# Table of Contents

- Introduction and Objectives .................................................................................................................. 3
- Training Overview .................................................................................................................................. 4
- Training Project Presentation .................................................................................................................. 5
- How Will You Teach Online? .................................................................................................................. 6
- Types of Online Courses at UA Fort Smith ............................................................................................. 7
- Course Planning and Design ................................................................................................................... 8
- What is Instructional Design? ................................................................................................................ 9
- Blackboard Learn .................................................................................................................................. 11
- Accessing Blackboard Learn ................................................................................................................ 12
- My Blackboard ..................................................................................................................................... 14
- ACTIVITY - Initially Setting up Your Training Course ........................................................................ 18
- Navigating and Arranging Content in Blackboard Learn .................................................................... 22
- The Student Preview .............................................................................................................................. 29
- File Management in Blackboard Learn .................................................................................................. 31
- Building Your Course Menu and Home Page .......................................................................................... 39
- The Content Editor ............................................................................................................................... 50
- Building Your Course Content ............................................................................................................. 76
- Creating New Content for Your Blackboard Course ............................................................................. 81
- Updating Files in Blackboard .................................................................................................................. 88
- Course Design Principles ....................................................................................................................... 93
- Screen Design Guidelines ....................................................................................................................... 95
- Learning Modules .................................................................................................................................. 97
- What Should Be in a Learning Module? .................................................................................................. 99
- Online Course Design and Development Principles ............................................................................. 102
- Online Course Teaching Principles ....................................................................................................... 105
- The Control Panel ............................................................................................................................... 106
- Retention Center ................................................................................................................................. 122
- Tests, Surveys, and Pools ....................................................................................................................... 131
- The Respondus LockDown Browser ...................................................................................................... 172
Introduction and Objectives

Blackboard Learn is a powerful online course management system that allows you to deliver course content online, conduct online activities and assessments, track student learning progress, and generate statistics on students’ learning activities and outcomes.

This training and reference manual is designed to assist you with your Blackboard Learn faculty training and the development and management of your online courses. The manual addresses navigating the system, managing your course files, finding and using system tools, and managing student information. In addition, the manual contains information about best practices for online course development and online teaching.

These manuals include content provided by or derived from Blackboard online resources.

We hope you enjoy using Blackboard Learn to teach your students!

Objectives

After completing this training, you should be able to:

1. Determine the type of online course you will develop.
2. Plan and design a course in Blackboard Learn, based on online course design and development principles.
3. Identify the major Blackboard Learn user interface components.
4. Import and organize files and folders in the Files space.
5. Use Blackboard Learn tools to create learning materials with various activities, such as assessments, assignments, discussions, chat rooms, blogs, wikis, and journals.
6. Build your Blackboard Learn course home page, based on the online course development standards.
7. Complete the basic structure of a Blackboard Learn course with the major components and some course content.
Training Overview

Training Sessions

The full certification training is comprised of five sessions and a training project presentation. The sessions cover the following different topics:

1. **Online Course Design, File Management and Home Page Development**
2. **Learning Modules and Course Management**
3. **Assessments (Tests and Assignments)**
4. **Learning Activities and Communication**
5. **The Grade Center and Managing Your Course Shells**

The Web-enhanced only certification training consists of two sessions:

1. **Online Course Design, Blackboard File Structure, Home Page Development, Course Design Tools, and Learning Modules**
2. **Assessments, Grade Center, Control Panel, and Manage Your Course**

The training sessions consist of lecture, demonstration, hands-on activities, and homework designed to develop the participants’ online course and also give participants experience as online learners.

Hands-on Activities

These will give participants the opportunity to use each of the major tools in Blackboard Learn and understand the different purposes they serve to develop online content.

Homework

Each session has accompanying homework, including course development activities, discussions, quizzes, and assignments. The homework activities guide participants as they develop their online course shells, using best practices for online instructional design.

**Resources** - Each participant will have access to the following:

- A **training** shell in which they are an instructor. They will build their course there.
- A **Blackboard Learn Training Course** in which they are a student. They will read training materials and conduct learning activities – including homework – there, during the training.
- The **Course Development Resources** folder, in the training course. It contains links to policies, checklists, and rubrics used to build and review online courses. It also has files used to develop a course.
- **N:\Shared\Online Course Materials**. This is the shared network drive. Participants will be able to access files there that will aid in the development of their course content.
Training Project Presentation

The main goal of this training is to help faculty members design and develop online courses in Blackboard Learn, based on online course design principles. The training project presentation is one way we assess whether or not we have reached this goal. The presentation also gives trainees an opportunity to demonstrate what they have learned during the training and to learn from each other.

All participants in the full certification training will give a short presentation, approximately 8-10 minutes in length, demonstrating his or her development course shell. Presentations should include:

- Home Page
- Course Menu
  - This should include the Getting Started and other UAFS required content areas and material
- Syllabus
  - The Syllabus should include expectations for the online course, including the specific activities.
- Learning modules for the course
  - Only one of these must be fully developed. The others can be empty.
  - The fully developed learning module should include:
    - The learning objectives for that unit
    - Any learning materials needed to support the objectives
    - Any learning activities needed (assignments, discussions, etc.)
    - At least one assessment.
- Any other relevant content for the online course.

The presentations will occur after the last session of the training and will be viewed by the Instructional Support staff, invited University administrators, and fellow trainees. They should be as developed as possible, given the time available to build content and the course during the training.

Web addresses for the online content are in this manual. The quizzes, the Getting Started files, and the headers can be obtained from N:\Shared\Online Course Materials.

The presentation should describe the type of online/Blackboard course the presenter will teach, both the subject matter and the course type (Web-enhanced, hybrid, or full online). Presenters should describe how the course has been structured, explain why they chose to include certain content and activities, and how those course components contribute to student learning success in the course.
How Will You Teach Online?

There are many different ways to teach online. You can facilitate communications with students using discussions or chats. You can set up an online grade book. You can conduct online assessments. You can provide online resources for an on-campus course (including multimedia presentations), and there are many other options.

- Do you want to support classroom teaching with online resources?
- Do you want to replace some of the physical classroom meetings with online activities?
- Do you want to conduct the entire class, including communications and teaching materials, online?

The answers to these questions will depend on the needs of your students and your curriculum, particularly your learning objectives.

How you need to use the system will determine what kind of online course you offer.
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 must be administered in a proctored environment. Students should contact their instructor for details.

Students are charged $40 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 $40 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, journals, and chat rooms.

There is no Web-enhanced course fee.
Course Planning and Design

Once you have decided what type of Blackboard Learn course you need it is time to start thinking about course planning and design.

The following two questions will help you decide what needs to be included in your course:

1. What do you want to put into the online course?
2. How do you want to structure your course?

All courses need some sort of planning and design. Just as a builder would not start a house without an architect’s plans, a course designer should not begin to construct an online course without a solid plan describing how the instructional activities will be designed and conducted.

What do you want to put into the online course?

What files, multimedia, and other content do you need? You may have content on hand that is readily transferable to an online environment. If not, you will need to develop or locate content. Audio and video files work well online, but don’t choose content solely for its “wow” factor. Content should help students learn and practice concepts and skills, and develop new ideas.

What course activities should be included? Discussions among students can improve learning outcomes, but how should you initiate and facilitate those discussions to promote interactivity and broader understanding of the topic?

Course content and activities must support the course and unit learning objectives. Assessments should measure those objectives.

How do you want to structure your course?

In addition to choosing the specific content, consider how the course will be structured. You can organize your course learning modules by weeks, chapters, or units. Where will materials be placed in the modules? How will students access assignments and assessments? How will the course content be organized for easy and logical access?

Where does the content belong in the instructional sequence? For example, will students engage in discussion before or after they read the content and why?

The organization of your content will depend on the learning objectives and the subject matter for each course and learning module. Because students will interact with the course materials outside of a physical classroom, the online course needs to be organized clearly and logically. Students must be able to easily locate content when they need it. They also need clear expectations regarding how they are supposed to interact with the content.
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. This does not mean that every single activity or action should be planned to happen in the exact same way for each student. Instead, the instructor or course designer systematically plans how to maximize the efficiency of the instruction for all learners, including individualized and collective experiences. Most of all, the instruction is planned in support of the learning objectives for the course and modules.

Systematic Design of Instruction

The systematic design of instruction requires certain important events and activities to happen in the development, teaching, evaluation, and revision portions of the course. A sample model, based on the systems approach model by Walter Dick, Lou Carey, and James O. Carey (The Systematic Design of Instruction) is below.

<table>
<thead>
<tr>
<th>Identify instructional goal</th>
<th>Conduct instructional analysis</th>
<th>Identify entry behaviors</th>
<th>Write performance objectives</th>
<th>Develop assessment</th>
<th>Develop instructional strategies</th>
<th>Develop &amp; select instructional materials</th>
<th>Design &amp; conduct formative evaluation</th>
<th>Design &amp; conduct summative evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is the process of identifying the overall instructional goal for the course. What do you want your students to accomplish at the end of the course?</td>
<td>After you identify the goal, you will need to analyze what steps need to be taken in order to reach the goal.</td>
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<tr>
<td>Identify entry behaviors</td>
<td>Determine the prerequisite knowledge the students need to be successful in the course. Who are your students, what do they already know, and what skills and attitudes do they have as they begin the course?</td>
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<td></td>
</tr>
<tr>
<td>Write performance objectives</td>
<td>Performance objectives describe the specific things students will be able to accomplish in the course. These are based on the instructional goals and analysis. Performance objectives must be measureable. The students should be able to demonstrate their mastery of the objectives under the required conditions.</td>
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</tr>
<tr>
<td>Develop assessment</td>
<td>The assessments should measure student success in meeting the performance objectives.</td>
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</tr>
<tr>
<td>Develop instructional strategies</td>
<td>What strategies will you use to help your students meet the performance objectives? What activities, content presentation methods, instructional media, interaction, and feedback will be used to promote learning?</td>
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</tr>
<tr>
<td>Develop &amp; select instructional materials</td>
<td>Develop and select the materials you will use in the course. These will include everything from written documents to presentations to multimedia. The materials should support the instructional objectives and strategies.</td>
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</tr>
<tr>
<td>Design &amp; conduct formative evaluation</td>
<td>Get feedback before offering the course. A formative evaluation is usually provided 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 or re-offering it each semester.</td>
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<td></td>
</tr>
<tr>
<td>Design &amp; conduct summative evaluation</td>
<td>A summative evaluation looks at the overall effectiveness of the course instruction.</td>
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<tr>
<td>Revise instruction</td>
<td>Revision occurs throughout the process, particularly between offerings of the course. Evaluation data should be used to improve the effectiveness of the course in meeting the performance objectives and instructional goals.</td>
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</tr>
</tbody>
</table>

The instructional design process is a cycle, evaluating and revising the course for the next offering. Also, new content needs to be integrated into the existing content and obsolete content needs to be removed.

The instructional design process provides an instructor with a sound plan and the resources and tools to execute it.
Blackboard Learn

Blackboard Learn 9.1 is a Learning Management System (LMS – also sometimes called a Course Management System or CMS). This particular 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.
Accessing Blackboard Learn

Blackboard Learn at UA Fort Smith can be accessed in the following ways:

- The Online Courses link on the Home Page of the UAFS Web Site

![Screenshot of UAFS Website with Online Courses link highlighted]
• The Log into Blackboard Learn link, on the “I would like to” channel of the Student and Faculty pages in My UAFS

http://learn.uafs.edu

The Log-In Page

The log-in page is where you will access the system. It also contains links to UAFS distance learning pages and announcements about system maintenance and upgrade outages. You should log into Blackboard with your regular UAFS username and password.
My Blackboard

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

- **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.
- **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 Blackboard account.
- **Courses: Quick View** contains a view of your courses without the announcements.

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

You can reorder My Blackboard channels by dragging by the title bar of the channel.
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 (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
### Home

The Home Page contains links to the most current items from the available tools, including calendar entries, new grades, and posts.

### 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

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

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.
<table>
<thead>
<tr>
<th><strong>Retention Center</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This page shows a list of courses in the left column. If a course has an <strong>exclamation point</strong> 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 <strong>See Details</strong> to access the Retention Center for that course. Only <strong>instructors</strong> see this link.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Calendar</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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 <strong>check boxes</strong> for each course, under Calendars. For more information, see “Calendar,” below.</td>
</tr>
</tbody>
</table>
ACTIVITY - Initially Setting up Your Training Course

Participants in Blackboard Learn training at UAFS are provided a blank training shell in which to build their initial online course. This shell contains no content whatsoever, allowing participants to build their course from the ground up.

Creating the Home Page

When building your training course in this way, you should create your Home Page, first. This is because the system may not allow you to access the Files area and upload files until some form of content has been built in the course.

You should use a course module page as your Home Page.

To add a course module page as the course Home Page:

1. Point to the Add Menu Item button.
2. Click Module Page.
3. Type “Home Page” as the name of the Module Page.
4. Select the check box for Available to Users.
5. Click Submit.
6. Drag the **Home Page** link to the top of the Course Menu, if it is not already there.

When building the **Home Page** in this way, it should appear at the top of the Course Menu and serve as the Course Entry Point. (See “Building Your Course Menu and Home Page, Finishing Your Home Page.” below.) You may need to clear your browser cache/Temporary Internet Files after taking this step.

**Adding Course Modules to the Home Page**

“Module Pages” present different kinds of notifications to students and instructors. These course modules can be reordered with drag and drop.

These modules are not “learning modules.” Learning modules are added individually in your main course content folder.

Next, you need to **add course modules** to the Home Page:

1. Click **Home Page** in the Course Menu.
2. Click Add Course Module.

3. Click the Add buttons for the following course modules:

   I. Alerts
   II. My Announcements
   III. Needs Attention
   IV. To Do
   V. What’s New
4. Click **OK**, at the bottom right corner of the page.

Make any changes to the module layout, as needed, by **dragging** modules by their title bars. We recommend placing My Announcements at the top left.

If a course module on this page is accidentally turned off, you can re-add it to the Home Page using the Add Course Module button.
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 Content 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.

**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](image)

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. (See “The Control Panel,” below for more information.)

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**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.

![Image of Home Page with Recently Visited courses]

**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, in Edit Mode off, you cannot view My Grades or complete graded activities.

![Image of Edit Mode toggle switch]

**Logging Off**

- At any time, you can **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.
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 Files.
3. Click the Course ID.

4. You can also click the direct link to 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 Files, 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.
ACTIVITY – Create Folders for Your Course

Create the following folders for your course:

- Getting Started
- Headers
- Course Resources
- Graphics
- Syllabus

Be sure to create folders for each of your learning modules in the course content.

Uploading Files

You should upload any files that you plan to use in your course. You can upload Single or Multiple files. There is no limit to the number of files you can upload, when using the multiple file option.

To upload files and folders:

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 three ways to upload files:
   - **Browse for Multiple Files***:
     - Click Browse.
     - Navigate to the local folder or drive with the files and/or folders you want to upload.
     - **Double-click** folders you are trying to navigate to. If you click the folder and click Open, Blackboard may add the entire folder to the upload list.
     - Select the files and/or folders.
- Click **Open**.
- The files and folders will be added as items on the **list**.

**Drag Multiple Files***:
- **Drag** files and/or folders from your computer directly into the **upload area**.

You can **drag files or folders** from your Desktop, any open folder, or Windows Explorer.
- The files and folders will be added as items on the **list**.

**Browse for Single Files**:
- Click the **Single File** option on the top right corner of the page
- Click **Browse**.
- Navigate to the local **folder** or **drive** with the file you want to upload.
- Select the **file**.
- Click **Open**.

5. When browsing for multiple files, select the check box to **skip** hidden files and folders.
6. Click **Submit**.
ACTIVITY – Upload Files for Your Course

Upload the following files to your course:

From N:\Shared\Online Course Materials\Getting Started docs to your Getting Started folder:
- Course Orientation.html*
- Whom to Contact.html*

*Be sure to make a copy of these files on your computer and modify them for your course.

From N:\Shared\Online Course Materials\headers to your Headers folder:
- One or more headers of your choice, for use on your course Home Page

From N:\Shared\Online Course Materials\Policies for Online Courses to your Course Resources folder:
- Exam Policy for Distance Learning Courses.pdf

Other Resources
- A digital picture of yourself (to your Graphics folder)

IMPORTANT: Always make sure you upload files into appropriate folders in the Course Files so your Files area stays organized.

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.
Uploading and Downloading Zip Packages

Blackboard Learn allows you to zip and unzip files. In Blackboard, zip files are called “Zip packages.”

- **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.

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.

Permissions

You can set permissions for files and folders. Permissions determine which class of users will be able to read, write, remove, or manage the file or folder. If you set permissions for a folder, all files and other folders in the folder will also use those permissions. All users should have “read” permission for files.

- **NOTE:** There is a known issue where permissions do not properly copy over to a new course shell for certain types of files. If this occurs, set permissions for All Users to **read** for the folders and files involved. Remember that you can change the permissions for all files and folders residing in a folder by setting the permissions for that folder.
To correct the error above, you can quickly alter the permissions for all files from the Action Link button the top of the Files area:

1. Click **Files**, on the Control Panel.
2. Click the **ID** for your course.
3. Click the **Action Link** button next to the Course Content title at the top of the page.
4. Click **Permissions**, on the contextual menu.
5. Click **Add Course User List**, at the top of the Manage Permissions page.
6. Select the check box for **All Course Users**, in the Select Roles section.

![Select Roles](image)

7. In the Set Permissions section, make sure that the **only** the **Read** check box is selected.

![Set Permissions](image)

8. Click **Submit**.
9. This should add Read permission for all files in your course, including all files related to Flash content and pages with links to one another.
Building Your Course Menu and Home Page

Courses are built and stored in course shells. There are two ways to build a course shell: You can copy content from another course into an empty course shell and adapt that content in the new shell. You can also build a course from scratch by adding new materials to an empty course shell.

When you develop a course from scratch, you will start with a blank course shell. The shell will not contain any files in the Files area, items in the Course Menu, or content in the main window. You will need to add this content.

Adding Content to the Course Menu

The first place you need to add content is your Course Menu. This is the starting point for deploying content in the course. All content is accessed via the Course Menu. You can add the following types of content to your Course Menu, using the Add Menu Item button:

- **Content Area (Folder)** – A container for deploying and organizing content. Create content areas to deploy your course content, including the learning modules that will contain your course materials and activities. Certain content areas are required on your Course Menu at UAFS.

- **Module Page** – This page allows you to deploy course modules that automatically update with certain kinds of information, such as announcements, due dates, and new content. Your Home Page should be the only Module Page you need.

- **Blank Page** – This is a page of content you can modify and save using the Content Editor (see below). A blank page is not saved as a file in your course.

- **Tool Link** – This is a link to a tool page or a page containing links to all available tools. NOTE: Some types of content do not have tool pages that students can access, including tests. Assignments, learning modules, and Web links do not have tool pages at all.

- **Web Link** – This is a link to a Web page outside the course. Only vitally important Web links should be deployed on the Course Menu, to avoid clutter. Others should be added to learning modules and folders.

- **Course Link** – This is a link to content that has already been deployed elsewhere in the course. Files and some other types of content cannot be deployed on the Course Menu. This option lets you link your syllabus file and other important content on the menu.

- **Subheader** – This creates text that you can use to separate items on the Course Menu.

- **Divider** – This creates a visual line you can use to separate items on the Course Menu.
Adding Content Areas to the Course Menu

Your major content areas will be located in the Course Menu.

To add **Content Areas** to the **Course Menu**:

1. Point to the **Add Menu Item** button.
2. Click **Content Area**.

3. Type the **Name** of the Content Area.
4. Select the check box for “**Available to Users**.”

5. Click **Submit**.
6. Drag the **folder** to the appropriate location on the Course Menu.
ACTIVITY – Adding the Required Content Areas to Your Course Menu

In addition to the Home Page, all Blackboard courses at UAFS are **required** to include certain content areas in the Course Menu. Using the Add Menu Item button and the Content Area option, **create** the following content areas for your Course Menu, in the following order:

1. **Getting Started**
2. **Online Orientation**
3. **Course Content**
4. **Course Resources**
5. **Feedback and Evaluation**

The Getting Started and Course Content areas can be created under different names, so long as students can clearly understand the purpose of these areas. For example, “Getting Started” might alternately be called “Start Here” or “Welcome.” Similarly, “Course Content” might be called “Weekly Materials and Activities” or “Learning Modules.”

The Course Resources content area is optional but recommended for Web-enhanced courses. Hybrid and Full Online courses should include this content area.

**Required Elements in a UAFS Blackboard Course**

The purpose and contents of each of the required UAFS content areas is listed below:

- **Getting Started** – This will contain an orientation message, contact information, computer requirements for Blackboard Learn, tips for success, troubleshooting information (clearing cache), and the “Course Policy Validation Quiz” (See “Tests, Surveys, and Pools; Importing and Deploying the Course Policy Validation Quiz”).
- **Online Orientation** – This will contain a Web link to information about online courses and Blackboard orientation videos. It will also include the Student Orientation Quiz (See “Tests, Surveys, and Pools; Importing and Deploying the Student Orientation Quiz”).
- **Course Content** – This will contain your learning modules.
- **Course Resources** – This should contain general resources students will use throughout the course.
- **Feedback and Evaluation** – This will contain an anonymous discussion forum for student feedback and a Web link to the end of semester course evaluation.
A diagram of the Course Menu elements and the Getting Started area requirements:

Yellow boxes: Items that can be displayed in the Getting Started folder if there are too many items on the Course Menu. However, we recommend you always include a Syllabus link in the Course Menu.

Green Box: This item is optional but recommended for Web-enhanced courses. Hybrid and Full Online courses should include this content area.

You should also provide a link to your Syllabus, and a Tool Link to the My Grades tool, so students can see their grades. We’ll add the Syllabus later. (See “Creating New Content for Your Blackboard Course, Adding a Syllabus to Your Course”). We’ll build the tool link in the next activity.

ACTIVITY - Create a Tool Link to My Grades

Let’s finish setting up our main Course Menu elements by creating a tool link to the My Grades tool. This tool allows individual students to see their grades from the Grade Center. If you are using the Grade Center to manage grades, you should add this link.
To add a tool link to My Grades:

1. Point to the Add Menu Item button.
2. Click Tool Link.

3. Type “My Grades” into the Name text box.
4. Click My Grades in the Type drop-down menu.
5. Select the check box for **Available to Users**.
6. Click **Submit**.

7. **Drag** the My Grades link to the appropriate position on the Course Menu. (Most instructors place this link at the bottom of the menu.)

In addition to the My Grades tool, there are several individual tool pages you can link to on your Course Menu. However, you should only do this for important tools that have several items on the tool page that students need to access. Always remember to also link the individual tool items in the learning modules where those items apply.

**ACTIVITY – Finishing Your Home Page**

Now that we have files in the course and content areas in the menu, let’s finish our Home Page. We need to verify that the Home Page is the Course Entry Point and create the Home Page header.

**Course Entry Point**

Since the Home Page was the first page you created, it was automatically set up as the Course Entry Point. The Course Entry Point is first page students see when they enter the course from My Blackboard. It is also the page that users go to when they click the Home Button.
If your Home Page is not the Course Entry Point, you will need to change that setting:

1. Click **Customization**, in the Control Panel.
2. Click **Teaching Style**.

![Control Panel](image)

3. Under “Select Course Entry Point” click **Home Page** in the drop-down list.

![Select Course Entry Point](image)

4. Click **Submit**, at the bottom of the page.
Creating the Home Page Header

Finally, you need to create a header (or banner) on your Home Page. The header 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)
- A photo of yourself (Required for full online and hybrid courses, optional but recommended for Web-enhanced courses.)

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.
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.

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

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. Click a spot in the Content Editor window to place the insertion point there.
9. Type the name of the course.
10. Select the text and click the Center button.
11. With the text selected, click the Bold Button.
12. Unselect the text. Click and place the insertion point just after the name
13. Holding the SHIFT key, press ENTER on your keyboard. This will make a single line break. If you do not press the SHIFT key, it will make a paragraph break (with an additional line of space).
14. Type the course type.
15. Bold the course type text, if desired
16. Select the name of the course and change the **font size** by clicking a number in the Font Size drop-down menu. The larger the number, the bigger the font.
17. Next, we’ll add a **table**. We’ll use the table to arrange our contact information and photo.
18. Click the **Insert/Edit Table** button.

![Insert/Edit Table button](image)

19. Set the following **Table Properties**:
   A. Columns = 2
   B. Rows = 1
   C. Cell Padding = 5
   D. Cell Spacing = 5
   E. Alignment = **Not Set**
   F. Width = 100% (be sure to type the percent sign)
   G. Border = 0 (If you would prefer to see the borders, type “1.”)
   H. Class = **Not Set**
   I. Table Caption = **Check box cleared** (unchecked)

20. Click **Insert**.
21. With the border thickness at 0, the table will be invisible. However, instructors will see a dashed line where the table borders are.
22. Click in the **left column** to place the insertion point. We’ll add our photo there. (You should already have uploaded a photo of yourself in the Graphics folder in Files.)
   A. Click the **Insert/Edit Image** button.

![Insert/Edit Image button](image)

   B. Click **Browse Course**. (This option does not work in Internet Explorer.)
   C. The Course Files area opens.
   D. Click the **Graphics** folder (or whichever folder your photo is in).
   E. Click the **option button** for your photo.
   F. Click **Submit**.
   G. Type a **text description** for the photo in the Image Description box.
   H. Click **Insert**.
23. Click in the **right column** to place the insertion point. We’ll add our contact information there.

   A. Type “**Instructor:**” followed by your name.
   B. Holding the **SHIFT** key, press **ENTER** on the keyboard, to make a **regular line break**.
   C. Type: “**Office:**” followed by your office location.
   D. Make a **regular line break**.
   E. Type “**Phone:**” followed by your office (or other) phone number.
   F. Make a **regular line break**.
   G. Type “**E-Mail:**” followed by your e-mail address
   H. Select your **e-mail address**, and then click the **Insert/Edit Link** button.

   ![Insert/Edit Link button]

   I. Type “mailto:[your e-mail address]” in the Link Path text box.
   J. Click **Insert**.
   K. Make a **regular line break**.
   L. Type “**Office Hours:**” followed by your office hours for the semester in question.

24. Next, add the header file to the top of the page, above the course name. (You should already have uploaded the file to the Headers folder in Files.)

   A. **Click** in front of your course name to place the insertion point there.
   B. Press **ENTER** on your keyboard to make a paragraph break.
   C. **Click** the top of the page to place the insertion point above the course name.
   D. Click the **Insert/Edit Image** button.
   E. Click **Browse Course**. (This option does not work in Internet Explorer.)
   F. The Course Files area opens.
   G. Click the **Headers** folder.
   H. Click the **option button** for the header file you want to use.
   I. **Click** **Submit**.
   J. Type a **text description** for the header in the Image Description box.
   K. Click **Insert**.

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

26. 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.

Toolbars

Many of the tools in the Content Editor are familiar to users of HTML editors. The following is a list of all the buttons in the Content Editor toolbars, as well as some details about the tools:

**Row One**

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

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Bold" /></td>
<td>Bold</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Italic" /></td>
<td>Italic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Underline" /></td>
<td>Underline</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Strikethrough" /></td>
<td>Strikethrough</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Paragraph" /></td>
<td>Paragraph Type/Format – This menu contains a selection of paragraph types, including Heading, 2 Sub Headings, and Paragraph</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Arial" /></td>
<td>Font Type/Family – This menu contains a limited selection of common font types</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="3 (12pt)" /></td>
<td>Font Size</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Bullet" /></td>
<td>Bullet List – The bullet options are Default, Circle, Disc, and Square</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Number" /></td>
<td>Number List – The number list options are Default, Lower Alpha, Lower Greek, Lower Roman, Upper Alpha, and Upper Roman</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Text Color – 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.

Highlight – The Highlight option contains the same color choices as the Text Color option.

Remove Formatting – This button removes the HTML formatting from the selected text.

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

Preview – This button opens a window containing a preview of the content.

Help – This button opens a Help window containing descriptions of the Content Editor buttons, a list of plugins, and information about the Content Editor.

Full Screen – This button will toggle the Content Editor back and forth between using the entire window and the default editor size.

Show Less/Show More – This toggle button will reduce or expand the number of toolbar commands visible. The reduced row is different from the expanded first row.

Row Two

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

<table>
<thead>
<tr>
<th>Cut*</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Copy*</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Paste*</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Find (Search for and Replace Text)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Undo</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Redo</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Align Left</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Align Center</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Align Right</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Align Full – Balances text between the left and right margins</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indent</strong> – Moves the content to the right</td>
</tr>
<tr>
<td><strong>Outdent</strong> – Moves the content to the left</td>
</tr>
<tr>
<td><strong>Superscript</strong></td>
</tr>
<tr>
<td><strong>Subscript</strong></td>
</tr>
<tr>
<td><strong>Insert/Edit Link</strong> – Adds a link to <em>existing</em> content. Mail links must be set up using the “mailto:” command in the box for the Link Path.</td>
</tr>
<tr>
<td><strong>Remove Link</strong></td>
</tr>
<tr>
<td><strong>Direction Left to Right</strong> – Sets up text to be written from left to right, with the insertion point to the right of the text.</td>
</tr>
<tr>
<td><strong>Direction Right to Left</strong> – Sets up text to be written right to left, with the insertion point to the left of the text.</td>
</tr>
<tr>
<td><strong>Line</strong> – Adds a default line to the content.</td>
</tr>
<tr>
<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><strong>Insert Nonbreaking Space Character</strong> – Enters a space character without a line break. This is used to add additional spaces between words, where appropriate. This should not be used to indent or tab text.</td>
</tr>
<tr>
<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:

| **Record from Webcam** – See “Video Everywhere,” below, for details |
| **Insert File** – Attaches a file to the content |
| **Insert/Edit Image** – 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. |
| **Insert/Edit Embedded Media** – Adds a variety of media to the content. See “Adding Multimedia,” below, for details. |
| **Launch Math Editor** – Opens the Math Editor. See “The Math Editor,” below, for details. |
**Insert Mashup** – Inserts a choice of YouTube videos, Flickr photos, Slideshare presentations, and other third-party mashups

**Show/Hide Nonprinting Characters** (toggle on and off) – Shows/hides nonprinting characters in the content

**Blockquote** – Formats text as a blockquote

**Symbol** – Adds a symbol to the content

**Emotions** (Emoticons) – Adds one of 16 emoticon icons to help convey emotion with text

**Anchor** – Adds an anchor to the content, which can be used to set internal links

**Insert/Edit Table** – Opens a dialog box of properties for a new or selected table. See “Tables,” below, for details.

**Table Row Properties** - Opens a dialog box for the properties of the selected table row

**Table Cell Properties** - Opens a dialog box for the properties of the selected table cell

**Insert Row Before** – Inserts a table row above the selected row

**Insert Row After** - Inserts a table row below the selected row

**Delete Row** – Deletes the selected row

**Insert Column Before** – Inserts a table column to the left of the selected column

**Insert Column After** - Inserts a table column to the right of the selected column

**Delete Column** – Deletes the selected column

**Merge Table Cells** – Merges selected table cells into a single cell

**Split Merged Table Cells** – Splits merged table cells into their original cells

**HTML Code View** – Displays the HTML for the content. Users can edit the HTML from this view. Only experienced Web page developers should use this feature.

**Edit CSS Style** – Opens a property sheet with various CSS style commands. Users can alter the look of the content from here. Only experienced Web page developers should use this feature. See “CSS Style,” below, for details

### Other Editor Options

**Path** – This shows the HTML commands being used for the selected part of the content.

**Word Count** – This shows a word count for the content.

**Resize Window** – This feature allows users to drag the bottom of the Content Editor, to expand the height of the editing frame.
The Math Editor

The Content Editor also 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 Selection]

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 Insertion]

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.

![Nested Symbol]

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 and symbols are available in the Math Editor:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>📞</td>
<td>General</td>
</tr>
<tr>
<td>📇</td>
<td>Fraction</td>
</tr>
<tr>
<td>√</td>
<td>Square root</td>
</tr>
<tr>
<td>☼</td>
<td>Bevelled fraction</td>
</tr>
<tr>
<td>☺</td>
<td>Root</td>
</tr>
<tr>
<td>ₕ</td>
<td>Superscript</td>
</tr>
<tr>
<td>☮</td>
<td>Subscript</td>
</tr>
<tr>
<td>☺</td>
<td>Parentheses</td>
</tr>
<tr>
<td>☺</td>
<td>Square brackets</td>
</tr>
<tr>
<td>☺</td>
<td>Vertical Bars</td>
</tr>
<tr>
<td>☺</td>
<td>Curly brackets</td>
</tr>
<tr>
<td>+</td>
<td>Plus sign</td>
</tr>
<tr>
<td>/</td>
<td>Forward slash</td>
</tr>
<tr>
<td>×</td>
<td>Multiplication sign</td>
</tr>
<tr>
<td>±</td>
<td>Plus-minus sign</td>
</tr>
<tr>
<td>−</td>
<td>Minus sign</td>
</tr>
<tr>
<td>÷</td>
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<td>Greater-than or slanted equal to</td>
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<td>Does not contain as member</td>
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<td>Superset of or equal to</td>
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</tr>
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<td>Not sign</td>
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<td>For all</td>
</tr>
<tr>
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<td>There exists</td>
</tr>
<tr>
<td>∄</td>
<td>There does not exist</td>
</tr>
<tr>
<td>∴</td>
<td>Therefore</td>
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</tbody>
</table>
Because

\[ \angle \] Angle

\[ \parallel \] Parallel to

\[ \perp \] Perpendicular

\[ \nparallel \] Not parallel to

\[ \lozenge \] Lozenge or Rhombus

\[ \deg \] Measured angle

\[ \measuredangle \] Spherical angle

\[ \square \] Square

\[ \triangle \] Triangle

\[ \circ \] Circle

\[ \parallelogram \] Parallelogram

\[ \oplus \] Circled plus

\[ \otimes \] Circled times

\[ \odot \] Circled dot

\[ \ominus \] Circled minus

\[ \cdot \] Dot

\[ \ast \] Circled asterisk

\[ \div \] Circled division

---

**Arrows**

\[ \leftarrow \] Leftwards arrow

\[ \rightarrow \] Rightwards arrow

\[ \leftrightarrow \] Left right arrow

\[ \leftarrowrightarrow \] Leftwards double arrow

\[ \rightarrowrightarrow \] Rightwards double arrow

\[ \leftrightarrowleftrightarrow \] Left right double arrow

\[ \leftarrowleftarrow \] Leftwards arrow from bar

\[ \rightarrowrightarrow \] Rightwards arrow from bar

\[ \nwarrow \] North east arrow

\[ \searrow \] South east arrow

\[ \leftarrowhook \] Leftwards arrow with hook

\[ \rightarrowhook \] Rightwards arrow with hook

\[ \nwnwarrow \] North west arrow

\[ \swarrow \] South west arrow

\[ \lrrightharpoonup \] Leftwards harpoon with barb upwards

\[ \rrightharpoonup \] Rightwards harpoon with barb upwards

\[ \uparrow \] Upwards arrow

\[ \downarrow \] Downwards arrow

\[ \updownarrow \] Up down arrow

\[ \upupdownarrow \] Upwards double arrow
| Upwards double arrow                                                                 | Downwards double arrow          |
| Up down double arrow                                                                 | Bar right harpoon (with barb downwards) |
| Left harpoon (with barb upwards)                                                   | Left down arrow                  |
| Vertical ellipsis                                                                  | Up right diagonal ellipsis       |
| Horizontal ellipsis                                                                | Down right diagonal ellipsis     |
| Midline horizontal ellipsis                                                        | Right arrow with over script     |
| Right arrow with under script                                                     | Right arrow with under and over script |
| Left arrow with over script                                                        | Left arrow with under script     |
| Left arrow with under script                                                       | Left arrow with under and over script |
| Vector accent                                                                      | Left right arrow accent          |
| Arrow accent                                                                       | Bar accent                       |

**Greek and letters**

<p>| α  | Alpha  |
| β  | Beta   |
| γ  | Gamma  |
| δ  | Delta  |
| ε  | Epsilon|
| ζ  | Zeta   |
| η  | Eta    |
| θ  | Theta  |
| θ  | Theta (variant) |
| ι  | Iota   |
| κ  | Kappa  |
| λ  | Lambda |
| μ  | Mu     |
| ν  | Nu     |
| ξ  | Xi     |
| ο  | Omicron|
| π  | Pi     |</p>
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<td>σ</td>
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<td>Sigma</td>
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<td>Tau</td>
</tr>
<tr>
<td>υ</td>
<td>Upsilon</td>
</tr>
<tr>
<td>φ</td>
<td>Phi (variant)</td>
</tr>
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<td>φ</td>
<td>Phi</td>
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<td>χ</td>
<td>Chi</td>
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<td>Capital xi</td>
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<td>Capital omicron</td>
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<td>Black-letter capital i</td>
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Aleph
Calligraphy L
Black-letter capital r
\( \wp \) (Weierstrass) or powerset
\( \mathcal{Z} \) zTransform
\( \ell \) ell
Caligraphy F
arabicIndicNumbers
easternArabicIndicNumbers

Matrices

- 3 rows, 3 columns table
- 3, rows, 3 columns matrix with vertical bars
- 3, rows, 3 columns matrix with square brackets
- 3, rows, 3 columns matrix with parenthesis
- 3 rows column
- 3 rows column with square brackets
- 3 rows column with parenthesis
- 3 column row
- 3 column row with square brackets
- 3 column row with parenthesis
- 3 rows column with left curly brackets
- Piecewise function
- 3 rows column with right curly brackets
- \( a = b = c \) Aligned equations
- Vertical ellipsis
- Up right diagonal ellipsis
- Midline horizontal ellipsis
- Down right diagonal ellipsis
### Scripts and layout

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<td>Big operator with over and under scripts</td>
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### Decorations

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<td>Down diagonal strike</td>
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**Big operators**

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<td>Big square cap</td>
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<tr>
<td>$\big\cup$</td>
<td>Big union</td>
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<td>Coprod</td>
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**Calculus**

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<tr>
<td>$\int_0^a$</td>
<td>Definite integral with differential</td>
</tr>
<tr>
<td>$\int_0^a$</td>
<td>Integral with subscript</td>
</tr>
<tr>
<td>$\int_0^a$</td>
<td>Integral with subscript and differential</td>
</tr>
<tr>
<td>$\partial$</td>
<td>Differential</td>
</tr>
<tr>
<td>$\partial$</td>
<td>Derivative</td>
</tr>
<tr>
<td>$\partial$</td>
<td>Partial differential</td>
</tr>
<tr>
<td>$\partial$</td>
<td>Partial derivative</td>
</tr>
<tr>
<td>$\lim_{x \to a}$</td>
<td>Limit with under script</td>
</tr>
<tr>
<td>$\lim_{x \to a}$</td>
<td>Limit to infinity</td>
</tr>
<tr>
<td>$\text{Curl}$</td>
<td>Curl</td>
</tr>
<tr>
<td>$\text{Gradient}$</td>
<td>Gradient</td>
</tr>
<tr>
<td>$\text{Divergence}$</td>
<td>Divergence</td>
</tr>
<tr>
<td>$\text{Laplacian}$</td>
<td>Laplacian</td>
</tr>
<tr>
<td>$\int$</td>
<td>Integral</td>
</tr>
<tr>
<td>$\iint$</td>
<td>Double integral</td>
</tr>
<tr>
<td>$\iiint$</td>
<td>Triple integral</td>
</tr>
<tr>
<td>Symbol</td>
<td>Description</td>
</tr>
<tr>
<td>--------</td>
<td>-------------</td>
</tr>
<tr>
<td>\oint</td>
<td>Contour integral</td>
</tr>
<tr>
<td>\iint</td>
<td>Surface integral</td>
</tr>
<tr>
<td>\iiint</td>
<td>Triple integral</td>
</tr>
<tr>
<td>\iiint</td>
<td>Volume integral</td>
</tr>
<tr>
<td>\sin</td>
<td>Sinus</td>
</tr>
<tr>
<td>\cos</td>
<td>Cosinus</td>
</tr>
<tr>
<td>\tan</td>
<td>Tangent</td>
</tr>
<tr>
<td>\log</td>
<td>Logarithm</td>
</tr>
<tr>
<td>\log_a</td>
<td>Logarithm</td>
</tr>
<tr>
<td>\ln</td>
<td>Natural logarithm</td>
</tr>
<tr>
<td>\csc</td>
<td>Cosecant</td>
</tr>
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<td>Secant</td>
</tr>
<tr>
<td>\cot</td>
<td>Cotangent</td>
</tr>
<tr>
<td>\sin^{-1}</td>
<td>Arcsinus</td>
</tr>
<tr>
<td>\cos^{-1}</td>
<td>Arccosinus</td>
</tr>
<tr>
<td>\tan^{-1}</td>
<td>Arctangent</td>
</tr>
</tbody>
</table>

*Contextual* (only available for certain types of functions and equations)

<table>
<thead>
<tr>
<th>Action</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insert row below</td>
<td>Add a row below the current row.</td>
</tr>
<tr>
<td>Insert row above</td>
<td>Add a row above the current row.</td>
</tr>
<tr>
<td>Insert column to the right</td>
<td>Add a column to the right of the current column.</td>
</tr>
<tr>
<td>Insert column to the left</td>
<td>Add a column to the left of the current column.</td>
</tr>
<tr>
<td>Remove row</td>
<td>Remove the current row.</td>
</tr>
<tr>
<td>Remove column</td>
<td>Remove the current column.</td>
</tr>
<tr>
<td>addFrame</td>
<td>Add a frame around the current cell.</td>
</tr>
<tr>
<td>removeFrame</td>
<td>Remove the frame around the current cell.</td>
</tr>
<tr>
<td>matrixSolidLine</td>
<td>Add a solid line separator.</td>
</tr>
<tr>
<td>addLineBelow</td>
<td>Add a line below the current cell.</td>
</tr>
<tr>
<td>addLineRight</td>
<td>Add a line to the right of the current cell.</td>
</tr>
<tr>
<td>matrixDashLine</td>
<td>Add a dashed line separator.</td>
</tr>
<tr>
<td>removeLineBelow</td>
<td>Remove the line below the current cell.</td>
</tr>
<tr>
<td>removeLineRight</td>
<td>Remove the line to the right of the current cell.</td>
</tr>
<tr>
<td>alignLeft</td>
<td>Align cell to the left.</td>
</tr>
<tr>
<td>alignCenter</td>
<td>Align cell to the center.</td>
</tr>
<tr>
<td>alignRight</td>
<td>Align cell to the right.</td>
</tr>
<tr>
<td>alignRowsTop</td>
<td>Align all cells in the row to the top.</td>
</tr>
<tr>
<td>alignRowsCenter</td>
<td>Align all cells in the row to the center.</td>
</tr>
</tbody>
</table>
**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.

![Toolbar Buttons]

**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.

![Merging Cells]

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.

![Splitting 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 Image Button](image)

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.

![Insert/Edit Embedded Media Button](image)

2. Click the **type** of media you want to add in the drop-down menu.
   a. Flash
   b. QuickTime
   c. Shockwave
   d. Windows Media
   e. Real Media
   f. iFrame
   g. 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.

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. Use the drop-down menu of conditions to narrow or expand the search.
   a. Some Mashups have additional options.
5. Select the language, if needed, in the Language drop-down menu.
6. Click Go. A list of media content will appear.
7. Click Preview to preview a file.
8. Click Select to select a file.
9. From the drop-down menu, click the View for how you want the content to appear.
10. If available, set the size of the display for the file.
11. Click the radio buttons determining whether information from the source site is displayed or not.
12. Click Submit.
Video Everywhere

The Content Editor includes a **Video Everywhere** tool that allows users to record and add **video**, using their local computer **webcam**. Before recording the videos, users will need to set up a **YouTube** account and channel on which to store them.

Users will need a **webcam** and **microphone** to record the video. If using a webcam with a built-in microphone, make sure the audio quality is satisfactory. If not, consider using a separate microphone.

Users must have **Adobe Flash** installed on their computer to use Video Everywhere.

To **record** a video in the Content Editor:

1. Click the **Record from Webcam** button.

2. Click **Sign in to YouTube**.

3. Type your **e-mail address** and **password**.
4. Click **Sign In**.
5. Click **Grant access**.
6. Click **Record from webcam**.
7. Click the option button for **Allow**, in the Privacy section of the Adobe Flash Player Settings, to allow the site to have access to your camera and microphone.

8. Click the **Microphone** tab in the Adobe Settings and **adjust** the microphone audio as needed.
9. Click **Close**.
10. Click **Start Recording**.
11. If Blackboard asks for permission to use the webcam, click **OK** to begin recording the video.
12. Click **Stop Recording** when you are finished.
13. If you need to do a **retake**, click **Start Over** and return to step 10, above.
14. After you have recorded the video, click **Upload**. The upload may take a few moments.
15. Click the option button for either **Play in place** or **Thumbnail**, to choose how you would like to display the video.

16. Make sure the video dimensions are satisfactory. If you change them, select the check box for **Constrain Proportions first**, to avoid distortion.
17. Click **Insert**.
18. The video will appear as a large yellow box in the Content Editor. After you **Submit** the changes to the content, the embedded video will appear in that location.

**Coordinate** any video changes in your courses with the content on your YouTube channel. Removing a video from the course content does not remove it from the YouTube channel. However, if you delete a video from your YouTube channel, it will break the link to the video in your course.

**CSS Style**

The CSS (Cascading Style Sheets) Style button allows users to modify property sheets for **selected HTML content** in the Content Editor, including text formatting and background colors and images. The CSS Style options should only be used **cautiously**, by users with experience developing web pages. Changes can be reversed using the Undo option (CTRL-Z) in the Editor, but once they are submitted they can only be altered via the CSS Style options.
Building Your Course Content

Blackboard Learn supports the addition of several different kinds of content to learning modules and content areas and folders.

Content Areas and Content Folders

Content folders are places in which you can deploy links to files, Web links, learning modules, and other content. Content folders are different from file folders in your Files area. Your Files area stores the actual files. Content folders contain the links to those files. Content areas are just content folders that are listed on the Course Menu.

Adding Content to Your Content Areas/Folders and Learning Modules

Blackboard Learn has a variety of content options you can add to your content folders and learning modules. The options are located in menus at the top of each content folder and learning module.

Build Content Menu

- **Item** – A section of content you can add and modify directly in a content folder or learning module. Do not use this option to deploy files.
- **File** – Deploys (links) a file in a content folder or learning module.
- **Audio** – Deploys an audio file in a content folder or learning module. You can set the audio to auto play or loop.
- **Image** – Deploys an image file in a content folder or learning module. You can set the image to display at a variety of sizes.
- **Video** – Deploys a video file in a content folder or learning module. You can set the video to auto play or loop.
- **Web Link** – Creates a Web link in a content folder or learning module.
- **Learning Module** – Adds a learning module to a content folder.
- **Lesson Plan** – Allows you to construct a lesson plan for a specific unit or module.
- **Syllabus** – Allows you to link to a syllabus file or build a syllabus using the built-in Blackboard tool.
- **Course Link** – Allows you to set up a link to any other deployed item in the course.
- **Content Folder** – Adds a content folder to another content folder or a learning module.
- **Module Page** – This sets up a course module page, like the Home Page.
- **Blank Page** – This is an empty page that you can customize with the Content Editor. This page is not saved as a file in the Files area.
- **Flickr Photo** – This mashup allows you to embed or link to a variety of photos from the Flickr Web site.
- **SlideShare Presentation** – This mashup allows you to embed or link to a variety of presentations on the SlideShare Web site.
- **YouTube Video** – This mashup allows you to embed or link to a variety of videos on the YouTube Web site.
- **Other Mashups** may be added to the list for third-party content resources.

**Assessments Menu**

- **Test** – Deploys a test in a content folder or learning module.
- **Survey** – Deploys a survey in a content folder or learning module.
- **Assignment** – Deploys an assignment in a content folder or learning module.
- **Mobile Compatible Test** – Builds and deploys a test designed for the Blackboard app on smartphones and tablets. (See “Mobile Compatible Tests,” below)
**Tools Menu**

- **Discussion Board** – Deploys a discussion forum or a link to the discussion board tool in a content folder or learning module.
- **Blogs** – Deploys a blog in a content folder or learning module.
- **Journals** – Deploys a journal in a content folder or learning module.
- **Wikis** – Deploys a wiki in a content folder or learning module.
- **Groups** – Links to groups in a content folder or learning module.
- **Chat** – Deploys a chat room in a content folder or learning module.
- **Virtual Classroom** – Deploys a virtual classroom in a content folder or learning module.
- **Tools Area** – Links to a page of available tools in the course.
- **More Tools** – This area contains a list of other tools you can link to in your course. Some tools are not available on our system.

**Partner Content Menu**

- **Search for Textbook** – Look up and display information about your course texts.
- **Manual Entry Textbook** – Manually enter and display information about your course texts.
- **Commercial Content** – Links to content from commercial providers
An Effective Method for Uploading Files and Adding Content

To avoid clutter in your Files area you should follow the best practices below for creating, uploading and deploying content:

- Create and/or upload content **first** before deploying it in the course content area.
- Create your files offline
- Upload your files into appropriate folders in the Files area **before** you add them to content folders or learning modules.
- When deploying a file to a content folder or learning module, **always** use the **Browse Course** option to link to files you have already uploaded to the course.
  - Don’t use Browse My Computer to deploy files. The system will make a copy of the file(s) in the root directory of your Files area.

**ACTIVITY - Adding File Links to Your Getting Started Content Area**

You should have the following two files in the Getting Started folder in your Files area:

- Course Orientation.html
- Whom to Contact.html

You need to **deploy** those files to the Getting Started **content area** in your Course Menu, so students can see them. The procedure you use to deploy these files will also be the one you use to add files to your learning modules and other content folders.

To **deploy** the Getting Started files:

1. Click **Getting Started**, in the Course Menu.
2. First, deploy the **Course Orientation** file.
   a. Point to **Build Content**.
   b. Click **File**.
c. Click **Browse Course**. The Files area will open.
d. Click **Getting Started** in the Files area.
e. Click the **option** (or radio) **button** for Course Orientation.html.

![Image of course orientation file]

f. Click **Submit**.
g. Type the **name** you want to use for the file in the Name text box.
   i. The name should let students know that file is the first one they should read. “Course Orientation,” “Welcome,” and “Start Here” are all reasonable choices.

![Image of file name input]

h. Click **Submit**.
   i. The Course Orientation file should be the **first** one in the Getting Started content area. If for any reason it is not, **drag** it to the top of the content area.

3. Next, deploy the **Whom to Contact** file.
   a. Point to **Build Content**.
   b. Click **File**.
   c. Click **Browse Course**.
   d. Click **Getting Started** in the Files area.
   e. Click the **option button** for Whom to Contact.html.
   f. Click **Submit**.
   g. Type “**Whom to Contact**” in the Name text box.
   h. Click **Submit**.

![Image of contact file deployment]
Creating New Content for Your Blackboard Course

One important part of building an online course is being able to create and develop new content. This section addresses some of the important challenges in creating new content for your course.

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**.

![Image of file save options]

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**.

![Image of file save options]
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 - Adding a Syllabus to Your Course**

All courses are required to have a Syllabus. Your syllabus file should be in either HTML or PDF format. Your syllabus file should be uploaded to the Files area in a Syllabus folder (or something similar, such as Getting Started).

**Uploading the Syllabus to Files**

To **upload** your syllabus file to your course Files area:

1. In the Control Panel, click **Files**, and then click the **Course ID** for your course.
   
   a. Alternately, you can click the **shortcut arrow** for Files.

2. Click **Syllabus**, or the **name** of the **folder** in which you will store the file.
3. Point to **Upload**.
4. Click **Upload Files**.
5. Click **Browse** (or Select File, depending on your Web browser and upload method).
6. Navigate to the **drive** and **folder** on your local computer that contains the syllabus file.
7. **Select** the syllabus file.
8. Click **Open**.
9. The file should now be listed in the Upload window. Click **Submit**.
**Deploying the Syllabus File in the Getting Started Content Area**

Once your syllabus file has been uploaded to the Files area, you can deploy it in the course content. The optimal place for this link would be on the Course Menu. However, Learn 9.1 does not allow you to deploy files directly on the Course Menu. Instead, we’ll deploy the syllabus in the Getting Started content area and then make a Course Link to the Syllabus on the Course Menu.

To add the Syllabus file to the Getting Started content area:

1. Click Getting Started, on the Course Menu.
2. Click Build Content.
3. Click File.
4. Click Browse Course.
5. A window containing your Files Area opens. Click the Syllabus folder (or whichever folder your syllabus is stored in).
6. Click the option button for the syllabus file.
7. Click Submit.
8. The file name will be listed on the Create File page. Type a Name, in the text box. We recommend leaving the file extension out of this name.
9. Click Submit.
10. We recommend dragging the syllabus link to the spot just below the Course Orientation.

**Creating a Course Link to the Syllabus on the Course Menu**

Now that the syllabus is in the Getting Started content area, on the Course Menu we can make a Course Link that points directly to the syllabus file:
1. Point to the **Add Menu Item** button.
2. Click **Course Link**.

3. Click **Browse**.
4. A window will open with a list of all deployed course content. Click the **Syllabus** link in the **Getting Started** folder.
5. Make sure “Syllabus” is typed in the Name text box.
6. Select the check box for Available to Users.
7. Click Submit.

8. Drag the Syllabus link to the appropriate location in the Course Menu. We recommend placing it just below the Online Orientation content area.

The Syllabus Tool (Optional)

You can also add the file using the Syllabus option:

1. Click Getting Started, on the Course Menu.
2. Click Build Content.
3. Click Syllabus.
4. Click the option button for **Use Existing File**.
5. Click **Browse Course**.

![Image of option buttons and browse buttons](image)

6. A window containing your Files area opens. Click the **Syllabus** folder (or whichever folder your syllabus is stored in).
7. Select the check box for the **syllabus file**.
8. Click **Submit**.
9. Type “Syllabus” (or whichever name you prefer) in the **Name** text box.
10. Click **Submit**.
Updating Files in Blackboard

One common activity in building and revising an online course is updating existing files in the course. This next section covers the most efficient ways to update your course files.

Downloading Current Files

Instructors should always keep backups of course files. However, if you need to download a file from your course, you should do this from the Files area. This is the only way to make sure you get the actual file and not a Blackboard Web page with the file inside it.

To download a file from your Blackboard Learn course:

1. In the Control Panel, click Files, and then click the Course ID for your course.
   a. Alternately, you can click the shortcut arrow for Files.

2. Click the name of the Files folder that contains the file you want to download.
3. Click the file name of the file you want to download.
4. The file will open as a preview in the Web browser or the native application for the file (for example, Microsoft PowerPoint for .PPT).
5. Save the file.
   a. In Google Chrome and Mozilla Firefox, right-click the file window, and then click Save As (Chrome) or Save Page As (Firefox).
   b. In Microsoft Internet Explorer, click the Tools button, point to File, and then click Save As.
      i. If the menu bar is visible, click File, and then click Save As.
   c. In other applications, use the File menu and Save As, or whichever procedure that application uses to save files.
6. Choose the drive and folder to which you want to save the file.
7. Click Save.

Once you have downloaded the file, you can make changes to it in the appropriate application.
Using Overwrite File to Update Current Files

Once you have made changes to a file offline, you will need to replace the older version of the file in your course with the new one. You can do this with the Overwrite File option. Overwrite File allows you to update the file content without having to redeploy it in the content.

To overwrite an existing file in your course with a new version:

1. In the Control Panel, click Files, and then click the Course ID for your course.

   a. Alternately, you can click the shortcut arrow for Files.

2. Click the name of the Files folder that contains the file you want to overwrite.
3. Click the Action Link button for the file.

4. Click Overwrite File.
5. Click Browse, Choose File, or whichever button your Web browser uses to choose files on your local computer.
6. In the Open dialog box, navigate to the drive and folder in which the new version of the file is located.
7. Click the new version of the file.
8. Click Open.
9. The file name should be listed in the Overwrite File window. Click Submit.
The Overwrite File option updates the old file content with the new file content. When you click on any existing File links to the file, you should see the new version of the file.

**NOTE:** If you still see the old version, clear your browser cache, as it may be holding on to the old version, even though it is changed in the Files area.

**ACTIVITY – Rewrite Your Course Orientation File**

You need to rewrite the sample Course Orientation.html file that you uploaded and deployed in your course. Rewrite the file to welcome students to your course and set the expectations you have for them as they begin the course.

To rewrite and update the Course Orientation File:

1. **Download** the Course Orientation file to your computer.
   a. In the Control Panel, click Files, and then click the Course ID for your course.
      i. Alternately, you can click the shortcut arrow for Files.
   b. Click Getting Started to open that folder.
   c. Click Course Orientation.html, to open a preview of the file.
   d. Right-click the file page, and then click Save As (Google Chrome) or Save Page As (Mozilla Firefox)
      i. For Microsoft Internet Explorer or Apple Safari, use the Save As options for those browsers.
   e. Navigate to the drive and folder on your computer in which you want to save the file.
   f. Click Save.
2. **Rewrite** the file.
   a. Open Microsoft Word on your computer.
      i. Alternately, any word processor that will edit HTML files, or an HTML editor with a “WYSIWYG” mode (one that shows what the file will look like online) will work.
   b. Click File or the Office button.
   c. Click Open.
   d. Browse and navigate to the drive and folder containing the Course Orientation file.
   e. Click the file.
   f. Click Open.
   g. Rewrite the file to introduce your students to the course you will teach.
   h. Save the file.
3. **Overwrite** the old version of the file in your course.
   a. In the Control Panel, click Files, and then click the Course ID for your course.
      i. Alternately, you can click the shortcut arrow for Files.
   b. Click Getting Started.
   c. Click the Action Link button for the old Course Orientation file.
   d. Click Overwrite File.
e. Click **Browse, Choose File**, or whichever button your Web browser uses to choose files on your local computer.
f. In the Open dialog box, navigate to the **drive and folder** in which the new version of the Course Orientation file is located.
g. Click the new version of the **file**.
h. Click **Open**.
i. Click **Submit**.

**ACTIVITY – Modify Your Whom to Contact File**

You need to **modify** the Whom to Contact.htm file that you uploaded and deployed in your course. You should replace the sample instructor contact information with your contact information. You should not change the contact information for Technology Services.

To **modify** and **update** the Whom to Contact file:

1. **Download** the Whom to Contact file to your computer.
   a. In the Control Panel, click **Files**, and then click the **Course ID** for your course.
      i. Alternately, you can click the **shortcut arrow** for Files.
   b. Click **Getting Started** to open that folder.
   c. Click **Whom to Contact.html**, to open a preview of the file.
   d. **Right-click** the file page, and then click **Save As** (Google Chrome) or **Save Page As** (Mozilla Firefox)
      i. For Microsoft Internet Explorer or Apple Safari, use the **Save As** options for those browsers.
   e. Navigate to the **drive and folder** on your computer in which you want to save the file.
   f. Click **Save**.
2. **Rewrite** the file.
   a. Open Microsoft **Word** on your computer.
      i. Alternately, any word processor that will edit HTML files, or an HTML editor with a “WYSIWYG” mode (one that shows what the file will look like online) will work.
   b. Click **File** or the **Office** button.
   c. Click **Open**.
   d. Browse and navigate to the **drive and folder** containing the Whom to Contact file.
   e. Click the **file**.
   f. Click **Open**.
   g. **Rewrite** the file to replace the sample instructor’s contact information with yours.
   h. **Save** the file.
3. **Overwrite** the old version of the file in your course.
   a. In the Control Panel, click **Files**, and then click the **Course ID** for your course.
      i. Alternately, you can click the **shortcut arrow** for Files.
   b. Click **Getting Started**.
c. Click the **Action Link** button for the old Whom to Contact file.
d. Click **Overwrite File**.
e. Click **Browse, Choose File**, or whichever button your Web browser uses to choose files on your local computer.
f. In the Open dialog box, navigate to the **drive** and **folder** in which the new version of the Whom to Contact file is located.
g. Click the new version of the **file**.
h. Click **Open**.
i. Click **Submit**.

**Edit in Blackboard**

The **Edit in Blackboard** option allows users to edit HTML files in the Content Editor. Users can edit HTML files in the Files area, and also via File links in learning modules and content folders.

**NOTE:** Due to a bug, the Edit in Blackboard option can cause files to display odd characters. For this reason, we recommend editing files offline and overwriting them, as described above.

To edit an HTML file in Blackboard:

1. Click the **Action Link** button for the file or file link.
2. Click **Edit in Blackboard**.
3. Using the **Content Editor**, make changes to the file.
4. Click **Submit** to save the changes.
5. The Edit in Blackboard bug may add odd characters to your file. Usually, these are caused by unnecessary spaces or paragraph breaks in the file. Deleting them should remove the unwanted characters.

If you use the Edit in Blackboard option to add images or other media files to your HTML files, be sure you have **already uploaded** them to the Files area and use **Browse Course** to add them.

Be sure to download the new version of the file. Always keep **backups** of your course files and content.
Course Design Principles

Applying the following design principles will help ensure that students can easily navigate your course, and that they are able to quickly locate and access content they need to be successful.

Simplicity is Best

- Don’t add unnecessary items to your Course Menu (or content folders). Unnecessary links to trivial content compete with important content links for attention.
- Avoid the need for students to scroll down more than one to two screens on a page.
- Keep your Course Menu short enough so that students can view it without scrolling.
- Use content folders to organize important links that don’t need to be on the course menu.
- Use learning modules for your course content, such as 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. For example, a student would not expect to find learning modules in a folder named Tests.
- Design your course to take advantage of the way Blackboard Learn works.
  - Linking to important content in more than one place, where appropriate, can help students 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 do not have to be designed identically, but it is important to provide consistency within 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, a different section of the course can be indicated with minor color changes in the page headers.
Making Your Content Easily Accessible

- Content in an online course must be easily accessible to students.
  - The course design must be logical.
  - Primary course content should be three clicks away or less at any time.
- Group similar topics together in folders or learning modules.
  - The main course teaching materials should be grouped in learning modules in your Course Content folder.
- 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.
    - 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.
  - 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.
Screen Design Guidelines

In addition to guidelines for the course design, there are important guidelines for the content in your course 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.
  - Use invisible borders (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.
  - Fonts will only appear on Web pages if the computer viewing the page has that font in its system.
  - If the computer does not have the font you chose, it will replace it with a font in its system.
  - Some fonts are hard to read on a Web site, especially for large passages of text.
  - Times New Roman is the most common serif font for body text.
  - Arial, Helvetica, and Verdana are the most common sans-serif fonts.
- Avoid more than two font types on a single page.
  - Variations within a type (bold, italics) are OK.
- The text for the body of a page should be:
  - 12-14 point size
  - Plain (avoid bold or italics, except for emphasis or titles of works)
  - Serif or sans-serif.
- Titles or Headers should be:
  - 18-36 point size
  - Bold or plain
  - Sans-serif or serif.

Color

- Color should be used conservatively on a Web page.
- High contrast between the text (and other content) and the background is important.
- Color must not distract from the content you are presenting.
- Color should not be 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 existing screen space as effectively as possible to organize your content.
- Use adequate space to divide content elements from one another and also from margins or sidebars.
- Use white space strategically for framing material.
  - However, avoid leaving too much space between items, especially large spaces that are surrounded by content. This wasted space disrupts the visual unity of the page. Remember that white space visually pushes material away from itself.
Learning Modules

Learning Modules are the primary tools in Blackboard Learn for organizing course content sequentially. Folders can organize files and other content, but learning modules allow instructors to clearly organize the teaching materials and learning activities in the order in which they want students to complete them. Learning modules also make it easy to quickly return to previous content.

ACTIVITY – Create a Learning Module

You can create learning modules in any content area or folder. At UAFS, you should build your learning modules in your Course Content area. Create your initial learning module for your first unit.

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. Succinctly 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 Content to a Learning Module

Instructors can use the menus at the top of the screen to add content to a learning module: Build Content, Assessments, Tools, and Partner Content.

You can add almost any content to a learning module that you can add to a content folder. However, you cannot add a learning module inside another learning module.

To organize some of your content into a subsection, create a content folder in the learning module and move that content into the folder.

Instructors can reorder content using either drag and drop or the “keyboard” reordering option. Content can be moved from one folder to another in the learning module by clicking the Action Link button for the content and using the Move option.

Students see the learning module content one page at a time. When a student accesses a learning module, they will see the first page of the learning module along with the Table of Contents. Students can click any item on the Table of Contents to go to that item.

With Edit Mode on, instructors see all the content in the module in the main window. Only the folders in the Table of Contents are clickable links. Clicking a folder name will change the main window view to the contents of that folder. Folders in the Table of Contents can be expanded, to view the content in them, or collapsed, to hide the content.
What Should Be in a Learning Module?

Using learning modules, instructors can organize their courses by weeks, chapters, units, or some other natural organizing principle. Instructors can organize their content sequentially and hierarchically. 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 learning objectives, derived from the course objectives.

The objectives should be performance or behavioral objectives, meaning they are measurable or observable. Students should be able demonstrate behaviors that show they have mastered the objectives.

The importance of learning objectives can be demonstrated by 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 we 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 of them at the end of the lesson.
- Are clearly stated, measurable or observable behaviors.

Word choice is important when writing objectives. Examine the following two lists of words. The words on the left can lead to misinterpretation. The words on the right column are more explicit and lead to no misinterpretations.

<table>
<thead>
<tr>
<th>To know the traffic rules</th>
<th>To describe the traffic rules</th>
</tr>
</thead>
<tbody>
<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>
</tbody>
</table>

- Use words that are explicit. Avoid words that are open to many interpretations.
- Choose behaviors that reflect the desired level of mastery.
  - For example, there is a big difference between identifying and describing.
- State the conditions in an objective where possible.
  - Under what conditions is the student 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 (Web-enhanced only, see below), charts, audio, video, and Web links.

- Design materials for maximum comprehension.
- Arrange materials to enable students to build understanding of the concepts as they proceed through the module (see “Online Course Design and Development Principles” below).
- Put text in a Web-ready format, either HTML or PDF. Don’t use Microsoft Word or other word processor file formats for text. (See “Creating New Content for Your Blackboard Course, Converting Word Documents to HTML or PDF”)
- Follow ADA (Americans with Disabilities Act) requirements.
  - Graphics in all HTML documents must have “alt” tags, to provide alternative text descriptions for students unable to see the images.
Multimedia must have alternate content (transcripts or captioning) for students unable to see or hear some of the content.

- Test all multimedia and consider whether students will need broadband (recommended) or additional software to access media in your course.
  - If so, include this information in your syllabus and orientation files.
- Don’t use PowerPoint presentations in full-online courses.
  - They do not usually provide enough details for full-online courses.
  - They can be adapted though, using the presentation in a video with detailed lecture narration.
  - They are fine for Web-enhanced courses, provided they have been covered in class.
  - A detailed Web page may be a more effective alternative.

Learning Activities

Learning activities help students:

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

Learning activities include assignments, discussion forums, chat rooms, blogs, wikis, journals, and projects. Offline activities may be associated with online activities. For example, music appreciation students may be required to blog or submit an assignment about a local concert they attended.

Organize your learning activities in the order that best suits your course. Often activities come after teaching materials. However, some activities may precede the materials. For example, a discussion that examines student attitudes about a subject before they study it.

Assessments

Assessments determine whether students have met the learning objectives.

- They usually come at the end of a learning module.
  - A pre-test to measure the learners’ ability prior to the module is one exception.
- In addition to quizzes and tests, assessments can include papers and projects.
- They should measure the specific behaviors and conditions in the learning objectives.
- It is important to do some kind of assessment for each learning module.
- They can be used for practice, as with self-tests or practice tests.
- They can help instructors monitor the students’ learning progress and identify potential problems with specific students.
  - For this reason, instructors should not hide self-test or practice quiz results from themselves.
- Regular assessments can reduce the potential for a high-stakes testing environment.
Online Course Design and Development Principles

The following principles will help you produce content and learning 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. These include:

- Transitions from one topic to another
- Changes in presentation style or mode
- Opportunities for questions or activities

Instructors can easily chunk their content in learning modules, using folders within a module to group “chunks” of content that cover the same topic.

Self-testing/Self-assessment

Regular assessment of student comprehension and learning during the course is important. One way of accomplishing this is by including self-tests or practice tests at the end of each module. They can help instructors assess:

- Student progress
- Student competency - Are they ready to proceed on to the next section of the course.
- Student activity
- Student 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 particularly applies 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 Illustration]

Chat Room Main Features
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

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 in concert with the graphic, minimizing the cognitive effort to link the two.

The concept of reducing cognitive load refers to decreasing the amount of unnecessary information or processing that a student encounters in a lesson or resource. Design your course content in ways that avoid unnecessary effort to comprehend the information you are presenting.

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 just a few of many ways to engage students in learning. Students are often motivated when they have choices in learning, or when the learning experience is personalized in some way.

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, to take a stake in their learning, and to seek greater responsibility for their own success.
Online Course Teaching Principles

In addition to the design and development of course materials and activities, there are principles for teaching online that address the quantity and quality of instructor activity in the course.

Setting High Expectations

Setting clear and detailed expectations is vital in an online class. Setting high expectations lets students know that instructors have confidence in their potential to achieve. They also remind students that the course content and experiences will help them succeed at a high level.

Emphasizing Time on Tasks

Emphasizing time on tasks is vital online. Where on-campus class time is reduced or non-existent, students need to be aware of the time they must spend to be successful. Set clear expectations, guidelines, and deadlines to make them cognizant of the time they invest in their class work. 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

Online instructors must keep a watchful eye on student progress. Without classroom meetings it is difficult to identify struggling students. Use regular assessment, maintain regular, open channels of communications, and monitor student communications to identify strugglers early. Proactive monitoring enables instructors to intervene more quickly with students who are having difficulties, improving the chances of identifying and correcting the sources of those difficulties.

Providing Timely Feedback

Students also need timely feedback. Respond to student questions and input promptly. Let students know at the start of the course what to expect in terms of response times to questions, grading, and other instructor feedback. Timely and regular feedback lets students know you are engaged and supportive. It lets them know where and how they need to improve. It also improves student morale and retention, not to mention their 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.
The Control Panel

The Control Panel is the main location where instructors can manage tools and settings in their course. Only instructors can see the Control Panel. Students do not have access to it.

Accessing Items on the Control Panel

- Click the title of a Control Panel item to expand or collapse the item menu.
- Click the shortcut arrow icon on the right to open the primary tool for a Control Panel item. For example, the Grade Center arrow opens the Full Grade Center.

Files

The Files area is where you upload, download, and manage files for your course. - See "File Management in Blackboard Learn", above, for details.

Course Tools

Many of the tools in Blackboard Learn can be found and managed here.

Some tools, such as Assignments, Learning Modules, and Web Links, do not have a tool page. For example, if you create a Web Link in a content folder or learning module it is only stored in that folder or module.

Instructors can deploy some individual tool items in the content folders and learning modules. For example, instructors can deploy individual discussion forums or blogs in the course content.
Some of the key tools are listed below. Many of them are covered in detail, later in the manual:

- **Achievements** – Set up certificates, milestones, and course completion acknowledgements in the course.
- **Announcements** – Create announcements that appear in the My Announcements module. Announcements can be linked to course content items.
- **Blogs** – Short for *Web log*, this tool allows individuals or groups to post writing and multimedia content. Readers can comment on the posts.
- **Collaboration** – This contains the Chat and Virtual Classroom tools. The latter includes a shared whiteboard and the limited ability to record activity in the tool.
- **Commercial Content Tools** – Configure selected textbook resources with your course.
- **Contacts** – Create and manage contact information for individuals.
- **Course Calendar** – A global calendar with entries for all courses in which a user is a member. Post calendar entries for meetings and due dates. The calendar supports recurrence, as well as drag and drop. Calendar entries can be exported to Outlook.
- **Course Messages** – An internal messaging system that allows users to communicate with one another within the course.
- **Date Management** – Change due dates, availability dates, and adaptive release dates for course content.
- **Discussion Board** – A *threaded* online discussion board. Create and manage forums and threads.
- **Glossary** – Organize terms and definitions in a built-in index.
- **Journals** – Create journals that only individual students and the instructor can see and comment on.
- **Mobile Compatible Test List** – View and manage Mobile Compatible tests.
- **Respondus LockDown Browser** – Set your tests to require the Respondus LockDown Browser. This Web browser keeps students from accessing any other resource on their computer while they take your test.
- **Rubrics** – Rubrics can be used with assignments, manually-graded test questions, discussions, journals, blogs, wikis, and in the Grade Center. They can be set to grade by point values, point ranges, percentages, and percentage ranges.
- **SafeAssign** – This is a tool that checks student assignment submissions for plagiarism and unsourced content.
- **Send Email** – Send e-mail messages to the entire class or to individual students. This tool uses members’ regular UAFS e-mail accounts. You can only send mail using this tool.
- **Tasks** – Set tasks for students and yourself in the course.
- **Tests, Surveys, and Pools** – Create and manage questions in pools. Build and manage tests and surveys, and deploy them to the course using the Assessments menu.
- **Wikis** – This tool allows users to collaborate to build content.
Evaluation

The Evaluation section provides tools that help instructors track and respond to student activity.

Course Reports

Course Reports allow you to tracking activity in the course. Reports show user activity inside content areas, forums, groups, and an overall summary of user activity.

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 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.
4. Click **Run**.
4. 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](image1)

b. For the Course Performance report, click the **Goal Set** and then type the **Target Performance Level** and the **Average Range**.

![Report Specifications](image2)
c. For the Student Overview for Single Course report, click the name of the student and select the Start and End Dates for the report.

5. Click Submit.
6. 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. Click the option button for **Open with**…
4. Click **Microsoft Excel** from the drop down list of applications. (Excel should be the default option for any computer with Microsoft Office.)

5. Click **OK**.
6. The file will open as a temporary Excel file, in Excel. Be sure to save the file in a secure location.
7. If your Web browser skips steps 3 – 6, save the file to a secure drive, as an Excel file. Then, open the file using Excel.

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.

3. This will initiate the **Student Overview for Single Course** report for that student. 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.
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. (See “Retention Center,” below.)
- **View Grades** – Links to the Grade Center.

**Retention Center**

The Retention Center contains a robust set of tools designed to help instructors track student progress. (See “Retention Center,” below.)

**Grade Center**

The Grade Center section of the Control Panel contains the main link for the Full Grade Center (See "The Grade Center," below, for details), as well as links to specific views of the Grade Center.

- **Needs Grading** – This shows outstanding items that need to be graded.
- **Smart Views in Grade Center** – Any favorite Smart Views that you set up in the Grade Center will be displayed here. Assignments and Tests are the default favorite Smart Views.

**Users and Groups**

This section contains controls for creating and managing groups and users. Because UAFS uses data integration to manage student accounts in Blackboard courses, **instructors should never enroll users in courses, change user roles, or remove users from courses.**

**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.
- **Random Enroll** – The students are randomly enrolled by the system.
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 availability: **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, it 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**. 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 (see below).
   - For a single **Manual Enroll** group, add the members:
     i. Click **Add Users**.
     ii. Select the **check boxes** for the users you want to add to the group.
     iii. Click **Submit**.
     iv. To remove a member, click the **X** button.
     v. Click **Remove All Users** to clear the group of members.
   - For **Random Enroll** groups, set how members will be distributed to the groups:
     i. Click one of the following the option buttons:
        1. **Number of Students per Group** OR
        2. **Number of Groups**.
     ii. Type in the number for the option you selected.
iii. 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**.

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.

5. Select the check box for Available to Users.
6. Click Submit.

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.

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:

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.

Users

DO NOT enroll, remove, or modify student users. Enrollments are imported from Banner. Manual changes to your enrollments could damage your student records.
Customization

The Customization section has several options for modifying your course. Caution should be used with these options, as they can affect your course and student enrollments.

- **Guest and Observer Access** – To avoid giving unwanted access to the course, **we do not recommend using this option**.
- Caution should be used with the following Properties:
  - **Course Name** - **DO NOT alter the Course Name**. UAFS course names are generated by Banner. Changing course names complicates technical support.
  - **Classification** – This should already be set to the proper subject and discipline.
  - **Set Availability** - This must be set to "Yes" in order for students to access the course.
  - **Course Duration** – **Avoid** changing these settings. If the wrong dates are set for the course, students will be unable to access the course.
  - **Language Pack** – This will change most of the Blackboard system text to the language in question.
- **Quick Setup Guide** – **DO NOT** use this option. See “Quick Setup Guide,” for details.
- **Teaching Style** elements include:
  - **Select Course Structure** – **DO NOT** use this option. See “Course Structure,” for details.
  - **Course Entry Point** – Sets the initial page students will see when accessing the course. Your **Home Page** should be your Course Entry Point.
  - **Menu Style** – Changes the color of the Course Menu text and buttons.
  - **Default Content View** - The Icon and Text setting is recommended.
  - **Select Banner** – You can select a graphic banner here to appear at the top of the Home Page for the course. **However**, we recommend adding your banner using the **Page Banner** option for your module Home Page, and including your course name, instructor contact information, and photo.
- **Tool Availability** – This controls access to tools in your course. **Avoid turning off any tools** in the course. Instead, use your Course Menu to manage which tools students have access to.

Packages and Utilities

This section allows you to delete, copy, archive, and import course content. Because this section can drastically alter your course, caution is recommended.
Please follow the recommendations in this section carefully.

- **Bulk Delete – Avoid this tool**, as it will eliminate content from the course.
- **Course Copy**
  - This option is used to copy content from one course shell to the other. See “Copying a Course” for specific instructions.
- **Export/Archive Course** - This section allows you to make a backup of your course:
  - Archives are a complete backup, including students and student data.
  - Backups are backups of the content, excluding user information.
  - It is unnecessary to keep these files in the course. Once you archive or backup a course, click the file and download it. Then, delete the file in the course.
  - Some archive and backup files are very large. Be sure you have enough room on your PC or R drive before downloading the file.
- **Import Course Cartridge** allows you to enter a publisher key code and automatically import publisher content from the Internet.
  - Some publisher content requires students to purchase access codes. This access code requirement cannot be removed without removing all publisher content.
- **Import Package/View Logs** will import course content backups or packages. Instructors should not import course packages. If you need to restore course content, contact Instructional Support at instructionalsupport@uafs.edu.
  - You can also view course copy logs from this page.

Help

This section contains different options for obtaining assistance with Learn 9.1.

- **Blackboard Help for Instructors** is an online guide for Learn 9.1.
  - NOTE: The guide covers some elements that UAFS does not currently license.
- **Contact Support** opens an e-mail message to Instructional Support, using your local mail software. However, this link will not work with Web-based mail services.
- **Video Tutorials** – This is a link to Blackboard Learn Videos (the same types of content that were in the Orientation) – There are several videos for faculty support here.

Quick Unenroll

DO NOT use this feature, as all enrollment activity is managed from Banner and imported into Blackboard Learn.
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, listing 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

The Retention Center contains four default rules that track student activity and progress. An alert will be triggered if students match 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 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

These rules can all be modified as needed, using the “Customize” option, described below.
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.

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 Image]

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**.

![Customize Retention Image]

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.

![Rule Information Image]
iii. Type the **number** of days, weeks, or months to measure user activity.
iv. Click the **period of time** in the drop-down menu (days, weeks, months) you want to measure.
v. Type the **percentage** of user activity you want to measure.
vi. Click **Above** or **Below** in the menu comparing user activity to the average.

![RULE CRITERIA](image)

**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.

![RULE CRITERIA](image)

**iv.** Click the option button for **Set Grade Value** or **Use Average Grades**.
   - If **Set Grade Value**:
     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.

![Course Access Rule Criteria](image1)

**RULE CRITERIA**

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

![Days Since Last Course Access](image2)

**RULE CRITERIA**

You can select assignments, tests, and surveys with a due date. Due dates appear in parentheses in the drop-down list.

![Define Criteria](image3)

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

![Notification History](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

![Scoob E. Doo](image)
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 to open a box with the details for the rule in question.
  - 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.

Other Information

The Retention Center also displays the following information:

- Students whom you are actively monitoring.
  - Click the Missed Deadlines number to see the specific deadlines the student has missed.
- 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.
  - Select the check boxes, point to Notify, and click Students to contact the selected students via e-mail.
Tests, Surveys, and Pools

Tests, Surveys, and Pools provides 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**

Instructors can build empty pools and create or add questions in them. They can also import pools that already have questions.

**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**.

After you build a new pool, Blackboard will open the **Pool Canvas**, for editing. You can edit an existing pool by clicking the **Action Link button** for the pool 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**.
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.)
   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.
      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.
   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

5. Click **Submit**.
Creating Questions in a Pool

You can create the following question types in Blackboard Learn 9.1:

- **Calculated Formula** – Students must answer different versions of the same question, generated by variables in the question and formula.
- **Calculated Numeric** – Students must type in a numeric response. All students see the same question.
- **Either/Or** – Students must respond with either/or responses, such as yes/no, agree/disagree, or true/false.
- **Essay** – Students must write a substantial answer. These questions must be graded manually.
- **File Response** - Students must upload a file. These questions must be graded manually.
- **Fill in Multiple Blanks** – Students must 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 must 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 must 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 must choose the correct order of words from the question.
- **Matching** – Students must match items in one column with the corresponding items in a second column.
- **Multiple Answer** – Students must select more than one correct answer.
- **Multiple Choice** – Students must click a single correct answer.
- **Opinion Scale/Likert** – Students must choose from Strongly Disagree, Disagree, Agree, etc.
- **Ordering** – Students must place items in the proper order.
- **Quiz Bowl** – Students must 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 must write a short answer. These questions must be graded manually.
- **True/False** – Students must 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 common attributes of question types. Specialized attributes 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. If copying and pasting from Word generates an error, use Notepad instead.
   b. Single blanks should be typed as a blank line.
5. Set the Answer Numbering and Answer Orientation as desired.
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 penalize student points for guessing.
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.
14. Type any **Instructor Notes** for the question.
15. Click **Submit**.

**IMPORTANT:** Make sure you address the **specific attributes** for a question type:

- **Calculated Formula**
  - Create a **formula** that uses the same variables as the question.
  - Decide whether to allow a **range** of correct answers or not.
  - Decide whether to require **answer units** and how much they are worth.
  - Set the **minimum** and **maximum** variable values.
  - 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.

- **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.

- **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.

- **Multiple Answer** and **Multiple Choice**
  - Choose the correct answer(s).
  - For Multiple Answer, use **negative score** to prevent 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.
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.

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 (see “Find Question,” below).

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.

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 move.
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.
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 to create all online graded question and answer assessments, including quizzes, self-tests, pre- and post-tests, and exams. You can add or link questions to a test from a pool, or you can create questions directly in the test.

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 when the test is deployed.
4. Type Instructions for 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.
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](image1)
   
   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.
      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](image2)
   
   e. Select the check boxes for **partial credit**, **negative points**, and/or **extra credit** options to make those options available for questions.
a. Select the check boxes for **Display** to include random ordering of answers, horizontal or vertical display of answers, and/or numbering options for answers.

5. Click **Submit**.

**Adding Questions to a Test**

You can add questions to a test in four different ways:

- **Create Question** – Write a brand new question that resides in the test.
  - Click the **Add Question** button that appears between test questions to create a new question in that location. Click the question type and create the question.

- **Find Questions** – Copy or link individual questions from a pool or another test. These questions will appear in the test to every student.

- **Question Sets** – Link selected questions from a pool or another test in a set. The set randomly pulls a certain number of questions for each student. Always choose questions that assess a single objective for one set.

- **Random Block** – Randomly pull questions from a pool, based on question type. Unless your pools only contain questions for **one objective** each, this method cannot guarantee students will be assessed for all objectives on the test.
Linking Versus Copying Questions

When you add questions to a test, Blackboard gives you two options: Linking and Copying.

- **Linking** will add questions to the test but the actual questions will reside in their original location. If you edit a linked question, the original question and all links will be updated.
- **Copying** will make a new copy of the question that resides in the test. If you edit the copied question, the original will not be changed (and vice-versa).

**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:
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.
5. Select the option button to **copy** questions or **link** to original questions, if you need to change the default method.
   - Be sure to do this **before** selecting questions.
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 or question types:
   a. Select the **check boxes** for the options by which you want to narrow the selection.
   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.

**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 **move tab** on the left 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.

```
Reorder: Questions
Items
1. Multiple Choice: Where can you find detailed instructi...
2. Multiple Choice: If a test is timed, when does the tim...
3. Multiple Answer: How can you save your answers in a te...
4. True/False: Clicking Save and Submit only submits...
5. True/False: Tests are only found in the Assessmen...
```

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.
   b. Select the check box if you want the question to be extra credit.

```
True/False: Tests are only found in the Assessmen...
```

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. 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 Learn 9.1. Questions in question sets and random blocks are exported as linked questions and their pools are included. However, single linked questions are imported as non-linked 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. 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 test.
5. Type or edit the **file name** for the test. The extension must be **.zip**.
6. Click **Save**.
To **import** a test:

1. On the Tests page, click **Import Test**.
2. Click **Browse My Computer**.
3. Navigate to the **drive and folder** containing the .zip file with the test.
4. Click the **file** and then click **Open** (OR double-click the file).
5. Click **Submit** to import the test.
6. The test will appear in your test list.
7. Except for question sets and random blocks, which generate pools, questions in imported tests will reside in the test.

**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. You can make **course links** to the deployed test, but you will only have access to the test and the test options from the Action Link button for the deployed test. 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 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]

- If you need to hide the test click the option button for **No**, and 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**.
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.

![Multiple Attempts]

13. If allowing **multiple attempts**, select how you want to grade the test in the **Score Attempts using** drop-down menu.
   - 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](image)

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.

![Display After and Until](image)

17. Select the check box for **Password**, to require students to enter a password to begin the test, and type a **password** for the test.
   - If you are requiring the **Respondus LockDown Browser** for this test, **only** use the password option in that tool.
18. Set the **Test Availability Exceptions** for any users or groups who need alternate numbers of attempts, time limits, or available dates.

   a. Click **Add User or Group**.

   ![Add User or Group](image1)

   b. Select the **check boxes** for the users or groups who need exceptions.

   ![Add User or Group](image2)

   c. Click **Submit**.

   d. Click an **Attempts** option in the menu, to change the number of attempts.

      o If choosing **Multiple Attempts**, type the **number** in the text box.

   ![Multiple Attempts](image3)
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.

   ![Image showing timer selection]

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.

   ![Image showing date and time selection]

   - **Click Save**, to save the changes.

   ![Image showing save button]

   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** to prevent students from taking the test after the due date.

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 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.
      o 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.

<table>
<thead>
<tr>
<th>When</th>
<th>Score per Question</th>
<th>Answers</th>
<th>Feedback</th>
<th>Show Incorrect Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>After Submission</td>
<td>☑</td>
<td></td>
<td>☑ All Answers ☑ Correct ☑ Submitted</td>
<td>☑</td>
</tr>
<tr>
<td>---Choose---</td>
<td>☑</td>
<td></td>
<td>☑ All Answers ☑ Correct ☑ Submitted</td>
<td>☑</td>
</tr>
</tbody>
</table>

   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.

   o If using One at a Time, click the check box for Prohibit Backtracking to prevent students from returning to previous questions in the test.

24. Select the check box for Randomize Questions to make the system display all questions in random order for each student.

25. Click Submit, to deploy the test.
ACTIVITY - Importing and Deploying the Student Orientation Quiz

You need to import and deploy the Online Student Orientation Quiz, so that students can be assessed for their comprehension of the Online Orientation videos (see “Web Links”). The quiz should be deployed in your Online Orientation folder, on the Course Menu.

1. **Import** the Online Student Orientation Quiz.
   a. Click **Course Tools**, on the Control Panel.
   b. Click **Tests, Surveys, and Pools**.
   c. Click **Tests**.
   d. Click **Import Test**.
   e. Click **Browse My Computer**.
   f. Navigate to the following N drive folder: \Shared\Online Course Materials\Student Orientation.
g. Click **Student Online Course Orientation Quiz_9_1.zip**

h. Click **Open** (alternately you can double-click the file name).

![Image of file upload dialog]

i. Click **Submit**.

![Image of test import dialog]

j. The Student Orientation Quiz will appear in the Tests list.
2. **Deploy** the Student Orientation Quiz.
   a. Click the content area/folder for **Online Orientation**, on the Course Menu.
      
      ![Screenshot of Online Orientation folder]
      
      b. Point to **Assessments**.
      c. Click **Test**.
      
      ![Screenshot of Assessments menu]
      
      d. Click **Student Orientation Quiz**, in the Add an Existing Test list.
      
      ![Screenshot of Add an Existing Test]
      
      e. Click **Submit**.
      f. The name and description of the quiz should appear in the Test Options page.
      g. Select the check box to **Show test description to students before they begin the test**.
      h. Click the option button for Yes, to **Open test in new window**.
i. Under **Test Availability**:
   i. Click the option button for **Yes**, to **Make the Link Available**.

![Test Availability Image]

ii. Select the check box for **Multiple Attempts**.
   1. Leave the option button selected for **Allow Unlimited Attempts**.

iii. Click **Highest Grade** in the Score attempts using drop-down menu.

![Score Attempts Image]

iv. Select the check box for **Set Timer**.
   1. Set the timer for **30 Minutes**.

v. Under Auto-Submit, click the option button for **ON**.
j. Under **Show Test Results and Feedback to Students**:
   i. Click *After Submission* in the first drop-down menu.
   ii. Select **all** check boxes on the first row.

![Image of test settings]

k. Under Test Presentation, select the check box for **Randomize Questions**.

![Image of test presentation settings]

l. Click **Submit**.
ACTIVITY - Importing and Deploying the Course Policy Validation Quiz

The Course Policy Validation Quiz is a one question quiz that requires the students to confirm they have read the course syllabus and other course documents and agree to the policies of the course. This gives students greater responsibility for their success in the course.

The quiz should be deployed in the Getting Started folder.

1. **Import** the quiz.
   a. Click **Course Tools**, on the Control Panel.
   b. Click **Tests, Surveys, and Pools**.
   c. Click **Tests**.
   d. Click **Import Test**.
   e. Click **Browse My Computer**.
   f. Navigate to the following N drive folder: N:/Shared/Online Course Materials/Getting Started docs.
   g. Click **course_policy_validation_quiz.zip**

   ![Image of file upload dialog box]

   h. Click **Open** (alternately you can double-click the file name).
   i. Click **Submit**.
   j. The quiz should appear in the list of Tests.
2. **Deploy** the quiz.
   a. Click the content area/folder for **Getting Started**, on the Course Menu.
   b. Point to **Assessments**.
   c. Click **Test**.
   d. Click **Course Policy Validation Quiz**, in the Add Test list.
   e. Click **Submit**.
   f. The name and description of the quiz should appear.
   g. Click the option button for Yes, to **Open Test in New Window**.

![Open Test in New Window](image)

h. Under Test Availability, click the option button for Yes, to **Make the Link Available**.

![Test Availability](image)

i. Click **Submit**.

j. We recommend moving the Course Policy Validation Quiz link just under the Course Orientation and Syllabus links, in your Getting Started content area.
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 Edit the Test or Edit the Test Options choices.

Other Sources for Tests and Questions

Many textbook publishers provide question banks that you can import into your courses. Some of these use ExamView, TestGen, Diploma, or similar programs. Some publishers will send you the test banks in ZIP files that can be imported to Tests, Pools, or via the Import Package option.

You can also use an application called Respondus 4.0 to quickly convert text versions of tests into online versions in your course. You can also download a printable version of your test using Respondus 4.0.

Contact Instructional Support at instructionalsupport@uafs.edu for more information about these 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.
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.

![Due By and Number of Attempts](image)

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**.

![Create/Edit a Mobile Compatible Test](image)

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 answer in the text boxes.
      ii. Click the option button for the correct answer.
      iii. If more answer boxes are needed, click the green **plus** button.
   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.
  - Survey questions include point values but only for the purpose of quantifying data.
- **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 any software or browser windows outside the test, on the computer a student is working on. However, they 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.
4. Click the button to the left of the test you want to use with the LockDown Browser.
5. Click Modify Settings.
6. Click the option button for **Require Respondus LockDown Browser for this exam**.

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.
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.

![Advanced Settings](image)

c. Select the check box for **Allow specific students to access this exam with screen readers** to prevent the LockDown Browser from disabling screen readers on the computers of students who need them.

![Advanced Settings](image)

i. Type the **usernames** of students who need screen readers. Separate the usernames with **commas** (no spaces).

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**.
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 annotate student submissions in the following file formats, online, in the Blackboard Grade Center: Microsoft Word (.doc or .docx), Excel (.xls or .xlsx), PowerPoint (.ppt or .ppx), or PDF.

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 Files area, in an appropriate folder.

To create and deploy an assignment:

1. Navigate to the learning module in which you want to create the assignment.
2. Point to Assessments.
3. Click Assignment.
4. Type the Name of the assignment.
5. Type Instructions for the assignment. Make sure they contain any information students need to successfully complete the assignment – including file type and formatting. 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 Course** 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](image)

- Select the **check box** to activate the due date.
- Type the due date and time into the **text boxes** (using the format indicated), OR
- Click the due date and time in the **Date and Time Selection Menus**.
- Due dates will appear to students in the **To Do** module on the Home Page.

8. Type the **Points Possible** for the assignment.

![GRADING](image)

- If you are using a Rubric, point to **Add Rubric**.
- Click **Select Rubric**.
- Select the **check box** for the **rubric** you want to add to your assignment.
- Click **Submit**.
  - If the rubric uses **point values**, click **OK** to assign the rubric’s Maximum Points as the Points Possible.
  - 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]

   b. Select the menu option for the **Number of Attempts** to allow.
      i. If using Multiple Attempts, type the number of the **Maximum Attempts** allowed.
      ii. 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.

   ![Plagiarism Tools]

   i. If using SafeAssign, select the **check boxes** for any other needed options:
      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, click the menu option to **Disable Anonymous Grading**.

![Enable Anonymous Grading](image)

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)

i. In the **Show** menu, click which graders you want to see in the list.
ii. In the menu, choose which **Submissions to Grade** each grader will have.
    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 Table](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, click the **Primary** grade format. This is what students will see in My Grades.
   b. In the menu, click the **Secondary** grade format.
   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.

13. Set the **Limit Availability** days and times, if you want to limit when students can access the assignment:
   a. 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.
   b. Leave the check boxes **clear** to leave the assignment available at all times.
   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**.

![Date and Time Selection Menus](image)

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.

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.
5. Be careful about updating an assignment if there are already student submissions.
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 view the 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.

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.

Some important notes about SafeAssign reports:

- SafeAssign reports flag any unoriginal text.
- Any text the student quotes and cites appropriately will be flagged.
- Any common phrases or expressions will likely be flagged.
- Just because a report identifies unoriginal text does not mean the student has engaged in plagiarism.
- Carefully review the report.

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.

![Image of SafeAssign interface]

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.

![Image of Grade Center interface]

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 submission displays the following:

- **Name** – The student name.
- **Text** – The unformatted text of the student submission.
- **File** – The actual file the student submitted.
- **Matching** – The percentage of the student submission that was unoriginal (for whatever reasons).
- **SA Report** – A link to the SafeAssign report for that submission.
- **Submitted** – The date and time the work was submitted.

If needed, you can click **Clear Attempt** to delete the student attempt.

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. **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

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 copied text 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 A 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.

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

   ![Upload File](image)
   - i. Click **Browse**.
   - 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.
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.

Managing Discussions

Instructors should consider the following when managing discussions:

- Discussions are great places for detailed, reflective communications.
- Emphasize student-student communication, as well as instructor-student.
- Require students to post substantive messages that add to the conversation. No “attaboys.”
- 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.
- Discussions can enhance the social interaction of the class and help to create a 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 respond to at least two of their classmates’ responses.
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 expectations students need to successfully participate.
   a. Since this information does not appear in the forum itself, 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 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**.

   ![Add Rubric](image)

   ![Select Rubric](image)

   ![Create New Rubric](image)

   ![Create From Existing](image)

   3. Select the **check box** for the **rubric** you will use.
4. 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.

5. Click **Submit**.
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.
d. Select the check boxes for any of the following you want to enable:
   i. **Allow Anonymous Posts** gives users this choice.
   
i. **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. 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. Depending on which settings you choose, a number of other settings may be changed.
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.

5. Click Next.
6. Type the Name and Text for the link. (The text does not copy over from the forum.)
7. Set the Availability, Tracking, and Date Restrictions options for the link.
8. Click Submit.
Creating a Link to Discussions in the Course Menu

The most effective way to deploy discussion forums is to link them in the learning modules in which they will be used. However, you can give your students access to all forums, via the Discussions page. To do this, create a link to the Discussions page on the Course Menu:

1. Point to the **Add Menu Item** button, on the Course Menu.
2. Click **Tool Link**.
3. Type “Discussions” in the Name text box.
4. Click **Discussion Board** in the drop-down list for **Type**.
5. Select the check box to make the link **Available to Users**.
6. Click **Submit**.

**ACTIVITY - Creating a Student Feedback Discussion Forum**

Your Feedback and Evaluation content area should have a link to an anonymous discussion forum for student feedback about the course.

First, **create** the forum:

1. Click **Course Tools**, on the Control Panel.
2. Click **Discussion Board**.
3. Click the discussion board with your **Course ID**.
4. Click **Create Forum**.
5. Type “**Student Feedback**” in the Name text box.
6. Type the following Description: “*An anonymous discussion forum for student feedback about the course. Students may submit suggestions and comments at any time during the semester.*”
   a. Copy the description, as we’ll need it when we deploy the forum.
7. Click the option button for **Yes** to make the forum **Available**.
8. Select the check box for **Allow Anonymous Posts**.
9. Click **Submit**.

Next, **deploy** the forum in the Feedback and Evaluation folder:

1. Navigate to the **Feedback and Evaluation** folder.
2. Point to **Tools**.
3. Click **Discussion Board**.
4. Click the option button to **Select a Discussion Board Forum**.
5. Click “Student Feedback.”
6. Click Next.
7. Type or paste the description from the forum in the Text box.
8. Make sure the link is Available. The option button for Yes should be selected.
9. Click Submit.

Important Notes about Discussions

- The Discussion Board page shows the forums, descriptions, participants, and posts
- **Grading** can be done from the Discussion tool, as well as the Grade Center.
  - Click the Action Link button for the forum and click Grade, OR
  - Click Grade Discussion Forum on the forum page.
  - 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 use 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.
  - However, you can only see forum you are managing via the breadcrumbs.
- 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.
  - Users choose 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.
- Collect generates a Printable View of the discussion posts. You can print or save as a PDF, depending on your printer settings.
- 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.
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.

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**.

2. Type a **Subject** for the thread.
3. Type a **Message** for the thread. Use the Content Editor to format the message or add links or multimedia.
4. Click **Browse Course** to attach a file to a threaded message. You should upload the file to an appropriate folder in your Files 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 the 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.

   ![Message reply interface](image)

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 Course** to attach a file to the reply.
6. Click **Submit**.

**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.)

   ![Search interface](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.
Collaboration (Chat and Whiteboard)

The Collaboration tool in Blackboard Learn consists of two tools:

- Chat allows multiple users to communicate via text in real time.
- The Virtual Classroom uses chat, along with a shared whiteboard and other tools for real time interaction among the instructor and students.

Collaboration is:

- Synchronous, meaning users participate at the same time
- Effective for spontaneous conversation.
- Geared towards immediacy, as opposed to reflective conversations.
- Great for brainstorming and reaction panels.
- A way to conduct online office hours, to address student questions in real time.

Creating a Collaboration Session

Collaboration occurs in a “session.” The session is an online space where users log in and communicate. Instructors create sessions and designate whether they will be chat rooms, or virtual classrooms.

Like discussion forums, collaboration sessions should be created in the Collaboration tool and then deployed into a learning module or content folder, where needed.

To create a collaboration session:

1. Click **Course Tools**, on the Control Panel.
2. Click **Collaboration**.
3. Click **Create Collaboration Session**.
4. Edit the **Session Name**. The default name uses the course ID, date, and time.
5. Select the **Dates of Availability** to limit when students can access the session, if needed:
   a. Select the check boxes for **Start After** and/or **End After**.
   b. Type the **dates** and **times**, using the required date format, or use the **Date and Time Selection Menus**.
6. Click the option button for **Yes** to make the session **Available**.
7. Click the type of collaboration session you want to use, **Chat** or **Virtual Classroom**, in drop-down menu.

8. Click **Submit**.

**Deploying a Collaboration Session**

After you create a collaboration session, you must deploy the session (or the Collaboration Sessions Page) in a learning module or content folder, in order for students to access the session:

1. Navigate to the **learning module** or **content folder** in which you want to deploy the session.
2. Point to **Tools**.
3. Click **Chat** or **Virtual Classroom**, depending on the session you want to deploy.
4. **Select** a session or the entire Collaboration Sessions Page:
   - To deploy a session, click the option button for **Select Virtual Classroom Session** or **Select Chat Session**.
     i. Click the **name** of the session.
   - To link to the collaboration sessions page (not recommended for a learning module or content folder), click the option button for **Collaboration Sessions Page**.

5. Click **Next**.
6. Type the **Name** and **Text** for the link.
7. Set the **Availability**, **Tracking**, and **Date Restrictions** options for the link.
8. Click **Submit**.

### Using Collaboration Sessions

Collaboration sessions use either chat or the Virtual Classroom. The latter is a combination of chat, whiteboard, and other tools.

The whiteboard is a “draw” tool. Anything you draw is treated as an object. Objects can be moved, resized, copied, pasted, or deleted. You cannot partially erase objects.

The key tools in the Virtual Classroom include:

<table>
<thead>
<tr>
<th>Participants(1)</th>
<th>Role</th>
<th>The <strong>Participants</strong> list shows all active participants in the session.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clint Brooks</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Compose</th>
<th>Type chat messages in the <strong>Compose</strong> text box. Click <strong>Send</strong> or press <strong>ENTER</strong> on your keyboard to send the message.</th>
</tr>
</thead>
</table>
The main **Chat window** is where all messages appear. The window is updated when new messages are sent.

<table>
<thead>
<tr>
<th>Button</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Select" /></td>
<td>The <strong>Select</strong> button selects objects on the whiteboard. Hold the <strong>SHIFT</strong> key to select more than one object.</td>
</tr>
<tr>
<td><img src="image" alt="Line" /></td>
<td>The <strong>Line</strong> button is used to draw straight lines on the whiteboard.</td>
</tr>
<tr>
<td><img src="image" alt="Marker" /></td>
<td>The <strong>Marker</strong> tool is used to draw freehand on the whiteboard. Each marker drawing is an independent object. Marker objects cannot be resized, but they can be copied and pasted.</td>
</tr>
<tr>
<td><img src="image" alt="Equation" /></td>
<td>The <strong>Equation</strong> tool is used to add an equation to the whiteboard. The <strong>WebEQ Editor</strong> (see below) is used to add the equations.</td>
</tr>
<tr>
<td><img src="image" alt="Rectangle" /></td>
<td>The <strong>Rectangle</strong> tool is used to draw rectangular shapes on the whiteboard.</td>
</tr>
<tr>
<td><img src="image" alt="Oval" /></td>
<td>The <strong>Oval</strong> tool is used to draw oval shapes on the whiteboard.</td>
</tr>
<tr>
<td><img src="image" alt="Text" /></td>
<td>The <strong>Text</strong> tool is used to add text to the whiteboard.</td>
</tr>
<tr>
<td><img src="image" alt="Fill Color" /></td>
<td>The <strong>Fill Color</strong> drop-down menu will change the fill color of any new or selected objects.</td>
</tr>
<tr>
<td><img src="image" alt="Pen Color" /></td>
<td>The <strong>Pen Color</strong> drop-down menu will change the color of the pen/marker.</td>
</tr>
<tr>
<td><img src="image" alt="Line Width" /></td>
<td>The <strong>Line Width</strong> menu changes the size of new lines.</td>
</tr>
<tr>
<td><img src="image" alt="Font" /></td>
<td>The <strong>Font</strong> menu selects the font for the Text tool.</td>
</tr>
<tr>
<td><img src="image" alt="Font Size" /></td>
<td>The <strong>Font Size</strong> menu selects the size of the font for the Text tool.</td>
</tr>
<tr>
<td><img src="image" alt="Cut" /></td>
<td>The <strong>Cut</strong> button removes selected objects from the whiteboard and saves a copy to the system clipboard.</td>
</tr>
<tr>
<td><img src="image" alt="Copy" /></td>
<td>The <strong>Copy</strong> button saves a copy of selected objects to the system clipboard.</td>
</tr>
<tr>
<td><img src="image" alt="Paste" /></td>
<td>The <strong>Paste</strong> button pastes whatever is in the system clipboard to the whiteboard.</td>
</tr>
<tr>
<td><img src="image" alt="Remove" /></td>
<td>The <strong>Remove</strong> button will remove selected objects from the whiteboard.</td>
</tr>
<tr>
<td><img src="image" alt="Group" /></td>
<td>The <strong>Group</strong> button groups all selected objects into a single object.</td>
</tr>
<tr>
<td>![Icon]</td>
<td>The <strong>Ungroup</strong> button separates objects that have been grouped together.</td>
</tr>
<tr>
<td>![Icon]</td>
<td>The <strong>Send to Back</strong> button moves selected objects behind all other objects on the whiteboard.</td>
</tr>
<tr>
<td>![Icon]</td>
<td>The <strong>Send to Front</strong> button moves selected objects to the front of all other objects on the whiteboard.</td>
</tr>
<tr>
<td>![Icon]</td>
<td>The <strong>Select All</strong> button selects all objects on the whiteboard.</td>
</tr>
<tr>
<td>![Icon]</td>
<td>The <strong>Snapshot</strong> button takes a snapshot of the whiteboard for recording.</td>
</tr>
<tr>
<td>![Icon]</td>
<td>The <strong>Clear</strong> button clears the whiteboard of all objects.</td>
</tr>
<tr>
<td>![Icon]</td>
<td>The <strong>Record</strong> button begins a recording of the session. Recordings record chat and whiteboard snapshots.</td>
</tr>
<tr>
<td>![Icon]</td>
<td>The <strong>Pause</strong> button pauses a recording of the session.</td>
</tr>
<tr>
<td>![Icon]</td>
<td>The <strong>Stop</strong> button stops a recording of the session.</td>
</tr>
<tr>
<td>![Icon]</td>
<td>The <strong>Bookmark</strong> button inserts a bookmark into the recording.</td>
</tr>
</tbody>
</table>

**Recording a Collaboration Session**

Instructors can record a collaboration session with the **Record** button.

The recording can be paused and stopped as needed. The recording saves a record of all chat activity and any snapshots of the whiteboard. Instructors can begin a recording of a collaboration session, leave the session, and then return later to turn off the recording. Participants can take snapshots of the whiteboard during a recording.

To view a recording:

1. From the Collaboration Session window, click the Action Link button for the session with the recording you want to view.
2. Click **Recordings**.
3. Click the Action Link button for the recording you want to view.
4. Click **Open**.
5. The chat text, actions, and any snapshots of the whiteboard will appear in the recording.
Entering Equation Content into the WebEQ Editor

The Virtual Classroom uses the WebEQ Equation Editor, which is different from the one in the Content Editor. The menus in this editor are called palettes. You can add templates to content. They consist of symbols, arrows, and other content. Many templates contain text boxes, called slots. You can type numbers and letters in slots. You can also add additional templates in slots, nesting templates within one another.

To add content to a placeholder text box:

1. Click a toolbar palette to look at the menu options.
2. Click the template that you want.
3. Click the slot. An insertion point (blinking line) will appear in the slot.
4. Enter one of the following kinds of content in the slot:
   a. To add numbers or letters, type them into the slot.
   b. To add a template, click one of the palettes and then click the template you want.
### The Toolbar and Palettes

The toolbar in the WebEQ Editor has several palettes, each of which has several templates:

<table>
<thead>
<tr>
<th>![Image]</th>
<th><strong>Layout Palette</strong> – Templates that organize layouts, such as subscript, superscript, overscript, square roots, and long division</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Image]</td>
<td><strong>Accent Palette</strong> – Accents that can be applied to numbers and letters</td>
</tr>
<tr>
<td>![Image]</td>
<td><strong>Fence Palette</strong> – Types of brackets, such as parentheses and braces, for organizing expressions</td>
</tr>
<tr>
<td>![Image]</td>
<td><strong>Trigonometry Palette</strong> – Sine, cosine, tangent, and others</td>
</tr>
<tr>
<td>![Image]</td>
<td><strong>Calculus Palette</strong> – Templates for Calculus, such as limits, integrals, and derivatives</td>
</tr>
<tr>
<td>![Image]</td>
<td><strong>Matrix Palette</strong> – Various matrix configurations</td>
</tr>
<tr>
<td>![Image]</td>
<td><strong>Arrow Palette</strong> – Types of arrows used in equations</td>
</tr>
<tr>
<td>![Image]</td>
<td><strong>Operator Palette</strong> – Operators used in equations</td>
</tr>
<tr>
<td>![Image]</td>
<td><strong>Relation Palette</strong> – Relational symbols, such as greater than, less than, and equivalent</td>
</tr>
<tr>
<td>![Image]</td>
<td><strong>Set Theory Palette</strong> – Symbols used in set theory</td>
</tr>
<tr>
<td>![Image]</td>
<td><strong>Logic Palette</strong> – Symbols used in logic</td>
</tr>
<tr>
<td>![Image]</td>
<td><strong>Lowercase Greek Palette</strong> – Key lowercase Greek letters that are used in equations</td>
</tr>
<tr>
<td>![Image]</td>
<td><strong>Uppercase Greek Palette</strong> – Key uppercase Greek letters that are used in equations</td>
</tr>
<tr>
<td>![Image]</td>
<td><strong>Invisible Characters</strong> – Characters that are invisible in equations</td>
</tr>
<tr>
<td>![Image]</td>
<td><strong>Toolbox</strong> – Cut, Copy, Paste, Undo, Magnify, Shrink</td>
</tr>
<tr>
<td>![Image]</td>
<td><strong>Check syntax for conversion to content markup</strong> – Checks the equation to make sure it will properly convert to markup language on the Web.</td>
</tr>
<tr>
<td>![Image]</td>
<td><strong>Help</strong> – Information about Templates, Cursor Movement, Cutting and Pasting, and Shortcut Keys in WebEQ.</td>
</tr>
</tbody>
</table>
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 or a course blog that all members can post to. You can also create a blog for groups, when you create them.

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 page for each student
   b. Course – Creates a single blog page to which all students post
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.
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.

   ![Check box for showing participants in "needs grading" status after every X posts]

   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]

      iv. If the rubric uses **point values**, confirm whether or not you will use them to grade the blog.

      Click OK to assign the rubric's Maximum Points as the Points Possible.

      ![OK and Cancel buttons]

      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**.

![Tools Drop-Down Menu]

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UAFS Instructional Support
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.

   ![Project Blog](image)

   ![Create Blog Entry](image)

2. Click **Create Blog Entry**.
3. Type a **Title** for the Blog Entry.
4. Enter an **Entry Message**, using the Content Editor.
5. Attach any files that go with the entry. Instructors should use **Browse Course** to attach files they have already uploaded to the Files 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**, and a list of course members.
3. Click **All Course Members**
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.

**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.

![Commenting screenshot](image)

3. Type your **comment**.

![Comment input box](image)

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**.
Wikis

Wikis are collaborative tools that let students work together to create online content. Members of the course can add and edit pages. Changes to the wiki pages are recorded, and it is possible to revert to older versions.

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 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**.

   ![Select Rubrics](image)

   iii. Select the **check box** for the **rubric** you will use.

   ![Basic Document Rubric](image)

   iv. If the rubric uses **point values**, confirm whether or not you will use them to grade the wiki.

   Click **OK** to assign the rubric's Maximum Points as the Points Possible.

   ![OK Cancel](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 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 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.
3. Type a Name for the wiki page.
4. Enter Content, using the Content Editor.
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.
Journals

Journals allow the student to write self-reflective entries. Students and their instructor can 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 a Journal

The instructor must create the individual journal and then deploy it, for students to 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
   Monthly
   Indexing will organize entries by the chosen time-frame.
   
   Weekly

   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.
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**.

![Associated Rubrics](Image)

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.

![OK Button](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 Journal.

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.

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 Journal Page on the Course Menu, using Add Menu Item and Tool Link.
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.
4. Attach any files that go with the entry. Instructors should use Browse Course to attach files they have already uploaded to the Files 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 All Course Members
4. Click a **student name** to see their journal.

![Image of journal interface]

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.
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.

ACTIVITY – Create an E-Mail Link

The Send Email 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 “E-mail” or “Send E-mail” in the Name text box.
4. Click Email, in the Type drop-down menu.
5. Select the check box for Available to Users.
6. Click Submit.
7. Drag the E-mail link to where you want it in the Course Menu.

NOTE: We recommend that you use either Send Email or Course Messages, but not both.
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 the link for Send Email in the Course Menu, if you have deployed it.
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**.
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.

ACTIVITY - 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.

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**.

**Viewing Course Messages**

To view a course message, navigate to the folder containing the message, and then click the title of the message.

You can **Reply to Sender**, **Reply** (to) **All**, **Forward**, **Move**, or **Delete** messages.

**Moving a Course Message to Another Folder**

If you have created personal folders, you can move messages into those folders.

To **move** a course message to another folder:

1. Navigate to the **folder** containing the message.
2. Click the **Action Link** button for the message.
3. Click **Move**.
4. Click a personal folder in the **Select a Personal Folder** drop-down list.
5. Click **Submit**.
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**.

![Select Date Restrictions](image)

8. Select the check box for **Email announcement**, to send an e-mail with the announcement directly to students.

![Email Announcement](image)

9. **Click Browse**, under Course Link and Location, to link the announcement to a part of the course content.

![COURSE LINK](image)

   a. Click the specific **content item** to which you want to link.

10. **Click Submit**.
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. Students can create personal entries. The calendar tool supports repeat events, all day events, exporting, and multiple calendars.

Viewing and Navigating the Calendar

Users can access the Calendar from the global user 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.
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 calendar tool will automatically create a 30 minute duration. If you clicked the Create New Event button, it start 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, to set the frequency.
   b. In the Every text box, type the number of repeats. This will be days, weeks, or months, depending on what you chose in the Repeats drop-down 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. Click Save to save the changes.

Managing Your Calendars

By default, the Calendar tool shows entries from all courses where a user is a member, as well as the 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.

ICALENDAR – Importing Your Blackboard Calendar into Other Calendar Programs

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

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.

   ![Generate iCal URL](image1)

3. **Import the URL** into your calendar program. Importing procedures will vary according to the program. (Below is a sample from Microsoft Outlook.)

   ![Opening learn.ics](image2)
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 has a due date, it will be updated to the new date. However, if the times have changed, you will need to set those.
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.
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**.
ACTIVITY - Create the Links to the Getting Started Content

You will need to create three Web Links in your Getting Started content area, for the following three pages:

- System Requirements for Blackboard Learn 9.1
- How to Clean Your Computer
- Tip for Success

To create the Web Links for the Getting Started content:

1. Click Getting Started, in the Course Menu.

2. Point to Build Content.

3. Click Web Link.
4. Type “System Requirements for Blackboard Learn 9.1” in the Name text box.
5. Type “http://www.uafs.edu/distancelearning/system-requirements” in the URL text box.
6. Click Submit.
7. Repeat steps 2 – 6 for the following links:
   a. “How to Clean Your Computer”
      i. “http://www.uafs.edu/distancelearning/how-clean-your-computer”
   b. “Tips for Success”
      i. “http://www.uafs.edu/distancelearning/tips-success”
8. Reorder the links so they fall under the Whom to Contact file link.

ACTIVITY - Create the Link to the Online Orientation Page

You must have a Web Link in your Online Orientation folder that points to the Getting Ready to Take an Online Course page on the UAFS site. This web page lets students know what they need to be successful in online classes at UAFS. It also has links to student online orientation videos.

To create the Web Link for the Getting Ready to Take an Online Course page:

1. Click Online Orientation, in the Course Menu.

   ![Online Orientation Menu]

2. Point to Build Content.
3. Click Web Link.
4. Type “Getting Ready to Take an Online Course” in the Name text box.
5. Type “http://www.uafs.edu/distancelearning/prepare” in the URL text box.

![WEB LINK INFORMATION]

6. Enter the following Description: “This Web page provides information for students who will take online classes at UAFS. Students please read through this information carefully and watch all of the videos. The videos are also closed captioned.”
7. Click Submit.

**ACTIVITY - Create a Link to the End of Semester Course Evaluation**

You must have a Web Link in your Feedback and Evaluation folder that points to your End of Semester Course Evaluation, in My UAFS. Students will complete their course evaluations there.

To create the Web Link for the Course Evaluation:

1. Click Feedback and Evaluation, in the Course Menu.
2. Point to Build Content.
3. Click Web Link.
4. Type “Course Evaluation” in the Name text box.
5. Type “http://my.uafs.edu” in the URL text box.
6. Type the following Description:
   
   To complete the course evaluation:
   1. Login to My.UAFS.edu.
   2. Click the "Students" tab.
   3. Click "Student Services and Financial Aid" under Online Services.
   4. Login to Banner Self-Service with your username/password.
   5. Click "Personal Information".
   6. Click the "Answer a Survey" option, and then you will see a list of the courses you are taking.
   7. Select the course you want to evaluate. There are 20 to 25 questions in the evaluation.
7. Click Submit.
Rubrics

Rubrics allow instructors to assess student work by specific criteria and the levels of achievement for each individual criterion.

For example, a written paper might include the following criteria: Spelling, Grammar, and Style, along with any specific performance objectives for the work.

Levels of achievement are the levels to which students perform, for example: Satisfactory, Excellent, Needs Improvement. The instructor sets a value for each level of achievement, for each criterion.

The following types of Rubrics are available:

- **Percent** – Instructors select the 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 the 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 the appropriate percentage value in the range.

Students can use the rubrics as a reference, to help them better understand the expectations for the work in question. Instructors can use the rubrics to grade the work.

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 and Apply 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. By default, rubrics begin with three criteria (Formatting, Organization, and Grammar) and three levels of achievement for each criterion (Novice, Competent, and Proficient).
7. Click Add Row, to add an additional criterion.
8. Click Add Column, to add an additional level of achievement.

9. 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.

10. To edit a criterion or level of achievement:
   a. Click the Action Link button for the criterion or level.
   b. Click Edit.
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.
   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.
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 in the document.”
15. Click Submit.
16. Once the rubric is created, it can be used with assignments, discussions, etc..

Rubric Evaluation Report

Instructors can run an evaluation report for a rubric in an individual assignment, assessment, or graded activity:

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.

![Date Selection Menu](image)

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

<table>
<thead>
<tr>
<th>Report Sections</th>
<th>Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rubric Overall Performance</td>
</tr>
<tr>
<td></td>
<td>Rubric Analysis</td>
</tr>
<tr>
<td></td>
<td>Frequency Distribution</td>
</tr>
</tbody>
</table>

#### Overview

<table>
<thead>
<tr>
<th>Current Instrument Name</th>
<th>Online Learning Essay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rubric Name</td>
<td>Basic Document Rubric</td>
</tr>
</tbody>
</table>

| Rubric Description      | This is a basic rubric for assessing general document assignments, such as short papers, reviews, and essays. |
| Rubric Type             | Range                  |
| Total Evaluations       | 3                      |
c. A frequency distribution for each level of achievement for each objective

Rubric Statistics Report

Rubric Analysis
Basic Document Rubric

<table>
<thead>
<tr>
<th>Criteria</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>
</table>

d. Number, average, median, mode, and standard deviation (Std. Deviation) for each objective.
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 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, using the **Field**, **String**, and **Term** options.
   d. Click **Go** to initiate the search.
      - If you leave the **Term** 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 item.
   b. Click one of the middle option buttons for **Score** or **Percent** if you want the users to score Less than, Greater than, and/or Equal to a certain score or percentage.
      i. Click a **comparison** in the drop-down menu.
      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, or edit your existing 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.

- Individual rules are alternatives. If you have a rule for the date criterion and a rule for the membership criterion, if either rule is met, the item will be available. If the date OR the membership is in effect, the item will be available.
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, and 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.

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** for 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 for 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 (see below).
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**.

   ![Select Date Adjustment Option](image)

   Number of Days value range is from -999 to 999.

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 (see below).

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**.

   ![List All Dates For Review](image)

3. Click **Start**.
4. After the dates have updated, click **Next**.
5. The system will proceed to the **Date Management Review** page (see below). You can adjust specific dates there.
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.

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 on the Date Management Summary.

   a. 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.
   a. 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 either the **Item Types** or **Date Types** menu.
2. Click the **type** that you want to adjust dates for.
   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.

![Item Types](image)

   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](image)

To run **Date Management** again:

1. Click **Run Date Management Again**.
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, enter the achievement **type**.

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.

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. Leaving the Term blank, click **Go**. This will 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 Grade column needed to qualify for the achievement:
   a. Select the Grade column from the drop-down list.

   b. Click the option button for the appropriate condition.
c. Click the appropriate condition from the drop-down menu, if using that option.

![Drop-down menu with conditions selected: Less than or equal to and Add Item.]

d. Type the passing score or percentage 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 dialog box with Select an item, Browse, Add, and Clear buttons.]

a. Click Browse.
b. Click an item you want to require students to view 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.

![Issuer Name input field with Clint Brooks entered and Expiration Date field with 10/21/2014.]

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.

![Valid for widget]

![Valid for numeric and dropdown]

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 options]

i. Click **Preview Certificate** to see what it will look like.

![Certificate preview]

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[...]
Course Notifications and One-Way Text Messaging

UA FS uses a Blackboard product called Mobile to send text alerts to students. Blackboard Learn uses this product to allow instructors and students to set up notifications that send one-way text alerts to their mobile phones. 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.
   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.

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.

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.
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.
Other Tools

Blackboard contains several other tools to which instructors have access. It is not possible to comprehensively cover all of these tools in this manual. However, this section briefly addresses a few tools you should know about.

Contacts

The Contacts tool provides users with a place to provide students with contact information about yourself and other faculty and staff in the course.

Course Structure

This tool provides a way for instructors to quickly create or alter the structure of their course. However, UAFS has specific course requirements for Blackboard courses and the Course Structure tool does not allow us to include them. For this reason, DO NOT use this tool.

If you need the required UAFS folders and content in your course, please contact instructionalsupport@uafs.edu and we can provide you with a course template that contains the materials you need, or we can work with you to update your course to include these.

Quick Setup Guide

This tool provides a way to quickly setup a new course. However, the tool does not include the required UAFS content. For this reason, DO NOT use this tool.

Instructional Support can set you up with a development shell that contains the required UAFS content and meets our course development standards.
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 (see “Smart Views,” below for more information) to access a Grade Center view that only contains columns in that Smart View.
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 of 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 Drop-down Menu](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. (See “Categories,” below.)

![Category Drop-down Menu](image)

8. Type the number of points possible for the column. If the column is meant to display only text, type “0.”

9. If wanted, point to **Add Rubric**, to add and use a rubric to grade the column.
   a. Click **Select Rubric**.

![Select Rubric Dropdown](image)
b. Select the check box for the **rubric** you want to use.

c. Click **Submit**.
d. If the rubric uses Points or Point Ranges, click **OK** to assign the rubric’s Maximum Points as the Points Possible.

e. If needed, click the red “x” button to **delete** the rubric.

f. Under **Type**, click an option to use the rubric for grading or for secondary evaluation.
g. Click an option under **Show Rubric to Students** to set whether the students will see the rubric or not, and under what conditions.

![Dropdown menu for Show Rubric to Students]

10. Select the **Grading Period** to associate the column with, if needed.
11. Select the check box for **Due Date**, if the column has a due date.

![Date selection interface]

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

12. 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.

13. 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 (See “Grading Periods,” below) 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** (See “Creating Columns,” above).
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](image)

   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. (See “Creating Columns,” above).

8. Select the Grading Period to associate the column with, if needed.

![Secondary Display](image)

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.
      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**.

v. 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** (see “Creating Columns,” above).
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**.

13. 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. (See “Creating Columns,” above).
14. Select the **Grading Period** to associate the column with, if needed.
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.

![SELECT COLUMNS]

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**.

   ![Drop Grades]
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.

**Editing Columns**

Instructors can edit existing columns. However, some settings of columns created by tools in the system 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 Menu**.
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. Normally, this will be 100%. However, instructors can go higher to account for bonus points.
   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. The ranges will determine the letter grades.

<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></td>
</tr>
<tr>
<td>0 % and Less Than 70%</td>
<td>F</td>
</tr>
</tbody>
</table>

d. Type the letter grades in the text boxes in the Will Equal column.
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>100 %</td>
</tr>
<tr>
<td>B</td>
<td>B</td>
<td>50 %</td>
</tr>
<tr>
<td>F</td>
<td>F</td>
<td>25 %</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 to reflect 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 for Criteria 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](image)

   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.

   ![Color Selection](image)

   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. The Grade Center comes with several default categories, including Assignment, Discussion, Test, and more. 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>
<th>Columns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment</td>
<td>Types of Courses that Use the BLS, Objectives, Group Assignment, Test Assignment 5, Test Grading Form Assignment, Assignment Test 2, Successful Learning Tasks, Research Paper, Sample Assignment, Orientation Assignment, Self-Introduction Essay, Sample Assignment, Weekly report</td>
<td></td>
</tr>
<tr>
<td>Blog</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion</td>
<td>Graded discussion, BLS Course Types, Grade forum, BLS Course Types, BLS Course Types, Self-Introduction, Classroom Discussion Grade</td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safe Assignment</td>
<td>Research Paper - Safe Assign</td>
<td></td>
</tr>
<tr>
<td>Self and Peer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Survey</td>
<td>Survey 1, Survey 2, Test Survey</td>
<td></td>
</tr>
<tr>
<td>Test</td>
<td>Quiz 10, Online Student Orientation Quiz - Requires Respondus LockDown Browser, Module One Quiz_password demo - Requires Respondus LockDown Browser, Self Test 1, Actual Self Test 1, Sample Test 2, Sample exam, Quiz 7 - Requires Respondus LockDown Browser, Final Grade, Final Grade, Final Exam, Chapter 10 quiz, Final exam</td>
<td></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.
Smart Views

Smart Views are select views of the Grade Center that contain only designated columns and the main information columns (Last Name, First Name, etc.). For example, the Assignments smart view shows only the assignment and information 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 the group or groups chosen. Use the SHIFT and/or CTRL keys to choose multiple groups.
   b. For Performance, click the User Criteria, the Condition, and the Value for the performance. The user criterion is a graded column. The condition is a standard numeric comparison (Greater than, Less than, etc.). The value is the percentage, text, or score that triggers the inclusion of the student.
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](image1.png)

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

![Select Criteria](image2.png)

- For **Custom**, click a Grade Center column in **User Criteria**, a **Condition**, and the option button for either **Available** or **Unavailable**.

![Select Criteria](image3.png)

- i. Click **Add User Criteria** to add an additional criterion.
ii. **Manually Edit** the **Formula Editor** to combine the criteria.

![Formula Editor](image)

- 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 clicking the appropriate item from the list for that filter.

![Filter Results](image)

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
- 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 (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.

   ![Image of Grade Center with Hide/Show options]

   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 group of columns.

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.

   ![Change Grading Period](image)

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

7. Click Submit.

Column Order and Visibility for Instructors and Students

Column Organization 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.

   ![Action Link](image)

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**.

![Final Paper](image)

**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. (See “The Student Preview”.)

**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.

![Hide Rows][Show Rows]

6. Click **Submit**.
Reports

The Grade Center can produce reports. Reports show all or selected columns. Reports can be printed out, one student per page. 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. As wanted, select the check boxes for and type the titles of the following:
   - Date
   - Institution Name
   - Course Information
   - Custom Text
5. As 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 and/or CTRL keys to select multiple groups.
   - Selected Users
     - Click the users you want to appear in the report. Use the SHIFT and/or CTRL keys to select multiple users.
7. If choosing All Users or All Users in Group, select the check box 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
Click the grading periods you want to appear in the report. Use the SHIFT and/or CTRL keys to select multiple grading periods.

- All Columns in Category
  - Click the categories you want to appear in the report. Use the SHIFT and/or CTRL keys to select multiple categories.

- Selected Columns
  - Click the columns you want to appear in the report. Use the SHIFT and/or CTRL keys to select multiple columns.

10. If not using the Selected Columns option, click the check box 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

   - 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 each of the footer items you choose.

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. Click the drop-down menu in the top right to control how far back the history shows.
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.
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
     o Click the Grading Period in the drop-down list
   - Selected Column
     i. Click the Column in the drop-down list.
     ii. 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.
9. Click OK.
   a. 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.
b. **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.

Additional 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 with grades will need to be edited, so they can be included in **calculations**, and 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 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.

**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.
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**. Repeat steps 6 through 9 to attach additional files.
10. 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 (ord 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 attempt shows the date of the attempt. Click the attempt to view it.
  - **Tests:**
    - View the questions, student answers and correct answers.
    - 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 (see below)
  - **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 grade that has been manually overridden to the 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** drop-down list 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 an additional attempt beyond the number of attempts allowed (assignments only).
- **Edit Grade** – Edit the grade for this attempt or activity.
- **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.
- **Column Details** shows the basic attributes and statistics for the column.
- **Grade History** – See “The Grade Center, Grade History” above.
  - **View Rubric** – View the rubric applied to this item.

- **Quick Comment** – 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.

- **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:
  - **Grade Attempts** – Grade each attempt.
  - **Grade Anonymously** – Grade attempts without seeing the student names.
  - **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** – See “Assessment Item Analysis,” below.
- **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. UAFS does not use this feature. However, Blackboard requires one column to be set as the external grade (We recommend your Final 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. (See “Column Order and Visibility for Instructors and Students,” above.)
- **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. (See “The Grade Center, Organizing Columns,” above.)
Assessment Item Analysis

Blackboard contains a **test item analysis** tool. This tool provides a detailed analysis of test results and questions 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**.

![Item Analysis](image)

- 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**.

---

**Available Analysis**

- Exam 1
- Quiz 1
- Quiz 2
- Course Policy Validation Quiz
  - Available
  - No Analysis

**Test Questions - Hot Spot and Fill in the Blank**
- Exam 2 Requires Respondus LockDown Browser
- Exam 3 Requires Respondus LockDown Browser
- Exam 1 Requires Respondus LockDown Browser
- Exam 10 Requires Respondus LockDown Browser
- Student Orientation Quiz

---

**More Help**

- Access previously run item analyses using **Run** to generate a new report.
6. Click the name of the **item analysis report** to view it.

![Available Analysis](image)

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

- 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
  - 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 than students who did poorly.
  - Poor questions are question students who did poorly on the test got right more 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, for each 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. The tool used to grade assignments is called Inline Grading. It includes an annotation and comment tool called Crocodoc. (See “Inline Assignment Grading and Annotation,” below, for details).

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
  o 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.

- **To grade using a rubric**:
  1. Click the **Attempt** section.
  2. Click the rubric **title**.
  3. Click the **option buttons** for the appropriate level of achievement for each criterion.
  4. If using a range rubric, click the **score** from the drop-down menu.
  5. If needed, **override** the rubric points, using the text box provided.
  6. Type any **Feedback**.
  7. Click **Save Rubric**
  8. You will still need to click **Submit**, below.
• **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. (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** – See the note in “Grading Tests,” above.
• **Hide from Students (on/off)** – Toggles the column between hidden or visible in My Grades. (See “Column Order and Visibility for Instructors and Students,” above.)
• **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. (See “The Grade Center, Organizing Columns,” above.)

**Inline Assignment Grading and Annotation**

Inline Grading allows instructors to review and grade student work online, in the system. 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 **Crocodoc** to provide the annotation features. Crocodoc supports the following file types: **PDF**, **Word** (.doc and .docx), **Excel** (.xls and .xlsx), and **PowerPoint** (.ppt and .pptx).

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

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 Crocodoc logo).

The following options are available on the Grade Assignment page:

- Zoom
- Comment (Annotation Comments)
- Download
- Navigation
- Assignment Details
- Grade
- Attempt
- Submission
- Comments
Zoom

To change the size of the file in the frame:

- Click the **Zoom in** button to enlarge the file.
- Click the **Zoom out** button to shrink the file.

Comment

To add a **comment** in the file:

1. Click **Comment** to open the Comment toolbar.
2. Click the Comment **drop-down menu**.
3. Click a Comment **option**.
   - **Point Comment** creates a comment for a selected point in the file.
   - **Area Comment** creates a comment for a selected area in the file.
   - **Text Comment** creates a comment for a selection of text in the file.
4. Click or select the **point**, **area**, or **text** for which you want to add a comment.
5. **Type** the comment in the comment text box, on the right.

6. Repeat steps 1 through 5, as needed.

To **delete** a comment:

1. Point to the **comment**.
2. Click **Delete**. A confirmation dialog box will appear.

3. Click **OK**.

To **reply** to a comment:

1. Point to the **comment**.
2. Click **Reply**. An additional line will be added to the comment.
3. **Type** the reply.
To **draw** on the file:

1. Click **Comment**.
2. Click the **Draw** tool, on the toolbar.
3. Click a **color square** to change the color of the drawing, if needed.
4. **Press** and **drag** to draw on the file.

5. Click **Complete**.

To **delete** a drawing:

1. Click the **drawing**.
2. Press **DELETE** or **BACKSPACE** on the keyboard. A confirmation dialog box will appear.

3. Click **OK**.
To **highlight** text:

1. Click **Comment**.
2. Click the **Highlight** tool, on the toolbar.
3. Click a **color square** to change the color of the highlight, if wanted.
4. Select the **text** you want to highlight

**Online Learning Essay**

The following contains a lot of words telling you why I am taking online classes. The following contains a lot of words telling you why I am taking online classes. The following contains a lot of words telling you why I am taking online classes. The following contains a lot of words telling you why I am taking online classes.

To **delete** a highlight:

1. Click the **highlight**.
2. Press **DELETE** or **BACKSPACE** on the keyboard. A confirmation dialog box will appear.
3. Click **OK**.

To add **text** to the file:

1. Click **Comment**.
2. Click the **Text** tool, on the toolbar.
3. Click the **location** in the file where you want to add the text.
   a. Crocodoc does not add the text in the same lines as the file. The text is added free-floating in the file.
4. **Type** the text.

**Online Learning Essay**

The following contains a lot of words telling you why I am taking online classes. The following contains a lot of words telling you why I am taking online classes. The following contains a lot of words telling you why I am taking online classes. The following contains a lot of words telling

5. To **move** the text, **drag** the text box to a different location on the file.
To **delete** text from a file:

1. Click the text.
2. Select the text.
3. Press **DELETE** or **BACKSPACE** on the keyboard to remove the text
   a. You can also insert the insertion point anywhere in the text and use **BACKSPACE** to remove one letter at a time.

To add a **strikeout** to the file:

1. Click **Comment**.
2. Click the **Strikeout** tool, on the toolbar.
3. Select the text in the file which you want to strikeout. The strikeout will appear.
4. A text **insertion point** will appear above the text that has been struck out.
5. **Type** any replacement text needed.

![Strikeout tool]

Online Learning Essay

The following contains a lot of words telling you why I am taking online classes. The following contains a lot of words telling you why I am taking online classes. The following contains a lot of words telling you why I am taking online classes.

To **delete** a strikeout from the file:

1. Click the **strikeout**.
2. Press **DELETE** or **BACKSPACE** on the keyboard. A confirmation dialog box will appear.
3. Click **OK**.
To see a list of comments and markups:

1. Click the Comments and Markups button.

2. Click the Close button (X) to hide the list.

Download

To download the attached file:

1. Click the Download button.
2. Click the type of file download you want.
   - The Word version will not be annotated.
   - The PDF version will contain the annotations.

3. In Windows, click the option button for Save File.
4. Click OK.
5. Navigate to the drive and folder where you want to save the file.
6. Click Save.
7. Be sure to choose a secure location for the download, such as your R:\ drive.
**Navigation**

To navigate the file:

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

**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

![Grading Panel](image)

**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.

![Inline Grading](image)
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**.

   ![Score Image]

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. Click the **option buttons** for the appropriate level of achievement for each criterion.
   
   ![Rubric Image]

   c. If using a range rubric, click the **score** from the drop-down menu.
   d. If needed, **override** the rubric points, using the text box provided.
   e. Type any **Feedback**.
   f. Click **Save Rubric**
   g. You will still need to click **Submit**, below.

4. Type any **Feedback to Learner** that you want the student to see:

   ![Feedback 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 Course**, if you have uploaded the file to Files 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]

   ![Cancel, Save Draft, Submit buttons]

   b. Click the **Grading Notes** text box.
   c. **Type** the notes.
d. Click the **Insert File** button to attach a file:
   i. Click **Browse Course**, if you have uploaded the file to Files 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.

![SUBMISSION](image)

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:

- File downloads from the Crocodoc tool will use the **same** file name (*doc.pdf* or *doc.doc*). Instructors should **change** each file name to avoid accidentally overwriting student files.
- The annotation Text tool does **not** automatically wrap the text to the next line. Instructors should limit the length of text added with this tool.
The annotated PDF file will **not** show the markup when printed unless the user adjusts their Adobe Acrobat Reader settings:

1. In Adobe Acrobat Reader, in the **File** menu, Click **Print**…
2. Under **Comments and Forms**, click **Document and Markups**.
3. Click **Summarize Comments**
4. Click **Yes**.

Inline grading sessions expire after **one hour**. Instructors should complete and save all annotations before then or they could **lose** work.

**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, 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, type Feedback for Learners, and/or add Grading Notes.
   - See “Inline Assignment Grading and Annotation, Attempt,” above for details.

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.

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 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 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.
   - See “Inline Assignment Grading and Annotation, Attempt,” above for details.
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 Members without Entries.
   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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Words Modified (Number Count)</th>
<th>Words Modified (Percentage)</th>
<th>Page Saves (Number Count)</th>
<th>Page Saves (Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clint Brooks</td>
<td>21</td>
<td>5%</td>
<td>3</td>
<td>18%</td>
</tr>
<tr>
<td>Frank N. Stein</td>
<td>93</td>
<td>22%</td>
<td>3</td>
<td>18%</td>
</tr>
</tbody>
</table>
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**.

![Image of Grade Center]

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.

<table>
<thead>
<tr>
<th>Page Version</th>
<th>User’s Modifications</th>
<th>Created On</th>
<th>Words Modified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Modules and Content (1)</td>
<td>Compare to Version 3</td>
<td>4/23/12 4:54 PM</td>
<td>43</td>
</tr>
</tbody>
</table>

   c. Click the **User’s Modifications comparison** to see how much the page was changed from the previous version.
      - Click **Comparison Details** to information about the two pages.
      - 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.

   ![Image of Grade]

3. Type the **Grade** for the student work
4. Use a rubric, type Feedback for Learners, and/or add Grading Notes.
   - See “Inline Assignment Grading and Annotation, Attempt,” above for details.
5. Click Submit to save all changes.
6. Grade other students’ wiki work:
   1. 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.
   2. Select the check box if you want to Show All Members.
   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.

7. When finished, click OK to return to the Grade Center, if you started from there.
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 must 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 (see “Copying a Course” below). 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:
**Student Access to Production Shells**

Students will have access to production shells as soon as they are created. 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.

![Control Panel](image)

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)

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.
10. **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.

11. 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.

12. **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.
13. **DO NOT** select the check box for **Enrollments**.
14. Click **Submit** to submit the copy request.
15. 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](mailto:instructionalsupport@uafs.edu).
Other Content Management Options

In addition to copying content from one course to another, there are other ways to add and manage content in Blackboard Learn courses.

Importing a Course Cartridge

Textbook publishers offer content packages with some of their textbooks. The packages are organized for use in course shells, and are called course cartridges (or E-packs).

Some considerations involving the use of course cartridges:

- **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 into your Blackboard course. However, some will 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 should be removed from the course. 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.
• **Textbook Bundles** - 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. 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](mailto:instructionalsupport@uafs.edu) about getting this content added to your course. DO NOT use the download key or import course cartridge files without first consulting Instructional Support.

**Export/Archive Course**

Instructors can export or archive their course content, to keep a backup of the content. This is not required, as the university maintains a regular backup of all online systems. However, if an instructor needs a temporary or long term backup of content for any reason, one can be produced and then saved to a local computer drive.

**Exports** only save course content. **Archives** include all user enrollments, records, and interactions, including those of students.

To **export** a course:

1. Click **Packages and Utilities**, in the Control Panel.
2. Click **Export/Archive Course**.
3. Click **Export**.
4. Under File Attachments, 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. Click **Calculate Size** to determine the file size of the course content.
6. Avoid the use of **Manage Package Contents**, as this removes the files from the export, replacing them with links.
7. Under Select Course Materials, click **Select All**.
8. Click **Submit**.
9. The action will be **queued** in the system and you will receive an e-mail message when the export is done.
10. The export will be saved as a .zip file on the Export/Archive Course page.
11. You can download the file by clicking the **title** and then following the **Save File** procedures.
To **archive** a course:

1. Click **Packages and Utilities**, in the Control Panel.
2. Click **Export/Archive Course**.
3. Click **Archive**.
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. Under File Attachments, 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. Click **Calculate Size** to determine the file size of the course content.
7. Avoid the use of **Manage Package Contents**, as this removes the files from the export, replacing them with links.
8. Click **Submit**.
9. The action will be **queued** in the system and you will receive an **e-mail** message when the archive is done.
10. The archive will be saved as a **.zip** file in the Export/Archive Course section.
11. You can download the file by clicking 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. These files are very large and take up room on the system. This page should be kept empty of files. Files can be downloaded to an instructor’s local computer. However, be aware that some export and archive files are very large.

To **delete** an export or archive file:

1. Click the **Action Link button** for the file.
2. Click **Delete**.

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.
Beginning and Ending the Semester

At the beginning and end of each semester, there are some key tasks an instructor may need to do to get their online course ready.

Beginning the Semester

At the beginning of the semester instructors should do the following:

- **Content in Correct Course Shells** - Make sure that the correct course content is in the production shells for that semester. If the wrong content is in a course shell, the shell may need to be reset, which could result in lost student work.

- **Denying Access to Students Not on Your Banner Roster** - Verify that the Blackboard rosters in the Grade Center are correct. Blackboard student information is imported from Banner. When students register for a course that has a Blackboard shell, they are added to the production course shell. When they drop a course, they are hidden or removed (if the semester has not started yet).

  However, occasional errors can occur. Instructors should compare their Blackboard rosters with their Banner rosters. If a student who appears in the Blackboard Grade Center is not on the Banner roster, the student has probably dropped the course or been purged.

  If you have a student on your Blackboard roster that is not on your Banner roster, contact Service Now and ask that the course be updated from Banner. Blackboard is regularly updated from Banner, so you may want to wait a day to see if the system corrects the error.

Ending the Semester

At the end of each semester, there are some key tasks an instructor may need to do to prepare their content for future semesters.

- **Resetting the Development Shell and Copying Updated Content** - If an instructor has made significant changes to his or her production shell during a semester, the instructor should request a reset of the development shell for that course, in order to copy the updated content from the production shell into it.

  The request must be directed to the Instructional Support department at instructionalsupport@uafs.edu. Instructors must send the exact name of the development shell that is to be reset. Instructional Support will delete the shell and recreate the shell with the same name as before. Instructors must be sure there is no
content on the development shell that they need.

Production shells do not need to be reset at the end of a semester. The Blackboard Administrator will make archive copies of all production shells, so they may be recalled if needed. Once the production shells are no longer required for active use on the server, they will be deleted.

- **Revising for the Next Semester** - Once the content in the development shell has been updated, if necessary, the instructor can begin to revise and prepare the course for the next semester in which it will be taught.

  Updated content should be copied to reset development shells early enough to leave time for revisions to be made before the start of the next semester.

  Instructors should consider all formative and summative evaluation feedback when revising their online courses.
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 instructionsupport@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://www.uafs.edu/distancelearning/how-clean-your-computer](http://www.uafs.edu/distancelearning/how-clean-your-computer) 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.
   - 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.”

Information on some common pop-up blockers and how to disable them can be found at the following site:

- [http://www.virtualhrcenter.com/popup_blockers.htm](http://www.virtualhrcenter.com/popup_blockers.htm)

- **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). See “Maintenance” below for more details.
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:

  [http://www.uafs.edu/distancelearning/how-clean-your-computer](http://www.uafs.edu/distancelearning/how-clean-your-computer)

- **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.

  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) (be sure to choose the FREE home version)
  - **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.
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, we recommend using HTML files where possible. PDF files should be reserved for documents that must be visually formatted in a specific way, such as forms and charts.

- **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.
  - 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.

- **Video 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.

- **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.
Additional Resources and Contact Information

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

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

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

- **UAFS Web Sites**
  - Distance and Online Learning – [http://www.uafs.edu/distancelearning](http://www.uafs.edu/distancelearning)
  - Service Now – [http://uafs.service-now.com](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
Index

A

accessibility · 94, 345–46
ALT · 94, 346
achievements · 107, 257–62
badges · 262
certificates · 262
creating · 257–62
defining triggers · 258–61
display dates · 259
selecting rewards · 261–62
types · 257
Action Link buttons · 23
ADA (Americans with Disabilities Act) · 95, 100, 345–46
adaptive release · 248–51
accessing · 248
advanced · 251
creating rules · 251
criteria · 248–50
dates · 248, 249, 252, 254
grades · 248, 250
membership · 248, 249
overview · 248
performance dashboard · 114
review status · 248, 250
rules · 248, 251
selecting criteria · 248–50
Ad-Aware · 343
adding tools
announcements · 230
blogs · 210–11
chat · 202–3
course messages · 227
discussions · 193, 194
journals · 221
send e-mail · 224
virtual classroom · 202–3
wikis · 216
ALT · See accessibility, ALT
ANGEL · 11
announcements · 11, 107, 230–31
creating · 230
display dates · 231
duration · 230
linking to course content · 231
overview · 230
anti-malware software · 343
anti-virus software · 343
assessment · 6, 8, 10, 101, 102, 105, 108, 245, 302, 303
assessments · 3, 6, 11, 98, 101, 152, 245, 303
assignments · See assignments
creating · 77
deploying · 77, 107
deploying tests · 152–64
surveys · 77
tests · 77
adding rubrics · 176
anonymous grading · 178, 307
attempts · 175, 177, 305, 306, 307, 317, 318
maximum · 177
scoring · 177
availability · 179–80
creating · 175–80
delegated grading · 178
due dates · 176
editing · 180
feedback · 178
grade display · 179
inline grading · 307–21
assignment details · 315
attempt · 318
comments · 309–14
deleting a comment · 310
downloads · 314
drawings · 311
feedback · 318–19
grade · 317
grading notes · 319–20
grading panel · 316
highlighting · 312
known issues · 320–21
maximize · 316
navigation · 315
override · 317
replying to a comment · 310
restore · 316
revert · 317
strikeouts · 313
submission · 320
text · 312
zoom · 309
instructions · 175
My Grades · 179
points possible · 176
SafeAssign · 177, 181
asynchronous communication · 188
availability dates · 167, 179, 201, 208, 214, 219, 237, 248, 252, 254
B

backups · 343
Banner · 327, 339
banners · 46–49, 120
adding · 46–49
Blackboard Classic · 11
Blackboard Learn · 3, 4, 5, 7, 8, 11, 14, 22
accessing · 12–13
system requirements · 239, 240
Blackboard training · 4, 5, 18
blank pages · 39
blogs · 3, 7, 78, 101, 107, 185, 187, 208–13, 242
adding rubrics · 209–10
availability · 208
backing up entries · 343
commenting · 213
comments · 208, 209
creating · 208–10
creating entries · 211–12
deploying · 210–11
due dates · 209
indexing · 208
overview · 208
page · 211
type · 208
viewing · 212
viewing and editing drafts · 212
breadcrumbs · 26–27
browse course · 48, 49, 71, 79, 80, 84, 87, 92, 176, 197, 199, 212, 222, 238, 319, 320
build content · 76, 97, 98, 238, 239, 240, 241
bulk delete · 121

clearing browser cache · See cache, clearing
clearing temporary Internet files · See cache, clearing
cognitive load · See reducing cognitive load
cold boot · 341
collaboration · 107, 201–7
collaboration sessions · 201–7
availability · 201
chat · 6, 11, 78, 104, 107, 201–3, 328
creating · 201–2
deploying · 202–3
display dates · 201
equations · 206–7
toolbar and palettes · 206–7
overview · 201
page · 203
recording · 205
tools · 203–5
using · 203–5
viewing recordings · 205
virtual classroom · 78, 107, 201–7
color blindness · 94, 345
commercial content tools · 107
contact information · 347
contacts · 107, 267
content
adding · 39–41, 76–78, 79–80
audio · 76
blank pages · 76
chunking · 102
course links · 76
drag and drop · 237
due dates · 209
files · 76, 79–80
Flickr photos · 72, 77
folders · 76
images · 76
items · 76
learning modules · 76
lesson plan · 76
managing · See courses, managing
mashups · 72, 77
module pages · 76
Symplectic En啭 · 72, 77
syllabus · 76
video · 76
Web links · 76
YouTube videos · 72, 77
content areas · 39–41, 76
adding · 40
Course Content · 41
Course Resources · 41
Feedback and Evaluation · 41
Getting Started · 41
Online Orientation · 41
Content Editor · 47–49, 50–75, 206, 211, 217, 222, 226, 229, 230, 238, 300, 346
CSS · 50, 53, 75
emoticons · 53
home page header · 47–49
HTML · 53
UAFS Instructional Support
Content Editor (continued)
  math editor · See math editor
  multimedia · 50, 52, 71–75
  embedding · 71
  images · 71
  mashups · 72
  tables · 50, 53, 68–70
  invisible tables · 70
  merging cells · 68
  resizing · 69
  shortcut menus · 70
  splitting cells · 68
  toolbars · 50–53
  Video Everywhere · See Video Everywhere
  word count · 53
content folders · 39, 76, 93, 106
reordering · 24
contextual menus · 23
control panel · 26, 106–21
copying a course · See course copying
course calendar · See calendar
course cartridges · 121, 336–37, 338
  access codes · 336
  Common Cartridge · 338
  content · 336
download key · 337
importing · 121
temporary access · 336
textbook bundles · 337
course content
  accessibility · 94
course copying · 121, 331–36
  destination course ID · 332, 334
discussions · 333
duplications · 334
files · 333, 334
logs · 334–35
course design · 93–94, 102–4
  development principles · 102–4
  principles · 93–94
course development cycle · 328–29
course entry point · 44–45, 120
course evaluations
  creating a link · 241
course links · 39, 76
Course Management System · See Learning Management System
course menu (continued)
  minimizing · 22
My Grades · 42–44
style · 120
course merge · 328
course messages · 107, 227–29
  creating a folder · 228
  creating a message · 228–29
  moving messages · 229
overview · 227
selecting recipients · 228
viewing messages · 229
course module page · 18
course modules
  adding · 19–21
course notifications · 263–65
  setting up · 264–65
Course Orientation · 35, 79–80, 90–91
Course Planning and Design · 8
course policy validation quiz · 41, 163–64
deploying · 164
importing · 163
course reports · 108–13
  all user activity inside content areas · 108
  course activity overview · 108, 110
  course performance · 108, 110
downloading · 112–13
  overall summary of user activity · 108
  printing · 111–12
  running · 109–11
  single course user participation report · 108
  student information · 113
  student overview for single course · 108, 111
  user activity in forums · 108
  user activity in groups · 108
course rosters · 339
course shells
  development · 327–30
  managing content · 327–30
  production · 327–30
  resetting · 329, 339–40
  student access · 330
course structure · 8, 120, 267
course to course navigation · 27
course tools · 106–7
course types · 7
courses
  archiving · 121, 337–38
  building · 39
  copying · See course copying
deleting archives · 338
deleting exports · 338
development principles · 102–4
exporting · 121, 337–38
managing · 327–38
properties · 120
required elements · 41
resetting · See course shells, resetting
courses (continued)
revising · 340
teaching style · 120
Courses: Quick View · 14
Crocodoc · 307–21
crosslisting · See course merge
customization · 45, 120
course entry point · 45, 120

date management · 107, 252–56
adjust by number of days · 252, 253
course start date · 252
list all dates for review · 252, 253
review page · 252–56
deleting course archives · See courses, deleting archives
deleting course exports · See courses, deleting exports
development shells · See course shells, development
Dick, Walter · 9
DirectSubmit · 181, 185–87
attachments · 187
copy and paste · 187
drafts · 186
folders · 186
plagiarism checking · 185, 186
submitting files · 185–87
discussion board · 78, 107, 108, 114, 189, 193, 194, 195, 196, 199, 321
discussions · 3, 4, 5, 6, 7, 8, 11, 78, 104, 188–200, 245
conditional settings · 192
discussion board page · 193
forums · 101, 106, 188–96, 242, 269, 299
adding · 189–92
adding rubrics · 190–91
anonymous · 41, 192, 194
creating · See discussions, forums, adding
deploying · 193–95
display dates · 189
due dates · 190
moderated · 192
grading · 195
list view · 195
managing · 188
performance dashboard · 114
posts · 185, 187
anonymous · 196
backing up · 343
copying course · 196, 333
threads · 188, 190, 195–200, 242, 299, 328
changing author · 196
creating · 192, 197
refreshing · 200
searching · 199–200
viewing · 198–99
tree view · 195
dividers · 39

drag and drop · 19, 21, 24, 34, 40, 44, 84, 86, 98, 107, 118, 148, 224, 227, 237, 288, 312
due dates · 107, 237, 252, 254, 272, 279, 293, 302, 307, 315
assignments · 176, 178
blogs · 209
discussion forums · 190
journals · 219
tests · 156
wikis · 214

e-mail · 49, 303, 333, 337, 338
attaching files · 226, 298
sending · 107, 127, 129, 130, 224–26, 231, 298
E-packs · See course cartridges
equations · 54–55
symbols · 56–67
evaluation · 10, 108
Excel · See Microsoft Excel
expectations · 5, 8, 90, 100, 105, 188, 189, 208, 242, 244

e-prints · 31, 106
developing · 79–80
downloading · 36, 88
editing · 92
deploying · 31
listing · 31
modifying · 91–92
organizing · 32
overwriting · 35, 89–90
permissions · 36–38
reading · 36, 38
rewriting · 90–91
thumbnails view · 31
upadating · 88–92
uploading · 33–34, 35, 79
uploading multiple · 33
uploading single · 34
firewalls · 344
folders · 32
Course Resources · 33, 35
creating · 32, 33
Getting Started · 33, 35
graphics · 33, 35
headers · 33, 35
syllabus · 33
fonts · 50, 95
full online

course types · 5, 7
Getting Started · 5, 33, 35, 41, 42, 79–80, 84, 90, 239
glossary · 107, 266
creating terms · 266
downloading · 266
uploading · 266
Grade Center · 7, 26, 115, 268–326
adding rubrics to columns · 270–72
calculated columns · 273–78
dropping grades · 275, 277
types · 273
calculating a column as a running total · 275, 278
categories · 270, 273, 274, 275, 277, 278, 284
creating · 284
color codes · 281–84
grade ranges · 283
hiding · 284
overview · 281
previews · 283
setting up · 281–84
showing · 284
column properties · 302, 307
columns · 242, 268–79, 288–91
hiding · See Grade Center, organizing columns
reordering · 288
showing · See Grade Center, organizing columns
sorting · 298, 302, 307
creating calculated columns · 273–78
total · 273–76
weighted total · 276–78
creating columns · 269–72
CSV files · 294–95, 301
downloading data · 294–95
editing columns · 278–79
filters · 297
grade history · 293
grading periods · 272, 274, 275, 276, 279
creating · 279
hiding rows · See Grade Center, row visibility
icon legend · 297
layout · 268–69
needs grading · 115, 296
organizing columns · 288–91, 302, 307
categories · 289
grading periods · 290
overview · 288
overview · 268
primary column display · 179, 270, 273, 276
reports · 292–93
columns · 292–93
creating · 292–93
footer items · 293
overview · 292
user information · 292
users · 292
row visibility · 291
Grade Center (continued)
schemas · 280–81
creating · 280–81
secondary column display · 179, 270, 274, 276
selecting columns for total · 274–75
selecting columns for weighted total · 277–78
showing rows · See Grade Center, row visibility
smart views · 115, 268, 285–87
creating · 285–87
criteria · 285–87
favorites · 285, 287
formula editor · 287
overview · 285
types of views · 285
uploading data · 295–96
visibility in my grades · 290–91, 302, 307
weighted columns’ weights · 278
working offline and online · 294–96
grading content · 299–326
anonymous grading · 301, 307
assignment file downloads · 307
assignments · 269, 299, 305–21
attempts · 305–6
inline grading · See assignments, inline grading
attempts · 299–301
blogs and journals · 299, 322–24
contributor list · 324
discussions · 269, 299, 321–22
contributor list · 322
grading individual questions · 301
ggrading user activity · 300
individual grades · 299–300
overview · 299
score attempts using · 153, 161, 177, 278, 302, 307, 317
surveys · 305
tests · 269, 299–302
attempts · 301
wikis · 299, 324–26
contributor list · 326
groups · 25, 115–19
adaptive release · 249
adding users · 117
creating · 115–17
linking · 117–18
managing · 118–19
types · 115
hands-on activities · 4
hard boot · 341
headers · See banners
help · 121
Blackboard · 121
support · 121
video tutorials · 121
home button · 26
home page · 18, 26, 120
adding · 18–19
building · 44–49
course entry point · 44–45
course modules · 19–21
header · 46–49
homework · 4
How Will You Teach Online? · 6
HTML · 47, 50–51, 53, 75, 81–82, 83, 90, 91, 92, 100, 111, 245, 345, 346
hybrid
course types · 5, 7
images · 92
ALT text · 100, 345, 346
blogs · 211
inserting into Content Editor · 71
test questions · 133, 143
importing
course cartridges · 121, 336–37
packages · 121
pools · 141
tests · 151–52, 158–59, 163
inline grading
assignments · See assignments, inline grading
blogs and journals · See grading content, blogs and journals
discussions · See grading content, discussions
wikis · See grading content, wikis
instructional design
Systematic Design of Instruction · 9–10
instructional goals · 9
instructional support · 5, 121, 267, 327, 339, 341, 347
e-mail · 165, 329, 337, 341, 347
phone numbers · 347
JAWS · 345
journals · 3, 7, 78, 101, 107, 219–23, 242
adding comments to entries · 223
adding rubrics · 220
availability · 219
comments · 219
creating · 219–20
creating entries · 222
deploying · 221
due dates · 219
overview · 219
viewing entries · 222–23
K
known issues · 341
L
Learn 9.1 · 11, 121
learning · 102–5
disabilities · 346
engaging · 104
interactive · 104
learning activities · 101
Learning Management System · 11
learning modules · 5, 8, 19, 39, 41, 76, 79, 92, 93, 94, 102, 106
adding content · 98
course · 99–101
creating · 97–98
overview · 97
reordering · 24
Table of Contents · 98
learning objectives · 5, 6, 8, 9, 99–100, 101
learning progress · 105
list view
course menu · See course menu, list view
discussions · See discussions, list view
logging out · 28
logs
course copy · 121, 334–35
LONGDESC · 346
M
maintenance · 343–44
malware · 342, 343
MalwareBytes · 343
managing content · 22–28
mashups · 53, 72, 77
math editor · 52, 54–67
equations · 54–55
formatting text · 67
help · 67
LaTeX · 54, 67
symbols · 56–67
tabs · 56–67
Microsoft Excel · 112, 113, 175, 245, 294, 295, 307
Microsoft PowerPoint · 88, 100, 101, 175, 307
Microsoft Word · 81–83, 90, 91, 94, 100, 135, 175, 245, 307, 314, 346
converting to HTML · 81–82
converting to PDF · 82–83
mobile phone
adding to Blackboard Learn · 263
module pages · 19, 39
My Announcements · 14, 20
My Blackboard · 14–17
  global navigation · 15–17
  calendar · 17
  home page · 16
  My Grades · 16
  posts · 16
  Retention Center · 17
  updates · 16
  user menu · 15–17
My Courses · 14
My Grades · 42–44, 270, 274, 276, 284
  linking · 42–44
My Groups · 25
My Tasks · 14
MyUAFS · 13, 241

N

Netiquette · 188

O

objectives
  behavioral · 99
  learning · 5, 6, 8, 9, 99–100, 101
  performance · 10, 99
  training · 3
On Demand Help and Learning Catalog · 14
one-way text messaging · See course notifications
online orientation · 41, 158, 160, 240
  creating a link · 240
online teaching principles · 105

P

packages
  uploading and downloading · 36
packages and utilities · 120–21
partner content · 78, 98
  commercial content · 78
  manual entry textbook · 78
  search for textbook · 78
PDF · 81, 82–83, 100, 112, 175, 195, 245, 292, 293, 307, 314, 321, 345, 346
performance dashboard · 114–15
  adaptive release · 114
  discussion board · 114
  last course access · 114
  Retention Center · 115
  review status · 114
  view grades · 115
permissions
  files · See files, permissions
pools · 107, 131–41
  building · 131–32
  canvas · 137
  copying questions · 138
  creating questions · 134–36
  default question points · 139
  deleting questions · 138
  editing questions · 138
  exporting · 141
  finding questions · 140
  importing · 141
  question settings · 132–33
  question types · 134
  pop-up blockers · 342
PowerPoint · See Microsoft PowerPoint
  production shells · See course shells, production

Q

question sets · 144
  adding · 146
  deleting · 150
  number of questions to display · 146
  removing questions · 147
  reordering · 148–49
questions
  adding random blocks · 147
  adding to tests · 144–47
  categories · See questions, keywords
  copying · 138, 145
  creating · 134–36
  default point value · 133, 139, 143
  deleting · 138
  editing · 138
  updating student results · 138
exporting · See pools: exporting
  extra credit · 143, 149
  feedback · 133, 135, 143
  finding · 140, 144
importing · See pools: importing
  keywords · 133, 135, 137, 140, 143, 145
  levels of difficulty · See questions, keywords
  linking · 145
  managing · 151
  manually graded · 242
  metadata · 133, 140, 143
  negative points · 143
  negative score · 135
  partial credit · 135, 143
  randomizing · 157, 162
  removing from question sets · 147
  reordering · 148–49
rubrics · 135
  sources · 165
questions (continued)
types · 134
calculated formula · 134, 136
calculated numeric · 134, 136
either/or · 134, 136
essay · 134, 136
file response · 134, 136
fill in multiple blanks · 134, 136
fill in the blank · 134, 136
hot spot · 134, 136
jumbled sentence · 134, 136
matching · 134, 136
multiple answer · 134, 136
multiple choice · 134, 136
opinion scale/Likert · 134
ordering · 134, 136
quiz bowl · 134, 136
short answer · 134, 136
true/false · 134

Quick Links · 25
quick setup guide · 120, 267
quick unenroll · 121
quizzes · 4, 7

R
random blocks · 144
adding · 147
deleting · 150
reordering · 148–49
set number of questions · 148
reducing_cognitive_load · 103–4
reordering_content · 24–25, 148–49
"keyboard accessible" · 25, 149
resources · 4
Respondus 4.0 Test Generator · 165
Respondus LockDown Browser · 107, 172–74
passwords · 154, 173
Retention Center · 115, 122–30
activity · 122, 125
course access · 122, 126
course activity · 124–25, 129–30
customizing · 123–26
grades · 122, 125
missed deadlines · 122, 126, 127, 128
notification history · 128
performance dashboard · 115
Risk Table · 127–29
rules · 122–27, 129, 130
revision · 10
rubrics · 107, 242–47
creating · 243–45
criteria · 242, 243, 244
discussions · 190–91
evaluation report · 245–47
levels of achievement · 242, 243, 244
overview · 242
rubrics (continued)
questions · 135
reordering · 244
tools in which they can be used · 242
types · 242, 243
S
SafeAssign · 11, 107
assignments · 177
DirectSubmit · See DirectSubmit
Items · 181–85

\hspace{1em} attempts · 182, 183
citations · 184
matching · 183
overview · 181
report information · 183
reports · 181–85
sources · See SafeAssign, Items, citations
scaffolding · 102–3
screen design · 95–96
screen readers · 174, 345–46
self-assessment · 102
self-testing · 102
sending e-mail · 107, 224–26
adding · 225
attaching files · 226
SMS · See course notifications
Spybot · 343
spyware · See malware
student feedback forum · 194
student orientation quiz · 41, 158–62
deploying · 160–62
importing · 158–59
student preview · 29–30, 291
entering · 29
exiting · 30
settings · 30
style · See courses, teaching style
subheaders · 39
surveys · 77, 107, 131, 171
attempts statistics · 171, 305
syllabus · 5, 7, 39, 42, 76, 101, 163, 164
adding a file · 83–84
adding a file with the syllabus tool · 86–87
linking to the course menu · 84–86
synchronous communication · 201
Systematic Design of Instruction · 9–10
T
tasks · 107
teaching materials · 100–101
teaching style · 45, 120
technology support · 347
Temporary Internet Files · 19, 343
test options · 153–57, 160–62, 164, 173
tests · 7, 77, 101, 102, 107, 115, 129, 131, 141–70, 172, 296
ADA · 155–56
adding questions · 144–47
attempts · 152, 153, 161, 165, 168, 301, 303, 304, 305
auto-submit · 154, 161
availability exceptions · 155–56
building · 141–42
changing point values · 149–50
deleting · 151
deleting questions · 150
deploying · 152–64
display dates · 154, 156, 167
due dates · 156
editing · 142, 165
mobile compatible · 170
editing options · 165
exporting · 151
feedback · 152, 157, 162
force completion · 154
ggrading · See grading content, tests
importing · 152
item analysis · 303–5
discrimination · 304
make-up tests · 155–56
managing questions · 151
mobile compatible · 77, 166–70
list · 107, 170
passwords · 154, 168, 173
point values · 149–50
presentation mode · 157
prohibiting backtracking · 157
publisher test banks · 165
question sets · 146–47
adding · 146
deleting · 150
reordering · 148–49
question settings · 142–43
question types
mobile compatible · 169
randomizing questions · 157, 162
removing questions from sets · 147
reordering questions · 148–49
setting point values · 149–50
sources · 165
timer · 154, 156, 161
time on tasks · 105
tool links · 39, 42–44, 117, 194, 211, 216, 221, 224, 227, 230
tools · 14, 78, 98
adding · 39, 78, 106, 117–18, 194
availability · 120
blogs · 78
chat rooms · 78
discussion boards · 78
tools (continued)
groups · 78
journals · 78
more tools · 78
tools area · 78
virtual classrooms · 78
wikis · 78
training course · 4
setting up · 18
training project presentation · 5
troubleshooting · 341–42
types of online courses at UAFS · 5, 7

U

UAFS Web Sites
distance learning · 347
users · 115, 119
students · 119

V

video
captions · 346
transcripts · 346
Video Everywhere · 73–75
virtual classroom · See collaboration sessions, virtual classroom
virtual whiteboard · 107
viruses · 342, 343

W

Web 2.0 · 11
Web links · 39, 106, 238–41
availability · 238
creating · 238
creating a link to the course evaluation · 241
creating a link to the online orientation page · 240–41
creating links to the Getting Started content · 239–40
display dates · 238
URLs · 238, 240, 241
WebCT · 11
Web-enhanced · 101
course types · 5, 7
whiteboards · See collaboration sessions, virtual classroom
Whom to Contact · 35, 79–80, 91–92
Wi-Fi · 344
wikis · 3, 7, 78, 101, 107, 185, 214–18, 242
adding rubrics · 215
availability · 214
commenting on a page · 218
comparing page versions · 218
creating · 214–15
creating a page · 217
wikis (continued)
deploying · 216
due dates · 214
editing · 214
editing a page · 217
overview · 214
participation and grading · 324–26
viewing page history · 218

Word · See Microsoft Word

Y

YouTube · 72, 73, 75, 77