

UNIVERSITY OF HARTFORD

FACULTY CENTER FOR LEARNING DEVELOPMENT

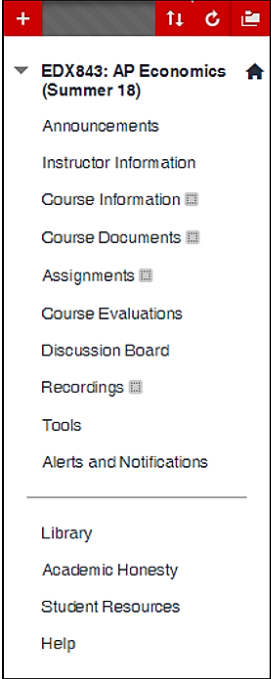
Transforming a Course for Online Learning

The Difference between Face-to-Face and Online Courses	3
Adding, Renaming, and Deleting Menu Items	5
Steps for Adding a Button.....	6
Steps for renaming a link	6
To Reorder Links on the Course menu	6
Translating Face-to-Face into Online Content.....	7
Organizing Content: Folders.....	7
Course Organization: Chunking into Lessons	8
What’s in a Chunk?.....	9
Translating Face-to-Face into Online Courses	10
Creating an Announcement.....	11
Sending a Blackboard Email.....	12
Activity: Creating an Assignment.....	12
Submission Details:	13
Grading and Returning an Assignment.....	14
Grading a Single Student’s Assignment	14
Downloading and Grading All Students’ Assignments	16
Assignment Submission Problems, and Cleaning Up Files.....	16
Clearing an Individual Student Attempt	16
Inline Grading with Annotations for Assignments	16
Inline Assignment Grading and New Box View	17
How to Access Submitted Assignments from the Grade Center	17
About the Grade Assignment Page.....	18
Annotations in Box View.....	18
How to Use the Annotation Tools	19
Drawing Tool	19
Comment Tool	19
Inline Grading Panel	20
Supported Formats	21
Instructors - Viewing Reports Submitted by Students.....	22
Rosters and Managing Users in Blackboard Courses	23
The Enrollment Process	23
Making your Blackboard Course Available	24
Using Groups as a Collaboration Tool.....	24
Accessing Groups (Instructors).....	24
Accessing Groups (Students).....	25
Creating Groups in Blackboard.....	25

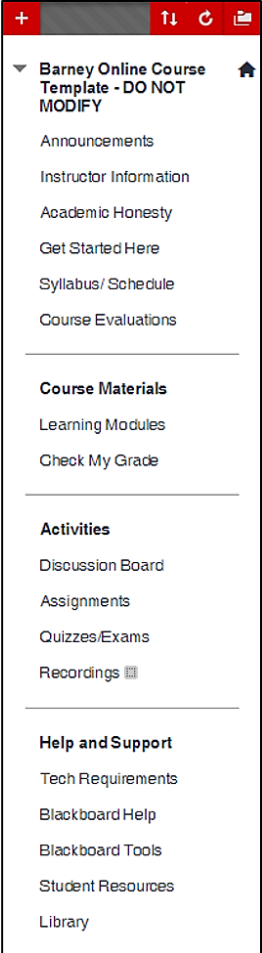
Self-Enroll.....	27
Manual Enroll	28
Random Enroll	29
Accessing Discussion Boards	30
Creating a Discussion Forum.....	30
Creating Threads.....	32
Replying to a Threaded Discussion	33
Blackboard’s Grade Center.....	33
Overview.....	34
Viewing and Accessing Grades	34
Grade Center Basics.....	35
Step One: Make the Most of your Space	35
Step Two: Creating Columns in the Grade Center	36
Step Three: Checking and/or Editing Grade Center Columns.....	37
Step Four: Setting up a Calculated Grade Column.....	38
Step Five: Entering Grades	38
Downloading Grades	39
General Tips and Tricks.....	39
Creating Digital Content for Online Teaching and Learning	40
Adding Narration to a PowerPoint.....	40
Viewing your Narrated PowerPoint.....	40
Saving and Distributing your Narrated PowerPoint	40
Uploading to Ensemble (you need a user account first)	41
Logging into your account:.....	41
Uploading a video to your ensemble account.....	42
The Edit Page.....	43
Manage Content Page	44
Publishing your Video to Blackboard.....	46
Choose Media	48
Using Ensemble Anthem Screen Capture.....	48
Install Ensemble Anthem (PC)	49
Begin Recording	50
Using the Draw Tool while Recording	52
Preview/Edit your Recording and Upload your Video.....	53
Editing your Recording and Uploading your Video	53
Getting Help with Technology at the University of Hartford.....	56

The Difference between Face-to-Face and Online Courses

Distance learning courses are likely to fail if they are delivered as if they were traditional courses. If you already use Blackboard for your courses, it probably looks something like the image on the left below. This is our basic template for a face-to-face Blackboard course. It is basically a place to put things; a ‘content dump’ some have called it, but the content doesn’t teach by itself. If we were to translate the basic Blackboard course into our physical classrooms, it would be the equivalent of walking into your classroom, dumping textbooks and articles on a table, then leaving. For a distance education course, we need all the myriad things we do in and out of the classroom to be included – the instructor presence as a Socratic guide through the key concepts and principles, the small group activities, the encouraging, the over-the-shoulder check-in, etc. - you name it. On the right is the basic template for an online course. Notice the difference between the two.



Face-to-Face Course



Online Course

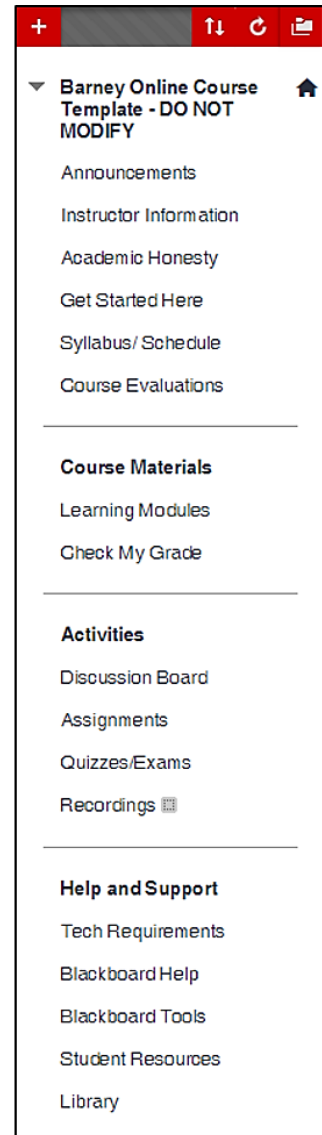
Blackboard Course Menu: Face-to-Face vs. Online Course

Introductory Materials →

Weekly Course Content →

Basic Student Tools →

Help and Support →



Course Menu Organization for an Online Course

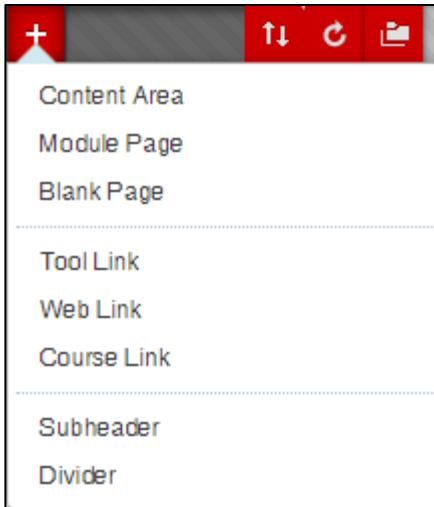
The Course Menu for an online course is organized, has a starting point, includes support links; all activity tools under one button; and all course lessons are carefully sequenced and in chronological order. The menu above has been redesigned for online learning. Here are instructions on how to customize your menu so that it is better for fully online learning.

Adding, Renaming, and Deleting Menu Items

To add or edit buttons in the main Course Menu:

1. Click the “+” icon in the upper left of the Course Menu.
2. Choose the type of menu item needed.
3. Name the button, make it available to users and click Submit.

Button Choices



Instructor adding a new button

Content Area is a place to upload files or create content, such as Course Documents or Course Information.

Module Pages are customizable “alert” areas that allow students to see grades, alerts, and tasks in a dashboard layout.

Blank Pages adds a single page of content as a clickable link in your Course Menu. Only text, images and files can be added to Blank Pages.

Tool Link links to tools, including class blogs, wikis, etc.

Web Link pages make it easy to add links to Internet Web sites.

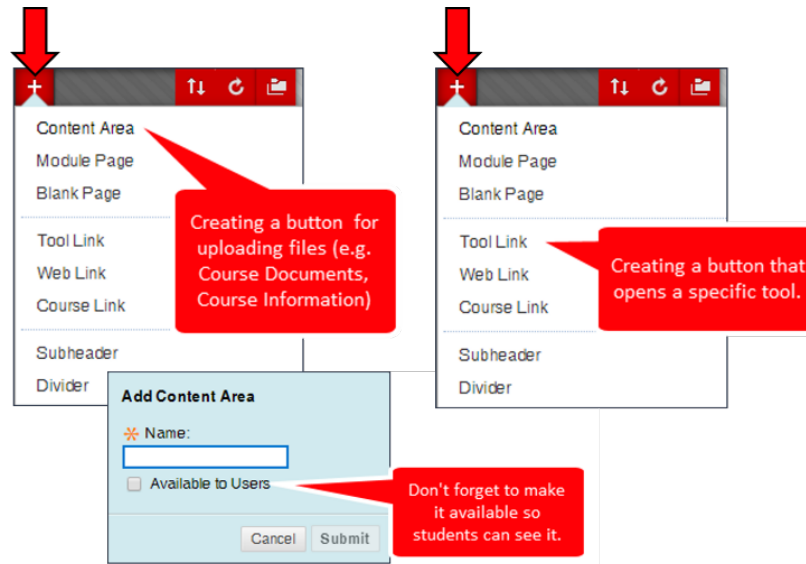
Course Link creates a link to a specific area in your course. If you post your syllabus under “Course Information,” you can link to it from your Course Menu by adding a Course Link.

Subheaders and Dividers allow you to add headings & divider lines.

1. Click on the plus icon and select divider (last option in list). The divider will appear at the bottom of your course menu.
2. Left click the up/down arrows that appear to the left of the divider and drag it up the course menu until it is just below the Announcements button.
3. Add a Content Area (hidden under *Add Menu Item* in picture above) and label it *Start Here*.
4. Move this new button up until it is just above the divider.
5. Add a second content area and name it *Modules*.
6. Move this new button up until it is just below the *Course Information* button.
7. Remove the button called *Course Documents* – we will use *Modules* instead.
8. Finally, add another divider and move it up until it is right above the *Assignments* button.

Steps for Adding a Button

1. Click the “+” icon upper left, choose your content area.
2. Fill in the name of the link.
3. Check available to users.
4. Click **Submit**.

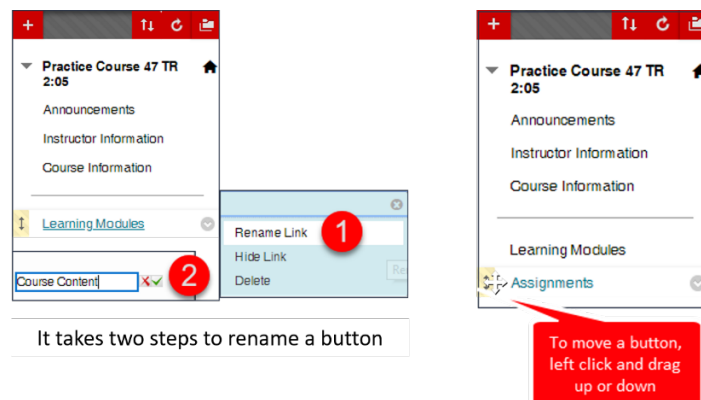


Steps for renaming a link

1. Hover over the link in the menu bar, click the down arrow, then click **Rename Link**.
2. Rename the link then press enter or the green check mark.

To Reorder Links on the Course menu

1. Hover over the link, a four-way arrow will appear, click and hold on it and drag it up or down and release the mouse button.



Translating Face-to-Face into Online Content





Face-to-F Elements	What they might look like online...
Presentation of facts/concepts/ Principles	Videos, readings, podcasts, recorded 'lecturettes' and other multi-media created by you or found online.
Discussion	Discussion Board
Practice	Publisher's digital exercises like flashcards, low stakes quizzes, problem sets, writing assignments, case studies
Reflection	Journals, short essays
Demonstrate Proficiency	Application (go do it!), written assignments, tests, problem sets, case studies, projects, Discussion Board
Group Work	Blackboard groups, web conferencing, wikis

Organizing Content: Folders

We taught you about learning modules, but you will notice in some of the exemplary courses that instructors used folders. It doesn't really matter whether you choose to use folders versus using learning modules; it is the principle that is important. We need organized, consistent content that is easy to follow. You don't want your students to spend all their time trying to find things. You want to avoid a 'content dump'. Whether you use folders or modules, you will need to include lots and lots of text throughout – instructions, helpful tips, and key learning take-aways. Don't just plunk the materials into the course without an introduction for each piece. This helps them to 'hear' you as they are going through the materials and close some of that distance.

To create a folder in Blackboard:

1. Go to any content area of your course (such as *Assignments*).
2. Click the **Build Content** button → Click **Content Folder**.
3. In the *Create Content Folder* window, enter a Name for the folder, and optionally a description under text.
4. Make sure users can view the content and set other options as needed.
5. When done, click **Submit**.
6. After creating the folder, you can add content. Simply click on the folder title, then add files, images, assignments as you normally do.

	<p><u>Week 1: Introduction and Overview</u></p> <ul style="list-style-type: none"> • NETS Standards
	<p><u>Week 2: Curriculum framing questions</u></p> <p>Read Textbook Chapter 1 (concentrate on the sections on standards)</p> <ul style="list-style-type: none"> • Identifying NETS Standards Application • Finding your way around a computer • Essential questions and unit questions
	<p><u>Week 3: "My Interests" as sstantial questions and unit questions</u></p> <p>Read Textbook Chapter 2: Meaningful Learning in an Information Age</p> <ul style="list-style-type: none"> • Develop "My interests" presentation • Present "My Interests"
	<p><u>Week 4: Locating information on the web</u></p> <p>Read Textbook Chapter 6: The Internet as a Tool for Inquiry (pages 209 though 231)</p> <ul style="list-style-type: none"> • Evaluating web pages • Searching for resources on the web

Using Folders to Organize Content

Course Organization: Chunking into Lessons

Now that we have our objectives, we need to organize them into lessons.

People can't easily recall and retrieve large amounts of ideas/facts/concepts. So, we break up our learning into smaller chunks. A student should be able to get through a chunk in about 20 minutes.

Start with large chunks of conceptually related content, and then divide these into smaller related chunks. Continue with this process until content is broken down into chunks that contain 5-9 or so ideas/facts/concepts, less if the content is more complex.

One recommendation for a face-to-face class is 7 chunks per lecture period (University of Southern Florida COPH ETA, 2011). For an online course, it depends on who you ask, and also depends on the complexity of the chunk. Our working memory doesn't hold all that much, so chunks are better for learning. Chunking is also a better fit for online students who are likely juggling family, work, and classes. They are very easily distracted, so chunking helps keep them focused (University of Southern Florida COPH ETA, 2011) and fits into their busy schedules. It might help if you think of it in terms of how a text book is written. Typically, text books have chapters, and then the chapters are broken down into units and lessons. We are doing the same

thing, but in an online course. We're trying to figure out a logical progression for our modules, lessons, and topics (Malamed, 2009).

We recommend that you develop chunks that a student can get through in say 20-25 minutes. Then, scale up. 3 chunks = lesson, 3 lessons = unit. Each module should segue one to the other, and be interrelated in some form. Since your course template is set up by weeks, you will need to figure out what to include in each week.

“Each lesson should (Netnet, 2002):

- Immediately capture the student’s attention
- Explain its own relevance by answering the student’s question, "What's in it for me?"
- Present specific and measurable learning objectives
- Present engaging content through design and media
- Offer the student an opportunity for practice and recall
- Include a final post-test or other device to indicate mastery “

What’s in a Chunk?

Use whatever works for you. Here are two examples of simple chunking organizers. These organizers can help you to plan your weekly content in your online course.

Learning Objective	Instructional Activity	Assessment Activity	Resources Required

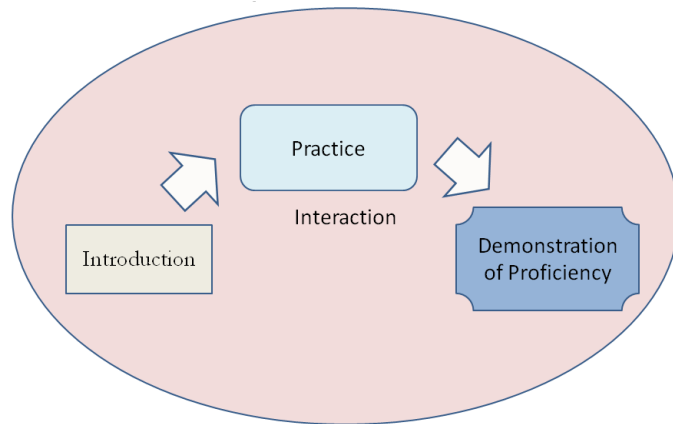
Learning Objective	Introduction	Presentation of Content	Interactivity	Practice	Demonstration of Proficiency

First, map out what you plan to do. Here’s a quick overview of an online lesson. It includes an Introduction, practice/application, and then demonstration that they mastered it. This is the sequence we apply to our chunks and using this consistently throughout the course will help the online learner.

Try whenever possible to build in some form of interaction...this closes up the distance for learners and helps them build a sense of group, rather than feeling isolated. It also allows learners to share their own expertise with the class. Adult learners like interaction and they want to share.

For each Learning Objective provide:

- Introduction
- Presentation of concepts and other content
- Activity/Interactivity/Practice
- Demonstration of Proficiency



Translating Face-to-Face into Online Courses

But how do I? First time online instructors often struggle with translating their face-to-face activities into online ones. Here’s a chart that shows some basic activities and how you do them in an online course.

How you do this face-to-face	How we do this online
Presentation of facts/concepts/principles	YouTube or other premade videos, readings, podcasts, recording “lecturettes”
Discussion	Discussion Board
Quizzes	Quizzes (but not many)
Practice	Publisher’s digital exercises like flashcards
Reflection	Journals, written short essays
Group work	Collaborative tools like Blackboard groups, web conferencing, wikis

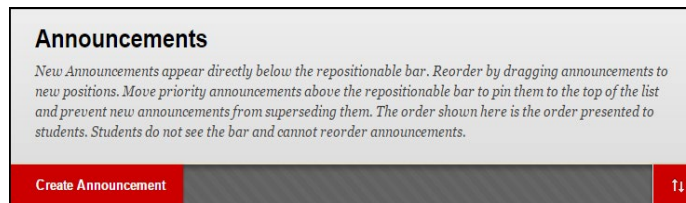
They are very similar, but you may have to learn some new Blackboard tools. The main difference is that your lesson-size is much, much smaller, is more interactive (less lecture) and the discussion board is typically used to assess learning, rather than testing (because you can’t proctor an online test easily).

Creating an Announcement

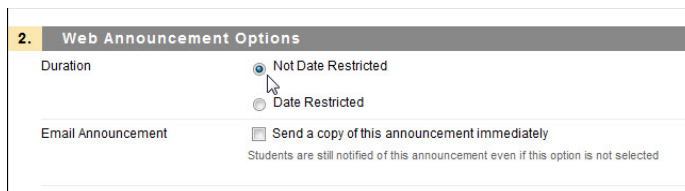
Go into your course and create an announcement, sending it to students.

Click the **Announcements** link on the main Course Menu.

1. Click the **Create Announcement** button.

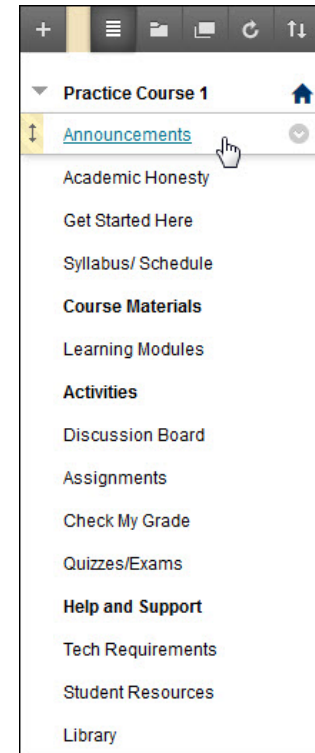
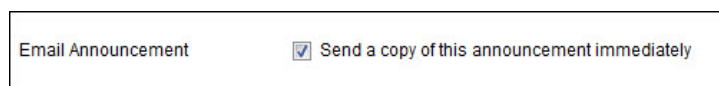


2. Add any information, text, videos, graphics, photos you like just as you would in any other content area in Blackboard.
3. In section 2, *Web Announcement Options*, set Announcement to **Not Date Restricted**, otherwise, your announcement will not appear to students until the date you set below under *Date Restricted*.



4. You can also Email your students a copy of the Announcement by checking *Send a copy of this announcement immediately*. Please note, that when you send messages through Blackboard's email system, it will send it in a text (not HTML) format, so you will not see images in the body of your message.

NOTE: Your email is sent **immediately** to students; however if you date restrict it, a pop-up warning will appear saying you cannot send an announcement via email for a future date.

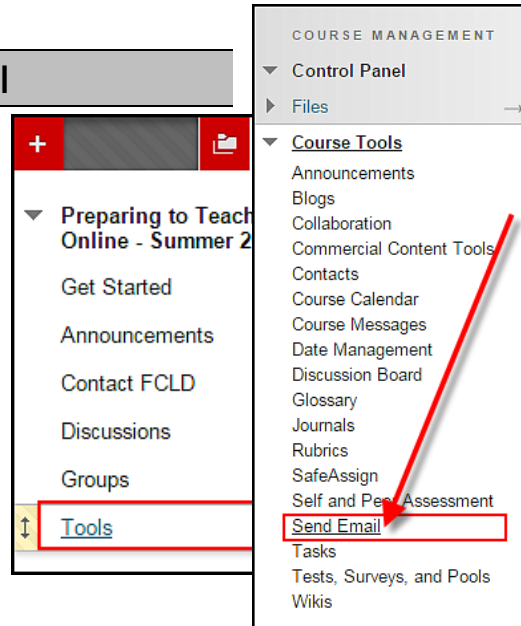


5. When done with your announcement, click **Submit**.

Sending a Blackboard Email

Blackboard has a built-in Email tool available to course users within each course. There are two ways to access it. Go into your practice course and send a test email to the sample students in your course.

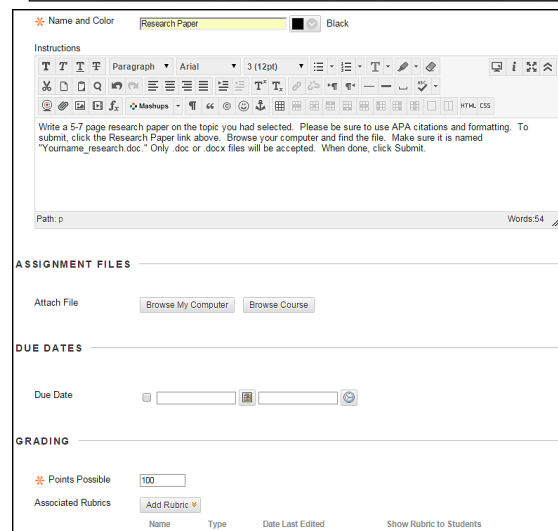
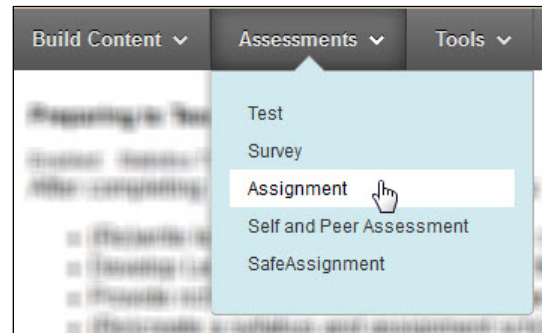
- A. On the Course Menu → **Tools** → **Send Email**
- B. On the Course Menu → *Course Management* section → **Course Tools** → **Send Email**
- C. Choose who to send it to, typically All Users.
- D. Compose Email text.
- E. Click **Submit**.



Activity: Creating an Assignment

Assignments are one of the critical ways to assess students and evaluate their meeting of the course and/or lesson learning objectives. Go into your *Practice Course* and create an assignment.

1. Open up a Content Area (e.g. “Course Documents” or “Assignments”).
2. From the **Assessments** menu, select **Assignment**. The Assignment Tool opens.
3. Type a name for the assignment.
4. Enter very clear instructions for the students on how to complete and submit it.
5. Optional: Use the Browse button to upload long assignments as attached file (e.g., Word document, Excel file, etc.).

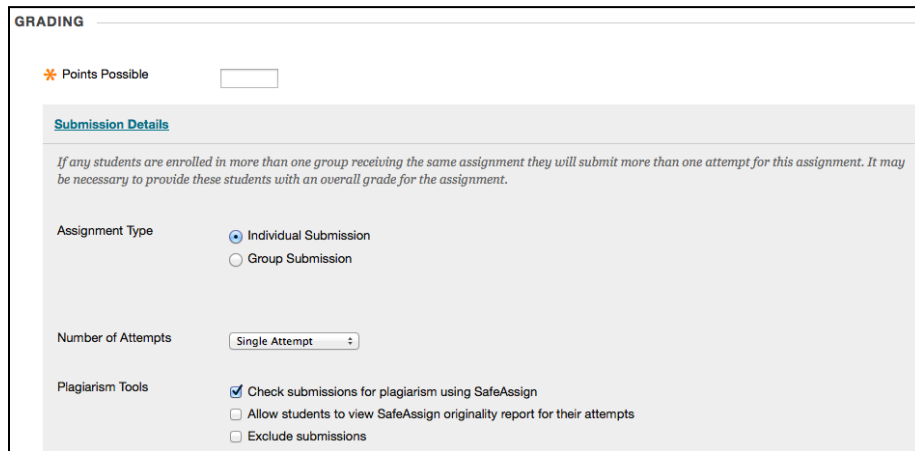
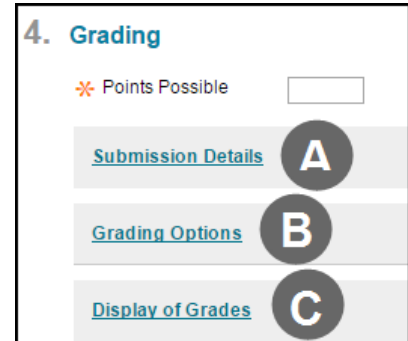


6. Optional: Set a Due Date. Items submitted after the Due Date will be marked late in the grade center.
7. Designate a point value (for grading), and add a rubric if desired.
8. Several changes were made to the **Create Assignment** page in Blackboard under the Grading section. Previously, these blocks were openly displayed, but now they are collapsed. Click on each link to expand the block.

Submission Details:

SafeAssign is integrated into regular Blackboard Learn Assignments under this section.

- a. Choose whether the assignment is an *Individual* or a *Group Submission*.
- b. Instructors can select the *Number of Attempts* allowed (Single, Multiple, Unlimited).
- c. The following Plagiarism Tools are now available:
 - *Check submissions for plagiarism under SafeAssign*
 - *Allow students to view SafeAssign originality report for their attempts*
 - *Exclude submissions from the Institutional and Global References Databases*



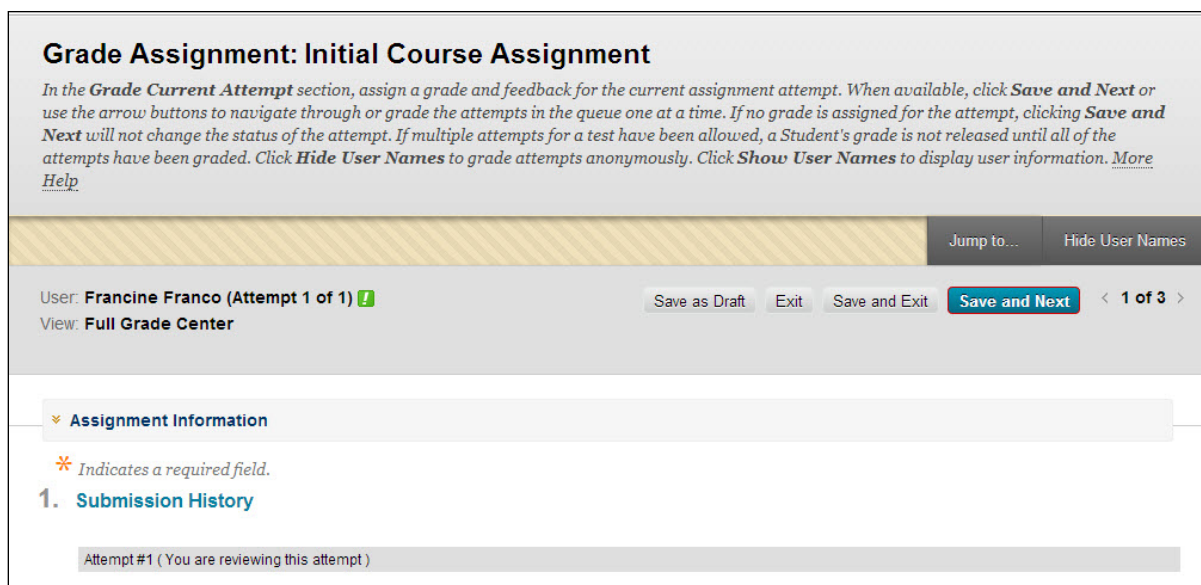
Setting Submission Details in the Assignment Tool

- a. Leave the defaults under Grading Options.
- b. Choose how you want your grades displayed (Score, Letter, Text, Percentage, Complete/Incomplete).
- c. Choose whether or not to *Include in Grade Center grading calculations*.
- d. Select whether or not you want to *Show to students in My Grades*.
- e. Elect whether or not to *Show Statistics*.

Grading and Returning an Assignment

When you create an assignment using the Assignment Tool, a column is automatically created for it in the Grade Center. Instructors access students' submitted assignments through the Grade Center and have the option of accessing individual assignments for grading, or of downloading all assignments and then grading them.

Submitted assignments will appear in the Grade Center as a green exclamation point. If the student has only saved it, but not used the Submit button, you will see a notebook icon instead.

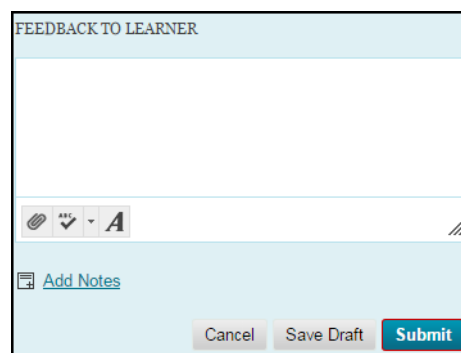


The screenshot shows the 'Grade Assignment: Initial Course Assignment' interface. At the top, there is a title and a detailed instruction paragraph. Below this is a navigation bar with 'Jump to...' and 'Hide User Names' options. The main area displays 'User: Francine Franco (Attempt 1 of 1)' with a green exclamation point icon, and 'View: Full Grade Center'. Action buttons include 'Save as Draft', 'Exit', 'Save and Exit', and 'Save and Next'. A progress indicator shows '1 of 3'. A section titled 'Assignment Information' is expanded, showing a note that an asterisk indicates a required field. Underneath, '1. Submission History' is listed, with a sub-section for 'Attempt #1 (You are reviewing this attempt)'.

Accessing an Individual Assignment from the Grade Center

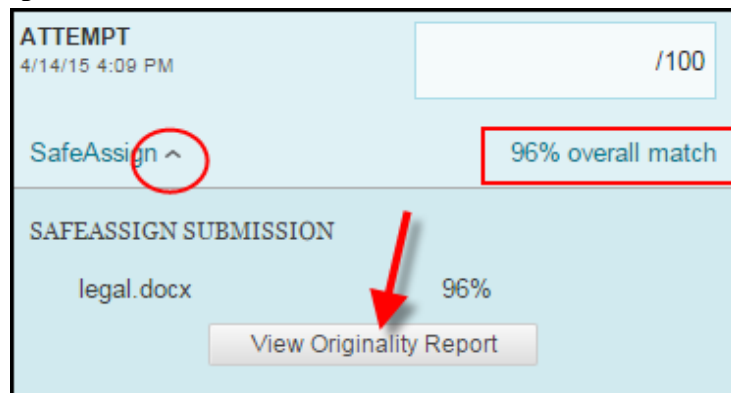
Grading a Single Student's Assignment

1. Enter the **Grade Center** from the Control Panel.
2. For each student who has an assignment that needs grading, you will see a green exclamation mark icon. Click on the chevron icon next to it and select **View Grade Details** to access a student's assignment.
3. Click **View Attempts** to open up the assignment and access the student's submitted file. The Inline Grading panel will open up with the currently selected student's name at the top.
4. If the student submitted a file, Blackboard will load the paper in the preview panel where you can annotate and mark up the document. In the **Assignment Details** panel on the right, enter the **Grade and Feedback to Learner**.



The screenshot shows the 'FEEDBACK TO LEARNER' interface. It features a large text area for entering feedback. Below the text area is a toolbar with icons for erasing, undo, redo, and text formatting. There is also an 'Add Notes' link. At the bottom, there are three buttons: 'Cancel', 'Save Draft', and 'Submit'.

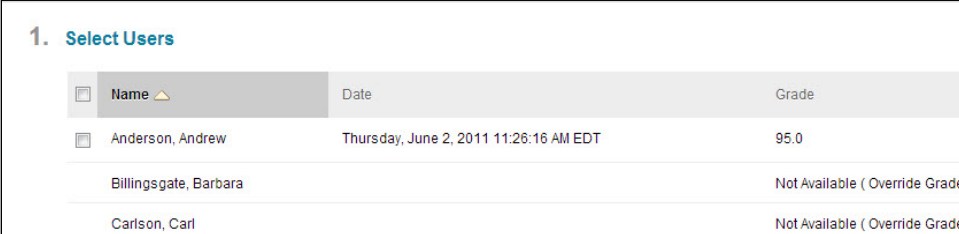
5. **SafeAssign Submission** – This option only comes up if you as the Instructor have elected to have students submit their work via SafeAssign for plagiarism.
 - a. The inline grading block to the right will indicate how much of an *overall* match the assignment is.
 - b. Click the down arrow next to **SafeAssign** to expand the block and then click **View Originality Report**.



- c. A new window will take you out of Blackboard to SafeAssign's page where it will let you see where students stand on their plagiarism and their sources.
6. Alternatively, instructors can click the link for the file under **Submission** on the **Assignment Details** panel on the right to download the file to your computer to grade the paper offline.
7. NOTE: If there was a problem with the submission, go back to the **Grade Center, View Grade Details** and use **Clear Attempt**. Clearing the attempt allows student to complete the assignment again, but **removes all trace of partially completed work!**
8. Locate the file on your computer and grade it. Afterwards, return to the Blackboard **Grade Center** and click **View Grade Details**.
9. Click on **View Attempt** again.
10. Under **Assignment Details**, insert a grade and comments for the student. If you are returning the student's assignment with markups, click the paperclip icon in the **Feedback to Learner** box, **Browse** to upload the file.
11. **Add Notes** – This used to be formerly Instructor Notes. Use this to add private notes and/or attach a file if needed. Students cannot see these notes or files!
12. Click **Submit**. You are returned to the Grade Details window. Check to be sure that the student's grade has been entered. Click **Return to Grade Center** and verify that the grade is in the column.

Downloading and Grading All Students' Assignments

- In the Grade Center, click on the assignment column heading, and then select **Assignment File Download**.
- Click on the column headings to sort the students into categories (e.g. “needs grading”).
- Use the checkboxes to select which students' assignments you would like to download. To select all students, click on the checkbox next to the word “Name.”



<input type="checkbox"/>	Name ▲	Date	Grade
<input type="checkbox"/>	Anderson, Andrew	Thursday, June 2, 2011 11:26:16 AM EDT	95.0
<input type="checkbox"/>	Billingsgate, Barbara		Not Available (Override Grade)
<input type="checkbox"/>	Carlson, Carl		Not Available (Override Grade)

Selecting a Download Option

- After selecting, click **Submit** at the top or bottom of the page.
- Click on the link name to download the zipped file to your computer (MAC users should press *control* and *click*). You can now unzip it to review and grade students' work.

Assignment Submission Problems, and Cleaning Up Files

If an error has occurred during submission, you may have to clear the attempt and have the student resubmit the file.

Clearing an Individual Student Attempt

1. Go to **Control Panel** → **Grade Center**.
2. Click in the Grade Center cell for that assignment next to the student in question.
3. Click on the chevron icon and select **View Grade Details** to access a student's assignment.
4. Select **View Attempt** to see the assignment (this may not be possible).
5. Select **Clear Attempt** to remove the assignment so the student can try again.
6. Confirm your selection by clicking **OK**.
7. You will receive confirmation that the assignment was cleared. Click **OK**.
8. You will be returned to Grade Center. Click **OK**.

Inline Grading with Annotations for Assignments

Excerpted from: <http://help.blackboard.com>

When you create an assignment, a column is added automatically to the Grade Center. An assignment that has been submitted, but not graded, is indicated with an exclamation mark—the needs grading icon.

You can access assignments that have been submitted by students and need grading from the:

- Needs Grading page -OR- Full Grade Center

Depending on your grading style, you can access and grade one assignment attempt, view all the submissions for one assignment, or view all the assignments with submissions that need grading. Inline Grading means you can open a submitted assignment, mark it up, add comments, and annotate the document – all within Blackboard. You no longer have to download the document and open it in Microsoft Word to mark it up.

Inline Assignment Grading and New Box View

The Blackboard Assignment tool has an online document viewer and annotation feature that uses a third party technology licensed by Blackboard known as Box View.

Student file submissions are stored in University of Hartford's Blackboard Learn instance as always. No personally identifiable data about students is sent to Box. Blackboard Learn retrieves a document ID from Box and assigns it to the document. That mapping of Document ID to user, course, assignment, and attempt is tracked locally in Learn. None of that data is available to Box. All that is transmitted to Box is the file for conversion. The converted file is stored in the Box service, as are any annotations made on the converted file.

The New Box view offers a few improvements over Crocodoc, including improved rendering and expanded support of new file types. The New Box view provides a simple and convenient way to annotate student submissions. Prior student work that had been graded and annotated within Crocodoc has been migrated to the New Box view and instructors and students will be able to continue to view those documents.

How to Access Submitted Assignments from the Grade Center

The Grade Center shows all gradable items. The number of items may influence how you organize your time for grading tasks. You may also find it beneficial to view a student's previous grades as you grade.

To grade a single assignment attempt:

1. Go to the Grade Center.
2. Locate the cell for a student's assignment containing an exclamation mark.
3. Access the cell's contextual menu and select Attempt.
4. The Grade Assignment page appears.

To grade all submissions for an assignment:

1. Access the assignment column's contextual menu.
2. Select Grade Attempts.
3. The Grade Assignment page appears.

About the Grade Assignment Page

You access the Grade Assignment page from the **Needs Grading** page or the **Full Grade Center**. You can navigate among users and attempts, view rubrics, grade anonymously, and view information about an assignment.

Assignment submissions created with the content editor are not compatible with inline grading. Submissions of this type show in the window, but annotation is not available.

Annotations in Box View

The screenshot displays the 'Box View' interface for grading an assignment. The main document area shows a 'Third Homework Assignment' with text and a numbered list. The right-hand sidebar contains 'Assignment Details', 'GRADE' information, 'ATTEMPT' details, 'FEEDBACK TO LEARNER' input, and 'SUBMISSION' information. Red circles labeled A through F highlight specific features: A (drawing tool), B (comment tool), C (attempt details), D (feedback input), E (download icon), and F (contextual menu icon).

Reviewing and Grading Tools

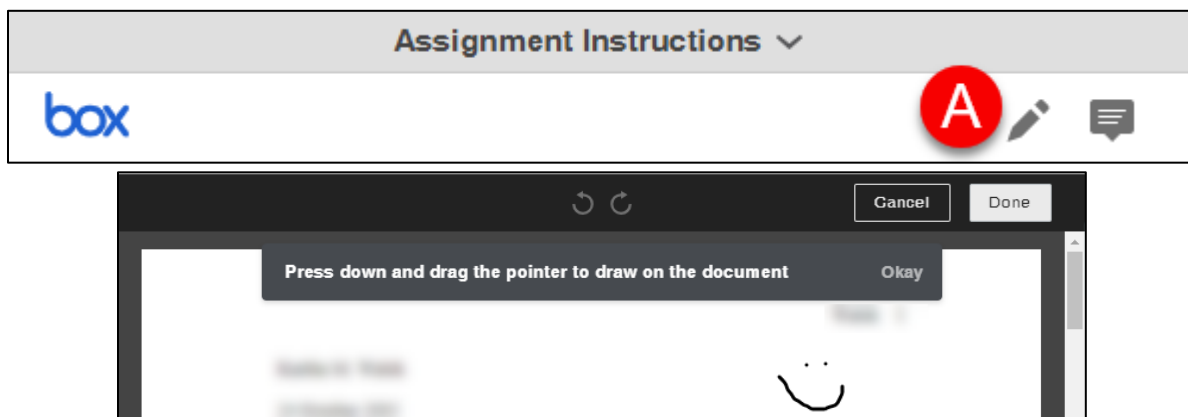
- A. Draw directly on the document
- B. Review and comment directly in the document.

- C. Input the grade. Grade the submission from the inline grading sidebar. From here you can view the assignment details, the grading rubric and each attempt.
- D. Give feedback to learner. You can type an overall grade and grades for each attempt as well as provide feedback to your students without leaving the page.
- E. Download the document.
- F. On the action bar, you can:
 - Click Hide User Names to grade attempts anonymously. Click Show User Names to display user information.
 - Click Jump to and select another attempt to view or grade.
 - Navigate among available attempts.

How to Use the Annotation Tools

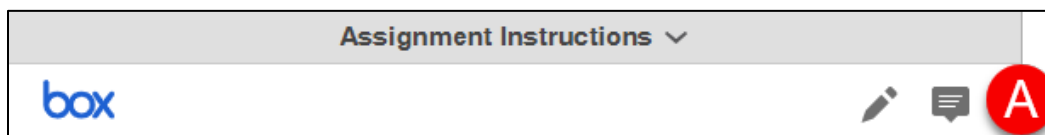
Drawing Tool

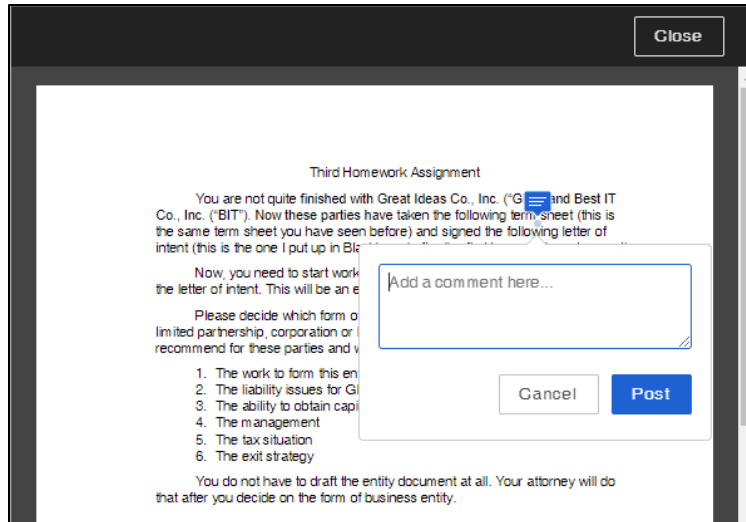
Click the Pencil icon in the viewer toolbar, then press down and draw on the document. Click **Done** when finished.



Comment Tool

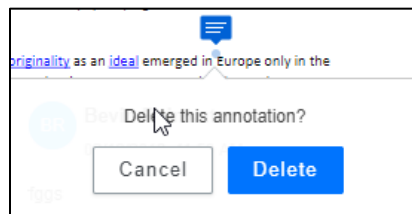
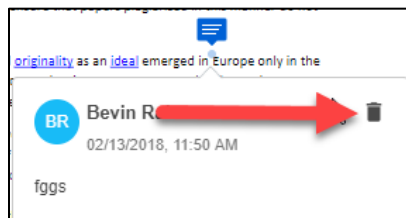
Click on the Comment button in the viewer toolbar, then click anywhere within the document to place the comment. Type your comment into the box, then click submit.





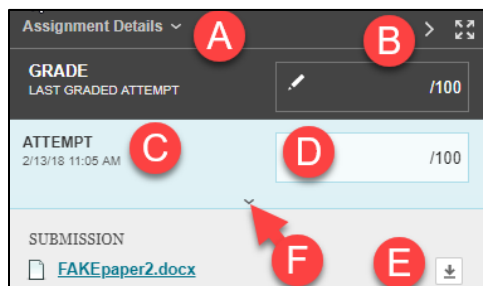
Adding Comments to the Document in the New Box View

To delete the comment, click on the chat bubble within the document again, then click the trashcan icon to remove it. Then click **Delete**.

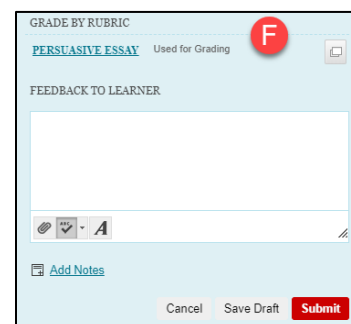


Inline Grading Panel

The inline grading sidebar gives you all of the tools you need to grade the assignment inline.



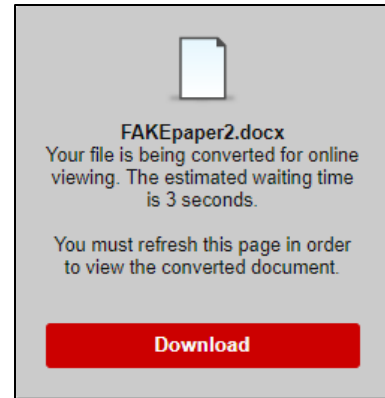
The Inline Panel



The Inline Panel Expanded (F)

- A. Expand assignment details to show the information from the assignment content item.
- B. Collapse or expand the grading sidebar for more screen real estate.
- C. Select additional attempts from a drop-down list. Click the attempt to load the submission in the inline viewer and update the sidebar with the appropriate attempt-related data.

- D. Type a grade for the attempt.
- E. Download the originally submitted file. If more than one file was submitted for the attempt, all files are available here.
- F. Expand the Inline Panel to view the rubric and comments fields.
 - Use the grading rubric associated with the assignment.
 - Add private notes, not visible to the student as feedback.
 - Type feedback the student can see and attach files. You can expand the feedback field to take advantage of the full content editor features.



Supported Formats

PDF, PPT, PPTX, DOC, and DOCX are the best formats for students to submit and are also supported by the SafeAssign tool.

New Box View only supports annotations on these file formats: AI, BMP, DCM, EPS, GIF, PNG, PS, PSD, SVS, TGA, TIF, and TIFF.

The converted document is displayed in the New Box viewer on the Grade Assignment page. Formatting and embedded images of the original document are preserved in the conversion.

The viewer is supported on current versions of Firefox, Chrome, Safari, and Internet Explorer. No plug-in or other application is necessary, though some users have reported issues in Safari or Internet Explorer. If you are experiencing issues, try switching browsers.

Users may experience a delay in the processing of their file (usually a few seconds). Depending on their browser, the viewer pane may or may not refresh automatically. If it does not, use your browser's refresh button to refresh the screen.

If a student has uploaded a file that is not in a format supported by the inline viewer, you are prompted to download the file in question. You will not see the inline viewer.

If you plan to use SafeAssign, please insert an additional statement such as the following:

The issue of digital plagiarism has raised concerns about ethics, student writing experiences, and academic integrity. Although you may never have engaged in intentional plagiarism, many students do incorporate sources without citations, which is a form of plagiarism. The University of Hartford subscribes to a digital plagiarism detection program called SafeAssign, which you can use to check papers for this course and see whether you may have included in your paper material that requires a citation. Further instructions will be given in class.

You will upload your work to Blackboard through SafeAssign so that it can be checked against web pages and databases of existing papers. Your paper will then automatically become part of that database for future use.

Instructors - Viewing Reports Submitted by Students

Any papers submitted to Safe Assign by students be viewed by the instructor through the Control Panel.

1. Go to: **Course Tools > SafeAssign > Safe Assignments.** You will see a list of all your SafeAssignments.

SafeAssignments		
		Synchronize this course
Name	Instructions	Date Modified
Games and Learning	This is a 7pg paper, please double space and use 12pt font. Use additional sources such as articles, journals and books.	Thu, Sep 27, 2012, 12:09 PM
Displaying 1 to 1 of 1 items Show All Edit Paging...		

List of all SafeAssignments in Course

2. Next to the SafeAssignment you wish to view, use the chevron arrow to select **View Submissions.**
3. All papers submitted for the assignment appear in a grid, showing the time and date they were submitted.
4. Click on the green checkmark in the SA Report column to access student reports.



Download all Submissions	Saves all submitted assignments in a downloadable zip file.
Text	Shows text, authorship and student comments on a paper.
File	Opens (or Saves) an individual paper for downloading.
Matching	Shows the percentage of text matched to other sources.
SA Report	Opens SafeAssign's report on a paper.
Submitted	Shows time and date submitted.
Clear Attempt	Removes paper from the database and allows student to resubmit.

View SafeAssign Submissions						
<i>safe assign toggle test</i>						
<i>submit with exclude, then submit with exclude off... testing to see if you can reuse the block.</i>						
Download All Submissions						
Student ID	Name	User Attempt	Average Match	Highest Match	SA Report	Submitted
—	Barbara Billingsgate	Barbara Billingsgate (Attempt 1 of 2)	0%	0%		Fri, May 08, 2015, 01:29 PM
—	Barbara Billingsgate	Barbara Billingsgate (Attempt 2 of 2)	0%	0%		Fri, May 08, 2015, 01:37 PM
—	Andrew Anderson	Andrew Anderson (Attempt 1 of 2)	0%	0%		Fri, May 08, 2015, 01:49 PM
—	Andrew Anderson	Andrew Anderson (Attempt 2 of 2)	0%	0%		Fri, May 08, 2015, 01:52 PM

List of Reports for each Student who Submitted the Assignment

The instructor has several options for managing submitted files:

During peak periods, such as mid-terms and finals week, there may be delays in getting reports back from SafeAssign. If you experience delays longer than 24 hours, please contact FCLD.

Student submissions to SafeAssign are compared against several sources:

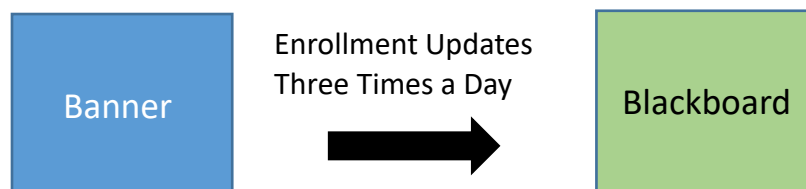
- Institutional document archives: Contains all papers submitted to SafeAssign by users in their respective institutions.
- Global Reference Database: Contains over 15 million papers volunteered by students from Blackboard client institutions to help prevent cross-institutional plagiarism.
- ProQuest ABI/Inform database: More than 1,100 publication titles and about 2.6 million articles from the 1990s to present time, updated weekly.
- Internet: SafeAssign searches across the broader internet for matching text using the Yahoo! BOSS search service as the underlying internet index provider.

Rosters and Managing Users in Blackboard Courses

To view rosters/users in your course, go to your course:

1. On the control panel on the left, look under *Course Management*.
2. Click the **Users and Groups** link to expand it.
3. Click on the **Users** link.

The Enrollment Process



- Students are automatically enrolled in Blackboard courses.
- Enrollment changes in Banner may take 24 hrs. to update in Blackboard.
- If you manually enroll students in your course, you can break the automatic linkages between Banner and Blackboard. Double check your roster in Blackboard against Self-Service. If there are any discrepancies, contact fld@hartford.edu. Include student names and IDs.

Making your Blackboard Course Available

You've got your course set up for the term, but now it's time to make it available to students to access. Until you make a course available, students who are enrolled cannot see it on their

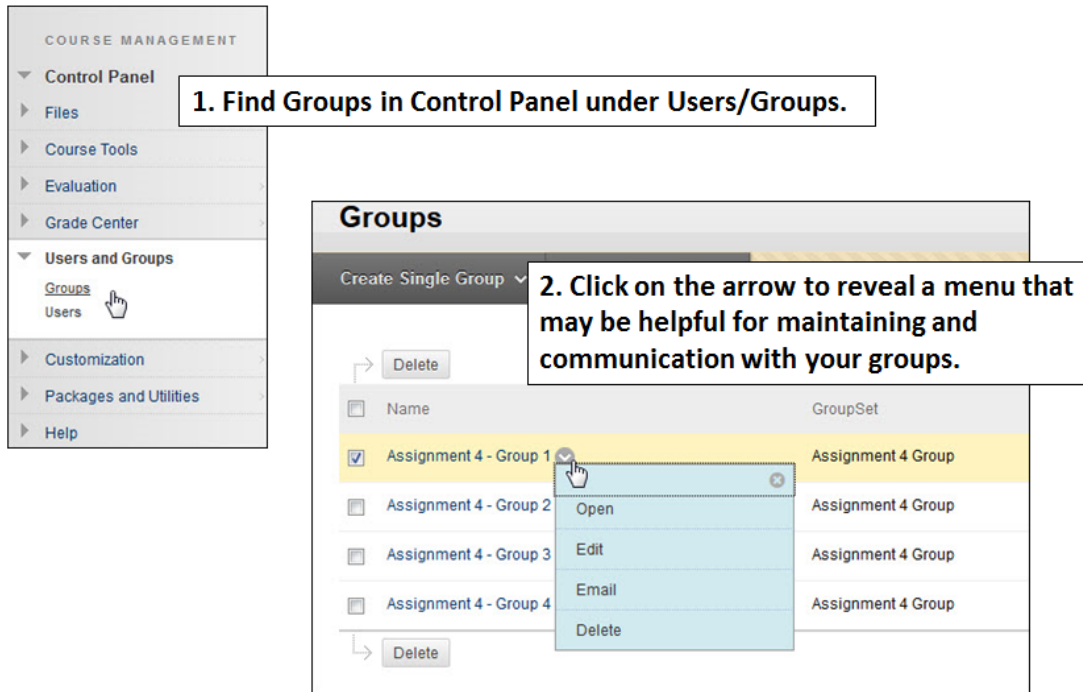
1. Click into any content area (e.g. Course Documents, Assignments, Course Information, etc.)
2. Click the lock icon in the upper right (between the Student Preview eyeball icon and the Edit Mode) to toggle Availability on or off (red is off).



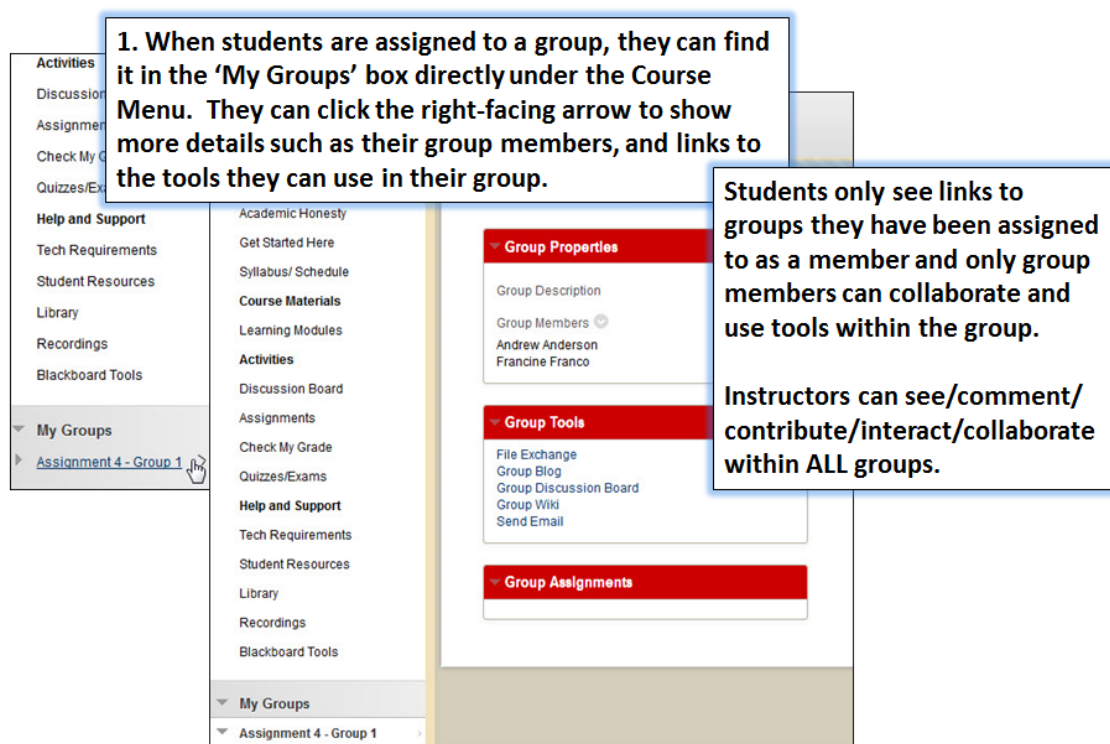
Toggle Course Availability

Using Groups as a Collaboration Tool

Accessing Groups (Instructors)



Accessing Groups (Students)



Creating Groups in Blackboard

Blackboard can be used for student group projects and other small group activities. Blackboard groups allow smaller groups of students to meet online privately to share and exchange files, send group emails, participate in discussion boards, collaborate using blogs and wikis, and meet to chat in virtual classrooms. It's especially useful to be able to create groups if an instructor has multiple sections enrolled in the same Blackboard course, as each section can be set up as a group allowing the instructor a means to communicate with each section individually.

Blackboard now has 3 ways to add students into groups:

- **Self-Enroll** – Students can select which group they want to join.
- **Manual Enroll** – The instructor creates the groups and enrolls students in each group.
- **Random Enroll** – The instructor creates the groups and Blackboard assigns students to the groups randomly.

Creating a group has two parts: first you create the groups, and then you assign students to the group.

To create groups in your course:

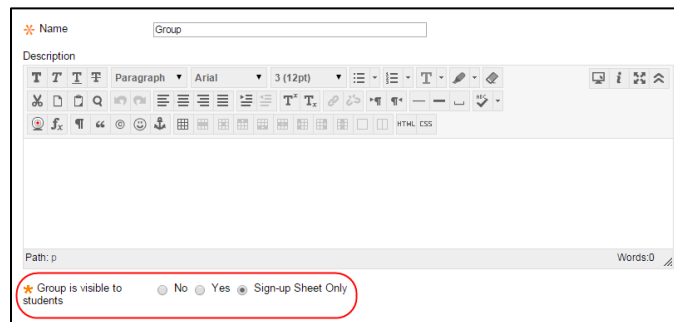
- In the **Control Panel** of your course, click on **Users and Groups** and then **Groups**.
- Point to **Create Group Set** in the Action Bar and select the type of groups you would like to create. (The options available to each group are the same.)
- Give the groups a name such as 'Final Project Group'. Blackboard will add a number to each group name (e.g. 'Final Project Group 1', 'Final Project Group 2').
- Make sure **Group Available** is set to **Yes**.
- Decide which tools you would like to make available to each group:



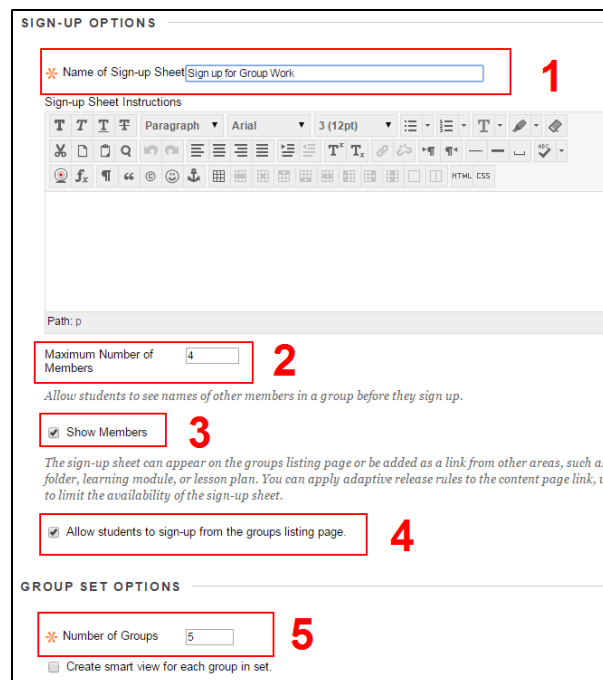
Self-Enroll

If you are allowing students to choose their own groups, select the **Self-Enroll** option under **Group Set**.

Under Group is visible to students, click **Sign-Up Sheet Only** unless you want them to be able to sign up and then get straight to work without you approval. If ok to sign up and go to click **yes**.

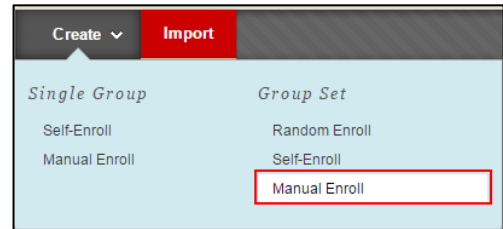


- Under **Sign-up Options**, give a name for the sign-up sheet and instructions for signing up.
- Select the maximum number of students that can enroll into each group.
- If you want students to see who else is in a group before signing up, click on **Show Members**.
- Select the total number of groups you would like to create.
- Click **Submit**.
- When your students log in to your course, they go to **Tools** → **Groups** to see the group sign-up sheet. From here, they can click on a button to sign up for a group.

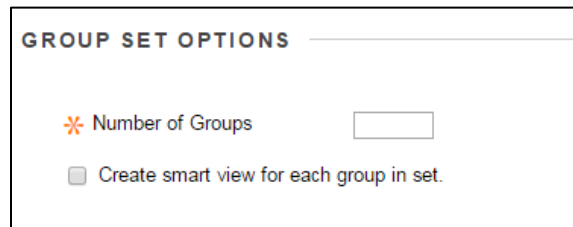


Manual Enroll

If you want to choose which students should go in which groups, click the **Create** Button, and then under **Group Set** select the **Manual Enroll** option.

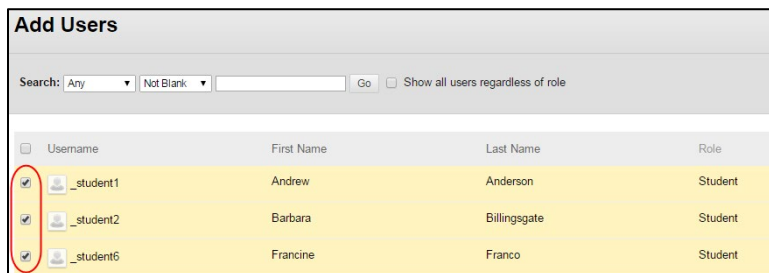


- Enter a name for the groups, then under **Group Set Options**, select the number of groups you would like to create.



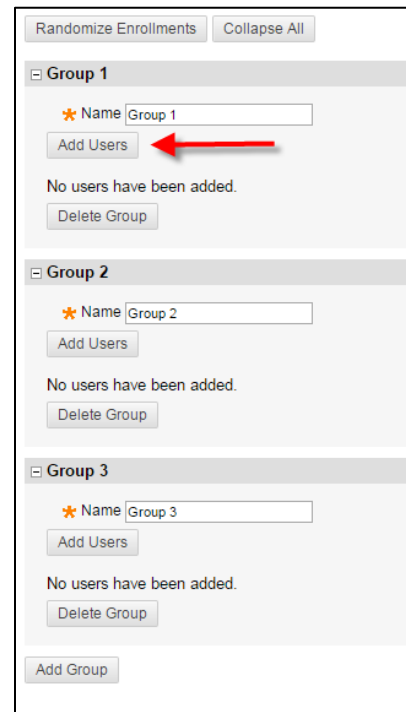
The screenshot shows the 'GROUP SET OPTIONS' form. It has a title 'GROUP SET OPTIONS' and a subtitle 'Options'. There are two main options: 'Number of Groups' with a text input field and a star icon, and 'Create smart view for each group in set.' with a checkbox.

- Click **Submit**. A new window will open up, allowing you to choose members for each group. Under each Group, click the **Add Users** button.
- In the *Add Users* menu, check each of the students you want in that group. When done, click **Submit**.



The screenshot shows the 'Add Users' menu. It has a search bar with 'Any' selected and 'Not Blank' as a filter. Below the search bar is a table of users with columns for Username, First Name, Last Name, and Role. The first three rows are highlighted in yellow, and their checkboxes are checked. The first row is circled in red.

Username	First Name	Last Name	Role
<input checked="" type="checkbox"/> _student1	Andrew	Anderson	Student
<input checked="" type="checkbox"/> _student2	Barbara	Billingsgate	Student
<input checked="" type="checkbox"/> _student6	Francine	Franco	Student



The screenshot shows the 'Group Set' interface. It has a title 'Group Set' and a subtitle 'Options'. There are three groups listed: 'Group 1', 'Group 2', and 'Group 3'. Each group has a name input field, an 'Add Users' button, and a 'Delete Group' button. A red arrow points to the 'Add Users' button for 'Group 1'. The 'Add Users' button for 'Group 1' is highlighted in red.

- Click on the **X** next to the student name to remove them from the group



The screenshot shows a green message box that says 'Added selected users to group.' Below the message is a table of users with columns for Username, First Name, Last Name, and Role. The first row is highlighted in yellow, and a red 'X' icon is next to the 'Student' role.

Username	First Name	Last Name	Role
_student1	Andrew	Anderson	Student

- Use the **Add Group** and **Delete Group** buttons to add or remove extra groups if needed.
- When you have assigned students to each group, click **Submit** at the bottom of the page.

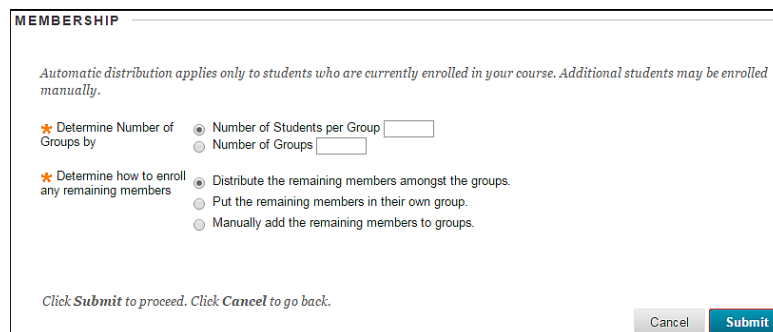
Random Enroll

Blackboard can also assign students into groups automatically. The instructor has the following options:

- **Determine Number of Groups by:** Choose either the number of students you want in each group or the total number of groups you want, and Blackboard will divide the students accordingly.
 - **Determine How to Enroll any Remaining Members:** If the groups do not divide out evenly, you can choose to distribute the remaining members amongst the groups, put the remaining members in their own group, or manually add the remaining members to groups.
1. On the control panel under *Course Management*, go to **Users and Groups**, then click on **Groups**.
 2. In the *Groups* window, click the **Create** button, then click **Random Enroll**.



3. Give your Group Set a name (here you will select a generic name, ie) Groups – and if there is more than one group, it will automatically number it: Group 1, Group 2, etc. Fill in the description. Set the group visible to students.
4. Choose whether or not to grade the group, and other options.
5. At the very bottom, set your membership settings (Number of Students per group, number of groups, etc.)



MEMBERSHIP

Automatic distribution applies only to students who are currently enrolled in your course. Additional students may be enrolled manually.

★ Determine Number of Groups by

Number of Students per Group

Number of Groups

★ Determine how to enroll any remaining members

Distribute the remaining members amongst the groups.

Put the remaining members in their own group.

Manually add the remaining members to groups.

Click Submit to proceed. Click Cancel to go back.

Cancel Submit

6. When done, click **Submit**.

Accessing Discussion Boards

There are essentially two types of Discussion Boards in Blackboard – the whole-class discussions accessible via the Course Menu and group discussions. Both can be accessed by instructors by going to **Course Management** → **Course Tools** → **Discussion Board**.

The image shows two screenshots from Blackboard. The left screenshot is the 'COURSE MANAGEMENT' menu, with 'Discussion Board' highlighted in red. A red arrow points from this menu item to the right screenshot. The right screenshot shows the 'Discussion Board' interface with a list of discussion boards. The first item, '20145-201340', is highlighted with a red box, and a red arrow points from this box to a text box on the right.

1. Instructors access Discussion Board tool in Course Tools... this links to all

2. The course number that appears at the top of the list links to all your full class discussions (all students have access).

However, *all* Discussion Boards show in this instructor view, so if you have created Groups that use the Discussion Board, they will be listed here as well.

Creating a Discussion Forum

To create a forum, go into your course, click the **Discussion Board** link on the Course Menu, then click the **Create Forum** button.

The image shows the 'Discussion Board' page with a 'Create Forum' button highlighted in red. Below the button is a search bar with a 'Search' button.

Discussion Board

Forums are made up of individual discussion threads that can be organized around a particular subject. Create Forums to organize discussions. [More Help](#)

Create Forum Search

1. Access the discussion board and click **Create Forum** on the action bar.
2. On the **Create Forum** page, type a name and optional instructions or a description. On the main discussion board page, the description follows the forum name.

3. In the **Forum Availability** section, click **Yes**. Another option is to create forums ahead of time and set the availability to **No** until the discussion is ready to start.
4. Select the **Display After** and **Display Until** check boxes to enable the date and time selections. Display restrictions do not affect the forum availability, only when it appears.

FORUM INFORMATION

* Name

Description

Rich text editor toolbar with options for Paragraph, Arial font, 3 (12pt) size, Bold, Italic, Underline, Text color, Background color, Bulleted list, Numbered list, Indent, Outdent, Link, Unlink, Undo, Redo, Source code, and HTML/CSS.

Path: p Words: 0

FORUM AVAILABILITY

Available Yes No

Enter Date and Time Restrictions

Display After

Enter dates as mm/dd/yyyy. Time may be entered in any increment.

Display Until

Enter dates as mm/dd/yyyy. Time may be entered in any increment.

5. Select the **Forum Settings** based on your specific needs.

Viewing Threads/Replies Standard View

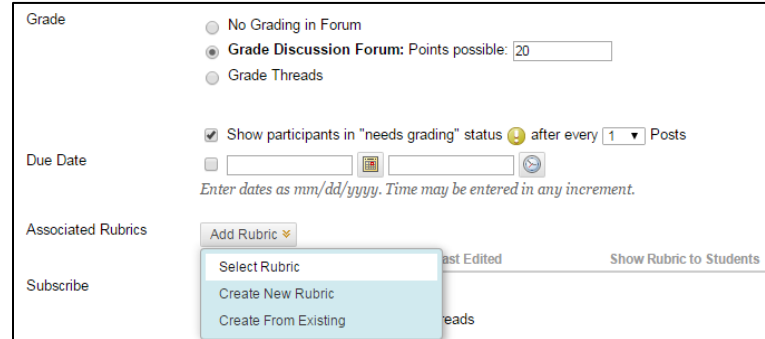
Participants must create a thread in order to view other threads in this forum.

If participants are required to create threads in order to view other threads in the forum, they cannot delete or edit their own posts, and cannot post anonymously. Those options will be set for you automatically.

To promote originality, creativity, and a variety of responses, you can choose **Participants must create a thread to view other threads in this forum**, which is the post first setting. Students must respond before they can read their classmates' posts.

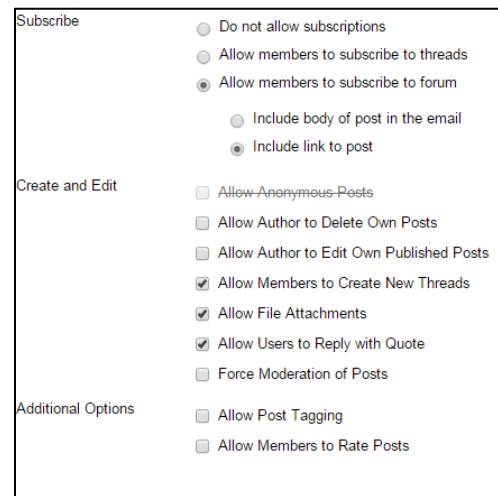
In **Standard View**, users can see all previously created threads in the forum.

6. In the **Grade** and **Due Date** section, set your options accordingly. Selecting **Grade Discussion Forum** and inputting a point value also enables the **Add Rubric** button from which instructors can Select Rubric, Create New Rubric or Create from Existing.



The screenshot shows the 'Grade' section with three radio button options: 'No Grading in Forum', 'Grade Discussion Forum: Points possible: 20' (selected), and 'Grade Threads'. Below this is a checkbox for 'Show participants in "needs grading" status' after every 1 Post. The 'Due Date' section has a date picker and a note: 'Enter dates as mm/dd/yyyy. Time may be entered in any increment.' The 'Associated Rubrics' section has an 'Add Rubric' button with a dropdown menu open, showing 'Select Rubric', 'Create New Rubric', and 'Create From Existing'. Other visible text includes 'Subscribe', 'Last Edited', and 'Show Rubric to Students'.

7. Adding the **Due Date** will not allow students to submit posts after that date.
8. There are several other options to choose from in the *Forum Options*, select them if you wish to use them.
9. When done, click **Submit**.



The screenshot shows the 'Subscribe' section with three radio button options: 'Do not allow subscriptions', 'Allow members to subscribe to threads', and 'Allow members to subscribe to forum' (selected). Below this are two checkboxes: 'Include body of post in the email' and 'Include link to post'. The 'Create and Edit' section has several checkboxes: 'Allow Anonymous Posts', 'Allow Author to Delete Own Posts', 'Allow Author to Edit Own Published Posts', 'Allow Members to Create New Threads' (checked), 'Allow File Attachments' (checked), 'Allow Users to Reply with Quote' (checked), and 'Force Moderation of Posts'. The 'Additional Options' section has two checkboxes: 'Allow Post Tagging' and 'Allow Members to Rate Posts'.

Creating Threads

Threads are questions that students answer or can be used to start new topics. Within each forum, users can create multiple threads. A thread includes the initial post and any replies to it. Instructors have the option of allowing or not allowing students to start threads.

When you view the thread page, all posts and the forum description appear on one page. Forum descriptions are often used as prompts for discussion and are visible where you are posting. Large images of course members help you easily identify authors.

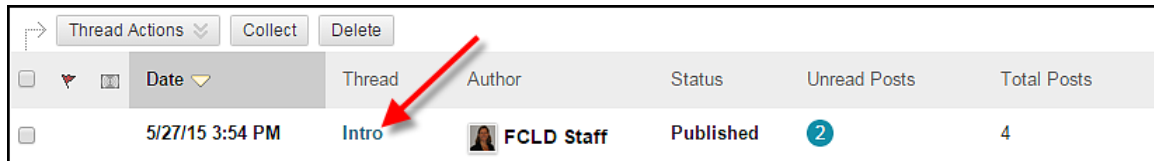
To help make replying easy, a **Reply** button appears directly below the post you wish to reply to. Clicking the **Reply** button opens up a text box in which you can type your reply and then click **Submit** when done.

Forum settings control who can post, and what other types of actions you can take, such as editing your own threads, posting anonymously, or rating posts. Depending on which forum settings your instructor has selected, you may be allowed to create a new thread.

Replying to a Threaded Discussion

In this exercise, you will practice replying to a thread that has already been created. Go to the *Preparing to Teach Online* course and go into the *Introductions* Forum and post a reply to the first thread you see there.

1. From the Course Menu, click on **Discussion Board**.
2. In the *Discussion Board* window, click the forum link for **Introductions**.
3. Click on the thread link **Intro**.



4. Read the introduction prompt and click the **Reply** button.
5. Append the *Subject* with your name (ie: Re: Intro – First Last) and type your introduction into the *Message* field.
6. When done, click **Submit**.

Blackboard's Grade Center


Blackboard's Grade Center is an online grade book. It helps you calculate running grades, track student progress, provide feedback to students, download grades to your computer – even create reports. You don't have to type in student names; Blackboard does it for you. All you have to do is add columns. Some columns are created automatically by Blackboard when you use Blackboard features such as Tests, Surveys, Assignments, and any other items you create with a 'graded' status. The Grade Center is very flexible, allowing you to drop lowest grades, weight grades, filter views, and more. Students can't see Grade Center but they can see their own individual grades in a tool called *My Grades*.

IMPORTANT: The Grade Center is complex. It is strongly recommended that you attend a Grade Center seminar. Please contact FCLD to find out when a Grade Center seminar is offered. Call 768-4661 or email fclد@hartford.edu. You may check our seminar schedule here: <https://www.hartford.edu/faculty-staff/faculty/fclд/seminars-workshops/default.aspx>

Overview

The Grade Center can serve as a communication tool, an evaluation tool, and a timely feedback mechanism. To achieve any of these, the best practice is to add all Grade Center items, grading schema (letter grade settings), weights, and other options before the semester begins. By finalizing your Grade Center early, students who click on their grade center view, *My Grades*, at the beginning of the semester can see all assignments, tests, graded forums, and other items along with the descriptions, points possible, due dates, etc., giving them a great overview of the course and an extension to your syllabus. Please note that Blackboard Grade Center is not your grade of record, and you must still input your grades into Self-Service using the University's official 4.0 scale.

Basic Steps (Detailed Steps Follow)

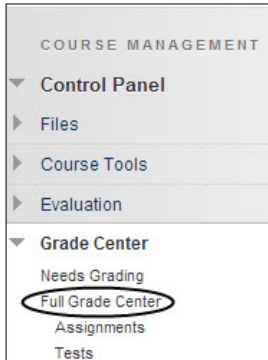
- Design and build your course.
- Delete unnecessary columns such as extra student information and duplicate total/weighted total columns.
- Add columns via deployment of tests, surveys, assignment tools, and discussion board grading, then modify those columns as necessary.
- Add any other columns you'll need.
- Set up a calculated column, e.g., running weighted total.
- Click the **Preview User** icon in the upper right to enroll your preview user (test student) into your course.
- When done, click the **Exit Preview** button and select "Keep the preview user and all data," then click **Continue**.
- Enter comments and test scores for you as your test student as if the semester were over.
- Click the **Preview User** icon again to view the course as a student and click on **My Grades** from the **Tools Menu**. Check to make sure grades are reporting properly, descriptions are clear, comments look okay, and that tests and surveys work properly to avoid errors during the semester. 

IMPORTANT: You will need to submit your final grades for the semester using Banner, Self-Service Center. Blackboard will not do this automatically. Please call your department if you need help submitting grades.

Viewing and Accessing Grades

Instructors, Teaching Assistants, and Graders are the only roles in Blackboard that can edit and view the full Grade Center. This view includes all assignments, menus, and grades for **all** students. Students can only view and access their own grades and related information. They are never able to see another student's grades.

Grade Center columns are added automatically whenever you add tests or Surveys, Assignments, and any graded activity to Blackboard.



Accessing the Full Grade Center

Instructors access the **Grade Center** from the **Control Panel**, and then select **Grade Center** → **Full Grade Center** (see image at left).

NOTE: Students access their grades from within each course via **Tools** → **My Grades**. Many instructors add this tool to their course menu. Here's how:

- Make sure **Edit Mode** is set to ON.
- Point to the 'plus sign' icon on the upper left of the course menu and click **Tool Link**.
- Type in a name, such as 'Check Your Grades'.
- Change 'Type:' to **My Grades**.
- Click Available to Users.
- **Submit**.

Grade Center Basics

Step One: Make the Most of your Space

The grade center is a basically a spreadsheet comprised of columns and rows. Students are automatically listed in the Grade Center, appearing as rows, when they are enrolled into your Blackboard course. Columns are manually added by you or automatically added when you add an item to your course with a graded component (such as an Assignment, Test, Journal, Wiki or Blog).

To conserve space, it is recommended that you hide some of the default columns included in every grade center. These include: Username, Student ID, Last Access, and Availability.

Last Name	First Name	Username	Student ID	Last Access	Availability
Anderson	Andrew	_student1		September 10, 2011	Available
Billingsgate	Barbara	_student2		September 11, 2011	Available
Carlson	Carl	_student3			Available
Danielson	Danielle	_student4			Available
Emmons	Emeril	_student5			Available
Franco	Francine	_student6			Available

Here's how to hide student information columns:

- Point to the column heading such as ‘Username’ and click the arrow to reveal the drop-down menu.
- Click Hide Column.

It’s important to hide only student information columns (see them circled above) as opposed to hiding any of your graded columns. Using ‘Hide Column’ for graded columns only hides the columns from you; your students can still see them in their ‘My Grades’ and it may cause confusion.

To further save space and reduce confusion for your students, it would be best to remove the extra ‘final grade’ columns that appear such as **Weighted Total** and **Total**. You may find several of these since they are duplicated by course copying and by the Blackboard system course creation process. These columns help you set up your final grading scenario, so you only need to keep one. Use **Weighted Total** to help you set up grading if you weight grades to arrive at a final grade, and use **Total** to help you set up grading if you add points to arrive at a final grade.

Here’s how to delete extra **Weighted Total** and/or **Total** columns:

- Point to the column heading such as ‘Weighted Total’ and click the arrow to reveal the drop-down menu.
- Click **Delete Column**.

NOTE: If you see a green check in the column heading, it will stop you from deleting the column. To continue, move the green check to a column you want to keep. Here’s how:

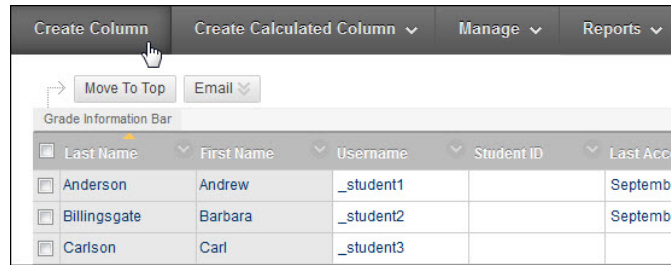
- Click the arrow in the label of a column you want to keep.
- From the drop down menu, click **Set as External Grade**. Note that students will **ALWAYS** be able to see this column.

The green check will move to that column and allow you to delete the columns you do not want to keep.

Step Two: Creating Columns in the Grade Center

You have the option of creating columns either manually or automatically. Automatic columns will appear linked to any item you add to your course that has an automatic grading option (such as Assignment or Test) and those items that you have chosen the option of grading within Blackboard. It’s best to create your course fully, then add any columns manually that have not been already added. **Grade Center columns are added automatically whenever you add tests or Surveys, Assignments, and any graded activity to Blackboard.**

1. To create a column in Grade Center, select **Create Column** (see image below).



Creating a Column in the Grade Center

2. Fill in the column name and description.
3. Assign it to a category, which is used for weighting grades by category, for example, all items with the category of 'Test' are weighted at 20% in final grades.
4. Assign points possible (100 point totals are easiest and recommended).

Step Three: Checking and/or Editing Grade Center Columns

To edit or find out information about a column, click the arrow next to a column heading. A drop-down menu opens. Some of the options you may see are as follows:

Quick Column Information	Shows information about the column.
Grade Attempts	Shows what students have submitted.
Grade with User Names Hidden	Allows anonymity while grading.
Reconcile Grades	Allows you to review grader progress for the current assignment, and provide an official reconciled grade for each attempt (useful when multiple graders).
Assignment File Download	Allows you to quickly download all submitted documents for that grade column.
Assignment File Cleanup	Will delete documents associated with any or all students by selecting the users and clicking Delete.
Rubric Evaluation Report	Displays the average results of evaluations using the selected Rubric for the selected Grade Center column.
Edit Column Information	Allows you to go back into the column to modify it.
Column Statistics	Shows statistics for that item, such as grade distribution.

Set as External Grade	Allows one grade to show outside of Grade Center. This cannot be blocked from student view and cannot be hidden.
Hide from Students (on/off)	Allows you to show the column to students or hide the column from students.
Clear Attempts for All Users	Clears any submitted work for that grade column.
Sort Ascending/ Sort Descending	Sorts the column by grade. Note that when you select this, all other information will be carried with that particular sort. To resort by last name (default view), click on the last name column heading.
Hide from Instructor View	Hides the column from your view only. Students can still see the item unless you have hidden it using the show/hide to users option.

These options vary slightly when created automatically, reflecting the tool’s capability.

Step Four: Setting up a Calculated Grade Column

After you have created your Grade Center columns, you are ready to set up the calculated column. If you don’t have one, select **Create Calculated Column > Weighted Column** or **Total Column**. After providing the column name and description, you have the ability to select columns and/or categories that will make up the final grade by setting it as the external grade.

The weighted totals column will need to be adjusted by going to **Edit Column Information** and applying weights to assignments or categories created. As setting up the Weighted Total column can be a bit complicated, it is recommended you set an appointment with FCLD to come in for a consultation on setting up your grade center. Make sure you have your syllabus with you when you come to your appointment.

Step Five: Entering Grades

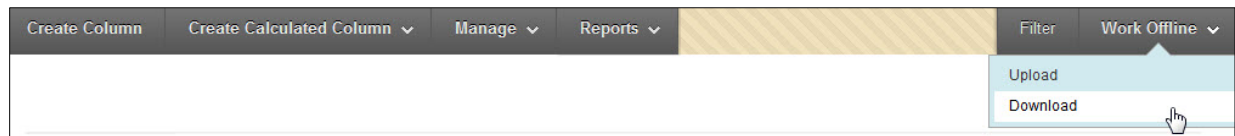
To enter grades in Full Grade Center:

- Click into a cell for a graded column.
- Type the grade.
- Click **Enter**.

Depending on the type of column, e.g., Assignment Tool, Graded Discussion Board, the menu of each cell provides options for viewing work, adding comments, and grading. Click the arrow associated with each cell to use other tools such as **View Grade Details**, or **Grade User Activity**, etc.

Downloading Grades

To download grades or print a roster in Full Grade Center, point your cursor to **Work Offline** located in the upper right and select **Download**. Fill in information for “. Data” based on what you want to download, leave “2. Options” as set, click **Submit**, and then follow your browser’s cues to download.



Downloading Grades in Full Grade Center

General Tips and Tricks

Feedback is one of the most important tools in teaching and learning. Using Grade Center affords many feedback pathways: grades, anonymous surveys (input from students, results for you!), comments to students, printable reports, email, and benchmarks such as a mid-semester grade.

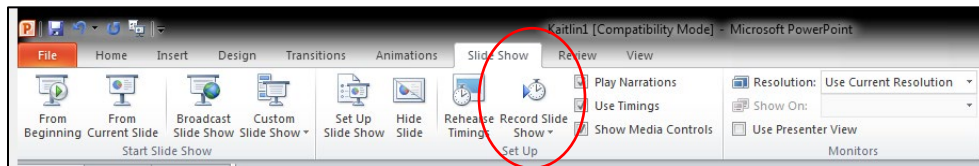
Here are a few tips and tricks that may help you take full advantage of Blackboard’s Grade Center.

1. A great view of your Grade Center is available from Full Grade Center by clicking **Manage** → **Column Organization**.
2. Click on the **Student Preview** button so you can see your course from a student’s point of view.
 - Take tests and surveys, do assignments, and monitor how Grade Center performs so you have a good idea of what to expect during the semester.
 - As the Preview User, click **Tools** on the course menu, and select **My Grades**.
 - When done, click the **Exit Preview** button. Make sure you select the second option in the pop-up window that says “Keep the preview user and all data,” then click **Continue**.
3. Make adjustments before the semester begins in order to avoid frantic emails from students, as changes midterm may affect grades negatively and students may comment about it.
4. The Grade Center offers tools for analyzing and reporting on your Grade Center data. For instance, you can set up a couple of short surveys at the beginning and middle of your course, and then use the results to adjust content and delivery if necessary.
5. Hide your final total columns if you do not want students to see Grade Center’s calculations.
6. If your **Total** and **Weighted Total** columns do not seem to be adding up correctly, check the Points Possible you have given to each assignment. We recommend using 100 points as a raw score default, even if you use letter grades.

Creating Digital Content for Online Teaching and Learning

Adding Narration to a PowerPoint

First, you will need to create your PowerPoint presentation and save it. (You can't record narration until you have saved the presentation first.) To begin adding narration, go to **Slide Show** → **Record Slide Show**.



A window will appear, asking you what you want to record. Be sure to check both boxes and select **Start Recording**.

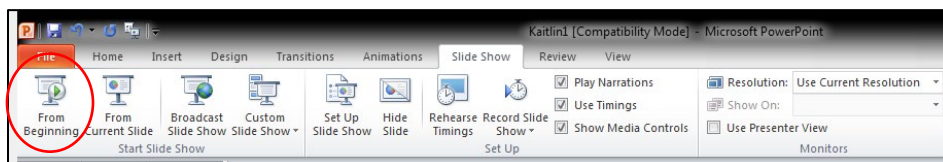
Your presentation will open in a new window. You can begin your narration, clicking the mouse to advance your slides as you speak.

Important: PowerPoint records the narration as an individual audio file for each slide. Be sure to pause when you have finished narrating a slide and do not begin again until the new slide has appeared, otherwise, you will clip part of your audio.

When you are finished recording your narration, right click and select **End Show** or use the **esc** key.

Viewing your Narrated PowerPoint

To view your completed presentation, click on **Slide Show** and select **From Beginning**.



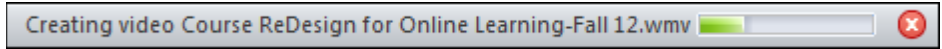
The narration will begin and the slides will advance automatically as you view the presentation.

Saving and Distributing your Narrated PowerPoint

It is a good idea to save the narrated PowerPoint as a new file, in case you ever need to go back and edit or change the original PowerPoint. To save the narrated version, go to **File** → **Save As**. Be sure to give it a new name so it doesn't overwrite the original.

Narrated PowerPoints are large, posing problems for students and storage. To get around this, we export the narrated PowerPoint as a video file, then upload it to **Ensemble**.

To save your presentation as a video, go to **File → Export** and select **Create a Video**. Be patient! Conversion can take a long time...look for the progress bar at the bottom of the PowerPoint screen and wait for it to finish.



Now that it is a movie file, we can upload it to Ensemble or YouTube, then share the link on your Blackboard site. Or upload the movie to your Blackboard course. Keep videos no longer than ten minutes or you will not be able to upload them.

NOTE: For MAC Users

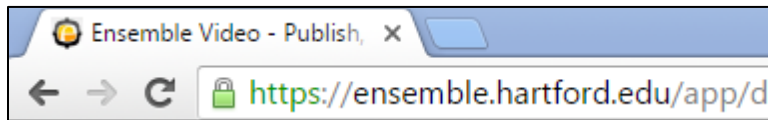
There is a known issue saving PowerPoint (2011) as videos for MACs. It creates two files, an audio and an image file, and loses the audio part. Two solutions can be tried to resolve this:

1. Open the PowerPoint presentation in Keynote and export to Quicktime (easiest).
2. Do a screencast of giving your presentation with Ensemble Anthem).

Uploading to Ensemble (you need a user account first)

Logging into your account:

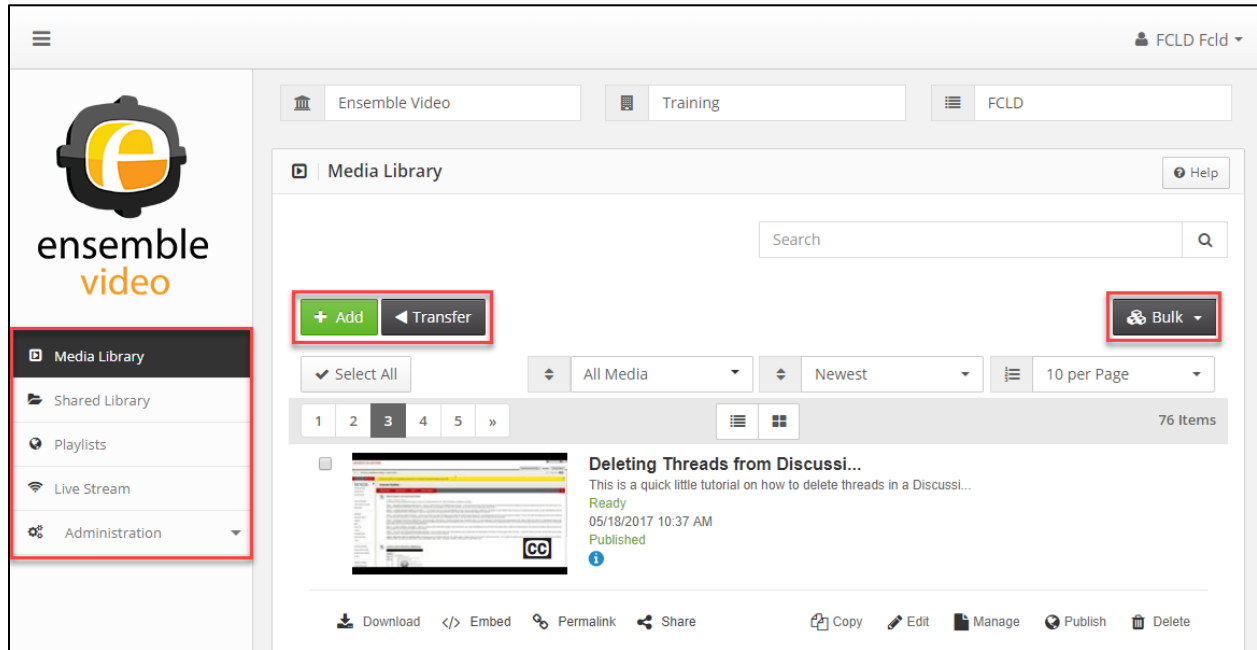
- Email OTS@hartford.edu to request an Ensemble user account be set up for you.
- Go to <https://ensemble.hartford.edu>



- Enter your login information. Your username is the same as your Hartford username (without @hartford.edu) and your password is your University email password. Be sure to set *Identity Provider* dropdown to **Faculty**. Then click the **Login** button.

A screenshot of the Ensemble login form. It includes fields for Username (containing "rainwater"), Password (masked with dots), and Identity Provider (a dropdown menu set to "Faculty"). There is a "Remember Me" checkbox and a "Login" button.

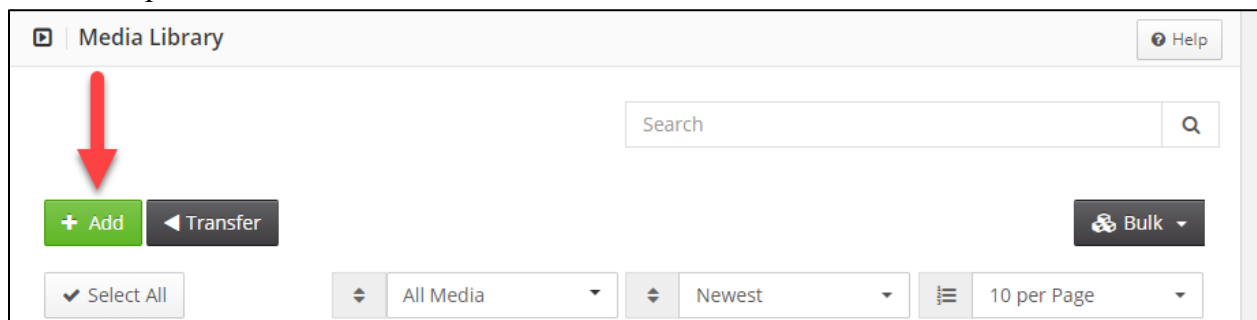
You are now at the main page of your media library. The main menu buttons for your account are found at the top of the page and along the left side as shown below.



Media Library in Ensemble

Uploading a video to your ensemble account

- If you aren't there already, click on the **Media Library** button. The Media Library contains all your uploaded videos and is also where you can upload additional videos. Uploaded videos are shown as thumbnails.
- To publish a new video click on the **+Add** button.

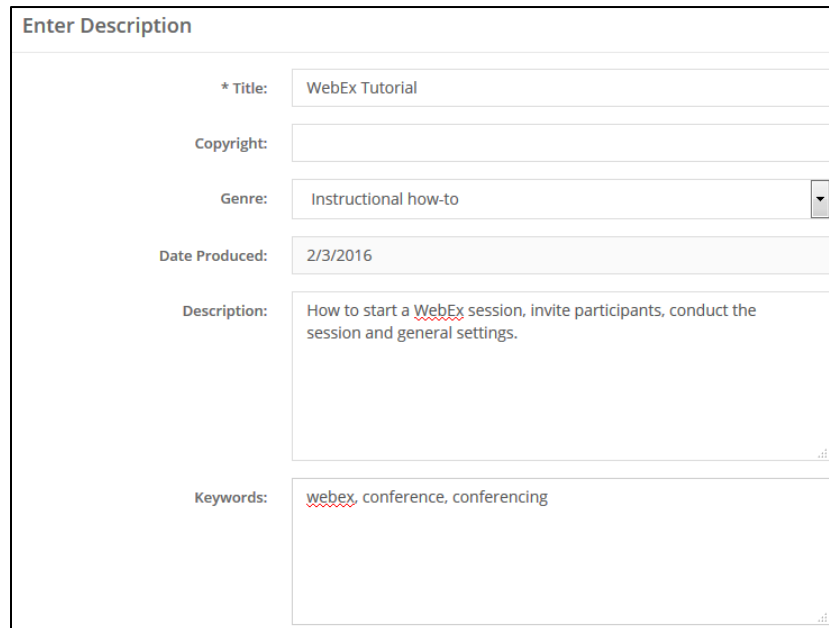


Click the Add Button to add a Video

You will be presented with a series of screens allowing you to provide basic information about the video, including title, date of creation, credits, and more. The first screen is the *Enter Description* page. From this screen, add the video's title, description, keywords and credits.

The Edit Page

1. Keywords will help you to locate videos in your library and will be useful when you have lots of videos in your library and you need to find one quickly. Be sure to separate Keywords with commas.

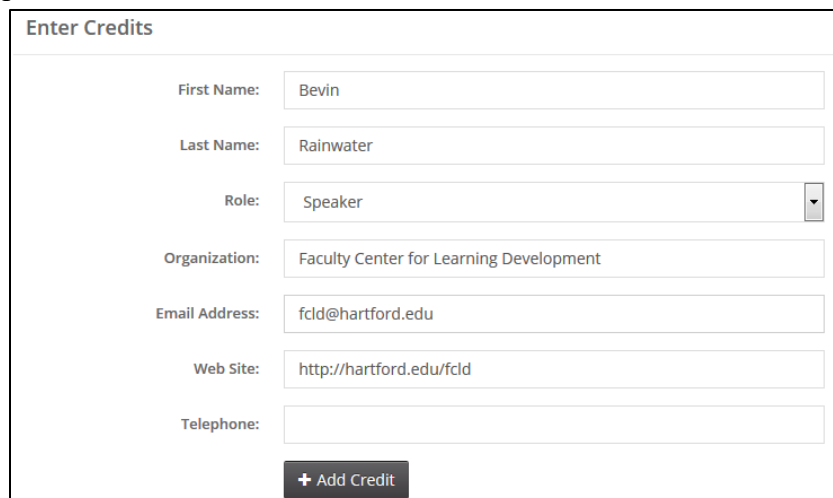


The screenshot shows a form titled "Enter Description" with the following fields:

- * Title: WebEx Tutorial
- Copyright: (empty)
- Genre: Instructional how-to
- Date Produced: 2/3/2016
- Description: How to start a WebEx session, invite participants, conduct the session and general settings.
- Keywords: webex, conference, conferencing

Enter Description

2. In the *Credits* section, you have the option of providing information about who made the movie. If you have multiple contributors, you can click the + **Add Credit** button to add another person.



The screenshot shows a form titled "Enter Credits" with the following fields:

- First Name: Bevin
- Last Name: Rainwater
- Role: Speaker
- Organization: Faculty Center for Learning Development
- Email Address: fcd@hartford.edu
- Web Site: http://hartford.edu/fcd
- Telephone: (empty)

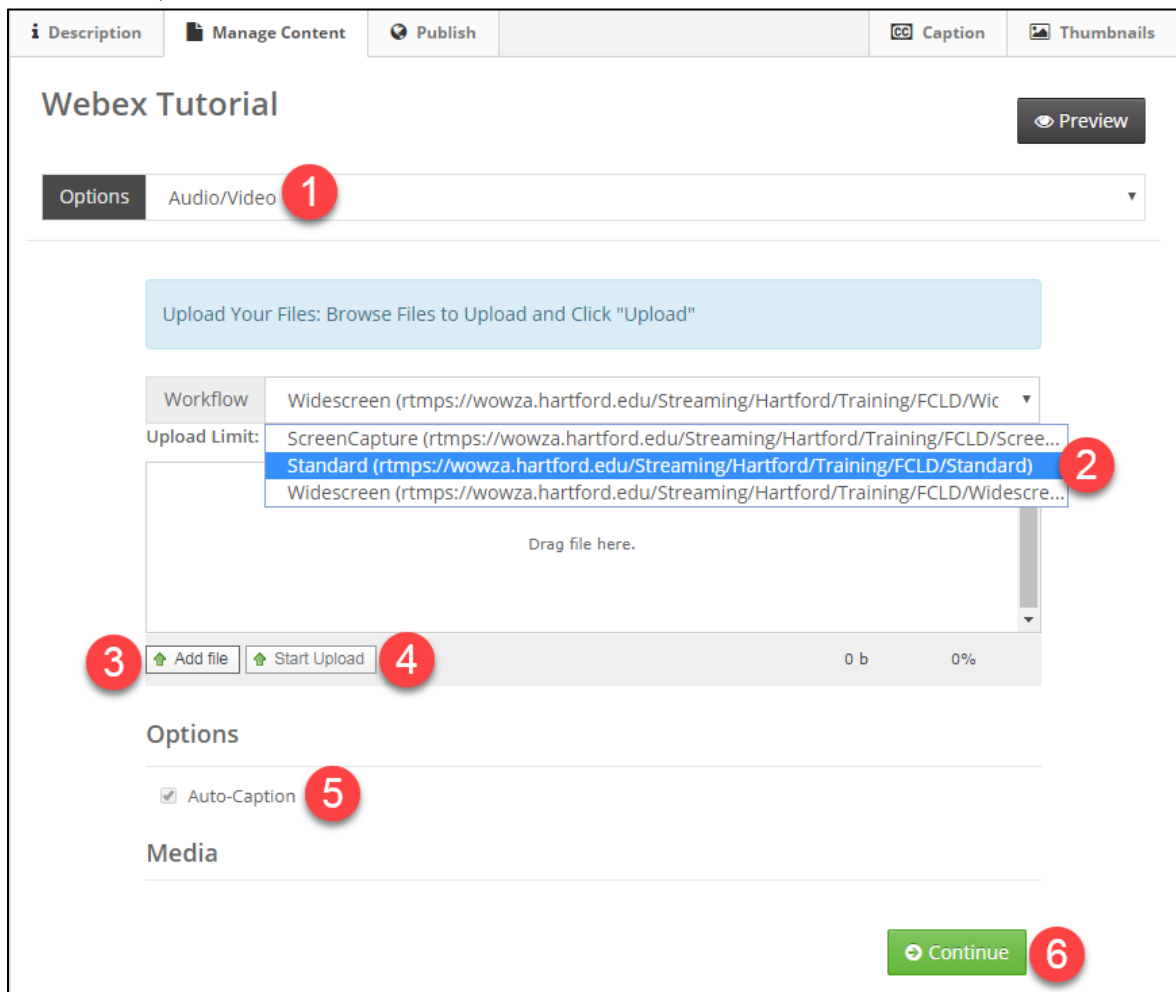
At the bottom of the form is a button labeled "+ Add Credit".

Enter Credits

3. At the bottom of the screen, click **Continue** to proceed to the *Manage Content* page.

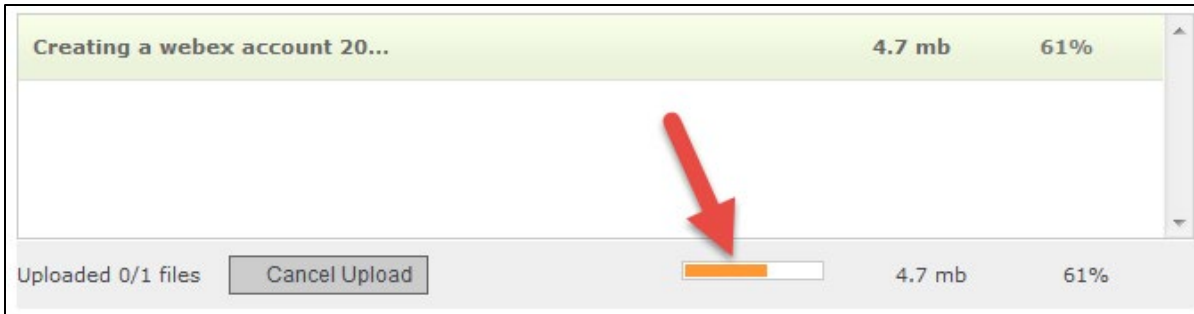
Manage Content Page

1. Under *Options*, Audio/Video is selected by default. You can change this to other options.
2. Under *Workflow*, select the correct video format.
 - Choose **ScreenCapture** for videos such as narrated PowerPoint presentations or software demonstrations, when clarity of detail outweighs smooth motion.
 - Choose **Widescreen** for videos that have the extended rectangular shape of a movie screen or widescreen TV (16:9 aspect ratio).
 - Choose **Standard** for video that has the normal “TV square” shape (4:3 aspect ratio).



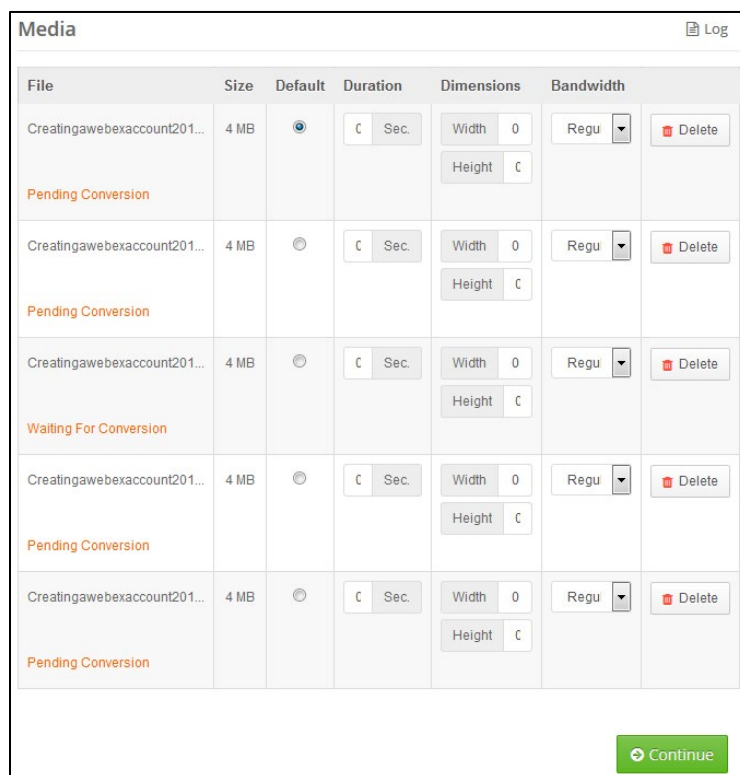
The Manage Video Page

3. Click **Add File**. Locate the video file you wish to upload and follow the instructions in the upload window *OR* drag and drop the file from where you have it saved on your computer into the middle of this upload interface where it says “**Drag file here.**”
4. Click the **Start Upload** button, then WAIT FOR THE UPLOAD TO FINISH. (See picture below.) If you continue before it finishes, it will fail to upload.



Waiting for the Upload to Finish

5. Auto-Captions will be on by default if you are teaching an online course, flipped or hybrid course. If Auto-Captions are greyed out and you are teaching one of these types of courses, contact OTS@hartford.edu to enable captions for you.
6. Once the progress bar has reached 100%, the screen below will appear down in the Media section. After you upload your file, Ensemble converts the video into a streaming file. As your content moves through the process, Ensemble posts status updates via a series of messages: *Waiting for Conversion*, *Converting...* ending with *File Ready*. The full process may take some time, as there may be several copies. Depending on the bandwidth chosen, Ensemble may prepare many versions suitable to different devices and bandwidths. In this case, it's OK to advance before the conversions finish. You may now click **Continue**.



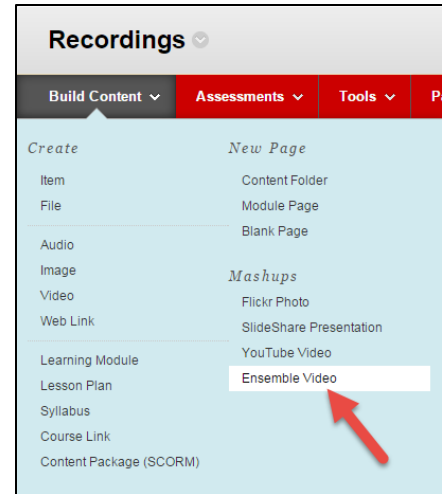
File Conversion

Publishing your Video to Blackboard

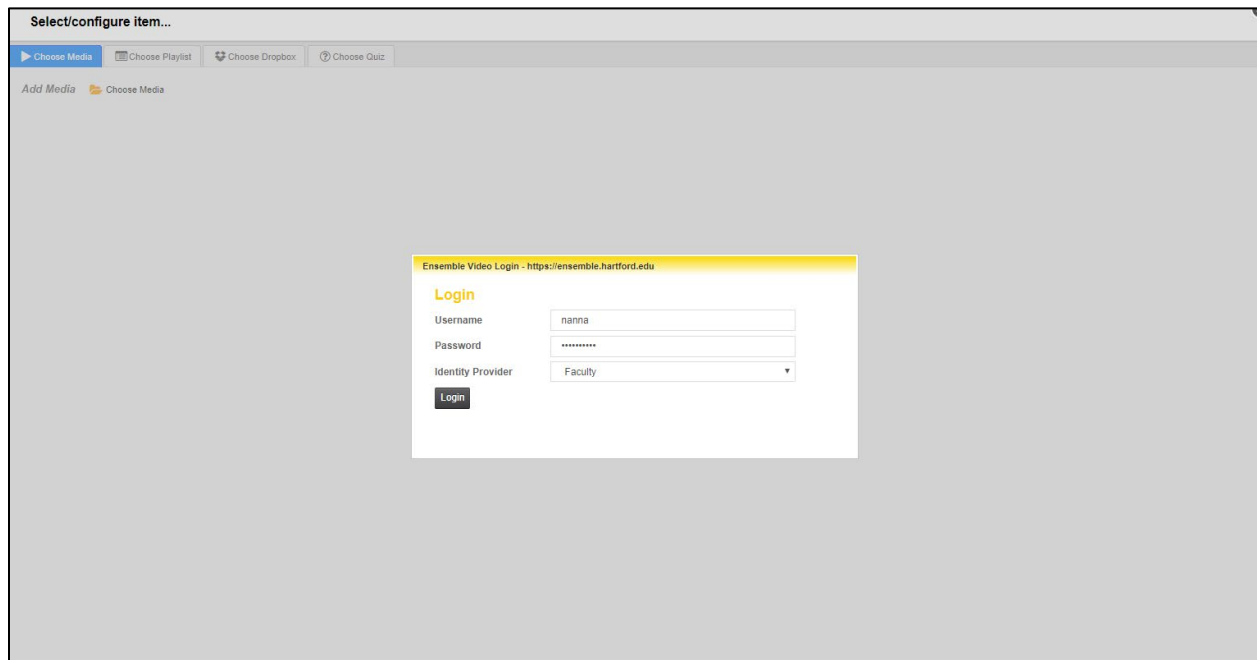
- Log into Blackboard.
- Click on **Recordings**, **Course Documents**, or another place you wish to put the video. Be sure that Edit Mode is "ON."
- Click **Build Content** → **Ensemble Video**.
- It may tell you that you are connecting to an LTI service, click **Launch**.



Notice that you can also link to a **YouTube Video**.



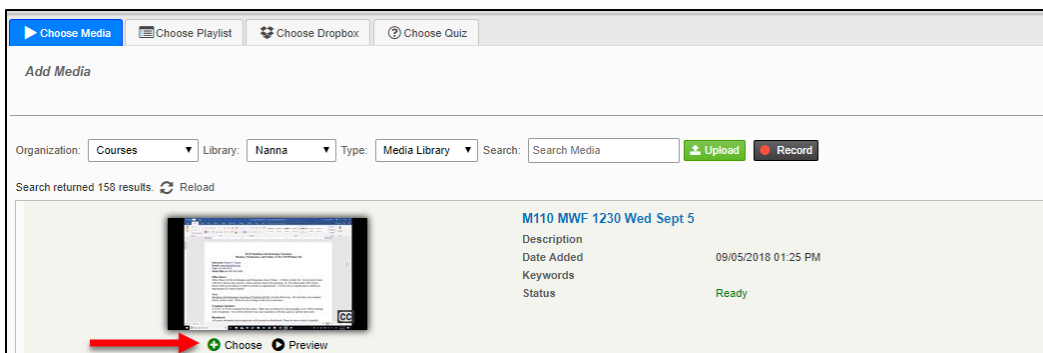
Ensemble should pass through your login credentials to Blackboard (if you already have an Ensemble account); however, if it doesn't recognize you, it may ask you to input your login credentials. Remember: Your username is the same as your Hartford username (without @hartford.edu) and your password is your University email password. Be sure to set *Identity Provider* dropdown to **Faculty**. Then click the **Submit** button.



Input your Ensemble Credentials to Login

Choose Media

To add one of the videos from the library (as shown above), click the green + **sign** under the video. Instructors can search their library by typing the name of the video into the search bar or by scrolling through the entire Media Library. You can also choose to preview the video by clicking the black arrow button.



Click the + to add the video from your Media Library

Using Ensemble Anthem Screen Capture

The University of Hartford has a lecture capture platform, Anthem, which is part of our Ensemble streaming media platform. Lecture capture records an instructor’s lecture and then provides students with a link to the recording in Blackboard or via email for later playback. This is often referred to as **Personal Capture** (often referred to as PCAP), and is used to record mini-lectures or demonstrations or to explain difficult concepts so students can review them at home. These recordings can be used to “flip your classroom” – a strategy where students watch short, pre-recorded video “lecturettes” and use the class time for discussion or application of the material.

This guide provides an overview to getting started with **Ensemble Anthem Screen Capture**, including technical requirements, tips and best practices.

Here are the steps for recording a mini-lecture with Ensemble Anthem:

1. Fill out the Ensemble Request form on the FCLD website at:
<https://www.hartford.edu/faculty-staff/faculty/fclد/blackboard-course-requests-forms/ensemble%20request%20form.aspx>.
2. Log into Ensemble and click the **Record** button to download Anthem to your home or office computer.
3. Click the **Record** button again to begin recording mini-lectures using audio, webcam video and screen shots from your computer.
4. Link the recordings to your Blackboard course.

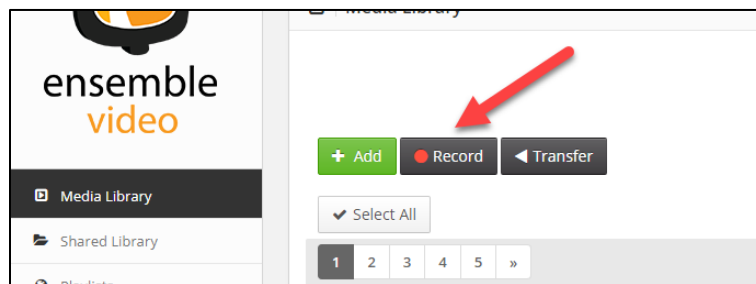
Install Ensemble Anthem (PC)

Before recording for the first time (on any new computer), you will need to download and install the Ensemble Anthem software. This is for individual use only. Please do not install on classroom computers.



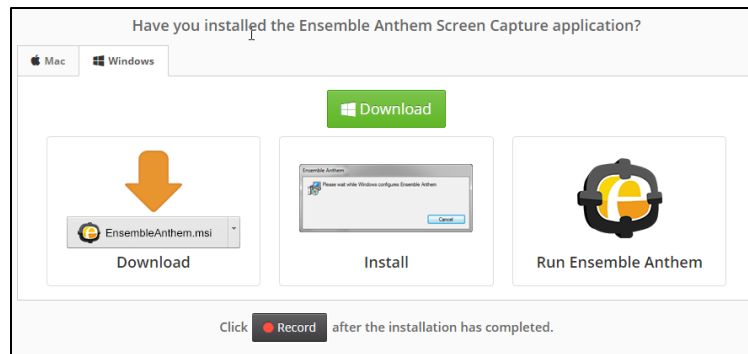
If you are a Mac user, please view the Ensemble Anthem for Mac instructions at: <http://bit.ly/AnthemMac>

1. When you are in Ensemble in any web browser, you will see a record button near the top of the window as shown below. Click on the **Record** button.



Click Record to get the Install Download

2. A new window will appear asking you if you have installed the Ensemble Anthem Screen Capture application. It should auto detect that you are using a PC, and at the top of the window, click on **Download**.



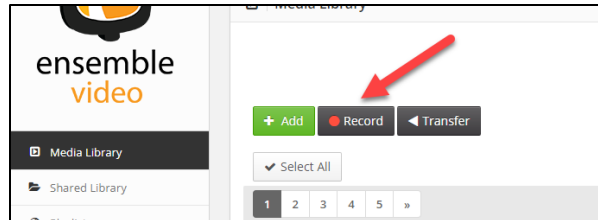
Click on the Download button to download to your computer

3. After the installer file downloads, open the installer file and run through the install process. Once it is complete, the application will be installed on your machine.

Begin Recording

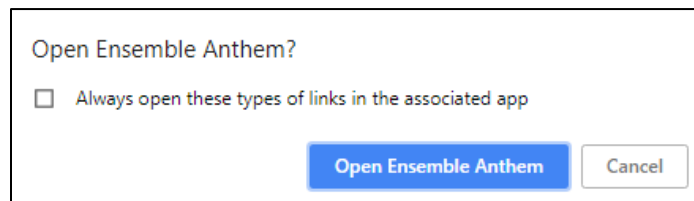
There are two ways to record using Ensemble Anthem:

- A. You can open the Ensemble Anthem application directly from your computer.
- B. When you are logged into Ensemble in any web browser (<https://ensemble.hartford.edu>), you will see a record button near the top of the window as shown below. Click on the **Record** button.



Click Record to get started

A message will appear, as shown below. Click on **Open Ensemble Anthem**. To stop this message from appearing in the future, click on the box next to *Always open these types of links in the associated app*.



Click the Open Ensemble Anthem button

The Ensemble Anthem application will open and you will see the window shown below.

There are four different options for recording:

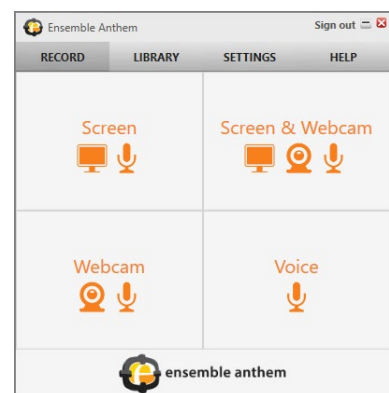
Screen: Records the screen and from a microphone.

Screen & Webcam: Records the screen, the microphone and video from a webcam.

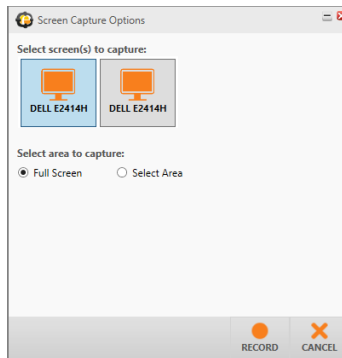
Webcam: Records from a webcam and microphone.

Voice: Records from a microphone.

If you would like to record your computer screen, click on **Screen**. A new window will appear, asking you to select a screen (if you have multiple monitors), and then asks you to select an area to capture, either the full screen or a specific area of the screen, as shown below.

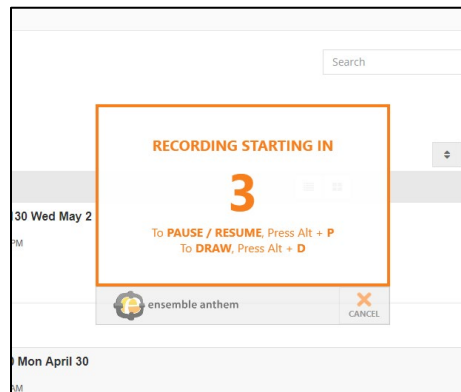


When you have selected your options and are ready to record, click the **Record** button.



Select the monitor and area to capture, then click **Record**

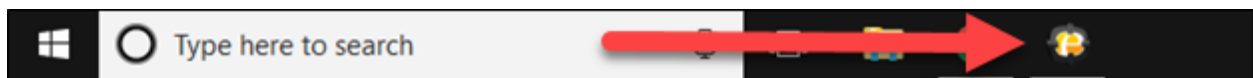
A window will appear along with a countdown letting you know when Anthem will begin recording, as shown below.



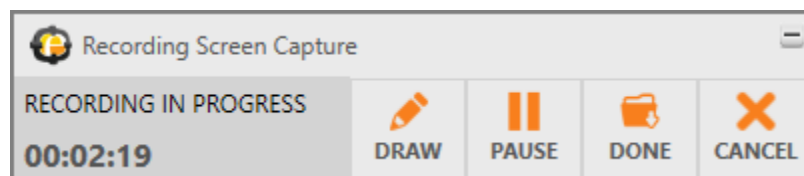
The countdown to start recording begins

- To Pause/Resume the recording at any time, press **Alt + P**.
- To Draw on the recording, press **Alt + D**.

While you are recording a screen capture, there will be a menu in the corner of your screen, as shown below. Sometimes, this window will be hidden and you will need to find the Ensemble icon located at the bottom of your Windows Toolbar and click on it to open it.



Locate the Ensemble Icon on your Windows Toolbar



Recording is in Progress, use the Tools if needed

Draw: Click the pencil icon to draw on the screen while you are recording it. This allows you to highlight certain areas.

Pause: This pauses the recording. Click on the pause button again to continue.

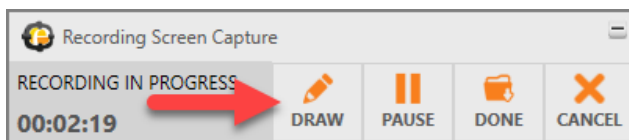
Done: This allows you to finish the recording and save it.

Cancel: This will stop the recording and will not save it.

There is also a timer in the window that will tell you how long your screen capture is running.

Using the Draw Tool while Recording

You can annotate screen recordings while in progress by clicking on the Draw button in the *Recording Screen Capture* window.



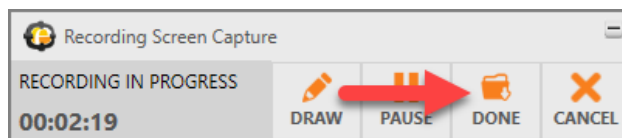
Click on the Draw button to annotate your screen recording

When you click on the **Draw** button, a new menu will appear, as shown below. This menu offers a variety of options for annotating your screen, such as free-hand drawing, adding lines and shapes, etc. Click **Done**, when finished annotating with the Draw Tool.



The Annotation Options under the Draw Tool

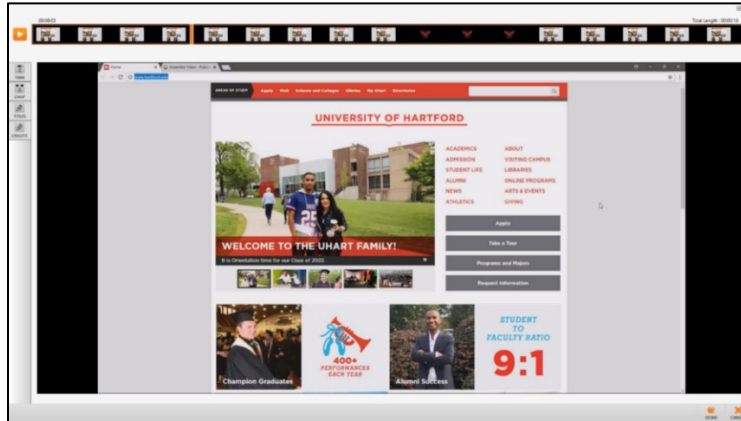
When you are finished with your recording, click on the **Done** button in the Recording Screen capture menu.



Click on the Done button to finish recording your screen

Preview/Edit your Recording and Upload your Video

A new window will now open, the Video Editor, where you will be able to preview your video, as well as trim certain parts of the video, add titles and credits, etc.



The Video Editor Window

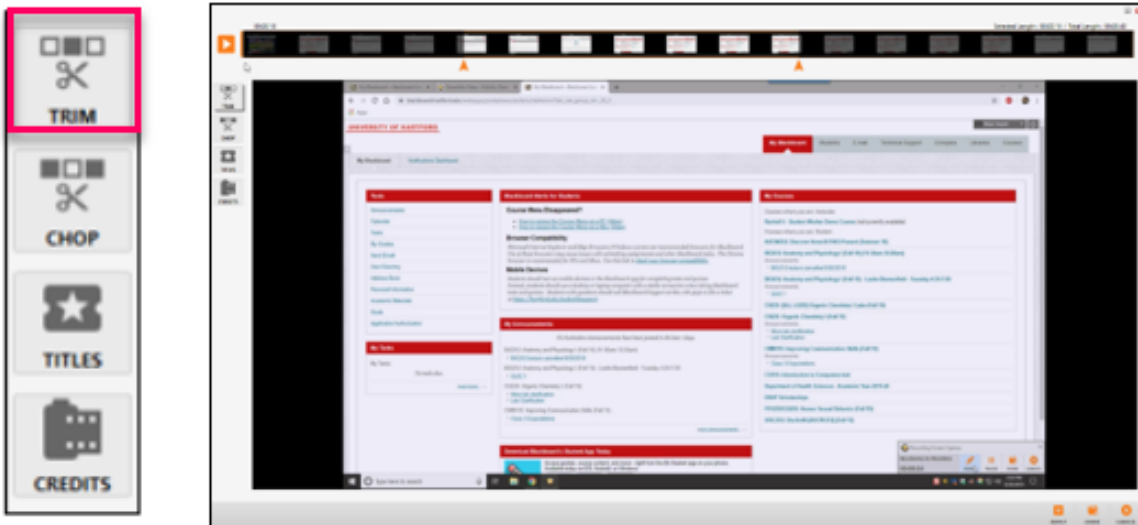
Editing your Recording and Uploading your Video

- Click on **Titles** button and the new screen will allow you to edit the title screen for the beginning of the video.
- Click on the left or right **orange arrows** to see available templates.
- Once you find which one you'd like, type over the text to create titles.
- Or click on **Custom Image** to upload your own template from your computer



- Click on the **Trim** button to trim the beginning and/or the end of the video.
- Slide **orange arrows** on the top of the screen to adjust the portion to be removed.

- Click on the **Apply** button. The darkened part on the timeline of the screen will be deleted from the recording.



- The **Chop** button allows you to remove section in the middle of the video.
- Slide **orange arrows** on the top of the screen to adjust the portion to be removed.
- Click on the **Apply** button. The darkened part on the timeline of the screen will be deleted from the recording.



- The **Credit** button is the same as the **Titles** button where it adds a slide to finishes the video.
- When you are done making edits to your video, click on the **Done** button towards the bottom of the video editor window.

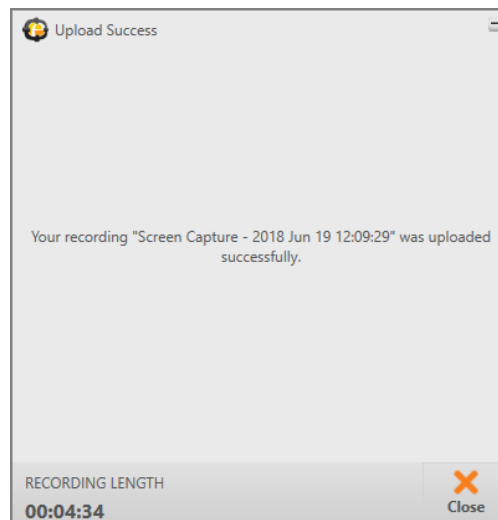
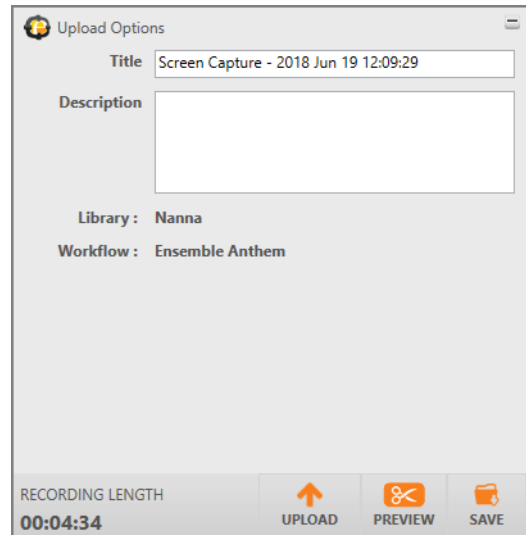
- The upload video window will appear, as shown below. Here you can give your video a title and a description, and at the bottom of the window, you can also see the length of the video.
- When you are done making edits to your video, click on the **Done** button towards the bottom of the video editor window.
- The upload video window will appear, as shown below. Here you can give your video a title and a description, and at the bottom of the window, you can also see the length of the video.
- All videos should be captioned.

Upload: This will save the recording on your computer and upload the recording directly to your media library on Ensemble.

Preview: This will take you back into the video editor window where you can preview the video and make edits.

Save: This will only save your recording to your computer; it will not upload it to your media library in Ensemble.

To upload the video to your media library, click on **Upload**. You will see a progress bar appear, and when it is done, a confirmation that the upload was completed successfully, as shown below.



Upload Success, click Close

Your video will now appear in your Ensemble Media Library, and can be displayed in your Blackboard course, on your website or shared as you like. Other Ensemble documentation can be found on the FCLD website at: <https://hartford.edu/fclد>.

Getting Help with Technology at the University of Hartford

Faculty Center for Learning Development (FCLD)

FCLD provides consulting and instructional support to faculty and staff who are using technology in teaching and learning. The FCLD Faculty Lab in Mortensen 203a is available for faculty support and use and is equipped with instructional technology- related equipment including: PCs, Macs, scanners, and projectors as well as support staff. Faculty and Staff needing support with Blackboard or other instructional technologies, should contact FCLD.

Phone: (860) 768-4661 **Email:** fclد@hartford.edu

Website: <http://www.hartford.edu/fclد>

Student Blackboard Support

The following is student support for Blackboard only. All other support technical support issues need to be addressed to the Office of Technology Services (below).

Phone: (860) 768-4636 **Email:** bbsupport@hartford.edu

FAQ/Submit a Ticket: <http://www.hartford.edu/studentbbsupport>

Information Technology Services (ITS) Help Desk

For general computer and Internet/network support questions (not directly related to the classroom but rather passwords, Internet/email problems, Banner/Self-Service, campus Facebook).

Phone: (860) 768-4357 **Email:** helpdesk@hartford.edu

Website: <http://hartford.edu/ots>

Media Technology Services (MTS)

Faculty should contact MTS for assistance scheduling or implementing classroom technology (2-Way interactive video classrooms, Smart Podiums, laptops, etc.), for setting up WebEx accounts, or for scheduling and instruction for a wide variety of media equipment and resources like LCD data projectors, CD/cassette players, TVs and VCRs, digital video, and more.

Phone: (860) 768-4357 **Website:** <http://www.hartford.edu/mts>