Instructor Help

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Welcome to Your Course!

Using the tools and features available in this software, we'll help you create a unique online course that reflects your needs and those of your students. Here's how it works...

- **Take the IDT Instructional Design Tutorial**. Found on the page from which you access your course, the Instructional Design tutorial walks you through a quick overview of the course creation process.

- **Know your online classroom**. See Navigate Your Online Course to orient yourself with the tools and features you will use to add and deliver course content.

- **Course Home page**. The first page to display when you log in to your course is the Course Homepage. This is the central location or starting point for your course. Course Home displays course announcements, new posts and course activity since your last login, course navigation buttons, and course tools you can use to communicate with your students.

- **Set your course preferences**. See Set Course Preferencesto set course-wide preferences and select a design and style for your course.

See also:

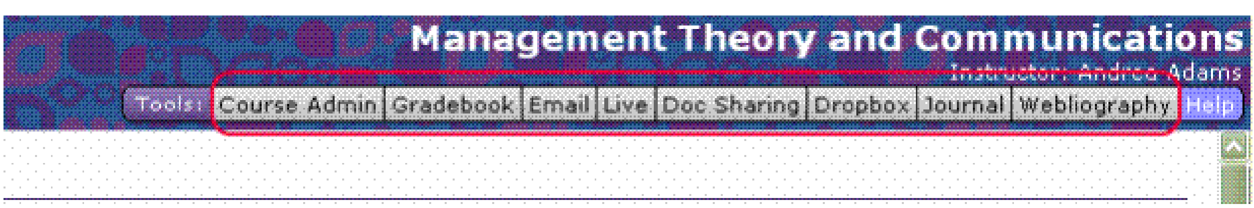
- Navigate Your Online Course
- User Profile
- Using Help
- Security Timeout

Navigate Your Online Course

Before you begin building your course, take the **IDT Instructional Design Tutorial** to orient yourself to working in an online learning environment. Click on the following links to learn more about the major interface components to your course desktop including how to navigate your course and locate course tools and features.

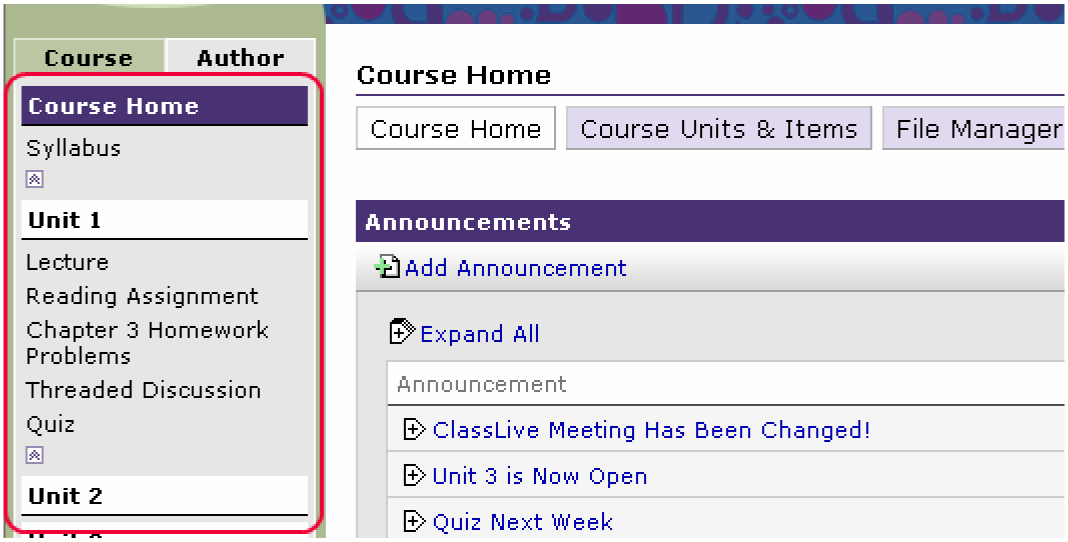
Tools menu

At the top of your course is the **Tools** menu. Use the Tools menu to locate and open the tools you want to use to build and maintain your course. The course tools help you communicate and interact with your students. They include things like email, announcements, and chatrooms. Your students can use these same tools to communicate with you and with other students. In the image below, click on each of the tool buttons to learn more about that tool.



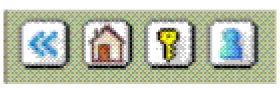
Navigation tree

Located in the left-side pane of your course, the **navigation tree** functions according to the selected working mode: **Course** or **Author**. When you start to create your course, you will add Units and Content Items. In the image below (which shows the navigation tree in Author mode), click on the course Units and content items to learn more.



Navigation tree buttons

Located at the bottom of the navigation tree, you will find four buttons. In the image below, click on each of the buttons to learn more.



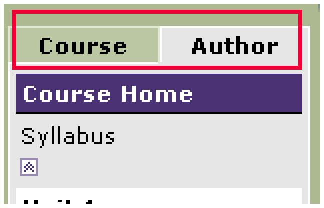
Course mode vs. Author mode

As an instructor, you can view your course in two different modes:

- **Course mode** - Shows your course just as students see it. In Course mode, you can navigate the course like a student.
- **Author mode -** Displays tools and options to help you build your course. In Author mode, you can design your Course Home page, add announcements, create your syllabus, and more.

For example, if you're working in Course mode and click Syllabus from the Course Home page, you see your Syllabus just as students see it. If you click the Author tab, however, you see tools that allow you to add new syllabus items or edit existing items.

In the image below, click on the Course and Author tabs for an example of what you will see when you switch between Course and Author mode. Students do not have the Author tab or Course Admin tool as these are instructor features *only*.



User Profile

The User Profile page is where you can specify locales and time zones for your course.

About Locale and Time Zone

User profile settings determine the specific locale (language and country) and time zone for your current login session. Select a locale for your session from the User Profile page by clicking in the navigation tree.

When you specify a locale from the User Profile page, only you will view the course in the selected locale and time zone. However, when you specify a course locale from the General Information and Preferences page, all students will be required to use that locale. This is because the settings you set from the General Information and Preferences page are applied globally throughout the course and override any locale a student sets in his/her user profile settings.

If your institution sets the locale for the course at the administrative level, the locale settings listed on the General Information and Preferences page display as read-only.

Set user profile settings

1. In the course navigation tree, click .
2. On the Settings tab in the fields provided, enter the following:
   - **Language (Country)** - Select your language preference for the course.
   - **Time Zone** - Select your time zone preference for the course.
3. Click **Save Changes**.

Set course locale and time zone

1. In the navigation tree, click the **Author** tab.
2. On the Tools menu, click **Course Admin**.
3. Click **General Information and Settings**.
4. In the **Course Locale** drop-down list, select a locale. The selected locale is enforced to all students in the course meaning, your students will not have the ability to change the locale in their User Profile settings as this page will display as read-only.

Remember, if your institution sets the locale for the course at the administrative level, the locale settings listed on the General Information and Preferences page display as read-only.

Using Help

The Help system is accessible from anywhere within your course. On the Tools menu, click **Help** for assistance with using the features and tools within Teaching Solutions.

Use the **Design Tips** to learn best practices and answers to frequently asked questions about creating or designing an online course.

For your convenience, you can print out help pages to read for future reference. To print any help page in the Online Help system, click in the Online Help toolbar.

If you open the Help system and don't see the Help topic you're looking for, click in the Online Help toolbar to look up other Help pages. If at any time you need further assistance, contact the Help Desk. A client services representative is available to assist you.

Security Timeout

When you access your online course, you are asked to provide your user name and password so the eCollege system can acknowledge you as a legitimate user. As long as you are actively working in your course, your course remains open and available to you.

If, however, there is no activity in your course for 90 minutes (for example, you leave for lunch without logging out of your course), the eCollege system automatically logs you out. This security feature ensures that the only person working in your course using your login name and password is *you*.

If the system logs you out of your course, re-enter your login name and password in the page that displays.

Because the system *logs out* after 90 minutes of inactivity, save your work often.

Set Course Preferences (Course Admin)

The Course Admin page is where the initial administrative setup takes place for your online course. Use the Course Admin tool to set global, course-wide preferences. Just like a traditional course, your online course requires administrative setup. Set your course preferences to access or determine general course information, course enrollment, and group management. Instructors can specify titles for course sections (Units, Modules, Chapters, Weeks, etc.) to set a tone for the class.

To open the Course Admin page:

1. On the Tools menu, click **Course Admin**.
2. The main Course Admin page contains three tabs:

- **General Information and Preferences** - Click to set course options and settings for General Information and Preferences, Style Manager, Enable/Disable tools, Threaded Discussion, Course Scheduler and Path Builder, and Survey Report Wizard.

  Style Manager and ClassLive can be disabled at the administrative level. If your institution has chosen to disable these features, you will not see them listed.

- **Course Enrollment** - Click to view a list of students currently enrolled in the course.
- **Group Management** - Click to organize students into groups or teams for the course.

Whichever tab in the Course Admin tool you are working in, the course preference settings you select apply course-wide. You can change course preference settings at any time.

See also:

- General Information and Settings
- Style Manager
- Enable or Disable Tools
- Threaded Discussion Preferences
- Schedule Course Content and Build Paths
- Course Enrollment
- Group Management
- Locale/Language

General Information and Settings

Information about your course is set at the administrative level and can include the title of the course, the instructor, teaching assistant, etc. Course default settings you might change include customizing the course navigation tree to allow long content item names in your course, wrapping long content items names onto multiple lines, truncating long names to 13 characters, etc. You can also change the default course settings to not display a link to the course syllabus under the Course Home button in the navigation tree.

Describe the General Information and Settings options

Remember to click **Save Changes** after setting your preferences.

Field	**Description**
Course Title	(Required) Displays the title assigned to the course.
Instructor Title	(Required) Displays the title of the instructor to the course. Instructors Titles include Professor, Doctor, Teacher, etc.
TA Title	Displays the title of the teaching assistant (TA) to the course.
Unit Heading	(Required) Displays the heading to sections of a course. For example, if your course is structured into weeks, you might change the default setting from Unit to Week. Other headings some instructors use include Module, Section, Chapter, etc.
Navigation	Sets whether or not to wrap text for Unit Headings and Content Item names in the navigation tree. Select the check boxes to display long Unit titles or Content Item names on multiple lines in the navigation tree; otherwise, leave the check boxes clear.
Course Locale	Sets the locale for the course. The locale you specify here will override any locale a student sets in his/her User Profile Settings. Basically, when you specify a course locale, all students will be required to use that locale. In the drop-down list provided, select a specific course locale. If your institution sets Course Locale settings at the administrative level, the Course Locale drop-down list displays as read-only. This means you can view, but cannot change, the locale or time zone to your course.
Course Description	In the Visual Editor, type a description of the course. This is the description used in the course catalogue.
Required Text	In the Visual Editor, list the textbook(s) required for the course. This is the list used in the course catalogue.

Style Manager

Use the Style Manager to customize the look and feel of your course. You can personalize colors, design themes, and fonts. Every online course is unique. If your institution prefers that all its online courses maintain a similar look and feel, the Style Manager might not be available in your course.

Open Style Manager

1. In the navigation tree, click the **Author** tab.
2. On the Tools menu, click **Course Admin**.

3. Click **Style Manager**.

Apply the course default style

1. Open **Style Manager**.
2. Select **Use the default course style**.
3. On the **Fonts** tab, follow the instructions on the page to customize your font preferences and the alignment of the logo accordingly.
4. Click **Save Changes**.

Apply a custom course style

1. Open **Style Manager**.
2. Select **Use a custom course style based on the selections below**.
3. Either specify a Color Theme or select a Design Theme.
4. Do one of the following for the selected theme:
   - **Color Themes** - Select any of the available color options and its respective background design.
   - **Design Themes - Choose a look that suits your course. Like a template, the design theme includes color, background, and menu and button styles.**
5. On the **Fonts** tab, follow the instructions on the page to customize your font preferences and the alignment of the logo accordingly.
6. Click **Save Changes**.

Click **Use the default course style** at any time to return to the default eCollege course style. Any changes you have made in the Style Manager will be lost.

Enable or Disable Tools

As the instructor, you can select which course tools and features to use or not use in the course. Remember, tools can be disabled (turned off) at the administrative level. If your institution disabled tools at the administrative level, those tools will not be available to enable (turn on) or disable (turn off).

To enable or disable tools:

1. In the navigation tree, click the **Author** tab.
2. On the Tools menu, click **Course Admin**.
3. Click **Enable / Disable tools**.
4. Select the tools you want to either enable or disable for the course. The tools you disable are also disabled for the students.
5. Click **Save Changes**.

Threaded Discussion Preferences (Course Admin)

You can set course-level Threaded Discussion preferences from the Course Admin page, but you can also override these options at the individual content item level from the Toolbox page. The Toolbox page lists specific Threaded Discussion preferences, such as moving Threads, deleting Threads, assigning Threads to a group, etc.

Set course-level Threaded Discussion preferences

1. In the navigation tree, click the **Author** tab.
2. On the Tools menu, click **Course Admin**.
3. Click **Threaded Discussion Preferences**.
4. Select the check box for any of the following:

- **Set topics to "read only" after the scheduled end dates for all Threaded Discussions in this course** - Locks all Thread postings once the content item's End Date is passed. Students can view the Thread, but they will not see **Respond** or **Edit** buttons.
- **Allow students to edit their posted responses for all Threaded Discussions in this course** - Allows students to edit their own Thread responses after they've posted them to a Threaded Discussion. If a Thread response is edited, a Last Modified date displays under the response, as well as the original post date.

5. Click **Save Changes**

Open Toolbox for Threaded Discussion

See Toolbox.

Schedule Course Content and Build Paths

The Course Scheduler and Path Builder tool work in conjunction of each other in establishing time-based and performance-based conditions set by you. As a stand alone tool, **Course Scheduler** enables you to set start dates, end dates, and due dates for all the Units and content items in your course from a single location. If you assign a due date, the date displays on your students' Course Checklist. You can also use the Course Scheduler to restrict access to individual Units and content items and to determine the dates on which students can access exams in the Gradebook.

If Path Builder is enabled for your course, you can set performance-based conditions for content items within a Unit or the Unit itself. Once the condition is met, students can move on to the next learning item for the class. Time conditions set from the Course Scheduler are reflected in the Path Builder page and vice versa. Together, Course Scheduler and Path Builder make it easy for you to establish time and condition-based parameters around learning objectives for the course.

See also:

- Course Scheduler
- Path Builder

Schedule Course Content

Use the **Course Scheduler** feature to set start dates, end dates, and due dates for all the Units and content items in your course from a single location. If you assign a due date, the date displays on your students' Course Checklist. You can also use the Course Scheduler to restrict access to individual Units and content items and to determine the dates on which students can access exams in the Gradebook.

Additionally, you can schedule individual content items or Units using the **Edit Schedule** feature located in the Toolbox for the individual content item.

If you schedule Start and End Dates for a Unit or a content item using the Course Scheduler, the same Start and End Dates display if you open the Event Scheduler for the individual Unit or content item (and vice versa).

Schedule all content items and Units

1. In the navigation tree, click the **Author** tab.
2. In the Tools menu, click **Course Admin.**
3. Click **Course Scheduler**. Depending on the amount of content in your course, the Course Scheduler can take up to a minute to open.

   The first time you open Course Scheduler, all Unit and content item dates are set to the same date (i.e., your course dates). This means all Unit start and end dates default to the start and end dates of your course, and all content item dates default to the Unit's date.

4. Set start and end date access times for your Unit and content items accordingly.

Explain the columns in Course Scheduler

In this column	Do this
Content	Locate the Unit or content item for which you want to schedule a start/end date access time.
Date Assignment	Select either **Use course start/end** to allow student access using the default dates or **Assign specific start/end** to use your own start/end date values and not use the course default.
Start Date	Click to open a calendar and select a start date for the Unit or content item. Use the arrow buttons in the calendar to move from month to month. Remember, the date you select must fall within the course's Start and End dates. If you don't want students to access the Unit or content item before the Start Date, select the **Restrict access before** check box. You can also enter a Start Date directly into the text field. Make sure you enter the date in one of the following formats: (mm/dd/yy); (mm.dd.yy); (mm-dd-yy); (mm,dd,yy).
End Date	Select an **End Date** for the Unit or content item (the same way you selected a Start date). If you don't want students to access the Unit or content item after the End Date, select the **Restrict access after** check box.
Due Date (optional)	Select a **Due Date** for the content item (the same way you selected a Start date). Assigning a Due Date is optional; however, if you choose to assign a Due Date the date will appear on the students' Course Checklist.
Calendar Display	Select one of the following:

	▪ **Do not display**, to not display the start/end dates for the Unit or content item. ▪ **Start & end only**, to display the start/end dates for the Unit or content item. ▪ **Duration of item**, to display the Unit or content item within the specified start/end date range.

5. Click **Save Changes**.

Schedule a single content item

1. In the navigation tree, click the **Author** tab.
2. In the navigation tree, click the content item for which you want to schedule and assign dates or deadlines.
3. Click **Toolbox**.
4. Click **Edit Schedule**.
5. Assign dates and preferences accordingly.

Explain the fields in the Edit Schedule window

In this field	Do this
Start and End dates	Select: ▪ **Use Unit start and end dates**, to display the default start/end dates for the Unit or content item. ▪ **Use the following dates**, to set a specific date range for which the start/end dates for the Unit or content item display. Use the drop-down lists to select dates or click . ▪ **Restrict access before**, if you don't want students to access the Unit or content item before the Start Date. ▪ **Restrict access after**, if you don't want students to access the Unit or content item after the End Date.
Due Date (optional)	Select a **Due Date** for the content item (the same way you selected a Start Date). Assigned due dates display in the students' Course Checklist.

6. Click **Save Changes**.

Schedule a Unit

1. In the navigation tree, click the **Author** tab.
2. In the navigation tree, click the Unit for which you want to schedule and assign dates or deadlines.
3. Click **Toolbox**.
4. Click **Edit Schedule**.
5. Assign dates and preferences accordingly.

Explain the fields in the Edit Schedule window

In this field	Do this
Start and End dates	Select: ▪ **Use course start and end dates**, to display the default start/end dates for the Unit or content item. ▪ **Use the following dates**, to set a specific date range for which the start/end dates for the Unit or content item display. Use the drop-down lists to select dates or click . ▪ **Restrict access before**, if you don't want students to access the Unit or content item before the Start Date. ▪ **Restrict access after**, if you don't want students to access the Unit or content item after the End Date.
Due Date (optional)	Select a **Due Date** for the content item (the same way you selected a Start Date). Assigned due dates display in the students' Course Checklist.

6. Click **Save Changes**.

Path Builder

Use the **Path Builder** to automate and control the pace at which students can move on to the next Content Item or Unit for the course. By enabling condition-based parameters, you determine what criteria must be met for an assignment or exam before students can continue.Path Builder is a powerful means in managing student progression throughout each lesson and Unit. As an instructor, you can set student performance conditions on content and in turn control student access to new content by time constraints and individual performance.

Checklist for using Path Builder

Path Builder is dependent on the setup and structure of Course Admin settings, course content items, and Gradebook. If would like to use Path Builder and it is enabled for your course, we recommend you first do the following:

- Complete the steps on How to Create a Course.
- Set up Gradebook, including marking content items as gradable or non-gradable and assigning points.

- Set time and date conditions in Course Scheduler.

Terms to know

The basics of Path Builder are simple: Create a learning path for students by managing when students can move on to the next lesson or Unit in the course based on performance (i.e. earned points) or an action (i.e. read syllabus, submit report). To move on to the next lesson or Unit, a student must meet the conditions you define for the trigger. Terms like "trigger," "target," and "condition" are used frequently in Path Builder. Following is a definition of these terms for your reference to help you get started.

- **Target** - Course destination point. For example, to move on to Unit 2 (the destination), you must complete the Unit 1 exam. Another example: To move on to Lesson 2, you must meet the learning criteria and conditions for Lesson 1.
- **Condition** - Performance criteria. Basically, by setting conditions you are telling the system when to trigger (allow) access to the next course item based on whether conditions were met for performance or for an action.
- **Trigger** - Condition requirement. For example, students must earn a minimum of 70 out of 100 points for the Unit 5 assignment before the system allows (triggers) student access to the Unit 5 exam.

Design Tips:

- As a best practice, always schedule dates for Unit and Content Items from Course Scheduler. Time conditions entered from Course Scheduler are reflected on the Path Builder page.
- As a best practice, always ensure your Gradebook settings are final before using the Path Builder. Grade point values in Path Builder are dependent on Gradebook. This means, points entered for content items in Gradebook are reflected on the Path Builder page.
- Path Builder reflects any changes made to the Course Navigation Tree. This means, if you add, remove, or rename Content Items in the Course Navigation Tree, the Path Builder page reflects these changes and reorders content items accordingly.

Open Path Builder

1. In Author mode, click the **Course Admin** tab.
2. Click **Course Scheduler & Path Builder**.
3. Click **Path Builder**. When you open the Path page for the first time, you will notice Unit and Content Items display in the same order as you have set them up for the course. In the Target column, you can expand and collapse Units to view the condition triggers for Content Items. The default, "No Trigger," displays for Content Items without trigger conditions.

Set up triggers and conditions

Before setting up triggers and conditions for your course content, review the "Checklist for Path Builder" section on this page.

Setting up condition triggers for course content is like creating a learning path. Basically, you are telling the system what conditions must be met for specific Content Items before a student can proceed to the next lesson in the Unit, or the next Unit.

1. Open Path Builder.

2. In the Target column, locate the Unit for which you want to set up condition triggers, and click ⊞ to expand and view the content items listed for the selected Unit.
3. At this point, you can select a trigger from the Condition drop-down menu. Once a trigger is selected, another drop-down menu displays with grading conditions.
4. Select **Number Grade**. Once a grade condition is selected, a new drop-down menu displays with value conditions.

Explain the trigger condition drop-down menus in Path Builder

For	Do this
Condition	In the Condition drop-down menu, select trigger to specify course content a student must complete before moving on to the next lesson or Unit.
Grade	Grade condition options are tied to the points entered in Gradebook. Select **Number Grade** to measure performance by points or percentage.
Value	Value conditions serve as a metric to individual student performance. If a student does not meet the point range specified in Path Builder, the system is not triggered to allow for student access to the next lesson or Unit. Select: ▪ **Greater Than** if points earned must be greater than the total points possible. ▪ **Less Than** if the points earned must be less than a specific number. ▪ **Greater Than or Equal To** if the points earned must be greater than or equal to the total points possible. ▪ **Less Than or Equal To** if the points earned must be Less Than or Equal to a specific number. Remember, Path Builder displays points possible as you assign them in Gradebook. This is important to remember for when you make edits or changes in Gradebook. For example, let's say Assignment 1 is worth 10 points and the condition trigger in Path Builder is set to Greater Than or Equal To 7/10 points. If the total points possible for Assignment 1 in Gradebook is changed to 100 points, the system refreshes Path Builder to display the Assignment 1 condition trigger as Greater Than or Equal To 7/100 points!

5. Click **Save Changes**.

Add triggers and targets

Before you add triggers and targets, be sure to read the "Before you Begin" section on this page.

Because Path Builder is dependent on the setup and structure of your course, changes to the Course Navigation Tree, Gradebook, and Course Scheduler all directly impact condition triggers tied to course content. When new content items are added to Course, the system automatically updates Path Builder to reflect course modifications made before and during a course session. As a best practice, ensure your Course Navigation Tree, Gradebook settings, and time conditions in Course Scheduler are exactly how you want them for the course before adding triggers and targets.

1. Open Path Builder.
2. In the Target column, locate the new Unit or Content Item added to the course.
3. Click to expand and view the content items listed for the selected Unit.
4. At this point, select a trigger and additional conditions as necessary.

Explain the trigger condition drop-down menus in Path Builder

For	Do this
Condition	In the Condition drop-down menu, select trigger to specify course content a student must complete before moving on to the next lesson or Unit.
Grade	Grade condition options are tied to the points entered in Gradebook. Select **Number Grade** to measure performance by points or percentage.
Value	Value conditions serve as a metric to individual student performance. If a student does not meet the point range specified in Path Builder, the system is not triggered to allow for the student to move on to the next lesson or Unit. Select: ▪ **Greater Than** if points earned must be greater than the total points possible. ▪ **Less Than** if the points earned must be less than a specific number. ▪ **Greater Than or Equal To** if the points earned must be greater than or equal to the total points possible. ▪ **Less Than or Equal To** if the points earned must be Less Than or Equal to a specific number. Remember, Path Builder displays points possible as you assign them in Gradebook. This is important to remember for when you make edits or changes in Gradebook. For example, let's say Assignment 1 is worth 10 points and the condition trigger in Path Builder is set to

Greater Than or Equal 7/10 points. If the total points possible in Gradebook is changed to 100 points, the system refreshes Path Builder to read the new Gradeook setting and displays the Assignment 1 condition trigger as Greater Than or Equal To 7/100 points!

5. Click **Save Changes**.

Remove triggers and targets

As mentioned before, Path Builder is dependent on the setup and structure of your course. After the initial setup of Path Builder, any content items or units removed from the course are also removed from Path Builder. For example, let's say Week 1 contains five assignments, and Assignment #2 is removed from the course. By default, the system removes Assignment #2 from the Path Builder page and refreshes the page to display four assignments for Week 1.

Because Path Builder is dependent on the setup and structure of your course, deleted Content Items, changes to Gradebook settings, and changes to Course Scheduler all directly impact condition triggers tied to course content. For this reason, the Path Builder page does not include a delete button as the system automatically updates Path Builder to reflect course modifications made before and during a course session.

Move content items tied to Path Builder

As a best practice, we do not advise moving course content after the initial setup of Path Builder. If you should have to move a content item tied to Path Builder, the moved content item inherits the condition triggers of the new location. For example, if Assignment 1 of Unit 1 is moved to Unit 2, then Assignment 1 inherits the condition triggers defined for Unit 2.

Course Enrollment

From the **Course Enrollment** page, you can view the current enrollment information for your course. This includes the number of students enrolled in the course, student enrollment status: pending, waitlisted, or dropped; the email address of enrolled students, the date on which a student enrolled, and the time zone and language setting for each student.

View class roster

1. In the navigation tree, click the **Author** tab.
2. On the Tools menu, click **Course Admin**.
3. Click **Course Enrollment**. Locate the Class Roster section to view the current course enrollment.
4. Do any of the following:
   - Click on the column titles to sort column titles by Name, Email Address, Status, Enrollment Date, Time Zone, or Language.

- Click on a student name to view the profile for that student. Student profiles can include the student's first and last name, contact information, time zone, and school in which the student is currently enrolled.

View dropped course members

1. In the navigation tree, click the **Author** tab.
2. On the Tools menu, click **Course Admin**.
3. Click **Course Enrollment**. Locate the Dropped Class Members section to view a list of who has dropped the course.
4. Do any of the following:
   - Click on the column titles to sort column titles by Name, Email Address, Status, Drop Date, Time Zone, or Language.
   - Click on a student name to view the profile for that student. Student profiles can include the student's first and last name, contact information, time zone, and school in which the student is currently enrolled.

Group Management

Many instructors see instructional value in creating groups or teams within their courses. Just like in a physical classroom, online groups can be useful for holding private team discussions, having specialized readings, assignments, and group emails, and using other tools to complete final team projects or papers.

If you choose to create course groups, the Group feature is pervasive within many course tools, including Email, Document Sharing, individual content items, and the Gradebook. For example, you, or group members, can email the entire group through the Email feature; students can upload papers or presentations to their individual group through Document Sharing; you can assign individual content items (i.e., Threads, Readings, Assignments, Activities) to each group; and you can review and assess group content items through the Gradebook. Additionally, you can create and delete private chatrooms for each group you set up. Group members can see content items specific to their group.

As the course instructor, you can create groups and then select members of each group. You will have access to every group; students can only access groups in which you enroll them.

Create groups

1. In the navigation tree, click the **Author** tab.
2. On the Tools menu, click **Course Admin**.
3. Click **Group Management**. The Groups page opens and displays a list of any groups you've already created.
4. Click **Add Group**. To plan ahead, you can create groups without adding group members. This is helpful when you know you want to divide the class into working groups but have not determined which students will work together.
5. In the **Group Name** field, type a name for the group (i.e. Group A, Group B, etc.).
6. In the **Select Group Members** list, select the members to include in the group by clicking on their names and using the  button. The members you select appear in the **Group Members** list.

7. Remove a member from a group by clicking the name in the **Group Members** list and using the <-- button.
8. Click **Add Group**. Once a new group is added, the system assigns the group a Group ID. To add another group, click **Save & Add Another Group**.

Assign a content item to groups

1. In the navigation tree, click the **Author** tab.
2. In the navigation tree, click the content item you'd like to assign to a group.
3. Click **Toolbox**.
4. In the **Assigned To** drop-down list, select the group to which you want to assign the content item.

   The **Assigned To** drop-down list only appears if you've already created groups in your course.

5. Click **Save Changes**.

Edit groups

1. In the navigation tree, click the **Author** tab.
2. On the Tools menu, click **Course Admin**.
3. Click **Group Management**. The Groups page opens and displays a list of any groups you've already created.
4. Locate the group you want to edit and click **Edit**.
5. Select group members and use the --> and <-- buttons accordingly to make changes.
6. Click **Save Changes**.

Delete groups

1. In the navigation tree, click the **Author** tab.
2. On the Tools menu, click **Course Admin**.
3. Click **Group Management**. The Groups page opens and displays a list of any groups you've already created.
4. Locate the group you want to delete and click **Delete**. A confirmation displays.
5. Select the check box to accept the confirmation message, and then click **Delete Group & Group Content**.

User Profile

The User Profile page is where you can specify locales and time zones for your course.

About Locale and Time Zone

User profile settings determine the specific locale (language and country) and time zone for your current login session. Select a locale for your session from the User Profile page by clicking in the navigation tree.

When you specify a locale from the User Profile page, only you will view the course in the selected locale and time zone. However, when you specify a course locale from the General Information and Preferences page, all students will be required to use that locale. This is because the settings you set from the General Information and Preferences page are applied globally throughout the course and override any locale a student sets in his/her user profile settings.

If your institution sets the locale for the course at the administrative level, the locale settings listed on the General Information and Preferences page display as read-only.

Set user profile settings

1. In the course navigation tree, click .
2. On the Settings tab in the fields provided, enter the following:
   - **Language (Country)** - Select your language preference for the course.
   - **Time Zone** - Select your time zone preference for the course.
3. Click **Save Changes**.

Set course locale and time zone

1. In the navigation tree, click the **Author** tab.
2. On the Tools menu, click **Course Admin**.
3. Click **General Information and Settings**.
4. In the **Course Locale** drop-down list, select a locale. The selected locale is enforced to all students in the course meaning, your students will not have the ability to change the locale in their User Profile settings as this page will display as read-only.

Remember, if your institution sets the locale for the course at the administrative level, the locale settings listed on the General Information and Preferences page display as read-only.

Course Home

Your **Course Home** page is the first thing you and your students see when you log in to your course. Course Home is the starting point for your course that displays Course Announcements, an Introduction to the course, a list of coursework currently assigned to students, and a list of new postings or student activity since your last login. Much of your course set up takes place on the Course Home page. All course announcements, as well as your introduction to the course, are added in the **Author** view of the Course Home page.

Additionally, in the navigation tree is the **Course Home** button. When you enter your course, the Course Home button is expanded by default and under it is a link to the course syllabus. You can disable default course features in your course preferences.

See also:

- Announcements
- Course Checklist
- Course Introduction
- Syllabus
- What's New

Announcements

You can post announcements for your course on your Course Home page. Students can see all announcements or messages posted by you the next time they log in. Use announcements to welcome students to the course, give specific instructions about a course or Unit change, inform students about changes in office hours, or explain other urgent situations that might otherwise get lost in email.

If your course must meet Section 508 requirements, refer to http://www.access-board.gov/sec508/guide/1194.22.htm to ensure your course content (announcements, introductions, uploaded files, links, URLs) is compliant. You can check your HTML code by clicking the HTML button in the Visual Editor.

Design Tips:

- You can use Course Scheduler to set Display Dates for your course announcements and determine exactly when to display and when to withdraw each announcement. As a result, you can create multiple announcements at one time and then control when each announcement displays, or does not display, over the duration of the course.
- Posting announcements reduces the time spent responding to similar email messages from many students. Use Announcements to post information you might write on the board at the beginning of a class on campus. Tell students about schedule events and changes, remind them about course work, or give short assignments. You could also use this tool to track down a student you haven't seen or heard from in a while.
- Only instructors can post and delete announcements. A permanent record of all course announcements is stored within the course.

See also:

- Add Announcements
- Edit or Delete Announcements
- View Announcements
- Schedule Announcements

Add Announcements

As an instructor, you can post, edit, or delete course announcements on the Course Home page. Your students can only view announcements.

To add an announcement:

1. In the navigation tree, click the **Author** tab, and then click **Course Home**.
2. Click **Add Announcement**.
3. In the **Subject** field, type a short subject for your announcement. This is the text students click on to read the announcement.
4. In the Visual Editor, type and format your announcement. If you'd like your announcement to link to a file, click in the Visual Editor toolbar.
5. Select **Display Dates** for your announcement. Enter a date directly into the text box (mm/dd/yyyy).

   The Display Dates default to the course start and end dates, so if you don't enter Display Dates, your announcement remains on the Course Home page throughout the entire course unless you delete it or change its Display Date.

6. Click **Add Announcement**.

View Announcements

The most recent announcements you post to the course display at the top of the Announcement list. New or unread announcements are marked by a closed envelope , and read announcements are marked by an opened envelope . Remember, if you set specific Display Dates for a particular announcement, that announcement only displays during the date range specified. This means announcements do not display on the Course Home page if the current date is before the announcement's Display Start Date or after the Display End Date. To display an announcement, you can always modify the Display Dates.

To view course announcements:

1. In the navigation tree, click the **Author** tab, and then click **Course Home**.
2. In the **Announcement** section, click the announcement you want to view. You can open or expand all course announcements by clicking **Expand All.**
3. Click the announcement again, or click , to close individual announcements.

Schedule Course Content and Build Paths

The Course Scheduler and Path Builder tool work in conjunction of each other in establishing time-based and performance-based conditions set by you. As a stand alone tool, **Course Scheduler** enables you to set start dates, end dates, and due dates for all the Units and content items in your course from a single location. If you assign a due date, the date displays on your students' Course Checklist. You can also use the Course Scheduler to restrict access to individual Units and content items and to determine the dates on which students can access exams in the Gradebook.

If Path Builder is enabled for your course, you can set performance-based conditions for content items within a Unit or the Unit itself. Once the condition is met, students can move on to the next learning item for the class. Time conditions set from the Course Scheduler are reflected in the Path Builder page and vice versa. Together, Course Scheduler and Path Builder make it easy for you to establish time and condition-based parameters around learning objectives for the course.

See also:

- Course Scheduler
- Path Builder

Course Checklist

The **Course Checklist** feature on the _Ref1336833856Course Home page is a great resource for students. From the student view, the Course Checklist displays a list of all course assignments and their associated due dates, as well as a check box for each item so that students can monitor their progress in regard to assigned coursework. Ideally, the course checklist helps students to be aware of assignment due dates and prompt them to complete assignments on time. Additionally, from the course checklist you can click the **Go** links to open the pages to the individual content items listed.

Design Tips:

- You can assign Due Dates to course checklist items using Course Scheduler or Toolbox for the individual content item.
- The Due date feature does not restrict student access to content items. Restricting access to content items is controlled through the Restrict access before/after this date check boxes in the Course Scheduler or Edit Schedule window for each content item.
- If a due date is not assigned to a content item, the content item still displays for the student so that they can check it as completed; however, a due date is not listed. Students can sort their Course Checklist by Unit or by Due Date.
- Except for exams, students can manually check off the items in their Course Checklist; the checklist is not integrated with the actual content items. As a result, students can check off items not necessarily complete.

Syllabus

Your online syllabus can include the same information as a traditional syllabus, such as a Course Description, Course Objectives, General Course Policies and Procedures, Grading Policies, Course Textbooks, and anything else you want to include.

In **Author** mode, you can add these and other items to your online syllabus, or you can upload an existing offline Microsoft Word document into your course syllabus. When you upload an existing document, a link to your Word document displays in the Syllabus section of your course. Students can click the link to open the Word document and view the Syllabus. If you choose to create a custom online Syllabus in Author mode, your Syllabus information displays directly in the Syllabus area of your course.

A link to the course Syllabus displays under the Course Home button in the navigation tree by default. If you like, you can opt to turn off the course syllabus feature in your course preferences.

If your course must meet Section 508 requirements, refer to http://www.access-board.gov/sec508/guide/1194.22.htm to ensure your course content (announcements, introductions, uploaded files, links, URLs) is compliant. You can check your HTML code by clicking the HTML button in the Visual Editor.

Design Tips:

- The syllabus is a perfect place to set the tone for your online course. Make the syllabus personable and include your photo with a few paragraphs about your background and teaching style.
- Do you want to keep students on track throughout the semester? Create a detailed schedule outlining due dates for projects, assignments and exams.
- Do you want to ensure students log on frequently and participate? Reward quality participation in weekly discussions with extra credit.

See also:

- Create a Syllabus
- Delete Syllabus Items
- Reorder Syllabus Items

Create a Syllabus

When you are ready to create a syllabus for your course, the Syllabus tool enables you to either upload a syllabus that you have previously created in an MS Word document or to add your own syllabus items using the Visual Editor, but not both. This means, if you choose to upload an MS Word document, and then later decided to add your own syllabus text items, the system will delete your word document. Similarly, if you have previously added items to your syllabus and then choose to upload an MS Word document to the syllabus, the system will delete all existing syllabus text items.

By default, the Instructor Information text item is available for you to use if you are adding items to your syllabus using the Visual Editor. Some instructors like to include Instructor Information as a way to introduce themselves to the class and provide contact information, office hours, etc.

Create a new syllabus

1. In the navigation tree, click the **Author** tab.
2. Click **Syllabus** under the Course Home button.

3. Choose either:

- **Compose Text Item (Visual Editor)**, to compose and add your own text items using Visual Editor.
- **Upload Microsoft Word Syllabus (.doc)**, to upload an existing syllabus (MS word document).

4. Click **Add**.

Add syllabus items

1. In the navigation tree, click the **Author** tab.
2. Click **Syllabus** under the Course Home button.
3. Select **Compose Text Item (Visual Editor)**, and click **Add**.
4. In the **Title** field, type a title for your syllabus item and compose your text in the Visual Editor.
5. Click **Add Item**.
6. Click the **Course** tab to switch to Course view and preview your work as students will see it.

Add instructor information

In addition to your contact information, you can also include in the Instructor Information section a brief greeting to your students to welcome them to the course. Some instructors share information about themselves and include a picture to appear more personable online.

1. In the navigation tree, click the **Author** tab.
2. Click **Syllabus** under the Course Home button.
3. Select **Compose Text Item (Visual Editor)**.
4. Click **Instructor Information**.
5. In the drop-down list provided, select an instructor or teaching assistant, and click **Go**.
6. In the remaining fields provided, enter your contact information accordingly.
7. Click **Save Changes**.

Upload an existing syllabus (MS Word document)

1. In the navigation tree, click the **Author** tab
2. Click **Syllabus** under the Course Home button
3. Select **Upload Microsoft Word Syllabus (.doc)**, and click **Add**.
4. Click **Browse** to navigate to the custom document you want to upload to your course.
5. Once the syllabus is uploaded, click **Upload & Convert File**. A link to your Word document displays under **Syllabus Items**. Students can click the link to open the Word document and view the Syllabus**.**

Delete Syllabus Items

As the instructor, you can delete the items you've added to your Syllabus at any time.

To delete syllabus items:

1. In the the navigation tree, click the **Author** tab.
2. Click **Syllabus** under the Course Home button.
3. In the **Delete** column, click beside the items you want to delete.
4. Click **Delete.**

Reorder Syllabus Items

You can arrange or reorder how items display in your syllabus. For example, if you prefer to have the course grading policy follow the course description or vice-versa, you can switch the syllabus items to display accordingly.

To reorder syllabus items:

1. In the navigation tree, click the **Author** tab.
2. Click **Syllabus** under the Course Home button.
3. Locate the syllabus Item(s) you want to reorder.
4. In the **Order** column, type a new number in the text box beside the syllabus item you want to reorder.
5. Click **Save**.

What's New

Use the **What's New** feature on the Course Home page to monitor student activity in your course. From What's New, you can see since your last login when individual students contributed to a select area of the course, such as Dropbox. This is helpful because it saves you time from searching through every Unit or content item to see which students have contributed to various course areas.

For example, if you wanted to see if there were any new postings to the Unit 1 Threaded Discussion, you could sort your What's New list by content item and see that the Threaded Discussion for Unit 1 had 5 new responses and 3 new postings. Similarly, if you wanted to see how student Michelle Petersen was participating in the course, you could sort by student and see that Michelle Petersen had posted 2 responses in the Threaded Discussion and had posted a Website to the Webliography.

For students, the What's New list looks similar, although they do not have access to the **Sort by Item/Student** option. Switch from Author mode to Course mode to see how What's New looks from the student view.

Set date restrictions on your What's New list

1. In the navigation tree, click the **Author** tab, then click **Course Home**.
2. On the Course Home page, locate the **What's New** section.
3. Select a range from the **See What's New Since Last** drop-down list. A list displays of all course activity that occurred within the selected range. For example, if you select **Three**

Weeks Ago from the drop-down list, your What's New feature displays a list of all course activity that's taken place in the last three weeks. You can change the range at any time.

If there is a new post to any area in the course, such as Threaded Discussion, DocSharing, Dropbox, etc., click the **Go** link to open that page in the course to view the latest submission.

Sort What's New activity

1. In the navigation tree, click the **Author** tab, then click **Course Home**.
2. On the Course Home page, locate the **What's New** section.
3. In the **Sort by**: field, click either

- **Item**, to sort your list by course item;
- **Student**, to sort your list by student name.

You can click a specific content item to go directly to that item within your course. If there is a new post to any area in the course, such as Threaded Discussion, DocSharing, Dropbox, etc., click the **Go** link to open that page in the course to view the latest submission.

View What's New activity

1. In the navigation tree, click the **Author** tab, then click **Course Home**.
2. On the Course Home page, locate the **What's New** section.
3. Click **Expand All** to see a complete view of all course activity. Click **Collapse All** to compress your list.
4. Click on the link to the most recent post. New posts are bolded.

If there is a new post to any area in the course, such as Threaded Discussion, DocSharing, Dropbox, etc., click the **Go** link to open that page in the course to view the latest submission.

You can view what students have contributed since 1 day ago, 1 week ago, 1 month ago, etc. by selecting a range from the **See What's New Since** drop-down menu.

Content Items

Once you have added Units to your course, you are ready to add content items. A content item itself is a sub-section within a Unit that does not contain actual content. After a content item is added to a Unit, you must go back into the content item and insert the actual content.

Think of content items as the teaching tools you use to deliver course content. You can add as many content items as you'd like to any Unit, or add several items of the same type to the same Unit. You can also rename or delete a content item. Some instructors like to customize content items to reflect their individual course. You don't need to have every content item in every Unit; you can pick which content items are appropriate for each Unit and for your course.

Some courses might use **Sharable Content Objects (SCO's)**. These content items must be added to the course at the Admin level and, once added to a course, can be used throughout the course much like a Text/Multimedia content item. However, because SCO content items are shared content, you cannot edit the content. You can use all of the Toolbox functions for SCO objects (Hide, Schedule, etc.).

If your course must meet Section 508 requirements, refer to http://www.access-board.gov/sec508/guide/1194.22.htm to ensure your course content (announcements, introductions, uploaded files, links, URLs) is compliant. You can check your HTML code by clicking the HTML button in the Visual Editor.

See also:

- Types of Content Items
- Add Content Items
- Hide or Show Content Items
- Rename or Delete Content Items
- Reorder or Move Content Items
- Schedule Content Items
- Toolbox

Types of Content Items

There are several types of content items that you can add to your course. Once you add a content item, you can delete or make changes to it at any time using the Toolbox feature.

Click on any of the following types of content items to learn about that type:

- Text/Multimedia
- Web Content Upload
- MS Office Document
- Exam
- Threaded Discussion

Exams and Quizzes

Use the Exam content item to evaluate student performance. When you create an exam item, you can add pages, add and edit questions and pools of questions, use existing exam test banks, and add and edit exam and quiz information. To add an exam to your course, you must first add the exam content item to a Unit, and then insert content into the exam. You can also set exam preference settings like passwords, extending test time, access dates and times, grading options, etc.

If your course must meet Section 508 requirements, refer to http://www.access-board.gov/sec508/guide/1194.22.htm to ensure your course content (announcements, introductions, uploaded files, links, URLs) is compliant. You can check your HTML code by clicking the HTML button in the Visual Editor.

See also:

- How to Create an Exam
- Add Exams
- Add Questions
- Delete Exams
- Design Tips: Gradebook and Exams
- Edit Exams
- ExamGuard
- Exam Preferences (Toolbox)
- Exam Statistics
- Preview Exams
- Question Pools
- Reset or Grant Additional Time
- Test Banks

Text/Multimedia

Text content items are essentially empty fields in which you can add text, images, and links to Websites. You can also assign content to groups or make content viewable to a group of users you specify.

If your course must meet Section 508 requirements, refer to http://www.access-board.gov/sec508/guide/1194.22.htm to ensure your course content (announcements, introductions, uploaded files, links, URLs) is compliant. You can check your HTML code by clicking the HTML button in the Visual Editor.

Design Tips:

- You can use text and multimedia content items to deliver course content in the form of:
  - Readings, assignments, text lectures, study tips, a glossary, handouts, or other text-based information
  - Audio or video segments, images, computer simulations, or slide show presentations

- Name each text or multimedia content item whatever you like. For example, you might name text items Readings, Assignments, or Stuff You Need.
- Text and multimedia content items are formatted using the Visual Editor.

Add a text or multimedia content item

Text and multimedia items are two ways to deliver course content. These items are added the same way to your course.

1. In the navigation tree, click the **Author** tab.
2. In the navigation tree, click the Unit to which you want to add a text or multimedia content item.
3. Click **Unit Content Items**, and click **Add Items**.
4. Click **Add Items**.
5. In the fields provided, enter information accordingly.

Explain the fields

In this field	Do this
Name	Either: ▪ Type a name for the new content item. When you enter a new item name, it displays in the **Select existing item name** drop-down list. ▪ Select an existing content item name from the **Select existing item name** drop-down list. This list displays names to previously created content items.
Item type	Select **Text/Multimedia**.
Add to:	Select either Course Home or the Unit to which you want to add the content item.
Assign to:	Select the audience for the content item.
Hide item from students	Select this check box if you do not want the content item to show in course view to students.
Create dropbox basket	Select this check box to create a Dropbox basket for the content item. When you create a Dropbox basket for a content item, students can submit assignments related to the content item directly to the Dropbox basket for the item.

6. Click **Add Items**. To add more items, click **Save & Add More Items**.

7. Insert content into the text or multimedia content item by editing it.

Edit (insert content) a text or multimedia content item

1. In the navigation tree, click the **Author** tab.
2. In the navigation tree, click the text or multimedia content item you want to edit.
3. Do one of the following:

- To edit a text item, make your changes in the Visual Editor, and click **Save Changes**.
- To edit a multimedia item, click **Browse** to upload the new or modified file, and click **Upload & Convert file**.

When a Microsoft document is uploaded into the eCollege system, it is automatically converted to a Web document for display on the internet. However, not all Microsoft Office features are supported on the Web. See Design Tips: MS Office Documents for more information about formatting your documents for uploading.

4. Click **Save Changes**. It might take several minutes for your file to be converted to HTML format, so please be patient. To see your changes, click the **Course** tab in the navigation tree.

Delete a text or multimedia content item

1. In the navigation tree, click the **Author** tab.
2. In the navigation tree, click the text or multimedia content item you want to delete.
3. Click **Toolbox**.
4. Click **Delete [**name of content item**]**. A confirmation message displays.
5. Click **Delete**. The item from the current Unit is deleted. If you've used the content item elsewhere in the course, those instances will not be deleted.

Threaded Discussion

The Threaded Discussion content item simulates traditional classroom discussions. A Threaded Discussion, or Thread, allows students to post comments to a discussion topic, react to other students' comments, and respond to ideas shared by you or by others in the course.

Discussions take place *asynchronously*, which means you can respond to a Thread discussion at any time; other students do not have to be logged into the course in order for you to respond and participate. Threaded Discussions begin with a topic you identify. Students log into the course when they can and then post to the Threaded Discussion at their convenience. Responses to each topic display below the topic.

Students enjoy using Threaded Discussions because they can compose their thoughts before they post a comment, respond more thoughtfully to discussion topics, and engage in lively debates that are less threatening than in a live classroom environment. You might want to post one or several questions for discussion each week. Students might have a set amount of time to respond or might be graded on the quality of their comments.

The icon displays next to Threaded Discussions set as gradable items. Click to open the Threaded Discussion Gradebook Details window and see the number of posts made per a student to a Threaded topic.

While you can delete a Threaded Discussion content item containing topics, do so with caution. You can also delete a Thread topic without having to delete individual responses within the topic.

If your course must meet Section 508 requirements, refer to http://www.access-board.gov/sec508/guide/1194.22.htm to ensure your course content (announcements, introductions, uploaded files, links, URLs) is compliant. You can check your HTML code by clicking the HTML button in the Visual Editor.

Design Tips:

- One way to assure balanced student involvement and manage discussion in the Threaded Discussions is to divide your online class into discussion groups. From there, you can require each student to be a facilitator: post a message and respond to each of the group members.

Open a Threaded Discussion

1. In the navigation tree, click the **Author** tab.
2. In the navigation tree, locate the Unit with the Threaded Discussion you want open.
3. Click the Threaded Discussion content item to open it.

See also:

- Add Threads
- Delete Threads
- Grade Threads
- Manage Thread Topics
- Print Threads
- Respond to Threads
- Set Thread Preferences (Toolbox)
- View Threads

Hide or Show Content Items

As an instructor, you can hide or show a content item from the students' view. This option is useful, for example, if you want to use pop quizzes in your course, or if you want to incorporate an entire publisher test bank (hidden from students) that can be referenced in quizzes and tests throughout the course. You can hide or unhide content items at any time.

When you hide a content item, the item does not display in the student view of the course navigation, the student view of the Gradebook, or in the Coursework area. Hidden content items display with an asterisk * in the Author view of the navigation tree.

To hide or show content item:

1. In the navigation tree, click the **Author** tab.
2. In the navigation tree, click the content item.
3. Click **Toolbox**.
4. Select the **Hide item from students** check box. If this box is already selected (i.e., the content item is already hidden), de-select the check box to show the item.
5. Click **Save Changes**.

Reorder or Move Content Items

Once you've added content items to your course, you might decide that you want them in a different order or that you want to move them to another Unit. You can reorder content items within a Unit or between Units.

Reorder content items within a Unit

1. In the navigation tree, click the **Author** tab.
2. In the navigation tree, click the Unit in which you want to rearrange the content items.
3. Click **Toolbox**.
4. Click **Change Item Order**.
5. Change the numbers in the **Order** column to reflect the new content order.
6. Click **Save Changes**.

Move content items to another Unit

1. In the navigation tree, click the **Author** tab.
2. In the navigation tree, click the Unit that contains the content item you'd like to move.
3. Click the individual content item you want to move.
4. Click **Toolbox**.
5. Click **Move [**content item name**]**.
6. In the **Move to** drop-down list, select the Unit to which you want to move the content item.
7. Click **Save Changes**.

Schedule Course Content

Use the **Course Scheduler** feature to set start dates, end dates, and due dates for all the Units and content items in your course from a single location. If you assign a due date, the date displays on your students' Course Checklist. You can also use the Course Scheduler to restrict access to individual Units and content items and to determine the dates on which students can access exams in the Gradebook.

Additionally, you can schedule individual content items or Units using the **Edit Schedule** feature located in the Toolbox for the individual content item.

If you schedule Start and End Dates for a Unit or a content item using the Course Scheduler, the same Start and End Dates display if you open the Event Scheduler for the individual Unit or content item (and vice versa).

Schedule all content items and Units

1. In the navigation tree, click the **Author** tab.
2. In the Tools menu, click **Course Admin.**
3. Click **Course Scheduler**. Depending on the amount of content in your course, the Course Scheduler can take up to a minute to open.

   The first time you open Course Scheduler, all Unit and content item dates are set to the same date (i.e., your course dates). This means all Unit start and end dates default to the start and end dates of your course, and all content item dates default to the Unit's date.

4. Set start and end date access times for your Unit and content items accordingly.

Explain the columns in Course Scheduler

In this column	Do this
Content	Locate the Unit or content item for which you want to schedule a start/end date access time.
Date Assignment	Select either **Use course start/end** to allow student access using the default dates or **Assign specific start/end** to use your own start/end date values and not use the course default.
Start Date	Click to open a calendar and select a start date for the Unit or content item. Use the arrow buttons in the calendar to move from month to month. Remember, the date you select must fall within the course's Start and End dates. If you don't want students to access the Unit or content item before the Start Date, select the **Restrict access before** check box. You can also enter a Start Date directly into the text field. Make sure you enter the date in one of the following formats: (mm/dd/yy); (mm.dd.yy); (mm-dd-yy); (mm,dd,yy).
End Date	Select an **End Date** for the Unit or content item (the same way you selected a Start date). If you don't want students to access the Unit or content item after the End Date, select the **Restrict access after** check box.
Due Date (optional)	Select a **Due Date** for the content item (the same way you selected a Start date). Assigning a Due Date is optional; however, if you choose to assign a Due Date the date will appear on the students' Course Checklist.
Calendar Display	Select one of the following:

	▪ **Do not display**, to not display the start/end dates for the Unit or content item. ▪ **Start & end only**, to display the start/end dates for the Unit or content item. ▪ **Duration of item**, to display the Unit or content item within the specified start/end date range.

5. Click **Save Changes**.

Schedule a single content item

1. In the navigation tree, click the **Author** tab.
2. In the navigation tree, click the content item for which you want to schedule and assign dates or deadlines.
3. Click **Toolbox**.
4. Click **Edit Schedule**.
5. Assign dates and preferences accordingly.

Explain the fields in the Edit Schedule window

In this field	Do this
Start and End dates	Select: ▪ **Use Unit start and end dates**, to display the default start/end dates for the Unit or content item. ▪ **Use the following dates**, to set a specific date range for which the start/end dates for the Unit or content item display. Use the drop-down lists to select dates or click . ▪ **Restrict access before**, if you don't want students to access the Unit or content item before the Start Date. ▪ **Restrict access after**, if you don't want students to access the Unit or content item after the End Date.
Due Date (optional)	Select a **Due Date** for the content item (the same way you selected a Start Date). Assigned due dates display in the students' Course Checklist.

6. Click **Save Changes**.

Schedule a Unit

1. In the navigation tree, click the **Author** tab.
2. In the navigation tree, click the Unit for which you want to schedule and assign dates or deadlines.
3. Click **Toolbox**.
4. Click **Edit Schedule**.
5. Assign dates and preferences accordingly.

Explain the fields in the Edit Schedule window

In this field	Do this
Start and End dates	Select: ▪ **Use course start and end dates**, to display the default start/end dates for the Unit or content item. ▪ **Use the following dates**, to set a specific date range for which the start/end dates for the Unit or content item display. Use the drop-down lists to select dates or click . ▪ **Restrict access before**, if you don't want students to access the Unit or content item before the Start Date. ▪ **Restrict access after**, if you don't want students to access the Unit or content item after the End Date.
Due Date (optional)	Select a **Due Date** for the content item (the same way you selected a Start Date). Assigned due dates display in the students' Course Checklist.

6. Click **Save Changes**.

Toolbox

Each content item you add to your course has a **Toolbox** associated with it. The Toolbox is where you can set preferences and properties for the current content item. Although most options in the Toolbox are common to all content items, there are several options that are unique to a particular content item. For example, Toolbox options for Exams are specific to Exams only, and Toolbox options for Threaded Discussion are specific to Threaded Discussion, etc.

If your course uses **Sharable Content Objects (SCOs)**, you can access the Toolbox associated with the SCO, but you will be unable to edit or otherwise modify the shared content object. As a result, in Author mode for a SCO content object, only the Toolbox button is available.

Open Toolbox

1. In the navigation tree, click the **Author** tab.
2. In the navigation tree, click on the Unit or content item.

3. Click **Toolbox**.

   The toolbox properties change accordingly for the selected content item. The **Assign To Groups** option in Toolbox only shows if you've created groups in your course. Similarly, the **Create a Dropbox Basket** option is not available in the Toolbox for Exams or for Threaded Discussions.

Toolbox for Units

For this option	Do this
Edit Schedule	See Edit Schedule._Ref-907952437
Edit a Unit title	1. Open **Toolbox**. 2. Click **Edit Unit Title**. 3. Type a new title. The Unit title displays in the course when the student clicks that particular Unit and also in the Coursework section of the Course Home page. To display the title in the navigation tree, select the **Use title in navigation menu** check box; otherwise, the navigation tree displays according to the default **General Course Info** settings in your Course Preferences. 4. Click **Save Changes**.
Change Item Order	Once you've added content items within a Unit, you might decide that you want them in a different order. You can rearrange content items within a Unit at any time. 1. Open **Toolbox**. 2. Click **Reorder Items**. 3. Change the numbers in the **Order** column to reflect the new order. 4. Click **Save Changes**.
Change Unit Order	Once you've added Units to your course, you might decide that you want them in a different order. You can rearrange Units within a course at any time. 1. Open **Toolbox**. 2. Click **Reorder Units**. 3. Change the numbers in the **Order** column to reflect the new order. 4. Click **Save Changes**.
Delete Unit	When you delete a Unit, you also delete all content items within that Unit. 1. Open **Toolbox**.

	2. Click **Delete Unit**.

Toolbox for content items (in general)

For this option	Do this
Edit Schedule	See Edit Schedule.
Create Dropbox Basket	1. Open **Toolbox**. 2. Click **Create Dropbox Basket**. Text to **Delete Dropbox Basket** and **Go to Dropbox Basket** displays. Once you create a dropbox basket from within the Toolbox, you can return to the Toolbox to delete it. 3. Click **Save Changes**.
Move	Once you've added content items, you might decide that you want them in a different order, or you might want to move an item to another Unit. You can rearrange the order of content items within a Unit or move them to another Unit at any time. 1. Open **Toolbox**. 2. Click **Move**. 3. At this point, you can: ▪ In the Move drop-down list, select the Unit to which you want to move the content item. ▪ Change the numbers in the **Order** column to reflect the new order. 4. Click **Save Changes**.
Delete	1. Open **Toolbox**. 2. Click **Delete**. A confirmation message displays. 3. Click **OK**. The content item and the content it contains is deleted from your course.
Assign to	Select an audience for the item. This might be the entire class, groups, etc.
Hide from students	Hide the content item from course view so that students cannot see it. When you set up your course structure, you can hide and show content items as the course progresses.

Toolbox for Exams

For this option	Do this
Edit	See Edit Schedule._Ref-907952437

Schedule	
Move	Once you've added content items, you might decide that you want them in a different order, or you might want to move an item to another Unit. You can rearrange the order of content items within a Unit or move them to another Unit at any time. 1. Open **Toolbox**. 2. Click **Move**. 3. At this point, you can: ▪ In the Move drop-down list, select the Unit to which you want to move the content item. ▪ Change the numbers in the **Order** column to reflect the new order. 4. Click **Save Changes**.
Delete	1. Open **Toolbox**. 2. Click **Delete**. A confirmation message displays. 3. Click **OK**. The content item and the content it contains is deleted from your course.
Assign to	Select an audience for the item. You might assign the exam to a specific group of students, or to all students. This option is available only if you have created groups in your course.
Hide	Hide the exam from course view so that students cannot see it. When you set up your course structure, you can hide and show content items as the course progresses.
Exam type	Select either: ▪ **Students may only take the exam once**, to restrict students from accessing the exam more than once. ▪ **Students may re-take the exam**, to allow students to access the exam multiple times. This option is useful for practice quizzes.
Time allowed	Set a time limit for the Exam. Time limits determine how long students have to complete the exam. To exit students from the exam after the time limit expires, select the **Kick students out of exam when time expires** check box. If this check box is not selected, the set time limit is not in effect and the student will not be kicked out of the exam. *The time limit option only applies if you selected* **Students may only take the exam once***.*
Grading options	Click **Use Auto-Grading to score questions** if you want the

	system to automatically grade all objective questions in the exam. If you select this option, you can also choose to automatically display the auto-graded score to students in the Gradebook, or to display an auto-graded summary to students at the time they submit their exam. This summary immediately tells students how many questions they got right (by question type). Select how the results of the graded exam display to students in the Gradebook.
Security password	Set a password for the exam. Students cannot access the exam without the correct password. You are responsible for notifying students of the password.

Toolbox for Threaded Discussion

For this option	Do this
Edit Schedule	See Edit Schedule._Ref-907952437
Move	Move the Threaded Discussion to another section or Unit in the course. You can also select this option to reorder the Thread within the Unit. 1. Open **Toolbox**. 2. Click **Move**. 3. Type a new title. The Unit title displays in the course when the student clicks that particular Unit and also in the Coursework section of the Course Home page. To display the title in the navigation tree, select the **Use title in navigation menu** check box; otherwise, the navigation tree displays according to the default **General Course Info** settings in your Course Preferences. 4. Click **Save Changes**.
Delete	Delete the Threaded Discussion content item and all topics or Threads within it. 1. Open **Toolbox**. 2. Click **Delete**. A confirmation message displays. 3. Select the check box to accept the confirmation message, and then click **Delete Content & Responses**.
Assign to	Assign a target audience for the Threaded Discussion. This might be the entire class, groups, etc.
Set all topics to "read only" after the scheduled end date	Select this option to lock all Thread postings once the content item's End Date is passed. Students can view the Thread, but they will not see **Respond** or **Edit** buttons.

Allow students to edit their responses after posting	Select this option to allow students to edit their own Thread responses after they've posted them to a Threaded Discussion. If a Thread response is edited, a Last Modified date displays under the response, as well as the original post date.
Hide item from students	Hide the Threaded Discussion from course view so that students cannot see it. When you set up your course structure, you can hide and show content items as the course progresses.

Toolbox for Learning Outcomes Manager

Learning Outcomes Manager (LOM) is enabled from the Administrative pages. If LOM is not available to turn on or off from Enable/Disable tools, the LOM feature is not activated for your course.

For this option	Do this
Edit Title	Change or rename the Learning Outcomes Manager content item title to how you want it to display under Course Home. For example, you might rename the title to "Performance Indicators," "Course Competencies," "Learning Objectives, " etc.
Do not display Learning Outcomes to students in the Course View	Either: ▪ Select the check box to not show (default) Learning Outcomes Manager to students in Course view. ▪ De-select the check box to display Learning Outcomes Manager to students in Course view as *Read-only*. The LOM page shows students their performance against set outcomes for the course.

Manage Files and Folders

Your online course might include numerous files: document files, audio files, video files, images, etc. You can use the File Manger, also referred to as Course Folder, to help you organize and keep track of course files.

File Manager enables you to upload files into your course rather than uploading files directly into content items. Additionally, you can create new folders within File Manager and organize them to follow the same structure as your course. For example, if your course is organized by Week 1, Week 2, etc., you can organize your folders in File Manager as Week 1, Week 2, etc.

As you build your course, avoid using special characters (like "*," "-," "%," etc.) in the folder and file names you create or upload. Folders and files names with special characters are inaccessible from within Visual Editor when you add links to files and images in other areas of your course.

If your course must meet Section 508 requirements, refer to http://www.access-board.gov/sec508/guide/1194.22.htm to ensure your course content (announcements, introductions, uploaded files, links, URLs) is compliant. You can check your HTML code by clicking the HTML button in the Visual Editor.

Design Tips:

- Avoid using special characters (like "*****," "**-**," "**%**," etc.) in the folder and file names you create or upload.
- As a best practice, upload files no larger than 10 MB. The system will timeout from uploading files after 90 minutes.
- For optimum performance, review the recommended guidelines for uploading and downloading files.

To open File Manager:

1. In the navigation tree, click the **Author** tab, and click **Course Home**.
2. Click **File Manager**. By default, the main course folder and Streaming Media folder display.

   Use the Streaming Media folder to store any media files you might upload for the course. As you build your course, avoid using special characters (like "*," "-," "%," etc.) in the folder and file names you create or upload. Folders and files names with special characters are inaccessible from within Visual Editor when you add links to files and images in other areas of your course.

Examples of file naming conventions to avoid

Avoid	**Use**
Syllabus_Fall#1.doc	Syllabus.doc
Jo-Jo Smith.doc	JoJo_Smith.doc

Bob Smith Project 1 for ENG101.rtf	bobsmithproj1.doc

See also:

- Add/Delete Folders
- Delete Files
- Upload/Download Files
- Upload Streaming Media Files

Add / Delete Folders

You can add and delete folders from File Manager at any time to create and maintain the folder structure you want. When a new folder is added to the File Manager folder structure, it is created as a sub-folder within the selected folder.

Add folders

1. In the navigation tree, click the **Author** tab, and click **Course Home**.
2. On the Course Home page, click **File Manager**.
3. Click **Add Folder**.
4. In the **Folder Name** field, type a name for the new folder.
5. Click **Add Folder**. If you have another folder to add, click **Save & Add Another Folder**.

Delete folders

1. In the navigation tree, click the **Author** tab, and click **Course Home**.
2. On the Course Home page, click **File Manager**.
3. Select the check box to the folders you want to delete. For sub-folders, click on the root folder to expand it, and then select your folders. When you delete a folder, all files in that folder are deleted as well. *You cannot delete the main course folder or the Streaming Media main folder.*
4. Click **Delete**. A confirmation message displays.
5. Click **Delete**.

Delete Files

You can delete the files uploaded to File Manager at any time. When you delete folders created by you, the contents within the folder are also deleted.

To delete files:

1. In the navigation tree, click the **Author** tab, and click **Course Home**.
2. On the Course Home page, click **File Manager**.
3. Select the check box to the files you want to delete. For files contained within a folder, click on the folder to expand it, and then select your files.
4. Click **Delete**. A confirmation message displays.

5. Click **Delete**.

Upload / Download Files

You can use File Manager to upload course files rather than linking course files directly to content items. When you upload course files to File Manager, you can also download them at any time. Consider File Manager as your storage place for all of your uploaded course files. To make changes to an uploaded file, download the file, make your changes, and then re-upload the file.

Design Tips:

- Avoid using special characters (like "*****," "**-**," "**%**," etc.) in the folder and file names you create or upload.
- As a best practice, upload files no larger than 10 MB. The system will timeout from uploading files after 90 minutes.
- For optimum performance, review the recommended guidelines for uploading and downloading files.

Upload files

1. In the navigation tree, click the **Author** tab, and click **Course Home**.
2. On the Course Home page, click **File Manager**.
3. Click on the folder to which you want to upload your files.
4. Click **Upload Files.**
5. Click **Browse** to locate and select the file you want to upload. If you upload a file with a different extension than what is supported by the system, zip the file(s) and then attach the .zip file. Remember, avoid special characters in folder and file naming conventions.

Examples of file naming conventions to avoid

Avoid	**Use**
Syllabus_Fall#1.doc	Syllabus.doc
Jo-Jo Smith.doc	JoJo_Smith.doc
Bob Smith Project 1 for ENG101.rtf	bobsmithproj1.doc

6. Click **Upload File** to upload the file to the selected course folder

Upload zipped or compressed files

If students are downloading large files or multiple files from your course, upload a zip file to decrease the download time for students. Remember, avoid special characters (like "*****," "**-**," "**%**," etc.) in folder and file naming conventions.

1. In the navigation tree, click the **Author** tab, and click **Course Home**.
2. On the Course Home page, click **File Manager**.
3. Click on the folder to which you want to upload your zipped file.
4. Click **Upload Files**.
5. Select the **Unzip .ZIP file** check box to unzip the file upon upload. Do not select this check this box if you want the zipped file visible in the folder tree.
6. Click **Upload Files** to upload the file to the selected course folder.

Download files

1. In the navigation tree, click the **Author** tab, and click **Course Home**.
2. On the Course Home page, click **File Manager**.
3. Select the check box to the files you want to download. For files contained within a folder, click on the folder to expand it, then select your files.
4. Click **Download Files**. Remember, if you are downloading a file to make changes to it, you must re-upload the changed file to use it in your course.

Upload Streaming Media Files

You can upload streaming media files to your course from within File Manager and Visual Editor. In File Manager, store any media files you might upload for the course in the Streaming Media folder. Students can access the streamed media as soon as you upload the files and provide the appropriate link.

Design Tips:

- Avoid using special characters (like "*****," "**-**," "**%**," etc.) in the folder and file names you create or upload.
- As a best practice, upload files no larger than 10 MB. The system will timeout from uploading files after 90 minutes.
- For optimum performance, review the recommended guidelines for uploading and downloading files.

Upload media files with File Manager

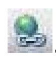
1. In the navigation tree, click the **Author** tab, and click **Course Home**.
2. On the Course Home page, click **File Manager**.
3. Click **Streaming Media**.
4. Click **Upload Files**.
5. Click **Browse** to select the file you want to upload. Remember, the file must have an .ra, .rm, or .rpm file extension.

Examples of file naming conventions to avoid

Avoid	**Use**
Syllabus_Fall#1.doc	Syllabus.doc
Jo-Jo Smith.doc	JoJo_Smith.doc
Bob Smith Project 1 for ENG101.rtf	bobsmithproj1.doc

6. (Optional) Select the **Unizip .ZIP file** check box if you are uploading a .zip file and want the system to unzip the content upon upload. Do not select this check this box if you want the zipped file visible in the folder tree.
7. Click **Upload File.**

Upload files with Visual Editor

1. On the Visual Editor toolbar, click .
2. Select a file type to upload.

Examples of file naming conventions to avoid

Avoid	**Use**
Syllabus_Fall#1.doc	Syllabus.doc
Jo-Jo Smith.doc	JoJo_Smith.doc
Bob Smith Project 1 for ENG101.rtf	bobsmithproj1.doc

3. Click **Continue**. The window changes according to your selection.

   If you selected either **Link to Content or File** or **Insert an Image**, make sure you are working from the appropriate tab:

- **Upload Content/Image** - Click this tab to upload files to File Manager.
- **Select Content/Image from Course Folder** - Click this tab to link to files stored in File Manager.

4. Enter information accordingly. Some of the following fields display according to the type of file you are uploading.

- **Text to display** - Type the hyperlink text. This is the text students click on to open the file.
- **Descriptive text** - Type text about the image. This is the text that displays when the cursor hovers over the hyperlink.
- **File to upload** - Click **Browse** to select the file you want to upload.
- **Folder for content** - Select **Streaming Media.**
- **Image to insert** - Select the folder containing the image file you want to insert.

5. Click **Add Link**.

Formatting Content (Visual Editor)

Don't know HTML? Not a problem! Use Visual Editor to create, modify, and format course content whether you're familiar with HTML or not. The Visual Editor makes formatting your course content as easy as editing with a word-processing document. Although HTML experience is not necessary to create your course, some general HTML background is helpful. We've included an HTML Quick Reference to help you with basic HTML code.

The Visual Editor also includes a Plain Text Editor tool for advanced HTML authors. For example, use Plain Text Editor to copy and paste HTML content authored from authoring tools like Dreamweaver, or embed code from popular video media posted on YouTube. As an advanced HTML author, the Plain Text Editor is your solution to a more sophisticated authoring environment you can use without having the unexpected behaviors known to occur in Visual Editor's **HTML Code** view.

For best results, click to copy and paste text from MS Word documents to Visual Editor. By clicking , copied and pasted text from MS Word documents renders seamlessly. If you are proficient in HTML and consider yourself an advanced HTML author, you might consider switching to Plain Text Editor tool to write and format content for your course.

If your course must meet Section 508 requirements, refer to http://www.access-board.gov/sec508/guide/1194.22.htm to ensure your course content (announcements, introductions, uploaded files, links, URLs) is compliant. You can check your HTML code by clicking the HTML button in the Visual Editor.

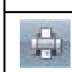
Show the Visual Editor toolbar

Explain the buttons on the Visual Editor toolbar

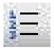
Because the Visual Editor mirrors many familiar word-processing toolbar buttons, it is easy to use. Built into the course authoring mode, you'll see the Visual Editor throughout your course as you author.

Some of the buttons on the Visual Editor toolbar are not available for instructors or students for the following Course Tools: Journal, Threaded Discussion, and Dropbox. Additionally, the student version of Visual Editor does not include Math Equation Editor, HTML View, Plain Text Editor, or the ability to add links, images, and files. These are instructor features only.

Please note, Plain Text Editor and Math Equation Editor are configured by your System Administrator. This means, Plaint Text Editor and Math Equation Editor are available only if your System Administrator has turned them on for your course.

Button	Description
	Print the content currently displaying in the editor as it will appear to students.

	Search and Replace; search for and replace text based on parameters you specify.
	Cut the selected text.
	Copy the selected text.
	Paste the selected text into the editor.
	Paste the content of the clipboard into the editor *without* any formatting/display properties. Content is pasted as plain text.
	Paste the content of the clipboard into the editor as HTML or Web code, allowing you to retain and see HTML code within the Design View.
	Paste the content from an MS Word document into the edit, allowing you to retain and see HTML code within the Design View
	Undo the previous X actions.
	Redo; perform the previous X actions.
	Create a link to a file or a Website (URL). The file you link to may be located on a hard drive or network drive.
	Create a link to an image. The image you link to may be located on a hard drive or a network drive.
	Access the Math Equation Editor. This feature allows you to build and edit complex mathematical equations within your course.
	Run the current content through a spell check.
	Insert a special character or symbol.
	Insert the current date.
	Insert the current time.
	Create a table. Clicking this button opens a "table wizard" which will help you create a table with the parameters you specify.
	Change or set the color of the font.
	Change or set the background or "highlight" color. Highlight the text, then click the Background button.
Verdana	Change or set the font for the text.
2	Change or set the size of the font.
	Bold the selected text.
	Italicize the selected text.
	Underline the selected text.
	Align the selected (and subsequent) text on the left.
	Center the selected (and subsequent) text.

	Align the selected (and subsequent) text on the right.
	Force justify the selected (and subsequent) text right and left.
	Decrease the indent of the selected text (i.e., move the text left).
	Indent the selected text (right).
	Create a numbered list.
	Create a bulleted list.
	Insert a horizontal line at the current cursor position.
	Strike through or "cross out" the selected text.
	Edit content in the Design View. This option includes a full-screen edit mode, as well as a "zoom" option.
	Edit content using HTML code. Click the **Indent HTML** check box to indent your HTML code for easier viewing. Notice, too, that the toolbars disappear in this view.

See also:

- Design & HTML view
- Design Tips: MS Office Documents
- Design Tips: Visual Editor
- Link to Images, Files, and Websites
- Math Equation Editor
- Plain Text Editor

Design & HTML View

When you work in the Visual Editor, you can view your content in two formats: Design View and HTML View.

If your course must meet Section 508 requirements, refer to http://www.access-board.gov/sec508/guide/1194.22.htm to ensure your course content (announcements, introductions, uploaded files, links, URLs) is compliant. You can check your HTML code by clicking the HTML button in the Visual Editor.

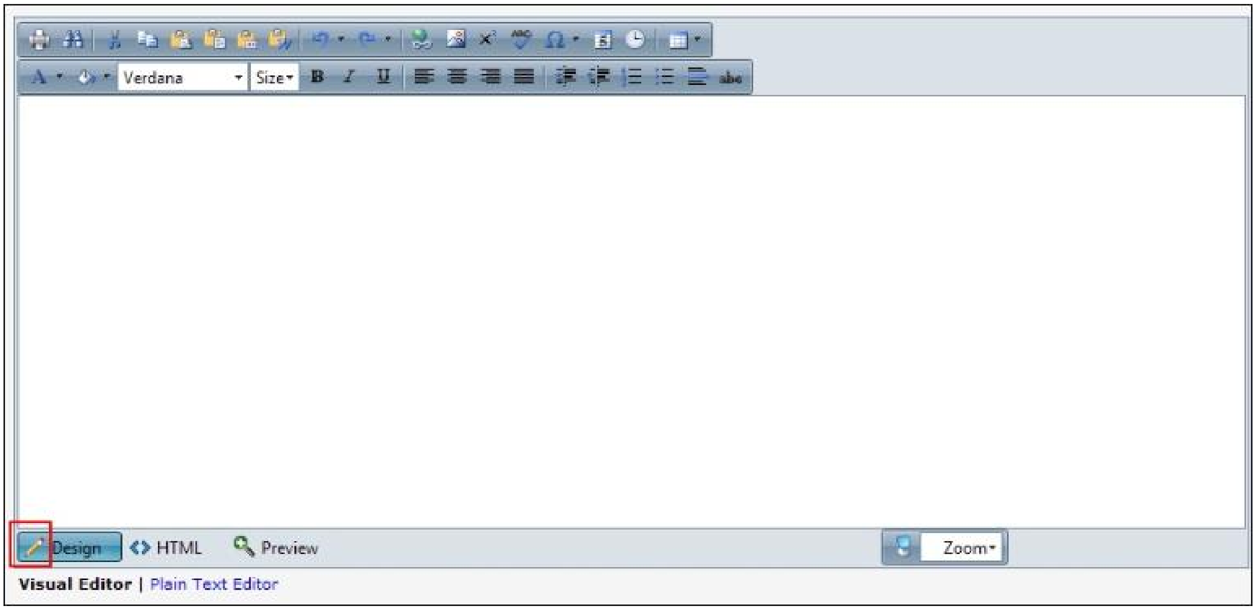
Switch between Design View and HTML View

Click  to work in Design mode and click  to work in HTML mode.

View content in Design View

Design View is the default view for the Visual Editor and is the view that allows you to use the toolbar for non-HTML course creation and revision. In this view you can create and format your content just as you would using a word-processing application.

PC Users: Work in "Full Screen" view by clicking the **F11** key. To return to the original screen view, click the **F11** key again.

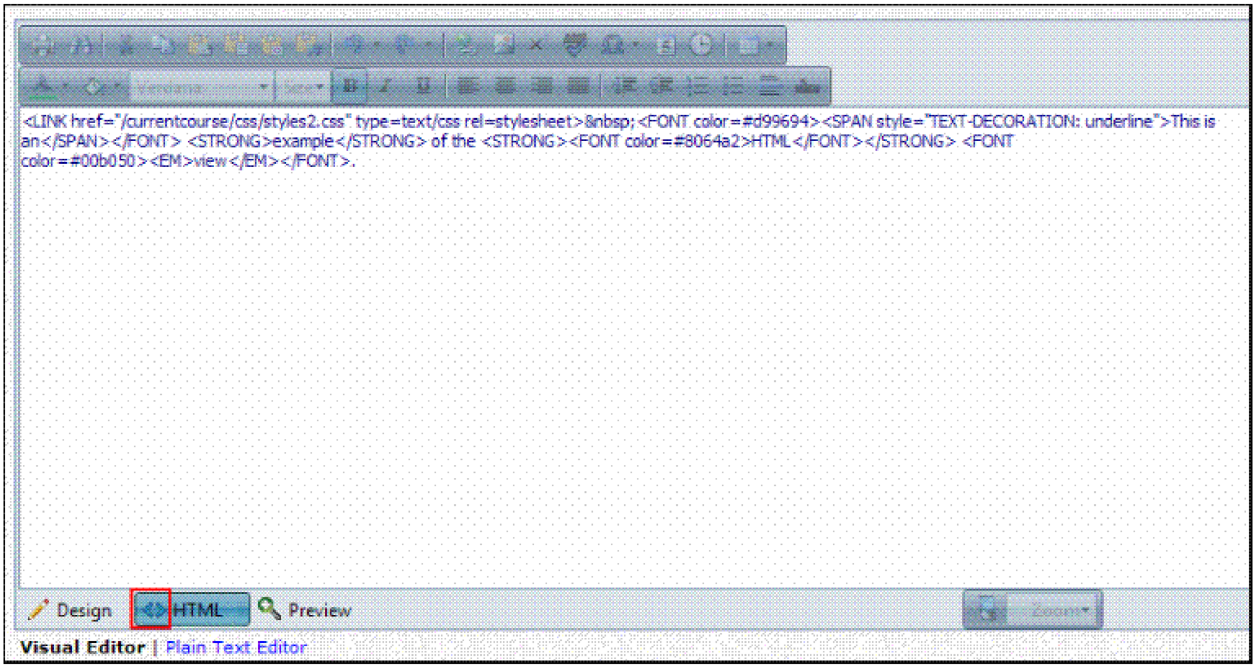


The Visual Editor can only accurately represent the five fonts listed in the drop-down list in the Design View. If you paste or write HTML code using a different font in the HTML View, the font will display in the Design View in Arial, although it will display correctly in your course.

If you enter a hard return (i.e., press the ***Enter*** key on your keyboard) in the Visual Editor, the space between text lines will display as double spacing. To create single-line spaced text, press ***Shift*** + ***Enter*** instead of just ***Enter***. Note also that if you are pasting text into the Visual Editor that contains hard returns, the space between these lines will appear to be double spaced as well. You can remove the double spacing by changing the hard returns to soft (***Shift***+***Enter***) returns.

View content as HTML

HTML View shows you the HTML source code you created in the Design View. You can tweak the HTML code or add functionality that is not supported within the Visual Editor toolbar from the HTML View. The HTML View is an advanced option and should only be used if you are comfortable writing HTML or JavaScript. If you add JavaScript or other objects, such as Flash movies, applets, Active X controls, etc. to your course from the HTML View, these objects will not display in the Design View but will function correctly from your course.



Plain Text Editor

Advanced in HTML and not a fan of Visual Editor? We have your solution! Plain Text Editor is the tool to use if you develop content in third party HTML editors for your course. Unlike the HTML Code view in Visual Editor, the Plain Text Editor is more sophisticated in rendering code and is designed to handle embedded code from popular media sources like YouTube.

Like Visual Editor, the Plain Text Editor includes the same functionality and features to **Add a Link**, **Insert an Image**, and insert math equations using **Math Editor**.

If your course must meet Section 508 requirements, refer to http://www.access-board.gov/sec508/guide/1194.22.htm to ensure your course content (announcements, introductions, uploaded files, links, URLs) is compliant. You can check your HTML code by clicking the HTML button in the Visual Editor.

Design Tips:

- Always save content authored in Visual Editor before switching to Plain Text Editor as the system will lose you work.
- For best results, author in either the Plain Text Editor or the Visual Editor. It is not recommended that you author in both. Basically, once you begin authoring content for the course from Plain Text Editor, continue to use the Plain Text Editor for the lifetime of the course. The system remembers which editor was used.
- Avoid toggling from the Plain Text Editor to Visual Editor (even after you click Save) as the system will not maintain the integrity of your code or content.

Show the Plain Text Editor

Switch from Visual Editor to the Plain Text Editor tool by clicking the Plain Text Editor link. To prevent losing existing content authored from the Visual Editor page, always click Save. As a best practice, author course content from one editor tool only. Toggling between Visual Editor and Plain Text Editor is not recommended as content is likely to be lost and embedded code is not rendered the same between the editors.

Explain the buttons on the Plain Text Editor

Because the Plain Text Editor mirrors the tools found in Visual Editor, the workflow to Add a Link, Insert an Image, and insert math equations using Math Editor are the same!

The student version of Visual Editor does not include Math Equation Editor, HTML View, Plain Text Editor, or the ability to add links, images, and files. These are instructor features only.

Button	**Description**
Add a Link	Create a link to a file or a Website (URL). The file you link to may be located on a hard drive or network drive.
Insert an Image	Create a link to an image. The image you link to may be located on a hard drive or a network drive.
Math Editor	Access the Math Equation Editor. This feature allows you to build and edit complex mathematical equations within your course.

Design Tips: MS Office Documents

When a Microsoft document is uploaded into the eCollege system, it is automatically converted to a Web document. Web documents aren't always identical to their Microsoft counterparts, however; not all Microsoft Office features are supported on the Web.

Files can corrupt for a variety of reasons. Following is a list of questions of what to look for if you get an error uploading your file. If you're still having trouble after reviewing the questions, contact the Help desk for assistance.

Is your file larger than 10MB?

We recommend uploading files less than 2MB, but users with higher connection speeds might be able to upload larger files. For optimum performance, avoid uploading flies greater than 10MB. For optimum performance, review the recommended guidelines for uploading and downloading files.

Does your file contain special characters?

Avoid using any type of special characters in the file name, and keep the file name under 10 characters. The following table provides examples of file naming conventions to use and avoid.

Avoid	**Use**
Syllabus_Fall#1.doc	Syllabus.doc
Jo-Jo Smith.doc	JoJo_Smith.doc
Bob Smith Project 1 for ENG101.rtf	bobsmithproj1.doc

Does your PowerPoint (.ppt) file contain Window Metafiles (.wmf)?

Publisher PowerPoints containing .wmf (Windows Metafiles) images increase the file size by a considerable amount. To avoid this, save your images as .jpg and reinsert them into the PowerPoint (.ppt) to reduce the file size.

Is your document set to Read Only?

If so, the file cannot be saved as a Web page.

Is Spell Check turned on?

If so, turn Spell Check **off** and re-save your document. To turn off Spell Check in Word, go to the Tools menu and click **Options**. On the Spelling and Grammar tab, clear the **Check spelling as you type** check box. Make sure you re-save your file.

Does your file contain macros?

For security reasons, files containing macros cannot be uploaded to the eCollege system. To see if your document contains any Macros, go to the Tools menu and click **Macro**. Remove any Macros in your file or presentation.

Can you save your document as a Web page on your computer?

Try saving the document as a Web page on your computer; then open up the file. If you get an error message, it is possible that your file will not convert to a Web page in the eCollege upload tool.

Design Tips: Visual Editor

The Visual Editor is built into the course authoring mode and allows you to format text for display on the Web without any HTML knowledge. Microsoft Office applications (Word, Excel, PowerPoint, and Access) use a format for saving pages in HTML that the Visual Editor may render differently than was originally designed.

Following are some tips on how to avoid or solve these formatting inconsistencies. After saving your pages, be sure to check the formatting to ensure that it displays the way you intended.

Formatting Control	**Issue**	**Solution**
Using the **Headings** style to format text	If you use a Heading tag (i.e., Heading 1) to format text, and then manually change the text to be a different font type or size, when you copy and paste the text into the Visual Editor, the Heading tag is recognized, but any manual changes are not.	Make any manual style changes to content from within the Visual Editor.
Pasting text styled as "Normal" into the Visual Editor	When you paste text into the Visual Editor that is styled as "Normal" in your Word document, the Visual Editor displays the text in ITS default or "Normal" font (Verdana).	Before you paste your text into the Visual Editor, highlight all the text and manually set the correct font and font size. That is, apply a specific font and size rather than using the "Normal" tag.
Pasting modified custom paragraph styles into the Visual Editor	If you modify a custom paragraph style such as "Body Text" in your Word document, any changes you make will not display in the Visual Editor.	Before you paste your text into the Visual Editor, highlight all the text and manually set the correct font and font size.
Pasting bulleted / numbered lists into the Editor	If you do not copy and paste the entire list, from top to bottom, the list formatting may not come over correctly. This issue is	Make sure you copy the entire list, from the top to the bottom, into the Visual Editor. You may also want to consider pasting your list into the HTML View and

	most common if you copy content from the middle of a list.	then formatting your content in the Design view.
Adjusting line spacing	If you enter a "hard return" (i.e., hit the ENTER key) in the Visual Editor, the space between text lines will display as double spacing. Similarly, if you are pasting text into the Visual Editor that contains hard returns, the space between these lines will appear to be double spaced as well.	To create single-line spaced text, press SHIFT+ENTER instead of just ENTER if you're entering text directly into the Visual Editor. You can remove double spacing of text you copied and pasted into the Visual Editor by changing the hard returns to "soft" (SHIFT+ENTER) returns with the Editor.
Viewing fonts in the Design View	In the Design View, the Visual Editor can only accurately represent the five fonts listed in its drop-down list. If you have assigned a font other than those appearing in the drop-down list to your text, the text will not display in the correct font.	If you paste or write HTML code in the HTML View that uses a font other than those listed in the Design View, the font will display in Arial in the Design View but it will display correctly in your course or campus.
Waiting for content to "paste" into the Visual Editor	Copying and pasting from Word into the Visual Editor may take a moment. For instance, if you are copying a large table from Word to the Visual Editor, you may experience up to a minute delay while the tool parses the correct HTML from the Word document into the Visual Editor.	Be patient.

Math Equation Editor

The **Math Equation Builder** (Equation Editor) helps you create complex mathematical equations and formulas to share with your students. Accessed from the Visual Editor, the Equation Editor is available in Journal and Gradebook, and anywhere in your course where the Visual Editor displays. The Equation Editor includes a comprehensive set of mathematical symbols and templates that are easy to access from pull-down palettes. You can use the tool to build, demonstrate, and apply mathematic notations, formulas, and sample equations throughout your course.

Any time you create a new equation, it is saved in a list of equations for that course. As a result, you can create equations and insert them into your course content at the time they are created, or you can create and store equations in a list to use later. Once an equation is created and stored, you can insert it into your course as many times as you like. You can also edit an equation from the Equation List and update the equation in all instances of the course.

Please note, Math Equation Editor is available only if your System Administrator has turned it on for your course. If the Math Equation Editor tool does not show in Visual Editor, it means Math Equation Editor is not turned on for your course.

Design Tips:

- When you insert an equation into the Visual Editor, you need to make sure you click **Save Changes**. If you forget to save changes to the Visual Editor, the equation is still saved in your Equation List, but the equation does not display in the Visual Editor and you'll need to re-insert it.
- If you have a software application with which you currently generate MathML code, you can copy and paste existing MathML code into the Equation Editor.

Add a new equation

1. Within Visual Editor, position your cursor in the exact place where you want to insert or add an equation.
2. On the Visual Editor toolbar, click x^2. The Equation Editor window opens. Any equations you've already created in the course are listed alphabetically by equation title.
3. Click **Create New Equation**.
4. Type a unique title for the new equation. For example, a title you might use is: Quadratic Formula, Unit 4 Equation, or Section 3 Quiz Question #9. Equations are listed alphabetically by title in the Equation List.
5. Create your equation using the toolbar buttons and pull-down options.

   To create your equation, single click on a button to display a pull-down palette of additional functions. From the palette, select the operation or symbol you want to add. The symbol or function displays in the Equation Editor. If you're creating an equation, use the ***Tab*** key or the **arrow** keys to move from one part of the equation to the next. When you've finished creating the equation, press ***Enter*** to set the equation.

6. When you're finished creating your equation, click one of the following:

   - **Save & Insert**, to insert or append the equation into the current text area and save the equation to the Equation List.
   - **Save**, to save the equation to the Equation List without inserting it in the current text area.
   - **Cancel**, to return to the Equation List without saving any of your work.

     If you have a software application with which you currently generate MathML code, you can copy and paste existing MathML code into the Equation Editor (saving you from having to re-create equations you've already built.)

     To paste existing MathML equations into the Equation Editor, click the Show MathML link at the bottom of the Equation Editor window. Paste your existing MathML code into the editing field that displays. You can modify the code you pasted in with this editor or modify equations that are currently displaying in the Equation Editor window, whether you pasted them in or not. When you're finished, click **Done** to save your changes.

Edit an existing equation

1. Within Visual Editor, click . The Equation Editor window opens.
2. In the Equation List, click the + plus sign next to the title of the equation you want to edit. This expands the equation.
3. Click **Edit**. The equation displays in the Equation Editor editing area.
4. Make your changes to the equation as needed.
5. When you're finished editing the equation, click one of the following:
   - **Replace & Insert**, to save the edited equation to the Equation List and to overwrite the equation *everywhere* it's been used or inserted in the course.
   - **Replace**, to save the edited equation to the Equation List without inserting it into the current text area. This option also replaces the edited equation *everywhere* it displays in the course; that is, the Replace option overwrites all instances of this equation.
   - **Save as New**, to save the edited equation to the Equation List as a new equation with a new title (you must rename the equation). If you select **Save as new**, you need to return to the Equation List and insert the equation into the Visual/Text editor.
   - **Cancel**, to return to the Equation List without saving your changes.

Insert an existing equation

1. Within Visual Editor, position your cursor in the exact place where you want to insert or add the equation.
2. On the Visual Editor toolbar, click . The Equation Editor window opens.
3. In the Equation List, click the + sign next to the title of the equation you want to insert. This expands the equation.
4. Click **Insert**. The equation is inserted at the current cursor position.

Delete an existing equation

1. Within Visual Editor, position your cursor in the exact place where you want to delete the equation.
2. Select the equation in the Visual Editor, or the equation's <img> tag in the Text Editor, with your cursor, and then press **Delete** on your keyboard. The current instance of the equation is deleted.

Course Tools

The course tools help you communicate and interact with your students. Your students can use course tools to communicate with you and with other students. You can enable and disable specific course tools and features from the Course Admin page.

See also:

- Course Admin
- Gradebook
- Email
- Live
- Doc Sharing
- Dropbox
- Journal
- Webliography

Set Course Preferences (Course Admin)

The Course Admin page is where the initial administrative setup takes place for your online course. Use the Course Admin tool to set global, course-wide preferences. Just like a traditional course, your online course requires administrative setup. Set your course preferences to access or determine general course information, course enrollment, and group management. Instructors can specify titles for course sections (Units, Modules, Chapters, Weeks, etc.) to set a tone for the class.

To open the Course Admin page:

1. On the Tools menu, click **Course Admin**.
2. The main Course Admin page contains three tabs:

- **General Information and Preferences** - Click to set course options and settings for General Information and Preferences, Style Manager, Enable/Disable tools, Threaded Discussion, Course Scheduler and Path Builder, and Survey Report Wizard.

  Style Manager and ClassLive can be disabled at the administrative level. If your institution has chosen to disable these features, you will not see them listed.

- **Course Enrollment** - Click to view a list of students currently enrolled in the course.
- **Group Management** - Click to organize students into groups or teams for the course.

Whichever tab in the Course Admin tool you are working in, the course preference settings you select apply course-wide. You can change course preference settings at any time.

See also:

- General Information and Settings
- Style Manager
- Enable or Disable Tools

- Threaded Discussion Preferences
- Schedule Course Content and Build Paths
- Course Enrollment
- Group Management
- Locale/Language

Gradebook

You and your students have access to a shared online Gradebook. Use the Gradebook to determine which aspects of your course should be graded and add these items to your online Gradebook as gradable items. Next, assign a "total points possible" value to each gradable item. As students complete assignments, you can evaluate their work and then enter their grades into the Gradebook. If you entered a total point value for each gradable item when you set up your Gradebook, the Gradebook can use the students' actual points and the total points possible to calculate current student grades at the content item, Unit, and course level. Students' names display in Gradebook after they have enrolled in your course.

Additionally, you can use Gradebook to post comments for each grade, grant students additional test time, create links to course content for review, and view students' activity in the course. You can also create custom gradable items as they relate to the course, such as participation, group projects, extra credit, assignments, etc.

See also:

- How to Set Up Gradebook
- Add Items to Gradebook
- Assign and Change Grades
- Assign Extra Credit
- Assign Points and Weights
- Design Tips: Gradebook and Exams
- Exclude Grades
- Export Grades
- Preview Gradebook Settings
- Quick Grade View
- Reset or Grant Additional Time
- Select Gradable Items
- Set Gradebook Preferences
- Share Grades with Student
- View Grades
- View User Activity

Email

Use email to address student questions, concerns, and issues individually or send messages and files to groups of students. When a user is enrolled in an eCollege course, his/her email address is uploaded into that course.

Students can use email to send private messages to instructors regarding course or assignment questions or other personal concerns, or to communicate with other group members on collaborative projects. The carbon copy (Cc) option is not available to students.

Design Tips:

- Instead of answering every Thread in a Threaded Discussion, use Email after the discussion is over to highlight specific student responses or critique issues that came up.

To send an email:

1. On the Tools menu, click **Email**.
2. Select the name of the email recipient in the **Select Recipients** box.

   You can send email to All Class Members, groups of students that you have set up within the course, a single class member, or multiple class members. When you add a Group name to the Recipients list, the individual group members' names display in the list rather than the name of the group.

3. Click --> and <-- to add or remove recipients to and from the Recipients box.
4. Select the **Do not disclose recipients (bcc)** check box if you do not want the email recipients on the list to see the other recipients of the email. For example, if you send an email to a group of students who did poorly on a quiz, you don't want these students to see the other students who also did poorly.
5. In the **Cc** field, type the email address of those you would like copied on the message. Only instructors have this option.
6. In the **Subject** field, type a subject for your message and the message in the Visual Editor.
7. (Optional) Click **Add/Remove** to attach a file to your message. Select the file in the window that opens and click **Open**. You can attach more than one document to an email.
8. Click **Send Message**. The system distributes the email *and* sends a copy of your message to your personal email account.

Live

Use the Live (synchronous) tools, Chat and ClassLive, to incorporate the same interaction from a traditional classroom setting into your online course. Chat and ClassLive enable you to communicate and interact with your students through the use of features like chatrooms, shared desktops, presentations, virtual tours, interactive quizzes, and more.

See also:

- Chat
- ClassLive

Chat

The Chat tool enables you and the students in your course to communicate with each other in real time.

See also:

- Add, Edit, and Delete Chatrooms
- Chat Logs
- Participate in Chat

Add, Edit, and Delete Chatrooms

There is a main chatroom for every course. You can create different chatrooms for different purposes or groups. You can also rename, edit, or delete an existing chatroom.

Add chatrooms

1. On the Tools menu, click **Live**. By default, the main Chat page displays.
2. Click **Add Chatroom**.
3. In the **Name** field, type a name for the room.
4. In the **Description** field, type a short description of what kind of discussion should take place in that room.
5. (Optional) Select the **Private room** check box if you don't want a chat log created for the new chatroom. By default, a chat log is created for every room.
6. In the **Assign Room To** drop-down list, select who can access the new chatroom. You can make the chatroom available to all class members or to specific groups you've defined within the course.
7. Click **Add Room**. If you have more rooms to create, click **Save & Add Another Room**.

Edit or rename chatrooms

1. On the Tools menu, click **Live**. By default, the main Chat page displays.
2. In the **Edit** column, click for the chat you want to rename or edit.
3. Make your changes accordingly, and click **Save Changes**.

Delete chatrooms

Remember, when you delete a chatroom, the logs for that room are no longer available.

1. On the Tools menu, click **Live**. By default, the main Chat page displays.
2. In the **Delete** column, click for the chat you want to delete. A confirmation message displays.
3. Click **Delete Room & Chat Logs**.

Chat Logs

Chat sessions are automatically saved in chat logs, which you and your students can view, save, and print.

View chat logs

1. On the Tools menu, click **Live**. By default, the main Chat page displays.
2. In the **Chat Logs** column, click 🗋 beside the chatroom for which you'd like to view a chat log.
3. Click a specific archive date to open the archive and see the chat log for that date.

Print chat logs

1. On the Tools menu, click **Live**. By default, the main Chat page displays.
2. Open the Chat you want to print. Make sure the text information you want to print is visible on your page.
3. Click the **Print** button in your browser to print the page.

Save chat logs

You can share interesting chat logs with students by copying the logs into a MS Word document and attaching that document to an email message, or by posting it in the course.

1. On the Tools menu, click **Live**. By default, the main Chat page displays.
2. Open the Chat log.
3. Highlight the text you want to save.
4. Click *Ctrl* **+** *C* to copy the text to the clipboard.
5. Open a new document (a MS Word document, for example) and click *Ctrl* **+** *V* to paste the contents of the clipboard into your new document.
6. Save the document.

Delete chat logs

1. On the Tools menu, click **Live**. By default, the main Chat page displays.
2. In the **Chat Logs** column, click 🗋 to view the chat logs.
3. In the **Delete** column, click ⛔ beside the log you want to delete. A confirmation message displays.
4. Click **Delete**.

Participate in Chat

Chatrooms enable you to communicate with your students in real time meaning, you can communicate with other students because you are logged into the course and using Chat at the same time.

Open a chatroom

1. On the Tools menu, click **Live**. By default, the main Chat page displays.

2. Click the chatroom you'd like to participate in. A confirmation window opens.

3. Click  to open the chatroom.

You can also use your keyboard to open a chatroom by pressing ***Alt + Enter***. Once you've selected the chatroom you'd like to participate in, click ***Alt + Enter*** on your keyboard and the chatroom opens.

4. Type your message in the text field at the bottom of the chatroom and press the *Enter* key. Your text appears in the chatroom.

Send a private chat message

1. Open a chatroom.
2. From within the chatroom, double-click the name of the person you want to send a private message to. A small window opens.
3. In the window, type the private message text.
4. Press the *Enter* key. Your message is seen only by the recipient to whom you sent the message.

Add a link to a Website in the chatroom

1. Open a chatroom.
2. Before you add a link, ensure that:

- **Web Touring** under the Options menu in the chatroom is on.

- Turning on Web Touring ensures that the Web page to the URL link you are sending opens for the recipient in a separate window. **Pop-up Blocker** under the Tools menu in your Web browser is turned off. Turning off Pop-up Blocker ensures that the Web page to a URL link you send or receive opens.

3. Type the full URL address in the field at the bottom of the chatroom and press the *Enter* key. Your URL displays in the chatroom. *The URL address must include* **http://www.** *for the recipient of the link to view the Web page.*

ClassLive

ClassLive is an interactive graphical chat tool that allows you to communicate with your students in real time. For example, you can place or draw objects on the whiteboard, you can share a software application from your computer, you can send and receive graphed or plotted equations, you can participate in synchronous chat sessions with your students, you can broadcast live audio, and you can work through complex mathematical, accounting, and chemistry problems one step at a time. Use ClassLive with a group of students, or use the tool for one-on-one help.

As a stand-alone tool, ClassLive includes a training page with video tutorials and additional documentation provided by Elluminate, Inc.

Before you begin...

- Ensure your computer meets the specific technical requirements to use ClassLive.
- The ClassLive tool is enabled by default. Instructors can turn ClassLive on or off from the Course Preferences page. If you don't see a link to ClassLive on the Live tab of your course, the tool is turned off. Remember, you can always use the regular Chat feature of your course to conduct simple synchronous discussions.
- Join ClassLive 5 – 10 minutes prior to the start of your session and set your Connection Speed to the Internet.
- Close all applications running on your computer that you don't intend to use with your ClassLive session. Running other applications slows down your connection to ClassLive.

Ways to use ClassLive

Following are some ideas to get you thinking about how you can use ClassLive in your course. Some features are only available to ClassLive Pro users. Ask your administrator which ClassLive version you are running.

- Meet with students one-on-one to help them individually with course work. ClassLive is especially useful for helping students with mathematics, accounting, and chemistry equations.
- Present a PowerPoint slideshow or display other uploaded images. Use the toolbar to add notes to slides and to point out important sections of the slide or image.
- Use the Application Sharing feature to teach students how to use applications like Excel, PowerPoint, or any other application on your computer. Students can watch as you walk them through menu options, toolbars, and other features of the application.
- Share a Website with your students with the WebTour feature and have your students follow you through the site.
- Incorporate the Broadcast Audio feature into your session to walk students through a presentation, emphasize specific sections of the whiteboard, notify students that you're switching boards, or to add a personal touch to your online course.
- Upload course notes and highlight areas of importance.
- Use the Graphing Calculator feature to create visual representations of equations. Have students make modifications to the equation, re-create the graph, and send the new graph back to you.
  Use the Polling feature to ask your students if they're ready to move to the next slide. You'll know almost immediately whether they're ready to go on.
  - Turn the ClassLive session into a live forum in which groups can present their projects to the rest of the class.
  - Use Quiz Manager to conduct live quizzes and review the results with students as a class or privately.
- Open a Breakout Room to personally help students who might be falling behind the rest of the class and tutor them individually or in small groups.

See also:

- Audio and Messaging
- FAQs
- Participate
- Plan and Publish Sessions

- Session Archives
- Whiteboard

Audio and Messaging

You can use any of ClassLive's audio and messaging tools to speak to all students or individually in a private session on the side. The messaging area is where you can send text messages to everyone, selected students or to one student in the session. Students can always send a text message to you, even when they do not have messaging privileges. Students' messages will display as a private message to you and other instructors in the session. Depending on your session configuration, you can monitor all messages that are sent, including private messages. Direct messages are color-coded for your benefit: Black text means the message was sent to everyone in the session, Blue text means that you sent or received a message, and Red text means that a student has sent a private message to another class member.

As a stand-alone tool, ClassLive includes a training page with video tutorials and additional documentation provided by Elluminate, Inc.

ClassLive FAQs

Since the ClassLive feature might be new to you, we've compiled a list of frequently asked questions. Check the list below to see if your questions have already been asked and answered.

As a stand-alone tool, ClassLive includes a training page with video tutorials and additional documentation provided by Elluminate, Inc. On the support page you will find a link to Technical Support which includes additional FAQs.

What happens if I select Follow Moderator?

The Follow Moderator button, when selected, forces students to see only the changes you make to the Whiteboard. This feature is useful when you want to prevent students from having the ability to access other ClassLive tools within a session while you are demonstrating a problem or leading a Web tour.

How do I draw a circle or square?

Use the drawing tools on the Whiteboard toolbar to create objects. To draw a circle, click the **Draw an Ellipse on the page** button. To draw a rectangle, click the **Draw a Rectangle on the page** button. We have created a table to help you understand how to use the Whiteboard drawing tools. Click here to open this table in a separate window.

I made a mistake on the board? How can I remove or fix it?

To correct a mistake on the Whiteboard, select the object, right-click, and then select **Delete Object(s)** to remove the object.

How can I print or save the text message portion of the ClassLive discussion?

To print a text message log, you must first save the text message as a text file. From the File menu, select **Save**, and then select **Chat Conversation**. In the **Save Chat Conversation** window, select a file name and the folder to which you want to save the file, and then click **Save**. The suffix .txt is added to the file name. You can use Notepad, WordPad or any word processing application to open the text file and print it.

How can I save a Whiteboard page in the ClassLive discussion?

From the File menu, select **Save**, and then select **Whiteboard**. The Save File window opens. Navigate to and open the file folder to which you want to save the Whiteboard. Type a file name in the File Name text box and scroll through the Files of Type drop-down menu to select a file format. Click **Save** to close the Save File window. The Select Screens window opens. Select whether you want to save all the pages in the Current Screen Group, only the Current Screen, or the Selected Screens. If you select Selected Screens, an explorer window opens showing all available pages. Select the pages you want to save from the explorer window. Use the ***Shift*** or ***Ctrl*** (Command) key to select multiple pages, and then click OK.

Do I have to minimize my shared application if I want to return to the ClassLive application?

No, ClassLive's Application Sharing feature allows you to open applications within the main area of the Whiteboard. When you first login as the instructor, you automatically have the permission to begin sharing your desktop. To start Application Sharing, on the Tools menu select **Application Sharing**, and then select **Host Applications**. *Host Application Sharing is only available to ClassLive Pro users.*

Are my ClassLive session archived? How can I view an old session?

All ClassLive sessions are archived and can be viewed by both instructors and students. On the Live tab, you can access an archived session from the ClassLive link in your course. Locate the **Session Archives** section to see a list of all archived ClassLive sessions in the current course. ClassLive sessions are archived by date and time if no name was given to the session at the time it was closed out.

How do I broadcast live audio?

Before you can broadcast video, you must enable video support. To enable video support, On the Tools menu, select **Video**, and then select **Enable Video Camera Support**. A check mark indicates video is not enabled. *Broadcast Live Video is only available to ClassLive Pro users.*

Can I save my ClassLive sessions?

Yes, you can save the Whiteboard pages from every session. If you have content you would like to save from a breakout room, you must copy the content into the main Whiteboard page to capture the information in a saved session.

How do I exit the ClassLive session?

To exit the ClassLive session, click **Exit** from the File menu.

Can I save the quiz created in Quiz Manager?

Yes! You can save quizzes created in Quiz Manager; however, quizzes created within a ClassLive session are saved in XML format and are not connected to the course Gradebook. If you want your students' quiz results stored in the course Gradebook, you must create the quiz within the main course (outside of ClassLive).

How can I enlarge the view of the text messaging area?

The Chat window in ClassLive is resizable. To enlarge the window, on the View menu clear the Layout Locked setting (selected by default). You can resize the window diagonally, by clicking on the corner of the Chat window and dragging your mouse. You can also resize the window vertically and horizontally.

How can I see the entire Whiteboard area?

There are two ways you can maximize the Whiteboard viewing area. First, click the "maximize" button in the top-right corner of your session window. This maximizes the entire ClassLive session window so that the session fills your entire page. Second, from the View menu, clear the Layout Locked setting (selected by default), and then double-click on the title bar of the Whiteboard. This also expands the Whiteboard area to fill the entire page. Double-click again in the title bar of the Whiteboard to return to the original view.

How do I delete an object from the Whiteboard?

Select the object you would like to delete and right-click, and then select **Delete Object(s)**. The selected objects clear from the Whiteboard. To delete all objects on the Whiteboard, click the Eraser button on the Whiteboard toolbar*. A confirmation message opens. Select All Objects* to delete all content on the Whiteboard.

How can I change the color of my drawing tool?

Each time you select a drawing tool on the Whiteboard toolbar, editing attributes display in the Quick Editor located at the bottom of the Whiteboard page area. The editing attributes change according to the selected drawing tool. Editing attribute options can include color palette, font, size, and style. To change the color of your drawing tool, click on a color in the Quick Editor color palette and begin to draw in the main area of your Whiteboard page. Your drawing displays in the selected color.

How do I move, copy, or delete an object?

Select the object you want to Move, Copy, or Delete. With the object selected, right-click and select **Move**, **Copy**, or **Delete Object(s)**.

What objects can I edit on the Whiteboard?

You can edit all objects on the Whiteboard.

Participate

Participating in ClassLive is easy! Use the Participants window to view the current students in your session and control their privileges to speak, send messages, use the whiteboard, use the graphing calculator, host application sharing, respond to poll questions, and more. Upon entering a session, your name displays in blue text in the Participants window. During a session, the Participants window uses activity lights to indicate to you when a student experiences delays in receiving content or steps away from a session.

As a stand-alone tool, ClassLive includes a training page with video tutorials and additional documentation provided by Elluminate, Inc.

To open ClassLive:

1. On the Tools menu, click **Live**.

2. Click **ClassLive**.
3. Click either **Lead Session** to lead a live session or **Join Session** to join a session as a participant. Only one instructor can lead a ClassLive session.

Plan and Publish Sessions

Don't have time to login to course? No problem! More convenient than ever, ClassLive provides *Plan!* and *Publish!*, a plug-in feature enabling you to create ClassLive sessions outside of course and publish sessions for viewing outside of the your virtual classroom. This means, you can work outside of ClassLive and work in advance to plan and develop a ClassLive session. Once a session is archived, use the Publish feature to have access to the recorded session outside of the course. Accessible at any time, you and your students can review archived sessions without logging into the course!

As a stand-alone tool, ClassLive includes a training page with video tutorials and additional documentation provided by Elluminate, Inc.

Before you begin...

- Ensure you download the license key to ClassLive's additional tools, *Plan!* and *Publish*!, and save the key to your desktop or to any location you will remember.
- The ClassLive tool is enabled by default. Instructors can turn ClassLive on or off from the Course Preferences page. If you don't see a link to ClassLive on the Live tab of your course, the tool is turned off. Remember, you can always use the regular Chat feature of your course to conduct simple synchronous discussions.
- Join ClassLive 5 – 10 minutes prior to the start of your session and set your Connection Speed to the Internet.
- Close all applications running on your computer that you don't intend to use with your ClassLive session. Running other applications slows down your connection to ClassLive.

Download *Plan!*

For a successful download, ensure you have the license key for Elluminate *Plan!.* The license key is a one-time entry meaning, once you have installed *Plan!* and entered the license key, you won't use the license key again.

1. Open ClassLive.
2. Click **Download Key**. Save the license key file to your Desktop or any location you will remember.
3. Click **Download** *Plan!*. The installation dialog window displays.
4. Click **Run**.
5. Follow the instructions of the Elluminate Setup Wizard to complete downloading *Plan!*.
6. Once you click **Finish** on the last page of the Setup Wizard, Plan opens!

Download *Publish!*

For a successful download, ensure you have the license key for Elluminate *Publish!.* The license key is a one-time entry meaning, once you have installed Publish! and entered the license key, you won't use the license key again.

1. Open ClassLive.
2. Click **Download Key**. Save the license key file to your Desktop or any location you will remember.
3. Click **Download** *Publish***!**. A confirmation message displays.
4. Click **OK**. The installation dialog window displays.
5. Click **Run**.
6. Follow the instructions of the Elluminate Setup Wizard to complete downloading *Publish!*.
7. Once you click **Finish** on the last page of the Setup Wizard, *Publish!* opens!

Plan a ClassLive session

Once *Plan!* is installed on your computer, you can access ClassLive without logging into your course and work ahead in planning and developing a ClassLive session! As a stand-alone tool, ClassLive *Plan!* includes a training page with video tutorials and additional documentation provided by Elluminate, Inc.

Publish a ClassLive session

Once *Publish!* is installed on your computer, you can access and view archived ClassLive sessions without logging into your course! As a stand-alone tool, ClassLive *Plan!* includes a training page with video tutorials and additional documentation provided by Elluminate, Inc.

Session Archives

Archived Class Live sessions are useful for recording sessions for future course use and for providing a way for students to review course material- especially for instances when a student is absent from a course session. If you like, you can also create tutorial sessions and archive them for students to access and view as needed.

As a stand-alone tool, ClassLive includes a training page with video tutorials and additional documentation provided by Elluminate, Inc.

View archived sessions

1. Open ClassLive.
2. From the Session Archives section of the page, locate the **Session Date** column.
3. Click to select the date of the ClassLive session you want to view. The recorded session opens.

Rename Archived Sessions

For a successful download, ensure you have the license key for Elluminate *Plan!* The license key is a one-time entry meaning, once you have installed *Plan!* and entered the license key, you won't use the license key again.

1. Open ClassLive.
2. From the session Archives section of the page, locate the **Title** column.

3. Click for the Title you want to rename or edit.

Download Archived Sessions

For a successful download, ensure you have the license key for Elluminate *Publish!.* The license key is a one-time entry meaning, once you have installed *Publish!* and entered the license key, you won't use the license key again.

1. Open ClassLive.
2. From the session Archives section of the page, locate the **Download** column.
3. Click for the session you want to download and publish for viewing outside of the course. Remember, you must download ClassLive *Publish!* before you can download archived sessions to view offline (outside of course).

Delete Archived Sessions

Deleting an archived ClassLive session does not permanently delete the session from the system. If you need to retrieve a deleted session or have deleted an archived session by accident, please contact your Client Services consultant.

1. Open ClassLive.
2. From the Session Archive section of the page, locate the **Delete** column.
3. Click for the session you want to delete. A confirmation messages displays.
4. Click **OK**.

Whiteboard

The Whiteboard is the main presentation window. Use the Whiteboard to present slides or as a work area where you and your students can write, draw, or type. As the instructor, you must manage all the pages in the Whiteboard, the page content, and the student permissions to view and work on the Whiteboard pages.

As a stand-alone tool, ClassLive includes a training page with video tutorials and additional documentation provided by Elluminate, Inc.

To use Whiteboard tools:

1. Open ClassLive.
2. Click any one of the tools, located on the left side of the Whiteboard, to select it. Editing attributes for the selected tool display at the bottom of the Whiteboard in the Quick Editor. *We have created a table to help you understand how to use the Whiteboard drawing tools. Click here to open this table in a separate window*.
3. Position your cursor on the Whiteboard, and then click and drag the mouse to begin drawing.
4. Release the mouse button to complete the action.

Doc Sharing

Use Doc Sharing to share documents with your students for the course. You and your students can upload and download documents, images, spreadsheets, .zip files, and HTML pages. Students can download documents you share or download documents shared by other students. Additionally, students can view, build, revise, or recreate the documents they download and then upload their changes for the entire class to view.

Both you and your students can access shared files, but only instructors can delete files. Instructors can also create and edit Document Sharing categories.

If your course must meet Section 508 requirements, refer to http://www.access-board.gov/sec508/guide/1194.22.htm to ensure your course content (announcements, introductions, uploaded files, links, URLs) is compliant. You can check your HTML code by clicking the HTML button in the Visual Editor.

Design Tips:

- Some instructors use Doc Sharing as a holding place for resources used later in the course. You can upload documents for students to access at any time.
- Have students post assignments in DocSharing. This is especially useful when students are expected to review and critique other students' work as part of the learning process.
- Students can upload assignments or other document files to Doc Sharing that they want to submit for general class review and consumption. Students working in groups can share a single draft of an assignment, reading, or project and continue to revise, edit, and review the single document as they collaborate together on their joint task. Or, each student in the group can submit their portion of the project to the document sharing area so that all "parts-of-the-whole" can effectively be synthesized from the contributions submitted in this area.
- If you want students to have the ability to view each other's files, encourage students to use the same file format. For example, if a student is unable to view MS Word 2000 files, encourage the class to post documents in another common format.

See also:

- Categories for Shared Files
- Delete Shared Files
- Download Shared Files
- Edit Shared Files
- Mark Files as Shared or Private
- Upload Files to Share
- View Download History

Delete Shared Files

Delete uploaded files from Doc Sharing that you no longer want available for use in the course.

To delete shared files:

1. On the Tools menu, click **Doc Sharing**.
2. Do one of the following:

- Locate the document you want to delete, and then click . A confirmation message displays.
- If you've added a Document Sharing category, click on the category listed in the Document Sharing Categories table to view the documents uploaded for that category. Locate the document you want to delete, and then click .

3. Click **Delete** to confirm that you want to permanently delete the document from the course.

Download Shared Files

Download files from Doc Sharing to save them to your hard drive for future viewing, editing, etc. In the list of files available to download, you can see who the owner of the file is, the date the file was uploaded, the file size, whether the file is shared, and its download history record. Students can also use Doc Sharing to download files from the course.

Design Tips:

- You can select and download all of the documents in DocSharing at once. The system zips the files upon download.
- If you are using Internet Explorer as your browser, the file opens in a new browser window. If you'd rather save the file directly to your hard drive, right-click on the file in the **File / Description** list and select **Save Target As**.

To download a shared file:

1. On the Tools menu, click **Doc Sharing**.
2. Do one of the following:

- In the **File Name / Description** column, select the check box beside the documents you want to download. To download all documents, select the check box beside the **File Name / Description** link.
- If you've added a Document Sharing category, click the category listed in the Document Sharing Categories table to view the documents uploaded for that category. In the **File Name / Description** column, select the check box beside the documents you want to download.

3. Click **Download Documents**.

Edit Shared Files

Some instructors have a master copy of the files they upload to Doc sharing. If you have made changes to your master copy and would like to replace what you previously posted to Doc Sharing, you can re-upload the document to replace it. If you do not have a master copy of a file you posted to Doc Sharing, you can download the current version posted in Doc Sharing, make your changes, and then re-upload the document; however, if you do this, you must use the same file name in order for the modified file to replace the existing document in Doc Sharing.

To edit a shared file:

1. On the Tools menu, click **Doc Sharing**.
2. Do one of the following:
    - Locate the file listed on the page, and then click .
    - If you've added a Document Sharing category, click on the category listed in the Document Sharing Categories table to view the documents uploaded for that category. Locate the file listed on the page, and then click .
3. Make your changes in the fields provided.
    - **Share file with** - Select **Instructor Only** if you only want the document available to you and not to students. Select **Entire Class** if you want the file available to view and download by the entire class.
    - **Replace file with** - Click **Browse** to upload the modified file to the course again, using the same file name. The new, modified file replaces the existing file.
    - **Description** - Type a description about the file you are posting. For example, if you are posting lecture notes for Units 1 and 2, you might type the description "Lecture notes for Units 1 and 2."
    - **Owner** - Type the name you want listed on the main Doc Sharing page as the owner of the file.
4. Click **Save Changes**.

Categories for Shared Files

Organize the documents uploaded to Doc Sharing by creating categories to sort and view individual entries. For example, you might create subject categories: Management, Accounting, Operations; team categories: Group A, Group B; or assignment categories: Week One, Week Two, etc. As an instructor, you can add, delete, and edit categories in Doc Sharing at any time.

Add categories

1. On the Tools menu, click **Doc Sharing**.
2. Click **Add Category**.
3. Enter information accordingly:

- **Category Title** - Type a new category title.
- (Optional) **Assign category to** - Assign the category to a group. You can share Doc Sharing categories with the entire class or, if you have students working in groups, you can assign categories to a specific group.

4. Click **Add Category**. To add additional categories, click **Save & Add Another Category**. Once a category is added, it is listed under the Categories column in the main Document Sharing page.

Delete categories

When you delete categories, the documents contained within that category are also deleted. Only instructors can delete categories and the documents they contain.

1. On the Tools menu, click **Doc Sharing**.
2. In the **Delete** column in the **Document Sharing Categories** table, click beside the category you want to delete. A confirmation message displays.
3. Select the check box to confirm that you want to delete the category and the documents it contains.
4. Click **Delete Category & Documents**.

Edit categories

1. On the Tools menu, click **Doc Sharing**.
2. In the **Edit** column in the **Document Sharing Categories** table, click beside the category you want to edit.
3. Make your changes accordingly:

- **Category Title** - Type a new category title.
- (Optional) **Assign category to** - Assign the category to a group. You can share Doc Sharing categories with the entire class or, if you have students working in groups, you can assign categories to a specific group.

4. Click **Save Changes**.

Mark Files as Shared or Private

As an instructor, you can upload files to Doc Sharing for your own viewing, or you can upload files to share with the entire class. Files set to **Entire Class** are viewable by both the instructor and students, whereas, documents set to **Instructor Only** can only be viewed by the instructor. You can mark a file that a student has shared as private, although the file will remain visible to the student who shared it because they are the owner.

To mark a file as shared or private:

1. On the Tools menu, click **Doc Sharing**.
2. Locate the file you want to share or not share.
3. In the **Share** column, click to toggle the share setting between **Entire Class** or **Instructor Only**.

Upload Files to Share

Use Doc Sharing to upload course files to either share with the class or have available for your own viewing. If you add categories to Doc Sharing, you can upload and assign files to that specific category.

Design Tips:

- Save the file that you want to upload to Doc Sharing on your desktop or another familiar folder so that it is easy to locate when you begin to upload the file to Doc Sharing.

- Avoid using special characters (like "*****," "**-**," "**%**," etc.) in the folder and file names you create or upload.
- If you upload a file with a different extension than what is supported by the system, zip the file(s) and then upload the .zip file for your students to download.

To upload a file for sharing:

1. On the Tools menu, click **Doc Sharing**.
2. Click **Upload Document**.If you want to upload the document to a specific category, first locate and click the category name, and then click **Upload Document**. Remember, use avoid special characters in your folder and file names.

Examples of file naming conventions to avoid

Avoid	**Use**
Syllabus_Fall#1.doc	Syllabus.doc
Jo-Jo Smith.doc	JoJo_Smith.doc
Bob Smith Project 1 for ENG101.rtf	bobsmithproj1.doc

3. In the fields provided, enter information accordingly.

Explain the fields

In this field	**Do this**
Share file with:	Select either: ▪ **Instructor Only**, to *not* share the document with students and make the file viewable to you only. ▪ **Entire Class**, to allow students to view the uploaded document.
Find new file:	Click **Browse** to locate the file you want to upload.
Unzip .ZIP file:	(Optional) Select the **Unzip ZIP File** check box if you are uploading a zipped file and want the system to unzip the file upon upload.
Owner	Verify that the document owner is correct; otherwise, type a new name.

4. Click **Upload Document**.

5. Type a description for the document telling students what to expect when they open the document. This description displays in the Doc Sharing list.
6. Click **Add Entry**. Your entry displays in the main Doc Sharing page.

View Download History

As an instructor, you can view a record of how many times a file has been downloaded from Doc Sharing, which students have downloaded a particular file, and the date the file was downloaded.

To view a file's download history:

1. On the Tools menu, click **Doc Sharing**.
2. Locate the document for which you want to view the download history. The **Downloads** column shows the number of times the file has been downloaded.
3. In the Downloads column, click the number to open the **Download History** window. The download history record displays for the selected file.
4. Close the window to return to the main Doc Sharing page.

Dropbox

The Dropbox tool provides a central location where you and your students can submit and retrieve assignments and graded activities. Think of the Dropbox as a virtual Inbox and Outbox for course assignments where you can:

- Retrieve submitted assignments from your students in your **Inbox**
- Send graded assignments back to your students in your **Outbox**

Your Dropbox/Inbox is also linked directly to the Gradebook, which makes it easy to open an assignment, grade it, and then record the student's grade directly into the Gradebook all from one place. Students can open a graded item from either the Dropbox or from the Gradebook and see their grade for that item. You can also attach files and documents to assignments when you return them to students. If you attach a file with a different extension than what is supported by the system, zip the file(s) and then attach the .zip file.

Design Tips:

- You can move Dropbox submissions between baskets so long as the student does not have a submission in the other basket.
- You can select students within Dropbox and navigate to the Email tool with the selected students automatically inserted as recipients.
- You can select and download all submissions in Dropbox at once. The system zips the files upon download.
- Click the No Submissions tab to view a list of those students who have not submitted documents to Dropbox.

- For best results, avoid using special characters (like "*," "-," "%," etc.) in the folder and file names you upload to Dropbox.
- Have students submit assignments to Dropbox. This reduces the amount of email you receive, and can substantially reduce clutter and possible confusion for you and for your students.
- Students will appreciate a central location for submitting and retrieving assignments and graded activities. Since Dropbox links directly to the Gradebook, you can view and grade submitted work from a single location. You can also create links within the course that go directly to the Dropbox, so students know exactly how and where to submit assignments.

See also:

- Create Baskets
- Edit or Delete Baskets and Items
- Grade Dropbox Items
- Link Content Items to Dropbox
- Move Items to Another Basket
- View Dropbox Items

Create Baskets

Before students can submit an assignment to the Dropbox, you must first create a Dropbox basket for the content item. You can create a Dropbox basket for a content item when you first add the content item to the course, or you can add the Dropbox basket for the content item later. Only content items for which you have created Dropbox baskets display in the Dropbox submission area for students. Students select the appropriate Dropbox basket and then submit their assignment to that basket.

Create a Dropbox basket for a new content item

1. In the navigation tree, click the **Author** tab.
2. In the navigation tree, select either Course Home or the Unit to which you're adding the new content item.
3. If you're adding a new content item to

- **Course Home**, click **Course Items**, and then click **Add Items.**
- **Unit, click Unit Content Items, and then click Add Items.**

4. Select the **Create dropbox basket** check box. In the other fields provided, enter information accordingly.

Explain the fields

In this field	Do this
Name:	Either: ▪ Type a name for the new content item. When you enter a new item name, it displays in the **Select existing item name** drop-down list. Naming content items lets you customize your course. For example, you might create an .xls spreadsheet content item in your course and name the content item "Worksheet." ▪ Select an existing content item from the drop-down list. This list displays names to previously created content items.
Item type:	Select a content item type.
Add to:	Select either Course Home or the Unit to which you want to add the content item.
Assign to:	Select the audience for the content item.
Hide item from students	Select this check box if you do not want the content item to show in course view to students. Some instructors like to work ahead and add content items to the course, hide them, and then add the content to the content items at a later time.
Create dropbox basket	Select this check box to create a Dropbox basket for the content item. When you create a Dropbox basket for a content item, students can submit assignments related to the content item directly to the Dropbox basket for the item.

5. Click **Add Items**. This adds the new content item to your Course Home page or Unit *and* automatically creates a Dropbox basket for the new content item.

Create a Dropbox basket for an existing content item

1. In the navigation tree, click the **Author** tab.
2. Click on a content item.
3. Click **Toolbox**.
4. Click **Create Dropbox Basket**. A Dropbox basket is created for the selected content item.

   If a Dropbox basket was previously created for the selected content item, this link will read **Delete Dropbox Basket** instead.

5. Click **Save Changes**.

Once you create a Dropbox basket for a content item, students can use the Dropbox feature to submit assignments to the basket. Dropbox baskets are always named after the Unit and the content item name (i.e., Unit 4: Readings). You can, however, rename or edit Dropbox baskets._Ref-1323454095

Edit or Delete Baskets and Items

By default, all Dropbox baskets are created and named after their Unit and content item name. For example, Unit 2: Readings. This helps students when they submit an assignment because they can easily associate their assignment with the correct Dropbox basket. As an instructor, you can rename and delete Dropbox baskets.

Edit a Dropbox basket name

1. On the Tools menu, click **Dropbox**.
2. In the **Edit** column, click .
3. Make your changes and click **Save Changes**. Students must submit assignments to the new or revised Dropbox basket.

Delete a Dropbox basket

1. On the Tools menu, click **Dropbox**.
2. In the Delete column, click . A confirmation message displays. If the basket contains items, select the check box to accept the confirmation message.
3. Click **Delete Basket**. If the basket contains items, click **Delete Basket & All Items**.

You can also delete a Dropbox basket and its contents from the Toolbox for a particular content item.

Grade Dropbox Items

The Dropbox makes it easy to grade assignments and return the graded work to students. In fact, you can open and grade assignments from the Dropbox without having to go to the Gradebook!

The submissions you review from students might contain information, comments the student entered at the time the assignment was submitted, and any attachments or files part of the assignment itself. You can open and view attachments from your Inbox. You can also add comments and enter grades from the Quick Grade View (Gradebook Details) window.

Design Tips:

- You can only enter grades through Dropbox for assignments that you have set up in the Gradebook as gradable.
- Current items not marked as gradable display NA in the Number/Letter Grade columns of your Dropbox and do not display Number/Letter Grade fields in the Gradebook Details window.
- Any grades you save through the Dropbox are saved to your Gradebook as well. This means you can assign and save a grade from the Dropbox and do not have to transfer the grade to the Gradebook.

- There are several ways you can return graded assignments to students. You can return each individual assignment as you grade it, or you can grade all assignments and then return them all at once.
- When a student submission includes an attachment, displays next to the assignment name in your Inbox. Hold your mouse over to display the file name of the attachment.
- To open the Gradebook Details window, click on the student name rather than (if the assignment includes an attachment). If you click , the attached file opens in a separate browser window. You can always access the attachment from the Gradebook Details window.

Explain the Quick Grade View (Gradebook Details) window

Use the Gradebook Details window in Dropbox to add comments, assign grades, and return grades to students. The grades you assign are saved to your Gradebook. To open the Gradebook Details window, go to your Inbox and click the student's name.

Field	**Description**
Numeric Grade	Type a numeric grade for the submission. This field only displays if you've identified the content item as gradable in your Gradebook.
Letter Grade	Type a letter grade for the submission. This field only displays if you've identified the content item as gradable in your Gradebook.
Weighted Average	Displays the weighted average for the submitted assignment based on the values entered in the Gradebook.
Return to student upon closing	(Selected by Default) Saves the grade and returns the assignment to the student. In this case, the grade is saved *and* the assignment is returned to the student (i.e., the assignment moves from your Inbox to your Outbox and the student is able to see the assignment in his/her Inbox.) Leave this check box selected if you want students to receive their graded assignment after you close the Gradebook Details window; otherwise, clear the check box.
Visual Editor	Type any comments, suggestions, etc. that you might have about the student's submission. For example, you might want to include why you assigned the grade you did, or you might direct the student to areas for additional study.
Add/Remove	Click to attach a file to your review and return it to the student.
Save Save and Next Save and Close Cancel	Saves the grade *without* returning the assignment to the student. Saves the grade and opens the next student assignment. Please note, the **Save and Next** button cycles through Inbox items till there are no more items to be graded. Once the last item in your Inbox is graded, the **Save and Next** button is disabled. Saves the grade and closes the Gradebook Details window. Closes the Gradebook Details window without saving any of your changes.

Details	Displays the name of the student who submitted the assignment, the date and time the assignment was submitted, whether there are attachments with the submission, and any comments or notes the student might have entered for you. You can view attachments here by clicking on the attachment icon. Note that you can only view the file; you cannot make changes or comments within the attachment. You can, however, attach a file to your response in the Gradebook Details window. You can also click to delete the submission.

Assign grades

Current items not marked as gradable display NA in the Number/Letter Grade columns of your Dropbox and do not display Number/Letter Grade fields in the Gradebook Details window.

1. On the Tools menu, click **Dropbox**.
2. In the **Name** column, click the basket you want to open.
3. On the **Inbox** tab, either:
    - Click the student's name to open the Gradebook Details window and enter information accordingly.
    - Type a grade for the assignment in either the **Numeric Grade** field, **Letter Grade** field, or both.
4. Click **Save Changes**.

Assign grades to multiple students

1. On the Tools menu, click **Dropbox**.
2. In the **Name** column, click the basket you want to open.
3. On the **Inbox** tab, click the student's name to open the Gradebook Details window and enter information accordingly.
4. Click **Save and Next**. The grade is saved in your Gradebook, but the assignment remains in your Inbox and is *not* shared with the student.
5. Continue to grade additional assignments in the same way, clicking **Save and Next**. The **Save and Next** button cycles through Inbox items till there are no more items left to grade. Once the last item is graded, the **Save and Next** button is disabled.
6. When you're ready to return all the assignments to your students, click **Save and Close** to return to your Inbox.

Return graded assignments

1. On the Tools menu, click **Dropbox**.
2. In the **Name** column, click the basket you want to open.
3. On the **Inbox** tab, either:
    - Click the student's name and select the **Return to student upon closing** check box in the Gradebook Details window. Click **Save and Close** to return to your Inbox and open the Gradebook Details window for the next student.
    - In the **Return** column, select the check box for any student whose assignment you are returning.

4. Click **Save Changes**. The assignment is returned to the student's Inbox and moves to your Outbox.

Move Items to Another Basket

Sometimes students might submit an assignment to the wrong basket. If this is the case, do not worry! You can move student submissions to other baskets within Dropbox at any time; however, you can only move a student submission to a basket that does not already contain items from that student.

To move items to another basket:

1. In the Tools menu, click **Dropbox**.
2. Click on the basket you want to open.
3. In the **Student** column, select the check box next to the student whose submission you want to move to another basket.
4. Click **Move to Basket**. In the drop-down list, select a basket destination for the student's submission.

View Dropbox Items

The views in Dropbox enable you to see the number of student submissions and unread items you have in your Inbox, who you have replied to or distributed grades to in your Outbox, and which students have not submitted anything to you yet in the No Submissions box.

Additionally, you can sort how items display in each of the Dropbox views. Regardless of the sort option you choose, assignments that students submit for a grade always display in your Inbox, and the assignments you grade, review, or return always display in your Outbox.

View Inbox

Your Inbox lists all submissions from students including comments, notes, and attachments. The icon displays when an attachment is included.

1. On the Tools menu, click **Dropbox**.
2. In the Inbox Items column, you can see which basket contains unread items. Click on the basket for which you want to view the Inbox.
3. From your Inbox you can:

- **Send Email** - Click **Send Email** to open the Email window.
- **Download Attachments** - Click **Download Attachments** to download the attachments from a single student or multiple students.
- Move items to another basket - Click **Move to Basket** to move a student's submission to a different basket.
- Grade submissions **-** Click any name in the **Name** column to open the Gradebook Details window for that student and assign a grade or enter a comment.
- **Mark items as returned** - Select the check box in the Return column to track those student submission you have returned.

View Outbox

Your Outbox view lists all responses, attachments, and grades you have sent to students. If you have set up items as gradable in the Gradebook, the Letter or Numeric grade for student submissions displays.

1. On the Tools menu, click **Dropbox**.
2. Click on the basket for which you want to view the Outbox.
3. Click the **Outbox** tab.
4. From your Outbox you can:

- **Send Email** - Click **Send Email** to open the Email window.
- **Download Attachments** - Click to download the attachment from a student.

View No Submissions box

Your No Submissions box lists which students have submitted nothing to the Dropbox. If you have set up items as gradable in the Gradebook, the Letter or Numeric grade for student submissions displays.

1. On the Tools menu, click **Dropbox**.
2. Click on the basket for which you want to view the No Submissions box.
3. Click the **No Submissions** tab.
4. From your No Submissions box you can:

- **Send Email** - Click **Send Email** to open the Email window.
- Grade submissions - Click any name in the **Name** column to open the Gradebook Details window for that student and assign a grade or enter a comment.
- **Mark items as returned** - Select the check box in the **Return** column to track those student submission you have returned.

Sort items in Inbox, Outbox, and No Submissions box

Depending on your current Dropbox view (Inbox, Outbox, No Submissions box, Students, or Entire Inbox) you can sort items to display by:

- **Student** - Sorts all items for *one student* only. For example, if you select a student's name from the list in the Name column, all the assignments submitted by the selected student display in your Inbox and Outbox, regardless of the Dropbox basket the assignments were originally submitted to. No other assignments from other students would display.
- **Date/Time** - Sorts all items by the Time/Date of the submission.
- **Items** - Sorts all student submissions in Student view by the item.
- **Basket** - Sorts student submissions in Entire Inbox view by the basket.

View submissions from all students

You can view a complete list of all students in the course showing the number of items every student has submitted. If you have set up items as gradable in the Gradebook, the Letter or Numeric grade for student submissions displays.

1. On the Tools menu, click **Dropbox**.
2. Click **Students**.

3. From the Students view you can:

   - **Send Email** - Click **Send Email** to open the Email window.
   - **View Inbox items by student** - Click on a student's name to display all Inbox items for that student.

View entire Inbox

You can view a complete list of all students in the course showing the number of items every student has submitted. If you have set up items as gradable in the Gradebook, the Letter or Numeric grade for student submissions displays.

1. On the Tools menu, click **Dropbox**.
2. Click **Entire Inbox**.
3. From the **Entire Inbox** view you can:

   - **Send Email** - Click **Send Email** to open the Email window.
   - **View all Inbox items** - Click on the **Inbox** tab to display all items in your Inbox. Unread items are marked with . If you like, select the check box in the **Return** column to track which student submissions you have returned.
   - **View all Outbox items** - Click on the **Outbox** tab to display all items in your Outbox. The Outbox shows you students for which you have returned assignments.
   - Grade submissions **-** Click any name in the **Name** column to open the Gradebook Details window for that student and assign a grade or enter a comment.
   - **Mark items as returned -** Select the check box in the **Return** column to track those student submission you have returned.

Journal

The Journal tool is a place where students can write notes and record thoughts. You can use the Journal as an assignment area. For example, post articles or questions in students' Journals and then require students to respond.

Students have the option of sharing their Journal entries with you. As an instructor, you can read, modify, and comment in the Journal entries that students choose to share.

Design Tips:

- Think of the Journal as a personal, one-to-one communication tool between you and an individual student. Journal entries are only viewable by you and the student submitting the entry.
- The intimacy provided by the Journal allows students to more openly comment and remark on issues and concerns about the course. To this end, the Journal provides an avenue for students to ask questions and make remarks that they would not normally ask in a more open forum. Encourage your students to use the Journal for freely expressing thoughts and asking questions.
- Students can also choose to keep their Journal entries private, allowing them to take notes, add personal thoughts, etc., as they choose.

Add Journal entries

Both you and your students can use the Journal tool to make Journal entries. Remember, students can designate entries as private, which means they are only viewable by the student, or as shared.

1. On the Tools menu, click **Journal**.
2. In the **Name** column, click the student's name.
3. Click **Add Entry**.
4. Type a title for your entry, and then type your entry in the Visual Editor.

To view the comments you add to a student's Journal, ensure that **Share Entry with Instructor** is selected; otherwise, select **PrivateEntry** so that your comments are only visible to the student.

5. Click **Add Entry**.

Delete Journal entries

1. On the Tools menu, click **Journal**.
2. In the Name column, click on the student's name.
3. Click next to the entry you want to delete. A confirmation message displays.
4. Click **Delete**.

Edit Journal entries

Instructors can edit student Journal entries marked as shared. Students can make additions and corrections to their own Journal entries, although they cannot delete them.

1. On the Tools menu, click **Journal**.
2. In the Name column, click on the student's name.
3. Click next to the entry you want to edit.
4. Type your comments or corrections.

   To view the comments you add to a student's Journal, ensure that **Share Entry with Instructor** is selected; otherwise, select **Private Entry** so that your comments are only visible to the student.

5. Click **Save Changes**.

View Journal entries

You can view all of a student's Journal entries at once, or you can view one entry at a time. Also, you can click the Shared Journal Entries column heading and sort the Journal view by the number of entries.

1. On the Tools menu, click **Journal**.
2. In the Name column, click on the student's name. For each Journal entry, the date on which the last modifications were made display, in addition to the names of each person who has modified the entry. If both you and the student have modified the entry, both names display.
3. Click on the Journal entry to expand and view that entry. You can only view entries that the student has marked as shared.

4. Click:

   - **Expand All**, to view all entries at once.
   - **Collapse All**, to close all entries when they are all expanded.

Webliography

Use the Webliography tool to work together with your students in creating an annotated bibliography of World Wide Websites relevant to your course. Both you and your students can add sites to the Webliography. Students can greatly increase the knowledge capital of the course by submitting Websites they have found.

You can sort Webliography entries by the date they were submitted, by category, or by the person who submitted the entry.

If your course must meet Section 508 requirements, refer to http://www.access-board.gov/sec508/guide/1194.22.htm to ensure your course content (announcements, introductions, uploaded files, links, URLs) is compliant. You can check your HTML code by clicking the HTML button in the Visual Editor.

Design Tips:

- Some instructors create an assignment in the first week of class that asks students to find three Websites relevant to a specific topic and then add them to the Webliography. The next week, students are asked to evaluate three of the Websites that other students posted. This exercise is an effective way to teach students the art of researching on the Web.
- Set up the Webliography with a few examples of the type of entries students might expect to find. Include a spurious entry along with the legitimate ones to use in a discussion on analyzing information found on the Web. A humorous Website also makes a nice addition to the Webliography, especially if the humor is in some way related to the subject.

See also:

- Add Categories
- Add Entries
- Delete Entries
- Edit Entries
- Search Entries

Add Categories

A way to manage Webliography entries is to organize your students' entries by category. This makes it easy for you and your students to sort and view individual entries. For example, you might create subject categories: Management, Accounting, Operations; team categories: Group A, Group B; or assignment categories: Week One, Week Two, etc. Only instructors can add, edit, and delete Webliography categories.

Add categories

1. On the Tools menu, click **Webliography**.
2. Click **Add New Category**.
3. In the **Category Name** field, type a title for the category and click **Add Category**.
4. Click **Save & Add Another Category** to add additional categories.

Edit categories

1. On the Tools menu, click **Webliography**.
2. Click **Edit / Delete Categories**.
3. In the Name column, rename the category.
4. Click **Save Changes**.

Delete categories

As an instructor, you can delete entries and categories. When you delete a category, the system deletes the category but not the entries it contains. Webliography categories and the entries they contain are deleted separately.

1. On the Tools menu, click **Webliography**.
2. Click **Edit / Delete Categories**.
3. In the Delete column, click beside the category you want to delete. A confirmation message displays.
4. Click **Delete**.

Add Entries

Both you and your students can add Website entries to the Webliography.

To add an entry:

1. On the Tools menu, click **Webliography**.
2. Click **Add New Entry**.
3. In the **Title** field, type a title for your Website and assign it to a category from the **Category** drop-down list. Only categories you've created for your course display in the drop-down list. If you haven't created any Webliography categories, the **General** option is the only category option available.
4. In the **Web Address (URL)** field, type the URL address to the Website.
5. In the fields provided, enter information accordingly:

- **Description** - Describe what students will find when they go to this site.
- **Site Author** - Type the name of the author or creator of the site.
- **Site Last Edited** - If available, type the date the site was last modified.
- **Submitter First Name / Last Name** - Type your name so the Webliography list shows you as the submitter of the site.

6. Click **Add Entry**.

Delete Entries

As an instructor, you and can delete entries in the Webliography at any time. If you added categories to your Webliography, search the Webliography by category to quickly locate the entry you want to delete.

To delete an entry:

1. On the Tools menu, click **Webliography**.
2. In the Delete column, click beside the entry you want to delete. A confirmation message displays.
3. Click **Delete**.

Edit Entries

As an instructor, you can edit Website entries in the Webliography at any time.

To edit an entry:

1. On the Tools menu, click **Webliography**.
2. Do one of the following:

- Click beside the entry you want to edit.
- If the Website entry is assigned to a category, click the category name to display the entries for that category, and then click .

3. In the fields provided, make changes accordingly.

Explain the fields

In this field	Do this
Title:	(Required) Type the title of the site.
Category:	Select a category to assign the site to. For example, for a Website about the stars, you might select Astronomy. You can add categories to organize Webliography entries at any time.
Web Address (URL):	(Required) Type the address of the Website.
Description:	Describe what students will find when they go to this site.
Site Author:	Type information, if available, about the author or contributors.

Site Last Edited:	If available, type the date the site was last modified.
Submitter First/Last Name:	Type your name so the Webliography list shows you as the submitter of the site.

4. Click **Save Changes**.

Search Entries

Use the search feature in Webliography to find Websites that either you or your students have added. If you added categories to your Webliography, try searching Website entries by category to narrow your search.

To search entries:

1. On the Tools menu, click **Webliography**.
2. In the **Search Webliography** field, type a keyword to search.
3. Click **Search**. If you are not satisfied with the results from your search, click **View All Entries** to view all Website entries in Webliography for the course.

Threaded Discussion

The Threaded Discussion content item simulates traditional classroom discussions. A Threaded Discussion, or Thread, allows students to post comments to a discussion topic, react to other students' comments, and respond to ideas shared by you or by others in the course.

Discussions take place *asynchronously*, which means you can respond to a Thread discussion at any time; other students do not have to be logged into the course in order for you to respond and participate. Threaded Discussions begin with a topic you identify. Students log into the course when they can and then post to the Threaded Discussion at their convenience. Responses to each topic display below the topic.

Students enjoy using Threaded Discussions because they can compose their thoughts before they post a comment, respond more thoughtfully to discussion topics, and engage in lively debates that are less threatening than in a live classroom environment. You might want to post one or several questions for discussion each week. Students might have a set amount of time to respond or might be graded on the quality of their comments.

The icon displays next to Threaded Discussions set as gradable items. Click to open the Threaded Discussion Gradebook Details window and see the number of posts made per a student to a Threaded topic.

While you can delete a Threaded Discussion content item containing topics, do so with caution. You can also delete a Thread topic without having to delete individual responses within the topic.

If your course must meet Section 508 requirements, refer to http://www.access-board.gov/sec508/guide/1194.22.htm to ensure your course content (announcements, introductions, uploaded files, links, URLs) is compliant. You can check your HTML code by clicking the HTML button in the Visual Editor.

Design Tips:

- One way to assure balanced student involvement and manage discussion in the Threaded Discussions is to divide your online class into discussion groups. From there, you can require each student to be a facilitator: post a message and respond to each of the group members.

Open a Threaded Discussion

1. In the navigation tree, click the **Author** tab.
2. In the navigation tree, locate the Unit with the Threaded Discussion you want open.
3. Click the Threaded Discussion content item to open it.

See also:

- Add Threads
- Delete Threads
- Grade Threads

- Manage Thread Topics
- Print Threads
- Respond to Threads
- Set Thread Preferences (Toolbox)
- View Threads

Delete Threads

While you can delete a Threaded Discussion content item containing topics, do so with caution. Sometimes Threaded Discussions can contain attachments or links to useful Web sites that you might want for future reference later in the course. You can also delete a Thread topic without having to delete individual responses within the topic.

The ability for students to edit Thread responses is enabled in your Threaded Discussion preferences.

To delete Threads:

1. Open the Threaded Discussion.
2. Click **Toolbox**.
3. Click **Delete**. A confirmation message displays.
4. Select the check box to accept the confirmation message, and then click **Delete Content & Responses**.

Grade Threads

When Threaded Discussion is set up as a gradable item, you can grade Threads directly from within the Threaded Discussion without opening the Gradebook!

The icon displays next to Threaded Discussions set as gradable items. Click see the number of posts made per a student to a Threaded topic. Some instructors like to use the Threaded Discussion feature as a way to assess class participation. Or, you might give extra credit points to students actively participating in Threaded Discussion topics to encourage class participation. You can set Threaded Discussion as a gradable item in your course from Gradebook Setup.

To open the Gradebook Details window and assign a grade to Threads:

1. Open the Threaded Discussion.
2. In the **Author** column, click beside the author or submitter's name. The Gradebook Details window opens. Remember, if you don't see beside the author's name, it means the Threaded Discussion is not set up as a gradable item.
3. In the fields provided, enter grade information accordingly.

Explain the Gradebook Details window

After you review a student's Thread responses, assign a numeric or letter grade.

Field	Description
Numeric Grade	Type a numeric grade for the submission. This field only displays if you've identified the Content Item as gradable in your Gradebook.
Letter Grade	Type a letter grade for the submission. This field only displays if you've identified the Content Item as gradable in your Gradebook.
Share grade with student	Select this check box to allow students to see their grades. Remember, students cannot see a grade you've assigned them unless you select this option. The **Share grade with student** option appears in all Gradebook Details windows and within the Dropbox.
Visual Editor	Type any comments, suggestions, etc. that you might have about the student's submission. For example, you might explain why you assigned the grade you did, or you might direct the student to areas for additional study.

4. Click **Save and Close**. To continue grading, click **Save**.

Manage Thread Topics

After you add a Threaded Discussion content item, you can add topics for discussion within that Thread. There is no limit to the number of topics that can exist in each Threaded Discussion. Both you and your students can respond to a Threaded Discussion, but only you can create Thread topics.

Some instructors like to add Introductory Text to a new Thread. The Introductory Text displays above your Thread and any Thread topics. This text might contain general information or instructions to students. For example, "Select one of the following topics and respond by Friday." Introductory text is optional; however, if you'd like to add this text, click the **Edit** link beside the Introductory Text section on the main Threaded Discussion page.

Design Tips:

- Assign Thread topics to specific groups, by clicking Toolbox on the main Thread page.
- You can add attachments to a discussion topic such as a document, video, or image that students can review and comment on in the Threaded Discussion.

Add a topic

1. Open the Threaded Discussion. Remember, you must add a Threaded Discussion content item to the Unit before you can add Thread topics.
4. Click **Add Topic**.

5. In the **Title** field, type a title for your topic. The topic title is what displays under the Topic column on the Threaded Discussion page in the course.
6. In the Visual Editor, type the discussion topic text. This is the actual topic students see and respond to. Use the Visual Editor toolbar to format your new discussion topic and **Add / Remove** attachments.
7. Click **Add Topic**.

Delete a topic

1. Open the Threaded Discussion.
2. Locate the topic you want to delete.
3. In the **Delete** column, click . A confirmation message displays.
4. Select the check box to accept the confirmation message, and then click **DeleteTopic & Responses**.

Edit a topic

1. Open the Threaded Discussion.
2. Locate the topic you want to edit. (If you're editing Introductory Text, click the **Edit** link.)
3. In the **Edit** column, click and make your changes in the fields provided. (If you're editing Introductory Text, only the Visual Editor field displays.)
   - **Title** - Type a title for the topic.
   - **Visual Editor** - Type text to describe the topic, or type questions to help steer student discussion in the direction you want.
   - **Add / Remove** - Click **Add / Remove** to either include attachments with the topic or to remove previously attached files.
4. Click **Save Changes**.

Print Threads

There are two ways to print Threaded Discussions. You can print exactly what displays on your page in which you expand select responses (or all responses), or you can print the Printer-Friendly version of the Thread. The Printer-Friendly version prints the Threaded Discussion without all the links (i.e. Reply, Edit, and Email) under each response. The Printer-Friendly option does include the Read/Unread status of each Thread so you can quickly identify responses that have not been opened.

Print the Threaded Discussion display

1. Open the Threaded Discussion.
2. Locate the Threaded Discussion you want to print.
3. Click **Expand All** to open or expand all the Thread responses, or click next to the responses you want to see and therefore print. Only expanded responses print.
4. Click **Print** in your browser. Whatever is displayed on your page prints.

Print a Printer-Friendly version

1. Open the Threaded Discussion.
2. Locate the Threaded Discussion you want to print.
3. Click **Show Options**.
4. From the options that display, click **Print View**. A Printer-Friendly version of the Thread opens in a new browser window.
5. In the new browser window, right-click and select **Print**.

Respond to Threads

Once you post a topic to a Threaded Discussion, both you and your students can respond to the topic and to each other. One line of discussion constitutes a Thread. You and your students can also email the author of a Thread. Instructor responses display in bold to easily distinguish them from student names and responses.

Respond to a Thread

1. Open the Threaded Discussion.
2. If you have multiple topics in the Threaded Discussion, in the **Topics** section, click on the topic for which you want to view responses. Otherwise, post a response to the current topic.
3. To respond directly to a topic, click **Respond** below the topic.
4. To respond to a comment from a student or from someone else, click beside the comment to expand it. Once expanded, click **Respond**.

You can view Threaded Discussion responses and sub-Threads one at a time, or you can expand them all at once.

5. Type your response in the Visual Editor. Use the toolbar to check for misspelled words in your response. You can also **Add/Remove** attachments.
6. Click **Preview** to preview your response before posting; otherwise, click **Post Response**.

Edit a Thread response

The ability for students to edit Thread responses is enabled in your Threaded Discussion preferences.

1. Open the Threaded Discussion.
2. If you have multiple topics in the Threaded Discussion, In the **Topics** section, click on the topic for which you want to view responses. Otherwise, edit a response to the current topic.
3. Locate the response you want to edit, and click beside the response to expand it.
4. Once the response is expanded, click **Edit**.
5. Make your changes in the Visual Editor. Use the toolbar to check for misspelled words in your response. You can also **Add/Remove** attachments.
6. Click **Preview** to preview your changes before posting; otherwise, click **Post Response**.

Email the author of a Thread

1. Open the Threaded Discussion.
2. In the **Author** column, click beside the author or submitter's name.
3. Type your email message in the Visual Editor. Use the toolbar to check for misspelled words in your response. You can also **Add/Remove** attachments.

4. When you're done composing your email, click **Send Message**. The message is sent only to the author of the Thread.

Threaded Discussion Preferences (Course Admin)

You can set course-level Threaded Discussion preferences from the Course Admin page, but you can also override these options at the individual content item level from the Toolbox page. The Toolbox page lists specific Threaded Discussion preferences, such as moving Threads, deleting Threads, assigning Threads to a group, etc.

Set course-level Threaded Discussion preferences

1. In the navigation tree, click the **Author** tab.
2. On the Tools menu, click **Course Admin**.
3. Click **Threaded Discussion Preferences**.
4. Select the check box for any of the following:

- **Set topics to "read only" after the scheduled end dates for all Threaded Discussions in this course** - Locks all Thread postings once the content item's End Date is passed. Students can view the Thread, but they will not see **Respond** or **Edit** buttons.
- **Allow students to edit their posted responses for all Threaded Discussions in this course** - Allows students to edit their own Thread responses after they've posted them to a Threaded Discussion. If a Thread response is edited, a Last Modified date displays under the response, as well as the original post date.

5. Click **Save Changes**

Open Toolbox for Threaded Discussion

See Toolbox.

View Threads

You can view Threaded Discussion responses and sub-Threads one at a time, or you can expand them all at once. If the Threaded Discussion is popular, you might have numerous responses to sort through. When viewing responses in a Threaded Discussion, you can use the Expand option to view all responses at once, you can sort responses by author, date and time, etc. and you can mark responses as read or unread to track which responses you have opened and not opened.

View Threads individually or all at once

1. Open the Threaded Discussion.
2. Do any of the following:
   - **Expand a single Thread** - Click either the title of the response you want to view, or click . A response with multiple responses is marked with . If you click , all sub-Threads and responses expand.
   - **Expand all Threads** - Click the **Expand All** link and all responses to the current topic expand. After you click **Expand All**, the link changes to **Collapse All**. Click **Collapse All** to return to the non-expanded view.

Sort Threads

Once a Threaded Discussion is in progress, you can sort comments by author, date, or by response. By default, Threaded Discussions are sorted by response. Instructor responses display in bold.

1. Open the Threaded Discussion.
2. Click on the following column headings to sort by:

- **Read / Unread** - All responses you have either read or not opened.
- **Response - Sorts responses hierarchically, with responses indented beneath the topic or response they're responding to.**
- **Author** - Sorts responses by the authors' last names.
- **Date / Time** - Sorts responses by the time and date they were posted.

Mark Threads as read/unread

Some topics in a Threaded Discussion have more activity than others. It is easy to track which responses you have read or not read by looking at the envelope icon beside the response. For responses you have read, displays, and for unread responses, displays.

For responses you would like to read again later, mark them as unread to remind yourself to read them, or print the Threaded Discussion for future reference. Instructor responses display in **bold**.

1. Open the Threaded Discussion.
2. At this point, you can either:
   - Click the envelope icon beside the response you want to mark as either read or unread. For responses you have read, displays, and for unread responses, displays.
   - Click **Show Options** and select the check box beside the Threads you want marked as either read or unread. In the **Mark selected as** drop-down list, select either Read or Unread.

Explain other drop-down list options

Option	Description
Select:	In this drop-down list, select any of the following: ▪ **All** - Selects the check box to all Threads. ▪ **None** - Clears the check box to all Threads (if any check boxes are currently selected). ▪ **Unread** - Selects the check box to those Threads that have not been read. ▪ **Read** - Selects the check box to those Threads that have been read. ▪ **Inverse** - Changes selected check boxes to the opposite of what is currently selected. This means if All is selected, selecting Inverse changes the selection to None. Or, if Read is selected, selecting Inverse changes the selection to Unread.

Mark selected as:	In this drop down-down list, you can change the state of a Thread as read or unread. This means, for the Threads you have already read and are identified by the system as read, you can change as Unread and vice versa. Changing the state of a Thread is useful when you have a long Threaded Discussion and want to flag those responses you might return to for future reference. For example, when responses contain attachments or links.
View Selected/View All	Click this link to toggle between viewing Threads based on the options you selected or viewing all Threads regardless of whether they have been read or unread. Sometimes when you have a lengthy Threaded Discussion you might want to only reply to a select few of the many responses. In this case, you can select the check box to those topics to which you have a response, click **View Selected**, and then post a reply to the selected responses.

Exams and Quizzes

Use the Exam content item to evaluate student performance. When you create an exam item, you can add pages, add and edit questions and pools of questions, use existing exam test banks, and add and edit exam and quiz information. To add an exam to your course, you must first add the exam content item to a Unit, and then insert content into the exam. You can also set exam preference settings like passwords, extending test time, access dates and times, grading options, etc.

If your course must meet Section 508 requirements, refer to http://www.access-board.gov/sec508/guide/1194.22.htm to ensure your course content (announcements, introductions, uploaded files, links, URLs) is compliant. You can check your HTML code by clicking the HTML button in the Visual Editor.

See also:

- How to Create an Exam
- Add Exams
- Add Questions
- Delete Exams
- Design Tips: Gradebook and Exams
- Edit Exams
- ExamGuard
- Exam Preferences (Toolbox)
- Exam Statistics
- Preview Exams
- Question Pools
- Reset or Grant Additional Time
- Test Banks

How to Create an Exam

Before you can create an exam, you need to add an exam content item to a Unit. You can also set exam preferences like exam passwords, access dates and times, grading options, etc.

Use the following steps as a guide to creating an exam for your course.

To create an exam:

1. Set your exam preferences
2. Add an exam content item
3. Add questions to the exam

Add Exams

You can add exams to your course the same way you would add any other content item. Once you have added an exam content item, you are ready to add questions and other content to the exam. If you know a particular Unit or section of the course will include an exam but you do not have content prepared, you can add the exam content item and hide it from course view by selecting the "Hide item from students" option when you add the exam.

To add an exam:

1. In the navigation tree, click the **Author** tab.
2. In the navigation tree, click the Unit to which you want to add an exam.
3. Click **Unit Content Items**.
4. Click **Add Items**.
5. In the fields provided, enter information accordingly.

Describe the fields

In this field	Do this
Name:	Either: ▪ Type a name for the new content item. When you enter a new item name, it displays in the **Select existing item name** drop-down list. Naming content items lets you customize your course. For example, you might create an exam content item in your course and name the content item "Practice Exam." ▪ Select an existing content item from the drop-down list. This list displays names to previously created content items.
Item type:	Select **Exam**.
Add to:	Select either Course Home or the Unit to which you want to add the content item.
Assign to:	Select the audience for the content item.
Hide item from students	Select this check box if you do not want the content item to show in course view to students. Some instructors like to work ahead and add content items to the course, hide them, and then insert content at a later time.
Create dropbox basket	Select this check box to create a Dropbox basket for the content item. When you create a Dropbox basket for a content item,

	students can submit assignments related to the content item directly to the Dropbox basket for the item.

6. Click **Add Items**.

Add Questions

After you create an exam item, whether it's a quiz, a midterm, or a final exam, you can add questions to the exam. Types of questions you can add include: Multiple Choice, Multiple Answer, True-False, Essay, Short Essay, Fill in the Blank, and Matching. Additionally, you can use the Question Pools feature to randomly extract questions from a pool of questions for use in the exam, or you can store exam questions in the Test Bank and reuse them in future courses. Regardless of the types of questions and features you use, you can edit exams in your course at any time.

To add questions to an exam:

1. In the navigation tree, click the **Author** tab.
2. In the navigation tree, click on the Exam content item.
3. In the **Title & Introductory Text** section, click **Edit** to add a title and introduction to your exam.
4. In the **Page** section, select the page number to which you want to add questions. If you are starting a new exam, only Page 1 displays. To add a new page, click **Add New Page**.
5. In the **Add** drop-down list, select the type of question you want to add.
6. In the **as row** box, type a number to specify the order in which the question should display on the page. For example, type 2 and the question is added as the second question on the exam page.
7. Click **Add**. Depending on the selected question type, the Visual Editor opens with specific fields in which you can enter information to build your actual question.

Explain what to enter for each question type

- **Multiple Choice**
  Type a question and the number of points the question is worth (optional). Then, in the text boxes provided, type the possible answers and select the button next to the correct answer.

  Multiple Choice Example
  The system grades mixed multiple choice by checking whether each response option is correct or incorrect. For example, let's say you set up the following question with 5 response options of which 2 are correct:

- What two colors when mixed make the color Green?
  1. Red
  2. Blue
  3. Black
  4. Yellow
  5. White

  In setting up the question, let's say you selected options 2 and 4 as the correct answers. The system checks every response option as either correct or incorrect.

  Basically, if a student selects 1 and 4, the system uses the following validation:
  1. Red - Incorrect (because it is not the correct response but the student selected it)
  2. Blue - Incorrect (because it is one of the correct responses and was not selected)
  3. Black - Correct (because the user did not select this response and it's not the correct answer)
  4. Yellow - Correct (because it's one of the correct responses and the user selected it)
  5. White - Correct (because the user did not select this response and it's not the correct answer)

- **Multiple Answer**
  Functions the same as Multiple Choice, but you must select two or more correct answers.
- **True-False**
  Functions the same as Multiple Choice, but the answer options are True and False.
- **Essay**
  Cannot be auto-graded. Type a question and, if you want, type the number of points possible, as well as an explanation for the answer. Students will see this explanation when you make it available in the Gradebook.
- **Short Answer**
  Cannot be auto-graded. Functions the same as Essay, only less space for the student to reply.
- **Fill in the Blank**
  Enter a question and up to five Acceptable Responses in the text boxes provided. The auto-grading feature is case-sensitive and because of this, it is very specific. This means, all spaces and letters (capital and lower case) are taken into consideration, so make sure you enter all possible correct answers.
- **Matching**
  Type a question, and then enter matched pairs in the boxes provided.

8. Click **Add**.

Delete Exams

Like all content items, when you delete an exam the contents within the exam, such as questions, are also deleted. It's best practice to delete an exam before it is available to students.

To delete exams:

1. In the navigation tree, click the **Author** tab.
2. In the navigation tree, click on the exam you want to delete.
3. Click **Toolbox**.
4. Click **Delete**. A confirmation message displays.

5. Click **Delete**.

Design Tips: Gradebook and Exams

Following is a list of helpful tips and reminders to help you use the Gradebook more efficiently. Many preferences you set when creating an exam affect how the exam displays in the Gradebook.

Tips for Gradebook

- Use Gradebook as another communication tool to comment on graded assignments and provide feedback to students on their progress in the course.
- **User Activity** - Haven't heard from a student yet? Use the User Activity feature to see if the student came to class. If they haven't been spending time online, send an email to review directions and answer questions and concerns. User Activity is not designed to be used as a participation grade. Many students print course material to read offline, or leave a page open for a while without actually participating in the course. When this occurs, the activity in class will be skewed.
- **Extra Credit** and **Exclude from Course Grade** features can be used with or without Weighting turned on; however, you must have Points/Calculations turned on.
- The Dropbox and the Gradebook are connected meaning, if you enter a grade through the Dropbox interface, the grade also shows in the Gradebook and vice versa. Remember, you must return the assignment to the student before the student can see the assignment in his/her Inbox.
- The Gradebook calculates and displays up-to-date points and calculations by default. With this option enabled, students can see their Grade to Date, Current Course Average, and Points Possible. You can turn this feature off in **Gradebook Preferences**. Remember that in doing so, however, students will not have access to calculated figures (like Current Grade to Date, for example). Remember, also, that you must have assigned points to gradable items in order to display Gradebook calculations.
- You can assign a Final Letter Grade from any view in the Gradebook in which you see the **Points** column. Click the student's current course points, and then click **Save & Next** to go to the next student.
- Grade data is not removed if you disable Gradebook from the Enable/Disable tools list in Course Admin. When you disable a tool, the system is hiding it from course and author view.
- Weighted grades
  - The Weighting feature in the Gradebook, set in Gradebook Preferences, enables you to weight or grade course items relative to other course content. For example, you have an exam worth 50 points, but you want it to count for 25% of a student's grade. Instead of adjusting all your course points to make this percentage, you can weight the exam item. The Weighting feature is optional.
  - If you want to provide graded feedback on an assignment but **not** include the grade in the final course grade, exclude the item from the course grade. This feature is excellent for practice assignments which you want to grade but not count. To exclude items from the course grade, click the **Gradebook** tab, click **Setup Gradebook**, click **Assign Points/Weights**, then click **Exclude from Course Grade**. Select the check box to those items you *do not* want to include in the final course grade. Excluded items are marked by throughout your Gradebook.
  - The **Distribute Weight %** feature, set in Assign Points/Weights, enables you to apply a single weighted percentage evenly across multiple content items. For example, if you want Threaded Discussions in your course to be worth a total of 20% of the final course

grade and you create three Threads, the Distribute Weight % feature assigns a weighted percentage of 6.66%, 6.66%, and 6.68% to each Thread.

  - If you have the Weighting feature turned on but do not assign a weight percentage to a gradable item, that item will not count towards the final course grade. Essentially, the item carries a weight of 0%.
  - If you're using Weighting in your Gradebook, your students will see a **Course Weighted Average** rather than a **Grade To Date**. The Course Weighted Average indicates that course content items have different weights assigned to them. Students see their current weighted grade as well as remaining course work and its relative weight. For example, a student who did poorly on one assignment might see that the assignment was only worth 10% of the final course grade.

- View grades
  - The Quick Grade View is perhaps the most common and efficient way to assign grades in the Gradebook. This view lets you assign grades to all students for a single content item (like a Webliography entry, for example). You simply locate the content item (or course tool) in the Gradebook and then assign a grade for each student.
  - The **Export Current View** feature located on each Gradebook screen exports only the current displayed view of the Gradebook. If you want to export your entire Gradebook, go to the **Show All** view and then click **Export Current View**. Students cannot see a grade you've assigned them unless the **share grade with student** option is selected. This option appears in all Gradebook Details windows and within the Dropbox.
  - To accurately show students their Current Grade to Date, enter zeros in any incomplete items to that point in the course. Gradebook only calculates graded items, so if a student did not turn in an assignment, the total possible points for that assignment is not figured into the total points possible for the course, skewing the student's grade to date.

Tips for Exams

- The options selected when setting up an exam affect the Gradebook display for both you and your students. For example, if you want students to view exam scores in Gradebook without you having to manually enter points or scores, select the **Automatically display the objective score for completed exams to students in the Gradebook** option when setting up the exam.
- To automatically have students view scores for an exam, remember to set a **Gradebook Review Date** when you create the exam. If a review date is not set, students cannot view the comments or scores entered in Gradebook.
- Print students' completed exams for offline grading. Locate the exam in the Gradebook, click the asterisk ***** to open the Gradebook Details window for that exam, and then click **Print View.** In the **File** menu, click **Print**.
- Save a printer-friendly version of completed exams to your computer or network for offline grading. Locate the exam in the Gradebook, click the asterisk ***** to open the Gradebook Details window for that exam, and then click **Print View**. In the **File** menu, click **Save As**.
- **Reset a student's exam** through the Gradebook Details window. Resetting an exam clears all saved information from the individual exam database and allows the user to begin the exam again, as if the student had never taken it.
- **Grant a student additional time on an exam** through the Gradebook Details window. For example, if a student was in the process of taking an exam and the student's Internet connection was lost, the system would "think" that this student had already taken the exam and would, therefore, not let the student retake the exam. This option allows the student to access the exam again for the amount of time you specify. Information previously saved is still there, and the student starts the exam wherever he or she left off.

Edit Exams

Once you create an exam item and insert questions, you can return to the exam to make additional changes at any time. Use the Preview Exam feature to ensure your changes are correct before making the exam available to students.

Design Tips:

- Add additional pages within your online exam to group similar questions together. Pages give students a sense of where they are in an exam

Add pages

1. In the navigation tree, click the **Author** tab.
2. In the navigation tree, click the Exam content item.
3. Click **Add New Page**.
4. In the fields provided, enter the following:
    - **Page Title: -** Type a title for the new page.
    - **Page Instructions**: - Type any instructions that might be specific to that exam page. Format your page instructions using the Visual Editor toolbar.
5. Click **Add Page**.

Reorder questions

1. In the navigation tree, click the **Author** tab.
2. In the navigation tree, click the Exam content item.
3. Find the question you want to move to another row on the page.
4. In the **row** box, type a new row number for the question. The **row** option is not visible unless you have more than one question on the page.
5. Beside the **row** box, click to reorder the question.

Move questions to a different page

1. In the navigation tree, click the **Author** tab.
2. In the navigation tree, click the Exam content item.
3. Find the question you want to move to another location within the exam.
4. In the page box, type a new page number for the question. The **page** box is not visible unless you have more than one page in the exam.
5. Beside the **page** box, click to move the question to a different page.

    To move a question into a question pool, make sure the question's row falls within the question pool. For example, if your question pool occupies rows 8 and 9, type 9 in the question's **row** field.

ExamGuard

ExamGuard is an optional online assessment tool that your institution might have purchased. ExamGuard uses a customized browser that provides an extra secure environment for online test-taking. When students take an exam using ExamGuard, they cannot:

- Print, copy, and paste
- Go to another URL or Website
- Minimize the browser window
- Use menu options, control keys, or task switching
- Use right-click options
- Start new applications
- Return to a previous page

Students must download the ExamGuard software before they can access the exam. We highly recommend that you have students download ExamGuard before the day of the exam. Students can download ExamGuard from the Start page of the Exam.

Design Tips:

- Because the ExamGuard browser locks the user's browser window, avoid using links to other Web pages or outside sources in your exam. Students will be unable to access these pages.
- If you've set a time limit on the exam, a student's time doesn't start until the student starts the exam. ExamGuard download time does not apply to the exam time.

Install ExamGuard

- Tell students in advance to download and install ExamGuard. We suggest creating a course announcement on the Course Home page as a download reminder.
- The link to download ExamGuard and all other necessary instructions are located on the Start page for the exam. There are several steps in the installation process so students should plan accordingly.
- After students install the ExamGuard software, they must close their current browser window, open a new browser, and re-login to their course for the ExamGuard software to be recognized by the system.
- If a student downloaded the software but is having trouble launching the browser, s/he may need to clear the temporary internet files area of her/his browser. To do this, students click the **Tools** button in the browser, then select **Internet Options**. On the **General** tab, click **Delete Files** under Internet Options.

Download ExamGuard

ExamGuard is either powered by QuestionMark or Respondus. Please confirm with your administrator about which application your system is configured to use before downloading.

To download ExamGuard software powered by:

- **QuestionMark**, click here.
- **Respondus**, go to the Start page of the Exam.

Preview Exam Guard

Preview your ExamGuard exam before making it available to students.

1. In the navigation tree, click the **Author** tab.
2. In the navigation tree, click on the Exam content item.

3. Click **Preview Exam**, then select to preview using ExamGuard.

Using audio or video

- The ExamGuard browser essentially locks the user's browser window. As a result, students will not have access to any programs or applications they have running when they launch the exam. Because of this, you should be very careful using audio links in your exam. Should something go wrong with the link for whatever reason, students will be unable to access their audio player.
- If you really want to use audio or video in your exam, you must embed the media player in the exam question. This is the only way students will have access to the media player's controls: the start, stop, pause, and volume buttons. If you don't embed the player, the player opens behind the ExamGuard browser and students will be unable to see or access the controls.

Browser compatibility

- ExamGuard powered by QuestionMark is not compatible with Macintosh computers. You can create an exam that uses ExamGuard on a Mac, but students must take ExamGuard exams on a PC.
- ExamGuard works best with Internet Explorer.
- America Online (AOL), Prodigy, and CompuServe are Internet Service Providers (ISP) who provide as part of their software an internal Web browser that allows users to browse the Web. These Web browsers are either customized or older versions of Internet Explorer (IE) and are not currently supported by ExamGuard.

Turn on ExamGuard

If your institution has purchased ExamGuard, you can turn on the ExamGuard feature.

1. In the navigation tree, click the **Author** tab.
2. In the navigation tree, click on the Exam content item.
3. Click **Toolbox**.
4. Select the **Use ExamGuard** check box.

Toolbox

Each content item you add to your course has a **Toolbox** associated with it. The Toolbox is where you can set preferences and properties for the current content item. Although most options in the Toolbox are common to all content items, there are several options that are unique to a particular content item. For example, Toolbox options for Exams are specific to Exams only, and Toolbox options for Threaded Discussion are specific to Threaded Discussion, etc.

If your course uses **Sharable Content Objects (SCOs)**, you can access the Toolbox associated with the SCO, but you will be unable to edit or otherwise modify the shared content object. As a result, in Author mode for a SCO content object, only the Toolbox button is available.

Open Toolbox

1. In the navigation tree, click the **Author** tab.
2. In the navigation tree, click on the Unit or content item.

3. Click **Toolbox**.

The toolbox properties change accordingly for the selected content item. The **Assign To Groups** option in Toolbox only shows if you've created groups in your course. Similarly, the **Create a Dropbox Basket** option is not available in the Toolbox for Exams or for Threaded Discussions.

Toolbox for Units

For this option	Do this
Edit Schedule	See Edit Schedule._Ref-907952437
Edit a Unit title	1. Open **Toolbox**. 2. Click **Edit Unit Title**. 3. Type a new title. The Unit title displays in the course when the student clicks that particular Unit and also in the Coursework section of the Course Home page. To display the title in the navigation tree, select the **Use title in navigation menu** check box; otherwise, the navigation tree displays according to the default **General Course Info** settings in your Course Preferences. 4. Click **Save Changes**.
Change Item Order	Once you've added content items within a Unit, you might decide that you want them in a different order. You can rearrange content items within a Unit at any time. 1. Open **Toolbox**. 2. Click **Reorder Items**. 3. Change the numbers in the **Order** column to reflect the new order. 4. Click **Save Changes**.
Change Unit Order	Once you've added Units to your course, you might decide that you want them in a different order. You can rearrange Units within a course at any time. 1. Open **Toolbox**. 2. Click **Reorder Units**. 3. Change the numbers in the **Order** column to reflect the new order. 4. Click **Save Changes**.
Delete Unit	When you delete a Unit, you also delete all content items within that Unit. 1. Open **Toolbox**.

	2. Click **Delete Unit**.

Toolbox for content items (in general)

For this option	Do this
Edit Schedule	See Edit Schedule.
Create Dropbox Basket	1. Open **Toolbox**. 2. Click **Create Dropbox Basket**. Text to **Delete Dropbox Basket** and **Go to Dropbox Basket** displays. Once you create a dropbox basket from within the Toolbox, you can return to the Toolbox to delete it. 3. Click **Save Changes**.
Move	Once you've added content items, you might decide that you want them in a different order, or you might want to move an item to another Unit. You can rearrange the order of content items within a Unit or move them to another Unit at any time. 1. Open **Toolbox**. 2. Click **Move**. 3. At this point, you can: ▪ In the Move drop-down list, select the Unit to which you want to move the content item. ▪ Change the numbers in the **Order** column to reflect the new order. 4. Click **Save Changes**.
Delete	1. Open **Toolbox**. 2. Click **Delete**. A confirmation message displays. 3. Click **OK**. The content item and the content it contains is deleted from your course.
Assign to	Select an audience for the item. This might be the entire class, groups, etc.
Hide from students	Hide the content item from course view so that students cannot see it. When you set up your course structure, you can hide and show content items as the course progresses.

Toolbox for Exams

For this option	Do this
Edit	See Edit Schedule.

Schedule	
Move	Once you've added content items, you might decide that you want them in a different order, or you might want to move an item to another Unit. You can rearrange the order of content items within a Unit or move them to another Unit at any time. 1. Open **Toolbox**. 2. Click **Move**. 3. At this point, you can: ▪ In the Move drop-down list, select the Unit to which you want to move the content item. ▪ Change the numbers in the **Order** column to reflect the new order. 4. Click **Save Changes**.
Delete	1. Open **Toolbox**. 2. Click **Delete**. A confirmation message displays. 3. Click **OK**. The content item and the content it contains is deleted from your course.
Assign to	Select an audience for the item. You might assign the exam to a specific group of students, or to all students. This option is available only if you have created groups in your course.
Hide	Hide the exam from course view so that students cannot see it. When you set up your course structure, you can hide and show content items as the course progresses.
Exam type	Select either: ▪ **Students may only take the exam once**, to restrict students from accessing the exam more than once. ▪ **Students may re-take the exam**, to allow students to access the exam multiple times. This option is useful for practice quizzes.
Time allowed	Set a time limit for the Exam. Time limits determine how long students have to complete the exam. To exit students from the exam after the time limit expires, select the **Kick students out of exam when time expires** check box. If this check box is not selected, the set time limit is not in effect and the student will not be kicked out of the exam. *The time limit option only applies if you selected* **Students may only take the exam once***.*
Grading options	Click **Use Auto-Grading to score questions** if you want the

	system to automatically grade all objective questions in the exam. If you select this option, you can also choose to automatically display the auto-graded score to students in the Gradebook, or to display an auto-graded summary to students at the time they submit their exam. This summary immediately tells students how many questions they got right (by question type). Select how the results of the graded exam display to students in the Gradebook.
Security password	Set a password for the exam. Students cannot access the exam without the correct password. You are responsible for notifying students of the password.

Toolbox for Threaded Discussion

For this option	Do this
Edit Schedule	See Edit Schedule.
Move	Move the Threaded Discussion to another section or Unit in the course. You can also select this option to reorder the Thread within the Unit. 1. Open **Toolbox**. 2. Click **Move**. 3. Type a new title. The Unit title displays in the course when the student clicks that particular Unit and also in the Coursework section of the Course Home page. To display the title in the navigation tree, select the **Use title in navigation menu** check box; otherwise, the navigation tree displays according to the default **General Course Info** settings in your Course Preferences. 4. Click **Save Changes**.
Delete	Delete the Threaded Discussion content item and all topics or Threads within it. 1. Open **Toolbox**. 2. Click **Delete**. A confirmation message displays. 3. Select the check box to accept the confirmation message, and then click **Delete Content & Responses**.
Assign to	Assign a target audience for the Threaded Discussion. This might be the entire class, groups, etc.
Set all topics to "read only" after the scheduled end date	Select this option to lock all Thread postings once the content item's End Date is passed. Students can view the Thread, but they will not see **Respond** or **Edit** buttons.

Allow students to edit their responses after posting	Select this option to allow students to edit their own Thread responses after they've posted them to a Threaded Discussion. If a Thread response is edited, a Last Modified date displays under the response, as well as the original post date.
Hide item from students	Hide the Threaded Discussion from course view so that students cannot see it. When you set up your course structure, you can hide and show content items as the course progresses.

Toolbox for Learning Outcomes Manager

Learning Outcomes Manager (LOM) is enabled from the Administrative pages. If LOM is not available to turn on or off from Enable/Disable tools, the LOM feature is not activated for your course.

For this option	Do this
Edit Title	Change or rename the Learning Outcomes Manager content item title to how you want it to display under Course Home. For example, you might rename the title to "Performance Indicators," "Course Competencies," "Learning Objectives, " etc.
Do not display Learning Outcomes to students in the Course View	Either: ▪ Select the check box to not show (default) Learning Outcomes Manager to students in Course view. ▪ De-select the check box to display Learning Outcomes Manager to students in Course view as *Read-only*. The LOM page shows students their performance against set outcomes for the course.

Exam Statistics

Your online course includes a powerful diagnostic tool called Exam Statistics. Exam Statistics provides both exam-level and question-level statistical analysis for exams. You can download and save a copy of the statistics for archiving purposes.

Notes about Exam Statistics:

- Click **Definitions & Best Practices** on the Exam Statistics page for definitions, examples, and explanations of how each statistic was calculated.
- You can run Exam Statistics before all exams have been submitted; however, only submitted exams are included in the analysis. Exams with a status of **In Progress** are not included in the results.
- Because of the nature of short answer and essay questions, an item analysis is not available for these question types. However, you can click **View Student Responses** to view all student responses for the question. This allows you to read and evaluate each response against all other responses. You have the option to show or hide the student name associated with each response.

- Exams allowing multiple entry use the data from the most current exam submission in the Exam Statistics report.
- If you edit an exam question after one or more students have responded to the question, all exam statistics will be lost for the edited or deleted questions.

View Exam Statistics

1. In the navigation tree, click the **Author** tab.
2. In the navigation tree, click the Exam content item.
3. Click **Exam Statistics**.

Download and save your exam statistics analysis report to archive it. The report is not stored in the system once the report page is closed; however, you can always run the report again.

Exam-level analysis

When you run Exam Statistics, you see exam-level analysis by default. Calculations at this level are useful because they show you how the class as a whole performed on the exam and thus evaluate how challenging the exam was overall. When used over several courses, you might see trends in student performance which suggest refocusing your exam strategy.

Exam-level calculations include:

- The number of respondents and number of questions on the exam
- High and low scores, as well as the range
- The mean, median, and mode
- The average difficulty of questions on the exam (Mean P-Value)
- Standard Deviation
- Frequency Distribution

Question-level analysis

By default, analysis at the question-level displays in the order each question appears in the exam. However, you can sort exam questions by their level difficulty by clicking **Sort By: Difficulty**.

To drill down to question-level analysis, click the Question-Level Statistics tab. Calculations at this level are useful because you can see how the class, as a whole, responded to each question in the exam. This level of analysis allows you to scrutinize the quality of each question, based on the accuracy of student responses. It also provides a way for you to identify questions that might not have been properly covered in the course presentation or that need to be rewritten or thrown out.

Question-level analysis can help you identify areas where students might be weak and might suggest improving course materials in those areas. Question-level calculations include:

- The number of respondents and the frequency of each response
- The P-value, or difficulty level, of each question
- The discrimination value for each question (the degree to which each question is separating the better students on the exam from the weaker students)

Download archived Exam Statistics

1. In the navigation tree, click the **Author** tab.
2. In the navigation tree, click the Exam content item.
3. Click **Exam Statistics**.
4. Click **Download**.
5. Click **Save**. Save the report as an .HTML document on your network or hard drive.

Preview Exams

As you build your exam, you can see what it will look like to students, as well as take the exam to see what students will experience at exam time. You can also preview what a graded exam looks like.

If your institution uses ExamGuard and you have enabled it for this exam, you can preview the exam in the secure browser-- just as students will see the exam. We highly recommend you preview the exam using ExamGuard so you can ensure that test questions and features work correctly. Remember, you'll need to download and install the ExamGuard software, just like a student.

Preview exams

1. In the navigation tree, click the **Author** tab.
2. In the navigation tree, click the exam content item.
3. Click **Preview Exam**. The exam displays just as students will see it. If you like, you can take the exam as well.

Preview graded exams

1. In the navigation tree, click the **Author** tab.
2. In the navigation tree, click the exam content item.
3. Click **Preview Graded Exam**. The graded exam displays just as students will see it.

Question Pools

As you create your online exam, you might decide to use question pools. A question pool is a set number of questions randomly drawn from a larger base of questions. For example, you might add 20 questions to your pool, and then have the system randomly select 5 questions from the pool for each student. Question pools are an effective way to ensure that students see different questions on an exam.

If you're using a question pool and there is a question that you want all students to see, select the **Mandatory** check box when you create the question. This check box only displays when you create questions *within* a question pool.

Create a question pool

1. In the navigation tree, click the **Author** tab.
2. In the navigation tree, click the Exam content item.
3. In the **Add** drop-down list, select **Question Pool**. If you know where you'd like the new Question Pool to display on the exam page in relation to existing questions, type a row number in the **as row** box; otherwise, the new Question Pool displays on the page.

4. Beside the **as row** box, click **Add**.
5. In the **Number of Questions** field, type the total number of questions from the pool that you want to include in the exam. For example, if you have 20 total questions in the pool, and you want each student to answer 10 questions, type 10. Each student sees 10 random questions drawn from your pool of 20 questions.
6. (Optional) Type a title for your question pool. A pool title might help you organize your pooled questions.
7. Click **Add**. Your new question pool displays on the main Exam page.

Add new questions to a question pool

Once you create a question pool, you can add new or existing questions to it.

1. Create a question pool.
2. In the **Add** drop-down list, select a question type: True/False, Multiple-Question, etc.
3. In the **as row** box, type a row number that falls within your current question pool. For example, if your question pool currently occupies rows 5 and 6, type 6 in the **as row** box. This ensures that your new question is included in the question pool. To enter a new question outside of your question pool, type a row in the **as row** box that falls outside your question pool. For example, if your question pool currently occupies rows 5 and 6, type 7 in the **as row** box.
4. Beside the **as row** box, click **Add**. The page for the selected question type opens.
5. Enter information for the selected question type, and click **Add**. A confirmation message displays.
6. Click **OK**. Your changes display on the main Exam page.

Add existing questions to a question pool

1. In the navigation tree, click the **Author** tab.
2. In the navigation tree, click the Exam content item.
3. Go to the page in the exam on which the question pool you want to edit is located.
4. Click **Edit Pool**. The Edit Question Pool page opens.
5. Change the question so that its row number falls within the rows occupied by the question pool, and then click **Update**. Your changes display on the main Exam page.

Move an entire question pool

1. In the navigation tree, click the **Author** tab.
2. In the navigation tree, click the Exam content item.
3. Go to the page in the exam on which the question pool you want to move is located.
4. Do one of the following:

   - **Move the entire question pool to a new location** on the current page
     Type a new row number in the Entire Pool To Row box for the question pool and click beside the box. This moves the entire question pool and all the questions within it to a new location on the current page. The pool does not absorb any new questions.

     The new row number you enter must exist on the current page. Question pools cannot span multiple exam pages.

- **Move the entire question pool to a new page**
  In the **Entire Pool To Page** drop-down list, select a new page number for the question pool and click beside the box. This moves the entire question pool and all the questions within it to the bottom of the page you designated. The pool does not absorb any new questions.

Move the start or end row for a question pool

1. In the navigation tree, click the **Author** tab.
2. In the navigation tree, click the Exam content item.
3. Go to the page in the exam on which the question pool you want to edit is located.
4. In either the **Start of Pool To Row** box or the **End of Pool To Row** box, type a new row number.
5. Click beside the new row number. Depending on your changes, the question pool starts or ends on the row you specified, absorbing all existing questions that fall between the new start/end row and the old start/end row.

   When you enter a new row number, the row must exist on the current page. Question pools cannot span multiple pages. Also, you cannot enter a new start or end row that lies within another question pool.

Reset or Grant Additional Time

Occasionally, you might need to either reset an exam for a student or grant a student additional exam time. For example, if a student loses his or her internet connection while taking an exam, the system thinks that this student has already taken the exam and would, therefore, not let the student retake the exam. Depending on the individual situation, you can do one of the following:

- **Reset the exam** - Clears *all* saved information from the individual exam database and allows the user to begin the exam again, as if he or she had never taken it.
- **Grant additional time** - Allows the student to access the exam again for the amount of time you specify. Previously saved information in the exam is still there and the student can start the exam wherever he or she left off.

Reset an exam

1. On the Tools menu, click **Gradebook**.
2. Select a Gradebook View from the drop-down menu and click **Go**. All items within the selected Gradebook View display.
3. Click an individual's score for a given exam.
4. Click **Clear Answers** to reset the exam.
5. Click **Save & Close**.

Grant additional time

1. On the Tools menu, click **Gradebook**.
2. Select a Gradebook View from the drop-down menu and click **Go**. All items within the selected Gradebook View display.
3. Click the specific exam for which you want to grant additional time.
4. In the **Grant additional minutes** field, enter additional minutes.

5. Click **Grant**.

6. Click **Save & Close**.

Test Banks

Use the Test Bank feature to reuse test, quiz, and exam questions you've already created somewhere in your course in later assessments. For example, if you created a series of pre-test exercises and wanted to reuse some of those questions for a mid-term exam, you don't have to retype those questions into the system. Instead, you can use the Test Bank feature to recycle those questions.

For example, if you decide to delete an exam but don't want to lose the questions that you created for the exam, go to the Test Bank page and manually move all the questions into the Test Bank. Later, you can reuse some or all of these questions for use in another exam.

Locate Test Bank questions

1. In the navigation tree, click the **Author** tab.
2. In the navigation tree, click on the Exam item to which you want to add existing assessment questions. This can be an existing exam, or it can be a new exam.
3. Click **Test Banks**.
4. In the **List questions from** box, select the exam, or quiz, etc., from which you'd like to reuse questions. You can select a specific exam, or you can select **All Questions** to see every exam question currently in your course for the selected question type. If you like, you can see questions that are not currently in use.
5. In the **of type** field, select the question type you'd like to see.
6. Click **Search**. All questions meeting your search specifications are listed. You can now either copy or move any of these questions to another exam.

Add or move Test Bank questions to another exam

1. In the navigation tree, click the **Author** tab.
2. In the navigation tree, click on the Exam item to which you want to add or move assessment questions.
3. Click **Test Banks**. All exams, assessments, quizzes, tests, etc. that you've created in the course display in the **List questions from** display box.
4. Select the check box beside the questions you want to move or copy to the new location.
5. In the drop-down list provided, select one of the following:
   - **Copy** - Copies the question to the new exam. The question is added to the last page of the exam. You can reorder exam questions from within the exam.
   - **Move** - Moves the question to the new exam. The question is removed from the previous exam. If students have already taken an exam, questions cannot be removed from that exam.
6. Use the other drop-down list to select a destination for the selected questions. Choose from all your course's exams, assessments, etc., or choose questions not in use.

If you decide to delete an exam but don't want to lose all the questions created for it, go to the **Test Bank** page and manually move all the questions in the exam to the **Questions Not in Use** category. Then, you can filter by **Questions Not in Use** to pull some or all of these questions for another exam, and there they'd be!

7. Click **Go**.

Gradebook

You and your students have access to a shared online Gradebook. Use the Gradebook to determine which aspects of your course should be graded and add these items to your online Gradebook as gradable items. Next, assign a "total points possible" value to each gradable item. As students complete assignments, you can evaluate their work and then enter their grades into the Gradebook. If you entered a total point value for each gradable item when you set up your Gradebook, the Gradebook can use the students' actual points and the total points possible to calculate current student grades at the content item, Unit, and course level. Students' names display in Gradebook after they have enrolled in your course.

Additionally, you can use Gradebook to post comments for each grade, grant students additional test time, create links to course content for review, and view students' activity in the course. You can also create custom gradable items as they relate to the course, such as participation, group projects, extra credit, assignments, etc.

See also:

- How to Set Up Gradebook
- Add Items to Gradebook
- Assign and Change Grades
- Assign Extra Credit
- Assign Points and Weights
- Design Tips: Gradebook and Exams
- Exclude Grades
- Export Grades
- Preview Gradebook Settings
- Quick Grade View
- Reset or Grant Additional Time
- Select Gradable Items
- Set Gradebook Preferences
- Share Grades with Student
- View Grades
- View User Activity

How to Set Up Gradebook

Gradebook can be set up in 3 easy steps. These steps correspond to the tabs across the top of the Setup Gradebook page. Each tab builds upon the previous tab.

To set up Gradebook, you must add content items to your course; otherwise, no content items appear in the Setup Gradebook page. Once you've added content items, you decide which items show in the Gradebook and which instances of those items are gradable. This is important because not all content items are assigned grades.

For example...

Let's say you created a Readings content item in your course. The Readings content item is not something students would be graded on *per se*. However, a Threaded Discussion revolving around the Readings section probably would be graded, and therefore included in the Gradebook. Or, you might have created two research paper assignments in your course where the first assignment is practice and the second is the actual assignment. In this case, the first paper would not be graded, but the second paper would be. You can identify in the Gradebook which instance of each item is gradable.

Once you identify and select gradable items, assign specific point values to each gradable item. Assigning total points possible values allows the Gradebook to calculate current student grades.

To set up Gradebook:

1. Add items - This is where you decide which content items and course tools to show in your Gradebook.
2. Select gradable items - This is where you determine which items will be assigned grades.
3. Assign Points or Weights - This is where you assign points possible or relative weighted percentages to gradable items.

Add Items to Gradebook

Adding items to Gradebook is the first step in your Gradebook setup process.

When you add items to Gradebook, you are selecting which course items and course tools to display. For example, you might decide that the Lecture content item does *not* need to display in the Gradebook, but that Threaded Discussions should.

If your course includes **Sharable Content Objects (SCO's)**, each SCO is gradable by default and each SCO is assigned 100 points in the Gradebook. This is because the SCORM Player returns a student's score as a percentage of 100%; it is therefore necessary to convert the percentage into a point value.

Design Tips:

- If you haven't added any content items to your course yet, only the default course tools display on the **Add New Items** page.
- Exams and content items that have a Dropbox associated with them are selected by default because the system assumes they are gradable items. You can clear the check box for content items selected by default.

Add new items

1. On the Tools menu, click **Gradebook**.
2. Click **Setup Gradebook**, and then click the **Add New Items** tab.
3. Select the check box next to each item you want to display in your Gradebook. Selected items are visible to you and to your students when viewing the Gradebook.
4. Click **Save Changes**.

Add custom items

Adding custom items to the Gradebook is an easy way for instructors to record participation points, attendance, etc. for the course. Unlike content items, custom items added to Gradebook *do not* tie into the Course Tools. This means, when you add a custom item to Gradebook, it is independent from the Course Tools and does not work in conjunction with DropBox, Journal, Webliography, etc.

1. On the Tools menu, click **Gradebook**.
2. Click **Setup Gradebook**, and then click the **Add New Items** tab.
3. In the **Add Custom Item** field, type a name for the custom item.
4. Click **Add**. The new item displays in the list of content items.
5. Select the check box next to the custom item name to add it to your Gradebook.
6. Click **Save Changes**.

Assign and Change Grades

After you set up Gradebook, you can enter grades and comments into the Gradebook. The Gradebook system then calculates and displays up-to-date letter and numeric grades for each student, which you can then export to a regular spreadsheet application.

In addition to assigning grades, you can also reset an exam to allow a student to retake an exam, or you can grant additional time.

Assign grades to all students for a single content item

1. On the Tools menu, click **Gradebook**.
2. In the **Select Gradebook View** drop-down list, select the content item you want to grade. For example, if you created a Webliography assignment in Unit 4 of your course, select Unit 4 from the drop-down list.
3. Click **Go**.
4. Locate and click on the selected content item in the Gradebook page that displays.
5. Enter a numeric grade, letter grade, or both for each student.
6. Click **Save Changes**.

Change students' grades

1. On the Tools menu, click **Gradebook**.
2. Click on the student's name to display grades for that student.
3. Click on the student's score.
4. Make any changes to the grade or add comments as needed.

5. Click **Save Changes**.

Assign Extra Credit

To assign extra credit points, the points and calculations setting in your Gradebook Preferences must be selected.

For extra credit items, Gradebook includes in its calculation the extra credit points a student achieves for each assignment. However, the total points possible for extra credit assignments is not included in the calculation for the total points possible for the course.

To make an extra credit item:

1. In the Tools menu, click **Gradebook**.
2. Click **Setup Gradebook**, and then click the **Assign Points/Weights** tab.
3. Click **Extra Credit**.
4. Select the check box beside the items you want to assign extra credit.
5. Click **Save Extra Credit Selections**.

Assign Points and Weights

Assigning point values or weighted values to course content is the third step in your Gradebook setup process.

Once you've decided which items to show in the Gradebook and in which Units each item is gradable, you can assign point values or possible points to each item.

From the **Assign Points/Weights** page, you can assign weighted values to content, create extra credit items, and create practice assignments by excluding an item from the course grade.

If you want the Gradebook to calculate up-to-date grades for your students, you *must* assign point values to your Gradebook items. If you

- **assign points** for each gradable item, the Gradebook uses this value and the students' actual achieved points to calculate grades for each student at the content item level, the Unit level, and the overall course level;
- **do** *not* **assign points** possible to a gradable item, nothing displays in the points possible field when you and your students view the Gradebook.

Design Tips:

- In your Gradebook Preferences, there is a setting for **Use points and calculations.** Select this setting to assign points possible, assign weighted percentages, and create extra credit or exclude extra credit from course grade items.
- If you've created an exam in your course, the exam will already have a total point value assigned to it. To see the points you assigned to an exam when you created the exam, click the **Insert Points** link for that particular exam. You can change the points possible for the exam by entering a new point value in the text box.
- Assigning points is optional; however, assigning total points possible values allows the Gradebook to calculate current student grades. You can assign points without using weighted percentages; however, you cannot use weighting without assigning points.

- Use the Weighting feature to easily weight or grade course items relative to other course content. For example, let's say you have an exam worth 50 points, but you want it to count for 25% of a student's grade, instead of adjusting all your course points to make this percentage, you can weight the exam in the Gradebook at 25%. Weighting allows you to easily count some course content items more than others without having to rely on point totals.
- Use the **Distribute Weight %** feature to distribute a single weighted percentage evenly across multiple content items. For example, if you want Threaded Discussions in your course to be worth a total of 20% of the final course grade and you create three Threads, the Distribute Weight % feature assigns a weighted percentage of 6.66%, 6.66%, and 6.68% to each Thread. Click **Distribute Weight %** to access this feature. Remember, you cannot distribute a weighted percentage to content items excluded from the course grade.

Assign points

1. On the Tools menu, click **Gradebook**.
2. Click **Setup Gradebook**, and then click the **Assign Points/Weights** tab.
3. Enter the points possible for each gradable item. Gradebook calculates student percentages based on the Total Points assigned to each gradable content item.

   If you click **Insert Points**, you can see the assigned points to the exam content items you created. If you have not created an exam yet in your course, the **Insert Points** link is not visible.

4. Click **Save Changes**.

Apply weighted values

1. On the Tools menu, click **Gradebook**.
2. Click **Setup Gradebook**, and then click the **Assign Points/Weights**.
3. Enter a weighted percentage for each gradable item.

For example...

To make an assignment worth half of a student's grade, enter **50** in the **%** field for that assignment. Note that you'll need to enter possible points for the assignment, too, so the Gradebook will know how the student did on the assignment before applying his/her weighted percentage.

4. Click **Save Changes**. Although it's not required, the sum of your weighted percentages *should* equal 100%.

   Always assign weighted percentages to the items you want counted toward the final course grade. If the Weighting feature is turned on and you do not assign a weight percentage to a gradable item, that item is not counted toward the final course grade (essentially, the item carries a weight of 0%).

Design Tips: Gradebook and Exams

Following is a list of helpful tips and reminders to help you use the Gradebook more efficiently. Many preferences you set when creating an exam affect how the exam displays in the Gradebook.

Tips for Gradebook

- Use Gradebook as another communication tool to comment on graded assignments and provide feedback to students on their progress in the course.
- **User Activity** - Haven't heard from a student yet? Use the User Activity feature to see if the student came to class. If they haven't been spending time online, send an email to review directions and answer questions and concerns. User Activity is not designed to be used as a participation grade. Many students print course material to read offline, or leave a page open for a while without actually participating in the course. When this occurs, the activity in class will be skewed.
- **Extra Credit** and **Exclude from Course Grade** features can be used with or without Weighting turned on; however, you must have Points/Calculations turned on.
- The Dropbox and the Gradebook are connected meaning, if you enter a grade through the Dropbox interface, the grade also shows in the Gradebook and vice versa. Remember, you must return the assignment to the student before the student can see the assignment in his/her Inbox.
- The Gradebook calculates and displays up-to-date points and calculations by default. With this option enabled, students can see their Grade to Date, Current Course Average, and Points Possible. You can turn this feature off in **Gradebook Preferences**. Remember that in doing so, however, students will not have access to calculated figures (like Current Grade to Date, for example). Remember, also, that you must have assigned points to gradable items in order to display Gradebook calculations.
- You can assign a Final Letter Grade from any view in the Gradebook in which you see the **Points** column. Click the student's current course points, and then click **Save & Next** to go to the next student.
- Grade data is not removed if you disable Gradebook from the Enable/Disable tools list in Course Admin. When you disable a tool, the system is hiding it from course and author view.
- Weighted grades
  - The Weighting feature in the Gradebook, set in Gradebook Preferences, enables you to weight or grade course items relative to other course content. For example, you have an exam worth 50 points, but you want it to count for 25% of a student's grade. Instead of adjusting all your course points to make this percentage, you can weight the exam item. The Weighting feature is optional.
  - If you want to provide graded feedback on an assignment but **not** include the grade in the final course grade, exclude the item from the course grade. This feature is excellent for practice assignments which you want to grade but not count. To exclude items from the course grade, click the **Gradebook** tab, click **Setup Gradebook**, click **Assign Points/Weights**, then click **Exclude from Course Grade**. Select the check box to those items you *do not* want to include in the final course grade. Excluded items are marked by throughout your Gradebook.
  - The **Distribute Weight %** feature, set in Assign Points/Weights, enables you to apply a single weighted percentage evenly across multiple content items. For example, if you want Threaded Discussions in your course to be worth a total of 20% of the final course grade and you create three Threads, the Distribute Weight % feature assigns a weighted percentage of 6.66%, 6.66%, and 6.68% to each Thread.
  - If you have the Weighting feature turned on but do not assign a weight percentage to a gradable item, that item will not count towards the final course grade. Essentially, the item carries a weight of 0%.
  - If you're using Weighting in your Gradebook, your students will see a **Course Weighted Average** rather than a **Grade To Date**. The Course Weighted Average indicates that course content items have different weights assigned to them. Students see their current weighted grade as well as remaining course work and its relative weight. For example, a

student who did poorly on one assignment might see that the assignment was only worth 10% of the final course grade.

- View grades
  - The Quick Grade View is perhaps the most common and efficient way to assign grades in the Gradebook. This view lets you assign grades to all students for a single content item (like a Webliography entry, for example). You simply locate the content item (or course tool) in the Gradebook and then assign a grade for each student.
  - The **Export Current View** feature located on each Gradebook screen exports only the current displayed view of the Gradebook. If you want to export your entire Gradebook, go to the **Show All** view and then click **Export Current View**. Students cannot see a grade you've assigned them unless the **share grade with student** option is selected. This option appears in all Gradebook Details windows and within the Dropbox.
  - To accurately show students their Current Grade to Date, enter zeros in any incomplete items to that point in the course. Gradebook only calculates graded items, so if a student did not turn in an assignment, the total possible points for that assignment is not figured into the total points possible for the course, skewing the student's grade to date.

Tips for Exams

- The options selected when setting up an exam affect the Gradebook display for both you and your students. For example, if you want students to view exam scores in Gradebook without you having to manually enter points or scores, select the **Automatically display the objective score for completed exams to students in the Gradebook** option when setting up the exam.
- To automatically have students view scores for an exam, remember to set a **Gradebook Review Date** when you create the exam. If a review date is not set, students cannot view the comments or scores entered in Gradebook.
- Print students' completed exams for offline grading. Locate the exam in the Gradebook, click the asterisk ***** to open the Gradebook Details window for that exam, and then click **Print View.** In the **File** menu, click **Print**.
- Save a printer-friendly version of completed exams to your computer or network for offline grading. Locate the exam in the Gradebook, click the asterisk ***** to open the Gradebook Details window for that exam, and then click **Print View**. In the **File** menu, click **Save As**.
- **Reset a student's exam** through the Gradebook Details window. Resetting an exam clears all saved information from the individual exam database and allows the user to begin the exam again, as if the student had never taken it.
- **Grant a student additional time on an exam** through the Gradebook Details window. For example, if a student was in the process of taking an exam and the student's Internet connection was lost, the system would "think" that this student had already taken the exam and would, therefore, not let the student retake the exam. This option allows the student to access the exam again for the amount of time you specify. Information previously saved is still there, and the student starts the exam wherever he or she left off.

Exclude Grades

Exclude items from the course grade when you want to provide a grade for the assignment but *not* include the grade in the final course grade. This feature is excellent for practice assignments you want to grade but not count.

To exclude an item from the course grade:

1. On the Tools menu, click the **Gradebook**.

2. Click **Setup Gradebook**, and then click the **Assign Points/Weights** tab.

3. Click **Exclude from Course Grade**.

   In the window that opens, select those items with point values you *do not* want included in the final course grade. Your excluded items will display with the icon throughout your Gradebook. You must have the Points/Calculations setting selected in your Gradebook Preferences to see this feature.

4. Click **Exclude Selections from Course Grade**.

Export Grades

You can export the current view of your Gradebook to a comma-separated value (.csv) file, which you can then open in any spreadsheet application. Doing so enables you to take advantage of standard spreadsheet functions such as calculating mean, medium, average, and other statistical calculations. Exporting the current view of the Gradebook also provides you with final grades in a format that you can turn in to your administration and keep as a backup for your records.

The Export View feature exports the current Gradebook view. If you want to export your entire Gradebook (for archive purposes, for example), run the export from the Show All view.

If you choose to export letter and number grades or just letter grades, ensure you've assigned letter grades in your Gradebook. If you have not assigned letter grades, an empty column displays in the exported Gradebook file.

To export the current view of your Gradebook:

1. On the Tools menu, click the **Gradebook**.
2. In the **Select a Gradebook View** drop-down list, select the view you'd like to export.
3. Click **Go**. The Gradebook page changes to the selected view.
4. Click **Export View.**
5. Select the data format in which you'd like to export the current Gradebook view:

   - **Letter and Number Grades -** Exports the current view with Letter grades and Number grades in separate columns.
   - **Number Grades Only -** Exports the current view with Number grades only.
   - **Letter Grades Only** - Exports the current view with Letter grades only.

6. Click **Export**. A File Download window opens.
7. Select **Save**, and then click **OK**. A Save As window opens in which you can select a name and location for the exported Gradebook file.

   Unless you enter a name for your exported file in the Save window, the system names the file using the date, followed by the view and data format. For example, a file exported on March 26th, 2007 would be named "032606ShowALL_Letterand#."

8. Click **Save**. The current view of the Gradebook file is saved with a .csv file extension in the specified location. You can use any spreadsheet to open the Gradebook file.

Preview Gradebook Settings

You can click the Current Setup tab anytime as you set up your Gradebook to preview what your Gradebook will actually look like and display. The Current Setup tab shows you all the content items you've added to your Gradebook. If you've identified a content item to be gradable in a particular Unit or week, the points possible for that item appear in the appropriate week. Similarly, if you've chosen to apply weighting to content items (i.e., to grade assignments as a percentage of the whole course grade), the weight percentage for each item displays above the point total. A summary of any course points and weighted percentages appears at the top of your current setup.

If you are setting up your Gradebook for the first time, your Gradebook will be empty. However, exams and items associated with a Dropbox are automatically added to your Gradebook. Click the **Add New Items** tab to add items to your Gradebook.

Gradebook Keys

There are several symbols in your Gradebook you might see. For example:

- A horizontal line (--) in your Current Gradebook Setup means that you marked the item as gradable in that Unit but you have not yet assigned points to the item (only with points turned on).
- A horizontal line next to the "%" sign means you identified the item as weighted but that you have not yet assigned the weighted percentage (only if weighting is turned on). To assign points or weights, click the **Assign Points/Weights** tab under Setup Gradebook.
- Grades in brackets [ ] identify graded items that have not been shared with the student.

The Gradebook also identifies items with a Dropbox associated with them, extra credit items, or items that have been excluded from the course grade. You can view the Gradebook Setup Key or the Gradebook Key any time from the bottom of the **Current Setup** or **View Gradebook** screens within the Gradebook should you need help interpreting these symbols.

Quick Grade View

The Quick Grade View is the most efficient way to assign grades in the Gradebook. This view enables you to assign grades to all students for a single content item. Locate the content item in the Gradebook, and then assign a grade for each student.

Additionally, from the Quick Grade View for exams you can reset an exam and grant additional exam time for a student.

Assign grades using the Quick Grade View

1. On the Tools menu, click **Gradebook**.
2. Locate the content item in the Gradebook for which you want to assign grades. You can do this from any Gradebook view, although it might be easiest to locate the item in the Unit or Week View.
3. Click the content item. For example, to grade a Webliography entry, click **Webliography**. The Quick Grade window opens, displaying each students' name.

4. Enter a Numeric or Letter grade for each student. You can also enter a brief comment.

   If you've accessed the Quick Grade view from the Item Summary, you will be able to enter a letter grade *only* from this view, as the student's numeric grade (or weighted average if Weighting is turned on) in this screen reflects a compilation of multiple content item scores.

   If you're grading an exam or an item that has a Dropbox associated with it, you will see some additional fields in the Quick Grade View.

5. Click **Save Changes**.

Grade Dropbox items using the Quick Grade View

The Quick Grade View for Dropbox items includes a couple options:

- **Dropbox Status** - Shows you where the actual assignment is, whether it's in your Inbox or your Outbox.
- **Return to Student** - Select this check box to have the option of returning all assignments to all students at the same time, or grading *all* assignments before returning them.

Assess outcomes using the Quick Grade View

1. On the Tools menu, click **Gradebook**.
2. Locate the content item in the Gradebook for which you want to assess outcomes. You can do this from any Gradebook view, although it might be easiest to locate the item in the Unit or Week View.
3. Click the content item. For example, to grade a Webliography entry, click **Webliography**. The Quick Grade window opens, displaying each students' name.
4. Click **Assess Outcomes**.
5. In the fields provided, select a score and type a comment for each criteria listed as part of the requirements to meet the learning outcomes of the assignment.

   (Optional): In the Score drop-down menu, select N/A for any learning criteria not appropriate for the selected student. When N/A is selected, the weight of the criteria is not calculated into the final Strength (Weight%) score. Remember, Strength (Weight%) scores are separate from Gradebook weights.
6. Click **Save Changes**.

Reset or Grant Additional Time

Occasionally, you might need to either reset an exam for a student or grant a student additional exam time. For example, if a student loses his or her internet connection while taking an exam, the system thinks that this student has already taken the exam and would, therefore, not let the student retake the exam. Depending on the individual situation, you can do one of the following:

- **Reset the exam** - Clears *all* saved information from the individual exam database and allows the user to begin the exam again, as if he or she had never taken it.
- **Grant additional time** - Allows the student to access the exam again for the amount of time you specify. Previously saved information in the exam is still there and the student can start the exam wherever he or she left off.

Reset an exam

1. On the Tools menu, click **Gradebook**.
2. Select a Gradebook View from the drop-down menu and click **Go**. All items within the selected Gradebook View display.
3. Click an individual's score for a given exam.
4. Click **Clear Answers** to reset the exam.
5. Click **Save & Close**.

Grant additional time

1. On the Tools menu, click **Gradebook**.
2. Select a Gradebook View from the drop-down menu and click **Go**. All items within the selected Gradebook View display.
3. Click the specific exam for which you want to grant additional time.
4. In the **Grant additional minutes** field, enter additional minutes.
5. Click **Grant**.
6. Click **Save & Close**.

Select Gradable Items

Selecting which items in your course to mark as gradable is the second step in your Gradebook setup process.

On the Select Gradable Items tab, select the Gradebook items for which you will assign grades.

For example...

Perhaps you added Threaded Discussions to your Gradebook from the **Add New Items** tab and your course contains Threads in Units 1, 3, and 5. From the **Select Gradable Items** tab, you'll determine which Threads will be evaluated and graded. Perhaps the Threaded Discussion in Unit 1 is practice and therefore ungraded, but the Threads in Units 3 and 5 will receive grades.

You can also exclude a content item from the final course grade. This option enables you to display an item in the Gradebook and assign a point value to it, but **not** include the point value in the final course calculations. This is useful for when you want to grade or provide feedback on a practice assignment but not include the score in the student's final grade calculations.

To mark an item as gradable:

1. On the Tools menu, click **Gradebook**.
2. Click **Setup Gradebook**, and then click the **Select Gradable Items** tab.
3. Select the items or course tools that you want to mark as gradable.
   If you don't see a check box for a particular content item in any given Unit, it means that you didn't add that item to that Unit when you set up your course. Course tools are

available in every Unit.

4. Click **Save Changes**.

Set Gradebook Preferences

In the Preferences section of your Gradebook, you can set Gradebook to display points and calculations to your students (86/100 or 86%, for example) or display letter grades (B+). If you choose to display points and calculations, you also have the option of weighting graded items relative to other graded items. For example, making three Threaded Discussions worth 15% of the total course grade, or 5% each. Gradebook Preference settings affect what information displays to both you and your students.

If you enable points and calculations and assign a point value to each gradable item in your course, the Gradebook can calculate and display up-to-date letter and numeric grades for each student at the content item, Unit, and course level. With this option enabled, students are given additional information in their Gradebook, such as Current Course Points, Current Course Average, and Current Grade to Date. If you apply weighting to your course assignments, the Gradebook displays each student's Course Weighted Average to date.

By default, Gradebook calculates points, but not weights. You can turn automatic point calculations off from the **Preferences** tab under **Gradebook Setup**. By doing this, students will not have access to some Gradebook features (like Current Grade to Date, for example). You can turn on the weighting feature from the **Preferences** tab.

The system saves grade data so you can turn points/weights on and off, or enable and disable Gradebook, and not lose information.

To set Gradebook preferences:

1. On the Tools menu, click **Gradebook**.
2. Click **Setup Gradebook**, and then click the **Preferences** tab.
3. In the check boxes provided, change the Gradebook preference settings accordingly.
   - **Use points and calculations** - Select this to assign points for each item. The Gradebook system automatically calculates numeric scores.
   - **Use weighted calculations** - Select this to assign a weighted percentage to each item. The weight is factored into Gradebook calculations.
4. Click **Save Changes**.

Share Grades with Student

Most areas in the Gradebook include a **Share Grade with Student** option. This option is useful because it allows you to grade all your students' assignments and then return them all at once rather than grading one assignment and returning it, grading another assignment and returning it, etc. It also allows you to grade an assignment over a period of time and then return all assignments at once.

The **Share Grade with Student** option is enabled by default, so if you don't want to share the grade immediately, you'll need to clear the check box for this option. Remember, you can share/hide grades and assignments from the Dropbox as well.

When the **Share Grade with Student** option is not selected for a graded item, the grade displays within brackets [ ] in the Gradebook.

If you forget to share a grade, the student will not be able to see the grade in his/her Gradebook- even if you've graded the assignment. Similarly, if you set a **Gradebook Review Date** for an exam when you created the exam, students will not be able to view the exam grade in their Gradebook until the Review Date has passed. The **Share Grade with Student** and the **Gradebook Review Date** options are the two most common reasons that students cannot see grades in the Gradebook.

View Grades

When you open Gradebook, it defaults to the **Grades To Date** view, showing each students' name along with their current grade. By default, Gradebook Preferences are set to display points and automatic calculations. You can change the settings in your Gradebook Preferences to show letter grades, or add weighted calculations. Whatever your preference, the Grades To Date view can display:

- a letter grade only (points and calculations off);
- current course points and current course average (points and calculations on);
- or course weighted average (points and weighting on).

View students' grades

The View Gradebook page provides you with various ways to view grades for individual students or all students in the course. Click on individual student names to see grades listed by Unit.

View individual student grades for all content items

1. On the Tools menu, click **Gradebook**.
2. Click on a student's name. Scores for the selected student display.
3. Open a specific gradable item for this student by clicking the student's score in the Gradebook (if the item has been graded) or by clicking the asterisk * sign if the item has not been graded.

View a student's work while you are assigning a grade

1. On the Tools menu, click **Gradebook**.
2. Click on an individual student name to display all grades for that student. You can also locate the content item you want to grade using the **Select Gradebook View** drop-down list.
3. Click the asterisk ***** sign under the content item you want to grade.
4. Click **Expand**. This option is only available for some content items and exams.

View a summary grade report

1. On the Tools menu, click **Gradebook**.
2. In the **Select Gradebook View** drop-down list, select **Item Summary**.
3. Click **Go**. A summary score for all content items, course tools, and custom course items for each student displays.

   For example, if you had five Reading assignments in your course, each worth 20 points, the Item Summary shows you each student's score out of 100 (five assignments X 20 points each) rather than showing five separate Readings scores. You'll also see each student's final course points and course average.

View all grades

The **Show All** view is a combination of the View by Unit and the Detailed Grade Report. Select this option if you want to export the Gradebook to a spreadsheet application. Avoid using this view for day-to-day grading.

1. On the Tools menu, click **Gradebook**.
2. In the **Select Gradebook View** drop-down list, select **Show All**.
3. Click **Go**. This view shows you every grade first by week or Unit, then by content item and course tool.

View grades by Unit or Week

1. On the Tools menu, click **Gradebook**.
2. In the **Select Gradebook View** drop-down list, select an individual **Unit** or section in your course.
3. Click **Go**.
4. Click the content item name to open the Quick Grade view for that item.

View final course grades

The final course grade in Gradeboock might include a letter grade, course points and course average, or a weighted course average, depending on your Gradebook Preferences.

1. On the Tools menu, click **Gradebook**.
2. In the **Select Gradebook View** drop-down list, select **Grades To Date**.
3. Click **Go**. You cannot edit the student's total achieved points in this screen, but you can edit the student's final letter grade and add comments.

Student's view of Gradebook

Ever wonder how your students see the Gradebook? Switch to Course mode to view the Gradebook as your students see it. You can also use this view to grade one particular student. Students can view the Gradebook by Unit or by item.

View by Unit

1. In the navigation tree, click the **Course** tab.
2. On the Tools menu, click **Gradebook**.
3. Click on an individual student's name. By default, you'll see grades listed by Unit just as the student sees it.

- **Grade** - Displays the student's numeric and/or letter score for the item.
- **Earned to Date** - Relates the item's score to the rest of the course grade (i.e., taking into consideration extra credit and excluded items and, if weighting is turned on, the weighted percentage of the item).
- **Possible for Course** - Displays what is possible for the course. This column is helpful because it displays the points/percentage remaining for items that the student hasn't completed yet.

4. Open a specific gradable item for this student by clicking the student's score (if the item has already been graded) or by clicking the asterisk * sign if the item has not been graded.

View by item

1. In the navigation tree, click the **Course** tab.
2. On the Tools menu, click **Gradebook**.
3. Click on a student name. By default, you'll see grades listed by Unit.
4. In the **View gradebook by** field, click **Item**. A summary score for all content items, course tools, and custom course items for the selected student displays. This viewing option is also available to the student.

   For example, if there were five Reading assignments in the course, each worth 20 points, the Item Summary view would show the student's score out of 100 (five assignments x 20 points each) rather than showing five separate Readings scores (i.e., it displays a composite score for all Readings). You'll also see the student's current item points and course average (or, with Weighting turned on, the student's item points and the item's weighted percentage).

View User Activity

User Activity tracks the amount of time (in minutes) that individual students spend in the course and where in the course they spend their time. With the User Activity feature, you can see how much time a student spent in an individual Unit or content item, as well as the dates on which the student accessed the course. You can export this data to a spreadsheet.

Ways you can view User Activity

Remember, User Activity time may not necessarily reflect the time students were actually working in the course. User Activity provides information regarding how long a student spent in each area of the course. A short user activity time may be due to a student quickly entering a course area, printing the material, and then working offline. If a student does not log out of their course or logs out infrequently, the User Activity time displayed may be higher than the student's actual time spent in a particular area of the course.

View user activity the following ways:

- **View by Unit or Course Tool** - Shows you how much time a student spent in a particular Unit or tool.
- **View by Date** - Shows you how much time a student spent in the course for a specific date range.
- **View by Student** - Shows you a bar chart graph of how much time one particular student spent in each Unit or in a specific content item(s). This option is available from the **View by Unit** view and the **View by Date** view.

View user activity by Unit or course tool

1. On the Tools menu, click **Gradebook**.
2. Click **User Activity**.
3. Click any of the following:
   - **Unit number** - View all the content items in that Unit, as well as the amount of time each student spent in each item.
   - **Course Tools** - View all the Course Tools in the course, along with the amount of time each student spent in each tool.
   - **student's name** - View the User Activity summary for that one user.
4. Click **Export View** to export the current view to a comma-separated value (.csv) file. Save the .csv file to your hard drive and open using any spreadsheet application.

View user activity by date

1. On the Tools menu, click **Gradebook**.
2. Click **User Activity**.
3. In the **Select User Activity view** drop-down list, select **View by Date**, and then click **Go**. A matrix displays showing user activity during the current week in minutes.
4. To view user activity during a specific period of time, use the drop-down boxes to select From and To dates and then click **Go**. User activity for the dates selected displays in the matrix. You can also click on a specific student's name and see the User Activity summary for that one user.
5. Click **Export View** to export the current view to a comma-separated value (.csv) file. Save the .csv file to your hard drive and open using any spreadsheet application.

View user activity by student

1. On the Tools menu, click **Gradebook**.
2. Click **User Activity**.
3. Click on a student name. The User Activity summary for that student displays
4. Click to view the student's individual user activity time for each content item within the course. You can also click Course Tools to view student activity for specific course tools.
5. Click **Export View** to export the current view to a comma-separated value (.csv) file. Save the .csv file to your hard drive and open using any spreadsheet application.

Learning Outcomes

In addition to the Course Tools, Learning Outcome Manager (LOM) is a key feature that makes Teaching Solutions unique. Getting started with Learning Outcomes is easy! As an instructor, you can use LOM to add Learning Statements from the LOM library (from now on, referred to as the repository) to your course. Once added to the course, you can then link those Learning Statements to Content Items and assess student performance against outcomes identified in the course rubric.

LOM is available from the Enable or Disable tools page only if your System Administrator has turned it on for your course.

How it works:

Many schools follow their own learning criteria for program and course objectives to meet standards set by accrediting agencies, colleges, program administrators, etc. In LOM, these learning criteria and course objectives are referred to as "Learning Statements." The Learning Statements for your school are stored in a repository. By adding Learning Statements to your course, and then linking those Learning Statements to Content Items, you can track and measure the level of student proficiency across course projects, activities, etc.

To Open LOM:

1. In the Left Navigation menu, click **Course Home**.
2. Under Course Home, click **Learning Outcomes**. By default, the system shows the previously accessed LOM repository. For first time users, click Add Learning Statements to select a repository and get started.

See also:

- Add Learning Statements to Course
- Link Learning Statements to Content Items
- View Learning Outcomes
- Edit Learning Statements
- Remove Learning Statements

Add Learning Statements to Course

By adding Learning Statements from LOM to your course, and then linking Learning Statements to course Content Items, you can trace and monitor student performance on defined outcomes for the course. Learning Statements in LOM are organized and grouped according to how they relate to each other. For example, non-measurable outcomes may be considered institutional goals; whereas, measurable outcomes might qualify as course skills or tasks a student can demonstrate. However your school structures Learning Statements in the LOM repository, use LOM's search tools to locate and add Learning Statements that pertain to your course.

Design Tips:

- As a best practice, add Learning Statements from the lowest Level in the repository structure to your course. Because Learning Statements are often times linked to each other (associated) in the repository structure, linking from the lowest Level of the repository prevents conflict once you start linking Learning Statements to Content Items.

To Add a Learning Statement to the Course:

1. Open LOM.
2. On the Outcome Management tab, click **Add Learning Statements**.
3. In the search fields provided, enter information accordingly.

Describe the search fields

Field	Description
Learning Statement	Type the ID or text you know the Learning Statement contains. *Learning Statement* is the generic term used in LOM to mean learning objectives, learning outcomes, goals, competencies, values or whatever term used that is unique to your school.
Source	Use the drop-down list provided to select the source of the Learning Statement. Source (Metadata) is the information entered about the Learning Statement. This information can include course IDs, accrediting agencies, state or government sanctioned standards, etc.
Level	Use the drop-down list provided to select a Level. A *Level* represents the organizational Level in your institution's Repository Structure where Learning Statements are collected. Organizational Levels commonly used by some schools include: Institution, Program, Course, and Task.
Group	Use the drop-down list provided to select the Group in which the Learning Statement resides. You must select a Level before you can select a Group otherwise, the drop-down list is empty. A *Group* is a collection of related Learning Statements. Levels can contain multiple Groups.

4. Click **Go**.
5. In the search results that display, select the check box for the Learning Statements you want to add to the course.
6. (Optional) If you'd like to add Learning Statements from other repositories, click **Switch Repositories**. Some instructors use this when outcomes are shared with other courses from a different Program or College. Once you add Learning Statements from other repositories to your course, the repository becomes available as a clickable tab so that you don't have to search for the repository again.

7. Click **Add to Course**. To continue adding Learning Statements, click **Save and Add Another**. The Learning Statements display in alphabetical order by course ID and are organized by Level (i.e. Institution, Program, Course, Task).

Link Learning Statements to Content Items

The Outcome Management page in Learning Outcomes Manager provides a summary view of all the Learning Statements pulled into your course. From this view, you can view the alignment of course outcomes and Learning Statements to course Content Items. This view is also valuable because it provides a summary view for you to see in which Unit or section of the course an activity is covered. On the Outcome Management page, you can link Learning Statements to Content Items, edit Learning Statements, and remove links to Content Items. Additionally, you can enter Strength (Weight %) values to Learning Statements defined in the course rubric. Please note, LOM's edit features might not be turned on for your course. See your system administrator about LOM configuration settings.

Linking Learning Statements to your course Content Items enables you to trace and monitor student performance on defined outcomes for the course. Learning Statements in LOM are organized and grouped according to how they relate to each other. For example, non-measurable outcomes may be considered institutional goals; whereas, measurable outcomes might qualify as course skills or tasks a student can demonstrate. However your school structures Learning Statements in the LOM repository, use LOM's search tools to locate and add Learning Statements that pertain to your course.

Design Tips:

- As a best practice, the system prevents you from linking Content Items to Associated Learning Statements that are already linked to Content Items in the course. When a Learning Statement is "associated" in LOM, it means the Learning Statement is linked to another Learning statement within the repository. Remember, repositories are organized into Levels forming a hierarchial structure, starting with a top Level and ending with a bottom Level. The logic of this structure dictates the association between Learning Statements.
- Changes made to the Content Items in the course are reflected in existing Learning Statement and Content Item link relationships; meaning, if you change a Content Item that is linked to a Learning Statement, the system updates your changes for the activity type for a presentation or assessment on the Edit Learning Statement page in LOM.
- Once a Learning Statement is linked to Content Items, the Learning Statement cannot be deleted from the LOM repository. This means, system administrators cannot delete Learning Statements from the LOM repository that are linked to Content Items in a course currently in session.

View Outcome Management

1. In the Left Navigation menu, click **Course Home**.
2. Under Course Home, click **Learning Outcomes**. The Outcome Management page displays showing learning outcomes to the previously viewed repository. If you use multiple repositories, tabs display on the page for you to use to switch between repository views.

Link Learning Statements to Content Items

1. Open LOM.
2. On the Outcome Management tab, click **Add Learning Statements**.
3. In the search fields provided, enter information accordingly.

Describe the search fields

Field	Description
Learning Statement	Type the ID or text you know the Learning Statement contains. *Learning Statement* is the generic term used in LOM to mean learning objectives, learning outcomes, goals, competencies, values or whatever term used that is unique to your school.
Source	Use the drop-down list provided to select the source of the Learning Statement. Source (Metadata) is the information entered about the Learning Statement. This information can include course IDs, accrediting agencies, state or government sanctioned standards, etc.
Level	Use the drop-down list provided to select a Level. A *Level* represents the organizational Level in your institution's Repository Structure where Learning Statements are collected. Organizational Levels commonly used by some schools include: Institution, Program, Course, and Task.
Group	Use the drop-down list provided to select the Group in which the Learning Statement resides. You must select a Level before you can select a group otherwise, the drop-down list is empty. A *Group* is a collection of related Learning Statements. Levels can contain multiple Groups.

4. Click **Go**.
5. In the search results that display, select the check box for the Learning Statements you want to link to.
6. (Optional) If you'd like to link to Learning Statements from other repositories, click **Switch Repositories**. Some instructors use this when outcomes are shared with other courses from a different Program or College. Once you add Learning Statements from other repositories to your course, the repository becomes available as a clickable tab so that you don't have to search for the repository again.
7. Click **Add to Course**. To continue adding Learning Statements, click **Save and Add Another**.

View Learning Outcomes

Once you have linked Learning Statements to course Content Items, use the Outcome Summary page to monitor the current assessment status on content presented in the course and the aggregate score in class performance. Assessment details by outcome or student provide valuable insight in measuring the effectiveness of the assigned learning criteria for defined outcomes.

To view Outcome Summary:

1. In the Left Navigation menu, click **Course Home**.
2. Under Course Home, click **Learning Outcomes**.
3. Click **Outcome Summary**. By default, the Outcome Summary page opens to the Details by Student tab.

Details by student

The Details by Student page shows you the aggregated score to only assessed content items. This means, a score does not display for course Content Items not mapped to Learning Statements from LOM or not assessed in the course.

How to use the Details by Student tab

What was the median score for the class on a quiz? How is an individual student performing in relation to the rest of the class? By default, the Outcome Summary page opens to the Details by Student tab. The Details by Student tab shows you assessment details for all students in the course and provides links to view in further detail assessment information for individual students or learning outcomes. In the image below, click on the highlighted areas to learn more.

Details by Outcome | **Details by Student**

Name	GE-COM.	COM 101.1.	COM 101.2.
Bradford, Sarah	7/7 100%	6/7 85%	4/7 57%
Carlin, Carol	7/7 100%	7/7 100%	7/7 100%
Davis, Travis	6/7 85%	7/7 100%	7/7 100%
Elis, Terry	5/7 71%	7/7 100%	6/7 85%

How to read the aggregation score

The aggregation score shows the student score to date and consists of two numerical values:

- points earned out of points possible 7/7

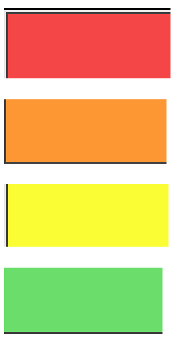
- percentage value for points earned 100%

Export Assessment Details

Export the class scores from your course using the Export Assessment Summary feature. From the Detail by Student page, simply click **Export Assessment Summary**. The system exports the class scores to an easy-to-read spreadsheet view.

Color Key

As a visual aid, LOM uses a color code so from a glance you can quickly see the proficiency levels for the class and by student. The following table describes each of the colors and what it means when an asterisk or dash displays instead of a number.

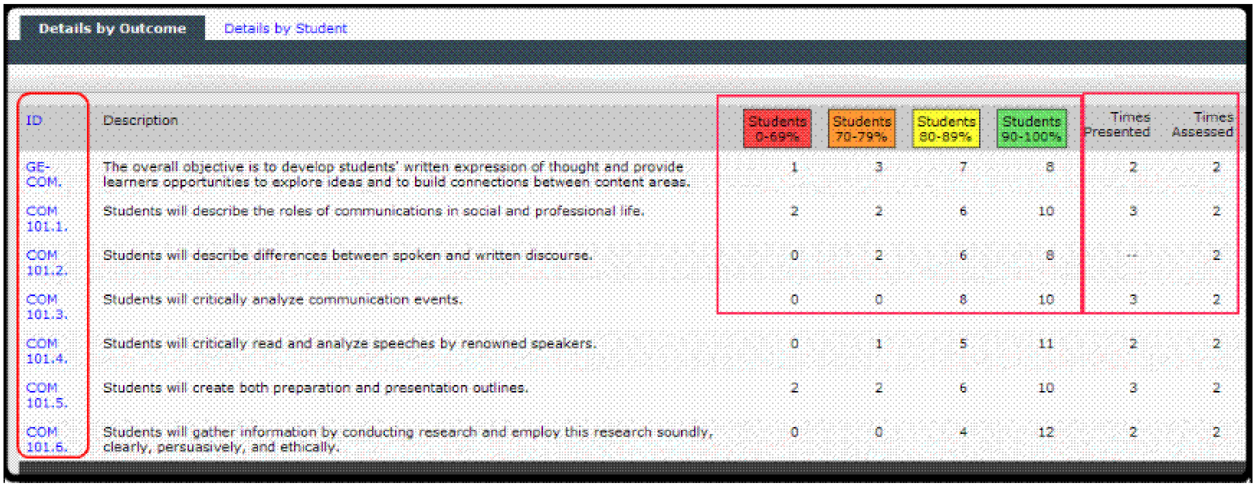
Color	**Description**
	Indicates the level of proficiency for the class or student, where **Red** - 0-69% **Orange** - 70-79% **Yellow** - 80-89% **Green** - 90-100%
*	Like in Gradebook, the asterisk is a friendly reminder to you that a score or assessment has not been entered for the student.
--	Like in Gradebook, the dotted-dash means a student has not submitted work for the assigned outcome.
6/7	Indicates the score or assessment for the student is not complete.

Details by Outcome

The Details by Outcome page shows you how students are performing against the learning outcomes defined for the course. This includes the number of times content is presented and assessed, a description of the learning outcome, and the proficiency levels of the class.

How to use the Details by Outcome tab

Click on the highlighted area in the image below to learn more about that section.


Details by Outcome | Details by Student

ID	Description	Students 0-69%	Students 70-79%	Students 80-89%	Students 90-100%	Times Presented	Times Assessed
GE-COM.	The overall objective is to develop students' written expression of thought and provide learners opportunities to explore ideas and to build connections between content areas.	1	3	7	8	2	2
COM 101.1.	Students will describe the roles of communications in social and professional life.	2	2	6	10	3	2
COM 101.2.	Students will describe differences between spoken and written discourse.	0	2	6	8	--	2
COM 101.3.	Students will critically analyze communication events.	0	0	8	10	3	2
COM 101.4.	Students will critically read and analyze speeches by renowned speakers.	0	1	5	11	2	2
COM 101.5.	Students will create both preparation and presentation outlines.	2	2	6	10	3	2
COM 101.6.	Students will gather information by conducting research and employ this research soundly, clearly, persuasively, and ethically.	0	0	4	12	2	2

Edit Learning Statements

The Edit function in LOM is enabled by your System Administrator. If the button is not available from the Outcome Management page, it means the Edit function is turned off. See your System Administrator about LOM configuration settings.

When you edit Learning Statements, you are not changing the Learning Statement itself, but instead you are changing the link relationship between Learning Statements and Content Items. If you have a Learning Statement linked to multiple Content Items within a course, you can remove the link at any time. To remove all links from a single Learning Statement to multiple Content Items in the course, see Remove Links to Content Items.

To Edit Learning Statements:

1. Open LOM.
2. On the Outcome Management tab, click for the Content Item and Learning Statement relationship you want to change.
3. Using the fields provided, make your changes.

Describe the edit fields

Field	Description
Unit	Displays the Unit in which the Content item and activity or assessment types for that Content Item resides.
Content Item	Displays the selected Content Item type used for the course activity.
Presented	Either:

	▪ Select the check box to indicate the assignment for the Learning Statement is a non-measurable or presented type of activity. ▪ De-select the check box to indicate the activity is not presented or non-measurable.
Assessed	Either: ▪ Select the check box to indicate the assignment for the Learning Statement is an assessed activity. For example, a paper or exam might be the activity you use to measure a student's understanding of Shakespeare. ▪ De-select the check box to indicate the activity is not assessed.

4. Click **Continue**. The Learning Statements marked as "Assessed" display.

5. Enter a Strength (Weight %) for the Content Items you want assessed for the course.

Explain more about Strength (Weight %)

The weight value entered here is separate from grades assigned in Gradebook. The Strength (Weight%) in LOM is strictly a way for you to indicate the curriculum makeup the course, or how much assessed content is covered throughout the course.

6. Click **Continue**.

7. Enter a Strength (Weight%) value for the learning criteria of each assessed learning outcome. The system accepts a weight percentage total over 100% (just like in Gradebook) for assessed Content Items.

Explain editing criteria for assessed content

For example, if the Strength (Weight %) value for a Mid-Term paper in a Composition 101 course is 75%, the learning criteria might be broken down as:

(75%) COMP 101 Midterm Paper	
Task Completion =	x1 (25)
Comprehensibility =	x1 (25)
Fluency =	x1 (25)
Totals:	**75%**
Where, the entered Strength (Weight%) value for the learning criteria equals 75%.	

Using the Strength (Weight %) values entered for learning outcomes and criteria, LOM calculates and reports back to you in which areas students performed strongest overall. Having this info available allows you to actively see relationships between assessed content items, performance, and learning objectives.

8. (Optional) Click **Default Repository Settings** to view the original course rubric for reference. This is useful for when you want to make changes to the default values entered for learning criteria, but also have the original values available to compare.
9. Click **Save Changes** to save your changes and return to the Outcome Management page.

Remove Learning Statements

Removing links to Content Items is an all or nothing relationship; meaning, once a link from a Learning Statement to the corresponding Content Item is removed, all links from that Learning Statement to corresponding Content Items are removed. If you only want to remove one link from a Learning Statement to one or two Content Items, use the Edit function where you can modify the link relationship between specific Learning Statements and Content Items for the course.

To remove links to Content Items:

1. Open LOM.
2. On the Outcome Management tab, click for the Content Item linked to the Learning Statement you want to remove. A confirmation message displays.
3. Click **Remove**.

Export Assessment Summary

You can export the current view of your assessments summary in LOM to an MS Excel spreadsheet file. Doing so enables you to take advantage of standard spreadsheet functions. Exporting the current view of the assessment summary also provides you with final weights and scores in a format that you can turn in to your administration and keep as a backup for your records.

To export the current view of your assessment summary:

1. Open Learning Outcomes.
2. Click **Outcome Summary** tab.
3. Click **Export Assessment Summary**. A File Download window opens.
4. Select **Save**, and then click **OK**. A Save As window opens in which you can select a name and location for the exported file.

   Unless you enter a name for your exported file in the **Save** window, the system names the file using the date, followed by the view and data format. For example, a file exported on March 26th, 2007 would be named "032606ShowALL_Letterand#."

5. Click **Save**. The current view of the Assessment Summary file is saved in the specified location.

Resources

Because this whole online course creation process might be relatively new to you, we've included some resources in this section that might help you as you develop your course.

- Accessibility Requirements gives you an overview, as well as specific online resources, for ensuring that your course meets Section 508 requirements.
- Educator's Voice links you to eCollege's online magazine and monthly publication, *The Educator's Voice*. See what our instructors have to say about course development and the latest industry practices!
- HTML Quick Reference lists and explains commonly used HTML tags to help you develop your course.
- Online Education FAQs displays a list of Frequently Asked Questions. Check here to see if your questions have already been answered!

Online Education FAQs

Because the idea of creating an online course might be new to you, we've included a list of Frequently Asked Questions. Check the list below to see if your questions have already been asked and answered.

What are the four greatest advantages of online courses?

- Students have the ability to learn at any time, from any place-- time and place constraints have been eliminated.
- Online learning is student-centered. A particular student cannot monopolize all of the instructor’s time, nor can a student seek to hide in back of the class. Because most of the learning is done in an asynchronous setting, the learner has time to compose his/her thoughts prior to submitting them to the class.
- Online education makes education available to a greater number of potential students such as students who work full-time, people who travel, parents and urban/rural dwellers who desire to eliminate the commute.
- Online courses can incorporate the latest in available technology such as text, audio, video, slides, graphics, images, Threaded discussions, an online library, a Webliography, real-time chatroom, email, exercises, online testing, and more. Online education uses numerous learning tools, thereby appealing to different learning styles.

What are the four most significant challenges, limitations, or shortcomings of online education?

- Being in a new environment, students and faculty are unfamiliar with the medium. They have been educated using the traditional, face-to-face system and might find the new environment difficult at first because of the lack of interpersonal communication.
- Online learning is not easy. Technology might be intimidating to some people. The Internet sometimes does strange things. An Internet connection can disconnect for unspecified and unknown reasons. A computer can be a very rewarding or a very frustrating experience. Some people are not technical by nature nor do they have the inclination or the time to educate themselves with or without outside assistance.
- Sometimes asynchronous (delayed) communication is not more valuable than immediate correspondence. It can be troublesome to wait for a response from a professor when the student desires an immediate answer. Also, communication can be more useful to the professor when the students reply spontaneously.

- Online learning is not appropriate for everyone. Some people need the traditional classroom environment with face-to-face interaction and immediate feedback.

What are the best current solutions to these four challenges, limitations, or shortcomings?

- To overcome the new environment users need to spend time in the new environment. Yes, there is no face-to-face communication; but there are other numerous types of interaction, both synchronous and asynchronous, that are available to fill the void. Some examples are discussions, real-time chatrooms, email, message center, Threaded Discussions, and Webliography.
- The online environment must be developed so that technology is not a factor. Students take courses to learn the course material, not to learn about technology. Therefore, the delivery system needs to have a similar look and feel for all courses, helping both students and instructors feel comfortable. Students will only have to learn online once and subsequent courses will function the same. There has been careful thought to make sites as intuitive as possible with learning tools and features easy to identify and use.
- To overcome the challenge of the lack of face-to-face communication, two things must be done. First, while online education is available at 'any time, any place' to students, instructors must check their email at least three times a week and return students' emails within a specified amount of time. Second, when communication outside of the online classroom is required, outside media can be used (ie. telephone). Also, when technology improves, real-time audio chats over 28.8 modems will be available.
- Online education will not replace the classroom. The classroom will always survive. Online education is meant to expand the educational opportunities to all students and to students who might not otherwise have the chance to take a course or degree in a traditional setting.

What is the turn around time on helpdesk responses for students and faculty?

Our helpdesk is available by phone, online chat, or email 24 hours a day, 7 days a week. Email inquiries will be responded to within 3-4 hours during business hours, and always within 24 hours. Average response is less than 4 hours. Chat discussions are restricted to certain hours.

What is the estimated time that a faculty member is online teaching their students?

There is no standard answer for this question. The amount of time depends on the instructor’s teaching style, technical skills, the subject matter, if the course has already been developed for a face-to-face environment, and other factors.

Have you lost any grades/exams/course material?

No system is infallible. As a matter of course, the EP should keep a current back up of all materials in the event of some unforeseeable catastrophe should occur. eCollege.com backs-up the system, as well as your course content and student enrollments, automatically every night onto a tape. There is a Sunday tape, Monday tape, Tuesday tape, etc., so that our back-ups go for seven days (but not longer than seven days in most instances).

How often is the system down?

Almost never. Our system is up over 99.7% of the time. When the system does go down, several people at eCollege.com are automatically notified regardless of time of day, ensuring we are immediately working on the problem. Our average down time is less than ten minutes per occurrence.

What special rules apply to the copyright material delivered over the Web? Who gets the releases?

eCollege.com does not help in obtaining copyrights and permissions, and we cannot be held liable for copyright infringements. We advise our partners that the online classroom is very similar to the traditional classroom and they should follow the same permission policies. The online classroom is a closed environment (meaning there is a limited and controlled number of users and it is password protected). We believe that the Fair Use for Educational Purposes doctrine applies. The EP might want to consult with their legal department and/or library service department.

Do students have to sit down at their computers at the same time every day?

Not really. Inherent course flexibility gives students the ability to determine when it is best for them to go online. This helps minimize the time actually spent online. Occasionally, classes are held at specific times (synchronously), but usually students study on their own schedule (asynchronously).

HTML Quick Reference

Purpose	Code	Coded Document Example	Actual Document Example
Line Break	 	A break will simply break your text and continue on the next line.	A break will simply break your text and continue on the next line.
Paragraph Break	<P>	A paragraph break will leave <P> an empty row in between the text.	A paragraph break will leave an empty row in between text.
Horizontal Ruling	<HR>	This will draw a <HR> line across a page.	This will draw a line across a page.
Underlining	<U>	<U>This text will be underlined.</U>	This text will be underlined.
Bolding	<STRONG>	<STRONG>This text will be bold.</STRONG>	This text will be bold.
Italicizing	<EM>	<EM>This text will be italicized.</EM>	This text will be

			italicized.
Centering	<CENTER>	<CENTER>Hello</CENTER>	Hello
Divisions	<Div align="left"> <Div align="center"> <Div align="right">	<Div align="left">Hello</Div> <Div align="center">Hello</Div> <Div align="right">Hello</Div>	Hello Hello Hello
*Ordered Listing	<OL>	<OL> <LI>Clerks <LI> Olaf <LI>Berzerker </OL>	1. Clerks 2. Olaf 3. Berzerker
*Unordered Listing	<UL>	<UL> <LI>Clerks <LI>Olaf <LI>Berzerker </UL>	• Clerks • Olaf • Berzerker
*Font Sizing	<FONT SIZE="+2">	<FONT SIZE="+2">Hello</FONT>	Hello
*Font Coloring	<FONT COLOR="ORANGE">	<FONT COLOR="ORANGE"></FONT>Hello	Hello
Comment Tags	<!-- -->	<!-- This text won't show up -->	

*Ordered lists and unordered lists

- The <LI> tag should be placed where a number belongs (ordered list) or a bullet belongs (unordered list).
- You can identify what kind of numbering, or bullets to use by using an "attribute" within the list tag. There are two attributes that work with lists:

1. TYPE: <ul type="...">
   Values might include -a,A,i,I,1 (ordered lists), and - disc, square, circle (unordered lists)
2. START (only for ordered lists): <ol start="...">
   Values might include - 1,2,3,4... (always use numbers)

*Font sizing and coloring The size and color can be varied by changing the number/color within the quotation marks. Always look up the HEX triplet (six digit number) for a color you need.

Section 508

If you're creating a course that must meet accessibility requirements, please read the following information carefully. If you're not sure if your course must meet accessibility standards, please refer to your organization's policies for Web accessibility.

U.S. Federal Section 508 identifies specific development standards that ensure electronic information transmitted over the World Wide Web is accessible to people with disabilities. Although not all schools and institutions require their online courses to meet Section 508 requirements, if an online course claims to be Section 508 compliant, the content and functionality of the course must be available to all persons regardless of disability.

If you are authoring a course that must be Section 508 compliant, you'll need to take care that all content in your course meets the standards set forth in Section 508.

If you'd like more specific information or help with developing a universally accessible online course, eCollege can help. eCollege offers course development services to assist you in creating a universally accessible online course. Contact your Client Services representative for more information.

Show me Section 508 standards

Electronic and Information Technology Accessibility Standards (EITAS) (Section 1194.22)

Graph	Requirement Text	Additional Information
(a)	A text equivalent for every non-text element shall be provided (e.g., via "alt", "longdesc", or in element content).	More info
(b)	Equivalent alternatives for any multimedia presentation shall be synchronized with the presentation.	More info
(c)	Web pages shall be designed so that all information conveyed with color is also available without color, for example from context or markup.	More info
(d)	Documents shall be organized so they are readable without requiring an associated style sheet.	More info
(e)	Redundant text links shall be provided for each active region of a server-side image map.	More info
(f)	Client-side image maps shall be provided instead of server-side image maps except where the regions cannot be defined with an available geometric shape.	More info
(g)	Row and column headers shall be identified for data tables.	More info

Graph	Requirement Text	Additional Information
(h)	Markup shall be used to associate data cells and header cells for data tables that have two or more logical levels of row or column headers.	More info
(i)	Frames shall be titled with text that facilitates frame identification and navigation.	More info
(j)	Pages shall be designed to avoid causing the page to flicker with a frequency greater than 2 Hz and lower than 55 Hz.	More info
(k)	A text-only page, with equivalent information or functionality, shall be provided to make a Website comply with the provisions of this part, when compliance cannot be accomplished in any other way. The content of the text-only page shall be updated whenever the primary page changes.	More info
(l)	When pages utilize scripting languages to display content, or to create interface elements, the information provided by the script shall be identified with functional text that can be read by assistive technology.	More info
(m)	When a Web page requires that an applet, plug-in or other application be present on the client system to interpret page content, the page must provide a link to a plug-in or applet that complies with §1194.21(a) through (l).	More info
(n)	When electronic forms are designed to be completed online, the form shall allow people using assistive technology to access the information, field elements, and functionality required for completion and submission of the form, including all directions and cues.	More info
(o)	A method shall be provided that permits users to skip repetitive navigation links.	More info

Official Website to Electronic and Information Technology Accessibility Standards
http://www.access-board.gov/sec508/guide/1194.22.htm

Educator's Voice

The Educator's Voice is a monthly column in the eCollege eNewsletter published by the eCollege Instructional Design team. The column includes useful information and hands-on advice for educators who use eLearning tools. Find previously published tips and articles in the Educator's Voice - Archive.