



# Advanced Blackboard

Instructional Design and Access

Summer 2019



# Agenda

- Course Customization
- Communication Tools
- Course Activity Tools
- Building Tests
- Using Panopto and YouTube
- Some Advanced Tools
- Other things Bb can do
- Frequently Asked Questions
- Blackboard Training Options



# Course Customization



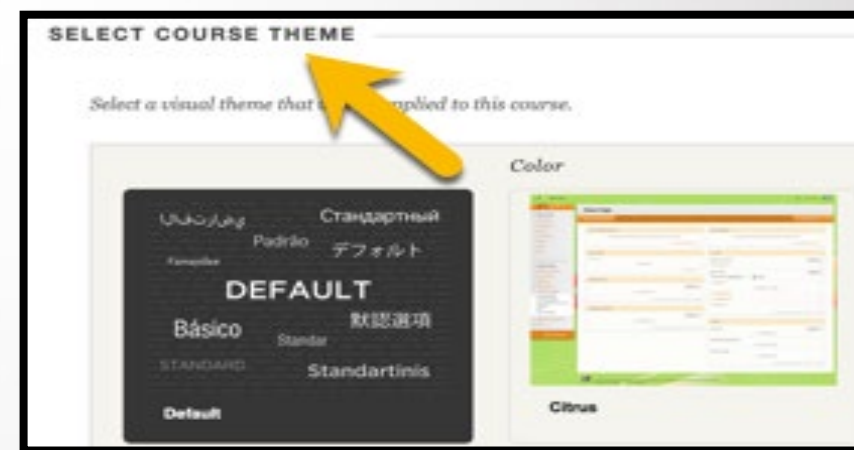
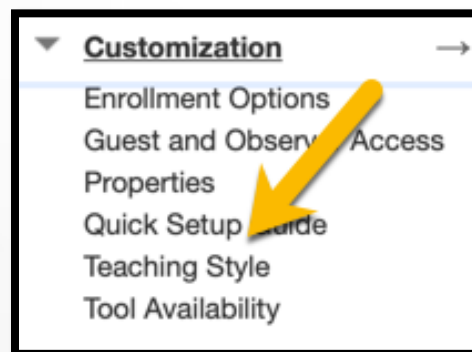
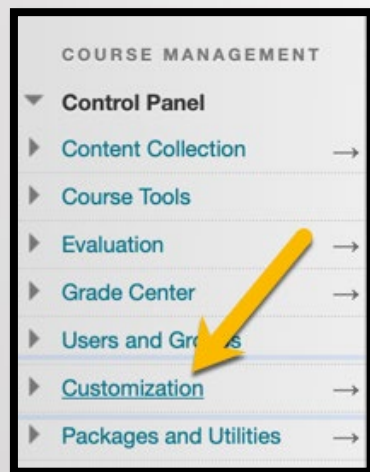
# Customizing the Look of Your Class

- Changing the theme
  - Bb themes and buttons
  - University themes
- Uploading banners and pictures
- Changing the “landing page”
- Learning Modules versus Content Folders



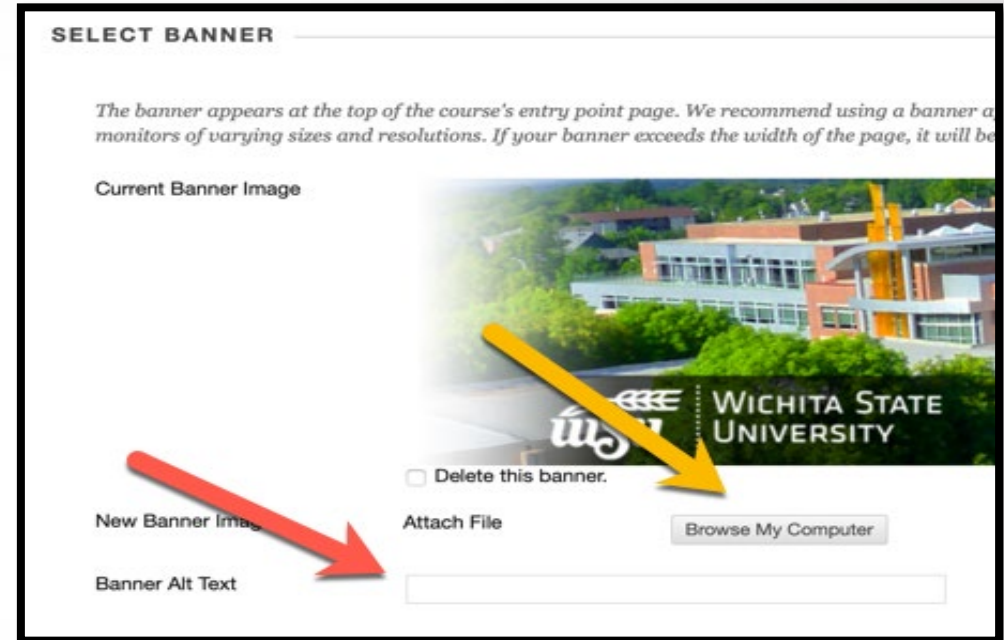
# Changing the Theme

- In “Course Management” choose “Customization” and then “Teaching Style.”
- Many themes and also button choices
- Changing your theme will not delete any uploaded content



# Uploading Banners and Pictures

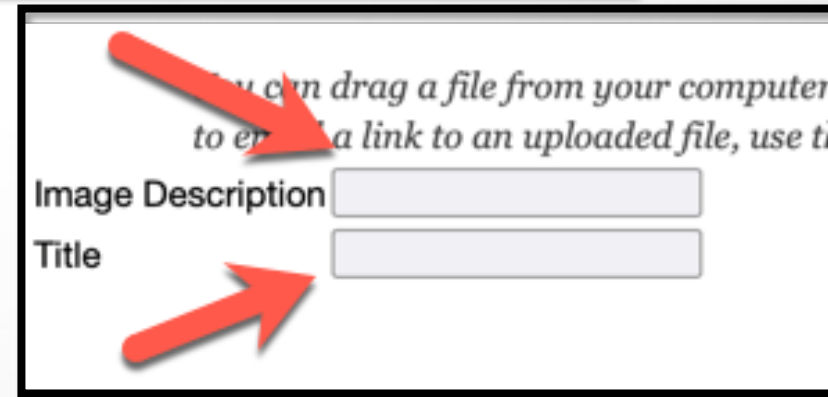
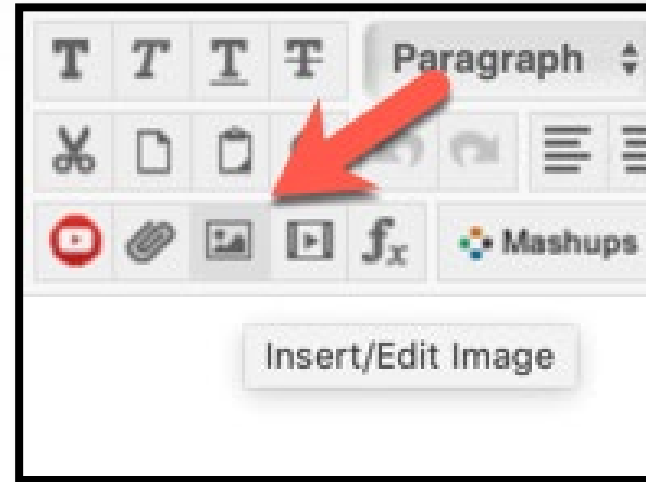
- In “Teaching Style” you can upload, delete, or change your course banner.
- Create an image that is approximately 1100 x 210 px in size (training is available from IDA in image manipulation if you are unsure how)

A screenshot of a web form titled "SELECT BANNER". The form contains the following elements:

- A paragraph of text: "The banner appears at the top of the course's entry point page. We recommend using a banner on monitors of varying sizes and resolutions. If your banner exceeds the width of the page, it will be..."
- A label "Current Banner Image" followed by a preview image of a Wichita State University building. A yellow arrow points from the text "WICHITA STATE UNIVERSITY" in the image to the "Delete this banner." checkbox.
- A checkbox labeled "Delete this banner." with a red arrow pointing to it from the left.
- A label "New Banner Image" followed by a red arrow pointing to the "Attach File" label.
- A label "Banner Alt Text" followed by a text input field.
- A button labeled "Browse My Computer" next to the "Attach File" label.

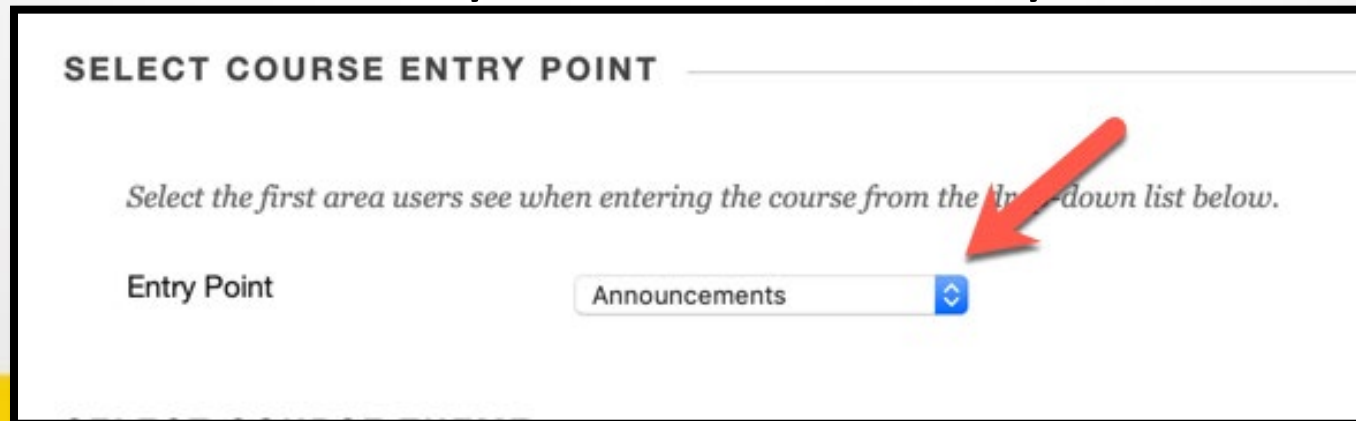
# Uploading Other Pictures

- Pictures must be uploaded to the class and not “copied in” with keystrokes.
- In any WYSIWYG (what you see is what you get) editor, choose the icon called “Insert/Edit Image.” It looks like a small landscape drawing.
- Upload a file in .jpg or .png.
- Add description and title.

A screenshot of a form for adding image metadata. At the top, there is a line of text: "You can drag a file from your computer to upload a file. To enter a link to an uploaded file, use the" followed by a small icon. Below this text are two input fields. The first field is labeled "Image Description" and the second field is labeled "Title". A red arrow points to the "Image Description" field, and another red arrow points to the "Title" field.

# Changing Your “Landing Page”

- Changing your landing page is easy
- Choose “Select Course Entry Point” in the same “Teaching Style” area
- Course must begin on a Blackboard area and not on an external website
- Choose one entry point and leave it there all semester to avoid confusing students
- Make sure to do this after you have finalized your course menu

A screenshot of a web form titled "SELECT COURSE ENTRY POINT". Below the title is a horizontal line. Underneath the line is a line of italicized text: "Select the first area users see when entering the course from the first dropdown list below." Below this text is a label "Entry Point" followed by a dropdown menu. The dropdown menu currently displays the word "Announcements". A red arrow points to the dropdown arrow icon on the right side of the menu.

**SELECT COURSE ENTRY POINT**

*Select the first area users see when entering the course from the first dropdown list below.*

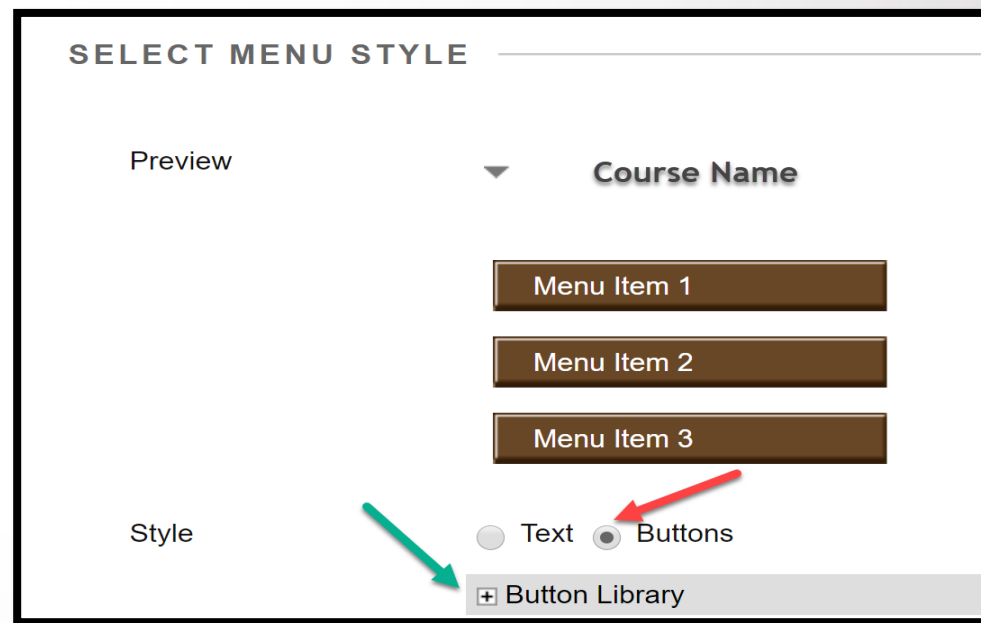
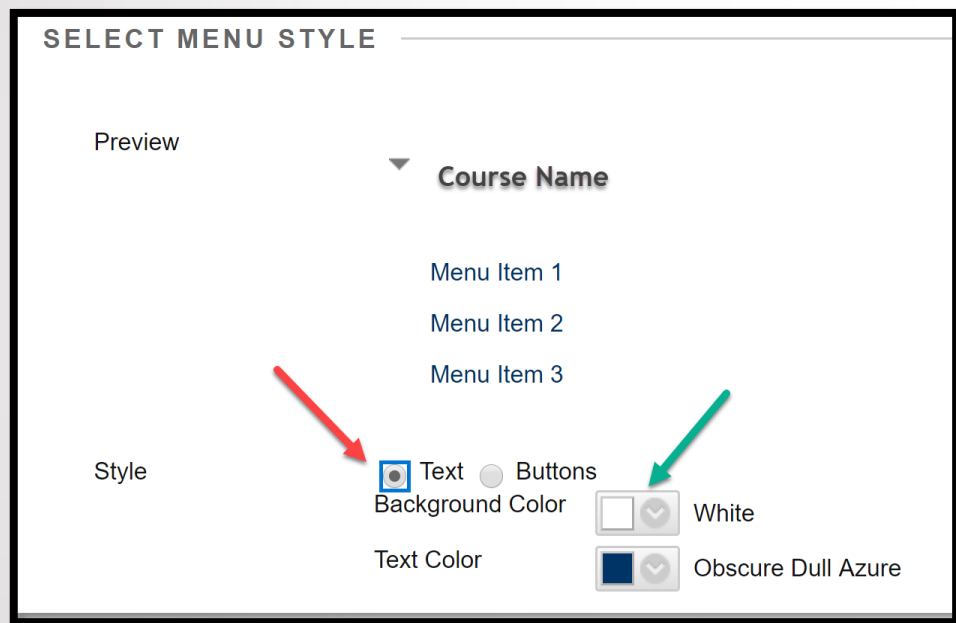
Entry Point





# Changing Menu Style

- Choose “Select Menu Style” in the same “Teaching Style” area.



- If you select, Text style for your menu, you can change the text color and background color of your menu.
- If you select Buttons, you can choose the button type, shape, and color from the button library.

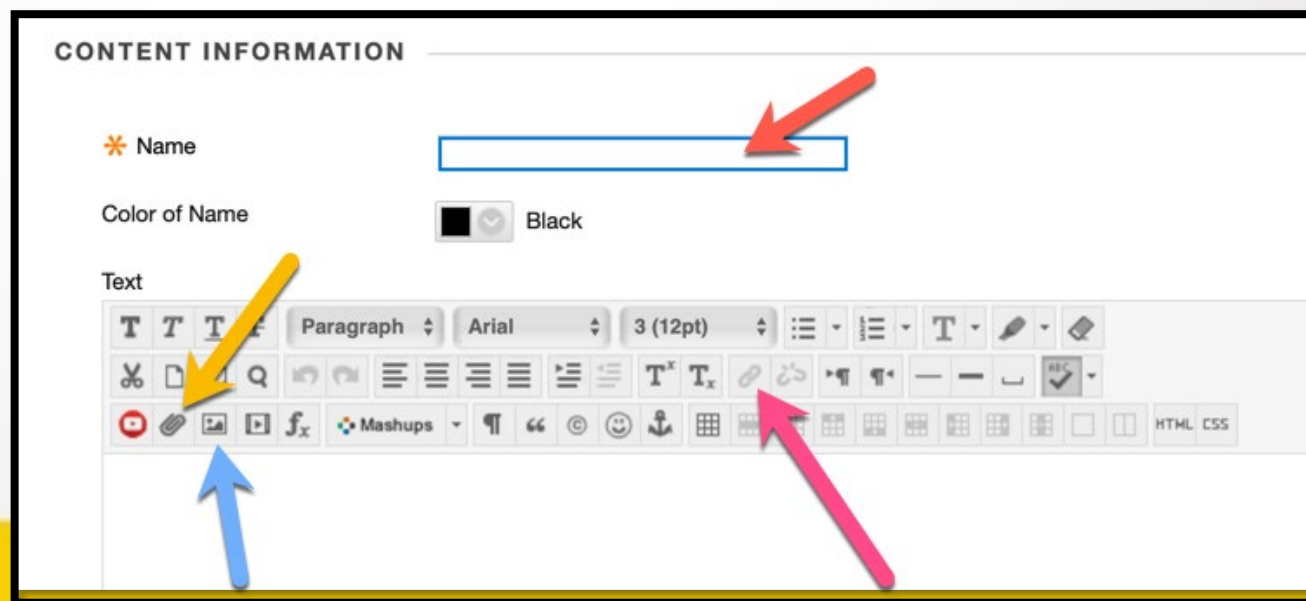
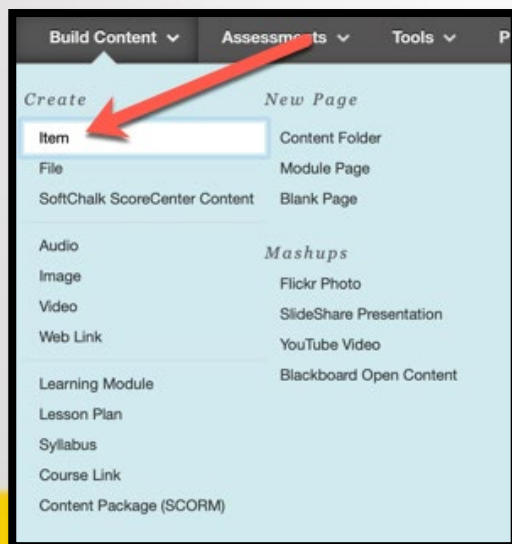


# Content Organization

- Content can be uploaded in several formats:
  - Individual files, text-based “Items” with or without additional files and links, and direct weblinks
  - File “Content Folders”
  - “Learning Modules”
- Choose an organization scheme that makes sense to you, and stick to that theme throughout the whole class

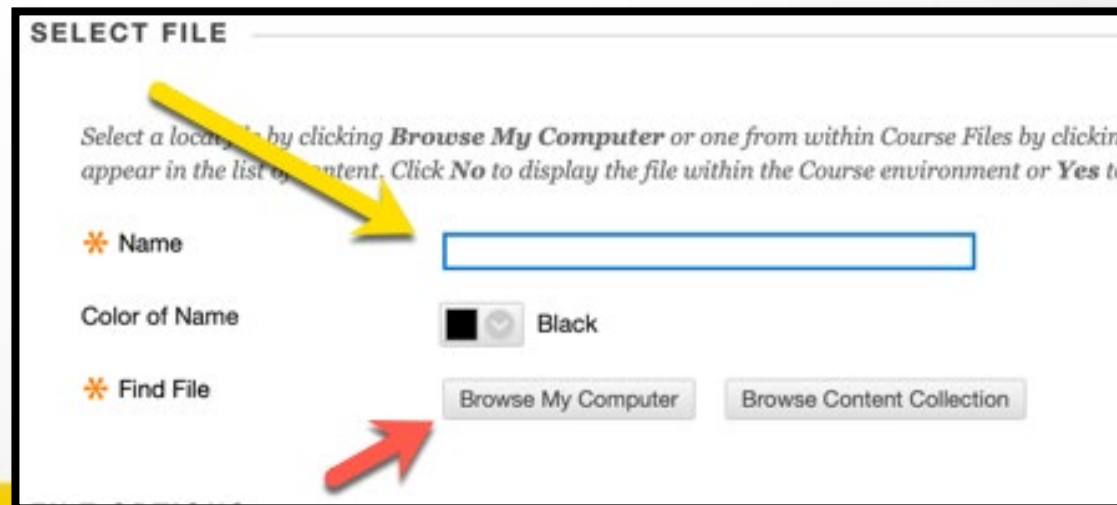
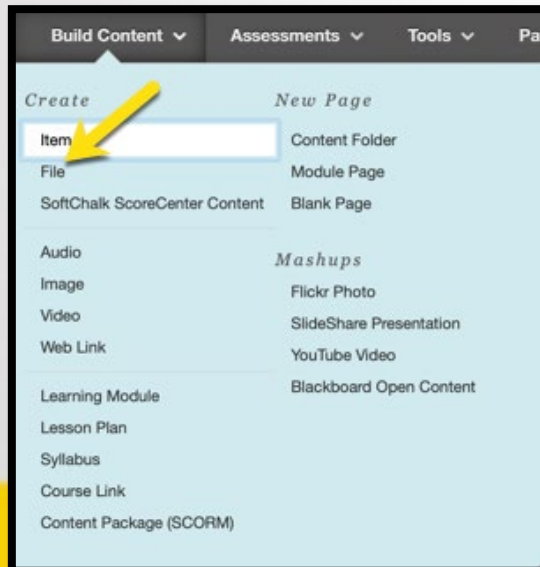
# Building an “Item”

- The “Item” is a great tool. Name your item, type what you want, and upload files, pictures, or create weblinks if you like. Remember accessibility!
- To build an item, go to the area of the course you want to put it and choose “Create Item” in the “Build Content” area



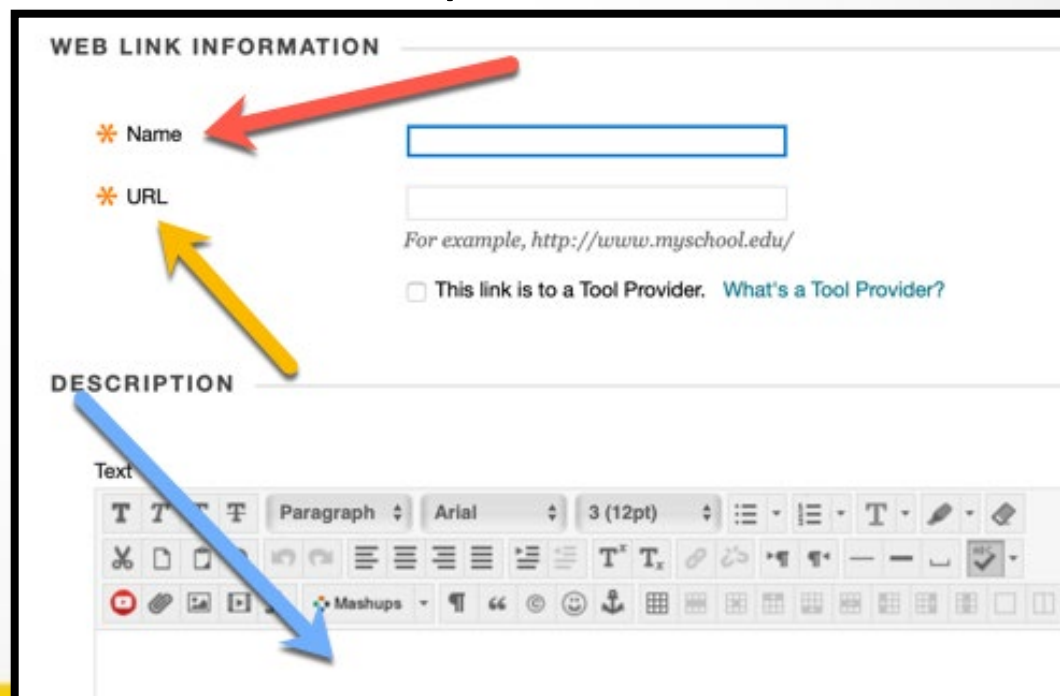
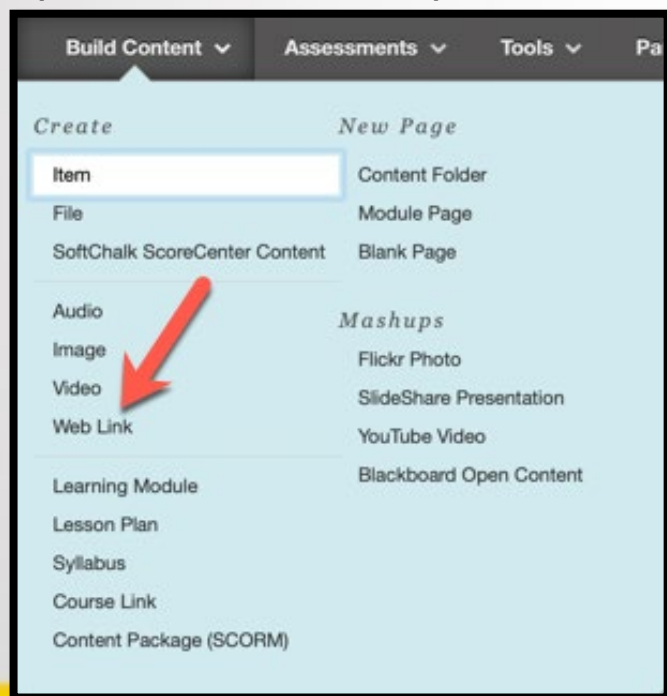
# Uploading Files Directly

- Files can be uploaded directly and do not require an “Item” to house them.
- In the same “Build Content” area you can choose “File.”
- Give your file a meaningful name, and upload by browsing your computer



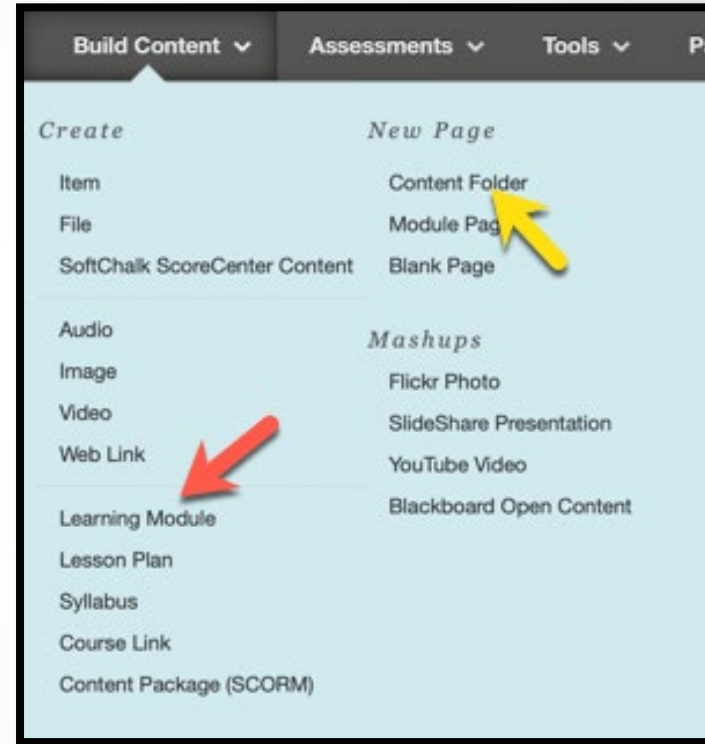
# Creating Direct Weblinks

- Weblinks can be created from a link in the same area
- Make sure to give your link a name, and do not upload the “raw” URL (web address), and also provide a description of the website.

A screenshot of the 'WEB LINK INFORMATION' form. The form has two main sections: 'WEB LINK INFORMATION' and 'DESCRIPTION'. In the 'WEB LINK INFORMATION' section, there are two required fields: 'Name' and 'URL', both marked with an asterisk. A red arrow points to the 'Name' field, and a yellow arrow points to the 'URL' field. Below the 'URL' field, there is a text box with the example 'http://www.myschool.edu/' and a checkbox labeled 'This link is to a Tool Provider. What's a Tool Provider?'. The 'DESCRIPTION' section has a text area with a rich text editor toolbar. A blue arrow points to the 'DESCRIPTION' section.

# Content Folders and Learning Modules

- You can also organize your course into units by using Blackboard's Content Folder or Learning Module tools.
- These are similar in function but give a different look.





# Content Folder versus Learning Module

- The “Content Folder” tool will show a list of content on the page, much like the Content area itself.
- The “Learning Module: tool will provide students with an index to one side and allow them to “page” through the content in the main window.
- The “Content Folder” is more “free flowing” allowing students to choose the order they look at the content easily.
- The “Learning Module” allows the professor more control over the order of the content’s delivery by the system



# Other Customization

- University template is available with WSU images used to decorate the class and give it a unified feel
- Your department or college may have other templates available
- Contact Instructional Design and Access with questions about templates



# Communication Tools



# Communication

- Email
- Course messages
- Announcements



# Email

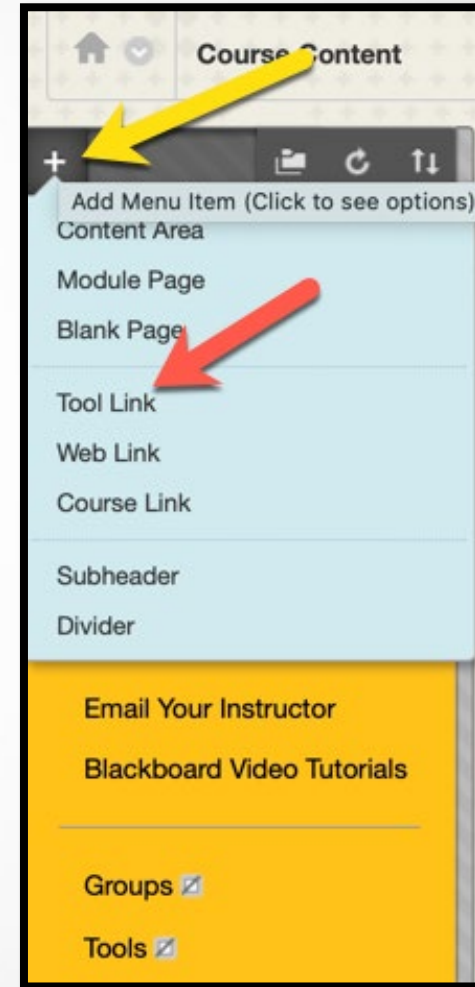
- All WSU courses are created with the email tool turned on.
- Students can send email to each other or to the instructor directly from the course.
- No “sent mail” box for recordkeeping.
- To delete for students, simply delete the menu link. Professors can always access through the “Course Management,” “Course Tools” area.





# Course Messages

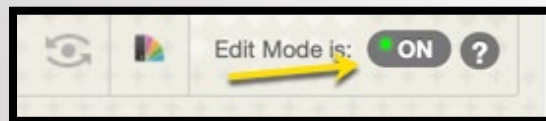
- Like email, but delivered to a mailbox inside the course.
- Students and professor must “come to class” to see the messages, but they are archived in the course forever.
- Has a “sent mail” feature.
- Must be turned on by creating a tool link in the course menu.





# Announcements

- Announcements are a “better way to email” the whole class.
- Emails that come from the announcements tool might not look as “pretty” as the announcement does because some formatting features do not translate from the WYSIWYG editor to the email.
- If you want to have your announcement sent as an email right away, you need to click the box that says “send copy of this announcement immediately.”
- You can set up announcements in advance, but if you do that, do not choose “send copy of this announcement immediately.”



## Announcements

*New Announcements appear directly below the repositionable bar. Reposition the repositionable bar to pin them to the top of the list and prevent new announcements from appearing above them. Students do not see the bar and cannot reorder announcements.*

Create Announcement

New announcements appear below this line -----



# Course Activity Tools



# Tools

- Discussion Boards
- Journals and Blogs
- Wikis
- Assignments



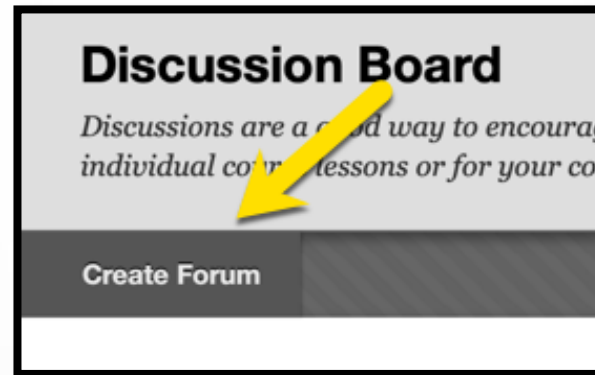
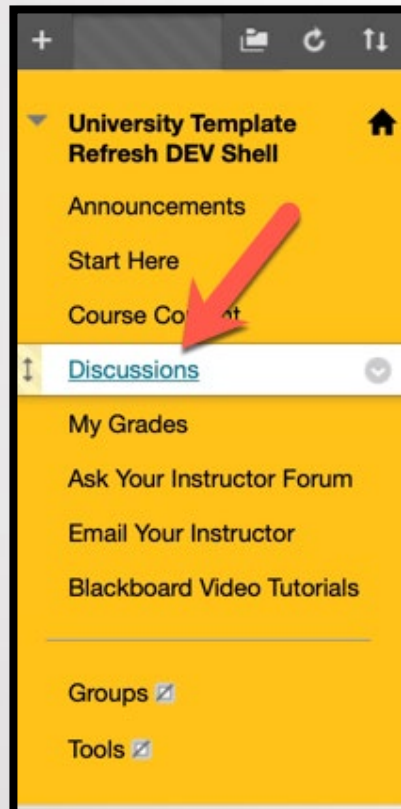
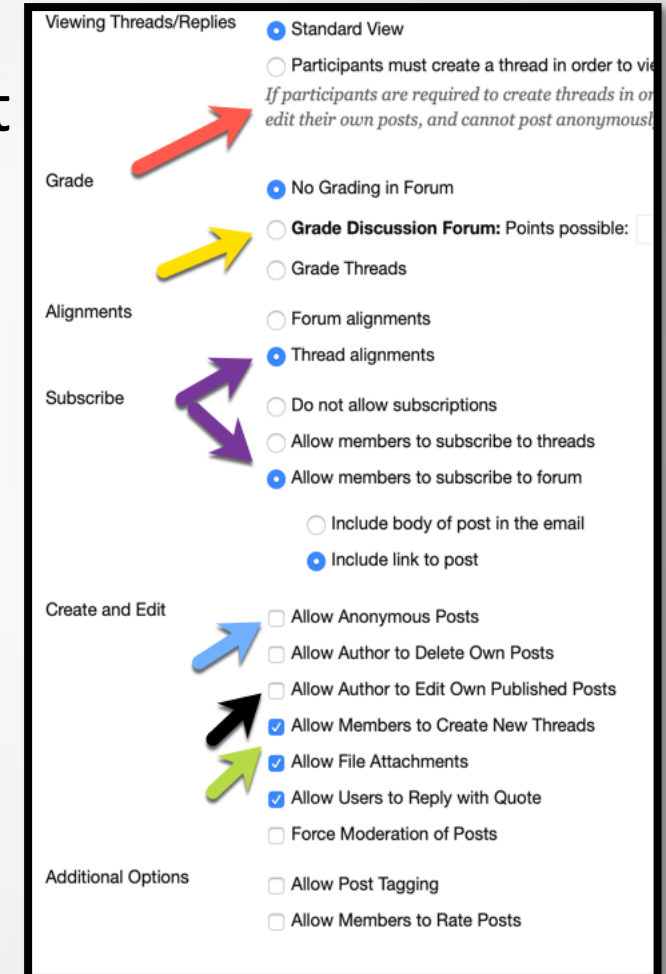


# Discussion Boards

- Just a tool!
- Allows for threaded conversations that are student-led, instructor-led, or both.
- Has a WYSIWYG editor that allows more than just text uploads.
- Can be graded but doesn't have to be.
- IDA provides additional training on running effective discussion boards.

# Setting up a Discussion Board

- Discussions > Create Forum > Make Choices > Submit

A screenshot of the 'Make Choices' step in setting up a discussion board. The page contains several sections with options and checkboxes. Colored arrows point to specific options: a red arrow points to 'Standard View' under 'Viewing Threads/Replies'; a yellow arrow points to 'No Grading in Forum' under 'Grade'; a purple arrow points to 'Thread alignments' under 'Alignments'; a blue arrow points to 'Allow Members to Create New Threads' under 'Create and Edit'; and a green arrow points to 'Allow File Attachments' under 'Create and Edit'.

**Viewing Threads/Replies**

- ☒ Standard View
- ☐ Participants must create a thread in order to view replies

*If participants are required to create threads in order to view replies, they must also be required to create threads in order to edit their own posts, and cannot post anonymously.*

**Grade**

- ☒ No Grading in Forum
- ☐ Grade Discussion Forum: Points possible:
- ☐ Grade Threads

**Alignments**

- ☐ Forum alignments
- ☒ Thread alignments

**Subscribe**

- ☐ Do not allow subscriptions
- ☐ Allow members to subscribe to threads
- ☒ Allow members to subscribe to forum
- ☐ Include body of post in the email
- ☒ Include link to post

**Create and Edit**

- ☐ Allow Anonymous Posts
- ☐ Allow Author to Delete Own Posts
- ☐ Allow Author to Edit Own Published Posts
- ☒ Allow Members to Create New Threads
- ☒ Allow File Attachments
- ☒ Allow Users to Reply with Quote
- ☐ Force Moderation of Posts

**Additional Options**

- ☐ Allow Post Tagging
- ☐ Allow Members to Rate Posts

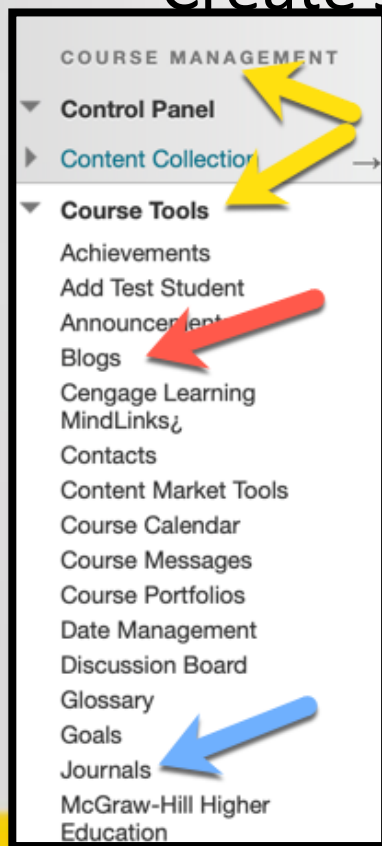
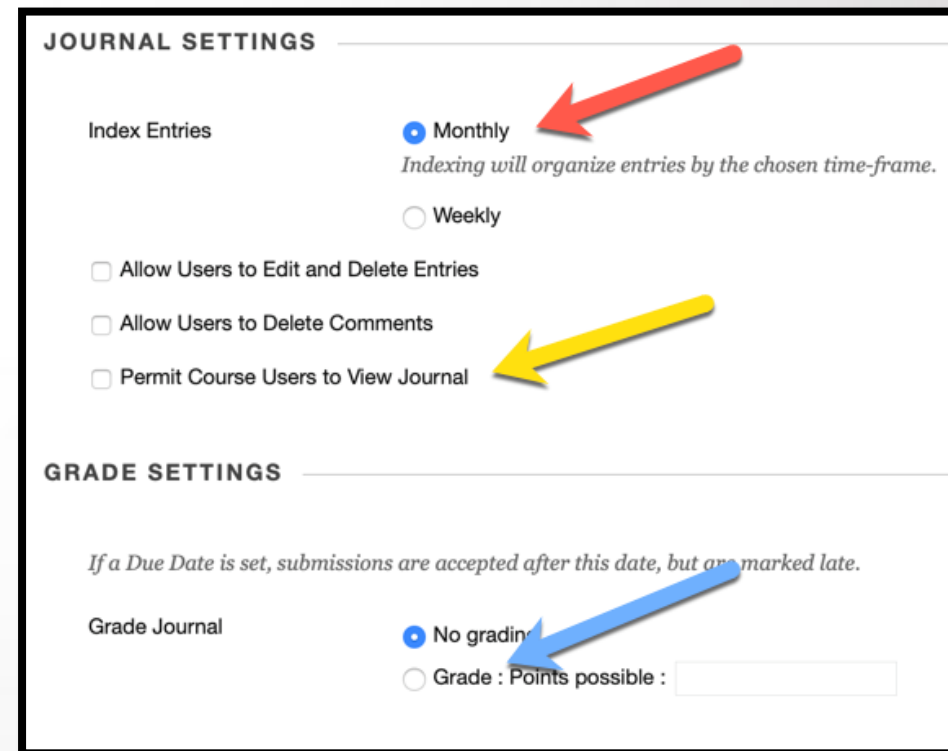


# Journals and Blogs

- The same tool with different default settings. Journals default to “private” and blogs do not.
- Challenging to grade in comparison to discussion boards and assignments. Each file must be individually opened.
- May still be a very good fit for some professors depending on expectations.

# Setting up Journals and Blogs

- Course Tools (in Course Management) > “Journals” (or “Blogs”) > “Create Journal” (or “Create Blog”)

A screenshot of the 'JOURNAL SETTINGS' form. A red arrow points to the 'Monthly' radio button under 'Index Entries'. A yellow arrow points to the 'Permit Course Users to View Journal' checkbox. A blue arrow points to the 'No grading' radio button under 'Grade Journal'.

**JOURNAL SETTINGS**

Index Entries ☒ Monthly  
Indexing will organize entries by the chosen time-frame.

☐ Weekly

☐ Allow Users to Edit and Delete Entries

☐ Allow Users to Delete Comments

☐ Permit Course Users to View Journal

**GRADE SETTINGS**

If a Due Date is set, submissions are accepted after this date, but are marked late.

Grade Journal ☒ No grading

☐ Grade : Points possible :



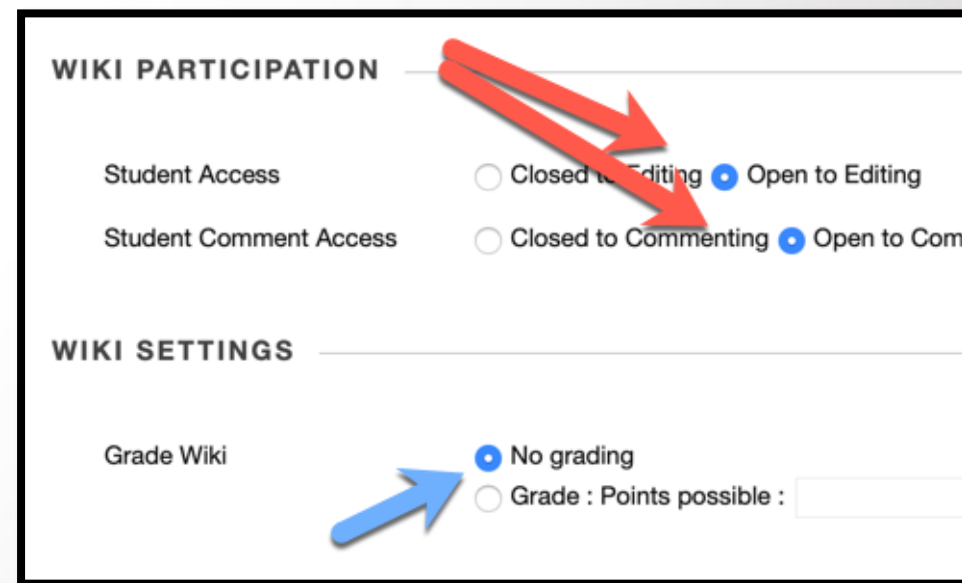
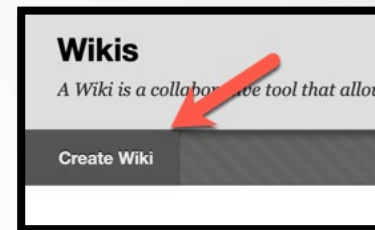
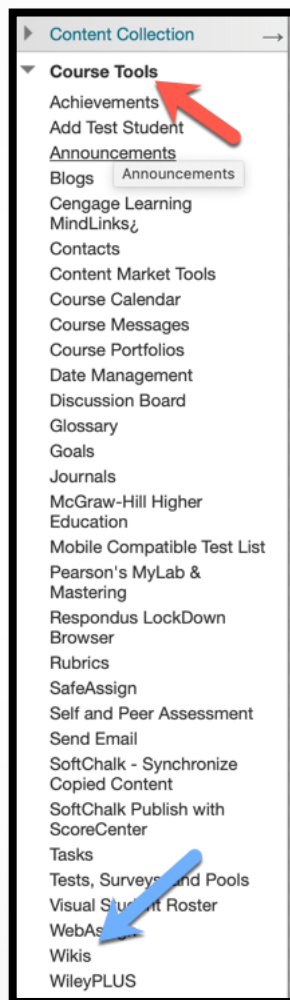
# Wikis

- Under-used tool.
- Very popular with professors who have adopted it.
- Think of it as a “Google Document” with excellent tracking.
- Can be graded.
- Good for projects, creating a class glossary, working on case studies.



# Setting up Wikis

- Course Tools (in Course Management) > “Wikis” > “Create Wiki”



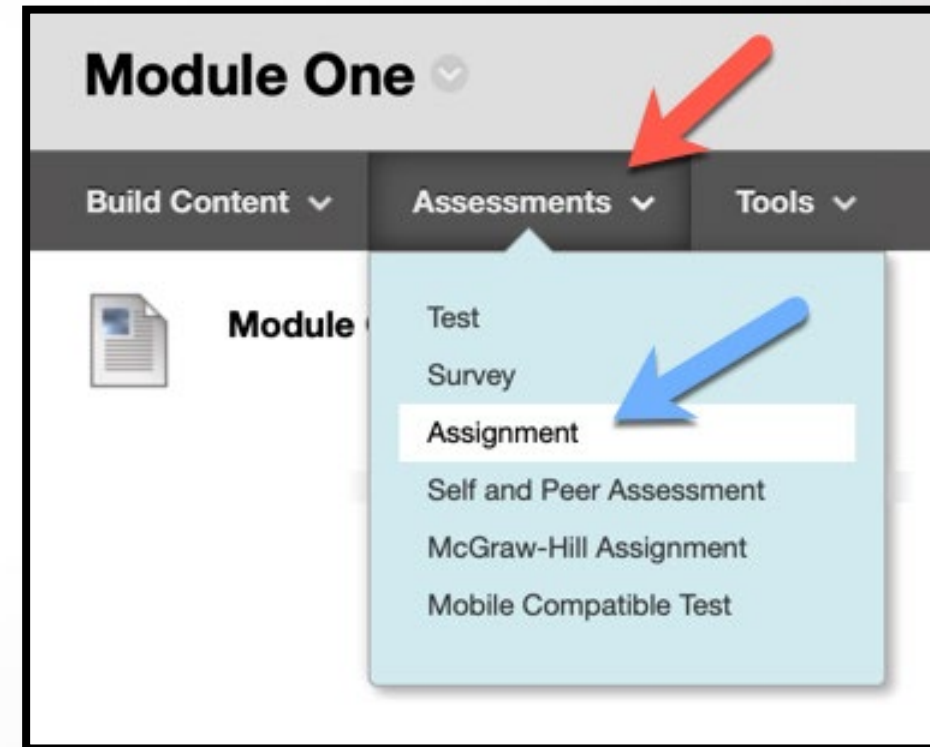


# Assignments

- The Assignments tool is the most useful tool in Blackboard.
- As the professor, you have many grading tools available to you when students submit through the assignments tool.
- Students can upload files or type their submissions directly into the Blackboard interface.
- You can accept assignments once or many times, and grades will automatically go to your gradebook.

# Setting Up Assignments 1 of 3

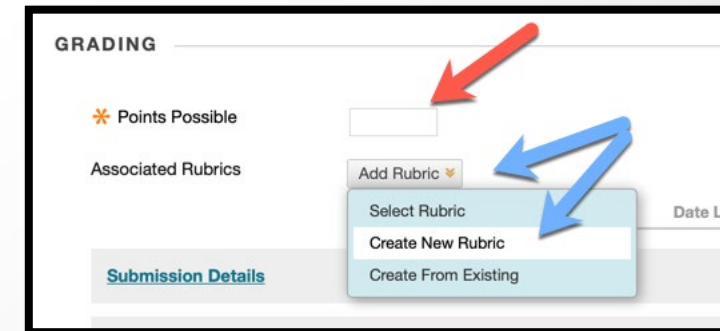
- Decide where you want to put your assignment, then choose “Assessments” > “Assignment”





# Setting Up Assignments 2 of 3

- There are many settings you can use or leave blank.
- Due dates are linked to the “Calendar” tool
- Grading is linked to the Gradebook and is required.
- Rubrics are optional, and you can set one up or reuse one from a previous Bb assignment.

This screenshot shows the 'DUE DATES' section of a course management system. It includes a text input field for the due date, a calendar icon, and a clock icon. A red arrow points to the calendar icon. Below the input field, there is a note: 'Enter dates as mm/dd/yyyy. Time may be entered in any increment.'This screenshot shows the 'GRADING' section of a course management system. It includes a 'Points Possible' field, an 'Associated Rubrics' section with an 'Add Rubric' button, and a 'Submission Details' section. A red arrow points to the 'Add Rubric' button, and a blue double-headed arrow points to the 'Select Rubric' option in the dropdown menu.

# Setting Up Assignments 3 of 3

- Choose “Submission Settings” and decide if you want your assignment to appear and disappear on specific dates.

**Submission Details**

If any students are enrolled in more than one group receiving the same assignment they will submit more than one attempt and these students with an overall grade for the assignment.

Assignment Type

- ☒ Individual Submission
- ☐ Group Submission
- ☐ Portfolio Submission

Selecting this option will require students to submit a portfolio as a response to this assignment.

Number of Attempts

- ☒ Single Attempt
- ☐ Multiple attempts
- ☐ Unlimited Attempts

Plagiarism Tools

- ☐ Check submissions for plagiarism using SafeAssign

SafeAssign only supports English-language submissions. See [Blackboard Help](#) for more details. If SafeAssign is enabled with Anonymous Grading, SafeAssign Originality Reports will be hidden. If Anonymous Grading is disabled, however, Students may still be able to see SafeAssign Originality Reports to view SafeAssign originality report for their attempts" setting.

- ☐ Allow students to view SafeAssign originality report for their attempts
- ☐ Exclude submissions from the Institutional and Global References Databases

**AVAILABILITY**

- ☒ Make the Assignment Available

This assignment cannot be made available until it is assigned to an individual or group of students.

Limit Availability

- ☐ Display After
- ☐ Display Until

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

- ☐ Track Number of Views



# Hints for Assignments Tool

- Be careful with SafeAssign and its Global Database.
- If you set availability dates, make sure the “make assignment available” choice is also checked or your assignment will not become available on the date you set.
- Delegated grading does not work well and will cause you hassles.
- Be careful with anonymous grading.
- Typically, leaving defaults is good.

# Building Tests

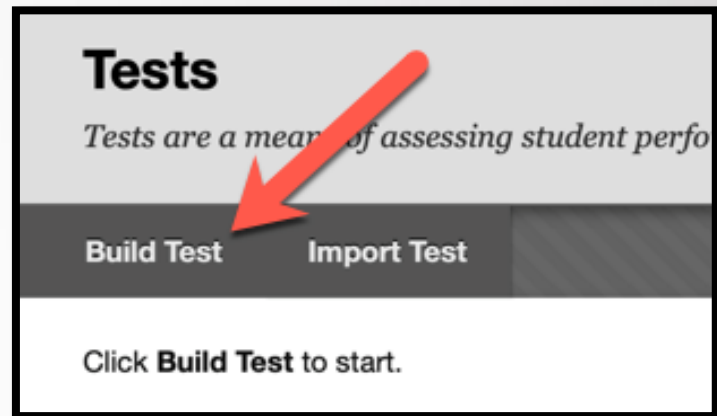
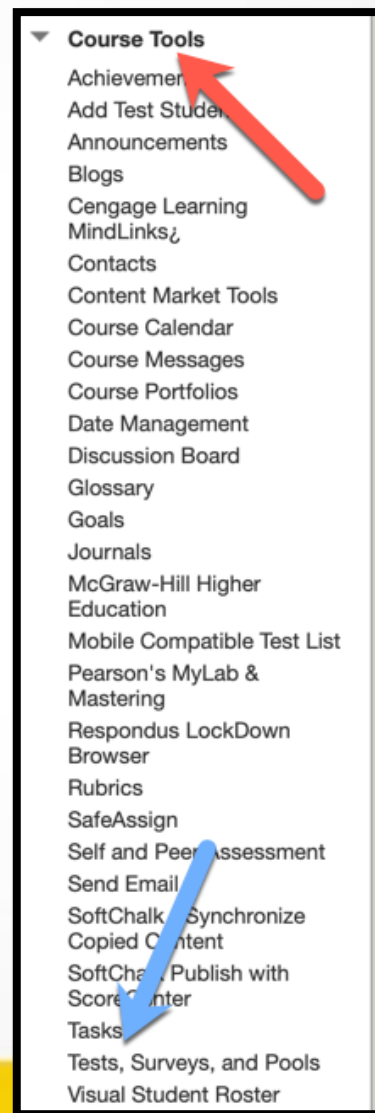


# Building Tests

- Creating tests
- Using Pools
  - Random Block
  - Question Sets
  - Find Questions
- Problematic question types

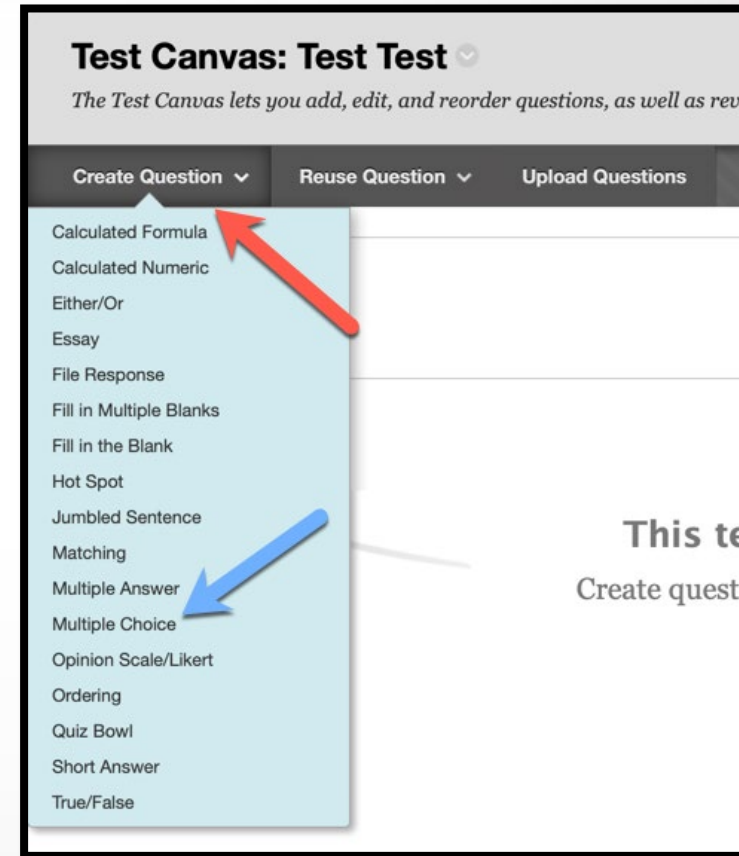
# Creating a Test

- Putting a test on Blackboard is at least a two-part process.
- To create the test, select “Tests, Surveys, and Pools” in “Course Tools” and then choose “Tests” again.
- Choose “Build Test.”
- Provide a name, description, and instructions, and choose “submit.”



# Setting up a Test

- Now you can add questions. If you do not have pool questions, you will choose “Create Question” and then select the question type.





# Question Settings

- Questions can have names, but don't require them. HINT: adding names makes finding a bad question easier later.
- If you want randomized answers, that must be selected from the question construction screen. It defaults to off, so make sure to turn it on.
- “Submit” when you are finished adding questions.

**OPTIONS**


*If partial credit is allowed, each incorrect answer can specify what percentage of the*

Answer Numbering None

Answer Orientation Vertical

Allow Partial Credit ☐

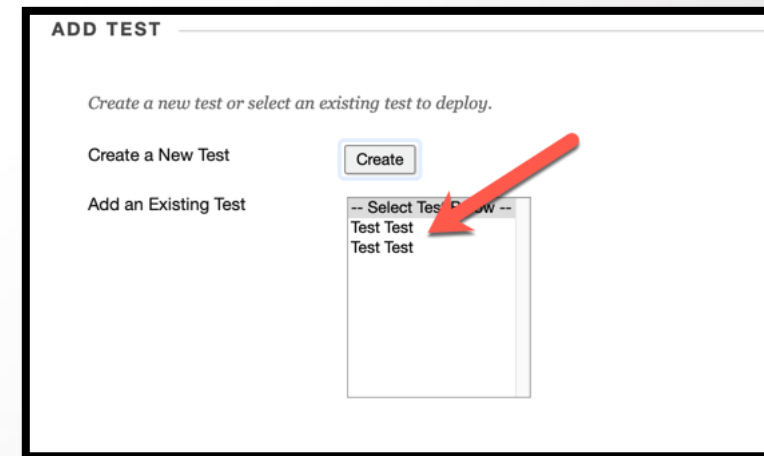
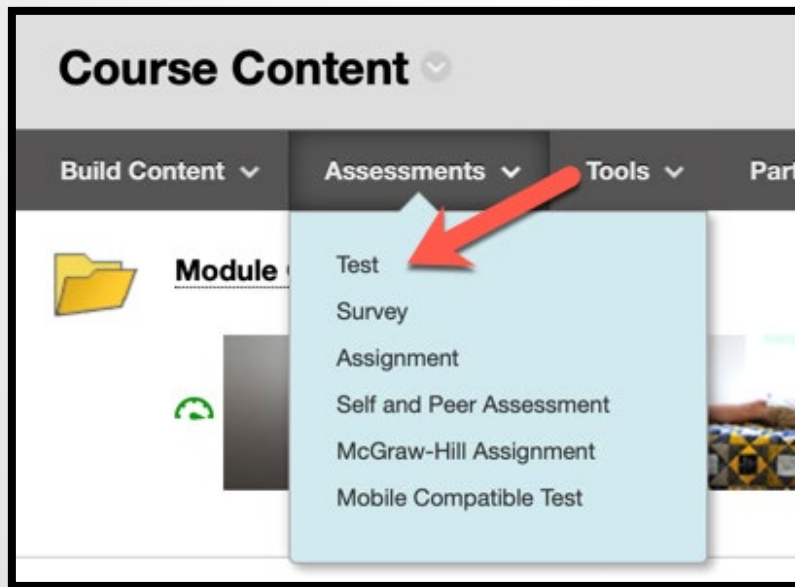
Show Answers in Random Order ☐





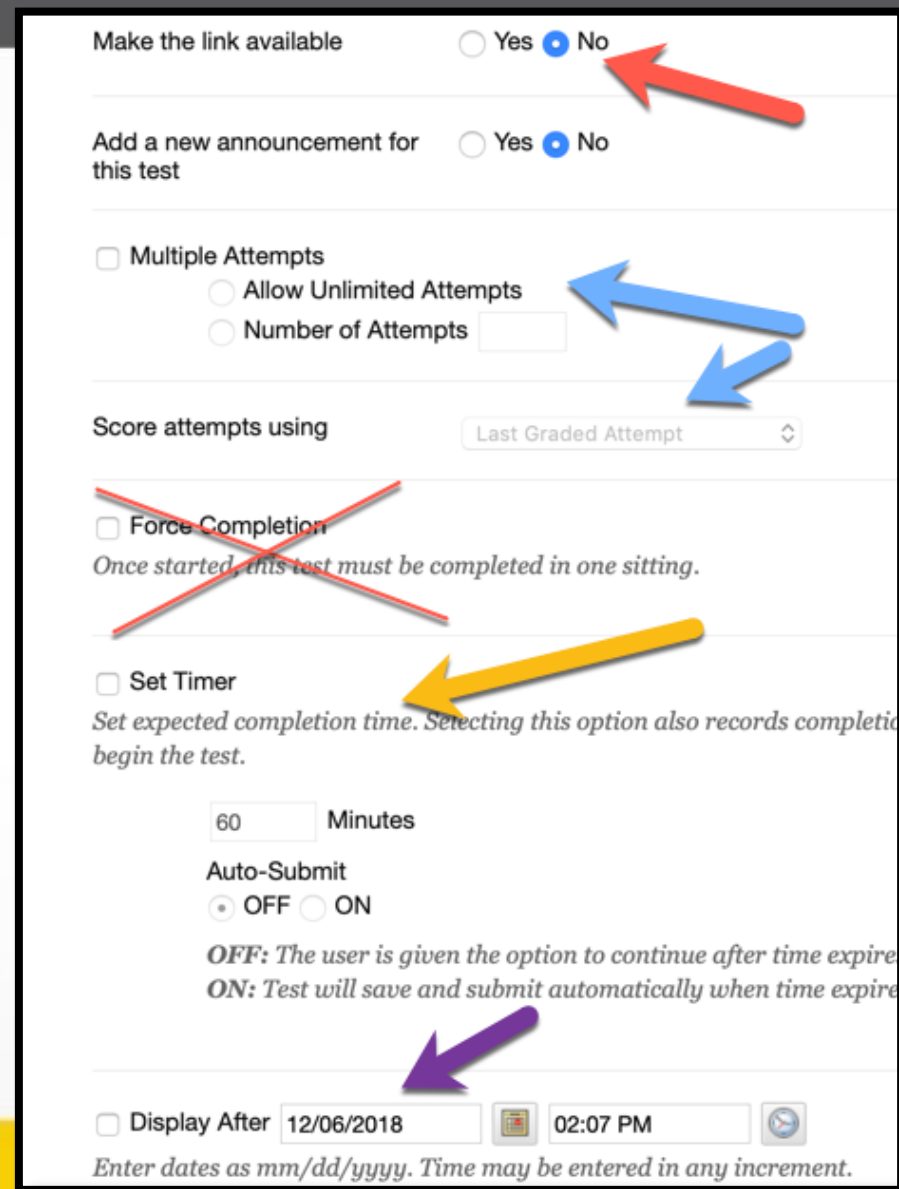
# Deploying a Test 1 of 2

- A finished test must still be deployed and made available. If you do not do these steps, your students will never see the test.
- Deploy a test the same way you would add an assignment.



# Deploying a Test 2 of 2

- Choose your final settings and make the test available.
- Make link available.
- Choose number of attempts.
- If multiple, choose recorded grade.
- Set Timer if using.
- Set date restrictions if using.
- **Never use Force Completion!**

A screenshot of a web form for deploying a test. The form contains several sections with radio buttons and checkboxes. Annotations include: a red arrow pointing to the 'No' radio button for 'Make the link available'; a blue arrow pointing to the 'No' radio button for 'Add a new announcement for this test'; a blue arrow pointing to the 'Allow Unlimited Attempts' radio button under 'Multiple Attempts'; a red 'X' over the 'Force Completion' section; a yellow arrow pointing to the 'Set Timer' checkbox; and a purple arrow pointing to the 'Display After' date field. The 'Display After' field is set to '12/06/2018' and '02:07 PM'. The 'Auto-Submit' section has 'OFF' selected. The 'Force Completion' section is crossed out with a red 'X' and has the text 'Once started, this test must be completed in one sitting.' below it. The 'Set Timer' section has a description: 'Set expected completion time. Selecting this option also records completion begin the test.' and a '60 Minutes' input field. The 'Auto-Submit' section has a description: 'OFF: The user is given the option to continue after time expires. ON: Test will save and submit automatically when time expires.' The 'Display After' section has a description: 'Enter dates as mm/dd/yyyy. Time may be entered in any increment.'

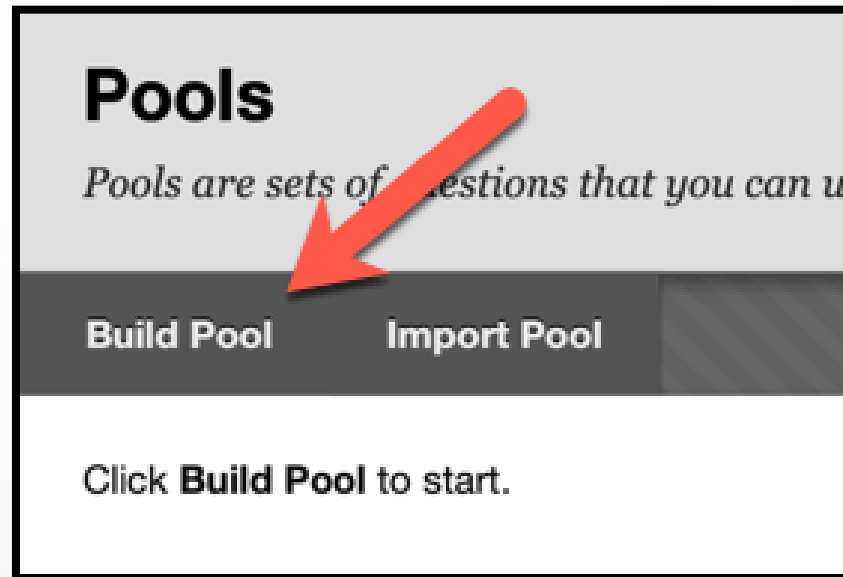


# Setting up a Pool

- Pools are useful if you want to re-use questions for comprehensive exams.
- Also useful to improve test integrity as tests can be constructed to draw randomly from a pool, giving each student a unique exam.
  - Combined with random answers and timed tests, you can help ensure a very secure exam.
- Some text publishers provide pools, and these can be loaded into Blackboard.
  - Almost all of these publisher pools have the answers available to students online through a simple Google search.

# Creating a Pool

- Pools are very similar to tests in all respects, but they are created in the “Pools” area, not the “Tests” area under “Tests, Surveys, and Pools.”
- Choose “Build Pool.”



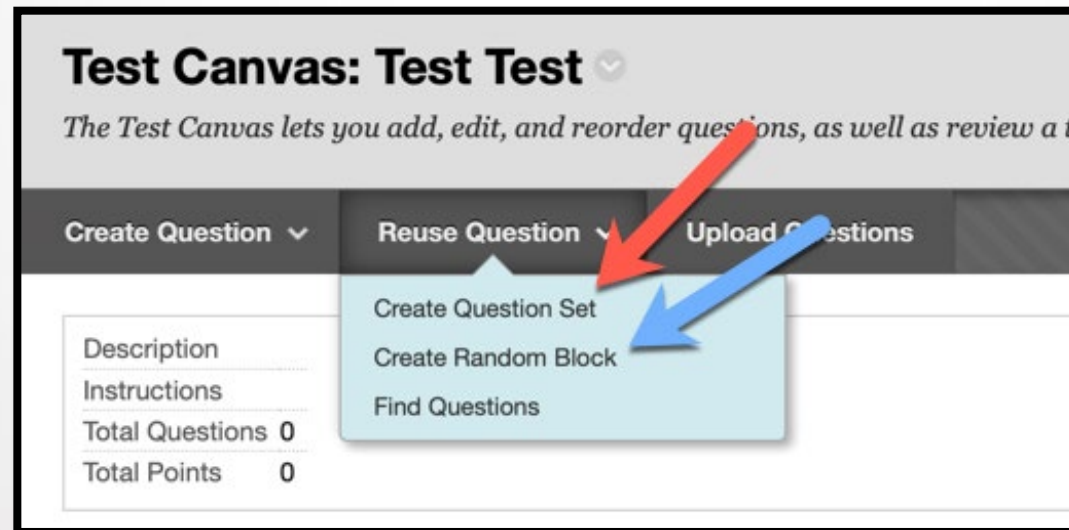


# Setting up a Pool

- Question types are the same as in the Tests area.
- Typically, pools have many more questions than you would use in a test.
- Always give questions a name when using a pool. Otherwise it can be very difficult to find a question later.


# Using a Pool 1 of 2


- Once a pool is created, you can access it when you create a test.
- When you reach the Test Canvas, choose “Reuse Questions”, and then choose “Create Question Set,” which works better than “Create Random Block” (although either will work).




# Using a Pool 2 of 2

- Once you select your questions, tell the system how many questions to display each time. It will draw from your set or block randomly.

☐ 2.  Question Set

Success: Question set saved with 25 questions. Edit number of questions to display and points. 

Total Questions:	25
Number of Questions to display:	<input type="text" value="1"/>

 [Questions in the Set](#)





# Question Types to Avoid

- Some question types you should avoid because of accessibility issues include: hot spot, jumbled sentence, and the calculated formula and calculated numeric. Of these, hot spot and jumbled sentence are the most difficult to make accessible.
- If you need to use an inaccessible question type, contact IDA so we can help with an exception request.





# Using Panopto or YouTube



# Panopto Assignments

- Panopto is the university's video creation and hosting service.
- It allows screen capture, picture-in-picture, talking head, and PowerPoint views.
- Allows for captioning.
  - Machine captioning is the first step.
  - Professors must edit their own captions.
- Allows for student use for assignments.
- Contact Instructional Design and Access for specific training.



# YouTube

- YouTube is an acceptable video hosting option as well.
- All videos should be set to “Unlisted” and not “Private” or “Public.”
- Videos must be captioned before using in a class.
  - YouTube’s captioning is similar to Panopto’s, with a machine captioning first step and required editing.
- You may link or embed other people’s YouTube videos, but you need to ensure they are accurately and completely captioned before using.
  - If you need to use an un-captioned video, contact Instructional Design and Access to receive training on how you can add captions to third party videos.

# Some Advanced Tools



# Adaptive Release

- Useful if you want to ensure students master or at least go through material before other material is available to them.
- Can be the source of increased student concern and complaint when material doesn't show when they expect it to.
- Increases the set-up time for a class but gives the class a more customized feel.
- Instructional Design and Access can help you learn how to set up adaptive release.



# Using Groups

- The "Groups" tool allows you to randomly or purposefully group students into working groups.
- The tool allows for gradable assignments the whole group turns in.
- The tool provides most of the same tools as are available in full Blackboard, but only specific groups have access to the different areas.
- Groups is a very good tool, but the order that things happen matters. If you are considering using this tool, contact Instructional Design and Access for more instruction.

# Other Things Bb Can Do



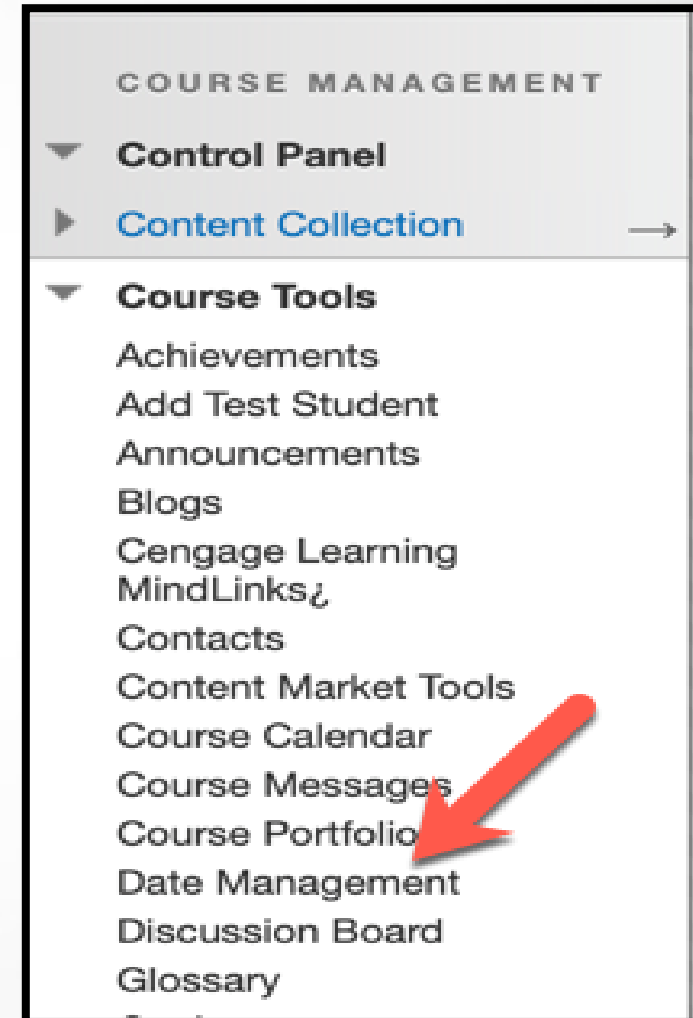
# External Publisher Materials

- Blackboard works well with many publisher materials and can function as a pass-through to a publisher site.
- WSU does not provide support for publisher sites.
- There are possible accessibility challenges with the use of publisher materials. If you have questions about publisher content accessibility, contact Michael Cole for a content audit.



# Date Management

- Blackboard has many places where professors can set dates of all kinds. When you roll your content from one term to the next, those dates will obviously change. You can manage all dates at one time using the “Date Management” tool.





# Using Blackboard Help

- Instructional Design and Access is here to help you.
- Blackboard's "Help" features are excellent.
- Access Help through the link in the "Course Management" area.



# Getting a Sandbox (AKA: “DEV Shell”)

- Instructional Design and Access can provide you with as many “sandbox” courses as you would like.
- You can play with tools, build new content, work on fixing classes, or anything you want with a sandbox.
- If you would like a sandbox, email Instructional Design and Access at [IDA@Wichita.edu](mailto:IDA@Wichita.edu) and request a “DEV” shell. This is short for “development” shell, and it’s what we call them in our office.



# FAQ



## FAQ 1 of 3

- Why can't I remove people from my Blackboard class?
  - It is too easy to permanently delete the full record for a student, so if you remove the wrong one, a lot of problems are created.
- Why can't I merge my own Blackboard classes?
  - Unfortunately, professors were doing merges incorrectly and damaging classes and gradebooks. We took over merging to help ensure your content is not accidentally damaged.
- What's the best/quickest way to get Blackboard help?
  - It is always the OneStop. Level 3 tickets will be advanced by OneStop directly to Instructional Design and Access, and we can track problems better this way.



## FAQ 2 of 3

- Why doesn't this training cover the gradebook?
  - The gradebook gets a little coverage incidentally in our Bb trainings, but for in-depth gradebook training, look for other online trainings or come to our labs. There are a lot of ways to mess up a Bb gradebook, and we would like to help you in person if that's possible.
- Why does Blackboard get updated so often?
  - Blackboard is updated on a yearly cycle and is updated one or two days after Christmas every year. The only other upgrades happen as emergency actions, and we avoid them at all costs. We upgrade over winter break to try to limit the pain for professors, but there really is no good time. If we did not upgrade our system would start to get buggy and we would not have the most recent tools.



## FAQ 3 of 3

- What is the “Content Collection”?
  - The content collection is the area in your class where Blackboard automatically stores all your files. When you upload a file to Blackboard, it goes directly to Content Collection, which only you can see. If you delete a file in Blackboard, a copy is retained in the content collection, even if you can no longer see a link to it in the class. Students can never see directly into your content collection.
- Where did my favorite tool go?
  - Sadly, Blackboard does not support all its tools, and sometimes favorites go away. This is a Blackboard corporate decision, not a WSU decision. It causes us a lot of problems when tools go away too.



# Blackboard Training Options





# Other Blackboard Training

- Online through myTraining
- Face-to-face sessions
  - Academic Resources conference each August
  - On-demand for departments or small groups of faculty and/or staff
  - Regularly-scheduled face-to-face trainings, also listed in myTraining
  - IDA Labs
  - Personal tutoring sessions
  - IDA@Wichita.edu



# Thank You

Please send questions to [IDA@Wichita.edu](mailto:IDA@Wichita.edu)