

DRAFT

University of Maryland Eastern Shore Office of Instructional Technology

Effective e-Learning Through WebCT 6: A Handbook for Faculty

The screenshot displays the UMES WebCT 6 interface. At the top, the UMES logo is on the left, and navigation links for 'Change Password', 'Check Browser', 'Help', and 'Log out' are on the right. Below the header, there are tabs for 'My WebCT', 'Administration', and 'Content Manager'. A welcome message reads 'Welcome, Nicole Buzzetto-More. Today is June 1, 2006.' To the right of the welcome message are links for 'Channels', 'Color', and 'Layout'. The main content area is divided into several sections:

- Calendar Day:** You currently have no entries for today.
- To Do List:** You currently have no items.
- My Grades:** You currently have no new grades.
- Course List:** A list of courses with details:
 - [EDCI 306 Sect 0101 - 0101](#)
Section Instructor: Kaye Pinhey, Nicole Buzzetto-More
 - [English 101 - Section 0101](#)
Section Instructor: Kaye Pinhey, Bonni Miller, Richard Keenan, Lorna Rock, Dean Cooledge, Nicole Buzzetto-More
 - [Template WebCT 6 - Section 0101](#)
Section Instructor: Nicole Buzzetto-More, Kaye Pinhey
- Campus Announcements:** [WebCT 6 Testing](#) on 11/22/05.
- External Courses:** [Tegrity recordings](#).
- Calendar Week:** You currently have no entries for this week.
- Personal Bookmarks:** You currently have no bookmarks.
- Campus Bookmarks:** You currently have no campus bookmarks.
- Who's Online:** A list of active users:
 - [EDCI 306 Sect 0101](#) 1
 - [EDCI 306 Sect 0101 - 0101](#) 1
 - [English 101 - Section 0101](#) 1
 - [UMES WebCT 6 Template](#) 1
 - [Template WebCT 6 - Section 0101](#) 1

August 22, 2006

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University of Maryland Eastern Shore Office of Instructional Technology

The higher-education classroom has undergone radical reformations in the last decade as a result of technological development, causing academicians across the globe to recognize the importance of technology in higher learning (Buzzetto-More & Sweat-Guy, 2006). Technology has illustrated that the classroom does not need to be the nucleus of learning, as networked multimedia are able to extend the teaching and learning experience (McClintock, 1999).

The transition from face to face learning to the delivery of instruction through re-usable online learning objects has been shown by Salas and Ellis (2006) to be not only effective but have benefits to students, instructors, and administrators. Course websites are learning objects that when used in conjunction with sound pedagogy, learning outcomes, and content can support traditional, authentic, and alternative learning and assessment protocols (Bennett, 2002). Course websites have proved to be an effective means of delivering learning materials, with students responding positively to the quality resources they make available (Buzzetto-More & Sweat-Guy, 2006). A 2006 study published in the Journal of Information Technology Education (Buzzetto-More & Sweat-Guy) that examined business students at UMES found that the use of course websites in higher education increases students' perceived learning satisfaction and that web-supported courses have an optimistic future in minority education.

The movement from the traditional classroom to web-enabled learning has been explained as a move from a behaviorist methodology to a constructivist one (Lewis, MacEntee, DeLaCruz, Englander, Jeffrey, Takach, Wilson, & Woodall, 2005). Koohang and Harman (2005) assert that e-learning by its very nature is rooted in constructivist ideology, where knowledge acquisition is a self-directed activity that is facilitated by an instructor. They draw correlations between elements inherent in both constructivism and e-learning including: collaboration, social discourse, problem solving, exploration, anchored instruction, critical thinking, the revisiting of information in multiple perspectives and representations, intellectual discourse, knowledge construction, and scaffolding.

The Office of Instructional Technology (OIT) at the University of Maryland Eastern Shore recognizes that online courses and online course components can serve as powerful learning objects that when influenced by sound pedagogy can support traditional, authentic, and alternative learning and assessment protocols. The Office of Instructional Technology serves to assist faculty in their efforts to use technology to augment instruction and professional practice. The information that follows has been designed to help faculty effectively use the WebCT 6 Course Management System.

The Office of Instructional Technology is available to accommodate the needs of faculty, students, and staff at UMES. You may choose to attend one of our prescheduled workshops, schedule a one-on-one consultation, or come to our lab to work in a supportive space. An online request form is available to help us best satisfy your needs. The request form can be completed by visiting http://facstaff.umes.edu/kdpinhey/help_request

Misconceptions About Course Websites

- Course websites are difficult to create requiring a knowledge of website development
- There is a decrease in interactions among students and between students and instructors
- Course websites are difficult to manage
- Course websites do not enhance or replace classroom learning
- Course websites are impersonal

The Truth About Course Websites

- Course websites are simple to create with easy to follow templates and instructions
- Course websites extend the dissemination of information
- Course websites can allow for greater levels of interaction
- Course websites encourage personalized instruction
- WebCT can help to make course management more simple

Benefits of Course Websites

- Dissemination of information- Students can consult WebCT for course information anytime that they would normally have to retrieve from the instructor during traditional working hours.
 - Benefits
 - Vital Course information is easily accessible and available
 - Less use of paper.
 - Classroom time is streamlined
 - Greater distribution and availability of resources
 - Access of information and resources outside of the textbook and in-class notes
 - Less misunderstandings as all rules and requirements are available on the course website
 - Dates and deadlines are made clear
 - More out of classroom learning experiences
- Extending Interactions- Faculty may use the Discussion Board or Chat feature to encourage intellectual discourse, analysis, and group work. Students will be able to interact with fellow students and instructors both publicly and privately.
 - Benefits
 - Personalized interactions
 - Instructor can respond to individual learning styles and address learning needs
 - Collaborative learning projects are facilitated
 - Greater course participation
 - Students may contribute in their own time whether it be 3 am or 3 pm
 - More in-depth analysis of course information
 - Detailed discussions and debates
 - Students can express concerns and ideas
 - Students learn through shared learning experiences
 - Students have easy access to instructors
- Submission of Assignments- Students can submit assignments such as papers, projects, portfolios, discussion postings, and WebPages. Grades can be checked online.
 - Benefits

- It is simple for both the student and the instructor to keep track of grades.
 - Questions regarding grades can be addressed expediently.
 - Assignments are easy to submit.
 - Student can be certain that the instructor has received the assignment.
 - Submission dates can be verified.
 - When pen-top technology is used the teacher can write their comments with the digital pen on the assignment much in the same way they would do with a traditional pen.
- Assessment-WebCT 6 supports multiple assessment regimes including portfolios (to be added), quizzes, self tests, and surveys.
 - Benefits
 - Allows for the easy distribution and analysis of assessments.
 - Stores assessment data for accreditation purposes.
 - Students can access their grades and results regardless of time or place.
 - Instructor can grant or deny access as needed.
- Course Management
 - Benefits
 - Online delivery and grading of quizzes
 - Linking of assessments to learning objectives
 - Student Tracking
 - Advanced Grade book Feature
 - ePortfolio

Forms of e-Learning

All learning that is facilitated by electronic technologies is known as e-Learning.

Fully Online

All instruction occurs online with no classroom based learning. A course management system such as Blackboard or WebCT is used to facilitate the delivery of curricular materials, critical interactions, assessment activities, and administration.

- WebCT contains all of the tools for a course to run as a distance education experience including sections for Assignments, Discussions, Live Chats, Course Calendars, Syllabi, Quizzes, Self Tests, Media Libraries, Student Learning Portfolios, Collaborative Work Groupings, Relevant Links, Handouts, and Lecture Notes.
 - Benefits
 - Can allow a course to include students located in multiple locations
 - Instructor can run and manage course from any location
 - Asynchronous element allows students to work according to their own schedule.
 - Allow courses to run with fewer students.
 - Does not tie up classroom space.
 - Self Directed learning
 - Faculty can personalize interactions and learning experiences by responding to individual student needs
 - More in-depth discussion and analysis of key course content
 - Increased intellectual discourse

- Extended resources
- Out of classroom experiences

Web-Assisted

Classroom learning that is facilitated (assisted) by the World Wide Web. It is the goal of the Office of Instructional Technology that in the future the vast majority of courses offered at the University of Maryland Eastern Shore will be web-assisted to some extent.

Hybrid Online

A mixture of classroom and online instruction where some learning occurs online. This is usually facilitated by a course website. Research has shown that hybrid learning is an effective and efficient way of expanding course content so as to allow and support more in-depth delivery and analysis of knowledge (Buzzetto-More & Sweat-Guy, 2006). They have been shown to address the frustrations and limitations resulting commonly found with fully online education (Hodges, 2004).

Research by Dziuban and Moskal (2001) found the success rates of hybrid courses to be greater than their fully online or face-to-face counterparts and Rivera, McAlister, and Rice (2002), found student satisfaction to be higher in hybrid learning than with face to face or fully online instruction. It has been predicted that the hybrid teaching method may eventually become the norm in higher education (Buzzetto-More & Sweat-Guy, 2006) as studies continue to find that the hybrid model posed the most substantive benefits for teaching and learning (Young, 2002).

What is WebCT?

WebCT has been adopted as the course management system of choice by the University System of Maryland. UMES began integrating WebCT into their curriculum in 2001. In 2006 Blackboard (the leading CMS merged with WebCT). WebCT 6 is the latest version of WebCT. Several years in the making, it has a number of features that enhance both usability and teaching effectiveness.

Before You Start

Disable Pop-Up Blocker

WebCT user a number of small browser windows that pop-up to deliver content and in the building and delivery of courses.

Enable Cookies

WebCT uses a cookie that track user sessions. It is important that users have cookies enabled so that they can maintain their progress as they navigate through the course website.

Enable Javascript

WebCT 6 depends heavily on the use of Javascript and it is important to have Java installed and enabled in order to do almost anything in WebCT. Some versions of Java are not validated for use with WebCT 6.

Browser Check



Not all browsers are supported for use with WebCT 6 and some browser setting may need to be further enhanced and or changed.

To Conduct A Browser Tune-Up Online visit the WebCt Browser Tune-Up page at <http://www.webct.com/tuneup>. If browser problems persist visit the Tips and Troubleshooting Page at http://www.webct.com/tuneup/viewpage?name=tuneup_browser_troubleshoot





Starting With WebCT

Logging in to WebCT

WebCT is accessed from the UMES homepage at <http://www.umes.edu> click on the WebCT icon located in the lower right side of the screen under the three boxes.

Thursday May 20, 2004  [@ Contact Us](#) PeopleSoft. 


Latest News	Calendar of Events	Bulletins
<p>Strategic Planning Initiative</p> <p>'Celebrating Music at UMES' CD Get Your Copy Today!</p> <p>UMES on 'The Education Station'</p> <p>Hydroponic Greenhouse Agreement Announced</p> <p>Indoor Golf Training Facility</p>	<p>Summer Classes Begin 06.01</p> <p>View All Events as a List or Calendar...</p>	<p>Summer/Fall Student Guide</p> <p>Student Golf Mentoring Program</p> <p>Institutional Review Board</p> <p>Living Marine Resources Center</p>



-Clicking on the icon takes you to the WebCT help page. In the centered box on the top in the gray area click on Log On to WebCT 6.

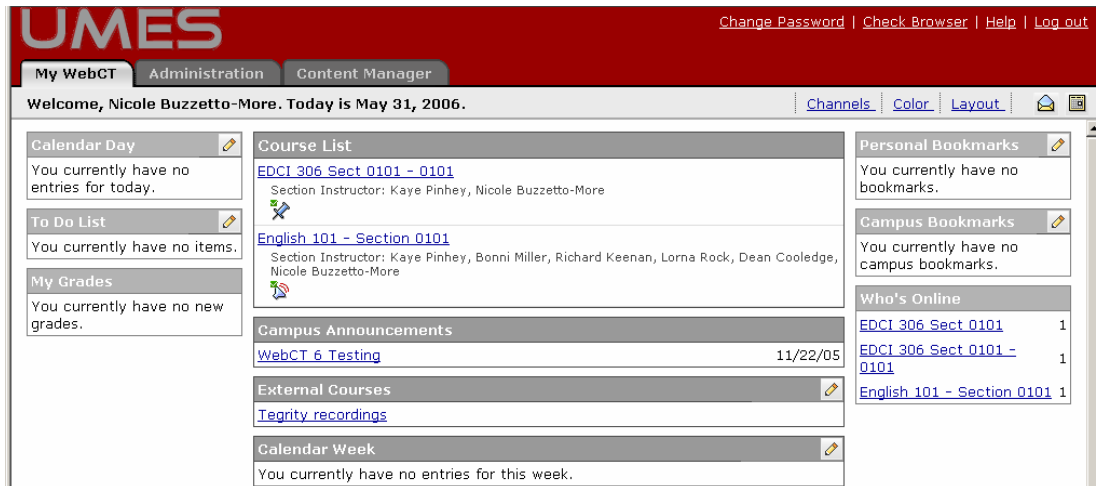
UMES
UNIVERSITY OF MARYLAND EASTERN SHORE Entry Page



Welcome.

<input type="button" value="Course List"/>	View course information Enroll in courses that accept self-registration
<input type="button" value="Log In"/>	Log in to WebCT Forgot your login information?

Enter your log information (the same as your HawkWeb login).



Once you have successfully logged in you will see all your courses that have websites listed. Click on the course that you wish to enter.

Features of WebCT

Home Page

The Home Page is starting point for your course. It clearly lays out the format and contents for your course website. It should be simple and easy to understand.

From the Home Page you can:

- Add links to essential course components such as Content Modules, or Organizer Pages.
- Add links to tools such as Calendar or Syllabus.
- Navigate to any point in your course quickly and easily.

Syllabus

The Syllabus for your course can be created in WebCT or it can be uploaded from an existing file. Because a syllabus serves as a contract between instructor and students, having a permanent and easily located syllabus helps to ensure that students can easily review and refer to this information.

Calendar

Content can be added to the Calendar to be displayed to students when they log in to the course. Items such as lecture topics, meetings, holidays, online chat times, quiz/exam dates, assignment due dates, URLs etc. can be added as informational or reminders to students. Links can be added to internal assessments, assignments, learning modules, items in the media library, or to external URLs. Users of the Calendar can view the entries for a singular course or all courses simultaneous key coded.

Discussion Board

Discussions can be started by students or the instructor and can be viewed by all students as well as the instructor. The Discussion Board is useful for students to get feedback from the instructor, or other students, on topics they have questions about. A Discussion is posted and anyone can add a comment to the board at any time.

The Discussion Board is best used to encourage in-depth analysis of course topics. Faculty can assign discussion topics that require detailed analysis of course information as well as require meaningful discourse with and commentary on fellow student's contributions.

The Office of Instructional Technology has developed a rubric which can be adopted by UMES faculty for assessing student discussion/chat performance.

Successful online discussions can allow students to demonstrate not just content mastery, but the ability to incorporate content into higher level thinking; as a result, transcripts from electronic discussions have shown themselves to be valuable assessment artifacts (Buzzetto-More, 2006).

Chat

Chats are real time online discussions. The instructor can allow everyone to participate simultaneously or require students to 'raise their hands' and be recognized. Individuals using the Whos Online feature can invite any individual currently online to participate in a chat. Chats be available to the entire class or be available to pre-designated student groups allowing for live group work and to simulate live web meeting. The Chat feature may also be used for online office hours, guest lectures, online question and answer sessions, and etcetera.

Learning Module

The learning module is the place where instructors can post and organize lecture notes and/or readings (i.e. Word Documents, Adobe Acrobat/ PDF files, HTML files, and/or PowerPoint presentations) for students to access and review.

Announcement

The new announcement feature allows faculty to post announcements are available within the course announcement area but that can also be delivered as pop ups. Announcements can be prescheduled in advance and run over multiple days.

Mail

Anyone with access to the class can send messages to anyone else with access to the class; however, it is very important to note that WebCT provides an internal mailbox only. The WebCT mail does not send messages to a persons UMES email account. Mail is only internal to the course website. The benefit of using the WebCT mailbox is that is that mailboxes only contain messages that pertain to that course and are sent from participants in the course. It can help to reduce clutter and ensure that mail can be accessed easily from the course website. The downside of using the WebCT mailbox is that students unless required will not think to check the mailbox. *[It is also possible to forward the mail received through the course to an external mailbox such as your UMES account.]*

Assignment Section

The assignment section lists assignments for a course. Students click on an available assignment and view either typed instructions or those that open from an instructor uploaded file. Students do there assignment in an enter box provided (ideal for assignments that require

shorter responses) MS Word or another format, or on a worksheet/ template that the instructor has uploaded and that they download. Following completion the students upload their assignments where they are available for review, grading, and commentary by instructors. Assignments can be linked to grading forms [rubrics] that will help to standardize assessment, communicate performance to students, and simplify grading.

Assessments

The assessment feature supports quizzes, self tests, and student surveys. Self tests are assessments for which Students receive grades and feedback, though the grades are not recorded in the Grade Book tool. Surveys are anonymous online evaluations for which no grades are assigned. Quizzes are online assessments for which grades are assigned. Quizzes can include multiple choice, matching, true false, fill in the blank, or essay based questions. All questions with the exception of essay can be graded by WebCT. Exams can be timed, password protected, and can have a random selecting of questions from question sets.

Open Web testing is the idea that the ability to seek out information, analyze that information, and formulate and answers using online resources can be a powerful means of delivering examinations electronically (Buzetto-More, 2006).

Electronic testing serves several benefits-

- Reliability
- Replicability
- Data Management
- Automatic scoring of true false, multiple choice, matching, and short answer questions; providing timely results.
- Subjectivity in scoring.
- Collection, storing, and comparison of data over time.
- Great way to deliver pre and post testing for the conduction of value added assessment (measuring knowledge gained).
- Delivery of diagnostic testing.

Web Links

The instructor can add links to outside resources including library resources, databases, professional websites, readings, and etcetera. This area may also be used to encourage searches. According to Brem and Boyes (2000), the mechanics of online searching are exercises in critical thinking that can improve cognitive development as well as our use of online resources. They explain that a search can encourage the application of metacognition, hypothesis testing, and argumentation.

Media Library

Media Library is a great place to put your media files such as images, flash files, glossaries, video files, Tegrity recordings, audio files, and etcetera. When multimedia is used it should be appropriate, enhance learning, accessible, professionally created, linked to course content, available in an alternative text based format, and functioning (Buzetto-More & Pinhey, 2006). The media library is also the location where instructors can create glossaries.

Glossary

The glossary allows the instructor to create an alphabetical list of terms and definitions that are key to that particular course. Glossary entries will automatically be linked to every instance when a term appears within the course.

Goals

The goals section of the course allows the instructor to create student learning goals and group those goals into meaningful categories. Assignments, assessments, discussions, and learning modules can be associated with learning goals.

Gradebook

The upgraded grade book available with WebCT 6 is a valuable tool that expedites the inputting, organizing, and evaluation of student assessment. Whenever an assignment, quiz, or discussion, is created the instructor has the option of placing that assessment measure directly in the grade book. The grade book supports the creation of columns for the calculating of mid term and final grades. The instructor can choose to allow students to view their own grade book information which helps to provide a continuous means of communicating student performance.

Grading Forms

What is referred to as grading forms in WebCT 6 are really rubrics. Instructors can create rubrics that assess student performance using the grading form builder which provides an easy to use template. Rubrics can be linked directly to assignments where they standardize assessment and communicate performance to learners. When rubrics are applied to an assignment they scores generated are automatically entered into the grade book.

Petkov and Petkova (2006) explain that rubrics are not checklists but rather criteria and rating scales for evaluation of a product or performance. According to Aurbach (n.d.), rubrics articulate the standards by which a product, performance, or outcome demonstration will be evaluated. They help to standardize assessment, articulate goals and objectives to learners, and communicate performance (Buzzetto-More & Alade, 2006). Rubrics are also particularly useful in assessing complex and subjective skills (Dodge & Pickette, 2001).

Who's Online

The Who's Online feature allows participants in the course to view who is currently online participating in the course. The instructor can choose to make themselves not visible to the students.

Student Tracking and Performance Reports

Instructors using WebCT 6 can view performance reports that provide valuable student tracking data. Performance reports provide a statistically count of the WebCT related activities conducted by a student. In a sense, this is an additional means for an instructor to assess student participation.

Groups

Instructors can create student work groups. The instructor can choose to select group participants individually or WebCT can automatically assign groups at random according to criteria designated by the instructor.

ePortfolio

This is a new feature of WebCT. An electronic portfolio is a digital collection of student work that demonstrates individual efforts, progress, and achievements in designated areas. E-portfolios have a number of advantages over those that are paper based as they support: a greater variety of artifacts and allow for increased learner expression; are dynamic and multimedia driven; accessible by a large audience; contain meta-documentation; easy to store; and may serve to promote a student academically and/or professionally. The WebCT portfolio product was piloted by the UMES Office of Information Technology in the summer of 2006. This product has not been purchased at this time.

Additional Resources

Academic Subject Resources

From Anthropology to Zoology, Academic Communities contains online resources in over 70 subject areas, enabling faculty and students to share course materials, content, experiences, and ideas. For more information on Academic Communities visit <http://www.WebCT.com/subject>.

Digital Content for Educators

WebCT e-Packs consist of publisher-created digital content that is ready to use in WebCT. To find an e-Pack visit the WebCT website <http://www.WebCT.com> and click on the WebCT digital content tab.

Pentop Computing

Your Tablet PC came equipped with a pen which is located in a small storage space located in the bottom of your computer. Pentop computing is gaining popularity in assessment. The pens allow you to write on the screen of your Tablet PC making notations. Additionally, it allows instructors to place handwritten comments on student assignments.

Tegrity

Lecture capturing is becoming increasingly more common in academia. Instructors using Tegrity capture key lectures with audio and/or video that can be synched with screen-captured images from the instructor's computer. Tegrity may be used to enhance a fully online course or to enhance a classroom based. Tegrity is currently being employed at only a handful of institutions including: Coppin State University, the University of Maryland Eastern Shore, Santa Clara University, Wallace Community College, Colorado Technical University, Tulane University, the Medical College of Georgia, and the University of Colorado at Boulder.

The Office of Instructional Technology welcomes faculty to come to our facility where we will be happy to assist instructors in the recording of Tegrity sessions. Tegrity integrates seamlessly with WebCT 6 and Tegrity recordings can be placed in the Media Library.

Building a Course in WebCT 6

When building a course select the Build tab on the top



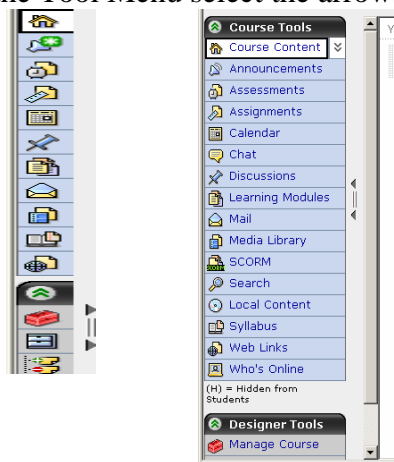
The Build tab must be activated when creating or editing a course

When teaching, grading, and interacting in the course activate the Teach tab

To view the course as a student, select Student View

On the left hand side is the Tool Menu

To expand the Tool Menu select the arrows



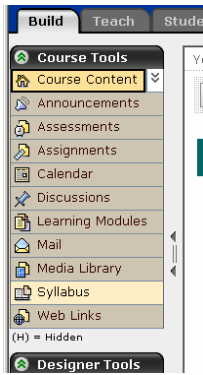
Note About Running Java

You will need to be able to run Java in order to take advantage of the html editor in WebCt 6. If you are having problems then we recommend that you turn your browser security to either low or medium low.

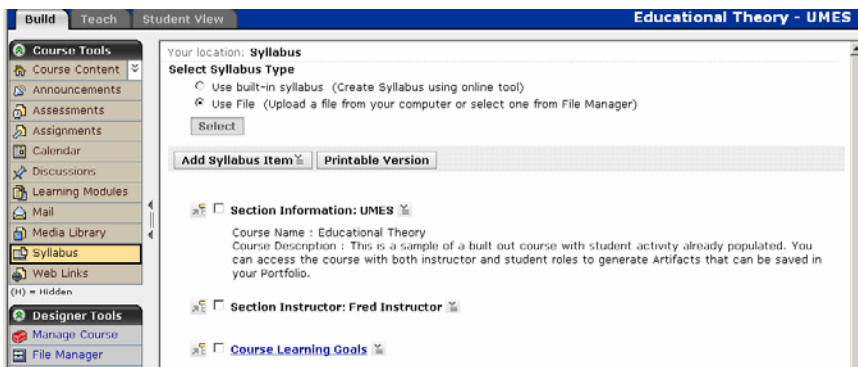
Syllabus

The Syllabus for your course can be created in WebCT using the WebCT template or it can be uploaded from an existing file. Uploading is much simpler and is the preferred method.

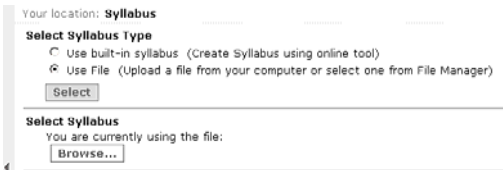
1) Under Course Tools select Syllabus



- 2) Select Use File (this allows you to import your previously created syllabus file)
- 3) Click Select



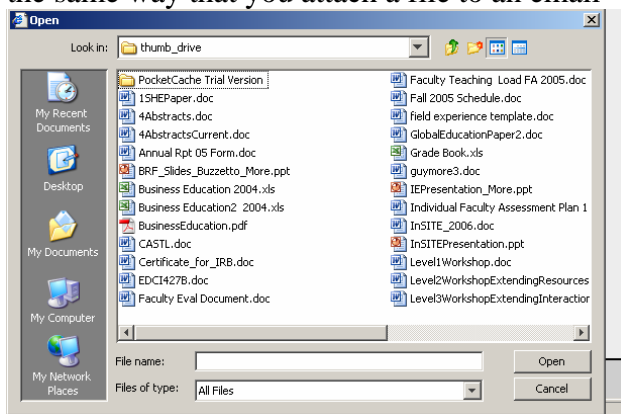
- 4) Under Select Syllabus Choose Browse



- 5) The Get Files Screen Will Pop Up
- 6) Choose My Computer

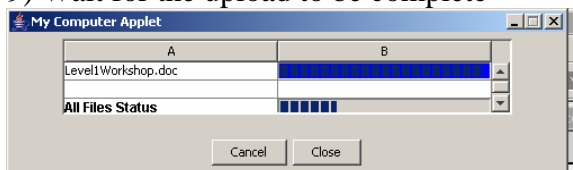


7) Another screen will pop up where you will be able to select items from your desktop much in the same way that you attach a file to an email



8) A status box will appear

9) Wait for the upload to be complete



Congratulations!~

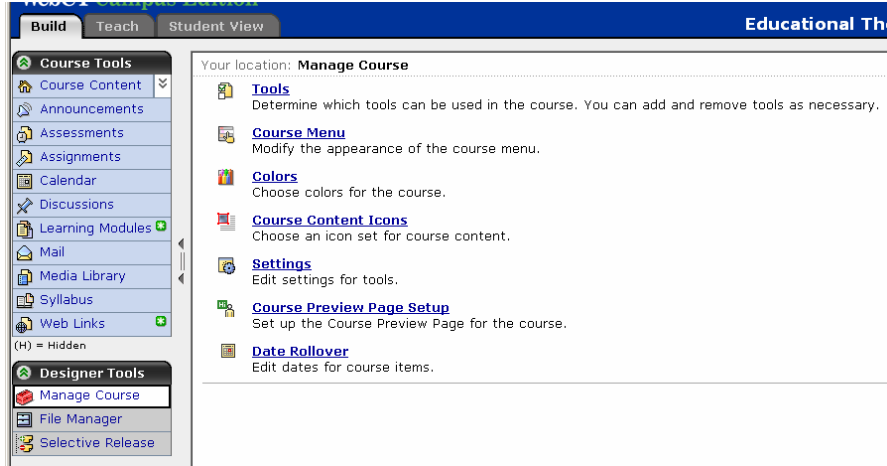
Note: To view previously uploaded files select Class Files

Customizing the Course Menu

To Add/Delete items from the Course Menu

You will probably not use each and every feature of WebCT 6. As a result, you might find yourself with items that you would like to remove from your Course Menu.

In the build tab under designer tools select manage course
Then select tools



To Change The Look and Display of the Course Menu.

- 1) In Build click on Manage Course
- 2) Click Course Menu

You are able to select whether the course menu displays icons and text, displays text only, or displays icons only. You are also able to choose whether you want the course menu vertical or horizontal. (vertical is recommended). You can choose whether the course navigation information known as the Course Content Map is available embedded within the Course Menu, not displayed at all, or available as a drop down list.

Navigation in e-learning is important and the Content Map should be included. Selecting to make it available as a drop down may put an undue burden on learners.

Customizing Your Homepage Adding Links to Your Homepage

The Course Tool bar located on the left hand side of the screen (if compressed try clicking on the carrots) provides a means for accessing and navigating throughout the course. Faculty frequently want to place Content Links and/or folders on the Homepage so that students can have more direct access to individual course components. We recommend that you work on the content for your course first and your homepage last. If you want students to be able to directly access learning modules or other elements of your course from your homepage you will want to create folder and content links; however, it will be difficult to make changes once content has been linked to folders on the homepage. As a result, we suggest that you link content to folders and/or content links as one of your last steps.

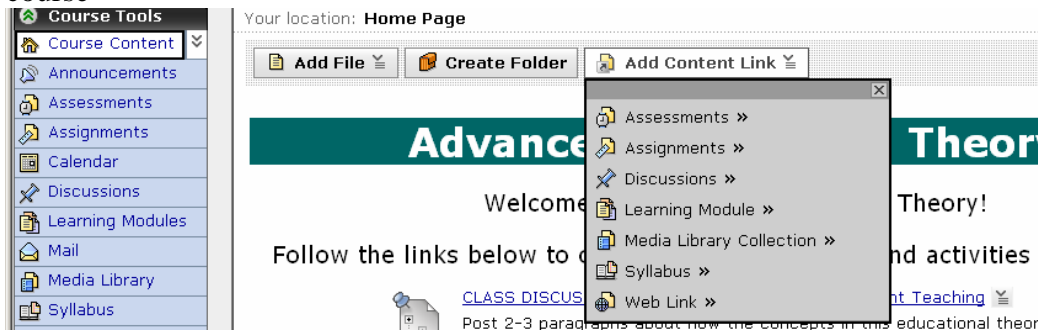
Under Course tools select Course Content

You can choose to Add Files, Add a Folder, or Add a Content Link

If you select **Add Files**, select Browse you will follow the same directions as explained in Adding a Learning Module

If you want to create a folder select **Create Folder** and add a Title and Description and click Save

Adding a **Content Link** allows you to create a link to one of the components available in the course



Creating Folders

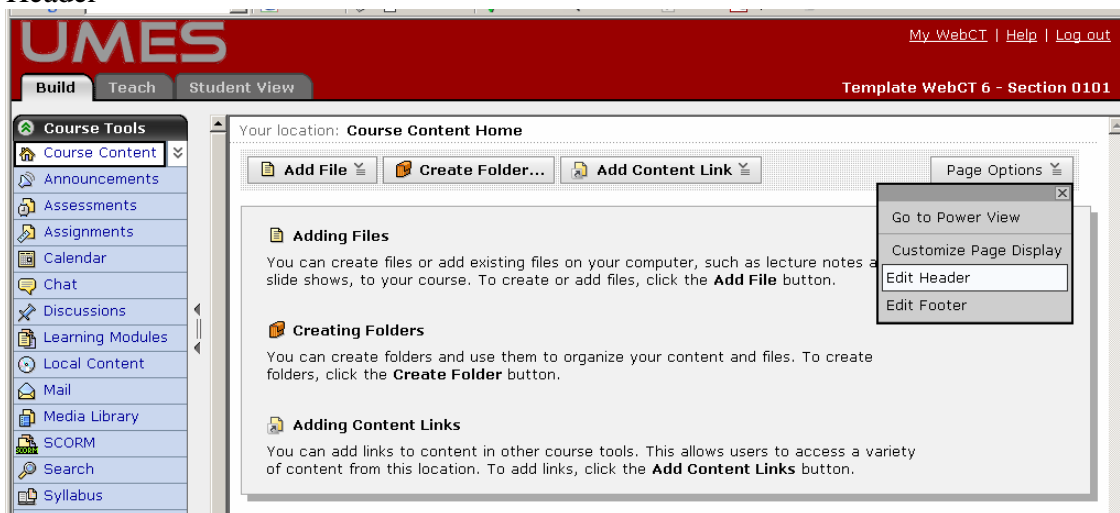
You will want to create folders for organizational purposes. For example if you want to include a series of web links you would want them organized into a web link page rather than all being listed on your homepage.

To Create A Folder

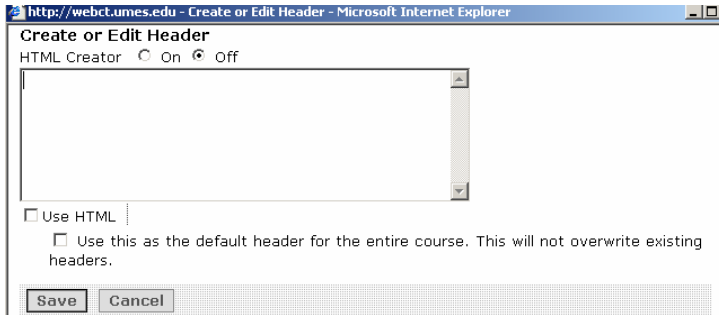
- 1) In build mode
- 2) In the main window in the center select Create Folder
- 3) Give your folder a name
- 4) Click Save

Adding Headers and Footers

- 1) In the Build Mode
- 2) Under Course Tools click Course Content
- 3) In the main window on the right handside click on page options scroll down and select Edit Header



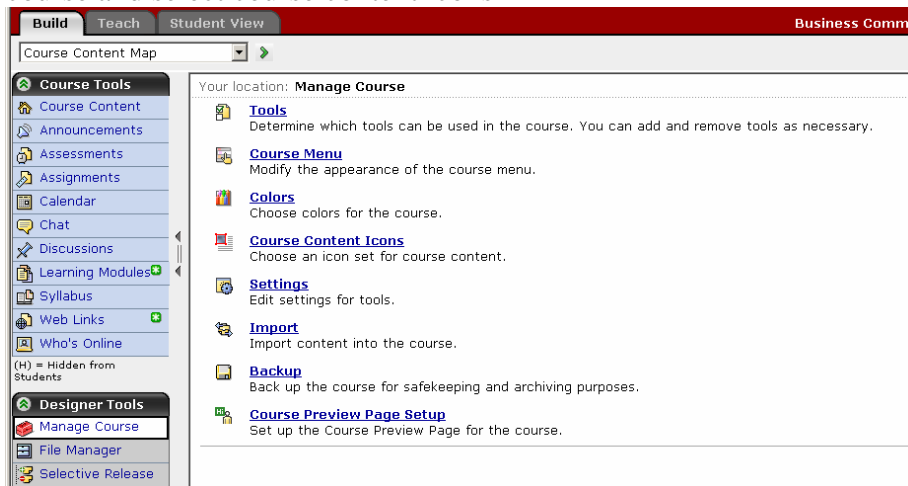
- 3) You can type directly in the box without much formatting



- Or you can select to have the HTML Creator On
 - This will bring up an HTML editor box (please not you must be able to run JAVA Applet Editor which may not be installed on your computer)
 - It you choose to use the HTML editor you will able to customize your header to have tables, images, etcetera.
 - You can also choose to use the header you have create as the default header for the entire course.
- 4) Type your course number and section click enter
 - 5) Type the name of your course click enter
 - 6) Type the semester
 - 7) Type your name
 - 8) Click Save

Changing Icons

If you are interested in changing the icons used in your course in the build mode go to manage course and select course content icons



Choose select new icon set

Select the set of your choice and click apply.

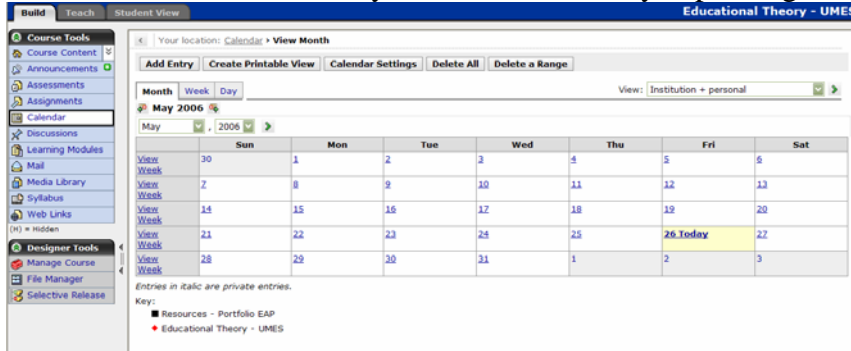
If you would like to really customize your icons, select one of the custom icons by clicking on the adjacent carrot and select replace image. Then browse for the image you would like to use and import it into your file manager.

Calendar

The calendar is one of the most useful tools available in WebCT 6.

To use the calendar select Calendar under Course Tools

You can view the calendar by month, week, or day depending on which tab you select



You can create a printable view and select a range for your viewing

1. To add an entry select Add Entry
2. Fill in the title and description in the boxes provided
3. Select dates for viewing and designate access

The screenshot shows the 'Add Entry' form in WebCT 6. The form is titled 'Add Entry' and is located under 'Your location: Calendar > View Month > Add Entry'. It contains several sections: 'Add Entry' with a 'Title' field and a 'Description' field (with an 'Enable HTML Creator' button); 'Dates' with 'Start Date' (05/26/2006), 'Start Time' (HH:mm AM/PM), 'End Date' (MM/dd/yyyy), and 'End Time' (HH:mm AM/PM); 'Entry type' with radio buttons for 'Personal (Only you can see this entry.)', 'Course (Allows you to link to content in this course.)', and 'Access' with radio buttons for 'Public (All course members can see this entry.)' and 'Private (Only you can see this entry.)'; and 'More Options' (Expand this area to see more options.) with 'Save' and 'Cancel' buttons. A red asterisk indicates a required field.

When you are creating assignments and assessments you can select the box next to Create Calendar Entry which will entire create a corresponding entry in the calendar with an active link.

Announcements

This feature allows the instructor to create and post announcements that can be read by students.

1. Select Announcements under Course Tools
2. Select Create Announcement



3. Give the announcement a title and type the message in the spaces provided
4. Select the recipients from the list offered
5. Set the delivery dates
6. Click Send

Create Announcement

To: UMES

*Title:

*Message:

Use HTML

Recipients

*Select the user types that should receive this announcement.

Select All Roles

Section level

Section Instructor

Section Designer

Teaching Assistant

Student

Auditor

Delivery Dates

*Start displaying on:

Stop displaying on: Unlimited

Also deliver as a pop-up message

Learning Module

Instructors can use the Learning Module feature to post lecture notes (i.e. PowerPoint presentations) for students to access and review at their own leisure.

Frequently Used File Types

Although almost all file types are supported HTML files, PDF files, MHT files, Word Documents, and PowerPoint Presentations are among the most common.

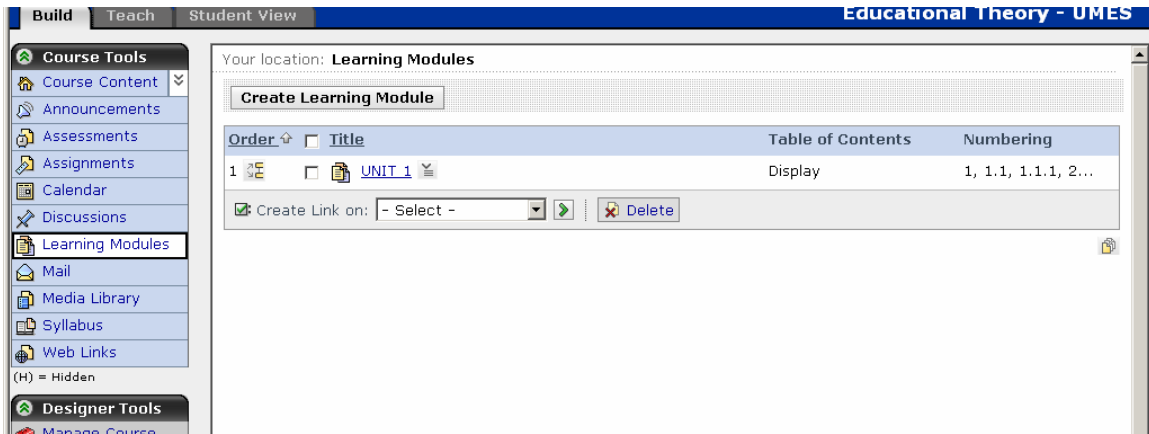
Following are the advantages and disadvantages of each along with some suggestions.

- PowerPoint Presentations-
 - The benefit of PowerPoint is that the presentations are visually interesting. Many faculty use PowerPoint to present lectures and therefore already have files created.
 - The downside of PowerPoint is that many students do not have PowerPoint on their home computers; however, they are able to acquire and install PowerPoint viewer at no charge. Additionally, PowerPoint can be timely to print out taking a lot of paper.
 - To enhance the online view ability of PowerPoint presentations individuals are increasingly converting them to MHT files.
- Word Documents
 - The benefit of Word Documents is that many faculty have lecture notes prepared in word. Additionally, almost all students have Word on their home computer and Word files are very easy for students to print.
 - The downside of Word Documents is that they are not terribly stimulating and may not include all of the graphic elements that an instructor may desire to use.
- HTML
 - The benefit HTML files are that they often can be easily created using the built-in Create A File feature in WebCT 6 which allows faculty to cut and paste content into an HTML template.
 - HTML files are easy to view; however, some students find this file type difficult to print.
- Flash Files
 - PowerPoint Presentations, Tegrity sessions, and audio and video files can be compressed into compact flash files.
- Adobe Acrobat PDF files
 - Adobe Acrobat files are easy to create. Almost all other files can be converted to a pdf file. No folders will be necessary as pdf will support all graphic and visual elements. The file will look constant. Adobe Acrobat Reader is available to students at no charge. It is easy to print pdf files. Students are not able to change the file.
 - Students must install Adobe Acrobat Reader. Students cannot make changes to the file.

Creating Your Learning Module

Importing Content

1) Under Course Tools select Learning Modules



- 2) To create or add a learning module select Create Learning Module
- 3) Enter a title and a description
- 4) Click Save

Create Learning Module

* Title:

Description:

Item Visibility: Show Item
 Hide Item

Table of Contents

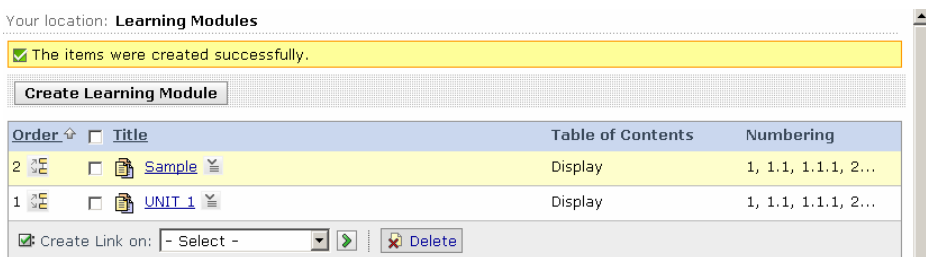
Numbering:

Display Table of Contents:
 On the left
 Do not display

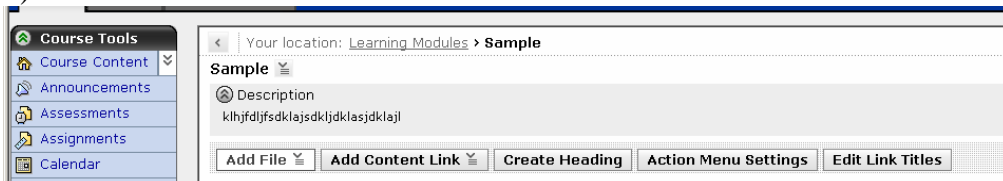
First page of the learning module should be:
 The Table of Contents
 The first page in the Table of Contents

Adding Content

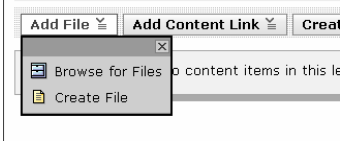
- 1) Select the underlined name of the module



- 2) To add a file select Add File



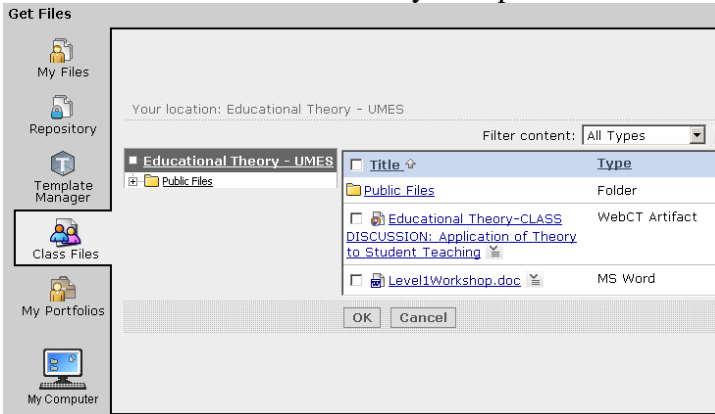
3) Select Browse for Files under the drop down box



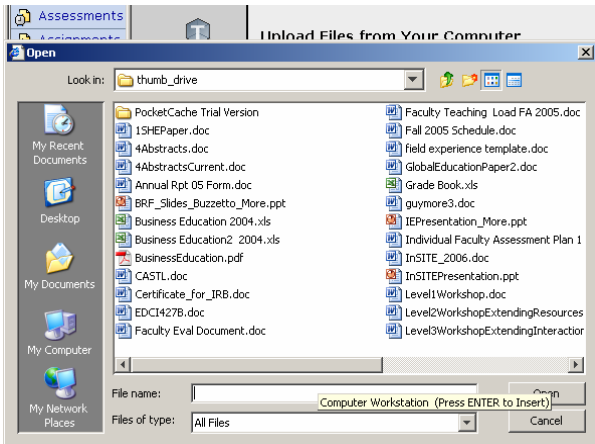
4) The get files screen will pop up

If you have previously uploaded the file you would like to add you can choose the file from Class files

If you need to upload a new file from your desktop, F drive, thumb drive, or another external source select My Computer

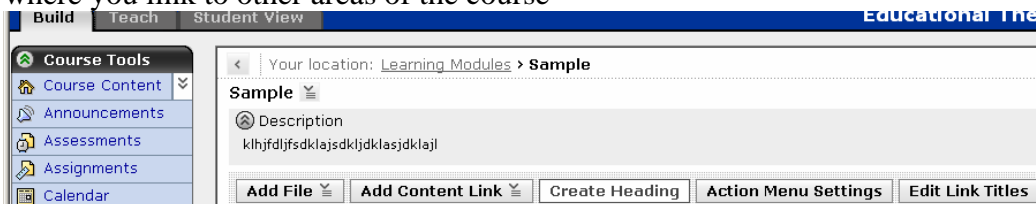


5) When you select my computer a screen will pop up that will allow you to browse your workstation and choose a file



6) Click on the file you would like to upload and select open

Within the learning module area you can also create headings, edit titles, and add content links where you link to other areas of the course

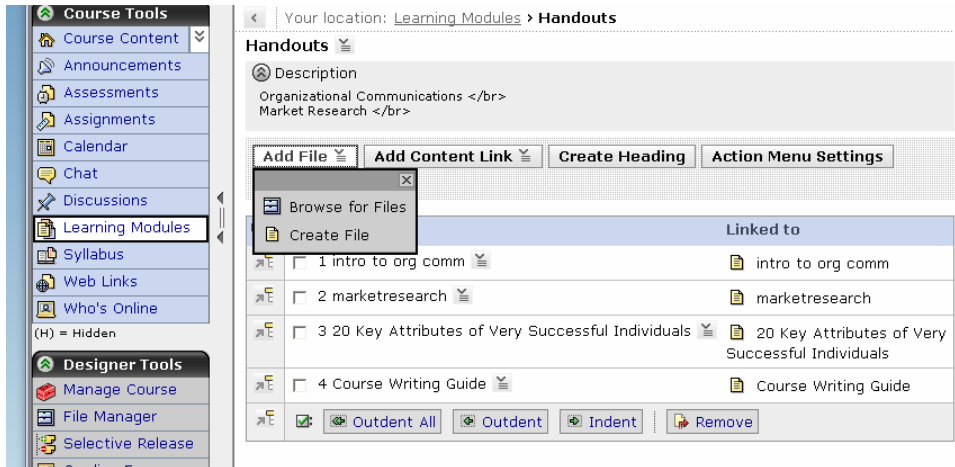


Using the WebCT Create A File Option

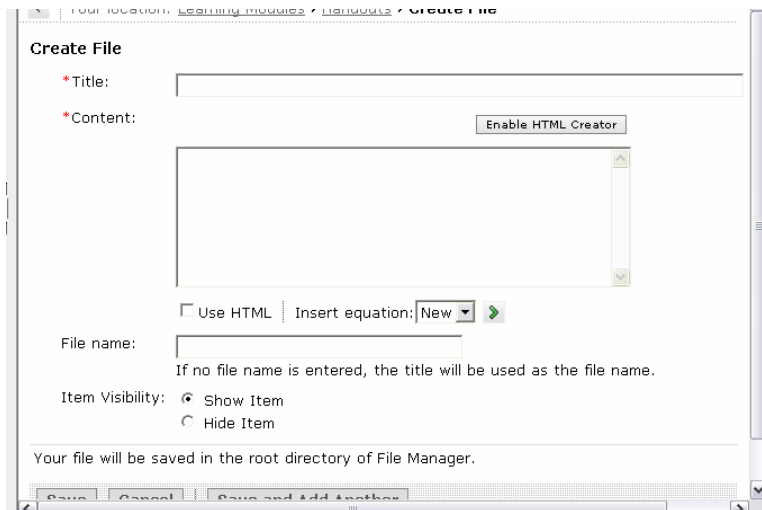
Create A File Option

The Create a File option is available from multiple locations. It can be done from the Homepage or from within a created Learning Module Category by doing the following:

- 1) Single click on Add File to expand the drop down
- 2) Rather than selecting Browse for File choose Create File
- 3) Give the file a title
- 4) Using the HTML editor cut and paste your content.



- 5) Your file will automatically be saved in the root directory of the file manager as an HTML file.



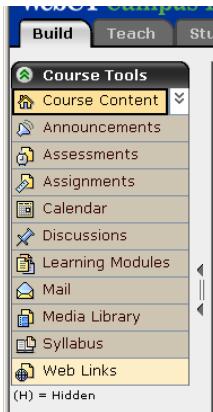
WebLinks

URLs can be posted in a designated location for students to access important online material and visit websites external to the course that provide relevant and meaningful information.

You will want to create a folder(s) for organizational purposes. If you want to include a series of web links you would want them organized into a web link page rather than all being listed on your homepage. (See directions for creating folders)

To Add URLs

1) Under Course Tools select WebLinks



2) Select Create WebLink



3) Enter the title

4) Enter a description

5) Type in the correct URL

6) You may also assign the URL to a category if you have already established categories; however, categorizing URLs is optional,

7) Scroll down to select enter

Create Web Link

*Title:

Description:

Item Visibility: Show Item
 Hide Item

Web Address (URL)

*

Open in a new browser window

Created by
Fred Instructor

Category (Web Links can be organized into categories.)
 Select Category:

URLs can be organized into categories
 Select Create Category a button located to the immediate right of Create WebLink
 Under Create Category enter a title and description

Your location: [Web Link](#) > **Create Category**

Create Category

*Title:

Description:

*Required field

You can then click on your WebLink in the Build mode and assign a category

Media Library

Media Library is where you can import images, digital video and audio files, flash files, Tegrity recordings, glossaries, and etcetera.

1) Under Course Tools Select Media Library

Your location: **Media Library**

Order	Title	Description
1	Glossary	An alphabetical list of terms relating to this course, and their descriptions.

Create Link on:

2) Select Create Collection

Create Collection

*Title:

*Description: HTML Creator On Off

Use HTML

Item Visibility: Show Item Hide Item

Keywords:

* Required field

- 3) Enter title
- 4) Enter Description
- 5) Enter Keywords
- 6) Click Save
- 7) Back in the Media Library main section click on the underlined title
- 8) Click Create Entry

There are currently no entries in this collection.

- 9) Enter a title
- 10) Enter a description this may also include a URL to an external site/source
- 11) If you are bringing in a file next to File: click the Browse Button and following the same uploading directions noted earlier.

Create Entry

*Title:

*Description: HTML Creator On Off

Use HTML

Author: Nicole Buzzetto-More

File:

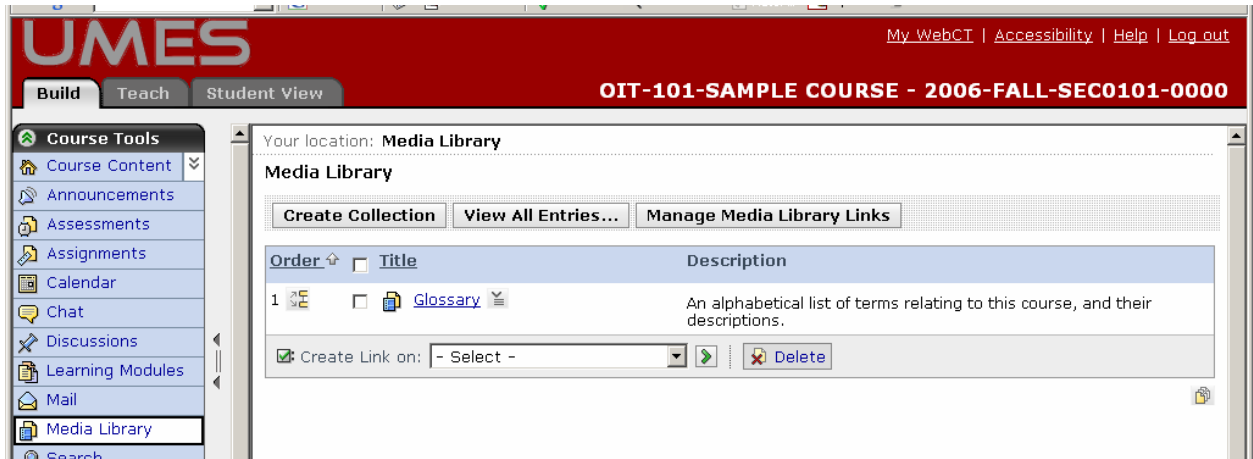
File Type:

Keywords:

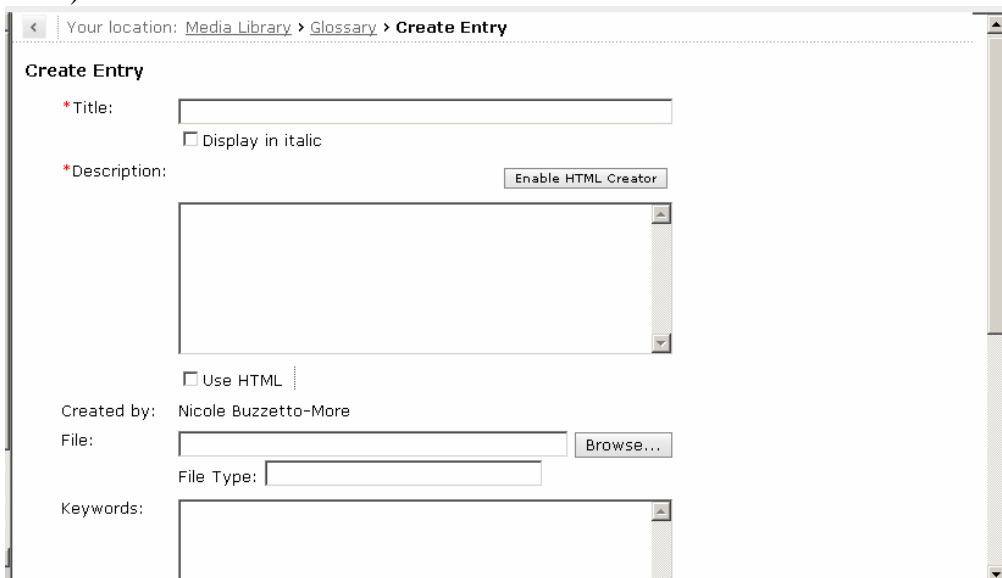
- 12) Click Save

To Create a Glossary

- 1) In Build under Course Tools click Media Library
- 2) Click Glossary

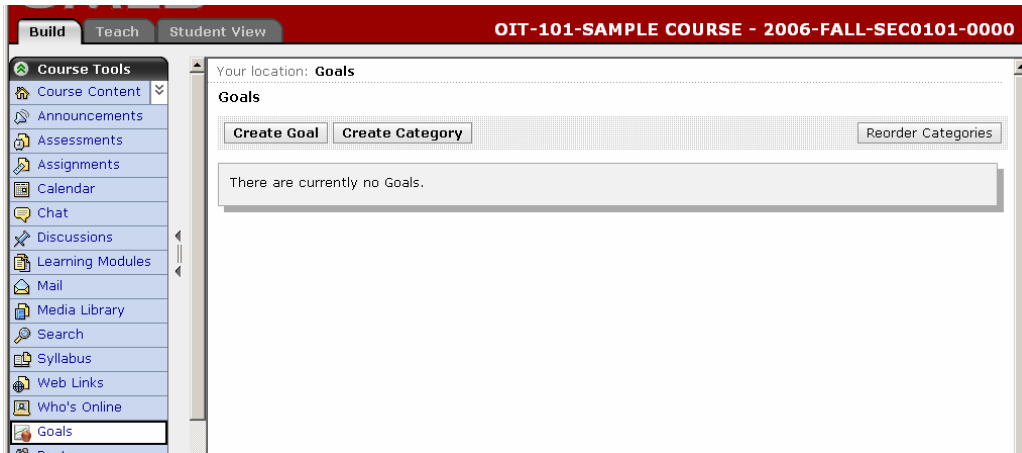


- 3) Click Create Entry
- 4) Enter a title and description, the instructor can also choose to link the glossary to a particular file, additionally WebCT will automatically link glossary entries to every appearance of the term within the course.
- 5) Click Save

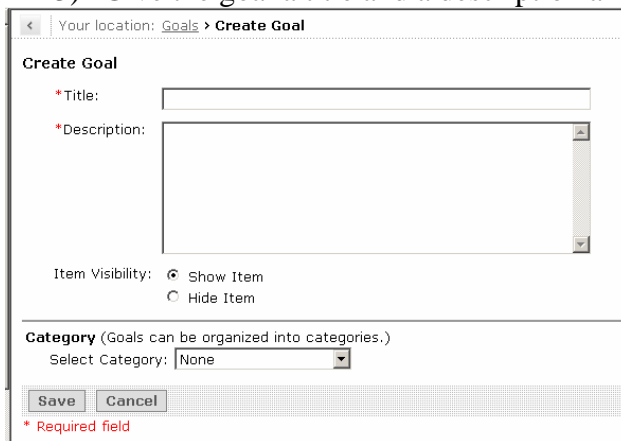


Course Goals

- 1) In Build within Course Tools select Goals
- 2) Click Create Goal



3) Give the goal a title and a description and click Save

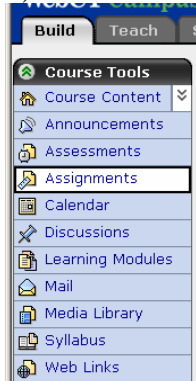


You can also create categories and link goals to categories by clicking Create Category.

Assignment Section

Assignment Section lists assignments for a course. Students click on an available assignment and view either typed instructions or those that open from an instructor uploaded file. Students do there assignment in word or another format, or on a worksheet/ template that the instructor has uploaded and that they download. Following completion the students upload their assignments where they are available for review, grading, and commentary by instructors

1) In Build under Course Tools select Assignments



2) To create a new assignment select Create Assignment



3) Enter a title

4) Enter a description

5) Next to Item Visibility choose to either make the item visible to students or hide the item from student view (if you choose to hide the item you will have to unhide it later, this feature is different from selective release)

6) Enter instructions

**You may choose to upload a file such as a worksheet by selecting add attachments.*

7) Select submission format the students can submit files or URLs to websites



8) Set due dates

9) Set grading (if you are using the grade book and want your grades calculated for you we recommend numeric grading)

10) Click Create Corresponding Calendar Entry. This will place this assignment on the course calendar.

11) If you have already created a Grading Form/Rubric (*must be done in advance*) click Grade By Grading Form and Select Grading Form (*please note that in the image below a grading form had already been applied*).

Dates

- Due Date (Submissions are accepted after this date but are marked 'late')
 -
 -
 - Create a corresponding event in the Calendar tool
- Cutoff Date (Submissions are not accepted after this date and are marked 'missed')
 -
 -

Grading

- Allow the assignment to be graded (A column is automatically created for this assignment in Grade Book)
 - Grade Book column title:
 - Release grade to Students in My Grades
 - Grade by Grading Form: [Writing Assessment Rubric](#)

More Options (Expand this area to see more options.)

10) Select Save

Grading Assignments

- 1) In Teach select Assignment Dropbox
- 2) You will see all submissions that need to be graded or you can select the assignment where you intend to grade submissions. You will then see all ungraded submissions for that assignment.

Your location: [Assignments](#) > **Assignment Dropbox**

Assignment Dropbox

Submitted Not Submitted Graded Published All View by: Letter Portfolio

The Submitted tab contains submissions that are ready for review and have not been returned to Students.

Title	Assigned to	Attempt	Due Date	Submitted Date
Letter Portfolio	Demo Student 37119137001 (webct_demo_37119137001)	1	October 29, 2006 12:00 PM	August 17, 2006 5:38 PM

[Create Printable View](#)

= Student can take back for editing

- 3) Click on the tile of the assignment
- 4) Add comments and a grade or if you have linked a Grading Form/Rubric to this assignment click Return graded submission to the student with the following grading form.

Discussion Board

Discussions can be started by students or the instructor and can be viewed by all students as well as the instructor. The discussion board is useful for students to get feedback from the instructor, or other students, on topics they have questions about. A discussion is posted and anyone can add a comment to the board at any time. Instructor can choose to post privately or publicly.

The discussion board is best used to encourage in-depth analysis of course topics. Faculty can assign discussion topics that require detailed analysis of course information as well as require meaningful discourse with and commentary on fellow students' contributions.

Group work can be facilitated by the Discussion Board as it provides a forum for group discourse, posting and examination of information and ideas, and instructor monitoring.

It is recommended that you develop a rubric for evaluating discussions and then communicating those guidelines to students. We recommend 10 scaled categories to be considered when assessing discussions. The 10 points are 1) timeliness; 2) met specifics of the assignment; 3) answered question(s) required; 4) indicated clear understanding of topic; 5) stimulated discourse and/ or commentary; 6) student responded to fellow classmates postings; 7) student showed respect for other students opinions; 8) replies were meaningful, showed that the student had read his classmates posts, and met the required number; 9) posting was professional in tone and structure; 10) posting was of students own authorship and demonstrated the students ability to reflect meaningfully on the material.

To Create a New Discussion

1. Have the Build Tab Activated
2. Select Discussions under Course Tools
3. Too Create a Tops Select Create Topic
4. Enter a title and add a description
5. Select grading option
6. Select save

Your location: Discussions > Create Discussion Topic > Create Threaded Topic

Create Threaded Topic

Title:

Description:

Use HTML

Item Visibility: Show Item Hide Item

Category: Topics can be organized into categories.
Select Category:

Grading

Topic is not gradable

Allow the topic to be graded

Numeric grade: Out of

Alphanumeric grade
A column is automatically created for this topic in Grade Book

Grade Book column title:

Release grade to Students in My Grades

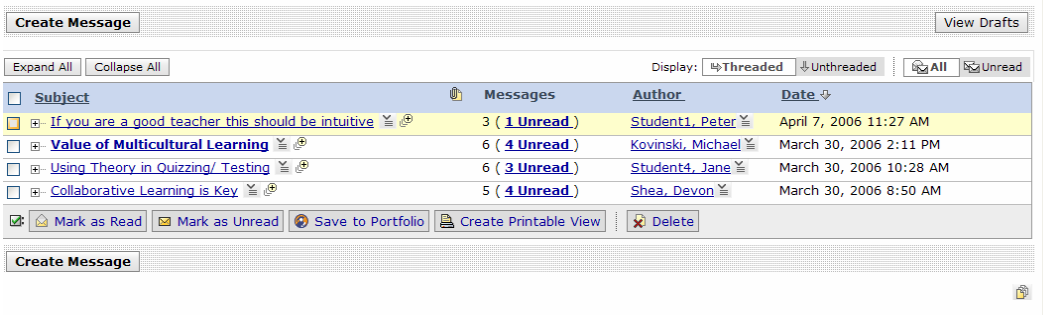
To participate in the discussion section

Activate the Teach Tab

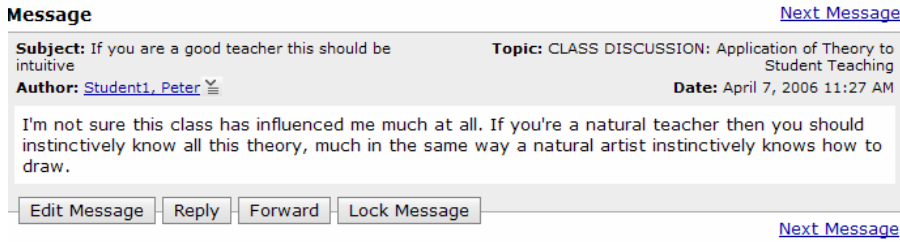
Choose Discussion from the homepage or under Course Tools

Read and Reply

1. To read a discussion or enter a thread select the underlined subject



2. To reply to a message select reply



3. Type your message and click post

Reply

*Subject:

Message:

Use HTML | Insert equation:

Attachments:

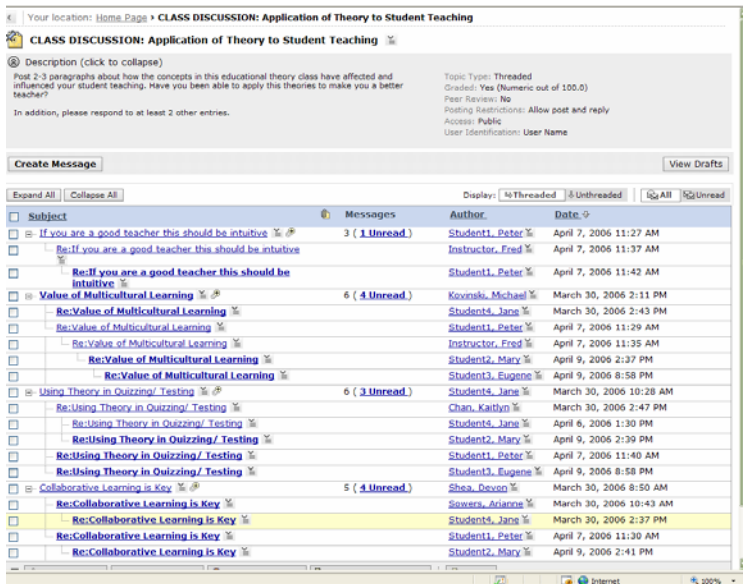
To Create a Message

Select Create Message

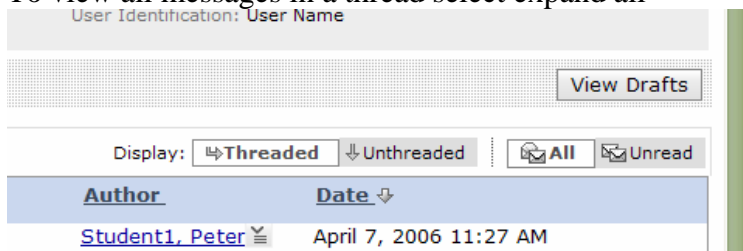
Type the message and click Submit

Threading

Threading shows discussions by message heading. When messages are displayed by threads, you'll see the subject of the thread, and then the original message on that subject. Beneath that you'll see any replies. Replies are indented. Threading is a useful way to view discussion posting because it helps organize postings in an outline format.



To view all messages in a thread select expand all

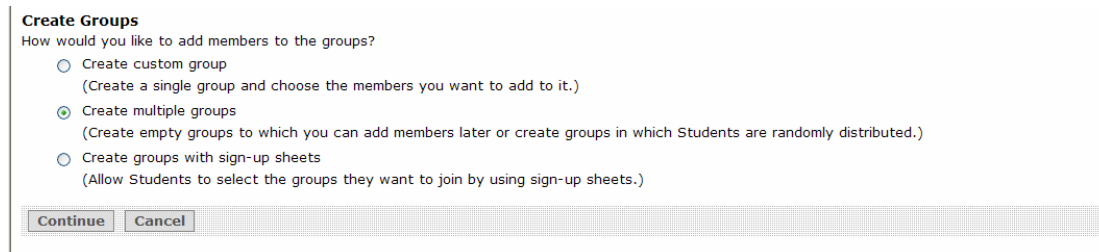


You may also choose to create a printable view and save a discussion to a portfolio.

Groups

Instructors can establish student work groups by selecting Group Manager under Instructor Tools

1. To create a group Select Create Groups
2. Select the way you want the group established select Create Multiple Groups if you want to create multiple groups in which you assign members and or members are randomly distributed.



3. Click Continue
4. Give the group/group series a name and description and then select how the groups should be created

Your location: [Group Manager](#) > **Create Multiple Groups**

Create Multiple Groups

Group Information
 All group names will start with the same word or phrase, followed by a unique number.
 Enter the word or phrase that will be used in all group names in the text box below.
 For example, if you enter the phrase Chemistry Lab, the default group names will be Chemistry Lab 1, Chemistry Lab 2, etc.

*Word or phrase all group names start with:

Default description:

How Should the Groups Be Created?

Create empty groups, and add members later
 Number of groups:

Create full groups, and randomly distribute Students

Students
 There are **7** Students currently enrolled in this class, including the demo student.

Include the demo student in one of the groups
 (Including the demo student allows the Instructor to experience the full course by using the Student View tab.)

Set Up Groups

By number of groups:

By number of Students per group:

What Should Be Done with Any Extra Members?

Distribute extra members among the groups.

Put extra members in their own group.

Leave extra members to be added manually to groups.

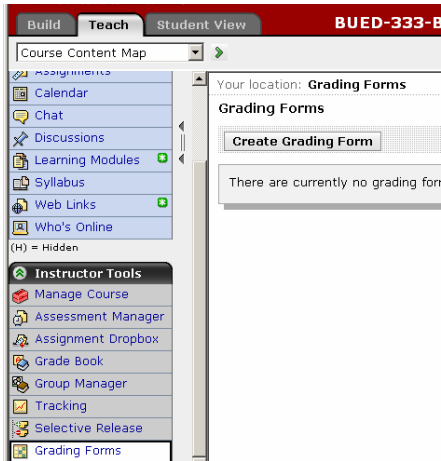
5. Click continue

Grading Forms

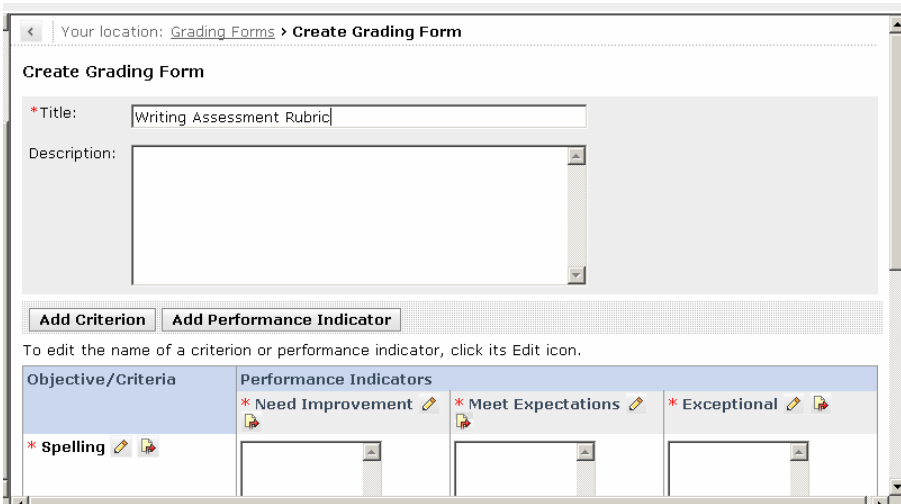
Grading Forms are really rubrics. Rubrics can be linked to assignments that when applied will send the scores directly to the Grade Book. Rubrics can only be linked to assignment if they are created prior to the creation of the assignment.

To Create a Grading Form/Rubric

- 1) In Teach under Instructor Tools click Grading Forms

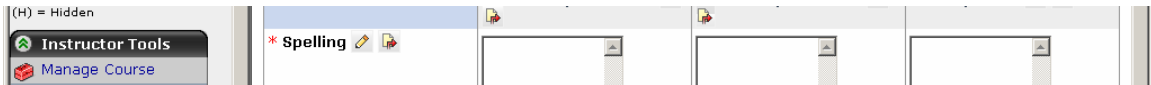


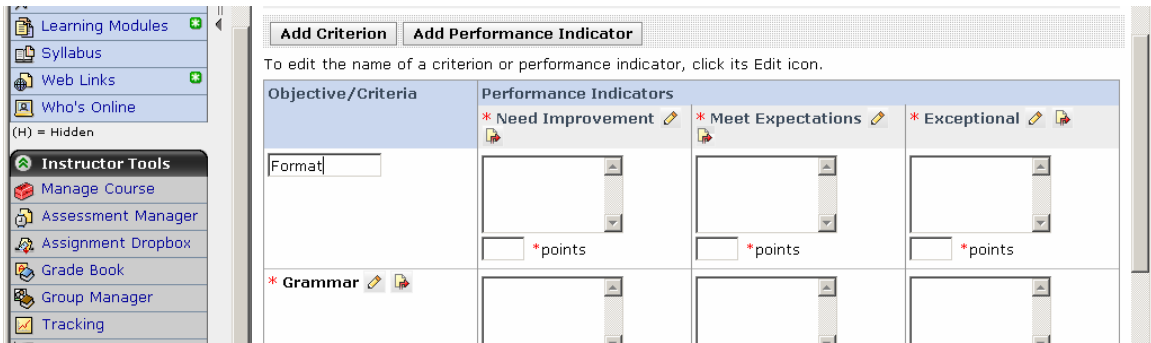
2) Click Create Grading Form



3) Add a title and if you want a description

Some default criteria have been established however they can be change by clicking on the pencil and typing in the box.





- 4) To add new criteria click Add Criterion and click on the pencil to give a name of your object/ criteria
- 5) It has three categories for performance indicators to add more click add performance indicator
- 6) To place the text that describes the conditions for performance either cut in paste or type into the boxes provided

To delete a criteria click on the red arrow



- 7) Provide a numerical value (points) throughout (required)
- 8) Click Save
- 9) Click Preview

Preview - Writing Assessment Rubric

Objective/Criteria	Performance Indicators			
	Need Improvement	Developing	Satisfactory	Exceptional
Format and Organization	(19 points) Proper form not applied. Sequence of ideas is not logical.	(22 points) Evidence at attempt at formatting provided. Somewhat unorganized.	(25 points) Acceptable formatting. Adequate organization, some improvement is needed.	(30 points) Perfect formatting. Proper headings and footings. All stylistic elements included. Well organized and flowed seamlessly.
Introductory and/or Thesis Statements	(19 points) No discernible introduction or thesis.	(22 points) Attempt demonstrated; however, it is incomplete (e.g. not summative, does not prepare readers, missing thesis).	(25 points) Contains all the necessary elements; however, improvement is needed in order to maximize its effectiveness.	(30 points) Gains attention, is summative, contains all crucial information, flows seamlessly, and is absent of errors.
Focus/ Purpose and Knowledge of Subject	(19 points) Focus was unclear or disjointed. No clarity of purpose. The author appeared	(22 points) Somewhat, unclear and/or unfocused at times. Author appeared uninformed	(25 points) Good, some improvement is needed.	(30 points) The work was focused throughout. Clear and concise throughout. The

Directions for linking Grading Forms/Rubrics to assignments is noted in the directions for creating assignments.

Mail

- 1) By selecting Mail under Course Tools you will enter the internal mail system
- 2) From here you will see your inbox, sent mail, drafts, and deleted mail
- 3) Using the same metaphors as a traditional email system you can create and send messages
- 4) You may also create folders in your mailbox

Selective Release

Selective Release allows the instructor to determine when discussions, assessments, assignments, learning modules, and etcetera are released to students

1. Under Instructor Tools select Selective Release
2. Next to the item choose Set Release Criteria

Your location: **Selective Release**

Course Content Members

To make folders and links available to users, the following must be satisfied:
 1. The "Linked to" item must not be hidden.
 2. The release criteria must be satisfied.

Title	Linked to	Release Criteria
Home Page		
CLASS DISCUSSION: Application of Theory to Student Teaching	CLASS DISCUSSION: Application of Theory to Student Teaching	Hide Item Set Release Criteria
ASSESSMENT: Educational Theory Quick Quiz	ASSESSMENT: Educational Theory Quick Quiz	Hide Item Set Release Criteria
ASSIGNMENT: Relating Theory to the Real World	ASSIGNMENT: Relating Theory to the Real World	Hide Item Set Release Criteria
UNIT 1	UNIT 1	Hide Item Set Release Criteria

3. Select the Criteria you would like to add

To release by date select Add Date Criteria

Add Date Criteria

Available Starting

Immediately

05/26/2006

1:22 PM

Available Until

Unlimited

05/26/2006

1:22 PM

Save Cancel

To release to specific person/ persons select ADD Member Criteria

Add Member Criteria

ser ID

Equals Does not equal

User ID	First Name	Last Name
<input type="checkbox"/> kchan	Kaitlyn	Chan
<input type="checkbox"/> mkovinski	Michael	Kovinski
<input type="checkbox"/> umes_stu1	Peter	Student1
<input type="checkbox"/> umes_stu2	Mary	Student2
<input checked="" type="checkbox"/> umes_stu3	Eugene	Student3
<input type="checkbox"/> umes_stu4	Jane	Student4

To release to a group select Add Group Criteria and select the desired group

To release based on grade earned in a previous assignment select Add Grade Book Criteria

Chat

Chat is real-time discussion online. Rooms are available to members of the class and the instructor where they can join the room and discuss topics with other members of the class and the instructor to receive immediate responses.

Possible Chat Scenarios

- Online Office Hours- The instructor creates a room that will be open during their office hours where students can ask real-time questions.
- Scheduled topic discussions.
- Visiting Guest Lecturers
- Study Sessions with live Q & A
- Group Meetings for students working on projects.

To Create a Chat

1) Under Course Tools select Chat

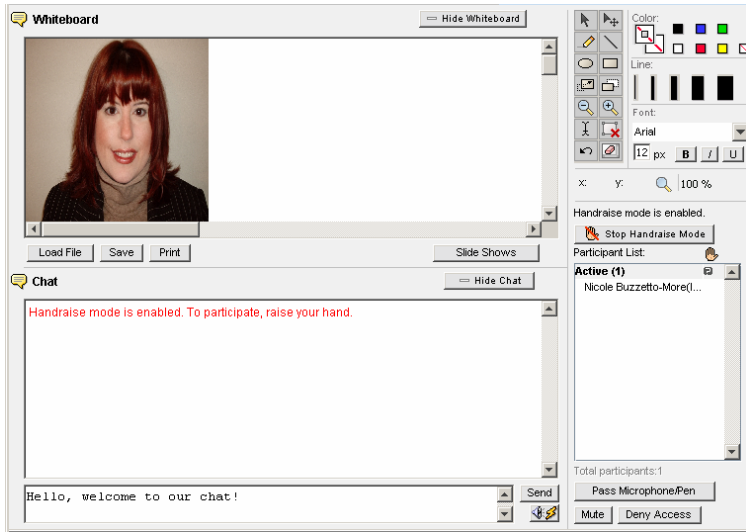
The screenshot shows the Blackboard interface. On the left, the 'Course Tools' menu is open, and 'Chat' is selected. On the right, the 'Create Chat or Whiteboard Room' dialog box is displayed. It includes a 'Your location' field set to 'Chat', a 'Create Chat or Whiteboard Room' button, and a table with columns 'Order' and 'Title'. The table contains one entry: '1' in the Order column and 'Common Room' in the Title column. Below the table, there is a 'Create Link on:' dropdown menu set to '- Select -'.

- 2) Select Create Chat or Whiteboard Room
- 3) Give your chat a title and a description
- 4) Select the maximum number of participants
- 5) Choose format (chat only, chat and whiteboard, whiteboard only)
 - a. Chat Only allows you to type and past messages similar to an Instant Message
 - b. Whiteboard allows you to paste images/ slide shows and/or write on the screen

- 6) Click Save

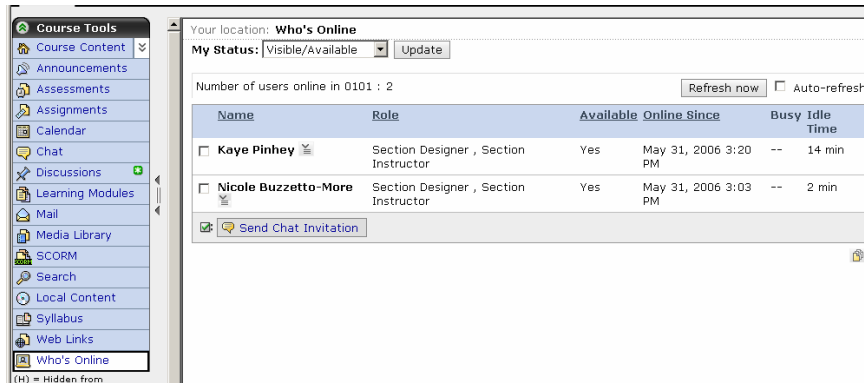
To post type in the bottom left box and click send when you are finished

WhiteBoard Chat Combination View



Who's Online?

To see which students are online in real time Under Course Tools select Who's Online

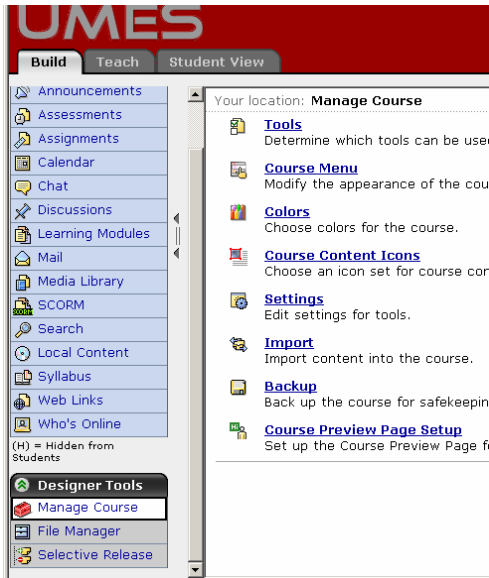


Backing Up a Course

Backing up a course allows you to save the course for archiving and safekeeping purposes. It is wise to periodically back up your courses.

- 1) Under Designer Tools Select Manage Course
- 2) Select Backup
- 3) Click Back Up course
- 4) Click ok

Your backup will be stored on the server



Tracking Students

WebCT produces statistical information regarding individual student visits to the various course components including downloading of materials and number of discussion section visits and original postings.

- 1) Activate the Teach tab
- 2) Under Instructor Tools select Tracking



- 3) Select the type of report that you would like as well as dates for consideration.

Your location: **Tracking**

Select a Report Type

- Summary of Activity**
Provides an overview of general Student activity.
- Tool Usage**
Provides an overview of how often tools, such as Assessments, Assignments, or Discussions, are used
- Course Item Usage**
Provides an overview of how often items, such as a quiz, an assignment, or a discussion topic, are used.
- Entry Page or Tool**
Provides an overview of the pages or tools most frequently used as course entry points.
- Exit Page or Tool**
Provides an overview of the pages or tools most frequently used as course exit points.
- File Usage**
Provides an overview of the files viewed most frequently.
- Student Tracking**
Provides a detailed summary of activity information for individual Students.

Select a Date Range for the Report

Start date: , :

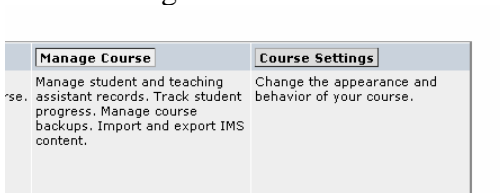
End date: , :

Exporting Content from WebCT 4 to bring it into WebCT 6

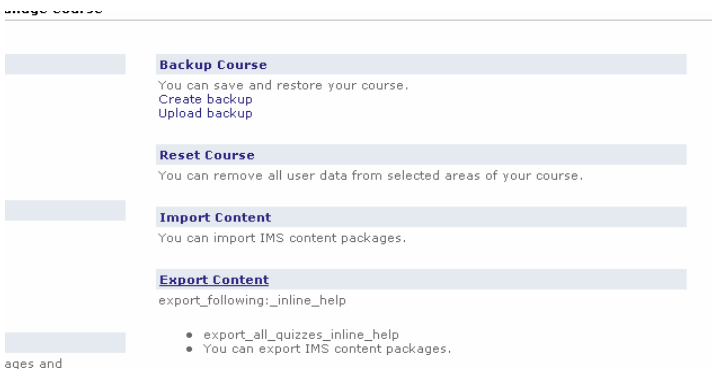
Go to the control panel



Select manage course



Select Export Content



Select what you would like to export

Select a destination within the course My files is recommended and click continue

Control Panel | View | **Designer Options**

Homepage > Basic Control Panel > Manage Course > **Export Content**

Export Content

Select Content to Export

Export course
Export entire course for import into **WebCT CE 6.0**

Quizzes, Surveys and Question Database
Export all quizzes and surveys in the course and all questions in the Question Database

Content Module
Export a **single** content module, and all of its content
Content Module:

Select a Destination
Select from the list of folders in Manage Files. The content package will be exported to the selected folder.
Destination folder:

Download the content package to my computer after export

You will receive a success message

Export Confirmed
Quizzes, Surveys and Question Database has been successfully exported to the folder **My-Files** in Manage Files. The package filename is **2066-HAWKS-BUED-414W-SEC0201-1053_QIZ_20060725155915.zip**.
[Return to Manage Course](#)

When you are done preparing your files for export go to Control Panel then Manage Files

You will see a newly added zip file

Select the zip file by clicking in the box provided and select download

Homepage > Basic Control Panel > **Manage Files**

Folders and Files
Click on a folder below to view its files.
Display this file information: Size Date Time

Name	Size (bytes)	Date	Time
<input checked="" type="checkbox"/> <input type="checkbox"/> 2066-HAWKS-BUED-414W-SEC0201-1053_QIZ_20060725155915.zip	33775	July 25, 2006	3:59pr
<input type="checkbox"/> 28528-0132205173_pp.zip	413968	January 26, 2006	6:02pr
<input type="checkbox"/> 7583-Mondy_HRM9_PPT1-5.zip	10062529	June 6, 2006	10:55ar
<input type="checkbox"/> BUED 412CD Assignments.doc	39424	January 26, 2006	5:59pr
<input type="checkbox"/> bus lesson plan 4.doc	32256	August 19, 2005	5:58pr
<input type="checkbox"/> Business Education 2005.xls	28672	February 21, 2006	5:01pr
<input type="checkbox"/> Business Plan Webquest.doc	35328	February 17, 2006	7:38pr
<input type="checkbox"/> Business_Education.pdf	15743	February 21, 2006	5:01pr
<input type="checkbox"/> Ch03.ppt	2548736	June 6, 2006	11:17ar
<input type="checkbox"/> CONSENT FOR1.doc	27136	April 26, 2006	4:38pr
<input type="checkbox"/> coursebuild3.jpg	5512	June 2, 2005	11:43ar
<input type="checkbox"/> CRESTLOGO.gif	10021	August 10, 2005	1:59pr
<input type="checkbox"/> cw.gif	137	January 27, 2006	6:35pr
<input type="checkbox"/> EDCI427B.doc	224768	August 30, 2005	1:15pr

Actions
 indicates a selection is required from the main frame.
 indicates multiple selections are allowed.

Options: Files

Options: Folders

Click Download again and select a destination

Go to WebCT 6

In Build

Select Manage Course
Select Import Content
Select My Computer
Browse for your file and select it for uploading

Assessment

WebCT 6 supports multiple assessment regimes including portfolios (to be added), quizzes, self tests, and surveys. The UMES Office of Instructional Technology is happy to assist faculty in the development of assessments.

Surveys

Surveys are primarily dependent on the use of multiple choice (scaled), yes/no, and fill in questions. If you are planning to survey students you must first make sure that your research protocol is approved by the UMES Institutional Review Board.

Self Tests

A Self Test can be created and used as a tool for students to judge what they have learned or should have learned from a lecture/module. Self Tests are **not** graded but give students immediate feedback. All Self Test Questions are multiple choice. They follow the same directions as noted below for creating multiple choice questions for a quiz.

Quizzes

Quizzes can contain multiple choice, true/ false, matching, calculated, fill in the blank, and essay/paragraph type questions. All questions with the exception of essay questions can be graded by WebCT. Quizzes can be timed, password protected, and can have a random selecting of questions from question sets. Faculty can build a question database and establish question sets.

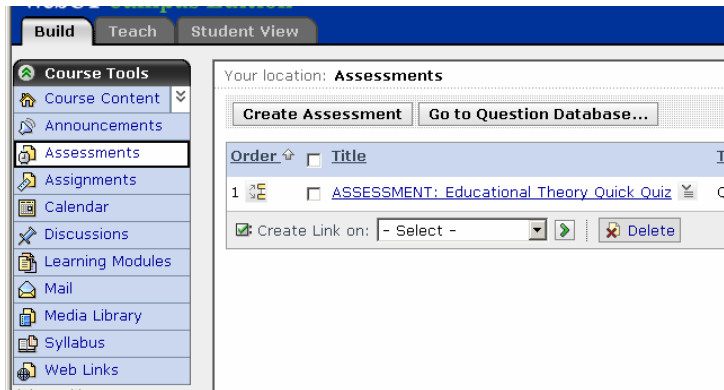
I am an avid creator of exams in WebCT; however, exam creation is a tedious and time consuming task. Once completed; however, the exam can simply be fine tuned from semester to semester. Following are simple directions for adding a quiz/ survey tool, creating basic question types, and modifying quiz settings.

The Quiz tool is considered an advanced feature of WebCT. For faculty just getting started, it is best to begin with quizzes that contain primarily multiple choice questions. Many faculty new to, and or advanced in, the use of WebCT choose to either link to a separate quiz/exam that is available from a textbook publisher, or use the Respondus test creation software. Information about Respondus as well as directions about its use can be found at <http://www.respondus.com/>. Respondus can also be used as an intermediary for the transferring of exam questions from MS Word or a textbook companies CD or Website to WebCT. Respondus is essentially the only way to batch upload questions into WebCT.

Assessments

The assessment section in WebCT 6 has taken the place of the former quiz section

1) In Build Under Course tools select Assessments



- 2) Select Create Assessment
- 3) Enter a title
- 4) Enter a description
- 5) Give it a column name for the establishment in the grade book

- 6) Select the type of assessment (e.g. Quiz, survey, or self test)
 - *Quizzes are the only graded form of assessment

Type

Quiz
Quizzes are online assessments for which grades are assigned.

Survey
Surveys are anonymous online evaluations for which no grades are assigned.

Self Test
Self tests are assessments for which Students receive grades and feedback, though it recorded in the Grade Book tool.

Template

Select whether or not you want to base this assessment on an existing assessment.

Do not base on an existing assessment

Base on an existing assessment:

Apply assessment settings only (do not include the questions)

Learning Objectives

Associate learning objectives with this assessment.

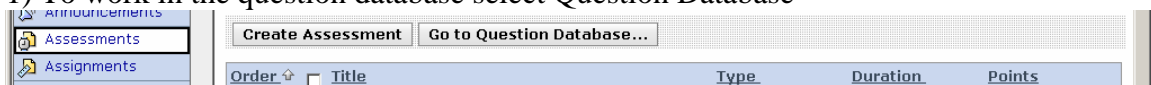
*Required field

- 7) Select Do Not Base On An Existing Template
- 8) Select Save

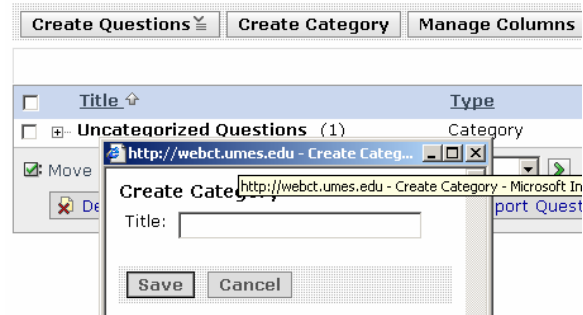
You may choose to add questions directly to this assessment (suggested for a survey) or enter questions into a question database where they can be assignment to multiple assessment regimes.

Question Database

- 1) To work in the question database select Question Database



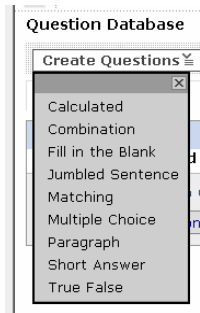
You can create categories for your questions. This helps keep questions organized.



- 2) To create a new question select create question



- 3) From the drop down select a question type



Creating Questions by Type

True false

Create True False Question

*Title:

Question text: [Enable HTML Creator](#)

Use HTML | Insert equation:

Image:

Image Title:

Answer

Correct response: True / False

More Options (Expand this area to see more options.)

- 1) Titles are optional
- 2) Write the question underneath where it says Question Text
- 3) Select true or false under the correct response
- 4) Select Save

Multiple Choice

- 1) Give the question a title
- 2) Type the text of the question
- 3) Select the number of correct responses (e.g. only one, or multiple meaning more than one is correct)

Create Multiple Choice Question

*Title:

Question text: HTML Creator On Off

Use HTML | Insert equation: New

Image:

Answers

Select mode: One answer
 Select the Correct response check box for the correct answer. A 100% value will be attributed. You can enter your own value in the Value (%) text box, but one answer must be worth 100%.

Multiple answers
 Select the Correct response check box for each correct answer. A 100% value, divided by the number of correct responses, will be attributed. You can enter your own values in the Value (%) text boxes, but one answer combination must add up to 100%.

- 4) place possible answers in the answer boxes
- 5) for the correct answer check the box labeled Correct Answer

Answer 1: Correct response | Value (%):

Use HTML

Feedback:

Use HTML

Answer 2: Correct response | Value (%):

Use HTML

Feedback:

Use HTML

Answer 3: Correct response | Value (%):

Use HTML

Feedback:

Use HTML

- 6) Select options for scoring and display
- 7) Select Save

Settings

Answer layout: Vertical / Horizontal

Answer labels: Numbers / Letters

Randomize answer ordering: Yes / No

Grading scheme: Cumulative / All or nothing

Allow negative score: Yes / No

(Expand this area to see more options.)

Matching

Matching Questions are straightforward where keywords and or phrases are entered aligned with each other. When provided to students they will no longer be in alignment. Grading for matching

can be all or nothing, right minus wrong, and/ or equally weighted. The instructor can keep adding pairs to create a long matching section.

Matching pairs

Column 1: Displayed in a fixed order. Column 2: Ordered randomly in a drop-down list.

Column format: Column format:

Use HTML Use HTML

<input type="text"/>	matches	<input type="text"/>
<input type="text"/>	matches	<input type="text"/>
<input type="text"/>	matches	<input type="text"/>
<input type="text"/>	matches	<input type="text"/>
<input type="text"/>	matches	<input type="text"/>

Grading scheme

Equally weighted / All answers have equal value.

All or nothing / The student must complete all matches correctly to receive full value for the question.

Right minus wrong / The total value is derived from the number of correct matches minus the number of incorrect matches.

Column preview

Preview both columns / Required when using the long answer boxes.

Fill in the blank

Fill in the blank questions are easy to create and only require that the blank be put in brackets [].

Create Fill in the Blank Question

*Title:

Enclose text that is to appear as a blank within square brackets. Example: Fill in the [blank].

Question text: HTML Creator On Off

Use HTML Insert equation:

Image:

A jumbled sentence can be created also using brackets

Create Jumbled Sentence Question

*Title:

Enclose each word or phrase that you want to jumble in square brackets. Example: The [quick] [brown] [fox] jumped over [the lazy] [dog].

Question text: HTML Creator On Off

Use HTML Insert equation:

Image:

Short Answer

Short answer questions are more detailed than fill in the blank

1) Enter a title and description

Answer text	Value (%)	Grading scheme	Allow in answer box
1. <input type="text"/>	0	Equals	All Answers
2. <input type="text"/>	0	Equals	All Answers
3. <input type="text"/>	0	Equals	All Answers
4. <input type="text"/>	0	Equals	All Answers
5. <input type="text"/>	0	Equals	All Answers

[Create Additional Answers](#)

Settings

Number of answer boxes shown to the student:

Answer box width: characters

Answers are case sensitive: Yes / No

More Options (Expand this area to see more options.)

2) Place each word in its own box.

3) Select a value for the answer or part of the answer

4) Under grading scheme determine if you want the answer to be typed exactly as you have entered yours or whether you want to give the student the ability for typos in which you would choose contains

5) Under settings choose the number of answer boxes

6) Select the width of answer boxes

7) Select no to the answer whether answers are case sensitive

8) Click Save

Calculated Questions

1) Enter title

2) Enter description

3) Choose to either enter a formula, upload an image, and/ or insert and equation which will call up the equation editor

Example: What is the sum of [x] and [y]?

Question text: HTML Creator On Off

Use HTML | Insert equation:

Image:

Formula:
 Enclose variables in square brackets. Example: [x] + [y]. Values for variables will be inserted when the set is generated. You can also use constants in place of variables.
[View a list of supported formulas.](#)

Units:
 Required Ignore spaces Ignore case
 Percentage of the question value:

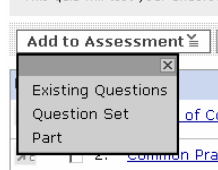
Equation Editor

Title: Font size:

- To add questions from the question database to the quiz or other assessment regime
- 1) Click on the desired assessment title
 - 2) Select Add to Assessment



- 3) You must choose from three options in the drop down box



- If you want to add singular questions select existing questions
 You can also add question sets or groupings of questions
 You will assign points for questions (question set)

Move	Title	Points	Type
<input type="checkbox"/>	1. Stages of Cognitive Development	25	Multiple Choice
<input type="checkbox"/>	2. Common Practice	25	Fill in the Blank
<input type="checkbox"/>	3. Multiple Intelligences	25	Matching
<input type="checkbox"/>	4. Personal Experience	25	Paragraph
Total Points		100	<input type="button" value="Update Total"/>

**Randomizing the delivery of questions requires the establishment of one or more question sets
Of questions which requires the establishment of at least one question set*

Editing Quiz Properties

- 1) In the Build Mode click on Assessments
- 2) In the main assessment section click on and expand the carrot next to the assessment you would like to edit
- 3) Select Edit Properties

UMES My WebCT | Accessibility | Help | Log out

Build Teach Student View **BUED-333-BUSINESS COMMUNICATION - 2006-FALL-SEC0101-1927**

Course Content Map

Your location: Assessments

Assessments

Create Assessment Go to Question Database...

Order	Title	Type	Duration	Points
1	Quiz 1 Chapters 1-3 and corresponding lectures (Hidden)	Quiz	30 Minute(s)	50
2	BUED333 Exam1	Quiz	95 Minute(s)	125
3	Exam 2	Quiz	70 Minute(s)	100

Create Link on: - Select -

Go to Assessment
Edit Properties
Preview
Hide Item
View Links to this Item
Set Release Criteria
Export
Delete

Designer Tools
Manage Course
File Manager
Selective Release
Grading Forms

- 4) Under Edit Assessment Properties you will be able to
 - a. Change the Gradebook name
 - b. Select the delivery of questions- one at a time with no revisits, one at a time with revisits, all at once, etcetera
 - c. Choose whether the assessment opens in a new or the same browser window (new is the default and is recommended)
 - d. Choose the duration during which the assessment is available to students
 - e. Select the number of allowable attempts
 - f. Choose to randomize the delivery of questions within question sets (in order to randomize questions you must create question sets)
 - g. Make the test timed and choose the length of time a student has to complete the assessment once they begin
 - h. Choose to release or hold the score

- i. If multiple attempts are allowed choose which score will be counted (e.g. first, last, highest, or average of the attempts)
- j. Set security settings
- k. Customize instructions

Your location: [Assessments](#) > **Edit Assessment Properties**

Edit Assessment Properties

*Title:

Description:

Item Visibility: Show Item
 Hide Item

*Grade Book column name

The Grade Book column name appears in Grade Book as a column header for this assessment.

Question delivery

Deliver questions all at once.

Deliver questions one at a time and allow questions to be revisited.

Creating quizzes in WebCT 6 can be simple or complex depending on the needs of the instructor. The Office of Instructional Technology recommends that instructors creating quizzes for the first time in WebCT 6 obtain assistance.

Advantages to the Online Delivery of Quizzes and Exams

- Instructor does not need to do the grading.
- Instructor can develop a large database of questions and question sets.
- Instructor can take advantage of questions made available through textbook companies.
- Instructors can randomize test questions.
- Equation type questions can be set so that each student is working with different variables.
- Instructor can give questions adjustable weight.
- Instructor can add feedback to questions.
- Students can receive immediate feedback.
- Instructors can lock exams, choose the number of allowable attempts, set time limits, limit release, and set password protection.

Cheating

Cheating is probably one of the biggest concerns with the administration of online exams; however, there are ways to address this concern.

- Exams and quizzes can be given as open web. If questions are difficult and require thought then remote memorization may not be necessary to measure. Open web questions can lead students down interesting paths and have become a popular topic among instructional technologists across the globe.
- Exams can be given in a lab with a proctor.
- Exams can contain randomized sets of questions so that each student gets a unique score.
- Selective release can be used.

- Some faculty who have used selective release and a proctor have set the quiz so that students must show an id to the proctor and the proctor must release the quiz.
- Questions can be of a difficulty level whereas a student who is not familiar with the course information but who is depending on notes or a text would still have difficulty with the exam.

Grade Book

The grade book is an advanced feature that is tremendously valuable in expediting the professional practice of instructors. The WebCT Grade book is easier to use and superior to the Excel spreadsheets commonly used by faculty.

To Work on Your Grade Book
Activate the Teach Mode



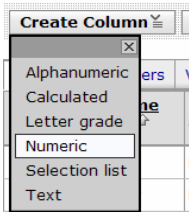
Under Course Tools select Grade book

Grades	Members	View All	Custom View							
<input type="checkbox"/>	Last Name	First Name	User ID	Role	DISCUSSION	ASSESSMENT	ASSIGNMENT	Class Partici	Midte	
	Alphanumeric	Alphanumeric	Alphanumeric	Alphanumeric	Numeric (out of 100)	Quiz (out of 100)	Alphanumeric	Numbers (out of 50)	Calculated (out of 600)	
<input type="checkbox"/>	Chan	Kaitlyn	kchan	Student	75	^100.00	--	--	(87.50)	
<input type="checkbox"/>	Instructor	Fred	umes_ins	Section Designe						
<input type="checkbox"/>	Kovinski	Michael	mikovinski	Student	87	^78.00	--	48.00	71.00	
<input type="checkbox"/>	Student1	Demo	webct_demo_42	Student	55	--	--	--	(55.00)	
<input type="checkbox"/>	Student1	Peter	umes_stu1	Student	75	62.86	C	--	(68.92)	
<input type="checkbox"/>	Student2	Mary	umes_stu2	Student	76	48.00	B+	--	(62.00)	
<input type="checkbox"/>	Student3	Eugene	umes_stu3	Student	62	10.70	A	--	(36.35)	
<input type="checkbox"/>	Student4	Jane	umes_stu4	Student	90	^85.70	B	--	(87.83)	

**Tip: To have grades numerically calculated give all grades a numeric value*

To add an assessment select Create Column

Select the grade format (we suggest numeric for calculation purposes)



Your location: [Grade Book](#) > **Create Column**

Numeric Column

Column Settings

* Column label:

Alignment:

Decimals:

Maximum value: (Maximum value must be greater than 0 and less than 100000)

Grade-related column
If selected, the column will appear on the Grades tab.

Released to Student
If Grade-related column and Released to Student are selected, this column will appear to Students in their My Grades tool.

Release Statistics

* Required field

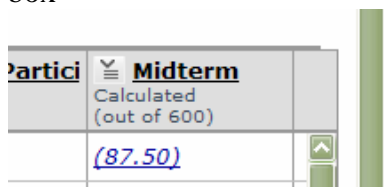
**Tip: If you are weighting your grades we recommend that you use a 1,000 as the equivalency*

The Column Label is the name of the assessment measure

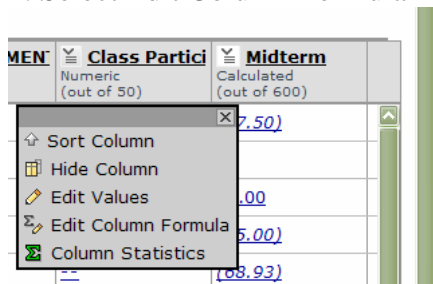
You can include regimes for assessing intangibles such as class participation

If you are calculating midterm or final grades

1. Create a column a new column and select Calculated from the Create Column drop down menu
2. Name the column midterm
3. One the column is in place select the downward pointed arrow next to the name in the grey box



4. Select Edit Column Formula



View Educational Theory - UMES

Your location: [Grade Book](#) » **Edit Formula**

Edit Formula for: Midterm

To create a formula for a calculated column, use the functions, numerals, operators and column references below. To group expressions within your formula, use parentheses. As you create your formula, it appears in the preview box. When you have finished creating your formula, click Save.

AVG{(ASSESSMENT: Theory of Multiple Intelligences), [Class Participation],[DISCUSSION: Application of Theory to Student Teaching]}

SUM
MIN
MAX
AVG
Enter Another Value
End Function

Select a column to add to your formula:

ASSESSMENT: Theory of Multiple Intelligences
Class Participation
DISCUSSION: Application of Theory to Student Teaching

() +
7 8 9 -
4 5 6 *
1 2 3 /
0 -

Formula Example:

The final grade for your class is based on two quizzes named Quiz 1 and Quiz 2. All students performed poorly on these quizzes so you want to add 15% to their final grades. Your formula for the final grade column could be created as follows:

1. Click the SUM function.
2. Under Select a column to add to your formula, click Quiz 1.
3. Click Enter Another Value.
4. Under Select a column to add to your formula, click Quiz 2.
5. Click End Function.
6. Using the numerals and operators, enter *1.15. The completed formula appears in the preview box: SUM {[Quiz 1],[Quiz 2]}*1.15.
7. Click Save.

Undo **Clear All**

5. To calculate an average select AVG

Edit Formula for: Midterm

To create a formula for a calculated column, use parentheses. As you create your formula, it appears in the preview box. When you have finished creating your formula, click Save.

AVG{

SUM
MIN
MAX
AVG
Enter Another Value
End Function

Enter Average of values

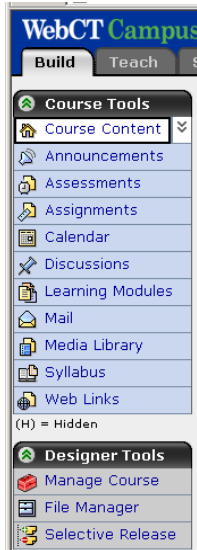
Undo **Clear All**

6. Select Enter Another Value
7. Select a column to add to your formula
8. Keep selecting columns to add to your formula until you have included all relative measures in your assessment regime
9. When you are finished select End Function
10. Scroll down to the bottom of the screen and select Save

Although you cannot delete columns from the Grade Book, if you click Grade Book Options and Column Settings you can hide columns that you are not using. You can also use the Options feature to hide students no longer enrolled in your course.

Managing Files

Under the left hand side under designer tools is file manager



You will be able to create files, view files that have been uploaded, delete files, copy files, move files, zip files, and etcetera

