Designing Effective Instruction Using the Blackboard CE 6 Learning Management System

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Created for, and in special partnership with,
The University of Maryland Eastern Shore Center for Instructional Technology
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Authors Note

In 2005 a series of manuals were created for both faculty and students at UMES on the usage of WebCT version 4. During the summer of 2006 following positive feedback from users, as well as the migration to version 6 soon to be renamed Blackboard CE 6, these manuals were expanded and rewritten and published on the UMES website. Recognizing the further usefulness of these resources and their potential benefits to the larger educational community, during the summer of 2007 new images were added, reformatting occurred, and expanded directions for content management, customization, and course migration were added. In the summer of 2008 additional content was added to accommodate updates and/or to provide greater elaboration. The directions included in this text are expansive and detailed making this the most comprehensive resource available for usage and mastery of the Blackboard CE 6 system to date.

I would like to thank the University of Maryland Eastern Shore Center for Instructional Technology for providing extensive access to their Blackboard system as well as the graphic software utilized for the illustrations. In particular, I would like to thank Mr. Kaye Pinhey, Director of the Center for Instructional Technology, whose input, suggestions, problem solving, and other collaboratory efforts are too numerous to mention.

This is a free resource that is designed to promote the adoption of e-learning strategies. Please feel free to share this text with you colleagues. Enjoy!

Dr. Nicole A. Buzzetto-More

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The OIT at UMES assists faculty and students in all aspects of e-learning including hosting, training, development, and support of the Blackboard CE 6 Learning Management System, the Blackboard Portfolio System, Respondus, and Tegrity. Additionally, the Center for Instructional Technology runs an official Microsoft IT Academy and Certification Testing Center. Founded in 2006, the Center for Instructional Technology is supported by a grant awarded through Title III.

**SERVICES OFFERED**

**BLACKBOARD**

The UMES OIT supports the integration of Blackboard into curriculum by: creating and providing faculty and student manuals, delivering both faculty and student training, supporting course websites, assisting faculty in the creation of course websites, providing a supportive workspace, facilitating curriculum development, providing a mini-grant program, multimedia development, online course review, and offering one on one instructional design consultations.

**TEGRITY**

The UMES OIT support the use of Tegrity by providing a location and the necessary technology for faculty to record Tegrity sessions which involve the capturing of audio/video lectures synched with the screen captures from the instructors computer.

**RESPONDUS**

The UMES OIT provides and assists faculty with usage of the Respondus test generation software for the creation of question databases, and/or online examinations.

**TRAINING**

The UMES OIT provides training in, and support using the Microsoft Office Suite, select UMES Systems, and various instructional technologies instruction including: Outlook, HawkWeb, Excel, Word, Blackboard, Tegrity, WebDAV, WebQuests, DreamWeaver, Acrobat, WS_FTP, image editing, Publisher, and Internet Explorer.

**MICROSOFT IT ACADEMY AND CERTIFICATION TESTING CENTER**

The OIT has established an official Microsoft Academy and is fully licensed to administer Certification Exams.
Introduction

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).

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.

According to Nycz and Cohen (2007) e-learning is important for building a technologically literate workforce as well as for meeting societies continuous need for rapid lifelong learning delivered in increasingly more convenient forms.

Kandies and Stern (1999) have asserted that Web-enhanced learning improves instruction, course management, and offers numerous pedagogical benefits for learners. They explain that students in Web-enabled learning environments become more active and self directed learners, who are exposed to enhanced learning materials.

According to Connolly and Stansfield (2007) e-learning has gone through three distinct generations. The first generation, they explain, took place from 1994-1999 and was marked by a passive use of the Internet where traditional materials were simply repurposed to an online format. The second generation took place from 2000-2003 and was marked by the transition to higher bandwidths, rich streaming media, increased resources and the move to create virtual learning environments that incorporated access to course materials, communications, and student services. The third generation is currently underway and is marked by the incorporation of greater collaboration, socialization, project based learning, and reflective practices, through such tools as e-portfolios, wikis, blogs, social bookmarking and networking, and online simulations. Additionally, the third generation is increasingly being influenced by advances in mobile computing.
DeVillers (2007) introduced a model for the development of constructivist e-learning environments known as the Hexagonal-C Model. The framework for this model was built on six pillars with technology being subservient to the ‘learning’. The six pillars of the Hexa-C Model are: 1) cognitive learning, fostered through the understanding of human comprehension, knowledge acquisition, and problem solving; 2) customization, otherwise known as the movement to individualize learning experiences to best meet the needs of learners; 3) constructivism, stimulated when interpretation, active learning, and anchored instruction are encouraged; 4) collaborative learning involving joint work, peer evaluation, intellectual camaraderie, social negotiation, and accountability; 5) creativity, fostered when creative and innovative strategies are employed; and 6) components which refers to an understanding of the learning outcomes and how different conditions best promote the building of different skills, dispositions, and/or knowledge bases.

Educause Center for Applied Research conducted a longitudinal study (Caruso & Salaway, 2007; Salaway, Katz, & Caruso, 2006; Caruso & Kvavik, 2005) that examined student uses, perceptions, and preferences with respect to technology. The most recent version of the study published in the fall of 2007 (Caruso and Salaway) was based on a web based survey, focus group series, qualitative analysis of student comments, and longitudinal comparisons. According to the findings, students reported a mean average of 18 hours a week of online activity with email, online social networking, instant messaging, and document writing for course work being the most prevalent activities. Over 90% of the respondents reported having high-speed internet access with most students reporting that they are skilled at conducting online library research. While most students said they want to see technology incorporated in their courses, the majority reported that they like to see it used to a moderate degree (59.3%) with 20.4% saying they favor extensive use, 15% preferring limited use, 2% preferring no usage, and 2.8% saying that they prefer the exclusive delivery of learning through IT.

Student experiences with course management systems increased from 72% in 2006 to 82% in 2007 with most (76.5%) saying that the experience(s) were positive. Students were asked to rate the usefulness of a variety of popular CMS features ranked on a scale of 1-5 where 5 indicated extremely useful and 1 indicated not useful. The results are represented in the Table 1 below.

<table>
<thead>
<tr>
<th>Feature</th>
<th>N</th>
<th>Mean</th>
<th>Std.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keeping track of grades on assignments and tests online</td>
<td>21,341</td>
<td>4.38</td>
<td>.0925</td>
</tr>
<tr>
<td>Online access to sample exams and quizzes for learning purposes.</td>
<td>19,924</td>
<td>4.17</td>
<td>.0965</td>
</tr>
<tr>
<td>Online syllabus</td>
<td>22,254</td>
<td>3.98</td>
<td>1.034</td>
</tr>
<tr>
<td>Turning in assignments online</td>
<td>19,622</td>
<td>3.82</td>
<td>1.174</td>
</tr>
<tr>
<td>Online readings and links to other text based materials.</td>
<td>21,949</td>
<td>3.81</td>
<td>1.056</td>
</tr>
<tr>
<td>Taking quizzes and exams online.</td>
<td>17,848</td>
<td>3.66</td>
<td>1.250</td>
</tr>
<tr>
<td>Getting assignments back online with instructor comments and grades.</td>
<td>16,314</td>
<td>3.74</td>
<td>1.252</td>
</tr>
<tr>
<td>Online sharing of materials among students.</td>
<td>15,643</td>
<td>3.50</td>
<td>1.221</td>
</tr>
<tr>
<td>Online discussions.</td>
<td>19,075</td>
<td>3.13</td>
<td>1.291</td>
</tr>
</tbody>
</table>

Respondents also reported that technology helps in the conduction of course related research (70.5% agreement) and in the facilitation of timely feedback from the instructor (73.3% agreement). Students
majoring in business, engineering, and technology exhibited the strongest preference for the usage of IT in education. Additionally, students who said that they prefer the usage of IT in their courses were more positive in their perceptions of the benefits of IT in the learning process and in their course engagement. Finally, the analysis of open ended survey questions showed that students feel that technology can facilitate: organization and control of learning, communication with faculty and classmates and access to materials and resources; however, respondents also expressed that poor use of technology can detract from the learning experience and that technology should support, not replace, face-to-face learning.

It is important to point out that while the ECAR study (Caruso & Salaway, 2007) offers the educational community vital information, it is myopic in so far as that it has consistently neglected to involve the participation of minority serving institutions preferring to focus attention on traditionally white institutions.

A study conducted in the fall of 2005 of 748 freshmen students at the University of Maryland Eastern Shore and Fayetteville State University (Buzzetto-More and Sweat-Guy, 2007) found that students came to college with most owning computers, having internet access, having studied computers in high school, and considering themselves to be intermediate computer users. These numbers indicated growth from similar studies conducted previously at minority institutions but were still lower than what has been reported in the studies conducted at majority serving institutions. When prior educational exposure was examined, the majority of students indicated that they had used a computer to solve a problem as part of a class assignment, participated in group work that involved using computer software, and delivered a presentation using computer software. On the other hand, few students reported experiences with inquiry-oriented project-based learning and/or computer simulations. The findings also showed that students’ perceptions and experiences with online learning were similar to the findings reported from studies conducted at majority institutions where students have reported that they want to see their learning supported by e-learning strategies.

In order to examine perceived student satisfaction of CMS usage, as well as feature preferences among at UMES a study was conducted involving the creation and delivery of hybrid business courses which had a strong emphasis on online learning. These paper-less hybrid experiences included: the online submission of all assignments; group work facilitated through a group management tool; a discussion forum; the Web-based delivery of all examinations; Web Quests for project-based learning; an online grade book shared by student and instructor; a detailed calendar section with hyperlinks; digital rubric usage for assessment of projects and assignments; diagnostic testing and analysis; weekly announcements; personal mailboxes; and lecture notes and handouts available in PowerPoint, HTML, and MS Word formats. A core business course was targeted as the foci of this study, business communications. This course is a requirement for business majors attending the University of Maryland Eastern Shore and is taken primarily by students with sophomore or junior standing.

The study spanned three semesters, beginning in the spring of 2006 and concluding in the spring of 2007. Data was collected through the administration of a detailed 60 question survey distributed in-person in hard copy form to 160 students. The response rate was 88% with 141 students completing the survey. The survey was designed to assess students’ technology access, skills, and usage; prior experiences with e-learning; course
delivery preferences; perceived satisfaction with e-learning; and perceptions of, and preferences towards, various e-learning components. The survey contained a mixture of mixed scaled, five point Likert scaled, multiple choice, and open ended questions. The data was entered into, and analyzed using, SPSS. The results of the analysis indicate that students find course Websites to be helpful resources (90%), that enhance the understanding of course content (78%), and which that will continue to have an impact on higher education in the future (85%).

When individual course components were examined, students responded favorably to the availability of online lecture notes, discussion section, availability of web links, and inclusion of calendar entries. Online exams were viewed as convenient (72.8%) and students appreciated that they received an instant grade and feedback after taking exams (89.7%). Additionally, less than half of the students (45.6%) said that they prefer to take quizzes and exams in person with 27.2% neutrality. The most popular feature noted in this study was the assignment section with 79.8% agreeing/strongly agreeing that they enjoyed submitting assignments online; 66.6% agreeing/strongly agreeing that they prefer the online submission of assignments; and an overwhelming 99.1% responding that they liked that they had the ability to check assignment grades online.


To understand the growth of e-learning one may look no further than the University System of Maryland. In 2005, the regents of the University System of Maryland instituted a policy that all students enrolling in a Maryland State University beginning in the fall of 2007 take on average 12 of their credits through out-of-classroom experiences and other nontraditional means with the definition of out-of-classroom experiences including: e-learning, internships, student teaching, and a host of other activities. This initiative not only stimulated the growth of e-learning in the State of Maryland but also sent a message to the larger educational community that the Maryland system is has recognized that some online learning is an enhancement to students’ higher-education learning experience even when those students are full-time on-campus residents (Lorenzetti, 2005).

This book is designed to assist faculty in their understanding and mastery of the Blackboard CE 6 Course Management System. It offers step by step guidelines that are supported by a series of screen shots. Additionally, this book contains information on the course design and building process, the meaningful application of various components of Blackboard CE 6, suggestions and examples for incorporating project based learning into e-learning, using interaction to build learning communities, and links to numerous online resources that can facilitate e-learning. Finally, a rubric for evaluating online course quality is offered.

This information is based on a comprehensive review of the prevailing literature and the author’s extensive experience using Blackboard CE 6 as well as training faculty in its use.
Demystifying Course Websites

There are a number of misconceptions that may serve to deter faculty from embracing e-learning. Relatively few of these have any validity.

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
- Blackboard CE can help to make course management more simple

Benefits of Course Websites

- Dissemination of information- Students can consult Blackboard CE 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 Web pages. 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-Blackboard CE 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
    ▪ ePortfolios

According to Cohen and Nycz (2006) e-learning has economic and social benefits to society. Additional benefits of learning through learning objects are:
  ○ The implementation of active learning strategies (Parish, 2004)
  ○ Solutions for individualizing instruction (Nash, 2005)
  ○ Replicability and accessibility (Nash, 2005)
  ○ Ease of learning management
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 Blackboard CE is used to facilitate the delivery of curricular materials, critical interactions, assessment activities, and administration.

- Blackboard CE 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

In order to assure that fully online courses delivered are of a high quality the UMES Vice President of Academic Affairs and the Center for Instructional Technology have developed a set of guidelines and requirements. All online courses must be approved by the Online Course Review Committee as pedagogically sound before being considered by the Vice President of Academic Affairs as a fully online course by the University. All instructors developing a fully-online course for the first time must meet with a representative of the Center for Instructional Technology for consultation. The consultation and, if necessary, follow up sessions may include training, curriculum development assistance, and/or technical support.

Additionally, in order to assure that fully online courses delivered are of a high quality, the UMES Vice President of Academic Affairs and the Center for Instructional Technology have developed a set of guidelines and requirements. All online courses must be approved by the Online Course Review Committee as pedagogically sound before being considered a fully online course by the Office of the Vice President for Academic Affairs and the University. The approved rubric will be utilized to evaluate courses with a minimal score of 32 out of a possible 42 points required for approval. Developers of courses will receive a copy of the
rubric as well as suggestions for course improvement. Courses that do not meet the minimal score will be allowed to be resubmitted and reconsidered following improvement (see Appendix A).

The submission and approval process is as follows:

1. Obtain hard copy of form (Appendix D)
2. Fill in all information and present form to Chair of Department for approval.
3. Send completed form to Dean of your school for approval.
4. Send completed and signed form to the Center for Instructional Technology.
5. The Center for Instructional Technology will contact faculty for a preliminary meeting.
6. Present completed course to the OLPPC for review.
7. Committee recommends revisions or passes approval along to the Office of the Vice President for Academic Affairs for final approval.
8. Course is taught.
9. At the completion of the course, results are presented to the OLPPC.

Web-Assisted

Classroom learning that is facilitated (assisted) by the World Wide Web. It is the goal of the Center for 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. The University of Maryland Eastern Shore’s Center for Instructional Technology recommends that faculty developing course websites for a particular course begin utilizing the web assisted methodology moving forward to a hybrid structure in subsequent semesters.

Hybrid Online

Hybrid courses blend face-to-face interaction with online learning and customarily involve the delivery of curricular materials, access to resources, submission of assignments, project based learning, learning activities that foster higher order thinking, and online communications that may be asynchronous or synchronous in nature. In order for a class to be considered hybrid some actual student learning and learning assessment must occur online and a percentage of in-class time is forfeited to make up for the weight put on the online learning activities. 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 then 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).
Criteria have been established for hybrid learning designation (see Appendix B). Hybrid courses will receive specific designation in the University catalogue. One credit equivalent will count as online learning and count towards the USM mandated non-traditional learning requirement of 12 credit hours on average per student. Criteria will be approved by the online learning committee and the Office of the Vice President for Academic Affairs. Courses seeking hybrid designation do not require review by the Center for Instructional Technology but do require the submission of a form that includes approval by the chair of the academic department as well as the dean of the school (see Appendix D). In order for a course to receive hybrid designation the following criteria must be met:

- The course website must apply the required template used for interface design standardization.
- The course website must contain the following elements: syllabus, weekly announcements, calendar usage, lecture notes, reference links, CIT directions for using Blackboard, a link to the CIT, and full usage of the Blackboard grade book tool accessible to individual students through My Grades.
- A minimum of one third of the final grade for the term must be computed through online assessment measures which may include, but are not limited to: graded discussions, quizzes and exams, assignments submitted and graded assignment online, e-portfolios, computer or web based simulation performance, computer or web based lab exercises, and Web Quests.
- Some in-class seat time must be forfeited to bear the weight of the online learning; however, that time must not exceed more than ½ of the meeting time for the semester.

**Guidelines for Designing an Online Course**  
(Adapted from Buzzetto-More, 2007)

Before creating a course website it is important to identify why the website is being created and what its existence hopes to accomplish. According to Nash (2005) the effectiveness of e-learning objects is based on function, flexibility, and ability to satisfy learning objectives and adds that before a learning object is developed measurable learner outcomes, student levels, and content range must be established.

**Prerequisites & Technology Requirements**

Prerequisites are clearly listed in multiple areas and well explained. Technology requirements are listed.

**Objectives and Student Learning Outcomes**

The instructor must establish objectives and student learning outcomes that reflect not just the content of the course but also the e-learning mode of instruction (Buzzetto-More and Alade, 2006). They must be communicated in a manner that is clear and measurable. These must be identified in advance of creating the course and must be communicated directly to learners. To help assist faculty in the development of student learning outcomes it is recommended that Bloom’s Taxonomy of Educational Objectives is used to help guide the phrasing which provides a recognized set of hierarchical behaviors that can be measured as part of an assessment plan (Harich, et al., 2005). The six levels of Bloom’s Taxonomy relate to cognitive growth and in ascending order include: knowledge, comprehension, application, analysis, synthesis, and evaluation (Buzzetto-More, 2006).
**Instructional Activities**

All instructional activities should be designed to reflect the subject matter as well as the benefits derived through e-learning (e.g. project based learning, authentic instruction, Web Quests, and etcetera) (Buzzetto-More, 2006). All activities should be purposeful and thoughtfully designed to assist students in achieving the instructional objectives. They must be built around the capabilities offered through online instruction such as: cooperative learning, web-searching, interaction, simulations, project-based learning, self-directed learning, and etcetera. The range of activities offered through online instruction are numerous and multifaceted and if thoughtfully crafted can enhance the total teaching and learning experience.

**Assessment**

Haken (2006) explained that assessment is an integral piece to assuring that an educational institution achieves its learning goals. Hersh (2004) advocated the position that assessment of student learning should be considered an integral part of the teaching and learning processes as well as part of the feedback loops that serves to enhance institutional effectiveness. Ridgway, McCusker, and Pead (2004) define e-assessment as the use of electronic technologies to drive student learning assessment.

The use of information technologies and e-learning strategies can provide an efficient and effective means of assessing teaching and learning effectiveness by supporting traditional, authentic, and alternative assessment protocols (Bennett, 2002). According to Vendlinski and Stevens (2002) technology offers new measures for assessing learning that will yield rich sources of data and expand the ways in which educators understand both learning mastery, and teaching effectiveness. The use of information technologies and e-learning to augment the assessment process may include: pre and post testing, diagnostic analysis, student tracking, rubric use, the support and delivery of authentic assessment through project based learning, artifact collection, and data aggregation and analysis (Buzzetto-More & Alade, 2006).

A variety of formal and informal assessment measures must be used to evaluate student learning and judge the effectiveness of the instruction. These may included, but are not limited to, quizzes and exams, online assignments, graded discussions and/or chats, Web Quests, computer or web-based simulations, e-portfolios, web-based lab exercises, and etcetera.

**Interaction/Communication**

Interaction and feedback among students, between students and the instructor, and between students and instructional materials are key issues to consider in any course but especially in a course that is delivered online. It is important that the instructor plan for, develop activities that support, and facilitate interaction. Further, instructors teaching online courses are required to visit their course website at least twice a week and have a least one individual interaction with each student per week.

The ability to engage in critical discourse through e-learning endeavors has been shown to benefit the learning process. Studies by Garrison, Anderson, and Archer (2004) found that online discourse fosters critical thinking and reflection, and Wu and Hiltz (2004) explained that asynchronous communications improved students’ perception of learning. 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).

The use of communication tools should be thoughtful and educationally relevant. The instructor must be an active participant in online chats and/or discussions and performance expectations must be articulated to students. Additionally, it is recommended that faculty utilize a rubric for assessing student discussion/chat performance.

**Feedback**

In order for e-learning to be successful, the instructor must be readily accessible to students and provide timely and meaningful feedback to students. It is important that expectations are established and the type of feedback a student will receive must be communicated to students in advance (Digital Campus, 2002). Student grades must be made available to students individually, privately, and in a timely fashion using the supplied online grading tools. Feedback from graded assignments/assessments must be provided to students within two weeks of the submission deadline.

**Instructional Materials**

The materials delivered must enhance learning and support learning goals. They should never distract and/or detract from the learning process nor place unnecessary stress or burden on students. Materials must be accessible, include instructions, logically organized, and available to students with slow internet connections.

**Student Support**

Instructor uses communication tools to provide students with readily available and timely support that helps keeps students on target. Faculty member responds to student questions in a timely manner. When faculty member is unable to answer questions he/she seeks immediate assistance from the CIT.

**Pace of Learning**

Online content and learning activities should be paced by the instructor in such a way that students have adequate time to participate in course activities as well as receive and respond to feedback. The calendar tool as well as weekly announcements must be utilized to help students stay on track.

**Use of Communication Tools**

Communication tools can be used for real time communication (synchronous) or time independent (asynchronous) communication between students and the instructor. The use of tools should be thoughtful and educationally relevant. The instructor must be an active participant in online chats and/or discussions. Performance expectations must be articulated to students. The Center for Instructional Technology has developed a rubric which can be adopted by UMES faculty for assessing student discussion/chat performance. Additionally, announcements can be used as a viable means for the instructor to communicate updates and reminders to students.
**Grade Reporting**

Student grades must be made available to students individually, privately, and in a timely fashion using the grade book feature available in Blackboard and accessible to students via My Grades.

**Interface Design**

The interface must be clear, professional, simple, appropriate, and planned in such a way to facilitate learning. A recommended UMES template is available through the Center for Instructional Technology. Navigation is clear, logical, and all buttons/links work. Color, buttons, images, graphics, and etcetera enhance the course.

**Multimedia Elements**

Multimedia elements can greatly enhance the learning experience for students of varying learning styles; however, when ill planned and/or developed they can be a tremendous distraction and/or place a burden on the students. As a result, they must be meaningful and accessible to students.

**Course Management and Time Requirement**

Course management is a vital to the e-learning equation. Instructors cannot be absent from their online course and must manage all aspects of learning. The instructor should also plan on offering an online office hour(s) as well as checking the course website on a daily or near daily basis. Online courses take time to develop and can be more time consuming initially then their in-person counterparts. Once created; however, the course can be re-used from semester to semester and placed in a learning object repository where it is shared across the larger academic community. The instructor should also plan on offering online office hours as well as checking the course website on a daily or near daily basis.

**Before You Get Started**

**Disable Pop-Up Blocker**

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

**Enable Cookies**

Blackboard CE 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**

Blackboard CE 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 Blackboard CE. Some versions of Java are not validated for use with Blackboard CE 6.

**Browser Check**

Not all browsers are supported for use with Blackboard CE 6 and some browser setting may need to be further enhanced and or changed.
To Check Your Browser’s Configuration

a. Go to your Blackboard CE Login Page
b. Before and after logging in, look for a Check Browser link which should be in the top right corner of the browser window.
c. Click Check Browser


Additional Support Services - Additional support services are available through the Blackboard CE technical support page at http://www.Blackboard CE.com/techsupport. This site includes:

Blackboard CE Support which includes official support request forms as well as bulletins, updates, mailing list sign up, and FAQs.

e-Pack Support which includes support for adopting and using e-packs as well as questions for students regarding access codes.

Ask Dr. C the question-and-answer service guided by a group of Blackboard CE experts who are available to answer questions that are posted publicly. Additionally, users can review from a stockpile of previous asked and answered questions.

Understanding the Blackboard Interface

My Blackboard
From My UMES select Blackboard Learning System. After a successful login you will see the My Blackboard page. This is the main entry page for designers, instructors and students. It contains a list of all courses assigned to login as a designer, instructor and student. It also contains a variety of boxes called channels—that display information from all courses.
The main screen displays the My Blackboard tab and the Content Manager tab that allows for viewing and editing of files saved in the private My Files area. The menu bar allows you to enter the Help or Check Browser utilities, or exit the system. The customization links allows you to customize the My Blackboard page and the channels area allow you to view the custom content added to a channel, while the Edit icon allows for the editing of the content of that channel. Click a course name to enter the course. Icons appear below the name if new announcements, assessments, assignments, discussion and mail messages since the last entry.

If you are using the Blackboard portfolio system you should see an additional tab to the right of the Content Manager tab in My Blackboard.

**Course Components**

Each of the three tabs—Build, Teach, and Student View—represent a different role that allows for interaction with the course in different ways. Some tools are specific to a role and only appear on one tab. For example, the Grade Book tool only appears on the Teach tab.
The Build tab contains the tools and options a designer needs in order to build or design a course. Under the Build tab, a designer can, for example, upload files, add new tools, change tool or item properties, and design the layout of a course.

The course tools menu includes the course content that allows designers to create and organize course content.

The Teach tab contains the tools and functions an instructor needs in order to teach or conduct a course. Under this tab, instructors can grade assessments, discussion topic messages and assignment submissions, set up the grade book, manage groups, and track students.

The instructor tools menu on the teach tab min screen includes manage course, assessment manager, assignment drop box, grade book, group manager, tracking, notes, selective release, and grading forms. The manage course allows designers and instructors to manage course and component settings, course backups and course reset.

The Student View tab is a view of the course as experienced by a student enrolled in the course. The tab displays exactly what students enrolled in the course will see. Students may see different icons on each page than on the Build or Teach tabs, depending upon whether the instructor has icons marked as hidden or are not yet released to the students. Please note, if you can see something in Student View then so can your students.
Opening a Course for the First Time

After logging into MY UMES and selecting Blackboard Learning System, you will want to select a course from the list of courses in which you are enrolled as a designer. The first time a course is opened the course designer will receive a dialogue screen that asks them how they would like to proceed with the course. It is at this time that designers have the option of setting up a bank course or assigning content from another course or file. Three options are available.

**WARNING!** Be careful what you select as this choice is not reversible. If you inadvertently select the wrong option, please contact Mr. Kaye Pinhey with the UMES Center for Instructional Technology to have your course completely reset which will result in you losing your progress.

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**Setting Up a Blank Course**

- Select this option to start designing this course without assigning content. If you are starting from scratch than this will be the most logical option. Please note, this is the default and is not advised for those of you who have an existing course website from which you would like to bring over content. If you are not sure, do not click continue but rather please contact Mr. Kaye Pinhey with the UMES Center for Instructional Technology.

**Copy Content from Another Course**

- Select from courses in which you are enrolled as a designer. *This is what you will want to select when you want to reuse course content from semester to semester.* This feature allows you to replicate a course with just a couple of clicks. This is a particularly valuable feature and will bring in all the content from one semester excluding (announcements, calendar entries, and student information from the previous semester). Dates will need to be reset unless a Date Rollover is performed. Please note that you are only able to copy content from a course and section that you have previously
been designated as the designer/instructor. If you need to copy content from a course that has been taught by another instructor previously, then you will need to obtain special permission from both the instructor and the department chair as well as contact Mr. Kaye Pinhey from the UMES Center for Instructional Technology.

**Import Content from File**

- Select this option to start importing course content from exported course file(s). This is suggested when you only need individually course components or when you are using course information from another instructor’s section.

Choosing Set up a Blank Course allows you to proceed further; otherwise:

- From the Course Set Up screen select **Copy content from another course** and click Continue
- You will see all of the courses that you have taught using Blackboard CE 6 previously (WebCT 4.2 courses are no longer available).
- Select the course from which you want to copy content and click **Continue**.
- You can continue to build the course by adding or modifying content.
- For more directions on course set up including performing Date Rollovers, please refer to the section on Course Management.

![Copy content from another course](image-url)
Accessing Content on the Home Page

The Home Page screen is the first screen of the Course Content tool. To access items on the Home Page screen simply click on the item.

Accessing Course Tools

The Course Tools contains a list of links to content in the Course Content tool. If the Course Content Map is not visible click the Expand Course Content Map carrot. If the Course Content Map appears as a drop-down list, select the content item and click the Go icon. If you are viewing your list of tools and find that there are tools missing or that you have extra tools you would like removed then you will need to edit your tools (See Customizing Tools).
Customizing the Home Page

In the Build mode of the Course Content tool you are able to customize individual course Home Pages which enables you to: add/change/move tools on the course menu, change/move icons along with titles and descriptions, select a page layout, create a custom page layout, add/remove a background image, set a background color, add/delete headers and footers, add content links, and create content folders.

- From the course Home Page select Page Options.
- Click Customize Page Display: Home Page.
- Under Layout Template, select one of the predefined custom layouts and click Apply.
- To create a customized layout select Custom Layout. Depending on your institutional settings the remaining options may only be available with a custom layout.
- Use the check boxes to determine whether
  - You want to change all existing folders to these settings
  - Set as default
- Under Layout Preview select:
  - Number of columns
  - Icon/Text and determine whether you want both, icon only, or text only.
  - Icon Placement determine where you want icons located
  - Set Alignment
  - Determine Table Width
- Under Background Image, click Browse. Navigate and select the image.
- Under Background Color, click Select Color.
  - Click a color.
- Click Select
- When you are done with your customization click Apply.
Selecting Course Tools

Course tools refers to the various tools and content sections that will be utilized during the course.

- Click Tools
- Select the check boxes next to the tools you would like to appear
- To remove a tool, clear the check box
- Click “Save”
The course tools menu bar serves as the navigation menu for the course and it enables designers, instructors, and students to access all the tools and content sections of the online course. You can add or remove tools at any time; however, if the tool has not been added than it cannot be utilized. Additionally, some tools impact additional functionality. For example, it is necessary to enable the web links tool even if you do not intend on having a link specific section of your course website. If you do not enable web links then you will not be able to add links internal or otherwise anywhere in the course website.
## Tools

Add tools to the course by selecting the check boxes. Remove tools by clearing the check boxes. If you remove a tool, all content in that tool is saved and available if you add the tool again.

### Organizational Tools
- **Calendar**
  - Enter important events and deadlines, and allow Students to enter their own events.
- **Search**
  - Search for content in the course.
- **Syllabus**
  - Provide course requirements, objectives, and policies.

### Communication Tools
- **Announcements**
  - Post important information in a central location.
- **Chat**
  - Chat with other users in the course in real time, or use the Whiteboard to display images.
- **Discussions**
  - Post and respond to messages on specific topics.
- **Mail**
  - Send messages to other users.
- **Roster**
  - Roster
- **Who's Online**
  - Chat with other users who are logged in to the Learning System.

### Student Learning Activities
- **Assessments**
  - Create quizzes, self tests, and surveys.
- **Assignments**
  - Create assignments for Students to submit online. Students can work independently or in groups.
- **Goals**
  - Create goals that list the qualitative and quantitative performance expected in your course.

### Content Tools
- **Learning Modules**
  - Organize and present content and activities to Students.
- **Local Content**
  - Allow Students to easily access large files from a portable medium, such as CD-ROM, instead of downloading the files from the Learning System.
- **Media Library**
  - Create a glossary or image collection.
- **SCORM**
  - Import SCORM-compliant packages, or modules, to be used as course content. SCORM modules can be added to the Home Page, other folders, and learning modules.
- **Web Links**
  - Create links to Internet resources.

### Student Tools
- **My Files**
  - Allow Students to store their own files.
- **My Grades**
  - Allow Students to check their grades.
- **My Progress**
  - Allow Students to track their progress.
- **Notes**
  - Allow Students to take notes.
Adding Text to the Home Page/ Adding or Editing Headers and Footers

You can customize the look of your Home Page including background images, links, and content; however, if you would like to add textual elements you will need to work with headers and footers. Headers can be fairly simple or then can include extensive graphical elements. They can also be fairly short or be lengthy passages that include relevant course content. To add headers and footers, you can use HTML or plain text. If you are using HTML, you can hand code the HTML or use the HTML Creator. Please note that not all institutions avail the HTML creator. Additionally, in order for the html creator to function your computer will need to have an updated version of Java installed.

➢ From the course Home Page select Page Options.
➢ Click Edit header or Edit footer.
➢ Add or edit the text for the header or footer:
  o To add or edit the text in Plain Text format, enter the text. The header or footer will appear exactly as you have typed it.
  o To add or edit the text in HTML format, you can use the HTML Creator or hand code the HTML:
    ▪ To use the HTML Creator, click Enable HTML Creator.
    ▪ You may also hand code the HTML or cut and paste HTML code from another source. (See Using the HTML Creator for detailed instructions).
➢ If you want to use the header or footer as the default for all content folders in the Course Content tool, select this option. If you have existing headers or footers, they are kept.
➢ Click Save.
Adding a Banner

To add an image or banner

➢ Click Page Options
➢ Select edit header
➢ Enable the HTML Creator
➢ Click the insert image icon
➢ Click the browser button and locate the image you want to insert
➢ Under display, enter an alternate text description in the alt text field
➢ Next to the border field, enter a value if you want a border to appear around the image; if not, leave it blank
➢ Click ok
➢ Click save
Using the HTML Creator

The HTML Creator is available in many areas when building the course. It is a simple and easy to use html editor that is not unlike using Microsoft FrontPage or MS Word. Depending on the institution’s settings the HTML Creator may or may not be available to you. Additionally, its usage requires a computer to have an updated version of Java installed. If you do not have this feature available, please contact the UMES Office of Information Technology to have an updated version of Java installed.

The HTML Creator consists of the following:

- A toolbar that contains buttons for formatting content and inserting objects, such as tables, links, and images.
- An editing area where you enter content.
- Tabs that allow you to display content in either WYSIWYG (What You See Is What You Get) view or Source View.

➢ Click Enable HTML Creator.

➢ In the HTML Creator editing area, enter your content. Use the HTML Creator toolbar to format your text and insert objects. It can be used to create headers/footers, banners, announcements, assignments, discussions, quizzes and exam directions, content modules, web pages, and other useful elements.
Adding a Syllabus

The syllabus tool allows you to import a syllabus file from another source or create a syllabus using the syllabus builder tool. Most users will elect to import a syllabus making it available in either pdf, doc(x), html, or mht formats.

To Import a Syllabus File

➢ In the Build mode select Syllabus from Course Tools
➢ From the Syllabus screen, under Select Syllabus Type, select Use File and click Select.
➢ Under Select Syllabus, click Browse. The Content Browser pop-up window appears.
➢ Locate and select the file and click OK

Using the Syllabus Building Tool

➢ In the Build mode select Syllabus from Course Tools
➢ From the Syllabus screen, under Select Syllabus Type, select Use Built In and click Select.
➢ Build your syllabus by selecting items to add from the Add Syllabus Item drop down list
➢ Continue until you are satisfied
Learning Modules

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

- Under Course Tools select **Learning Modules**
To create or add a learning module select Create Learning Module

Enter a title and a description

Next to Item Visibility, select to show or hide the item.

Complete the Table of Contents section:

From the Numbering drop-down list, select a numbering style for the table of contents.

Under Display Table of Contents, select whether to display the table of contents in a separate pane on the left. If you select Do not display, the table of contents will not display in a separate pane on the left, but can still be set to display as the first page in the learning module.

Under First page of the learning module should be, select whether the first page in the learning module should be the first page in the table of contents, or the table of contents.

Under Goals, if you want to associate a goal: Click Select Goals.

Select the items and click Add Selected.

Click Save. Now you can add items.
Adding Content to Learning Modules

- Select the underlined name of the module
- To add a file select Add File
- Select Browse for Files under the drop down box
- 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, network drive, thumb drive, or another external source select My Computer
- When you select my computer a screen will pop up that will allow you to browse your workstation and choose a file
- 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 Create A File Option

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

- Single click on Add File to expand the drop down
- Rather than selecting Browse for File choose Create File
- Give the file a title
- Using the HTML editor cut and paste your content.
- Your file will automatically be saved in the root directory of the file manager as an HTML file.
Create File

*Title:

*Content:

File name: 
If no file name is entered, the title will be used as the file name.

Item Visibility:  
Show Item  
Hide Item

Your file will be saved in the root directory of File Manager.

Goals
Associate goals with this page.

Select Goals

Save  Cancel  Save and Add Another

Required field
Creating Course Content Links

You can add content links to different content items such as discussions, assessments, URLs, or learning modules. This is usually done to expedite navigation or highlight content areas. Links to most areas can be created; however, you cannot add content links to items in the Announcements, Calendar, Mail or Who's Online tools. If you want Students to use these tools, you must show these tools on the course menu.

- From the course Home Page click Add Content Link.
- From the drop down list select the tool from where you would like to add a link.
- Do one of the following:
  - If the content item is already created, select the item such as an assignment, learning module, discussion, assessment, or etcetera click Add Selected.
  - If the content item has not been created, click the Create option.

Customizing Links

Once created, you can customize links.

- In build select the carrot next to the link
- Click Customize Link.
- Under Linked To, note the location of the item and ensure this is the link that you want to customize.
- In the Custom Title for this Link text box, customize the title.
- If you want this link to open in a new browser window, select this option.
- In the Custom Description for this Link text box, customize the description.
- Customize the icon
- Click Save.
Showing or Hiding Links

To show/hide an item, locate the item and click its carrot. Click **Show or Hide Item as desired**.
Creating Content Folders

You can create content folders to expedite navigation and/or to organize content according to your specification such as weekly or topically. Many instructors will elect to place multiple folders on their Home Page in order to ease the navigation for students.

- From the Course Home Page/Course Content tool, click Create Folder.
- Enter a title and description.
- Next to Item Visibility, select to show or hide the item for Students.
- Click Save.
- To add content to the folder click on the carrot next to the folder
- Select Go to Folder
- Choose whether you want to add subfolder by selecting Add Folder, create a content link by selecting Add Content Link, or add files by selecting Add File.
- If you select Add Folder repeat the above directions.
- If you select Add Content Link, from the drop down list select the tool from where you would like to add a link, then select the course content item desired click Add Selected.
- If you select Add File you can choose to either Browse (preferred) or Create a File. It is recommend creating all your materials then adding them to folders already completed.
  - If you click Browse the Content Browser screen will open.
  - Select a location for locating your content. Your options include My Files (all of the files you available in Blackboard), Class Files (files that have already been added to the particular course you are working on), or My Computer (allows you to locate files stored either on your computer, on a thumb drive or other storage device, or on a server).
    - If you choose My Computer select Browse.
    - Locate the file from its destination and select OK. You may upload multiple files simultaneously.
Editing Folders

- Locate the folder that you want to edit and click its carrot.
- Click Edit Properties.
- In the Title text box, edit the title.
- In the Description text box, edit the description.
- Next to Item Visibility, select to show or hide the item for Students.
- Customize the icon
- Click Save
Web Links

The Web Links tool is used to create a collection of URLs (Uniform Resource Locators) otherwise known as Internet addressed. You can set the web page to open in a new browser window and you can also set release criteria. They can also be categorized or have permissions set.

Suggestion: 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 Home Page. (See directions for creating folders)

To Add URLs

- Under Course Tools select **WebLinks**
- Select Create **WebLink**
- Enter the title
- Enter a description
- Type in the correct URL
  - You can also create links that are internal to the course web site or links to files that are stored on your Q drive
- You may also assign the URL to a category if you have already established categories; however, categorizing URLs is optional,
- Select Create Category a button located to the immediate right of Create WebLink
- Under Create Category enter a title and description
- You can then click on your WebLink in the Build mode and assign a category
- Scroll down to select enter
Create Web Link

*Title:

Description:

Item Visibility:  • Show Item  • Hide Item

Web Address (URL)

  • http://
  □ Open in a new browser window

Created by
  Mr Nicole Buzzetto-More

Category (Web Links can be organized into categories.)
  Select Category:  ▼ None

Goals
  Associate goals with this web link.

  Select Goals

Save  Cancel  Save and Create Another
Media Library and Glossary

The Media Library tool can be used to build a database of text, image, video, and audio entries to enhance your course. These items are organized into collections. A collection, called Glossary, is automatically created for you by default, but you can also create other collections to group entries that are related.

Creating Entries

An entry can consist of glossary item, or it can be a text, graphic, video, or an audio file. You can create a link to an entry by adding the entry's title link in HTML files anywhere in your course.

➢ In the Build mode select Media Library (make sure Media Library has been made an available tool in Manage Course)

➢ You will see the default collection Glossary already available. It does not contain content unless added by you.

➢ Either click Create Collection or click on the Glossary to begin adding entries to the Glossary.

  o If you click Create Collection:
    ▪ enter a Title,
    ▪ Description,
    ▪ choose whether to Show or Hide,
    ▪ enter Keywords,
    ▪ Click Save.

➢ In a collection, click Create Entry. If you are a designer, you can also go to the View All Entries screen and click Create Entry.

➢ Enter a title.

  o If you want to create automatic links from HTML files to this Media Library entry, this title must exactly match the word or phrase in the HTML file.

➢ If you want, select to display the title in italics.

➢ Enter a description or definition for the entry in Plain Text or HTML format (you can either enter HTML code or use the HTML Creator).

➢ If you want to include a file with the entry, such as an image or audio file:
Click **Browse**. The Content Browser pop-up window appears.

Locate and select the files.

- If you selected a file in Repository or Template Manager, do one of the following:
  - If you have not already subscribed to the file, either:
    - Create a subscription to the file, select **Subscribe** and click **OK**
    - Create a copy of the file that you can edit, select **Copy** and click **OK**.
  - If you have already subscribed to the file, either use the existing subscription by selecting **Keep** and click **OK** or create a copy of the file that you can edit by selecting **Keep and copy** and click **OK**.

- If you want to remove a file that you have included:
  - Click the **Remove** icon.
  - Click **OK**.

  ➤ In the Keywords text box, enter keywords separated by commas.
  ➤ Under **Display this entry in the following collections**, select each collection in which to display the entry.
  ➤ If you want to create links to the entry in HTML files, do the following:
    - Next to **More Options**, click the **Expand/Collapse** icon.
    - Under **Entry linking**, select how you want the entry to be linked:
      - To link only selected instances of the entry title in files, select **Manual**.
      - To automatically link only the first instance of the entry title in all files, select **Automatic: first instance**.
      - To automatically link all instances of the entry title in all files, select **Automatic: all instances**.
  ➤ Click **Save**.
Editing Entries
You can change the title, description, and keywords for an entry. You can also add, remove, or change the file associated with the entry, change which collections the entry is included in, or change the linking option.

- In a collection, locate the entry that you want to edit and click its carrot.
- Click Edit.
- Edit the title.
- Decide if you want to display the title in italics.
Edit the description or definition in Plain Text or HTML format:

Add or change the file associated with the entry:

Enter keywords separated by commas, or edit the existing keywords.

Under Display this entry in the following collections, select each collection in which to display the entry.

If you want to create links to the entry in HTML files, or edit how the entry is linked in HTML files, Next to More Options, click the Expand/Collapse icon.

Click Save.

Click OK.

If you edited the entry title and want to maintain links to HTML files, you must open each HTML file and edit the linked word or phrase to match the edited title of the entry.
SCORM Modules
Sharable Content Object Reference Model (SCORM)-compliant content packages are created outside of the Blackboard Learning System and imported into your course as a .zip file. SCORM content packages can contain the following two types of learning objects:

- **Assets**: normally files or images, such as an HTML file
- **Sharable Content Objects (SCOs)**, such as a quiz

SCORM modules are displayed in a user interface very similar to that of a learning module, including a table of contents and Previous and Next icons for navigation.

- To create a SCORM Module from the SCORM Modules screen, click **Create SCORM Module**.
- Enter a title.
- From the Numbering drop-down list, select the numbering style you want to use for the SCORM module's table of contents.
- In the Author text box, enter your name.
- In the Keywords text box, enter searchable keywords that relate to the SCORM module.
- In the Description text box, enter a description of the SCORM module.
- Next to Gradable, select whether the SCORM module is gradable. Only SCORM modules that contain gradable content for which students are assigned a grade within the SCORM module and for which you select the gradable option will produce grades that appear in the **Grade Book**
- Under Navigation Controls, select how you want students to navigate the SCORM module.
- Next to File, click **Browse**. Locate and select the file you want to import.
- Click **Save**.
Import SCORM Module

Title:  
Numbering: 1, 1.1, 1.1.1, 2...
Author:
Keywords:
Description:
Gradable: Yes  No

Only SCORM modules that contain gradable content for which Students are assigned a grade within the SCORM module and for which you select the gradable option will produce grades that appear in the Grade Book tool of the Teach tab.

Navigation Controls
- Display the table of contents only
- Display the Previous/Next icons only
- Display both the table of contents and the Previous/Next icons
- Do not display any navigation controls

File (.zip): Browse...

Import as Zip file

Save  Cancel  Save and Import Another

* Required field
Communication Tools

Interaction and feedback among students, between students and the instructor, and between students and instructional materials are key issues to consider in any course but especially in a course that is delivered online. The use of communication tools should be thoughtful and educationally relevant. When thoughtfully implemented the benefits are numerous and can include:

- collaboration,
- social discourse,
- problem solving,
- exploration,
- anchored instruction,
- knowledge application
- critical thinking (analysis, synthesis, evaluation),
- the revisiting of information in multiple perspectives and representations,
- A global orientation,
- knowledge construction, and
- and etcetera

Announcements Tool

Announcements provide a mechanism for maintaining communication between instructors and students through message broadcasting. Announcements can be used for class updates (i.e. to call students’ attention to changes in assignments, upcoming tests and/or quizzes) and to remind students about procedures and due dates. Announcements are one way communication usually used to help direct learning and have been shown to be an exactly means for helping students to stay on track.

Accessing the Announcements Tool

- Click the Announcements Tool located under the Course Tools
Creating an Announcement

- Click “Create Announcement”
  - Enter a title of the announcement
  - Type the message in the space provided
- Select recipients
- Set delivery dates
- Choose whether to deliver as a pop up message
- Click “Send”
**Integrated Chat and Whiteboard**

Chats are real time (synchronous) online interactions that may or may not be facilitated or lead but which usually maintain a log. Chats can be textual, presentational, and/or include audio and video.

**Uses of Chat**

Many educators struggle with ways to utilize the Chat tool. A few notable are: virtual office hours, to support guest speakers, for tutoring sections, to stimulate communication and collaboration, hold business meetings, host study sessions, and for real-time lectures and discussions. If chat participation is going to be graded, then it is recommended that guidelines and standards are established and that a rubric is utilized for effective assessment.

**Accessing the Chat Tool**

- Click the Chat Tool located under the Course Tools
- Click “Create Chat or Whiteboard Room”

**To Create a Chat Room**

You can create a Chat room, a Whiteboard room, or a combined Chat and Whiteboard room.

- From the Chat screen, click **Create Chat or Whiteboard Room**.
- Enter a title and description in either Plain Text, HTML code, or by using the HTML Creator.
- Next to Item Visibility, select to show or hide the item for Students.
- In the Maximum users text box, enter the maximum number of users allowed in the room at one time.
- Below Type, select whether the room will be Chat and Whiteboard, Chat only, or Whiteboard only.
- Under Goals, if you want to associate a goal with this room:
  - Click **Select Goals**.
  - Select each goal you want to associate.
  - Click **Add Selected**.
- If you want to specify additional room settings, next to More Options
- Specify the following room settings:
  - For combined rooms, if you want to allow users to hide Chat or Whiteboard so that only the other displays, select Allow users to hide or show Chat or Whiteboard in a combined room.
  - If you want to allow users to send private Chat messages, select Allow private Chat messages.
  - If you want to allow users to identify themselves in the room using an alias, select Allow alias.
If you want to maintain a Chat room log, select Maintain Chat room log.

- Click Save.

### Sending Messages

You can send messages to all users in the Chat room.

- From the Chat room, in the text box at the bottom of the screen, type your message.
- Press enter on your keyboard or click Send.
Using the Whiteboard

BlackBoard CE 6 combined Chat and Whiteboard into a single integrated tool. This feature allows the instructor to control access and includes the use of a hand raise mode as well as the option of uploading and creating slides using the drawing capabilities of Whiteboard. The Whiteboard technology also allows the instructor and students to draw and label pictures and diagrams. The Whiteboard tool has features that enable you to enter text, draw objects or lines, insert objects, move items, display images, duplicate items, move items, delete items, change colors, use x and y coordinates, undoe, and print.

Managing Users

You can manage users by reviewing chat logs following chat completion or during chats by enabling and disabling the following activities: access, hand raising, participation, and/or passing the microphone/pen.

Editing Chats

- From the Course Content menu select Chat
- Expand the carrot next to the chat you would like to edit
- Select from the following option
- Go to Chat
- Edit Properties
- Show/Hide Item
- View Links to this Item
Discussions

A discussion is an oral exploration of a topic, object, concept or experience. They are a form of asynchronous computer-mediated communication (CMC) used to support reflection and social negotiation when used to promote discussions about course topics and readings. Additionally, students are able to continue the discussions beyond the confines of the physical classroom. All learners need frequent opportunities to generate and share their questions and ideas. Teachers who encourage and accept students’ questions and comments without judgment and clarify understandings by paraphrasing difficult terms stimulate the exchange of ideas.

With the Blackboard CE 6 Discussion Tool discussions can be created that are either threaded (organized and categorized topically in a hierarchical order) or unthreaded (organized chronologically in a list).

Sample Discussion Ideas

- Topic debates
- Article and book reviews
- Social and critical commentaries
- Group work
- Information Compiling and Sharing
- Role Playing
- Brainstorming
- Free writing
- Categorizing
- Conferencing
- Language Practice
- Researching
- Guided Inquiry
- Journaling
- Guest Speakers
- Study Sessions

Assessment

Rubrics which are referred to as Grading Forms in Blackboard can be used to evaluate student participation and to communicate expectations to students. When used to communicate expectations, the grading form becomes an instructional guide and an evaluation tool when used to assess the level of discussions.

Some Sample Rubrics Follow
Treasure Valley Community College Rubric

- **A-LEVEL PARTICIPATION**
  - The participant consistently posted insightful comments and questions that prompted on-topic discussion.
  - The participant consistently helped clarify or synthesize other group members’ ideas.
  - If disagreeing with another group members’ ideas, the participant stated his or her disagreement or objections clearly, yet politely.

- **B-LEVEL PARTICIPATION**
  - The participant was notably lacking in one or two of the items listed for A-level participation.
  - The participant consistently had to be prompted or coerced to participate.
  - The participant usually, but not always, expressed herself or himself clearly.

- **C-LEVEL PARTICIPATION**
  - The participant was consistently lacking in two or more of the items listed for A-level participation.
  - The participant was extremely reluctant to participate, even when prompted.
  - The participant rarely expressed himself or herself clearly.

- **D-LEVEL PARTICIPATION**
  - The participant frequently attempted (success is irrelevant) to draw the discussion off-topic, even if the participant's participation otherwise conforms to a higher level on the rubric.

- **F-LEVEL PARTICIPATION**
  - The participant was rude or abusive to other course participants. The participant consistently failed or refused to participate at all, even when specifically prompted or questioned, even if the participant's participation otherwise conforms to a higher level on the rubric.

---

Florida State University Rubric

<table>
<thead>
<tr>
<th>Points</th>
<th>Discussion questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>added new comments or responses to most questions; showed understanding of issues and/or guided others to resolve problems</td>
</tr>
<tr>
<td>2</td>
<td>added new comments or responses to few questions; showed some knowledge of issues and/or guided others to resolve problems</td>
</tr>
<tr>
<td>1</td>
<td>added new comments or responses only to one question</td>
</tr>
<tr>
<td>0</td>
<td>no participation</td>
</tr>
</tbody>
</table>
### Assessing Effectiveness of Student Participation in Online Discussions

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Unit</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Promptness and Initiative</th>
<th>Delivery of Post</th>
<th>Relevance of Post</th>
<th>Expression Within the Post</th>
<th>Contribution to the Learning Community</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Does not respond to most postings; rarely participates freely</td>
<td>Utilizes poor spelling and grammar in most posts; posts appear “hasty”</td>
<td>Posts topics which do not relate to the discussion content; makes short or irrelevant remarks</td>
<td>Does not express opinions or ideas clearly; no connection to topic</td>
<td>Does not make effort to participate in learning community as it develops; seems indifferent</td>
</tr>
<tr>
<td></td>
<td>Responds to most postings several days after initial discussion; limited initiative</td>
<td>Errors in spelling and grammar evidenced in several posts</td>
<td>Occasionally posts off topic; most posts are short in length and offer no further insight into the topic</td>
<td>Unclear connection to topic evidenced in minimal expression of opinions or ideas</td>
<td>Occasionally makes meaningful reflection on group’s efforts; marginal effort to become involved with group</td>
</tr>
<tr>
<td></td>
<td>Responds to most postings within a 24 hour period; requires occasional prompting to post</td>
<td>Few grammatical or spelling errors are noted in posts</td>
<td>Frequently posts topics that are related to discussion content; prompts further discussion of topic</td>
<td>Opinions and ideas are stated unclearly with occasional lack of connection to topic</td>
<td>Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by the group; interacts freely</td>
</tr>
<tr>
<td></td>
<td>Consistently responds to postings in less than 24 hours; demonstrates good self-initiative</td>
<td>Consistently uses grammatically correct posts with rare misspellings</td>
<td>Consistently posts topics related to discussion topic; cites additional references related to topic</td>
<td>Expresses opinions and ideas in a clear and concise manner with obvious connection to topic</td>
<td>Aware of needs of community; frequently attempts to motivate the group discussion; presents creative approaches to topic</td>
</tr>
</tbody>
</table>

### What are some key tips for successful implementation?

- Make participation a graded requirement
- Establish guidelines and standards
- Determine role of instructor
- Use rubric to assess student performance
**Resources for Successful Discussions**

UMUC Guidelines for Online Etiquette  
http://tychousa4.umuc.edu/help.nsf/htmlmedia/netiquette.html

Assessment, Feedback and Rubrics  
A selection of articles discussing practical approaches to student assessment.  
http://deoracle.org/online-pedagogy/assessment-feedback-rubrics/

Audio Comments in the Online Classroom Pedagogically Sound, Ergonomically Necessary  

Making Your Discussions More Engaging From Columbia University  

Classroom Discussion Management Guide  
http://www.schreyerinstitute.psu.edu/pdf/ClassDiscussion.pdf

Discussions, Blogs, and Chats from ProTeacher  
http://www.proteacher.net/?ref=topframe

Teaching by Discussion  
http://www.schreyerinstitute.psu.edu/Tools/Discuss/

Improving Discussions (By Cashin and McKnight)  

Answering and Asking Questions (By Cashin)  

Tactics for Effective Questioning  
http://ctl.stanford.edu/Tomprof/postings/121.html

The Dreaded Discussion: Ten Ways to Start  
http://www.carroll.edu/~msmillie/Honorscholars/TenWaysDisc.html
Creating a Discussion

- In either the **Build or Teach** mode Click **Discussions** from the Course Contents menu
- Click Create Discussion Topic
- Enter a title for the discussion
- Add a description of the discussion using either Plain Text or by using the HTML Creator
- Select item visibility
  - Show item
  - Hide item
- If desired, associate with or set a category.
  - If a category has already been established use the drop down
  - Otherwise select Create Category
- Select grading options
  - Topic is Not Gradable
  - If you want the topic to be gradable, under **Allow the topic to be graded**:
    - **Select a grading scheme**
      - To assign a numeric grade, select Numeric grade and, in the Out of text box enter the maximum grade that can be attained.
      - To assign a letter grade, select Alphanumeric grade.
      - To grade the topic using a grading form (the Grading form must be pre-created for directions refer to the Course Management chapter):
- If you need to remove a grading form that is currently selected, click the Remove.
- Select Grade by grading form and then click **Select Grading Form**.
  - Select the grading form.
- Click **Select**.
  - If you want the Grade Book column for this topic to have a name other than the topic title, enter the name in the Grade Book column title text box.
  - If you want Students to see their grades for this topic, select Release grade to Students in My Grades.
- **If you want to associate a goal with this topic:**
  - Click **Select Goals**.
  - Select the items and click **Add Selected**.
- **Next to Peer Review, click the Expand/Collapse icon to set peer review preferences:**
  - If you do not want to allow peer review, select Do not enable Peer Review in this topic.
  - If you want to use peer review:
    - Select the type of peer review:
      - If you want to allow peer review using a simple scale:
        - Select Allow Students to review messages using a simple rating scale and then click **Create Scale**.
        - Set up the rating scale:
          - To include instructions, enter them in the text box.
          - To allow users to include a comment with the rating, select Allow users to justify their review.
          - To add a star rating, click **Add Rating** and enter the label in the text box.
          - To remove a star rating, click **Remove Rating**.
          - To change the label of a rating, click its **Edit** icon.
        - Click **Save**.
      - If you want to allow peer review using a grading form:
        - Select Allow Students to review messages using a grading form and then click **Select Grading Form**.
        - Select the grading form.
        - Click **Select**.
• Under Peer review visibility, select one of the following:
  • Students see reviews of their own messages only.
  • Students see reviews of all messages.

• To prevent reviewers' names from displaying to students, select Make reviews anonymous. Instructors can always see reviewers' names.

• Next to Topic Behavior Options, click **Expand/Collapse** icon to set Student Posting Rules for the topic:
  o If you want to allow Students to contribute to a topic:
    • Select one of the following:
      • Students can post messages and reply to messages.
      • Students can post messages but cannot reply to messages.
      • Students can reply to messages but cannot post messages.
    • To allow Students to edit their messages, select Students can edit their messages after posting them.
  o If you want to allow Students to read messages but prevent them from contributing to a topic, select Lock this topic for students. Section Instructors and Teaching Assistants can post messages to a locked topic.

• Under Author Identification, specify whether Students' names should display with their messages:
  o For user names to display, select Authors are identified by user names.
  o For postings to remain anonymous, select Authors are anonymous to Students.

• If you are creating a journal topic, under Journal Privacy, specify whether journals are public or private.

• Under Artifact Creation for Portfolios, you can allow Students to save their discussion messages for use in their portfolios.

• Some feature are dependent on adoption of the Blackboard Portfolio System.

• Click **Save**.
To read or reply to messages

- Activate the Teach tab from the main menu (see screenshot below). To read a discussion posting, you must select the underlined subject.

- Once you have opened a discussion and you want to reply, click the reply button located at the bottom of the message.

- Once you click the reply button, a new screen is displayed which allows you to create a new message.

- Type your message in message block, use HTML, insert an equation, or use the HTML Creator

- To add an attachment click Add Attachment
  - Browse and select the item to be attached.

- To preview a message select Preview

- To save as a draft to be sent later select Save as Draft

- Click “Post”
Grading Discussions

Blackboard has an option that allows the instructor evaluate and grade student participation in class discussions. To access the discussion grading console, click on the drop-down action link menu next to the discussion topic, then select grade discussion. The discussion grading console allows the instructor to enter grades and to view statistics for each topic. BlackBoard CE 6 provides the total number of messages read, total number of new messages posted, and the total number of replies posted for each student. Additionally, instructors can review postings for specific students before administering the grade.

Once you input the grades, they are automatically entered in the BlackBoard CE 6 grade book. Note: it is advisable to determine your grading criteria before accessing the discussion grade console. (See examples of discussion grading rubrics presented in this chapter for suggestions).
Mail System

The Mail screen will contain four folders: Inbox, Sent Mail, Drafts, and Deleted Mail. Although the mail system is set up as an internal system, email can be forwarded to an external email account. This can be done in the mail set up in My Home Page. Directions can be found in this book in the Course Management chapter.

To Create Message

- Click **Create Message**
- Click **Browse for Recipients**
  - Select the names of individuals in the course
  - The name(s) will appear in either the “to”, “cc”, or “bcc” fields as designated by the user
  - Enter a subject in the appropriately titled field
  - Type the message
- Click **Add Attachments**
  - Click this button only if you have an attachment to add
- Click **Send**
**Additional Communications Tools Used in E-Learning**

**Blogs**

Blogs are a running commentary on a particular subject or a form of journal/diary. They often combine text, images, links to other blogs, Web pages, and other media. Many are interactive enabling comments. Some types of blogs: Facebook/MySpace/Friendster, ArtLogs, PhotoBlogs, VideoBlogs (vlogs), PodCast Bogs (plogs), and social bookmarking (sites like Delicious).

**Wikis**

Wikis are software or more commonly a Web page that gives users the ability to collaboratively create, edit, link, build, and organize the content. Think collaborative and community meaning making and Website design.

**Social Bookmarking**

Social Bookmarking involves collecting, organizing, storing, and sharing web links for personal expression, referencing, and etcetera which can be an individual or collaborative endeavor. When developed the collection creates new meaning for the links.

**Vokis**

Voki are talking characters that individuals use to express themselves on the web using their own voice. Users can customize their Voki to look like them or take on the identity of lots of other types of characters… animals, monsters, anime etc.
Second Life

Second Life is an expansive and ever growing online world that is entirely built and owned by its residents. First opening to the public in 2003, it has grown exponentially and today is inhabited by almost 10 million individuals from across the globe. Second Life world is best described as an immense digital landscape. Residents can walk or fly, drive, or teleport to various places; communicate with others; participate in events; create, buy, sell, market, and trade objects with other residents; build real world-like facilities and environments; attend lectures and classes; and engage in experiential learning. Second Life (SL) has been propagated as a unique and flexible platform for educators and business professionals interested in e-learning, cooperative work, intercultural communications, experiential learning, simulation, new media studies, and corporate training acting as a globally networked virtual space (Buzzetto-More, 2009). Using Second Life to supplement traditional classroom environments also provides new opportunities for enriching existing curriculum through authentic and flexible non linear learning experiences (Buzzetto-More, 2008). According to the Delphi Center at the University of Louisville (2008) the benefits of Second Life are that:

- “Students are digital natives whose motivation may be boosted with technology
- Simulations are realistic and can provide difficult-to-create experiences
- Learning communities can be created to build social networks
- Links to resources both inside and outside of Second Life are available
- Peers from other educational institutions are already in Second Life
- Meetings and learning experiences that are fun and engaging are easy to conduct in Second Life” (2008).

Where can I find further information? (materials, websites, groups, tutorials)

- Blogs: https://www.blogger.com/start
- Social Bookmarking: http://del.icio.us/
- Voki: http://www.voki.com/about_voki.php
- Second Life: http://secondlife.com/ See also Buzzetto-More 2009 Book Chapter
- Wikis:
  - http://www.wikispaces.com/
  - http://pbwiki.com/
Calendar

When creating assignments and assessments, you can select the box next to Create Calendar Entry which will create an entire corresponding entry in the calendar with an active link otherwise: To Access the Calendar-
Click Calendar under the Course Tools

- To add an entry
  - Select Add Entry
    - Enter the title and description
  - Select dates for viewing
  - Designate access
  - Click Save
Who’s Online

Who’s Online displays the names of other users logged into the course and whether or not they are available to start a conversation. Instructors and students have the option of masking their online status if they wish not to make their presence known at a given time.

To Access Who’s Online

- Select Who’s Online from the menu under Course Tools.

To Send Chat Invitation from Who’s Online

- Select the box next to the user name
- Click Send Chat Invitation
  - (dialogue box below will appear)
- Type your message
- Click Send Invitation to begin the conversation

Assignments and Group Work

Assignment Section

The Assignment Section is a versatile tool that allows instructors to create assignments that can be associated with a variety of release criteria, due dates, group affiliation, student portfolios, course goals, grade book columns, and/or grading forms. All assignments appear on the Assignments screen. Release criteria can be used to control when and to whom the assignment is available, the assignment is marked (Conditional). These criteria can be modified. Created assignments can be viewed and tested by clicking on the Student View tab which automatically logs you in to a test student account.
Available assignments are listed for students and students click on an available assignment and view either typed instructions, links to resources, or information that open from an instructor uploaded file. Students do their assignment in a format stipulated by the instructor and submit their work. Once submitted assignments are time stamped and pending on the instructor’s designation email alerts can be generated to notify instructors of submission.

Instructors are able to visit the Assignment Drop Box where they are available for to review, comment upon, manage, and grade submitted work. Once the grades are released by the instructor, students are able to visit the course website and view the instructor’s grades and comments. Instructors may even elect to return work to students that require further effort. One of the benefits of the assignment section is that faculty have a time stamped record of assignment submission and evaluation that is permanently stored in a digital and accessible form. Additional benefits include the ability to provide students with timely an immediate feedback without having to wait for a scheduled meeting date. If a second submission is required little time will be lost or wasted.

**Creating or Editing Assignments**

You can use the Assignments tool to create assignments who two format options for student submission.

Text: With this format students can either provide text, attach files, do both. They can enter text directly into the available text box (ideal for shorter assignments), attach files with all most any file extension, or do a combination.

Web site: This type of assignment requires students to submit a ZIP file containing linked HTML files that create a Web site. Students specify an entry point for their Web site and use relative links to link all pages.

You can edit the entire assignment if no students have started it. However, if Students have started an assignment, you should not edit the assignment type or assignment recipients as this may result in a loss of already submitted student work.

You can use the Group Manager tool to create groups and place student into the groups. If you do not have access to the Group Manager tool, you can still select the option to send an assignment to groups, but the assignment is sent after students are placed into groups.
In Build under Course Tools select Assignments
  
  If you are creating an assignment, click **Create Assignment**.
  
  If you are editing an assignment, click the assignment.
  
  Enter a title and description for display to students and instructors.
  
  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). Note that the Hide Item option is selected by default.
  
  Enter instructions for the assignment:
    
    Enter instructions in plain text in the text box.
    
    To enter instructions in HTML format, you can use the **HTML Editor**
  
  You may choose to upload a file such as a worksheet by selecting add attachments.
  
  If you want to attach files:
    
    Click **Add Attachments**.
    
    Locate and select the files you want to attach.
  
  Select the submission format
    
    Selecting assignment recipients:
    
    Send the assignment later.
    
    Send the assignment to individual students.
    
    Send the assignment to individual students who are placed in a group but who will submit individual efforts and receive individual grades.
o Send an assignment to a group of students who will submit one joint project and receive a shared grade.

  o Set due dates, cutoff date, or both:

  o You can also enter dates in numerals separated by forward slashes.

  o If you want to add the due date to the Calendar select Create a corresponding event in the Calendar tool.

  o Set Grading, if you want the assignment to be graded:

  o Select Allow the assignment to be graded. A column for the topic is automatically created in the Grade Book.

  o If you want the Grade Book column title to be different from the assignment title, enter a different title.

  o If you want Students to see their grades for this assignment, select Release grade to Students in My Grades.

  o Select a grading type: Numeric, Alphanumeric, or grading form.

    ▪ Please refer to chapter 7 if you need assistance with the grade book tool.

    ▪ Note: In order to use a grading form, the grading form must be created prior to the generation of the assignment. For directions for creating grading forms please refer to chapter 7.

    ▪ If you would like to use a grading form select Grade by grading form, click Select Grading Form, and select the form.

      o If you want to associate course goals with this assignment select Goals. Select each goal you want to associate and click Add Selected.

      o You may select More Options to designate any of the following configurations.

  o If you want to allow Students to save graded submissions as course artifacts to be added into student portfolios (only available if you have adopted the BlackBoard Portfolio System) select Artifact Creation.

  o If you want students to be able to take back submissions and revise them before the due date, select this option. If you select this option, do not grade submissions until the due date has passed.

  o Under Publishing Submissions, select whether you want to allow only the instructor or instructor and students to make submissions public for viewing.

  o Under Section Instructor Notification, select whether or not you want to receive e-mails when Students submit assignments.

    ▪ Click Save.
<table>
<thead>
<tr>
<th>More Options (Expand this area to see more options.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artifact Creation</td>
</tr>
<tr>
<td>☑ Allow Students to save their submission for this Assignment to their Blackboard Portfolio</td>
</tr>
<tr>
<td>Taking Back Submissions</td>
</tr>
<tr>
<td>☐ Students can take back and correct work after submission</td>
</tr>
<tr>
<td>Publishing Submissions</td>
</tr>
<tr>
<td>☑ Only the Section Instructor can publish submissions</td>
</tr>
<tr>
<td>☐ Both the Section Instructor and Students can publish submissions</td>
</tr>
<tr>
<td>Section Instructor notification:</td>
</tr>
<tr>
<td>☑ Notify Section Instructor when a Student submits this assignment</td>
</tr>
<tr>
<td>Section Instructor's e-mail address:</td>
</tr>
<tr>
<td>☑ Do not send e-mail notification when Student has submitted an assignment</td>
</tr>
</tbody>
</table>
Sending Assignments
You may choose to create an assignment but hold it to be sent at a later date.

- From the Assignments screen, locate the assignment you want to send and click its carrot.
- Click Edit Properties.
- Under Assignment Recipients, designate the recipients:
  - Select Save.
  - Make sure the item is shown.

Grading Assignments and the Assignment Dropbox
Available in the Teach mode the Assignment Dropbox provides an overview of the assignments utilized in the course with respect to the number submitted, ones requiring grading, and ones already graded. You can grade submissions or mark them as complete if the assignments do not require grades. You can also provide feedback to students, return submissions for further work, or publish submissions so all members of the course can view them. To access this tool with the Teach tab activated under Instructor Tools select Assignment Dropbox.
**Viewing Submissions**

- From the Assignment Drop box, click the **Submitted, Not Submitted, Graded, or All** tab.
- Do one of the following:
  - To view submissions for one assignment:
    - From the View by drop-down list, select the assignment and click **Go**.
  - To view submissions for all assignments:
    - From the View by drop-down list, select **All assignments** and click **Go**.

**Evaluating Submissions**

- Under Save Options, select one of the following:
  - If you want to return the submission to the Student or group to work on the submission and submit it again before you grade it, select **Return to Student for further editing**.
  - If you want to continue evaluating the submission later, select **Save for further review and editing**.
  - If the assignment does not require a grade, select **Mark as completed**.
  - If you want to assign a grade, select **Return graded submission to student with the following grade** and enter the grade.
  - If you are using a grading form to grade the assignment:
    - Select **Return graded submission to Student with the following grading form grade** and click **Complete Grading Form**.
    - Complete the grading form
    - Click **Save**. The total score is automatically calculated and appears on the screen.
- **Click Save.**
Working with Groups

The Blackboard CE Group Manager tool is new to version 6.0. It facilitates the creation, management, and assessment of group activities. Students are assigned to groups by the instructor or at random or can register via sign-up sheets. The types of group activities supported include assignment work/submission, chats, and discussions. Group members can submit work as a group or individually and students can be assessed either as a group or individually.

Creating Student Groups

To create a group Select Create Groups

- Select the way you want the group established:
- Select Create Custom Group to create a single group (groups one at a time) and manually set members
- Select Create Multiple Groups if you want to create multiple groups in which you assign members and or members are randomly distributed.
- Select Create Groups with Sign Up Sheets if you want to allow students to sign up to be members of empty groups

Create Groups
How would you like to add members to the groups?

- Create custom group
  (Create a single group and choose the members you want to add to it.)
- Create multiple groups
  (Create empty groups to which you can add members later or create groups in which Students are randomly distributed.)
- Create groups with sign-up sheets
  (Allow Students to select the groups they want to join by using sign-up sheets.)

- Click Continue
- Give the group/group series a name and description and then select how the groups should be created
- How should the groups be created
  - Create empty groups and add members later
    - Specify number of groups to be created
  - Create full groups and randomly distribute student
    - Specify if you want the demo student included
- Set up groups by number of groups or by number of students
- Specify what should be done with extra members
  - distribute among groups
  - place in new group
  - leave to be added manually
- Click continue

**Editing Group Settings**

- From the Group Manager screen select the group you would like to edit and click **Edit Group**.
- Modify the group settings by changing the name and description
- If you want to add members to the group click **Add Members**.
- If you want to remove members from the group select the member or members and click **Remove Selected**.
- Click **Save**.
Editing Sign-Up Sheet Settings

- In the group manager expand the carrot next to the group’s name and select **Edit Sign-Up Sheet**.
- Under Basic Settings, edit the sign-up sheet settings:
  - edit the title.
  - edit the sign-up sheet instructions.
  - edit the location on which to place the link to the sign-up sheet.
- If you want to create additional groups that students can sign up for on the sign-up sheet, click **Create Additional Groups**.
- Click **Save**.
Creating Discussion Topics for Groups

- In the Group manager select the group or groups you would like to create discussions for.
- From the Create Group Activity drop-down list, select Discussion topic and click the Go icon.
- Enter a title. If you are creating topics for multiple groups, the title will be added to the group’s name.
- Enter a description.
- Create or select a category.
• Under Grading, select whether you want Students to receive a grade based on their participation in the topic:
  o If you do not want the topic to be gradable, select Topic is not gradable.
  o If you want the topic to be gradable, under Allow the topic to be graded:
    ▪ Select a grading scheme:
      • To assign a numeric grade, select Numeric grade and, in the Out of text box enter the maximum grade that can be attained.
      • To assign a letter grade, select Alphanumeric grade.
      • Select grade by grading form
    ▪ Choose whether you want students to see their grades
  • Associate goals by clicking Select Goals
  • Under Group Work, if you want to remove one of the groups for which you are creating this discussion topic, next to the group name, select Remove.
  • Next to Topic Behavior Options, click the Expand/Collapse icon to set Student Posting Rules for the topic:
  • Under Author Identification, specify whether Students' names should display with their messages:
  • Under Artifact Creation for Portfolios, you can allow Students to save their discussion messages for use in their portfolios.
  • Click Save.

Creating Chat or Whiteboard Rooms for Groups

To make it easy for groups to collaborate online, you can create chat rooms, whiteboard rooms, or combined chat and whiteboard rooms for groups. Group members can use chat rooms to engage in real-time conversations with other group members. They can also use the chat tool for studying in preparation of exams.

• From the Group Manager screen select all the groups you would like to create a chat for
• From the Create Group Activity drop-down list, select Chat/whiteboard room and click Go.
• Enter a name.
• Enter a description for the room.
• For Type, select whether the room will be Chat and Whiteboard, Chat only, or Whiteboard only.
• Enter the maximum number of group members allowed in the room at once.
• Under Group Work, the groups that you selected in step one above are listed. If you selected more than one group, do one of the following:
If you want to create one room for each of the groups that you selected, select Create a room for each of the following groups.

If you want to create one room for all of the groups that you selected, select Create one room for the following groups.

- If you want to further modify the room settings expand More Options.
- Specify the following room settings:
- Click Save.
Assessment in BlackBoard CE

Blackboard CE supports multiple assessment regimes including portfolios (see separate chapter), quizzes, self tests, surveys, rubrics (known as grading forms in Blackboard, see grading forms section) which can all be directly linked to student learning goals. The efficacy of online assessments has been examined and shown to be effective by a number of studies as well designed web-enabled assessments have been revealed to be more individualized often allowing students to review and pinpoint areas needing improvement.

Types of Assessments

The following assessments can be created in BlackBoard CE:

**Quizzes**: A quiz is an online test that students complete and submit for marks. The marks are recorded in the grade book. 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 BlackBoard CE. 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.

**Surveys**: A survey is an online questionnaire that students complete and submit anonymously. A survey is not worth marks but will be recorded as Completed in the Grade Book after submission. Surveys are primarily dependent on the use of multiple choice (scaled), yes/no, and fill in questions. Surveys can be created and distributed within BlackBoard CE to course participants and basic data analysis is also provided.

**Self Tests** 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.

**Goals** allow you to record the goals/learning outcomes for a course, and to create categories to organize them.

If you are a section Instructor or teaching assistant, you cannot create assessments but you can view them. You use the Assessment Manager tool to view and grade submissions, and run reports to compare the performance of students.

Many users are avid creator of exams in BlackBoard CE; however, exam creation can be a time consuming task. On the bright side, once the initial effort is finished and the assessment is created it can simply be fine tuned from semester to semester.

The Quiz tool is considered an advanced feature of BlackBoard CE. For faculty just getting started, it is best to begin with quizzes that contain primarily multiple choice questions.

Questions can be stored within a specific assessment; however a best practice is to place questions within the Question Database so that they can be available to multiple assessment regimes. When questions are being created they are individual entered one at a time into the system or brought in from external files. The question database only supports files with .txt extensions. Many faculty new to, and or advanced in, the use of BlackBoard CE 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/](http://www.respondus.com/). Respondus works as an intermediary for the transferring of exam questions from MS Word or a textbook companies CD or Website to BlackBoard CE. Respondus is essentially the only way to batch upload questions into BlackBoard CE.
Goals
The Goals tool allows you to record the goals for a course, and to create categories to organize them. You can associate files and course content, such as assessments or assignments, with one or more goals. You can also set permissions to allow students to view associated files and content.

Creating or Editing Goals
- Depending on whether you are creating or editing a goal, do one of the following:
  - If you are creating a goal, click Create Goal.
  - If you are editing a goal:
    - Next to the title of the goal you want to edit
    - Click Edit Properties.
- Enter a title and description.
- Under Item Visibility, select to show or hide the item for Students.
- If you want to place the goal into a category, under Category, select an existing category, or create a new one.
- Click Save.

To Associate Content with Goals
- From the Goals screen, locate the goal with which you want to associate content.
• Click **Associate Content**.

• From the tools displayed, click the tool containing the item you want to associate and select it from the list.

• Click **Add Selected**.

**To Associate Files with Goals**

• From the Goals screen, locate the goal with which you want to associate a file.

• Click **Associate File**.

• Click **Browse for Files**.

• Locate and select the files you want to associate.

• If you want to remove a file that you have included, click **Remove**.

**To Create or Edit Categories**

• Depending on whether you are creating or editing a category, do one of the following:
  o If you are creating a category, from the Goals screen, click **Create Category**.
  o If you are editing a category:
    ▪ From the Goals screen, locate the category that you want to edit
    ▪ Click **Edit Properties**.

• Enter a title, and description.

• Click **Save**.
Creating Assessments

- With the Build tab activation click on Assessments then click **Create Assessment**.
- Enter a title and description. If you want to give instructions, use the Custom Instructions text box.
- Next to Item Visibility choose to Show or Hide. Hide is the default.
- Under **Grade Book Column Name**, enter the name of the assessment as you want it to appear in the **Grade Book**.

**Create Assessment**

- **Title:**
- **Description:**
- **Item Visibility:**
  - Show Item
  - Hide Item
  (This item cannot be made visible until at least one is question added)

**Grade Book column name**

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

- Select the assessment type: Quiz, Survey, or Self Test.
  - Do not worry about adding questions at this time. Adding questions will come later.
  - Note: Quizzes are the only graded form of assessment

- Under **Template**:
  - Select whether or not you want to base this assessment on an existing assessment.
  - Select the check box to apply assessment settings only to the new assessment.

- Under **Goals**, if you want to associate a goal with this assessment:
  - Click **Select Goals**.
  - Select each goal you want to associate.
  - Click **Add Selected**.

- Do one of the following:
  - If you want to save the assessment and add questions, click **Save and Add Questions**.
  - If you want to save the assessment, click **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. The following section discusses the creating and editing of questions by type, followed by the import and export of assessments.
Question Database

To work in the question database select Question Database

You can create categories for your questions. This helps keep questions organized. This is done by selecting Create Category in the Question Database and entering a Title for the category followed by Save.

- To create a new question select create question
- From the drop down select a question type. The question types supported include: calculated, combination, fill in the blank, jumbled sentence, matching, multiple choice, paragraph, short answer, and true false.
Creating Questions by Type

A word about feedback: BlackBoard CE allows you to add feedback to questions. You can add general feedback or for some questions like multiple choice you can add specific feedback to correspond to the answer chosen by the students. The addition of feedback can provide students with meaningful commentary that can enhance their understanding. Individuals in the assessment community believe that feedback of this type both enhance instruction and serves to individualize assessment. If students are allowed to retake an assessment (usually with a different set of questions) the allowance of feedback usually results in more positive outcomes.

**True false**

- Titles are optional
- Write the question underneath where it says Question Text
- Select true or false under the correct response
- Select Save
Multiple Choice

- Give the question a title
- Type the text of the question
- Select the number of correct responses (e.g. only one, or multiple meaning more than one is correct)
- place possible answers in the answer boxes
- for the correct answer check the box labeled Correct Answer
- Select options for scoring and display
  - Optional: You may choose to add additional answers or feedback to correspond to each possible answer in the series.
  - Optional: Under more options you can choose to add feedback to the question, place the question in a category, or enter designer notes.
  - Optional: You may choose to randomize the delivery of the answers so that they are reordered each time the question is presented.
- To preview click Preview, otherwise select Save.
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. Instructors must choose a grading scheme and the following options are available:

- From the Question Database select Create Questions.
  - Click Matching.
- Under Matching Pairs, do the following:
  - If you need larger text boxes, change the column format by clicking Long Answer.
  - In Column 1, enter an item in a text box in Plain Text or HTML format.
  - In Column 2, enter the matching item in the corresponding text box in Plain Text or HTML format.
  - If you need more text boxes, click Create Additional Pairs.
- Under Grading Scheme select from the following:
  - If you want each correct match in the list to receive an equal percentage value, select Equally weighted/All answers have equal value. This means if Students match 50% of the items correctly, they receive 50%.
  - If you want all items in the list to be correctly matched for 100%, select All or Nothing. This means if students match 50% of the items correctly, they receive 0%. They must correctly match all items to receive 100%.
  - If you want to deduct a percentage value for incorrect matches, select Right minus wrong. This means if Students match 60% of the items correctly but 40% incorrectly, they receive 20%.
- Under Column Preview, select one of the following:
  - If you want Students to see both lists at the same time, select Preview both columns.
  - If you want Students see the first list and to select items in the second list from a drop-down list, select Do not preview both columns.
- To see more options, click the select More Options where you will be able to add a comment in the General Feedback text box or add a note visible to course administrator in the Section Designer text box.
- Place the question into a category in the Question Database by selecting Specify An Existing Category and choosing the category. You can also choose to create a new category by selecting Create a Category.
- To preview the question click Preview.
  - To test the question select your answer and click Grade.
- Click Save.
### Create Matching Question

**Title:**

**Question text:**

*Use HTML* | *Insert equation: New*

**Image:**

*Image Title:*

#### Matching pairs

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

<table>
<thead>
<tr>
<th>Column format:</th>
<th>Short Answer</th>
<th>Long Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use HTML</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Matches:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Set Grading Scheme

- Equally weighted / All answers have equal value.
- All or nothing / The Student must complete all matches correctly to receive the 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.
- Do not preview both columns

#### More Options

(Expand this area to see more options.)

**Save** | **Preview** | **Cancel**

---

**Required field**
**Fill in the blank**

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

- After entering the title, in the question text box create a question that include a bracket where you want the space for fill in to be.

- In the Value text box, enter the percentage value of each correct answer. The total percentage must equal 100%.

- Select a grading scheme for each answer:
  - If Students' answers must match the text exactly, select Equals from the Grading scheme drop-down list.
  - If Students' answers must contain the same text in any order, select Contains from the Grading scheme drop-down list.
  - If you want to use a Perl™ regular expression to evaluate Students' answers, select Regular expression from the Grading scheme drop-down list. Ensure that you entered the regular expression in square brackets.

- If another answer is correct, create an alternate answer:
  - Click Create Alternate.
  - In the Alternate text box, enter the alternate answer text.

- In the Value text box, enter the percentage value of each correct answer. The total percentage must equal 100%.

- Select a grading scheme.

- Under Settings, do the following
  - From the Answer box width drop-down list, select the number of characters that can be entered in the answer boxes. A minimum of 10 and a maximum of 100 characters are allowed.
  - Decide whether you want answers to be case sensitive or not

- Optional: Under more options you can choose to add feedback to the question, place the question in a category, or enter designer notes.

- To preview click Preview, otherwise select Save.
Jumbled Sentence

Jumbled sentence type questions are similar to creating fill in the blank questions. They only require that each word of phrase that is going to be jumbled be placed within brackets []. It follows the same directions as the fill in the blank with the exception that multiple words are placed within brackets as depicted in the figure below.
Short Answer

Short answer questions are more detailed than fill in the blank

- Enter a title and description
- Place each word in its own box.
- Select a value for the answer or part of the answer
- 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.

- If you want to use a Perl™ regular expression to evaluate Students’ answer, select Regular expression. Ensure that you entered the regular expression in square brackets.
  - Under settings choose the number of answer boxes
  - Select the width of answer boxes
  - Select no to the answer whether answers are case sensitive

- Optional: Under more options you can choose to add feedback to the question, place the question in a category, or enter designer notes.

- To preview click Preview, otherwise select Save.
Paragraph Style Questions

The paragraph style question format supports short form essay type questions which will be graded by an instructor or a teaching assistant. After selecting Paragraph from the question format list:

- Type in a title for the question
- Enter the question text in the appropriate text box
- If desired, pre fill the answer box with information (not required)
- Enter a sample response in the Correct Response text box (not required). This represents your version of the correct answer. The correct answer displays to the Student when they review the question. The correct answer can also be used as a reference when instructors or Teaching Assistants grade the question.
- Set the size of the answer text box of choose the default.
- Optional: Under more options you can choose to add feedback to the question, place the question in a category, or enter designer notes.
- To preview click Preview, otherwise select Save.
Please note paragraph style questions need to be graded by an individual instructor.
**Combination Questions**

Combination style questions were formerly known as multiple response questions in previous version of WebCT. Combination questions allow instructors to create questions where multiple answers are correct. When using this format, it is important that in the question text the instructor states that the student should choose all that apply so that confusion is minimized.

- Enter a title
- Enter the question text in the text box provided
- Answer single answers in the text boxes provided marked A, B, C, D, E
  - Optional: You may choose to create additional single answers.
- Create answer combinations by specifying a combination of single answers (e.g., A, B, E), or enter an alternate answer.
- For the correct answer combination, select **Correct response**.
  - Note: you can only select one correct response.
- Under **Create Answer Combinations**, do the following:
  - Select the answers for each combination.
  - If you want to use an answer choice that is not based on an answer combination, such as none of the above or all of the above, enter it in Other box.
  - Next to the correct combination, select Correct response. Only one correct answer is allowed.
  - If you want to provide feedback for an answer, enter it in Plain Text or HTML format in the Feedback text box.
  - If you want to create more answer combinations, click **Create Additional Combinations**.
- Optional: Under more options you can choose to add feedback to the question, place the question in a category, or enter designer notes.
- To preview click **Preview**, otherwise select **Save**.
- Please note paragraph style questions need to be graded by an individual instructor.
**Calculated Questions**

- Enter title
- Enter description
- Choose to either, enter a formula, upload an image, and/or insert an equation which will call up the equation editor (See Equation Editor for directions).
- Create the question. BlackBoard supports the creation of questions with the randomization of variables so that each student receives a unique question during each attempt at a question. To indicate a variable, enter the variable name as specified in the formula in square brackets. Example: What is the sum of \([x]\) and \([y]\)?
  - By enclosing variables in square brackets, values for variables will be inserted when the answer set is generated. You can also use constants in place of variables.
- If you want to add an image to display with the question:
  - Next to Image, click **Browse**.
  - Locate and select the image file you want to add.
- Under **Formula**, enter the mathematical problem and place the variables in square brackets. To see a list of the operators and functions that you can use, click **View a list of supported formulas**.
- Click **Analyze Variables**.
- Under **Units**, if you want to specify units for the answer, do the following:
  - In the Units text box, enter the unit for the answer.
  - If necessary, select the following:
    - If the unit is required for the correct answer, select Required.
    - If multiple words are acceptable as one word, select Ignore spaces.
    - If the unit is acceptable in either uppercase or lowercase, select Ignore case.
  - If you want to award a percentage value for the correct unit, select it from the Percentage of the question value drop-down list. The combined percentage value of the unit and answer will equal 100%.
- Under **Variables**, do the following:
  - For each variable, enter the minimum and maximum values. The Blackboard Learning System generates values for a variable between these two numbers.
  - If you want to specify decimal places for variables, select it from the Calculate to decimal places drop-down list.
- Under **Answers**, do the following:
  - If you want to specify the number of questions to be generated, select it from the Specify the number of answers per set.
If you want to set the number of decimal places or significant figures to which the answer is calculated, select the number from the Calculate the answer sets to drop-down lists.

If you want to allow a range of answers (in units or percent) to be correct, enter the tolerance in the Answer Tolerance (+/-) text box and select either Units or Percent.

Click **Generate Answer Set**. The questions are created.

If you want to manually change the answer set, enter new values for each variable as necessary and click **Update Answer Set**. The updated questions appear.

- To see more options, click **More Options**.
- If you want to include a comment about the question, enter it in the feedback text box. The comment appears when Students view their graded assessment.
- If you want to include a note that is visible only to yourself or other Section Designers, enter it in the Section Designer notes text box.
- Place the question into a category. All questions are automatically stored in the **Question Database** but the **Question Database** can contain many questions, so we recommend that you organize questions in categories.
  - To place the question in an existing category, select Specify an existing category and from the drop-down list, select the category.
  - To place the question in a new category, select Create a category and enter the category name in the text box.
- If you want to preview the question to ensure it appears correctly, do the following:
  - Click **Preview**.
  - If you want to test the grading scheme and feedback:
    - Select your answer and click **Grade**.
    - If you want to test another answer, click **Back**.
- Click **Save**.
**Equation Editor**

The equation editor is useful in creating and editing questions of a type. It can also be used to import MathML. A large range of formulas and operators are supported (see **Supported Formulas**). Variables are represented by \([x]\). Values for variables will be inserted when the answer set is generated. You may also elect to use constants in place of variables. **Tip:** To quickly insert a formula into the **Formula** field without typing, select the formula, click the right mouse button, and select **Copy**. In the **Formula** field, click the right mouse button, and select **Paste**.
### Supported Formulas (From BlackBoard ©)

<table>
<thead>
<tr>
<th>Operator</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>()</td>
<td>Parentheses. These are mostly used to emphasize precedence.</td>
</tr>
<tr>
<td>+</td>
<td>Addition</td>
</tr>
<tr>
<td>-</td>
<td>Subtraction</td>
</tr>
<tr>
<td>*</td>
<td>Multiplication</td>
</tr>
<tr>
<td>/</td>
<td>Division</td>
</tr>
<tr>
<td>**</td>
<td>Exponent</td>
</tr>
<tr>
<td>%</td>
<td>Modulus or remainder</td>
</tr>
<tr>
<td>&amp; &amp;</td>
<td>Boolean And operator.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>!(x)</td>
<td>Logical NOT operator. For example, !(3) = 0, or !(0) = 1, or !(1) = 0.</td>
</tr>
<tr>
<td>abs(x)</td>
<td>Absolute value</td>
</tr>
<tr>
<td>acos(x)</td>
<td>Arc cosine of x, calculated in radians.</td>
</tr>
<tr>
<td>acosh(x)</td>
<td>Inverse hyperbolic cosine</td>
</tr>
<tr>
<td>angle(y,x)</td>
<td>This formula produces the angle in radians and is equivalent to atan2([y],[x]).</td>
</tr>
<tr>
<td>asin(x)</td>
<td>Arc sine of x, calculated in radians.</td>
</tr>
<tr>
<td>asinh(x)</td>
<td>Inverse hyperbolic sine</td>
</tr>
<tr>
<td>atan(x)</td>
<td>Arc tangent of x, calculated in radians.</td>
</tr>
<tr>
<td>atan2(y,x)</td>
<td>Arc tangent of the two variables: y and x.</td>
</tr>
<tr>
<td>atanh(x)</td>
<td>Inverse hyperbolic tangent</td>
</tr>
<tr>
<td>ceil(x)</td>
<td>Ceiling of x, rounded up to the nearest integer.</td>
</tr>
<tr>
<td>cos(x)</td>
<td>Cosine of x, calculated in radians.</td>
</tr>
<tr>
<td>cosh(x)</td>
<td>Hyperbolic cosine of x, calculated in radians. cosh(x) is defined mathematically as (exp(x) + exp(-x))/2.</td>
</tr>
<tr>
<td>exp(x)</td>
<td>Natural exponent, e^x.</td>
</tr>
<tr>
<td>fact(x)</td>
<td>Factorial. 170 is the maximum value allowed.</td>
</tr>
<tr>
<td>floor(x)</td>
<td>Floor of x, rounded down to the nearest integer.</td>
</tr>
<tr>
<td><strong>Function</strong></td>
<td><strong>Description</strong></td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><code>int([x])</code></td>
<td>Integer portion of expression</td>
</tr>
<tr>
<td><code>ln([x])</code></td>
<td>Natural logarithm</td>
</tr>
<tr>
<td><code>log([x])</code></td>
<td>Natural logarithm, log_e(x) or ln(x).</td>
</tr>
<tr>
<td><code>log10([x])</code></td>
<td>Base -10 logarithm</td>
</tr>
<tr>
<td><code>max([x],[y],[z]...)</code></td>
<td>Maximum of the parameters</td>
</tr>
<tr>
<td><code>min([x],[y],[z]...)</code></td>
<td>Minimum of the parameters</td>
</tr>
<tr>
<td><code>mod([x],[y])</code></td>
<td>Modulus or remainder</td>
</tr>
<tr>
<td><code>rand()</code></td>
<td>Random number between 0 and 1</td>
</tr>
<tr>
<td><code>round([d],[x])</code></td>
<td>Rounds x to d decimal places.</td>
</tr>
<tr>
<td><code>sin([x])</code></td>
<td>Sine of x, calculated in radians.</td>
</tr>
<tr>
<td><code>sinh([x])</code></td>
<td>Hyperbolic sine of x, defined mathematically as ((\exp(x) - \exp(-x))/2) calculated in radians.</td>
</tr>
<tr>
<td><code>sqrt([x])</code></td>
<td>Square root. Gives only positive results.</td>
</tr>
<tr>
<td><code>sum([a],[b],[c],[d],[e]...)</code></td>
<td>Calculates the sum of the variables enclosed in parentheses.</td>
</tr>
<tr>
<td><code>tan([x])</code></td>
<td>Tangent of x, defined as (\sin(x)/\cos(x)). This calculates the tan of x where x is measured in radians.</td>
</tr>
<tr>
<td><code>tanh([x])</code></td>
<td>Hyperbolic tangent of x, defined as ((\exp(x)-\exp(-x))/(\exp(x) + \exp(-x))), calculated in radians.</td>
</tr>
</tbody>
</table>

**Adding Images to Questions**

- If you want to add an image to display with the question:
  - Next to Image, click **Browse**. The Content Browser pop-up window appears.
  - Locate and select the image file you want to add.

- In the Image Title text box, enter a title. If you do not enter a title, the image file name is used.

**Creating Image Labeling Type Questions**

This is not a traditionally supported question type; however, images can be brought into Blackboard and questions can be generated.

- Create either a fill in the blank or a multiple choice type question.
- Select insert image and browse and upload an image (you will need to do this for each separate question as the image will not remain open after a question is answered and the student moves on)
- Generate the question and the answers same as before
- Click **Save**

**Previewing Questions**

- From the edit screen for the assessment, locate the question and click its **Action Links** icon.
- Click **Preview**.
- Answer the question and click **Grade**.
Working with the Question Database

The question database allows you to create questions that are stored separately from individual assessments. Questions stored in the question database can be used by multiple assessments as well as placed within categories. Categories are created by selecting Create Category within the Question Database. Additionally, sets of questions can be established and utilized. One benefit of working with the question database is that even if you delete a question from a particular assessment the question will remain in the question database unharmed. Additionally, the question database allows for ease of export/import.

What Are Question Sets?

Questions in the question database can be placed into question sets and multiple sets can be brought into single assessments. Question sets are used to:

- randomize the delivery of questions
- provide a pool from which questions are selected
- differ the weight of questions within an assessment by providing each set a different weight

Because question sets present questions randomly to students, they help to prevent students from sharing answers. However, if you add a question set to a quiz that can be taken multiple times, each time a student takes the quiz, the same questions appear in the same order. This prevents students from taking and re-taking a quiz until they receive easier answers. If you want unique question sets to be delivered each time a student takes an attempt of the same assessment, under Assessment Properties, Attempts, you can specify that questions in a question set be randomized for each attempt. Before you can add a question set, questions must already be added to the Question Database. After an assessment is taken by students, you cannot add or delete questions in a question set.

- From the edit screen for the assessment, select the question or part above which you want the question set to appear. If you do not select a question or part, the question set will be added to the bottom of the list of questions.

- Click Add to Assessment.

- Click Question Set.

- If you want to preview a question before adding it to the question set:
  - Locate the question and click Preview.
  - If you want to preview the graded question:
    - Enter or select an answer and click Grade.
    - If you want to try a different answer, click Back.
  - Click Close.

- Select the questions that you want to add to the question set.

- Click Add Selected.

- Now that you have created the question set, you can specify the number of questions to be randomly selected from the set and how many points each question carries.
From the Select drop-down list, select the number of questions that you want to be selected from the set.

In the Points text box, specify the number of points for each question.

**Adding Questions from the Question Database**

To add questions from the question database to the quiz or other assessment regime

- Click on the desired assessment title
- Select Add to Assessment
- 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 select question set

You will assign points for questions (question set)

*Randomizing the delivery of questions requires the establishment of one or more question sets*

Once questions have been placed in an assessment, you can organize the questions in different sections or parts. For example, you can organize all short answer questions in one part and all paragraph questions in another part of the assessment. You can also move questions from one part to another, rename, reorganize, and delete parts.

**Editing Assessment Properties**

- In the Build Mode click on Assessments
- In the main assessment section click on and expand the carrot next to the assessment you would like to edit
- Select Edit Properties
- Under Edit Assessment Properties you will be able to
  - Change the Grade Book name
  - Select the delivery of questions- one at a time with no revisits, one at a time with revisits, all at once, etcetera
  - Choose whether the assessment opens in a new or the same browser window (new is the default and is recommended)
  - Choose the duration during which the assessment is available to students
  - Select the number of allowable attempts
  - Choose to randomize the delivery of questions within question sets (in order to randomize questions you must create question sets)
  - Make the test timed and choose the length of time a student has to complete the assessment once they begin
  - Choose to release or hold the score
  - If multiple attempts are allowed choose which score will be counted (e.g. first, last, highest, or average of the attempts)
  - Set security settings
  - Customize instructions
Exporting and Importing Assessments

If you want to re-use quizzes, surveys, and self tests that were created in a course, you can export them and import them to other Blackboard Learning System courses and installations. If you want to use quizzes, surveys, and self tests that were created in other Learning System courses, you can import them. You can also import exams that was created using Respondus® software.

Exporting Assessments

- From the Assessments screen, do one of the following:
  - To export one assessment, next to the assessment, click its icon.
  - To export multiple assessments, next to each assessment you want to export, select the check box.
  - To export all assessments on the page, in the table heading row, select the check box.

- Click Export.

- Save the file in the location of your choice.

- Click OK.

If you are going to import the assessments to another Blackboard Learning System installation, you must download the zip file to your computer first.

To Import

- On the course menu, under Designer Tools, click Manage Course.

- Click Import.

- Locate and select the zip file you want to import.

- After the content package finishes importing, if you want to view a log that contains details about the import process:
  - Click View Import Log.
  - When you are finished viewing the import log, click Close.
Managing Submissions

You can choose to have the system grade student assessments (accept paragraph style questions) or you can manually grade assessments. If you choose to manually grade assessments or just want to review or edit submissions you will need to enter the Assessment Manager. You have two options for grading submissions: grade by Student or grade by question. To help Students improve their performance, you can provide comments about each question or about their submission in general.

If you have installed the portfolio system, you will also be able to save quiz submissions to a portfolio.

Additionally, from the assessment manager you can:

- view attempts.
- view the attempts access log.
- submit attempts in progress.
- edit overall grades for attempts.
- reset attempts.
- Generate performance reports that display information about student performance on a quiz or survey.
- Create statistical reports based on student performance that show: item statistics, summary statistics, class statistics, as well as have the ability to download records.

Viewing Submissions from the Assessment Manager

- From the Assessment Manager screen, click the tab relevant to the submissions you want to see:
  - The Graded tab lists all Students with completely graded submissions.
  - The Not Graded tab lists all Students with submissions that have not been completely graded. Partially graded assessments containing a paragraph questions are listed here.
  - The Not Submitted tab lists all Students who have not yet submitted an assessment.
  - The All tab lists all graded, partially graded, and unsubmitted assessments.
  - Once the scheduled assessment period is over students who have not submitted an assessment will have Missed associated with their name.
- Click View Submissions.
Editing Grades

Often there are instances when there is a need to edit or amend a grade for an assessment of the score for a specific question.

- From the Graded Tab, click on the assessment.
- Under Grade, click the grade you want to edit.
- In the Grade text box, enter the new grade.
- In the Audit log comments text box, enter comments.
- Click Save. The original grade appears in parentheses next to the new grade.

Please note that if you have graded a submission the student will see the grade unless not enabled the grade to be viewed by students.

Saving Quiz Submissions to Portfolios

This action is performed by clicking Save to Portfolio and selecting the Portfolio where the artifact is to be added.
Statistical Reports

Statistical Reports contain statistical analysis of student performance on quizzes only and include: item statistics, summary statistics, class statistics and the ability to download records.

- With the Teach tab activated select the desired quiz.
- Click View Reports.
- From the Assessment Title drop-down list, select the quiz.
- Under Select a Report Type, select the report you want generated.
- Click Run Report.
Advantages to the Online Delivery of Quizzes & 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.
- Blackboard (if enabled) provides each student with an individual performance report from which the student can study.
- Instructors can lock exams, choose the number of allowable attempts, set time limits, limit release, and set password protection.
- Instructors or institutions can generate useful reports.

A Word About 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. Many instructors use Blackboard to deliver midterm and final exams in a physical setting and select this method because the exams are graded instantaneously and (if enabled) can provide students with a performance report from which they can study from in the future.
- Exams can contain randomized sets of questions so that each student gets a unique set.
- 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.
  - Quizzes can be password protected.
  - Quizzes can be set that they only open when attempted by computers with certain IP addresses.
- 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.
Course Management

Course management is an ongoing process that occurs throughout the time a course is being offered. Managerial activities are supported through BlackBoard CE with course management items available under Designer Tools in the Build Mode and Instructor Tools in the Teach Mode. They include: Manage Course, File Manager, Selective Release, and Grading Forms in Build Mode, and Manage Course, Assessment Manager, Assignment Drop Box, Grade Book, Group Manager, Tracking, Selective Release, and Grading Forms. The management of courses through Blackboard CE 6 can benefit not just fully online instruction but also hybrid and web-supported learning. The benefits of online course management include:

- Greater transparency
- Greater distribution of materials as well as the control of the distribution
- An easy to use and access online grade book
- The ability to create a shared a password protected grade book accessed by both faculty and individual students
- Student tracking
- The creation and implementation of grading rubrics known as grading forms in Blackboard CE 6
- Simple file management
- Enhanced feedback from tutor to tutee
- Management and organization of assignments and assessments
- Simple user management

Manage Course

The Manage Course area is rather simple to utilize and is the location to modify and add to the course. Manage Course is available when either the Build or the Teach tabs are activated. The features available under Manage Course include:

- **Tools**: Used to configure which tools will be used in a course.
- **Course Menu**: The course menu contains links to **Course Tools** and role-specific tools. The course menu is visible throughout the course so users can access tools and their content by clicking the links. You can temporarily hide tools from Students by hiding links to tools on the course menu.
- **Colors**: Enables users to customize the text and background colors used in a course.
- **Course Content Icons**: Allows designers and instructors to customize the icons used in the course as well as the presentation and alignment of icons.
- **Settings**: Allows you to enable or disable a tool.
- **Backup**: Allows individuals to save a course for archiving and safekeeping by creating a zipped file that can be stored in the File Manager
- **Reset**: You can reset a course to prepare it for a new term. Certain content and user data are removed from the course.
- **Course Preview and Page Setup**: Available for designers only it provides information about a course that can be seen by users who are both enrolled and nonenrolled in a course.
• **Import:** Available to designers only it is for the importing of content into a course. Which can be from third-party applications and other Blackboard Learning System courses, including entire courses.

• **Date Rollover:** Used to change the dates for all course items after a course is finished in order to prepare it for another term.

![Instructor Tools](image)

**Tools:**

- Click on **Manage Course**
- Select **Tools:** You will able to add tools to the course by selecting the check boxes and remove tools by deselecting. Select all of the tools that you would like to make available and deselect the tools that you would like to make unavailable
  - **Note:** Once you remove a tool, all content in that tool is saved and available if you add the tool again. If you would like to save the content but make the tool unavailable you will want to hide the tool in the **Course Menu**.
- Click **Save**
Tools
Add tools to the course by selecting the check boxes. Remove tools by clearing the check boxes. If you remove a tool, all content in that tool is saved and available if you add the tool again.

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<th>Organizational Tools</th>
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<td>Enter important events and deadlines, and allow Students to enter their own events.</td>
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<td>Search</td>
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<tr>
<td>Search for content in the course.</td>
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<td>Syllabus</td>
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<td>Provide course requirements, objectives, and policies.</td>
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<th>Communication Tools</th>
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<tr>
<td>Chat with other users in the course in real time, or use the Whiteboard to display images.</td>
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<td>Discussions</td>
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<td>Roster</td>
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<td>Create assignments for Students to submit online. Students can work independently or in groups.</td>
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<td>Goals</td>
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<tr>
<td>Create goals that list the qualitative and quantitative performance expected in your course.</td>
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<tr>
<td>Local Content</td>
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<td>Allow Students to easily access large files from a portable medium, such as CD-ROM, instead of downloading the files from the Learning System.</td>
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<tr>
<td>Media Library</td>
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<tr>
<td>Create a glossary or image collection.</td>
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<tr>
<td>SCORM</td>
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<tr>
<td>Import SCORM-compliant packages, or modules, to be used as course content. SCORM modules can be added to the Home Page, other folders, and learning modules.</td>
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<tr>
<td>Web Links</td>
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<tr>
<td>Create links to Internet resources.</td>
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<tr>
<td>Notes</td>
</tr>
<tr>
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</tr>
</tbody>
</table>
Course Menu

- Click on Manage Course
- Select Course Menu
- If you choose, you may edit the General Settings
  - **Course Menu Display** choose from
    - Display icons and text (Default)
    - Display text only
    - Display icons only
  - **Course Menu Orientation** choose between Vertical (default) or Horizontal
  - **Course Content Map** choose from the same options as when setting menu display
- Under Order and Visibility choose which items and tools you would like to hide or make visible to students.
Colors

- Click on Manage Course
- Select Colors
- Select one of the prepared color sets or select Custom Set to create your own set
- Click Apply
Course Content Icons

You will be able to change the icon style set that is currently being employed in the course.

- Click on Manage Course
- Select Course Content Icons
- Select from one of the available Icon Sets to change all icons
- To change one icon at a time, click the Carrot for the tool or

Settings

- Click on Manage Course
- Select Settings
- Click on any tool or feature and then respond to the True False questions to enable or disable any elements.
○ Click **Save Values**

**Backup**
- Click on **Manage Course**

**Reset**
- Students and Auditors will be unenrolled even if you do not select to unenroll Section Designers or Teaching Assistants

*Warning*: Resetting courses removes all member-related data. *A backup of the course will automatically be created. Users will not be able to open the course until the reset is complete.*
Course Preview and Page Setup

The Course Preview Page is public and can be seen by users who are not enrolled in the course. The Course Preview Page must be saved in Public Files in File Manager. To select a Course Preview Page, click Browse.

Import

Available to designers only it is for the importing of content into a course. You can use the Import tool to bring in content created in other Blackboard Learning System courses or in software programs, such as Respondus®. You can import the following content:

- SCORM
- quizzes, surveys, self tests, questions, and learning modules exported from CE 6 and Vista courses
- e-Learning Resource Packs (e-Packs)
- exams created using Respondus
- generic IMS content packages
- presentations
- web sites and pages

To Import

- Locate and select the zip file you want to import.
- After the content package imports, if you want to view a log that contains details about the import process:
  - Click View Import Log.
  - When you are finished viewing the import log, click Close.
- Click Return.

Note: To import an entire course it must be in zip file format.

**Date Rollover**

A date rollover allows you to change (reset) the dates for all the assignments, discussions, and assessments within a course so that they are current for the upcoming semester. When all dates are changed they are changed in relationship to the date set for the earliest course item. For example, if the earliest course item starts on January 1, 2007 and you change it to February 1, 2007, this will set the dates forward for all course items by 30 days.

**Please Note:** Both BlackBoard and the UMES Center for Instructional Technology recommend that you instead adjust dates and times for individual course items.

- Select Manage Course
- Select Adjust All Dates.
- Change the start date of the earliest course item by clicking the Date Selection icon.
- Click Adjust All Dates.

**Assessment Manager**

In the Teach mode the Assessment Manager is available which allows instructors to see an overview of the assessments utilized in a course. To access this tool with the Teach tab activated select Assessment Manager.
**Assignment DropBox**

Also available in the Teach mode the Assignment DropBox provides an over view of the assignments utilized in the course with respect to the number submitted, ones requiring grading, and ones already graded. To access this tool with the Teach tab activated select Assignment DropBox.

**Group Manager**

The Group Manager is utilized for the creation and organizing of student groups. Directions for working with groups can be found within the Communications and Collaborations section of this text. To access this tool with the Teach tab activated select Group Manager then select the group and the function you would like to perform.

**Direct Submit**

Direct submit is used for plagiarism prevention. Working in collaboration with Blackboard it is added to the course homepage. It is a free tool that allows for you to protect the originality of intellectual enterprises.
How Direct Submit Works

1. Faculty Members can set up Direct Submit in their Blackboard courses and let students submit papers to these assignments, in a way very similar to the one provided currently by Blackboard Learning System. As students submit papers, they are checked against a comprehensive databases of source material. The papers will then be delivered to Faculty Members through the Blackboard Learning System together with the originality reports, with the results of the matching process, attached to them.

2. Faculty Members may upload papers directly with the Direct Submit feature, without student involvement.

What Papers Are Checked Against

All submitted papers against the following databases:

- **Internet**: comprehensive index of documents available for public access on the Internet
- **ProQuest ABI/Inform**: updated weekly
- **Institutional document archives**: containing all papers submitted by users in their respective institutions
- **Global Reference Database**: containing papers that were volunteered by students from Blackboard client institutions to help prevent cross-institutional plagiarism.

Sample Originality Report

Upon submitting a paper for checking using Direct Submit, an interactive originality report is generated that notes suspect portions of the paper.

Creating a Direct Submit in Blackboard

Creating a Direct Submit in Blackboard is very similar to the process of using the Assignment Manager to create an assignment that students can turn in electronically via Blackboard.

- From the Home Page select Content Link
- Select Direct Submit
- Select Create New
• Enter a name for the assignment.
• Enter the number of points possible. Also, directions may be provided.
• Fill out the following information:
  o **Available**: Select whether or not the Direct Submit should be visible to students.
  o **Availability Dates**: Use these controls only if desiring to set a date range when students can interact with the Direct Submit.
  o **Drafts**: Allows students to validate their paper without submitting. This is useful as tool providing students with formative feedback and an opportunity to learn how to properly cite sources.
  o **Students Viewable**: Controls whether or not students can view the originality report that is generated when their papers are submitted.
  o **Urgent Checking**: Sets papers to high priority in the queue.
  o **Optional Announcement**: Click "Yes" to create an announcement about the Direct Submit. Enter a subject and message for the announcement.

• Click Submit
Supported File Types

Direct Submit supports the following file types:

- Microsoft Word document: .doc
- Rich Text Format: .rtf
- HTML: .htm or .html
- Text: .txt
- Zip compressed: .ZIP used to upload multiple files.

**PLEASE NOTE** - if the papers you are directly submitting include images, please note that the images must not exceed 2MB or the submission may fail.

**To submit papers through Direct Submit.**

- Click the Direct Submit tab.
- A list of folders and papers will appear. This list includes papers already uploaded through Direct Submit. It is not recommended that files be deleted from Direct Submit, as this will remove them from the institutional database of existing materials.
- Navigate to a folder where the paper or papers will be uploaded.
- Click **Submit Papers**.
- Select Upload File and browse for the file. Individual papers as well as papers that are grouped in a .ZIP package are accepted. Alternatively, select Copy/Paste Document and add the document text in the field.
- Upload and Submit
Tracking

The Tracking tool allows course administrators to run a number of reports that include:

- **Summary of Activity**: an overview of student activities in a course that includes the number of sessions or times a student has accessed the course, the average duration of sessions, average sessions per day, average sessions per weekday, average sessions on weekends, most active day, least active day, and most and least active hour.

- **Tool Usage**: An overview of how and how often tools are used such as assessments, assignments, calendar, media library, syllabus, and discussions.

- **Course Item Usage**: An overview of how often items such as quizzes and assignments are used. It includes number of visits, time spent during visits, and etcetera.

- **Entry Page or Tool**: Gives an overview of the tools and pages most frequently used or visited.

- **Exit Page or Tool**: Gives an overview of the pages or tools most frequently used as exit points.

- **File Usage**: An overview of the files most frequently used.

- **Student Tracking**: A detailed summary of the activities of an individual student.

**Running Reports**

- With the Teach tab activated select Tracking.
- Select desired report type
- Designate a date range for the report
- Click Run Report
Selective Release

You can use the Selective Release tool to control the release of items and folders by choosing to show or hide items to or from students, setting criteria for the release of items to students, and viewing which items are currently available to students.

Showing or Hiding Items

- Select Selective Release
- Locate the item you want to show or hide
  - To show item, click Show Item. If release criteria are set for the item, the item appears only when all release criteria are satisfied.
  - To hide item, click Hide Item.

You can control when and to whom an item or folder is released by setting release criteria for it. When the release criteria is satisfied, the item or folder is released to students. You can release based on a date criteria, membership status, group affiliation, and based on grade book information. Criteria can be combined so that more than one is set for a specific item.

- Select Selective Release.
- Click Set Release Criteria for the item.
- Select the type of criteria you would like to add
- Establish the Criteria
- Click Save
- Click Save.

Grading Forms

The Grading Forms is a tool that allows instructors to create rubrics. Rubrics are performance based evaluation and feedback tools. Rubrics articulate the standards by which a product, performance, or outcome demonstration will be evaluated. Multiple grading forms can be utilized within and course for assessing assignments and discussions. Grading forms provide calculatable scores that are associated as a column in the Grade Book. Before engaging in grading form creation it is crucial to understand the format behind rubrics.

1) Objective/Criteria- vertical axis; criteria by which you are assessing. These are the areas by which a product or performance will be evaluated.
   - When writing your criteria, keep the following in mind:
     - How many critical issues there are within the assignment?
     - Do these criteria fairly assess each student?
   - When deciding how many criteria to include, keep the following in mind:
- Do these allow for objective evaluation?
- Do any of these overlap?
- Ideal number of criteria, 4-10.

2) Performance Indicators- horizontal axis; rating scale including adjectives. How many and how should they be configured. 4-5 is recommended correlated to meaningful adjectives and/or grades and where a four point scale can easily correlate to the traditional grading scale of A, B, C, D example: Professional, Experienced, Developing, and Novice and a five point scale can provide useful data because it has a midpoint on the range example: Exemplary, Good Demonstration, Satisfactory/Average, Developing, Weak/Unsatisfactory.

3) Descriptors- Middle Boxes. The Descriptors are where the criteria and performance indicators intersect. They should be written with clear and descriptive language. Examples: Presence to Absence, Complete to Incomplete, Major to Minor, Consistent to Inconsistent. Depth, Breadth, Quality, Scope, Extent, Complexity, Degrees and Accuracy.

Often these are correlated to include adjectives from Blooms Taxonomy of Educational Objectives

- Knowledge: Identifies, Defines, Relates
- Comprehension: Classifies, Reviews, Describes, Summarizes, Translates
- Application: Applies, Computes, Illustrates, Interprets
- Analysis: Differentiates, Analyzes, Contrasts, Compares
- Synthesis: Formulates, Constructs, Collects, Plans
- Evaluation: Evaluates, Concludes, Predicts, Assesses, Supports

Note: Grading Forms must be created before an assignment or discussion is established.

If the Grading Forms tool has been enabled, you can access it by clicking Grading Forms on the course menu. Grading forms can also be accessed from assignments and discussions topics that use grading forms. With Grading Forms you can: create and edit grading forms, preview grading forms, view content that uses the grading form, delete grading forms.
From the *Grading Forms* screen, do one of the following:

- To create a grading form, click **Create Grading Form**.
- To edit a grading form, click its **Carrot** and click **Edit Grading Form**. If the grading form is used by a learning object, such as an assignment, you cannot add or delete criteria or performance indicators.

Enter a title and description.

Three criteria appear by default. To add to or edit these, do the following:

- Under **Objective/Criteria**, click its **Edit** icon which is a little pencil.
- Edit the label. Click outside the text box to save your edit.
- If you need to add a criterion, click **Add Criterion**.
- If you need to delete a criterion, click its **Remove this criterion** icon which is a red arrow.

Three performance indicators appear by default. To add to or edit these, do the following:

- Under **Performance Indicators**, click its **Edit** icon, a pencil.
- Edit the label, and click outside the text box to save your entry.
- If you need to add a performance indicator, click **Add Performance Indicator**.
- If you need to delete a performance indicator, click its **Remove this performance indicator** icon, a red arrow. You must have at least two performance indicators.

For each criterion, define your performance indicators by entering a description in the text box provided.

In the points text box for each criterion's performance ranking, enter a numeric value. The maximum score is calculated automatically.

Click **Save**.

Reminder: *Grading Forms must be created before an assignment or discussion is established. You will not be able to add or assign grading forms after the fact.*

Please Note: *When students view their grades they will need to visit their assignment and select the grading form.*
Grade Book

A spreadsheet-like tool that is not unlike using MS Excel. It also contains a grid of rows and columns where rows are associated with individual students and columns relate to some type of data which can be either grades or student information.

Unlike a spreadsheet, and similar to SPSS, the type of data you can enter in each cell must be specified and formatted in advance so that each column can only contain a certain type of data, such as numbers or letter grades. This ensures the integrity and standardization of data for export and other operations. Columns either appear by default in the Grade Book or are manually added. Columns can be organized, reordered, or hidden as needed.
Educators have the option of denying students access to the Grade Book or making the grade book open to students. When students have access to the grade book they are only able to see information associated with their own user account. As a result, and due to the log in and password requirements of BlackBoard, the grade book is a password protected secure system. The benefits of an open grade book are numerous and the instructor has the freedom to hide columns and information from students even though students may be given access to the grade book. The benefits of maintaining a grade book that is open to students includes:

- greater communication of expectations to students
- greater clarification of assessment
- increased objectivity
- reduced errors
- production of useful reports
- system graded assessments can be automatically scored, posted, and aggregated into formulas

The UMES Center for Instructional Technology highly recommends that all instructors adopt the grade book feature. In a 2008 survey conducted at UMES one of the top requested features by students was usage of the grade book.

The Blackboard Grade Book is a flexible feature that is easily customized. While default columns are system created and automatically generated they can be hidden as needed. They include:

- user-related information such as: Last Name, First Name, User ID, and Role.
- Midterm and Final grade columns which cannot be deleted and are used to calculate midterm and final grades. These columns are unique because only their values can be exported. These two columns are, by default, calculated columns, but you can change the column type to something else.
- quiz, assignment, discussion topic, and survey columns which are automatically generated if there are any quizzes, assignments, or gradable discussion topics created in the course.

Custom created columns. These are columns that you can create. When adding a column, you specify whether the column is grade-related or not. Only grade-related columns can be exported

- alphanumeric columns which support data that contains text and numbers,
- calculated columns which support created formulas and which generate a numeric value,
- grading form columns which calculate a numeric grade, based on a grading form,
- letter grade columns which are used: to calculate a letter grade based on the numeric values of another column,
- numeric columns which allow you to enter numbers only,
- selection list columns which are used to enter text values from a generated list such as fair, good, excellent and etcetera, and
- text columns which allow you to enter text only.
Consistent to the layout of the Blackboard CE system which relies heavily on the use of tabs, the Grade Book is also divided into tabs. These tabs present different groups of data columns to give you a different view of all entered information for students.

- **Grades** displays all grade-related columns and is used to view, enter, or override grade-related information.
- **Members** displays all columns that are not tagged as grade-related.
- **View All** displays all columns, grade-related or not.
- **Custom View** allows you to select which columns will and will not be visible and which can be changed throughout a semester as needed.
- **SCORM Grades** displays columns that are automatically added for gradable SCORM modules.

At any time, you can determine which columns are released to students and/or auditors.

From **Grade Book**, you can enroll new users in roles, as long as user records have already been created for them by an administrator and you know their user name.

**Working with Columns**

When working with columns

- freeze and unfreeze columns.
- Create columns.
- sort columns
- releasing columns

**Working with Students**

Depending on the settings of your institution you will be able to perform the following actions that relate to students enrolled in the course from the grade book tool:

- Find members.
- Add members (UMES administrator only. Please contact Mr. James Webster).
- Import student data from spreadsheets.
- Export student data to spreadsheets.
- Send mail to members.
- Grant or deny access
- Unenroll members. (UMES administrator only. Please contact Mr. James Webster)
- Overriding grades
- Viewing audit histories

*Please note that the Demo student is automatically added into all courses by Blackboard and cannot be deleted.*

- Only students who are enrolled in a course in HawkWeb will be included in your Grade Book. Students who are not in HawkWeb cannot be added to a course. Only in extraordinary situations can this occur and can only be done by Mr. James Webster with the UMES Office of Information Technology.
- Once a student registers for a course they are not instantaneously added to their courses in Blackboard. Please, allow 24 hours for the update to occur.
- Once a student drops a course he/she is not automatically removed from the course website. Students who drop a course will remain within the course website until the drop period is over and the system is updated. Furthermore, a student who withdraws from a course after the add drop period ends will remain in the course website for the duration of the semester. If an instructor wants to make sure that a student does not access a course website then he/she can deny the student access.
- If a student has enrolled in a course but failed to pay for the course he/she is automatically denied access until payment verification is processed through HawkWeb.

**Viewing Students**
Also please note that when viewing students in the grade book by default only 20 students are displayed at one time. To view the students in increments of 20 on the bottom right of the screen select the next grouping from the drop down and click the green arrow.

![Page: 1 (1-20)](image)

To view all students at one time select all.

![Page: All (1-33)](image)

**Enrolling Students (UMES Administrator Only. Please contact Mr. James Webster)**
Depending on institutional and administrator settings, this feature may not be available. This feature is not available to faculty at UMES. Please skip over these directions if you are a UMES employee.

An instructor can only enroll individuals who are already established within the system and for whom user records already exist. You must know the user names of the members you want to enroll. Once enrolled they are referred to as members. With Grade Book, you can only enroll one user at a time. You can designate them with the following role options: Auditor, Student, Teaching Assistant, Section Designer.
From the Grades click **Enroll Members**.

Enter the user name.

Under **Assign roles**, select the role in which you want the user to be enrolled.

- Auditor: can access course content, complete assignments and assessments, but does not receive a final grade.
- Student: can access course content, complete assignments and assessments, and is assigned a final grade.
- Teaching Assistant: can grade assignments and assessments and participate in discussions.
- Section Designer: can create, edit, and delete all course content, communication tools, and assignments and assessments.

Click **Enroll**.

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**Importing Student Data from External Spreadsheets**

- From the Grades click **Import from Spreadsheet**.

- Click **Browse**.

- Locate and select the file you want to import.

- From the **Separator** drop-down list, select the character that separates column data in your file.

- From the **Character Set** drop-down list, select the character set used by your spreadsheet.

- Click **Upload**. The following appears:
  - Under **Import Column**, the field names from your text file
  - Under **Match**, a check mark indicates the fields that match existing **Grade Book** data columns
  - Under **Grade Book Column**, for matched fields, the data column that matches your text file field
  - Under **Data Preview**, the various user values for that field
- In the row that represents the user name field in your file, select **User Id** from the drop-down list under **Grade Book Column**. The User Id column is a required column for matching purposes only and will not be imported.

- Check that the remaining fields from your text file are matched to data columns. If necessary, under **Grade Book Column**, from the drop-down list, do one of the following:
  - To select a data column to which to import the data, select the column.
  - To create a new data column for the data, select *Add as new column*.
  - If the data is not important and you do not wish to import it, select *Do not import*.

- Click **Import**.

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**Exporting Student Data to Spreadsheets**

- Within the Grade Book
  - To export all member data, click **Export to Spreadsheet**.
  - To export selected members’ data, next to each member that you want to export, select the check box and click **Export to Spreadsheet**.

- under **Members to Export**, do one of the following:
  - To export the selected members, ensure that **Selected Members** is selected.
  - To export all members instead of the members you selected in, select **All Members**.

- If you did not select members to export in step 1 and prefer to export column information do one of the following:
  - To export the information contained in the data columns, select **Visible Columns**.
  - To export the information contained in all data columns that have been defined for this course, select **All Columns**.

- Under **Select Export Format**, do one of the following:
To create a text file where field information for each member is separated by a comma, select Comma-delimited.

To create a text file where field information for each member is separated by a tab keystroke, select Tab-delimited.

- Under Select Character Set, select the character set that works best with your spreadsheet application for your language.
- Click Export.

**Sending Mail to Students**

You can send students and other members mail directly from the grade book as long as mail has been enabled and added to the Course Tools.

- From the Grade Book do one of the following:
  - To send a message to one member, locate the member and, under Last Name, click the member's People Links icon.
  - To send a message to multiple members, select the members.
  - To send a message to all members currently displayed, in the table heading row, select the check box.
- Click Send Mail.
- Compose and send your message.

**Granting or Denying Access**

Members are granted access to a course when they are first added to that course. You can deny access to certain members and grant those members access again at a later time. When members are denied access, they will see the link to that course in the Course List channel of their My Blackboard. However, if they click the link, they receive a message, notifying them that their access has been denied.

- To grant or deny access to one member:
  a. Locate the member and, under Last Name, click the People Links icon.
  b. Click Grant Access or Deny Access.

- To grant or deny access to multiple members:
  a. Next to each member, select the check box.
  b. Click Grant Access or Deny Access.

- To grant or deny access to all members:
  a. In the table heading row, select the check box.
b. Click **Grant Access** or **Deny Access**.

![Image of Grant Access and Deny Access buttons]

**Unenrolling Members (UMES Administrator Only)**

Faculty can unenroll students from a particular course. Unenrolled students remain in the grade book, however, their information can be hidden if desired. **UMES faculty are not able to unenroll students.**

- Within the Grade book
  - To unenroll one member:
    - Locate the member and, under **Last Name**, click the member's **PeopleLinks** icon. A menu appears.
  - To unenroll multiple members:
    - Next to each member you want to remove, select the check box.
  - To unenroll all members:
    - In the table heading row, select the check box.

- Click **Unenroll** then **OK**. The members are unenrolled.

**Overriding Grades**

For grade columns that automatically create a value (calculated, quiz, assignment, or letter grade), you can override the calculated value. If you do so, the values will display with a caret symbol (^) to indicate that the calculation has been overridden. If you override the grade of a student who is part of a group, where all group members received the same grade, only the one grade is overridden.

- Within the grade book locate the student and column whose value you want to edit and click the grade value.
  - In the pop up window enter or edit the value: In the **Change to** text box, enter the new value and in the **Comment** text box, enter a reason for your edit, although this is not a required field.
Editing Student Information & Viewing Reports

Viewing A Performance Report for One Student

An performance report will produce a report that chronicles a student’s activities throughout a semester.

- Within the grade book:
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bullet Locate the Student whose audit history you want to view the carrot next to the student’s last name.

bullet To view the audit history for all columns for this Student, next to the Student’s name, click View Performance Report

bullet To print click Print

Producing A Student Grade Performance Report

Instructors are able to produce a report that documents a students grades for the semester. To produce the student grade report.

bullet Within the grade book:

bullet Locate the Student whose audit history you want to view the carrot next to the student’s last name.

bullet Click View Performance Report

bullet Select Student Grades

bullet To print click Print
Viewing the Audit History for One Student

The audit history produces a report that indicates all of a students activities with when work was assessed by the instructor.
To Generate an Audit History

- Within the grade book:
- Locate the Student whose audit history you want to view the carrot next to the student’s last name.
- Click View Performance Report
- To print the list, use your web browser’s print function.

Editing A Students Performance

This feature allows a faculty member to make multiple grade book changes at one time.

- Within the grade book:
- Locate the Student whose audit history you want to view the carrot next to the student’s last name.
- Click Edit Member
## Working With Grade Book Columns

You can manage columns by performing the following tasks:

- creating columns in all of the formats supported
- editing columns
  - renaming columns
  - setting columns as grade-related
  - setting columns as released to Students
- changing column types
- setting column alignment
- setting column decimal display
- setting column maximum value
- editing formulas for calculated columns
- editing schemes for letter grade columns
- editing list values for selection list columns

- deleting columns
- hiding or showing columns
- determining column order
- viewing column statistics

Creating Columns

You can create the following types of columns within the BlackBoard CE Grade Book: alphanumeric column, calculated columns, grading form columns, letter grade columns, numeric columns, selection list columns, and text columns.

All new columns that you create are automatically added to the View All and Custom View tabs. Columns set as grade-related are added to the Grades tab. Columns not set as grade-related are added to the Members tab.
Creating Alphanumeric Columns

An alphanumeric column allows you to enter a short string of text or numbers.

- In the Grade Book
  - Click **Create Column**.
  - Click Alphanumeric.
  - Enter the column name.
  - If you want to determine the alignment (left, right, or center justified) of characters displayed in this column, from the Alignment drop-down list, select your preferred alignment.
  - If the column will contain grade data, select Grade-related column.
  - If you want the column to appear for Students in their **My Grades** tool, select Released to Student.
  - Click **Save**.

Creating Letter Grade Columns

A letter grade column displays a letter grade for each Student, based on the values of another numeric or calculated column.

- In the Grade Book select **Create Column**.
- Click Letter grade.
- Enter the column name.
  - If you want to determine the alignment from the Alignment drop-down list, select your preferred alignment.
  - If the column will contain grade data, select Grade-related column.
  - If you want the column to appear for Students in their **My Grades** tool, select Released to Student.
  - From the Based on numeric/calculated column drop-down list, select the numeric or calculated column that contains the numeric value on which you want to base the letter grade.
  - Click **Save**.

- If you want to view or edit the numerical ranges that determine letter grades (the letter grade scheme):
  - Locate the letter grade column click **Edit Column Letter Grade Scheme**.
  - If you want to create a comment about your letter grade scheme, under **Comment**, enter a comment.
  - Save your letter grade scheme:
To set this scheme as the default on which all future letter grade columns for this course will be based, click **Save and Set as Default** otherwise click **Save**.

**Creating Numeric Columns**

A numeric column can contain only numeric values.

- In the Grade Book click **Create Column**.
- Click **Numeric**.
- Enter the column name.
- To edit the alignment from the Alignment drop-down list, select your preferred alignment.
- If you want the numeric values in this column to display to a certain number of decimal places, from the Decimals drop-down list, select the number of decimal places.
- If you want to limit column values at a certain number, in the Maximum value text box, enter the number.
- Determine whether the column is grade-related or not:
- If you chose to make your column grade-related, determine whether the column is released to students or not by either selecting or deselecting Release to Students
- If you want to release statistics to Students to view in their **My Grades** tool, select an option from the Release Statistics drop-down list:
  - To only release the average score, select Average Only.
  - To release detailed statistics, select All.
- Click **Save**.

**Creating Grading Form Columns**

A grading form column will display the numeric result of a grading form that you created.

- In the Grade Book select **Create Column**.
- Click **Grading Form**.
- Enter the column name.
- From the Alignment drop-down list, select the alignment (left, right, or center) for the content of the column.
- Select the grading form:
  - Click **Select Grading Form**. and select the form.
  - Click **Select**. The Maximum value for the grading form now appears.
- From the Decimals drop-down list, select the number of decimal places to be used.
• Select whether the column is grade-related:
  
• If you want to allow Students to view their grade in the **My Grades** tool, select **Released to Student**.

• Click **Save**.

**Creating Calculated Columns**

A calculated column will display the numeric result of a formula that you create for that column and which can be referenced to any other columns that contain numeric information: numeric columns, other calculated columns, quiz or assignment columns. This is as simple as creating formulas in MS Excel; however, it does function somewhat differently.

• Within the Grade Book select **Create Column**

• Click Calculated

• Enter the column name.
  
  • If you want to determine the alignment from the Alignment drop-down list, select your preferred alignment.
  
  • From the Decimals drop-down list, select the number of decimal places.
  
  • Set the **Maximum value** by entering a number.
  
  • If the column will contain grade data, select Grade-related column.
  
  • If you want the column to appear for Students in their **My Grades** tool, select Released to Student.

  • If you want to release statistics to Students to view in their **My Grades** tool, select an option from the Release Statistics drop-down list:
    
    ▪ To only release the average score, select Average Only.

    ▪ To release detailed statistics, select **All**.

  • Click **Save**.
Create a formula for the calculated column:

- Locate the calculated column and click its Carrot.
- From the menu that appears, click Edit Column Formula.
- Since the formula editor wants you to enter a formula in a completed form and will not let you move back and forth, you may want to construct your formula on paper exactly as you want to enter it, complete with mathematical operators, nested arguments within parentheses, references to other data columns, and any of the available functions.
- Create the formula by clicking on the buttons on the screen:
You can do a number of calculations either simple or complex. You may want to sum up all of the relevant columns for the semester. In this case you would

- click **SUM**
- Select a column to add to your formula (you can only select numeric or calculated columns)
- Click **Enter Another Value**
- Keep selecting columns and after each entry click **Enter Another Value** until you are done
- When finished click **End Function**
- Save
You can nest arguments by using parentheses

To insert a function:

- At the valid point in the formula, click the function button.
- Enter the function’s first argument.
- To enter another argument, click Enter Another Value.
- To complete the function, click End Function.

Let’s say you have totaled all of the grades and now would like to convert to an average for the semester. You can do this in two different ways.

1) You can create a summed formula and at the end of the formula add an operation such as (Column1+Column2+Exam1+Exam2/800)

2) The second option is to create a new calculatable column that is the previously summed column divided appropriately to give a correct percentage. For example, if you were basing your grades on a total of 1000 points then you could multiple create a formula that multiples the summed column by .1.
To clear the last entry, click **Undo**.

- To clear the entire formula, click **Clear All**.
- Click **Save**.

If the aforementioned directions were unclear, then perhaps the Blackboard directions may work better for you.

**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.

**Creating Selection List Columns**

A selection list column allows you to select from a drop-down (selection) list of one or more values to describe or grade students.

- Within the Grade Book select Create Column
• Click Selection List
• Enter the column name.
  o If you want to determine the alignment from the Alignment drop-down list, select your preferred alignment.
  o If the column will contain grade data, select Grade-related column.
  o If you want the column to appear for Students in their My Grades tool, select Released to Student.

• Create values for the selection list:
• Select the question and click **Edit Column Select List**.
  ▪ If you created your selection list column from the Column Settings screen, locate the selection list column and, in its Actions row, click the **Edit Column Selection List** icon.
  o In the text box, enter the first value that you want to appear in the list.
  o To add an item to your selection list, do one of the following:
    ▪ To add an item after the last item in the list, click **Add Item**.
    ▪ To add an item before another item, next to the item above which you want to add an item, select the check box and click **Add Item**.
  o Enter a value in the text box of the added item. Repeat steps for each item you want to add to your selection list.
  o To delete an item, click its **Delete** icon.
  o To change the order of the list:
    ▪ To move an item above another item:
      • Select the item you want to move.
      • In the row for the item above which you want to insert the selected item, click the **Move Selected Items Above** icon.
    ▪ To move an item to the bottom of the list:
      • Select the item that you want to move.
      • In the bottom row, click the **Move Selected Items to Bottom of List** icon.
Creating Text Columns

A text column allows you to enter an extended amount of words, phrases, or paragraphs.

- Within the Grade Book select Create Column
- Click Text
- Enter the column name.
  - If you want to determine the alignment from the Alignment drop-down list, select your preferred alignment.
  - If you want the column to appear for Students in their My Grades tool, select Released to Student.
- Click Save.

Editing Columns

When editing columns, you can edit parameters for one or several columns, at once, in one screen.

Hiding or Showing Columns

- To show/hide columns:
  - Locate the column you want to hide and click its Carrot.
  - Click Show or Hide Column.
  - Click Save.

Setting Columns as Released to Students

- Select options.
- Click Column Settings.
- Do one of the following:
To release one column, locate the column and, in its Released to Student row, click No.

To release multiple columns:
  - In the table heading row, select each column that you want to release
  - Click Release.

To release all columns:
  - Next to Select All/None, select the check box.
  - Click Release.

Viewing Column Statistics

You can view the following statistics for calculated, numeric, alphanumeric, and grading form columns from the Grades, Members, View All, or Custom View tab. The type of information available from column statistics includes:

- **Count**: the total number of values in the column.
- **Average**: the mean value of the column.
- **Median**: the middle value in the distribution.
- **Maximum**: the maximum value.
- **Minimum**: the minimum value.
- **Standard Deviation**: the measure of the dispersion or variance among values.
- Within the Grade Book select the **Carrot** for the column for which you want to view statistics.
- Click **Column Statistics**.
Deleting Columns

Deleting a column removes that column and all its data permanently.

- Click Column Settings.
  - Above each column you want to delete, select the check box.
  - Click Delete.

- Click OK.
Customizing the User Home Page

All Blackboard users have a user Home Page which is accessed immediately after login into the system. As a default the user Home Page includes: my settings, a list of all courses past and present in which you are affiliated, calendar day entries, a to due list, my grades, personal book marks, campus book marks, who’s online, campus announcements, weekly calendar entries, and a link to the help feature. From this location a user can:

- Show and Hide Courses: Users can show or hide courses from their individual My Home Page listing.
- Select Channels: the tools visible in the My Home Page
- Select Color: the color scheme for the Home Page
- Layout: change the layout for the Home Page
- My Settings: to edit My Profile, My Tools, and My Roles.
- Calendar Day: View, Add, Edit, or Delete calendar entries for a specific day.
- To Do List: Add, Edit, or Delete items in the To Due List
- My Grade: Allows student users to view recently received grades and/or access their grade record.
- Personal Book Marks: Allows Edit, Create, or Delete URL’s
- Campus Book Marks: Allows you to view institutional book marks.
- Who’s Online: Allows you to see the number of users currently online in each course which you are associated. By clicking on a particular courses link you will see the names of the particular users who are currently active.
- Campus Announcements: Allows you to view announcements that have been posted by your institution for you to view in BlackBoard CE. Note: Your institution may use a separate tool for campus wide announcements.
- Weekly Calendar Entries: View, Add, Edit, or Delete calendar entries for a specific week.
- Mail: Allows you to access your mail box for checking, creating, and sending mail.
- Manage Content: Access your universal File Manager.
- Help: Access the BlackBoard system online Help files.
Hiding Courses from My Home Page

From time to time you will want to hide your older courses so that you do not have clutter on your Home Page. You will do this by using the handy Pencil tool.

- In the centered Course List box click on the Pencil icon located on the upper right hand corner.
• To **Hide** select the check boxes next to all the courses you would like to Hide. They will be hidden but not deleted.

• Select **Hide**

• To **Show** select all of the boxes of hidden course which you would like to Show.

• Select **Show**.

• To show all select **Restore Default**.

**To Edit Channels**

• From My Home Page screen select the **Channels** link usually located toward the upper right hand side of the screen

• Select the check boxes next to all of the tools that you would like to make visible.

• **Click Save**

**To Edit the Layout**

- From My Home Page screen select the **Layout** link usually located toward the upper right hand side of the screen

- Select the check boxes next to all of the tools that you would like to move.

- Use the arrows to move the items

- **Click Save**
To Edit Color

- From My Home Page screen select the Colors link usually located toward the upper right hand side of the screen next to the Channels link.

- Select the check boxes next to the aspect of My Home Page whose color you would like to change and either add the new color in HTML code or select from the color swatch box.

- Click Save
To Edit My Settings

- From My Home Page screen select the **My Settings** link usually located on the upper most right hand side of the screen. You will enter an area with three tabs.

- The default tab is My Profile. To edit My Profile select Edit My Profile. You will be able to select or deselect items as public or private and depending on your institutional allowance make updates to your information. You will also use this location to designate your email address of choice.

- Select **Save**
My Tool Options

My Tools allows you to select how tools will be viewed throughout the course including discussions (threaded or unthreaded), calendar view, language, mail forwarding (enabled or disabled as well as designation choice), how and which messages are shown, number of items per page, and enable/disable who’s online. This is also where you can designate to have all of your email forwarded to either your UMES email account or another external email address.
My Roles tab allows you to view all of your enrollments as well as enrollment roles. When you are done with the My Settings tool select Done to exit.

Editing Calendar Day
Depending on your Layout designation this tool may be located on the right, center, or left hand column area.
- From the My Home Page
- Select the carrot next to Calendar Day
- To Hide the Calendar Day select Hide
- To edit select Edit
  - This feature will operate the same as the course Calendar tool. See Calendar tool for these directions

Editing the To Do List
- From the My Home Page
- Select the carrot next to the To Do List
- To Hide the To Do List select Hide
- To edit select Edit
- To add select Add Item
  - Type the information in the text box
  - Select a priority
  - Click Save
Editing Personal Book Marks

Depending on your Layout designation this tool may be located on the right or left hand column area.

- From the My Home Page
- Select the carrot next to the link Personal Bookmarks
- To Hide select Hide
- To edit select Edit
- To add select Add a Personal Bookmark
  - Enter a title
  - Enter a URL
  - Click Save
- To hide a link select the check box next to the link and select Hide
- To show a link select the check box next to the link and select Show
- To delete To show a link select the check box next to the link and select Delete

Setting Your Online Status

You can hide or display your own name on this list by setting your online status.

- If you want your name to appear on the list of online users and are available to chat, select Visible/Available and click **Update**.
- If you want your name to appear on the list of online users but do not want users to send chat invitations to you, select Visible/Unavailable and click **Update**.
- If you do not want your name to appear on the list of online users, select Invisible and click **Update**.
Campus Announcements
This is an administrator control tool that allows you to view announcements that have been posted by your institution for you to view in BlackBoard CE. By clicking on the carrot you can hide this tool from view.

Calendar Week
Depending on your Layout designation this tool may be located on the right, center, or left hand column area.

- From the My Home Page
- Select the carrot next to Calendar Day
- To Hide the Calendar Day select Hide
- To edit select Edit

This feature will operate the same as the course Calendar tool. See Calendar tool for these directions.

Mail
This tool is represented by an envelope. By clicking on the envelope you will see a list of all courses and the total number of messages for a course as well as the number of unread messages in your inbox for each course. By clicking on a specific course, you are directed right into the mail section for that course. Directions for using the mailbox can be found in earlier in this text. While mail within Blackboard is an internal system, you can elect to forward your mail to either your UMES account or another external email system.

Help

- Accesses the BlackBoard system online Help files.
  In My Home Page usually located on the upper right hand side of the screen select Help
  You can select from the topic links some of which need to be expanded by clicking on the plus sign
  Or you can type in the search box a word of phrase

- Searching for Keywords in Help Topics
  - Click Help.
  - In the Search text box, enter the keywords. If you are searching for keywords, you can also use basic Boolean operators
    - You can combine operators and designate the order of search operations by using parentheses ( ).
    - To search for exact phrases, use quotation marks (“ ”).
  - Click the Submit Search icon. Search results appear in order of relevance.
  - Click the help topic that you want to view.
  - To return to the search results, click the Back icon.

The help tool is quite useful and should be used as a quick and easy reference; however, it does not contain the illustrations or the details included within this text. For consistency purposes this text was designed to employ a similar structure as the information contained within the help tool.
An Additional note about receiving help.

Even with what I hope you will find to be useful directions you will probably from time to time encounter issues of obstacles.

Mr. Kaye Pinhey with the Center for Instructional Technology serves as the University of Maryland Eastern Shore Blackboard administrator. His office is in 1106 Wilson Hall and he is available during normal business hours.

Mr. Pinhey provides both group as well as one on one training and is also more than willing to work with you as you create and manage your Blackboard CE 6 courses. His lab in Wilson has computers available to faculty that contain software that is otherwise difficult to come across on the UMES campus such as Respondus.

Mr. Pinhey can be reached directly at kdpinhey@umes.edu (preferred) or at x7574.

If you find that you are having technical problems not related to the use of Blackboard then you should contact the UMES Department of Information Technology which is located in Waters Hall. You will also find their staff to be accommodating.

If you are not an employee of the University of Maryland Eastern Shore then contact either one of the resources available through the Blackboard company or check with your institution.
Content Manager

You have two tabs in the My Home Page area: My Blackboard and Content Manager. All of the activities we have discussed thus far have taken place in the My Blackboard area. The Content Manager tool is extremely useful for file and folder management.

From here you can

- Get Files.
- Copy Files and Folders.
- Move Files and Folders.
- Create HTML Files.
- Edit HTML Files.
- Create Folders.
- Rename Files and Folders.
- Edit File Properties.
- Download Files.
- Zip/Unzip Files And Folders.
- Delete Files and Folders.
- Navigate Folders.
- Navigate Pages.
- Sort Items.
- Filter Files by Type.
- Preview Files.
- View File Information.
- Work With Webdav Folders
Getting Files

You can get files from another location and add them to **My Files**.

- In **My Files**, navigate to the location to which you want to add files
- Click **Get Files**. The *Content Browser* pop-up window appears.
- Select the files you want to get from either your Class Files, My Files, or My Computer.
  - Files coming from my computer need you to click Browse and Ok
  - You will be able to upload multiple files at one time
- Click Ok
Creating Folders

- Click **Create Folder**.
- Enter a title and click **OK**.

Creating Files

When you select the Create File tab you will be able to create an HTML file. The HTML editor should if enabled automatically open. The HTML editor has a similar functionality and interface as FrontPage.

- Click **Create File**.
- In the File Name text box, enter a name for the file.
- If you want to use the **HTML Creator**, click **Enable HTML Creator**.
• Enter your content.
• Click Save.

**Create File**

*File Name:*

*Content:*

---

**Editing HTML Files (HTML editor requires update JAVA installed)**

• Locate the HTML file
• Click Edit.
• Edit the file:
  o In the File Name text box, edit the name of the file.
  o If you want to use the HTML Creator to edit the content, click Enable HTML Creator.
• Edit as needed
• Click Save.
Editing and Copying Files

- Navigate to and select the file
  - To copy one or more items, select each item and click **Copy**.
- Navigate to the location where you want to paste the items.
- To rename the item Select Rename.
  - To replace the item in the destination folder with the copy, select Replace.

*Other options you can perform include Preview, Move, Download, Delete, Edit Properties, and View File Information.*

Working with Folders
Moving Files and Folders

- Find the folder or file you would like to move
  - Select each item.
  - Click **Move**.
- Locate the location where you want to move the items
  - To create a destination folder:
    - Ensure **Select another location** is selected.
    - Click **Create Folder**.
    - Enter a name for the folder.
    - Click **OK**.
    - Select the new folder
      - To rename the item select **Rename**.
      - To replace the item select **Replace existing**.

Downloading Files

Many individually prefer to download files so that they can work locally.

- Find the file and select the carrot.
- Click **Download**.
- Click **Save** and specify the location.

Zipping and Unzipping Files and Folders
BlackBoard is able to zip files which compresses their size so that multiple or large-sized items can be downloaded efficiently.

To Zip

- Select the item(s) you would like to zip
- Click Zip.

To Unzip

- Find the file that you want to unzip.
- Locate the file and click its carrot.
- Click Extract.

Editing File Properties

- Find the file you want to edit and click its Carrot.
- Click Edit Properties.
- Edit the file properties:
  - You can edit the author, title, description, or keywords by clicking in the appropriate text box and entering new information.
- Click Save.

Deleting Files and Folders

- To delete item(s)
  - Select the item(s)
  - Click Delete.
  - Click OK.

Viewing Folders

You have two views options for viewing folders.

- Tree view: Folders are displayed in a threaded hierarchy.
- List view: Contents of an open folder are displayed.

Filtering Files by Type

- If you want to view files by type from the drop down list and click Go.
- If you want to view all files select All Types and click Go

Previewing Files
- Locate the file and click its Carrot.
- Click Preview.

WebDAV Folders
WebDAV (World Wide Web Distributed Authoring and Versioning) folders are created so that you can work on files locally and see the changes you are making reflecting in the Learning System. To do this, you set up WebDAV folders on your computer that mirror your folders in BlackBoard. For more information about the WebDAV protocol, see http://www.webdav.org. Please note that the directions for creating a WebDAV folder vary with different operating systems and browsers. The HELP section of BlackBoard CE contains directions specific to different browsers and operating systems.
The BlackBoard Portfolio System

There are a number of reasons an institution or an instructor may elect to adopt an electronic portfolio system. The most common are for course level project based learning, professional promotion, growth demonstration through value added assessment, and as a comprehensive assessment measure used to determine program or degree completion.

- An electronic portfolio can be used within a specific course as a form of project based learning and there are a number of books and quality online resources that can assist instructors with this charge.
- An electronic portfolio can be used by students for professional promotion when looking for internships and/or permanent employment.
- An electronic portfolio can be created by students as a longitudinal activity that occurs throughout a learning degree or program experience in order to demonstrate growth over time. These are usually evaluated by pre-designated assessors or an academic advisor and serve as a form of value added assessment.
- An electronic portfolio can serve as a comprehensive and summative assessment measure that is established by either a program or an institution to serve as a means of determining the completion of an academic degree. These types of portfolios are guided by pre-determined Goals and outcomes and serve as a formal assessment measure.

Introducing the Blackboard Portfolio

The BlackBoard Portfolio allows students to present a collection of items that represent their accomplishments towards the satisfaction of goals and objectives. Either instructors or students establish these objectives and it is the responsibility of students to bring in artifacts that demonstrate mastery. The types of artifacts that may be chosen by students can be predefined by the instructor or the instructor can give students the freedom to make such a determination. Virtually every type of file is supported. Students make reflective entries where they explain how the artifact(s) that they have chosen demonstrate mastery of a learning outcome.

The BlackBoard portfolio product is designed to compliment(s) the BlackBoard CE and Vista Virtual Course Environments. The user interface has a similar layout and employs similar tools. Graded materials from BlackBoard courses can be imported directly into portfolios and presented to guests. Materials can also be created and presented using BlackBoard Portfolio tools. Students serve as portfolio owners who have control over the material, design, and membership in their portfolio. Students can use the portfolio to track learning experiences and reflect on their progress towards Goals. They can also use their portfolio to share results and attributes with others and solicit meaningful feedback.

The students have control over the material, design, and membership in their portfolio. The system supports a variety of file types and allows for multiple artifacts as well as includes an internal HTML creator. Students can alter their portfolios for different viewers, invite and dis-invite assessors and guests, and allow people to give feedback. Students can also author both public and private reflections, discussions, and blogs.

Rubrics can be created within the LMS component for use in evaluating portfolios. Although rubric aggregation is not a planned functionality, in a roundabout way it is possible using the grade book column of the LMS. Although not within the design, it is possible for the institution to map out appropriate metadata to associate with portfolios in description fields that allow for cross-portfolio searches.
Portfolio progress checklists exist that help instructors guide learners and reporting capabilities are offered at the individual portfolio level. The list of available reports include: summary of activity, item usage, file use, and reviewer tracking. Formal reporting for assessment and accreditation does not exist.

For faculty who are experienced teaching with one of the learning management systems, this system will seem remarkably familiar, easy to navigate, and simple to utilize and manage. For students, the experience with the portfolio system is quite different from their previous interactions with the learning management system. The reason for this difference is the change in role and control. When experiencing a course delivered through one of the learning management system the student takes a subjunctive role and is not part of the course design process. With the portfolio system, students act as designers who build and manage their own portfolios, much in the same way that instructors using the learning management system act as course designers who build an online learning experience. Because the building of portfolios is largely done by students, instructors using this system will find that their role is primarily administrative in nature.

**Working Example UMES DBMA Senior Capstone portfolio project**

Beginning in 2005, as part of an aggressive assurance of learning and continuous improvement effort, as well as in conjunction with an accreditation application and review from the American Association of Colleges and Schools of Business International (AACSB), an Assurance of Learning Committee was established in the University of Maryland Eastern Shore’s (UMES) Department of Business, Management, and Accounting (DBMA). The appointed committee was charged with the redevelopment of the student learning outcomes of the Department, the redesign of the assessment program, and finding a culminating assessment measure that complimented and best fit the academic and professional needs of students in compliment with the academic mission of the institution.

A number of comprehensive assessment options were examined including, but not limited to, a comprehensive exam, assessment center, internship experience, and etcetera. Emerging from this investigation, and supported by the preponderance of the literature, was the recognition of the high success rates of electronic portfolios which are shown to effectively provide an alternative and effective means of assessing student learning outcomes while having high acceptance rates among students (Buzzetto-More, 2007).

Additionally, the decision to adopt an electronic portfolio was heavily influenced by an electronic portfolio project that had been implemented by the University’s Department of Education The electronic portfolio project successfully implemented in the education unit utilizes the TK20 system where all graduating teacher education degree candidates are required to create a portfolio designed around national, state, institutional, and professional standards.

As a result of the findings, it was unanimously decided by the DBMA Assurance of Learning Committee that a senior capstone portfolio would provide the optimal form of purposeful and authentic assessment that best suited the needs of the diverse learners that the department serves.

All senior students enrolled in the DBMA’s capstone course BUAD 495 are required to create an electronic portfolio that is built specifically around the student learning outcomes of the Department. Each student is responsible for bringing in a minimum of two artifacts per learning outcomes as well as to author a meaningful 250-500 word reflection for each artifact where they articulate:

- Their understanding and impression of the learning objective in question
- A description of the artifact that includes how, and why, you selected this particular artifact
• How, and why, the artifact which was selected demonstrates mastery of the particular learning outcome
• The strengths and weaknesses of the selection
• How the learning objective will relate to them professionally in their future career (with examples)

As the portfolio project has continued to grow in the spring of 2008 it was embedded within the course BUAD 213: Business Software Applications. In the fall of 2008 it was integrated with freshmen business students enrolled in BUED 100: Freshmen Professional Development. Plans are currently in place to continue embedded the portfolio system throughout the curriculum.

For more information regarding the UMES DBMA Portfolio Project as well as view the timeline of activities from 2005-2012 please visit the DBMA web site portfolio page or read the paper written by Buzzetto-More and Alade (2008) published in the renowned *Journal of Information Technology Education*.

**Directions for Instructors**

Educators using the portfolio system are referred to as Portfolio Administrators. As a Portfolio Administrator, you have a variety of tasks. You will use the tools in the Portfolios area to manage portfolios, user records, portfolio enrollment, settings, and background jobs.

**Portfolio Management:** Portfolios can be viewed, edited, commented upon, tracked, and deleted.

**Portfolio User Management:** You can create user records as well as edit user information.

**Enrollment:** Users can be enrolled and unenrolled.

**Portfolio Owners:** The BlackBoard system refers to the individuals who create portfolio as Portfolio Owners. In most cases portfolio owners will be your students.

**Portfolio Types:** There are two types of portfolios that can be created: **Personal** and **Other**.

**Personal** portfolios serve as the primary portfolios for users. Creating a **Personal** portfolio for a user automatically enrolls that user as the Portfolio Owner. Each user can own only one **Personal** portfolio and the portfolio title is taken from the user name of the owner. This title is protected cannot be edited.

**Other** portfolios do not have an assigned owner and are often used for the creation of templates that other portfolios can be based upon.

In addition to creating portfolios, you can:

- edit portfolio properties
- assign content to a portfolio
- delete portfolios

**Note:** Please contact Mr. Kaye Pinhey with the UMES Center for Instructional Technology if you are interested in using the Blackboard Portfolio System.
Creating A Portfolio

Note: If you are not sure whether a user has been added into the system (currently users are not automatically added then please progress to add a user which you will need to do first)

- From the Portfolios screen, click Create Portfolios.

- Choose to select either a Personal Portfolio or an Other Portfolio
Select Other Portfolio and click Next.

Select Personal Portfolio and click Next.

- Locate the person you would like to create a portfolio for. You will do this by running a user Query (Find User). Since, individuals enrolled in Blackboard are not automatically placed in the portfolio system it is very likely that you will need to create a user. You will find directions for adding users under User Management. Please skip forward and then return.

- NOTE: Only people not currently enrolled in a personal portfolio will appear.

- Select each desired user.

- Click Create Personal Portfolio. Each Personal portfolio is automatically assigned the user name of the Portfolio Owner as its title.

  - To add additional information about each portfolio, enter text in the Description text box.
  
  - Under Assign Content to Portfolio, you must perform one of the following actions:
    - To create portfolios without assigning content, select Set up a blank portfolio.
    - To copy content from an existing portfolio:
      - Select Copy content from another portfolio and click Select a Portfolio to Copy.
      - Find a portfolio to copy and click Select.

  - Click Save.

  - Click OK.
Viewing Portfolio Information

Select Properties, you will be able to view:

- title and description
- source of any assigned content or lack thereof
- creation date
- last date visited
- the direct URL
Deleting a Portfolio

- From the Portfolios screen, click **Find Portfolios**.
- Find the portfolio(s) to delete.
- Click **Delete**.
- Click **OK**.
- Select the portfolio(s) you want to delete.
- Click **Delete**.
- Click **OK**.

**Portfolio User Management**

Portfolio users are grouped into three user types: Global Portfolio, Institutional Portfolio, and Private Portfolio. This can be somewhat confusing in the beginning and essentially these designations deal with the amount of allowable control that is being given to a particular user. When a user is added to a portfolio you will establish their role.

**Portfolio User Type Description**

**Global Portfolio**
- added by a Portfolio Administrator using Create User
- exists within the Portfolios area only
- can be enrolled in any portfolio, as any portfolio role by an administrator or owner
- user information can be viewed and edited by a Portfolio Administrator
- can access a portfolio in which they are enrolled until they are unenrolled

**Institutional Portfolio**
• added by a Portfolio Administrator or Portfolio Owner to the Portfolios area by browsing the user records that exist within the institution
• exist within the institution and the Portfolios area
• can be enrolled in any portfolio as any portfolio role
• user information can be viewed by the Portfolio Administrator, but not edited
• can access a portfolio in which they are enrolled until they are unenrolled

Private Portfolio
• referred to as Guests within a portfolio
• created by Portfolio Owners who add the user to a specific portfolio by creating a guest account
• exist within the Portfolios area only
• cannot be enrolled in another portfolio unless a Portfolio Administrator promotes the user to the Global Portfolio user type
• user information can be viewed and edited by the Portfolio Administrator and the Portfolio Owner
• can access a portfolio in which they are enrolled until their guest account expires. By default, guest accounts expire 30 days after they are created.

All user records must contain user name, first name, last name, password, and accessibility information.

Creating A New User
• To Create a User
  o Click Create Users.
    o In the User name text box, enter a unique user name. Each time the user logs in, they must enter their user name and password.
    o Enter information In the First name and Last name text boxes.
    o In the Password text box, enter a password.
      o Passwords are case-sensitive and should be at least six characters.
Enter an e-mail address for the user.

From the Access drop-down list, select an option to determine the user’s access to the system.

From the Authentication source drop down list, select BlackBoard.

Click Save.

Click OK.

**Side Note:** As an instructor you will be able to view and edit the user information of Global Portfolio users and Private Portfolio users including their user name, password, first and last names, and e-mail address. You can view, but not edit, the user information of Institution and Portfolio users; the Institutional Administrator manages these users.

Now that you have created a user you will need to put them into a portfolio. Essentially there is a two step process where Step 1: you create a user and Step 2: You create a portfolio and add that user into the portfolio.

**Enrollment**
In the Portfolios area, a user can be enrolled in one or more of the following roles: Portfolio Owner, Portfolio Designer, and Portfolio Reviewer.

The following enrollment rules apply to the Portfolios area:

- Portfolio Administrators can be also be enrolled in any of the other three roles in any portfolio.
- A user can only be enrolled in only one role per portfolio.

As a Portfolio Administrator, you can manage enrollment by: enrolling, unenrolling, emailing, and viewing users.

Portfolio Owner can perform a number of functions on the portfolios that they own:

- Add, edit, and delete content
- customize the appearance
- set the availability, display, and functionality of tools and features in portfolios
- give other users access to the portfolio
- manage guest accounts

Portfolio Designer can perform all of the same functions as a Portfolio owner where they have been given designer permission with the exception of giving other users access to the portfolio and the management of guests accounts.

Portfolio Reviewers can: (a) view portfolios, and (b) use the Reflections and Message Center tools to post messages and give feedback.

A portfolio can have only one owner; however, there is no limit to the number of Portfolio Designers and Portfolio Reviewers that can be enrolled in a single portfolio. However, a user can only be enrolled in one portfolio role per portfolio.

![Utilities](image)

Enrollment
To Enroll/Unenroll Users

○ From the Portfolios screen, click **Find Portfolios**.
○ Find the portfolio to enroll users in.
○ Click the portfolio.
○ Click the Enrollments tab.
○ Select the role that you want to enroll/unenroll users in, and click either **Enroll into Selected Role** or **Unenroll**
○ Click **OK**.

There may be an instance where you not only want to unenroll a user but you may want to delete the user entirely. If you delete a user from the Portfolios area, their enrollments and records are deleted; however, tracking data for the users is retained. If a user is also a member of the institution, his or her user record within the institution is maintained; only the user record in the Portfolios area is deleted.

To Delete Users

○ Search for the user you want to delete
○ Select each user that you want to delete.
○ Click **Delete**.

Click **OK**.

*A detailed student manual for usage of the Blackboard Portfolio System is also available through the UMES Center for Instructional Technology.*
Appendix A

CIT Faculty Certification Testing

To ensure that faculty is well prepared to use the Blackboard CE6 Vista Course Management System, all faculty users are required to take training as well as complete a basic skills test for which they will receive a certificate. Individuals wishing to teach fully online courses will be required to take a second level skills test. The competencies and criteria include:

Blackboard Competencies I – Exam and Lesson

Course Setup:

1. Enter new course and set up a blank course.
2. Select Tools under Manage Course.
4. Save the above in both native context and in html format.
5. Import files into course.
6. Add a Header and footer to Home Page.
7. Create Folders on the Home Page.
8. Create a file with Blackboard and put on Home Page.
9. Add Content links Tegrity and SafeAssign to Home page.
10. Upload a Syllabus file as an html document and as a word document.

Communications:

1. Create a new Discussion topic in Discussion Board area.
2. Respond to the discussion.
3. View the discussions as threaded and non-threaded.
4. Send an email to the entire class.
5. Open a Chat Room.
6. Create an Announcement and have it as a popup as well.
7. Create a Calendar entry.

Assessment:

1. Create an assignment with established due dates.
2. Submit the assignment as a student.
3. Grade the assignment as the instructor.
4. Create a 3 question multiple choice quiz.
5. Customize the settings for the quiz.
6. Add a grade book column for attendance.

Content/File Management:

1. Create 3 Learning Modules.
2. Create 3 Web Links.
3. Create a 3 word glossary.
Final Question: Why are the advantages of mht files?

**Blackboard Competencies II – Exam and Lesson**

**Course Setup:**

1. Enter new course and set up a blank course.
2. Select and deselect Tools under Manage Course.
3. Import different types of content (Quizzes, question Databases, etc)
4. Create a course based on an existing course.
5. Do a date rollover.
7. Add a picture to your header.
9. Add content links to the Home Page from both internal and external sources.
11. Use the internal html creator to create a new file.

**Communications:**

1. Create a new Discussion topic in Discussion Board area.
2. Respond to the discussion.
3. Grade the discussion entry.
4. Set release options for the discussion.
5. Review a Chat log.
6. Create a delayed delivery announcement.
7. Create a calendar entry with a web link.

**Assessment:**

1. Customize the settings for the quiz.
2. Add security options to the quiz.
3. Preview the quiz.
4. Add a grade book column that calculates.
6. Create an assignment with an attachment directions.
7. Create a 10 question quiz, with at least one of each of the following question types: multiple choice, fill in the blank, true/false, and matching.

**Course Administration:**

1. Set up student groups.
2. Send individual groups emails.
3. Set up a discussion for individual groups.
4. Deliver assignments to individual groups.
5. Create course goals.
6. Link goals to assignments, handouts, learning modules, web links and assessments.
7. Create a grading form.
8. Link a grading form to an assignment.

Content/File Management:

1. Convert PowerPoint’s to html.
2. Create web link categories.
3. Create a 3 word glossary.
4. Add an assignment link and quiz link to a learning module.
5. Export grade book to excel. Add a column in excel with a calculation and import back.
Appendix B
Fully Online Course Application Form

Online Course Request Form

Date:  
Faculty Name:  
Office Address:  
UMES E-mail:  
Department:  
Chairperson:  
Office Telephone:  

Term Requested:  
Year:  

Course Number:  
Course Name:  
Credit Hours:  
Has the course been developed for Online delivery?  
☐ Yes  ☐ Not Yet

Signatures

<table>
<thead>
<tr>
<th>Signatures</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty member (Instructor)</td>
<td></td>
</tr>
<tr>
<td>Department Chairperson</td>
<td></td>
</tr>
<tr>
<td>Dean of the School</td>
<td></td>
</tr>
<tr>
<td>Center for Instructional Technology</td>
<td></td>
</tr>
</tbody>
</table>
### Appendix C
### Fully Online Course Evaluation Rubric

<table>
<thead>
<tr>
<th></th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prerequisites are described. Technology requirements are listed.</td>
<td>Prerequisites are clearly listed in multiple areas and well explained. Technology requirements are listed and well explained.</td>
<td>Prerequisites are clearly listed. Requirements listed.</td>
<td>Prerequisite are incomplete, hard to access, or poorly organized. Requirements are incomplete.</td>
<td>No prerequisites listed at this time. No requirements are listed at this time.</td>
</tr>
<tr>
<td>2. Goals and outcomes.</td>
<td>Goals and outcomes are given and written are clear and measurable.</td>
<td>Listed but may not be clear and/or measurable.</td>
<td>Vague and are not consistent.</td>
<td>None exist at this time.</td>
</tr>
<tr>
<td>3. Activities support learning.</td>
<td>All activities are related to student outcomes and/or course goals.</td>
<td>Activities appear to support achievement.</td>
<td>Activities do not appear to be related to goals and/or outcomes.</td>
<td>No activities listed at this time.</td>
</tr>
<tr>
<td>4. Assessment measures progress towards goals and outcomes.</td>
<td>Assessment of student progress is given throughout the course and links to goals and outcomes. Multiple formal and informal assessment measures are used to evaluate student learning and judge the effectiveness of the instruction</td>
<td>Assessment measures student progress towards goals and outcomes.</td>
<td>Assessment does not measure progress.</td>
<td>No assessment addressed at this time.</td>
</tr>
<tr>
<td>5. A variety of tools enhance interaction.</td>
<td>Sustained interaction is facilitated by the use of communication tools. Instructor actively uses communication tool, visits course website multiple times per week, and has at least one individual interaction per student per week.</td>
<td>Interaction is facilitated by the use of communication tools. Faculty member does not interact individually with each student each week.</td>
<td>Little interaction is facilitated by the use of communication tools.</td>
<td>No interaction is defined at this time.</td>
</tr>
<tr>
<td>6. Course materials.</td>
<td>Materials are easily to locate, accessible, understandable, meaningfully organized logically, and developed to enhance student achievement.</td>
<td>Most materials are easily to locate, accessible, understandable, meaningfully organized logically, and developed to enhance student achievement; however, some require improvement.</td>
<td>Materials are either difficult to locate, require too many technical steps, hard to understand, not meaningful, poorly organized, and or irrelevant.</td>
<td>No materials have been included at this time.</td>
</tr>
<tr>
<td>7. Student support.</td>
<td>Instructor uses communication tools to provide students with readily available and timely support that helps keeps students on target. Faculty member responds to student questions in a timely manner. When faculty member is unable to answer questions he/she seeks immediate assistance from the CIT.</td>
<td>Instructor uses communication tools to interact with students and provide support.</td>
<td>Instructor sometimes communicates with students directly.</td>
<td>Instructor does not communicate with students directly, meaningfully, and/or in a timely manner.</td>
</tr>
<tr>
<td>8. Frequent and timely feedback.</td>
<td>Instructor provides frequent and timely feedback. Feedback from graded assignments &amp;/or</td>
<td>Instructor provides feedback.</td>
<td>Instructor sometimes provides feedback.</td>
<td>No feedback is provided.</td>
</tr>
<tr>
<td>9. Appropriate Pacing</td>
<td>4. In order to receive feedback, the calendar tool as well as weekly announcements must be utilized to help students stay on track.</td>
<td>Instructor paces most activities and the schedule is listed on the syllabus.</td>
<td>Some activities are paced.</td>
<td>No evidence of pacing exists at this time.</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>--------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>10. Discussions and Chats</td>
<td>Expectations for student discussion/chat participation are well developed, consistent, and communicated clearly to students.</td>
<td>Participation expectations are communicated to students.</td>
<td>Expectations are vague and/or unclear.</td>
<td>No expectations exist at this time.</td>
</tr>
<tr>
<td>11. Grading</td>
<td>Grades must be made available to students individually, privately, and timely using the grade book feature available in Blackboard and accessible to students via My Grades.</td>
<td>Grades are accessible to students and secure.</td>
<td>Grades are inconsistently made available to students and/or are not secure.</td>
<td>Grades not available to students.</td>
</tr>
<tr>
<td>12. Interface Design</td>
<td>Course content is clear, meaningful, plentiful, accessible, and supported by the instructor. Color, buttons, images, graphics, and etcetera enhance the course. The interface must be clear, professional, simple, appropriate, and planned in such a way to facilitate learning. Recommended UMES template is utilized. Navigation is clear, logical, and all buttons/links work.</td>
<td>Course content is for the most part clear, meaningful, accessible, and supported by the instructor. Some display elements are distracting and/or slow to open. Navigation is mostly clear and most buttons/links work.</td>
<td>Course content is not always meaningful, clear, and/or accessible. Elements may be unrelated, distracting, and/or unnecessary. Problems with navigation exist. Student may become lost.</td>
<td>Course content is weak and lacking. Elements are weak, distracting, time consuming, burdensome, unprofessional, inappropriate, and/or sloppy. Navigation may cause confusion.</td>
</tr>
<tr>
<td>13. Multimedia (if appropriate)</td>
<td>Multimedia used is appropriate, enhances learning, accessible, professionally created, linked to course content, available in an alternative text based format, and work.</td>
<td>Multimedia used is appropriate, enhances learning, professionally created, but may not be linked to course content, available in an alternative text based format, and work/accessible.</td>
<td>Multimedia used may be unnecessary, not linked to content, difficult to access, and/or problematic.</td>
<td>Multimedia is unprofessional, distracting, and/or burdensome.</td>
</tr>
<tr>
<td>14. Time Devoted</td>
<td>The instructor devotes the appropriate amount of time to the development of the course, timely support of student learning, and sustaining of learning. Online office hours are provided.</td>
<td>The instructor devotes the appropriate amount of time to the development of the course, support of student learning, and sustaining of learning.</td>
<td>The instructor must devote more time to this course.</td>
<td>Not enough time has been spent and/or is allocated for this course.</td>
</tr>
<tr>
<td><strong>Results</strong></td>
<td>This course is fully endorsed and the instructor is commended for their hard work.</td>
<td>This course is approved with modifications.</td>
<td>This course requires major reworking.</td>
<td>This course is subpar.</td>
</tr>
</tbody>
</table>
Hybrid online instruction is a mixture of classroom and online instruction where some learning occurs online. 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. They have been shown to address the frustrations and limitations resulting commonly found with fully online education. In order for a class to be considered hybrid some actual student learning and learning assessment must occur online and a percentage of in-class time is forfeited to make up for the weight put on the online learning activities. Hybrid courses will receive specific designation in the University catalogue. One credit equivalent will count as online learning and count towards the USM mandated non-traditional learning requirement of 12 credit hours on average per student. In order for a course to receive hybrid designation the following criteria must be met:

- The course website must apply the required template used for interface design standardization.
- The course website must contain the following elements: syllabus, weekly announcements, calendar usage, lecture notes, reference links, CIT directions for using Blackboard, a link to the CIT, and full usage of the Blackboard grade book tool accessible to individual students through My Grades.
- A minimum of one third of the final grade for the term must be computed through online assessment measures which may include, but are not limited to: graded discussions, quizzes and exams, assignments submitted and graded assignment online, e-portfolios, computer or web based simulation performance, computer or web based lab exercises, and WebQuests.
- Some in-class seat time must be forfeited to bear the weight of the online learning; however, that time must not exceed more than ½ of the meeting time for the semester.

Courses seeking hybrid designation do not require review by the Center for Instructional Technology but do require the submission of a form (see Appendix E) that includes approval by the chair of the academic department as well as the dean of the school.
Hybrid Course Request Form

Date:
Faculty Name: _________________________________
Office Address: _________________________________
Office Telephone: _________________________________
Course Number: _________________________________
Course Name: _________________________________
Credit Hours: _________________________________

Signatures

Faculty member (Instructor): _________________________________
Department Chairperson: _________________________________
Dean of the School: _________________________________

Date ___________________________
Appendix F
Student Responsibilities

It is the goal of the Vice President for Academic Affairs and the Center for Instructional Technology that students succeed in online courses. As a result, initiatives are being put into place to ensure student readiness. The Center for Instructional Technology is open and available to all students for consultation and/or training for skills necessary to successfully complete fully online classes.

Additionally, students will be required to complete an e-learning responsibility and agreement contract which is included in Appendix G. Forms are available for download to all Student Advisors at http://www.umes.edu/insttech
Appendix G
Student Agreement Form
University of Maryland Eastern Shore
Student Agreement to Register for Fully Online Courses

(Please print all information – Incomplete forms will NOT be processed)
Name:

Local Address _______________________________ City/State/Zip

Email Address ______________________________ Local Phone Number _____________________________

Semester and Year ___________________________ Major ___________________________ Classification ___________

(Please read all information carefully before you sign at the bottom.)
Fully online courses are a form of structured independent study. You are responsible for reading, writing, and completing all assignments on your own and you must have excellent reading and comprehension skills to be successful in the course.

By signing below, you agree to contact the instructor frequently, work on your own, manage your time, participate in class activities, and complete your assignments. You also agree to abide by the course policies and procedures.

By signing below, you certify that you have been properly advised in your department and that you met all pre-requisites requirements.

Signature ____________ Date ____________

This form should be returned to:
University of Maryland Eastern Shore
Center for Instructional Technology
1106 Wilson Hall
(410) 651-7574(office)

Please e-mail the Center for Instructional Technology at kdpinhey@umes.edu if you have concerns or questions.
Recommended Readings

Selected List


References


About the Author

Originally from New York, New York, Dr. Nicole A. Buzzetto-More is an Associate Professor of Business Education and Computer Applications as well as the Business Education program coordinator and Assurance of Learning coordinator in the Department of Business, Management, and Accounting at the University of Maryland Eastern Shore. She is also a Co-Founder of the UMES Office of Instructional Technology and a certified Microsoft Office Professional. She received doctorate and masters degrees in communication and instructional technology from Columbia University and also holds degrees from the College of New Rochelle and Marist College. An avid traveler and a recognized assessment and e-learning expert, she is a frequent presenter at conferences across the globe. She is on the editorial board of several journals including the Interdisciplinary Journal of E-Learning and Learning Object (IJELLO) and the Journal of Global Information Technology (JGIT); is on the review board of five additional journals including the renowned Journal of Information Technology Education (JITE); and serves as a paper reviewer for a number of international, national, and regional conferences.

She has authored numerous publications in refereed journals and won four best paper awards. She has also written four book chapters. Her first two books, published in early 2007, Principles of Effective Online Teaching and Advanced Principles of Effective E-Learning, are available through the Informing Science Press. In the spring of 2008 she published a chapter in the book Issues in Information and Media Literacy edited by Marcus Leaning of the University of Wales in the United Kingdom. As a result of her work, she has been recognized with awards from the American Distance Education Consortium, the Informing Science Institute, and the Global Digital Business Association.

Dr. Buzzetto-More serves on a number of committees, is active in several professional organizations, and maintains graduate faculty status. She also serves on committees supervising the research of Ph.D. students.

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