

Blackboard Learn™ Instructor Guide for Release 9.1

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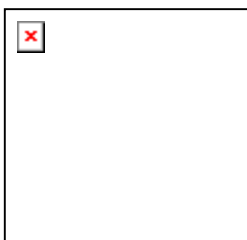
Worldwide Headquarters	International Headquarters
Blackboard Inc.	Blackboard International B.V.
650 Massachusetts Avenue NW Sixth Floor Washington, DC 20001-3796 USA	Dam 27 2nd Floor 1012 JS Amsterdam The Netherlands
+1 800 424 9299 toll free US & Canada	
+1 202 463 4860 telephone	+31 20 5206884 (NL) telephone
+1 202 463 4863 fax	+31 20 5206885 (NL) fax
www.blackboard.com	www.blackboard.com

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About the Blackboard Learn Instructor Guide

The *Blackboard Learn Instructor Guide* provides detailed information about creating and managing Courses. The community engagement capabilities of Blackboard Learn offer the same set of functions and features for managing an Organization.

How the Guide is Organized

The *Blackboard Learn Instructor Guide* begins by reviewing the teaching and learning environment for Instructors. The bulk of the guide details the functions available to Instructors through the Control Panel.

Guide Conventions

To make this Guide easier to use a number of conventions have been put in place.

Symbol	Description
Bold type	A button or field name.
Courier font	Text that users should type.
Italics in a title	Additional information in a title that may not be included on the Web page.
[r]	Required field

Using this Guide

This guide is intended as a reference guide. It is not meant to be read from cover to cover.

Guide Updates

This guide is updated periodically. Check the [Publication Date](#) to ensure that it is the most recent copy.

Welcome to Blackboard Learn

Introduction

The following are some things to keep in mind when using Blackboard Learn:

- System Administrators have the ability to disable certain tools within the application. If you encounter tools that you are unable to access contact your System Administrator.
- The openness of Blackboard Learn allows Instructors and Administrators to be very creative. The names for items in Blackboard Learn may differ from those in the documentation.
- Building Blocks allows Institutions to integrate external applications, tools, content, and services into Blackboard Learn.

The Blackboard Environment

The Blackboard environment includes:

- A page header that displays information about the current screen
- A control frame that allows quick access to common areas
- An action bar to manage the contents of a screen
- A menu area containing options that can interact with the screen
- A view toggle that allows specific users to edit the screen

Page Header

The page header displays information about the current screen. Its purpose is to orient the user.

Control Frame

The Control Frame contains navigation elements that allow the user to access the Institution home page, My Places, Help, and Logout.

Action Bar

The Action Bar provides actions such as Copy, Move, Delete and any functions relating to the screen. The Action Bar does not appear on Portal or Tab pages.

Menu Area

The Menu Area contains navigation elements that allow the user to access specific areas of a course or other parts of Blackboard Learn. The Menu Area changes depending upon where the user is in Blackboard Learn.

Edit Mode ON/OFF

The Edit Mode toggle allows a user to change the way they are viewing the content on screen. Switching the Edit Mode to ON allows users with certain Roles in the system to add, delete, and edit content and tools in the Course. Switching the Edit Mode to OFF displays the Course as students would see it. The Edit Mode toggle will only appear to those users who have permission to use it.

Tabs

Blackboard Learn and Blackboard Learn–Basic Edition include two common tabs for users:

Tab	Description
My Institution	The My Institution tab contains tools and information specific to each user's preferences. Tools and information are contained in modules. Users can add and delete modules from their My Institution tab. The System Administrator may restrict access to or require specific modules.
Courses	Users click a link from the Courses tab to access a Course, and the Course Catalog.

Users also have access to the following tabs with the Blackboard Learn - Community Engagement:

Tab	Description
Community	The Community tab lists Organizations specific to each user, the Organization Catalog for the Institution, and Institution Discussion Boards. Users click a link from the Community tab to access an Organization.
Services	The Services tab contains links to other institutional offerings outside of the Blackboard Learn. The links are set by the System Administrator.

In addition, Blackboard Learn - Community Engagement enables the Institution to create custom tabs and present different tabs to users based on Institution Roles.

See Also

- [Blackboard Learn Components](#)
- [Courses](#)
- Menu Area
- [Course Map](#)
- [Control Panel](#)
- [Course Roles](#)

- [Course Groups](#)

Blackboard Learn Components

The Blackboard Learn user interface is made up of components that allow users to easily navigate, enter data, edit items, and change options within Blackboard Learn.

Blackboard Learn Components

Blackboard Learn Component	Description
Menu Area	The Menu Area contains navigation elements that allow the user to access specific areas of a course or other parts of Blackboard Learn. The Menu Area changes depending upon where the user is in Blackboard Learn.
Page Header	The page header displays information about the current screen. Its purpose is to orient the user.
Edit Mode	The Edit Mode toggle allows a user to change the way they are viewing the content on screen. Only certain Roles have access to this feature, such as Instructors and System Administrators.
Action Bar	The Action Bar provides actions such as Copy, Move, Delete and any functions relating to the screen.
Search	Helps to locate data in the system.
Selecting Dates	Explains the rules governing the selection of dates within Blackboard Learn.
Paging Options	Paging Options appear on Inventory Lists when there are more items that are viewed on a single screen. These options can be edited.
Data Collection	The Data Collection screen collects data from the user. Fields are grouped together according to relevance and are presented in procedural order.
Content List	The Content List displays a list of content for presentation in the Course.
Inventory List	The Inventory List Screen displays individual items, such as Students or Courses.

Blackboard Learn Component	Description
Content Module	The Content Module is a window that displays related data and/or links to other content within Blackboard Learn.
Contextual Menu	The Contextual Menu is denoted by a double "v" icon that links to flyout or drop-down list selection for options for a particular item within Blackboard Learn.

Courses

Courses contain content and tools for teaching and learning. The Instructor assigned to a Course oversees the Course through the Course Menu and Control Panel. While the Instructor has control over the Course, the Administrator can set overrides that restrict or require Course areas and tools.

A Course consists of the Course Menu and a content frame. The Course Menu links users to content and tools. The content frame displays content and tools.

Organization Web Sites

Organization Web sites function in the same way as Courses. The Organization Manager uses the same Control Panel that appears in Courses to provide an online environment for the Organization. Organizations are only available with Blackboard Learn - Community Engagement.

Functions

The table below includes information on the components of a Course that are added using the Course Menu. The names of the areas changed by the Instructor or the System Administrator.

Area	Description
Content Area	Content Areas can contain a wide-range of content items including: Tests , Assignments , Learning Modules , and multimedia files.
Tool Link	A Tool Link is added anywhere in the Course allowing access to a specific tool such as Blogs, Email, the Course Calendar, Announcements and more.
Course Link	Link to Course Objectives, Content Management, and Library e-Reserves .
External Links	External Links connect users to learning materials outside of the Blackboard Learn.
Module Page	Module pages are customizable pages that contain any number of interactive elements. These elements are tools such as a dictionary or calculator, or can report and display user specific information such as grades, alerts, and tasks.
Subheader	Adds a dividing line with text to the elements on the Course Menu that is dragged and dropped into place.
Divider	Adds a dividing line to the Course Menu that is dragged and dropped between

Area	Description
	elements

Course Menu

About the Course Menu

The Course Menu appears on the left side of a Course and contains links to materials and tools within the Course. The Instructor can customize the appearance of the Course Menu and the content and tools available to users.

Two views may be made available to users; if both views are available users may toggle between them:

- **Quick View** – Displays top-level of Course materials. Links may be displayed as buttons or text.
- **Detail View** – Displays Course materials as seen in the Map. This view expands to show the hierarchy of Course navigation.

A Tools Panel appears as part of the Course Menu. This box may contain links to the Map, Communication tools and/or Course Tools. Links to tools may also be added to the main part of the Course Menu so they appear in the Detail View or the Map.

The size of the Course Menu frame may be adjusted. Hold the mouse over the border that marks the right side of the Course Menu, an arrow pointer appears. Use the mouse to drag this border and expand or contract the frame.

Information about when the Course Menu was last refreshed is also available in the Course Menu. Hold the mouse over the Refresh icon to view the date and time the menu was last refreshed. In the Detail View the date and time information appears at the bottom.

View new Content

When content is added to the Course Menu or the Map it takes 20 minutes for it to cache; this means that new content in the Course Menu and Map does not appear for 20 minutes. To view content within the first 20 minutes it has been added click **Refresh**.

Set up Menu display options

The Instructor can make the Quick View and/or the Detail View available within a Course. Follow the steps below to change the view:

1. Select **Course Style** on the Control Panel.
2. Select **Manage** on the Course Style page.
3. Select a default view for the Course Menu.

Administrators control the default of the Course Menu for the entire system. This does not limit the Instructors ability to make changes within their Courses; it only dictates the appearance of the default Course Menu.

Note: The Map may appear with a different color scheme when accessed from Quick View. When Quick View uses text links (not buttons) the color of the links may be edited. If the color is edited, the color of items in the Map will appear the same as the text links.

Set up Tool box display

The Tools Panel may be set to display links to Course Tools, Communication tools, and/or the Map. The display of the Tools Panel is managed separately for the Detail View and the Quick View. This allows Instructors to set up the Tools Panel differently in the two separate views.

Follow the steps below to set up the Tools Panel display for the Quick View:

1. Select **Course Style on** the Control Panel
2. Select **Manage Tool Panel** on the Course Style page.
3. Select **Quick View Tool Panel Options** or **Detail View Tool Panel Options** on the Manage Tool Panel page.
4. Select which links to display in the box and enter a name to appear in the header. If no options are selected, the Tools Panel does not appear in the Course Menu. If **Header Name** is left blank, no header appears in the Tools panel. The background and text color for the header may also be selected.

Map

About the Map

The Map is a collapsible tree directory that is used for navigation within a Course. The Map may be viewed from the Course Menu, Collaboration Sessions, the Performance Dashboard and as a selection window. Information about when the Map was last refreshed is also available at the bottom of the map.

View the Map from the Course Menu

The Map may be opened from the Display View and the Quick View of the Course Menu. Select **Map** in the Tools Panel on the Course Menu to open the Map. All available content and tools appear within the Map.





When the Map is viewed from the Course Menu, the Instructor views the Course content as a user. For example, if an item is made available to a group through an Adaptive Release rule, and the Instructor is not part of the Group, the item will not be visible to the Instructor through the Map.

View the Map from the Performance Dashboard

When the Map is viewed from the Performance Dashboard, the availability of items, tools, and Review Status for the specific user is displayed.

Select the icon in the Adaptive Release column to view the Map for a specific user. The availability of each item and the Review Status for the user selected is indicated.

This following table includes a description of the icons used in the Performance Dashboard:

Adaptive Release and Review Status icons:	
	Visible – this item is visible to that Course user.
	Invisible – this item is not visible to that Course user.
	Reviewed – this item has been marked as Reviewed by the Course user.
	Not Reviewed – this item is displayed as Not Reviewed to the Course user.

View the Content Map from a Virtual Classroom

The Content Map is similar to the Map, except the tree directory only displays available Content Areas; it does not allow users to navigate to other Course areas, such as tools. To open the Content Map, select Content Map in the Classroom Tool box of a Virtual Classroom.

Use the Map as a selection window

Course areas and items may be linked to from different pages within a Course, such as the Add Announcement page and Add Course Link page. This selection process uses the Map, accessed by selecting the **Browse** button. The Map, accessed from these pages, displays all content items within a Course. Click a link in the Map to select an item or tool.

Control Panel

All Course administration is done through the Control Panel. This area is only available to users with one of the following defined Course Roles:

- Instructor
- Teaching Assistant
- Grader
- System Administrator

Find the Control Panel

1. Open a Course.
2. The **Control Panel** is underneath the Course Menu.

Functions

The Control Panel is comprised of the following areas:

Area	Function
Course Tools	Contains all the available tools that are added to a Course. Once added, these tools are administered from the Control Panel.
Course Links	When made available, provide links to other parts of the system such as Course Objectives and Content Management.

Area	Function
Evaluation	Provides tools for creating Tests, Recording grades, and tracking user performance and activity.
Users and Groups	List , enroll, edit, and delete users from the Course. Create and administer formal groups of students to collaborate on work.
Customization	Change the properties of the Course such as its name and availability, Guest and Observer status, tool availability, and the appearance of the Course.
Packages and Utilities	Import, Export and Archive the Course, Copy all or part of the Course, copy selected files to Content Management when available.
Help	Offers support contacts and online documentation.

Course Roles

Course Roles control access to the content and tools within a Course. Each user is assigned a role for each Course in which they participate. For example, a User with a role of Teaching Assistant in one Course can have a role of Student in another Course.

The Course Role is set when a User is enrolled. It can also be edited after enrollment from the Control Panel.

Course Roles include:

- Course Builder
- Grader
- Guest
- Instructor
- Student
- Teaching Assistant

Note: Administrators may edit the names, capabilities, and privileges associated with existing Course Roles as well as create new Course Roles. Therefore, some of the information listed here may not accurately reflect your available Course Roles.

Course Builder

The Course Builder role has access to most areas of the Control Panel. This role is appropriate for a user to manage the Course without having access to Student grades. a Course Builder can still access the Course if the Course is unavailable to Students. a Course Builder cannot delete Instructor from a Course.

Course Builders have access to the areas of the Control Panel listed below. The tools and functions within each area can vary depending on the settings the System Administrator has put into place, including enforcing a course template and customizing the role of Course Builder. The Instructor can also limit the availability of certain tools and functions.

- Course Tools
- Course Links
- Users and Groups

- Customization
- Packages and Utilities
- Help

Grader

a Grader assists the Instructor in the creation, management, delivery, and grading of Tests. a Grader also assists the Instructor with managing the Grade Center. a Grader cannot access a Course if it is unavailable to Students.

Graders have access to the areas of the Control Panel listed below. The tools and functions within each area can vary depending on the settings the System Administrator has put into place, including enforcing a course template and customizing the role of Grader. The Instructor can also limit the availability of certain tools and functions.

- Course Tools
- Course Links
- Evaluation
- Help

Guest

Guests have no access to the Control Panel. Areas within the Course are made available to Guests. Visitors such as prospective Students, alumni or parents may be given the role of Guest.

Instructor

Instructors have access to all areas in the Control Panel. This role is generally given to those developing, teaching or facilitating the class. Instructors may access a Course that is unavailable to Students.

Administrators may limit Instructor access to the following features of the Control Panel:

- List / Edit Users
- Create User
- Batch Create Users
- Delete Users
- Enroll Users
- Settings
- Import
- Export
- Archive

Student

Student is the default Course Role. Students have no access to the Control Panel.

Teaching Assistant

The Teaching Assistant role is that of a co-teacher. Teaching Assistants are able to administer all areas of a course. Their only limitations are those imposed by the Instructor or System Administrator. A Teaching Assistant cannot delete an Instructor from a Course.

Teaching Assistants have access to most all tools and features in the Control Panel. If the Course is unavailable to Students, Teaching Assistants still have access to the Course. Teaching Assistants are not listed in the Course Catalog listing for the Course.

About Course Groups

The Course Groups feature allows Instructors and students to create groups of students within a Course. These Course Groups have their own area on Blackboard Learn to collaborate on Course work. These spaces are equipped with tools that can assist in this collaborative process: Blogs, Journals, file sharing and Group Assignments.

Course Group Tools

The following tools are made available to a Course Group:

Course Group Tool	Description
Group Blog	Users within the group can post to the Blog and add comments. Instructors can enable the Blog tool for use only within the Course Group, or can grant the public access to the Blog.
Collaboration	Users within the group can participate in real-time lessons and discussions.
Group Discussion Board	The Group Discussion Board is an area where Course Group members can post messages and replies. Instructors can use this tool to encourage discussions of course material outside of the classroom. This Discussion Board is available only to Course Group members, not to the entire course.
File Exchange	Students and Instructors can use this tool to upload documents to the Course Group area and organize them through the creation of folders in which their items are stored. Students can access this material in the course. Instructors have access to all folders in their course.
Send Email	All members of a Course Group can send email messages to selected members or the entire group. These

Course Group Tool	Description
	messages are internal to the Course Group, they are not available to anyone outside the group.
Group Journal	Instructors can assign a private Journal to each user in a group to allow private communication between the Instructor and the User.
Group Tasks	The Group Tasks page organizes projects or activities (referred to as tasks) by defining task priority and tracking task status.

Working in Blackboard Learn

This section discusses how to navigate, customize, enter text, and work with other kinds of content in Blackboard Learn.

In this section

This section includes the following topics:

Topic	Description
Notifications Dashboard	Describes the Notification Dashboard that contains customizable notification modules with links to Course items or Course information that have been changed, submitted, created, or that have impending due dates.
Rules for the Notifications Dashboard	Describes the rules governing the display and removal of notifications.
Using the Notifications Dashboard	Instructors can navigate to specific areas to take action on notifications and can control the appearance of the Notifications Dashboard.
Control the Settings for the Notifications Dashboard	Outlines how the System Administrator can control how notifications appear, which will generate email messages, and how long they will be kept in the system.
Navigation	Describes the key navigational tools that comprise a page.
About the Menu Area	The Menu Area contains navigation elements that allow the user to access specific areas of a course or other parts of Blackboard Learn.
About Contextual Menus	Throughout Blackboard Learn, items that are acted upon by a user have a Contextual Menu associated with them. The Contextual Menu appears as a set of arrows pointing down. Clicking this icon displays options that are available to the user for that item
Editing the Paging Options	Paging Options are edited to specify how many items appear on a page.
Language Packs	Language Packs present Blackboard Learn using language and cultural norms matched to different audiences.
Edit Mode	The Edit Mode allows Instructors to make changes to content in the Course view instead of navigating through the Control Panel.
Searching for Users in a Course	There are several areas in Blackboard Learn where users can search for other users.
Working with Text	The Blackboard Learn offers many different options for entering and editing text.

About The Notifications Dashboard

The Notifications Dashboard contains four basic modules that give information to users based on their enrollment and their role in the system. Which modules are available and what type of notifications are delivered is set up by the system administrator. Users with multiple enrollments will receive information in modules for all their classes and organizations. Users with multiple roles will receive information in modules for all their roles. Users can navigate to individual items to take action.

For all users, each Course contains a Notification Dashboard specific to that Course. For Blackboard Learn Community Engagement users, this information may be part of a tab on the MyBlackboard page, or modules in the MyBlackboard area and contain information for all Courses in which the user is enrolled.

Instructors can customize the notifications that appear on this page, as well as opt to have email notifications sent to their account.

The page displays these modules:

- **Needs Attention** - Displays all items in a course that require some type of interaction. Instructors, TAs, and Graders see assignments, tests, and surveys that have been submitted.
- **Alerts** - Displays past due and early warning notifications for all courses. Instructors, TAs, and Graders see the users in each course that have past due items and who have generated early warning messages. Links are provided to email students and view early warning system rules. Students see any assignments, tests, or other items that are past due and any early warning messages received.
- **What's New** - Displays a list of new items in all relevant courses and organizations. Instructors, TAs, and Graders see any new assignments that have been submitted, tests that have been submitted, new discussion board posts. Students see new discussion board posts, new grades posted, new content that is available.
- **To Do** - Displays the status (Past Due/Due) of relevant course work and tasks. Students see any grade items that have listed due dates in two categories, what is past due and what is due in the future. Links to relevant course items are provided.

Where Is It?

For Blackboard Learn users, by default, the Notifications Dashboard displays as the homepage for a Course. The user may be able to manage this setting. It only displays information for that Course.

For Blackboard Learn Community Engagement licensed users, the Notification Dashboard can also be accessed through a tab in the MyBlackboard page or as modules in the MyBlackboard page. The user may be able to manage this setting. The page displays information and items for all Courses.

Who Can Use It?

The System Administrator controls the ability for users to view the Notifications Dashboard, to configure the notifications that display in the page, and to receive email notifications. In addition, the System Administrator can allow or disallow Users to control any or all notifications or email notifications.

How to Turn It On

The Notifications Dashboard is On for the system by default. If it is turned Off by the System Administrator, then it is not possible for the Instructor to turn it On.

To turn Off the Notification Dashboard, navigate to the Settings page for the Notifications Dashboard. For more information, see the Settings for the Notifications Dashboard.

Email Notifications

Users can select to receive email notifications for updated, impending, or created items. For more information on emails and configuring this view, see Settings for the Notifications Dashboard.

See Also

For more information on the rules for items to display as notifications, or for the removal of notifications, see [Display and Remove Notifications for the Notifications Dashboard](#).

For more information on interacting with the notifications and the page, see [Using the Notifications Dashboard](#) page.

For more information on the information that displays in the Notifications Dashboard page, see [Notifications Dashboard page display](#).

For more information on deciding the notification and email notification settings, the due date reminders, notification durations, see the [Settings for the Notifications Dashboard](#) page.

Rules for the Display or Removal of Notifications in the Notifications Dashboard

Rules for Items to Display as Notifications

Items must follow these rules to be viewed in the Notifications Dashboard area for the user views:

- A notification for that item is set to On in the Notifications Dashboard Settings area.
- The item or Discussion Board Forum is made **Available**.
- The Start Date for the item has passed.
- The Adaptive Release criteria are met by a Student.
- An Early Warning System rule is broken by a Student.
- For an Assessment, Assignment, Survey, or grade item to display in the **Alerts** area for Instructors, or the **To Do** area for Students, there must be a Due Date.

Rules for the Removal of Notifications

A notification will be deleted from the Notifications Dashboard area because of one of the following actions:

- The item is deleted by the user.
- The item is made **Unavailable**.
- The item's End Date is reached.
- The Adaptive Release rules are no longer met by the user.
- The Early Warning System Rules are no longer broken by the user.
- The item has passed its duration as determined in Notifications Dashboard Settings page. For more information, see Settings for the Notifications Dashboard.

Rules for the Removal of Specific Items as Notifications

The following table clarifies the information for removal of specific items as notifications:

Notification	Module	Action to Automatically Remove
New Student Group created	What's New	The Notifications Dashboard duration setting for notifications will delete this notification. To configure this setting, navigate to the Notifications Dashboard settings page. For more information, see the Settings for the Notifications Dashboard.
Discussion Board posts, Blog entries, Journal entries	What's New	The unread posts or entries are viewed.
Course information	What's New	If the items contains a Review Status, when it is marked as reviewed, it will be deleted.
Assessment, Assignment,	What's New	The Notifications Dashboard's duration setting for notifications will delete this notification. To

Notification	Module	Action to Automatically Remove
Announcement, Survey, Group or Content Available		configure this setting, navigate to the Notifications Dashboard settings page. For more information, see the Settings for the Notifications Dashboard.
Assessment, Survey, or Assignment	Alerts	Student submits the item.
Assessment, Survey, or Assignment	Needs Attention	The Instructor grades the item.

See Also

For more information on using the Notifications Dashboard area, including taking action on an item, removing it, or navigating to a course, see [Using the Notifications Dashboard](#).

For more information on controlling the setting for a notification's duration or the settings for the Notifications Dashboard, see [Settings for the Notifications Dashboard](#).

Using the Notifications Dashboard

Instructors can navigate to specific areas to take action on notifications and can control the appearance of the Notifications Dashboard. Blackboard Learn Community Engagement users can also navigate to Courses within the modules.

Notifications in a Module

Notifications appear in modules where they are viewed, deleted and acted upon. Click the **Actions** contextual menu to:

- **Expand All** - Displays all the items in the module.
- **Collapse All** - Collapses all the items in the module.
- **Dismiss All** - Removes all the notifications in the module.

To look at each item in a module, click the item. This will expand the notification list. Each notification in the list will have its own contextual menu. Use this menu to take action on a specific notification. Actions available for notifications may include:

- **View Details**- Navigate to the course area such as the Early Warning System, Discussion Board, or the Grade Center to see the details of the notification.
- **Refresh**- Refresh an Early Warning System Rule.
- **Email** - Send email to students.

Note: Removing the notification only deletes the notification, and does not delete the item from the Course. For more information on the removal of a notification, see Rules for the Notifications Dashboard area.

Control the Appearance of the Dashboard

To...	Do...
Collapse modules	Click the minimize icon (-).
Open module in a new window	Click the new window icon.
Move modules	Move the mouse pointer over the module until the crosshair mouse pointer appears. Click, hold and drag the module.
Add modules	Click Add Module
Edit module settings	click the Manage Module Settings icon.
change the color theme	Click Personalize .

See Also

For more information on the modules, categories, and notifications that display in the Notifications Dashboard area, see the [Notifications Dashboard Display](#).

For more information on controlling the notifications that display on the Notifications Dashboard area, see [Settings for the Notifications Dashboard](#).

For more information on configuring items to display or be deleted as notifications, see [Rules for Notifications in the Notifications Dashboard](#).

Notifications Dashboard

The Notifications Dashboard displays notifications for changes to items. These notifications are displayed in three different modules. The following items can generate different notifications:

- Content item
- Course information
- Assignments
- Tests
- Blog entries
- Surveys
- Journal entries
- Discussion Board posts
- Grade changes
- Early Warning System rules
- Group information
- Announcements

For Blackboard Learn - Typeprise license users, the Notifications Dashboard area displays in each course, and only displays notifications for that Course.

For Blackboard Learn Community Engagement users, the Notifications Dashboard modules also display in the MyBlackboard area or My Institution tab and display notifications for all Courses.

Display Modules

Notifications for these items are categorized in three modules.

The following table explains each module, its information and layout:

Module	Information and Appearance
Needs Attention	Any submitted item by a user for review or grading by the Instructor. Categories of the possible notification types: <ul style="list-style-type: none">• Grade Tests - the tests and the corresponding users who have submitted the tests.• Grade Assignments - the Assignments and the corresponding users who have submitted the Assignments.• Grade Surveys - The Surveys and the corresponding users who have submitted the Surveys.
Alerts	The Past Due area displays any Assessment, Assignment, or Survey that has past its Due Date with no submission by the user. The Early Warning System area displays any rule and the list of users who have violated that rule.
What's New	The Communication area displays the number of unread Discussion Board posts for each forum, the unread Blog entries, and the unread Journal entries. The Materials area displays any updated, submitted, or created Content,

Module	Information and Appearance
	Tests, Assignments, and Surveys.

Student Display

The notifications are categorized in two modules.

The following table explains each module, its notifications and layout.

Module	Information and Appearance
To Do	The What's Past Due area displays any Assessment, Assignment, or Survey that has past its Due Date with no submission by the user. The What's Due displays information about any Assessment, Assignment, or Survey that contains a Due Date.
What's New	The Communication area displays the number of unread Discussion Board posts for each forum, the unread Blog entries, and the unread Journal entries. The Materials area displays any updated, submitted, or created items, such as, Tests, Assignments, Announcements, Surveys, and so on.
Alerts	The Past Due area displays any Assessment, Assignment, or Survey that has past its Due Date with no submission by the student The Early Warning System area displays any rule the student has violated.

Specific Feature or Item Notification Behavior

The following table clarifies the information that displays for specific feature or item notifications:

Item	Important Information
Group	For any Group, submissions by the Group will be viewed by the Instructor as a Group submission, and not as notifications of submissions by each individual user in the Group.
Discussion Board	The number of unread posts for a Course is displayed. Clicking on the number will navigate the user to the Discussion Boards main page.
Blog	The number of unread Blog entries for a Blog is displayed. Clicking on the number will navigate the user to the Blog.
Journal	The number of unread Journal entries for a Journal is displayed. Clicking on the number will navigate the user to the Journal.
Tests or Assignments with Multiple Attempts	The most recent attempt information and link will display.

See Also

For more information on controlling the notifications that display on the Notifications Dashboard area, see [Settings for the Notifications Dashboard](#).

For more information on configuring items to display or be deleted as notifications, or Student and Observer display, see [Rules for Notifications in the Notifications Dashboard](#).

Control the Settings for the Notifications Dashboard

Warning: If the System Administrator has defined the settings for notifications, email notifications, the duration of a notification, or due date reminders, then that will take precedence over the user setting.

If allowed by the System Administrator, the user can decide:

- Which notifications appear on the dashboard
- Which notifications will generate email messages
- Which type of email format notifications will be sent, individual or daily digest
- The number of days before the removal of a notification
- To create Due Date reminders for notifications

Access the Edit Notifications Settings Page

Click **My Places** then **Edit Notifications Settings** to locate the Edit Notifications Settings page.

This page displays **General Notification Settings**.

- **Edit General Settings** - Defines the general notification settings such as email format, deletion schedule, and reminder schedule for courses and organizations.
- **Edit Individual Course Settings** - Displays the current notification settings for courses in which a user is enrolled. Changes to the notification settings for a specific course can be made.
- **Bulk Edit Notification Settings** - Select a set of courses or organizations to update and change the notification settings for them in one step.
- **Edit Individual Organization Settings** - Displays the current notification settings for organizations in which a user is enrolled. Changes to the notification settings for a specific organization can be made.

Choose Email Notification Type

A user may elect to receive an email message for each notification, or may elect to receive a daily Digest email that contains information on all of the Notifications for that day. The user will set the time for the daily Digest.

- **Individual** - Email messages are sent for each notification. For Early Warning System details, unread Discussion Board messages, unread Blog Posts, and unread Journal Entries, however, the Digest selection is necessary.
- **Daily Digest** - All notifications are collected and sent in a daily digest to that user. Set the time to **Send Daily Email Digest**.

Create Duration for Notifications

Set the number of days until a notification is automatically deleted.

Create Due Date Reminders

The user can set Due Date reminders for notifications. This reminder will be emailed to the user.

Set the number of days before the Due Date to send an email.

The email will be sent as a digest email or as individual emails depending upon the option selected by the user. For more information on selecting email type, see Choose Email Notification Type in the Settings for the Notifications Dashboard.

Decide Upon Notifications and Email Notifications

It is possible to decide the notification types and emails to receive.

All Notification Types, by default, are turned On; these notifications are displayed in the Notifications Dashboard modules.

All Email Notification types, by default, are turned Off, an email will be sent out corresponding to that notification. Though for the following items, email notifications can only be sent out if Daily Digest email is selected:

- Early Warning System Rule details
- Unread Discussion Board Messages
- Unread Blog posts
- Unread Journal entries

After choosing the appropriate settings, click **Submit** to save these settings.

If in a Course's Edit Notification Settings page, it is possible to **Save to All**, so that the settings will affect all of the user's Courses.

See Also

For more information on the display of the Notifications Dashboard area, see the [Notifications Dashboard Display](#).

For more information on configuring items to display or be deleted as notifications, see [Rules for Notifications in the Notifications Dashboard](#).

Navigation

Only the material in the content frame changes when moving to a new area or page. The tabs and header frame are always available for quick access to those navigation features.

Navigation Tool	Description
Tab	Click a tab to open it.
Button	Click a button to navigate to a page within Blackboard Learn. Some buttons also lead to areas outside of Blackboard Learn. Buttons also execute functions.
Link	Click a hypertext link to access another Web page within Blackboard Learn.

Navigation Tool	Description
	Links can also open Web sites outside of Blackboard Learn.
Breadcrumb	clicks of the hypertext links that appear in the navigation path to access that page. Breadcrumbs appear at the top of pages to go back to the previous pages that led to the current page.

Linking to a Course

To link to a Course, copy the URL from the address bar in the browser. Links to Courses are posted inside or outside Blackboard Learn. Users will be prompted for authorization before accessing the Course.

About the Menu Area

The Menu Area contains navigation elements that allow the user to access specific areas of a course or other parts of Blackboard Learn. The Menu Area changes depending upon where the user is in Blackboard Learn.

Menu Area Components

Menu Area Component	Description
Plus Button	Click to add items to the Menu Area; available only after clicking Edit Mode.
List View	Click to display the Menu Area items in a list.
Folder View	Click to display the Menu Area items in a tree view.
Display Course Menu in a Window	Click to display the Menu Area in a separate window.
Refresh	Click to refresh the contents of the Menu Area.
Keyboard Accessible Reordering	Click to reorder the Menu Area items by using the keyboard; available only after clicking Edit Mode.

Editing the Menu Area

Edit Mode is **ON** to display Add button and the Keyboard Accessible Reordering button. Use these to add new items to the Menu Area and to reorder those items.

Other ways to edit the Menu Area:

- Reorder the Menu Area items by clicking the icon beside the item and dragging and dropping the item to the desired location or by clicking the Keyboard Accessible Reordering button.
- Click the contextual menu beside any Menu Area items to edit its settings.

See Also

- [Blackboard Learn Components](#)

About Contextual Menus

Throughout Blackboard Learn, items that are acted upon by a user have a Contextual Menu associated with them. The Contextual Menu appears as a set of arrows pointing down. Clicking this icon displays options that are available to the user for that item.

Common Contextual Menu Options

The following options are common to many items in Blackboard Learn.

- Open
- Edit
- Copy
- Remove

Other Contextual Menu Options

These options will vary depending upon the type of item and the role of the user.

- Adaptive Release options
- Change User Password
- Email
- Show Icons Only
- Show Text Only

Editing the Paging Options

Paging Options are edited to specify how many items appear on a page.

Prerequisites and Warnings

Here are some guidelines for Paging Options:

- The default is 25 items displayed per page.
- Clicking **Show All** displays all items and makes the other controls disappear.
- Only numerals are allowed in the **Items per page** field.
- If the number entered in the **Items per page** field is greater than the total number of items then all items are displayed.
- If the number entered in the **Items per page** field is less than one then no items are displayed.

How to Edit Paging Options

1. Click **Edit Paging...**
2. Type the **Items per page**.
3. Click **OK**.

Language Packs

About Language Packs

Language Packs present Blackboard Learn using language and cultural norms matched to different audiences. Language Pack preferences are defined at the system level, the Course or Organization level, and finally at the user level.

At the system level, the Administrator defines one language pack as the system default. This is the language pack that appears when no other language pack is specified at the Course level or at the user level.

At the Course level, the Instructor can set a language pack and enforce it. Enforcing a language pack means that all users will view the language pack. If the language pack is not enforced, and a user has a preferred language pack associated with their account, the user's language pack will override the Course language pack.

At the user level, individuals may select their preferred language pack.

Note: The default names in the system are translated and appear differently in each language pack. Customized names, such as changing the name of a tool, are not changed with the language pack. These values stay the same through all language packs.

Set a Language Pack

Follow these steps to set a locale for a Course.

1. Click **Customization** on the Control Panel.
2. Click **Properties**.
3. Select a language pack from the **Language Pack** drop-down list.
4. Click **Enforce Language Pack** to always display this Course in the selected language pack.
5. Click **Submit**.

If a language pack is not chosen for a Course, the Course will display in the user's preferred language pack or, if the user has not set a preferred language pack, the system default language pack.

Course Areas not Impacted by Language Pack Selections

For the most part, the Control Panel appears in the selected language pack of a Course. It does not appear in the language pack selected for the user. In a few spots within a Course, the page will display using the system default or the user's preferred language pack rather than the Course language pack. The following pages will not display in the selected Course language pack:

- Control Panel > Course Information > Edit Item, Copy Item, Add Item, Delete Item
- Control Panel > Copy Files to Content Management
- Control Panel > Discussion Board > Add Forum
- Control Panel > Announcements > Confirmation receipt.

Edit Mode

Edit Mode allows Instructors to make changes to content in the Course view instead of navigating through the Control Panel. The Edit Mode toggles On and Off. The toggle appears in the navigation bar in each Course area and any subfolders. System Administrators may disable this feature.

Note: The Edit Mode toggle is displayed to users with a role of Instructor, TA, Course Builder, or System Administrator. Due to the size of the content editing pages, this method of editing is not recommended with an 800x600 screen resolution.

Functions

To edit content, toggle Edit Mode to On. To view course content as a student would see it, toggle Edit Mode to Off.

Searching for Users in a Course

There are several areas in Blackboard Learn where users can search for other users.

User Search Options

The table below details the available user search options. All options are not available in all search boxes.

To . . .	then . . .
search for a user by First Name, Last Name, Email, or Username	<p>Select Users and Groups on the Control Panel.</p> <p>Select Users.</p> <p>Select either a First Name, Last Name, Email, or Username.</p> <p>Select either Contains, Equal to, or Starts with.</p> <p>Type either a First Name, Last Name, Email, or Username.</p> <p>Click Go. All matching entries are displayed.</p>
search using a value found in the user's name	<p>Select Users and Groups on the Control Panel.</p> <p>Select Users.</p> <p>Type a value in the search field.</p>

To . . .	then . . .
list all users	Select Users and Groups on the Control Panel. Select Users . Click Go .

Working with Text

The Blackboard Learn offers many different options for entering and editing text.

See Also

See these topics for more information on working with text:

Topic	Description
Entering Text	Describes how to input information.
Text Editor	Outlines the controls for entering and formatting text, equations, and multimedia files
About Spell Check	Describes the Spell Check feature.
Using Spell Check	Explains how to use the Spell Check feature.
HTML Tips	Provides some basic HTML codes and tips for adding simple formatting to a Course.
Math and Science Notation Tool	Describes the Math and Science Notation Tool – WebEQ Editor.
Adding and Editing Equations	Explains how to add and edit equations on the Math and Science Notation Tool.

Entering Text

By default, Blackboard Learn will format text to 12-point, left-justified Arial. Any other formatting must be done with HTML tags or using the Text Editor.

Text boxes may appear using the Text Editor or with the options shown below. For more information about the Text Editor, please see [Text Editor](#).

Text Box Options

The following options are available in most text entry boxes in Blackboard Learn:

Format Option	Behavior
Smart	Automatically recognizes a link entered in the text box. Smart text recognizes the

Format Option	Behavior
Text	<p>ENTER key as a paragraph tag and accepts HTML tags as well. Smart Text will also prompt to load images if an image source tag appears.</p> <p>Web addresses entered as URLs are converted to links. The URL must begin with "http://" and there must be a space before the "http://" to distinguish it from the previous word.</p> <p>If an image tag, , is entered in Smart Text, Blackboard Learn will automatically prompt you to upload the image.</p>
Plain Text	Displays text as it is written in the text area. Plain text does not render HTML code. HTML code will appear as text.
HTML	Displays text as coded by the user using Hypertext Mark-up Language (HTML) tags.

Note: The Smart Text and Plain Text options are only available if the Administrator has turned off the Text Editor or if the user does not have a Windows Operating System and Internet Explorer Version 5.x or a later.

It is not possible to display a file in a content item and add a Smart Text or Plain Text description. Add the description as a separate content item and then add display the file in the next content item.

Smart Text, Plain text, or HTML may be used in the Text Editor. Options at the bottom of the box allow the user to switch format at anytime.

Smart text should be used if the intent is to display the text in the exact way that it is typed. Line breaks, tabbing, and other keyboard formatting will be retained with Smart text.

Plain text strips any formatting from the text, except for line breaks. The result is completely unformatted text. This may be useful if the user needs to do a lot of copy and pasting of the content, or if the intent is to display code information. For example, if the user wants to show how to write something in HTML, Plain text should be used to retain the HTML tags in the content. Plain text does not work with MathML or the equation editor. Changing a text box that includes a mathematical formula to Plain text will make the formula unreadable.

The HTML option should be used if the user knows HTML and opts to type HTML tags into the Text Editor. The result will be content formatted by the HTML tags used.

File Names

Blackboard allows the use of all characters in file names. However, the user's operating system and browser may limit the types characters accepted. For example, some browsers do not accept multi byte characters.

Missing Image Detection in the Text Editors

Missing Image Detection is available when a user:

- Pastes HTML with a broken image into the Text Editor and selects the HTML option.
- Pastes HTML with a broken image into the Text Editor selects the Smart Text option

Missing image detection does not apply when a user:

- Pastes HTML with a broken image into the Text Editor and selects the Plain text option.
- Links to an HTML file in Content Management with a broken image (either using the third row of the Text Editor or as a URL in the Text Editor).

Note: Images are stored in HTML using the following syntax: ``. The source location must be inside double or single quotations.

Text Editor

About the Text Editor

The Text Editor presents controls for entering and formatting text, equations, and multimedia files. When it is enabled, it appears throughout the system as the default editor when adding text through a text box.

If the Text Editor does not appear, first check the list of browsers below to ensure that the current browser is compatible. If it is, check that the Text Editor is enabled through Personal Settings. If the Text Editor still does not appear, it has most likely been disabled by the System Administrator.

Users who access the system through assistive technologies should use standard text entry options instead of the Text Editor. See [Typing Text](#) for more information.

Compatible Browsers

The Text Editor is compatible with all the supported browsers for Blackboard Learn.

Firefox does not permit users to access their computer's clipboard.

- To cut, use CTRL-X, the contextual menu or the Edit menu in the browser's toolbar.
- To copy, use CTRL-C, the contextual menu or the Edit menu in the browser's toolbar.
- To paste, use CTRL-V the contextual menu or the Edit menu in the browser's toolbar.

Macintosh users can use right-click paste on Firefox no matter where the clipboard content originates. Macintosh users may find that this does not fully resolve the problem, particularly because Firefox does not permit pasting text from Microsoft Office files on Mac. To accomplish this task, paste the text into a basic text editor, such as TextEdit or Notepad and then paste the text into the Text Editor.

Safari does not permit users to access their computer's clipboard.

- To cut, use CTRL-X, the contextual menu or the Edit menu in the browser's toolbar.
- To copy, use CTRL-C, the contextual menu or the Edit menu in the browser's toolbar.
- To paste, use CTRL-V the contextual menu or the Edit menu in the browser's toolbar.

Text Editor Features

The Text Editor has three collapsible rows of buttons. The tables below define the functions of each button and identifies if the button is available in the Lite Version that runs on the Safari browser.

First row basic actions		
Button	Description	Lite Version?
Text Style	Select a style for the text. The options correspond to standard HTML Style types.	
Text Size	Select the size of the text.	
Font Face	Select the font face for the text.	Y
Bold	Make selected text bold.	Y
Italics	Make selected text italics.	Y
Underline	Underline the selected text.	Y
Strikethrough	Display text with a horizontal line through the characters. This font style is not supported by all browsers.	
Subscript	Display text on the same line but slightly below the current text.	
Superscript	Display text on the same line but slightly above the current text.	
Align left	Align text to the left.	Y
Align Center	Align text in the center.	Y
Align Right	Align text to the right.	Y
Ordered list	Create a numbered list or add a numbered list item.	
Unordered list	Create a bulleted list or add a bullet list item.	
Decrease Indent	Move text left.	
Increase Indent	Move text right.	

Second Row Additional Basic Actions		
Button	Description	Lite Version?
Spell Check	Select the ABC check mark to open Spell Check.	Y
Cut	Cut the selected items.	
Copy	Copy the selected items.	
Paste	Paste copied or cut content.	
Clear Formatting	Deletes formatting tags that are shown in the Pathfinder at the bottom of the text box. select the formatting tag to delete in the Pathfinder and then click Clear Formatting to delete. This is useful when copying and pasting text from another application yields discrepancies in formatting.	
Undo	Select the circular arrow pointing to the left to undo the previous action.	Y
Redo	Select the circular arrow pointing to the right to redo the	Y

Second Row Additional Basic Actions		
	previous action.	
Hyperlink	Add a hyperlink. Types include: file, ftp, gopher, http, https, mailto, news, telnet, and wais. Please keep in mind that when creating a hyperlink, the text that appears on the page is separate from the information about the link. Information on where the link points are stored in a tag that surrounds the text. Therefore, it is possible to change the link without changing the text that is displayed to users. Please be careful when constructing links to ensure that the text is consistent with where users will be taken when they click the link.	
Create Table	Add a table.	
Horizontal Line	Add a line.	
Background Color	Add a select color to the selected text.	Y
Text Color	Specify the color of the text.	Y
WebEQ Editor	Open the WebEQ Equation Editor icon (\sqrt{x}) to add an equation. Equations cannot be added to a cell in a table. Instead, create the equation outside the table and then cut and paste the equation into the cell.	
MathML Editor	Open the MathML Equation Editor icon to add an equation.	
Preview	Preview the content as it will be seen by end users.	Y
HTML View	Toggle to view the source code that is generated by the Text Editor. Users may also edit the source code in this view. Click HTML View again to toggle back to the standard view.	
Markup Validation	Opens a new window that reports on the validation of the source coding. Validation of source code is run against XHTML 1.0 Strict rules. Not all reported errors will cause pages to malfunction, however errors can affect the way a page displays, how style sheets are employed, and accessibility. Poorly formed HTML will be selected and can be corrected.	

The following table includes a description of some options specific to each type of file attachment. This row will only appear where it is possible to attach a file or link to a file in the Blackboard Learn - Content Management.

Third row file attachment actions and special options		
Button	Description	Lite Version?
Attach file	<p>Add a file to the text area. The Insert Link to File page will appear.</p> <p>Browse: select a file from the local machine</p> <p>Link to Content Management: select an item or folder from Content Management, if</p>	

Third row file attachment actions and special options		
	<p>Content Management integration is allowed.</p> <p>Specify Source URL: provide a URL where the item is located.</p> <p>Name of link to file: provide a descriptive name of the content is helpful for the user. This allows the user to read the link in context, rather than simply read the name of the file being linked to.</p> <p>Launch in New Window: Select whether to open the file in the current window or open a new browser window to display the file.</p>	
Attach image	Add an image to the text area. The Insert Image page appears.	
Attach MPEG/AVI	Add MPEG/AVI media content to the text area. The Insert MPEG file page appears.	
Add Quick Time	Add Apple QuickTime media to the text area. The Insert QuickTime File page appears.	
Add audio	Add an audio file, such as .mp3, .midi or .wav to the text area. The Insert Audio File page appears.	
Add Flash/Shockwave	Add Adobe Flash or Shockwave media to the text area. The Insert SWF File page appears.	

Attaching Files in the Text Editor

Users have the option of attaching different types of files to the Text Editor. Do not copy and paste a file from one text box to another; this will cause errors. More information about the available options when adding a multimedia file is found in the topic, Insert Multimedia File.

The table below explains which button in the Third Row of the Text Editor is used to add different file types.

File attachment types	
Attach file	.doc, .exe, .html, .htm, .pdf, .ppt, .pps, .txt, .wpd, .xls, .zip
Attach image	.gif, .jif, .jpg, .jpeg, .tiff, .wmf
Attach MPEG/AVI	.avi, .mpg, .mpeg
Add Quick Time	.qt
Add audio	.aiff, .asf, .moov, .mov, .mp, .wav, .wma, .wmv
Add Flash/Shockwave	.swa, .swf

Keyboard Shortcuts for the Text Editor

The Text Editor supports the keyboard shortcuts listed in the table below. Please note that Macintosh users should use the CMD key instead of the CTRL key.

Note: If the shortcut keys that move selected items one character left, right, up, or down are used, the object being moved will be absolutely positioned. An absolutely positioned element is determined by pixels, so moving it up once will move it up one pixel.

Keyboard Shortcuts	
Movement	
RIGHT ARROW	Move one character to the right.
LEFT ARROW	Move one character to the left.
DOWN ARROW	Move down one line.
UP ARROW	Move up one line.
CTRL+RIGHT ARROW MAC: CMD+RGT ARROW	Move right one word.
CTRL+LEFT ARROW MAC: CMD+LFT ARROW	Move left one word.
END	Move to the end of the line.
HOME	Move to the start of the line.
CTRL+DOWN ARROW MAC: CMD+DWN ARROW	Move down one paragraph.
CTRL+UP ARROW MAC: CMD+UP ARROW	Move up one paragraph.
PAGE DOWN	Move down one page.
PAGE UP	Move up one page.
CTRL+HOME MAC: CMD+HOME	Move to the beginning of the text.
CTRL+END MAC: CMD+END	Move to the end of the text.
Selection	
SHIFT+RIGHT ARROW	Extend the selection one character to the right.
SHIFT+LEFT ARROW	Extend the selection one character to the left.
CTRL+SHIFT+RIGHT ARROW MAC: CMD+SHIFT+RIGHT ARROW	Extend the selection right one word.
CTRL+SHIFT+LEFT ARROW MAC: CMD+SHIFT+LEFT ARROW	Extend the selection left one word.
SHIFT+UP ARROW	Extend the selection up one line.
SHIFT+DOWN ARROW	Extend the selection down one line.
SHIFT+END	Extend the selection to the end of the current line.
SHIFT+HOME	Extend the selection to the start of the current line.
SHIFT+PAGE DOWN	Extend the selection down one page.
SHIFT+PAGE UP	Extend the selection up one page.

Keyboard Shortcuts	
CTRL+SHIFT+END	Extend the selection to the end of the document.
CTRL+SHIFT+HOME MAC: CMD+SHIFT+HOME	Extend the selection to the beginning of the document.
CTRL+A MAC: CMD+A	Select all elements in the document.
Editing	
BACKSPACE	Delete the selection. Or, if there is no selection, delete the character to the left of the mouse pointer.
CTRL+BACKSPACE MAC: CMD+BACKSPACE	Delete all of a word to the left of the mouse pointer.
CTRL+C MAC: CMD+C	Copy the selection.
CTRL+V MAC: CMD+V	Paste cut contents or copied contents.
CTRL+X MAC: CMD+X	Cut the selection.
DELETE	Delete the selection.
INSERT	Toggle between inserting and overwriting text.
CTRL+Z MAC: CMD+Z	Undo the most recent formatting command.
CTRL+Y MAC: CMD+Y	Re-do the most recent undone command.
CTRL+F MAC: CMD+F	Find text.
SHIFT+F10	Display the context menu. This is the same as a right-click.
Formatting	
CTRL+B MAC: CMD+B	Toggle bold formatting.
CTRL+I MAC: CMD+I	Toggle italic formatting.
CTRL+U MAC: CMD+U	Toggle underlining.

Missing Image Detection in the Text Editors

Missing Image Detection functionality is available when a user:

- Pastes HTML with a broken image into the HTML view of the Text Editor.

Missing image detection functionality does not apply when a user:

- Pastes HTML with a broken image into the Text Editor.
- Uploads an HTML file with a broken image from the third row of the Text Editor.

- Links to an HTML file in Content Management with a broken image (either using the third row of the Text Editor or as a URL in the Text Editor).

Note: Images are stored in HTML using the following syntax: ``. The source location should be inside double or single quotations.

Differences Between Text Editor and Text Editor

The Text Editor and Text Editor both allow the entry of formatted text in Blackboard Learn.

The Text Editor allows Plain Text, Smart Text and HTML formatting. The Text Editor allows users to edit content in an interface resembling a word processor, and perform basic HTML functions without knowledge of any HTML. These features include creating tables, bulleted lists, hyperlinks, horizontal lines, and more. Users may also format text and paragraphs, and upload multimedia files in the Text Editor. Both editors may include WebEQ, MathML and SpellCheck features.

Selecting Dates

Availability of the Course and individual content items, including Tests and Learning Modules, is controlled by date. Content may only be available within a certain range, available from a certain date until the end of the Course, or available from the date created until a specified end date.

Setting Availability by Date

Dates are set using drop-down lists to select the day, month, year, and in some cases, time. There is also a calendar interface that is used to select the date.

- To set availability to a set range, select both a start date and an end date.
- To set availability from the current time until a certain date, only set an end date.
- To set availability from a date until the end of the Course, only set a start date.

HTML Formatting

This section provides some basic HTML coding to add simple formatting to Course Content. Additional resources for learning more about HTML may be found at the end of this section.

What is HTML?

HTML is the set of codes used to format (or "mark up") Web pages. A single piece of HTML code is called a "tag." HTML tags are surrounded by pointed brackets ("`<`" and "`>`"). Tags usually come in pairs.

For example the pair of HTML tags to create bold text looks like this:

`This text will be bold. `

The `` tag means "start bold here." The end tag, ``, means "end bold here." End tags always include the forward slash ("`/`").

Paragraph Formatting

In HTML, a paragraph break is used to put a single blank line between paragraphs. A hard return inserts no blank line. The tag is used alone at the end of a paragraph, or as a pair. If used as a pair, the "align=left|center|right" modifier may be included in the beginning tag to control placement.

For example, the following tag would create a right-aligned paragraph:

```
<P align=right>Fourscore and seven years ago, our founding father set forth  
upon this continent a new nation.</P>
```

Text Formatting

The following tags are used for basic text formatting:

Bold text tag: ` text `

Italic text tag: `<i> text </i>`

Underlined text tag: `<u> text </u>`

Font format tags: ` text ` (Font formats include face=fontstyle color=fontcolor size=fontsize)

The font tag requires at least one of the modifiers (face, color, or size).

The face modifier is set to any font, but the person viewing the page must also have that font installed on their computer. For that reason, it is best to stick to common fonts like Times New Roman, Arial, or Courier New.

The color modifier will recognize basic colors, including black, white, gray, red, blue, yellow, green, purple, orange, cyan, magenta, and so forth.

The size modifier does not refer to typical font point sizes. In HTML fonts are sizes 1 through 7. The default font size is 3.

Note: Since each user may set the default font point at which their browser will display text, these font sizes are relative. For example, one user might have their browser's default font set to 10-point Times while another has their browser's default font set to 12-point Times. The HTML tag would create 10-point Times text on the first computer, and 12-point on the latter, since 3 is the default size.

Users may use plus or minus signs to indicate sizes relative to the default. For example, the following HTML would create text that is two steps larger than the default font size:

```
<FONT size=+2>Bigger, Better, Faster!</FONT>
```

Creating Links with HTML

Links are created using the 'anchor' tag.

```
<A href="URL">Clickable text</A>
```

In the following example, the words 'Blackboard Inc.' will turn into a link that directs the user to the Blackboard home page.

```
<A href="http://www.blackboard.com/">Blackboard Inc.</A>
```

Creating HTML with Other Tools

Course developers do not have to learn everything about HTML. They may also use Web authoring tools to generate HTML. There are many applications that may be used for this. Some examples are:

- **Word processors-** Microsoft® Word™, Corel® WordPerfect™, Apple® AppleWorks™, Sun® StarOffice™, and almost every other contemporary word processor contains the ability to convert word processing documents to a Web page coded in HTML. However, the conversion from a word processing document to an HTML Web page is often not perfect, especially for documents with complex formatting.
- **WYSIWYG (What You See Is What You Get) Web-authoring tools-** These tools provide an environment similar to a word processor for developing Web pages and entire Web sites. There are many products to choose from, including, Adobe® Dreamweaver™, Adobe® GoLive™, NetObjects® Fusion, and Microsoft® FrontPage™.
- **HTML Editors-** Applications like BareBones® Software's BBEEdit™ provide an editing environment for HTML documents. While they are not WYSIWYG, HTML editors usually have a "preview" mode that allows users to switch between viewing the raw HTML codes and previewing how those codes will look in the browser. These products help write HTML faster and easier, but they presume the user is already knowledgeable about HTML.

Incorporating HTML Generated with Other Applications

Instructors may decide to incorporate HTML generated content with other applications into their Course. There are two options for including this content:

Save the content as an HTML file and upload the HTML file itself into Blackboard Learn. In the Course area, next to the **Special Action** field, select **Create a link to this file**. Blackboard Learn will automatically detect images in an HTML file and prompt the user to upload the images as well.

Copy and paste the HTML code into a text box.

To copy and paste HTML code, follow the steps below:

1. View the HTML code. Most of the tools discussed above will have a mechanism (usually part of a View menu) to allow the user to see the 'HTML source'.
2. Copy all the HTML tags between but not including the <BODY> and </BODY> tags. Blackboard Learn dynamically generates the HTML above and below the BODY tags, so this portion of the HTML source must not be copied.
3. Paste the copied HTML into the text box.
4. Choose the HTML text-formatting option.
5. Submit the form.
6. If there are tags in the HTML, Blackboard Learn will automatically detect them when the page is submitted. Users will receive a second page prompting them to upload the appropriate images.

Troubleshooting

Blackboard recommends that users **do not use** the following in a Course:

- Do not use multiple frames.
- Do not use <applet> tags inside the text box. These tags may cause errors in the content.
- Use the Markup Validation tool in the Text Editor to validate and correct badly formed code.

Other HTML Resources

There are many online resources for additional information about HTML. One that users may want to go to is The World Wide Web Consortium located at <http://www.w3.org>.

Link to File

Users may include a link to a file from the Text Editor.

Fields

The table below details the fields on the [Add External Link](#) page:

Field	Description
Insert Link to File	
Browse	Click Browse to locate a file.
OR Specify URL	Type a URL to create a link to a file outside of the local system. For example, from a central image repository, the URL may be http://blackboard/images/picture1.jpeg .
Link to File Options	
Name of Link to File	Type the name of the link that users click to access the attached file.
Launch in new window	Select Yes to have the file open in a new separate window. Select No to have the file open in the content frame.
Alt Text	Type text that will be used display if the image does not load. Alternate text is important for accessibility.

Insert Multimedia File

Users may add the following multimedia files when authoring content in the Text Editor.

Image - Image files come in a variety of formats. Formats that are compatible with the Web are .jpg, .gif, and .png.

MPEG or AVI - MPEG (Moving Picture Expert Groups) files are audio-visual files in a digital compressed format. AVI (Audio Video Interleave) is Microsoft's file format for storing audio and video data.

Quicktime - QuickTime is a video and animation system that supports most formats, including JPG and MPEG. Users with a PC will require a QuickTime driver to view QuickTime files. Macintosh users do not require this driver.

Audio - Audio files come in a variety of formats and will spawn a compatible player based on the user's computer system. These files have the following extensions: .aiff, .asf, .moov, .mov, .mp, .wav, .wma, .wmv

Flash or Shockwave - Adobe Flash and Shockwave files support audio, animation and video; they are also browser independent. Browsers require specific plug-ins to run Flash and Shockwave files.

The options to control how a multimedia file displays, such as should it loop, should the controls display, will not be available after the file has been inserted. To edit these options, use the HTML view and edit the options directly.

Image Fields

The table below details the fields on the Insert Image page:

Field	Description
Select Image	
Browse	Click Browse to locate a file.
OR Specify Source URL	Type a URL to create a link to a file outside of the local system.
Image Options	
Set Width	Type the width of the image in pixels.
Set Height	Type the height of the image in pixels.
Image Target URL	Type a URL to create a link to a file outside of the local system. For example, from a central image repository, the URL may be http://blackboard/images/picture1.jpeg .
Launch in a new window	Choose whether or not to display the image in a new window.
Border	Choose a border for the image. If 'None' is chosen there will be no border around the image.
Alt Text	Type text that will be used display if the image does not load. Alternate text is important for accessibility.

MPEG or AVI Fields

The table below details the fields on the Insert MPEG File page:

Field	Description
Insert MPEG File	

Field	Description
Browse	Click Browse to locate a file.
OR Specify Source URL	Type a URL to create a link to a file outside of the local system.
MPEG File Options	
Set Width	Type the width of the video in pixels.
Set Height	Type the height of the video in pixels.
AutoStart	Select Yes to start playing when the page is opened. Select No to let users start playing manually after opening the page.
Loop	Choose whether the file should repeat continuously.
Controls	Select the size of controls to appear to users. Controls must be available if users are to start the video manually.
Alt Text	Type text that will be used display if the image does not load. Alternate text is important for accessibility.

QuickTime Fields

The table below details the fields on the Insert QuickTime File page:

Field	Description
Insert QuickTime File	
Browse	Click Browse to locate a file.
OR Specify Source URL	Type a URL to create a link to a file outside of the local system.
QuickTime File Options	
Set Width	Type the width of the video.
Set Height	Type the height of the video.
AutoStart	Select Yes to start playing when the page is opened. Select No to let users start playing manually after opening the page.
Loop	Choose whether the file should repeat continuously.
Controls	Select to display controls.
Alt Text	Type text that will be used display if the image does not load. Alternate text is important for accessibility.

Audio Fields

The table below details the fields on the Insert Audio File page:

Field	Description
Insert Audio File	
Browse	Click Browse to locate a file.

Field	Description
OR Specify Source URL	Type a URL to create a link to a file outside of the local system. For example, from a central sound repository, the URL may be http://blackboard/sounds/sound1.wav.
Audio File Options	
AutoStart	Select Yes to start playing when the page is opened. Select No to let users start playing manually after opening the page.
Loop	Choose whether the file should repeat continuously.
Controls	Select to display controls.
Alt Text	Type text that will be used display if the sound does not play or cannot be heard. Alternate text is important for accessibility.

Flash or Shockwave Fields

The table below details the fields on the Insert Flash/Shockwave File page:

Field	Description
Insert SWF File	
Browse	Click Browse to locate a file.
OR Specify Source URL	Type a URL to create a link to a file outside of the local system.
SWF File Options	
Set Width	Type the width of the video.
Set Height	Type the height of the video.
AutoStart	Select Yes to start playing when the page is opened. Select No to let users start playing manually after opening the page.
Loop	Choose whether the file should repeat continuously.
Set Quality	Select the quality of the images that will appear to users. Please note that the better the quality of an image the larger the file. Larger files take longer to open.
Alt Text	Type text that will be used display if the image does not load. Alternate text is important for accessibility.

About Spell Check

The Spell Check feature supports a full English dictionary, a supplemental word list configured by the System Administrator, and custom word lists that are stored as a cookie on a user's local machine. The spell check feature is available wherever users can enter blocks of text. It is also available as a module with Blackboard Learn - Community Engagement.

Word Lists

Misspelled words are determined by the following three sources:

- **Spell Check Dictionary:** A full English dictionary that includes words that will not be flagged for correction. The dictionary is also the only source for suggestions. This dictionary cannot be edited.
- **Supplemental Word List:** A list of additional terms added by the System Administrator that do not appear in the default dictionary.
- **Personal Word List:** This word list is stored as a cookie on each user's local machine. Words are added to this list using the **Learn** function. The words in the personal word list are not flagged for correction. These words are not included as suggestions for misspelled words. Extensive personal word lists may slow performance of the Spell Check tool.

Personal Word List and Cookies

The personal word list is stored as a cookie on the user's local machine. The cookie is not user or installation specific. Therefore, a user's word list will be available to them whenever they are using Spell Check as long as they are on the same local machine. Also, if another user logs onto the same machine, that user will have the personal word list stored on that machine applied to Spell Check. For example, if a user creates a personal word list on a computer in the computer lab, this word list will be available to all users who use this computer in the lab. The user may not take this word list with them to a different computer.

Using Spell Check

When Spell Check is launched it will review the text block and sequentially bring up any words it does not recognize for review.

Functions

The table below details the functions available with Spell Check.

To . . .	then . . .
replace the occurrence of a word with a correction or suggestion	enter a correction in the Replace With field or select a suggestion from the list. Click Replace to change the word in the text to the word in the Replace With field. If the misspelled word appears later in the text block it will be flagged again for correction.
replace every occurrence of a word in the text with a correction or suggestion	enter a correction in the Replace With field or select a suggestion from the list. Click Replace All to change every occurrence of the word in the text with the word in the Replace With field.
ignore the word and not make a correction	click Ignore . The word will not be changed. If the word appears again in the text block it will be flagged for correction.
ignore every occurrence of the word in the text block	click Ignore All . The word will not be changed and Spell Check will not flag it for correction again in the text.
teach Spell Check to recognize the word as correct	click Learn . The word will be added to the personal word list. Whenever Spell Check is run on the local machine the word will be recognized and not flagged.
close the spell check	click Finish .

To . . .	then . . .
without finishing	

Recognized Errors

Note how Spell Check handles the following circumstances:

- Double words are recognized as errors.
- Irregular capitalization is not recognized as an error.
- Initial capitalization at the beginning of sentences is not checked.
- Words in ALL CAPS are checked for spelling errors.
- Words that contain numbers are recognized as errors.
- A word that appears in the supplemental or personal word list must be entered as a correction during a spell check (these words do not appear as suggestions). The Spell Check tool must be run again to verify that the word is spelled correctly.

Math and Science Notation Tool – WebEQ Equation Editor

The Math and Science Notation Tool (WebEQ Equation Editor) is a general purpose equation editor. The Math and Science Notation Tool enables users to use mathematical and scientific notation. Users can add equations, edit existing equations, and move equations within the Equation Editor. All of the Equation Editor symbols are based on MathML, a markup language for math on the Web. MathML is a subset of XML.

Users may receive a pop-up box when launching WebEQ that asks the user to trust an applet provided by Design Science, the maker of WebEQ. If users click Always, the pop-up will no longer appear on that computer when launching WebEQ.

For best performance on a Windows® operating system use Internet Explorer 6.0.

For best performance on a Macintosh®:

Mac OS X v 10.2 or later

Install the MRJ Plug-in. <http://homepage.mac.com/pcbeard/MRJPlugin/>

MathML Equation Editor

The MathML Equation Editor functions in the same way at the Math and Science Notation Tool. Instead of opening with the symbol buttons, a blank text box will appear where users can enter XML.

Functions

The table below details how to access the Equation Editors.

To . . .	click . . .
access the WebEQ Equation Editor	the Math and Science Notation Tool icon.
insert XML	the MathML Equation Editor icon.

Adding and Editing Equations

Once an equation has been created it is copied and used again or copied and edited using the WebEQ Equation Editor features.

Functions

The table below describes the functions available in the Math and Science Notation Tool.

To . . .	then . . .
create a name for the equation	enter a name in the Equation Name: field. To accept the default name do not make any changes.
create an equation	use the equation symbols available on the keyboard or in the toolbar to create equations.
edit an existing equation	select the equation from the Edit Equation: drop-down list. The equation will appear in the Editor. Click Edit to save the changes.
submit the equation and its name	click Add .

Tip

If an equation is more than one line or uses a large font size, the equation may be cut off when it appears in a Course. Add an empty line after the final line in the equation to prevent this error.

Content

The Content of a Course is made up of the folders, files, text, images, media, links, Tests, and interactive tools assembled and organized by Course Builders and Instructors. Content is added, deleted, edited and organized using the Course Menu and Control Panel. There are many different ways to create and organize content for a course. This section of the Instructor Manual describes the various types of content and how to add them to the course.

This section includes information on the following topics:

- [Adaptive Release and Reporting](#)
- [Course Files](#)
- [Mashups](#)
- [Learning Modules](#)
- [Content Areas](#)
- [Course Content](#)
- [Manage Course Menu](#)
- [Creating Content Items](#)
- [Copy and Move Content](#)
- [Content Folders](#)
- [Content Modules](#)
- [Adding Textbook Information](#)
- [Syllabus](#)
- [About Lesson Plans](#)
- [Adding Multimedia Files](#)
- [Creating a Blank Page](#)
- [Adding a URL](#)
- [Course Links](#)
- [About File Attachments](#)
- [Creating Assessments](#)
- [Test and Survey Options](#)
- [Creating Assignments](#)
- [Tools Area](#)
- [Tools Linking](#)
- [Using Add Files to Create Rich HTML Content](#)
- [Content Metadata](#)
- [The Open Standards Content Player](#)
- [Add SCORM, IMS, and NLN Content](#)

Adaptive Release and Reporting

The following topics describe the functions and implementation of the Adaptive Release Tool.

- [Adaptive Release](#)
- [Adaptive Release Functions](#)
- [Adaptive Release Criteria](#)
- [Review Status](#)
- [User Progress](#)
- [About the Performance Dashboard](#)
- [Statistics Tracking](#)

About Adaptive Release

Adaptive Release of Content provides controls to release content to users based on a set of rules provided by the Instructor. The rules may be related to availability, date and time, individual users and user groups (such as Course Groups), scores or attempts on any Grade Center item, or review status of another item in the Course.

Sophisticated combinations of release rules on items are created by combining rules into Advanced Rules. Basic rules are used to release content to specific users or groups and/or to allow users to view content based on their performance on an assignment.

The following options are available:

- **Adaptive Release** – Create basic rules for an item. Only one rule per item may be created, but the rule may have multiple criteria, all of which must be met.
- **Adaptive Release Advanced** – Add multiple rules to a single content item. Users must meet the criteria of a single rule to gain access.
- **User Progress** – View the details on an item for all users in a Course. This page includes information on whether the item is visible to the user and whether the user has marked the item as reviewed.

Adaptive Release Rules and Criteria

An Adaptive Release rule consists of a set of criteria that defines the visibility of a content item to users. Criteria are the parts that make up the rule. For example, date and membership are two different types of criteria. Each content item may have multiple rules, and each rule may consist of multiple criteria. To view an item, a user must meet all of the requirements of the rule. This means that if a rule has multiple criteria, the user must meet all criteria before the item is available.

For example, the Instructor may add an Assignment to a Course. One rule for this assignment may allow all users in Group A to view the assignment after a specific date. This rule would consist of Membership criteria and Date criteria. Another rule for this assignment may allow all users in Group B to view the assignment once they had completed Homework #1. This rule would consist of Membership criteria and Grade Center criteria.

Note: Only one Membership criteria and one Date criteria may be created for each rule. Multiple Grade Center criteria and Review Status criteria may be added to each rule.

Adaptive Release Rules During Course Copy, Archive, and Export

Adaptive Release rules and user progress information are only included during a full Course Copy with users and during archive and restore operations. Rules and user progress information are not saved during a copy of Course materials into a new Course or during a copy of Course materials into an existing Course. They are also not saved during export and import operations.

Enable and Disable the Adaptive Release Feature

The System Administrator controls the availability of the Adaptive Release feature. If this feature is made available, Course developers may add either basic or advanced Adaptive Release Rule.

If the Adaptive Release tool is disabled by the Administrator, all rules that have been created will disappear. Also, Adaptive Release related links on the Manage page will no longer appear. If the tool is later re-enabled, the links on the Manage page will reappear and any data associated with Adaptive Release (such as the rules) will be saved. Any Adaptive Release rules that had previously been set also re-appear.

Visibility of Items with Adaptive Release Rules

Once any Adaptive Release rules have been established for an item, visibility of that item is restricted to those users who meet the criteria of those rules.

For example, the Instructor creates a content item called "Introduction" and makes the item available in Course Documents. At this point, all Course users would be able to see Introduction. The Instructor then creates a rule restricting the item to Group A users. Now, only members of Group A can see Introduction—all other Course users (who are not a member of Group A) do not see Introduction. The Instructor then adds other criteria to this rule, restricting it to Group A members who have received at least an 80 on Test #1. Now, only members of Group A who have also received an 80 or greater on the Test #1 will see Introduction. All other Course users, including Group A members who scored less than an 80 on the Pre-Test, will not see Introduction.

If no Adaptive Release Rules have been created, the item is available to all users in the Course depending on the item availability and date / time availability set on the Add Item page.

View Availability of an Item on User Progress Page

Instructors may create one or more Adaptive Release rules which narrow the availability of a content item. It may be difficult to remember which users in a Course may access each piece of content. The User progress page displays details on the visibility of a content item and the Adaptive Release rules pertaining to it. For example, this page lists the visibility of an item on a user-by-user basis. If Review Status is enabled for the item, an icon is displayed to show if the user has reviewed the item along with a date and time stamp for when the review was registered for that user.

If no Adaptive Release rules have been created for that item, the visibility column is based simply on availability of the item itself. For example, if the item is available, the Visible icon is displayed for all users.

Differences Between Basic Adaptive Release and Advanced Adaptive Release

Advanced Adaptive Release allows Instructors to create multiple rules per item. If an Instructor wants to create different criteria for different users on the same item, the user will need to create more than one rule. For example, if different rules apply for different Groups in a Course, Advanced Adaptive Release is used. The Instructor may set up a rule for Group A that enabled all users in the Group to view an item once they receive an 85 on a Test. The Instructor may set up a separate rule for Group B that enables them to see the same content item after they receive an 80 on the Test.

Unavailable Items and Adaptive Release Rules

Item availability set on the Add Item page supersedes all Adaptive Release rules. If the item is unavailable, it is unavailable to all users regardless of any rules established. This allows Course developers to build out their rules and only make items available when they are finished with rule creation.

View Content with Rules Through the Course

If Instructors view Content Areas through the Course as a student would (Edit Mode is OFF), their view is based on item availability and Adaptive Release rules. For example, if Adaptive Release is used to make an item available to a Group, and they are not a member of the Group, they will not see the item if they access it through the Course Menu. The same is true for unavailable items. If an item is added to a Course, but is not made available, the Instructor will not see it when they access the Content Area through the Course Menu.

Adaptive Release Functions

How to Add a Basic Adaptive Release Rule

The Basic Adaptive Release rule allows the Instructor to add and edit one rule for a single piece of content. This single rule may have multiple criteria. For example, the rule may require the user to meet both date criteria and review status criteria before the content is available. Advanced Adaptive Release rules can also be used to add multiple rules to a single piece of content.

1. Open a Content Area from the Control Panel.
2. **Edit Mode** is **ON**.
3. Select **Adaptive Release** on the contextual menu for the item.
4. Complete one or more sections of the Adaptive Release page , Date, Membership, Grade, Review Status.
5. Click **Submit**.

How to Add an Advanced Adaptive Release Rule

Advanced Adaptive Release allows Instructors to add multiple rules to a single content item. If multiple rules are created, the content is visible to the user if any of the rules are met. Each rule may have multiple criteria. For example, one rule may allow users in Group A with a score above an 85 on a Test to view the content item. Another rule for the same item may allow users in Group B to view the same content item only after a specific date.

Rules that cannot be satisfied by any user will be noted because they will not provide any access to the specified content item.

1. Open a Content Area from the Control Panel.
2. **Edit Mode** is **ON**
3. Click **Adaptive Release: Advanced** on the contextual menu for the item.
4. Click **Create Rule**. The Add Rule page appears.
5. Type a name for the rule and click **Submit**.
6. Click **Create Criteria** and select Date, Grade or Membership and fill in the criteria. Click **Submit** when the rule is complete.
7. Click **Review Status** to add this type of criteria the Advanced Adaptive Release Rule. Select the content item for Review.
8. Repeat Steps 6 and 7 to add multiple criteria to an item.

How to Copy an Adaptive Release Rule

Instructors may find it beneficial to copy an Adaptive Release rule, rather than creating a new one from scratch. Once the rule is copied the name may be changed and the rule edited. Rules may only be copied within a single content item; a rule from one content item may not be copied to another content item.

Follow the steps below to copy an Adaptive Release Rule:

1. Open a Content Area from the Control Panel.

2. **Edit Mode** is **ON**.
3. Click **Adaptive Release: Advanced** on the contextual menu for the item. The Adaptive Release: Advanced page appears.
4. Click the check box next to the rule you would like to copy and select **Copy** in the Action Bar.
5. An exact replica of the rule appears at the bottom of the list. It has the same name as the original rule with 'Copy of' in the beginning.
6. Click **Edit** next to the new rule to make changes to the name or criteria.

How to Edit an Adaptive Release Rule

Rules are managed and edited from the Adaptive Release page. The criteria of a rule and the name of a rule are managed separately.

Follow the steps below to change the name of a rule:

1. Open a Content Area from the Control Panel.
2. **Edit Mode** is **ON**.
3. Click **Adaptive Release: Advanced** on the contextual menu for the item.
4. Select **Manage** from the contextual menu for the Rule that needs to be edited. The Manage Rule page appears.
5. Edit the **Rule Name** and select **Submit**.

Follow the steps below to edit the criteria of an advanced rule:

1. Open a Content Area from the Control Panel.
2. **Edit Mode** is **ON**.
3. Click **Adaptive Release: Advanced** on the contextual menu for the item. The Adaptive Release: Advanced page appears.
4. Select **Edit Criteria** next to the Rule that needs to be updated. The Manage Criteria page appears. Criteria may be added, edited, and deleted. Select **OK** when the changes are complete.
5. Repeat Step 4 to change any additional criteria related to the content item.

Follow the steps below to edit a basic Adaptive Release Rule:

1. Open a Content Area from the Control Panel.
2. **Edit Mode** is **ON**.
3. Click **Adaptive Release** on the contextual menu for the item.
4. Make any necessary changes and select **Submit**.

Note: These steps may also be used to edit a rule with one criteria created on the Advanced Adaptive Release page.

How to Delete an Adaptive Release Rule

Basic Adaptive Release rules can also be deleted from the Adaptive Release: Advanced page.

1. Open a Content Area from the Control Panel.
2. **Edit Mode** is **ON**.
3. Click **Adaptive Release: Advanced** on the contextual menu for the item.
4. Select the rule to delete. Multiple rules may be selected. Click **Delete**.

Adaptive Release Criteria

About Adaptive Release Criteria

Criteria are the parts that define an Adaptive Release rule. Instructors have the option of applying one or more criteria to each rule. For example, one rule may make content available after a specific date, while another rule, with multiple criteria, may make content available to a Course Group after a specific date. There are a number of different types of criteria available to Instructors.

The following is a brief description of each available criterion:

Criteria	Description
Date / Time	Display content based on a date or time. Options include: <ul style="list-style-type: none">• After a specific date• Until a specific date• Within a time frame
Username	Display content to one or more users.
Course Groups	Display content to members of one or more Groups in a Course.
Grade Center Column	Display the content item to all users until a Grade Center criteria is created. Possible points on a Grade Center column are listed in brackets beside the name. The score entered must be numeric.
Grade Center: Item with at least one attempt	Display content based on a recorded attempt by the user. For example, the user has completed the Test or a grade has been entered for an Assignment.
Grade Center: Item with a specific score	Display content based on a required score. Options include: <ul style="list-style-type: none">• Less than or equal to• Greater than or equal to• Equal to
Grade Center: Item with a score between X and Y	Display content based on a range of scores. For example, if a Student scores between 85 and 100 on an exam.
Review Status an item	Display content to the user only after an associated item has been marked Reviewed by the user.

About Date Criteria

Date criteria enable content to be displayed according to date and time. Content may be displayed after a specific date, until a specific date, or within a time frame. For example, the Instructor may use the date criteria to release lecture notes only after the lecture has occurred or the date criteria option could be used to give one Group, such as Students with learning disabilities, more time to access content than another Group would receive.

Dates for availability may be set when the item is created or edited under options or through a Date criteria rule. The Instructor may decide to use both the date restrictions on the Edit page and the Date criteria rule. For example, the item is made available on the Edit page from December 1 – December 30. Then the item may be made available to one small group of users from December 1 – December 15 and another small group of users from December 16 – December 30.

Note: If the date is changed on the item itself, for example on the Edit Item page, and date criteria already exist, a warning message appears. The same is true if the user attempts to add date criteria and a date for the item has been set on the Add or Edit page.

Add Date Criteria to a Rule

Date criteria fields are filled out with the same information for both basic Adaptive Release rules and advanced Adaptive Release rules. Instructors may add additional criteria to a rule, in addition to date criteria, to further narrow the availability of an item.

Follow the steps below to add date criteria to an advanced Adaptive Release rule:

1. Open a Content Area from the Control Panel.
2. **Edit Mode** is **ON**.
3. Select **Adaptive Release: Advanced** from the contextual menu for the item. The Adaptive Release: Advanced page appears.
4. Click **Create Rule**. The Add Rule page appears.
5. Type a name for the rule and click **Submit**.

OR

Select **Edit** from the contextual menu for an existing rule on the Adaptive Release page to edit its criteria.

6. Select **Date** in contextual menu. The Date page appears.

Date Criteria	Setting
Display an item after a specific date	Click the check box next to Display After. Select a date and time in the drop-down lists below. The item will appear to users after this date and time.
Display an item until a specific date	Click the check box next to Display Until. Select a date and time in the drop-down lists below. The item will appear to users until this date and time.
Display an item after a specific date and until a specific date	Click the check box next to Display After and Display Until. Select a date and time in the drop-down lists below. The item will appear to users between these dates and times.

About Membership Criteria

Membership criteria allow content to be displayed according to username and Course Group. The Instructor may set up criteria that use one or both of these options. The Instructor may make this item available to a Course Group, or the Instructor may make this item available to a Course Group and other specific individuals.

Make Content Available to Specific Users

Membership criteria are useful for making content available to a specific user or set of users. For example, if a Student requests a way to earn more points for class the Instructor may agree, but decide to not offer this option to the entire Course. The Instructor creates an extra credit content item and only releases it to the single Student through the Membership criteria.

Make Content Available to Groups

Membership criteria may be used to manage content for Groups within a Course. For example, a class is divided into three groups and each group has a different Assignment. They are instructed to learn the topic and then present the material to the entire class. The Instructor has materials for each Group. The Instructor loads the material for Group 1 as content items, and releases the material only to Group 1. Then the Instructor loads the material for Group 2 as content items, and releases that material only to Group 2. This same process is used for Group 3. When a Group presents the material to the class, the Instructor may then change the release rule on that material so it becomes available to the entire class. (Alternatively, if the Instructor knows the date of presentation ahead of time, the Date criteria may be used to make the content available for the rest of the class.)

Add Membership Criteria to a Rule

Membership criteria fields are filled out with the same information for both basic Adaptive Release rules and advanced Adaptive Release rules. Instructors may add additional criteria to a rule, in addition to Membership criteria, to further narrow the availability of an item.

Follow the steps below to add Membership criteria to an advanced Adaptive Release rule:

1. Open a Content Area from the Control Panel.
2. **Edit Mode** is **ON**.
3. Select **Adaptive Release: Advanced** from the contextual menu for the item. The Adaptive Release: Advanced page appears.
4. Click **Create Rule**. The Add Rule page appears.
5. Type a name for the rule and click **Submit**.

OR

Select **Edit** from the contextual menu for an existing rule on the Adaptive Release page to edit its criteria.

6. Select **Membership** in the contextual menu. The Membership page appears.

Membership Criteria	Setting
Make content available to specific users	In the Username field enter one or more Usernames, separated by commas or click Browse to search the system. Use the Search for Course User window to search for and select Usernames to add to the field. Selected Usernames appear at the bottom of the section.
Make content available to Groups	All Groups in the Course appear in Available Course Groups, even those that are unavailable. Use the arrows to move Groups from the Available Course Groups field to the Selected Course Groups field. Content is displayed to all of the Groups that appear in the Selected

Membership Criteria	Setting
	field.

About Grade Center Criteria

Grade Center criteria may be used to release content based on item attempt and score. A number of different score values may be selected, including the following:

- A score greater than a set value
- A score less than a set value
- A score that equals a specific value
- A score that falls within a range of values

Make Content Available Based on Grade Center Attempt

Grade Center criteria are useful for Instructors who want to make content visibility dependent on attempts made by Students on Tests or Assignments. For example, an Instructor may prepare a pre-test for Students to prepare for the final. The idea is for the Students to pre-test themselves before seeing the review materials, to know how much they recall without extra studying. Using Grade Center criteria the Instructor creates the review materials, but only releases it to Students who have attempted the pre-test at least once.

Another example of attempt based criteria is end-of-term surveys. Some Institutions require end-of-term surveys about the Course before the final exam is taken. In this case, the Instructor can make the final exam item available only after the survey is attempted at least once.

Make Content Available Based on Grade Center Score

Grade Center criteria may be used to make content available based on the score a Student receives. Many Courses rely on progression, such as foreign languages, where Students must learn one topic before moving onto another. If an Instructor is about to teach advanced verb conjugation, but wants Students to have passed the Assignment on basic verb conjugation, the Instructor can create a rule that allows only those Students who have received at least a 70 on the basic verb conjugation Assignment to view the advanced verb conjugation material.

Instructors can also establish a range of values for content release, such as releasing an item only to users who scored between a 70 and 80 and might need some remediation, but less remediation than users who received less than a 70. In this case, the Instructor creates two content items and releases one to users who fall into the 70-80 range and releases the other to Students who received less than a 70.

Add Grade Center Criteria to a Rule

Grade Center criteria fields are filled out with the same information for both basic Adaptive Release rules and advanced Adaptive Release rules. Instructors may add additional criteria to a rule, in addition to Grade Center criteria, to further narrow the availability of an item.

Tip: Only one Grade Center item may be selected for each Grade Center criteria. For example, one criterion may not be used to make an item visible based on the score of two different Grade Center items. However, multiple Grade Center criteria may be added to a single Advanced Adaptive Release rule. The Instructor may set up one criterion that makes Project A available after Test #1 is complete and another criterion in the same rule that makes Project A available after Test #2 is complete. In this example, only Students who have completed Test #1 and Test #2 may view Project A.

Follow the steps below to add Grade Center criteria to an advanced Adaptive Release rule:

1. Open a Content Area from the Control Panel.
2. **Edit Mode** is **ON**.
3. Select **Adaptive Release: Advanced** from the contextual menu for the item. The Adaptive Release: Advanced page appears.
4. Click **Create Rule**. The Add Rule page appears.
5. Click **Grade** in the contextual menu. The Grade page appears.
6. Select the Grade Center item this criteria is based on in the **Select Grade Center Column** drop-down list. Only one item may be selected.

Grade Center Criteria	Setting
Make content available based on Grade Center attempt	Select the option User has at least one attempt for this item.
Make content available based on less than, greater than, or equal to score	Use the options in the Score drop-down list to select Less Than , Greater Than , or Equal To . Type a number in the field for the score this criteria is based on; this must be an integer.
Make content available for a score within a range of values	Select the option Score between _ and _. Type the range of values in the fields within this option.

About Review Status Criteria

Review Status criteria are used to release content based on the user's review of a specific content item. For example, the Instructor may create criteria that make Assignment #1 available only after Students have marked Homework #1 reviewed.

Add Review Status Criteria to a Rule

Review Status criteria fields are filled out with the same information for both basic Adaptive Release rules and advanced Adaptive Release rules. Instructors may add additional criteria to a rule, in addition to Review Status, to further narrow the availability of an item. Review Status may be applied to a Learning Module but may not be applied to individual files within a Learning Module.

Follow the steps below to add Review Status criteria to an advanced Adaptive Release rule:

1. Open a Content Area from the Control Panel.
2. **Edit Mode** is **ON**.

3. Select **Adaptive Release: Advanced** from the contextual menu for the item. The Adaptive Release: Advanced page appears.
4. Click **Create Rule** in the Action Bar to add a rule. The Add Rule page appears.
5. Type a name for the rule and click **Submit**.

OR

Select **Edit** from the contextual menu for an existing rule on the Adaptive Release page to edit its criteria.

6. Select **Review Status** in the Action Bar. The Review Status page appears.
7. Select **Browse** to open the Course Menu. Click an item in the menu to select it for Review Status criteria. Review Status will be turned on for this item. Users must mark the item reviewed before the content including this rule is available.

Review Status

The Review Status tool allows the Instructor to track user review of specific content items. Once the Instructor enables the tool for an item, each Student tracks their progress. A Mark Reviewed button appears on the item when the user opens the Content Area. After reviewing the item, the Student selects this button to mark it Reviewed. The Instructor may check the status of Student reviews on the User Progress page.

Review Status During Course Copy, Archive and Export

Review Status settings and user status information are only included during a full Course copy with users and during archive and restore operations. Review Status settings and status information are not saved during a copy of Course materials into a new Course or during a copy of Course materials into an existing Course. The same is true for export and import operations.

Before You Begin

The System Administrator must enable the Review Status tool for all Courses. If the Review Status tool is disabled at the Administrator or Course level, the Review Status links on the Manage page disappear and the Review / Mark Reviewed buttons on the Course pages are no longer shown. If the tool is later re-enabled, those links and buttons reappear and any data associated with Review Status (such as an individual user's progress) is restored.

How to Enable Review Status for an Item in a Course

When Review Status is enabled for an item a Mark Reviewed button appears next to the item when the Content Area is opened by the user. The user must select this button to mark the item Reviewed.

1. Open a Content Area.
2. **Edit Mode** is **ON**.
3. Click the Contextual Menu for the content item.
4. Click **Set Review Status**.
5. Click **Enable**.
6. Click **Submit**.

How to Disable Review Status for an Item in a Course

1. Open a Content Area.
2. **Edit Mode** is **ON**.
3. Click the Contextual Menu for the content item.
4. Click **Set Review Status**.
5. Click **Disable**.
6. Click **Submit**.

Next Steps

- [Check User Progress](#)

User Progress

The User Progress page tracks the availability and review status for a specific content item. The Instructor may use this page to view all users in the Course, the availability of the item to them, the Review Status, and the date and time the item was reviewed. If Adaptive Release rules have been created, a rule summary is also shown.

Before You Begin

The System Administrator must enable the Adaptive Release or Review Status tool.

If the user changes the status of an individual item from **Reviewed** to **Mark Reviewed**, all record of the previous status is erased. The Instructor will not be alerted to the change other than by seeing the new status in the User Progress page or in the Performance Dashboard.

How to Check User Progress

The User Progress page lists all enrolled users in a Course. A link to each rule at the top of the page allows the Instructor to view and edit rules for this item.

1. Open a Content Area.
2. **Edit Mode** is **ON**.
3. Point to the Contextual Menu for the content item.
4. Click **User Progress**.

All columns with unique information in the list may be sorted. Each user's first and last name, username, and role are noted. Additionally, the user's visibility for the item is listed. If the item is visible to the user an open eye appears in the column. If the item is not visible to the user the eye appears closed. The Review Status also appears on the page, along with the date the item was reviewed. This column only appears if Review Status is enabled for the item, either through the Review Status option or through an Adaptive Release Rule.

How to Check User Progress from the Performance Dashboard

The Instructor may check the Review Status for each item that has Review Status Enabled, either through an Adaptive Release Rule or the Review Status option. OR Click the Adaptive Release icon to open the Map. The Map displays the Review Status for all items in the Course for that user.

1. Select **Performance Dashboard** under Evaluation on the Control Panel. The Performance Dashboard is shown.
2. Click the number under the Review Status column next to the user in question. The Review Status page for this user is shown.

About the Performance Dashboard

The Performance Dashboard tool provides a window into all types of user activity in a Course or Organization. All users enrolled in the Course are listed, with pertinent information about that user's progress and activity in the Course.

Before You Begin

The System Administrator must enable the tool and make it available. When enabled by the Administrator, the Performance Dashboard will be on by default in all Courses.

View the Performance Dashboard

The Performance Dashboard is accessed through the **Evaluation** area of the Control Panel. This page shows the following information

- Last Name
- First Name
- Username
- Role
- Last Course Access
- Days Since Last Course Access
- Review Status - Only displayed if this tool is enabled. Displays how many items have been reviewed; a detailed view of items may be opened in a new window.
- Adaptive Release - Only displayed if this tool is enabled. An overview of the Student path may be opened in a new window.
- Discussion Board - Only displayed if this tool is enabled. Provides links to the Discussion Board comments.
- Early Warning System - Shows the number of warnings and the number of total rules that may trigger a warning. Clicking on the data in this column will open the Early Warning System. The Early Warning System column will only display if the tool is turned on in the Course.
- View Grades - Only displayed if the Grade Center is enabled. Provides links to the Grade Center: User grade List page for that user.

Users can click **Print** to open the page in a new window in a printer-friendly format. All applicable columns may be sorted.

Understanding the Review Status Indicator

The numbers provided in the Review Status column of the Performance Dashboard indicate the number of items that the Student has marked as Reviewed.





Using Adaptive Release rules in a Course creates multiple tracks for Students to progress through. This allows for the possibility that each Student will have a different requirement for marking certain items in a Course as Reviewed. At any time in a Course, items in a Student's track may or may not be visible to them. The Performance Dashboard provides an at-this-moment view of the item availability and the Student's progress on reviewing items.

The Review Status indicator links to a list of the items that the user sees as Reviewed and Mark Reviewed in the Course.

The Review Status column is only visible if Review Status has been enabled for the Course.

Link to Adaptive Release

The Adaptive Release indicator in the Performance Dashboard for each user opens the Course Menu, showing every possible item in the Course. Icons beside each item in the Course Map indicate the visibility of an item to that Course user, and the review status of any items with a review requirement, if applicable.

Adaptive Release and Review Status icons:	
	Visible – this item is visible to that Course user.
	Invisible – this item is not visible to that Course user.
	Reviewed – this item has been marked as Reviewed by the Course user.
	Mark Reviewed – this item is displayed as Mark Reviewed to the Course user.

The Adaptive Release column is only visible if Adaptive Release has been enabled for the Course.

Statistics Tracking

Statistics Tracking at the content item level allows Instructors to view detailed statistics on content item usage for all Course users. In addition to the availability and Review Status information available on the User Progress page, these detailed statistics can help Instructors determine how many times the particular content item was viewed and exactly when it was accessed.

Before You Begin

Statistics Tracking is separate from Course Statistics accessed from the Control Panel. Course Statistics provides information about Content Area access versus the item-by-item access displayed on the Statistics Tracking page for a content item.

Statistics are only stored in the database when Statistics Tracking is enabled. If Statistics Tracking is turned on after some users have accessed the content item, the record of their access cannot be recovered. Data will only be displayed for those users who access the content item after Statistics Tracking was turned on.

If a user is unenrolled, their data will be deleted from all Course Statistics. If statistics are still expected to be tracked for those users set them as unavailable; do not unenroll them from the course.

How to Turn Statistics Tracking On and Off

1. Open a Content Area.
2. **Edit Mode** is **ON**.
3. Point to the contextual menu for an item.
4. Select **Statistics Tracking**.
5. Click **On** or **Off**.
6. Click **Submit**.

How to View Statistics Reports for Content Items

When Statistics Tracking is enabled, the View Statistics link is active on the Statistics Tracking page. (This link is displayed, but not in an active state, if Statistics Tracking is not enabled for the content item.)

The report displays three sections of data: Access by Date, Access by Hour of the Day, and Access by Day of the Week. The Access by Date section displays information for all enrolled users. Access information for system guests and unenrolled users (previously enrolled users who were deleted from the Course) is displayed under the Guest user. Observer access to content items is not tracked.

1. Open a Content Area.
2. **Edit Mode** is **ON**.
3. Point to the contextual menu for an item.
4. Select **View Statistics Report**.
5. Fill in the Report Specifications including date range and format (PDF, HTML, Word).

6. Select the appropriate Users filter: **All Users** or **Selected Users**. Press CTRL to select more than one user from the list.
7. Select **Submit** to run the report.

Editing, Printing and Exporting a Report

To change the report query (to add more users, delete users, or change the date range) select **Change Filter**. Edit the Time Period and/or Users selected as appropriate and select **Submit** to run the report.

To send the report to a printer in a printer-friendly format, select **Print**. The report will be printed exactly as it is displayed on the screen.

To export the report data for further, off-line data analysis, select **Export Data**. Save the data using the File Download pop-up windows that appears. The comma-separated values (CSV) file can now be opened in any statistical analysis program (such as Microsoft Excel).

Course Files

The following categories describe Course Files and how the repository interacts within Blackboard Learn.

- [About Course Files](#)
- [Working in Course Files](#)
- [Organizing Files and Folders](#)
- [Course Files Permissions](#)
- [Locating Files and Folders](#)
- [Viewing Files and Folders in Course Files](#)
- [Linking to Course Files](#)
- [Downloading Files and Folders](#)
- [Course Files and Web Folders \(WebDAV\)](#)
- [Course Files and the Content Collection](#)

About Course Files

Creating and maintaining a repository of materials is an important part of developing an online course. With Course Files, instructors have access to all of their files from a central location inside their course. They can manage, organize, and view those files to suit their needs.

Large amounts of content can be moved quickly from a local drive to Course Files. Once content is in Course Files, it can be organized in any way using folders and sub-folders. The organization of content in Course Files is separate from the organization of content presented in a course.

Course Files is relative to the course, and so only content for the course is stored there. Content is not shared across courses taught by the same instructor. However, content in course files can be used in multiple places within the course just by linking to it.

Content linked to a course from course files is not deleted when the link in the course is deleted. The file still remains in course files and can be used again. Links to course content are not broken when files are modified or moved to another Course Files folder.

About Course Files and the Content Collection

The Content Collection is a separately licensed feature of Blackboard Learn. With it, institutions have a common content repository where content can be shared. If the Content Collection is licensed and enabled, content from other courses and from your personal directory can be added to the course and managed through Course Files.

For those users with Content Collection, Course Files acts as a window into the entire repository.

For those users that do not use Content Collection, Course Files is a repository just for the current course. Each course has a separate repository, and they are not connected.

Please see the [content management section](#) of this guide for information on using the Content Collection. The instructions in this section will assume that the Content Collection is not in use.

Accessing Course Files

Each course has its own Course Files area available to instructors on the Control Panel. Students do not have access to Course Files from the course, but they can see Course Files if they have read permissions on the Files and they go through either the Content Collection or the Content module.

Files will display on the Files page that opens when you click the link of the course name. Click on the name of a folder to open it in the main frame.

Working in Course Files

Organize the Course Files environment by making folders and sub-folders. Creating a logical filing system makes it easy to locate and link to content items. Once a folder structure is in place, upload content into the various folders.

Remember that the folder structure in Course Files is separate from folders in a Content Area of a course and has no impact on the presentation of content.

- [Creating Folders](#)
- [Editing, Copying, Moving and Deleting Folders](#)
- [Creating HTML Objects](#)
- [Uploading Content](#)
- [Using the Browse function](#)
- [Using the Drag-and-Drop function](#)
- [Uploading Zipped Packages](#)
- [Overwriting a File](#)

How to Create a Folder

1. On the Action Bar, click **Create Folder**.
2. Type a Folder Name in the text field that appears.
3. Click **Submit**. The folder appears alphabetically in the directory in Course Files.

Editing, Copying, Moving and Deleting Folders

Access the contextual menu of a folder to edit the folder name. Any folder name can be changed except the top level folder. Changing the name of a folder will not break any links to content in the course.

Use the Action Bar or contextual menu to copy or move the folder. Moving a folder will not break any links to content in the course.

Folders can be deleted using the Action Bar or contextual menu. This action is final and cannot be undone. All content in a folder will be permanently deleted from Course Files and any links in the course will be broken. Broken links will display a "Invalid File" statement next to them.

Creating HTML Objects

Within Course Files, new items can be created using the Text Editor. These items are called HTML Objects.

HTML Objects are created in Course Files using the Create HTML Object function on the Action Bar. This action bar will appear within a folder as well as the main Files page. The text editor can also add files, images, and multimedia to an HTML Object. Any files added to the HTML Object are saved in Course Files in the same folder as the HTML Object. The new HTML Object can be linked to one or more locations in the course.

Note: The system administrator can disable this function.

1. Click the Course Files folder where the HTML Object will be created.
2. On the Action Bar, click **Create HTML Object**.
3. On the Create Reusable Object page, type a **Name**. This is the file's name in Course Files.
4. In the Text Editor, type the content. Use the Text Editor functions to format the text and add files, images, and multimedia, if desired. Any files added from a local drive as attachments are automatically uploaded to Course Files.
5. Click **Submit**.

Uploading Content

Files can be uploaded in to Course Files in different ways. Files can be located and uploaded by browsing a local drive. Files can be uploaded using a drag-and-drop function. A single file or multiple files and folders can be uploaded in one action. There are options for multiple and single uploads. All supported file types can be saved to Course Files.

Using the Browse Function

When files are uploaded, they are added to the folder currently displayed in the content frame. Files can be moved to other folders at any time.

1. Click the Course Files folder where the files will be uploaded.
2. On the Action Bar, point to **Upload** to access the drop-down list.
3. Select **Upload Files**.
4. Select **Single File** to upload one file. Use this option to upload a zip package without unzipping it.
5. Select **Multiple Files** to upload more than one file with the same operation.
6. Click **Browse** on the Action Bar.
7. Open a local drive folder containing the files and folders to upload.
8. Select the file or files and folders. To select more than one file at a time hold down the CTRL key while clicking the files and folders to upload.
9. Click **Open** in the dialog box.
10. The files and folders are added to the system upload list. The contents of folders will display individually in the upload list, but after they are uploaded, they will be contained in their parent folder in the directory. Open another folder on a local drive and continue to add files and folders at this time. Attempting to upload a file with the same name as an existing file will generate a prompt to overwrite the current file.
11. Click **Submit**. A status bar will display the progress of your upload.

Using the Drag-and-Drop Function

Use the drag-and-drop function to upload a single file, multiple files, or one or more folders.

1. Click the Course Files folder where the files will be uploaded.
2. On the Action Bar, point to **Upload** to access the drop-down list.
3. Select **Upload Files**.

4. Select **Multiple Files**.
5. On a local drive, open the folder containing the files and folders to upload.
6. Select multiple files and folders at one time by holding down the CTRL key while clicking the files and folders to upload.
7. Drag files and folders into the upload box.
8. Files and folders appear in the upload box. Open another folder on a local drive and continue to add files and folders at this time, if desired.
9. Click **Submit**. A status bar will display the progress of the upload.

Uploading Zipped Packages

Files and folders can be zipped into a package and uploaded into Course Files. Zipped files can be automatically unzipped, keeping the folder structure and links intact. This is especially useful for developing a complete Web site or other linked content off line using an authoring tool and then uploading the entire site. Alternatively, keep the file zipped and use it as an attachment that can be downloaded and unzipped by users on their local drive.

To upload and automatically unzip a package:

1. Create a folder in Course Files for the contents of the zipped package.
2. Click the name of the new folder.
3. On the Action Bar, point to **Upload** to access the drop-down list.
4. Select **Upload Package**.
5. Click **Browse** to locate the file on your local drive.
6. Click **Submit**. The zipped package will automatically unzip in the selected folder.

To link the unzipped content to a Content Area so that it will display as a unit, add the first or start page (for example index.html) as an attachment or file to a content item. Users click the link and the material will display with all the links, images, and navigation intact.

To upload a zipped package without unzipping:

1. Click the Course Files folder where the zipped package will be uploaded.
2. On the Action Bar, point to **Upload** to access the drop-down list.
3. Select **Upload Files**.
4. Select **Single File**.
5. On the Upload Single File page, click **Browse** to locate the zipped file on a local drive.
6. Click **Submit**.

Overwriting a File

Files that are uploaded to Course Files that have the same name as an existing file will generate a prompt to overwrite the existing file with the new file. Overwriting a file is permanent and cannot be undone. To keep both versions, change the name of one file or add it to a different folder.

Organizing Files and Folders

In Course Files, file can be moved into folders and folders can be moved into other folders. All links to the moved content will remain intact in your course.

1. Select the check boxes of the files and folders to move. Move one or multiple items at a time.
2. Click **Move** on the Action Bar.
3. Click **Browse** to select the Destination folder.
4. Select the Destination folder. Move a file or folder from a subfolder to the main Course Files folder by selecting Select current directory. NOTE: On the Select Folder page, use the **Create Folder** function on the Action Bar to add a folder while moving content.
5. Click **Submit**.
6. On the Move page, click **Submit**. The files and folders will be moved to their new folders.

Renaming Files and Folders

Any file or folder can be renamed in Course Files. Any links to the renamed content will remain intact. However, if the file name is displayed in the course, the file name will not be updated in the course area.

TIP: Changes to file names in Course Files will not affect Link Names added to file attachments in a course, so consider always adding a Link Name when linking files.

1. In Course Files, click the Action Link for the file or folder you want to rename.
2. Select **Edit**.
3. On the Edit page, type the new File Name.
4. Click **Submit**.

Deleting Files and Folders

Any file or folder can be deleted in Course Files. Deleting items is permanent and cannot be undone. Links to content in a course will appear broken and display an error message to users.

Course Files Permissions

When a file is added to Course Files and linked to content in a course, it is automatically assigned the Read permission for all course users. Other users enrolled in the course, such as a teaching assistant or course builder, have additional permissions for the files by default. Permissions for any file or user can be changed in Course Files. For example, to prevent a teaching assistant from deleting a certain file, change the permissions for that file. To prevent a teaching assistant from deleting any file, change the permission for the teaching assistant.

Note: Blackboard Learn includes a system-wide module that displays the contents of Course Files to users if they have read permissions to see the content. This would allow users to see Course Files content even if it is not visible in the course due to adaptive release rules.

The following table describes the privileges for each type of permission.

Type of Permission	Privileges
Read	View and download
Write	Edit and overwrite Add files and folders to a folder
Remove	Download and delete
Manage	Control properties and settings Determine permissions on the Manage Permissions page

Editing User Permissions

1. In Course Files, navigate to the folder or file.
2. Click the icon in the **Permissions** column next to the file or folder.
3. On the Manage Permissions page, next to the User or User List, access the contextual menu.
4. Select **Edit**.
5. On the Edit Permissions page, select or clear the check box next to the Permissions type.
6. Click **Submit**.
7. Click **OK** to return to Course Files.

Editing Folder Permissions

When items are uploaded to folders, they inherit the same permissions as the parent folder. When editing permissions on the folder the following options are available:

- Edit the existing permissions on the folders and its contents
- Overwrite the existing permissions on files and subfolders.

When a file is copied to a different folder, it loses its original permissions and inherits any new ones associated with its new parent folder. However, if a file is moved to a different folder, it maintains its original permissions. It does not inherit permissions associated with the parent folder.

Locating Files and Folders

Search for files and folders within Course Files by clicking the double arrows to expand the Search field in the Files area of Course Management.

Type a keyword or text string in the Search box and click **Go** to perform a quick search. Searches are not case-sensitive. Results will include files and folders within the course.

Alternatively, click **Basic Search** under the Search box to open the Basic Search page in the content frame. A Basic Search locates files and folders based on a keyword or single text string. Select the check box to Search File Contents. File contents are indexed periodically, so new content may not be found immediately. Searching file contents can increase the search time.

Viewing Files and Folders in Course Files

The default view of the files and folders in Course Files is a list with standard small icons in the File Type column.

To make it easier to locate items in Course Files, click **View Thumbnails** at the top of the screen to switch from List View to Thumbnail View. The system will remember which view you have chosen and it will remain until you change the view.

In the thumbnails view, each file and folder is represented by a larger icon. Any action performed on a file or folder in list view can also be performed on a file or folder in thumbnails view.

Use the slider to change the size of the thumbnails. The thumbnails view displays the image of the item for image file types, such as .png and .jpeg. For all other file types, the standard icon representing the file type is displayed.

Click an image to preview it. Click the X to close the preview window. Click any icon to view more information. Click the file's name to open the document, such as a PDF or Microsoft® PowerPoint® presentation. Click a folder's icon to view the contents of the folder.

Linking to Course Files

Once files have been added to Course Files, they can be linked to areas in a course, such as learning modules, calendar events, content items, journal and blog topics and instructor entries, messages, announcements, tasks, wikis, test descriptions and instructions, and the Discussion Board.

Wherever attaching files is available, click the Browse Course Files function to attach a file or use the Attach File function in the text editor. Adding files using the text editor offers more control over where the file's link will display on the page. Some course areas do not allow attaching files from Course Files, such as when you are creating assignments or individual wiki pages.

1. In a Content Area, point to **Build Content** to access the drop-down list.
2. Select **Item** in the Create column.
3. On the Create Item page, type a **Name** and type information in the Text box.
4. Under Attachments, click **Browse Course Files**.
5. On the Select File or Folder page, select one or more files and folders.
6. Click the **Show List** function, represented by the full square, to open the Selected Files area to view your selections. Remove any file by clicking the X.
7. Click **Submit**.
8. On the Create Item page, type a **Link Title** for the attached file; otherwise the file name will be displayed in the Content Area. Choose a name that is meaningful to students.
9. Select the **Options**.
10. Click **Submit**. The item appears in the Content Area with the selected file linked to Course Files. The link to the file precedes text typed in the Text Editor.

Reusing HTML Objects

Content items that have been created in a Content Area using the Text Editor and saved as a Reusable Object are stored in Course Files as a HTML Objects. These objects can be reused in other Content Areas.

Note: Users not licensing content management capabilities will not have access to the Discover Content option. In this case you will be able to just reuse HTML Objects by adding a link to the item from a file in Course Files. Creating and adding content is the same.

1. From the content area, click **Discover Content** on the Action Bar.
2. The Discover Content field expands. From the drop-down list, select the **Reusable Object**.
3. Click **Go**.
4. Select the **Reusable Object** from the list.
5. Click **Submit**.
6. The Create Item page appears so you can edit the **HTML Object Name**. Consider removing .html from the Name. Use the Text box to edit the item's information and add a file, or remove an existing file attachment.
7. Click **Submit**. The new HTML Object appears in the Content Area as a content item. The content in an HTML Object will display in the Blackboard Learn interface, instead of being opened separately.

Viewing a File's Course Links

View information about a file stored in Course Files using the 360 degree View report. This report provides a list of all the course areas that have been linked to the file. This is critical to determining where changes to the file will occur in the course, including what links will break if the file is deleted while still linked to course areas. Other information is provided in this report including:

- File name
- File type
- File size
- Last edited date
- User permissions

To see the report, access the contextual menu of a file and select 360 View.

Downloading Files and Folders

Files and folders within Course Files can be saved in zipped package and downloaded to a local drive. This is helpful for reusing selected files in other courses or editing several files offline.

1. In Course Files, select the check boxes next to the files and folders to add to the package.
2. On the Action Bar, click **Download Package**.
3. In the pop-up window, select **Save** and click **OK** to save the zipped package to a local drive. The file name for the file is the Course ID with the .zip extension.

Files that have been edited on a local drive and then uploaded back into Course Files will retain their links as long as the original file names remain. If the name of any file is changed while on the desktop, a new file is added to Course Files when uploading and the edits made to the file will not show in the course where it is linked.

Course Files and Web Folders (WebDAV)

WebDAV is used for sharing files over the Internet and is compatible with most operating systems. When put into use with Blackboard Learn, WebDAV is a means for users to access content from Course Files as if it were any other network drive or folder on their personal computers.

When WebDAV—or a Web Folder—is set up, all course files can be managed from the desktop, dragging in content from multiple drives and folders and organizing it as needed. Other functions can be performed on the files and folders in the Course Files Web Folder because the folder structure is visible and can be navigated. Finally, it is possible to edit a file directly in the Web Folder, without downloading it, editing it, and uploading it again.

Many users are accustomed to using WebDAV and prefer to continue to use this method for file management.

Note: The system administrator determines if WebDAV is available.

Web Folder Actions

The following actions can be performed on files and folders using WebDAV with Course Files:

- Add files and folders
- Browse the contents of folders in Course Files
- Open and view files, such as a Microsoft® Word file
- Create folders
- Move, copy, rename, and remove files and folders
- Open and edit files, such as Microsoft® Office® files.

Setting up a Web Folder

1. In Course Files, click **Setup Web Folder** on the Action Bar of the top level folder. Starting from this location will ensure WebDAV access to all folders contained in Course Files. If you want, you may select any folder inside Course Files; however, the Web Folder path must be less than 100 characters.
2. On the **Using Web Folders** page, copy the URL that appears for **Current Web address**. You will paste the address in later steps. **Tip:** To copy, select the address and right-click; select **Copy**.
3. From the **Start Menu** in Windows®, select **Documents > My Documents**. Click **My Network Places** in the left frame.
4. Select **Add a network place** from the **Network Tasks** menu.
5. In the **Add Network Place Wizard**, select **Choose another network location** to create a shortcut.
6. Paste the URL for the Web Folder you copied earlier and click **Next**.
7. Type your Blackboard Learn username and password, if prompted. Type a name for the network place and click **Next**. Click **Finish** to close the wizard. The Web Folder will open and display in **My Network Places**. You may be prompted again for a username and password.

8. Access **My Network Places** and select the Web Folder shortcut you created.
9. Locate the local folder containing the files and folders you want to transfer.

Course Files and the Content Collection

Course Files can utilize the features of the Content Collection when it is available, combining the capacity to easily add content to a course with abilities to share that content among multiple courses, add commenting, versioning, and tracking.

The Content Collection is part of a set of features that are licensed separately. The first view opens the file directory for the first. The second view opens the Content Collection, if it is available.

HTML Objects saved as reusable objects can be added to the Course Files or added to a Content Collection folder so they can be reused in other courses.

The Course Files panel toggles two views using the icons on the top bar.

Modifying the Default Directory

If you have licensed the content management capabilities, there is an option to choose any folder as your Course Files directory. If you opt to turn off the /courses directory you will need to pay attention to this option.

Directory edits are made from the control panel, under customization and properties. There is a subsection on the [properties page](#) for Course Files where you can set the directory.

Uploading Content to Course Files

Uploading Content is done the same when the Content Collection is available. An additional set of options becomes available. These options include:

- **Lock File** – A file that is locked cannot be changed by anyone regardless of their permission settings until it is unlocked by the user who locked it.
- **Share Comments** – Comments added to a file can be shared among users who have permission.
- **Enable Versioning** – All versions of a file are stored and can be accessed instead of being overwritten.
- **Enable Tracking** – Usage of files is tracked in order to produce report data on the number of hits, and the day and times of access.

Accessing the Content Collection in a Course

When the Content Collection is available, instructors can access folders and content anywhere they have permission without leaving the course environment. By expanding the Course Files panel using the All Content icon, instructors can create folders, build and upload content in the Content Collection.

Instructors can then return to the any area in their course by using the Course Menu links and continue building their material.

Linking Course Content to Course Files

Wherever attaching files is available, click the **Browse Course Files** function to attach a file or use the Attach File function in the text editor. Files stored in the Content Collection are available in the selection window.

Creating Reusable Objects

Any content created using the text editor can be saved as a Reusable Object. Select the **Save as Reusable Object** check box and then browse for a location to save it. Reusable objects must be edited in their original location within the course, but changes will be propagated to the Content Collection and to any links to the object in other locations.

Mashups

The following topics explain how to create and use Mashups within a Course.

- [About Mashups](#)
- [Creating a Mashup Item](#)
- [Creating a Mashup Item using the Text Editor](#)

About Mashups

Mashups allow Instructors to add content to a Course that is from an external Web site. This content is used in a variety of ways within a Course: a standalone piece of Course Content, part of a test question, a topic on a Discussion Board, or as part of an assignment. The content displayed in a course will still reside on the external Web site.

Mashups are added as a Content Item in a folder or added through the Text Editor. Adding a Mashup as a Content Item makes it a part of the information that you present to users for them to view. Adding a Mashup using the Text Editor means that you can put Mashups in places where users can interact with the content, such as in Test Questions, Discussion Boards, and Blogs.

Mashups are displayed in the following ways:

- **Embed:** The Mashup displays directly on the page when a student opens the item.
- **Thumbnail View with Player:** A small picture of the Mashup displays on the page with controls to launch it.
- **Text Link with Player:** A link to the Mashup is displayed on the page. Students click the link to launch the Mashup.

Example

To encourage discussion about "Hamlet", the Instructor can create a Mashup that includes a video of a scene from a production of the play and a link to a newspaper review of that production.

Default Mashup Types

These are the default Mashups that are included with Blackboard Learn. Other sources are added as Building Blocks. Blackboard Learn supports adding content from the following sources:

- **Flickr:** a site for viewing and sharing photographic images.
- **Slideshare:** a site for viewing and sharing PowerPoint presentations, Word documents, or Adobe PDF Portfolios.
- **YouTube:** a site for viewing and sharing online videos.

Next Steps

For more information, see the following topics:

- [Creating a Mashup Item](#)
- [Creating a Mashup Item using the Text Editor](#)

Creating a Mashup Item

Creating a Mashup as a Content Item makes it a part of the information that you present to users for them to view.

Before You Begin

The System Administrator can disable individual Mashups or all Mashups. If a Mashup is not available, contact the System Administrator to determine its status. Mashups are often disabled to comply with institutional rules that govern online teaching and learning.

Mashups are not available with a basic license.

Create a Mashup Item

1. Navigate to the Content area of your Course.
2. Select **Flickr Photo**, **Slideshare Presentation**, or **YouTube Video** from the **Build Content** drop down list.
3. Search for content.
4. Click **Preview** to examine the items.
5. Click **Select** for the appropriate item.
6. Change the **Name** of the item. This is a required field.
7. Type a **Description** of the Mashup.
8. Set the **Mashup Options**.
9. Attach additional content items to the Mashup by clicking **Browse My Computer** or **Browse Course Files**.
10. Click **Yes to Permit Users to View this Content**.
11. Click **Yes to Track Number of Views**.
12. Use the **Display After** and **Display Until** date and time fields to restrict the availability of the Mashup. Click both the **Display After** and **Display Until** check boxes to enable the date and time settings.
13. Click **Preview** to examine the Mashup.
14. Click **Submit**.

Result

When finished, the Mashup appears in the folder or Content Area where it was created. If necessary, use the action link for the Mashup item to set Adaptive Release rules, add metadata, or track the number of views.

If the Mashup does not appear or displays an error after initially appearing, it is possible that the URL has changed or the item was deleted from Flickr, Slideshare, or YouTube.

Next Steps

For more information, see the following topics:

- [About Mashups](#): Learn about the default Mashups that are available with Blackboard Learn.
- [Creating a Mashup using the Text Editor](#): Learn how to create Mashups using the Text Editor.

Creating a Mashup Item using the Text Editor

Creating a Mashup using the Text Editor means that you can put Mashups in places where users can interact with the content, such as in Test Questions, Discussion Boards, and Blogs.

Before You Begin

The System Administrator can disable individual Mashups or all Mashups. If a Mashup is not available, contact the System Administrator to determine its status. Mashups are often disabled to comply with institutional rules that govern online teaching and learning.

Mashups are not available with a basic license.

Create a Mashup Item using the Text Editor

1. Navigate to the Course Files area of your Course.
2. Select a **Content Item** such as **Discussion Topic** from the **Build** drop down list.
3. Type a **Name** for the Content Item.
4. Click **Add Mashup** on the bottom row of Text Editor buttons.
5. Select **Flickr Photo**, **Slideshare Presentation**, or **YouTube Video**.
6. Search for content.
7. Click **Preview** to examine the items.
8. Click **Select** for the appropriate item.
9. Change the **Name** of the item. This is a required field.
10. Type a **Description** of the Mashup.
11. Set the **Mashup Options**.
12. Click **Submit**.
13. Select from the following **Options**: Lock File, Share Comments, Enable Versioning, and Enable Tracking.
14. Click **Submit**.

Result

When finished, the Mashup appears in the folder or Content Area where it was created. If necessary, use the action link for the Mashup item to set Adaptive Release rules, add metadata, or track the number of views.

If the Mashup does not appear or displays an error after initially appearing, it is possible that the URL has changed or the item was deleted from Flickr, Slideshare, or YouTube.

Next Steps

For more information, see the following topics:

- [About Mashups](#): Learn about the default Mashups that are available with Blackboard Learn.

- [Creating a Mashup Item](#)

Learning Modules

A Learning Module is a set of Content Items with an accompanying structured path for progressing through the items.

The following topics describe how to create and customize Learning Modules.

- [About Learning Modules](#)
- [About the Learning Modules Table of Contents](#)
- [Adding Folders to a Learning Module](#)
- [Adding Content to a Learning Module](#)

Learning Modules

A Learning Module is a set of Content Items with an accompanying structured path for progressing through the items. The path is set so that students must view content in sequentially or set to permit students to view the content in any order. All types of content, such as items, Assignment, and Tests may be included in a Learning Module.

Content within a Learning Module is added and managed just like content in a folder. The Learning Module is a shell to which other content, such as files, is added. Learning Modules are edited like any other item within a Content Area. See [Adding Content to a Learning Module](#) for more information.

Instructors can add [Folders and Sub-folders](#) to a Learning Module to impose a hierarchical structure over the content. This hierarchy is an outline view that is displayed in the Table of Contents. See [About the Learning Module Table of Contents](#) for more information.

Sequential Learning Modules

Learning Modules may be viewed sequentially or non-sequentially. If sequential viewing is enforced, Students view the Learning Module in the order items within it are listed. Students cannot advance to a page within the unit without having viewed the previous page. If sequential viewing is not enforced, items in the Learning Module may be viewed in any order from the Contents page. Sequential viewing is set in the Options for the Learning Module and can be changed at any time.

How to Create a Learning Module

1. Select a Content Area.
2. **Edit Mode** is **ON**.
3. Point to **Build Content**.
4. Select **Learning Module**.
5. Type the **Learning Module Information**.
6. Determine the **Availability** of the Learning Module.
7. Click **Yes** to **Enforce Sequential Viewing of the Learning Module**.
8. Click **Yes** to force the Learning Module to **Open in New Window**.
9. Click **Yes** to **Track Number of Views**.
10. Click **Yes** to **Show Table of Contents to Students**.
11. Select the type of **Hierarchy Display** from the drop-down list.
12. Click **Submit**.

Next Steps

- [Adding Folders to a Learning Module](#)
- [About the Learning Module Table of Contents](#)
- [Adding Content to a Learning Module](#)

About the Learning Module Table of Contents

The Table of Contents displays a link for each content item contained in the Learning Module. Folders and Subfolders are expanded and collapsed to expose or hide the content items contained within. When a user enters the Learning Module, the first content item within the Learning Module is displayed.

How to Navigate the Learning Module Using the Table of Contents

Click the arrows next to the **Page X of Y** heading. This view will only be available if Edit Mode is Off for you to be able to view how the student will view the pages. This allows the user to scroll through the items in the Learning Module in a sequential fashion. If the Learning Module is Sequential, then the user cannot navigate to the next item until the previous item has been accessed. Although the Table of Contents displays a list of all the content items and folders in the Learning Module, links only appear for the content items that the user can access.

If the Learning Module is not Sequential, then the user can use the arrows to navigate through the content or click a link for any content item or folder displayed in the Table of Contents.

How to Customize the Table of Contents

Instructors can customize the Table of Contents by adjusting the **Hierarchy Display** setting. The following choices are available:

- **Letters** - A, B, C
- **Mixed** - a combination of Roman Numerals, Numbers, and Letters
- **Numbers** - 1, 2, 3
- **Roman Numerals** - I, II, III

The Mixed hierarchical scheme uses Roman Numerals, Numbers, and Letters when multiple sub-levels are used. Each element is alternated as the items are nested. Here is an example of the Mixed Hierarchy Display:



See [Learning Modules](#) for information on the accessing the **Hierarchy Display** setting.

The Table of Contents is displayed next to the Course Menu and Control Panel by default. The following are controls that allow you to change the Table of Contents location and appearance:

- **Close:** Click **Minimize Table of Contents**. The contents of the Table of Contents are not displayed on the page.

- **Expand or Collapse:** Click **Maximize Table of Contents** or **Collapse Table of Contents**. Only five content items are visible when the Table of Contents is minimized.
- **Change the Position:** Click **Move to the Left**, **Move to the Right**, **Move to the Bottom**. The Language Pack in use determines the positions that the Table of Contents can occupy on the Learning Module page.
- **Update the Listing of Content:** Click **Refresh**. Click **Refresh** to reflect any drag and drop changes made to the content items.

Note: To view the Table of Contents and Learning Module as a student, turn Edit Mode Off.

Next Steps

- [Adding Folders to a Learning Module](#)
- [Adding Content to a Learning Module](#)

Adding Folders to a Learning Module

Instructors can add Folders and Subfolders to a Learning Module to provide a hierarchical structure. Folders and Subfolders provide an outline view that is displayed in the Table of Contents. The [Table of Contents](#) allows Instructors to present content in a structured manner. If the Learning Module is Sequential, a user must access all items within a folder before moving on to the next item.

Folders and Subfolders within Learning Modules have the same properties as other Folders and Subfolders found in the Course. You can access the following features from the contextual menu for the Folder or Subfolder within the Learning Module:

- [Adaptive Release](#)
- [Review Status](#)
- [Metadata](#)
- [Statistics Tracking](#)
- [User Progress](#).

How to Add a Folder or Sub-folder to a Learning Module

1. Open the Content Area that contains the Learning Module.
2. Click the name of the Learning Module to open it. Click the name of the Folder or Sub-folder if necessary.
3. Point to **Build Content** and select **Content Folder**.
4. Enter the **Content Folder Information**.
5. Select **Yes** to **Permit Users to View this Content**.
6. Select **Yes** to **Track Number of Views**.
7. Choose the date and time restrictions by using the **Display After** and **Display Until** date and time fields. Click both the **Display After** and **Display Until** check boxes to enable the chosen dates and times.
8. Click **Submit**.

Next Steps

- [About the Learning Module Table of Contents](#)
- [Adding Content to a Learning Module](#)

Adding Content to a Learning Module

After a Learning Module is added to a Content Area, content needs to be added to it. How the content is viewed, sequentially or non-sequentially is set in the Options and can be changed at any time. Content is added to Folders and Sub-folders within the Learning Module.

Content can be added outside Folders and Sub-folders. For example, a file can reside in the Learning Module by itself and not in a folder.

As you add content to the Learning Module, a link to each content item is displayed in the Table of Contents. See [Adding Folders to Learning Module](#) for more information.

Once content has been added to the Learning Module, set the sequence of the items by dropping and dragging them into place. Items can also be sequenced using the Keyboard Accessible Reordering tool located in the Action Bar.

How to Add Content to a Learning Module

1. Open the Content Area that contains the Learning Module.
2. Click the name of the Learning Module to open it. Click the name of the Folder or Sub-folder if necessary.
3. Point to **Build Content** and select one of the following items: Item, File, URL, Offline Content, Lesson Plan, Syllabus, Course Link, Content Folder, or Tools Area.
4. Click **Submit**.

How to Add Tests to a Learning Module

Tests, Surveys, and Assignments can be added to a Learning Module. Instructors can enforce completion of these items as part of a Sequential Learning Module.

1. Open the Content Area that contains the Learning Module.
2. Click the name of the Learning Module to open it.
3. Point to **Create Assessment** and select **Test**, **Survey**, or **Assignment** from the drop-down list.
4. Complete the requirements for the selected item.
5. Click **Submit**.

How to Add an Interactive Tool to a Learning Module

Learning Modules are connected to a specific Interactive Tool or to a page where that particular tool is accessed. In the case of Building Blocks, such as SafeAssign and Self and Peer Assessment, the link directs the user to the starting page for that particular Building Block.

1. Open the Content Area that contains the Learning Module.
2. Click the name of the Learning Module to open it.
3. Point to **Add Interactive Tool** and select one of the following options:
 - Discussion Board
 - Blog

- Journal
 - Wiki
 - Groups
 - Chat
 - Virtual Classroom
 - Echo Content
4. Select a specific instance of the tool or the page where that tool is accessed for the Course.
OR
Create a new instance of the tool.
OR
Create a new instance of the Building Block, such as SafeAssign or Self and Peer Assessment.
 5. Click **Next**.
 6. Type the **Link Information**.
 7. Determine the **Availability** of the tool.
 8. Click **Yes** to **Track Number of Views**.
 9. Determine the **Date Restrictions** of the tool.
 10. Click **Submit**.

Content Areas

Course Content Areas are used to organize all Course content materials. A link to each Content Area creates the first level of the Course Menu tree directory. Course developers create and manage Content Areas from the Course Menu.

While the Instructor has almost complete control over the Content Areas through the Course Menu, the Administrator is able to set defaults and overrides that define the names and default availability of Course areas in each Course.

Adding a Content Area

By default, a specific number of Content Areas appear in a Course. Instructors may decide to create additional Content Areas or edit existing Content Areas. For example, a Content Area for Assignments may be added and the name of the area may be changed to Homework.

Follow the steps below to add a Content Area to the Course Menu:

1. Set Edit Mode to **ON**.
2. Point to the **Add** button (+) on the Course Menu.
3. Select **Create Content Area**.
4. Type a **Name** for the Content Area.

5. Click the **Available to Users** check box to grant access to Students and other users in the Course.
6. Click **Submit**.

The new Content Area appears on the Course Menu. If the Content Area contains no content, an icon of a dotted square appears. If the Content Area is unavailable to students, an icon of a square with a line through it appears.

Edit Content Areas

Use the Contextual Menu to **Edit**, **Delete**, **Show Icons Only** or **Show Icons and Text** for the Content Area.

Manage Content Areas

Once Content Areas for the Course have been created, content creation may begin. All content is added and edited within the Content Areas. Select a Content Area on the Course Menu to open the main Content Area page. All actions related to managing content are available from this page. This includes:

- **Create Item** - add any single Content Item
- **Build** - add organizational elements such as folders, tools and links
- **Evaluate** - add tests, surveys and assignments
- **Collaborate** - add group and communication tools such as blogs, discussion boards and chat sessions

Course Content

A Content Item is any type of file, text, image, or link that displays to users on a Content Area page. Instructors may add a number of different types of content to Course Content Areas.

All content shares a few similarities. Each piece of content has a name and description. Many types of Content also allow the Instructor to set options such as availability and date restrictions.

Content Type Descriptions

Different types of Content may be selected from **Build Content** on the Action Bar and associated contextual menus to be added to a Content Area page.

Content Type	Description
Create	
Item	A general piece of content such as a file, image, text, or link to which a description and other items may be attached. See Content Items for more information.
File	An HTML file that can be used in the Course. These files can be viewed as a page within the Course or as a separate piece of content in a separate browser window. See Content Files for more information.
URL	Link to an outside Web site or resource. See URL for more information.

Content Type	Description
Offline Content	A direct path to a specified file on a drive, usually a CD-ROM. To access this file, users must have the correct CD-ROM in their computer.
Learning Module	A set of content that includes a structured path for progressing through the items. See Learning Modules for more information.
Lesson Plan	A Lesson Plan is special content type that combines information about the lesson itself with the curriculum resources used to teach it.
Syllabus	Content item that enables an Instructor to build a Course Syllabus by walking through a series of steps. See Syllabus for more information.
Course Link	Link to another item in a Course or in another part of the system such as Course Objectives or Content Management. See Course Link for more information.
New Page	
Content Folder	An organizational element that contains Content Items. Folders allow content to be structured with a hierarchy or categories. See Content Folders for more information.
Blank Page	Add a Blank page and customize it to fit your Course.
Module Page	A page containing dynamic personalized content modules that help users keep track of tasks, Tests, assignments, and new content added to the course. See Creating and Editing Module Pages for more information.
Tools Area	A shortcut to a specific tool in the Course, such as a Discussion Board or Messages. See Tools Area for more information.
Mashups	
Flickr Photo	A Mashup that includes a link to a site for viewing and sharing photographic images.
Slideshare Presentation	A Mashup that includes a link to a site for viewing and sharing PowerPoint presentations, Word documents, or Adobe PDF Portfolios.
YouTube Video	A Mashup that includes a link to a a site for viewing and sharing online videos.

Content Availability

When a content item is added to a Course it is not automatically available. An availability option on the Add and Edit pages allows the user to set the content to available or unavailable. This allows the Instructor to create content and save it in a draft format before it is made available within a Course. This availability setting is separate from Adaptive Release. If an item is not available users may not access it regardless of the Adaptive Release rules.

Content Options


When an item is added to a Content Area a number of options are available on the Add page. The options available depend on the Content Type; not all options are always available. These options are used to set availability, date restrictions, and tracking. The following is a description of all of the options that may be available:

Content Type	Description
Permit users to	Select Yes to make the content available to users. If No is selected this

Content Type	Description
view the content item	content is unavailable, regardless of Adaptive Release rules.
Open in new window	Select Yes to open the item in a separate browser window. This is helpful as users may continue viewing the Content Area along with the item.
Select date and time restrictions	Select the range of dates that this item will appear. Select the Display After check box for the item to appear after a specific date. If this option is checked, select the corresponding date and time. Select the Display Until check box for the item to appear until a specific date. If this option is checked, select the corresponding date and time.
Track number of views	Select Yes to turn on Tracking Reports. This generates usage reports for the item.

Manage Course Menu

Add and edit Course Content areas, Tool Links, Course Links, URLs, and Module pages to the Course. The appearance of the Course Menu is changed by adding Subheaders and Dividers to organize the Menu Area.

	Note: Administrators may restrict options to maintain a consistent style for all Courses. This may include making some areas unavailable or setting permanent area names.
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How to Manage the Course Menu

Open a Course and click **Edit Mode ON**. The following table details the changes that are made to the Course Menu.

To . . .	click . . .
add a Course Content area	Add > Content Area. See Add/Edit Content Area for more information.
add a link to a Tool	Add > Tool Link. See Add New Tool Link .
add a link to another part of the course for easy access	Add > a Course Link. See Add New Course Link for more information.
add a link to an external website	Add > External Link. See Add External Link for more information.
add a Module Page	Add > Module Page. See Creating and Managing Module Pages for more information.
edit an area on the Course Menu	the contextual menu for that area. Options vary depending upon the type of area.
delete an area	the contextual menu for that area and select Delete . The area is added later.

To . . .	click . . .
change the order of the items on the Course Menu	the arrow icon to the left of the area and drag and drop it to a new position with the mouse.
add a Subheader	Add > Subheader. This creates a Subheader that can hold additional Course Menu areas.
add a dividing line to separate Course Menu areas	Add > Divider. This creates a line that is placed anywhere on the Course Menu.
hide Course Menu areas from users	the contextual menu for the area and select Change User Availability.

Creating Content Items

Content Items are general pieces of content added to a Course to which items may be attached.

How to Create an Item in a Content Area

1. Open a Content Area
2. **Edit Mode** is **ON**
3. Point to **Build Content** and click **Item**.
4. Complete the **Create Item** page and click **Submit**.

How to Create an Item in Course Files

Content Items that are created using the Text Box are automatically saved to Course Files. This Content Item can be reused across the course.

1. Open a Course Files folder.
2. Point to **Build Content** and click **Item**.
3. Type a **Name** for the item.
4. Use the Text Editor to create the item.
5. Click **Submit**.

Attach a File to an Item

Files added to a Content Item are shown as links under the title text of the Content Item and before any content or text added using the Text Editor. Multiple files can be added to a Content Item. Files can originate from a local drive and from Content Management. Files added to a Content Item are added as a link unless a Special Action is selected from the drop-down list. Follow the steps below to attach a file to an item from the Create Item page:

1. Click **Browse** next to **Attach Local file** or **Link to Content Management**. Select the file. When a local file is selected, the following options are enabled:
 - Click **Browse** to choose a location within Content Management to save the file. This field appears when Local File Storage is turned off.
 - Click **Add Metadata** to add metadata to the file.

2. Complete the **Link Title** field. This name appears to users. They will click this link to open the attached file.
3. Select an option in the drop-down list in the **File Action** field if necessary. Special Actions Include
 - **Create a link to this file** - Select this option to attach the file to the item. A link is automatically inserted below the document title to access the file.
 - **Display media file within the page** - Select this option if the linked file is a media file that will be displayed on the page. Fill in the Embedded Media Information to set the placement and controls for the media player.
 - **Unpackage this file** - Select this action if the linked file is a zipped file. Files will be unzipped and the user can select an entry point, usually the "index.html" file.
4. Fill in the Content Options.
 - Click **Yes** or **No** to Permit Users to View the Content Item.
 - Click **Yes** or **No** to Track Number of Views.
 - Select the Date and Time Restrictions
5. Click **Submit**.

Files may also be attached to an item from Content Management. Select **Browse** next to Link to Content Management. Select the file on the Content Management window that appears.

Blackboard can recognize additional file types and associated applications if a MIME extension is added. Contact your System Administrator for more information about adding MIME extensions.

Users who have the third row of the Text Editor available may use the options in the third row to add items.

How to Embed Image Files

The file will not appear in the Currently Attached Files field after the page is submitted. An image tag for the file will appear in the Text box.

1. In the Control Panel, open a Content Area.
2. Point to **Build Content** and click **Item**.
3. Type a Name for the Item.
4. Select the color of the Name. Be sure to select a color that will have enough contrast to the page to be easily read.
5. Add a description or introduction to the image in the text box.
6. Click **Browse My Computer** or **Browse Course Files** and locate the image.
7. Type the **Link Title**.
8. Select **Display media file within the page** in the **File Action** drop-down list.
9. Select the appropriate options for the item.
10. Click **Submit**. The Content Actions page is shown.
11. Select the position of the image in the **Alignment** and **Placement** fields.
12. In the **Set Width** and **Set Height** field enter the width and height of the image in pixels.

13. To create a link from the image to a file outside of the local system, enter the URL in **Image Target URL**.
14. Select **Yes** in **Launch in New Window** so the image will appear in a separate browser window. This is especially important if a URL has been entered in **Image Target URL**.
15. Use the drop-down list in **Border** to choose a border for the image. This option determines the thickness of the border around the image. If 'None' is selected there will be no border around the image.
16. Type a description for the image in **Alt Text**. Alternate text is display if the image is not loaded. It is important for accessibility.
17. Click **Submit**.

Copy and Move Content

About Copy and Move

Any Content Item, including Course Links, External Links, Folders, Learning Units, Off line Content and Tools are copied from one folder or Course to another folder or Course. Copying content does not delete the content from the original location unless Delete Item After Copy is selected. Content that is deleted after a copy is moved to the new location and does not exist in the original location any longer.

Note: Folders may not be copied from other parts of a Course into a Learning Module.

Copy Content

Instructors can copy Content Items from one of their Courses to another of their Courses, and from one Folder to another Folder in the same Course.

Follow the steps below to copy Course content:

1. Open the Content Area containing the piece of content to copy or move.
2. **Edit Mode** is **ON**.
3. Select **Copy** from the contextual menu for the content item. (If **Copy** does not appear, this option is not available). The Copy or Move Item page appears.
4. Select the Destination Course from the drop-down list. The default setting is the current Course. Only courses where the Instructor has a role permitting copying content will appear in the list.
5. Select the Destination Folder. Use **Browse** to locate the desired folder.
6. Select **No** for Delete Item After Copy.

Move Content

Instructors can move Content Items from one of their Courses to another of their Courses, and from one Folder to another Folder in the same Course.

Follow the steps below to move Course content:

1. Open the Content Area containing the piece of content to copy or move.
2. **Edit Mode** is **ON**.

3. Select **Copy** from the contextual menu for the content item. (If **Copy** does not appear, this option is not available). The Copy or Move Item page appears.
4. Select the Destination Course from the drop-down list. The default setting is the current Course. Only courses where the Instructor has a role permitting moving content will appear in the list.
5. Select the Destination Folder. Use **Browse** to locate the desired folder.
6. Select **Yes** for Delete Item After Copy.

Content Folders

Folders are useful for organizing and structuring content in a Content Area. For example, Instructors may add folders for each week of the Course to a Content Area, or organize the Content Area by topic, such as separate folder for Assignments, Tests, and Group Projects.

Once a folder is created, content and additional subfolders may be added to it. All of the Content Types available in Content Areas may be added to a folder.

How to Create a Folder

1. Open a Content Area.
2. **Edit Mode** is **ON**
3. Point to **Build Content**.
4. Click **Content Folder**.
5. Type Folder Information and Folder Options.
6. Click **Submit**.

Folder Content Availability

Availability of items in a Content Area is established on an item-by-item basis, but the actual display of items to users is contingent upon the availability of any parent folder on up to the root of the content area. If any parent folder is unavailable, the items within it are unavailable. For example, if a folder is set to Unavailable, but items within the folder are set to Available, users would be unable to view the items within the folder.

This is also true for items with Adaptive Release rules. If a folder has a rule that makes it unavailable to a Student, all content within that folder is also unavailable to the user.

Content Modules

A Content Module is a window that displays related data and/or links to other content within Blackboard Learn. They are created at the Course level or within a Course Group. Content Modules can only be created on Module pages.

The following topics explain creating, editing, and managing Content Modules and Module Pages.

- [Look and Feel](#)
- [Module Behavior](#)
- [Creating Content Modules](#)

- [Editing Content Modules](#)
- [Creating Module Pages](#)
- [Editing Module Pages](#)
- [Customizing Module Pages](#)

Look and Feel

The look and feel of a Content Module is determined by the theme of Blackboard Learn, Course or personal settings.

Module Behavior

Content Modules exhibit the following behaviors:

- They are deleted by clicking the **Close** button.
- They are reordered on the page by dragging and dropping the module header with the mouse.
- They are minimized (shrunk down to only display the header area), using the minimize indicator.
- They are opened in a new window by clicking the **Open In New Window** button.

Creating and Editing Modules

Content Modules are created quickly and managed easily from Module pages.

How to Create Content Modules

1. Open a Module Page.
2. **Edit Mode** is **ON**.
3. Click **Add Course Module**.
4. Select Modules to add by clicking the check boxes.
5. Click **Submit**.

How to Edit Content Modules

1. Open a Module Page.
2. **Edit Mode** is **ON**.
3. Move the Modules around the page by dragging and dropping them with the mouse.
4. Click the **Manage Module Settings** button to manage the settings for the appropriate module.
5. Make any necessary changes and click **Submit**.

Creating and Editing Module Pages

Module pages are used to display Content Modules.

How to Create Module Pages

1. Open a course.
2. **Edit Mode** is **ON**..
3. Point to Add in the Menu Area.
4. Select **Create Module Page**.
5. Type a **Name** for the Module Page.
6. Click **Available to Users**.
7. Click **Submit**.

How to Edit Module Pages

1. **Edit Mode** is **ON**.
2. Point to the contextual menu for the Module Page on the Course Menu.
3. Select **Rename Link** to change the name of the Module Page.
4. Select **Show/Hide Link** to make the page available or unavailable to users.
5. Click **Delete** to delete the page.

How to Customize Module Pages

1. **Edit Mode** is **ON**.
2. Point to the contextual menu for the Module page.
3. Click **Page Banner**.
4. Type the **Page Banner Content** in the Text Box.
5. Click **Use Default Banner** or **Use Custom Page Banner**.
6. Click **Submit**.

Adding Textbook Information

Information about textbooks used in the course can be included and shown to users.

Textbooks and your Students

When textbook information is added to a course, it is also added to the Course Catalog where prospective students can access this information prior to enrollment. In some instances, it is required to inform students of the required textbooks and their associated cost prior to enrollment.

About the Textbook Search

The **Search for Textbook** tool looks for textbooks by ISBN, title, author, or subject. Textbook information can also be entered manually if the textbook you searched for is unavailable.

Before you Begin

The system administrator determines if the Search for Textbook tool is available. When this tool is disabled, **Assign Textbook** does not appear on the Action Bar.

How to Add Textbook Information

Textbooks can be added to any content area within a course.

1. From the action bar, point to **Assign Textbook** and select **Search for Textbook**.
2. Select the category you want to search from the drop-down list: ISBN, Title, Author, or Subject.
3. Enter **Keywords** to search for, such as the author's name or title. Start with the full title to narrow the search and then use less and less of the words in the title if you do not get any results.
4. Select the **Type** of Textbook you are searching for, Digital, Print, or All.
5. Select a **Currency** for the display of the cost of the textbook.
6. Click **Go** when you have entered all necessary information. The results are displayed.
7. Click **Select** to choose a Textbook to add it to the course.
8. The **Create Textbook** page will appear where you can edit some of the textbook information.
9. Set the textbook to **Required** or **Recommended**. A description and picture are optional, but can be helpful to users.
10. Select any of the following Options. **Tracking Statistics** will record the number of times the Item is viewed, when it is viewed and by whom. **Date and Time Restrictions** can be set to display the textbook on a specific date and time and to stop displaying on a specific date and time.
11. Click **Submit** to add the textbook information as a content item to the course folder.

Manual Entry

If the search does not return the needed result, use the **Manual Entry** option from the **Assign Textbook** drop-down list to add the textbook information.

At the very least, you will need to provide a **Title** and set the **Required** or **Recommended** option for the textbook. There are options to upload a **Textbook Image** for the Textbook as well as set **Tracking** and **Date and Time Restrictions**.

Syllabus

A syllabus is an outline of a course of study. It can contain course information, course objectives, Instructor contact information, assignments, class meeting dates, textbook information, and more. A syllabus is standardized across a department or course. Like other content, a syllabus is added to a Content Area.

Instructors can link to an existing document that will serve as a syllabus, attach a file from a local computer, or link to a file in Content Management if Content Management has been enabled by the Administrator. Creating a new syllabus using the Syllabus Builder tool allows Instructors use a customizable template to pre-build lessons as needed, or build lessons one at a time.

Tip: A syllabus is added to a course from a file or built within a course using the Syllabus Builder tool. A syllabus is added to any Content Area, but adding the course syllabus its own Content Area on the Course Menu gives users easy access to it.

How to Add a Syllabus

1. Select a Content Area.
2. **Edit Mode** is **ON**.
3. Point to **Build Content**.
4. Select **Syllabus**.
5. Type a **Syllabus Name**.
6. Choose **Create New Syllabus** to use the Syllabus Builder tool. See [Create a New Syllabus with Syllabus Builder](#) for more information.
7. Choose **Use Existing File** to browse for and upload a syllabus file. See [Use an Existing File](#) for more information.
8. Click **Submit**.

Use an Existing File

A Syllabus is added using an existing file. The file can originate from a local drive or from Content Management if available. An advantage of attaching a file is that the file can be formatted in any way. The formatting is not restricted to the Syllabus Builder Templates. Adding a Syllabus that has been standardized for a department or a course to Content Management and linking to it has the advantage of maintaining one Syllabus for many courses. Changes made to the Syllabus file in Content Management need only be made once. The changes will be propagated to every course section that uses the linked file.

Once an external file has been selected as the syllabus, the Edit Item page opens. From here, Content Information is added and edited. Additional files can be attached. Availability and tracking options can be set.

Create a New Syllabus with Syllabus Builder

The first section of the Syllabus Builder provides three text boxes with suggested names for the content: Description, Learning Objectives, and Required Materials. The titles are editable and any content may be included or not included in the text boxes.

Select a Design for the Syllabus. The style sets the font, borders and colors for the syllabus. There are six style choices available. See [Designing a Syllabus](#) for more information.

Lesson shells, which are placeholders for a set number of lessons the user wishes to add to the syllabus, may be created by selecting Build Lessons and entering the number of lessons to be created.

Note: Build Lessons is only available upon creation. Once a syllabus has been created, the user can create lessons by clicking Add Lesson on the Action bar of the Lessons page. See [Syllabus Lessons](#) for more information.

Clicking **Submit** takes the user to the next page for creating, editing, ordering and removing Lessons. See [Syllabus Lessons](#) for more information.

Designing a Syllabus

The Syllabus Builder provides six style options: Document image, Notepad, Modern, Classic, Contemporary, or None. Each style is unique, with a dramatic header font and thin or thick borders around the content. Some styles allow the user to select from a list of patterns for the background.

The following table describes the design and optional settings for each style.

Style	Description	Color options
Document image	Mainly white with an image of a document faintly visible in the background.	Headers, borders, text
Notepad	Similar to the appearance of a piece of notebook paper, the background contains faint blue horizontal lines.	Headers, borders, text
Modern	A thin border surrounds the entire syllabus.	Headers, borders, text, background (color or pattern)
Classic	A wider frame around the entire syllabus.	Headers, borders, text, frame, background (color or pattern)
Contemporary	A wider frame surrounds the content, but is separated into two boxes by the Lessons header.	Headers, borders, text, frame, background (color or pattern)
None	The item is styled like other content items with no borders or frames.	Headers, text

Syllabus Lessons

When Create Specified Number of Lessons is selected and a the number of lesson is entered, the Syllabus Builder takes the user to the Lessons page. This is also the page that appears when Edit is selected on the Content Area page once the syllabus has been created.

Lessons are listed below the header information. Lessons may be added, deleted, edited or reordered from this list. To add a lesson, click **Lesson**. Lessons may include a date and time, or use the check boxes to not display a date or time. To delete a Lesson, select the Lesson and click **Delete**. To edit a lesson, use the contextual menu and click **Edit**. To re-order Lessons, drag and drop them into position or use the Keyboard Accessible Reordering tool.

The content on the Lessons page is displayed with the design chosen on the Create syllabus page. The **Edit** button at the top of the header information directs the user to the Create syllabus page. Clicking **Edit** allows the user to change the description and other text at the top of the syllabus, as well as the style and content options such as date of availability.

About Lesson Plans

A Lesson Plan is special content type that combines information about the lesson itself with the curriculum resources used to teach it. Default lesson plan sections include the instructional level, grade level, objectives, and subject area of the lesson. Additional sections can be added to the Lesson Plan, arranged to display in any order and optionally shown to students.

Curriculum Resources

Any type of content item can be added to the Curriculum Resources Tab.

Adding content is accomplished the same as in Content Areas. Select the type of content to add from the drop-down list generated from any of the buttons: Build Content, Evaluate, Collaborate, or Assign Textbook and then fill in the necessary information and options.

The Curriculum Resources appear under the Content Information sections when the Lesson Plan is displayed.

Enter supporting information using the following guidelines:

- Communicating the message or the value to user
- Encourage users to learn more
- Who, what, where, when, why, how; this can be answered with references, text, with separate chunks.
- Take care not to incorporate too much information--rules, facts, etc. -- refrain from letting them creep in too much.

Creating Lesson Plans

A Lesson Plan is a container for content similar to a Content Area or folder. Instructors can present a lesson profile and objectives alongside content items students need to complete the lesson. Develop Lesson Plans for personal use, or use them to present content to students.

Creating a Lesson Plan

Lesson Plans are added to Content Areas like any other type of content item.

1. Open a Content Area from the Course Menu.
2. Click **Build Content**.
3. Select Lesson Plan from the drop-down menu. The **Create Lesson Plan** page opens.

Lesson Plans have two tabs for entering information. The Content Information tab is used to add data about the Lesson Plan such as instructor, objectives, and subject area. This information will appear at the top of the Lesson Plan when it is displayed in the Student view, Edit Mode Off. The Curriculum Resources tab enables instructors to provide links to lesson-related content, just as in a Content Area, Learning Module, or Folder.

Entering Content Information

1. Type a **Name**. This is a required field and appears as the link to the Lesson Plan in the Content Area.
2. Provide a description.
3. Provide other information in the sections provided. Add or delete sections as desired. Sections can be renamed by clicking within the text and opening an edit form.
4. Click **Save and Exit** to save Content Information and return to the Content Area. Click **Save and Continue** to save Content Information and move to the Curriculum Resources tab.

Lesson Plan Sections

By default Lesson Plans have four sections, Instructional Level, Instructor, Subject Area and Objectives. These sections can be deleted by clicking the “X” icon. They can be moved using the drag-and drop function or the keyboard reordering function.

Additional Lesson Plan Sections can be added by clicking Add Lesson Section and then selecting the type of section to add. New sections appear at the bottom of the section page but can be reordered at any time.

Share some or all of the sections with students by first making the Lesson Plan available under Options, and then selecting the Share with Students checkbox at the bottom of each section.

Adding Multimedia Files

Pictures, audio, and video content can be added to Courses. The benefit of multimedia content is that engages learners and different ways and may improve learning.

Before You Begin

Multimedia files can come from a variety of sources. Files can be added from the Web through a mashup, uploaded from your computer, or found on the system, either in Course Files or the Content Collection. Note that the Content Collection is a separately licensed feature of Blackboard Learn, and not all schools use it.

Displaying Image Files

When adding an image file to a course, consider:

- **Alt Text:** For many reasons, a user may not be able to see the image. Adding text that explains the image and its purpose is standard Web practice and will allow users that cannot see the image to continue learning without distraction.
- **Dimensions:** For images, the height and width in pixels should match the original image. If the image is too big, customize the dimensions, but keep the same ratio

between height and width. For example, an image at 640 x 800 pixels could be resized to 320 x 400. Changing the ratio of the dimensions will make the image appear stretched.

- **Border:** Add a solid black line frame to the picture. The width of the border is measured in pixels.
- **Target URL:** Make the image a link, clicking on the image will take the user to the specified URL.

Displaying Audio Files

The audio file appears as a player in the course. The player has options for play, pause, forward, and rewind. When adding an audio file to a course, consider:

- **Transcript:** For many reasons, a user may not be able to hear the audio file. Including a text transcript is standard Web practice and allows users that cannot hear the audio to continue learning without distraction. If the audio file is an MPEG file, you can use the **Include Transcript** field to add a SAMI transcript file. Otherwise, add a text file as a separate file in the same folder.
- **Autostart:** The file will begin playing when the user opens the folder that includes the audio file.
- **Loop:** The file will play again from the beginning until stopped by the user.

Displaying Video Files

When adding a video file to a course, consider:

- **Dimensions:** For video files, the height and width in pixels should match the original settings. If the size of the video picture is too big, customize the dimensions, but keep the same ratio between height and width. For example, an image at 640 x 800 pixels could be resized to 320 x 400. Changing the ratio of the dimensions will make the picture appear stretched.
- **Transcript:** For many reasons, a user may not be able to hear the audio file. Including a text transcript is standard Web practice and allows users that cannot hear the audio to continue learning without distraction. If the video file is an MPEG file, you can use the **Include Transcript** field to add a SAMI transcript file. Otherwise, add a text file as a separate file in the same folder.
- **Autostart:** The file will begin playing when the user opens the folder that includes the video file.
Loop: The file will play again from the beginning until stopped by the user.
- **Quality:** The higher the quality, the better the resolution of the image. However, higher quality videos are much bigger files and can take a long time to load before playing. Consider the balance between resolution and load time and test it out to find the right settings for the video.

How to Add a Multimedia File

1. From a folder in a course, click **Build Content**.
2. Select the type of multimedia file to add.
3. Browse for the file from your computer, from Course Files, or from Mashups.

4. Set the options. Each file type will have a set of unique options for displaying that type of content. Multimedia files have the same options for permissions and tracking as other content items.
5. Preview the content and click **Submit** when finished.

Creating a Blank Page

A blank page presents information on a single page. It appears as a link in a folder and clicking on it will open the content on a new page. You can also use blank pages in the menu.

About Blank Pages

Blank pages use the text editor for creating the content that will appear on the page.

How to Create a Blank Page from a Folder

1. From a course folder, click **Build Content**.
2. Select **Blank Page**. This appears under the New Page heading.
3. Build the page using the Text Editor. Files can be attached from your computer or from Course Files.
4. Set the Options for permissions and tracking. Blank pages use the same set of Standard Options as other content items.
5. Click **Submit** to finish.

How to Create Blank Page as Part of the Course Menu

1. In Edit Mode, point to the plus sign above the Course Menu. The **Add Menu Item** drop-down list appears.
2. Select **Create Blank Page**.
3. Type a Name for the link.
4. Select the **Available to Users** check box.
5. Click **Submit**. The Edit Blank Page appears in the content frame and the new Blank Page link appears last on the Course Menu.

Adding a URL

Links to outside Web sites and resources may be added to Content Areas as External Links. When entering a URL, always enter the full Web address to the link. For example, type: <http://www.blackboard.com>.

Add a URL

1. Open a Course Content Area.
2. **Edit Mode** is **ON**.
3. Point to **Build Content**.

4. Select **URL**.
5. Type a **Name**. This becomes the link users click to access the content.
6. Type the full **URL** including http:// protocol.
7. Use the **Text** box to add a description.
8. Attach any content for the URL.
9. Fill in the Options.
 - Click **Yes** to **Permit Users to View this Content**.
 - Click **Yes** to **Open in New Window**.
 - Click **Yes** to **Track Number of Views**.
 - Select the **Date and Time Restrictions**
10. Click **Submit**.

Course Links

Course Links are shortcuts used to link to items together within a Course. All items that appear in the Course Menu may be linked to using a Course Link. For example, an Instructor may create a Discussion Board where users discuss the class readings. A link to this Forum on the Discussion Board may be placed in the Content Area where the articles are posted. The Course Link may be viewed as long as it is available to users in the Course.

How to Create a Course Link

1. Open a Content Area.
2. Turn **Edit Mode ON**.
3. Point to **Build Content**.
4. Select **Course Link**.
5. Type a **Name** and select the color of the link.
6. Use the Text box to add a description of the link.
7. Click **Browse** to open Course Files in a separate window.
8. Select the item in Course Files.
9. Set the options for the Course Link.
10. Click **Submit**.

About File Attachments

File attachments may be added to different places in a Course, for example, to an Item, an Assignment, or a File in a Learning Module.

There are two options for adding file attachments to a file from the Build menu in a Course:

- **Browse My Computer:** Select a local file on your machine.
- **Browse Course Files:** Select a file from Course Files.

Users will open the file by clicking a link to the file that appears in the Course. After selecting a file to attach, users may enter a name for the link to the file. This name will appear to users, instead of the name of the document. For example, users would see "Biology Syllabus" instead of syllabus_bio_101.doc.

Accepted Characters in File Names

Blackboard allows the use of all characters in file names. However, the user's operating system and browser may limit the types characters accepted. For example, some browsers do not accept multi byte characters.

Recognized Content Attachments

The following file types are recognized by Blackboard Learn. These files are displayed within a content item.

Note:Blackboard Learn can recognize additional file types and associated applications if a MIME extension is added. Contact your System Administrator for more information about adding MIME extensions.

Extension	File Type	Programs associated with the File Type
.aam	Multimedia	Adobe® Authorware® plug-in Note that the .aam file is the starting point for a series of files that must be enclosed in a .ZIP file.
.aiff	Audio	Audio program
.asf	Multimedia	Microsoft® .NET™ Show
.au	Audio	Real Audio Player™
.avi	Video	Video player (not Macintosh® compatible)
.doc	Text	Microsoft Word or other word processor
.exe	Executable	Executable file
.gif	Image	Graphics program or Web browser
.html, .htm	Web page	HTML editor or Web browser
.jpg, .jpeg	Image	Graphics program or Web browser
.jif	Image	Graphics program or Web browser
.mp3	Audio	Audio program
.mpe	Audio/Video	Audio program
.mpg, .mpeg	Audio/Video	Audio program
.moov, movie	Movie	QuickTime® movie
.mov	Video	Movie or media player
.pdf	Text	Adobe® Acrobat® Reader®
.png	Image	Portable Network Graphics
.ppt, .pps	Slide show	Microsoft® PowerPoint® and PowerPoint® Player®
.qt	Movie	QuickTime®
.ra	Audio	Real Audio Player™

Extension	File Type	Programs associated with the File Type
.ram	Video	Real Audio Movie™
.rm	Audio	Audio program
.rtf	Text	Rich Text Format
.swf	Multimedia	Adobe® Shockwave® plug-in
.tiff, .tif	Image	Graphics program or Web browser
.txt	Text	Text or HTML editor, word processor
.wav	Audio	Audio program
.wma	Audio	Audio program
.wmf	Graphic	Microsoft® Windows®
.wmv	Media/Audio	Microsoft® Windows®
.wpd	Text	WordPerfect® or other word processor
.xls	Spreadsheet	Microsoft® Excel®
.zip	Text	WinZip®

Creating Tests

Three different kinds of Tests can be created and added to a Content Area: Test, Surveys, and Assignments.

Tests and Surveys

Tests and Surveys are on-line Tests that are used to measure a Student's understanding of the Course. Test and Surveys are deployed to students in the Course by adding them to a Content Area. Once added to a Content Area, Test and Survey properties, such as availability and presentation options, are managed there. See [Creating and Editing a Test or Survey](#) for information.

After a Test or Survey is added to a Content Area, the Test Options or Survey Options page appears. See [Deploying Tests and Surveys](#) for more information.

Note: Instructors may view and grade Tests submitted by Students in the Grade Center. Tests and surveys submitted by Students may not be viewed or graded from the Content Area where they are posted.

Assignments

Assignments allow Instructors to create coursework and manage the grades and feedback for each Student separately. Instructors may create an assignment that lists the name, point value and description of the assignment. See [Creating Assignments](#) for more information.

Deleting a Deployed Test or Survey from a Content Area Before Attempts are Made

When a Test or Survey is deleted from a Content Area, it is deleted from that Content Area. However, the assessment itself is not deleted. It is still available on the Tests or Surveys page and can be edited, redeployed, or deleted from the system. If students have not attempted to take the assessment, it may be safely deleted from the Content Area without any loss of data.

If the Assessment is deployed again, it is presented as a new Assessment. There is no connection or shared data between the first and second deployments and the Grade Center will treat each deployment as separate Grade Center Items.

Deleting a Deployed Test or Survey from a Content Area After Attempts Have Been Made

If any users have already taken an Assessment be cautious and consider the consequences before deleting the Assessment. It is recommended that an Assessment first be made Unavailable before considering the more drastic step of deleting the Assessment.

If one or more users have attempted the Assessment, deleting it from the Content Area has consequences. A warning will appear with options to consider.

- **Preserve scores in the Grade Center for this Test, but all attempts for this Test will be deleted.** This option deletes the Assessment from the Content Area. Any grades in the Grade Center related to this Assessment will remain but the attempt itself will be deleted. In this instance, the grade stays but the Assessment and any attempts are deleted. It will not be possible to view any of the Student's responses to questions. This can have serious consequences, for example, if an essay question still needs to be graded, it will not be possible to do so after deleting the Assessment because the details of the attempt were deleted.
- **Remove this content item, the Grade Center item for this Test, all grades for this Test, and all attempts for this Test.** This option deletes the Assessment from the Content Area and erases any record of the Assessment from the Grade Center. This will destroy all record of Student performance on the Assessment.

Follow the steps below to delete an Assessment from a Content Area:

1. Open the Content Area where the Assessment is located.
2. **Edit Mode** is **ON**.
3. Select **Delete** from the contextual menu for the Assessment.
4. Click OK on the dialog box.
5. Select **Preserve scores in the Grade Center for this Test, but delete all attempts for this Test.** or **Delete this content item, the Grade Center item for this Test, all grades for this Test, and all attempts for this Test.** (See above for definitions.)
6. Click **Submit**.

Delete an Assessment from the Test or Survey Manager

Tests are deleted by selecting the **Delete** option from the contextual menu for the Assessment located in the Tests or Survey Manager pages.

If a **Remove** button does not appear for an Assessment in the Test or Survey Manager, follow the instructions for deleting a deployed Assessment before trying to delete the Assessment from the Test or Survey Manager.

Removing an Assessment from the Test or Survey Manager destroys the Assessment but does not have any impact on the Grade Center.

Deploying Tests and Surveys

Once a Test or a Survey has been created, the next step is to deploy it to users. This is a two step process: adding the Test or Survey to a Content area and then making it available.

About Unavailable Tests

There is a difference between unavailable Tests and deleted Tests. Deleted Tests have been deleted from the Course. Unavailable Tests are added to a Content Area but a link does not appear to Students. Instructors can access the assessment when **Edit Mode** is **ON** and through the Control Panel under Course Tools > Tests, Surveys, and Pools.

Assessment availability is managed on the Test Options page. Assessment availability is limited to a specific time period by setting the **Display After** and **Display Until** fields. The availability can also be open ended by setting only a start date or only an end date. If the link to an assessment is available, but neither date is set, the assessment is immediately and always available.

Before You Begin

Create the Test or Survey. Create new questions or use [Find Questions](#) to copy or link existing questions to the Test or Survey.

How to Add a Test or Survey to a Content Area

1. Navigate to a Content area of the Course.
2. Point to the **Create Assessment** drop-down list and select **Test** or **Survey**.
3. Select a Test or Survey from the **Add Test** or **Add Survey** list.
4. Click **Submit**. The **Test Options** page appears.

How to Make a Test or Survey Available

Test and Survey availability is set after the assessment is added to a Content Area. Availability is managed on the Test Options page.

1. On the Test Options page, click **Yes** to **Make the Link Available** to Users. If this option is set to **No**, it will not appear to Students. Instructors may make the link available, then use the Display After and Display Until fields to limit the amount of time the link appears.
2. Set the following options for the Test:

Option	Function
Add a New Announcement for this Test or Survey	The Announcement will include the date and state "an Assessment has been made available in [Course area that includes the link to the Assessment]". This Announcement will

Option	Function
	appear in the Course Announcements.
Multiple Attempts	Click the checkbox and select from the following options: <ul style="list-style-type: none"> • Select Allow Unlimited Attempts for Students to take the assessment as many times as they wish. • Select Number of Attempts and enter a number to indicate a specific number of attempts that is allowed.
Force Completion	Click the Force Completion check box to force users to complete the Test or Survey once it has been launched. Students may not exit the assessment and continue working on it at a later date. The Save button is available for Students to save the assessment as they work through it, but they may not exit and re-enter the Assessment.
Set Timer	Click the Set Timer check box to set a time limit for completing the Test or Survey.
Display After and Display Until	Use the Display After and Display Until date and time fields to define the availability of the Test or Survey. Click both the Display After and Display Until check boxes in order to enable the date and time selections.
Password	Click the Password check box to require a password to access the Test or Survey.

3. Click **Submit**.

How to Control the Presentation of a Test or Survey

The remaining options control the presentation and feedback for an assessment.

Option	Function
Include this Test in Grade Center Score Calculations	Test results can be used in Grade Center calculations by selecting this option. Test scores do not need to be revealed to Students to be used in Grade Center calculation. Self-Assessment Tests are generally not included in Grade Center calculations. If the test is not included, the score will not affect any Grade Center calculations. This Test is also excluded from weighting.
Hide Results for this Test Completely from Instructor and Grade Center	If selected, this Test behaves as a Survey. The display in the Grade Center will read Complete / Incomplete and N/A or zero appears on the Grade Details page. The Instructor will not be able to see any student grades, view answers, aggregate results, or download result details. To protect student privacy, this choice cannot be reversed later without deleting all attempts. This is only available for Tests.
Test or Survey Feedback	Determine the kind of Feedback that is displayed upon completion: <ul style="list-style-type: none"> • Score - presents the final score to Students. This is only available for Tests.

Option	Function
	<ul style="list-style-type: none"> • Status - presents the completion status to Students. • Submitted Answers - presents the Student's answers. • Correct Answers - presents the correct answers to the questions. This is only available for Tests. • Feedback - presents the question feedback to the Student. This is only available for Tests.
Presentation Mode	<p>All at Once - Present the entire assessment on one screen. Students scroll through all the questions and can move up and down from question to question. If this is selected, Prohibit Backtracking cannot be selected.</p> <p>OR</p> <p>One at a Time - Displays one question at a time. The screen includes navigation tools to move between questions. The Submit button will only appear on the last page of the assessment. Prohibit Backtracking and Randomize Questions may be selected.</p>
Prohibit Backtracking	Click the check box to prevent Users from going back to questions they have already answered. If backtracking is prohibited, questions will be presented one at a time and the buttons <<, <, or >> do not appear to Users during the Test or Survey.
Randomize Questions	Click to display questions in a random order each time the Test or Survey is taken.

Next Steps

- [About Test/Survey Status](#)
- [Entering Grades](#)
- [Changing Grades](#)
- [Deleting and Reverting Grades](#)

Creating Assignments

Assignments allow Instructors to create coursework and manage the grades and feedback for each Student separately. Instructors may create an assignment that lists the name, point value and description of the assignment. Files may be attached the Assignments. After an Assignment is added to a Content Area, Students may access the assignment, complete it in a separate file, and send it back to the Instructor. The Instructor may respond to each student separately, sending comments about their individual assignment and attaching files, if necessary.

Assignments may also be distributed to Course Groups. See [Creating Group Assignments](#) for more information.

Note: Once a student completes and submits an Assignment, the Instructor may access this file in the Grade Center.

How to Create an Assignment

1. Open a Content Area.
2. **Edit Mode** is **ON**.
3. Point to **Create Assessment**.
4. Select **Assignment**.
5. Complete the Assignment Information, Assignment Files, Grading, Availability, Due Dates, and Recipients information.
6. Click **Submit**.

Tools Area

Links to Tools are placed anywhere in a Course that content can. Tools such as Discussion Board Forums and Virtual Classroom sessions can exist in the same Content Area with Learning Modules, files, and Tests. Adding tools to folders containing related content creates a seamless experience for users because all materials pertaining to a subject are accessed from the same location.

Instructors may also explain the context of the Tool when it is added to the Content Area, including a description of what it is used for, directions and its use and attach any necessary files. For example, the Instructor may add a link to a Discussion Board, explain that users need to participate in the Forum during a specific week, and attach an article for discussion.

Tools are added to a Content Area in different ways. They are added one at a time or they are added as a Tool Area where all of the available tools are accessible.

How to Link a Tool to a Content Area

Collaboration tools are added using the following steps below, or by clicking **Collaboration** and selecting the desired tool.

1. Select a Content Area.
2. **Edit Mode** is **ON**.
3. Point to **Build Content**.
4. Select **Tools Area**.
5. Select the desired tool.
6. Click **Next**.
7. Type a **Link Name**.
8. Type a description in the Text Box.
9. Click **Yes** to make the tool **Available** to users.
10. Click **Yes** to **Track Number of Views**.
11. Select the **Date Restrictions**.
12. Click **Submit**.

Tool Linking

Links to Tools are placed anywhere in a Course that content can. Tools such as Discussion Board Forums and Virtual Classroom sessions can exist in the same Content Area with Learning Modules, files, and Tests. Adding tools to folders containing related content creates a seamless experience for users because all materials pertaining to a subject are accessed from the same location.

Instructors may also explain the context of the Tool when it is added to the Content Area, including a description of what it is used for, directions and its use and attach any necessary files. For example, the Instructor may add a link to a Discussion Board, explain that users need to participate in the Forum during a specific week, and attach an article for discussion.

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How to Link a Tool to a Content Area

Collaboration tools are added using the following steps below, or by clicking **Collaboration** and selecting the desired tool.

1. Select a Content Area.
2. **Edit Mode** is **ON**.
3. Point to **Build Content**.
4. Select **Tools Area**.
5. Select the desired tool.
6. Click **Next**.
7. Type a **Link Name**.
8. Type a description in the Text Box.
9. Click **Yes** to make the tool **Available** to users.
10. Click **Yes** to **Track Number of Views**.
11. Select the **Date Restrictions**.
12. Click **Submit**.

Using Add Files to Create Rich HTML Content

Sets of HTML files, similar to a Web site, can be viewed as a page within the Course or as a separate piece of content in a separate browser window. These HTML files can be created outside of Blackboard Learn, using an application such as Dreamweaver, and then added to Course Files.

How to Create a File

1. Open a Content Area
2. **Edit Mode** is **ON**
3. Point to **Build Content**.

4. Select **File**.
5. Click **Browse My Computer** or **Browse Course Files** to locate the file.
6. Type a **Name** for the file. This is used as the link name for the file and is shown to users.
7. Select a **Color of Name**.
8. Click **Yes** to force the file to **Open in New Window**.
9. Click **Yes** to **Permit Users to View this Content**.
10. Click **Yes** to **Track Number of Views**.
11. Select the **Date and Time Restrictions**.
12. Click **Submit**.

Next Steps

- [Adding Content Metadata](#)
- [Adding Content to Learning Modules](#)

Content Metadata

Content Metadata stores information about a piece of content. Metadata allows for IMS compatibility when content is imported and exported. The information entered in Content Metadata cannot be tracked or reported on. It can only be viewed on the Content Metadata page as reference information for the Content Item.

How to Create Course Content Metadata

1. Open a Content Area.
2. **Edit Mode** is **ON**.
3. Click the contextual menu for the content item.
4. Select **Metadata**.
5. Select the Metadata options.
6. Click **Submit**.

Metadata Options

The table below describes the fields on the Content Metadata page. Select **Edit** to display the fields in each section.

Field	Description
General Information	
Title	Displays the title of the content item.
Catalog Entries	The catalog and version information in the Source and Entry Fields. Once a Catalog Entry is made a check box appears next to the item. Select the check box and click Submit to delete an entry.
Source	The name of the catalog or source of the content.

Field	Description
Entry	The number or version of the catalog.
Language	The language of the content item.
Description	A description of the content item.
Lifecycle Information	
Creation Date	Displays the date and time the content item was created.
Contributors	The names of others who contributed to this content item. Once a Contributor is entered a check box appears next to the item. Select the check box and click Submit to delete a Contributor.
Person	The name of the author or editor.
Role	The role of the person, such as author, contributor, or editor.
Organization	The name of the Organization associated with the person.
Date	The date the person made these changes or edits.
Technical Information	
Resource Format	The type of application this content item uses.
Resource Location	The location of the item displays in this field.
Rights Management Information	
Free Resource	Establish if the Content was free or if it was purchased.
Copyright/Restriction	Establish if this Content is copyrighted or if it has any restrictions.
Description	Comment on any conditions of use for this item.

The Open Standards Content Player

The Open Standards Content Player Building Block allows an Instructor to add content to a Course that conforms to SCORM (Shareable Content Object Reference Model), IMS (IMS Global Learning Consortium) or NLN (National Learning Network) standards to a Course.

The System Administrator must enable the Open Standards Content Player before SCORM, IMS, or NLN content can be added to a course. Instructors see SCORM, IMS, and NLN (depending on which the Administrator has made available) as additional types of content items, available in the Action Bar drop down list in Content Areas.

Using the Content Player in a Course

Instructors and users interact with IMS, SCORM, and NLN content just as they would other types of content. From the users' perspective, IMS, SCORM, or NLN content items are accessed in the same way as any other Course content. IMS, SCORM, or NLN content can even be added to a Learning Module.

When adding SCORM, IMS, or NLN data, the Instructor can make selections about navigation and display. If the Instructor wishes to add an item to the Grade Center, this can also be done from the Add Content page. In addition to giving a grade in the Grade Center, when a user interacts with the content, the Instructor can view the user's progress in the Grade Center including total viewing time and completion status.

SCORM, NLN and IMS Packages

The Open Standards Content Player Building Block supports the SCORM standard and the IMS standard for Web content, as well as NLN Content, which conforms to SCORM and IMS.

The content that is created to meet these specifications is called a package because all the files are gathered in a zipped format. The Content Player unzips the package and accesses components as they are needed.

Note: The Instructor does not need to know what type of package is being uploaded. The Content Player will make this determination in order to play the content correctly.

IMS Content

The Content Player Building Block supports content that conforms to the IMS Content and Packaging 1.1.2 standard with the Web content attribute. When adding this content type to a Course, it is useful to note that most of these types of packages do not track User Attempt Details. Otherwise, no major differences will be seen.

Further information about IMS Content is found at: <http://www.imsproject.org>

SCORM Content

The Content Player Building Block supports content that conforms to the SCORM 1.2 standard and the SCORM 2004 standard. The Instructor does not need to determine ahead of time whether the content is designed as 1.2 or 2004 compliant, as both types can be played.

Further information about SCORM Content is found at: <http://www.adlnet.org>

NLN Content

The Content Player Building Block supports NLN content, which conforms to SCORM and IMS standards. The United Kingdom NLN Materials Team is responsible for commissioning and developing e-learning materials for the NLN, and offers advice on best practices in integrating the NLN materials into teaching and learning schemes.

Further information about NLN Content can be found at: <http://www.nln.ac.uk/>

Who Creates the Content?

The Content packages are created to comply with the individual standards. Each Institution may have a policy on which content it uses and where the content comes from. Some Institutions build their own SCORM or IMS packages, and several private companies also produce the content. Some content may also be available for general use.

Note: Once the user begins working with the SCORM, IMS or NLN content, internal navigation and interaction is determined by the content packages, not the Blackboard Learn.

Managing the Content Types

The availability of the Content Types is controlled on the Manage Tools page from the Control Panel. The Content Types are controlled on the Content Type Availability page. Depending on the Administrator's settings, one or all of the Content Player Content types may be available for the Instructor to use.

Attempt Data

When a Grade Center Item is associated with the SCORM, IMS or NLN content item, the Instructor will be able to view data related to the users' interactions with the content. This is called Attempt Data.

The details may include the total time the user has viewed each learning object, the completion status, responses to any questions contained in the package, and whether the response was correct. The purpose of the attempt data is to help the Instructor in determining a score for the Grade Center item.

To access this information on the Attempt Details page:

1. Click **Grade Center**.
2. click the user attempt, the Edit Grade page loads.
3. Click **View** on the Edit grade page, the Attempt Details page loads.

Note: Not all packages are designed to track all data. If the package does not provide the information to Blackboard Learn, the data will show as N/A.

Adding SCORM, IMS, and NLN Content

Once the System Administrator has enabled the Open Standards Content Player Building Block, Instructors can add SCORM, IMS, or NLN Content to their courses. See [The Open Standards Content Player](#) for more information on the Building Block.

The steps for adding SCORM (Shareable Content Object Reference Model), IMS (IMS Global Learning Consortium) or NLN (National Learning Network) are similar. Interaction options for navigation, Grade Center options, and content options are set at this time.

How to Add SCORM Content

1. Point to **Build Content**.
2. Select **Content Package (SCORM)**.
3. Enter the information outlined in the following table.
4. Click **Submit**.

The table below details the fields on the Add and Edit SCORM Content pages.

Field	Description
Required Information	
Title	Select a name that best describes the content.
Add Content Package	Browse to select a SCORM package to add. This option only appears on the Add SCORM Content page.
Name of Link	The default link name is Click to Launch. Rename this on the Edit SCORM Content page.
Text	Add instructions or other text on the Edit SCORM Content page.

Field	Description
Interactions Options	
Navigation Control Type	If Choice is selected, the viewer can use a left navigation menu to select which content to view. If Flow is selected, the left navigation menu does not appear and the viewer must use the Next and Previous buttons to view content sequentially.
Grade Center Options	
Add Grade Center Item	Select Yes to add a Grade Center Item to the Grade Center for the content item. The name will be the name of the package and may be edited and managed from the Grade Center once added.
Points Possible	Type the points possible for this item. If nothing is entered, the item will be given 0 points possible. This and other Grade Center item properties are edited and managed from the Grade Center.
Track Attempt Details	Select Yes to be able to view user interaction with the content, such as total viewing time and question responses. From the Edit grade page, click the View button to see the Attempt Details.
First Attempt Only	If Yes is selected for First Attempt Only , attempt details will only display for the first time the user accesses the content. If the user does not go through the whole package, subsequent attempts will not be tracked. Leaving this value as No will always show the last attempt data. This setting is for tracking data only; it does not restrict how often the content is viewed by the user.
Content Options	
Do you want to make the Assignment visible?	Select Yes to make the SCORM content available.
Do you want to track number of views?	Select Yes to track the number of times users access this item. Use the Course Statistics page to view a comprehensive report.
Availability Dates	Select the range of dates that the content will appear.

How to Add IMS Content

1. Point to **Build Content**.
2. Select **Content Package (IMS)**.
3. Enter the information outlined in the following table.
4. Click **Submit**.

The table below details the fields on the Add IMS Content and Edit IMS Content pages.

Field	Description
Required Information	
Title	Select a name that best describes the content.

Field	Description
Add Content Package	Browse to select an IMS package to add. This option shows on the Add IMS Content page only.
Name of Link	The default link name is Click to Launch. You can rename this on the Edit IMS Content page.
Text	To add instructions or other text, add it on the Edit IMS Content page.
Interactions Options	
Navigation Control Type	If Choice is selected, the viewer can use a left navigation menu to select which content to view. If Flow is selected, the left navigation menu does not appear and the viewer must use the Next and Previous buttons to view content sequentially.
Grade Center Options	
Add Grade Center Item	Selecting Yes will add a Grade Center Item to the Grade Center for the content item. The name will be the name of the package, and is edited and managed from the Grade Center once added.
Points Possible	Type the points possible for this item. If nothing is entered, the item will be given 0 points possible. This and other Grade Center item properties are edited and managed from the Grade Center.
Track Attempt Details	Select Yes to be able to view user interaction with the content, such as total viewing time and question responses. From the Edit grade page, click the View button to see the Attempt Details.
First Attempt Only	If Yes is selected for First Attempt Only , attempt details will only display for the first time the user accesses the content. If the user does not go through the whole package, subsequent attempts will not be tracked. Leaving this value as No will always show the last Attempt data. This setting is for tracking data only; it does not restrict how often the content is viewed by the user.
Content Options	
Do you want to make the assignment visible?	Select Yes to make the IMS content available.
Do you want to track number of views?	Select Yes to track the number of times users access this item. Use the Course Statistics page to view a comprehensive report.
Availability Dates	Select the range of dates that the content will appear.

How to Add NLN Content

1. Point to **Build Content**.
2. Select **Content Package (NLN)**.
3. Enter the information outlined in the following table.
4. Click **Submit**.

The table below details the fields on the Add NLN Content and Edit NLN Content pages.

Field	Description
Required Information	
Title	Select a name that best describes the content.
Add Content Package	Browse to select a NLN package to add. This option shows on the Add NLN Content page only.
Name of Link	The default link name is Click to Launch. You can rename this on the Edit NLN Content page.
Text	To add instructions or other text, add it on the Edit NLN Content page.
Interactions Options	
Navigation Control Type	If Choice is selected, the viewer can use a left navigation menu to select which content to view. If Flow is selected, the left navigation menu does not appear and the viewer must use the Next and Previous buttons to view content sequentially.
Grade Center Options	
Add Grade Center Item	Selecting Yes will add a Grade Center Item to the Grade Center for the content item. The name will be the name of the package, and is edited and managed from the Grade Center once added.
Points Possible	Type the points possible for this item. If nothing is entered, the item will be given 0 points possible. This and other Grade Center item properties are edited and managed from the Grade Center.
Track Attempt Details	Select Yes to be able to view user interaction with the content, such as total viewing time and question responses. From the Edit grade page, click the View button to see the Attempt Details.
First Attempt Only	If Yes is selected for First Attempt Only , attempt details will only display for the first time the user accesses the content. If the user does not go through the whole package, subsequent attempts will not be tracked. Leaving this value as No will always show the last Attempt data. This setting is for tracking data only; it does not restrict how often the content is viewed by the user.
Content Options	
Do you want to make the assignment visible?	Select Yes to make the NLN content available.
Do you want to track number of views?	Select Yes to track the number of times users access this item. Use the Course Statistics page to view a comprehensive report.
Availability Dates	Select the range of dates that the content will appear.

Course Tools

Course Tools are communication and collaboration tools that enhance interaction between users.

Note: You may find that your institution has licensed other Tools that are not a part of the default Blackboard Learn package. In this case you will need to seek information from that tool's provider.

This section includes information on the following topics:

- [Course Announcements](#)
- [Blackboard Scholar](#)
- [Blogs](#)
- [Collaboration](#)
- [Contacts](#)
- [Course Calendar](#)
- [Course Portfolios](#)
- [Discussion Board](#)
- [Glossary](#)
- [Journals](#)
- [Messages](#)
- [Rubrics](#)
- [SafeAssign](#)
- [Self and Peer Assessment](#)
- [Send Email](#)
- [Tasks](#)
- [Tests Surveys, and Pools](#)
- [Wikis](#)

Announcements

Announcements post timely information critical to Course success. The Instructor can add, edit, and delete announcements from the Announcements page. This is an ideal place to post time-sensitive material including:

- When Assignments are due
- Changes in the syllabus
- Corrections/clarifications of materials
- Exam schedules

When adding an Announcement, Instructors can also send the Announcement as an email to Students in the Course. This ensures that Students receive the announcement even if they do not login to the Course.

Announcements are accessed from the **Control Panel** under **Course Tools**.

Creating Announcements

Announcements will appear in the order posted with the most recent Announcements appearing first.

1. From the Control Panel under Course Tools, click **Announcements**.
2. From the action bar, click **Create Announcement**.
3. Provide a Subject and Message.
4. Set the Duration and Date Restrictions.
5. There is an option to link to a course area, tool, or item.
6. Click **Submit**.

Editing Announcements

Click Edit from the contextual menu of the Announcement you wish to edit. Make your changes and Submit.

Deleting Announcements

To delete an Announcement, click Delete from the contextual menu of the Announcement. Confirm the deletion. This action is final and cannot be undone.

About Blackboard Scholar

Blackboard Scholar is built right into Blackboard Learn, for easy integration of relevant, reliable resources and dynamic streams from Scholar, directly into the course. The Blackboard Scholar page offers users to register with Blackboard Scholar and to turn external links into Blackboard Scholar bookmarks.

Find this Page

Click **Blackboard Scholar** from Course Tools.

How to Register with Blackboard Scholar

1. Click **Register/View Scholar Start Page**.
2. Type **Username** and **Password**.
3. Click **Login**.

How to Import External Links into Blackboard Scholar

1. Click **Copy External Links to Blackboard Scholar** bookmarks.
2. Select the links.
3. Click Submit.

See Also

- The Scholar web site: <http://www.scholar.com>
- The Scholar Wiki site: <http://wiki.scholar.com>

About Blogs

Instructors can release the Blog tool to the group for use in the course, or for public consumption. Students within the group can post to the Blog and add comments to existing posts. Instructors can also comment on posts.

Blogs are an effective means of gaining insight into students' activities and provide a way to share the knowledge and materials collected and created by the group with the rest of the course.

See Also

- [Creating a Blog](#)
- [Creating Blog Posts](#)
- [Creating Blog Comments](#)
- [Editing and Managing Blogs](#)
- Grading Blogs and Journals

Creating a Blog

Instructors can create a Blog for use by students in their course.

How to Create a Blog

1. Open a course.
2. Click Edit Mode **ON**.
3. Click **Course Tools** from the Tools area.
4. Click **Blogs**.
5. Click **Create Blog**.
6. Type a **Name** for the Blog.
7. Type any specific **Instructions** in the text box.
8. Click **Yes** to make the Blog available to users.
9. Use the **Display After** and **Display Until** date and time fields to **Limit Availability** of the Blog. Click both the **Display After** and **Display Until** check boxes in order to enable the date and time selections.
10. Determine the **Blog Participation** by clicking **Individual to All Students** or **Course**.
11. Click the **Allow Anonymous Comments** check box.
12. Choose between **Monthly** or **Weekly** index entries.
13. Click the check box to **Allow Users to Edit and Delete Entries**.
14. Click the check box to **Allow Users to Delete Comments**.
15. Select the **Grade** option and enter the number of **Points possible**.
16. Click **Submit**.

See Also


- [About Blogs](#)
- [Creating Blog Posts](#)
- [Creating Blog Comments](#)
- [Editing and Managing Blogs](#)

Creating Blog Posts

Instructors and users can create Blog posts that are commented upon. Instructors can use Blog posts to provide structure for discussions on class topics and other issues.

How to Create a Blog Post

1. Click **Blogs** on the **Course Tools** menu.
2. Click the appropriate Blog.
3. Click **Create Blog Entry**.
4. Type an **Entry Title**.
5. Type the text in the **Entry Message** text box.
6. Click **Post Message as Anonymous** if appropriate.

	Note: This option may not be available. The System Administrator or Instructor can restrict this option.
---	---

7. Click **Browse for Local File** to attach a file to the entry.
 8. Click **Post Entry**.
- OR**
- Click **Save Entry as Draft** to save the entry for later posting.

Viewing Drafts

Blog Entries are saved for later posting by clicking **Save Entry as Draft**. These drafts are viewed by clicking **View Drafts** from the main Blog page.

See Also

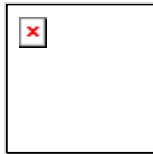
- [About Blogs](#)
- [Creating a Blog](#)
- [Creating Blog Comments](#)
- [Editing Blogs](#)

Creating Blog Comments

Instructors and users can enter comments on Blog posts if comments are allowed.

How to Comment on a Blog Post

1. Open a Blog.
2. Click **Comment** for the appropriate post.
3. Type a comment in the **Comment** field.
4. Click **Comment on Entry as Anonymous** if appropriate.



Note: This option may not be available. The System Administrator or Instructor can restrict this option.

5. Click **Add**.

See Also

- [About Blogs](#)
- [Creating Blogs](#)
- [Creating Blog Posts](#)
- [Editing and Managing Blogs](#)

Editing and Managing Blogs

Instructors can edit basic properties of the Blog, including the name, instructions, availability, participation, and user permissions. Instructors can also delete their own blogs.

How to Edit a Blog

1. Open a course.
2. Click **Blogs** from the **Course Tools** menu.
3. Click Edit Mode **ON**.
4. Select **Edit** from the contextual menu for the Blog.
5. Make changes.
6. Click **Submit**.

How to Delete a Blog

1. Open a course.
2. Click **Blogs** from the **Course Tools** menu.
3. Click Edit Mode **ON**.
4. Select **Delete** from the contextual menu for the Blog.
5. Click **OK** in the confirmation window.

How to Change the Availability of a Blog

1. Open a course.
2. Click **Blogs** from the **Course Tools** menu.
3. Click Edit Mode **ON**.
4. Click the check box next to the appropriate Blog.
5. Select **Make Available** or **Make Unavailable** from the **Availability** drop-down list.

Troubleshooting Blog Management

If...	Then...
a Blog is deleted while users are posting	the Blog and all comments are deleted
a Blog is made unavailable while users are posting	the Blog remains visible to the Instructor in Edit Mode but is not displayed to users
the Allow Users to Edit and Remove Entries setting is changed	entries remain but users cannot edit them
the Allow Users to Remove Comments setting is changed	comments remain but users cannot edit them

See Also

- [About Blogs](#)
- [Creating a Blog](#)
- [Creating Blog Posts](#)
- [Creating Blog Comments](#)

Collaboration Tools

Collaboration Tools allow users and Instructors to engage in synchronous communication.

In this section

This section includes information on the following topics:

Topic	Description
Collaboration Tools	Provides an overview of the Virtual Classroom and Chat features.
Collaboration Sessions	Explains how instances of each collaboration tool are organized.
Create/Edit Collaboration Session	Gives instructions for creating a session.
Virtual Classroom	Provides an overview of the Virtual Classroom.
Menu Bar	Describes the functions available in the Menu Bar of the Virtual Classroom.
Classroom Tool Box	Describes the functions available in the Virtual Classroom tool box.
Whiteboard	Explains the Whiteboard function in the Virtual Classroom.
Group Browser	Describes how to view Web sites as a group during a session.
Content Map	Explains how to access Course content in the Virtual Classroom.
Ask Question	Describes how users pose a question to the session moderator.
Question Inbox	Describes how the moderator organizes and answers questions.
Chat	Explains the Chat tool.
Record Menu	Reviews the functions for Recording a session.
Session Recordings	Explains how users access the Recording of an earlier session.
Recording Properties	Describes the attributes of a session Recording.

Collaboration Tools

The Collaboration Tools allow users to participate in real-time lessons and discussions. Examples of these sessions include real-time, online classroom discussions, guest speaker led sessions, Teaching Assistant sessions, and live question-and-answer sessions. Recordings of sessions are created and made available for review.

Collaboration Tools

The following Collaboration Tools are available.

Tool	Description
Virtual Classroom	Users engage in a real-time discussion with other users, access the Web, and engage in question and answer sessions. Users may also access the Whiteboard to display text and images.
Chat	Chat is part of the Virtual Classroom. It can also be accessed separately. Chat allows users to open just the text-based chat function.

Java Plug-in

The Java 2 Run Time Environment is required to use the Collaboration Tools. The plug-in may be downloaded from the page that appears when a user joins a Collaboration Session, or may be found at <http://java.sun.com/products/plugin/index.html>.

Take care to uninstall any existing Java plug-ins before installing a new version.

Find this Page

Follow the steps below to open the Collaboration Sessions page.

1. Click **Collaboration** on the Course Menu or from the Control Panel.

Functions

The following table describes the functions available from this page.

To . . .	click . . .
filter the sessions listed on the page	the arrow next to the drop-down list and select the type of session to display. Click Filter . The filters include: Show All – The default filter that displays all of the Collaboration Sessions. Available Sessions – Displays all of the sessions that are in use. Sessions with Recordings – Displays completed sessions that have an archive. Future Sessions – Displays sessions that are scheduled to take place in the future.
search for a session	the Session Name , Start Date , or End Date option and then

To . . .	click . . .
	enter a value in the field. Click Search .
enter a session	Join from the session's contextual menu.
access the Recording for a session	Recording from the contextual menu.
add a new Collaboration session	Create Collaboration Session

User Roles

There are two roles available for users in Collaboration Sessions: Passive and Active. The Session Administrator controls user access and functions during a Collaboration session by assigning Passive or Active roles. For example, Session Administrators determine which users can chat, send private messages, or ask questions during a session by assigning specific Access Rights to the different roles. The Student icon will appear in the Role column next to those Students who are Active.

Student roles can change throughout the Collaboration Session. Users who are Passive, but would like Active rights, can signal the Session Administrator by clicking the hand icon. The Session Administrator then makes the user Active.

Macintosh and the Collaboration Tool

For those users that wish to use Safari, be aware that Pop-Up Window Blocking must disabled.

Accessible Collaboration Tool

An accessible version of the Collaboration Tool is available.

A link to this version appears when **Join** is selected on the Collaboration Sessions page. This link will open the Accessible version of the Collaboration Tool. Links to items that appear in the Virtual Classroom, such as items in the Course Map (Course Menu) and Group Browser, will appear in this version. Documents created on the Whiteboard may be viewed if the Session Administrator takes a snapshot. A link will be created to the snapshot for users to view.

The sound of a door opening or closing will be audible to all participants when a user enters or leaves a session through the accessible version.

Collaboration Sessions

The Collaboration Session page is used to manage the Collaboration Tools available in Blackboard Learn. From this page the Instructor can access all of the Collaboration Sessions for the Course, including those that have already taken place and are recorded and those that are scheduled for the future. Instructors can also schedule new Collaboration Sessions and make changes to those already scheduled from this page.

Find this Page

Click **Collaboration** in the Course Tools area of the Control Panel.

Default Collaboration Sessions

Each Course and Organization begins with two default Collaboration Sessions. The Lecture Hall is the default Virtual Classroom, and Office Hours is the default Chat. These default sessions can be deleted. Removing a session is irreversible.

Functions

The following functions are available from the Collaboration Sessions page:

To . . .	click . . .
create a new Collaboration Session	Create Collaboration Session. The Create Collaboration Session page will open.
filter the sessions listed on the page	the arrow next to the drop-down list and select the type of session to display. Click Filter. The filters include: Show All – The default filter that displays all of the Collaboration Sessions. Available Sessions – Displays all of the sessions that are currently being used. Sessions with Recordings – Displays completed sessions that have a Recording. Future Sessions – Displays sessions that are scheduled to take place in the future.
search for a session	the Session Name , Start Date or End Date option and then enter a value in the field. Click Search .
enter a session	select Join from the contextual menu for the session. The Virtual Classroom or Chat for that session will open.
access the Recordings for a session	Recordings next to the session. The Session Recordings page will appear.
change the name, availability, or tools used during the session	select Edit from the contextual menu for the session. The Edit Collaboration Session page will appear.
delete a session	select Delete from the contextual menu for the session. This action is irreversible.

Create/Edit Collaboration Session

Instructors create new Collaboration Sessions using the Virtual Classroom or the Chat from the Create Collaboration Session page. Instructors can schedule sessions for specific dates and times. The Create Collaboration Session page and Edit Collaboration Session page function in a similar manner. The Create Collaboration Session page opens with empty fields while the Edit Collaboration Session page opens with a session already populated.

Find this Page

Follow the steps below to open the Create Collaboration Session page or the Edit Collaboration Session page.

1. Click **Collaboration** in the Course Tools area of the Control Panel.
2. Click **Create Collaboration Session** on the Collaboration Sessions page or select **Edit** from the contextual menu for a Collaboration Session.

Fields

The table below details the fields on the Create Collaboration Session page.

Field	Description
Session Name	
Session Name	Type the name of the new session.
Schedule Availability	
Select Dates of Availability	A Start and End date and time for the Collaboration Session is set but is not required. If these are not selected then the session is always open and available for users.
Available	Select Yes to make the session available.
Collaboration Tool	
Choose a Tool for this Session	Select Virtual Classroom or Chat .

Virtual Classroom

Users can ask questions, draw on the whiteboard, and participate in breakout sessions from the Virtual Classroom. The Session Administrator establishes which tools in the Virtual Classroom users can access.

Find this Page

Follow the steps below to open the Virtual Classroom.

1. Click **Collaboration** on the Course Menu or from the Course Tools area of the Control Panel.
2. Click **Join** from the contextual menu of a Virtual Classroom session.

Virtual Classroom Areas

The table below details the areas of the Virtual Classroom.

Part	Function
Menu Bar	Allows the Session Administrator to control the Virtual Classroom. This includes managing participation, monitoring breakout sessions, and ending the session.
Classroom Tool box	Includes all of the tools used during the Virtual Classroom session. This includes searching for Web sites, asking and answering questions, utilizing the Whiteboard, and accessing the Course Map (Course Menu).
Chat	Allows users to compose messages, raise their hands to ask questions, and activate private messages.

Menu Bar for Virtual Classroom

All users have access to the options on the Menu Bar. The functions available in the Menu Bar include:

- **View** - Choose an option for viewing Personal Messages in the Virtual Classroom.
- **Controls** - Grants and deletes access rights to tools
- **Clear** - Clears the session display.
- **End** - Ends the session and expels all users.
- **Breakouts** - Creates a breakout room for a group of users.

View

Select **Show in-line** to view private messages within the chat area. Select **Show in separate frame** to view private messages in a separate window.

Controls

Use the check boxes to grant access to tools for Passive and Active Users. Uncheck to delete access to tools.

Clear

Clear erases the users chat display.

End

Ends the session and expels all users. This action cannot be undone.

Breakouts

Select the check boxes for the users who will participate in the Breakout session. Users may only join a Breakout session if they are selected by the creator of the Breakout session.

Users who enter a Breakout session are still active in the main Virtual Classroom Session. If a Breakout session is closed, users are still active in the main session. Breakout sessions default to the same settings as the main session.

Classroom Tool box

If granted access to these tools by the Session Administrator, users can use the Whiteboard, access Web sites, and view the Course Map (Content Menu).

The Classroom Tool box appears on the left side of the Virtual Classroom. To begin using items in the Tool box click the name of the tool.

Tools

The following tools are available in the Classroom Tool box.

Tool	Description
Whiteboard	Enables users to present different types of information as they would on a whiteboard in a classroom.
Group Browser	Enables users to collaboratively browse the Web.
Map	Enables users to browse the Course Contents while they are in a Virtual Classroom.
Ask Question	Enables users to ask questions during the session.
QuestionInbox	Enables users to answer questions submitted by other users during a session.

Whiteboard

The Whiteboard enables users in a Virtual Classroom to present different types of information as they would on a whiteboard in a classroom. The tools in the Whiteboard Tools palette allow users to draw images, type text, and present equations. The Session Administrator determines whether this function is made available to users.

Functions

The table below details the tools available for use on the Whiteboard.

To . . .	click . . .
select an item	<p>the Arrow tool. Then click an item for selection. The following may be performed on selected items:</p> <ul style="list-style-type: none">• Enlarge: clicke of the small black boxes that surround the item and drag it to the desired size.• Move: Click the item and move it to the desired location.• Cut: Click the Whiteboard item. Then click the Cut icon.• Copy: Click the Whiteboard item. Then click the Copy icon.• Paste: Click the Whiteboard item. Then click the Paste icon.• Delete: Click the Whiteboard item. click the selected object. Then click the Delete icon.• Group items: Click the Whiteboard items. Then click the Group icon.• Ungroup: Click a Whiteboard item in a group. Then click the Ungroup icon.• Bring front: Click the Whiteboard item. click selected object. Then click the Bring to front icon.• Bring back: Click the Whiteboard item. click selected object. Then click the Send to back icon.• Select all figures on the Whiteboard: Click the Selects all Figures icon.
draw free hand	the Pen tool. Choose the color of the pen in the Pen Color drop-down list. Next, select the line width.
enter text using the keyboard	the text tool (T) then the Whiteboard area. A Whiteboard Text Input box appears. Type the text in the box and click Insert . Use the options in the Tools palette to select color, font, and size.
draw a straight line	the Line tool.
draw a rectangle	the Rectangle tool. Choose the color of the square from the Fill Color drop-down list to draw a solid shape. To draw the outline of the shape, select None for the fill color. The outline of the shape will be the color of the pen tool and have the selected line width.
draw a oval	the Oval tool. Choose the color of the circle from the Fill Color drop-down list to draw a solid shape. To draw the outline of the shape, select None for the fill color. The outline of the shape will be the color of the pen tool and have

To . . .	click . . .
	the selected line width.
input an equation	The Math and Science Equation Editor icon (Σ). The Equation Editor will appear. Input the equation and click Insert Equation .

Group Browser

The Group Browser enables users to collaboratively browse the Web. This tool opens a URL that is viewable by all users. URLs used in the session will be added to the Recording if one is created. The Session Administrator will determine whether this function is made available to users.

Functions

The table below details the available functions in the Group Browser.

To . . .	click . . .
open a Web site	type the URL in the Type Address field.
choose where to display the Web site	Display To Users to display the window in the Whiteboard or click Preview in New Window to open the Web site in a new browser window. The preview window will only be displayed to the user that opened it.

Course Map

The Course Map enables users to browse the Course Menu while in a Virtual Classroom. By default, the Session Administrator has access to operate the Course Map. Users must have Active privileges to use the Course Map in a Virtual Classroom.


Functions

The table below details the available functions in the Course Map.

To . . .	click . . .
display an element on the map to all users	the Course area in the Course Map and select Display To Class in the drop-down list.
display an element on the map in a separate window	the Course area in the Course Map and select Preview in New Window in the drop-down list. The new window is only visible to the User who opens it.
refresh the map during a Collaboration Session	Refresh Tree in the drop-down list. This will update the Course Map to match the Course Menu.

Ask Question

Users are able to ask questions during the session. As users submit questions during the session the Session Administrator can view and respond to them.

	Note: Only users who have an Active role can ask questions.
---	--

Ask a Question

To ask a question, select **Compose** in the Ask Question area. Type the question in the text box and click **Send**.

Question Inbox

Questions from users are sent to the Question Inbox during the Virtual Classroom session. The Question Inbox is used to manage and respond to questions during a Collaboration Session.

Function

The table below details the functions available in the Question Inbox Tool.

To . . .	click . . .
respond to a question	the Username in the From list and click the Respond to Question icon. The Respond to Question pop-up window will appear.
delete a question	the Username in the From list and click the Delete icon.
view only questions that have not been answered	the check box next to Show unanswered only .

Respond to Question Fields

The table below details the fields on the Respond to Question pop-up window.

Field	Description
Question	Question that was submitted.
Response	Type the response to the question.
Private	Select this check box to make the response to the question private. If marked private, the response will only be sent to the person who submitted the message.

Chat

Chat allows the Course Members to interact with each other using a text-based messaging tool. Chat is part of the Virtual Classroom. It can also be accessed separately.

Find this Page

Follow the steps below to open a Chat:

1. Click **Tools** on the Course Menu or Collaboration from the Course Tools area of the Control Panel.
2. Select **Collaboration**.
3. Click **Join** from the contextual menu of the Chat session.

Functions

The table below details the functions available in the Chat.

To . . .	then . . .
enter a message for others to read	type the message in the Compose field. Click Send or press Type . The message will appear in the chat area. There is a 1000 character limit for chat messages.
become an Active user	click the hand symbol. A hand appears next to the Username. The Session Administrator clicks on the hand to make the user Active.
view user information	Select a Username in the Participant list and then click User Info. A pop-up window displays personal information about the selected user such as name, email address, and any other information the user has chosen to add to their profile.
send a private message to a user	Select a Username in the Participant list and then click Private Message . Users can send private messages to each other if the Session Administrator enables this tool in the Session Controls. Private messages are not recorded.

Record Menu

Virtual Classroom and Chat sessions are recorded and saved for future playback. Recordings are started and stopped, as well as paused and restarted by the Instructor during the session. A session can have more than one recording. If the Instructor selects **End** to stop a session, then the recorder will automatically stop recording the session.

Record Menu

The table below details the buttons that appear on the Record menu.

Button	Description
Start	Click Start to begin recording a session. The user will be prompted to name the Recording.
Pause	Click Pause to pause a Recording once it has started. Click this button again to restart the recording. Pause and restart will be marked and time stamped in the Recording.
Stop	Click Stop to end recording the session. When Stop is selected the Recording is completed and a stop marker and time/date stamp will be included at the end of the Recording.
Bookmark	Click Bookmark to insert a bookmark anywhere in the Recording of the session.

Recording the Whiteboard

The **Snapshot** button (shaped like a camera) on the Whiteboard Tool bar is used to capture the Whiteboard in the Recording. The Instructor clicks the **Snapshot** button to capture an image of the Whiteboard. The image of the Whiteboard in the Recording corresponds with when it was captured. The **Snapshot** button cannot be activated unless the session is being recorded.


Session Recordings

The Instructor must make a Recording available before Students can view it. For more information see [Recording Properties](#).

Session Recordings

Introduction

Session Recordings allow users to review Collaboration Sessions. Sessions are archived by date. Sessions will not appear in the list of saved recording until the Session Administrator has stopped recording.

	Note: If an Instructor does not stop the Recording and exit the Collaboration Session, the Recording will not end and no information will be recorded in the Recording Duration column. Only when the Session Administrator stops recording or ends the session will the Recording stop and the duration display.
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Find this Page

Follow the steps below to access the Session Recordings page.

1. Click **Collaboration** in the Course Tools area of the Control Panel.
2. Click **Recordings** for a session using the contextual menu.

Functions


The table below describes the functions available on this page.

To . . .	click . . .
search for a Recording in the Collaboration Session	the Recording Name or Creation Date option in the Search by field. Type the name of the Recording or the date it was created in the field and click Search.
open a Recording	the Recording name.
change the name or availability of a Recording	Edit from the contextual menu. The Recording Properties page will appear.
delete a Recording	Delete . This action is irreversible.

Recording Properties

Introduction

The Recording Properties page allows the Instructor to change the name and availability of a Recording Session.



Note: Recordings are available to Students by default

Find this Page

Follow the steps below to open the Recording Properties page.

1. Click **Collaboration** in the Course Tools section of the Control Panel.
2. Click **Recordings** from the contextual menu of a session.
3. Click **Edit** from the contextual menu for a Recording.

Fields

The table below describes the fields available on this page.

Field	Description
Edit Recording Name	
Recording Name	Type or edit the name of the Recording.
Availability to Students	
Permit Participants to View Recording	Select Yes and participants will be able to view this Recording. Select No and this Recording will be unavailable to participants.

Contacts

Contacts is a place where Instructors can add profile information about themselves and other staff that is distributed to students. This is a good place to add officer hours, phone numbers, and other links to help students identify people who have a role in the Course.

Contacts are located on the **Control Panel** under **Course Tools**.

The functions available on this page are described in the table below.

To . . .	click . . .
add a profile	Create Contact. The Add Contact page will appear.
add a new folder	Create Folder. The Add Folder page will appear.
edit a profile	Edit from the contextual menu. The Edit Contact page will appear.
edit a folder	Edit from the contextual menu. The Edit Folder page will appear.
delete an item or folder	Delete. A warning appears. Removing a profile or folder is irreversible.
order Contacts	the drag and drop icon and move the contacts or use the Keyboard Accessible Reordering function.

Add or Edit Contacts and Folders

Contacts may be added or edited through the Create Contact or Edit Contact page. The fields on the Create Contact page and Edit Contact page are the same. The Create Contact page opens with empty fields while the Edit Contact page opens with a profile already populated.

Add or Edit a Contact

1. Click **Contacts** in the Course Tools area of the Control Panel.
2. Click **Create Contact**.

OR

To edit a profile, click **Edit** from the contextual menu.

Fields

The table below details the fields on the Add Contact or Edit Contact page.

Field	Description
Profile Information	
Title	Type the person's title. This title will appear before the first name.
First Name	Type a first name.
Last Name	Type a last name.
Email	Type an e-mail address. This is a required field.
Work Phone	Type a work phone number.
Office Location	Type an office location.
Office Hours	Type office hours.
Notes	Type any additional information about the person.
Options	
Make the Contact Available	Select Yes or No to make the profile available to Students. If No is selected, none of the information entered on this page will appear to Students.

Field	Description
Current Image	The image that currently appears with the Profile.
Profile Image	Type the path to a graphic file with a picture of the staff member or click Browse to search for a file. This image will be included next to the profile on the Contacts page.
Personal Link	Type the URL for the person's home page. When adding a URL, include the full address and protocol for example http://www.blackboard.com. This link appears with the profile on the Contacts page.

Add or Edit a Folder

1. Click **Contacts** in the Course Tools area of the Control Panel.
2. Click **Create Folder**.
3. Select a **Name** from the drop-down list or enter a new name.
4. Select a color for the Name.
5. Type a description of the Folder in the **Text** field.
6. Click **Yes** to **Make the Folder Available**.
7. Click **Submit**.

Course Calendar

Instructors can use the Course Calendar to list important Course related events. The dates and events that appear on the Calendar are for all users in the Course.

Some typical items Instructors may include in the Course Calendar are:

- Section meetings
- Assignment due dates
- Exams
- Guest speakers

Functions of the Course Calendar include:

- [Creating an Event](#)
- [Editing an Event](#)
- [Deleting an Event](#)
- [Using the "Jump to" feature](#)

The **Course Calendar** is accessed from the Control Panel under Course Tools.

Create or Edit a Course Calendar Event

Events may be added or edited by accessing the **Create Calendar Event** page or **Edit Course Event** page. The fields on each page are the same.

How to Create a Course Event

1. Click **Course Calendar** in the Course Tools area of the Control Panel.
2. Click **Create Course Event** from the Calendar page.
3. Type an **Event Name**.
4. Type an **Event Description**. The maximum number of characters is 4000.
5. Type a date using the **mm/dd/yyyy** format.

OR

Click the **Date Selection Calendar** button and use the interface to select a date.

6. Type an **Event Start Time** using the **hh:mm AM/PM** format.

OR

Click the **Time Selection Menu** button and use the interface to select a time.

7. Type an **Event End Time** using the **hh:mm AM/PM** format.

OR

Click the **Time Selection Menu** button and use the interface to select a time.

8. Click **Submit**.

How to Edit a Course Event

There are a number of ways to edit a Course Event:

- From the **View By Day** and **View by Week** pages:
 1. Select **Edit** from the contextual menu for the Course Event.
- From the **View By Month** page:
 1. Click the appropriate Course Event link.
 2. Select **Edit** from the contextual menu next to the Name.
- From the **View By Year** page:
 1. Click the date on which the Course Event occurs.
 2. Select **Edit** from the contextual menu for the Course Event.

How to Delete a Course Event

Select **Delete** from the contextual menu of the appropriate Course Event.

Calendar Jump To

Calendar Jump To allows users to quickly access a month, week, or day in the Calendar. Calendar Jump To is useful when looking for events planned for months in advance of the current date.

How to Jump To a specific month, week, or day

1. Click **Course Calendar** in the Course Tools area of the Control Panel.
2. Click **Jump to** from the Calendar page.
3. Type a date using the **mm/dd/yyyy** format.

OR

Click the **Date Selection Calendar** button and use the interface to select a date.

4. Choose how the date is displayed by clicking **Month**, **Week**, or **Day**.
5. Click **Submit**.

Add Portfolios to a Course

It is easy for Instructors to quickly add Portfolios stored in the Content Collection to their Courses. These Portfolios may be viewed by all users enrolled in the Course. Portfolios can be shared with a Course and this process must be complete from the Content Collection tab.

Note: The System Administrator may disable Portfolios or your institution may not license the Content Collection; if this is the case the option will not be available within your Course if the tool is disabled.

All Portfolios that have been shared with a Course are located on the Course Portfolios page. Click **Course Portfolios** from the Control Panel under Course Tools to access the Portfolios Homepage.

How to Create a New Personal Portfolio

1. Click **My Portfolios** on the Portfolios Homepage.
2. Click **Add Personal Portfolio**.
3. Click **Create new**.
4. Type a **Title**.
5. Type a **Description**.
6. Click **Save and Continue**.
7. Select a **Layout**.
8. Select a **Background Color** and **Background Image**.
9. Select the **Font Settings**.
10. Select the **Menu Style** and **Menu Font**.
11. Designate a status for the Tab by clicking **Mark step as in progress** or **Mark step as complete**.

12. Click **Save and Continue**.
13. Build the Portfolio by adding pages and ordering them.
14. Click **Save and Continue**.
15. Click **Complete** if the Portfolio is finished and ready for display to reviewers.
16. Click **Available**.
17. Click **Comments are Private** to hide comments from others.
18. Designate a status for the Tab by clicking **Mark step as in progress** or **Mark step as complete**.
19. Click **Save and Exit**.

How to Create a Template-Based Portfolio

1. Click **My Portfolios** on the Portfolios Homepage.
2. Click **Add Personal Portfolio**.
3. Click **Select Existing**.
4. Select a Portfolio template.
5. Click **Save and Continue**.
6. Select a **Layout**.
7. Select a **Background Color** and **Background Image**.
8. Select the **Font Settings**.
9. Select the **Menu Style** and **Menu Font**.
10. Designate a status for the Tab by clicking **Mark step as in progress** or **Mark step as complete**.
11. Click **Save and Continue**.
12. Build the Portfolio by adding pages and ordering them.
13. Click **Save and Continue**.
14. Click **Complete** if the Portfolio is finished and ready for display to reviewers.
15. Click **Available**.
16. Click **Comments are Private** to hide comments from others.
17. Designate a status for the Tab by clicking **Mark step as in progress** or **Mark step as complete**.
18. Click **Save and Exit**.

See Also

- [Sharing Portfolios](#)

Discussion Board

This section reviews the Discussion Board feature. The Discussion Board tool is also available as a Group Tool that is used by smaller Groups within a Course.

This section includes the following topics.

Topic	Description
About the Discussion Board	Provides a general overview of the Discussion Board.
View and Organize Discussion Board	Explains how to open a Forum and view the posts.
Creating and Editing Forums	Describes how to Create and Edit a Discussion Board Forum
Archiving Discussion Board Threads	Describes how to Archive pieces of the Discussion Board
Initiate a Thread	Describes how to start a conversation in a Forum.
Respond to a Discussion Board Post	Explains the different methods for posting a reaction to a message.
Subscriptions	Describes how students can subscribe to a Discussion Board Forum
Grading Discussion Board Participation	Provides steps for assigning a grade to a Student for Discussion Board participation.
Peer Review Through the Discussion Board	Provides an example of how to use the Discussion Board for users to respond to the work of other users.
Keeping the Discussion Board Content Safe	Gives details on the security options for ensuring safe content.
Delegating Discussion Board Administration	Explains how to assign administrative roles within the Discussion Board to other users.
Incorporating Discussion Board Forums into the Learning Process	Describes how Discussion Boards work within a Course.
Discussion Board Statistics	Explains how to access statistics on usage.

About the Discussion Board

The Discussion Board is an outcomes-based learning tool that is applied in a number of ways to enhance learning and measure performance.

Discussion Board Terms

The table below outlines the terms used to describe Discussion Board features.

Term	Definition
Thread	The initial post and the entire series of replies to that post within a Discussion Board Forum.
Thread Detail	The page that displays the threaded view of all posts in a thread along with the selected post.
Post	A Discussion Board entry posted to a thread or used to start a thread. Also used as a verb to refer to the act of submitting a post.
Forum Role	A role type that is assigned to all members of the Discussion Board for each Forum and enables specific privileges within the Forum. A user may have one role per Forum, however, a user's role in each Forum may differ.
Blocked	A Forum Role that blocks the user from accessing the Forum.
Reader	A Forum Role that grants the user the rights to read the contents of a Forum. Users with this role may only view content and cannot add or respond to posts.
Participant	A Forum Role that grants the user read and write privileges in the Forum.
Grader	A Forum Role that grants the user Participant privileges as well as the Grading privileges for the Forum.
Moderator	A Forum Role that grants Participant privileges as well as the ability to edit, delete, and lock posts. If a Moderation Queue is used, the Moderator may also approve or reject posts in the queue.
Manager	A Forum Role that grants all privileges.
grade Forum	The process of assigning a grade to a user for their performance in a Forum.
grade Thread	The process of assigning a grade to a user for their performance in a thread.
Rate Post	The process of evaluating a post based on a fixed, 5 point scale.
Collect Posts	The process of selecting one or more posts or threads for inclusion in on a page that is sorted, filtered, printed, and saved as a document. The collection is gathered into a format that is sorted, filtered, printed, and saved as a document that is viewed in a browser.
Flag	A mark used to call attention to the post.
Copy Forum	The process of creating a clone of a Forum or the Forum settings in the same discussion board or in another discussion board in the same Course or Organization.
Save Posts	The act of saving a post as a draft.
Published Post	A post that has been submitted and, if necessary, approved by a moderator.
Post Position	The position of a post in a thread relative to the other posts.

Term	Definition
Draft	A post that has been saved for future editing.
Locked Thread	A thread that is visible for reading but cannot be edited. Users may not post to a locked thread.
Unavailable Thread	A thread that is hidden and inaccessible to all users except Forum Managers.
Hidden Thread	A Thread that is locked and not visible by default. Users may view hidden threads by enabling the Display Hidden Threads feature.
Moderation Queue	A list of posts that must be approved before they will appear in the Discussion Board.

View and Organize Discussion Board Content

Forums can appear throughout a Course, in any area where an Instructor chooses. Each group may also have a private Discussion Board with Forums available only to those users that are a part of the group. All Forums that are not a part of a group are accessible from various points in the Course or by going to the Discussion Board tool. The Discussion Board tool centralizes all of the Forums in the Course.


When users open the Discussion Board tool they will only see those Forums they can access. Unavailable Forums can only be viewed by Instructors, Administrators, and other user roles with similar permissions. The unavailable status of a Forum is displayed on the Discussion Board page, beneath the name of the Forum.

Searching the Discussion Board

Users can search for a specific text string (phrase, word, or part of a word) in the Discussion Board. To access the search function, click **Search**.

1. Type a search term in the **Search** field.
2. Select an area to search in from the drop-down list: **Current Discussion Board** or **All Forums in Course**.
3. Click **Go**.

Users can narrow their search by adding a timeframe to the text string.

	Note: Click both the Before and After check boxes to enable the selected dates and times.
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1. Type a search term in the **Search** field.
2. Select an area to search in from the drop-down list: **Current Discussion Board** or **All Forums in Course**.
3. Click the **After** check box.
4. Type a specific date in the field or click the **Calendar** button and select a date.
5. Type a specific time in the field or click the **Clock** button and select a time.
6. Click the **Before** check box.
7. Type a specific date in the field or click the **Calendar** button and select a date.
8. Type a specific time in the field or click the **Clock** button and select a date.
9. Click **Go**.

Thread Status

The Forum Manager can change the status of a thread to one of the following:

- **Published:** A published thread is available to users.

- **Locked:** Users may read the thread but not edit or add to it. Locking a thread allows grades to be assigned without users updating or changing posts.
- **Unlocked:** Unlocking a thread allows users to edit and add to the thread.
- **Hidden:** Hidden threads do not display unless the user chooses. Hidden threads may not be edited. Hiding threads deletes outdated threads and makes relevant content easier to find.
- **Unavailable:** Unavailable threads are only visible to Forum managers. Even then, Forum managers must choose to view these threads. Making threads unavailable means that other users cannot view the thread.

Follow these steps to change the status of a thread:

1. Open a Forum in the Discussion Board.
2. Select threads.
3. Choose a new status for the selected threads using the **Thread Actions** contextual menu.

Forum View

The Forum view lists the threads in the Forum and includes several options for displaying and managing threads. The Forum is viewed in one of two contexts: Tree View or List View. This choice remains in effect until the user changes it; it is changed at any time. These choices are available above the Action Bar.

Tree View

The Tree View presents the thread starter messages and their child messages. The child messages are expanded or collapsed for the entire view by using the **Expand All** or **Collapse All** buttons. Individual threads are expanded and collapsed by using the plus/minus icon next to each message. Unread threads and messages are displayed in bold type. If a thread starter message has unread children, then the thread starter message is displayed in bold if it is collapsed.

A search function is available at the top of the page. Other functions are listed below:

Function	Purpose
Create Thread	Use the Create Thread button to Initiate a new thread.
Grade Thread	Use the Grade Thread button to grade the thread. This button will only appear for threads that have been set to grade.
Delete	Delete the selected posts from the Forum. Deleted posts cannot be restored. Use the unavailable function to completely hide posts from users without actually deleting the threads.
Collect	Gather selected posts onto one page where they are sorted, filtered, or printed.
Flag	Mark a post for later attention. This is only displayed in the Tree View.
Clear Flag	Delete a flag applied to a post. This is only displayed in the Tree View.
Read	Select messages to be marked as read.
Unread	Select messages to be marked as unread (will appear in bold type).

List View

The List View presents the list of threads in a tabular format. The threads are sorted by clicking the caret at the top of each column.

List View Column	Description
Checkbox	Allows for individual thread selection. Check the box in the header row to select all threads.
Flag	Displays an indicator for any thread that contains flagged posts.
Subscription	Displays the user's subscription status for each thread. This is available only if subscriptions are enabled.
Thread	Displays the title of the thread.
Author	Displays the author of the thread.
Date	Displays the date and time the thread was posted.
Status	Displays the status of the thread.
Tags	Displays any tags that have been applied to the thread. This is visible only if tags have been enabled.
Unread Posts	Displays the number of unread posts in the thread. This number is a link leads to a Collections page that contains all unread posts.
Total Posts	Displays the total number of posts in the thread.

Posts within the thread are viewed by clicking on the hyperlinked name of the thread in the Thread column.

Action Bar

The functions at the top of the page include a Display option to show threads of different status and a search function. Unread threads and posts are displayed in bold type. There is also an action bar that includes the following functions:

Function	Which View?	Purpose
Create Thread	Both Views	Click to add a thread.
Delete	Both Views	Click to delete any selected threads from the Forum.
Collect	Both Views	Gather selected threads onto one page where posts are sorted, filtered, or printed.
Flag	Tree View	Mark a post for later attention.
Clear Flag	Tree View	Delete a flag applied to a post.
Mark Read	Both Views	Click to mark selected messages as read.
Mark Unread	Both Views	Click to mark selected messages as unread.
Subscribe/Unsubscribe	Both	Click to subscribe or unsubscribe to the thread.

Function	Which View?	Purpose
	Views	
Grade Forum	Both Views	Click to assign a grade to a particular Forum (Graders or Managers only). This appears only if grading is enabled for this Forum.
Thread Actions	List View	Edit the availability status of the selected threads.

Thread View

Clicking on a thread in a Forum brings up the Thread Detail. The thread view is divided into three parts. Post viewing and management functions appear at the top of the page. The middle of the page displays a list of posts, with replies nested underneath the original post. The bottom of the page displays the current post. Unread posts are displayed in bold type.

The following options are available when viewing a thread:

Feature	Description
Action Bar	
Collect	Group posts into an organized filterable and sortable set.
Flag	Set or clear a flag on a post.
Mark	Mark the post as read or unread.
Subscribe/Unsubscribe	Click to receive an email alert when a post is changed or a user posts a reply. This only appears if thread subscription is enabled. Click again to stop receiving email alerts
Message List	
Arrange View Buttons	Three buttons at the top corner of the message list provide different display options: <ul style="list-style-type: none"> • Swap Up/Down. This option moves the message list up or down on the Thread Detail page. • Hide/Restore to Minimum. This option hides the message list or displays a minimum number of messages. • Maximize/Minimize. This option displays all of the messages in the message list, including their children, or displays a minimum number of messages.
Select Threads	Select each thread using the check boxes or the select all/unselect all options. Selected Threads are included in Action Bar operations.
Previous Thread/Next	Click these options to navigate through the threads in the Forum.
Refresh	Click to refresh the thread.
Selection Drop-Down	Use this drop-down list to select all the messages on this page, unselect all the messages on this page, or switch the previous selection.

Feature	Description
Expand/Collapse Messages	Click the plus/minus icon next to each message to expand (plus) or collapse (minus) the parent message and all of its children.
Current Post	
Reply	Generate a response to a post.
Quote	Click to insert the text of the current post into a reply to that post. This only appears if this option is enabled for the Forum.
Edit	Change the content of the post. This only appears if this option is enabled in the Forum or the user is a Forum Manager or Moderator.
Set Flag/Clear Flag	Click to flag or un-flag this post. This changes whether or not the user has already flagged this post.
Delete	Delete the post. Removing a post also deletes all the replies to that post.
Previous Post/Next Post	Click these options to navigate through the posts in the thread.
Overall Rating	Select a score for the post on a 1 to 5 scale. This only appears if the Rating option has been enabled.
Show Parent Message	Click to display the text of the parent message. This option remains in effect for the user until it is changed.
Hide Parent Message	Click to hide the text of the parent message. This option remains in effect for the user until it is changed.

Collections

Collections gather posts into a printable, sortable format. Collections are a good way to organize posts for quick reading. The following options are available on the Collections page:

Feature	Description
Action Bar	
Print	Click to print selected messages.
Mark Read	Click to mark selected messages as read.
Mark Unread	Click to mark selected messages as unread.
Add Tag	Select specific messages from the list, enter a tag in the field and click Go to add this tag to the messages This only appears for Managers and only if tags have been enabled for the Forum.
Filter	
Author	Select an author from the drop-down list to display messages created only by that author.
Status	Select a status from the drop-down list to display only messages that have that status.
Read Status	Select a Read Status from the drop-down list to display only messages that correspond to that Read Status.

Feature	Description
Tags	Select a tag from the drop-down list to display only messages that have that tag. This only appears if tags have been enabled in the Forum.
Message List	
Selection Drop-Down	Use this drop-down list to select all the messages on this page, unselect all the messages on this page, or switch the previous selection.
Sort by	Select one of the following options to sort the messages on this page: <ul style="list-style-type: none"> • Author's First Name • Author's Last Name • Date • Subject • Thread • Overall Rating
In ... Order	Choose between Ascending and Descending sort order from this drop-down list.
Tags	Displays any tags that are associated with this message. Mangers can add tags by clicking Add, entering the name of the tag, and clicking Go. Delete any tags by clicking the red "X" icon next to the tag.
Reply	Generate a response to a post.
Quote	Click to insert the text of the current post into a reply to that post. This only appears if this option is enabled for the Forum.
Mark as Unread	Click to mark the current message unread.

Tagging Messages

Forum managers can create and apply text labels of their own choosing to messages in a Forum; other Discussion Board users can read, filter, and search messages using the tags, but cannot create new ones. Tags allow arbitrary message grouping independent of thread or thread status.

Follow these steps to create and apply tags:

1. Select specific messages and click **Collect**. The Collection page appears.
2. Select the messages to tag from the message list using the check boxes or select all of the messages by choosing **Select All**. Clicking **Go**.
3. Type a new tag name in the Add Tag field.
4. Click **Go** to apply the new tag.



Tip: For faster Discussion Board page loading, turn tagging off.

If Instructors are experiencing long Discussion Board page loads, they may consider enabling tagging on a temporary basis at certain times in the Course, tagging selected messages at that time, and then disabling it during times of anticipated heavy Forum usage. Re-enabling tagging at the end of the term would restore all of the previously entered tag data to view in the pages.

Creating and Editing Forums

Forums are used to organize threads. The fields on the Create Forum page and the Edit Forum page are the same. The Create Forum page opens with empty fields while the Edit Forum page opens with a Forum already populated.

Find this Page

Follow these steps to open the Create Forum page:

1. Open a Course.
2. Click **Discussions** in the Course Menu or **Discussion Board** from the **Course Tools** area of the Control Panel.
3. Click **Create Forum**.

Follow these steps to open the Edit Forum page:


1. Open a Course.
2. Click **Discussions** in the Course Menu or **Discussion Board** from the **Course Tools** area of the Control Panel.
3. Locate the Forum to edit and click **Edit** from the contextual menu.

Fields

The table details the fields on the Create and on the EditForum page.

Field	Description
Forum Information	
Name	Type the name of the Forum.
Description	Type a description of the Forum in the text box.
Forum Availability	
Available	Select Yes to make the Forum available.
Date and Time Restrictions	Use the Display After and the Display Until check boxes and date and time fields to limit Forum availability to a specific day and time or a specific date range. The Calendar button is used to browse for a date and the Clock button is used to browse for a time.
Forum Settings	
Allow Anonymous Posts	Posts are submitted anonymously. If selected, the posts cannot be graded.
Allow Author to Delete Own Posts	Authors are permitted to delete their own posts. This is limited to deleting posts that have no replies so as not to break a thread, or is unlimited so all posts are deleted.
Allow Author to Edit Own Published Posts	Authors are permitted to edit their own published posts. If these posts will be graded, consider locking the Forum so that posts cannot be changed after they are graded.

Field	Description
Allow Post Tagging	Tags are bits of meta data added to posts so that they are grouped together during collection based on a word or phrase. Allowing tagging can slow down page loading for large activeForum. For faster Discussion Board page loading, do not allow message tagging.
Allow Users to Reply with Quote	Users can include the text of the original message in any replies to that message. This is enabled by default.
Allow File Attachments	Messages within the Forum are allowed to contain file attachments.
Allow Members to Create New Threads	Members are permitted to create new threads in the Forum. This setting cannot be used when threads are graded.
Allow Members to Rate Posts	Posts are rated using a five star system to encourage quality posts.
Force Moderation of Posts	Require that all messages are reviewed and approved or rejected by a moderator. Messages that are approved are posted and messages that are rejected are returned to the author.
Subscribe	
Do not allow subscriptions	No subscriptions for this Forum.
Allow members to subscribe to threads	Allow subscription to threads only. When a new message in a thread is posted, members who are subscribed receive an email notice that a new message is posted.
Allow members to subscribe to Forum	Allow subscription to the entire Forum. When a new message or thread is posted, members who are subscribed receive an email notice that new material is posted.
Grade	
No Grading in Forum	Members will not be graded for individual contributions to the Forum.
Grade Forum	Enable grading at the Forum level. A column in the Grade Center is created for the Forum
Grade Threads	Enable grading at the thread level. A column in the Grade Center is created for the thread.

	Note: Grading and Rating are Typeprise License options.
---	--

Archiving Discussion Board Forums and Threads

Discussion Board archives are created by making threads Hidden or Unavailable. Only users with the appropriate roles can view these Forums and threads. All other users do not have access to them.

Archive Discussion Board Threads

1. Click **Discussions** in the Course Menu.
2. click a Forum link.
3. Select the threads to archive using the check boxes.
4. Select **Hidden** or **Unavailable** from the **Thread Actions** drop-down list.
5. Click **OK**.

Create a Thread

Threads are a series of posts related to a similar topic. When creating a Forum, the Instructor has the option of allowing or not allowing users to start threads. Generally, the purpose of the Forum will dictate whether or not users can start threads. A moderated, graded Forum used to evaluate Student performance will usually be tightly controlled and users cannot create threads. Other Forums are designed for users to share opinions and thoughts on tangential or unrelated topics. In this case, it is safe to allow users to create threads and spark discussions.

Start a Thread

Follow these steps to create a thread.

1. Open a Discussion Board Forum.
2. Click **Create Thread**. The Create Thread page appears.
3. Type a **Subject** and a **Message**. It is also possible to attach files to the post.
4. Click **Submit** to create the thread or click **Save Draft** to store a draft of the post.

See Also

- [Respond to a Discussion Board Post](#)

Respond to a Discussion Board Post

Threads grow as users respond to the initial and subsequent posts. Replies build on one another to construct a conversation.

Reply to a Post

Follow these steps to reply to a post.

1. Open a thread in a Forum.
2. Find a post.
3. Click **Reply** for that post.
4. Type a **Subject** and a **Message**. It is also possible to attach files to the post. Only one file is added using the Attachment function below the text box. When using the Text Editor, multiple files may be added.
5. Click **Submit** to create the thread or click **Save Draft** to store a draft of the post.

Subscriptions

Users can subscribe to a Discussion Board Forum or a specific thread within a Forum. When a new post or reply is added to a Forum or thread, the subscriber receives an email message.

Forum Managers can choose from the following subscription options for a Forum: no subscriptions, subscriptions at the thread level, or subscriptions at the Forum level. If subscription is enabled, then the Forum manager can choose to have subscription messages contain the message contents, or a link to the message.

Enable Subscriptions

Follow these steps to enable subscriptions:

1. Create a new Forum or click Edit next to an existing Forum. The Create Forum or Edit Forum page appears.
2. Choose from one of the following options:
 - **Allow members to subscribe to threads.** Use this option to restrict subscription to specific threads within a Forum.
 - **Allow members to subscribe to Forum.** Use this option to allow subscriptions to all threads within a Forum.
3. Choose from one of the following options:
 - **Include message in the email.** Use this option to include the message text in the email notification and a link to reply to the message.
 - **Include link to a message.** Use this option to include a link to the message in the email notification.
4. Click **Submit**.

Disable Subscriptions

Once subscriptions are disabled, subscription alerts are suspended and Subscribe/Unsubscribe actions are no longer available. Previous subscription settings are not deleted, but email alerts are no longer sent.

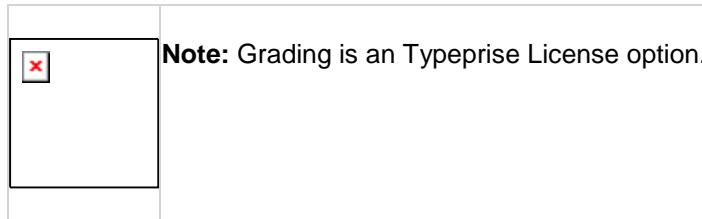
Follow these steps to disable subscriptions:

- Click **Edit** next to an existing Forum. The Edit Forum page appears.
- Click **Do not allow subscriptions**.
- Click **Submit** when finished.

Grading Discussion Board Participation

In a classroom setting, Students are often expected to participate in class discussions and that participation is part of the equation when assessing performance. Within a classroom, participation performance can be ambiguous. It is sometimes difficult to differentiate the Student who is active but does not advance the discussion from the Student that speaks less frequently but with greater impact.

Student interactions with the Discussion Board are a permanent record of participation. The Instructor has the option to grade Students at the Forum level or at the thread level.



Enable Grading

Grading options are enabled when the Forum is created or by editing the Forum. Once Grading has been enabled, a Grade Center Item is created and all the advanced management features that are applied to the item should be managed from the Grade Center.

The **Grade** settings appear at the bottom of the Add Forum Page and the Edit Forum page. Select **Grade Forum** and enter a point value to evaluate participants on performance throughout the Forum. Select **Grade Threads** to evaluate participants on performance in each thread. When the **Grade Threads** option is used, a **Points Possible** option appears each time a thread is started. Keep in mind that users cannot create new threads if **Grade Threads** is selected for the Forum.


Forum Managers can enable thread grading directly from the thread list (in a Forum where thread grading is enabled). Follow these steps:

1. Click the **Enable** button in the Grade column for the appropriate thread.
2. Type a point value in the **Points Possible** field.
3. Click **Submit**.

Grade User Participation in a Forum

Follow these steps to evaluate performance in a Forum.


1. Open the Discussion Board. A list of Forums appears. For each Forum that may be graded, an icon appears in the **Grade** column.
2. Click **Grade** in the contextual menu. The **Grade Forum Users** page appears.
3. Click **Grade** for a user.
4. A collection of the user's posts in the Forum will appear. Evaluate the posts and enter a point total in the **Grade** field.
5. Click **Submit** to add the grade to the Grade Center.

	<p>Note: Only users with a Forum Role of Grader or Manager may enter a grade for a Forum. A Grader may not view his or her own work.</p>
---	---

Grade User Participation in a Thread

Follow these steps to evaluate performance within a thread.

1. Open the Discussion Board. A list of Forums appears.
2. Open a Forum to see a list of threads.
3. Click **Grade Thread**. This button only appears to users with a Forum Role of Grader or Manager.
4. Click **Grade** for a user. A collection of the user's posts in the Thread appears.
5. Evaluate the posts and enter a point total in the **Grade** field.
6. Click **Submit** to add the grade to the Grade Center.

	<p>Note: The Grader is alerted to possible loss of grade data if they click any button on the page that does not submit the grade. Click Submit to save the grade before you leave the page.</p>
---	--

Changing Discussion Board grades

Follow these steps to change Discussion Board grades:

1. Navigate to the **Grade Forum** or **Grade Threads** page.
2. Click **Clear** to delete the existing grade.
3. Type a new grade.
4. Click **Submit**.

Disable Grading for a Forum or Thread

Use the Edit Forum feature to change the grading option to select **No Grading**. If grades have already been entered for the Forum or its threads, a warning message will appear that changing the setting will delete the associated Grade Center Items. Click **OK** to continue or click **Cancel** to preserve the Grade Center Items.

Peer Review Through the Discussion Board

A common learning tool in classrooms is providing feedback to other Students on their work. Students prepare an essay, lab report, or presentation and share it with the class. Other Students are asked to comment on the work and offer criticisms for improvement. This process helps the Student improve their Assignment, but is even more valuable to the Students that review the work. Reviewing the work of another Student enforces classroom learning and helps the reviewer practice important communication skills and critical thinking.

The Discussion Board is the perfect place in a Course for peer review. Each Student may start a thread and include their work in the initial post. Other Students then review the work, assign a rating to the initial post, and include comments in a response. As users respond, the feedback expands as users reinforce and build on points made by other Students.

Users can respond to a post using a 5-star rating system. To enable this feature, select **Allow members to rate posts** when creating the Forum.

Rating a Discussion Board Post

Open a thread and view the posts. Each post has an **Overall Rating** field with five stars. The stars show the overall rating that the post has received from users. click the **Rate this Post** drop down list and select a rating from 0 to 5 stars. The rating is now included in the **Overall Rating** and the individual rating appears in the **Rate this Post** field. A user may not rate the same post more than once..

Controlling Discussion Board Content

Discussion Boards give Students the freedom to share their thoughts and opinions on class topics with other users. Occasionally, Students may introduce material to the Discussion Board that is inappropriate for the class discussion. Depending on the maturity and the sensitivity of the Students in the Course, it may be important to review Student posts for inappropriate content before sharing posts with the rest of the class.

Instructors can assign Discussion Board users to act as moderators. Moderators review posts before they are added to a thread and displayed in the Course. The Moderator may be the Instructor or other responsible participants.

It is also possible to prevent an individual user from posting at all. Assigning a user the role of Blocked will prevent the user from accessing the Forum. Assigning an individual user the role of Reader will allow the user to view content in the Discussion Board but prevent the user from posting content.

Security Settings

The following settings are available when creating a Discussion Board to ensure that content is appropriate.

Setting	Description
Allow Anonymous Posts	If this feature is turned off users are identified by their username whenever they post a reply. Making members accountable for the content that they post is a deterrent for users that wish to post inappropriate content. Be careful when disabling this feature as there are instances where learning can benefit from anonymous posts, particularly when discussing sensitive topics. If this feature is enabled, the Forum cannot be graded.
Allow Authors to delete Posts and Allow Author to Edit Published Posts	Members are deterred from posting inappropriate content if they do not have control of the content once it is posted.
Allow Members to Create New Threads	Preventing members from starting threads helps focus their posts on the topic.
Force Moderation of Posts	Moderating posts requires that all posts are reviewed by a responsible party before the content is in the Course.

Moderate a Forum

Set up a moderator on the Manage Forum Users page. Otherwise, the Forum manager must take responsibility for approving posts.

Follow these steps to moderate Forum posts.

1. Open the Forum.
2. Click **Moderate Forum**. The **Moderate Forum** button will appear only those users who have a Forum Role of Manager or Moderator.

3. The Moderation Queue page appears with a list of posts that are awaiting approval. The posts appear in chronological order. Those at the top have been in the queue for longer than those at the bottom.
4. Click **Moderate** for a post. The Moderate Post page appears displaying the message.
5. Select **Publish** or **Return**. Published messages are immediately posted to the thread. If returning the post, add a message to the author explaining why the post is being returned and some suggestions for editing the post so it is appropriate for the discussion.
6. Click **Submit**. If the post is not approved, it will only appear to the author and the Moderator in the Forum. The post will be marked returned and the Moderator comments when returning the post will appear as a reply.

Prevent a User from Posting

There may be instances where a user should not be allowed to post at all because of past history of inappropriate posts or other reasons. Assign a user the Forum Role of Reader if the user is allowed to view the Forum but not add content. Assign a user the Forum Role of Blocked to prevent the user from accessing the Forum at all.

Delegating Discussion Board Administration

Discussion Boards can serve several different purposes in a Course. In some cases, the Instructor does not wish to be actively involved in the Discussion Board and needs to delegate some or all of the administration of the Discussion Board to another responsible user. Discussion Board Forums include roles for each user involved in the Forum. These roles define privileges within the Forum. The Forum Roles with administrative roles that are assigned to users in a Forum are:

- Manager
- Moderator
- Grader

Manager

Managers have full control over the Forum. Managers can change the Forum settings, moderate posts, and assign grades. The role of Manager should only be assigned to the CourseInstructor or someone with similar responsibilities. Users with a Course role of Instructor or Teaching Assistant are granted this Forum Role by default.

Moderator

Moderators review posts before they are made available to all users in the Course. Moderators may also delete and edit all posts in any Forum, even if the Forum does not use the Moderation Queue. Make sure that Moderators are responsible and understand the criteria for appropriate posts. Users with a Course role of Course Builder are granted this Forum Role by default.

Grader

Graders review Discussion Board posts and enter grades in the Grade Center. The Grader role has some access to the Grade Center and should only be assigned to users responsible for guiding and evaluating learning such as Instructors and Teaching Assistants. Graders do not have access to the Control Panel as part of their Forum privileges. Users with a Course role of Grader are granted this Forum Role by default.

Define a User's Role in a Forum

Follow these steps to assign a user a role in a Forum.

1. Open the Discussion Board.
2. Click **Manage** for a Forum from the contextual menu.
3. The Manage Forum Users page appears.
4. Select a role from the appropriate contextual menu. The default value is Participant. Participants can read and post but have no administrative privileges.
5. Click **OK**. The Forum Roles are immediately assigned.

Incorporating Discussion Board Forums into the Learning Process

Discussion Board Forums are accessed from the Discussion Board tool that lists all the Forums in the Course. This centralized view is an easy access point, but there are other ways to access Discussion Board Forums that immerse the user in the learning experience. For example, links to Discussion Board Forums are placed in any Content Area. So that a Forum may appear following lecture notes on the same topic. Adaptive Release or date availability restrictions, are used to limit access to those users who have complete the lesson or after the Instructor has delivered the lecture in class.



Note: Creating Forums is a separate act from linking them in Content Areas. Forums need to be created first and then they are added to a Content Area.

Add a Discussion Board Forum to a Content Area

1. Open the Content Area and folder where the Forum should appear.
2. Edit Mode is **ON**.
3. Click **Collaborate** and select **Add Discussion Board**.
4. Select **Discussion Board page** to link to the main page or select a **Discussion Board Forum**.
5. Click **Next**.
6. Type the **Link Information**.
7. Click **Submit**.

Define Requirements for Viewing the Discussion Board Forum

Discussion Board links are subject to date restrictions and adaptive release restrictions. When restrictions are in place users cannot access the Forum in the Content Area or in the Discussion Board. The Instructor always has access to every Forum through the Control Panel.

Discussion Board Statistics

The Performance Dashboard keeps track of user activity throughout the Course, including the Discussion Board. This information can help Instructors quickly identify Students that are outside the normal range of participation. Instructor can use this information to reward achievement and assist Students that are struggling with the material.

View Discussion Board Statistics

Follow these steps to view Discussion Board statistics for a user.

1. Click **Evaluation** from the Control Panel.
2. Click **Performance Dashboard**.
3. The number of Forums where a user has posted appears as a link in the Discussion Board column. Click the number to view details.
4. A page appears that lists the following information:
 - Total Posts
 - Date of Last Post
 - Average Post Length (number of characters)
 - Minimum Post Length (number of characters)
 - Maximum Post Length (number of characters)
 - Average Post Position - This number is a representation of a user's participation within a thread.
 - Grade (if the post is not yet graded, the Instructor may click a link to the Grade Center to add a grade)

About the Glossary

Each Course has its own Glossary of terms. Each entry consists of the term and an accompanying definition. The Glossary must be enabled by the Instructor before Students can view it. To turn on the Glossary, simply enable it as a Course Tool and then add it to the Course Menu.

The Glossary controls all of the entries in the Course Glossary.

The **Glossary** is accessed from the Control Panel under Course Tools.

Other functions of the Glossary include:

- [Adding a Glossary term](#)
- [Uploading a Glossary](#)
- [Downloading a Glossary](#)

Create Glossary Term

Glossary terms may be added one-by-one using the Add Glossary Term page. On this page, an Instructor may add a single term and its associated definition. To load a number of terms at once into the Glossary, use the [Upload Glossary](#) feature.

Find this Page

Follow these steps to find the Add Glossary Term page:

1. Click **Course Tools** from the Control Panel.
2. Click **Glossary**.
3. **Edit Mode** is **ON**.
4. Click **Create Term**.

Fields

The table below details the entry fields on the Add Glossary Term page.

Field	Description
Term	Type a term to add to the Glossary.
Definition	Type a definition for the term. Definitions may include simple HTML to edit text, but more sophisticated HTML formatting should be avoided. Also, carriage returns are not recognized when entered in a definition, but HTML code to denote breaks in text will work.

Upload Glossary

Uploading a Glossary is a quick method of adding many terms to the Glossary. Uploading a Glossary can either replace the existing Glossary or supplement it by adding the terms in the file to the existing Glossary.

Find this Page

Follow these steps to find the Upload Glossary page:

1. Click **Course Tools** from the Control Panel.
2. **Edit Mode** is **ON**.
3. Click **Glossary**.
4. Click **Upload/Download**.
5. Select **Upload Glossary**.

Fields

The table below details the entry fields on the Upload Glossary page.

Field	Description
Specify Upload File	
File	Click Browse to locate the file from a local computer. The Glossary file must be a comma delimited data file (.CSV).
Upload File Options	
Add the Terms in this File to the Glossary	Select this option to supplement the existing Glossary with a list of new terms. If a term appears in both the existing Glossary and the file, the definition in the file will replace the definition in the existing Glossary. If the same term appears two or more times in the file, the last definition for the term will appear in the Glossary.
Delete all Glossary Terms and Replace with the Terms in this File	Select this option to delete the existing Glossary and replace it with the terms in the upload file.

Glossary File Format

Within the CSV file, each entry is separated by a hard return and the term and the definition are separated by a comma. For example:

"Apple", "A red fruit."

"Onion", "A vegetable."

Although it is not always necessary to enclose the term and the definition in quotation marks, Blackboard strongly recommends this practice to avoid processing errors.

Example:

"Apple","A delicious fruit, usually red in color. Apples are grown all over the world and are an important religious and mythical symbol to several cultures. The Pacific Northwest region of the United States, particularly Washington state, is famous for its apples.

 However, most refined apple lovers agree that the best apples come from the Hudson River valley area of New York. Perhaps this is why New York City is nicknamed, ""The Big Apple.""

"Onion","Onions are a tasty vegetable with green stalks and a white, yellow, or red bulb. For the best-tasting Onions, visit the \"Onion Capital of the World\" Pine Island, New York."

Quotation marks that appear in a definition or a term must be escaped. This means that the quotation mark must be identified as part of the definition or the mark will be read as the end of the definition. Quotation marks may be escaped using a backslash (\) or another set of quotation marks (").

Batch Files

Batch files are .txt files that hold large quantities of information to upload to the system. Each batch utility contains specific instructions on creating the batch file. The following batch file standards are universal.

- Each file must be one of the supported file types: .txt or .csv. **Note:** Microsoft Excel versions 2003 and 2007 automatically insert double quotes in every field if the worksheet is saved as a .csv file.
- Each file must be in DOS format. Files in MAC or UNIX format must be converted to DOS.
- Each field must be enclosed in double quotation marks. For example: "ENG_201"
- If quotation marks appear in a field, use an escape character to indicate that the next character does not mark the end of the field. The escape character is a backslash (\). For example: "\"ENG_201\""
- Each field must be separated with one of the following delimiters: comma, colon, or tab. When selecting AUTO, only one type of delimiter may be used in each batch file. For example: "ENG_201","English Literature" or "ENG_201": "English Literature"
- Each record must be on a separate line. For example:
"ENG_201","English Literature"
"ENG_201","English Literature"
- Do not include blank lines between records. The blank line will be processed and return an error.
- Blackboard recommends that each batch file not exceed 500 records because of timeout restrictions associated with most browsers.

Download Glossary

Downloading a Glossary creates a comma delimited data file (.CSV) of the Glossary. Each entry is separated by a hard return and within each entry the term and the definition are separated by a comma.

Downloading a Glossary is useful for adding terms to another Course. The Glossary is edited offline and then uploaded to another Course.

Find this Page

Follow these steps to find the Download Glossary page:

1. Click **Course Tools** from the Control Panel.
2. **Edit Mode** is **ON**.
3. Click **Glossary**
4. Click **Upload/Download**
5. Select **Download Glossary**.

Download a Glossary

To download a Glossary, simply click **Download**. The Glossary may be edited in a spreadsheet program such as Excel or in a text editor like Notepad and then uploaded to the Glossary. Make sure to keep the formatting of the file intact to ensure a smooth upload.

About Journals

Instructors can assign a journal to each user in a group that is accessible by only them and the user in order to communicate privately with the Instructor about the group experience. Users can post messages to the Instructor and the Instructor, in turn, can comment.

See Also

- [Creating a Journal](#)
- [Creating Journal Entries](#)
- [Creating Journal Comments](#)
- [Editing and Managing Journals](#)

Creating a Journal

Instructors can create and assign Journals to each student in a group in order to communicate privately regarding course issues.

How to Create a Journal

1. Open a course.
2. Click **Journals** from the Course Tools area.
3. Click Edit Mode **ON**.
4. Click **Create Journal**.
5. Type a **Name** and **Instructions** for the Journal.
6. Click **Yes** to make the Journal available.
7. Use the **Display After** and **Display Until** date and time fields to **Limit Availability** of the Journal. Click both the **Display After** and **Display Until** check boxes in order to enable the date and time selections.
8. Choose between **Monthly** or **Weekly** index entries.
9. Click the check box to **Allow Users to Edit and Remove Entries**.
10. Click the check box to **Allow Users to Remove Comments**.
11. Click the check box to **Permit Course Users to View Journal**.
12. Select the **Grade** option and enter the number of **Points possible**.
13. Click **Submit**.

See Also

- [About Journals](#)
- [Creating Journal Entries](#)
- [Creating Journal Comments](#)
- [Editing and Managing Journals](#)

Creating Journal Entries

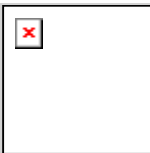
Instructors and users can create and post Journal Entries or save them in draft form for later posting.

How to Create a Journal Entry

1. Open a Journal.
2. Click **Create Journal Entry**.
3. Type an **Entry Title**.
4. Type the text in the **Entry Message** Text Box.
5. Click **Browse for Local File** or **Browse for Content Management item** to attach a file to the Journal entry.
6. Click **Post Entry** to post the Journal entry.

OR

Click **Save Entry as Draft** to post the entry later.



Note: Draft Journal Entries are viewed by clicking **View Drafts** on the main Journal page.

See Also

- [About Journals](#)
- [Creating a Journal](#)
- [Creating Journal Comments](#)
- [Editing and Managing Journals](#)

Creating Journal Comments

Instructors and users can create comments to Journal Entries if commenting is allowed.

How to Comment on a Journal Entry

1. Open a Journal.
2. Click **Comment** for the appropriate entry.
3. Type a comment in the **Comment** field.
4. Click **Add**.

See Also

- [About Journals](#)
- [Creating a Journal](#)
- [Creating Journal Entries](#)
- [Editing and Managing Journals](#)

Editing and Managing Journals

Instructors can edit basic properties of the Journal, including the name, instructions, availability, participation, and user permissions. Instructors can also delete their own Journals.

How to Edit a Journal

1. Open a course.
2. Click **Journals** from the Course Tools menu.
3. Click **Edit Mode ON**.
4. Select **Edit** from the contextual menu for the Journal.
5. Make changes.
6. Click **Submit**.

How to Delete a Journal

1. Open a course.
2. Click **Journals** from the Course Tools menu.
3. Click **Edit Mode ON**.
4. Select **Delete** from the contextual menu for the Journal.

How to Change the Availability of a Journal

1. Open a course.
2. Click **Journals** from the Course Tools menu.
3. Click **Edit Mode ON**.
4. Click the check box next to the appropriate Journal.
5. Select **Make Available** or **Make Unavailable** from the **Availability** drop-down list.

Troubleshooting Journal Management

If...	Then...
a Journal is deleted while users are posting	the Journal and all comments are deleted
a Journal is made unavailable while users are posting	the Journal remains visible to the Instructor in Edit Mode but is not displayed to users
the Allow Users to Edit and Remove Entries setting is changed	entries remain but users cannot edit them
the Allow Users to Remove Comments setting is changed	comments remain but users cannot edit them

See Also

- [About Journals](#)
- [Creating a Journal](#)
- [Creating Journal Entries](#)
- [Creating Journal Comments](#)

Messages

Messages are private and secure text-based communication that occurs within a Course and among Course members. Although similar to email, users must be logged into the Course to read and send Messages. Messages are organized in Folders, marked as Read or Unread, moved to other Folders or deleted. The Messages Area has two Folders, Inbox and Sent that cannot be deleted or renamed. To read Messages, click a Folder, locate the desired Message, and click the Subject link.

Messages may be accessed through the Course Menu or Instructors may access Messages from the Control Panel.

How to Send a Message

1. Click **Create New Message**.
2. Select the **Recipients** using the **To**, **Cc**, and **Bcc** buttons.
3. Type the **Subject**.
4. Type the **Body**.
5. Click **Submit**.

Rubrics

A Rubric is a tool that lists evaluation criteria for an assignment. Rubrics can help students organize their efforts to meet the requirements of an assignment. Instructors can use Rubrics to explain their evaluations to students.

About Rubrics

Rubrics are made up of rows and columns. The rows correspond to the various criteria of an assignment. The columns correspond to the level of achievement expressed for each criterion. A description and point value for each cell in the rubric defines the evaluation and score of an assignment. There is no limit to the number of Rubrics that can be created.

The following actions are available when working with Rubrics:

- [Creating a Rubric](#)
- [Editing the Rubric Grid](#)
- [Copying a Rubric](#)
- [Applying a Rubric in the Grade Center](#)

Create Rubric

New rubrics default to three rows and three columns.

1. Type a Name for the Rubric. The name is the title text that identifies the rubric.
2. Enter a description of the rubric to make it easier to associate it to relevant assignments.

Editing the Rubric Grid

Edit the Rubric Grid so it corresponds to the type of feedback and scoring desired.

1. Click **Add Row** to add a new criterion at the bottom of the grid.
2. Click **Add Column** to add a new level of achievement to the grid.
3. Select **Show Points** to enter a single point value for each Level of Achievement.
4. Select **Show Point Range** to enter a high and low value to create a point range for each Level of Achievement. Only one option can be selected.
5. Click **Edit** from the contextual menu of the labels identifying rows and columns to change their names.
6. Enter a point value or range of values for each cell.
7. Enter a description defining the criteria and the associated Level of Achievement.

Note: There is a 1000 character limit for each cell. Rows and columns can be reordered by clicking the reordering icon.

Copying and Editing a Rubric

Copying a Rubric is helpful best practice if you have similar assignments for your students that will follow the same criteria. This will allow you to keep the settings and simply re-name the Rubric.

Rubrics can be duplicated by selecting the **Copy** option from the contextual menu. A copy will automatically be created with the name of the rubric in parentheses followed by the number one.

Example: "Introductory Speech" will be copied to create "(Introductory Speech)(1)".

The Rubric name can then be edited to a new name by selecting **Edit** from the contextual menu. The Edit Rubric page will allow you to edit all the settings for the Rubric.

Applying a Rubric in the Grade Center

From the Grade Center, Rubrics can be associated to any column. Rubrics can be viewed from the Grade Center during the grading process.

Rubrics can also be viewed from the Grade Details page within the Grade Center.

Rubrics are not displayed to students and as an Instructor, your interaction is limited to a Read Only copy when viewing the Rubric in the Grade Center or within a grading widget for Blogs, Journals, Wikis, and Discussion Boards.

How to Apply a Rubric in the Grade Center

1. Access the Grade Center.

2. Find the column you would like to associate your Rubric with. From the contextual menu of that column, select **View and Add Rubrics**. A pop-up will open.
3. Click **Add Rubric**.
4. Select the Rubric you want to add.
5. Click **Submit**. You will be returned to the pop-up page. There are two icons under the Actions column, **View Rubric** or **Remove Rubric Association**. When you click View Rubric, the Rubric will open in a new window for you to view while you are grading your student's assignments.

How to View a Rubric while Grading

A Rubric will need to be added to the assignment in the Grade Center prior to grading within the course tool. You will only be able to view the Rubric from this area. Adding Rubrics is only available through the Grade Center.

1. Access the Blog, Wiki, Journal, or Discussion Board that you need to grade.
2. Click **Edit Grade** on the right hand side of the page. **Note:** Grading must be enabled for the assignment for this option to appear.
3. Click **View Rubric** to view any associated Rubrics with that assignment. The associated Rubrics will open in a pop-up window for you to select.
4. Provide a grade in the **Current Grade Value** text box.
5. Provide any **Feedback** to the Student or any **Grading Notes** for the Instructor.
6. Click **Save Grade** when you are finished.

About SafeAssign

SafeAssign compares submitted assignments against a set of academic papers to identify areas of overlap between the submitted assignment and existing works. Safe Assign is used to prevent plagiarism and to create opportunities to help students identify how to properly attribute sources rather than paraphrase. SafeAssign is effective as both a deterrent and an educational tool.

How SafeAssignments Work

SafeAssign is based on a unique text matching algorithm capable of detecting exact and inexact matching between a paper and source material. SafeAssignments are compared against several different databases, including:

- Internet – comprehensive index of documents available for public access on the Internet
- ProQuest ABI/Inform database – more than 1,100 publication titles and about 2.6 million articles from 1990's to present time, updated weekly (exclusive access)
- Institutional document archives – contains all papers submitted to SafeAssign by users in their respective institutions
- Global Reference Database – contains papers that were volunteered by students from Blackboard client institutions to help prevent cross-institutional plagiarism

Global Reference Database

Blackboard's Global Reference Database is a separate database where students voluntarily donate copies of their papers to help prevent plagiarism. It is separated from each institution's internal database, where all papers are stored by each corresponding institution, and students are free to select the option to check their papers without submitting them to the Global Reference Database. Students submit their papers to the database voluntarily and agree not to delete papers in the future. Submissions to the Global Reference Database are extra copies that are given voluntarily for the purpose of helping with plagiarism prevention. Blackboard does not claim ownership of submitted papers.

SafeAssign Originality Reports

After a paper has been processed, a report will be available detailing the percentage of text in the submitted paper that matches existing sources. It also shows the suspected sources of each section of the submitted paper that returns a match. Instructors can delete matching sources from the report and process it again. This may be useful if the paper is a continuation of a previously submitted work by the same student.

Because SafeAssign identifies all matching blocks of text, it is important to read the report carefully and investigate whether or not the block of text is properly attributed.

Interpreting SafeAssign Scores

Sentence matching scores represent the percentage probability that two phrases have the same meaning. This number can also be interpreted as the reciprocal to the probability that these two phrases are similar by chance. For example, a score of 90 percent means that there is a 90 percent probability that these two phrases are the same and a 10 percent probability that they are similar by chance and not because the submitted paper includes content from the existing source (whether or not it is appropriately attributed).

Overall score is an indicator of what percentage of the submitted paper matches existing sources. This score is a warning indicator only and papers should be reviewed to see if the matches are properly attributed.

- Scores below 15 percent: These papers typically include some quotes and few common phrases or blocks of text that match other documents. These papers typically do not require further analysis, as there is no evidence of the possibility of plagiarism in these papers.
- Scores between 15 percent and 40 percent: These papers include extensive quoted or paraphrased material or they may include plagiarism. These papers should be reviewed to determine if the matching content is properly attributed.
- Scores over 40 percent: There is a very high probability that text in this paper was copied from other sources. These papers include quoted or paraphrased text in excess and should be reviewed for plagiarism.

Grade Center Integration

SafeAssignments are created with associated Grade Center items. The score is then recorded in the Grade Center. For more information about the Grade Center, refer to the Blackboard Learn Instructor Manual.

Create a SafeAssignment

SafeAssignments appear in courses as a new content type and are added to any course content area. Please note that SafeAssignments are different from Assignments and there is no connection between the content types. It is not possible to make an existing Assignment a SafeAssignment without starting from the beginning. Like regular Assignments, however, SafeAssignments are integrated with the Grade Center.

Create a SafeAssignment

Follow these steps to create a SafeAssignment.

From a content area within a course, select the SafeAssignment content type from the Select drop-down list and click Go.

The Add SafeAssignment page will appear.

Complete the page using the table below as a guide and click Submit.

Add Safe Assignment Fields

The Add Safe Assignment page includes the following fields.

FIELD	DESCRIPTION
Title	Type a title for the SafeAssignment.
Points Possible	Type the points possible for the SafeAssignment. This value will be shared with the Grade Center Item created for the Safe Assignment.
Text	Type instructions for completing the SafeAssignment.
Available	Select whether or not the SafeAssignment should be visible to Students.
Availability Dates	Use these controls to set the date range when Students can interact with the SafeAssignment. It is possible to set only a Start date or only an End date.
Drafts	Allows Students to validate their paper without submitting it to the institutional database. Useful as an instructive tool to help Students learn how to attribute papers properly.
Students Viewable	Determines whether or not Students can see the report generated when their papers are submitted.
Urgent Checking	Sets papers to a high priority in the queue.
Optional Announcement	
Create	Select Yes to create an Announcement about the SafeAssignment.
Subject	Type a subject for the Announcement.
Message	Type a message for the Announcement.

Direct Submit

Direct Submit generates SafeAssign reports on papers submitted outside of a SafeAssignment and it may also be used to add papers to the institutional database. Because Quick Submit is not integrated with the Grade Center, Instructors should use SafeAssignments to collect submissions whenever possible.

Direct submit allows Instructors to submit papers one at a time or several at once by including them in a .ZIP file. Note that .ZIP packages should contain no more than 100 papers and submitting more than 300 papers in a session is not recommended.

As well, papers with over 5000 phrases or that are more than 10 MB in size cannot be submitted.

Submit Papers through Quick Submit

Follow these steps to submit papers through Quick Submit.

1. From the Control Panel, click SafeAssign under Course Tools.
2. Click the Direct Submit tab.
3. A list of folders and papers will appear. This list includes papers already uploaded through Quick Submit. It is not recommended that files be deleted from Quick Submit, as this will delete them from the institutional database of existing materials.
4. Navigate to a folder where the paper or papers will be uploaded.
5. Click Submit Papers.
6. Select Upload File and browse for the file. Individual papers as well as papers that are grouped in a .ZIP package are accepted. Alternatively, select Copy/Paste Document and add the document text in the field.
7. Select the upload options:
 - Submit as Draft: A SafeAssign report will be generated however the paper will not be added to the institutional database and will not be used to check other papers.
 - Skip Plagiarism Checking: Adds the papers to the institutional database without checking for content copied from other sources. This is useful if an Instructor wants to upload papers from an earlier course to ensure that current students are not reusing work.
8. Click Submit.

Shared Folders and Private Folders

Direct Submit Shared Folders are viewable by anyone with access to the Direct Submit tool through the course. Multiple Instructors and Teaching Assistants can view submissions related to a course in Shared Folders Private folders can be used to manage papers for an individual instructors. These folders follow the instructor and are available in any course where that user has Instructor level privileges.

Supported file types

Direct Submit supports the following file types:

- Microsoft Word document: .doc

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

Managing Submissions

Student submissions and the Safe Assign reports associated with submissions are viewed from the SafeAssign link on the Control Panel, found under the Course Tools heading. The SafeAssign area lists the SafeAssignments in the course. click a SafeAssignment to view and grade submissions.

View Submissions

Follow these steps to view a Student submission.

1. From the Control Panel, click SafeAssign under Course Tools.
2. Locate the specific SafeAssignment in the list and click View.
3. A list of Student submissions will appear.
4. The following columns appear for each SafeAssignment:
 - Text: Select this option to view the Student's paper and any comments from the Student.
 - File: Select this option to download the Student Submission.
 - Matching: The percentage listed is the percentage of the paper that matches other sources. Please read the full report to determine if the matching is properly attributed.
 - SA Report: Select this option to view the full Safe Assignment report.
 - Clear Attempt: Select this option to delete the submission from the database, for example, if the Student uploaded the wrong file.

Grade a Submission

SafeAssignments are integrated into the Grade Center and may be accessed and graded directly from the Grade Center like other Assignments. SafeAssignments are not automatically graded; like existing manually graded Assignments they will display with a '!' indicating action required by the instructor.

SafeAssign Originality Reports

SafeAssign Originality Reports provide detailed information about the matches found between a submitted paper and existing sources. The SafeAssign report identifies all matching blocks of text. It is the responsibility of the instructor and student to investigate whether the matching text is properly referenced or not. Detailing every match prevents detection errors due to differences in citing standards.

Report layout

SafeAssign reports are divided into three sections:

- **Report Information:** This section lists data about the paper, such as the author, percent Matching, and when it was submitted. This section also includes options for downloading the report, emailing the report, or viewing a printable version. Note that the printable version may be the most effective view of the report for those users that rely on assistive technologies to access Blackboard Learn.
- **Suspected Sources:** This section lists the sources that have text that matches the text of the submitted paper. Users may select sources, exclude them from the review, and process the paper again. This is useful if a source is a previous work from the same student for the same assignment, or if there is some reason that lengthy sections of a particular source appear in the paper. Processing the paper again will generate a new value for the percent matching without using the excluded sources.
- **Manuscript Text:** This section shows the submitted paper. All matching blocks of text are identified. Clicking a matching block of text will display information about the original source and the probability that the block or sentence was copied from the source.

Self and Peer Assessment Building Block

The Self and Peer Assessment Building Block allows an Instructor to create an exercise, composed of one or more Questions, each with one or more Criteria, to be presented to their Students for completion and evaluation. These Tests, along with their Questions and Criteria, are exported and then imported for later use.

Questions provide structure and content to the Assessment. They are simple ("What is 2 plus 2?") or complex ("Describe the main reason for the fall of the Roman Empire.").

The Criteria that accompany each Question provide the means to evaluate the responses to those Questions. The number of Criteria can also range from one ("Did the answer = 4?") to many:

- Does the response place the issue within the broader context of the subject?
- Is the response well organized and clearly laid out?
- Was the response proofread carefully? Was it free of significant grammatical, spelling, or typographical errors?

The Self and Peer Assessment Building Block is a tool designed to facilitate the objective, analytical, and learning comprehension skills of students. Reviewing the work of fellow students through criteria-based reference evaluation allows constructive feedback. The constructive feedback that students give to and receive from their peers can enhance their comprehension of the subject material and provide valuable insights into their own efforts.

The following topics outline the features and functions of the Self and Peer Assessment Building Block:

- [Creating a New Assessment](#)
- [Importing an Assessment](#)
- [Exporting an Assessment](#)
- [Adding a Question to an Assessment](#)
- [Adding a Default Question](#)
- [Adding Criteria to a Question](#)
- [Adding Default Criteria](#)
- [Adding a Question from the Library](#)
- [Previewing the Assessment](#)
- [Completing an Assessment](#)
- [Evaluating an Assessment](#)
- [Managing an Assessment](#)
- [Rules for Editing an Assessment](#)
- [Editing an Assessment](#)
- [Monitoring the Submissions](#)
- [Monitoring the Evaluations](#)
- [Viewing the Results](#)

Features and Functions

The Self and Peer Assessment Building Block is a tool designed to enhance the reflective learning skills of students. Reviewing the work of colleagues through criterion-based reference evaluation promotes constructive feedback. The constructive feedback that students receive from their peers can provide valuable insights into their own efforts.

Large classes can benefit from the Self and Peer Assessment Building Block by distributing the administrative workload; quality feedback is provided from several different individuals, instead of relying upon a single Instructor.

Tests are precisely scheduled to allow the proper time for the submission and evaluation process to be completed; including the time to access any content items associated with the assessment.


Instructors have the option of using Self and Anonymous evaluations. These options may provide a comfort level that can result in more candid Tests and evaluations. They may also impact the integrity of the assessment process; care must be exercised in their use.

Enable the Self and Peer Assessment Building Block

The Self and Peer building block is included in the Blackboard Learning System. By default, it is turned on and available for use immediately.

Creating a New Assessment

The Self and Peer Assessment process begins by creating a new Assessment. Tests are created from any of the content areas within a Course.

	Note: Use the Instructions field to provide clear instructions and other information that may be helpful in completing the Assessment.
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Date Ranges


There are three date ranges that are necessary to the successful creation and deployment of an Assessment: Display After/Until, Submission Start/End and Evaluation Start/End. They are described in the following table.

Date Range	Description
Display After/Until	The date range which the Assessment is available to Students.
Submission Start/End	The date range which Students can submit answers to an Assessment.
Evaluation Start/End	The date range which Students can submit evaluations of their peers' work on the Assessment as well as their own (if Self Evaluations are enabled).


Follow these steps

To create a new Assessment, follow these steps:


1. Click Control Panel within a Course.
2. Click any of the links within the Content Areas section.
3. Select Self and Peer from the **Select** drop-down list.
4. Click Go.
5. Type a name for the Assessment in the **Name** field.

	Note: At this point, a new column in the Grade Center is created with the same name.
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6. Type instructions for the Assessment in the **Instructions** Text Editor.

	Note: Beneath the Text Editor there is an option to save these Instructions as a Reusable Object . If selected, these Instructions will be available to Content Management Users. The Content Management must be installed as a requirement for this option. For more information on Reusable Objects, see the Content Management User's Guide.
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7. Use the Text Editor to reference any Content Management files. **Optional.**
8. Set the **Submission Start Date** and **Submission End Date** by using the date and time fields.
9. Set the **Start Date** and **End Date** for the peer evaluations by using the date and time fields.
10. Allow Anonymous Evaluations by clicking the **Yes** radio button. Click **No** to disallow.
11. Allow Self Evaluations by clicking the **Yes** radio button. Click **No** to disallow.
12. Allow Submitters to view their own Evaluation Results by clicking the **Yes** radio button next to **Show Evaluation Results to Submitter**. Click **No** to disallow.
13. Define how many of their peers' Tests each student is expected to evaluate in the Number of Submissions to Evaluate field.

	Note: The number entered in the Number of Submissions to Evaluate field does not include the creator of the Assessment. Type zero (0) in this field if Self Evaluations are the only kind desired for an Assessment.
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14. Make the Assessment available by clicking the Yes radio button. Click No to make it unavailable.
15. Track the number of views by clicking the **Yes** radio button. Click **No** to disable tracking.
16. Click the **Display After** and/or **Display Until** check boxes to control when the content is available.
17. Set the date and time restrictions for the attached content by using the date and time fields under **Display After** or **Display Until**.
18. Click **Submit**.

Importing an Assessment

Tests are saved outside of the Blackboard Learning System by exporting them. These Tests can then be imported for later use. Tests are imported from a variety of locations: Course Documents, the Content Management, or from a local hard drive.

	Note: If the Start Date of the imported Assessment is in the past then the system resets it to 24 hours from the time it is imported. All other dates are adjusted forward in time while maintaining the same relationships that were established in the original Assessment.
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Follow these steps

To import an Assessment, follow these steps:

1. Click Control Panel within a Course.
2. Click any of the links within the Content Areas section.
3. Select Self and Peer from the **Select** drop-down list.
4. Click Go.
5. Click the **Import** radio button.
6. Click **Go**.
7. Click **Browse...** to locate the **Assessment File**.
8. Type a **Name** for the imported Assessment. If this field is left blank, the imported Assessment name is used.
9. Click **Submit**.

Exporting an Assessment

Tests are exported to a network or local drive so they are imported at a later time. The Assessment file is packaged in a ZIP file so it is easily accessed by the Blackboard Learning System. Only the Assessment (with its Questions and Criteria) is exported, none of the Submissions are.

Follow these steps

To export an Assessment, follow these steps:

1. Click **Edit** next to the appropriate Assessment.
2. Click **Export Assessment**.
3. Click **Save**.
4. Click **OK**.


Adding a Question to an Assessment

Questions are the basic component of any Assessment. Questions provide both the structure and content of the Assessment. Questions are simple or complex:

- What year did Queen Elizabeth I die?
- What is the square root of 144?
- Explain why Napoleon's armies were defeated at the battle of Waterloo.

There are two important options that must be considered when creating Questions:

- Content Management items are added by using their Permanent URLs.
- A Model Response, an example of a correct response to a Question, is provided. The Model Response allows Evaluators to compare submitted answers to an example. It is not displayed to students taking the Assessment, only to the Evaluators after the Assessment has been submitted.

	Note: Beneath the Question and Model Response Text Editors there is an option to save this Question or Model Response as a Reusable Object . If selected, the question or answer will be available to Content Management Users. The Content Management must be installed to use this option. For more information on Reusable Objects, see the Content Management User's Guide.
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Follow these steps

To add a question to an Assessment, follow these steps:

1. Click **Edit** next to the appropriate Assessment.
2. Click **Assessment Canvas**.
3. Click **Add Question**.
4. Type the question in the **Question** Text Editor.
5. Type a **Model Response** in the Text Editor.
6. Click **Yes** to make the Model Response **Available**.
7. Click **Submit**.

Adding a Default Question

Adding a Default Question is a quick and easy way to construct an effective Assessment. The Self and Peer Assessment Building Block comes with a set of Default Questions that Instructors can use to build their Tests.

Follow these steps

To add a Default Question, follow these steps:

1. Click **Edit** next to the appropriate Assessment.
2. Click **Assessment Canvas**.
3. Type search text in the **Search for Question** field and click **Go**. Or leave the field blank and click **Go** to display a list of all Default Questions.
4. Click **Expand** next to the appropriate Question to view all the details.
5. Click the check box next to the Questions to add.
6. Click **OK**.

Adding Criteria to a Question

The Criteria that accompany each Question provide the means to evaluate the responses to those Questions. The number of Criteria can also range from one ("Did the answer =4") to many:


- Does the response place the issue within the broader context of the subject?
- Is the response well organized and clearly laid out?
- Was the response proofread carefully? Was it free of significant grammatical, spelling, or typographical errors?

In general, essay questions may require many criteria per question while shorter questions may only require one or two criteria.

Follow these steps

To add criteria to a question, follow these steps:

1. Click **Edit** next to the appropriate Assessment.
2. Click **Assessment Canvas**.
3. Click **Criteria** next to the appropriate question.
4. Click **Add Criteria**.
5. Type criteria text in the **Criteria** Text Editor.

	Note: Beneath the Text Editor there is an option to save this criterion as a Reusable Object. If selected the criterion will be available to Content Management Users. The Content Management must be installed to use this option. For more information on Reusable Objects, see the Content Management User's Guide.
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6. Type the number of points possible for this question in the **Points Possible** field.
7. Click **All or Nothing** or **Partial Credit** to decide how to **Assign Points**.
8. Click **Yes** or **No** to decide whether or not to **Allow Feedback to User**.
9. Click **Submit**.

Adding Word Count Criteria

If an Instructor wants to evaluate the length of an answer, it is possible to add a Word Count Criteria to a question. An Instructor may specify that an answer should be around 200 words. The Word Count Criteria enables points to be awarded based on the length of an answer (for example, points awarded if the answer is within 20 words of the 200 word maximum).

To add a Word Count Criteria, follow these steps:

1. Select **Edit** next to the created Self and Peer Assessment.
2. Click **Assessment Canvas**.
3. Click **Criteria** next to the desired Question.

4. Click **Add Word Count Criteria**.
5. Type the number of **Points Possible**.
6. Type the **Maximum Word Count**.
7. Type the **Allowed Variation**.
8. Click **Submit**.

Adding Default Criteria

Adding Default Criteria is a quick and easy way to construct an effective Assessment. The Self and Peer Assessment Building Block comes with a set of Default Criteria that Instructors can use to build their Tests.

Follow these steps

To add Default Criteria:

1. Click **Edit** next to the appropriate assessment.
2. Click **Assessment Canvas**.
3. Click **Criteria** next to the appropriate Question.
4. Type search text in the **Search for Criteria** field and click **Go**. This field is left blank to display a list of all stored Criteria.
5. Click **Expand** next to the appropriate Criteria to view all the details.
6. Click the check box next to the Criteria to add.
7. Click **OK**.

Adding a Question from the Library

Questions and Criteria are stored and reused in other Tests. Adding Questions from the Library is a quick and easy way to construct an effective assessment. Reusing Questions and Criteria also insures consistency across courses and departments. Once an assessment has been created, Questions and Criteria are added from a central location.

Follow these steps

To add a Question from the library:

1. Click **Edit** next to the appropriate assessment.
2. Click **Assessment Canvas**.
3. Type search text in the **Search for Question** field and click **Go**. This field is left blank to display a list of all stored Questions.
4. Click **Expand** next to the appropriate Question to view all the details.
5. Click the check box next to the Question to add.
6. Click **OK**.

Previewing the Assessment

There are two ways to preview the Assessment once it has been created, by Submission and Evaluation. These options provide the Instructor a chance to see the Tests as their Students will. Instructors can use these preview options to fine tune the Assessment.

The **Preview** option is available from the Assessment Canvas for the appropriate Assessment. Select either **Submission** or **Evaluation** from the drop-down list and click **Go**.

Submission Preview page

This page offers a complete view of the Assessment. Each question is previewed in turn by clicking its name. These pages are read only.

Evaluation Preview page

This page offers a view of all of the evaluations, regardless of their status. The features of this page are described in the following table:

Function	Description
Evaluator links	Click the Evaluator user name to display their Evaluation page. Each question is displayed in a grouping of tabs. Navigate through the tabs to display the submitted response for that question. Click Model Response to display the Model Response for that question in a separate window. This is only available if the Question contains a Model Response and was made available.
Status	Displays the status of the evaluation. In Preview Mode the status is always Not Started .
Points Allocated	Displays the number of points given out of how many points are possible. In Preview Mode it is displayed as 0 / xxx .

Completing an Assessment


Completing an Assessment allows the Student to interact with their Instructor by providing answers to a series of Questions. These answers are evaluated by their fellow Students; their feedback can assist in their overall comprehension of the material.

Students who have an Assessment assigned to them can access them in appropriate Course Content area. The **Submission** and **Evaluation** date ranges are visible under the Assessment listing. In addition to submitting answers directly on the question page, Students can also submit a local file or copy an item from Content Management to support their answer.

Follow these steps


To complete an Assessment:

1. Click the **>>View/Complete Assessment** link to begin the Assessment.
2. Click a question link.
3. Type a response in the **Response** Text Editor.

	Note: Beneath the Text Editor there is an option to save this response as a Reusable Object . If selected, the response will be available to Content Management Users. The Content Management must be installed to use this option. For more information on Reusable Objects, see the Content Management User's Guide.
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4. Click **Browse...** to **Attach local file**.
OR

Click **Browse...** to **Copy file from Content Management**.

	Note: Only one file is attached to an Assessment. If a second file is attached the first one is deleted. To attach multiple files, use the Text Editor.
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5. Type a **Name of Link to File** to give a name to the attachment link.
6. Click **Submit**.
7. Click **Next**.
8. Repeat the preceding steps as necessary until all of the questions have been answered.
9. Click **OK** when the Assessment is complete.


Evaluating an Assessment

Evaluating an Assessment allows Students to provide their peers valuable feedback on the answers they have submitted. This feedback can provide improved comprehension of the material.

Users can access the Assessment using the same link they used to complete it and begin the evaluation. The Evaluation Overview page lists the number of submissions the Student needs to evaluate (including their own), with the Evaluators own name at the top of the list.

If Anonymous evaluations are enabled, the evaluator does not see the name of the Student whose Assessment they are evaluating.

	Warning: Do not enroll or un-enroll Students after the evaluation Start Date.
---	--

	Note: Tests can only be evaluated during the evaluation period designated during the Assessment creation.
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Follow these steps

To evaluate an Assessment, follow these steps:

1. Click the **>>View/Complete Assessment** link to begin the evaluation.
2. Click the appropriate **Evaluator name** link.
3. Review the text in the **Submission** field.
4. Type the number of points to award that submission in the **Points possible** field.
5. Type text in the **Feedback** field (if requested).
6. Click the **Allocate Points** check box.
7. Click **Save and Next** to move to the next criteria.
8. Click **OK**.

Managing an Assessment

The Self and Peer Assessment Building Block provides many tools to assist the management of an Assessment. These include three Adaptive Release options, Review Status, Statistics Tracking and Metadata.

Follow these steps

To manage an Assessment:

1. Click **Manage** next to the appropriate Assessment.
2. Click any of the following links:
 - [Adaptive Release](#)
 - [Adaptive Release: Advanced](#)
 - [Review Status](#)
 - [Adaptive Release and Review Status: User Progress](#)
 - [Statistics Tracking](#)
 - [Metadata](#)

Adaptive Release

Use the Adaptive Release tool to create and edit basic Adaptive Release rules for this Assessment. To create an Adaptive Release Rule:

1. Set the **Display After** and **Display Until** dates using the check boxes and **date** and **time** fields.
2. Type the username of any specific user to assign Membership to this Assessment in the **Username** field.
3. Click **Browse...** to select specific users.
4. Use the **right and left arrow buttons** to assign Membership to specific **Course Groups**.
5. Use the Select a Grade Center Column drop-down list to assign a Grade Center column for this Assessment.
6. Click one of the Select Condition radio buttons:
 - **User has at least one attempt for this item.**
 - Choose between **Score Less than or equal to**, **Greater than or equal to**, or **Equal to** and then enter a number in the field.
 - Define a scoring range by entering numbers in the fields after **Score Between**.
7. Click **Browse...** and select the Assessment to enable Review Status. Click the **Clear** button to delete the previous entry.
8. Click **Submit**.

Adaptive Release: Advanced

Use the Adaptive Release: Advanced tool to create and edit rules that determine the visibility of this Assessment to users. See the *Blackboard Content Management User's Guide* for more information on the use of Advanced Adaptive Release rules.

Review Status

Use the Review Status tool to provide users the ability to mark the Assessment as Reviewed. To enable Review Status:

1. Click the **Enable** radio button.
2. Click **Submit**.

Adaptive Release and Review Status: User Progress

Use the User Progress tool to view the availability and Review Status of this Assessment for all users. To view this information:

1. Click **Adaptive Release and Review Status: User Progress**.
2. View the information described in the following table:

Function	Description
Rule	Click the Rule link to display the Criteria information for the Adaptive Release rule that governs this Assessment.
Last Name	Displays the last name of the user.
First Name	Displays the first name of the user.
Username	Displays the username.
Course Role	Displays the Course Role of the user.
Visibility	Displays an icon indicating whether or not the Assessment is visible to the user.
Navigation Links	Click the number links, Next , or Previous to navigate through the user information.

3. Click **OK** when finished.

Statistics Tracking

Use the Statistics Tracking tool to enable or disable tracking and to view system tracking information for this Assessment.

To enable or disable tracking:

1. Click **Enable/Disable Tracking**.
2. Click the **Enable** or **Disable** radio button.
3. Click **Submit**.

To view system tracking statistics:

1. Click **View Statistics**.
2. Use the **Start Date** and **End Date** check boxes and the **date** and **time** fields to define the **Time Period** for the statistics report.
3. Click the **All Users** radio button to include the statistics for all users.
OR
4. Click the **Selected Users** radio button and select the statistics of a specific student or students by using holding down the CTRL key and clicking each username with the mouse.
5. Click **Submit**.

Metadata

Use the Metadata tool to apply metadata information for this Assessment. See the Content Management User's Guide for information on using Metadata.

To view and apply Metadata to this Assessment:

1. Click **Metadata**.
2. Click **Edit** next to the appropriate Metadata.
3. Type the appropriate information in the appropriate fields.
4. Click **Submit**.

Rules for Editing Tests

Once an Assessment has been created, it is edited in a number of ways. However, there are specific rules that govern what is edited and when that modification can take place.

These rules are presented to help prevent problems such as this: Setting the dates incorrectly and rendering the assessment unusable. This occurs when the assessment is saved with the Submission End Date in the past or the Submission Start and End Dates matching each other. In this case, the only remedy is to export the assessment, import it, fix the dates, and then delete the original assessment. All submissions for the original are lost in this process.

Assessment Timeline

An Assessment is defined by the following timeline:

Timeline Period	Description
Create & Deploy	Before any participant has submitted anything, even after the submission start date.
Submit	After the submission start date and something has been submitted and before the submission end date.
Complete	After the submission end date but before the evaluation start date.
Evaluate	After the evaluation start date and before the evaluation end date.
Results	After the evaluation end date.

Assessment Rules

The rules that govern the modification of Assessment elements are defined in the following table. These changes are made without system warnings, except when noted.

Timeline Period	What Can be Edited (System Warning)	What Cannot Be Modified
Create & Deploy	Any element can be changed with no restrictions or warnings.	
Submit	Name Instructions (Users who have already submitted this assessment might not come back to see instructions changes.) Submission End Date Evaluation Start/End Date Anonymous Evaluation Self Evaluation # of Peers Available Flag Tracking Date Restrictions	Delete Questions Order of Questions Submission Start Date

Timeline Period	What Can be Edited (System Warning)	What Cannot Be Modified
	Add Questions (Users who have already submitted this assessment might not come back to see question changes.) Add/Edit/Delete/Re-order Criteria Edit Question text (Users who have already submitted this assessment might not come back to see question changes.) Edit Model Response	
Complete	Name Instructions (The submission process for this assessment has ended.) Evaluation Start/End Date Anonymous Evaluation Self Evaluation # of Peers Available Flag Tracking Date Restrictions Add/Edit/Delete/Re-order Criteria Edit Model Response	Add/Edit/Delete/Re-order Questions Submission Start Date
Evaluate	Name Instructions (The submission process for this assessment has ended.) Evaluation End Date Available Flag Tracking Date Restrictions Add Criteria (Users who have already completed the evaluation might not come back to see criteria changes.) Edit Criteria text (Users who have already completed the evaluation might not come back to see criteria changes.) Edit Criteria Allow feedback to user (Users who have already completed the evaluation might not come back to see criteria changes.) Edit Model Response (Users who have already completed the evaluation might not come back to see criteria changes.)	# of peers Add/Edit/Delete/Re-order Questions Anonymous Evaluation Delete/Re-order Criteria Edit Criteria Points Possible, Assign Points Evaluation Start Date Self Evaluation Submission End Date Submission Start Date
Results	Name Instructions (The submission process for this assessment has	# of Peers Add Criteria Allow Feedback

Timeline Period	What Can be Edited (System Warning)	What Cannot Be Modified
	<p>ended.)</p> <p>Evaluation End Date</p> <p>Available Flag</p> <p>Tracking</p> <p>Date Restrictions</p>	<p>Anonymous Evaluation</p> <p>Delete/Re-order Criteria</p> <p>Edit Criteria</p> <p>Edit Criteria Points</p> <p>Possible, Assign Points</p> <p>Edit Criteria text</p> <p>Edit Model Response</p> <p>Evaluation Start Date</p> <p>Add/Edit/Delete/Re-order questions</p> <p>Self Evaluation</p> <p>Submission End Date</p> <p>Submission Start Date</p>

Editing an Assessment

From the Edit Assessment page, Instructors can access the Assessment Canvas to change Questions or Criteria, change the Properties of an Assessment or Export it for later use. See [Rules for Editing Tests](#) for detailed information on what can and cannot be edited.

Follow these steps

To edit an Assessment:

1. Click **Edit** next to the appropriate Assessment.
2. Click any of the following links:
 - [Assessment Canvas](#)
 - [Properties](#)
 - [Export Assessment](#)

Assessment Canvas

Instructors can use the Assessment Canvas to add Questions and Criteria and reorder them. See [Adding a Question to an Assessment](#) for information on adding Questions. See [Adding Criteria to a Question](#) for information on adding Criteria.

To reorder Questions:

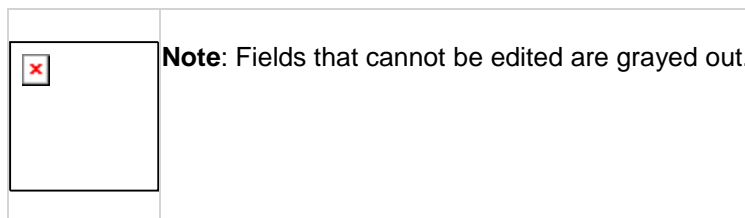
1. Click the number drop down list next to the appropriate Question and select a new number for that Question. The Questions are reordered automatically.
2. Click **OK** when finished.


To reorder Criteria:

1. Click Criteria next to the appropriate Question.
2. Click the number drop down list next to the appropriate Criteria and select a new number for the Criteria. The Criteria are reordered automatically.
3. Click **OK** when finished.

Properties

Clicking the Properties link displays the Properties page for the Assessment. See [Creating a New Assessment](#) for details on the fields and functions of the Properties page.



	Note: The Update Grade Center Column Name check box appears beside the Assessment Name if the user has permission to update the Grade Center. If this is checked and a change is made to the Assessment Name then the name of the Grade Center column is also changed. If this is not checked, or if the user does not have Grade Center permissions, then the name of the Assessment can still be changed but the change is not reflected in the Grade Center.

Monitoring the Submissions

Assessment Submissions are monitored and reviewed during the Assessment process. Submissions are downloaded as a collection or on an individual basis so they can be reviewed later. The Submissions are bundled in a .zip file that contains an HTML file for each Submission. The Submissions are opened and read in any web browser.

Follow these steps

To monitor the submissions for an Assessment, follow these steps:

1. Click the **Control Panel** menu item within the Course.
2. Click the **Self and Peer Assessment** link under **Course Tools**.
3. Click the name of the appropriate Assessment.
4. Click **Submissions**.

Features and Functions

The Submissions page contains the following features and functions:

Feature	Description
Assessment	Displays the name of the Assessment.
Submission Dates	Displays the submission date range.
Evaluation Dates	Displays the evaluation date range.
Download All	Click to download all submissions as a .zip file.
Filter by:	Select an option to filter the submission list and click Go to apply the filter.
Completed	Displays an icon showing whether or not a submission is complete.
Name	Displays the name of the Student.
Username	Displays the username of the Student.
Question Responses	Displays the number of question responses that have been recorded so far and the total number of questions.
Submission	
View	Click to view a specific submission .
Download	Click to download a specific submission as a .zip file.

Submission Page

The Submission page is displayed by clicking View next to a Submission on the Submissions page. The page contains the following features:

Feature	Description
Assessment Name	Displays the name of the Assessment.

Feature	Description
Questions	Displays the number of Questions in this Assessment.
Instructions	Displays the Instructions for this Assessment.
Evaluations to Complete	Displays the number of Evaluations that need to be completed.
Submission End Date	Displays the Submission End Date.
Last Submitted Date	Displays the date that the last Submission was received.
Question 1:	Displays the Question text.
Submission	Displays the Submission text for the Question.

Monitoring the Evaluations

Assessment Evaluations are monitored and reviewed during the Assessment process. Evaluations are downloaded as a collection or on an individual basis so they can be reviewed later. The Evaluations are bundled in a .zip file that contains an HTML file for each Evaluation. The Evaluations are opened and read in any web browser.

Follow these steps

To monitor the evaluations for an Assessment, follow these steps:

1. Click the **Control Panel** menu item within the Course.
2. Click the **Self and Peer Assessment** link under **Course Tools**.
3. Click the name of the appropriate Assessment.
4. Click **Evaluations**.

Features and Functions

The Evaluations page contains the following features and functions:

Feature	Description
Assessment	Displays the name of the Assessment.
Submission Dates	Displays the submission date range.
Evaluation Dates	Displays the evaluation date range.
Download All	Click to download all evaluations as a tab delimited file CSV
Filter by:	Select an option to filter the submission list and click Go to apply the filter.
Completed	Displays an icon showing whether or not an evaluation is complete.
Evaluator:	Displays the name of the Evaluator.
Evaluator Username	Displays the username of the Evaluator.
Submissions Evaluated	Displays the names of Students whose submissions have been assigned to this Evaluator.
Percentages	Displays the points given to this Student in a percentage format.
Points	Displays the points allocated by a specific Evaluator.
Average	Displays the average of all the percentages that have been submitted.
Evaluated Self	Displays an icon showing whether or not a self-evaluation has been submitted.
Evaluation	
View	Click to view a specific Evaluation .
Download	Click to download a specific evaluation as a .zip file.

View Evaluation

The View Evaluation page is displayed by clicking View next to an Evaluation on the Evaluations page. The page contains the following features:

Feature	Description
Assessment Name	Displays the name of the Assessment.
Questions	Displays the number of Questions for this Assessment.
Instructions	Displays the Instructions for this Assessment.
Evaluations to Complete	Displays the number of Evaluations that need to be completed.
Evaluation End Date	Displays the Evaluation End Date.
Current Time	Displays the time this page was accessed.
Evaluator Header	Displays the Name of the Evaluator.
Submission:	Displays the Name of a Submitter (their username appears in parentheses).
Criteria	
Question Header	Displays the Question text.
Points Allocated	Displays the number of points allocated for this criteria.
Points Possible	Displays the number of points that are possible for the criteria.
Feedback to User	Displays any Feedback text that the Submitter has entered.

Viewing the Results

Assessment Results are monitored and reviewed once the submission phase has ended. Results are downloaded as a collection or on an individual basis.

Follow these steps

To monitor the results for an assessment:

1. Click the **Control Panel** menu item within the course.
2. Click the **Self and Peer Assessment** link under **Course Tools**.
3. Click the name of the appropriate assessment.
4. Click **Results**.

Features and Functions

The Results page contains the following features and functions.

Feature	Description
Assessment	Displays the name of the assessment.
Submission End Date	Displays the submission end date.
Evaluation End Date	Displays the evaluation end date.
Download	Click to download all evaluations as a tab-delimited file (.CSV).
Update column total in GradeCenter when updating grades	Check this box to update the Grade Center with the results from this assessment.
Send to Grade Center	Click to send the Results to the Grade Center.
Evaluated	Displays an icon showing whether or not a user has completed an evaluation.
Name	Displays the name of the Student.
Username	Displays the username of the Student.
Average Percentage	Displays the average of all points the Evaluators of this student gave for the student's submission as a percentage of total points possible.
Average Score	Displays the average of all points the Evaluators of this student gave for the student's submission.
Results Sent	Indicates whether or not the results for this Student have been sent to the Grade Center.
Evaluated Self	Displays an icon showing whether or not a self-evaluation has been submitted.
Peer Markers	Displays how many peers have completed the evaluation of this Student.
View	Click to view a specific submission.
Download	Click to download a specific submission as a .ZIP file.

Send Email

Instructors can send email to individuals who participate in the Course from the Send Email page. Emails are sent to individual users or to groups of users within the Course, such as all Teaching Assistants. A copy of this email is sent to the sender by default.

Instructors cannot send email to others using the Internet with the Send Email function.

Find this Page

Click **Send Email** in the Course Tools area of the Control Panel to open the Send E-mail page.

How to Send Email

1. click one of the following options listed on the Send email page:

Function	Description
All Users	Sends email to all users in a specified Course.
All Student Users	Sends an email to all Students in the Course.
All Groups	Sends email to all of the groups in a specified Course.
All Teaching Assistants	Sends email to all of the Teaching Assistants in the Course.
All Instructors	Sends email to all of the Instructors in the Course.
All Observers	Sends email to all of the Observers for a specified Course
Select Users	Sends email to a single user or select users in the Course.
Select Groups	Send email to a single group or select groups in the Course.
Single / Select Observers	Send email to a single Observer or select Observers in the Course.

2. Type a **Subject**.
3. Type a **Message**.
4. Click **Attach a file** to attach a file to the email.
5. Click **Submit**.

Tasks

The Tasks page organizes projects or activities (referred to as tasks) by defining task priority and tracking task status. A user can create tasks and post them to the Tasks page. Each user can post personal tasks to their page. Instructors can post tasks to users participating in their Courses, and System Administrators can post tasks to all users' Tasks pages. Task information is arranged in columns that display the priority, task name, status, and due date.

Tasks are also available as a Course Group Tool for tasks that are specific to a smaller group within a Course.

Tasks can be accessed from the Control Panel under Course Tools.

The following are functions that can be completed from the Tasks page.

- [Create a Course Task](#)
- [Edit a Course Task](#)
- [Delete a Course Task](#)
- [Change the status of a Course Task](#)

Create or Edit Course Tasks

Tasks may be created or edited by accessing the **Create Course Task** page or **Edit Course Task** page. The fields on the **Create Course Task** page and **Edit Course Task** page are the same. The **Create Course Task** page opens with empty fields where as the **Edit Course Task** page opens with a task already populated.

How to Create a Course Task

1. Click **Tasks** in the Course Tools area of the Control Panel.
2. Click **Create Course Task** from the Tasks page.
3. Type the task information in the appropriate fields.
4. Click **Submit**.

How to Edit a Course Task

1. Click **Tasks** in the Course Tools area of the Control Panel.
2. **Edit Mode** is **ON**.
3. Select **Edit** from the contextual menu for the appropriate task.
4. Edit the task information.
5. Click **Submit**.

How to Delete a Course Task

1. Click **Tasks** in the Course Tools area of the Control Panel.
2. **Edit Mode** is **ON**.
3. Select **Delete** from the contextual menu for the appropriate task.
4. Click **OK** to confirm.

How to Change the Status of a Course Task

Tasks have three statuses that can be changed at any time to reflect progress. Tasks are Not Started, In Progress, or Completed.

1. Click **Tasks** in the Course Tools area of the Control Panel.

2. **Edit Mode** is **ON**.
3. Click **Status**.
4. Select a new status from the list.

The table below details the fields on the **Create Course Task** or **Edit Course Task** page.

Field	Description
Task Information	
Task Name	Type the title of the task.
Description	Type a description of the task.
Due Date	Select the date the task is due from the drop-down list or click the icon to select a date from the calendar interface.
Task Options	
Priority	Select a priority. The options are: Low (task appears with a blue arrow pointed down) Normal High (task appears with a red arrow pointed up)

Tests, Surveys, and Pools

Instructors use Tests and Surveys to assess knowledge, measure progress, and gather information from Students.

Tests are created to check the knowledge and skill level of users enrolled in the Course. The Instructor can assign point values to each question on exams or quizzes. When a Student completes a Test it is automatically graded and the results are recorded in the Grade Center. Questions that require manual grading are marked in the Grade Center and can be graded later.

The following topics are available regarding Tests:

- [About Tests](#)
- [Creating or Editing a Test](#)
- [Test Options](#)
- [Test Canvas](#)
- [Importing Tests](#)
- [Deploying Tests](#)
- [About Test Status](#)

Surveys are useful for polling, evaluations, and random checks of knowledge. They function in the same way as Tests and offer most of the same options. Survey questions are not assigned a point value and are not graded.

The following topics are available regarding Surveys:

- [Survey Manager](#)
- [Survey Canvas](#)
- [Creating or Editing a Survey](#)
- [Importing a Survey](#)
- [Deploying a Survey](#)
- [About Survey Status](#)

Questions are grouped in **Pools** to be used in other tests and surveys. The Find Questions page allows Instructors to search for and add questions to tests and surveys.

The following topics are available regarding Pools:

- [Pool Manager](#)
- [Creating or Editing Pools](#)
- [Importing a Pool](#)

The following topics are available regarding managing your questions.

- [Reusing Questions](#)
- [Finding Questions](#)

- [Creating and Editing a Random Block](#)
- [Creating Question Sets](#)
- [About Question Settings](#)
- [About Question Metadata](#)
- [Uploading Questions](#)

The following topics are available about the types of questions you can add to your Tests or Surveys.

- [Calculated Formula Questions](#)
- [Calculated Numeric Answer Questions](#)
- [Either/ Or Questions](#)
- [Essay Questions](#)
- [File Response Questions](#)
- [Fill in Multiple Blanks Questions](#)
- [Fill in the Blank Questions](#)
- [Hot Spot Questions](#)
- [Jumbled Sentence Questions](#)
- [Matching Questions](#)
- [Multiple Answer Questions](#)
- [Multiple Choice Questions](#)
- [Opinion Scale/ Likert Questions](#)
- [Ordering Questions](#)
- [Quiz Bowl Questions](#)
- [Short Answer Questions](#)
- [True/ False Questions](#)

About Tests

Instructors use Tests to test Student knowledge, measure Student progress, and gather information from Students.

Before You Begin

When creating a Test there are a number of things the Instructor should consider:

- Are special instructions needed for this Test?
- How many questions?
- What type of questions?
- What is the point value associated with each question?
- Will partial credit be acceptable for some or all questions?
- Are some questions very difficult and may count as extra credit?

Creating Tests and Surveys

Tests and Surveys can be created by authoring new questions, using the various built-in question types, reusing existing questions from tests and pools, uploading questions, or importing pools.

Deploying Tests and Surveys

Once Tests and Surveys are created, they are deployed by adding them to a Content Area and then making them available to students. See [Deploying Tests and Surveys](#) for more information.

Grading Tests

Grading Tests within Blackboard is automated, but subjective test questions, such as Essays, must be graded manually. There are a number of options within the Grade Center that provide flexibility in grading tests:

- **Multiple attempts** allow an Instructor to customize grading with Test Creation settings. The final grade for an assessment can be the first attempt, last attempt, or an average of all attempts.
- The **Clear Attempts** option allows Instructors to erase a grade from the Grade Center. Attempts can be cleared one at a time or all at once. For example, if there is a technical failure at the Institution, all attempts for the Assessment taken on that date may be deleted.
- The **Override** option allows the Instructor to enter a grade that replaces the existing grade in the Grade Center. For example, in the case of extenuating circumstances, the Instructor could use Override to make a Student's grade higher or lower. This score is used when calculating the grade.

Test and Survey Options

Test and Survey Options allow the Instructor to edit the name and description of a Test or Survey, (commonly referred to as Tests). Options control the availability, presentation, and feedback for an assessment. These options are only available once an assessment is added to a Content Area. Tests added to a Content Area are said to be deployed.

After a Test or Survey is deployed, the Test Options or Survey Options page appears. To edit an existing assessment, select **Edit the Test Options** or **Edit the Survey Options** from the contextual menu.

Edit Test or Survey Availability

Test and Survey availability is set after the assessment is added to a Content Area. Availability is managed on the options page. When an assessment is unavailable, it is deployed to a Content Area but a link does not appear to Students. Unavailable Tests are seen when the **Edit Mode** is **ON**.

The following are descriptions of the Test and Survey Availability options:

Option	Description
Make the Link Available	Select Yes to make a link to the Assessment appear to Students. If this option is set to No , it will not appear to Students. Instructors may make the link available, then use the Display After and Display Until fields to limit the amount of time the link appears.
Add a New Announcement for this Test/Survey	Select Yes to create an Announcement for the Test or Survey. The Announcement will include the date and state "an Assessment has been made available in [Course area that includes the link to the Assessment]". This Announcement will appear in the Course Announcements.
Multiple Attempts	This option allows Students to take the assessment multiple times. The status of multiple attempts is displayed to Students at the top of the assessment. Select Allow Unlimited Attempts for Students to take the assessment as many times as they wish. Select Number of Attempts and enter a numeral to indicate a specific number of attempts that is allowed.
Force Completion	Students must complete the assessment the first time it is launched if Force Completion is selected. Students may not exit the assessment and continue working on it at a later date. The Save button is available for Students to save the assessment as they work through it, but they may not exit and re-enter the Assessment. If the Force Completion option is enabled, it is noted and explained to Students at the top of the assessment. If Force Completion is not enabled, Students may save their progress and complete the assessment at another time.
Set Timer	Select this check box to set a time limit for finishing the assessment. If this option is selected, enter the amount of time to allow for the Test or Survey in the hours and minutes boxes. The time elapsed is displayed to the Student during the assessment. A one-minute warning is also displayed as Students approach the time limit.
Display After	Select the date and time when the Test or Survey will become available to Students. This field is optional; the Instructor may control

Option	Description
	availability through the Make the Link Available option without setting specific dates.
Display Until	Select the date and time the Test will be made unavailable to Students. This field may be left blank.
Password	Select this check box to require a password for Students to access the assessment. If this check box is selected, enter a password in the field below. Passwords cannot be longer than 15 characters. Passwords are case sensitive.

Unavailable Tests

There is a difference between unavailable Tests and deleted Tests. Deleted Tests have been deleted from the Course. Unavailable Tests are deployed to a Content Area but a link does not appear to Students. Instructors can access the assessment when **Edit Mode** is **ON** and through the Control Panel under Course Tools > Tests, Surveys, and Pools.

Assessment availability is managed on the Test Options page. Assessment availability is limited to a specific time period by setting the Display After and Display Until fields. The availability can also be open ended by setting only a start date or only an end date. If the link to an assessment is available, but neither date is set, the assessment is immediately and always available.

Edit Self-Assessment Options

The following are descriptions of the Self-Assessment options:

Option	Description
Include this Test in Grade Center Score Calculations	Select this option to include this test in Grade Center calculations. If the test is not included, the score will not affect any Grade Center calculations.
Hide Results for this Test Completely from Instructor and the Grade Center	Select this option to hide this test score from the Instructor and in the Grade Center. If selected, this item behaves as a survey. The display in the Grade Center will read Complete / Incomplete and N/A or zero appears on the grade details pages.

Edit Test Feedback

When a Test is deployed, four options for Test Feedback appear on the Test Options page. The Test feedback options determine the type of results users receive after a Test is submitted. One or more options may be selected.

Feedback Mode	Description
Score	Present the final score to Students.
Submitted Answers	Present the Student's answers.
Correct answers	Present the correct answers to the questions.

Feedback Mode	Description
Feedback	Present the question feedback to the Student.

Edit Survey Feedback

When a Survey is deployed, two feedback options appear on the Survey Options page. The Survey feedback options determine the type of results users receive after a Survey is submitted. One or both options may be selected.

Feedback Mode	Description
Status	Students see whether the Survey is complete or incomplete.
Submitted Answers	Students see the answers they submitted.

Edit Test Presentation

There are a number of options for presenting questions on Tests and Surveys. The following are descriptions of each option:

Option	Description
All at Once	Present the entire assessment on one screen. Students scroll through all the questions and can move up and down from question to question. If this is selected, Prohibit Backtracking cannot be selected.
One at a Time	Displays one question at a time. The screen includes navigation tools to move between questions. The Submit button will only appear on the last page of the assessment. Prohibit Backtracking may be selected. Randomize Questions may also be selected.
Prohibit Backtracking	Prevents Students from going back to questions they have already answered. If backtracking is prohibited, questions will be presented one at a time and the buttons <<, <, or >> do not appear to Students during the assessment. These buttons will appear if backtracking is not prohibited.
Randomize Questions	Display questions in a random order each time the Assessment is taken.

About the Test and Survey Canvas

A Test or Survey's Canvas page allows Instructors to edit the name and instructions, add and edit questions, and change question settings. Instructors can use the check boxes to select any or all questions and then delete them or change the points for them.

With the exception of minor text changes, such as correcting a typographical error, Tests or Surveys should not be edited if they have already been deployed.

Instructors can create a Random Block, which is a randomly distributed number of questions, from the Test Canvas. The Instructor determines the questions, the number to display, the order, and the points per question. See [Creating and Editing a Random Block](#) for more information. Random Blocks are not available in Surveys.

How to Open the Canvas Page for a New Test or Survey

1. Select **Tests, Surveys, and Pools** in the Course Tools area of the Control Panel.
2. Click **Tests** or **Surveys**.
3. Click **Build Test**.
4. Complete the **Information** page and click **Submit**.

How to Open the Canvas page for an Existing Test or Survey

1. Select **Tests, Surveys, and Pools** in the Course Tools area of the Control Panel.
2. Click **Tests** or **Surveys**.
3. Click **Edit** in the Contextual Menu for an existing Test or Survey.

Next Steps

Here are the tasks that are performed on the Canvas page:

To . . .	Click . . .
add a new question	the Create Question drop-down list in the and select a type of question.
change the Default Point Value for questions in the Test	Question Settings and enter a number in the Default point value field. This option is not available for Surveys.
change the name, description, or instructions for the Test or Survey	Edit from the contextual menu next to the first header.
change the order of the questions	the double arrow upper left corner of the question and drag and drop the question to the appropriate position.
change the settings for this Test	Question Settings . The Test Question Settings page appears. Question Settings enable the Instructor to adjust the default point value, options for question feedback and the inclusion of images.
copy a question	Copy in the contextual menu of the question header. The Create/Edit Multiple Choice Question page is displayed, where

To . . .	Click . . .
	changes are made to the copied question. Copied questions retain all of the settings of the original question.
edit a question	Edit in the contextual menu of the question header. Instructors can edit linked questions from the Canvas. Changes made to linked question are reflected everywhere there is a link to that question. Tests that are in progress will not display the changes to a linked question. See Reusing Questions for more information.
delete a question	Remove in the contextual menu of the question header. A confirmation box appears. Removing a question is irreversible.
reuse a question from another Test or Survey	the Reuse Question drop-down list and select Find Questions . See About Find Questions for more information.
create a Random Block	the Reuse Question drop-down list and select Create Random Block . See Creating and Editing a Random Block for more information. This option is not available for Surveys.
preview a question in the Random Block	the preview button next to the question text. The question appears in a separate window. This option is not available for Surveys.
show or hide the questions within the Random Block	the Questions in the Block link. This option is not available for Surveys.

Creating and Editing a Test or Survey

This topic describes how to build and edit a Test or Survey. Once a Test or Survey is built, questions are created or added from existing questions from Tests, Surveys, and Pools.

About the Warning Page

A warning page appears if any students are in the process of taking the Test or have already taken the Test when **Edit** is selected. Certain areas of the Test will not be available to edit if the Test has already been taken by students.

If the Instructor edits an Test after a Student has submitted it, the Student will view the new, edited Test when they view their grade and feedback. They will not view their original Test attempt.

How to Build a Test or Survey and Create New Questions

1. Click **Tests** or **Surveys** on the Tests, Surveys, and Pools area on the Control Panel.
2. Point to **Build Content**.
3. Type a name, description, instructions and click **Submit**.
4. Select a question type from the **Create Question** drop-down button on the Test Canvas.
5. Type the necessary information to create a question and click **Submit**.
6. On the Test Canvas, type the **Point Value** for the question.
7. Repeat **Step 4** through **Step 6** until finished adding questions.
8. Click **Submit**.

How to Edit an Existing Test or Survey

1. Click **Tests** or **Surveys** on the Tests, Surveys, and Pools area on the Control Panel.
2. Point to the Action Link for the Test or Survey to edit.
3. Click **Edit**.
4. Make changes to the Test or Survey.
5. Click **OK**.

Next Steps

- [Reusing Questions](#)
- [Deploying Tests and Surveys](#)

Importing Tests, Surveys, and Pools

Instructors may import Tests, Surveys, and Pools. This is an effective way to share Tests, Surveys, or Pools with other Instructors. Tests, Surveys, and Pools are exported from the system and then imported by another Instructor for use in their Course. Tests, Surveys, and Pools are exported from Blackboard Learn and imported as .ZIP packages.

How to Import a Test, Survey, or Pool

1. Click **Tests, Surveys, and Pools** from Course Tools.
2. Click **Tests, Surveys, or Pools**.
3. Click **Import**.
4. Locate the appropriate file by clicking **Browse My Computer** or **Browse Course Files**.
5. Click **Submit**.

Troubleshooting

Only Test, Survey, and Pool packages exported from Blackboard Learn may be imported. Tests and Surveys created by others, at other institutions, or created with older versions of Blackboard Learn are imported as long as they are in the proper format. See [Uploading Questions](#) for information on formatting the different types of questions that make up Tests, Surveys, and Pools.

Next Steps

- [Creating or Editing a Test or Survey](#)
- [Deploying Tests and Surveys](#)
- [Editing Pools](#)

Deploying Tests and Surveys

Once a Test or a Survey has been created, the next step is to deploy it to users. This is a two step process: adding the Test or Survey to a Content area and then making it available.

About Unavailable Tests

There is a difference between unavailable Tests and deleted Tests. Deleted Tests have been deleted from the Course. Unavailable Tests are added to a Content Area but a link does not appear to Students. Instructors can access the assessment when **Edit Mode** is **ON** and through the Control Panel under Course Tools > Tests, Surveys, and Pools.

Assessment availability is managed on the Test Options page. Assessment availability is limited to a specific time period by setting the **Display After** and **Display Until** fields. The availability can also be open ended by setting only a start date or only an end date. If the link to an assessment is available, but neither date is set, the assessment is immediately and always available.

Before You Begin

Create the Test or Survey. Create new questions or use [Find Questions](#) to copy or link existing questions to the Test or Survey.

How to Add a Test or Survey to a Content Area

1. Navigate to a Content area of the Course.
2. Point to the **Create Assessment** drop-down list and select **Test** or **Survey**.
3. Select a Test or Survey from the **Add Test** or **Add Survey** list.
4. Click **Submit**. The **Test Options** page appears.

How to Make a Test or Survey Available

Test and Survey availability is set after the assessment is added to a Content Area. Availability is managed on the Test Options page.

1. On the Test Options page, click **Yes** to **Make the Link Available** to Users. If this option is set to **No**, it will not appear to Students. Instructors may make the link available, then use the Display After and Display Until fields to limit the amount of time the link appears.
2. Set the following options for the Test:

Option	Function
Add a New Announcement for this Test or Survey	The Announcement will include the date and state "an Assessment has been made available in [Course area that includes the link to the Assessment]". This Announcement will appear in the Course Announcements.
Multiple Attempts	Click the checkbox and select from the following options: <ul style="list-style-type: none">• Select Allow Unlimited Attempts for Students to take the assessment as many times as they wish.• Select Number of Attempts and enter a number to

Option	Function
	indicate a specific number of attempts that is allowed.
Force Completion	Click the Force Completion check box to force users to complete the Test or Survey once it has been launched. Students may not exit the assessment and continue working on it at a later date. The Save button is available for Students to save the assessment as they work through it, but they may not exit and re-enter the Assessment.
Set Timer	Click the Set Timer check box to set a time limit for completing the Test or Survey.
Display After and Display Until	Use the Display After and Display Until date and time fields to define the availability of the Test or Survey. Click both the Display After and Display Until check boxes in order to enable the date and time selections.
Password	Click the Password check box to require a password to access the Test or Survey.

3. Click **Submit**.

How to Control the Presentation of a Test or Survey

The remaining options control the presentation and feedback for an assessment.

Option	Function
Include this Test in Grade Center Score Calculations	Test results can be used in Grade Center calculations by selecting this option. Test scores do not need to be revealed to Students to be used in Grade Center calculation. Self-Assessment Tests are generally not included in Grade Center calculations. If the test is not included, the score will not affect any Grade Center calculations. This Test is also excluded from weighting.
Hide Results for this Test Completely from Instructor and Grade Center	If selected, this Test behaves as a Survey. The display in the Grade Center will read Complete / Incomplete and N/A or zero appears on the Grade Details page. The Instructor will not be able to see any student grades, view answers, aggregate results, or download result details. To protect student privacy, this choice cannot be reversed later without deleting all attempts. This is only available for Tests.
Test or Survey Feedback	Determine the kind of Feedback that is displayed upon completion: <ul style="list-style-type: none"> • Score - presents the final score to Students. This is only available for Tests. • Status - presents the completion status to Students. • Submitted Answers - presents the Student's answers. • Correct Answers - presents the correct answers to the questions. This is only available for Tests. • Feedback - presents the question feedback to the Student. This

Option	Function
	is only available for Tests.
Presentation Mode	<p>All at Once - Present the entire assessment on one screen. Students scroll through all the questions and can move up and down from question to question. If this is selected, Prohibit Backtracking cannot be selected.</p> <p>OR</p> <p>One at a Time - Displays one question at a time. The screen includes navigation tools to move between questions. The Submit button will only appear on the last page of the assessment. Prohibit Backtracking and Randomize Questions may be selected.</p>
Prohibit Backtracking	Click the check box to prevent Users from going back to questions they have already answered. If backtracking is prohibited, questions will be presented one at a time and the buttons <<, <, or >> do not appear to Users during the Test or Survey.
Randomize Questions	Click to display questions in a random order each time the Test or Survey is taken.

Next Steps

- [About Test/Survey Status](#)
- [Entering Grades](#)
- [Changing Grades](#)
- [Deleting and Reverting Grades](#)

About Test and Survey Status

The Test/Survey Status Indicator is a tool to provide users with a quick up-to-date look at their progress (complete or incomplete questions) in an assessment at all times.

The **Save Answer** button next to each question provides a visual reminder to Students to save their work periodically.

Completion status of assessment questions is displayed at the top of the page when a Student is taking an assessment. The status of which questions have been answered is displayed at the top of the page, just below the Instructions box. The Test/Survey Status indicator remains at the top of the page while the user scrolls down through the assessment.

When the user answers a question and moves on to the next question in a question-by-question assessment, the status box is updated to show that the previous question was answered. If the user does not answer a question and moves on to the next question, the status box shows that the previous question was not answered. The user can navigate between questions by clicking on the question number in the status indicator. This is applicable only to Tests deployed all at once or question by question where backtracking is permitted.

While taking an all-at-once assessment, the user will be able to use a **Save** button to the right of each question to save this specific question without scrolling to the bottom of the page to save.

Saving either a single question or all of the questions that have been answered (with the **Save** button at the bottom of the page) changes the status indicator to show which questions have been completed.

About Surveys

The Survey Manager lists all existing surveys, where they are deployed, and the date they were last edited. From this page, surveys are built, edited, imported, exported, copied, and deleted. Surveys differ from Tests in the following ways:

- Questions on Surveys cannot be assigned points
- Surveys cannot include Random Blocks of questions
- Feedback cannot be included with questions
- Surveys cannot be graded
- Survey questions cannot be categorized
- Questions that are uploaded may not include correct and incorrect answers.

How to Build a Survey

1. Click **Tests, Surveys, and Pools** from Course Tools.
2. Click **Surveys**.
3. Click **Build Survey**. The Survey Information page appears.

How to Import a Survey

1. Click **Tests, Surveys, and Pools** from Course Tools.
2. Click **Surveys**.
3. Click **Import Survey**. The [Survey Import](#) page appears. Surveys may be imported from a local file or from Content Management. Surveys must be imported from files that were exported from Blackboard Learn.

Contextual Menu Options

Option	Function
Edit	The Survey Canvas page appears.
Export	The Open Export file box appears. Surveys may be exported to the local computer or to Content Management.
Copy	The Survey is automatically copied and appears in the list on the page. The copied Survey has the same name as the original with a number added. Example: (filename)(1) .
Delete	A confirmation box appears. Removing a Survey is irreversible. This option does not appear for tests that have been deployed.

Next Steps

- [Creating or Editing a Test or Survey](#)
- [Deploying Tests and Surveys](#)

About the Pool Manager

The Pool Manager allows Instructors to store questions for repeated use.

The Pool Manager functions in the same way as the **Tests** page and offers similar options for creating and managing Pools. The difference between Pools and Tests is that Tests are added to Content areas for users to view and complete. Pools are question repositories. Pool questions cannot be presented to Students unless they are included in a Test.

Pools also differ from Tests in the following ways:

- Random Blocks cannot be added to Pools.
- Pool questions do not have point values associated with them. When a Pool question is added to a Test the Instructor can assign a point value.

Warning Page

A warning appears when **Edit** is selected for a Pool if any Students are in the process of taking a Test or have already taken a Test that includes questions from that Pool. Certain areas of the questions will not be available for modification if the Test has already been taken by Students.

When questions are selected from a Pool to be included in a Test links are created between the Test and the Pool for those questions. Instructors should not make changes to Pool questions that have been deployed in a Test once Students have begun taking the Test. If the Instructor edits a Pool question after a Student has submitted a Test it was included on, the Student will view the new, modified question when they view their grade and feedback. They will not view the original question.

How to Build a Pool

1. Click **Tests, Surveys, and Pools** from Course Tools.
2. Click **Pools**.
3. Click **Build Pool**. See [About the Pool Canvas](#) for more information.

How to Import a Pool

1. Click **Tests, Surveys, and Pools** from Course Tools.
2. Click **Pools**.
3. Click **Import Pool**.
4. Click **Browse My Computer** or **Browse Course Files** to locate the file.
5. Click **Submit**. See [Importing Tests, Surveys, and Pools](#) for more information.

Contextual Menu Options

Option	Function
Edit	The Pool Canvas page appears.
Export	The Open Export file box appears. Pools may be exported to the local computer or to Content Management.

Option	Function
Copy	The Pool is automatically copied and appears in the list on the page. The copied Pool has the same name as the original with a number added. Example: (filename)(1) .
Delete	A confirmation box appears. Removing a Pool is irreversible. This option does not appear for Pools that have questions present in deployed Tests or Surveys.

Next Steps

- [About the Pool Canvas](#)
- [Importing Tests, Surveys, and Pools](#)
- [Creating or Editing a Test or Survey](#)
- [Creating or Editing a Random Block](#)

Creating and Editing Pools

The Pool Canvas page presents an inventory of questions. Instructors can edit the Pool name and instructions, create or edit questions, and upload questions. Instructors can use the check boxes to select any or all questions and then delete them or change the point values.

When Instructors are creating Pool questions that are intended for use in Surveys, correct answers must be added during question creation. These answers will be ignored once the question is added to a Survey. This function enables the questions to be used in Tests as well as Surveys at a later time.

How to Build a Pool

1. Select **Tests, Surveys, and Pools** in the Course Tools area of the Control Panel.
2. Click **Pools**.
3. Click **Build Pool**.
4. Complete the **Pool Information** page and select **Submit**.
5. Add questions to the pool.
6. Click **OK** when finished.

How to Edit Existing Pools

1. Select **Tests, Surveys, and Pools** in the Course Tools area of the Control Panel.
2. Click **Pools**.
3. Click **Edit** in the Contextual Menu for an existing Pool.
4. Add or delete questions.
5. Click **OK** when finished.

Next Steps

Here are the tasks that are performed on the Pool Canvas page:

To . . .	click . . .
create a new question	the Create Question drop-down list in the and select a type of question.
change the Default Point Value for questions in the Pool	the appropriate field in the Default Points column and type a new point value. Press Type or click the check mark icon.
change the name, description, or instructions for the Pool	Edit from the contextual menu next to the first header.
change the order of the questions	the double arrow in the upper left corner of the question and drag and drop the question to the appropriate position.
change the settings for this Pool	Question Settings . Question Settings enable the Instructor to adjust the default point value, options for question feedback and the

To . . .	click . . .
	inclusion of images. See Question Settings for more information.
copy a question	Copy in the contextual menu of the question header. The Create/Edit Multiple Choice Question page is displayed, where changes are made to the copied question. Copied questions retain all of the settings of the original question.
edit a question	Edit in the contextual menu of the question header. Instructors can edit linked questions from the Pool Canvas. Changes made to linked question are reflected everywhere there is a link to that question. Tests that are in progress will not display the changes to a linked question.
preview a question	Preview in the contextual menu of the question header. The question appears in a separate window.
delete a question	Delete in the contextual menu of the question header. A confirmation box appears. Removing a question is irreversible.
reuse a question	Find Questions. See Reusing Questions for more information.

About Find Questions

Instructors can use the Find Questions page to filter and select questions when adding individual questions or a Random Block to a test. The page is comprised of the Active Filter and the Shopping List. The Active Filter is a dynamic list that changes automatically as criteria are selected or deselected. The Shopping List displays all of the selected questions in one place, eliminating the need to scroll up and down long lists of questions.

How to Browse Criteria

1. Point to **Reuse Question** and select **Find Questions**.
2. Click the criteria links to display all the questions associated with that criteria.
3. Select questions from the criteria.
4. Click **Submit**.

As criteria are selected from the Browse Criteria section, the relevant questions are displayed in the Active Filter. The selected criteria are displayed above the Active Filter as a reference. Use the following criteria links to search for questions:

- **Pools** - All the pools that the Instructor can access.
- **Tests** - All the tests that the Instructor can access.
- **Question types** - All of the questions that are created through the Test Canvas.
- **Categories** - All of the categories that Instructors create.
- **Topics** - All of the topics that Instructors create.
- **Levels of Difficulty** - All the Levels of Difficulty that Instructors create.
- **Keywords** - All the Keywords that Instructors create.

Questions that are selected through this process are displayed in the Shopping List at the bottom of the page. Click **Show List** to view all the questions that have been selected. Click **Hide List** to minimize the list. Questions are deleted from the Shopping List by clicking the red **X** link next to the question. This action does not delete the question.

Next Steps

- [Creating and Editing a Test or a Survey](#)
- [Finding Questions](#)

Reusing Questions

Instructors can reuse questions by using the Find Questions page, which contains every question from all existing tests, surveys, and pools in the Course.

Copying and Linking to Questions

When using the Find Questions page, Instructors can choose to **Copy a Question** from an existing test to a new test, or **Link to the original question** in the new test. The difference is that if a linked question is changed, those changes are reflected everywhere a link to that question occurs. Questions that are linked display an icon that indicates they are used in other tests. Alternatively, when the question is copied, changes made to one instance of the question are not reflected in the other instances. Copy is the default selection.

Selected Questions

Questions that are selected through this process are displayed at the bottom of the page. Click **Show List** to view all the questions that have been selected. Click **Hide List** to minimize the Selected Questions. Questions are deleted from the Selected Questions list by clicking the red **X** link next to the question. This action does not delete the question.

How to Find Existing Questions and Add them to a Test or Survey

1. Point to the **Reuse Question** drop-down list and select **Find Questions**. The **Find Questions** pop-up window appears.
2. Choose a method for adding questions, **Copying** or **Linking**. The difference between the two, is that if a linked question is changed, those changes are reflected in every test and survey where that question appears. Once you have selected a question, you can change this option before adding the question to a test or survey. **Note:** The option to change the method is located above the table of questions. Select the correct option before you add the questions to the test.
3. Expand one or all of the following criteria: **Pools, Tests, Question Types, Categories, Topics, Levels of Difficulty, or Keywords**.
4. Use the **Search Current Results** field to narrow the search.
5. Select the questions to add using the check boxes.
6. Click **Submit**. The Question will be added to your Test or Survey as a Copy or a Link.

Creating and Editing a Random Block

Random Blocks are groups of questions that can be presented in a random fashion determined by the Instructor. Random Blocks are created by finding and selecting questions, deciding on the number of points per question, and then determining the number of questions to display to the user.

Questions that are selected through this process are displayed in the Shopping List at the bottom of the window. Click **Show List** to view all the questions that have been selected. Click **Hide List** to minimize the Shopping List. Questions are deleted from the Shopping List by clicking the red **X** link next to the question. This action does not delete the question.

Before You Begin

Here are some things to keep in mind when creating a Random Block:

- If the number of questions to display are less than the list of questions, 3 of the 50 used, the questions are randomly distributed, so each student may be looking at a different set of 3 questions.
- The Instructor can choose to have the same number of questions to display as there are selected, 50 of the 50, in which the Students all view the same questions.
- It is not possible to add a Random Block of questions from another Test or Survey.
- Random Blocks cannot be included in a Survey or a Pool.

How to Create a Random Block of Questions for a Test

1. Select **Create Random Block** from the **Reuse Question** drop-down list.
2. Expand one or all of the following criteria: **Pools, Tests, Question Types, Categories, Topics, and Levels of Difficulty**.
3. Use the **Search Current Results** field to narrow the search.
4. Select the questions to add using the check boxes.
5. Click **Submit**.

How to Edit a Random Block of Questions

Random Blocks are edited from the Test Canvas once they have been added to a test.

To...	Click...
delete the Random Block	Delete from the Contextual Menu for the Random Block heading. This action does not delete the questions themselves.
show or hide the questions within the Random Block	the Questions in the Block link.
delete questions from the Random Block	the check box for the question and click Remove Question .
add questions to the Random Block	Add Questions . Select questions from the Create Random Block page.

To...	Click...
preview a question in the Random Block	the preview button next to the question text. The question appears in a separate window.
change the number of questions to display in the Random Block	the number next to Number of Questions to display. Type a number in the Questions to display in the block field and click Submit .
change the point value of the questions in the Random Block	the number next to Points per question. Type a number in the Update points field and click Submit .

Next Steps

- [About Question Settings](#)
- [Creating and Editing a Test or Survey](#)
- [Deploying a Test or Survey](#)

Question Sets

A Question Set is a collection of questions retrieved from selected Tests and Pools. From this set, you specify how many questions to display. The specific questions displayed are randomly chosen for each time the test is taken.

For each question set, you can specify:

- The pools and tests from which it will be drawn
- The type of questions to be drawn
- The number of questions to be drawn

If the number of questions to be displayed is less than the list of questions (example: 3 out of 50), then the questions are randomly distributed so that each user may be viewing a different set of three questions. The Instructor can choose to display the same questions to all users by selecting all the questions listed.

Creating Question Sets

1. Create or access the test.
2. On the Test Canvas page, point to **Reuse Question**.
3. Select **Create Question Set**.
4. On the Create Question Set page, search for questions using the **Browse Criteria**.
5. Select the questions to include in the test. Select the checkbox in the header row to select all questions.
6. Review your selected questions.
7. Click **Submit**.

Adding More Questions

To add more questions after the initial submission, expand the Questions in the Set and click **Add Questions**.

More Information

Enter the total number of questions to display to students. To ensure students are presented with a question set each time, enter a number less than the total number of questions.

Enter a point value per question. The point value you enter will be assigned to every question in the set. You cannot assign separate point values for individual questions in the same question set.

Note: When you add questions to a test using the Question Set feature, each question is linked. The questions do not exist in the test. Therefore, if you change an original question, the revised version of the question will be displayed. Once the test with the linked question is deployed, the questions will no longer reflect revisions made to the original.

About Question Settings

The Question Settings page allows Instructors to adjust settings for a Test, Survey or Pool. The Specify default point values for questions option is not available for Pools or Surveys and the Add Categories to questions option is not available for Surveys.

Default Point Value

Instructors must set the Default Point Value before creating questions for it to be effective. If the default point value is changed, only questions created after the change will have the new point value. Questions created before the modification will have the old point value.

How to Change Question Settings

1. Select **Tests, Surveys, and Pools** in the Course Tools area of the Control Panel.
2. Click **Tests** or **Surveys**, or **Pools**.
3. Select an existing **Test, Survey, or Pool**.
4. Click **Question Settings**.
5. Make changes to the following fields:

Field	Description
Provide feedback for individual answers	Select this check box to include the option to enter feedback for individual answers rather than just one set of feedback for correct or incorrect answers. Individual feedback cannot be provided for answers in True/False questions, Multiple Answer questions, Ordering and Matching questions.
Add images, files, and external links to questions	Select this check box to include the option to attach images, files, and URLs to questions.
Add images, files, and external links to answers	Select this check box to include the option to attach images and files to answers.
Add categories, topics, levels of difficulty, keywords and instructor notes to questions	Select this check box to include the option to create categories for questions. This option also enables Instructors to add keywords to questions. When searching for questions from a Question Pool or other Tests, Instructors may search for questions by category and keyword. This option is not available for Surveys.
Specify default points when creating questions	Select this option and all questions will automatically have the same point value. Type the point value in the Default point value field. This only sets a default. This is not available for Surveys or Pools.
Specify partial credit options for answers	Select this option to make partial credit available for questions included in this Assessment. If selected, an option to give partial credit appears when questions are created.

Field	Description
Provide option to assign questions as extra credit	Select this option to make extra credit available for questions included in this Assessment. If selected, an extra credit option appears when each question is created. If this option is selected points are added to the score if the question is answered correctly; no points are taken away if the questions are answered incorrectly.
Specify random ordering of answers	Select this option to include the option for display answers in random order.
Specify the horizontal or vertical display of answers	Select this option to include the option to display answers horizontally or vertically.
Specify numbering options for answers	Select this option to include the option for numbering the answers.

6. Click **Submit**.

About Question Metadata

Instructors can create Metadata values for questions to help organize them for future use. The Metadata values created in one question can be used when creating other questions in the same Course. These Metadata values are used to help search for questions to reuse on the Find Questions page. Questions can have the following metadata values added to them:

- Categories
- Topics
- Levels of Difficulty
- Keywords

Before You Begin

The Question Metadata options are only available if **Add categories, topics, levels of difficulty, and keywords to questions** are selected in **Question Settings**.

Example

An Instructor creates the following True/False question: **The capital of Slovenia is Ljubljana.**

The following metadata can be applied to the question:

- **Category:** Geography
- **Topic:** Former Yugoslavia
- **Levels of Difficulty:** Low
- **Keywords:** World Capitals

This question appears in the Active Filter on the Find Questions page when Geography, Former Yugoslavia, or Low is selected. See [About Find Questions](#) for more information.

How to Add Metadata to a Question

1. Select **Tests, Surveys, and Pools** in the Course Tools area of the Control Panel.
2. Create a new Test or select **Edit** from the contextual menu for an existing Test.
3. Create a new question by using the **Create Question** drop-down list or select **Edit** next to an existing question.
4. In section 5, click **Add**.
5. Type a new category, topic, level of difficulty, or keyword in the field and click **OK**.
6. Click **Choose from Existing** to select an existing category, topic, level of difficulty, or keyword.
7. Click **Submit** when finished.

How to Manage Question Metadata

1. Select **Tests, Surveys, and Pools** in the Course Tools area of the Control Panel.
2. Create a new Test or select **Edit** from the contextual menu for an existing Test.

3. Select a new question from the **Create Question** drop-down list, or select **Edit** from the contextual menu for an existing question.
4. To delete a category, topic, level of difficulty, or keyword, click the **X** icon next to the metadata element.
5. To add another category, topic, level of difficulty, or keyword, click **Add**. Type a new category, topic, level of difficulty, or keyword in the field and click **OK**.
6. Click **Submit** when finished.

Uploading Questions


Instructors may upload files containing questions into a Test, Survey, or Pool.

Before You Begin

The following information is important to note when uploading questions:

- Once uploaded, questions are manipulated like other questions created within the Assessment.
- Questions that contain an error will fail to upload. Questions without errors will upload successfully.
- The system does not check for duplicate questions. It is up to the Instructor to manage this aspect of the Assessment questions.

The questions in the uploaded file must match the [file structure](#) explained in this topic. The file may include Essay, Ordering, Matching, Fill in the Blank, Multiple Choice, Multiple Answer, and True/False questions.

	Note: This feature is not available in Blackboard Learn– Basic Edition.
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Point Value


When questions are uploaded they automatically default to the point value they were assigned when exported. If a default value has not been chosen in Question Settings questions will automatically have a point value of '0' and Instructors must then enter a point value for each question.

How to Upload Questions

1. Click **Upload Questions** on the **Test Canvas** or **Survey Canvas** page.
2. Click **Browse** and locate the file.
3. Type a number in the **Points per question** field.
4. Click **Submit**.

File Structure

Questions in the file must conform to a specific structure to be uploaded to an Assessment successfully. Each field in the file is separated by a tab and each row is a separate question.

	<p>Note:When uploaded to a Survey, the correct/incorrect answer Assignment is ignored, but the file must follow the same format as described for Tests and Pools.</p>
---	--

Question Type	Structure
Multiple Choice	'MC' TAB question text (TAB answer text TAB 'correct' or 'incorrect') Text within () may be repeated for each of the answers that are part of the Multiple Choice question. The maximum number of answers is 20.
Multiple Answer	'MA' TAB question text (TAB answer text TAB 'correct' or 'incorrect') Text within () may be repeated for each of the answers that are part of the Multiple Answer question. The maximum number of answers is 20.
True/False	'TF' TAB question text TAB 'true' or 'false'
Essay	'ESS' TAB question text TAB [example] Text within [] is optional. The Instructor may choose to add a sample essay question or leave this blank.
Ordering	'ORD' TAB question text (TAB answer text) Text within () may be repeated for each of the answers that are part of the Ordering question. The maximum number of answers is 20. The order entered in the file is the correct order. The system will randomly order the answers.
Matching	'MAT' TAB question text (TAB answer text TAB matching text) Text within () may be repeated for each of the answers that are part of the Matching question. The maximum number of answers is 20. The system will randomly order the answers and their question. When uploading a matching question, there must be a one-to-one relationship between questions and answers. If not, correct answers may be marked incorrect if more than one answer has the same value.
Fill in the Blank	'FIB' TAB question text (TAB answer text) Text within () may be repeated for each of the answers that are part of the Fill in the Blank question. The maximum number of answers is 20.
File Response	'FIL' TAB question
Numeric Response	'NUM' TAB question TAB answer TAB [optional]tolerance
Short Response	'SR' TAB question TAB sample_answer
Opinion/Likert Scale	OP TAB question
Multiple Fill-in-the-Blank	FIB_PLUS TAB question TAB variable1 TAB answer1 TAB answer2 TAB variable2 TAB answer3 The format consists of a list of variable-answers where each variable-answer

Question Type	Structure
	is composed of the variable name and a list of correct answers for that variable. variable-answers are delimited by an empty field.
Jumbled Sentence	<p>JUMBLED_SENTENCE TAB question TAB choice1 TAB variable1 TAB choice2 TAB TAB choice3 TAB variable2</p> <p>The format consists of a list of choices-answers where each choice-answer consists of the choice followed by the list of variables for which that choice is the correct answer. An empty field indicates the end of a choice answer. A choice immediately followed by an empty field indicates that choice is not the correct answer for any variable.</p>
Quiz Bowl	<p>QUIZ_BOWL TAB question TAB question_word1 TAB question_word2 TAB phrase1 TAB phrase2</p> <p>The format consists of a list of valid question words followed by an empty field and a list of valid answer phrases.</p>

Calculated Formula Questions

A Calculated Formula question contains a formula, the variables of which are set to change for each user. The variable range is created by specifying a minimum value and a maximum value for each variable. Answer sets are randomly generated. The correct answer is a specific value or a range of values. Partial credit may be granted for answers falling within a range.

Before You Begin

Adding a calculated question to an Assessment is a three step process:

- Create the question and formula
- Define the values for the variables
- Confirm the variables and answers.

Since this question allows the Instructor to randomize the value of variables in an equation it may be useful when creating math drills to when giving a test when Students are seated close together.

How to Create the Question and Formula

The question is the information presented to Students. The formula is the mathematical expression used to find the answer. Remember to enclose variables in square brackets.

1. Open the Test Canvas for a test.
2. Select **Calculated Formula** from the **Create Question** drop-down list.
3. Type the information that will display to Students in the **Question Text** box. Surround any variables with square brackets, for example, [x]. The value for this variable will be populated based on the formula. In the example $[x] + [y] = z$, [x] and [y] will be replaced by values when shown to Students. Students would be asked to define z. Variables should be composed of alphabets, digits (0-9), periods (.), underscores (_) and hyphens (-). All other occurrences of the opening rectangular brace ("[" character should be preceded by the back-slash ("\") character. Variable names must be unique and cannot be reused.
4. Define the formula used to answer the question in the **Answer Formula** box. For example, $x + y$. Operations are chosen from the buttons across the top of the **Answer Formula** box.
5. Set the **Answer Range**. This defines which submitted answers will be marked correct. If the exact value must be entered, enter 0 and select **Numeric** from the drop-down list. If the answer can vary, enter a value and select **Numeric** or **Percent**. **Numeric** will mark every answer as correct that falls within a range of plus or minus the **Answer Range** from the exact answer. **Percent** will mark every answer as correct that falls within a percentage of plus or minus the **Answer Range** from the exact answer.
6. Click the **Allow Partial Credit** check box to allow partial credit for answers that fall outside the correct **Answer Range**.
7. Set the range for partial credit by entering a value and selecting **Numeric** or **Percent** for the **Partial Credit Range**. Answers falling within this range will receive a portion of the total points possible for the question equal to the **Partial Credit Points Percentage**.
8. Type a value for the **Partial Credit Points Percentage**.

9. Click the **Units Required** check box to require that correct answers must include the correct unit of measurement, for example, Seconds or Grams.
10. Type the correct unit of measurement in the **Answer Units** field.
11. Click the **Units Case Sensitive** check box to require that correct answers are case sensitive. The answer may still receive partial credit if the unit of measurement is not correct.
12. Type a percentage in **Unit Points Percentage**. The unit of measurement will account for that percentage of the total credit.
13. When finished with the question, click **Next** to proceed.

How to Define the Variables

The next page in the three step process defines the variables in the formula.

1. Type a **Minimum Value** and a **Maximum Value** for each variable.
2. Select a decimal place using the **Decimal Places** drop-down list.
3. Under **Answer Set Options**, select the **Decimal places for answer** from the drop-down list. Users must provide the correct answer to this decimal place.
4. Type the **Number of Answer Sets**. The Answer Sets will be randomized so that different Students will be presented with a different set of variables.
5. Click **Calculate** to reset the variables after making a change or click **Go Back** to return to the previous page.

How to Confirm the Variables and Answers

The last step in the process displays the Answer Sets in a table. Advanced features for questions, such as **Feedback** and **Categories and Keywords** are defined by the Creation Settings of the Test.

1. Edit or delete any unwanted answer sets and click **Calculate**.
2. Type the **Correct Response Feedback** that appears in response to a correct answer and the **Incorrect Response Feedback** for an incorrect answer. If partial credit is allowed, answers that are partially correct will receive the feedback for an incorrect answer.
3. Add [Question Metadata](#) in the **Categories and Keywords** section.
4. Click **Submit** to add the question to the test.

Example

Here is an example of a Calculated Formula question as it appears to students:

If a small glass contains 8 ounces of water, and a large glass contains 12 ounces of water, what is the total number of ounces in 4 large and 3 small glasses of water?

Calculated Numeric Answer Questions

A Calculated Numeric question asks the user to submit a numeric answer to a question. It resembles a fill-in-the-blank question where the correct answer is a number. The correct answer is a specific number or within a range of numbers. Please note that the answer must be numeric, not alphanumeric.

How to Create a Calculated Numeric Response Question

1. Open the Test Canvas for a test.
2. Select **Calculated Numeric** from the **Create Question** drop-down list.
3. Type the **Question Text**.
4. Type the **Correct Answer**. This value must be a number.
5. Type the **Answer Range**. If the answer must be exact for Students to receive credit, enter 0. Any value that is less than or more than the **Correct Answer** by less than the **Answer Range** value will be marked as correct.
6. Type the **Correct Response Feedback** that appears in response to a correct answer and the **Incorrect Response Feedback** for an incorrect answer. If partial credit is allowed, answers that are partially correct will receive the feedback for an incorrect answer.
7. Click **Submit**.

Example

Here is an example of a Calculated Numeric question as it appears to students:

If the average human body temperature under normal conditions ranges between 35.5 and 36.5 degrees Celsius, what is the average human body temperature in degrees Fahrenheit?

Either/Or Questions

Users are presented with a statement and asked to respond using a selection of pre-defined two-choice answers, such as:

- Yes/No
- Agree/Disagree
- Right/Wrong

This question type is very useful in Surveys to gauge user's opinions. It is a slight variation on the True/False question type, except more descriptive and meaningful answers may be used.

How to Create an Either/Or Question

1. Open the Test Canvas for a test.
2. Select **Either/Or** from the **Create Question** drop-down list.
3. Type the **Question Text**.
4. Select a pair of **Answer Choices** from the drop-down list.
5. Select the **Correct Answer**.
6. Type the **Correct Response Feedback** that appears in response to a correct answer and the **Incorrect Response Feedback** for an incorrect answer. If partial credit is allowed, answers that are partially correct will receive the feedback for an incorrect answer.
7. Click **Submit**.

Example

Here is an example of an Either/Or Question:

Hamlet's famous monologue, "To be or not to be...", is a meditation on suicide.

Agree/Disagree

File Response Questions

Users upload a file from the local drive or from Content Management as the answer to the question. This type of question is graded manually. This question type enables Students to work on something before a test and submit it with a test, particularly if it requires a large amount of text. Submitting the answer this way allows the Instructor to read and grade the question without worrying that the browser will time out.

[Short Answer](#) and [Essay](#) questions may also be used for questions that may require a shorter answer from a Student. These questions types must also be manually graded. Other Question types that allow user input are [Fill in the Blank](#) and [Fill in Multiple Blank](#).

How to Create a File Response Question

1. Open the Test Canvas for a test.
2. Select **File Response** from the **Create Question** drop-down list.
3. Type the **Question Text**.
4. Type the **Correct Response Feedback** that appears in response to a correct answer and the **Incorrect Response Feedback** for an incorrect answer. If partial credit is allowed, answers that are partially correct will receive the feedback for an incorrect answer.
5. Click **Submit**.

Example

Here is an example of a File Response question:

Create a diagram of a simple relational database. Upload this file in JPEG format.

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5. Click **Submit**.

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Fill In Multiple Blanks Questions

This question type builds on fill-in-the-blank questions with multiple fill in the blank responses that are inserted into a sentence or paragraph. Separate sets of answers are defined for each blank. This question type may be used if there are multiple variables, such as "What color is the Italian flag?" This question type is also useful in foreign language classes. In this case the identifier and adjective may be left blank in a sentence, so as not to give away the gender of an object.

How to Create a Multiple Fill-in-the-Blanks Question

1. Open the Test Canvas for a test.
2. Select **Fill In Multiple Blanks** from the **Create Question** drop-down list.
3. Type the **Question Text**. Type each blank as a variable surrounded by square brackets. For example, William [blank_1] wrote Romeo and [blank_2]. Variables should be composed of alphabets, digits (0-9), periods (.), underscores (_) and hyphens (-). All other occurrences of the opening rectangular brace ("[" character should be preceded by the back-slash ("\") character. Variable names must be unique and cannot be reused.
4. Click **Next**.
5. Select the **Number of Answers** for each variable.
6. Type the **Correct Response Feedback** that appears in response to a correct answer and the **Incorrect Response Feedback** for an incorrect answer. If partial credit is allowed, answers that are partially correct will receive the feedback for an incorrect answer.
7. Click **Next**.
8. Type the **Correct Response Feedback** that appears in response to a correct answer and the **Incorrect Response Feedback** for an incorrect answer. If partial credit is allowed, answers that are partially correct will receive the feedback for an incorrect answer.
9. Add [Question Metadata](#) in the **Categories and Keywords** section.
10. Click **Submit**.

Example

Here is an example of a Fill in Multiple Blanks question:


In first aid, the mnemonic ABC stands for _____, _____, and _____.

Fill in the Blank Questions

Fill in the Blank answers are evaluated based on an exact text match. Accordingly, it is important to keep the answers simple and limited to as few words as possible. Answers are not case sensitive, but are evaluated based on spelling. Consider the following tips when creating Fill in the Blank questions and answers:

- Provide answers that allow for common spelling errors.
- Provide answers that allow for abbreviations or partial answers.
- Create the question that indicates to Students the best way to answer the question.
- Phrase the question so there is only one answer

Try to keep answers limited to one word to avoid mismatched answers due to extra spaces or order of answer terms. If the answer may be more than one word, list all possibilities as answers. For example, if Benjamin Franklin is the answer, include Benjamin Franklin, Franklin, and Ben Franklin as correct answers.

	Note: Use the Fill in Multiple Blanks question type to create a question with multiple answers.
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How to Create a Fill in the Blank Question

1. Open the Test Canvas for a test.
2. Select **Fill in the Blank** from the **Create Question** drop-down list.
3. Type the **Question Text**.
4. Select a **Number of Answers** from the drop-down list.
5. Type an answer for each **Answer** field.
6. Type the **Correct Response Feedback** that appears in response to a correct answer and the **Incorrect Response Feedback** for an incorrect answer. If partial credit is allowed, answers that are partially correct will receive the feedback for an incorrect answer.
7. Click **Submit**.

Example

Here is an example of a Fill in the Blank question:

_____ is the silicate mineral with the lowest melting temperature and the greatest resistance to weathering, and as a result, it makes up the great bulk of sand-sized particles.

Hot Spot Questions

Users indicate the answer by marking a specific point on an image. A range of pixel coordinates is used to define the correct answer. Hot Spot refers to the area of an image that, when selected, yields a correct answer.

The following are some examples of uses for this type of question:

- Anatomy - to locate different parts of the body
- Geography - to locate areas on a map
- Foreign Language - to select different articles of clothing

How to Create a Hot Spot Question

1. Open the Test Canvas for an assessment.
2. Select **Hot Spot** from the **Create Question** drop-down.
3. Type the **Question Text**.
4. Click **Browse My Computer** or **Browse Course Files** under the **Upload Image** heading and select the image file. Make sure to upload the image in the correct field. Remember that **Creation Settings** allows uploading a file as part of the **Question Text**.
5. Click **Next**. The uploaded image will appear.
6. Click the mouse and drag it to create a rectangle over the correct answer. When Students select a point within the rectangle they will receive credit for a correct answer. The area of the hot spot is defined by pixels.
7. Click **Clear** to delete the hot spot and define a new hot spot.
8. Type the **Correct Response Feedback** that appears in response to a correct answer and the **Incorrect Response Feedback** for an incorrect answer. If partial credit is allowed, answers that are partially correct will receive the feedback for an incorrect answer.
9. Click **Submit**.

Example

Here is an example of a Hot Spot question:



Jumbled Sentence Questions

Users are shown a sentence with parts of the sentence as variables. The user selects the proper answer for each variable from drop-down lists to assemble the sentence. Only one set of answers is used for all of the drop-down lists. For example, this type of question may be useful when teaching about proper grammatical order in a sentence, such as the location of a noun, verb, or adjective,

How to Create a Jumbled Sentence Question

1. Open the Test Canvas for a test.
2. Select **Jumbled Sentence** from the **Create Question** drop-down list.
3. Type the **Question Text**. Type each blank as a variable surrounded by square brackets. Variables should be composed of alphabets, digits (0-9), periods (.), underscores (_) and hyphens (-). All other occurrences of the opening rectangular brace ("[" character should be preceded by the back-slash ("\") character. Variable names must be unique and cannot be reused.
4. Select the **Number of Answers** and enter a value for each. These values will appear in a drop-down list for each variable when users view the question. Type the answers in the order they should display to Students in the drop-down.
5. Click **Next**.
6. The question will appear with the drop-down lists in place of the variables. Select the correct answers.
7. Type the **Correct Response Feedback** that appears in response to a correct answer and the **Incorrect Response Feedback** for an incorrect answer. If partial credit is allowed, answers that are partially correct will receive the feedback for an incorrect answer.
8. Click **Submit**.

Example

Here is an example of a Jumbled Sentence question:

An essential tenet of first aid, is that when you find an unconscious person, you first _____, then _____, and finally _____.

- make them aware of your presence by shaking their hand
- ensure their airway is clear
- check their breathing
- move the person so that their head is sitting on their knees
- check their circulation
- check for awareness by asking their name and today's date

Matching Questions

Matching questions allow Students to pair items in one column to items in another column. Instructors may include a different numbers of questions and answers in a Matching question. For example, the question may include a list of animals and a list of food they eat (herbivore, carnivore, omnivore). The users would match each animal with their diet.

Students are granted partial credit for matching questions if they answer part of the question correctly. For example, if the question is worth eight points and the Student gives the correct answers for half of the matches, they will receive four points.

How to Create a Matching Question

1. Open the Test Canvas for an assessment.
2. Select **Matching** from the **Create Question** drop-down list.
3. Type the **Question Text**.
4. Select options for question layout and partial credit.
5. Select the **Number of Questions** and enter the text for each question. The number of questions and answers may be uneven. For example, the Instructor may include extra answers to make the question more difficult.
6. Select the **Number of Answers** and enter the text for each answer.
7. Click **Next**.
8. Match each **Question** with the correct **Answer**.
9. Type the **Correct Response Feedback** that appears in response to a correct answer and the **Incorrect Response Feedback** for an incorrect answer. If partial credit is allowed, answers that are partially correct will receive the feedback for an incorrect answer.
10. Add [Question Metadata](#) in the **Categories and Keywords** section.
11. Click **Submit**.

Example

Here is an example of a Matching question:

Match each term with its definition.

Deposition

Erosion

Lithification

Weathering

- A. The chemical alteration and breakdown of rock
- B. The conversion of sediment to rock
- C. The dropping of sediment into a long-term reservoir
- D. The picking up and carrying away of sediment

Multiple Answer Questions

Multiple answer questions allow users to choose more than one answer. The number of answer choices is limited to 20. This type of question may be used when more than one answer is correct. For example, in the medical field, this type of question may be used to select symptoms associated with a medical condition.

How to Create a Multiple Answer Question

1. Open the **Test Canvas** for a test.
2. Select **Multiple Answer** from the **Create Question** drop-down list.
3. Type the **Question Text**.
4. Select the **Number of Answers** from the drop-down list.
5. Complete the **Answer** text box for each answer.
6. Select the correct answers by clicking the **Correct** check box for each answer.
7. Type the **Correct Response Feedback** that appears in response to a correct answer and the **Incorrect Response Feedback** for an incorrect answer. If partial credit is allowed, answers that are partially correct will receive the feedback for an incorrect answer.
8. Click **Submit**.

Example


Here is an example of a Multiple Answer question:

Which of the following are viable methods for traveling from London to Paris?

- a. flying
- b. ferry
- c. walking
- d. rail

Multiple Choice Questions

Multiple-choice questions allow the users a multitude of choices with only one correct answer. In multiple-choice questions, users indicate the correct answer by selecting a radio button. The number of answer choices is limited to 20.

	Note: Use the Multiple Answer question type to create multiple choice questions with more than one answer.
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How to Create a Multiple Choice Question

1. Open the **Test Canvas** for a Test.
2. Select **Multiple Choice** from the **Create Question** drop-down list.
3. Type the **Question Text**.
4. Select the **Number of Answers** from the drop-down list.
5. Type an **Answer** in each field.
6. Select the **Correct** answer by clicking the appropriate option. Only one correct answer is selected.
7. Type the **Correct Response Feedback** that appears in response to a correct answer and the **Incorrect Response Feedback** for an incorrect answer. If partial credit is allowed, answers that are partially correct will receive the feedback for an incorrect answer.
8. Click **Submit**.

Example

Here is an example of a Multiple Choice question:

Which ocean basin is a remnant of the universal ocean Panthalassa?

- a. Arctic
- b. Atlantic
- c. Indian
- d. Pacific

Opinion Scale/Likert Questions

This question type is based on a rating scale designed to measure attitudes or reactions. It is popular to use in surveys in order to get a comparable scale of opinion. Users indicate the multiple choice answer that represents their attitude or reaction. When the Instructor creates an opinion scale question, six answer fields are pre-populated with the following answers, which can be modified:

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree
- Not Applicable

How to Create an Opinion Scale/Likert Question

1. Open the Test Canvas for an assessment.
2. Select **Opinion Scale/Likert** from the **Create Question** drop-down list.
3. Type the **Question Text**.
4. Select the **Number of Answers** from the drop-down list. The number six is selected by default. The Answer fields are pre-populated with six values on a Likert scale.
5. Type an **Answer** in each field in order to change the default answers.
6. Select a **Correct** answer by clicking the appropriate radio button.
7. Type the **Correct Response Feedback** that appears in response to a correct answer and the **Incorrect Response Feedback** for an incorrect answer. If partial credit is allowed, answers that are partially correct will receive the feedback for an incorrect answer. In a Survey, the correct answer is ignored.
8. Click **Submit**.

Example

Here is an example of an Opinion Scale/Likert question:

How concerned are you about the need for first aid on the water?

1. Very Concerned
2. Concerned
3. Neither Concerned or Unconcerned
4. Not really concerned
5. Not concerned at all
6. Not applicable

Ordering Questions

Ordering questions require users to provide an answer by selecting the correct order of a series of items. For example, an Instructor may give users a list of historical events and ask them to place these events in chronological order.

Users will be granted partial credit for ordering questions if they answer part of the question correctly. For example, if the question is worth eight points and the Student gives the correct order for half of the items, they will receive four points.

How to Create an Ordering Question

1. Open the Test Canvas for an assessment.
2. Select **Ordering** from the **Create Question** drop-down list.
3. Type the **Question Text**.
4. Select the **Number of Answers** from the drop-down list.
5. Type an **Answer** in each field.
6. Click **Next**.
7. Drag and drop the answers in the **Display Order** column to determine how they are displayed.
8. Type the **Correct Response Feedback** that appears in response to a correct answer and the **Incorrect Response Feedback** for an incorrect answer. If partial credit is allowed, answers that are partially correct will receive the feedback for an incorrect answer.
9. Add [Question Metadata](#) in the **Categories and Keywords** section.
10. Click **Submit**.

Example

Here is an example of an Ordering question:

Order the four oceans in size, with the largest first.

- Pacific
- Indian
- Atlantic
- Arctic

Quiz Bowl Questions

Quiz Bowl questions are a way to add fun and creativity to tests, such as self Tests or in-class contests. The user is shown the answer and responds by entering the correct question into a text box. An answer must include a phrase and a question word, such as whom, what, or where, to be marked as correct. For example, the question may be "The person who invented the cotton gin", with the answer being "Who is Eli Whitney?" Partial credit may be given if the question word is not included in the answer.

How to Create a Quiz Bowl Question

1. Open the Test Canvas for a test.
2. Select **Quiz Bowl** from the **Create Question** drop-down list.
3. Type the **Question Text**.
4. Select the **Number of Interrogatives**.
5. Type each acceptable **Interrogative** word. One of these words must appear in the response for the Student to receive full credit.
6. Select the **Number of Answer Phrases**.
7. Type each **Answer Phrase**. One of these phrases must appear in the response for the Student to receive any credit.
8. Type the **Correct Response Feedback** that appears in response to a correct answer and the **Incorrect Response Feedback** for an incorrect answer. If partial credit is allowed, answers that are partially correct will receive the feedback for an incorrect answer.
9. Click **Submit**.

Example

Here is an example of a Quiz Bowl question:

It is the only country that is a continent.

Your answer must be in the form of a question, such as What is _____ ?

Use a question mark at the end of your question.

Short Answer Questions

Short Answer questions are similar to essay questions. The length of the answer is limited to a specified number of rows in the text box. Essay questions and Short Answer questions must be graded manually.

The number of rows is meant as a guideline when entering an answer, it does not impose an absolute limit on answer length.

How to Create a Short Answer Question

1. Open the Test Canvas for a test.
2. Select **Short Answer** from the **Create Question** drop-down list.
3. Type the **Question Text**.
4. Determine the **Number of Rows to Display in the Answer Field** by selecting a number from the drop-down list.
5. Type an example of a correct answer in the **Answer Text** field.
6. Click **Submit**.

Example

Here is an example of a Short Answer question:

Explain what CCD (carbonate compensation depth) is, and how it governs the distribution of calcium carbonate on the sea floor.

True/False Questions

True/False questions allow the user to choose either true or false. True and False answer options are limited to the words True and False.

How to Create a True/False question

1. Open the Test Canvas for a test.
2. Select **True/False** from the **Create Question** drop-down list.
3. Type the **Question Text**. This should be in the form of a statement that users will mark either True or False.
4. Select the correct **Answer** by clicking **True** or **False**.
5. Type the **Correct Response Feedback** that appears in response to a correct answer and the **Incorrect Response Feedback** for an incorrect answer. If partial credit is allowed, answers that are partially correct will receive the feedback for an incorrect answer.
6. Click **Submit**.

Example

Here is an example of a True/False question:

Oceanic crust is made out of basalt and gabbro.

True

False

About Wikis

Wikis are used to create a collaborative space within the Course where all students can view, contribute, and edit content. Wikis can also be used as a resources for students to view information and content relevant to their Courses.

Course Wikis

Course Wikis are created by the Instructor and any course member can add pages, unless the Instructor intends to be the sole author and use the Wiki as course content.

Group Wikis

Group Wikis are enabled by the Instructor and can be read by all course members, but a user must be a member of the Group to edit a page or make a comment on a Group Wiki page. The Instructor can change the default setting to allow only Group members to view a Group Wiki.

The following options are available when working with Wikis.

- [Create Wiki](#)
- [Create Wiki Page](#)

- [Edit Wiki Content](#)
- [Link to other Wiki Pages](#)
- [Comments](#)
- [Participation Summary](#)
- [Grading](#)

Create Wiki

1. Click **Create Wiki** from the Action Bar on the Wikis page.
2. Type a **Name** for the Wiki.
3. Type **Instructions** for the Wiki. This information is optional, but can help users understand expectations and any associated rules or requirements.
4. Set the **Wiki Availability**. Users will not see the Wiki or be able to add pages unless the Wiki Availability is set to Yes.
5. Set the **Date and Time Restrictions**. Wikis can be set to display on a specific date and time and to stop displaying on a specific date and time. Select the **Display After** and **Display Until** check boxes in order to enable the date and time selections. Display restrictions do not affect the content in the Wiki, only the appearance of the Wiki.
6. Select the **Student Access** option. Student Access can be changed at any time.
 - **Closed to Editing**: Select this option when the Instructor will be the only one contributing pages or to disallow further page editing by students, such as when the Wiki pages are set to be graded.
 - **Open to Editing**: Allows students to modify any Wiki page. In a Group Wiki a user must be a member of the Group to edit a Wiki page.
7. Select the option for **Grading the Wiki** and provide the number of Points Possible. **Note:** Once a Wiki is set to be graded, a column will be created for it in the Grade Center. It is permanently gradable and cannot be set to No grading.

Create Wiki Page

1. Access the Wiki from either the Course or from the Group page.
2. Click **Create Wiki Page**.
3. Provide a name and enter content in the text editor.
4. Click **Submit** to finish your work.

Edit Wiki Content

1. Access the Wiki you would like to edit.
2. Click **Edit Wiki Content**.
3. Make your edits in the text editor.
4. Click **Submit** to save your work.

Link to other Wiki Pages

Links to other Wiki pages can only be created when at least two pages exist. The link icon appears in the text editor of the page you are working on.

1. Select the icon from the text editor.
2. Select the Wiki page you want to link to.
3. Renaming the link is optional.
4. Click **Submit**.

Comments

Opening the Comments box provides you with space to enter your comment. Click **Add** when you are finished. To view all the comments, expand the Comments link.

Participation Summary

- **Page Versions:** Select a user's name to view information about the Wiki pages. The Page Version column displays all pages created and edited by the user. A new version is created each time a page is edited. When versions are compared, the difference between any version and its previous version are shown on the Page Comparison page.
- **Words Modified:** Words Modified are any words added, deleted, or edited.
- **Page Saves:** A Page Save refers to any time Submit is clicked on the Edit Wiki page regardless of whether or not content has been changed.

Grading

If a Course Wiki can be graded, a grade entered for an individual member is only applied to that individual.

1. Select the user in the **View Contribution By** section.
2. Click **Edit Grade**.
3. Type a Grade in the **Current Grade Value** text box.
4. Type **Feedback** that is available to the individual.
5. Type **Grading Notes** that are available only to the Instructor.
6. Click **Save Grade**.

Customization

Customization allows Instructors to control how they present their Courses in Blackboard Learn.

This section includes information on the following topics:

- [Enrollment Options](#)
- [Guest and Observer Access](#)
- [Properties](#)
- [Style](#)
- [Tool Availability](#)

Enrollment Options

Enrollment Options control how Students enroll in the Course.

Find this Page

1. Turn Edit Mode **ON**.
2. On the Control Panel under Customization, select **Enrollment Options**.

Select Enrollment Options

- Instructor/ System Administrator: This option enables the Instructor or System Administrator to control the enrollment process. Select the checkbox to create a link for Students to email an enrollment request to the Instructor. This link appears in the Course Catalog.
- Self Enrollment: This option allows Students to enroll themselves in the Course. Use the date fields to set a **Start Date**, an **End Date**, or both to control the time frame that Students can self-enroll. If no dates are selected, Student may continuously self-enroll unless the Course is made unavailable or the Course Duration dates have passed. An **Access Code** can be used to verify the self-enrollment process.

Guest and Observer Access

Instructors can control whether or not Guests and Observers have access to the Course.

Guests in a Course can include Guest Lecturers or other users that are not directly participating in the Course.

A person with an Observer role is assigned to follow specific users in Blackboard Learn without interacting with the system. Observers are able to view the Course and track Student progress. Also, the Instructor can communicate Early Warning System notifications to Observers as well as the Student, or just to the Observers of the Student.

Find this Page

1. Turn Edit Mode **ON**.
2. On the Control Panel under Customization, select **Guest and Observer Access**.

Allow Guest Access

Select **Yes** or **No** to allow Guests to view the Course.

Allow Observer Access

Select **Yes** in the **Allow Observers**: field to allow Observers to access the Course.

When set to **Yes**, Observers can access content in the Course. Observers cannot access Tests or Assignments. Observers are restricted from viewing content or tools on an individual basis.

Properties

Properties control the functional settings of the Course.

Find this Page

1. Turn Edit Mode **ON**.
2. On the Control Panel under Customization, select **Properties**.

Name and Description

Instructors can change the name and description of the Course. This name appears as the Course Name throughout Blackboard Learn. The description will appear in the Course Catalog.

Classification

These fields can be safely ignored. Course Classification is not part of or related to Course Categorization for the Course Catalog. A default Classification value is listed when each Course is created. These fields were used in previous versions but exist now only to ensure backward compatibility with Building Blocks or other plugins.

Set Availability

Instructors can set Courses to be available or unavailable. If the Course is available, all users participating in the Course will have access. If the Course is unavailable, access is determined by Course role. Instructors, Course Builders, Teaching Assistants, and Graders can see and access unavailable Courses from My Courses and the Course List, but they are marked as unavailable. Students may not access unavailable Courses regardless of the Course Duration. Unavailable Courses do not appear in the Course Catalog.

Set Course Duration

Course Duration defines the time in which Students may interact with the Course.

- **Continuous:** The Course is always available.
- **Select Dates:** The Course is available according to specific dates. Courses may have a start date, but no end date. After the end date, Courses are not available to students, but are otherwise unchanged.
- **Days from the Date of Enrollment:** Use this option to place a time limit on Courses calculated from the date a student enrolls. This is the best option for self-paced Courses.

Categorize Course

Instructors can add their Course to one or more Categories. Courses added to a Category are listed in the Course Catalog under that Category.

Select a catalog category and use the arrow buttons to move the category to the **Selected Items** box. More than one category may be selected. Repeat the process to add another category. The Course appears under the selected categories. **Invert Selection** will highlight any Categories that are not highlighted and unselect any Categories that are highlighted. This is a useful way to exclude one or two Categories without having to click on all the other Categories.

Select Language Pack

Language Packs change the language of buttons, titles, and other text supplied by the system. Language Pack preferences are defined at the system, Course, and user level.

At the system level, the Administrator defines one Language Pack as the system default. This is the Language Pack that appears when no other Language Pack is specified at the Course level or at the User level.

At the Course level, Instructors can set a Language Pack that is different from the default to make all users in the Course view the same Language Pack. If the Language Pack is not enforced, users can set a preferred Language Pack that is different from the Course Language Pack by changing the setting in **Tools > Personal Information > Set Language Pack**. Enforcing the Language Pack will override individual users' language choices.

Note: Customized names for Content Areas and Tools are not changed with the Language Pack. These values stay the same through all Language Packs. The default names in the system are translated and appear differently in each Language Pack.

For more information about Language Packs, see [Language Packs](#) .

Course Files

The Course Files properties are available only if your institution licenses the content management capabilities.

- **Course Files Default Directory:** Type or browse for the directory to contain the Course Files for this course. This is the default location where files are saved for the course and does not conflict with the Content System Home Page setting.
- **Display:** Each item in the Content Collection has a contextual menu that provides access to the available actions. When working in the Course Files area on the Control Panel, the selected option configures the menu to display all of the Content Collection

options that are available when working on the Content Collection tab or only the course-specific options.

Course Style

Instructors manage the style of the Course Menu and other page elements from the **Style** page.

On the Control Panel, under Customization, select **Style**.

Style Options

- **Select Menu Style:** Select text or buttons for Menu Items and select the color customization options available .
- **Course Menu Display:** Select the default view of the Course Menu. Options include Folder View, List View, or Permit Both Views.
- **Default Content View:** Select how you want your content to appear within the course. Options include Icon Only, Text Only, or Icon and Text.
- **Select Course Entry Point:** Select the first page users see when entering the Course from the list below. If the Course Entry Point is changed, the Instructor must refresh the browser to view the change. **Note:** Setting a new Course entry point takes effect immediately. However, the user that sets the new Course entry point will not see the effect of the change until the user logs out of Blackboard Learn and logs back in.
- **Select Banner:** The banner appears at the top of the course's entry point page. Browse for a file to attach.

Managing Tools

Instructors can control the availability of Tools and also decide which tools Guests and Observers may access.

On the Control Panel, under Customization, select **Tool Availability** . Select or clear the checkboxes of the tools you want to use in your course and which users will have access to these tools.

Functions

Available tools are listed alphabetically on the Tool Availability page.

- **Available:** The tool is available throughout the Course and open to all users that have a role permitting the use of the tool.
- **Visible to Guests:** The tool is visible (read-only), but not usable to Guests when Guests are permitted in the Course.
- **Visible to Observers:** The tool is visible (read-only), but not usable to Observers when Observers are permitted in the Course.
- **Available in Content Areas:** The Instructor can place a link to a tool in one or more Content Areas of the Course.

Tools with a grayed checkbox in a column have been turned off by the system administrator. Tools with a dash (-) in a column do not have availability settings in the system that can be changed.

If tools are made unavailable after a period of being available, either at the Course level by the Instructor or at the system level by the system administrator, no content is deleted from the system. If the tools are made available again, the existing content remains and becomes accessible.

Filter Display

Click **Filter** on the action bar to sort the table based on availability status for the tool and for the role users have in a Course. Filtering makes it easier to see which tools are available and visible, and change settings based on those criteria.

Building Blocks

If your Institution has licensed any Building Blocks they will appear in the list of Tools on the Tool Availability page.

Packages and Utilities

Packages and Utilities includes tools to copy a Course, archive or recycle the Course, and import content.

This section contains information on the following topics:

- [Bulk Delete](#)
- [Check Course Links](#)
- [Course Copy](#)
- [Export/ Archive Course](#)
- [Import Course Cartridge](#)
- [Import Package/ View Logs](#)
- [Move Files to Course Files](#)
- [Chalk Titles](#)

Bulk Delete

The Bulk Delete page is a useful tool for Instructors to use at the end of a Course. It allows Instructors to select information to be deleted from a Course and keeps the rest of the Course areas for use in the future. For example, delete Students and grades but keep the content.

Bulk Delete deletes all users with a role of Student from the Course. Teaching Assistants, Graders, and Course Builders will not be deleted.

Note: Consider archiving the Course first so that it can be restored to its exact state before a bulk delete.

On the Control Panel under Packages and Utilities, click Bulk Delete.

There are three sections on the Bulk Delete page:

- **Select Content Materials to Delete:** Select the check boxes for Content Materials within the Course that will be deleted. For example, if Staff Information is selected all of the data within Staff Information will be deleted.
- **Select Other Materials to Delete:** Select the check boxes for content found in other areas within the Course that will be deleted. For example, if **Discussion Board** is selected all of the Discussion Boards in the Course will be deleted.
- **Confirmation:** Type "Delete" in the **Type 'Delete' to complete this request** field to confirm the Bulk Delete.

Check Course Links

Check Course Links allows Instructors to check the links to Course Files that have been added to a Course. For example, if an item in Course Files is deleted after the Instructor has created a link to the item in a Course, Check Course Links detects this and makes the Instructor aware of the broken link. Depending on the situation, some broken links may be repaired; while others may not.

When a link to a Course Files item is added to a Course, All Course Users are given Read permission to this item in Course Files. When the Check Course Links is run, the only permission that is checked is Read permission for All Course Users.

Enabling Check Course Links

Instructors have the option of enabling or disabling Check Course Links for each of their Courses. The tool is disabled by default when a Course is created. The following steps explain how to enable Check Course Links:

1. On the Control Panel under Packages and Utilities, click Check Course Links.
2. On the Check Course Links page, click OK to start the tool.
3. Select the check boxes for the repairable items and click Repair from the action bar. When the links have been repaired, you will return to the Check Course Links page.

Note: The System Administrator may disable Check Course Links for the entire system. This tool will not be available within Courses if it is disabled by the Administrator.

Course areas checked by Check Course Links

Items may be added to Courses through the Add Course Files option available in Content Areas, or through the third row action buttons available in the Text Editor. The Course Link Checker will detect any broken links that appear for content added through the Add Course Files option.

The Course Link Checker will detect any broken links added to the following areas through the Text Editor:

- Content Areas (for example, Course Documents, Course Information, and Assignments)
- Announcements, Calendar Events and Tasks
- Learning Modules
- Discussion Boards

Note: Links to Course Files items added to Tests (including Tests, Surveys and Question Pools) are not checked by Check Course Links.

When to use Check Course Links





If links to Course Files items are added to a Course, it is important that Check Course Links is run on a periodic basis. This is especially true after a Course is copied, restored or imported. Users with access to the items in Course Files may move and delete items, or edit the permissions on an item. These actions may impact the validity of a link to the item in a Course.

For example, when a link to a Course Files item is added to a Course, all Course users are automatically granted Read permission to the item in Course Files. If this permission is later deleted by a user who has Manage permission to the item, selecting the link within the Course will result in an error message.

Steps to use Check Course Links

Running Check Course Links is a very simple operation.

1. On the Control panel under **Packages and Utilities**, click **Check Course Links**.
2. Click **OK** on the Check Course Links page. This operation may take a few minutes to run; the length of the process depends on the number of links within a Course.
3. Read the results and repair broken links.
4. After the Check Course Links is run, a results page will appear, explaining the status of each link to a Course Files item. Some broken links may be fixed by the Instructor, while others may not.

Legend	Description and Resolution
	Valid Link. These items are linked successfully and do not require any further action.
	Repairable permissions error. All Course Users do not have Read permission to these Content Management items. When a user attempts to access this link in a Course, a 'File Not Found' error will appear. The Instructor has Manage permission to the items and can therefore repair these links. Select the check boxes next to these items and click Repair . The system will grant Read permission to these items to All Course Users.
	Path not found. The items have been moved, deleted or renamed within Content Management. The links are broken and the Instructor should delete them from the Course. If the new locations or names of the items are known, new links may be created.
	Permissions error. The links to the items are valid but All Course Users do not have Read permission to these Content Management items. The Instructor does not have Manage permission to the items and cannot repair these links. The Instructor should delete these links from the Course or contact a user with Manage permissions to these items to add the appropriate permission.

Course Copy

Course Copy can make an exact copy of the Course. Course Copy can also make a copy of some of the materials and create a new Course or add the materials to an existing Course. You must have Manage Permissions on these files in order to make copies of them.

On the Control Panel under **Packages and Utilities**, click **Course Copy**.

Select Copy Type

There are three options to chose from on the Course Copy page.

- **Copy Course Materials into a New Course:** Copying Course materials into a new Course creates a Course in the system and populates it with content from a Course already on the system. The Menu specified in the source Course will replace the default Menu in the new Course.
- **Copy Course Materials into an Existing Course:** Copying Course Materials into an Existing Course will add content to a Course, but it will not remove existing content.
- **Copy Course with Users (Exact Copy):** This is the only Copy option that copies user records, such as Grades and Discussion Board posts, to the new Course. This option copies everything in the Course to the new Course exactly as it appears in the existing Course. This option is useful if a Course is split into multiple sections. The Instructor may perform an exact copy and then un-enroll specific Students to create two sections of the same Course.

Note: A user can only copy materials into a Course where the user has a role of Instructor, Teaching Assistant, or Course Builder.

Select Copy Options

1. **Destination Course ID:** Type a Course ID for the new Course that will be created and populated with content from the current Course. Please make sure that the new Course ID matches the naming convention used at the Institution. Also, the Course ID should not have any spaces or characters other than numbers and letters (A-Z), dash (-), underscore (_), and period (.). The Course ID must be unique and remain static. It cannot be edited.
2. If you have selected **Copy Course Materials into a New Course** or **Copy Materials into an Existing Course** Course Materials will be available for you to select to copy over to the new course. If you have selected **Copy Course with Users (Exact Copy)** you will only need to provide a Destination Course ID.
3. Select the Course Materials that you want to copy over to the new or existing course.
Note: a Course Copy operation cannot be completed if the user does not select at least one of the following areas: Content, Staff Information or Settings. If none of these options is selected a warning will appear.
4. Select the option to Copy links to Course Files or Include all Course Files. **Note:** There are permissions constraints. You will need Manage permissions on an item to include copies of those files. If you do not have this permission, you may be missing some files after the copy.
5. Select the Folder for Content Collection Files (if applicable).
6. If Enrollments are selected, the list of users in the Course will be copied. User records, such as discussion board posts, grades, and assessment attempts will not be copied. User records are only copied if the **Copy Course with Users (Exact Copy)** option is selected.
7. Click **Submit**.

Behavior of Copied Materials

- **Content:** Course materials, including uploaded files, Learning Modules, and links are copied. Course Information, Course documents, Assignments and URLs are optional.
Note: Assignments created inside Lesson Plans will not copy properly. Be sure to copy your assignments separately to ensure that everything is correct.
- **Announcements:** All Announcements are copied.

- **Tests, Surveys, and Pools:** All Assessments and Surveys, including questions and options for deploying them are copied. All Pools are copied.
- **Calendar:** All Calendar items are copied to the new Course.
- **Discussion Board:** Discussion Board Forums, including the initial message in the forum, are copied.
- **Grade Center Items and Settings:** Items in the Grade Center, and their settings, such as type, categories, and display options, are copied.
- **Group Settings:** Settings include the names of the Groups, the settings for tool availability, and the Discussion Board Forum names.
- **Contacts:** All Contacts are copied.
- **Course Settings:** When Settings is selected, the following settings are copied:
 - Course Name
 - Course Description
 - Course Entry Point
 - Course Design
 - Course Banner
 - Blackboard Tools
 - Building Block Tools
 - Content Tools
 - Course ID
 - Course Availability
 - Guest Access
 - Observer Access
 - Course Duration
 - Enrollment Options
- **Links:** Links to parts of a Course that are not included in the copy will break when the links appear in the destination Course. For example, if there is a link to a Test in a Course area and Assessments are not copied, the link to the test will break.
- **Course Cartridge Materials:** The Course Cartridge Materials option is only successful if the source Course includes Copy Protected cartridge content and the destination Course does not have a Cartridge ID.
- **Content Areas:** Content from Course Menu content areas that have the same name in each course will be added in the same content area. Nothing will be removed from the destination course and replaced with content from the source course.
- **Enrollments:** If Enrollment is selected, the list of users in the Course will be copied. User records, such as discussion board posts, grades, and assessment attempts will not be copied. **Note:** User records are only copied if the **Copy Course with Users (Exact Copy)** option is selected.

Resolving Course Items

When copying content and tools from one Course to an existing Course, the Course Menu must resolve itself in the destination Course. The table below describes the how Course Menu items are resolved.

If . . .	then . . .
a Course area in the source Course does not exist in the destination Course	the area will be added to the Course Menu in the destination Course.
the Course area in the source Course and the Course area in the destination Course have the same name and are of the same type (for example, External Links, Staff Information, or content)	the content from the source Course will be added, but will not replace, the content in the area within the destination Course.
the Course area in the source Course and the Course area in the destination Course have the same name but are of different types	the Course area from the source Course will be added to the destination Course under a different name. The new name will append an incremental numeral to the name (for example, Course Materials will become Course Materials1).

Course Cartridge Content

Copy Protected Cartridge content is only copied if the **Course Cartridge Materials** option is selected. This option only appears if there is Copy Protected Cartridge content in the Course. The destination Course maintains the availability settings for the source Course.

If the destination Course already has a Cartridge ID (meaning it already includes Copy Protected cartridge content), neither the cartridge content nor the Cartridge ID may be copied from the source Course to the destination Course. If the **Course Cartridge Materials** option is selected, the copy operation will be successful, but a note in the receipt states that the Course Cartridge Materials will not be copied.

If the source Course and the destination Course have the same Cartridge ID, the content may be copied successfully.

Export/ Archive Course

The Export/ Archive Course page organizes all export and archive packages that are created from the Course. When the Course is exported or archived, a link to the package appears on this page. The Instructor may download the package to a local computer, and then use it in the future for import or restore operations.

When a package is exported or archived, it does not appear on this page immediately. An email is sent to the user once the system has created the package; the user may then open this page to find the package and download it.

Note: It is recommended that packages be deleted from this page once they are downloaded. Each package counts against the Course quota; so keeping packages on this page may result in limited space to add additional content to the Course.

On the Control Panel under Packages and Utilities, click **Export/ ArchiveCourse**.

Export a Course

The Export Course feature creates a package of the Course content that can later be imported and used to teach another Course with the same content. It is important to note that, unlike the Archive Course feature, Export Course does not include any user interactions with the Course—it only includes the content and the tools.

Export packages are downloaded as compressed .ZIP files and are imported in the same format. Do not unzip an Export package or delete files from the package, otherwise the package will not be imported correctly.

Archive a Course

Archive Course creates a permanent record of a Course including all the content and user interactions. Archived Courses are saved as .zip files. Archiving a Course does not delete it from the system.

When archiving a course, choose to **Include the Grade Center History** and to **Copy links to Course Files** or **Copy links and copies of the content**.

Download the Course Package

After the Archive Course page is submitted the system creates the Course package. When the package is complete, the Instructor who initiated the operation receives an email. After the email is received, the Instructors may open the [Export / Archive page](#) in the Blackboard application and download the Course package to the local computer.

View Basic or Detailed Log

These options are available from the contextual menu of the Archived Course.

Import Course Cartridge

Course Cartridges are pre-made materials produced by professional authors, editors, and publishers that can be downloaded and added to a Course.

Course Cartridges enable Instructors to gain access to complete sets of teaching tools provided by academic publishers. In one central location, Instructors can find relevant, publisher-created materials. Once the materials are downloaded to a Blackboard Learn Course, Instructors are free to customize the content by adding and deleting materials as needed to correlate with specific topics covered in the classroom.

Course Cartridges can serve as supplements to existing online Courses, or provide an excellent start for faculty who are just beginning to develop online teaching strategies. Instructors will benefit from the ease of use, variety, and professional quality of the materials available on Course Cartridges.

Instructors download Course Cartridges from the Course Cartridge Repository and install cartridges into Courses.

How to Import a Course Cartridge

1. On the Control Panel under Packages and Utilities, click **Import Course Cartridge** .
2. Type the Course Cartridge Download Key in the field provided. Course Cartridge content will be added to Course materials.
3. Click Submit.

Note: The Download Key is obtained from the publisher. Without a Download Key, it is not possible to add Course Cartridge content.

Copy Protection

Cartridges may be designated as Copy Protected or Open Access. Content in Copy Protected Cartridges is not included in a Course Copy or Export. Only one Copy Protected cartridge may exist in a Course. Multiple Open Access cartridges may be added to a Course, including a Course that already contains a Copy Protected cartridge.

Open Access cartridge content added to a Course may be included in Course Copy, Export and Import.

Download a Course Cartridge

Follow the steps below to download a Course Cartridge.

1. Select a textbook with a companion Course Cartridge by browsing the Course Cartridge Catalog, located at <http://cartridgecatalog.blackboard.com/catalog/>
2. Obtain the Instructor Download Key from the textbook publisher.
3. Begin the Course creation process.
4. During the Course creation process, enter the Instructor Download Key obtained in Step 2.
5. Click **Submit** to create the Course.
6. An email will arrive when the Course Cartridge has finished loading into your new Course.

How Students access Course Cartridges

Students must follow the steps below to access the Course Cartridge materials.

1. Enroll Students in the Course.
2. Instruct Students to purchase required textbook or other publisher provided materials that contain the Access Key.
3. When first accessing the Course content, Students will be required to enter an Access Key. Once validated, Students will no longer need the Access Key.

Cartridge functionality

There are no restrictions on Open Access cartridge content during import, export, archive, restore or copy operations. This content is treated like other content in the Course

Copy Protected cartridge content functions in the following ways:

- **Archive:** When a Course is archived all cartridge content in the Course is saved with the archive.
- **Restore:** When an archived Course is restored by the System Administrator, the cartridge content is included in the restored Course.
- **Export:** When a Course is exported, cartridge content is not included.
- **Import:** The only time cartridge content is included during a Course import is if the package was created as an archive. Cartridge content is not included in exported packages.
- **Copy:** Cartridge content is always included in a Course Copy with Users (exact copy) operation. The user has the option to include cartridge content as part of a Copy Course Materials into a New Course operation or a Copy Course Materials into an Existing Course operation.

Note: Content from only one Copy Protected cartridge may be copied into a Course.

Import Package and View Logs

An Import package is a .ZIP file of exported Course content. Importing a package into an existing Course copies the content of the package into the existing Course. Import packages do not include user enrollments or records, such as discussion board posts and assessment attempts.

Note: Never upload an Exported Course package that has been edited since it was created and downloaded. Opening the .ZIP file and changing any of the files in the Exported Course package will result in unstable and unpredictable behavior when the Course is imported.

How to Import a Package

1. From the Control Panel under Packages and Utilities, click **Import Package**.
2. Click **Import Package**.
3. Enter the path to the Course package or Browse to search for the package.
4. Select the option for the Course Materials to include.
5. Click **Submit**.

Content Areas

Content from Menu Content Areas that have the same name in the package as in the existing Course will be added in the same Content Area. Nothing will be removed from the Course and replaced with Content from the package. Imported Content is appended to existing content in the same Content Area.

Discussion Boards

Forums are copied, but only the initial thread in each forum is included.

Course Links

Links to parts of a Course that are not imported will break when the links appear in the destination Course. For example, if there is a link to a Test in a Content Area and Assessments are not imported, the link to the Test is broken.

View Logs

To view the log of an imported package, click the package link in the Import Log Name column. Options to Email and Download the log are available. You can also expand each log detail to view more information.

Move Files to Course Files

Existing content can be moved from a local course directory to Course Files for a specific course. When files are moved from local file storage to Course Files the resulting folder structure will reflect the Course Menu structure. The folder structure can be changed after the file is moved. If a file with the same name exists in the folder the name of the moved file will be incremented. For example, **Course_Assignment.doc** becomes **Course_Assignment(1).doc**. Administrators can make this tool available to Instructors through the **Course Tool** page located within **Course Settings**.

1. Access this page from the Control Panel under Packages and Utilities.
2. The **Source Course ID** displayed is for the Course you are in. If you select the checkbox below all the content in the course will be moved to Course Files.
3. Select the **Destination**. Enter the destination for the items or Browse to search for a destination. A folder will be created in this location
4. Click **Submit**.

About Chalk Titles

Chalk Titles are Course Cartridges that are integrated with external applications and content from publishers. Chalk Titles include both content and tools. Tools included in a Chalk Title connect to an outside source to run each tool.

Chalk Titles are installed in the same way as other Course Cartridges. Like other Course Cartridges, Chalk Titles require a download key and Student access keys.

Important features in Chalk Titles include:

- **Integration with the Course:** Chalk Titles link Courses to applications running on the publisher's servers. These applications are often popular tools that are familiar to Instructors. Please contact the publisher for more information about the applications included with a Chalk Title.
- **Single Sign-on:** Users that are logged into the Course are logged into the publisher applications linked to the Course. Users pass between the Course and the publisher application seamlessly.
- **Roster synchronization:** Users enrolled in the Course are automatically enrolled in the publisher application.

- **grade passing:**grades from the publisher application are passed to the Course.

Chalk Title tools appear in the Tools area of the Control Panel after a Chalk Title is added to a Course. Instructors can restrict availability to Chalk Title tools in the same way that they can restrict availability to other tools.

The System Administrator may restrict the availability of Chalk Title tools in all Courses. By default, Instructors can use Chalk Title tools in Courses.

Chalk Title Tools can synch with the Grade Center in a Course to report Student performance. Note that Student attempts are stored on the server that runs the tool, not within the Course. Therefore, Student attempts are not included when the Course is archived. The reported grade is the only recorded information about a Student attempt.

Chalk Title tools will not work if a Course that contains Chalk Title tools is exported or archived and later added to system that does not support Chalk Titles.

Troubleshooting

It is important to remember when reporting problems with a Chalk Title that Chalk Title tools and content are linked to outside servers hosted by publishers. In many cases, the problem may be with the publisher server. Make sure to let the System Administrator know that a problem is related to Chalk Title tool.

Privacy Settings

To fully use links added to a Course by a Chalk Title, the user's browser settings must be set to **Accept All Cookies** or to be set to accept cookies from Chalk provider's server.

If the browser privacy settings are set on Medium or High, cookies from third party content, including Chalk applications, are silently blocked. Users will receive an error message when attempting to access some of the links for a Chalk Title.

The privacy settings are maintained at Medium or High if the user specifically sets the browser to accept cookies from the Chalk provider's server. Contact the Chalk Title publisher for additional information.

Manage Chalk Titles

It is important to consider user privacy when making a Chalk Title available to Students. Outside servers use personal information, such as name and email address to provide the tool and link the tool with the Grade Center.

The Manage Chalk Title page presents options for controlling access to personal information. Instructors can require Students to fill out an authorization form before accessing a Chalk Title.

Instructors receive a privacy notice when they first access a Chalk Title. This message is set to display each time an Instructor accesses a Chalk Title. It is a good idea to display this message each time if more than one user is responsible for teaching a Course.

Find this Page

Click **Manage Chalk Title** from the **Packages and Utilities** page.

Fields

The following fields appear on the Manage Chalk Title page.

Field	Description
Student Authorization	
Does each Student need to provide online authorization before that Student's personal information can be displayed to the Publisher?	Select Yes to require authorization from Students to release their personal information to the publisher's server.
Instructor Notice	
Show privacy notice to Instructors each time they request a Publisher Resource?	Select Yes to display the privacy notice each time an Instructor accesses a Chalk Title tool.

Users and Groups

Instructors can manage the users in their Courses. For example, Instructors may:

- add and drop individuals or groups of Students to and from a Course
- create new users
- create groups of users within in a Course

Some options for managing users may be turned off by the System Administrator.

Users

The [Users page](#) includes information on the ways you can enroll and edit your users.

Groups

- [Creating Groups](#)
- [Editing Groups and Group Settings](#)
- [Group Tools](#)

Users Page

The Users page lists all users in a Course and allows the Instructor to manage their setting in the Course. The Users page enables Instructors to change a user's role within a Course and edit user Contacts. Instructors can also send email to a user.

Access the Users page from the Control Panel under Users and Groups.

Enroll Users

There are three ways to Enroll a User. These options are available from the Enroll User drop-down menu or the Batch Enroll button on the action bar.

- **Create a User:** Users created in a Course are automatically enrolled in that Course.
- **Find Users to Enroll:** Users that have an existing account in the system can be enrolled in the Course.
- **Batch Enroll:** Batch Enroll Users will add users to the Course and assign them a Course role.

Other Functions

The following functions are accessed from the contextual menu next to a user's name.

- **Edit:** Personal Information about a user can be updated from this page.
- **Change User's Password:** The User will receive an email notification after the password is changed.

- **Change User's Role or Availability:** Select the role and availability. These options will only affect the course in which you are teaching. Availability is displayed in the far right column on the Users page. The column will state either Yes or No depending on the availability.
- **Remove User:** Select this option and confirm the removal.

Note: Deleting users from a course deletes all of the information associated with the users, such as Grade Center information, Assessment and Assignment information and Course Statistics. Discussion Board posts and received messages and email are not deleted. Deleted users and their corresponding information cannot be restored to the course. However, it is possible to re-enroll the user into the course without any associated data.

Create a User

Provide the required information and any other personal information you find relevant. Select a **Role** and **Availability** for the user and click **Submit**.

For institutions with multiple information systems, creating users may occur in a different information system accessed by a link at the top of this page.

Information about users is stored in a User Profile. The System Administrator determines which the fields of data in the User Profile are displayed to users and which are editable by users.

Find Users to Enroll

Click **Browse** to search for users. Only users that are not already enrolled in the Course will be identified in a search for users.

Located Users

The results of a search will display up to 25 names on a page. Searches that result in more than 25 users will display users on multiple pages. It is not possible to enroll multiple users who appear on different pages. Instead, select users to enroll from a single page and click **Submit**. Redo the search to select additional users to enroll.

Availability

Users who have been made Unavailable by the System Administrator cannot be enrolled in a Course.

Users who have been enrolled in a Course but made Unavailable by the Instructor will not see the Course in My Courses and do not have access to the Course. These users must be made Available by the Instructor in order to see that they are enrolled in the Course.

Batch Enroll

Batch Enroll Users will add users to the Course and assign them a Course role. Users that do not exist in the system will be created in the system and added to the Course. User data is defined in a batch file that must be created outside the system. Common creation tools are text editors and Microsoft Excel. Browse or enter the path to a batch file, select the Delimiter, and click **Submit** to process the batch file and enroll users.

Information on Batch Files

Batch files are .txt files that hold large quantities of information to upload to the system. Each batch utility contains specific instructions on creating the batch file. The following batch file standards are universal.

- Each file must be one of the supported file types: .txt or .csv. **Note:** Microsoft Excel versions 2003 and 2007 automatically insert double quotes in every field if the worksheet is saved as a .csv file.
- Each file must be in DOS format. Files in MAC or UNIX format must be converted to DOS.
- Each field must be enclosed in double quotation marks. For example: "John"
- If quotation marks appear in a field, use an escape character to indicate that the next character does not mark the end of the field. The escape character is a backslash (\). For example: "\"NICKNAME\""
- Each field must be separated with one of the following delimiters: comma, colon, or tab. When selecting AUTO, only one type of delimiter may be used in each batch file. For example: "John","Smith" or "John": "Smith"
- Each record must be on a separate line. For example:
"John","Smith"

"Samantha","Baker"
- Do not include blank lines between records. The blank line will be processed and return an error.
- Blackboard recommends that each batch file not exceed 500 records because of timeout restrictions associated with most browsers.

Creating Groups

Create formal groups of students to collaborate on work. Groups can be created one at a time or in sets.

Groups are created from the **Groups** page accessed from the Control Panel under Users and Groups.

There are two Create options available:

- [Create Single Group](#)
- [Create Group Set](#)

About Self-Enroll

Groups can be designated as **Self-Enroll** which allow students to join the Group themselves by adding their name to a sign-up sheet. Adaptive release rules are applied to the content page link which would provide the ability to limit the availability of the sign-up sheet.

About Manual Enroll

Manual Enroll involves the Instructor assigning each student in the Course to a Group.

About Random Enroll

Random Enroll is available for Group Sets and distributes membership into Groups based on the desired number of students per group, or the desired number of Groups. Random distribution applies only to students who are currently enrolled in the course. Additional students may be enrolled manually.

When naming a Set of Groups, the name of each group has a number added to it when they are first created. For example, a Set of Groups named "Intro to Biology" results in groups named "Intro to Biology 1", "Intro to Biology 2", "Intro to Biology 3", depending upon the number of groups in the set. The group names are edited after they are created.

How to Create a Single Group

1. From the Control Panel, click **Groups** under Users and Groups.
2. From the **Create Single Group** drop-down list, choose **Self-Enroll** or **Manual Enroll**.
3. Type the Group **Name**.
4. Provide a **Description** of the Group.
5. Select **Yes** to make the **Group Available**.
6. Select the **Tools** available to the Group by selecting the appropriate check boxes.
7. Type a number in the **Points Possible** field if the **Grade** option is selected for **Blogs**, **Journals**, and **Wikis**.
8. Select **Allow Personalization** to allow individual group members to personalize group space modules.
9. Choose the **Sign-up Options** for Self-Enroll. Select the **Maximum Number of Members**. Select any other Sign-up options you want to include.
OR
Choose **Membership** options for Manual Enroll. Select the students from the **Items to Select** box and use the arrow buttons to move them to the **Selected Items** box.
10. Click **Submit**.

How to Create a Group Set

1. From the Control Panel, click **Groups** under Users and Groups..
2. From the **Create Group Set** drop-down list, select **Self-Enroll**, **Manual Enroll** or **Random Enroll**.
3. Type the Group **Name**.
4. Type a **Description** of the Group.
5. Select **Yes** to make the **Group Available** or select **Sign-up Sheet Only**.
6. Select the **Tools** available to the Group by selecting the appropriate check boxes.
7. Type a number in the **Points Possible** field if the **Grade** option is selected for **Blogs**, **Journals**, and **Wikis**.
8. Select **Allow Personalization** if you want to include the option for your students to personalize their space.

9. Choose the **Sign-up Options** for **Self-Enroll**. Select the **Maximum Number of Members**. Select any other Sign-up options you want to include.

OR

Enter **Group Set Options** for **Manual Enroll**. Enter the Number of Groups your want to create.

OR

Choose **Membership** options for **Random Enroll**. Enter the number of students per group you want to create or the number of total groups. Select an option to determine how to enroll any remaining members in the groups.

10. Click **Submit**.

Editing Groups

Edit a Group by selecting one of the following options from the contextual menu next to the Group name.

- **Open:** Opening a Group will take you to the Group homepage. From here you can add Course or Group Modules and Customize the color theme of the page. If you have selected allow personalization, the students will also have access to these options.
- **Edit:** This option opens the Edit Group page. You can edit any of the initial options you chose when the Group was created.
- **Email:** Select this option to send an email to the entire group or selected members.
- **Delete:** Select this option and confirm the deletion.

Group Settings

Group Settings are accessed from the action bar on the Groups page.

Group Settings provide the Instructor with the options of allowing students to create their own Self-Enrollment Group from the Groups page and allowing students to edit the name, description, and maximum number of students able to join the Group.

About Course Group Tools

All Group Tools are used the same as if the tool was being used in a Course. The only difference is that the tool is only available to that specific group and the Instructor can set the Availability of the tools they want the students to use.

For information about using the tools, please see [Course Tools](#).

Available Group Tools include the following:

- **Blogs:** Users within the group can post to the Blog and add comments. Instructors can enable the Blog tool for use only within the Course Group, or can grant the public access

to the Blog. Blogs are graded for individuals or all the members of Course Group. See [Grading Blogs and Journals](#) for more information.

- **Collaboration:** Users within the group can participate in real-time lessons and discussions.
- **Discussion Board:** The Group Discussion Board is an area where Course Group members can post messages and replies. Instructors can use this tool to encourage discussions of course material outside of the classroom. This Discussion Board is available only to Course Group members, not to the entire course.
- **Email:** All members of a Course Group can send email messages to selected members or the entire group. These messages are internal to the Course Group, they are not available to anyone outside the group.
- **File Exchange:** Students and Instructors can use this tool to upload documents to the Course Group area and organize them through the creation of folders in which their items are stored. Students can access this material in the course. Instructors have access to all folders in their course.
- **Journals:** Instructors can assign a private Journal to each user in a group to allow private communication between the Instructor and the User. Journals are graded for individuals or all the members of Course Group. See [Grading Blogs and Journals](#) for more information.
- **Tasks:** The Group Tasks page organizes projects or activities (referred to as tasks) by defining task priority and tracking task status.
- **Wikis:** Users within the Group can create Wikis and add comments. Instructors can enable the Wiki tool for use only within the Group. For more information see Grading Group Wikis.

Course Group Tool	Description
Group Blog	Users within the group can post to the Blog and add comments. Instructors can enable the Blog tool for use only within the Course Group, or can grant the public access to the Blog. Blogs are graded for individuals or all the members of Course Group. See Grading Blogs and Journals for information.
Collaboration	Users within the group can participate in real-time lessons and discussions.
Group Discussion Board	The Group Discussion Board is an area where Course Group members can post messages and replies. Instructors can use this tool to encourage discussions of course material outside of the classroom. This Discussion Board is available only to Course Group members, not to the entire course.
File Exchange	Students and Instructors can use this tool to upload documents to the Course Group area and organize them through the creation of folders in which their items are stored. Students can access this material in the course. Instructors have access to all folders in their course.
Send Email	All members of a Course Group can send email messages to selected members or the entire group. These messages are internal to the Course Group, they are not available to anyone outside the group.
Group Journal	Instructors can assign a private Journal to each user in a group to allow private communication between the Instructor and the User. Journals are graded for individuals or all the members of Course Group. See Grading Blogs and Journals for information.

Course Group Tool	Description
Group Tasks	The Group Tasks page organizes projects or activities (referred to as tasks) by defining task priority and tracking task status.

Grade Center

The Grade Center provides flexibility to meet the needs of basic and advanced users, institutional requirements, and a diverse student population. Instructors can easily and efficiently perform most Grade Center activities from a central view.

The Grade Center includes features to communicate and share assessment data directly with students, parents, and institutional administrators. A reporting feature can assist Instructors and other key stakeholders to understand student progress and make informed decisions to improve performance.

The Grade Center is organized around a main page that resembles a spreadsheet. Each row is populated by a user in the Course and each column is made up of assignments, tests, and other items that can be graded. Columns can also be used for calculating grades. Grades are entered directly on the Grade Center main page, the Grade Details page (where more information can be entered), or the Grade Questions page which allows Instructors to enter grades anonymously.

Grade Center data can be downloaded and worked outside of the system. This data can then be uploaded to the Grade Center at the convenience of the Instructor. Reports can be generated from the Grade Center so students, parents, and other stakeholders can examine the performance of any particular student or the entire Course.

This section is organized around the basic tasks that are performed in the Grade Center.

- [Features and Navigation](#)
- [Setting up the Grade Center](#)
- [Smart Views](#)
- [Using the Grade Center](#)
- [Saving and Reusing Grade Center Data and Settings](#)

Grade Center Features and Navigation

The Blackboard Learn Grade Center is more than just a way to record students' grades, it is a dynamic and interactive tool. The Grade Center can record data, monitor student progress, communicate information to students, parents, administrators and other stakeholders. It is also a valuable tool to assist in making informed decisions to take action to promote student and institutional progress.

This section of the Instructor Manual summarizes how the Grade Center interacts with other Blackboard Learn systems including Observers and Email. An overview of the major features of the Grade Center is presented with links to more detailed information as well as how to customize the Grade Center to display data in a variety of views.

The following topics are available in this section:

- [Features](#)
- [Exploring the Grade Center](#)
- [Grade Details](#)
- [Customizing the Grade Center](#)
- [Sharing Grade Center Data](#)

Grade Center Features

The Grade Center is a central repository for assessment data, student information, and instructor notes.

Interaction with other Systems

The Grade Center interacts with many systems in Blackboard Learn. Understanding how and where these interactions happen provides a comprehensive view of the Grade Center and offers information to help users take full advantage of the functionality and features of this tool.

The following table explains Grade Center and its interaction with other Blackboard Learn systems and features:

Area	Interaction
Course Content	Assignments, Tests, Blogs, Journals, Wikis, and Discussion Board items that are set to be graded automatically generate a Column in the Grade Center. Items that have a due date are assigned a Grading Period automatically based on that date. For more information on adding graded items automatically to the Grade Center see Adding Columns to the Grade Center . For more information on Grading Periods see Creating Grading Periods .
Early Warning System	The Early Warning System is a rule driven communication feature that can send email messages to students and their observers when criteria of the rule are met. For example, a rule is set to send email to any student who scores below a 60 on an exam. The score entered into the Grade Center, whether automatically or manually, spawns the message.
Observers	An Observer can log in and access their Observed Student's grades as recorded and released in the Grade Center. This is enabled through Course Settings.
View Grades Tool	When Instructors release grades to students for viewing, students can access the Grade Center using the View Grades tool from the My Institution tab. A list of courses the students are enrolled in is shown. When students click the name of the course, they are taken to the course's View Grades page of the Grade Center.
My Grades Course Tool	When Instructors release grades to students for viewing, students can click the My Grades tool within their course to access the View Grades page of the Grade Center.
Report Card Module	If the System Administrator has made the Report Card Module available, students can add it to their My Institution tab. The module will display the instructor's choice of each course's grade. This is known as the External Grade in the Grade Center. A link will take students to the View Grades page of the Grade Center.
Performance Dashboard	Instructors and Teacher's Assistants can access the Grade Center through the Performance Dashboard, where grades are viewed and edited.
Email	Email is sent to selected students, all students, selected observers, or all observers directly from the Grade Center. The Email link goes to the Send Email page. For more information on sending email from the

Area	Interaction
	Grade Center. For more information on email see Sending Email from the Grade Center .
External data from other grading systems	Data is imported and exported to the Grade Center by uploading and downloading delimited files. For more information on importing data to and exporting data from the Grade Center see Uploading External Grade Center Items .

Communication and Informed Decision Making

Instructors can take advantage of the many interactive features in the Grade Center to help them stay on track and keep students informed of their progress. Grade Center data is used to identify students and direct them to appropriate instructional activity such as remediation or enrichment. The communication tools help students become more fully engaged in academic studies and get needed help by alerting them to areas of poor performance. The reporting features facilitate more comprehensive student and institutional assessment by displaying student data that is meaningful to evaluating outcomes.

The following example illustrates how the different features of the Grade Center come together:

An Instructor has scheduled a unit test to be given to the class at a specific day and time. This test is part of a standard curriculum for the subject matter and has been used in past courses as a benchmark for evaluating student progress through required material. Students must receive a score of 70 or better to be successful in subsequent course material.

In this class (section), the instructor has created a group of students who are not native speakers of the language the class is taught in. The instructor has also created a group of students who have transferred to the institution and may not have mastered all the prerequisites for the material. These groups of students have been added to two Smart Views in the Grade Center so that their data is viewed separately from the entire class.

The instructor has made the unit test, and decided not to immediately display the score to the students in the course to ensure that the release of scores for the class occurs at a set time. After the scheduled time for the test has past, the Grade Center signifies to the instructor that the unit test has been submitted by the students and needs to be graded (this is not a fully automatically scored online assessment). For each submission, the instructor is able to write comments. Some comments are released to the students with their grades and some comments remain in the Grade Center for the instructor's use. This is a direct and personal form of feedback that the students can receive on a specific item.

As the instructor adds grades to the Grade Center for the unit test, students who scored below 70 and their Observers are sent a personalized email in the Grade Center, indicating that they need to make an appointment to discuss the grade. One student who transferred to the course from another section had already taken the unit test and was marked Exempt. (Students who are exempted from a grade do not have that item grade figured into their final grade.)

After all grades have been recorded, the instructor opens the Smart Views containing grouped students in the Grade Center. The information the Smart Views provide is used to recommend targeted language remediation if necessary for non-native language speakers. It is also used to gauge the pre-requisite knowledge of transfer students and make recommendations for remediation or acceleration. This information is written in the comments section of the Grade Center for future reference and is eventually passed on to the department administration to be used for additional outcomes Tests.

A week after the unit tests are submitted and scored, the grades are released to students. A student who received a personally unsatisfactory grade communicated concern to the instructor. As a result of this conversation, the instructor changed the student's grade and several other students' grades as well. The Grade Center recorded the grade changes in the Grade History, leaving a record that details when and who changed a grade.

Students and Observers who received email notifications of low grades had follow up tasks to ensure material was mastered and future success in the course.

Exploring the Grade Center

The Grade Center is made up of rows and columns of student information and items. Cells in the grid contain data specific to corresponding students. All cells and column headings contain menus for various actions. The user can access information, or navigate to other pages to interact with the Grade Center.

The appearance of the Grade Center is completely configurable. For more information on customizing the Grade Center, see [Creating Smart Views in the Grade Center](#) and [Sorting the Grade Center](#).

The Grade Center page contains the following areas:

- [Action Bar](#) – Row containing a set of tools with their respective options.
- [Grade Information Bar](#) – Row of dynamically generated information about a selected Column.
- [Icon Legend](#) – Information on the meaning of icons that appear in spreadsheet cells, located on the bottom right corner of the page.
- [Grade Center Accessibility](#) – Select the screen reader view for a more accessible view of the Grade Center.

Note: New Courses or Restored Course will contain two created columns: a Total Points column and a Weighted Grade column. The user must configure the settings of these two columns. For more information about Calculated Grade columns, see [Calculating Grades](#).

Action Bar

The following icons are located on the Grade Center action bar

- **Create Column:** Used to create a Grade Column in the Grade Center. For more information on creating Columns, see [Adding Grade Columns to the Grade Center](#).
- **Create Calculated Column:** A drop-down list with options for creating Calculated Columns in the Grade Center:
 - [Average Column](#) displays the average for any number of quantities
 - [Minimum/Maximum Column](#) displays either the minimum or maximum grade for a selection of Columns.
 - [Total Column](#) is a grade based on the cumulative points received, related to the points allowed.
 - [Weighted Column](#) displays the calculated result of quantities and their respective percentages.

For more information on creating Calculated Columns, see [Calculating Grades](#).

- **Manage:** Displays the Grade Center management options when the action link is triggered. Selections include options for:
 - [Grading Periods](#) user-defined segments within the Grade Center that are defined as Terms, Semesters, Quarters, Years, and so on.
 - [Grading Schemas](#) map scored items into a user-facing display.
 - [Categories](#) classifications of Columns of items such as "Test" or "Assignment".
 - [Smart Views](#) custom made views of Grade Center data created by Instructors and saved for continued use.

- [Column Organization](#) allows Instructors to change the order and visibility of Columns as well as assign Columns to Grading Periods and Categories.
- [Student Visibility](#) allows Instructors to hide or show users in the Grade Center views.
- [Send Email](#) displays the Email options when the action link is triggered.
- **Reports:**
 - Select **Create Report** to access a page from which Reports for the Course are created. For more information on Reports, see [Creating Reports](#).
 - Select **View Grade History** to access a page where the Grade History of any selected students is displayed. For more information on Grade History, see [Grade History](#).
- **Work Offline:** Access features that allow Instructors to work with Grade Center data outside Blackboard Learn:
 - [Upload](#) data into the Grade Center from an external source file.
 - [Download](#) data from the Grade Center in a delimited file format.
- **Sort Columns By:** A drop-down list that displays possible column sort options:
 - Layout Position (default)
 - Categories
 - Due Date
 - Date Created
 - Points Possible
 - Display Name

See [Customizing the Grade Center](#) for more information on sorting columns.
- **Order:** Toggle the data display in **Ascending** or **Descending** order.
- **Move to Top:** Select the check box next to a user and click **Move to Top** to move that row to the top of the Grade Center.
- **Email:** Select the check boxes next to users in the Grade Center and click [Email](#) to display the Email options.
- **Edit Rows Displayed:** Click to enter the number of rows to display in the Grade Center.

Grade Information Bar

The Grade Information Bar row displays the pertinent information of the selected Grade Column cell in the Grade Center. Depending upon the pertinent or entered information the Grade Information Bar displays some or all of the following fields:

- The type of grade of a specific cell is one of the following:
 - Weighted Grade
 - Total Points
 - Average Grade
 - Minimum/Maximum

- **Override:** If an Override Grade is entered, it will take precedence over all Column types, and will display in the Grade Information Bar.
- **Grade:** For more information on Grade Types see [Adding Grade Columns to the Grade Center](#) and [Calculating Grades](#).
- The points possible for an item
- The format of the grade. For more information on Grade Display see [Creating Grading Schemas](#).
- If the Column is shown in the Student View. For more information see [Sharing Grade Center Data](#).

Icon Legend

Click **Icon Legend** to display the definition of the icons viewed in the Grade Center cells.

Grade Center Accessibility

In order to make the Grade Center accessible to as many people as possible, the Grade Center is accessible by a Screen Reader.

The **Screen Reader Mode** displays the Grade Center data in a simplified grid. There is no inline editing and no ability to freeze columns, making it easier to navigate by keystroke and to accommodate screen readers. When the Grade Center is first accessed by users with screen readers, users are immediately given a choice whether to enter Non-interactive view before progressing any further.

Both the Screen Reader Mode and the Interactive mode can move the mouse pointer from Column to Column using the Tab key. Cells within the Grade Center are navigated by using the up, down, left, and right arrows on a standard keyboard in both views.

The Interactive mode allows columns to be frozen, and has inline editing capabilities.

To manually change the Interactive mode of the Grade Center to the Screen Reader Mode, click **Screen Reader mode** in the help text displayed at the top of the Grade Center page. Click **interactive mode** to return to the default mode.

This setting is not saved across sessions (persistent). It will last only as long as the current session. Once the browser is closed, the view will default back to the Interactive mode.

Grade Details Page

Access the Grade Details Page from the contextual menu for any graded item listed in the Grade Center.

Note: To view the Grade Details page, a grade must be entered in the cell. If there is no grade, the option to view Grade Details will not appear.

This page also serves as the main location for users with assistive technology such as Screen Readers. All of the information associated with an item is viewed on the Grade Details page. Changes are made where appropriate.

The following features are available from the Grade Details Page:

- [Navigation](#)
- [Grading Tests by Question](#)
- [Current Grade](#)
- [Edit](#)
- [Manually Override](#)
- [View Column Details](#)
- [Grade History](#)
- [Icon Legend](#)
- [Next Steps](#)

Navigation

The current **User** and **Column** are displayed at the top of the page. Use the left and right arrow buttons to scroll through all of the users in the Course or all of the columns in the Grade Center.

Click the **Jump to** button to use **Column** and **User** drop-down lists.

Click **Return to Grade Center**, located at the bottom of the page, to display the Grade Center page.

Grading Tests by Question

The **User** and **Column** navigation features on the Grade Details page is useful when entering or changing grades question by question. Instructors can examine and grade all the responses to a single question for a test using this method.

See [Entering Grades](#) and [Changing Grades](#) for more information on this method of grading.

Current Grade

Current Grade displays the current score. Click **Grade Attempts** to edit the current grade or grade another attempt.

Instructors can access all the attempts associated with this grade by clicking **Grade Attempts**. See [Entering Grades](#) for more information.

Edit Tab

View date submitted or saved, feedback and grading notes.

Use the View Attempt, Clear Attempt, and Edit Grade buttons to change grade and grading information. Use the Delete drop-down menu to delete attempts.

Manually Override Tab

Use this tab to enter a new grade for the item. Type a new grade in the Override Grade field. **Feedback to User** and **Grading Notes** may also be entered here.

The grade can be exempted from this tab by selecting the **Exempt user from this item** checkbox.

View Column Details Tab

This tab presents information about the Grade Center column where this grade resides:

- Column Name
- Column Description
- Primary Display
- Show to Users
- Included in Calculations
- Average Score
- Median Score

Grade History Tab

The Grade History tab displays all of the changes that have been made to this item. A message is displayed if there is no Grade History information available.

Icon Legend

Click **Icon Legend** to display the definition of the icons viewed in the Grade Center cells.

Next Steps

For more information, see the following topics:

- [Calculating Grades](#)
- [Changing Grades](#)
- [Typing Grades](#)
- [Grade History](#)

Customizing the Grade Center

All the Grade Center functions are initiated from the Grade Center page. This view is customizable, giving Instructors the ability to sort items in ways to maximize efficiency and to view student information with a minimum of scrolling.

Columns can be selected to be shown or hidden from the Grade Center to reduce scrolling. Columns are categorized in order to filter or sort them together. Columns can also be assigned a Grading Period to sort them together. Defining Categories and Grading Periods is discussed in [Setting Up the Grade Center and Planning Assessment](#).

The Grade Center, by default, lists Students' First and Last Names first. Students may be listed by username or Student ID as well, depending on how the Grade Center has been organized. Columns for items and calculations of sets of graded items appear across the page. Icons display in cells to signify the availability of students, the visibility of items to students, and the status of Gradable Items, providing a current view of the state of the Grade Center.

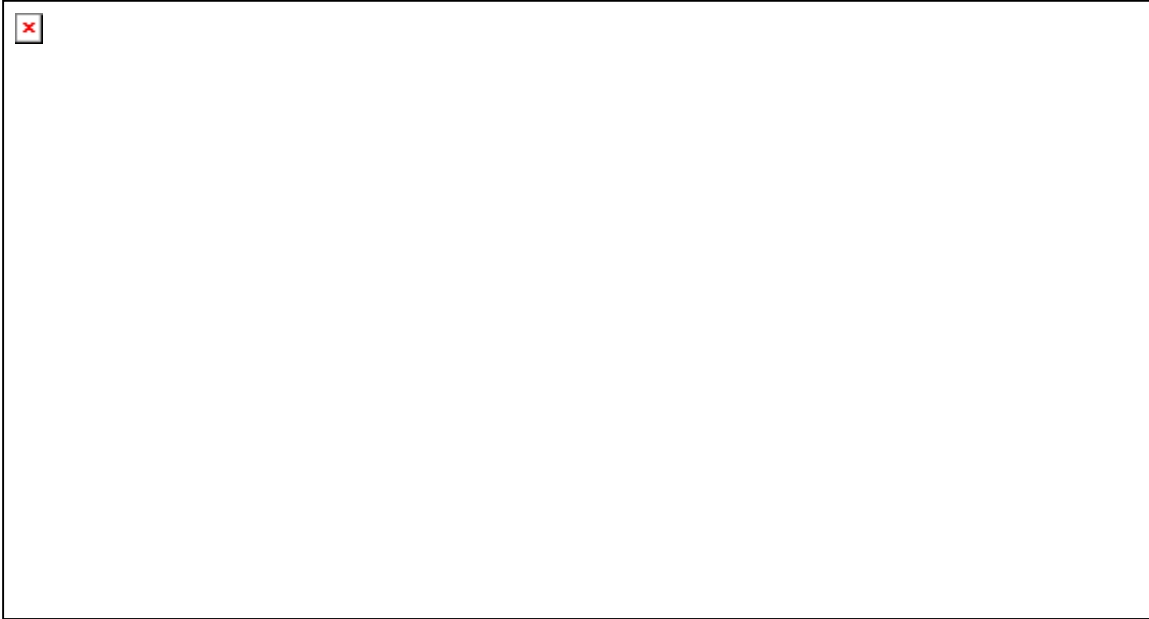
The ability to configure the Grade Center view, and the ability to manage columns and cells are available through the Grade Center page, within the Action Link that corresponds to each cell and column header.

The following customization options are available:

- [Customizing the Grade Center Workflow](#)
- [Sorting the Grade Center](#)
- [Showing and Hiding Users](#)
- [Organizing the Grade Center](#)
- [Showing and Hiding Grade Center Columns](#)
- [Making Columns Visible to All Views of the Grade Center](#)
- [Freezing and Unfreezing Panes](#)
- [Editing Column Categories](#)
- [Editing Grading Periods](#)

Customizing the Grade Center Workflow

The following diagram illustrates a typical workflow an Instructor would undertake to customize the Grade Center.



Sorting the Grade Center

To facilitate seeing Grade Center data in different ways, Instructors, TAs, and Graders may sort all visible columns within the Grade Center based on different criteria including:

- **Categories** – User defined categories or default categories to identify the type of item such a "Test" or "Lab Report".
- **Due Date** – Instructor defined date that a item is due.
- **Date Created** – The date that a item is created in the system.
- **Points Possible** – Instructor defined total number of points an item is worth.
- **Display Name** – Instructor defined name for the gradable item.

Note: Sorting based on the criteria defined here is not saved across sessions (persistent). It will last only as long as the current session. Once the browser is closed, the view will default back to its default view.

Showing and Hiding Users

Users are hidden from the Grade Center View, reducing the number of rows in the grid. Hidden users are not deleted from the Grade Center, and can be shown at any time.

Note: Any information that the user has chosen to remain private, such as their email address, is not shown in the Grade Center.

To **Hide** users:

1. Point **Manage** in the Action Bar of the Grade Center.
2. Select **Student Visibility**.
3. Select the users to be hidden.
4. Click **Hide Users**.

5. Click **Submit**.

Users that are hidden are disabled on the Users page and do not appear in the Grade Center View.

To **Show Hidden** users:

1. Point to **Manage** in the Action Bar of the Grade Center.
2. Select **Student Visibility**.
3. Select the users to be shown.
4. Click **Show Users**.
5. Click **Submit**.

Users that are shown appear in black text on the Users page and appear in the Grade Center View.

The Grade Center can be modified to **show one user at a time**:

From the contextual menu next to the **Last Name** or **First Name** cell of the user you want to show select **Hide Other Rows**. Select **Show All Rows** to view the full Grade Center.

Organizing the Grade Center

The Column Organization page aids in configuring the Grade Center display. The Grade Center display can be customized to:

- Freeze or unfreeze columns. If a column is frozen, when scrolling through the Grade Center view, that column will remain stationary.
- Hide or show columns.
- Edit the Categories of columns.
- Edit the Grading Periods of columns.

Some of these changes are implemented through the drag and drop capabilities of the page.

To change the display of the Grade Center, follow these steps:

1. Point to **Manage** on the Action Bar of the Grade Center.
2. Select **Column Organization**.
3. Select the Grade Center column (displayed on the screen as a row) to be moved.
4. **Drag and Drop** the row to the desired location using the arrow icon to the left of the Column Name.
5. Click **Submit** to save changes.

Once the display order of the columns has been changed, all new columns added to the Grade Center are added at the end of the display order, unless associated to a particular Grading Period. If a Grading Period is associated to a column, then the column will display in the Grade Center within the Grading Period range.

If two people are editing the Grade Center Column Organization at the same time the changes made by the first will be overwritten when the second person saves the changes.

Showing and Hiding Grade Center Columns

Instructors have the ability to hide any columns from displaying within the Grade Center. Hiding a column from displaying maintains all existing information associated with the column, but prevents it from being seen within the Grade Center. Hiding columns that are not currently being used reduces the length of the grid, thus reducing the need for continuous scrolling.

Hide a Column

1. Move the mouse pointer over the column to be hidden.
2. Click the Action Link to display the contextual menu.
3. Select **Hide Column**.

OR

1. Point to **Manage** in the Action Bar of the Grade Center, select **Column Organization**.
2. Select the check boxes of the Grade Center columns to be hidden.
3. Point to **Show/Hide**, select **Hide Selected Columns**. Hidden columns are disabled in the Grade Center.
4. Click **Submit** to save changes.

Instructors are able to show hidden columns along with all the associated data, restoring the display in the Grade Center.

Show Columns

1. Point to **Manage** in the Action Bar of the Grade Center, select **Column Organization** from the Action Link menu.
2. Select the check boxes of the Grade Center columns to be shown.
3. Point to **Show/Hide**, select **Show Selected Columns**.
4. Click **Submit** to save changes.

Making Columns Visible to All Views of the Grade Center

Grade Center Views are customized using different criteria, one of which is Grading Periods (see [Creating Grading Periods](#) for more information about creating Grading Periods). To maintain consistency among different views of the Grade Center, some columns such as a final grade column are selected to appear in every view of the Grade Center.

Columns listed under **Shown in all Grade Center Views**, on the Column Organization page, appear in all views. To make columns visible in all views, follow these steps:

1. Point to **Manage** in the Action Bar of the Grade Center, select **Column Organization** from the Action Link menu.
2. Select the Grade Center Column, from the **Not in a Grading Period** table, (displayed on the screen as a row) to be moved.
3. **Drag and Drop** the row into the **Shown in all Grade Center Views** table.
4. Click **Submit** to save changes.

To delete columns from the **Shown in All Grade Center Views** table, follow these steps:

1. Point to **Manage** in the Action Bar of the Grade Center, select **Column Organization** from the Action Link menu.
2. Select the Grade Center column (displayed on the screen as a row) to be moved from the **Shown in all Grade Center Views** table by clicking and holding any part of that row.
3. **Drag and Drop** the row from the **Shown in All Grade Center Views** table to a table below.
4. Click **Submit** to save changes.

Freezing and Unfreezing Panes

Grade Center columns are frozen in place so they do not move while scrolling through the other data. The columns containing students' first and last names are frozen by default. Frozen columns remain in position on the left side of the Grade Center while the rest of the columns are scrolled through. This feature is used for example to easily match up individual students with their data across the length of the Grade Center. Instructors can freeze and unfreeze any of the columns on the Column Organization page.

If a user freezes more columns than will fit on the screen, the number of columns is automatically reduced so at least one non-frozen column is displayed in the Grade Center page.

To freeze or unfreeze a column in any of the Grade Center views follow these steps:

1. Point to **Manage** in the Action Bar of the Grade Center, select **Column Organization** from the Action Link menu.
2. To freeze a column drag the bar that states, **Everything above this bar is a frozen column**, below the desired row or drag a row above the bar.
3. To unfreeze columns, drag the bar above the desired row or drag a row below the bar.
4. Click **Submit** to save changes.

Tip: To help ensure consistent views of the Grade Center, freeze any Weighted Grade Columns and Total Points Columns.

Editing Column Categories

From the Column Organization page, it is possible to change the Grade Categories of existing columns. A Grade Center Category is a classification of a Grade Center column for a course. For instance, "Homework," "Test," or "Quiz" are possible Categories that can have Grade Center columns associated to them.

To change a Grade Category through the Column Organization page, follow these steps:

1. Point to **Manage** in the Action Bar of the Grade Center, select **Column Organization** from the Action Link menu.
2. Select the desired columns to change.
3. From the action bar, point to **Change Category to**, and select the new category from the drop-down list.
4. Click **Submit** to save changes.

Editing Grading Periods

In the Column Organization page, it is possible to change the Grading Periods to which columns are associated. Grading Periods are segments that can help manage the Grade Center. Grading Periods, for example, are defined as Terms, Semesters, Quarters, Years, and so on, and can have date ranges that further define them. Grading Periods are not created by default. They must be defined by Instructors, if you want.

To edit the Grading Period of a column, follow these steps:

1. Point to **Manage** in the Action Bar of the Grade Center, select **Column Organization** from the Action Link menu.
2. Select the desired columns to change.
3. From the **Change Grading Period to** drop-down list, select the Grading Period for the column.
4. Click **Submit** to save changes.

Sharing Grade Center Data

Instructors can not only record assessment data through the Grade Center, but they may share this data and other information with Teaching Assistants (TAs), Graders, Students, Observers, and other stakeholders. The role of these users will determine what access they have to the Grade Center and Grade Center data.

In order to share Grade Center data with other users, the other users must first be added to the Blackboard Learn. In addition to being added to the system, some users will be required to be added to the course, and some course settings will need to be adjusted. The sections below provide basic information on how to share Grade Center data with other users.

Sharing the Grade Center with Teaching Assistants and Graders

Once added to a Course, Teaching Assistants (TAs) and Graders have the same access to features and tools in the Grade Center as Instructors. TAs and Graders can view the Grade Center data in many ways by sorting and filtering. For more information on editing the way data is viewed see [Customizing the Grade Center](#).

TAs and Graders can create unlimited Smart Views of their data that are saved and reused. For more information on creating and saving Smart Views see [Creating Smart Views in the Grade Center](#).

WARNING! If multiple users are working in the Grade Center at the same time there is a risk that one user's changes will be over written by another. To help avoid this situation, each user working in the Grade Center can create and save Smart Views of their students.

Sharing the Grade Center with Students

Instructors control what Grade Center data is released to Students and when it is released. Any Grade Center column can be shown or not shown to Students. Columns that are available are displayed in the View Grades tool, the My Grades course tool, and can be displayed individually in the Report Card module. Columns that are not available will not display in any of these places.

Grade Center statistics can also be made available to users or unavailable to users. If statistics are available with a column, they will be displayed when the column is displayed.

There are multiple ways to make Grade Center columns available or unavailable to users depending on the task or workflow the Instructor is engaged in. Follow any of these sets of these steps below to control the availability of Grade Center columns.

When adding a new Grade Center column:

1. To **Include this Column in Grade Center Calculations**, select **Yes**.
2. To **Show this Column to Students**, select **Yes** to allow students to view the column in My Grades, or **No** to make the column unavailable.
3. To **Show Statistics (average and median) for this column to Students in My Grades**, select **Yes** or **No** to hide statistics from Students.
4. Click **Submit** to save selections.

When viewing the Grade Center page:

1. Click the Action Link in the desired column header to open the contextual menu.
2. Select **Edit Column Information**.

3. Change the availability **Options** for the Column.
4. Click **Submit** to save changes.

Sharing the Grade Center with Observers

In order to share Grade Center data with Observers, Observers must first have user accounts created on the system with a system role of Observer. Next Observers must be associated with Students enrolled in the course, and finally be granted access to the course.

Once granted access to the course, Observers can view available Grade Center data from their associated Students. Grades are viewed by accessing the Observer Dashboard or using Observer Tools within the course.

WARNING! To protect student privacy and comply with international, national and regional laws and regulations, such as the Family Educational Rights and Privacy Act (FERPA) in the United States, review institutional policy and guidelines before releasing student information to Observers or other users.

Setting Up the Grade Center

Instructors invest a great deal of time planning and creating lessons, matching lessons with learning objectives and then assessing whether those objectives have been met. Assessing learning objectives is done in many different ways, through exams, projects, papers, participation and more. Assigning value to those individual Tests and configuring a grading schema to display grades to students for a marking period or course is unique for every Instructor and for every course.

Blackboard Learn includes a default Grading Schema with initial installation. The System Administrator may edit this schema to reflect a general grading schema used at the institution. A copy of the Institutional grading schema is included in all Course sections of Blackboard Learn. Instructors can edit the pre-defined Grading Schema and save changes within their Course sections. Instructors also have the ability to create additional Grading Schemas within their Course sections.

Individual grades, Grade Columns and Calculated Columns can always be changed within the Grade Center during an ongoing Course; though by planning out all Tests, attributing value to them, and using those values to create a Grading Schema beforehand, Instructors can spend less time editing and reconfiguring individual grades, and Students and other interested people receive consistent grading information.

This section contains the following topics:

- [Grading Schemas](#)
- [Categories](#)
- [Grading Periods](#)
- [About Grade Center Columns](#)
- [Adding Columns to the Grade Center](#)
- [Editing Columns in the Grade Center](#)
- [Adding Students to the Grade Center](#)

Grading Schemas

A Grading Schema is a diagram based on percentage ranges that matches scores to specific grade displays. For example, a student's raw numeric score on a quiz that has 100 possible points is an 88. In a Grading Schema in which a percentage of 87.5 to 89.5 equals a B+, this score results in a B+. If the grade display Letter option is chosen, the B+ will display to the Student. Grading Schemas may be edited or added to an ongoing Course and grades will be edited to reflect the changes.

A copy of the system default grading schema is included in all Course sections. Instructors can edit the pre-defined grading schema and save changes within their Course sections. Instructors also have the ability to create additional Grading Schemas within in their Course sections to reflect the multiple ways in which they may need to grade throughout their Courses.

The following options are available when working with Grading Schemas:

- [Adding a Grading Schema](#)
- [Editing a Grading Schema](#)
- [Copying a Grading Schema](#)
- [Deleting a Grading Schema](#)
- [Next Steps](#)

How to Add a Grading Schema

When a Grading Schema is employed, and depending on the grade display option, the Grade Center will translate the entry according to the Grading Schema and display the corresponding value. For example, if a column is configured to display Pass for all percentages above 70%, then, when the Instructor enters 89%, the Grade Center will display Pass. There is no limit to the number of Grading Schemas an Instructor can create.

Upon creation, a Grading Schema is included as an option in the Primary and Secondary Display option in creating a Grade Column or Calculated item. There are already default grade display options. For more information on creating a Grade Column or Calculated Column, see [Adding Grade Columns to the Grade Center](#) or [Calculating Grades](#).

1. Point to **Manage** on the Action Bar of the Grade Center, select **Grading Schemas** from the Action Link menu.
2. Click **Create Grading Schema**.
3. Type a **Name** for the Grading Schema. The name is shown in the drop-down list for Primary Display and Secondary Display when adding an item to the Grade Center as well as on the Manage Grading Schema page.
4. Type a **Description** for the Grading Schema. The description is shown on the Manage Grading Schema page and can assist with identifying the Grading Schema.
5. Type the **Schema Mapping** information. By default, any new grading schema will have two ranges of percentiles from 50% to 100% and from 0% (zero) to less than 50%. For example, a pass/fail schema might be set up like this:

Grades Scored Between	Will Equal	Grades Manually Entered as	Will Calculate as
50% and 100%	Pass	Pass	75%

Grades Scored Between	Will Equal	Grades Manually Entered as	Will Calculate as
0% and less than 50.0%	Fail	Fail	25%

- Click the **Insert New Row** arrow to insert a new row into the schema to enter additional display values to the schema. Each Display Symbol must be unique in the Grading Schema. The dash symbol "—" cannot be used as an entry. The dash represents a Null value.

The percentage range given for each grade value must begin with the lesser value listed first. The values must also overlap.

For example A = 90 – 100%, B = 80 – 90%, C = 70 – 80% and so on. Ranges must be set up in this way to avoid gaps that could occur when a score falls in between two numbers in the range. The range of 80 – 90% includes all grades up to but not including 90%. The top range does include 100%.

Click **Delete Row** to delete a value range (row) from the schema.

- Click **Submit** to save the Grading Schema.

How to Edit a Grading Schema

- Point to **Manage** on the Action Bar of the Grade Center, select **Grading Schemas** from the Action Link menu.
- Select the Grading Schema to edit and select **Edit** from the schema's contextual menu.
- Make any changes to **Name**, **Description** or **Schema Mapping**.
- Click **Submit**. Once submitted, all columns using the Grading Schema are edited to reflect the changes.

How to Copy a Grading Schema

Once created, Grading Schemas can be copied and used again.

- Point to **Manage** on the Action Bar of the Grade Center, select **Grading Schemas** from the Action Link menu.
- Find the Grading Schema to copy and select **Copy** from the schema's contextual menu. The copied Grading Schema appears on the list with a number appended to the name. Copied Grading Schemas may be edited by using the steps in the section above.

How to Delete a Grading Schema

Instructors may delete the default Grading Schema only if they have made modifications to it. Instructors may delete any Grading Schemas they created as long as the schemas are not in use. Grading Schemas currently in use do not have a **Delete** button. Removing a Grading Schema cannot be undone.

- Point to **Manage** on the Action Bar of the Grade Center, select **Grading Schemas** from the Action Link menu.

2. Find the Grading Schema to delete and select **Delete** from the schema's contextual menu.
3. Click **OK**.

Next Steps

- [Creating Categories](#)
- [Creating Grading Periods](#)

Categories

A Grade Center Category is a classification of a Grade Center column of a Course. For instance, "Homework," "Test," or "Quiz" are possible Categories that may have Grade Center columns associated with them.

Categories are helpful in organizing and utilizing the Grade Center. An Instructor may sort the Grade Center by a specific Category to compare how all the Students scored in the "Homework" Category, for example. Categories may also be used when creating Smart Views (a saved view of Grade Center data) comprised of a columns associated to specific Category or Categories.

Categories can integrate with Grade Center columns such as Weighted Grade Column, Total Points Column, or Average Grade Column. For example, an Average Grade Column is created to calculate statistics for all Columns that are in the "Homework" category. Gradable items added to the course that are categorized as "Homework" will automatically be included in the average calculation. For more information on creating these Grade Center columns, see [Calculating Grades](#).

Categories can also be used in the creation of a Report. An Instructor may create a printable Report that displays Statistics of performance for all of the columns in a certain Category. This information is used by Instructors to make decisions about instruction, planning, and assessment. For more information on Reports, see [Creating Reports](#).

It is possible to assign columns to Categories through the Column Organization page. For more information, see [Customizing the Grade Center](#).

Default Grade Center Categories

The Grade Center contains default Categories that are created by the Grade Center columns that are created through the Blackboard Learning System. The default Categories are:

- Assignment
- Blog
- Discussion
- Journal
- Self and Peer
- Survey
- Test

Instructors can create their own Course Categories, such as Labs, Group Work, Quiz, and so on, through the Categories page.

Creating New Categories

New Categories are created using the Manage Categories page. The Manage Categories page displays the default Categories and any other Categories that have been created. Each Category displays the Grade Center columns associated with that particular Category.

To create a new Category, follow these steps:

1. Point to **Manage** on the Action Bar of the Grade Center, select **Categories**.
2. Click **Create Category**.

3. Type a **Name** for the Category.
4. Type a **Description**. The Description field can help differentiate Categories and explain a Category's purpose.
5. Click **Submit**.

Columns associated with a Category are listed on the Manage Categories page. To associate a column with a Category, see [Adding Grade Columns to the Grade Center](#).

Tip: Grade Center items that are not assigned a Category upon creation are automatically assigned to "No Category". To avoid this, create Categories before creating Grade Center Items. Having Grade Center Items associated with Categories is helpful when creating Smart Views. For more on Smart Views, see [Creating Smart Views in the Grade Center](#).

Editing a Category

Default Categories cannot be edited. However, any Categories the user creates can be edited. To edit an existing Category, follow these steps:

1. Point to **Manage** on the Action Bar of the Grade Center, select **Categories**.
2. Select the Category to edit and select **Edit** from the contextual menu.
3. Change the Category **Name** or **Description**.
4. Click **Submit**.

Deleting a Category

Default Categories cannot be deleted from the Grade Center. Only Categories that have been created by a user and that are not in use in a course may be deleted. To delete a Category, follow these steps:

1. Point to **Manage** on the Action Bar of the Grade Center, select **Categories**.
2. Select the Category to remove and select **Delete** from the contextual menu. The Delete button is shown only for Categories that can be deleted from the Grade Center.
4. Click **OK**.

Grading Periods

Grading Periods are user created segments that can help manage the Grade Center. Grading Periods, for example, are defined as Terms, Semesters, Quarters, Years, and so on, and can have date ranges that further define them. Grading Periods are not created by default. If desired, they must be defined by Instructors.

Defining Grading Periods and associating Grade Center columns to a Grading Period allows Instructors to effectively organize and report on Grade Center data. Instructors can filter the Grade Center by Grading Period to display only the columns in the segment. For example, an Instructor may configure the Grade Center to display the First Quarter columns, reducing searching and scrolling.

Grading Periods can also be used to:

- View the performance of students in a certain Grading Period
- Create a Report that displays the performance for a Grading Period
- Calculate a Grade column for a Grading Period

Grading Periods can greatly assist with the organization and management of the following tasks:

- Viewing and Editing the Grade Center
- Creating Smart Views of the Grade Center
- Creating a Report
- Adding a Grade Center column
- Creating a grade calculation, such as a Weighted Grade or Total Points Grade

The following actions are available when working with Grading Periods.

- [Creating a Grading Period](#)
- [Editing a Grading Period](#)
- [Deleting a Grading Period](#)
- [Viewing a Grading Period and its Associated Grade Center Columns](#)
- [Grading Periods and Column Organization](#)
- [Grading Periods and Grade Calculations](#)

Creating a Grading Period

WARNING! Grade Center items cannot be associated with more than one Grading Period. A newly created Grading Period with the same or overlapping date range will override the settings of an existing Grading Period. All items associated with the existing Grading Period will become associated with the new one.

Create a Grading Period

1. Point to **Manage** on the Action Bar of the Grade Center, select **Grading Periods**.
2. Click **Create Grading Period**.

3. Type a **Name** for the Grading Period. This is shown on the Manage Grading Periods page.
4. Type a **Description**. Adding a description to the Grading Period helps to identify and organize different Grading Periods.
5. Select the **Grading Period Dates**.
6. Click **Associate Columns** to associate all Grade Columns and Calculated Columns that were previously created with Due Dates to the corresponding Grading Period.
7. Click **Submit**.

Editing a Grading Period

1. Point to **Manage** on the Action Bar of the Grade Center, select **Grading Periods**.
2. Select the Grading Period to change and click **Edit** from the contextual menu.
3. Make the changes.
4. Click **Submit**.

Deleting a Grading Period

1. Point to **Manage** on the Action Bar of the Grade Center, select **Grading Periods**
2. Select the Grading Period to change and click **Delete** from the contextual menu. All Grade Center Items associated to this Grading Period will be reset to "Not in a Grading Period."
3. Click **OK**.

Viewing a Grading Period and its Associated Grade Center Columns

To view the columns associated with a Grading Period, select the desired Grading Period from the **Current View** drop-down list.

To maintain the Grading Period view as the default view, click **Set as Default**. The default view can be changed as often as desired, allowing the user to set which view to open first. For example, an Instructor can change the default view from First Quarter to Second Quarter when the second quarter begins.

Grading Periods and Column Organization

In the Column Organization page, all Grade Columns and Calculated Columns are displayed in tables. The top table displays all the columns that are **Shown in All Grade Center Views**. A table for each Grading Period appears next. Any Grade Columns and Calculated Columns not associated with a Grading Period appear in the last table **Not in a Grading Period**. If there are no Grading Periods defined, the bottom table is labeled **Shown in Selected Views Only**.

Columns are associated with Grading Periods from the Column Organization page. To associate columns to Grading Periods, to move them to other Grading Periods, or to disassociate them from any Grading Period, follow these steps:

1. Point to **Manage** on the Action Bar of the Grade Center, select **Column Organization**.
2. Select the items to be associated or disassociated.

3. Click **Change Grading Period to**.
4. Select the Grading Period to which to associate the column.
5. Click **Submit**.

Grading Periods and Grade Calculations

Grading Periods are useful when creating Calculated Columns. For example, to calculate an average grade for all columns in a Grading Period, create an Average Grade Column. Columns associated with the Grading Period are automatically included in the average calculation.

1. Associate Grade Columns with a Grading Period.
2. Create a Calculated Column that includes all the Grade Columns in that Grading Period. For example, all homework assignments that occur within a particular date range that are associated with Term 1.
3. Create a Calculated Column that uses a Total Point calculation and that includes all homework in Term 1. As a result, this Total Points column will display the grade based on a relationship of points possible to points given for all homework assignments in Term 1.

It is not possible to associate a column to more than one Grading Period. For example, a column cannot be included in Quarter 1 and Semester 1 Grading Periods.

Tip: While it is not possible to associate columns to more than one Grading Period, it is possible to create a column that calculates a final grade quickly and easily. For instance, if there are two columns, Quarter 1 and Quarter 2, that display the grades for their respective Grading Periods, then create a Semester column that uses Quarter 1 and Quarter 2 as columns in its grade calculation. For more information on creating Grade Center columns for calculating grades see [Calculating Grades](#).

About Grade Center Columns

Items that are added to Course Content such as an assignment or test automatically generate a column in the Grade Center. Items that are not added from Course Content need to have a column created manually in Grade Center. Instructors can manually create Tests, Quizzes, and Class Participation columns, for example. These columns then may be displayed to the Students and Observers.

Instructors can add items to the Grade Center automatically, manually, or through uploading. For more information on uploading, see [Uploading External Grade Center Items](#).

Automatically Generated Grade Center Columns

All items created for a Course through Blackboard Learn generate columns automatically in the Course's Grade Center. These columns are eligible for use in all of the Grade Center operations. The following items automatically generate a column:

- **Assignments** – Assignments are added to Course Content and are graded manually.
- **Survey** – Surveys are automatically scored. Surveys are included or excluded in summary Grade Center calculations.
- **Test** – Tests are automatically scored online, in which case the grade is automatically entered in the Grade Center column. Tests may also contain questions that need to be scored manually, such as an essay question, and require the grade to be entered manually.

The following items: **Blogs**, **Discussion Boards**, **Journals**, and **Wikis** do not automatically generate columns in the Grade Center. They must be set up for grading outside the Grade Center.

Once created, columns and their parameters are edited by the Instructor. For example, columns can be renamed, be associated with a different Grading Period or a different Grading Schema. Instructors also control whether columns are displayed to Students and Observers.

Grade Center Column Functions

The following functions are available from the contextual menu for all Grade Center columns.

Function	Description
Quick Column Information	Shows the Column Information in a small window.
View and Add Rubrics	Shows the available Rubrics that provide guidelines for grading this item. Rubrics can be created from the same window.
Grade Anonymously	Enter grades for this item without knowing the identity of each user. See Entering Grades for more information.
Grade Attempts	Enter a grade for an attempt made for this item. See Entering Grades for more information.
Grade Questions	Enter grades for all of the responses for a specific question at one time. See Entering Grades for more information.
View All Attempts	Shows the View All Attempts page for the item. These attempts can be graded, graded anonymously, or graded by question.
Edit Column	Shows the Edit Column page for this column. See Editing Grade Center

Function	Description
Information	Columns for more information.
Column Statistics	Shows the Column Statistics page for this column. The following statistics are shown: Column Details, Grade Distribution, Status Distribution, and basic Statistics such as Range, Average, Median, and Variance. If the Show Statistics setting is not selected for the column, this option is not shown on the contextual menu.
Set as External Grade	Choose this option to display this grade in the Observer Dashboard.
Attempts Statistics	Shows the Statistics page for the item. The following statistics are shown: Name, Score, Attempts, Graded Attempts, Attempts that Need Grading, and Instructions. Each question is shown along with its score information. If the Show Statistics setting is not selected for the column, this option is not shown on the contextual menu.
Download Results	Allows the Instructor to download Grade Center data for this column as a delimited file that is used in other applications such as Spreadsheet programs or statistical analysis programs. See Downloading Grade Center Data for more information.
Show/Hide to Users	Show or Hide this column in the Grade Center. See Customizing the Grade Center for more information.
Clear Attempts for All Users	Shows a separate window where Instructors can clear selected attempts for all users. Attempts can be cleared by Criteria or by a Date Range.
Sort Ascending	Shows the items in the column in an ascending order.
Sort Descending	Shows the items in the column in a descending order.
Hide Column	Hides the column from view in the Grade Center. To show the column, point to Manage and select Column Organization. See Customizing the Grade Center for more information.

Next Steps

- [Creating Columns in the Grade Center](#)
- [Editing Grade Center Columns](#)

Adding Columns

Items that are added to Course Content such as an assignment or test automatically generate a column in the Grade Center. Items that are not added from Course Content need to have a column created manually. Instructors can manually create Tests, Quizzes, and Class Participation columns, for example. These columns then may be displayed to the Students and Observers.

Prerequisites and Warnings

Primary Display: The format chosen is the primary or only (if no Secondary Grade is selected) format displayed for this Grade Item in the Grade Center. The selections are based on the Grading Schema, and there are default selections.

Entering a Score for Grade Column that uses the Primary Display of Percentage does not calculate the Percentage. To calculate a Score's Percentage select Score from the Primary Display drop-down list and select Percentage from the Secondary Display drop-down list.

How to Create a Column

1. Click **Create Column** in the Action Bar of the Grade Center.
2. Type a **Column Name**. This field accepts only 15 characters.
3. Type a **Grade Center Display Name**. This appears as the column header in the Grade Center. This field accepts only 15 characters in the column header.
4. Type a **Description**.
5. Select a **Primary Display** option from the drop-down list. The default choice is Score.
6. Select a **Secondary Display** from the drop-down list. This selection displays the secondary format for this Grade Item in the Grade Center.
7. Select a **Category** from the drop-down list. This associates the column to a Category. The default choice is No Category.
8. Type **Points Possible**. Denote the number of points assigned to this column. Non-numeric entries are not accepted.
9. Set the **Due Date**. Select from the following:
 - **None** – there is no due date for the Grade Item.
 - Specify a due date for the Grade Item, including month, day, and year.
10. Set additional Options for the column by selecting **Yes** or **No** for the following:
 - **Include Column in Grade Center calculations** – the column is included in the possible selections of items when creating Calculated Columns, such as Weighted Grades Columns or Total Point Columns.
 - **Show this Column to Students** – Grades are shown in My Grades, View Grades, and the Report Card module when available.
 - **Show Statistics (average and mean) for this column in My Grades** – Includes statistical information with the grade value when shown to students.
11. Click **Submit**.

See Also (optional)

[Column Types and Functions](#)

Editing Grade Center Columns

Once created, Grade Center columns are edited to reflect any desired changes. For example, columns that are added to the Grade Center from an external file are added as text columns with points possible equaling zero (0). These columns must be edited to be included in Grade Center calculations.

See [Uploading External Grade Center Items](#) for more information.

How to Edit a Grade Center Column

1. Open the contextual menu of the desired column header.
2. Click **Edit Column Information**.
3. Make desired changes.
4. Click **Submit** to save changes.

The following table describes all the fields that are used or edited for creating or editing columns.

Field	Description
Column Information	
Column Name	Column Name is the formal name for the Item, and is displayed in the Grade Center page if no Grade Center Display Name is entered. The Column Name is referred to in all other areas of the Grade Center, not the Grade Center Display Name. This field will only display the first 15 characters in the Column header.
Grade Center Display Name	This appears as the column header in the Grade Center. This field only displays 15 characters in the column header. The Grade Center page is the only area where this name is used.
Description	A description of the Grade Center column.
Primary Display	The format chosen is the primary or only (if no Secondary Display is selected) format displayed for this Weighted Grade Item in the Grade Center page. The options are based upon the Grading Schema. They are as follows: Score, Percentage, Text, Complete/Incomplete, Default Schema (Letter). For more information, see Creating Grading Schemas .
Secondary Display	A drop-down list for the possible formats of the grade display; it will display along with the Primary Display, in parentheses. The options are based upon the Grading Schema. they are as follows: Score, Percentage, Text, Complete/Incomplete, Default Schema (Letter). For more information, see Creating Grading Schemas .
Score attempts using	A drop-down list of grading options for the Column. These include: Grade of Last Attempt , Highest Grade , Lowest Grade , Grade of First Attempt , or Average of Attempt Grades .
Category	This associates the Grade Item with a Category. A Category must be created before it is selected. The default Categories include the following: Assignment, Survey, Discussion, Test.
Points Possible	The maximum number of points possible for this Grade Item; or, the assigned number of points for this Grade Item; this must be a numeric entry.

Field	Description
Dates	
Grading Period	The Grading Period to which this Grade Item is assigned; this will not display if no Grading Periods have been created.
Creation Date	The date on which the Grade Center Column was created.
Due Date	None or Due On, including the month, day, and year; this determines the date the Grade Item is due for those required to complete the assignment.
Options	
Include Column in Grade Center calculations	Includes this item in the possible selections of items when creating Grade Item formulas, such as Weighted Grades or Total Points Grades
Show this Column to Students	Selecting this displays the Grade Center column to users.
Show Statistics (average and median) for this column to Students in My Grades	This displays average and mean statistics to Students and Observers.

Adding Students to the Grade Center

Students are added to the Grade Center when they are enrolled in a Course or Section. Depending on the institution, enrollment is done automatically using data from the Student Information System (SIS), by the Instructor using a batch command or singularly, or by allowing users to self-enroll.

Note: Any information that the user has chosen to remain private, such as their email address, is not shown in the Grade Center.

Tasks associated with adding students to the grade center include:

- [Adding and Removing Users from the Grade Center Automatically](#)
- [Adding Blackboard Users Manually](#)
- [Adding Non-Blackboard Users Manually](#)
- [Adding Multiple Users to a Course](#)
- [Batch Files](#)
- [Removing Users from the Grade Center Manually](#)

Add and Remove Users from the Grade Center Automatically

Students are added to and deleted from the Grade Center automatically for institutions that use their Student Information System to populate Courses and Sections. Depending on when and how information is updated from the SIS database and passed on to Blackboard, adding and dropping students from the Grade Center may occur at different intervals. For more information on integrating SIS data with Blackboard, see the Advanced Integration and Data Management Manual available from Behind the Blackboard.

Instructors can add students from the Grade Center by manually enrolling them in their Course or Section. To enroll a student, the student must be a user in the system. Follow the steps below to manually add a student to the Grade Center.

How to Add Blackboard Users Manually

1. From the **Control Panel**, under **Users and Groups**, click **Users**.
2. From the **Enroll User** drop-down list, select **Find Users to Enroll**.
3. Enter one or more Usernames. Click **Browse** to search.
4. Select the student to enroll in the course.
5. Click **Submit**.

Note: Multiple students that are listed on the page may be added using this method. To add additional students that are listed on another page, first submit the initial students by clicking Submit. Next, navigate to the second page and enroll those students. Multiple selections can only be made on a single page.

How to Add Non-Blackboard Users Manually

1. From the **Control Panel**, under **Users and Groups**, click **Users**.
2. From the **Enroll User** drop-down list, select **Create User**.

3. Fill in the mandatory fields.
4. Select the role of Student.
5. Select **Yes** to make the student available in the Course,
6. Click **Submit**.

A user that has been added to the system manually from the Course Control Panel will automatically be enrolled in the Course and appear in the Grade Center.

How to Add Multiple Users to a Course

Users that have been added to the system manually from the Course Control Panel will automatically be enrolled in the course and appear in the Grade Center.

1. From the **Control Panel**, under **Users and Groups**, click **Users**.
2. Click **Batch Enroll Users**.
3. **Browse** to select the delimited file containing user records.
4. Select the **Delimiter Type**.
5. Click **Submit**.

Batch Files

Batch files are .txt files that hold large quantities of information to upload to the system. Each batch utility contains specific instructions on creating the batch file. The following batch file standards are universal.

- Each file must be one of the supported file types: .txt or .csv. **Note:** Microsoft Excel versions 2003 and 2007 automatically insert double quotes in every field if the worksheet is saved as a .csv file.
- Each file must be in DOS format. Files in MAC or UNIX format must be converted to DOS.
- Each field must be enclosed in double quotation marks. For example: "John"
- If quotation marks appear in a field, use an escape character to indicate that the next character does not mark the end of the field. The escape character is a backslash (\). For example: "\"NICKNAME\""
- Each field must be separated with one of the following delimiters: comma, colon, or tab. When selecting AUTO, only one type of delimiter may be used in each batch file. For example: "John","Smith" or "John": "Smith"
- Each record must be on a separate line. For example:
"John","Smith"

"Samantha","Baker"
- Do not include blank lines between records. The blank line will be processed and return an error.
- Blackboard recommends that each batch file not exceed 500 records because of timeout restrictions associated with most browsers.

How to Remove Users from the Grade Center Manually

Users that are deleted from a Course are also deleted from the Grade Center. To delete users from a course manually, follow these steps:

1. From the **Control Panel**, under **Users and Groups**, click **Users**.
2. Locate the users by searching or listing all users.
3. Select the users to delete them from the course.
4. Click **Remove Users from Course**.
5. Click **OK** to confirm the removal.

About Smart Views

Smart Views are views of the Grade Center based on a variety of student criteria. This enables Instructors to create certain views of the Grade Center—based on performance criteria for items such as Tests or Assignments—that quickly track Students.

There are four different Types of Smart Views that specify the Student information:

- **Course Group** allows the Instructors to select a Group, which was created in the course. Groups are subsections created in the User Management Area of the Control Panel. They are a collection of students selected by the Instructor.
- **Performance** allows the Instructor to select Students based on performance
- **User** allows the Instructor to select individual Students
- **Category and Status** allows the Instructor to select from a full list of Student attributes; this is a combination of the options of the other three Smart Views.
- **Custom** allows the Instructor to create a query based on user criteria.

Once built and saved, Smart Views become a selectable list item on the **Current View** drop-down list of the Grade Center page, enabling easy navigation from one view to another. Any Smart View is saved as the default view of the Grade Center. The current default view can be changed at any time.

Tasks associated with Smart Views

- [Favorites](#)
- [Creating a Smart View](#)
- [About the Formula Editor](#)
- [Editing a Smart View](#)
- [Deleting a Smart View](#)
- [Viewing a Smart View as the Main Grade Center View](#)

About Favorites

Any Smart View can be tagged as a Favorite to display in the **Course Menu** under the **Grade Center** heading. Select **Favorite** when creating a Smart View to make the Smart View a Favorite.

When a Favorite is selected, the title of the Grade Center page includes the name of the Favorite.

How to Create a Smart View

1. Point to **Manage** on the Action Bar and select **Smart Views**.
2. Click **Create Smart View**.
3. Type a **Name** for the Smart View. This is a required field and is shown in the Current View drop-down list on the Grade Center page. It is also shown as a link to the Smart View on the Manage Smart Views page.
4. Type a **Description** of the Smart View. The description is shown on the Manage Smart Views page.
5. Select **Add as Favorite** to make the Smart View a Favorite.
6. Select the **Type of View**.
 - **Course Group**: Subsections of students. Course Groups must be created before they can be used as selection criteria.
 - **Performance**: Student performance on a single item such as a mid-term exam.
 - **User**: Individual Students.
 - **Category and Status**: Create a Smart View based on Categories and Grade Status.
 - **Custom**: A query for selecting students using a combination of attributes.
7. Select the appropriate **Criteria**.
 - **Course Group**: Select the groups to include in this Smart View.
 - **Performance**: Select the user criteria to include in this Smart View.
 - **User**: Select the users and columns to include in this Smart View.
 - **Category and Status**: Select the category and users to filter by status.
 - **Custom**: Select the user and their grade criteria to include in the Smart View.
8. Click **Submit**.

Note: See [Creating Custom Smart Views](#) for more information.

About the Formula Editor

When building a Smart View using the Investigate type, multiple user criteria can be used. Criteria are added as AND statements. As each criteria is added, it is assigned a number. This number is reflected in the Formula Editor, which appears below the criteria. Each criteria that is added can have a condition such as equal to, greater than, and less than. Each condition requires a value to compare with the condition.

After all the criteria have been entered, the formula for the query appears. The formula can be manually edited to change the operators and to insert parentheses to change the way the formula is completed.

How to Edit a Smart View

1. Point to **Manage** on the Action Bar and select **Smart Views**.
2. Select the Smart View to change and select **Edit** from the contextual menu.

3. Make the desired changes.
4. Click **Submit** to save changes.

How to Delete a Smart View

Removing a Smart View does not delete any data from the system.

1. Point to **Manage** on the Action Bar and select **Smart Views**
2. Select the Smart View to remove and click **Delete**.
3. Click **OK** to delete the Smart View.

How to View a Smart View as the Main Grade Center View

The default setting for the Current View of the Grade Center displays the Full Grade Center. Smart Views are used to help sort the Grade Center.

1. Point to **Manage** on the action bar and select **Smart Views**.
2. Click the name of a Smart View to view the Grade Center through that Smart View.

This setting does not persist across sessions and will revert to the default Grade Center view when the browser is closed or you logout of the system.

Creating a Custom Smart View

Custom Smart Views of Grade Center data are complex queries of student and column attributes. These Smart Views are built upon formulas that include Criteria and Conditions. The following table provides some guidelines for building these formulas.

Criteria	Conditions	Allowed Entries
Availability Status	equal to	Choose from Available; Not Available
Username	begins with; contains; or is equal to	Text entries
First Name	begins with; contains; or is equal to	Text Entries
Last Name	begins with; contains; or is equal to	Text Entries
Student ID	begins with; contains; or is equal to	Text Entries
Last Course Access	equal to; before; after	Date entries
Group Membership	equal to; not equal to	Choose from all created Groups
Grade on Item (Text)	Equal to; Not Equal to	Null; Exempt; In Progress; Needs Grading; User defined
Grade on Item (Complete/Inc)	Equal to; Not Equal to	In Progress; Complete; Incomplete; Needs Grading
Grade on Item (all other display types)	Less than; Less than or equal to; Greater than; Greater than or equal to; Equal to; Between	Values in the Primary Display of the column, such as Scores or Percentages; numeric entries, or letter or symbol entries based on Grading Schema.

How to Create an Category and Status Smart View

1. Point to **Manage** in the Action Bar of the Grade Center.
2. Select **Smart Views** from the Action Link menu.
3. Click **Create Smart View**.
4. Type a **Name** for the Smart View. This is a required field and is shown in the Current View drop-down list on the Grade Center page. It is also shown as a link to the Smart View on the Manage Smart Views page.
5. Type a **Description** of the Smart View. The description is shown on the Manage Smart Views page.
6. Click the **Favorite** check box to make the Smart View a Favorite.
7. Select **Custom**.
8. Select **User Criteria** from the drop-down list. For example, "Grade on Midterm" A full set of available criteria is listed below.

9. Select a **Condition** from the drop-down list. The possible selections differ with each type of item.
 - For Names, the condition must be set to either **Begins with** or **Contains**.
 - For Dates, the condition must be set as either **Before** or **After**.
 - For scores or percentages, the condition must be one of a number of options, such as **Equal to**, **Less than**, **Greater than**, and others.
10. Type a **Value** for the condition. A Value entry specifies the Student Criteria for the Smart View; its entry depends upon the criterion selected:
 - Date criteria require specific Date values
 - Name entries require specific letter or name entries

For example, entering "60" as a value for a Midterm test would pull all students who scored 60 or less on the Midterm test. For more information on manually entering and editing queries, see Manually Editing Search Criteria Formula.
11. To add a second Student Criterion, click **Add User Criteria**, and make additional selections. Criteria are always added as AND statements. The formula for the query is displayed in the **Formula Preview** box. To edit the formula manually, click **Manually Edit** and enter a new formula.
12. Select the **Filter Results** by selecting one of the following options from the drop-down list:

Columns to Display	Description
All Columns	Select all Grade Center columns.
None	Do not select any Grade Center columns.
All columns shown to users	Select all columns that are shown to users. Columns that have been hidden are not shown.
All columns hidden from users	Select all columns that have been hidden from users.
Selected Columns Only	Select the desired columns from the selection list or list of columns.
Selected Categories Only	Select the desired Categories from the list of Categories.
Selected Grading Periods Only	Select desired Grading Periods from the list of Grading Periods.

13. Click **Include hidden information** to include hidden columns in the Smart View.
14. Click **Submit** to save the Smart View.

Example of a Custom Smart View Search Criteria

The following example illustrates the creation of Custom Smart Views with multiple search criteria. Such detailed Smart Views can help Instructors build a comprehensive organization of Grade Center data and then use that information to improve Student performance.

An Instructor is teaching a course with two items that account for the major proportion of the semester's grade, a Mid-term Exam, and a Final Exam. In the Course, the Instructor has two Groups of students, Majors and Non-majors, as well as select Students in a group named At Risk Students. This translates into five criteria:

Group Value	Description
1	Mid-term exam grade less than 60 (failure cut off)
2	Final exam grade less than 60 (failure cut off)
3	Major group (Students who have a declared major in the subject the course is related to.)
4	Non-major group (Students who have a declared major that is not the subject the course is related to or who have not declared any major.)
5	At Risk Students group (Students who have been identified by student services as at risk for dropping out of the program.)

The Instructor is interested in seeing which students scored below a 60 on either exam, what group the Students are in, and if they are at risk. This data gives the Instructor information on whether there is a difference in the failure rates of Majors, Non-majors and At Risk Students. To enter a complex formula, the Instructor must manually edit the formula in the **Formula Editor** text box.

The first formula the Instructor enters is this:

([1 or 2] and [3 or 4]) and 5

This displays all Students from the At Risk group (5) with scores less than 60 on the Mid-term exam (1) or Final exam (2) with the group Majors (3) or Non-majors (4).

The second formula the Instructor enters is this:

(1 or 2) and (3 or 4 or 5)

This displays all students with scores less than 60 on the Mid-term exam (1) or the Final exam (2) and are either in the group Majors (3) or Non-majors (4) or At Risk (5).

Looking at the Smart Views that these formulas generate gives the Instructor information on who has failed either test, who in each group has failed one of the exams, and who among the students who failed is at risk. More comparisons are made to see if Majors or Non-majors have a greater failure rate, and if at risk students fail at the same or a different rate as majors and non-majors. All of this data may help the Instructor decide that next semester the course should only be open to Majors and those who have specific pre-requisites. The Instructor can also follow up with the student services department with information on the at-risk students.

Using the Grade Center

During the span of a Course, different forms of data can be entered into the Grade Center. This can happen automatically in the case of online tests, exams, and discussion board items, or it can happen manually when the Instructor, grader, or TA enters grades directly or imports them from an outside source. Grades are changed and recalculated as assessment data is entered and an ongoing record of grade changes is kept for historical purposes. Other information about student progress can be entered as well in the form of comments.

As assessment data is collected, it is formatted into customized printable progress reports. Assessment data can also be viewed within the Grade Center in the forms of Student Statistics and Column Statistics, giving Instructors information on Student and Grade Item performance.

The following topics are available in this section:

- [Entering Grades](#)
- [Adding Comments to a Grade Entry](#)
- [About Changing Grades](#)
- [Grade History](#)
- [Deleting and Reverting Grades](#)
- [Exempting Grades](#)
- [Uploading or Downloading Grade Center Items/ Working Offline](#)
- [Calculating Grades](#)
- [Column Types and Functions](#)
- [Creating Average Grade Columns](#)
- [Creating Weighted Grade Columns](#)
- [Creating Total Points Columns](#)
- [Creating Minimum/ Maximum Columns](#)
- [Creating Reports](#)
- [Viewing Grade Center Statistics](#)
- [Sending Email from the Grade Center](#)

Entering Grades

Grades are entered into the Grade Center in a variety of ways. Scores from items that have been added to the content of a course such as online tests, exams, and surveys are automatically entered into the Grade Center. Grades from an external source, such as a Comma-separated Value File or an Excel spreadsheet, are uploaded to the Grade Center, eliminating the need for double entry. Other grades are manually entered into the Grade Center using any of the views of the Grade Center.

Grading Multiple Attempts

If you are grading multiple attempts, the graded item must have been set to allow multiple attempts when it was created. If the option for multiple attempts was selected, the option for grading will appear on the Grade Details page. Grades for all attempts are tracked in the Grade History.

Automatically Entered Grades

Tests that are added to the content of a Course and are scored online, automatically record the grade for that assessment in the corresponding Grade Center column. Grades that are automatically scored can be edited manually.

To edit grades see [Changing Grades](#).

Manually Entered Grades

Tests that are added to the content of a Course can be edited to allow students to have multiple attempts to take the assessment. These attempts are graded manually in the Grade Center.

There are many ways to manually enter these grades:

- [From the main Grade Center page](#)
- [Anonymously from the main Grade Center page](#)
- [From the Grade Details page](#)
- [Anonymously from the Grade Details page](#)
- [Overriding a grade from the Grade Details page](#)
- [Grading Tests by Question](#)

Instructors can enter grades for certain tools without having to navigate to the Grade Center. Grading can be done within the tool if the item has been set to be graded. Once these grades have been entered, they can be changed in the Grade Center.

Uploading Grades from External Sources

To eliminate repeated entry of Grade Center data in several tools, Instructors can work offline and then upload grades into Grade Center. Instructors can upload grades from external sources such as a Comma-separated Value or an Excel spreadsheet. Data must be formatted specifically to upload correctly and be synched with existing Grade Center data. For in depth information on uploading grades see [Working Offline](#).

How to Enter Grades from the Grade Center Page

Grades are entered in any cell in the Grade Center or any Smart View of the Grade Center or from the Grade Detail page.

To enter a grade from the Grade Center, follow these steps:

1. Click within the cell to be graded.
2. Type the value.
3. Press **Enter**. If **Enter** is not pressed, and the user attempts to exit the entry cell or Grade Center, a dialog box asks if the user would like to save the grade entry. Select **OK** to save the grade.

How to Enter Grades Anonymously from the Grade Center Page

Instructors can grade items in the Grade Center without viewing user information. The users will be displayed in a random order, without any identifying information, to the Instructor for grading. Anonymous Grading is helpful to reduce bias from the Instructor or TA when grading. This option is available in the column header contextual menu on the Grade Center page.

1. From the desired column header click **Grade Anonymously**.
2. Type a grade in the text box for each question.
3. Click **Save and Exit** to return to the Grade Center page.

OR

Click **Save and Next** to show the next user.

OR

Click **View Previous** to show the previous user.

How to Enter an Attempt Grade from the Grade Details Page

1. From the contextual menu next to a grade, select **View Grade Details**.
2. Click **Grade Attempts**.
3. Type a grade in the **Grade** field.
4. Click **Save and Exit** to return to the Grade Center page.

OR

Click **Save and Next** to display the next attempt.

How to Enter an Attempt Grade Anonymously from the Grade Details Page

Instructors can hide user information from the Grade Details Page. Once an attempt has been selected, the Instructor can hide the user information before grading the attempt.

1. From the contextual menu next to a graded item, click the **Attempt** link.
2. Click **Hide User Names**.
3. Click **OK**. This action will open a new attempt with all user identification removed. Any unsaved changes to the current Attempt will be lost.

4. Type a grade in the **Grade** field.
 5. Click **Save and Exit** to return to the Grade Center page.
- OR

Click **Save and Next** to display the next user.

OR

Click **View Previous** to show the previous user.

How to Override a Grade from the Grade Details Page

The latest or only Override grade takes precedence over all other grade entries, including grades entered for multiple attempts, and will display in the Grade Center. Any grade entered into the Grade Center for an automatically generated Grade Column, such as an Assessment, Assignment or Discussion Board grade, will be considered an Override grade.

1. From the contextual menu next to a graded item, click **View Grade Details**.
2. Click the **Manually Override** tab.
3. Type a new grade in the **Override Grade** text box.
4. Add any **Feedback to User** or **Grading Notes**.
5. Click **Save**.
6. Click **Return to Grade Center** to go back to the Grade Center page.

How to Grade Tests by Question

Instructors can grade all of the responses for a specific question at one time by using the **Grade Questions** option. This procedure is used for entering new grades or changing grades. Grades can be given anonymously by clicking **Hide User Names** on the Grade Responses page.

The test remains in Needs Grading status until all of the responses for all of the questions have been graded.

1. From the contextual menu of the column header, click **Grade Questions**. The Grade Questions page opens. You can select the option to grade responses anonymously.
2. Click the number in the **Responses** column to access the question.
3. Click **Edit** next to the score for the user.
4. Type a new grade in the **Score** field.
5. Click **Submit**.
6. Click **Back to Questions** to return to the Grade Questions page to select the next question to grade.

Adding Comments to a Grade Entry

Adding comments to a grade provides a way that Instructors can give additional feedback to Students on their performance. It is also a way Instructors can expand on grading decisions or take notes for future reference or to share with other Instructors, TAs, or Graders.

Any grade entry can have comments added to it. Comments are entered either through the Grade Details page or from the **Quick Comments** option in the **Feedback to User** or **Grading Notes** fields. Comments entered into the Grading Notes field cannot be accessed by Students or Observers.

How to Add Comments

1. From the contextual menu next to a graded item select **Quick Comment**.
2. Type comments in the **Feedback to User** or **Grading Notes** fields.
3. Click **Submit**.

About Changing Grades

Any grade recorded in the Grade Center may be changed by the Instructor, TA, or Grader of the course due to the fluid nature of instruction and the different variables that can influence student performance on assessment. When grades are changed, the new data is automatically factored in to existing weighted, total points, or calculated grade columns, updating the information immediately. Grades that have been edited are denoted in the Grade Center by a triangular icon. Every time a grade is changed, an entry is made into the Grade History.

Override Grade Versus Edit Attempt

The Override Grade function is designed to ignore the results of all attempts and display the grade as entered. For automatically graded tests, this is useful in a worst-case scenario, such as if a Student is caught cheating. The grade is entered to reflect the incident regardless of student performance on any attempt. This is also why changing an automatically calculated grade on the page results in an override.

The edit attempt option is useful if a small error occurs. The Instructor mistakenly identified the correct answer and wants to give Students that took the test before she caught the mistake an extra 4 points. If multiple attempts are allowed and the Student takes the test again, they can do so and the change to the previous attempt does not apply.

Override Grade in the Grade Center

Changing grades in the Grade Center was designed with the following scenario in mind:

An attempt is logged each time a Student takes a test. Since the item is automatically graded each time an attempt occurs, a manual change to an automatic grade is most likely an override. The Instructor wants the Grade to be X no matter what.

With a manual grade, the only time an attempt is logged is when the Instructor enters the grade. Take a paper and a rewrite, for example. The Instructor enters a grade in the page for the original submission. The Instructor thinks a rewrite is appropriate and gives the student a chance to resubmit the paper. When the Instructor enters that new grade, the modified grade is entered as an attempt. This creates a history and shows that the user resubmitted, not that the Instructor gave a different grade to the same attempt.

Grade History

Every time a grade is changed, whether the score is overridden or new comments are added, an entry is made to the Grade History. The Grade History acts like a log file that keeps track of all the changes made to each grade entry. Grades that have been edited are denoted in the Grade Center by a green triangular icon.

Grade History

The Grade History page acts like a log file that records all of the changes that occur to grades within a Course. The Grade History page displays all the data for grade submissions for the Course within a set date range. It is possible to manipulate the view and export the information.

The Grade History page is accessed from the **Reports** drop-down list on the Action Bar. Select **View Grade History** to display the page.

The Grade History page displays the following columns:

Column	Description
Date	The date that the Grade Item was graded or had the grade changed.
Column	The type of columns associated with this grade.
Last Edited By	The name of the last user to edit the grade. When clicked, the name will display the Username and Role of the person who edited the grade. If the score is entered from an online assessment, the modifier is listed as Automatic.
User	The name of the user who is receiving this grade.
Value	The value of the Grade as viewed in the Grade Center as well as the type of value and entry type, such as Attempt Grade, Override Grade, and others.
Attempt Submitted	The date and time when the grade was edited.
Comments	Any comments added to the grade.

How to Disable Grade History

The Grade History feature may be disabled, so that no data is kept in the Grade History report. From the action bar, click **Disable Grade History**. To enable the Grade History, click **Enable Grade History**.

This is a System Administrator setting as well, and may not be made available to Instructors.

How to Change the View of Grade History

The Grade History page is filtered to display entries within a date range. It can also be sorted to display items by column name, score, or date.

1. In the Grade Center, on the action bar, point to **Reports** and select **View Grade History**.
2. Select the data parameter from the drop-down list **Show Entries from Past**, including the following:
 - 1 Day
 - 7 Days
 - 14 Days
 - 30 Days
 - 6 Months

- All
4. Click **Go**.
 5. Click **OK** to return to the Grade Center page.

To sort items to display by order of a column, click a column heading. The column will display in descending alphabetic, score, or date order, depending upon the column chosen.

How to Download the Grade History File

The Grade History is exported as a delimited file and downloaded to local machine.

1. On the action bar of the Grade History page, click **Download**.
2. Select the **Delimiter Type** for the file, either Comma or Tab.
3. Select **Yes to Include Comments** or **No** to exclude them from the download.
4. Click **Submit**.
5. Click **Download** to save the file to a local machine.
6. Click **OK** to return to the Grade Center page.

How to Clear Grade History

A Grade History is cleared, flushing all the data, by clicking **Clear Grade History**. This action is final and cannot be reversed. To ensure that data is not lost, download the Grade History before clearing it.

Deleting and Reverting Grades

In a course, an Instructor may need to delete a grade or revert a grade back to its previous state, such as resetting a test to give a student who experienced technical problems another chance. The Instructor may accomplish these tasks through the Grade Center. Grades that have been deleted have the Override Grade and associated comments deleted.

How to Delete a Grade from the Grade Center Page

Grades can also be set to null by typing the NULL character in the cell.

1. Click within the graded cell.
2. Press DELETE or BACKSPACE to delete the grade.
3. Press ENTER. If ENTER is not pressed, and the user attempts to exit the entry cell or Grade Center, a dialog box is shown asking if the user would like to save the grade entry. If so, in the dialog box, select **OK** to save the grade.
4. Click **OK** to null the Grade Value. Grades that are set to NULL display a dash (-)

How to Delete a Grade through the Grade Details Page

1. From the contextual menu next to a graded item, select **View Grade Details**.
2. Click **Clear Attempt** on the Edit tab.
3. Click **OK**.
4. Click **Return to the Grade Center**.

How to Revert a Grade

Grades that have been overridden are reverted to clear a previously entered override, and then display the appropriate attempt grade if one exists. To revert a grade, follow these steps:

1. From the contextual menu next to a graded item, select **View Grade Details**.
2. Click **Revert**. A warning message appears asking the user to confirm the action.
3. Click **OK**.
4. Click **Return to the Grade Center**.

Exempting Grades

Instructors can Exempt students from any grade item in the Grade Center to take into consideration students that transfer to a school, add a course late, drop a course, or require other accommodations. Exempted items are not added into any statistical or total grade calculations.

Existing grades that have been Exempted are not deleted but are ignored in all total and statistical calculations. No secondary display value is shown for items that are Exempt.

Exemptions entered for system-generated column are saved as the Override grade. Exemptions entered for manually created columns are saved as the grade for the column when no Override grade exists.

How to Exempt a Grade from the Grade Center Page

Students are Exempted from a grade from the Grade Center page or the Grade Details page. When a grade has been Exempted, it will display an Exempted icon in the cell of the exempted grade. Comments are added to any exempted grade.

From the contextual menu for the item, select **Exempt Grade**.

How to Exempt a Grade from the Grade Detail Page

1. From the contextual menu next to the item, select **View Grade Details**.
2. Move to the **Manually Override** tab.
3. Select **Exempt user from this item**. Enter any feedback or grading notes.
4. Click **Save**.

How to Clear the Exemption

From the contextual menu next to the Exempted item, select **Clear Exemption**.

How to Add Comments to an Exemption

1. From the contextual menu next to the Exempted item, select **Quick Comment**.
2. Type in the comments in the **Feedback to User** and **Grading Notes** fields.
3. Click **Submit**.

Uploading or Downloading Grade Center Items/ Working Offline

To eliminate double entry of Grade Center data in several tools, Instructors can do off-line grading, and then import grades into Grade Center. Instructors can upload grades from external sources such as an Excel spreadsheet or a Comma-separated Value file. Data must be formatted very specifically to upload correctly and be synched with existing Grade Center data.

- [How to Upload a File to the Grade Center](#)
- [How to Download Grades from the Grade Center](#)
- [How to Download Grade History Data](#)

Formatting External Files for Uploading

To synch external data to Grade Center data, unique identifiers are necessary for each Student and for each column in the Grade Center. The unique identifier used for each Student is the Student's `User Name`. The unique identifier for each column is a Column ID number. Column ID numbers are generated by the system and should not be changed or deleted. Columns that do not have Column ID numbers in an uploaded file will create new columns in the Grade Center.

WARNING! Columns that are added to the Grade Center from an external file are added as text columns with points possible equaling zero (0). Text columns cannot be included in Calculated Columns such as Weighted Grade, Total Points, Average Grade, and Minimum/Maximum grades (for more information, see [Calculating Grades](#)). Convert text columns to other columns types and add points possible by editing the column after the upload. For information on editing columns see [Editing Grade Center Columns](#).

Each data file uploaded to the Grade Center requires a header row with one record per line subsequently.

The format of the data file uploaded to the Grade Center is determined by the type of delimiter that is used to parse the data into separate columns. Data files are tab delimited with a file extension of .xls, or comma delimited with a file extension of .CSV.

Data in each column of comma-delimited files (file extension of .CSV) must be contained within a quote character, the most common being quotation marks (" "). Data in each column of tab-delimited files does not require a quote character.

Tips for Working with External Data

Blackboard recommends using tab-delimited files for uploading onto the Grade Center to avoid having to use quote characters and because tab-delimited files open directly in Microsoft Excel. Tab-delimited files will also open directly in Microsoft Excel.

To obtain a file that is formatted correctly for uploading, download the full Grade Center first and open it in a text editor or spreadsheet application. Existing columns will have Column ID numbers that must be included in future uploads. For instructions on how to download the Grade Center see [Downloading Grades from the Grade Center](#).

Batch File Standards

Batch files are .txt files that hold large quantities of information to upload to the system. Each batch utility contains specific instructions on creating the batch file. The following batch file standards are universal.

- Each file must be one of the supported file types: .txt or .csv. **Note:** Microsoft Excel versions 2003 and 2007 automatically insert double quotes in every field if the worksheet is saved as a .csv file.
- Each file must be in DOS format. Files in MAC or UNIX format must be converted to DOS.
- Each field must be enclosed in double quotation marks. For example: "ENG_201"
- If quotation marks appear in a field, use an escape character to indicate that the next character does not mark the end of the field. The escape character is a backslash (\). For example: "\"ENG_201\""
- Each field must be separated with one of the following delimiters: comma, colon, or tab. When selecting AUTO, only one type of delimiter may be used in each batch file. For example: "ENG_201","English Literature" or "ENG_201": "English Literature"
- Each record must be on a separate line. For example:
"ENG_201","English Literature"

"ENG_201","English Literature"
- Do not include blank lines between records. The blank line will be processed and return an error.
- Blackboard recommends that each batch file not exceed 500 records because of timeout restrictions associated with most browsers.

How to Upload a File to the Grade Center

1. From the action bar of the Grade Center, point to **Work Offline** and select **Upload**.
2. Browse for the file. Files are uploaded from a local computer or if available, from the Content Management.
3. Select the Delimiter Type, **Comma**, **Tab**, or **Auto**. Auto will attempt to automatically detect the delimiter used in the selected file.
4. Click **Submit** to upload the selected file.
5. Review the list of data from the file to be uploaded on the **Upload Grades Confirmation** page. Use the check boxes to de-select any data to be excluded from the upload. Using this method, it is possible to upload only the desired columns of data from the file.
Review the **Data Preview** Column to ensure the correct data is being uploaded. Data that appears incorrect can denote an improperly formatted file. The Data Preview will only show a sample of the data in each column in the file.
6. Large files take significant time to process and a warning message will be displayed for any files that need extra time to process. To avoid long processing times, break up large files into separate uploads.
7. Click **Submit** to confirm and upload the file.

Note: Any file uploaded that contains Incomplete for a grade entry will be set to null, with no grade or text displayed. Any file uploaded that contains Complete for a grade entry will be set to an Override Grade of the maximum points possible (100% for a Grade Item) in a column that has the Primary Display of Complete/Incomplete. Any file uploaded that contains a numeric entry will be a numeric entry.

How to Download Grades from the Grade Center

1. From the action bar of the Grade Center, point to **Work Offline** and select **Download**.
2. Select the data to download:

Option	Description
Full Grade Center	Contains all columns and associated data
Selected Grading Period	From the drop-down list, select a Grading Period. Grading Periods must be created before they are chosen. For more information, see Creating Grading Periods .
Selected Column	Using the drop-down list, select one column and its data. Check the box to Include comments for this Column .
User Information Only	Columns containing student data such as User Name are included.

3. Select the file delimiter, **Comma** or **Tab**.
4. Select whether to **Include Hidden Information** in the downloaded data. Hidden information includes columns and students that have been hidden from the view in the downloaded file.
5. Select the location for the download. Click **Browse** to select the folder in Content Management.
6. Click **Submit** to finish the download.

How to Download Grade History Data

1. Point to **Reports** in the Action Bar and select **View Grade History**.
2. Click **Download** from the Grade History page.
3. Select the **Delimiter Type** for the file.
4. Select **Yes to Include Comments** or **No** to exclude them from the download.
5. Click **Submit**.
6. Click **Download** to save the file to a local machine.

Calculating Grades

In the Grade Center, an Instructor can calculate grades by combining multiple columns to attain performance results, such as class averages, final grades that are based on a weighted scale, or total points. These are called Calculated Columns. These columns, which display performance results, are displayed to students or remain accessible to only the Instructor, TA, and Grader. The possible Calculated Columns include the following:

- **Weighted Grade**
- **Average**
- **Total**
- **Minimum/Maximum**

New Courses or Restored Course contain two created columns: a Total Points column and a Weighted Grade column. The user must configure the settings of these columns.

Next Steps

- [Creating Average Grade Columns](#)
- [Creating Weighted Grade Columns](#)
- [Creating Total Points Columns](#)
- [Creating Minimum/Maximum Columns](#)

Column Types and Functions

All items created for a Course through Blackboard Learn automatically generate columns in the Grade Center. These columns are eligible for use in all Grade Center operations. The following Content items automatically generate a column:

- **Assignments** – Assignments are added to Course Content and are graded manually.
- **Survey** – Surveys are automatically scored. Surveys are included or excluded in summary Grade Center calculations.
- **Test** – Tests are automatically scored online, in which case the grade is automatically entered in the Grade Center column. Tests may also contain questions that need to be scored manually, such as an essay question, and require the grade to be entered manually.

The following items: **Blogs**, **Discussion Boards**, **Journals**, and **Wikis**, do not automatically generate columns in the Grade Center. They must be set up for grading outside the Grade Center.

Once created, columns and their parameters are edited by the Instructor. For example, columns can be renamed, be associated with a different Grading Period or a different Grading Schema. Instructors also control whether columns are displayed to Students and Observers.

Grade Center Column Functions

The following functions are available from the contextual menu for all Grade Center columns. Open the contextual menu in the column header on the Grade Center page.

Function	Description
Quick Column Information	Shows the Column Information in a small window.
View and Add Rubrics	Shows the available Rubrics that provide guidelines for grading this item. Rubrics can be created from the same window.
Grade Anonymously	Enter grades for this item without knowing the identity of each user.
Grade Attempts	Enter a grade for an attempt made for this item.
Grade Questions	Enter grades for all of the responses for a specific question at one time.
View All Attempts	Shows the View All Attempts page for the item. These attempts can be graded, graded anonymously, or graded by question.
Edit Column Information	Shows the Edit Column page for this column.
Column Statistics	Shows the Column Statistics page for this column. The following statistics are shown: Column Details, Grade Distribution, Status Distribution, and basic Statistics such as Range, Average, Median, and Variance. If the Show Statistics setting is not selected for the column, this option is not shown on the contextual menu.
Set as External Grade	Choose this option to display this grade in the Observer Dashboard.
Attempts Statistics	Shows the Statistics page for the item. The following statistics are shown: Name, Score, Attempts, Graded Attempts, Attempts that Need Grading,

Function	Description
	and Instructions. Each question is shown along with its score information. If the Show Statistics setting is not selected for the column, this option is not shown on the contextual menu.
Download Results	Allows the Instructor to download Grade Center data for this column as a delimited file that is used in other applications such as Spreadsheet programs or statistical analysis programs.
Show/Hide to Users	Show or Hide this column in the Grade Center.
Clear Attempts for All Users	Shows a separate window where Instructors can clear selected attempts for all users. Attempts can be cleared by Criteria or by a Date Range.
Sort Ascending	Shows the items in the column in an ascending order.
Sort Descending	Shows the items in the column in a descending order.
Hide Column	Hides the column from view in the Grade Center. To show the column, point to Manage and select Column Organization.

Creating Average Grade Columns

An Average Grade column displays the average for any number of quantities. An Average Grade Column can include any the following non-text columns:

- **All Grade Columns** – All individual Grade columns added to the Grade Center.
- **All Grade Columns in a Grading Period** – All Grade columns that have been added to a Grading Period.
- **Selected Columns and Categories** – Any Grade columns and any or all Categories.

For example, an Instructor can display the average for all Tests, or display the average grade for each Student for a grading period. Any Columns with Text as the primary display cannot be averaged.

Any Categories that contain items that are set to **No** for the Include in Grade Center calculations setting will ignore those items when figuring the Average Grade.

Creating an Average Grade Column

Tip: To keep a Calculated Column in view, despite the addition of other columns, freeze the column. For more information on this, see [Freezing Columns](#).

1. From the action bar, point to **Create Calculated Column**, select **Average Column**.
2. Type a **Column Name**. The Column Name is the formal name for the Item, and is displayed in the Grade Center if no **Grade Center Display Name** is entered. This field will only display the first 15 characters in the Column header.
3. Type a **Grade Center Display Name**. This appears as the column header in the Grade Center. This field will display 15 characters in the column header. The Grade Center is the only area where this name is used.
4. Type a **Description**. A description will help Instructors and other graders identify the column.
5. Select a **Primary Display** option from the drop-down list. The format chosen is the primary or only (if no Secondary Display is selected) format displayed for this Average Grade column in the Grade Center.
6. Select a **Secondary Display** from the drop-down list. This selection displays the secondary format for this Average Grade column in the Grade Center. The Secondary Display is denoted by parentheses.
7. Select a **Grading Period** from the drop-down list. This will designate to what Grading Period the column is attributed. **Note:** Grading Period and the drop-down list will not display unless Grading Periods have previously been created. For more information on Grading Periods, see [Creating Grading Periods](#).
8. Select the columns to be included in the Average Grade column. Possible selections include:
 - **All Grade Columns**
 - **All Grade Columns in Grading Period** – Select a Grading Period from the drop-down list; this will only display if a Grading Period has been created.
 - **Selected Columns and Categories** – Select the Items from the text box and click the arrow.

- **Columns to Select** – A list of all Columns in the Grade Center. Select the Column and click the arrow to add it to the Average Grade column.
 - **Categories to Select** – A list of all Categories in the Grade Center. Select the category and click the arrow to add it to the Average Grade column.
9. Configure the following options for any selected Category:
- Select a **Grading Period** for the Category using the drop-down list. Only columns within the selected Grading Period will be included in the Weighted Grade.
 - Select how to weigh columns within the Category **Equally** or **Proportionally**. Choosing **Equally** applies equal value to all Columns within a Category. Choosing **Proportionally** applies the appropriate value to a Grade Item based on its points compared to other columns in the Category.
 - Decide whether to **Drop Highest** or **Lowest Grades** within the Category or **Use only the Lowest** or **Highest Value to Calculate** in the category.
- Note:** A Grade Column that is set to "no" for the Include in Grade Center Score Calculations setting is not shown in the selection list.
10. **Calculate as a running total** – Select **Yes** to calculate the weight as a running total to include only the Columns that have been graded. Select **No** to include all items.
11. Share Average Grade column with users. The following selections are made to share column information with users:
- **Include this Column in Grade Center Calculations** – Makes the Column available for use in other calculations.
 - **Show this Column to Students** – Shows the column in My Grades.
 - **Show Statistics (average and median) for this column to Students in My Grades**– Shows the Weighted Grade column statistics in My Grades.
12. Click **Submit**.

The following table explains all of the fields in the Add or Edit Average Grade column page:

Field	Description
Column Information	
Column Name	A required field, Column Name is the formal name for the Item, and is displayed in the Grade Center if no Grade Center Display Name is entered. This field will display 15 characters in the column header.
Grade Center Display Name	This appears as the column header in the Grade Center. This field will only display the first 15 characters in the column header.
Description	A description of the Grade Center Average Grade column.
Primary Display	The primary grade format displayed in the Grade Center. Based upon the Grading Schema, the display is a Score, Percentage, Text, Complete/Incomplete, Default Schema (Letter), or any other defined Grading Schema.

Field	Description
Secondary Display	A parenthetical display of a grade format, next to the primary display in the Grade Center. The default options are the same as the Primary Display selections.
Dates	
Grading Period	The Grading Period to which this Average Grade Column is assigned. A Grading Period must have been created for it to display.
Date Created	The date on which the Grade Center Average Grade column was created.
Select Columns	
Include in Average	The Grade Center columns or Categories to be included in the Average Grade Column.
All Grade Columns	Includes all of the columns created in the Grade Center.
All Grade Columns in Grading Period	Includes all of the columns in a particular Grading Period.
Selected Columns and Categories	Displays the possible columns and Categories to be included in the Average Grade column.
Columns to Select	All of the possible Grade Center columns to select for the Average Grade column.
Selected Columns	The Grade Center columns that have been selected for the Average calculation.
Column Information	Displays the information for the Grade Center column selected, including the Category of the column, and the Points Possible.
Categories to Select	All of the possible Categories to be included in the Average Grade calculation.
Category Information	Displays all of the selected Category's Grade columns.
Include this Column in Grade Center calculations	Selecting this includes the column in other Grade Center calculations.
Show this Column to Students	Selecting this displays the Grade Center Average Grade column to users.
Show Statistics (average and median) for this column to Students in My Grades	Shows the Average Grade column statistics in My Grades.

Creating Weighted Grade Columns

A Weighted Grade is a Calculated Column that displays the calculated result of quantities and their respective percentages. A Weighted Grade is displayed as a column in the Grade Center. Instructors control the visibility of the column in the Grade Center as well as controlling the release of the column to students and other users.

For example, an Instructor may create a Weighted Grade column that calculates a quarterly grade (grade for one quarter of the year), in which each Category, such as Test, Survey, and Assignment are given a certain percentage of the final quarter's grade. Alternatively, the Instructor may create a Weighted Grade that is the final grade for a course, with the quarters and exams included in the Weighted Grade.

Instructors can create any number of Weighted Grade columns, including Weighted Grade columns that include other Weighted Grade columns. For example

$(\text{Quiz} = 20\%) + (\text{Homework} = 10\%) + (\text{Participation} = 20\%) + (\text{Exam} = 50\%) = (\text{Quarter Grade})$

$(\text{Quarter 1} = 25\%) + (\text{Quarter 2} = 25\%) + (\text{Quarter 3} = 25\%) + (\text{Quarter 4} = 25\%) = (\text{Year Grade})$

Instructors can create a Weighted Grade based on any column, or any Category in the Grade Center. Any Grade Center columns with text as the primary display cannot be used in the Weighted Grade calculation.

Simple Weighted Grade Workflow

The following diagram displays the workflow for creating a Weighted Grade column based on four (4) columns:

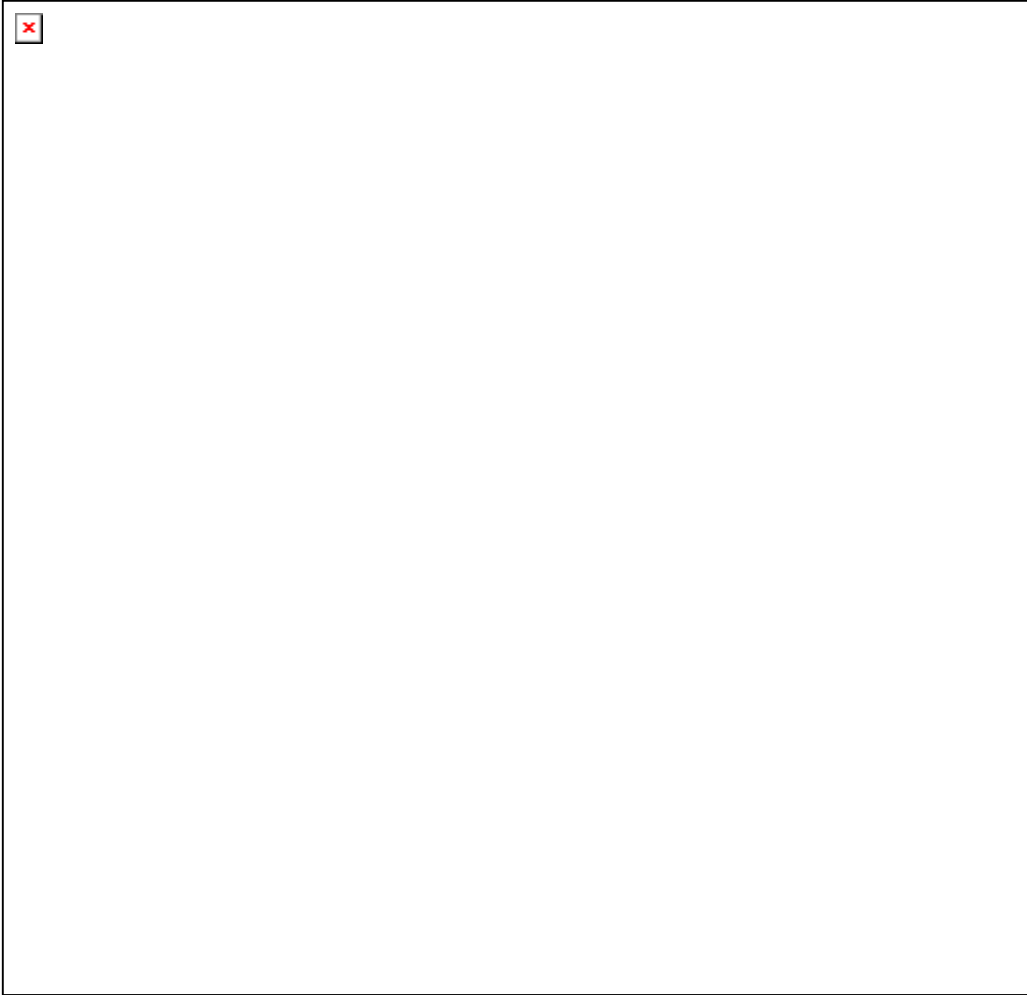
- Mid-term Exam = 20%
- Final Exam = 30%
- Assignments Category = 25%
- Quizzes Category = 25%



Weighted Grade for a Grading Period Workflow

The following diagram displays the workflow for creating a Weighted Grade column for a Grading Period, called "Term 1" based on three (3) columns:

- Tests Category = 20%
- Assignments Category = 50%
- Discussion Category = 30%



How to Create a Weighted Grade Column

Tip: To keep a Calculated Column in view, despite the addition of other columns, freeze the column. For more information on this, see [Freezing Columns](#).

1. On the action bar, point to **Create Calculated Column** and select **Weighted Column**.
2. Type a **Column Name**. The Column Name is the formal name for the Item, and is displayed in the Grade Center if no **Grade Center Display Name** is entered. This field will only display the first 15 characters in the column header.
3. Type a **Grade Center Display Name**. This appears as the column header in the Grade Center. This field displays 15 characters in the column header. The Grade Center is the only area where this name is used.
4. Type a **Description**. A description will help Instructors and other graders identify the Column.
5. Select a **Primary Display** option from the drop-down list. The format chosen is the primary or only (if no Secondary Display is selected) format displayed for this Weighted Grade Item in the Grade Center.

6. Select a **Secondary Display** from the drop-down list. This selection displays the secondary format for this Weighted Grade column in the Grade Center. The Secondary Display is denoted by parentheses.
7. Select a **Grading Period** from the drop-down list. This will designate to what Grading Period the column is associated.
Note: Grading Period and the drop-down list will not display unless Grading Periods have previously been created. For more information on Grading Periods, see [Creating Grading Periods](#).
8. Select the items to be included in the Weighted Grade Column, and enter the percentages for each column or Category to be included in the Weighted Grade.
 - **Columns to Select** – A list of all columns in the Grade Center. Select the Column and click the arrow to add it to the Weighted Grade column.
 - **Categories to Select** – A list of all Categories in the Grade Center. Select the category and click the arrow to add it to the Weighted Grade column.
9. Type the percentage for each selection. To delete a selected Grade Item or Category from consideration, click the red "x". When a Category has been selected, several other options appear:
 - Select a Grading Period for the Category using the drop-down list. This will only appear if a Grading Period has been created. Only columns within the selected Grading Period will be included in the Weighted Grade.
 - Select how to weigh columns within the Category **Equally** or **Proportionally**. Choosing **Equally** applies equal value to all Columns within a Category. Choosing **Proportionally** applies the appropriate value to a Grade Item based on its points compared to other columns in the Category.
 - Decide whether to **Drop Highest** or **Lowest Grades** within the Category or **Use only the Lowest** or **Highest Value to Calculate** in the category. A Grade column that is set to "no" for the Include in Grade Center Score Calculations setting will not display in the selection list.
10. **Calculate as a running total** – Select **Yes** to calculate the weight as a running total to include only the Columns that have been graded. Select **No** to include all items.
11. Share Weighted Grade column with users. The following permissions are selected to add the column to My Grades:
 - **Include this Column in Grade Center Calculations** – Makes the Column available for use in other calculations.
 - **Show this Column to Students** – Shows the column in My Grades.
 - **Show Statistics (average and median) for this column to Students in My Grades** – Shows the Weighted Grade column statistics in My Grades.
12. Click **Submit**.

The following table explains all of the fields in the Add or Edit Weighted Grade Item page:

Field	Description
Column Information	
Column Name	A required field, Column Name is the formal name for the

Field	Description
	Item, and is displayed in the Grade Center if no Grade Center Display Name is entered. This field will only display the first 15 characters in the column header.
Grade Center Display Name	This appears as the column header in the Grade Center. This field will display 15 characters in the column header.
Description	A description of the Grade Center Weighted Item column.
Primary Display	The primary grade format displayed in the Grade Center. Based upon the Grading Schema, the display is a Score, Percentage, Text, Complete/Incomplete, Default Schema (Letter), or any other defined Grading Schema.
Secondary Display	A parenthetical display of a grade format, next to the primary display in the Grade Center. The default options are the same as the Primary Display selections.
Dates	
Grading Period	The Grading Period to which this Weighted Grade Item is assigned. A Grading Period must have been created for this option to be available.
Date Created	The date on which the Grade Center Weighted Item was created.
Select Columns	
Include in Weighted Grade	The Grade Center Items or Categories to be included in the Grade Center Weighted Item.
Selected Grade Columns and Categories	Displays the Columns and Categories to be included in the Grade Center Weighted Item column.
Columns to Select	All of the possible Grade Center Items and Categories to select for the Grade Center Weighted Item column.
Column Information	Displays the information for the Grade Center column, including the Category of the column, and the Points Possible.
Selected Columns	The Grade Center columns that have been selected for the Grade Center Weighted Item column.
Calculate as Running Total	A running total will only include items that have been graded. By not choosing to use a running total, non-graded items will be included in the calculations with a value of 0.
Categories to Select	All of the possible Categories to be included in the Grade Center Weighted Item column.
Options	
Include this Column in Grade Center Calculations	Makes the column available for use in other calculations.
Show Column to Students	Selecting this displays the Grade Center Weighted Item column to users.
Show Statistics (average and median) for this column to Students in My Grades	Shows the Weighted Grade Column statistics in My Grades.

Creating Total Points Columns

A Grade Center Total Points column is a grade based on the cumulative points received, related to the points allowed.

The following items are selected to create a Total Points calculation and its column:

- **All Grade Columns** – All individual Grade Columns added to the Grade Center.
- **Grade Columns in a Grading Period** – All Grade Columns that have been added to a Grading Period.
- **Selected Gradable Columns and Categories** – Any grade Columns and any or all Categories.

For example, an Instructor may create a column to determine the final grade for the first quarter by creating a Grade Center Total Points column that includes all of the columns in the first quarter Grading Period. Alternatively, an Instructor can create a Grade Center Total Points column that displays the percentages of a particular Grade Center column, or a Category or Categories. Any Grade Columns with text as the primary display cannot be used in the Total Points calculation.

How to Create a Total Points Column

Tip: To keep a Calculated Column in view, despite the addition of other columns, freeze the column. For more information on this, see [Freezing Columns](#).

1. On the action bar, point to **Create Calculated Column** and select **Total Column**.
2. Type a **Column Name**. The Column Name is the formal name for the Item, and is displayed in the Grade Center if no **Grade Center Display Name** is entered. This field displays 15 characters in the column header.
3. Type a **Grade Center Display Name**. This appears as the column header in the Grade Center. This field will only display the first 15 characters in the column header. The Grade Center is the only area where this name is used.
4. Type a **Description**. A description will help Instructors and other graders identify the Column.
5. Select a **Primary Display** option from the drop-down list. The format chosen is the primary or only (if no Secondary Display is selected) format displayed for this Total Points Item in the Grade Center.
6. Select a **Secondary Display** from the drop-down list. This selection displays the secondary format for this Total Points column in the Grade Center. The Secondary Display is denoted by parentheses.
7. Select a **Grading Period** from the drop-down list. This will designate to what Grading Period the column is associated.

Note: Grading Period and the drop-down list will not display unless Grading Periods have previously been created. For more information on Grading Periods, see [Creating Grading Periods](#).

8. Select the items to be included in the Total Points column. Possible selections include the following:
 - **All Grade Columns**
 - **All Grade Columns in a Grading Period** and select a Grading Period from the drop-down list. This will not display unless a Grading Period has been created.

- **Selected Columns and Categories** Select the Items from the text box and click the arrow. Select the Categories from the text box and click the arrow. A Column that is set to "no" for the Include in Grade Center calculations setting will not display in the selection list. To delete a selected item from consideration, click the red "x".
9. **Calculate as Running Total** – Click **Yes** to calculate the weight as a running total to include only the Columns that have been graded. Select No to include all items.
 10. Determine how to share column information with users:
 - **Include this Column in Grade Center Calculations** – Makes the Column available for use in other calculations.
 - **Show this Column to Students** – Shows the column in My Grades.
 - **Show Statistics (average and median) for this column to Students in My Grades**– Shows the Weighted Grade column statistics in My Grades.
 11. Click **Submit**.

The following table explains all of the fields in the Add or Edit Total Points column page:

Field	Description
Column Information	
Column Name	A required field, Column Name is the formal name for the Item, and is displayed in the Grade Center page if no Grade Center Display Name is entered. This field will only display the first 15 characters in the Column header.
Grade Center Display Name	This appears as the column header in the Grade Center. This field will display 15 characters in the column header.
Description	A description of the Grade Center Total Points column
Primary Display	The primary grade format displayed in the Grade Center. Based upon the Grading Schema, the display can be a Score, Percentage, Text, Complete/Incomplete, Default Schema (Letter), or any other defined Grading Schema.
Secondary Display	A parenthetical display of a grade format, next to the primary display in the Grade Center. The default options are the same as the Primary Display selections.
Dates	
Grading Period	The Grading Period to which this Total Points column is assigned. A Grading Period must have been created for it to display.
Date Created	The date on which the Total Item was created; this cannot be edited.
Select Columns	
Include in Total	The Grade Center columns or Categories to be included in the Total Item.
All Grade Columns	All of the columns created in the Grade Center.
All Grade Columns in	All of the columns in a particular Grading Period.

Field	Description
Grading Period	
Selected Columns and Categories	Displays the possible columns and Categories to be included in the Grade Center Total Points column.
Columns to Select	All of the possible Grade Center columns to select for the Grade Center Total Points column.
Column Information	Displays the information for the Grade Center column selected, including the Category of the column, and the Points Possible.
Selected Columns	The Grade Center items that have been selected for the Grade Center Total Points column.
Categories to Select	All of the possible Categories to be included in the Grade Center Total Points column.
Category Information	Displays all of the selected Category's Grade Center columns.
Calculate as Running Total	A running total will only include columns that have been graded. By not choosing to use a running total, non-graded columns will be included in the calculations with a value of 0.
Include this Column in Grade Center Calculations	Makes the column available for use in other calculations.
Show this Column to Students	Selecting this displays the Grade Center Total Points column to users.
Show Statistics (average and median) for this column to Students in My Grades	Shows the Total Points column statistics in My Grades.

Creating Minimum/Maximum Columns

A Minimum or Maximum Grade column displays either the minimum or maximum grade for a selection of Columns. This column is displayed to the Students or just the Instructor.

In creating a Minimum/Maximum Grade column, the Instructor can select from the following:

- **All Grade Columns** – All individual Grade Columns added to the Grade Center.
- **Grade Columns in a Grading Period** – All Grade Columns that have been added to a Grading Period.
- **Selected Gradable Columns and Categories** – Any Grade Columns and any or all Categories.

For instance, an Instructor may choose to find the minimum scores of all the Tests from a Grading Period and display it only to the Instructor. Any Columns with text as the primary display cannot be displayed as the Minimum or Maximum.

How to Create a Minimum/Maximum Column

Tip: To keep a Calculated Column in view, despite the addition of other columns, freeze the column. For more information on this, see [Freezing Columns](#).

1. On the action bar, point to **Create Calculated Column** and select **Minimum/Maximum Column**.
2. Type a **Column Name**. The Column Name is the formal name for the Item, and is displayed in the Grade Center if no **Grade Center Display Name** is entered. This field will display 15 characters in the Column header.
3. Type a **Grade Center Display Name**. This appears as the column header in the Grade Center. This field will only display the first 15 characters in the column header. The Grade Center is the only area where this name is used.
4. Type a **Description**. A description will help Instructors and other graders identify the column.
5. Select a **Primary Display** option from the drop-down list. The format chosen is the primary or only (if no Secondary Display is selected) format displayed for this Minimum/Maximum Grade in the Grade Center.
6. Select a **Secondary Display** from the drop-down list. This selection displays the secondary format for this Minimum/Maximum Grade column in the Grade Center. The Secondary Display is denoted by parentheses.
7. Select a **Grading Period** from the drop-down list. This will designate to what Grading Period the column is associated.

Note: Grading Period and the drop-down list will not display unless Grading Periods have previously been created. For more information on Grading Periods, see [Creating Grading Periods](#).

8. Select the Calculation Type **Minimum** or **Maximum**.
9. Select the items to be included in the Minimum/Maximum Grade Column. A column that is set to "no" for the Include in Grade Center Score Calculations setting will not display in the selection list. To delete a selected item from consideration, click the red "x". Possible selections include:

- **All Grade Columns**

- **All Grade Columns in Grading Period** and select a Grading Period from the drop-down list. This will not display unless a Grading Period has been created.
 - **Selected Columns and Categories** Select the Items from the text box and click the arrow. Select the Categories from the text box and click the arrow.
10. **Calculate as a running total** – Select **Yes** to calculate the weight as a running total to include only the Columns that have been graded. Select **No** to include all items.
 11. Share Minimum/Maximum Grade column with users. The following selections are made to share column information with users:
 - **Include this Column in Grade Center Calculations** – Makes the Column available for use in other calculations.
 - **Show this Column to Students** – Shows the column in My Grades.
 - **Show Statistics (average and median) for this column to Students in My Grades**– Shows the Weighted Grade column statistics in My Grades.
 12. Click **Submit**.

The following table explains all of the fields in the Add or Edit Minimum/Maximum Grade column page:

Field	Description
Column Information	
Column Name	A required field, Column Name is the formal name for the Item, and is displayed in the Grade Center if no Grade Center Display Name is entered. This field will only display the first 15 characters in the column header.
Grade Center Display Name	This appears as the column header in the Grade Center. This field will only display the first 15 characters in the column header.
Description	A description of the Grade Center Minimum/Maximum Item column.
Primary Display	The primary grade format displayed in the Grade Center. Based upon the Grading Schema, the display is a Score, Percentage, Text, Complete/Incomplete, Default Schema (Letter), or any other defined Grading Schema.
Secondary Display	A parenthetical display of a grade format, next to the primary display in the Grade Center. The default options are the same as the Primary Display selections.
Dates	
Grading Period	The Grading Period to which this Minimum/Maximum Grade Item is assigned. A Grading Period must have been created for it to display.
Date Created	The date on which the Minimum/Maximum Item was created; this cannot be edited.
Select Columns	
Calculation Type	The type—either the Minimum or Maximum grade—to

Field	Description
	display in this column.
Include in Minimum/Maximum	The Grade Center columns or Categories to be included in the Minimum/Maximum Item.
All Grade Columns	Includes all of the columns created in the Grade Center.
All Grade Columns in Grading Period	Includes all of the columns in a particular Grading Period.
Selected Columns and Categories	Displays the possible columns and Categories to be included in the Minimum/Maximum Grade Item column.
Columns to Select	All of the possible Grade Center columns to select for the Minimum/Maximum Grade column.
Selected Columns	The Grade Center columns that have been selected for the Minimum/Maximum Item calculation.
Categories to Select	All of the possible Categories to be included in the Minimum/Maximum Item calculation.
Category Information	Displays all of the selected Category's Grade Center columns.
Calculate as Running Total	A running total will only include items that have been graded. By not choosing to use a running total, non-graded items will be included in the calculations with a value of 0.
Include Column in Grade Center Calculations	Selecting this includes the column in other Grade Center calculations.
Show this Column to Students	Selecting this displays the Grade Center Minimum/Maximum Grade column to users.
Show Statistics (average and median) for this column to Students in My Grades	Shows the Minimum/Maximum Grade column statistics in My Grades.

Working with Grade Center Reports

Instructors can create printable Reports for their Courses and Students. An Instructor can create a Progress Report that contains all of the grades from a particular Grading Period for a defined group of Students in a class, such as special-needs students or transfer students. This Report can then be printed, and handed out to each Student, Parent, or Guardian.

Prerequisites and Warnings

- Reports can display all or a number of Students, Groups; and Grade Columns or Calculated Columns, a Grading Period, or all of the columns in a Category.
- Reports are customized in a variety of ways, including Report header and footer information. Reports can also include a signature line, date, Course Information, and so on.
- Reports print one Student per page.
- Instructors can only choose students within the section being used to appear in the Report. If there is more than one section of a course, a separate Report must be run for each section.

How to Create a Report

1. Point to **Reports** in the action bar and select **Create Report**.
2. Select information to be included in the **Header Information** of the Report and type in the appropriate fields.
3. Select the Users to be included in the Report:
 - **All Users:** This will include all students in the Course on the Report.
 - **All Users in Group:** Select a Group to be included in the report. A Group must be created before it is chosen when creating a Report.
 - **Selected Users:** Select one or more students in the course. To choose more than one student, press and hold the Ctrl key and select the names with the mouse.
4. Select the check box if you want to **Include Hidden Users in Reports**.
5. Select the **User Information** to be included in the report.
6. Select the **Columns** to be included in the Report:

Column	Description
All Columns	Select to include all of the Grade Center columns in the Report.
All Columns in Grading Period	Select to display all of the columns of a particular Grading Period in the Report.
All Columns in Category	Select to display all of the columns of a particular Category. Select a Category to display the Category's columns.
Selected Columns	Select the desired columns to be displayed in the Report.
Include Hidden Columns in Reports	Click this check box to display any column that was hidden from the Grade Center view.

7. Select the **Column Information** to be included in the Report. The Column Name and Current Grade will display automatically in the Report, and these cannot be deleted.
 - **Description:** Select to display the column's description in the Report.
 - **Due Date:** Select to display the column's Due Date in the Report.
 - **Statistics:** Click and then select to display the class **Average**, **Median**, or **Both** for each Calculated Column of Grade Column included in the Report.
8. Select the Footer Information to be included in the footer of the report. It includes the following:
 - **Custom Text:** Select and then enter any desired text to be displayed in the footer section of the Report
 - **Signature Line:** Select to display a signature line on the report.
 - **Date:** Select to display the Report creation date on the Report. This can be edited.
 - **Course Information:** Select to display the Course Name and Course ID on the Report.
9. Click **Preview** to open the Report in a new browser window, leaving the Report creation browser open.
10. Click **Submit**. This will display the report in a new browser window, but the Report creation browser window will return to the Grade Center page.

How to Save a Report

1. Point to **File** on the browser's menu and select **Save As**.
2. Choose the save location. The Report will be saved as an Internet file.

How to Print a Report

1. Point to **File** on the browser's menu and select **Print**.
2. Select the appropriate options and print the Report.

Viewing Grade Center Statistics

Instructors have the ability to view various statistical information related to a column and any User. The Column Statistics page displays numerous statistics for a Grade Item, including average, median, standard deviation, and so on. The User Statistics page displays a User's statistics in the Categories.

Note: The Statistics pages are read-only, and grades or other information cannot be edited from this area.

- [How to View User Statistics](#)
- [How to View Column Statistics](#)

User Statistics

The following **Student Details** are displayed:

- **User** – First name, Last name, and Username
- **Student ID** – The Student ID number
- **Contact** – Contact information including address, home and work phone numbers, and email address. This information is generated from the student's User Properties.
- **Items Completed** – The percentage and total number of Items completed in the Course as of the present time and date.

The following **Category Statistics** are displayed in a table on the User Statistics page:

Column	Description
Category	All the possible Categories in the Grade Center, both created and default.
Average	The percentage value average of a particular Category.
Graded	The number of graded Items of a particular Category.
In Progress	The number of graded Items that are in progress, or incomplete.
Needs Grading	The number of graded Items that have not been graded.
Exempt	The number of Items that are exempt from grading.

How to View Statistics by User

The User Statistics page displays a User's statistics in the various Categories.

Within the Grade Center, open the contextual menu next to the User's first name, last name or username and select **View User Statistics**.

How to Change the User Statistics Page

To view another student's data while on the User Statistics page, select the desired Student Name from the drop-down list, and click **Go**. Left and right arrow buttons advance alphabetically to the previous or following student.

To change the statistics that are viewed on this page, select a view from the **Show Statistics For** drop-down list and then click **Refresh**. By default, the full view of the Grade Center is shown, but if a particular view is selected, then those statistics are shown. For more information on Smart Views, see [Creating Smart Views in the Grade Center](#).

How to Email a User in the User Statistics Page

To send an email to the User, click the email address of the User.

Column Statistics

The Column Statistics page displays numerous statistics for a Grade Item, including average, median, standard deviation, and others that are defined on the following table:

Name	Description
Column	The column in the Grade Center currently being viewed.
Points Possible	The points possible for this column.
Description	The description of the column entered when the column was defined.
Statistics	
Count	Number of graded items in the calculations.
Minimum Value	The lowest value of all graded columns in the Grade Center.
Maximum Value	The highest value of all graded columns in the Grade Center.
Range	The numeric range between the highest grade and the lowest grade for an item.
Average	The statistical average of the Item.
Median	The midpoint score of the Items.
Standard Deviation	The difference between the values of the item and the average of the item.
Variance	A statistical measure of the spread or variation of the Items.
Status Distribution	
Null	The number of null Student Grade Columns or Calculated Columns.
In Progress	The number of Student items in progress.
Needs Grading	The number of Student items that need grading.
Exempt	The number of Student items that have been exempted.
Grade Distribution	A table that displays the statistics for the Grading Schema ranges of the items.

How to View Statistics by Column

Within the Grade Center, open the contextual menu next to the User's first name, last name or username and select **Column Statistics**.

How to Include Unavailable Students in the Column Statistics Page

1. From the **Show Statistics For** drop-down list select **All Users**.
2. Click **Refresh**.

How to Change Columns from the Column Statistics Page

From the Column Statistics page, the current column displaying statistics can be changed to any other Column in the Grade Center. To view another column, select the desired column from the **Column** drop-down list, and click **Go**. Left and right arrow buttons advance to the previous or following column.

Sending Email from the Grade Center

Instructors can communicate using Email with Students, their Observers, and others in the Grade Center. This form of direct contact allows Instructors to actively communicate with relevant parties while engaged in grading in the Grade Center. Such immediate feedback can quickly lead to intervention if required, promoting positive outcomes for students.

Email is sent from the Grade Center in two different ways, depending on whom the Instructor would like to contact.

How to Send Email to Multiple Users from the Grade Center Page

1. From the Grade Center page, select the Students you want to Email.
2. On the action bar, point to **Email** and select the type of recipients: **Email Selected Users**, **Email Selected Users and their Observers**, or **Email Observers for Selected Users**.
3. Fill in the **Subject** and **Message** fields on the Send Mail page.
4. Select **Include list of recipients** to show the names of every user who will receive this email.
5. Click **Attach a file** to include an attachment to the message.
6. Click **Submit**.

Note: Although an email is sent to the selected group, each individual recipient is not aware of any other recipients.

How to Send Email to Individual Users in the Grade Center

1. From the contextual menu next to a user's first or last name select **Email User**.
2. Fill in the **Subject** and **Message** fields on the Send Mail page.
3. Select **Include list of recipients** to show the names of every user who will receive this email.
4. Click **Attach a file** to include an attachment to the message.
5. Click **Submit**.

Saving and Reusing Grade Center Data and Settings

Grade Center settings and data have considerable value for Instructors and institutions, providing insight into student performance and curriculum analysis. Grade Center data is exported and used to perform grading tasks in an external tool or to compare with past Grade Center data in spreadsheets or other statistical applications. Grade Center settings are saved within a course archive or copied course, ensuring consistency across course sections. Instructors who have investing time setting up Smart Views and Grade Center Formulas will be able to retain all those settings in archived and copied courses.

The following topics are available:

- [Downloading Grade Center Data](#)
- [Archiving and Copying Courses](#)

Downloading Grade Center Data

Instructors have the ability to download Grade Center data as a delimited file that is used in other applications such as Spreadsheet programs or statistical analysis programs. Instructors can select specific data to download, or download the complete Grade Center data set. Downloaded files are saved on a local computer drive or in the Content Management if it is available.

Instructors planning on uploading Grade Center data from an external application such as a grading tool or spreadsheet may wish to download Grade Center data first in order to have a delimited file that is formatted for uploading. For more information on uploading files to the Grade Center, see [Uploading External Grade Center Items](#).

How to Download Grade Center Data

1. Point to **Work Offline** on the action bar and select **Download**.
2. Select the data to download:

Radio Button Option	Description
Full Grade Center	Contains all columns and associated data
Selected Grading Period	From the drop-down list, select a Grading Period. Grading Periods must be created before they are chosen. For more information, see Creating Grading Periods .
Selected Column	Using the drop-down list, select one column and its data. Check the box to include comments for the column. Select to Include comments for this Column if you want.
Student Information Only	Only columns containing student data such as User Name are included.

3. Select the file delimiter, **Comma** or **Tab**.
Comma delimited files contain data surrounded by quotation marks (quote character) and have the file extension .CSV. Comma delimited files will not open directly in Microsoft Excel.

Tab delimited files do not contain quote characters and have the file extension .xls. Tab delimited files will open directly in Microsoft Excel.
4. Select whether or not to **Include Hidden Information** in the downloaded data. Hidden information includes columns and students that have been hidden from the view being downloaded.
5. Select the location for the download. Files downloaded to **My Computer** will default to the Desktop. Files downloaded to the **Content Management** need to be saved in a folder in the Content Management. Click **Browse** to select the folder.
6. Click **Submit** to finish the download.

How to Download from the Grade History Page

The Grade History is exported as a delimited file and downloaded to local machine.

1. On the action bar, point to **Reports**, click **View Grade History**.
2. Click **Download**.
3. Select the **Delimiter Type** for the file, either Comma or Tab.
4. Select **Yes** to **Include Comments** or **No** to exclude them from the download.
5. Click **Submit**.
6. Click **Download** to save the file to a local machine.

Archiving and Copying Courses

Preserving Course material generated over the length of a Course in order to review it, reuse it, and improve upon it is important for the continued development of quality teaching and learning. Grade Center settings and data is saved within a Course in various ways depending on the method of saving the Course.

Preserving Grade Center Settings and Data

Course material is copied with or without users. Copied material is added into a new Course or into an existing Course. To copy the corresponding Grade Center columns for Assignments, Discussion Board, Tests, and Surveys, they must be selected along with Grade Center Items and Settings.

The table below describes the different ways that Course information and data is saved and reused with respect to Grade Center settings and data.

Function	How Grade Center Data and Settings are Handled
Archive	Archive creates a complete copy of a Course in a zipped file format. All cumulative grade columns, Student grades and associated settings in the archived source Course are included in the Course package.
Restore	Restore uses an archived Course to create a new Course. All Calculated Grade columns, Student grades and associated settings in the selected archived Course are restored to the destination Course as part of a Restore operation. The default Final Total Points and Final Weighted Grade columns in the new Course are overridden with the cumulative grade columns in the archived Course package.
Copy Course Materials into a New Course	Select material from an existing Course to be copied into a new Course. Grade Center settings from the original Course are copied into the new Course. All Calculated Grade columns and associated settings in the source Course are copied to the destination Course when the Grade Center is selected as part of the copy. The default Final Total Points and Final Weighted Grade Columns in the new Course are overridden with the cumulative grade columns in the source Course.
Copy Course Materials into an Existing Course	Select material from an existing Course to copy into another existing Course. Grade Center columns from the copied Course are added to any existing Columns in the destination Course. All Calculated Grade columns and associated settings in the source Course are copied into the destination Course when the Grade Center is selected as part of the copy. The source and destination Courses are merged and nothing in the destination is overridden. The destination Course contains all Calculated Grade columns from both Courses. This may result in duplication of the Final Total Points and Final Weighted Grade columns.
Copy Course	Makes an exact duplicate of an existing Course including all users and

Function	How Grade Center Data and Settings are Handled
with Users (Exact Copy)	<p>their data.</p> <p>All Calculated Grade columns, Student grades, and associated settings in the source Course are copied to the destination Course.</p> <p>The default Final Total Points and Final Weighted Grade Columns in the new Course are overridden with the Calculated Grade columns in the source Course.</p>
Export	<p>Select all or parts of an existing Course to add to a zipped file. Does not include Student data.</p> <p>All Calculated Grade columns and associated settings in the source Course are included in the Course package when the Grade Center is selected as part of an export.</p>
Import Package	<p>Import Package is used to upload selected Course materials from an exported zipped file into a Course. The entire zipped file is uploaded or just selected parts of the zipped file is uploaded.</p> <p>All Calculated Grade columns and associated settings in the exported Course package are imported to the destination Course when the Grade Center is selected as part of an import operation.</p> <p>The Course package and destination Courses are merged and nothing in the destination is overridden. The destination Course contains all Calculated Grade columns from both Courses. This may result in duplication of the Final Total Points and Final Weighted Grade columns which is allowed.</p>

How to Archive Courses

An archived Course is an exact copy of all of the content and data in the Course, captured at the moment the archive is created. Archived Courses are saved as zip files. Archived Courses are downloaded and saved on a local computer or saved in the Content Management. Archived Courses are reactivated using the **Restore** function on the **Courses** page, accessed from the System Admin panel. To Archive a Course, follow these steps:

1. From the Control Panel of the Course, click **Export/Archive Course**.
2. Click **Archive** to create a new zip file.
3. Check the box **Include Grade Center History** to add this file to the archive. If the Grade Center History is extensive, the file size of the archive increases as well as the processing time.
4. Choose one of the following options to include copies of Content Management items linked to in the Course: .
 - **Copy links to Course Files:** Select this option to copy the only the links.
 - **Copy links and copies of the content:** Select this option to copy the links and the content.
5. Click the check box to **Include all Course Files (linked and nonlinked content)**.
6. Click **Submit**.

About the Early Warning System

The Early Warning System is a tool used to communicate warnings to Students or Observers that a performance problem is beginning to appear or has become more serious. Warnings are generated based on graded performance, late or missing course work, or attendance within the online course. The Instructor can choose to communicate a particular warning to just the Student, the Student and a parent or advisor that is assigned as an Observer, or just the Student's Observer. In addition, the Instructor has control over the message each time a warning is communicated. The Instructor can use the default message or edit it to more accurately communicate the seriousness of the situation.

Important Information about the Early Warning System

When using the Early Warning System, please keep the following key points in mind:

- The Early Warning System does not continuously monitor the course. The Instructor must check the Early Warning System periodically and click Refresh to discover incidents of Student performance that trigger an alert. The Early Warning System consolidates these incidents and allows the Instructor to easily report problems, the Early Warning System does not automatically detect problems and notify Students and Observers. Remember to refresh rules manually on a regular basis.
- The System Administrator may turn off access to the Early Warning System based on policies at the institution. If the Early Warning System is on at the system-level, the Instructor may still turn it off within the course.
- The Early Warning System keeps a log of alerts sent to users. The log is searchable and is used to verify that a Student was alerted to a problem.

Early Warning System and the Grade Center

The Early Warning System is designed to work closely with the Grade Center. Early Warning System rules use Grade Center results to create rules and create alerts to student performance based on those rules. In particular, the Early Warning System can trigger an alert based on grades recorded in the Grade Center. As well, Assignments or Tests that are not completed by the deadline may also be used to trigger an alert.

Early Warning System and the Performance Dashboard

The Performance Dashboard includes information about Early Warning System alerts. The Early Warning Column shows the number of warnings and the number of total rules that may trigger a warning. Clicking on the data in this column will open the Early Warning System. The Early Warning System column will only display if the tool is turned on in the course.

See Also

- [Managing Early Warning System Rules](#)
- [Reviewing Alerts and Notifying Users](#)

Managing Early Warning System Rules

Rules determine when the Early Warning System flags student performance. It is up to the Instructor to communicate the warning to the user through the Notification Log. There are three options for rules:

- **Grade Rule:** Identifies when student performance on an Assignment, Assessment, or manually graded item is equal to or below a certain level. It is also possible to set a Grade Rule that identifies when a user exceeds a performance level. This is a useful tool for positive feedback.
- **Due Date Rule:** Identifies when a Student does not complete course work when it is due. A Due Date Rule can only be used to track an Assignment or Assessment created through the Blackboard Learning System. Due Date Rules cannot be created for manually graded items.
- **Last Access Rule:** Identifies the last time a Student accessed the course online. Please keep in mind that rules are not constantly running in the background checking for events. Regularly refresh the Early Warning System to run the rules and check for events that will trigger a warning.

Add Rule

1. Click **Evaluation** on the Control Panel.
2. Click **Early Warning System**.
3. Click **Grade Rule**, **Due Date Rule**, or **Last Access Rule**.
4. Type a name and availability for the rule and then set the rule criteria.

Edit Rule

1. Click **Evaluation** on the Control Panel.
2. Click **Early Warning System**.
3. Select **Edit** from the contextual menu for a rule from the list.
4. Change the rule information and criteria.



Note: It is also possible to change the availability of a rule by selecting it, along with several other rules if you want, from the list on the Early Warning System page and then clicking Available or Unavailable from the action bar.

Remove Rule

1. Click **Evaluation** on the Control Panel.
2. Click **Early Warning System**.
3. Select one or many rules from the list.

4. Click **Remove**. Confirm that the selected rules should be deleted.

Refresh Rules

1. Click **Evaluation** on the Control Panel.
2. Click **Early Warning System**.
3. Select one or more rules from the list.
4. Click **Refresh** from the action bar. The selected rules are run and any events that trigger the rule creates a warning.

See Also

- [About the Early Warning System](#)
- [Reviewing Alerts and Notifying Users](#)

Reviewing Alerts and Notifying Users

The Early Warning System helps Instructors notifies Students and Observers when an alert is triggered. Instructors can view alerts and send notifications simply by clicking on a rule listed on the Early Warning System page.

Viewing Alerts

The Review Rule Status page lists all the users in the course and identifies whether or not their performance meets the criteria for the rule and lists details regarding performance. For example, if the Instructor set a Grade rule to trigger an alert for all users with a score less than 65, those users with a score with less than 65 would show Yes in the Meets Criteria column. The page also shows when the user was last notified regarding their performance. Please keep in mind that communicating an alert to users does not happen automatically. The Instructor can customize the message as well as who receives the alert.

Finally, click the Username to see a detailed view of the user's performance against all rules.

1. Click **Evaluation** on the Control Panel.
2. Click **Early Warning System**.
3. Click the name of a rule in the list.
4. The **Review Rule Status** page appears.

Sending Email

1. Click **Evaluation** on the Control Panel.
2. Click **Early Warning System**.
3. click the name of a rule in the list.
4. Select the users to notify from the list.
5. Select a group of users to notify from the **Actions** drop-down list. The choices are:
 - **Student User Only**: This option will only send the notification message to the selected Students.

- **Observer Users Only:** This option will only send the notification to those users assigned as Observers to the selected Students.
 - **Student and Observer Users:** This option will send the notification to the Student and any assigned Observers.
 - **Other:** This option allows the sender to enter email addresses for the recipients of the notification.
6. Edit the **Subject** and **Message** and click **Submit** to send the notification. The notification may include attachments. Also, the sender may copy themselves on the message.

Viewing the Notification Log

The Notification Log serves as a record of Early Warning System communications to users. The log is used to confirm that Students were made aware of performance problems. The Notification Log lists each notification by individual user. It includes a search function for narrowing the results to locate a particular notification.

1. Click **Evaluation** on the Control Panel.
2. Click **Early Warning System**.
3. Click **Notification Log** from the action bar.

See Also

- [About the Early Warning System](#)
- [Managing Early Warning System Rules](#)

Organizing and Managing Content

About organizing and managing content

Content Management allows Instructors to store, share, and publish content within personal user folders, course folders and Institution Folders. This section explains how to organize and manage content in ways that are beneficial to them and to other users in the system.

In this section

This section includes information on the following topics:

Topic	Description
Organize content in folders	Describes how content is organized within folders.
Organize Folder Permissions	Explains how folder permissions are managed.
Tools for sharing and finding content	Describes tools available for searching and sharing content.
Organize Course Folders	Explains how to organize content and permissions for Courses.

Organize Content in Folders

About Organizing Content

Before adding any content to Content Management, users should plan out how they will manage their content. This will allow them to organize content in a way which best meets their individual needs.

Files in Content Management are organized in a tree structure of nested folders up to, and including, the content area level. This means that each folder may contain other subfolders and files. The term "items" refers to files and folders.

A folder stores both files and other folders. Folders are automatically available to the user who added the folder but must be shared if other users are to view the folder and its contents. It is important to remember that all folders are contained within other folders up to the root (/) folder. Root folders are folders in which all other folders are placed. Content areas, such as Users, Courses, Institution, and Library, are simply folders stored under the root folder.

The system does not allow subfolders with the same name in a single parent folder. For example, two folders named Group Projects may not be created in the top-level of the username folder. The system also does not allow files with the same name to exist in a folder.

Private content space and Public content space

Creating separate folders for personal content (private space) and folders that are available to other users (public space) is very helpful. This method allows the user to have certain folders available only to them, where they can store personal content. For example, one personal folder may contain papers and projects that are in progress, while another contains professional content that is not ready to be shared, such as resumes and cover letters for jobs. Additional permissions for these personal folders are not granted to anyone else.

When a document is ready to be shared, it may be copied or moved to a public folder. For example, if an Instructor is working on a Course document he or she can create the draft in a personal folder, and then move it to a shared folder when it is complete. The shared folder is shared with all users enrolled in the class (public space that is set to be available to only course members), and allows for collaboration.

Creating a private folder

A private folder is created in the same way as other folders in Content Management, through the **Add Folder** option. The permissions granted on the folder determine whether or not it is private.

In the username folder, a private folder is a subfolder that is not shared with any other users. A user may create a subfolder in his or her username folder and not grant any other users permissions to it.

In a Course folder, a private folder may be specifically for the Instructor, or it may also be accessible by users with other Course Roles. For example, a private subfolder may be created with permissions granted to the Instructor, Teaching Assistant, and Course Builder. This folder would not be available to any Students enrolled in the Course.

Creating a Public folder

Similar to private folders, public folders are created in the same way as other folders, using the **Add Folder** option. The permissions granted on a folder determine whether or not it becomes to multiple users and groups of users. Any user with Manage Permissions may share the item with a wider audience.

In a username folder, a public folder may be created and shared with a group of users collaborating on a project.

In a Course folder, a public folder may be created and shared with all users enrolled in the Course. This folder would include course information or articles that the whole class needs to read.

Organize Folder Permissions

Organizing Folders

It is helpful if users organize folders in a way that allows them to manage permissions by folder, rather than by file. For example, create a folder that contains all files used in a group project. This way the entire folder may be shared with the group members, rather than trying to manage permissions on separate items stored in different folders.

Only Read permission should be added to a top-level folder, for example the username folder. Anytime a Permission is added or changed on the top-level folder, check any subfolders or files designated as Private and verify that additional permissions have not inadvertently been added that would expose protected information.

Sharing Folders

When adding folders and files to Content Management, keep in mind which users and user lists the content will be shared with. Try to create folders in which all items are to be shared with the same users. When items shared with the same users are spread out among different folders, it may become very difficult to manage. For example, if the user plans on creating documents that will be applicable to all users at the Institution, they should create a folder that will be shared with All System Users, then add the specific items to this folder.

Sharing files

Files are automatically available to the user that added the file but must be shared if other users are to view the item.

Files inherit permissions from the folder they reside in. This means that if a file is added to a folder that already has Read and Write permission for certain users or user lists, the those same users will also have Read and Write permission on the newly added file.

Overwrite Option on Folders

When editing or adding permissions to a parent folder, the user has the option to force all files and subfolders to inherit these permissions. For example, if the Read and Write permissions are added to the folder, and an item within the folder has Read, Write, and Remove permissions, Remove permissions would be deleted from the file. All subfolders and files within the parent folder would be granted Read and Write permissions.

If this option is not selected, the files and subfolders are automatically granted any additional permission given to the parent folder, but existing permissions are not deleted. For example, if Read, Write and Manage permissions are added to the folder, and an item within the folder has Read, Write, and Remove permissions, the permissions for the file would remain Read, Write and Remove, and Manage would be added.

After editing permissions on a folder, the user may edit the permissions on an item, but these will be overwritten the next time permissions on the parent folder are edited. This is one reason storing items with the same purpose and audience in a single folder makes managing permissions much easier.

Tools for Sharing and Finding Content

About Tools for sharing and finding content

A number of tools are available to facilitate sharing content and searching for content that has been shared. These options are dependent on the level of the folder shared, for example granting permission on a top-level folder versus a subfolder. Remember that when a folder is shared, permissions are granted to all content in the folder.

Find Folder

The Find Folder option allows users to search for top-level folders they have permissions to, for example if another user has granted him or her Read permission on a username folder. When a user is granted permissions to a top-level folder, the Find Folder option allows the user to locate the folder and add it to his or her Content Management menu, making it easy to access the folder on a regular basis.

Users may decide to share a top-level folder with another user, and then adjust the permissions on the content within, limiting the content this user may access. For example, grant the user Read permission on the username folder. Then open the folder and delete Read permission for the content this user should not view. The user may still use the Find Folder option, but they will only view specific content in the folder.

Search

Search allows users to locate all files and folders that have been shared with them. When a search is performed only those items to which a user has permissions will be returned. If permissions are granted on a nested folder (and not the top-level folder) the user may search for the folder and bookmark it; the Find Folder option may not be used on nested folders.

Go To Location

Go to Location allows users to go directly to a specific folder that has been shared with them in Content Management. This time-saver allows users to enter the path to open a folder and Bookmark the location at the same time.

Bookmarks

Bookmarks enable quick access to frequently used content without having to navigate through several folders. Bookmarks are organized into folders and subfolders as needed by the user. This tool is helpful when permissions are granted on a nested folder, since the Find Folder tool may not be used.

Workflow Activities

If a user is expected to take action or respond to an item, it is helpful to send a Workflow Activity with the item. When a Workflow Activity is created users are selected to share the item with and permissions are granted. An option may also be selected to send an email to these users stating that this item has been shared with them and that a Workflow Activity is attached to it.

Passes

Passes may be used to share a file with a user for a specific amount of time. This is especially useful for sharing files with users who do not have system accounts. When a pass is created, the user decides whether to grant Read or Read and Write permission to the file with the pass. When the time allotted for the pass is over, the user will no longer be able to access the file.

Portfolios

Portfolios allow users to collect and organize files into custom Web pages. These Portfolios can then be presented to individuals and groups of users. It is important that users consider the permissions granted to files that are linked to in a Portfolio. If another user has permissions (other than Read) to a file that is linked to a Portfolio, the file may be edited or deleted, resulting in issues for the Portfolio users.

Organize Course Folders

About course folders

a Course folder for each Course appears by default under Courses. The default roles that have full permissions (Read, Write, Manage, and Remove) to this folder when the folder is first created are Instructors, Teaching Assistants and Course Builders. The Administrator may edit this default. For example, the Administrator may set it so that when a Course folder is first created, only Instructors and TAs have full permissions. It is very important to understand which permissions have been granted to the folder before proceeding with setting up subfolders and additional permissions.

Any user with Manage permission on the course folder can grant additional permissions on that folder to other users. For example, an Instructor may want to grant Read permission to all Students in the Course to the course folder, and Read and Write permission to a public folder created beneath the main course folder.

Storing single Course content

The temporary nature of Courses makes the course folder (tied to the Course ID) useful for storing content that is specific to a single Course. If a Course is deleted, the folder tied to the Course ID is no longer accessible. If content that is stored in the course folder does need to be reused, options for copying and moving items are available.


It may be easier to store content that is used in multiple Courses in the Institution Folder or the Instructor's user folder. This also depends on how the Administrator configures the Institution Folder and its availability. Keep in mind that if Course-related content is stored in a user folder, and it has not been shared. This content will be unavailable if the user leaves the Institution and is deleted from the system.

Folder examples

Subfolders within the course folder may be used to store both private and public content. The following are some examples of folders that may be created in the course folder:

Private Folder

A folder shared with the Instructor, Teaching Assistant, and other applicable Course Roles that contain private course information, such as test and survey results. These users all have Read, Write, Manage and Remove permission on the folder.

	<p>Note: The Instructor may decide to retain the course folder as a workspace for the Course, and not allow users to access any items in the course folder. Instead, the Instructor may link to Content Management items from the Course. In this scenario, the entire course folder would be a private folder.</p>
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Group Folders

Folders shared with Course groups, which may be used as group collaboration areas. There are a few options for setting this up:

Grant all Students in the Course Read access on the top-level course folder. Remove Read permission for Students to all private folders. Add permissions for each group to their respective Group folder. This option allows Students to use the Find Folder tool to locate the Group folder.

Grant each Course Group permission to their respective Group folder in the Course (do not grant any permission for Course users to the top-level course folder). The Students may use Search, Go To Location, and Bookmarks to locate the folder.

Public Folder

Folder shared with all Course users where they may access Course related materials, such as the syllabus or reading list. There are a few options for setting this up:

- Grant all Students in the Course Read access on the top-level course folder. Remove Read permission for Students to all private folders. Add permissions for all Course users to the public folder. This option allows Students to use the Find Folder tool to locate the public folder.
- Grant all Course users permissions to the public folder (do not grant any permission for Course users to the top-level course folder). The Students may use Search, Go To Location, and Bookmarks to locate the public folder.

Using Web Folders

WebDAV is used for sharing files over the Internet regardless of platform (Microsoft® Windows® or Apple® Mac OS®). When put into use with Blackboard Learn, WebDAV is a means for users to access content as if it were in any other network drive or folder on their personal computer.

Most operating systems are WebDAV compatible. All you need to connect is the web address of the folder and a valid username and password.

Before You Begin

The System Administrator must enable Web Folders for all Courses.

Using Web Folders

Web Folders mount a folder and all its sub-folders and files to the operating system. Files may be opened and accessed with any appropriate application for viewing and editing.

Note: When the Web Folder is opened, users should not attempt to navigate to other areas in the directory using the **Up** button in the Web folder window.

About File Names

The characters a-z, 0-9, period '.' and underscore '_' are acceptable in file names. All standard ISO 8859 characters (not foreign characters or symbols) are also supported. All spaces will be converted to underscores '_' in the name of the uploaded file. Special characters are not supported in file names. There is a 255 character limit for all file and folder names. The total path to a file or folder must not exceed 400 characters.

Set up a Web Folder in Mac OS X

1. Access Course Files.
2. Click Setup Web Folders from the action bar.
3. Access the address needed for WebDAV.
 - After navigating to the folder that you wish to set up as a Web Folder, click **Open Web Folder**. An instruction box, "Using Web Folders," appears containing the URL needed for connection. **Copy** the address so you can paste it in later steps.
 - From the Finder menu, select **Go**, then select **Connect to Server**.
 - In the Connect to Server window, paste the URL you copied into the Server Address field. Click **Connect**. Note that by clicking the plus sign next to the pasted address, it can be added to Favorite Servers and you won't have to copy the address each time.
 - If the WebDAV File System Authentication window appears, enter your Blackboard Learn login username and password; click **OK**.
 - Once you are connected to the Web Folder, the Mac network icon will appear on your desktop. The icon will have the title of the user if connecting to the My Content folder. Double-click the icon to open the folder.
4. Add files to the Mac network folder.
 - After opening the folder on your local computer, locate the file or folder you want to transfer.
 - Use the drag-and-drop function to move items between the two folders. Any files you drag into the Web Folder are copied there and will now appear in Course Files.
 - When all files have been copied, close the window and drag the Mac network icon to the trash to disconnect (disconnect from) the Web Folder. If you do not disconnect, the icon (and server connection) will remain until the computer is shut down. If you are using a computer others use, they will have access to everything in your Course Files folder. Note that you may see some files appear after using the Web Folder, such as duplicate file names that begin with ._ or .DS Store. Those may be deleted.

Set up a Web Folder in Windows

1. Access Course Files.
2. Click Setup Web Folder from the action bar.
3. Locate the URL of the Web Folder you want to set up as a WebDAV folder.
 - Copy the URL so you can paste it in later steps.

4. Add a network place on your PC. This sets up a shortcut to the web folder.
 - From the Start Menu, click **My Network Places**.
 - Select **Add a network place** from the Network Tasks menu.
 - Within the Add Network Place Wizard, opt to "Choose another network location: to create shortcut. "Paste the URL for your Web Folder you copied earlier and click **Next**.
 - Enter a name for the network place when prompted and click **Next**.
 - Click **Finish** to close the Wizard. The Web Folder will open and will now be listed in My Network Places. You may be prompted for your user ID and password.
5. Use the drag and drop function to copy to copy from your computer's folder to the WebDAV folder.
 - From the Start Menu in Windows, click **My Network Places** and select the place you created earlier.
 - From the Start Menu in Windows, also open the local folder on your PC you wish to work with.
 - With both the My Network Place and your local folder open, you can drag and drop files between the two. Any files you drag to the My Network Place Web Folder are copied there (essentially uploaded to the Blackboard server) and will now appear in Course Files.
 - When all files have been copied, disconnect from the Web Folder. If you do not disconnect, the server connection will remain until the computer is shut down. If you are using a computer others use, they will have access to everything in your Course Files.

Using the Content Collection

Introduction

Instructors may use items from the Content Collection throughout Courses in Blackboard Learn. Files and Portfolios may be linked to from different areas in a Course and items from a Course may be added to a folder in the Content Collection.


This section includes information on the following topics:

Topic	Description
Add Content Collection Items to a Course	Explains how to add items from the Content Collection to a Course.
Add Portfolios to a Course	Explains how to add Portfolios to a Course.
Check Collection Links	Describes how to check permissions for Content Collection items linked to in a Course.
Copy files to Collection	Explains how to copy files from a Course to the Content Collection.
Content Collection Items during Export/Import and Archive/Restore	Explains how Content Collection items behave when a Course package is imported or restored.
Course Copy and Content Collection Items	Explains how Content Collection items function during a Course copy.

Add Content Management Items to a Course

It is easy for Instructors to quickly add materials stored in Content Management to their Blackboard Learn Courses. Content Management items are supported as another type of content, such as Learning Modules, that is added to a Course.

Instructors have two options for adding items from the Content Management to a Course. Items may be added through the Add Content Management Content option available in Content Areas, or through the third row action buttons available in the Text Editor.

	Note: The System Administrator may disable the Text Editor. The third row action buttons will not be available if this feature is disabled.
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How to Add Content Management Content to a Course

Content Management Content may be added to any Content Area in a Course, such as Course Information or Course Documents. To add an item from the Content Management to a Content Area, follow the steps below:

1. Open a Content Area, such as **Course Documents**.
2. **Edit Mode** is **ON**.
3. Click **Course Link**.
4. Type a Name for the link.
5. Type a description in the text box.
6. Click **Browse** next to **Link to Content Management Item**.
7. Use the Course Map to select the item.
8. **Permit users to view the content item** by clicking Yes.
9. **Track the number of views** by clicking Yes.
10. Choose the date and time restrictions by using the **Display After** and **Display Until** date and time fields. Click both the **Display After** and **Display Until** check boxes to enable the chosen dates and times.
11. Click **Submit**.

How to Add a link to a Content Management item from the Text Editor


Users may add links to items in the Content Management from the Text Editor. Follow the steps below to add a link to a Content Management item:

1. Open the Control Panel for a Course.
2. Open a Course area meant to hold content where the Text Editor is available, such as an Announcement or a Discussion Board.
3. Select an option in the third row of the Text Editor.

The Content Management item to link to is selected on the page that appears. Select Browse next to the Link from Content Management field. The Content Management will open in a new window. Locate the Content Management item, select it and click Submit.

It is very important that the Browse field and the Specify URL field are left blank. These fields are not used for adding items from the Blackboard Content Management.

Depending on the type of item being added, additional options may also be available on this page. For more information, see the Text Editor topic in this manual.

	<p>Note: The System Administrator may disable the Text Editor Links. The third row action buttons will not be available if this feature is disabled.</p>
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Permission granted to items added to Courses

When an item from the Content Management is added to a Course, all users in the Course will automatically be granted Read permission to the item. The Permissions page for the item in the Content Management will list All Course Users as having Read permission.

Sharing a Portfolio

Once Portfolios have been added to a Course, they may be shared with other course members or people outside of Blackboard Learn.

How to Share a Portfolio with Users in a Course

Portfolios are made available to users through the Content Collection. Before adding Portfolios to the Course, the Portfolio must be shared first. Follow the steps below:

1. Click **Portfolios Homepage** on the Tools menu.
2. Click **My Portfolios** on the Portfolios page.
3. Select **Edit** next to the appropriate Portfolio
4. Click **Share Portfolio**.
5. Click **Share with Users**.
6. Click **Browse** to select users.
7. Click Send Email to notify the users that a Portfolio has been shared with them.
8. Edit the Subject text if necessary. There is default text in the field.
9. Edit the message text in the text box. There is default text in the Text Box.
10. Click **Send copy of message to self** if necessary.
11. Click **Use blind carbon copy (Bcc:)** if necessary.
12. Click **Submit**.

A Course Portfolio area appears in the **Course** Menu. Users may view Portfolios that have been shared with the Course in this area.

How to Share a Portfolio with External Users

Portfolios are shared with users outside of the Blackboard Learn.

1. Click **Portfolios Homepage** on the Tools menu..
2. Click **My Portfolios** on the Portfolios page.
3. Select **Edit** next to the appropriate Portfolio
4. Click **Share Portfolio**.
5. Click **Share with External Users**.
6. Type the appropriate email addresses in the Email Recipients field. Use commas when entering multiple addresses:
fido@university.edu,spot@company.com,rover@nonprofit.net.
7. Click **Send copy of message to self** if necessary.
8. Click **Use blind carbon copy (Bcc:)** if necessary.
9. Click Use password and enter a password to protect the Portfolio.
10. Click Include password in email if necessary.
11. Determine the length of time the Portfolio is shared:

No expiration

OR

Lifetime: Type a number in the first field and choose a time measurement from the drop-down list.

12. Click **Submit**.

How to Share a Portfolio with Courses or Organizations

1. Click **Portfolios Homepage** on the Tools menu.
2. Click **My Portfolios** on the Portfolios page.
3. Select **Edit** next to the appropriate Portfolio.
4. Click **Share Portfolio**.
5. Select **Share with Courses** or **Share with Organizations** from the Other Items drop-down list.
6. Click **Browse** to select courses or organizations. Use commas when entering multiple courses or organizations.
7. Click **Submit**.



Note: Once a Portfolio is shared, it must be made available in the Course before it may be accessed by users.

How to Share a Portfolio with Institution Roles

1. Click **Portfolios Homepage** on the Tools menu.
2. Click **My Portfolios** on the Portfolios page.
3. Select **Edit** next to the appropriate Portfolio.
4. Click **Share Portfolio**.
5. Select **Share with Institution Roles** from the Other Items drop-down list.
6. Select the **Roles** and use the arrow buttons to move them to the **Selected Roles** field.
7. Click **Submit**.

How to Share a Portfolio with All System Accounts

Allow this Portfolio to be searched by All System Accounts from Portfolio Search.

1. Click **Portfolios Homepage** on the Tools menu.
2. Click **My Portfolios** on the Portfolios page.
3. Select **Edit** next to the appropriate Portfolio.
4. Click **Share Portfolio**.

5. Select **Share with All System Accounts** from the Other Items drop-down list.
6. Click **Submit**.

Copy Files to Collection

The Copy Files to Collection tool enables Instructors to copy content from their Courses in Blackboard Learnto a folder in Content Management. This is very helpful for Instructors who have attached files that exist outside of Content Management to Course Content Areas. Items that are added through to Content Management may be used in new Courses, shared with other users, and added to Portfolios.

This tool is meant for adding new content to Content Management; it does not detect Content Management items that have been added to a Course or make changes to the Course itself.

Note: The System Administrator may disable the Copy Files to Collection tool. This tool will not be available if it is disabled by the Administrator.

Types of content that may be copied

The Copy Files to Collection tool copies files that have been attached to Course Content Areas. These files are originally added the Course through the **File to Attach** option available on specific pages in the application or the third row action buttons in the Text Editor.

The Copy Files to Collection tool copies items attached to the following:

- Content folders
- Content items
- Course Links
- Assignments
- Instructions
- External links
- Learning Modules

Note: All attachments associated with unprotected Course Cartridges are copied; protected cartridge content will not be copied.

Types of content that are not copied

Attachments added to the following areas of a Course are NOT added to Content Management through the Copy files to CS tool:

- Attachments added to any Assessment areas (this includes Tests, Surveys and Question Pools)
- Attachments added to Discussion Board messages, including Group Discussion Board messages
- Files uploaded to the File Exchange by Instructors

- Items added to the grade Assignment page by the Instructor are not copied. These items include comments for a specific user and are sent when the Assignment is graded. (Items added to the Add Assignment page by an Instructor are copied)

Student files added to a Course are also not copied, this includes:

- Files uploaded to the File Exchange by users
- Files uploaded by users to Assignments

Enabling Copy Files to Collection

Instructors have the option of enabling or disabling the Copy Files to Collection tool for each of their Courses. The tool is disabled by default when a Course is created. Follow the steps below to enable the Check Collection Links tool:

- Open the Control Panel for a Course.
- Select **Manage Tools** under Course Tools.
- Select **Enable Blackboard Tools**.
- Select the check box under **Available for Copy Files to Collection** and click **Submit**.

Note: The System Administrator may disable the Copy Files to Collection for the entire system. This tool will not be available within Courses if it is disabled by the Administrator.

Using Copy Files to Collection

Instructors access the Copy Files to Collection tool within the Control Panel of a Course.

Follow the steps below to run the Copy Files to Collection Tool:

1. Select **Copy Files to Collection** under Packages and Utilities. The Copy Files to Collection page appears.
2. Under Select Areas, use the check boxes for those areas that will be copied. In each area selected, attached items will be copied to Content Management.
3. The path in the Destination field defaults to the location of the course folder in Course Content in Content Management. The path to a different folder may be entered. **Note:** Users can only copy content to folders within Content Management to which they have Write permission.
4. A receipt page appears after the copy is complete. The receipt states all areas that were successfully copied and any that have failed.
5. The copied items will appear in Content Management in a folder named Copied Content.

Run the tool multiple times

The Copy Files to Collection tool may be run on the same Course multiple times. This may be helpful in the following situations:

- Too much or too little content was selected to copy and a clean copy is needed.
- If files were copied at the beginning of the term, the process may need to be run at the end of the term to copy additional files that have been uploaded.

Each time this tool is run, a new set of folders appears in Content Management. If the content is copied to the same area, for example Course Content, the Copied Content folder is appended with the number of the copy. For example, the folder created after the tool is run a second time is named 'Course ID' Copied Content (2).

File Structure in Content Management

All files copied to Content Management are stored in the destination folder selected on the Select Areas to Copy page. All of the content from the Course is stored in a folder with the following naming convention: 'Course ID' Copied Content. The structure of files within Copied Content mimics the structure of the files in the Course. **Example**

The copy from History100 included Course Documents and Course Information.

Course Documents folder contained:

- a Course item with the file Syllabus.doc attached
- a Course folder named Chapter One (no items attached to the folder)
- In the Chapter One folder - a Course item with the file WeekOne.doc attached

Course Information folder contained:

a Course item with the file CourseOverview.doc attached. The structure of files within Content Management will be as follows:

>History 100 folder

>>History100 Copied Content folder

>>>Course Documents folder

>>>>Syllabus.doc

>>>>Chapter One folder

>>>>>WeekOne.doc

>>>Course Information folder

>>>>CourseOverview.doc

Copying special file attachments

There are a few cases where copied content receives special treatment in Content Management:

Content uploaded to Blackboard Learn, as package files (for example, zip files) where the user selected to **unpackage this file** are copied to the Content Collection in the zip file format with the unpackaged items under a folder with the following format:

dir_fileattachmentname.fileextension. For example, a file called "unzipme.zip" is unpackaged at the root of the Course Information folder. The Content Collection will have both the unpackage.zip file at the root of the Course Information folder and also dir_unzipme.zip that contains the contents of the original file.

All files uploaded through the Text Editor are copied to individual sub-folders named **embedded(unique#)**. This is also true for files uploaded through the Text field when the Text Editor is not available.

When an HTML file that contains references to images is uploaded, the user is prompted to upload the images. These are "missing images". Missing images are copied to a folder with the following format: **dir_fileattachmentname.fileextension**.

Copying files with the same name

Content Collection does not allow a folder to contain multiple files with the same name; this type of duplication is permitted within Courses in Blackboard Learn. The same is true of folders with the same name.

When files and folders with the same name are copied to the same folder in the Content Collection, the names will be appended with a number. For example, if two files named Syllabus.doc are copied to the same folder, they will appear as Syllabus.doc and Syllabus1.doc.

Content Management Items during Export/Import and Archive/Restore

When a Course in Blackboard Learn is exported or archived, links to any Content Management files are included. If a package is then imported or restored, these links are included in the content. The behavior of these links depends on the state of the items in Content Management.

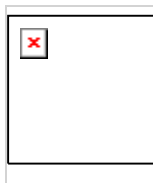
Items remain in Content Management

If the items are stored in the same location within Content Management, the links to these items in the Course will function properly. The Instructor should check the permissions for these items as they may need to be edited. Permissions for this item should be granted to the Course User list so all users enrolled in the Course may access the items. If users do not have permissions to the item, an 'Access Denied' error message appears when they select the link.

Items restored or imported to a Course without Content Management installed

If a Course package is restored or imported to a Course in Blackboard Learn and Content Management is not installed, all of the links to Content Management items in the imported or restored Course will be broken. This is because the Course saves a link to each item, not the actual files.

The Instructor should delete the links to these items from the Course. If the items are accessible, they are added to Content Management and linked to again from the Course.




Note: If Content Management is moved or deleted the same behavior described above will occur. All of the links to Content Management items will be broken.

Course Copy and Content Management Items

Links to Content Management items in a Course are copied during a Course copy operation. Because links to Content Management items are copied and not physical files, all users must have permission within Content Management to view these files. Users in the new Course will not have the appropriate permission. When a user without the appropriate permission to Content Management item selects a link to the item in the Course, an Access Denied message appears.


The Instructor must add permission for these users to the item in Content Management or the Administrator may enable the Copy Settings options to automatically edit permissions when a Course is copied.

	Note: The automatic permissions upgrade only applies to Courses that are copied. If a Course is imported or restored, user permissions to Content Management items linked to in the Course are not automatically upgraded, the above will occur. All of the links to Content Management items will be broken.
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Automatic permission updates to Content Management items

A Copy Settings option is available for Administrators to manage the permissions of Content Management items that are copied as part of a Course copy operation. There are two options the Administrator may enable in the system; one or both may be enabled. If these options are enabled, the permissions for Content Management items located in almost all Course areas will be automatically updated.

- **Update permissions for general links** – If this option is selected, all users enrolled in a copied Course automatically receive Read permission to Content Management items linked to in the Course.
- **Update permissions for e-Reserve links** - If this option is selected, all users in a copied Course automatically receive Read permission to e-Reserves items linked to in the Course.

	Note: The one exception to this is Tests. The permissions for Content Management items linked to in Tests, Surveys, and Questions Pools are not automatically updated. The Instructor must update the permissions to these items manually through Content Management.
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Item permissions in Content Management

When a Content Management item is copied through Course Copy and the permissions are automatically updated, the new permissions are visible for the item in Content Management. When Content Management item is viewed in Content Management, Read permission will appear for All Course Users.

Using Library Content

About the Library

Instructors can enhance their Courses by adding content from the Library. The Library is used to post eReserves, electronic manuscripts, and other Institution resources. It allows seamless integration with Blackboard Learn, making it a powerful way to share and distribute library materials. This document explains how Instructors can use the library to supplement their Course offerings.

In this section

This section includes information on the following topics:

Topic	Description
Library Areas	Describes the main areas of the Library.
eReserve Folders	Explains how eReserve Course folders are created and their availability.
Add Library Content to Courses	Describes how to add content from the Library to a Course.

Library Areas

About Library Areas

By default, there are two main areas within the Library, Library Content and eReserves. Additional areas may also be added to the Library to meet specific Institution needs.

Library Content

Library Content may be organized according to the Institution's needs. This area is intended for content that may be shared across the entire Institution.

User access to Library Content

All users have read access to all content within Library Content by default.

Instructor access to Library Content

Instructors may add items from Library Content to Courses within Blackboard Learn.

eReserves


eReserves are automatically organized by Course; each Course in Blackboard Learn has a corresponding Course in eReserves. eReserves are only available for Courses; eReserves are not available for Organizations.

User access to eReserves

All users have automatic read access to eReserves for Courses they are enrolled in; eReserve folders for other Courses do not appear in the file tree.

Instructor access to eReserves

Instructors may add items from eReserves to Courses within Blackboard Learn

	Note: eReserves must be enabled by the System Administrator; if the Administrator does not activate this area it will not appear in the Library.
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eReserve Folders

Generating course folders in eReserves

Course folders within eReserves are automatically generated the first time the Instructor, Teaching Assistant or Course Builder accesses Content Management after the Course is created. If a Course is added to the Blackboard Learn, the eReserve course folder will appear to Course users the first time the Instructor accesses Content Management.

Course availability and eReserves

The ability to see the eReserve folder when the Course is made unavailable depends on the user's Course Role. Instructors, Course Builders, and Teaching Assistants can see the folder whether the Course is available or unavailable. Students can only see the eReserve course folder when the Course is available.

Course removal and eReserves

If a Course is deleted from the Blackboard Learn, the eReserve folder, and all of its content, is also deleted.

Add Library Content to Courses


Instructors may add items from the Library to their Course Content Areas. This includes items that appear in their course folders within eReserves, as well as items from Library Content. Follow the steps below to add an item from the Library to a Course:

How to Add Content from the Library to a Course

1. Open a Content Area, such as **Course Documents**.
2. **Edit Mode** is **ON**.
3. Click **Item**.
4. Type a Name for the link.
5. Type a description in the text box.

6. Click **Browse** next to **Link to Content Management Item**.
7. Use the Course Map to select the item from the Library.
8. **Permit users to view the content item** by clicking Yes.
9. **Track the number of views** by clicking Yes.
10. Choose the date and time restrictions by using the **Display After** and **Display Until** date and time fields. Click both the **Display After** and **Display Until** check boxes to enable the chosen dates and times.
11. Click **Submit**.

Instructors also have the option of adding items in Content Management to Courses through the Text Editor. The **Add Item** option in the third row action bar of Text Editor may be used to locate and add items in Content Management.

	<p>Note: Only items within the eReserve course folder that correspond with that Course may be added to the Course. Content in eReserve course folders for other Courses you may be teaching may not be added. All items within Library Content are available to use within a Course.</p>
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