Online Instructor Support Handbook

For additional support contact the E-Learning
716-880-2358 / elearning@medaille.edu / Huber 121 & 124
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Please Note: Due to the nature of digital improvements and updates, Bb tools and features are fluid. New tools and features may be added or improved at any time. If you notice new things within a course, click on it and explore. You will generally see a lightbulb indicating something new. Click on it for additional details. Contact elearning@medaille.edu, call 716.880.2358, or stop by Huber Hall 121/124 with any questions you may have.
Welcome and Overview

Welcome to the Medaille Online Instructor Handbook. We are delighted that you are interested in using Blackboard in your teaching.

The Mission of Medaille College is to educate and develop empowered individuals for academic achievement, career success, and civic engagement, thereby contributing to a healthy, diverse democracy.

We have several ways that Blackboard (Bb) is used at Medaille.

Course Modality Definitions:

1. **Traditional/Post-Traditional Course Offered Fully On-Ground:** This course is offered 100% on campus course. This course is not part of an online or hybrid program. Only courses approved as an on-ground modality can be offered in a fully on-ground manner.

2. **Online course (E course number):** This course is offered 100% online in an asynchronous manner and is part of a fully online program. This course may, from time to time, be incorporated into Hybrid programs as well. Only courses approved as an “E” modality can be offered in a fully online asynchronous manner.

3. **Hybrid course (X course number):** This course is offered in both an on-ground synchronous and online asynchronous manner. This course is part of a hybrid program. Only courses approved as an “X” modality, can be offered in a hybrid synchronous (on-ground) and asynchronous (online) manner.

4. **Traditional/Post-Traditional Course Offered Virtually (“A” course type):** This is a traditional/post-traditional course offered 100% virtually through Blackboard in an asynchronous manner. This course is not part of an online or hybrid program. Only courses approved as an “A” modality can be offered in a virtual modality.

**NOTE:** All courses listed above need to be approved by the appropriate Curriculum Committee. **

These modalities are not to be confused with supplementing an on-ground course in Blackboard or having to move to remote instruction due to an emergency. We are proud of the work that we are doing with online learning at Medaille and hope that you find the teaching with us, both interesting and rewarding.

A few things to note before you start working online:

- **FAC 101: Online Instructor Training** is required for all instructors who wish to teach in an online (E & A) or hybrid (X) program at Medaille (Academic Council, January 2018). These programs are different than the traditional on-ground programs or move to remote online learning in an emergency situation like the COVID pandemic or other emergency campus closures. **Instructors in online (E) and hybrid (X) programs must demonstrate satisfactory completion of FAC 101 Training to teach an online or hybrid course.** Satisfactory completion of FAC 101 Online Instructor Training requires meeting minimum point expectation AND ALL components of the Final Bb Application Project.

- The document and digital “blueprints” (our format approved by NYSED) components below look and function similarly to the online/hybrid course, although there may be slight variations in design and organization by department and/or program. There is a formal Medaille branded master template that is used for online (E) and hybrid (X) courses. Instructors of on-ground traditional courses will also have a department developed template set for your courses (2021). If instructors
need special requests, they must be confirmed by the Department Chair. Upon approval, email elearning@medaille.edu with a specific request and the Chair’s approval.

- Medaille online (E)/hybrid(X) courses are constructed on a ‘standard blueprint’ for consistency and align with NYSED standards. Once students become familiar with navigating one course, they will be familiar with the format. Online (E)/hybrid (X) course assessments are due at the same times each week; the same learning model controls the similar design of every course. **Online weeks should run from the start of Monday-End of Sunday.** Some programs may have approved variations of dates, times, etc. Check with your Program Director, Department Chair, or Senior Adjunct for details.

- **When taking a training course**, because we want you to have an authentic online experience, each learning activity has been given a number of points. As you complete them, they will be graded and your grade will be entered into the Blackboard grade book. You will be able to see how the grade book and grade report works, how points accumulate, and the importance of grading—just as the students see it. This provides you with the experience your students will have during a course.

- Your final grade of successful completion for FAC 101 will be recorded on the Faculty Pass List. The pass list is used by department chairs and program directors staffing instructors for online and hybrid courses. **You need to earn a specified number of points to successfully compete the training** (see training for details).

- In addition to training, you need to carefully review the materials and resources in the course(s) you will be teaching. We **highly recommend turning on the student preview** and taking your course as students do so, you will understand the student’s experience of what you are asking them to do. Click on the “**Student Preview**” link in the top right corner of the course content page.

- You will experience FAC 101 from a student perspective in the training section as well as in the instructor role when creating your final project assignments.

This is the learning model on which each week of the online (E, A) and hybrid (X) program courses have been constructed. It is also a model that is available for on-ground traditional course design. It will include these components as well as additional components needed by departments. The format may be edited slightly at the discretion of each department to reflect program needs.

**Welcome & Intro:** These components are to encourage instructor presence and a connect with the students and introduce them to the content of the week. Instructor weekly videos are highly recommended.

**Topics & Objectives:** The topics of the week and objectives that align with the syllabus should be included as a best practice. Additional objectives may be included to meet the individual instructor needs.

**Read/View:** Each week starts by asking students to read or view materials that should be new to them. This is initial instruction – the first time a student is introduced to a concept. At this point, the student is taking in information for processing and application.

**Presentations:** Instructors are asked to include presentations to supplement the content. Faculty content videos are highly encouraged. (Maybe combined with the Read/View in certain templates to be Read/View/Presentations).
Research: Students may be asked to research something related to the information that they are studying in this section. Again, they are taking in information, but in this situation, they are more active and involved.

Instructors are asked to prioritize student engagement and motivation while demonstrating instructor presence and interactivity. Please consider the importance of:

Connecting: Students are asked to connect the new information that they have acquired to something from their experience in the weekly discussion questions. This connecting is an important step in actually digesting and owning the new information.

Commenting: Students are asked to comment on their classmate’s discussion posts. This evaluative exercise should require complex thinking and judgment in order to evaluate the usefulness of a comment while collaborating with others, extending the conversation.

Applying: Students are asked to employ their new concepts to solve a problem. Weekly assignments, tests, journals, group work, etc. that require students to apply theories and information to their real world experiences, solving problems and designing solutions.

Engaging: Include a variety of learning activities to meet student needs. Provide feedback and use a variety of lecture captures, Bb tools including Bb Collaborate, discussions forums, announcements, assignments, rubrics, and tests.

- At Medaille, the online (E, A)/hybrid (X) guidelines for course weeks start on Monday and ends on Sunday at 11:59 EST. Discussion Question answer responses are due Thursday by 11:59 p.m. Discussion comments and weekly assignments are due Sunday by 11:59 p.m. The online master course templates should provide you with everything you need in order to lead your students through an effective and meaningful learning experience.

- If you are supplementing your teaching of an on-ground traditional course in Bb, you follow your course schedule as set by the registrar as well as develop your courses as per guidelines set forth by your department and any Medaille policies.

Student Opinion Surveys
Student Opinion Surveys (SOS) are available to students during each course with the exception of when there are less than 3 students in a course. This is for confidentiality reasons. Student Opinion Surveys are confidential and are completed electronically in EvaluationKit. A notification and link are sent to all student Medaille email addresses. There an EvaluationKit Student Dashboard link on the Blackboard Institution page with the links for the SOS. For those new or unfamiliar with the process, please watch this video.

Good luck – and thank you for your interest in teaching with Medaille in an online, hybrid, an on-ground course supplementation, or due to a remote move to online instruction due to an emergency.

Please Note: Resources are created to assist you with your Bb teaching needs. Effort is made to keep them updated. At times, Blackboard performs updates that may change the look of icons, add or remove features. If you have questions, contact elearning@medaille.edu or stop by the Office of Online Learning in Huber Hall, rooms 121/124.

The Medaille College E-Learning Team
elearning@medaille.edu 716.880.2358
Support Information & Policies

Important Policies for Instructors Teaching in Online (E, A) and Hybrid (X) Courses:

1. **Instructors who wish to teach online (E & A) or hybrid (X) online courses** are required to successfully complete FAC 101: Online Instructor Training (Academic Council, 2018). Instructors teaching on-ground traditional courses may also enroll in FAC 101: Online instructor Training, but are not required to complete the training at this time.

2. **Co-teaching of online, hybrid, and on-ground courses must be approved** by the department Chair and the Vice President of Academic Affairs. Once approved, the Department Chair may submit the staffing request to the Registrar. When co-teaching a course, it must count toward the instructor’s official course load hours. **Student Opinion Surveys (SOS)** will be sent to students for all instructors assigned to the course. Co-Teaching is a special circumstance and infrequently approved.

3. **No one (administration, faculty, or staff) can be added to an online course section you are teaching without instructor approval or written notification prior to a course evaluation by your Program Director or Chair.** An exception to this would be if there is an emergency that requires someone to be added for the best interest of the course, program, student, or college and must be approved by the Vice President of Academic Affairs. Contact elearning@medaille.edu if needed.

4. **Online instructor course evaluations are part of the quality assurance of programs at Medaille College (online, hybrid, and on-ground).** Your assigned reviewer for an online and hybrid course will provide notice and schedule a time for your course review for a specified date and time. The reviewer will contact elearning@medaille.edu at least a week prior to the evaluation with a request to be added to the course section for the agreed upon timeframe. Department reviewers will be assigned to the course. When the evaluation is complete, the reviewer will contact elearning@medaille.edu with a request to have access removed. **On-ground instructors** requiring an official course evaluation will make plans with the Department Chair or assigned Program Director.

5. Due to college policy for online courses regarding **FERPA and Title IX regulations, there will be no cross-listing** of online courses.

6. **Please note that if you record a video with students from a course, you cannot export it to another course without written permission from all students.** Otherwise, it is a breach in student confidentiality and FERPA expectations. If you have questions about FERPA, contact the Registrar at registrar@medaille.edu.

**Master Course Template Setting to Course Sections Process for Online (E & A) and Hybrid (X)**

Please Note: Instructors CANNOT change the content in these courses without permission from the Department Chair or Program Director. Assessments may be linked to accreditation benchmarks.

**Online Master Courses Templates (E/A/X courses):**
The online master course template is the blueprint and/or online Blackboard template that houses the instructional content meeting NYSED approved course curriculum needs. The online master template is updated as needed each semester/session by department content experts and is set to all related course sections. It is a quality assurance standard. Department Chairs, Program Directors, Senior Adjuncts, and other assigned editors of an online/hybrid master course template have up until approximately 5 weeks prior to the course being made available to students to complete master course template edits. The master course templates are then set to course sections. The E-Learning Team will set the master course templates to the online and hybrid instructor course sections. Instructors of the course sections will have approximately 2-3 weeks to customize course
sections, pending the date and time the master course template is applied. All instructors should have their course sections customized one week prior to the start date of the semester as set by the Registrar’s Office. Courses will remain open 2 weeks after the last campus class date as determined by the Registrar’s Office.

Medaille 360: Find your course schedule, class lists, submit Roster Reconciliation, submit your grades and more. Grades are officially processed through the Registrar’s Office. Visit Medaille 360, log in with your Medaille user name and password credentials and then click on the 360 for Faculty link to get started.

Academic Content and Structure:
All course content is the responsibility of the academic departments on campus. Instructors and students should follow the instructional hierarchy when discussing course needs. This is as follows:
- Department Chairman/Program Director/Senior Adjunct
- Vice President of Academic Affairs
- College President

Instructional design assistance is available for online learning pedagogy, best practices, and training, for knowledge and application of Blackboard (Bb) skills and integration of Bb tools. Individual departments address these areas in different ways. It is expected that if you are teaching an online (E/A) or hybrid (X) course, you understand the basics of online learning and demonstrate self-sufficiency in your course design, instruction, and management. Online Instructors are also required to successfully complete FAC 101: Online Instructor Training.

Departments initiate support structures. For each course, either a Chair, Program Director, senior adjunct or faculty member is responsible for the content and direction of their assigned courses. Contact your Program Director or Department Chair for details.

Student Resources:
- The Office of Accessibilities Services: Call (716) 880-3088
- ASC Tutoring: Smarthinking®, an online 24/7 tutoring service, available through students’ Medaille 360 page, under the Student Services tab. Tutoring is also available through the Academic Success Center by appointment, call 716-880-2214
- Career Planning: career_plannng@medaille.edu or call 716-880-2211

Media Services:
- Buffalo Campus Library: 716-880-2283
- Rochester Campus: 1-585-957-9367
- Medaille College Library Website
Technical Support:

The basic process for technical help with your online courses:

- E-mail our online program support team at elearning@medaille.edu or call 716.880-2358 for Blackboard course related needs. This service is useful for “How do I do this in Blackboard?” questions as well as instructional design and quality assurance processes. Assistance with your instructional design for your courses can be discussed by appointment or at Bb training sessions and open office hours. All academic course content questions should be directed to your Department Chair. If the lines are busy, you will be connected with Campus Help Direct. They can troubleshoot and answer Blackboard questions.

- Contact the IT Helpdesk at 716-880-2282 or toll-free at 844-341-HELP. If the Help Desk is busy, your call will be redirected to Campus Help 24/7 service. If your question falls under an emergency category, Campus Help support will transfer your call to the Drexel Blackboard support team.

Attendance:

Regular attendance and participation is expected in all classes and academic activities related to a course unless otherwise specified. Individual faculty members establish the specific attendance requirements for their courses. Program policies may vary. Online students are encouraged and expected to log in to Blackboard courses daily. Check with your Department Chair or Program Director for any department specific requirements. They should be listed in your syllabus.

Excessive absences are detrimental to student learning and performance and may affect certain types of financial aid. Discontinuance of attendance and/or participation in a course or courses does not constitute an official withdrawal. Students intending to withdraw from classes must file the appropriate paperwork with appropriate advisors. Withdrawal forms are available in the Registrar’s Office.

Medaille College subscribes to the “Guidelines on Students and Religious Observance” adopted by the Commission on Independent Colleges and Universities. Absence does not excuse a student from the coursework and responsibility for its completion.

Medaille utilizes a Roster Reconciliation process in which faculty validate their undergraduate class rosters each session/semester, prior to the Census date. Any student who is not present in classes may be administratively withdrawn during Roster Reconciliation. Watch for an email from the Academic Success Center or check with your Department Chair or Program Director for details.

Step 1: View the Roster for your current class by following these steps:

- Log into Medaille 360 (access from the Medaille home page, Bb home page, or other Medaille main menu) – this is the same system where you enter your final grades.
- Choose the "360 for Faculty" tab and the “Course Administration” tile.
- Choose “Summary Class List”
- Choose “Select a Term” - Semester Date - Submit
- Choose your course & click “Submit”
- Your roster – the names of all the “official” students in your class will be viewable.

Please Note: The process is similar for entering grades and the other categories listed when clicking on the Course Administration tile. Entering final grades is done in Medaille 360. Entering grades in Blackboard is for your Bb course ONLY. It DOES NOT meet the final end of semester or session grade reporting requirements set forth by the Registrar’s Office.

Be sure to submit your final grades to the Registrar through your Medaille 360 account.

Step 2: Reconcile this Roster with who is attending your class:

- From the Medaille 360 home page
- Choose the “Faculty” tab
• Click on the “Medallion” tile - Click the Medallion link - Enter Your Credentials – click the “Enter Roster Reconciliation” link – Select Your Course and then complete the information requested
• Click “submit” and repeat for another course if needed. You should get a confirmation email.
• You will receive a confirmation email to your Medaille College email address.
If a student is on your official class list but not on the roster, please click on the “Report Problem” button near the top right section of the page and complete the information. This goes to IT and they will add the student.

Attendance and Participation

Regular attendance and participation are expected in all classes and academic activities related to a course (e.g., field trips) unless otherwise specified. Individual faculty members establish the specific attendance and participation for the requirements in their courses.

Excessive absences may be detrimental to student learning and performance and may affect certain types of financial aid. Discontinuance of attendance and/or participation in a course or courses does not constitute an official withdrawal. Students intending to withdraw from classes must file the appropriate paperwork with administrative offices. Withdrawal forms are available in the Registrar’s Office.
Medaille College subscribes to the “Guidelines on Students and Religious Observance” adopted by the Commission on Independent Colleges and Universities. Absence does not excuse a student from coursework and responsibility for its completion.

Roster Reconciliation

The College utilizes a Roster Reconciliation process in which faculty validate their class rosters each term/semester prior to the Census date. Any student who is not present in classes may be administratively withdrawn during Roster Reconciliation.

The classes a student is enrolled in and participating in as of the roster reconciliation date will determine the amount of Title IV monies a student will receive.

Official Class Attendance and Participation for Online Courses

Completion and submission of required weekly assignments is expected of all students in online courses.

Attendance/ participation in an online course involves the completion and submission of a minimum of one of the following activities per week documented within the online course:
• Student submission of an exam, quiz, or academic assignment
• Documented student participation in an interactive tutorial or computer-assisted instruction
• Discussion forum post(s) by the student showing the student's participation in an online discussion about academic matters
• Email(s) or in-course messages from the student or other documentation showing that the student-initiated contact with a faculty member to ask a question about an academic subject studied in the course.

Last date of attendance in an online course is determined by the last date on which the student completes any of the actions listed under the Official Class Attendance/Participation/Absence Policy and any activity that the College determines as an Academically Related Activity (ARA).
Logging into a course, clicking on a syllabus or other course document, or clicking on any other assignments within the course, does not constitute attendance.

Because of the unique characteristics of online learning, students should review the following attendance and participation guidelines:

- If a student does not attend the online course (see attendance and participation definition above) by the add/drop date, the student will be dropped from the course.
- Each course must be completed during the established time-period. Courses may not be extended over additional terms unless an Incomplete (I) grade has been issued.
- Communication has always played a key role in higher education. In online courses, communication is both more essential and more formal. Students are expected to adhere to standard netiquette rules for course communications. Please review the Online Netiquette Expectations.
- Attendance/participation records are maintained through Blackboard.
- It is the student’s responsibility to complete all required weekly course assignments.
- Computers and the Internet are easily accessed and highly portable; online courses do not require any synchronous meeting times. Therefore, students may plan to complete course work at remote locations, during travel, or when confined to the home. Only extreme hardship, military deployment, serious illness, or other documented extraordinary circumstances will be considered as a valid excuse for week-long absences from the virtual classroom.
- A grade of Incomplete (I) is given only in very special circumstances. The student must furnish documentation to the instructor that coursework cannot be completed due to illness or other circumstances beyond the student's control. The student must participate in the course and have done satisfactory work up until the last two weeks of the course. All work must be completed within seven weeks from the final meeting date of the course.
- Students are responsible for all weekly coursework. Students who miss weekly assignments or discussion boards should contact their instructor to account for their absence. Each individual faculty member will establish and publish the consequences of missed deadlines. It is the student’s responsibility to contact the instructor about making up missed work.
- Students will be allowed to make up missed classwork with no penalty if the absence was caused by documented illness, death of an immediate family member, or participation in College sponsored activities. Otherwise, the instructor has no obligation to allow students to make up work.

Course Syllabus Policy

At the beginning of every course, the instructor distributes a written course syllabus to all students. The syllabus describes the objectives and content for the course and the method by which students’ work will be evaluated for grades. Students are required to maintain copies of all syllabi for their reference.

Evaluation of Students’ Work

An evaluation system is required for each course. Examinations are ordinarily part of the evaluation system, but alternative methods of overall evaluation may be employed. At the first-class meeting of the semester, the instructor will inform students, through the course syllabus, of the type of evaluation system that will be used for that course throughout the semester.
Student Opinion Surveys

Information regarding Student Opinion Surveys is available in Policy Manual Faculty Handbook/Volume IV paragraph 4.5.4.6. All students are encouraged to respond to Student Opinion Surveys for each course taken at Medaille College.

Academic Integrity

Medaille College upholds the highest standards of academic work; these standards rest upon the academic integrity with which the student performs their work. The student’s academic integrity is manifested in the uniqueness of their academic work, in their conduct during examinations, and by the proper attribution of their sources in preparation of written work. Submission of false data, falsification of transcripts or grades, misconduct during examinations, turning in-group work as an individual effort, and plagiarism are among the violations of academic integrity. Cell phones, texting, and instant messaging are prohibited during the administration of any examination.

ONLINE NETIQUETTE EXPECTATIONS

Regular, professional, and concise communication is paramount in online communication. All students and instructors are expected to adhere to standard netiquette rules for course communications. Netiquette reflects expected online behavior for students and faculty, establishing ground rules that will promote effective online interaction and positive learning experiences. Simply stated, netiquette defines good manners on the Internet. Students should note the following additional considerations for online courses:

- Be polite and reflective; think about what is being written so not to offend others.
- Work should be thoughtful and supportive, not opinionated.
- Address classmates by name. Own name should be signed to work on discussion boards and in e-mail.
- Do not type the entire message in all capital letters; most people find this ANNOYING. It is like yelling at someone on the computer.
- Keep the discussion board posts relevant and concise. Since all class members must read through all posts, avoid rambling, repetition, or opinionated arguments that are not supported by research. Respect other people’s time.
- Treat others respectfully. Find a way to share a difference of opinion without verbal abuse or insults.
- Respect copyrights. There is a wealth of information on the Internet, and as an online student, the work, words, and ideas of others will be accessed. However, failing to attribute work to its true originator can feel like theft. Be scrupulous about citing sources.
- Use proper grammar and spelling. Abbreviated words, web jargon, and emoticons can wear thin and do nothing to increase skills in professional communication. Use spell check if needed and remember to establish web habits that will be used successfully through a professional career. Standard typing, grammar, spelling, punctuation, and APA rules apply.
- Never put anything in writing that would cause embarrassment. Keep even private discussions appropriate and avoid profanity. Nothing is ever truly gone on the web and will reappear.
- For all e-mail communication, online students and instructors have been directed to use the Medaille e-mail system. There is additional e-mail capability within each Blackboard course, but mail sent within Blackboard will not be available after the course has closed.
- Instructors will publish their times of availability, including periods of time during the week when the instructor is not available. Online instructors have been asked to check their e-mail at least once a day while teaching, but keep in mind that online access does not necessarily mean immediate response. It is most likely that the instructor may share in the same work and family responsibilities. Every effort will be made to address student concerns promptly, and consideration will be appreciated. Students should expect an instructor to return a phone or e-mail message within a day or two.
• Keep in mind that others in the course cannot see facial expressions or body language. This makes joking or sarcasm tricky to pull off successfully online. The only interaction with classmates will be the typed letters on a computer screen. For that reason, reread work carefully before sending or submitting; make sure it says exactly what it should. Once it has been sent, it cannot be retrieved.
• Treat team members with the same respect reserved for the instructor and other classmates.
• Students are expected to contribute fully in all team activities.
• Online teams are not expected to carry or cover for non-performing team members.
• Students may also communicate with each other outside of the course management system. Medaille cannot monitor these communications; however, students are expected to adhere to the same standards that apply in the course management system.

OFFICIAL CLASS ATTENDANCE/PARTICIPATION/ABSENCE POLICY

Official Class Attendance/Participation/Absence Policy:
Active Enrollment in Full Online/Hybrid Online Courses:

Please Note 1: Full Online Course (E, A) - all course requirements and seat time are accounted for online.

Please Note 2: Hybrid Online Course (X) – There are a set number of seat time course hours and assessments required to be online as part of the course expectations and format.

Please Note 3: On-ground Traditional Course Enhanced with Bb- The instructor teaching a traditional on-ground course that uses the online learning management system to supplement their course instruction.

Completion and submission of required weekly assignments is expected of all students in online courses.

Attendance/participation in an online course involves the completion and submission of a minimum of one of the following activities per week documented within the online course:

• Student submission of an exam, quiz, or academic assignment
• Documented student participation in an interactive tutorial or computer-assisted instruction
• Discussion forum post(s) by the student showing the student's participation in an online discussion about academic matters
• Email(s) or in-course messages from the student or other documentation showing that the student-initiated contact with a faculty member to ask a question about an academic subject studied in the course.

Last date of attendance in an online course is determined by the last date on which the student completes any of the actions listed under the Official Class Attendance/Participation/Absence Policy and any activity that the College determines as an Academically Related Activity (ARA).

Logging into a course, clicking on a syllabus or other course document, or clicking on any other assignments within the course, does not constitute attendance.

Because of the unique characteristics of online learning, students in online or hybrid programs should review the following attendance and participation guidelines:

• If a student does not attend the online course (see attendance and participation definition above) by the add/drop date, the student will be dropped from the course.
• Each course must be completed during the established time period. Courses may not be extended over additional terms unless an Incomplete (I) grade has been issued.
• Communication has always played a key role in higher education. In online courses, communication is both more essential and more formal. Students are expected to adhere to standard netiquette rules for course communications. **Please review the Online Netiquette Expectations.**
• Attendance/participation records are maintained through Blackboard.
• It is the student’s responsibility to complete all required weekly course assignments.
• Computers and the Internet are easily accessed and highly portable; online courses do not require any synchronous meeting times. Therefore, students may plan to complete course work at remote locations, during travel, or when confined to the home. Only extreme hardship, military deployment, serious illness, or other documented extraordinary circumstances will be considered as a valid excuse for week-long absences from the virtual classroom.
• A grade of Incomplete (I) is given only in very special circumstances. The student must furnish documentation to the instructor that coursework cannot be completed due to illness or other circumstances beyond the student’s control. The student must participate in the course and have done satisfactory work up until the last two weeks of the course. All work must be completed within seven weeks from the final meeting date of the course.
• Students are responsible for all weekly coursework. Students who miss weekly assignments or discussion boards should contact their instructor to account for their absence. Each individual faculty member will establish and publish the consequences of missed deadlines. It is the student’s responsibility to contact the instructor about making up missed work.
• Students will be allowed to make up missed classwork with no penalty if the absence was caused by documented illness, death of an immediate family member, or participation in College sponsored activities. Otherwise, the instructor has no obligation to allow students to make up work

**Need Assistance?**

**Visit the Online Learning for Blackboard Needs**

- Visit the [Office of Online Learning](#) website for additional resources. Call 716.880.2358 Monday-Friday from 8am-4pm or email elearning@medaille.edu.

**Contact the IT Helpdesk for Technical, Computer & Software Needs**

- Contact the Medaille College Helpdesk 24/7 support at 716.880.2282 or email helpdesk@medaille.edu.

**Visit the Blackboard Help Website**

For additional Blackboard assistance, visit [Blackboard Student Help](#)
Time-On-Task
In order to ensure adequate time-on-task for online courses, students are expected to complete a minimum time-on-task for learning activities. Please refer to the chart below for minimal-time on-task requirements.


Time on task is the total learning time spent by a student in a college course, including instructional time as well as time spent studying and completing course assignments (e.g., reading, research, writing, individual and group projects.) Regardless of the delivery method or the particular learning activities employed, the amount of learning time in any college course should meet the requirements of Commissioner's Regulation Section 50.1 (o), a total of 45 hours for one semester credit (in conventional classroom education this breaks down into 15 hours of instruction plus 30 hours of student work/study out of class, per credit hour.)

"Instruction" is provided differently in online courses than in classroom-based courses. Despite the difference in methodology and activities, however, the total "learning time" online can usually be counted. Rather than try to distinguish between "in-class" and "outside-class" time for students, the faculty member developing and/or teaching the online course should calculate how much time a student doing satisfactory work would take to complete the work of the course, including:

- reading course presentations/ "lectures"
- reading other materials
- participation in online discussions
- doing research
- writing papers or other assignments
- completing all other assignments (e.g. projects)

The total time spent on these tasks should be roughly equal to that spent on comparable tasks in a classroom-based course. Time spent downloading or uploading documents, troubleshooting technical problems, or in chat rooms (unless on course assignments such as group projects) should not be counted.

In determining the time on task for an online course, useful information includes:

- the course objectives and expected learning outcomes
- the list of topics in the course outline or syllabus; the textbooks, additional readings, and related education materials (such as software) require
- statements in course materials informing students of the time and/or effort they are expected to devote to the course or individual parts of it
• a listing of the pedagogical tools to be used in the online course, how each will be used, and the 
expectations for participation (e.g., in an online discussion, how many substantive postings will be 
required of a student for each week or unit?)

Theoretically, one should be able to measure any course, regardless of delivery method, by the description 
of the content covered. However, this is difficult for anyone other than the course developer or instructor to 
determine accurately, since the same statement of content (in a course outline or syllabus) can represent 
many different levels of breadth and depth in the treatment of that content, and require widely varying 
amounts of time.

**Time-On-Task for Online Courses**

<table>
<thead>
<tr>
<th>Course credit</th>
<th>Total time on task for online course</th>
<th>Minimum time-on-task per week (7 weeks)</th>
<th>Minimum time-on-task per week (15 weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>45 hours</td>
<td>6.4 hours</td>
<td>3 hours</td>
</tr>
<tr>
<td>2</td>
<td>90 hours</td>
<td>12.9 hours</td>
<td>6 hours</td>
</tr>
<tr>
<td>3</td>
<td>135 hours</td>
<td>19.3 hours</td>
<td>9 hours</td>
</tr>
<tr>
<td>4</td>
<td>180 hours</td>
<td>25.7 hours</td>
<td>12 hours</td>
</tr>
</tbody>
</table>

**Post-Traditional Time-on-Task for Online Courses**

<table>
<thead>
<tr>
<th>Course credit (7 weeks)</th>
<th>Total time-on-task for course</th>
<th>Minimum time-on-task per week (7 weeks)</th>
<th>Minimum time-on-task per week (15 weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15 hours</td>
<td>7.5 in class hours</td>
<td>1 in class hour</td>
</tr>
<tr>
<td></td>
<td>30 outside of class hours</td>
<td>4.3 outside of class hours</td>
<td>2 outside of class hours</td>
</tr>
<tr>
<td>2</td>
<td>30 hours</td>
<td>4.3 in class hours</td>
<td>6 in class hour</td>
</tr>
<tr>
<td></td>
<td>60 outside of class hours</td>
<td>8.6 outside of class hours</td>
<td>4 outside of class hours</td>
</tr>
<tr>
<td>3</td>
<td>45 hours</td>
<td>6.4 in class hours</td>
<td>3 in class hours</td>
</tr>
<tr>
<td></td>
<td>60 outside of class hours</td>
<td>12.9 outside of class hours</td>
<td>6.1 outside of class hours</td>
</tr>
<tr>
<td>4</td>
<td>60 hours</td>
<td>8.6 in class hours</td>
<td>12.1 in class hours</td>
</tr>
<tr>
<td></td>
<td>120 outside of class hours</td>
<td>17.1 outside of class hours</td>
<td>8 outside of class hours</td>
</tr>
</tbody>
</table>

**Time-on-Task for On-Ground Courses**

**Resources:**

- New York State Department of Education Determining Time on Task
- Wakeforest University, Center for Advancement of teaching Course Workload Calculator

*Credit hour verification, part of the quality assurance (QA) process, requires that faculty ensure that for a three 
credit hour course, course credit hours fall in the range of 135 and that the course rigor aligns with this benchmark, 
aiming for 45 hours of academic engagement and 90 hours of preparation in each course. For 4 credit course credit 
hours fall in the range of 180 hours aiming for 60 hours of academic engagement and 120 hours of preparation. In other words, dependent on the credit hours per course, preparation hours should be double the hours of academic engagement.*
**Note 1:** Some assignments below should have hours calculated for academic engagement and preparation. For example, an exam requires about 4-5 hours of study (preparation) and taking the actual exam requires about 1-2 hours of academic engagement.

**Note 2:** The times below are estimated/approximated. They may be adjusted based on intended level of Bloom’s taxonomy (remembering, understanding, applying, analyzing, evaluating or creating, mastery (introduced, reinforced, mastered), rigor, and scope of task. Instructor experience (McDaniel, 2011), instructor time times 3-4 (Carnegie Mellon University, 2013) and student experience surveys (Carnegie Mellon University, 2013) should also be taken into consideration.

**Assessment Examples and Time Estimates**

**Note:** the times below are estimated approximated. They may vary based on content, depth, knowledge, and research needed for the assessment. Department faculty are the content experts and times may vary.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Estimated Hours Academic Engagement</th>
<th>Estimated Hours of Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis</td>
<td>1-2 HRS per page (writing, revising, proofreading)</td>
<td>4-5 HRS per page (planning, drafting, researching)</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>1-2 HRS per page (writing, revising, editing)</td>
<td>4-5 HRS per page (planning, drafting, researching)</td>
</tr>
<tr>
<td>Applying knowledge from readings or research to written assignments or discussions</td>
<td>1-2 HRS per page</td>
<td>3-5 HRS per page (planning, drafting, researching)</td>
</tr>
<tr>
<td>Case Study/ Case Analysis</td>
<td>1-2 HRS per page (depending on scope of task)</td>
<td>4-5 HRS per page (planning, drafting, researching)</td>
</tr>
<tr>
<td>Data or Statistical Analysis</td>
<td>1-2 HRS per page (depending on scope of task)</td>
<td>1-5 HRS (depending on scope of task)</td>
</tr>
<tr>
<td>Designing subject matter content-related plan, map, or task</td>
<td>2-3 HRS per page</td>
<td>1-3 HRS per page</td>
</tr>
<tr>
<td>Discussion Forum</td>
<td>.5-1 HR per initial post without research (required response posts add .75-.5 hour per post, depending on scope and length)</td>
<td>1-2 HRS per initial post forum without research (required response posts add .5-1 hour per post, depending on scope and length)</td>
</tr>
<tr>
<td>Evaluation</td>
<td>1-2 HRS per page (writing, revising, proofreading)</td>
<td>4-5 HRS per page (planning, drafting, researching)</td>
</tr>
<tr>
<td>Exam</td>
<td>1-2 HR (depending on scope and time allowed)</td>
<td>4-5 HRS</td>
</tr>
<tr>
<td>Group Information Compilations</td>
<td>1-2 HRS</td>
<td>2 HRS</td>
</tr>
<tr>
<td>Interacting with Instructor and/or Peers</td>
<td>.5-1 HR dependent on activity</td>
<td>N/A</td>
</tr>
<tr>
<td>Interactive assignment or Learning Quiz</td>
<td>.5-1 HR</td>
<td>1 HR</td>
</tr>
<tr>
<td>Lab (Science)</td>
<td>1-2 HRS</td>
<td>2-3 HRS (depending on scope of task)</td>
</tr>
<tr>
<td>Lab (Language)</td>
<td>1-2 HRS (depending on scope of task)</td>
<td>2-3 HRS (depending on scope of task)</td>
</tr>
<tr>
<td>Linking to 2-5 outside websites or 25 pages per hour</td>
<td>1 HR per source (depending on scope and length)</td>
<td>N/A</td>
</tr>
<tr>
<td>Listening to course-related audio, podcast, lecture</td>
<td>Dependent on audio length</td>
<td>N/A</td>
</tr>
<tr>
<td>Literature Review</td>
<td>1-2 HRS per page (writing, revising, proofreading)</td>
<td>4-5 HRS per page (planning, drafting, researching)</td>
</tr>
<tr>
<td>Assignments</td>
<td>Estimated Hours Academic Engagement</td>
<td>Estimated Hours of Preparation</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Portfolio</td>
<td>1-2 HRS per page (writing, revising, proofreading)</td>
<td>4-5 HRS per page (planning, researching, drafting)</td>
</tr>
<tr>
<td>Presentations (PowerPoint, video, podcast)</td>
<td>1-2 HRS per slide creation &amp; 1-2 minute to read an instructor presentation slide (depending on scope of task)</td>
<td>5-10 HRS (planning, drafting, researching)</td>
</tr>
<tr>
<td>Live Presentation/Speech</td>
<td>N/A</td>
<td>1-2 HRS per minute of speech</td>
</tr>
<tr>
<td>Project</td>
<td>1-2 HRS per page (writing, revising, proofreading)</td>
<td>3-4 HRS per page w/out research (planning, drafting)</td>
</tr>
<tr>
<td>Quiz</td>
<td>.5-1 HR per quiz</td>
<td>2 HRS</td>
</tr>
<tr>
<td>Reading 25-30 pages--average level</td>
<td>N/A</td>
<td>1 HR</td>
</tr>
<tr>
<td>Reading 15-20 pages--difficult level</td>
<td>N/A</td>
<td>1 HR</td>
</tr>
<tr>
<td>Reading course lectures</td>
<td>15-20 pages per hour</td>
<td>N/A</td>
</tr>
<tr>
<td>Reading instructor and/ or peer responses and feedback</td>
<td>.5-1 HR per assignment</td>
<td>N/A</td>
</tr>
<tr>
<td>Real-world problem solving</td>
<td>1-2 HRS per problem (depending on scope)</td>
<td>3-5 HRS per page (depending on scope of task)</td>
</tr>
<tr>
<td>Reflective Assignment</td>
<td>1-2 HRS per page (writing, revising, proofreading)</td>
<td>2-3 HRS per page</td>
</tr>
<tr>
<td>Report</td>
<td>1-2 HRS per page (writing, revising, proofreading)</td>
<td>4-5 HRS per page (planning, researching, drafting) --3 HRS per page w/out research</td>
</tr>
<tr>
<td>Research</td>
<td>N/A</td>
<td>4-5 HRS per page (depending on scope of task)</td>
</tr>
<tr>
<td>Research Paper or Essay</td>
<td>1-2 HRS per page (writing/revising/proofreading)</td>
<td>4-5 HRS per page (planning, drafting, researching)</td>
</tr>
<tr>
<td>Research Point--smaller research activity that involves use of the Virtual Library</td>
<td>.5 HR-1 HR</td>
<td>1-2 HRS per page (planning, drafting, researching)</td>
</tr>
<tr>
<td>Research Project</td>
<td>1-2 HRS per page (writing/revising/proofreading)</td>
<td>4-5 HRS per page (planning, drafting, researching)</td>
</tr>
<tr>
<td>Role Playing Assignment</td>
<td>1-2 HRS per page (depending on scope of assignment)</td>
<td>3-4 HRS per page, depending on scope of assignment</td>
</tr>
<tr>
<td>Subject matter content-related simulations or games</td>
<td>1-5 HRS (depending on scope of task)</td>
<td>N/A</td>
</tr>
<tr>
<td>Test</td>
<td>1-2 HR</td>
<td>3-4 HRS</td>
</tr>
<tr>
<td>Viewing course-related video or films</td>
<td>Dependent on video length</td>
<td>Viewing course-related video or films</td>
</tr>
<tr>
<td>Writing Assignment</td>
<td>1-2 HRS per page (writing/revising/proofreading)</td>
<td>2-3 HRS per page w/out research (drafting, planning)</td>
</tr>
<tr>
<td>Writing Process, Descriptive, Compare/ Contrast, Illustration, Cause and Effect, Classification Writing</td>
<td>1-2 HRS per page (writing, revising, proofreading)</td>
<td>2-3 HRS per page w/out research (drafting, planning)</td>
</tr>
<tr>
<td>Written Comprehensive Course Assessment (i.e. Capstone)</td>
<td>1-3 HRS per page depending on scope</td>
<td>3-6 HRS per page, depending on scope and length</td>
</tr>
</tbody>
</table>
Examples of Assignments to Consider:

1. Case studies
2. Case analysis
3. Interviews
4. Real world problem solving
5. Annotated bibliography
6. Literature review
7. Project
8. Portfolio
9. Reflective analysis
10. Evaluation
11. Report
12. Presentations (PowerPoint, podcast, video)
13. Designing subject matter content-related plan, map, or task
14. Subject matter content-related game or simulation
15. Role-playing assignments
16. Data or statistical analysis
17. Procedural demonstration
18. Article critiques
19. Concept mapping
20. Journaling
21. Socratic dialogue
22. Virtual debate

Additional Resources:


The Blackboard Ultra Overview

The Blackboard (Bb) Ultra platform is an updated user friendly and accessible Bb course management system. With reports indicating that up to 80% of college students are completing coursework on a mobile device, it is a necessary change for digital learning. The Ultra version of a course in Bb will look similar to the image below. This image has the Medaille template pictured. The Medaille template can be used by any instructor at Medaille. It is automatically set to online (E) and hybrid (X) courses. If you are an instructor teaching a traditional on ground course and would like this template set for you, email elearning@medaille.edu with your CRN number for the course(s). The CRN number can be found on your course schedule at 360.medaille.edu or on the Bb course listing page. The examples below are 2065266.202020.

We highly encourage use of the Medaille template option. Research shows it takes 3 weeks or more for students to get acclimated to individual instructor course designs. It takes students a week when an institution is using a consistent template.

Ultra-Training Videos worth Your Time to Watch

- Getting Started with Bb Ultra Basics Part 1: Navigating the Login and Menu Features (6:49)

- Getting Started with Bb Ultra Basics Part 2: Designing Your Course (20:05)

Please Note 1: See the Appendix for Bb Learn Original vs. Ultra Comparison Tip Sheets and additional resources.

Please Note 2: Example of an Ultra course Page with the Medaille Template Set: We highly encourage this option for ease of student navigation.
An example of an Ultra course **with the Medaille Template Set**: With this option, the instructor fills in the course template with content.

An example of an Ultra course **Page without the Medaille Template Set**: with this option, the instructor designs the course from scratch.
Getting Started Online Checklist Basics: See the Bb Help Tip Sheets & video tutorials for Directions below. Please Note: It is the Instructor’s Responsibility to update & check courses for Accuracy BEFORE the course opens to students, online and on-ground. Bb Basics 1 (6:49) & Bb Basics 2 (20:05) videos. Dates and Deadlines are for the Online (E) and Hybrid (X) Programs. On-ground instructors should follow the schedule set forth by the Registrar’s Office.

- **Lock and Unlock Courses**: All courses, online, hybrid & on-ground courses are set to open one (1) week prior to the official start date and remain open for students for two (2) weeks after the official end date. The course lock will show on the Bb course login link to students and faculty and remain open inside the instructor course. There is no need to lock it again. If you do, you will need to remember to unlock it. [Watch course locking/private this video for tips](2:05)

- **BEFORE the Course Opens to Students**: Complete any modifications to your course.
  - **Click on all links and attachments** to be sure that everything opens/downloads/starts.
  - **Note**: Attachments will need to be downloaded from Bb and saved prior to them opening.
  - **Contact** your Senior Adjunct, Program Director, or Department Chair if something is not as it should be.
  - **Course content is the responsibility of Academic Departments.**
  - **Confirm** that all information updated on your syllabus is reflected in Bb including contact information, textbook changes, dates, grading scale, weekly schedule, etc. **Include Time on Task estimates** for assessments and learning activities to assist students with time management (see Time on Task handout).

- **Instructor Presence is Important! Contact Students**: Using a welcome video, the announcement tool, messages course email function in Blackboard, send a welcome to students. It should read something like this: “Welcome to our course! You are currently registered for [course name and #]. I am your instructor. Your course will open [enter date].” As a best practice, attach an intro/welcome letter and/or video.

- **Upload a copy of your Syllabus with your name and contact information to YOUR course.**

- **Email your Syllabus those requested in the VPAA opening letter, BEFORE the first class.**

- **Online (E, A & X) Course Weekly Dates run Monday 12am-Sunday at 11:59pm EST.** Grading takes place after submission deadlines. On-ground courses run as per scheduled by the Registrar’s Office.

- **Check the Gradebook grade schema letter scoring scale to confirm it matches your grading scale in your syllabus otherwise your gradebook calculations will be inaccurate. [Gradebook Schema Video](3:22)**

- **On-ground instructors**: Delete any items in the department template weekly modules not needed. Be sure deleted discussions have been deleted from the master discussion board too (Discussion link in the top left corner of the course content page) & have been deleted from the Gradebook link as well. Anything extra lingering in the gradebook will impact student grades and may cause confusion.

**Content-related questions** about your course should be directed to the Senior Adjunct (If your department employs a Senior Adjunct), the Program Director or Department Chair. **Blackboard questions** and requests should be sent to elearning@medaille.edu.
Effective communication and instructor presence in the online teaching environment begins with a robust and welcoming introduction. Just as an instructor would in a face-to-face classroom, the online instructor should give his/her students a glimpse of their professional self. This is best accomplished in a formal letter or video that should be included in the “Instructor, Syllabus & Info” section of the course “Getting Started” Module in the Bb Medaille template.

In addition to a short instructor bio, the instructor intro should contain the following:

- **Best way to contact** (telephone, email, text) and the instructor's anticipated turn-around time (24-48 business hours maximum, within 24 hours or sooner whenever possible).

- **Office hours**: Many instructors allocate dedicated times that they will be online to respond to “live” questions and concerns. Full-time instructors are required to hold office hours weekly. Try using the Bb Collaborate live classroom for meeting with students online in real time.

- **Affirmation of the asynchronous format of the course for online programs (E/A & X courses)**; that is, while there are strict deadlines for assignments, students are free to participate whenever it suits their personal schedule. Online programming is marketed on the expectation that a student will not be required to attend class at a specific time.

- **A photo or video**: Students are more readily engaged when they can associate a face with a name. Include one in your instructor welcome letter or better yet, record a video greeting. A video greeting is the recommended standard and best practice. Including weekly videos introducing the content and “micro-lectures for instructional lessons.

**Syllabus:**
All instructors are required to provide students with an online syllabus (online, hybrid, and on-ground). The syllabus is the legal “contract” between you and the student. The New York State Education Department (NYSED) has approved the curriculum for Online (E/A & Hybrid (X) courses. You CANNOT DELETE anything from the syllabus/course outline, just add to it and edit personal information. Online program/course assignments, discussions, tests, and others cannot be changed or deleted without Program Director or Department Chair approval. However, instructors are encouraged to add to the content of the course to personalize it for the teaching and learning experience with the students. All objectives must be covered.

Your welcome video or letter should be attached in the Instructor Information & Course Syllabus section of the course. It is easy to identify. Please follow the syllabus template sent from the VPAA’s Office prior to each semester for the most updated information.

In addition, you must email a copy of the syllabus you upload to your course to whomever requested by the information in the VPAA’s course syllabi memo by the first day of class.
Grading Policies

Grades represent the instructor's evaluation of student competencies and course performance. Grades assigned by the Medaille instructor must conform to the institution's established standards, policies, and procedures. Grading criteria for each class should be in the master course template syllabus. An instructor may modify the grading criteria (but not the scale) before the syllabus is posted and the course opens to students.

A student's grade should be based on a variety of evaluation methods - quizzes, presentations, and papers. Adult students seem to respond better to several short exams than a single long one. Types of presentations - individual, group, formal, or informal - are encouraged, as are written papers, especially those which require research, analysis, or evaluation. In many courses, examinations that ask the student to respond to situations and to discuss or describe solutions are more appropriate than those with questions that have a specific answer. Effective and efficient instructor feedback is imperative.

The instructor must enter course grades into the Medaille 360 grade reporting system by the date set by the Registrar’s Office and located on the Academic Calendar. Check the calendar schedule and/or with your Department Chair or Program Director. Timely submission of grades is a necessity, especially if a student is on academic probation. It is imperative that he knows his grade in the last class before he starts the next one. If he does not bring his GPA up to the required level, he may be partially charged for a class, which he is then denied permission to take.

Medaille uses a letter grading system based on the grading scale below. Passing grades, in rank order, are A, B, C, D; failing grades are designated with F. Graduate courses do not include D as a potential grade. Other transcript designations are I (Incomplete) and W (Withdrawal). Instructors must remember that students should be assessed on their level of proficiency. Grades should reflect performance, not effort or improvement. At this level, performance MUST be the definitive criterion. Always confirm with your Program Director or Department Chair, the correct scale for your program. See the Academic Catalog for your Department/Program grading scales.

Unfinished Course Work (Incomplete)

Students who fail to complete all course requirements due to exceptional circumstances or events may request the grade of "I." Requests for an Incomplete are student-initiated and must be submitted before the last class meeting. The Department Chair must approve requests. The request may be granted for extenuating circumstances.

Work should be completed within three weeks from the final meeting date of the course for most online courses, check with your Program Director or Department Chair to confirm your department policy. The student who fails to complete all course requirements within the deadline will have his or her grade of "I" changed to an "F." The student will be required to repeat the course at his or her own expense. In cases of extreme hardship, the student may petition in writing for an additional extension; the department chair prior to the expiration date of the incomplete must receive such a request. An Incomplete should not be given without the student’s knowledge and agreement. If a student has not turned in work and has not made arrangements to submit that work to you, his/her grade should be calculated as if he received zero credit for the work.
The Basics: Getting Started

Please Note: Due to the nature of digital improvements and updates, Bb tools and features are fluid. New tools and features may be added or improved at any time. If you notice new things within a course, click on it and explore. You will generally see a lightbulb indicating something new. Click on it for additional details. Contact elearning@medaille.edu, call 716.880.2358 or stop by Huber Hall 121/124 with any questions you may have.
Getting Started with Bb Ultra Part 1 & Part 2

These Bb Getting Started Part 1 and Part 2 videos will assist you with getting acclimated to the tools and features in Bb Ultra. They will provide you with a quick overview to help you get started with your course design.

Getting Started with Bb Ultra Part 1

Video Tutorial: Getting Started with Bb Ultra Basics Part 1: Navigating the Login and Menu Features (6:49)

Getting Started with Bb Ultra Part 2

Video Tutorial: Getting Started with Bb Ultra Basics Part 2: Designing Your Course (20:05)

Steps:

1. Log on to blackboard.medaille.edu with your Medaille user name and password.
2. Click on the Courses link on the base navigation menu.
3. Click on the course you want to work in.
4. Begin working in the course.
How to Edit the Medaille Master Templates
Edit/upload pertinent documents in the “Click Here to Start” module

1. Update your Instructor Information
   - Click anywhere on the grey “Click Here to Start” box to open the module.
   - Click on “Instructor information and Course Syllabus” to open the Document.
   - Click on the three dots to the right of the instructor information.
   - Click “Edit” on the drop-down menu.
   - Enter your information.
2. Upload Your Syllabus & Complete Catalog Description & Goals

- Click on the three dots to the right of “Course Syllabus.”
- Click “Edit” on the drop-down menu.

- Click once on “Delete this syllabus…” and it will show a purple-dotted frame.
- Press “delete” on your keyboard.

- Click on the paperclip to add an attachment
- Select your syllabus file from your computer and click “Open.”

- Enter your Catalog Description and Student Learning Objectives
- Click “Save.”
3. Check Your Ally Accessibility Score

All uploaded materials will be evaluated for accessibility by Blackboard Ally. Please ensure that your content earns a “Green” score on the Ally dial.

- To the right of your uploaded material, you will find the Ally dial.
- Hover your mouse over the dial to see your accessibility score.
- If needed, click the dial to see how to improve you score.

- A window will open with details about your accessibility score.
- Click on feedback boxes for additional information and details on how to make improvements to your document.
- Click the X to exit.
4. Upload your Instructor Video

Uploading your video will vary by format.

- Use the **web link icon** to insert a URL.
- Use the **paperclip** to upload an MP4 from your computer.
- Use the **video icon** to insert from the web
- Use the **plus sign** to insert a YouTube or Kaltura video

- Click on the three dots to the right of “Instructor Welcome Letter.”
- Click “Edit” on the drop-down menu
- Click on the place-holder video titled “Delete this video…” and it will show a purple-dotted frame
- Press “delete” on your keyboard.
5. Update your Textbook Information

- Click on the “Textbook Information” document (located inside the “Click Here to Start” module on the Course Content Page).
- Click the three dots next to the banner in the upper right corner.
- Select “Edit” from the drop-down menu.

The Text Box Editor will open.
- Enter your textbook information & Image.
- **Web links, files/images, and videos** can be added by using tools from the top toolbar.
- Click “Save.”

This completes the items that need to be edited in “Click Here to Start.”

Next, proceed to the weekly modules and edit/upload your content discussions, assignments, tests, etc. by following these same editing principles.
6. Editing Discussion Forums

To Insert Your Discussion Prompt

- Click the three dots next to the discussion banner and click “edit” from the drop-down menu.
- Delete the “Insert your discussion prompt here” and type your content. The full text box editor will be available for file attachments, videos, etc.

To Edit the Discussion Settings

- Click the gear icon to open the Discussion Settings panel.
- Edit the “Details and Information” per your course expectations.
- Decide if the discussion will be graded and enter points and dates if applicable.
- A rubric can be added under “Additional Tools.”
- Click “Save.”
7. Building your Test/Quiz

To Insert your Quiz Directions

- Click the three dots and click “Edit” from the drop-down menu.
- Delete the “Build your quiz here...” prompt here and type your content. The full text box editor will be available for file attachments, videos, etc.
- Click the gear icon to open the Test Settings panel.
- Update/edit the Details & Information, Grading & Submissions, and Additional Tools sections.
- Add a Description in the box at the bottom (if desired).
- Click “Save.”
• Hovering your mouse over the dividing line beneath the quiz directions will make it highlight purple.
• Click the plus sign in the center of the line to open up the drop-down menu.
• On the drop-down menu, choose to add a question pool or choose the type of question you wish to add and follow the prompts.
8. Building your Assignment

To Insert your Assignment Directions

- Click the three dots and click “Edit” from the drop-down menu.
- Enter your assignment directions. The full text box editor will be available for file attachments, videos, etc.

- Click the gear icon top open the Assignment Settings panel.
- Update/edit the Details & Information, Grading & Submissions, and Additional Tools sections.
- Add a Description in the box at the bottom (if desired).
- Click “Save.”
9. Deleting Unnecessary Content

When there are more Weekly Modules/Content Areas available than you need, you can easily delete them.

**WARNING:** Once a module or content item is deleted, you WILL NOT be able to retrieve it. There is no “Undo” button for modules.

To Delete a Weekly Module or Content Item

- Click on the three dots and select “Delete” from the drop-down menu.
- A box will appear asking if you want to permanently delete the item.
- Click “Delete.”
10. To Add a Learning Module/Week

Learning Modules/Weeks, such as the two pictured below, can be added to your Course Content Page. A Learning Module is an area to organize and display course content and information.

- Click the purple plus sign located in the middle of the purple separation bar.
- Choose “Create” from the drop-down menu.
- The “Create Item” panel will open.
- Choose “Learning Module.”

- The new Learning Module will appear on your Course Content page.
- To edit the title, click on the pencil at the end of the title.
Customizing the Blank Master Template for your On-Ground Course

Video Link: On-Ground Instructors: Getting Started (7:07)

This is for ON-GROUND instructors ONLY. Online instructors need Chair/Program Director approval to alter the master template.

There are THREE important steps to customizing the blank master template for use in your on-ground course: (1) adding your course content, (2) deleting any unused content items, (3) prepare your Gradebook.

(1) Add Your Course Content
- Customize your template by adding all of the necessary components (see Editing the Master Template document from above)
  - Instructor, syllabus, textbook & course information
  - Weekly readings, presentations, videos, discussions, assignments, tests, etc.

(2) Delete Unused Course Content
- It is vital to clean out an unused content in the master template. This involves both deleting unneeded module weeks as well as the unused items from within each week. Please note that simply “hiding” unused assignments can affect your grade calculations if those assignments have been allocated points (many master templates have the default 100 points for assignments built in).
- To delete items, click the triple dots to the right of the title and clock “delete”

Note:
Deleting a module on the content page will not delete discussions and assignments in the gradebook. Deleting individual assessment items or discussions should. Always double check the gradebook.
(3) Prepare Your Gradebook

- **Delete unused items**: Begin by deleting any pre-loaded assignments that will not be used in your course. Failure to delete these assignments will affect your grade calculations.

- **Update the grade schema**: In order for grades to calculate correctly and align with the syllabus grading scale, be sure to Update the Grading Schema (3:22)

- **Set up the Overall Gradebook Calculation (2:38)**

- **Set up your Categories and Overall Grade Calculation (4:45)**

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How to Add Pronouns in Blackboard

Video link: Adding Pronouns (1:25)

- Click on your name on the left side toolbar
- Under “Basic Information,” select Add Pronouns

- Click inside the “select your pronouns” box to open the drop-down menu
- Select each of your preferred pronouns from the list (be sure to scroll all the way through to see all possible choices)
- Click done to save your choices
How to Copy an Ultra Course Section to a Blank Ultra Course Section

Video link: Copying a Bb Ultra Course Section to a Blank Ultra Course Section (6:13)

- Start in the course you want to copy the course into (destination course)
- Click the three dots next to the “Course Content” heading. Choose “Copy Content” from the dropdown menu.

- From the list, find or search for the “source course” and click the box on the left side.
- Click “Copy Selected Content” (the copy process takes a while. You will see this notification while it copies)
Copying an Item from an Ultra Course

How to Copy an Item from One Ultra Course to Another
Video Link: Copying Content from One Ultra Course to Another (6:21)

Part I - All Content Except for Discussions (For Discussions, Skip to Part II)

Step 1 – Isolate the item you WANT to Copy
• Open two tabs on your computer - one with the "source course" where the content is housed and one with the "destination course" where you want the content to be copied.
• In the source course, make sure whatever you want to copy appears on the Course Content page. If it does, proceed to Step 2. If it is inside a module or a week, continue with Step 1.
• Locate the desired content item in the source course and use the double arrows to drag it out of the weekly module and on to the Course Content page.

• Close the module and verify that the content appears outside of the Week and on your Course Content page.
Step 2 – The Copy Process
• Return to the tab with the “destination course” and click the three dots next to the “Course Content” heading. Choose “Copy Content” from the dropdown menu.

• From the list, find or search for the “source course” and click the ARROW on the RIGHT side.
• WARNING – do not check the box on the left. This will copy the entire course
• From the next pop-up window, click the arrow to the right of “Course Content”
Step 3 – The Copied item
- Once the copy process is complete, you will see your item at the bottom of your Course Content page. It will be hidden.
- Click the triangle next to “Hidden from students” to change the item to visible (if desired).

IMPORTANT NOTES:
1. Copying an assignment will automatically copy an attached rubric into the destination course’s rubric repository.
2. It will also create an associated column in the gradebook. If you delete the copied assignment, you will also have to delete the column from the gradebook.
- Open the weekly module where the item should be housed and use the arrows next to it to drag it into the correct location.

### Step 4 – Cleaning up the Source Course

- Don’t miss this step: Return to the tab with your “source course” and drag the test back into the weekly module using the arrows on the right side.
Part II - Copying Discussions from One Ultra Course to Another

**Step 1 – The Copy Process**
- From your “destination course” (where you want the discussion(s) copied to) click the three dots next to the “Course Content” heading.
- Choose “Copy Content” from the dropdown menu.

**Course Content**

- Click Here to Start: Instructor Information, Syllabus & Policy
  - Visible to students

**Copy Content**

- From the list, find or search for the “source course” (where the discussions are housed) and click the ARROW on the RIGHT side.
- **WARNING** – DO NOT check the box on the left. This will copy the entire course
If You Want to Copy **ALL DISCUSSIONS**
- From the next pop-up window, select the box to the left of Discussions
- Click “Copy selected content” (the copy process takes a while)

If You Want to Copy **INDIVIDUAL DISCUSSIONS**
- From the next pop-up window, click the arrow to the right of “Course Content”
• All course Discussions will display. Select the desired Discussion(s) by clicking the box to the left.

• Click “Copy selected content” (the copy process takes a while. You will see this notification while it copies)

**Step 2 – The Copied Discussions**

• Regardless of which copy process you used, all copied discussions will appear at the bottom of your Course Content page. They will be hidden.
• Click the triangle next to “Hidden from students” to change the item to visible (if desired).
• If needed, open the weekly module where the Discussion should be housed and use the arrows next to it to drag it into the correct location.

• **Note:** If the original discussions were located on the content page and on the discussion board, copied discussions will be in both places as well.

**IMPORTANT NOTES:**

1. Copying a discussion(s) will automatically **copy an attached rubric** into the destination course’s rubric repository.
2. It will also **create an associated column in the gradebook**. If you delete the copied Discussion, you will also have to delete the column from the gradebook.
How to Edit Due Dates

Edit Due Dates (1:39)

- Go to the homepage of your course in Blackboard (Bb).
- Go to the assignment, test, discussion, etc. where you need to change the date.
- From the “Settings” panel on the right, click on the “Due date” link to open the “Quiz Settings” panel.

- On the “Quiz Settings” panel,
  - Click inside the date box to edit the date.
  - Click the time box to open up the drop-down menu.
  - Use the carrots to adjust the time or click inside the boxes to edit time manually.
  - Click “SAVE” in the lower right corner.
How to Open a Course to Students

Course Locking and Unlocking Make a Course Private (2:05)

- All courses are set to “Private” when they appear on your Course Listing page.
- To set the course to “Open,” click the three dots to the right side and select “Open course.”
- The course will now be open for students.
- Availability of individual course content items can be set from within that particular content area.
The Blackboard Mobile App looks very similar to the desktop version.

A Few Notes:
- The landing page has a snapshot of course tools, as there are no toolbars on individual pages.
- Notifications for new material show as blue numbers/dots
- Gradebook is not available on the app.
Setting Student Accommodations & Exceptions

**Video Links:**
- Bb Learn Ultra Setting Accommodations (3:18)
- Setting Student Exceptions for Student Assessments in Bb (3:50)

How to Set Student Accommodations
- Select “Roster” from the Details and Actions menu.
- Next to the student’s name, click the three dots to the far right.
- Click on “Accommodations.”

- If needed, click the box next to “Due date accommodations”
  - If this box is checked, student work will never be marked “Late.”
- If needed, click the box next to “Time limit accommodations.”
  - Select either +50%, +100% or Unlimited time.
- Any accommodations set here will be applied to all assessments in the course.
- Click “Save.”
- Students with an accommodation(s) will have a purple flag next to their name on both the Roster and Gradebook listings.
- The Roster will also display a notation of the accommodation(s).
How to Set Student Exceptions

Video: Setting Student Exceptions for Student Assessments in Bb (3:50)

There are two ways to set student Exceptions:

1. Go to the “Visibility” Button on the Assessment’s Submission Page
   - Select Release Conditions from the drop-down menu
   - From the panel, choose the course member or groups

   ![Release Conditions](image)

   - Set additional conditions by
     - Date/Time
     - Performance
     - Click Save

   ![Set additional conditions](image)
2. From the Individual Student on the Assessment Submission Page

- When you need to give a student an exception on one particular assignment, you can grant an exception. From the assessment’s submission page, click on the three dots to the right of the student’s name and select “Edit Settings.”

- From the “Edit Submissions Settings” panel, you can grant this student extended access to the assessment by modifying the “Show on” and “Hide after” dates.

- To provide multiple attempts for this student, click on the carrot to the far right to open the drop-down menu and click on the desired number.
- Click “Save.”

- Exceptions can also be granted After an assessment has been Graded.
- From the Gradebook, click on the assignment grade (it will Highlight blue) then click “View.”
- Again, click the three dots to the right of the grade and select “Exceptions.”
- Follow steps above to grant desired exceptions.

- Note: Sometimes Exceptions does not show. Click Edit if that happens.

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Using Blackboard Ally for Accessibility

Video: How to Use Ally for Instructors (12:20)

To find Blackboard Ally in all of your courses, simply look for the Alternative formats symbol next to any uploaded files in courses and click it for a list of alternative formats available. Blackboard Ally provides accessibility friendly formats for all uploaded content, which can be helpful for student using e-readers (electronic reading programs) or for those that prefer to learn with audio they can use the mp3 format available. Be sure to review all alternative formats in Ally. Below is a list of ways Ally makes documents available to students.

Terms of Interest

**Alt Text:** A description of the contents of an image file, useful for accessibility tools like E-readers.

**Audio (Mp3):** Strictly audio version of content, using some e-reader cues to make it easier to follow for the listener.

**Tagged PDF:** A PDF file that includes hidden notes/markups useful for accessibility tools like E-readers, and makes text extraction easier.

**Contrast:** Refers to the difference between colors to make an object or text distinguishable. Ex. Dark text on light background (black text, white background).

**E-Reader:** An accessibility tool that allows people with visual impairments to receive information about content through alternative means (i.e. audio, braille).

**Electronic Braille:** Creates a BRF (braille ready file) depending on the language of the source content, for use with Electronic Braille machines and braille embossers (printers).

**ePub:** A format that makes it easier to change how a document is displayed as well as the ability to add notes and highlighting.

**HTML:** An easier format for use with tools like mobile devices.

**Translated Version:** A document that has been translated to another language. Helpful for second language students.
How to Access the Course Accessibility Page

- Once in your course you will go to the left hand navigation panel. Scroll down to Books & Tools and click View course & institution tools.
- It will lead you to the Available tools and you will then click the Accessibility Report.

- This will lead you to the accessibility page for your course. It will show how accessible the course is in the dial in the upper left-hand corner.
- In this area it allows you to easily see and access any documents or images that may need to be more accessible for students.
- On the right-hand side you will see two options to fix content. The first is Content with the easiest issues to fix. The second is how to Fix low scoring content. By clicking Start on either of these you will be able to access the individual documents and/or images.

- Once inside you will be able to click on each individual item to make any necessary edits.
How to use Ally in the Course Weeks

• You can also access the accessibility of a document or image in the weeks, by going to a week where you have a document or image.

• Next to the word document or image will be a dial. Click on the dial and it will allow you to see the accessibility of the item and allow you to make edits or upload your edits.

• Here you will see any highlighted areas indicating they need edits.

Note: When editing a word document it is suggested to bring up the word document to work on edits while viewing them to make accurate changes.
• At the top of the page you will see a number in red letting you know how many corrections are in the document. Using the arrows you will be able to scroll through the document to see the issues.
• On the right-hand side you will see a dial and how accessible the document is.
• Under this you will see two boxes. The first one will say, What this means. This will explain what the issue is. The box underneath will say, How to add descriptions. And this box will give you details on how to fix any issues.
• When the corrections are made and you are ready to upload them, you can click Browse, then you will find your corrected document and click Open. Or you can simply drag and drop your word document inside the box to upload it.

Note: This may take several mintues, depending on the size of the word document.
• If you have an image which needs a description you can click on the dial and a page similar to the word document page will appear.
• You will be able to see what percentage the image is at, as well as how to fix it.
• Under the dial you will see two boxes. One which says, **What this means** and will explain what the issue is. The other box will say, **How to write a good description**. This will give you examples of descriptions and how to write a good one and examples of what is not a good description.

**Note:** A good suggestion when writing descriptions is ask yourself the following questions: What if you had to describe this image to someone who was visually impaired? How would you describe it? What are the key focuses of the picture?

• After you have put your description in, be sure to click **Save**.
• Once you have clicked **Save** you should see the dial change to green and it should be one hundred percent.
Providing Descriptions in Word Documents and Headers

- If you are working on a word document and have images in it, you have the ability to add descriptions as you work.
- Click on the image in your word document, then right click.
- A menu option will pop up. Scroll down to **Edit Alt Text** and click it.
- To the right a new menu will pop up where you can add your description to the picture.
- Once you write your description it should automatically save to your word document, but to be sure you can always click save in the upper left-hand corner of your document.

Here are a few examples of descriptions to help you along your way!

*Example of a poor description:*
Westminster.png

*Example of a meaningful description:*
5 boats traveling on the Thames with the Palace of Westminster and Big Ben in the background.

*Example of a poor description:*
https://gallica.bnf.fr/ark:/12148/btv1b03025148/

*Example of a meaningful description:*
Civilians and soldiers shooting, while the sky is filled with black smoke and the Bastille is on fire in the background. https://gallica.bnf.fr/ark:/12148/btv1b03025148/
• Another feature you can use to make your documents more friendly is to add headers.
• This allows students, who may have screen readers or other devices, to easily access the document and keep it organized.
• You can do this by simply going into your word document and clicking Ctrl F on your keyboard at the same time.

When you do this a menu will appear on the left-hand side of your word document. Click the **Headings** title and you will be able to see all of the headings.

If you need to change any headers you can do so by highlighting them with your cursor, then choosing one of the headers at the top of the document.
Creating Course Content banners can be done using PowerPoint or Gravit Designer.

Learn how to use PowerPoint to create banners for your Bb course content pages and save them or export them as .jpeg, .jpg or .png image files.

- Watch this Adding a Bb Course Banner Using the PowerPoint Template video (6:44)
  Use a blank slide > Go to the Design Tab > Page Set-Up/ Custom Share Option > Change width to 12.5 inches > Change Height to 2.5 inches > OK > Create your banner design leaving generous margins as in the example. The image gets magnified when uploaded into Bb > Save or Export as a .jpg, .jpeg, .png image file.

Scan for video

Welcome to FAC 101
Online Instructor Training

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To add images to tiles only

- Click on the “Courses” link and then the tile/card icon to get to the course tile view page.
- Click the three dots to the right of the course title and select the “Edit course image” option.

- Click the “Upload new image” button and search for your image. Images must be a minimum of 1200 x 240 pixels, not to exceeded 400 pixels height.
- After the image uploads, click the “Save” button.
2. Learn how to use Gravit Designer to create banners for your Bb course content pages and save them or export them as .jpeg, .jpg or .png image files.

- Watch [Designing and Uploading Blackboard Course Banners Using Gravit](6:01)

- Go to [gravit.designer.io](gravit.designer.io) and sign up for a free account.
- Create a “New Design” and set the dimensions at 1200 x 240.
- Create your banner design with your course tile information in the center and any extras for your course banner to either side (see example).
- “Save as” to the Gravit cloud and export as a .jpeg or .png to your local computer.

To add this image as both your course tile and your course banner:
- Click “Course Image – Edit display settings” from the Details and Actions menu.
- Toggle on the “Course Image” button and upload your banner image.
- Images must be a minimum of 1200 x 240 pixels, not to exceeded 400 pixels height.
- After the image uploads, click the “Save” button.
Details & Actions

- Roster
  View everyone in your course

- Course Groups
  Create and manage groups

- Progress Tracking
  Turn off

Course Image

- Edit display settings

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Communication Tools

Please Note: Due to the nature of digital improvements and updates, Bb tools and features are fluid. New tools and features may be added or improved at any time. If you notice new things within a course, click on it and explore. You will generally see a lightbulb indicating something new. Click on it for additional details. Contact elearning@medaille.edu, call 716.880.2358 or stop by Huber Hall 121/124 with any questions you may have.
Course “Messages” Email

Bb Course Messages Function and Policies
Email is an important communication tool in online learning. The “Messages” course email is the preferred way to communicate with students when teaching online. This tool allows all correspondence to be time and date stamped for records within the Bb course. It is important to have this recorded for reference and in case you have a grade appeal with a student.

You can send a copy of the Messages email to the student’s Medaille email as well. The email tool is designated by the envelope icon on the Bb menu page and at the top or the content page within each course.

The first message sent to your class should come one week before the course opens. You should send this as an announcement. It can also be sent through the Message Email if your course has been updated to the new Medaille branded look. We encourage you to create video welcomes, announcements and class direct instruction videos. It should minimally read something like this:

Hello! I am __________, your instructor for this course. I am looking forward to working with you. You are currently registered for MBA 635E: Organizational Development and Transitions. I will be your instructor. Your course will open Monday, [date] at that time, you will be able to explore the course.

See you in class!
Professor Z

Once in session, online/hybrid program instructors are required to respond to a student’s email message within 24-48 business hours, ideally within 24 hours throughout the week. Check with your Department Chair to confirm response time expectations some are 12-24 hours. On-ground instructors should confirm as well, but not take longer than 24-48 maximum because students are waiting for your reply to continue their work. Best Practices indicate a quicker response rate is important to student work schedules. Students truly appreciate expedient replies, which, in turn, impact engagement and “connectedness” to the instructor and course satisfaction. Keep in mind that your student may be waiting to hear back from you in order to complete an assignment. Check your email as often as you can when you have an online course in session! Checking morning, mid-day and evening is recommended. Instructors that will be unable to reply for a period of time should inform their students and Program Director or Department Chair beforehand. Check with your Program Director or Department Chair for confirmation of response time. Some programs vary.

Please Note: While email will populate to the student’s Medaille email account, Blackboard email is not saved in the course. The “Messages Course Email” is recommended for this reason.

Medaille Email Policy
On another note, for Medaille College business and emails from departments across campuses, STUDENTS AND INSTRUCTORS MUST use their Medaille e-mail account (it is the official method of contact between students and the college) and are expected to check it daily. Students can forward their Medaille email to another account that is checked on a daily basis. Instructors cannot forward to personal email accounts or, as per the Medaille College Faculty Handbook, use their personal email for communication with students.

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To Send/Receive Messages inside a Course

**Bb Ultra Learn Messages (2:56)**

- Click on the Messages link located on the top toolbar to open the **Messages** window.
- New message notifications will appear in the top left corner.
- Your messages (starting with the most recent) will be displayed in the center of the window.

- To send a new message, click on the plus (+) sign on the right of the screen to open the **New Message** window
- Click inside the “Recipients” box to open your course specific address book. You can choose to send a message to all course members or select members individually.

- When you have finished tying your message in the text box editor, click “**Send**” in the lower right corner.
Creating Announcements

How to Create Announcements
Bb Ultra Learn Creating Announcements (3:25)

From the “Details and Actions” menu, select “Announcements Create announcement link.”
- Give your announcement a “Title.”
- Type your announcement in the “Message” box.
- Choose whether you will “Schedule the announcement.”
- Click “Save.”

• Your Announcement will populate to the “Course Announcement” page.
• Under “Status,” you will see all posted and scheduled announcements.
• Under “Viewers,” you will see a tally of students who have viewed the announcement.

• Any new announcement will appear as a pop up when students enter the course.
• Students must “Dismiss” the announcement to proceed.
The Blackboard Calendar

How to Use the Blackboard Calendar

Bb Calendar Video (3:35)

The Blackboard Ultra Calendar functions similarly to Blackboard Learn Original, but contains a number of useful filters and views, while collecting all of your useful course dates in one easy to manage location!

The calendar can be toggled between day/month views as well as schedule/due dates. Due dates displays activities in a list format, chronologically.

Use the add event button (yellow arrow) to create calendar items with start/stop times, locations, and the ability to repeat the event. This can be useful in setting up office hours, study groups on a regular basis, etc.

Clicking the gear icon (blue arrow) allows you to edit calendar settings. This can be helpful to coordinate specific course due dates rather than seeing them all compiled in one.
The Bb Activity Stream

The Activity Stream, Push Notifications, Performance Alerts

Activity Stream Tool for Instructors Video (2:40)

• The activity stream is a feature in Blackboard Ultra that displays updates from all classes, including newly posted course content, upcoming due dates, grades, and discussions. You can also filter this feed to display specific types of content as shown in the screenshot below.

• By clicking the gear icon in the upper right-hand corner, you can change notification settings as well, including within the stream, through email, and even push notifications.

• The notifications area of the activity stream offers a great deal of customization, be sure to review all the options to tailor your experience to your tastes. **Stream notifications** change what content shows up within Blackboard on the activity stream. **Email notifications** change how often and what updates are summarized in email updates. **Push notifications** change updates through the Blackboard app sent through your mobile device.
Assessing Student Learning

Please Note: Due to the nature of digital improvements and updates, Bb tools and features are fluid. New tools and features may be added or improved at any time. If you notice new things within a course, click on it and explore. You will generally see a lightbulb indicating something new. Click on it for additional details. Contact elearning@medaille.edu, call 716.880.2358 or stop by Huber Hall 121/124 with any questions you may have.

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Discussions

Discussion Board Uses and Policies

The Discussion Board is a key tool used in asynchronous online learning programs. While there has been some scholarly debate regarding the extent of instructor input into discussions, Best Practices indicate that instructors must participate and be visible in the class discussions. In addition, it is the instructor’s responsibility to monitor the discussion and ensure the appropriate level of decorum. Indeed, the Discussion Board should be viewed as a virtual “classroom” and utilized as a major component of the online learning environment. This includes a diligent expectation for academic register, rigor and college level writing; “Text-speak” should not be allowed in discussion board posts. Instructors are encouraged to use the discussions much the same way as they would in a face-to-face discussion, engaging with all class members. Specifically, they might create posts that: Encourage students to elaborate on points in the DQ response; use questioning to challenge deeper or broader treatment of the topic; add professional experience that highlights one of the week’s course objectives or theories; include academic expertise by adding current research or referencing supplemental readings.

In sum, it should be the goal of the online instructor to stimulate, instigate and moderate robust, substantive conversation in the Discussion Board.

Instructors are participating substantively when they:
1. Engage all class members and post in a timely fashion
2. Relate course materials and other real world examples to the course objectives
3. Demonstrates practitioner expertise and academic knowledge
4. Challenge students to defend assertions and encourage higher order thinking skills

Most Medaille Online courses require students to participate in discussions as follows:

Students must respond to initial Discussion Questions (usually two); this must be posted by Thursday of the workweek (Monday through Sunday constitutes one week). If you are teaching a traditional on ground course, your days may vary, but it is recommended following a similar procedure so the conversation takes place over the week and students aren’t posting answers at the 11th hour.

The student’s response is awarded points (usually 15 or 20) based upon the instructor’s criteria. Best Practices dictate that the instructor make this criteria (including late policies) clear to the student. Adding a “Course Policies” document in the Course Materials Section of Blackboard is a good way to accomplish this.

Students have the additional requirement to comment / reply to at least one other post in the discussion; these remarks must be posted before Sunday of the workweek to be considered timely. This is expected to be two – three sentences of substantive commentary. Their remarks should encourage additional conversation and should not be merely a statement of agreement or congratulations. The student’s commentary is awarded points as well. The instructor should also provide clear criteria for how these points are awarded. Always confirm dates, times, and point values, number of replies with your Program Director.
Creating & Editing Discussion Boards

To Create a Discussion Forum
Editing and Creating Discussions in Bb Ultra Video (10:00)

Discussions can be created and edited from two separate places.

The Discussions Board
- Click on “Discussions” located on the top toolbar to open “Discussions.”
- To create a new Discussion, click on the plus (+) sign and select “Add Discussion” from the drop-down menu.
- To edit an existing Discussion, click the triple dots and select edit.

The Course Content Page
- Hover over any divider line and it will turn purple.
- Click on the plus (+) sign inside the circle and select “Create” from the drop-down menu.
- From the “Create Item” panel, scroll to the bottom and select “Discussion.”

On the New Discussion page, you will be prompted to name your discussion.
- Click the pencil at the end of the “New Discussion” title to edit and insert your name.
- Click anywhere on the screen to save your title.
• Build your discussion entry in the text box editor.
  o Type to add text.
  o Click the paperclip to attach a document or insert an image.
  o Add web links by clicking the link icon and YouTube or Panopto videos by clicking the plus (+) sign.
• Click the “Save” button at the bottom of the text box to post your response.

Choose Discussion Settings
• Click on the gear to the right of the “Discussion Settings” heading to open the settings panel.
• Click the box to choose whether you would like the discussion Displayed (pinned) on the Course Content page.
  o Note: all discussions are automatically populated to the Discussion Board accessible through the Discussion icon on the top toolbar.
• Click the box to choose whether you will require students to “Post first.”
• Click the box to choose whether you will “Grade discussion.”
  o For graded discussions you can set “Participate by” parameters.
  o Choose whether you will “Grade using” points, percentages or a letter by clicking on the carrot on the right.
  o Assign the “Maximum points.”
  o A rubric can be built/added under “Additional Tools.”
  o “Goals & standards” and “Group discussion” are also found under Additional Tools
• Click “Save”
There are two ways to access your discussions.

- From the Course Content page, access the Discussion Board directly by clicking on “Discussions” on the top tool bar. This will open the Discussion Board and display every discussion in your course.
- You can also access your discussion from within the module where the discussion is required.
- Once located, click anywhere on the content area to open the discussion.
• Build your discussion entry in the text box editor.
  o Type to add text.
  o Click the paperclip to attach a document or insert an image.
  o Add web links by clicking the link icon and YouTube videos by clicking the plus (+) sign.
• Click the **Respond button** at the bottom of the text box to post your response.

**To Make Replies**

• To reply to someone’s response, click on the **Reply** link at the bottom of their post.
• The text box editor will open for you to type your reply.
• To save and come back, click the “**Save Draft**” link located in the lower right corner.
• To post, click the **Reply** button located on the bottom right and your reply will be added to the thread.

**Discussion Board Analytics**

Learn about the [Discussion Analytics & Grading Tips for Bb Ultra Video](#) (6:52) for the discussion board student posts.
Creating & Editing Assignments

How to Create and Edit an Assignment with Rubric
Creating & Editing Assignments Video (7:46)

• Assignments can be created directly on the Course Content page or within the Weekly Modules on the Medaille Master Template
  o Hover your mouse over the divider lines and they will turn purple
  o Click the plus (+) to open the drop-down menu and click “Create.”
• From the “Create Item” panel, select “Assignment.”
• On the New Assignment page, you will be prompted to name your assignment.
• Click the pencil at the end of the “New Assignment” title to edit and insert your assignment name.
• Click anywhere on the screen to save your title.

• Click on the plus (+) to add content to your assignment.
• The drop-down menu will contain all of your building options for this assignment.
• To add directions/instructions for your assignment, click on “Add Text.”
• Build your directions/instructions in the text box editor.
  o Type to add text. Remember to add the Estimated Time of Completion.
  o Click the paperclip to attach a document or insert an image.
  o Add web links by clicking the link icon and YouTube or Panopto videos by clicking the plus (+) sign.

• If needed, click the purple plus (+) beneath your text to add any additional questions, etc. by selecting them from the drop-down menu.

Choose Assignment Settings
• Click on the gear to the right of the “Assignment Settings” heading to open the settings pane.
  
  • Select “Assignment Settings” such as due date, attempts, grading, time limit, rubrics, etc.
  • Give your assignment a “Description.” This description will appear under the assignment’s link on the Course Content page.
  • Click “Save.”
• Assignments default to “Hidden,” so you need make the Assignment “Visible to students.”
  o Click the carrot on the right side of the visibility menu in the upper right corner.
  o Select “Visible to students” from drop down menu to display immediately.
  o Select “Conditional availability” to set date/time or performance parameters.
Creating Rubrics

How to Create a Rubric

Bb YouTube Video Links:
Create a Rubric Video Tutorial (4:54)

- Rubrics can be added to Assignments, Discussions and Tests/Quizzes.
- Rubrics can be created and added to Assignments, Discussions and Tests/Quizzes when you create them.
- Rubrics can be created by clicking on the gear icon in the Gradebook or under “Additional Tools” when building the Assignment, Discussion or Test/Quiz.
- Click “Create Rubric.”

On the New Rubric page, you will be prompted to name your rubric.
- Click the pencil at the end of the “New Rubric” title to edit and insert your rubric name.
- Click anywhere on the screen to save your title.
• Rubrics populate with 10 rows and 10 columns.

• To add another column, hover your mouse before the first column until the purple plus sign (+) appears, then click the plus sign.

• To add another row, hover your mouse above the first row until the purple plus sign (+) appears, then click the plus sign.
• Select whether your rubric will be based on percentages, a percentage range or points (December 2021).

• Edit column/row names by click on the pencil or delete unwanted columns/rows by clicking on the trash can.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

• Edit the percentages by clicking on the pencil.
• “Type a description” by clicking inside the box.
• After all rows and columns have been edited, click “Save.”

• Criteria can be set to “Align with goals” from your syllabus after saving.
• Click on “Align with goals” and a new screen will open.
• Complete the “Goals and standards” page and click “Submit.”
Hack: Copy a Rubric to an Ultra Course

Hack: Copying a Rubric from One Ultra Course to Another

**Hack: Copying a Rubric from One Ultra Course to Another Video (7:11)**

- Open two tabs on your computer. One with the “source course” where the rubric is housed and one with the “destination course” where you want the rubric to be copied.
- Locate the assignment that contains the rubric you wish to copy and use the double arrows to drag the assignment out of the weekly module and on to the Course Content page.

- Close the module and verify that the assignment appears outside of the Week and on your Course Content page.
• Return to the tab with the “destination course” and click the three dots next to the “Course Content” heading. Choose “Copy Content” from the dropdown menu.

• From the list, find or search for the “source course” and click the ARROW on the RIGHT side. (WARNING – do not check the box on the left. This will copy the entire course)

• From the next pop-up box, click the arrow to the right of “Course Content”
• Select the assignment with your rubric by clicking the box to the left.

• Click “Copy selected content” (the copy process takes a while. You will see this notification while it copies)

• Once the copy process is complete, you will see your assignment at the bottom of your Course Content page.

• You do not need to open the assignment! The rubric is already in your rubric repository. To check, go to your Gradebook Settings and scroll down to Rubrics.
DO NOT MISS THESE NEXT STEPS!

- You must delete this assignment from your “destination course” gradebook (doing this will also delete it from your Course Content page).
  
  - Locate the assignment you just copied in the Gradebook. Click the three dots to the right side and select “delete.” (This will NOT delete the rubric from your repository.)

- Return to the tab with your “original course” and drag the assignment back into the weekly module using the arrow on the right side.
Creating Tests & Quizzes

How to Create a Test/Quiz:
Creating Tests in Bb Video (12:53)

Additional YouTube Video Links:
✓ Fill in the Blank Questions (1:17)
✓ Matching Questions (1:36)
✓ Reuse Questions (1:35)

Tests/Quizzes can be created directly on the Course Content page or within the Weekly Modules on the Medaille Master Template
  o Hover your mouse over the divider lines and they will turn purple
  o Click the plus (+) to open the drop-down menu and click “Create.”
• From the “Create Item” panel, select “Test.”
• On the New Test page, you will be prompted to name your assignment.
• Click the pencil at the end of the “New Test” title to edit and insert your assignment name.
• Click anywhere on the screen to save your title.

• Click on the plus (+) to add content to your test.
• The drop-down menu will contain all of your building options for this test.
• To add directions/instructions for your assignment, click on “Add Text.”
• Build your directions/instructions in the text box editor.
  o Type to add text.
  o Click the paperclip to attach a document or insert an image.
  o Add web links by clicking the link icon and YouTube or Panopto videos by clicking the plus (+) sign.

• Click the purple plus (+) beneath your text to add any additional questions, etc. by selecting them from the drop-down menu.
• **Multiple Choice Sample**
  - Choose the number of points for this question.
  - Type your question.
  - Fill in each answer choice
  - Do not forget to click the box next to the correct answer.
  - Click the toggle button to enable **Automated Feedback** if desired.
    - Enter feedback for correct and incorrect feedback
  - Click “Save” when finished.

• **True/False Sample**
  - Choose the number of points for this question.
  - Type the question
  - Click the circle next to the correct response (True or False)
  - Enable **Automated Feedback** if desired. Click “Save” when finished.
- **Matching Question Sample**
  - Choose the number of points for the question.
  - Type your question.
  - Click “Add Pair” to begin filling in “Prompts” and “Answers”
  - Add any “Additional answers.”
  - Select your “Scoring options” (partial credit, all or nothing, etc.)
  - Enable Automated Feedback if desired. Click “Save” when finished

![Matching Question Sample]

**Choose Test Settings**
- Click on the gear to the right of the “Test Settings” heading to open the settings pane.
• Select “Test Settings” such as due date, randomizing questions and answers, attempts, points, rubrics and time limit.
• Give your test a “Description.” This description will appear under the test’s link on the Course Content page
• Click “Save.”

![Test Settings](image.png)

• New content defaults to “Hidden,” so when you are ready, you need make the Test “Visible to students.”
  o Click the carrot on the right side of the visibility menu in the upper right corner.
  o Select “Visible to students” from drop down menu to display immediately.
  o Select “Conditional availability” to set date/time or performance parameters.

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How to Move Original Test Pools to Ultra

Test Pools form Original to Ultra Video (5:55)

1. Open your ORIGINAL course, select “Tests, Surveys and Pools” from the left side menu.
   - Select “Pools.”
   - Choose “Build Pool.”
     
     - Give your Pool a name and a description and click Submit.
     - From the Pools canvas, select “Find Questions.”
     
     - On the Find Questions page, locate the blue “Tests” heading and select the tests you wish to include in the pool by clicking the boxes. You can select All Tests or individual tests.
     - When you are finished, click “Submit.”
• The individual questions from the selected tests will open on the main page. Select all questions by clicking the box in the upper left corner, or select questions individually.
• When you are finished selecting questions, click “Submit.”

<table>
<thead>
<tr>
<th>QUESTION TEXT</th>
<th>QUESTION TYPE</th>
<th>POINTS</th>
<th>SOURCE NAME</th>
<th>SOURCE TYPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Match the chapters with their topics.</td>
<td>Matching</td>
<td>10</td>
<td>August 11 Test no pool</td>
<td>Test</td>
</tr>
<tr>
<td>Number of days: In August there are ____ days.</td>
<td>Fill in the Blank</td>
<td>5</td>
<td>Ariel’s Test</td>
<td>Test</td>
</tr>
<tr>
<td>Start Date: School starts in October.</td>
<td>True/False</td>
<td>5</td>
<td>Ariel’s Test</td>
<td>Test</td>
</tr>
<tr>
<td>Tell me your life story.</td>
<td>Essay</td>
<td>10</td>
<td>August 11 Test no pool</td>
<td>Test</td>
</tr>
<tr>
<td>Two plus two equals ____</td>
<td>Fill in the Blank</td>
<td>10</td>
<td>aug 18</td>
<td>Test</td>
</tr>
<tr>
<td>Two plus two equals ____</td>
<td>Fill in the Blank</td>
<td>10</td>
<td>aug 18</td>
<td>Test</td>
</tr>
<tr>
<td>Which of the following is a prime number?</td>
<td>Multiple Answer</td>
<td>10</td>
<td>aug 18</td>
<td>Test</td>
</tr>
</tbody>
</table>

• The following page allows you to edit questions and points. Click OK in the lower right corner when finished.

- Edit points per question
- Edit individual questions

• Your new pool appears on the Pools list.
• Click the carrot to the right and select “Export to Local Computer.”
• A zip file will be downloaded to your computer.
2. Open your ULTRA course and select “Question Banks”

- On the Question Banks page, click the plus (+) sign in the upper right corner and select the appropriate zip file from your computer.

The file will upload and process (this may take a bit).
- The new Pool will show on your Questions Banks page.

3. Proceed to the module where you want to build the test.

- Click the purple plus sign and select “Add Question Pool” from the drop-down menu.
- Select your pool from under Question Banks.
- The questions will appear on the main page. **Add all** of the questions to your test by clicking “Select all” at the top or add individual questions by clicking the box to its left.
- When you are finished adding questions, click the black “Add Questions” button in the lower right corner.

- The following page will let you adjust the **points per questions** or number of questions to display to students.
- Click “Save” when you are finished.
How to Assign Varied Point Values to Test Questions from a Pool

Changing Point Values on Test Pool Questions Video (1:37)

From the Test Content page:
- Click the purple plus sign and select "Reuse Question" from the drop-down menu.
- Select the desired Pool from Question Banks list on the left side.
- Individually select the desired questions from the pool or click “Select all.”
- Click “Copy Questions” in the lower right corner.
• The questions will import to your Test Content page.
• Click on the Grade Pill for each question to edit the point value.
• Click “Save.”
Using the Test Generator for Test Pools

Using the Test Generator for Test Pools (14:16)

Click for the Blackboard Test Generator Tool (https://ed.oc.edu/blackboardquizgenerator/)

This tool will help you create a test in a Word document and be able to create a test pool to upload into Blackboard Ultra. Below are directions and examples for how to format your test questions for the test generator in a word document.

Basic Information:
- Questions start with a number followed by a parenthesis.
- Answer start with a letter followed by a parenthesis.
- Separate your questions with one blank line.
- Avoid leaving blank rows, except when you’re going on to the next question or answer.
- Make sure to enter your test names and choose what type of question you are creating.

Multiple Choice Notes and Example
- Question on a single line.
- Answers immediately following the question.
- Asterisk (*) in front of the correct choice.

1. Which of the following is a prime number?
   a) 4
   *b) 5
   c) 6

True/False Notes and Example
- Question on a single line
- The answer on the next line. Can be any of the following: T, t, True, TRUE, true, F, f, False, FALSE, false

2. 3 is a prime number.
   True

Multiple Answer Notes and Example
- Exactly the same as multiple choice, only with multiple answers marked correct.
- Question on a single line.
- Answers immediately following the question.
- Asterisk (*) in front of all correct choices.

3. Which of the following is a prime number?
   *a) 2
   *b) 3
   c) 4
   *d) 5
Essay Note and Example

- This is simply a question with no answer given.

4. Tell me your life story.

Fill in the Blank Notes and Example

- Begin your question with the keyword: blank
- Leave a blank somewhere in the question.
- Give all of the possible correct answers.
- Use an asterix to label all of the correct responses.

5. blank 1. Two plus two equals________.
   *a. four
   *b. 4

Matching Notes and Example

- Begin your question with the keyword: match
- For every answer there should be a slash between the answer and its match.

match 1. Match the chapters with their topics.
   a) Chapter 13/Exception Handling
   b) Chapter 16/File Processing
   c) Chapter 10/OOP & Classes
   d) Chapter 15/Chars, C-Strings, & the String Class
   e) Chapter 12/Not covered in this class

How to Use the Test Generator and Import in Blackboard

- Once you have your test organized and ready in a word document, copy and paste the questions into the test generator.
- Be sure to include the Test Name.
- When you have completed this task click “Generate Test Questions”. If any questions are not correct they will turn red.
- To correct any red questions, hover over the question and it will say what the issue is for you to correct. (See example below)
- Once corrected you can click “Generate Test Questions” again and the “Download Question Pool” will appear. Be sure to click this to create your Pool.
• It will open to a page similar to this. It might also have other test pools that you have previously created.

• To import the new test, you created you will want to click the plus sign in the upper right-hand corner.

• After you have downloaded the test pool zip file, you will go to the Blackboard course where you would like to import your test.

• Once in your course you will head to the left navigation panel and locate the Question Banks, then click on Mange banks.

After you have downloaded the test pool zip file, you will go to the Blackboard course where you would like to import your test.

Once in your course you will head to the left navigation panel and locate the Question Banks, then click on Mange banks.

After you have downloaded the test pool zip file, you will go to the Blackboard course where you would like to import your test.

Once in your course you will head to the left navigation panel and locate the Question Banks, then click on Mange banks.
• Once you click the plus sign, your downloaded zip file should pop up.
• Be sure you click on the correct zip file for your test.
• Then click Open.

• A notification will pop up indicating that the test is being imported to the Question Banks.
• This might take several minutes to import.
• You will see a green bar saying your import was successful.
• You should also see the test you imported below the green bar.
• After this has been successfully imported, you can click on the X in the left-hand corner.

![Question Banks]

• In your course you will look for the week you would like your test in.

• Once you are in the week you will hover over the area until you see the purple plus and click it.

• Click create and search for Test under Assessment.

• You will then see the following page below.
• Make sure you fill in the test name.
• Click on the purple plus sign and a list will appear.
• Click the first option to Add question pool.

• You will then search for the test pool you created. Once you find it click on it so the checkmark appears.
• Then you will can click on each question you want to have in the test. Or you can click on the Select All to choose all of the questions you created. This will automatically put check marks on all of the test questions.
• While on this page you can also decide how many points you would like each question to be by clicking on the pills next to each question.
• When you have all your questions selected click the Add Questions in the bottom right hand corner.
- You will then see the page below and can click “Save”.

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Using Respondus Test Security in Ultra

Respondus in Ultra (7:32)

Respondus Directions:

Under Test Settings Select LockDown Browser Dashboard Link. You will see all of your Assignments and Test listed alphabetically scroll to the test you want to use Respondus in.

Click on the Down arrow to the left to see menu options

Click on Settings

Change the default option to Require Respondus LockDown Browser for this exam

Open the Advanced Settings:

Check box the items to lock students into the Exam, IT highly recommends the settings as set below: Note Printing is not allowed for test integrity

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Next if you want to have a webcam record students during the exam for possible plagiarism activities select Require Respondus Monitor for this Exam.

IT and E-Learning Recommend these settings:

Then Save + Close
On the Respondus Dashboard the Exam will appear as below:

Click on the Down arrow to the left to see menu options
You can now access Class Results were after an exam has been completed you can check the systems priority review.
Using Turnitin in Bb Ultra

Turnitin Video Tutorials:
- Creating a Turnitin Assignment Video (7:44)
- Grading a Turnitin Assignment Video (7:10)
- Student View Feedback in Turnitin Video (5:09)

Creating an assignment:

- In your Ultra course, click on the plus button line anywhere where you can add content, then click on Content Market.

- Navigate to the Turnitin LTI by scrolling down, and click to setup the Turnitin assignment details.
• Fill out assignment details, be sure to click on optional settings for further customization. Some important notes include:
  o **Start Date** - First day and time the assignment becomes available.
  o **Due Date** - The day that assignment submissions must be turned in by.
  o **Feedback Release Date** - The day that students can begin viewing grades and feedback. **This can be released before the due date, allowing students to edit work**

• **Attach a rubric** - check this box to utilize a rubric in grading. You will need to create a rubric entirely within Turnitin. **Note: Rubrics in Turnitin and Blackboard are separate** rubrics.

• **Optional Settings Recommendations** - Elearning recommended settings displayed to the left. Standard paper repository, attach a rubric, generate similarity reports immediately, and allowing students to view similarity reports are best practices. You may also wish to check the last box to save settings for future assignments.
• Review additional settings by hovering your cursor of the “?” symbol next to each item for an explanation on each feature. Traditionally, the default settings are recommended.

Grading:
• Clicking on the student submission in the gradebook will bring you to the assignment inbox within Turnitin. Clicking on a student’s document title will bring you to the feedback studio to grade and give feedback.

Plagiarism
Plagiarism is the representation of another author's language, thoughts, ideas, or expressions as one's own original work. In educational contexts, there are differing definitions of plagiarism depending on the institution. Prominent scholars of plagiarism include Rebecca Moore Howard, Susan Blum, Tracey Bretag, and Sarah Elaine Eaton, among others.
• The tabs on the right-hand side of the page are various feedback and grading tools, with some of the most relevant as follows:

  o **Quickmarks**- Universal comments are selectable to drag and drop in the paper where relevant. You can also click anywhere in the document to type personalized comments.
  o **Feedback Summary**- Overall feedback can be provided in the second tab under instructor feedback (the blue section on the top right), either through text or through voice comment as an audio file for the student.
  o **Rubric Grading**- The third tab under instructor feedback is for rubric grading, you can select from each category and assign points, when finished clicking on “apply to grade” will update the total in the top right of the page (ex. 100/150).

• **Similarity Layer**- The similarity layer (bottom right of the page in red) contains multiple sections all dedicated to reporting on how similar the document is to others in Turnitin’s resources.
  o **All Sources**- the third tab down in the similarity layer (right) contains a summary of all sources where the content has been matched to existing content, organized by most similar and descending to least similar. Clicking on any source will give additional context and information.
  o **Filters and Settings**- The fourth tab down in the similarity layer allows the instructor to exclude quotes, bibliography and customized source lengths in the reporting.

• **Download**- Click on the arrow symbol towards the bottom of the layers menu to download a copy of the document to your local device, either in the current view you’re seeing, a digital receipt of the submission, or the original file.

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Creating and Assigning Groups

How to Create and Assign Groups

Video Tutorial Link (6:14)
Bb Creating Groups YouTube Video (2:07)

To Pre-Build Groups

- Go to Course Groups on the Details & Actions menu
- On first Entry you will create a set for your groups
  - Enter a Name, such as “Learning Teams”
- Choose how you will “Group Students” from the drop-down menu:
  - Custom - is default and instructor choice.
  - Random - will auto split into evenly distributed teams based on course enrollment.
  - Self-enrollment - is student based.

Scan for videos

YouTube: Group Assignments
• Create Groups
  o Click on the plus (+) symbol under “Create a new group”
  o Repeat this step to create more empty groups.
  o With randomly assign, the system completes this step
  o **Note:** Students need to be enrolled for this to work.

• Edit the group a name by clicking the pencil next to “New Group 1.”
• If desired, “Add a Group Description” by clicking the pencil.
• Click “Save.”
To Assign a Group Set to an Assignment

- Open the Assignment.
- To open the group panel:
  - Option #1 – Click on the Settings Gear
  - Option #2 – Under “Assigned groups, click “No groups.”
- To assign the groups, you can either
  - Select from the “Group Students” drop down menu to reuse a Group created at course level or
  - Manually create groups using plus (+) symbol under to “Create a new group”

To Add a Student in Course to Group

- Go to “Course Groups” on the Details and Actions menu to open the Group panel.
- Next to each name, click on the three dots to add student to either a pre-existing group or make a new group with that student assigned to it.
Using the Student Preview to Monitor Your Course

Student Preview Tutorial Video (2:27)

To Activate the Student Preview

- Click on “Student Preview” in the upper right corner.
- Select “State Preview.”

As long as you remain in preview mode, you will see the Student Preview banner at the top of your screen.
- Exit the preview by clicking on the three dots and choosing “Exit Preview.”

To Clear Assignment Attempts from you Preview Student

Submitting tests/assignments, etc. with your preview user is helpful for content review, confirming gradebook calculations, etc. **Student participation, however, locks your assessment content from edits.** Activity from your preview student must reset if you wish to continue editing course assessments.

Reset Preview:

- Click the three dots next to your purple Student Preview icon and select “Reset Preview”
Grading & Gradebook

Please Note: Due to the nature of digital improvements and updates, Bb tools and features are fluid. New tools and features may be added or improved at any time. If you notice new things within a course, click on it and explore. You will generally see a lightbulb indicating something new. Click on it for additional details. Contact elearning@medaille.edu, call 716.880.2358 or stop by Huber Hall 121/124 with any questions you may have.
Using the Bb Ultra Gradebook

Bb Ultra Gradebook

Tutorial Videos:
- Bb Ultra Gradebook Tips & Pointers (15:37)
- Gradebook Category use for Overall Grade (6:42)
- Creating a Total Points Column (3:24)
- Setting Up the Bb Overall Gradebook Column (2:38)

Additional Video Links:
- Reviewing Assignment Feedback (0:55)
- Checking Grades in Ultra for Students (3:11)

How to Navigate the Gradebook

- To access the gradebook, click the “Gradebook” in the top left-hand corner.

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• To add custom gradebook lines/areas, click the purple plus icon (purple arrow) when hovering your cursor over any line in the gradebook.

• The gradebook will display all assignment/graded items within your course. The default is a list view but can be changed using the toggle in the top left (yellow arrow) to switch to a column view that is more similar to Blackboard Learn original.

• Items that have been graded will need to be posted for students to see them. You can “Post grades” from this screen (blue arrow).

• You can also view overall grades across all classes on the grades tab from the navigation menu (left).

• This menu will display each course you’re teaching, along with the number of items that need grading.

• Clicking on a grade item/assignment will bring you straight to the gradebook within that class.

• Select an item to view student submissions, and select an individual student here to view the submission itself. You can also manually enter grades by clicking on the grade pill (yellow arrow above).

• Use the search bar or filter dropdown menu (red arrow) to find a specific student.
• To Edit:
  o On the assignment submission screen, you can view and edit the assignment in your browser through the Bb Annotate document editor (black toolbar).
  o Or - click on the three dots next to the file submission (green arrow) to download the document to your device.

• To Grade:
  o If there is a rubric, click on the Rubric icon in the grade pill (red circle) to open the rubric and use it for grading. **If there is a rubric you MUST USE IT for grading. Overriding this rubric will cause issues with student’s being able to see your feedback.**
  o If there is no rubric, click on the grade pill to manually enter the grade.
  o Click the “plus” icon to add feedback
  o Click the blue X in the upper left corner when you are finished grading.

• To Post:
  o The assignment **has not been posted to the student.** You may post it from this screen or wait and post all submissions at a later date.
• Clicking the gear icon (red arrow on first page) will display the gradebook settings (right)

• From here you can adjust settings such as automatic zeros for past due work, create rubrics, and make overall grade adjustments.

Student Last Date of Access
• To view each students’ last date/time of access, click the “Students” tab on the top left.
• Each student’s last access will be displayed next to their name.
How to Create a Total Points Column in Gradebook

Creating a Total Points Column Video Tutorial (2:34)

- Hover over where you want your column placed and click the purple plus sign that appears.
- Select “Add Calculation” from the drop-down menu.

- Give your New Calculation the name “Total Points.”
- From the Functions and Variables Column, choose “Total.”

- Click the carrot on the black Total box to open the drop-down menu.
- **Categories Option:** You can select the items to be included in the total by including all entries in a certain category (all tests, all homework, etc.)
- **Coursework Option:** Or you can scroll down and select individual assignments from the Coursework section.

If desired, click the "Hidden from Students" box in the upper right corner and change to "Visible to students."

- When finished, click **Save** in the lower right corner and then click the blue X on the upper left.
- Your **Total Points** column will appear in your Gradebook.
Setting Up the Bb Overall Gradebook Column (3:22)

The QR code does not scan to the video.

From the Gradebook, click on the gear icon to open the Settings panel.

- Under Grading Schemas click on “Letter”

  - The will open. Edit individual boxes by clicking inside and typing the desired letter or value.
  - NOTE: Changes to the box at the bottom will not be reflected until you click “Save.”

  - To delete rows, hover your mouse at the end of the Row and a trash can icon will appear.
  - Click the trash can to delete the row.

  - To add rows, hover your mouse between rows until the Purple line appears.
  - Click the plus (+) sign to add a row.
How to Grade with Rubrics

- From your Gradebook, click on the assessment you want to grade.

- Submissions will be listed by student name. Click on desired student assessment.

- The individual student’s grading panel will open on the right side of your screen.
- To open the student assessment, click on the rubric icon in the grade pill or click on “Attempt 1.”
- This will show you the student submission and the grading panel side by side
- To open the rubric, click the rubric icon on the right-side panel.
• The rubric panel opens with the first criterion displayed. **Click on the earned achievement level and add criterion feedback.**
• Once an achievement level is chosen, you can click on that criterion title to collapse it.
• Continue until all criteria have been addressed. **The rubric score saves automatically.**

• Click the back arrow.
• Click on “Feedback” to add feedback for the assignment.
• The Feedback box will open. Your comments can be typed in the box and any attachments added by pressing the plus (+) sign. “Click Save.”

• To edit the rubric, click on the grade pill and the rubric panel will re-open.

• To edit the feedback, click on the three dots to the right and select “Edit feedback.”

• To post the graded assessment, click on the three dots next to “Final Grade” and select “Post.”
How to Grade with Bb Annotate Inline Grading

- Open the student submission and scroll down to the Submission Content. This is where you will find the Bb Annotate grading panel.
- Use the bb Annotate tools to leave feedback directly on the student submission.
How to Grade a Test/Quiz/Exam

- From your gradebook list view,
  - click on the **test** you want to grade
  - click on the **student** submission

- From your gradebook grid view,
  - Click **Grade Now**
  - Click **View**

- The test will open and you will see student answers as well as any questions you need to grade manually

Answers will show green for correct and red for incorrect
• Manually grade any essay questions
  o Type the number of points earned directly in the grade pill

Question 6

Explain when you would need to use a blocked quote in APA-7.

Answer
Block quotes are used when the direct quote is over 40 words.

• Complete the feedback for students by clicking in the box and clicking save when finished.

**Feedback for student**

11/10/21, 11:57 AM

Dear Student:

• Instructors can post the grade directly from here if desired.
How to Grade Discussions

- From your gradebook list view,
  o click on the Discussion you want to grade
  o click on the student submission

- From your gradebook grid view,
  o Click Grade Now
  o Click View

Right Side Panel

- Student participation can be seen at a glance at the top of the page

- Scroll down the page to view the student’s response and replies
Left Side Panel

Grading
- If applicable, complete the rubric by clicking on the grid icon inside the grade pill (see tip-sheet above for step by step directions)
- Enter student feedback by clicking on the plus sign

Note: If a rubric is attached to your assignment, you must use it. Failure to do so will cause issues for students when viewing your feedback.

Analytics
- Discussion Analysis is found under the grade pill.
  - See individual student analysis
  - See comparison to class average

Note: Analytics can take a day or more to process. Please factor this into your personal grading timeline.
Recording/Video Communication Tools

Please Note: Due to the nature of digital improvements and updates, Bb tools and features are fluid. New tools and features may be added or improved at any time. If you notice new things within a course, click on it and explore. You will generally see a lightbulb indicating something new. Click on it for additional details. Contact elearning@medaille.edu, call 716.880.2358 or stop by Huber Hall 121/124 with any questions you may have.
Using Panopto Capture for Lectures

Using Panopto Capture for Lectures in Ultra Option

Using Panopto Capture to Record Personal Lectures (3:32)

Log into Blackboard and click on the “Tools” tab, located on the left menu.

- **Step 1:** Click on the **Ultra Books and Tools** link on the course menu
- **Step 2:** Click on **Panopto Recordings**
- **Step 3:** Click on the **Create** button and then **“Panopto Capture”** option.
- **Step 4:** This option will allow you to have a **camera and presentation** recorded.
- **Step 5:** Click on the mic and check the volume or select a mic if you have multiple options.
• **Step 6**: Click on the camera to select it for a recording or to keep it off if you are not recording picture and picture.

• **Step 7**: Click the computer with the plus to select application share options.

• **Step 8**: Click the Record button to start and stop the recording.

• **Step 9**: Click the record button after your application share is loaded and then go to the application tab that you want to record.

1. **Step 10**: After the video processes, it will show up in your Panopto video library. You will then have options to change Settings, Share, Edit (add captions), Check Stats, or Delete the video.
2. **Step 11:** To upload the video in your course, go to the **content area** where you would like it to be. Click on the purple + in the circle to “Add Content”. Then the circle with the + on it to **Add LTI option**. **Select the video** you want to upload by clicking on the button by the video and then the **Insert** button. It will embed on the content page for viewing.

3. **Step 12:** The video will upload to your content area.
Using Panopto Statistics to See Who Watched, for How Long & When

**Panopto Statistics and Analytics (5:22)**

When you want to see who has viewed the video, click on the Stats button to view and download the reports.

![Panopto Statistics](image)

### Top Viewers

<table>
<thead>
<tr>
<th>Viewer</th>
<th>Views and Downloads</th>
<th>Minutes Delivered</th>
<th>Average Minutes Delivered</th>
<th>Percent Completed</th>
<th>Notes</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Beth Scumad</td>
<td>3</td>
<td>2.4</td>
<td>0.8</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Download Reports
- Views and Downloads by Day
- Viewer Engagement
- Top Viewers

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1. Ultra Uploading a Panopto Video to the Instructor Content Area (1:48)

2. Ultra: Turning on Transcripts/CC and Basic Timeline Edits (3:04)

3. Ultra Panopto Student Assignment Folder & Uploading Student Assignments (5:40)

4. Student Panopto Recordings & Assignment Submissions (Ultra) (5:46)

5. Sharing a Panopto Recording Link Outside of the Course Your Recorded It (3:23)

For Additional Support, Visit the Panopto Website

4. Click on Support in the top right corner or the page. Then on the Documentation or Video Tutorial Links.

Then Click on Documentation for Tip Sheets or Videos for Tutorials.
Please Note: Due to the nature of digital improvements and updates, Bb tools and features are fluid. New tools and features may be added or improved at any time. If you notice new things within a course, click on it and explore. You will generally see a lightbulb indicating something new. Click on it for additional details. Contact elearning@medaille.edu, call 716.880.2358 or stop by Huber Hall 121/124 with any questions you may have.
Using the BbC Ultra Synchronous Classroom

1. Blackboard Collaborate (BbC) Video Tutorials
   a. Setting Up a BbC Live Session (8:26)
   b. Using Bb Collaborate Tools (11:33)
   c. Using the New Whiteboard Tools (5:32)
   d. Using BbC Breakout Groups (3:24)
   e. Getting Started with BbC Student View (5:58)

2. Logging on to BbC
   - Click on the course where you are meeting students/participants.
   - Select the BbC Session, create one or click on the other feature links.

   - After clicking the “Edit Course Rooms Settings” link, click the “Create Session” button to create a new session or click on the title or triple dots to the right of a session to join or edit a created session.
• Complete the 3 panels of options.
  • Panel 1:
    ✓ **Check Guest access** in case you may need it. Click the Create button to trigger the guest link.
    ✓ Keep the **Guest Role as Participant**. This is most secure option and you can change roles when people join the session.
    ✓ Set the other features to meet your needs.
  • Panel 2:
    ✓ Check the Allow recordings box if you want participants to be able to download the video file. You can send them a link to the recording after the session.
    ✓ Check the other features you would like to use. Be sure to scroll to the bottom for all feature options.
    ✓ Click the **Create** button.
  • Panel 3:
    ✓ Check the “Share attendance information with LMS” box if you would like the viewing of the live or after session recorded in your Gradebook.
    ✓ Decide on the Attendance parameters. Caution: If you slide the bar to 100%, the participant must be there 100% of the class. Late logins, internet connectivity issues and leaving the classroom before end will mark the participant late in this situation.
    ✓ Click the **Create** button.

• You will see the class session created on the master session list. **Note:** Be sure to give the session a descriptive title and even add a date to assist students with joining the correct classroom.

**Click the triple dots or session title to join the session.**
3. After joining a BbC session, you will see a page that looks similar to the one below. Click on the purple circle with the << in the bottom right corner to open the features panel. Click the Record link in the “Start the recording notification box. You can also find the Start Recording by clicking on the menu button in the top left corner to open the options menu.

Note: Let everyone know you are going to start the recording so they are aware.

4. Click on the icons in the bottom center for “My Setting Status”, the microphone, video camera and hand raise features.

- **My Status menu options**: You can see signal strength, mark away, leave the session and use the feedback polling options for feedback on the go. You will see participant answers to the left of their name in the attendee’s panel.

- **Allow Bb access to your mic** when prompted with the pop-up request in the top left corner.
• **Allow Bb access to your camera** when prompted with the pop-up request in the top left corner.
• **Use the hand raise tool** to let the presenter or moderator know you have a question. A purple icon will show in the attendee panel by the names where it is used so you know to call on them. If you have the pop-up features for notifications selected, you will see a pop-up in the top right area of the page.

5. **Instructor Tools:**

![Instructor Tools Icon]

**A. Chat:** Select the **Chat icon**. Select whom to chat with. Enter your message in the “**Say Something**” chat box. Select emojis if desired. They are good for quick checks to engage the participants during the session.

B. **Attendee/Participant Tool:** See who is in the room and control the options. As a best practice, have participants mute their mics and use the hand raise option to participate. This helps with management of the session and background noise picked up by open mics.

![Attendee/Participant Icon]

• **Monitor User Experience- Strength of connection.**
• Use the attendee controls to manage how you would like to set up the user experience. There are different options for leaders/instructors and participants/students.

C. Share Content: Where the “Teaching Tools” Are Located. Select the tool you’d like to use by clicking on it.

A. Share Blank Whiteboard: The blank white board is great for ice breakers, on the fly participation activities, closure… Add files and images to the board by using the application/file share tool.
• Whiteboard Tools:
  ✓ **Hand** - Mouse Arrow and Pointer
  ✓ **Magnifying Glasses** - make the whiteboard smaller or larger. This is individual to the uses. (e.g., if you maximize your whiteboard, it doesn’t maximize others.
  ✓ **Square with Double Arrows** - Maximizes the screen size.
  ✓ **Pen** - Click on the menu triangle to see options and sub menus with color, font, etc.
  ✓ **Boxed T** - Typing Text
  ✓ **Line - Shapes**. Click on the menu triangle for options.
  ✓ **Boxed Trashcan** - Clear the whole whiteboard. This CANNOT be undone.
  ✓ **Circle with the Square** - Sharing feature, click to stop share.

B. Share Application/Screen: Share your computer screen, documents and web applications, including videos. Note: Check the Share box in the bottom left corner to share audio.

1. **Entire Screen** – Click & Share
2. **Window** – Click & Share
3. **Chrome Tab** – Click, Check Share Audio Box & Share
C. Share Files: Share screen applications, images, PowerPoint Presentations or PDF Files

Click on the resource-the Share Now button and then the picture or page you want to display on the whiteboard. To discard an item, click the trashcan icon.

Tip: Upload as many resources as possible before your session for best flow and efficiency. Then upload anything that comes up during class that you want to share.

Navigate Slides

Use the Navigate Slides button to toggle back to the items you have uploaded for sharing. Or, use the arrows on the workspace under the resource you are sharing.
D. Share Camera - Will turn on your device camera and display it in the whiteboard.

E. Polling: Ask questions and Complete Quick Checks throughout the Lesson

- Select the Polling Type, type your question, and click the Start button.
- Participants answer.
• Lock the poll to end it and display results.
F. Breakout Groups: Create Interactive Group Sessions

Assign Groups, Students work in their groups and report back to the main group when finished. The instructor/leader can move in and out of groups.

- Select Breakout Groups
- Assign Groups individually or select the random distribution option.
- Start the breakout groups
- Moderators/Instructors can move in and out of the individual breakout groups to check-in and participate.
- Select the Update button when changes are made to activate the changes.
- All tools are available as long as you checked the boxes when you created the session.

**Note: The recording stops** when you go into breakout groups because there are no cameras in breakout groups. Restart the recording when you go back to the main room by clicking on the triple line menu in the top left corner and selecting the recording option.

- Students have access to all whiteboard tools in the breakout groups including Chat.
• Once in the breakout groups, students can use the whiteboard tools and their applications- share applications, share files, polling.

• Distribute documents from the main room into the breakout groups. **Click the triple dots by the item you want to share > Share with Groups > Select All or Individual Groups > Share Now.**
• End the Breakout Groups and return participants to main room when breakout group time is finished.

• Move any documents from breakout groups to the Share Files in the main room for sharing them.

  • **Share Files > Breakout Group Files** (under Instructor files uploaded already) > Click the triple dots by the item you want to move (image, pdf and PPT files) > Click Move to Main Room Files.

  • Files are in the main room and ready for breakout groups to share with the class.
F. Settings: Select the options for the classroom session.

- Allow microphone to be used
- Allow camera to be used.
- Make your tool feature choices.

My Settings

Audio and Video Settings

- Set up your camera and microphone
- Use your phone for audio
  - Long distance charges may apply
- Speaker Volume: 0% - 100%
- Display Closed Captions (when available)

Video Quality Experience

- Gallery view on (recommended)
  - Turn gallery view off to give you the best experience when your system can’t support a lot of videos. [Learn more]

Notification Settings

- Someone joined or left the breakout group or session
  - Collaborate pop-up notification
  - Audio notification
  - Browser pop-up notification

- Someone posts a chat message
  - Collaborate pop-up notification
  - Audio notification
  - Browser pop-up notification

- When I’m mentioned in chat
  - Special audio notification

- Closed captioning available
  - Collaborate pop-up notification

- Someone raises their hand
  - Collaborate pop-up notification
  - Audio notification
  - Browser pop-up notification

Session Settings

- Report an issue
- Chat Support

Report an issue

Chat Support
Recording Tool: Record a session for viewing in your course section at a later date.

- **Tip 1:** This is great for review of material, students who miss the class, recording guest speakers...

- **Tip 2:** Always announce to the class that you are starting the recording and ending the recording of the session so everyone is aware. This is an important ethical consideration.

- **Tip 3:** Leave the session by clicking on the link at the bottom of the page.
How to use Gravit to Size Images  Video Tutorial Link (3:07)

Step 1. Log on to Gravit Designer https://designer.gravit.io/ and select the size of your image

- Select “New Design”
- Set Width & Height (we are using 200x200)
- Click the red “Create!” button
Step 2. Insert an image into the blank 200x200 square

- A blank 200x200 square will appear in the center of your workspace.
- Click the image icon in the toolbar to insert an image into the blank square.
- A pop-up box will appear for you to select an image from your computer.

Step 3. Fit your image to the square

Step 4. Saving to Gravit Cloud

- Fit your image to the square by using the mouse to drag the corners of the blue box until your image is the same size as the white box.
- Your image is now 200x200
Step 5. Exporting to your computer

- Saving your design to the Gravit cloud enables the design to be retrieved later and edited
- Under “File” choose “Send to Cloud as…”
- Name your design and press “Save”

Exporting your banner to your computer enables the design to be saved as an image
- Under “File” choose “Export”
- In the pop-up box, choose “JPEG Image (.jpg)”
- The image will be exported to your Downloads folder

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Designing Banners Using Gravit Software

How to Use Gravit to Design Banners

**Video Tutorial Link (6:49)**

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Let's make this Vet Tech banner

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**Veterinary Technician News**

Step 1. Log on to Gravit Designer [https://designer.gravit.io/](https://designer.gravit.io/) and select the size of your banner

1. Select “New Design”
2. Set Width 900, Height 100
3. Click the red “Create!” button
Step 2. Create a rectangle on your blank banner

1. Your blank banner will appear in on the screen
2. Click the rectangle/circle in the top tool bar to insert a shape
3. Choose “rectangle”

Step 3. Move the rectangle to your preferred placement

1. The rectangle will appear in the center of your banner.
2. Use your mouse to drag the box to the left
3. We are going to leave this here while we search for our image (this way we can color match the background of the rectangle to our image)
Step 4. Insert your image

1. Click the image icon in the toolbar to insert an image
2. A pop-up box will appear for you to select an image from your computer

Step 5. Color-match your rectangle to your image

1. Your image will appear in the center of your banner.
2. Select your rectangle by clicking the title on the left-hand menu
3. Under “Fills” on the right-hand menu, click the eye dropper to “pick a color from anywhere on the canvas”
Step 6. Search for the color you want to match

1. A large "color grabbing" circle will appear. Drag it over to the color you want to match
2. We are going to use the color of the dog for our rectangle

Step 7. Grab your rectangle color

1. Hover over the image until you have found the color swatch that you want to choose
2. Left click your mouse to "grab" the color and apply it to your rectangle
Step 8. Place your image in the rectangle

1. Select your image by clicking the image title on the left-hand menu
2. Use the mouse to drag your image and place it inside the rectangle

Step 9. Color-match the banner background to your image

1. Select your banner by clicking anywhere on the banner
2. Under "Page" on the right-hand menu, click the eye dropper to "pick a color from anywhere on the canvas"
Step 10. Grab your banner color

1. A large "color grabbing" circle will appear. Drag it over to the color you want to match.
2. We are going to use the color of the horse for our banner.
3. Hover over the image until you have found the color swatch that you want to choose.
4. Left click your mouse to "grab" the color and apply it to your banner.

Step 11. Insert Banner Text

1. Click on the T on the top menu bar to insert a text box.
Step 12. Position your textbox and enter text

1. Use your mouse to draw a text box on the banner (hold the left button and drag)
2. Type your text where it says "Your text here"

Step 13. Change the font style (optional)

1. Highlight the text you want to change by holding the left mouse button and dragging your mouse over the text
2. The font styles are located on the right-hand menu under “Appearance”
3. Use the carrot to the right of the box to open a drop down menu of font styles
4. Click on your preferred font style
Step 14. Choose the font size (optional)

1. Highlight the text you want to change by holding the left mouse button and dragging your mouse over the text
2. The font size options are located on the right-hand menu under “Appearance”
3. Use the carrot to the right of the box to open a drop down menu of font sizes
4. Click on your preferred font size

Step 15. Change the font color (optional)

1. Highlight the text you want to change by holding the left mouse button and dragging your mouse over the text
2. The font color options are located on the right-hand menu under “Appearance”
3. If you want to use color-match to grab a color, click on the eye dropper (see previous steps)
4. If you want to choose a stock color, click the circle to open a color menu (shown above)
5. Click the preferred color to choose
Step 16. Saving to Gravit Cloud

1. Saving your design to the Gravit cloud enables the design to be retrieved later and edited.
2. Under “File” choose “Send to Cloud as…”
3. Name your design and press “Save”

Step 17. Exporting to your computer

1. Exporting your banner to your computer enables the design to saved as an image.
2. Under “File” choose “Export”
3. In the pop-up box, choose “JPEG Image (.jpg)”
4. The image will be exported to your Downloads folder

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Invisible Banners Using Gravit Software

How to Create “Invisible Banners” Using Gravit

Video Tutorial Link (2:12)

1. Blackboard Ultra works with banners. If you insert a single image, it will automatically center your image and fill in the remainder of the empty banner space with a grey shaded background.
2. We can work around this by creating an “invisible banner” for your image.

Step 1. Log on to Gravit Designer [https://designer.gravit.io/](https://designer.gravit.io/) and select the size of your banner.

1. Select “New Design”
2. Set Width 900, Height 100
3. Click the red “Create!” button
Step 2. Insert and position your image

1. Click the image icon in the toolbar to insert an image
2. A pop-up box will appear for you to select an image from your computer
3. Your image will appear in the center of the banner. Use your mouse to drag the image to the desired position. We want flush left.

Step 3. Saving to Gravit Cloud

1. Saving your design to the Gravit cloud enables the design to be retrieved later and edited
2. Under “File” choose “Send to Cloud as...”
3. Name your design and press “Save”
Step 4. Exporting to your computer

1. Click on the triple dots in the upper right corner.
2. Select “Edit” from the drop down menu.

Exporting your banner to your computer enables the design to saved as an image

1. Under “File” choose “Export”
2. In the pop-up box, choose “JPEG Image (.jpg)”
3. The image will be exported to your Downloads folder

Step 5. Uploading to your Ultra document – open the text editor

1. Click on the triple dots in the upper right corner.
2. Select “Edit” from the drop down menu.
Step 6. Upload your image by choosing “insert local files”

1. Click the plus sign on the top tool bar
2. Select “insert local files” from the drop down menu
3. Select the appropriate banner from the hard drive of your computer

Step 7. Edit file attributes

1. The Display Name will appear as the name of your graphic with the .jpg (or .png) extension. As a best practice, change the Display Name to a formal ADA appropriate name for your banner and delete the .jpg extension.
2. Click “save”
Step 8. Save the changes to your text editor

1. Your image now appears flush left on the “invisible banner”
2. Click “Save”