BLACKBOARD
BOOT CAMP
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This page has been accidentally left blank.
COURSE MENU & DESIGN
Course Elements

Let’s get acquainted with the Blackboard Course Environment. Look at the picture below and identify the following:

A. **Page header**: This is the RCC tab.

B. **Course menu**: This is the access point for all course content added by an instructor. You will use this menu a lot.

C. **Content frame**: This is the main page display of the selected tool or content area (for example Home Page, Lesson One, Discussion Board, etc.). By default, when users enter a course, the Home Page appears. The first page students see, called the course entry point, is chosen by the instructor and can be modified and customized. The Home Page is discussed in this lesson.

Go to the course list cog and have the setting checked for “Group by Term”
Control Panel

The Control Panel is the main area for all of your course management functions. It is NOT visible to students. From the Control Panel, you can do the following:

- Manage all course tools.
- Customize the look of your course menu and course style.
- Add course content like tests and surveys.
- Enroll and list users and edit their information.
- Access the Grade Center.

The picture below depicts the following:

1. To expand each of the sections on the Control Panel, click the arrow next to a title. A menu appears directly below each section title.
2. Select an option in the menu, or expand a section into the content frame by clicking the right pointing arrow.
Customizing Your Home Page

The Home Page should contain modules that provide your students with an intuitive way to navigate through your Blackboard course. Students can keep abreast of content additions and due dates through your notifications. As instructors we can remove, add, and reorder modules as we see fit. In the Activities section of this lesson, you can experiment with the different Home Page modules available and see which ones are the most relevant and helpful for your specific needs. Two notification options are shown below:
The Course Menu

Let’s explore the process of planning, adding, and organizing links on your course menu. Students use the course menu to access tools and materials. This menu is the cornerstone for the organization and navigation of your course. Because it reflects the high-level organization of your course, it’s important to devote ample time to creating yours. You will be gaining hands-on experience creating a course menu suitable for your course in the Activities section for this Lesson.

A. Click **Edit Mode** to change from **ON** to **OFF**. When **Edit Mode** is **ON**, all instructor functions are available. When **Edit Mode** is **OFF**, you see what students see.

B. When **Edit Mode** is **ON**, the course menu’s **Add Menu Item** function is available, which is shown as a plus sign. Use this function to add links to the course menu. Whenever you add a new link to the course menu, it appears at the bottom of the list. You will learn how to reorder the links later in this lesson.
Selecting Tools

Before moving to Step 2: Add tools and blank pages, first consider which tools are best for your course. Here’s a checklist that can help guide you through the tool selection process. You want to limit the amount of links on the course menu so you don’t overwhelm students, so select the tools you plan to use most frequently. (all Blackboard tools are not listed here, and some of them might not be effective for your needs, but it’s a good starting list!). You will notice in this course that we have hidden the links for the tools we do not use. However, you will have access to them in your practice course.

<table>
<thead>
<tr>
<th>Tool</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Announcements</td>
<td>Post announcements visible to all students.</td>
</tr>
<tr>
<td>Calendar</td>
<td>Post dates for assignments, quizzes, and other course activities.</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Provide students with access to chat and virtual classroom sessions.</td>
</tr>
<tr>
<td>Contacts</td>
<td>Post information about the instructor, teaching assistants, or guest speakers.</td>
</tr>
<tr>
<td>Discussion board</td>
<td>Encourage online discussions and class community.</td>
</tr>
<tr>
<td>Journals, blog, and wikis</td>
<td>Provide areas for self-reflection, collaboration, and the sharing of information.</td>
</tr>
<tr>
<td>Email</td>
<td>Provide an email system that sends messages to users’ external email addresses. Note - we do not use this!</td>
</tr>
<tr>
<td>Glossary</td>
<td>Provide your students with definitions to key terms.</td>
</tr>
<tr>
<td>Groups</td>
<td>Assign students to group activities.</td>
</tr>
<tr>
<td>Course messages</td>
<td>Provide private internal email system to allow students to communicate with you and each other.</td>
</tr>
<tr>
<td>My Grades</td>
<td>Allow students to view their grades.</td>
</tr>
<tr>
<td>Portfolios</td>
<td>Allow students to create portfolios of their work that they can share with others.</td>
</tr>
<tr>
<td>Roster</td>
<td>Provide students with a searchable list of students in the course.</td>
</tr>
<tr>
<td>Tasks</td>
<td>Provide students with a task list that contains items, their status, and their priority.</td>
</tr>
<tr>
<td>Tools Area</td>
<td>Provide a link to the Tools page where students select the tool needed.</td>
</tr>
</tbody>
</table>
Creating Content Areas

Now let’s look at the steps for creating a content area. Remember, you may add as many content areas as you choose to help students navigate through your course material most effectively.

1. Before you build content, first add a content area to the course menu.

2. Most courses initially contain several default content areas, such as Course Information and Assignments. These default content areas are empty, and you can choose to add content to them, rename them, or delete them. It’s best to eliminate links you will not use to present students with an uncluttered course menu.

3. Some of the course design templates that Blackboard provides can be a good starting point to give you ideas for categories and their names.

   1. Change **Edit Mode** to **ON** and point to the plus sign above the course menu. The **Add Menu Item** drop-down list appears.
   2. Select **Content Area**.
   3. Type a **Name** for the new content area.
   4. Select the **Available to Users** check box.
   5. Click Submit.
Link Organization

Now let’s organize these links. You can move the links you just created to put them in any order you want—whatever will make them the easiest and most intuitive for your students to use. You can reorder your links by either using the drag-and-drop function or the keyboard accessible reordering tool. You can also rename a link and alter its availability to students, and add sub headers and dividers.

A. Use the Drag and Drop to reorder links.

B. Or, use the keyboard shortcut tool (this works great!)

C. Access a link’s contextual menu and select **Rename** to change its title. Select **Hide Link** to make it unavailable to students, and **Show Link** to make it available to students. (Note: If you **Delete** a content area, all content items within it are also permanently deleted. This action is final.)

D. With **Edit Mode** set to **ON**, an unavailable link title appears with a square with a diagonal line through it—students do not see the link on the course menu.
Your Course Style

You have quite a few choices in Blackboard to determine how your course appears to students. You can:

- Select a course structure template to start building your course quickly.
- Select which page your students see when they enter your course.
- Determine the theme.
- Control how the course menu appears.
- Decide how icons are used.
- Add a banner image to welcome them.

This can be a creative and fun part of designing your course. Experiment with themes, colors, and many other forms of customization to express what you would like to your students. Students appreciate when they feel an instructor has put time and thought into designing their class for them, and one way to do that is to create a course style specific to you and your course.

To customize your course style, on the Control Panel expand the Customization section and select Teaching Style.
Course Theme

You can also select a course theme from the Teaching Style page. Course themes add a background image to the course display and change the color of the user interface, including the course menu, buttons, and controls. This is your chance to be creative with the visual design of your class! Use the scrollable list to select the appropriate course theme from the thumbnail sample images. You can change the theme again at any time. Themes do not affect course content or a chosen course structure. You can change your course theme from any page of your course by pointing to the Change Course Theme icon above the content frame (see arrow above). A drop-down list displays all the available themes. Click a theme to select it. The new course theme appears immediately.

Select a Menu Style

You can display the links on the course menu as text or buttons, and select colors. Experimenting with these elements can make you more comfortable with using Blackboard, and besides, it's fun! Make sure any design choices don’t hamper the ability for the students to easily navigate the site (how many black background websites have you seen that are impossible to read?).
Presentation Options

In this lesson we will focus on various options you have for organizing and presenting content. You can present content in four locations:

- **Content areas**: Highest-level containers for content, accessed on the course menu.
- **Learning modules**: Containers used to organize and package course content, accessed from a table of contents.
- **Folders**: Containers that can be added to the other types of containers listed here to further organize content.
- **Lesson plans**: Containers that can hold lesson profiles, instructional objectives, etc.

<table>
<thead>
<tr>
<th>Where is it located?</th>
<th>Content Area</th>
<th>Learning Module</th>
<th>Folder</th>
<th>Lesson Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>On the course menu</td>
<td>Typically inside a content area, but you can place it inside another type of container.</td>
<td>Inside one of the other containers or inside another folder.</td>
<td>Typically inside a content area, but you can place it inside another type of container.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How can you organize content?</th>
<th>Content Area</th>
<th>Learning Module</th>
<th>Folder</th>
<th>Lesson Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>You can choose the order the content is presented in, but users can access any item in any order.</td>
<td>You can choose the order the content is presented in. You can specify that it must be viewed sequentially or allow users to view it in any order.</td>
<td>You can choose the order the content is presented in, but users can access any item in any order.</td>
<td>You can choose the order the content is presented in, but users can access any item in any order.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Can you create folders within it?</th>
<th>Content Area</th>
<th>Learning Module</th>
<th>Folder</th>
<th>Lesson Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adaptive release?</th>
<th>Content Area</th>
<th>Learning Module</th>
<th>Folder</th>
<th>Lesson Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>You cannot apply adaptive release* for the entire content area itself. You can apply it to items in the content area.</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table of contents?</th>
<th>Content Area</th>
<th>Learning Module</th>
<th>Folder</th>
<th>Lesson Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>
How to Organize Your Content

You will probably organize your content into weeks or lessons (also called modules, chapters, or units). As you move forward experimenting with the different types of containers to hold your content, consider the following two options, content organized chronologically or by Content Area:

<table>
<thead>
<tr>
<th>Each week/lesson appears on the course menu as a link</th>
<th>Course organized by Content Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Week 1</td>
<td>• The content is all in one content area, organized with folders, lesson plans, and learning modules</td>
</tr>
<tr>
<td>• Week 2</td>
<td></td>
</tr>
<tr>
<td>• Week 3</td>
<td></td>
</tr>
</tbody>
</table>

Learning Modules

A learning module is an organized collection of content presented together. You can use a learning module to support a course goal, a course objective, a subject, a concept, or a theme. You can offer elements in a Learning Module that must be viewed in sequence when understanding a concept sequentially is important and a specific sequence is required to understand the whole. Alternatively, you can allow students to explore the content in a learning module in any order and at their own pace. In a Learning Module you can also determine if students will see a table of contents or not.

Content within a learning module is added, managed and modified just like content in a content area. The learning module is a shell or container to which other content such as files, tools, and assignments is added. The value of creating learning modules lies in the ability to integrate related content and activities, providing a rich, interactive learning experience for students.
You can include the following in a learning module:

- Content items
- Files
- Folders
- Web links—links to websites
- Mashups—links to multimedia viewed inside your course
- Tests and surveys
- Assignments
- Discussion board forums
- Other tools

How to Add a Learning Module

When you add a learning module, it is an empty shell. In the example below, the Introduction (A) is the first page of the learning module, and it appears in the content frame. Because this content must be viewed in sequence, the next page in the table of contents is an active link and is the only page that students can access after reading the introduction. If you do not enforce the viewing sequence, students can access content by clicking any of the active links in the table of contents. Below, a student is viewing the Venus (B) page first.
Adding Content

Adding content to a learning module is similar to adding content to a content area, folder, or lesson plan. Learning Modules are flexible and creative shells with multiple options - you can add content items, files, web links, and tests. In addition, consider adding activities and tools that promote interactive learning and collaboration. For example, you can add assignments or group projects to give students an opportunity to apply what they have studied in a learning module. Or, you can add collaboration tools, such as chat sessions and discussion board forums, where students can brainstorm and share their ideas about topics presented in the learning module.

Click on a learning module's title to begin adding content. Use the functions on the action bar to add a full range of items and tools. In our example, the Build Content drop-down list offers many choices. You can also use the Assessments, Tools, and Publisher Content functions to create a robust learning module.
TESTING & ASSIGNMENTS
Overview

After completing this lesson, you will be able to create a test, specify test settings, and add question types.

The first stage in the test lifecycle is to create the test.

When you create a test, you will complete the following four steps:

1. Add the test.
2. Specify the question settings.
3. Add the questions.
4. Order the questions.

Adding a Test

Use the following steps to access the tests tool.


The Tests page displays all existing tests. On the action bar, click Build Test to add a new test.
When you add a test, you provide basic information that students see, including:

- Name of the test.
- Description, which appears under the title in a content area, and at the top of the test once a student starts to take it.
- Instructions, which appear at the top of the test after it is started.

For the Instructions and Description, you can use the content editor functions to format the text and include files, images, web links, multimedia, and mashups. Students will also see forced completion settings and timer settings descriptions.
The Test Canvas

After adding the test information, the Test Canvas appears. It displays the test name, description, and instructions.

Accessing the Test Canvas

If you have started to design a test but need to finish your test building activity at a later time follow these steps:

3. Access your existing test’s contextual menu and select Edit.

If you have already deployed a test in a course area, and would like to edit your test, access the course area contextual menu and select Edit the Test.
Adding Questions

The next step is to add the questions to your test. The process is similar for each question type. All question types are chosen on the Test Canvas using the Create Question drop-down list on the action bar. The question types are listed in alphabetical order.

For each question, you must add, at a minimum, the following:

- Question text
- Answer
- Point value

Depending on the question settings you selected, you can add more information for each question. For example, you can also select the display order for the answers of a specific question. You can also associate rubrics with Essay, File Response, and Short Answer questions.
Test Availability Options

In addition to making the test available to students, you can select other availability options based on your pedagogical requirements.

<table>
<thead>
<tr>
<th>Consider this option</th>
<th>If you want to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make the Link Available</td>
<td>Select Yes to make the test available to students. The default setting is No. If you select a display date (see Display After and Display Until below), this setting is used in conjunction with the link availability setting.</td>
</tr>
<tr>
<td>Add a New Announcement for this Test</td>
<td>Select Yes to announce the availability of a test. The announcement text is generated automatically and includes the test location.</td>
</tr>
<tr>
<td>Multiple Attempts</td>
<td>To permit students to take the test more than once, select Multiple Attempts and choose whether to Allow Unlimited Attempts or select and specify a Number of Attempts. Use the Grade Center settings to determine which score to use. Left unselected, students are allowed one attempt at the test.</td>
</tr>
<tr>
<td>Force Completion</td>
<td>Force completion allows you to require students to take the test the first time it is launched without saving it and returning to it later.</td>
</tr>
<tr>
<td>Set Timer</td>
<td>Select this check box to set a time limit for finishing the test. Warnings appear as students approach the time limit. Selecting this option also records completion time, which is available in the Test Information section when the attempt is complete. <strong>NOTE</strong>: If a student saves and exits the test, the timer continues. For example, he begins the test on Tuesday, saves, and exits. Then, he</td>
</tr>
</tbody>
</table>
completes it on Thursday, making the completion time 48 hours. If you set the timer, turning Auto-Submit on saves and submits the test automatically when time expires. Leaving it off allows students to continue beyond the time limit. All students’ times are recorded, and a timer is visible to them during the test.

| Display After and Display Until | Displays the test on a specific date and time and stops displaying it on a specific date and time. Select the Display After and Display Until check boxes to enable the date and time selections. Type dates and times in the boxes or use the pop-up Date Selection Calendar and Time Selection Menu to select dates and times. |
| Password | Select to set a password requirement for students to access the test. Passwords are limited to 15 characters and are case-sensitive. |
| Test Availability Exceptions | Select one or more groups of students and make a number of exceptions to the already established availability settings. Use exceptions to provide an accommodation to a disabled student, or provide accommodations for technology and language differences. You can create exceptions for:  
  - Number of attempts  
  - Timer  
  - Availability  
  - Force completion |

On the Test Options page, you can select other options for assigning a due date, turning a test into a self-assessment, including feedback, and determining how the test is presented. If you navigate away from the Test Options page, click a test’s contextual menu and select “Edit the Test Options.”
How to Create an Assignment

1. Change Edit Mode to ON and access the course area where you want to create the assignment.
2. On the action bar, point to Assessments to access the drop-down list and select Assignment.
3. On the Create Assignment page, type a Name. Students click this name in the course area to access the assignment.
4. In the Instructions box, you can format the text and include images, links, multimedia, mashups, and attachments using the functions in the content editor. Attachments you add using the content editor can be launched in a new window and have alternate text added to describe the attachment.

Be sure to remind students to attach any required files to the assignment before clicking Submit. Inform students that their assignments are not completed until they are submitted. You might also tell them that they must contact you if they submit the wrong file, forget to attach a file, or have any other problems so that you can reset the assignment attempt.

5. Optionally, in the Assignment Files section, attach a file using Browse My Computer, Browse Course, or Browse Content Collection. Type a Link Name. This name appears in the course area. If you do not provide one, the file name is used as the link name.
6. Type Points Possible.
7. Optionally, associate a rubric by pointing to Add Rubric to access the drop-down list. Rubrics are a way to create criteria for evaluating student performance on assignments. To learn more, see Rubrics.
8. Select the check box to Make the Assignment Available.
9. Select the appropriate option for Number of Attempts. You can allow students to submit an assignment more than once, and receive comments and a grade for each submission. If you allow more than one attempt, the Grade Center uses the most recent attempt. You can select a different attempt for the score by editing the column in the Grade Center.
10. For Limit Availability, you can set the assignment to display on a specific date and time and stop displaying on a specific date and time. Select the Display After and Display Until check boxes to enable the date and time selections. Type dates and times in the boxes or use the pop-up Date Selection Calendar and Time Selection Menu to select dates and times. Display restrictions do not affect availability, only when the assignment appears.
11. Optionally, select a Due Date. Due dates are used to organize and assign gradable items to grading periods in the Grade Center. If a student submits an assignment after the due date, the submission is identified as late on the Grade Assignment page. Students will see it marked late on their Review Submission History pages.
12. In the Recipients section, select the All Students Individually option.
13. Click Submit.
Presenting Assignments

You have a number of options for presenting assignments. Please review the following options and consider which approach best meets your needs.

Option A: Add all assignments to one content area.

How it works:

Create an Assignments content area and create all of your assignments there.

Suggested use:

This option keeps the creation process simple and helps students quickly access all assignments for the course in a list.

Option B: Add assignments to different content areas in close proximity to related course content.
Option B: Add assignments to different content areas in close proximity to related course content.

How it works:

You can add assignments to various content areas for your course. For example, you can create content areas for each week of your course where students see the week’s overview, reading materials, lecture, and the assignment.

Suggested use:

For a fully online course, this method is a really effective way to integrate assignments with course content, and provide everything students need for a unit of study on a single page.

Option C: All assignments are created in one location, such as the Assignments content area. Course links to assignments are also added in other content areas, folders, or learning modules.
How it works:
The *Assignments* content area provides a single location for instructors to access and update assignments, while the links in the other areas allow you to present assignments alongside course content. Although this option does require an extra step, it accommodates different course-usage styles and creates an integrated, cohesive learning experience.

Suggested use:

This option is most appropriate for instructors teaching robust, fully online courses. Editing assignments is easy for instructors, and students still have convenient access to assignments in (for example) a weekly lesson plan.

Editing Assignments

Any assignment can be edited after it has been created. The order of assignments can be changed within a content area using the drag-and-drop function or accessing the reorder icon. Both options are shown in the image below:

Assignments can be edited to change the name, instructions, availability, and add/delete of file attachments. You can also manage the assignment to apply adaptive release, tracking, metadata, and review status. Select **Edit** from the assignment options options menu to make these changes.
Moving and Deleting Assignments

You can also move your assignments from one location in the course to another. This will remove it from the original location. Assignments cannot be copied. Assignments can be deleted directly from the assignment options menu. **Warning:** Deleting an assignment will also delete all submissions from the course.

Assignments can be deleted directly from the assignment options menu. **Warning:** Deleting an assignment will also delete all submissions from the course.
GRADING, RETENTION & RUBRICS
The Grade Center

The Grade Center allows you to view all assignments, submissions, and availability information and scores in one location. Bb's Grade Center is similar to the Gradebook in ANGEL. The Grade Center can be sorted by a variety of columns, and ungraded submissions are flagged with an exclamation mark. It is located in the Control Panel.
The Needs Grading Page

All ungraded items can be viewed in the Needs Grading section of the Grade Center.
The Needs Grading page will display all ungraded items and provide additional information on each submission such as the user name and date submitted. You can sort items by clicking on the column name.

Grade All - Selecting Grade All on the action bar allows you to begin grading each ungraded assignment or item. The first ungraded item will open and once it is graded you can move to the next ungraded item. Choose the Exit button to return to the Needs Grading page.

Filter - Select Filter on the action bar to access filter options such as Category, Item, User, or Date Submitted. Make your selections and then click the Go button.


By choosing the actions menu next to an item name, two grading options are available:

1. Grade All Users - Each ungraded submission for the selected item will be opened with the student’s name visible.
2. Grade Anonymously - Each ungraded submission for the selected item will be opened, but student names are not displayed.
Editing & Overwriting Grades

Most changes to a student’s grade can be made on the Grade Details page. Click Grade Attempt to adjust the scores for one or more questions. After saving changes, the test’s score updates automatically in the student’s cell in the Grade Center. The new score is also recorded on the Grade History tab.

If you need a student to retake a test for any reason (it may have crashed halfway through, etc.) click Clear Attempt to allow a retake. The Ignore Attempt function allows an instructor to cancel an attempt’s score in a student’s grade calculations. The submission will then not count towards the maximum number of attempts.

<table>
<thead>
<tr>
<th>Attempts</th>
<th>Manual Override</th>
<th>Column Details</th>
<th>Grade Hist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Created</td>
<td>Date Submitted (or Saved)</td>
<td>Value</td>
<td>Feedback to User</td>
</tr>
</tbody>
</table>
Overriding Grades

Use the override function to ignore the results of all previous attempts and instead display a grade you manually enter. The override grade takes precedence over all other grade entries, including attempts submitted after the instructor enters the override grade. Go to the Manual Override tab and type a grade in the Override Grade box. The new grade is then shown in the Grade Center column with an override icon in the cell’s corner to indicate that the grade has been modified.
Grade Details

User Chris Casper (ccasper)  Column Chapter 3 Test

Current Grade: 50.00 out of 50 points

Grade based on Last Graded Attempt
Due: None
Calculated Grade 48.00

View Attempts
Grading Assignments

Opening an assignment submission displays the grading screen. Here you will enter the student's score, view submission text and comments, provide feedback, and open or add attachments. Blackboard Learn refers to assessing assignments via the grading screen as inline grading.
The grading screen has several components:

**Assignment Details**: Toggle this option to see the assignment instructions, due date and score statistics.

**Attempt**: Add the score for this submission in the dialog box. The points possible are also shown here. Once the assignment is graded and the Submit button is clicked, the points will also display in the Grade box.

**Grading Notes**: Comments, notes and file attachments can be posted to the assignment submission, however none of this content will be visible to the student. This option can be used to save notes before a final grade is posted. Make sure that if you want the student to see your comments, that you use the Comments box (Grader Feedback) below and NOT the Grading notes box.

**Submission**: Files attached to the assignment by the student will appear here. Select one of the files and it will appear in the viewer window on the left side of the grader screen. Files will be converted to a supported document type to be visible in the viewer window. Supported document types include Word (.doc, .docx), PowerPoint (.ppt, .pptx), Excel (.xls, .xlsx) and .pdf. Other file types will be prompted for download.

**Comments (Grader Feedback)**: Leave comments regarding the assignment and the score here. All grader feedback comments will be visible to the student.

All comments, notes, scores, etc. are saved upon Submit. You can also Save as Draft, which will not post the score to the Grade Center.
Attaching Rubrics to Assignments

Note: *All grading rubrics created in ANGEL will be available in your migrated course.*

Once you have created or imported a rubric it can be attached to an assignment for use.

1. Edit the assignment that will be using the rubric.
2. In Step 3: Grading, click the Add Rubric button and choose Select Rubric from the menu.
3. Check the name of the rubric you want to use. Once submitted for use, you should see the name of the rubric on the edit assignment page.

Attached rubrics can be edited, viewed or deleted from an assignment. You can also allow students to view the rubric or keep it invisible.

*Note: Students will not see any feedback within a rubric if the rubric is not made visible to students.*

**Grading Assignments with Rubrics**

In Bb you can add comments to the rubric that are visible to the student.

To grade an assignment using a rubric, go to the Grade Center and open a submission that requires grading.
1. In the **Attempt** box, click the rubric icon as shown in the image below:

![Image of Grade Assignment: Assignment #2 - Grading Assignments](image)

2. The Rubric Detail window opens, displaying the rubric. Use the radio buttons to select the proficiency level for each category in the rubric. When a radio button is clicked, a feedback box will open where you can leave comments. The rubric will calculate points towards the score as you make your selections.
You can also leave additional comments within the feedback box. Remember that students will **not** see this feedback if you did not specify in settings that the rubric will be visible to students. The feedback you leave within the rubric detail page is different from the Grader Feedback comments directly within the assignment submission page.

3. Click the **Save** button to save the rubric. The score from the rubric will be updated on the assignment submission page. Edit the rubric by clicking the rubric icon in the **Attempt** section.
Retention Center

The Retention Center provides an easy way for you to discover which students in your course are at risk. Based on preconfigured rules and rules you create, students’ engagement and participation are visually displayed, quickly alerting you to potential risk. From the Retention Center, you can communicate with struggling students and help them take immediate action for improvement.

You can begin using the Retention Center features immediately—no setup required.

The Retention Center replaces the Early Warning System feature with easy workflows, while retaining all existing Early Warning System data and rules.

Access the Retention Center

The Retention Center is automatically on and immediately visible in your My Blackboard menu, and also accessible in the Evaluation section of a course's Control Panel. The information in the Retention Center is for instructors only and is not seen by your students.

The Retention Center Page

Click the colored bar preceding the table to display a summary of the at-risk students in your course. Click a colored section to access more information. You can drill in further by clicking links in the pop-up boxes. For example, in a grade alert box, you can click the displayed number to access a list of students triggering the alert.
Note that you can access students and their observers from the Notify drop-down list from more than one spot in the tool. Observers are typically assigned to follow specific users in Blackboard Learn without interacting with the system, such as parents or counselors. Observers are able to view the course and track student progress.

Email notifications you send have a default subject and message that you can edit. If you are sending an email to more than one recipient, the list is not revealed to the group.

At-Risk Table

The main table displays which students are at risk in one or more of four categories:

- Missed Deadlines
- Grades
- Course Activity
- Course Access
STUDENT
COMMUNICATION
Online Communication

Building a sense of community among your students is an important key to successful online teaching. You can accomplish this by including online communication tools in course activities. These tools allow students to interact and engage in conversations with each other, helping to foster a collaborative virtual learning environment. As an instructor of an online course, your role is more of a facilitator and less of a lecturer. You set up and monitor online communication, but do not necessarily lead it or impart all of the knowledge. Students in fully online courses typically do not meet face-to-face, while students and instructors in web-enhanced courses often meet at scheduled times throughout the term. In both types of learning environments, you can use online communication tools to:

- Reinforce and review information already presented in the course material.
- Provide an additional medium for collaboration.
- Encourage learning beyond time and space constraints.

Whether you are teaching a fully online or web-enhanced course, effective online communication helps students exchange ideas, work collaboratively, and achieve more comprehensive levels of learning. Benefits for student learners in an online learning community are varied and substantial. As students work with others toward a common goal, they are often more motivated and interact with others more regularly. Students’ concern toward the end result is often increased and contributes to an increase in completed assignments. They can also attain higher retention of course content and acquire higher level critical thinking skills.

Online Environments

Communication in online and web-enhanced learning environments can take place in:

- A synchronous environment: Students and instructors have instantaneous or real-time interaction, such as in a chat room where everyone is online at the same time to type questions, responses, comments, interview each other, or hold team work sessions. A guest speaker can also hold a session for lecturing and question-and-answer sessions. Communication takes place like a conversation. (A Skype video call is a good example of an synchronous online environment).

- An asynchronous environment: Interactions occur over extended periods of time, which allow for more flexibility and reflective communication. The discussion board, email, announcements, course messages, journals, blogs, and wikis are asynchronous tools. Though there is a lag time between the initial message or entry and the answer or feedback, it is important to inform your students how often you will check each tool and when they can expect your responses.
Asynchronous Communication Tools

Below is a discussion of the different asynchronous tools available for your use in Blackboard.

Announcements

You can use the Announcements tool to welcome students and post course news and reminders. In a web-enhanced course, you can also use Announcements to notify students about schedule changes and class cancellations. You can use Announcements to post the course activities and performance expectations for each week, unit, or module. Picking one day of the week where you post new announcements about course information can be helpful for both you and your students.

NOTES:

- Announcements do not display in their entirety – perhaps add a “click here to read more” in the subject line.
- You can set announcements up to release as the term progresses – before the term even starts – using time release.

Email / Course Messages

Email may be the most important tool in an online learning environment. Because email is convenient, most instructors rely on it as the default mode of communication with students. Email has the advantage of being both asynchronous—students access when they have time—and immediate—if students check their mail regularly. It is extremely important in an online class for the instructor to answer student emails promptly and consistently, since this is their primary means of communicating with their instructor. It is also crucial to impart to students that they MUST check the relevant email address (related to their Blackboard account) regularly to keep up with pertinent class information.

You will send all emails to course members using the Course Messages tool. You must be logged in, however, to send or receive messages. The advantage of the course messages tool is that external factors will not affect course communication. Also, both incoming and outgoing messages are saved in the course. On the other hand, students are not notified if they receive a new messages, so unless they make routine checks for new messages within the course they will not see them. The course messages tool does offer safe and secure communication without revealing personal information such as email addresses. In the most recent Blackboard update, Course messages will appear on the Home page as a nugget, much as they did in Angel. Here instructors and students will be able to communicate through email.
NOTES:

To have courses messages forwarded to your email account, go into notifications and set them to forward to your RCC address.

Go to your profile:

... and then make sure you have course messages go to your email.

<table>
<thead>
<tr>
<th>NOTIFICATION DESTINATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email: sbrett@org废物.edu</td>
</tr>
<tr>
<td>Note: 7300701</td>
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</table>

<table>
<thead>
<tr>
<th>SETTINGS</th>
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<td>On/Off</td>
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Just a note; there is a 20 minute delay in sending any notification from your course to your email, so it's not instant!
Discussion Board

The discussion board is ideal for encouraging interaction, exchanging ideas, and building a sense of community among students. It is also a key communication tool for students to work on group projects and assignments. You can moderate, evaluate, and grade discussion posts. You can also invite subject matter experts or guest speakers to participate in discussion threads.

NOTES: You need to click “Create Thread” to start a post.

Etiquette Guidelines

It is important to provide specific guidelines and establish clear parameters for discussion etiquette initially so students know what your expectations are. You can model proper online interaction and reinforce appropriate behavior with public recognition. Requiring formal writing style can add to the quality of the forum. Some discussion forum guidelines for students are outlined below:

<table>
<thead>
<tr>
<th>Guideline</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use descriptive subject lines</td>
<td>Make threads easy to follow and scan.</td>
</tr>
<tr>
<td>Use formal writing style and links</td>
<td>Write posts using full sentences and avoiding slang. Your audience is reading on-screen and may have several messages to read, so use attachments or link to websites for long, detailed information.</td>
</tr>
<tr>
<td>Stay on topic</td>
<td>Your message needs to adhere to the topic at hand. If it does not, find a suitable forum or start a new thread.</td>
</tr>
<tr>
<td>Make a valuable contribution</td>
<td>Back up statements, such as “I do not agree” or “Good point” with rationale or evidence.</td>
</tr>
<tr>
<td>Respect others</td>
<td>Be respectful of others’ opinions and remember the golden rule—to treat others as you want to be treated.</td>
</tr>
</tbody>
</table>
START OF TERM / END OF TERM
Pre-Term Procedures

Before the start of each term, faculty are responsible for copying content into each of their courses. You can copy content from either your master or another existing course, such as a previous term shell.

IMPORTANT: If you do not copy your content, you will not have the material you need to teach your course. Note that you won't be able to build your course until Rogue Online Support has built your term shells 30 days before the term; check the Deadlines in the Institution calendar for exact dates, or check for an email from Rogue Online Support.

Copy Content

To copy content from an existing course or master, follow these steps:

1. Click into the course you wish to copy (NOT the shell you wish to copy content into)
2. Expand Packages and Utilities
3. Click Course Copy
4. Under Select Copy Type, choose Copy Course Materials into an Existing Course
5. Under Select Copy Options, click Browse to find the shell into which you wish to copy content, or type the 7-digit course ID (CRN) for your course
6. Click Submit
7. Under Select Course Materials, click Select All (or customize the checkboxes)
8. Scroll through the checkboxes until you come to Discussion Board; underneath, you will see two radio buttons
9. Select the radio button that says Include only the forums, with no starter posts
10. Under File Attachments, select Copy links and copies of the content (include entire course home folder)
11. Check one last time that you're copying from the correct course into the correct shell
12. Click Submit
13. Once you receive the automated email that the copy has finished, explore your course to make sure the content copied successfully

WARNING: If you copy a course into the same term shell more than once, you will create duplicates of your content. To avoid this, blank the term shell before re-copying.

Rebuild Course Menu

After copying your course, some of the changes you've made in the course menu—such as tool links you've added or links you've renamed—may disappear. Your course theme (colors, button styles, etc.) may not come across either. This is due to a known issue in Blackboard.

Don't worry, though: the content is still intact, and the links can be rebuilt, the theme reapplied. To rebuild the links, mouseover the plus sign in the upper left of the course menu. To reapply the theme, use the color swatch icon in the upper right of the course (near the Edit Mode button).
How to Blank a Shell

If you copy or import into your term shell incorrectly and need to re-copy or re-import content, you must first blank the shell. If you do not blank the shell before re-copying or re-importing, you will create duplicates of your content.

To blank the shell:

I. Bulk Delete Content

1. In the term shell you wish to clean, expand Packages and Utilities
2. Click Bulk Delete
3. Make absolutely certain you're in the correct shell; the course menu should tell you the course title and section number
4. Checkmark all content you wish to delete (usually everything)
5. In the Confirmation field, type Delete
6. Click Submit

II. Clear Content Collection

1. In the course shell, click Content Collection in the course menu
2. Click the content collection for your course; it's usually the first in the list and named after your course's CRN
3. Select all files
4. Click Delete

III. Clean Course Menu

1. In the course menu of your course, look for links marked with a box made of dotted lines; these dotted boxes signify empty content areas

2. Click the Action Arrow next to each empty content area
3. Click Delete

Now that the course shell is clean, you can re-import or re-copy the content you need.
Set Grade Center Due Dates

At the beginning of every term, faculty are responsible for setting due dates on course content. Due dates can be set manually, but Blackboard offers a more global approach to grade center due dates. Learn how to change all your deadlines at once by following the instructions below.

1. In the course you’re prepping for the term, expand Course Tools
2. Click Set Grade Center Due Dates
3. Review and adjust due dates as necessary

**Note:**
Using Set Grade Center Due Dates, you can set only the date something is due; you cannot set the time of day it is due. So if you use Set Grade Center Due Dates, the time of day will be set to the default.

Request Hybrids

If you’re teaching an in-class course but want online content within Rogue Online, you must notify Rogue Online Support to build a hybrid course shell. To send notification:

1. Log in to Faculty Resources
2. Under the Rosters heading, click Class
3. Click the term of the course
4. Click the course ID
5. Click Send Course to Rogue Online
6. Repeat this process for every section of every course you wish to enhance with online content

You will be notified as soon as your hybrid course is created.