

# Blackboard@Trinity

## Faculty Guide

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## **Introduction**

Each tour is set up with common features to help you find your way. For each tour we provide background information.

### What is Blackboard?

Blackboard is Trinity's supported course authoring application, also known as a "course management system." It allows faculty to post a part of the entirety of a course on the Web in a secure environment or to expand a student's experience in a course. Blackboard provides instructors with the following functions:

- Announcements
- Course Content
- Tests/Quizzes
- Surveys
- Discussion Boards
- Chat Rooms
- Broadcast Email
- Grade book Management
- Assignment Collection

### Why use Blackboard?

- Place your course materials on the web so that your students have access to your course content 24X7.
- Offer your students a "backup" option if they misplace syllabi or assignments from class.
- Allow your students to lengthen an engaging discussion that begins in class, but in an online format.
- Gain a feel for how your students understand your content.
- Help students keep better track of how they are progressing through the class.
- Broadcast a note to students reminding them of upcoming deadlines.
- Give students an online space in which to work on group projects.

## **Start here**

- Login to Blackboard
- Access and view your courses in Blackboard
- See how the Blackboard interface works
- See Blackboard in action

## **How do I log in?**

Follow the steps below to log in to Blackboard at GW.

1. Go to <http://ecourses.trinitydc.edu/webapps/login> Click on the Login button.
2. Enter your NetID username - the first part of your email address (prior to the @trinitydc.edu).
3. Enter your Trinity Email password.

## **COURSE DESIGN GUIDES**

Explore ways to mold the Blackboard course management system into a learning environment. Not sure how to do get started? Take a look at the Instructional Guides included.

## **Designing instruction**

### **Instructional design**

Blackboard Pedagogical tips from Calpoly

[http://blackboardsupport.calpoly.edu/content/faculty/main\\_pedagog.html](http://blackboardsupport.calpoly.edu/content/faculty/main_pedagog.html)

Blackboard Instructional Design Tips

[http://www.edtech.neu.edu/blackboard/resources/planning/bb\\_instructional\\_design\\_tip.htm](http://www.edtech.neu.edu/blackboard/resources/planning/bb_instructional_design_tip.htm)

A worksheet for course development

<http://www.beyondutopia.net/pug/pug-online/page8.html>

## **MERLOT-Add Web-based Learning Objects to your Online**

**Course.** [www.merlot.org](http://www.merlot.org) MERLOT is a free and open resource designed primarily for faculty and students of higher education. Links to online learning materials are collected here along with annotations such as peer reviews and assignments.

Tips from Merlot –

Learning material - <http://www.merlot.org/home/MaterialView.po>

What can you do with material? <http://www.merlot.org/home/UsingMaterials.po>

### Critical thinking -

Teaching Critical Thinking, from Dartmouth

<http://www.dartmouth.edu/~writing/materials/faculty/pedagogies/thinking.shtm>

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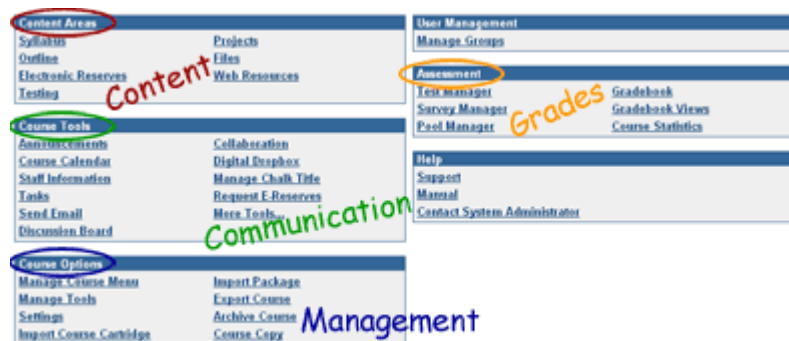
## CONTROL PANEL

The most important Blackboard interface for faculty, the Control Panel is where you will do most of your work in Blackboard.

- See the **main interface** that you will use for most of your Blackboard course management duties
- Explore a sample course that uses the standard Blackboard template
- See what a course looks like in Blackboard
- Get a brief introduction to many things that can be done with your course materials in Blackboard

### What is the Control Panel?

The Control Panel is the hub of the Blackboard Course Management system. You add course materials in the Content Areas pane. The Course Tools pane is where you will find your Communications tools such as Announcements, email and Discussion Boards. Make your course visible to students as well as control what Blackboard elements your students see in the Course Options pane. Grades, course statistics as well as test and survey managements can be found in the Assessment pane.



## COURSE SETUP

- Make your course visible to students.
- Clean up the course menu
- Don't like Blackboard's default colors? Change your menu list to buttons or use your favorite colors for the menu.

- Not using Announcements? Want your students to see the course outline as soon as they log in? Change the first page students see to a different page.
- Hide the tools you are not using in your course.

## Course Availability

In order for your students to use your Blackboard course, you must make your course visible to students manually using the Control Panel. Your students do not see the course by default.

As a faculty member, all courses that you have listed as the instructor will show up in your course listing about a month before the semester begins. Your students will not see your Blackboard course until you make it available to them.

**1 Set Availability**

Make this course available to users?

**Make Course Available:**  Yes  No

**2 Submit**

Click **Submit** to finish. Click **Cancel** to quit.

## Manage Course Menu

Blackboard provides you with a default menu of items that can be changed, removed or re-ordered. To provide maximum flexibility, Blackboard allows you to modify the default menu to reflect the areas of Blackboard you are using. You can also add a new Content Area, Tool Area, Course Link or External Link directly to your course menu.

Add
 Content Area
 Tool Link
 Course Link
 External Link

1	▼	<b>Announcements</b> <i>Announcements</i>	<input type="button" value="Modify"/> <input type="button" value="Remove"/>
2	▼	<b>Faculty Information</b> <i>Staff Information</i>	<input type="button" value="Modify"/> <input type="button" value="Remove"/>
3	▼	<b>Syllabus</b> <i>Content Area</i>	<input type="button" value="Modify"/> <input type="button" value="Remove"/>
4	▼	<b>Outline</b> <i>Content Area</i>	<input type="button" value="Modify"/> <input type="button" value="Remove"/>
5	▼	<b>Electronic Reserves</b> <i>Content Area</i>	<input type="button" value="Modify"/> <input type="button" value="Remove"/>

*Content Areas* in Blackboard are simply empty folders. The names are suggestions, and can be changed to fit your course, or removed all-together if not being used.

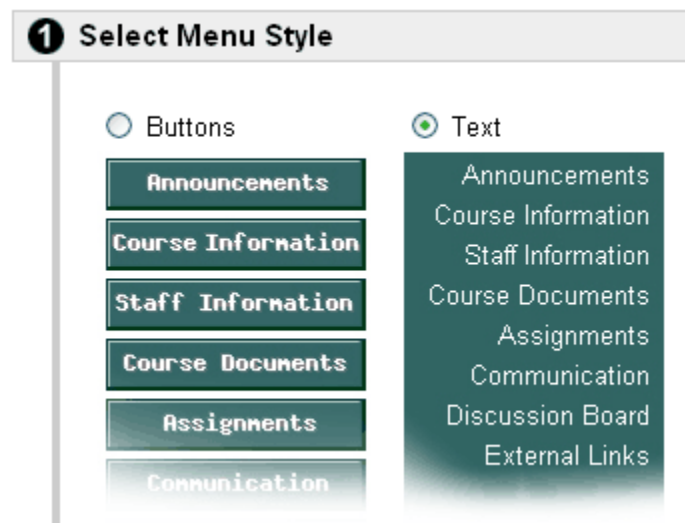
*Tool Links* include features that provide many different ways to communicate with your students. These areas include Announcements, Course Calendar, Tasks, Discussion Boards, Send Email function, Collaboration, Staff Information page, Student Homepages, etc.

*Course Links* are helpful if you wish to link from the main course menu directly into a sub-folder of a content area. An example would be if you had folders for each week of the course in the outline section, and your course menu provided a link directly to each week's contents. This would reduce the student clicks from two to one.

*External Links* are helpful if your students are required to monitor an external web site for current events or other course-relevant information. You could provide a link to a newspaper or organization web site right from your main course menu.

### **Course Design**

Individualize your Blackboard course by changing the navigation style and colors. You can create buttons or just change the colors of the course menu listing.



### **Set Course Entry Point**

If you do not plan to use announcements, or you would prefer to have your syllabus or course outline as the first page students see, you can change the course entry point.

## Set Course Entry Point

**1 Select Entry Point**

Select the entry point. When users enter, they are presented with the Announcements page by default unless another page is selected.

Entry Point:

**2 Submit**

Click **Submit** to finish. Click **Cancel** to return to the previous screen.

- Announcements
- Faculty Information
- Syllabus
- Outline
- Electronic Reserves
- Testing
- Gradebook
- Projects
- Files
- Communication
- Discussions
- Chat
- Tools
- Web Resources

## Manage Tools

Blackboard offers many tools to you and your students. Tools such as the calendar and tasks, allow you to plot out due-dates and suggest task deadlines for your students. You can remove the tools you are not planning on using, or that you don't think your students needed.

## Tool Availability

Tool	Available	Allow Guest	Allow Observer
<b>Address Book</b> Address Book	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>
<b>Announcements</b> Announcements	<input checked="" type="checkbox"/>	<input type="radio"/>	<input type="radio"/>
<b>Calendar</b> Calendar	<input checked="" type="checkbox"/>	<input type="radio"/>	<input type="radio"/>
<b>Chalk Title Management</b> Chalk Title Management	<input checked="" type="checkbox"/>	<input type="radio"/>	<input type="radio"/>

## CREATING MATERIALS

- Provide your contact information and office hours

- Post lecture-related PowerPoint files
- Distribute your syllabus electronically
- Upload Word, PowerPoint, and PDF files
- Provide structure for your course materials with learning units
- Provide links to the World Wide Web from within your course
- Gather related materials within folders

### **Staff Information**

Create your bio by adding a profile to your course. You can add your contact information, office hours, photo and a link to your personal web site or publications.

### **ADD ITEM**

Adding an Item will place the content directly inside the Content Area. When the student clicks on this Content Area, any text typed into the text box will be readable right away. If you are using Internet Explorer, you will see a WYSIWYG editor which you can use to format the text and add links to any kind of file such as a PDF document, PowerPoint presentation, Word document or even an audio or video file. You can also choose when to make this content available to your students.

**Add Item**

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**1 Content Information**

**Name** Documents   
or enter name

**Choose Color of Name**  Pick

**Text**

Normal 3 Times New Roman B I U [List Icons] [Table Icon] [Link Icon] [Image Icon] [Media Icon] [Code Icon] <html> Preview ?

[Rich Text Editor Icons]

[Large Text Area]

## ADD FOLDER

Adding a folder gives you the ability to group information and many links within a sub-folder. You could use folders to create your course outline and provide a folder of information for each week of class. This folder could contain all the readings, multimedia files and external web links related to that week's topic.



## ADD URL

Use External Link within content areas to provide your students with links to websites important to your course.



## Add learning Unit

Use Learning Units to guide your students down a path. You can enforce sequential learning and restrict when the learning unit is available to students.

**2 Options**

**Make the Learning Unit available**  Yes  No

**Do you want to enforce sequential viewing of the Learning Unit?**  Yes  No

**Do you want the Learning Unit to open in a new window?**  Yes  No

**Track number of views**  Yes  No

**Add metadata**  Yes  No

**Choose date restrictions**

Display After

Feb 14 2005 03 20 PM

Display Until

Feb 14 2005 03 20 PM

### To create your Learning Unit

1. Control Panel > [Name of destination Content Area] (from Content Areas pane)
2. Using the drop list to the right of the action bar (i.e. Add Item, etc.) choose Learning Unit.
3. Click on GO to the right of the drop list.
4. Give your Learning Unit a title - this is the text your students will see as link into the content.
5. In the text box provided write a description for your Learning Unit.
6. In section 2, choose whether or not you want the content to be viewed sequentially,
7. Choose whether or not you want the Learning Unit to open in a new browser window.
8. Choose dates of availability if necessary.
9. Click Submit.

### To add content to your Learning Unit

1. Once you've returned to the Content Area in which you've just added a Learning Unit shell, click on the title of the Learning Unit.
2. You have the ability to add Items, Files, Links, etc. to this Learning Unit.

## COMMUNICATION

### **Send Email**

Instructors can send email to individuals who participate in a particular course or organization from the Send Email page. After selecting the individual or group of users to send an email to from the Send Email page, the page on which to create the message will appear. The image below is an example of the page that appears to send an email to the All Users group.

#### **Find this page**

Follow the steps below to open the Send Email-Compose Message page.

**Step 1** Click **Send Email** in Course Tools on the Course Control Panel.

**Step 2** Click one of the options to select the recipients. The Compose Message page will appear.



### **Send Email**

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▶ **All Users**

Send email to all of the users in the Course.

▶ **All Groups**

Send email to all of the Groups in the Course.

▶ **All Teaching Assistant Users**

Send email to all of the teaching assistant users in the Course.

### **Discussion board**

Here is a strategy that may help improve the quality of student discussion board responses. The criteria should be stated clearly, and posted with each discussion thread as a reminder.

#### Discussion board tips

It's helpful to give students criteria for posting discussion board responses.

Let them know how discussions will count toward grades.

Specify any other criteria you would like students to use in their responses, i.e. references, articles, etc.

Suggested criteria for students –

You must make a substantive response to at least one comment, as well as comment to other classmates. (Or whatever you require)

*Substantive* means that your reply goes beyond just agreeing or disagreeing with your classmates. The Discussion Board is equivalent to class discussions in a traditional classroom. Substantive contributions to the Discussion Board means you should build on classmates' postings, clarify ideas, or offer new perspectives. Substantive participation does not merely agree or disagree with another posting. Nor does it simply repeat material from your text. Substantive postings require you to think—to analyze—to interpret—to offer opinions that are founded on evidence. The responses should utilize: critical thinking, research, effective communication, leadership and initiative.

## **ANNOUNCEMENTS**

### **Course Announcements**

Course Announcements post timely information critical to course success. The Instructor can add, modify, and remove announcements from the Announcements page. This is an ideal place to post time-sensitive material such as:

- when assignments are due
- changes in the syllabus
- corrections/clarifications of materials
- exam schedules

When viewed through the course only Announcements for that particular course are visible. Announcements for the institution or other courses and organizations must be viewed through Announcements in the Tools box on a common area.

Follow the steps below to open the Announcements page.

**Step 1** Click **Announcements** in Content Areas on the Course Control Panel.

**Step 2** Select a time period from the tabs to view specific announcements.

**Add Announcement**

**1 Announcement Information**

Subject:

Message: 

Normal Times New Roman B I U [list icons] [link icon] [preview icon]

**2 Options**

Always show this announcement.  Yes  No

Choose date restrictions

Display After  
Feb 14 2005  
01 10 PM

Display Until  
Feb 15 2005  
01 10 PM

## **CHAT**

There are two different Chat styles in Blackboard: Chat and Virtual Classroom. Chat is purely text with no management abilities on the faculty side. This tool is ideal for virtual office hours, where a student or two might "drop in" for a casual set of questions and answers.

To enter the Chat room

1. Control Panel > Collaboration (from Course Tools pane)
2. Next to the Office Hours / Chat title, click on JOIN.
3. If your computer requires the JAVA plug-in necessary when running a chat room, you will be alerted to this fact.
4. If you do need to install, follow the directions on the alter page. This process may take a few minutes.
5. If you already have this installed, a Chat window will appear.

To have a Chat

- By default, once your students arrive they have the ability to write private messages to one another, and to chat with the whole group.
  - You can change this prior to their arrival by clicking on Controls atop the window to choose settings.
  - As students arrive, you will see a note in the main (white) chat area, noting their arrival.
1. Type a message in the Compose field and click Send or hit Enter on your keyboard.
  2. Respond to postings by students by doing the same.
  3. Use the Archive controls to the upper right of the window to (in order of the buttons):
    - Record the chat
    - Pause the recording
    - Stop the recording
    - Add a bookmark into the chat archive
  4. Use the Private Message button under the list of present students to compose and send an individual note to a student.
  5. When you're finished with your Chat, you may close the window.
  6. If you want to clear the chat interface before closing, click on Clear or End atop the window

## Add Collaboration Session

**1 Session Name**

Session Name

**2 Schedule Availability**

Select Dates of Availability

Start After

Feb 14 2005

01 05 PM

End After

Feb 14 2005

01 05 PM

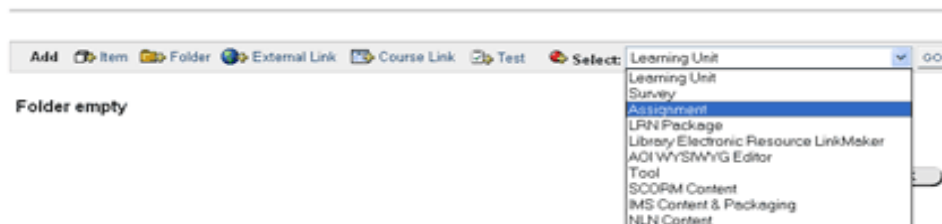
Available  Yes  No

## STUDENT ASSESSMENT

### Add Assignment

Instructors can create Assignments and add them to a Content area. Assignments list the name, point value, and a description for class work. Instructors also have the option of including attachments to an Assignment. Students complete the assignment in a separate file and send it back to the Instructor through the Course menu.

**Note:** Once a Student completes and submits an Assignment the Instructor may access this file in the Grade book. Assignments submitted by Students may not be viewed or graded in the Content Area where the Assignment is posted.



To add an Assignment to a Content Area

1. Control Panel > [Name of destination Content Area] (from Content Areas pane)
2. Using the drop down box to the right of the ADD action bar, choose Assignment.
3. Click GO.

4. Give your Assignment a title.
5. Fill in the number of points for the Assignment.
6. Type or paste your instructions in the white text box editor.
7. Choose date restrictions, if necessary in section 2.
8. Attach a file, if necessary in section 3.
9. Submit.

## **Add test or survey**

### **Add Test**

Tests are on-line evaluations that can be used to measure a Student's understanding of the course. Assessment properties, such as availability and presentation options, are managed through the Content area where the test appears to Students.

**Note:** Instructors may view and grade Tests submitted by Students in the Grade book. Tests submitted by Students may not be viewed or graded in the Content Area where the Test is posted.

Follow the steps below to open the Add Test page.

**Step 1** Select a Content Area in the Course Control Panel.

**Step 2** Click **Add Test**.

**2 Test Availability**

Make the link available  Yes  No

Create an announcement for this Test  Yes  No

Allow multiple attempts. Permit users to take this Test multiple times.

Force Completion. Test must be completed the first time it is launched.

Set timer. Set expected completion time. Selecting this option also records completion time for this Test.  
Hours 1 Minutes 00

Display After  
Feb 14 2005   
01 25 PM

Display Until  
Feb 14 2005   
01 25 PM

Password. Require a password to access this Test.  
Password:

## **GRADEBOOK MANAGEMENT**

### **Collecting assignments**

The Digital Drop Box acts as a repository for student work. Individual students and instructors can send and receive files through the Digital Drop Box. Instructors should place materials for the entire class in the Course Content Areas. Instructors should be aware and should warn students that adding files to the Digital Drop Box does not send them to the instructor but simply adds them to a space on the Blackboard server. Students must use the Send File option to send files to their instructor.

In addition to the Grade book being able to automatically calculate your final grades with total points versus earned points, you may assign weights to individual items or categories of items.

## Modifying Letter Grades

1. Course Control Panel>Gradebook (*from Assessment Panel*)
2. Grade book Settings link
3. Select Manage Display Options
4. Click on the Modify button to the right of Letter Grade
5. Make your modifications to the letter grade calculations
6. Submit.

**Manage Display Options**

Add Display Option

**Display Option**

Complete/incomplete

Letter

Percentage

Score

Text

## Weighting grades

Grade book: *Weight Grades*

The Weight Grades tool allows the instructor to set a weighting for items used for calculating a summary grade. Weighting items can be adjusted per item or by category.

Finding the tool

1. Go to the **Control Panel** of your course site and select **Grade book** in the Assessment area. shows the Gradebook spreadsheet on the **View Spreadsheet** page.
2. Click on the **Weight Grades** tool in the top toolbar (Figure 2) of the **View Spreadsheet** page.
3. The **Weight Grades** page

## 1 Weighting

Choose either category or item.

### C Weight by Category

Assignment	<input type="text" value="0.0"/>	%
Attendance	<input type="text" value="0.0"/>	%
Essay	<input type="text" value="0.0"/>	%
Exam	<input type="text" value="0.0"/>	%
Extra Credit	<input type="text" value="0.0"/>	%
Final Exam	<input type="text" value="0.0"/>	%
Group Project	<input type="text" value="0.0"/>	%
Homework	<input type="text" value="0.0"/>	%
Journal	<input type="text" value="0.0"/>	%
Lab	<input type="text" value="0.0"/>	%
Midterm Exam	<input type="text" value="0.0"/>	%

### G Weight by Item

Assignment One: Slide Show	<input type="text" value="10.0"/>	%
PROJECT 1	<input type="text" value="10.0"/>	%
HW1	<input type="text" value="10.0"/>	%
HW3	<input type="text" value="10.0"/>	%
HW2	<input type="text" value="10.0"/>	%
COLOR & EMOTIONAL QUALITY	<input type="text" value="0.0"/>	%
FINAL EXAM	<input type="text" value="50.0"/>	%
Test 1	<input type="text" value="0.0"/>	%
Attendance	<input type="text" value="0.0"/>	%

4. Click the radio button next to **Weight by Category** to weight grades by the category in which they belong. Each category may contain more than one item in the Gradebook. Fill in the percent value for each category that counts towards the overall grade.

5. If selecting **Weight by Item**, click the radio button to the left to do so. All actual items in the Gradebook will be listed so that each can be weighted individually and independently from other items. Enter what percentage of the overall grade each item will represent.

6. Click on **Submit** to save your selections.

## Viewing Test & Survey Results

The Blackboard Gradebook allows you to view the Test (or Survey) results as an aggregate for the whole class. You can review the percentages of the answers this way and decide what to change for next time, or get a true sense of the question difficulty.

Question 1 Multiple Choice		Average Score: 0 point(s)
Which one of the following is the most frequently mentioned (and therefore one of the most prominent) type of nonverbal communication covered in this class?		
Correct	Answers	Percent Answered
✓	Kinesics	0.0%
	Proxemics	100.0%
	Chronemics	0.0%
	Chromatics	0.0%
	Unanswered	0.0%

How to view test results in the Grade book

- Control Panel > Grade book (from Assessment Pane)
- Item title (this is the title/link of the test/exam column)
- Assessment Attempt Details link

## GRADING ESSAY QUESTIONS

- Control Panel > Grade book (from Assessment Pane)
- Exclamation Point (!) link (*this action would be for each individual student*)
- View button
- Read and enter the grade for the essay question(s)
- Submit button

## COURSE COPY

### Copy Course Materials into a New Course

Copying course materials into a new course creates a course in the system and populates it with content from a course already on the system. When the course is copied, the Course Menu specified in the source course will replace the default Course Menu is in effect for new courses.

COURSES > HISTORY > CONTROL PANEL > COURSE COPY > COPY COURSE MATERIALS INTO A NEW COURSE

### Copy Course Materials into a New Course

To copy course materials from this course to a destination course, select the course from the list below and then select the course materials to copy to the destination course. You must have appropriate user privileges in order to copy course materials to a destination course.

**1 Select a Course**

Destination Course ID:

**2 Select Course Materials**

- Content
  - Course Information
  - Course Documents
  - Assignments
  - External Links
- Announcements
- Tests, Surveys, and Pools
- Calendar

Find this page

Follow these steps to locate the Copy Course Materials into a New Course page.

**Step 1** Click **Course Copy** from the Course Control Panel.

**Step 2** Click **Copy Course Materials into a New Course** from the Copy Course page.

Destination Course ID

Enter a Course ID for the new course that will be created and populated with content. Please make sure that the new Course ID matches the naming convention used at the institution. Also, The Course ID should not have any spaces or characters other than numbers and letters, dash (-), underscore (\_), and period (.). The Course ID must be unique and remain static. It cannot be modified.

Select course materials

Select the check boxes for each content area and tool in the course that should be copied into the new course. The table below details what happens to each selectable option when the copy is performed.

## COURSE COPY USING IMPORT/EXPORT

### Overview

The Export Course feature creates a package of the course content that can later be imported into *Blackboard Learning System* and used to teach another course with the same content. It is important to note that, unlike the Archive Course feature, Export Course does not include any user interactions with the course—it only includes the content of the Course. Therefore, Export Course is useful when course materials will be reused at a later time to teach a new set of Students. Archive Course is useful to maintain a record of a Course after it has been taught.

Export packages are downloaded as compressed .ZIP files and can be imported into *Blackboard Learning System* in the same format. Do not unzip an Export package or remove files from the package, otherwise the package will not be imported correctly.

COURSES > AMERICAN HISTORY > CONTROL PANEL > EXPORT COURSE

### Export Course

**1 Select a Course**

Source Course ID: AMERHIST

**2 Select Course Materials**

Select the materials that will be included in the export package. Export packages are useful for reusing materials from the course. If you wish to create a package to serve as a record of the course after it is finished, please use the Archive Course tool.

- Content
  - Course Information
  - Course Documents
  - Assignments
  - External Links
- Announcements
- Calendar
- Course Settings
- Discussion Board

Find this page

To open the Export Course page, click **Export Course** in Course Options on the Course Control Panel.

### Exporting a Course

A receipt page will appear after selecting Course Materials and clicking **Submit**. The exported package must be downloaded from this page and saved to the local computer. Select **Click here to download the generated package file** to save the file. The archived package will not be stored in the Blackboard file system! If the package is not

downloaded from this page it will be lost, and the user must go through the export operation again.

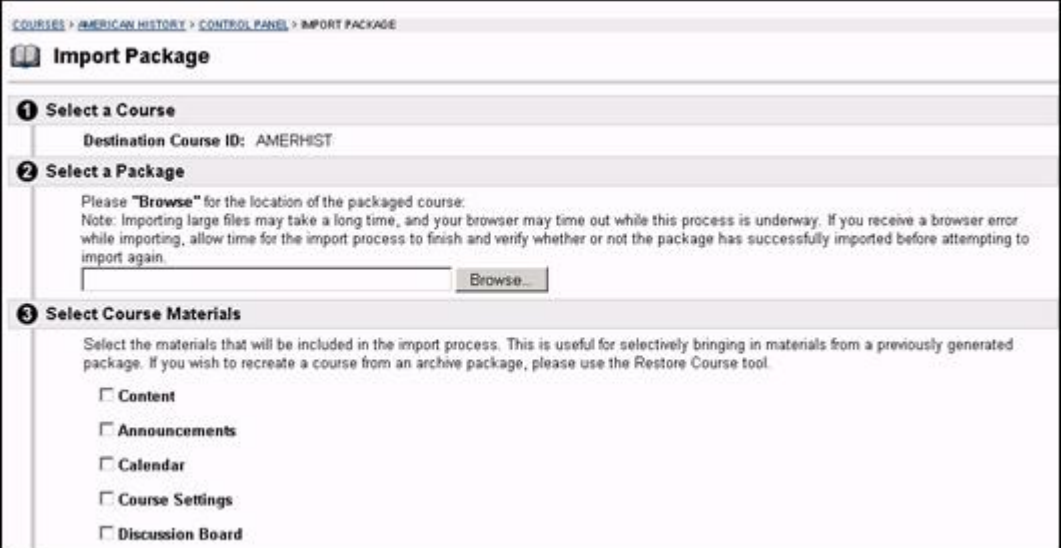
## Import course

### Overview

Instructors may use the Import Package page to upload information into the course. For example, if they have exported a course then may import the whole course package, or selected parts of the course through Import Package.

Export packages, created with the Export Course feature, are .ZIP files that contain course materials, but not user data or interactions. Export packages are useful for storing content that may be used to teach the same course to different Students at a later time. To create a permanent record of a course, use the Archive Course feature.

Never upload an Exported Course package that has been modified since it was created and downloaded. Opening the .ZIP file and changing any of the files in the Exported Course package will result in unstable and unpredictable behavior when the course is imported.



The screenshot shows the 'Import Package' page within a course control panel. The breadcrumb trail at the top reads 'COURSES > AMERICAN HISTORY > CONTROL PANEL > IMPORT PACKAGE'. The page title is 'Import Package'. It is divided into three numbered sections:

- 1 Select a Course**: Shows 'Destination Course ID: AMERHIST'.
- 2 Select a Package**: Includes instructions to 'Browse' for the location of the packaged course, a note about large files and browser timeouts, and a 'Browse...' button next to an empty text input field.
- 3 Select Course Materials**: Includes instructions to select materials for import and a list of checkboxes for 'Content', 'Announcements', 'Calendar', 'Course Settings', and 'Discussion Board', all of which are currently unchecked.

### Find this Page

To open the Import Course Cartridge page, click **Import Package** in Course Options in the Course Control Panel.

## ARCHIVE COURSE

### Overview

Archive Course creates a permanent record of a course including all the content and user interactions. Unlike the Export Course feature, Archive Course is not useful when trying to create a package of content to be used at a later time or with another course.

Archived courses are saved as .zip files with the following file naming structure: ArchiveFile\_*Course\_ID*.ZIP. These .zip files are stored and Instructors can access them for use in the future. Archiving a course does NOT remove it from the system.



The screenshot shows the 'Archive Course' interface. At the top, there is a breadcrumb trail: COURSES > AMERICAN HISTORY UNTIL 1865 > CONTROL PANEL > ARCHIVE COURSE. Below this is a header with a book icon and the text 'Archive Course'. The main content area is divided into two sections. The first section, labeled '1 Course ID', contains a text input field with the value 'Destination Course ID: HIST101'. The second section, labeled '2 Submit', contains the instruction 'Click "Submit" to finish. Click "Cancel" to abort this process.' and two buttons: 'Cancel' and 'Submit'.

### Find this page

To open the Archive Course page, open the Course Control Panel and click **Archive Course** in Course Options.

### Create Archive

Select **Submit** to export the course contents and save it for future use.

On the following page, select **Click here to download the exported course site** to save it to the computer you are working on. Instructors must select this option to save the archive file of the course. The file may only be saved on the computer you are working on; files are not saved to the *Blackboard Learning System*. Select **Click here to view the detailed log file** to view the status and log from the Course Archive operation.

## TOOLS

## Add guest lecturer

Guest Lecturer accounts are designed to allow visiting lecturers to participate in your course. Guest lecturer accounts are given student access to the course, so he/she can participate in the discussion forums, see course announcements, and access readings and materials that are provided to students via Blackboard. You are permitted only one Guest Lecturer account per course. Blackboard will generate a user id, and you must create a password.

**2 Course Details**

Course Id: 79938\_200501  
Course Title: Test course by bbadmin

**3 Guest Lecturer Information**

Guest Lecturer User Id: gl0579998 **Note: The second letter in the user id is alphabet L in lower case, and not digit 1.**

\* Password

\* Reenter Password

\* Email Id

## **TEMPLATES**

Use these templates to create a consistent user friendly course site at Trinity

### TEMPLATE GUIDE

The basic components of an online course are the course goals/introduction and a series of lessons, each of which includes (1) an introduction, (2) syllabus, (3) content presentation, (4) practice and feedback, (5) drop box for assignments, (6) discussion area and (4) summary and review. Techniques to maximize student motivation and to assess student learning should be woven throughout the course.

### Table of contents

Introduction  
Staff information  
Syllabus  
Course outline  
Lessons  
Discussion  
Resources

## **Course introduction**

Course introduction -

Summary of Course

**LESSON:**

Lesson Objectives

Lesson plan

Activities related to the lesson

Key terminology

Review questions

## Syllabus

**SYLLABUS – Refer to the Trinity University, Syllabus Handbook and Guidelines.** <http://www.trinitydc.edu/academics/acadaff/Syllabus.pdf>

### **Essential Elements of a Course Syllabus**

#### **1) *Identifying information for the course:***

- Institution name (“Trinity University”)
- Semester/term and session number
- Course number
- Section number
- Complete course title
- Credit hours
- Class meeting days and times\*

\* Please place emphasis on when the class meets regularly and any exceptions to this schedule. Trinity’s unique semester structure allows students a great deal of flexibility to schedule classes around other commitments, but this flexibility can often lead to confusion about when, where, and how frequently a class meets.

#### **2) *Instructor information:***

- Instructor’s full name
- Telephone number
- Email address
- Office location
- Office hours

#### **3) *Course description***

The course description should reproduce or strongly resemble the official description of the course in the College Catalog (<http://www.trinitydc.edu/academics/catalog>). These descriptions may be cut and pasted into the course syllabus. Minor modifications may be made if appropriate; it may also be appropriate to elaborate in subsequent paragraphs about more specific aspects of the course, although much of this material could appear under course goals and objectives.

#### **4) *Course goals***

Course goals are broad statements that describe what students will accomplish in the course. Rather than presenting specific details of the course, goals should describe what students will cover in general throughout the term and should indicate the general direction or emphasis that the course will take. In this respect, a well-stated goal describes what students will understand or what body of material they will master. Other broad goals might follow, and it may be appropriate to number or otherwise distinguish separate goals. All academic programs as a part of the Program

Assessment process have generated general goals for their curricula; the appropriate program goals should appear on the course syllabus

### **5) *Course Objectives***

Course objectives support course goals, identifying knowledge- and competency-based objectives that indicate what students will know, value, or be able to do after the successful completion of the course. A good competency-based objective is a clear statement of what the professor expects the student to learn. Most importantly, well-written course objectives communicate specifically the assessment tools used to determine student success. Many academic programs have set specific learning objectives for individual courses. Instructors should consult with Program Chairs for details about how the faculty in each program has assigned specific objectives to particular courses.

### **6) *Attendance Policies***

The statement of an attendance policy is required. You should state your policy and identify the consequences for student absences. The College sets the following policy as a baseline, but instructors may modify this policy as required: "Faculty have the right to monitor attendance. Students are responsible for reviewing the attendance policy for each instructor as listed on the course syllabus.

Absence in any course amounting to one-third or more of the class periods may result in a lower grade, including the grade of "F," at the discretion of the faculty member."

Special note for courses in the School of Education: Instructors teaching in the School of Education should refer to the School-wide attendance policy.

### **7) *Grading and Assessment Policies***

Students deserve to know how their performance will be assessed. Grading policies must be stated clearly and specifically on the syllabus. It is important to identify each component of the grading policy.

Special note for courses in the School of Education: Instructors teaching in the School of Education should refer to the School-wide grading scale.

*Exams:* If you administer exams, it is useful to identify the type of exam you plan to administer. For example, identify the proportion of exam questions that will be multiple choice, true/false, essay, short answer, etc. You should also state your policy for missed or late examinations. Instructors are responsible for administering make-up examinations. If a student's final examination must be rescheduled beyond the date when grades are due, instructors should follow the procedures for awarding a grade of incomplete ("I").

*Assignments:* List all assignments and your policy for late assignments. If you want to reserve the right to change the weight of each assignment, then this should be stated on all syllabi. Specifically state the percentage or weight of each graded assignment. For example:

Your final course grade will be calculated as follows:

<b>Course Requirements</b>	
Attendance and participation	10%
Research paper	20%
Web Assignments	20%
Midterm exam	25%
Final exam	25%
<b>TOTAL</b>	<b>100%</b>

*Grading Scale:* Explain your grading scale and how you plan to calculate the students' final grade. State how you will convert a percentage grade to a letter grade and/or a numeric grade (4.0-scale) to a letter grade. The following two examples show how grade conversions may be done.

Example One:

<b>Percentage Grade</b>	<b>Letter Grade</b>	<b>Percentage Grade</b>	<b>Letter Grade</b>
93-100	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	60-66	D
80-82	B-	Below 60	F
77-79	C+		

Except in the School of Education there is not a standard way to convert 100-point scale grades to letter or 4.0-scale grades. This example, however, is fairly representative of common practice in the College of Arts and Sciences and the School of Professional Studies.

Example Two:

<b>Letter Grade</b>	<b>Numeric Grade</b>	<b>Letter Grade</b>	<b>Numeric Grade</b>
A	4.0	C	2.0
A-	3.7	C-	1.7
B+	3.3	C	1.3
B	3.0	D	1.0
B-	2.7	F	0.0
C+	2.3		

The College uses the table above to convert letter grades into 4.0-scale grades and vice versa. Instructors should use this conversion scale in their own grading. Grades of A+ and D- are not valid for any students at Trinity College. Graduate students may not receive grades of C-, D+, or D.

**8) Statement of Academic Integrity**

The Honor System has been a part of the Trinity College community since 1913. Under the Honor System, each student is assumed to be a member of integrity. This assumption is the foundation of trust among students, faculty, and administrators to respect each other's rights and to uphold the regulations that maintain the integrity of the College community.

The formal articulation of the Honor Code states, "I realize the responsibility involved in membership in the Trinity College community. I agree to abide by the rules and regulations of this community. I also affirm my intention to live according to the standards of honor, to which lying, stealing, and cheating are opposed. I will help others to maintain this responsibility in all matters essential to the common good of the community." The College encourages each instructor to reprint this statement on his or her syllabus. In addition, you could include a statement regarding your commitment to uphold the Trinity College Honor System by explaining how the Honor Code applies to specific situations, such as take-home assignments, team projects, late assignments, and other outside team activities. Students should pledge and sign the Honor Code on all graded assignments.

The College takes violations of the Honor Code seriously and actively pursues violations of the Honor Code. As an instructor please review the College's policy on Academic Honesty, and you may reprint as much of this policy on your syllabus as you see fit. The text of the policy is available online.

#### Useful Resources

Academic Honesty Policy:

[http://www.trinitydc.edu/academics/acadaff/aph/acad\\_honesty.html](http://www.trinitydc.edu/academics/acadaff/aph/acad_honesty.html)

Academic Policy Handbooks:

<http://www.trinitydc.edu/academics/acadaff/aph/index.html>

College Catalog: <http://www.trinitydc.edu/academics/catalog/index.html>

Honor Code:

<http://www.trinitydc.edu/academics/catalog/campuslife.html#honor>

#### **9) Other Information**

Identify any other information you deem important. In addition, you may want to describe classroom procedures and/or the pedagogy you plan to use. For example, if you plan to use cooperative learning teams during the semester, the syllabus could describe the importance of cooperative learning teams in meeting the educational goals of the course and how these teams will work in your classroom. If you use feed-forward folders, you could describe their purpose and the process of giving and receiving feedback.

#### **10) Class Schedule and Assignments**

The class schedule and list of assignments is a calendar for students to follow during the semester. A thorough and specific class schedule of assignments helps students to prepare for each class and enhances their ability to organize their time. The syllabus should list all assignments for each class session. Specifically state what the student is expected to do before class and what you intend the class to cover. All graded or major assignments should be in bold or highlighted in some other way to ensure that the student will note that a graded assignment is due. You may want to

describe this schedule on the syllabus as a “tentative schedule” and to reserve the right to change assignments when necessary, but make sure to print this on the syllabus.

**COURSE OUTLINE:**

- I. Introduction – Insert brief description of course
  - A. Prerequisites
  - B. Textbook
- II. Course goals
- III. Course objectives
- IV. Topics

V. Grading and evaluation

**Discussion Board**

Students will (Provide directions for students here)

Requirements -

You must make a substantive response to at least one comment, as well as comment to other classmates.

Substantive means that your reply goes beyond just agreeing or disagreeing with your classmates. The Discussion Board is equivalent to class discussions in a traditional classroom. Substantive contributions to the Discussion Board means you should build on classmates' postings, clarify ideas, or offer new perspectives. Substantive participation does not merely agree or disagree with another posting. Nor does it simply repeat material from your text. Substantive postings require you to think—to analyze—to interpret—to offer.

Question

Post question or discussion topic here.

## Resources

### SOFTWARE DOWNLOADS

Although the web browser you are using to view this page is the basic software needed to use Blackboard, the following additional software may be required for you to use various types of course content.

Use the links below to obtain and install any plug-ins or viewers needed for your Blackboard courses. When you download software, be sure to obtain the latest (final) released version.

