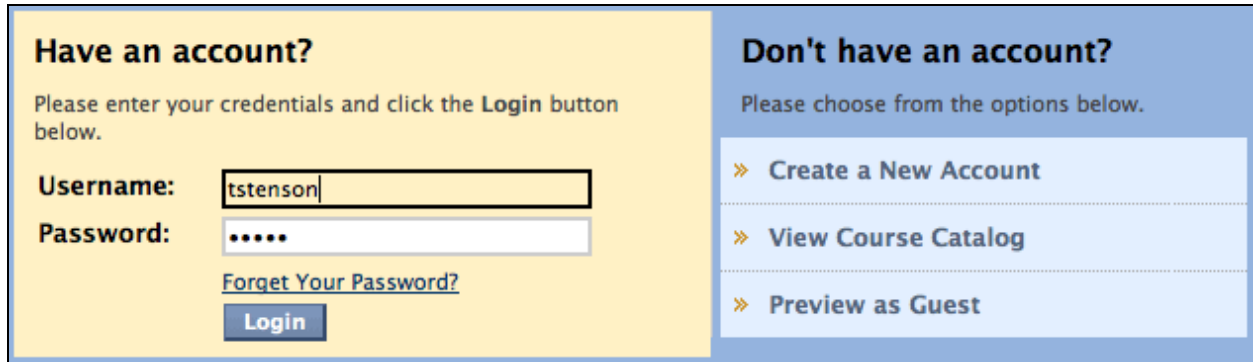




Student Experience Logging In

The first step in using Blackboard Learn™ is to log in. Your institution will provide the URL, username, and password.



Have an account?	Don't have an account?
Please enter your credentials and click the Login button below.	Please choose from the options below.
Username: <input type="text" value="tstenson"/>	» Create a New Account
Password: <input type="password" value="....."/>	» View Course Catalog
Forgot Your Password?	» Preview as Guest
<input type="button" value="Login"/>	

Figure 1

► **QUICK STEPS:** logging in

- 1 In your browser, enter the URL.
- 2 Enter your Username and Password.

Student Experience

Exploring the My Institution Tab

After logging in to Blackboard Learn, the contents of the My Institution tab are displayed. It contains the My Courses module which lists all the courses to which you have access.

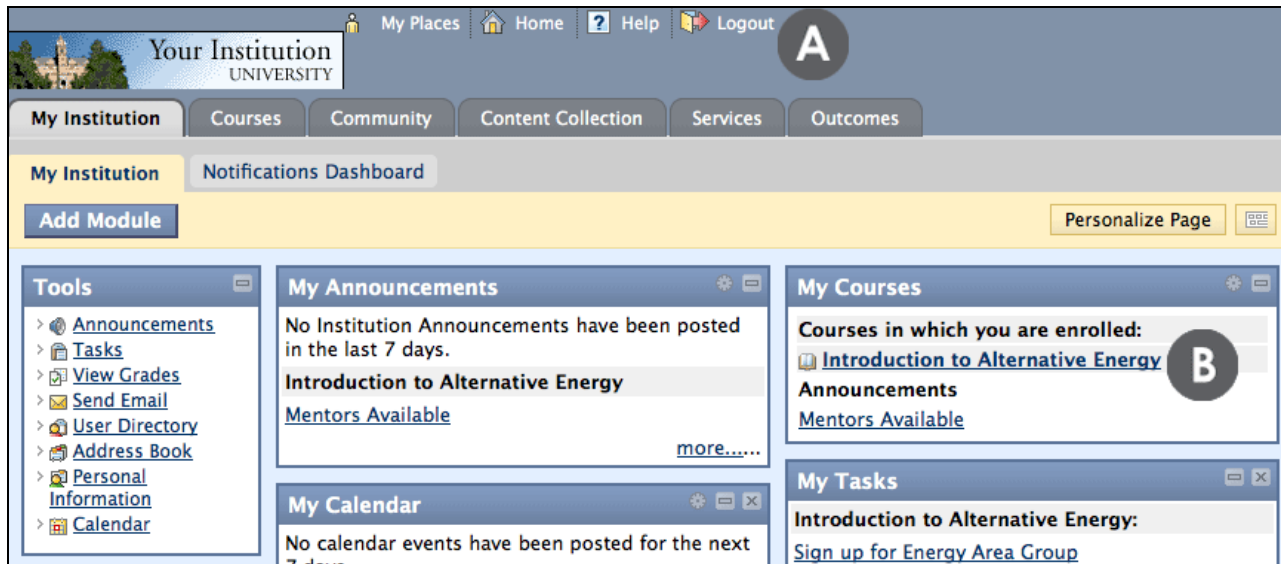


Figure 2

► Take Note

- A From the page header, go to My Places, your institution's home page, Help, or logout.
- B To select a course, click its title.

The My Institution tab also contains the following modules:

- Tools – view announcements, calendar dates, task reminders from instructors, and grades for courses in which you are enrolled. Also, send email to all members of courses in which you are enrolled.
- My Announcements – displays announcements for courses in which you are enrolled. It may also contain announcements from your institution's system administrator.

- Optional modules – view other modules, such as My Calendar, My Tasks, and What's New.

Student Experience The Course Environment

Each course will vary depending on the instructor and the institution. However, there are some common features.

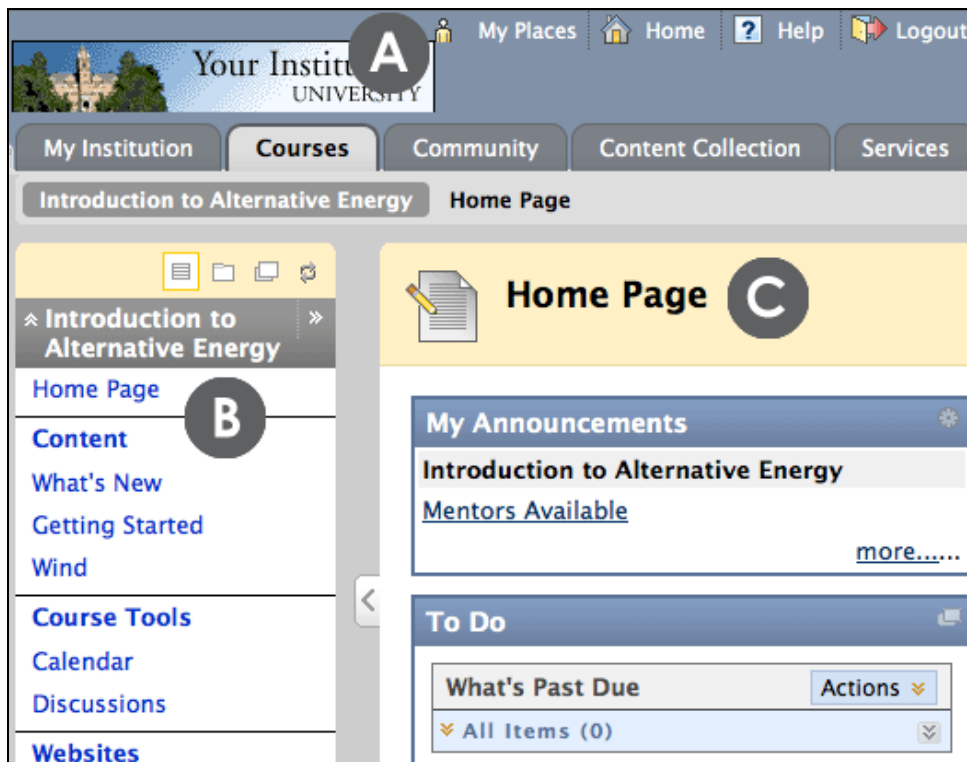


Figure 3

► Take Note

- C Page header – identical to the page header you saw upon logging in, including My Institution and Courses tabs.
- D Course Menu – the access point for all course content. Instructors decide which links are available here.
- E Content frame – displays the selected tool or Content Area. By default, when you enter a course, the Home Page appears. The instructor may change the default.

+ Student Experience

Accessing Course Content and Tools

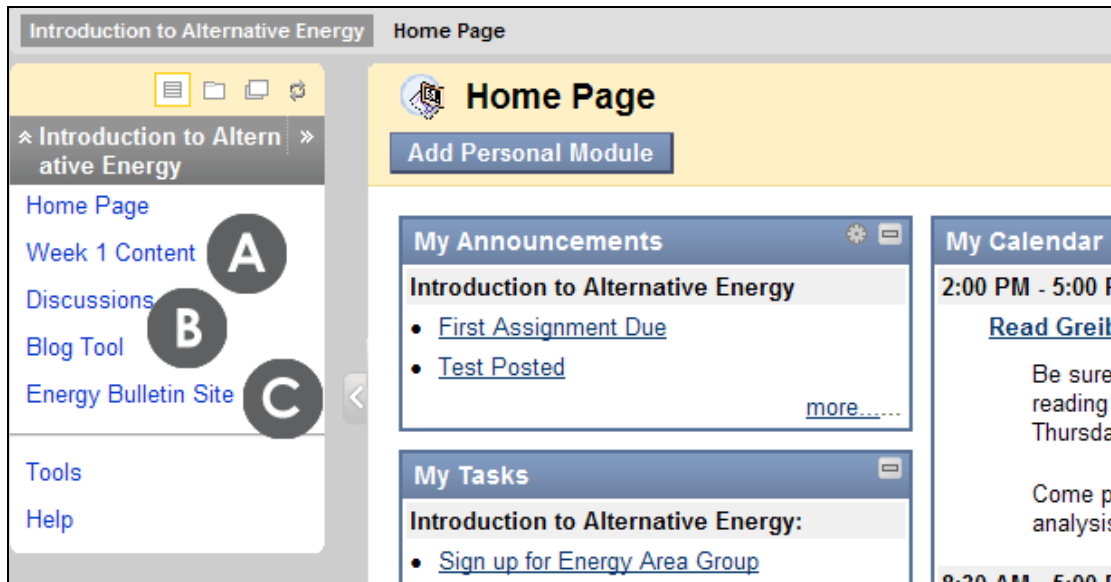


Figure 5.1

► Take Note

Access all course content from the Course Menu. It can contain links to the following:

- A Content Areas – top level containers that organize and store course content, such as lecture notes, assignments, and tests
- B Individual tools – such as the Discussion Board, Calendar, and Blogs tool
- C External links – such as Web sites used for an assignment
- D Course links – direct links to content also available in a Content Area
- E Module pages – pages that contain modules such as What's New and My Calendar

Student Experience Accessing Course Content and Tools

Course Menu Views

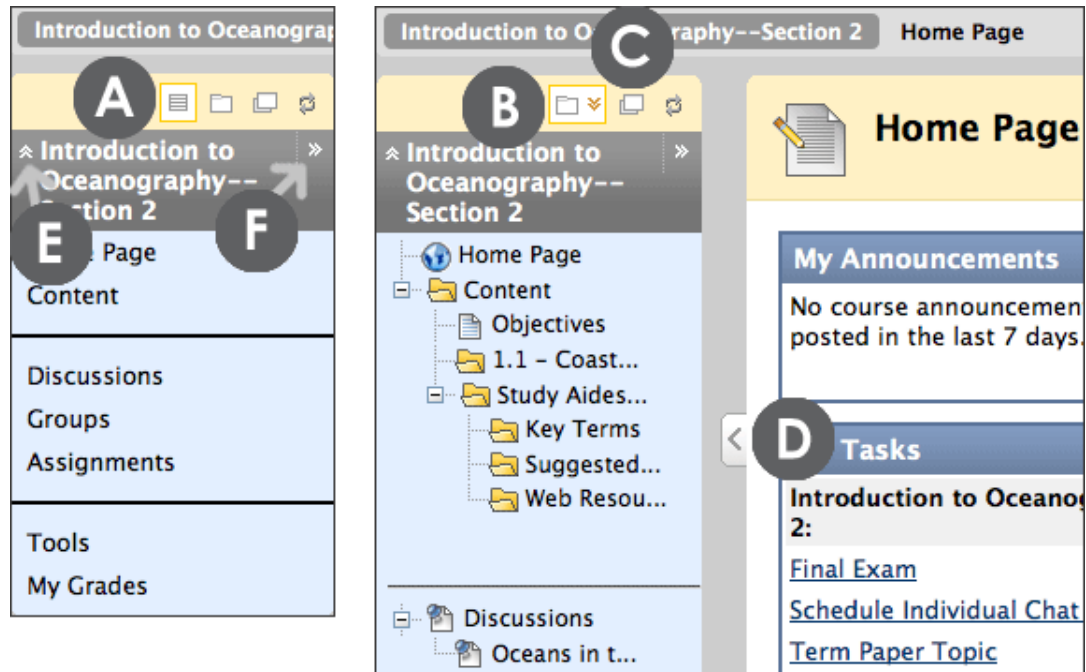


Figure 5.2

► Take Note

You can change what is displayed in the Course Menu, and where the menu itself is displayed.

- A List View – displays the top level of the Course Menu only.
- B Folder View – displays the entire hierarchy of material. Expand and collapse folders, and access links within folders.
- C Display Course Menu in a Window – displays the Course Menu in a separate window. The window can be moved to a different screen location.
- D Expand or Collapse Menu – collapse the Course Menu for more viewing space in the content frame. Use in conjunction with Display Course Menu in a Window to customize the viewing area.
- E Collapse or Expand the Course Menu in the sidebar – collapse the links in the Course Menu.

- F Go to Course Entry Page – return to the page chosen by the instructor as the starting point.



Student Experience

Accessing Content in Content Areas

A Content Area can contain multiple components. For example, the instructor may create a Content Area containing a week's worth of course material, such as readings, an assignment, a discussion forum, and an external link.

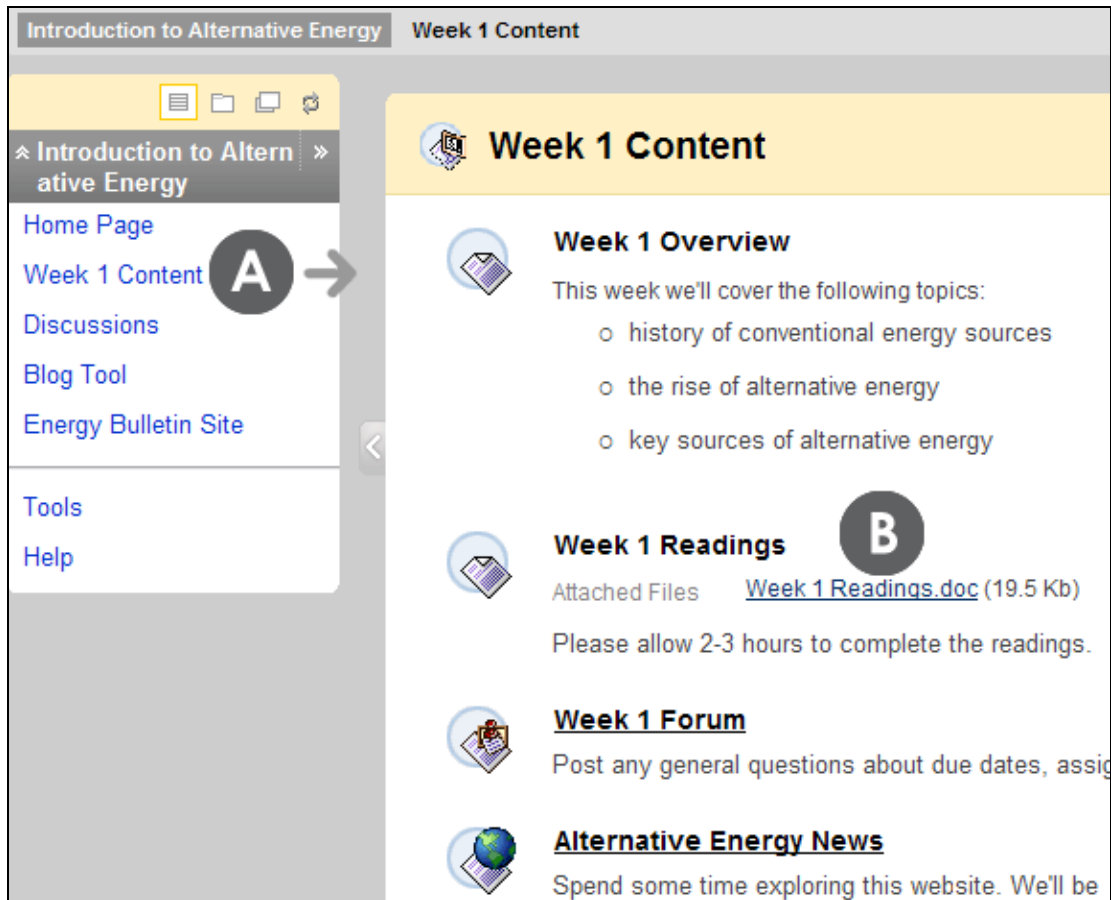


Figure 6.1

► Take Note

To navigate Content Areas:







- A On the Course Menu, click the name of the Content Area. The content appears in the content frame.
- B In the content frame, click a link to access its content, such as a Discussion Board link or a file link.



Student Experience

Accessing Content in Content Areas

The table below identifies some of the components commonly added to Content Areas. In this workshop, the word **item** is used as a generic term meaning any one of the components added to a Content Area.

▼ SYMBOL	▼ DESCRIPTION
	Folder – further organizes content
	Item – text or file
	Assignment – link to an assignment
	Course Tool or Course Link – link to a tool or other area in course
	External Link – link to a Web site
	Test – link to a test

NOTE: The system administrator selects the icon set for the institution so you may see different icons than shown above.

Breadcrumbs

As you view the items and links presented in a Content Area, use the breadcrumbs to navigate to previous pages. In the example below, click the title of the course in the breadcrumbs to return to the course Home Page.

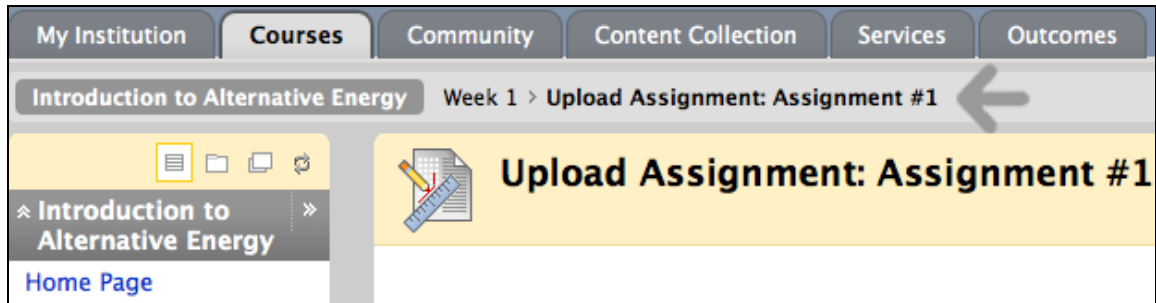


Figure 6.2

Changes to Assignment

Now when you attempt to submit your assignment, you will be prompted to tell Blackboard to “attach” the file.



Assignment 1

Please submit your assignment here.

ed to

- 1.) Click on the assignment.
- 2.) Select your file.
- 3.) Now click on the “Attach File” button
- 4.) You will see the filename across from the Attached files section.
- 5.) Now click “Submit” at the bottom of the page to complete the assignment.

Student Experience Using the Tools Link

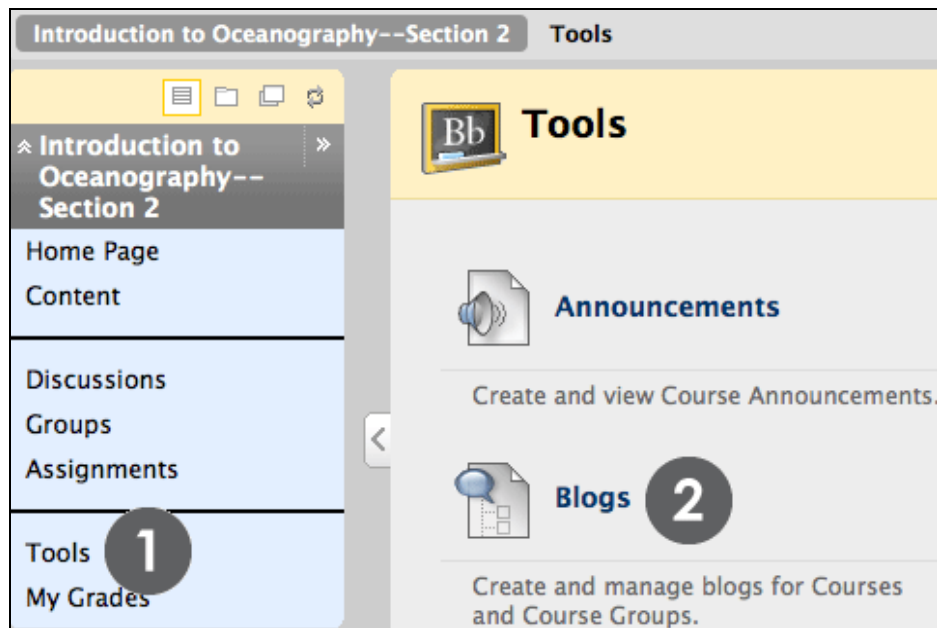


Figure 7

► **QUICK STEPS:** accessing tools using the Tools link

- 1 From the Course Menu, click **Tools**.
- 2 Click the name of the tool to access.

The Tools link contains links to all of the tools the instructor has made available in the course.

Presenting Content

Student Experience

Accessing a Learning Module

Learning Modules are used to package and present content. A Learning Module is similar to a folder and allows instructors to organize related content together.

Students typically access Learning Modules from Content Areas.

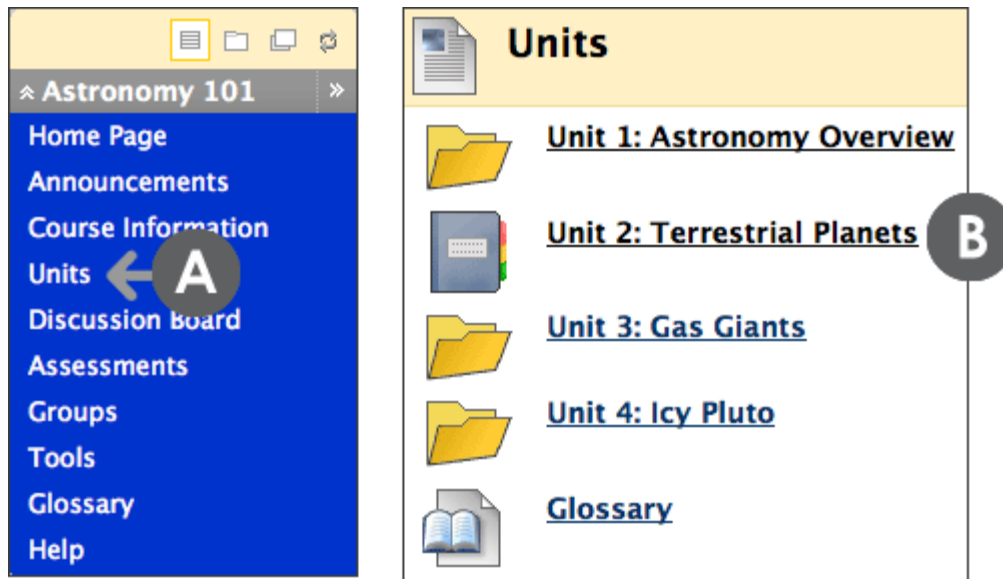


Figure 1

► Take Note

- A. On the Course Menu above, click the *Units* Content Area which holds a Learning Module.
- B. The Learning Module is designated by an icon.

The system administrator selects the icon set for the institution so you may see different icons than shown above.



Student Experience

Viewing Content in a Learning Module

Depending on how an instructor sets up a Learning Module, students can view content in one of two ways:

- Sequentially: material is viewed in a specific order.
- Non-sequentially: material is viewed in any order.

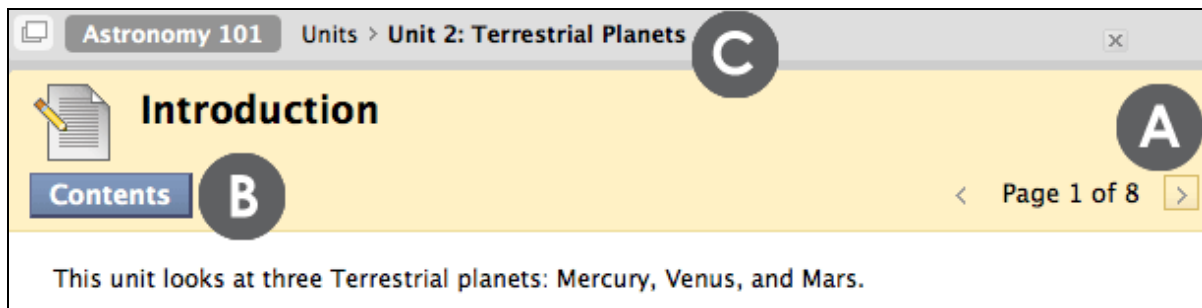


Figure 2.1 – Student view of a Learning Module's first page

► Take Note


- On the Action Bar, click *Next Page* for sequential viewing. As you progress through the Learning Module's pages, the *Previous Page* function will be active.
- On the Action Bar, click *Contents* to display a Table of Contents.
- Use the breadcrumbs to return to the Content Area.



Student Experience

Viewing Content in a Learning Module


The Learning Module's Table of Contents allows students to quickly see a list of available items. A Learning Module can contain different content types, such as discussion forums, assignments, and tests.



Unit 2: Terrestrial Planets


[Go Back](#)

This unit is set up as a Learning Module.



Introduction


This unit looks at three Terrestrial planets: Mercury, Venus, and Mars.



Learning Objectives


Upon completion of this unit, you will be able to:

- discuss the key features and characteristics of each of the three planets in climatological and historical points.



Unit 2: Astrophotography/Imaging

You will be graded on your discussion and critique of the equipment you used and photo(s) experiment. You may post as many times as you like. You are not required this time, but hang on to them. We will browse through them at some point and I will be uploading at that time.



Assignment: Group Photos

Please upload one photo from either Round 1 or 2 of your required photo-taking to one sentence description.

This assignment is worth 25 points. Please check the Syllabus and Course Calendar for

Figure 2.2

For non-sequential viewing, students can click any link in the Table of Contents. If the instructor has selected sequential viewing, the items in the Table of Contents are not links, are numbered, and must be viewed in order using the Next Page function.

Student Experience Viewing a Glossary

Specific terminology and vocabulary related to the course can be presented in a Glossary. A Glossary helps students find and learn definitions for course-related terms in one convenient location.

The Glossary is found in Tools on the Course Menu. You can also add a link to the Glossary directly on the Course Menu, within a Content Area, or within a Learning Module. The Glossary below has been added to a Content Area.

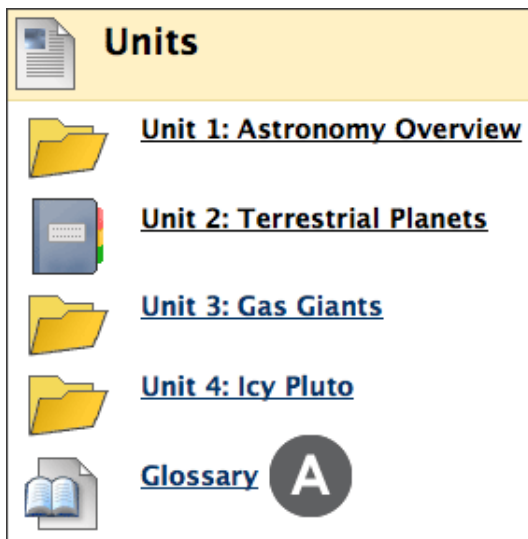



Figure 3.1

► Take Note

- A. Click *Glossary* to open the Glossary page.

Student Experience Viewing a Glossary

Glossary terms automatically appear in alphabetical and numerical order.

 **Glossary**

The Glossary contains 18 terms in course Astronomy 101.

[A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#) **A**

A

Term	Definition
Aurora	The aurora is a bright glow seen in the night sky. Auroras in the Northern Hemisphere are called aurora borealis or northern lights and in the Southern Hemisphere are called aurora australis or southern lights.

B

Term	Definition
Black hole	A black hole is a region with powerful gravity, from which not even light can escape.

E

Term	Definition
Eclipse	An eclipse occurs when one celestial body passes in front of another one blocking the light from view. Examples of an eclipse are the Lunar eclipse and Solar eclipse.
Event Horizon	An event horizon is a boundary in space-time, such as the area surrounding a black hole or a wormhole. Think of a black hole's surface as the event horizon. Inside the horizon the inward pull of gravity is overwhelming and no information about the black hole's interior can escape to the outer universe. Light emitted from inside the horizon can never reach the observer, and anything that passes through the horizon from the observer's side disappears.

Figure 3.2


► Take Note

A. To search for a word, click its first letter.


Testing 1

Student Experience Accessing Tests

Students typically access tests from a Content Area. Instructors may provide information below the test title, if desired.




Assessments



Practice Quiz

This test is for practice purposes. It contains examples of all the different types of questions that you'll encounter in the course.




Terminology Test

This test will cover the two handouts and the vocabulary presented in Chapters 1-3 in your textbook. This is a timed test. You have 30 minutes to complete the test and only one attempt is allowed.

Figure 1.1

After the test is selected, click Begin and the test appears. Any instructions provided by the instructor are located at the top of the test. If the test is timed, the timer starts once Begin is clicked.



Take Test: Practice Quiz

Instructions

Name	Practice Quiz
Instructions	The test is ungraded and untimed. You may take the test multiple times. If you have any questions about the question format or content, please email me.
Multiple Attempts	This Test allows multiple attempts.
Force Completion	This Test can be saved and resumed later.

⌵ Test/Survey Status

Save All Answers

Save and Submit

Question 1

10 points

Save Answer

Who wrote the children's book *Cat in a Hat*?

- ☐ a. Santa Claus
- ☐ b. Dr. Seuss
- ☐ c. Johnny Depp
- ☐ d. Rosie O'Donnell

Figure 1.2

Communication



Student Experience


Viewing the Calendar

Students can consult the Calendar to see events the instructor has added, such as:

- Reminders of course meetings and chat sessions
- Due dates for assignments and projects
- Suggested milestones to help keep students on track

By default, students access the Calendar from the course Home Page. It can also be accessed by clicking the Tools link on the Course Menu.

NOTE: The instructor may rename links on the Course Menu.



Home Page

My Calendar

3:00 AM - 4:00 AM on 9/30/08:

[Term Paper Due](#)
Submit your term paper.

[more...](#)

Introduction to Oceanography--Section 2

Tools

≡

Introduction to Oceanography--Section 2

Home Page

Getting Started

Week 1

Week 2


Discussions

Assignments


Tools

My Grades

Roster




Tools




Announcements

Create and view Course Announcements.



Blogs

Create and manage blogs for Courses and Course Groups.



Calendar

Track important events and dates through the Calendar.

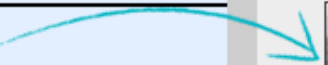


Figure 3.1

Student Experience Viewing the Calendar



Figure 3.2

If viewing by month, only the first few characters of the event title appear on the Calendar. Click the link for details.

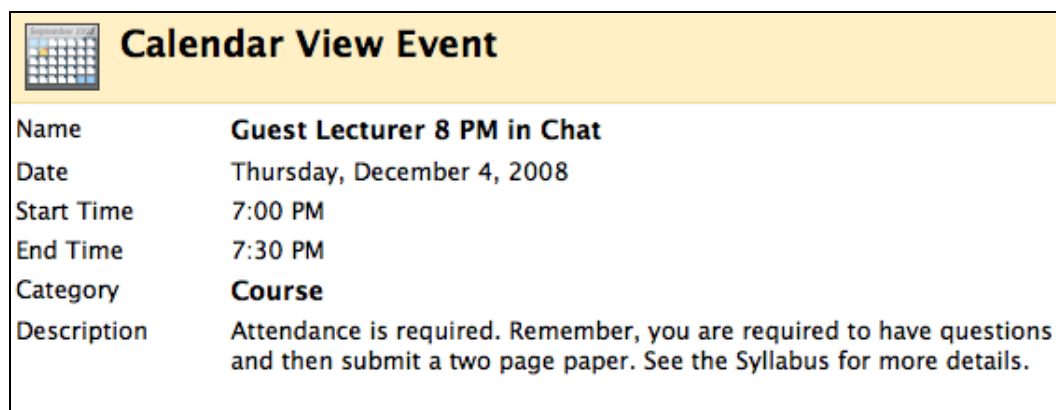


Figure 3.3

Student Experience

Viewing Course Tasks

The Tasks tool is used to keep track of work that must be completed. Each task has a status and a due date. The instructor identifies the course tasks and adds them to the list. The instructor may create a list of tasks for the entire term or just for a project.

Students can use this list to keep themselves on track and may be required to report their status for each task.

Students access Tasks from the Tools link on the Course Menu.

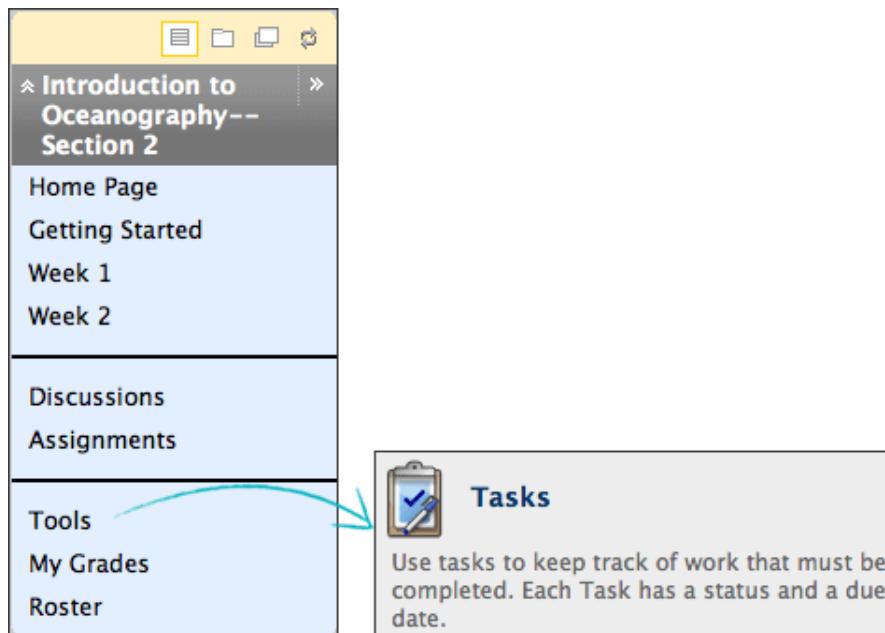







Figure 4.1

Student Experience Viewing Course Tasks

 Tasks				
<div>  <div>Status ▾</div> </div>				
<input type="checkbox"/> Title	Priority	Due Date	Status	
<input type="checkbox"/> Final Exam ▾		Tuesday, November 25, 2008	Not Started	
<input type="checkbox"/> Schedule Individual Chat Sessions ▾		Tuesday, September 30, 2008	Not Started	
<input type="checkbox"/> Term Paper Topic ▾		Thursday, November 6, 2008	Not Started	
<input type="checkbox"/> Optional Chat Review Session ▾		Monday, October 20, 2008	Not Started	

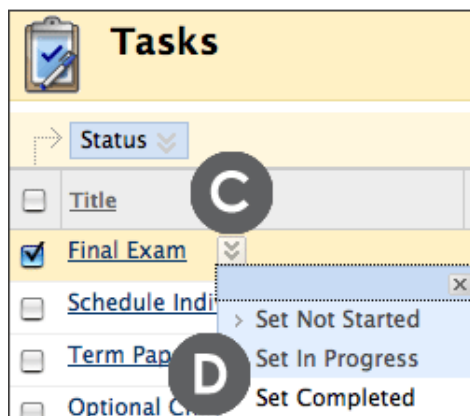


Figure 4.2


► Take Note


- F Click a task link to view the description.
- G The instructor can assign a level of priority for tasks:
 - Low priority icon – an arrow pointing down
 - Normal priority – no icon
 - High priority icon – exclamation mark
- H Click a task's Action Link to access the contextual menu.
- I A student can select the status of the task:
 - Not Started
 - In Progress
 - Completed


Student Experience Finding Staff Information


On the Contacts page, students can view the instructor's contact details, office hours, and other personal data. They can also learn about teaching assistants and upcoming guest speakers.

Students access this information by clicking the Tools link on the Course Menu and selecting Contacts.

**Contacts**
Instructors can post contact information about themselves and others.

**Contacts**

**Instructor Denton Neuharth**
Email dneuharth@myschool.edu
Work Phone 555-555-5555
Office Location Hartnett Hall, office 718
Office Hours M and W, 5-10 PM CT
Notes
There are no stupid questions. We learn by asking. You may lead us down quite an interesting path with your curiosity.




**Guest Lecturers**
As we start Chapter 2, I will be joined by some of my friends who are teaching oceanography across the country.

Figure 6

Student Experience Sending Email

In your Blackboard Learn course, you can send email messages to other course members' external email addresses.

► **QUICK STEPS:** sending an email

- 1 Access **Tools** and click **Send Email**.
- 2 On the **Send Email** page, click the link for the desired recipient group. A new page appears.
- 3 For **Select Users** or **Select Groups**, click to select the recipients in the **Available to Select** box and click the right-pointing arrow to move them into the **Selected** box.
- 4 Enter the **Subject** and **Message**.
- 5 Optionally, **Attach** a file.
- 6 Click **Submit**.

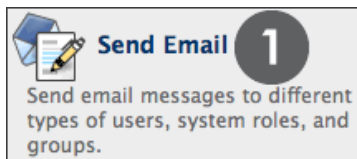


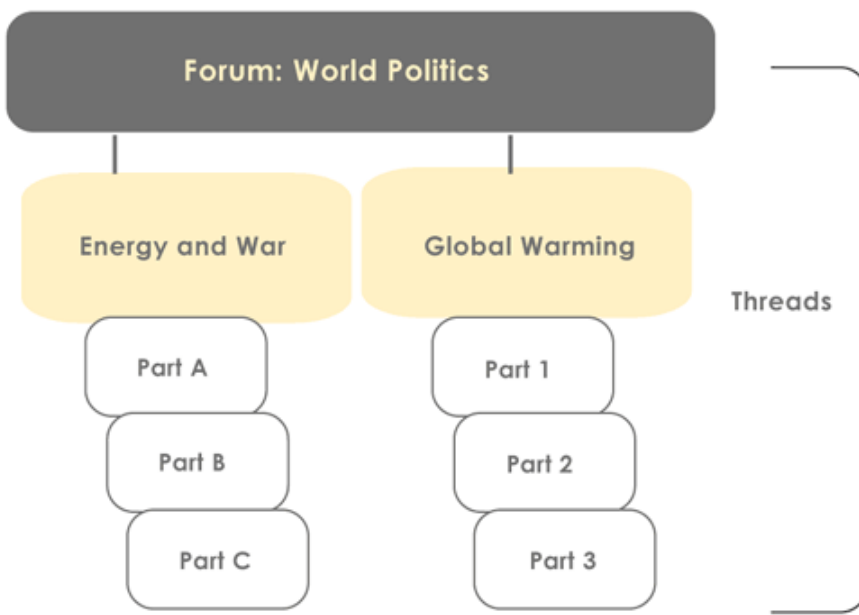
Figure 7.1

NOTE: From a Blackboard Learn course, you cannot send email to anyone who is not a member of the course.

Student Experience The Discussion Board

Depending on how the course has been set up, access the Discussion Board from either the Course Menu or a Content Area.

Each Discussion Board contains one or more forums. A forum is an area where a topic or a group of related topics are discussed. Within each forum, there can be multiple threads.



In addition, special Discussion Boards can be set up for smaller groups of students by using the Groups tool. Group Discussion Boards are available only to users who are members of the Group. If a Group Discussion Board has been set up, access it from the Groups link in the Course Menu or Control Panel.

Student Experience

The Discussion Board

The Discussion Board is commonly accessed from the Course Menu, although an instructor may provide a link to it elsewhere.

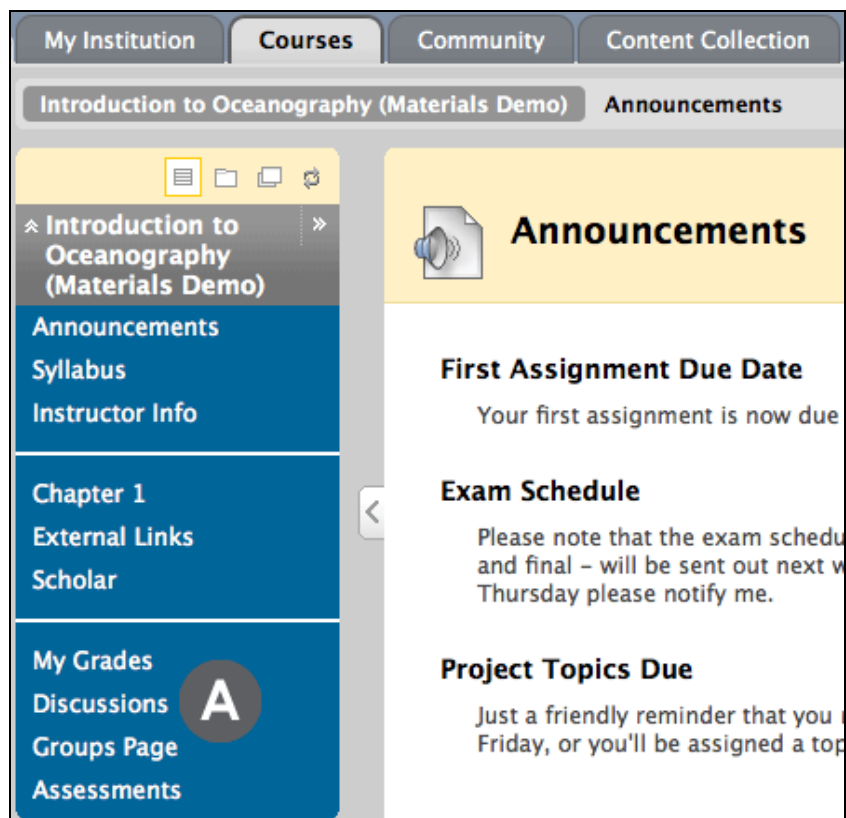


Figure 1.1

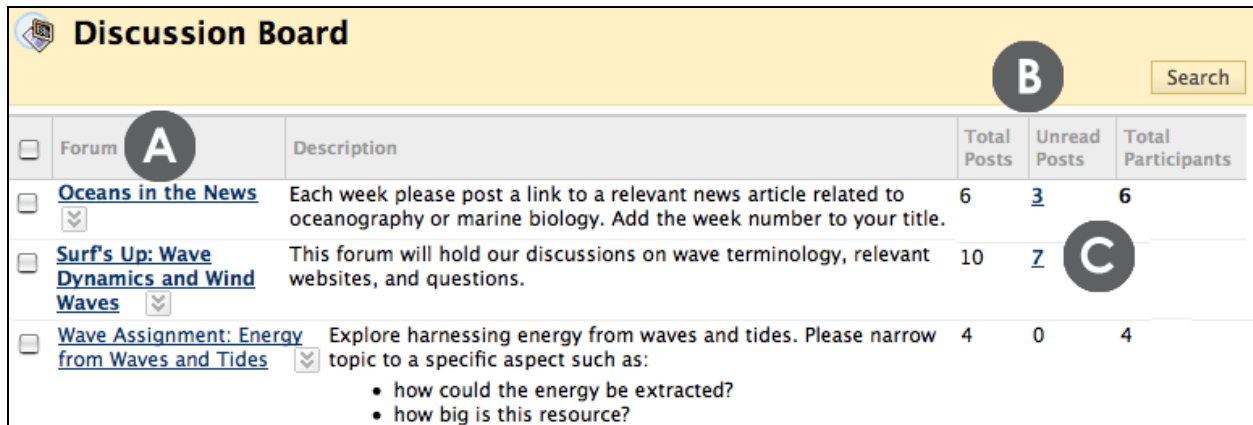
► Take Note

A The instructor may rename the link.

Student Experience

The Discussion Board

The main Discussion Board page displays a list of available forums. For each forum, the page displays the total number of posts, the number of unread posts, and the number of users who have participated in the forum.



Forum A	Description	Total Posts	Unread Posts	Total Participants
Oceans in the News	Each week please post a link to a relevant news article related to oceanography or marine biology. Add the week number to your title.	6	3	6
Surf's Up: Wave Dynamics and Wind Waves	This forum will hold our discussions on wave terminology, relevant websites, and questions.	10	7 C	7
Wave Assignment: Energy from Waves and Tides	Explore harnessing energy from waves and tides. Please narrow topic to a specific aspect such as: <ul style="list-style-type: none">• how could the energy be extracted?• how big is this resource?	4	0	4

Figure 1.2

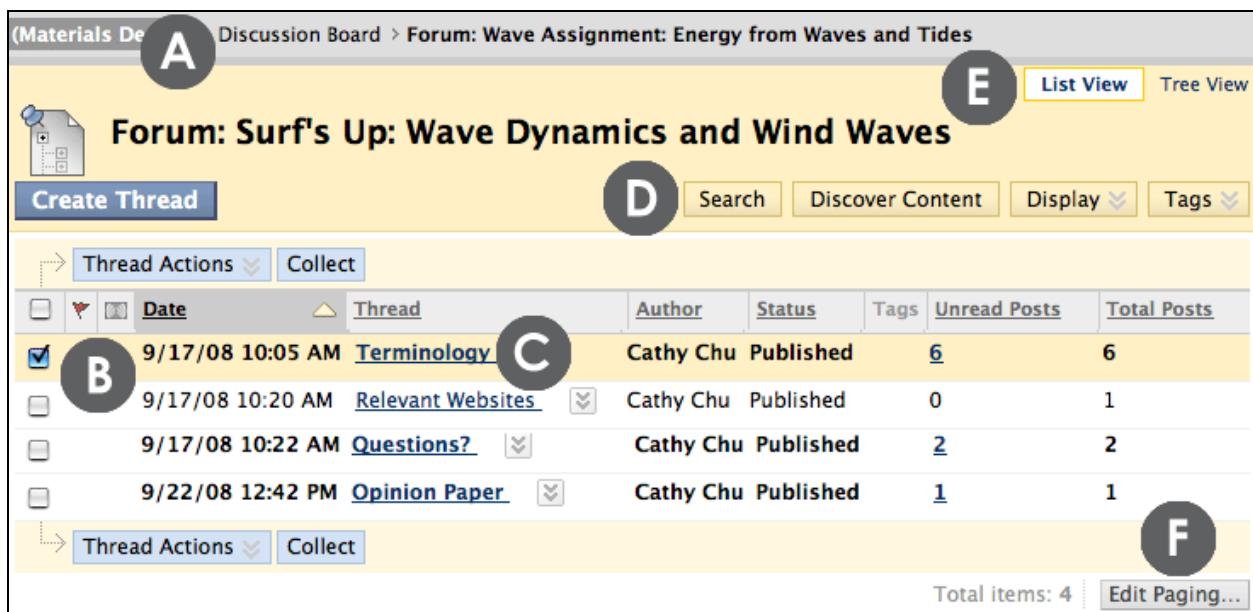
► Take Note

- J Click the forum title to view the messages. Forums containing unread posts appear in bold.
- K View data on the number of posts and participants.
- L The Unread Posts column provides one-click access to the forum's unread messages.

Student Experience Within a Forum

Within a forum, a list of threads is displayed. The following information is included for each thread:

- Date: when the thread was created.
- Author: the person who created the thread.
- Status: indicates whether the thread is published, hidden, or a draft.
- Unread Posts: the number of posts not yet accessed.
- Total Posts: includes both read and unread posts.



The screenshot shows a forum page titled "Forum: Surf's Up: Wave Dynamics and Wind Waves". It includes a breadcrumb trail at the top: "(Materials De" followed by a callout 'A' pointing to the "Discussion Board" link, then "> Forum: Wave Assignment: Energy from Waves and Tides". On the right, there are view options: "List View" (highlighted with callout 'E') and "Tree View". Below the forum title is a "Create Thread" button and a search bar with callout 'D' pointing to the "Search" button. The main content area features a table of threads with columns: "Date", "Thread", "Author", "Status", "Tags", "Unread Posts", and "Total Posts". The first row is highlighted in yellow and has callout 'B' pointing to a checkbox and callout 'C' pointing to the thread title "Terminology". The bottom of the page shows "Thread Actions" and "Collect" buttons, and a footer with "Total items: 4" and an "Edit Paging..." button with callout 'F'.

	Date	Thread	Author	Status	Tags	Unread Posts	Total Posts
<input checked="" type="checkbox"/>	9/17/08 10:05 AM	Terminology	Cathy Chu	Published		6	6
<input type="checkbox"/>	9/17/08 10:20 AM	Relevant Websites	Cathy Chu	Published		0	1
<input type="checkbox"/>	9/17/08 10:22 AM	Questions?	Cathy Chu	Published		2	2
<input type="checkbox"/>	9/22/08 12:42 PM	Opinion Paper	Cathy Chu	Published		1	1

Figure 2.1

► Take Note

- A Use the breadcrumbs to navigate to a previous page.
- B Check box allows for individual thread selection. Select the box in the header row to select all threads.
- C Click the thread title to read the posts.
- D Search field hidden by default to save screen space.
- E View threads in either List View or Tree View.
- F Edit Paging allows you to enter the number of items to view per page.

Student Experience Within a Forum

List View and Tree View

After clicking a forum title, all of its threads are displayed. The page can be viewed in either List View or Tree View. This choice remains in effect until the student changes it; it can be changed at any time.

In List View, threads are presented in table format. Threads containing any unread posts are displayed in bold type.

Forum: Surf's Up: Wave Dynamics and Wind Waves

Create Thread

Search

Discover Content

Display

Tags

Thread Actions

A

<div></div>	<div>Date</div>	<div>Thread</div>	<div>Author</div>	<div>Status</div>	<div>Tags</div>	<div>Unread Posts</div>	<div>Total Posts</div>
<div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div></div>	<div>9/17/08 10:05 AM</div>	<div><div>Terminology</div><div></div></div>	<div>Cathy Chu</div>	<div>Published</div>		<div>6</div>	<div>6</div>
<div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div></div>	<div>9/17/08 10:20 AM</div>	<div><div>Relevant Websites</div><div></div></div>	<div>Cathy Chu</div>	<div>Published</div>		<div>0</div>	<div>1</div>
<div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div></div>	<div>9/17/08 10:22 AM</div>	<div><div>Questions?</div><div></div></div>	<div>Cathy Chu</div>	<div>Published</div>		<div>2</div>	<div>2</div>
<div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div></div>	<div>9/22/08 12:42 PM</div>	<div><div>Opinion Paper</div><div></div></div>	<div>Cathy Chu</div>	<div>Published</div>		<div>1</div>	<div>1</div>

Thread Actions

Collect

Total items: 4

Edit Paging...

Figure 2.2

► Take Note

A Threads can be sorted by clicking the carat at the top of each column. If the carat is not visible, click the column name to access the carat.

Using the Thread Actions drop-down list, students can flag important posts and delete the flags.

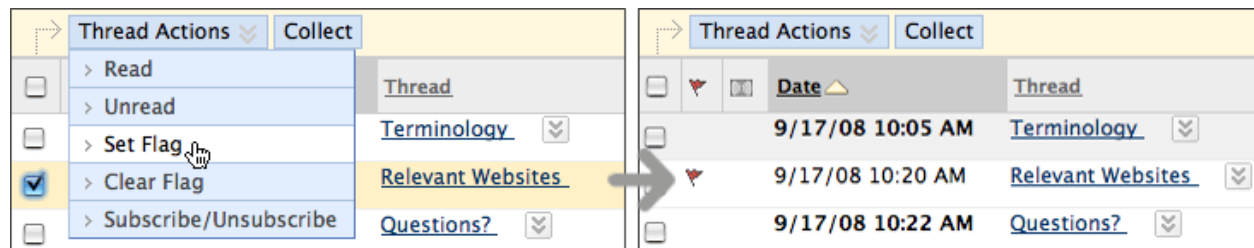


Figure 2.3

+ Student Experience Within a Forum

Forum: Surf's Up: Wave Dynamics and Wind Waves

List View Tree View

Create Thread Search Discover Content Collapse All Expand All

Select Message Actions Collect

<input type="checkbox"/>	<input type="checkbox"/> Terminology	Cathy Chu	9/17/08 10:05 AM
<input type="checkbox"/>	<input type="checkbox"/> "Fetch"	Mei Wong	9/17/08 11:36 AM
<input type="checkbox"/>	<input type="checkbox"/> Longshore drift defined	Andy Farrell	9/18/08 11:09 AM
<input type="checkbox"/>	<input type="checkbox"/> Relevant Websites	Cathy Chu	9/17/08 10:20 AM
<input type="checkbox"/>	<input type="checkbox"/> Questions?	Cathy Chu	9/18/08 10:53 AM
<input type="checkbox"/>	<input type="checkbox"/> Wave video???	Mei Wong	9/17/08 11:39 AM

Figure 2.4

► Take Note

- F Use the Message Actions menu to flag a selected post or mark it read or unread.
- G The Collect feature is used to gather posts onto one page where they can be sorted, filtered, or printed.
- H Use Expand All to see all posts included in all threads.

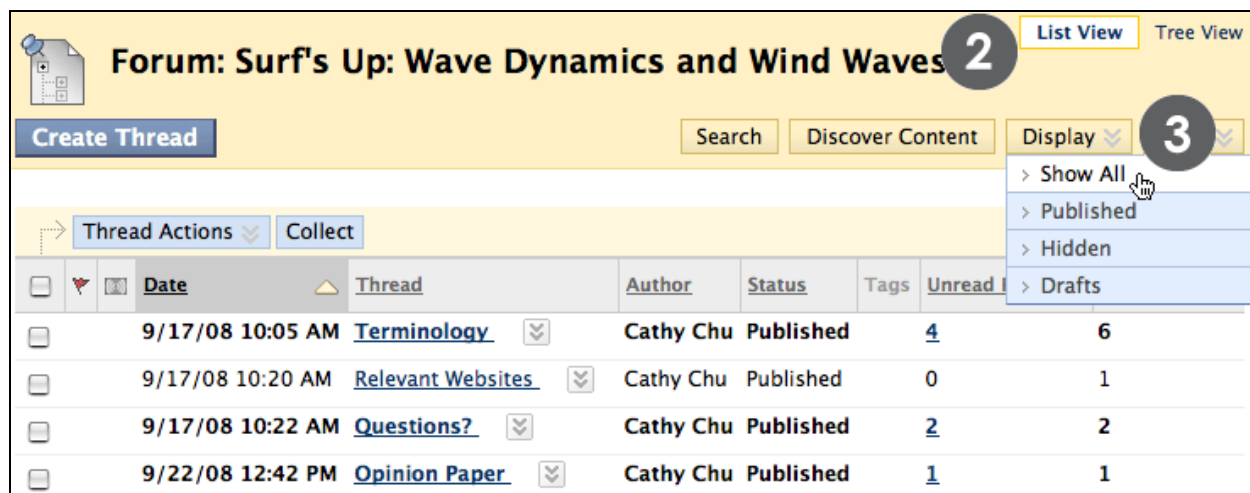
Student Experience

Changing the Displayed Threads

The instructor sets the thread status (published, hidden, or draft), but students choose which type of threads to display. By default, published threads are displayed.

► **QUICK STEPS:** changing the displayed threads

- 3 Access the forum.
- 4 Select **List View**.
- 5 On the Action Bar, click **Display** to access the thread status options.
- 6 From the list, select the type of threads to view in the forum.



Forum: Surf's Up: Wave Dynamics and Wind Waves

Create Thread Search Discover Content **Display** **List View** Tree View

Thread Actions Collect

	Date	Thread	Author	Status	Tags	Unread
	9/17/08 10:05 AM	Terminology	Cathy Chu	Published	4	6
	9/17/08 10:20 AM	Relevant Websites	Cathy Chu	Published	0	1
	9/17/08 10:22 AM	Questions?	Cathy Chu	Published	2	2
	9/22/08 12:42 PM	Opinion Paper	Cathy Chu	Published	1	1

Figure 3



Changing the Displayed Threads

Thread Status

The table below describes the status settings for threads.

Thread Status	Definition
Published	A post with published status can be read and replied to by other users.
Locked Thread	Users may read the thread, but no longer edit or add posts. Locking a thread allows grades to be assigned without posts being changed or updated. Unlocking a thread changes its status to published, allowing users to edit and add to the thread again.
Draft Thread	A draft thread is saved to Blackboard Learn™ by the author for future editing, but is not submitted for publication. It becomes available to other users when it is published.
Hidden Thread	A thread that is locked and not visible by default. Students may choose to display hidden threads in List View, but may not reply to postings.

Student Experience Within a Thread

When a user clicks a thread, the Thread Detail page appears. The page is divided into three parts:

Section 1: The Action Bar contains functions that allow users to select, flag, mark, or collect posts.

Section 2: The Message List contains all the posts in the thread, beginning with the initial post. The selected post is highlighted.

Section 3: The Current Post contains the text of the selected post.



Thread Detail

[Subscribe](#) [Search](#) [Refresh](#)

[Terminology](#) > [Reply](#) [↓](#) [←](#) [□](#)

Total Posts: 6 Unread Posts: 3 **1**

[Select](#) [Message Actions](#) [Collect](#)

<input type="checkbox"/>	Terminology 2	Cathy Chu	9/17/08
<input type="checkbox"/>	"Fetch"	Mei Wong	9/17/08
<input type="checkbox"/>	RE: "Fetch"	Cathy Chu	9/17/08
<input type="checkbox"/>	Longshore drift??	Dwight Paul	9/17/08

[Select](#) [Message Actions](#) [Collect](#)

[Terminology](#) > [Reply](#) [Quote](#) [Set Flag](#)

Author: [Cathy Chu](#) **Total views:** 27 (Your views: 5)
Posted Date: Wednesday, September 17, 2008 10:05:31 AM EDT **Overall Rating:** ★★★★★
Edited Date: Wednesday, September 17, 2008 10:05:31 AM EDT **Your Rating:** ★★★★★ **3**

Understanding ocean waves has a lingo all its own. Some concepts are easier to understand than others. We usually have some good conversations about specific terms as we help each other fully comprehend their meanings.

< [Terminology](#) > [Reply](#) [Quote](#) [Set Flag](#)

Figure 4.1

Student Experience Within a Thread



Thread Detail

[Subscribe](#) **A** [Search](#) [Refresh](#)

[Terminology](#) > [Reply](#) **C** [↓](#) [-](#) [□](#)

Total Posts: 6 Unread Posts: [3](#)

[Select](#) [Message Actions](#) [Collect](#)

<input type="checkbox"/>	Terminology	Cathy Chu	9/17/08
<input type="checkbox"/>	"Fetch"	Mei Wong	9/17/08
<input type="checkbox"/>	RE: "Fetch"	Cathy Chu	9/17/08
<input type="checkbox"/>	Longshore drift??	Dwight Paul	9/17/08

[Select](#) [Message Actions](#) [Collect](#)

[Terminology](#) > [Reply](#) [Quote](#) [Set Flag](#)

Author: [Cathy Chu](#) **Total views:** 27 (Your views: 5)

Posted Date: Wednesday, September 17, 2008 10:05:31 AM EDT **Overall Rating:** ★★★★★

Edited Date: Wednesday, September 17, 2008 10:05:31 AM EDT **Your Rating:** ★★★★★

Understanding ocean waves has a lingo all its own. Some concepts are easier to understand than others. We usually have some good conversations about specific terms as we help each other fully comprehend their meanings.

< [Terminology](#) > **B** [Reply](#) [Quote](#) [Set Flag](#)

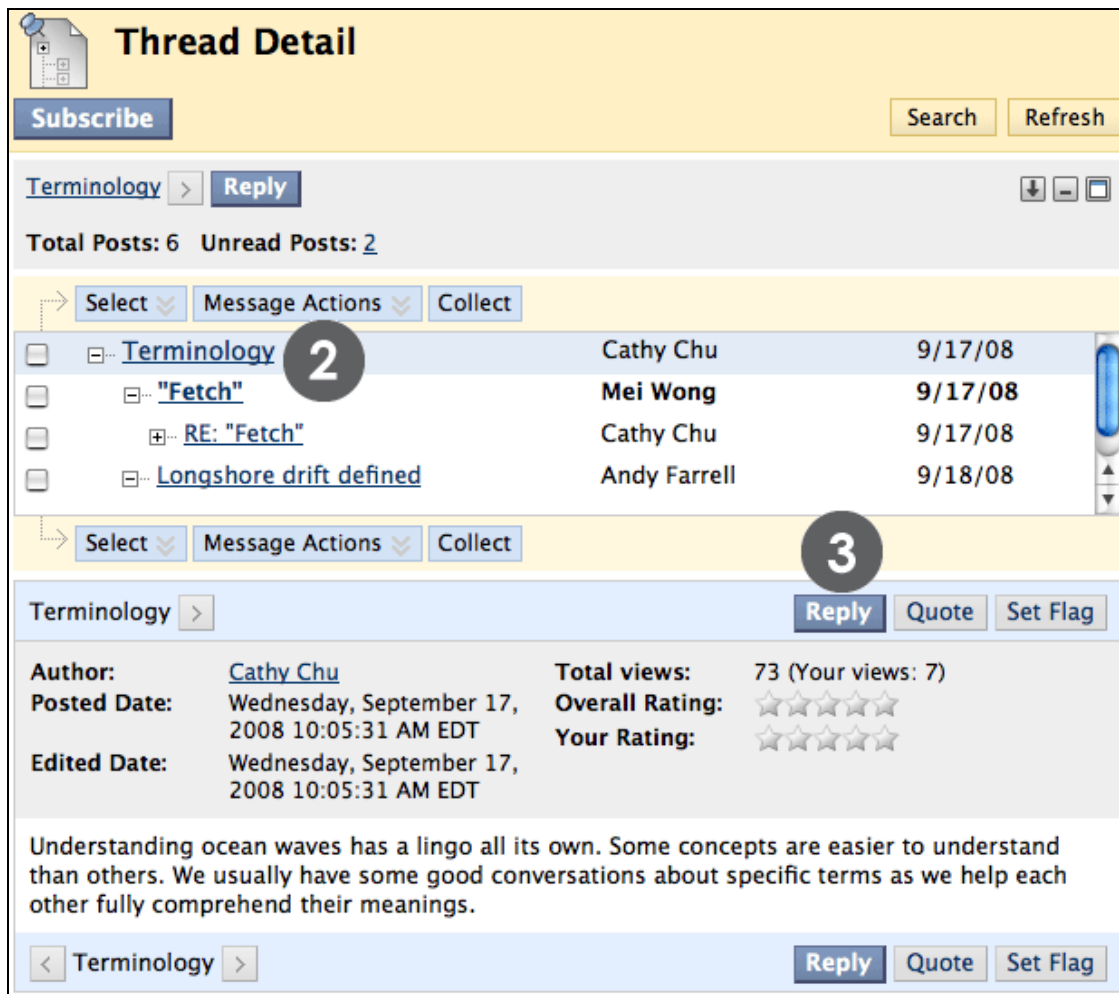
Figure 4.2

► Take Note

- A **Subscribe** or **Unsubscribe**: when subscribed to a thread, the user receives an email alert when a post is updated or a reply is posted. The instructor must enable this function when creating the forum.
- B **Previous Thread** or **Next Thread** arrows for navigating between threads in the forum.
- C Arrange View functions:
 - Swap Up or Down: moves the current message up or down in the display order.
 - Hide or Restore: collapses or displays the threads.
 - Maximize or Minimize: displays the entire list of messages, or the just the top few.

Student Experience Replying to Posts

You can reply to posts if the thread status is published. You cannot reply to posts in locked threads.



The screenshot displays a 'Thread Detail' interface. At the top, there's a 'Subscribe' button and 'Search' and 'Refresh' buttons. Below this, a breadcrumb trail shows 'Terminology' with a right arrow and a 'Reply' button. A summary line indicates 'Total Posts: 6' and 'Unread Posts: 2'. A toolbar contains 'Select', 'Message Actions', and 'Collect' buttons. A list of posts follows, with the first post titled 'Terminology' by Cathy Chu on 9/17/08. This post has two replies: '"Fetch"' by Mei Wong and 'RE: "Fetch"' by Cathy Chu, both on 9/17/08, and 'Longshore drift defined' by Andy Farrell on 9/18/08. A second toolbar is also present. Below the list, a detailed view of the 'Terminology' post is shown, featuring a 'Reply' button, 'Quote', and 'Set Flag' options. The post details include the author 'Cathy Chu', the posted date 'Wednesday, September 17, 2008 10:05:31 AM EDT', and the edited date 'Wednesday, September 17, 2008 10:05:31 AM EDT'. It also shows 'Total views: 73 (Your views: 7)', an 'Overall Rating' of five stars, and a 'Your Rating' of five stars. The post content reads: 'Understanding ocean waves has a lingo all its own. Some concepts are easier to understand than others. We usually have some good conversations about specific terms as we help each other fully comprehend their meanings.' At the bottom, there's a breadcrumb trail '< Terminology >' and 'Reply', 'Quote', and 'Set Flag' buttons.

Thread Detail

[Subscribe](#) [Search](#) [Refresh](#)

[Terminology](#) > [Reply](#)

Total Posts: 6 Unread Posts: 2

Select Message Actions Collect

Post Title	Author	Date
Terminology	Cathy Chu	9/17/08
"Fetch"	Mei Wong	9/17/08
RE: "Fetch"	Cathy Chu	9/17/08
Longshore drift defined	Andy Farrell	9/18/08

Select Message Actions Collect

Terminology > [Reply](#) [Quote](#) [Set Flag](#)

Author: [Cathy Chu](#) **Total views:** 73 (Your views: 7)
Posted Date: Wednesday, September 17, 2008 10:05:31 AM EDT **Overall Rating:** ★★★★★
Edited Date: Wednesday, September 17, 2008 10:05:31 AM EDT **Your Rating:** ★★★★★

Understanding ocean waves has a lingo all its own. Some concepts are easier to understand than others. We usually have some good conversations about specific terms as we help each other fully comprehend their meanings.

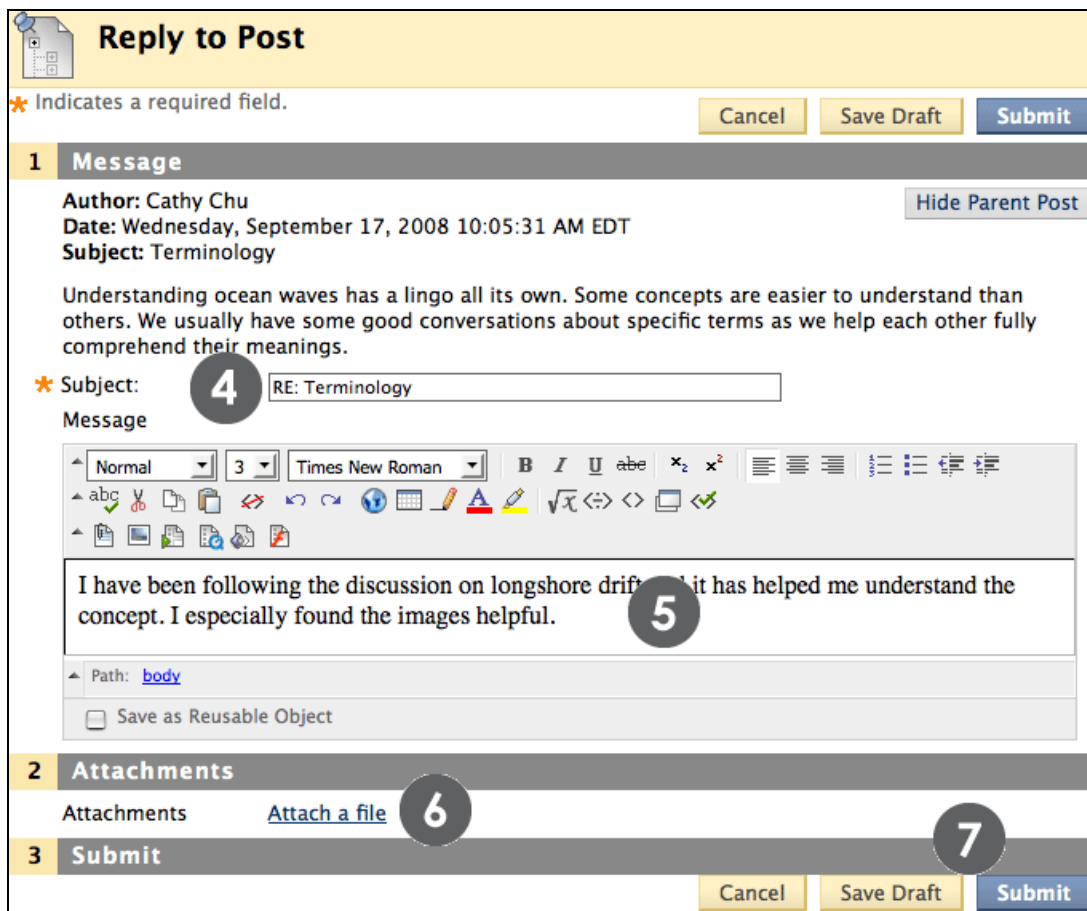
< Terminology > [Reply](#) [Quote](#) [Set Flag](#)

Figure 5.1

Student Experience Replying to Posts

► **QUICK STEPS:** replying to posts

- 3 Access the forum and select the thread.
- 4 On the **Thread Detail** page, click the title of a post.
- 5 Click **Reply**.
- 6 On the **Reply to Post** page, edit **Subject**, if desired.
- 7 Enter the reply in the **Message** text box. If desired, use the Text Editor.
- 8 To attach a file, browse using the **Attach a File** function below the **Message** text box. Use the Text Editor to attach multiple files.
- 9 Click **Save Draft** to store a draft of the post or click **Submit**.



Reply to Post

* Indicates a required field.

1 Message

Author: Cathy Chu [Hide Parent Post](#)
Date: Wednesday, September 17, 2008 10:05:31 AM EDT
Subject: Terminology

Understanding ocean waves has a lingo all its own. Some concepts are easier to understand than others. We usually have some good conversations about specific terms as we help each other fully comprehend their meanings.

* **Subject:** **4** RE: Terminology

Message

5

I have been following the discussion on longshore drift and it has helped me understand the concept. I especially found the images helpful.

Path: [body](#)

☐ Save as Reusable Object

2 Attachments

Attachments [Attach a file](#) **6**

3 Submit **7**

Cancel Save Draft Submit

Figure 5.2

The original post may be viewed while replying as shown above.

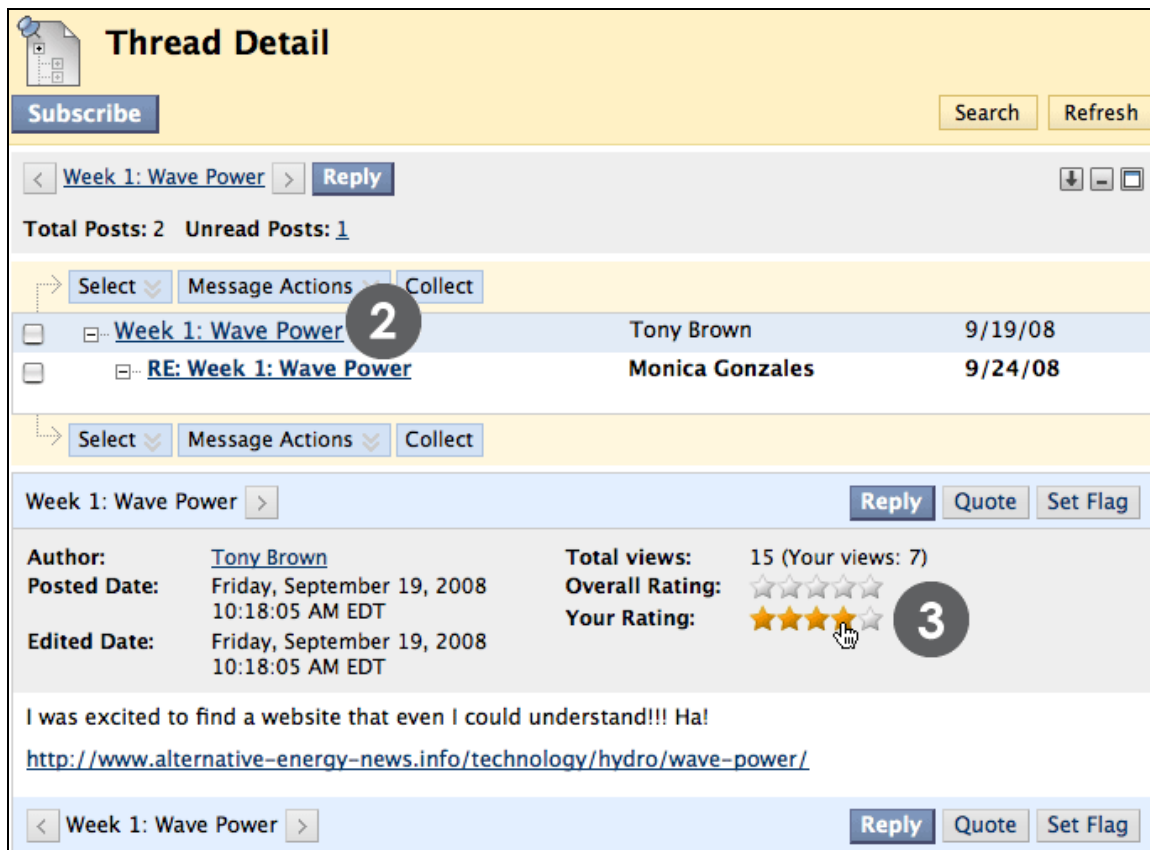
Student Experience Rating Posts

The Discussion Board is well suited 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 may include comments in a response.

Rating posts also allows users to focus on messages considered especially informative or useful by others. Depending on the forum settings, posts may be assigned a rating using a 5-star system. The instructor may also rate posts.

► **QUICK STEPS:** rating posts

- 1 Access the forum and select the thread.
- 2 On the **Thread Detail** page, select the post to rate.
- 3 Next to **Your Rating**, select 1 to 5 stars.



The screenshot shows a forum interface with a yellow header bar. The main content area has a light blue background. A post titled "Week 1: Wave Power" by Tony Brown is selected, indicated by a large black circle with the number "2" over the post title. The post details show it was posted on Friday, September 19, 2008, at 10:18:05 AM EDT. The overall rating is 3 stars, and the user's rating is also 3 stars, indicated by a large black circle with the number "3" over the rating stars. The post content includes the text "I was excited to find a website that even I could understand!!! Ha!" and a link to "http://www.alternative-energy-news.info/technology/hydro/wave-power/".

Thread Detail

Subscribe **Search** **Refresh**

< **Week 1: Wave Power** > **Reply**

Total Posts: 2 **Unread Posts: 1**

Select Message Actions Collect

<input type="checkbox"/>	Week 1: Wave Power	Tony Brown	9/19/08
<input type="checkbox"/>	RE: Week 1: Wave Power	Monica Gonzales	9/24/08

Select Message Actions Collect

Week 1: Wave Power **Reply** **Quote** **Set Flag**

Author: [Tony Brown](#) **Total views:** 15 (Your views: 7)

Posted Date: Friday, September 19, 2008 10:18:05 AM EDT **Overall Rating:** ★★★★★

Edited Date: Friday, September 19, 2008 10:18:05 AM EDT **Your Rating:** ★★★★★ **3**

I was excited to find a website that even I could understand!!! Ha!

<http://www.alternative-energy-news.info/technology/hydro/wave-power/>

< **Week 1: Wave Power** > **Reply** **Quote** **Set Flag**

Figure 6.1

Student Experience Rating Posts

The rating is now included in the Overall Rating, which is the combined rating of all users. The individual rating appears in Your Rating. More stars may be added at any time, but stars may not be deleted.

Week 1: Wave Power >		Reply Quote Set Flag	
Author:	Tony Brown	Total views:	18 (Your views: 2)
Posted Date:	Friday, September 19, 2008 10:18:05 AM EDT	Overall Rating:	★★★★☆
Edited Date:	Friday, September 19, 2008 10:18:05 AM EDT	Your Rating:	★★★★☆
<p>I was excited to find a website that even I could understand!!! Ha!</p> <p>http://www.alternative-energy-news.info/technology/hydro/wave-power/</p>			

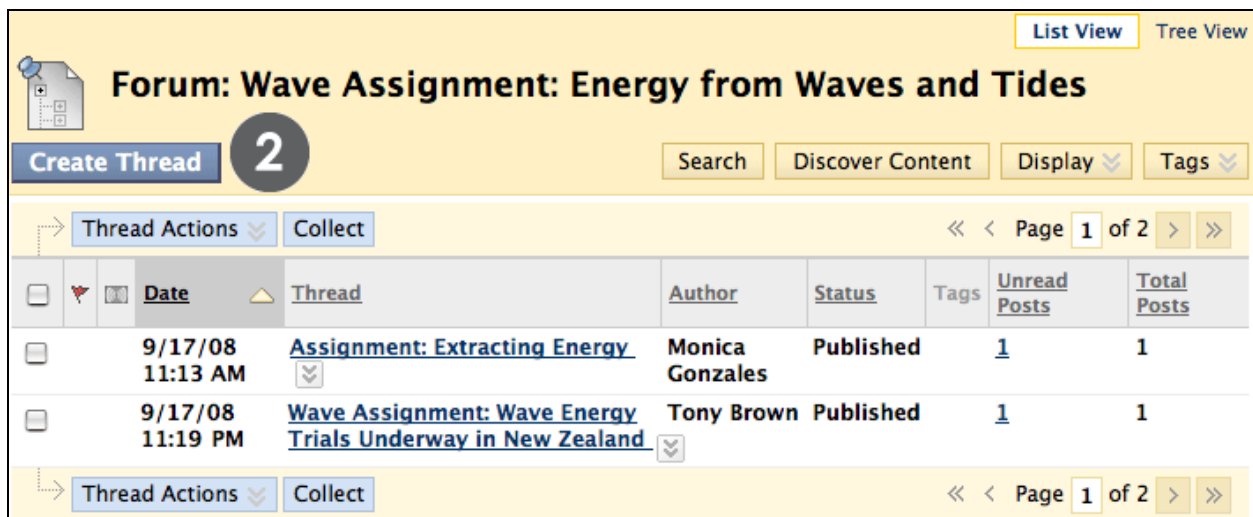
Figure 6.2

Student Experience Creating Threads

Depending on which forum settings the instructor has selected, students may be allowed to create new threads.

► **QUICK STEPS:** creating threads

- 1 Access the forum.
- 2 On the Action Bar, click **Create Thread**.
- 3 On the **Create Thread** page, enter a **Subject**.
- 4 Enter your reply in the **Message** text box.
- 5 To attach a file, browse using the **Attach a File** function below the **Message** text box.
- 6 Click **Save Draft** to store a draft of the post or click **Submit** to create a thread.



Forum: Wave Assignment: Energy from Waves and Tides

Create Thread 2

Search Discover Content Display Tags

Thread Actions Collect

Page 1 of 2

	Date	Thread	Author	Status	Tags	Unread Posts	Total Posts
	9/17/08 11:13 AM	Assignment: Extracting Energy	Monica Gonzales	Published		1	1
	9/17/08 11:19 PM	Wave Assignment: Wave Energy Trials Underway in New Zealand	Tony Brown	Published		1	1

Thread Actions Collect

Page 1 of 2

Figure 7.1

+ Student Experience Creating Threads

Format the message and add multiple files using the Text Editor, if desired.

Create Thread

* Indicates a required field.

1 Message

* **Subject:** Tidal Power: For, Against, and the Cost **3**

Message

Rich text editor toolbar: Normal, 3, Times New Roman, Bold, Italic, Underline, Text Color, Background Color, Bulleted List, Numbered List, Indent, Outdent, Link, Unlink, Source Code, Preview, Undo, Redo, Find, Replace, Spell Check, Insert Image, Insert Video, Insert File, Insert Table, Insert Link, Insert Unlink, Insert Quote, Insert Code, Insert Table of Contents, Insert Table of Figures, Insert Table of Equations, Insert Table of Lists, Insert Table of References, Insert Table of Contents, Insert Table of Figures, Insert Table of Equations, Insert Table of Lists, Insert Table of References.

Tidal power, or tidal energy, is a form of hydro power that exploits the tidal movements of the ocean as water flows back and forth. Tidal power can be harnessed in a couple of ways: kinetic energy that powers turbines as the water moves between full and ebb tide, and; potential energy in which barrages are used to exploit the difference between high and low tide. **4**

When there's a substantial amount of water that rushes in and out of some rivers and inlets it's possible to harness the energy created to drive generators to produce electricity.

Path: [body](#) » [p](#)

☐ Save as Reusable Object

2 Attachments

Attachments [Attach a file](#) **5**

3 Submit **6**

Cancel Save Draft Submit

Figure 7.2

The new message is the first post in the thread.

Thread Actions		Collect	Page 1 of 2						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Date	Thread	Author	Status	Tags	Unread Posts	Total Posts
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9/17/08 11:13 AM	Assignment: Extracting Energy	Monica Gonzales	Published		1	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9/17/08 11:19 PM	Wave Assignment: Wave Energy Trials Underway in New Zealand	Tony Brown	Published		1	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9/18/08 10:20 AM	Tidal Power: For, Against, and the Cost	Sarah Spooner	Published		1	1

Figure 7.3

Student Experience Collecting Posts

From the Thread Detail page, only one post can be read at a time. Use the Collect feature to read multiple posts from the same page. Once posts are collected, they can be filtered, sorted, and printed.

For example, a student posts a question to request help and seven classmates reply. The initial post and the replies can be collected on one page and printed.

► **QUICK STEPS:** collecting posts

- 1 Access the forum and select the thread.
- 2 On the **Thread Detail** page, select the boxes of the posts to collect.
- 3 On the Action Bar, click **Collect**.
- 4 On the **Collection** page, filter, sort, or print the posts.

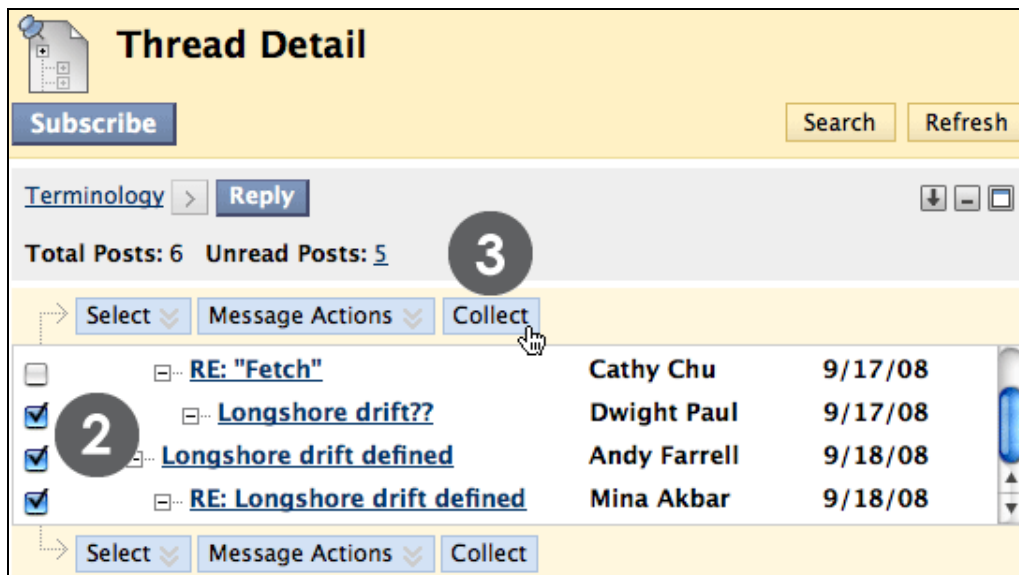



Figure 8.1

TIP: The Collect feature is also available from the forum page, where it is used to gather postings from different threads. Once collected, sort them by subject or date to further organize them.

+ Student Experience Collecting Posts


Collection

[Print Preview](#)
4
[Filter](#)

Sort by [Date](#) Order [▼ Descending](#)

[Select](#) [Mark](#)

☐

Thread: Terminology
Post: [RE: Longshore drift defined](#)
Author: Mina Akbar
Posted Date: September 18, 2008 11:12 AM
Status: Published
Overall Rating: ☆☆☆☆☆

Longshore currents and longshore drift are generally considered to be constructive processes. Unlike storm waves, they are not normally regarded as significant in coastal erosion, though the sedimentary particles have to come from somewhere.

Tags: None
[Reply](#)
[Quote](#)
[Mark as Read](#)

☐

Thread: Terminology
Post: [Longshore drift defined](#)
Author: Andy Farrell
Posted Date: September 18, 2008 11:09 AM
Status: Published
Overall Rating: ★★★★★

In simple terms, at least this is how I think about it because I used to live on the Gulf coast, longshore drift is just the waves moving the sand.

Tags: None
[Reply](#)
[Quote](#)
[Mark as Read](#)

☐

Thread: Terminology
Post: [Longshore drift??](#)
Author: Dwight Paul
Posted Date: September 17, 2008 2:54 PM
Status: Published
Overall Rating: ☆☆☆☆☆

Tags: None
[Reply](#)
[Quote](#)
[Mark as Read](#)

Figure 8.2

Sort options for messages include the following:

- Author's Last Name
- Author's First Name
- Subject
- Date
- Thread Order
- Overall Rating

Student Experience Filtering Collected Posts

You can filter collected postings to further organize messages based on selected criteria.

► **QUICK STEPS:** filtering collected posts

- 1 On the Action Bar, click **Filter**. The **Filter** field expands.
- 2 Select one or more options from the drop-down lists.
- 3 Click **Go**.

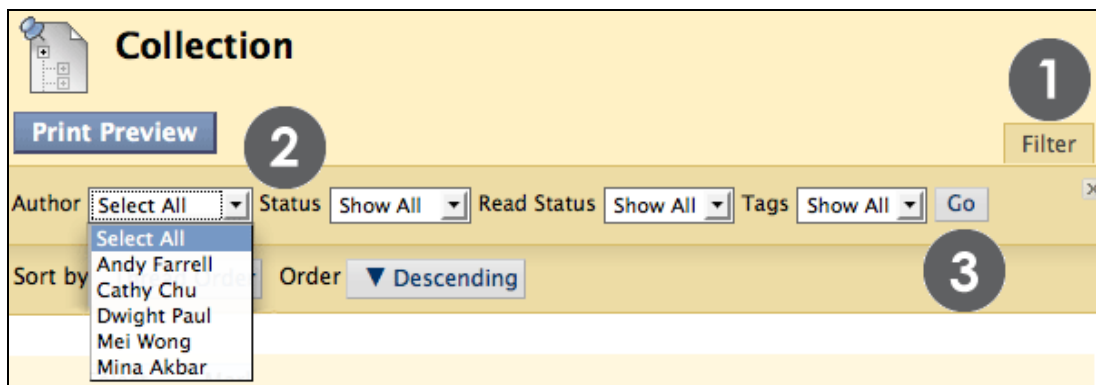


Figure 9

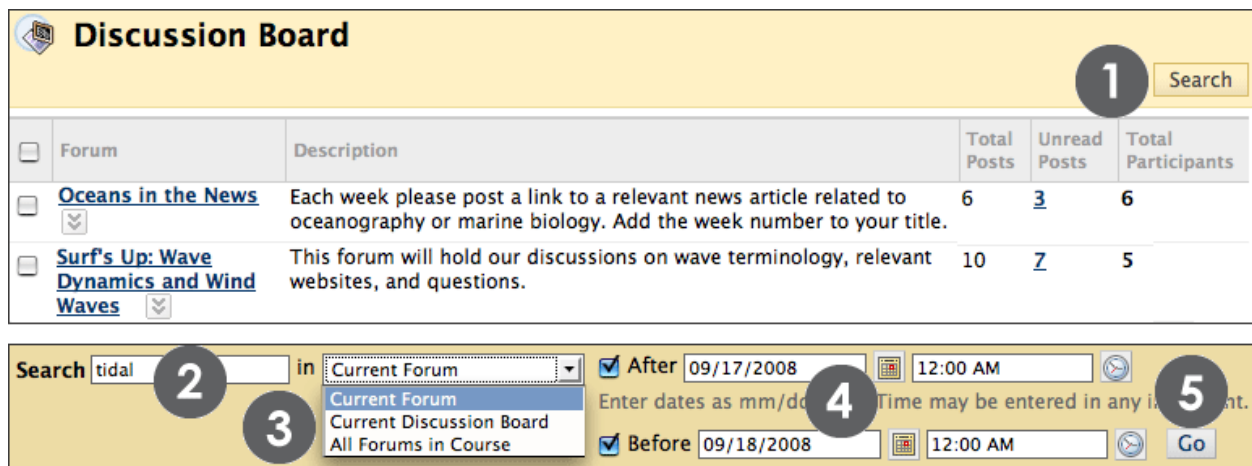
Tags can be selected only if the instructor has enabled post tagging for the forum. Tags, which are text labels that act like bookmarks, are discussed in the *Managing Discussions* section of this manual.

Student Experience Searching Posts

Students can search for specific text (a phrase, word, or part of a word) in the Discussion Board.

► **QUICK STEPS:** searching posts

- 1 On the Action Bar, click **Search**. The **Search** field expands.
- 2 Enter a search criterion in the **Search** text box.
- 3 Select an area to search from the drop-down list.
- 4 Optionally, use the date and time boxes to further narrow the search results.
- 5 Click **Go**.



Discussion Board

<input type="checkbox"/>	Forum	Description	Total Posts	Unread Posts	Total Participants
<input type="checkbox"/>	Oceans in the News ⌵	Each week please post a link to a relevant news article related to oceanography or marine biology. Add the week number to your title.	6	3	6
<input type="checkbox"/>	Surf's Up: Wave Dynamics and Wind Waves ⌵	This forum will hold our discussions on wave terminology, relevant websites, and questions.	10	7	5

Search in ☒ After ☒ Before

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

Drop-down menu options: Current Forum, Current Discussion Board, All Forums in Course

Figure 10

A Search Results page will appear which you can sort using the Sort by drop-down list. This page can also be filtered and printed using the functions on the Action Bar.



Student Experience

About Assignments

The Assignments tool is used to present a variety of learning activities to students, allowing them to view and submit assignments from one location. Assignments can be submitted as the following:

- Text entered on the Upload Assignment page
- Attached files
- A combination of both text and attached files

The Assignments tool provides several key benefits to students, including:

- Increased time-on-task with an efficient way to view and submit assignments
- Submissions returned with feedback only, allowing students to improve their work before resubmitting for a grade
- Easier implementation of alternative assessment techniques, so instructors can promote active learning



Student Experience

Viewing and Submitting Assignments

Students access assignments in a Content Area by clicking an assignment title. From the Upload Assignment page, students can:

- View instructions and access files attached by the instructor
- Complete their submissions by entering text or attaching files
- Submit their work for feedback or grading

► **QUICK STEPS:** submitting an assignment

- 1 From a Content Area, click an assignment's title.
- 2 On the **Upload Assignment** page, review the **Instructions** and any attached files.
- 3 If instructed, enter text in the **Submission** text box.
- 4 If instructed, **Browse** to attach a file.
- 5 If desired, enter **Comments** for the instructor.
- 6 Click **Submit**.

The screenshot displays a course management system interface. On the left is a sidebar with a yellow header containing icons for a list, folder, document, and a small robot icon. Below the header, the sidebar has a dark blue background with white text links: "Introduction to Oceanography (Materials Demo)" (with expand/collapse arrows), "Announcements", "Syllabus", "Instructor Info", "Chapter 1" (highlighted), "External Links", "Scholar", "My Grades", "Discussions", "Groups Page", and "Assessments". The main content area has a yellow header for "Chapter 1" with a document icon. Below this, there are three sections: 1. "Introduction – Read Me First" with a document icon, containing a welcome message and a bulleted list of resources: Objectives, Key Terms, Suggested Reading, and Web Resources. 2. "Chapter 1: The History of Ocean Exploration and Ocean Science" with a folder icon, containing a paragraph about the chapter's content. 3. "History of Ocean Exploration" with a document icon, a large grey circle containing the number "1", and a paragraph instructing students to complete an assignment after reviewing the chapter material.

Figure 1.1



Student Experience

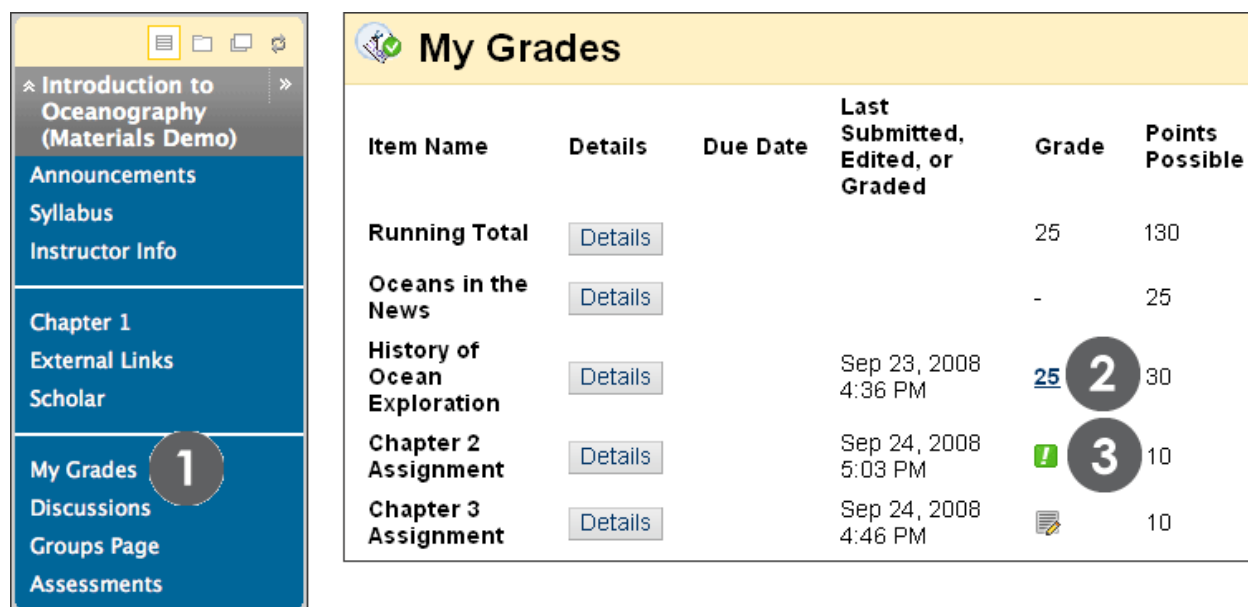
Viewing Assignment Grades and Feedback

Students view assignment scores from My Grades, which displays a spreadsheet of their grades for the course.

If the assignment has been submitted and graded, the points will be displayed. Otherwise, a symbol will show in the grade column.

► **QUICK STEPS:** viewing grades and feedback

- 1 On the Course Menu, click **My Grades**.
- 2 Click an item's grade to see feedback.
- 3 Click an item's exclamation mark to see if the submission has been returned, ungraded with comments.







Item Name	Details	Due Date	Last Submitted, Edited, or Graded	Grade	Points Possible
Running Total	Details			25	130
Oceans in the News	Details			-	25
History of Ocean Exploration	Details	Sep 23, 2008 4:36 PM	25	2	30
Chapter 2 Assignment	Details	Sep 24, 2008 5:03 PM		3	10
Chapter 3 Assignment	Details	Sep 24, 2008 4:46 PM			10

Figure 2.1

Student Experience

Viewing Assignment Grades and Feedback

The table below describes the symbols displayed on the My Grades page.


▼ SYMBOL	▼ DESCRIPTION
	Submitted; waiting to be reviewed by the instructor OR Submitted; reviewed by the instructor and returned ungraded, with comments
– (dash)	No information
	Not submitted; item is in progress because the student has saved it as a draft



Student Experience

Viewing Assignment Grades and Feedback

Student View of Submitted Assignment Results

**Submission History**

1 Submission History
View Attempts
Submission (September 24, 2008 5:39:46 PM EDT)
Submission Materials
Submission Field : Please see the attached Word document.
Student Comments :
Attached Files : [Ch1-QuestionsExercises akbar submission.doc](#)
Instructor Feedback
Grade : 26 out of 30
Comments : You clearly put forth extra effort for this assignment. You covered all of the provide more supporting facts for each point.
Attached Files :

2 Finish

Figure 2.2

► Take Note

- G The student attached a file to fulfill the assignment, which the instructor downloaded to view and grade. In the example above, the student added his last name to the file name before uploading.
- H The instructor added a grade and feedback for the student.



Student Experience

The Journals Tool

Journals are a personal space for students to communicate privately with the instructor. The owner of each journal can create an entry and the instructor can add comments. When used in the Group area, all members of a group can view each other's entries, but the Group Journal can only be viewed by the group and the instructor.

Journals are ideal for individual projects. For example, in a Creative Writing course, the student can refine a section of a writing assignment over a period of time by using the comments made by the instructor.

Journals can also be used as a self-reflective tool that allows students to post their opinions, ideas, and concerns about the course, or discuss and analyze course related materials. These assignments can be broad and student-directed as the students reflect on the learning process and document changes in their perceptions and attitudes. Students can describe problems faced and how they solved them. Instructor-directed journal entries can be more formal in nature and can narrow the focus by listing topics for discussion.

► **QUICK STEPS:** accessing the Journals tool

- 1 On the Course Menu, click the **Tools** link.
- 2 On the **Tools** page, click the **Journals** link.

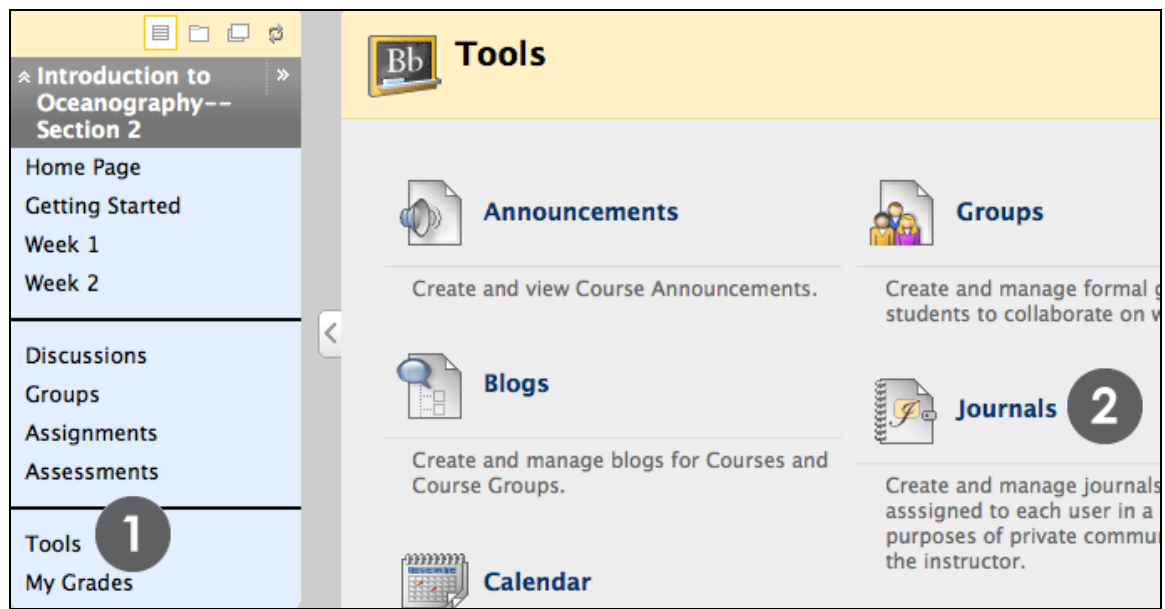


Figure 3.1

Student Experience The Journals Tool

Only the instructor can create journal topics. The journal topics will display in alphabetical order on the Journals page.

► **QUICK STEPS:** creating a journal entry

- 1 On the **Journals** page, click the desired journal title.
- 2 On the journal's main page, click **Create Journal Entry** on the Action Bar.
- 3 On the **Create Journal Entry** page, enter a **Title** for the journal entry.
- 4 Enter text in the **Entry Message** text box. If desired, use the Text Editor to format the text.
- 5 Under **Journal Entry Files**, browse for a file to attach to the journal entry, if desired.
- 6 Click **Post Entry** to submit the journal entry or click **Save Entry as Draft** to post the entry later.

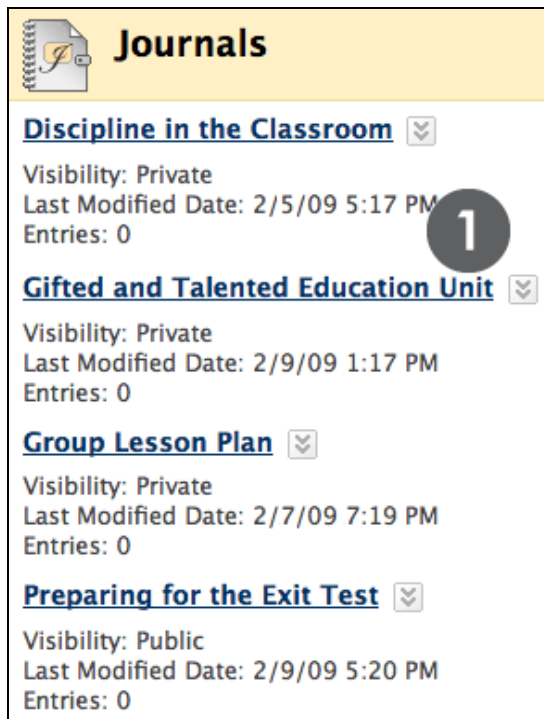
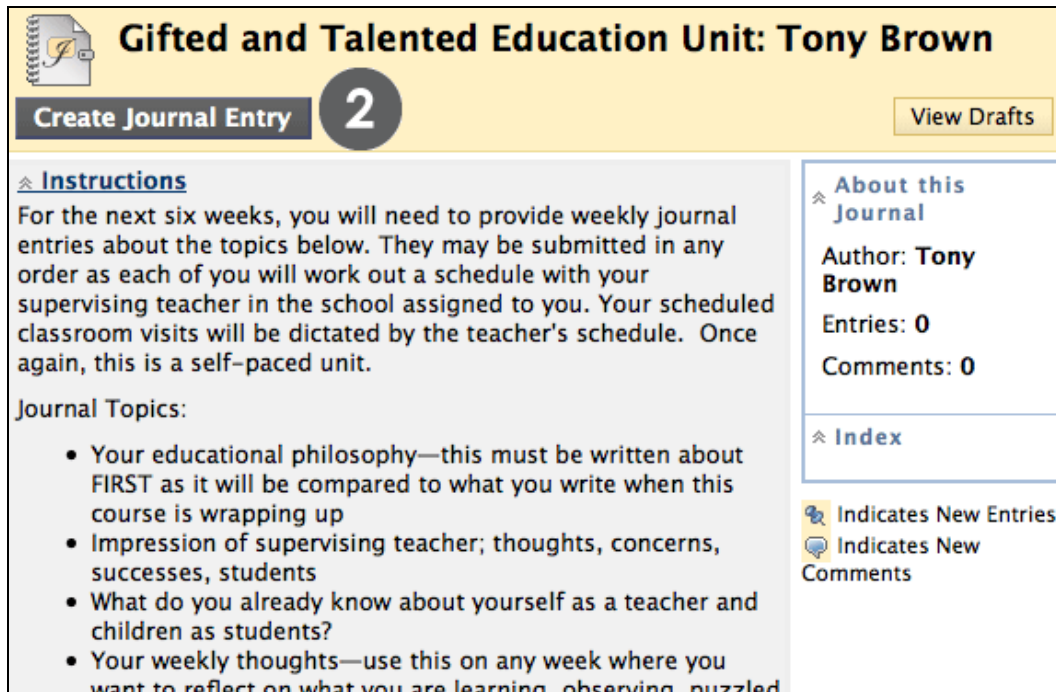


Figure 3.2

Note: Instructors have the option to make journals public so all course members can read entries. From the main Journals page, under each journal title, students can see if their entries will be private (between the student and the instructor) or public.

Student Experience The Journals Tool



Gifted and Talented Education Unit: Tony Brown

Create Journal Entry **2** View Drafts

Instructions

For the next six weeks, you will need to provide weekly journal entries about the topics below. They may be submitted in any order as each of you will work out a schedule with your supervising teacher in the school assigned to you. Your scheduled classroom visits will be dictated by the teacher's schedule. Once again, this is a self-paced unit.

Journal Topics:

- Your educational philosophy—this must be written about FIRST as it will be compared to what you write when this course is wrapping up
- Impression of supervising teacher; thoughts, concerns, successes, students
- What do you already know about yourself as a teacher and children as students?
- Your weekly thoughts—use this on any week where you want to reflect on what you are learning, observing, puzzled


About this Journal

Author: **Tony Brown**

Entries: **0**

Comments: **0**

Index

 Indicates New Entries


 Indicates New Comments

Figure 3.3

- The instructions for the journal topic appear below the Action Bar.
- Information about the journal appears on the right side of the page.
- Any entries saved as drafts can be accessed by clicking View Drafts on the right side of the Action Bar.

+ Student Experience The Journals Tool

The screenshot shows the 'Create Journal Entry' interface. At the top, a yellow header bar contains a document icon, the title 'Create Journal Entry', and a circled number 6. Below the header, a row of buttons includes 'Cancel', 'Save Entry as Draft', and 'Post Entry'. A red asterisk indicates a required field. The form is divided into two main sections: '1. Journal Entry Information' and '2. Journal Entry Files'. Section 1 includes a 'Title' field with the text 'My educational philosophy statement' (marked with a circled 3), an 'Entry Message' text area with a rich text editor toolbar (marked with a circled 4), and a 'Visual Editor' toggle set to 'ON'. The text area contains a paragraph about providing a safe learning environment. Section 2 includes an 'Attach File' label and two buttons: 'Browse for Local File' and 'Browse for Content Collection item' (marked with a circled 5). A 'Path: body' field is visible below the text area.

Create Journal Entry 6

* Indicates a required field. Cancel Save Entry as Draft Post Entry

1. Journal Entry Information

* Title My educational philosophy statement 3

Entry Message Visual Editor: ON

4

I would like to provide students with a safe, secure learning environment where they can express their feelings and emotions, grow, explore, and question while displaying and gaining knowledge, each at his own rate. As a teacher, I want to be able to illicit imaginative, original, and unique responses from each student and nurture creative abilities individually.

Path: [body](#)

2. Journal Entry Files 5

Attach File Browse for Local File Browse for Content Collection item

Figure 3.4

Images attached under the Journal Entry Files section will appear as a link in the student's journal. To display an image directly on the journal page, the image can be added using the Attach Image function in the third row of the Text Editor.

+ Student Experience The Journals Tool

Gifted and Talented Education Unit: Tony Brown

Create Journal Entry **D** **View Drafts**

Instructions
For the next six weeks, you will need to provide weekly journal entries about the topics below. They may be submitted in any order as each of you will work out a schedule with your supervising teacher in the school assigned to you. Your scheduled classroom visits will be dictated by the teacher's schedule. Once again, this is a self-paced unit.

Journal Topics:

- Your educational philosophy—this must be written about FIRST as it will be compared to what you write when this course is wrapping up
- Impression of supervising teacher; thoughts, concerns, successes, students
- What do you already know about yourself as a teacher and children as students?
- Your weekly thoughts—use this on any week where you want to reflect on what you are learning, observing, puzzled about, striving to learn, struggling with, love

Monday, February 9, 2009

My educational philosophy statement
Posted by Tony Brown at Monday, February 9, 2009 5:29:47 PM EST

I would like to provide students with a safe, secure learning environment where they can express their feelings and emotions, grow, explore, and question while displaying and gaining knowledge, each at his own rate. As a teacher, I want to be able to illicit imaginative, original, and unique responses from each student and nurture creative abilities individually.

Comments: 1 New **Comment**

About this Journal
Author: **Tony Brown**
Entries: 1
Comments: 1 **New**

Index
Feb 8, 2009 – Feb 14, 2009 (1)
[My educational philosophy statement](#)

Indicates New Entries
Indicates New Comments

Figure 3.5

► Take Note

- The student's journal entry appears below the instructor's journal instructions. Below the entry, the student can view if comments were made.
- The *About this Journal* area provides at a glance information about the journal.
- The *Index* section lists the titles of the selected user's entries for either the week or the month, determined by settings the instructor makes during journal creation.
- The student can make another journal entry for this topic at any time.

Note: In this example, the student cannot edit or delete his journal entry. The instructor determines if students can edit or delete entries during journal creation.



student experience

Student Experience The Blogs Tool

A blog—a shorthand term that means Web log—is a personal online journal that is frequently updated and intended for general public consumption. Each blog entry can include any combination of text, images, and links. Blogs encourage people to clearly express their ideas and addresses the need to expand various aspects of social learning. Blogs are an effective means of gaining insight into students' activities and provide a way to share the knowledge and materials collected.

In Blackboard Learn, only enrolled users can view and author blogs. The owner of the blog creates multiple entries over a period of time and the instructor and course members can add comments. In the Group area, all members of a group can create entries for the same blog, building upon one another. Any course member can read and comment on a Group Blog, but cannot make entries if not a member of the group.

Many blogs provide commentary on a particular subject. In a course setting, blogs become the perfect arena for students to display their research, analytical, and writing skills. For example, in a Horticulture course, students can track the crop production in their weekly labs with each blog entry. In a Qualitative Research course, students can speculate on and monitor the impact social networking has on marketing over a period of time.

► **QUICK STEPS:** accessing the Blogs tool

- 1 On the Course Menu, click the **Tools** link.
- 2 On the **Tools** page, click the **Blogs** link.

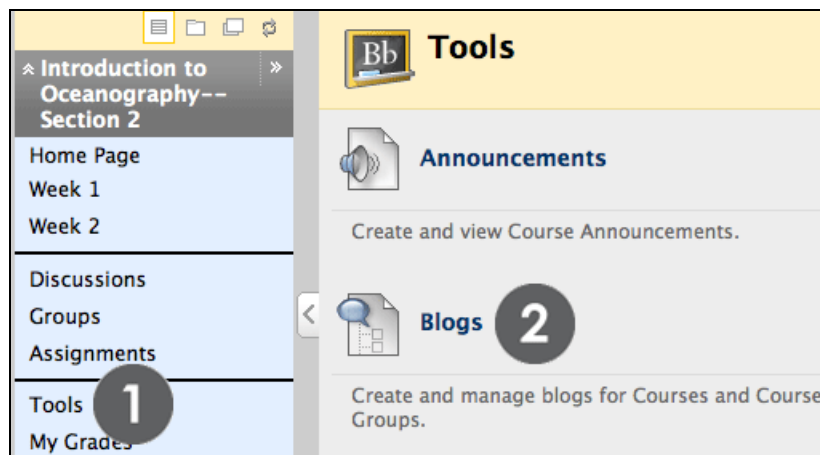


Figure 4.1

Student Experience The Blogs Tool

Only the instructor can create blogs. The blog topics will display in alphabetical order on the Blogs page.

QUICK STEPS: creating a blog entry

- 1 On the **Blogs** page, click the desired blog title.
- 2 On the blog's main page, click **Create Blog Entry** on the Action Bar.
- 3 On the **Create Blog Entry** page, enter a **Title** for the blog entry.
- 4 Enter text in the **Entry Message** text box. If desired, use the Text Editor to format the text.
- 5 Under **Blog Entry Files**, browse for a file to attach to the blog entry, if desired.
- 6 Click **Post Entry** to submit the blog entry or click **Save Entry as Draft** to post the entry later.



Figure 4.2

From the main Blogs page, under each blog title, students can see if the blog belongs to a group, the course, or to individual students. As stated earlier, Group Blogs can be read by all course members, but to make an entry, you must be a group member.

The instructions for the blog appear below the Action Bar.

Create Blog Entry

6

Indicates a required field.

Cancel

Save Entry as Draft

Post Entry

1. Blog Entry Information

Title

Sights from the coastline are more than

3

Entry Message

Visual Editor: ON

Normal4Times New RomanB I U abc x₂ x²

abc

✓

✂

📄

📁

↔

↺

↻

🌐

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🖋

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🖨

✓

📄

📁

📄

📄

📄

📄

4

Humans are not alone in showing a preference for coastlines. New observations suggest that auroras—those brilliant curtains of light seen in the night sky of the polar regions—may also favor Earth's coastlines on occasion. A camera designed to image the Earth's aurora from NASA's Polar spacecraft has provided strong evidence that coastlines do sometimes influence the spatial distribution of these colorful, shimmering lights. The photographs produced by Polar's state-of-the-art camera shows auroral arcs sometimes following coastlines for hundreds of miles. At other times, the coastlines appear to

Path: [body](#)

2. Blog Entry Files

Attach File

5

Browse for Local File

Browse for Content Collection item

Attached files

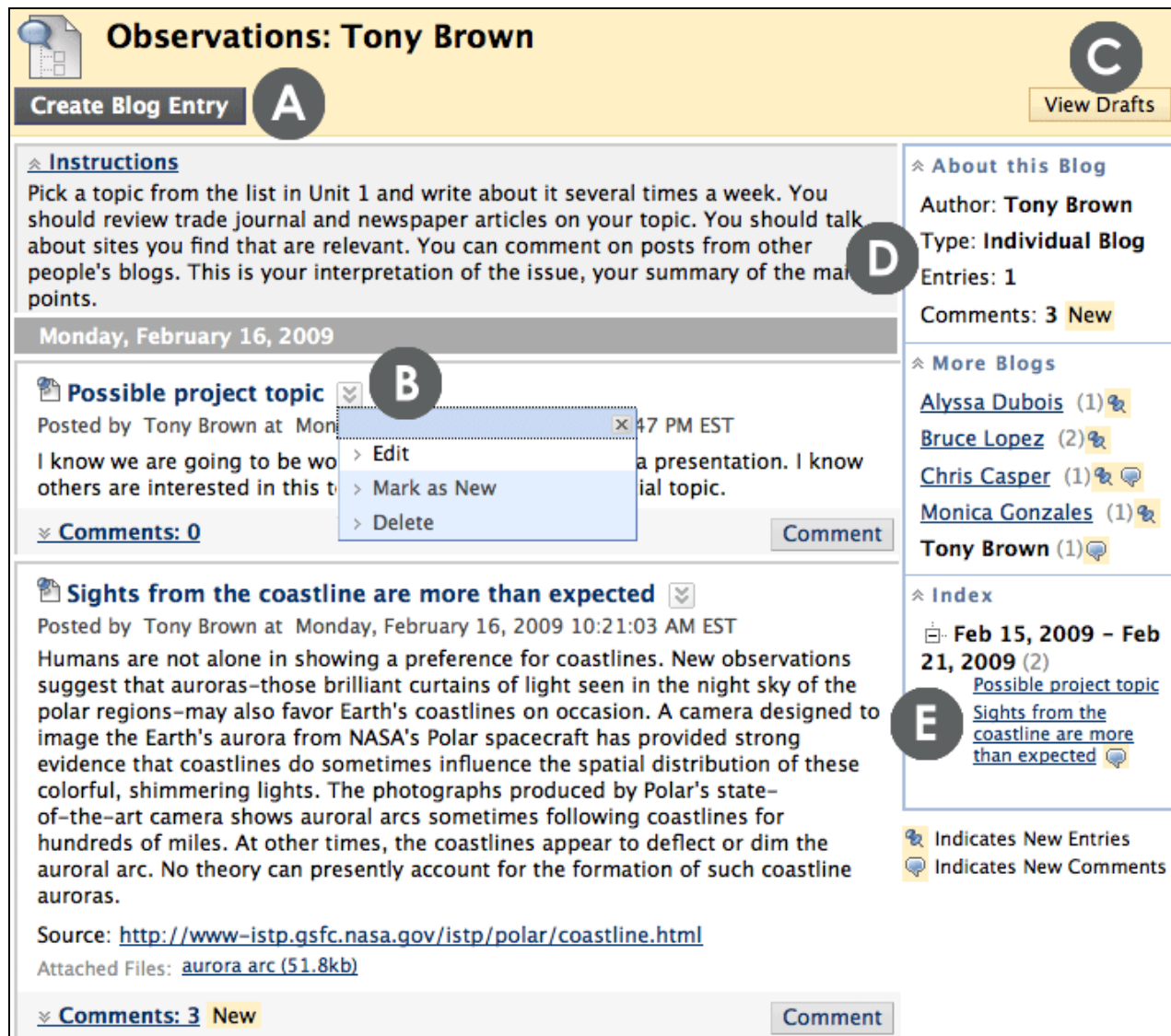
File Name	Link Title
<div><div>aurora.jpg</div></div>	<div><div>aurora arc</div><div>Do not attach</div></div>

Figure 4.3

Images attached under the Blog Entry Files section will appear as a link in the student's blog. To display an image directly on the blog page, the image can be added using the Attach Image function in the third row of the Text Editor.

Student Experience The Blogs Tool

A student's blog entries appear in reverse-chronological order. Below the entry, the student can view if comments were made and click the link to view them.



Observations: Tony Brown

Create Blog Entry **A** **View Drafts** **C**






⌵ **Instructions**
Pick a topic from the list in Unit 1 and write about it several times a week. You should review trade journal and newspaper articles on your topic. You should talk about sites you find that are relevant. You can comment on posts from other people's blogs. This is your interpretation of the issue, your summary of the main points.


Monday, February 16, 2009

Possible project topic **B**
Posted by Tony Brown at Monday, February 16, 2009 10:47 PM EST
I know we are going to be working on a presentation. I know others are interested in this topic.
⌵ **Comments: 0** **Comment**

Sights from the coastline are more than expected **E**
Posted by Tony Brown at Monday, February 16, 2009 10:21:03 AM EST
Humans are not alone in showing a preference for coastlines. New observations suggest that auroras—those brilliant curtains of light seen in the night sky of the polar regions—may also favor Earth's coastlines on occasion. A camera designed to image the Earth's aurora from NASA's Polar spacecraft has provided strong evidence that coastlines do sometimes influence the spatial distribution of these colorful, shimmering lights. The photographs produced by Polar's state-of-the-art camera shows auroral arcs sometimes following coastlines for hundreds of miles. At other times, the coastlines appear to deflect or dim the auroral arc. No theory can presently account for the formation of such coastline auroras.
Source: <http://www-istp.gsfc.nasa.gov/istp/polar/coastline.html>
Attached Files: [aurora arc \(51.8kb\)](#)
⌵ **Comments: 3 New** **Comment**

⌵ **About this Blog**
Author: **Tony Brown**
Type: **Individual Blog**
Entries: **1**
Comments: **3 New**

⌵ **More Blogs**
[Alyssa Dubois](#) (1) 
[Bruce Lopez](#) (2) 
[Chris Casper](#) (1) 
[Monica Gonzales](#) (1) 
[Tony Brown](#) (1) 

⌵ **Index**
📅 **Feb 15, 2009 – Feb 21, 2009** (2)
[Possible project topic](#)
[Sights from the coastline are more than expected](#) 



 Indicates New Entries
 Indicates New Comments

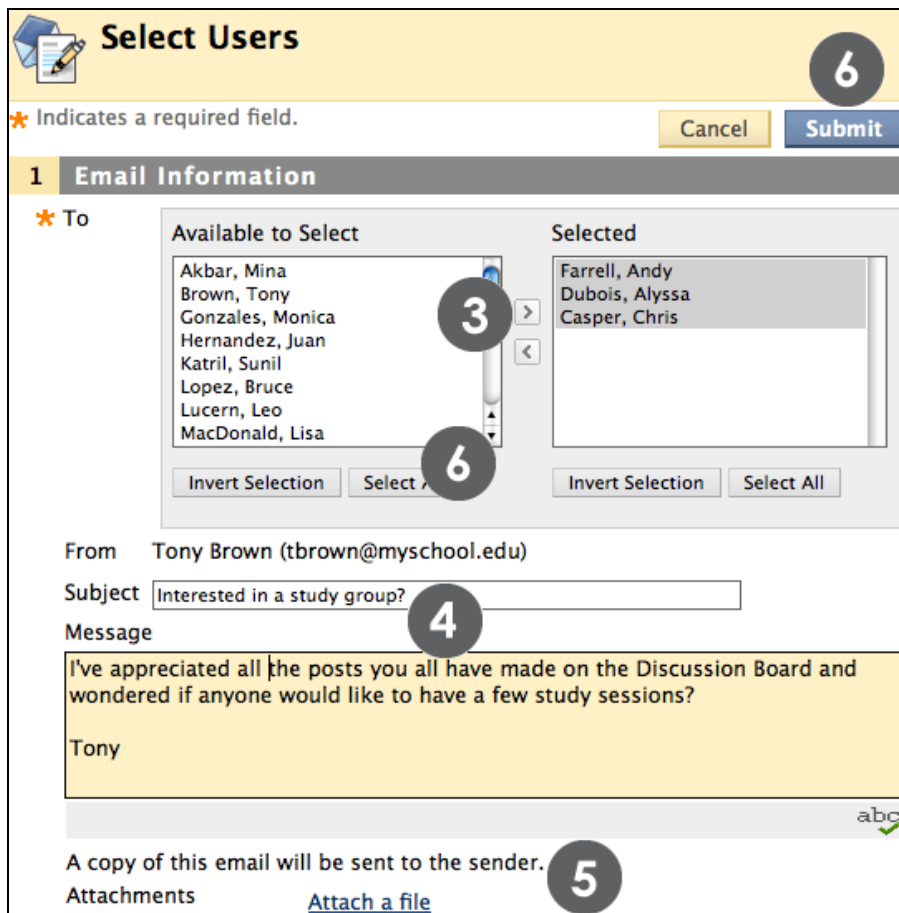
Figure 4.4

Student Experience The Blogs Tool

► Take Note

- A The student can make another blog entry at any time.
- B Students' ability to edit or delete blog entries is based on settings made when the instructor creates the blog. Click the entry's Action Link to access the contextual menu and select Edit or Delete.
- C Any entries saved as drafts can be accessed by clicking View Drafts.
- D The *About this Blog* area provides at a glance information about the currently selected blog.
- E The *Index* section lists the titles of the selected user's entries for either the week or the month, determined by settings the instructor makes during blog creation. The most recent entry title appears first.

Student Experience Sending Email



Select Users

* Indicates a required field.

Cancel Submit

1 Email Information

* To

Available to Select

Akbar, Mina
Brown, Tony
Gonzales, Monica
Hernandez, Juan
Katril, Sunil
Lopez, Bruce
Lucern, Leo
MacDonald, Lisa

Selected

Farrell, Andy
Dubois, Alyssa
Casper, Chris

Invert Selection Select Invert Selection Select All

From Tony Brown (tbrown@myschool.edu)

Subject Interested in a study group?

Message

I've appreciated all the posts you all have made on the Discussion Board and wondered if anyone would like to have a few study sessions?

Tony

A copy of this email will be sent to the sender.

Attachments [Attach a file](#)

Figure 7.2

To select multiple users in a row, hold down Shift and click. To select users out of sequence, hold down the Control Key and click individual users.

Important Tips

- Blackboard Learn keeps no record of sent emails. You will receive a copy of your email in the Inbox of your external email account. Keep a copy of important messages in case you need them at a later date.
- Blackboard Learn will NOT recognize files or email addresses with spaces or special characters, such as #, &, %, \$, and so on. Use only alphanumeric file names and addresses in Blackboard Learn in general.
- Do not send email through Blackboard Learn without content in the subject line. Leaving the subject line blank may prevent the message from being delivered.

Student Experience

Accessing My Grades

Students view their course grades from the My Grades tool. Grades are available by default; however, instructors may choose to make a grade unavailable.

Students access My Grades from the Course Menu.

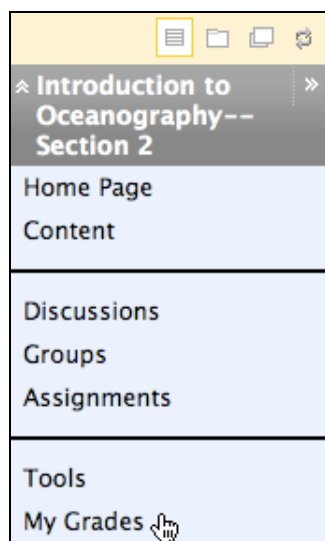


Figure 1

Student Experience Viewing Grades

My Grades displays the following information by default. The instructor can customize the information students see.

- Item Name – each item is a column in the Grade Center, such as a grade column.
- Details – contains the description the instructor entered when creating the column, or the default description if the column was automatically created.
- Due Date – information appears only if the instructor entered a due date when creating the column.
- Last Submitted, Edited, or Graded – displays the date a student submitted the item or the instructor graded or returned the item.
- Grade – if the item has been graded, the grade is a link to the submission and instructor feedback; if it has not yet been graded, a symbol shows the item's status.
- Points Possible – value entered by the instructor when creating the test or assignment, or when creating the column.
- Comments – if the original grade is overridden, the instructor can provide feedback to the user.




 My Grades						
Item Name	Details	Due Date	Last Submitted, Edited, or Graded	Grade	Points Possible	Comments
Total	Details			104	170	
Weighted Total	Details			-	0	
Participation	Details		Sep 28, 2008 10:21 AM	21	25	
Ch 1 Wksht	Details		Sep 25, 2008 1:02 PM	28	30	
Chapter 1 Test	Details		Sep 25, 2008 1:33 PM	40	50	
Oceans in the News	Details		Sep 25, 2008 11:09 AM		25	
Chapter 2 Test	Details		Sep 27, 2008 5:41 PM	15	40	
Chapter 3 Test	Details		Sep 28, 2008 11:11 AM		50	






Figure 2

Student Experience Viewing Grades

In the Item Name column, you may see rows displaying a Total and Weighted Total. We will discuss those in more detail later.

In the Grade column, a symbol represents the item's status.

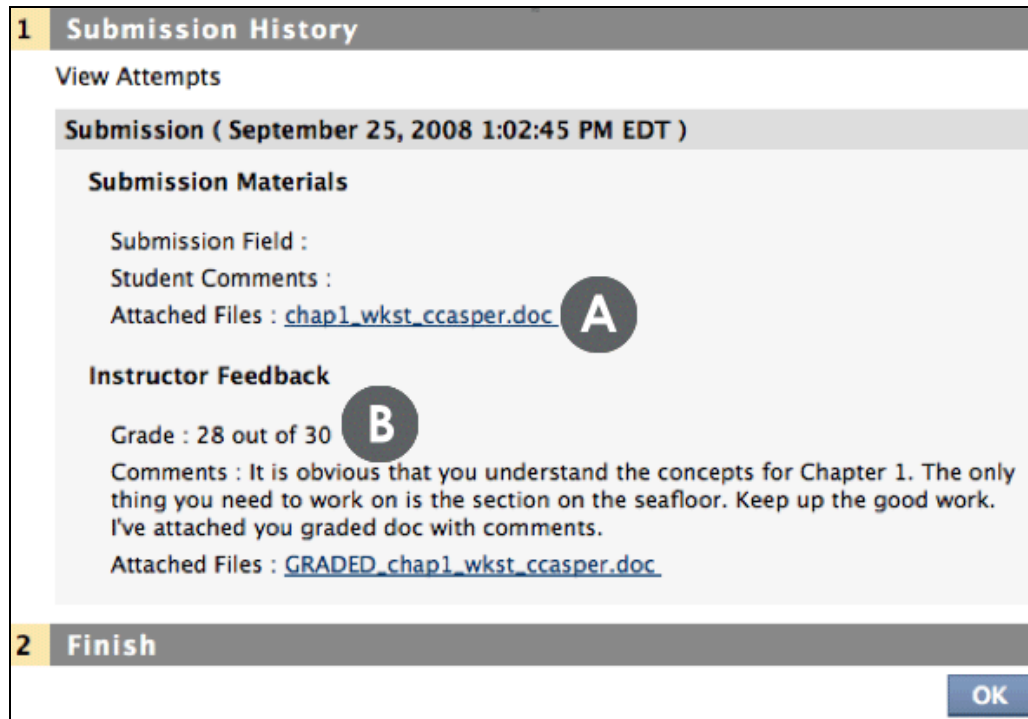
The table below describes the symbols displayed on the My Grades page.

▼ SYMBOL	▼ DESCRIPTION
	Submitted; waiting to be reviewed by the instructor. OR Submitted; reviewed by the instructor and returned ungraded, with comments.
– (dash)	No information.
	Not submitted; attempt in progress because the student has saved it as a draft.
	Item has been completed. For example, for a survey, the check mark icon indicates the student has completed the survey.
	Error.
	Grade exempted for this user.

Student Experience

Viewing Feedback

The content of the Submission History page varies depending on the item type. For assignments, the submission is displayed with the instructor's feedback, if given. For assessments, only the grade is displayed.



1 Submission History

View Attempts

Submission (September 25, 2008 1:02:45 PM EDT)

Submission Materials

Submission Field :
Student Comments :
Attached Files : [chap1_wkst_ccasper.doc](#) **A**

Instructor Feedback

Grade : 28 out of 30 **B**

Comments : It is obvious that you understand the concepts for Chapter 1. The only thing you need to work on is the section on the seafloor. Keep up the good work. I've attached you graded doc with comments.

Attached Files : [GRADED_chap1_wkst_ccasper.doc](#)

2 Finish

OK

Figure 3

► Take Note

- M The student attached a file to fulfill the assignment, which the instructor downloaded to view and grade. In the example above, the student added his last name to the file name before uploading.
- N The instructor added a grade, feedback, and attached a file with comments for the student.