsoft Word

Y

YouTube · 136, 138, 717

Z

ZIP packages
downloading · 40
uploading · 40