



Teaching with Desire2Learn v8.2.2

User Guide
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eLearning *your way*

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About this guide

This guide provides instructors with detailed information about using the Learning Environment to create content and other course resources, manage student enrollment, communicate with students, evaluate students and provide feedback.

Audience

This guide is intended for instructors, course designers, and other users responsible for setting up course materials and ongoing interaction with students during a course.

Important Access to features in the Desire2Learn Learning Environment is dependent on your role and the permissions assigned to it. You may not have sufficient permissions to access all of the features described in this guide. Some features described in this guide may not be available if you are using Desire2Learn Essentials.

Organization

This guide is organized into units that reflect tasks performed or types of resources used in teaching a course.

Related guides

The following guides contain supplementary information:

- *HTML Editor*
- *Email User and Reference Guide*
- *Understanding Course Templates*
- *LiveRoom User and Reference Guide*
- *Blog User and Reference Guide*
- *Competencies and Rubrics User and Reference Guide*
- *Learning Object Repository User and Reference Guide*
- *Metadata User Guide*

Desire2Learn documentation is available in the Documentation Library on the Desire2Learn Community website: <http://community.desire2learn.com>. (Enrollment in the Desire2Learn Community is required to access this site. Information about enrollment can be found on the Community login page.)

Unit 1

Introduction to the Learning Environment

This section provides a tour of some of the basic concepts used throughout the Learning Environment and provides information about changing custom settings within the Learning Environment.

Overview of the Learning Environment

My Home

My Home is your starting point inside the Learning Environment. From here, you can set up your profile, change your password and email address, edit your preferences, and access your courses. My Home is also your organization's homepage, where you can read news items and access any organization-level content, links, discussions, or other available resources.

The screenshot shows the 'My Home' page for a user named Ann. The page has a blue header with navigation links: My Home, Email, Locker, Schedule, FAQ, Links, Blog, LOR. A welcome message says 'Welcome, Ann May 3, 2007'. Below the header is a 'Welcome' widget with a search bar and a 'News' widget with a search bar. The 'Welcome' widget contains a 'My Settings' section with links for My Preferences, My Email Address, My Password, My Locker, My Personal Homepage, My Profile, and My Progress. Below this is an 'Updates' section with a 'New Email Message' link. The 'Events' section shows a 'Lake Valley University' event on 'Aug 27, 2007' titled 'Meet and Greet'. The 'My Lake Valley University Courses' section lists several courses: Anth0109 - Anthropological Research Methods, Anth0101 - Introduction to Cultural Anthropology, ScAT 100 - Introduction to Science and Technology, and sco1 - SCORM test. A 'Navbar' is located at the top right, containing links for Discussions, Surveys, and Logout. Callout boxes provide additional context: 'My Settings' explains that users can edit personal information using the links in the Welcome widget; 'Navbar' explains that available tools are accessible through links in the navbar, which can appear at the top and bottom and on either side; 'My Courses' explains that to enter a course, users should click the course name, and the My Courses widget lists all available courses.

My Settings
Edit your personal information using the links in the Welcome widget.

Navbar
Access available tools through the links in the navbar. Links can appear at the top and bottom and at either side.

My Courses
To enter a course, click the course's name. The My Courses widget lists all course available to you.

Accessing your courses

To access a course through My Home, click the course's name in **My Courses**.

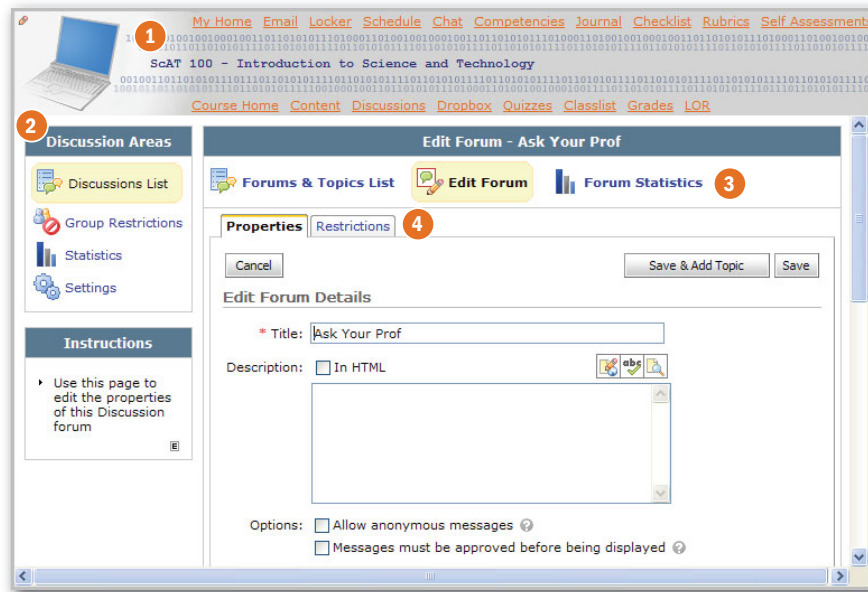
Each course has its own unique navbar providing links to the tools and resources available inside the course, the homepage provides a showcase for course related information like news, updates and bookmarks. To learn how to customize your course's navbar, see *Setting up your course navigation bar*, p. 40.

To get back to My Home, click **My Home** on the course navbar.



Navigating inside a course

The primary navigation tool for a course is the navbar, which is always located at the top of the screen and displays links to the tools available in your course. Within each tool there are tool menus to navigate to different sections and pages, and tabs to switch between sections within a page.



1
Navbar
Switch between tools.

2
Left Tool Menu
Switch between areas within a tool (only used for larger tools).

3
Top Tool Menu
Switch between pages within a tool area.

4
Tabs
Switch between options within a single page.

Lists

The Learning Environment often presents information in the form of interactive lists that you can search and sort. When a list is long, items are split across multiple pages so that the list loads quickly; you can jump to any page and change how many items appear on each page.

Note If you select items in a list and then move to another page within the list, the items are no longer selected even though they are part of the same list.

1 Search
Enter what you want to look for in the Search For field or narrow your search by clicking the Show Search Options link.

2 Jump to Page
Select the page you want to view from the dropdown list.

3 Next/Previous
Click to go to the next or previous page.

4 Sort
Sort the information in the list by clicking on the column headings.

5 Per Page
Select how many items you want to view at once.

The screenshots show the following data:

View Competency Results Table:

Last Name, First Name	StudentId	Completed?
Admin, Admin	001	✗
Battle, Freeman	013	✗
Brewer, Vickie	012	✗
Cameron, Janna		✗
Catcher, Frank	003	✗
Fleur, Danielle	004	✗
McLellan, Harold	005	✗
Mendoza, Miquel	010	✗

Discussion 1: Oil Rigs Table:

Subject	Authored By	Date	Average Rating
Ride the Bus or Get a Bike	Minh Tran	May 3, 2007 2:46 PM	☆☆☆☆☆
We need to find a better way to fuel our vehicles	Erin Roth	May 3, 2007 2:43 PM	☆☆☆☆☆
	Danielle Fleur	May 3, 2007 2:40 PM	☆☆☆☆☆
	Harold McLellan	May 3, 2007 2:33 PM	☆☆☆☆☆
	Freeman Battle	May 3, 2007 2:31 PM	☆☆☆☆☆
	Jodi Singh	May 3, 2007 2:29 PM	☆☆☆☆☆
	Jodi Singh	May 3, 2007 2:28 PM	☆☆☆☆☆
	Minh Tran	Apr 11, 2007 2:54 PM	☆☆☆☆☆
	Jodi Singh	Apr 11, 2007 2:46 PM	☆☆☆☆☆
	Frank Catcher	Apr 11, 2007 2:26 PM	☆☆☆☆☆

Blog List Table:

Last Name, First Name	Total Entries	Latest Entry	Total Comments	Lat	ment
Shills, Ann	1	Mar 6, 2007 2:12 PM	2	Mar 6, 2007 2:12 PM	
Sinoh, Jodi	0	-	0	-	-
Terrell, Hillary	0	-	0	-	-
Tran, Minh	0	-	0	-	-
VanBrook, Peter	0	-	0	-	-
Whyte, Jack	0	-	0	-	-

Actions

The Learning Environment makes extensive use of icons to initiate tasks and actions. To find out what an icon does, hover your mouse over it; an explanation appears above the icon



1 Action Bar
Initiate tasks not related to specific terms on the page.

2 Multi-Action Icons
Affect selected items in the list.


In-List Icons
Affect the single item in the line.

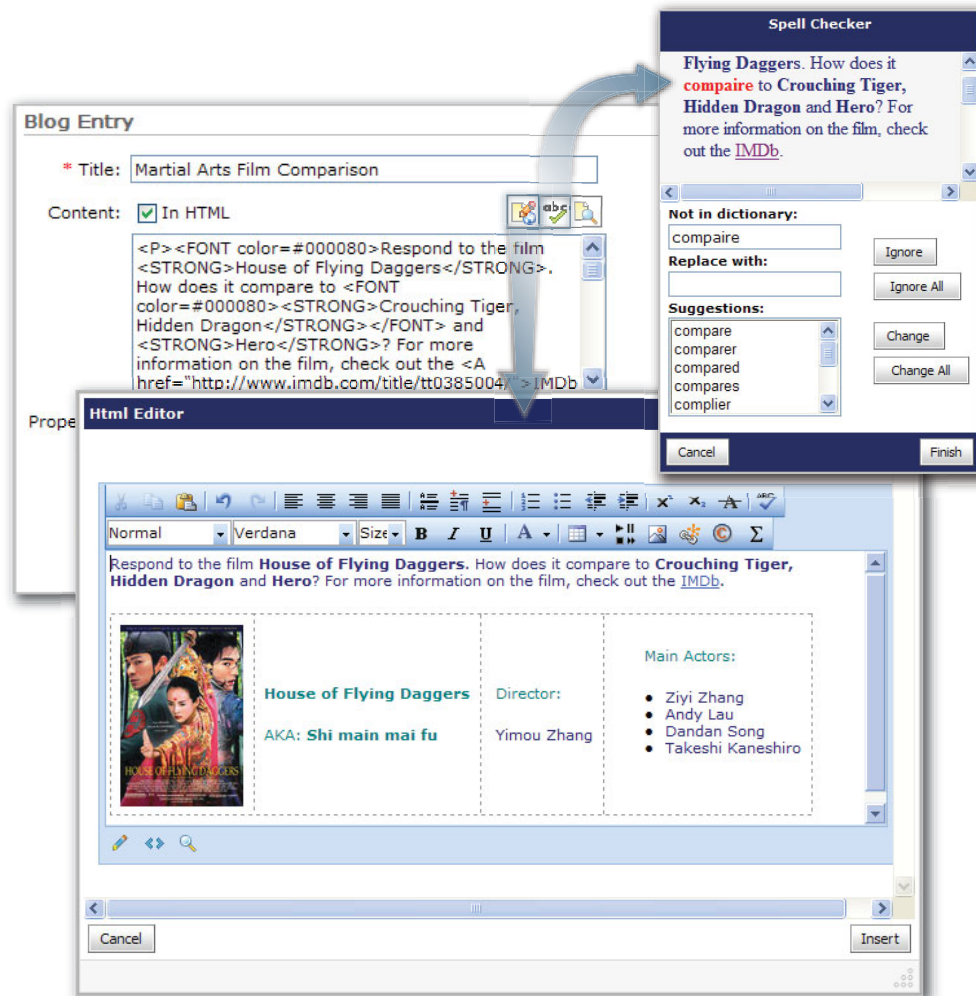
The screenshot displays the 'Manage Content' page in a Desire2Learn course. The top navigation bar includes 'Welcome, Admin', 'Email', 'Rubrics', and 'Competencies'. The main content area is divided into several sections: 'Content Areas' with options like 'View Content', 'Manage Content', 'Reports', and 'Settings'; 'Statistics' showing 'Total Number of Users: 10' and 'Users Who Have Visited Content: 6'; and 'Manage Content' which includes options for 'Add Learning Object', 'New Module', 'New Topic', 'Add Multiple Topics', and 'Re-Order'. Below these is a search bar and a list of learning objects under the heading 'Introduction to Science and Technology'. The list includes units like 'Unit1. The role of technology in the history of modern science' and 'Unit2. Current Issues', each with sub-topics like 'The Royal Society', 'Scientific Method', 'Energy', 'Geology', 'Farming and Horticulture', and 'Medical Research'. Each item in the list has a checkbox on the left and a set of icons on the right for editing and management. A table on the right side of the page shows 'Average Time Spent' for different items, with values like '22 min, 23 s' and '5 s'.

Formatting and spell checking text


You can format your text wherever you see the  **HTML Editor** icon. When you click the  **HTML Editor** icon, a separate window opens where you can change colors and fonts, insert hyperlinks and bullets, set up tables, add images, and so on.

For detailed information about using the HTML Editor, see the *HTML Editor* guide.

You can ensure that your text is free of spelling errors by clicking the  **Spell Check** icon. A separate window appears giving you spelling correction options.



Entering Dates

Entering dates is easy. You can either use the available drop-downs to manually select the date, or you can click the  **Select Date** icon to select the desired date from a

separate calendar window. You can also click the **Now** button to automatically use the current date and time.

Availability

[Hide forum visibility options](#)



Visibility: Forum is always visible
 Hide this forum
 Forum is visible for a specific date range

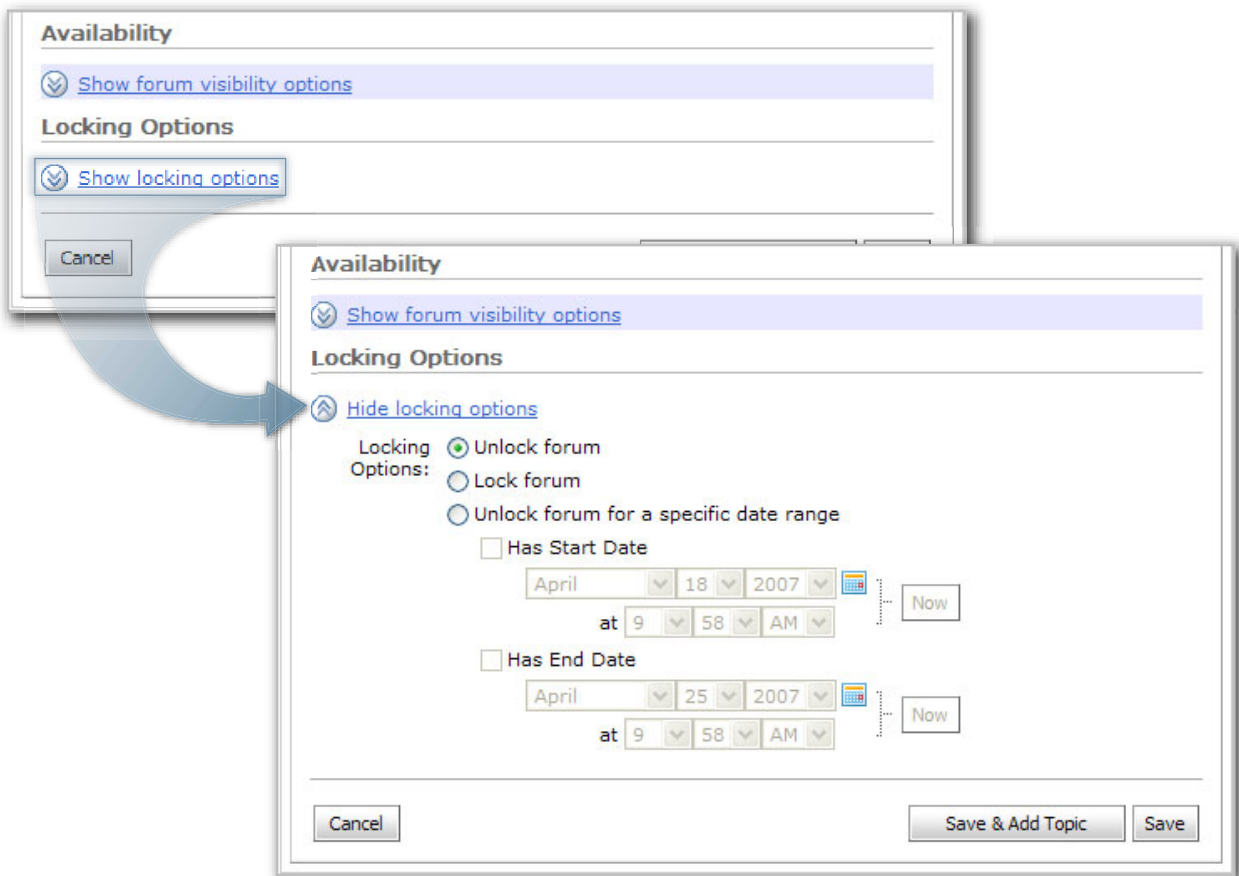
Has Start Date
April 18 2007 at 9:58 AM

Has End Date
April 25 2007 at 9:58 AM

Calendar window:
April 2007
S M T W T F S
1 2 3 4 5 6 7
8 9 10 11 12 13 14
15 16 17 18 19 20 21
22 23 24 25 26 27 28
29 30
Today's Date
[Wednesday, April 18, 2007](#)

Showing and hiding advanced options

In many places, advanced options are collapsed by default to help you focus on essential features and settings. You can display advanced options by clicking the  **Show Options** link. If you save the page, the Learning Environment remembers which options you displayed and shows them next time. You can hide options again by clicking the  **Hide Options** link.



Getting Help

? **Help** icons and on-screen instructions appear throughout the Learning Environment, providing you with ready information about the specific page and tool that you are using. It's like a helpful nudge whenever you're a little stuck.

1 **Instructions**
Look for instructions on the left hand side of most pages for information about using the page.

1 **Instructions**
Use the settings on the right to customize the behavior of your Blog

2 Use the settings on the right to customize the behavior of your Blog

2 **Help Icons**
Click the **?** **Help** icon next to a field, option or setting to read a detailed explanation.

1 **Instructions**
Use this page to edit a topic that uses an existing file from the course.

2 **Help Icons**
Click the **?** **Help** icon next to a field, option or setting to read a detailed explanation.

Customizing your Learning Environment

Setting preferences

The Preference tools allow you to change your online status, font settings, paging preferences, discussion room layout, email preferences, and password. Customizing your personal settings is a great way to ensure that you are comfortable in your teaching environment.

- 1 On My Home, click the **My Preferences** link in the **Welcome** widget to access your preference options.
- 2 Click on a tab to choose the tool whose preferences you want to change.

Not all of the preferences described may be available to you. Their availability depends on how your organization has set up the Learning Environment platform.

Online Status

- 1 On My Home, click the **My Preferences** link in the **Welcome** widget.
- 2 In the **General** tab, click the **Appear Offline** button to switch your status between on and off.
- 3 Click **Save**.

When your status is set to offline, you remain logged in to the Learning Environment, but appear offline to participants in the **Classlist** and **Pager** tools. Typically, this functionality is not available to students.

Preferred Language

Choose your preferred language from the list provided. All pages and content in the Learning Environment will appear in your chosen language.

Note To override users' preferred language for a course you may force a course to be viewed in a certain language. See *The Course Offering Information page*, p. 33.

Navigation Bar Auto-Refresh

When on, the navigation bar auto-refresh option is used to automatically check for incoming Pager or Email messages. However, for users who use assistive technology, it is recommended that they turn the auto-refresh option off. To refresh the navigation bar when this option is off, go to My Home or select a Course Offering, or use the refresh feature in your browser.

- 1 On My Home, click the **My Preferences** link in the **Welcome** widget.
- 2 In the **General** tab, select the **On** or **Off** radio button in the navigation bar auto-refresh field.
- 3 Click **Save**.

Fonts

- 1 On My Home, click the **My Preferences** link in the **Welcome** widget.
- 2 In the **General** tab, use the drop-down lists in the **Font Settings** section to select a font type and size.
- 3 Click **Save**.

The **Preview** box displays a sample of your new font setting.

Course CD-ROM

Some courses make use of CD-ROM content. From the drop-down list, select the drive letter used by your computer's CD-ROM. (Not applicable if you are using a Mac.)

Operating System

Use the **Operating System** drop-down list to select the operating system that you are running. This setting is used in conjunction with the **Course CD-ROM** setting. If you are using a Mac, your CD-ROM drive does not have a drive letter; if you are using a PC, it does. The Learning Environment needs to know whether you are using a Mac to be able to access the CD-ROM. (If your course doesn't make use of CD-ROM content, this setting is not applicable.)

Paging

Limit the number of items displayed when viewing selected pages by setting the Paging preferences.

- 1 On My Home, click the **My Preferences** link in the **Welcome** widget.
- 2 Go to the **Paging** tab.
- 3 Use the drop-down lists to select paging values for various tools.
- 4 Click **Save**.

Discussions

Use this page to specify the way you want to view messages in the Discussions tool. See *Personal Settings*, p. 245, for information about each setting.

Pager

Receive visual notification when someone pages you and select your pager sound.

If the pager icon is Off, you still receive incoming pages. However, you must check for pages manually by clicking on the pager and selecting from the list.

- 1 On My Home, click the **My Preferences** link in the **Welcome** widget.
- 2 Go to the **Pager** tab.
- 3 Turn the pager icon on or off.
- 4 Select a page sound.
- 5 Click **Save**.

Email

Use this page to specify your email settings.

Turn your settings on or off by selecting the checkboxes and radial buttons, and entering information into the fields beside the options.

Click **Save** once you have made your changes.

Note The type of configuration you have determines whether or not all these settings are available.

Email Settings options

Option	Description
Email Options	
Track activity for messages sent to internal email addresses	A personal setting that, when turned on, tracks the status of a sent message (read or unread), and when the message was replied to and/or forwarded. View Recipient Activity link accessed through messages in the Sent Mail folder.
Include original message in email replies	When you reply to an email, the original message will be included with your reply.
Send a copy of each outgoing message to [specified email address]	This option allows you to send a copy of all the emails you send to a specified address. Click the Change email address link to specify the address you want to send copies to. Changing this address will change your external address for all mail sent from the Learning Environment application. This option is only available when you are using Send Only email.
Save a copy of your sent messages to the Sent Mail folder.	A copy of the messages you send, with attachments, will be saved to the Sent Email folder. Only applies to users who can receive email.
“Reply to” Email Address:	This option allows you to set an address to receive replies to your emails, if different from the address the emails originated at. Use this option if you have Send-Only permissions as some applications will not deliver mail without a valid reply address.

Option	Description
Email Signature	Add text that will appear at the bottom of the messages you send. Use the in HTML option and HTML editor button to format this signature as HTML.
Display Options	
Show the Message Preview pane.	Using the preview pane allows you to read messages from within the Message List page. If you turn this option off, clicking on a message will open a new window containing the message. Only applies to users who can receive email.
Show the Folder List pane	This option displays the folder pane to the left of the Message List area. The folder pane contains the same content as you would find in the folder drop-down list. Only applies to users who can receive email.
Mark messages as read when viewed in the Message Preview pane	Using the preview pane to read your messages will mark them as read. Only applies to users who can receive email.
Show internal email addresses in the Address Book	Internal addresses for your system contacts will appear in the Address Book.
Show external email addresses in the Address Book	External addresses for your system contacts will appear in the Address Book.
Allow filtering messages and contacts on group enrollment	Controls whether groups and sections are listed in the Filter By field in the message list and the address book.
Forwarding Options	
Forward incoming messages to an alternate email account	Enter an address into this field to have email sent to your internal email address redirected to this address. Only applies to users who can receive email.
After selecting the above option, choose one of the following:	
Forward and delete from the 'Inbox' folder	Mail will be forwarded to your specified address and then deleted. Deleted mail is not stored in the trash folder and does not affect allocated usage.
Forward and mark unread in the 'Inbox' folder	Mail will be forwarded to your specified address and then marked as unopened in the Learning Environment mail list.
Forward and mark read in the 'Inbox' folder	Mail will be forwarded to your specified address and then marked as opened in the Learning Environment mail list.
IMAP Options (when available)	
IMAP Server	Server name of your external mail application.
IMAP Server Username	Enter your username for your external mail application here.
IMAP Server Password	Enter the password for your external mail application.

Metadata

Select your Metadata display settings. Refer to the *Learning Object Repository User and Reference Guide* and the *Metadata User Guide* for more information. Also refer to *Editing a module*, p. 93.

- 1 On My Home, click the **My Preferences** link in the **Welcome** widget.
- 2 Go to the **Metadata** tab.
- 3 Select your Metadata display settings.
- 4 Click **Save**.

Email Address and Site Password

If your external email address has changed since registration, you will need to update it in the **My Email Address** link in the **Welcome** widget on My Home. The external email address that you specify may occasionally be used by system administrators to send important login and enrolment confirmation information to users.

Note If your organization is currently set up with Full Email, updating your email address in this section will not replace your email address in the Learning Environment or forward your Learning Environment mail to the external email address specified in this area. It simply provides the system with an external email address.

If your organization currently uses Send-Only Email, it is critical to make sure that all participants have updated their external email address in the **My Email Address** link in the **Welcome** widget on My Home. The Send-Only email system relies on the external email address that participants and instructors provide in this area.

Changing Your Email and Password

Update your email address and login password from My Home using the **My Email Address** and **My Password** links in the **Welcome** widget.

► **To change your email**

- 1 On My Home, click the **My Email Address** link in the **Welcome** widget.
- 2 Type your Learning Environment login password in the **System Password** field.
- 3 Type your new email address in the **New Email** field.
- 4 Click the **Update Email** button.

► **To change your password**


- 1 On My Home, click the **My Password** link in the **Welcome** widget.
- 2 Type your current Learning Environment password in the **Old Password** field.
- 3 Type your new password in the **New Password** field.

- 4 Confirm your new password in the **Confirm New Password** field.
- 5 Click the **Change Password** button.

Personal Homepage


Display information about yourself to course participants using this simple tool to create a personal webpage. It typically contains some text, graphics and links to other websites.

Building an instructor biography is a great way to utilize this tool.


You can also access and create or edit your personal home page from the Classlist tool. Click the  **Edit My Home page** icon beside your name on the list.

Note Your personal home page is separate from and does not replace My Home.

▶ To create a new personal homepage





- 1 From My Home, click the **My Personal Homepage** link in the **Welcome** widget.
- 2 Click the  **New** icon.
- 3 Type a name for your home page.
- 4 Click **OK**.

▶ To upload an existing personal homepage

- 1 From My Home, click the **My Personal Homepage** link in the **Welcome** widget.
- 2 Click the  **Upload** icon.
- 3 In the File Upload window, click **Browse** and locate your file.
- 4 Click **Upload**.

Note Ensure that you have also uploaded all supporting files and images and referenced them properly.

You can now:

- **View** your home page by clicking on the file title.
- **Rename** your home page by clicking the  **Rename** icon beside the file title.
- Click the  **Make this My Home page** icon next to the file to make that file appear as your home page in your profile.
- **Delete** the file by clicking the  **Delete** icon.
- **Edit** the file by clicking the  **Edit** icon.


Profile

Build a personal profile through the My Profile tool. Add information, including pictures, in the textboxes. This information will be viewable from the **Classlist** link from your course page.

Filling out your profile is optional, but this feature is a great way to get to know your course participants. If you are not comfortable revealing information about yourself, simply leave the profile blank.


► **To complete your personal profile**

- 1 From My Home, click the **My Profile** link in the **Welcome** widget.
- 2 Fill in the text fields.
- 3 To upload a picture, click the **Browse** button next to the **Picture** field and locate the image. Click **Open**.
- 4 Click **Save Changes**.

You can also access and create or edit your profile from the **Classlist** tool. Click the  **Edit My Profile** icon beside your name on the list.

User Progress

Use this feature to view the progress of participants enrolled in your courses.

- 1 From My Home, click the **My Progress** link in the **Welcome** widget.
- 2 The View User Progress page displays showing your progress.
- 3 To view another user's progress, select the user from the **Choose User** drop-down list.
- 4 In the View User Progress page, click the  **Details** icon next to the sections for additional progress information.

View User Progress

Choose User: Roth Erin

General

Username: Erin.Roth Email: [Erin.Roth](#)
 StudentId: 006

Login

Last Login	Number of Logins	Logins in the last 7 days	Logins in the last 30 days
May 3, 2007 2:42 PM	20	0	11

Discussions

Course Name	Course Messages	User Authored	User Read
Introduction to Science and Technology	31	4	4
Anthropological Research Methods	2	0	1

Grades

Legend

- Messages Authored (Orange bar)
- Messages Read (Blue bar)
- Unread Messages (Green bar)

Close

View User Progress

Unit 2

Course Setup

This unit describes how to customize your course colors, course navigation bar, help files, and the tools available to your course participants. It also describes how to manage student enrollment in your course and the groups or sections within your course, and how to import and export course components.



Editing course properties

The Course Offering Information page

You can edit the properties of your course offering from the Course Offering Information page.

► **To access the Course Offering Information page**

Do one of the following:

- Click the **Edit Course** link on your course navigation bar, then click  **Course Offering Information**.
- In the **Org Unit Administration** widget on your course homepage, click **Course Offering Information**.
- From My Home, in **My Courses** click the  **Edit** icon next to your course offering.

Note If you access the Course Offering Information page in this way, the Organization's navigation bar remains at the top of the screen.

Course offering properties

The following properties may be displayed on the Course Offering Information page. The actual properties displayed and the order in which they appear depends on your site's configuration.

Active Controls whether the course is currently active (open to students). Inactive courses are normally visible only to administrators. This setting is independent from the course offering's start and end dates.

Course Address Book Controls whether the course offering is listed as a filter option in the Email inbox and address book. When selected, allows users enrolled in this course offering to easily email other users enrolled in this course offering or any group or section within the course offering.

Course Offering Code The code your organization uses to identify the course offering.

Course Offering Name The name of the course offering. Used throughout the Learning Environment wherever courses are listed.

Course Offering Path The directory where files associated with the course offering are stored.

Course Template Code The code your organization uses to identify the course offering's parent template.

Course Template Name The name of the course offering's parent template.

Dark Color One of the three colors used in the course. See *Setting course colors*, p. 34, for more information.

Department The department the course offering's parent template is associated with. Changing the department affects all other course offerings associated with the same template.

Description A description of the course offering.

End Date The date when the course offering closes. Special permissions are needed to access the course offering after this date.

Force Language When selected, the course language overrides users' language preferences. See *Setting the course language*, p. 35, for more information.

Language The language the course uses. All text in the interface is displayed in this language. See *Setting the course language*, p. 35, for more information.

Light Color One of the three colors used in the course. See *Setting course colors*, p. 34, for more information.

Registration Opens the course for self-registration.

Sections Controls whether the course offering has multiple sections. See *Manage Sections*, p. 61, for more info.

Semester The semester in which the course offering is offered. Your institution may use an alternate name (e.g. term, session).

Soft Color One of the three colors used in the course. See *Setting course colors*, p. 34, for more information.

Start Date The date the course offering opens. Special permissions are needed to access the course before this date.

Welcome Widget Picture The picture displayed in the **Welcome Widget** on the course homepage. See *Choosing a welcome widget picture*, p. 36, for more information.

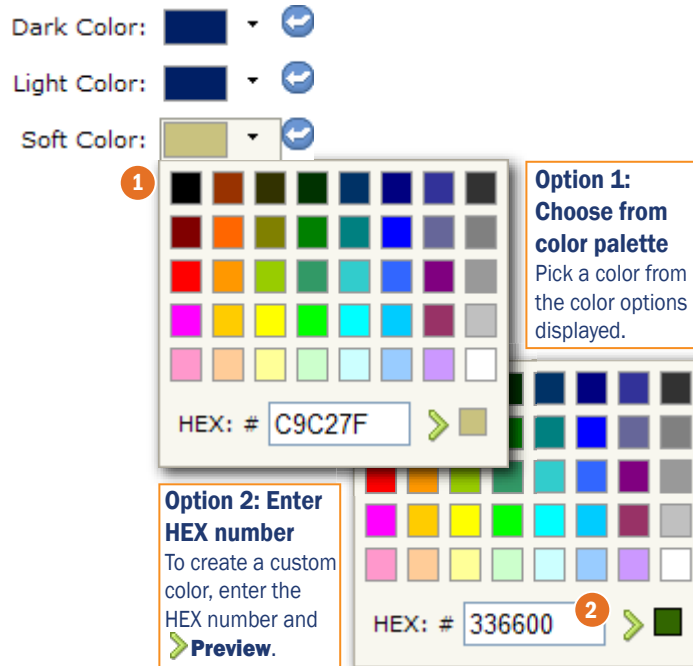
Setting course colors

You can enhance the appearance of your course and help students identify your course more easily by modifying the colors used in the interface. The Learning Environment uses three color settings to render the areas within a course:

- **Dark Color** is used for the title bar in the border surrounding the central area of each page, and is used in pop-ups. White text is shown against this color.
- **Light Color** is no longer used in most areas (it is being phased out). We recommend you use the same color selected for **Dark Color**. White text is shown against this color.
- **Soft Color** is used for tabs. Black text is shown against this color.

► **To select a new color**

- 1 On the Course Offering Information page, click the **Change Color** control for the color you want to modify.



Click a color control to display the selection menu

- 2 Select one of the predefined colors from the palette or specify a custom color by doing the following:
 - a) Enter the hex value for the custom color in the **HEX** field below the palette.
 - b) Click the **Preview Hex Color** icon.
 - c) Click the custom color chip at the bottom right of the palette.
- 3 Click **Save**.

Setting the course language

If your organization supports multiple languages, you can change the default language used for your course offering by selecting a different language from the **Language** drop-down list on the Course Offering Information page.

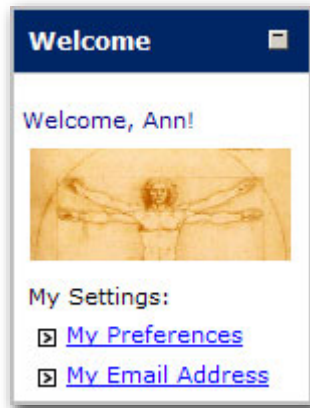
Normally students can specify their own language preference. If you want to override their language preference so that all students see the same language in your course, select the **Force Language** checkbox. You might use this if you are teaching a language immersion course and want all the text in the course offering to appear in the language you are teaching.

For more information see *The Course Offering Information page*, p. 33.

Choosing a welcome widget picture

The **Welcome Widget** contains links to user settings and is often placed in a central location on the course homepage. You can display a picture in your course offering's **Welcome Widget** to add visual interest to your course homepage.

The selected picture scales to fit the size of the welcome widget. Pictures scale to 20 pixels less than the width of the **Welcome Widget's** column on the course homepage. For optimal clarity, use a picture already scaled or cropped to this size in an image editing program suited for this purpose.




A picture displayed in the Welcome Widget

► To add a picture

- 1 On the Course Offering Information page (see p. 33), click the **Browse** button beside **Welcome Widget Picture** to locate and select the image file. (If a picture is already in use, you must remove it before adding a new one.)
- 2 Click **Save**.

► To remove a picture

- 1 On the Course Offering Information page, click the  **Remove** icon beside the current picture's file name.
- 2 Click **Save**.

Setting up course tools

Course tools are the components used in your course offering, like quizzes, content, discussions, chats, gradebook, etc. By turning tools on and off, you can configure your course to use chat rooms, content, and an FAQ but omit discussions, quizzes, and a glossary, or configure any other combination you want.

Note To use a tool, you must also add it to your course navigation bar (see *Setting up your course navigation bar*, p. 40) or homepage depending on the tool.

The Tools page

The Tools page enables you to turn tools on and off, rename tools, and modify each tool's help text.

The screenshot shows the 'Tools' page interface. At the top, there is a 'Tools' header with a wrench icon. Below the header, there are 'Cancel' and 'Save' buttons. The main area contains a table with the following columns: 'Tool', 'Display Name', 'Active', and 'Edit Help'. The table lists several tools with their respective status and help icons.


Tool	Display Name	Active	Edit Help
<input type="checkbox"/> Articles	<input type="text"/>	<input checked="" type="checkbox"/>	
<input checked="" type="checkbox"/> Blog	<input type="text"/>	<input checked="" type="checkbox"/>	
<input type="checkbox"/> Chat	<input type="text"/>	<input checked="" type="checkbox"/>	
<input type="checkbox"/> Checklist	<input type="text"/>	<input checked="" type="checkbox"/>	
<input type="checkbox"/> Classlist	<input type="text"/>	<input checked="" type="checkbox"/>	
<input checked="" type="checkbox"/> Competencies	<input type="text"/>	<input checked="" type="checkbox"/>	
<input type="checkbox"/> Content	<input type="text"/>	<input checked="" type="checkbox"/>	

At the bottom of the table, there are 'Cancel' and 'Save' buttons.



The Tools page


► **To access the Tools page**

Do one of the following:

- Click the **Edit Course** link on your course navbar and then click  **Tools**.
- Click the **Tools** link in the **Org Unit Administration** widget on your course homepage.

Turning tools on and off

- 1 On the Tools page, select the tools you want to turn on (activate) or turn off (deactivate).
- 2 Click the  **Set state to Active** or  **Set state to Inactive** icon at the top or bottom of the list.

To restore a tool's default state, select the tool and click the  **Reset state to Default** icon at the top or bottom of the list.

What if a tool is disabled in the middle of a course?

Deactivating a tool does not delete any items or user data inside the tool, it simply hides the tool from your course offering. If you turn the tool back on, it restores the data.

Before disabling a tool, be aware of the following:

- Release Conditions based on the tool are not enforced as long as the tool remains disabled.
- Competency activities associated with the tool are hidden, but are still associated with any learning objectives to which they are attached. Students cannot complete these learning objectives while the tool is disabled. You should detach or delete any activities associated with a tool before disabling the tool.
- Grade items associated with the tool remain but you must manually update them in the grade book.
- QuickLinks to the tool's items persist but a "No Resource Found" message is displayed when they are followed.

Renaming a tool


- 1 On the Tools page, enter a new name in the **Display Name** column. If the **Display Name** is left blank, the system uses the default name.
- 2 Click **Save**.

Editing tool help

Most course related tools are associated with a help description to assist users with the basics of how to use the tool. Users access help through the **Help** link on the navigation bar.

You may want to create custom help for your course. For example, perhaps you only accept dropbox assignments in OpenDocument format. You can add this requirement to the help description for the Dropbox tool.

► To edit tool help

- 1 On the tools page, click the  **Edit tool help** icon beside the tool.
- 2 Modify the help text.
- 3 Click the **Update** button to save your changes. You can restore the default help text at any time by clicking the **Restore Default** button.
- 4 Click the **Close Window** button.


Setting up your course navigation bar

When you enter your course for the first time, you will notice that there are already links on the navigation bar. These links were set up by your system administrator based on your organization's default navigation bar. The default course navigation bar gives you some general course-related links to work with from the start. As an instructor, you can, depending on your permissions, customize your navigation bar to ensure that it has all the necessary course-related links.

Important Once you have added a link to the course navigation bar, your participants will also have access to that tool or link. It is a good idea to preview your navigation bar in 800X600 screen resolution. This resolution ensures that all users can view the navigation bar.

Note Your list of available navigation bar links is dependent on the tools that your organization chooses to use, as well as the tools that you have enabled for your course (see *Turning tools on and off*, p. 38, to learn how to enable tools for your course).

► To edit your course home navigation bar

- 1 Do one of the following:
 - Click the **Edit Course** link on your navigation bar, then click  **NavBars**.
 - In the **Org Unit Administration** widget on your course homepage, click **NavBars**.
- 2 Click the name of the course whose navigation bar you want to edit or the **Course Default** link (to edit the default navigation bar used by all courses which do not have their own customized navigation bars). The Edit Navigation Bar page displays.

1 Navbar templates
Select the navbar template you want from the drop-down.

2 Link location
Add links to the navbar by selecting the desired location on the diagram or the tabs.

3 Inactive links
This field lists all of the available links that are currently inactive.

4 Current active links
Lists the links that are active in the respective section of the navbar.

5 Arrow button
With these buttons, you can remove and add links.

6 Link position
Position the links using the **Up** or **Down** arrows.

7 Resolution
The recommended resolution is 800x600.

Edit Navigation Bar page

There are four areas that can have navigation bar links:

- Top Left
- Top Right
- Bottom Left
- Bottom Right

The following table outlines the link organization for a typical Course Home:

Course Home page typical link organization

Link Area	Typical Links
Top Left	Personal tools (My Home, Locker, Schedule, Email, etc.)
Top Right	Welcome, Date, etc.
Bottom Left	Course tools (Course Home, Discussion, Grades, etc.)
Bottom Right	Edit Course, Log Out, etc.


Choosing a navigation bar template

The Navigation Bar template defines the look of the navigation bar, which is determined by a template's graphics, link positions, and colors.

To choose a template for your course:


- 1 On the Edit Navigation Bar page, select the template that you want to use for your course from the **Template** drop-down list.
- 2 Click the **Preview** button on the bottom of the Edit Navigation Bar page to view your template.

Adding tools to the course navigation bar

- 1 On the Edit Navigation Bar page, select the section of the navigation bar you want to edit by doing one of the following:
 - Select the corresponding tab (e.g. **Top Left**).
 - Click a location on the grey diagram corresponding to the area you would like to add tools to.
- 2 Choose a tool from the **Inactive Links** list by clicking on the tool name.
- 3 Click the  button to move the link to the **Current Active Links** list.
- 4 Repeat steps 3-4 for the other tabs (Top Right, Bottom Left, and Bottom Right).
- 5 Click the **Preview** button on the bottom of the page to view your navigation bar.
- 6 When you have finished your navigation bar set up, click **Save**.

Note Avoid loading one area of the navigation bar with too many links. Always preview your navigation bar at 800X600 resolution to ensure that all links are visible for users.



Removing tools from the course navigation bar

- 1 On the Edit Navigation Bar page, select the tab or corresponding area of the grey diagram that contains the tool link that you would like to remove.
- 2 Choose the tool link from the **Current Active Links** list by clicking on the tool name.
- 3 Click the  button to move the link to the **Inactive Links** list.
- 4 Click the **Preview** button on the bottom of the page to view your template.
- 5 Click **Save**.

Reordering tool links

The links appearing in the **Current Active Links** list of the Edit Navigation Bar page appear in the navigation bar in such a way as that the top-most link in the **Current Active Links** list appears as the left-most link in the navigation bar areas.

► **To reorder the appearance of links**

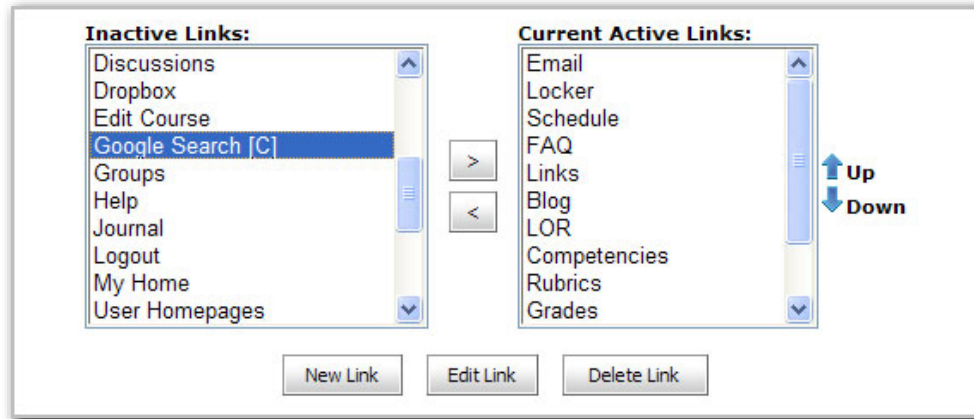
- 1 On the Edit Navigation Bar page, in the **Current Active Links** list, highlight the link that you want to move by clicking on it once.
- 2 Use the  **Up** or  **Down** icons to move the link into the desired place on the list.
- 3 Click **Preview** to see the new order and **Save** to save your changes.

Adding a custom link

You may also add links to external sites, such as search engines and course-relevant resources, to your course home navigation bar.

- 1 From the Edit Navigation Bar page, click the **New Link** button. The New Link pop-up displays.
- 2 Type the link text that you would like displayed in the **Display Name** field. This is the text that will be shown on the navigation bar.
- 3 Type the URL in the **Link URL** field (for example: <http://www.google.com>). If you want to link to a course file, click the **Browse** button and choose the appropriate file.
- 4 If you want an image to appear with your link, type the URL of the image in the **Image URL** field, or click the **Browse** button and choose the appropriate image file.
- 5 Choose where you would like the target (what you are linking to) to appear: in the bottom frame (maintaining the course navigation bar), in the entire window, or in a new window of a specified size. For the latter, the **Width**, **Height**, **Link Properties** and **Window Properties** fields are required.
- 6 Select the **Global Link** checkbox to make the link available for use by other courses in the organization. The link appears in the **Inactive Links** list in the Edit Navigation Bar page of each course.
- 7 Click **Save**.

Once you have created the custom link, it will be shown at the bottom of the **Inactive Links** list. The "[C]" mark beside the link denotes it as a custom link. You can edit, delete and move custom links at any point.



Edit Links from the Edit Navigation Bar page

Importing, exporting, and copying course components

Copying components between org units

The Copy Components utility lets you copy quizzes, content, grade items, discussion forums, dropbox folders and nearly every other type of component from another course offering or a course offering's parent template. Copying components saves you from having to recreate your course's resources from scratch and can significantly reduce the amount of work required to create or re-offer a course.

You can use the copy components feature to:

- Reuse components created in a previous course offering.
- Add components created by other instructors into your own course offering.
- Set up standard components inside a course template and copy them into a new course offering each time a course is re-offered.

To copy components between course offerings, you must be enrolled in both offerings. (If you want to copy components from another instructor's course offering, ask that instructor to enroll you. For information about how to enroll another instructor, see *Add an existing participant*, p. 53). No special enrolment is required to copy components into a course offering from its parent template.

You can also copy components into a course template, and you can create standard components within a template and then copy them into the template's associated course offerings. See the *Understanding Course Templates* guide for more information, and contact your site administrator if you want access to your course offering's template.

Are existing components overwritten?

The only component that may be overwritten is Course Files. A course file will be overwritten if one of the files being copied has the same name as an existing file.

No other components will be overwritten. Let's say you have three checklists in your current course offering, and copy two checklists from another offering, you will now have a total of five checklists in the current offering. This is true even if the components are identical. If you are copying components from the same source multiple times, be careful not to copy the same items more than once or you will create duplicates.

User data

User data is not copied. For example, if you copy the discussions component, only the forums and topics will be copied, not the messages posted to topics. Similarly, if you copy dropboxes, assignments submitted to dropbox folders will not be copied; if you copy quizzes, student attempts will not be copied, etc.

Links and associations between components

If you are copying linked or associated components, you must copy all of the related components at the same time. For example, if a discussion topic has release conditions based on the results of a quiz, you must copy all three—discussions, quizzes and release conditions—at the same time. Similarly, if you have a quiz that is associated with a grade item, be sure to copy both the quiz and the grade item at the same time. As long as the associated components are copied together, links between them will be retained.

Note To copy release conditions you must select the Release Conditions component.


Special considerations

Component	Notes
Competencies	Only competencies and learning objectives can be copied, not activities.
Content	Does not include Files or Content Display Settings; these must be selected as separate components. Be sure to copy all of the files used by the content or topics will not display properly.
Checklists	Due dates for checklist items are not changed when you copy them.
Grades	Does not include calculated grade items.
Groups and Sections	Auto-enrollments will not be run.
Navigation Bars	Does not include Tool Display Names, which must be selected as a separate component.
Release Conditions	The only release conditions that will be copied are ones that are attached to and reference other components that are copied at the same time. For instance, if a quiz has a release condition attached that refers to a content topic, it will only be copied if both the quiz and the content topic are copied at the same time. Choosing Release Conditions without selecting any other component will do nothing.


To copy components

- 1 Go to the Import/Export/Copy page for the course offering you want to copy components *into*.

To access this page, do one of the following:

- Click the **Edit Course** link on your course navigation bar, then click  **Import/Export/Copy Components**.
 - In the **Org Unit Administration** widget on your course homepage, click **Import/Export/Copy Components**.
- 2 Make sure **Copy Components from another Org Unit** is selected, and then click **Next**.

The Copy Course Components page appears.

In the **Current Course Components** section at the top, you can click the  **View Detail** icon next to a component to see existing items.

- 3 In the **Copy the selected course components from** section, select the org unit you want to copy components from.
- Choose **Existing Offering** to copy components from another course offering you are enrolled in. You can select an offering from the list or click **Search for offering** to find the course offering using a pop-up search screen.
 - Choose **Parent Template of Current Offering** to copy components from the course template the current course offering belongs to.

When you have selected the source course offering or template, the bottom section of the page expands to list the components available.

- 4 Select the components you want to copy using the checkbox next to each component.

To copy only certain items from a component, choose **Select individual items to copy**. This allows you to select, for example, individual quizzes, discussion forums, dropbox folders, etc.

When you are finished selecting components, click **Next**.

- 5 If you chose “Select individual items to copy” for any component in the previous step, the Select Items page appears. (Otherwise, the Confirm Components to Copy page appears—see step 6.)

This page lists all of the items and any sub-items contained in the current component. (For example, on the Select Dropbox Items page, you will see all of the dropbox folders and categories.)

- a) Select the individual items and sub-items you want to copy and click **Next**.

To view sub-items, click the + icon next to an item or click **Expand All** at the top of the list.

Note Not all components have sub-items.

- b) Repeat the previous step for any other components for which you chose “Select individual items to copy.”

- 6 The Confirm Components to Copy page appears.

This page lists all the components that will be copied and the number of items selected for each component.

You can change the items selected within a component by clicking **Modify**. This takes you to the Select Items page for that component (see step 5).

- 7 Click **Next** to begin copying.
- 8 The Copy Summary page is displayed, showing the copy progress.

When a component has been successfully copied, a green checkmark appears beside it. If any component fails to copy properly, a red X will appear beside it.

- 9 When the process is finished, click **Done**.

Exporting course components

You can export components from your course offering to a file. This allows you to reuse these components in another learning management system, including another Desire2Learn Learning Environment, or to store the components and then re-import them into another course offering or template at a later date.

Components are exported to an IMSCP-compliant zip file, a standard file format based on the IMS Content Packaging specification, meaning you should be able to reuse these components in any learning management system that supports this format.

User Data

User data is not exported. For example, if you export the dropbox component, none of the assignments submitted to dropbox folders will be exported. Similarly, if you export the discussions component, messages posted to discussions topics will not be exported.

Links and associations between components

Associations between components will not be exported. The IMS Content Packaging specification, which the format for export files is based on, does not support these associations (for example, QuickLinks, links to grade items, release conditions, etc.).

Components that can be exported

The following components can be exported:


- checklists
- content
- course files
- discussions
- dropbox
- external links
- grades (except calculated grade items)
- news
- question library
- quizzes
- schedule
- self assessments

- FAQ
- glossary
- surveys

To export components

- 1 Go to the Import/Export/Copy page for your course offering.

To access this page, do one of the following:

- Click the **Edit Course** link on your course navigation bar, then click  **Import/Export/Copy Components**.
- In the **Org Unit Administration** widget on your course homepage, click **Import/Export/Copy Components**.

- 2 Select **Export Components**. If you want to include any files associated with components, select **Include course files in the export package**. Click **Next**.

The Select Course Material page is displayed.

- 3 Select the components you want to export using the checkbox next to each component.

To export only certain items from a component, choose **Select individual items to export**. This allows you to select, for example, individual quizzes, FAQ sections, dropbox folders, etc.

When you are finished selecting components, click **Next**.

- 4 If you chose “Select individual items to export” for any component in the previous step, the Select Items page appears. (Otherwise, the Confirm Components to Export page appears—see step 5.)

This page lists all of the items and any sub-items contained in the current component. (For example, on the Select Dropbox Items page, you will see all of the dropbox folders and categories.)

- a) Select the individual items and sub-items you want to export and click **Next**.

To view sub-items, click the + icon next to an item or click **Expand All** at the top of the list.

Note Not all components have sub-items.

- b) Repeat the previous step for any other components for which you chose “Select individual items to export.”

- 5 The Confirm Export Selections page appears.

This page lists all the components that will be included in the export file along with the number of items selected for each component.

You can change the items selected within a component by clicking **Modify**. This takes you to the Select Items page for that component (see step 4).

- 6 Click **Next** to begin the export.

- 7 The Export Course Components page is displayed, showing the export progress.
When a component has been successfully exported, a green checkmark appears beside it. If any component fails to export properly, a red X will appear beside it.
- 8 When the process is finished, click **Done**.
- 9 A final Export Summary page is displayed where you can download the export file.
To download the file, click on the link that says **Click here to download the export Zip package**. Choose a location to save the file and save it.
Note If you do not download the file from this screen, it will be lost. You cannot download it later.

Importing course components from a file

You can import components created in other learning managements systems, provided by content vendors, or created in a content creation program (like Respondus). To import components, you must have a file containing the components in a format supported by the import tool.

For assistance creating an export file from another software package, see the user documentation provided with that software, or contact your Learning Environment site administrator if you need further assistance.

Tip You can also import components from the Learning Object Repository (LOR). See the *Learning Object Repository User and Reference Guide* for more information.

Supported formats


You can import components from the following types of files:

- An export file from Blackboard (5.5, 6.0, 6.1.5), WebCT (1.2, 2.0), Angel (6.1), UCompass, or Desire2Learn Learning Environment.
- A Respondus ZIP file.
- A SCORM 1.1, 1.2 or 1.3 content package.
- An IMS CP 1.1.2 or 1.1.3 content package.
- An IMS QTI 1.2.1 file (e.g. a Respondus file saved in QTI format).

To import components

- 1 Go to the Import/Export/Copy page for your course offering.

To access this page, do one of the following:

- Click the **Edit Course** link on your course navigation bar, then click  **Import/Export/Copy Components**.

- In the **Org Unit Administration** widget on your course homepage, click **Import/Export/Copy Components**.
- 2 On the Import/Export/Copy page, select **Import Components** and **from a file**.
 - 3 Click **Browse** and then locate and select the import file. This is the file created when you exported the content from another software package, or the file provided by a content vendor.
 - 4 Click **Next**.
 - 5 The Preprocessing screen is displayed, showing the progress as the system downloads and opens the file.

A green checkmark appears next to each stage as it is completed. Depending on the size of the selected file, the preprocessing phase may take some time to complete.
 - 6 When both stages are complete, click **Next**.

The Select Course Material page is displayed.
 - 7 In the **Import Options** section at the top of the page, specify the import settings you want to use:
 - If you want to import files into a subdirectory under your course offering's root directory, enter the subdirectory path in the **Import file to** field. If you leave this field blank, imported files will be saved in the root directory (shown above the field).
 - Specify what should happen if a file in the import package has the same name as a file that already exists in the destination directory. If you select **Overwrite the existing file**, the file that already exists will be replaced with the file in the import package. If you select **Do not overwrite the existing file**, the new file with the same name will not be imported.
 - To import metadata, select the **Import metadata** checkbox. Metadata is information someone has entered about the components in the file. Selecting this option does not necessarily mean that metadata will be imported—the import package may not contain any. This setting simply tells the import process what to do if metadata is encountered.
 - 8 In the **Select Components to Import** section, all of the components found in the import file are listed.

Select the components you want to import using the checkboxes next to each component.

To import only certain items from a component, choose **Select individual items to import**. This will allow you to select, for example, individual quizzes, content topics, dropbox folders, etc.
 - 9 Click **Next**.
 - 10 If you chose “Select individual items to import” for any component in the previous step, the Select Items page appears. (Otherwise, the Confirm Import Selections page appears—see step 11.)

This page lists all of the items and any sub-items contained in the current component. For example, on the Select Content Items page, all of the modules, sub-modules, and topics will be listed.

- a) Select the individual items and sub-items you want to import and click **Next**.

To view sub-items, click the + icon next to an item or click **Expand All** at the top of the list.

Note Not all components have sub-items.

- b) Repeat for any other components for which you chose “Select individual items to import.”

- 11 The Confirm Import Selections page is displayed.

This page displays all the components that will be imported and the number of items selected for each component.

You can change the items selected within a component by clicking **Modify**. This takes you to the Select Items page for that component (see step 10).

You can also review and modify the import settings (see step 7).

- 12 Click **Next** to begin the import.

- 13 The Importing Course Material page is displayed, showing the import progress.

When a component has been successfully imported, a green checkmark appears beside it. If any component fails to import properly, a red X appears beside it.


- 14 When the process is finished, click **Next** to see a final summary screen with a list of any notes or warnings. For example, if you import a content topic that is not associated with a module, a module will be created for it and this action will be listed on the final summary screen.

Registration

The Registration tool allows you to manage the users enrolled in your course.

► **To access the Registration area**


Do one of the following:

- Click the **Edit Course** link on your course navigation bar, then click  **Registration**.
- In the **Org Unit Administration** widget on your course homepage, click **Registration**.

Manually registering students


Add an existing participant

To enroll a participant that already has a Learning Environment account into your course:

- 1 From the Registration List or the Classlist page, add an individual existing participant by clicking the  **Add Participant** link.
- 2 Select **Add an existing participant**.
- 3 You can search for existing participants by name, username and/or email.
- 4 Press the **Search** button.
- 5 Choose from the enrolment options.
- 6 Click **Enroll** and the user will be added to the users list.


Creating a new participant

To create a new Learning Environment account for a person and enroll them in your course:

- 1 From the Registration List or the Classlist page, add a new participant by clicking the  **Add Participant** link.
- 2 Select the **Create a new participant and add them** option.
- 3 Choose from the enrollment options.
- 4 Fill in the fields with the appropriate user information and click **Enroll**.

Import participants

To import a number of new participants from a text file or an Excel file:


- 1 From the Registration List or the Classlist page, add an individual existing participant by clicking the  **Import Participant** link.
- 2 Choose from the **Import Options**.
- 3 Select a file containing the users to be imported. The import file type must be plain text (ASCII) or an excel file. Each line in the file must be formatted in the way that is displayed on the page (system administrators can set this format). You may browse to your file by clicking the **Browse** button.
- 4 Click **Import**.

Notes

- When importing an extremely large number of participants (files containing a 1000 or more participants) you may receive a Timeout Error. If this occurs, contact your site administrator. They can then use the Manage Bulk Users tool to import those participants.
- Administrators can change the required information fields for Add Participant and Import Participant. Contact your local site administrator for details on how to change required fields.


Unenrolling participants

To unenroll participant from your course:

- 1 From the Registration List, unenroll users from the course by selecting the checkbox beside the user you want to unenroll.
- 2 Click the  **Unenroll** icon.

Note This will not delete the user from the Learning Environment entirely; it will simply remove them from your particular course.

Tracking

- 1 From the Manage Course Participants page, click on the  **Login Tracking** icon beside a user name to see a detailed history of the user's logins. You can see the number and date of logins.
- 2 Click on **Show Details** to see the time of logins and days off between logins.

Self Registration

The Learning Environment's Self Registration tool allows students to enroll themselves in courses that have the Self Registration feature enabled. The self registration process can be completely customized by creating custom registration forms and setting various

options to best suit your needs. You can even define whether self registrations require approval before the registrants are fully enrolled in a course.

Once you have set up the Self Registration tool following the procedures in this section, students can simply click the Self Registration link in the My Home navigation bar when they log into the Learning Environment site. They will then be shown a list of courses they are eligible to register for, and can register by clicking on the name of the applicable course and filling out the registration form that displays.

Self Registration gives you the option of allowing only students that have Learning Environment accounts (existing users) to enroll in a specific course, or allowing both existing and new users to enroll in a course. The latter option is called “external registration,” and places a Self Registration link on your organization’s Learning Environment login page.

Setting up self registration: overview

The following steps need to be followed in order to set up Self Registration for your organization and course. The first two steps have to be completed by a system administrator, while steps 3 and 4 can be completed by most instructor roles:

- 1 Turn on the applicable DOME variables.
- 2 Set your Self Registration User Security Permissions.
- 3 Add Self Registration to your existing courses, or create new courses that use Self Registration.
- 4 Add the Self Registrations link to your navigation bar.

The following information assumes that the first two steps have been completed successfully.

Enabling self registration in a course offering

To enable Self Registration for your course:

- 1 Click the **Edit Course** link in the course navbar.
- 2 On the Edit Course Info page, select **Can Register**.
- 3 Click **Save Changes**.

Editing self registration settings


To manage the Self Registration settings for your course:

- 1 Click the **Edit Course** link in the course navbar.
- 2 Click the **Registration** link.

The Registration List page is displayed.

Editing registration info

The Registration Info page contains the basic Self Registration settings for the current course. To update your settings from the Registration List page:

- 1 Click the  **Info** link on the Registration List page.

The Registration Info page displays.

- 2 Type a message in **Course Info**. This text is displayed to users when they begin the Self Registration process for a course. This is typically a description of the course, or other information that users might need before registering.
- 3 Choose a **Role to Register as** from the drop-down list. This sets the default role that participants are enrolled as when they self register for this course.
- 4 Check **Send Enrollment Emails** if you want the Learning Environment to automatically send an email to students that register in your course. The system will send the “Enrollment” and “New User” email templates to students that are successfully enrolled in the course.
- 5 Check **Approve Enrollments** if registrations must be approved before registrants are enrolled in and granted access to the course. If unchecked, any users that self register will be automatically enrolled in and granted immediate access to the course (as long as the course is not date-restricted or inactive).

Note If **Approve Enrollments** is checked, users will be shown a message indicating that their registration has been received but is subject to review and approval.


- 6 Check **Allow New Users** if you want your course to be available to students that do not already have a user account. If this box is not checked, a student must already have a username and password for your organization’s Learning Environment before they can register for your course.

Notes

- If both **Approve Enrollments** and **Allow New Users** are checked, any new users that self register and are not approved will be automatically deleted from the system. They will not gain access to any areas of the Learning Environment unless their registration is approved.
 - New users will not be able to self register for courses that have prerequisites associated with them.
- 7 Click **Add Co-requisites** to add any Co-requisites for the course. Co-requisites are additional org units in which participants should be enrolled when they register for the current course. For example, registering in BIOL*101 will automatically register the participant in BIOL*102 and BIOL*103 if they are defined as co-requisites.

Editing registration restrictions

The Registration Restrictions page allows you to set date restrictions for enrollment and specify the maximum number of registrations you will accept and any pre- or anti-requisites. To update your restrictions:

- 1 Access the Registration Restrictions page by clicking the  **Restrictions** icon on the Registration List page.

The Registration Restrictions page displays.

- 2 Check Registration Start Date and Registration End Date and select the appropriate dates from the drop-down lists or calendar icons to specify when registration will begin and end for the current course.

The course will only appear for students on the Self Registration page during the window of time you specify here. The registration start/end dates are independent of the course start/end dates.

- 3 Type the maximum number of self registrations for the course in the **Self Registration Limit** textbox.

The Self Registration Limit is compared against the number of users that have self-registered and have an Enrollment Status of either Approved or Unassessed. If the limit is met, the Course Offering will no longer be available for self-registration.

Notes

- An attempt to set the **Self Registration Limit** higher than the value defined in the D2L.Tools.CMS.maxSelfRegistrations DOME variable will cause an error, and the system will automatically insert the maximum valued defined in D2L.Tools.CMS.maxSelfRegistrations.
 - Any unapproved enrollments should always be deleted from a course to make room for new registrations.
- 4 Type an email address in the **Limit Notify Email** field. If/when course enrollment reaches the limit specified in Self Registration Limit, a notification email is sent to the email address in this field.
 - 5 Specify any **Prerequisite Enrollments** by clicking **Add Prerequisites**. Prerequisites are org units to which a user must already belong in order to see the current course in the Self Registration page (administrators with full permissions are always able to see all courses).
 - 6 Specify any **Excluded Enrollments** by clicking **Add Excluded Enrollments**. Excluded enrollments (or anti-requisites) are org units to which a user must NOT already belong in order to see the current course in the Self Registration page (administrators with full permissions are always able to see all courses).



Creating registration forms

A registration form contains fields that users must fill in when registering for a course. A course must have an associated registration form before users can self register for it.

Registration forms can be created at the course offering or organization level.

Organization-level forms can be used in all courses. If most of your courses need to gather the same information from users when they self register, it is recommended that you create a standard registration form at the organization level so all courses can use it.

► **To create a new registration form for a course**


- 1 On the Registration List page, click the  **Form** icon, then click  **New Form**.

The Edit Registration Form page is displayed.

- 2 Type a **Form Name**.

- 3 Click **Save Form**.

The icons along the top of the page become active.

- 4 Click  **Add System Field** to insert a standard form field. The system fields that can be added to a registration form are the same as those found in the User Profile (visible in the **Classlist** tool).

The Add System Field page displays.

- 5 Check the applicable fields and check the corresponding boxes in the **Is Required** column if they should be required fields.

- 6 Click **Add**.

The Add System Field page closes and the selected fields display in the Edit Registration Form page.

- 7 Click  **Add Custom Field** to insert customized fields.



The Create New Custom Field page displays.

- 8 Type a **Field Name**.

- 9 Type a **Field Description**. This text will be displayed to users if they click the grey Help icon next to the field in the registration form.


- 10 Check **Is Required** if the field is mandatory.

- 11 Choose a **Data Type** from the drop-down list. This defines what kind of information the field will gather. Depending on the Data Type you choose, you will be presented with additional options:

- **Drop-down List, Check List, or Radio Buttons:** type the various values for the field in the fields, and set a **Default Value** by selecting the radio button next to the applicable field. Use the  **Add** and  **Remove** icons to add/delete options.
- **Text Input:** specify the **Number of Rows** (height), **Number of Columns** (width), **Maximum Length** (the max number of characters accepted), and any **Default Text** to be displayed in the field before the user types their own text.
- **Date Input:** set the default date to appear in the field by selecting **Current Date** or **Specific Date**. If you choose **Specific Date**, select the applicable date from the drop-down lists.
- **Numeric Input:** if applicable, enter a default value.

- 12 Click **Add**.


Your new custom field displays in the Edit Registration Form page.

- 13 Click  **Re-Order Fields** to edit the order that your fields are listed in.
The Re-Order Fields page displays.
- 14 Select a field name from the list and click the **Up** or **Down** arrows to move the field through the list. Repeat for each field until the desired order is achieved.
- 15 Click **Save**.
- 16 Click **Delete Fields** to delete any unwanted fields.
The Delete Fields page displays.
- 17 Check any applicable fields and click **Delete Selected**.
The selected fields are deleted and you are returned to the Edit Registration Form page.
- 18 Click **Preview Form** to test how your registration form will look.
- 19 Click **Save Form** when you have completed your form.
- 20 Click **Go Back** to return to the Manage Registration Forms page.

Associating a registration form with a course

A course must have an associated a registration form before you can list it in the Self Registration page. The information gathered by these fields can be viewed on the Registration Report page. Refer to *Viewing self registration reports*, p. 60, for details.

If a course does not have an associated registration form, a warning will appear on the Course Offering Information page.

- 1 Click the **Edit Course** link in the course navbar.
- 2 Click the **Registration** link.
- 3 Click the  **Form** icon.
- 4 On the Registration Form page, select the radio button next to the applicable registration form.
- 5 Click **Save**.

The name of the selected registration form is displayed at the top of the page.


Approving and deleting self registrations

If you have enabled the Approve Enrolments option for a course (located on the Registration Info page), an admin or instructor must approve all self registrations before the registrants will be enrolled in the applicable course.


Note A user must have the appropriate security permissions to approve or delete enrolments. See the *Site Management* guide for more information.

► To approve/delete self registrations


- 1 Click the **Edit Course** link in the course navbar.

- 2 Click the **Registration** link.
- 3 Search for any unapproved registrations by selecting “All unapproved users” from the **Show** drop-down list and clicking **Search**.
- 4 Click the **View Form** icon beside a user to see the information that the user submitted.
- 5 Check the boxes beside any users that you need to approve.
- 6 Click the  **Approve Selected** icon to approve (and thereby enroll) all of the selected users.

OR

Click the  **Delete Selected** icon to delete the selected users from the course.

Viewing self registration reports

- 1 Click the **Edit Course** link in the course navbar.
- 2 Click the **Registration** link.
- 3 Click the  **Report** icon.
- 4 Under **Search Options**, select **Show Self-Registrations only**.
- 5 Click **Generate Report**.

Removing self registration from a course

- 1 Click the **Edit Course** link in the course navbar.
- 2 On the Edit Course Info page, clear the **Can Register** checkbox.
- 3 Click **Save**.

Note A course will automatically be removed from the Self Registrations page when it has reached its Self Registration Limit or the End Date specified in the registration restrictions has passed.


Manage Sections

The Manage Sections tool lets you divide your class into sections to help manage large enrollments. Sections make it easier to organize teaching assistants, assignments, and grades.

When sections exist for a course, students only see learning materials and other students in their own section. If you want students to see all students and content for a course, but be a part of a group for a specific project or activity, use the Manage Groups tool. (See *Manage Groups*, p. 61, for more information on setting up and managing groups.)

Accessing the Manage Sections tool

Access the Manage Sections tool by:

- Clicking **Edit Course** on the navigation bar, and selecting  **Sections** from the list of course admin tools.
- Clicking **Sections** on the **Org Unit Administration** widget
- Clicking the **Manage Sections** button in the Classlist.

Note The **Has Sections** option must be selected for your course offering. Contact your site administrator about turning on this option.

Understanding how sections are set up

Before setting up sections for your course you should develop a plan for how you want your sections to be organized. A number of things can affect how students are enrolled in your sections:

- Were sections set up before or after you enrolled students?
- Are students auto-enrolled in sections?
- Are students placed in sections randomly?
- What Enrollment Type did you choose?

Tip In most cases, it is better to set up sections after the majority of students are enrolled in your course. This gives you a better idea of how many students you are organizing and how many sections you need. Setting up sections after enrollment can also ensure better distribution of students between sections.

Warning In order for students to be enrolled in sections automatically, the 'Can be auto-enrolled' option must be enabled for their roles in User Security. Contact your site administrator if you are having difficulties.

The following descriptions explain the options available on the Create Sections page and provide conceptual information on when they should be used.

Enrollment type

of Sections A specified number of sections are created with an unlimited number of students in each section.

Use this enrollment type when you know how many sections in total you want to create.

This option could be used when you know how many teaching assistants you will have to assist with grading or tutorials, when you have specific classroom hours available to you, or when you are using a teaching model that divides students into a set of learning levels.

Sections of # An unlimited number of sections are created; each section has a specified maximum number of students.

Use this enrollment type when you know how many students you want in each section.

This option could be used if you are offering a professional development course that is always available. When enough users enroll to fill a section you could begin the course. It is also a good option when you do not know how many students are going to enroll, but you need to make sure each section is a manageable size.

Advanced Properties

Auto-Enroll New Users New users are automatically added to the section with the least users, or to a new section if the maximum size of all existing sections has been met.

Use this option when you don't want to manually add new students to sections.

Note If you choose the 'Sections of #' option you may end up with a section that has only one or a few members in it. You can manually change section enrollment, including adding students to full sections, using the Enroll Users page. (See *Enrolling students in sections*, p. 66, for more information.)

Randomize students in sections Students are added to sections based on a random order. If this option is not selected, students are added to groups alphabetically based on their order in the classlist.

Enrollment scenario – # of Sections

You create 4 sections for a course with a maximum class size of 200 students. 194 students enroll.

- If **Auto-Enroll New Users** is selected, students are automatically added to sections. The first student in the enrollment list is added to Section 1, the second to Section 2, etc. This continues until a user is put in the last section in the sequence and then it returns to the beginning of the sequence. Thus, the fifth student is added to Section 1. This is called a brick laying algorithm because it is based on even distribution.

For a class of 194 students, Sections 1 and 2 have 49 students and Sections 3 and 4 have 48 students. If a new student enrolls later, they are put in Section 3.

- If **Randomize students in sections** is selected, the student enrollment list is randomized and students are added to sections using the random order. This option only works if an enrollment list exists prior to creating sections.
- If **Auto-Enroll New Users** is turned off, you must manually add new users to sections using the Enroll Users page. (For information on manually enrolling users see *Enrolling students in sections*, p. 66.)

Enrollment scenario – Sections of

You set a maximum section size of 25 students and 140 students enroll.

- If **Auto-Enroll New Users** is selected and students are enrolled before sections are defined, students are distributed evenly through the minimum number of sections possible. This is called a brick laying algorithm because it is based on even distribution.

For a class of 140 students, 6 groups are needed. Sections 1 and 2 have 24 students and Sections 3-6 have 23 students. If a new student enrolls later they are put in Section 3.

When all of the sections reach their maximum size, 25 students, then Section 7 is created. This section fills to 25 students before Section 8 is created. This is called a bucket-filling algorithm because the limits of one section must be met before another section is started.

- If **Auto-Enroll New Users** is selected and students are enrolled after sections are defined, sections are filled one at a time because the system has no way of knowing how many students will enroll. The first 25 students to enroll are added to Section 1, the next 25 students to Section 2, etc. Sections 1-5 have 25 students and Section 6 has 15 students after 140 students enroll. This is called a bucket-filling algorithm because the limits of one section must be met before another section is started.

If new students enroll later they are put in Section 6 until it is full and then Section 7 is started.

- If **Randomize students in sections** is selected, the student enrollment list is randomized before students are added to sections. This option only works if an enrollment list exists prior to creating sections.

- If **Auto-Enroll New Users** is turned off, you must manually add users to sections using the Enroll Users page. (See *Enrolling students in sections*, p. 66, for more information.)

Creating sections

- 1 From the Manage Sections page, click the **Create Sections** link.
- 2 On the Create Sections page, select an **Enrollment Type**. (See *Understanding how sections are set up*, p. 61, for descriptions of the enrollment types.)
- 3 Fill in the **Number of Sections** or **Number of Users** field depending on the **Enrollment Type** chosen.
- 4 Select **Auto-Enroll New Users** if you want new users to be enrolled in sections automatically.
- 5 Select **Randomize students in sections** if you want students to be placed in sections randomly. If you don't choose this option, students are placed alphabetically.
- 6 Select **Setup Forums** if you want to create discussion forums for the sections.
- 7 Click **Create**.

Creating restricted discussion areas

If you select the **Setup Discussion Areas** option when creating sections, you are taken to the Create Restricted Discussion Areas page. From this page you can create a separate topic for each section within an existing or new forum.

Tip If you want to create forums for each section with multiple topics within the forums, use the Discussions tool. You can add, delete, and change restrictions on section discussion areas from the Discussions tool. (See *Setting group and section restrictions*, p. 241, for more information.)

► **To create section restricted discussion areas**

- 1 Select the **Forum** you want from the drop-down list if you have already created a forum in the Discussions tool.
- 2 Click the **New Forum** link to create a new forum. (See *Creating a forum*, p. 234, for detailed instructions on setting up a forum.)
- 3 Click **Add Another** if you want to create multiple discussion forums.
- 4 Click **Create and Next** when finished.


Note Clicking the **Skip** button takes you to the next page in the sections setup process without creating any restricted discussion areas.

Editing section restrictions on discussion forums and topics

You can edit section enrollment in restricted discussion forums and topics from the Sections tool. To add, edit, or delete forums or topics restricted by section you must use the Discussions tool. (See *Setting group and section restrictions*, p. 241, for more information.)

- 1 From the Manage Sections page, click the **Edit overall section properties** link.
- 2 From the Edit Section page, click the **Edit Discussion Restrictions** link.
- 3 Select the forum you want to make changes to in the **Forum** drop-down list or select 'All Forums' to edit multiple forums at once.
- 4 Select **Automatically create restricted topics** if you want to add a topic for each section to the selected forum.
- 5 Use the checkboxes in the **Edit Restrictions** grid to modify section enrollment in discussion forums and topics.
- 6 Click **Save**.

Adding additional sections

- 1 Click the  **Add Section** icon on the Manage Sections page.
- 2 Update the **Section Name** if you want it to be different from the one provided.
- 3 Update the **Section Code** if you want it to be different from the one provided. (This option may not be available.)
- 4 Enter a **Description** for the section, if desired.
- 5 Click **Add**.


What happens when you add a section?

If you add a new section with **Auto-Enroll New Users** selected, new users are automatically enrolled in the new section until users are evenly distributed between it and other sections. Once it is the same size as other sections, new users are added normally. If **Auto-Enroll New Users** is not selected, an empty section is created that you can add users to through the Enroll Users page. (See *Enrolling students in sections*, p. 66, for more information.)


Editing sections

- 1 From the Manage Sections page, click on the name of the section you want to edit.
- 2 Update the appropriate fields. (See *Creating sections*, p. 64, for more information.)
- 3 Click **Save**.

Viewing sections

Use the  **View Sections** option on the Manage Sections page to view a list of the members that currently belong to each section.

Deleting sections

- 1 Do one of the following:
 - From the Manage Sections page, select the checkbox beside the section you want to delete.
 - Select the checkbox at the top or bottom of the list to select all sections.
- 2 Click the  **Delete Sections** icon.

What happens when you delete a section?


- When a section is deleted, users are unenrolled from the section, but not the classlist. You must manually add them to remaining sections using the **Enroll Users** page.
- Section discussion forums remain available for reference. They can be deleted using the Discussions tool. (See *Deleting a forum or topic*, p. 243, for detailed instructions.)

Enrolling students in sections

Students are enrolled in sections based on the enrollment options selected on the Create Sections page. Use the Enroll Users page to:

- Manually change which section students are enrolled in.
- Add students who enrolled late to a section if **Auto Enroll New Users** is not selected.
- Search for students who have not been assigned to a section.

► To modify or add enrollment

- 1 From the Manage Sections page, click the  **Enroll Users** icon.
- 2 Select whether you want to **Display** 'All Sections' or a specific section.
- 3 To search for a specific student, enter information in the **Search For** field.

Tip Use the **Not Enrolled** search option to find students that still need to be added to a section.

- 4 Enroll students or adjust enrollment using the checkboxes in the **Enroll Users** grid.
- 5 Click **Save** when you are finished.

Tip Manually enrolling users allows you to exceed the enrollment limit for a section.

Enrolling instructors or teaching assistants in sections


How an instructor or teaching assistant is enrolled in sections depends on whether they have access to all sections or only select sections. Give users access to all sections when you want them to mediate, grade, and work on material for the entire class. Give them access to only select sections when you want them to only interact with or grade a particular section of students.

Best Practices

- Select the 'Access all course sections' role option for instructors and teaching assistants that will be working with all sections.
- Add teaching staff that will be working with a single section the same way you add students.

Warning If the 'Can be auto-enrolled' option is selected for an instructor or teaching assistant role, instructors and teaching assistants are added to sections at the same time as students; all or most of your teaching staff may end up in the same section. Make sure you even out enrollment using the Enroll Users page.

► **To modify or add enrollment for instructors or teaching assistants**

- 1 From the Manage Sections page, click the  **Enroll Users** icon.
- 2 Search for the user you want to add in the **Search For** field.
- 3 Select the checkbox for the section you want to add the user to in the **Enroll Users** grid.
- 4 Click **Save**.

Tip Use the **Not Enrolled** search option to see a list of users that need to be enrolled.


Manage Groups

The Manage Groups tool is used to create group work areas for students. Groups can be used to organize students' work on projects or assignments, or to create special work areas for students with different learning needs.

Students can belong to any number of groups in the same course. For example, a student could belong to a group for each class project, a special interest discussion group, and a group for advanced learners all at the same time. Each group can have its own discussion forums, dropbox folders, and locker area to work in. Members of groups can be graded as a team or individually.

Accessing the Manage Groups tool

Access the Manage Groups tool by:

- Clicking **Groups** on the navigation bar
- Clicking **Edit Course** on the navigation bar, and selecting  **Groups** from the list of course admin tools
- Clicking **Groups** on the **Org Unit Administration** widget
- Clicking the **Manage Groups** button in the Classlist

Understanding how groups are set up

Before setting up groups you should know how you want them to be organized. A number of things can affect how students are enrolled in groups:

- Were groups set up before or after you enrolled students?
- Are students auto-enrolled in groups?
- Are students placed in groups randomly?
- Can students self-enroll in groups?
- What Enrollment Type did you choose?

Tip In most cases it is better to set up groups after the majority of students are enrolled in your course. This gives you a better idea of how many students you are organizing and how many groups you need. Setting up groups after enrollment can also ensure better distribution of students between groups.

Warning In order for students to be enrolled in groups automatically the 'Can be auto-enrolled' option must be enabled for their roles in User Security. Contact your site administrator if you are having difficulties.

The following descriptions explain the options available when creating new groups and provide conceptual information on when they should be used.

Enrollment Type

of Groups – No Auto Enrollments A specified number of groups are created, which you can add any number of students to through the Enroll Users page.

Use this enrollment type when you know how many groups you want to create and which students you want in each group. This option could be used when you have a teaching model that divides students into specific learning levels or when you want to divide students by skill or interests.

of Groups A specified number of groups are created.

- If 'Can be auto-enrolled' is turned on for student roles, students are added using a brick laying algorithm, regardless of whether they enrolled before or after the groups were created. For example, if a class has 23 students and 5 groups, the first student is added to Group 1, the second to Group 2, etc. The sixth student returns the enrollment sequence to Group 1. Groups 1, 2, and 3 have 5 students and Groups 4 and 5 have 4 students. If a new student enrolls later, they are put in Group 4.
- If 'Can be auto-enrolled' is turned off for student roles, the specified number of groups are created with no students enrolled in them. You can enroll students using the Enroll Users page.

Use this enrollment type when you know how many groups you want to create, but want the system to place students in groups for you. This option could be used when you want group membership to be indiscriminate, or when classroom, resource, or teaching assistant availability restricts the number of groups you can have.

Groups of # The minimum number of groups needed to place students in groups of a specified maximum size are created. More groups are created when they are needed to accommodate students.

- If students are enrolled before groups are set up and 'Can be auto-enrolled' is turned on for student roles, students are added using a brick laying algorithm. For example, if a maximum group size of 5 students is chosen for a class of 23, than 5 groups are created. The first student is added to Group 1, the second to Group 2, etc. The sixth student returns the enrollment sequence to Group 1. Groups 1, 2 and 3 have 5 students and Groups 4 and 5 have 4 students. If a new student enrolls later, they are put in Group 4.

Note If you have **Auto Enroll New Users** selected and all of the existing groups have reached their maximum size, new users are added to a new group. Because there is no way to know how many new students will join, all new students are added to the

same group until it is full. This is called a bucket-filling algorithm because the limits of one group must be met before another group is started.

- If students are enrolled after groups are set up, students are added to groups using a bucket-filling algorithm because there is no way for the system to determine how many groups in total are needed. For example, if a maximum group size of 5 students is chosen for a class in which 23 students eventually enroll, the first five students are added to Group 1, the sixth through tenth student to Group 2, etc. After 23 students are enrolled, groups 1-4 have 5 students and Group 5 has 3 students.
- If 'Can be auto-enrolled' is turned off for student roles, the minimum number of groups needed to create groups under the specified size are created with no students enrolled in them. If no students are enrolled in the course, one group is created. You can enroll students using the Enroll Users page.

Use this enrollment type when you know how many students you want in each group. This option could be used when you have assignments that require work to be divided between a specific number of students, or when you can only accommodate a set number of students in a lab or work area at one time.

Groups of # - Self Enrollment The minimum number of groups needed to accommodate students in groups of a specified maximum size are created automatically. Students choose the group they wish to enroll in from their My Groups page, accessible from the classlist.

Use this enrollment type when you know how many students you want in each group, but you want to allow students to choose their own groups. This option could be used when you want students to choose their groups based on friendship, learning style, schedules, or geographic location.

Note If students are not already enrolled in your course, then only one group is initially created. You can use the Edit Category page to add additional groups. You may want to add additional groups even if students are already enrolled to ensure all students have options when forming groups.

of Groups – Self Enrollment A specified number of groups are created, which students enroll in from their My Groups page, accessible from the classlist.

Use this enrollment type when you want to make a specific number of groups available for students to join. This option could be used for organizing groups on specific topics, which students could join based on interest, or for creating groups that are responsible for specific aspects of a larger project, which students could join based on knowledge or task preferences.

Advanced Properties

Auto-Enroll New Users New users are automatically added to the group with the least users, or to a new group if the maximum size of all existing groups has been met.

Use this option when you don't want to manually add new students to groups.

Note If you choose the enrollment type **Groups of #** you may end up with a group that has only one or a few students in it. You can manually change group enrollment,

including adding students to full groups, using the Enroll Users page. (See *Enrolling students in groups*, p. 76, for more information.)

Randomize students in groups Students are added to groups based on a random order. If this option is not selected, students are added to groups alphabetically based on their order in the classlist.

Additional Options

Setup Forums Allows you to select or create group specific discussion forums and topics.

Use this option when you want students to share ideas, ask questions, and discuss material using the Discussions tool.

Setup Locker Allows you to create a locker area for each group.

Use this option when you want students to store their work in a group work area where other members of the group can view and modify it.

Setup Dropbox Allows you to create dropbox folders for each of the groups. A group can have multiple folders belonging to different categories.

Use this option when you want each group to have its own folders for submitting assignments to. This could be helpful if different instructors or teaching assistants are responsible for grading different groups.

Enrollment Scenario 1

You have a class of 185 students.

Your latest assignment requires students to use a software program that is only available in certain labs which must be booked and supervised. You book 4 labs that can hold 50 students each and create 4 corresponding groups.

You select group options as follows:

- For the **Enrollment Type** you select **# of Groups** and set the **Number of Groups** to 4.
- You leave both **Auto-Enroll New Users** and **Randomize students in groups** unchecked because new students will not be joining your course and you are not worried about having an unbiased distribution of students, since group membership will not influence students' grades.
- You select the **Setup Forums** option and create discussion forums where students can post and answer questions about the computer software.
- You leave **Setup Locker** and **Setup Dropbox** unchecked because you do not want students collaborating on their projects and you already have your dropbox folders organized by assignment rather than group membership.

Enrollment Scenario 2

You have a class of 29 students.

Your latest assignment requires that students research a particular topic, write a report on it, and hold a seminar for the class. You know that you want students to work in groups of 5, but you want to give them some flexibility in choosing both who they work with and what topic they work on.

You select group options as follows:


- For the **Enrollment Type** you select **Groups of # - Self Enrollment**. You set the **Number of Users** per group to 5 and rename each of the 6 groups after the topic the group will work on.
- Since students are selecting their own groups, the **Auto-Enroll New Users** and **Randomize students in groups** options do not apply.
- You select the **Setup Discussion Areas** option and create discussion topics for each of the groups. You associate the topics with a grade item and tell students that you expect them to communicate with each other on their progress and concerns through the Discussions tool. They receive individual grades based on their participation.
- You select the **Setup Locker** option and encourage students to save their collaborative work in their group locker area.
- You select **Setup Dropbox** and create separate dropbox folders for each group's Research Notes, Report, and Seminar Notes. You associate the folders with Grade Items and assign the same grade to all members of the group.

Creating a category

Categories are a way of organizing and managing related groups. For example, you could have a different category for Assignment 1, Assignment 2, Seminars, Remedial Help, and Book Reviews.

If you want to create a new set of groups you need to set up a category and create restricted work areas for the groups first. All of this is done from the New Category page.

► **To create a category**

- 1 From the Manage Groups page, click the  **New Category** icon.
- 2 Enter a **Category Name**.
- 3 Enter a **Description** of the category.
- 4 Select an **Enrollment Type**. (See *Understanding how groups are set up*, p. 68, for more information on enrollment types.)
- 5 Specify the **Number of Groups** to create or the **Number of Users** per group depending on the **Enrollment Type** you chose.

- 6 Select **Auto-Enroll New Users** if you want users to be enrolled in groups automatically.
- 7 Select **Randomize students in groups** if you want students to be placed in groups randomly. If this option is not chosen, students are placed alphabetically based on the classlist.
- 8 Select **Setup Forums** if you want to associate discussion areas with the groups in the category.
- 9 Select **Setup Locker** if you want to associate locker areas with the groups in the category.
- 10 Select **Setup Dropbox** if you want to associate dropbox folders with the groups in the category.

Creating group restricted discussion topics

When you create a new category with the **Setup Discussion Areas** option checked, you are automatically taken to the Create Restricted Discussion Areas page. From this page you can create a separate topic for each group within an existing or new forum.

► To create group restricted discussion areas

- 1 Select the **Forum** you want from the drop-down list if you have already created a forum in the Discussions tool.
- 2 Click the **New Forum** link to create a new forum for the category. (See *Creating a forum*, p. 234, for detailed instructions on setting up a forum.)
- 3 Click **Add Another** if you want to add more than one discussion forum.
- 4 Click **Create** or **Create and Next** when finished.

Note Clicking the **Skip** button takes you to the next page in the groups setup process without creating any restricted discussion areas.

Editing discussion forums

You can edit group enrollment in restricted discussion forums and topics from the Groups tool. To add, edit, or delete forums or topics restricted by group you must use the Discussions tool. (See *Setting group and section restrictions*, p. 241, for more information.)

- 1 From the Manage Groups page, click the name of the category that contains the discussion forum you want to edit.
- 2 From the Edit Category page, click the **Edit Discussion Restrictions** link.
- 3 Select the Forum you want to make changes to in the **Forum** drop-down list or select 'All Forums' to edit multiple forums at once.
- 4 Use the checkboxes in the **Edit Restrictions** grid to modify group enrollment in discussion forums and topics.

- 5 Select **Automatically create restricted topics** if you want to add topics to the forums.
- 6 Click **Save**.

Forums and Topics	Restricted?	Case Study Groups							
		Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
Contemporary Issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Explosives and earthquakes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organic Foods	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Farming and Horticulture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Edit Discussion Restrictions page

Creating locker areas

If you select the **Setup Locker** option, locker areas are automatically created for each group in the category.

Creating dropbox folders

If you select the **Setup Dropbox** option, you are automatically taken to the Create Dropbox folders page. Creating a folder from this page creates a folder for each of the groups in the category.

► To create a dropbox folder


- 1 Complete the Create Dropbox folders page using the instructions in the *Creating a dropbox folder*, p. 125 section.
- 2 Click **Add Another** if you want to create more than one folder.
- 3 Click **Create** when finished.

Note Clicking the **Skip** button takes you to the next page in the groups setup process without creating any shared dropbox folders.

Workspace Summary page

The Workspace summary page lists how many groups, discussion forums, lockers, and dropbox folders were created for the category.

Creating a group

- 1 Click the  **Add Group** icon on the Manage Groups page.
- 2 Update the **Group Name** if you want it to be different from the one provided.

- 3 Update the **Group Code** if you want it to be different from the one provided.
- 4 Enter a **Description** for the group, if desired.
- 5 Click **Add**.


What happens when you add a new group after enrollment?

If you add a new group with **Auto-Enroll New Users** turned on, new users are automatically enrolled in the new group until users are evenly distributed between it and other groups. Once it is the same size as other groups, new users are added normally. (See *Understanding how groups are set up*, p. 68, for more information.)

Editing groups and categories

- 1 From the Manage Groups page, click on the name of the group or category you want to edit.
- 2 Update the appropriate fields. (See *Creating a group*, p. 74, or *Creating a category*, p. 72, for detailed instructions.)
- 3 Click **Save**.

Deleting groups and categories

- 1 From the Manage Groups page do one of the following:
 - Select the checkbox beside the group or category you want to delete.
 - Select the checkbox at the top of the list to select all groups and categories.
- 2 Click the  **Delete** icon.

What happens when you delete a group?

- If **Auto-Enroll New Users** is selected, users are automatically distributed in the remaining groups.
- If groups are set up for manual enrollment, users must be added to the remaining groups using the **Enroll Users** page.
- Group discussion forums remain available for reference. They can be deleted using the Discussions tool. (See the topic *Deleting a forum or topic*, p. 243, for detailed instructions.)
- Group locker areas and the files they contain are deleted.
- Group dropbox folders and the files they contain are deleted.

What happens when you delete a category?

- Students are no longer enrolled in groups because they do not exist.

- Group discussion forums remain available for reference. They can be deleted using the Discussions tool. (See *Deleting a forum or topic*, p. 243, for detailed instructions.)
- Group locker areas and the files they contain are deleted.
- Group dropbox folders and the files they contain are deleted.

Enrolling students in groups

Students are enrolled in groups based on the enrollment options selected on the New Category page. Use the Enroll Users page to:


- Manually enroll students in groups if you selected **# of Groups – No Auto Enrollments**.
- Manually change which group a student is enrolled in.
- Add students who enrolled late to a group if **Auto Enroll New Users** is not selected.
- Search for students who have not been assigned to a group.

The screenshot shows the 'Enroll Users - Case Study Groups' page. At the top, there are navigation links: 'Category List', 'Edit Category', and 'Enroll Users'. Below this is an 'Add Group' section with 'Cancel' and 'Save' buttons. The main section is titled 'Enrollments' and shows 'Category: Case Study Groups' and 'Display: All Groups'. There is a 'Search For:' field with a 'Search' button and a link to 'Hide Search Options'. Below the search field are checkboxes for 'Search In: First Name' and 'Last Name', and 'Enrollment: Enrolled' and 'Not Enrolled'. A table below shows a list of users and their enrollment status across eight groups. The table has columns for 'First Name, Last Name' and 'Group 1' through 'Group 8', each with a 'Users:' count. The table is paginated with '20 per page'.

First Name, Last Name ▲	Group 1 Users: 2	Group 2 Users: 2	Group 3 Users: 2	Group 4 Users: 2	Group 5 Users: 2	Group 6 Users: 0	Group 7 Users: 0	Group 8 Users: 0
Vickie Brewer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Frank Catcher 🇺🇸	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Danielle Fleur 🇺🇸	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Harold McLellan 🇺🇸	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Miguel Mendoza 🇺🇸	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carl Parker 🇺🇸	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Enroll Users page for Groups

► To modify or add enrollment

- 1 From the Manage Groups page, click the  **Enroll Users** icon.
- 2 Select whether you want to **Display** 'All Groups' or a specific group.
- 3 Enter information in the **Search For** field to search for a specific student.

Tip Use the **Not Enrolled** advanced search option to find students that still need to be added to a group.

- 4 Enroll students or adjust enrollment using the checkboxes in the **Enroll Users** grid.
- 5 Click **Save** when you are finished.

Tip Manually enrolling users allows you to exceed the enrollment limit for a group.

What happens when you move a student to a new group?

- Discussion messages remain in the old group and do not count towards a student's grade if the forum or topic is associated with a grade item. The student must satisfy the discussion message requirements in the new section. You can override a grade using the Grades tool. (See the section *Entering grades*, p. 204, for more information on editing a student's grade.)
- Locker files remain in the old group. Students must add any files they wish to keep to the new locker area themselves.
- Dropbox files submitted for the old group remain with the old group. The student receives the grade achieved by the new group on any group assignments. You can change the student's grade back to the original group's mark in the Grades tool. (See *Entering grades*, p. 204, for more information on editing a student's grade.)

Deleting a student from a group

When student are deleted from a group, all of their files remain in the system, including: discussion messages, dropbox folders, and locker files.

► **To delete a student from a group**

- 1 From the Enroll Users page, clear the checkbox for the group beside the student's name.
- 2 Click **Save**.

Enrolling instructors or teaching assistants in groups

How an instructors or teaching assistant is enrolled in groups depends on whether they have access to all groups or only select groups. Users should have access to all groups if they are responsible for mediating, grading, and working on material for the entire class. They should have access to select groups if they are only responsible for mediating, grading, or working on material for a particular group.


Best Practices

- Select the 'Access all course groups' role option for instructors and teaching assistants that will be working with all groups. Users enrolled this way do not appear as members of the group in the classlist, but have access to group material.

- Add teaching staff that will be working with select groups the same way you add students.

Warning If the 'Can be auto-enrolled' option is selected for instructor or teaching assistant roles, instructors and teaching assistants are added to groups at the same time as students; all or most of your teaching staff may end up in the same group. Make sure you even out enrollment using the Enroll Users page.

► **To modify or add enrollment for instructors or teaching assistants**

- 1 From the Manage Groups page, click the  **Enroll Users** icon.
- 2 Search for the user you want to add in the **Search For** field.
- 3 Select the checkbox for the group you want to add the user to in the Enroll Users grid.
- 4 Click **Save**.

Tip Use the **Not Enrolled** search option to see a list of users that need to be enrolled.

Setting up self-enrollment

Self-enrollment allows students to enroll in groups on their own. Use this option when you want students to have the freedom to choose their own group members or to be a part of a group on a topic that interests them.

Students can self enroll in groups by clicking the **Choose Group** link beside the name of a group category set up for self enrollment. The link displays at the top of the student's Groups page when self-enrollment is available.

Groups

My Groups

Note:

- You are not enrolled in a group from the 'Industry Mentors' group category [\[Choose Group\]](#)
- You are not enrolled in a group from the 'Peer Review' group category [\[Choose Group\]](#)

My Groups

Groups	Members	Dropbox	Discussions	Locker	Email
Case Study Groups					
Group 3	2				
Contemporary Issues Discussion Groups					
Group 1	4	Discussion Ref...	Genetically Mo...	Group Files	
Group Presentations					
Group 1	2	2	Explosives and...	Group Files	
Rebuttal groups					
Group 3	1	Case Studies			

Choose Group - Industry Mentors

Select a Group From the Following

Select a group to enroll in from the group category: Industry Mentors

Group	Description	Members
<input checked="" type="radio"/> Group 1		2
<input type="radio"/> Group 2		2
<input type="radio"/> Group 3		4
<input type="radio"/> Group 4		0
<input type="radio"/> Group 5		2

Close Select

A participant's view of the Groups page and Choose Group page

Note If a group is full, the total listed in the **Members** column appears in red with the word 'Full' beside it.

Tip Clicking on the total listed in the **Members** column opens the Group Members pop-up containing a list of current group members.

► **To set up self enrollment**


- 1 Follow the instructions in the *Creating a category*, p. 72 section.
- 2 Select 'Groups of # - Self Enrollment' or '# of Groups – Self Enrollment' from the **Enrollment Type** drop-down list.

What students see

Students access the Groups tool through the Classlist or by clicking the **Groups** link on the course navigation bar.

From the Groups page, students can:

- Select the **Choose Group** link beside an enrollment message to enroll in a new group.
- Click on the number in the **Members** column to view the Member List for a group.
- Click on a dropbox folder to view its contents.
- Click on a discussion forum to view its postings.
- Click on a link to a group's locker files.

- Click the  **Email Group** icon to email all of the members of a group.

Unit 3

Creating Interactive Course Material

This unit describes how to create interactive course material for your participants. You can use these areas to present information in many ways, from basic text and graphics to multimedia.

Manage files

The **Manage Files** tool is the file management system for your course. It is recommended that you organize your files into folders, create a folder for each module of content, and store all your files and folders in the Manage Files area. From this area, you can organize and upload files associated with your course offering. The functions that can be performed in Manage Files can be divided into two categories:


Organizing and Managing Files and Folders. Perform basic tasks such as creating, deleting, copying, and moving files and folders, and more advanced tasks such as changing file and folder properties, and zipping and unzipping files.

Creating Topics from your Files. Create topics once you have created your course content structure.

Note Avoid using multiple consecutive periods when naming folders as they may cause links to break.

► **To access the Manage Files area**

Do one of the following:

- Click the **Edit Course** link on your course navigation bar, then click  **Files**.
- In the **Org Unit Administration** widget on your course homepage, click **Files**.

Organizing and managing files and folders

File properties


On the Manage Files page, file and folder properties such as size, type, and date last modified are displayed. The 'T' symbol beside a file name indicates a file being used as a topic. The content topic name will be displayed beside the filename.

Opening a file or folder



To view a file already in the **Manage Files** area, click on the name of the file. It will open automatically as a new browser window or, you may see a prompt asking if you would like to Open the file. Select Open to view the file.

Note If the file requires any special software to open it, then you must have that software installed on your computer. For example, to open a PowerPoint file, you must have Microsoft PowerPoint installed.



Creating a new folder

- 1 On the Manage Files page, click the folder name where you want to add a new folder. If you want to add a new folder to your base course path, click the “root” folder located on the top left side of the page.
- 2 Click the  **New** icon in the navigation bar on the right side of the page. A pop-up displays.
- 3 Type the new folder name and click **OK**. The new folder appears in the directory structure on the left side of the page, in the location where you chose to create it.


Copying a file or folder

- 1 On the Manage Files page, select the checkbox beside the folder or file that you want to copy.
- 2 Click the  **Copy** icon in the navigation bar.
- 3 Open the folder where you want to place the copied item by clicking on the folder name.
- 4 From the navigation bar, click the  **Paste** icon. The folder or file that you selected is copied into this location.
- 5 To select more than one file or folder to copy, select the corresponding checkboxes beside the files or folders, and then copy and paste as above.

Deleting a file or folder


- 1 On the Manage Files page, select the checkbox beside the file or folder that you want to delete.
- 2 Click the  **Delete** icon in the navigation bar.
- 3 Click **OK** in the confirmation message. The selected file or folder is deleted.
- 4 To delete multiple files or folders, select the corresponding checkboxes beside the files or folders and click the  **Delete** icon.

Renaming of a file or folder

- 1 On the Manage Files page, click the  **Rename** icon beside the file or folder that you want to rename. A pop-up displays.
- 2 Type in a new name for the file or folder and click **OK**.


Note Use caution when renaming files and folders if they are being used in the Content area. Renaming a file that is currently being used as a Topic may result in a broken link.

Uploading a file


The  **Upload** icon on the Manage Files page allows you to select and upload a file, such as a Word or PowerPoint document, from your computer to the Learning


Environment server. You can upload most file types, but keep in mind that course participants must have the correct software to view these files.

Though most file types can be uploaded to a content directory in Manage Files, only files with specific extensions can be used as content topics. Refer to *Manage files*, p. 82, for a list of accepted files types and extensions.


- 1 On the Manage Files page, click the folder name that you want to upload the file into. If you want to upload a file to your base course path, click the “root” folder located on the top left side of the page.
- 2 Click the  **Upload** icon from the navigation bar. The Upload File pop-up displays.
- 3 Click **Browse** and locate the file that you want to upload.
- 4 Click the **Upload** button. The file is listed below the folder.


Zippping files

The  **Zip files** icon on the Manage Files page allows you to compress selected files into a zip file which you can then download.

- 1 On the Manage Files page, select the checkboxes next to the files/folders that you want to compress.
- 2 Click the  **Zip files** icon and follow the standard Zip instructions.

Unzipping files

The  **Unzip File** icon on the Manage Files page will uncompress selected .zip files on the server. This is the best way to upload multiple files at once.


- 1 On the Manage Files page, click the folder name that you want to uncompress the .zip files into. If you want to uncompress the files into your base course path, click the “root” folder located on the top left side of the page.
- 2 Upload your zip file (refer to *Uploading a file*, p. 83).
- 3 Click the  **Unzip File** icon which will appear beside the zipped file.
- 4 Click **OK** in the confirmation message. The files will be uncompressed into the current folder.

Creating a Content topic

You can create topics from the Manage Files page or from the Manage Content page (refer to *Content*, p. 86, for details).

► To create a topic from the Manage Files page

Select the file or files that you want to designate as a topic or topics.

- 1 Click the  **Create topic** icon. The Bulk Create Topic page displays.

- 2 Choose the parent module for the topics, change the titles if desired, then click **Create**. When a topic is created that uses a file from the Manage Files page, the topic name will be displayed in brackets beside the file name.

Note If you rename a file that is a topic used in your course, it will be automatically updated in the other content management areas.

► **To create a topic from the Manage Content page**

Refer to *Creating new topics*, p. 88.

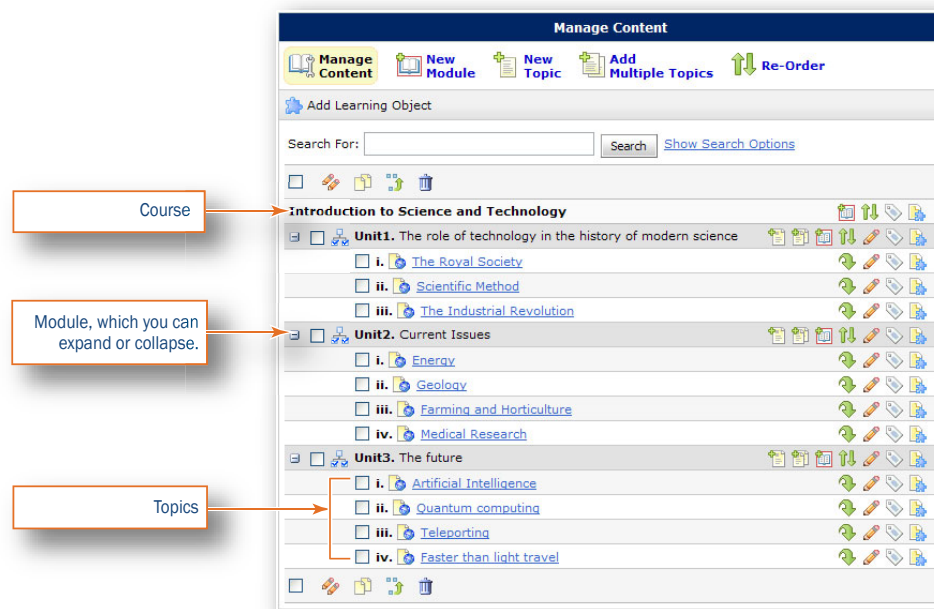
Content

The Content tool enables you to create, edit, organize, and delete modules and topics in your course. Using the Content tool you can:

- create and edit the modules and topics that make up the course curriculum
- bring course content in from existing sources and export it for reuse later
- change the way the Learning Environment displays your course's content
- link course topics to existing discussion topics

► **To access the tool**


Click **Content** on the navbar.




Manage Content page

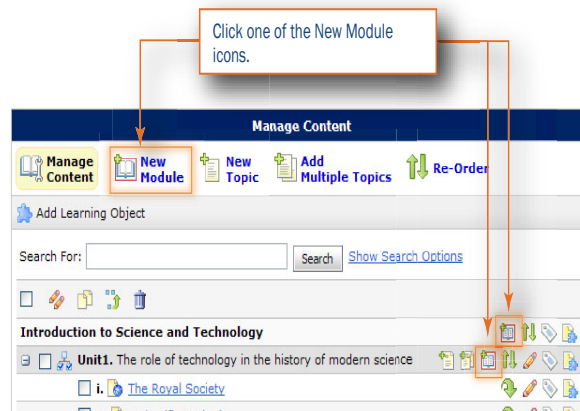
Creating new modules

You must create a module before you can insert topics. You can create modules within existing modules to establish a deeper hierarchy.

Note If your course is SCORM 2004-compliant then any new modules you create are outside the sequencing and navigation built into the SCORM package. SCORM topics have the  SCORM icon beside their titles.

► **To create a new module**

- 1 On the Manage Content page, click one of the  **New Module** icons.



Part of the Manage Content page with New Module icons highlighted

- 2 You can change the parent from the **Parent Module** drop-down list:
 - Select **None** if you don't want the module to be a sub-module.
 - Select a module from the list of existing modules if you want it to be a sub-module.

- 3 Type your module title in the **Title** field.

- 4 You can type in a **Short Title** as an option.

The Learning Environment uses the short title in the **Content Map** widget to help users navigate through modules. If you don't specify a short title, the Learning Environment uses the Title field.

- 5 If you want to exclude this module from the numbering system, select the **Hide Enumeration** checkbox.

For example, hiding enumeration on an introductory module does not affect the numbering on later modules.

- 6 Set further options:

Option	Procedure
Hide a module from participants' view	1 Click the Restrictions tab.
	2 Select the Hidden checkbox. All topics beneath this module are also hidden.

Option	Procedure
Set date/time restrictions	<ol style="list-style-type: none"> 1 Click the Restrictions tab. 2 Select appropriate Available Starting and Available Ending dates.
Set release conditions	<ol style="list-style-type: none"> 1 Click the Restrictions tab. 2 To set pre-existing release conditions to the module, click Attach Existing and select the conditions from the list in the pop-up window. 3 To create new conditions and attach them to the module, click Create and Attach. For details on creating release conditions refer to the <i>Release Conditions</i>, p. 110.
Add comments	<ol style="list-style-type: none"> 1 Click the Comments tab. 2 To add comments that only you can see, type your comments into the Personal Comments text field. 3 To add comments that other instructors and administrators can see, type your comments into the Shared Designer Comments.

- 4 Click **Save** to save your changes, or to continue creating modules, click **Save & New**.

Creating new topics

You can create topics in the **Content** tool in one of four ways.

Create New File

Create your document completely online using the HTML Editor.

Course File

Browse your Manage Files area to create topics from existing files.

Types of files that you can use as topics.

Extension	File Type
HTM, HTML, MHT, MHTML	Web Document
RTF, PPT, PPS, PDF, DOC, XLS, TXT, WPD	Text Document
JPG, JPEG, PNG, GIF	Image
SWF, MPG, MPEG, RM, WMV, WMA, MP3, AVI, WAV, RAM, ASF, MOV, RA	Media

Note For web documents, the Learning Environment strips the HTML tag <title> and the text with that tag from user created web documents.

Upload New File

Upload files from your computer directly into the **Content** tool.

The table shows file extensions that are not supported when uploading files to the Learning Environment.

Restricted Upload Extensions			
ASP	ASHX	JSL	VB
ASPX	ASMX	LICX	VBPROJ
EXE	AXD	REM	VJSPROJ
BAT	CDX	RESOURCES	VSDISCO
DLL	CER	RESX	WEBINFO
COM	CONFIG	SHTM	INI
ASA	IDC	SHTML	
ASAX	CS	SOAP	
ASCX	CSPROJ	STM	

Note For web documents, the Learning Environment strips the HTML tag <title> and the text with that tag from user created web documents.


QuickLink

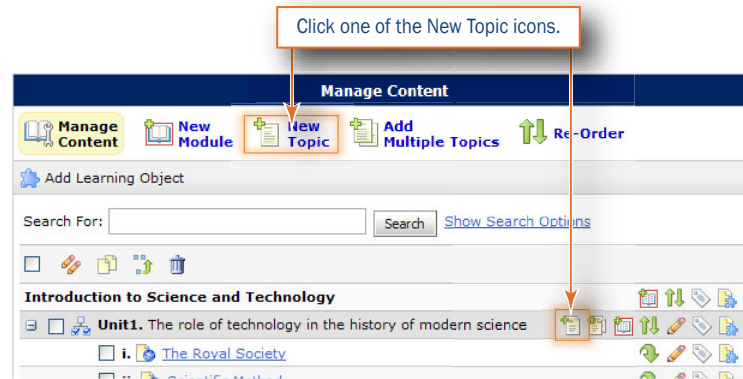
Create QuickLinks to other areas of your course site and external sites.

Note If your course is SCORM 2004-compliant then any new topics you create are outside the sequencing and navigation built into the SCORM package. SCORM topics have the SCORM icon beside their titles.

To create a new topic






Important You must create at least one module before creating a topic.

- 1 On the Manage Content page, click one of the  **New Topic** icons beside the module that you want to add a topic to, or in the top tool menu.



Part of the Manage Content page with New Topic icons highlighted

- 2 Do one of the following:

Option	Procedure
Click the  Create New File link.	<ol style="list-style-type: none"> 1 If you want to change the file's name, type the new name in the File Name field. 2 Use the HTML Editor to create your content.
Click the  Course File link.	<ol style="list-style-type: none"> 1 Click the Browse button to locate the course file. 2 Select the course file by clicking the radio button beside it.
Click the  Upload New File link.	<ol style="list-style-type: none"> 1 Click the Browse button to locate the file. 2 Browse for the file on your computer, and select it.
Click the  QuickLink link.	<p>Do one of the following:</p> <ul style="list-style-type: none"> • Type the URL in the URL field. • Click the  Insert QuickLink icon beside the URL field, select a Category and Item, and click Insert.

- 3 The **Parent Module** defaults to the module that you selected, or to the first module in the list. To change the parent module, select one from the drop-down list.
- 4 Type a topic **Title**. For some types of topics the title defaults as the file's name, which you can change.
- 5 Type a **Short Title** as an option.

The Learning Environment uses the short title in the **Content Map** widget to help users navigate through modules. If you don't specify a short title, the Learning Environment uses the Title field.

- 6 Select the **Hide Enumeration** checkbox to exclude this topic from the numbering system.

For example, you can hide enumeration on an introductory topic.

7 Set further options:

Option	Procedure
Hide a topic from participants' view	<ol style="list-style-type: none"> 1 Click the Restrictions tab. 2 Select the Hidden checkbox.
Set date/time restrictions	<ol style="list-style-type: none"> 1 Click the Restrictions tab. 2 Select appropriate Available Starting and Available Ending dates.
Set release conditions	<ol style="list-style-type: none"> 1 Click the Restrictions tab. 2 Do one of the following: <ul style="list-style-type: none"> • To set pre-existing release conditions to the topic, click Attach Existing and select the conditions from the list in the pop-up window. • To create new conditions and attach them to the topic, click Create and Attach. For details on creating release conditions refer to the <i>Release Conditions</i>, p. 110 section.
Associate a discussion topic	<ol style="list-style-type: none"> 1 Click the Discussions tab. 2 Select a discussion from the Topic Discussion drop-down. 3 You can also select a discussion from the Topic Help Discussion drop-down. If you don't have any discussions set up for the course, refer to the <i>Discussions</i>, p. 25.
Add comments	<ol style="list-style-type: none"> 1 Click the Comments tab. 2 To add comments that only you can see, type your comments into the Personal Comments text field. 3 To add comments that other instructors and administrators can see, type your comments into the Shared Designer Comments text field.

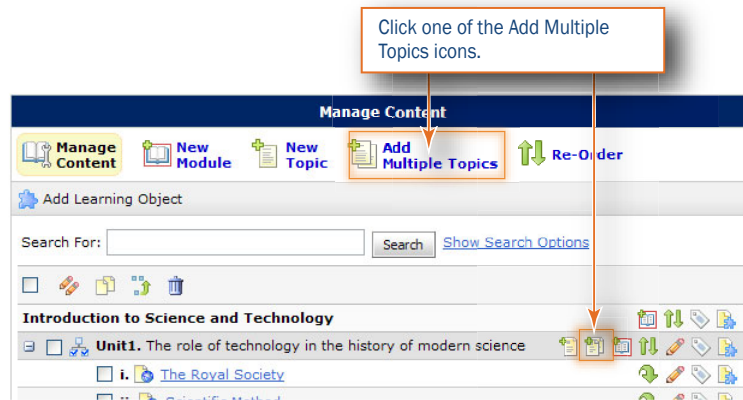
8 Click **Save**, or to continue creating topics, click **Save & New**.

Adding multiple new topics

You must have already created or uploaded the files in the Learning Environment before you can add them to a module. These topic files are stored in the **Manage Files** area.

► **To add multiple new topics**

- 1 On the Manage Content page, click the  **Add Multiple Topics** icon beside the module that you want to bulk add topics to, or in the top tool menu.




Part of the Manage Content page with Add Multiple Topics icons highlighted

- 2 Select from the **Parent Module** drop-down list to choose a module.
- 3 Select the files you want to create topics from.
- 4 If you want to update a topic's title or add a short title, edit the **Title** field and add a **Short Title**.
- 5 Click **Create**.

Importing course content from an LOR

If course content exists from previous offerings you can import course content from an LOR. You can import the content in several ways:

- Create a dynamic link to the object, which always uses the latest version of the object regardless of changes made to the learning object after you create the link.
 - Create a locked link from content, which links to the version of the learning object at the time you create the link. Changes to the learning object after this are not reflected in your course.
 - Import the object into the **Content** tool, which uses the learning object with its navigational structure intact and creates copies of all associated files in your course file folder.
- **To import a learning object or asset from an LOR**
- 1 From the Manage Content page click  **Add Learning Object** on the action bar.
 - 2 Perform a search to find the learning object you want.
 - 3 Select the learning object you want to retrieve.
 - 4 Click **Next**.
 - 5 Select the way you want to import the learning object: dynamic link, locked link, or import.

- 6 Click **Next**.
- 7 Select a parent module from the drop-down list, or select **None**.
- 8 If you are importing the course files and the destination folder listed is not the one you want, click **Browse** to select a new folder.
- 9 Click **Import/Create Link**.

Importing a SCORM package

If you use SCORM for your course you must import an existing package as a zip file to the Learning Environment. The SCORM package includes all the Sharable Content Objects (SCOs) and the associated Sharable Content Assets (SCAs). Sequencing and navigation are also part of the package.


Note If your package is SCORM-2004 compliant you must select the **Select all Components** checkbox on the Select Course Material page for the sequencing and navigation to function properly.

Refer to *Importing course components*, p. 50.


Copying modules or topics

Within a course you can copy modules or topics. This can be useful if you wish to use a topic or module as a template. You can copy the module or topic's properties, such as release conditions, comments, discussions, and metadata. If you want to copy course components, refer to *Copying components between org units*, p. 45.

► **To copy modules or topics to another module.**

- 1 On the Manage Content page, select the modules or topics you want to copy.
- 2 Click the  **Copy** icon at the top or bottom of the list.
- 3 Select a parent module. For modules you can select **None**.
- 4 Select whether to copy properties.
- 5 Click **Copy**.

Editing a module

- 1 On the Manage Content page, click the  **Edit** icon next to a module.
- 2 Edit the module properties.

Option	Procedure
Properties tab	
Change parent module	Select a new parent module from the Parent Module drop-down.
Edit title	Type changes in the Title field
Edit short title	Type changes in the Short Title field.
Hide or show enumeration	Do one of the following: <ul style="list-style-type: none"> Select the Enumeration checkbox to hide numbering on this module. Clear the Enumeration checkbox to show numbering on this module.
Restrictions tab	
Hide a module from participants' view	Select the Hidden checkbox. All topics beneath this module are also hidden.
Set date/time restrictions	Select appropriate Available Starting and Available Ending dates.
Set release conditions	<ol style="list-style-type: none"> To set pre-existing release conditions to the module, click Attach Existing and select the conditions from the list in the pop-up window. To create new conditions and attach them to the module, click Create and Attach. For details on creating release conditions refer to the <i>Release Conditions</i>, p. 110.
Comments tab	
Add comments	<ol style="list-style-type: none"> To add comments that only you can see, type your comments into the Personal Comments text field. To add comments that other instructors and administrators can see, type your comments into the Shared Designer Comments.

- Click **Save**.


Editing multiple modules

You can edit basic properties of several modules at once. Edits are limited to:


- Changing the modules' Titles
- Changing the modules' Short titles
- Hide or unhide the modules
- Hide or show enumeration for the modules

► To edit multiple modules

- On the Manage Content page, select the modules you want to edit.

- 2 Click the  **Edit selected items** icon at the top or bottom of the list.
- 3 Edit the module properties.

Editing a topic


- 1 On the Manage Content page, click the  **Edit** icon next to a topic.
- 2 Edit the topic's properties.

Option	Procedure
Properties tab	
Change parent module	Select a new parent module from the Parent Module drop-down.
Edit title	Type changes in the Title field
Edit short title	Type changes in the Short Title field.
Hide or show enumeration	Do one of the following: <ul style="list-style-type: none"> • Select the Enumeration checkbox to hide numbering on this topic. • Clear the Enumeration checkbox to show numbering on this topic.
Edit the topic's content	Do one of the following: <ul style="list-style-type: none"> • Type your changes into the content editing field. • To select a new file for the topic, click Change File and locate the new file for the topic.
Restrictions tab	
Hide a topic from participants' view	Select the Hidden checkbox.
Set date/time restrictions	Select appropriate Available Starting and Available Ending dates.
Set release conditions	<ol style="list-style-type: none"> 1 To set pre-existing release conditions to the topic, click Attach Existing and select the conditions from the list in the pop-up window. 2 To create new conditions and attach them to the topic, click Create and Attach. For details on creating release conditions refer to <i>Release Conditions</i>, p. 110.
Discussions tab	
Associate a discussion topic	<ol style="list-style-type: none"> 1 Select a discussion from the Topic Discussion drop-down. 2 You can also select a discussion from the Topic Help Discussion topic. If you don't have any discussions set up for the course, refer to <i>Discussions</i>, p. 25.

Option	Procedure
Comments tab	
Add comments	1 To add comments that only you can see, type your comments into the Personal Comments text field.
	2 To add comments that other instructors and administrators can see, type your comments into the Shared Designer Comments .

- 3 Click **Save**, or to create a new topic, click **Save & New**.

Editing multiple topics

- 1 On the Manage Content page, select the topics you want to edit.
- 2 Click the  **Edit** icon at the top of the list.
- 3 Edit the topics' properties.

Option	Procedure
Change parent module	Select a new parent module from the Parent Module drop-down.
Edit title	Type changes in the Title field
Edit short title	Type changes in the Short Title field.
Hide or show enumeration	Do one of the following: <ul style="list-style-type: none"> • Select the Enumeration checkbox to hide numbering on this module. • Clear the Enumeration checkbox to show numbering on this module.

Remove Simple Sequencing from a SCORM package

You can remove the sequencing and navigation rules from a SCORM package if you want to use some of the modules or topics in another course, or re-order modules and topics in the current course.

If you do this, then progress tracking data for all students using this SCORM package are lost. The topics retain the SCORM icons after you remove the sequencing.

► To remove simple sequencing

From the Manage Content page, click the  **Remove SCORM 2004 Simple Sequence** icon next to the module for which you want to remove sequencing.

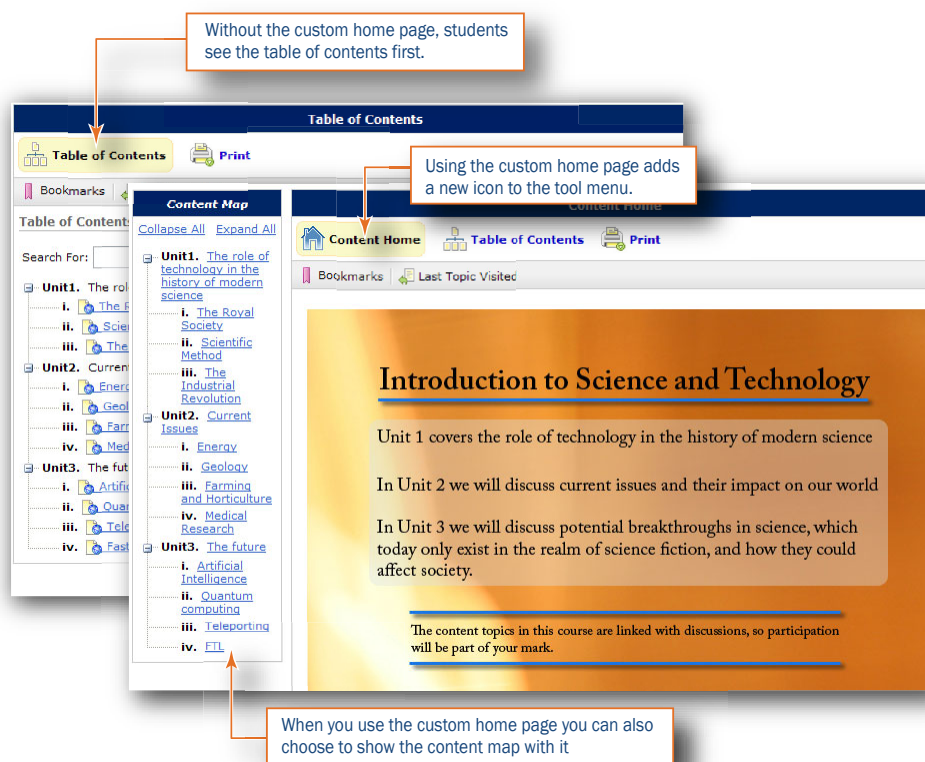
Using a custom content home page

You can create a customized home page for course content. This page replaces the default table of contents when students click **Content** on the navbar.

For example, using the custom content home page you can create a page that contains an annotated table of contents.

Before you add a custom content home page, you need to create the page using a web editing, image editing or similar application.

Note Desire2Learn recommends using an HTML file or similar. You can also use an image file supported by web browsers (JPG, GIF, or PNG).



Course offering with and without the custom content home page.

► To add a custom content home page

- 1 In the course, click **Content** on the navbar.
- 2 In the left tool menu, click **Settings**.
- 3 In the **Content Home** area, select **Content Home**.
- 4 Click **Browse** and navigate to the file you want to use.
- 5 If you want the sidebar (a version of the table of contents using short titles) to appear on the custom Content Home page, select **Show Sidebar**.

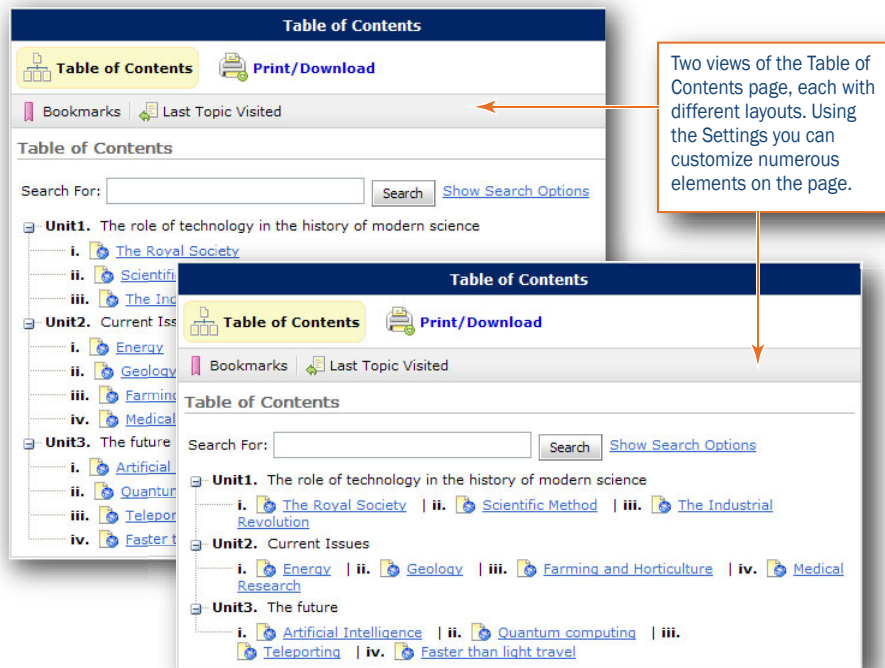
► **To remove a custom content home page**

- 1 In the course, click **Content** on the navbar.
- 2 In the left tool menu, click **Settings**.
- 3 In the **Content Home** area, clear **Content Home**.


Changing display settings and preferences

You can change how course content appears in the content viewer. For example, you can define:

- the appearance of the sidebar in topics
- the look of the course TOC (table of contents) on the Content Home
- whether to use a custom content home page
- titles for pages and widgets
- numerical schemes for modules and topics




A participant's view of the Course Content page To change how the main page displays

- 1 On the Manage Content page, in the left tool menu, click  **Settings**.
- 2 Make changes to the display settings for the table of contents.

Option	Description
Content Home Area	
Custom Home	In the Content Home area, select Content Home to use a custom content home page. See <i>Using a custom content home page</i> , p. 97, for details on this feature.
Show Sidebar	Select Show Sidebar to show the sidebar on the left of the custom content home page.
Table of Contents Area	
Content List Style	Changes the TOC on the content home from a vertical list, to a horizontal list, or show only the modules.
Heading	Changes the Heading for the TOC, or replace it with a variable: {CourseName} The name of the current course {OrgName} The name of the organization
Module Name Display	Changes the how the module name appears. Variables are the same as for Heading plus the following: {URLStart} Marks the beginning of a link {URLEnd} Marks the end of a link. {Enumeration} The enumerated number of the current module or topic. {ModuleLongTitle} The long title of the current module {ModuleShortTitle} The short title of the current module
Topic Name Display	Changes the how the topic name appears. Variables are the same as for Module Name Display plus the following: {TopicLongTitle} The long title of the current topic {TopicShortTitle} The short title of the current topic
Show Sidebar	Select Show Sidebar to show the sidebar on the left of the table of contents.
Sidebar area	
Box Title	Same as for Heading in the Table of Contents area, but applies only to the sidebar, if it's present.
File Type Icon	Select the File Type Icon checkbox to show the file type for the topics in the course.
Module Name Display	Same as for Module Name Display in the Table of Contents area, but applies only to the sidebar, if it's present.
Topic Name Display	Same as for Topic Name Display in the Table of Contents area, but applies only to the sidebar, if it's present.

3 Click **Save**.


► **To change how content topics display**

- 1 On the Manage Content page, in the left tool menu, click  **Settings**.
- 2 Click **Content Viewer** in the top tool menu.
- 3 Make changes to the display settings for course topics.

Option	Description										
Properties Area											
Title	Changes the title of the content viewer action bar.										
Show Sidebar	Select Show Sidebar to show a table of contents on the left of the custom content home page.										
Sidebar area											
Box Title	Changes the title of the sidebar. Type a title or use a variable: <table border="0" style="margin-left: 20px;"> <tr> <td>{CourseName}</td> <td>The name of the current course</td> </tr> <tr> <td>{OrgName}</td> <td>The name of the current organization</td> </tr> </table>	{CourseName}	The name of the current course	{OrgName}	The name of the current organization						
{CourseName}	The name of the current course										
{OrgName}	The name of the current organization										
File Type Icon	Select the File Type Icon checkbox to show the file type for the topics in the course (e.g., Word, HTML, PowerPoint).										
Module Name Display	Changes the how module names appear. Variables are the same as for Heading plus the following: <table border="0" style="margin-left: 20px;"> <tr> <td>{URLStart}</td> <td>Marks the beginning of a link</td> </tr> <tr> <td>{URLEnd}</td> <td>Marks the end of a link</td> </tr> <tr> <td>{Enumeration}</td> <td>The enumerated number of the current module or topic.</td> </tr> <tr> <td>{ModuleLongTitle}</td> <td>The long title of the current module</td> </tr> <tr> <td>{ModuleShortTitle}</td> <td>The short title of the current module</td> </tr> </table>	{URLStart}	Marks the beginning of a link	{URLEnd}	Marks the end of a link	{Enumeration}	The enumerated number of the current module or topic.	{ModuleLongTitle}	The long title of the current module	{ModuleShortTitle}	The short title of the current module
{URLStart}	Marks the beginning of a link										
{URLEnd}	Marks the end of a link										
{Enumeration}	The enumerated number of the current module or topic.										
{ModuleLongTitle}	The long title of the current module										
{ModuleShortTitle}	The short title of the current module										
Topic Name Display	Changes the how the topic name appears. Variables are the same as for Module Name Display plus the following: <table border="0" style="margin-left: 20px;"> <tr> <td>{TopicLongTitle}</td> <td>The long title of the current topic</td> </tr> <tr> <td>{TopicShortTitle}</td> <td>The short title of the current topic</td> </tr> </table>	{TopicLongTitle}	The long title of the current topic	{TopicShortTitle}	The short title of the current topic						
{TopicLongTitle}	The long title of the current topic										
{TopicShortTitle}	The short title of the current topic										

4 Click **Save**.

► **To change module and topic enumeration**

- 1 On the Manage Content page, in the left tool menu, click  **Settings**.
- 2 Click **Enumerations**.


- 3 Make changes to the enumeration for the course.

Note The table always displays four rows. If you have more than four levels, level four applies to all lower levels.


Column	Description
Level	The level column indicates the level in the hierarchy.
Before Enumeration	Defines the look and feel of the text before the module or topic level number (you can define text size and colour) using HTML tags.
Enumeration	Choose the enumeration (number) style from the drop-down list. Note If you choose the “no enumeration” option, the period (.) continues to appear in place of the enumeration until you click Main Page in the top tool menu and delete the period in the Module Name Display field.
After Enumeration	Closes the HTML tags you use in the Before Enumeration column.
Restore Default	Click the restore icon to restore enumeration to the default setting.

- 4 Click **Save**.

Restoring default display settings for course content


In any section and for any field click the  **Restore** icon and click **Save**.

Moving modules or topics

- 1 On the Manage Content page, select the module or topic.
- 2 Click the  **Move** icon at the top or bottom of the list.
- 3 Select a new **Parent Module** for your module or topic from the drop-down list.
- 4 Click **Move**.

Re-ordering modules and topics

Use this feature to change the order in which modules and topics appear on the Manage Content page.

- 1 On the Manage Content page, click **Re-order** in the top tool menu, or the  **Re-Order** icon beside the module in the list of modules.
- 2 Use the drop-down menus in the **Sort Order** column to select the order for an item. Other items reposition themselves according to the new order.

- 3 Click **Save** when you have finished the changes.

Searching for content

You can search within the course for modules and topics by their title or short title. You cannot search for text within the body of a topic. You can use the search options to narrow your search.

Search results are listed in their order within the structure of the course. For example a topic in unit one is listed before a topic in unit two.

From the search results you can view, add new topics or modules, edit, reorder, edit metadata, and delete.

▶ **To search for modules or topics**

- 1 On the Manage Content page type your search term in the **Search For** text box.
- 2 To narrow your search, click **Show Search Options**.
- 3 Click **Search**.

Click **Clear Search** to return to the list

Previewing course content

You can preview course content after making edits or adding new modules or topics. This is useful for quality checking purposes.

▶ **To preview course content**

Click  **View Content** in the left tool menu.



▶ **To return to Manage Content from the preview**

When you finish previewing course content and want to return to the Manage Content page, click **Content** on the navbar.



Downloading and printing content

You can print and download individual topics or whole modules through the Print/Download page.

▶ **To download and print content**

- 1 On the Manage Content page, click  **View Content**.
- 2 Click  **Print/Download** in the top tool menu.

- 3 Select the topics or modules you want work with.
- 4 Do one of the following:




Option	Procedure
Print the selected items	<ol style="list-style-type: none"> 1 Click the  Print icon. 2 Click the Print button.
Download the selected items	<ol style="list-style-type: none"> 1 Click the  Download icon. 2 Click the link in the Download Selected Items pop up.

Note If a topic contains a Microsoft PowerPoint file that was saved as an HTML file that topic generates an error for download and does not print.

Publishing a course, module or topic to an LOR

If you have course content that you want to save for use later in a different course offering, or to make it available for different instructors, and your organization uses the Learning Repository, you can publish content to it. You can publish individual modules, topics, or the whole of the course content. If you want to publish individual topics or modules, you need to publish them separately.

► To publish course content to an LOR

- 1 On the Manage Content page do one of the following:
 - To publish a topic, click the  **Publish to LOR** icon on that topic's row.
 - To publish a module and its topics, click the  **Publish to LOR** icon on that module's row.
 - To publish all the course content, click the  **Publish to LOR** icon beside the course title.

Manage Content

Manage Content | New Module | New Topic | Add Multiple Topics | Re-Order

Add Learning Object

Search For: Search [Show Search Options](#)

Introduction to Science and Technology

- Unit1.** The role of technology in the history of modern science
 - i. [The Royal Society](#)
 - ii. [Scientific Method](#)
 - iii. [The Industrial Revolution](#)
- Unit2.** Current Issues
 - i. [Energy](#)
 - ii. [Geology](#)
 - iii. [Farming and Horticulture](#)
 - iv. [Medical Research](#)
- Unit3.** The future
 - i. [Artificial Intelligence](#)
 - ii. [Quantum computing](#)
 - iii. [Teleporting](#)
 - iv. [Faster than light travel](#)

Callout boxes:

- To publish a topic, click the icon on that topic's row.
- To publish a module and its topics, click the icon on that module's row.
- To publish all the course content, click the icon beside the course title.

Manage Content page showing the Publish icons

- Do one of the following:
 - Create a new object then pick the destination repository.
 - Overwrite an existing object then search for the object to overwrite.
- If you want to hide the learning object from others, select the **Hide Learning Object** checkbox.
- Click **Publish**.

Deleting modules or topics

Deleting a module deletes all topics within that module.

- ▶ **To delete modules or topics**
 - On the Manage Content page, select the modules or topics.
 - Click the **Delete** icon at the top or bottom of the list.
 - Choose whether you want to delete associated files.
 - Click **Delete Selected**.

Accessibility

Desire2Learn is dedicated to developing technology that meets the teaching and learning needs of all clients. We believe that instructional practices should focus on helping students learn, and should not be limited by the learning environment the material is delivered in. We are working with interested clients and accessibility groups to improve both the usability and accessibility of our products. Desire2Learn Learning Environment 8.2 includes a number of enhancements aimed at Section 508 compliance and meeting the World Wide Web Consortium's Web Content Accessibility Guidelines (WCAG 2.0), which set requirements for making web content accessible to users with diverse use and learning needs.

The role of instructors

As an instructor you hold a pivotal role in ensuring that the Learning Environment is accessible to all users, regardless of their learning needs. It is your content that students must access, assess, and respond to, therefore, it is important that you understand the impact your design decisions have on your learners.

Organizing your course

Among the many factors that pedagogical theory tries to address is the diverse learning styles and needs of students. All students learn differently; finding learning materials that engage, educate, and evaluate students effectively can be one of the most difficult and important considerations for an instructor. It can be even more challenging if there are students with disabilities or alternative learning needs involved. The following tips are ideas that you may want to keep in mind when setting up your course material.

- Use the competencies tool to evaluate a student's performance so that different assignments can be tied to the same learning objective. For example, set up an activity related to a particular learning objective and let students choose the assignment they want to complete to obtain that activity. For example, they could write a reflection, prepare an interview, or create a slide show presentation to demonstrate what they've learned. No matter which assignment they complete, you would evaluate it using the same activity. Organizing material this way helps student understand how assignments relate to broader skills and knowledge, and puts the onus of learning on the student. (For more information on competencies see the *Competencies and Rubrics User and Reference Guide*.)
- Use the Discussions tool rather than instant messaging for student participation and reflection. Instant messaging tools can be difficult for students with visual, motor, or cognitive disabilities because they require students to process and respond to

information quickly using technology that does not match their needs. Discussion areas give all students time to reflect. If you use instant messaging, be aware that some students may require an alternative solution such as phone or face-to-face contact.

- Do not convert PowerPoint presentations to images in LiveRoom if you have visually impaired users because screen readers won't be able to read the content and users won't be able to resize the text or graphics. PowerPoint slides are converted by default; you will need to uncheck **Convert Word documents to HTML and PowerPoint slides to images** on the Create File Resource pop-up page. Alternatively, make it easy for users to request the originals so they can adjust and print them as desired.
- Use the Content tool or News tool to create an overview, or quick reference page, for each week or major project. Provide links to all applicable content, discussion areas, dropbox folders, quizzes, etc. This is a great way to ensure students don't miss important tasks and it provides screen reader and keyboard users an easy way to jump to relevant material.
- Use the Content tool for readings and course material. HTML code is easier for assistive technologies to interpret than application based files such as MS Word. Use a simple layout for the material that does not organize information in tables or columns. Use headings to communicate the relationships between sections. Use Heading 1 for the title, Heading 2 for major sections, Heading 3 for subsections, etc. Include a table of contents that links to each section for longer documents. Also include links back to the table of contents at the end of each section and a skip table of contents link at the beginning. Simply organized material is easier for students to read and understand; assistive technology to interpret and present; and mobile and handheld devices to resize.
- If your readings and lecture materials use a lot of graphics, tables, videos, or audio recordings, provide a text-only alternative. Text-only material should supplement, not replace, other delivery methods. Videos, graphics, and audio files are a great way to generate interest in a topic, present material from different perspectives, and help cognitively disabled users through redundancy. Make the text-only alternatives easy to compile for print so that all users can use them as study aids at their leisure.
- Set up a special discussion area where users with disabilities can post questions and seek extra help. Encourage students to provide specific information on how you can make content more accessible to them, and to collaborate and aid each other. Keep notes on valuable comments and tips and use them in subsequent classes.
- Use the Equation Editor in combination with written descriptions of the formulas. The symbols used in equation editors cannot be interpreted by screen readers or some browsers. Written descriptions also help students with different learning styles interpret what they need to do to complete the equation.
Note Equations inserted in to the HTML editor display as a capital Sigma sign.
- Use a vertical layout for quizzes so that only one answer/concept appears per line. Screen readers will interpret the order of the material easier; it will minimize

formatting problems when text sizes are adjusted; and most students will interpret their options quicker.

Setting release conditions and special access

In addition to organizing your course in a way that benefits all students, you can also set release conditions and special access. Release Conditions and special access allow you to set criteria for the availability of content, which can be useful for accommodating students with different needs. The following tips are examples of when you might use release conditions or special access to improve accessibility. (For more information on release conditions see *Release Conditions*, p. 110. For more information on special access for Quizzes, see *Respondus LockDown Browser*, p. 154; for Surveys, see *Special access*, p. 171; for Dropbox, see *Creating a dropbox folder*, p. 125.)

- Create a group for disabled users and use release conditions to provide them with material, tasks, work areas, etc. that are not available to other users. This is a great option if you do not want other students to see or have access to the additional items.
- If you are teaching a large course you may not know the individual needs of all of your students. Set up a checklist that students can use to request extra resources, help, or material in different format. For example, for each week or major assignment create checklist items for text-only versions of material, an extra help discussions forum, additional reading materials, and alternative formats for multimedia. Set release conditions for the checklist items so the requested content is automatically released. This option ensures that the majority of students access material as you intended, yet students with other learning needs are supported.
- Set up a survey that students with learning disabilities can take to help you assess their learning needs. Use the survey to determine what special access rights and extra resources to give the students.
- Set up quizzes, surveys, or dropbox folders with time restrictions (availability), but give special access to students who need more time because of technological, physical, or cognitive impediments. Alternatively, many instructors prefer not to set time restrictions on quizzes or surveys because they can impact the quality of students' answers.

Meeting web content standards

In the previous topics we discussed how to organize your course and set criteria for releasing content in particular tools. This section discusses the design decisions you need to consider when creating your actual content. Most of the tips provided here are web content standards proposed by the World Wide Web Consortium, the leading body for setting accessibility standards.

- Include alternative text descriptions (alt text) for all graphics. The Learning Environment automatically requests an alt-text for graphics added through the HTML Editor. Use double quotes "" as the alt text if the object is a decorative element that does not add meaning. If the graphic is a link, begin the alt text "Link to..."

- Include detailed captions below all graphics, tables, and graphs. These captions should explain what the objects convey. For tables and graphs, also include a summary of the important trends and statistics. This will help all students interpret the objects.
- Use the same text onscreen and in the alt text for links. Make sure the text is descriptive of the action that will occur. Never use text such as “Click Here” as the link. Screen reader users often use a list of links to quickly navigate actions on a page; this is not possible if links are not descriptive.
- Include text versions of multimedia content, such as audio or video files. If you do not have the time to create a complete text alternative, include a descriptive label that summarizes the content.
- Do not use blinking or flashing multimedia as it can cause seizures in users due to photosensitivity. Use animation when it helps convey a concept and not to draw attention to an unchanging object. Use a combination of size, color, and prominence to draw attention to objects.
- Never use only color to convey meaning. If you want to show how concepts and objects relate to each other use a combination of size, color, and text labels.
- Use headings to organize information. Use Heading 1 for titles, Headings 2 for sections, Heading 3 for sub-sections, etc. If headings are used correctly, screen reader users can quickly search a page by heading.
- Ensure there is a strong contrast between the foreground and background colors used in your course materials. (See *Setting course colors*, p. 34, for more information on setting course colors.)
- If you use tables, make sure they make sense when read from left to right (linearization). Screen readers have difficulty conveying information that reads from top to bottom.
- Present material in HTML where possible. If you need to use other file formats (such as video files), choose formats that are recognized by most browsers and/or offer the material in multiple formats.
- If you use PDF files, make sure they were scanned with optical character recognition (OCR) so the text can be read by screen readers. Scan pages with multiple columns one column at a time so that OCR works correctly. Add bookmarks for major sections to make the content easier to navigate.

If you create PDF documents from Microsoft Word or another word processor, make sure you format titles and sections using headings so they are tagged correctly in the PDF.

- Use relative font sizes and make sure the text and page layout adjusts when font sizes are changed. Users should not have to scroll horizontally.

User Preferences

The My Preferences tool includes a number of settings that can be adjusted to improve accessibility. These settings are controlled by individual users. Make sure your students, teaching assistants, etc. are aware of options that might benefit them. (See *Customizing your Learning Environment*

Setting preferences, p. 24, for more information on personal settings.)

- Set the **Navigation bar auto-refresh** to **Off** if you are using a screen reader or else the screen reader will begin reading material over again every time a page refreshes.
- Increase the **Size** of the **Font Setting** if you have difficulty seeing text in the Learning Environment.
- Set the different **Paging** options to low values if you are using a large font so your pages are not unnecessarily long.
- Set your **Discussions** options to hide the discussion topics list and use the **Reading Style** layout if you are using a screen reader.
- Set your **Email** options to hide the **Folder List** and **Message Preview** panes.
- Set the **Incoming Page Icon** to **On** if you are deaf or hard or hearing and select an **Incoming Page Sound** if you are blind or visually impaired.
- Set your Metadata options to **Basic** and **Expanded**.

Release Conditions

Release conditions allow you to create a custom learning path through the materials in your course. When you attach a release condition to an item, students cannot see that item until they meet the associated condition. For example, you could attach a release condition to the second topic in your course's content area that would hide that topic until students viewed the topic before it. Or you create a condition that required students to view a content topic before gaining access to a quiz, or one that required them to post a message to a discussion topic before they could see a content module.

If you attach multiple conditions to an item, students must meet all conditions before they can access the item. For example, you could require students to visit three content topics before gaining access to an associated quiz.

You can put release conditions on the following items:

- Checklists
- Content modules and topics
- Custom widgets
- Discussion forums and topics
- Dropbox folders
- Grade items and categories
- LiveRoom rooms
- News items
- Quizzes
- Surveys

Note Once a student meets a release condition, the condition is cleared for that student and cannot be reset. For example, you attach a release condition to a discussion topic requiring students to achieve more than 60% on a quiz before they can access that topic. If a student receives 72% when he or she takes the quiz, then you later change the student's score to 55%, the student can still access the discussion topic.

Setting up release conditions

You set up a release condition from the edit page of the item you want to restrict. For example, if you want to attach a condition to a content topic, you would go to the edit page for that content topic and create your condition from there.

► **To attach a release condition**

- 1 Go to the edit page for the item you want to attach the condition to and locate the release conditions area. (See the documentation for the appropriate tool for help editing items in that tool.)
- 2 Click **Create and Attach**.

- 3 Select the **Condition Type** and complete the **Condition Details**.
- 4 Click **Create**.
- 5 Click **Save** if applicable.

Reusing conditions

If you've already created a condition and want to apply the same condition to another item, you can quickly select the condition from a list of existing conditions in your course using the **Attach Existing** button. This saves you entering the criteria a second time.

Note When you attach an existing condition from another item to a second item, the two conditions are not associated in any way. If you change the condition on either item or remove the condition from either item it has no affect on the other.


► To attach an existing condition


- 1 Go to the edit page for the item you want to attach the condition to and locate the release conditions area.
- 2 Click **Attach Existing**.
- 3 Select the condition.

Tip To narrow the list of conditions, choose the tool the condition is based on from the **View Conditions for** list.

- 4 Click **Attach**.
- 5 Click **Save** if applicable.

Removing conditions

- 1 Go to the edit page for the item you want to remove the condition from and locate the release conditions area.
- 2 Click the  **Remove Condition** icon for the condition you want to remove.
- 3 Click **Save** if applicable.

To remove all the conditions from an item, click the  **Remove All Conditions** icon at the top of the list of conditions, then save.

Special considerations

Condition	Notes
Content – All Content Topics Visited	This condition requires students to visit all modules within your course. You cannot specify only a single module. If you want to create a condition that would make a tool available only after a user has completed a specific module, create a condition using the Content Topic Visited option and require that they visit the last topic within the applicable content module.
Discussions – Discussion Messages Authored in Topic	If messages posted to the selected topic require approval, this condition is only satisfied once messages are approved.

Best practices

Set up conditions before students access the course

Create all of your course materials and set up your release conditions before the course opens to students. This gives you a chance to check for mistakes in the conditions or for circular, contradictory, or unnecessary conditions. If you add new release conditions after students have accessed the course, students may be confused by resources disappearing. Since conditions cannot be reset, you also risk having students meet conditions before your resources are ready (e.g., accessing a content topic before it is finished).

Avoid unnecessary conditions

Each condition you associate with a tool takes additional time for the Learning Environment to process. Using as few conditions as possible to set up a learning path minimizes the amount of time that students spend waiting for pages to load.

For example, say for your second week of class you have set up a content topic, a quiz, and a dropbox folder. You want to require students to read the topic before taking the quiz, and you want them to read the topic and attempt the quiz before submitting the week's assignment to the dropbox folder. On the dropbox folder, you only need to attach the condition that students attempt the quiz; you know they will have to read the content topic before they can take the quiz, so there's no reason to add this condition to the dropbox folder as well.

Avoid circular references

A circular reference makes it impossible for students to satisfy a set of conditions. For example, if you set the condition that students must view a content topic before they can

access a dropbox folder, and then set a condition that they must submit a file to the dropbox folder before they can access the content topic, you have a circular reference. Students can't satisfy either condition without satisfying the other one first, so they can't break into the circle.

Circular references are more likely to occur with long chains of conditions. For example, a content topic that depends on a quiz that depends on a dropbox folder that depends on a checklist that depends on the content topic.

Avoid impossible conditions

Ensure that your conditions are not impossible for students to satisfy. For example, a condition that students must achieve greater than 100% on a grade item would be impossible (unless bonus marks are available for the item). If students are unable to satisfy a condition, they will be unable to access the content or tools to which the condition is attached.

Avoid contradictory conditions

Contradictory conditions occur when two or more conditions that cancel each other out are associated with an item. For example, the conditions "User must achieve greater than 49.9% on Grade Item 1" and "User must achieve less than 50% on Grade Item 1" are contradictory. Students could not satisfy both conditions at the same time, so they would not be able to see the item associated with these conditions.

Scenarios

Release content based on learning ability and course performance

You can include additional content in your course specifically for students who need extra help and release this content to students who score below a specified threshold on a quiz or grade item. Alternatively, you could release a special dropbox assignment to students who attain a high score.

Release content in stages

To reveal content topics to students only after they have read prior content, attach release conditions on the later topics or modules that require students to view earlier topics. This can provide a clear path through the material and prevent students from becoming overwhelmed by a large table of contents at the start of the course.

Customize content for groups within a course

If your course has group projects and you want to provide different instructions or resources for each group, you can create separate content topics or modules for each project and attach release conditions based on group enrollment. Group members

working on one project will see content related to their work without being distracted by content not relevant to them.

Use a checklist to organize activities


You can create a checklist that lists the activities students should complete throughout the course. For example, a checklist for the first week might include reading the course's introductory content, posting a message to an introductory discussion topic, and submitting a list of learning goals to a dropbox folder. You can set release conditions based on students checking off items from their checklist. For example, you might release a news item on your course's home page once students check off that they have completed the first week's activities.

Glossary

The **Glossary** tool allows you to store terms and their definitions. Each course has its own glossary and you can populate this with explanations of concepts and terms that are relevant to the course. Users can then access this glossary and search for particular terms.

To access the **Glossary** tool, click on the **Glossary** link on the course home navigation bar. The Glossary pop-up displays.

Adding a New Glossary Term

- 1 On the Glossary pop-up, click the  **Add Term** link.
- 2 Type a title for the new glossary term in the **Term** field.
- 3 Type the definition of the term in the **Definition** field.
- 4 To use HTML in your definition, select the **In HTML** checkbox. You can also use the **HTML Editor**, **Spell Check** and **Preview** icons to create text in HTML format and check it.
- 5 If you would like the glossary term to link to a content topic, select the topic from the **Link to Content Topic** drop-down list.

Note You must have the content topic already created to link the glossary term to it.

- 6 Click **Save**, or click **Save and New** to save and add another term.

Importing Glossary Terms


You have the option to create all of the glossary words for your course at one time on your computer and import them into the Learning Environment all at once.

To import multiple glossary terms, you must supply a CSV (comma separated values) file containing your glossary information. Each field in this file should be separated by a comma and each row by a line break. The first field in the first row must contain the text 'Term' and the second field must contain the text 'Definition'. All subsequent rows will contain the actual terms and definitions that you want to import. A sample CSV file is available on the Import Terms page.

- 1 On the Glossary pop-up, click the  **Import Terms** icon. The Import Terms page displays.

- 2 To see a sample import file, click the **Download sample CSV file** link and save the file to a location of your choice, then open the file.
- 3 Once you have created a CSV import file, click the **Browse** button and locate the file, then click **Open**.
- 4 Click the **Import Terms** button. A preview page will be displayed, showing all of the terms found in the CSV file.
- 5 Select the terms that you want to import using the checkboxes beside each term. (By default, all terms will be selected.)
- 6 If you want to modify the title or definition of any term before importing, you can do so directly from this page.
- 7 Click **Import Selected Terms** to finish importing the terms.



Editing a Glossary Term

On the Glossary pop-up, click the  Edit Term icon next to the term.

Make the appropriate changes.

Click Save.

Deleting a Glossary Term

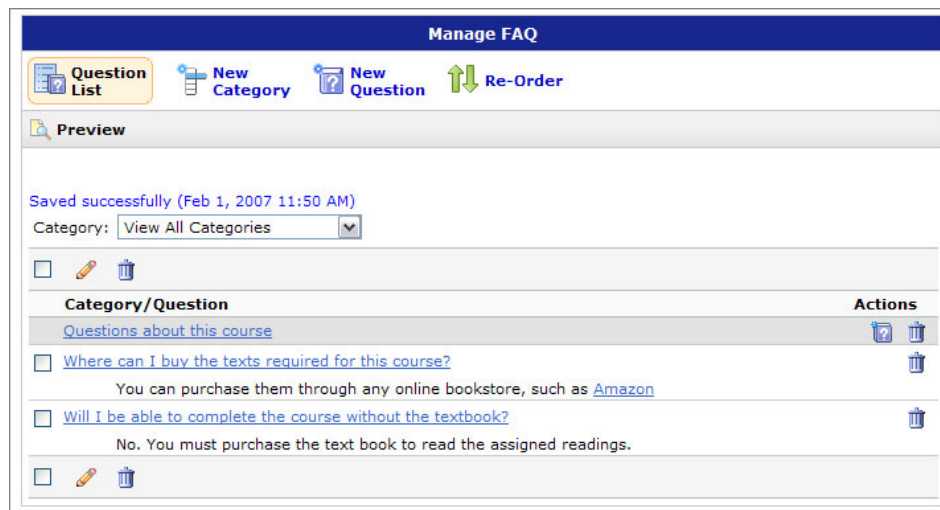
- 1 On the Glossary pop-up, click the  **Delete Term** icon next to the term.
 - 2 Click **OK** in the confirmation message.
- **To delete multiple terms**
- 1 On the Glossary pop-up, select the terms that you want to delete using the checkboxes at the left. To select all terms, select the checkbox at the top of the list.
 - 2 Click the  **Delete selected Terms** icon at the top of the list of terms.
 - 3 Click **OK** in the confirmation message.

FAQ

The FAQ (Frequently Asked Questions) tool enables you to provide answers to common questions that users might have when using the Learning Environment platform or accessing a course. These questions must be organized into categories. Some general categories might include Login Information, General Information, Assignment FAQs, etc.

► **To access the FAQ tool**

Click **FAQ** in the navbar.



Manage FAQ page


Creating an FAQ category

- 1 On the Manage FAQ page, click **New Category** in the top tool menu.
- 2 On the New FAQ Category page, type the name of the new category in the **Name** field. For example, the category “Research Methods” would logically contain FAQs about methods of research.

Tip A good category name allows visitors to understand the general topic of that category.

- 3 Type an optional **Description** for the category, to help with identifying what the category should contain.
- 4 Click **Save** to save the category or **Save and New** to save it and create another one.

Creating a question

- 1 On the Manage FAQ page, click  **New Question** on the top tool menu.
- 2 On the New Question page, select a category for the question in the **Category** drop-down list. Each question must belong to a category.
Tip To add a new category, click the **New Category** link. In the New FAQ Category pop-up, type a **Name** and **Description** for the new category and click **Save**.
- 3 Type the **Question** text.
- 4 Type the **Answer** to the question.
- 5 Click **Save** to save the new question or **Save and New** to save it and create another one.

Previewing FAQs as students would see them

On the Manage FAQ page click the  **Preview** icon. To view the questions in a specific category, select the required category from the **Category** drop-down list.


Editing an FAQ category

- 1 On the Manage FAQ page, click the name of the FAQ category.
- 2 On the Edit FAQ Category page, make the required changes and click **Save**.


Editing a question

- 1 On the Manage FAQ page, click the name of the question.
- 2 On the Edit Question page, make the required changes and click **Save**.
Tip To change the question's category, select the desired category from the **Category** drop-down list.

► **To edit multiple questions**

- 1 On the Manage FAQ page, select the checkboxes next to all the questions.
- 2 Click the  **Edit Multiple Questions** icon at the top or bottom of the **Category/Question** list.
- 3 On the Edit Multiple Questions page, make the required changes to each of the questions and click **Save**.

Deleting an FAQ category


- 1 On the Manage FAQ page, click the  **Delete** icon beside the name of the FAQ category that you want to delete.
- 2 Click **OK** in the confirmation message.

Note Deleting an FAQ category also deletes all the questions in that category.


Deleting a question

On the Manage FAQ page, click the  **Delete** icon beside the name of the question that you want to delete.

▶ **To delete multiple questions**

- 1 On the Manage FAQ page, select the checkboxes next to the questions that you want to delete.
- 2 Click the  **Delete Multiple Questions** icon at the top or bottom of the **Category/Question** list.

Re-ordering questions or categories

- 1 On the Manage FAQ page, click  **Re-Order** on the top tool menu.
- 2 On the Re-Order page, change the values in the **Sort Order** field for the required questions or FAQ categories and click **Save**.

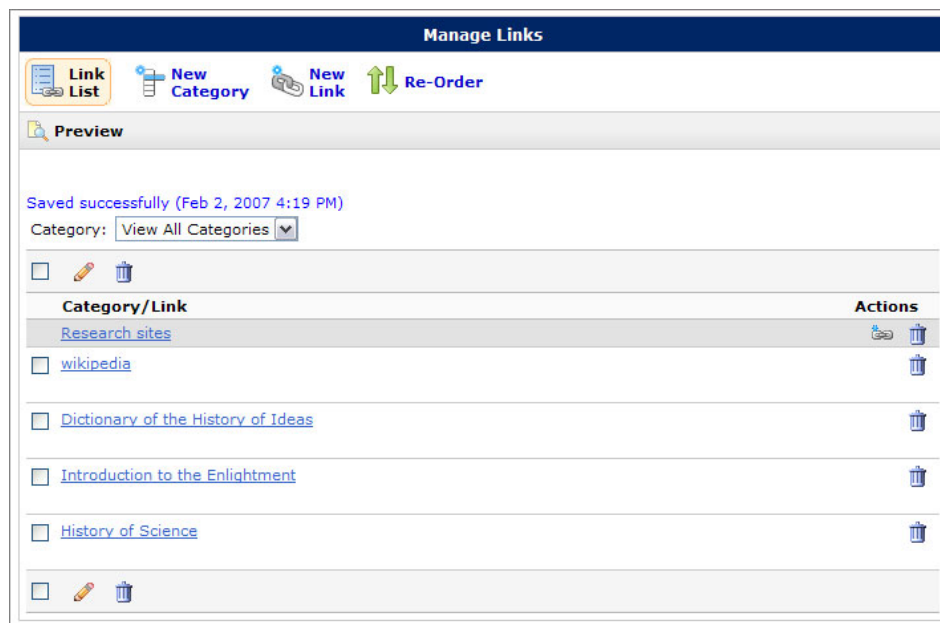
Links

The Links tool enables you to provide links to URLs, web sites, or QuickLinks to areas in your course offering or files that are useful for your course.

You must organize links into categories; for example, a psychology course might provide the link categories General, Psychology, Reference Materials, Online Publications, etc. Categories enable better organization of links and enable users to quickly find the information that they need.

► **To access the Links tool**

Click **Links** in the navbar.



Manage Links page


Creating a new link category

- 1 On the Manage Links page, click the **New Category** link.
- 2 On the New Link Category page, type the name of the new category in the **Name** field.


Tip A good category name enables visitors to understand the general topic for that category. For example, the category “Online Publications” would logically contain links to online journals and publications.

- 3 Type an optional **Description** for the category if you want. This is useful for identifying what the category should contain.
- 4 Click **Save** to save the new category or **Save and New** to save it and create another one.

Creating a new link

- 1 On the Manage Links page, click  **New Link**.
- 2 On the New Link page, select a category for the link in the **Category** drop-down list. Each link must belong to a category.


Tip To add a new category, click the **New Category** link. In the New Link Category pop-up, type a **Name** and **Description** for the new category and click **Save**.

- 3 Type a **Title** for the link.
- 4 Type the **URL** (or web address) of the link. To create a QuickLink (an internal link in the system), click the  **QuickLink** icon. To preview the link, click the **Preview** link beside the URL field.
- 5 If you want the link to appear in a new window when the user clicks it, select the **Open In New Window** checkbox.
- 6 Type a **Description** for the link if you want.

The description displays below the link on the Manage Links and View Links pages and is useful to explain the link to the user.

- 7 Click **Save** to save the new link or **Save and New** to save it and create another one.

Previewing links as students would see them

- 1 On the Manage Links page click the  **Preview** icon.
- 2 Click any link name to open the link in a new window.
- 3 To view the links in a specific category, select the required category from the **Category** drop-down list.

Editing a link category

- 1 On the Manage Links page, click the name of the link category.


- 2 On the Edit Link Category page, make the required changes and click **Save**.

Editing a link

- 1 On the Manage Links page, click the name of the link.
- 2 On the Edit Link page, make the required changes and click **Save**.

Tip To change the category to which the link belongs, select the category you want from the **Category** drop-down list.

► **To edit multiple links**

- 1 On the Manage Links page, select multiple checkboxes.
- 2 Click the  **Edit Multiple Links** icon at the top or bottom of the **Category/Link** list.
- 3 On the Edit Multiple Links page, make the required changes to each of the links and click **Save**.

Deleting a link category


On the Manage Links page, click the  **Delete** icon beside the name of the link category that you want to delete.

Note Deleting a category also deletes all the links in that category.


Deleting a link

On the Manage Links page, click the  **Delete** icon beside the name of the link that you want to delete.

► **To delete multiple links**

- 1 On the Manage Links page, select multiple checkboxes.
- 2 Click the  **Delete Multiple Links** icon at the top or bottom of the **Category/Link** list.
- 3 Click **OK** in the confirmation message.

Re-ordering links or link categories

- 1 On the Manage Links page, click the  **Re-Order** link.
- 2 On the Re-Order page, change the values in the **Sort Order** field for the required links or categories and click **Save**.

Unit 4

Evaluation Tools

This unit describes how to use the Learning Environment evaluation tools to design quizzes, exams, tests, and assignments, as well as how to set up your course's grade book and present grades to students.

Dropbox

The Dropbox tool replaces the need for students to mail, fax, email, or physically deliver assignments to their instructors. Students simply submit (upload) electronic versions of their assignments to the appropriate dropbox folder in the learning environment.

As an instructor you can set up separate dropbox folders for each of your assignments and restrict access to the folders by date and time, group membership, or special access permissions. Once assignments are submitted, you can download assignments as zip files, sort assignments by student, check submission times, grade assignments, leave feedback, and return submissions with comments, all from within the Dropbox tool.

Assignments Folders					
Folder List					
Assignments Folders					
20 per page					
	Folder	Total Files	Unread Files	Flagged Files	Actions
Unit 1: Development of Modern Science					
<input type="checkbox"/>	History Essay	26	0	0	
<input type="checkbox"/>	Research Notes	26	0	0	
Unit 2: Current Issues					
<input type="checkbox"/>	Group Presentations	6	0	3	
<input type="checkbox"/>	Peer Evaluations	22	19	0	
Unit 3 - The Future					
<input type="checkbox"/>	Open Project	0	0	0	
<input type="checkbox"/>	Project Plan	0	0	0	
20 per page					

A Dropbox folder List with categories and folders

Accessing the Dropbox tool


To access the Dropbox tool, click the **Dropbox** link on your course navigation bar.

Tip If you have dropbox folders that are associated with the Grades tool or Groups tool you can also access the Dropbox tool from those areas.

Creating a dropbox category

You can organize your dropbox folders into categories to make it easier for students to navigate the dropbox. For example, you could create separate categories for each course unit or for different types of assignments.


► **To create a dropbox category**


- 1 From the Folder List page, click  **New Folder**.
- 2 On the New Folder page, click the **New Category** link beside the **Category** field.
- 3 Enter a **Name** for the category.
- 4 Click **Save**.
- 5 Do one of the following after saving the category:
 - Click the **New Category** link again to create another category.
 - Fill in the New Folder page to create a new folder inside the category. (See *Creating a dropbox folder*, p. 125, for instructions on creating a folder.)
 - Click **Close** to return to the main Dropbox folders page.

Creating a dropbox folder

Dropbox folders are where students submit assignments. You can set up dropbox folders for each of your assignments and set start dates, end dates, and release conditions; set up special access; and associate folders with competency activities.

► **To create a new folder**

- 1 From the Folder List page, click  **New Folder**.
- 2 Enter a **Name** for the folder.
- 3 Choose a **Folder Type**:
 - **Individual submission folder** Select this option if you want each student to submit their own assignment.
 - **Group submission folder** Select this option if you want one assignment submitted per group. You must associate the folder with a **Group Category**.
- 4 Assign the folder to a **Category**, if desired.

Note Group dropbox areas are marked on the Folder List page with the  **Group Submissions for** icon. Any group member can submit and view files for a group dropbox.

Click the **New Category** link to create a new category.

- 5 Associate the folder with a **Grade Item** if you want submitted assignments to be tied to an item in your grade book.

Click the **New Grade Item** link to create a new grade item for the assignment. (See *Creating a grade item*, p. 196, for more information.)

- 6 Add any instructions about submitting the assignment in the **Custom Instructions** text box.
- 7 Attach any files that you want to make available to students from the dropbox folder (for example, a sample lab report).
- 8 Click **Save**.

► **To set the availability dates for a folder**

- 1 Click the **Restrictions** tab.
- 2 Select the appropriate date options:
 - **Only allow submissions after this date** Use this option if you do not want students to access a folder before a project is assigned.
 - **Only allow submissions before this date** Use this option if you want to stop students from submitting assignments after a due date.
- 3 Set the appropriate dates and times.
- 4 Select **Add Event to Schedule** if you want the availability dates for a dropbox folder to appear in students' schedules.

► **To set release conditions for a folder**

Release conditions allow you to associate a dropbox folder with other items in the learning environment. For example, you could require that students meet some criteria, such as reading a set of lecture notes in the Content tool, before they can submit an assignment to the dropbox folder. Or, you could make submission of material to the dropbox folder the criteria for accessing some other item, like a quiz.

- 1 Click the **Restrictions** tab,
- 2 In the Additional Release Conditions section, click either **Attach Existing** or **Create and Attach**.



See *Release Conditions*, p. 110, for more information.

► **To add special access permissions**

Special access permissions allow you to set different availability dates and times for specific students. For example, you could extend the deadline for students who require remedial help or who are submitting work beyond the original scope of the assignment. You can also add special access after a folder's end date has past for students who have a legitimate excuse for missing the deadline or for students you want to submit additional material, such as planning notes or a bibliography.

- 1 On the **Restrictions** tab, select either:

- **Allow everyone to access this folder, but apply special access dates for users listed below**
 - **Only allow access to this folder for users listed below.**
- 2 Click the **Add Students to Special Access** button.
 - 3 Select the **Date Availability** you want for the special access students.
 - 4 Use the **View By** and **Search For** options to locate the students you want to give special access to.
 - 5 Select the boxes beside the appropriate students' names in the grid.
 - 6 Click **Add Selected**.


Once you have added special access permissions for students they are listed in the **Special Access** section. You can edit or delete students' special access by clicking the  **Edit** or  **Delete** icons beside their names.

► **To associate a dropbox folder with an activity**

Use the **Activities** tab to associate a dropbox folder with an activity. By associating a dropbox folder with an activity, you can tie the assignment to a set of learning objectives and a competency you want your students to master. You can also evaluate the assignment using a rubric.

- 1 Click the **Activities** tab.
- 2 Click **Add Activity**.


See the *Competencies and Rubrics User and Reference Guide* for more information.

You can edit an activity by clicking on its name or delete it by selecting the box next to its name and clicking the  **Delete** icon.


To view an illustration of the levels of a rubric, click the **View Rubric Levels** link beside the name of the rubric.

Editing a dropbox folder or category

► **To edit a dropbox folder**

- 1 From the Folder List page, click the  **Edit** icon beside the folder you want to edit.
- 2 Update the **Properties**, **Restrictions**, or **Activities** tab, as desired. (See *Creating a dropbox folder*, p. 125, for more information.)
- 3 Click **Save**.

► **To edit multiple dropbox folders**


- 1 From the Folder List page, select the dropbox folders you want to edit.
- 2 Click the  **Edit** icon at the top or bottom of the page.

- 3 Update the appropriate fields. (See *Creating a dropbox folder*, p. 125, for more information.)


Note Selecting the **Add Event to Schedule** checkbox adds **Submissions After** and **Submissions Before** dates to students' schedules.

- 4 Click **Save**.

► **To edit a dropbox category**

- 1 On the Folder List page, click the  **Edit** icon beside the name of the category you want to edit.
- 2 Edit the **Name** of the category.
- 3 Click **Save**.

Reordering dropbox folders and categories


- 1 From the Folder List page, click  **Re-Order**.
- 2 Select the new position for a folder or category using the **Sort Order** drop-down list beside its name. The positions of other folders or categories adjust accordingly.

Note Items display in ascending order.

- 3 Click **Save**.

Deleting a dropbox folder or category

► **To delete a folder**

- 1 From the Folder List page, click  **Delete** on the top tool menu.
- 2 Select the folders you want to delete.
- 3 Click **Delete Selected**.

► **To delete a category**


On the Folder List page, click the  **Delete** icon beside the name of the category you want to delete.

Note Folders contained in the category are moved to the **No Category** area.

Viewing submitted files

The Folder List page provides a summary of the Total Files, Unread Files, and Flagged Files within each folder. To view the files, including when they were submitted, use the Folder Submissions page.

► **To view files using the Folder Submissions page**

- 1 Do one of the following:
 - From the Folder List page, click the name of the folder you want to view submissions for.
 - Click  **Folder Submissions** on the Edit Folder page.
- 2 Select either the **Users** tab or **Files** tab depending on whether you want to view and search submissions by user or file name.
- 3 Enter search criteria in the **Search For** field to narrow the list of submissions.

Click **Advanced Search Options** to refine your search.


Note Preview submissions are only included in search results if the **Allow this preview submission to be available in the Dropbox** checkbox was selected when the assignment was uploaded. (See *Using Preview*, p. 131, for more information.)

Retrieving (downloading) files

► **To download a file**

- 1 From the Folder Submissions page, click on the name of the file you want to open.
- 2 Use your browser's save dialog to open or save the file.

► **To download multiple files at once**

- 1 Do one of the following:
 - On the **Users** tab, select the students or groups you want to download assignments for.
 - On the **Files** tab, select the files you want to download.
- 2 Click the  **Download submissions** icon at the bottom of the list.
- 3 Click the name of the zip file that is created.
- 4 Use your browser's save dialog to save the file to the appropriate location.


Notes



- Files are renamed to include the student or groups name and submission time when you download them.
- Downloading assignments changes their status to read.


Emailing students about assignments

► **To email students**

- 1 From the Folder Submissions page, do one of the following:
 - Click on the name of the student you want to email





- Select the students or groups you want to email and click  **Email selected users/groups** on the action bar at the top of the list.
- 2 Type your message in the Compose New Message pop-up. (See the *Email User and Reference Guide* for more information.)

Note The email addresses of the selected students populate automatically in the **To** field of the message.
 - 3 Click **Send**.
- **To email students who have not submitted an assignment to the dropbox folder**
- 1 From the Folder Submissions page, click  **Email Unsubmitted Users** or  **Email Unsubmitted Groups** on the action bar.
 - 2 Type your message in the Compose New Message pop-up. (See the *Email User and Reference Guide* for more information.)

Note The email addresses of the selected students populate automatically in the **To** field of the message.
 - 3 Click **Send**.
- Note** If any member of a group submits an assignment to a group dropbox folder, no one in that group is emailed when  **Email Unsubmitted Groups** is selected.



Marking assignments as read/unread

Do one of the following:

- From the Folder Submissions page, click the  **Read** or  **Unread** icon beside the name of the file you want to mark.
- Select the files you want to mark as read or unread, and click the  **Display submissions for selected users as unread** or  **Display submissions for selected users as read** icons at the top or bottom of the list.

Note When a file is opened or downloaded it is automatically marked as read.

Flagging assignments

To flag a submission as significant or in need of further review, click the  **Flagged** or  **Unflagged** icon beside its name on the Folder Submissions page.

Note You can use the **Files** tab to search for flagged submissions.

Leaving feedback and grading an assignment

The Leave Feedback page allows you to leave a student feedback on their performance. You can also input a grade for assignments linked to a grade item and select a rubric level for assignments linked to an activity.

► **To leave feedback and grade assignments**


- 1 From the Folder Submissions page, click the **Leave Feedback** link beside the name of the student you want to leave feedback for.
- 2 Enter **Feedback**, if applicable.
- 3 Attach any files you want to associate with the feedback.
Tip Attach an evaluated copy of a student's assignment for the student to review.
- 4 Enter the student's **Score** on the assignment, if applicable.
- 5 Select a rubric level, if applicable.
- 6 Click **Save**.

Using Preview

The preview option allows you to view the Dropbox tool as a student sees it. You can go through the steps that students go through to submit files, review their submissions, and check for grades and feedback.

You can make a preview submission visible on the Submissions page, but you cannot assign feedback, grades, or rubric scores to it because it is not tied to a real student.


► **To use the preview option**

Click  **Preview** on the Folder List page.

► **To submit a file as a student would**

- 1 While in preview, click the name of the folder you want to submit an assignment to.
- 2 Click the **Add a File** button.
 - a) **Browse** for the file you want to submit. You can attach files from your local computer or storage device, or from a personal or group locker.
 - b) **Click Upload**.
 - c) Click **Add a File** again to attach additional files.
- 3 Enter any **Comments** you want to submit with the file.
- 4 Select the **Allow this preview submission to be available in the Dropbox** option if you want to search for and view the file on the Folder Submissions page after you leave the Preview area.
- 5 Click **Upload** to submit the file.

► **To view feedback as a student would**

- 1 Click the  **View Feedback** icon beside the name of a folder. This option only appears if you have left feedback on the submitted file.

The Feedback includes feedback, grades, and rubric achievement.

2 Click the **Download All Files** button to download any attachments left for you.



▶ **To view the Submission History as a student would**

1 Click the  **History** toolbar option.

2 Select the **Folder** you want to review.

3 A list of files displays, including: submission dates, comments, and read status.

The following icons indicate whether a file has been retrieved:

-  **Unread**
-  **Read** (This symbol only indicates that a file was opened or downloaded.)

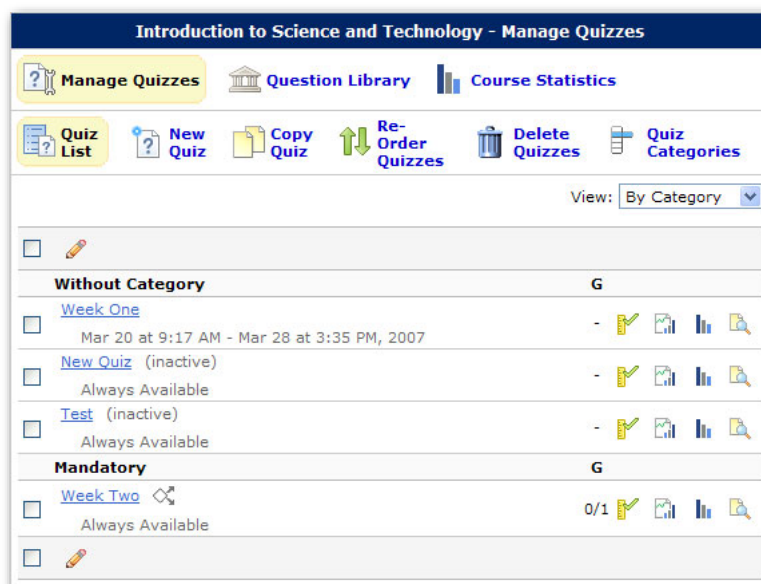
▶ **To exit preview**

Click the **Exit Preview** button at the top of the page.

Quizzes

Desire2Learn provides a comprehensive tool for creating quizzes.

Use the Quizzes tool to manage quizzes that you have created, copied, or imported; manage questions using the question library; preview, organize, and grade your quizzes; view quizzes by category or availability; view current, future, and past quizzes; view course and quiz statistics; create categories and place your quizzes in them.



Main quizzes page

► To access the Quizzes tool

- 1 From your course home page, click the **Quizzes** link in the course navigation bar. The Manage Quizzes page displays.

Overview for creating a quiz

Creating quizzes for your course involves a series of steps. Each of these steps is described in greater detail in the sections that follow. The basic procedures can be broken down into the following parts:

- 1 **Create your quiz questions** You can create questions in either (A) the Question Library, or (B) by importing them from a text file, Respondus, or other quiz software.

- 2 **Create a quiz** Create a quiz by: (A) Defining a quiz name and general properties, (B) establishing the quiz restrictions, (C) establishing the quiz attempts, (D) establishing the quiz reports, (E) populating your quiz with questions, and (F) setting up the quiz layout.
- 3 **Preview and release the quiz.**

Question Library

The Question Library is a central, shared repository for the questions you create, copy, and import. By creating questions in the Question Library you make them available to any number of quizzes, surveys, and self assessments. Use the Question Library to build an archive of questions that can be reused and shared, thus avoiding the tedium of re-inputting shared questions.

The assessment tools—quizzes, surveys, and self assessments—share the questions stored in the Question Library. The questions that can be accessed by these tools are dependent on the tool type. Certain question types cannot be used by some tools. For example, surveys cannot use all question types.


Changes to shared resources

If you make a change to a shared resource, you need to choose which items will receive that change. The Question in Use pop-up displays listing the items that use the resource. Select all of the items to which you would like to apply the change and click **Save**.

Best Practice While it is also possible to create quiz questions from within a quiz, rather than from within the Question Library, it is strongly recommended that you create all of your questions in the Library and then add them to your quizzes.

Note If you are planning to insert random sections into a quiz, you must use the Question Library. Random sections pull their questions from the Library. When creating a quiz, you can specify a list of questions from which the Learning Environment will randomly pick questions for each student that takes the quiz.

► **To access the Question Library from the main Quizzes page**

- 1 From your course home page, click the **Quizzes** link in the course navigation bar. The Manage Quizzes page displays.
- 2 Click the  **Question Library** icon. The Question Library page displays.

There are three ways to populate your question library with quiz questions:

- 1 Create questions within the Question Library or from within a quiz (refer to *Creating Quiz Questions*, p. 139).
- 2 Import questions using the Learning Environment's text format file (refer to *Importing quiz questions from a text file*, p. 150).
- 3 Import questions using Respondus software or basic course import (refer to *Importing questions from Respondus or Basic Course Import*, p. 150).

Managing Questions and Sections in the Question Library

The screenshot shows the Question Library interface. At the top, there is a 'Create New' dropdown menu set to '-- Question or Section --', with 'GO' and 'Import' buttons. Below this are links for 'Display Options' and 'Back to Quizzes'. A toolbar contains icons for Move, Delete, Order, and Edit Values, along with a '20 per page' selector. The main area is a table with the following data:

Name (click question name to edit)	Type	Points	Difficulty	Mandatory	Edit	View	Attempts	Last Modified
? The term 'satellite' applies to man-made technological objects only.	T/F	1	1					Mar 6, 2007 9:23 AM
? Technological Advances	T/F	1	1					May 17, 2007 11:59 AM
? Computer research	MC	1	1					May 17, 2007 12:00 PM
Theoretical Fundamentals	-	-	-	-		-	-	May 17, 2007 12:10 PM
Total: 1 Section 3 Questions								

At the bottom, there is another toolbar with Move, Delete, Order, and Edit Values icons, and a '20 per page' selector.

Question Library

Questions can be organized into sections by subject or by question type to make creating quizzes even easier.

Question Library

Think of the sections in the Question Library as file folders in which you can store and organize groups of questions. For example, you might create a “multiple choice” section where you would put all your multiple choice questions, or a section containing all questions related to a specific topic, such as "Theoretical Fundamentals".

Having your questions organized in sections is also useful when you create a quiz. Instead of importing the questions one at a time you can import a whole section of questions into a quiz at the same time.

► To create a new Section in the Question Library










- 1 From your course home page, click the **Quizzes** link in the course navigation bar. The Manage Quizzes page displays.
- 2 Click the **Question Library** icon. The Question Library page displays.
- 3 In the **Create New** drop-down list, select “Section” and click **GO**.
- 4 For further information, refer to *Creating Quiz Sections*, p. 138.

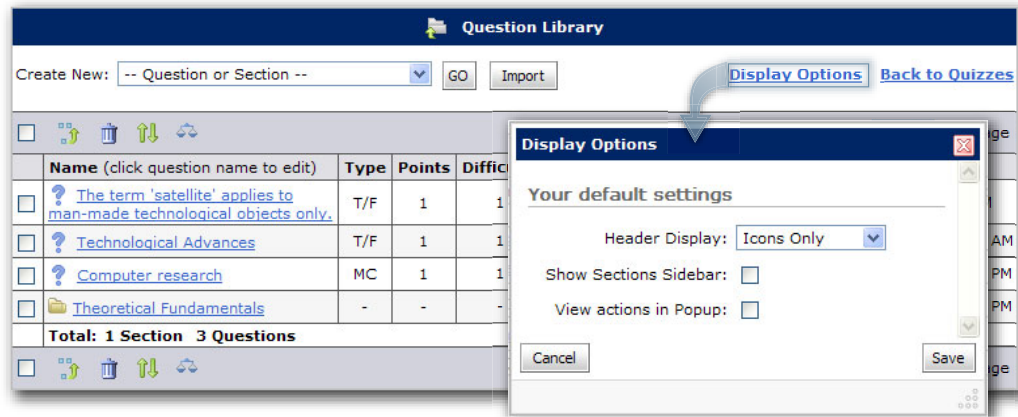
► To create a new Question in the Question Library

- 1 From your course home page, click the **Quizzes** link in the course navigation bar. The Manage Quizzes page displays.
- 2 Click the **Question Library** icon. The Question Library page displays.
- 3 In the **Create New** drop-down list, select the applicable question type and click **GO**.
- 4 For further information, refer to *Creating Quiz Questions*, p. 139.

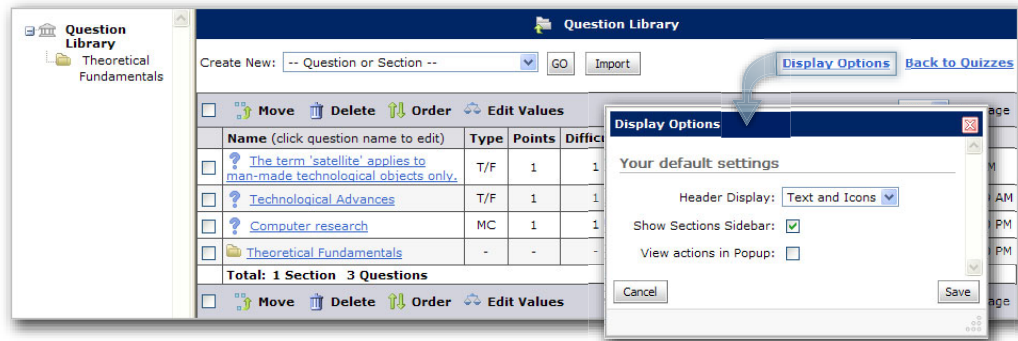
After you have created or imported quiz sections and questions, you can then manage them in the Question Library.

The following options are displayed at the top of the Question Library page once you have created sections or questions:



- **Create New Question or Section** drop-down list.
 - **Import** Use to import questions from an existing quiz or text file.
 -  **Move** Appears when you have added and selected questions or sections.
 -  **Delete** Appears when you have added and selected questions/sections.
 -  **Order** Appears when you have added and selected questions/sections.
 -  **Edit Values** Use to quickly edit the points and the difficulty level of questions. Appears when you have added and selected questions/sections.
 - **Display Options** Use to set your display preferences for the Question Library page.
- ▶ **To move a question into a section**
- 1 Select the checkbox beside one or more questions.
 - 2 Click the  **Move** icon. The Move Objects pop-up displays with a list of sections in your Question Library.
 - 3 Click the name of the section that you want to move the question(s) into. The question(s) move into the section.
- Note** This procedure is also used for moving a section into another section, thus creating subsections.
- ▶ **To delete a question or section**
- 1 Select the checkbox beside the question or section.
 - 2 Click the  **Delete** icon.
 - 3 Click **OK** in the confirmation message.
- ▶ **To change the position of a question or section in the list**
- 1 Click the  **Order** icon. The Order pop-up displays.
 - 2 Select the item(s) you want to move and click the  **Up** /  **Down** arrows to move the items through the list. Repeat this step for each item until you have achieved the desired order.
 - 3 Click **Save**.
- ▶ **To edit the appearance of the Question Library**
- 1 Click the **Display Options** link in the top-right corner of the Question Library page. The Display Options pop-up displays.



Questions library display options not showing sections sidebar and icons only







Questions library display options displaying text and icons with show sections sidebar

2. Select a **Header Display** option from the drop-down list. This feature controls how the links along the top of the Question Library are displayed, as follows.
 - **Text and Icons** Shows both the text and icons for each link (for example,  **Move**).
 - **Text Only** Shows only the text for each link (for example, **Move**).
 - **Icons Only** Shows only the icons for each link (for example, .
3. Uncheck **Show Sections Sidebar** if you do not want to see the area on the left of the Question Library that shows a list of sections in your library.
4. Check **View actions in Pop-up** if you want questions to open in a new window when you click on them, rather than opening in the main Question Library page.

► **To complete other tasks from the Question Library**

You also have the following options from the question library:

- Click the  **View Question** icon beside a question to see how it will appear in a quiz, how it will be marked, feedback comments, and where this question is used.


- Click the  **Edit** icon beside a question or click the question name to make changes to the question.
- Click the  **Edit** icon beside a section to make changes to the section.
- Select an item or items and click the  **Edit Values** icon to change the mark and difficulty values for your items.

Click **Save** to update your changes.

Note The **Difficulty** level feature is primarily a tool that instructors can use to organize and compare questions. For example, after assigning a specific difficulty value to a number of questions, you can sort and view the questions by their assigned difficulty value to ensure consistency.

Edit the properties of multiple quizzes

It is now easier to manage multiple quizzes at the same time. You can edit common properties such as name, status, availability, and number of attempts allowed

- 1 On the Manage Quizzes page, select the quizzes you want to edit.
- 2 Click the  **Quick Edit** icon. The Quick Edit page displays.
- 3 On the Quick Edit page, you can change the quiz name, category, active status, and number of attempts allowed. Make your changes and click **Save**.

Creating Quiz Sections

You can create quiz sections to organize your questions into folders. This can be done in the Question Library or during the creation of a new quiz (in the **Layout/Questions** tab by clicking **Add/Edit Questions**). Both of these areas are identical in functionality: one creates folders within the Question Library, while the other creates folders within a quiz.

Note It is now possible (beginning with release 8.1) to import sections from the Question Library directly into a quiz, survey, or self assessment. When you import a section, the section folder and any properties associated with the section (section name, messages, images, or feedback) will be imported.

You can still import all of the questions within a section separate from the section itself, or you can use section properties from within a quiz, by creating the section from the **Layout/Questions** tab within a quiz and clicking **Add/Edit Questions**.

► **To create a section from within a quiz**


- 1 Under the **Layout/Question** tab, click **Add/Edit Questions**.
- 2 From the **Create New** drop-down list, select “Section”.
- 3 Click **Go**. The New Section page displays.
- 4 Type the name of your section in the **Section Name** field.

- 5 Type a **Message** (optional). This message can be displayed to students at the beginning of the section if you include the section in a quiz.
 - 6 Type **Private Comments** (optional). These comments are for your personal use and view only.
 - 7 Add an image to the section, if applicable. Click **Add a File** select the image you want to use. This image can be used at the beginning of the section, or repeated before each question in the section (refer to step 8).
 - 8 Set your **Display Options**:
 - Check **Show section name** to have the section name displayed in quizzes that contain this section.
 - Check **Insert a line break after section name** to insert some extra space below the section name when displayed in a quiz.
 - Check **Display message and image** to display the text you typed in the Message textbox and the image you specified in step 7 in quizzes.
 - Select **Display section message and image once** to display these items once at the beginning of the section, or
 - Select **Repeat section message and image before each question** to repeat both the message and image before each question in the section.
- Note** These fields are only applicable if you are creating a section within a quiz (not in the Question Library).
- 9 Click **Click here to add feedback to this section** to add comments to the section. This feature allows you to leave feedback for an entire section when grading the quiz*
 - 10 Click **Save**.

Example Scenario You want to create a quiz in which the first five questions all refer to the same diagram, and you want to repeat the diagram before each question. To do this you can simply create a section that contains the first five questions, add the image (as in step 7 above), and set the Display Options for the section to “Display message and image” and select “repeat section message and image before each questions.” Note that this will also repeat any text in the Message field before all of the questions.

Creating Quiz Questions

► To create new quiz questions

- 1 DO one of the following:
 - Select the  **Question Library** icon on the Quizzes page.
 - From within a quiz, select the Layout/Questions tab and then click **Add/Edit Questions**.

- 2 Select the applicable question type from the **Create New** drop-down list and click **Go**. See below for question types.

Note It is strongly recommended that you create all your quiz questions from within the Question Library. This gives you the ability to reuse questions on various quizzes and to create random sections within quizzes.

Common features among all question types

The following features apply to all question types in the quizzes tool:

- All question types have an optional **Title** field. If you do not enter a title, the system will take the full question text and enter it as the title. The title is only displayed in the quiz tool and not to students taking the quiz.
- Many question types give you the option of inserting an image. Click the **Add a File** button beside the **Image** field to insert an image.
- If you would like question feedback displayed to the users, enter your feedback in the **Question Feedback** area.
- To display hints, enter the text in the **Question Hint** field.
- You have access to the HTML Editor, preview, and spell-check features in each question text field. Click **Preview** to view your question as it will appear during use and grading. Click **Save** to save the question and return to the main page, **Save and Copy** to save the question and create a new question of the same type and that retains the copied properties, or click **Save and New** to continue creating questions of the same type.

Multiple Choice (MC)

- 1 Assign a **Points** value and a **Difficulty** level.
- 2 Enter your **Question Text** in the text box.
- 3 If you would like to use an image in the question, click **Add a File** and select an image to include.
- 4 Use the **Enumeration** drop-down list to choose an enumeration style.
- 5 Choose a display **Style**.
- 6 Type in the question options (answer choices) in the text boxes. If you wish to add more options, click the **Add Option** button.
- 7 Set the **Weight** of each option in the drop-down lists. For example, you may want to select 100% from the drop-down list beside the correct option. Associating an option with 100% simply means if a student were to choose that option, they would receive full points for that question.

Optional If you would like to randomize the question options, check the box beside **Randomize Options**. Randomizing the options ensures that each student will receive the question options in a different order.

Note Additional question features shared by most questions are described in *Common features among all question types*, p. 140.

True or False (T/F)

- 1 Assign a **Points** value and a **Difficulty** level.
- 2 Enter your **Question Text** in the text box.
- 3 If you would like to use an image in the question, click **Add a File** and select an image to include.
- 4 Use the **Enumeration** drop-down list to choose an enumeration style.
- 5 Choose a display **Style**.
- 6 Set the **Weight** of the options in the drop-down lists.

Note Additional question features shared by most questions are described in *Common features among all question types*, p. 140.

Long Answer (LA)

- 1 Assign a **Points** value and a **Difficulty** level.
- 2 Enter your **Question Text** in the text box.
- 3 If you would like to use an image in the question, click **Add a File** and select an image to include.
- 4 Select the number **Rows** and **Columns** to include in the **Input Box** to control the size of the text box that the question displays.
- 5 Text entered in the **Initial Text** box will be displayed to users in the text box before they type their answer.
- 6 Text entered in the **Answer Key** box will be displayed to instructors or other users that mark quizzes in the Grade Quiz area.

Note Long answer questions can not be autograded, even if the “allow attempt score to be seen immediately upon completion” and “allow automatic export to grades” features are selected in the quiz properties.

Note Additional question features shared by most questions are described in *Common features among all question types*, p. 140.

Short Answer Question (SA)

- 1 Assign a **Points** value and a **Difficulty** level.
- 2 Enter your question text in the text box.
- 3 Choose the size of the **Input Box** by using the drop-down lists beside **Rows** and **Columns**.
- 4 Click the **Blank** icon for additional answer text fields.

- 5 Type the answer in the **Text** field and choose the **Weight**.
- 6 Continue adding all accepted answers and weights.
- 7 The **Check Answers** button is used to validate any regular expression you include in the answer fields.
- 8 Click **Preview** to view your question.
- 9 Click **Save** to save the question and return to the main page or click **Save & New** to continue creating short answer questions.

Note When creating a survey, adding answers is not required.

Note Additional question features shared by most questions are described in *Common features among all question types*, p. 140.

Multi Short-Answer Question (MSA)

The answers provided by a respondent for a MSA question are checked against each answer box. This question type allows instructors to create a question such as, "Name 3 state capitals" and create 3 input boxes and 51 potential answers so that the student can enter any 3 answers in any answer box and receive full marks.

This question type differs from the Short Answer Question in that the short answer question supports multiple answer boxes, but requires distinct answer lists for each answer box.

- 1 Assign a **Points** value and a **Difficulty** level.
- 2 Enter your question in the text box.
- 3 Choose the size of the **Input Box** by using the drop-down lists beside **Rows** and **Columns**.
- 4 Click the **Add Answer** icon.
- 5 Type the answer in the text field and choose the **Weight**.
- 6 Continue adding all accepted answers and weights.
- 7 The **Check Answers** button is used to validate any regular expression you include in the answer fields.

Note Additional question features shared by most questions are described in *Common features among all question types*, p. 140.

Arithmetic Question

The Arithmetic question type is a great way to present unique questions to each student. Numbers can be randomly chosen for each variable in the question based on specified number ranges.

- 1 Assign a **Points** value and a **Difficulty** level.

- 2 Enter your **Question Text** in the text box. To refer to variables, type the variable surrounded with curly braces.

Example “2 trains are traveling away from each other at {x} miles per hour and {y} miles per hour respectively. How far apart are they after 15 minutes?”

- 3 In the **Variables** section, define all of the variables you used in the **Question Text**.
- Type the name of your variable (for example, x) in the **Name** column.
 - Type the minimum value for the variable in the **Min** column.
 - Type the maximum value for the variable in the **Max** column.
 - Select the applicable number of decimal places for the variable in the **Decimal Places** drop-down list.
 - In the **Step** field, type the increment that the system should use when choosing random numbers from the range you specified in the **Min** and **Max** fields.
- 4 Click **Add Variable** to add more variables or Remove to delete extra variables.
- 5 Type the formula that you use to calculate the correct answer in the Formula field. Make sure that you enclose all variables in curly braces.

Example $(\{x\} + \{y\}) / 4$

The following functions are supported in the **Formula** field:

Enumerations	Description
+,-,*,/, \, ^, %	Basic mathematical operators
{x}^{y}	x to the power of y
abs({n})	Absolute value of n
cos({n})	The cosine of n (in radians)
sin({n})	The sine of n (in radians)
sqr({n})	The square root of n
tan({n})	The tangent of n (in radians)
log({n})	The log base 10 of n
ln({n})	The log base e of n
atan({n})	The inverse tangent of n
sec({n})	The secant of n
cosec({n})	The cosecant of n
cotan({n})	The cotangent of n

Enumerations	Description
Factorial	Factorials
exp	The power of natural log (e)

The following constants are supported:

- **PI** 3.14159 (accurate up to 50 decimal places)
- **e** 2.71828 (accurate up to 50 decimal places)

- 6 Click the **Test** button to test your formula. A new page will display containing an example of your formula.
- 7 Select a number from the **Answer Precision** drop-down list to define the number of decimal places student answers must be accurate to.
- 8 Type a **Tolerance** value and choose either **Units** or **Percent** to define how accurate students must be when answering the question. For example, a tolerance of 3% would allow students to be off by 3%, or a tolerance of 5 units would allow students to be off by 5 units in their answers (units are defined in the field below).
- 9 Type the unit that the answer to the question should be in (if any) in the **Units** field (for example, MPH, meters, inches, etc.).
 - Check the **case sensitive** box if the unit is case sensitive.
 - If you wish to assign points to students for using the correct unit in their answer, choose a percentage value from the **Worth** drop-down list.

Example If 50% is chosen in the **Worth** drop-down list, the student would receive 50% of the points for the question for answering with the correct value, and would receive the other 50% if they answered using the correct unit. Note that if you have selected the case sensitive option, students must type the unit in the proper letter case to have their answer considered correct.

Note Additional question features shared by most questions are described in *Common features among all question types*, p. 140.

Significant Figures Question

The Significant Figures question type is most applicable to science and math related courses. This question type is similar to Arithmetic questions type, but allows students to enter their answers in scientific notation format. The questions are then graded based on what students entered as their significant digits.

Example A student might submit an answer of 1.9×10^4 . In this example, “1.9” are the significant digits.

- 1 Assign a **Points** value and a **Difficulty** level.
- 2 Enter your **Question Text** in the text box. To refer to variables, type the variable surrounded with curly braces.

Example “Answer the following: $\{x\} \times \{y\} =$ ”

- 3 In the **Variables** section, define all of the variables you used in the **Question Text**.
 - a) Type the name of your variable (for example, x) in the **Name** column.
 - b) Type the minimum value for the variable in the **Min** column.
 - c) Type the maximum value for the variable in the **Max** column.
 - d) Select the applicable number of decimal places for the variable in the **Decimal Places** drop-down list.
 - e) In the **Step** field, type the increment that the system should use when choosing random numbers from the range you specified in the **Min** and **Max** fields.

Example If you create variable X with Min=100, Max=200 and Step=5, the system will only choose values for X that are increments of 5 above 100 (105, 110, 115, etc., up to 200) when generating questions.

Note The **Min**, **Max**, and **Step** values must all be entered in scientific notation. Enter the significant digit(s) in the first textbox, and the exponent in the second textbox that is to the upper-right of “x10”.

- 4 Type the formula you use to calculate the correct answer in the Formula textbox. Refer to step 5 in the Arithmetic question instructions for a list of supported functions.
- 5 Click **Test** to ensure that your formula has been entered properly. The system provides a test case of the equation in a new page.
- 6 Choose the number of significant figures that the system should accept in students’ answers from the Significant Figures drop-down list (this is the number of digits that will be accepted in the non-exponent field).

Choose a percentage value from the Default drop-down list if you want to assign only a certain portion of marks for this question for entering the correct significant digit(s).

Example You might choose to assign 70% of the points for this question for getting the significant figures correct, and 30% for getting the unit correct.

- 7 Select either Units or Percent beside Tolerance, and type the applicable value in the corresponding text field. For example, a tolerance of 3% would allow students to be off by 3%, or a tolerance of 1.2×10^2 units would allow students to be off by that much in their answers.
- 8 If your question uses a certain kind of unit (for example, MPH, mm, etc.), type the unit in the Units textbox.
 - a) Check **Case Sensitive** if the unit is case sensitive.
 - b) If you wish to assign points to students for using the correct unit in their answer, choose a percentage value from the **Worth** drop-down list.

Example If 30% is chosen in the **Worth** drop-down list, a student would receive 30% of the points for the question for using the correct unit, and the remaining 70% would be earned by answering with the correct significant figure(s).

Note Additional question features shared by most questions are described in *Common features among all question types*, p. 140.

Fill in the Blanks Question

- 1 Assign a **Points** value and a **Difficulty** level.
- 2 Enter the text that appears before the first blank in the first text field.
- 3 Choose your blank size in the drop-down list.
- 4 If you want to add more answers, click the **+** **Add Answer** icon.
- 5 Enter a **Weight** (%) for each answer. The answer Weight (%) is a percentage of the assigned Point value for the question. For example, if the question has a Point value of 3, and the question contains 3 answers with a Weight (%) of 33.33% each, then each question is worth 1 point. (Each answer is worth 1/3 of the question's Point value.)

Note Desire2Learn recommends that the total weight of your answers equals 100%, but this is not required. For example, if the question has a Point value of 3, and the question contains 3 answers with a Weight (%) of 50%, 100%, and 33.33%, then the first answer is worth 1.5 points (50% of the question's Point value of 3), the second answer is worth 3 (100% of the question's Point value of 3), and the third answer is worth 1 (33.33% of the question's Point value of 3). Therefore, if the student answers all the answers correctly, the total points awarded for the question would be 5.5.

- 6 Enter the text that appears after the first blank in the next text field.
- 7 If you want to add more text and blank options, click **+** **Add Text** or **+** **Add Blank** icon.

Note When creating a survey adding answers is not required.

Note Additional question features shared by most questions are described in *Common features among all question types*, p. 140.

Multi-Select Question

Use multi-select questions to have students identify several correct answers out of a list of possible answers.

Example “Identify all of the prime numbers in the following list: 1, 2, 6, 9, 10, 13, 15.”

- 1 Assign a **Points** value and a **Difficulty** level.
- 2 Enter your **Question Text** in the text box.
- 3 If you would like to use an image in the question, click **Add a File** and select an image to include.

- 4 Use the **Enumeration** drop-down list to choose an enumeration style.
 - 5 Choose a display **Style**.
 - 6 Choose a marking format
 - **All or nothing** Students receive full points for the question only if they select all of the correct answers and none of the incorrect answers. Students receive zero points if they miss any correct answers or select any incorrect answers.
 - **Right minus wrong** Students receive points equal to the number of right answers they choose minus the number of incorrect answers they choose. For example, if each answer is worth one point and a student selects 3 correct answers and 1 incorrect answer, they will receive 2 points for the question (3 minus 1).
- Note** To determine how much each answer is worth, the system takes the total number of points that the question is worth and divides it by the number of correct answers. For example, if a question is worth 4 points and has two correct answers, each correct answer will be worth 2 points, and each incorrect answer will be worth -2 points (students receive a minimum of zero on a question: they cannot receive a negative mark).
- **Right answers** Students receive points for each correct answer they select and for incorrect answers they leave blank. Incorrect answers selected and correct answers left blank are ignored.

Example Consider a question with a total of six potential answers, two answers being correct (in this case, choices a) and b) are the correct choices). The total points available for this question is 4.

Right answers multi select question

Response	Score
a) checked b) checked c) d) e) f)	They have answered all 6 questions correctly and get full marks: 4 points.
a) checked b) c) checked d) e) f)	They have answered 4/6 correctly and therefore receive a mark of $4/6 * 4 = 2.6667$ points.

Response	Score
a)check	They have answered 3/6 correctly and therefore receive a mark of $3/6 * 4 = 2$ points.
b)check	
c)check	
d)check	
e)	
f)	

- 7 Check the **Randomize options** box to display the answers in random order to each student.
- 8 Type the answer options in the **Options** text boxes. Click **Add Option** to add more answer options, or click **Remove** to delete extra options.
- 9 Check the boxes in the **Correct** column beside each of the correct answer options.

Note A checkbox labeled “None of the other options” is automatically added to every multi-select question in a quiz. If none of the answers to a multi-select question are checked as correct when the question is created, then the “None of the other options” choice will be considered the correct answer. Students are unable to have the “None of the other options” box and other answer boxes checked at the same time. If no boxes are checked by a student the question is considered unanswered.

Note Additional question features shared by most questions are described in *Common features among all question types*, p. 140.

Matching Question

- 1 Assign a **Points** value and a **Difficulty** level.
- 2 Enter your question text in the text box.
- 3 Choose a display **Style**.
- 4 Choose a marking format:
 - **Equally weighted** Student receives marks for each correct answer.
 - **All or nothing** Student must have all the possible correct answers or else they receive no marks.
 - **Right minus wrong** The number of right answers chosen is subtracted from the number of wrong answers chosen to get an overall mark for the question.
- 5 Type the question choices in the text boxes. If you wish to add more choices, click the **Add Choice** button.
- 6 Type the matches in the text boxes. If you wish to add more choices, click the **Add Match** button.
- 7 Use the drop-down list beside a match to select a corresponding choice number. This will create the matched pairs.

Ordering Question

- 1 Assign a **Points** value and a **Difficulty** level.
- 2 Enter your question text in the text box.
- 3 Choose a marking format:
 - **Equally weighted** Student receives marks for each correct answer.
 - **All or nothing** Student must have all the possible correct answers or else they receive no marks.
 - **Right minus wrong** The number of right answers chosen is subtracted from the number of wrong answers chosen to get an overall mark for the question.
- 4 Type in the question items in the text boxes. If you wish to add more choices, click the **Add Item** button.
- 5 Choose the correct order by using the drop-down lists.

Text Information Item

Use this feature to create a question consisting of text only. You can use it to provide supplementary information on a quiz. For example, perhaps you have a case study you would like to base several questions on. Instead of inserting the case study into each question, you can simply create a text information question and have your related questions appear directly underneath the text information question. Simply enter your information text in the text box and **Save**.

Image Information Item

Use this feature to create a question consisting of an image only. You can use it to provide supplementary information on a quiz. For example, perhaps you have a diagram you would like to refer to in several quiz questions. Instead of inserting the diagram into each question, you can simply create an image information question and have your related questions appear directly underneath the image information item.

- 1 Click **Add a File** and select the image you want to use.
- 2 Enter a caption for the image.
- 3 Click **Save**.

Importing questions


Questions created offline can be imported from a text format file, or from Respondus or basic course import.

Importing quiz questions from a text file

Quiz questions can be created offline using the Learning Environment's text format file. Follow the steps below to access a template for creating the text file.

If you have already created your questions offline using the template and would like to use them to populate the question library:

Select the Quizzes link on your course home navigation bar.

- 1 Click on the  **Question Library** icon on the Quizzes main page.
- 2 From within the question library, click the **Import** button.
- 3 From the **Import Source** drop-down list, select **From a Desire2Learn Text Format File**.
- 4 If you simply want to download the text file to begin creating your questions, select the **CSV Sample File** link and **Save** the file on your computer.
- 5 To upload a question file you have already completed, click **Browse** and locate the file you want upload to the question library. Click **Open**.
- 6 Click **Save**.

Importing questions from Respondus or Basic Course Import

Respondus is a software application commonly used to create questions offline. When using this software to import your questions into the Learning Environment, the following tips may be useful to you:

- Within the Respondus application, and before either opening an existing quiz or starting a new one, ensure that the "IMS QTI Personality" is selected from the Current Personality drop-down list under the Start tab.
- If you are attempting to convert an existing Respondus file from WebCT or Blackboard, you will need to convert it to QTI before importing it into the Learning Environment. It is recommended that you save this new file under a new file name if you wish to keep the quiz file under the original personality for future use.

For detailed information about importing the Respondus file or other content package into the Learning Environment, see *Importing course components from a file*, p. 50.

Random question sets

Inserting a random section into a quiz ensures that each user will receive a unique set of questions. The random section pulls from a designated pool of questions stored in the Question Library. It is important to note that you must import questions that have already been created elsewhere into a random section; you cannot create questions within the random section, nor can you move questions into this section.

After selecting the questions from the library, you can specify how many questions from the random question pool each student should see. The random section will then

randomly select this number of questions for each student that takes the quiz. This feature guarantees that each student will receive a unique quiz with different questions.

You must create a quiz before adding a random set of questions. Since random sections can only contain questions from the question library, it is important that you create questions in the Question Library before you create a quiz. You can then import the questions into the random section folder. There are no limits to the number or type of questions in a random quiz.

Creating a random section folder


- 1 Select the quiz you would like to add random questions to.
- 2 Select the **Layout/Questions** tab.
- 3 Click **Add/Edit Questions**.
- 4 From the **Section** drop-down list, choose **Random Section** and click **Go**.
- 5 Enter a **Section Name** (for example, “random short answers”).
- 6 Optional: Add a message to be displayed with the section (for example “The next five questions will involve the Biology and Chemistry unit”).
- 7 Check any applicable **Display Options** and click **Save**.
- 8 A green folder displays in the list of questions/sections for your quiz. Click on the folder you just created.
- 9 Click the **Import** button.
- 10 Choose the section you want to import questions from in the **Source Section** drop-down list, or choose **Collection Root** to view a list of all questions in the Question Library.
- 11 Check the questions you want to include in the random section. You can automatically select all the questions in one section by checking the box beside the desired folder.
- 12 Click **Save**. The questions are now included in the random section folder.
- 13 At the top of the page, type the number of questions you want each student to see from the random section and assign a mark value for the questions.
- 14 Click **Save**.

Note All questions in one random section must have the same point value.

Creating and editing quizzes

► To create or edit a quiz

- 1 From within your course, click the **Quizzes** link in the course navbar.

- 2 Click the  **New Quiz** icon to create a new quiz, or select the name of the quiz you wish to edit from the list.

See below for details on the various tabs for creating/editing quizzes.

Setting up quiz properties

The quiz **Properties** tab will display by default when you create or edit a quiz.

- 1 Enter a name for your quiz in the **Name** field.
- 2 You can create categories to group your quizzes together by adding categories and then selecting them from the **Category** drop-down list (optional).
- 3 If you would like this quiz to be linked to a grade item, select the item from the **Grade Item** drop-down list or create a new grade item by clicking the **add grade item** link. If you choose to use the grade item, you then have the option of having attempt scores automatically exported to the grade book (next option).
- 4 Select the box next to **Automatic Grade** to allow the quiz attempt grade to be seen immediately after the participant has completed and submitted the quiz. The displayed score is limited by what the system can auto-grade.
- 5 This setting must be turned on for grades to be automatically sent to the gradebook and for the default submission view to be released to students when they complete an attempt.
- 6 Optional Advanced Properties:
 - Check **Hints** to enable question hints. The actual hints must be set up within each question.
 - Enter your email address in the **Notification Email** field if you would like to be notified when a participant submits a quiz for marking (can be your Learning Environment or an external email address).
 - Check **Disable Right-Click** and **Disable Pager Access** to prevent users from utilizing these features while they are taking the quiz.
- 7 In the **Description** field, enter a message that will be displayed to users prior to quiz availability.
- 8 Enter text in the **Introduction Message** field to display a message to users immediately before they start the quiz.
- 9 If you would like to add a page header and footer, enter the text into the proper fields.
- 10 Click **Save Quiz**.

Setting up quiz restrictions

Use the options located under the **Restrictions** tab to set up the availability and timing of your quiz.

- 1 Click on the **Restrictions** tab.
- 2 In the **Availability** section, you can set the **Status** and quiz start and end dates. Users can only see quizzes that have been set to **Active** status.
- 3 Choose a **Start Date** using the drop-down lists or the calendar icon. If you do not want your quiz to a specific start date, choose **no set start date**.
- 4 Choose an **End Date** using the drop-down lists or the calendar icon. If you do not want your quiz to have a specific end date, **choose no set end date**.
- 5 Add release conditions in the **Additional Conditions** section (if applicable). Release conditions allow you to set requirements that students must meet before they can view the quiz.

Example You could create a release condition that requires students to view a certain content topic before they can view the quiz.

- 6 Click **Attach Existing** to add a release condition that you have already created in the Conditional Release area or in another tool.
- 7 Click **Create and Attach** to create a new release condition and associate it with this quiz.

Notes You must save your quiz before you can add release conditions. See *Release Conditions*, p. 110, for details on release conditions and how to use them in your course.

- 8 Open **Optional Advanced Restrictions** to add extra restrictions to your quiz.
- 9 To require students to enter a password in order to access the quiz, enter a password in the **Password** field.
- 10 To restrict quiz access to users from a certain location, enter an IP address in the IP **Restriction** fields.
- 11 In the **Timing** section, set a time limit for your quiz by typing the applicable number of minutes in the **Time Limit** field. The default time limit is 120 minutes.
- 12 Choose to enforce the time limit or show a clock by checking the corresponding boxes.
- 13 Type a **Grace Period** in the text field. This value determines how many minutes the user has after the time limit has expired to submit their quiz before it is flagged as late.

14 **Late Submissions:**

- Select **Allow for normal submissions** to let users submit quizzes even if the time limit and grace period have expired. Submissions after the grace period will be flagged as late.
- If you select **Use Late Limit** and select an amount of time, users are given a grade of zero if they submit the quiz after the time limit + grace period + late limit period.

- Select **Auto-Submit Attempt** to have the system automatically submit a quiz after the specified time limit and grace period have expired.

15 Click **Save Quiz**.

Warning When the **Auto-Submit Attempt** option is active, the system submits all questions saved before the time limit plus the grace period, has expired. However, any questions that have not been saved before this time limit has expired, even if they have been answered, will not be submitted. Participants must ensure that they are saving their answers before the time limit expires.

Respondus LockDown Browser

If your organization purchases the Respondus LockDown Browser you will see two new options on the **Restrictions** tab of the Edit Quiz page:

- **Respondus LockDown Browser: Required to take this quiz** Forces students to use the LockDown Browser when writing the quiz. The Student will not be able to start the quiz unless they are using the browser.
- **Respondus LockDown Browser: Required to view quiz feedback and results** Restricts students from viewing quiz feedback or results unless they are using the browser. This option makes it difficult for students to print quiz results and make them available to other students.

If you select one or both of these options, students will see a **Download Respondus LockDown Browser** link when they try to navigate to pages that are locked. Students can click the link to download a free copy of the browser.

Special Access

Use the Special Access feature to override the availability and timing settings of a quiz for specified users. Special access is setup in the **Restrictions** tab of a quiz.

- 1 Click on the **Restrictions** tab.
- 2 Click the **Add Special Access** button to add special access permissions.
- 3 Check the boxes beside any of the special access types, and fill in the appropriate fields. Special access can include a unique start and end date, time limit, grace period, and submission requirements. For example, if you wish to provide an extended grace period to users that have special access, check **Assign special grace period** and fill in the applicable time limit (in minutes) in the **Grace Period** text box.
- 4 Check the boxes beside the students you want to assign special access to.
- 5 Click **Add Selected**.

1 Customize the Special Access settings to accommodate the individual needs of your students.

2 Select which students need to have Special Access for writing quizzes.

Special Access options

Example Special Access - Accommodate Students with Special Needs

- Increase the quiz time limit for special-needs users.
- Allow individual users to have different start and end dates.
- Change the quiz availability dates for a make-up quiz.

Restrict quiz to specific individuals

Use the Special Access feature in order to restrict the quiz to specific individuals, with or without other special access properties attached to them. Special access is setup in the Restrictions tab of a quiz.

- 1 Click on the **Restrictions** tab.
- 2 Click the **Add Special Access** button to add special access permissions.
- 3 Check the boxes beside any of the special access types, and fill in the appropriate fields, if applicable.
- 4 Check the boxes beside the students you want to assign special access to.

- 5 Click **Add Selected**.
- 6 Select the **restrict to those with special access below** box. This quiz is now restricted to only those users.
- 7 Click **Save Quiz** at the top of the page.

Setting up quiz attempts

Here you can specify attempts and overall grade calculation:

- 1 Click on the **Attempts** tab.
- 2 Choose the number of attempts allowed from the drop-down list.
- 3 Choose which attempt will be included in the grade calculation from the **Overall Grade Calculation** drop-down list. The attempt calculated can be the highest, lowest, first, last, or average.
- 4 If you choose to allow more than one attempt and not unlimited attempts, you have the option of setting **Advanced Attempt Conditions**. Use the advanced attempt conditions to restrict the user from access to further attempts until they have achieved a specified score on the previous attempt.
- 5 Click **Save**.

Activities

You can associate a quiz with a competency activity to tie the quiz result to a set of learning objectives and a competency you want your students to master. You will also be able to evaluate the quiz using a rubric.

For information about activities, competencies, and rubrics, see the *Competencies and Rubrics User and Reference Guide*.

Setting up submission views

Use the options in the **Submission Views** tab to give feedback to students after they submit a quiz attempt.

- 1 Click the **Submission Views** tab from within a quiz.
- 2 The details of the default submission view are displayed.
- 3 To change the default view, click the **Default View** link. The Edit Submission Views page displays.
- 4 Type a **Message** to display to students once they have submitted a quiz.
- 5 Use the **Show Question?** options to determine what elements of answered questions users see. Click **Yes** and choose an option from the **Show Questions** list. You have the following options:
 - **Show questions answered incorrectly** Only shows students questions that they answered incorrectly.

- **Show questions answered correctly** Only shows students questions that they answered correctly.
 - **Show all questions without user responses** Shows all of the quiz questions the student did not answer.
 - **Show all questions with user responses** Shows all of the quiz questions to the student that they answered.
 - **Show question answers** Shows the answers next to each question that appears. Answers will not appear for Questions that are not displayed.
 - **Show question score and out of score** Shows the score achieved and out of values for each question that appears.
- 6 Or, click **No** to not show any questions to students after they submit their quiz.
 - 7 **Show attempt scores and overall attempt score.** When this option is set, students are able to see their score as soon as they submit their attempt. The score displayed is reliant on what the system can auto-grade.
 - 8 Check **Show class average** and/or **Show score distribution** to display these statistics to students after they submit their quiz.

Setting up quiz reports

Reports allow you to gather information on how students have performed on your quiz. Reports are different from quiz statistics in that they allow you to collect more types of information than is available through the statistics. They are also printable.

- 1 Click on the **Reports Setup** tab within a quiz.
- 2 Click **Add Report** to create a new report, or click on the name of an existing report to edit it. The New Report page displays.
- 3 Give your report an identifiable **Report Name**.
- 4 Select the type of report you want to generate by selecting one of the options under **Report Type**:
 - **Question Statistics** An “overall” report that can show the class average, score distribution, and the percentage of correct responses for each question.
 - **Question Details** A more segmented report that can show a breakdown of all the responses received for each question and the average grade received on each question.
 - **User Statistics** These can be used to provide class average and score distribution information to help you see how your class performed as a whole.
 - **Attempt Details** This report allows you to view each user’s actual quiz.
 - **User Attempts** This report user's attempts.

- 5 In the Release area, select **immediately** to release the report now, or select the radio button next to the date drop-down lists and choose the appropriate date and time to release the report later.
- 6 In the **Release Report To** area, check the boxes beside the roles you want to release the report to. For example, you could release the report to “Course Designers” and “Instructors” if you’ve created these roles.
- 7 Click **Save Report**.

The report details are displayed in the **Reports Setup** tab.

Adding questions to a quiz and setting up the quiz layout

Choose options in the **Layout/Questions** tab to add or remove questions or sections from your quiz:

- 1 Click on the **Layout/Questions** tab from within a quiz.
- 2 Click the **Add/Edit Questions** button.
- 3 Create Sections for your quiz by choosing Section from the Create New drop-down list and click **Go**. Refer to *Creating Quiz Sections*, p. 138, for more details.
- 4 Import questions from your Question Library by clicking the **Import** icon.
- 5 Choose Question Library in the Source Collection drop-down list.
- 6 In the Source Section drop-down list, choose Collection Root to show all of the questions and sections in your Question Library, or choose a specific section. Questions from your library display on the page.
- 7 Check the boxes beside the questions you want to import.
- 8 Click **Save**.

Or

- 1 Create questions in your quiz using the **Create New** drop-down list, as described in *Creating Quiz Questions*, p. 139.
- 2 Click **Back to Quiz Layout/Questions** to return to the **Layout/Questions** tab for your quiz.
- 3 Set how many questions will be displayed to students per page by typing the desired value in the **Questions Per Page** entry box and clicking **Go**.
- 4 To manually insert a page break in the quiz, click on the small grey arrow between the questions where you want the page break to be. The grey arrow and line will turn blue, indicating the page break.

Tip Using a small number of questions per page reduces page load time.

- 5 Click **Save Quiz**.

You can also reorder questions (change the order in which they are presented) from the question library. See *Managing Questions and Sections in the Question Library*, p. 135.

Bonus quiz questions

To create bonus quiz questions, from the **Layout/Questions** tab while editing your quiz, or from the Add/Edit Question page. From either location:

- 1 Click the **Edit Values** button.
- 2 Check the box in the **Bonus** column beside the questions you would like to assign a bonus value.
- 3 Click **Save**. The selected questions will now display a green checkmark in the **Bonus** column.

The bonus value will be equal to the point value assigned to that quiz question.

Mandatory questions

If you mark a question Mandatory, students cannot submit the quiz until they have attempted to answer the question.

- 1 On the **Layout/Questions** tab, click the **Edit Values** button.
- 2 Select the **Mandatory** checkbox beside the questions you want to force students to answer.
- 3 Click **Save** (*not* Save Quiz).

Notes

- If a quiz is set to automatically submit after a time limit, it will be submitted even if mandatory questions have not been completed.
- Mandatory question cannot be used in conjunction with the Prevent Moving Backwards setting.


Prevent moving backwards

You can prevent students from returning to previous pages as they complete a quiz, so that they can only move forward until they reach the end of the quiz.

- 1 On the **Layout/Questions** tab, click the grey lines between questions to divide your quiz into pages.
- 2 Select the **Prevent moving backwards through pages** checkbox.
- 3 Click **Save Quiz**.

Note This setting cannot be used if your quiz has any mandatory questions.

Grading a quiz

From the main Quizzes page, click the  **Grade Quiz** icon next to the quiz you want to grade. You are presented with 2 options for grading quizzes:

- **Grade by Attempts**
- **Grade by Questions** (item analysis)

The options are displayed in tabs. By selecting the appropriate tab, you have the ability to grade by either attempts or questions.

Grading by attempt

By selecting the appropriate boxes you can change the following quiz display options:

- **ID** displays the participants' IDs beside their name
- **Quiz Score** displays the grade beside the participants' names
- **Percent** displays the percent beside the participants' names
- **Completed** displays date and time the quiz was completed
- **Allow Reset** allows you to reset participants' grades – if you check this box, a delete icon will appear beside the users' attempts

All users enrolled in your course are listed on the left-hand side. The users who have submitted results for the current quiz are bolded and you can access their quiz attempts and overall results by clicking on the name of their quiz attempt (for example, “attempt 1”).

The following is displayed at the top of the quiz results:


- **Participant's name**
- **Participant's ID**
- **Test restrictions (date and time available)**
- **When the quiz was written**
- **Quizzes event log**
- **Time limit**
- **Time spent**
- **Grade statistics**

- 1 Click on the quiz attempt you wish to grade. The user's entire quiz is displayed including question data, the user's answers and the correct answers. If a user's answer is correct it will be appear with a checkmark and if it is wrong it will be displayed with an X.
- 2 Overall quiz feedback can be left for the user by typing in the **Attempt Comments** textbox.
- 3 You can give the user feedback on any individual question by clicking **Add Feedback** below the question.
- 4 If you wish to override an existing auto-grade, enter a new value in the **Score** textbox.

- 5 After you have finished manually grading the quiz, click the **Re-Calculate** button.
- 6 Click the **Save Results** button.

Grading by question


While grading a quiz, click the **Questions** tab to view quiz responses broken down by question.

Click on a question title to view statistics on and/or re-grade that question. The next page will display a percentage breakdown (question analysis) of how users responded to the question, and the date of the most recent response. Select the  **Grade** icon to modify the grade for the current question.

Other information displayed in the question analysis includes the quiz version, question text and options, the number of responses for each option, and the question value at the top of the page.

Grading type

Within the question analysis page, several options are available under the **Grading Type** area:

- 1 The **Give to all attempts** option allows you to award points to all users who received the current question on their quiz. Simply type the desired point value in the textbox.
- 2 The **Give to attempts with answer (#)** option allows you to specify a specific value for a specific response. For example, you can allow for those who have answered Option 1, a point value of 1 and those who answer Option 2, a point value of 0. This is useful if a question was incorrectly graded when the quiz was created.
- 3 Click **Save Results** when you have completed your changes.
- 4 Click the  **Grade** icon to ensure your changes have been saved.

Example Grading by type

Grading by type allows instructors to easily correct mistakes that may have occurred during the initial setup of quiz questions simply by overriding the original grades. For example, perhaps an error was made when creating a multiple choice question and students who completed the quiz received a grade value 0 for a question which they really should have received a grade value of 1 for. Grading by type will allow you to override grades for all users at once, instead of individually updating each quiz attempt. You can also enter additional comments that will be displayed users when they view their quiz report.

Note Any modifications made to the grading of the quiz question will be logged. The log will document the date, time, username, and action taken for each change to quiz grading.

Exporting quiz statistics

With the Learning Environment you can export quiz statistics and reports to a CSV file for data analysis. The CSV file contains all pertinent information on the quiz so that instructors, teaching assistants and external consultants can query, sort and evaluate the data without being connected to the learning environment.

► To export quiz statistics

- 1 From the Manage Quizzes page, click the **Statistics** icon beside a quiz name.
- 2 From the Quiz Statistics page, click the **User Stats**, **Question Stats** or **Question Details** tab to view statistics broken down by user or by question.
- 3 Click **Export** to save the quiz statistics as a CSV file on your computer.

User Stats

User Stats CSV files contain performance data by student, including: the user's StudentID, username, first name, last name, quiz score, the value the quiz was graded out of, the user's score as a percentage, and the class average.

Tip Create a column to calculate the median score on the quiz to consider the class's performance from a different perspective. Use the formula `<=median(x1:x5)>` to calculate the median.

	A	B	C	D	E	F	G	H	I
1	StudentID	Username	FirstName	LastName	Score	Our Of	%	Class Average	Median
2	80003	mclellan.harold	Harold	McLellan	25	25	100	80	=MEDIAN(G2:G8)
3	80001	frank.catcher	Frank	Catcher	22	25	88	80	84
4	80006	tran.minh	Minh	Tran	22	25	88	80	84
5	80002	fleur.danielle	Danielle	Fleur	21	25	84	80	84
6	80005	singh.jodi	Jodi	Singh	18	25	72	80	84
7	80004	roth.erin	Erin	Roth	17	25	68	80	84
8	80007	vanbrook.peter	Peter	Vanbrook	15	25	60	80	84

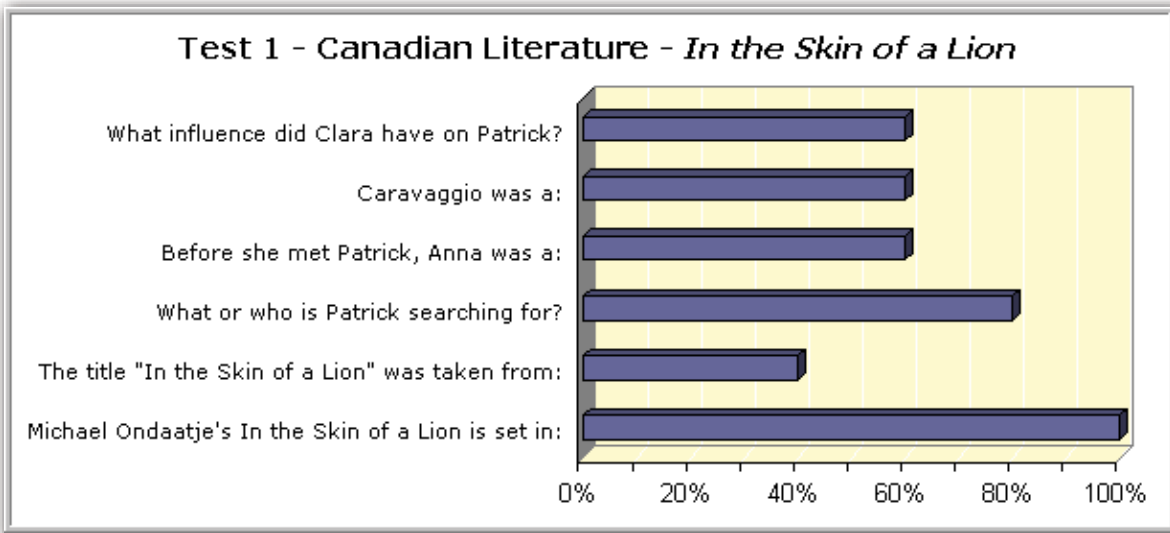
User Stats CSV file with Median column added

Question Stats

Question Stats CSV files contain data about the average score on questions by points and percentage.

The question title, text, bonus status, and difficulty level are included in the CSV file so that data can be analyzed without referring back to the learning environment.

Tip You can sort, query, hide and delete data to help your analysis and create charts or graphs to visually represent trends.



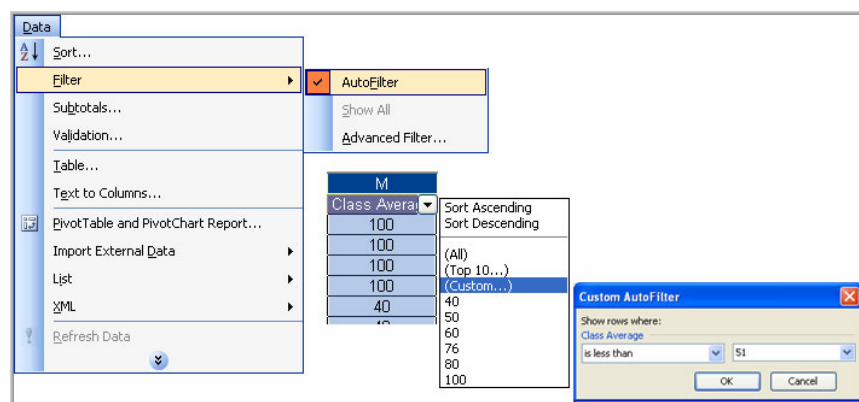
Question Stats graph

Question Details

Question Details CSV files contain detailed information about each question in the quiz, including a list of all of the answers provided for each quiz attempt, how many users chose each possible answer, the total number of responses, and the average score on the question. Question Details reports can help you evaluate trends in students' answers and look for questions that were unclear or difficult for a number of students.

The question title, text, bonus status, and difficulty level are included in the CSV file so that data can be analyzed without referring back to the learning environment.

Tip Create a column that calculates the average score for all question attempts as a percentage by dividing the Average Score column by the Out Of column and multiplying by 100. Next, create a custom filter for the new Attempt Average column that displays only rows where the attempt average is less than 51%. This way you can quickly review questions that students struggled with and adjust grades or your lesson plans accordingly.



Setting up filters in Excel

	B	C	E	H	J	M
1	Q #	Q Type	Q Text	Answer	# Responses	Attempt Avera
6	2	MC	The title "In the Skin of a Lion" was taken from:	Oroonoko	1	40
7	2	MC	The title "In the Skin of a Lion" was taken from:	The Epic of Gilgamesh	2	40
8	2	MC	The title "In the Skin of a Lion" was taken from:	King Lear	0	40
9	2	MC	The title "In the Skin of a Lion" was taken from:	The Iliad	0	40
14	4	MC	Before she met Patrick, Anna was a:	Nun	2	50
15	4	MC	Before she met Patrick, Anna was a:	Nurse	1	50
16	4	MC	Before she met Patrick, Anna was a:	Teacher	1	50
17	4	MC	Before she met Patrick, Anna was a:	Doctor	0	50

Question Details CSV file with Attempt Average column added

What data is exported?


Description of exported data by question type

Question Type	What is exported
Multiple Choice	All of the possible answers and the number of responses for each answer.
True and False	All of the possible answer and the number of responses for each answer.
Long Answer	All of the responses provided listed on separate rows.
Short Answer	The correct answer for each blank and an additional row for all other answers, and the number of responses for the correct answer versus other answers.
Multi-Short Answer	The correct answers for each blank and an additional row for all other answers, and the number of responses for the correct answer versus other answers.
Fill in the Blanks	The correct answers and an additional row for other answers, and the number of responses for the correct answer versus other answers.
Multi-Select	All of the possible answers and the number of responses for each answer.
Matching	All of the possible matches and the number of responses for each match.
Ordering	All of the answers in the order match and the number of responses for each match.
Arithmetic	Questions broken down by results and units. Also lists which users had both results and units correct, only results correct, only units correct, and neither correct.
Significant Figures	Questions broken down by results and units. Also lists which users had both results and units correct, both results and units correct as well as significant figures, only results correct, only results and significant figures correct, only units correct, and neither results or units correct.

Exporting quiz reports

With the Learning Environment you can export quiz statistics and reports to a CSV file for data analysis. The CSV file contains all pertinent information on the quiz so that instructors, teaching assistants and external consultants can query, sort and evaluate the data without being connected to the learning environment.

You must set up quiz reports using the **Reports Setup** tab for the appropriate quiz before you can view or export reports. Refer to *Setting up quiz reports*, p. 157, for details.

- 1 From the Manage Quizzes page, click the name of the appropriate quiz.
- 2 Click the  **Reports** icon.
- 3 Click the name of the report you want to export. The Generate Reports page appears.
- 4 Select the **From** box and choose the applicable date from the drop-down lists if you want to include quizzes submitted on or after a certain date.
- 5 Select the **To** box and choose the applicable date from the drop-down lists if you want the report to include quizzes submitted on or before a certain date.
- 6 Click **Generate HTML Report** to view the report in your browser, or **Generate CSV Report** to save the report as a CSV file on your computer.

What data is exported?


Description of exported data by report type


Report Type	What is included
Question Statistics	The average score on questions by points and percentage. Unlike a report created using the Questions Stats tab on the Quiz Stats page, you can choose to exclude the: class average, score distribution, bonus questions, or the Out Of value.
Question Details	All of the answers provided for each quiz attempt, how many users chose each possible answer, the total number of responses, and the average score on each question. Unlike a report created using the Question Details tab on the Quiz Stats page, you can choose to exclude the: level of difficulty, text responses, or bonus questions. You can also choose to include private comments added to the report.
User Statistics	The class average, score distribution, and the grade of each student. Unlike a report created using the User Stats tab on the Quiz Stats page, you can choose to exclude: the class average, score distribution, or StudentIDs.

Report Type	What is included
Attempt Details	<p>The StudentID, username, first name, and last name of each student. Detailed information about each question. The students' responses for each question organized by attempt, including how long each attempt took.</p> <p>The ability to set a start or end date for which attempts to include.</p>
User Attempts	<p>The StudentID, username, first name, and last name of each student. The students' score for each question in points and percentage organized by attempt, including how long each attempt took.</p> <p>The ability to set a start or end date for which attempts to include.</p>

Miscellaneous quiz tasks


Submitting a student's quiz (impersonating a student)

If a participant leaves a quiz without submitting their quiz, the quiz will be displayed as In Progress on the Grade Quiz page, and the  **Impersonate** icon will appear beside their name. If you wish to submit the quiz for the participant:

- 1 Select the  **Impersonate** icon beside the user's name and click **OK** in the Windows dialog that displays. You now see the user's view of the quiz.
- 2 Click **Go To Submit Quiz**.
- 3 Click **Submit Quiz** and choose **OK** in the Windows dialog that displays.
- 4 You are automatically returned to the Grade Quiz page as yourself (you are no longer impersonating a student).

Note This option is not available if your organization has turned on User Privacy. The student's quiz will not be submitted.


Copying a quiz

- 1 To copy an existing quiz, click the **Quizzes** link in your course navbar to access the Manage Quizzes page:
- 2 Click the  **Copy Quiz** icon. The Copy Quiz page displays.
- 3 Select the applicable quiz from the **Quiz to Copy** drop-down list.
- 4 Type a **New Quiz Name**.
- 5 Set the new quiz status as **Active** or **Inactive** using the **New Quiz Status** drop-down list.
- 6 Select **Edit quiz after copy completes** to be taken directly to the Edit Quiz area after creating your copy.

- 7 Click **Save**.


Re-Ordering quizzes

To change the order that your quizzes are listed on your Manage Quizzes page:

- 1 Click the  **Re-Order Quizzes** icon.
- 2 Select a quiz name and click the up or down arrows to move it through the list of quizzes.
- 3 Repeat the previous step for each quiz name until you have reached the desired order.
- 4 Click **Save**.

Deleting a quiz


On the Manage Quizzes page:

- 1 Click the  **Delete Quizzes** icon.
- 2 Check the boxes beside the quizzes you want to delete.
- 3 Click **Delete Selected**.

Previewing a quiz

The quiz preview option allows you to "write" a quiz before releasing it to students. While previewing a quiz you work through the steps of answering the questions, submitting the quiz, having the quiz graded (if auto-grading applies to it) in order to ensure that the automatic grading was set up properly, and finally viewing the reports you have setup.


It is always a good idea to preview a quiz before you release it to students in order to ensure the accuracy of the content and grading.

Click the  **Preview** icon beside a quiz in the quiz list on the Manage Quizzes page to view the quiz as a user would see it. If you have set up a random quiz, the questions will be randomly drawn.

Select the **Bypass Restrictions** box in order to bypass any restrictions on the quiz that students are subjected to, including conditional release, dates, attempts allowed, and quiz status.

Viewing course statistics

In this view, you will see a list of quizzes for the course. The average grade for each quiz is shown beside the quiz name.

- 1 From the Manage Quizzes page, click the  **Course Statistics** icon. The Course Statistics page displays with the average grade for each quiz.

- 2 Click on a quiz name to view the individual quiz statistics. The Quiz Statistics page displays the class calculations, a grade distribution graph, and user statistics.
- 3 Click the **User Stats**, **Question Stats**, and **Question Details** tabs to view statistics broken down by user and by question.
- 4 Click **Export** to save the quiz statistics as a CSV file on your computer.

Note the system will export the statistics from the tab you are currently viewing (for example, User Stats).

Surveys

Create surveys and use the included statistics tools to monitor current course trends and opinions, and assess user satisfaction. Survey results can be collected anonymously if desired.

The survey tool is an extremely useful tool used to create surveys and questionnaires within your course. It is an excellent way to solicit feedback from students regarding any aspect of your course. For example, it can be used as a method of delivering general course evaluations, mid-year reviews, or surveys associated with learning styles and preferences, etc.

The Survey tool is very similar in structure and shares many components with the Quizzes tool.


► **To access the survey tool**

From within your course, click on the Surveys link on your top navigation bar.

The Survey List displays surveys that are currently available. This is also the default view in Manage Surveys.

Creating survey questions

To create survey questions:

- 1 Select the  **Question Library** icon on the Manage Surveys page. The Surveys tool shares the Question Library and its content with both the Quizzes and Self Assessment tools.

Or,

While editing a survey, select the **Layout/Questions** tab and click **Add/Edit Questions**.

- 2 Once you are in the Add/Edit Questions area, select a question type from the **Create New** drop-down list and click **Go** to create a question.

Survey question types

Most question types available to the Survey tool are similar to the questions available in the Quizzes tool. Refer to *Creating Quiz Questions*, p. 139, for details on the various question types available to the Survey tool. The Likert Question type is available exclusively for use in Surveys.

Likert Question

The Likert Question is unique to the Survey tool. Use Likert questions to choose one of seven scales for students to use for providing feedback.

- 1 Give your question an identifiable title.
- 2 Enter instructions into the **Introductory Text** box.

Example: Please rate your enjoyment of each section of the course as listed below where 1 the lowest rating and 5 the highest rating.
- 3 If you would like to use an image in the question, click **Add a File** and select an image to include.
- 4 Choose one of the following scales:
 - One to Five (1 to 5)
 - One to Eight (1 to 8)
 - Agreement Scale (Disagree–Agree)
 - Satisfaction Scale (Dissatisfied–Satisfied)
 - Frequency Scale (Never–Always)
 - Importance Scale (Unimportant–Important)
 - Opposition Scale (Oppose–Support)
- 5 Select **Include an N/A option** if you want to allow respondents to answer ‘N/A’ (not applicable) for this question.
- 6 In the Questions section enter each item that you wish to be rated. You must have at least one item to be rated. More question boxes can be added by clicking **Add Item** or excess boxes deleted by clicking **Remove**.
- 7 Provide feedback to the question that will be displayed to the user, if applicable.

Importing survey questions from a text file

Survey questions can be created offline using the Learning Environment’s Text Format File. Follow the steps below to access a template for creating the text file.


If you have already created your questions offline using the template, and would like to populate your questions into the library:

- 1 On the **Manage Surveys** page, click the **Question Library** icon or open a survey and choose the Survey Layout/Questions tab.
- 2 Click **Import**.
- 3 Choose “From a Desire2Learn Text Format File” from the **Import Source** drop-down list.

- 4 If you simply want to download the text file template to begin creating your questions, select the CSV Sample File link and **Save** the file on your computer.
- 5 To upload a question file you have completed, click Browse and select the file you want upload to the question library. Click **Open**.
- 6 Click **Save**.

Creating and editing surveys

To create a new survey:

- 1 Select the **Survey** link from your course navbar.
- 2 Click the  **New Survey** icon to create a new survey, or select the name of the survey you wish to edit from the list.

See below for details on the various tabs for creating/ editing surveys.

Setting up survey properties

The **Properties** tab displays by default when you create or edit a survey.

- 1 Type a **Name** for your survey.
- 2 If the **give instant feedback** box is checked, users will receive feedback immediately after answering a question.
- 3 Check the **Anonymous** option to hide user data in survey results. The responses to survey questions are available for all users, but the system will not report who made what response.
- 4 Enter a text message to be displayed to participants at the top of the survey in the **Description** field.
- 5 Enter text in the **Footer Message** field that will be shown to users at the end of the survey.
- 6 In the **Submission Message** text box, add a message that will be shown to users after survey completion.
- 7 Click **Invite Participants** to send registered users an email inviting them to take the survey. This email will include a link to the survey.
- 8 Click **Save Survey**.

Special access

Use the Special Access feature to override the availability settings of a survey for specified individuals. You can also use Special Access to restrict a survey only to identified participants.

- 1 Click on the **Restrictions** tab.

- 2 Click **Add Special Access**.
- 3 If you want to make the survey available to selected students during a special time period, select **Assign special access period** and enter a **Start Date** and/or **End Date**.
- 4 Check the boxes beside the students you want to assign special access to.
- 5 Click **Add Selected**.
- 6 If you want to limit access to prevent other users from accessing the survey, select **restrict to those with special access below**.
- 7 Click **Save Survey** at the top of the page.

Activities

You can associate a survey with a competency activity to tie the survey response to a set of learning objectives and a competency you want your students to master. You will also be able to evaluate the survey using a rubric.

For information about activities, competencies, and rubrics, see the *Competencies and Rubrics User and Reference Guide*.

Reports

You can create survey reports that amalgamate gathered survey data by organizational unit. Reports can be customized to meet all your needs to release the results of the data collected. You can create multiple survey reports.

- 1 From within a survey, click the **Reports Setup** tab.
- 2 Click the **Add Report** button.
- 3 Type a Report Name.
- 4 Choose one of the following Report Types:

Summary Report options:

- **Show aggregate data:** displays the data collected for multiple choice questions, true and false, Likert, multi-select, and matching question types.
- **Show text responses:** displays the data collected for long answers, short answers and fill-in-the-blanks question types.
- **Show signed comments:** displays responses (with data) for any long answer questions in the survey with the Show signed comments property turned on where the user has given permission to release their name with their response.
- **Show unsigned comments:** displays responses (with data) for any long answer questions in the survey with the Show signed comments property turned on where the user has not given permission to release their name with their response.

Individual Attempts options:

- **Hide user information:** will not display the user's first and last name when the Individual Attempts report is viewed.
- 5 Set your **Release** options. Here you can set up the when and to whom this survey report will be released.
 - Select **Immediately** or select a date from the drop-down lists or calendar icon.
 - Check the users and roles that you want to release the report to.
 - 6 Click Save Report.

Survey layout and questions

The structure and layout of the survey is shown in the **Layout/Questions** tab:

- 1 From within a survey, click the **Layout/Questions** tab.
- 2 Click the **Add/Edit Questions** button to add or remove questions or sections to this survey.

For further information on adding questions, refer to *Creating Quiz Questions*, p. 139.

You can also reorder questions (change the order in which they are presented) from the question library. See *Managing Questions and Sections in the Question Library*, p. 135.

Survey branching

If you have Multiple Choice or True/False questions in your survey it is possible to add branching. Branching is an optional feature that must be enabled for your course offering by an administrator.

- 1 From within a survey, click the **Layout/Questions** tab.
- 2 Click the **Branching Wizard** button. The wizard displays a list of the questions in your survey and their corresponding types. Answers are shown for Multiple Choice and True/False questions. You can choose to skip questions or terminate the survey based on the answer to a Multiple Choice or True/False question.
- 3 Choose the answers that you wish to create a branch from and fill in appropriate branching information.
- 4 Click **Save**.

Note When branching is used, survey questions are presented one at a time, each on a separate page (i.e. page breaks are inserted between every question).

Mandatory questions

If you mark a question Mandatory, respondents cannot submit the survey until they have answered the question.

- 1 On the **Layout/Questions** tab, click the **Edit** button.

- 2 Select the **Mandatory** checkbox beside the questions you want to force respondents to answer.
- 3 Click **Save** (*not* Save Survey).

Notes

- Mandatory questions cannot be used in conjunction with the Prevent Moving Backwards setting.
- Mandatory questions cannot be used with branching.

Prevent moving backwards

You can prevent respondents from returning to previous pages as they complete a survey, so that they can only move forward until they reach the end of the survey.

- 1 On the **Layout/Questions** tab, click the grey lines between questions to divide your survey into pages.
- 2 Select the **Prevent moving backwards through pages** checkbox.
- 3 Click **Save Survey**.

Note This setting cannot be used if your survey has any mandatory questions.


Re-Ordering surveys

- 1 From the Manage Surveys page, click the **Re-Order Surveys** icon.
- 2 Select a survey name and click the up or down arrows to move the survey to the desired list position.
- 3 Repeat the previous step for each survey name until you have achieved the desired order.
- 4 Click **Save**.


Deleting surveys

- 1 From the Manage Surveys page, click the **Delete Surveys** icon.
- 2 Check the box beside the surveys you want to delete.
- 3 Click **Delete Selected**.
- 4 Click **Survey List** to return to the Manage Surveys page.


Viewing survey reports

- 1 From the Manage Surveys page, click the applicable survey name.
- 2 Click on the  **Survey Reports** icon from the choices at the top of the survey page (*not* the Reports Setup tab).
- 3 To view a report, click on the report name (you must have already created one or more survey reports; see *Reports*, p. 172, for details).
- 4 Check the **From** or **To** fields and enter the appropriate dates if you want to restrict your report to a certain time frame.
- 5 Click **Generate HTML Report** to view the report in your browser, or **Generate CSV Report** to save the report as a CSV file on your computer.

Viewing survey results

- 1 From the Manage Surveys page, click the  **Results** icon beside the applicable survey.
- 2 Based on how you have setup the survey properties, you may see a list of all users or just the overall survey results (if anonymous).
- 3 Click on an individual attempt or the **Overall Survey Results** icon (at the bottom of the page).
- 4 Click **Survey List** to return to the main survey page.

Previewing a survey

- 1 From the Manage Surveys page, click the  **Preview** icon beside a survey name. You are shown the survey questions as users would see them. It is always a good idea to preview a survey before releasing it to users.
- 2 Click the **Survey List** icon to return to the Manage Surveys page.

Note When previewing a survey, you are not shown any introduction message that you have set up. If you answer and save the questions you will not return any results.

Self Assessments

You can create self assessments to use as topics in your course content modules. Doing this allows students to judge how well they understand material as they work through it. In addition, feedback can be embedded into a self assessment. Think of self assessments as quizzes that will not be graded.

Each self assessment belongs to a single course. To create a self assessment, go to the course that you wish to create it in and click the Self Assessments link on the navigation bar. This will take you to the Self Assessments tool.

Managing self assessments

The Manage Self Assessments page displays when you enter the Self Assessments tool.

On the Manage Self Assessments page you can see all the self assessments that have been created for your course. If there are no self assessments associated with your course you will see the message “There are no self assessments available.”

Furthermore, from the Manage Self Assessments page you can choose to create a **new** self assessment, **copy** an existing self assessment, **reorder** the list of self assessments and **delete** self assessments.

Creating self assessments

To create a new self assessment, click the **New** icon. The New Self Assessment page displays.

- 1 Name your self assessment.
- 2 You have the option of choosing an existing category to add your self assessment to, create a new one, or have no category. Adding categories to the Self Assessment List and grouping self assessments by category aids organization.
- 3 Select the **Hints** option if you would like students to be able to access hints that you add to questions.
- 4 Add header and/or footer information for your self assessment page.
Note You can edit all details for a self assessment after it has been created by clicking the name of the self assessment in the self assessment list.
- 5 Click **Save Self Assessment**.

The **Add/Edit Questions** button becomes visible.

Adding questions to your self assessment

Click the **Add/Edit Questions** button to access the Question Library. From the Question Library you can create new questions or choose existing questions to add to your self assessment. Questions in the Question Library are shared between the Self Assessment, Quizzes, and Surveys tools.

Self assessments can contain questions of the following types:

- Multiple Choice
- True or False
- Long Answer
- Short Answer
- Multi-Short Answer
- Likert
- Fill-in-the-Blank
- Multi-Select
- Matching
- Ordering
- Arithmetic
- Significant Figures

Self assessments can also contain text or image information sections.

For details about using the Question Library and working with different question types, please see *Quizzes*, p. 133.

Grading and answers for self assessments

Students do not submit self assessments and they are therefore not graded. Students are unable to see the answer field to questions. Students can only see feedback fields. In most cases it is unnecessary for you to fill in the answer field.


Self assessment feedback

While creating self assessment questions, strongly consider using the feedback option. By providing feedback you can assist students while they answer the questions. You can

provide feedback at the end of a question, or, for some types of questions, on an answer-by-answer basis. What you choose as feedback is up to you. You can use feedback comments to indicate if an answer is correct, where a correct answer can be found in the course content, or what details you are looking for in an answer.

When you are finished working in the Question Library, click **Back to Self Assessments** link to return to your self assessment.

Previewing your self assessment

To see what your self assessment will look like when viewed through a content page click the  **Preview** icon. The preview page is fully interactive: you can answer questions and view the feedback that you added to questions.

When you are done, exit the preview and save the self assessment.

Using self assessments in Content

Unlike Quizzes and Surveys, students cannot see the Self Assessments link on the navigation bar. To make a self assessment available to students you need to create a QuickLink to it in the Content Manager. This method will connect your self assessment to your content, assisting students in knowing what material they should have covered before measuring their progress with the self assessment.

Copying self assessments

A copied self assessment contains all of the questions from the original. A copied self assessment is a quick and simple way to start a review self assessment with old and new questions covering all previous units.

Note You can only copy Self Assessments from the same course.

To choose a self assessment to copy click the  **Copy Self Assessment** icon.

Select the self assessment that you would like to make a copy of from the Self Assessment to Copy drop-down list. Edit the name of the new self assessment, if desired. Check the box labeled “Edit self assessment after copy completes” if you would like to go to the New Self Assessment screen when you create the copy, otherwise you will return to the Self Assessments List. Click **Save** to finish.

Deleting self assessments

To choose a self assessment to delete click the  **Delete Self Assessments** icon.

Select the checkbox next to the self assessment that you want to delete. Click the delete icon.

Grades

Use the Grades tool to set up a grade book for evaluating students' performance. You can set up grade items for any number of projects, assignments and tests, and evaluate students in many different ways. You can also associate grades with items in the Dropbox, Quizzes, Discussions, and Competencies tools.

You control the grading formula used to calculate grades, and what grades and statistics are released to students.

Accessing the Grades tool

Access the Grades tool by clicking the **Grades** link on your course navigation bar.

Setting up and managing your grade book

For most instructors, the first step in using the Grades tool is setting up a grade book. A grade book is a list of items that you want to evaluate students' performance on. Grade items can include assignments, tests, discussion postings, participation, etc. Together, the items in a grade book represent all the work that students are evaluated on in a course.

Before setting up a grade book in the Learning Environment you should have a clear idea of what grade items you plan to evaluate students on, how much each grade item should be worth, how you want grade items to be evaluated, and how you want to calculate final grades. Although you can adjust your grade book later, making changes to how the grade book is structured or calculated after students' grades have been entered can significantly change your data.

Understanding grading systems

Selecting a grading system is the first step in setting up your grade book. The grading system determines how the grade items in your grade book contribute to students' final grades. There are two main options: grade items can count as a percentage of a final grade worth 100%, or they can be worth a certain amount of points that are totalled for a final grade. You could also have a third option that lets you define a custom formula for how grade items contribute to a final grade. You should choose the option that best matches how you plan to evaluate students.

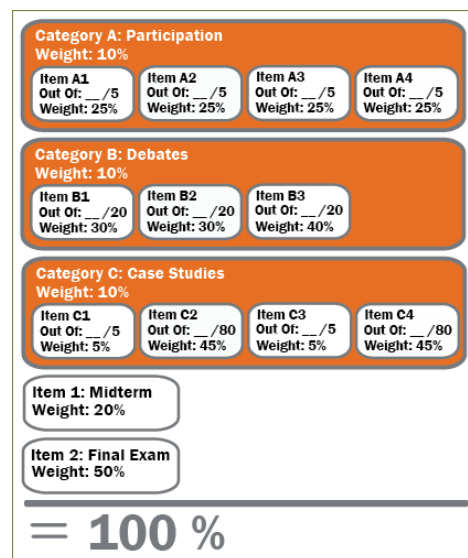
Weighted system

Use the weighted system to calculate grade items as a percentage of a final grade worth 100%. The Max. Points you assign to individual grade items can be any value, but their contribution towards the category they belong to and the final grade is the percentage value (weight) assigned to them.

Grade items that reside in a category count as a percentage of that category not of the final grade. Therefore, grade items in a category should combine to a weight of 100%. For example, if you have a category worth 10% of the final grade with two equally weighted grade items, the weight of each grade item is 50% (its contribution to the category) not 5% (its contribution to the final grade). (See *Creating a category*, p. 193, for more information on grade book categories.)

Notes

- Since it is a category's weight and not an individual grade item's weight that counts toward the final grade, the final grade is inaccurate until all the items in the category are graded. Therefore, releasing calculated final grades to students before the end of the course may be misleading.
- You receive a warning message at the top of your grade book if your grade items and categories do not add up to 100%. You can choose to ignore this warning; a balanced grade book is not required.
- If the weights assigned to grade items do not sum to 100%, the weight of each item is adjusted. For example if you have three grade items with a weight of 25% each, each item is actually calculated as 33%. This is true for categories and the final grade.



Weighted grading system example

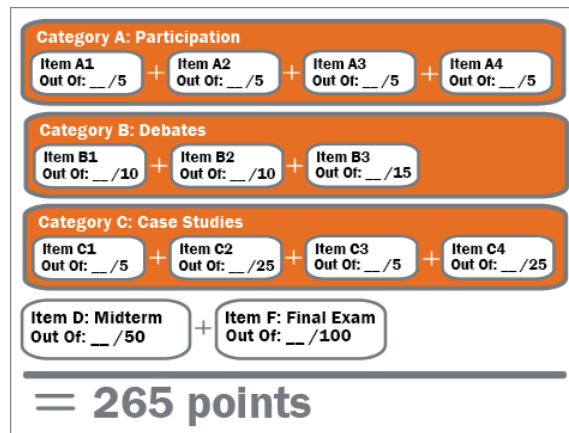
Points system

Use the points system when you want the Max. Points assigned to a grade item to be equal to its contribution to the final grade. Final grades are calculated by adding a

student's score on all grade items together and dividing by the sum of the Max. Points values. The sum of the Max. Points values for all grade items does not need to equal 100.

With the points system you do not specify a category's weight or total points. It is the Max. Points assigned to an individual grade item that counts toward the final grade.

Tip Make sure the Max. Points assigned to grade items reflect how much you want them to be worth. For example, don't grade each of your 20 homework assignments out of 50 points and then your final exam out of 80 points.



Points grading system example

Formula system

Use the formula system when you want to calculate final grades using a custom formula. The formula system is based on the points system, but allows you to set conditions around grade items to determine the final grade. For example, you could require that students receive at least 50% on their midterm and final exam to pass a course.

To set a calculation formula, edit the Calculated Final Grade. (For information on creating formulas see *Using the Formula Editor*, p. 218.)

Note The formula system may not be available at your organization. If you do not have this option, you can release the adjusted final grade and calculate your custom formula manually, or you can contact your site administrator about getting access to this functionality.

The screenshot displays a grading system interface with the following components:

- Category A: Participation**: Item A1 (Out Of: __/5) + Item A2 (Out Of: __/5) + Item A3 (Out Of: __/5) + Item A4 (Out Of: __/5)
- Category B: Debates**: Item B1 (Out Of: __/10) + Item B2 (Out Of: __/10) + Item B3 (Out Of: __/15)
- Category C: Case Studies**: Item C1 (Out Of: __/5) + Item C2 (Out Of: __/25) + Item C3 (Out Of: __/5) + Item C4 (Out Of: __/25)
- Item D: Midterm** (Out Of: __/50) + **Item F: Final Exam** (Out Of: __/100)

Below the categories is a formula editor window with the following text:

```

=IF ([Midterm.Percent] < 50 OR [Final.Percent] < 50, 0, SUM
([A1.Points Received], [A2.Points Received], [A3.Points Received],
[A4.Points Received], [B1.Points Received], [B2.Points Received],
[B3.Points Received], [C1.Points Received], [C2.Points Received],
[C1.Points Received], [Midterm.Points Received], [Final.Points

```

At the bottom of the interface, the total score is displayed as **= 0 or 265 points**.

Formula grading system example

Understanding final grade calculations

Selecting the type of final grade to release lets you decide if you want to modify students' grades before releasing them.

Calculated Final Grade

A student's calculated final grade is calculated based on the grading formula set up in the grade book. It cannot be adjusted to accommodate special circumstances without editing individual grade items or categories and recalculating the total.

A calculated final grade might be used when:

- An instructor with a large class releases the calculated final grade because it is the fastest and easiest way to release grades to students.
- An online training course is offered without an active instructor. The course consists of a number of reading topics and multiple choice quizzes. The quizzes are graded automatically and all grades, including the calculated final grade, are kept up-to-date and released to students.
- A school board requires that instructors set their grade book up in a particular way and release the calculated final grade to help ensure consistent grading.


Adjusted Final Grade

The adjusted final grade lets you modify or adjust a student's grade before releasing it. You can use the calculated grade for final grades that don't need adjustment.


An adjusted final grade might be used when:

- A beginner graphic design course teaches students to use publishing software. The instructor uses the same criteria to grade each student on individual assignments, but adjusts students' final grades to account for previous knowledge with the programs and improvement.
- An instructor reviews students' grades before releasing them and rounds up students that are close to achieving a benchmark, such as rounding 79% to 80% so a student receives honours or rounding 47% to 50% so a student passes the course.
- An instructor applies a bell curve to students' final grades to raise the class average. Individual grade items are left unadjusted so the instructor can compare results to previous years.

Using the Grades Setup Wizard

If a grade book has not already been set up or imported for your course, you should see the Grades Setup Wizard when you enter the Grades tool. If a different area of the Grades tool displays by default, click  **Setup Wizard** in the left tool menu to open it.

The Grades Setup Wizard takes you through a list of setup options that you should set before you create grade items and categories. For example, it helps you make decisions about how grades should be calculated and displayed in the grade book.

Tip Most of the options in the Grades Setup Wizard have  **Help** descriptions that explain what they are.

Opening page

The opening page of the Grades Setup Wizard summarizes the setup options for your grade book. If you have not selected any options yet, the default settings for your organization display.

Step 1: Choose Grading System

The grading system determines how the grade items in your grade book contribute to students' final grades.

Grading system	Description
Weighted	Grade items and categories are calculated as a percentage of a final grade worth 100%. The Max. Points assigned to individual grade items can be any value, but their contribution towards the final grade is always their assigned percentage value. (See <i>Understanding grading systems</i> , p. 180, for more information.)
Points	Grade items are calculated using a points system in which the points assigned to each grade item are totaled for the final grade. (See <i>Understanding grading systems</i> , p. 180, for more information.)
Formula	Grade items are calculated using the points system, but a formula is used to set conditions around how grade items contribute to the final grade. (See <i>Understanding grading systems</i> , p. 180, for more information.)

Step 2: Final Grade Released

The type of final grade to release determines whether an adjusted final grade is released to students.

Option	Description
Calculated Final Grade	The final grade calculated by the grade book. (See <i>Understanding final grade calculations</i> , p. 183, for more information.)
Adjusted Final Grade	A modified or adjusted final grade entered manually by the instructor. (See <i>Understanding final grade calculations</i> , p. 183, for more information.)

Step 3: Grade Calculations

The grade calculations step provides additional choices for calculating students' grades. Specifically, it lets you decide how you want to calculate ungraded items and whether you want to keep students' final grades up to date automatically.

Option	Description
Drop ungraded items	Grade items that you have not entered grades for are not counted towards students' final grades. They are ignored in the final grade calculation. Select this option if you plan to make students' grades available to them before the end of the course. Assign a grade of 0 for any grade item you want to be graded as 0.
Treat ungraded items as 0	Grade items that you have not entered grades for count as 0 towards students' final grades. Select this option if you leave grade items blank because no work was submitted and you don't want to manually change the grades to 0. Note If you add new items to the grade book later, students receive a 0 until you update their score.
Automatically keep final up to date	If select this option, final grades are automatically adjusted after changing a grade item. If do not select this option, you must tell the grade book when to recalculate final grades. (See <i>Calculating final grades</i> , p. 210, for more information.) Tip Turn this option off to reduce page reload times for large classes.

Step 4: Choose Default Grade Scheme

Grade schemes define how grades are organized or labeled within a course or for a particular grade item. Grade schemes can be created at the organization level and made available to courses or at the course level and used within that particular course. The Grades Setup Wizard lets you set the default scheme for your course.

Tip Select a grade scheme that matches how final grades are released to students by your organization. If letter grades, such as A+, B, C-, are used, create a Letter grade scheme with the same rules and apply it as your default. If a points average is used, such as 4.0, 3.5, 3.0, make it your default instead.

For more information on grade schemes see *Setting up grade schemes*, p. 191.


Step 5: Instructor View Display Options

This step controls how grade calculation data displays to instructors.

Option	Description
Number of decimal places displayed	<p>You can set the number of decimal places you want to see for items in your grade book. The default value is 2 and the maximum value is 5.</p> <p>Note This option only changes how many decimals are displayed, it does not control how many decimals the Grades tool rounds to when calculating grades. The calculation logic is set by your organization's site administrator.</p>

Step 6: Student View Display Options

This step controls how grades appear to participants. You can set whether they see their grades as straight values, percentages, or scheme levels and whether they can see the calculation method (logic) behind their final grade.

Option	Description
Points grade	Releasing the points grade to student shows them the value a grade item was marked out of and their score. E.g., 6/10.
Weighted grade	<p>Releasing the weighted grade to students shows them how much the grade item is worth in relation to its category or the final grade. E.g., 3/5 (for a student who scored 60% on a grade item worth 50% of a category worth 10% of the final grade).</p> <p>Note This option is only available if you chose the weighted grading system in step 2.</p>
Grade scheme symbol	Releasing the grade scheme symbol to students shows them the scheme level they received on a grade item. E.g., "Good".
Grade scheme color	Releasing the grade scheme color shows students the color associated with the scheme level they received. E.g.,  .
Number of decimals to display	<p>Controls the number of decimal places students see in the grade book. The default value is 2 and the maximum value is 5.</p> <p>Note This option only changes how many decimals display, it does not control how many decimals the Grades tool rounds to when calculating grades. The calculation logic is set by your organization's site administrator.</p>
Number of characters to display for Text items	Controls the number of characters students see for a text item. When setting this value you should try to find a balance between presenting enough information for students to recognize the Text item and keeping the item short enough that it displays nicely. The default value is 15 and the maximum value is 50.
Display final grade calculation to students	<p>Displaying the final grade calculation to students allows them to view how their final grade was calculated. They can see which grade items contributed to their final grade and how much; which grade items were bonus grades; and whether their grade was adjusted.</p> <p>Note This option is only available in the weighted and points grading systems.</p>

Step 7: Grade Setup Summary


The final step summarizes the choices you made while setting up your grade book. If you change your mind on any of the choices, click the **Back** button to return to the step and adjust it. Clicking **Finish** on this page completes the setup and takes you to a list of options for continuing work in the Grades tool:

- Create a New Grade Category
- Create a New Grade Item
- Import Grades
- Create a New Grade Scheme
- Manage Grade Items and Categories
- Enter Grades.

Changing grades settings

Like the Grades Setup Wizard, the Grades Settings pages let you adjust how your grade book is displayed and calculated.

► To access the Grades Settings pages

Click  **Grades Settings** in the left navigation menu.

Changing personal display options


The Personal Display Options page lets you set what information you want to display in your grade book. Setting these options helps you set up a grade book that has the information you need and is easy to navigate and read.

Personal Display Options

Option	Description
Instructor View Display Option	
Username	Displays students' usernames in the grade book.
Student Id	Displays Student Ids in the grade book.
Email	Displays students' email addresses in the grade book. (This option can take up a lot of screen space when viewing the grade book.)
Points grade	Displays the points a student earned on a grade item and the total points the item was out of. E.g., 6/10
Weighted grade	Displays how much a student's grade is worth towards the final grade. E.g., 3/5 (for a student who scored 60% on a grade item worth 50% of a category worth 10% of the final grade). Note This option is only available in the weighted system.

Option	Description
Grade scheme symbol	Displays the grade scheme symbol for the scheme level a student earned on a grade item. This can be a numeric or text value. E.g., "Very Good"
Grade scheme color	Displays the grade scheme color for the grade scheme level a student achieved on a grade item.
Number of characters to display for Text items	Sets the maximum characters to display in the grade book for a Text item before truncating it. Try to find a balance between using a lot of space in the grade book and having enough text to understand the item.
Repeat user details every <blank> items	Sets how many columns are displayed before a student's information is repeated. This option makes it easier to work with long grade books.
Repeat grade item details every <blank> users	Sets how many rows are displayed before the row that lists grade item names is repeated. This option makes it easier to work with long grade books.
Repeat calculated final grades at start of Student List	Sets whether you see a student's final calculated grade at the start of the grade book next to the student's name, as well as after all the grade items.
Repeat adjusted final grades a start of Student List	Sets whether you see a student's adjusted final grade at the start of the grade book next to the student's name, as well as after all the grade items.
Start Page	
Drop-down list of main Grades pages	Sets which page displays by default when you open the Grades tool.


► **To change which grade items appear in the grade book**

Click  **Display Options** on the action bar on the Student List page.

Changing course display options

The Course Display Options page lets you set what information to display to all instructors and students in a course.


Course Display Options

Option	Description
Instructor View Display Option	
Number of decimal places to display	Instructors can set the number of decimal places they want to see for items in their grade book. The default value is 2 and the maximum value is 5. Note This option only changes how many decimals are displayed. It does not control how many decimals the Grades tool rounds to when calculating grades. The calculation logic is controlled by your organization's site administrator.
Student View Display Options	
Points grade	Releasing the points grade to student shows them the value a grade item was marked out of and their score. E.g., 6/10.
Weighted grade	Releasing the weighted grade to students shows them the weight of a grade item in relation to the final grade. E.g., 3/5 (for a student who scored 60% on a grade item worth 50% of a category worth 10% of the final grade). Note This option is only available for the weighted grading system.
Grade scheme symbol	Releasing the grade scheme symbol to students shows them the scheme level they received on a grade item. E.g., "Good".
Grade scheme color	Releasing the grade scheme color shows students the color associated with the scheme level they received. E.g.,  .
Number of decimals to display	Controls the number of decimal places a student sees in the grade book. The default value is 2 and the maximum value is 5. Note This option only changes how many decimals are displayed, it does not control how many decimals the Grades tool rounds to when calculating grades.
Number of characters to display for Text Items	Controls the number of characters displayed to students for a text item before the text is truncated. Try and find a balance between presenting enough information for students to recognize the text item and keeping the item short enough that it displays nicely. The default value is 15 and the maximum value is 50.
Final Grade Calculations	Displaying the Final Grade Calculations to students allows them to see how their grade was calculated.

Changing calculation options

The Calculation Options page lets you set or change the type of grading system you use to calculate students' grades, whether you want to release the calculated final grade or an adjusted final grade, and how you want to calculate ungraded items.

Calculation Options

Option	Description
Grading System	
Weighted	Categories and grade items are calculated as a percentage of a final grade worth 100%. The Max. Points assigned to individual grade items can be any value, but their contribution towards the final grade is always their assigned weight. (See <i>Understanding grading systems</i> , p. 180, for more information.)
Points	Grade items are calculated using their Max. Points value, rather than a percentage. Students' scores on grade items are totaled and then divided by the total points available. (See <i>Understanding grading systems</i> , p. 180, for more information.)
Formula	Grade items are calculated using the points system, but a formula is used to set conditions around how grade items contribute to the final grade. (See <i>Understanding grading systems</i> , p. 180, for more information.)
Final Grade Released	
Calculated Final Grade	The grade achieved by students based on the grading formula setup in the grade book. You cannot adjust it without editing individual grade items and recalculating the total. (See <i>Understanding final grade calculations</i> , p. 183, for more information.)
Adjusted Final Grade	A final grade that can be adjusted or modified before being released to students. (See <i>Understanding final grade calculations</i> , p. 183, for more information.)
Grade Calculations	
Treat ungraded items a 0	Ungraded items count as a 0 towards students' final grades.
Drop ungraded items	Ungraded items are removed from the final grade calculation. They do not count towards the students' grade.
Automatically keep final grades updated	Determines whether the calculated final grade updates every time a change is made or only when a user clicks the  Recalculated Final Grade icon.

Optimal settings for large courses

If your grade book contains a lot of students or grade items you may find that it loads slowly. Consider the following tips to improve performance.

- Set the number of students to display **per page** to a low value.
- Sort the Student List by user instead of grades.
- View the Student List by group or section if possible.
- Do not show decimal places in the grade book.
- Do not repeat user details or grade item details in the grade book.

- Do not repeat the calculated final grade or the adjusted final grade at the start of the grade book.
- Do not select the **Automatically keep final grade updated** option.
- Only display one user detail (i.e. Email, Student Id, Username, First Name, Last Name) in the grade book.
- Only display one grade detail (i.e. Points grade, Weighted grade, Grade scheme symbol, Grade scheme color) in the grade book.
- Only display grade items and categories that you want to edit in Spreadsheet View in the grade book.
- Do not create unnecessary grade items or categories.
- Do not create unnecessary Calculated or Formula grade items.
- Avoid making changes to grade schemes, the grading system, or the final grade calculation type once grades are assigned to students.
- Only import students and grade items when data has changed.

Setting up grade schemes

A grade scheme is a way of organizing students' performances on grade items into levels of achievement. A grade scheme can include any number of achievement levels. Each achievement level has its own range of acceptable grades and a symbol, such as a numeric value, letter, or text description, to represent it. You can create your own grade schemes or use schemes set up by your organization.

Example grade schemes:

- **Letter** I, F, D, C, B, A, A+
- **Numeric** 2.0, 2.5, 3.0, 3.5, 4.0
- **Text** Below Expectations, Meets Expectations, Exceeds Expectations

* Name: Letter Scheme

Short Name: ABC

Ranges

#	* Symbol	* Start %	Color	Assigned Value %	Remove
1	I	0		29	
2	F	30		49	
3	D	50		59	
4	C	60		69	
5	B	70		79	
6	A	80		89	
7	A+	90		100	

Add Ranges 1

Example Letter Grade Scheme


► **To access the Grade Schemes area**

Click  **Grades Schemes** on the left tool menu.


Creating a grade scheme

The grade schemes you create for a course can only be used in that course unless they are copied or imported into another course.


► **To create a grade scheme**

- 1 Click  **New**.
- 2 Type a **Name** for the scheme.
- 3 Type a **Short Name** to display in the grade book.
- 4 Define your grade **Ranges**.
 - a) Type the symbol you want to display for the grade range in the **Symbol** column. E.g., “A” or “Excellent” or “4.0”
 - b) Type the lowest grade to include in the range in the **Start %** column.

Note The first range starts at 0 and ends at the next range’s **Start %**.
 - c) Select the color you want associated with the range in the **Color** column.
 - d) Type the numeric grade you want students to achieve when they are evaluated using the grade scheme in the **Assigned Value %** field. For example, selectbox grade items use the **Assigned Value %** to apply a points value to the item for calculating the final grade.

Note If you do not assign a value, the start percentage is used as the default.
- 5 Click **Add Ranges** to add additional grade scheme levels
- 6 Click the  **Delete** icon beside a grade scheme level to delete it.
- 7 Click **Save**.

Setting a default grade scheme


Click the  **Set as default grade scheme** icon beside the grade scheme you want to make the default.

Editing a grade scheme


- 1 Click on the name of the grade scheme you want to edit.
- 8 Edit the fields as desired.
- 9 Click **Save**.

Note You cannot edit some of the properties of a grade scheme if a Selectbox grade item is using it.

Copying a grade scheme

- 1 Click  **Copy**.
- 2 Select the appropriate grade scheme.
- 3 Enter a **New Scheme Name** for the copy.
- 4 Click **Copy**.

Deleting a grade scheme

- 1 Click  **Delete**.
- 2 Select the checkbox beside the grade scheme you want to delete.
- 3 Click **Delete Selected**.

Note You cannot delete a grade scheme that is in use.

Setting up grade book categories and items


Set up grade book categories and items through the Manage Grades area.

► **To access the Manage Grades area**

Click  **Manage Grades** on the left tool menu.

Creating a category

Grade book categories let you organize and group related grade items into sections. For example, you could have separate categories for Assignments, Quizzes, Case Studies, Participation, Discussions, etc. When grade items are grouped together in a category, you can distribute points equally across all grade items and drop the highest or lowest item in the group.

- 1 From the Manage Grades area, click  **New Category**.
- 2 Type a **Name** for the category.
- 3 Type a **Short Name** to display in the grade book.
- 4 Type a **Description** of the category.

Select **Allow students to view description** if you want to make the category description available to students.

- 5 If you are using the weighted system, enter the total **Weight** or percentage that you want the category to contribute towards the final grade.

Note In the weighted system, items that belong to a category count towards the weight or percentage of that category. In the points or formula system, items are totalled independently of the category.

- Set additional options as required.

Additional grade category options

Option	Procedure
Allow students' grades to exceed the maximum value for the category	Select either: <ul style="list-style-type: none"> Allow category grade to exceed category weight in the weighted system Allow category grade to exceed total category Max. Points in the points of formula system.
Distribute points evenly across items in the category	Select either: <ul style="list-style-type: none"> Distribute weight evenly across all items in the weighted system. Distribute points across all items in the points or formula system. Then enter the Points per item.
Drop the highest or lowest grade item in a category	Enter the number of items to drop in either: <ul style="list-style-type: none"> Number of highest non-bonus items to drop for each user Number of lowest non-bonus items to drop for each user <p>Note Grades must be distributed evenly to use this option and you cannot drop bonus items.</p>
Change what students see for this category from your standard display settings	Select or unselect: <ul style="list-style-type: none"> Display class average to students Display grade distribution to students

- Click **Save**.

Editing a category

After you create a grade book category you can edit how and when it is displayed, and apply release conditions to it.

- From the Manage Grades area, click on the name of the category you want to edit.
- Make your changes.
- Click **Save** on each tab you make changes to.

► To set display options for a category

- Click the **Properties** tab.
- If you want to show the class average for the category in students' view of the grade book, select **Display class average to students**.

- 3 If you want to display a graph showing how grades were distributed between different percentiles in students' view of the grade book, select **Display grade distribution to students**.
 - 4 Click **Save**.
- **To set availability for a category**
- 1 Click the **Restrictions** tab.
 - 2 Select one of the following:
 - **Category is always visible** Students can always see the category
 - **Hide this category** Students can never see the category
 - **Category is visible for a specific date range** Students can see the category during a restricted date range
 - 3 If you select **Category is visible for a specific date range**, use the **Has Start Date** and **Has End Date** options to specify when the category should be visible.
 - 4 Click **Save**.

► **To set release conditions for a category**

Release conditions allow you to associate a category with other items in the learning environment. For example, you could require that students complete the last assignment in the category Unit 1 before the category Unit 2 appears in their grade book.

- 1 Click the **Restrictions** tab.
- 2 In the Release Conditions section, click either **Attach Existing** or **Create and Attach**. See *Release Conditions*, p. 110, for more information.

Exceeding the maximum value for a category

The **Can Exceed** option on the **Properties** tab for a category lets you to specify whether a student's cumulative grades for a category can exceed the maximum points specified for that category. If you do not select this option, students' scores are totaled and then capped at the category maximum. If you select it, the category score is not capped.

Weighted system example You create an "Assignments" category that contains two grade items: A1 and A2. Both assignments are worth 50% of the category and can exceed the weight specified. The student Frank Catcher receives 100% on A1 and 110% on A2. If you select **Allow category grade to exceed category weight**, Frank receives 105% in the Assignments category. If you do not select it, he receives 100%.

Points system example You create an "Assignments" category that contains two grade items: A1 and A2. Both assignments are out of 10 points and can exceed the maximum points specified. The student Frank Catcher receives 12/10 and 9/10 on the grade items. If you select **Allow category to exceed total category Max. Points**, Frank receives 21/20. If you do not select it, he receives 20/20.

► **To select the Can Exceed option**

- 1 From the Manage Grades area, click on the name of the category you want to edit.
- 2 Select either:
 - **Allow category grade to exceed category weight** in the weighted system.
 - **Allow category grade to exceed total category Max. Points** in the points of formula system.
- 3 Click **Save**.

Creating a grade item


Grade items represent the individual assignments, quizzes, performance measurements, etc. that you want to grade students on. Each grade item has its own entry in the grade book, which you assign a grade to for each student. Grade items can be tied to other course objects, such as quizzes or discussion forums, or they can exist independently. Grade items can be graded numerically, based on a grade scheme, or with a simple text message, depending on the grade item type chosen.

Types of grade items

Grade Item	Description
Numeric	Grade students by assigning a value out of a specified total number of points. E.g., 8/10
Selectbox	Grade students by assigning a grade scheme level that is equivalent to a percentage grade. E.g., 90%-100% = "Excellent" Note Selectbox grade items cannot be created until you create at least one grade scheme for the course.
Pass/Fail	Grade students using a simple pass/fail grade scheme. E.g., "Pass" or "Fail"
Formula	Automatically grade students using a custom formula based on achievement on other grade items. E.g., Give students who received at least 50% on all of their Weekly Participation grades a Perfect Attendance bonus. IF{ MIN{ [ITEM1.Percent], [ITEM2.Percent] } < 50, 0, 100 } Notes <ul style="list-style-type: none"> • Formula grade items cannot belong to a category. • You must create all of the grade items you want to include in the formula grade item before you create the formula item. • Formula grade items cannot contribute to the calculated final grade unless you are using the Formula grading system.

Grade Item	Description
Calculated	<p>Display students' cumulative achievement across multiple grade items.</p> <p>E.g., Midterm Grade</p> $\text{Item1} + \text{Item2} + \text{Item3} / \text{Total points} * 100 = 73\%$ <p>Notes</p> <ul style="list-style-type: none"> • Calculated grade items cannot belong to a category. • Calculated grade items cannot contribute to the calculated final grade.
Text	<p>Provide comments that are not counted towards students' final grades.</p> <p>E.g., "Consent form received" or "Course evaluation completed"</p> <p>Notes</p> <ul style="list-style-type: none"> • Text grade items cannot belong to a category. • Text grade items do not contribute to the calculated final grade.

► **To create a Numeric grade item**


- 1 From the Manage Grades area, click  **New Item**.
- 2 Select **Numeric**.
- 3 Enter a **Name** for the grade item.
- 4 Enter a **Short Name** to display in the grade book.
- 5 If you want the grade item to be associated with a category, select a category from the **Category** drop-down or click **New Category**.
- 6 Enter a **Description** of the grade item.

If you want to make the description available to students, select **Allow students to view grade item description**
- 7 Enter the value you want the item graded out of in the **Max. Points** field.
- 8 If you are using the weighted system, enter the **Weight** you want the grade item to contribute to its category. If the item does not belong to a category, enter the **Weight** you want it to contribute to the final grade.
- 9 If you want students' grades to be able to exceed the total value of the item, select either:
 - **Allow grade to exceed weight.**
 - **Allow grade to exceed points.**
- 10 Select **This is a bonus item** if you want the item to be counted as a bonus item.

Bonus items are not counted towards the total possible points for a category or the final grade. They are added to the grade on top of the total.

- 11 Select a **Grade Scheme** to associate with the item, if applicable.
- 12 Click **Save** or **Save and New**.

► **To create a Selectbox grade item**

- 1 From the Manage Grades area, click  **New Item**.
- 2 Click **Selectbox**.
- 3 Enter a **Name** for the grade item.
- 4 Enter a **Short Name** to display in the grade book.
- 5 Select a category from the **Category** drop-down or click **New Category** if you want the grade item to be associated with a category.
- 6 Enter a **Description** of the grade item.


Select **Allow students to view grade item description** if you want to make the description available to students.

- 7 Enter the value you want the item to contribute towards the final grade in the **Weight** field for the weighted system or the **Max. Points** field for the points or formula system.
- 8 If you want the item to be a bonus item, select **This is a bonus item**.

Bonus items are not counted towards the total possible points for a category or the final grade. They are added to the grade on top of the total.

- 9 Select a **Grade Scheme** to associate with the item.
- 10 Click **Save** or **Save and New**.

► **To create a Pass/Fail grade item**

- 1 From the Manage Grades area, click  **New Item**.
- 2 Click **Pass/Fail**.
- 3 Enter a **Name** for the grade item.
- 4 Enter a **Short Name** to display in the grade book.
- 5 If you want the grade item to be associated with a category, select a category from the **Category** drop-down or click **New Category**.
- 6 Enter a **Description** of the grade item.

If you want to make the description available to students, select **Allow students to view grade item description**.

- 7 Enter the value you want the item to contribute towards the final grade in the **Weight** field for the weighted system or the **Max. Points** field for the points or formula system.


8 If you want the item to be counted as a bonus item, select **This is a bonus item**.

Note Bonus items are not counted towards the total possible points for a category or the final grade. They are added to the grade on top of the total.

9 Select a **Grade Scheme** to associate with the item.

10 Click **Save** or **Save and New**.

► **To create a Formula grade item**

1 From the Manage Grades area, click  **New Item**.

2 Select **Formula**.

3 Enter a **Name** for the grade item.

4 Enter a **Short Name** to display in the grade book.

5 Enter a **Description** of the grade item.

If you want to make the description available to students, select **Allow students to view grade item description**.

6 Enter the value you want the item graded out of in the **Max. Points** field.


7 Click **Edit Using the Formula Editor** to define a calculation formula. (See *Using the Formula Editor*, p. 218, for more information.)

8 If you want students to be able to receive a grade higher than the Max. Points specified, select **Allow Points Received to exceed Max. Points**.

9 Select a **Grade Scheme** to associate with the item.

10 Click **Save** or **Save and New**.

► **To create a calculated grade item**

1 From the Manage Grades area, click  **New Item**.

2 Select **Calculated**.

3 Enter a **Name** for the grade item.

4 Enter a **Short Name** to display in the grade book.

5 Enter a **Description** of the grade item.

If you want to make the description available to students, select **Allow students to view grade item description**.


6 If you want students' grades to be able to exceed the total value of the item, select either:

- **Allow grade to exceed weight.**
- **Allow grade to exceed points.**

7 Select a **Grade Scheme** to associate with the item.

- 8 In the **Calculation** section, select the checkboxes beside the items you want to include in the calculation. Clicking a category selects all grade items in the category. Clicking the checkbox at the top or bottom of the list selects all items.
- 9 Click **Save** or **Save and New**.

► **To create a Text grade item**

- 1 From the Manage Grades area, click  **New Item**.
- 2 Select **Text**.
- 3 Enter a **Name** for the grade item.
- 4 Enter a **Short Name** to display in the grade book.
- 5 Enter a **Description** of the grade item.
Select **Allow students to view grade item description** if you want to make the description available to students.
- 6 Click **Save** or **Save and New**.

Editing a grade item

Once you've created a grade item you can edit how and when it is displayed, apply release conditions to it, and associate it with activities.

- 1 From the Manage Grades area, click the name of the grade item you want to edit.
- 2 Update the fields.
- 3 Click **Save** on each tab you make changes to.

► **To set display options for a grade item**

- 1 Click the **Properties** tab.
- 2 If you want to show the class average for the grade item in the students' view of the grade book, select **Display class average to students**.
- 3 If you want to display a graph showing how grades were distributed between different percentiles in students' view of the grade book, select **Display grade distribution to students**.
- 4 If you want to display different options to student than specified on the Grades Settings pages, select **Override display options for this item**.

Click the checkboxes beside the following options to select or unselect them:

- **Points grade** Displays the students' grade in points next to the total points available. E.g., 6/10.
- **Weighted grade** Displays the students' grade as the weight achieved towards the final grade. E.g., 3/5 (for a student who scored 60% on a grade item worth 50% of a category worth 10% of the final grade).

- **Grade scheme symbol** Displays the symbol for the grade scheme level achieved by the student, if applicable. E.g., “A” or “Very Good”.
- **Grade scheme color** Displays the color associated with the grade scheme level achieved by the student, if applicable. E.g.,

5 Click **Save**.

► **To set the availability of a grade item**

- 1 Click the **Restrictions** tab.
- 2 Select one of the following:
 - **Grade item is always visible** Students can always see the grade item
 - **Hide this grade item** Students can never see the grade item
 - **Grade item is visible for a specific date range** Students can see the grade item during a restricted date range
- 3 If you select **Grade item is visible for a specific date range**, use the **Has Start Date** and **Has End Date** options to specify when the grade item should be visible.
- 4 Click **Save**.

► **To set release conditions for a grade item**


Release conditions allow you to associate a grade item with other objects in the learning environment. For example, you could require that students submit a group assignment before they see there is a Group Cooperation grade item.

- 1 Click the **Restrictions** tab.
- 2 In the Release Conditions section, click either **Attach Existing** or **Create and Attach**. See *Release Conditions*, p. 110, for more information.

► **To associate a grade item with an activity**

Use the **Activities** tab to associate an activity with a grade item. (See the *Competencies and Rubrics User and Reference Guide* for more information.)

Editing multiple categories and grade items

- 1 From the Manage Grades area, select the checkboxes beside the categories and items you want to edit on the Grades List page.
- 2 Click the  **Edit Selected Grade Items** icon at the top or bottom of the list.
- 3 Use the table to update fields.
- 4 Click **Save**.

Note You can only edit the **Name**, **Short Name**, **Max. Points**, **Weight**, **Bonus**, **Can Exceed**, **Grade Scheme**, and **Category** fields using the multiple edit option.

Editing the calculated or adjusted final grade

You can edit the name of the calculated or adjusted final grade; change whether students' grades can exceed the max. points or weight for the final grade; apply a grade scheme to the final grade; associate an activity with the final grade; or change what grade options display in the grade book for the final grade.

For the final grade you release to students, you can specify whether students can see the class average or grade distribution for the final grade, and set release conditions for when the final grade is visible.

► To edit the calculated or adjusted final grade

- 1 From the Manage Grades area, click on the name of the calculated or adjusted final grade.
- 2 Update the fields.
- 3 Click **Save** on each tab you make changes to.

► To set display options for students

- 1 Click the **Properties** tab.
- 2 If you want to show the class average for the final grade in students' view of the grade book, select **Display class average to students**.
- 3 If you want to display a graph showing how grades were distributed between different percentiles in students' view of the grade book, select **Display grade distribution to students**.

Note These options are only available for the final grade you release to students. This may be either the calculated or adjusted final grade depending on the setup options you selected for your course.

► To set display options for your view of the grade book

- 1 Select **Override display options for this item**

Select or clear the checkboxes beside the following options:

- **Points grade** Displays students' grades in points next to the total points available. E.g., 233/280.
- **Weighted grade** Displays students' grades as the weight achieved towards the final grade. E.g., 80/100.
- **Grade scheme symbol** Displays the symbol for the grade scheme level achieved by the student, if applicable. E.g., "A" or "Very Good".
- **Grade scheme color** Displays the color associated with the grade scheme level achieved by the student, if applicable. E.g.,

- 2 Click **Save**.

► **To set release conditions for the final grade**

Release conditions allow you to associate the final grade with other objects in the Learning Environment. For example, you could require that students submit a class evaluation before they see their final grade.

- 1 Click the **Restrictions** tab.
- 2 In the Release Conditions section, click either **Attach Existing** or **Create and Attach**.

See *Release Conditions*, p. 110, for more information.

Note This option is only available for the final grade you release to students. This may be either the calculated or adjusted final grade depending on the setup options you selected for your course.

► **To associate the final grade with an activity**

Use the **Activities** tab to associate an activity with the final grade. (See the *Competencies and Rubrics User and Reference Guide* for more information.)


Editing grade items after students' grades have been entered

Editing the **Max. Points**, **Weight**, **Bonus**, or **Can Exceed** fields for a grade item that already has grades entered for it can drastically change students' recorded achievement. Make sure you consider how grades are affected before you make changes and review and adjust students' grades afterwards.

Examples

- You raise the **Max. Points** for a grade item from 10 to 20.
A student who previously had 10/10 now has a grade of 10/20.
- You lower the **Max. Points** for a grade item from 12 to 10 when **Can Exceed** is not selected.
A student who previously had 11/12 now has 10/10.


Reordering categories and grade items

- 1 From the Manage Grades area, click  **Re-Order**.
- 2 Select a new position for a category or grade item using the **Sort Order** drop-down list beside its name. The positions of other categories and grade items adjust accordingly.

Note Items display in ascending order.


- 3 Click **Save**.

Deleting categories and grade items


- 1 From the Manage Grades area, click  **Delete** on the top tool menu.







- 2 Select the checkbox beside the category or grade item you want to delete.
- 3 Click **Delete Selected**.

Notes

- Selecting a category does not select the grade items that reside in it. If you delete a category, the grade items associated with it become independent grade items.
- You cannot delete grade items that are associated with another course object, such as a quiz, discussion topic, or dropbox folder. To delete the item you must first remove the association. Click the  **Information** icon next to a grade item with an association to view details about where the item is used.

Entering grades


The  **Enter Grades** area is where you enter, import, and export grades for your students. In this area you see your grade book organized by student. From the Student List you can grade students by user, item, category, or final grade. You can also switch between the standard view of the grade book and a spreadsheet view that allows you to enter grades directly into the Student List.

First Name & Last Name	Tests			Subtotal	Participation	Case Study	Consent Form	Final Grades Adjusted Final Grade
	T1	T2	T3					
 Carl, Parker	40 / 50	68 / 100	38 / 50	29.2 / 40, 73%	Pass	Pass	attending	71.44 / 100
 Danielle, Fleur	46 / 50	83 / 100	42 / 50	34.2 / 40, 85.5%	Pass	Pass	not attending	/
 Erin, Roth	33 / 50	70 / 100	34 / 50	27.4 / 40, 68.5%	Pass	Pass	not attending	76 / 100
 Frank, Catcher	39 / 50	86 / 100	37 / 50	32.4 / 40, 81%	Merit	Fail	attending	84.99 / 100
 Harold, McLellan	34 / 50	64 / 100	31 / 50	25.8 / 40, 64.5%	Pass	Pass	not attending	62 / 100
 Hillary, Terrell	30 / 50	65 / 100	32 / 50	25.4 / 40, 63.5%	Merit	Fail	attending	75 / 100

Student List – Grade Book


Note You can change which items appear in your view of the grade book by selecting **Display Options** from the Enter Grades area. Select or clear the checkboxes beside the items you want to appear, and click **Save**.

Entering grades using the spreadsheet view of the Student List





- 1 From the Student List page, click the  **Switch to Spreadsheet View** action menu option.
- 2 Enter grades in the input fields in the Student List.
- 3 Click **Save**.

Entering grades by student

- 1 From the Student List page, click on the name of a student.



- Tip** Use the **Search**, **View By**, or **Next Page** options to locate a student.
- On the Grade Student page, enter grades for the student in the **Grade** fields for the appropriate grade items.
 - Click the  **Show Comments** link to add **Comments for Student** or **Instructor Only Comments** for your records.
 - Perform additional tasks as required.

Additional grading options





To	Do this
Flag students for future reference	Click the  Flag icon beside the student's name.
Preview the student's grades	Click  Preview on the action bar.
View the event log for the student's grades	Click  Event Log on the action bar.
Email the student	Click  Email Student on the action bar.
Change final grades	See <i>Calculating final grades</i> , p. 210, for instructions on entering or changing final grades.


- Click **Save**.

Entering grades by category

- From the Student List page, click the  **Enter Grades** icon next to the category.
- Enter grades in the **Grade** fields.
- Click the  **Enter Comments** icon if you want to add comments on a student's performance.
- Perform additional tasks as required.

Additional category grading options

To	Do this
Flag students for future reference	Click the  Flag icon beside their name.
Email students	Select the checkboxes beside students' names and click  Email selected students at the top or bottom of the list.
Clear all grades in the category for selected students	Select the checkboxes beside students' names and click  Clear grades for all selected students at the top or bottom of the list.
Clear all grades in the category for all students	Click  Clear All on the action bar.

To	Do this
View statistics for the category	Click  Category Statistics on the top tool menu.

- 5 Click **Save**.



Viewing category statistics

Category statistics lets you view details about a class, group, or section's overall performance in a category of grade items. Statistics include the average, median, mode, standard deviation, minimum grade, maximum grade, and a graph showing the distribution of grades. You can also view students' individual grades in the category.






► **To view category statistics**






From the Grade Category page, click  **Category Statistics** on the top tool menu.

Entering grades by grade item

- 1 From the Student List page, click the  **Enter Grades** icon next to grade item.
- 2 Enter grades in the **Grade** fields.
- 3 If you want to add comments on a student's performance, click the  **Enter Comments** icon.
- 4 Perform additional tasks as required.

Additional grading options

To	Do this
Flag students for future reference	Click the  Flag icon beside their name.
Apply a common grade to all students	<ol style="list-style-type: none"> 1 Click the  Grade All action menu item. 2 Enter a Grade. 3 Click Save.
Apply a common grade to selected students	<ol style="list-style-type: none"> 1 Select the students. 2 Click the  Enter grade for all selected students icon at the top or bottom of the list. 3 Click Save.
Evaluate activities associated with the grade item	<ol style="list-style-type: none"> 1 Click the  Evaluate Activities icon. 2 Select an achievement level for the student. 3 Click Save.
Email selected students	Select the checkboxes beside students' names and click  Email selected students at the top or bottom of the list.

To	Do this
Clear grades for selected students	Select the checkboxes beside students' names and click  Clear grades for all selected students at the top or bottom of the list.
Clear grades for all students	Click the  Clear All action menu item.
View statistics for the grade item	Click  Item Statistics on the top tool menu.
View the Event Log for the grade item for a particular student	Click the  Event Log icon in the student's row.
View the Event Log for the grade item for all students	Click the  Event Log action menu item.

- Click **Save**.

Entering grades for items associated with the Quizzes, Dropbox, or Discussions tool

You can associate quizzes, dropbox folders, and discussion forums and topics with grade items and grade them directly from the Quizzes, Dropbox, and Discussions tools.

Note You can enter or update a grade from either the Grades tool or the tool the item is associated with. However, changes made in the Grades tool are not updated in the associated tool.

Importing grades

You can enter grades in another application and import them into the Learning Environment using a CSV or TXT file. You can also create new grade items through an import file by adding a column to the file.

The import file must follow a standard format, use the **Grades sample import file** as a reference point.

New grade item
↓

	A	B	C	D	E	F	G	H
1	Username	Item1 Points Grade	Item4 Points Grade	Item2 Grade Symbol	Item3 Text Grade	Adjusted Final Grade Numerator	Adjusted Final Grade Denominator	End-of-Line Indicator
2	Vickie.Brewer	42	38	Excellent	Your comments were focused and insightful	81	100	#
3	Frank.Catcher	44	37	Very Good	Perfect Attendance!	84	100	#
4	Danielle.Fleur	36	29	Very Good	You had great ideas when you attended class	71	100	#
5	Erin.Roth	34	37	Good	You need to join more group discussions	76	100	#

Grades sample import file

Import field options

Field	Example	Description
Username	Frank.Catcher	A unique name for identifying a student in the Learning Environment. You must provide a Username or StudentId (or both).
StudentId	20067930	A unique number for identifying a student in the Learning Environment. You must provide a Username or StudentId (or both).
<Item> Points Grade	44	Numeric and Pass/Fail grade items should be labeled the grade item name followed by "Points Grade". Students' grades should be the Points Grade they received. E.g., 44 points out of a possible 50 points.
<Item> Grade Symbol	Very Good	Selectbox grade items should be labeled the grade item name followed by "Grade Symbol". Students' grades should be a pre-existing grade scheme symbol. E.g., "Very Good", "Merit", or "3.5".
<Item> Text Grade	Perfect Attendance!	Text grade items should be labeled the grade item name followed by "Text Grade". Students' grades can be any text value. Text grade items do not count towards students' final grades.
Adjusted Final Grade Numerator	84	The total points a student achieved in a course. You can enter a student's percentage grade (without the % sign) if you enter the denominator as 100. E.g., 84 points out of 100 points or 230 points out of 285 points.
Adjusted Final Grade Denominator	100	The total possible points available in a course. Enter 100 if you want to record students' percentage grades. E.g., _ / 100 points available or _ / 285 points available.
End-of-Line Indicator	#	The last column must be labeled "End-of-Line Indicator" so the Learning Environment knows when the next set of data begins. The end of each students' line should be indicated with a the pound key "#".
7.x legacy grade items		
<Item> Out Of Grade	44	In the 7.x Learning Environment, Numeric and Pass/Fail grade items were labeled the grade item name followed by "Out Of Grade". These grade items can still be imported.


Field	Example	Description
<Item> Grade Symbol String	Very Good	In the 7.x Learning Environment, Text and Selectbox grade items were labeled “ <Item> Grade Symbol String”. These grade items can still be imported. If a 7.x import file contains a Selectbox grade item, you must create a new grade item to replace it.

We recommend that you set up your grade book in the Learning Environment even if you want to enter grades in a CSV or TXT file. You can then use the **Export Grades** option to create an appropriate file. (See *Exporting grades*, p. 210, for more information.)

Notes

- If you enter a grade value that is greater than the Max. Points for the grade item, the grade is capped at the Max. Points value unless you selected the **Can Exceed** option when setting up the grade item.
- Do not import other options, such as a student’s first name, email, or weighted grade.
- To improve performance when importing grades for large classes, only import grade items that have changed and import by group or section when possible.

► To import grade items

- 1 From the Student List page, click  **Import Grades**.
- 2 Click **Browse**.
- 3 Locate and upload the file you want to import.
- 4 Select **Create new grade item when an unrecognized item is referenced** if you want to be able to create new grade items from the import file.
- 5 Click **Next**.
- 6 If you are creating new grade items:
 - a) Select the **Create New Grade Item** checkbox beside each of the items you want to create.
 - b) Select a grade item **Type**.
 - c) Click **Next**.
 - d) Fill in the grade items’ details. (See *Creating a grade item*, p. 196, for more information.)
 - e) Click **Next**.
- 7 View error and warning messages associated with the import, and click **Next**.

Note Fields with errors are not imported.


Tip Use the **Back** button to return to a previous page and fix mistakes.

- 8 Confirm your changes and click **Import**.

Exporting grades

You can export grade items, including final grades, to a CSV file for use in other applications or offline grading. If you plan to import grades back into the learning environment make sure you do not change the structure of the file, although you can add new grade items.

► **To export grade items**

- 1 From the Student List page, click  **Export Grades**.
- 2 Select the **Key Field** you want to use to identify students.
- 3 Select the **Grade Values** and **Student Details** you want to export.
- 4 Select the **Grade Items** you want to export.
- 5 Click **Export to CSV**.
- 6 Use your browser's save dialog to save the file to appropriate location.

(See *Importing grades*, p. 207, for information on what type of grades data can be imported.)

► **To export grades by group or section**

Select the group or section using the **Export Grade Items For** drop-down on the Export Grades page.

Note Grade items that contain French characters do not display correctly in Microsoft Excel. Do not correct the characters in the CSV file if you want to import the file back into the Learning Environment. Use Notepad if you want characters to display correctly.

Calculating final grades

Use the Final Grades page to calculate and release final grades.

► **To access the Final Grades page**



Click the  **Enter Grades** icon for **Final Grades** on the Student List or Grades List.

The Final Grades page lists the calculated final grade for each student in your grade book. It is up to you to ensure that these grades are accurate. Final grades may be inaccurate if:

- You did not select the **Automatically keep final grades updated** option when setting up your grade book.
- There are grade items that you still need to enter grades for.

► **To recalculate the final grade when “Automatically keep final grades updated” is not selected**


Do one of the following:

- Click  **Recalculate All** on the action menu.
- Click the  **Recalculate the Final Grade** icon for the student whose grade you want to update.

The Final Grades page also contains an area to enter adjusted final grades for students. You could use adjusted final grades to apply a bell curve or to raise the final grade of a student who was sick. Whether the adjusted final grade is released to students depends on the **Final Grade Released** option you chose when setting up your grade book. (See *Understanding final grade calculations*, p. 183, for more information.)

► **To enter an adjusted final grade**


Do one of the following:

- If you want a student’s grade to be different from the calculated final grade, enter the adjusted grade in the **Adjusted Final Grade** field.
- If you want to release the calculated final grade as the adjusted grade, click the  **Transfer Calculated Final Grade to Adjusted Final Grade** icon.



Once you have ensured that students’ grades are accurate, you can release them.







► **To release a final grade**

Do one of the following:

- Click  **Release All** on the action menu.
- Select the **Release Calculated Final Grade** or **Release Adjusted Final Grade** checkbox for the student whose grades you want to release, and click **Save**.



Additional options on the Final Grades page

To	Do this
View grades by group or section	Select “Groups” or “Sections” from the View By drop-down.
Clear adjusted final grades	Do one of the following: <ul style="list-style-type: none"> • Click  Clear All on the action menu. • Select the students whose grades you want to clear and click the  Clear the Adjusted Final Grade for all selected students icon at the top of the list.
Leave general feedback for all students	<ol style="list-style-type: none"> 1 Click Show details and overall comments to expand the comments section. 2 Enter comments in the text field. Use the Spellchecker, HTML Editor, or Preview options, if desired.

To	Do this
Leave feedback for a specific student	Click the  Enter Comments icon for the student. Note Final grade comments are not released to students until you release the final grade.
Email students about their final grades	Select the students you want to email and click  Email selected students at the top of the list.
Enter a common adjusted grade for multiple students	<ol style="list-style-type: none"> 1 Select the students you want to assign a common grade for and click  Enter the Adjusted Final Grade for all selected students icon at the top of the list. 2 Enter the grade. 3 Click Save.
Change the number of students displayed per page	Select a value from the per page drop-down.
View the Final Grades Event Log	Click  Event Log on the action menu.
View a student's Event Log	Click the  Event Log icon for the student.
View statistics about a class or student's final grades	Click  Final Grade Statistics on the top tool menu.

Calculating final grades by student

You can calculate and release the final grade for a single student using the Grade Student page.

- 1 From the Student List page, click a student's name.
- 2 Click the  **Recalculate the Final Grade** icon if necessary.
- 3 Enter an adjusted final grade or click the  **Transfer Calculated Final Grade to Adjusted Final Grade** icon.
- 4 Select the **Release Calculated Final Grade** or **Release Adjusted Final Grade** checkbox depending on the **Final Grade Released** set up option you chose.
- 5 Click **Save**.

Viewing final grade statistics

Final grade statistics lets you view details about a class, group, or section's overall grades for a course. Statistics include the average, median, mode, standard deviation, minimum grade, maximum grade, and a graph showing the distribution of grades. You can also view students' individual final grades.

► To view final grade statistics

Do one of the following:

- From the Final Grades page, click  **Final Grade Statistics** on the top tool menu.

- From the Student List page, click the **Final Grade Statistics** icon next to the Final Grade column heading.

Final calculated grade scenario –Points system

You offer a number of online training courses that use similar content, but adjust the course content depending on your participants' interests and skill levels. You set up specific courses by importing course content from a master course. You do not want to change the weight of each grade item to make every course grade book balance, so you use the points system and keep each grade item's Max. Points the same. You grade basic tasks out of 5, intermediate tasks out of 10, and advanced tasks out of 15. You give participants who receive at least 70% on all grade items 10 bonus points. You allow students to exceed the maximum points for a grade item, but not the final grade. Because you often allow some students to skip advanced tasks, you drop ungraded items from the final grade calculation.

You set up grade items with the following properties:

	Log in	Preferences	Navigation	Email	Discussions	Blog	Bonus
Max. points	5	5	10	10	15	15	10
Can Exceed	Yes	Yes	Yes	Yes	Yes	Yes	No
Bonus	No	No	No	No	No	No	Yes

You assign the following grades for the student Frank Catcher:

	Log in	Preferences	Navigation	Email	Discussions	Blog	Bonus
Max. points	6	8	9	8	15	--	10

You release the calculated final grade to Frank. It is calculated as follows:

Grade item	Calculation
Log in	$= 6/5 * 100$ $= 120\%$
Preferences	$= 8/5 * 100$ $= 160\%$
Navigation	$= 9/10 * 100$ $= 90\%$
Email	$= 8/10 * 100$ $= 80\%$
Discussions	$= 15/15 * 100$ $= 100\%$

Grade item	Calculation
Blog	= Dropped Note Dropped grade items are not included in calculations; grades are calculated as if the item does not exist.
Bonus	= $10/10 \times 100$ = 100% Note Bonus points are added on top of the final grade, they are not included in the Points Received/Max. Points calculation.
Calculated Final Grade	= $(6+8+9+8+15)/(5+5+10+10+15) \times 100 + 10$ = $46/45 \times 100 + 10$ = 112.22% = 100%

Final calculated grade scenario – Weighted system

You are teaching an introductory science course in which students are graded on four labs, their participation in discussion topics, and a final examination. You allow students to drop their lowest grade on a lab. You also provide bonus grades to students who act as moderators for discussion topics. If a student does not submit a lab you leave it ungraded and treat ungraded items as a grade of 0.

You set up grade items and a Labs category with the following properties:

	Labs	Lab 1	Lab 2	Lab 3	Lab 4	Discussions	Moderator	Exam
Category	Labs	Labs	Labs	Labs	Labs	None	None	None
Max. points	n/a	10	10	10	10	10	5	100
Weight	50%	50% for the category				10%	5%	40%
		25%	25%	25%	25%			
Bonus	n/a	No	No	No	No	No	Yes	No
Drop lowest	1	n/a	n/a	n/a	n/a	n/a	n/a	n/a


You assign the following grades for the student Frank Catcher:


	Labs	Lab 1	Lab 2	Lab 3	Lab 4	Discussions	Moderator	Exam
Frank Catcher	n/a	0	8	0	7	8	3	71

You release the calculated final grade to Frank. It is calculated as follows:

Grade item	Calculation
Lab 1	= Dropped Note Dropped grade items are not included in calculations; grades are calculated as if the item does not exist.
Lab 2	= $8/10 \times 25 / (25+25+25) \times 100$ = 26.67% towards the category = $26.67 \times .5$ = 13.33% towards the final grade Note Lab 1 is worth 33.33% of the Labs category even though it is assigned a weight of 25%. This is because the lowest lab grade is dropped and there are only three labs contributing to the category.
Lab 3	= $0/10 \times 25 / (25+25+25) \times 100$ = 0% towards the category = $0 \times .5$ = 0% towards the final grade See the note for Lab 1.
Lab 4	= $7/10 \times 25 / (25+25+25) \times 100$ = 23.33% towards the category = $23.33 \times .5$ = 11.67% towards the final grade See the note for Lab 1.
Discussions	= $8/10 \times 10$ = 8% towards the final grade
Moderator	= $3/5 \times 5$ = 3% on top of the final grade Note Bonus items are added to the final grade after other calculations. Do not include a bonus item's weight in your total when balancing your grade book.
Exam	= $70/100 \times 40$ = 28% towards the final grade
Calculated Final Grade	= $18.33+16.67+15+9+37.2+3$ = 64%

Hiding/showing items in the grade book

You can change which grade items appear in your view of the grade book using the  **Display Options** icon.

- 1 From the Student List, click  **Display Options** on the action bar.
- 2 Select the grade items you want to appear in your grade book.

3 Click **Save**.

To change which grade item details (i.e. weighted grade, grade scheme color) and student details (i.e. username, email) appear in your view of the grade book, see *Changing personal display options*, p. 187.

Viewing event logs

Event logs maintain a record of changes made to your grade book. They can be useful when auditing a grade book, managing teaching assistants, or discussing a grade with a student.

Student Grades Event Log: Frank Catcher

Search For: Search [Show Search Options](#)

Page: 1 of 3 20 per page

Modified By	Last Modified ▼	Item	Grade	Weighted Grade	Symbol
Admin	Apr 18, 2007 4:29 PM	Assignment 1 - History Essay	36 / 50	7.2 / 10	72%
Admin	Apr 18, 2007 4:29 PM	Assignment 1 - History Essay	33 / 50	6.6 / 10	66%
Ann.Shills	Apr 17, 2007 1:50 PM	Discussion Issues 1	- / 10	- / 50	-
Admin	Apr 12, 2007 5:49 PM	Attendance and Participation	0 / 10	0 / 10	Fail
Admin	Apr 12, 2007 5:49 PM	T3	37 / 50	18.5 / 25	74%
Admin	Apr 12, 2007 5:49 PM	T2 (Midterm)	86 / 100	43 / 50	86%
Admin	Apr 12, 2007 5:49 PM	T1	39 / 50	19.5 / 25	78%
Admin	Apr 12, 2007 5:49 PM	Assignment 3 - Project Plan	4 / 5	1.6 / 2	80%
Admin	Apr 12, 2007 5:49 PM	Assignment 1 - History Essay	42 / 50	8.4 / 10	84%
Admin	Apr 12, 2007 5:42 PM	Adjusted Final Grade	85 / 100	N/A	85%
Admin	Apr 12, 2007 5:42 PM	Field Trip Consent Form	attending	N/A	N/A
Admin	Apr 12, 2007 5:42 PM	Field Trip Response Form	10 / 10	10 / 10	100%


Page: 1 of 3 20 per page

Student Grades Event Log

Student Grades Event Log

The Student Grades Event Log records all of the changes made to a particular student's grades.



► To access the event log for a student

- 1 Click the name of the student on the Student List.
- 2 Select  **Event Log** on the action bar.

Grade Item Event Log

The Grade Item Event Log records changes to students' grades on a single grade item.



► To access the event log for students' grades on a grade item

- 1 From the Student List page, click the  **Enter Grades** icon for a grade item.
- 2 Select  **Event Log** on the action menu.

Final Grade Event Log

The Final Grade Event Log records changes to students' final grades.


▶ **To access the event log for students' final grades**

- 1 From the Student List page, click the  **Enter Grades** icon for the Final Grade item.
- 2 Select  **Event Log** on the action menu.

Manage Grades Event Log

The Manage Grades Event Log records changes made to the properties or restrictions of a specific grade item.

▶ **To access the Event Log for a grade item**

- 1 In the Manage Grades area, click the name of a grade item from the Grades List.
- 2 Click  **Event Log** in the top tool menu.

Tracking user progress

The User Progress tool allows instructors and students to view statistics on a specific student's use of the Learning Environment. For example, you can view details about a student's use of the Discussions, Dropbox, or Grades tool. The Grades section lists the grade items the student has been graded on, including the grade achieved, comments, and when the item was graded. It also shows the student's final grade, if it has been released. (See *User Progress*, p. 30, for more information.)

What students see in the Grades tool

Students access the Grades tool by clicking **Grades** on the course navigation bar.

Grades			
Grades			
Print			
Adjusted Final Grade			
Weight Achieved: 85 / 100			
Grade Items			
Grade Item	Weight Achieved	Grade	Comments and Activities
Assignments	32.72 / 40		
A 1 - History Essay	7.2 / 10		[View Activities]
A 1 - Research Notes	2 / 2		Individual Comments:Greate notes Frank!
A 2 - Group Presentation	9.36 / 12		
A 2 - Peer Evaluation	2 / 2		
Tests	32.4 / 40		
T1	7.8 / 10		
T2 (Midterm)	17.2 / 20		
T3	7.4 / 10		
Weekly Participation	4.83 / 10		
W1	1.33 / 1.67		
W2	1.17 / 1.67		
W3	1.33 / 1.67		
Attendance and Participation	7.5 / 10		[View Activities]
Field Trip Response Form	0 / 10		[View Activities]
Field Trip Consent Form			
Make sure to submit your signed form before the field trip.		attending	

A participant's view of the Grades tool

From the Grades page, students can:

- Check whether assignments and other items have been graded.
- View **Comments** left with a grade item.
- See the **Activities** a grade item is related to.
- View **Statistics** on the class's performance on a grade item, category, or final grade.
- View the **Final grade calculation** used to determine their final grade.
- Check their final grade once it is released.
- Print a copy of their grades.

Using the Formula Editor

Use the Formula Editor to define a formula that calculates a grade item's value based on other grade items. When you create a formula you specify which grade items you want included in the formula and the relationships between them. An example of a simple formula is one that calculates the sum of a number of grade items. A more complicated formula is one that drops the minimum or maximum value from a set of grade items.

The Formula Editor is used in two places in the Grades tool: to create formula type grade items (see *Creating a grade item*, p. 196) and to define a final grade when the grading system is set to Formula (see *Understanding grading systems*, p. 180).

Note The Formula Editor is turned off at many organizations. Contact your site administrator about getting access to this functionality.

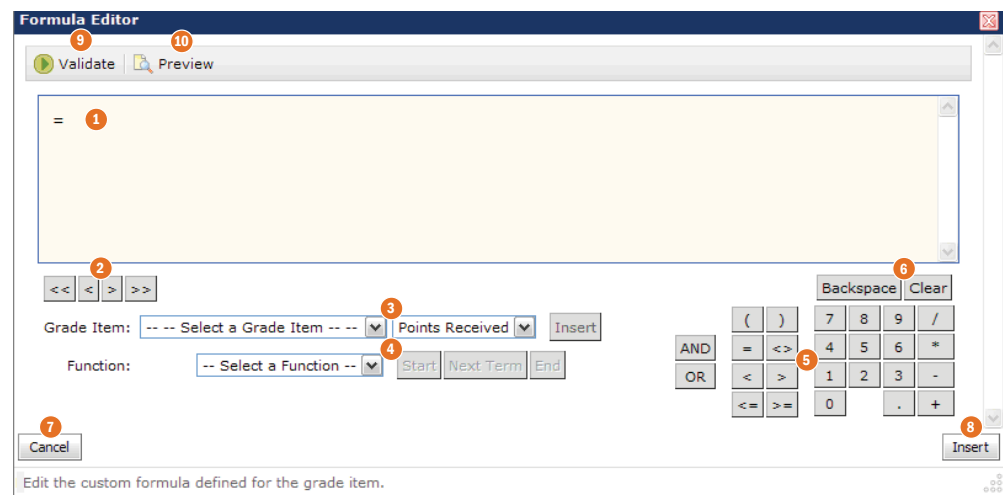
Accessing the Formula Editor

The Formula Editor is available on the New Item and Edit Item page for Formula items, and the Edit Calculated Final Grade page and Edit Adjusted Final Grade page for the Formula grading system.

- 1 From the Grades List page, click the name of a formula grade item or the Calculated Final Grade.
- 2 Click the **Edit Using the Formula Editor** link.

Building a formula

The Formula Editor provides an interface for defining grade items, functions, and operators in your formula. You can select the various options on the interface or use the corresponding keys on your keyboard to add elements.




Formula Editor




Formula area (1)

The Formula Area is where the formula text is displayed. The equals sign (=) at the start of the formula cannot be deleted. A cursor shows your position in the formula. Click in the formula area to position the cursor.

Cursor placement (2)

The cursor placement icons are used to move the cursor forwards and backwards in the formula. You can also move the cursor by clicking on the new location with your mouse. There are four options:

-  Move cursor to start of formula

-  Move cursor to end of formula
-  Move cursor back one element
-  Move cursor forward one element

Grade item parameters (3)

The **Grade Item** drop-down contains a list of grade items you can insert as a parameter in your formula. You can insert Numeric, Pass/Fail, Selectbox, and Formula type grade items. You cannot reference the formula grade item you are defining (this avoids a circular reference) or a final grade.

The **Grade Item Value** drop-down determines what value associated with the grade item you want to use in the formula. There are three options:

- **Points Received** The grade the student achieved. E.g., 7 (out of 10 points).
- **Max Points** The maximum points available for the grade item. E.g., 10 points.
- **Percent** The percent grade the student achieved. E.g., 70%.

The **Insert Grade Item** button inserts the selected grade parameter in the formula.

► To insert a grade item parameter in a formula

- 1 Select a **Grade Item**.
- 2 Select the **Grade Item Value** you want to use in the calculation.
- 3 Click **Insert Grade Item**.

Notes

- For the weighted system, category and grade item weights are ignored in formula calculations.
- Dropped grade items and bonus grade items are calculated the same as other grade items.

Functions (4)

The **Function** drop-down contains a list of functions that you can use in your calculation formula:

- **MAX** Calculates the maximum (largest) value in a set of values.
- **MIN** Calculates the minimum (smallest) value in a set of values.
- **SUM** Calculates the sum (total) of a set of values.
- **AVG** Calculates the average for a set of values by adding all the values and dividing by the total number of values.
- **IF** Operates as a Boolean statement that returns either the value set as true or as false. You must define the condition (Boolean statement), true (then) value, and false (else) value.

E.g. If { [Item1.Points Received] >= 60, 100, 0 }

If function example

- **NOT** Operates as a Boolean statement that returns the value set as true if the condition is false and as false if the condition is true.

E.g. If { Not { [Item1.Percent] = 100 }, 0, 100 }

Not function example

Notes You may embed functions within functions.

The **Start**, **Next Term**, and **End** icons are used to define elements of a function.

- **Start** Starts the function selected in the **Function** drop-down list with an opening bracket ({}).
- **Next Term** Inserts a comma to separate grade items or parts of a Boolean statement.
- **End** Ends the function with a closing bracket ({}).

► To insert a function in a formula

- 1 Select a **Function**.
- 2 Click **Start**.
- 3 Enter a parameter.
- 4 Click **Next Term** to add another parameter or use the numeric keys and operators to define a condition.
- 5 Click **End** when you are done adding parameters and conditions.

Numeric keys and operators (5)

The right area of the Formula editor contains a number of operators and a numeric key pad to build your formula. These operators are usually used in conjunction with at least one grade item.

Backspace and clear (6)

The **Backspace** and **Clear** icons let you delete parts of your formula to make changes.

- **Backspace** Deletes the element to the left of the cursor.
- **Clear** Deletes the entire formula.

Cancel (7)

The **Cancel** button exits the Formula Editor without saving your changes.

Insert (8)

The **Insert** button validates your formula and applies it to the grade book item or final grade you are working on. If your formula is invalid, you receive an error message and your cursor moves to the point in the formula that caused the error. The error type displays in red above the formula. Refer to *Validation errors*, p. 222, for a list of potential errors.

Validate (9)

The **Validate** option checks if your formula conforms to standard formula grammar. If your formula is valid, a confirmation message displays. If your formula is invalid, you receive an error message and your cursor moves to the point in the formula that caused the error. The error type displays in red above the formula. Refer to *Validation errors*, p. 222, for a list of potential errors.

Preview (10)

The Preview option lets you check how your formula will calculate grades for the first ten students in your student list. Click **Close** when you are finished viewing the grades. If your formula is invalid, you cannot preview grades. Refer to *Validation errors*, p. 222, for a list of potential errors.

Validation errors

Error	Description	Examples
Unexpected [token_type] e.g., Unexpected operator	The formula contains a function component in an unexpected location	= 5=/1 = (5+1)2
Unbalanced parentheses	The formula contains an opening or closing bracket without a corresponding bracket	= 5+1)
Missing end of function	The formula contains an unclosed function	= SUM{[Item1.Points], [Item2.Points]
Unexpected function end	The formula contains a closing bracket for a function that does not relate to a function	= [Item1.Points]/2}
Invalid number of operator parameters	The formula contains an invalid number of operator parameters	= [Item1.Points] +
Invalid number of function parameters	The formula contains an invalid number of function parameters	= SUM{} = IF {[Item1.Points]<2,5}

Error	Description	Examples
Numeric value expected	A Boolean statement or operator was entered in place of a numeric value	= IF {5<2,1 OR 1,4} = SUM{1 = 2,3,4}
Boolean value expected	A Boolean statement was not entered for a condition	= IF {MIN{4,5},100,0} = NOT{4}
Invalid terminal	The formula contains an incorrectly used terminal	= [Item1.Points] + 3.2.5

Examples

- Give students who achieved over 75% on all grade items in a category 100% for the category.
= IF { MIN { [Week1.Percent], [Week2.Percent], [Week3.Percent] } < 75, 0, 100 }
- Drop the lowest two grades in a set of three grades.
= SUM { [G1.Points Received], [G2. Points Received], [G3. Points Received] } – MIN { [G1. Points Received], [G2. Points Received] } – IF { MIN { [G2. Points Received], [G3. Points Received] } = MIN { [G1. Points Received], [G2. Points Received] } , MIN { [G1. Points Received], [G3. Points Received] } , MIN { [G2. Points Received], [G3. Points Received] } }
- Fail students who received less than 60% on either their midterm or final exam.
IF { MIN { [Midterm.Percent], [Final.Percent] } < 60, 0, SUM { [A1.Percent], [A2.Percent], [G1.Percent], [G2.Percent], [Midterm.Percent], [Final.Percent] } }

Unit 5

Communication Tools






This unit describes how to use the Learning Environment's communication tools to create and facilitate effective online activities, such as a discussion forum for participants to pose questions or a chat room for participants to discuss ideas, analyze information, and synthesize concepts.

Schedule

The Schedule is an important tool for displaying course-related events to your participants. Users will be able to view course events that you post through the Schedule tool on the course home page. The Schedule is an excellent location to post important course-related events such as project due dates, virtual office hours, exam and test information, etc.

Adding a personal event

Personal events can only be viewed by the person creating them. Use personal events to enter items into the Schedule that will only be visible to you, such as periods that you set to grade assignments, reminders for course preparation work, etc.






- 1 On your course home page, click the **Events** button in the Events widget.
OR
Click the **Schedule** link on the course navigation bar. The main schedule page displays.
- 2 Click the  **Add Event** link. The Add New Event page displays.
- 3 Type the **Title** of your event.
- 4 Select a **Date** either using the drop-down lists or by clicking the  **Select Date** icon beside the drop-down lists. To specify date ranges (from one day to another) or times in addition to dates, click the **show more options** link at the bottom of the page.
- 5 To display a link to a web address in your event, type the web address in the **Link** field.
- 6 Select **Personal** from the radio buttons below. This will ensure that the event is personal and that it will not be shown to other users.
- 7 Type a **Description** for your event, if required. To use HTML in your definition, select the **In HTML** checkbox. You can also use the  **HTML Editor**,  **Spell Check** and  **Preview** icons to create text in HTML format and check it.
- 8 Click **Save**.

On the main Schedule page, the date that you defined your event on will now appear in bold in the calendar. All dates on which events are defined appear in bold.

Click the date in the calendar. The Schedule event that you defined is displayed on the page beside the calendar. (If you defined your event for the current day, that day is shown by default on the page.)

Adding a course event

Course events can be viewed by all course participants. Use course events to enter items into the Schedule, such as project due dates and exam information that are important for students and other participants.

- 1 On your course home page, click the **Events** button in the Events widget.
OR
Click the **Schedule** link on the course navigation bar. The main schedule page displays.
- 2 Click the  **Add Event** link. The Add New Event page displays.
- 3 Type the **Title** of your event.
- 4 Select a **Date** using the drop-down lists or by clicking the  **Select Date** icon beside the drop-down lists. To specify date ranges (from one day to another) or times in addition to dates, click the **show more options** link at the bottom of the page.
- 5 To display a link to a web address in your event, type the web address in the **Link** field.
- 6 Select **<course code> Course Offering** from the radio buttons below. This will ensure that the event is a course event and that it will be shown to all course participants.
- 7 Type a **Description** for your event, if required. To use HTML in your definition, select the **In HTML** checkbox. You can also use the  **HTML Editor**,  **Spell Check** and  **Preview** icons to create text in HTML format and check it.
- 8 Click **Save**.

On the main Schedule page, the date that you defined your event on will now appear in bold in the calendar. All dates on which events are defined appear in bold.

Click the date in the calendar. The Schedule event that you defined is displayed on the page beside the calendar. (If you defined your event for the current day, that day is shown by default on the page.)

When you return to your course home by clicking the **Course Home** link from the navigation bar, the Events widget on the course home page will reflect your newly added course events that are on the current day.

Searching the schedule

Wildcards are supported when searching the schedule. The following chart describes supported wildcards and usage.

Wildcards supported when searching the schedule

Wildcard Character	Description	Example
%	any number of any character Note used implicitly in every search	Search for '%day%'. Returns all events where the Title or Description contains a word with the sequence of characters day. Ex. daydream, birthday, holidays, etc. Searching for 'day' is equivalent to searching for '%day%' or '%day' or 'day%'.
[]	or/ranges (used with characters between brackets)	Search for [CK]ath[ae]rine. Returns all events where the Title or Description contains Catharine or Katharine or Catherine or Katherine. Search for Quiz [1-3]. Returns all events where the Title or Description contains Quiz followed by the numbers 1, 2 or 3.
^	not (used before a single character)	Search for base[^b]. Returns all events where the Title or Description contain the sequence of characters base and that sequence is not followed by the letter b. Ex. databases, base, basement, etc. are included in the results. Baseball, baseboard, etc. are excluded from the search results.
_	one of any character	Search for _ob. Returns all events where the Title or Description contain words with a three letter sequence ending in ob. Ex. Robert, Bob, knob, etc. are included in the results. Obstacle, obtuse, etc. would be excluded.

News





The News tool is an extremely powerful way to communicate updates, changes and new information to your course participants quickly and effectively. The News tool is typically located in the middle of the course home page. Since this is the first page that the user will see when they enter the course, the News tool is a great way to display pertinent information for your course.

The News tool can also be updated regularly with:

- Interesting pictures, quotes, news stories, etc.
- URLs submitted by participants which may be of general interest
- Online agendas outlining online weekly activities
- QuickLinks to various updated areas of course site (new content, survey, quizzes)

Because News is typically the first thing that a participant sees upon logging into the course, it is recommended that News be updated regularly to keep your participants engaged in your course.

Creating a news posting

- 1 On your course home page, click the **Add** button at the top of the **News** widget. The New Item page displays.
- 2 Type the posting headline in the **Headline** field.
- 3 Type your posting text in the **Content** field. To use HTML in your text, select the **In HTML** checkbox. You can also use the  **HTML Editor**,  **Spell Check** and  **Preview** icons to create text in HTML format and check it.
- 4 Select the posting availability date using the **Start Date** and **End Date** drop-down lists or by clicking the  **Select Date** icon beside the drop-down lists.
- 5 By default, the date will not appear beside the headline. If you want the date to appear by the headline, select the **Show Start Date** checkbox.
- 6 If you want to specify a removal date for your news posting, select the **Remove News Item based on End Date** checkbox and specify an end date. (Course instructors and administrators will still be able to see the posting after this date, but it will be invisible to course participants.)
- 7 You can add attachments to your news posting, such as pictures or other files. To add an attachment, click the **Browse** button in the **Attachments** section, locate your

file and click **Open**. To add more attachments, click the **Add** button and repeat this step. For more details, refer to *Adding and deleting attachments to a news posting*, p. 229.

- 8 Click **Save**.


Your news posting appears on your course home page on the date that you selected. If you selected **Show Start Date**, the date of the posting appears beside the headline.

Adding a news posting for a future date

If you set a posting's start date to a date in the future, the posting will not be visible to course participants until that date. When the specified date (and time) arrive, participants will then be able to see the news posting. For example, if you wanted a news posting to appear first thing Monday morning, you could create it on Friday afternoon and specify a start date of Monday at 9:00 am.

Depending on their permissions, instructors and administrators can usually see post-dated news. Post-dated news is indicated by the word "Future" beside the item's headline.

Editing a news posting

- 1 On your course home page, click the  **Edit** icon beside your news posting headline. The Edit Item page displays.
- 2 Make your required changes.
- 3 Click **Save**.

Adding and deleting release conditions

Release conditions allow you to associate a news item with other items in the learning environment. For example, you could require that students complete an assignment before they see a news item.

In the **Release Conditions** section, click either **Attach Existing** or **Create and Attach**.

See *Release Conditions*, p. 110, for more information.


Adding and deleting attachments to a news posting

You can add attachments to a News posting while you are creating or editing it.


► To add an attachment

- 1 In the **Attachments** section of the New Item or Edit Item page, click the **Add a File** button.
- 2 Locate and attach the file.
- 3 Click **Save**.

► **To delete an attachment from a news item**

Click the  **Delete** icon next to the attachment that you want to delete.



Changing the order of news postings

- 1 On the main news page, click  **Re-Order** on the top tool menu.
- 2 Select the new position for a news item using the **Sort Order** drop-down list beside its name. The positions of other folders or categories adjust accordingly.

Note Items display in ascending order.

- 3 Click **Save**.

Deleting a news posting

- 1 On your course home page, click the **Search** button in the **News** widget.
- 2 Click the  **Delete Selected News Item** icon beside the news item that you want to remove. To delete multiple items, select the items that you want to delete using the checkboxes at the left and then click the  **Delete Selected News Items** icon at the top of the list.
- 3 Click **OK** in the confirmation message.

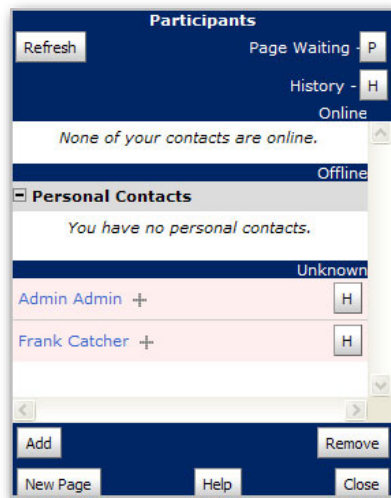
Pager

The pager is an online messaging tool that you can use to send text messages directly to other users (students, colleagues) who are currently logged into the Learning Environment. This tool allows course participants to pose questions on a one-to-one basis to fellow users and instructors. The pager is an excellent, just-in-time communication tool that identifies users who are online and gives users the ability to communicate efficiently from anywhere within their course.

Note Users using screen readers may want to turn the Pager notification off, as the refresh rate for the Pager causes some screen readers to start over at the beginning of the page.

► **To access the pager**

On your home page, click the **Pager** link in the navigation bar.



The Pager

Adding a contact

- 1 In the Pager pop-up, click **Add**. The Add A New Contact pop-up displays.
- 2 Type in the username (if known) and click **Add**.

OR

Click the **Add Classmate(s)** radio button. Select a class from the drop-down list, then select a user and click **Add**.

- 3 When you are finished adding users, click **Cancel** to close the Add A New Contact pop-up. The participants (or users) that you just added will now be shown in the **Personal Contacts** list on the Pager pop-up.

Removing a contact

- 1 In the Pager pop-up, click **Remove**. The Remove Contact pop-up displays.
- 2 Select the user(s) that you want to remove from your **Contacts List**.
- 3 Click **Remove**, then **Close**. The contacts will now be removed from your Personal Contacts list on the Pager pop-up.

Send a message

- 1 In the Pager pop-up, click the contact's name. The Send Page pop-up displays.
OR
Click the **New Page** button. In the Send Page pop-up, click the **To** button, select the user and click **OK**.
- 2 Type your message in the **Message** field.
- 3 Click **Send**.

Refresh the pager

Use this option to check your messages at any time in between the Pager refresh cycles.

In the Pager pop-up, click the Refresh button. The Pager pop-up refreshes and displays any new messages that you have received.

Example in action: the just-in-time communication tool

The pager is an excellent just-in-time communication tool for rounding up a group of course participants to meet in a chat room to discuss a group project. The pager identifies users as online and offline enabling instructors to page users easily. In addition, instructors can send multiple users a page simultaneously. Faster than email, the pager is a great way to deliver informal feedback to small groups of students or on a student-by-student basis. Everything is documented in the pager, so if you ever want to review a conversation, simply click the **H** beside the user's name and you can review pager history.

Discussions

With the Discussions tool you can encourage peer interaction and conversations in your course. Participants in discussions interact with one another by posting messages to discussion topics and reading and replying to messages posted by others.

You can use the Discussions tool to:

- Encourage students to share their reflections on course material with their peers
- Set up areas for students to ask questions
- Pose a question for the class to debate
- Discuss the answers to an assignment
- Create areas for groups to work on group assignments

Accessing Discussions

To access the Discussions tool, click the **Discussions** link on the navigation bar.

The screenshot displays the 'Forums & Topics List' page. On the left, the 'Discussion Areas' sidebar contains links for 'Discussions List', 'Group Restrictions', 'Statistics', and 'Settings'. Below this is the 'Instructions' section, which provides detailed guidelines for using the tool. The main content area, titled 'Forums & Topics List', features a toolbar with 'New Forum', 'New Topic', 'Copy', 'Re-Order', and 'Delete' buttons. A 'Display:' dropdown is set to 'All Forums and Topics'. The list includes several topics, each with a title, message count, unread count, and approval status. Callout boxes identify key features: 'Forum' (sidebar), 'Topics' (instructions), 'Add topic' (New Topic button), 'View stats' (view stats icon), 'Edit' (edit icon), and 'Assess topic' (assess topic icon).


The Forums & Topics List page is the main page for the Discussions tool

Creating forums and topics

Creating a forum

Forums are used to organize your discussion topics. Discussions take place inside a topics, and each topic must belong to a forum to be visible to your students. Any settings you apply to a forum are also applied to all of the forum's topics; for example, if you have several topics in which you want to allow anonymous messages, you could put these topics in a single forum and enable anonymous messages for that forum.

► To create a new forum

- 1 On the main discussions page, click  **New Forum** on the top tool menu.
- 2 Enter a **Title** for the forum.
- 3 Enter a **Description**.
- 4 Set any forum options you want:



To	Do this
Automatically create a topic	Select Create a new topic in this forum with the same title .
Enable participants to post messages anonymously	Select Allow anonymous messages . This setting applies to all topics within the forum, regardless of topic-level settings. Note that anonymous messages cannot be evaluated.
Require messages to be approved	Select Messages must be approved before being displayed . This setting applies to all topics within the forum, regardless of topic-level settings.
Hide the forum	If the options in the Availability section are not visible, click Show forum visibility options , then do one of the following: <ul style="list-style-type: none"> • To hide the forum when it is created, select Hide this forum. It will remain hidden until Forum is always visible is selected again. • To make the forum visible within a date range, select Forum is visible for a specific date range and specify a Start Date when the forum will become visible and/or an End Date when it will be hidden again.
Lock the forum	If the options in the Locking options section are not visible, click Show locking options , then do one of the following: <ul style="list-style-type: none"> • To the lock the forum when it is created, select Lock forum. It will remain locked until Unlock forum is selected again. • To open the forum within a date range, select Unlock forum for a specific date range and specify a Start Date when the forum will be unlocked and/or an End Date when it will be locked again.

- 5 Click **Save** to save the forum, or **Save & Add Topic** to save the forum and create a new topic within it.

Creating a topic

Topics are where discussions actually take place, where participants post and read messages. Your course can include as many topics as you like, organized into forums. Each topic normally includes a description that defines the purpose of the topic and guides the conversation.

► To create a new topic

- 1 Do one of the following:
 - On the main discussion page, click  **New Topic** on the top tool menu.
 - On the main discussions page, click the  **Add New Topic** icon for the forum in which you want to create the topic.
 - If you have just created a forum, on the New Forum page click the **Save and Add Topic** button.
- 2 In the **Forum** drop-down list, select the forum in which you want to create the topic.

To create the topic in a new forum, click the **New Forum** link, enter information about the forum, and click **Save**.

- 3 Enter a **Title** for the topic.
- 4 Enter a **Description**.

Depending on your course settings, topic descriptions may be displayed in the message list where users read and post messages (see *Changing settings and preferences*, p. 243). If this setting is enabled, you may want to keep descriptions short and avoid using large images.

- 5 Set the topic options you want:


To	Do this
Enable anonymous message posting	Select Allow anonymous messages . Note that anonymous messages cannot be evaluated.
Require messages to be approved	Select Messages must be approved before being displayed .
Hide the topic	If the options in the Availability section are not visible, click Show topic visibility options , then do one of the following: <ul style="list-style-type: none"> • To hide the topic when it is created, select Hide this topic. It will remain hidden until Topic is always visible is selected again. • To make the topic visible within a date range, select Topic is visible for a specific date range and specify a Start Date when the topic will become visible and/or an End Date when it will be hidden again.

To	Do this
Lock the topic	<p>If the options in the Locking options section are not visible, click Show locking options, then do one of the following:</p> <ul style="list-style-type: none"> To the lock the topic when it is created, select Lock topic. It will remain locked until Unlock topic is selected again. To open the topic within a date range, select Unlock topic for a specific date range and specify a Start Date when the topic will be unlocked and/or an End Date when it will be locked again.

- Click **Save** to save the topic, or **Save and New** to save the topic and create another one.

Editing existing forums and topics

Editing a forum or topic

- On the main discussions page, click the  **Edit** icon for the forum or topic you want to edit.
- Select the tab containing the information you want to edit.

Note Switching between tabs automatically saves any changes made on the current tab.



- Make your changes.
- Click **Save** if applicable.

Copying a forum

Copying a forum creates a new forum with the same properties as the original. You can choose to copy the forum's topics as well as any pinned messages within those topics. Copying a forum does not copy any normal, unpinned messages inside the forum's topics, however you can copy or move individual messages from existing topics once the new topics are created (see *Copying or moving a message*, p. 255).

If you want to copy forums into another course offering, see *Copying components between org units*, p. 45.

► To copy a forum

- On the main discussions page, click  **Copy** on the top tool menu.
- Click  **Copy a Forum**.
- From the **Forum to Copy** list, select the forum you want to copy.
- In the **New Forum Title** field, type a name for the new forum.

- 5 Select the options you want:

Copy topics Select this option to copy all of the topics inside the forum; new topics are created with the same titles and properties as the existing ones.

Copy pinned messages If you choose to copy topics, select this option to copy any pinned messages within those topics. If you use pinned messages to post information about a topic (rules, evaluation criteria, etc.) you may want to copy these messages along with the topics.



- 6 Click **Copy**.

Copying a topic

Copying a topic creates a new topic with the same properties as the original. Links to grade items or competency activities are not copied. You can choose to copy pinned messages along with the topic. Copying a topic does not copy any normal, unpinned messages inside the topic, however you can copy or move individual messages from inside the existing topic once the new topic is created (see *Copying or moving a message*, p. 255).

If you want to copy topics into another course offering, see *Copying components between org units*, p. 45. If you want to move a topic from one forum to another, edit the topic and select a new forum from the **Forum** drop-down list on the **Properties** tab.

► To copy a topic


- 1 On the main discussions page, click  **Copy** on the top tool menu.
- 2 Click  **Copy a Topic**.
- 3 From the **Forum to Copy** list, select the forum containing the topic you want to copy.
- 4 From the **Topic to Copy** list, select the topic you want to copy.
- 5 In the **New Topic Title** field, type a name for the new topic.
- 6 From the **Copy Destination** list, select the forum you want to copy the topic to. If you select multiple forums, multiple copies of the topic are created.
- 7 Select **Copy pinned messages** if you want pinned messages to be copied into the new topic. If you use pinned messages to post information about the topic, you may want to copy these messages.
- 8 Click **Copy**.


Re-ordering forums and topics

You can change the order in which forums are listed on the main discussions page, and the order in which topics are listed inside each forum.

If you want to move a topic from one forum to another, edit the topic and select a new forum from the **Forum** drop-down list on the **Properties** tab.

► **To re-order forums and topics**

- 1 On the main discussions page, click  **Re-Order** on the top tool menu.
- 2 From the drop-down list in the **Sort Order** column, select the position in the list where you want each forum or topic to appear. Forums are ordered relative to each other; topics are ordered within each forum.

If the topics in a forum are not visible, click the  **Expand** icon next to the forum, or click **Expand All** at the top of the list.

- 3 Click **Save**.

Restricting access to forums and topics

For some types of discussions, you will want everyone in your course to have access for the entire semester. For other discussions, you may want to restrict access to a shorter time period or to a specific group of students. You can restrict access to forums and topics in four ways:

- Hide the forum or topic for all users
- Lock the forum or topic for all users
- Use release conditions to display a forum or topic based on other activities within the course (e.g. reading a content topic, completing a quiz)
- Restrict access to members of specific groups or sections

Note Any restrictions placed on a forum also apply to all topics within the forum.

Hiding a forum or topic

Hidden topics are not displayed on the main discussions page (except for users with permission to see hidden forums and topics or to manage discussions). By hiding topics, you can control which topics students can access at different times throughout the course. For example, you could create weekly discussion topics for students to reflect on the material covered in each week of the course and make each topic available for one week only.

You can specify start and end dates for when a forum or topic is visible so you can set up visibility ahead of time to match your course's schedule.

Tip Instead of scheduling a topic to disappear as soon as you want the discussion to end, consider locking the topic at that point and keeping it visible for another few days. This allows students to review the discussion after it has closed so that they don't miss the last messages added.

► **To hide a forum or topic**

- 1 On the main discussions page, click the  **Edit** icon for the forum or topic you want to hide.

You can also set visibility options when creating a new forum or topic.

- 2 If the options in the **Availability** section are not visible, click **Show forum visibility options** or **Show topic visibility options**.
- 3 Select the options you want:
 - To hide the forum or topic immediately, select **Hide this forum** or **Hide this topic**. The forum or topic will remain hidden until you select **Forum is always visible** or **Topic is always visible** again.
 - To hide the forum or topic until a certain date or after a certain date, select **Forum is visible for a specific date range** or **Topic is visible for a specific date range**, then select **Has Start Date** or **Has End Date** and specify the dates.
- 4 Click **Save**.


Locking a forum or topic

Locking a topic prevents users from posting new messages or modifying existing messages, essentially making the conversation “read only.” (Users with permission can modify the contents of a locked topic.) Locking a topic can be an effective way of closing a conversation while allowing students to refer back to messages.

You can specify start and end dates for when a forum or topic is unlocked so you can set things up ahead of time to match your course’s schedule.

Tip Consider locking a topic to end a conversation, then using a pinned message to post a summary inside topic. This way when students access the topic your summary appears at the top.

► To lock a forum or topic

- 1 On the main discussions page, click the  **Edit** icon for the forum or topic you want to lock.

You can also set locking options when creating a new forum or topic.


- 2 If the options in the **Locking options** section are not visible, click **Show locking options**.
- 3 Select the options you want:
 - To lock the forum or topic immediately, select **Lock forum** or **Lock topic**. The forum or topic will remain locked until you select **Unlock forum** or **Unlock topic** again.
 - To open the forum or topic within a date range, select **Unlock forum for a specific date range** or **Unlock topic for a specific date range**, then select **Has Start Date** or **Has End Date** and specify the dates.
- 4 Click **Save**.

Setting Release Conditions

Release conditions allow you to specify requirements that students must satisfy before they can access a discussion forum or topic. For example, you might require that students view a content topic or submit an assignment to a dropbox folder before accessing a discussion topic. Or you might create an extra-help discussion topic for students who fail a particular quiz.

For more information about release conditions, see *Release Conditions*, p. 110.

► To add release conditions to a forum or topic



- 1 On the main discussions page, click the  **Edit** icon for the forum or topic you want to add release conditions to.

OR

If you are creating a new forum or topic, you can add release conditions after clicking **Save**.

- 2 Click the **Restrictions** tab.
- 3 If the controls in the **Release Conditions** section are not visible, click **Show Forum Release Conditions** or **Show Topic Release Conditions**.
- 4 Do one of the following:
 - If you have already created a release condition elsewhere and want to attach it to this forum or topic, click **Attach Existing**. Select the condition(s) you want to add, then click **Attach**.
 - If you want to add a new release condition that does not already exist, click **Create and Attach**. Enter the details for the new release condition, then click **Create**.
- 5 Click **Save**.

► To remove release conditions from a forum or topic

- 1 On the main discussions page, click the  **Edit** icon for the forum or topic you want to remove release conditions from.
- 2 Click the **Restrictions** tab.
- 3 If the controls in the **Release Conditions** section are not visible, click **Show Forum Release Conditions** or **Show Topic Release Conditions**.
- 4 Click the  **Remove Condition** icon next to each condition you want to remove.

OR

To remove all conditions, click the  **Remove All Conditions** icon at the top of the list of conditions.

- 5 Click **Save**.


Setting group and section restrictions

You can restrict a forum or topic so that it is only accessible to members of a specific group or section. This enables you to:

- Create group discussion areas where members of a group can collaborate on assignments or discuss course material in small teams.
- Create separate forums or topics for each section in a course offering.

Note Groups or sections must be created before you can set group or section restrictions. See *Manage Sections*, p. 61, and *Manage Groups*, p. 68, for more information.

► To restrict a single forum or topic

1 On the main discussions page, click the  **Edit** icon for the forum or topic you want to add group restrictions to.

OR


If you are creating a new forum or topic, you can create group restrictions after clicking **Save**.

- 2 Click the **Restrictions** tab.
- 3 If the options in the **Group Restrictions** area are not visible, click **Show Forum Group Restrictions** or **Show Topic Group Restrictions**.
- 4 Select **Restrict this forum to the following groups** or **Restrict this topic to the following groups** and click **Add Groups**.
- 5 Select a **Group Category**. Select “Sections” to restrict access to sections.
- 6 Select the groups or sections.
- 7 Click **Add**.
- 8 Click **Save**.

To remove a group’s access, click the  **Delete this item** icon next to the group and then click **Save**.

To open the forum or topic to everyone again, clear the **Restrict this forum to the following groups** checkbox or **Restrict this topic to the following groups** checkbox and click **Save**.

► To restrict multiple forums or topics simultaneously

- 1 On the main discussions page, click  **Group Restrictions** on the left tool menu.
- 2 Select a **Group Category**. Select “Sections” to restrict access to sections.
- 3 Select the **Forum** containing the topics you want to restrict, or select “All Forums.”
- 4 To restrict a forum or topic to specific groups or sections, select the checkbox in the **Restricted** column, then select the groups you want to be able to access the forum or topic.

5 Click **Save**.

To open a forum or topic to everyone, clear the checkbox in the **Restricted** column and click **Save**.

The screenshot shows the 'Group Restrictions' page. On the left, there is a sidebar with 'Discussion Areas' and 'Instructions'. The main content area is titled 'Group Restrictions' and includes 'View Options' with dropdowns for 'Group Category' (set to 'Group Presentations') and 'Forum' (set to 'Contemporary Issues'). Below this is a table for 'Edit Group Restrictions' with columns for 'Forums and Topics', 'Restricted?', and four 'Group Presentations' (Group 1-4). The table lists 'Contemporary Issues', 'Explosives and earthquakes', 'Organic Foods', and 'Farming and Horticulture'. Arrows point to specific elements: 1. 'Group Category' dropdown, 2. 'Forum' dropdown, 3. 'Restricted?' column checkboxes, and 4. 'Group Presentations' columns checkboxes.

The Group Restrictions page

Automatically creating group or section restricted topics

You can automatically create a discussion topic for each group in a selected category. Topics are named after the group categories and groups they are associated with.

- 1 On the main discussions page, click **Group Restrictions** on the left tool menu.
- 2 Click the **Automatically create restricted topics** link.
- 3 Select a **Group Category**. Select “Sections” to create topics for each section.
- 4 Select the **Forum** in which to create the topics. If you want to create a new forum for the restricted topics, click **New Forum**.
- 5 Click **Create**.

Best practice for creating section-restricted discussions

If your course has multiple sections and you want to offer separate but identical discussion topics for each section, follow these steps:

- 1 Create a new forum. This forum will be used for the first section.
- 2 Create all of the topics for your course within that forum.
- 3 Copy the forum for each additional section, selecting the option to include topics.
- 4 Go to the Group Restrictions page and restrict each forum to one of the sections in your course.

Group Restrictions

View Options

Group Category:

Forum:

[Automatically create restricted topics](#)

Edit Group Restrictions

Forums and Topics	Restricted?	Sections	
		Section 1	Section 2
Forum for Section 1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Technology and Scientific History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current Issues in Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technologies of Tomorrow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading Response: "Parkinson's Disease: Hope Through Research"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading Response: "The Trillion-Barrel Tar Pit"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Forum for Section 2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology and Scientific History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current Issues in Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technologies of Tomorrow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading Response: "Parkinson's Disease: Hope Through Research"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading Response: "The Trillion-Barrel Tar Pit"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The Group Restrictions page showing two section-restricted forums with identical topics

Deleting a forum or topic

- 1 On the main discussions page, click **Delete** on the top tool menu.
- 2 Select the forums and topics you want to delete.
- 3 Click the **Delete Selected** button.

Changing settings and preferences

Discussion settings are divided into two types: **Org Unit Settings** allow you to change the way the Discussions tool works for everyone in your course offering, while **Personal Settings** let you specify how you want to view messages inside topics.

► **To access the Settings page**

On the main discussions page, click **Settings** on the left tool menu.

The Settings page

Tip You can also modify some of your personal display settings from **My Preferences**. See *Setting preferences*, p. 24.

Org Unit Settings

Org unit settings apply to all users and all forums and topics in your course.

Shared Display Settings Controls whether shared forums and topics are displayed in the discussions list in your course offering. If you clear this option, users will not be able to access shared forums and topics from within your course offering.



Message Ratings Turns the message ratings control on or off for all topics within the course offering (see *Rating Messages*, p. 249).

Topic Descriptions Controls whether topic descriptions are displayed in the message list. You may want to turn off this feature to save space for users with small screens. Consider using pinned messages to provide explanations or instructions instead (see *Pinned messages*, p. 252).

Personal Settings

Personal settings control the way you view messages inside a topic. These settings apply to all course offerings wherever you access discussions but do not affect other users.

Display Settings The following display settings are available:

- **Show the discussion topics list** The discussion topics list appears at the left of the message list and provides quick navigation between topics.
- **Show the search bar** The search bar allows you to search for messages. You can also show or hide the search bar by clicking  **Show Search** or  **Hide Search** on the action bar inside a topic.
- **Show the preview pane** If you are using the Grid Style message list, you can choose to open messages in a preview pane at the bottom of the screen or in a pop-up window. Select this option to use the preview pane, clear it to use a pop-up window.
- **Display deleted messages** Displays deleted messages in the message list. This option is only available if you have permission to see deleted messages.

Default Message List View Controls whether messages are displayed in threaded or unthreaded view when you enter a topic. In threaded view, messages are grouped together with their replies, allowing you to follow the thread of a conversation. In unthreaded view, messages can be sorted by author, date, subject, message ID, or average rating.

Message List Style The following message list styles are available:

- **Grid Style** The Grid Style message list resembles a traditional email reader where each message's subject, author, and date appear in a list without the full text of the message. To read a message, you click the subject; the full text is displayed in a separate area.
- **Reading Style** The Reading Style message list shows the full text of all messages in a single view. You read messages simply by scrolling through the page, without having to select messages and read them one at a time in a dedicated reading pane or a pop-up window.

Message Fields to Display You can choose to display the following fields:

- **Student Id** Select this option to see ID numbers beside author names.
- **Message Id** Select this option to see ID numbers when viewing messages.

Character Limits If you are using the Grid Style message list, you can choose to display only the first few characters of each message's subject to save screen space. Select the checkbox and enter the maximum number of characters of each message's subject you would like to see.

Reply Settings Select this option to automatically include the text of any message you reply to when composing a reply.

Joining a topic

To enter a topic, click the topic's name on the main discussions page.

If you are using the Grid Style message list, the Learning Environment displays a list of messages posted to the topic. Click the subject of a message to view the full text.

The screenshot shows the forum interface with the following elements:

- Discussions List (Left Sidebar):** Contains a tree view with categories like 'Organic Foods (16) (0)', 'Explosives and earthquakes (4) (0)', and 'Bi-Weekly Discussions'.
- Topic View (Main Content):** Displays the topic 'Explosives and earthquakes' with a 'Show Search' button and a 'View: Threaded' dropdown.
- Message List (Grid Style):** A table listing messages with columns for Subject, Author, Date, and Average Rating. The selected message is 'Whose rights?' by Danielle Fleur.
- Message Content (Bottom):** Shows the full text of the selected message, including the subject 'Whose rights?' and the author's name and date.

Callout boxes indicate the following features:

- Switch topics:** Points to the 'Discussions List' sidebar.
- Show/hide search bar:** Points to the 'Show Search' button.
- Return to main discussions page:** Points to the 'Back to Forums & Topics List' link.
- Switch view:** Points to the 'View: Threaded' dropdown.

Grid Style message list

If you are using the Reading Style message list, the Learning Environment displays the full text of all messages.

The screenshot shows the forum interface with the following elements:

- Discussions List (Left Sidebar):** Same as the previous screenshot.
- Topic View (Main Content):** Displays the topic 'Explosives and earthquakes' with a 'View: Threaded' dropdown.
- Message List (Reading Style):** A vertical list of messages showing the full text of each message. The selected message is 'Whose rights?' by Danielle Fleur.
- Message Content (Bottom):** Shows the full text of the selected message, including the subject 'Whose rights?' and the author's name and date.

Reading Style message list

You can navigate between topics using the **Discussions List** at the left if it is displayed.

For information about changing your message list view and displaying the **Discussions List**, see *Changing settings and preferences*, p. 243.

To return to the main discussions page, click the **Back to Forums & Topics List** link in the top right corner of the page.

To choose whether to show messages in threads (where replies are grouped with their original messages) or as a list that you can sort, use the **View** drop-down list in the top right corner. You can also choose to display only unread, flagged, or unapproved messages.

Reading messages

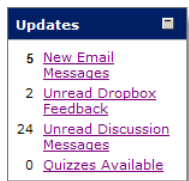
Opening a message

If you are using the Grid Style message list, click on the subject of any message to view that message. The message is displayed either in a preview pane at the bottom of the window or in a separate window, depending on whether you have selected the option **Show the preview pane** on the Settings page (see *Changing settings and preferences*, p. 243).

Finding new messages

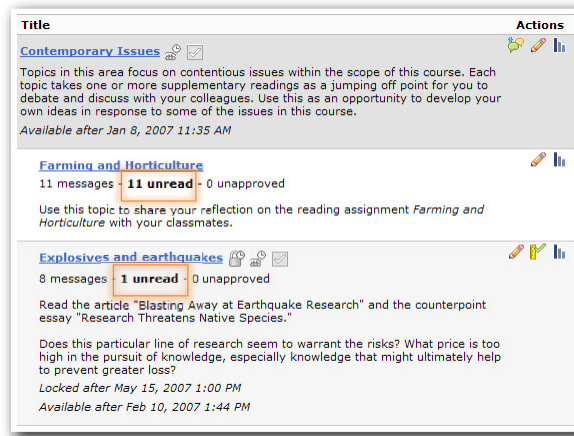
To help you keep up with new messages added to your course's discussions, the Learning Environment identifies unread messages in a number of places:

- If you use the **Updates** widget on your course homepage, the widget displays the total number of unread messages for all discussion topics in your course.



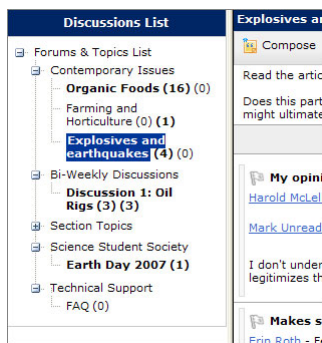
The **Updates** widget

- On the main discussions page, the number of unread messages appears beneath each topic.



Unread messages are listed beneath each discussion topic

- On the main discussions page, you can also use the **Display** drop-down list in the top right corner to show only topics with unread messages.
- Inside a topic's message list, the **Discussions List** at the left of the screen displays topics with unread messages in bold.




Inside a topic, topics with unread messages appear in bold in the **Discussions List**

- In a topic's message list, you can also use the **View** drop-down list in the top right corner to display only unread messages.

Searching for messages

You can search for messages containing a specific word, written by a specific author, posted within a date range, flagged or unflagged, read or unread, and so on.

► To search for a message

- 1 Join the topic you want to search.
- 2 If the **Search For** field is not visible at the top of the message list, click  **Show Search** on the top tool menu.
- 3 Enter the word you want to find in the **Search For** field and click **Search**.

The message list displays the messages that match your search. To see all messages again, click **Clear Search** at the top of the list of messages.

► **To perform an advanced search**

- 1 Click the **Show Search Options** link to the right of the **Search** button.
- 2 Specify additional criteria from the options displayed beneath the **Search For** field.
- 3 Click the **Search** button.


Rating Messages

If you turn on message rating for your course, students can anonymously rate each message posted to any discussion topic. The resulting average is displayed above each message and you can search for messages based on their average rating, which makes it easy to locate the best or most insightful messages posted to a topic. Turning on message ratings can also serve as a participation incentive for students.

For example, you might set up a discussion topic for students to help each other with assigned problems. When a student posts a question to this topic, all participants could rate each answer and the average would identify the best solutions and help to separate them from less helpful messages such as “I agree” or “Good suggestion. Thanks.”

Note Message rating can only be enabled for the entire course. You cannot turn message ratings on for one topic and off for another.

► **To enable message rating**

- 1 On the main discussions page, click  **Settings** on the left tool menu.
- 2 In the **Org Unit Settings** section, select **Messages can be rated**.
- 3 Click **Save**.

► **To rate a message**

Click one of the orange stars in the message rating control located at the top right of the message.



The message rating control

Flagging a message

You can use message flags to mark a messages you want to review later, monitor for replies, or follow-up on. In a topic’s message list, you can search for flagged messages or use the **View** drop-down to view flagged messages only. Your message flags are visible only to you; other users cannot see them.

► **To flag or unflag a message**

Click the  **Not Flagged – Click to Flag this item** or  **Flagged – Click to Unflag this item** icon beside the message subject.




Marking a message read or unread

If you are using the Grid Style message list, messages are automatically marked as read when you open them (depending on your site's configuration), but if you are using the Reading Style message list or you print messages to read them you will need to manually mark messages as read to indicate to the Learning Environment that the message is no longer new.

In some cases you may also want to manually mark a message as unread—for example, if you open the message from the Grid Style message list but do not finish reading it.

► **To mark a message read or unread**


Do one of the following:

- In the Grid Style message list, select one or more messages from the list and click the  **Mark Read** or  **Mark Unread** icon at the top of the list.
- In the Reading Style message list, click the **Mark Read** or **Mark Unread** link below the message header.
- In either view, to mark all messages in the topic read click  **Mark All Read** on the action bar.

Printing messages


If you prefer reading from paper, you can print messages from the Grid Style message list. You cannot print messages from the Reading Style message list. See *Changing settings and preferences*, p. 243, for information about changing your message list style.

► **To print messages**


- 1 In the Grid Style message list, select the messages you want to print.
- 2 Click the  **View Selected Messages as Printable** icon at the top or bottom of the list.
- 3 Click the **Print** button.

Posting messages

Posting a new message

- 1 Join the topic where you want to post a message.
- 2 Click  **Compose** on the action bar.

- 3 Enter a **Subject**.
- 4 Enter the **Message**.

Tip Click the  **HTML Editor** icon if you want to format your message.

- 5 Set any options you want:

To	Do this
Pin your message to the top of the topic	Select the Pin message checkbox.
Make your message anonymous (conceal your name)	Select the Author anonymously checkbox. This checkbox is only available if the topic or the topic's forum allows anonymous messages (see <i>Creating a topic</i> , p. 235, or <i>Creating a forum</i> , p. 234).
Attach a file	Click the Add a File button and select the files you want to attach.
Post your message to multiple topics	<ol style="list-style-type: none"> 1 If the Add Topics button is not visible in the Message Posting Options section, click Show the message posting options. 2 Click the Add Topics button. 3 Select the topics you want to post the message to. 4 Click Insert.

- 6 Click **Post** to post the message now, or **Save Draft** to save the message without posting.

Draft messages


When composing a new message, you can save the message as a draft to continue working on it later. This is useful if you are composing a long or complex message and want time to review it before you post it for others to read.

Note You can only save new messages as drafts. You cannot save a draft when replying to another message.

► To save a draft

When composing a message, click the **Save Draft** button.

► To open a draft message

- 1 Join the topic where you created the message.
- 2 In the **View** drop-down at the top right of the page, select “Drafts.”
- 3 Do one of the following:
 - If you are using the Grid Style message list, click the message's subject to open the message and then click  **Edit Message** on the top tool menu.

- If you are using the Reading Style message list, click the **Edit** link beneath the message header.

Pinned messages

Pinned messages always appear at the top of the message list, regardless of how the list is sorted or displayed. In threaded view, the thread following a pinned message appears as the first thread in the list.

You can use pinned messages to post announcements, rules of conduct, discussion summaries, or any other important information you want to display at the top of a message list.

Pinned messages can also be copied along with the topic they belong to; normal messages cannot.


Note You cannot pin a message if it is a reply to another message.

► To pin a message


When composing or editing a message, select the **Pin message** checkbox.

Replying to a message

1 Do one of the following:

- If you are using the Grid Style message list, click the subject of the message you want to reply to, then click  **Reply** on the top tool menu.
- If you are using the Reading Style message list, click the **Reply** link below the message header.

2 Type your reply in the **Message** area.

Tip Click the  **HTML Editor** icon if you want to format your message.

3 If you want to include the original message text in your reply, click the **Add Original Message Text** link.

Tip You can specify whether you want to automatically include original message text in your replies. See *Changing settings and preferences*, p. 243.

4 Set any options you want:

To	Do this
Make your message anonymous (conceal your name)	Select the Author anonymously checkbox. This checkbox is only available if the topic or the topic's forum allows anonymous messages (see <i>Creating a topic</i> , p. 235, or <i>Creating a forum</i> , p. 234).
Attach a file	Click the Add a File button and select the files you want to attach.

- 5 Click **Post**.

Moderating discussions

Message approval

If a topic requires message approval, when messages are posted they are only visible to users with permission to approve messages. To make these messages visible to all users, you must manually approve them. (Messages posted by users with permission to approve messages are automatically approved.)


You can turn message approval on or off from the **Properties** tab when creating or editing a Forum or Topic.

If a message is not appropriate for the topic and you do not want to approve it, you can do any of the following:

- Leave the message unapproved
- Edit the message before approving it
- Delete the message

Finding messages that require approval



You can find unapproved messages in the following ways:

- On the main discussions page, the number of unapproved messages is displayed beneath the topic's name. To see only topics that contain unapproved messages, select "Topics with Unapproved" from the **Display** drop-down list at the top of the page.
- Inside a topic, if you have the **Discussions List** turned on, the number of unapproved messages is the second number displayed in parentheses beside each topic. E.g. a topic that read "First Test Questions (5) (3)" would have three unapproved messages.
- In the message list inside a topic, unapproved messages are indicated by the  **Message Requires Approval** icon. To see only messages that require approval, select "Unapproved Only" from the **View** drop-down list at the top left of the page.

Approving messages

► To approve a message



If you are using the Grid Style message list, do one of the following:

- Open the message and click  **Approve** on the action bar.
- Select one or more messages from the message list and click the  **Approve** icon at the top or bottom of the list.

If you are using the Reading Style message list, click the **Approve** link below the message header.

► **To unapprove a previously approved message**

Do one of the following:

- In the Grid Style message list, open the message and click  **Unapprove** on the action bar.
- In the Reading Style message list, click the **More actions** link below the message header, then click  **Unapprove** on the action bar above the message.



Editing a message

Editing a message allows you to change the subject or message text, add or remove attachments, or change whether the message is pinned. You cannot make a message anonymous or change the name of the message author—the original author’s name will remain even after a message has been edited. Users who have edited a message are listed in the message’s history.

Edited messages are indicated by the  **Last Edited** icon in the message header.

► **To edit a message**


1 Do one of the following:

- If you are using the Grid Style message list, open the message and click  **Edit Message** on the top tool menu.
- If you are using the Reading Style message list, click the **More Actions** link below the message header, then click  **Edit** on the action bar at the top of the message.

2 Make the changes you want.



3 Click **Save**.

Viewing a message’s history

If a message has been edited, the message history records all previous versions of the message, who edited it, and when it was approved. Edited messages are indicated by the  **Last Edited** icon in the message header.

► **To view a message’s history**



Do one of the following:

- If you are using the Grid Style message list, open the message and click  **History** on the top tool menu.
- If you are using the Reading Style message list, click the **More actions** link below the message header, then click  **History** on the action bar at the top of the message.

Copying or moving a message

Messages don't have to stay in the topics they are initially posted to. If you think a message belongs in a different topic, you can move it by copying it and choosing the option to delete the original message. If a message is applicable to more than one topic, you can copy it into as many other topics as you want.

► To copy or move a message

- 1 Do one of the following:
 - If you are using the Grid Style message list, open the message and click  **Copy** on the top tool menu.
 - If you are using the Reading Style message list, click **More actions** beneath the message header, then click  **Copy** on the action bar above the message.
- 2 Select the forum and topic you want to copy the message into.
- 3 Select any additional options you want:
 - To copy any replies made to the message, select **Copy message replies**.
 - To move the message from the current topic into the selected one, select **Delete original message after copy completes**.

Caution If you choose to delete the original message and do not choose to copy replies, any replies made to the message are deleted.

- 4 Click **Copy**.



Deleting a message


You can delete a message to remove it from a topic.

Caution Deleting a message also deletes any replies to that message.

► To delete a message

If you are using the Grid Style message list, do one of the following:

- Select the messages you want to delete in the message list and then click the  **Delete Selected Messages** icon at the top or bottom of the list.
- Open the message you want to delete and click  **Delete** on the top tool menu.



If you are using the Reading Style message list, click the **More actions** link below the message header and then click  **Delete** on the action bar above the message.

Restoring a deleted message

To restore a deleted message, you must have permission to view deleted messages and you must have the **Display deleted messages** option enabled on the Settings page. See *Changing settings and preferences*, p. 243.

► To restore a deleted message

Do one of the following:

- In the Grid Style message list, open the message and click  **Undelete** on the top tool menu.
- In the Reading Style message list, click the **More actions** link below the message header, then click  **Undelete** on the action bar above the message.

Note If the message restored was a reply to another message, and the other message has also been deleted, both messages are restored.

Evaluating messages

Overview

There are two ways to evaluate students' contributions to a discussion topic: you can use a numeric score, or you can associate the topic with a competency activity and evaluate students using a rubric. If you use a numeric score, you can link the score to a grade item in your course's grade book.


This section explains how to configure a topic for assessment using a numeric score, how to evaluate students using a numeric score, and how to link the score to a grade item. Setting up a competency activity is mentioned briefly, but is explained in detail in the *Competencies and Rubrics User and Reference Guide*.

Assessing a topic with a numeric score

Setting up assessment

You can choose to evaluate students' individual messages and have the Learning Environment automatically calculate a topic score for each student, or you can assign a topic scores directly to each student. If you choose to assess individual messages, you can specify how you want the system to calculate each student's overall topic score.

► To configure a topic for assessment

- 1 On the main discussions page, click the  **Edit** icon for the topic you want to configure.
- 2 Click the **Assessment** tab.
- 3 If you want the score to be linked to a grade item, select the item from the **Grade Item** drop-down list. See *Linking a topic to a grade item*, p. 258, for more information.

- 4 Specify the number you want to **Score Out of**. You will evaluate students using a scale ranging from zero to the number entered here. E.g., if you enter 15, you will assess students on a scale from zero to fifteen.
- 5 If you want to assess individual messages (rather than assigning an overall topic score directly for each student):
 - a) Select the **Score each message and automatically calculate the topic score** checkbox.
 - b) Select the **Calculation** method you want to use to determine students' overall topic scores based on message scores.
 - c) If you want the calculation to treat unassessed messages as if those messages had received a score of zero, select **Include non-scored messages in the calculated score as zero**. By default, unassessed messages are ignored when calculating the topic score.
- 6 Click **Save**.



Assessing students



Once a topic is configured for assessment, you can assess students from two places: inside the topic while reading messages, or on the Assess Topic page. Assessing students from within the topic lets you read students' messages in context and evaluate as you perform other reading-related tasks (approving messages, marking messages read, replying, etc.). Assessing students from the Assess Topic page enables you to see topics scores for all students and view all of a student's messages together on one screen.

Note If a topic uses message approval, you must approve a message before you can assess it.

► To assess students from within a topic

- 1 Enter the topic.
- 2 Do one of the following:

To assess	In	Do this
Individual messages	The Grid Style message list	Open the message you want to assess, then click  Assess at the top of the message.
Individual messages	The Reading Style message list	Click the Assess link below the header of the message you want to assess.
The topic as a whole	The Grid Style message list	Open any message by the student you want to assess, then click  Assess at the top of the message.
The topic as a whole	The Reading Style message list	Click the Assess link below the header of any message by the student you want to assess.

- 3 Enter the **Message Score** or **Topic Score**.
 - 4 Click **Save**.
- **To assess students from the Assess Topic page**
- 1 From the main discussions page, click the  **Assess Topic** icon for the topic you want to assess.
Tip If the **Score** column is empty on the Assess Topic page, click  **Display Options** on the action bar, select **Score Value** or **Percentage**, and click **Save**.
 - 2 Do one of the following:
 - On the **Users** tab, click the **Topic Score** link beneath the name of the student you want to assess.
 - Click the **Assessments** tab, then click the name of the student you want to assess.**Tip** On either tab, you can search for specific students by typing all or part of a student's name or user ID in the **Search For** field and clicking **Search**. You can also filter the view to display members of a specific group or section using the **View By** drop-down list.
 - 3 In the pop-up window, do one of the following, depending on the type of assessment:
 - If you are evaluating the entire topic holistically, enter the score for this student in the **Topic Score** field.
 - If you are evaluating individual messages, enter a score for one or more messages in the **Score** column at the bottom of the page.
Note If the user's messages are displayed across multiple pages, be sure to save the page before navigating to another page of messages. Any new message scores entered will be lost if you change pages without saving.
 - 4 Click **Save**.
 - 5 Click **Close**.

Linking a topic to a grade item

You can link a topic's score to a grade item in your course's grade book so that students' scores are automatically transferred to the grade book. This enables you to factor the topic score into students' final grades for the course. It also enables you to display the result to students; students cannot view their topic score directly through the Discussions tool, but they can view their grades in the grade book.

► **To associate a topic with a grade item**

On the **Assessment** tab where you configure a topic for assessment, select the grade item from the **Grade Item** drop-down list, or click the **New Grade Item** link to create a new grade item for the topic. See *Setting up assessment*, p. 256, for more information about

configuring a topic for assessment; see *Creating a grade item*, p. 196, for more information about creating grade items.



Note Only numeric grade items can be linked to discussion topics.

Releasing topic scores to the grade book

You assess topics linked to grade items in the same way you assess stand-alone topics, by assigning a score to each message or to each student for the topic overall. (See *Assessing students*, p. 257, for more information.) However, the Learning Environment will not update the grade item until you release the score to the grade book. This prevents inaccurate grades from being displayed before you are finished assessing students.

When you release the topic score, the Learning Environment updates the grade item in the grade book. Any additional changes you make to a student's score are automatically sent to the grade book.

► To release a topic score to the grade book

- 1 On the main discussions page, click the  **Assess Topic** icon for the topic.
- 2 On the Assess Topic page, do one of the following:
 - Select the checkbox in the **Graded** column beside each student whose score you want to release to the grade book, then click **Save**.
 - To release scores for all students, click  **Mark All Graded** on the action bar.

Tip You can also release a student's score in the same place that you enter it by selecting the **Graded** checkbox.

Adding activities to a topic

You can associate a discussion topic with a competency activity to tie the topic's assessment to a set of learning objectives and a competency you want your students to master. You will also be able to evaluate the topic using a rubric.

For information about activities, competencies, and rubrics, see the *Competencies and Rubrics User and Reference Guide*.

Viewing statistics



Statistics give you an overview of user activity in your discussion topics and forums. You can use this information to determine which topics are stimulating conversation and which are not, or who is posting frequently and who is hanging back. As the semester unfolds, you can use statistics to pinpoint topics in need of conversation-starters and to follow the participation levels of different students so you can send email reminders to students who have not been participating, or ask overly vocal participants to slow down and give others a chance to contribute. When the semester is finished, statistics help you identify the topics that were most effective and the ones you may want to omit or modify for the next course.

Notes

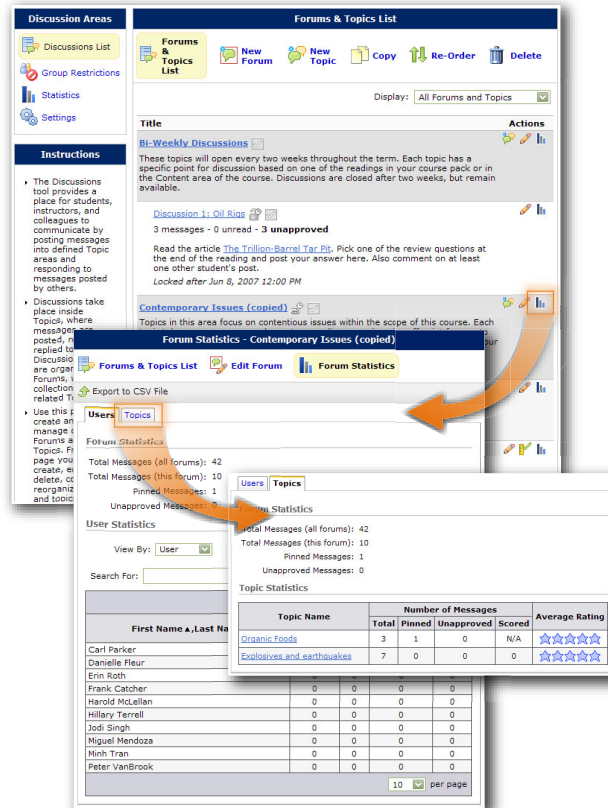
- Unapproved and deleted messages are not included in message counts.
- When viewing statistics by user, only users who appear in the classlist are listed, but totals include messages posted by *all* users.

► To view statistics

Do one of the following:

- To view statistics for a specific forum or topic, click the  **View Statistics** icon for that forum or topic.
- To view statistics for the entire course, click  **Statistics** on the left tool menu on the main discussions page.

Tip You can sort statistics by clicking on any column heading.



The screenshot shows the 'Forums & Topics List' interface. A 'View Statistics' icon is highlighted with an orange arrow pointing to the 'Forum Statistics - Contemporary Issues (copied)' page. The 'Forum Statistics' page shows the following data:

Forum Statistics - Contemporary Issues (copied)

Forum Statistics

Total Messages (all forums): 42
Total Messages (this forum): 10
Pinned Messages: 1
Unapproved Messages: 0

User Statistics

View By: User


Search For:

First Name & Last Name	Total	Pinned	Unapproved	Scored	Average Rating
Carl Parker	0	0	0	0	
Danielle Fleur	0	0	0	0	
Erin Roth	0	0	0	0	
Frank Catcher	0	0	0	0	
Harold McLellan	0	0	0	0	
Hillary Terrell	0	0	0	0	
Jodi Singh	0	0	0	0	
Miguel Mendoza	0	0	0	0	
Minh Tran	0	0	0	0	
Peter VanBrook	0	0	0	0	

10 per page

Topic Statistics

Topic Name	Number of Messages			Average Rating
	Total	Pinned	Unapproved	
Organic Foods	3	1	0	N/A
Explosives and earthquakes	7	0	0	☆☆☆☆

Click the  **View Statistics** icon for a forum or topic to see its statistics

The screenshot shows the 'Discussion Areas' sidebar on the left with the 'Statistics' icon highlighted. The main content area displays the 'Forums & Topics List' with a 'Statistics' button. Below this, the 'Statistics' page is shown, featuring a table of user statistics and an 'Export to CSV File' button.

First Name & Last Name	Number of Messages			
	Authored	Read	Unapproved	Scored
Carl Parker	0	0	0	0
Danielle Fleur	1	0	0	0
Erin Roth	2	0	0	0
Frank Catcher	1	0	1	0
Harold McJellan	1	0	0	1
Hillary Terrell	0	0	0	0
Jodi Singh	0	0	1	0
Miquel Mendoza	1	0	0	0
Ninh Tran	0	-2	1	0
Peter VanBrook	2	1	0	0

Click **Statistics** in the left tool menu to view statistics for all topics in your course

Exporting statistics to a CSV file

You can export statistics to a CSV file and then import the data into a spreadsheet application to perform further analysis.

► To export statistics

- 1 Go to the page displaying the statistics you want to export.
- 2 Click **Export to CSV File** on the action bar.
- 3 Once the file has finished processing, click the file name to download the file.

Chat

The **Chat** tool allows you to engage in real-time text-based discussions with students and colleagues.

Types of chats

There are two types of chats that can be created with the **Chat** tool.

General (or Course) chats are public chats visible to everyone enrolled in the org unit where they are created. General chats allow you to incorporate chat discussions into the teaching of a course since they will automatically be open to all students enrolled in the course.

Personal chats are private chats visible only to users who have been added to the chat's participants list. Personal chats are ideal for keeping in touch with friends and colleagues or for student clubs and other groups whose members do not share a single org unit.

Personal chats can be persistent (permanent) or temporary. You can use temporary personal chats as ad hoc rooms to quickly gather with other users for an impromptu discussion, while persistent chats are better suited for recurring or frequent meetings of the same group of people.

Accessing the chat tool

To access the **Chat** tool, click the **Chat** link on the navigation bar. The Available Chats page is displayed.

Available Chats		
Course Chats		
Chat Title	Current Participants	Options
Chris's Chatty Room	(0)	
Hello How are you doing?	(0)	
Personal Chats		
Chat Title	Options	
Administrator's Den Come and hang out with me and discuss ways I can more effectively administer / administrate this online community! Participants: Admin Admin, Ann Shills, Carl Parker, Danielle Fleur, Erin Roth, Frank Catcher, Harold McLellan, Hillary Terrell, Jodi Singh, Miguel Mendoza, Minh Tran, Peter VanBrook		
Freeman's Chat Room Participants: Ann Shills, Carl Parker, Danielle Fleur, Erin Roth, Frank Catcher, Freeman Battle, Harold McLellan, Hillary Terrell, Jack Whyte, Jodi Singh, Miguel Mendoza, Minh Tran, Peter VanBrook, Vickie Brewer		

The Available Chats page

This page lists all of the chats accessible to you from within the current org unit. From here you can enter a chat, create new chats, view chat archives, and edit and delete existing chats.

The **Course Chats** section lists all general chats created in the current org unit. (For example, if you click the **Chat** link from a course home page, you will see all the general chats created inside that course offering.) The **Current Participants** column shows the number of participants currently inside each general chat.

Personal Chats are listed in the bottom section of the page. You will always see all of the personal chats you have access to regardless of which org unit you accessed the page from. (Whether you click the **Chat** link from My Home or from a course home page, you will see the same list of personal chats.)

The participants who have access to each personal chat are listed beneath the chat description. Participants currently inside the chat are listed in **bold green type**.

Note Even if a participant changes their name inside a personal chat, their default name (generally their First and Last names) will still be listed on the Available Chats page.

Chatting

To enter a chat, simply click its name on the Available Chats page. The chat interface is displayed, as shown in the following image:

The screenshot shows a chat window with a dark blue header and a white message area. The header includes a 'Participants' list on the left, a 'Chat:' dropdown menu in the center, and a 'Lines: 15' indicator with 'Change' and 'Exit Chat' buttons on the right. The message area contains a conversation between 'Ann Shills' and 'Frank Catcher'. At the bottom, there is a text input field with an 'Add' button. Eight numbered callouts (1-8) point to specific UI elements: 1. Participants list; 2. Chat dropdown; 3. Refresh icon; 4. Printer-friendly icon; 5. Change name icon; 6. Lines indicator; 7. Message area; 8. Add button.

1 Participants
Participants in chat. Click a participant's name to send a page.

2 Select Chat
Use the drop-down to switch to another chat.

3 Refresh Screen
Click to see the most recent messages.

4 Printer-friendly
Click to view a printable version of the session.

5 Change name
Change your name and its appearance.

6 Viewing messages
Change the number of lines displayed in the message area.

7 Message screen
Where chats appear in chronological order.

8 New messages
Type your messages in here and add them.

Managing chats

Creating a general chat

General chats are created within specific org units and will only be accessible from the org unit in which they are created. Before creating a general chat, make sure to access the Chat tool from the appropriate org unit home page. (E.g. if you want to add a chat to a course offering, click the **Chat** link from the course home page to create the chat.)

► To create a general chat

- 1 In the org unit in which you want to create the chat, click the **Chat** link in the navigation bar. The Available Chats page displays.
- 2 Click the **Create Chat** button. The Create Chat page displays.
- 3 Select **General Chat** and click **Next**. The Create General Chat page displays.
- 4 Enter a **Chat Title** and a **Description** of the chat.

- 5 Click **Create**. The Available Chats page displays, with your newly created chat in the chat list.

Creating a personal chat

You can create a personal chat from any org unit, and you will be able to access it from all other org units.

► To create a personal chat

- 1 In any org unit, click the **Chat** link in the navigation bar. The Available Chats page displays.
- 2 Click the **Create Chat** button. The Create Chat page displays.
- 3 Select **Personal Chat** and click **Next**. The Create Personal Chat page displays.
- 4 Enter a **Chat Title** for the chat.
- 5 If you want the chat to be “permanent” (to exist until it is deleted), select the **Persistent** checkbox.

If you leave this box empty, the chat will be removed from the system after a period of inactivity of more than 20 minutes. (Approximately 20 minutes after the last message is posted, the chat will be deleted from the system.) You might leave this box empty if you are creating a temporary room for an impromptu discussion with friends or colleagues, and do not want to re-use the same room again in the future.

- 6 Enter a **Description** of the chat.


Tip Because users may have any number of personal chats on their Available Chats page, it is a good idea to enter a detailed description to help them identify the room, since you have no way of knowing what other rooms they might have access to with similar names.

- 7 Click **Next**. The Chat Details page displays.

At this point your new chat has been created, but you are the only person who can see it. A **Participant List** section displays at the bottom of the page. You can use this area to add other users to the chat.

Managing chat participants (personal chats only)

Personal chats are invisible to anyone who is not on the chat’s Participant List. You can add and remove chat participants from the **Participant List** section of the Chat Details page.

You can access the Participant List for an existing chat by clicking the  **Edit Chat** icon beside the chat on the Available Chats page. (Note that only the chat’s creator can access the Participant List.)

If you are creating a new chat, the Participant List will appear after you enter a title for the chat and click the **Next** button.

► **To add participants**

- 1 Click the **Add** link at the top of the **Participant List** section. The Add Chat Participant(s) pop-up displays.
- 2 If you know the user name of the person you want to add, select **Add Someone You Know** and enter their user name.
- 3 If you want to add users enrolled in the same course offerings as you, select **Add Classmate(s)** and choose a course offering from the drop-down list. All users enrolled in that offering will be listed. Select the users you want to add to the chat.
- 4 Click the **Add** button. The user(s) will be added to the chat.
- 5 You can continue adding other users, or click **Cancel** to close the pop-up.

► **To remove participants**


- 1 In the **Participant List** section, select the participant(s) you want to remove from the chat using the checkboxes at the left.
- 2 Click the **Remove** link at the top of the list.

Editing an existing chat

The Chat Details page allows you to change a chat's properties (Title, Description, etc.). For personal chats, you can also add and remove participants from the Chat Details page.


Note Personal chats can only be edited by the chat's creator.

► **To edit a chat**

- 1 In the org unit in which you created the chat (for General chats) or in any org unit (for Personal chats), click the **Chat** link in the navigation bar. The Available Chats page displays.
- 2 Click the  **Edit Chat** icon beside a chat. The Edit General Chat page (for General chats) or Chat Details page (for Personal chats) displays.
- 3 Make the required changes.
- 4 Click the **Update** button. The changes are saved.

Deleting a chat

Note Personal chats can only be deleted by the chat's creator.


- 1 In the org unit in which you created the chat (for General chats) or in any org unit (for Personal chats), click the **Chat** link in the navigation bar. The Available Chats page displays.
- 2 Click the  **Delete Chat** icon to the right of the chat.
- 3 Click **OK** in the confirmation message.

Chat archives

Each chat session will be stored in the chat's archives, where you can view it at a later time.

The system will archive a chat session after a period of more than 20 minutes of inactivity. (This means that there will be a delay between the end of a discussion and its appearance in the archive.)

► To access a chat's archives

- 1 In the org unit in which you created the chat (for General chats) or in any org unit (for Personal chats), click the **Chat** link in the navigation bar. The Available Chats page displays.
- 2 Click the  **Archive** icon next to a chat. The Chat Archive page displays.

► To view a session

- 1 Click the name of the session.
- 2 When you are done reviewing the session, click **Back to Chat Sessions**.

► To delete a session

- 1 Select the session(s).
- 2 Click the **Delete** button.


Notes

- For personal chats, only the chat's creator can delete sessions from the archives.
- Active and inactive sessions are deleted independently, using their own **Delete** buttons. (So, for example, if you click the **Delete** button in the **Active Sessions** section, selected Inactive sessions will not be deleted – only selected Active sessions will.)

Renaming sessions and adding descriptions

You can use the Edit Chat Session page to rename a session or add a description. For example, if a chat session focused primarily on a discussion of Vector Addition, you might want to rename the session "Vector Addition" and add a brief description of what was discussed during the session. This would make it easier to locate the session in the future if someone wanted to review what was said.

► To edit a session's name or description

- 1 On the Chat Archive page, click the  **Edit Session** icon next to the session. The Edit Chat Session page displays.
- 2 To rename the session, enter a new name in the **Session Title** field.
- 3 Enter a description in the **Description** area.

- 4 Use the **Is Hidden** checkbox to control whether the session will appear in the **Active** or **Inactive Sessions** section of the Chat Archive page.
- 5 Click **Update**. The session is saved.

Showing and hiding sessions

If you want to prevent some participants from accessing a particular session in the archives, but do not want to delete the session, you can “hide” it by moving it to the Inactive Sessions section of the page. Only participants with the appropriate security permissions will be able to see inactive sessions. (In most cases, students will not be able to see inactive sessions for general rooms. See your system administrator if you have questions about the security settings in your organization.)

Note For personal chats, only the chat’s creator will be able to hide sessions and see inactive sessions.

► To hide a session

- 1 In the **Active Sessions** section of the Chat Archives page, select the session(s) you want to hide.
- 2 Click **Hide**. The selected session(s) will be moved into the **Inactive Sessions** section of the page.

► To show (or “unhide”) a session

- 1 In the **Inactive Sessions** section of the Chat Archives page, select the session(s) you want to show (or “unhide”).
- 2 Click **Show**. The selected session(s) will be moved back into the **Active Sessions** section of the page.

Classlist

Use the Classlist tool to view and manage information about your class participants. In the Classlist you can view a list of students and other participants (for example, teaching assistants), student profiles and student progress. You can also set up and manage groups and sections for your course, set restrictions for group discussions, email and page course participants and perform other student-management related tasks.

The Classlist displays:

- Users enrolled in the course
- Profiles
- Homepages
- User Progress
- Email addresses
- Groups

► **To access the Classlist tool**

From within your course, click on the **Classlist** link on the navigation bar.

Users who are currently online appear with a yellow background and a green dot to the left of their user name in the Classlist. Users who are offline appear with a grey background.

Creating and managing sections and groups


Use the Manage Sections and Manage Groups tools to help organize large classes and work on group projects and assignments. You can access these tools by clicking the **Manage Sections** or **Manage Groups** button at the top of the Classlist. (See *Manage Sections*, p. 61, and *Manage Groups*, p. 68, for more information.)

► **To view the sections or groups that exist for a course**

- 1 From the main Classlist page, click the Sections of Groups tab.
- 2 If you want to view the membership of a specific section or group, click on its name.

View user progress

This tool allows you to view the progress of a single user. You are given details on their UserId, profile, login statistics, discussions statistics, content topics visited, quizzes attempted and graded, Dropbox submissions and those with feedback given, and grades entered.

- 1 Click on the  **View Progress** icon beside a user's name to display their progress page.
- 2 Click **Back** to return to the Classlist.

Email a participant

To send an email to someone in the **Classlist** tool:

- 1 Do one of the following:
 - Click on the user's email address located beside their name.
 - To send an email to multiple participants, click on the **Email everyone on this page** or **Email everyone in the Classlist** links.
 - To email all members of a group, select the **Groups** tab and click the name of the group.
- 2 The main email page will open with the user's email address in the **To** field.


Page a participant

To send a page to someone in the **Classlist** tool:

- 1 Click on the user's name.
- 2 The Send Page pop-up will appear with the user's username in the **To** field.


View a participant's locker content

To a participant's shared locker content from the Classlist:

- 1 Click on the  **View Locker** icon beside the participant's name.
- 2 Choose a file from the list that displays.

Classlist report

This feature allows you to see a summary of who is enrolled and who has withdrawn from your course.

- 1 Click on the **Classlist Report** link on the top of your Classlist. Summary information will be displayed.
- 2 By clicking on the  **Grades** icon you will see the user's grades at the time of withdrawal.
- 3 Click **Close** when finished.

Sorting, searching, and paging

Sorting

The Classlist has a couple of different views. Click the **Staff** tab to see users enrolled in staff roles, such as teaching assistants, and department heads. Click the Students tab to see users in student roles.

If groups or sections are created for the course, a Groups or Sections tab appears in the Classlist. Once groups are created in the Classlist, a **Groups** tab appears that contains the enrollments within the groups. On this tab, you will be able to show all group types or show a specific type.

Searching

Type a search string into the **Search for** field. Click the **Search** button and it will return the search results.

Note Once you have run a search, the Classlist page will display only the search results until you clear the Search field. For example, if you enter a user's name in the Search field, only that user will display in your Classlist page until you clear the Search field. Refreshing the page or logging out of the browser will not clear the search field.

Paging

To support a large class size, a drop-down list appears beside the **Paging** option that allows you to specify how many users are displayed on a page. Choose the number of users you would like to show. You will then be able to navigate from page to page with numbers displayed on the bottom of the page (1 | 2 | 3 Next >>) as well as another drop-down list which will appear at the top of the page.

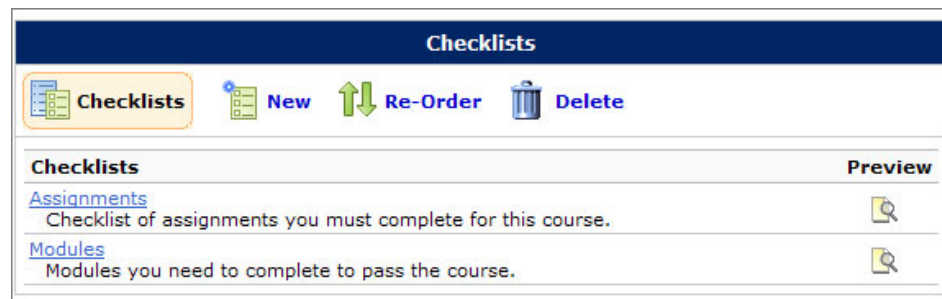
Checklist

Instructors can create a checklist to highlight important aspects of your course. Users can use the checklist as a visual guideline to determine what they need to accomplish to complete the course.

Each checklist contains one or more categories, with which you organize your checklist items. For example, you might create an “Assignments” checklist with categories for written assignments and quizzes, both of which could have multiple items, so students can check them off as they complete them.

► **To access the Checklist tool**

Click **Checklist** in the navbar.



Checklists page


Creating a checklist

- 1 On the Checklists page, click **New** in the top tool menu.
- 2 On the New Checklist page, type the name of the new checklist in the **Name** field.
- 3 You can type an optional **Description** to identify what the checklist contains.
- 4 Select the **Open this checklist in a new window when viewed** checkbox, if you want to cause the checklist to open in a new window when students access the checklist. The default is for the checklist to open in the current window.
- 5 Click **Save** to save the new checklist or **Save and New** to save it and create another one.


Note From the Edit Checklist page you can add further new items or categories to the checklist.

Adding a category

After creating a new checklist, you can create a new category.



- 1 On the Edit Checklist page, click the  **New Category** link.
- 2 On the New Category page, type a **Name** and, an optional **Description** for the new category.
- 3 Click **Save** to save the new category or **Save and New** to save it and create another one.

Adding an item

- 1 On the Checklists page, click  **New Item** on the top tool menu.
- 2 On the New Item page, select a category for the item in the **Category** drop-down list. Each item must belong to a category.
Tip To add a new category, click the **New Category** link. In the New Category pop-up, type a **Name** and **Description** for the new checklist and click **Save**.
- 3 Type the **Name** of the checklist.
- 4 Type the **Description** of the checklist if you want.
- 5 To set a due date select the **Due Date** checkbox and type the appropriate date and time. To make the item visible in the schedule for users, select the **Add event to schedule** checkbox.
- 6 Click **Save** to save the new item or **Save and New** to save it and create another one.

New Item page

Previewing a checklist as it would appear to students

On the Checklists page click the  **Preview** icon next to the name of the checklist that you want to preview. You can also, click the  **Preview** icon on the Edit Checklists page. The Preview Checklist pop-up shows you the checklist as it appears to students.

Editing a checklist

After creating a checklist, you can edit it to add items and categories to it.

- 1 On the Checklists page, click the name of the checklist. Clicking **Save** after creating a checklist also displays the Edit Checklist page below.
- 2 On the Edit Checklist page, make your changes in the Checklist Properties area, or click on a category or item in the **Categories and Items** list to edit those.
- 3 Make your changes and click **Save**.


Defining restrictions on a checklist

- 1 On the Edit Checklist page, click the **Restrictions** tab.


- 2 Click **Create and Attach** to create a new release condition and attach it to the checklist, or click **Attach Existing** if you already have a release condition that you want to attach to the checklist.
- 3 Click **Save**. The checklist is then available to users based on the condition that you defined.

For more information on creating release conditions, refer to *Release Conditions*, p. 110.


Editing a checklist category or item

- 1 On the Edit Checklist page, click the name of the checklist category or item.
 - 2 Make your changes and click **Save**.
- **To edit multiple checklist items**
- 1 On the Edit Checklist page, select the items you want to edit.
 - 2 Click the  **Edit Multiple Items** icon at the top or bottom of the **Categories and Items** list.
 - 3 On the Edit Multiple Items page, make your changes to each of the items and click **Save**.


Deleting a checklist

- 1 On the Checklists page, click the  **Delete** icon.
- 2 On the Delete Checklist page, select the checkboxes for the checklist you want to delete and click **Delete Selected**.

Deleting a category or item


- 1 On the Checklists page, select the checklist you want to delete a category or item from.
- 2 On the Edit Checklist page, select the checkbox for the category or item you want to delete.
- 3 Click the  **Delete** icon at the top or bottom of the list.

Re-ordering checklists

- 1 On the Checklists page, click the  **Re-Order** link.

- 2 On the Re-Order Checklists page, change the values in the **Sort Order** field for the checklists and click **Save**.

Re-ordering checklist items and categories

- 1 On the Checklists page, click the checklist you want to delete a category or item from.
- 2 On the Edit Checklist page, click the  **Re-Order** link.
- 3 On the Re-Order Checklists page, change the values in the **Sort Order** field for the checklist items or categories and click **Save**.

Unit 6

Personal Tools

This section describes how to use personal tools to keep personal records and files.

Locker

The Locker tool is a work area where students or groups can store and retrieve files. It is an excellent way for students to manage their work because it allows them to access their files anywhere they have an internet connection. The option to make files public and group locker areas also make it easy for users to share files with other students and work collaboratively on assignments.

This is a student-focused tool that does not require set up or evaluation from an instructor. Files in a personal locker are not accessible to an instructor or other participants unless they are made public. If an instructor wants to view a student's files, such as projects or assignments, they should have the student submit the work using the Dropbox tool.

Most of the topics covered in this section explain the different options available to students using the Locker tool. They are included in this teaching guide so that instructors can aid students in using the tool effectively.

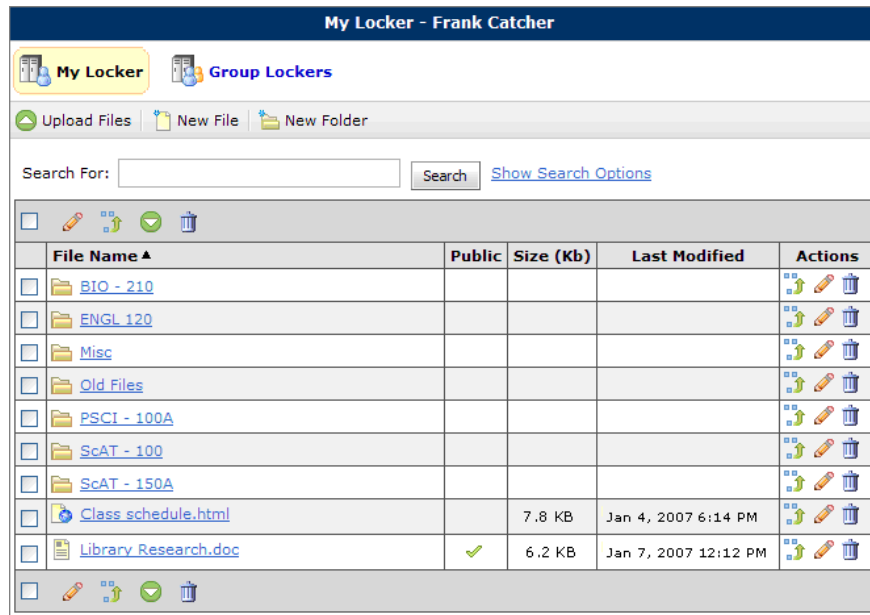
Tip Instructors can use this tool to store personal files or drafts that they want to keep separate from course content.

Accessing the Locker tool

Unlike most tools, personal locker areas are not course specific. Students can access their personal locker files from any course or from My Home. Group locker areas must be accessed from the course they apply to.

Access the Locker tool by clicking the **My Locker** link on the **Welcome** widget on My Home or the **Locker** link on your course navigation bar.

You can also access the Locker tool from the Classlist or Groups tool.




My Locker page

Creating a folder


Since your locker is not course specific, it is important that you organize your locker content in a meaningful way. For example, you may want to create folders for each of your courses and subfolders inside of these folders for each assignment. You could also have separate subfolders for drafts and finished documents or a folder for personal files that are not course specific.

► To create a folder

- 1 From your My Locker page, click  **New Folder**.
- 2 Enter a **Folder Name**.
- 3 Click **Save**.

Tip To create a subfolder for an existing folder, click  **New Folder** when viewing the parent folder.

Uploading a file


- 1 Click  **Upload Files** in the folder you want to add a file to.
- 2 Select the **Public** checkbox if you want other users to be able to view the file.
- 3 Type a **Description** of the file.
- 4 Click the **Browse** button and locate the file you want to attach.

- 5 Click the **Add** button to attach more than one file.
- 6 Click **Upload** once you have located all of the files you want to include.

Restricted file formats


Application file types cannot be uploaded to the Learning Environment. For a complete list of restricted file types see the topic *Upload New File*, p. 89.

Creating a file

- 1 Click  **New File** in the action toolbar.
- 2 Enter a **File Name**.
- 3 Click **Browse** next to the **Folder** field to change or add which folder the file should reside in.
- 4 Select the **Public** checkbox if you want other users to be able to view the file.
- 5 Type a **Description**, if desired.
- 6 Add your content using the HTML Editor.
Tip Use the icons at the bottom of the HTML Editor to switch between the formatting editor and HTML code.
- 7 Click **Save**.


Editing a file or folder

▶ To edit a file

- 1 Click the  **Edit** icon beside the file you want to edit.
- 2 Update the **File Name** or **Description** as needed.
- 3 Select or unselect the **Public** checkbox to change whether a file is public or private.
- 4 Use the **Browse** button beside the **Folder** field to move the file to another folder.
- 5 Click **Save**.


If you are editing an HTML file, you will also have the option of editing the file's content using the HTML Editor.

▶ To edit multiple files at once


- 1 Select the checkboxes beside the files you want to edit.
- 2 Click the  **Edit** multi-action icon at the top or bottom of the file list.
- 3 Update the **Description** for files as needed.

- 4 Select or uncheck the **Public** checkbox to change whether files are public or private.
- 5 Click **Save**.

► **To edit a folder**

- 1 Click the  **Edit** icon beside the folder you want to edit.
- 2 Update the **Folder Name**.
- 3 Click **Save**.



Downloading multiple files as a zip file

- 1 Select the checkboxes beside the files you want to put in a zip folder.
- 2 Click the  **Download the selected files/folders** multi-action icon at the top or bottom of the file list.
- 3 Save a copy of the zip folder to your local computer or storage device as needed.

Deleting a file or folder

► **To delete a file or folder**

Do one of the following:

- Click the  **Delete** icon beside the file or folder you want to delete.
- Select the checkboxes beside the files or folders you want to delete and click the  **Delete** icon at the top or bottom of the file list to delete multiple items at once.

Warning Deleting a folder also deletes all of the files stored in it.

Retrieving a file

To retrieve or open a file, click on its name.

Searching for a file

The Locker tool has a number of features that make it easier to find files. You can:

- Create nested folders for organizing files
- Return to parent folders from subfolders by clicking the **Return to Parent Folder** link at the top of a file list.

- Switch between folders easily using the breadcrumb, or file path, at the top of the page.
- Sort files by public or private, file size, and the last date a file was modified by clicking the appropriate column header in a file list
- Use advanced search options to search for a specific file

Using search options

The **Search For** feature has a number of search options to help you locate files.


Search options

Option	Description
File Name	File names are included the search process. This option is selected by default.
Description	File descriptions are included in the search process. This option is selected by default.
Both public and private files	Both public and private files are searched. This option is selected by default.
Public files only	Only public files are searched.
Private files only	Only private files are searched.
Size	Only files that meet the size restrictions specified in this field are searched. You must enter a positive integer up to six characters long.
Modified after	Only files that were modified after the date and time specified are searched.
Modified before	Only files that were modified before the date and time specified are searched.

► To perform a search

- 1 Enter your search criteria in the **Search For** field.
- 2 Select any additional search options you want apply.
- 3 Click **Search**.

Viewing others' public locker files


- 1 Click the **Classlist** link on the course navigation bar in the appropriate course.
- 2 Click the  **View Locker** icon beside the name of the user whose shared locker files you want to view.


- 3 Click the name of the file you want to view to open it.

Accessing Group Lockers

Group lockers are restricted locker areas where members of a group can share files. Files posted in group locker areas can be modified by any member of the group.

Group lockers have the same options as regular lockers with the following exceptions:

- The option to make locker files public is not available.
- There is an option to  **Email Group Members**.
- There is a **Modified By** column that shows the last person to work on a file.

Access group lockers by clicking  **Group Lockers** on the top tool menu and then clicking on the name of the group locker area you want to open.

Notes

- You can only access a group locker area from the course offering it applies to.
- Users in a cascading role or in a role with the property 'Access all course groups' must use the **Search** option to search for the groups they want to access.
- Depending on the permissions set by your site administrator you may not be able to view the content of group lockers you set up for students in your course.

Creating group locker areas

Group locker areas are created using the Groups tool. See *Creating a category*, p. 72 for more information.

Journal

The Journal tool provides students with a place to record personal reflections about their learning experience. This is a student-focused tool that does not require set up or evaluation from an instructor. Entries in a student's journal are not accessible to an instructor or other participants. If an instructor wants to view a student's entries, they should have the student submit the work using the Dropbox tool.

Most of the topics covered in this section explain the different options available to students using the Journal tool. They are included in this teaching guide so that instructors can aid students in using the tool effectively.

Tip Instructors can use this tool to store personal reflections that they want to keep separate from course content.

Creating a journal entry

- 1 Click on the **Journal** link.
- 2 Choose the **Personal** or **Course** tab to add a personal or course journal entry.
If you choose the **Course** tab, select a course offering and topic or module using the drop-down lists. This associates your journal entry with particular learning material.
- 3 Click **Add Entry** to open the Journal entry window.
- 4 Give your entry a **Title** and type in your content.
- 5 If you want your entry to be in HTML, select the **In HTML** box or the **HTML Editor** icon.
- 6 Click **Save**.

Note The Journal is intended as a personal tool. Instructors will not be able to view a student's journal entry unless they have permission to impersonate the user.

Editing a journal entry

To edit a journal entry, click on the title of the entry and the **HTML Editor** icon on the page that opens. Make the appropriate changes and click **Insert** and then **Save**.

Viewing a journal entry

To view a personal journal entry, click on the **Personal** tab and find the journal entry in the list that displays. The most recent entries are at the top of the list.

To view a course journal entry, click on the **Course** tab and select the course offering and topic or module using the drop-down lists. The most recent journal entry for the topic or module selected is listed first.

Deleting a journal entry

To delete an existing journal entry, select the checkbox beside the journal entry and click the **Delete** button.

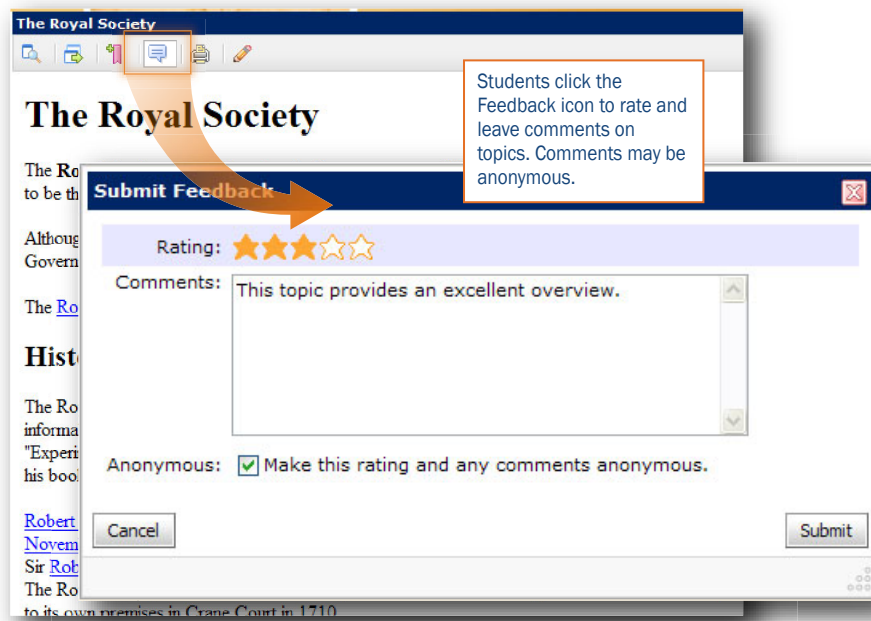
Unit 7

Ongoing Course Administration

This section describes tools that you can use to view participant feedback and check your course links.

Course statistics and feedback

Students can submit feedback through the  **Feedback** icon located on the action bar in the content viewer. They can rate the topics on a five-star rating scale and leave comments. Comments may or may not be anonymous.



The Feedback page, where students submit feedback

Viewing course statistics

Course statistics display the topics with the number of unique visitors and the average time spent by each visitor. A student who visits multiple times is only counted once.

- ▶ **To view course statistics**
 - 1 Click **Content** on the navbar.
 - 2 Click  **Reports** in the left tool menu.

Viewing detailed statistics


On the Statistics page, click the number in the **Users Visited** column for a topic to see the students who have visited the topic.

Note If the user times out or is visiting the topic when you click through to the details the time spent is not calculated.

Exporting course statistics

You can export statistics to a CSV file for use in a spreadsheet or database.

▶ To export course statistics

- 1 On the Statistics page, click  **Export Statistics** on the action bar.
- 2 Click **Save** and select a location to save the CSV file to, or click **Open** the file to work with it immediately.

Resetting course statistics

You can delete course statistics for the whole course.



▶ To reset course statistics

On the Statistics page, click  **Reset Statistics** on the action bar.

Viewing course feedback

Feedback shows the rating and comments given by students for the course content. Comments can show the student's name or be anonymous if the student chooses. If students leave their name with the feedback, you can contact them by email. After you review the feedback you can export or reset it.

▶ To view course feedback

- 1 Click **Content** on the navbar.
- 2 Click  **Reports** in the left tool menu.
- 3 Click  **Feedback** in the top tool menu.

Viewing detailed course feedback

You can see ratings and comments from individual users.

▶ To view detailed course feedback

On the Feedback page, click the number in the **Ratings** column for a topic.

Exporting course feedback

You can export feedback to a CSV file for use in a spreadsheet or database.

▶ **To export course feedback**

On the Feedback page, click  **Export Feedback** on the action bar.

Resetting Course Feedback

You can delete course feedback for the whole course.

▶ **To reset course feedback**

On the Feedback page, click  **Reset Feedback** on the action barn.

Viewing SCORM Reports on objects and users

If your course is based on SCORM, or uses SCOs as part of the course content, you have access to additional activity reports for each SCORM object and user. The reports track the activity on a topic and individuals' progress with meeting defined objectives, and in defined interactions with the course content.

Note The data in these reports depends on the data communicated to the Learning Environment by your SCOs. For example, if the SCO does not set values for objectives, then no objective information is available in the SCORM reports for that SCO.

You can export SCORM statistics; however, unlike non-SCORM courses you cannot reset the statistics.



Viewing reports on SCORM objects

The Learning Environment records for each SCORM object:




- number of user attempts on the object
- number of attempts completed. Some attempts show incomplete if a user ends the attempt at an object.
- number of attempts passed and the average passing score
- average time spent on the object

You can also view details on user attempts, objectives and interactions for each item.

▶ **To view reports on SCORM objects**

- 1 Click **Content** on the navbar.
- 2 Click  **Reports** in the left tool menu.
- 3 Click  **SCORM Reports** in the top tool menu.

► **To view detailed reports on SCORM objects**

- 1 From the **SCORM Objects** tab on the SCORM Reports page, click one of the icons:
 -  **Summary** icon for information on the users who have attempted the object and whether the attempt was complete or incomplete, their score, number of attempts, time spent, average time spent and day/time they last accessed it.
 -  **Objective Details** icon for information on the users' progress with the course objectives including their score, pass or fail, complete or incomplete and progress measure.
 -  **Interaction Details** icon for information on the users' attempts at the interactions in an objective including question type, correct and user response, result, weighting and time spent.
- 2 Click the **Show Additional Details** link for totals of the information in the summary table.
- 3 From the details pages, click **Go Back** to return to the main SCORM Reports page.



Viewing reports on users for SCORM objects

The Learning Environment records for each user of SCORM content:

- students' name and ID numbers
- the number of SCORM objects attempted

You can also access details on progress, scores, time spent, last accessed, and on objectives and interactions for each user.

► **To view reports on users for SCORM objects**

- 1 Click **Content** on the navbar.
- 2 Click  **Reports** in the left tool menu.
- 3 Click  **SCORM Reports** in the top tool menu.
- 4 Click the **Users** tab.

► **To view a detailed report on an individual user for SCORM content**

- From Users tab on the SCORM Reports page, click the name of the student you want to see detailed information on.

Note From the details pages, click  **Go Back** to return to the main SCORM Reports page.

Broken Link Viewer

The Broken Link Viewer is intended to help you locate broken links so you can fix them. It does not fix the broken links.

► **To access this tool**

- 1 Click on **Broken Links** in the **Updates** widget on your course homepage.

You are shown the count, date of last occurrence, and the URL that was not found.

- 2 Select the expand icon to see more details about the error.
- 3 Select the box beside the error and click on **Resolve Errors** to remove it from the broken link list.

Appendix A: Revision History

Edition	Description
Second (March 1, 2008)	In the interest of accuracy and clarity, as well as reasons related to the recent patent litigation, we are modifying certain documentation.