CBE Course Design Guidelines

Austin Community College

Dr. Ninghua Han

Instructional Design Specialist

Accelerated Programmer Training

Created by Ninghua Han
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Introduction

The purpose of the CBE course design guidelines is to familiarize you with some important considerations when creating an online CBE course, understand the standards of a competency-based course, and learn best practices of competency-based course design to help you more effectively design your online CBE courses.

Topics

- Voice Discussion Board in Blackboard (for instructors)
- Voice Discussion Board in Blackboard (for students)

9. Best Practices of Adobe Connect...

- Communicating with Your Professor by Using Adobe Connect: A step-by-step guide (for students)
- How to Set up an Adobe Connect Classroom: A step-by-step guide (for instructors)
- Useful Tips for Using Adobe Connect

10. Best Practices of Camtasia...

- Best Practices of Camtasia for Screencasts (Mac)
- Best Practices of Camtasia for Screencasts (PC)

11. Best Practices of Online Proctoring Tools...

- Online Proctoring Tool Comparison

12. Best Practices of APT Competency-based Assessments...

- Develop Competency-based Assessments Using Revised Bloom's Taxonomy
- 4 Ways to Create Your Objective Exams by Using Blackboard and Respondus
- ACC Testing Center and Secure Online Testing
- Two Types of Assessment Rubrics
- New Features of Blackboard Assessments

13. Best Practices of Intro video...

14. Best Practices of ADA..

- Accessibility Considerations
- 12–Step Checklist for meeting Quality Matters Standard 8 (Accessibility)

TOPIC 1
Instructional Design Service Options

- Help you get started on competency-based course design
- Provide consultation and best practices on course design and online teaching pedagogy.

Design Consultation Partnership

Design Assistant Partnership

Design Production Partnership

- Help you get started on competency-based course design
- Provide consultation and best practices on course design and online teaching pedagogy.
- Assist in creating effective learning materials
- Weekly contact until the course framework and first competency module get completed.

- Help you get started on competency-based course design
- Provide consultation and best practices on course design and online teaching pedagogy.
- Assist in creating effective learning materials
- Weekly contacts until all competency modules get completed.

TOPIC 2
14 Steps to Get Your CBE Course Design Done

The purpose of these steps is to show the procedures of CBE course design step by step clearly, to avoid confusion while getting started.

Step 1: Talk to instructional design team to get to know the standards and procedures of designing a competency-based course. See best practices and evaluation rubrics of competency-based course design.

Step 2: Think about the instructional design service you want to get during the course design. Request a Blackboard live shell for the course you are designing.

Step 3: Get started designing the courses. Come up with competencies and learning objectives for your courses by using Bloom's Taxonomy (see topic 12).

Step 4: Have your competencies and learning objectives reviewed by industry review panel.

Step 5: Plan your course design progress. Think about learning objectives, activities, and assessments for each competency and fill in the "Course Structure Matrix" form (see topic 3).

Step 6: Start developing course in Blackboard. Copy the sandbox (template) or other faculty's course you prefer to your live shell, or create a blank one.

Step 7: Design and create main menu in Blackboard and ask ID team to create course banner for you.

Step 8: Start designing course orientation module and the first competency module.

Step 9: Talk to ID team about producing intro video and interactive videos for your modules and reviewing all documents you created to make sure they look consistent and professional.

Step 10: Make sure competency assessments, activities and learning objectives are aligned with each other.

Step 11: Revise and improve the first module. Then, start to design and develop other modules.

Step 12: Go back to improve the orientation module and revise all the competency modules.

Step 13: Use rubrics to evaluate and peer-review your courses.

Step 14: Keep revising your course according to the feedback from evaluation, peer-review and students.

TOPIC 3
Getting Organized

You can customize below Matrixes based on your courses.

Course Structure Matrix (help organize course content)

Course Name: _____   Faculty: _____

Competency	Learning Objectives	Reading	Activities (Watch it, Do it, Review it, Practice it)	Assignment	Assessment	Deadline	Note

Course Schedule (be shown in Blackboard to students)

Competency	Sub -Competency	Topic	Lecture / Lab	Assignment	Assessment	Due Date

Course Design Progress (help manage timeline)

	Week 1		...			Week n
Competency 1						
...						
Competency n						

TOPIC 4
CBE Course Template

Course Template

The purpose of this course template is to assist you in organizing your course content in Blackboard.
NOTE: Make sure you can customize it based on your courses.

Contact instructional design team if you want to be added into this sandbox or copy this course template to your course live shell or copy any other's competency- based course which used this template.

Entry Page
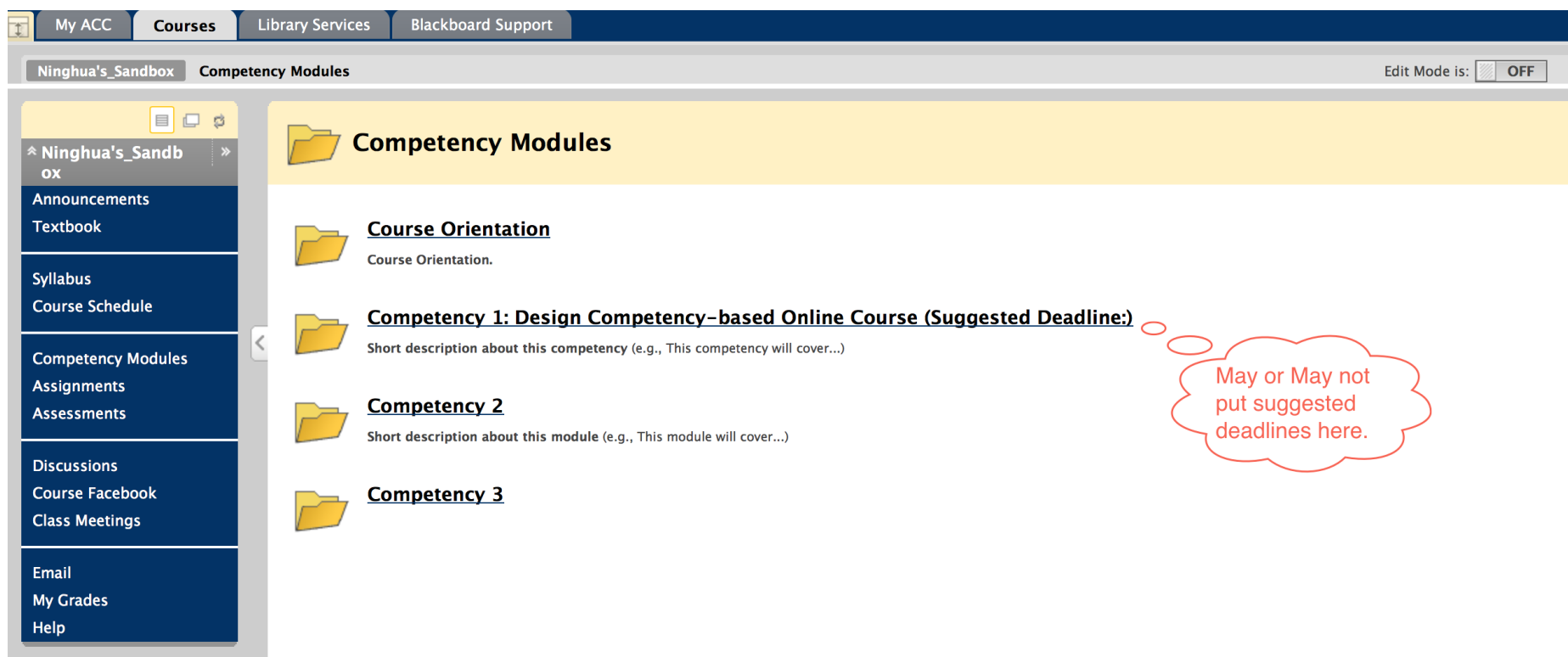
- Contact Chris Burns to get the banner for your course.
- You can customize the course menu based on your needs.
- Contact Ninghua Han to add you in this sandbox in Blackboard.

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http://creativecommons.org/lic

Competency Module Template

Course Orientation Template

- Contact Chris Burns to shoot your introduction videos for the course!

Competency 1 Template

- Contact Ninghua Han and Chris Burns if you need help to create more multimedia instructional materials such as Camtasia instructional videos, voice-over PowerPoint, and interactive videos.

Ninghua's_Sandbox

Announcements
Textbook

Syllabus
Course Schedule

Competency Modules
Assignments
Assessments

Discussions
Course Facebook
Class Meetings

Email
My Grades
Help

COURSE MANAGEMENT

Control Panel
Files
Course Tools
Evaluation
Grade Center
Users and Groups
Customization

Competency 1: Design Competency-based Online Course (Suggested Deadline:)

Introduction
(Insert a short introduction video for this competency, if you want!)
Introduce this competency to students!
(e.g., This competency will introduce......
Minimum technical requirements are.....)

Learning Objectives
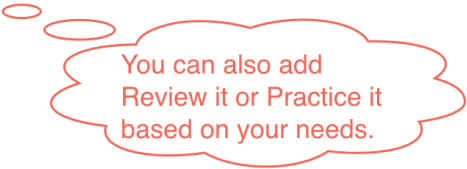Please List module learning objectives here! (e.g., When finish this module, students should be able to:)

Learning Procedures / Lectures / Materials
Suggested Steps: (Note: you can customize these steps according to your needs)

Step 1: Read it
(e.g.,
Read chapter 1 in textbook.
or put chapter or lecture link here, especially if you have e-textbook or some resources from publishers!)

You can also add Review it or Practice it based on your needs.

Step 2: Watch it
(e.g.,
Show students some simulation videos, lecture videos or any other videos or materials you want to help them better understand course content!)

Step 3: Do it
(e.g.,
If you have no-graded self-assessments or review questions, you can put link here to let them practice them firstly before they move forward to the assignments and tests!)
(Note: you are very welcome to customize this part based on your needs!)

Competency 1 Assignment (Recommended Deadline: 5/31)
Please put module assignment instruction here!
(Note:

TOPIC 5
Rubrics to Evaluate CBE Courses

Quality Matters standards: (All CBE courses will be evaluated by QM)

https://www.qualitymatters.org/node/2305/download/QM%20Standards%20with%20Point%20Values%20Fifth%20Edition.pdf

QUALITY MATTERS

QM

For more information visit www.qualitymatters.org or email info@qualitymatters.org

Quality Matters™ Rubric Standards
Fifth Edition, 2014, with Assigned Point Values ■ ■ ■

Standards		Points
Course Overview and Introduction	1.1 Instructions make clear how to get started and where to find various course components.	3
	1.2 Learners are introduced to the purpose and structure of the course.	3
	1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated.	2
	1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.	2
	1.5 Minimum technology requirements are clearly stated and instructions for use provided.	2
	1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1
	1.7 Minimum technical skills expected of the learner are clearly stated.	1
	1.8 The self-introduction by the instructor is appropriate and is available online.	1
	1.9 Learners are asked to introduce themselves to the class.	1
Learning Objectives (Competencies)	2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.	3
	2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3
	2.3 All learning objectives or competencies are stated clearly and written from the learner's perspective.	3
	2.4 The relationship between learning objectives or competencies and course activities is clearly stated.	3
	2.5 The learning objectives or competencies are suited to the level of the course.	3
Assessment and Measurement	3.1 The assessments measure the stated learning objectives or competencies.	3
	3.2 The course grading policy is stated clearly.	3
	3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.	3
	3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.	2
	3.5 The course provides learners with multiple opportunities to track their learning progress.	2
Instructional Materials	4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.	3
	4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.	3
	4.3 All instructional materials used in the course are appropriately cited.	2
	4.4 The instructional materials are current.	2
	4.5 A variety of instructional materials is used in the course.	2
	4.6 The distinction between required and optional materials is clearly explained.	1
Course Activities and Learner Interaction	5.1 The learning activities promote the achievement of the stated learning objectives or competencies.	3
	5.2 Learning activities provide opportunities for interaction that support active learning.	3
	5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated.	3
	5.4 The requirements for learner interaction are clearly stated.	2
Course Technology	6.1 The tools used in the course support the learning objectives and competencies.	3
	6.2 Course tools promote learner engagement and active learning.	3
	6.3 Technologies required in the course are readily obtainable.	2
	6.4 The course technologies are current.	1
	6.5 Links are provided to privacy policies for all external tools required in the course.	1
Learner Support	7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3
	7.2 Course instructions articulate or link to the institution's accessibility policies and services.	3
	7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	2
	7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	1
Accessibility and Usability	8.1 Course navigation facilitates ease of use.	3
	8.2 Information is provided about the accessibility of all technologies required in the course.	3
	8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	2
	8.4 The course design facilitates readability.	2
	8.5 Course multimedia facilitate ease of use.	2

Contact Ninghua Han to get to know more information about how to use QM to evaluate your CBE courses.

TOPIC 6

Best Practices of Basic Blackboard Use

Useful Tips for Blackboard Use

1. Hide or manage "Tools" tab

Showing all the tools in "tools" tab to students will easily confuse students and make them feel the course will use all the tools mentioned in this tab.
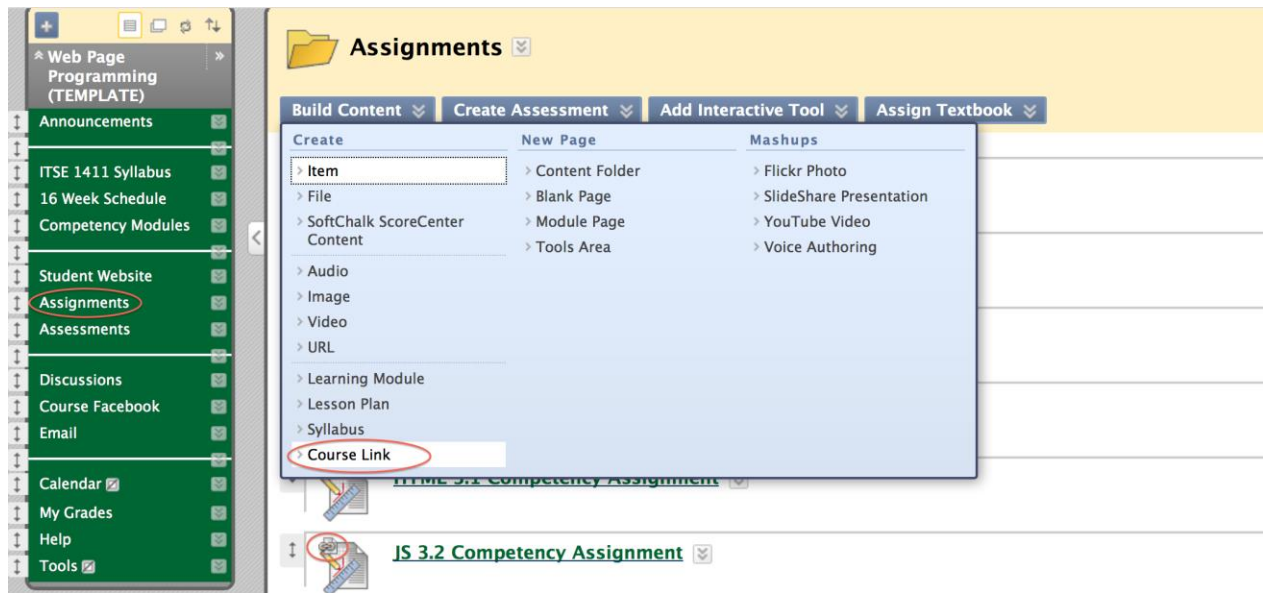

2. Create links in "Assignments" tab and "Assessments" tab

In "Assignments" and "Assessments" tabs, create assignment or assessment Links rather than creating a new assignment or assessment here. Otherwise, you will have two columns in grade center for one assignment or assessment.

3. Delete columns in grade center

Delete the corresponding assignments or assessments before you delete the columns in the grade center.
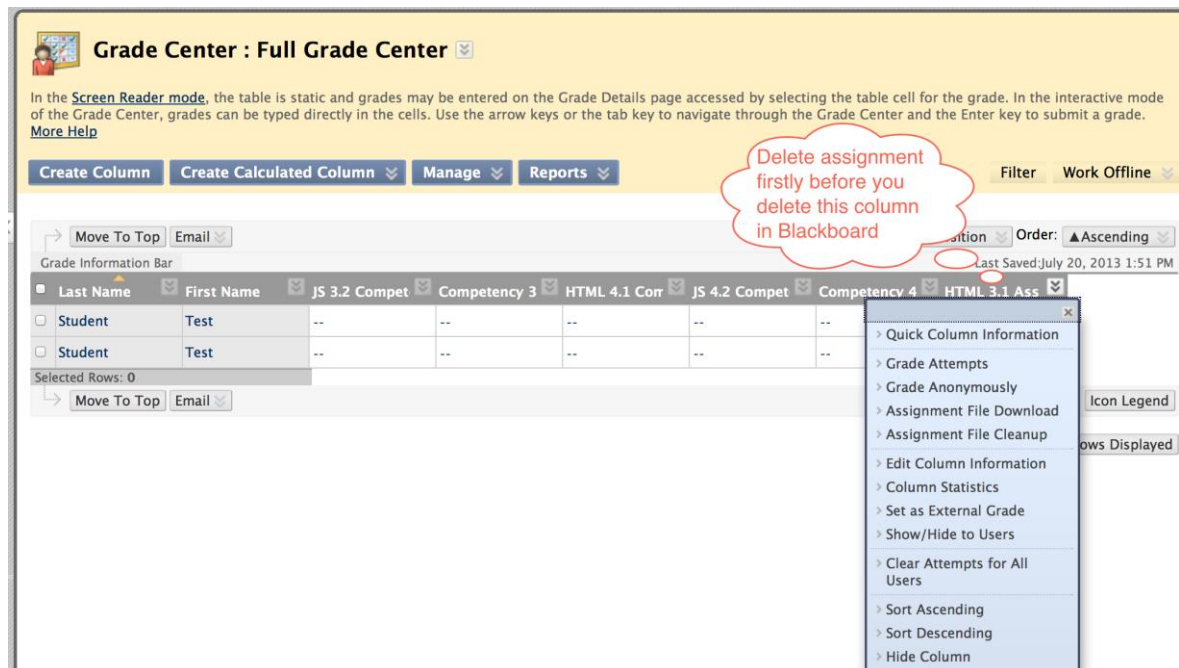
4. Set up "score attempts using"

If you allow students to have three attempts to complete one assignment or assessment and the highest score will be their final grade, you need to go to

grade center and "edit column information". The default setting is "grade of last attempt".

5. Use due or/and display

The test will be gone after the deadline in the assessment list if you use display function. If you use due function, after the deadline, the test will be there shown in the list and students will still be able to submit the tests. But, the late submission will be marked as "Late" in Blackboard.
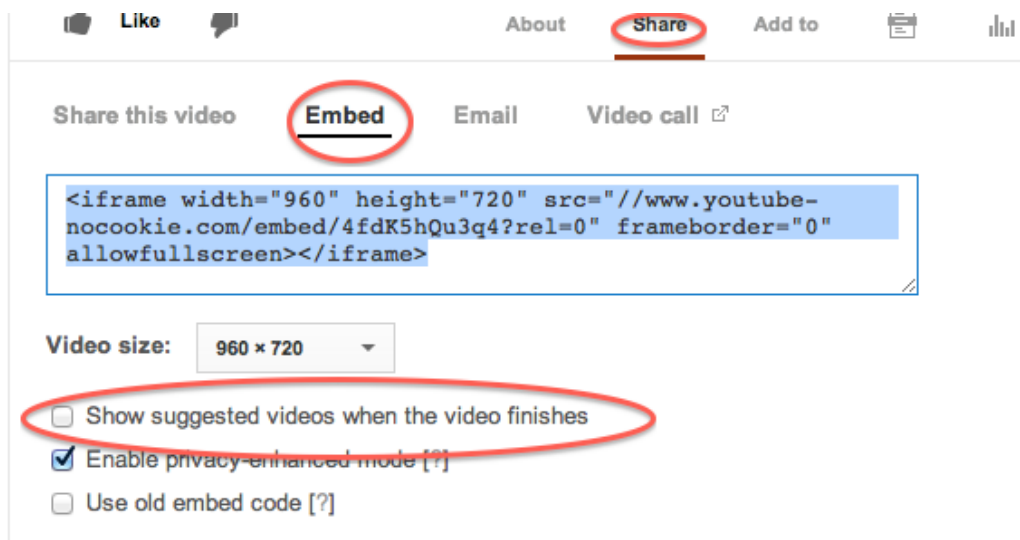
6. Embed Youtube video and un-show suggested videos

Before you embed Youtube video in Blackboard, please go to the video channel in Youtube and uncheck the "show suggested videos when the video finishes".
Then, copy the embed code and paste it in Blackboard.

If you only need to embed one Youtube video, you can choose "toggle HTML source mode" and paste the embedded code in it. If you have more than one videos need to be embedded, using "mashup Youtube videos" is strongly suggested.
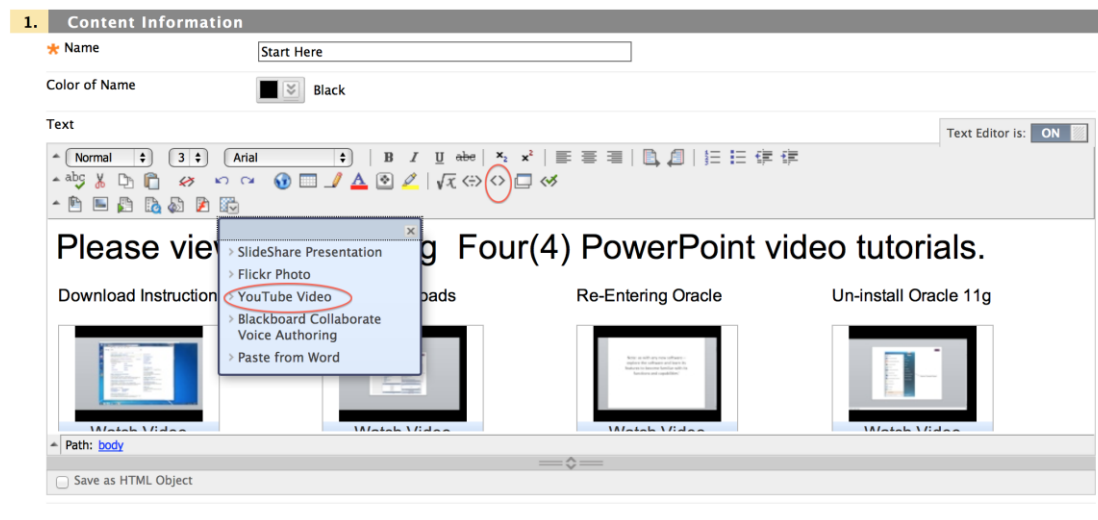
Note: Vimeo does not support closed captioning now. But, it can upload HD videos. Youtube can do the closed captioning, but lose the quality.

7. What you see in teacher view is really true?

Sometimes, links may work in teacher view, but not in student view because instructors have all files in their BB or computers. After your design or copy a course, please always log into the course as a test student and check all the links.

You can enroll yourself as a test student in BB as below:
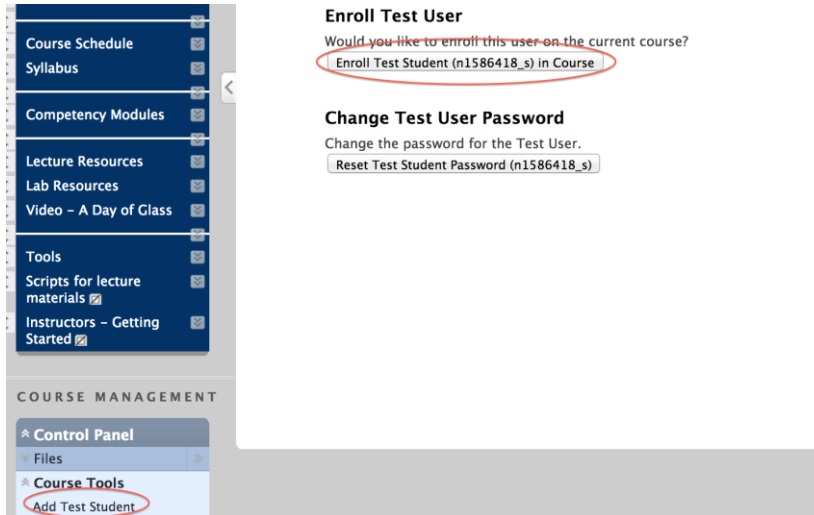
8. Scared by broken HTML links in student view?

You may find that a referential link works in instructor view, but no link works in student view. And, you cannot attach another html file to an html file in Blackboard.

If you upload your html file into Blackboard and want to attach it in Blackboard (see below),
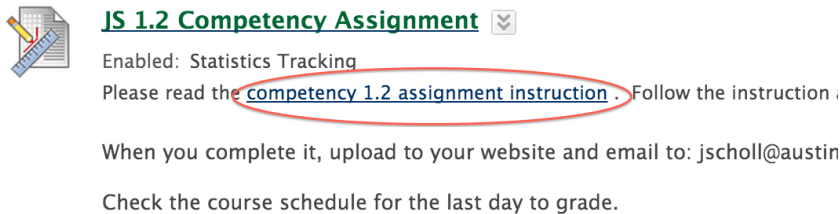
please make sure you go to "Files", then click "360 view", then use "permanent URL" , NOT "Preview" link.

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When you need to attach a linked html file in a html file (see below),

Please always use absolute address, NOT relative address and use a link to a source outside of Blackboard to help students always find pages

9. Cannot open linked PDF in PDF when using Google Chrome

Students may not be able to open a linked PDF in a PDF file (see below) in Blackboard when use Google Chrome because "Chrome has added a built in PDF Viewer in the latest update and is been made default".

To change it, go to the address bar in Google Chrome and type "chrome://plugins/" and disable Chrome PDF Viewer. Then, the Adobe reader will be enabled and students will be able to see the PDF.

10. Mashup or Embed Videos don't work when using Firefox?

You may find that you can no longer view or see the players for video content (and perhaps other content) that are embedded in your Blackboard course. There are two possible reasons:

Reason 1: It is a new web security feature, and if it is not currently in the browser you use, then it will very likely be there soon.
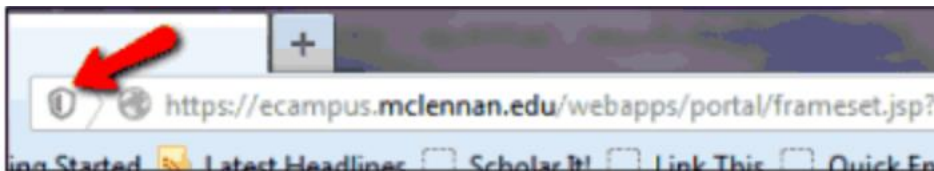
When Firefox loads a page that contains secure and insecure content, it will default to blocking the insecure content on the page. In Firefox, a shield icon in the address bar is what you will see that tells you the page has unsecure content:

When Firefox loads a page that contains secure and insecure content, it will default to blocking the insecure content on the page. In Firefox, a shield icon in the address bar is what you will see that tells you the page has unsecure content:
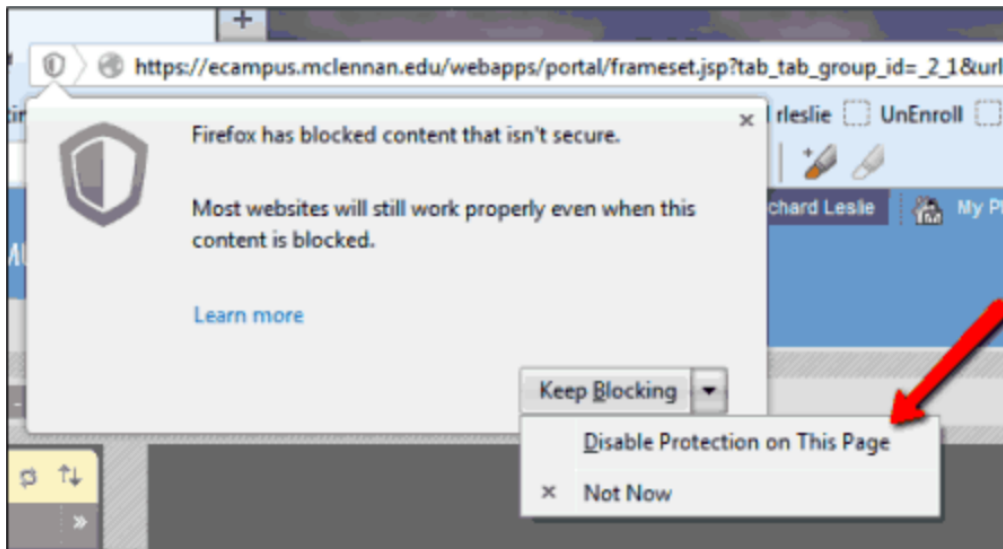
Same issues may also happen on IE 10+ and Google Chrome.

Reason 2: Firefox does not always render invalid code contained inside of Blackboard. When working with iframes and images, you must have valid HTML code for Firefox to render correctly.

If you will embed videos in Blackboard directly from Firefox, you will avoid this issue.

New Features of Service Package 13 for Blackboard

ACC Blackboard service package has been upgraded to a new version SVP 13!!

This version will bring many new exciting and great features, such as: Inline Grading, Retention Center, and Award Badges, which are very useful for granting to enhance the learning environment.

1. Inline Grading for Assignments:

You can view, comment, and grade student-submitted assignment files without leaving the Grade Assignment page. You don't need to download, upload revised assignments and send to students anymore.
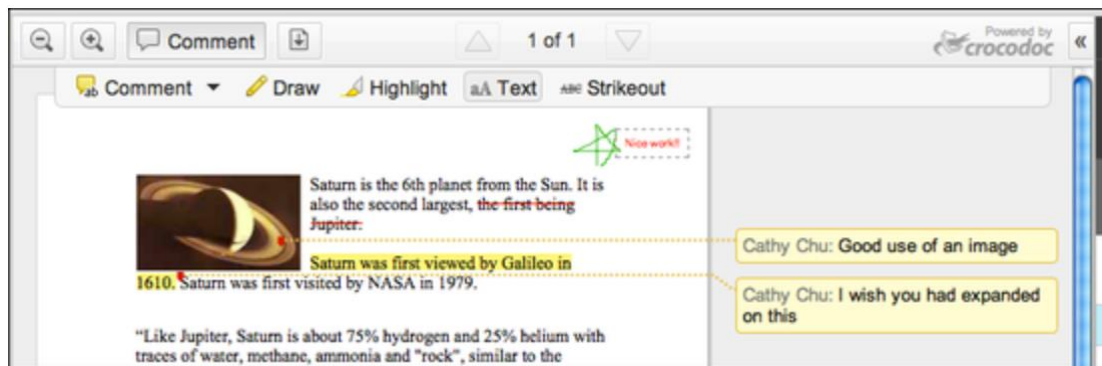
2. Retention Center:

The Retention Center provides an easy way for you to discover which students in your course are at risk. Students' engagement and participation are visually displayed, quickly alerting you to potential risk. From the Retention Center, you can communicate with struggling students and help them take immediate action for improvement.
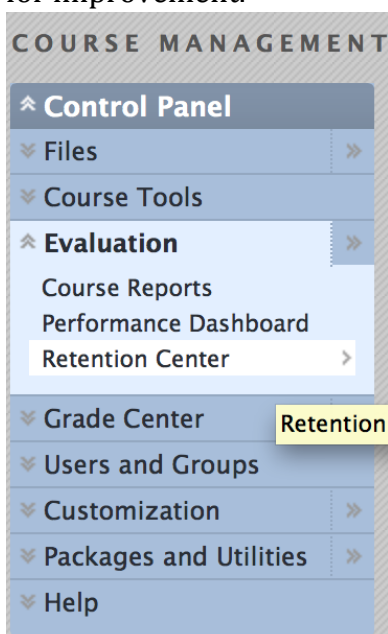
To check students' retention, go to "Course Control", click "Evaluation" and "Retention Center".

3. Achievement:

Instructors can award badges and certificates to students who achieve certain milestones or performance metrics.
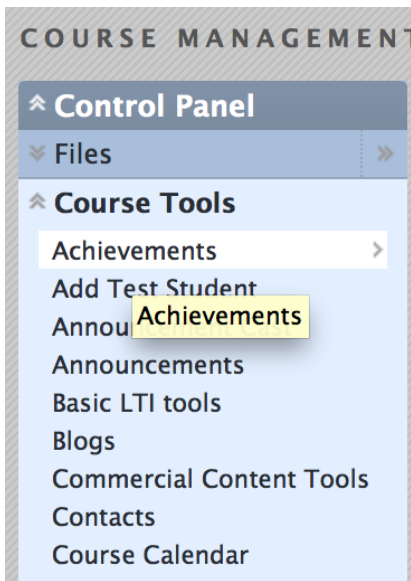
To create achievements, go to "Course Control", Click "Achievements".

There are three types of achievements you can create:

- Course Completion: The certificate reward is required. An additional badge is optional.
- Milestone: The reward can only be a badge.
- Custom: The reward can be a badge, certificate, or both.

Then, you need to create a "My Achievement" tab for students to review.
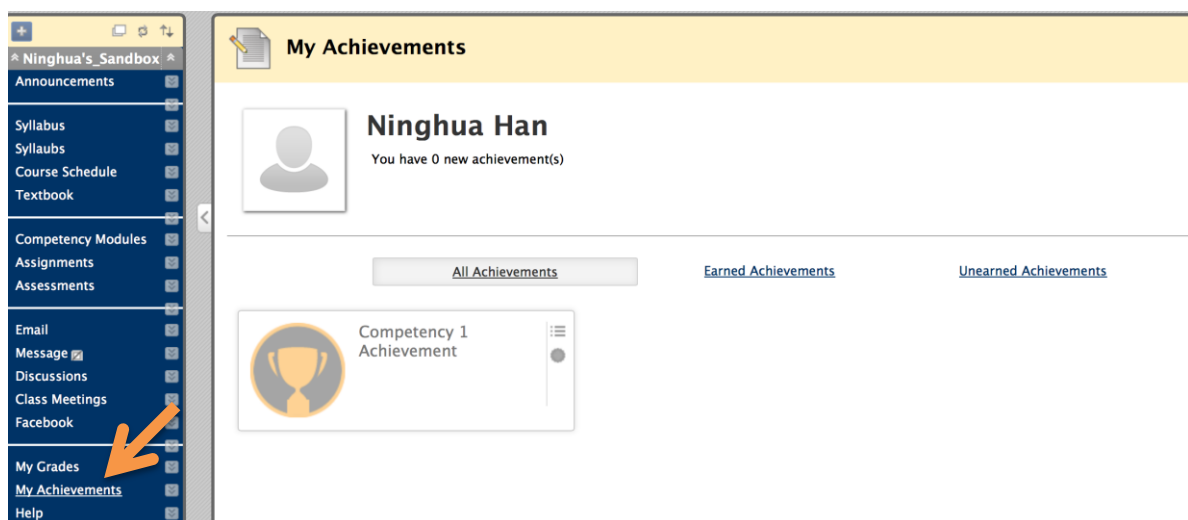
This work is licensed under the Creative Commons Attribution 4.0 International License. To view a copy of this license, visit http://creativecommons.org/licenses/by/4.0/.

4. Course Calendar:

You can use the course calendar to provide students with dates for course-related events. Course calendar events appear to all members of the course.

You can access the calendar from your course, from the Tools panel on the My Institution tab, or from the My Blackboard menu.

 View events by day, week, or month.
 Navigate to another month.
 Click the plus (+) to create a new event. You can also click a date to create an event. Assign the event to the appropriate calendar, select the date and time, and add a description.
  Note: Students cannot create an event on a course and institution calendar. Instructors cannot create an event for the institution calendar unless they have administrator privileges.
 Click an event to manage it. You can also press and drag an event to change the date.
 Select the calendars you want to show, such as institution, personal, or course. By default, all calendars are visible. Optionally, change the color of each calendar to suit your preference. Using a distinct color for each calendar easily displays which calendar the event is associated to without opening the event.

> **Note:** All institution events appear in the institution calendar. All course events, such as assignments due, appear in the course calendar.

Get an iCal URL for importing your Blackboard Learn calendar into an external calendar application. After the Learn iCal URL is set up in an external calendar, it is updated dynamically with new Learn calendar events. For example, log in to Google Calendar and access the Other Calendar drop-down list. Select Add by URL and paste the iCal URL generated by Blackboard Learn.

> **Note:** You cannot import external calendars into this calendar.

When you create items with due dates, such as tests or assignments, the calendar event automatically appears on the course calendar for that day.

Note: For calendar events associated to content items, all adaptive release and availability rules are handled, ensuring that the release of an item is in synch with the calendar.

5. Date Management

Use the date management tool to easily adjust all content and tool dates in your course. Accessed on the "Control Panel" in the "Course Tools" section, you can choose to adjust dates automatically or individually from one convenient location.

The first step of date management is to decide if you want the system to automatically adjust the previous or current course item dates to new dates.

A. Select Use Course Start Date or Adjust by Number of Days to adjust the date

accordingly.

    a. Use Course Start Date: Use this option when adjusting for new terms.

       Adjust dates according to the course start date. The current start date is shown, along with the new course start date (pre-populated if available). If content was copied from an old course shell, the system detects this and automatically populates the Current Start Date. The New Start Date expects the new course start date, and is automatically populated with the new course shell's course start date (if set). The difference between the current and new dates provides the system with the offset days. All dates on copied course content is shifted by the offset days.

Example: If a due date was 10 days after the current start date, the offset days would move the due date to be 10 days after the "new" start date.

Note: Start dates are set at Course Management > Customization > Properties.

    b. Adjust by Number of Days: Use this option when you know exactly how many days you want to adjust dates by.

    Type the number of days you want to adjust all dates in the course by. This is based on the dates that are currently set for each item in the course, not today's date.

Example: On June 1 you adjust dates by 30 days. The assignment that was set to be due September 1 is now due October 1.

Note: Negative numbers move the dates back. Positive numbers move the dates forward.

B. You can also review all dates and adjust them later on the Date Management Review page.

    Use this when you want to review dates before adjusting them.

    Select this option to display a list of all content and tools with dates in the course on the Date Management Review page. Use this option to review all of the dates and analyze them for adjustment.

Reference:

Blackboard Help:

https://help.blackboard.com/en-us/Learn/9.1_SP_12_and_SP_13/Instructor
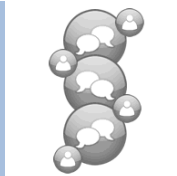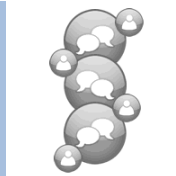
TOPIC 7
Best Practices of Online Interactive Tools

Five Interactive Tools in BB (1):
What are the Differences between Five Interactive Tools in BB?

There are five exciting interactive tools in Blackboard that can be used to foster active learning opportunities and reflection for students. However, at first glance, some of these tools may seem very similar in the way they appear, or might be used. This handout helps to distinguish the differences between the three different tools: Wikis, Blogs, and Journals, Discussion Board and Voice Board, so you can select the best option for the activity.

	Journal	Blog	Wiki	Discussion Board	Voice Board
Functionality	A Journal is intended to be used as a personal space for self-reflection or private communication with instructor. Instructor comments can help students refine their ideas.	Blog is short for 'web log' and is considered a shared online diary. The Blog Tools can be shared to whole course, or the settings can allow for sharing between specific student groups and the instructor. Blogs can be used for more engaging content	Wiki is a collaborative online A space for students to view, contribute, and edit content. The instructor can see the process and evolution of the collaborative work and grade each participant individually.	Discussion board is a text-based tool for sharing thoughts and ideas about class materials and topics. Online discussions that are organized hierarchically with	Voice board is a text and voice based tool for sharing thoughts and ideas about class materials and topics. Voice board discussions that are

				forums, threads, and replies.	organized hierarchically with threads and replies.
				than the text-based.	
Permissions to view by all members or groups	Private Recommended as a private format for self- reflection and direct communication with the instructor, not as a public space	Public	Collaborative	Public	Public
Permissions to edit by others			This is the only BB tool that allows multiple students to collaborate within the same text entry area.		
Permissions to rate by others				This is the only BB tool that allows students to rate others' initial posts	
Organized by topics	Entries are listed by student name	Entries are listed by student name			
Show	Select Show	Select Show Empty	Click Participation		

students who did not participate	Empty Journals to see the list of students with no entries	Blogs to see the list of students with no entries	and Grading, select each student's name to check their participation		
Users can subscribe	⬚	⬚	⬚	⬚ Users can subscribe to a forum or thread and receive an email update every time someone adds to it	⬚
Add attachment	⬚	⬚	⬚	⬚	⬚
Other functions				Discussion board has more functions such as collection, filter, search, tag, sort, and etc.	
Potential uses	Self-Reflect • Personal reflection on course topics, projects, etc. • Document Internship, clinical, or other experiences	Reflect and Review • Individual projects, specifically using multi-media, links, etc. • Virtual proposals • Reflective entries to be shared • Peer review and	Collaborate and Synthesis • Group projects • Research projects • Team writing assignments • Student-filled in study guides • Student generated	Discussion and Debate • Class discussion • Debate • Q &A • Role play • Help forums • Social forum	Discussion and Social • Class discussion • Group projects • Role play • Help forums • Social forum • Online

| | Meta-cognitive exercises · Personal assessment | feedback · Book\resource\software\... review | vocabulary lists · Group editing · FAQ · Planning events and activities | · Online icebreakers | icebreakers |

References:

What's the difference between Wikis, Blogs and Journals?
http://www.wbu.edu/academics/online_programs/faculty/attachments/Wikis.Blog.journal.pdf

Differences between Discussion Boards, Blogs and Wikis
http://www.adelaide.edu.au/myuni/staff/resources/tutorials/content/Differences_between_Discussion_Boards__Blogs_and_Wikis.html

Five Interactive Tools in BB (2):
How to Set up Grading to No Grading

It is tricky to set up Grading to No Grading for these five interactive tools:

Discussion Board

Discussion board is the easiest one to set up Grading to No Grading in these five tools. You only need to change the setting back to "No Grading", then, the column of this online discussion will be automatically deleted from the grade center.

If you try to delete this online discussion without changing back to no grading, you will get a delete confirmation page. When you select the grade column, both the online discussion and the column in grade center will be deleted.

Voice Board

Voice Board is a little different from Discussion Board. If you want to change Grading to No Grading, go to settings and uncheck Grade. The column of this voice board will also be automatically deleted from grade center.

2. Settings

Audio quality	Standard Quality – 12.8 kbit/s – Modem usage
Max message length	3 min
Display short message titles	✔
Display messages in chronological order	✔
Allow students to forward messages	✔
Allow students to start a new thread	✔
Make discussion threads private	☐
Grade	✔ **Points possible** 10

Very Important to Know:
But, if you want to completely delete this voice board, please make sure to UNCHECK "Grade" first because there is not any delete the confirmation page will be shown up like online discussion does. So, if you delete this voice board without unchecking "Grade", the column of this voice board will still shown in grade center and cannot be deleted.

Journal, Blog and Wiki

Journal, Blog and Wiki are very different from Discussion Board and Voice Board.

Very Important to Know:
When you set up "Grade" and click Submit, you will not be able to change the setting back to "No Grading".

4. Wiki Settings

Grade Wiki	✗ ○ No grading
	◉ Grade : Points possible : 10.0
	✔ Show participants in "needs grading" status ❗ after every 1 Page Saves
Due Date	☐ [ ] 📅 [ ] 🕐

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

The only way to change from graded to ungraded is to delete the graded Journal, Blog, or Wiki topic from the listing page (go to "Course Tools" click "Journal", "Blog", or "Wiki" to see the list). After that, you can delete the column in the Grade Center.

Alternatively, to retain entries, set the journal's Grade Center column to not be included in calculations. In essence, the journal continues to be considered graded by the Grade Center, but any results or grades assigned are ignored.

Five Interactive Tools in BB (3):
How to Use Rubric to Grade

How to Use Rubric to Grade?
- **Grade through Activities**
- **Grade from Grade Center**

Rubrics in Student View
The Way for Students to See Rubric

There are two ways to grade these five different activities by using rubrics. One way is to grade through the activity. Another way is to grade from Grade Center.

Grade through Activities

Journal and Blog
Journal and Blog have the exactly same way to use rubrics to grade.
Go to Journal or Blog you want to grade. Click the drop down menu on right side of the screen and select student's name.

Then, in the grading page, click "XXX Rubric" to use for grading. You also can enter your feedback.

Wiki

Wiki is similar to Journal and Blog, but a little different.

Go to the Wiki page, you will see "Paticipation and Grading" button at the right top of of the page. Click it.

You will see the Participation Summary page. Click the student's name you want to grade on right side of the page.

You will see the grading page. Then, you can review the Wiki and click "WIKI RUBRIC" to use rubric to grade.

Discussion Board

Discussion Board is similar but still a little different from Journal, Blog and Wiki. Go to the forum you want to grade. Click "Grade Discussion Forum" on left top of the screen.

You will see the Grade Discussion Forum Users page. Find the student you want to grade, then, click "Grade" button.

You will see the Grading page for this student. You can review this student's posts and click ""ONLINE DISCUSSION RUBRIC" to use rubric for grading.

Voice Board

Voice Board is very different from other four tools.
Go to one Voice Board you want to grade. Click "Grade this board" on top of the screen.

You will see the grading page. You can directly put the scores in Grade Box, but you **CANNOT** see the rubric or use rubric here.

Grade Competency 1 Voice Board

Open Voice Board

1 Grade

Assign a grade for this Voice Board.
Points possible: 10.0

Page 1 of 1

Last Name	First Name	Username	Posts	Avg. Length	Grade
Student	Test	n1586418_s	3	0:0:7	10
Total items: 1					Page 1 of 1

2. Submit

Cancel Submit

If you want to use rubric to grade, you need to assign a score here first, then go to grade center to use Rubric. (See tutorial below)

Grade from Grade Center

Journal, Blog, Wiki, Discussion Board

If you grade activities from Grade Center, grading Journal, Blog, Wiki, and Discussion Board have the same process.

Go to Grade Center. Find the activity column and the student you want to grade. Click the drop down menu and select "View Grade Details".

Last Name	First Name	Competency 1	Competency 1	Competency 1	Competency 1	Introduce you	Competency 1
Student	Test	--	🙂	🙂	🙂	🙂	--

Selected Rows: 0

Move To Top   Email

> View Grade Details
> Exempt Grade
> Grade User Activity

Edit

In Grade Details page, click "Grade User Activity" button.

Grade Details

Jump to

User **Test Student (n1586418_s)** < >   Column **Competency 1 Wiki (Wiki)** < >

Current Grade: **Needs Grading** 🙂 out of 10 points Exempt
Grade based on Last Graded Attempt
Due: None
Grade User Activity

Attempts	Manual Override	Column Details	Grade History

Date Created	Date Submitted (or Saved)	Value	Feedback to User	Grading Notes	Actions
Jul 25, 2014 11:27:41 AM	Jul 25, 2014 11:27:41 AM (Needs Grading)	🙂			Grade User Activity Clear Grade Edit Grade

You will see the grading page like below.

Voice Board

Voice Board has very different and tricky grading process.

If you did not assign any scores to students directly from activities, the student's Voice Board grade will be blank in grade center.

When click the drop down menu and select "View Grade Details", you will see a different grading page. In this page, you will not be able to see the student's submitted activities and "Grade User Activity" button.

To grade students' Voice Board by using Rubric, you have to go to Voice Board and assign points to each student (see above tutorial) first. Then, go to Grade Center. You will see the scores for each student.

Click the drop down menu and select "View Grade Details". You will see the student's submitted activity and value. Click "Edit Grade".

In Edit Grade page, click "View Rubric"

Then, you can use Rubric to grade student's voice board and add feedback.

Rubrics in Student View

Journal and Blog

It will be easy for students to see the rubric for Journal and Blog. Whenever students go to one journal, they will see the rubric icon on right side of the screen.

Wiki

Wiki is similar to Journal and Blog. Instructor can initiate an entry Wiki page for students to work on. When students go to the Wiki page, they need to click "My Contribution" button to see the rubric.

Online Discussion

For online discussion, students need to click "Grading Information" button to see the rubric.
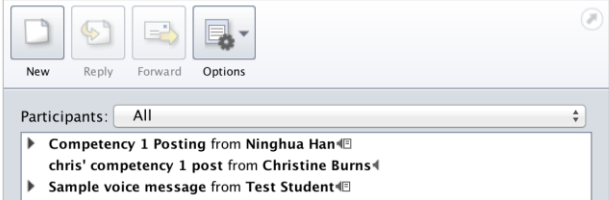
Voice Board

Students will NOT be able to see the rubric in Voice Board activity.

Competency 1 Voice Board
Competency 1 Voice Board

The Way for Students to See Rubric

The easiest way for students to see the rubrics is to go to "My Grades". The rubric will be shown under the assignment or activity's name like below. When students click "View Rubric", they will be able to see the rubric and graded rubric if instructor already graded it.

Thus, instructors can refer students to go to "My Grades" to check the rubrics in Syllabus, Orientation or each assignment or activity that will include rubric.

Topic 8
Best Practices of Online Discussion Tools

New Features in Discussion Board

The new Discussion Board has many new functions:

- New settings for discussion forum
  - Settings
  - Force Moderation Posts
  - Manage
- New settings for discussion threads
  - Change status of a thread (Thread Actions)
  - Change threads appear (Display)
  - Search discussion posts
  - Collect discussion posts
  - Tag discussion posts
  - Sort discussion posts
  - Filter discussion posts
  - Rate discussion posts
- Create and Grade Discussion Thread

A discussion board forum is an area where participants discuss a topic or a group of related topics. Within each forum, users can create multiple threads. A thread includes the initial post and all replies to it. You can create forums and threads to organize discussions into units or topics relevant to your course.

Forum settings allow you to use the discussion board in different ways. For example, to control a forum, an instructor creates all threads, moderates, and grades the posts. For a student-led discussion, you can allow students to create new threads with the option of posting anonymously.

As you create forums, select the appropriate settings based on the pedagogical goals for your course:

- Evaluate student performance by grading forums or threads.
- Use the moderation queue and post rating features to ensure quality postings and to assist with the workload.
- Allow anonymous posting and thread editing to encourage forthright discourse and increase student participation.
- To help students stay connected with discussion board content, you can enable

email alerts and add a discussion board link alongside content.

- If you created groups in your course, you can enable group discussion boards. Group members are allowed to create their own forums and threads, and apply the settings to fit their needs.

How to set up your expectations?

To help students understand your expectations, establish discussion etiquette immediately. You can model proper online interaction and reinforce appropriate behavior with public recognition. In addition, you can provide specific guidelines, such as:

- Use descriptive subject lines to make threads easy to follow and scan.
- Keep posts short and use uncomplicated language. Your audience is reading onscreen and may have several messages to read.
- Back up your statements when you agree or disagree with others.
- Use professional language, including proper grammar, in academic-related posts. No slang, emoticons, or chat acronyms allowed.
- Use attachments or links to websites for long, detailed information.
- Stay on topic. If you want to introduce a new tangent, find a suitable forum or start a new thread if it is allowed.
- Be respectful of other people's opinions and remember the golden rule—to treat others as you want to be treated.

For graded forums or threads, tell students specifically what you expect both in terms of quantity and quality of posts, and consider sharing some exemplary posts. You can also use rubrics to help students understand your objectives. By compiling your grading criteria in a rubric, you can provide students with clear performance standards and grade consistently.

In the discussion board, threads grow as users respond to the initial and subsequent posts. Replies build on one another to construct a conversation. As the number of posts grows, users can filter, sort, collect, and tag posts if tagging is enabled.

Discussing forum or thread?

In a discussion board forum, you can start new threads to begin a conversation. A thread includes the initial post and all replies to it. When you create a forum, you can allow or not allow members to start threads. Generally, the purpose of the forum dictates whether members can start threads. A moderated, graded forum used to evaluate student performance is usually tightly controlled, and members cannot create threads. Other forums are designed for members to share opinions and thoughts on tangential or unrelated topics. In this case, you might allow members to create threads and spark discussions.

You can change the status of existing threads and determine which threads appear in a forum to help organize your view.

Creating a thread as an instructor is the same as creating a thread as a student. If grading is enabled, you can also set the thread to be graded.

You create a forum that addresses a broad subject, such as "Addicted to Oil." Next, you create two threads containing the specific issues to be discussed, such as replacing oil usage with nuclear power, and the pros and cons of conservation. To ensure students post only to existing threads, consider disallowing thread creation in the forum settings.
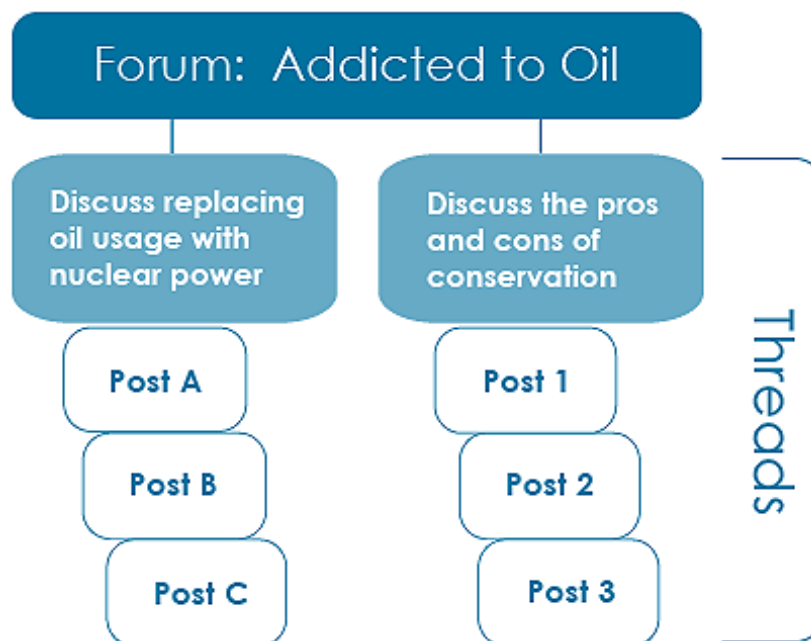
You create a forum and ask a question or provide the instructions or details in the description, such as "How can we reduce our reliance on oil?" Then, students create threads for each solution to the problem of oil addiction. All members post to existing threads to comment on given answers or create new threads to present new solutions. In the forum settings, ensure you select the **Allow Members to Create New Threads** option.

If you enabled thread grading, members cannot create new threads.
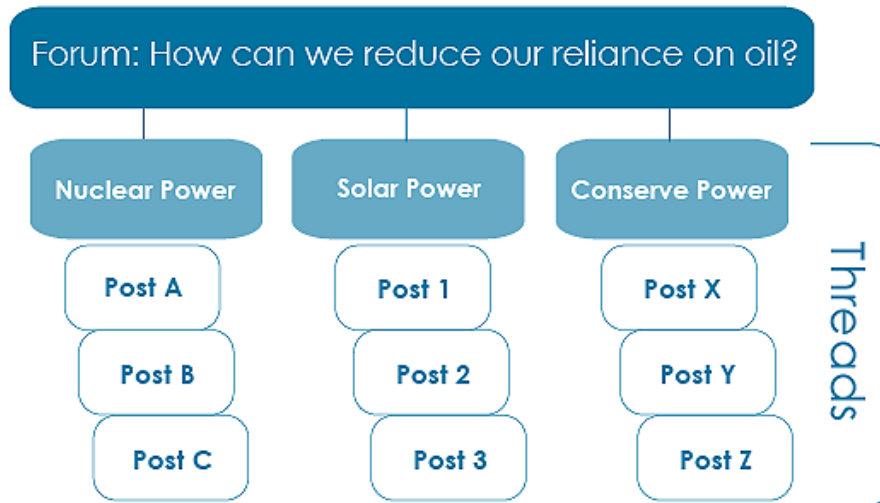
New Settings for Discussion Forum

Suggestions for Forum Settings in the Discussion Board:

The following list includes some of the ways you can control the behavior of forums in a discussion board.

1. If you want to create effective social forums, select the **Allow Anonymous Posts** and **No Grading in Forum** options. Allowing students to post anonymously is important at the beginning of a course when they are still becoming comfortable with discussions. If quality and behavior monitoring is a concern, assign a moderator to review each post before making it public. To learn about moderating the discussion board, see below tutorial.

2. If you want to create forums where students have control of the discussion, allow them to edit, delete, and rate posts. To learn more about ratings, see below tutorial. Also, you can allow students to create new threads and direct the discussion.

3. If you want to have a tightly controlled forum and use it for evaluating student performance, select the **Force Moderation of Posts** and **Grade Forum** or **Grade Threads** options. To be sure students focus on the existing threads, do not allow the creation of new threads.

4. When you want your students to focus on the existing threads, clear the check box for **Allow Members to Create New Threads**.

5. If you allow authors to edit their published posts, consider locking the thread after grading. Users cannot change locked posts. To learn more, see below tutorial.

6. You cannot select some settings in combination. For example, if you are grading forums or threads, anonymous posts are not allowed. Also, if thread grading is enabled, members cannot create new threads.

7. If you select **Grade Forum** or **Grade Threads**, you can choose the number of posts that will place the activity in needs grading status. You might want to grade students only when they have made a certain number of posts, rather than grading each time they make a single post.

8. When the **Grade Forum** option is selected, you can associate rubrics with a forum. If the **Grade Threads** option is selected, you can associate rubrics when creating or editing a thread.

9. If you want to force students to post original ideas before allowing them to see and reply to what other students have posted, consider selecting the **Participants must create a thread in order to view other threads in this forum** option.

10. When you **enable email subscription**, students can receive email alerts for new posts or replies. You can allow students to subscribe to an entire forum or to specific threads within a forum.
    - **Allow members to subscribe to threads** allows users to select specific threads within the forum.
    - **Allow members to subscribe to forum** allows subscription to all threads within the forum.
    - **Include body of post in the email** displays the message text and a link to reply to the message in the email notification.
    - **Include link to post** displays a link to the message in the email notification.

How to Control Discussion Board Content (Force Moderation of Post)?

As an online instructor, your role is to facilitate the conversation and exchange of ideas on the discussion board. You need to ensure that students feel comfortable to share, while also monitoring responses and keeping everyone focused and on track. At the same time, you want to be careful not to dominate or impede the flow of the discussion.

Occasionally, students may introduce inappropriate material for the class discussion. Depending on the maturity and sensitivity of the students in your course, you may need to review student posts for inappropriate content before sharing posts with the rest of the class.

In a discussion forum, you can assign a user the role of moderator. A moderator reviews posts before they are added to a thread and appear in the discussion board.

When you create a moderated forum, all posts to the forum are added to a moderation

queue. The moderator reviews each post and does one of the following:

Publishes the post.
Returns the post to the sender without a message.
Returns the post to the sender with a message.

The moderator can delete, edit, and lock posts in a forum even if the forum does not use the moderation queue.

You can choose to moderate a forum when creating it or by editing an existing forum. Only posts added *after* enabling forum moderation are available for review in the moderation queue.

If you do not assign a moderator, the manager must take responsibility for approving posts in a moderated forum.

Use the following steps to allow the moderation of posts in an existing forum.

Access the discussion board and access a forum's contextual menu.
Select **Edit**.
On the **Edit Forum** page, in the **Forum Settings** section, select the **Force Moderation of Posts** check box and click **Submit**. When choosing a moderated forum, do not allow students to edit or delete posts. This ensures that the post approved is the one viewed by users.
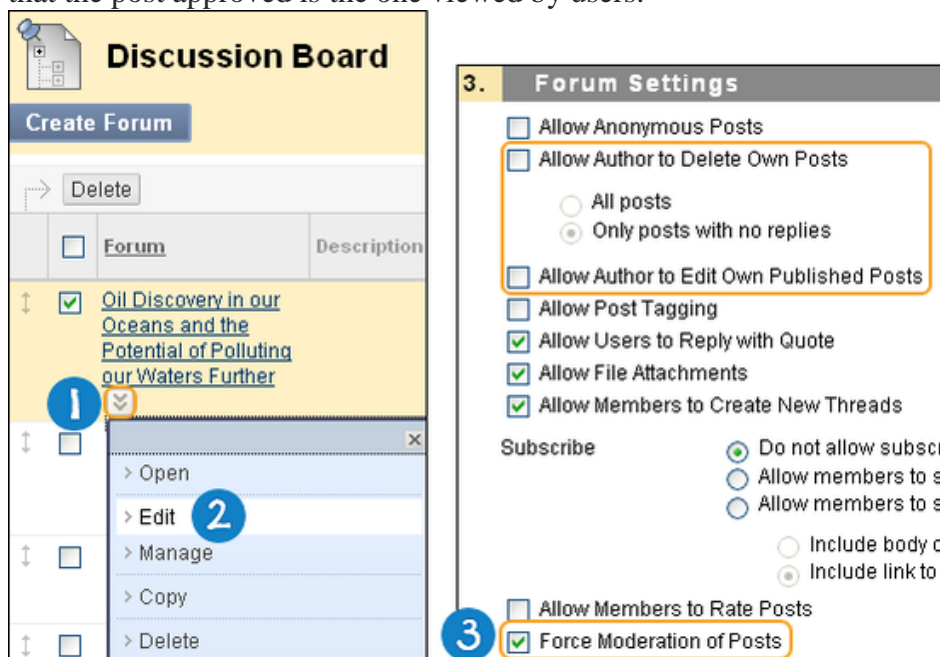
After posts are submitted, access the forum. In the moderator view, no posts appear because the messages are waiting approval. On the action bar, click **Moderate Forum**. The **Moderate Forum** function appears only to those users who have a forum role of manager or moderator. In the student view, the author can see the post in **Tree View** with a reminder it is in the moderation queue.
On the **Moderation Queue** page, the posts appear in alphabetical order by title. Click the column title or caret to sort by post title, author, or date. To review a post, click **Moderate**.

On the **Moderate Post** page, read the post and select the **Publish** or **Return** option. Published messages are immediately posted to the thread.

Optionally, type feedback in the text box. You can use the content editor functions to format the text, link to files in Course Files or the Content Collection, and include web links, multimedia, and mashups. Though feedback is optional, this is an opportunity to provide guidance, ask questions, redirect a student's focus, and explain why a post was returned.

Click **Submit**.

Returned posts no longer appear in the moderation queue. Students see their returned posts in the forum. When returned posts are opened, students see an explanation, if feedback was included, and they can create new threads as needed.

How to Assign Discussion Forum Roles (Manage)?

You can assign forum roles to limit access to a forum or to help with forum administration. For example, to help control the discussion board content that is presented to your students, you can assign a responsible user the role of moderator.

In a forum, each user has a forum role and can have only one role per forum. By default, instructors have the role of manager and students have the role of participant. When you are logged in as an instructor, you cannot change your own forum role.

Your school determines which course roles are available.

You can assign forum roles to limit access to a forum or to help with forum administration. The following table describes the forum roles and their permissions.

Forum Roles and Permissions

Role	Permissions
Manager	Managers have full control over a forum and can change forum settings, moderate posts, and assign roles and grades. Users with a course role of instructor or teaching assistant are granted this role by default.
Builder	Course builders can edit, copy, and delete forums, but not grade or manage

| | forums. Inside a forum, a course builder can perform the same actions on posts as an instructor, with the exception of grading threads.
Course builders can also create new threads in a forum, and can enable grading for a thread and type a value.
Users with a course role of course builder are granted this forum role by default. |
|---|---|
| **Moderator** | Moderators can delete, edit, and lock all posts in any forum, even if the forum does not use the moderation queue.
If you use a moderation queue, the moderator approves or rejects posts in the queue before they are made available to all users.
Users with a course role of instructor or course builder are granted this forum role by default. |
| **Grader** | Graders can read, reply to, and grade posts. The grader role has some access to the Grade Center, but cannot assign grades to their own work.
Users with a course role of grader are granted this forum role by default. |
| **Participant** | Participants can read and reply to posts.
Users with a course role of student are granted this role by default. |
| **Reader** | Readers can read the contents of a forum, but cannot post responses or add threads. |
| **Blocked** | Blocked users cannot access the forum. |

Use the following steps to assign a forum role.

Access the discussion board and access a forum's contextual menu.
Select **Manage**.
On the **Manage Forum Users** page, a list of users appears. Access a user's contextual menu. If you want to show only one role at a time, make a selection in the **Display Forum Role** drop-down list on the action bar and click **Go**.
Select a new forum role. The new role appears in the **Forum Role** column for the user.
Click **OK** to return to the discussion board. Alternatively, click the forum title in the breadcrumbs to return to the forum.
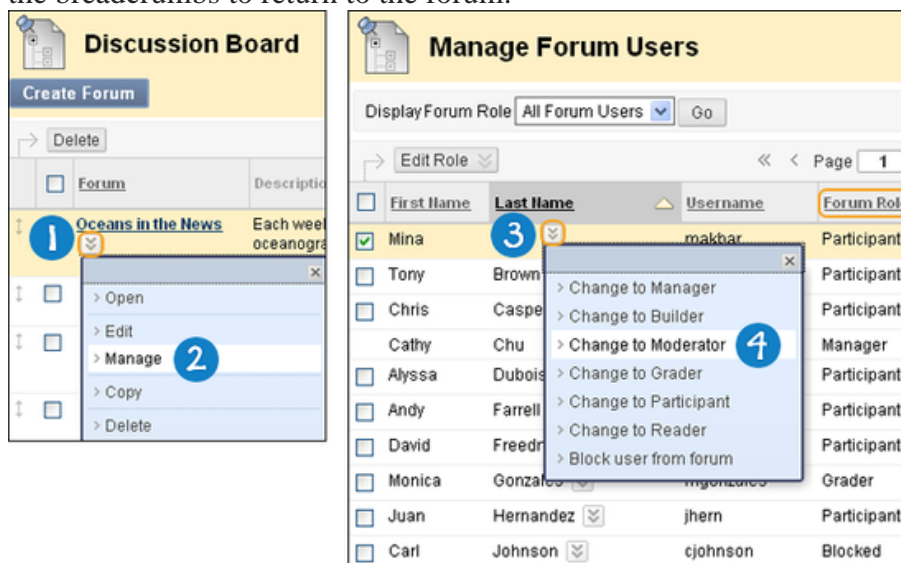
To

change multiple roles at one time, select the users' check boxes and point to **Edit Role** on the action bar to access the drop-down list. Select the check box in the header row to select all users.

New Settings for Discussion Threads

How to Change the Status of a Thread (Thread Actions)?

You can change the status of a thread to keep students focused on relevant discussions and to help organize a forum containing many threads. When a user creates and submits a thread, it is assigned the **Published** status.

The following table describes which thread status to select to accomplish various objectives.

Thread Status in the Discussion Board

Status	Goal for Thread
Publish	Make thread available to all users.
Hide	Hide the thread from immediate view, but still allow users the option of reading the threads. Unneeded content is hidden from view, helping users find relevant content. Users cannot reply to or edit hidden threads even if editing is enabled for the thread. Users can view hidden threads using the **Display** drop-down list on the action bar. When you do not want the thread hidden, change the status to **Publish**.
Make Unavailable	Hide thread from view of all users except forum managers.
Lock	Allow users to read the thread, but not edit or add to it. Locking a thread allows you to assign grades without users updating or changing posts.
Unlock	Unlock a locked thread to select another status.

Use the following steps to change the status of a thread or multiple threads at one time. Alternatively, access a thread's contextual menu and select a thread status.

1. Access the forum and change to **List View**, if needed.
2. Select the check box next to each thread requiring a change of status. You can select multiple threads or select the check box in the header to select all threads.
3. From the **Thread Actions** drop-down list, select a new status for the selected thread or threads.
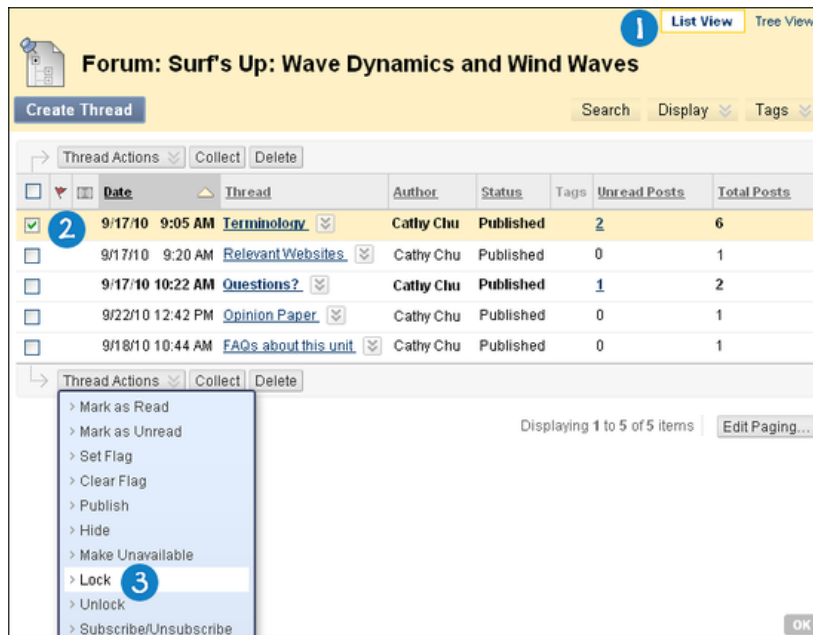
The status for each thread appears in the **Status** column. If you save a draft of a thread to edit in the future, **Draft** appears in the **Status** column.

How to Change Which Threads Appear (Display)?

If you have many threads in a forum and assign different statuses to the threads, you can choose which threads appear in a forum. For example, if you start several threads and save them as drafts, you can choose to show only those drafts and select the threads to edit and publish.

1. Access the forum and change to **List View**, if needed.
2. On the action bar, point to **Display** to access the drop-down list.

- Select the type of threads to view in the forum.
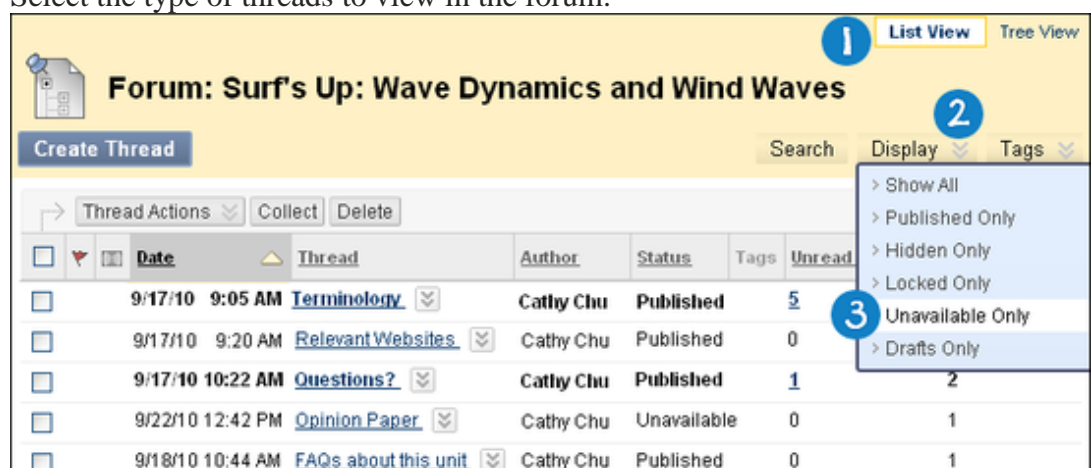
The forum page displays only those threads that have the status selected from the **Display** drop-down list.

How to Search Discussion Posts (Search)?

You can search for specific text—a phrase, word, or part of a word—in the discussion board. The results appear on a search results page.

The options in the drop-down list depend on where your search began. **All Forums in Course** includes any group discussion boards in your course. Students do not see results from group discussion boards unless they are members of that group.

1. Access the discussion board, a forum, or a thread.
2. On the action bar, click **Search**. The **Search** field expands.
3. Type a search criterion in the **Search** box.
4. In the drop-down list, select an area to search:

    a. **Current Discussion Board**
    b. **All Forums in Course**
    c. **Current Forum**
    d. **Current Thread**
5. To further narrow your search results, select the **After** and **Before** check boxes to enable the date and time selections. Type dates and times in the boxes or use the pop-up **Date Selection Calendar** and **Time Selection Menu** to select dates and times.
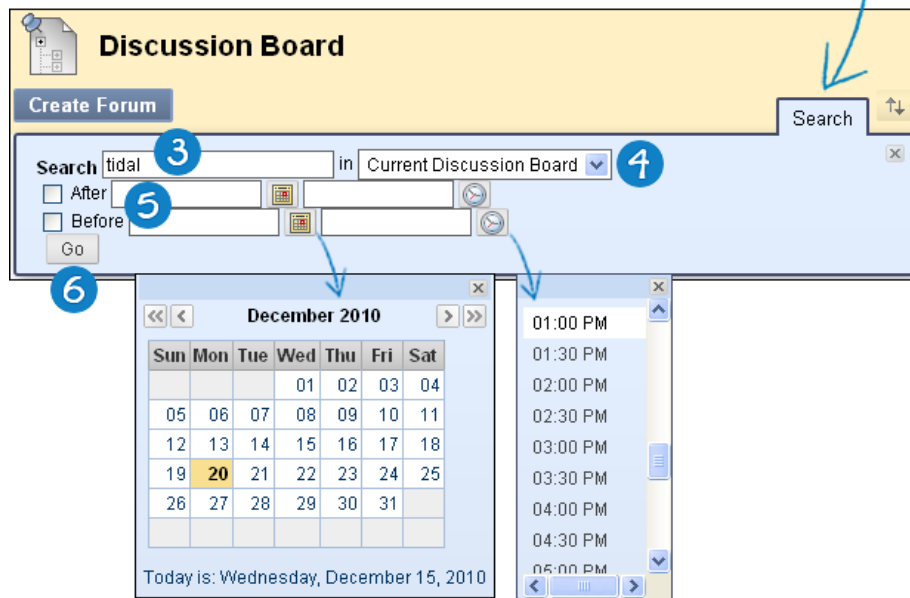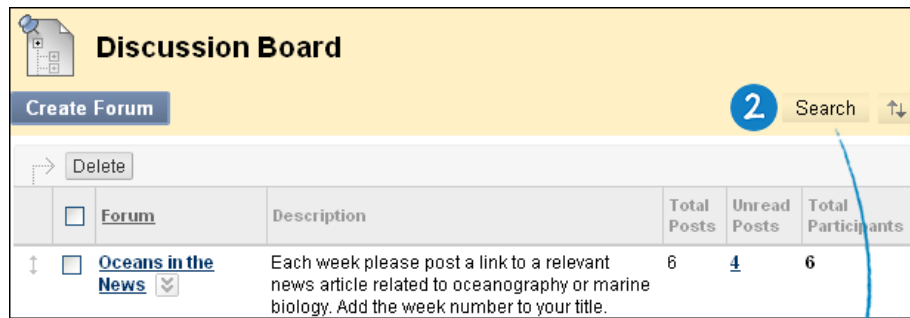
6.   Click **Go**.

On the **Search Results** page, you can read and print the results. On the action bar, click **Print Preview** to open the page in a new window in a printer-friendly format. Posts print in the order they appear on the page. To select which posts appear and in which order, you can filter and sort posts using the **Filter** function and the **Sort By** and **Order** drop-down lists on the action bar.

On this page, you can also reply to posts and mark messages read or unread. Click the **Quote** function to include the post's text as part of your reply. To view the responses to a post, click the post's hyperlinked title to navigate to the **Thread Detail** page.

How to Collect Discussion Posts (Collect)?

On the **Thread Detail** page, you can read one post at a time. To read multiple posts from the same page, use the collect function. After collecting posts, you can filter, sort, print, and tag them.

The collect function is also available from the forum page where you can gather all the posts made to different threads. After collecting posts, filter and sort the messages to further organize them.

A student posts a question to request help and seven classmates reply. The student can collect the initial post and the replies on one collection page to read or print.

Follow these steps to collect some or all posts in a thread:

To select all the posts in a thread, click **Select: All** above the Message List. All check boxes for all the posts are selected whether they are expanded or collapsed.

> Access a forum and select a thread.
> On the **Thread Detail** page, select the check boxes of the posts to collect. If a post has replies and you want them to appear on a collection page, click the plus sign to expand the post and select the check boxes for those messages.
> On the action bar, click **Collect**.

On the **Collection** page, you can read and print the results. On the action bar, click **Print Preview** to open the page in a new window in a printer-friendly format. Posts print in the order they appear on the page. To select which posts appear and in which order, you can filter and sort posts using the **Filter** function and the **Sort By** and **Order** drop-down lists on the action bar.

On this page, you can also reply to posts and mark messages read or unread. Click the **Quote** function to include the post's text as part of your reply. To view the responses to a post, click the post's hyperlinked title to navigate to the **Thread Detail** page.

How to Tag Discussion Threads (Tag)?

Tags are text labels that act like bookmarks. You can tag posts to group similar messages together. For example, if the subject of *scientific notation* is discussed often, tag each of the posts on this topic. Students can read, filter, and search messages using these tags, but they cannot create tags.

In a forum's settings, you must enable **Allow Post Tagging** for tags to be created.

For faster discussion board loading, you can disable post tagging when forum usage is heavy. When you enable tagging again, all tags are restored.

Access the forum containing the threads to tag.
In **List View**, select the check boxes for the thread or threads to tag. You can select all the threads in a forum by selecting the check box in the header row.
On the action bar, click **Collect**.
On the **Collection** page, you can filter and sort your results.
Type a tag name in the **Tag Text** box.

Select the check boxes of the messages to assign the tag name to. To select all the messages, click **Select: All** above the list.
Click **Add** next to the **Tag Text** box.

How to Sort Discussion Posts After Searching or Collecting (Sort)?

To narrow your search results or sort a collection, you can use the **Sort by** and **Order** drop-down lists. If you print the posts after sorting, the posts print in the order they appear on the page.

If the author or authors of some posts are no longer enrolled in your course, the posts may appear out of order.

1. On the **Search Results** or **Collection** page, point to **Sort by** on the action bar to access the drop-down list.
2. Select an option: If you enabled the rating of posts, you can also sort by **Overall Rating**.

   o **Author's Last Name**
   o **Author's First Name**
   o **Subject**
   o **Date of Last Post**
   o **Thread Order**
3. On the action bar, point to **Order** to access the drop-down list.
4. Sort posts in ascending or descending order.
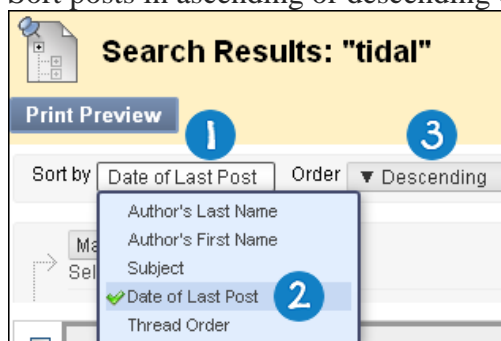
How to Filter Discussion Posts After Searching or Collecting (Filter)?

To narrow your search results or sort a collection, you can use the filter function. If you print the posts after filtering, they print in the order they appear on the page.

If the author or authors of some posts are no longer enrolled in your course, the posts may appear out of order.

1. On the **Search Results** or **Collection** page, click the **Filter** function on the action bar to expand the field. Select options from the following drop-down lists:

   o **Author**: Select All or select an author.
   o **Status**: Show All or select a status.
   o **Read Status**: Select Show All, Read, or Unread posts.
   o **Tags**: Show All tags or select a tag.

2. Click **Go** to apply the selections. You can further organize the results using the **Filter** function and the **Sort By** and **Order** drop-down lists on the action bar.

3.Click the **X** to close the **Filter** field.

How to Rate Discussion Posts (Rate)?

You can use the discussion board for peer review. Students start threads and include their work in their initial posts. Other users review the work, assign a rating to the initial post, and include comments in a response.

Rating posts also allows users to focus on messages considered especially informative or useful by others. If you enabled rating, users can rate posts using a five star system. You can also rate posts.

To enable rating, select the **Allow Members to Rate Posts** option when creating or editing the forum.

Access the forum and select the thread.

1. On the **Thread Detail** page, click a post's title. The post appears in the Current Post portion of the content frame.
2. For **Your Rating**, select one to five stars. You can add and delete stars at any

time.

Your rating is included in the **Overall Rating**, which is the combined rating of all users. Use the **Move to previous** and **Move to next** arrows to view another post or use the breadcrumbs to return to the forum or the **Discussion Board** page.

Create and Grade Discussion Threads

In the following example, you create a graded thread.

Access a discussion board forum.
On the action bar, click **Create Thread**.
On the **Create Thread** page, type a **Subject**.
Type instructions, a description, or a question in the **Message** box. Optionally, you can use the content editor functions to format the text and include files, images, web links, multimedia, and mashups. Any files you upload form your computer are saved in Course Files or the Content Collection in the top-level folder. Attachments you upload using the content editor can be launched in a new window and can include alternate text to describe the attachment.
Alternatively, in the **Attachments** section, attach a file using one of the following options:
To upload a file from your computer, click **Browse My Computer**.
To upload a file from the course's storage repository:
If Course Files is the course's storage repository, click **Browse Course**. -OR-
If your school licenses content management, click **Browse Content**

Collection.

If you chose to grade threads when you created the forum, you decide on a thread-by-thread basis whether to grade a thread. In the **Grading** section, select the check box for **Grade Thread** and type **Points possible**. You can choose to show participants in needs grading status after a certain number of posts, rather than with each individual post. You can also associate a rubric to use for grading by pointing to **Add Rubric**.

Click **Save Draft** to store a draft of the post or click **Submit** to create the thread.

The newly created thread appears in the forum.

If you enabled grading, two functions appear in the **Grade** column:

- Click Grade Thread to evaluate the posts.
- Click Grade to enable grading for a thread and assign a value.

Reference: The Official BB help Site: https://help.blackboard.com/en-us/Learn/9.1_SP_12_and_SP_13/Instructor/060_Course_Tools/Discussion_Board

Voice Discussion Board in Blackboard (for instructors)

Topics:
_____

- **Voice Discussion Board Benefits**
- **Online Discussion Board vs Voice Discussion Board**
- **How to use Voice Board?**
    - **Create a new voice board**
    - **Create a new voice message**
    - **Change audio devices**
    - **Play a voice message**
    - **Reply a voice message**
    - **Edit or delete a message**
    - **Play and expand options**
    - **Useful tip**
- **How to grade Voice Board?**
- **How to remove grade integration from a voice board?**
_____

Voice Discussion Board Benefits:

1. Support Different Learning Styles

Students don't all learn the same way, and not every topic lends itself to the same teaching method. While traditional online technologies are limited to text and images, multimodal learning that includes voice enables instructors to provide personalized and timely content that meets individual needs and learning preferences.

2. Energize Online Discussions

Learning is at its best when students can practice new concepts, analyze alternative viewpoints, and explain their conclusions. By adding a vocal element to online discussions, students are more actively engaged with course content and facilitate conversation to promote active learning.

3. Empower Teachers

Adding voice to text-only content improves instruction by enhancing instructor presence, enabling the explanation of complex material, and facilitating the creation of engaging and reusable course content. Teachers can even grade voice discussion boards and add voice board evaluations to their LMS Gradebook.

Online Discussion Board or Voice Discussion Board

1. Online discussion board is text-based. Voice Discussion board supports both text messages and voice messages.

2. In online discussion board, instructors need to read posts one by one to find one student's posts. In voice discussion board, instructor can simply click one student's name and filter the messages this student posted.

3. Online discussion hasn't got the Gradebook Integration function and instructors need to create a column for it in grade center if needed. Voice Board can be integrated into Gradebook automatically, and instructors will be able to grade it directly through the voice board, without going into Grade Center.
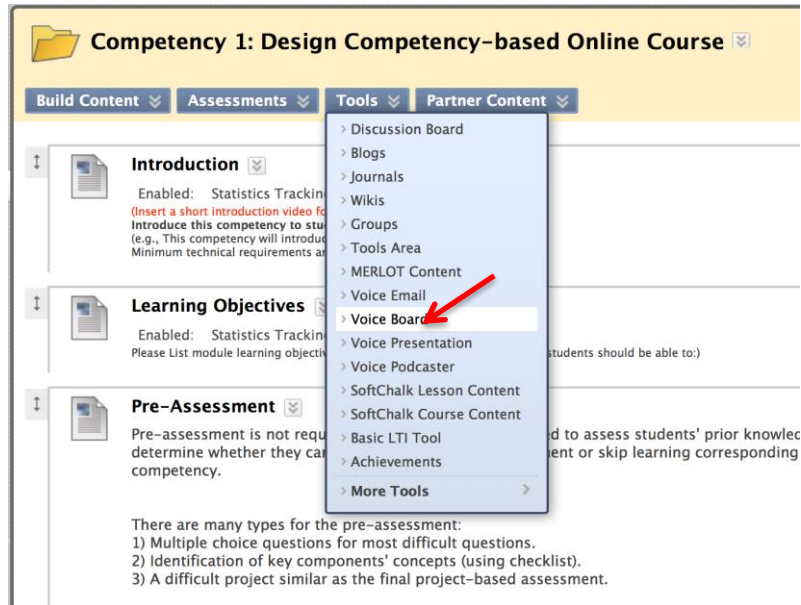
How to use Voice Discussion Board?

Create a new Voice Board:

1. In the relevant content area, click "Tools" and select "Voice Board" from the drop down menu.

2. On Add Voice Board page, enter a Title and Description for the Voice Board.

✓ **IMPORTANT:** Before you start using the Voice Board with your students, make your expectations clear to them. Let them know, for example, whether they will be able to start new threads or forward messages, and any time limitations for audio posts, in your description.

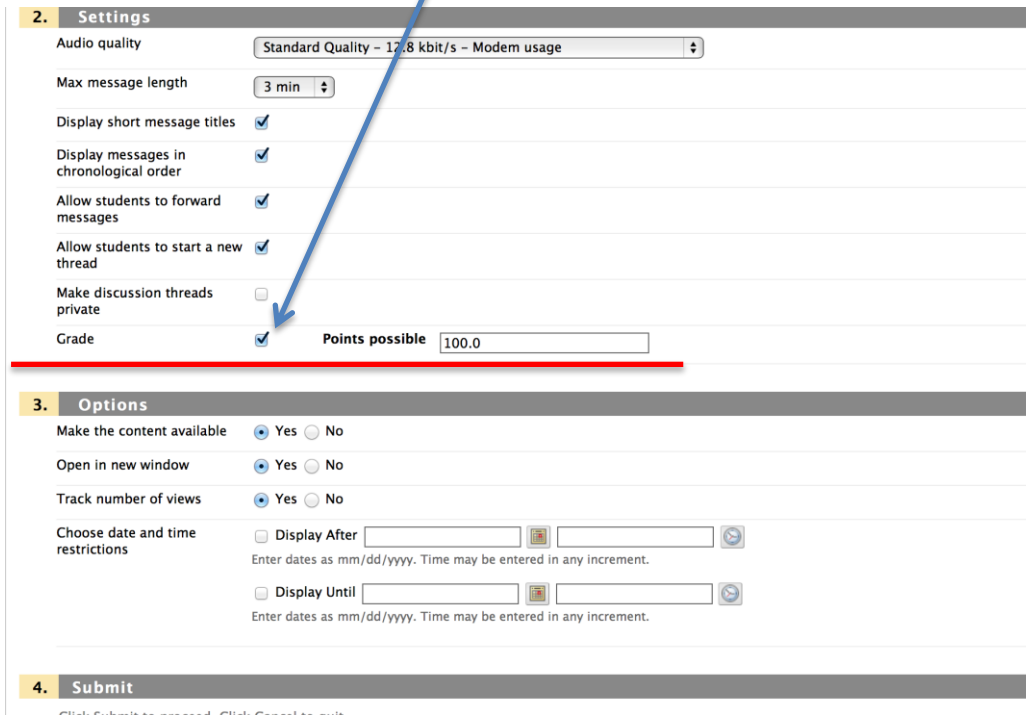3. Leave Audio quality set to Standard Quality. Select other Settings and Options as appropriate. Then, click Submit.

✓ **IMPORTANT:** If you check "Grade" and put "possible points", this

voice board will be automatically integrated into your "Gradebook". If you will not grade students' voice boards, please don't check this setting.

4. Click "Submit" to create a new voice board.

Available **Settings** and **Options** for Voice Board are described in the table below.

Setting/Option	Description
Audio quality	Leave this set to **Standard Quality**, as this setting is most suitable for all bandwidths.
Max message length	Limits the length for a voice posting
Display short message titles	Displays subject and name of individual only for all postings
Display messages in chronological order	Displays messages from oldest to newest posts (default setting is from newest to oldest)
Allow students to forward messages	Allows students to forward posts to external email addresses
Allow students to start a new thread	Deselecting this prevents students from posting new threads (students can still communicate with each other).
Make discussion threads private	Limits communication to one-to-one between instructor and student only; students cannot create new threads
Make content available	Selecting **No** prevents students from accessing or creating posts.
Open in new window	Select **Yes** to open the Voice Board in a new window.
Track number of views	Enables instructors to track voice board usage
Choose date and time restrictions	Limit the time that a Voice Board is accessible by students.

Create a new voice message:

To create a new voice message, you will need microphone and speakers attached to your computer. Then, follow the steps below:
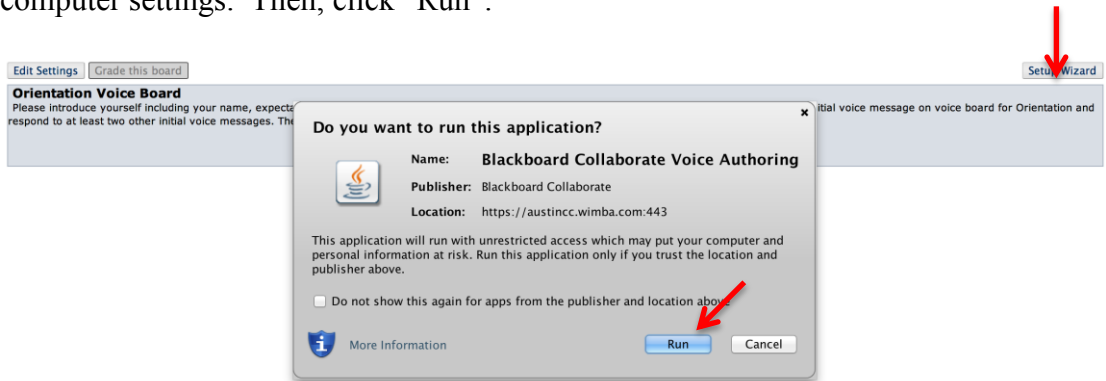
1. In the relevant area, click "Enter Voice Board" link.
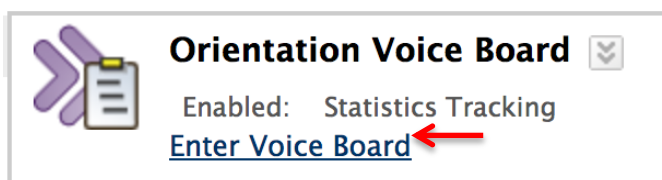
2. Check that the sound is turned up on your computer.

3. On the voice board page, if necessary run the Setup Wizard to adjust your computer settings. Then, click "Run".

IMPORTANT: Firefox is the preferred web browser for using this tool.

---

4. Click "New" to create a new voice message. Enter a Subject for the message.

5. Record your audio by clicking the red button and speaking into your headset:
   a. Click the Record button to record your message.
   b. Click the Stop button when you finish recording.
   c. Click the Play button to listen to your message.

6. Add text to your recording, if you wish, by clicking in the text field. You can, for example, create discussion questions based on the audio, add; instructions for a task or provide additional information to support the audio.
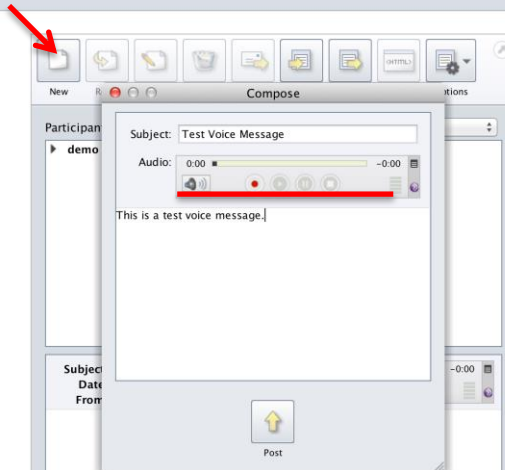

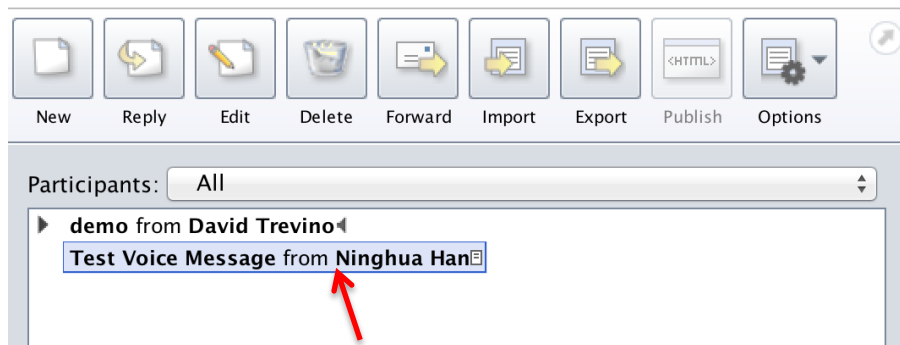IMPORTANT: You can create voice **and/or** text message in voice discussion board.

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7. Click Post to post your message. The message you just created will display in the message list for the Voice Board.

Change audio devices:

To change your audio input and output devices when you create a new message:

1. In the audio applet, click the menu icon ▤.

2. Hover your mouse over Audio Input in the drop-down list. If you are recording through headphones plugged into the front of your computer, select HD Audio front mic.

This work is licensed under the Creative Commons Attribution 4.0 International License. To view a copy of this license, visit http://creativecommons.org/licenses/by/4.0/.
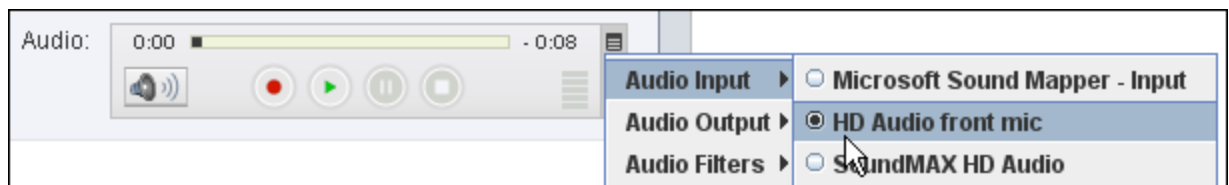
3. Click the menu icon ▤ again.

4. Hover your mouse over Audio Output in the drop-down list, then select the appropriate audio output device.

5. Do not change the Audio Filters—leave Auto Gain Control and Noise Reduction selected.

✅ **IMPORTANT:** If you followed the steps in the Setup Wizard and are still unable to record your voice try the following:

Go to: Start > Control Panel > Hardware and Sound > Sound > Manage audio devices.

In the Sound window, check whether corresponding audio devices, such as headphones or speakers, are enabled to work.

Play a voice message:

1. Open the relevant Voice Board.

2. On the Voice Board page, click the message title. The message and its text display in the message pane.

3. Click Play ▶ to listen to an audio message.

4. Click the volume control button to increase/decrease the volume.
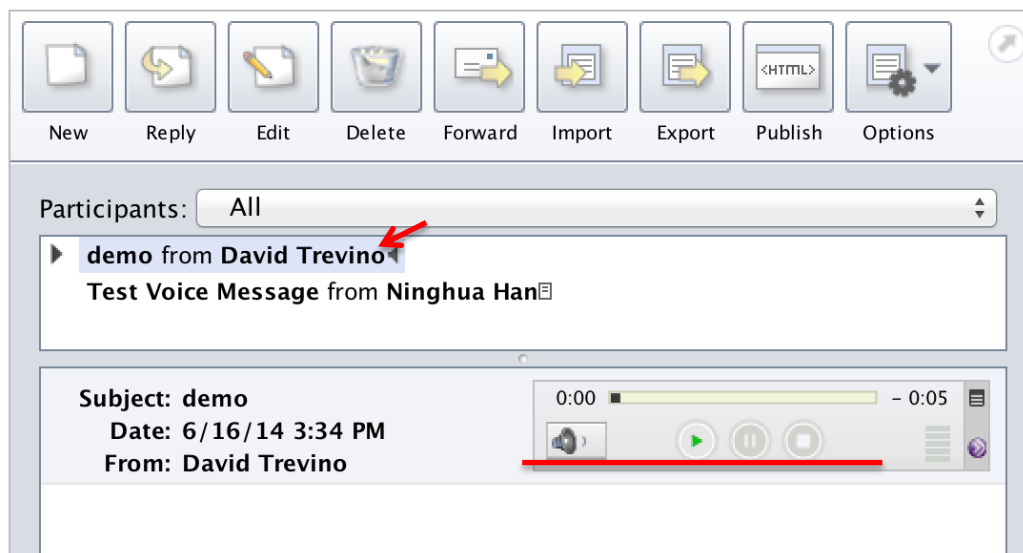
Reply to a message:

1. Open the relevant Voice Board.

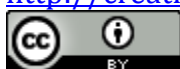2. On the Voice Board page, click the message's title. The message displays in the message pane.

3. Click Reply. The Reply window displays.

4. Respond to the message by recording your own message and/or entering text.

5. Click Post.
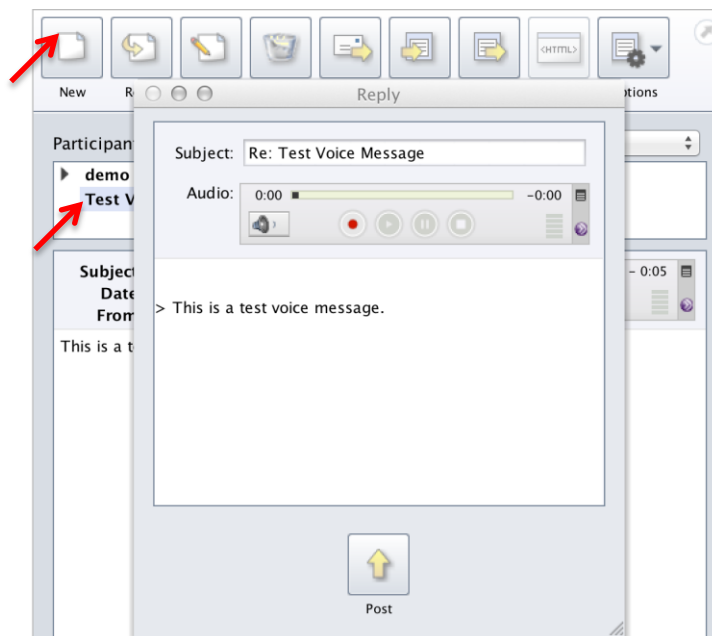
Edit or delete a message:

1. On the relevant Voice Board page, click on a message title in the list.

2. Click the Edit button at the top of the board to edit a message—the Edit window will display.

3. To permanently remove a message, click Delete, then click Yes in the Confirm dialog box.

IMPORTANT: To be an instructor, you can edit or delete anyone's

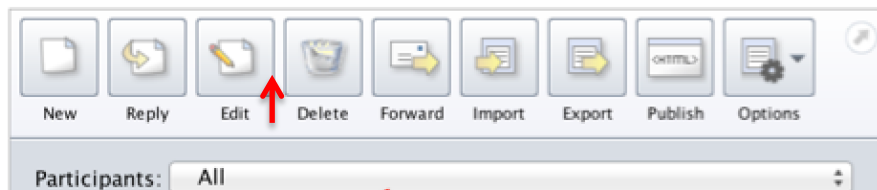message. But, please use this function very carefully.

Play and Expand Options:

1. By default, threads are displayed in collapsed form. To expand all threads, click the drop-down arrow next to Options in the top right corner of the Voice Board window and select Expand All.

2. You also can choose "Play on click" or "Continuous play" to decide how to review students' voice messages.
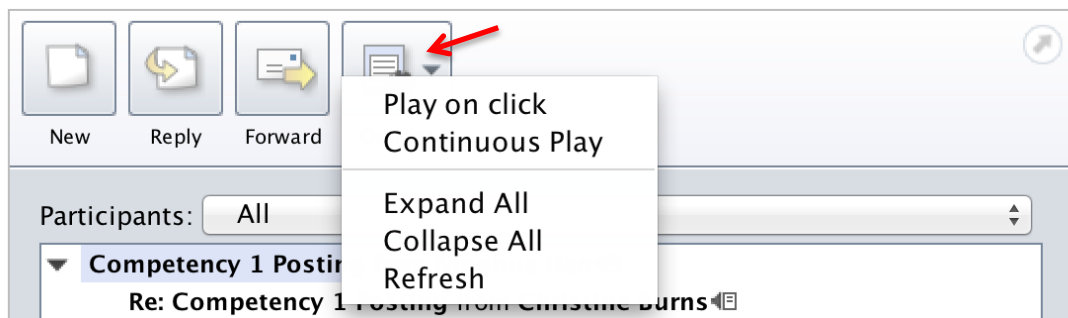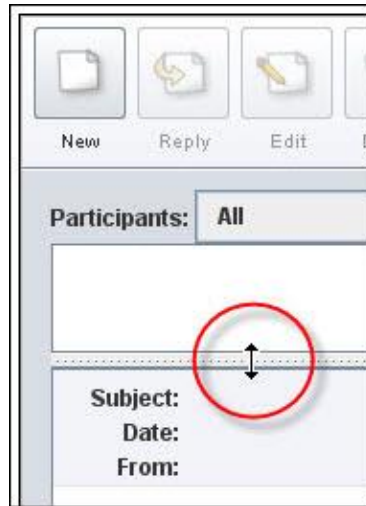
Useful Tip:

1. When playing back a message drag the slider control to the left to rewind, or to the right to fast forward.

2. When viewing the Voice Board, you can move the border between the two panes by click-and-dragging it up or down:

3. When viewing the Voice Board, you can lick ▶ to expand and collapse replying posts.

How to grade Voice Board?

1. On the relevant Voice Board page, click "Grade this board" button.

2. On the "Grade Competency 1 Voice Board" page, enter grades for each user in the fields in the Grade column.

3. Click the "Submit" button. A confirmation page appears. Click the OK button.
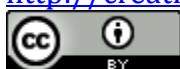
IMPORTANT: From the Grade Voice Board page, you can click any student's username to open the Voice Board filtered to show only that user's posts. This can be helpful for reviewing posts before assigning grades.

How to remove grade integration from a voice board?

If you no longer wish to use gradebook integration with a Voice Board, you can remove the feature. Doing so deletes all grades. You can re-enable gradebook integration at any time, but you will not be able to recover previously entered grades.

1. Locate the desired Voice Board and click Edit from the drop-down menu.

2. On Modify Voice Board page, uncheck the Grade box in the Settings area.

3. Click the Submit button. A pop-up window appears, warning you that removing grade-   book integration will delete all existing grades.

4. Click the OK button.

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IMPORTANT: If you no longer wish to use one voice board, please make sure to uncheck the Grade box in the Edit settings area before you delete this voice board. Otherwise, this Voice Board grade column will be still shown in Grade Center even you don't want to show it to students anymore. Remember that when you uncheck the Grade box, the grades will be deleted and will not be able to be recovered even if you re-check the Grade box.

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Voice Discussion Board in Blackboard (for Students)

Topics:
_____

- **Create a new voice message**
- **Change audio devices**
- **Play a voice message**
- **Reply a voice message**
- **Play and expand options**
- **Useful tip**

_____

Create a new voice message:

To create a new voice message, you will need microphone and speakers attached to your computer. Then, follow the steps below:

8. In the relevant area, click "Enter Voice Board" link.
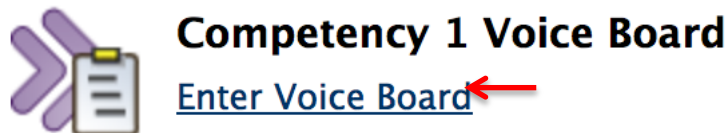
9. Check that the sound is turned up on your computer.

10. On the voice board page, if necessary run the Setup Wizard to adjust your computer settings. Then, click "Run".

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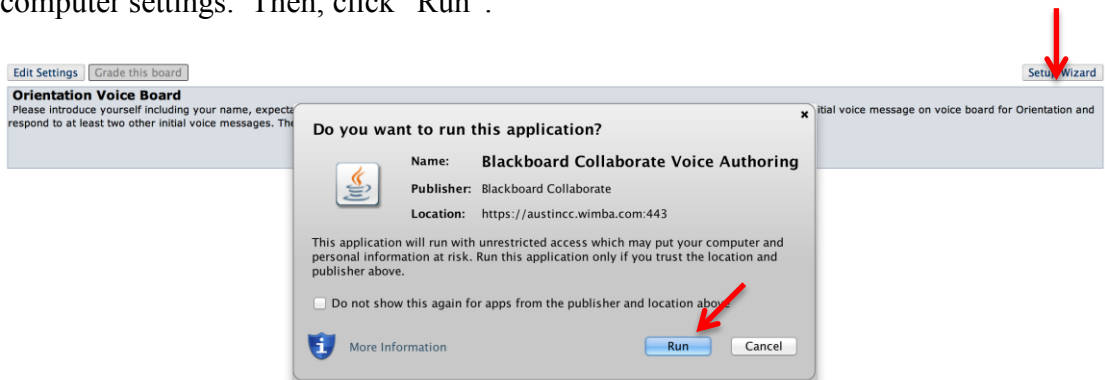
IMPORTANT: Firefox is the preferred web browser for using this tool.

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11. Click "New" to create a new voice message. Enter a Subject for the message.

12. Record your audio by clicking the red button and speaking into your headset:

   a. Click the Record button to record your message.

   b. Click the Stop button when you finish recording.

   c. Click the Play button to listen to your message.

13. Add text to your recording, if you wish, by clicking in the text field. You can, for example, create discussion questions based on the audio, add; instructions for a task or provide additional information to support the audio.

IMPORTANT: You can create voice **and/or** text message in voice discussion board.

14. Click Post to post your message. The message you just created will display in the message list for the Voice Board.
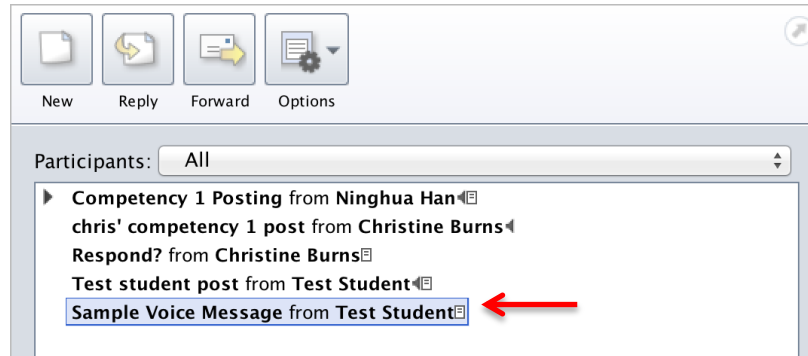
Change audio devices:

To change your audio input and output devices when you create a new message:

6. In the audio applet, click the menu icon ▤.

7. Hover your mouse over Audio Input in the drop-down list. If you are recording through headphones plugged into the front of your computer, select HD Audio front mic.
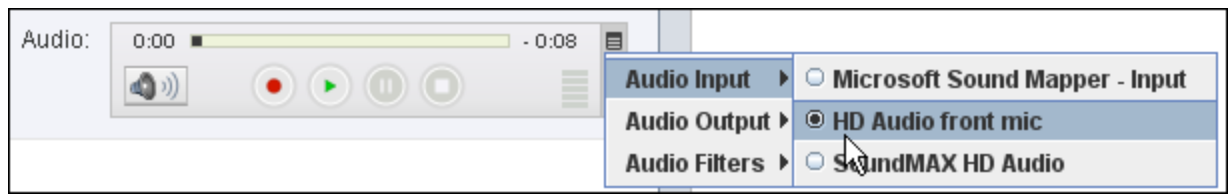
8. Click the menu icon ▤ again.

9. Hover your mouse over Audio Output in the drop-down list, then select the appropriate audio output device.

10. Do not change the Audio Filters—leave Auto Gain Control and Noise Reduction selected.

✅ **IMPORTANT:** If you followed the steps in the Setup Wizard and are still unable to record your voice try the following:

Go to: Start > Control Panel > Hardware and Sound > Sound > Manage audio devices.

In the Sound window, check whether corresponding audio devices, such as headphones or speakers, are enabled to work.

Play a voice message:

5. Open the relevant Voice Board.

6. On the Voice Board page, click the message title. The message and its text display in the message pane.

7. Click Play ▶ to listen to an audio message.

8. Click the volume control button to increase/decrease the volume.
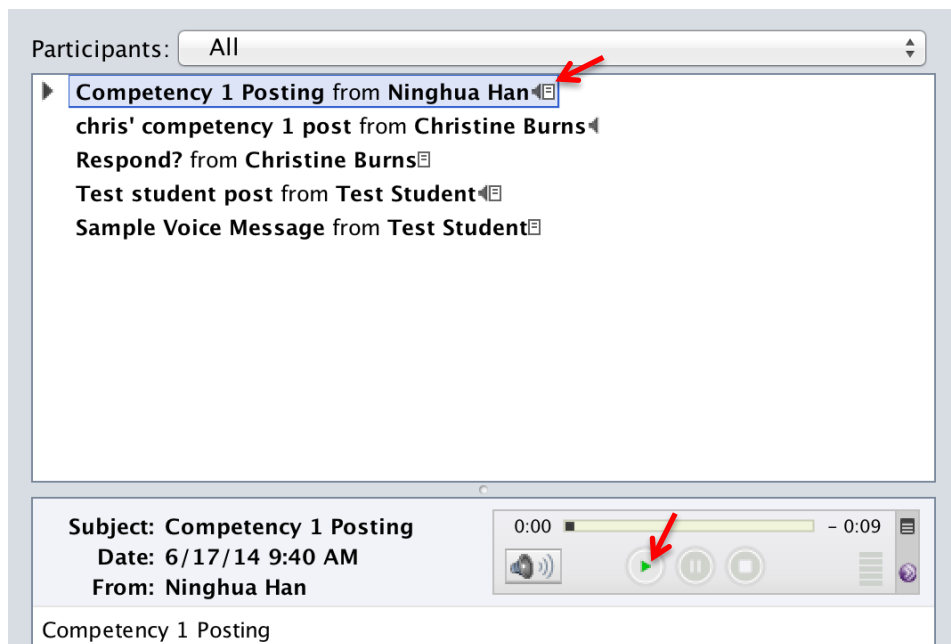
Reply to a message:

6. On the Voice Board page, click the message's title. The message displays in the message pane.

7. Click Reply. The Reply window displays.

8. Respond to the message by recording your own message and/or entering text.

9. Click Post.
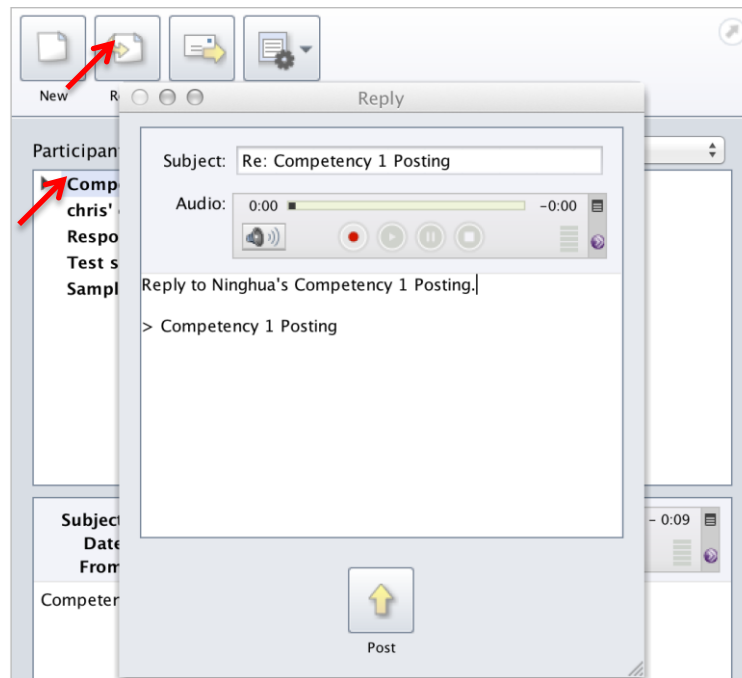
Play and Expand Options:

3. By default, threads are displayed in collapsed form. To expand all threads, click the drop-down arrow next to Options in the top right corner of the Voice Board window and select Expand All.

4. You also can choose "Play on click" or "Continuous play" to decide how to review all voice messages.
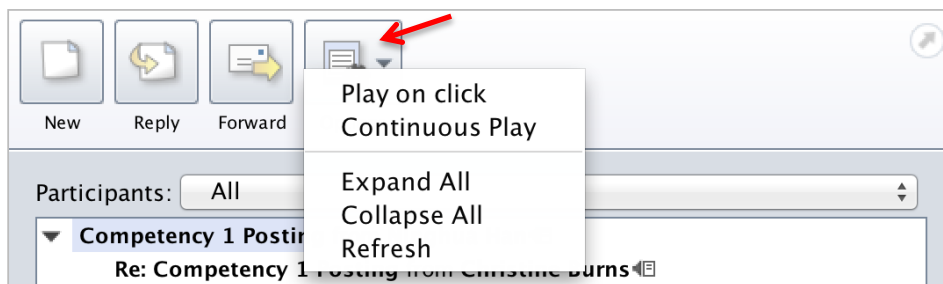
Useful Tip:

4. When playing back a message drag the slider control to the left to rewind, or to the right to fast forward.

5. When viewing the Voice Board, you can move the border between the two panes by click-and-dragging it up or down:

6. When viewing the Voice Board, you can lick ▶ to expand and collapse replying posts.
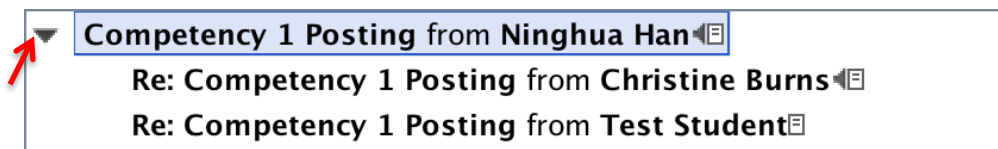
Topic 9
Best Practices of Adobe Connect

How to Set Up an Adobe Connect Classroom:
A step-by-step guide (for instructors)

1. **Get a free ACC Adobe Connect account**
2. **Set up an Adobe Connect classroom**
3. **Set up Audio**
4. **Share video, screen, or document**
5. **Communicate with students**
6. **Record the meeting**

1. Get a free ACC Adobe Connect account

Step 1: Log into: http://irt.austincc.edu/webconferencing/#account

Step 2: Click "request an account" on the page, fill in the request form and send it.

- Adobe Flash Player software, already installed on more than 98% of Internet-enabled desktops, is all that is needed to access to live sessions with sound and video. **More**

Account Information:

- **If you already have an account, login here: http://webconnect.austincc.edu**
  - ○ *Note: Students do **not** need an account to view and participate in the virtual classroom. You will provide them a link to the webpage.*
- **Current faculty** may **request an account** from a **campus computer**. VPN software can also software can be obtained by contacting the ACC Helpdesk (3-4357). Put **"Adobe Connect a** description of your request.
  - ○ *Note: This tool is for virtual class meetings only or for distance learning courses. Acco instructional purposes.*

System Requirements:

- **Check your computer** to see if it is up-to-date to run this program

Step 3: What I did was to send the request confirmation page to Nick Pappada (npappada@austincc.edu). Then, you will get a similar email including your username and password as below.
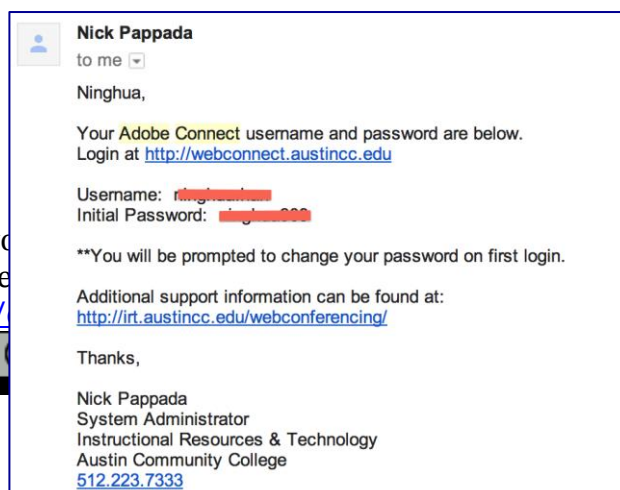
2. Set up an Adobe Connect class meeting

You can set up a class meeting room for the entire semester.

Step 1: Login at http://webconnect.austincc.edu by using your username and password

Step 2: Click "Meetings" then, click "New Meeting"
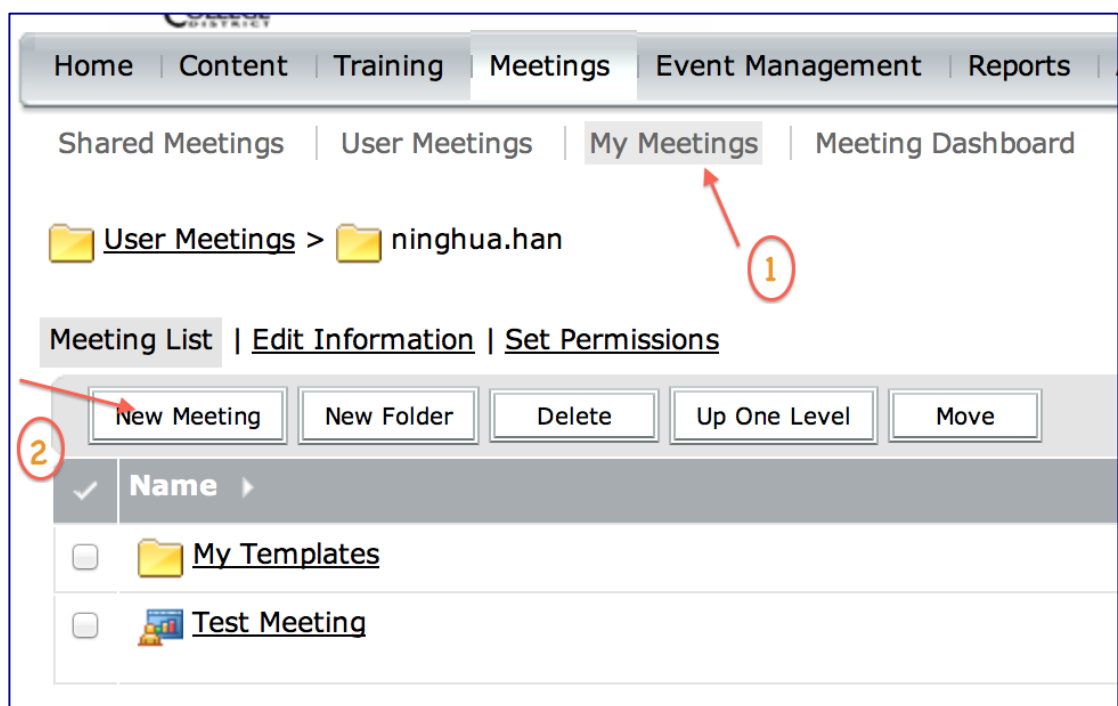
Step 3: Fill in meeting information. Make sure:
1) No "underscore" in your custom URL.
2) Choose "Anyone who has the URL for the meeting can enter the room" for "access". Then, **students don't need accounts.**
3) Choose "Do not include any audio conference with this meeting" for "audio conference setting".

Meeting Information

Name: *

Custom URL: http://webconnect.austincc.edu/ ←No underscore

(Leave this field blank for a system-generated URL, or include a unique URL path. Please use only ascii alphanumeric characters or hyphens. For example: "product-demo" will result in http://webconnect.austincc.edu/product-demo/)

Summary:
(max length=4000 characters)

Start Time: 23 ⇕ September ⇕ 2013 ⇕   11:00 AM ⇕ ← Doesn't matter. We need to get URL for class meeting.

Duration: 01:00 ⇕ hours:minutes

Select Template: Shared Templates\Default Meeting Template ⇕

Language: * English ⇕

Access: ◯ Only registered users may enter the room (guest access is blocked)

◯ Only registered users and accepted guests may enter the room

→ ◉ Anyone who has the URL for the meeting can enter the room

Audio Conference Settings

→ ◉ Do not include any audio conference with this meeting.

Step 4: Click "finish" button.

Step 5: You will get a meeting information page as below. Copy the URL and use it in your Blackboard course.

Students will be able to easily click the link in BB and log into the class meeting as a guest. Students are encouraged to enter their real name to attend the meeting.

Meeting Information

Name:	**Test Meeting**
Summary:	**test Meeting**
Start Time:	**09/24/2013 10:45 AM**
Duration:	**00:15**
URL:	**http://webconnect.austincc.edu/ntestmeeting/**
Number of users in room:	**0**
Language:	**English**
Access:	**Only registered users and accepted guests may enter the room**

Enter Meeting Room

3. Set up Audio

Make sure you set up your audio well before starting the meeting and choose the right microphone.

Step 1: Go into your class meeting, click "Meeting", then click "Audio Setup Wizard" and go through all the steps to get your audio ready.
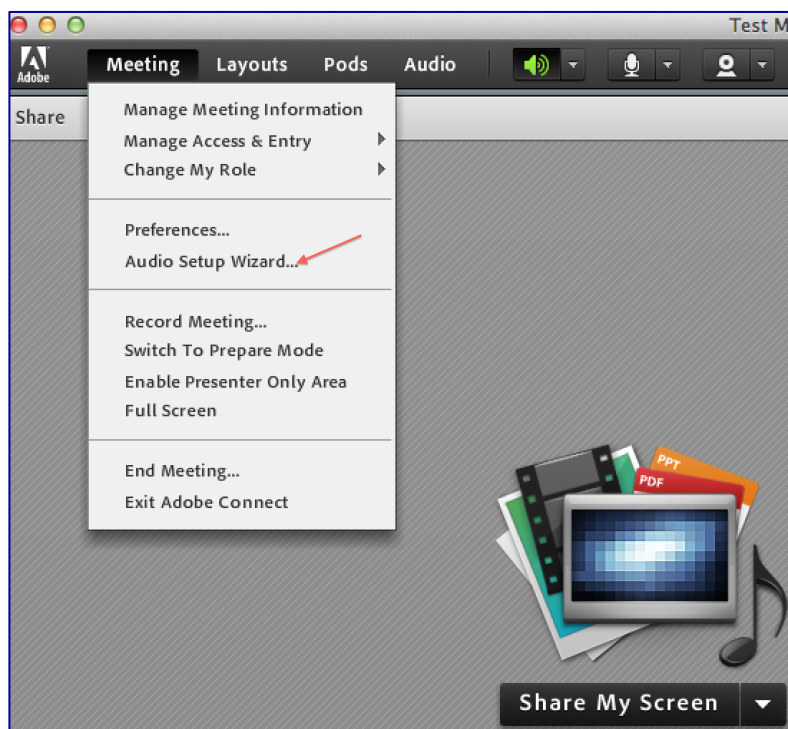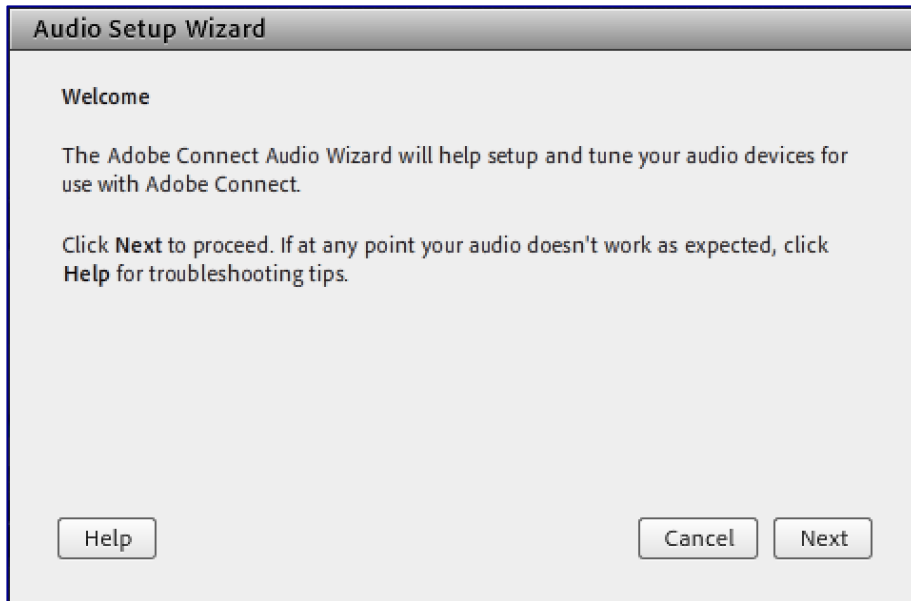
Step 2: Make sure to click "connect My Audio" to make your microphone work.
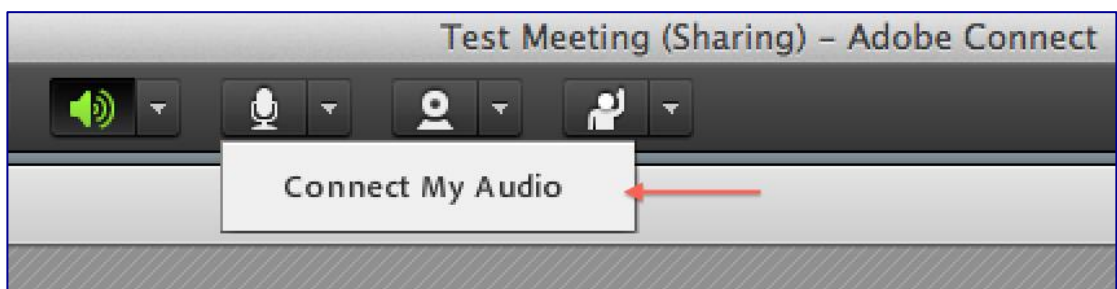
Step 3: Then, you will see a screen of "Adobe Flash Player Settings". Please click "Allow".
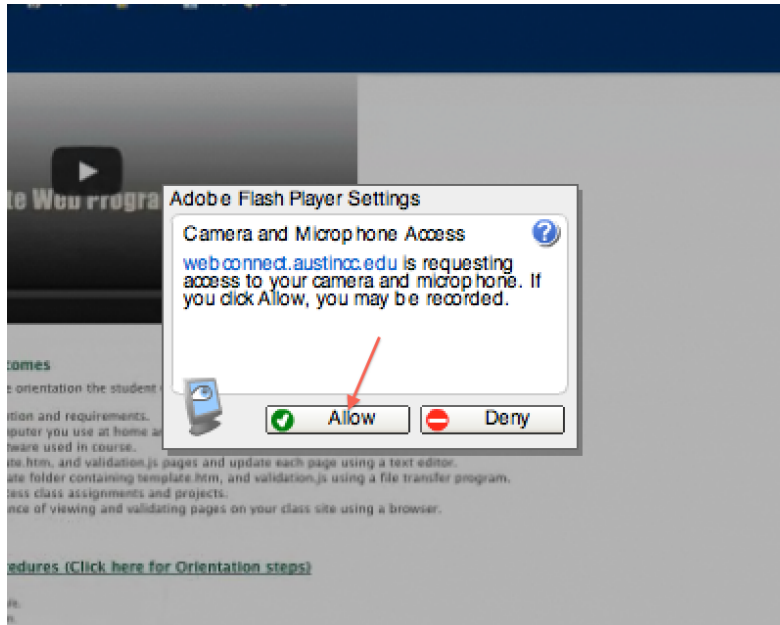
Step 4: The "Microphone" icon will turn green and you can talk to your students now.

Top

4. Share video, screen or document

If you want to use webcam, make sure to click" start My Webcam"
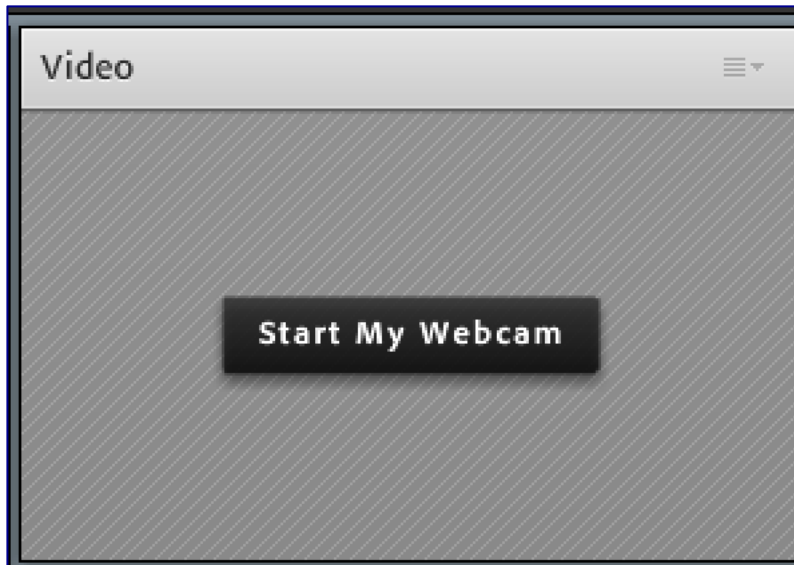
You also can share your screen or document or whiteboard with your students if you want to.
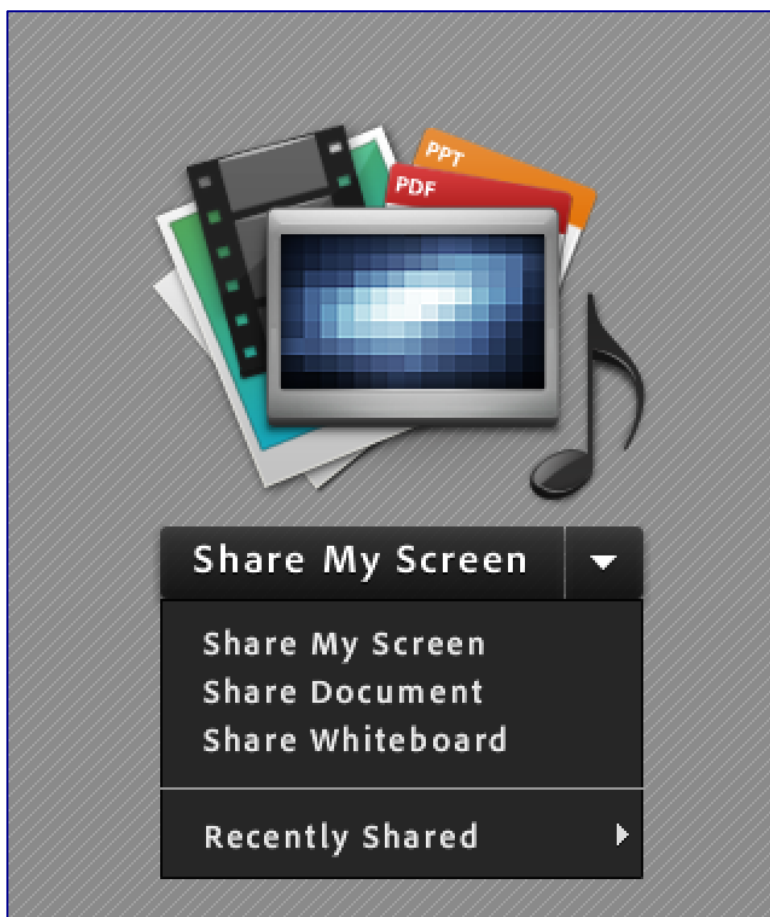
5. Communicate with your students

When students try to log into Adobe Connect classroom, you will see a request screen on top left screen. You can either choose "Allow Everyone" or only let the guest student get into the classroom.
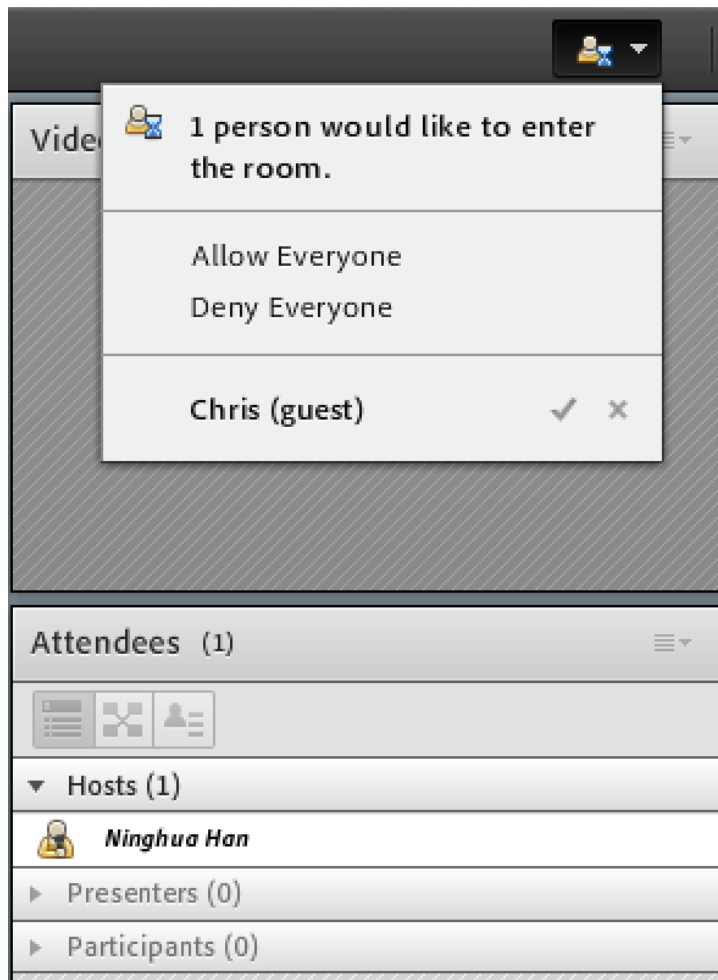
Then, you will be able to see this student on participant list.
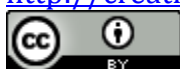
In order to enable this student use audio, you need to click this student's name and "Enable Audio" for this student.
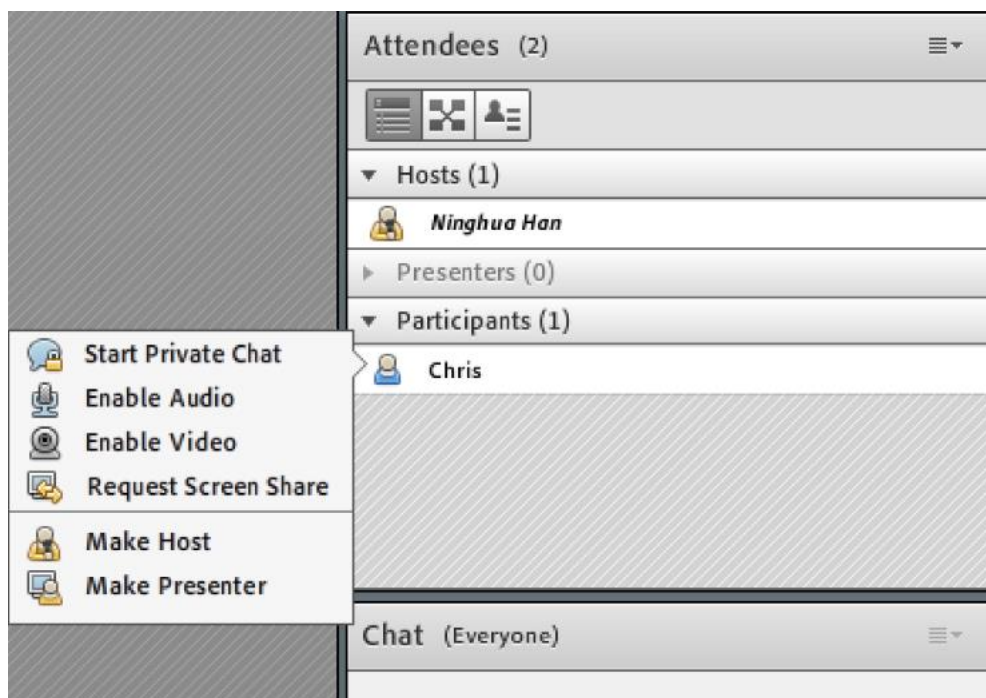
After that, there is microphone icon will be shown beside this student's name.
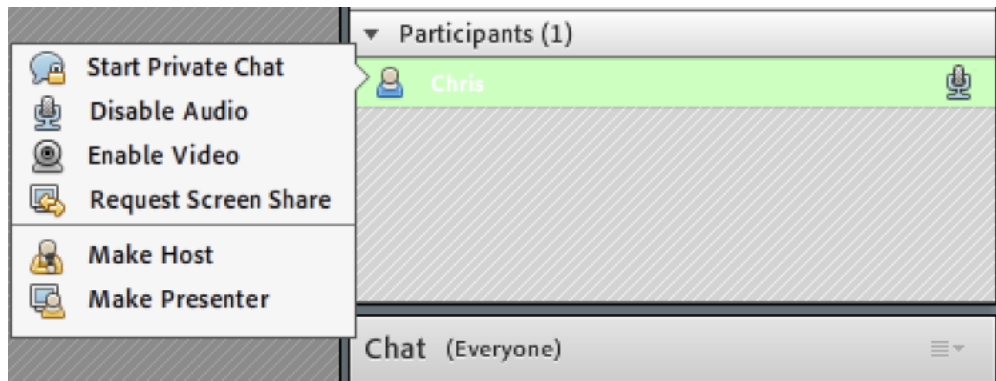
You can also "Enable Video" for this student. When students need to share their screens or documents with you, you need to click" Make Host" or "Make Presenter" to change their roles.

Top

6. Record the meeting

You can record the meeting if you think other students have the same questions or interests. Then, you can share the recording video link into Blackboard. You may need to ask permission from students to share the link in BB.

Step 1: After everything is prepared, you can start to meet with your student(s) and record the meeting.

Go to the meeting, click "Meeting" and select "Record Meeting"
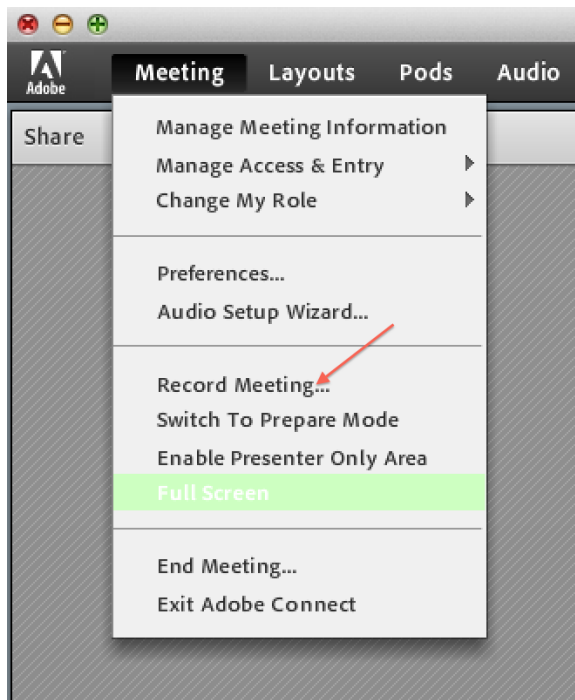
Step 2: You need to put the name for this meeting and a short description. The suggested way is to put the meeting topic as the name. Then, click "ok".
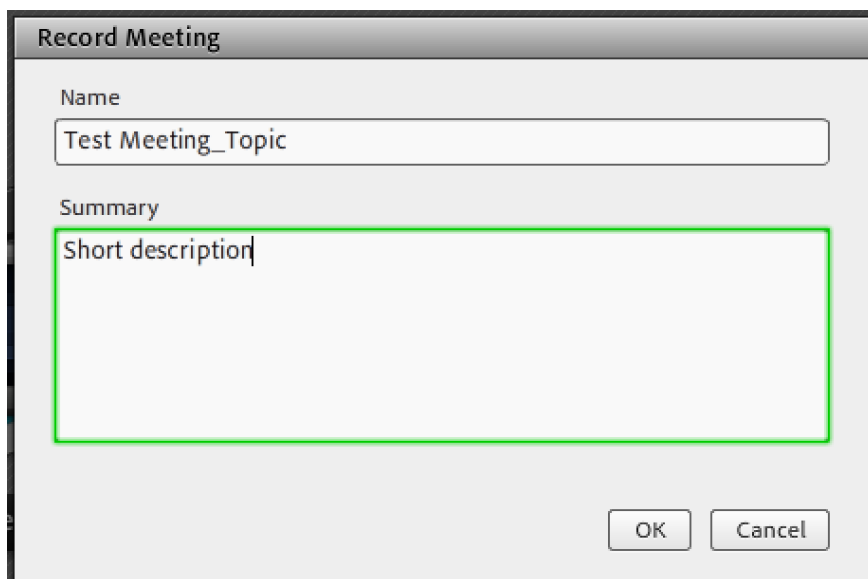
Step 3: When you start to record, you will see a red dot on top right corner. You can click "stop recording" when the meeting finishes.

Step 4: Login at http://webconnect.austincc.edu, click "Meetings", then click your class meeting.
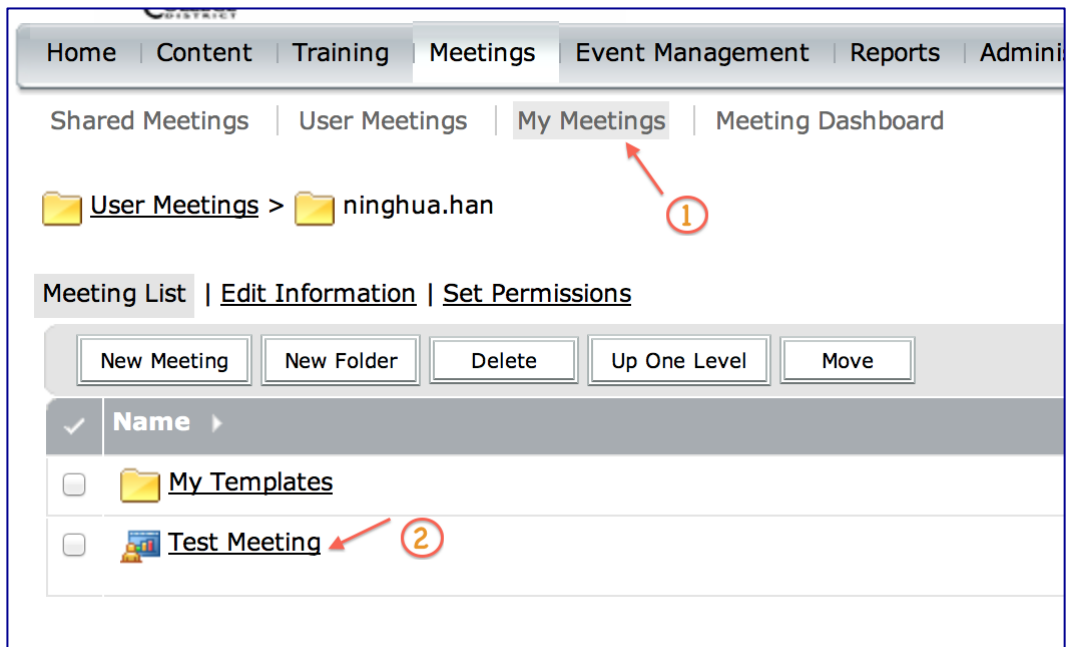
Step 5: Then, click "Recordings".

Step 6: Click the video recording you want to share in BB.

Step 7: Adobe Connect can automatic generate a link for your recording video. Copy the video and paste it into BB.

Meeting Information | Edit Information | Edit Participants | Invitations | Uploaded Content | Recordings | Reports

Recording Information   [Edit   Return To Recordings   ]

Title: **Test Meeting_Topic**

Duration: **00:04:19**

Disk usage: **316.8 KB**

Permissions: **Same as parent folder**

URL for Viewing: **http://webconnect.austincc.edu/p3nib3b5yq2/**

Summary: **Short description**

Language: **English**

Uploaded on: **09/24/2013 4:56 PM**

Edit Recording   Make Offline

Top

Communicating with your Professors by using Adobe Connect:
A step-by-step guide (for students)

Students don't need to have Adobe Connect accounts and don't need to download any software to attend Adobe Connect meeting.

Students who set up an online meeting with their professors only need to:

1. Log into corresponding Blackboard course.

2. Click "Class Meeting" on left side of the menu, then, click "Class Meeting Link".
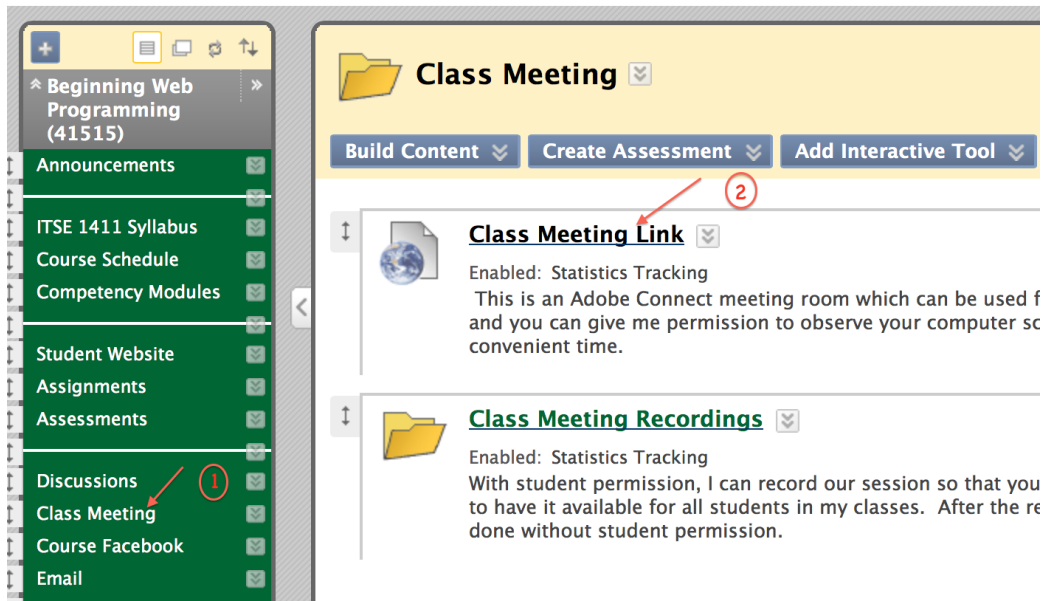
3. Click "Enter as a Guest", then, enter your full name so that your professor knows who you are. Then, click "Enter Room".

4. When you are in the online class meeting room, your instructor will enable your audio. Then, on the right side of the window, you will see a microphone icon beside your name.

You also can type and chat.
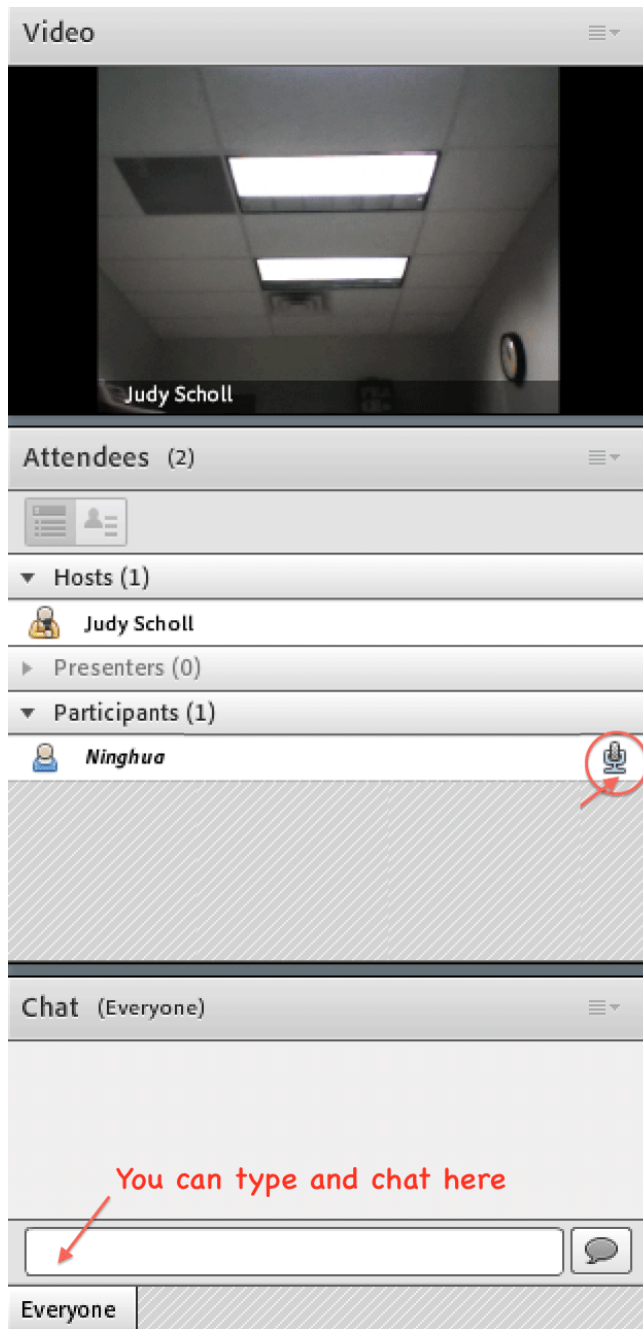
5. On the top center of the screen, click the "microphone" icon to connect your audio.
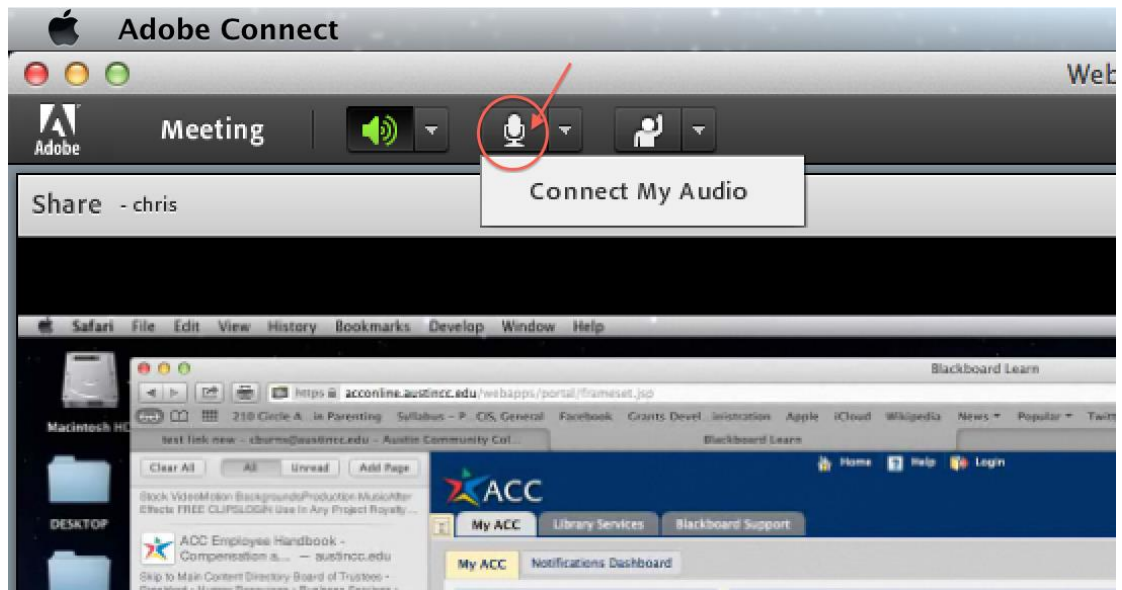
6. Then, you will see a screen of "Adobe Flash Player Settings". Please click "Allow".
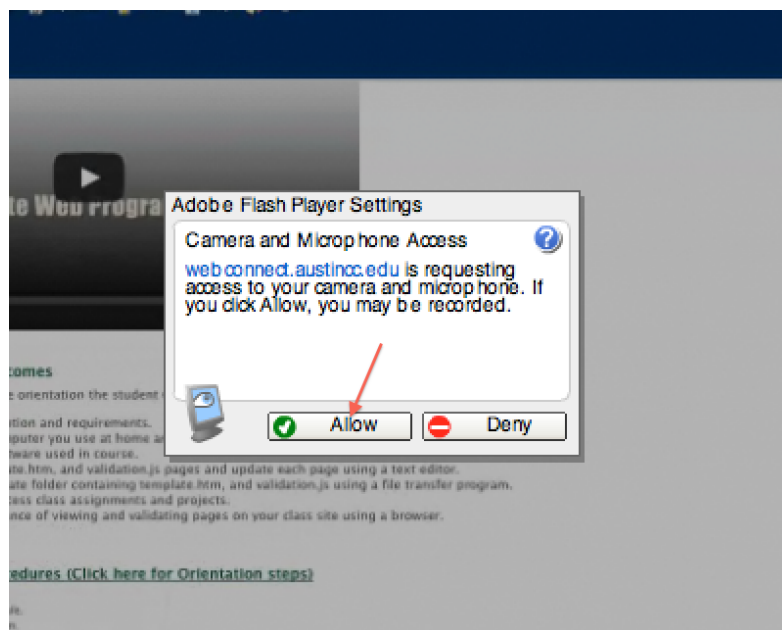
7. The "Microphone" icon will turn green. You should be able to speak with your professor now.

8. When instructors enable your video, you can also start your webcam.
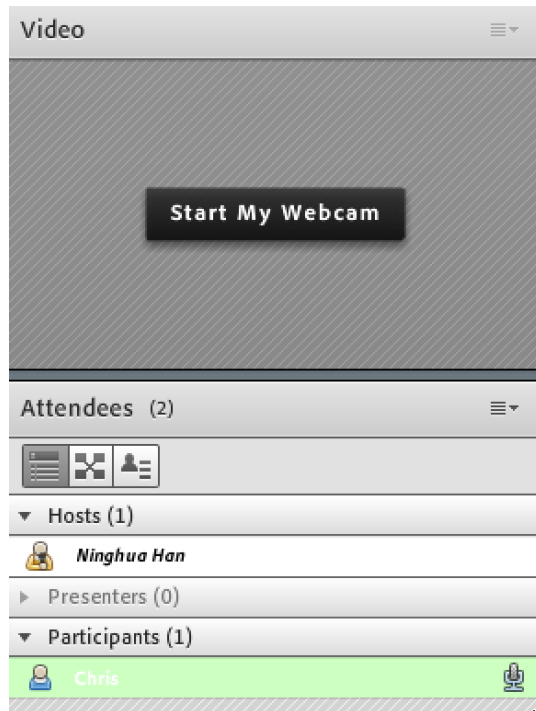
Sharing the screen or documents in Adobe Connect

In order to share your screen or documents in Adobe Connect, the professor needs to change your role to " presenter." After switching your role, you will be able to see "Share My Screen" in the center of your screen.
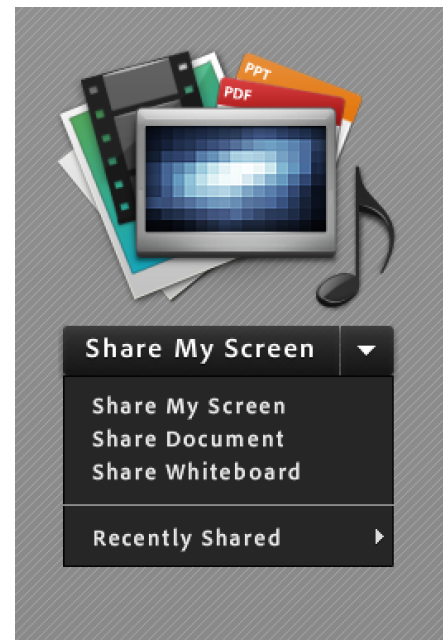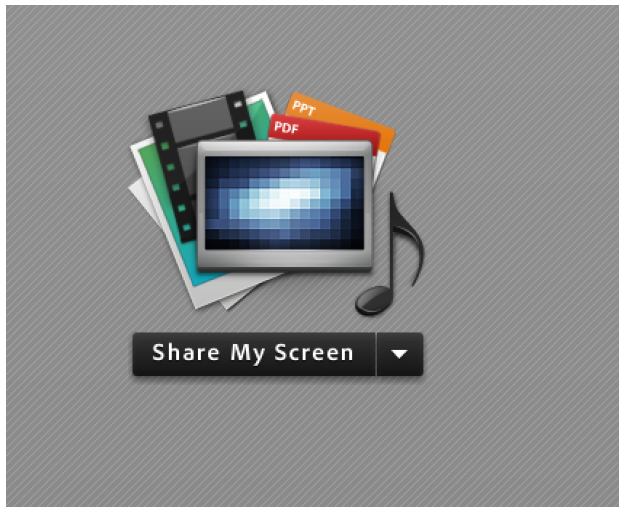
Click the drop down menu, then, you can select "Share My Screen", or "Share Document".

Useful Tips for Using Adobe Connect

1. Firefox is the preferred web browser for using Adobe Connect. If you cannot share your screen in Google Chrome browser, please try Firefox.

2. Adobe Connect only supports Adobe Flash Player 10 or above. So, please check and upgrade your Flash Player to appropriate version.

3. If you followed the steps in the Setup Wizard and are still unable to make audio work try the following:

   Go to: Start > Control Panel > Hardware and Sound > Sound > Manage audio devices.

   In the Sound window, check whether corresponding audio devices, such as headphones or speakers, are enabled to work.

4. Always make sure that your speaker and microphone icons are turned to green. Adjust your microphone and speaker volume so students can hear you.

5. Never check "Enable Single Speaker Mode" under "Audio" only if you really need. Otherwise, only one person can speak at a time.
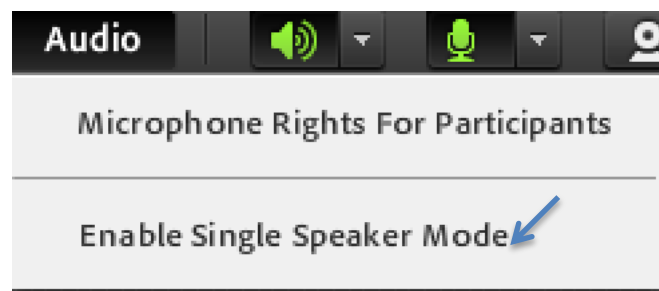
6. Don't move yourself to Presenters. As a Presenter you will lose control to enable students' audio and video. Only Host has all the controls.

7. You can share PDF, PPT, and image files, but not word file by using Sharing Document function. If you need to share a Word file with students, please use "Share Screen" function and open the Word file in your shared screen.

8. If you are talking or tutoring with a student, and don't want other

students joining the class for certain time, you can click "Meeting", then select "Blocking Incoming Attendees...". On "Block Incoming Attendees" page, you can type a message for incoming attendees. Thus, when other students want to enter the class, they will be shown this message.
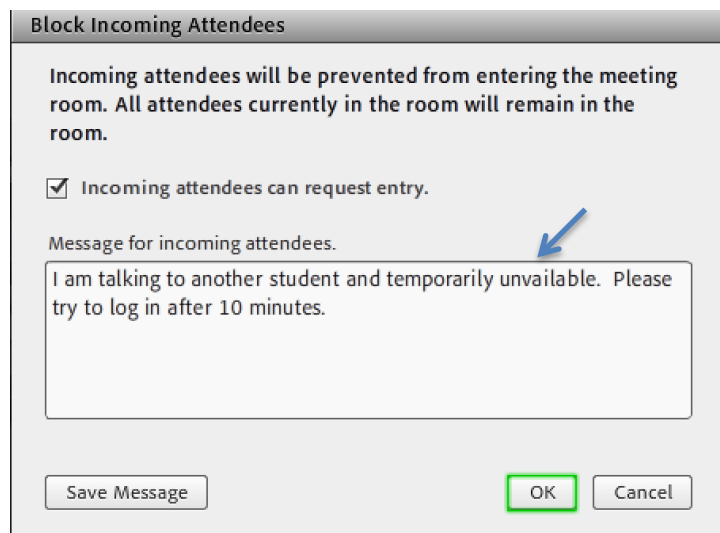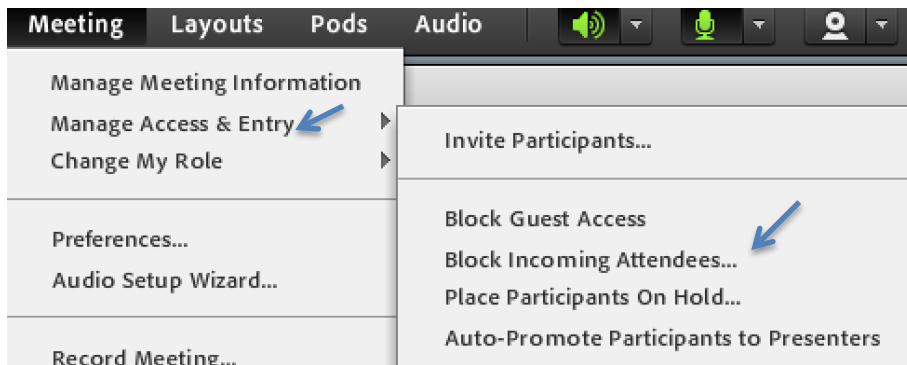
9. When create a new Adobe Connect Meeting, please try to use the course's name or number, APT tutor or coach... to the name the meeting room. Then, when students click the meeting link, they will know which meeting room they will enter. Otherwise, they will only see a number randomly generated by Adobe Connect.

Topic 10
Best Practices of Camtasia

Best Practices of Camtasia for Screencasts (Mac)

This course will cover what you need know to get started using Camtasia to create tutorials or demos. We will look at why and when you'll make certain choices to improve results. Overall, the goal is to make you a better creator of screencasts.

1: Preparation
- Prepare, Script, Rehearse

2: Make a Great Recording
- Set Dimensions for recording, editing, and exporting
- Select, Start, Pause

3: Explore the Editor
- Things you need to do and know before you get into editing

4: Understanding Editing Essentials
- Saving your project – save before you do anything
- Setting the canvas right to get the produced size you want
- Adding assets to your video

5: Additional Editing Essentials
- Previewing parts of your project
- Removing sections of your video at the beginning, end or in the middle
- Removing sections in the middle of a clip.

6: Utilizing Zoom & Pan
- Using SmartFocus as a starting point
- Editing Zoom and Pan Animations
- Adding animations to Zoom and Pan

7: Understand using Annotations
- Adding annotations
- Making annotations appear when you want
- Customizing annotations

8: Cursor Effects
- Adding
- Customizing

9: Create better audio
- Poor audio is distracting
- Best capture device USB Microphone
- Control background noise
- Post recording tips

10: Exporting Screencasts

Best Practice 1: Preparation

• Prepare, Script, Rehearse
Taking the time up front will save editing time and produce a better video.

• **Tips**
1. Clean up your computer – Close applications you are not using, move icons off your desktop, if your background is unusual or loud, consider changing it to something simpler.
2. Make a Full Script – Your language will be really concise and will help make sure you cover everything you want. At a bare minimum make a good, easy, to follow outline.
3. Do a Practice Run Through- Rehearsing the entire process as you would if you were recording often reveals issues.

Example script (see attachments)

Attention to small details in the projects' early stages will help maintain a relaxed demeanor when recording, as well as save editing time and produce high quality recordings. It is not necessary to strive for network/broadcast quality, as long as the message is clear, concise, correct, and complete.

Exercises: Clean Up Your Desktop, Look through the example script,
Write a script (or outline)

Best Practice 2: Make a Great Recording

      • Set Dimensions for recording, editing, and exporting
      • Select, Start, Pause

With your desktop prepared, your script in hand and a run through under your belt, you are ready to launch Camtasia.
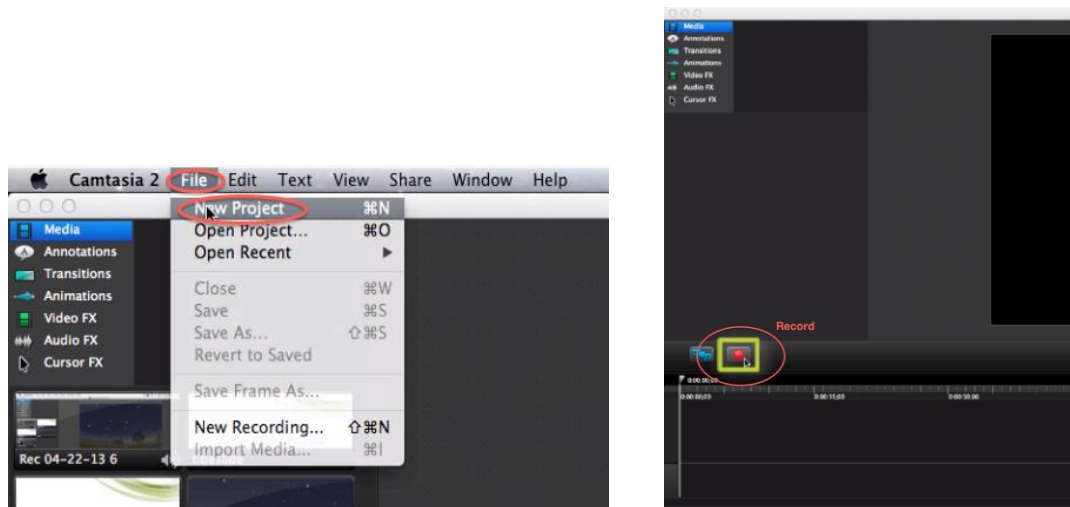
Launch Camtasia — Start New Project

Pressing record opens settings.   Full screen mode is the default.

Here you can select which display or which portion of it to record, as you select different dimensions a border preview will be shown in the window.
If you want to record audio only just click on the green border to turn off screen capture.
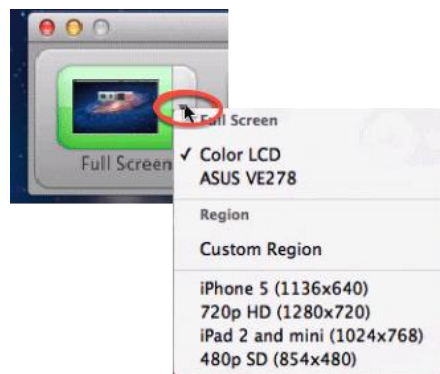
Enabling the on board iSight Camera – choose desired camera.

Make sure to choose the best microphone from the drop down; not built-in microphone.

The system audio button records sounds such as pings and clicks.

Begin Recording:
• Click on red REC button the recording interface will hide and you'll see a 3 second countdown dialogue.
• When the countdown stops the recording will start and you may begin.
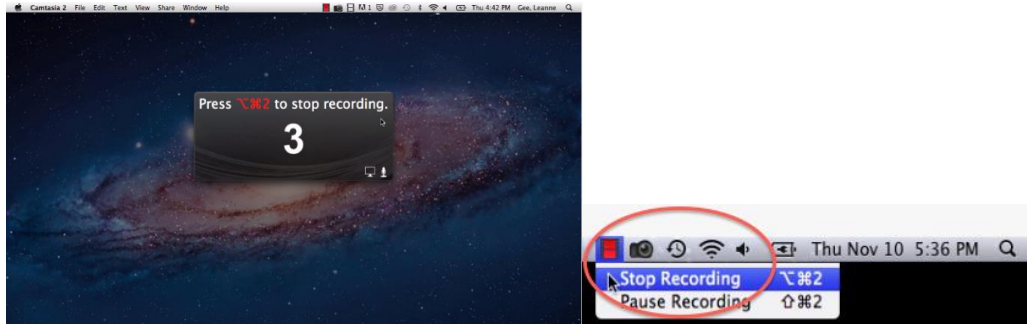
• If you have to pause or stop the recording click the red box in the menu bar.
• Choosing PAUSE is the best option, from there you can: rename the , delete, start over or complete the recording. Note: when you hit complete it will open the editing interface.

Helpful Exercises:
  • Use a Script
  • Set up and make a recording, using:
    -   fullscreen
    -   microphone

Best Practice 3: Explore the Editor

Things you *need to do and know* before you get into editing
   • Editing interface opens your video is in 3 locations
  1. Media Bin – audio, video, stills
    Adding items to the bin: right click in the media opens import dialog
    Preview a clip by a clicking on it, you can scrub through to view all effects
    Access Annotations / Transitions / Animations / Other Effects
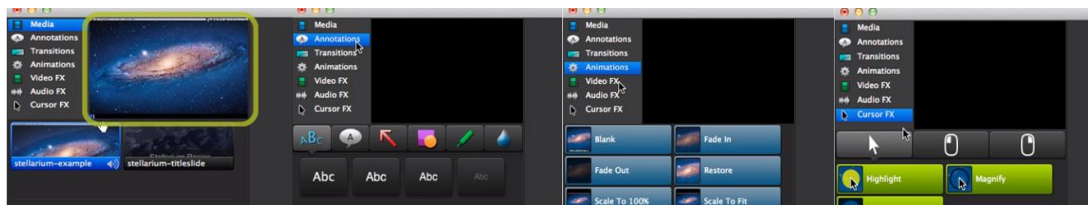
  2. Canvas – where you change the look of the video
    A selected item will have circled anchor points – drag to resize.
    Drag anywhere else on the image to reposition it.

Use the smaller central dot to rotate position.

The yellow crosshair lines indicate the edges of the media's boundaries.
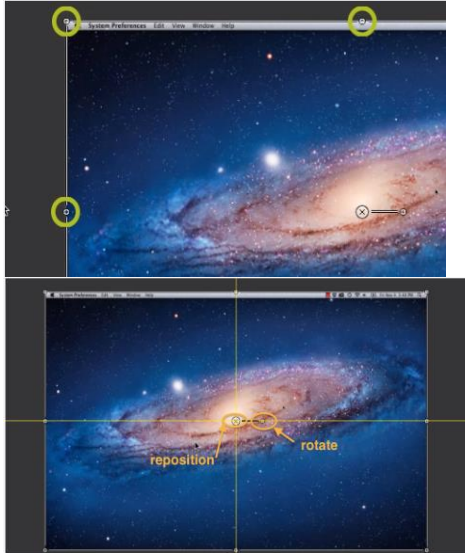
editing size = produced size

reposition   rotate

3. Timeline - here you control what appears at what time in your video.

Tracks enable you to view many things at once

0:00:00;00

0:00:00;00   0:00:05;00   0:00:10;00

Annotations ➝

stellarium-titleslide   **Images**

stellarium-example   **Video**
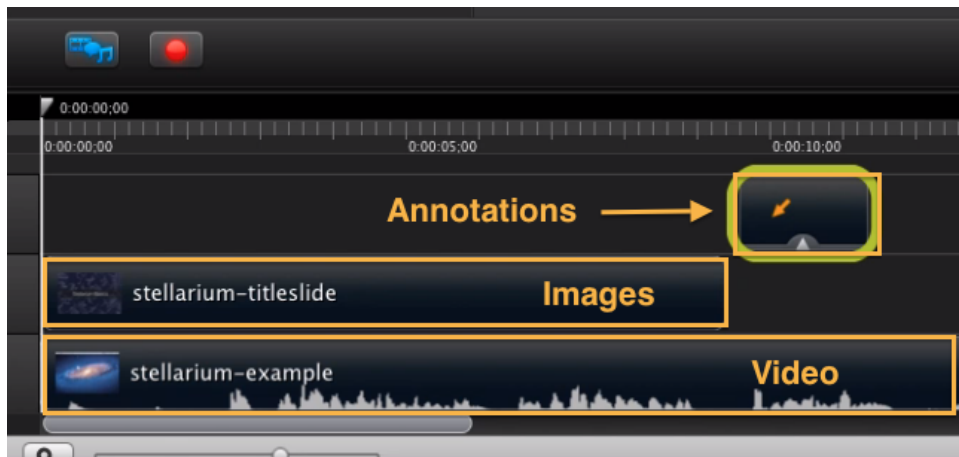
An Exercise: Play around in the editor.

Best Practice 4: Understanding Editing Essentials

1. Saving your project – save before you do anything.
2. Setting the canvas right to get the produced size you want- Best quality comes from setting your resolution the same for recording,   editing, and exporting. Popular video streaming sites such as Vimeo and You Tube display HD format, best to use HD settings.
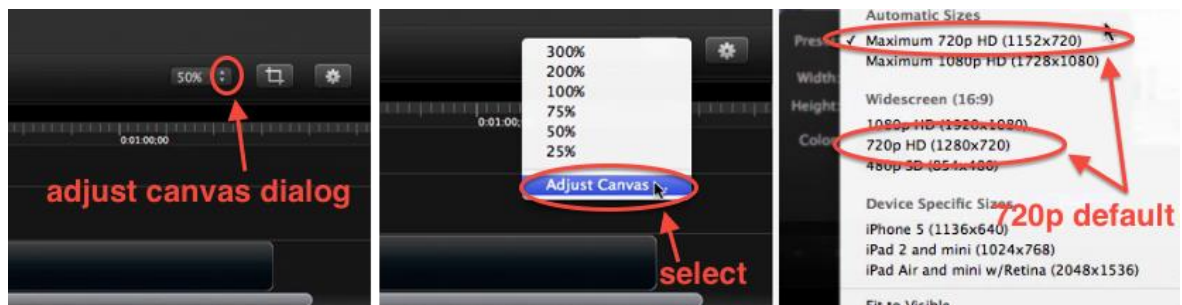
3. Adding assets to your video – just drag items from the media center to the canvas or timeline. Camtasia will highlight the areas you can add them. Clips can be easily adjusted.

720p HD (1280 x 720) is a universal standard that is used by video hosting sites and can be comfortably used on monitors, laptops, tablets and mobile phones. If you are not sure where or how the videos will be viewed, stick with this default.

Use the 16:9 aspect ratio under PageSetup in Powerpoint (if you will be recording with Camtasia).

TIP: if you want to see your video at the same size and clarity viewers will see it change the adjust canvas dialog setting to 100%.

Best Practice 5: Utilize Additional Editing Essentials

1. Previewing parts of your project:
   a. Use the space bar to start and stop playback.
   b. To move the playhead, click at the specific point above timeline.
   c. You can scrub back and forth on timeline using the playhead.

2. Removing sections of your video at the beginning or end.
   Pull playhead to where you want the video to start. Move the cursor to the left edge of the clip, when it turns into a double sided arrow use it to drag the beginning of the clip until it snaps to the playhead, this crops off the beginning.

3. Removing sections in the middle of a clip.
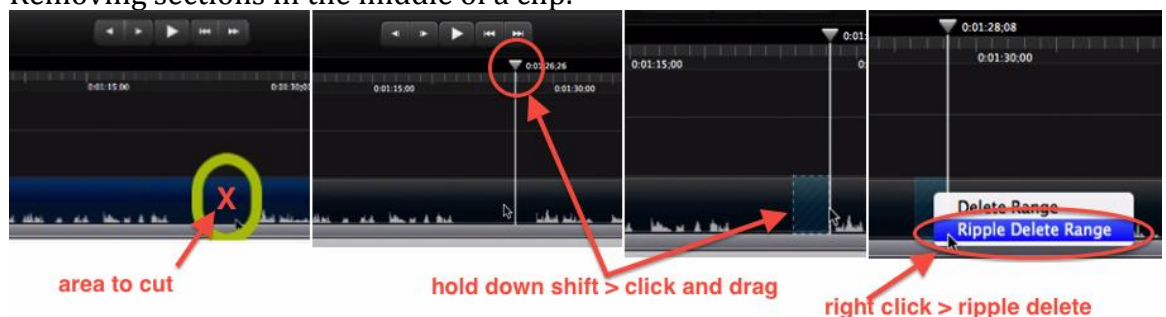
Best Practice 6: Utilizing Zoom & Pan
- When to use
    1. Zoom in when showing detail or want viewers to focus in on something.
    2. Zoom out to establish context. Prevent viewers from getting lost.
    3. Use Pans to make sure your area of focus is showing.
- Using SmartFocus as a starting point
    1. Right click the track head
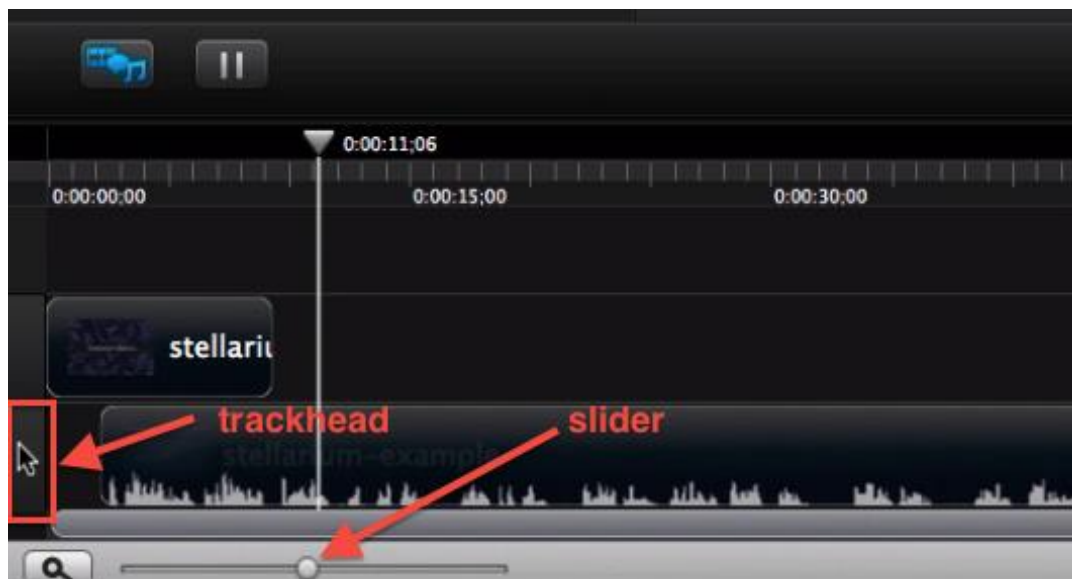
  2. Drag Smart Focus to selected clips on timeline
  3. Zoom into timeline using slider
  4. Expand to see arrows, which indicate beginning and ends of animations.
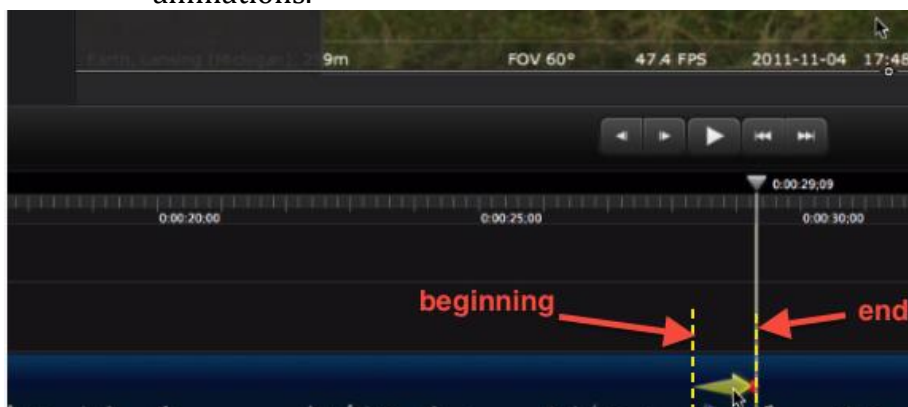
 Note: multiple animation arrows will show up in SmartFocus you do not have to use them all and can others if need be.

- Editing Zoom and Pan Animations
  1. Making details crisp – move playhead to after the animation, right click on canvas.
  2. Choose scale to pixels
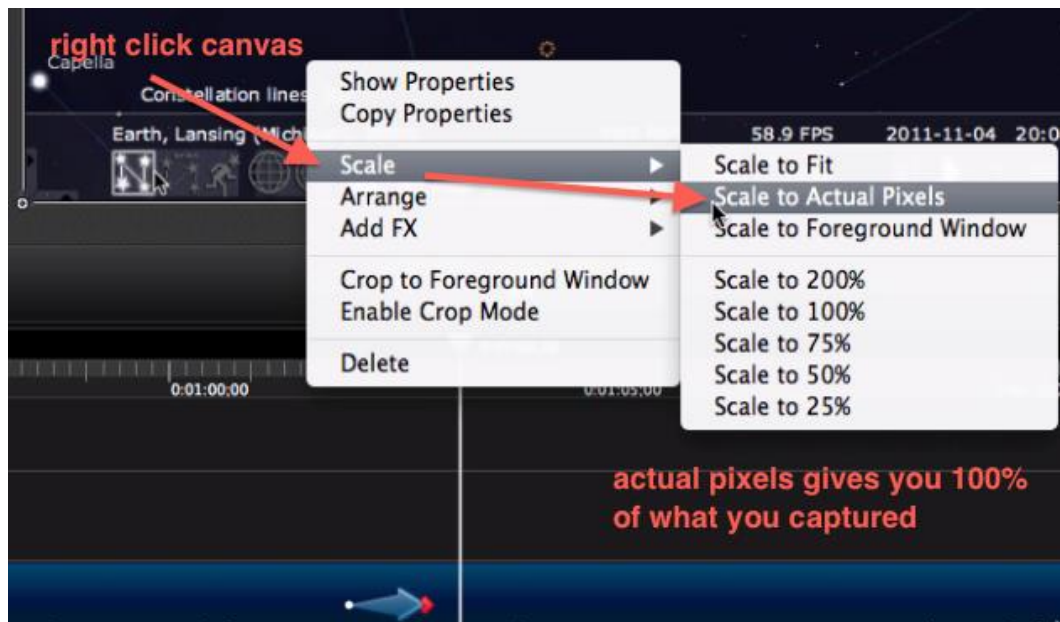
3. Adjust speed of animation
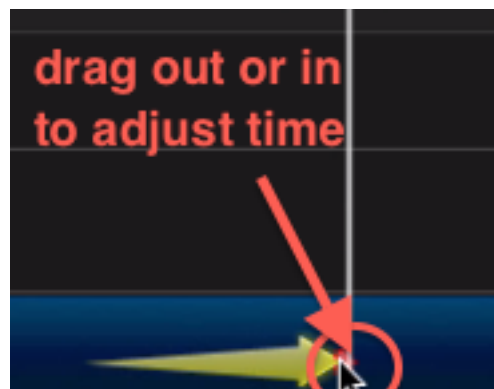
- Adding your own animation to Zooms and Pans: Simply go to the Animations panel and drag the desired animation to the timeline, adjust length and location as desired.

Best Practice 7: Understand Using Annotations
- Available Annotations
  1. Text

2. Text bubbles
3. Arrows
4. Shapes without text
5. Highlighters
6. Blur – to block out sensitive information.

• Making annotations appear when and where you want
1. Drag the Annotation onto the canvas and adjust
2. You can adjust length, position, angle,
3. Annotations will appear on the timeline as well
4. Place playhead where you want the Annotation to start drag it to the playhead until it snaps to it on the left, repeat on the right for the end of the annotation.

• Customizing annotations
1. Open properties pane for options.
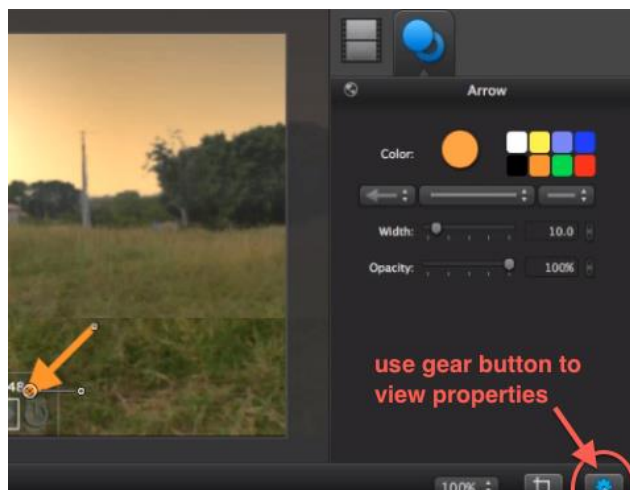
Best Practice 8: Cursor Effects
>   • When to use: the main thing is to not overuse the cursor effects, they can
>   be   effective and also can be distracting. The click ripple is fairly subtle.
>   • Adding
>   • Customizing: open the properties pane to adjust cursor's color, size,

opacity.
>   • One Click – to create a unique instance of an effect.
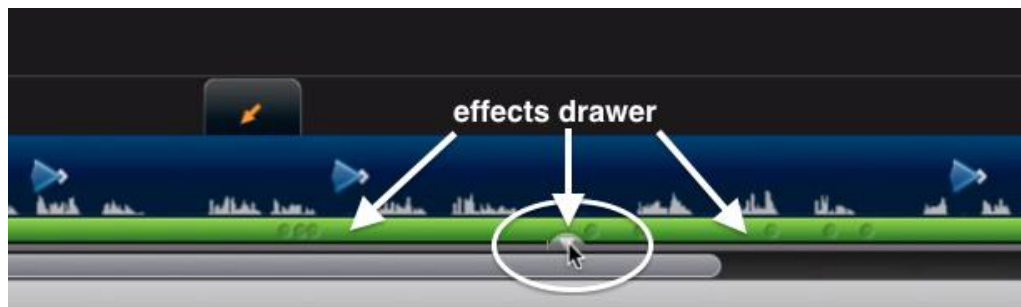
>   Select the effect on the canvas, the drawer will turn yellow to indicate it is
>   selected

>   Drag the left edge to the right, and the right edge to the left so the effect
>   will
>   only play in this spot on the timeline.

Best Practice 9: Create better audio
- Poor audio is distracting
- Best capture device USB Microphone

For the most part , a moderately priced ($30 -$60) USB Headset/Microphone can record very good sounding audio.

• Control background noise around you

A nice thing about headset, or podcasting mics is they often don't pick up much besides your voice. You should still take steps to lower any existing background sound.

• Post recording tips:

1. Adjust the volume. Select the clip on the timeline with the waveforms, then select the audio tab in the properties panel and adjust as needed.
   Note: if you adjust the level too much it may sound distorted. Listen to several parts of the clip to make sure it all sounds good.

2. Add Audio FX
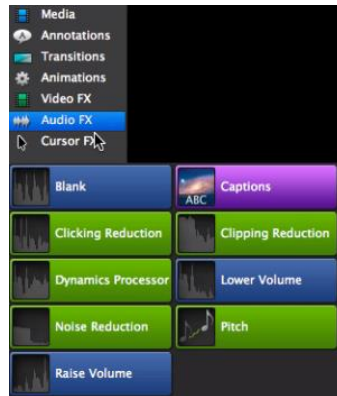
   FX start with setting low and increase as needed. Select in the FX panel (upper left) and adjust in properties panel (upper right)

3. To fade audio in and out- use the Audio Fade In/Out Transition

Best Practice 10: Exporting Screencasts
  • After previewing your video at 100%, navigate to where you will save the final version.
  • When you preview your exported video and notice that the quality needs to be higher. Move the slider bar a bit to the right, stop at about 80% beyond that the file gets bigger, but the quality doesn't change much.
   • You can also elect to make the file size a bit smaller as well by moving a bit to the left.
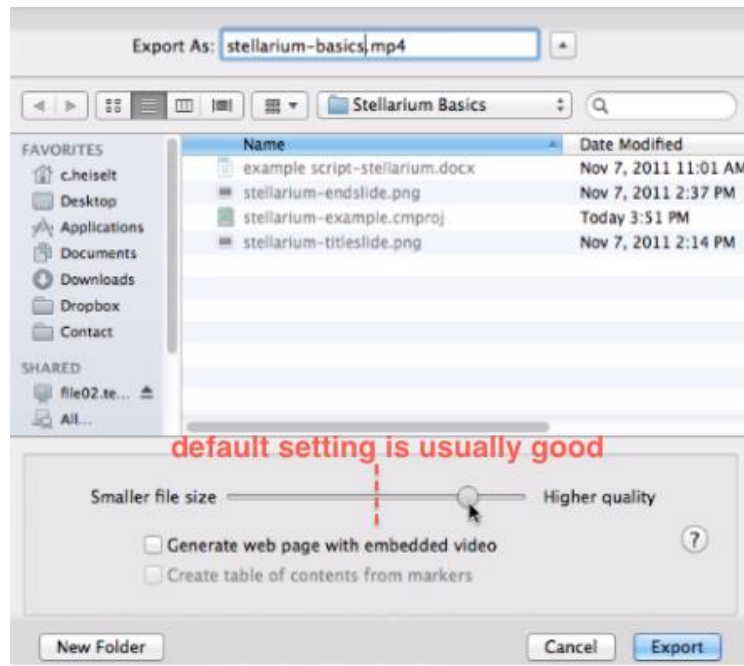
• When your video finishes exporting you can select reveal in finder, from which you can embed, or share to You Tube.

Exporting to You Tube & Embedding Code
• Select Share > YouTube
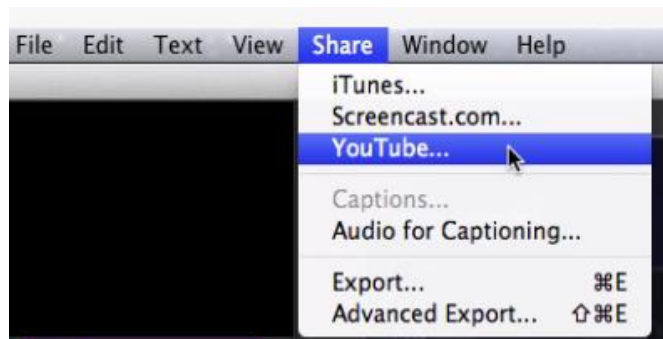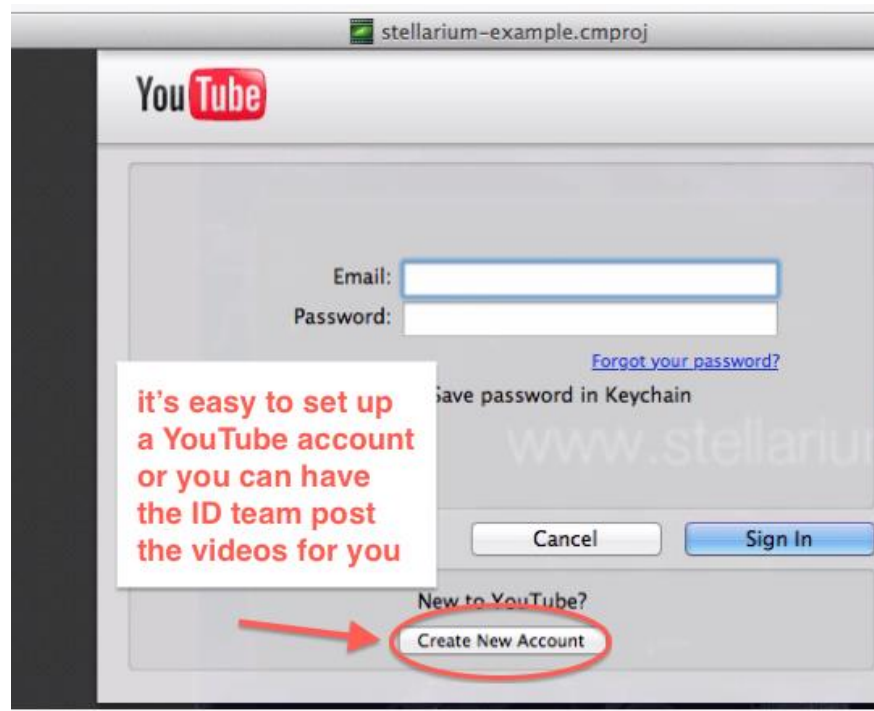
Note: Exporting video to YouTube through Camtasia is not the most expedient way, the processing is queued a requires more time. To accelerate the process you can go directly to your YT channel and upload your .mp4 file there.

If going directly to YT:

• Select View Channel   >then Creator Studio >then Video Manager > then Select Files to Upload >Navigate to the Desired Video

• When processing is done choose a video thumbnail or upload a custom thumbnail, fill in your title, description and tags and select PUBLISH

Embedding Code
• Click >Share   >then Embed > copy the iframe code and use it to embed in blackboard or other web page.

Best Practice Camtasia for Screencasts (PC)

This will cover everything you need know to start using Camtasia to create tutorials or demos. We will look at why and when you'll make certain choices to improve results. Overall, the goal of the course is to make you a better creator of screencasts.

1: Preparation

2: Make a Great Recording

3: Explore the Editor

4: Applying SmartFocus to Zoom and Pan

5: Utilizing Callouts

6: Adding Quizzes

7: Produce and Share Your Video

Best Practice 1: Preparation
• Prepare, Script, Rehearse
Taking the time up front will save editing time and produce a better video.

• **Tips**
1. Clean up your computer – Close applications you are not using, move icons off your desktop, if your background is unusual or loud, consider changing it to something simpler.
2. Make a Full Script – Your language will be really concise and will help make sure you cover everything you want. At a bare minimum make a good, easy, to follow outline.
3. Do a Practice Run Through- Rehearsing the entire process as you would if you were recording often reveals issues.

TechSmith   01. Before you Record - Prepare, Script, Rehearse   CS 8

#	Action on Screen	Audio
1.		In this tutorial, I'm going to share some tips to help you have a successful recording session with Camtasia.
2.		These tips should save you a lot of time editing down the road and give you a much better quality video in the end.
3.	Tip Callout:	First tip: Clean up your computer.
4.		Unless you'll be recording a full screen application or a presentation that hides everything else, make sure what your viewers see on your computer desktop isn't distracting.
5.	Close out an application that's open on screen	Try closing any applications you're not using.
6.	Select and start dragging off screen to other desktop.	Also, move the icons off of your desktop. If you have two monitors, like I do, it makes it really easy to just drag them to the monitor that you won't be recording.
7.		Or, put them in a temporary folder somewhere else—you can always move them back later.
8.	Fade in a couple different backgrounds to show it's busy-ness...and end up on something plain.	Finally, if your background is too colorful, or consists of family pictures or funny comics, consider changing it to something a little less distracting.
9.	Tip Callout:	The next tip pertains to planning...and involves either writing out a script, or preparing a detailed outline.
10.		A script helps you organize everything you want to include in your video and makes sure that your language is exact and concise.
11.		Some people just have a gift and can press Record and start talking to create a great

Example script (see attachments)

Attention to small details in the projects' early stages will help maintain a relaxed demeanor when recording, as well as save editing time and produce high quality recordings. It is not necessary to strive for network/broadcast quality, as long as the message is clear, concise, correct, and complete.

Exercises: Clean Up Your Desktop, Look through the example script, Write a script (or outline)

Best Practice 2: Make a Great Recording

- Settings for area selection and audio
- Select, Start, Stop
- Save and manage files

Launch Camtasia > Click record the screen - Clicking Record the screen button will minimize Camtasia studio to the task bar and open the recorder
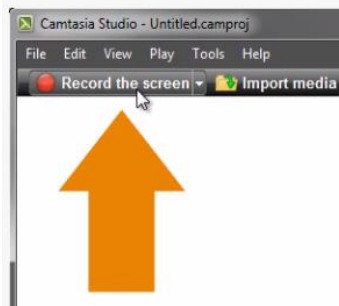
Recording Area Selection

• By default the full screen area option is selected. You will see a green dashed line on the borders of the recording area of your screen.

• You can select which display or which portion of it to record, as you select different dimensions a border preview will be shown in the window.

• Choosing a 720p option from the custom area drop down is recommended and works well on most devices as well as video server sites like YouTube and Vimeo.

Audio Selection

• Audio ON is the default. Enable and disable by clicking.

• Expand audio menu to choose input source.

• System audio default is added to a separate track on your timeline and refers to any sound that comes out of your speakers.

Final Preparations
- Test your microphone level by adjusting the slider until the level is about in the middle.
- Open the applications or windows you plan to record.

Record
Click the REC button or use F9 key to start recording.
It is recommended you use F10 to stop recording.

Save and Manage Files
- When you stop recording a preview will display, you can preview your recording before you save it. Click the view at 100% button to fit recording to the entire window> then again to view it full res.
- Click save and edit. Recommend a new folder for each project.
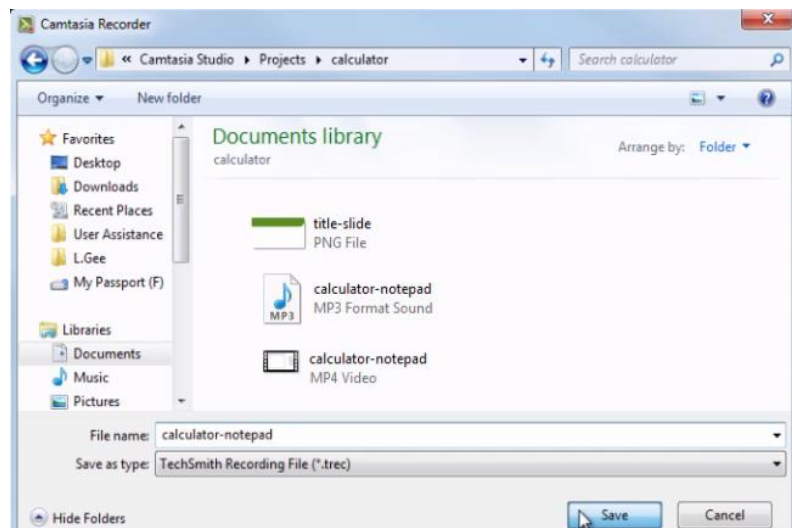
• Your saved .camrec file (Camtasia Recording) opens a .camproj (Camtasia Project) file, your editing interface.
• Versions of Camtasia above 8.3 produce cross platform .trec (TechSmith Recording) files as well.
• The first time you save your project you will be reminded that in order to share your project you must produce it to a shareable format, such as .mp4 or .mov
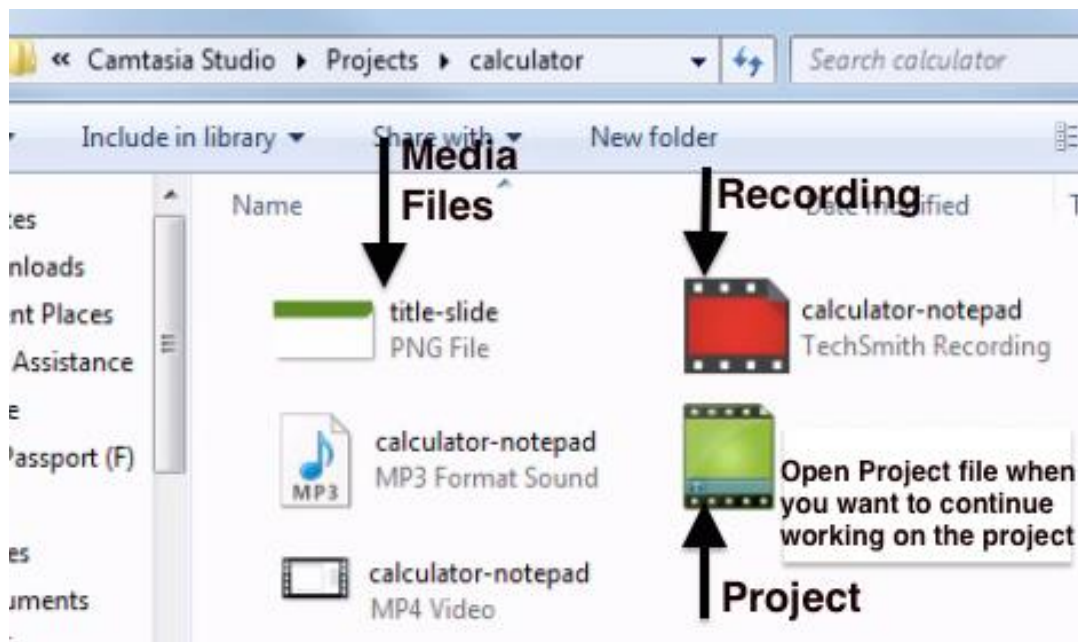
Best Practice 3: Explore the Editor

The Clip Bin
• Holds all video, audio and image files for the current project.
• To import to activated clip bin select **Import Media**
• Drag individual clips from the clip bin to add them to your video

The Canvas
- Clicking and holding on canvas allows you to reposition video. Grid lines help you snap to specific areas.
- Drag from corners to resize video.
- Click on center point to rotate your video.
- Playback controls and time code note position of the playhead and overall duration of video.
- Changing Display size will not change the dimensions of your video.
- Maximum 720p HD is the default dimension a versatile option.
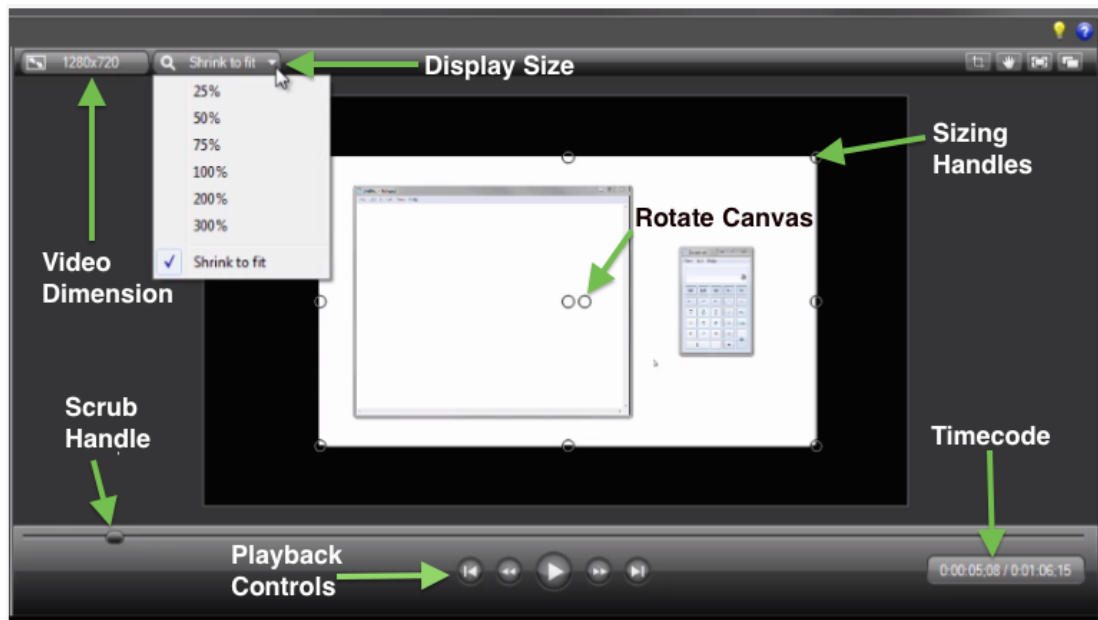
Use the 16:9 aspect ratio under PageSetup in Powerpoint (if you will be recording with mtasia).

The Timeline
- Unlimited number of tracks to build on, place video, audio or images on any track in any position.
- Right click a track name to rename it, or remove it, or choose other options.
- Drag the inpoint and outpoint handles on playhead to make selections on timeline.
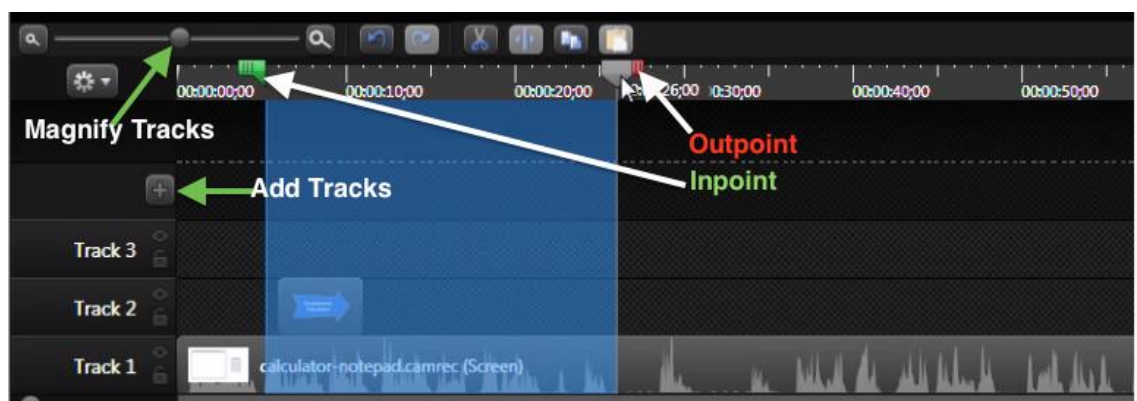
Best Practice 4: Applying SmartFocus to Zoom and Pan

• SmartFocus automatically predicts where to zoom in during your video and is especially helpful for smaller screens.

• During recording Camtasia analyses cursor activity, which windows are active and when text is entered, the information is used to add zoom animations in the timeline.

• Works only with .camrec or .trec files no other formats. You can add zoom and pan in other formats you just won't have SmartFocus data.

• To add: Click zoom-n-pan tab > scroll down and look for SmartFocus options.

• Set up SmartFocus to be added everytime you start a project in Camtasia. Go to tools > Options > check apply SmartFocus to clips added.
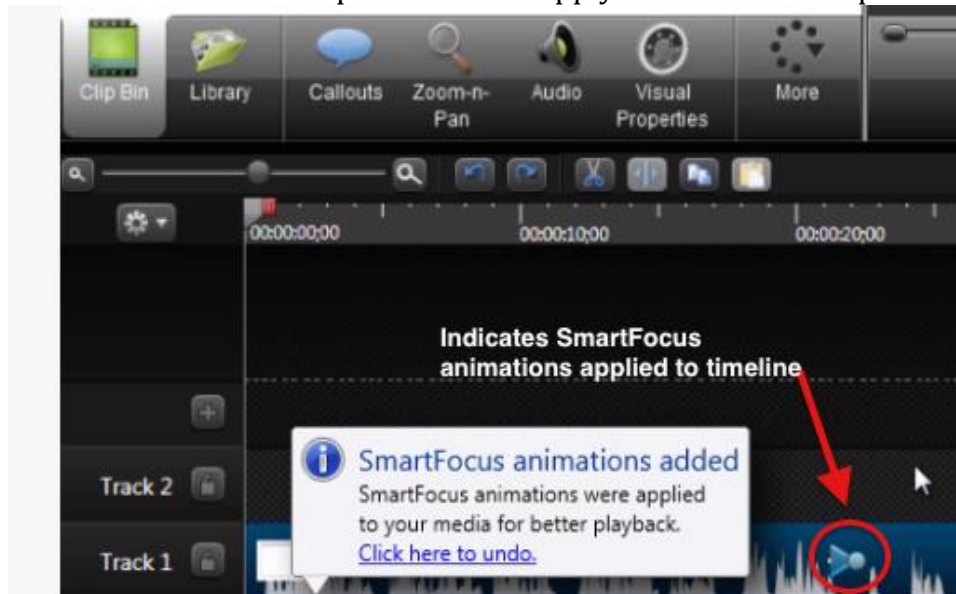
• You can click and drag SmartFocus on the timeline to reposition.

• Double click the animation to open the Visual Properties panel
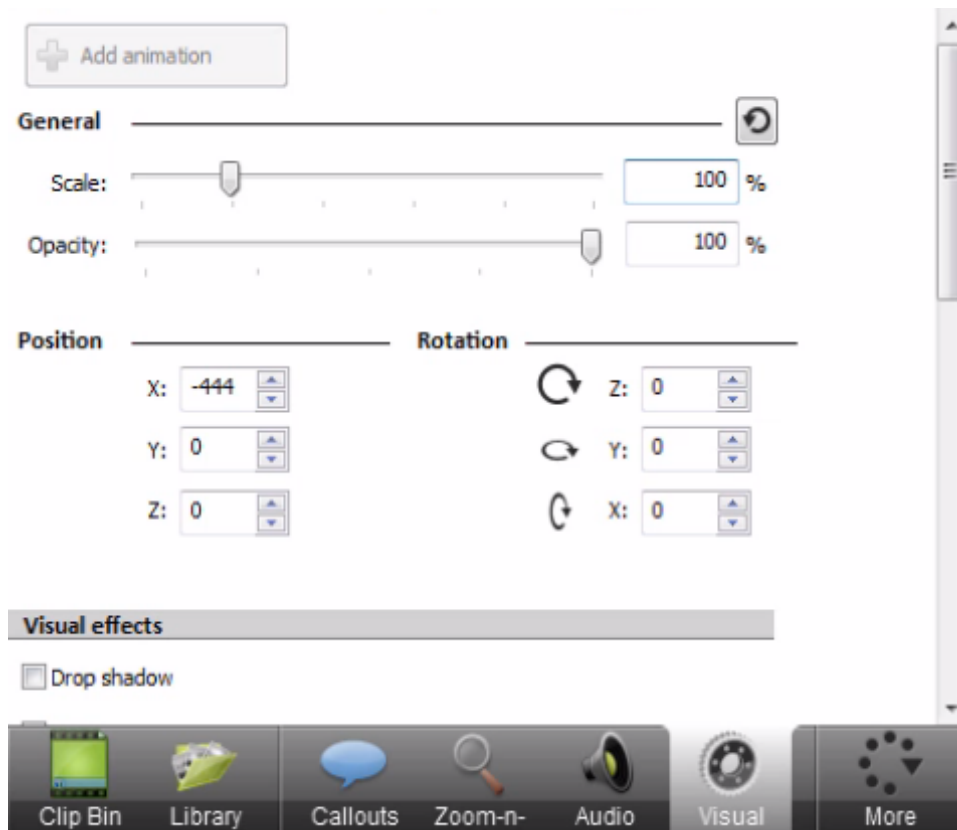
• You can also scale your video by using a corner of the canvas handle.
• An animation will either stay until it reaches the end of the clip or another animation.
• Right click animation icon for contextual menu
• To add media select media on timeline then > add animation.

Best Practice 5: Utilizing Callouts

• Position the playhead on timeline where you want a callout.
• Use audio to help determine callout placements
• Callout Tab > click add callout buttons.
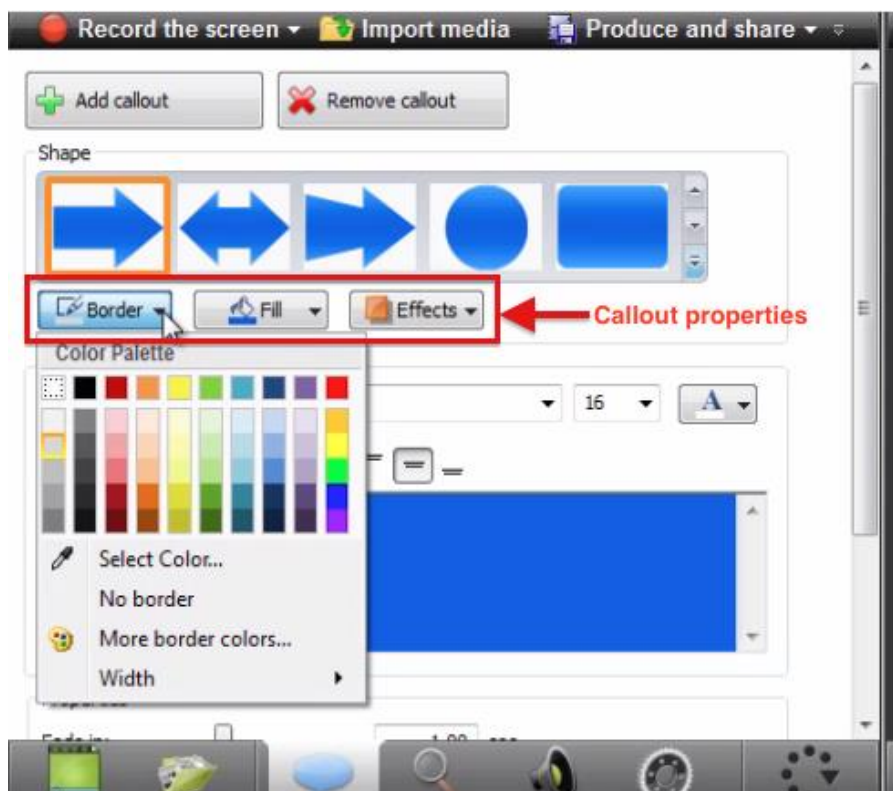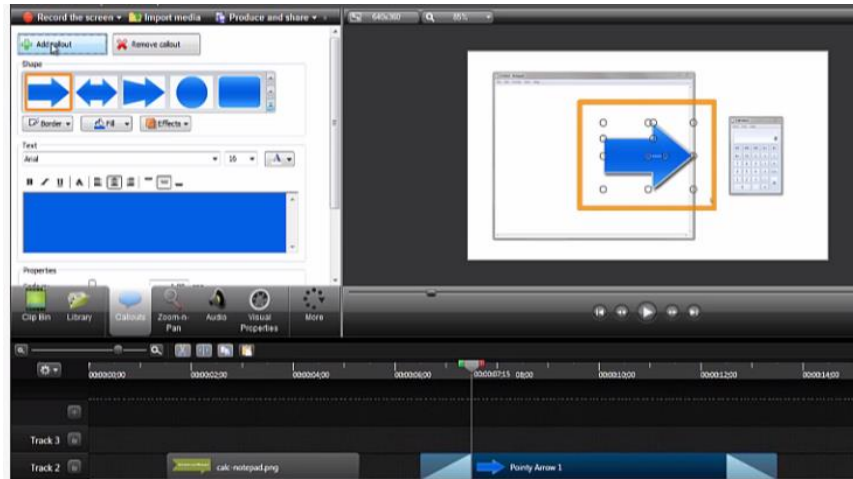
Best Practice 6: Adding Quizzes
- Minimum dimensions are 640 x 480 (use HD 720p)
- Always finish editing before adding quizzes.
- There are many file formats to produce your video project into
- Quizzes are attached to the timeline or a piece of media.

This work is licensed under the Creative Commons Attribution 4.0 International License. To view a copy of this license, visit http://creativecommons.org/licenses/by/4.0/.
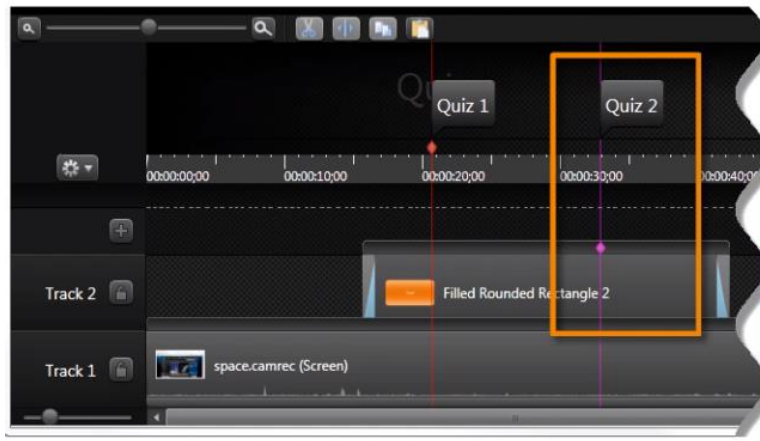
• Click on view icon and select show quiz view (or CTRL Q)

• In quiz view the highlighted areas are where you will add quizzes.

• Hover between the timeline and quiz view and a red diamond appears. Click within the diamond to create a timeline quiz.
• Once created you can move to any spot on the timeline.

• Hover in the bar above a media clip a pink diamond appears and you can add a media quiz, if you should move the media the quiz will go with it.

Editing Quizzes

• Question types: multiple choice, fill in the blank, short answer, true/false.
• Add as many questions as you like > select the correct answer if you selected score quiz > preview quiz
• A sample quiz can be viewed at:
http://www.techsmith.com/tutorial-camtasia-8-quizzing-2.html
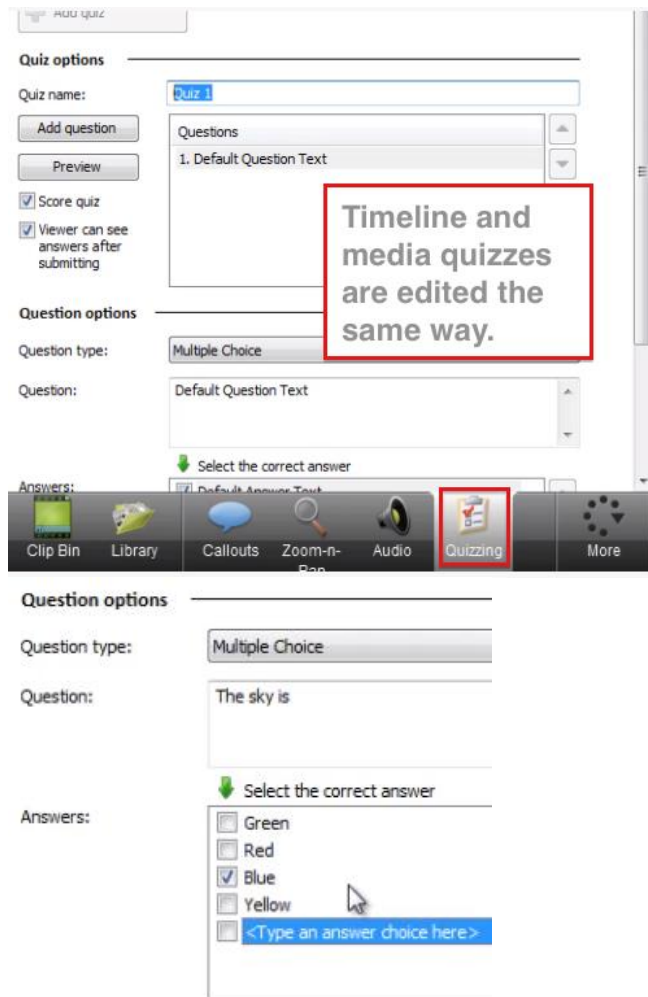
Best Practice 7: Produce and Share Your Video
- There are many file formats to produce your video project into.

• Click Produce and Share button (above clip bin) > Launches wizard.
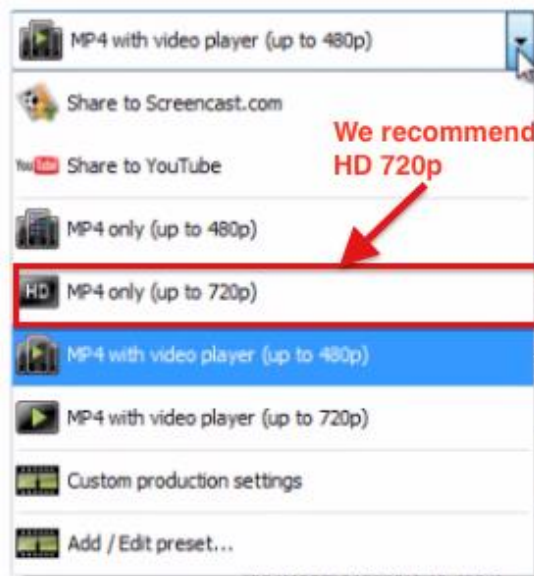
• View production options…

• You can easily set up a You Tube Account to host your course videos on. Examples we have used in the past are UN >course code > PW of your choice.

• ID team will be able to transcribe your video for close captioning

        • You also can directly give the ID team your video to upload, transcribe, and embed into your course on Blackboard for you.

If going directly to YT:

        • Select View Channel >then Creator Studio >then Video Manager > then Select Files to Upload >Navigate to the Desired Video

        • When processing is done choose a video thumbnail or upload a custom thumbnail, fill in your title, description and tags and select PUBLISH

Embedding Code
        • Click >Share >then Embed > copy the iframe code and use it to embed in blackboard or other web page.

Topic 11
Best Practices of Online Proctoring Tools

Online Proctoring Tool Comparison

		ProctorU (Live)	Kryterion (Live)	Software Secure Remote Proctor Pro (Recorded)	Software Secure Remote Proctor Now (Recorded)	Respondus Monitor (Recorded)
Cost	Setup / Integration	$0	Based on 10,000 enrollments, a one-time fee of $10,000 is charged for setup and integration	$0	$0	A free, 2-month pilot at your institution with no obligation.
	Special Webcam	⬜	⬜	$150 (BuyBack Program) 360-degree web-camera, microphone and fingerprint verification scanner. Requires the following additional fees: $30 annual license per device, $15 support and hosting fee, per device	⬜	⬜
	Pricing	$20-$25 per 2 hour exam	$24 - $30 / per exam	If reviewed by faculty, maybe $5 Reviewed by trained people, $10/exam unlimited time Charge by each exam or charge school per month/quarterly	If reviewed by faculty, maybe $8-10 Reviewed by trained people, $15/exam unlimited time Randomly review percentage of exams	First-year licenses $3950 for unlimited seats OR Students purchase a Respondus Monitor seat for $10 per course No minimum purchase

					to reduce the pricing	
	License or renew	$0	$0	$0	$0	Institutions with a campus-wide license of LockDown Browser receive 200 free seats of Respondus Monitor each year.
Functions						
	Live proctor	☐	☐	☐	☐	☐
	Session Recorded for review	???	☐	☐	☐	☐
	Schedule a proctor	☐	☐	☐	☐	☐
	Outside website login	☐	☐	☐	☐	☐
	Proctored Lab Option	???	???	☐ (need password in Lab)	☐ (need password in Lab)	☐ (need password in Lab)
	Own Testing Centers	☐	☐	☐	☐	☐
	Provide student Quick Start Guides	???	???	☐	☐	☐
	Proctor get student information	???	???	☐ if institution need	☐ if institution need	☐
	Support other web-based assessments	☐	☐	☐	☐	☐

	Online student Technical support	???	???	24/7 toll free/ticketing system/live chat	same as pro	no 24/7
	Suspicious behavior Report	???		Reported from Pro	Reported from Now	Instructors flag and note suspicious behaviors
	Instructor can review video	???	Authorized administrators can	Access to their website	Access to their website	in BB
	Unlimited Storage	???	???			
	Thumbnails of Recorded video					
	Grade in BB					
	Support other web-based assessment					
	Lockdown Browser					
Security	Secure Authentication		Keystroke patterns / Facial recognition software / System Lockdown***	360 webcam and fingerprint		
	Certified online proctors	???		NA trained reviewer	NA trained reviewer	NA instructor
	Access to student private computer		???			
Technical Requ	Support Mac					

irem ent				
Sam ple Cust omer s	Scinclar community College XXX (Actually Use local proctor and ACCUPLACER)	WGU	University of South Alabama College of Nursing (Pro) University of West Alabama (Now) http://www.softwaresecure.com/customers/ (230+)	600+
Conc ern	Pricing/students need to make schedule/proctor can access to students' computers	Pricing/students need to make schedule/ proctor can access to students' computers??	Pricing / No Live Proctor	Need BB 9.4.1+ package version / No Live Proctor / Not support other web-based assessment/ No 24/7 service

*** Online Proctored Testing (OLP) service/virtually takes complete control of the test taker's machine, transforming the standard personal computer into a secure testing workstation.

Topic 12
Best Practices of CBE Assessments

Develop competency-based assessments using Revised Bloom's Taxonomy

The new Bloom's Taxonomy

The original Bloom's Taxonomy was developed by Benjamin Bloom in the late 1950's. During the 1990's a group of cognitive psychologists, lead by Lorin Anderson, updated the taxonomy reflecting relevance to 21st century learning. Both versions of the Taxonomy are being used in various educational environments.   The revised Bloom's Taxonomy uses verbs instead of nouns to name each domain and reverses the top two domains as below; which are more accurate for competency-based education.

Source: http://educationambassador.com/resources/entry/android-apps-for-blooms-remembering
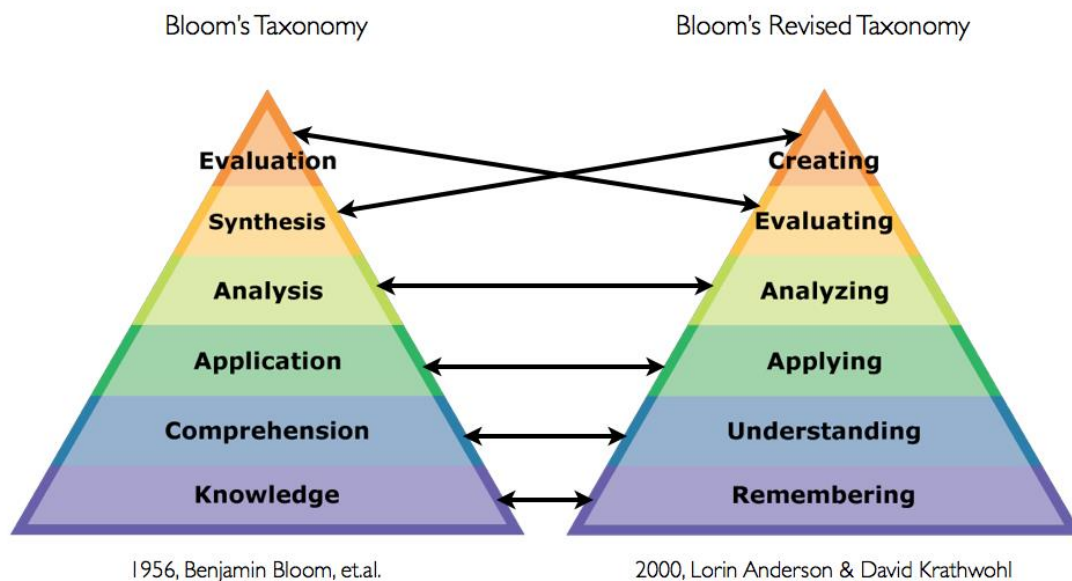
How to use the revised Bloom's Taxonomy to develop your competency-based assessments?

Step 1: Decide your competencies, and sub-competencies if you have any.

Step2: Think about learning objectives, activities, and assessments for each competency or sub-competency. Make sure the learning objectives, activities, and assessments are aligned with each other which is called constructive alignment.
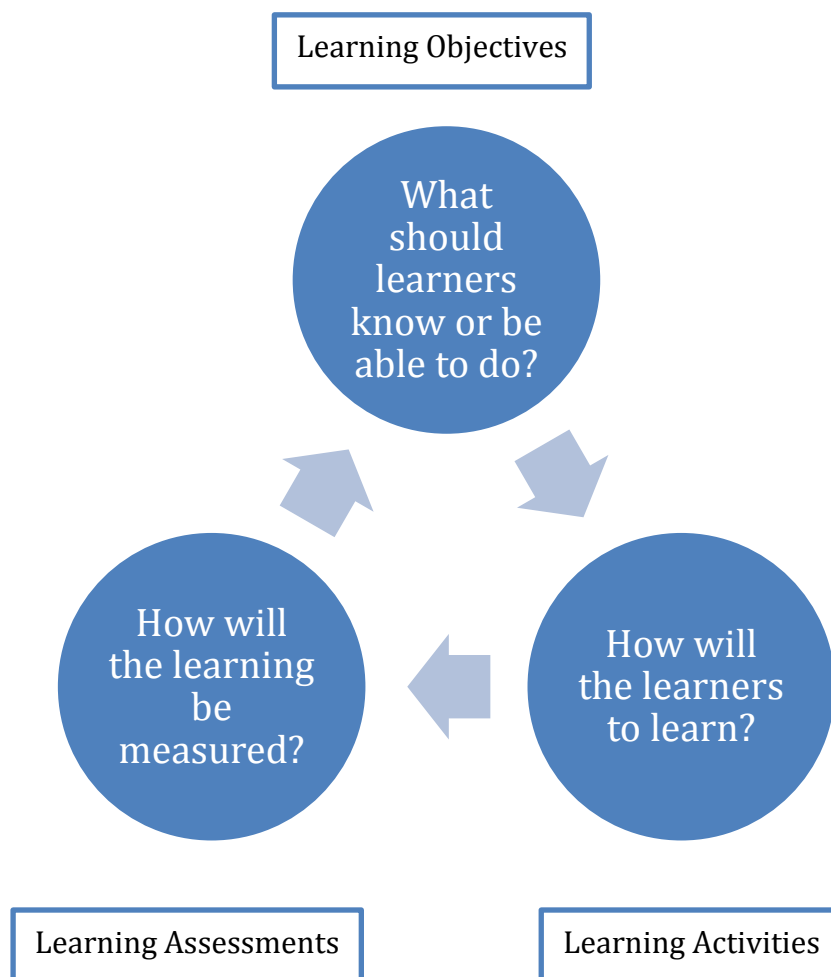
Learning Objectives

What should learners know or be able to do?

How will the learning be measured?

How will the learners to learn?

Learning Assessments

Learning Activities

Step3: Select the appropriate verbs to develop learning objectives. The table below lists suggested verbs for revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Arrange	Associate	Act	Analyze	Appraise	Adapt
Choose	Cite	Administer	Appraise	Argue	Anticipate
Define	Classify	Apply	Arrange	Assess	Arrange
Describe	Compare	Articulate	Break down	Award	Assemble
Discover	Contrast	Build	Calculate	Compare	Build
Draw	Convert	Edit	Categorize	Conclude	Choose
Duplicate	Defend	Calculate	Classify	Consider	Collaborate
Enumerate	Describe	Carry out	Compare	Convince	Collect
Find	Differentiate	Change	Contrast	Criteria	Combine
Identify	Discuss	Chart	Correlate	Criticize	Compile
Label	Distinguish	Choose	Criticize	Critique	Compose
List	Estimate	Collect	Deconstruct	Debate	Construct
Locate	Explain	Confirm	Diagram	Decide	Change
Match	Express	Complete	Differentiate	Deduce	Create
Memorize	Extend	Compute	Discuss	Defend	Design
Name	Generalize	Construct	Discriminate	Determine	Develop
Omit	Give	Demonstrate	Dissect	Discriminate	Devise
Order	examples	Determine	Distinguish	Disproved	Facilitate
Outline	Generalize	Develop	Divide	Distinguish	Formulate
Quote	Group	Discover	Establish	Dispute	Generate
Recall	Identify	Divide	Estimate	Editorialize	Generalize
Recite	Illustrate	Dramatize	Examine	Elaborate	Hypothesize
Recognize	Indicate	Draw	Experiment	Estimate	Imagine
Record	Interpret	Employ	Explain	Explain	Improve
Relate	Judge	Establish	Highlight	Evaluate	Innovate
Repeat	Locate	Examine	Illustrate	Give reasons	Infer
Reproduce	Order	Execute	Infer	Grade	Integrate
Retrieve	Paraphrase	Experiment	Inspect	Infer	Intervene
Select	Predict	Explain	Investigate	Influence	Invent
Spell	Rank	Illustrate	Isolate	Interpret	Make
State	Recognize	Implement	Organize	Judge	Manage
Tell	Relate	Interpret	Outline	Justify	Maximize
Visualize	Represent	Interview	Point out	Measure	Minimize
	Restate	Judge	Prioritize	Negotiate	Model
	Review	List	Question	Persuade	Modify
	Rewrite	Make use of	Relate	Predict	Negotiate
	Select	Manipulate	Reorganize	Prove	Organize

Show	Model	Research	Rank	Originate
Summarize	Modify	Select	Rate	Plan
Transform	Operate	Separate	Recommend	Prepare
Translate	Organize	Simplify	Reframe	Produce
	Paint	Simulate	Research	Propose
	Perform	Subdivide	Score	Rearrange
	Practice	Survey	Summarize	Reconstruct
	Predict	Test	Suggest	Reframe
	Prepare		Support	Reorganize
	Produce		Test	Report
	Record		Validate	Revise
	Relate		Value	Rewrite
	Schedule		Weight	Role-play
	Show			Schematize
	Simulate			Set up
	Sketch			Simplify
	Solve			Simulate
	Tabulate			Solve
	Teach			Speculate
	Transfer			Structure
	Use			Substitute
	Write			Support
				Synthesize
				Test
				Theories
				Validate
				Write

Created by APT Instructional Design Team adapted from:
http://www.teachthought.com/learning/249-blooms-taxonomy-verbs-for-critical-thinking/

Step4: Use Bloom's Taxonomy Wheel to design and develop learning activities and assessments.

Created by APT Instructional Design Team adapted from:
https://magellantech4u.wikispaces.com/file/view/blooms+taxonomy+verb+wheel.pdf
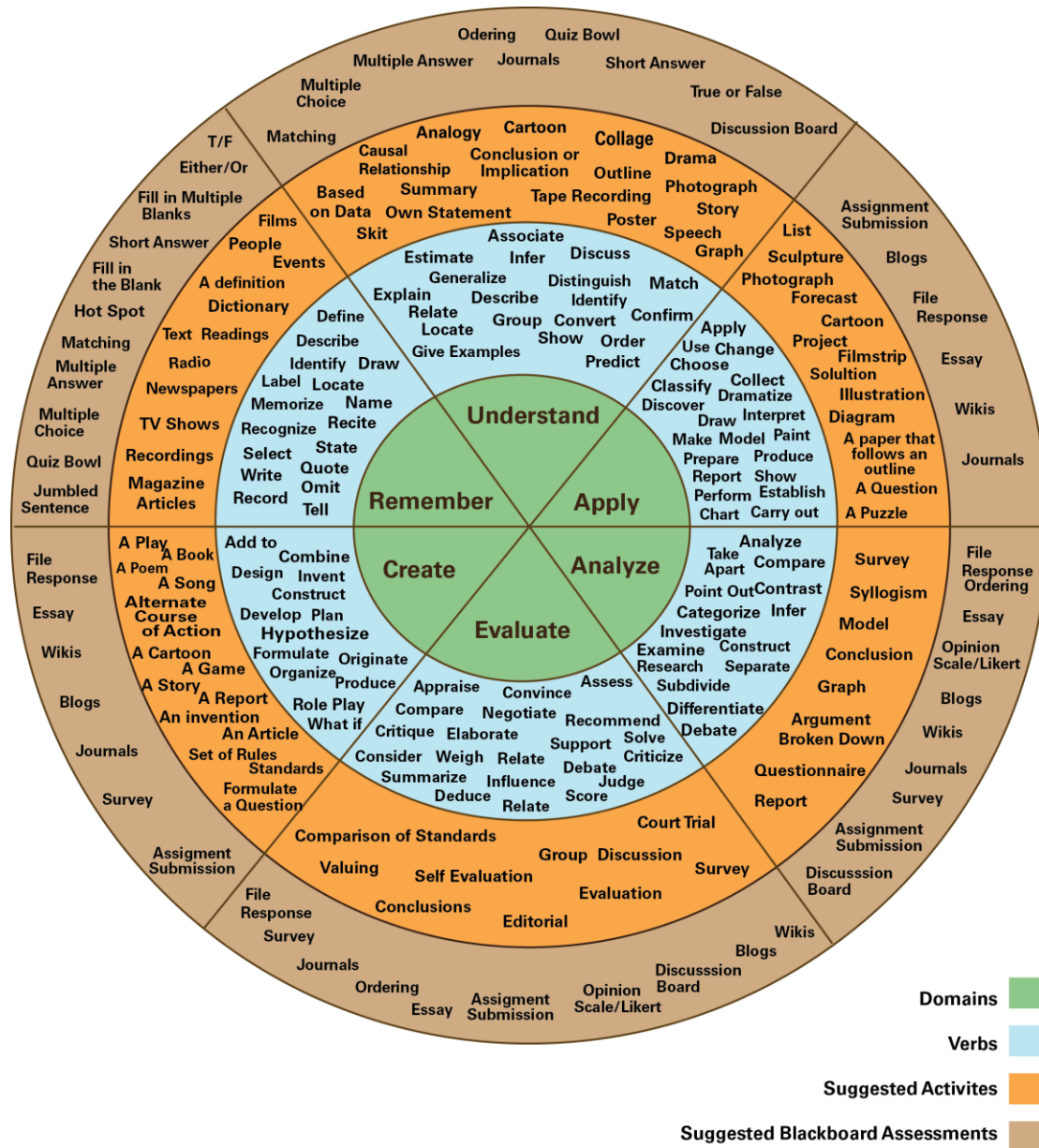
Step 5: Match each question in the assessment to the learning objectives and see whether each learning objective is appropriately measured. If not, think about adding more questions, or revising the learning objectives.

4 WAYS TO CREATE YOUR BLACKBOARD OBJECTIVE EXAMS

Note:

No 1: Use Blackboard	**Need Internet**
No 2: Use Respondus	**No Internet needed, but need to publish to Blackboard later**
No 3: Use Text for Word file	**No internet needed, but need to follow the format, import to Respondus and publish to Blackboard later**
No 4: Use Test Bank	**Need Internet**

No 1: Use Blackboard

One Form Exam

If students will take a same form of exam, you can simply create a new exam in Blackboard.

Step 1: Go to "control panel" in the course you are developing in Blackboard.

Step 2: Click "Course Tools", then click "Tests, Surveys, and Pools", then click "Tests".
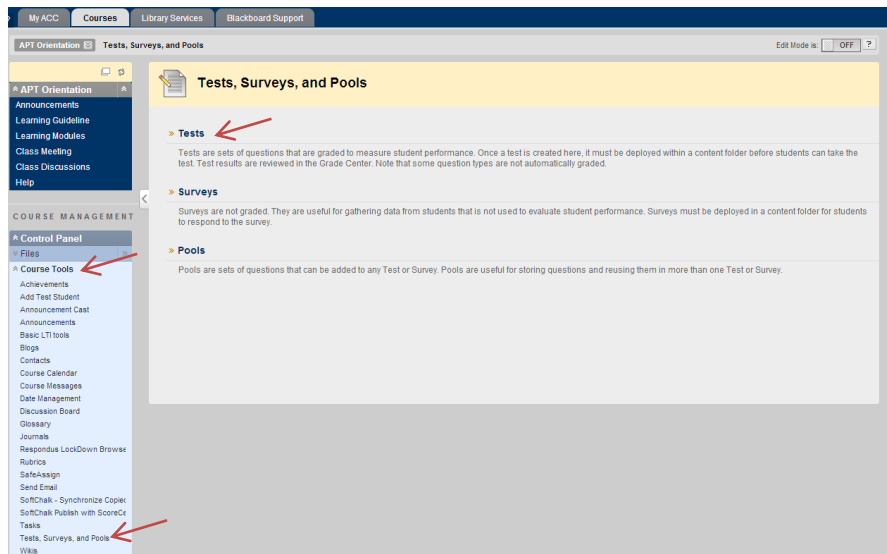
Step 3: Then, click "Build Test".
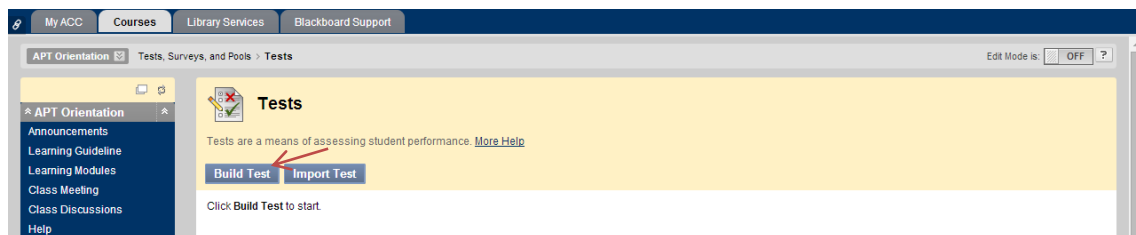
Step 4: Fill in the test information, then click "submit".

Step 5: Then, click "Create Question" drop down menu and create each question.

 IMPORTANT: You can create feedbacks for correct and incorrect responses.

Step 6: After that, you can change the point for each question and see total questions and total points for the exam.
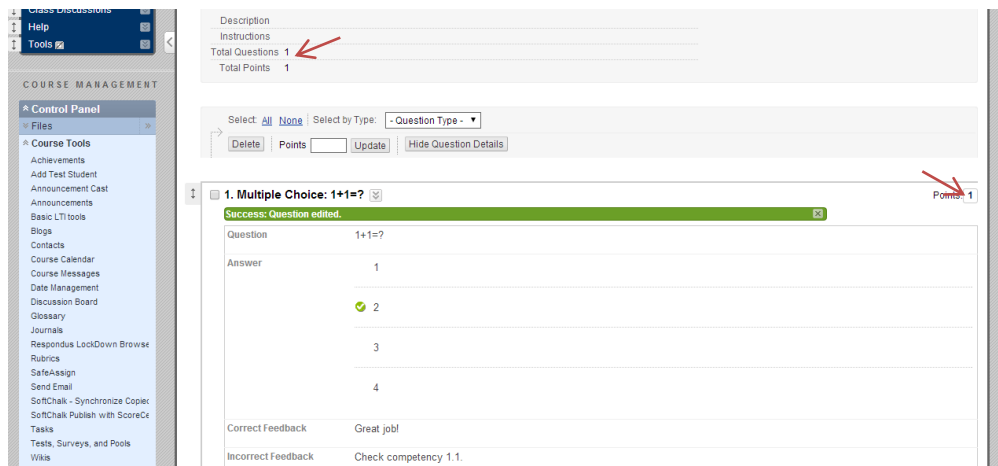
Step 7: When finishing one exam, you can go to the place you want to deploy this exam. Then, click "Assessments" drop down menu and click "Test". Then, select corresponding exam to deploy it.
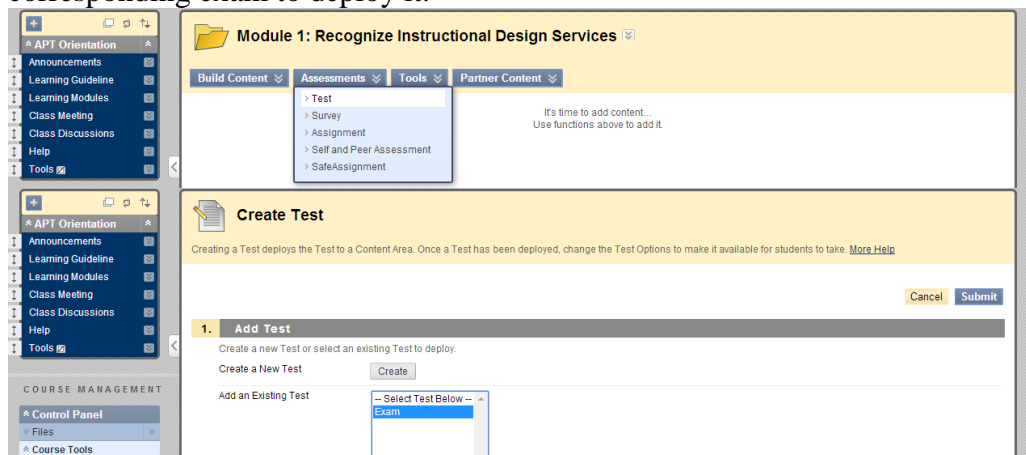
Multiple forms Exam

If students will take different forms of an exam, you can create a pool in Blackboard first, then create an exam using the pool.

Step 1: Go to "Control Panel" in the course you are developing in Blackboard.

Step 2: Click "Course Tools", then click "Tests, Surveys, and Pools", then click "Pools".

Step 3: Then, click "Build Pool".
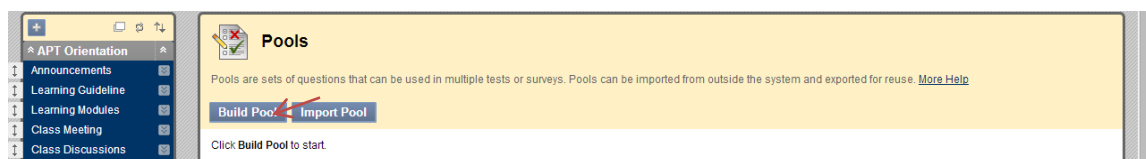
Step 4: Fill in the pool information, then click "Submit".

Step 5: Click "Create Question" drop down menu and create each question for the pool.

Step 6: After that, you will see the questions in the pool. You don't need to set up "Default Points".

Step 7: When finished with the pool, go to "Tests" to create an exam.

Step 8: Select "Build Test".

Step 9: Enter name of Exam, and click "Submit".

Step 10: Click "Reuse Questions" then "Create Question Set".

 IMPORTANT:

Create Question Set OR Random Block
Question Set
- A set of questions chosen from pools and tests.
- When choosing the questions, you may specify the pools, tests or question type.
- You can choose how many questions to display to users, such as 25 of 30 or all questions.
- Questions are distributed randomly.

⚠ When questions are added to a test using question sets, each question is linked to the original source and not copied to the test. Until the test is deployed, changes in the original questions will be reflected in the questions in the

> question set. After the test is deployed, the linked questions will no longer reflect any further changes made.

Random Block
- A set of questions chosen from pools.
- When choosing the questions, you may specify the pools or question type.
- You cannot add a random block of questions from another test. This means that if you created a random block for a test and would like to add it to another test, it must be recreated due to the random nature.
- Random blocks cannot be added to surveys or pools.
- You can choose how many questions to display to users, such as 25 of 30 or all questions.
- Questions are distributed randomly.

Step 11: Select corresponding Pools, Tests and Question types (left hand column) that you want to use. Click on Question Type (right hand side) to sort all questions by type, select questions you need, then click SUBMIT.

 NOTE: ALL QUESTIONS SELECTED IN EACH SET MUST HAVE THE SAME POINT VALUE (if you have different point values create different sets)

Step 12: Set points per question (must be the same for all questions in the set), then click "Submit". Enter number of questions to display in the set, then click "Submit". You will be able to see the total questions and total points for the exam.

IMPORTANT:

Questions with Same Points or Different Points

If all questions in the exam will have same points, you only need to set up one Question Set. If questions in the exam will have different points, you need to repeat Step 10 to set up different question sets with different points allots.

Step 13: Repeat this process for all other question sets in the Exam if needed, when finished click "OK".

You will now see the new exam included in the list of Tests.
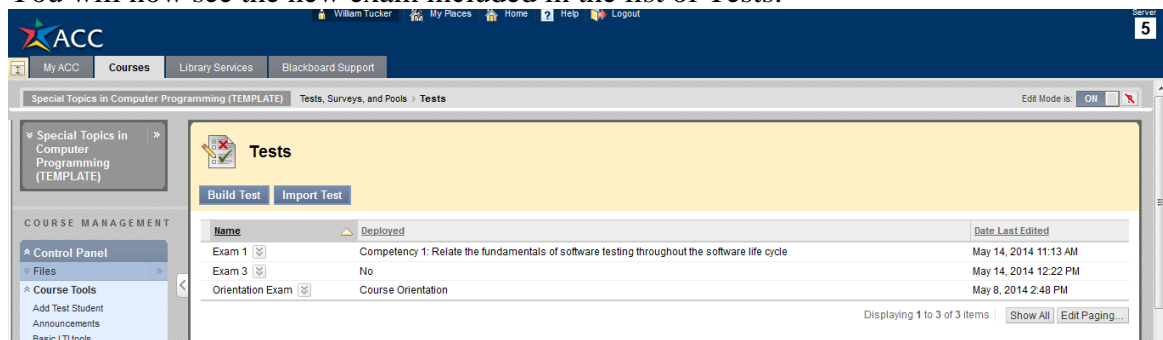
Step 14: The next Step is to deploy the Test, to do this first go to the appropriate Competency module and select "Assessment", then click on "Test".
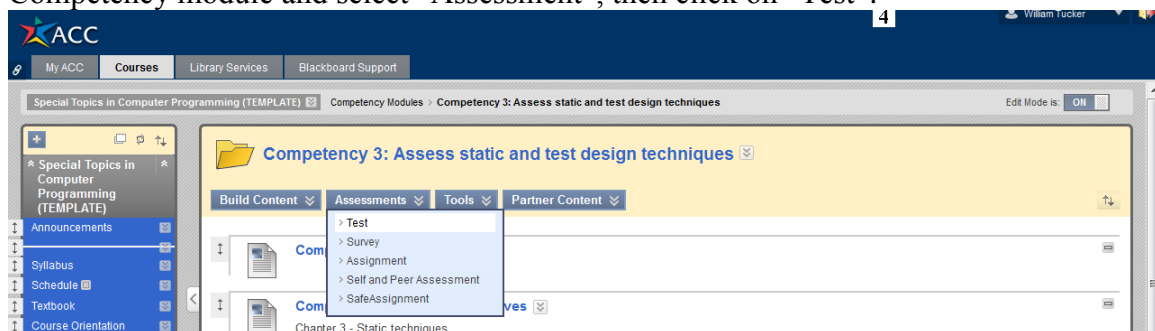
Step 15: Select the Exam you want to deploy, then click "Submit".
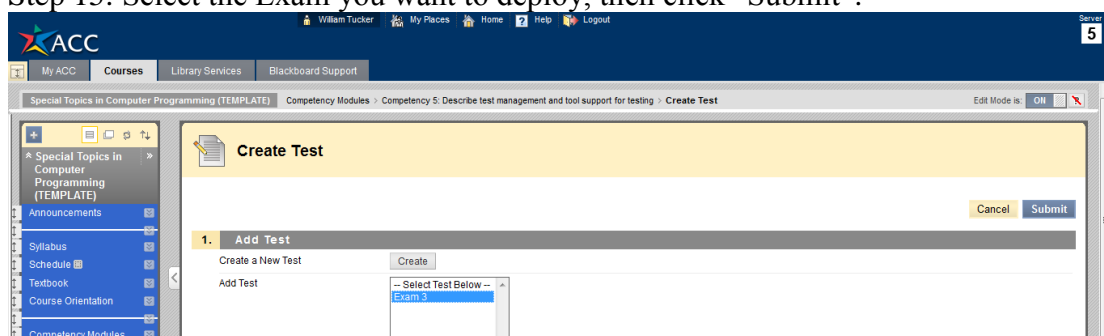
Step 16: Scroll down and set your test options (the screen shots are examples, select the options you want).

No 2: Use Respondus

Install Respondus

Step 1: Go to: http://irt.austincc.edu/respondus/

Step 2: Then click "Request Respondus for Campus or Off-Campus Computer" on the page, then you will see the request page. Fill in the information, then, click "Submit".

Step 3: Whenever you click submit, you will get below download information. Follow the instruction to download and install Respondus.

✅ **IMPORTANT:** Respondus does not support Mac and you will need to change the password every year in July.

Request for Software Download - Respondus Authoring Software

Thanks!

Please print this page.

You can download or install the Respondus software from the following location:

\\irtapps\RespondusAuthor

Please note this link is usually disabled. Copy this path.

Windows 7: Click your start menu on the bottom-left, paste this path in the search textbox, and press the enter key.

Windows XP: Click your start menu on the bottom-left, click on the Run option, paste this path in the textbox, and click the OK button.

When prompted, input the username and password listed below.

USERNAME = respondus

Password = kpbrjsft

Install on Office Computer:
The installation file displays. Double click on "Respondus4Campus" to install Respondus on your office computer and follow the installation instructions.

Off-campus Computer:
Save the file to your flash drive to install on your off-campus computer. Right-click on "Respondus4Campus" and choose the "Send to" option and select your flash drive.

The first time you open Respondus, you will be prompted for an institution name, support contact and installation password..

For the Institution Name type: **Austin Community College.**

In the Support Contact box, type **System Administrator.**

Copy and paste in the Installation Password=ZR528377503-999134577 (Password valid through: July 31st 2015)

Detailed installation instructions can be found at:

http://irt.austincc.edu/respondus/install.php

Create an Exam in Respondus

When finish installing, you can start to create an exam in Respondus.

Step 1: Open Respondus, then click "Create".
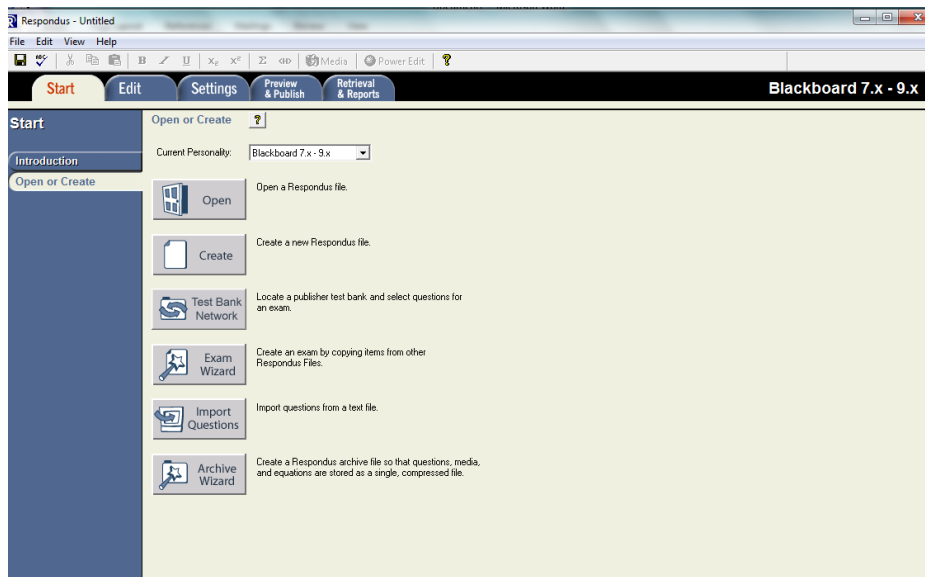
Step 2: Enter the name of the file and the Description of the exam, Select "Create an exam file" and click OK.
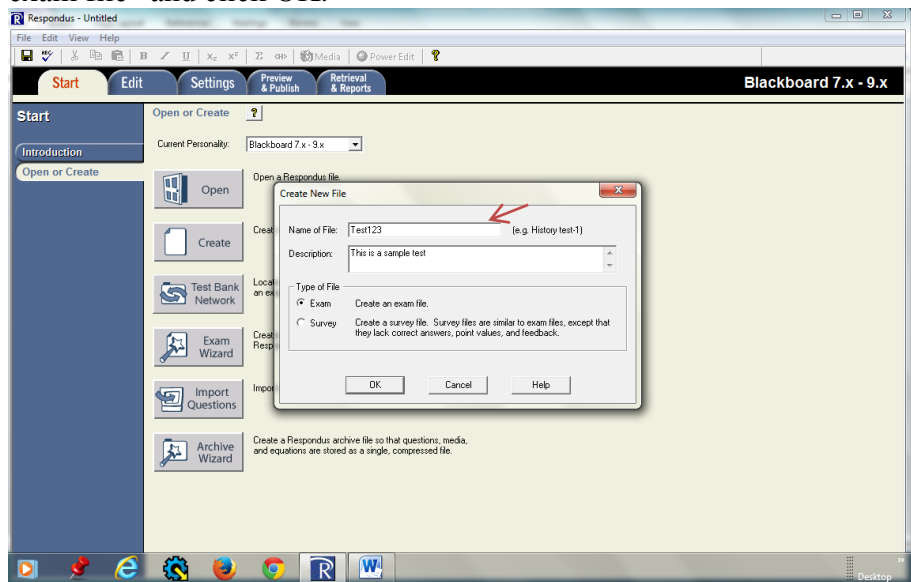
Step 3: Select the question type and enter the appropriate information.

IMPORTANT: If click "General Feedback", you can put the feedbacks for correct and incorrect responses.   If check the "Feedback" box, you can put the feedback for each answer. But, you can only choose one type of feedback from these two.
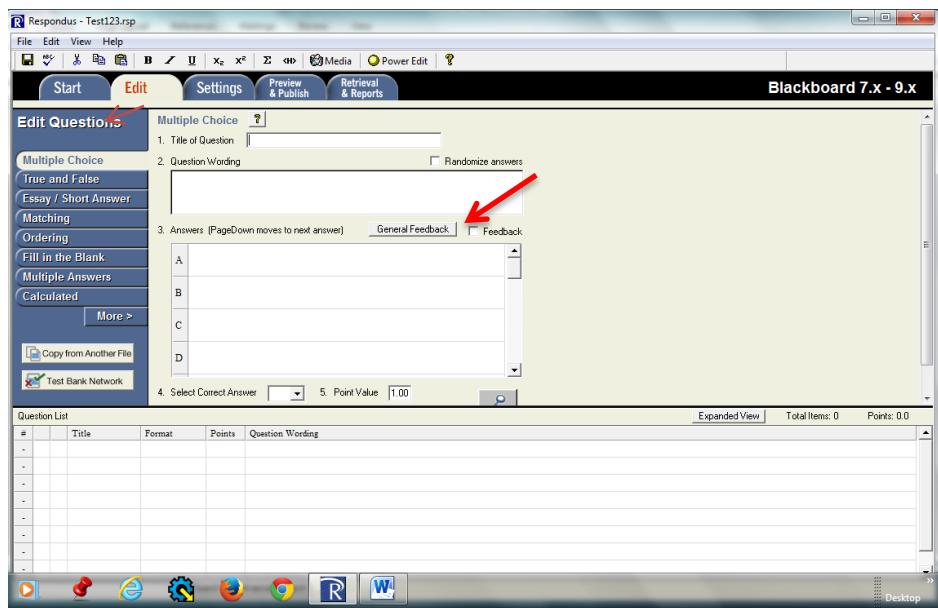
 IMPORTANT: There does not appear to be a way to do spell check in Respondus. However, after the files are uploaded to Blackboard, Blackboard will identify spelling errors like Word (with a red underline).

Connect Respondus with Blackboard

First Time User: (resource from: http://irt.austincc.edu/respondus/configureBbUpload.php)

Prior to uploading an exam to Blackboard for the first time, a profile needs to be created which connects the Respondus Authoring Tool with Blackboard. These settings only need to be input once by the instructor.

An exam file must be open in Respondus to use the Publish Wizard to establish a connection to Blackboard. Note: If you do not have a Respondus exam file, you will need to have at least one test question within Respondus. To do this, select Create from Respondus' main menu and then select a sample question type (i.e. True/False, MC, etc.). Input a sample question. You can always delete this question after you create your connection to Blackboard.
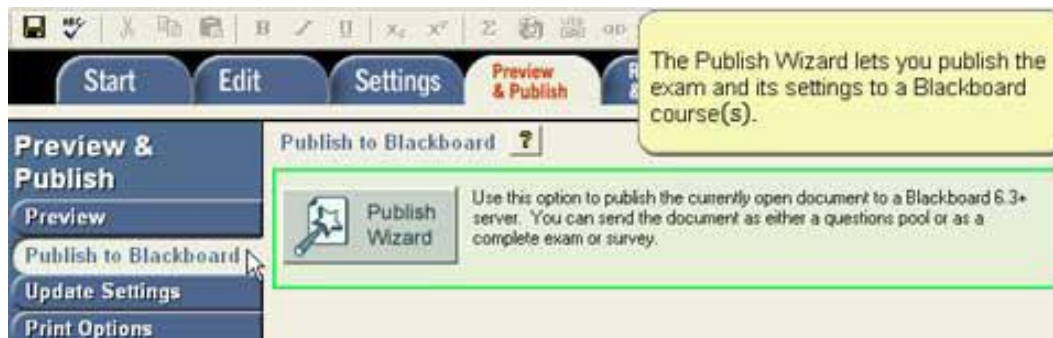
To connect the Respondus Authoring Tool to Bb for the first time:

Step 1: Select the Preview and Publish tab along the top of the screen.

Step 2: Select the Publish to Blackboard tab along the left side of the screen

Step 3: Click on the Publish Wizard

Step 4: In Box One of the Blackboard Server and Course box, type the following URL: http://acconline.austincc.edu/webapps/login (see below)

Step 5: Log into your Bb course site, and select Control Panel.

Step 6: Right-click on the Control Panel link, select Copy Shortcut (or Copy Link Location), and paste the link into box 2.

Step 7: Pressing Extract fills in box 3 information automatically.

Step 8: Type a name for the Blackboard server settings by typing a name in the Description field.

Step 9: Enter your Bb User ID and Password (i.e. ACCeID username and password)..

Step 10: Check the Remember my user ID and password checkbox if you want Respondus to upload future exams automatically without you having to type your Bb user ID and password each time you want to upload a test. If you are using a computer in a lab, do not check this option.

After you have established your Blackboard settings for the first time, you are ready to publish the exam to Blackboard.

Returning Users:

Click the server's name you created last time, such as "ACC Blackboard", then click "Next" to connect.

Publish to Blackboard as An Exam or a Pool

✅ **IMPORTANT:**

Publish to an Exam:

- If students will have the same form of exam, you can publish the exam to Blackboard as an Exam.
  - If you put the points for each question in Respondus, the Exam in Blackboard you just published will keep the points for each question.
  - The Exam in Blackboard you just published will also keep the General Feedback or Feedback for each answer and all the other information.
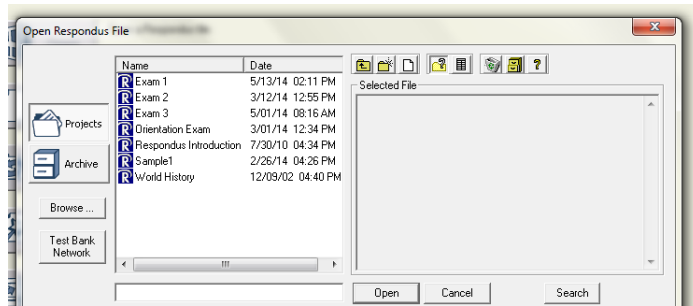
Publish to A Pool:

- If students will have different forms of the exam, it is better to publish the exam to a Pool in Blackboard.
- The Pool will not keep the points for each question. You need to use pool to customize points per question or the number of questions to display to the student when create an exam in Blackboard.
- The Pool will keep the General Feedback or Feedback for each answer.

Here, we publish the exam to Blackboard as a Pool.
Step 1: Open Respondus, Click "Open".

Step 2: Select Exam to publish, then click "Open".

Step 3: Review questions and make changes, if necessary (save your changes before continuing).
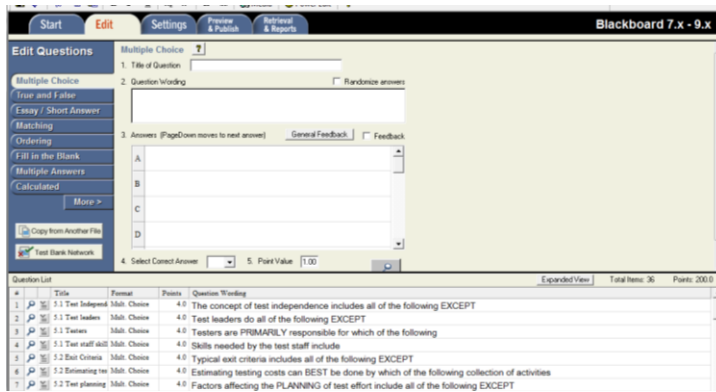
Step 4: Click on Preview and Publish in Respondus.

Step 5: Click Preview the File (this gives you another opportunity to check questions and how they will show in Blackboard), click "Close" when done.
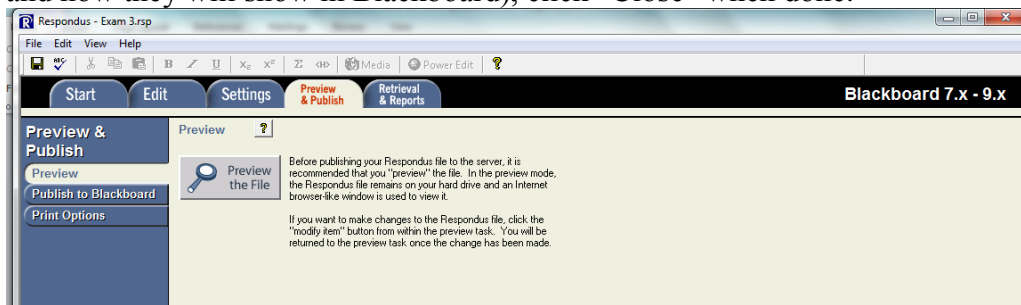
Step 6: Next click "Publish to Blackboard" and "Publish Wizard".
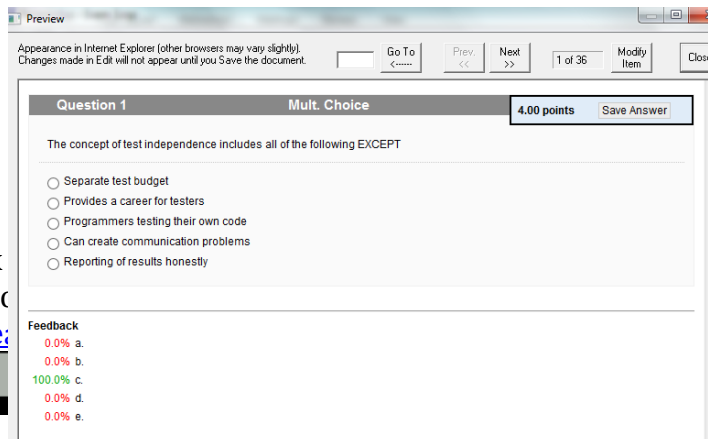
Step 7: After connecting, click "Publish Wizard" again, then choose the course, and
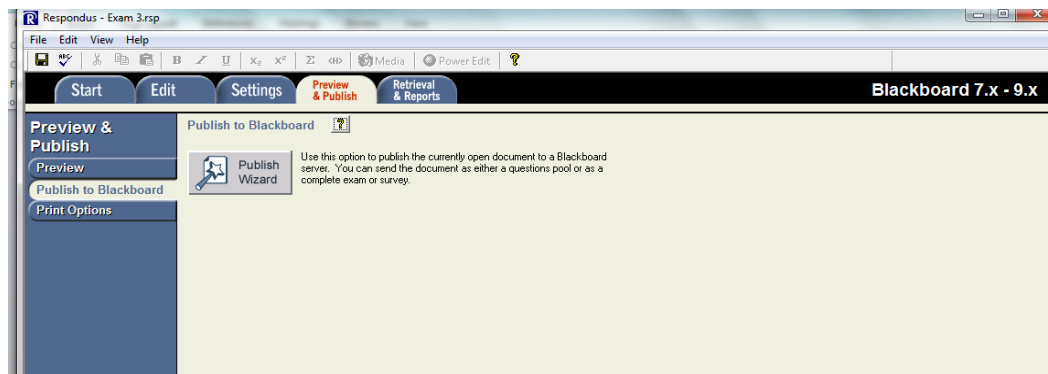
Exam or POOL, then click "Next".
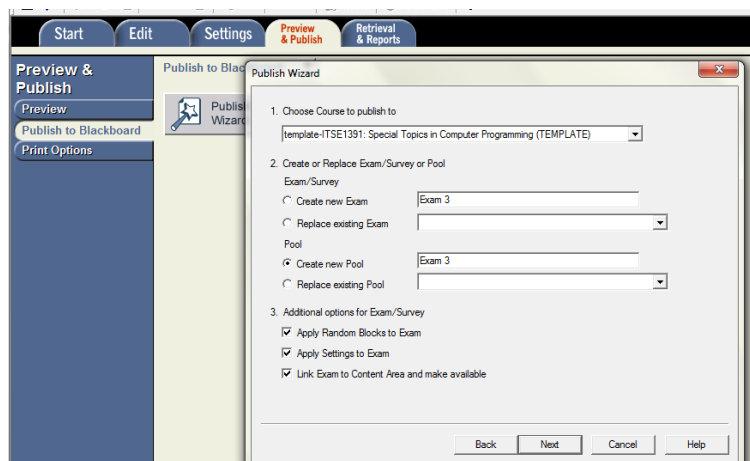
Step 8: Click "Next" and the following screen will appear AFTER the questions have been published to Blackboard.
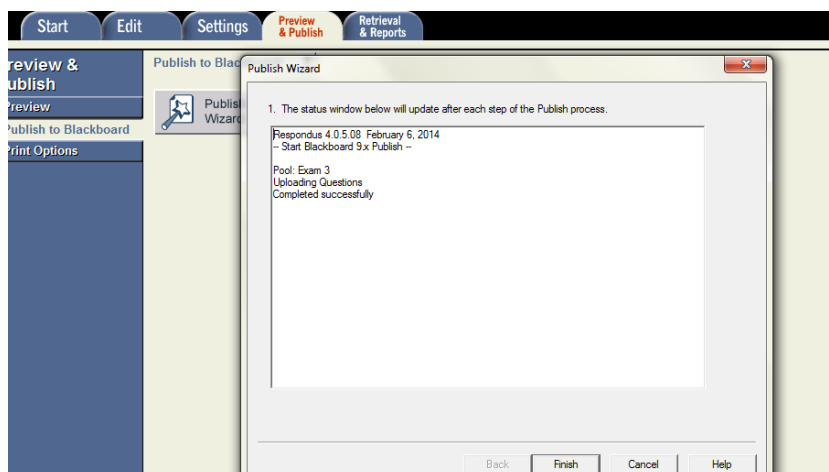
Step 9: Click "Finish" then switch to Blackboard go to Control Panel, select "Course Tools" scroll down and Select "Tests, Surveys and Pools".

Step 10: Select "Pool" to see if your test pool properly uploaded.
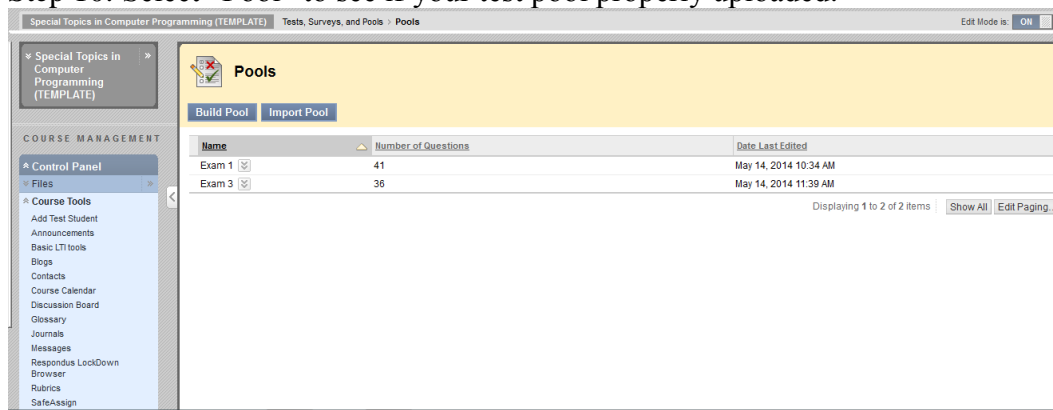
Step 11: Use the pool to create the exam you need in Blackboard.

No 3: Use Text or Word file

(Resource from: http://irt.austincc.edu/respondus/create.php)
An instructor can create exam content in text document or MS Word (i.e. text document recommended), and then import the file into the Respondus Authoring Tool.

Formatting requirements for exam questions

Before importing content, review the formatting requirements for exam questions (see the attached document). Spending a little extra time on the front end to ensure a file is coded correctly can potentially save a great deal of time on the back end after a file has been imported into Respondus and published to Blackboard.

It is strongly recommended to code each correct answer choice manually using an asterisk, rather than attempting to convert a text or MS Word file with an Answer Key appended to the file. Using an Answer Key can potentially lead to unpredicted results.

Step 1: Open the Respondus Authoring Tool.

Step 2: Under File on the menu, choose Preferences. The Preferences screen opens. Click on the Edit & Publish tab. Change the point value to the desired points per questions if each question has same points.

Step 3: Select Import Questions.
This work is licensed under the Creative Commons Attribution 4.0 International License. To view a copy of this license, visit http://creativecommons.org/licenses/by/4.0/.
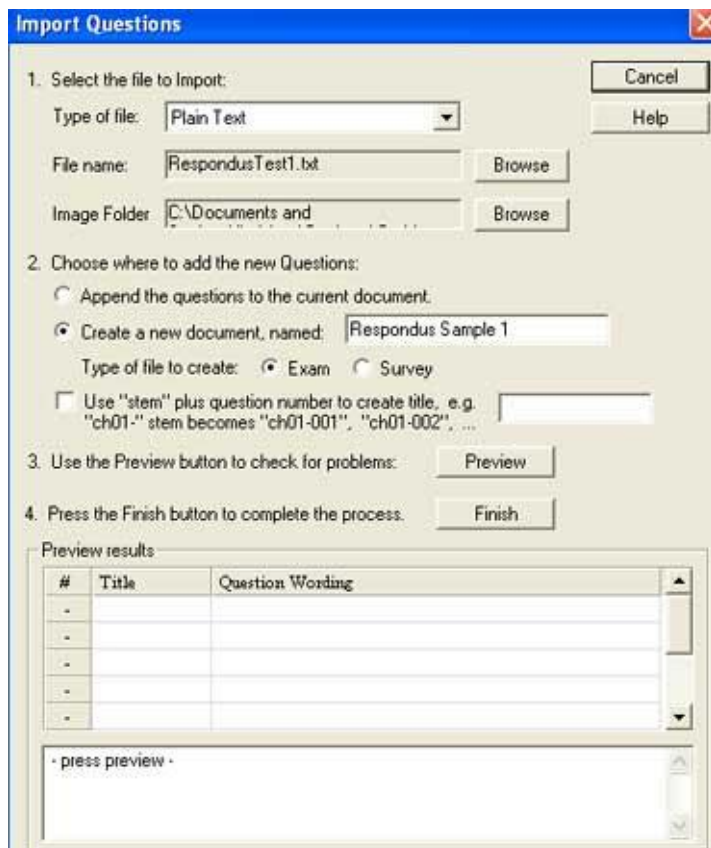
Step 4: Browse to find the file containing the questions. (Accepted file types are .txt, .doc, or .csv.) If the file uses images, browse to the location of the image file and select that file as well.

Step 5: You can append imported questions to an existing file, or create a new file. If you select create a new document named: option, type a name for the new file in the text box provided. Select Exam.
If you would like to add additional information to the question title, check the Use stem plus question number to create title checkbox and type in the stem (e.g., "ch01-001" for Chapter 1, Question 1).

Step 6: Select Preview to display the questions in the Preview Results area of the import screen. The question title is listed in blue and the question wording is in black. If there is a problem with a question (formatting errors, etc.), warning messages will be displayed in the Warnings and Notes text box. It is recommended to fix any problems or formatting issues in the .txt or .doc file before importing the questions to Respondus.

Step 7: Select Finish and the test questions will appear in the test list.

Step8: Respondus will open the Edit Questions screen enabling instructors to edit imported questions as well as create new questions.

Step 9: After the questions have been imported and edited, the settings for the exam can be established before the exam file is published to a Blackboard course.

No 4: Use Test Bank

(Resource from: http://irt.austincc.edu/respondus/create.php)

Import to Blackboard or Respondus

Check and see Publishers provide Blackboard supported test bank or Respondus supported test bank.

If they provide a Zip file supported by Blackboard, it can be imported directly into Blackboard. You can simply "Import Pool" and create your exam based on the pool.
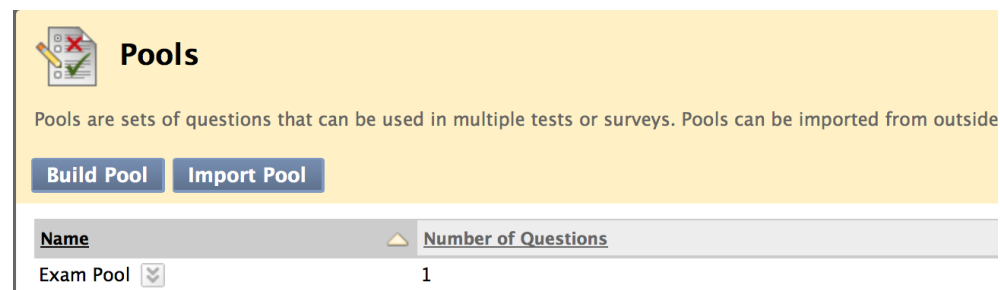
If they provide test bank that is supported by Respondus, you can import the exams to Respondus first.

Respondus has licensing agreements with several textbook publishers. Instructors using approved textbooks may access test bank files and download questions to the Respondus Authoring Tool.

Go to Respondus, click "Start", then select "Open", then select "Test Bank Network". You can put corresponding information into it.

Whenever you open the test bank, you will see the list of all the exams. Select the exams you need to open and edit in Respondus.

View a demonstration of how to use Respondus' Test Bank feature ⬈.

Search for titles and participating textbook publishers in the Respondus network and see additional information on importing textbook publisher-generated content and test banks ⬈.

Two Types of Assessment Rubrics

Rubrics contribute to student learning and program improvement in a number of ways: (Wolf and Steven, 2007)

- Rubrics make the learning target more clearly.
- Rubrics guide instructional design and delivery.
- Rubrics make the assessment process more accurate and fair.

Two types of rubrics:
- Analytic Rubrics
- Holistic Rubrics

Visit this website to get to know two types of rubrics and when to use them:
http://jfmueller.faculty.noctrl.edu/toolbox/rubrics.htm#versus

Create a rubric:
- Analytic Rubrics
- Holistic Rubrics

Visit this website to better understand how to create a rubric:
http://jfmueller.faculty.noctrl.edu/toolbox/howstep4.htm

Sample rubrics:
http://www.rcampus.com/rubricshellc.cfm?mode=gallery&sms=publicrub&glid=4&sid=8&gcid=3&
http://course1.winona.edu/shatfield/air/rubrics.htm
http://www.cmu.edu/teaching/designteach/teach/rubrics.html

Online rubric creating tools:
Rubistar: http://rubistar.4teachers.org/index.php
Rubric Builder: https://www.e-education.psu.edu/facdev/id/assessment/rubrics/rubric_builder.html

1. Use holistic rubric for objective test

Grading

Grades will be calculated and assessed as follows:

Grade	Percentage Score	Description
A	94-100%	Exemplary
A-	90-93%	Excellent
B+	87-89%	Very Good
B	84-86%	Good
B-	80-83%	Satisfactory
C+	77-79%	Satisfactory
C	73-76%	Acceptable
C-	70-72%	Marginally Acceptable
D+	67-69%	Marginally Acceptable
D	63-66%	Pass
D-	60-62%	Minimal Pass
F	Below 60%	Fail

General Grading Rubric/Criteria:

A   Work is complete, original, and insightful, of a level and quality that significantly exceeds expectations for the student's current level of study.

Improvement: enhance learning objective x.x, x.x

Competency 1: scores / percentage

Competency 2: scores / percentage...

B   Work is complete, of a level that meets expectations and is of a quality that is acceptable and appropriate given the student's current level of study.

Improvement: enhance learning objective x.x, x.x..

Competency 1: scores / percentage ......

C   Work is partially incomplete, late (with instructor permission/approval) and/or of a level that only partially meets expectations and/or that does not meet acceptable standards given the student's level of study.

Improvement: enhance learning objective x.x, x.x.

Competency 1: scores / percentage ......

D   Work is incomplete, late and/or of a level that only partially meets expectations and/or is largely unacceptable given the student's current

level of study and standing.

Improvement: enhance learning objective x.x, x.x..

Competency 1: scores / percentage ......

F Major assignments are missing, incomplete or excessively late without permission of instructor and/or demonstrates lack of effort and/or lack of understanding of central course concepts.

Improvement: enhance learning objective x.x, x.x..

Competency 1: scores / percentage ......

W Withdrawal (note: last day to withdraw from classes with an automatic grade of "W" is ___(date).

2. Use analytic rubric for projective test

See the sample rubric for competency-based project. **(Equal interval for each level of performance)**
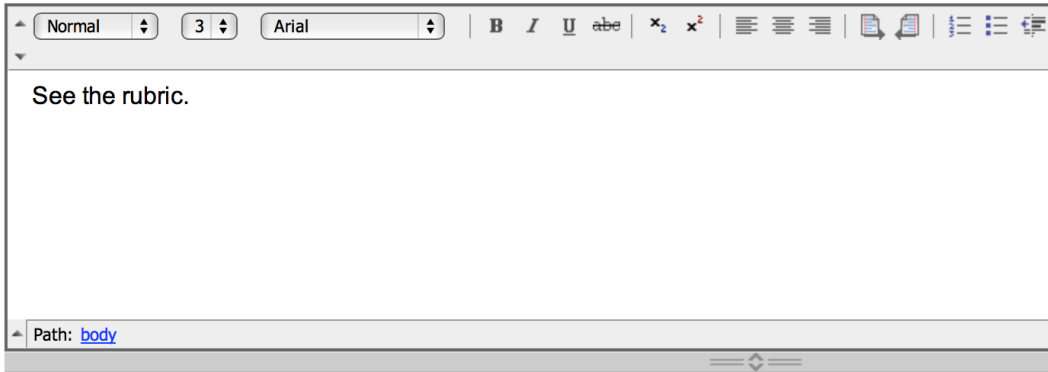
See the sample rubric for competency-based project. **(Unequal interval for each level of performance)**

How to create it in Blackboard:

Step 1: When create projective test, select "create new rubric".

Step 2: create analytic rubric with equal or unequal interval for each level of performance.

Step 3: When students complete the tests, go to grade center and select "attempt..." for the projective test you want to grade.

Step 4: Click "View Rubric" to grade test by using rubric.

Step 5: use rubric to grade.

ACC Testing Center and Secure Online Testing

ACC Testing Center Guidelines

(Resources from: http://www.austincc.edu/facstaff/testing-centers/getting-started-guide-for-faculty)

If you need students to complete exams in testing center, you need to fill in the "Test Transmittal From" and send to testing center online.

Step 1: Complete Test Transmittal Form online from:
http://www3.austincc.edu/it/eforms/frontpage.php?ID=TECE.001

Here have some important notes for Test Transmittal Form:

STUDENT DEADLINE:	It is the deadline for the exam. If you have couple of exams with different due dates, you need to submit Test transmittal Form for each different exam.
Test Number	You can Put the Test Name there.
Form(s):	If you don't have different forms for one exam, you don't need to fill in that blank.
# of Copies:	If it is Blackboard exams, fill in BB.
Test(s) available at these campus:	Check "All Campuses".
Completed Test(s):	If you allow students to have Student Note Sheet, testing center will help keep all these sheets and return to you if you check this option.

If more than one instructor will be using the same test, also complete and submit a Departmental Test Sharing Form from:
http://www3.austincc.edu/it/eforms/frontpage.php?ID=TECE.002

Step 2: Both forms can be completed using Acrobat and submitted via Testing Center new online system: https://tss.austincc.edu/apps/auth/login.php

Step 3: Inform your students to go to any Testing Center to take exams and include the policies in the syllabus. Here are the guidelines for students:

http://www.austincc.edu/support-and-services/services-for-students/testing-services/instructional-testing/testing-center-guidelines

When they visit the Testing Center, they should know the following information:

Students must present ACC Photo ID each time to request a test.

Students must have the following information:

- Course Abbreviation + Course Number + Synonym Number + Section Number
- Instructor's Name
- Test Number (As documented on your test copies and Test Transmittal Form)

Note:
1) Transmittal form must be completed each semester for each course.
2) For Blackboard online tests, you don't need to mail or drop off any tests to the Testing Center(s).
3) Testing Center doesn't suggest instructors to set up Passwords or the "Force Completion" if you will have secure online tests.
4) If students need to make up the tests after due date, you need to send students a confirmation email. When students go to Testing Center to make up the tests, they need to show the email to the staff there to let them make up.
5) If you set up Secure Tests, students will see the feedback after they finish the tests in Testing Center. But they will not be able to check the feedback again after.
6) You'd better go to one Testing Center before the semester to test all the Secure Tests.
7) Saturday and Sunday deadlines are not permitted. The only allowable Saturday or Sunday deadline is when the last class day of the semester/session is a Saturday or Sunday.
8) Only one deadline per exam per course will be accepted college-wide.
9) Test deadlines may be changed by faculty via email from a valid ACC email account or in person.

Secure Online Testing

(Resource from: http://irt.austincc.edu/respondus/create.php)

If you are using Secure Online Testing, use the checklist from below link to ensure access and prompt deployment for your students:
https://docs.google.com/a/austincc.edu/file/d/0B-EwSafm0XzVdnhpQTZZUkw4Vm8/edit

But, make sure you don't have to always create exams in Respondus. Please check another best practice tutorial: 4 Ways to Create Your Blackboard Objective Exams.

Steps to convert existing Blackboard Exams for Secure Delivery (Use Responsus Lockdown Browser):

1. Open the Blackboard course.
2. From the Control Panel, select Course Tools.
3. Select Respondus LockDown Browser.

4. Select Modify Settings   for one exam you want to convert.

5. Click the round, radio button in front of Require Respondus LockDown Browser for this test.

6. Click the Save and Close button.
7. Required displays under the LockDown Browser.

8. As another quality check for the exam security, click on the link to the exam. Click the OK button. If the test is secure, you will be asked for a password.

   At the end of the exam title, display "Require Respondus LockDown Browser" box so students know that the exam requires a LockDown Browser.

NOTE: When the LockDown Browser option is selected, **Respondus will generate a password**. If this password is altered in any way in Blackboard, the exam will no longer be secure. If you change the exam name after it is uploaded to Blackboard, the exam will no longer be secure. It is recommended that you verify the security of the test in the Testing Center. Log in to Blackboard in a Testing Center with you test student login.

New Features of Blackboard Test and Survey

- Test Availability Exceptions
- Show Test Results and Feedback to Students
- Item Analysis

Test and survey in Blackboard Service Package 13 have many new features such as: Test Availability Exceptions and Show Test Results and Feedback to Students. The Item Analysis is also an important new function to help you recognize questions that might be poor discriminators of student performance in the test.

Test and Survey Options

Both old and new features will be introduced, but the new features in options are marked as red color.

1. Test and Survey Availability Options
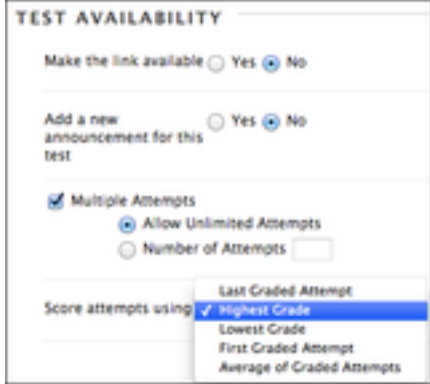
When you deploy a test or survey to a content area, you set the availability and feedback options. To make changes to the options, access its contextual menu and click **Edit the Test Options** or **Edit the Survey Options**.
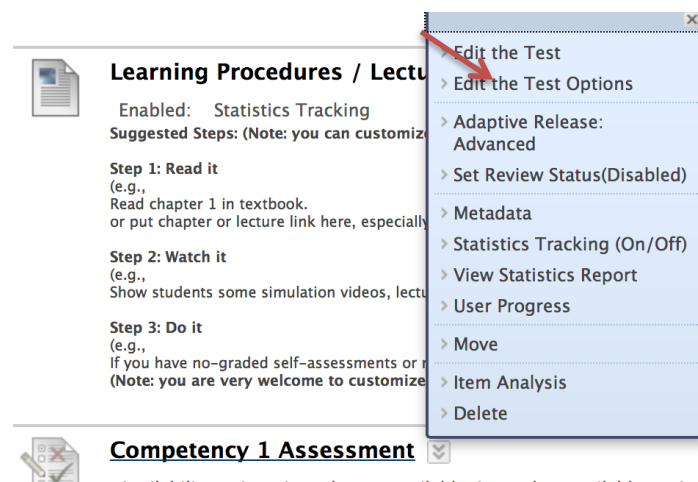
The following table provides descriptions of the test and survey availability options. Click the images to enlarge them in your browser. Use your browser's back function to return to the topic.

Option	Description
Make the Link Available	You can set this to available, and then use the **Display After** and **Display Until** fields to limit the amount of time the link appears.
Add a New Announcement for this Test/Survey	You can create an announcement for a test or survey. The announcement includes the date and states, "An assessment has been made available in [Course area that includes the link to the assessment]." If an announcement was previously posted using this feature, the date and time of the most recent announcement appears.
Multiple Attempts	You can allow students to take a test or survey multiple times. The status of multiple attempts appears to students at the top of the test or survey. Select **Allow Unlimited Attempts** to allow students to take it as many times as they want. Select **Number of Attempts** and provide the amount of attempts. With multiple attempts for a test, you can also select which attempt's score to use in the Grade Center from the **Score attempts using** drop-down list.
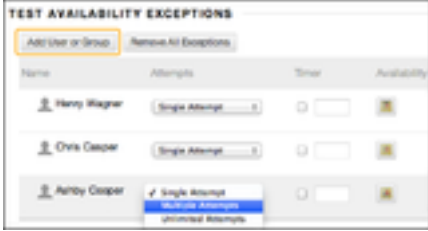
Force Completion	If you select **Force Completion**, students must complete the test or survey when they launch it. ***Students may only access the test or survey ONE TIME.*** The **Save** function is available for students to save the questions as they work through them, but they may not exit and reenter the test or survey.
	In the instructions, **Force Completion** is noted and explained to students. If you do not enable **Force Completion**, students may save their progress, navigate away, and return to complete the test or survey.
	If students accidentally close their browsers, leave the test or survey page, or lose power or their internet connections, they cannot continue. They must contact you to allow them to start over with a ***new*** attempt.
	You may want to reserve the **Force Completion** option for when students are on campus taking a proctored test and connected to an Ethernet cable instead of Wi-Fi. If issues occur, an instructor can be available to reset the test.
	Alternatively, use the **Set Timer** options to reduce receiving emails from panicked students who accidentally left a test or survey with **Force Completion** enabled.
Set Timer	Set a time limit for finishing a test or survey. Type the amount of time in the hours and minutes boxes. During a timed test, the time elapsed is displayed to students. As students approach the time limit, a one-minute warning appears. When an attempt is complete, student completion time is available in the **Test Information** section.
	If a student saves and exits the test, the timer continues. For example, if he begins the test on Tuesday, saves and exits it, then completes it on Thursday, his completion time will be 48 hours.
	If you set the timer, turn on **Auto-Submit** to automatically save and submit a test or survey when time expires. Without enabling auto-submit, students have the option to continue after time expires. Tests and surveys are flagged as submitted after the timer expired. You have the option to adjust the grade based on the time.
	You may find it advantageous to use the **Set Timer** options and not the **Force Completion** option. For example, if a student loses his internet connection for 10 minutes on a timed test, at least he can access the test again and continue. If you enabled the **Forced Completion** option, he cannot access the test again and must contact you to reset the test.
Display After	Optionally, select the date and time when the test or survey will become available to students. You can control availability through the **Make the Link Available** option without setting specific dates.
Display Until	Optionally, select the date and time the test or survey will be made unavailable to students.
Password	You can require and type a password for students to use to access a test or

	survey. Passwords have a limit of 15 characters and are case sensitive.

Test Availability Exceptions	For existing availability settings, you can make exceptions for individual students or groups. Use exceptions to provide an accommodation to a student who is disabled, or for technology and language differences.
	
	For a test with one attempt, you can allow more attempts for a student who is blind and using screen reader technology for the first time.
	
	If the settings exist for a test or survey, you can create the following exceptions:
	
	    Number of attempts
	    Timer
	    Availability
	    Force completion
	    Restrict location

Due Date	If you use grading periods in the Grade Center, set a due date to easily include that test or survey in a grading period **and** on the calendar in the My Blackboard menu.
	
	Due Date and Late Submissions
	
	To prevent late submissions, you can select the check box for **Do not allow students to start the Test/Survey if the due date has passed**. Students receive a message after the due date, notifying them that the test or survey can no longer be completed.
	
	When you allow late submissions, they are clearly marked on the following pages:
	
	    Needs Grading
	    View All Attempts
	    Review Test Submission
	    Grade Details

Test and Survey Availability Options

2. Self-Assessment Options

By default, a deployed test is included in Grade Center calculations. However, you may allow students to take tests for review or practice without impacting Grade Center

calculations.

You can turn the test into a self-assessment by hiding students' scores in the Grade Center. This allows students to take tests to reinforce learning without feeling pressure about a score affecting their total grades. Select the appropriate options in the **Show Test Results and Feedback to Students** section so they are able to see how they did. If you select all options, students will see the answers they selected and which ones are correct.

Self-Assessment Options

Option	Description
Include this Test in Grade Center Score Calculations	You can include this test in Grade Center calculations. If the test is not included, the score does not affect any Grade Center calculations.
Hide Results for this Test Completely from Instructor and the Grade Center	You can hide this test score from you and exclude it from Grade Center calculations. The display in the Grade Center will read Complete/Incomplete and N/A or zero appears on the **Grade Details** page. You cannot see students' answers to questions. Students are able to view their own scores. Selecting this option makes **Include this Column in Other Grade Center Calculations** and **Show Statistics (average and median) for this Column to Students in My Grades** unavailable when editing column information in the Grade Center.

3. Feedback Options

In the **Show Results and Feedback to Students** section, you can set which results and feedback are available to students after they complete a test or survey. You can set one or two rules using the drop-down lists. You cannot choose some rules in combination. After you select a rule in the first drop-down list, some may not appear in the second drop-down list.

If conflicts in rules occur, the most permissive settings for that user or group of users is granted. For example, students will receive the greatest number of attempts and longest availability time.

The following image shows the two default options applied to tests: **After Submission** and **Score**. If you make no changes in this section, students see their overall test scores *and* the scores earned for each individual question *after they submit their tests*. Select more options to determine what else they see, such as the correct answers or your feedback.
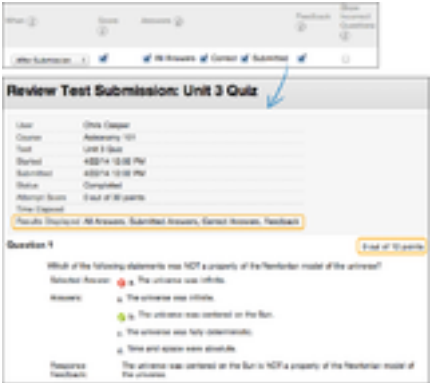
SHOW TEST RESULTS AND FEEDBACK TO STUDENTS

When ⓘ	Score ⓘ	Answers ⓘ	Feedback ⓘ	Show Incorrect Questions ⓘ
After Submission ⇳	☑	☐ All Answers ☐ Correct ☐ Submitted	☐	☐
----Choose---- ⇳	☐	☐ All Answers ☐ Correct ☐ Submitted	☐	☐

NOTE: Students can *always* see their overall test scores. You cannot change that option from this page. If you do not want them to see their scores yet, access the Grade Center column's contextual menu and hide the column from students. However, when you hide a test column from students, they see nothing about the test in **My Grades**. When they access the test in the content area, they receive a message stating when they submitted the test. No scores appear.

The following table provides descriptions of the test and survey feedback options.
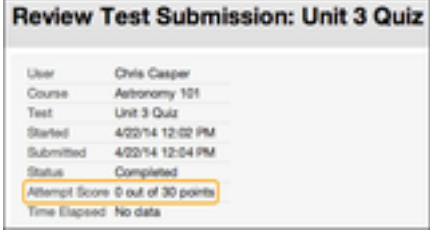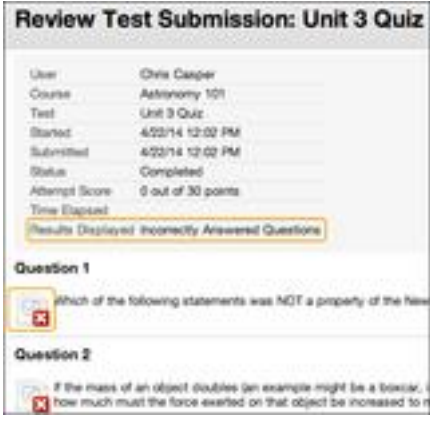
Option	Description

When	You must make a selection. Set when appropriate test results and feedback are shown to students:
	    After Submission: This is the default option.
	    One-time View: After students submit their tests or surveys, the selected results and feedback options are in effect for students to view ONCE. However, students can always view the scores they earned unless you hide the Grade Center column from students. Immediately after a student navigates away from the test or survey, any other results and feedback are restricted. You can change the setting -OR- add another rule for a second viewing. A second rule is *not* combined with the one-time view rule, but is applied separately. To learn more, see One-time View for Results and Feedback.
	    On Specific Date: View results and feedback after the selected date and time.
	    After Due Date
	    After Availability and End Date
	    After Attempts are graded: After all students submit the test or survey, and all attempts are graded, results and feedback are made available to students. If one or more students do not submit an attempt, you must assign a grade of 0 so that all students can view the chosen results and feedback.

Score	Show the score earned for each *test* question. This is a default option for tests only. Clear the check box if you do not want to show scores for individual questions.
Status	Show the status of the survey to students. This is a default option for surveys only.

Answers	You can allow students to see information about their answers:
	    All Answers: Show all answer options.
	    Correct: Show the correct answers—tests only.
	    Submitted: Show all of a student's submitted answers.
	Example 1: Show more feedback
	
	When students access their tests, they see their overall scores, each question's score, and all answer options. They see their submitted answers marked as correct or incorrect, and any feedback provided.
	
	Example 2: Show less feedback to discourage cheating
	
	If students are taking a test at different times, you can make a limited amount of feedback available until all students submit the test.
	
	For the first rule, select **After Submission** in the first drop-down list and clear the check box for **Score**. Make no other selections. After submitting their tests, students can only see their overall test scores.

	For the second rule, select **After Due Date**, and select options to show more results and feedback. You can create an announcement to notify students that additional feedback is available to view.
Feedback	Show instructor-generated feedback for each question. This option appears only for tests.
Show Incorrect Questions	Show the *questions* a student answered incorrectly or partially incorrectly. This option appears only for tests. You might consider only showing incorrect questions when allowing multiple attempts so that students can focus their studying on those areas.

Test and Survey Results and Feedback Options

One-time View for Results and Feedback

In the **Show Test Results and Feedback to Students** section, you can select **One-time View**. After students submit their tests, the results and feedback options you selected are in effect for students to view ONCE. However, students can always view the overall test scores they earned. Immediately after a student navigates away from the test, any other options you chose are restricted. You can apply a second rule to allow students to view newly selected options at a later time. The second rule is not combined with the one-time view rule, but is applied separately.

The ability to select different options for each rule allows you to show some test results and feedback initially, and then more later.

Rule #1: Select **One-time View** and **Show Incorrect Questions**. Select no other options so that while other students are still allowed to take the test, no one can share the correct answers.

Rule #2: Select all of the following options:

- **After Due Date**
- **Score**
- **All Answers**
- **Correct**
- **Submitted**
- **Feedback**

After the due date, students see their scores along with all answer options. They also see their submitted answers marked as correct or incorrect and any instructor feedback.

4. Test or Survey Presentation

The following table describes the options for presenting questions in tests and surveys.

Option	Description
All at Once	Present the entire assessment on one screen. Students scroll through all the questions and can move up and down from question to question. When selected, you may not choose **Prohibit Backtracking**.
One at a Time	Displays one question at a time. The screen includes navigation tools to move between questions. The **Submit** function only appears on the last page of the assessment. You may also select **Prohibit Backtracking** and **Randomize Questions**.
Prohibit Backtracking	Prevents students from going back to questions they have already answered. If you do not allow backtracking, questions are presented one at a time and the <<, <, and >> functions do not appear to users during the test or survey.
Randomize Questions	Display questions in a random order each time the assessment is taken. If you include references to the question numbers as they appear on the **Test Canvas**, do not use this option because the random order changes the question numbering.

Question Options

Running Item Analysis on a Test

Item analysis provides statistics on overall test performance and individual test questions. This data helps you recognize questions that might be poor discriminators of student performance. You can use this information to improve questions for future test administrations or to adjust credit on current attempts.

Roles with grading privileges (such as instructors, graders, and teaching assistants) access item analysis in three locations within the assessment workflow. It is available in the contextual menu for a:

Test deployed in a content area.
Deployed test listed on the **Tests** page.
Grade Center column.

You can run item analyses on deployed tests with submitted attempts, but not on surveys. Access previously run item analyses under the **Available Analysis** heading or select a deployed test from the drop-down list and click **Run** to generate a new report. The new report's link appears under the **Available Analysis** heading or in the status receipt at the top of the page.

For best results, run item analyses on single-attempt tests after all attempts have been submitted and all manually graded questions are scored. Interpret the item analysis data carefully and with the awareness that the statistics are influenced by the number of test attempts, the type of students taking the test, and chance errors.

How to Run an Item Analysis on a Test

You can run item analyses on tests that include single or multiple attempts, question sets, random blocks, auto-graded question types, and questions that need manual grading. For tests with manually graded questions that have not yet been assigned scores, statistics are generated only for the scored questions. After you manually grade questions, run the item analysis again. Statistics for the manually graded questions are generated and the test summary statistics are updated.

Go to one of the following locations to access item analysis:
> A test deployed in a content area.
> A deployed test listed on the **Tests** page.
> A Grade Center column for a test.

Access the test's contextual menu.
Select **Item Analysis**.
In the **Select Test** drop-down list, select a test. Only deployed tests are listed.
Click **Run**.
View the item analysis by clicking the new report's link under the **Available Analysis** heading or by clicking **View Analysis** in the status receipt at the top of the page.

About the Test Summary on the Item Analysis Page

The **Test Summary** is located at the top of the **Item Analysis** page and provides data on the test as a whole.

Edit Test provides access to the **Test Canvas**.
The **Test Summary** provides statistics on the test, including:
> **Possible Points**: The total number of points for the test.
> **Possible Questions**: The total number of questions in the test.
> **In Progress Attempts**: The number of students currently taking the test that have not yet submitted it.
> **Completed Attempts**: The number of submitted tests.
> **Average Score**: Scores denoted with an * indicate that some attempts are not graded and that the average score might change after all attempts are graded. The score displayed here is the average score reported for the test in the Grade Center.
> **Average Time**: The average completion time for all submitted attempts.
> **Discrimination**: This area shows the number of questions that fall into the

Good (greater than 0.3), **Fair** (between 0.1 and 0.3), and **Poor** (less than 0.1) categories. A discrimination value is listed as **Cannot Calculate** when the question's difficulty is 100% or when all students receive the same score on a question. Questions with discrimination values in the **Good** and **Fair** categories are better at differentiating between students with higher and lower levels of knowledge. Questions in the **Poor** category are recommended for review.

Difficulty: This area shows the number of questions that fall into the **Easy** (greater than 80%), **Medium** (between 30% and 80%) and **Hard** (less than 30%) categories. Difficulty is the percentage of students who answered the question correctly. Questions in the **Easy** or **Hard** categories are recommended for review and are indicated with a red circle. Only graded attempts are used in item analysis calculations. If there are attempts in progress, those attempts are ignored until they are submitted and you run the item analysis report again.

About the Question Statistics Table on the Item Analysis Page

The question statistics table provides item analysis statistics for each question in the test. Questions that are recommended for your review are indicated with red circles so that you can quickly scan for questions that might need revision.

In general, good questions have:

- **Medium** (30% to 80%) difficulty.
- **Good** or **Fair** (greater than 0.1) discrimination values.

Questions that are recommended for review are indicated with red circles. They may be of low quality or scored incorrectly. In general, questions recommended for review have:

Easy (> 80%) or **Hard** (< 30%) difficulty.
Poor (< 0.1) discrimination values.

Question	Question Type	Discrimination △	Difficulty	Graded Attempts	Average Score	Std Dev	Std Error
✳ ● S1: Something you should never put on a burn...	Short Answer (RB)	Cannot Calculate	0.0%	0	0.0	0.0	0.0
MC2: Which of these has the most medical training...	Multiple Choice (RB)	0.82	50.0%	4	5.0	5.78	2.89
● O1: Put the following emergency tasks in order...	Ordering	0.83	87.5%	4	8.75	2.5	1.25

Filter Questions (A)
Select Question Type: All Question Types
Select Discrimination: All Discrimination
Select Difficulty: All Difficulty
Go Reset Filter

- Filter the question table by question type, discrimination category, and difficulty category.
- Investigate a specific question by clicking its title and reviewing its **Question Details** page.

- Statistics for each question are displayed in the table, including:

  Discrimination: Indicates how well a question differentiates between students who know the subject matter those who do not. A question is a good discriminator when students who answer the question correctly also do well on the test. Values can range from -1.0 to +1.0. Questions are flagged for review if their discrimination value is less than 0.1 or is negative. Discrimination values cannot be calculated when the question's difficulty score is 100% or when all students receive the same score on a question. Discrimination values are calculated with the Pearson correlation coefficient. X represents the scores of each student on a question and Y represents the scores of each student on the

  $$r = \frac{1}{n-1} \sum_{i=1}^{n} \left(\frac{X_i - \bar{X}}{s_X} \right) \left(\frac{Y_i - \bar{Y}}{s_Y} \right)$$

  assessment.

  The following variables are the standard score, sample mean, and sample

  $$\frac{X_i - \bar{X}}{s_X}, \bar{X}, \text{ and } s_X$$

  standard deviation, respectively:

  Difficulty: The percentage of students who answered the question correctly. Difficulty values can range from 0% to 100%, with a high percentage indicating that the question was easy. Questions in the **Easy** (greater than 80%) or **Hard** (less than 30%) categories are flagged for review. Difficulty levels that are slightly higher than midway between chance and perfect scores do a better job differentiating students who know the tested material from those who do not. It is important to note that high difficulty values do not assure high levels of discrimination.

  Graded Attempts: Number of question attempts where grading is complete. Higher numbers of graded attempt produce more reliable calculated statistics.

  Average Score: Scores denoted with an * indicate that some attempts are not graded and that the average score might change after all attempts are graded. The score displayed here is the average score reported for the test in the Grade Center.

  Standard Deviation: Measure of how far the scores deviate from the average score. If the scores are tightly grouped, with most of the values being close to the average, the standard deviation is small. If the data set is widely dispersed, with values far from the average, the standard deviation is larger.

  Standard Error: An estimate of the amount of variability in a student's score due to chance. The smaller the standard error of measurement, the more accurate the measurement provided by the test question.

How to View Question Details on a Single Question

You can investigate a question that is flagged for your review by accessing its **Question Details** page. This page displays student performance on the *individual test question* you selected.

1. On the **Item Analysis** page, scroll down to the question statistics table.
2. Select a linked question title to display the **Question Details** page.

Question Details: Multiple Choice

← Return

Chapter 1 Test
Analysis Last Run September 4, 2012 2:06 PM.

B Edit Test

0.82	50.0%	4	5.0	5.78	2.89	0
Discrimination Good ⓘ	Difficulty Medium ⓘ	Graded Attempts ⓘ	Average Score ⓘ	Std Dev ⓘ	Std Error ⓘ	Skipped ⓘ

C

Multiple Choice(RB): MC2

Question:
● Which of these has the most medical training? D

Answers	Total ⓘ	Top 25% ⓘ	2nd 25% ⓘ	3rd 25% ⓘ	Bottom 25% ⓘ
EMT	1(25.0%)	0	0	0	1
✓ Paramedic	2(50.0%)	1	0	1	0
First Responder	0(0.0%)	0	0	0	0
Firefighter	1(25.0%)	0	0	0	1

Legend

● Review recommended ▲Questions might have changed after deployment
★ Not all submissions have been graded   (QS) Question Set   (RB) Random Block

Use the arrows to page through questions sequentially or to skip to the first or last question.

Click **Edit Test** to access the **Test Canvas**.

The summary table displays statistics for the question, including:
- **Discrimination**: Indicates how well a question differentiates between students who know the subject matter those who do not. The discrimination score is listed along with its category: Poor (less than 0.1), Fair (0.1 to 0.3), and Good (greater than 0.3). A question is a good discriminator when students who answer the question correctly also do well on the test. Values can range from -1.0 to +1.0. Questions are flagged for review if their discrimination value is less than 0.1 or is negative. Discrimination values cannot be calculated when the question's difficulty score is 100% or when all students receive the same score on a question. Discrimination values are calculated with the Pearson correlation coefficient. X represents the scores of each student on a question and Y represents the scores of each student on the assessment.

$$ r = \frac{1}{n-1} \sum_{i=1}^{n} \left(\frac{X_i - \bar{X}}{s_X} \right) \left(\frac{Y_i - \bar{Y}}{s_Y} \right) $$

- The following variables are the standard score, sample mean, and sample

$$ \frac{X_i - \bar{X}}{s_X}, \bar{X}, \text{ and } s_X $$

standard deviation, respectively:
- **Difficulty**: The percentage of students who answered the question correctly. The difficulty percentage is listed along with its category: **Easy** (greater than 80%), **Medium** (30% to 80%), and **Hard** (less than 30%). Difficulty values can range from 0% to 100%, with a high percentage indicating that the question was easy. Questions in the easy or hard categories are flagged for review. Difficulty levels that are slightly higher than midway between chance and perfect scores

do a better job differentiating students who know the tested material from those who do not. It is important to note that high difficulty values do not assure high levels of discrimination.

- **Graded Attempts**: Number of question attempts where grading is complete. Higher numbers of graded attempt produce more reliable calculated statistics.
- **Average Score**: Scores denoted with an * indicate that some attempts are not graded and that the average score might change after all attempts are graded. The score displayed here is the average score reported for the test in the Grade Center.
- **Std Dev**: Measure of how far the scores deviate from the average score. If the scores are tightly grouped, with most of the values being close to the average, the standard deviation is small. If the data set is widely dispersed, with values far from the average, the standard deviation is larger.
- **Std Error**: An estimate of the amount of variability in a student's score due to chance. The smaller the standard error of measurement, the more accurate the measurement provided by the test question.
- **Skipped**: Number of students who skipped this question.

The question text and answer choices are displayed. The information varies depending on the question type:

Item Analysis Information Provided for Question Types

Type of Information Provided	Question Types
Number of students who selected each answer choice -AND- distribution of those answers among the class quartiles.	Multiple Choice Multiple Answer True/False Either/Or Opinion Scale/Likert
Number of students who selected each answer choice.	Matching Ordering Fill in Multiple Blanks
Number of students who got the question correct, incorrect, or skipped it.	Calculated Formula Calculated Numeric Fill in the Blank Hot Spot Quiz Bowl
Question text only.	Essay File Response Short Answer Jumbled Sentence (also includes the answers students chose from)

Answer Distributions

The distribution of answers among the class quartiles is included for Multiple Choice, Multiple Answer, True/False, Either/Or, and Opinion Scale/Likert question types. The distribution shows you the types of students who selected the correct or incorrect answers.

- **Top 25%**: Number of students with total test scores in the top quarter of the class who selected the answer option.
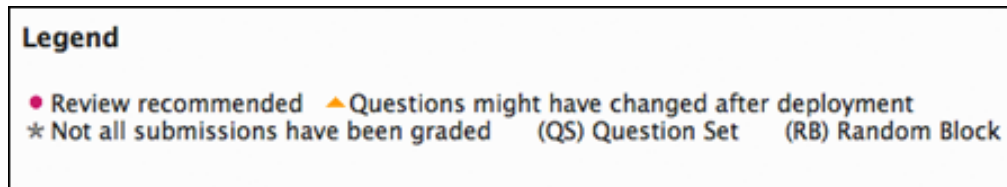
- **2nd 25%**: Number of students with total test scores in the second quarter of the class who selected the answer option.
- **3rd 25%**: Number of students with total test scores in the third quarter of the class who selected the answer option.
- **Bottom 25%**: Number of students with total test scores in the bottom quarter of the class who selected the answer option.

Symbol Legend

Symbols appear next to the questions to alert you to possible issues:

Legend

- ● Review recommended ▲ Questions might have changed after deployment
- ✱ Not all submissions have been graded   (QS) Question Set   (RB) Random Block

- **Review recommended**: This condition is triggered when discrimination values are less than 0.1 or when difficulty values are either greater than 80% (question was too easy) or less than 30% (question was too hard). Review the question to determine if it needs revision.
- **Question may have changed after deployment**: Indicates that a part of the question changed since the test was deployed. Changing any part of a question after the test has been deployed could mean that the data for that question might not be reliable. Attempts submitted after the question was changed may have benefited from the change. This indicator helps you interpret the data with this in mind. This indicator is not displayed for restored courses.
- **Not all attempts have been graded**: Appears for a test containing questions that require manual grading, such as essay questions. In a test containing an essay question with 50 student attempts, this indicator shows until the instructor grades all 50 attempts. The item analysis tool uses only attempts that have been graded at the time you run the report.
- **(QS)** and **(RB)**: Indicate that a question came from a question set or random block. Due to random question delivery, it is possible that some questions get more attempts than others.

About Item Analysis and Multiple Attempts, Question Overrides, and Question Edits

The item analysis tool handles multiple attempts, overrides, and other common scenarios in the following ways:

- When students are allowed to take a test multiple times, the last submitted attempt is used as the input for item analysis. For example, a test allows three attempts and Student A has completed two attempts with a third attempt in progress. Student A's current attempt counts toward the number listed under **In Progress Attempts** and none of Student A's previous attempts are included in the current item analysis data. As soon as Student A submits the third attempt, subsequent item analyses will include Student A's third attempt.
- Grade Center overrides do not impact the item analysis data because the item analysis tool generates statistical data for questions based on completed student attempts.

- Manually graded questions or changes made to the question text, correct answer choice, partial credit, or points do not update automatically in the item analysis report. Run the analysis again to see if the changes affected the item analysis data.

Examples

Item analysis can help you improve questions for future test administrations or fix misleading or ambiguous questions in a current test. Some examples are:

- • You investigate a multiple choice question that was flagged for your review on the item analysis page. More Top 25% students choose answer B, even though A was the correct answer. You realize that the correct answer was miskeyed during question creation. You edit the test question and it is automatically regraded.
- In a multiple choice question, you find that nearly equal numbers of students chose A, B, and C. Examine the answer choices to determine if they were too ambiguous, if the question was too difficult, or if the material was not covered.

A question is recommended for review because it falls into the hard difficulty category. You examine the question and determine that it is a hard question, but you keep it in the test because it is necessary to adequately test your course objectives.

Reference:
Blackboard Help:
https://help.blackboard.com/en-us/Learn/9.1_SP_12_and_SP_13/Instructor

<div align="center">

Topic 13
Best Practices of Intro video

</div>

"89 million people in the United States are going to watch 1.2 billion online videos today. The number is expected to double to 1.5 billion people by 2016."

All Accelerated Courses require an engaging introduction video to welcome your students. This easy way of making a connection with your students can also humanize the online experience for all students, but especially for the more hesitant and new users.

This video is intended to help students realize that their instructor is a real person with enthusiasm for the subject matter. Remember you are building rapport with students and fostering a sense of community.

Instructor videos can replicate the face-to-face interactions in the traditional classroom, ignite excitement about your course while explaining how relevant

the content is to them. Give students a taste of your personality and dispel fears about the online learning environment. All I under three minutes!

 Some Do's and Don'ts

Do

- Make your videos short and engaging 3-5 minutes max – create a script or an outline
- Rehearse, so you can look into the camera.
- Include your expectations for behavior and participation.
- Add notables.
- Let students know how to contact you, turnaround times for responses etc.
- Let them know that questions and concerns are welcomed.
- Consider showing students exactly how to get started.
- Let them know help is available. Direct students to available tech support to show that you want everyone to be successful.

Don't

- Overwhelm them with to much info, make another video (or more)
- Don't discuss specifics or add dates.
- Don't add items that are covered in the syllabus.
- Record your intro video until you are close to the end of the course design. You will find it easier to discuss the course after you have created it.

An Example, 2 minutes really is enough time — http://youtu.be/MunGB-K0Ecg

The link above goes to ITSE 1391 Fundamentals of Software Testing. In it Professor Bill Tucker does an excellent job of welcoming students, describing the structure and expectations of the course, introducing the textbook as an academic tool and an incentive to students pursuing professional certification. His contact information appears as a title toward the end of the video and the course structure is delivered visually and verbally.

Videos are also closed captioned by the ID team.