

Syllabus/Workshop
Developing Online, Web-based Support Materials

Gerald L. Boerner
Azusa Pacific University
Azusa, CA 91702
jboerner@apu.edu
<http://www.boerner.net>

Table of Contents

Part 1 (Page 2)	Educational Benefits of Online Learning
Part 2 (Page 7)	Instructional Design Tips
Part 3 (Page 14)	Support File Types
Part 4 (Page 18)	Creating a CourseSite
Part 5 (Page 36)	Discussion Board
Part 6 (Page 55)	Eight Ways to Get Students More Engaged in Online Conferences
Part 7 (Page 58)	Virtual Chat
Part 8 (Page 64)	Student Tips
Appendix A (Page 78)	Other Support Materials

Abstract

This seminar leads participants through an exploration of a model for supporting classroom instruction with online, web-based materials. This model does not require the complete conversion of the course to an online environment. Participants examine the development of support materials with online software, such as Blackboard.com or eCollege. A number of these sites have freely available software. Through activity packs, participants will take advantage of multiple online instructional elements, with the capacity to post and collect assignments online, distribute materials, test online, and facilitate group activities, including collaborative e-search. Along with a close examination of available technologies, ways of enhancing content will also be examined.



Educational Benefits of Online Learning

According to CCA consulting, nearly 50% of higher education institutions currently engage in some type of online learning. Academic and professional organizations agree that using web-based learning environments can offer sound pedagogical benefits. According to researchers from Cornell University, web provides significant new functionality in transmitting information to the student and providing forums for exchange. The web is revolutionizing some areas of study through increased opportunities for learning and alternative formats for information." (Dwyer, Barbieri, and Doerr, 1995).

Online education can be defined as an approach to teaching and learning that utilizes Internet technologies to communicate and collaborate in an educational context. This includes technology that supplements traditional classroom training with web-based components and learning environments where the educational process is experienced online.

of
"the

The goal of this white paper is to explain the educational advantages that arise when supplementing a course with web-based tools. These include:

- Enhancing student-to-student and faculty-to-student communication.
- Enabling student-centered teaching approaches.
- Providing 24/7 accessibility to course materials.
- Providing just-in-time methods to assess and evaluate student progress.
- Reducing "administrivia" around course management.

This paper explores each of these benefits using the web-based tool Blackboard Blackboard.com to illustrate typical web-based learning environment functionality.

Enhancing student-to-student and faculty-to-student communication.

Web-based education tools provide many ways to increase communication between class members and faculty, including discussion boards, chats, and e-mails. Researchers have found that adding these elements to a course increases student motivation and participation in class discussions and projects. Students are "more willing to participate [and] a measure of anonymity, which serves as a motivator... people feel more empowered. They are daring and confrontational regarding the expression of ideas," (Kubala, 1998).

Students share perspectives

Online forums, like Blackboard.com's Discussion board and Chat, provide public areas to post information. Each student can view another student's answers and learn through the exposure to different perspectives. This benefits students because they can combine new opinions with their own, and develop a solid foundation for learning. Research supports that "as learners become aware of the variations in interpretation and construction of meaning among a range of people [they] construct an individual meaning," (Alexander, 1997).

Students experience a sense of equality

Another benefit to using web-based communication tools is to give all students a reinforced sense of equality. Each individual has the same opportunity to "speak up" by posting messages without typical distractions such as seating arrangements, volume of student voices, and gender biases. Shy and anxious students feel more comfortable expressing ideas and backing up facts when posting online instead of speaking in a lecture room. Studies prove that online discussions provoke more confrontational and direct communication between students.

Instructors are more accessible

Online communication also benefits students by providing additional layer of instructor accessibility. Students in courses that are supplemented by products like Blackboard.com no longer have to worry if they cannot make an instructor's regular office hours, as they still have the ability to submit inquiries via e-mail at any time. This is good for the instructor too, as they can respond at his/her convenience instead of being tied to a desk or office. This is particularly helpful when a student's schedule conflicts with office hours or if a question arises at the spur of the moment.

For example: Consider this scenario for a course supplementing a math course with Blackboard Blackboard.com. On a Sunday night, a student is reviewing an assignment, thinks of a question, and e-mails it to the instructor. The instructor reads the e-mail Monday morning, looks up the answer, brings up therelevant information to the class during the Monday lecture, and the entire class benefits. If the student waited until office hours on Tuesday, perhaps the integration into the lecture would not have occurred, or maybe if the student asked the question during class on Monday, the instructor would not have had the time to frame the question correctly.

Enabling student-centered teaching approaches.

Every student has a unique learning style. Some students are visual learners, some learn better when they "learn by doing." Web-based learning environments permit the instructor to build one course, yet implement a variety of resources, so students can utilize materials in whichever way works best for them.

For example: Instructors can use Blackboard.com's Course Documents and Course Information areas to post all sorts of support documents for students, including handouts, audio clips, java applets, reserved readings, and lecture notes. If this information is available to the students, they can access content and review it at a self-determined pace. This provides increased opportunities for students to view and review course elements without creating an additional drain on TAs or instructors.

Accommodate different learning styles

An instructor can also present these materials in many formats to accommodate different types of learning styles. For example, if an instructor puts both lecture notes and slides online, both visual and auditory learners benefit. Students who prefer to focus on "listening" and "watching" during lecture do not have to worry that they are missing important concepts while scrambling to take copious notes. They can focus on understanding the material and concepts as they are presented. Students with attention difficulties or those who get overwhelmed by organizational tasks also benefit, because materials provided show how the instructor has grouped and prepared materials in the handouts, and indicate what items are most important.

Provide opportunities for exploration

Instructors can also provide increased opportunity for student exploration and activity learning by putting related web sites into Blackboard.com's External Links feature. When instructors reference these types of web sites content reinforcement is provided as students can see how course material is utilized in "real world" situations.

Encourage additional rehearsal time

Additional benefits for those who "learn by doing" occur when students participate in online discussions, as students are exposed to an extra period of information rehearsal. Typically, students rehearse information when they study for exams or complete assignments. However, they also rehearse information when formulating thoughts into sentences and typing those thoughts into the computer. When instructors post discussion questions or short essay assignments in the online portion of a course, students must attend to and reflect on the subject matter before responding. This results in reflection and articulation of content, as the very process of reporting and writing about what they have learned engages students in an activity learning experience.

Providing 24/7 accessibility to course materials.

Some students work best in the morning, some in the evening. Some students commute to campus and others take night classes. Scheduling time for homework and group projects can be difficult depending on each student's course, job, and personal responsibilities.

Continual access to materials

When course content and activities are provided online, students no longer need to worry about accessing course materials. Students can complete assignments during their most productive times. Busy students can choose to download readings or take practice exams whenever it is most convenient, in the evening after kids are put to bed, or at 4am during a bout of insomnia. Continual access to course documents also insures students can obtain materials at any time, removing the opportunity for frustrations such as "The library was closed," "All the copies of reserve readings were checked out," or "I missed that handout during your lecture."

For Example: Anna is a commuting student who takes courses along with her work and family responsibilities. A guest speaker for her 10am astronomy section is scheduled to speak, but after class time, at 8pm. Because the course is supplemented with an online component, the professor coordinates a live chat session with the guest speaker. Anna attends the lecture by logging in and even asking questions from home.

Remove reliance on physical attendance

In traditional education, students working on group projects must coordinate schedules. In distance learning environments, this may not even be possible, forcing participants to work independently. When web-based collaborative tools are available, coordination is no longer an issue. Providing a project team with asynchronous discussions and file uploads, students can work in groups without the constraints of meeting together at a certain date, time, and location.

For example: One student group has a member named George who works nights. Unfortunately George can't make the scheduled group meetings. When using the group communication tools in Blackboard.com, the George can complete his part of the assignment and post it in the group File Transfer Area. This way, even if he is not physically present at the meeting, group members can access and edit his work.

Providing just-in-time methods to assess and evaluate student progress.

Learner assessments are essential in education. Tests and surveys inform the instructor whether teaching methods and course structures are successful. These assessments also determine if student progress is satisfactory. Online assessment tools provide instructors with many ways to build, distribute, and compile information quickly and easily.

For example: An instructor assigns students to watch a political debate on television at 8pm on Sunday night. He wants to assess students' opinion of the issue to discuss during Monday's lecture. The instructor creates a short poll using Blackboard.com's Quiz/Survey engine. After the show, students log in and complete the survey. The results are tallied automatically and available for the instructor in plenty of time for lecture.

Adds pedagogical benefits

Web-based testing features also have pedagogical benefits. From the student viewpoint, frequent assessment provides concept reinforcement and increases motivation. Instructors can post practice exams and end-of-chapter reviews without worrying about finding the time and resources to analyze results. Students can access these assessments at any time, privately and in the comfort of their home. Since grading is computerized, students receive immediate feedback. This may also help students who suffer from test anxiety relax and minimize embarrassment for those that do poorly.

Reducing amount of faculty time spent on "administrivia."

In addition to the pedagogical benefits of online learning, there are also several time and money saving advantages. Students can save and print items as needed when provided handouts and readings online. The direct result is a reduced institutional expense for both the cost and time associated with copying, collating, and distributing these materials. Instructors can also use E-mail to send messages directly to students or the Announcements feature to communicate with the entire class. Not only does this insure that students receive the materials, but it is also environmentally appealing, as it drastically reduces paper waste.

Utilize time efficiently

The time saving elements introduced by web-based education tools like Blackboard.com apply to both the instructor and the student. Students benefit because they have immediate access to course materials at any location. They do not have to spend time walking across campus to the instructor's office or searching for a reading in the library. Instructors can minimize time spent in office hours, and address student concerns online instead.

Maximize the classroom experience.

Instructors working with tools like Blackboard.com no longer have to spend valuable classroom time dealing with "administrivia." The 15 minutes at the start of each class typically spent distributing handouts, collecting assignments, and making announcements can be utilized for teaching when administrative tasks are managed through online tools.

Reduce faculty workload

Instructors and TAs can also save time using products like Blackboard.com. When the Quiz/Survey generator is used to deliver tests, all the grading and analysis is automated. Time previously spent correcting, formulating statistical deviations, and analyzing specific questions can be used for other things. Even student records can be exported directly into spreadsheets for turnover to the registrar.

Summary

The integration of web-based learning components with software like Blackboard.com bring added value to traditional education. Students and faculty benefit from using the communication and assessment tools. Students have a customized approach to knowledge acquisition that suits learning styles and busy schedules. Continual access to resources through online delivery and automated management tools minimizes the faculty's cost and time associated with the experience. The advantages of online education make a significant impact in higher education today and, as technology evolves, promise to deliver even greater benefits in the future.

Bibliography

Alexander, Shirley. *Teaching and Learning on the World Wide Web*. AusWeb 97 Conference. 1997. <http://ausweb.scu.edu.au/>.

Dwyer, Dan, Barbieri, Kathy, Doerr, Helen. *Creating a Virtual Classroom for Interactive Education on the Web*. The Third International World Wide Web Conference. 1995. <http://www.igd.fhg.de/www/www95/>.

Kubala, Tom. *Addressing Student Needs: Teaching and Learning on the Internet*. THE Online Journal. March 1998. <http://www.thejournal.com>.

For more information about Blackboard, please contact:

Blackboard Inc.
1111 19th Street, NW
Suite 608
Washington, DC 20036
(202) 463-4860

information@Blackboard.net
www.blackboard.net



© 1998 Blackboard Inc.

Deleted: 1

Deleted: 1



Instructional Design Tips

Blackboard believes that instructional design plays an important part in developing online education. Not surprisingly, a critical element contributing to the success of an online learning experience is the role of the instructor and the instructional design of the course. “Materials themselves do not teach but provide a medium that with appropriate use can support learning,” (Oliver, Herrington, and Omari, 1996). Accordingly, the instructor must incorporate the organization, presentation, and integration of materials into the online environment.

Blackboard offers the following instructional design tips to help you develop an engaging and instructionally sound Blackboard.com CourseSite:

- Focus on organization of online materials.
- Provide transition between learning components.
- Encourage opportunities for knowledge acquisition.
- Encourage student participation.
- Provide ample opportunities for feedback.
- Provide methods for assessment.
- Follow proven instructional design techniques.

Focus on organization of online materials

In traditional classroom-based education, students are presented with assignments coordinated to lecture materials. The instructor distributes required activities as appropriate and can answer student concerns/questions in the classroom environment.

When distributed online, students may be exposed to an entire semester's worth of materials all at once. As such, they must be provided with clear, concise instructions regarding navigation within a CourseSite and organization of the materials.

When developing online components, be sure to provide students with:

- An overview and/or an orientation of the entire CourseSite.
- A clear explanation about how the course materials are organized.
- A list of priorities, deadlines, and responsibilities.

This is, most often, the same type of information included in a syllabus. Providing this extra organizational information can prevent students from feeling “lost” or “overwhelmed” by the materials, as disorientation can significantly limit instructional outcomes. (Oliver, Herrington, Omari, 1996)

Try and create CourseSites with explanations, descriptions, and cues about goals and accomplishments, as students "prefer clearly defined learning outcomes, or tasks, and recommended sequencing, from which they can orient themselves at any time," (Campbell, 1997). Guide students through the CourseSite by including elements such as:

- Weekly announcements listing priorities and deadlines
- Reminder e-mails (to both individuals and the entire class).
- Downloadable syllabi, checklists, or task lists students can use to monitor progress through course materials.

Provide transition between learning components.

Since the instructor is not physically present during the online learning process, it is important to explain exactly WHAT materials are provided and WHY they are important in the scheme of the course. Indicating relationships between materials helps students develop bridges, see associations, and recognize the relevance of content elements. Without this, instructors run the risk of presenting fragmented information "that appears to the user as a series of discrete rather than coherent information elements," (Oliver, Herrington, Omari, 1996).

You can easily add transitions into your Blackboard.com CourseSites by providing:

- Clear explanations describing what each file is, what programs are necessary to access it, and how the file fits in with the overall goals of the lesson.
- Comprehensive descriptions with each online assignment indicating the relevance to the classroom-based course component and corresponding materials.
- Placement cues directing students to the "next" related assignment, reading, or course document.

This does not mean that each step and learning activity be spelled out for the student. While this may be appropriate for some content-based exercises, advanced concept integration is better served when students are gently directed to a goal. In such cases, "it is more appropriate to guide the students towards expected end-results and let them organize their learning on their own," (Duchastel, 1997).

Encourage Opportunities for Knowledge Acquisition

While the instructor should determine the basic structure of the online learning experience, ample opportunities for active learning and cognitive assimilation must be provided. This is important because students presented with an engaging, quality learning experience make their own bridges between concepts and obtain higher learning. Utilizing Blackboard.com's framework, you can plan and encourage activities that:

- Provide representations of materials that support all types of learners, such as text, video, audio, or multimedia activities.
- Present real-world and case-based scenarios that require students to visit external links and perform web research.
- Encourage practice and application of concepts by having students take online tests and quizzes.
- Foster knowledge acquisition through collaboration, discussion and negotiation by assigning group projects where students "meet" online.

Encourage Student Participation

Equally important to the role of the instructor in online education, is the role of student communication. If students share information by performing group activities and posting assignments, learning is facilitated in a two-fold method. First, the student is independently rehearsing and restructuring the knowledge while they develop opinions and create their post. Second, the student is gaining exposure to other student's evaluations of the materials when participating.

To insure that your CourseSite provides ample opportunities for student participation, collaboration, and reflection consider incorporating the following:

- **Weekly Discussion Questions or Problem Sets.** Require each student to post one answer to the assignment and also to reply/comment on at least one other student's answer.
- **Group Assignments.** Divide students into small groups and assign a collaborative project, paper, or presentation.
- **Online Journals.** Require students to keep an online journal of their learning experiences and reflect on both the content and online experience. Make this available for all students to view.
- **Online Fieldtrips.** Provide the opportunities/assignments for students to perform research online, visit related sites, and report experiences to the rest of the class.
- **Online Guest Speakers.** Arrange for a subject matter expert to answer student questions in a chat or discussion board.
- **Open Forum.** Provide a chat or open discussion area for students to communicate without the constraints of an assignment. This will promote friendly relationships.

Provide Ample Opportunities for Feedback

Communication and feedback provided throughout an online learning experience facilitate social interchange, build relationships, and increase student motivation. Your feedback is important to insure students feel their contributions are an important priority and contribute to the overall educational experience of the class.

Consider checking class discussion lists and responding to student e-mail on a daily schedule to provide your students with ample feedback. This helps build positive interpersonal relationships with your students and increases instructor credibility.

Instructor feedback in discussion forums is also critical to maintain the focus of the activity. Monitor student discussions to insure students remain "on track" with the assignment. If necessary, provide guidance and suggestions to the group or to individual students. "The teacher's role in coaching, observing students, offering hints and reminders, providing feedback, scaffolding and fading, modeling, and so on, are powerful enhancements to any learning situation," (Oliver, Herrington, and Omari, 1996).

Provide Methods for Assessment

You can help students check conceptual understanding and evaluate progress through materials by providing assessment opportunities. In addition to assessing student progress, assessments:

- Confirm student understanding and recall of information.
- Serve as advanced organizers to the student, indicating what core content is important and suggest ways it may be applicable in the workplace or "real world."
- Increase student motivation and interest in the course when proof of achievement and performance are reflected.
- Provide quantification/proof that the student took the course and can gain credit.
- Report to the instructor if the pace and material developed is satisfactory or indicate areas where course content needs revision or further explanation.

You can add assessment activities to a CourseSite by incorporating review questions, tests, and essays. You can also perform assessments by monitoring student participation in discussions and group projects.

When developing assessment tools for online delivery it is necessary to:

- Provide clear directions on how to complete the assessment and (if necessary) how to submit the assessment for grading.
- Provide students with access/help information if they need to consult with the instructor or technical support staff during or after the assessment.
- Make sure activities are structured appropriately to prove student understanding of the concept being evaluated.
- Provide students with a timeframe and access information about receiving feedback and grades.
- Provide detailed explanations and responses to the student when the assessment is evaluated.
- Allot ample time for students to complete the assessment.

Follow Proven Instructional Design Techniques

Although the instructional medium can change from paper based to classroom -based, to online delivery, all effective course materials need to maintain basic elements that support solid instructional design. Keep in mind that all course content should contain:

1. Pre-instructional Activities (prerequisites & objectives),
2. Information Presentation (content),
3. Learner Participation (practice),
4. Testing (based on objectives),
5. Follow -Through (summary, review).

Final Considerations

After all your CourseSite content is developed, review the materials before permitting student access. Evaluate both the online and classroom-based material to insure the content, opportunity for participation and feedback, and appropriate guidance is included. These guidelines, based on Dick and Carey's Instructional Systems Design, can be used.

1. Is there appropriate motivation established to insure student attention to the material and assignments?
2. Is the necessary content provided for all course components?
3. Is the presentation sequence of the content accurate and clearly indicated to guide students through the material?
4. Is all the required information available to the student in some format?
5. Do ample practice exercises exist for students to achieve appropriate rehearsal, processing, and knowledge acquisition of the content?
6. Are there adequate opportunities for instructor and classmate feedback included in the materials?
7. Are appropriate tests, activities, and evaluation tools provided to assess student progress?
8. Are sufficient follow-through activities provided to maintain learning and motivation over time?
9. Is the student presented with clear paths, navigational guidance, and transition information to direct them through the course material and
10. Are supplemental handouts, such as outlines or checklists available to the student to facilitate transfer of learning provided?

Answering "YES" to all these questions insures that students are presented with well-organized, instructionally sound, and engaging course material. However, since "courseware alone rarely constitutes the full learning environment," (Schneider, 1994), it is imperative to support students by creating a positive online educational experience. Utilizing the instructional design tips discussed in this paper will insure that your CourseSite provides students with an online environment rich in feedback, full of guidance, and ample opportunities for knowledge acquisition.

Bibliography

Campbell, Katy. *The Web: Design for Active Learning*. Academic Technologies for Learning, Alberta, Canada 1997. <http://www.atl.ualberta.ca/presentations/>

Duchastel, Philip. *A Web-Based Model for University Instruction* Journal of Educational Technology Systems, 1997. Vol 25, No. 3. Pp 221-228.

Oliver, Ron, Herrington, Jan, Omari, Arshad. *Creating Effective Instructional Materials for the World Wide Web*. AusWeb 97 Conference. 1997. <http://ausweb.scu.edu.au/>.

For more information about Blackboard Blackboard.com, please contact:

Blackboard Inc.
1111 19th Street, NW
Suite 608
Washington, DC 20036
(202) 463-4860

sales@blackboard.net
www.blackboard.net



© 1998 Blackboard Inc.



Supported File Types

File Types

The flexibility of CourseInfo permits the upload of many different file formats to support your course content. While most of this material is text or html, you can also use many other items, including slide shows, movies, audio clips, spreadsheets, and applets.

Any file you wish to upload should have a three or four letter file extension (such as ".txt" or ".html") which designates its type and is a commonly used extension name recognized by web browsers.

For example: If you wish to upload a Microsoft Word document, it must be named similarly to "myfile.doc", ".doc" being the file extension for Word. (see the table below for commonly used file extensions.)

This also helps because web browsers such as Netscape Navigator are pre-configured to recognize common file types. That way, a student can click on a file such as "sample.xls" and the browser will automatically launch the associated program, in this case, Excel. Accordingly, items that are uploaded may require that the users/students taking your course have the associated program residing on the computer they use.

Important things to consider when uploading files.

1. If a **Web Browser** is required to view a file, be sure to use ones supported by Blackboard such as Internet Explorer 4.0 or Netscape Communicator.
2. Files may not be "backwards compatible." For example, a file written in Microsoft Word 97 cannot be opened with Microsoft Word 6.0. Even though they are the same programs, they are different versions. Make sure all course participants are using the same version of a program, or save the file in a common format.
3. If you require a player or plug-in to use this file, visit the website associated with the software program or visit our plug-in page at:

<http://www.blackboard.com/support>
4. If you require the support of a different file type:
 - Contact your institutions Computer Center. They may need to configure the server to recognize your file.
 - Submit a "feature request" from the Blackboard Support Center asking about the file type.

Supported File Types (listed alphabetically by extension):

Extension	File Type	Associated Programs
.aam	Multimedia	Authorware Plug-in www.macromedia.com
.aiff	Audio	Audio program
.asf	Multimedia	Microsoft Net Show www.microsoft.com
.au	Audio	Real Audio Player www.realaudio.com
.avi	Video	Video player (not Macintosh compatible)
.doc	Text	Microsoft Word or other word processor
.ea	Audio	Java enabled Web Browser
.ev, .ev2	Video	Java enabled Web Browser
.exe	Program	--NA--
.gif	Image	Graphics program or web browser
.html, .htm	Web Page	HTML editor or web browser
.image	Image	Graphics program or web browser
.jpg, .jpeg	Image	Graphics program or web browser
.jif	Image	Graphics program or web browser
.mpg, .mpeg	Image	Graphics program or web browser
.mov, .movie	Video	Movie or Media Player
.pdf	Text	Adobe Acrobat www.adobe.com
.ppt, .pps	Slide Show	PowerPoint & PowerPoint Player
.qt	Movie	Quick Time www.apple.com
.ra	Audio	Real Audio Player www.realaudio.com
.ram	Video	Real Audio Movie www.realaudio.com
.swa	Audio	Shockwave Plug-in www.macromedia.com
.swv	Multimedia	Shockwave Plug-in www.macromedia.com
.swf	Multimedia	Shockwave Plug-in www.macromedia.com
.tiff	Image	Graphics program or web browser
.txt	Text	Text or HTML editor, word processor
.wav	Audio	Audio program
.wpd	Text	WordPerfect or other word processor
.xls	Spreadsheet	Excel

File Sizes

When developing your course materials, remember that the students may be connecting to the Internet via a modem. Files should be kept small enough so users with slower connections will still be able to access the files in a reasonable time. If this is not possible, try to minimize file size by using a file compression tool such as WinZip. These are often available free online or for a small fee.

If you cannot keep the file size down, an alternative is to provide the student with information describing what the file is and why it is important. Often, simply letting a student know that the download may take longer than usual will diffuse any frustration associated with the long process.

Use this chart as a reference when determining the download times for files:

	K/sec	100K File	1MB File	5MB File	10MB File
14.4 Modem (older modem)	1.5	66 sec	11 min	57 min	114 min
28.8 Modem	3	33 sec	6 min	28 min	57 min
ISDN	7	14 sec	2 min	12 min	24 min
T1 (fast on-campus connection)	150	1 sec	7 sec	34 sec	68 sec

Keep in mind that times will vary based on Internet traffic and connection speed.

Additional Tips:

- Use the smallest possible graphics and sound files.
Technical example: 8-bit graphics display and animate more quickly and occupy less memory than 24-bit graphics, which are three times larger.
- Breakup the file into smaller files and have students download it piece by piece.
- Compress the files. A compressed file is a little larger than half the size of the original version. Compressed files must be decompressed before you can run them.

For more information about Blackboard CourseInfo, please contact:

Blackboard Inc.
1111 19th Street, NW
Suite 608
Washington, DC 20036
(202) 463-4860

sales@blackboard.net
www.blackboard.net



© 1998 Blackboard Inc.



Creating a CourseSite

Introduction

Welcome to Blackboard.com. This tip sheet provides instructions that will help you begin creating an online course. Before you start, please take a moment to review the prerequisite skills and conventions used in this document.

Technical Prerequisites

While you are building your course online, you will need access to:

- An Internet connection.
- A web browser such as Netscape 4.0 or higher and IE 4.0 or higher that can accommodate both JavaScript and cookies.
- Mail Preferences configured to open **Mail To:** commands.

Conventions Used in this Material

There are several formatting conventions used in this document. Please take note of the formatting styles:

- Buttons and Links will be indicated in **BOLD**
- Locations on the screen are indicated in *italics*
- Tasks you perform are listed as STEPS

Accessing Blackboard.com

The first step to creating an online course is locating Blackboard.com with your browser.

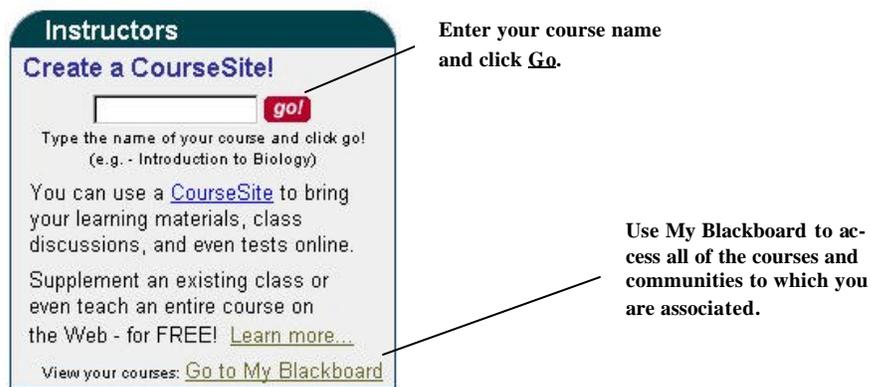
To access Blackboard.com:

- Step 1:** Open your Internet browser.
- Step 2:** Type <http://www.Blackboard.com> in the Location or Address field.
- Step 3:** Press the **Enter** key on your keyboard.

The introductory screen will appear. You can begin creating a course from the *Create a CourseSite* area.

Creating a CourseSite

You can begin creating a course from the *Create a CourseSite* area.



To create a **Free** course:

- Step 1:** Once you enter a course name and click **Go**, an information form will appear. Complete the fields:

- **Course Information**

Course Information

Please provide descriptive information about your course.

Course Name

Course ID
(e.g. "BI0101")

Description

Institution Name
(if applicable)

Each CourseID must be unique. To insure you have a unique ID, consider using your initials or a numerical value. For example: Film-ProdLW or FP101.

- **Course Design**

Course Design

Please choose a button style to customize the appearance of your CourseSite.

Button Style

Aqua Green
Beige
Black
Black Gradient
Black and Blue

[\[Gallery of Buttons \]](#)

Click here to see the design of all the buttons on one page.

- **Course Options**

Course Options

Please choose the Course Option that best fits your needs.

Free Course

Create a CourseSite for FREE and receive:

- Unlimited use of a CourseSite, provided you access the course at least once every 30 days
- 5 MB of storage space for course materials

This option is ideal for instructors who:

- Would like to **Test Drive** the Blackboard.com service
- Want to enhance the traditional classroom environment
- Are interested in offering the course to students for free
- Do not solicit individual students to take the course

Click [Free Course](#).

Registered Course

Create and Register a CourseSite for and receive:

- Unlimited use of a CourseSite for one year
- 10 MB of storage space for course materials
- **Technical support** (8AM - 8PM EST, via email and phone)
- The capability to charge student enrollment fees
- An optional Featured Course Listing, so that anyone can easily find and take your course

This option is ideal for instructors who:

- Are developing an independent online course
- Prefer having technical support
- Want to charge students to enroll in the course
- Need to market their course to enroll students

Note: There are two types of courses that you can create:

- **Free Course:** A **Free Course** provides a free CourseSite with 5MB of disk space. The Free Course must be accessed once every thirty days to remain active.
- **Registered Course:** A **Registered Course** provides optional listing in the Blackboard.com course catalog, eCommerce features that enable the Instructor to charge a matriculation fee, 10MB of disk space, and technical support.

Step 2: Click the **Continue** button after you have read the Terms of Use.

Before creating your CourseSite, please take a moment to read our Terms of Use, then click **Continue** to set up your CourseSite.

I have read and agree to these **Terms of Use**.

Click here to agree with the Terms of Use.

Continue →

Step 3: Determine the following variable:

- **C**

Course Audience and Subject

Course Audience & Subject

Please select the Target Audience and Subject Area of this course.

Target Audience

Subject Area

Select a target audience and subject area for categorization.

- **E**

Enrollment Options

Enrollment Options

Please indicate if you will enroll the students or if the students will enroll themselves.

Instructor Enrollment

The instructor must enroll all students in the course.

[Email me when students try to enroll](#)

Click here if you would like to be notified when students try to enroll in the course.

Self Enrollment

Students enroll themselves in the course. You may specify an enrollment period, and you may provide an *access code* that students must know in order to enroll in the course.

Determine a start and end date for enrollment.

Starting Date MM DD , YYYY

Ending Date MM DD , YYYY

Use Access Code:

Note: If you select **Self Enrollment**, but do not check either of these options, anyone may enroll at any time.

Enter an access code that students must know to enroll in the course if self enrollment is selected.

Note: If you select the **Self Enrollment** option, you can set a start and end date for enrollment and utilize and access code that students must know to enroll in your course.

• **Course Duration**

Course Duration

Please indicate the duration of your course.

Duration

Determine the duration of your course.

Continuous

Starting Date MM DD , YYYY

Ending Date MM DD , YYYY

Days (from the date of enrollment)

• **Guest Policy**

Guest Policy

Please indicate if guests will be allowed to visit your course.

Guest Access

Do you wish to allow visitors to observe your CourseSite?

- Guests are **allowed** to visit the course.
- Guests are **not allowed** to visit the course.

Continue →

Select to allow or disallow visitors.

Step 4: Click the **Continue** button.

Step 5: Complete the *Instructor Information* fields.

Note 1:

Note 2:

If you have used Blackboard.com
The fields marked with an asteris

Instructor Information

If you have a Blackboard.com username and password, please enter them below. If you are new to Blackboard.com, please fill out the form below to create an account.

Instructor has used Blackboard.com before...

* User Name

lwood

* Password

password

Enter your username and password if you have accessed Blackboard.com before.

Instructor is new to Blackboard.com...

* User Name	<input type="text"/>
* Password	<input type="text"/>
* Confirm Password	<input type="text"/>
* First Name	<input type="text"/>
* Last Name	<input type="text"/>
* Email Address	<input type="text"/>
* Address Line 1	<input type="text"/>
Address Line 2	<input type="text"/>
* City	<input type="text"/>
* State or Province	<input type="text"/>
* Zip/Postal Code	<input type="text"/>
* Country	<input type="text"/>
* Date of Birth	MM <input type="text"/> DD <input type="text"/> , YYYY <input type="text"/>

Complete the text fields to create a new Instructor account.

* Indicates required fields

[← Previous](#)

[Continue →](#)

Step 6:

Step 7:

Click the **Continue** button.

Click the **View New Course UF**

COURSESITE™ GENERATED

Course Name: Intro to Genealogy
Course ID: GEN101
Description:
Course URL: <http://webtest.blackboard.net/courses/GEN101>
Created by: Lisa Wood
Email: lisawood3@hotmail.com
Username: lwood

**Please remember to bookmark your CourseSite URL
and print this page for future reference.**

Course Entry:

- Go directly to Course URL, enter username and password - or -
- Go to MyBlackboard on the homepage, enter username and password and then click on your course name - or -
- Search for the course off of the Blackboard.com homepage

[View New Course GEN101](#)

**Click here to access the
new coursesite.**

To create a **Registered** course:

Step 1: Complete the fields:

- **Course Information**

Course Information

Please provide descriptive information about your course.

Course Name	<input type="text" value="Intro to Woods"/>
Course ID <small>(e.g. "BI0101")</small>	<input type="text"/>
Description	<input type="text"/>
Institution Name <small>(if applicable)</small>	<input type="text"/>

Each CourseID must be unique. To insure you have a unique ID, consider using your initials or a numerical value. For example: Film-ProdLW or FP101.

- **Course Design**

Course Design

Please choose a button style to customize the appearance of your CourseSite.

Button Style	<input type="list" value="Aqua Green"/> Beige Black Black Gradient Black and Blue	[Gallery of Buttons]
---------------------	---	--

Click here to see the design of all the buttons on one page.

• **Course Options**

Course Options

Please choose the Course Option that best fits your needs.

Free Course

Create a CourseSite for FREE and receive:

- Unlimited use of a CourseSite, provided you access the course at least once every 30 days
- 5 MB of storage space for course materials

This option is ideal for instructors who:

- Would like to **Test Drive** the Blackboard.com service
- Want to enhance the traditional classroom environment
- Are interested in offering the course to students for free
- Do not solicit individual students to take the course

Registered Course

Create and Register a CourseSite for and receive:

- Unlimited use of a CourseSite for one year
- 10 MB of storage space for course materials
- **Technical support** (8AM - 8PM EST, via email and phone)
- The capability to charge student enrollment fees
- An optional Featured Course Listing, so that anyone can easily find and take your course

This option is ideal for instructors who:

- Are developing an independent online course
- Prefer having technical support
- Want to charge students to enroll in the course
- Need to market their course to enroll students

Click Registered Course.

Note: There are two types of courses that you can create:

- **Free Course:** A **Free Course** provides a free CourseSite with 5MB of disk space. The Free Course must be accessed once every thirty days to remain active.
- **Registered Course:** A **Registered Course** provides optional listing in the Blackboard.com course catalog, eCommerce features that enable the Instructor to charge a matriculation fee, 10MB of disk space, and technical support.

Step 2: Click the **Continue** button after you have read the Terms of Use.

Before creating your CourseSite, please take a moment to read our Terms of Use, then click **Continue** to set up your CourseSite.

I have read and agree to these **Terms of Use**.

Click here to agree with the **Terms of Use**.

Continue ➔

Step 3: Determine the following variable:

- **Course Audience and Subject**

Course Audience & Subject

Please select the Target Audience and Subject Area of this course.

Target Audience

Subject Area

Select a target audience and subject area for categorization.

- **Teaching Format**

Teaching Format

Please indicate the instructional format of your course.

Teaching Format

- Instructor-Led**
In this course, student learning is guided by the instructor.
- Self-Study**
This course is self-paced.

Note: There are two instructional formats for your course:

Instructor -Led: The instructor is setting the pace for course instruction using this format.

Self-Study: Assignments and lecture notes are posted to the CourseSite and the study engages in a self-paced learning process using this format.

• **Enrollment Options**

Enrollment Options

Please indicate if you will enroll the students or if the students will enroll themselves.

Instructor Enrollment

The instructor must enroll all students in the course. [Click here if you would like to be notified when students try to enroll in the course.](#)

Email me when students try to enroll

Self Enrollment

Students enroll themselves in the course. You may specify an enrollment period, and you may provide an access code that students must know in order to enroll in the course.

Starting Date MM DD , YYYY

Ending Date MM DD , YYYY

Use Access Code:

Determine a start and end date for enrollment.

Note: If you select **Self Enrollment**, but do not check either of these options, anyone may enroll at any time.

Enter an access code that students must know to enroll in the course if self enrollment is selected.

Note: If you select the **Self Enrollment** option, you can set a start and end date for enrollment and utilize and access code that students must know to enroll in your course.

• **Enrollment Fee**

Enrollment Fee

Please indicate if students will be charged to enroll in the course. Additional [help on course fees](#) is available.

Fee

Do not charge students to access this course.

Charge each student \$ to enroll.

Note: All transactions are in United States dollars (USD).

Determine the rate that you would like to charge enrolled students.

• **Course Duration**

Course Duration

Please indicate the duration of your course.

Duration

Determine the duration of your course.

Continuous

Starting Date ,

Ending Date ,

Days (from the date of enrollment)

- **Guest Policy**

Guest Policy

Please indicate if guests will be allowed to visit your course.

Guest Access

Do you wish to allow visitors to observe your CourseSite?

Guests are **allowed** to visit the course.

Guests are **not allowed** to visit the course.

[Continue](#) ➔

Select to allow or disallow visitors.

- **Course Accessibility**

Course Access

When should this course be made available to students?

Student Access

Now
Make the course available to students now.

Later
Do **not** make the course available to students until the instructor is ready.

Note: You can determine when you would like students to have access to your site. This is useful if you would like the site to be inaccessible during creation. Course Accessibility can be changed with the **Service Features Availability** section of the **Control Panel**.

- **Optional Listing**

Optional Featured Course Listing

Please indicate if your course should be included in the Featured Course Listing so that **any** interested individual may easily find and take this course. If your course is not listed, it will still be accessible via the Blackboard.com search feature or via the course URL. *We strongly recommend self-enrollment for those courses which have a featured listing.*

Listing

List the course

← Previous

Continue →

Click here if you would like to list this course in Blackboard.com's Featured Course Listing.

Note: Listing your course in Blackboard.com's Featured Course Listing will make your course easily accessible to students. If this checkbox is not selected, your course will only be searchable using the Blackboard.com Search Engine.

Step 4: Click the **Continue** button.

Step 5: Complete the *Instructor Information* fields.

Note 1:

If you have used Blackboard.com

Note 2:

The fields marked with an asterisk

Instructor Information

If you have a Blackboard.com username and password, please enter them below. If you are new to Blackboard.com, please fill out the form below to create an account.

☺ Instructor has used Blackboard.com before...

* User Name

lwood

* Password

Enter your username and password if you have accessed Blackboard.com before.

Instructor is new to Blackboard.com...

* User Name	<input type="text"/>
* Password	<input type="text"/>
* Confirm Password	<input type="text"/>
* First Name	<input type="text"/>
* Last Name	<input type="text"/>
* Email Address	<input type="text"/>
* Address Line 1	<input type="text"/>
Address Line 2	<input type="text"/>
* City	<input type="text"/>
* State or Province	<input type="text"/>
* Zip/Postal Code	<input type="text"/>
* Country	<input type="text"/>
* Date of Birth	MM <input type="text"/> DD <input type="text"/> , YYYY <input type="text"/>

Complete the text fields to create a new Instructor account.

* Indicates required fields

[← Previous](#)

[Continue →](#)

- Step 6:** Click the **Continue** button.
- Step 7:** Review the *Purchase Summary* and complete *the Credit Card Information* fields.

Purchase Summary	
Chosen Services:	Registered Course: Nothing101 (\$100)
Purchase Number:	990813203931980
Total Price:	\$100.00

Credit Card Information	
Credit Card Type:	MasterCard
Card Number:	<input type="text"/>
Expiration Date:	<input type="text"/> (mm/yy)
Name as it appears on card:	<input type="text"/>
Billing address:	<input type="text"/>
City:	<input type="text"/>
State or Province:	<input type="text"/>
Zip / Postal Code:	<input type="text"/>
Country:	<input type="text"/>

Enter/verify the information in the Credit Card Information fields and click the Purchase button.

purchase!

(Please be patient. It may take up to one minute to process your credit card.)

Step 8:

The payment confirmation screen

Payment Information	
Thank you for your payment. Below, you will find a purchase confirmation number for your order. Please print this page, or copy this down for your records. When you are done, click continue to course.	
Confirmation Details	
Chosen Services:	Registered Course: Nothing101 (\$100)
Purchase Number:	990813203931980
Credit card:	(Partial number shown for security)
Total Price:	100

YOU MUST CLICK HERE TO RECEIVE THE SERVICES YOU PURCHASED
[Continue to Course](#)

Click here to continue creating a course

Step 9:

A receipt will appear with the course URL. Retain this URL for future reference.

For specific information on adding content to your course, please refer to the Blackboard.com **Instructor Manual**, available from the Blackboard.com website.

Web Page	Address	Phone Number
www.blackboard.com/company	111119 th Street, NW	1-800-424-9299
	Suite 600 Washington, DC 20036	

© 1999 Blackboard Inc.



Discussion Board

Introduction

This quick sheet will assist you in using the Discussion Board within Blackboard.com. Before you start, please take a moment to review the technical prerequisites and conventions used within this document.

Technical Prerequisites

You will need access to:

- An Internet connection.
- A Web browser such as Netscape 4.0 or higher and IE 4.0 or higher that can accommodate both JavaScript and cookies.
- An E-mail account.

Conventions Used in this Material

There are several formatting conventions used throughout this document. Please take note of the following formatting styles:

- Buttons and Links will be indicated in **BOLD**.
- Locations on the screen are indicated in *italics*.
- Tasks you perform are listed as STEPS.

Discussion Board

Blackboard.com provides a discussion board as another communication tool to use in a classroom setting. This feature is similar to Virtual Classroom, but is designed for asynchronous use, so users **do not** have to be available at the same time to have a conversation.

An additional advantage of the discussion board is that user conversations are logged and organized. Conversations are grouped into **forums** that contain threads and all related replies.

Accessing the Discussion Board

To enter the discussion board:

Step 1: From the *Control Panel*, click **Discussion Board** under *Communication Center*.

Navigating within the Discussion Board

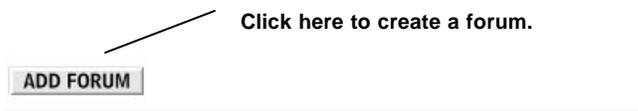
The Discussion Board is set up in **Forums** of discussion. There can be several **Threads** or conversations within each forum.

Creating Forums

A new **Forum** must be created to house the threads of discussion. The new forum will appear in the discussion area and new threads can be posted within it.

To create a forum:

Step 1: Click **Add Forum** to create a new forum for discussion.



This course currently contains no forums.

To create a forum, use the *Add Forum* button above.

Title:

Description:

Smart Text Plain Text HTML

Forum Settings:

Allow anonymous posts
 Allow author to edit message after posting
 Allow author to remove own posted messages
 Allow file attachments
 Allow new threads

SUBMIT ►

Step 2: Type a title and description for the new forum. Determine whether the description should be in Smart text, plain text, or HTML.

Step 3: Select the appropriate **Forum Settings**.

Note: There are five **Forum Settings** that you can select (singularly or in combination):

- **Allow Anonymous posts:** Allows users to post a message without a name attached.
- **Allow author to edit message after posting:** Allows users to make changes to their message after they have posted it.
- **Allow author to remove own posted message:** Allows user to delete their posted messages.
- **Allow file attachments:** Allows user to upload attachments to be viewed with their messages.
- **Allow new thread:** Allows users to create new threads within the forum.

Step 4: Click the **Submit** button.

The screenshot shows a forum management interface. At the top left is an 'ADD FORUM' button. Below it is a list of forums. Each forum entry includes a drop-down menu for ordering, the forum name, a description, and 'MODIFY' and 'REMOVE' buttons. The first forum, 'Half Dimes', has a drop-down menu with '1' selected. A callout box points to this menu with the text: 'When multiple forums exist, you can order them by selecting the appropriate number from the drop down menu.' Another callout box points to the 'ADD FORUM' button with the text: 'Click here to create a new forum.'

Order	Forum Name	Description	Messages	Actions
1	Half Dimes	This forum is dedicated to a discussion on Half Dimes.	[3 Messages] [1 NEW] [1 Hidden archive]	MODIFY REMOVE
2	Indian Head Cents	Discussion room for Indian Head Cents.	[No Messages]	MODIFY REMOVE
3	World Coins	Discussion on World Coins.	[No Messages]	MODIFY REMOVE
4	Barber Nickles	Discussion on Barber Nickles.	[No Messages]	MODIFY REMOVE
5	Buffalo (Indian Head) Nickles	Discussion on Buffalo (Indian Head) Nickles.	[No Messages]	MODIFY REMOVE

Step 5: The new forum will be displayed.

Note: When multiple forums exist, you can put them in specific order, according to your curriculum.

Forum Attributes

Once a forum has been created you can:

- Start a New Thread
- Expand or Collapse all Threads
- Search for Messages within a specific forum
- View/Manipulate Thread Options
- Create/View Archives
- Change viewing criteria (Sort By)

Starting a New Thread

Once you have created a forum for discussion, you can start threads that will entice users to become involved in the Discussion Board functionality.

To start a thread:

Step 1: Click the name of the forum within which you would like to start a thread of discussion.



[Click Here for Archives](#)

Sort By:

[Start New Thread](#)

Click here to start a new

Step 2: Click the **Start New Thread** button.

Create New Message

Current Forum: Half Dimes or Nickles?

Date: 31-Aug-1999

Author: Wood, Lisa

Subject:

Enter the subject of your thread and a message.

Message:

Options: Smart Text Plain Text HTML

Post message as *Anonymous*

Click here to add an attachment.

Attachment:

Click **Preview** to view your message before posting it. Click **Submit** to upload your message.

Step 3: Enter the subject and message to be posted.

Step 4: Select the appropriate **Options**.

Step 5: Enter the name of the file or click the **Browse** button to upload a file to be attached to your message.

Step 6: Click **Preview** to view your message before it is posted.

Step 7: Click **Submit** to post your message.



Step 8: Your thread will be displayed with a **NEW!** icon.

Expand All/Collapse All

When replies are posted to a thread you have the ability to view all of the replies by clicking **Expand All** or you can close (hide) all messages added under the original thread by clicking **Collapse All**.



Note: If you select **Collapse All**, messages added to the original thread will be displayed by a numerical value before the **NEW!** icon.



If you select **Expand All**, messages added to the original thread will be displayed beneath it as a reply with a **NEW!** icon. The numerical value indicates how many messages have been posted under the original thread.



Searching Within a Forum

You have the ability to search for a thread within a specific Forum.

To search for a specific thread:

Step 1: Click the **Search** link.



Step 2: Select the appropriate search criteria and click the **Search** button.

Note: The **In Forum** field will be populated with name of the current forum.

The screenshot shows a search form with the following fields and options:

- Search:** Radio buttons for All, Subject, and Subject & Body (selected).
- In Forum:** Dropdown menu showing "Directionals".
- By Author:** Dropdown menu showing "--All Users--", "Macon, Lisa (lmacon)", "Wood, Lisa (lwood)", and "Wood, Michael (mike)".
- Keywords:** Text input field with radio buttons for "ANY of these" (selected) and "ALL of these". Below it is the instruction "(Separate words with commas or spaces)".
- Sort by:** Dropdown menu showing "Author".
- Display:** Input field with "10" and "Messages per page", and a checkbox for "Expand messages".
- SEARCH** button.

Annotations:

- An arrow points from the text "Click the Search button after selecting the appropriate search criteria." to the SEARCH button.
- An arrow points from the text "Click here to view full message(s)." to the "Expand messages" checkbox.

Step 3: The search results will be displayed. The word or phrase that you entered in the **Keyword** field will be in **Bold**.

Note: If you did not click **Expand Message** on the *Search Criteria* screen, you will see collapsed results.

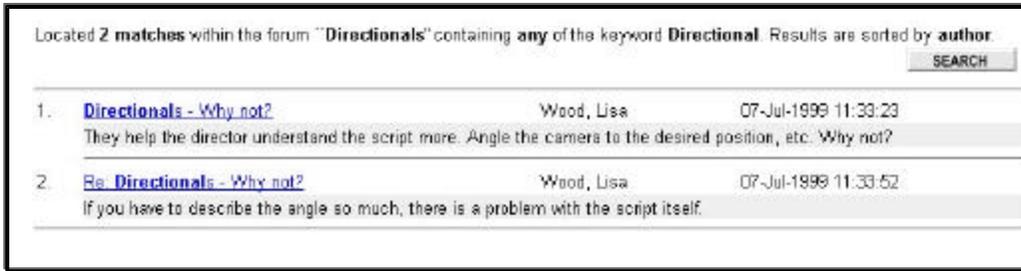
Example of Collapsed Results:

Located 2 matches within the forum "Directionals" containing any of the keyword **Directionals**. Results are sorted by **author**.

1.	Directionals - Why not?	Wood, Lisa	07-Jul-1999 11:33:23
2.	Re: Directionals - Why not?	Wood, Lisa	07-Jul-1999 11:33:52

Click the Search button to perform another search within the forum.

Example of Expanded Results:



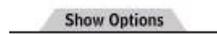
Step 4: Click the **Back** button to return to the **Thread view**.

Thread Options

You have the ability to manipulate your view of threads by utilizing the thread options.

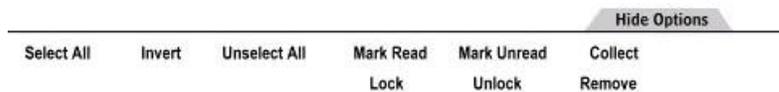
To use thread options:

Step 1: Click the **Show Options** tab.



Step 2: The thread options appear.

Note: The tab changes from **Show Options** to **Hide Options**



The Thread Options are:

Select All: This option puts a check in the box of all the messages listed within the forum. This can be used when you are removing all of the threads from the forum, or when you wish to lock all of the thread in the forum.

Invert: This option inverts your previous selection.

For example:

If you previously clicked **Select All**, you can click Invert to **Unselect All**.

Unselect All: This option allows you to remove the check mark from the all of the selected items.

Mark Read: This option will mark a message as read, removing the **NEW!** icon. You can execute this by clicking the checkbox of the desired message.

Mark Unread: This option will mark a message as unread, adding the **NEW!** icon. You can execute this by clicking the checkbox of the desired message.

Collect: This option will collect all of the messages you wish to view and display them on one page. You can execute this by clicking the checkbox of the desired message.

Lock: This option will lock a thread so that no additional messages can be added. The thread and following messages can be viewed, but not added to. You can execute this by clicking the checkbox of the desired message. The lock icon () will be displayed.

Note: When a thread is locked, all of the messages belonging to it are locked as well.

Unlock: This option will unlock a previously locked thread. You can execute this by clicking the checkbox of the desired message.

Remove: This option will remove a thread or message. You can execute this by clicking the checkbox of the desired message.

Note: When you remove a thread, all of the messages belonging to it are removed as well.

To modify thread options:

Step 1: Check the checkboxes next to the messages you would like to modify.

Step 2: Click the name of the option you would like to perform.

Step 3: The function will take effect.

Create/View Archives

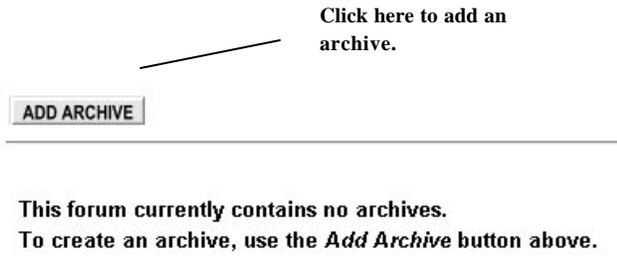
You can create archives for use with your discussion board. These archives should be populated with previous discussions on subject matter that is pertinent to the specific forum. It can be used as reference material by users.

To create archives:

Step 1: Click the **Click Here for Archives** link.

[[Click Here for Archives](#)]

Step 2: Click the **Add Archive** button.



Step 3: Enter an archive title and description.

Archive Title:

Description:

Enter archive information here.

Smart Text Plain Text HTML

Available: The archive and its messages are available to students

SUBMIT ►

Step 4: Select the appropriate formatting options.

Step 5: Determine whether you would like the archive and its messages to be available to students by clicking the checkbox.

Step 6: Click the **Submit** button. The new archive is created.

Modifying Archives

The modify archives function is used when adding threads to the archive.

To modify an archive:

Step 1: Click the **Modify** button.

Click here to add threads to an archive.

ADD ARCHIVE

1 [Nickles](#) **MODIFY** **REMOVE**

[No Messages]

Step 2: Select the thread(s) you would like to move to the new archive.

Note: When a thread is moved, all messages following are moved as well.

Archive Title:

Description:

Smart Text Plain Text HTML

Available: The archive and its messages are available to students

Select threads to **move** to Archive

<input type="checkbox"/>	Nickles are gems	Wood, Lisa	31-Aug-1999
--------------------------	------------------	------------	-------------

SUBMIT

Check the checkbox of the thread(s) you would like to include in the archive.

Step 3: Click the **Submit** button.

Step 4: A receipt will appear confirming the process. You can either create another archive by clicking the **Add Archive** button or return to Thread view by clicking **Back**.

Removing Archives

Clicking the **Remove** button within the archives will release all archived threads back into the forum.

To remove an archive:

Step 1: Click the **Remove** button.

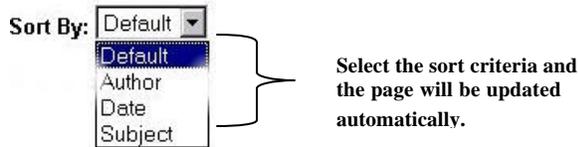
Step 2: Answer **OK** in the confirmation box.

Sort By Criteria

You can modify message display by using **Sort By**.

To modify message display:

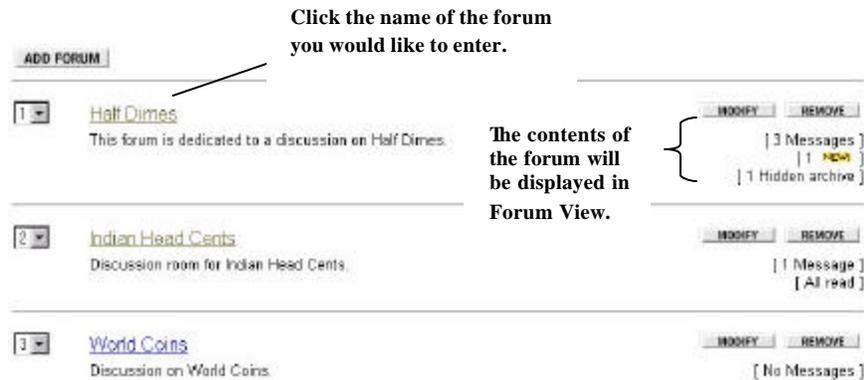
Step 1: Select the desired viewing criteria from the drop down list.



Reading/Replying to a Message

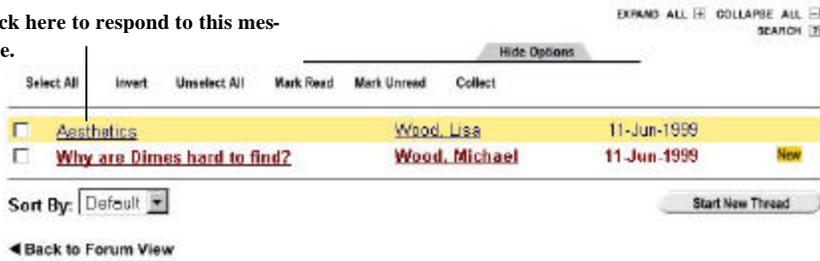
To read or reply to a message:

Step 1: Click the name of the forum you would like to enter.



Step 2: Click the name of the message to which you would like to respond.

Click here to respond to this message.



Step 3: Click the **Reply** button to post a reply.

The previous and next message buttons will be bold if there is a message before or after the current one.



Click here to send an email to the person that posted the original message.

Click here to reply to the message.

Step 4: Enter the appropriate information in the text fields.

Your Response:

Current Forum: Half Dimes or Nickles?
Date: 31-Aug-1999
Author: Wood, Lisa

Subject:

Message:

Options: Smart Text Plain Text HTML
 Post message as Anonymous

Attachment:

Note: The message to which you are responding will be displayed under the text fields for the reply.

The Message To Which You Are Responding

Current Forum: Barber Dimes
Date: 11-Jun-1999 13:24:13
Author: Wood, Lisa <lisa.wood3@hotmai.com>
Subject: Aesthetics

BArber dime versus Winged dime versus current dime face?

Step 5: Click **Preview** to view your message before it is posted. Click **Submit** to post your message.

Step 6: Your message is posted and marked with the **New!** icon.

VIEW UNREAD MESSAGES EXPAND ALL COLLAPSE ALL SEARCH

Hide Options

Select All Invert Unselect All Mark Read Mark Unread Collect

<input checked="" type="checkbox"/>	Aesthetics	Wood, Lisa	11-Jun-1999	
<input type="checkbox"/>	Re: Aesthetics	Wood, Michael	11-Jun-1999	New
<input type="checkbox"/>	Why are Dimes hard to find?	Wood, Michael	11-Jun-1999	New

Sort By:

Step 7: Click **Back to Forum View** to enter another forum, click the **Start New Thread** button to create a new discussion thread, or click the link of the next message to which you would like to respond.

Modifying Forums

In the Forum View, instructors have the capability to modify forums.

To modify a forum:

Step 1: Within *Forum View* click the **Modify** button of the forum you would like to modify.

Click here to modify a forum.



Click here to remove a forum.

Step 2: Make the appropriate adjustments in *Title*, *Descriptions*, and *Forum Settings*.

Title:

Description:

Smart Text Plain Text HTML

Forum Settings:

- Allow anonymous posts
- Allow author to edit message after posting
- Allow author to remove own posted messages
- Allow file attachments
- Allow new threads

} **Select administrative privileges for users.**

Forum User Settings:

a = Forum **Administrator** privileges
A = Permanent Forum **Administrator**
b = User is **blocked** from posting

Macon, Lisa (lmacon)	<input type="button" value="ADMIN"/>	<input type="button" value="NORMAL"/>
A Wood, Lisa (lwood)	<input type="button" value="BLOCK"/>	<input type="button" value="UNBLOCK"/>
Wood, Michael (mike)		
Wood, Mike (mikewood)		

Step 3: If necessary, modify the forum user settings.

Note: Forum User Settings allow the Instructor to determine the privileges and accessibility of the users in the CourseSite.

a: This function grants the user Forum Administrator privileges. This will allow the user to make changes within the specific forum. This function is useful when a CourseSite has both an Instructor and a Teacher's Assistant or Grader. This function can be assigned by selecting the desired user and clicking the **Admin** button. The **Normal** button will revoke Forum Administrator privileges.

A: This function grants the user Permanent Forum Administrator privileges. This is automatically assigned to the CourseSite instructor.

b: This function blocks the user from posting messages within the specific forum. This can be assigned by selecting the desired user and clicking the **Block** button. The **Unblock** button will reinstate the user's posting privileges.

Step 4: Click the **Submit** button. You will be returned to *Forum View*. Click **Return to Control Panel** to continue building your CourseSite.

Removing Forums

In the Forum View, instructors have the ability to remove forums. This is useful when discussions are based on time-sensitive issues, such as a current event topic. The forum can be removed when the issue has expired.

To remove a forum:

Step 1: Within *Forum View* click the **Remove** button of the forum you would like to remove.

Step 2: Answer **OK** to both of the confirmations.

Note: Removing a forum is an irreversible action.

Step 3: The forum is removed and *Forum View* is updated.

Discussion Board versus Virtual Classroom

Use this chart as a quick reference to determine how to use Virtual Classroom and Discussion Board features when designing activities:

Scenario	Recommendation
Small group of students online at same time	Virtual Classroom
Large group of students online at same time	Virtual Classroom
Assignment to read chapter and post a summary for all students to read	Discussion
Students in a distance learning seminar from all over the world/country in different timeframes	Discussion
Guest speaker answers student questions in real time and online	Virtual Classroom
Guest speaker answers student questions submitted ahead of time	Discussion
Instructor online office hours	Virtual Classroom
Students submit questions to the instructor, instructor posts response for everyone	Discussion
Questions posted require more than one or two sentence responses	Discussion
Online Presentation requires online demonstration with the whiteboard	Virtual Classroom
Topics and information discussed must be available for the entire term	Discussion

Contact Information

Please contact Blackboard, Inc. for information on upgrades and enhancements to Blackboard.com by using the following contact information:

Web Page	Address	Phone Number
www.blackboard.com	1899 L. Street, NW	1-800-424-9299
	5 th Floor	
	Washington, DC 20036	

© 2000 Blackboard Inc.



Eight Ways to Get Students More Engaged in Online Conferences

Dr. William Klemm from Texas A&M University recommends following these eight guidelines to create a strong collaborative learning environment in your course discussion board. These methods increase both the quality and quantity of student participation.

Eight Ways to Get Students More Engaged in Online Conferences

by

DR. W.R. KLEMM, Professor, Texas A&M University

1. Require participation.

Don't let it be optional. Set aside a portion of the grade allocation for participation in the online discussions. Tell the students that they must post x-number of items each week or for each topic. Critics will say that this approach does nothing to ensure quality of input. But it at least gets the students engaged, and hopefully, once they get caught up in the activity, they will strive to improve the relevance and quality of their work, because now they are on display. No longer can they hide. For many students, it is more embarrassing to make public postings that have no value. As another incentive for quality work, the teacher should grade on quality of the postings. That is highly subjective, but no more so than grading of term papers or essays.

2. Form learning teams.

The advantages of so-called cooperative or collaborative learning are abundantly documented. Collaborative learning can occur just as well via computer conferencing. Moreover, asynchronous conferencing overcomes the schedule-coordination problems that plague typical face-to-face learning teams. The advantage for promoting online interaction is that learning teams should bond and thus make each student in the group want to do his or her share. Helping students learn how to acquire team spirit is important in and of itself, but it also provides students with powerful incentive to become more engaged in online conference activity.

3. Make the activity interesting.

If it is a discussion topic, make it one that students have a reason to get engaged in. Appeal to their life experiences, vested interests and ambitions. It might even be a good idea to let the students create some of the topics, especially if you provide an overall academic framework to guide them where you want them to go. If it is a group-created paper or project, let the students pick the subject within the bounds of the academic objectives. Surely, you want more than just "discussion" of student opinions -; a matter discussed in more detail on the topic of academic deliverables (Item 6).

4. Don't settle for just opinions.

Everybody has opinions. They are like knee jerk reflexes, occurring with little thought once they have been formed. Thus, it is not surprising that many classroom discussion groups online are dominated by opinion messages, rather than rigorous analysis and creative thought. Teachers should insist that opinions alone are not sufficient. They must be supported with data and rational discourse and even re-examined in light of what others in the online group are thinking.

5. Structure the activity.

Give students guideposts to help them think of things to say that are academically meaningful. Choice of topics has a great deal of influence here. Topics should be organized around an academic theme that serves course objectives. Topics should not be so open-ended that students digress. You can go further by creating activities that are best performed in a structured way. For example, debates can be structured by requiring students to post a position, to which others respond with pro or con supporting arguments, followed by critique of the arguments. Or brainstorming can be structured by having students first generate a list of alternatives; re-think the list by creating new ordering, structure, or relationships, systematically evaluating each item to produce a "short list" of viable alternatives; and then reaching consensus decision on the best choices, followed by prioritization.

6. Require a hand-in assignment (deliverable).

To extend structuring to its logical conclusion, you should require students to do something besides just express ideas and opinions. They should produce a deliverable from the conference. This kind of activity capitalizes on all the advantages of constructivist theory, which holds that students learn best when they have to integrate, synthesize and apply information by creating a deliverable piece of work. Such a deliverable can include idea generation and analysis, decisions, plans and designs, proposals, case studies, problem solution, research projects, term papers or reports, portfolios or role playing.

7. Know what you are looking for and involve yourself to help make it happen.

Irrespective of the specific learning activity, the teacher should know what quality work is and should intervene as the work is being developed to steer students in the right direction. When the teacher participates in a conference, providing extensive critique, feedback, and encouragement, students cannot help but become more involved.

8. Peer grading.

Tell students at the beginning of the conference that at the end of the activity they will be asked to rate each other on the value of each person's contribution. This can be a powerful incentive for students to do quality work in the conference. However, most of the students that I encounter do not like to grade each other. This is especially a problem if they have bonded as a result of operating in a learning team. In that case, they may want to give everybody an A, even when some students made distinctly greater contributions to the conference. Problems also arise by having them rank each other, because they might think that rank 1 gets an A, rank 2 gets a B, and the lower ranked students will get a failing grade. One possible solution is to have students grade the contributions of another group, which also gives them added learning experiences. Another possibility is to structure the ratings so that they don't translate directly into A, B, C, etc. The teacher might say, for example, that everyone will get an A, B, or C for the peer helping portion of the final grade, depending on the peer helping ratings. The ratings might be in the form of "superior, good, fair, poor," or some equivalent. Another possibility is to have each stu-

dent name the one student in the group who helped them the most. Students who are named more than once might get bonus points on the final grade. A similar approach could be used with a ranking scheme. Students with the best ranks get the most bonus points on the final grade.

Material excerpted from *Eight Ways to Get Students More Engaged in Online Conferences* in the August 1998 Edition of THE Journal with permission from the author. The online version of THE Journal and can be found at <http://www.thejournal.com>. The author originally presented this paper at the Teaching in the Community Colleges online conference (April 7 -9, 1998).



Virtual Classroom

Introduction

This quick sheet will assist you in navigating within Virtual Classroom as a Student. Before you start, please take a moment to review the technical prerequisites and conventions used within this document.

Technical Prerequisites

You will need access to:

- An Internet connection
- A Web browser such as Netscape 4.0 or higher and IE 4.0 or higher that can accommodate both JavaScript and Java
- An e-mail account

Conventions Used in this Material

There are several formatting conventions used throughout this document. Please take note of the following formatting styles:

- Tasks you perform are listed as STEPS.
- Within the steps, buttons and other parts of the Virtual Classroom screen are indicated in **BOLD**.

Virtual Classroom

Each course includes a synchronous chat room for student and group communications. Virtual Classroom, as we call the chat room, can be used to hold “live” classroom discussions, TA sessions, and office hour type question/answer forums. You can even have guest speakers and subject matter experts talk with the class in the Virtual Classroom.

When developing an activity that requires a Virtual Classroom, consider the following:

- The Virtual Classroom is a Java application and may initially take a few minutes to load into a browser window. Before developing assignments that require the Virtual Classroom, be sure that all students have Java enabled browsers.
- Due to the synchronous nature of the Virtual Classroom, multiple users must participate at the same time. Be sure to notify students about a scheduled Virtual Classroom session to ensure attendance.
- Sometimes a Virtual Classroom session can be overwhelming if there are too many users. Consider grouping students into several small groups to keep the conversation manageable.

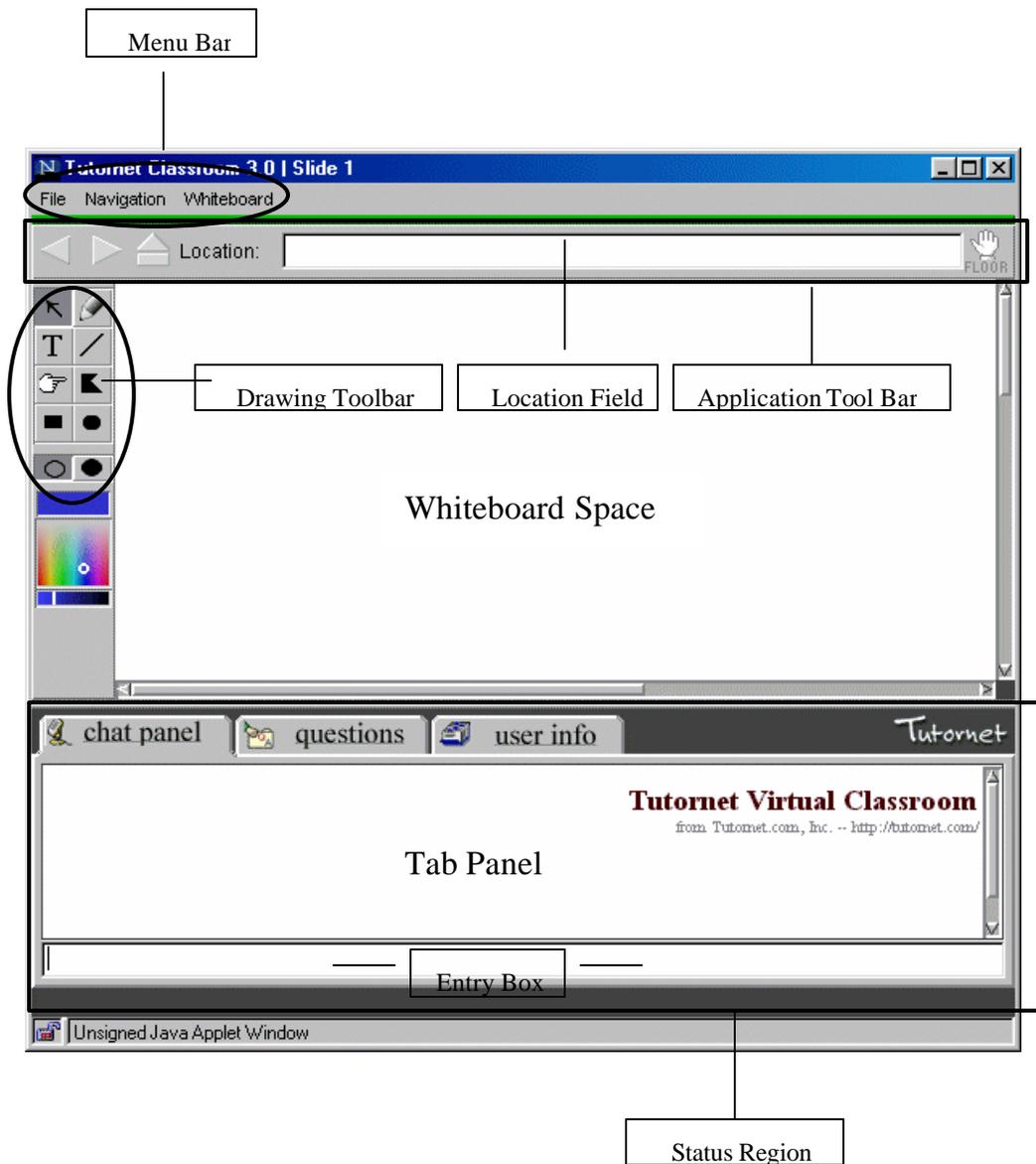
Accessing Virtual Classroom

To access the Virtual Classroom:

- Step 1:** Click the **Communications** navigation button.
- Step 2:** Click **Virtual Classroom**.

Overview of Virtual Classroom

A Virtual Classroom contains several distinct areas:



Whiteboard Space	You can display web pages on the whiteboard space, which is the large center area. You can also write or draw on this space using the drawing toolbar.						
Menu Bar	Use the menu bar to change the information that appears on the whiteboard space, such as selecting a font to use on the whiteboard space, moving an object on the whiteboard space behind another object, and moving from one slide on the whiteboard space to another slide.						
Application Tool Bar	The application toolbar contains a “floor” tool for requesting access to additional classroom activities and tools in navigating web pages.						
Location Field	Use the location field to enter the URL of a web page you would like to use in your discussion. The web page is then displayed on the whiteboard space. Users can also write or draw on the web page with the drawing toolbar.						
Drawing Toolbar	Use the drawing toolbar to write and draw on the whiteboard space.						
Tab Panel	<p>The tab panel is used to enter chat, ask questions of your instructor, and view user information.</p> <p>The following tabs are available:</p> <table><tr><td>Chat Panel:</td><td>Use this tab to talk with others in your course.</td></tr><tr><td>Questions:</td><td>Use this tab to submit a question– either privately or publicly - to the Instructor.</td></tr><tr><td>User Info:</td><td>Use this tab to learn about others in your course, such as their names.</td></tr></table>	Chat Panel:	Use this tab to talk with others in your course.	Questions:	Use this tab to submit a question– either privately or publicly - to the Instructor.	User Info:	Use this tab to learn about others in your course, such as their names.
Chat Panel:	Use this tab to talk with others in your course.						
Questions:	Use this tab to submit a question– either privately or publicly - to the Instructor.						
User Info:	Use this tab to learn about others in your course, such as their names.						
Status Region	Status messages are displayed at the bottom of your Virtual Classroom window in the status region. View important system messages as well as information about many Virtual Classroom controls in this space.						

Virtual Classroom Basics

Entering Chat

With the Chat Panel tab, you can chat with your instructor and your classmates.

To enter chat:

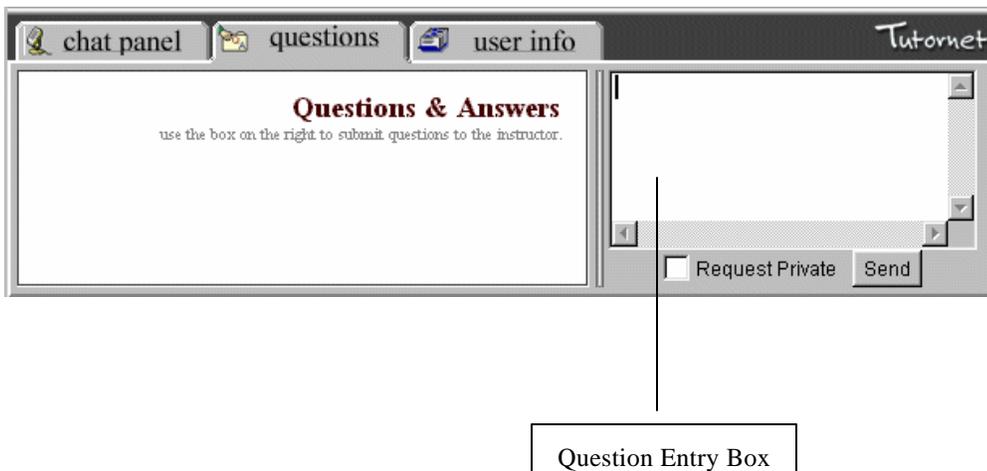
- Step 1:** Click the **Chat Panel** tab.
- Step 2:** Type a message in the **Entry Box**.
- Step 3:** Hit the **Enter** button on your keyboard.

Asking a Question

With the Questions tab, you can ask the instructor questions.

To ask the instructor a question:

- Step 1:** Click the **Questions** tab. The **tab panel** will now appear as shown in the figure below.



- Step 2:** Type your question in the **Question Entry Box**.
- Step 3:** Click the **Request Private** box if you would like only the instructor, not your classmates, to see your question. Otherwise, everyone in your course will see your question.
- Step 4:** Click **Send** to send the question to the instructor.

Viewing User Information

With the User Info tab, you can find out the names of your classmates in the Virtual Classroom.

To view user information:

- Step 1:** Click the **User Info** tab.
- Step 2:** Highlight the desired user. You will then see your classmate's names.

To learn about instructional features, refer to the Blackboard.com Student Manual.

Contact Information

Please contact Blackboard Inc. for information on upgrades and enhancements to Blackboard.com by using the following contact information:

Web Page	Address
www.blackboard.com/company	1111 19 th Street, NW
	Suite 600
	Washington, DC 20036

© 1999 Blackboard Inc.



Student Tips

Introduction

Welcome to Blackboard.com. This tip sheet provides you with instructions for locating and enrolling in online courses. Before you begin, please take a moment to review the prerequisites and conventions used in this guide.

Technical Prerequisites

While you are enrolling and taking your course online, you will need access to:

- An internet connection
- A web browser (Netscape 3.01 or higher and IE 4.0 or higher)
- Associated programs recommended by your instructor (ex: Word, Excel).
- Mail Preferences configured to open **Mail To:** commands.

Conventions Used in this Material

There are several formatting conventions used in this course. Please take note of the formatting styles:

- Buttons and Links will be indicated in **BOLD**
- Items you type are indicated in this font
- Locations on the screen are indicated in *italics*
- Tasks you perform are listed as STEPS

Accessing Blackboard.com

The first step to taking a course online is locating Blackboard.com with your browser.

To access Blackboard.com:

- Step 1:** Open your Internet browser.
- Step 2:** Type: <http://www.Blackboard.com> in the *Location or Address* field.

The introductory screen will appear. There are three important areas on this screen, the **Search for a CourseSite**, **My Blackboard**, and the **Featured CourseSite** sections.

The screenshot shows the Blackboard.com interface for students. It features a search section, a 'My Blackboard' link, and a 'Featured CourseSites' section. Annotations with arrows point to specific elements:

- An arrow points to the search input field and the 'go!' button, with the text: "Enter keywords in the text field and search for either an online course created by your instructor or courses pertaining to the keyword from the Blackboard.com catalog."
- An arrow points to the "Go to My Blackboard" link, with the text: "Click here to view a list of the courses you are enrolled in."
- An arrow points to the "Featured Course List" link, with the text: "Click here to browse the Blackboard.com Featured Course List."

Students
Search for a CourseSite!

[go!](#) [Advanced Search](#)

Search for a course your instructor has placed online.
 Search for a course anyone can take online.
[Learn more...](#)

View your courses: [Go to My Blackboard](#)

Featured CourseSites
Browse our [Featured Course List](#) by category:

Art/Music	Hobbies	Medicine
Business	Languages	Physical Ed
Computers	Legal	Sciences
Education	Literature	Social Studies
Engineering	Mathematics	Vocational

or browse by [Institution](#) or [Educational Level](#).

Check Out These Featured CourseSites

Higher Education CourseSite:
[English 101: College Composition](#)
Be a guest at a site that helps college students improve their writing skills!

K-12 CourseSite:
[Algebra Level 1](#)
Preview a CourseSite in it's developmental stages. Come back periodically and see how this instructor continues to enhance her class.

Corporate Training CourseSite:
[F.I.R.E. Series 7 Training Course](#)
Preview or enroll in this CourseSite and begin your preparation for the NASD Series 7 Accreditation Exam.

HobbyCourseSite:
[Fundamentals of Contract Bridge](#)
Enroll in this course and learn the basics of one of the most challenging card games.

Even CourseSites for Teachers:
[Are They Learning What I'm Teaching](#)
Be a guest visitor in this online faculty workshop where you will learn Classroom Assessment Techniques.

[View More Featured Courses](#)

Click here to access a Featured Course.

Searching for a CourseSite

This section allows you to locate a course by entering keywords in the text field. You can either search for a course that your instructor has posted or within the Blackboard.com course catalog.

To search for a CourseSite:

- Step 1:** Enter keywords in the text fields.
- Step 2:** Select whether you are searching for a course posted online by your instructor (all courses within Blackboard.com) or within the Blackboard.com course catalog (available to anyone).

Search for a CourseSite!

[Advanced Search](#)

Search for a course your instructor has placed online.

Search for a course anyone can take online.

[Learn more...](#)

- Step 3:** Click the **Go** button.

Note: The **Advanced Search** link allows you to pinpoint your search.

Search for:

Search for a course my instructor has placed online.
 Search the Blackboard.com catalog to take an online course

Search by:

CourseID Title Description
 Institution Category All

Show only classes for:

K-12 Higher Education Continuing Education
 Hobby Corporate Training

Select criteria to pinpoint your search.

Step 4: The search results will be displayed in the **Course Search Results area**.

23 courses matched your search criteria. [Search Again](#) Click here to conduct another search.

American Film as Literary Art (ENGL2311)

FEE: None [ENROLL - PREVIEW](#)

Institution	University of New Orleans
Target Audience	Higher Education
Instructor	Jane Haspel
Pace	Self-Study
Fee	None

I am enrolled in this course - [Enter](#)

You can either enroll in or preview the course.

Once you have located the desired course, you can either enroll in the course or preview it before enrolling.

Featured CourseSites

You can search for a course online by browsing the Blackboard.com Featured Course List.

To browse the Featured CourseSite List:

Step 1: Click the **Featured Course List** link in *Featured Course-Sites*.

Categories [\[top\]](#)
[Search Featured Courses](#)

Category	Course Open	Total Courses
Art / Music	3	6
Business and Management	16	27
Computer & Engineering	6	7
Computer / Information Technology	7	11
Education	18	21
Hobbies	1	1
Languages	6	7
Legal	2	3
Literature / Linguistics	12	13
Mathematics	1	2
Medicine & Health	4	6
Physical Education	0	1
Science	6	9
Social Sciences / Social Study	21	23
Vocational	1	2

Click **Search Fea-**tured Courses to enter keywords and pinpoint your search.

Click the link of the category you would like to search.

Note: Categories are listed in two ways:

- **Course Open:** This listing shows how many course are available to students.
- **Total Courses:** This listing shows how many courses have been created in the category.

The **Course Open** and **Total Courses** values may differ. Instructors can create a course but not make it available for use because they are adding constructing the course or making time-sensitive modifications to the course.

Step 2: Click the category you would like to search.

Note: To search using keywords, click the **Search Course Catalog link**.

Step 3: The sub-category listings within the subject field you selected will be displayed.

Note: Courses that are listed in the **General** sub-category selection will be displayed below the the category listing. Be sure to scroll to the bottom of the page to view all of the courses available in the category.

Category	Courses Open	Total Courses
Aerospace Engineering	0	0
Agricultural Studies	0	0
Architecture and Urban Planning	0	0
Chemical Engineering	0	0
Civil Engineering	0	0
Computer Engineering	0	0
Computer Science	4	4
Electrical Engineering	1	1
Environmental Engineering	0	0
Industrial and Systems Engineering	0	0
Mechanical Engineering	0	0
Nuclear Engineering	0	0

Basic Vehicle Mechanics (Atm120)

FEE: None [PREVIEW](#)
 (Enrollment not currently available)

Description This course is an introduction to the elements of servicing automobiles. Through reading assignments, online and lab activities, the course objectives will be completed. If you are interested in learning more about your car and the service it requires, this course is for you.

Institution Morten College

Target Audience Higher Education

Instructor Dave Hostert

Pace Instructor Led

Course Dates Start Date: 01/19/2000 End Date: 05/12/2000

Fee None

I am enrolled in this course - [Enter](#)

Step 4: Either click the name of the sub-category or the scroll to the general course to which you would like to enroll or preview.

Once you have located the desired course, you can either enroll in the course or preview it before enrolling.

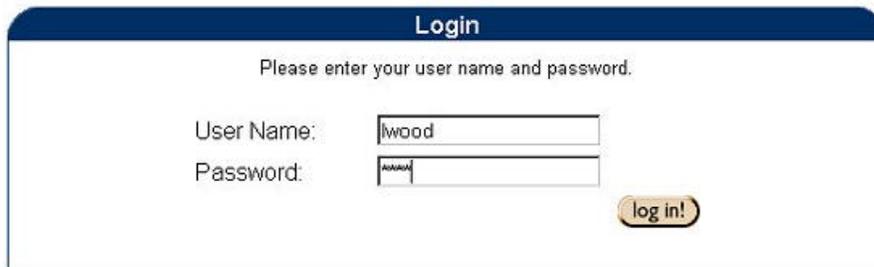
My Blackboard

You can view all the courses to which you are associated within *My Blackboard*. This section will only display courses and communities that you are already enrolled in.

To access courses through *My Blackboard*:

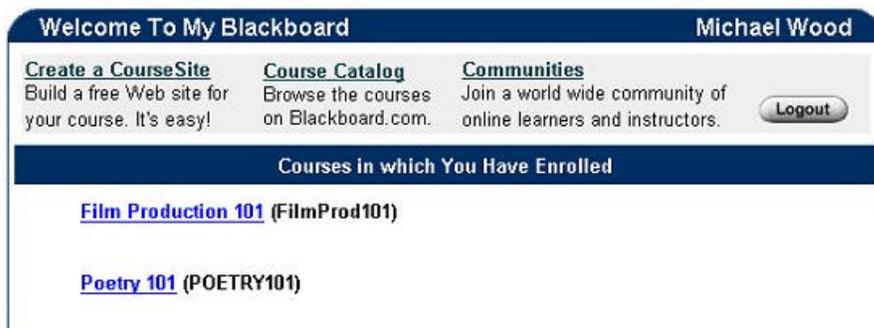
Step 1: Click the **Got to My Blackboard** link in the *Student* section.

Step 2: Enter your **username** and **password** in the text fields.



Step 3: Click the **log in** button.

Step 4: Click the link of the activity (course, catalog, or community) or you would like to enter.



Previewing A Course

Each Instructor has the ability to turn on and off “guest” access to a course. If this feature is turned on, you can preview the course before enrolling.

To preview a course:

Step 1: Click the **Preview** link of the course you would like to enter.

23 courses matched your search criteria. [Search Again](#)

American Film as Literary Art (ENGL2311)

FEE: None

Institution: University of New Orleans

Target Audience: Higher Education

Instructor: Jane Haspel

Pace: Self-Study

Fee: None

I am enrolled in this course - [Enter](#)

ENROLL - PREVIEW

Click here to enroll in a course.

Click here to preview a course.

Step 2: You will be given temporary access to the course. As a guest user, you can view several course areas.

Step 3: If you choose to enroll in this course, you can click the Enroll button located under the navigation buttons.

Enrollment Process

Every Blackboard.com student is required to have a unique username and password within the Blackboard.com system. The username and password grant you access to course material, grades, and communication tools.

The enrollment process can be completed in one of two ways:

- Instructors enroll all the students
- Self Enrollment

Note: The Instructor will set the parameters for course matriculation.

If the Instructor has already enrolled you as a student, you will be provided with a username and password to enter the course.

Enrolling in a Course

Once you have located a course (by using either the search features or entering a URL provided by your Instructor), you can enroll in the course.

Note: This function is only available if the Instructor allows self enrollment.

If you have been enrolled by your Instructor:

Step 1: Enter the URL provided by your Instructor in the web browser or click the **I am enrolled in this course - Enter** link on the course in the *Search Results* page.

Step 2: Enter your username and password.

The screenshot shows a Blackboard login interface. At the top, it says "Accessing American Literature I". There are two main sections: "I am already in this course." and "Enroll...". The "I am already in this course." section has input fields for "User Name:" and "Password:", and a "log in!" button. The "Enroll..." section has a link: "I would like to enroll in the course.". Below these sections is a "Guest Access" section with a link: "Visit as a guest...". At the bottom, it says "Currently using Blackboard.com as mwood."

Step 3: Click **log in**.

If you would like to enroll in this course:

Step 1: Locate the desired course using the search engines.

Step 2: Click the **Enroll** link.

23 courses matched your search criteria. [Search Again](#)

The screenshot shows a course listing for "American Film as Literary Art (ENGL2311)". It includes the following information: "FEE: None", "Institution: University of New Orleans", "Target Audience: Higher Education", "Instructor: Jane Haspel", "Pace: Self-Study", and "Fee: None". There is a link "ENROLL - PREVIEW" with an arrow pointing to it and the text "Click here to enroll in a course." below it. At the bottom, it says "I am enrolled in this course - [Enter](#)".

Step 3: Enter a username and password.

Note: Instructors have the option of requiring an access code to be entered upon enrollment. Without this

code you cannot enroll in the course. Consult your instructor before embarking on the enrollment process.

ENROLL
Approaches to Literature (EN101)

Please provide us with your student information so we can add you to Approaches to Literature. Each of the items with a red star (*) is required. Click the **enroll!** button at the bottom of the page when you have finished filling out the necessary fields.

Student Information

User Name	<input type="text"/>
Password	<input type="password"/>
Password (for verification)	<input type="password"/>

Step 4: Click the **Enroll** button.

Step 5: Complete the *Student Information* fields.

Note: The fields marked with an asterisk (*) are required.

Student Information	
User Name	cwood
* First Name	<input type="text"/>
Middle Name	<input type="text"/>
* Last Name	<input type="text"/>
* Email Address	<input type="text"/>
Organization	<input type="text"/>
Position	<input type="text"/>
* City	<input type="text"/>
* State or Province	<input type="text"/>
* Zip/Postal Code	<input type="text"/>
* Country	<input type="text"/>
* Date of Birth	MM <input type="text"/> DD <input type="text"/> , YYYY <input type="text"/>

Step 6: Click the **Enroll** button.

Step 7: If the course you have selected is one that requires a fee, complete the credit card information and click the **Purchase** button. If the course you have selected does not require a fee, skip to **Step 9**.

Purchase Summary	
Chosen Services:	Registered Course: Nothing101 (\$100)
Purchase Number:	990813203931980
Total Price:	\$100.00

Credit Card Information	
Credit Card Type:	MasterCard
Card Number:	<input type="text"/>
Expiration Date:	<input type="text"/> (mm/yy)
Name as it appears on card:	<input type="text"/>
Billing address:	<input type="text"/>
City:	<input type="text"/>
State or Province:	<input type="text"/>
Zip / Postal Code:	<input type="text"/>
Country:	<input type="text"/>

purchase!

(Please be patient. It may take up to one minute to process your credit card.)

Step 8: Review the payment confirmation screen and click **Continue to Course**.

Payment Information	
Thank you for your payment. Below, you will find a purchase confirmation number for your order. Please print this page, or copy this down for your records. When you are done, click continue to course.	
Confirmation Details	
Chosen Services:	Registered Course: Nothing101 (\$100)
Purchase Number:	990813203931980
Credit card:	(Partial number shown for security)
Total Price:	100

YOU MUST CLICK HERE TO RECEIVE THE SERVICES YOU PURCHASED
[Continue to Course](#)

Click here to continue to the course.

Step 9: Copy the URL for the course you have enrolled in and click the **Enter Course** link.

ENROLL

Poetry 101 (POETRY101)

You have been added to Poetry 101. Be sure to print this page or write down the information below so you will be able to find your way to the course later.

Course Name: Poetry 101
Course ID: POETRY101
Description: Writing and Understanding poetry.
URL to Course: <http://www.blackboard.net/courses/POETRY101>
User Name: mjackson1

[Enter course POETRY101](#)

Click the link to enter the course.

Enrolling in a course after signing in as a Guest

After previewing the course as a guest, you can enroll as a student.

Note: This option is only available if the Instructor allows self enrollment.

To enroll in a course after previewing it as a guest:

Step 1: Click the **Enroll** control button.



Click here to enroll in a course.

Step 2: Follow the Steps 3-9 for enrolling in a course in the **Enrollment Process** section of the manual.

For specific information on navigating within a CourseSite, please refer to the Blackboard.com **Student Manual**, available from the Blackboard.com website.

Web Page	Address
www.blackboard.com/company	1111 19 th Street, NW
	Suite 600 Washington, DC 20036

© 1999 Blackboard Inc.

Appendix A