

ANGEL 8.0 Instructor Reference Manual



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Introduction

Welcome to the ANGEL Instructor Reference Manual, which is designed to provide instructors with a basic understanding of ANGEL and its primary tools.

ANGEL is a web-based course management and collaboration portal that enables educators to manage course materials and to communicate quickly and effectively with their students. ANGEL can function both as a complement to traditional courses and as a site for distance learning.

A significant portion of ANGEL's power lies in its capability to be tailored to specific institutional needs. Please note that because your institution determines which tools are made accessible, some segments of this guide may not apply to your use of ANGEL. Contact your institution's support desk for questions regarding ANGEL administration.

Conventions Used in This Manual

Typographic conventions used in this manual are as follows:

- Items in **bold** represent links, buttons, or fields that appear on the screen.
- Linked items (online help only) are underlined.

This text also features different types of special information:

Icon	Description
	Tip: A type of note that helps users apply the techniques and procedures to their specific needs. A tip may suggest an alternative method that might not be obvious; it helps users to understand the benefits and capabilities of the item in the text.
	Note: Calls the user's attention to information of special importance.
	Reference: Refers the user to another source of information.
	Caution: Advises users of actions that could cause problems.
 Video	Videos: Brief tutorial videos, located online, that illustrate the current task.

Help Sources

Before we jump into the tutorial sections, it's important to clarify the various ways in which you can receive help when using ANGEL. The following sections illustrate ways to get help by using ANGEL.

Requirements:

Browsers:

Windows: IE 8 & 9, Firefox, Safari, Google Chrome

Mac: Safari, Google Chrome, Firefox

Operating systems:

Windows: XP, Vista, Win 7

Mac: OS X

Online Help

ANGEL offers a comprehensive Instructor Reference and key step-by-step tutorials via its online Help system. Help is accessed by using the Help link located within the ANGEL Power Strip.

The Online Help tool provides several options for accessing help.



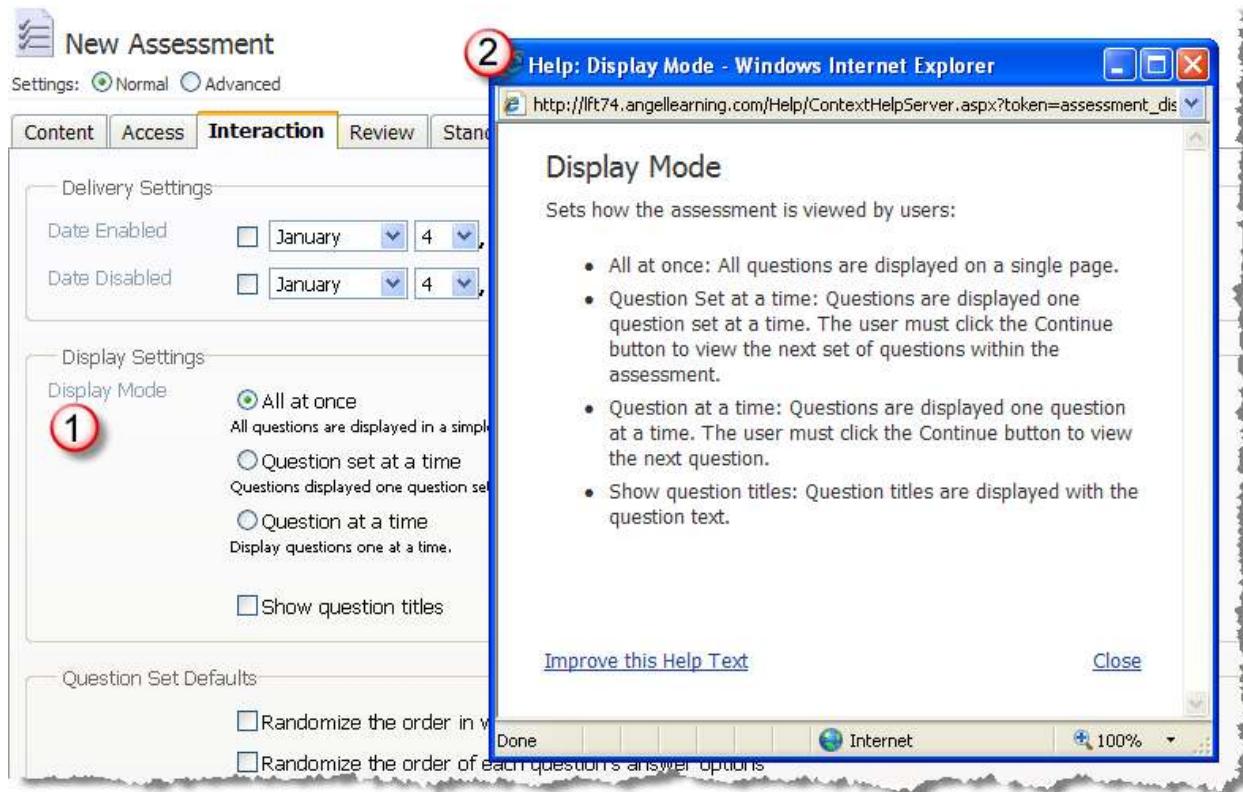
1. **Contents.** This option allows you to browse through the entire ANGEL Help system.
2. **Search.** This option allows you to search through the entire online Help system.
3. **Instructor Quick Start Tutorial.** A tutorial that covers the basics for using ANGEL.
4. **Downloadable Guides.** This link takes you to a page in which you have access to downloadable (PDF) versions of the various ANGEL help documents. Your system administrators also have access to the source document files.
5. **Resources.** This link takes you to a page maintained by your institution in which additional help or policy information may be posted.

Field-Level Help

In many places within ANGEL, the help is built in to the application interface. You access this help by hovering your mouse pointer over a field label on a configuration page.



Clicking the field label loads a pop-up help window with additional information on that particular setting. In the following figure, the user has clicked on the "Display Mode" text (1) and thus loaded field-level help for the "Display Mode" setting (2).



ANGEL User Group List

ANGEL is fortunate to have a robust community of users working to support each other's use of ANGEL via the [ANGEL User Group List](#). The User Group List is managed by Indiana University-Purdue University Indianapolis and is not officially supported by ANGEL. ANGEL recognizes the User Group List's value to our user community, however, and highly recommends that users investigate the listserv as a means of additional support.

Exploring the ANGEL Home Page

The ANGEL Home page (ANGEL Home) functions primarily as the login screen and starting point for each ANGEL session.



Video: ["Navigate the Home Page."](#)

The left edge of the ANGEL Home page is called the **Power Strip**; this area contains basic system navigation tools. Other sections of the screen enable you to log in to ANGEL and access various resources.

There are three system navigation tools at the top of the Power Strip. These icons are always available on the ANGEL Home page and when you are working in a course or a group.

The elements of the Power Strip are as follows:

1. **Home.** Returns to the ANGEL Home page.
2. **Help.** Displays ANGEL online help, guides, and resources.
3. **Log Off.** Logs out of the ANGEL environment.

Logging On

To log on to ANGEL, you need the username and password provided by your institution.

The image shows a 'Log On' window with the following fields:

- Username: A text input field.
- Password: A text input field.
- Language: A dropdown menu set to 'English (United States)'.
- Log On: A blue button.
- I forgot my password: A blue hyperlink.
- Request an account: A blue hyperlink.

To log into the ANGEL environment:

1. **Username and Password.** Type the username and password provided by your institution into the appropriate fields.
2. **Log On.** Click the **Log On** button.



Tip: Click the **I forgot my password** hyperlink to request a reminder e-mail or click the **Request an account** hyperlink to request a username and password for the system.

The password reminder and account request options are not available at all institutions. For information about how to request an ANGEL user account, contact your institution's support desk.

Retrieving a Forgotten Password

Click the **I forgot my password** hyperlink to request a reminder e-mail or click the **Request an account** hyperlink to request a username and password for the system.

The password reminder and account request options are not available at all institutions. For information about how to request an ANGEL user account, contact your institution's support desk.

The image shows the ANGEL Learning Management Suite homepage. At the top, it says 'ANGEL® LEARNING MANAGEMENT SUITE'. Below that is a 'Log On' form with fields for 'Username' and 'Password', and a 'Log On' button. A red arrow points to the 'I forgot my password' link below the form. To the right of the form, there is a sidebar with 'Publ' at the top, followed by 'View:' and 'Ther'.

To retrieve a forgotten password, click the **I forgot my password** hyperlink below the Log On component on the ANGEL Home page. The Password Reset option appears.

Home Request Password Reset

ANGEL® LEARNING MANAGEMENT SUITE
Password Reset

Enter your complete e-mail address in the space provided and click the Submit button to have your user name mailed to you and be able to reset your password.

E-mail Address

E-mail Address. Type the e-mail address provided by your institution.

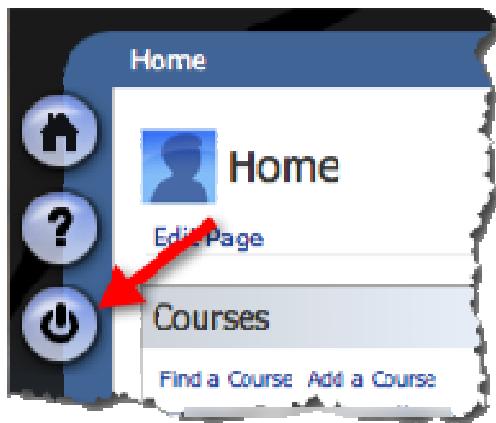
Submit. Click the **Submit** button to process your request.

Logging Off

For security reasons, you need to log off when you finish your ANGEL session so that unauthorized users do not access your account without your permission.

To log off of ANGEL:

1. **Log Off.** Click the **Log Off** button on the Power Strip.



2. Your browser will ask if you are sure you want to log out. Click **OK** to log out.

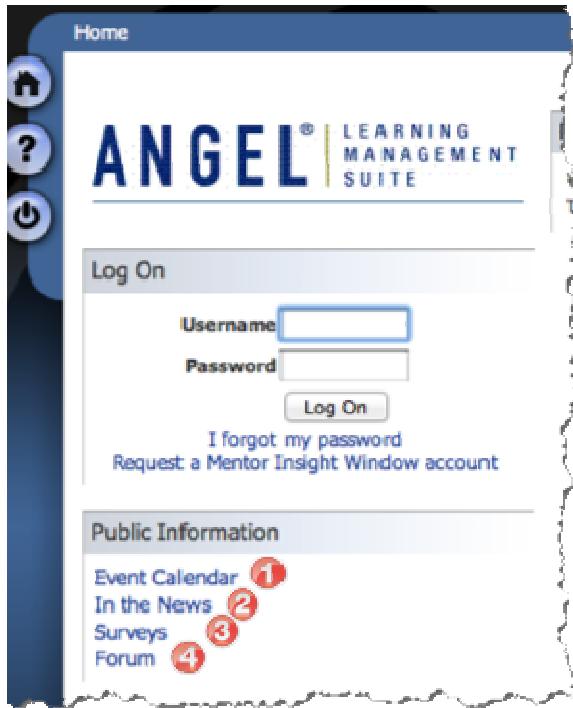


Using Public Information Resources

ANGEL Home offers a variety of public resources for instructors and students. To access a resource, simply click its hyperlinked title.



Note: All of these resources may not be available at your institution. Further, your institution may offer additional customized resources.



The standard Public Information resources include the following:

1. **Event Calendar.** Provides access to your institution's public calendar, including events, significant academic or training dates, and other entries.
2. **In the News.** Keeps you up to date on your institution's latest news.
3. **Public Surveys.** Enables you to participate in public surveys at your institution.
4. **Public Forums.** Lets you join public discussions at your institution.



Tip: These resources are also available on your personal Home page.

Search and Help

The Search and Help section provides search capabilities for courses and community groups. Access is provided to the online help and guided tour of ANGEL 8.0.



Standard Search and Help resources include the following:

1. **Course Search.** Allows a user to search for courses available at your institution. Course search displays only those courses designated searchable by your institution.



Tip: Log into ANGEL before performing this search to view a larger selection of courses, groups, and profiles, including those that are viewable only by authenticated ANGEL users.

2. **Community Search.** Allows a user to search for groups available at your institution. Community Search displays only those groups designated searchable by your institution.
3. **People Search.** Allows a user to search for user profiles at your institution. Because of privacy concerns, public listing of personal information is voluntary.
4. **Help.** Provides access to online ANGEL help, guides, and resources. Available resources vary based on your institution's requirements.
5. **Guided Tour.** Provides an overview of the ANGEL environment.

Public Announcements

Public announcements are system-wide announcements created and maintained by your ANGEL system administrator.

Personal Home Page

When you log into ANGEL 8.0, you are presented with your personal page: Home. Home provides you with access to all courses that you are teaching or taking, as well as to all groups that you are leading or participating in at your institution. Additionally, Home contains a variety of tools to assist you with your instructional work.

The screenshot shows the ANGEL 8.0 Personal Home Page. On the left is a vertical sidebar with icons for Home, Help, Courses, Groups, Tools, and Settings. The main area has several components:

- Home:** Shows a blue profile picture and "Edit Page" link.
- Courses:** Lists "Advanced Biology" and "Intro to Biology".
- Community Groups:** Lists "Find a Group" and "Create a Group".
- Course Mail:** Includes "View Inbox" (with 0 messages), "Quick Message", and "Unread Messages" (All 0 messages).
- My Announcements:** Displays a message: "Advanced Bio quiz this Friday over chapters 2, 3, and 4" under "Advanced Biology".
- Today's Calendar:** States "There are no events for today."
- Toolbox:** Lists "Bookmarks", "Files", and "Calendar".
- Public Announcements:** States "There are no new announcements."
- Public Information:** Lists "Event Calendar", "In the News", "Public Surveys", and "Public Forums".



Tip: To customize the selection and appearance of tools on your personal Home page, click the **Edit Page** link in the Home menu bar.

Personal Home Page Components

You can choose which components appear on your Home page. Available components vary by institution.

The screenshot shows the Blackboard Home page. On the left, there is a vertical toolbar with icons for Home, Help, Logout, Settings, Folders, and User Profile. The main area has a "Home" header with a user profile icon. Below it is a "Edit Page" link with a red circle containing the number 1. The "Courses" section follows, containing links to "Find a Course", "Add a Course", and two course entries: "Advanced Biology" (disabled) and "Intro to Biology". The "Community Groups" section includes links to "Find a Group" and "Create a Group".

To edit your Home page, follow these steps:

1. **Edit Page.** Click the **Edit Page** hyperlink that appears below your profile icon.

This screenshot shows the Home page in edit mode. The top navigation bar includes "Home", "Edit Page" (with a red circle containing 1), "Add Components" (with a red circle containing 5), "Use Defaults" (with a red circle containing 4), "Save", and "Cancel". The main content area contains several components:

- Courses**: A box with "Find a Course", "Add a Course", and two course entries: "Advanced Biology" (disabled) and "Intro to Biology".
- Course Mail**: A box with "View Inbox" (with a red circle containing 2), "Quick Message" (with a red circle containing 3), and "Unread Messages" (with a red circle containing 1).
- My Announcements**: A box listing "Friday, December 12, 2008" and "Advanced Bio quiz this Friday over chapters 2, 3, and 4".
- Today's Calendar**: A box stating "There are no events for today."
- Toolbox**: A box with "Bookmarks" and "Files".
- Public Announcements**: A box stating "There are no new announcements."
- Public Information**: A box with "Event Calendar".

The "Courses" component has a dashed border, indicating it is selected or being moved. A cross-arrow cursor is visible near the "Courses" component, suggesting it can be dragged.

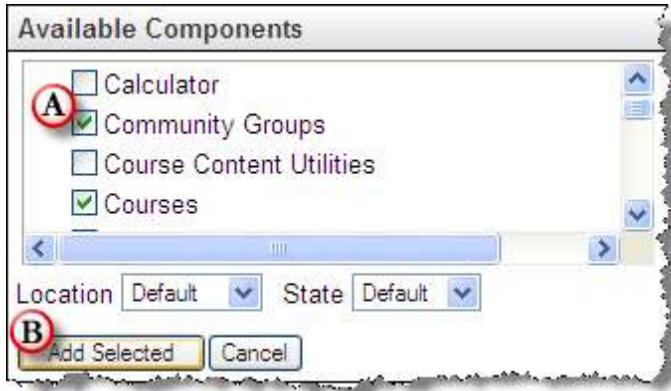
To add and rearrange components:

2. **Drag and drop.** Your cursor will turn into a cross-arrow (), which allows you to drag and drop components to rearrange their position on your Home page.



Note: A menu will appear on each component as your mouse moves over it.

3. **Edit.** The Edit button () allows you to edit the content of the component (not available on all components).
4. **Delete.** You can remove a component by clicking the Delete button ().
5. **Use Defaults.** If you are not satisfied with your selections, you can restore the defaults set by your institution by clicking the Use Defaults button.
6. **Add Components.** Select and add additional components not already displayed.



- A. **Available Components.** Click the checkbox next to those components you wish to add.
- B. **Add Selected.** Click the Add Selected button when you finish selecting components.

Courses Component

The Courses component contains a list of courses in which you are enrolled.

The elements of the Courses component include the following:

1. **Course Title.** Click the course title hyperlink to enter the course.
2. **Edit.** The Edit button () allows you to edit the content of the component.



Reference: For more information on the Courses component, see "Adding and Finding Courses."

Course Mail Component

The Course Mail component is a quick way to access your ANGEL mail from the Home page.



The elements of the Courses component include the following:

1. **View Inbox.** Go to an Inbox view that displays mail from all courses.



Note: Entering a course and accessing ANGEL Mail from the course's **Communicate** tab will display mail for that course only.

2. **Quick Message.** Skip the inbox and start your message.
3. **Unread Messages.** Alerts you to unread messages in your Inbox.
4. **Refresh.** Click the **Refresh** button () to check for unread messages.



Reference: For more information on the Course Mail component, see "Using the ANGEL Communication Tools."

Public Announcements Component

The Public Announcements component contains important messages published by your institution.

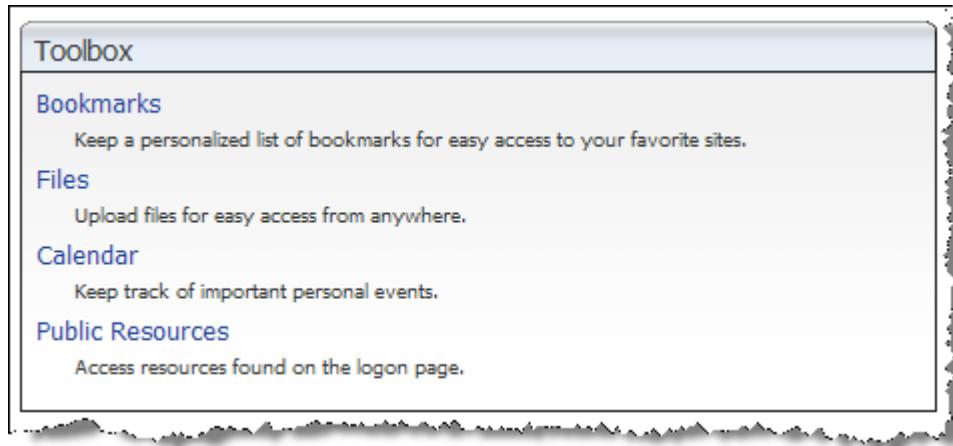


The elements of the Public Announcements component include the following:

1. **View: All.** View all announcements, including those that are no longer displayed as New.
2. **Refresh.** Click the **Refresh** button () to check for unread announcements.

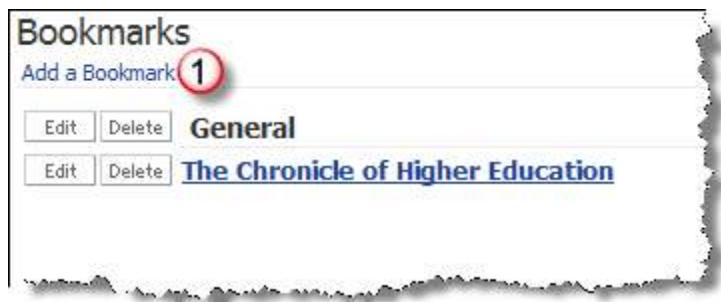
Toolbox Tools

The **Toolbox** offers several useful tools designed to increase productivity and customize your ANGEL environment.



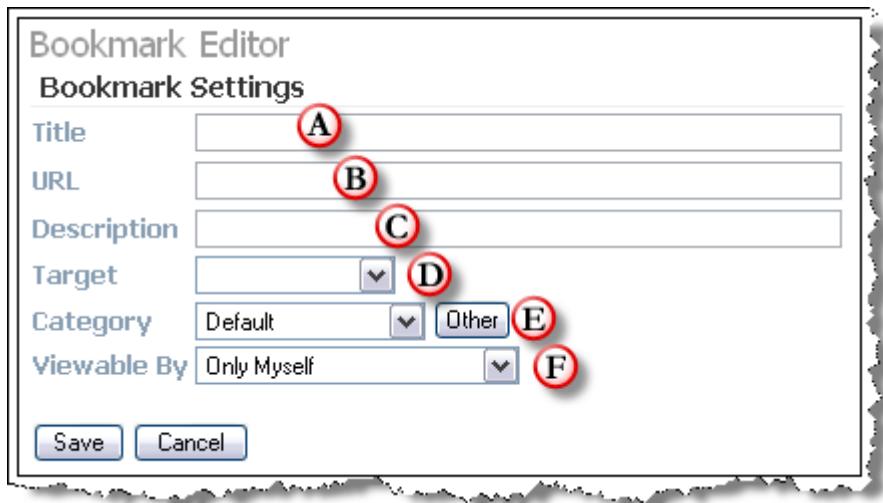
Bookmarks Link

Bookmarks allow you to add your favorite web page links for easy access and to sort them by category. To view and edit your bookmarks, click the Bookmarks link in the Toolbox to launch the Bookmarks page.



To add a bookmark:

1. **Add Bookmark.** Click the **Add a Bookmark** hyperlink (located in the upper-left toolbar). The Bookmark Editor appears.



- Title.** Type the title of the bookmark in the **Title** field.
- URL.** Type the bookmark web address (fully qualified URL) in the **URL** field.
- Description.** Type a description in the **Description** field.
- Target.** Choose a launch **Target** for the bookmark.

- i. **Same.** Loads the bookmark within the main ANGEL interface.
 - ii. **New.** Loads the bookmark in a new browser window.
 - iii. **Parent Window.** Causes the linked document to open in the parent frame (one step up in the frame hierarchy).
 - iv. **Top Window.** Opens in the topmost window, which replaces your current window.
- E. **Category.** Select a category from the **Category** drop-down list (or create your own by clicking the **Other** button).
- F. **Viewable By.** Select the viewing permissions from the **Viewable By** drop-down list.
- i. **Everyone.** Allows the content item to be accessed by anyone on the World Wide Web, regardless of whether they are affiliated with your institution or whether they have a valid account on the ANGEL system.
 - ii. **Authenticated Guest.** Allows all authenticated ANGEL users to access the content item. These users include users who are on the course roster and those who are not.
 - iii. **Students.** Restricts access to the content item only to those users on the course roster who have course rights of student or higher.
 - iv. **Team Leaders.** Restricts access to the content item only to those users on the course roster who have course rights of team leader or higher.
 - v. **Course Mentors.** Restricts access to the content item only to those users on the course roster who have course rights of course mentor or higher.
 - vi. **Course Assistants.** Restricts access to the content item only to those on the course roster who have course rights of course assistants or higher.
 - vii. **Course Editors.** Restricts access to the content item only to those users on the course roster who have course rights of course editor.
 - viii. **Only Me.** Restricts access to the author of the content item.

Add Content Link

Create folders and files, and upload images and documents to your personal file manager (Files) for storage purposes or to publish your content on the World Wide Web. The built-in HTML Editor allows you to create new web pages or to edit existing ones with an easy-to-use word processing-style interface.

To use the Files manager:

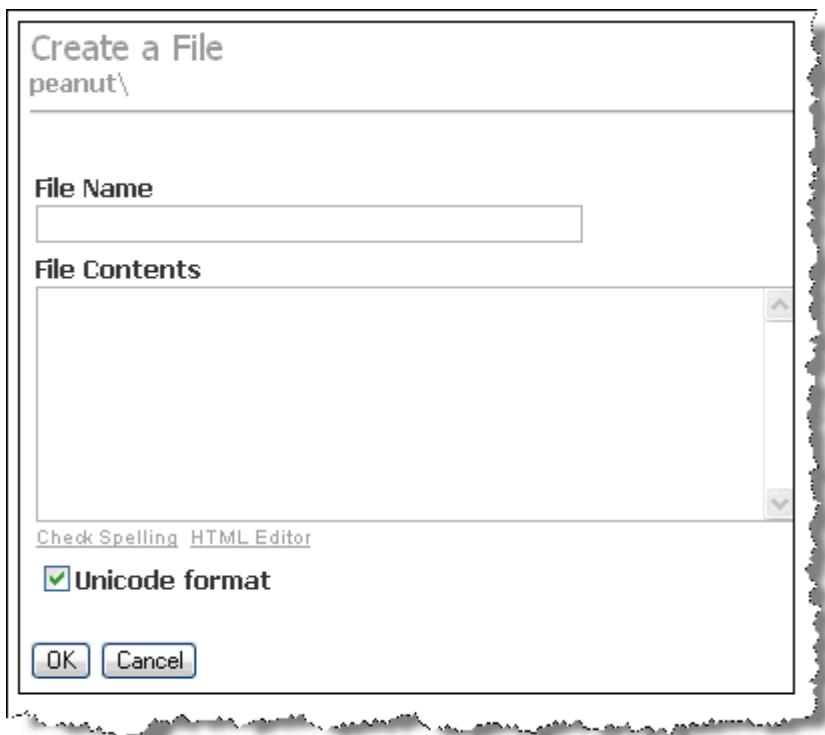
1. Click the **Add Content** hyperlink to open the Add Content window.



In the Add Content window, you can choose from a variety of options for adding files and folders.



1. To create a folder, click the **Create a Folder** hyperlink. The Create a Folder page displays. Type a name in the **Folder Name** field and click the **OK** button.
2. To create a file, click the **Create a File** hyperlink. The Create a File page appears. Type a name in the **File Name** field. Type or paste text or HTML code in the **File Contents** field. Optionally click the **HTML Editor** hyperlink to apply formatting, insert images, or create hyperlinks in an HTML file. Click the **OK** button.



Note: When creating a web page, add the proper extension (.htm or .html) to the end of the filename (for example, index.html) to ensure that the file type is properly identified and rendered by the web browser. For best results, web page names should be composed of alphanumeric characters with no spaces or special characters other than hyphens and underscore characters.

3. To upload a file, click the **Upload Files** hyperlink. The Upload a File page appears. Click the **Browse** button. A Choose File dialog box appears. Locate and select the file and click the **Open** button. Click the **Upload File** button; then click Done or click Upload File to upload another file.

Upload a File

peanut\

Directions: Click "Browse" to select the file to upload then click "Upload File". To upload several files, use the **Drag-n-Drop** tool or zip the files before uploading.

File To Upload

Maximum file size: 3.0 MB



Tip: For best results, do not upload files that have blank spaces in the titles (e.g., Assignment Guidelines.doc). Instead rename your files prior to uploading into the ANGEL environment (e.g., Assignment_Guidelines.doc).

4. To upload a file using drag and drop, click the **Drag-n-drop** hyperlink. It may take a few seconds to load the applet for the drag and drop. Drag one or more files or folders from your computer to the Drag-n-Drop upload area. A progress bar appears as your files are uploaded. After the upload is complete, the uploaded files display in the Drag-n-Drop window. Click the **Done** button when you're finished uploading files.

Drag-n-Drop

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Directions: Drag the files and folders you want to upload into the area below. To browse to another folder click on its name. If your browser does not support drag-n-drop you can use the [Upload Form](#).

Upload Successful for 1 files

- GradebookImports
- faq.htm
- gradebook.csv



Note: To use Drag-n-Drop, you need to have Sun's Java Virtual Machine (JVM) 1.4.1 installed on your computer. If you do not have it installed, you will be prompted to download the JVM.

Public Resources Link

The **Public Resources** hyperlink takes you to the ANGEL Home page, which contains public information hyperlinks, search and help hyperlinks, public announcements, and any top stories for your institution.

Navigating ANGEL

Your ANGEL home environment provides a wealth of tools and options for navigating through and controlling your use of ANGEL.



Video: ["Navigate in ANGEL."](#)

Global Navigation Tools

Your personal Home page features a set of navigation tools, located in the Power Strip along the left edge of the screen. These icons are always available on your personal Home page and whenever you are working in a course or group.



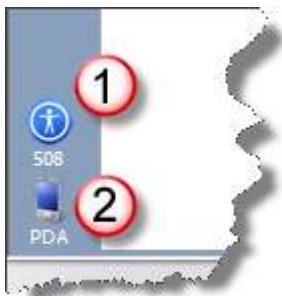
1. **Home.** This is a link back to your personal Home page (or the public logon page, if not authenticated). This link reloads the entire interface page in addition to updating the contents of the main content window.
2. **Help.** This is a link to the Help system, which opens in a new window. It displays ANGEL online help, guides, and resources.
3. **Log On/Off.** Clicking this link if you are not logged on to the system loads the logon page in the main content window. If you are logged on to the system, clicking this link causes a JavaScript confirmation box to display. Selecting **OK** logs you out and returns you to the ANGEL environment in a logged-out state.
4. **ePortfolio.** Launches ePortfolio (appears only if your institution has ePortfolio installed).
5. **Learning Object Repository (LOR).** This link appears only if your institution has granted you access to the Learning Object Repository (LOR). Clicking this link replaces the base page with the interface page for your personal repository.

-  6. **Personal Preferences.** Provides access to your user settings, such as your personal information, password, theme selector, system settings, and PDA agent. The page loads in the main content window.
-  7. **ANGEL Instant Messenger:** This link invokes the ANGEL instant messenger (IM) in a new pop-up window.



Note: The ANGEL Instant Messenger is difficult to navigate using a screen reader. For information on setting ANGEL's accessibility options, see "Setting Personal Preferences."

There are two additional accessibility-related icons at the bottom of the page. These display menu options link to tools that allow you to adjust core presentation elements of the ANGEL interface.



1. **508.** This link replaces the base interface page with the Accessibility Menu page. From here, you can select from a preconfigured accessibility profile or create your own if you are logged into the system. The profile describes your particular needs for accessing course material. If necessary, you can access an ACCLIP for use with ANGEL. (The acronym ACCLIP stands for *Accessibility for Learner Information Profile*. The ANGEL Accessibility menu allows you to create, save, or import ACCLIP profiles.)
2. **PDA.** This link activates PDA mode, which attempts to streamline interface pages for use on small screens or low-bandwidth devices. This mode uses fewer graphics and frames. It also converts portal pages into submenu pages so that each such page contains far less text. This feature makes pages easier to navigate when using a screen reader or PDA, and reduces the size of each page for better performance on low-speed connections.

Using the Identity Bubble

The identity bubble identifies who you are, showing your name and your role with eyeglasses. If you are designated faculty in the course, your eyeglasses are clear. If you are identified as another type of user, your eyeglasses are blue. The little down arrow allows you to click and see a list of the courses, groups, and repositories in which you are enrolled. Selecting any of these items will replace the base page with the interface page for the selected course, group, or repository.



Showing and Hiding the Banner

The banner can be hidden from view by clicking the arrow at the right top corner of the banner. When the banner is showing, the arrow faces upward.



After the banner is hidden, it can be returned by clicking the arrow again. When the banner is hidden, the arrow faces downward.



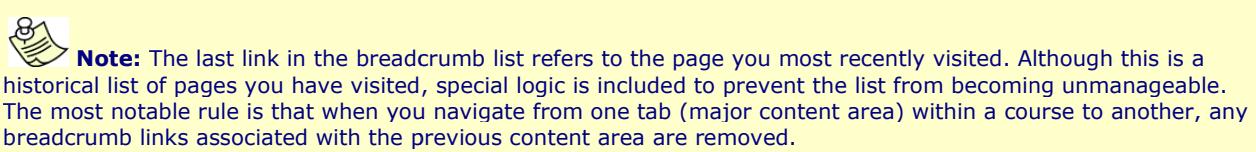
Course Navigation Tools

The course or group interface within ANGEL serves as the core of the ANGEL environment. It provides the instructor and the student with a variety of collaborative tools that enhance the instructional experience. The following sections provide detailed instructions for performing course-related tasks.

When you access a course, a set of navigational tools appear in the window.



1. **Navigation tabs** appear across the top of the ANGEL window. Click a tab to view a page containing one or more specific types of information about the course.
2. As you navigate through the tabs, the **breadcrumb** frame updates to show your current location within the course-related information.
3. Navigation and additional options appear on the **sub-navigation menu**.



After you select a course from the course list, navigation and organization tabs appear at the top of the page.



1. The **Course** tab is the "dashboard" into your course. Among the options for this page are the At a Glance object, the Grades object, Course Mail, Discussions, and more than a dozen other optional items.
2. The **Calendar** tab displays events that have been assigned milestones within the course (such as exams or assignment due dates).
3. The **Lessons** tab provides access to all the lessons that have been created and posted for the course.
4. The **Communicate** tab displays tools that let you communicate with others in the course via e-mail, live chat, and discussion groups. The tab also provides a course roster and displays any course-related news, events, or announcements.
5. The **Report** tab tools enable you to generate and save various types of reports related to the course, such as reports on student grades or course milestone achievements.

6. The **Automate** tab enables you to create and run services called agents, which can perform specific tasks according to any schedule you set.
7. The **Manage** tab features a console of tools that allow you to configure and control various course-related items, such as a gradebook or course-related files.

The **Resources** tab provides a set of helpful resources made available by your institution's administrator. These items can include syllabi, links to websites related to the course, institutional resources such as library records, a web search tool, and others.

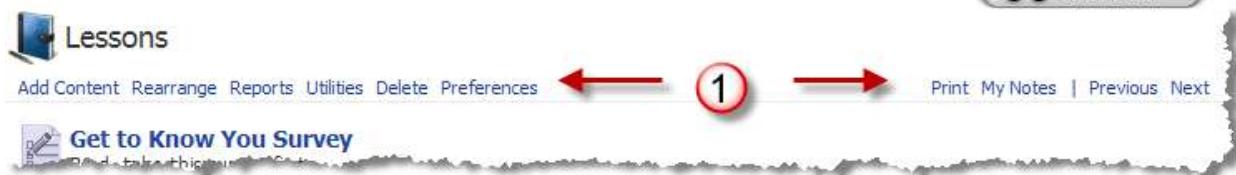
These tabs and their functions are discussed in greater detail later in this guide.



Tip: Specify a custom start tab for your course by accessing the Tab Settings tool (**Tools > Tab Settings > Start Tab Settings**). Users are redirected to the Start tab when they click the **Continue** button on the Welcome page.

Sub-Navigation Menu

The sub-navigation menu, shown on both sides of (1) in the following figure, appears throughout ANGEL and provides access to section-appropriate navigation and control options.



Common navigation elements include the following:

- **Print.** Allows you to print the current page displayed on the Lessons tab.
- **My Notes.** Provides the user with an online space to take notes on any content located on the Lessons tab.
- **Previous.** Moves to the item previously viewed.
- **Next.** Moves to the next content item on the Lessons tab.

Using the Guide

The guide is another way to navigate through a course or group. The guide provides access to the Map, What's New, Tasks, Search, and About functions.

To open the guide, click the small bar toggle shown in the following figure.



To change to a new guide item, click the hyperlinked name at the bottom of the guide.

The screenshot shows the Blackboard course navigation bar. At the top, there's a breadcrumb trail: Home > Course. Below it is a sidebar titled "Map" with a "Course" icon. To the right of the sidebar is a main content area with tabs: "Edit Page" (highlighted), "Edit P", "View: P", "There is", "Syllabus", and "Course". At the bottom of the sidebar, there are five numbered icons (1-5) corresponding to the navigation buttons: Map, What's New, Tasks, Search, and About. The "Map" button is highlighted with a red circle and the number 1. The "What's New" button is highlighted with a red circle and the number 2.

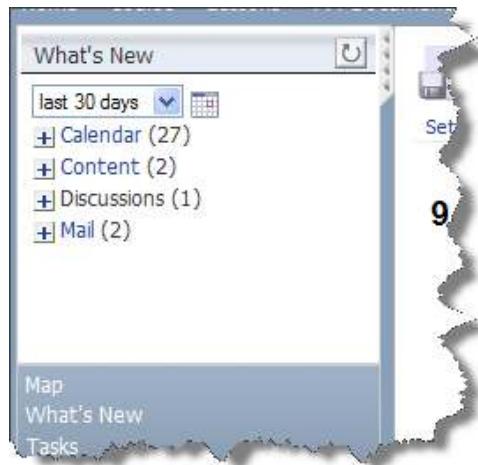
There are five guides:

1. The **Map** tool provides an expandable/collapsible table of contents of the course content, indicating where you are located within your course. The highlighted bold word indicates your current location within the course. You can click the hyperlinked name within the Map to move to a content item or tab.

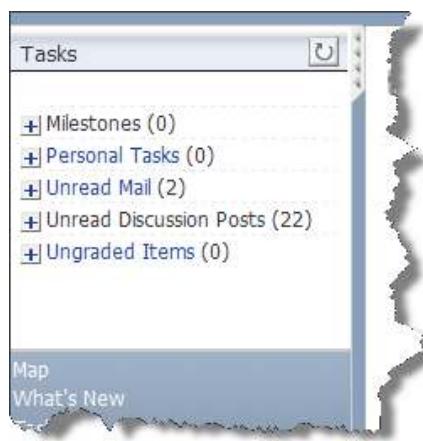
This screenshot shows the same course navigation bar as above, but the "What's New" button (number 2) is highlighted with a red circle and the number 9. The "Map" button is also highlighted with a red circle and the number 9, indicating both are active or selected.

2. The **What's New** option lists any items within the course content that have been added or updated since a given date. New items can include course mail, assignments, pages, ungraded items, and so on. To access a

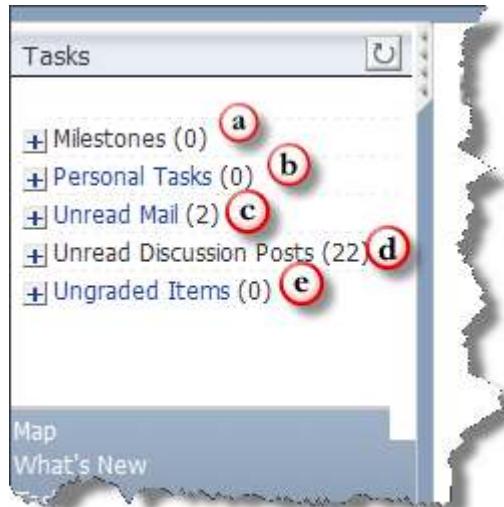
new item, click the name hyperlink in the list of items. To check for new items, click the refresh hyperlink or select last logon, last week, last 2 weeks, or last 30 days from the drop-down list.



3. The **Tasks** area displays milestones, personal tasks, unread mail, and ungraded items that require some attention. For students, this is a centralized list of milestones and other items that need to be completed. For instructors, this list also provides a centralized listing of all ungraded submissions. To check for new items, click the refresh hyperlink.



The Tasks tab has several types of information about pending tasks.





Note: Clicking the plus (+) sign on the left of each menu item expands the item. Clicking the minus (-) sign on the left of each menu item collapses the menu item to just the title.

- a. **Milestones.** Students can track their course progress by viewing a list of pending, completed, or past due milestones. Course editors and course assistants can view milestone achievements for each individual student. The number of milestones is indicated in parentheses.
 - b. **Personal Tasks.** Users can view personal tasks they created for themselves, assigned to them, or assigned to all course members. The number of personal tasks is indicated in parentheses.
 - c. **Unread Mail.** The Unread Mail section displays a list of all new (unread) course or group mail. The number of new e-mail messages is indicated in parentheses.
 - d. **Unread Discussion Posts.** The Unread Discussion Posts section displays a list of all unread discussion posts and links to each post. The number of unread posts is indicated in parentheses.
 - e. **Ungraded Items.** The Ungraded Items section displays a list of all new ungraded course items. The number of ungraded items is indicated in parentheses.
4. The basic **Search** area allows the user to type a keyword to search for an item in the content, calendar, mail, or roster of a course. Select the course area from the drop-down list, type the keyword in the **Search** field, and click the **Search** button.



The advanced Search area provides specific search parameters. There are two types of searches: advanced and basic.

5. The **About** section of the guide displays basic ANGEL information, including address and copyright information. It loads within the guide window.



Understanding the Course Tab

By default, the Course tab appears when you enter a course. This page contains several sections that provide at-a-glance information about the course.

A screenshot of the ANGEL 7.4 Documentation Working course page. The page is divided into several sections: 1. **Activity at a Glance**: Includes four bar charts for 'Logons', 'Mail Messages', 'Discussion Posts', and 'Submissions' across the days of the week. 2. **Course Mail**: Shows the 'View Inbox' section with a 'Quick Message' button and an 'Unread Messages' section for the 'ANGEL 7.4 Documentation Working Group' (2 messages). 3. **Course Announcements**: Displays a message: 'View Past Present All | Send Downing There are no new announcements.' 4. **Grades**: Shows progress for 'Homework' (0%), 'Quizzes' (0%), and 'Exams' (0%). A note at the bottom says 'Last updated: 12/14/2008 9:31:46 AM - Refresh'.

By default, the Course tab includes the following sections:

- a. **Activity at a Glance.** Shows a summary of course-related activities that have occurred during the past week, including the number of logons, discussion posts, mail messages, and submissions.
- b. **Course Mail.** Provides an entry point to Course Mail. Use View Inbox to jump to your inbox, use Quick Message to bypass the inbox and go directly to the compose message page, and use Unread Messages to see a count of unread messages in the course.
- c. **Course Announcements.** Displays any recent announcements that have been posted for the course.
- d. **Grades.** Displays a summary of the grades of the course's enrolled participants.

Understanding the Crumb Trail

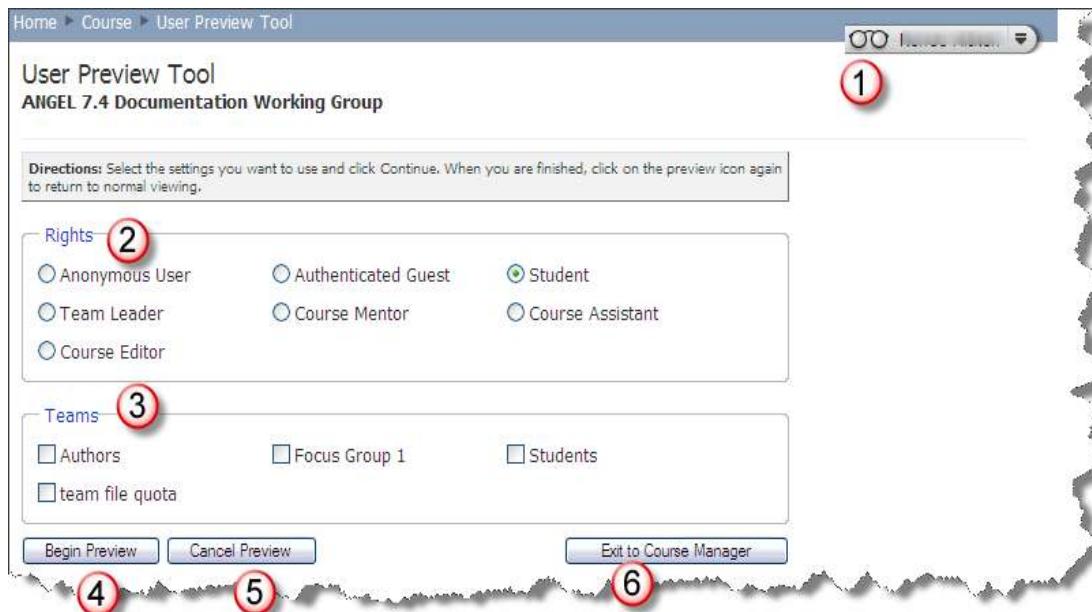
Each time you click a new item in ANGEL 8.0, a new entry is made in the breadcrumb area. The trail shown in the following figure shows that the user went from the Home page to the Course page, to the Lessons tab, to a folder named 8.0 Documentation Development, to a folder named What's New in 8.0, and to a file named Grading Rubrics.

The crumb trail helps you to keep track of where you are in the course. You can return to any previous area by clicking the crumb. For example, you can return to the Lessons tab by clicking the Lessons crumb.



Understanding the User Preview Tool

The User Preview Tool allows you to look at a course from different user perspectives.



The six functional areas of the User Preview Tool are as follows:

1. **Eyeglasses.** Click the little glasses in the identity bubble to bring up the User Preview Tool menu.
2. **Rights.** Select the rights based on the preview of the course you want to see. For example, if you want to see what the students see, click Student.
3. **Teams.** If you want to see the course from a team perspective, select the appropriate team type.

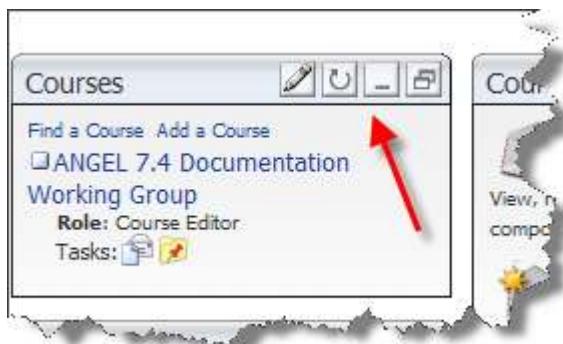
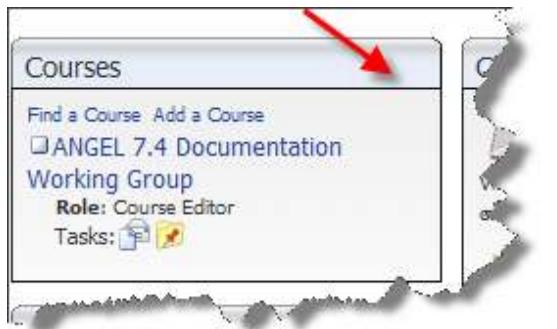
4. **Begin Preview.** Click Begin Preview to see the course from the rights and/or teams you selected. When you begin a preview, the eyeglasses in the identity bubble will change to blue, and you will be returned to the course page. Click the eyeglasses again to return to the User Preview Tool menu.



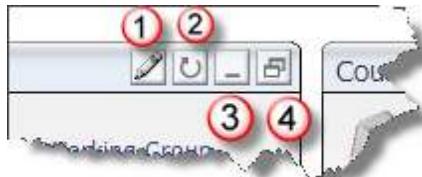
5. **Cancel Preview.** Click Cancel Preview to cancel the preview.
6. **Exit to Course Manager.** Clicking here takes you to the Course Manager page and returns you to your original identity. Your name appears in the user's identity bubble, and the eyeglasses change to clear.

Using Hover Menus

The hover menus appear in each nugget box. Only those menus the user has permission to use appear. The menus are hidden until you hover over the upper-right corner of the nugget (see Figures 22 and 23).



There are four possible options from the hover menus.

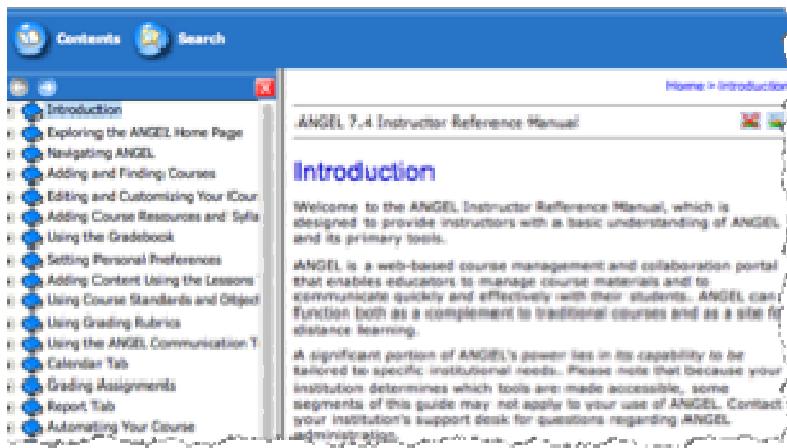


1. **Edit.** Allows you to edit the nugget by opening the settings.
2. **Refresh.** Refreshes the page.
3. **Hide/Unhide.** Hides the content of the nugget (the title remains). After you have selected to hide, when you hover over the menu again, the unhide button appears. Clicking the unhide button redisplays the content of the nugget.

4. **New Window.** Opens a new window with the nugget information displayed.

Using ANGEL Help

Online help is available by clicking the Help icon  . Online help provides a searchable Instructor Reference Manual in the form of web pages. Students are provided with a searchable Student QuickStart guide as a reference.

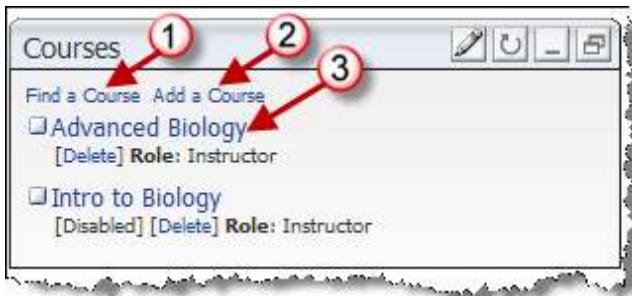


This provides access to the Instructor Reference Manual, Instructor QuickStart Guide and Student QuickStart Guide in PDF format. These guides can be downloaded and printed as a reference.

The **Resources** hyperlink provides access to your institution's resources. Information available under Resources can be added by your institution's ANGEL administrator.

Adding and Finding Courses

You can add a course or find courses via links at the top of the Courses component on your ANGEL Home page.



The elements of the Courses component include the following:

1. **Find a Course.** Search for existing courses by clicking this hyperlink. The Course Search page allows you to search existing courses by keyword, semester, course, or section criteria.
2. **Add a Course.** If enabled, click this hyperlink to create a course.
3. **Course link.** To enter a course, click its hyperlink.

Adding a Course

If enabled, click the **Add a Course** hyperlink to create a course. The Add a Course editor is divided into six tabs: Course, Access, Enrollment, Standards, Objectives, and Advanced.

New Course

Course Access Enrollment Standards Objectives Advanced

General Information

Title*	<input type="text"/>
Category*	<input type="button" value="Choose Course Category"/>
Semester*	<input type="button" value="Choose Semester"/>
Keywords	<input type="text"/>
Description	<input type="text"/>
Course Begins	<input type="button"/> August 7 2011 <input type="button"/> PM 9 25
Course Ends	<input type="button"/> August 7 2011 <input type="button"/> PM 9 25
Stylesheet	<input type="text"/>
Redirect URL	<input type="text"/>
Redirect Target	<input type="text"/>
Language	<input type="button" value="Default"/>

Save **Cancel**

Course Tab Settings

The Course tab allows the user to specify information about the course. Control code settings and general information settings are found here.

General Information Settings

General information for a course includes the title, category, keywords, and description for the course, when the course begins and ends, and so on. These settings can be changed at a later time by entering the course, clicking the **Manage** tab, and then clicking **General Course Settings**.

The elements of the General Information section include the following:

1. **Title.** Type a name for the course in this field.



Tip: If several course sections have the same name, place a unique identifier for each section after the name of the course (e.g., Introduction to Engineering Technology - section B101, Introduction to Engineering Technology - section B102, and so on). This practice assists users in differentiating between sections with similar names.

2. **Category.** Select an appropriate category from the drop-down list.
3. **Semester.** Select an appropriate semester from the drop-down list.
4. **Keywords.** Keywords (optional) can be added to aid searching capabilities. Students and faculty can use these keywords to locate specific classes through the Course Search utility.
5. **Description.** Provide a description in the Description field (optional) to specify additional information concerning the course and the course objectives.
6. **Course Begins/Course Ends.** Specify the dates on which the course begins/ends (optional) to show the dates for the class when viewed through the Course Search utility.



Note: To enforce the Course Begins date so that students cannot access the course until the specified date requires the use of the environment variable ENFORCE_START_DATE with a value of 1. To enforce the Course Ends date so that students cannot access the course after the specified date requires the use of ENFORCE_END_DATE with a value of 1. For more information on using environment variables, see "Advanced Tab Settings: Environment Variables."

7. Stylesheet, Redirect URL and Redirect Target allow for some specific customizations for the course.
8. **Language.** Current languages available are English and Spanish.



Note: The ANGEL administrator at your institution controls whether the Spanish language option is available.

Access Tab Settings

The Access tab allows the user to determine who has access to the course and whether the course can be seen in Find a Course searches. These settings can be changed later from within the course itself by clicking the **Manage** tab and then clicking **General Course Settings**.

The screenshot shows the 'New Course' dialog box with the 'Access' tab selected. The tab bar includes Course, Access, Enrollment, Standards, Objectives, and Advanced. The 'Access' tab is highlighted. Under 'Member Access', a dropdown menu is set to 'All Members'. Under 'Guest Access', it is set to 'Anonymous'. Under 'Search Engines', there is a question 'Show this course in 'Find a Course' searches?'. Two radio buttons are shown: 'Yes' (selected) and 'No'. At the bottom are 'Save' and 'Cancel' buttons.

The elements of the Access tab include the following:

1. **Member Access.** This setting determines whether students or members of the course have access, or only the course editor has access. Restricting access to **Editors Only** prevents students from accessing the course. This option can be used before the start of a semester, term, or quarter to give the instructor time to create course content and structure the online course. After the course is ready for student access, the instructor can change access to the course to **All Members** by entering the course, clicking the **Manage** tab, and then clicking **General Course Settings**.



Reference: For additional information, see "General Course Settings."

2. **Guest Access.** This setting determines whether guests are allowed to access the course.
 - The **Anonymous** setting grants users who have not logged in to the ANGEL 8.0 environment access to the course. Once in the course, the anonymous user does not have access to content or student information unless the instructor has set the **Viewable By** settings to **Everyone**.

- The **Authenticated** setting allows users who have logged in to the ANGEL 8.0 environment access to the course. Once in the course, the authenticated user does not have access to content or student information unless the instructor has set the **Viewable By** settings to **Authenticated Guest**.
- Setting this to None will not allow anyone into the course if they are not on the Course Roster unless they have System Editor or above rights.



Reference: For additional information on **Viewable By** settings, see "Batch Enrollment."

- Search Engines.** This option allows users to determine whether the course can be located by using Find a Course searches.

Enrollment Tab Settings

A random enrollment personal ID number (PIN) is generated automatically each time you create a course.

The Enrollment tab includes the following settings:

- Enrollment PIN.** Share the enrollment PIN with users to allow them to use the Course Search tool to self-enroll in the course. Courses that are hidden from the Course Search tool are not available for PIN self-enrollment. The enrollment PIN specified by ANGEL can be changed prior to saving the course information. (Leaving the enrollment PIN blank allows anyone to self-enroll for the course without having to be invited or added by an editor in the course.)



Reference: Course editors can add users to the course roster manually. See "Adding a User" for information.

- Enrollment Begins/Enrollment Ends.** These fields allow course editors to specify an enrollment period for the course. These settings can be changed later from within the course itself by clicking the **Manage** tab and then clicking **General Course Settings**.



Note: Enrollment beginning and ending dates affect only self-enrollment. Course editors can still add and remove users at any time. Setting the end date to a date in the past disables the PIN enrollment feature.

Standards Tab Settings

The Standards tab provides an option for instructors to align their courses to provided standards. Standards that have been published by your institution appear in a list as available standards. The availability of standards is controlled by your ANGEL standards administrator.



Reference: For information on aligning standards to specific assignments within your course, see "Using Course Standards and Objectives."

New Course

Course Access Enrollment **Standards** Objectives Advanced

Standards that are defined for the institution can be selected for this course. Selecting a set or sets of standards will allow instructors to map their content to the standards and report against students' performance against those standards.

1 Enable standards for this course

2 Academic Standards; Indiana; 01; Physical Education

3 (1) Demonstrate competency in many movement forms and proficiency in a few movement forms.

3 (2) Applies movement concepts and principles to the learning and development of motor skills.

3 (3) Exhibit a physically active lifestyle.

3 (4) Achieves and maintains a health-enhancing level of physical fitness.

3 (5) Demonstrate responsible personal and social behavior in physical activity settings.

3 (6) Demonstrate understanding and respect for differences among people in physical activity settings.

3 (7) Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.

2 Academic Standards; Indiana; 03; Physical Education

2 Academic Standards; Indiana; 04; Physical Education

2 Academic Standards; Indiana; 05; Physical Education

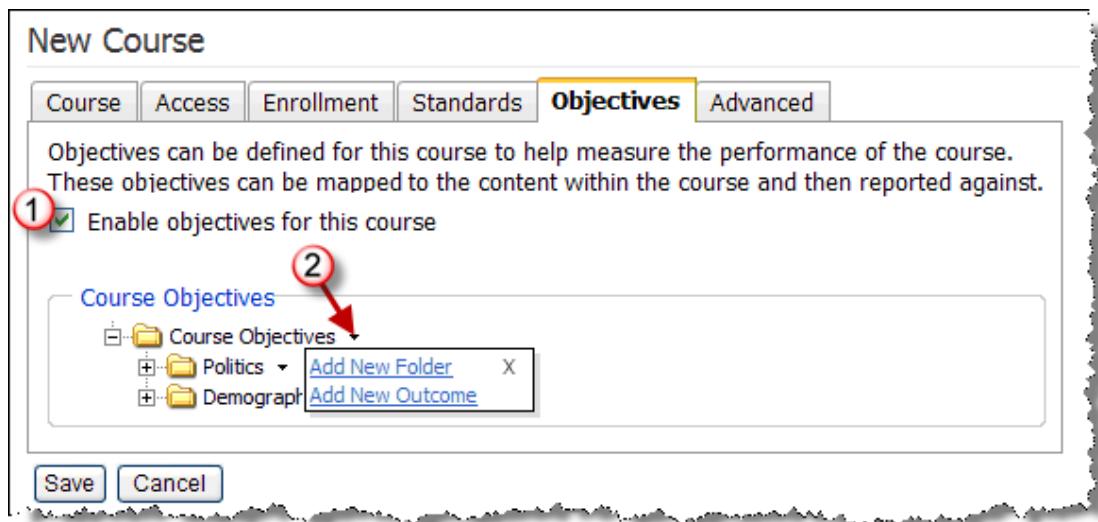
Save Cancel

To activate a standard for a course, use the following options:

1. **Enable standards for this course.** Select this checkbox to enable standards.
2. Expand the desired standard by clicking its plus sign (⊕).
3. Select the checkbox next to a standards folder to select all standards contained within that folder. If you prefer, expand the folder and select the individual checkbox(es) for the desired standard(s).

Objectives Tab Settings

The Objectives tab gives the instructor the opportunity to create objectives for the course at the time the course is created. These settings can be changed later from within the course itself by clicking the **Manage** tab and then clicking **General Course Settings**. Objectives cannot be created unless Standards have also been enabled.



To activate an objective for a course, do the following:

1. **Enable objectives for this course.** Select this checkbox to enable objectives.
2. Expand the desired folder, or click the down arrow next to the **Course Objectives** folder to add a new folder or outcome.
3. Click the desired option:
 - a. **Add New Folder.** Click this link to display the Explorer User Prompt dialog box. Type the name of the new folder and click **OK**. You can expand the new folder by clicking its plus sign (+).



- b. **Add New Outcome.** Click this link and enter outcome information in the Edit Objective Outcome tab. To match a standard to your objective outcome, click the **Standards** tab and select the desired standard(s) from the list.

Add/Edit Outcomes

Edit Objective Outcome Standards

Path: Objectives > Demographics and Diversity

Identify and analyze the pros and cons of trends and issues related to changing demographics.

Save Cancel

This screenshot shows the 'Add/Edit Outcomes' dialog box. It has tabs for 'Edit Objective Outcome' and 'Standards'. The path 'Objectives > Demographics and Diversity' is displayed. A text area contains the objective: 'Identify and analyze the pros and cons of trends and issues related to changing demographics.' At the bottom are 'Save' and 'Cancel' buttons.

The following figure shows the Objectives tab options for renaming, moving, and deleting folders.

New Course

Course Access Enrollment Standards **Objectives** Advanced

Objectives can be defined for this course to help measure the performance of the course. These objectives can be mapped to the content within the course and then reported against.

Enable objectives for this course

Course Objectives

- Course Objectives **1**
 - Politics **A**
 - Demographics **B**
 - Add New Outcome **C**
 - Add New Folder **D**
 - Rename **E**
 - Move up
 - Move down
 - Delete

Save Cancel

This screenshot shows the 'New Course' dialog box with the 'Objectives' tab selected. It displays a message about defining objectives to measure course performance. A checkbox 'Enable objectives for this course' is checked. Below it is a 'Course Objectives' tree view. The 'Demographics' folder under 'Course Objectives' is selected. A context menu is open over this folder, containing options: 'Add New Outcome' (labeled A), 'Add New Folder' (labeled B), 'Rename' (labeled C), 'Move up' (labeled D), 'Move down' (labeled E), and 'Delete'. Red arrows point from the labels A through E to their respective menu items. At the bottom are 'Save' and 'Cancel' buttons.

To rename, move, or delete a folder:

1. Click the down arrow next to the desired folder.
2. Click the desired option:
 - A. To close the menu, click the X icon.
 - B. **Rename.** If you select this option, a prompt window will appear. Type the name of the new folder and click **OK**.
 - C. **Move up.** Click the **Move up** hyperlink repeatedly until the folder has moved to the desired location.

- D. **Move down.** Click the **Move down** hyperlink repeatedly until the folder has moved to the desired location.
- E. **Delete.** Click this link to delete the folder. When prompted to confirm, click **OK** to delete or click **Cancel** to cancel deletion of the folder.

The following figure shows the Objectives tab options for editing, moving, and deleting objectives.

To edit, move, or delete an objective:

1. Click the down arrow next to the desired objective.
2. Click the desired link:
 - A. To close the menu, click the X icon.
 - B. **Edit.** Click this link to modify the text of the objective. Change the text in the text field and then click the **Save** button.
 - C. **Move up.** Click the **Move up** hyperlink repeatedly until the objective has moved to the desired location.
 - D. **Move down.** Click the **Move down** hyperlink repeatedly until the objective has moved to the desired location.
 - E. **Delete.** Click this link to delete the objective. When prompted to confirm, click **OK** to delete or click **Cancel** to cancel deletion of the objective.



Reference: To edit the settings of an existing course, see "Editing and Customizing Your Course."

Advanced Tab Settings: Environment Variables

More than 300 environment variables have already been defined as part of the standard environment. The script pages throughout the environment reference these variables. If a variable is not set, a default system value is used, which allows you to override default functionality without having to specify every variable.

You must save your course before adding environment variables. Click the **Save Now** hyperlink to continue.

New Course

Course Access Enrollment Standards Objectives **Advanced**

Environment Variables

You cannot add variables until the course has been saved.

[Save Now](#)

[Save](#) [Cancel](#)



Note: Access to the Environment Variables Manager may be limited by your institution.

The following figure shows the Environment Variables options.

Course Settings
Intro to Biology

Course Access Enrollment Standards Objectives **Advanced**

Environment Variables

[Add Variable](#) ①

<input type="checkbox"/> Name	Type	Scope	Value	X
<input type="checkbox"/> <u>ENABLE OBJECTIVES</u>	Course Setting	COURSE: 633646041231293011	0	X
<input type="checkbox"/> <u>ENABLE STANDARDS</u> ②	Course Setting	COURSE: 633646041231293011	0	X ③

View: 25

Previous ... 1 ... Next | Items 1 to 2 of 2

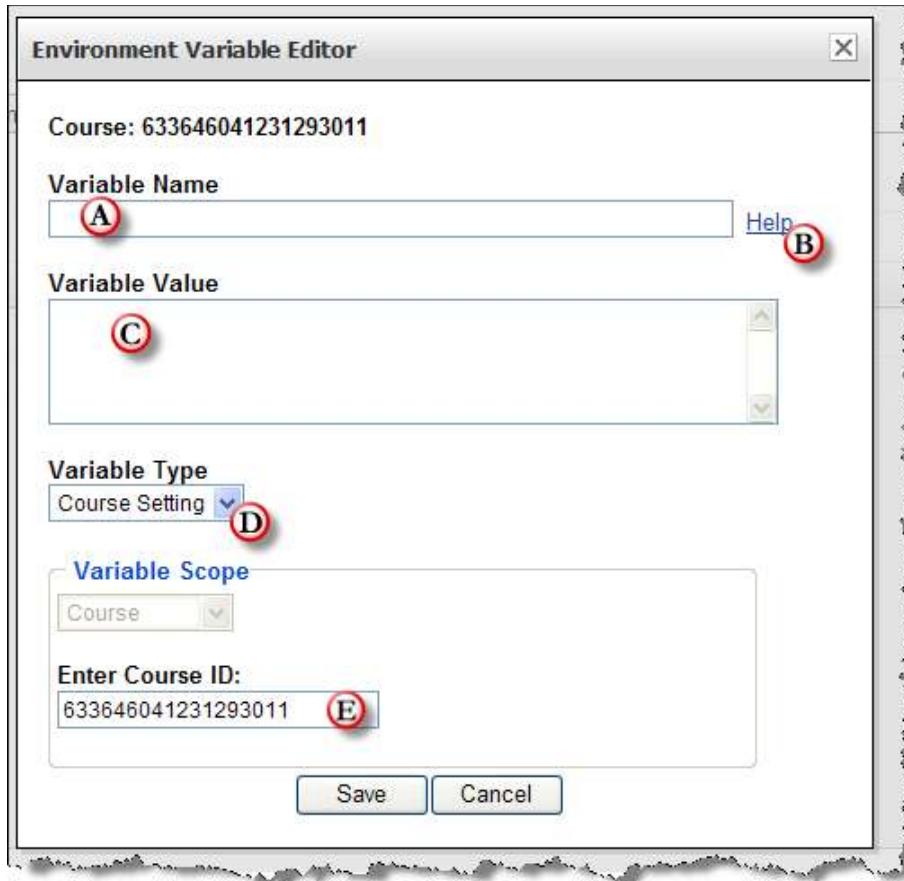
[Delete Selected](#)

[Save](#) [Cancel](#)

1. **Add Variable.** Click this hyperlink to open the Environment Variable Editor.



Reference: For more details on adding and editing environment variables, see "Advanced Settings: Course Environment Variables." For a complete listing of environment variables, see "Defined Environment Variables."



- A. **Variable Name.** Create a new variable or type the exact name of an existing variable that you want to modify.
 - B. **Help.** Click this hyperlink to access help. As new environment variables are added, the Help page will be updated.
 - C. **Variable Value.** Modify or define the value of your variable.
 - D. **Variable Type.** Specify whether the variable applies to a user, course, or system setting.
 - E. **Enter Course ID.** Specify the unique ID number of the course to which you want to add the variable.
2. **Variable Name.** Click the hyperlink for the variable you want to edit.
3. **Delete Variable.** Click the X icon next to the variable you want to delete.

Finding a Particular Course

Search for existing courses by clicking the **Find a Course** hyperlink (located on the ANGEL Home page below the Courses title bar). The Course Search page allows you to search existing courses by keyword, semester, course, or section criteria.

The screenshot shows the 'Course Search' interface. At the top, there's a 'Keyword Search' field containing 'psychology' with a checked checkbox, and a 'Search' button. Below the search bar are fields for 'Course', 'Section', and 'Organizational Unit'. A 'Change' link is highlighted with a red circle labeled '2'. To the right, a 'View:' dropdown is set to '25'. The main area displays a table of course results:

Name	Enrollment	Course Id	Instructor	Directory	Access
PSY 101 - Intro to Psychology		633636	Jones	Institution	All
PSY 102 - Concepts in Psychology		635048	Jones	Institution	All
PSY 101 - Intro to Psychology	Enroll by PIN	633628	Smith	Institution	All

Each row has a 'Preview' button (represented by a screen icon) and a 'Delete' button (represented by a trash can icon). A column header 'Instructor' has a sort arrow icon with a red circle labeled '3' above it. A red circle labeled '4' is also present near the preview buttons.

The elements of the Course Search page include the following:

- Search.** Type a Keyword or use the Semester, Course, and/or Section fields to enter your search criteria; then click the **Search** button.
- Organizational Unit.** Click the **Change** hyperlink to search a different campus, school, or department.
- Sort Ascending/Descending.** Click any column header to view the ascending/descending button (an arrow pointing up or down). Click the button to sort in alphabetical or reverse-alphabetical order.
- Preview.** A list of available courses is displayed based on your search criteria. You can enter the course by clicking the **Preview** button ().

Enabling or Disabling Courses

By default, many institutions create their course shells in a disabled state. Students cannot view courses that are disabled. This design allows the course designer/faculty member to develop the course without students accessing it until it is ready. Once the course is ready for students to access it, it must be enabled (activated).

The screenshot shows a list of courses in a window titled 'Courses'. The first course, 'Advanced Biology', is marked as 'Disabled' with a red circle labeled '1' over the word 'Disabled'. The second course, 'Intro to Biology', is active and has a red circle labeled '2' over the '[Delete]' link. Both courses have 'Role: Instructor' listed below them. Below the window is a yellow bar with a clapperboard icon and the text 'Video: "Enable/Disable a Course."'

The elements of the Courses list include the following:

- If the course is disabled, the word [Disabled] appears beneath the course title in the Courses component on your ANGEL Home page.
- Active courses do not display the [Disabled] tag.



Note: In ANGEL 8.0, the default setting stipulates that disabled courses do not appear on the course list unless the course settings are changed to show them. If your institution has not changed this default setting, you may not be able to see disabled courses.



Tip: If you get calls from students at the beginning of the semester telling you that they cannot find your course, the first thing to check is whether the course is still disabled!

Your course can be enabled or disabled at any time. The Course Access field is located within your course's General Course Settings. To change these settings, enter your course by clicking the course title's hyperlink in the Courses component on the ANGEL Home page.

The screenshot shows the Management Console interface. At the top, there are tabs: Lessons, Resources, Communicate, Report, Automate, and Manage (with a red circle and the number 1). Below the tabs, the title 'Management Console' is displayed next to a small icon. There are three main sections: 'Course Management' (Gradebook, Roster, Teams, Attendance), 'Course Settings' (General Course Settings, Course Theme Selector, Tab Settings, Environment Variables, Mail Settings, with a red circle and the number 2), and 'Data Management' (Course Files Manager, Backup and Restore, Import Console, Export Console, Data Maintenance, Date Manager, Keyword Manager, Assessment Question Bank Manager, Survey Question Bank Manager, Rubric Manager).

To edit the General Course Settings within your course:

1. **Manage tab.** Once inside your course, click the **Manage** tab at the top of the screen.
2. **General Course Settings.** Click the **General Course Settings** hyperlink within the Course Settings component.

The following figure displays the Course Settings Access options.

The screenshot shows the 'Course Settings' page for 'Intro to Biology'. At the top, there are tabs: Course, **Access** (with a red circle and the number 1), Enrollment, Standards, Objectives, and Advanced. Under the Access tab, there are two dropdown menus: 'Member Access' set to 'Editors Only' (with a red circle and the number 2) and 'Guest Access' set to 'Anonymous'. Below these are two radio buttons for 'Search Engines': 'Yes' (selected) and 'No'. At the bottom are 'Save' and 'Cancel' buttons.

To edit course access:

1. Click the **Access** tab on the Course Settings page.
2. In the **Member Access** field, select the appropriate option:

- a. **Editors Only.** With this setting, students do not have access to course materials; only those listed with editors' rights on the course roster have access.
- b. **All Members.** With this setting, the course is open to all members listed on the course roster.



Note: The **Editors Only** setting for **Member Access** signifies that only course editors can access the course. This is what designates the course as disabled. Changing the setting to **All Members** makes the course visible on the Home page of anyone enrolled in the course.

3. Select **None** for **Guest Access** if you want only people listed on the roster to view this course. Set **Search Engines** to **No** if you do not want this course to display in a Find a Course search. (Both of these settings restrict access to this course.) If you set **Guest Access** to **Authenticated** or **Anonymous**, it could allow others into the course. They would be able to view any content item not set to be viewed by **Students Only**, and they would be able to find the course via a Find a Course search (if that option was set to **Yes**) or via a direct URL link to the course.



Tip: Reverse this procedure to prevent students from accessing the course after the course is over.

Editing the Courses Component

You can edit the contents of the Courses component, choose to display disabled courses, or select which courses you want to display on the ANGEL Home page.

To edit the Courses component:

1. Click the **Edit button** () that appears in the title bar when you hover the mouse over the Courses component.

The following figure shows the Courses Settings options.

Courses Settings

Display Filter

Directions: The following is the list of the courses for which you are currently a member. To prevent a course from being displayed, deselect the checkbox next to the course.

1

- Advanced Biology
- ANGEL 7.4 Documentation Working Group
- Intro to Biology [Disabled]

Advanced Settings

- Group By 2 Semester Category
- Also Display 3 Role Category Instructor Semester
- Tasks 4 Ungraded Mail Posts Milestones Tasks
- Show Disabled 5 Yes No

The elements of the Courses Settings include the following:

1. **Display Filter.** Select the courses you want to appear in your Courses component.
2. **Group By.** By default, courses are displayed in alphabetical order. You can also choose to organize courses by semester and/or category.
3. **Also Display.** Controls which additional data elements are displayed under the course title within the Courses component.
4. **Tasks.** Controls which task icons and data are displayed under the course title within the Courses component.
5. **Show Disabled.** Determines whether disabled courses are displayed in the **Display Filter** section. If enabled, disabled courses in which you have access rights will appear in the list of courses, where you can choose to have them displayed in the Courses component.

Editing and Customizing Your Course

By default, the Course tab appears when you enter a course. This page contains several sections that provide at-a-glance information about the course.

The screenshot shows the ANGEL Course tab interface. At the top, there's a navigation bar with tabs: Course (selected), Calendar, Lessons, Resources, Communicate, Report, Automate, and Manage. Below the navigation bar is a breadcrumb trail: Home > Course > Quick Poll Editor. On the left, there's a sidebar with icons for Map, Home, Calendar, Resources, Communicate, Report, Automate, and Manage. The main content area has a title 'Film Appreciation' and a sub-section 'Edit Page'. It features four bar charts under 'Activity at a Glance': Logins, Mail Messages, Discussion Posts, and Submissions. To the right of the charts are sections for 'Course Mail' (View Inbox, Quick Message, Unread Messages), 'Course Polls' (Favorite director: Tarantino or Howard? with radio buttons for Tarantino and Howard), and 'Course Announcements' (No announcements). A 'Grades' section is also visible at the bottom.

Customizing the Course Tab

By default, the Course tab includes the following sections:

- **Activity at a Glance** shows a summary of course-related activities that have occurred during the past week, including the number of logins, discussion posts, mail messages, and submissions.
- **Grades** displays a summary of the grades of the course's enrolled participants.
- **Course Mail** provides an entry point to Course Mail. Use **View Inbox** to jump to your inbox, **Quick Message** to bypass the inbox and go directly to the compose message page, or **Unread Messages** to see a count of unread messages in the course.
- **Course Polls** allow you to gather feedback from students and introduce a point of interaction on the course Home page.
- **Course Announcements** displays any recent announcements that have been posted for the course.

You can rearrange, add, edit, or delete elements on the Course tab. ANGEL features a drag-and-drop editor that makes it easy to configure the way information is displayed on your tabs.

Rearranging Items on the Course Tab

To rearrange items on the Course tab:

1. Log in to ANGEL, select a course, and click the **Course** tab.
2. Click the **Edit Page** link under the course's name in the upper-left corner of the tab.

ANGEL switches to Page Layout view.

Film Appreciation

Course Calendar Lessons Resources Communicate Report Automate Manage

Home Course

Map

Course Calendar Lessons Resources Communicate Report Automate Manage

Activity at a Glance

Logons

Day	Logons
Fri	15
Sat	2
Sun	1
Mon	12
Tue	1
Wed	1
Thu	1

Mail Messages

Day	Messages
Fri	3
Sat	0
Sun	0
Mon	0
Tue	0
Wed	0
Thu	0

Course Mail

Inbox Quick Message

View Skip the inbox and start your message.

Unread Messages

Film Appreciation (staff1) 0 messages

Course Polls

Tarantino or Howard?

○ Tarantino ○ Howard

Submit

Course Announcements



Note: The **Edit Page** option is available on several tabs.

3. Click the desired item and drag it to a different location.

The mouse pointer changes to a four-way arrow (↔) when you can move the item. As you move the item, other elements on the tab automatically move out of the way.

Sample Course

Course Calendar Lessons Resources Communicate Report Automate Manage

Home Course

What's New

Last login: No items found.

Add Components Use Defaults Save Cancel

Activity at a Glance

Logons

Day	Logons
Mo	200
Tu	100
We	100
Th	100
Fri	100
Sa	100
Su	100

Mail Messages

Day	Messages
Mo	200
Tu	100
We	100
Th	100
Fri	100
Sa	100
Su	100

Course Mail

View Inbox Quick Message

Inbox Skip the inbox and start your message.

Unread Messages

Sample Course (01) 0 messages

System 3 messages

Course Announcements

There are no new announcements.

Top Stories Top List Stories

Grades

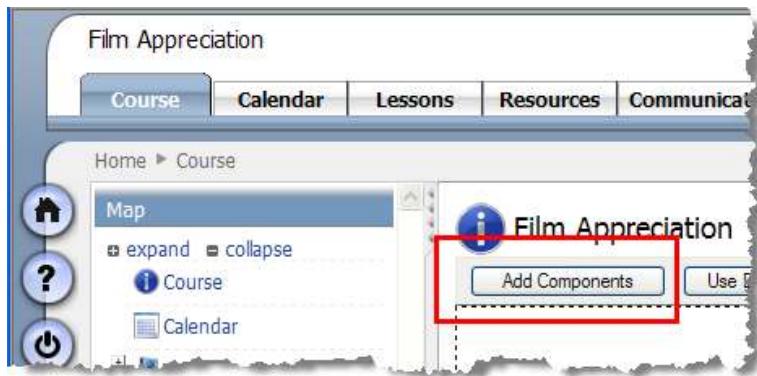
Last updated: 3/23/2011 (10:41:57 AM - Western)

4. When you're finished repositioning the item, click the **Save** button to return the Course tab to Normal view.

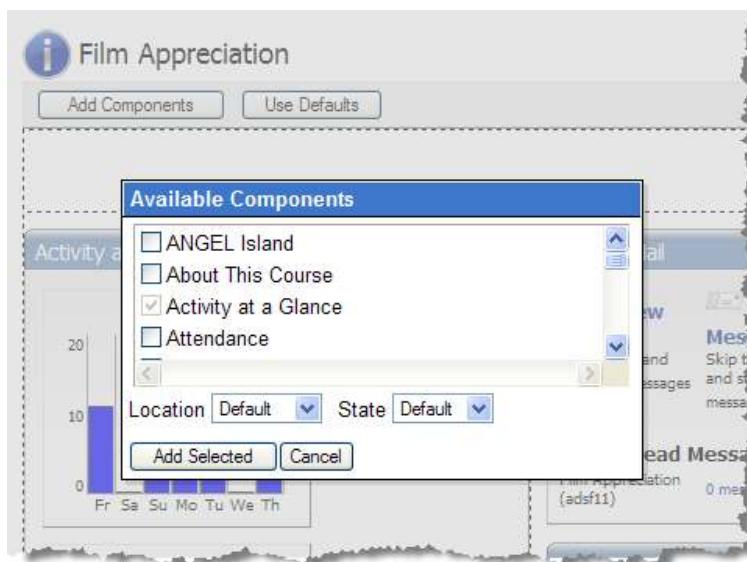
Adding Items on the Course Tab

To add an item to the Course tab:

1. Log in to ANGEL, select a course, and click the **Course** tab.
2. Click the **Edit Page** link.
3. Click the **Add Components** button.

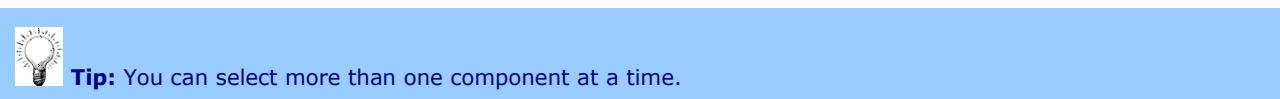


The **Available Components** list appears, showing the names of items that can be added to the tab. Items marked with a check are already on the tab.



4. Click the component you want to add; then click the **Add Selected** button.

The Available Components box closes, and the selected component is added to the tab.



5. If desired, rearrange the items on the tab.
6. When you're finished, click the **Save** button to return the Course tab to Normal view.

Deleting Items on the Course Tab

To delete an item from the Course tab:

1. Log in to ANGEL, select a course, and click the **Course** tab.
2. Click the **Edit Page** link.
ANGEL switches to Page Layout view.
3. Hover the mouse pointer over the item you want to delete.
The **Delete** icon (X) appears on the item's title bar.
4. Click the **Delete** icon to remove the item.
5. When you're finished, click the **Save** button to return the Course tab to Normal view.



Tip: If you change your mind, you can add the deleted item back onto the tab.

Editing Items on the Course Tab

Some items on the Course tab have user-configurable settings. You can edit these settings to change the data displayed by the item, to determine who can view the item, and other features specific to the item.

To edit an item on the Course tab:

1. Hover the mouse pointer over the item.
If the item has user-configurable settings, a **Settings** icon (Pencil) appears on the item's title bar.
2. Click the **Settings** icon to view the item's settings.
3. Change the desired settings.
4. When you're finished, click the **Save** button to return the Course tab to Normal view.

Editing the Activity at a Glance Settings

The Activity at a Glance tool brings course data to the forefront and assembles it in a simple graphical format that communicates information immediately to the viewer. You can see updated summaries of recent course logins, mail messages, discussion posts, grade distribution, or submissions every time you log in. Graphical displays illustrate recent course activity that gives instructors immediate perspective into their students' course activities.

Click on the graph to navigate to more comprehensive information and options to take action, or click the **Edit** button to display the Activity at a Glance Settings page, where you can select the graphs to display and specify who can view them.

1. **Recent Mail Messages.** Displays recent daily mail messages.

2. **Recent Logins.** Displays daily login summary.
3. **Grades Distribution.** Displays grade summary.
4. **Recent Discussion Points.** Displays daily discussion summary.
5. **Recent Submissions.** Displays daily submission summary.
6. **Viewable By.** Allows the course editor to specify who can view these graphs.



Reference: For additional information on **Viewable By** settings, see "Batch Enrollment."

Adding an Activity Graph

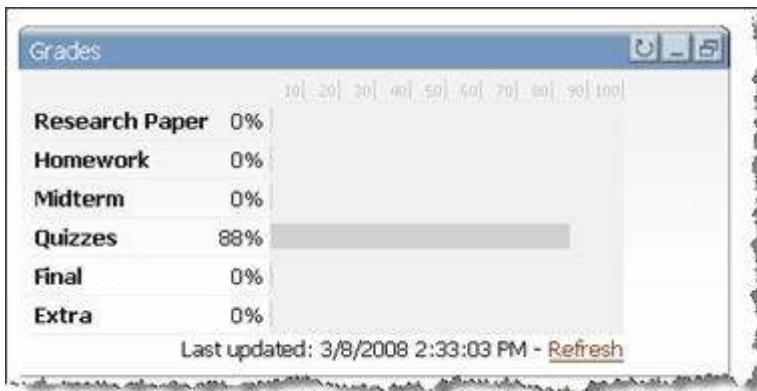
1. On the Activity at a Glance toolbar, click the **Edit** button. The Activity at a Glance Settings page appears.
2. From the **Graphs** checkboxes, select the graphs you want to display.
3. In the **Viewable By** drop-down list, specify who you want to allow to view these graphs.
4. Click the **Save** button.

Grades Nugget

The Grades nugget appears on the Course page by default. It displays a graphical depiction of the student grade per category, as compared with the class average. As an instructor, you will see the combined averages of all student grades. The Grades nugget will appear in its collapsed state; hover the mouse over the end of the toolbar to make the icons appear, and then click the **Expand** icon.

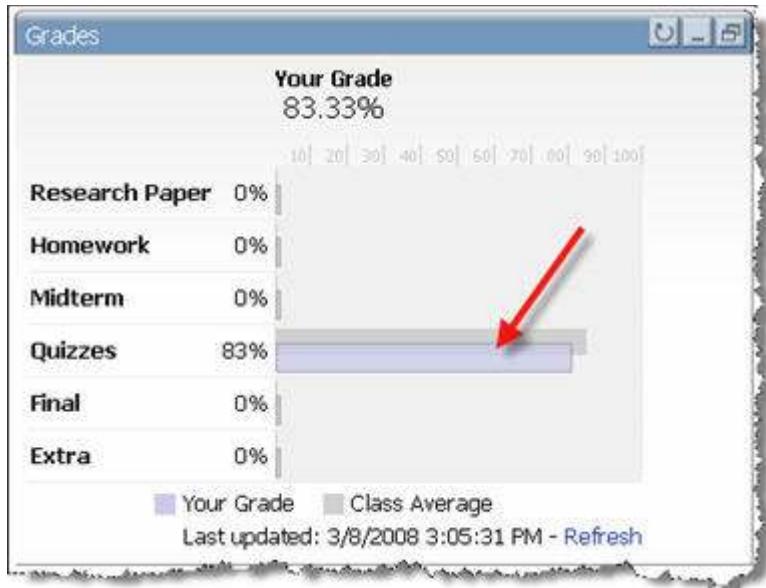


Notice that now all category averages appear. (Only one of the categories in the following figure has any grades entered at this point.) Students see only their own grades compared with the class average.



Note: Remind students to click the **Refresh** link; otherwise, they won't see the most current results.

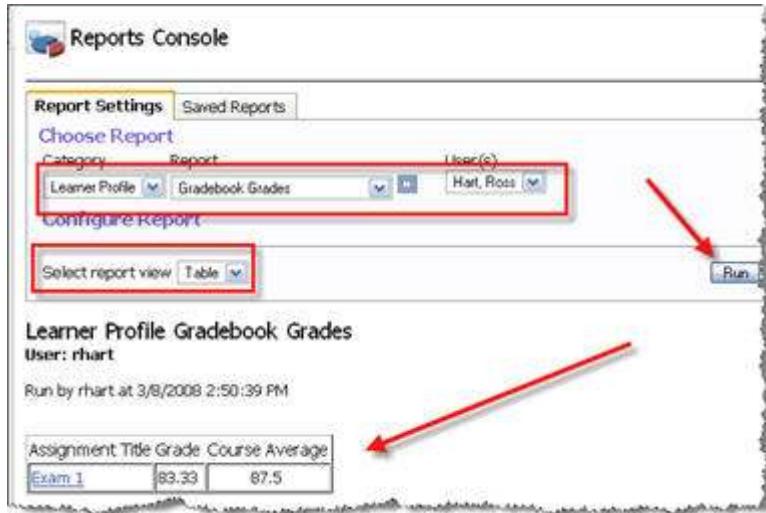
By clicking one of the grade bars, the student can view the specific assignment grade(s), as shown in the following figure. Doing so brings up the Reports Console with the Learner Profile and Gradebook Grades already selected as the default.



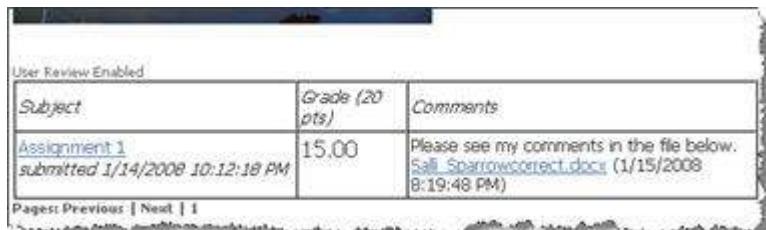
Select the desired report view:

- **Table view** displays a table with each assignment and the associated grade and class average.
- **Chart view** displays a bar graph with the same information.

In the following figure, the student has selected Table view. Click **Run** to continue. The student's grade(s) now appear.



If the Assignment Title is a clickable link, clicking it returns the student to the assignment within the Lessons tab, where the submission, instructor attachment (if any), grade, and instructor comments are viewable.



Course Calendar

The **Course Calendar** section displays public or personal course calendar events. You can display all, public, or personal calendar information. You can also show or hide notes.



Reference: For details on how to use the calendar, see "Calendar Tab."

Course Announcements

The **Course Announcements** section displays past, present, or all course announcements, sorting the announcements in ascending or descending order. Clicking the **Edit** button displays the Announcement Editor.



Reference: For details on how to use course announcements, see "Announcements."



Video: [Add a Course Announcement.](#)

Course News

The **Course News** section displays links to news articles. Clicking the **Edit** button displays the News Editor.



Reference: For details on how to use the course news section, see "News."

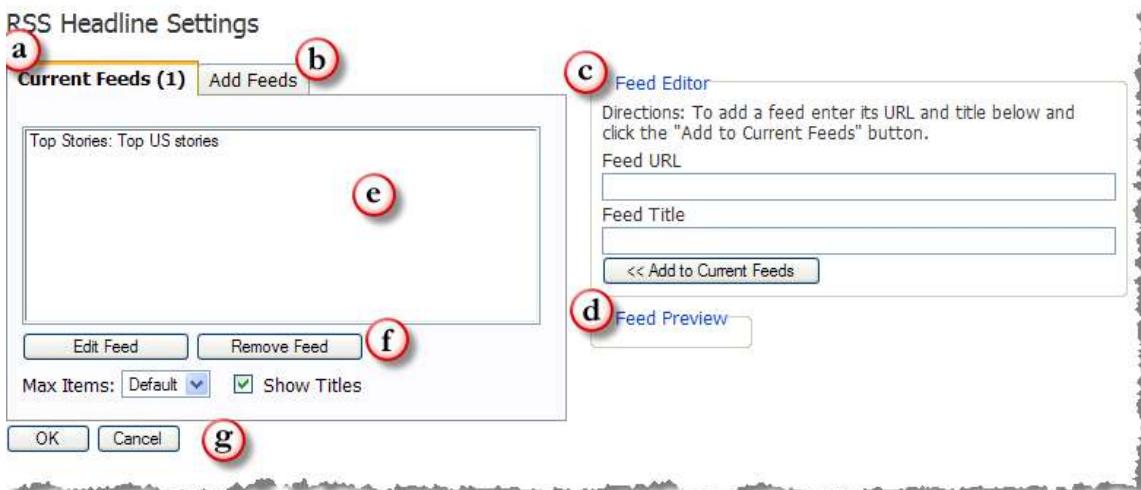
Adding RSS Feeds to Your Course

RSS feeds allow you to stream news or data from other websites into your course environment automatically. Two RSS feed components are available:

- **Course RSS Feed.** This feed (available only to course editors) allows the instructor to establish an RSS feed on the course Home page. Only course editors may edit this component.
- **Personal RSS Feed.** This feed is available on both the personal Home page and course Home page. This component is editable by all users and thus is not under the control of the instructor. Students may edit this feed to add other content of interest.

To customize your course with RSS feeds:

1. Add the desired RSS feed component to your page.
2. Hover the mouse pointer over the title of the component and click the component's **Edit** button (). The RSS Headline Settings page appears.



- Current Feeds.** This tab lists and allows you to edit current feeds. The number in parentheses after **Current Feeds** indicates how many feeds you currently have set up.
- Add Feeds.** This tab allows you to search by keyword for feeds to add to your component.
- Feed Editor.** Allows you to enter URLs for RSS feeds directly. After specifying the URL and a title for the new RSS feed, click the **Add to Current Feeds** button to add the new feed to the list.
- Feed Preview.** When a feed is selected for addition to the feed list or for editing, a sample of the feed appears in the preview area.
- Feed list.** Shows all current feeds.
- Edit Feed/Remove Feed.** Edits/removes the feed selected in the feed list.
- OK/Cancel.** Saves/cancels changes you have made.

Adding a Feed via Search

You can use the built-in search engine to find an RSS feed by keyword.

RSS Headline Settings

1 Current Feeds (1) Add Feeds

Directions: To search for feeds enter one or more keywords in the form below and click Search. To add a feed to your current feeds select it and click the "Add to Current Feeds" button in the Feed Editor.

Keywords 2 education Search Cancel

3 U.S. Department of Education Home Page

4 Education News - The New York Times

5 Massachusetts Department of Elementary and Secondary Education

6 Education

Best College Rankings; Best Graduate School Rankings, Best ...

Los Angeles Times - Education

allAfrica.com: Education

New Jersey Department of Education

Feed Editor

Directions: To add a feed enter its URL and title below and click the "Add to Current Feeds" button.

Feed URL: <http://www.nytimes.com/services/html/nyt/nyt/Education.html>

Feed Title: Education News - The New York Times

<< Add to Current Feeds

Feed Preview

Education News - The New York Times 4

Free Room and Board Give a Job New Allure
by LISA W. FODERARO - 12 hours ago
With the economy in shambles and the cost of higher education spiraling ever higher, being an R.A., as the job is known, has a ...

Big City: Most of the Seventh Grade Will Be at the Commitment
by SUSAN DOMBROS - 12 hours ago
A math teacher invited his students to his coming commitment ceremony, prompting very little uproar.

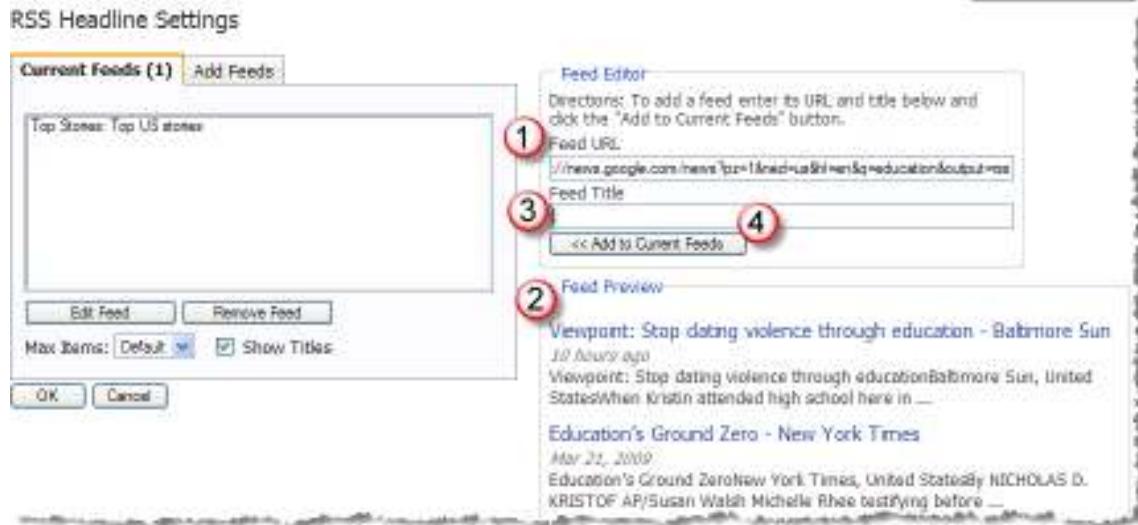
Roosevelt Journal Lost, Now Found; a 1929 Time Capsule Proves
by WINNIE HU - 12 hours ago
During the demolition of a school in Roosevelt, N.Y., workers uncovered a small copper box filled with old newspapers and ...

Arthur Code, Astronomer and Professor, Dies at 85
by JEREMY PEARCE - 2 days ago

To add an RSS feed via search:

1. Click the **Add Feeds** tab.
2. Enter a search term and click **Search**. A list of matching feeds will appear.
3. Select a feed by clicking on it.
4. Check the preview for the selected feed to make sure that it's the one you want.
5. Click the **Add to Current Feeds** button to add the feed to the list.
6. Click **OK**.

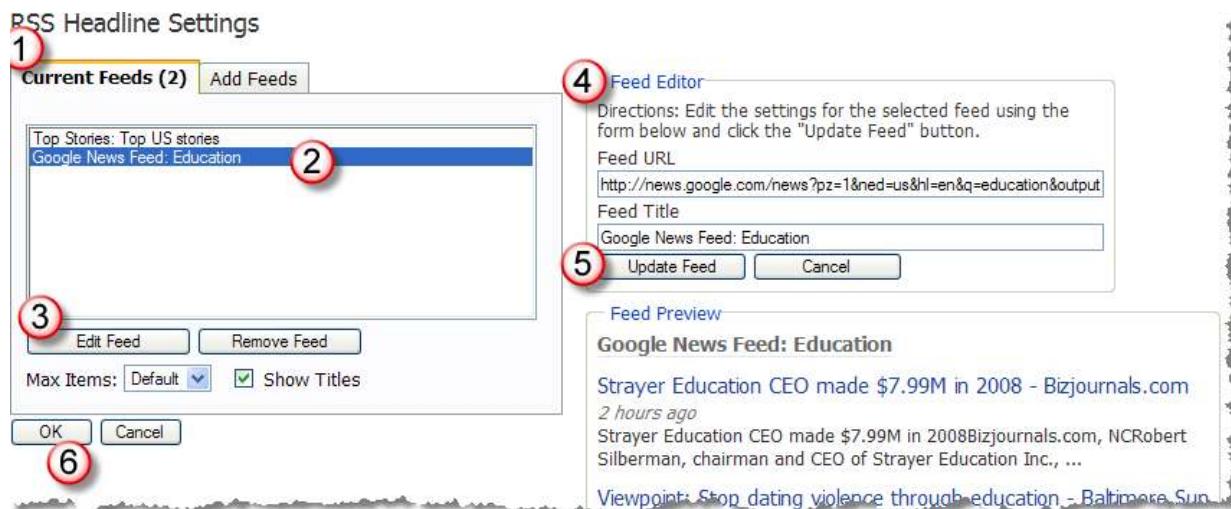
If you already know the URL of the feed you want, you can add it in the Feed Editor section.



1. Paste the URL of the feed into the **Feed URL** box.
2. Check the preview for the selected feed to make sure that it's the one you want.
3. Give the Feed a title in the **Feed Title** box.
4. Click the **Add to Current Feeds** button to add the feed to the list.
5. Click **OK**.

Editing an Existing Feed

You can change the URL or title of a feed on the Current Feeds page.



1. Click the **Current Feeds** tab.
2. Select the feed you want to edit by clicking its name.
3. Click the **Edit Feed** button. The feed appears in the **Feed Preview** area.
4. Edit **Feed URL** or **Feed Title** in the **Feed Editor** section.
5. Click the **Update Feed** button.
6. Click **OK**.

Deleting an RSS Feed

To delete an RSS feed:

1. Click the **Current Feeds** tab.
2. Click the feed you want to remove.
3. Click the **Remove Feed** button. The feed is removed from the list of current feeds.
4. Click **OK**.

Course Theme Selector

The Course Theme Selector tool allows course editors to select, edit, or create a custom theme for the course. To access the Course Theme Selector, log in to your ANGEL course, click the **Manage** tab, and click the **Course Theme Selector** hyperlink.

Course Theme Selector

[Add Theme](#)

Available Themes

Angel 7

 **Reference:** For details on using the Course Theme Selector, see "Customizing Your Course Theme."

Changing the Tab Settings

The Tab Settings utility allows course editors to rename, disable, and/or redirect course tabs to another web page. Course editors can also specify whether to display the course welcome page, and can change or redirect the start tab.

To access Tab Settings, log in to your ANGEL course, click the **Manage** tab, and click the **Tab Settings** hyperlink to load the **Tab Settings** editor.

The screenshot shows the 'Tab Settings' editor for a 'Sample Course'. At the top, there are three numbered callouts: 1) 'Start Tab' (dropdown set to 'Default'), 2) 'Start URL' (empty input field), and 3) 'Default Guide State' (dropdown set to '(Collapsed)'). Below these are 'Guide Settings' and a table listing 11 tabs:

Tab ID	Label	Viewable By	URL
4 Home	Course	Default (Everyone)	
5 Calendar	Calendar	Default (Everyone)	
6 Content	Lessons	Default (Everyone)	
7 Resources	Resources	Default (Everyone)	
8 In Touch	Communicate	Default (Everyone)	
9 Reports	Report	Default (Everyone)	
10 Agents	Automate	Default (Everyone)	
11 Tools	Manage	Default (Everyone)	

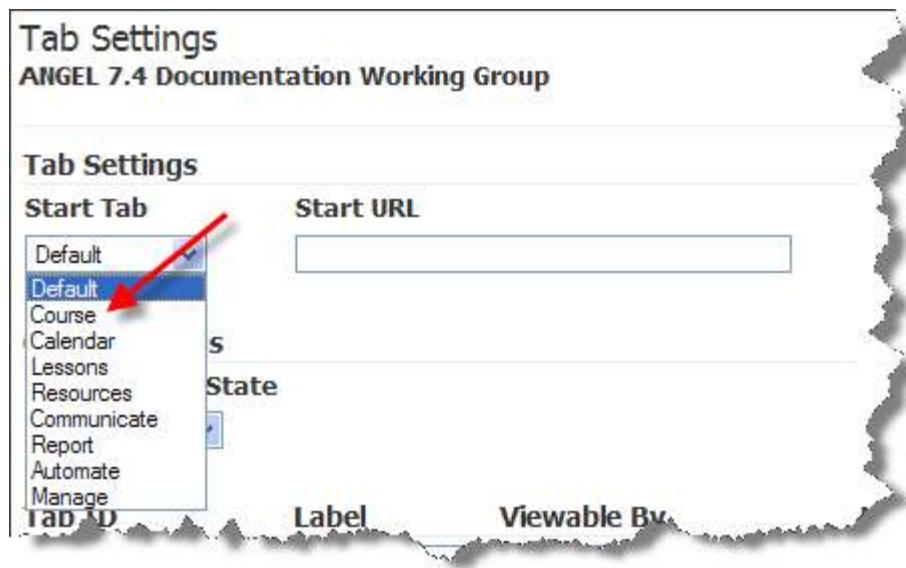
At the bottom are 'Save' and 'Cancel' buttons.

1. **Start Tab.** Specifies which course tab the user views upon entering the course. The default start tab is Courses (Home).
2. **Start URL.** Type a fully qualified web address in the Start URL field to display an external web page instead of the default start tab.
3. **Guide Settings.** Controls the fields below the Map feature on the course page. Set to (Collapsed) by default.
4. **Home.** Specifies the starting tab that appears when a user enters the course.
5. **Calendar.** Calendar tab: Contains the course calendar.
6. **Content.** Lessons tab: Contains all course content items.
7. **Resources.** Resources tab: Contains course syllabus, course resources, and institutional resources.
8. **In Touch.** Communicate tab: Contains all course communication items.
9. **Reports.** Report tab: Contains all course reports.
10. **Agents.** Automate tab: Contains the Agents Console.
11. **Tools.** Manage tab: Contains tools to manage your course.

Customizing Course Tabs

The first option on the Tab Settings page determines which page is displayed when users enter the course. This is the Course page by default, but can be changed by using the drop-down list to specify a different page.

1. In this example, leave the opening page as **Course**. You don't need to designate anything in the Start URL field.



2. Beneath the Start Tab settings section, each tab is listed followed by a label. The **Tab ID** is the name that the ANGEL database uses to denote each tab. The **Label** is the "name" displayed for each tab, which can be changed for any of the tabs by entering a different name in the associated text box. By default, the Content tab is identified with the Lessons label, as shown in the following figure.

Tab ID	Label	Viewable By	URL
Course	Course	Default (Everyone)	
Calendar	Calendar	Default (Everyone)	
Content	Lessons	Default (Everyone)	
Resources	Resources	Dashed	
In Touch	Communicate	Default (Everyone)	
Reports	Report	Default (Everyone)	
Agents	Automate	Default (Everyone)	
Tools	Manage	Default (Everyone)	

For this example, change that name to **Course Content**, as shown in the following figure.

Tab ID	Label	Viewable By	URL
Home	Course	Default (Everyone)	
Calendar	Calendar	Default (Everyone)	
Content	Course Content	Default (Everyone)	
Resources	Resources	Disabled	
In Touch	Communicate	Default (Everyone)	
Reports	Report	Default (Everyone)	
Agents	Automate	Default (Everyone)	
Tools	Manage	Default (Everyone)	

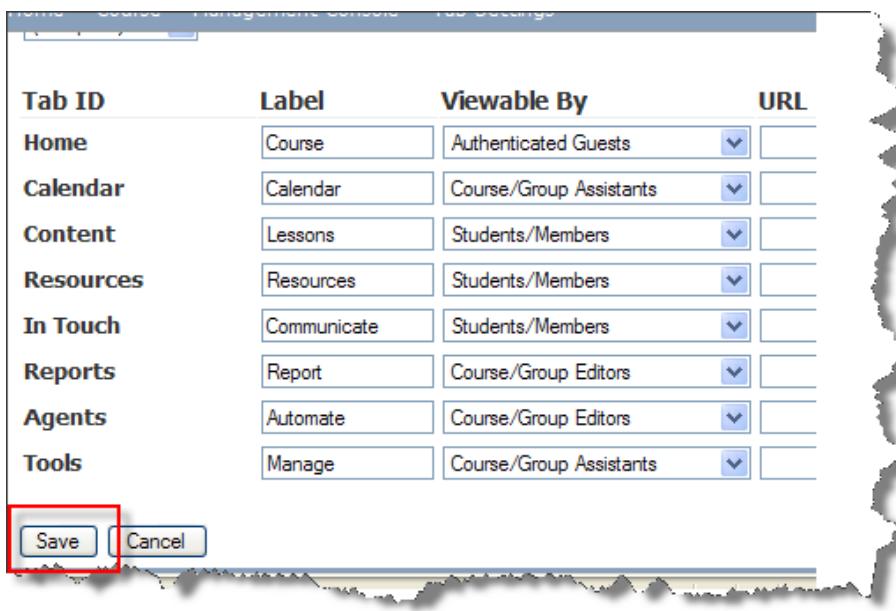
3. The **Viewable By** column determines what rights users need to have to access each of the pages. To change a tab so that students will not see it, you can change Viewable By to **Disabled** or to a level higher than Student. For example, if the Calendar isn't used in your course, you could delete it from Students/Members view by changing the Viewable By setting to Course/Group Assistants, as shown in the following figure.

Tab ID	Label	Viewable By	URL
Home	Course	Default (Everyone)	
Calendar	Calendar	Default (Everyone)	
Content	Lessons	Default (Everyone) Everyone Authenticated Guests Students/Members Team Leaders Course/Group Mentors Course/Group Assistants	
Resources	Resources	Course/Group Editors Course/Group Administrators Disabled	
In Touch	Communicate		
Reports	Report		
Agents	Automate		
Tools	Manage	Default (Everyone)	



Caution: Be very careful when designating any tab setting as Disabled—that setting will remove it from everyone's view, including yours! If you accidentally disabled the Tools tab (labeled Manage), as course editor you could no longer access it to make changes. If you disable any other tab, you can change it again by going back to the Tab Settings editor—but you could not do this if you no longer had access to the Tools (Manage) tab.

4. The URL fields are used only if you are specifying a different location for any of the tabs, in which case you would input the URL for that location. Click Save to continue.



After you have completed these changes, the calendar is no longer visible in Students/Members view, and the tab formerly labeled "Lessons" is now called "Course Content."



Controlling Default Course Mail Settings

Course Mail Settings allow the user to set the defaults for course mail. These settings are based on the rights of the user within the course and are defined using the **Minimum Rights** drop-down list for each item

Feature	Minimum Rights
Send Internet E-mail	1 Default
Send to All Faculty/Leaders	2 Default
Send to All Students/Members	3 Default
Send to Teams	4 Default
Send to Individuals	5 Default
Reply to All	6 Default

Message Options

7 Send a Copy to Each Recipient's Internet Email

1. **Send Internet E-mail.** Provides the option to forward course mail to a user's Internet e-mail address. A checkbox selection displays based on the rights specified under **Minimum Rights**. By default, all users can request course mail messages be sent to a user's Internet e-mail account.

2. **Send to All Faculty/Leaders.** Provides the option to send course mail to all faculty members at once. By default, all users can send course mail to all faculty members.
3. **Send to All Students/Members.** Provides the option to send course mail to all students/members at once. By default, all users can send course mail to all students/members.
4. **Send to Teams.** Provides the option to send course mail to all teams. By default, all users can send to teams in a course.
5. **Send to Individuals.** Provides the option to send course mail to all individuals in the course, both students and faculty. By default, all users can send course mail to individual course students or faculty.
6. **Reply to All.** Provides the opportunity for a user to select Reply to All when responding to course mail.
7. **Message Options.** Choose the desired option:
 - a. **Do Not Disclose Recipients.** With this selection, the default changes to not disclose to whom the course mail has been sent.
 - b. **Send a Copy to Each Recipient's Internet Email.** With this selection, the default changes to send a copy of the course mail message to each user's Internet e-mail account.

General Course Settings

The General Course Settings editor allows course editors to view and change general course information and settings. To access the General Course Settings, log in to your ANGEL course, click the **Manage** tab, and click the **General Course Settings** hyperlink.

Course Data

On the main Course tab, you can edit the information for the course.

Course Settings
Sample Course

Course Access Enrollment Standards Objectives Advanced

Directory Information

Course Code 01 Section 01 Course ID 01

Add Cross Listing

General Information

ID* 0-01-tr1-institution
Primary key: Alphanumeric, dash and underscore characters only for ID

Title* Sample Course

Category* 0 Other

Emulation* 0 Other

Instructor Login Name blach

Instructor Name Edard Koch

Keywords

Description

Course Begins March 23 2009 AM 11 35

Course Ends March 23 2009 AM 11 30

Stylesheet AngelThemes\Stylesheets\Angel_7.css

Redirect URL

Redirect Target

Language Default

Save **Cancel**

The **General Information** section contains the course ID, title, and so on:

1. In the **Title** field, type or change the name for the course.



Tip: If several course sections have the same name, place a unique identifier for each section after the name of the course (e.g., Introduction to Engineering Technology - section B101, Introduction to Engineering Technology - section B102, and so on). This practice assists users in differentiating between sections with similar names.

2. Select an appropriate category from the **Category** drop-down list.



Note: Keywords (optional) can be added to aid the searching capabilities. Students and faculty can use these keywords to locate specific classes through the Course Search utility.

3. Provide a description in the **Description** field (optional) to specify additional information concerning the course and the course objectives. Enabling standards and/or objectives (optional) allows the instructor to map course content to institution standards that have been added to the ANGEL environments by the standards administrator, or to map objectives to course content. Objectives are created by the instructor at the course level and might be tied to institution standards. (Standards might not be provided by your institution.)



Reference: For information on mapping standards and objectives to course content, see "Using Course Standards and Objectives."

4. Select **Course Begins** and/or **Course Ends** dates (optional) to show the dates for the class when viewed through the Course Search utility.



Note: To enforce the Course Begins date so that students cannot access the course until the specified date requires the use of the environment variable ENFORCE_START_DATE with a value of 1. To enforce the Course Ends date so that students cannot access the course after the specified date requires the use of ENFORCE_END_DATE with a value of 1. For additional information on environment variables, see "Working with Environment Variables."

5. Provide a URL for a stylesheet in the **Stylesheet** field (optional).
6. **Redirect URL** redirects the students to the provided URL (optional).
7. **Redirect Target** determines whether the URL to which users are being directed opens in a new window, parent window, top window, and so on (optional).
8. Select language options in the **Language** field. Current languages available are English and Spanish.



Note: The ANGEL administrator at your institution controls whether the Spanish language option is available.

Access Settings

These settings allow the user to determine who has access to the course and whether the course can be seen in Find a Course searches.

Access Settings	
Member Access:	All Members
Guest Access:	Anonymous
Search Engines:	<input checked="" type="radio"/> Yes <input type="radio"/> No Show this course in 'Find a Course' searches?

1. **Member Access** determines whether students or members of the course have access, or only the course editor has access. Restricting access to **Editors Only** prevents students from accessing the course. This option can be used before the start of a semester, term, or quarter to give the instructor time to create course content and structure the online course. After the course is ready for student access, the instructor can change access to the course to **All Members**.
2. **Guest Access** determines whether guests are allowed to access the course.
 - The **Anonymous** setting grants users who have not logged in to the ANGEL 8.0 environment access to the course. Once in the course, the anonymous user does not have access to content or student information unless the instructor has set the **Viewable By** settings to **Everyone**.
 - The **Authenticated** setting allows users who have logged in to the ANGEL 8.0 environment access to the course. Once in the course, the authenticated user does not have access to content or student information unless the instructor has set the **Viewable By** settings to **Authenticated Guest**.



Reference: For additional information on **Viewable By** settings, see "Batch Enrollment."

3. **Search Engines.** This option allows users to determine whether the course can be located by using Find a Course searches.

Enrollment Settings

These settings allow you to change the enrollment PIN and enrollment start and end dates for the course. Provide the enrollment PIN to users who may want to self-enroll in your course. Courses that are hidden from the Course Search tool are not available for PIN self-enrollment. (Leaving the enrollment PIN blank allows anyone to self-enroll for the course without having to be invited or added by an editor in the course.)



Note: Enrollment beginning and ending dates affect only self-enrollment. Course editors can still add and remove users at any time. Setting the end date to a date in the past disables the Enrollment PIN feature.



Reference: Course editors can add users to the course roster manually. See "Adding a User" for information.

Standards Settings

The Standards tab provides an option for instructors to map their courses to provided standards. Standards that have been published by your institution appear in a list as available standards. The availability of standards is controlled by your ANGEL standards administrator.



Reference: For information on aligning standards to specific assignments within your course, see "Using Course Standards and Objectives."

To activate a standard:

1. Click the **Standards** tab.

2. Expand the desired standard by clicking its plus sign (⊕).
3. Select the standards folder's checkbox to select all standards contained within that folder. Alternatively, you can expand a folder and select specific standards.
4. Click the **Save** button when all desired standards have been selected.

Objectives Settings

The Objectives tab allows the instructor to create or edit objectives for the course.

To add a course objective:

1. Expand the desired folder, or click the down arrow next to the **Course Objectives** folder to add a new folder or outcome.
2. Click the desired option:
 - **Add New Folder.** Click this link to display a dialog box in which you can type the name of the new folder; then click **OK**. You can expand the new folder by clicking its plus sign (⊕).
 - **Add New Outcome.** Click this link and enter outcome information. To match a standard to your objective outcome, click the **Standards** tab and select the desired standard(s) from the list.

To rename, move, or delete a folder:

1. Click the down arrow next to the desired folder.
2. Click the desired option:
 - **Rename.** If you select this option, a prompt window will appear. Type the name of the new folder and click **OK**.
 - **Move up.** Click the **Move up** hyperlink repeatedly until the folder has moved to the desired location.
 - **Move down.** Click the **Move down** hyperlink repeatedly until the folder has moved to the desired location.
 - **Delete.** Click this link to delete the folder. When prompted to confirm, click **OK** to delete or click **Cancel** to cancel deletion of the folder.

To edit, move, or delete a course objective:

1. Click the down arrow next to the desired objective.
2. Click the desired link:
 - **Edit.** Click this link to modify the text of the objective. Change the text in the text field and then click the **Save** button.
 - **Move up.** Click the **Move up** hyperlink repeatedly until the objective has moved to the desired location.
 - **Move down.** Click the **Move down** hyperlink repeatedly until the objective has moved to the desired location.
 - **Delete.** Click this link to delete the objective. When prompted to confirm, click **OK** to delete or click **Cancel** to cancel deletion of the objective.

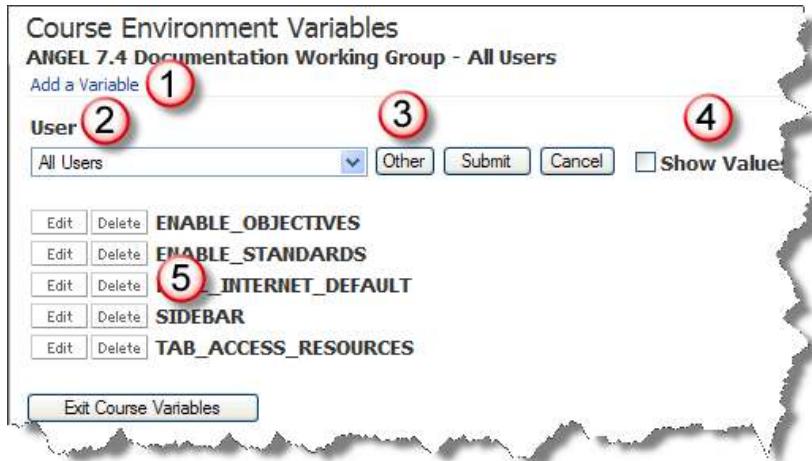
Advanced Settings: Course Environment Variables

The Environment Variables utility allows course editors to add, view, edit, and delete a wide range of available environment variables that can modify aspects of the course environment for one or more users. Examples of environment variable uses within a course include changing the names of one or more tools, defining values for custom tokens, and updating lesson icons based on student progress.

To access the Course Environment Variables page, log in to your ANGEL course, click the **Manage** tab, and click the **Environment Variables** hyperlink. The Course Environment Variables page appears.



Note: You might see variables listed that have been set by your ANGEL system administrator.



1. **Add a Variable.** This hyperlink allows the course editor to add a new variable.
2. **User.** Specifies which user's variables are being viewed.
3. **Other.** Allows you to enter another user's username.
4. **Show Values.** Shows the values of the environment variables listed.
5. **Edit/Delete.** These buttons allow you to edit or delete the variable next to the buttons.

Adding a Variable

1. On the Course Environment Variables page, select all users or a particular user from the drop-down menu, or specify another user by clicking the **Other** button.
2. Click the **Add a Variable** hyperlink. The Course Environment Variable Editor appears.
3. Add the environment variable in the **Variable Name** text area.
4. Provide the variable value in the **Variable Value** text area.
5. Click the **Save** button.

Editing a Variable

1. On the Course Environment Variables page, click the **Edit** button next to the variable. The Course Environment Variable Editor appears.
2. Type your changes and click the **Save** button.

Deleting a Variable

1. On the Course Environment Variables page, click the **Delete** button next to the variable. The Course Environment Variable Editor appears. A confirmation message appears.
2. Click the **OK** button to delete the variable. The variable is deleted from the Course Environment Variables page.

Adding Course Resources and Syllabus

The Resources tab is the central location for information concerning the course. It provides students and instructors one place to see the syllabus, course bookmarks, and institutional resources.

The screenshot shows the 'Resources' tab selected in the navigation bar. The main content area displays several components:

- Syllabus:** A box containing the text "No Syllabus".
- Course Resources:** A box stating "There are no bookmarks to display."
- Institutional Resources:** An empty box.
- Wikipedia:** A search interface with radio buttons for "Wikipedia", "Wiktionary", and "Wikibooks", and a "Search" button.
- Google:** A search interface featuring the Google logo and a "Search" button.

A vertical toolbar on the left includes icons for Home, Help, Power, Chart, Folder, User, and Chat. A "Edit Page" link is located in the top-left corner of the content area. A "Refresh" link is in the top-right corner.

By default, the course syllabus, course resources (such as bookmarks added by the course editor), and institutional resources (added by your institution) are displayed on the Resources tab. Search functions by Wikipedia and Google are also displayed. Your default components may vary by institution.

Editing the Resources Page

To change the components that appear on your Resources page, click the **Edit Page** hyperlink in the upper-left corner.

The screenshot shows the 'Resources' tab selected. The 'Edit Page' link in the top-left corner of the content area is circled with a red marker labeled '1'. The rest of the page content is identical to the first screenshot.

The following figure shows how to add or rearrange components on the Resources page.

1. Your cursor will turn into a cross-arrow (), which allows you to drag-and-drop components to rearrange their positions on your Resources page.



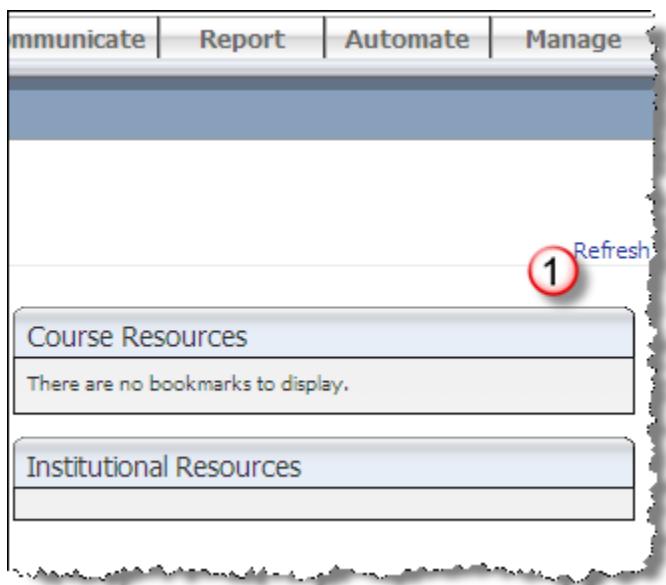
Note: A menu will appear on each component as your mouse moves over it.

2. **Edit.** The **Edit** button () allows you to edit the content of the component (not available on all components).
3. **Delete.** You can remove a component by clicking the **Delete** button ().
4. **Use Defaults.** If you are not satisfied with your selections, click the **Use Defaults** button to restore the defaults set by your institution.
5. **Add Components.** Click this button to select and add components not already displayed.



- A. **Available Components.** Click the checkbox next to the components you want to add.
- B. **Add Selected.** Click the **Add Selected** button after you're finished selecting components.

If you don't see content that was recently added, click the **Refresh** hyperlink in the upper-right corner of the screen to request a new copy of the current page.



Adding Course Resources

Course resources are links to other web pages that may be of use to your students.

To add resources:

1. Hover your mouse pointer over the **Course Resources** title bar and click the **Edit** (pencil icon) button.



2. Click the **Add a Link** hyperlink in the Resources Links menu bar to access Link Settings.

Resources Links

Add a Link

2

There are no bookmarks to display.

Link Editor

Link Settings

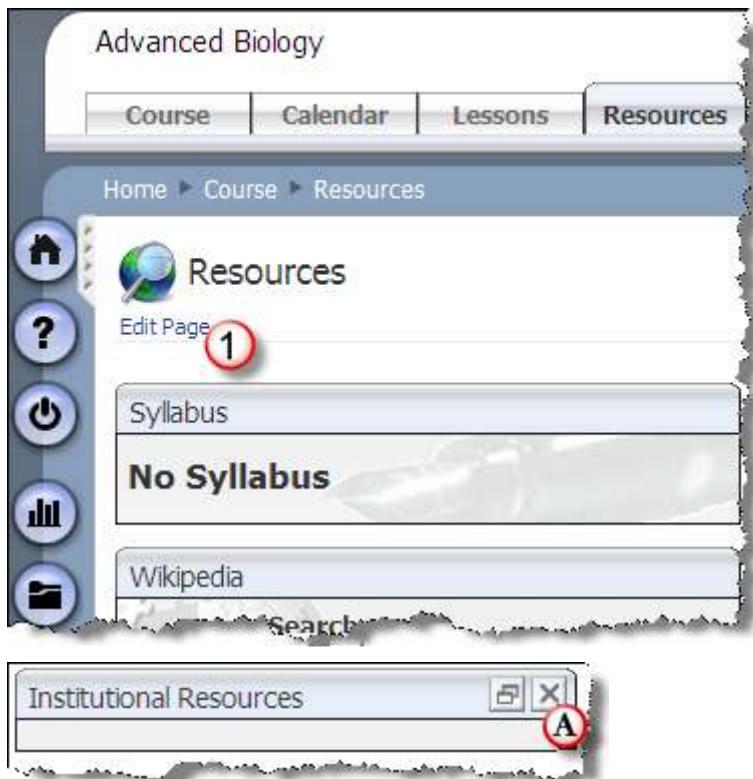
Title	A
URL	B
Description	C
Target	D
Category	Useful Links E
Viewable By	F

Save Cancel

- A. **Title.** Type the title of the bookmark.
- B. **URL.** Type the bookmark web address (fully qualified URL).
- C. **Description.** Type a description of the bookmark.
- D. **Target.** Choose a launch target from the drop-down list:
 - **Same.** Loads the bookmark within the main ANGEL interface.
 - **New.** Loads the bookmark in a new browser window.
 - **Parent Window.** Causes the linked document to open in the parent frame (one step up in the frame hierarchy).
 - **Top Window.** Opens in the topmost window that replaces the current window.
- E. **Category.** Select a category from the drop-down list (or create your own by clicking the **Other** button).
- F. **Viewable By.** Select the viewing permissions from the drop-down list:
 - **Everyone.** Allows the content item to be accessed by everyone on the World Wide Web, regardless of whether they are affiliated with your institution or whether they have a valid account on the ANGEL system.
 - **Authenticated Guest.** Allows any authenticated ANGEL user to access the content item, whether or not the user is on the course roster.
 - **Students.** Restricts access to the content item to only those users on the course roster who have course rights of student or higher.
 - **Team Leaders.** Restricts access to the content item to only those users on the course roster who have course rights of team leader or higher.
 - **Course Mentors.** Restricts access to the content item to only those users on the course roster who have course rights of course mentor or higher.
 - **Course Assistants.** Restricts access to the content item to only those users on the course roster who have course rights of course assistant or higher.
 - **Course Editors.** Restricts access to the content item to only those users on the course roster who have course rights of course editor.
 - **Only Me.** Restricts access to only the author of the content item.

Using Institutional Resources

Institutional resources are resources provided by your institution that are of use to students and instructors. The resources provided vary by institution. To remove institutional resources from your course, click the **Edit Page** hyperlink; then click the **Remove** button () on the Institutional Resources component.



The screenshot shows the 'Advanced Biology' course interface. At the top, there are tabs for Course, Calendar, Lessons, and Resources. Below the tabs, the breadcrumb navigation shows Home > Course > Resources. On the left, there is a vertical toolbar with icons for Home, Help, Logout, Syllabus, and Wikipedia. The main content area displays the 'Resources' component, which includes an 'Edit Page' link (circled with '1') and a 'Syllabus' section showing 'No Syllabus'. Below the Resources component is the 'Institutional Resources' component, which also shows 'No Syllabus' and has a 'Remove' button in its title bar (circled with 'A').

Creating the Syllabus

The syllabus can be created by using a form that allows you to type syllabus information in an ANGEL syllabus template, or you can upload a custom syllabus file you have created.



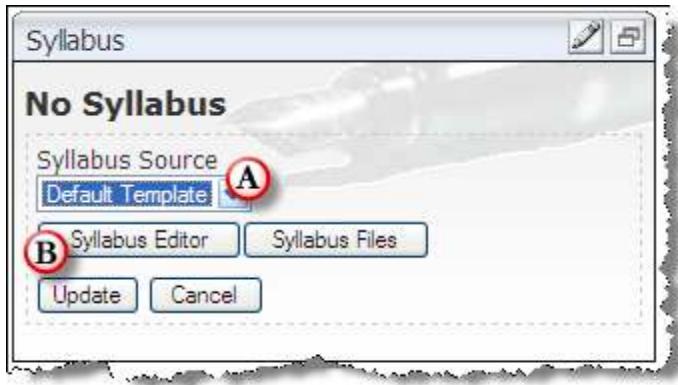
Tip: You can also add the Syllabus component on the course Home page (under the Course tab).



The screenshot shows the 'Syllabus' component. It has a title bar with the word 'Syllabus' and an 'Edit' button (circled with '1'). Below the title bar, it says 'No Syllabus'.

To create a course syllabus using the default template:

1. Hover your mouse pointer over the Syllabus component's **Title Bar** and click the **Edit** () button. The editing options appear.



2. Select the desired option:
 - A. **Syllabus Source.** Select **Default Template** from the drop-down menu.
 - B. **Syllabus Editor.** Click the **Syllabus Editor** button to create a syllabus using the syllabus form. The Syllabus Editor page appears.

A screenshot of the "Syllabus Editor" page. It has a header "Syllabus Editor" with "Save" and "Cancel" buttons. The main content is divided into sections: "General Information", "Faculty Information", and "Contact Information".

- General Information**
 - Heading**: An input field.
 - Keywords**: An input field.
- Faculty Information**
 - Name**: An input field.
 - Title**: An input field.
 - Home Phone**: An input field.
 - Office Phone**: An input field.
 - Office Fax**: An input field.

In the Syllabus Editor, type or paste the desired information into the appropriate fields. Fields that are incomplete do not display for students. Clicking the **HTML Editor** hyperlink (when available) allows the field to be edited as Rich Text with full formatting.

General Information options:

- **Heading.** Text that you want to display as the title of the syllabus.

- **Keywords.** List of keywords, separated by spaces, to improve keyword search results.

Faculty Information options:

- **Name.** Primary instructor's full name as you want it to appear in the syllabus.
- **Home Phone.** Home phone number of the primary instructor. If provided, this information is publicly available.
- **Office Phone.** Office phone number of the primary instructor.
- **Office Fax.** Office fax number of the primary instructor.
- **Office Address.** Building code and room number of the primary instructor.
- **Calling Hours.** Days of the week and hours during which the instructor is available to accept phone calls.
- **Office Hours.** Days of the week and hours during which the instructor is available for office consultation.
- **E-mail.** E-mail address for the primary instructor.
- **Home page.** URL of the primary instructor's home page, if one exists. Do not use the URL for the course's Home page, because a different field is available for this URL.
- **Photograph URL.** URL for a photograph of the primary instructor. If provided, this information is publicly available.

Course Information options:

- **Meeting Location.** Building code and room number or physical address where the class is held.
- **Meeting Times.** Days of the week and times when class is held.
- **Start Date.** Date that class is first held.
- **Home page.** URL for the Home page for this course. This may be a common page for all sections of the course, or unique to this section.
- **Required Text.** Textbooks and other materials required for the course. Be sure to include the names of the authors and any revision numbers.
- **Suggested Text.** Additional suggested books or other resources.
- **Description.** A strong course description early in the syllabus can often generate student interest by giving a stimulating overview of the course, including its content, its value, and the philosophical or pedagogical assumptions behind it. This description can increase student enthusiasm by emphasizing the relevance and applicability of the course. The description should also reflect your values and attitudes.
- **Objectives.** Course objectives or goals can sometimes be combined with the course description, depending on their complexity and the nature of the course and discipline. Course objectives, ideally characterized by action verbs, usually appear as a statement or an outline describing what students should be able to do at the end of the semester. Clear objectives can foster a sense of partnership and an awareness that you and your students are working toward the same goals. Objectives can provide both a focus and a motivation for learning.

Four basic questions can help you to identify and/or quantify your objectives or goals:

1. What do you want students to learn?
 2. What assignments, classroom activities, and pedagogical approaches will help students to master the identified knowledge, skills, or attitude change?
 3. How will you determine that students have accomplished what you set out to teach them?
 4. How will you evaluate students' achievements?
- **Schedule.** Students often turn first to the tentative schedule, which may list topics, assignments, class activities such as field trips, projects, and examinations with due dates. Students want to know what will be happening and when.

For an instructor, probably the most difficult planning decisions concern the structuring of course material. How much can students cover in a typical semester? What points should be emphasized? What textbook material can be omitted?

To help students organize their time, your syllabus could also reflect a step-by-step approach to major assignments. For a research paper counting significantly toward the final grade, for instance, you might

want to assign due dates for a working bibliography, outline, and rough draft. Be certain that your schedule emphasizes (perhaps with bold type) the dates of exams and specific assignments.

Your list of assignments should permit adjustments if your entire class should suddenly get involved in an animated discussion that seems more worthwhile than a scheduled quiz, or if you unexpectedly need to spend more time on a particular topic. Many instructors include a formal announcement indicating that the syllabus is subject to change depending on the needs of the class, but emphasizing that students are responsible for the material covered because of an adjustment.

- **Requirements.** Course requirements should be suggested in your objectives and in your assignment schedule. It is desirable to also give an explicit explanation of your expectations in a separate section of the syllabus, or combined with your explanation of grading policies. Many instructors prepare handouts during the semester to aid students with specific assignments, but these handouts should not replace a written explanation of the course requirements in your syllabus. The extra material (explanations of the assigned case study, book review, class project, research paper, or term paper) can even be attached to the syllabus. Some instructors indicate their attendance and make-up policies in this section of the syllabus.
- **Attendance Policy.** You need to determine whether to count attendance or class participation toward the final grade. Some students will need to miss class because of work or family obligations, so you should clarify your policy in writing. Be flexible but not overly permissive. If you want to count points for class participation toward the final grade, define this sometimes-elusive phenomenon and emphasize its significance for students. Are you looking for the number of times students speak up, or for the quality of their commentary? Will you let students know, during the semester, how they are doing in this regard? Will active class participation substantially affect the final grade, or be considered only in borderline cases? Will lack of participation—especially by the shy or insecure person—have an adverse affect on the final grade? Will participation in group activities be evaluated?
- **Academic Integrity.** To protect yourself, perhaps in conjunction with your grading policy, mention the school's policy on integrity in the *Student Handbook* and your own views about cheating on exams or about plagiarism. Students are often naïve about plagiarism, associating it merely with copying and not with the use of ideas that they have paraphrased without proper citation.

To encourage academic integrity, especially in large classes, you might include this statement in your syllabus: "You may be asked to show photo identification before being permitted to sit for course examinations. Please bring photo ID to all exams."

- **Miscellaneous.** If you use any unusual class procedure such as cooperative small group learning, course websites, online course environment, panel presentations, or class journals, you should make them known in your syllabus at least briefly.

Converting and Uploading Syllabus Files

Syllabus files allow you to organize your syllabus by creating folders and pages or uploading files. If you have a completed syllabus, you may find that using the Syllabus Editor is a tedious task, requiring you to input or copy/paste each field one by one. By uploading an existing syllabus file, you can convert an existing document (Word, WordPerfect, etc.) to a web page and upload it to the ANGEL 8.0 syllabus files.



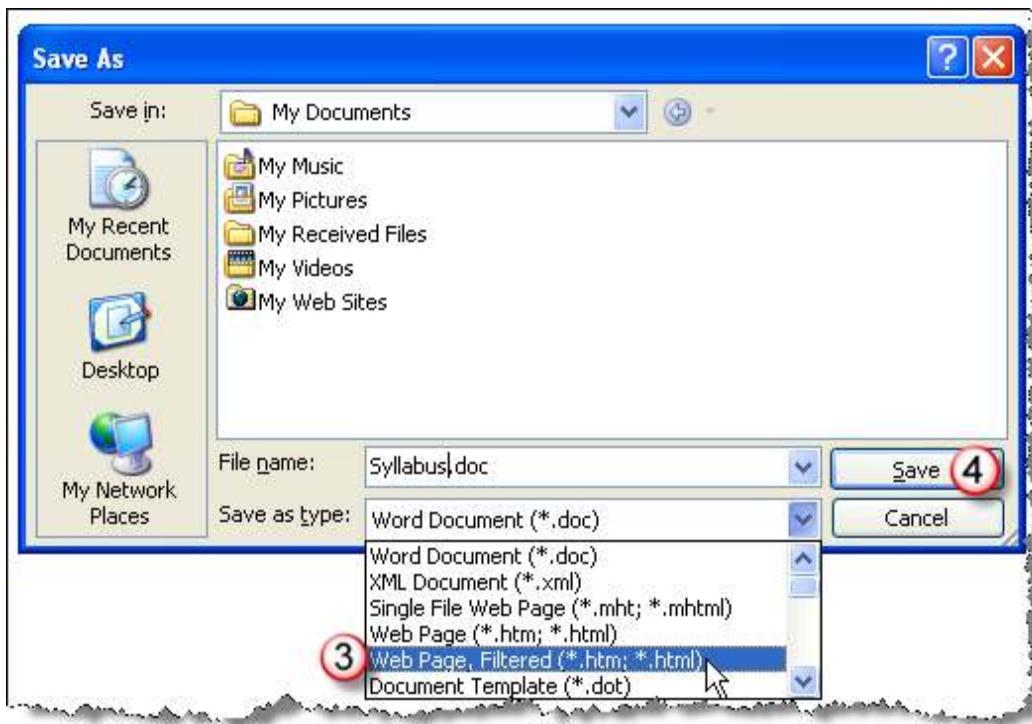
Video: "[Upload a Word File as a Syllabus.](#)"

To convert a Microsoft Word document to a web page:

1. Open your Word syllabus on your local computer.
2. In Microsoft Word, select **File > Save As.**



3. Select **Web Page, Filtered** or (*.html) from the **Save as type** drop-down menu.



4. Click the **Save** button.



Note: This step may vary slightly if you are using a different version of Microsoft Word or a different word processing program. Most word processing programs (Microsoft Word, WordPerfect, etc.) offer the option to save as a web page or save as HTML (Hypertext Markup Language). In most cases, the steps will be very similar to the process described.

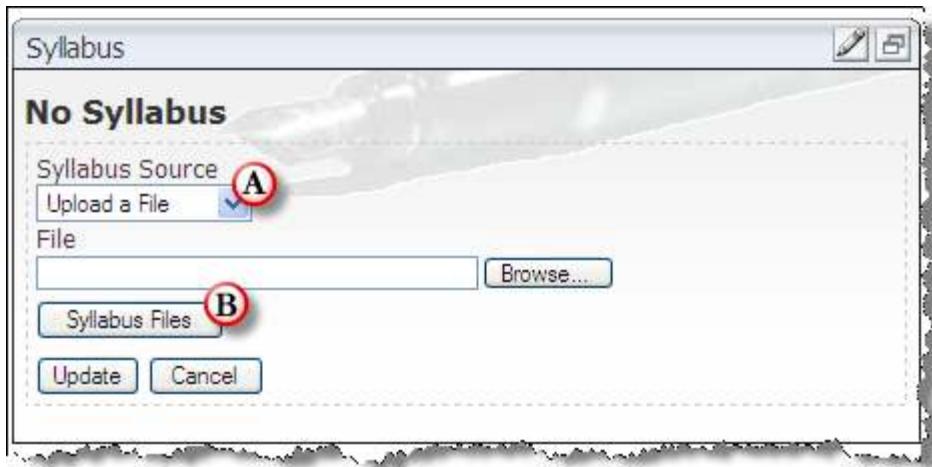


Tip: Converting your word processing document to a web page before uploading it into ANGEL makes your uploaded syllabus more accessible to students. (Students are not required to have the specific word processing program installed to be able to view the syllabus.)

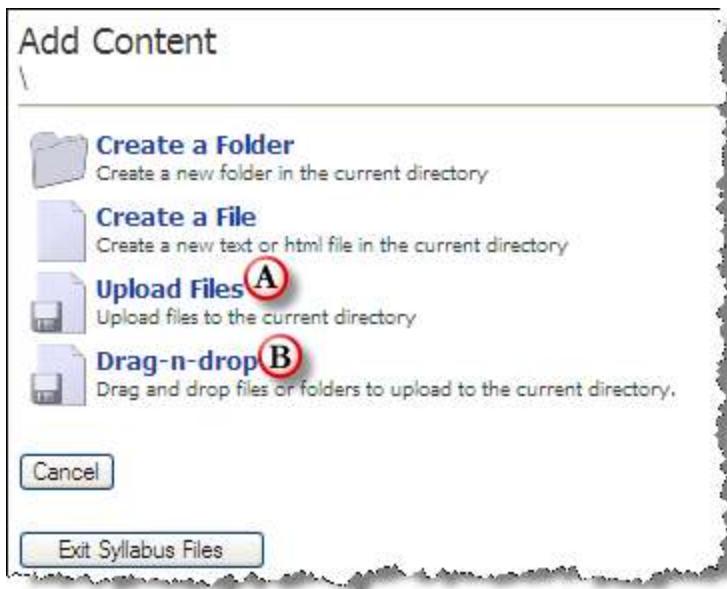
If your syllabus document includes embedded images, note that the process of saving the document as HTML creates an HTML file (syllabus.htm) and an associated folder containing the images needed to display the HTML-formatted syllabus properly.

To upload your converted Microsoft Word document:

1. Click the **Edit** () button on the Syllabus toolbar.



2. Specify that you are uploading an existing syllabus file:
 - A. Select **Upload a File** from the **Syllabus Source** drop-down list.
 - B. Click the **Syllabus Files** button.
3. Click the **Add Content** hyperlink in the upper-left toolbar. The Add Content page appears.



- A. If your syllabus document does not contain images, click the **Upload Files** option.
 - i. Click the **Browse** button to browse your computer for your syllabus file.
 - ii. Once the appropriate filename appears in the form, click **OK**. The path to your syllabus file appears in the **File to Upload** field.
 - iii. Click the **Upload File** button. Uploading your file may take a few minutes. When the upload is complete, an Upload Successful message displays.
- B. If your syllabus document contains images in an accompanying folder, click the **Drag-n-drop** option. The Drag-n-drop page appears.



In order to use this feature, you need to have Sun's Java Virtual Machine (JVM) 1.4.1 installed on your computer. If you do not have it installed, you are prompted to download the JVM.

Drag-n-drop

\

Directions: Drag the files and folders you want to upload into the area below. To browse to another folder click on its name. If your browser does not support drag-n-drop you can use the [Upload Form](#).

Upload Successful

syllabus_files
 syllabus.htm

Done

Exit Syllabus Files

- i. Drag the **syllabus file** from your computer to the Drag-n-drop upload area.
 - ii. Drag the **syllabus image folder** from your computer to the Drag-n-drop upload area.
A progress bar appears as your files are uploaded. Once the upload is complete, the uploaded files display in the Drag-n-drop window.
4. Click the **Done** button when you're finished uploading files.
 5. Click the **Exit Syllabus Files** button.
 6. Click the **Edit** button on the Syllabus toolbar.
 7. Select your syllabus filename from the **Syllabus Source** drop-down list (your uploaded file's name is preceded by *Document:*:).
 8. Click the **Update** button.

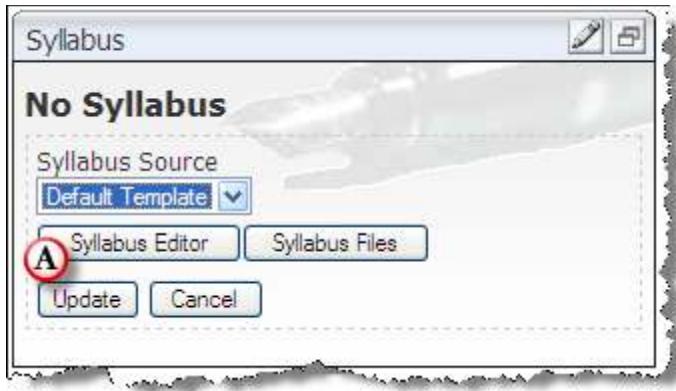
Editing the Syllabus

Once a syllabus has been created or uploaded into ANGEL, it can be edited (depending on the syllabus format). A syllabus can be created by using the Syllabus template; by uploading a syllabus created as an HTML page, a Word .doc, or other format; by creating it using the **Create a Page** option; or by linking to an external web page. Editing the syllabus will depend on how the syllabus was created.

Editing with the Syllabus Template

To edit your syllabus:

1. Click the **Edit** () button on the Syllabus toolbar.



- A. Click the **Syllabus Editor** button.
 - B. Make any needed changes.
2. Click **Update** at the bottom of the page to finish.

Editing a Syllabus Uploaded as an HTML File

To edit your syllabus:

1. Click the **Edit** () button on the Syllabus toolbar. The **Syllabus Source** drop-down menu appears.
 - A. Click the **Syllabus Files** button.



Note: Because the syllabus selected in this course is an uploaded file, the Syllabus Editor button does not appear.

- B. The syllabus file will be displayed on the next page. Click the **edit** hyperlink.

Syllabus Files
Size: 6.1 KB
[Add Content](#) [Download All](#)

 **syllabus_files**
Last Modified: 12/15/2008 2:36:57 PM
[download](#) [rename](#) [copy](#) [move](#) [zip](#) [delete](#)

 **syllabus.htm**
(723 bytes) Last Modified: 12/15/2008 2:36:56 PM
[download](#) [edit](#) [rename](#) [copy](#) [move](#) [delete](#)

[Exit Syllabus Files](#)



Note: More than one file may be listed here if the syllabus file had any images or other documents linked within it, so be sure that you select the correct file.

- C. Scroll to the bottom of the window and click **HTML Editor**.

```
{margin:0in;  
margin-bottom:.0001pt;  
font-size:12.0pt;  
font-family:"Times New Roman"  
@page Section1  
{size:8.5in 11.0in;  
margin:1.0in 1.25in 1.0in 1.25in;  
div.Section1  
{page:Section1;}  
-->  
</style>
```

Unicode format

[OK](#) [Cancel](#)



Note: The text in the window is in HTML code. Selecting the HTML Editor will allow you to edit any text by using the more user-friendly format.

- D. Make your changes and click **OK** at the bottom of the page to finish.
2. You will return to the Syllabus Files page. Click **Exit Syllabus Files** to finish.

Editing a Syllabus Uploaded as a Document

Although not the preferred method, a syllabus can be uploaded as a document file. If a syllabus in this format needs to be changed, it has to be changed within the word processing program in which it was created.

To edit your syllabus document:

1. Open the word processing program (for example, Microsoft Word), and then open the syllabus file.
2. Make any changes and save the file.



Note: When saving the file, do not change the filename. You want it to be the same as the name of the file already uploaded into ANGEL.

If you do not have the original file, download it from ANGEL:

1. Click the **Syllabus Files** button.
 - A. Locate the appropriate file in the list and click its **download** hyperlink.

The screenshot shows a list of files under the heading "Syllabus Files". There is one item: "syllabus.doc" (25.1 KB), last modified on 12/15/2008 at 3:11:31 PM. Below the file name are hyperlinks: "download", "rename", "copy", and "move". A red circle with the letter "A" is drawn around the "download" link. At the bottom of the list is a "Exit Syllabus Files" button.

- B. Save the file to your computer so that you can edit it.
2. Once the file has been edited and saved to your computer, return to the Syllabus component and click the **Edit** () button on the toolbar.

- A. Click the **Syllabus Files** button.

The screenshot shows the "Course Syllabus" dialog box. It includes a "Syllabus Source" section with a dropdown menu set to "Document: syllabus.htm" and a "Syllabus Files" section. In the "Syllabus Files" section, there is a list with one item: "syllabus.doc". A red circle with the letter "A" is drawn around the "syllabus.doc" entry. Below the list are "Update" and "Cancel" buttons.

- B. Click the **delete** hyperlink beneath the syllabus file. (You need to delete this file so that you can then upload the edited file that has the same name.)
3. The next page will say, "Are you sure you want to delete this file?" Click **OK**.



Caution: This procedure will completely delete the syllabus from your course, so make sure that you do have the edited syllabus file on your own computer and ready to be uploaded.

4. Once the file has been deleted, you will be returned to the Syllabus Files page. Click the **Add Content** hyperlink.
5. Click **Upload Files**.
6. Click the **Browse** button to browse your computer for your syllabus file.
7. Once the appropriate filename appears in the form, click **OK**. The path to your syllabus file appears in the File to Upload field.
8. Click the **Upload File** button. Uploading your file may take a few minutes. When complete, an Upload Successful message displays.

9. Click the **Done** button.
10. Click the **Exit Syllabus Files** button.

Using the Gradebook

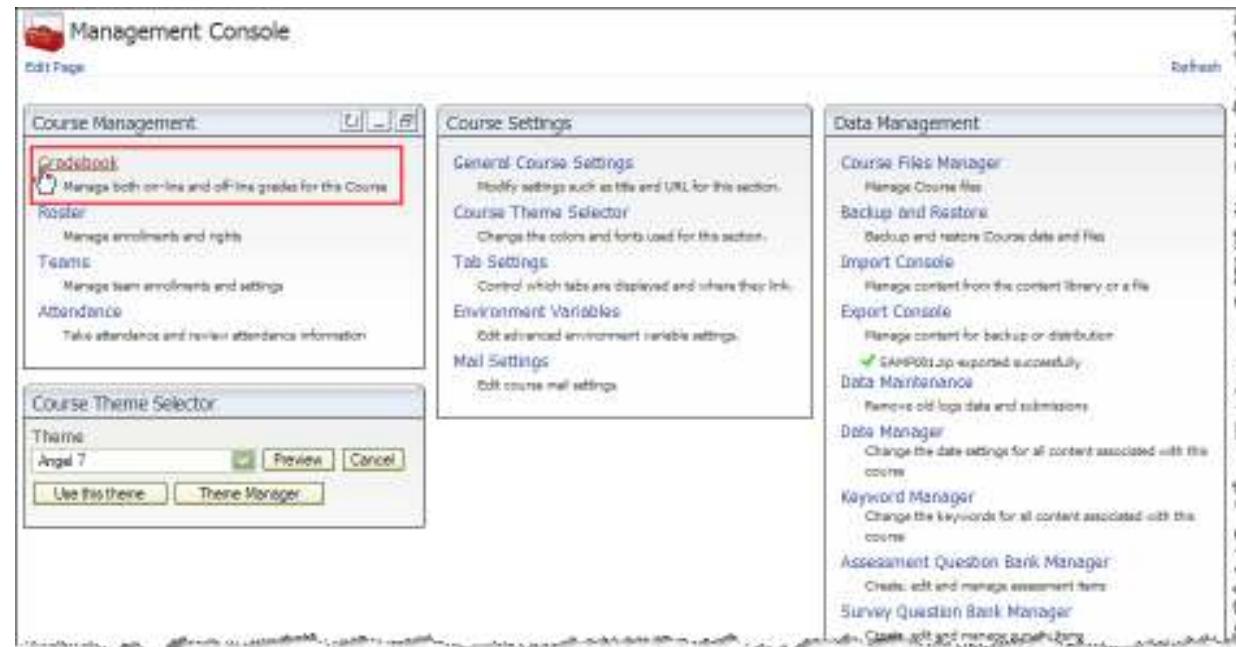
The Gradebook section allows course editors to track and display grades for ANGEL content items (assessments, drop boxes, discussion forums, SCORM assessments, and surveys) and for assignments handed-in outside of the ANGEL environment (also called "offline" assignments). Assignments are organized by categories that can be weighted to compute an overall grade for each student.

There are two versions of the Gradebook – the older version, often called the "73" or "Legacy" Gradebook and the newer version, sometimes called the "Terms" Gradebook. Your institution may govern which Gradebook is used or may allow faculty to choose. There is no difference in how grades display to students no matter which Gradebook is used.

Using the Terms Gradebook:

 **Note:** The new Gradebook must first be enabled in a given ANGEL section. In version 8.0, users have the option to keep using the old Gradebook interface that was present in earlier versions of ANGEL, or switch over to the new Gradebook interface. If you want to use the new Gradebook, you might need to contact your ANGEL administrator to request that the new Gradebook be enabled in your section.

To access the Gradebook, go to the **Manage** tab, and select the **Gradebook** link in the **Course Management** nugget.



The screenshot shows the ANGEL Management Console interface. The left sidebar has a 'Course Management' tab selected, which is highlighted with a red box. Inside this tab, the 'Gradebook' link is also highlighted with a red box. Other links in this section include 'Roster', 'Teams', and 'Attendance'. Below this is a 'Course Theme Selector' with 'Angel 7' selected. The main content area is divided into three columns: 'Course Settings' (with sections for General Course Settings, Course Theme Selector, Tab Settings, Environment Variables, and Mail Settings), 'Data Management' (with sections for Course File Manager, Backup and Restore, Import Console, Export Console, and Data Maintenance), and 'Assessment' (with sections for Question Bank Manager, Survey Question Bank Manager, and Gradebook Home Page).

Gradebook Home Page

The Gradebook Home page is the hub from which all Gradebook activity centers. It is organized into five functional categories that are displayed in various nuggets on the page:

1. Setup Tasks
2. Other Tasks
3. Grading Tasks

4. Ungraded Items
5. Gradebook Reports

Gradebook

[Edit Page](#)

The screenshot shows the Gradebook setup page with several components:

- Setup Tasks**:
 - [Copy Gradebook Settings from Another Course](#): Copy gradebook settings from another course, overriding all current settings.
 - [Categories \(4\)](#): Create and manage categories to organize assignments.
 - [Assignments \(42\)](#): Create and manage gradebook assignments.
 - [Grading Scale \(5\)](#): Configure your course grading scale to calculate letter grades.
 - [Grade Labels \(0\)](#): Configure macros to auto-score items based on custom label entries.
 - [Grade Reports \(1\)](#): Create and manage reports to present and share results.
 - [Term Filters \(0\)](#): Manage term filters.
- Grading Tasks**:
 - [Grade Entry Grid](#)
 - [Submission Manager](#)
 - [Import Grades](#)
 - [Export Grades](#)
- Reports**:
 - [Overall Grades](#)
- Ungraded Items**: A component labeled "Ungraded Items" is shown at the bottom of the page.
- Other Tasks**:
 - [Gradebook Preferences](#)
 - [Publish Course Grades](#)
 - [Export Published Grades](#)

The components on this page (a.k.a. *nuggets*) can be rearranged to meet the needs of the instructor over the life of the course by using the Edit Page functionality. For instance, after the course has been active for some time, you might want to move the Ungraded Items component to the upper-left corner of the page. This will make it more visible when you first enter the course. Also, these components can be surfaced on the course Home page (Ungraded Items and Gradebook Reports are two that are especially useful on the course Home page).

Setup Tasks

The Setup Tasks nugget is where course editors go when setting up the Gradebook for a new course or a new semester. It is the place where you enter information about categories, create or link assignments to the Gradebook, configure the grading scale and grading labels, create and manage reports, and manage term filters.

Gradebook

[Edit Page](#)

Setup Tasks

[Copy Gradebook Settings from Another Course](#)

Copy gradebook settings from another course, overriding all current settings

[Categories \(4\)](#)

Create and manage categories to organize assignments

[Assignments \(42\)](#)

Create and manage gradebook assignments

[Grading Scale \(5\)](#)

Configure your course grading scale to calculate letter grades

[Grade Labels \(0\)](#)

Configure macros to auto-score items based on custom label entries

[Grade Reports \(1\)](#)

Create and manage reports to present and share results

[Term Filters \(0\)](#)

Manage term filters



Note: The number in parentheses next to each item tells you how many categories, assignments, and so on currently exist in your course.

You have the option of using the settings from a Gradebook that you set up in a different course by clicking the **Copy Gradebook from Another Course** link. You need to be a Course Editor in both courses to use this option.

Copy Gradebook Settings

You may select another course from which to copy Gradebook settings.

Warning: Note: This tool will erase current settings and replace them with settings from the selected course. Use with caution! There is no way to get back your settings after replacing them.

It is best to copy Grade Reports, Term Filters, and Categories together. Not doing so will remove category and term associations from the reports.

Copy from: **HSC 1100 Spring 2011**

Select items to copy:

- Grade Reports
- Term Filters
- Categories
- Assignments
- Grading Scale
- Grade Labels
- Gradebook Preferences

Copy Settings **Cancel**

Check all the settings that you want to copy from the other course and then click **Copy Settings**.

Categories

When setting up the ANGEL Gradebook for the first time, typically the first step is to create categories for the purpose of grouping like assignments. By default, three categories are prepopulated in a Gradebook: Homework, Quizzes, and Exams.

The Categories page allows the course editor to add new Gradebook categories, to edit settings for one or more categories, and to delete categories.

Categories are an important Gradebook concept. The primary purpose of categories is to group assignments based on their impact on the overall grade. Grouping graded items into categories also allows you to categorize assignments by assignment type.

For example, some common calculation approaches include the following:

- Scenario 1: Multiple Categories, Student Grade Calculated by a Weighted Average (or Percent)

Each category is worth a specific percentage of the overall grade. For example, a category called Homework is worth 50% of the overall grade, Quizzes is worth 25%, and Exams is worth 25%. In this case, simply use the appropriate percent value (50, 25, and 25) as the weight for each category. All items within a given category are averaged together (i.e., Exams average, Homework average, Quizzes average), and the category average is then calculated into the overall score according to the weight specified.

- Scenario 2: Single All-Inclusive Category, Student Grade Calculated by Total Number of Points

All items are added up to determine the overall grade. For example, a single category called Total Points is equal to the sum value of all assignments. The relative importance of each graded item on the overall score is determined by the number of points possible for the item.

Category Grid View

When you select the Categories link from the Setup Tasks nugget, you will see the Category grid view (Percentage Mode is shown). The grid provides course editors with summary information about all the existing categories in the course in an at-a-glance format, as well as quick access to controls for rearranging, editing, and deleting.

Columns

The grid is divided into several category columns for (a) Title, (b) Weight, (c) Format, (d) Release Date, and (e) Calculation. An additional, non-labeled column to the right of Calculation provides access to links for adding categories, editing category settings, or deleting categories.

Categories						
Rearrange						
Directions						
 Use the form below to add new categories to your gradebook.						
Title 	Weight 	Format 	Release Date 	Calculation 		
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="button" value="Add Item"/>	
<input type="checkbox"/>	Exams	25	(Use Default)	2/17/2009	Use All	settings delete
<input type="checkbox"/>	Homework	50	(Use Default)	2/17/2009	Use All	settings delete
<input type="checkbox"/>	Quizzes	25	(Use Default)	2/17/2009	Use All	settings delete
<input type="button" value="Delete Selected"/>		<input type="button" value="Done"/>				

Sorting

Users can sort by any of the previously labeled columns by clicking the column heading and selecting Sort Ascending or Sort Descending from the drop-down menu that appears. For example, the following figure shows the grid sorted in ascending order by Weight. Note that the column currently selected for sorting is shaded in gray and has a small triangle next to the column label.

Categories

Rearrange

Directions

 Use the form below to add new categories to your gradebook.

<input type="checkbox"/>	Title	Weight ▲	Format	Release Date	Calculation	
<input type="checkbox"/>		<input type="text" value="25"/>	(Use Default)	<input type="text" value="2/17/2009"/>	Use All	settings delete
<input type="checkbox"/>	Exams	25	(Use Default)	2/17/2009	Use All	settings delete
<input type="checkbox"/>	Quizzes	25	(Use Default)	2/17/2009	Use All	settings delete
<input type="checkbox"/>	Homework	50	(Use Default)	2/17/2009	Use All	settings delete

[Delete Selected](#) [Done](#)

Column Editing Mode

The grid columns can also be changed to allow for editing directly from the grid view. To change the grid columns to Editing Mode, click the heading for each of the columns you want to edit, and select Edit from the drop-down menu (as shown for the Calculation column in the following figure). Once you have changed the grid to Editing Mode, the fields within will be displayed in an editable state and Save/Cancel buttons will appear above the grid. After making changes, be sure to hit the **Save** button in the upper-right corner to save your changes. This allows instructors to quickly change the information in a column for several categories at a time.

 **Note:** Editing a column at a time can be especially useful when rolling a course from one semester to the next. For instance, all the release dates can be edited at once.

<input type="checkbox"/>	Title ▲	Auto-calculate	Weight	Format	Release Date	Calculation	Percent Overall
<input type="checkbox"/>		<input type="checkbox"/>	<input type="text" value="25"/>	(Use Default)	<input type="text" value="3/20/2009"/>	<input type="checkbox"/> Edit	N/A
<input type="checkbox"/>	Exams	<input type="checkbox"/>	25	(Use Default)	<input type="text" value="3/20/2009"/>	<input type="checkbox"/> Sort Ascending	25.00%
<input type="checkbox"/>	Homework	<input type="checkbox"/>	25	(Use Default)	<input type="text" value="3/20/2009"/>	<input type="checkbox"/> Sort Descending	25.00%
<input type="checkbox"/>	Quizzes	<input type="checkbox"/>	50	(Use Default)	<input type="text" value="3/20/2009"/>	<input type="checkbox"/> Help	50.0%

[Save](#) [Cancel](#)

Adding Categories

To add a new category, fill in the blanks in the top row of the category grid and then select the **Add Item** button.

<input type="checkbox"/>	Title ▲	Auto-calculate	Weight	Format	Release Date	Calculation	Percent Overall
<input type="checkbox"/>	Discussions	<input type="checkbox"/>	<input type="text" value="10"/>	(Use Default)	<input type="text" value="3/25/2009"/>	<input type="checkbox"/> Use All	<input type="text" value="0"/>
<input type="checkbox"/>	Exams	<input type="checkbox"/>	25	(Use Default)	3/20/2009	Use All	Calculating
<input type="checkbox"/>	Homework	<input type="checkbox"/>	25	(Use Default)	3/20/2009	Use All	Calculating
<input type="checkbox"/>	Quizzes	<input type="checkbox"/>	50	(Use Default)	3/20/2009	Use All	Calculating

[Add Item](#)

Editing Category Settings

The five primary settings for new categories can be specified from the grid view when adding the item (Title, Weight, Format, Release Date, and Calculation). However, to view advanced settings, or to make modifications to an existing category, you should select the **Settings** link in the far-right column of the grid for that item.

Title	Auto-calculate	Weight	Format	Release Date	Calculation	Percent Overall	
Discussions	No	10	(Use Default)	3/20/2009	Use All	9.09%	Settings Delete
Exams	No	25	(Use Default)	3/20/2009	Use All	22.73%	Settings Delete
Homework	No	25	(Use Default)	3/20/2009	Use All	22.73%	Settings Delete
Quizzes	No	30	(Use Default)	3/20/2009	Use All	45.45%	Settings Delete

After you click the **Settings** link, you will see a screen similar to the one shown in the following figure.



Note: The figure is shown in Advanced Mode so you can see all the setting options.

Category Settings

Normal Advanced

Settings

Title	Quizzes
Description	<input type="text"/>
Calculation	Use All <input type="button" value="▼"/> 0 grades
Weight	15 <input type="checkbox"/> Auto-calculate <input type="checkbox"/> Extra Credit <small>Marking a category as extra credit will unmark any assignments within it as extra credit and inherit extra credit status from the category instead.</small>
Default Format	(Use Default) <input type="button" value="▼"/> <input checked="" type="checkbox"/> Average Shown
Release Date	2/17/2009 <input type="button" value="Calendar"/>
Formula	<input type="text"/> Formula Editor

Field Name	Definition
Normal/Advanced	Clicking the Advanced option radio button displays all the category options.
Title	The Title is used to identify the category.
Description	(Optional) The Description is used to describe the category.
Weight (displayed only in Percentage Mode)	Each category is worth a specific weight or percentage of the overall grade. For example, a category called Homework is worth 50% of the overall grade, Quizzes is worth 25%, and Exams is worth 25%. In this case, simply use the appropriate percent value (50, 25, and 25) as the weight for each category. If the Auto-calculate option is selected, this field automatically updates with the appropriate value based on the total max points for all items entered into this category.

Extra Credit	The Extra Credit checkbox configures the category to be calculated as extra credit. Note: The Extra Credit option is visible only in Advanced mode.
Default Format	Select a format from the Format drop-down list if you want to use a different display format for the category average than the Gradebook default (specified in Gradebook Preferences).
Release Date	The Release Date option allows the course editor to effectively hide the category average and the grades for all assignments assigned to the category until a future release date.
Formula	Formulas constructed via the Formula Editor will be displayed in this textbox. (This is existing functionality carried over from ANGEL 7.3 and does not change as part of the new 7.4 Gradebook.) Note: The Formula option is visible only when viewing in Advanced mode. Also, the Formula option is visible only when the Gradebook is in Percentage mode.



Reference: For a list of applicable tokens, see "Gradebook Formula Tokens."

Rearranging Categories

Clicking the **Rearrange** link at the top left of the Category Grid screen, just below the Categories screen title, reloads the page in a drag-and-drop state (similar to the Rearrange option on the Lessons tab). Users can rearrange the order of each line item by dragging categories into the desired order.

Categories

[Rearrange](#)

Instructions: Organize the items in the list by clicking and dragging them to the desired location.

- Homework
- Quizzes (mouse cursor)
- Exams

[Save](#) [Cancel](#)



Note: The order of the categories as shown in the figure in the Rearrange listing is the order in which they will appear on student grade reports in the Reports tab, as well as the Grade Entry Grid, regardless of the sorting order you selected in the Category grid view. The rearranged order will be reflected in the Grade Reports and on the Grading Grid, but will be UNCHANGED in Set up tasks.

Deleting Categories

Categories can be deleted either individually, or several at a time.



Caution: Deleting a Gradebook category permanently deletes any assignments within that category, along with any student grades entered for those assignments. There is no "undo" option after you delete a category or categories.

Deleting a Single Category

To delete an individual category, select the **Delete** link in the category grid for the row containing the category you want to remove.

Title	Auto-calculate	Weight	Format	Release Date	Calculation	Percent Overall
Discussions	Yes	0	(Use Default)	3/20/2009	Use All	0%
Exams	Yes	800	(Use Default)	3/20/2009	Use All	49.38%
Homework	Yes	20	(Use Default)	3/20/2009	Use All	1.23%
Quizzes	Yes	800	(Use Default)	3/20/2009	Use All	49.38%

An alert window will pop up, prompting you to confirm the deletion. If you want to continue and permanently delete this category, click **OK**. Otherwise, click **Cancel** to return to the category listing.



Deleting Multiple Categories

To delete more than one category at a time, place a checkmark in the selection box next to each of the categories you want to delete. Then select the **Delete Selected** button below the grid.

Title	Weight	Format	Release Date	Calculation
Exams	25	(Use Default)	2/17/2009	Use All
Homework	50	(Use Default)	2/17/2009	Use All
Quizzes	15	(Use Default)	2/17/2009	Use All

At the bottom left of the grid, there are two buttons: "Delete Selected" and "Done". The "Delete Selected" button is highlighted with a red box and has a cursor pointing at it.

An alert window will pop up, prompting you to confirm the deletion. If you want to continue and permanently delete the selected categories, click **OK**. Otherwise, click **Cancel** to return to the category listing.



Assignment Grid View

Assignments in the ANGEL Gradebook can be associated with content items from the Lessons tab or they can be associated with offline items that do not exist in ANGEL. For items that are scored or graded within ANGEL, you must add or link the item to a Gradebook assignment column in order for it to show up in the Gradebook. For offline items, you can create an assignment and manually update the grades in ANGEL to post them online.



Note: ANGEL content items are not automatically linked to the Gradebook when you add them in the Lessons tab. You must first select to add them to the Gradebook from Settings > Assignment tab for that item, or by associating an Assignment with an existing content item from the Gradebook. This allows course editors to choose whether or not all items are worth points in the course. You might have some items that are only there for extra practice, and are therefore not part of your grading scheme for the class.

Similar to the Category grid view, the Assignment grid view provides users with an overview of all assignments and information about most of the assignment settings from a single table or grid.



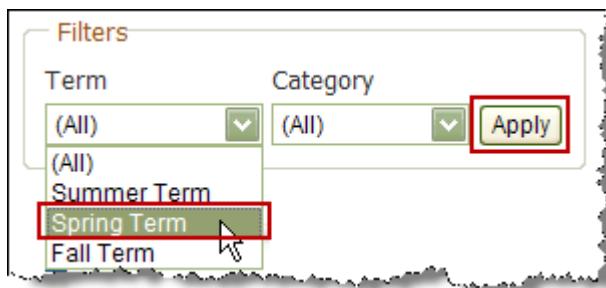
The screenshot shows the 'Assignments' page in Blackboard. At the top, there are 'Rearrange' and 'Assignment Wizard' links, and a 'Gradebook Menu'. Below that is a 'Filters' section with dropdown menus for 'Term' (set to '(All)') and 'Category' (set to '(All)'). An 'Apply' button is next to the category dropdown. To the right is a 'Directions' box with an info icon and the text: 'Use the form below to add new assignments to your gradebook.' Below these are two rows of assignment data in a grid:

Title	Term	Category	Points	Format	Release Date	Content
Homework 1	Spring Term	Homework	100	(Use Default)	3/11/2009	Homework 1
Midterm Exam	Summer Term	Exam	100	(Use Default)	2/21/2009	Midterm Exam

At the bottom left are 'Delete Selected' and 'Done' buttons.

Term Filter

The Term filter at the top of the Assignment Grid screen allows course editors to filter the assignment display and list only items that are associated with a particular term. For example, in the following figure, Spring Term is selected and then the Apply button is clicked.



This screenshot shows the 'Filters' section of the Assignment Grid. It has two dropdown menus: 'Term' (set to '(All)') and 'Category' (set to '(All)'). A red box highlights the 'Apply' button. Below these dropdowns is a list of terms: 'Summer Term', 'Spring Term' (which is highlighted with a red box and has a cursor over it), and 'Fall Term'.



Note: If no terms have been configured, (none) displays. The Terms are set up by the system administrator.

The Assignments grid display changes to show only items that are associated with the Spring Term.

The screenshot shows the 'Assignments' section of the Blackboard Gradebook. At the top left are 'Rearrange' and 'Assignment Wizard' links. On the right is a 'Gradebook Menu'. Below these are 'Filters' (Term: Spring Term, Category: All, Apply) and 'Directions' (info icon: Use the form below to add new assignments to your gradebook). The main area is a grid with columns: Title, Term, Category, Points, Format, Release Date, and Content. A single row is visible: Homework 1 (Term: Spring Term, Category: Homework, Points: 100, Format: (Use Default), Release Date: 3/11/2009, Content: Homework 1). Buttons at the bottom include 'Delete Selected' and 'Done'.

Category Filter

The Category filter, which is similar to the Term filter, allows editors to select one category of assignments to view at a time. For example, you might select the Exams category and then choose Apply that filter to view only Exams.

This screenshot shows the 'Filters' section with a focus on the 'Category' dropdown. The 'Category' dropdown is set to 'Exams' and has a red box around the 'Apply' button. A dropdown menu is open, listing categories: (All), Homework, Quizzes, Exams (which is highlighted with a green box and has a cursor over it), and Discussions.

Sorting

Users can sort by any of the columns in the Assignment Grid by clicking the column heading and selecting Sort Ascending or Sort Descending from the drop-down menu that appears. Note that the column currently selected for sorting is shaded in gray and has a small triangle next to the column label.

This screenshot shows the Assignment Grid with the 'Title' column header highlighted with a red box. A dropdown menu is open from the title column, showing options: Sort Ascending and Sort Descending. The grid contains two rows: Homework 1 (Term: Spring Term, Category: Homework, Points: 100, Format: (Use Default), Release Date: 3/11/2009, Content: Homework 1) and Midterm Exam (Term: Summer Term, Category: Exams, Points: 100, Format: (Use Default), Release Date: 2/21/2009, Content: Midterm Exam).

Column Editing Mode

In addition, the grid columns can be changed to allow for editing directly from the grid view. To change the grid columns to Editing Mode, click each of the column labels you want to change, and select **Edit** from the drop-down menu. Once you change the grid to Editing Mode, the fields within display in an editable state and Save/Cancel buttons appear above the grid. After all editing is complete, click the **Save** button in the top right to save your changes. This allows instructors to quickly change the information in a column for several assignments at a time.

This screenshot shows the Assignment Grid in Column Editing Mode. The 'Format' column header is highlighted with a red box, and a dropdown menu is open from it, showing 'Edit', 'Sort Ascending', and 'Sort Descending'. The 'Edit' option is highlighted with a red box and has a cursor over it. The 'Save' and 'Cancel' buttons are visible in the top right corner of the grid header. The grid data is identical to the previous screenshot.

Adding an Assignment

An assignment can be added to the Gradebook in several ways:

- Adding it individually using the form in the Assignment Grid
- Using the Assignment Wizard
- Selecting **Settings** and clicking the **Assignment** tab on the content item when adding it to the Lessons area.



Reference: For information on the third option, see "Adding Content Using the Lessons Tab."

Using the Assignment Grid

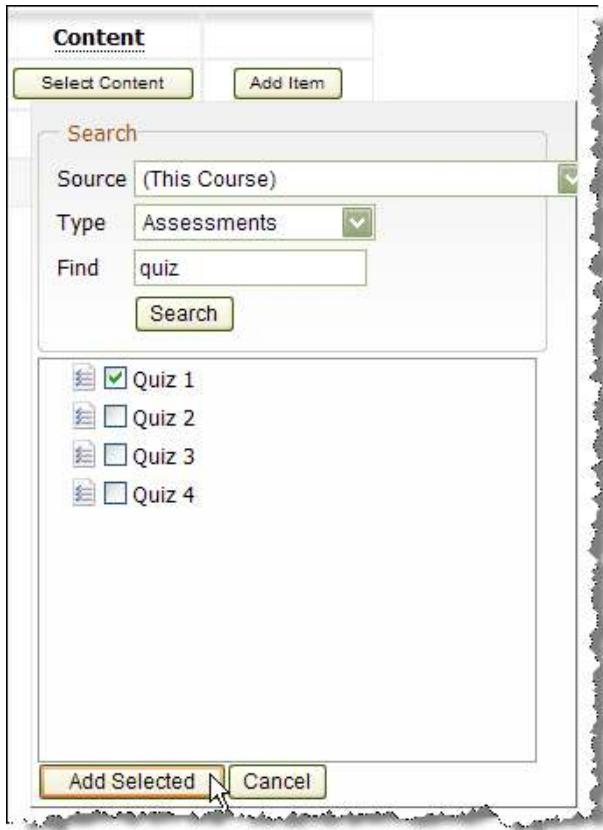
To add an individual assignment to your Gradebook, go to Manage > Gradebook > Assignments and then do the following:

1. Fill in the fields in the top row of the Assignment Grid.

The screenshot shows a table-based assignment grid with columns for Title, Term, Category, Points, Format, Release Date, and Content. The first row has a red border and contains 'Quiz 1', 'Summer Term', 'Quizzes', '100', '(Use Default)', '3/12/2009', and a 'Select Content' button. Below it are two more rows: 'Homework 1' (Spring Term, Homework, 100, Use Default, 3/11/2009) and 'Midterm Exam' (Summer Term, Exams, 100, Use Default, 3/21/2009). To the right of the grid, there are 'Selected Content' and 'Add Item' buttons, and a preview section showing 'Homework 1' and 'Midterm Exam' with their respective status icons.

Title *	Term	Category	Points	Format	Release Date	Content
Quiz 1	Summer Term	Quizzes	100	(Use Default)	3/12/2009	<input type="button" value="Select Content"/> <input type="button" value="Add Item"/>
Homework 1	Spring Term	Homework	100	(Use Default)	3/11/2009	Homework 1
Midterm Exam	Summer Term	Exams	100	(Use Default)	3/21/2009	Midterm Exam

2. If applicable, click the **Select Content** button to locate the Lessons content item you want to associate with this Gradebook assignment. (This is ONLY done for content items – ie. Items that are submitted within ANGEL –Drop Box, Discussions, or Assessments.)
3. A Content search window pops up. You can use the drop-down menus to select the course in which the item is located as well as the type of item to search for. (Editors can add content items from any course in which they have editor access.) You can also enter a word or phrase to limit your search. After entering your criteria, click the **Search** button.
4. The Search results are displayed in a list at the bottom of the Search window. Place a checkmark next to the item or items you want to associate with this assignment, and then click the **Add Selected** button at the bottom of the window.



Once you have made your selection, you are returned to the Assignment grid view.

5. Click the **Add Item** button to complete the addition of this assignment to your Gradebook.



Note: This option is often used when adding offline items that do not exist in ANGEL, such as an in-class assignment or a proctored paper-and-pencil test. Remember that you have to add the assignment to the Gradebook to provide a place to enter grades. Because these assignments are not associated with a content item in ANGEL, they need to be added directly to the assignment listing. Steps 2-4 would not be used with this type of assignment.

Using the Assignment Wizard

The another way to add one or several existing ANGEL content items to your Gradebook is to use the Assignment Wizard.

To add several assignments using the Assignment Wizard, go to Manage > Gradebook > Assignments, and then follow these steps:

1. Click the **Assignment Wizard** link in the top-left area of the content window.

Assignments

Assignment Wizard

Filters

Term Category
[All] [All] [Add]

Directions

Use the form below to add new assignments to your gradebook.

Title	Term	Category	Points	Format	Release Date	Content
Homework 1	Summer Term	Homework	100	(Use Default)	3/11/2009	Homework 1 Edit Delete
Midterm Exam	Summer Term	Exams	100	(Use Default)	3/21/2009	Midterm Exam Edit Delete
Quiz 1	Summer Term	Quizzes	100	(Use Default)	3/12/2009	Quiz 1 Edit Delete

Delete Selected **Done**

2. An Import Lessons Content window appears. Place a checkmark in the boxes to select the items you want to add to your Gradebook and then click the **Next Step** button.



Note: You can click the +/- signs next to folders to expand or collapse subitems.

Import Lessons Content

Choose from the content items below to create new Gradebook assignments. To select an item click the associated checkbox. Inactive content items have already been associated with your Gradebook.

Lessons

- Select All
- Module 1
 - Homework 1
 - Discussion 1
 - Quiz 1
- Module 2
 - Homework 2
 - Discussion 2
 - Quiz 2
- Midterm Exam
- Module 3
 - Homework 3
 - Discussion 3

Next Step

Close

Create 11 New Assignments

3. The window changes to one that allows editing. Enter the appropriate Assignment, Term, Category, Points, and Release Date information for all the assignments listed, and then scroll down to the bottom and click the **Finish** button.

Import Lessons Content

Choose from the content items below to create new Gradebook assignments. To select an item click the associated checkbox. Inactive content items have already been associated with your Gradebook.

Lessons

Content Item	Assignment	Term	Category	Points	Release Date
Discussion 1	Discussion 1	Summer Term	Discussions	100	3/12/2009
Homework 2	Homework 2	Summer Term	Homework	100	3/12/2009
Discussion 2	Discussion 2	Summer Term	Discussions	100	3/12/2009
Quiz 2	Quiz 2	Summer Term	Quizzes	100	3/12/2009
Homework 3	Homework 3	Summer Term	Homework	100	3/12/2009
Discussion 3	Discussion 3	Summer Term	Discussions	100	3/12/2009
Quiz 3	Quiz 3	Summer Term	Quizzes	100	3/12/2009
Homework 4	Homework 4	Summer Term	Homework	100	3/12/2009
Discussion 4	Discussion 4	Summer Term	Discussions	100	3/12/2009
Quiz 4	Quiz 4	Summer Term	Quizzes	100	3/12/2009
Final Exam	Final Exam	Summer Term	Exams	100	3/12/2009

Finish

Previous Step

Close

You are then returned to the Assignment grid view, showing all the new assignments you have just added.

Editing Assignment Settings

The five primary settings for assignments can be specified from the grid view or Assignment Wizard when adding the item (Assignment, Term, Category, Points, and Release Date). However, to view advanced settings or to make modifications to an existing assignment, you should select the **Settings** link in the far-right column of the grid for that item.

<input type="checkbox"/>	Title	Term	Category	Points	Format	Release Date	Content
<input type="checkbox"/>		(None)	Homework		(Use Default)	3/12/2009	Selected Content Add Item
<input type="checkbox"/>	Discussion 1	Summer Term	Discussions	100	(Use Default)	3/12/2009	Discussion 1 settings delete
<input type="checkbox"/>	Discussion 2	Summer Term	Discussions	100	(Use Default)	3/12/2009	Discussion 2 settings delete
<input type="checkbox"/>	Discussion 3	Summer Term	Discussions	100	(Use Default)	3/12/2009	Discussion 3 settings delete
<input type="checkbox"/>	Discussion 4	Summer Term	Discussions	100	(Use Default)	3/12/2009	Discussion 4 settings delete

After you click the **Settings** link, you see an Assignment Editor screen.

Assignment Editor

Gradebook Menu

Normal Advanced

Settings

Title:	Discussion 1
Description:	
Term:	Summer Term
Category:	Discussions
Points:	100
Default Format:	(Use Default)
<input type="checkbox"/> Extra Credit:	
Release Date:	3/12/2009
<input type="checkbox"/> Hidden:	
Formula:	
Initial Mask:	
Label Error Message:	

Annotated Content

Calculation Method: First Submission
<input checked="" type="checkbox"/> Discussion 1
Remove Selected New Association

[Save](#) [Cancel](#)



Note: The figure is shown in Advanced mode so you can see all the setting options.

Assignment settings and options available from the Assignment Editor are shown in the following table.

Field Name	Definition
Normal/Advanced	Clicking the Advanced option displays all the category options.
Title	Identifies the assignment.
Description	(Optional) Describes the assignment.
Term	(Optional) The Term drop-down menu displays all terms available for that course. The user can select a single term from this menu to create an association between that assignment and a particular term. If no term is selected, the default value is None.

Field Name	Definition
Category	Associates the type of category with the assignment.
Points	Allows you to enter a value for the assignment.
Default Format	Allows you to use a display format for the assignment grade different from the Gradebook default (specified in Gradebook Preferences).
Extra Credit	(Optional) Configures the category to be calculated as extra credit. Note: Extra Credit option is visible only in Advanced mode.
Release Date	The date text field accepts date information. Clicking the calendar widget opens a date selector, allowing you to choose a date.
Formula	(Optional) Formulas constructed via the Formula Editor will be displayed in this textbox. Note: Formula option is visible only in Advanced mode.
Hidden	(Optional) If selected, this assignment is hidden from student grades.
Label Mask	<p>(Optional) This field is used in conjunction with the Label Error Message textbox. To use the Label Mask, type a regular expression and an appropriate error message in the Label Mask and Label Error Message fields. This restricts graders from using nonsupported grading characters.</p> <p>Examples of Label Masks and Label Error Messages:</p> <p>$^{\text{[A-F]}(- \text{+})^{*}\\$}$ - for A-F, + and - Please enter an uppercase A-F grade value. Plus sign or minus sign is optional.</p> <p>$^{\text{(- \text{+})\\$}}$ - + or - Please enter a plus sign or minus sign grade value.</p> <p>$^{\text{[SUI]\\$}}$ - S, U, or i Please enter an S (for Satisfactory), U (for Unsatisfactory), or I (for Needs Improvement) grade value.</p> <p>Note: The Label Mask option is visible only in Advanced Mode.</p>
Label Error Message	<p>(Optional) This field is used in conjunction with the Label Mask textbox. Refer to the description of Label Mask for details regarding this textbox's functionality.</p> <p>Note: The Label Error Message option is visible only in Advanced Mode.</p>
Calculation Method	<p>The Calculation Method option is intended to be used in combination with the Associated Content Items option. If the Gradebook assignment has one or more associated content items, the Calculation Method option should be used to determine which content item grade should be used to update the Gradebook assignment.</p> <p>Because many content items can be graded multiple times, and multiple content items can be associated with the same Gradebook assignment, you have four options for obtaining a grade: Average Score, Maximum Score, First Submission, Last Submission, and Manual.</p> <p>Average Score uses an average of all scores submitted. Maximum Score uses the highest of all scores submitted. First Submission uses the first score submitted. Last Submission uses the last (most recent) score submitted. The calculation method of Manual requires the instructor to enter a score manually.</p>



Reference: For a list of applicable tokens, see "Gradebook Formula Tokens."



Reference: For details on the Associated Content items, see "Associated Content Display."

Associated Content Display

On the right side of the Assignment Editor screen is an Associated Content display area. Content that has been bound to this assignment column is listed here. Each row displays a content icon, checkbox, and title.

Associated Content

Calculation Method First Submission

Discussion 1

Remove Selected **New Association**

Adding Associated Content to an Assignment

If you want to associate a new content item with an existing assignment, click the **New Association** button. Clicking this button opens a search layer that allows the user to select content to be included as part of the assignment column. Instructors can select content from any course, group, or repository to which they have access.

New Association

Search

Source (This Course)

Type (All)

Find

Search

Discussion 1
 Discussion 2
 Discussion 3
 Discussion 4
 Final Exam
 Homework 1
 Homework 2
 Homework 3
 Homework 4
 Midterm Exam

Add Selected Cancel

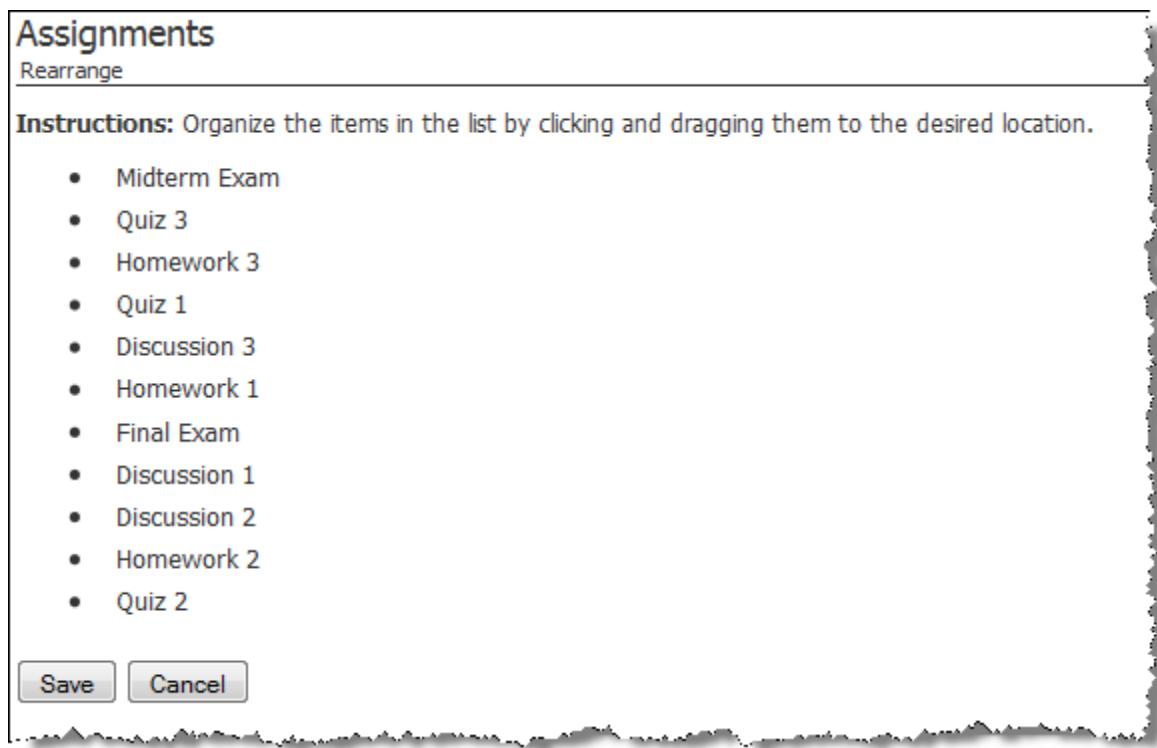
Removing Associated Content from an Assignment

If you want to remove an associated content item, place a checkmark in the box next to the item and then click the **Remove Selected** button.



Rearranging Assignments

Clicking the **Rearrange** link at the top left of the Assignment Grid screen reloads the page in a drag-and-drop state (similar to the Rearrange option on the Lessons tab). Users can rearrange the order of each line item by dragging assignments into the desired order.



Instructions: Organize the items in the list by clicking and dragging them to the desired location.

- Midterm Exam
- Quiz 3
- Homework 3
- Quiz 1
- Discussion 3
- Homework 1
- Final Exam
- Discussion 1
- Discussion 2
- Homework 2
- Quiz 2

Save **Cancel**



Note: The order of the assignments in the Rearrange listing is the order in which they will appear *within each category* on student grade reports in the Reports tab, as well as the Grade Entry Grid, regardless of the sorting order you select in the Assignment grid view. It does not matter whether assignments from one category are not listed consecutively here. They will still show up grouped within the appropriate category in reports. Category order can be rearranged separately. They will not appear in the Rearranged order on the Assignments screen in Set up tasks.



Reference: See "Rearranging Categories" for more details.

Deleting Assignments

Assignments can be deleted individually or several at a time.



Caution: Deleting an assignment also deletes any student grades manually entered for that assignment. There is no "undo" option once you have deleted an assignment. If the assignment was associated with a content item like a drop box or a quiz, the student submissions and grades entered into the Lessons area for that item will remain in the content area and can be restored by reassociating that piece of content. However, grades for offline items entered directly through the Gradebook interface will be lost.

Deleting a Single Assignment

To delete an individual assignment, select the **Delete** link in the category grid for the row containing the assignment you want to remove.

Title	Term	Category	Points	Format	Release Date	Content
<input type="checkbox"/>	(None)	Homework		(Use Default)		Select Content Add Item
<input type="checkbox"/> Homework 1	Summer Term	Homework	100	(Use Default)	3/11/2009	Homework 1 settings delete
<input type="checkbox"/> Homework 2	Summer Term	Homework	100	(Use Default)	3/12/2009	Homework 2 settings delete
<input type="checkbox"/> Homework 3	Summer Term	Homework	100	(Use Default)	3/12/2009	Homework 3 settings delete
<input type="checkbox"/> Homework 4	Summer Term	Homework	100	(Use Default)	3/12/2009	Homework 4 settings delete

An alert window will pop up, prompting you to confirm the deletion. If you want to continue and permanently delete this assignment, click **OK**. Otherwise, click **Cancel** to return to the assignment listing.



Deleting Multiple Assignments

To delete more than one assignment at a time, place a checkmark in the selection box next to each of the assignments you want to delete. Then, select the **Delete Selected** button below the grid.

Title	Term	Category	Points	Format	Release Date	Content
<input type="checkbox"/>	(None)	Homework		(Use Default)		Select Content Add Item
<input checked="" type="checkbox"/> Homework 1	Summer Term	Homework	100	(Use Default)	3/11/2009	Homework 1 settings delete
<input checked="" type="checkbox"/> Homework 2	Summer Term	Homework	100	(Use Default)	3/12/2009	Homework 2 settings delete
<input checked="" type="checkbox"/> Homework 3	Summer Term	Homework	100	(Use Default)	3/12/2009	Homework 3 settings delete
<input checked="" type="checkbox"/> Homework 4	Summer Term	Homework	100	(Use Default)	3/12/2009	Homework 4 settings delete

An alert window will pop up, prompting you to confirm the deletion. If you want to continue and permanently delete the selected assignments, click **OK**. Otherwise, click **Cancel** to return to the assignment listing.



Applying a Grading Scale

Before you can display letter grade criteria in the Gradebook, you must set up the grading scale for the course.

From the Gradebook Home page, click the **Grading Scale** link in the **Setup Tasks** nugget. On the screen shown in the following figure, input the first "letter" and the minimum percent required to achieve that grade. Click the **Add Item** button to go to the next letter grade.

Grading Scale

Directions

i You can create a grading scale so that grades can be displayed using letter grades. Enter each letter grade below along with the minimum percentage score necessary to achieve the grade.

	Label	Min %	
<input type="checkbox"/>	A	89.5	Add Item

Delete Selected **Done**

Note: An environment variable in ANGEL 8.0 can be used to prepopulate this table. If the environment variable is not set administratively, this table will be blank when you first load this page.

Tip: If you want the grade to "round up" to the next whole number, put the minimum percent as .5 less than the minimum (in this example, an A is actually a 90%. Entering it as 89.5% ensures that anyone with a score between 89.5% and 89.9% is still entered as an A).

Continue adding all other letter values in the same manner. Use the Edit/Delete links to make any changes. When you finish, click the **Done** button to return to the Gradebook Home page.

Grading Scale

Directions



You can create a grading scale so that grades can be displayed using letter grades. Enter each letter grade below along with the minimum percentage score necessary to achieve the grade.

<input type="checkbox"/>	Label	Min % ▾	
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	Add Item
<input type="checkbox"/>	A	89.5	edit delete
<input type="checkbox"/>	B	79.5	edit delete
<input type="checkbox"/>	C	69.5	edit delete
<input type="checkbox"/>	D	59.5	edit delete
<input type="checkbox"/>	F	0	edit delete

[Delete Selected](#)

[Done](#)

1. Type a non-numeric character in the **Label** text box.
2. Type the corresponding minimum percentage in the **Min%** text box.
3. Click the **Add Item** button. Continue this process to add additional labels.
4. When finished adding all labels, click **Done** to return to the Gradebook menu.



Tip: The Grading Scale is not limited to ABC-type grades. You can put in any labels that are applicable. For example, you could have pass/fail designations by using P and F for labels and adding the minimum percent required for each.

Field Name	Definition
Label	The Label field allows you to enter a non-numeric character (e.g., a letter grade) that is associated to the percentage.
Min %	The percent field allows you to enter a percentage that corresponds to a non-numeric character.

Editing a Grading Scale

As is true in the Category grid view, the grading scale columns can be changed to Editing Mode by clicking the column heading, and selecting the **Edit** option. You can also sort columns in ascending or descending order if desired.

	Label	Min %	
<input type="checkbox"/>		Edit	Add Item
<input type="checkbox"/>	A	edit delete	
<input type="checkbox"/>	B	edit delete	
<input type="checkbox"/>	C	69.5 edit delete	
<input type="checkbox"/>	D	59.5 edit delete	
<input type="checkbox"/>	F	0 edit delete	

Deleting a Grading Scale

The grading scale can be easily edited or deleted by clicking the **Edit** or **Delete** hyperlinks located at the end of each row. To delete several rows, place checkmarks next to each item and then hit the **Delete Selected** button.

Grade Labels

Grade labels (formerly known as *macros* in earlier versions of ANGEL) can be used to map a non-numeric grade to a percentage value. For example, adding a grade label with a filter value of A and a percentage of 95 would allow the grader to type the letter grade of A into the grade entry page. Gradebook interprets the grade as 95%.

To configure grade labels, go to the **Manage** tab, click the **Gradebook** hyperlink, and click the **Grade Labels** link in the **Setup Tasks** nugget.

Grade Labels

Directions

i Grade labels allow you to enter non-numeric grades for assignments. When you enter a grade using a grade label, all reports will display the label rather than the standard format for the assignment. All gradebook calculations will use the percentage associated with the label.

	Label	Percent	
<input type="checkbox"/>			Add Item

[Delete Selected](#) [Done](#)

Note: An environment variable in ANGEL 8.0 can be used to prepopulate this table. If the environment variable is not set administratively, this table will be blank when the user first loads this page.

Field Name	Definition
Label	The Label field allows you to enter a non-numeric character (e.g., a letter grade) that is associated to the percentage.

Field Name	Definition
Percent	The Percent field allows you to enter a percentage that corresponds to a non-numeric character.

Adding Grade Labels

1. Type a non-numeric character in the **Label** text box.
2. Type the corresponding percentage in the **Percent** text box.
3. Click the **Add Item** button. Continue this process to add additional labels.
4. When finished adding all labels, click **Done** to return to the Gradebook menu.

Grade Labels

Directions

i Grade labels allow you to enter non-numeric grades for assignments. When you enter a grade using a grade label, all reports will display the label rather than the standard format for the assignment. All gradebook calculations will use the percentage associated with the label.

	Label	Percent ▾	
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	Add Item
<input type="checkbox"/>	Fail	50	edit delete
<input type="checkbox"/>	Pass	100	edit delete

[Delete Selected](#) [Done](#)

Editing and Deleting Grade Labels

As is true in the other grid views, the grade label columns can be changed to Editing Mode by clicking the column heading and selecting the **Edit** option. You can also sort columns ascending or descending if desired.

Grade labels can be easily edited or deleted by clicking the **Edit** or **Delete** hyperlinks located at the end of the row. To delete several labels, place checkmarks next to each item and then hit the **Delete Selected** button.

Click the **Gradebook Menu** hyperlink in the top-right corner of the content window to return to the Gradebook Home page.

Grade Reports

The Grade Reports link in the Setup Tasks nugget is the interface for creating new grade reports. Any reports created are then displayed on the Gradebook Home page. From this interface, instructors can slice Gradebook data by the following attributes to create a report:

1. Term
2. Categories
3. Start Date
4. End Date

Instructors can also determine how grades will be displayed in the grade report (e.g., letter grades, percentages, or points).



Note: Grade Reports are the only location where formulas and calculations will be applied. This differs from the Grade grid, in which only raw scores are shown.

Creating Grade Reports

By default, there is an overall report that contains all grade data from all terms, categories, and dates. If you want to modify this report, or create new reports, you can do so from the Grade Reports grid view.

To view the Grade Reports grid, choose **Manage > Gradebook > Grade Reports**.

The screenshot shows the Grade Reports grid interface. At the top left is a 'Title' field containing 'Overall Report'. To its right are dropdown menus for 'Term' (set to 'All') and 'Category' (set to 'All'). Below these are date fields for 'Start Date' (3/13/2009) and 'End Date' (7/31/2009). To the right of the dates is an 'Overall Format' dropdown set to 'A+' with a 'settings' link and a 'delete' link. At the bottom of the grid are buttons for 'Delete Selected' and 'Done'.

Adding New Reports

To add a new grade report, fill in the blanks in the top row of the report grid and then select the **Add Item** button.

The screenshot shows the Grade Reports grid after adding a new report. The first row now contains the new report's details: 'Summer Quiz Avg' in the Title field, 'Summer Term' in the Term dropdown, 'Quizzes' in the Category dropdown, and 'A+ (100%)' in the Overall Format dropdown. The 'Add Item' button is highlighted with a red box. The other rows remain the same as in the previous screenshot.

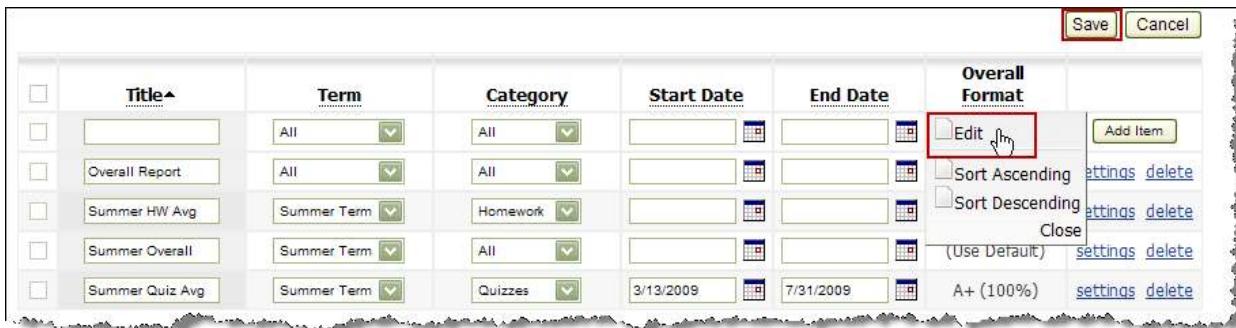
Sorting Reports

Users can sort by any of the grid columns by clicking the column heading and selecting sort ascending or sort descending from the drop-down menu that appears. For example, the following figure shows the grid sorted in ascending order by title. Note that the column currently selected for sorting is shaded in gray and has a small triangle next to the column label.

The screenshot shows the Grade Reports grid with the 'Title' column sorted in ascending order. The first row, 'Summer Quiz Avg', is highlighted with a red box. The 'Title' column header has a small triangle indicating it is the current sort column. The other columns show their respective data: Term (Summer Term), Category (Quizzes), Start Date (3/13/2009), End Date (7/31/2009), and Overall Format (A+ (100%)).

Column Editing Mode

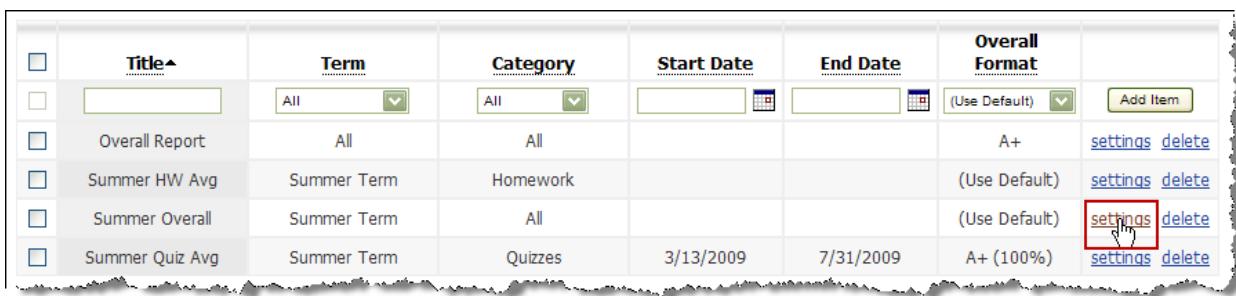
Similar to other grid view screens, the columns can also be changed to allow for editing directly from the grid view. To change the grid columns to Editing Mode, click the heading for each of the columns you want to edit and select **Edit** from the drop-down menu. Once you have changed the grid to Editing Mode, the fields within will be displayed in an editable state and Save/Cancel buttons will appear above the grid. After making changes, be sure to hit the **Save** button in the upper-right corner to save your changes. This allows instructors to quickly change the information in a column for several reports at a time.



	Title	Term	Category	Start Date	End Date	Overall Format	
<input type="checkbox"/>	<input type="text"/>	All	All	<input type="text"/> <input type="button" value="..."/>	<input type="text"/> <input type="button" value="..."/>	<input type="button" value="Edit"/> 	<input type="button" value="Add Item"/> settings delete
<input type="checkbox"/>	Overall Report	All	All	<input type="text"/> <input type="button" value="..."/>	<input type="text"/> <input type="button" value="..."/>	<input type="button" value="Sort Ascending"/> <input type="button" value="Sort Descending"/> Close	settings delete
<input type="checkbox"/>	Summer HW Avg	Summer Term	Homework	<input type="text"/> <input type="button" value="..."/>	<input type="text"/> <input type="button" value="..."/>	<input type="button" value="Edit"/> 	settings delete
<input type="checkbox"/>	Summer Overall	Summer Term	All	<input type="text"/> <input type="button" value="..."/>	<input type="text"/> <input type="button" value="..."/>	<input type="button" value="Edit"/> 	settings delete
<input type="checkbox"/>	Summer Quiz Avg	Summer Term	Quizzes	3/13/2009 <input type="button" value="..."/>	7/31/2009 <input type="button" value="..."/>	A+ (100%)	settings delete

Editing Report Settings

The six primary settings for new grade reports can be specified from the grid view when adding the item (Title, Term, Category, Start Date, End Date, and Overall Format). However, to view advanced settings, or to make modifications to an existing report, you should select the **settings** link in the far-right column of the grid for that item.



	Title	Term	Category	Start Date	End Date	Overall Format	
<input type="checkbox"/>	<input type="text"/>	All	All	<input type="text"/> <input type="button" value="..."/>	<input type="text"/> <input type="button" value="..."/>	<input type="button" value="Edit"/> 	<input type="button" value="Add Item"/> settings delete
<input type="checkbox"/>	Overall Report	All	All			A+	settings delete
<input type="checkbox"/>	Summer HW Avg	Summer Term	Homework			(Use Default)	settings delete
<input type="checkbox"/>	Summer Overall	Summer Term	All			(Use Default)	settings delete
<input type="checkbox"/>	Summer Quiz Avg	Summer Term	Quizzes	3/13/2009 <input type="button" value="..."/>	7/31/2009 <input type="button" value="..."/>	A+ (100%)	settings delete



Note: The Gradebook Report Editor is shown in Advanced mode so you can see all the setting options.

Gradebook Report Editor

Normal Advanced

Settings

Title*	Summer Overall
Term Filter	Summer Term
Category Filter	(All)
Start Date Filter	<input type="text"/>
End Date Filter	<input type="text"/>
Availability	Always Available
Assignment Format	Use Default
Category Format	Use Default
Overall Format	Use Default

Buttons: Save | Cancel

Field Name	Definition
Normal/Advanced	The Advanced option radio button displays all the category options.
Title	Identifies the report.
Term Filter	Displays all the terms available for that course. The user can select a single term from this menu to create an association between that report and a particular term. If no term is selected, the default value is All.
Category Filter	Displays all the categories that exist in the course. The user can select a single category from this menu to limit the report to a particular category. If no category is selected, the default value is All.
Start Date Filter	(Optional) This is an optional field that sets a start date for the report. It can be used in conjunction with Term Filter to display only the current term's reports.
End Date Filter	(Optional) This is an optional field that sets an end date for the report. It can be used in conjunction with the Term filter to display only the current term's reports.
Availability	Allows the course editor to hide the report from the student Grade Reports nugget before the end date, after the end date, or all the time. Note: Availability option is visible only in Advanced mode.
Assignment Format	Allows the editor to specify the grade display format for assignments in this report (points, percent, letter grade, etc.) if different from the Gradebook default.
Category Format	Allows the editor to specify the grade display format for categories in this report (points, percent, letter grade, etc.) if different from the Gradebook default.
Overall Format	Allows the editor to specify the overall grade display format for this report (points, percent, letter grade, etc.) if different from the Gradebook default.

Rearranging Grade Reports

Clicking the **Rearrange** link at the top left of the Grade Report grid screen reloads the page in a drag-and-drop state (similar to the Rearrange option on the Lessons tab). Users can rearrange the order of each line item by dragging reports into the desired order.

Reports

Rearrange

Instructions: Organize the items in the list by clicking and dragging them to the desired location.

-  Summer Quiz Avg 
-  Summer Overall
-  Summer HW Avg
-  Overall Report

Save **Cancel**



Note: The order of the reports shown in the Rearrange listing is the order in which they will appear on the Gradebook Home page in the Gradebook Reports nugget, regardless of the sorting order you have selected in the Reports grid view.

Deleting Grade Reports

Reports can be deleted either individually or several at a time.



Caution: Deleting a report permanently deletes that report from your course. There is no "undo" option after you delete a report.



Note: Deleting a report *does not* delete the categories or assignments included in the report.

Deleting a Single Report

To delete an individual grade report, select the **delete** link in the Category grid for the row containing the report you want to remove.

<input type="checkbox"/>	Title▲	Term	Category	Start Date	End Date	Overall Format	
<input type="checkbox"/>	Overall Report	All	All			A+	settings delete
<input type="checkbox"/>	Summer HW Avg	Summer Term	Homework			(Use Default)	settings delete
<input type="checkbox"/>	Summer Overall	Summer Term	All			(Use Default)	settings delete
<input type="checkbox"/>	Summer Quiz Avg	Summer Term	Quizzes	3/13/2009	7/31/2009	A+ (100%)	settings delete

An alert window will pop up, prompting you to confirm the deletion. If you want to continue and permanently delete this category, click **OK**. Otherwise, click **Cancel** to return to the report listing.



Deleting Multiple Reports

To delete more than one report at a time, place a checkmark in the selection box next to each of the reports you want to delete. Then select the **Delete Selected** button below the grid.

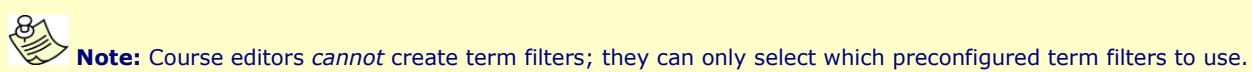
A screenshot of a report grid. The columns are: Title, Term, Category, Start Date, End Date, and Overall Format. There are checkboxes in the first column. The rows are: 1. Overall Report (unchecked). 2. Summer HW Avg (checked, highlighted with a red border). 3. Summer Overall (checked). 4. Summer Quiz Avg (checked). At the bottom left is a button labeled "Delete Selected" with a mouse cursor pointing to it. At the bottom right is a "Done" button.

An alert window will pop up, prompting you to confirm the deletion. If you want to continue and permanently delete the selected reports, click **OK**. Otherwise, click **Cancel** to return to the report listing.



Term Filters

If grading terms have been enabled and configured by the ANGEL administrator, course editors can select from the available terms to activate them for use in the course.



To select terms, go to Manage > Gradebook > Term Filters and select the checkmark next to the terms you want to use. Click the **Save** button to save the selection. These terms are now available in the drop-down menus and filters for assignments, categories, and reports in the Gradebook.

Term Filters

Directions

Place a check next to each Term Filter to be used in this course.

Term Filter
<input checked="" type="checkbox"/> Fall Term
<input checked="" type="checkbox"/> Spring Term
<input checked="" type="checkbox"/> Summer Term

Save **Cancel**

Other Tasks

The Other Tasks nugget allows the course editor to configure defaults for the Gradebook in that course, as well as publish and export grades for the course.

Editing Gradebook Preferences

The Gradebook Preferences page gives users control over how the Gradebook interfaces are displayed. Editors can select the default entry page in the Gradebook and define preferences for terms, reports, grade grid defaults, and print options.

Gradebook Preferences

Report Defaults

Assignment Format	100% (100pts) <input type="button"/>
Category Format	100% (100pts) <input type="button"/>
Overall Format	100% (A+) <input type="button"/>
<input type="checkbox"/> Display Overall Average	
<input type="checkbox"/> Treat Ungraded Items as Zero	
<input type="checkbox"/> Exclude Instructors from Averages	
<input type="checkbox"/> Show Grades for Dropped Students	

Gradebook Settings

Gradebook Mode	Percentage <input type="button"/>
Default Report	Overall Grades <input type="button"/>
Start Page	Main Menu <input type="button"/>
<input type="checkbox"/> Limit Course Assistants by Team	
<input type="checkbox"/> Show Instructors in grade grid and reports views	

Grading Grid Defaults

Directions	Hidden <input type="button"/>
Filters	Hidden <input type="button"/>
Grade Format	100% <input type="button"/>
Category Filter	(All) <input type="button"/>
Term Filter	(All) <input type="button"/>
User Filter	Course <input type="button"/>

Printing Options

Page Orientation	Landscape <input type="button"/>
Font Size	Small <input type="button"/>
<input type="checkbox"/> Fixed-width columns	

Gradebook Menu

Save **Cancel**

Report Defaults

The Report Defaults feature controls the default options for any grade reports that you create in your course. You can always override the defaults on an individual report, but if you prefer to use certain settings for the majority of your reports, you can indicate those preferences so that you do not have to specify them on each individual report.

Field Name	Definition
Assignment Format	Select a different value from the drop-down menu to change how assignment grades should be displayed in grade reports (points, percent, letter grade, etc.).
Category Format	Select a different value from the drop-down menu to change how category grades should be displayed in grade reports (points, percent, letter grade, etc.).
Overall Format	Select a different value from the drop-down menu to change how overall grades should be displayed in grade reports (points, percent, letter grade, etc.).
Display Overall Average	Determines whether students can see their cumulative grade.
Treat Ungraded Items as Zero	Select this option to display a score of zero for all assignments that do not have a grade specified.
Exclude Instructors from Averages	Select this option if you want the report averages to be calculated without including the instructor.
Show Grades for Dropped Students	Select this option to retain any students who have dropped the course so that their grades continue to display in the Gradebook



Tip: The Treat Ungraded Items as Zero option can be useful when determining midterm or final grades if the Gradebook includes assignments that do not have a grade specified (i.e., students did not complete or turn in the assignments).

Gradebook Settings

The Gradebook Settings options control overall Gradebook operations. You can select your preferred points or Percentage Mode here, limit grade access for course assistants, select the default report, and define the starting page you see when you enter the Gradebook area.

Field Name	Definition
Gradebook Mode	Select Points or Percentage from the Gradebook drop-down list. This general preference determines how the Gradebook displays the grade values.
Default Report	Select the Overall Report or any of the other existing grade reports in the course to make that report the default.
Start Page	Select your desired start page upon entering the Gradebook from the Manage > Gradebook link. You can choose from: Main Menu, Grade Grid, Grade Submissions, or Default Report.
Limit Course Assistants by Team	Select the Limit Course Assistants by Team checkbox to limit course assistant rights so they can view and enter grades only for students who are affiliated with the same team(s) as the course assistant.



Tip: You might want to change the default start page, depending on your most commonly performed tasks throughout the term. For example, if it is the middle of the term, and you are grading a lot of incoming assignments, you might want to start directly on the Grade Submissions page to save time when entering the Gradebook area. However, if it is near the end of the term, and you want to review overall reports most often, you might want to go directly to Default Report.



Reference: For information on how to add a course assistant to a course, see "Course Management."



Reference: See "Points-Based vs. Percentage-Based Systems" for a detailed comparison between points and percentage mode.

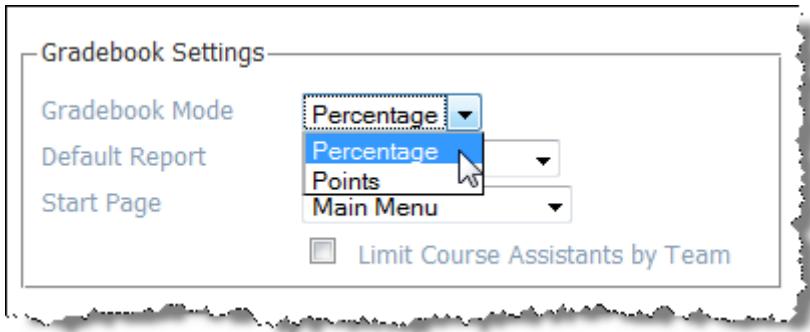
Points-Based vs. Percentage-Based Systems

When setting up the Gradebook, you must decide how all the grades will be calculated for a final grade. ANGEL allows you to use either a points-based or percentage-based system. The way in which each calculates the final grade is very different, so understanding this difference is important.



Note: By default, the Gradebook is in Percentage mode.

The Gradebook Mode is set within the Gradebook Preferences page.



Points-Based Systems

In a points-based system, every assignment is given a point value. The final grade is determined by adding up all the points awarded in the assignments and dividing that number by the total points possible. "Weighting" of assignments is done purely through the point value of each (i.e., an assignment of 20 points is worth twice as much as an assignment of 10 points).

Example: The total points possible in an English composition course are 1000 points. Student A earns 875 points. The final grade is 875 out of 1000. It can also be expressed as a percent: 87.5%.

Percentage-Based Systems

A percentage-based system groups all assignments into "categories" and then assigns a percentage-value to each category. The sum of all the categories is 100%. For example, categories could be set up as follows:

Quizzes = 20%

Discussions = 30%

Research Paper = 20%

Midterm = 10%

Final = 20%

Although each assignment is given a point value, the final grade is based on the weight of the category, not the total points possible. For example, even if the total number of points in Quizzes add up to 500, and the Discussion points add up to only 100, the Discussions category still contributes 10% more than the Quizzes category toward the final grade.

Weighting of individual assignments *within a category* can be done through points awarded. An assignment worth 20 points (within a category) will be worth twice as much as an assignment worth 10 points within the same category.



Note: No matter which system you use, all assignments need to be linked to a category. With a points-based system, you could create just one category and then have all assignments linked to it.



Caution: Remember that categories cannot be graded; only assignments can. All categories need to have assignments linked to them, even if it is only one assignment. For example, a Midterm category needs to have the Midterm assignment linked to it, or else it cannot be graded.

Grading Grid Defaults

These options control the look of the Grading grid view.

Field Name	Definition
Directions	Select to either Hide or Display directions in the grid. If you find that you need additional work space in the Grading grid, it might be useful to turn these directions off.
Filters	Select to either Hide or Display filter choices in the grid. If you find that you need additional work space in the Grading grid, it might be useful to turn these filters off. Filter settings can be persisted using the Category, Term, or User filters. For instance, if your course is segmented by grading terms, you could set the Term filter such that only grades for the current grading term are displayed.
Grade Format	Select a value from the drop-down menu to change how category grades should be displayed (points, percent, letter grade, etc.) if different from the Gradebook default.
Category Filter	Clicking the category drop-down selector displays all of the categories that exist in the course. The user is able to select a single category from this menu to limit the grid to a particular category. If no category is selected, the default value is All.
Term Filter	Clicking the term drop-down selector displays all the terms available for that course. The user can select a single term from this menu to limit the grid to a particular term. If no term is selected, the default value is All.
User Filter	Use the drop-down selector to set the default user filter in the Grade grid to Entire Class, Students Only, a particular Team, or users with names starting with a given letter of the alphabet.
Show Instructors in Grade Grid	(Optional) Select this option if you want to see course editors listed in the Grade grid along with students.

Printing Options

Printing options allows you to set the defaults for printing grades from the ANGEL Gradebook.

Field Name	Definition
Page Orientation	Select either Portrait or Landscape as the default.
Font Size	Select Small, Medium, or Large font size.
Fixed-Width columns	(Optional) Check this box if you want columns to be printed in a fixed width size on the page.

Publishing Course Grades

The Publish Course Grades option is available in the Gradebook; it allows the instructor to save an official record of the course grade. This option needs to be activated by your ANGEL Administrator. Your ANGEL administrator will

determine whether grades can be published and which grades are allowed to be published. Published grades will persist after your course has been deleted from ANGEL.

To publish grades, go to Manage > Gradebook > Publish Course Grades.

1. Click the **Publish Course Grades** hyperlink. The Publish Grades page appears.

The screenshot shows the 'Publish Grades' page. At the top, there is a 'Directions' box containing a note about publishing final or other grades. Below it are two dropdown menus: 'Published Grade Type' set to 'Select a Published Grade Type' and 'Team' set to 'All Users'. There is also a checked checkbox for 'Only Students' and a 'Search' button.

2. Select the type of grade that you want published from the Published Grade Type drop-down list. You can also optionally select to view/publish only one team at a time.

A close-up of the 'Select a Published Grade Type' dropdown menu. It contains two options: 'Midterm' and 'Final'. The cursor is hovering over 'Final'.

3. Click the **Search** button. The Publish Grades page updates to display the publish grade type at the top of the page and an editable list of grades to publish.

The screenshot shows the 'Publish Grades' page after searching for 'Midterm'. The page header now says 'Published Grade Type: Midterm'. The main area displays a table of students with their names, current course averages, previous published grades, and fields for publishing new grades and adding comments. At the bottom are 'Publish all displayed grades' and 'Cancel' buttons.

Name	Show Grades (Change) Current Course Average	Previous Published Grade	Grade to Publish	Comments
Barrett, Patrick (pbarrett)	84.67pts(84.67%) B	none	<input type="text"/>	<input type="text"/>
Beal, Tammy (tbeal)	91.58pts(91.58%) A	none	<input type="text"/>	<input type="text"/>
Blume, Jessica (jblume)	90.34pts(90.34%) A	none	<input type="text"/>	<input type="text"/>
Burns, Jennifer (jburns)	67.16pts(67.16%) D	none	<input type="text"/>	<input type="text"/>

 **Note:** If you have published a grade type for a student, it is the initial value in the Grade to Publish field; otherwise this is blank.

4. Based on the current course average from the Gradebook, type the **Grade to Publish** and any comments.
5. Click the **Publish all displayed grades** button to publish your grades.

6. Click the **Done** button when finished.

Applying Batch Grade and Comments

If you want to update several grades at once, select the **Use Batch Update Tool** in the top-right area of the Publish Grades page. This tool allows you to complete a batch grade and comment update with the value that is placed in the Default value to place in an empty Grade to Publish field.

After clicking this link, the window shown in the following figure will appear.

The screenshot shows a modal dialog box titled "Batch Update". Inside, a message says "Grades or comments entered here will be placed in all empty Grade to Publish fields". Below this, under "Default grade to publish:", there are two options: "Based on the following grade report: Current Course Average" (selected) and "Default grade: []". A large text area labeled "Comment" contains a placeholder "Type your comment here". Below the text area is a checkbox "Override all existing grades and comments". At the bottom are "Apply Batch Grades" and "Cancel" buttons.

Enter the appropriate information and then select the **Apply Batch Grades** button.

Exporting Published Grades

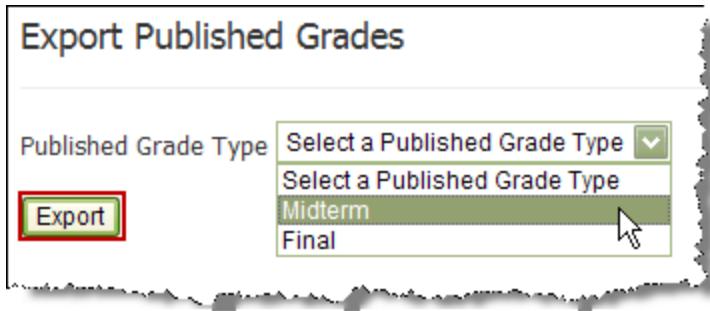
After you have successfully published course grades, you can export a copy of those grades if desired.

To export published grades, go to Manage > Gradebook > Export Published Grades:

1. Click the **Export Published Grades** hyperlink. The Export Published Grades page appears.

The screenshot shows a page titled "Export Published Grades". It has a dropdown menu "Published Grade Type" with the option "Select a Published Grade Type" and a dropdown arrow. Below the dropdown is a green "Export" button.

2. Select the type of grade you want to export and then click the **Export** button.



A File Download dialog box appears onscreen.



3. Click the **Save** button to save the file. A **Save As** dialog box appears on the screen.
4. Select a location to save the file and click the **Save** button. Once the file has finished downloading, you can open the file in any spreadsheet program (recommended) or text editor to view or modify the published grades.

Grading Tasks

The Grading Tasks nugget contains links to the Grade Entry Grid, the Submission Manager, and the Import and Export Grades functions. After the other Gradebook settings have been configured, this is the place in the Gradebook where instructors most often go as they enter and update student grades throughout the term.

Grade Entry Grid

To view the Grade Entry Grid, choose **Manage > Gradebook > Grade Entry Grid**. The leftmost column in the Grade Entry Grid (containing student names) remains frozen, while users can scroll sideways to see additional columns on the right.

Grade Entry Grid

Export Assignment Wizard Gradebook Menu Print

Filters

Format	Category	Term	Users
100%	(All)	(All)	Entire Course

Directions: Select a column header or a user name to enter grades.

Users	Homework 1 100 pts	Homework 2 100 pts	Homework 3 100 pts	Homework 4 100 pts	Discussion 1 100 pts	Discuss 100
Barrett, Patrick		85%	100%	75%	100%	90
Beal, Tammy		100%	100%	90%	100%	100
Blume, Jessica		100%	100%	95%	100%	100
Burns, Jennifer		100%	70%	0%	75%	100
Caldwell, Krystal		80%	100%	85%	50%	60
Clark, Brittney		60%	0%	85%	0%	0
Downs, Steven		100%	100%	85%	100%	80
Eagle, Christine		100%	100%	0%	100%	100
Franklin, Britney		0%	80%	0%	90%	100
Gonzalez, Alberto		0%	30%	0%	0%	50
Hart, Justina		80%	100%	100%	100%	100
Kindars, Wendy		100%	100%	100%	100%	100
Matos, Gina		100%	75%	100%	100%	100



Note: Grades displayed in this grid are "raw" grades; no formulas or calculations will be applied to the scores displayed in the grid.



Note: There is a hypertext link to the Assignment Wizard at the top of the Grade Entry Grid page. If you have assignments that have not yet been added to your Gradebook, you can use this link to quickly navigate to the Assignment Wizard and bring in your assignments.

Sorting

Users can sort by any of the columns in the Grade Entry Grid by clicking the column heading and selecting Sort Ascending or Sort Descending from the drop-down menu that appears. Note that the column currently selected for sorting is shaded in gray and has a small triangle next to the column label.

Users	Homework 1 100 pts	Homework 2 100 pts▼	Homework 3 100 pts
Beal, Tammy		100%	100%
Blume, Jessica		100%	100%
Burns, Jennifer		100%	70%
Downs, Steven		100%	100%
Eagle, Christine		100%	100%
Kinders, Wendy		100%	100%
Matos, Gina		100%	75%
Pascal, Andrea		100%	100%
Sutton, Ben		100%	100%
Tyler, Julia		100%	100%
Barrett, Patrick		85%	100%

Grade Grid Filters

The filter selections at the top allow users to change the grid display properties. You can filter the view to limit the grid display to a particular category, term, or grouping of students. This is helpful if you want to work within a more narrow scope in the Gradebook (e.g., see only grades for a particular team within a particular grading term).

The image shows a 'Filters' dialog box with four dropdown menus: 'Format' (set to '100%'), 'Category' (set to '(All)'), 'Term' (set to '(All)'), and 'Users' (set to 'Entire Course'). There is also an 'Apply' button.

Assignment Cell Editing Mode

Two types of assignment cell editing modes exist: one for assignments with associated content and another for assignments without associated content.

Assignments with Associated Content

Any of the grade cells displayed in the Grading Grid can be edited directly from this view. Simply click the desired cell to edit the value. If the assignment is configured with associated content, this grade editor will be displayed. If you are overriding a grade, you might also see an expanded window in which you can select to override the calculated grade or optionally link to the Submission Manager for that assignment. After all editing is complete, click the **Save** button to save your changes.

Users

	Homework 1 100 pts	Homework 2 100 pts	Homework 3 100 pts	Homework 4 100 pts	Discussion 1 100 pts
Franklin, Britney	50%	0%	80%	0%	90%
Gonzalez, Alberto	100%	100%	30%	0%	0%
Hart, Justina	100 %				
Kinders, Wendy	50%				
Matos, Gina	80%				
Pascal, Andrea	90%				
Perez, Julia	95%				
Rivera, Peter	100%				
Sutton, Ben	100%				
Tyler, Julia	0%				

Calculated Grade: NaN%
Calculation Method: First Submission

Override calculated grade
100 % **Apply**

Submissions
[Homework 1](#)
No Submissions

Comment

Save

Assignments Without Associated Content

If the assignment is configured without associated content (manually graded or offline assignments), this grade editor is displayed. In this scenario, grades can be entered directly into the Grading Grid. You can also enter an optional comment to accompany the grade. After all editing is complete, click the **Save** button to save your changes.

Homework 2 500 pts	Quiz 2 100 pts	Discussion 1 10 pts	Discussion 2 10 pts
100%	77%	100%	89%
98%		100%	45%
98%	Comments Great job!		90%
98%			90%
98%			90%
98%			90%

Save

Entering Grades by Student

To enter or update grades for a single user at a time, click the student's name in the leftmost column. A menu will appear for the individual student. This menu allows you to enter grades, review submissions, view user reports and profiles, and send mail to that student directly from the Grading Grid.

The screenshot shows a list of users on the left and a context menu on the right for student Barrett, Patrick. The menu includes links for Edit Grades, Submissions, User Reports, User Profile, and Send Mail, along with a close button.

User
Barrett, Patrick
Clark, Brittney
Downs, Steven
Eagle, Christine

Editing Grades

Clicking the **Edit Grades** link from this menu changes the grade cells for that student to an editable state. You can select any of the cells in that row and then enter or modify the grade value displayed in that field. In addition, the currently selected assignment expands below the selection to show any of the student's submissions for that item and indicates whether the submissions have been graded.

The screenshot shows the 'Edit Grades' interface for student Barrett, Patrick. The table includes columns for Homework 1 through Discussion 1. The 'Homework 1' column for Barrett, Patrick is currently selected, showing an empty input field and a percentage value of 85%. A red box highlights this cell. Below the table, a 'Calculated Grade' section shows 'No graded submissions' and an unchecked 'Override calculated grade' checkbox. A 'Submissions' section lists a single submission for 'Homework 1' dated March 12, 2009, at 04:54 PM, with a checked checkbox next to it. A 'Comment' text area is present, and a 'Done' button is at the bottom right. The table rows for other students show various grades and submission status.

Users ▲	Homework 1 100 pts	Homework 2 100 pts	Homework 3 100 pts	Homework 4 100 pts	Discussion 1 100 pts
Barrett, Patrick	<input type="text"/> %	85 %	100 %	75 %	100 %
Beal, Tammy					100%
Blume, Jessica					100%
Burns, Jennifer					75%
Caldwell, Krystal					50%
Clark, Brittney					0%
Downs, Steven					100%
Eagle, Christine					100%
Franklin, Britney					90%
Gonzalez, Alberto					0%
Hart, Justina					100%
Kinders, Wendy					100%

Submissions

Selecting the **Submissions** link from this menu takes you to a screen that displays any ungraded submissions for that student.

Ungraded Items

Barrett, Patrick (pbarrett)

-  [Homework 1](#)
-  [Discussion 1](#)
-  [Discussion 2](#)
-  [Discussion 3](#)
-  [Discussion 4](#)

[Done](#)

User Reports

Selecting the **User Reports** link takes you to a detailed report that shows all of the student's grades in the course. This report can be exported, mailed directly to the student, or saved as a .pdf file using the hypertext links at the top of the screen.

 Barrett, Patrick (pbarrett) [▼](#)

[Export](#) [Mail](#) [Save as PDF](#) [Assignments](#)

Overall: 84.67%

Category	Score
Homework	86.67%
Homework 1	0%
Homework 2	85%
Homework 3	100%
Homework 4	75%
Discussions	92.5%
Discussion 1	100%
Discussion 2	90%
Discussion 3	100%
Discussion 4	80%
Quizzes	74.75%
Quiz 1	79%
Quiz 2	53%
Quiz 3	80%
Quiz 4	87%
Exams	83.5%
Midterm Exam	80%
Final Exam	87%

User Profile

Selecting the **User Profile** displays the student's ANGEL user profile.

The screenshot shows the ANGEL User Profile page for a student named Patrick Barrett. At the top, it displays his name and email address (e-mail pbarrett@yourcollege.edu). Below this is a section titled "My Bookmarks" which states "There are no bookmarks to display." Under "Course Enrollment", there is a table showing one entry: "Sample Course" with "Student" as the role and "2" as the rights level. The "Other Settings" column is empty. Below this is a section titled "Group Enrollment" which also states "There are no enrollment entries for this user." At the bottom left is a "Done" button.

Send Mail

Selecting the **Send Mail** link opens a course mail composition window addressed to the individual student. You can optionally include a copy of the student's grade report with your mail message.

The screenshot shows the "Course Mail" composition window. It has fields for "To:" (Barrett, Patrick), "Subject:" (empty), and a checked checkbox for "Include copy of grade report". Below these is a large "Message:" area with a WYSIWYG editor interface, indicated by scroll bars and a toolbar. The word "HTML Editor" is visible at the bottom of the message area. At the bottom are "Send" and "Cancel" buttons.

Entering Grades by Assignment

To enter grades for a single assignment at a time, click the heading of the assignment column. A menu will appear.

A screenshot of a gradebook interface. On the left, there's a list of users: Barrett, Patrick; Beal, Tammy; Blume, Jessica; Burns, Jennifer; Caldwell, Krystal; Clark, Brittney; and Downs, Steven. To the right of the users are two columns: "Homework 1" and "Homework 2". A context menu is open over the "Homework 1" column, specifically over the row for Barrett, Patrick. The menu items are: "Edit Grades", "Submissions", "Sort Ascending", and "Sort Descending". A "close" button is at the bottom right of the menu. The "Homework 1" column shows grades: 100 pts, 85%, 100%, 100%, 100%, 80%, 60%, and 100% for each user respectively.

Clicking the **Edit Grades** link in this menu will change the assignment column to an editable state. In addition, any ungraded submissions for that assignment will be displayed in the expanded window to the right. You can enter grade values for the entire column. After entering all grades, be sure to click the **Save** button in the upper-right corner to save your grade entries.

A screenshot of the gradebook interface. At the top, there's a "Default Settings" section with fields for "Grade" and "Comments", an "Apply" button, and a checked "Override Existing Grades" checkbox. Below this is a "Save" button which is highlighted with a red box, and a "Cancel" button. The main area shows a grid of student names and their assignment scores. The columns are: "Users", "Discussion 3", "Homework 2", "Quiz 2", "Discussion 1", "Discussion 2", and "Midterm Ex". The "Quiz 2" column for the first six students has a red box around it. The "Comments" column for the first student contains a text input field with "Comments" placeholder text, and a "Done" button below it. The "Midterm Ex" column shows a value of 90%.

Submissions

Clicking the **Submissions** link from this menu takes you to the **Submission Manager** for that item.

Submission Manager

The Submission Manager appears as a link in the Grading Tasks nugget. (It can also be accessed by selecting the **Ungraded Items** links on the Gradebook Home page or through the **Submissions** links within the **Grade Entry Grid**.)

The Submission Manager presents instructors with an interface in which they can enter a grade for individual submissions. Additionally, instructors can pan through all the assignments that have ungraded submissions associated with them.

Submissions Manager

Content Item Homework 1 Submissions Grade by Question

Homework 1

Display Filters

User	Subject	Score (100 pts)	Submitted
Barrett, Patrick (pbarrett)	my work	3/12/2009 4:54:48 PM	1
Rivera, Peter (privera)	hw1	3/12/2009 4:53:59 PM	1
Eagle, Christine (ceagle)	homework 1 submission	3/12/2009 4:53:14 PM	1
Matos, Gina (gmatos)	my homework	3/12/2009 4:48:28 PM	1

The Content Item drop-down menu is populated with Gradebook assignments. You can switch to view submissions for a different assignment by selecting a different item in the drop-down menu. All ungraded items for that assignment will be displayed.

Additionally, clicking the + sign next to Display Filters at the top allows the instructor to specify additional criteria for displaying submissions for a given content item. For example, you might want to view only items that were submitted by a particular due date.

Submissions Manager

Content Item Homework 1 Submissions Grade by Question

Homework 1

Display Filters

Submitted after: March 12 2009 Submitted before: March 12 2009

Apply Filter Clear Filters

User	Subject	Score (100 pts)	Submitted
Barrett, Patrick (pbarrett)	my work	3/12/2009 4:54:48 PM	1
Rivera, Peter (privera)	hw1	3/12/2009 4:53:59 PM	1
Eagle, Christine (ceagle)	homework 1 submission	3/12/2009 4:53:14 PM	1
Matos, Gina (gmatos)	my homework	3/12/2009 4:48:28 PM	1

If the item selected is an assessment, the Grade by Question button becomes available.

Submissions Manager

Content Item Quiz 1 Submissions Grade by Question

Quiz 1

Display Filters

User	Question Points	Submission Score (100 pts)	Submitted
Matos, Gina (gmatos)		0% (0 pts)	3/12/2009 4:49:30 PM

If this page is accessed and there are no ungraded submissions pending, a message indicating that there are no submissions is displayed.

Submissions Manager

Content Item Quiz 4 Submissions Grade by Question

Quiz 4

+ Display Filters

User	Question Points	Submission Score (100 pts)	Submitted	BT Address
There are no results to display.				

To grade an item via the Submission Manager, select the **Grade** button for the submission you want to grade.

Submissions Manager

Content Item Homework 3 Submissions Grade by Question

Homework 3

+ Display Filters

User	Subject	Score (100 pts)	Submitted	BT Address
Matos, Gina (gmatos)	homework 3 file	100	3/13/2009 3:06:24 PM	

The student submission will be displayed, along with a place for the instructor to enter a grade, comments, and/or attach a file. Also, the instructor can optionally select to send the grade and comments to the student as a mail message.

Submissions Manager

Content Item Homework 3 Submissions Grade by Question

Homework 3

Utilities > Submissions > Grade submission by Matos, Gina (gmatos) on 3/13/2009 3:06:24 PM

Grade

100 points (100.00 max.)

Remarks

Great work!

Attachments

Send as mail message to user

OK Cancel

homework 3 file
Submitted by Matos, Gina (gmatos) On 3/13/2009 3:06:24 PM
Attached is my project file for HW3.
Submitted Files
[homework3_project.docx \(9896 bytes\)](#)

Importing Grades

The Import Grades option allows the course editor to import assignment grades from any delimited file format.



Note: The Import Grades utility does not add new assignments or students to an existing Gradebook or roster. New assignments must already exist (or be added) to the Gradebook prior to the import process for the new assignment grades to be successfully imported into the Gradebook. Likewise, new students must exist (or be added) to the course roster prior to the import process for the new student grades to be successfully imported.

To import assignment grades into the ANGEL 7.4 Gradebook, go to Manage > Gradebook > Import Grades, and do the following:

1. Click the **Import Grades** hyperlink in the Grading Tasks nugget. Step 1 of the Import Grades page displays.

The screenshot shows the 'Import Grades, Step 1' dialog box. At the top is a 'Download Template' link. Below it is a 'Browse...' button next to an empty input field. A 'Delimiter' section contains three radio buttons: 'Comma' (selected), 'Tab', and 'Other:' followed by an empty input field. A checkbox 'File Has Column Headings' is also present. At the bottom are 'Done' and 'Next >>' buttons.

2. Click the **Browse** button. A Choose File dialog box appears onscreen.



3. Locate and select the delimited grades file you want to import and click the **Open** button.
4. Select the delimiter format for the grades file (comma, tab, or other) and click the **Next** button. Step 2 of the Import Grades page displays.

Import Grades, Step 2

Instructions: Select the column that contains the User ID for each student.

User ID:

5. Select the column that contains the User ID for each student and hit **Next**. Step 3 of the Import Grades page displays.

Import Grades, Step 3

Instructions: Map each of the columns to the assignment whose grades are stored in the column. Just choose (Skip) for a column which does not contain any data you want imported.

Column in File	Assignment
Name:	(Skip)
User ID:	(Skip)
Login Name:	(Skip)
Homework 1:	Homework 1
Homework 2:	Homework 2
Homework 3:	Homework 3
Homework 4:	Homework 4
Quiz 1:	Quiz 1
Quiz 2:	Quiz 2
Quiz 3:	Quiz 3
Quiz 4:	Quiz 4
Discussion 1:	Discussion 1
Discussion 2:	Discussion 2
Discussion 3:	Discussion 3
Discussion 4:	Discussion 4
Midterm Exam:	Midterm Exam
Final Exam:	Final Exam
Column 17:	(Skip)

Treat Values as : Percentages Points

Lock Imported Grades:

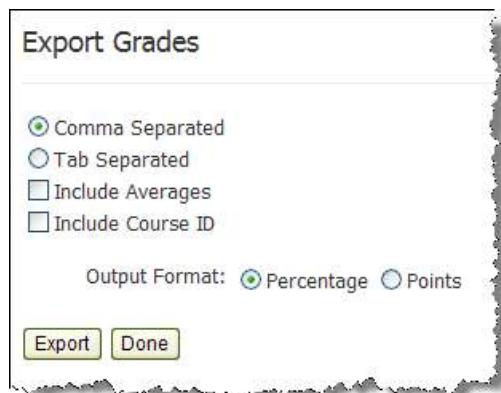
6. Map each of the other columns to the assignment whose grades are stored in the column.
7. Select **Skip** for any column that does not contain any data you want imported.
8. Select **Percentages** or **Points** from the **Treat Values as** radio buttons.
9. Clear **Lock Important Grades** if you want ANGEL to recalculate the grade against a submission.
10. Click the **Finish** button. A message appears noting the number of assignments and student records that were successfully imported.

Exporting Grades

The Export Grades option allows the course editor to export the assignment grades for all students as a comma delimited or tab delimited file. The resulting delimited file can easily be viewed and modified in a standard spreadsheet program such as Microsoft Excel.

To export assignment grades to a delimited file, go to Manage > Gradebook > Export Grades:

1. Click the **Export Grades** hyperlink in the Grading Tasks nugget. The Export Grades page displays.



2. Select the delimited file format you prefer to export (comma-separated or tab-separated values).
3. Optionally select the **Include Averages** and **Include Course ID** checkboxes to include the additional data in the export file.
4. Click the **Export** button. A File Download dialog box appears onscreen.
5. Click the **Save** button to save the file. A Save As dialog box appears onscreen.
6. Select a location to save the file and click the **Save** button. Once the file has finished downloading, you can open the file in any spreadsheet program (recommended) or text editor to view or modify the assignment grades.

Ungraded Items

The Ungraded Items area conditionally displays assignments that require manual grading. The number of assignments is contingent upon the number of assignments that have associated ungraded submissions. If an assignment has no ungraded submissions, it will not appear in this list.

A screenshot of the Gradebook page. On the left, there's a sidebar with 'Setup Tasks' containing categories like Categories (4), Assignments (14), Grade Scale (5), Grade Labels (2), Grade Reports (1), and Term Filters (3). In the center, there are three main sections: 'Grading Tasks' (Grade Entry Grid, Submission Manager, Import Grades, Export Grades), 'Gradebook Reports' (Overall Report), and 'Ungraded Items' (Homework 1 (4) and Homework 2 (1)). The 'Ungraded Items' section is highlighted with a red box.

Next to each assignment name is a number in parenthesis, which is the total number of ungraded submissions for that assignment. This tally will always be greater than zero. (If it is zero, the assignment will not appear in this list.)

Clicking an assignment will take the user to the Submissions Manager with that assignment's submissions displayed.

Gradebook Reports

All available grade reports that you have created for your class (using the Grade Reports link in the Setup Tasks nugget) will be listed by title on the Gradebook Home page in the Gradebook Reports nugget.

The screenshot shows the Gradebook Home page with the Gradebook Reports nugget highlighted. The Gradebook Reports section contains three items: Summer Quiz Avg, Summer Overall, and Overall Report. Other sections visible include Setup Tasks, Grading Tasks, Ungraded Items, and Other Tasks.

 **Note:** Remember that if you have hidden a grade report or selected to make it hidden before or after the start/end dates, it will not be displayed in the Gradebook Reports nugget unless you are within those dates. This is useful if you have different reports for different terms and you want to see the reports only for the current term.

To view a Gradebook Report, click the title of the report. The report will display.

Users	Overall 100 pts	Homework 400 pts	Homework 1 100 pts	Homework 2 100 pts	Homework 3 100 pts	Homework 100 pts
Barrett, Patrick	B	A	A	B	A	C
Beal, Tammy	A	A	A	A	A	A
Blume, Jessica	A	A	A	A	A	A
Burns, Jennifer	C	D	B	A	C	F
Caldwell, Krystal	B	A	A	B	A	B
Clark, Britney	F	D	A	D	F	B
Downs, Steven	A	A	A	A	A	B
Eagle, Christine	C	C	A	A	A	F
Franklin, Britney	F	F	F	F	B	F
Gonzalez, Alberto	F	F	A	A	F	F
Hart, Justina	A	A	A	B	A	A

From this screen, you can use the hypertext links at the top to modify the report settings, export the report, save the report as a .pdf file, or delete the report. You can also print a copy of the report using the **Print** link in the upper-right corner of the screen.

Using the “Legacy” (“7.3”) Gradebook

Determining Grade Categories and Weights

Before you set up your Gradebook, you need to determine which categories you need and how they will be weighted. If a points-based mode is selected, no weights are needed and only one category is necessary (although you can create more than one). ANGEL will automatically generate one category for you (named Default) when you select points-based grading.

If a percentage-based mode is being used, calculate what percentage each category will contribute to the final grade. Here is an example:

Category	Percentage
<i>Quizzes</i>	20%
<i>Discussions</i>	30%
<i>Research Paper</i>	20%
<i>Midterm</i>	10%
<i>Final</i>	20%
Total	100%

There are several ways to create categories. They can be created during the process of creating an assignment when setting up a content item in lessons. They can be created when using the Gradebook Setup Wizard. Finally, they can be created within the Gradebook.

Understanding Points and Percentages

When setting up the Gradebook, you must decide how all the grades will be calculated for a final grade. ANGEL allows you to use either a points-based or percentage-based system. The way in which each calculates the final grade is very different, so understanding this difference is important. The system (mode) to be used is selected within the Gradebook preferences.

Points-Based System

In a points-based system, every assignment is given a point value. The final grade is determined by adding up all the points awarded in the assignments and dividing that result by the total possible points. Weighting of assignments is done purely through the point value of each; an assignment of 20 points will be worth twice as much as an assignment of 10 points.

Example: Suppose an English Composition course has a total possible point value of 1,000 points. If student A earns 875 points, her final grade is 875 out of 1,000. (It can also be expressed as a percentage: 87.5%.)

By default, all assignments are added to a category called Default. Additional categories are optional.

Percentage-Based System

A percentage-based system groups all assignments into categories and then assigns a percentage value to each category. The sum of all the categories is 100%. For example, let's return to the categories discussed earlier:

Category	Percentage
<i>Quizzes</i>	20%
<i>Discussions</i>	30%
<i>Research Paper</i>	20%
<i>Midterm</i>	10%
<i>Final</i>	20%
Total	100%

Although each assignment is given a point value, the final grade is based on the weight of the category, not the total points possible. For example, even if the total number of points in Quizzes adds up to 500, and the

Discussions points add up only to 100, with a category value of 30% the Discussions category still contributes 10% more than the Quizzes category (category value 20%) toward the final grade.

Weighting of individual assignments within a category can be done through points awarded. An assignment worth 20 points (within a category) will be worth twice as much as an assignment worth 10 points within the same category.



Note: No matter which system you use, all assignments need to be linked to a category. With a points-based system, you could create just one category called Default and then have all assignments linked to it.



Caution: Remember that categories cannot be graded; only assignments can be graded. All categories need to have assignments linked to them, even if it is only one assignment. For example, a Midterm category needs to have the midterm assignment linked to it, or it cannot be graded.

Configuring Your Gradebook

To access the Gradebook, log in to your ANGEL course, click the **Manage** tab, and click the **Gradebook** hyperlink in the Course Management section.

The screenshot shows the ANGEL Management Console. At the top left is a red briefcase icon and the text "Management Console". Below it is a blue "Edit Page" button. On the left, there's a sidebar titled "Course Management" containing links for "Gradebook", "Roster", "Teams", and "Attendance". To the right of this sidebar is a vertical menu with options like "Courses", "General", "Courses", "Tab S", "Environment", and "Mail". At the bottom left is a "Course Theme Selector" button.

Using the Gradebook Setup Wizard

Upon first access to the Gradebook section, the Gradebook Setup Wizard appears.



Reference: The course Gradebook can be configured using the Gradebook Management tools that can be accessed from the course Gradebook menu by clicking the **Skip Wizard** button. For information regarding how to configure the course Gradebook manually, see "Working with the Gradebook Interface."

If the Gradebook Setup Wizard no longer appears, you can reactivate it by deleting all categories that are set up. Use this option if you have been testing the Gradebook but not setting up the categories and assignments, and you want to start over.

Step 1: Creating Categories

The first step in setting up the Gradebook is to create categories for the purpose of grouping like assignments based on their impact on the overall grade. The following figure shows the elements of the Gradebook Setup Wizard.



Note: If you are grading by points and are not using categories to weight your assignments, delete the fields provided and type the word **Default** into one of the fields.

Gradebook Setup - Step 1

TIP : [Click Here](#) to learn more about the gradebook setup wizard and other commonly used features.

Gradebook Mode:

Points 1

This option enables simple points-based grading. Formulas are available at the assignment level only.

Percentage 2

This option enables percentage-based grading. Category weighting and formulas are available.

Title	Calculation
Homework 3	4 Use all assignments ▼
Quizzes	Use all assignments ▼
Exams	Use all assignments ▼
	Use all assignments ▼
	Use all assignments ▼
	Use all assignments ▼
	Use all assignments ▼

6 < Skip Wizard > 5 Next >>

1. **Points.** Each category is worth a total number of points. All categories are added to determine the overall grade. For example, a category called Homework might be worth 300 points, Quizzes worth 150 points, and Exams worth 150 points. For this scenario, use the appropriate point value (300, 150, and 150) as the weight for each category.



Tip: The grade-by-points scenario can also be accomplished using a single category (called Default, for example) with a value of 100 (percent) or with a value equal to the total point-value sum of all assignments. The use of more than one category is required only if you prefer to weight categories to determine the overall average (percentage) or if you want to categorize assignments by assignment type.

2. **Percentage.** Each category is worth a specific percentage of the overall grade. For example, a category called Homework may be worth 50% of the overall grade, Quizzes worth 25%, and Exams worth 25%. In this case, simply use the appropriate percentage value (50, 25, and 25) as the weight for each category.
3. **Title.** The Gradebook Setup Wizard displays sample category titles (Homework, Quizzes, and Exams). Replace these sample values with appropriate titles based on the course's actual grading scenario.

4. **Calculation.** The course editor can configure a category to **Drop lowest** or **Use highest** *n* number of grades when calculating each student's category average. For example, if you specify **Use highest 10** for the Quizzes category, each student's category average is calculated based on the student's 10 highest quiz scores.



Note: Be sure to provide a title and calculation for each category you want added to the Gradebook before clicking the Next button.

5. **Next.** Click the **Next** button to proceed to step 2a of the wizard.
6. **Skip Wizard.** Clicking this button skips the wizard and takes you straight to the Gradebook Manager.



Tip: A tutorial illustrating how to use the Gradebook Setup Wizard appears at the top of the first screen of the wizard.

Step 2a: Selecting Content Items

The next step in the Gradebook setup process is to select the ANGEL content items (quizzes, drop boxes, discussion forums, SCORM assessments, and surveys) that you want to display in the Gradebook. All content types display in this step: pages, files, and so on. The following figure shows step 2a of the Gradebook Setup Wizard.

Gradebook Setup - Step 2a

Now, choose which content items you want to create gradebook assignments. To select an item click the content item. If there are no content items the list below will be empty. Click "Next" when you are finished.

Lessons

Select All

- Welcome Discussion Forum
- Lesson 1 - Introduction to the Web
 - Course Requirements
 - Lesson 1 - Reading Assignment
 - Lesson 1 Assignment Drop Box
 - Lesson 1 Knowledge Evaluation
- Lesson 2 - Understanding the Internet
 - Internet Protocols
 - Internet Protocols Discussion
 - Knowledge Evaluation of Internet Protocols
- Lesson 3 - UNIX
 - Unix Commands
 - Lesson 3 - Unix commands drop box
- Essay Exam

2

Next >>

- Lessons.** Select the checkbox next to each content item you want to add to the Gradebook.
- Next.** Click the **Next** button to continue to step 2b of the wizard.

Step 2b: Specifying Category, Points, and Calculation Type

In Step 2b, each content item must be assigned its appropriate category and point value. The following figure shows step 2b of the Gradebook Setup Wizard.

Gradebook Setup - Step 2b

For this step you need to choose a category, number of points possible and the calculation type for the content items you selected.

Content Item	Categories	Points	Calculation Type
Welcome Discussion Forum	Homework	100	First Submission
Lesson 1 Assignment Drop Box	Homework	100	First Submission
Lesson 1 Knowledge Evaluation	Homework	100	First Submission
Internet Protocols Discussion	Homework	100	First Submission
Knowledge Evaluation of Internet Protocols	Homework	100	First Submission
Lesson 3 - Unix commands drop box	Homework	100	First Submission

1 Categories **2** Points **3** Calculation Type

4 Next >>

- Categories.** The **Categories** drop-down menu allows you to assign a category to each content item listed.
- Points.** The **Points** textbox allows you to type a value for each content item.
- Calculation Type.** The **Calculation Type** drop-down menu determines whether the student grade for each content item should be calculated based on the student's First Submission, Last Submission, Average Score, Maximum Score, or entered manually.
- Next.** Click the **Next** button to continue to step 3 of the wizard.

Step 3: Setting Up the Grading Scale

In this step, the course editor is allowed to configure a grading scale for the course Gradebook. The grading scale supports non-numeric characters including A+, A, A-, and so on; and +, -, S (satisfactory), U (unsatisfactory), I (incomplete), and so on to represent alternate performance scales. The following figure shows step 3 of the Gradebook Setup Wizard.

Gradebook Setup

Now you have the option of entering a grading scale. A Grading scale maps a minimum percentage back to a letter grade. Just click "Next" if you don't have any grading scale you want to enter.

Letter Grade	Minimum Percent
	1

1. **Letter Grade.** Type a letter grade or appropriate character in this field.
 2. **Minimum Percent.** Type the minimum percentage the student must hold to earn the corresponding grade value.
 3. **Next.** Click the **Next** button to complete the wizard.

Working with the Gradebook Interface

To access the Gradebook, log in to your ANGEL course, click the **Manage** tab, and click the **Gradebook** hyperlink. The Gradebook page appears. The following figure shows the components of the Gradebook interface.

Advanced Biology

Course Calendar Lessons Resources Communicate Report Automate Manage

Home ▶ Course ▶ Management Console ▶ Gradebook

Gradebook

View 1

View All Grades
View all the grades in all the categories.

View Grades
All Categories ▾ All Users ▾ Go

Print Grades
Create a printer-friendly PDF View of the gradebook.

Enter/Edit Grade 2

By Assignment
Enter grades on a per assignment basis.

By User
Enter grades on a per user basis.

Gradebook Setup 3

Preferences
Maintain overall preferences of the gradebook.

Import Grades
Import grades from an external file.

Export Grades
Export grades to a file.

Import Assignments
Import assignments from repositories.

Publish Course Grades
Your ANGEL administrator has not entered the list of valid grades.

Gradebook Management 4

- Categories**
Create and edit categories. A category is a "bucket" for assignments, for example "Quizzes" or "Homework" are categories.
- Assignments**
Create and edit assignments. An assignment is an object that has grades associated to it. Typically, it's something a student must accomplish.
- Macros**
Create and edit macros. A macro is a shortcut for turning letter grades into a score. For example, when a letter grade of B+ is entered the student gets an 88% for their score.
- Grading Scale**
Edit the grading scale. The grading scale can be modified to map a certain percentage back to a particular letter grade. For example, when the student receives an 88% on an assignment, when they view their grade a "B+" will show up.

Gradebook Tutorial 5

Overview
Learn about the gradebook setup wizard and other commonly used gradebook features.

- View.** Allows the course editor to view, search, or print grades.
- Enter/Edit Grade.** Allows the course editor to enter grades and comments by assignment or user.
- Gradebook Setup.** Allows the course editor to configure Gradebook preferences and import/export grades.
- Gradebook Management.** Allows the course editor to create and edit manual Gradebook categories, assignments, macros, and grading scale.
- Gradebook Tutorial.** Tutorial section that allows the course editor to learn about the Gradebook Setup Wizard. The Gradebook Tutorial allows you to learn about the Gradebook Setup Wizard and other commonly used Gradebook features. These demonstrations walk you through the basic Gradebook setup using the Gradebook Setup Wizard.

Gradebook Tutorial

Overview

Learn about the gradebook setup wizard and other commonly used gradebook features.



Video: ["Set Up the Gradebook."](#)

Setting Up Gradebook Preferences

The Gradebook preferences control a number of default settings for the Gradebook. To set up your preferences, click the **Preferences** hyperlink in the **Gradebook Setup** section.

Gradebook Setup

Preferences
Maintain overall preferences of the gradebook.

Import Grades
Import grades from an external file.

Export Grades
Export grades to a file.

Import Assignments
Import assignments from repositories.

Publish Course Grades
Your ANGEL administrator has not entered the list of valid grades.



Note: The first time you open the Gradebook within a course, you will be presented with the Gradebook Setup Wizard. You can click the **Skip Wizard** button to bypass the wizard and access the **Preferences** section.

The following figure shows the elements of the Gradebook preferences.

Preferences

To copy settings from another course, use the [Copy Gradebook Settings tool](#).

General

Default Display Format: Score (Letter Grade) 1

Options:

- Treat Ungraded Items as Zero 2
- Limit Course Assistants by Team 3
- Exclude Instructors from Averages 4

Gradebook Mode: Points 5

Average Settings

Options: Display Overall Average 6

Overall Display Format: Score (Letter Grade) 7

Buttons: Save Cancel

1. **Default Display Format.** Choose to display assignment values as score, percentage, letter grade, or a combination of these choices.



Reference: The grade range for letter grades has to be set in the Grading Scale section of Gradebook Management. If you did not already establish the grade range with the Gradebook Setup Wizard, see "Step 3: Setting Up the Grading Scale" for instructions on this step.

2. **Treat Ungraded Items as Zero.** Enters a 0 as a grade for all assignments that have not been graded.



Caution: This option places a 0 in *all* assignments that do not yet have a grade, including those assignments that have no grade because they are not yet due. It works well at the end of a term when all assignments have been completed and you want to enter a zero value for any assignments that were not completed by individual students.

3. **Limit Course Assistants by Team.** Allows only persons with course assistant rights to see grades (and enter grades) for students with the same team membership as they have.



Tip: This is a good option when you want TAs, GAs, or preceptors to have access only to their own students' grades. Give them course assistant rights and then create teams for each course assistant and their respective students.

4. **Exclude Instructors from Averages.** Display a class average that does not include any instructor submissions (for example, an instructor takes a self-grading multiple-choice quiz). Instructors appear in the Gradebook and have the option of "testing" any of the assignments. Using this option will prevent these test grades from being included within the class averages.
5. **Gradebook Mode.** Allows for the selection of either a points-based or percentage-based modality, as discussed previously.



Caution: Although the mode selected here *can* be changed later, even after grades have been entered, it does have an impact on how grades are calculated. Make sure that you understand the differences between the two modes before making any changes.

6. **Display Overall Average.** Displays each student's overall average. Check **Display Overall Average** if you want students to see a running tally of their course average. It can be kept unchecked and changed later when you want them to see their final grade.
7. **Overall Display Format.** Choose to display the overall average value as score, percentage, letter grade, or a combination of these choices. **Overall Display Format** is similar to the Default Display Format setting set earlier, but it applies only to the overall grade and allows for a different setting.



Note: The display format set here is *not* dependent upon what type of system is used (points-based versus percentage-based). Any of these formats can be used as a default format; for example, a points-based system could still display grades in percentage if that option is preferred. It does *not* change the mode.

Setting Up Categories

Categories can be used instead of the Gradebook Setup Wizard or to add new categories when the Gradebook Setup Wizard is no longer available. Click the **Categories** hyperlink in the Gradebook Management section.

Gradebook Management

1. Categories

Create and edit categories. A category is a "bucket" for assignments, for example "Quizzes" or "Homework" are categories.

2. Assignments

Create and edit assignments. An assignment is an object that has grades associated to it. Typically, it's something a student must accomplish.

3. Macros

Create and edit macros. A macro is a shortcut for turning letter grades into a score. For example, when a letter grade of B+ is entered the student gets an 88% for their score.

4. Grading Scale

Edit the grading scale. The grading scale can be modified to map a certain percentage back to a particular letter grade. For example, when the student receives an 88% on an assignment, when they view their grade a "B+" will show up.

Categories are used with a percentage-based system. Note that one category (Default) is already listed. You can choose to use only the Default category if you have set up a points-based system. You can also choose to delete the Default category after other categories have been added.



Caution: Assignments associated with this Default category are *not* included in any calculations toward a final grade. If no categories are created, all assignments are automatically assigned to this Default category and will *not* create a final grade. This category can be deleted or edited.

The following figure shows the elements of categories management.

checkbox	Title	Calculation	Release Date	Weight	Percent Overall
<input checked="" type="checkbox"/> 1	Default	Use all grades	12/18/2008	0	0%

Buttons at the bottom:

- Add New (5)
- Show Tasks (4)
- Edit Selected (3)
- Delete Selected (2)
- 0
- 100%

<< Back To Main Menu

- Category.** Click the checkbox next to a corresponding category to perform a task.
- Delete Selected.** Click the **Delete Selected** button to delete the selected categories.



Caution: If you delete a category with associated assignments, the assignments will also be deleted. Reassign those assignments to a different category before deleting the current category. For details, see "Setting Up Assignments with Gradebook Management Tools."

- Edit Selected.** Click the **Edit Selected** button to edit a category you selected. Different sets of edit options will appear, depending on whether one category is selected or multiple categories are selected. Experiment with these options to see which works best for your specific task.
- Show Tasks.** Selecting a category and clicking the **Show Tasks** button produces a menu with the following options:
 - Add Assignment.** Add an assignment within the category. (Alternatively, you can set up assignments with the gradebook management tools, as described later in this chapter.)

- b. **View Assignments.** View assignments associated with this category.
- c. **Reorder Assignments.** Takes the user to an editor that can change the order in which the category's assignments appear in the Gradebook spreadsheet.
- d. **Edit Category Settings.** Click the **Edit Category Settings** link to edit a category you selected.
- e. **Delete Category.** Click the **Delete Selected** button to delete the selected categories.



Caution: If you delete a category with associated assignments, the assignments will also be deleted. Reassign those assignments to a different category before deleting the current category. For details, see "Setting Up Assignments with Gradebook Management Tools."

- f. **Move Up.** Moves the category up in the list. Note that you may have to click this link several times to move the category where you want it.
- g. **Move Down.** Moves the category down in the list. Note that you may have to click this link several times to move the category where you want it.

5. **Add New.** Adds a new category.

Clicking the **Add New** button allows you to create a new category. The following figure shows the elements of the Category Editor.

[<< Back To Main Menu](#)

1. **View.** Click the **Advanced** button to see all available options.
2. **Title.** Give this category a title.



Tip: Keep the title short because it will be the label for the assignment in the Gradebook. Long titles will be truncated and might be more difficult to recognize.

3. **Description.** Type a description for this category (optional).
4. **Calculation.** Choose **Use all assignments**, **Drop lowest**, or **Use highest**. In the **Grades** field, type the number of grades to be used or dropped if you chose **Drop lowest** or **Use highest**.

5. **Weight.** Enter the percentage this category is worth. (For example, if Quizzes = 20%, type **20** in the **Weight** field.) Note that Weight does not appear when in points-based grading mode.
6. **Release Date.** You can choose to hide grades from students until a specific date.
7. **Average Shown.** Computes and displays an average based on assignments in the category.
8. **Average Format.** The **Course Default** selection uses settings specified within the Gradebook preferences. Choose to display assignment values such as score, percentage, letter grade, or a combination of these choices.
9. **Extra Credit.** Check the **Extra Credit** box to flag this category as extra credit assignments. In addition to having an entire category as extra credit, you will have the option to set up an extra credit assignment. However, you cannot have an extra credit assignment within an extra credit category.



Tip: With all these methods available, which is the best to use? It's often most efficient to create the categories when setting up the assignment as part of the content item setup, and then go to the Gradebook and create any other categories that might not be associated with a content item (for example, categories with assignments that are completed outside of the ANGEL environment). You might also need to go to the Gradebook to add any options to a category that cannot be done when creating a content item, such as the ability to drop the lowest assignment grades in a category.

Setting Up Assignments with Gradebook Management Tools

Gradebook Management Tools can be used instead of the Gradebook Setup Wizard or to add new assignments when the Gradebook Setup Wizard is no longer available.

Click the **Assignments** hyperlink in the Gradebook Management section.

Gradebook Management

1. Categories

Create and edit categories. A category is a "bucket" for assignments, for example "Quizzes" or "Homework" are categories.

2. Assignments

Create and edit assignments. An assignment is an object that has grades associated to it. Typically, it's something a student must accomplish.

3. Macros

Create and edit macros. A macro is a shortcut for turning letter grades into a score. For example, when a letter grade of B+ is entered the student gets an 88% for their score.

4. Grading Scale

Edit the grading scale. The grading scale can be modified to map a certain percentage back to a particular letter grade. For example, when the student receives an 88% on an assignment, when they view their grade a "B+" will show up.

As with categories, there are several ways to set up assignments. The method used to enter grades will depend on how the assignment is graded. Drop box assignments, quizzes and assessments, and discussion forums can all be set up and graded as content items.



Reference: Grades are generally entered through the utilities options; or they are automatically graded, such as with multiple-choice quizzes and assessments. See "Grading Assignments" for more information.

Assignments that are completed outside of the ANGEL environment can be manually added and graded through the Gradebook Manager.



Video: ["Manually Grade Assignments."](#)

The following figure shows the elements of assignments management.

The screenshot shows a table with one row of data. The columns are labeled: Title, Category, Points Possible, and Release Date. The data in the first row is: Paper #1, Default, 100, and 12/18/2008. To the left of the first column is a checkbox. Below the table are several buttons: Add New (highlighted with a red circle), Show Tasks, Edit Selected (highlighted with a red circle), and Delete Selected (highlighted with a red circle). At the bottom left is a link to 'Back To Main Menu'.

1. **Assignment.** Click the checkbox next to a corresponding assignment to perform a task.
2. **Category.** This column tells you the category with which the assignment is associated.
3. **Points Possible.** This column tells you how many points this assignment is worth.
4. **Delete Selected.** Click the **Delete Selected** button to delete the selected assignments.
5. **Edit Selected.** Click the **Edit Selected** button to edit an assignment you selected.



Note: Different sets of edit options will appear, depending on whether one assignment is selected or multiple assignments are selected. Experiment with these options to see which works best for your specific task.

6. **Show Tasks.** Selecting an assignment and clicking the **Show Tasks** button produces a menu with the following options:
 - a. **Add Grades.** Enter grades for this assignment.
 - b. **Edit Assignment Settings.** Click the **Edit Assignment Settings** link to edit an assignment you selected.
 - c. **Delete Assignment.** Click the **Delete Assignment** button to delete the assignments you selected.
7. **Add New.** Adds a new assignment.

Clicking the Add New button allows you to create a new assignment. The following figure shows the elements of the Assignment Editor.

Assignment Editor View: Normal Advanced **1**

Title:	<input type="text" value="2"/>	Associated Content Items:
Description:	<input type="text" value="3"/>	<input type="checkbox"/> Essay Exam <input type="checkbox"/> Lesson 1 - Introduction to the Web <input type="checkbox"/> Course Requirements 11 <input type="checkbox"/> Lesson 1 - Assignment Dropbox <input type="checkbox"/> Lesson 1 - Knowledge Evaluation <input type="checkbox"/> Lesson 1 - Reading Assignment <input type="checkbox"/> Lesson 2 - Understanding the Internet <input type="checkbox"/> Lesson 3 - Unix <input type="checkbox"/> Welcome Discussion Forum
Category:	Default 4 <input type="button" value="▼"/>	10 <input type="checkbox"/>
Points:	<input type="text" value="5"/>	11 <input type="checkbox"/>
Display Format:	Course Default 6 <input type="button" value="▼"/>	12 <input type="text"/> Formula: Formula Editor
Calculation Type:	Manual 7 <input type="button" value="▼"/>	13 <input type="text"/> Label Mask:
<input type="checkbox"/> Extra Credit 8		14 <input type="text"/> Label Error Message:
Release Date:	9 December <input type="button" value="▼"/> 18 <input type="button" value="▼"/> 2008 <input type="button" value="▼"/> <input type="button" value="Calendar"/> PM 11 <input type="button" value="▼"/> 45 <input type="button" value="▼"/>	<input type="checkbox"/> Hidden
<input type="button" value="Save"/> <input type="button" value="Cancel"/>		

1. **View.** Click the **Advanced** button to see all available options.
2. **Title.** Give this assignment a title.



Tip: Keep the title short because it will be the label for the assignment in the Gradebook. Long titles will be truncated and might be more difficult to recognize.

3. **Description.** Type a description for this assignment (optional).
 4. **Category.** Select the associated category from the drop-down menu if you created categories.
- Note:** Categories need to be set up before assignments can be created and assigned to them.
5. **Points.** Enter the point value for this assignment.
 6. **Display Format.** The **Course Default** selection uses settings specified within the Gradebook preferences. Choose to display assignment values as score, percentage, letter grade, or a combination of these choices.
 7. **Calculation Type.** Choose to enter grades manually, or use the average score from submissions, the maximum score from submissions, the first submission, or the last submission. The **Calculation Type** option is intended to be used in combination with the **Associated Content Items** option. If the Gradebook assignment has one or more associated content items, the **Calculation Type** option should be used to determine which content item grade should be used to update the Gradebook assignment.

Because many content items can be graded multiple times, and multiple content items can be associated with the same Gradebook assignment, you have four options for obtaining a grade:

- **Average Score** uses an average of all scores submitted.
- **Maximum Score** uses the highest of all scores submitted.

- **First Submission** uses the first score submitted.
 - **Last Submission** uses the last (most recent) score submitted.
 - **Manual** requires the instructor to type a score manually.
8. **Extra Credit.** Check the **Extra Credit** box to flag this category as extra credit assignments.
 9. **Release Date.** You can choose to hide grades from students until a specific date.
 10. Click the plus sign next to a folder to view its contents.
 11. Click the checkbox next to a content item to connect it to the assignment (for example, a drop box that was used to collect student submissions).
 12. **Formula.** Specifies an advanced calculation for the assignment grade.
 13. **Label Mask.** Type a regular expression and an appropriate error message in the **Label Mask** and **Label Error Message** fields if you want to restrict graders from using non-supported grading characters.
 14. **Label Error Message.** The advanced **Label Mask** field allows the course editor to use a regular expression to restrict the grader from using unsupported grading characters when grading the assignment.

Setting Up Macros

Macros can be used to map a non-numeric grade to a percentage value. Adding a macro with a filter value of A and a percentage of 95 would allow the grader to type the letter grade of A into the grade entry page, and the Gradebook interprets the grade as 95%.

Click the **Macros** hyperlink in the **Gradebook Management** section to display the Macros Editor.

The screenshot shows the Gradebook Management section with the following content:

- 1. Categories**: Create and edit categories. A category is a "bucket" for assignments, for example "Quizzes" or "Homework" are categories.
- 2. Assignments**: Create and edit assignments. An assignment is an object that has grades associated to it. Typically, it's something a student must accomplish.
- 3. Macros**: Create and edit macros. A macro is a shortcut for turning letter grades into a score. For example, when a letter grade of B+ is entered the student gets an 88% for their score.
- 4. Grading Scale**: Edit the grading scale. The grading scale can be modified to map a certain percentage back to a particular letter grade. For example, when the student receives an 88% on an assignment, when they view their grade a "B+" will show up.

The screenshot shows the Macros Editor with the following table:

Filter	Percent	Action
A	95	Edit Delete
		Add New

Below the table are the following links:

- << Back To Main Menu

The elements of the Macros Editor include the following:

1. **Filter.** The **Filter** field allows you to enter a non-numeric character (for example, a letter grade) that is associated to the percentage.
2. **Percent.** The **Percent** field allows you to enter a percentage that corresponds to a non-numeric character.
3. **Add New.** Click the **Add New** link to store this macro. A new line appears.

4. **Edit.** Click the **Edit** hyperlink to edit the corresponding macro.
5. **Delete.** Click the **Delete** hyperlink to delete the corresponding macro.

Setting Up the Grading Scale

A good next step is to set up the scale designating the letter grade criteria, especially if you will be displaying letter grades in the Gradebook.

Grading Scale allows the course editor to specify a grading scale that is used to display letter grades in addition to the percentages or scores for assignments, category averages, and overall grades.

Click the **Grading Scale** hyperlink in the **Gradebook Management** section to display the Grading Scale Editor.

Gradebook Management

1. Categories

Create and edit categories. A category is a "bucket" for assignments, for example "Quizzes" or "Homework" are categories.

2. Assignments

Create and edit assignments. An assignment is an object that has grades associated to it. Typically, it's something a student must accomplish.

3. Macros

Create and edit macros. A macro is a shortcut for turning letter grades into a score. For example, when a letter grade of B+ is entered the student gets an 88% for their score.

4. Grading Scale

Edit the grading scale. The grading scale can be modified to map a certain percentage back to a particular letter grade. For example, when the student receives an 88% on an assignment, when they view their grade a "B+" will show up.

Grading Scale

Label

A	95	4	5
<input type="text"/>	<input type="text"/>	Edit	Delete

[<< Back To Main Menu](#)

Minimum Percent

4 5

[Edit](#) [Delete](#)

[Add New](#)

3

The elements of the Grading Scale Editor include the following:

1. **Label.** The Label field allows you to enter a non-numeric character (for example, a letter grade) that is associated to the minimum percent.



Tip: The Grading Scale is not limited to ABC-type grades. You can put in any labels that are applicable. For example, you could have pass/fail designations by using P and F for labels and adding the minimum percent required for each.

2. **Minimum Percent.** The Minimum Percent field allows you to enter a percentage that corresponds to a non-numeric character.



Tip: If you want the grade to round up to the next whole number, put the minimum percent as .5 less than the minimum. (In this example, an A is actually a 90%. Entering it as **89.5%** will ensure that anyone with a score between 89.5% and 89.9% would still be entered as an A.)

3. **Add New.** Click the **Add New** link to store this label. A new line appears.

4. **Edit.** Click the **Edit** hyperlink to edit the corresponding label.
5. **Delete.** Click the **Delete** hyperlink to **delete** the corresponding label.

Setting Up Assignments When Creating a Content Item

Assignments can be added to the Gradebook when creating a content item in ANGEL. If the content item already exists, click the **Settings** link. Ensure that you are in Advanced settings view.

The screenshot shows the 'Lesson 1 - Assignment Dropbox' settings dialog. At the top, there's a 'Settings' section with 'Normal' and 'Advanced' radio buttons, where 'Advanced' is selected (marked with a red circle labeled '1'). Below this is a horizontal navigation bar with tabs: Content, Access, Submission, Review, Standards, Objectives, Automate, and Assignment. The 'Assignment' tab is highlighted with a yellow background and has a red circle labeled '2' above it. The main area contains several sections: 'Milestone Settings' (Task Type dropdown set to '(None)'), 'Gradebook Settings' (Assignment dropdown showing '(None)', with '(None)' and '(New Assignment)' options; '(New Assignment)' is highlighted with a red circle labeled '3'), 'Grading Rubric' (Grading rubric dropdown set to 'No Rubric In Use', with 'Preview' button), and 'Supplementary Evaluation' (Supplementary Rubric dropdown set to 'No Supplementary Rubric In Use', with 'Preview' button). At the bottom are 'Save' and 'Cancel' buttons.

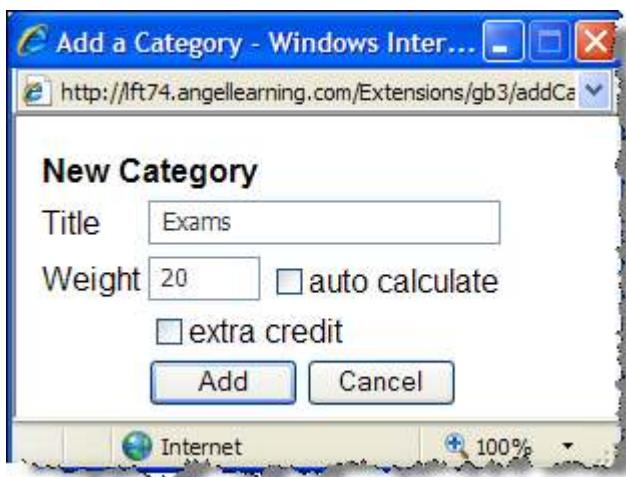
To add an assignment to the Gradebook when creating a content item, do the following:

1. Check to see that you are in **Advanced** view.
2. Click the **Assignment** subtab on the content item.
3. From the **Assignment** drop-down menu, choose **New Assignment**.

Gradebook Settings expands.



- Title.** Enter the assignment's title as you want it to appear in the Gradebook. If the **Title** field is left blank, the content item's name will be used.
- Category.** Select a previously entered category from the **Category** drop-down menu. If you need to create a category, click the **Other** button and you will be prompted to create a new one in the dialog box that appears. Note that you may have opted not to use categories if you set up points-based grading. Use the **Default** category in this case.



Note: This example illustrates a percentage-based system with a weight of 20 (meaning 20%) entered. For a points-based system, leave **Weight** blank, and check the **auto calculate** box. The **extra credit** box is only checked if this category has been designated an extra credit category.

- Points Possible.** Enter the point value of the assignment.
- Calculation Type.** Select the appropriate option:
 - **First Submission.** The first grade entered.
 - **Average Score.** If more than one grade is given (more than one submission), the average will be counted.
 - **Maximum Score.** The highest score attained if more than one submission and grading.
 - **Last Submission.** If assignment was submitted several times, the grade for the last entry.
 - **Manual.** Will be graded in the Gradebook, not through the content item.



Caution: If students are allowed to have more than one submission or take an assessment more than once, be sure that **Calculation Type** is set to **Maximum Score, Last Submission, or Average Score**. Otherwise, only their first effort will "count" in the Gradebook.



Note: Even though a drop box assignment or a discussion forum cannot be "automatically" graded, they are *not* considered to be "manually" graded in this context. Select one of the other options instead (usually **First Submission**, unless the student can submit more than one time).

- E. **Display Format.** Select how you want the grade to display in the Gradebook (the default value for the display format is set up in Gradebook under the **Preferences** link).
- F. **Hide gradebook assignment from students.** Check **hide gradebook assignment from students** if you do not want them to see their grades until you are ready to release the Gradebook grade for this content item.



Tip: You might want to hide a grade when the assignment is something like a research paper; you may not have all the grades completed at the same time and you do not want students to see their grades until all the papers have been graded. You can "unhide" them when you are ready.



Note: More options are available for categories within the Gradebook Manager. These options can be designated later.

Managing Grades

The Enter/Edit Grade tools allow the course editor to enter or edit grades and comments by assignment or user.



Reference: See "Grading Assignments" for more information.

Entering Grades by Assignment

Grades can be entered from either the Gradebook Console or from the Utilities link on an individual content item.

Click the **By Assignment** hyperlink in the **Enter/Edit Grade** section.

Enter/Edit Grade

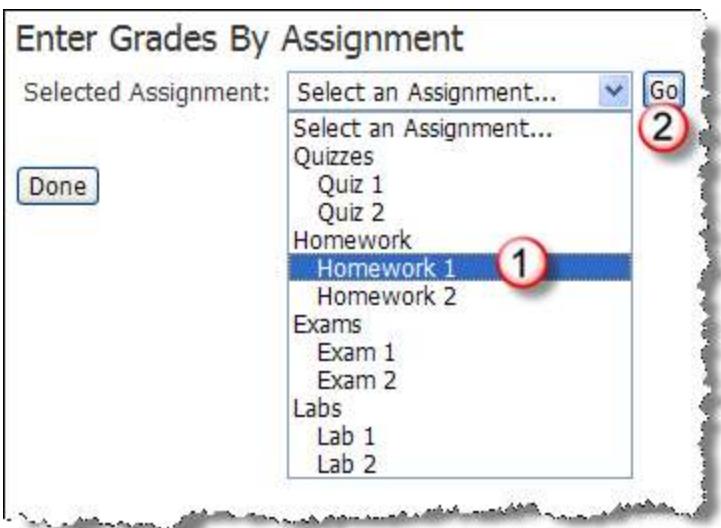
By Assignment

Enter grades on a per assignment basis.

By User

Enter grades on a per user basis.

Next you will select an assignment to grade.



To select an assignment, do the following:

1. Select an assignment from the **Selected Assignment** drop-down menu.
2. Click the **Go** button.

The Enter Grades by Assignment page appears.



Note: The assignment attributes (max points, category, content items, overall course average, and calculation method) are displayed in a shaded table just below the **Selected Assignment** list box. If the assignment is associated with one or more ANGEL content items (quiz, drop box, discussion forum, and so on), a content item's attribute displays hyperlinked titles of each associated content item, providing quick access to the content item.

Enter Grades By Assignment

Selected Assignment: Binary Numbers **1** Go

Binary Numbers				
Max Points: 100	Overall Course Average: 0%			
Category: Homework	Calculation Method: FirstSubmission			
Content Items: Binary Numbers				
Show: 2 All Users <input type="button" value="▼"/> <input checked="" type="checkbox"/> Only Students	Display 4 25 <input type="button" value="▼"/> Go	View: <input checked="" type="radio"/> Full <input type="radio"/> Condensed 5		
Name	Percentage	Points	Locked	Comments
Bills, Thomas (student1)	6		7	8
Chesher, Vickie (student2)	100	100	<input type="checkbox"/>	

Batch Update **9**

Default for Displayed Users

Page 1 of 1 **10** Previous Page | Next Page | 1 Batch Update

11 Save Changes Cancel Changes Done

- Selected Assignment.** To enter grades for another assignment, select the new assignment from the **Selected Assignment** drop-down menu located at the top of the page and click the **Go** button.
- Show.** The Show drop-down menu allows the course editor to filter the list of students based on team affiliation.
- Only Students.** Checking the **Only Students** checkbox hides the course editor and other users with rights higher than student.
- Display.** For courses with more than 25 students, the course editor can view the additional student grades by selecting a higher value from the **Display** drop-down menu. The **Go** button refreshes the page with the selections you made from the drop-down menus or radio buttons. Click **Go** after making the selections.
- Full/Condensed.** Optionally select **Condensed** from the **View** radio option to change to a simple view of percentage and points fields for each student. Select **Full** from the **View** option to view all grading options including **Locked** and **Comments** (discussed below).
- Percentage/Points.** Assignment grades can be entered into either the **Percentage** or **Points** fields for each student. As you move to the next user, the neighboring field automatically updates with the appropriate value calculated based on the entered score and assignment's max points.



Tip: When entering grades using points, review the Max Points value displayed in the assignment attributes table to verify that points are being entered based on the appropriate scale.



Reference: When using Gradebook macros to enter grades, macros/labels must be entered in the **Percentage** field to be calculated correctly. For information on how to configure macros, see "Setting Up Macros."

7. **Locked.** The **Locked** option is used with Gradebook assignments that are associated with ANGEL content items (quiz, drop box, discussion forum, and so on). It allows the course editor to "lock" and manually overwrite a student grade to ensure that it isn't overwritten by updates to the associated ANGEL content item.
8. **Comments.** The course editor can optionally provide feedback in the **Comments** field for each student. Comments are displayed in the student's grade report and are viewable only to the student for whom they are intended.
9. **Batch Update.** The **Batch Update** tool makes it easy to add a common grade for all members of a particular team or to add a common grade to all students who do not have a grade listed (for example, to batch-update an assignment to give a zero to everyone who did not complete the assignment).

To batch-update grades for displayed users for a particular assignment, type a percentage or point value in the appropriate field, optionally select the **Locked** checkbox and provide a common comment (if applicable), and click the **Batch Update** button.

The Batch Update tool is also useful when a large percentage of the students receive a common grade (for example, all but a few students earn 100%). In this scenario, grade the few students who did not earn the common grade; then use the Batch Update tool to update the grade for all ungraded students.



Tip: To add a common grade for all members of a particular team, first select the team from the **Show** drop-down box to filter the list of students based on team affiliation.

10. **Previous Page/Next Page.** Use the **Previous Page/Next Page** "paging" options (located at the bottom of the page) to advance to the next page of students.
11. **Save Changes.** The **Save Changes** button saves the Gradebook changes.

Entering Grades by User

Grades can be entered from either the Gradebook Console or from the Utilities link on an individual Content Item.

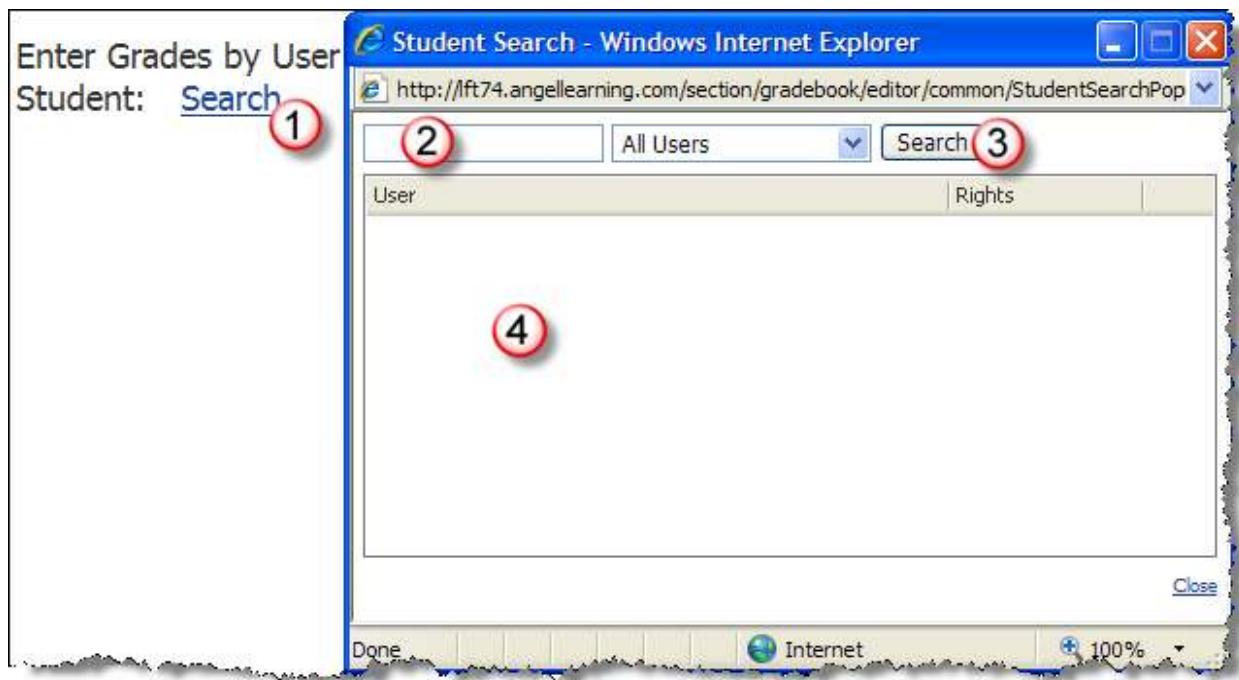
Click the **By User** hyperlink in the **Enter/Edit Grade** section.

Enter/Edit Grade

By Assignment
Enter grades on a per assignment basis.

By User
Enter grades on a per user basis.

After clicking on the By User link, you will search for a user to grade.



To search for a user, follow these steps:

1. **Search.** Click the **Search** hyperlink. The Student Search window appears.
2. **Search Field.** Type a name into the Search field to locate a specific student.
3. **Search Button.** Clicking the **Search** button without typing into the Search field lists all students in the course.
4. **Results.** The results of your search appear in the window. Click the student's name to enter grades.

The screenshot shows the "Enter Grades by User" page. The top section displays the search results for "Bumbalough, Ginny (gbumbalough)". Step 1 is highlighted with a red circle. Below this, the "Homework" section contains a table with six rows, each representing a assignment with columns for Title, Grade, Points, Locked, and Comments. Step 2 highlights the "Grade" column, step 3 highlights the "Points" column, step 4 highlights the "Locked" checkbox, and step 5 highlights the "Comments" column. Step 6 highlights the "Save" button at the bottom left. At the bottom right, there are "Done" and "Cancel" buttons.

Title	Grade	Points	Locked	Comments
Binary Discussions (100 pts.)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
Internet Protocols (100 pts.)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
Understand Unix Commands (100 pts.)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
Mid-term Exam (100 pts.)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
Final Exam (100 pts.)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
Final Project (100 pts.)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>

The elements of the Enter Grades by User page include the following:

1. **Search.** Click the hyperlink that contains the student's name to return to the Search page.
2. **Grade.** Type a non-numeric grade including A+, A, A-, B+, B, B-, and so on; +, -, and so on; S (satisfactory), U (unsatisfactory), I (incomplete), and so on to represent an alternate performance assessment.
3. **Percentage/Points.** Student grades can be entered into either the **Percentage** or **Points** fields for each assignment depending on whether you selected Percentage or Points when creating the Gradebook. As you move to the next assignment, the neighboring field automatically updates with the appropriate value calculated based on the entered score and assignment's max points.



Tip: When entering grades using points, review the **Max Points** value displayed next to the assignment name to verify that points are being entered based on the appropriate scale.



Reference: When using Gradebook macros to enter grades, macros/labels must be entered in the **Percentage** field to be calculated correctly. For information on how to configure macros, see "Setting Up Macros."

4. **Locked.** The **Locked** option is used with Gradebook assignments that are associated with ANGEL content items (quiz, drop box, discussion forum, and so on). It allows the course editor to "lock" and manually overwrite a student grade to ensure that it is not overwritten by updates to the associated ANGEL content item.
5. **Comments.** The course editor can optionally provide feedback in the **Comments** field for each assignment. Comments are displayed in the student's grade report and are viewable only to the student for whom they are intended.
6. **Save.** The **Save** button saves the Gradebook changes.

Viewing Grades

The View tools allow the course editor to easily view all grades or view a filtered list of grades based on category or student, and print grades.

Click the **View All Grades** hyperlink in the **View** section.

The screenshot shows the 'View' section of a Gradebook interface. It includes three main links: 'View All Grades' (which is highlighted in blue), 'View Grades' (with dropdown menus for 'All Categories' and 'All Users'), and 'Print Grades' (with a description of creating a printer-friendly PDF view).

The elements of the View section include the following:

- **View All Grades.** The **View All Grades** hyperlink displays a list of students and Gradebook assignments on the **View Grades** page.
- **View Grades.** The **All Categories** and **All Users** drop-down menus allow you to filter the Gradebook grades by category and/or users.
- **Print Grades.** The Print Grades hyperlink creates a printer-friendly PDF view of the Gradebook.



Note: To filter the view to a particular user, select the **Find Student** option from the **All Users** drop-down menu; type any portion of the user's first name, last name, or username in the textbox; and click the **Search** button. Click the **Select** hyperlink next to the user you want to view and click the **Go** button. To filter the view of Gradebook grades by category and/or users, select the appropriate category and team from the **All Categories** and **All Users** drop-down menus and click the **Go** button. The View Grades page displays a list of students and Gradebook assignments based on the category and users selections.



Tip: For best results, change your printer preferences to landscape to display the maximum number of assignments on each page.

The View Grades page displays grades for the first 25 students (ordered by last name) based on the criteria specified on the View menu. Use the scroll bar (located below the last student) and scroll to the right to view all assignment grades and category averages.

The screenshot shows a table of student grades. The columns include Username, Overall, Homework Overall, Welcome Disc..., Binary Numb..., Binary Discus..., Mid-term Exa..., and Final Exam (1...). Row 1 shows Raw Class Average with all values at 0. Row 2 shows Bills, Thomas (student1) with all values at 0. Row 3 shows Cheshire, Vickie (student2) with all values at 0. Row 4 shows Longardner, Hailey (peanut) with all values at 0. Row 5 shows Swerby, Samantha (pum...) with Overall 200, Homework Overall 200, and Welcome Disc... 100. Navigation buttons at the bottom include Previous and Next.

View Grades

Show: All Users (1) Only Students (2) Number to Display: 25 (3) View: Default (4) Points Percentage (5) Update Print

Username	Overall	Homework Overall	Welcome Disc...	Binary Numb...	Binary Discus...	Mid-term Exa...	Final Exam (1...
Raw Class Average	0	0	0	0	0	0	0
Bills, Thomas (student1)	0	0	0	0	0	0	0
Cheshire, Vickie (student2)	0	0	0	0	0	0	0
Longardner, Hailey (peanut)	0	0	0	0	0	0	0
Swerby, Samantha (pum...)	200	200	100			100	

Previous | Next | 1 (6)

7 (7)

The elements of the View Grades sheet include the following:

1. **Show.** The **Show** drop-down menu allows the course editor to filter the list of students based on team affiliation.
2. **Only Students.** Clearing the **Only Students** checkbox allows the course editor to display grades for all enrolled users including non-students.
3. **Number to Display.** For courses with more than 25 students, the course editor can view the additional student grades by selecting a higher value from the **Number to Display** drop-down menu.
4. **View.** **View** optionally allows the course editor to view grades formatted as default, points, or percentage.



Note: The Default radio button displays grades based on the view format settings specified in Gradebook preferences.

5. **Update.** The **Update** button refreshes the page with the selections you made from the drop-down menus or radio buttons. Click the Update button after making the selections.
6. **Previous/Next.** Use the **Previous/Next** paging options (located at the bottom of the page) to advance to the next page of students.
7. **Student.** To enter grades for a particular student, click the student's hyperlinked name. The Enter **Grades by User** page displays the student's name at the top of the page and an editable list of assignment grades (as shown in the By User section below).

Printing Grades

The Gradebook allows for grade printing. The view produces a PDF document containing all student grades for all categories.

Click the **Print Grades** hyperlink in the **View** section to open the View or Print Gradebook PDF page.

View

View All Grades
View all the grades in all the categories.

View Grades

All Categories All Users Go

Print Grades
Create a printer-friendly PDF View of the gradebook.

 **Note:** This feature works best with version 7 of the Adobe Reader plug-in for your browser. You can [download the Adobe Reader](#) free of charge from Adobe.

View or Print Gradebook PDF

Produce a printer-friendly PDF view of the gradebook.

Format Settings

Page Size: Letter **1**
Page Orientation: Landscape **2**
Page Margins: 0.75 inch
Font Family: Times
Font Size: 8
Category Order: Display the categories in gradebook order **3**
Team: All Course Members **4**
Show Students Only: **5**
Show Averages Only:

Generate PDF **6** More Info **7**

Designed for [Adobe Acrobat Reader 7](#)
If you cannot view PDF, you can still see the [previous HTML-only version](#) of this report.

Done

To print grades, follow these steps:

1. **Page Size.** Select your paper size: Default is Letter, but other choices include Legal, 11 x 17, A3, A4, A5, A6, B3, B4, and B5.
2. Orientation. Choose from Landscape or Portrait.
3. **Category Order.** Display categories in the order they appear in the Gradebook, or let ANGEL reorder them to save paper.
4. **Team.** Choose to print grades from an individual team.
5. **Show Students Only.** Remove users such as course editors or teaching assistants from the Gradebook.

6. **Generate PDF.** Click the **Generate PDF** button to finish.
7. **HTML-Only Version.** View the HTML version.



Note: Additional information is available by clicking the **More Info** hyperlink. If you cannot view the PDF, you can still view the report by clicking the **previous HTML-only version** hyperlink.

Editing the Gradebook Setup

Gradebook Setup tools allow the course editor to modify Gradebook preferences (e.g. grade display format, and so on), import and export grades to and from a delimited spreadsheet format, import assignments from repositories, and publish course grades.

Gradebook Setup

[Preferences](#)

Maintain overall preferences of the gradebook.

[Import Grades](#)

Import grades from an external file.

[Export Grades](#)

Export grades to a file.

[Import Assignments](#)

Import assignments from repositories.

[Publish Course Grades](#)

Your ANGEL administrator has not entered the list of valid grades.

Editing Gradebook Preferences

To modify Gradebook preference settings, click the **Preferences** hyperlink. The Gradebook Preferences page displays.

Importing Grades

The Import Grades option allows the course editor to import assignment grades from any delimited file format.

Click the **Import Grades** hyperlink in the **Gradebook Setup** section to start the importing process.

Gradebook Setup

[Preferences](#)

Maintain overall preferences of the gradebook.

[Import Grades](#)

Import grades from an external file.

[Export Grades](#)

Export grades to a file.

[Import Assignments](#)

Import assignments from repositories.

[Publish Course Grades](#)

Your ANGEL administrator has not entered the list of valid grades.



Note: The Import Grades utility does not add new assignments or students to an existing Gradebook or roster. New assignments must already exist (or be added) to the Gradebook prior to the import process for the new assignment grades to be successfully imported into the Gradebook. Likewise, new students must exist (or be added) to the course roster prior to the import process for the new student grades to be successfully imported.

Import Grades, Step 1

1

Delimiter 2
 Comma Tab Other:

3

To import assignment grades into the ANGEL Gradebook (Step 1), do the following:

1. **Browse.** Click the **Browse** button. A **Choose File** dialog box appears on the screen.
2. **Delimiter.** Choose whether the file is comma- or tab-delimited.
3. **Next.** Click the **Next** button and proceed to Step 2.



Note: The Import Grades page provides options for mapping each column of data to the correct Gradebook assignment and for "skipping" some data columns to selectively update specific assignment grades. When importing a grades data file that was originally exported from the ANGEL Gradebook and that has not been modified from its original column mapping format, you can ignore the **Column Mappings** options and proceed to Step 5 below. Changes to the **Column Mapping** fields are required only if you are working with a custom column format or if you want to skip particular assignment grades.

Import Grades, Step 2

Instructions: First, select the column that contains the User ID for each student. Then, map each of the other columns to the assignment whose grades are stored in the column. Just choose (Skip) for any column which does not contain any data you want imported.

User ID :	Column 1 1
Column 0:	(Skip)
Column 1:	(Skip) 2
Column 2:	(Skip)
Column 3:	Welcome Discussion Forum
Column 4:	Binary Numbers
Column 5:	Binary Discussions
Column 6:	Mid-term Exam
Column 7:	Final Exam
Column 8:	Final Project
Column 9:	(Skip)

3 Treat Values as : Percentages Points
4 Lock Imported Grades:

To import assignment grades into the ANGEL Gradebook (Step 2), do the following:

- Column.** Select the column that contains the **User ID** for each student. Then map each of the other columns to the assignment whose grades are stored in the column.
- Skip.** Select **Skip** for any column that does not contain any data you want imported.
- Treat Values as.** Select Percentages or Points from the Treat Values as radio buttons.
- Lock Imported Grades.** Clear **Lock Important Grades** if you want ANGEL to recalculate the grade against a submission.

Exporting Grades

The Export Grades option allows the course editor to export assignment grades for all students as a comma-delimited or tab-delimited file. The resulting delimited file can easily be viewed and modified in a standard spreadsheet program such as Microsoft Excel.

Click the **Export Grades** hyperlink in the **Gradebook Setup** section to display the Export Grades options.

To export assignment grades from the ANGEL Gradebook, do the following:

- Delimiter.** Choose between **comma-** and **tab-**delimited options.
- Include.** Choose to include averages or course ID.
- Output Format.** Choose between percentage and points.
- Export.** A File Download dialog box appears on the screen. Click the **Save** button to save the file. A **Save As** dialog box appears on the screen.

Importing Assignments

The Import Assignments option allows the course editor to import assignments from resource libraries.

Click the **Import Assignments** hyperlink in the **Gradebook Setup** section to begin the importing process.

Gradebook Setup

Preferences
Maintain overall preferences of the gradebook.

Import Grades
Import grades from an external file.

Export Grades
Export grades to a file.

Import Assignments
Import assignments from repositories.

Publish Course Grades
Your ANGEL administrator has not entered the list of valid grades.

Import Assignments from Repositories

Available Repositories Select

Repositories : Assessment

Create assignments in: Quizzes

To import assignments from ANGEL repositories, do the following:

1. **Available Repositories.** Select a library from the **Available Libraries** drop-down menu and click the **Select** button.
2. **Repositories.** Available repositories appear. Check the boxes next to those repositories you'd like to add.
3. **Categories.** Select the category associated with the assignments from the drop-down menu.
4. **Import.** Click the **Import** button to finish.

Publishing Grades

Publish Course Grades is available in the Gradebook and allows the instructor to save an official record of the course grade from a hyperlink in the Gradebook setup section. This option needs to be activated by your ANGEL administrator.

Click the **Publish Course Grades** hyperlink in the **Gradebook Setup** section to begin the publishing process.

Gradebook Setup

Preferences

Maintain overall preferences of the gradebook.

Import Grades

Import grades from an external file.

Export Grades

Export grades to a file.

Import Assignments

Import assignments from repositories.

Publish Course Grades

Your ANGEL administrator has not entered the list of valid grades.

Publish Grades

Publish final (or other) grades for the course, in records that will persist after the course is deleted from ANGEL. Your institution's ANGEL administrator determines the types of grades to be published and the allowable grades that you can publish.

Published Grade Type:

1st Quarter

To publish grades from the ANGEL repository, do the following:

1. **Published Grade Type.** Select the type of grade that you want published from the **Published Grade Type** drop-down menu and click the **Go** button.

Publish Grades

Published Grade Type:

Show: Only Students Display:
 View: Full Condensed

If you have published this grade type for a student, that will be the initial value in the "grade to publish" field; otherwise the field will be initialized according to your grading scale (if you have set up a grading scale for this course).

Name	Current Course Average (from gradebook)	Previous Published Grade	Grade to Publish	Comments
student1 Bills, Thomas (student1)	0(0%)	none	<input type="text" value="A"/> A	<input type="text"/>
student2 Cheshire, Vickie (student	0(0%)	none	<input type="text"/>	<input type="text"/>

Batch Update

Default value to place in all empty Grade to Publish fields: B

Page 1 of 1
[Previous](#) | [Next](#) | [1](#)

- Grade to Publish.** Based on the current course average from the Gradebook, type the grade to publish and any comments.
- Batch Update.** Type grades and comments; then click **Apply Batch grade and comments**.
- Publish all displayed grades.** Click the **Publish all displayed grades** button to publish your grades.



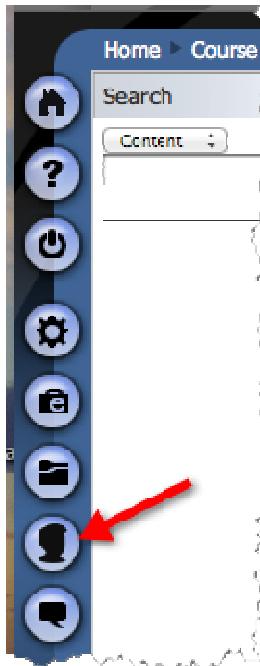
Note: If you have published a grade type for a student, it is the initial value in the **Grade to Publish** field; otherwise this field is blank.

Setting Personal Preferences

Preferences, located on the ANGEL Power Strip, allows you to customize your personal Home page and course environment, change your password (if applicable), set system drives, and more. In addition to discussing the options for setting preferences, this chapter covers ANGEL's accessibility settings.

To edit your preferences, do the following:

- Click the **Preferences** button.



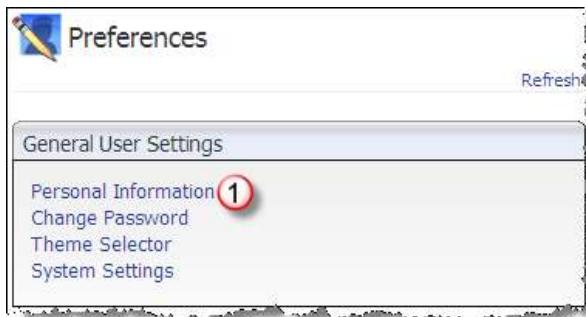
2. Make changes as needed. The following sections discuss the various options.

Personal Information

The User Profile Editor allows users to specify personal information, with the capability of limiting who can view each type of information. The Personal Information Editor is divided into three areas: Name Settings, Organizational Settings, and Contact Settings.

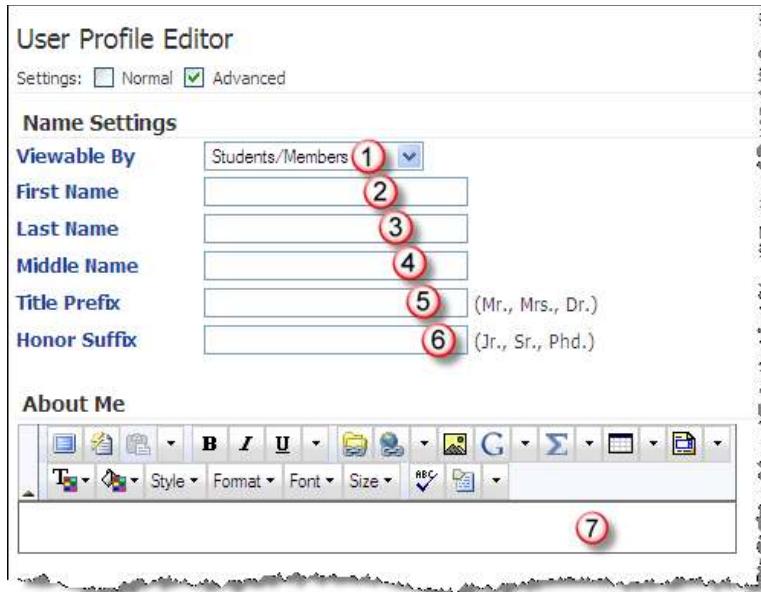
To use the User Profile Editor, do the following:

1. Click the **Personal Information** hyperlink.



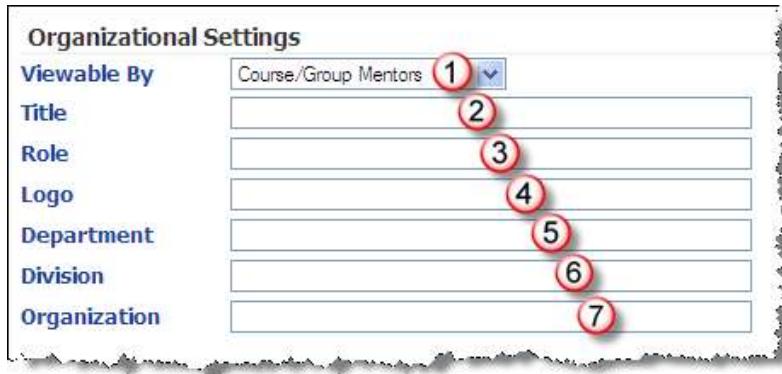
2. Select the checkbox next to **Advanced** to see all available fields.

The following figure shows the **Name Settings** portion of the User Profile Editor.



1. **Viewable By.** Determines who can view the name information.
2. **First Name.** First name as you want it to appear.
3. **Last Name.** Last name as you want it to appear.
4. **Middle Name.** Middle name as you want it to appear
5. **Title Prefix.** Title such as Mr., Mrs., or Dr. that you want to precede your name.
6. **Honor Suffix.** Suffix that you want to follow your name, such as Jr., Sr., or PhD.
7. **About Me.** Information about you (interests, clubs, hobbies, and so on) that you want to share with other users.

The following figure shows the **Organizational Settings** portion of the User Profile Editor.



1. **Viewable By.** Determines who can view the organizational information.
2. **Title.** Title within the organization.
3. **Role.** Role within the organization.
4. **Logo.** Enter a URL for the logo of the organization.
5. **Department.** Department associated with the organization.
6. **Division.** Division of the organization.
7. **Organization.** Organization name.

The following figure shows the **Contact Settings** portion of the User Profile Editor.

The screenshot shows the 'Contact Settings' page with various input fields and dropdown menus. Red numbers 1 through 12 are overlaid on the interface to identify specific items:

- Email**: A text input field with a red circle containing the number 1.
- Homepage**: A text input field with a red circle containing the number 2.
- Photo URL**: A text input field with a red circle containing the number 3.
- Work Phone**: A dropdown menu with a red circle containing the number 4.
- Type**: A dropdown menu with a red circle containing the number 5.
- P.O. Box**: A text input field with a red circle containing the number 6.
- Line 1**, **Line 2**, **Line 3**: Three text input fields stacked vertically, each with a red circle containing the numbers 7, 8, and 9 respectively.
- City**: A text input field with a red circle containing the number 10.
- State/Prov**: A text input field with a red circle containing the number 11.
- Postal Code**: A text input field with a red circle containing the number 12.
- Country**: A text input field with a red circle containing the number 12.
- Viewable By**: A dropdown menu for each of the three address lines, each with a red circle containing the numbers 5, 6, and 7 respectively.
- Viewable By**: A dropdown menu for the City, State/Prov, Postal Code, and Country fields, each with a red circle containing the numbers 10, 11, and 12 respectively.
- Geographical Settings**: A section with a 'Viewable By' dropdown menu and an 'UTC Timezone' dropdown menu, both with a red circle containing the number 12.

- Email.** E-mail address you want to share with others.
- Homepage.** URL of your personal web page.
- Photo URL.** URL where your personal photo is stored.
- Phone Settings.** Fields for personal phone contacts.
- Type.** Open the drop-down list and select the type of address provided.
- P.O. Box.** Enter your post office box address, if applicable.
- Line 1–3.** Enter your street address, if applicable.
- City.** City of your address.
- State/Prov.** State or province for your address.
- Postal Code.** ZIP code or country postal code for your address.
- Country.** Country of your address.
- UTC Timezone.** Greenwich Mean Time (GMT) specified as + or - from GMT.

Changing Your Password

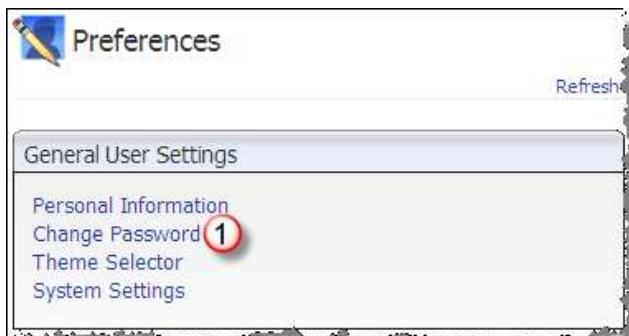
It is important to change your password periodically to maintain maximum security of your account. The following guidelines can be used when creating your new password:

- Do not choose a password that can be found in a dictionary.
- Do not choose a password that uses public information such as your Social Security number, phone number, credit card, birthdate, and so on.
- Use at least eight characters.
- Use a random mixture of characters, upper- and lowercase, numbers, punctuation, and symbols.

- Use a password that you can remember, to avoid having to look it up. This approach reduces the chance of someone discovering where you have written down your password.
- Choose a password that you can type quickly, to reduce the chance of somebody discovering your password by looking over your shoulder as you type it.

To change your password, do the following:

1. Click the **Change Password** hyperlink.



The Change Password page is displayed.



2. Type your current password in the **Current Password** field.
3. Carefully type your newly selected password into the **New Password** field.
4. Retype your new password in the **Confirm** field. ANGEL will determine whether both passwords match. Click **OK** when finished.



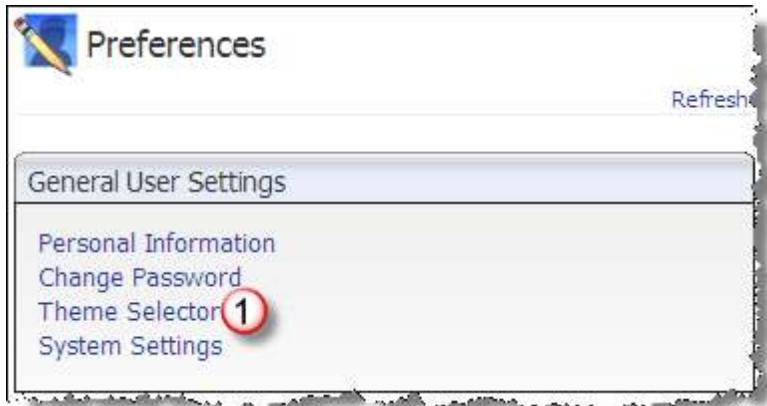
Note: You may not have the ability to change your password within ANGEL, depending upon how your Institution authenticates users in ANGEL.

Customizing Your Course Theme

The Theme Selector allows you to select different ANGEL themes or even create your own theme to change how your Home page looks when you log in. Theme Editor settings are divided into tabs: General, Colors, Styles, and Other.

To use the Theme Selector, follow these steps:

1. Click the **Theme Selector** hyperlink.



The Personal Theme Selector is displayed.

Personal Theme Selector

Add Theme ⑤

Available Themes ②

Other: /AngelThemes/Stylesheets/Angel_74.css ③

Apply ④

Edit

Cancel

Always use this theme

ANGEL 8.0

Home

Page Title

Edit Page

Refresh

Title

The is the body section of a sample component.

- Item one
- Item two
- Item three

Title

The is the body section of a sample component.

- Item one
- Item two
- Item three

Title

The is the body section of a sample component.

- Item one
- Item two
- Item three

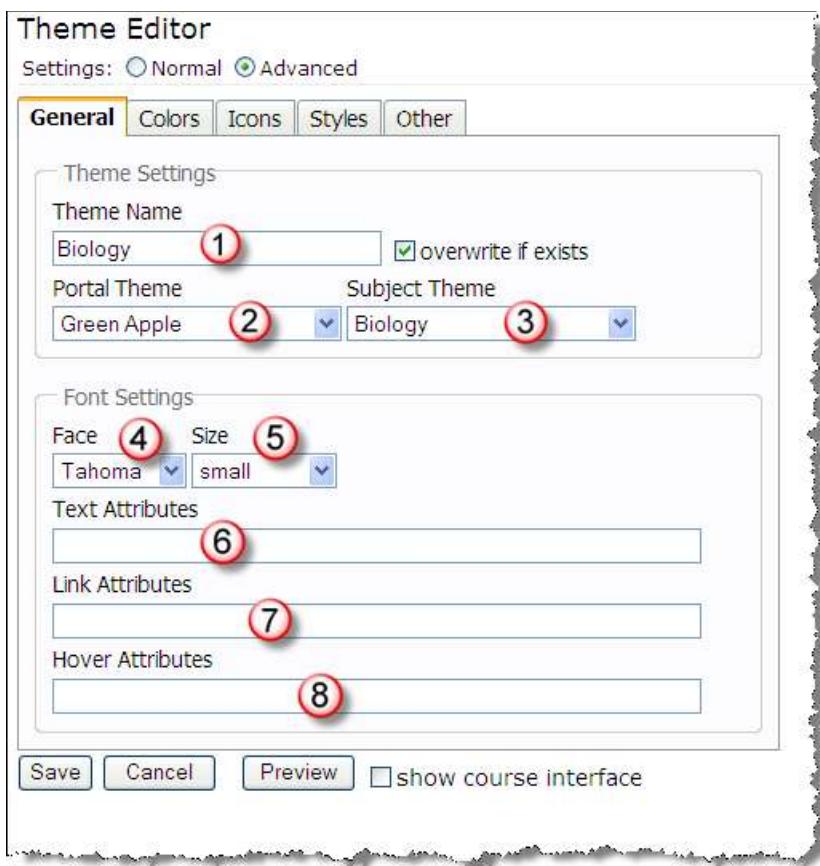
2. Select a theme from the **Available Themes** drop-down menu. A preview appears below.
3. Click the **Apply** button to apply the theme to your ANGEL Home page.
4. Click the **Edit** button (optional) if you want to personalize the theme. (See the following sections for more information.)
5. Click the **Add Theme** hyperlink (optional) if you want to create your own theme.

x

To edit Theme Settings and Font Settings,:

1. Select a theme that you want to edit from the Available Themes list.
2. Click the **Edit** button to continue to the Theme Editor.

General Tab



The elements of the Theme Editor's General tab include the following:

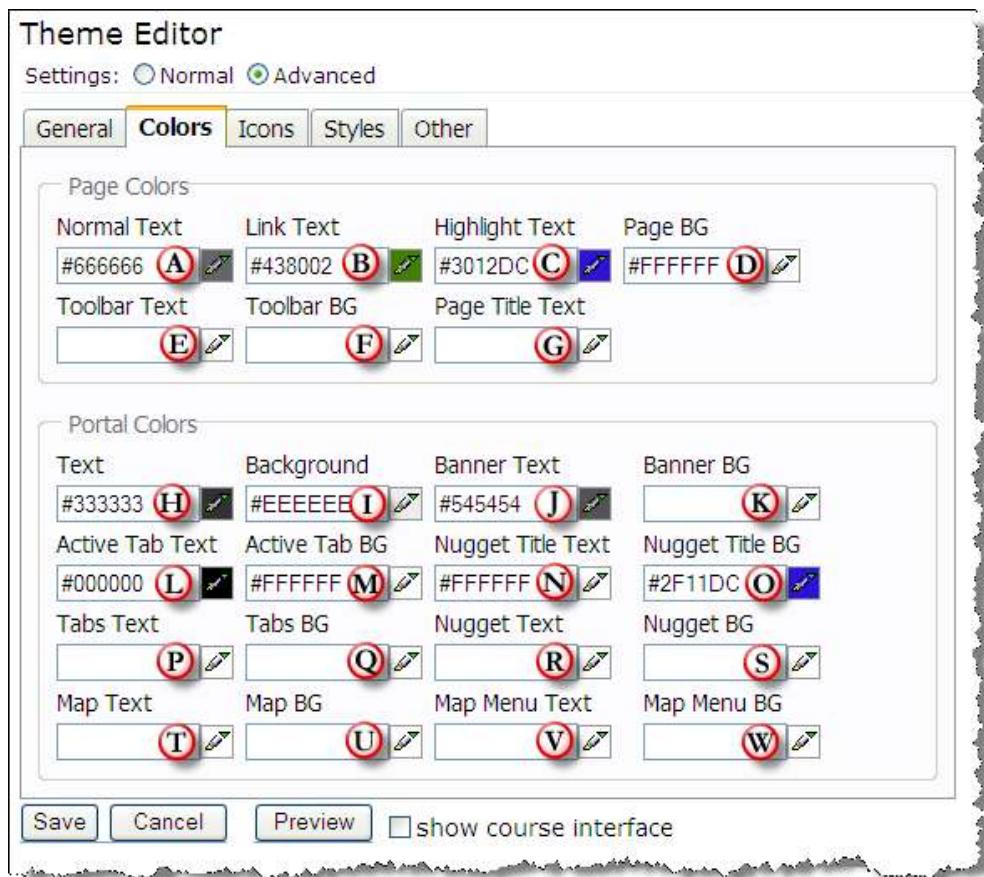
1. **Theme Name.** Provide a unique name for the theme you are creating.
2. **Portal Theme.** Specifies the basic color theme of the Personal Home page.
3. **Subject Theme.** Specifies the subject of your theme (for example, Art, Biology, Money, and so on).
4. **Face.** Font settings for the type of font used in the theme.
5. **Size.** Size of the font used in the theme.
6. **Text Attributes.** Specifies Cascading Style Sheet (CSS) attributes for text; for example, text-align: center.
7. **Link Attributes.** Specifies CSS attributes for links; for example: A:link {text-decoration: none}.
8. **Hover Attributes.** Specifies CSS attributes for use when the mouse is hovering over a hyperlink; for example, A:hover {background: blue; color: white}.



Note: Click the **Advanced** radio button to show more options.

Colors Tab

The Colors tab consists of Page Colors, Portal Colors, Tab Colors, and Map Colors.



- A. **Normal Text.** Display color for all nonhyperlink text.
- B. **Link Text.** Display color for hyperlink text.
- C. **Highlight Text.** Color to display when a hyperlink is clicked.
- D. **Page BG.** Background color for the page.
- E. **Toolbar Text.** Specifies the color of the text on a toolbar.
- F. **Toolbar BG.** Specifies the color of the background of a toolbar.
- G. **Page Title Text.** Text color for the title on a page; for example, the title "Lessons" when the Lessons tab is active.
- H. **Text.** Display color for all nonhyperlink text.
- I. **Background.** Background color for the page.
- J. **Banner Text.** Color of the title of the course on the upper-right corner when in a course.
- K. **Banner BG.** Background color for the banner in a course.
- L. **Active Tab Text.** Color of the active tab.
- M. **Active Tab BG.** Background color for the active tab.
- N. **Nugget Title Text.** Color of the nugget title text; for example, Courses, Community Groups, Toolbox, and so on.
- O. **Nugget Title BG.** Background color of the nugget title.
- P. **Tabs Text.** Color of the text on tabs.
- Q. **Tabs BG.** Background color for tabs.
- R. **Nugget Text.** Color of the text in a nugget; for example, explanations located underneath a hyperlink in a nugget.

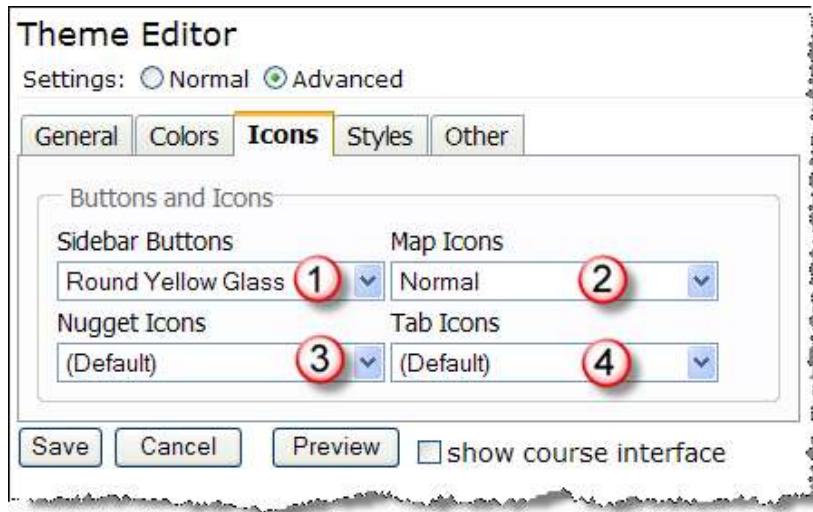
- S. **Nugget BG.** Background color of nuggets; for example, the background color of the Courses nugget might be different from the page background (**Page BG**) to make the nugget more visible.
- T. **Map Text.** Text color for the guide.
- U. **Map BG.** Background color for the guide.
- V. **Map Menu Text.** Color of the menu text at the bottom of the guide.
- W. **Map Menu BG.** Background color at the bottom of the guide.



Note: Click the **Advanced** radio button to show more options.

Icons Tab

The Icons tab consists of icon style attributes.



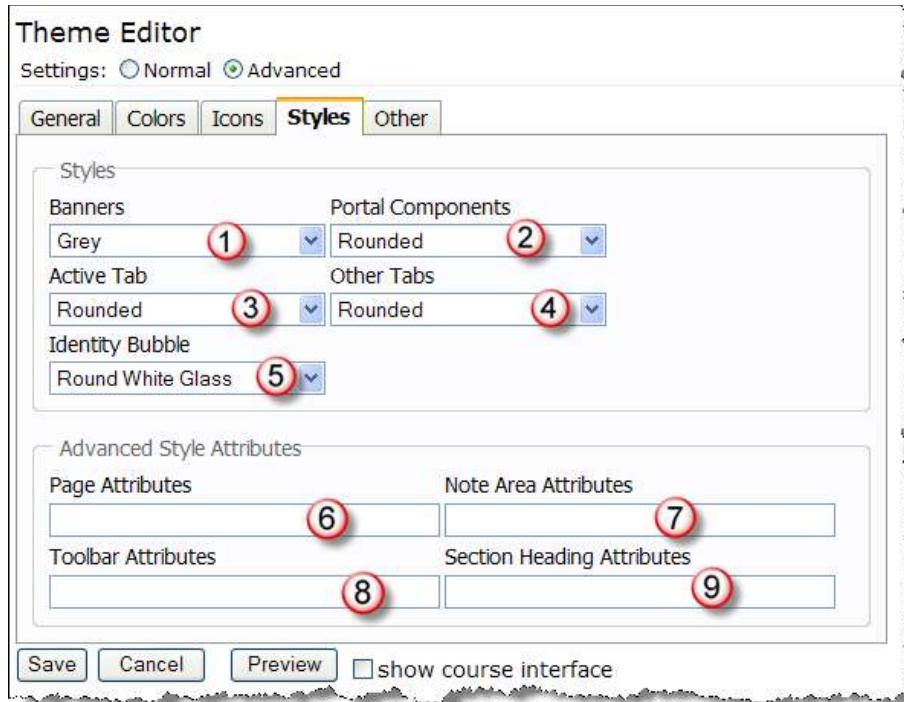
1. **Sidebar Buttons.** Settings for the buttons on the Power Strip.
2. **Map Icons.** Settings for the navigation guide.
3. **Nugget Icons.** Settings for nugget icons.
4. **Tab Icons.** Settings for tab icons.



Note: Click the **Advanced** radio button to show more options.

Styles Tab

The Styles tab consists of Styles and Advanced Style Attributes.



1. **Banners.** Specifies a unique image banner for your course.
2. **Portal Components.** Specifies a unique image on your portal components.
3. **Active Tab.** Specifies the style of the active tab in a course/group.
4. **Other Tabs.** Specifies the style of nonactive tabs in a course/group.
5. **Identity Bubble.** Specifies the color surrounding the name (identity) bubble.
6. **Page Attributes.** Specifies CSS attributes for a page.
7. **Note Area Attributes.** Specifies CSS attributes for the notes in a course/group.
8. **Toolbar Attributes.** Specifies CSS attributes for the toolbars within a course/group.
9. **Section Heading Attributes.** Specifies CSS attributes for the section heading of a course/group. This is the title displayed in the upper-right corner in a course/group.



Note: Click the **Advanced** radio button to show more options.

Other Tab

The Other tab provides an area to specify imported stylesheets and any custom CSS you want to add for your theme.



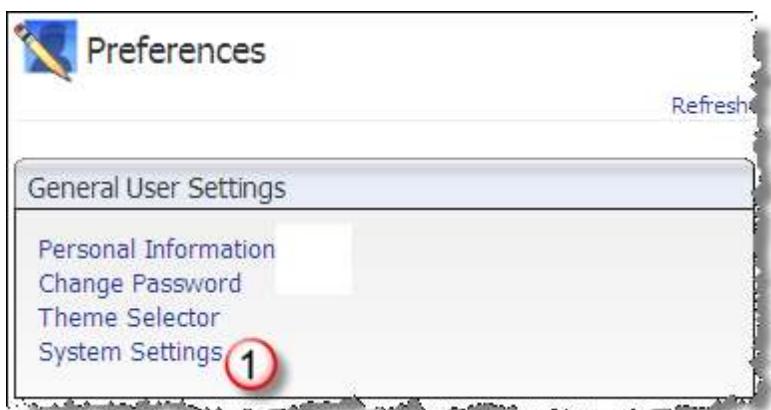
Note: Click the **Advanced** radio button to show more options.

System Settings

The **System Settings** option allows you to customize your mail settings, configure ANGEL to send a copy of all course mail to an Internet e-mail account, select your user level of expertise based on your comfort level with the ANGEL system, and specify your local drive settings.

To change your system settings, follow these steps:

1. **System Settings.** Click the **System Settings** hyperlink.



The System Settings page is displayed.

A screenshot of the "System Settings" page. At the top left is the title "System Settings". Below it is a section titled "User Level" with three radio button options: "Beginner", "Intermediate", and "Advanced". The "Advanced" option is selected and highlighted with a red circle containing the number 2. Next is a section titled "Local Drive Settings" with four dropdown menus for "CD ROM", "DVD ROM", "Floppy Drive", and "Hard Drive", each set to "default". A red circle containing the number 3 is placed over the "Hard Drive" menu. Below this is a section titled "Mail Settings" with a "Forwarding Address" input field and a "Forwarding Mode" dropdown menu set to "Do not forward my mail". A red circle containing the number 4 is placed over the "Forwarding Address" field, and a red circle containing the number 5 is placed over the "Forwarding Mode" dropdown. At the bottom are "Save" and "Cancel" buttons.

2. Select the **User Level** that best fits your ANGEL expertise:
 - **Beginner** level provides helpful notes and descriptions of most links used throughout the ANGEL environment. This option is appropriate if you are new to the ANGEL environment.
 - **Intermediate** level eliminates most of the link descriptions, making the pages more compact and easy to navigate. If you are comfortable in the ANGEL environment, you may elect to use the intermediate level.
 - **Advanced** level provides access to advanced settings by starting editors in Advanced mode. Descriptions are removed.
3. **Local Drive Settings.** ANGEL allows instructors to create course content that relies on locally stored media (for example, links to high-resolution images distributed to students on CD-ROM).

Use the **Local Drive Settings** to inform ANGEL which drives access which type of media. If your course content relies on locally delivered media, map the drive types to the appropriate drive letters on your local computer.

4. **Forwarding Address.** Enter your preferred e-mail address. It is suggested that you use the same e-mail address as that provided by your institution. The sender of an ANGEL mail message can choose to send a copy of the message to the e-mail address you've provided.



Note: Forwarding your mail is a global setting, meaning that your mail for all your courses and all of your community groups is forwarded to the address you specify.

5. **Forwarding Mode.** ANGEL has the capability to send and receive mail. By default, any mail that you send to or receive from students resides inside the course environment. However, you can alter your course mail settings to instruct ANGEL to forward your course mail to an Internet e-mail account.

Accessibility Options

This section provides an overview of ANGEL accessibility features for users who may be accessing the site with screen reader software.



Reference: The ANGEL user interface includes a number of useful navigational elements. See "Navigating ANGEL" for details on the features and use of the main ANGEL interface.



Video: ["Navigate in ANGEL."](#)

Accessibility Menu

The **Accessibility Menu** allows users to create accessibility profiles to configure the system to better meet their needs and preferences. Once activated, the profile choice is stored in a cookie so that the setting will persist even after the user logs out of the system.

Accessibility Menu

1 Active Profile
No profile is currently active.

2 My Profiles
Tom Washington Personal profile

3 Standard Profiles
Ariad Red / Green

Clicking the “508” icon launches the Accessibility Menu.

4 Create a Profile
Profile Name Submit

5 Upload a Profile
Profile Name
ACLOP File Browse
Submit

- Active Profile.** If an accessibility profile is currently active it will be noted here. Additionally, a link labeled **Restore system defaults** appears. Clicking this link deactivates the active profile and restores the site's default settings.
- My Profiles.** Any user can create one or more custom accessibility profiles. For example, a user may have very low vision and prefer to access sites using screen readers, but also want a profile for when such software is not available.
- Standard Profiles.** Your school may create custom profiles and make them publicly available even to guest users of the site. If so, these profiles will appear in this section. While standard profiles can be used by anyone, they can be created and edited only by system administrators.
- Create a Profile.** From here, you can create a new custom accessibility profile. Simply enter a profile name in the provided textbox, click the **Submit** button, and answer the questions in the wizard pages that follow.
- Upload a Profile.** The accessibility profile tool is based on the IMS ACCLIP accessibility specification. If you have an ACCLIP profile document, you can use your existing file to create a new ANGEL accessibility profile. To do so, simply enter a profile name, browse for the ACCLIP file on your local computer, and click the **Submit** button.

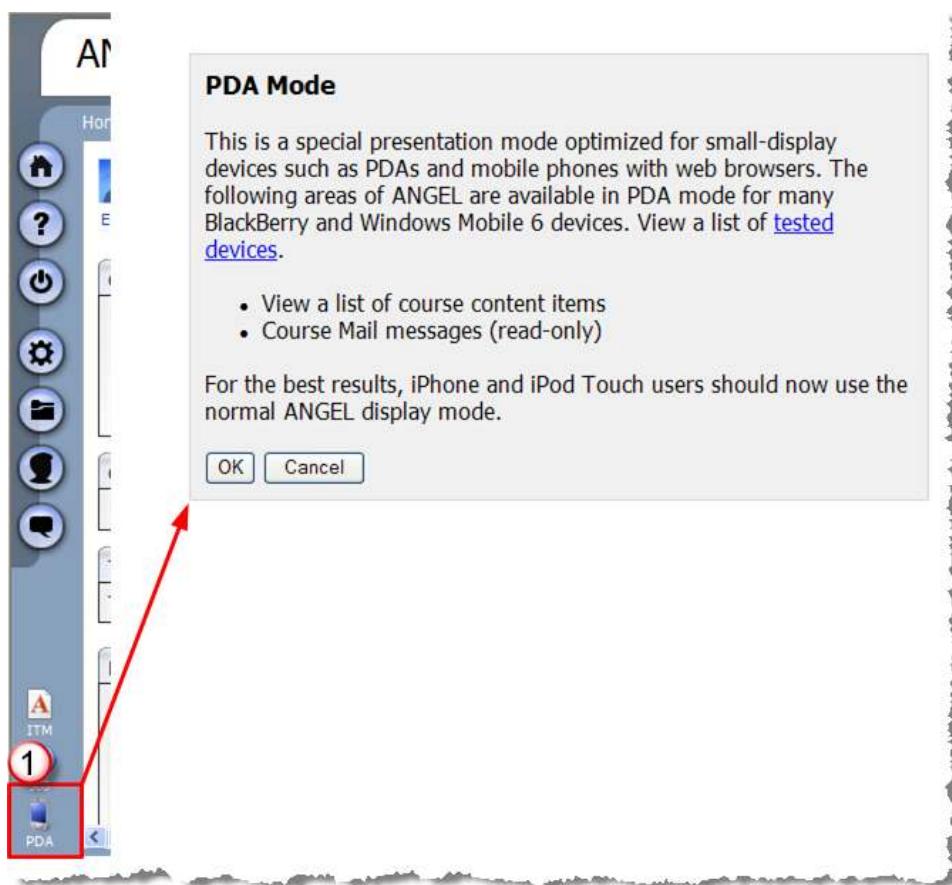
PDA Mode

ANGEL's PDA mode is a special presentation mode optimized for small-display devices such as mobile phones and PDAs. PDA mode supports a limited ANGEL feature set:

- Course Mail Messages (read-only)
- View a list of course content items

Other ANGEL features are currently not supported in PDA mode.

To load PDA mode, click the PDA icon in the lower-left portion of the screen (see 1 below). A message appears, outlining the purpose of PDA mode and providing a linked list of tested devices.



ANGEL's PDA mode works with many BlackBerry and Windows mobile browsers. The following devices and firmware versions have been tested:

- BlackBerry® 8900 Curve™ (v4.6.1.75)
- BlackBerry® Storm™ Verizon Wireless (v4.7.0.75)
- Windows Mobile 6.1 - Internet Explorer Mobile 6



Note: Apple® iPhone and iPod Touch users should use the normal ANGEL display mode.

Adding Content In the Lessons Tab

The Lessons tab is where course materials, assessments, and assignments are located. Course content items may be added directly to the root level of the Lessons tab, or they may be added to folders or subfolders. The Lessons tab provides tools to populate, manage, and configure your Lessons tab, listed in a row beneath the page title.

Sample Course

Course Calendar Lessons Resources Communicate Report Automate Manage

Home > Course > Lessons

Lessons

Add Content Rearrange Reports Utilities Submissions Preferences

1 2 3 4 5 6

Manage content by adding and configuring learning objects

✓ Organize your content into folders for lessons, modules or other logical groupings
✓ Assess comprehension, give quizzes or exams, or drill students on content using assessments
✓ Increase collaboration and discussion with Wikis, Blogs, or Discussion Forums
✓ Import content from textbook publishers or from local repositories

LESSONS

The options are illustrated and described below:

1. **Add Content.** Takes you to a page displaying the various types of content you may add to your Lessons page. To add an item, simply click its icon or name.
2. **Rearrange.** Shifts the screen into drag-and-drop mode so you can easily rearrange the order in which the content appears on the Lessons page.
3. **Reports.** Provides Activity and SCORM reports showing you how many times and when your students have accessed the Lessons tab.
4. **Utilities.** Connects you to the Associated Files manager where you will see the files associate to this level of the Lessons page.
5. **Submissions.** Provides a way to view or export submission data for that item.
6. **Delete.** Provides a tool for deleting all user-specific submission data within a course along with the ability to quickly delete selected content from your course.
7. **Preferences.** Loads the Navigation Menu, Default Access Settings, and Advanced Settings for the Lessons tab.



Note: The **Delete** link only appears if you have enabled **Top-level Delete Menu** via the **Preferences** link.

Content Item Tools

Similar to the Lessons tab, every content item has a menu of options that appears when you move your mouse over the content item. Use this menu to make changes. (Note that students do not have access to this menu.)

The screenshot shows the 'Lessons' tab selected. A 'Pre-Assessment Exam' item is listed. A mouse cursor is hovering over the 'Pre-Assessment Exam' item, which has a context menu open. The menu items are: Add Content, Rearrange, Reports, Utilities, Submissions, Delete, and Preferences. Below the menu, there is a note: 'Let's find out your strong and weak points' followed by links for settings, reports, utilities, submissions, and delete. At the bottom of the menu, there are five numbered circular buttons labeled 1 through 5.

1. **Settings.** Change the settings of the item.
2. **Reports.** Build and generate reports about the item.
3. **Utilities.** Perform specific functions with the item.
4. **Submissions.** Access submission functions with the item.
5. **Delete.** Delete the item.

 **Note:** Only the information related to the particular item will appear when you select one of the menu items under the content item.

Rearranging the Layout

The rearrange utility provides the ability to rearrange the layout of the content under the Lessons tab or within any Folder and allows you to rearrange folders and content on the Lessons tab.

To use the rearrange tool:

The screenshot shows the 'Lessons' tab selected. A 'Get to Know You Survey' item is listed. A mouse cursor is hovering over the 'Get to Know You Survey' item, which has a context menu open. The menu items are: Add Content, Rearrange, Reports, Utilities, Submissions, Delete, and Preferences. Below the menu, there is a note: 'Brad, take this survey first.'

1. Click the **Rearrange** hyperlink located on the Lessons tab, or within the folder containing the material you want to rearrange. The rearrange utility appears.

Lessons

Rearrange

Instructions: Organize the items in the list by clicking and dragging them.

Get to Know You Survey

Podcasts

Unit 1: Capitalism -- Find a need and fill it!

2 Pre-Assessment Exam

Unit 2: Building a better mousetrap

Unit 3: What to do with the mice?

3

Save Cancel

2. Select the item you wish to move and drag it to the desired location.
3. Click the **Save** button when all items are in the correct order.

Accessing Reports

In this section we'll cover only those reports available directly from the Lessons tab or from within the various content items. Note that some reports are only available for certain content types. In all cases, the reports are accessed via a Reports link in the submenu of the Lessons tab or the content item.



Reference: All ANGEL reports (including dozens of other valuable reports) are available via the Report tab. See "Report Tab" for information and instructions on how to use those reports.

Activity Summary

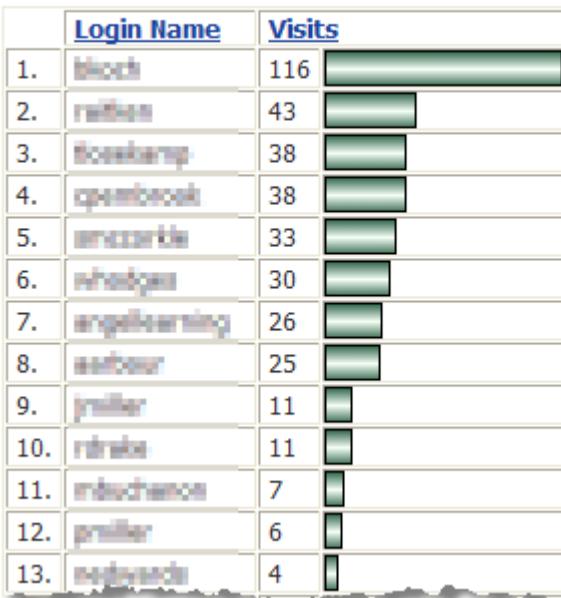
The Activity Summary provides a report that tabulates which users have accessed an item and how many times they have accessed the item. The Activity Summary report is available for the Lessons tab and all content types.

To view the activity summary:

1. From within your ANGEL course click on the **Lessons** tab.
2. Click the **Reports** hyperlink found on the **Lessons** tab, or on the desired content item. You'll see the **Reports Menu** page.
3. Click the **Activity Summary** hyperlink. The activity summary page appears on the screen. Graph bars give a visual indication of the number of times each student has accessed the content item. The activity summary report, by default, is organized alphabetically by username.

Lessons

Reports > Activity Summary



4. To sort the columns, simply click the **Login Name** or **Visits** hyperlinks. When finished viewing the activity summary, click the **Done** button.

SCORM Reports

SCORM reports provide a view of student activity on a SCORM content item. The SCORM report will not show any results for non-SCORM content items. SCORM reports are available only from the Lessons tab and from SCORM content.

To view SCORM reports:

1. From within your ANGEL course click on the **Lessons** tab.
2. Click the **Reports** hyperlink found on the **Lessons** tab, or on the desired content item. You'll see the **Reports Menu** page.
3. Click the **SCORM Reports** hyperlink (located in the toolbar). The SCORM Report list appears.

Full Name	Username	Activities
Dillow, Debbie	ddillow	Activities
Dillow-Faculty, Deb	ddillow5712	Activities
Longardner, Hailey	peanut	Activities
Swenby, Samantha	pumpkin	Activities

4. Click the Activities hyperlink review the report. Your report provides breakdown of SCORM Content Objects and how the user performed against it (total time, score, status, etc.)

Activity Detail Reports

The Activity Detail report provides detailed information concerning student's access and use of course content. The report information varies dependent upon the content type. Activity Detail reports are available for all content items. They are not available from the Lessons tab.

To view an activity detail report:

1. From within your ANGEL course, click the **Lessons** tab.

2. Navigate to the content item to view the activity detail.
3. Click the **Reports** hyperlink (located in the toolbar).
4. Click the **Activity Detail** hyperlink. The Activity Detail report appears.
5. When finished reviewing the activity detail report, click the Done button.

The information delivered by the Activity Detail report varies based on the content type being reported against. Possible fields are:

- **Login Name.** Unique name for each user in ANGEL 8.0.
- **Visits.** number of visits to the content item
- **Rights.** The course rights for the user that accessed the content item.
- **Date.** The date and time the user accessed the content item.
- **Details.** The unique object_id for the content item with a description of what was accomplished. Details are available for items with submission data such as Assessments or Surveys.

Not all of the fields make sense for all content types. For example, for Folders there are only two columns, Login Name and number of visits.

Lessons

[Reports](#) > Activity Summary

	Login Name	Visits
1.	block	116
2.	reilien	43
3.	thoekamp	38
4.	openbook	38
5.	smccarthy	33
6.	rhedgeon	30
7.	angelllearning	26
8.	seabour	25
9.	pmiller	11
10.	rahela	11
11.	mhuchance	7
12.	pmiller	6
13.	mpollock	4

But for Assessments there is information concerning this content item, such as delivered, submitted or reviewed. Delivered indicates that the content item has been delivered for the student to take. Submitted indicates that the content item has been submitted and Reviewed indicates that the student reviewed the content item.

	<u>Login Name</u>	<u>Rights</u>	<u>Date</u>	<u>Details</u>
1.	[REDACTED]	Course+Editors	12/1/2008 10:07:04 AM	
2.	[REDACTED]	Course+Administrators	11/28/2008 2:11:38 PM	
3.	[REDACTED]	Course+Editors	11/25/2008 3:47:30 PM	
4.	[REDACTED]	Course+Editors	11/24/2008 9:16:57 PM	
5.	[REDACTED]	Course+Editors	11/18/2008 10:18:53 AM	[3E6607737CEA431A825BFE2627AF8E60] Delivered Question Set bfb8-66abfebbd9e7]
6.	[REDACTED]	Course+Editors	11/18/2008 10:18:53 AM	[3E6607737CEA431A825BFE2627AF8E60] Delivered
7.	[REDACTED]	Course+Editors	11/18/2008 10:18:53 AM	
8.	[REDACTED]	Course+Editors	11/18/2008 10:18:53 AM	

Item Analysis Reports

Item Analysis reports provide detailed analysis for Assessments and Surveys only.

To view an Item Analysis report:

1. From within your ANGEL course click the **Lessons** tab.
2. Navigate to the desired Assessment or Survey item.
3. Click the **Reports** hyperlink (located in the toolbar).
4. Click the **Item Analysis** hyperlink. The **Item Analysis** report appears.
5. When finished reviewing the activity detail report, click the **Done** button.



Note: Assessments and Survey offer slightly different versions of the Item Analysis report. Each has been tuned to deliver the best possible combination of statistics for the available question types and the type of data expected for each content item.

Utilities

Clicking the Utilities hyperlink displays a list of available utilities for both Lessons tab and specific content items. Note that some content items offer utilities specific to that content type. The table below details the availability of the utilities.

	Associated File Manager	Move Item	Copy Item	Export Item to Zip	LOR Item Usage	Subscribe	Re-Upload File	Convert Quiz to Assessment	Email Survey
Lessons tab	Yes								
Assessment	Yes	Yes	Yes	Yes	Yes				
Blog	Yes	Yes	Yes	Yes	Yes				
Course Syndication Folder	Yes	Yes	Yes	Yes	Yes				
Discussion Forum	Yes	Yes				Yes			
Drop Box	Yes	Yes	Yes	Yes	Yes				
File	Yes	Yes	Yes	Yes	Yes		Yes		
Folder	Yes	Yes	Yes	Yes	Yes				
Game	Yes	Yes	Yes	Yes	Yes				
Link	Yes	Yes	Yes	Yes	Yes				
Page	Yes	Yes	Yes	Yes	Yes				
Quiz	Yes	Yes		Yes				Yes	
Section Header	Yes	Yes	Yes	Yes	Yes				
Survey	Yes	Yes	Yes	Yes	Yes				Yes
Wiki	Yes	Yes	Yes	Yes	Yes				

Associated File Manager

The Associated File Manager has two options: Add Content and Download All. The Add Content option allows you to create, upload and organize files associated with any content item or Folder—including the Lessons tab. You may also download files. Note that the files are stored in separate directory folders—each specific to the content item.

Add Content

The Add Content link takes you to a page where you have four options: Create a Folder, Create a File, Upload Files, and Drag-n-Drop. Each option is covered in the following sections.

Use Folders within the Associated Content Manager to organize the files associated with the Lessons tab or with any given content item.

To create a folder as an associated file:

1. From within your ANGEL course click the **Lessons** tab.
2. Click the **Utilities** link from the Lessons tab or from within the desired content item. The utilities menu appears.
3. Click the **Associated File Manager** hyperlink.
4. Click the **Add Content** hyperlink.
5. Click the **Create a Folder** hyperlink.
6. Type a title in the Folder Name field.
7. Click the **OK** button.

The **Associated Files** screen appears showing the newly created folder. To place content into the created folder, click the folder title and then click the Add Content hyperlink.

Creating a file within the Associated File Manager is much like creating a Page item within the Lessons tab. **To create a file as an associated file:**

1. From within your ANGEL course click the **Lessons** tab.
2. Click the **Utilities** link from the Lessons tab or from within the desired content item. The utilities menu appears.
3. Click the **Associated File Manager** hyperlink.
4. Click the **Add Content** hyperlink.
5. Click the **Create File** hyperlink.
6. Enter a name in the **File Name** field.
7. Compose the text and graphics of your message in the **File Contents** field. Note that you can also cut and paste content here from your word processor or from HTML documents.
8. Click the **OK** button.



Tip: When entering text into the file contents field, use the HTML Editor which allows you to design your page using a simple word processing style interface. This tool also allows you to embed images, hyperlinks, and other elements into your page.

To upload to your associated files directory:

1. Click the **Utilities** link from the Lessons tab or from within content item to which you want to associate files.
2. Click the **Associated File Manager** hyperlink. The associated files screen appears.
3. Click the **Add Content** hyperlink (located on the left side of the toolbar).
4. Click the **Upload Files** hyperlink. The File to upload screen appears.
5. Click the **Browse** button to select the file to upload. The Choose File dialog appears to select the file. Select your file and click the Open button.
6. Click the **Upload File** button. The Upload Successful page appears.

7. To continue uploading files, click the Upload **Another** File button.
8. When finished uploading files, click the **Done** button.
9. Click the Exit Associated Files button.

To drag-n-drop files to your associated files directory:

1. Click the **Utilities** link from the Lessons tab or from within content item to which you want to associate files.
2. Click the **Associated File Manager** hyperlink. The associated files screen appears.
3. Click the **Add Content** hyperlink (located on the left side of the toolbar).
4. Click the **Drag-n-Drop** hyperlink. The Drag-n-Drop target box appears. This is where you drag the files you wish to upload.
5. Drag the files and folders from your computer into the Drag-n-Drop window.
6. When finished, click the **Done** button.
7. Click the **Exit Associated** Files button.

Linking to Associated Files

You may link to content stored in the Associated Files directory via the Link content item type or via the hyperlink tool within the HTML editor.

To create a link:

1. Click the **Utilities** link from the Lessons tab or from within content item to which you want to associate files.
2. Click the **Associated File Manager** hyperlink. The associated files screen appears.
3. Locate and right-click directly on the hyperlinked name of the file and select **Copy Shortcut** (this process may vary depending on your preferred browser).
4. The previous steps copy the URL for the item stored in the Associated File Manager. You may then paste the stored link as the target for a **LINK** () content item. You may also paste the link in the HTML Editor using the **Web link** () option, thus allowing you to use it within Page items, Discussion Posts, etc.

Download All

The Download All option is part of the Associated File Manager. It allows you to download all the associated files for the Lessons tab or any individual content item as a compressed ZIP file. To download files associated with an item:

1. Click the **Utilities** link from the Lessons tab or from within content item to which you want to associate files.
2. Click the **Associated File Manager** hyperlink. The associated files screen appears.
3. Click the **Download All** link. You'll be presented with your browser's download dialog window.
4. Select **Save**
5. In the Save As dialog, choose a location where you want to save the file and click **Save**.

Move Item

The move item utility allows you to move content to another folder in your ANGEL Lessons area. This provides you with the opportunity to manage your content and move items as necessary.

To move content:

1. Point to the **Utilities** hyperlink (located underneath the name of the content item).
2. Click the **Move Item** hyperlink. A page with a list of your folders displays.
3. Click the hyperlink title of the folder you where you want to move the item. Your content item is moved to the designated folder.

Copy Item

The Copy Item utility allows you to make a copy of an item in your course, and place the copy in course to which you have editor rights.

To copy content:

1. Click (or hover over) the content item you wish to copy.
2. Click the **Utilities** hyperlink.
3. Click the Copy Item hyperlink.
4. From the Copy Item page, select the destination Course/Group to which you'd like to copy the selected item.
5. Select a destination folder:
 - **Lesson Directory.** Puts the copied file at the top of the Lessons directory in the target course/group.
 - **Existing folder.** Puts the copied file in an existing folder of your choice in the target course/group.
 - **New folder.** Puts the copied file in a new folder in the target course/group that you can name.
6. Click **Copy**. Your content item is copied to the specified course or group.

Export Item to Zip

The Export Items utility allows you to export any content item to a zip file that may imported into any other course or shared with other instructors.

To export content:

1. Click (or hover over) the content item you wish to export.
2. Click to the **Utilities** hyperlink.
3. Click the **Export Item** hyperlink. This will queue your item for export and load the Export Progress panel.

Export Item

Show status and progress of your export item job

Export Progress

The item was successfully exported.

a

 \testfile1\content\exchangetesting\exports\179c0bad17c44b4e95f8c70afbb11ca1.zip

File Type: ANGEL Archive

Exports expire after 2 Months

Options

 [Return to the Lessons for this course](#)

4. To download the exported item, click the export item link (item **a** in the illustration above).
5. Select **Save**.
6. In the Save As dialog, choose a location where you want to save the file and click **Save**.

Subscribe

Subscribe is an option for Discussion items only. When you subscribe to a Discussion forum, all posts will be sent to your Internet e-mail account. This Subscribe link will only display if you have one of the mail forwarding options active that are set in your Personal settings. To subscribe to a Discussion forum:

1. Click (or hover over) the Discussion item to which you wish to subscribe.

2. Click to the **Utilities** hyperlink.
3. Click the **Subscribe** hyperlink. You are now subscribed to that Discussion forum.
4. Click **Done**. From the Copy Item page, select the destination Course/Group to which you'd like to copy the selected item.



Note: When you click **Subscribe** the link changes to an **Unsubscribe** link. You guessed it, this is how you then unsubscribe from the Discussion forum.

Re-Upload File

The Re-Upload utility is only available for File content items. It allows you to re-upload and replace the file used to create a File item. To Re-Upload a file:

1. Click (or hover over) the File item to which you wish to update.
2. Click to the **Utilities** hyperlink.
3. Click the **Re-Upload** hyperlink.
4. Click **Browse** and select the file you wish to upload.
5. Click **Open**.
6. Give the file item a new title if you desire.
7. Click **Upload File** button. You see the File Upload Results page.
8. Click **OK**.

Convert Quiz to Assessment

You may not create new Quizzes in ANGEL 8.0. Existing Quizzes will be imported and available for use, but they will automatically be converted to Assessments when moved to a new course. It is recommended that you convert Quizzes to Assessments immediately. You would only see this option if there were quizzes in your course from ANGEL 7.3 or earlier versions that were never converted.

Convert All Quizzes in a Course

You can convert all Quizzes to Assessments within your course via the Quizzes to Assessments & Surveys to Enhanced Surveys dialog, or via the Course Quiz migration tool found within the Utility menu on your Lessons tab.

When you first enter a course that still contains Quizzes, you'll be presented with a dialog asking you if you wish to convert your quizzes. You'll see this message every time you log into the course until all Quizzes are converted or removed from the course.

Quizzes to Assessments & Surveys to Enhanced Surveys



Convert Quizzes to Assessments & Surveys to Enhanced Surveys

- Quizzes have been fully replaced by Assessments in Angel 7.4.
- Students may not access nor submit Quizzes.
- Students with pending Quiz or Survey submissions will need to resubmit as an Assessment or Enhanced Survey.
- To prevent creation of duplicate Assessments, Quizzes that have already been converted to Assessments should be deleted prior to running this utility.
- Original Quizzes are deleted during the conversion process.
- Individual Quizzes can be converted via the "Convert Quiz to Assessment" tool found on the Quiz's Utility menu.
- All Quizzes can be converted at once via the Course Quiz Migration tool found in Lessons > Utilities.

[Convert all my Quizzes now](#)

[I'll convert them later](#)

To convert using the dialog, click the **Convert all my Quizzes now** button.

To convert Quizzes to Assessments using the Lessons tab utility:

1. Log into your ANGEL course and click the **Lessons** tab.
2. Click the **Course Quiz and Survey Migration** link.
3. Click **OK** on the confirmation dialog.

Your Assessments are created as a copy of your Quizzes.

Convert Quizzes Individually

ANGEL allows you to convert your Quizzes to Assessments on an ad hoc basis as well. To convert individual Quizzes:

1. Click (or hover over) the Quiz item to which you wish to subscribe.
2. Click to the **Utilities** hyperlink.
3. Click the Convert Quiz to Assessment hyperlink.
4. Click **OK** in the confirmation dialog.

Your Assessment is created as a copy of your Quiz.



Note: You may want to disable or delete your Quizzes after they've been converted to Assessments.

Email Survey

The Email Survey utility is only available for Survey content items. It allows you to email a link to a course survey via Course Mail. To email a Survey:

1. Click (or hover over) the Survey item to which you wish to email.
2. Click to the **Utilities** hyperlink.
3. Click the **Email Survey** hyperlink. The Compose Message screen appears.

4. Click the **To:** button and select users who will receive the link to the Survey.
5. Edit the message as desired.
6. Click **Send**.

Submissions

Clicking the **Submissions** hyperlink displays a list of submission functions that can be used for the content item and available utilities vary by content type. The options available under the Submissions menu vary by content type, and not all content types offer options. The following table summarizes the functions available by content type:

	<i>Grade by Questions</i>	<i>View, Grade or Delete Submissions</i>	<i>Pending Items</i>	<i>Export Response Statistics</i>	<i>Export Submission Data</i>	<i>Grade Forum</i>	<i>Download Submissions</i>	<i>View Posted Submissions</i>	<i>Export Posted Submissions</i>
Lessons tab									
Assessment	Yes	Yes	Yes	Yes	Yes				
Blog									
Course Syndication Folder									
Discussion Forum						Yes			
Drop Box		Yes			Yes		Yes		
File								Yes	Yes
Folder									
Game									
Link								Yes	Yes
Page								Yes	Yes
Quiz	Yes	Yes	Yes		Yes				
Section Header									
Survey		Yes	Yes	Yes	Yes				
Wiki									

Grade by Question

The Grade by Question feature allows for blind grading of ungraded responses. The grading is done one question at a time moving through all ungraded responses before moving to the next question.

To grade by question:

1. Log into your ANGEL course and click the **Lessons** tab.
2. Click (or hover over) the Assessment with questions you wish to grade.
3. Click the **Submissions** hyperlink
4. Click the **Grade by Question** hyperlink. The Grade by Question page appears.
5. Select the question responses you wish to grade by clicking the hyperlinked number under **Ungraded Submissions**. The questions page appears along with the response with fields for scoring and comments.
6. Grade the responses by placing a point value in the **Score** field and any feedback in the **Comments** field.
7. Click the **Continue** button when finished.

View, Grade or Delete Submissions

The View, Grade or Delete utility provides an easy way to manage and grade student submissions to Assessments, Drop Boxes, Quizzes or Surveys. To view, grade or delete submissions:

1. Log into your ANGEL course and click the **Lessons** tab.
2. Click (or hover over) the item for which you wish to view, grade or delete submissions.
3. Click the **Submissions** hyperlink.
4. Click the **View, Grade or Delete** hyperlink. The View Grade or Delete page appears.

The screenshot shows the Blackboard Assessment Submissions interface. At the top, there's a header with 'Assessment' and 'Submissions > Submissions'. Below it is a 'Display Filters' section with two date pickers for 'Submitted after' (February 17, 2009) and 'Submitted before' (February 20, 2009), and buttons for 'Apply Filter' and 'Clear Filters'. A red circle labeled 'a' is around the 'Apply Filter' button. Below the filters is a link 'Item Analysis' with a red circle labeled 'b'. The main area is a table titled 'User' with columns: User, Question Points, Submission Score (100 pts), Submitted, and IP Address. The table contains seven rows of student submissions. A red circle labeled 'c' is around the first row. At the bottom right of the table, it says 'Items 1 To 7 of 7'.

User	Question Points	Submission Score (100 pts)	Submitted	IP Address
[Redacted]	100 of 100	100% (100 pts)	2/19/2009 4:13:58 PM	172.33.70.130
[Redacted]	0 of 100	0% (0 pts)	2/20/2009 4:13:45 PM	172.33.70.130
[Redacted]	0% (0 pts)	2/18/2009 7:24:27 AM	172.33.70.130	
[Redacted]	0% (0 pts)	2/18/2009 6:41:36 AM	172.33.70.130	
[Redacted]	0% (0 pts)	2/18/2009 6:19:24 AM	172.33.70.130	
[Redacted]	0% (0 pts)	2/17/2009 11:18:44 AM	172.33.70.130	
[Redacted]	0% (0 pts)	2/17/2009 10:17:08 AM	172.33.70.130	

- a. **Display filters** allow you to fine tune your view of the submissions
- b. The **Item Analysis** hyperlink loads the Item Analysis report.
- c. The **View, Grade, Delete** utilities are listed for each student submissions.



Note: If you are using the "Terms" or "7.4" Gradebook, you will also be able to access the grading screen seen in "View/Grade/Delete" view when using the Grading Grid or the Submissions Manager.

View Submissions

To view submissions:

1. Click the **View** button next to the student submission you wish to view. You are provided with a view of the student's submission with the graded items and items that need to be manually graded.



Pre-Assessment Exam

Lets find out your strong and weak points
[Submissions > Submissions > View](#)

Submitted by Koch, Brad (bkoch) on 3/16/2009 10:46:21 AM

Points Awarded	0.00
Points Missed	0.00
Points Ungraded	10.00

- ✓ 1. What is the value of Pi?

3.14

Points Earned: 0.0/0.0

Correct Answer(s): 3.14159265

- 2. Why is geometry important to you?

In case I'm ever on a ga

Points Earned: ?/10.0

2. When finished viewing, click the **Continue** button.

Grade Submissions

To grade submissions:

1. Click the **Grade** button next to the student submission you wish to view. You are provided with a view of the student's submission with the graded items and items that need to be manually graded.
2. When finished viewing, click the **Save** button.



Tip: Items that have not been graded are easily spotted by a blue pencil icon next to the Points Earned field. Items that have already been graded have either a green checkmark icon or a red X icon denoting whether the question was answered correctly or incorrectly.

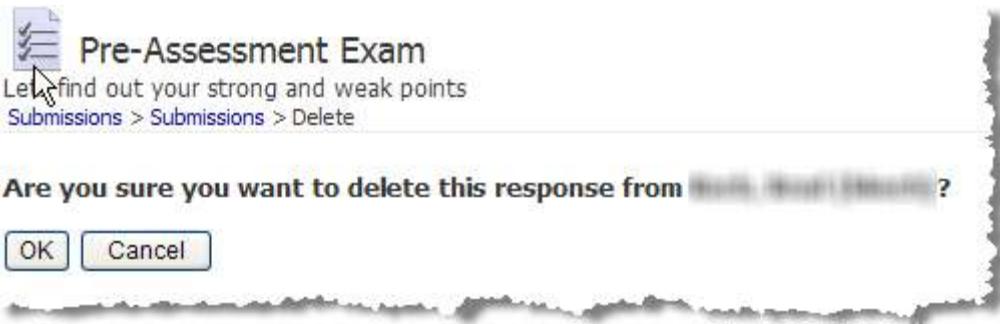


Note: If your Assessment has a combination of graded and ungraded questions, you can select the **Hide Graded Items** checkbox, allowing you to quickly grade those ungraded questions manually.

Delete Submissions

To delete a student's submission:

1. Click the **Delete** button next to the student's submission you wish to delete. The Delete confirmation message appears.



2. Click **OK** to delete the student's submission, or click **Cancel** to cancel deletion of the student submission.

Pending Items

Pending Items are assessments or surveys that have been delivered to the student but not completed. The student may have saved their answers to continue later, or lost their internet connection while taking the assessment or survey. This area provides information to the instructor who can optionally delete the pending item and allow the student to retake the assessment or survey.

To view pending items:

1. Log into your ANGEL course and click the **Lessons** tab.
2. Click (or hover over) the Assessment or Survey you in which you want to view pending submissions.
3. Click the **Submissions** hyperlink.
4. Click the **Pending Items** hyperlink. A list of pending items displays showing the user and the date/time started.
5. To view the pending item, click the **View** button.
6. To submit the pending item, click the **Submit** button.
7. To delete the pending item, click the **Delete** button.

Export Response Statistics

Assessments and Surveys allow you to export student response statistics for analysis via external programs.

To export response statistics for assessments or surveys:

1. Log into your ANGEL course and click the **Lessons** tab.
2. Click (or hover over) the Assessment or Survey you in which you want to export response statistics.
3. Click the **Submissions** hyperlink.
4. Click the **Export Response Statistics** hyperlink. A screen with export configuration options will appear.
5. Configure the **File Format** options and select the **Information to Export**.
6. Click the **Export** button. Your browser will present you with a Save dialog.
7. Click the **Save** button.
8. Choose a location for the file and click **Save**
9. Click **Done**.

Export Submission Data

Assessments, Drop Boxes, Surveys and legacy Quizzes allow you to export student submission data for analysis via external programs.

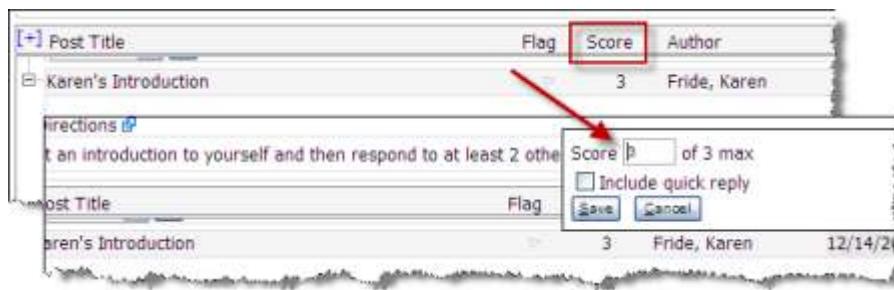
To export response statistics for assessments or surveys:

1. Log into your ANGEL course and click the **Lessons** tab.
2. Click (or hover over) the Assessment or Survey you in which you want to export response statistics.

3. Click the **Submissions** hyperlink.
4. Click the **Export Submission Data** hyperlink. A screen with export configuration options will appear.
5. Configure the **File Format** options and select the **Information to Export**.
6. Click the **Export** button. Your browser will present you with a Save dialog.
7. Click the **Save** button.
8. Choose a location for the file and click **Save**
9. Click **Done**.

Grade Forum

A number of factors can be used to grade a discussion forum. Rubrics can be set up to automatically add one grading factor. The instructor can apply a score to any post by clicking within the **Score** column. A maximum score for each post can be set when applying settings to the forum.



A peer review score can also be applied to posts, if applicable.



These factors can all be considered when applying a grade for any student.

1. To grade a discussion forum, go to **Submissions > Grade forum**. If using the Terms Gradebook, you can also go to **Manage > Gradebook > Grading Grid**



2. On the following screen, all factors are noted so that a grade can be applied.

Introduce yourself								
Grade Forum								
User name	Total Posts	Posts	Replies	Peer replies	Average Peer Rating	Earned / Possible / %	Gradebook Grade (#/100)	Comments
Fride, Karen (kfride)	2	1	1	1	5	8.76 / 10 / 87.6%	<input type="checkbox"/>	View Grading Rubric
Hill, Sandra (billsh...)	0	0	0			0.00 / 0.00 / 0.0%	<input type="checkbox"/>	

- In this example, the student has 2 posts: one "top-level" post and one replies.
- One classmate has replied to a post
- The average score from peers is 5.
- The Earned/Possible/ % column shows that the student received 8.76 (Earned) out of a Possible 10 points for a Percentage of 87.6%. This is based on the Instructor entering a "Score" for each post made by the student.
- Comments** allows for the instructor to add any additional comments about the posts.

You can consider all of these in entering a Grade in the Gradebook Grade column.

- You can read all posts from one student by clicking the student's name.

- To submit the grades so that they will be entered into the Gradebook, click **Submit Grades**. You can also export the grades to a spreadsheet ([Export page](#)).

Download Submissions

The Download Submissions allows you to download items that have been submitted to a drop box and grade the item outside of ANGEL.

To download submissions:

- Log into your ANGEL course and click the **Lessons** tab.
- Click (or hover over) the Drop Box for which you want to download submission for offline grading.
- Click the **Submissions** hyperlink (located underneath the drop box name).

4. Click the **Download Submissions** hyperlink. The download submissions page appears.

Download Submissions
Utilities > Download Submissions

Instructions: Select which submissions to download and click the download button to zip and save the files to your computer. Unzip the files and double click "Grade.htm". Fill in the grade information and submit the form to finish.

Download...
All submissions (2 items) ▾

Download Cancel

5. Select ungraded submissions or all submissions from the **Download** drop-down list.
6. Click the **Download** button to zip and save the files to your computer.
7. Unzip the files using a zip utility program. Click on the **Grade.htm** file. The Grade Form appears.



Note: Located on the left, links to all submissions by student name are displayed. The top right section is the grading form. When you select a specific student's submission by clicking the link to the left, the file name appears in the lower-right section so you can view the submission.

Introduction Drop Box
created 3/8/2006 3:39:30 PM | [refresh grade form](#)

Submissions

1. [Hailey Longardner-Instructor \(peanut\)](#)
2/15/2006 2:41:33 PM
Sample Assignment

2. [Samantha Swenby-Student \(pumpkin\)](#)
2/15/2006 2:44:55 PM
Test Drop Box

Grade Form
Maximum Points: 100

1. Hailey Longardner-Instructor (peanut) submitted 2/15/2006 2:41:33 PM
Grade: 98 Feedback: [Browse...](#)

2. Samantha Swenby-Student (pumpkin) submitted 2/15/2006 2:44:55 PM

File and Folder Tasks

- Rename this file
- Move this file
- Copy this file
- Publish this file to the Web
- E-mail this file
- Print this file
- Delete this file

Halley Longardner-Instructor 2-15-2006
Grade.htm 1 KB HTML Document

Samantha Swenby-Student 2-15-2006
list.htm 1 KB HTML Document

title.htm 2 KB HTML Document

form.htm 4 KB HTML Document

8. Type the grade in the **Grade** field.
9. Use the **Browse** button to browse your computer if you wish to provide a feedback file to the student.
10. Enter feedback directly in the textbox.
11. When you have completed grading the submissions, click the **Submit** button (located at the bottom of the Grade Form). The processing request information appears in the lower portion of the Grade Form.

Introduction Drop Box

created 3/8/2006 3:39:30 PM | [refresh grade form](#)

Submissions <ul style="list-style-type: none"> 1. Hailey Longardner-Instructor (peanut) 2/15/2006 2:41:33 PM Sample Assignment 2. Samantha Swenby-Student (pumpkin) 2/15/2006 2:44:55 PM Test Drop Box 	Grade: <input type="text" value="85"/> Feedback: <input type="text"/> <input type="button" value="Browse..."/> <input type="checkbox"/> Send mail messages to users <input type="button" value="Submit"/> <p>Note: Only selected items will be submitted.</p> <p> Introduction Drop Box</p> <p>Processing request ...</p> <p>processed (peanut) 2/15/2006 2:41:33 PM processed (pumpkin) 2/15/2006 2:44:55 PM</p> <p>Finished</p>
---	--

View Posted Submissions

When creating course content, you may find that you want to include a form requiring input from your student. When you create this form, which can be done using standard HTML form tags, the student submits the requested information and it is recorded in ANGEL as a submission. See the HTML Editor reference for more information about using form elements with ANGEL content items.

To view posted submissions in a Page, Link, or File item:

1. Log into your ANGEL course and click the **Lessons** tab.
2. Point to the **Submissions** hyperlink (located underneath the name of the content item).
3. Click the **View Posted Submissions** hyperlink. The submissions list appears.

Page

Utilities > Submissions

User ID	Submitted
Smith, Joe	3/19/2009 10:26:02 AM

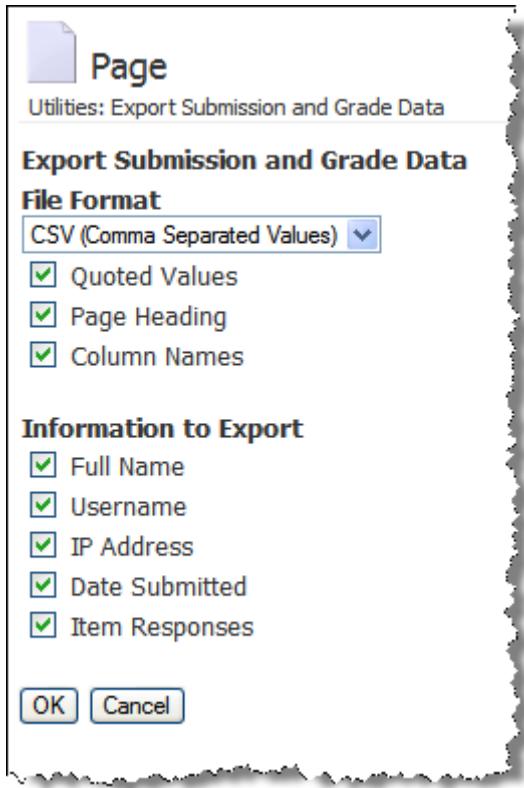
4. Click the **View** button to view the submission. Optionally, to delete a submission click the **Delete** button.
5. When finished reviewing the submissions, click the **Done** button.

Export Posted Submissions

The Export Posted Submissions and Grade Data utility allows you to export posted submissions from a Page, Link, or File item.

To export posted submissions:

1. Log into your ANGEL course and click the **Lessons** tab.
2. Point to the **Submissions** hyperlink (located underneath the item name).
3. Click the **Export Posted Submissions** hyperlink. The Export Submissions and Grade Data page appears allowing you to select the items you wish to export.



4. Select the file format to export from the drop-down list.



Note: Export a submission item's data in a single format (comma separated value; .csv) that can be opened with a spreadsheet program (such as Microsoft Excel). The fixed length text (.prn) and tab delimited (.txt) file types may require some simple conversion to open in a spreadsheet program.

5. Select the checkbox next to the information you want to export.
6. Click the **Export** button. The File Export and File Download dialog box appears.
7. Click the **Save** button on the File Download dialog box. The Save As dialog box appears.
8. Type a file name in the **File** name field.
9. Click the **Save** button.
10. When the export is complete, click the **Close** button on the File Export dialog box.

Deleting Course Content and Files

ANGEL provides multiple levels of deletion. You may delete all course content and corresponding student submission data—or you may just delete the associated files. The Delete options for the Lessons tab as well as for the various content items are described below.

Batch Deleting

ANGEL allows you to quickly Delete desired data for every content item in the course. Before you can use the Lessons tab Delete function, you must enable it via the Preference link on the lessons tab.

To enable the Delete link at the Lessons tab level:

1. Log into your ANGEL course and click the **Lessons** tab.
2. Click the **Preferences** hyperlink.
3. Select the **Top-level Delete Menu** option.

4. Click **Save**.

With the Delete option enabled at the Lessons tab level, removing course items is simple:

1. Log into your ANGEL course and click the **Lessons** tab.
2. Click the **Delete** hyperlink. You'll be presented with the Lessons tab Delete menu.

The image shows a screenshot of the ANGEL Lessons tab Delete menu. The menu is titled "Lessons" and has a "Delete Menu" link. Below are eight options, each preceded by a red circle with a white letter:

- a **Delete All Access Logs**
Delete user access log information for all items
- b **Delete All User Completion Records**
Delete all user completion information for all items
- c **Delete All Drop Box Submissions**
Delete all user submissions to all Drop Box items
- d **Delete All Quiz Submissions**
Delete all user submissions to all Quiz items
- e **Delete All Survey Submissions**
Delete all user submissions to all Survey items
- f **Delete All Discussion Forum Postings**
Delete all postings to all Discussion Forum items
- g **Delete All Discussion Forum Replies**
Delete all replies to all Discussion Forum items, but not top-level postings
- h **Delete Sub-items**
Provides a checklist to delete one or more sub-items

A "Done" button is located at the bottom left of the menu.

- a. **Delete All Access Logs.** Delete user access log information for all items.
- b. **Delete All User Completion Records.** Delete all user completion information for all items.
- c. **Delete All Drop Box Submissions.** Delete all user submissions to all Drop Box items.
- d. **Delete All Quiz Submissions.** Delete all user submissions to all Quiz items.
- e. **Delete All Survey Submissions.** Delete all user submissions to all Survey items.
- f. **Delete All Discussion Forum Postings.** Delete all postings to all Discussion Forum items.
- g. **Delete All Discussion Forum Replies.** Delete all replies to all Discussion Forum items, but not top-level postings.
- h. **Delete Sub-items.** Provides a checklist to delete one or more sub-items.

Deleting Individual Content Items and/or Associated Data

Use the Delete hyperlink to remove an item from your course environment.

To delete an Item:

1. Click (or hover over) the content item you wish to delete.
2. Click the **Delete** hyperlink. The Delete Menu appears.



3. Click the **Delete this xxxx** hyperlink (where xxxx is the name of the content item) to remove the item, its contents, its files, and its data. A prompt appears asking you to confirm that you wish to delete the item permanently.
4. Click the **OK** button.



Note: When access to an item has been cached using the Tracking feature, you may wish to use Delete Access Logs to erase the access records to an item.

Deleting Access Logs



Caution: This process permanently deletes the item or data and cannot be recovered.

To delete records of when and by whom an item has been accessed:

1. Click (or hover over) the content item you wish to delete.
2. Click the **Delete** hyperlink. The Delete Menu appears.
3. Click the **Delete Access Logs** hyperlink. You are prompted that this permanently deletes the specific item or data and if you want to continue.
4. Click the **OK** button. A records affected message appears at the top of the delete menu showing how many records were altered.

Deleting Associated Files

When files are associated with an item you may want to delete these associated files removing the association with the content item.

To delete associated files:

1. Click (or hover over) the content item you wish to delete.
2. Click the **Delete** hyperlink. The Delete Menu appears.
3. Click the **Delete Associated Files** hyperlink. A prompt appears asking you to confirm that you want to delete the data permanently.
4. Click the **OK** button. A records affected message appears at the top of the delete menu showing how many records were altered.

Deleting Sub-items from a Folder

At the Folder level you may want to delete certain sub-items within a folder while retaining other sub-items.

To delete sub-items from a folder:

1. Click (or hover over) the content item you wish to delete.

2. Click the **Delete** hyperlink. The Delete Menu appears.



Note: The selections on the Delete Menu vary slightly depending on the type of content item.

3. Click the **Delete Sub-items** hyperlink. A delete checklist appears.
4. Select the checkbox to the left of the sub-item(s) you want to delete.
5. Click the **OK** button. A prompt appears asking you to confirm that you want to delete the sub-items permanently.
6. Click the **OK** button. A list of the deleted sub-items appears.
7. Click the **OK** button.

Deleting All Submissions

When using content items that involve submissions such as quizzes, surveys, and drop boxes you may want to delete submissions affiliated with the content objects without deleting the items themselves.



Caution: This process permanently deletes the submissions and cannot be recovered.

To delete all submissions:

1. Click (or hover over) the content item you wish to delete.
2. Click the **Delete** hyperlink. The Delete Menu appears.
3. Click the **Delete All Submissions** hyperlink. A prompt appears asking you to confirm that you want to delete the submissions permanently.
4. Click the **OK** button. A records affected message appears at the top of the delete menu showing how many records were altered.

Deleting Discussion Forum Posts

When using discussion forums you may want to delete all top-level postings affiliated with a discussion forum without deleting the forum itself.



Caution: This process permanently deletes the item or data and cannot be recovered.

To delete postings from a discussion forum:

1. Click (or hover over) the Discussion forum item you wish to delete.
2. Click the **Delete** hyperlink. The Delete Menu appears.
3. Click the **Delete All Posts** hyperlink. A prompt appears asking you to confirm that you want to delete the postings permanently.
4. Click the **OK** button.

Deleting Discussion Forum Replies

When using discussion forums you may want to delete all replies affiliated with a discussion forum without deleting the top-level posts or the forum itself.



Caution: This process permanently deletes the item or data and cannot be recovered.

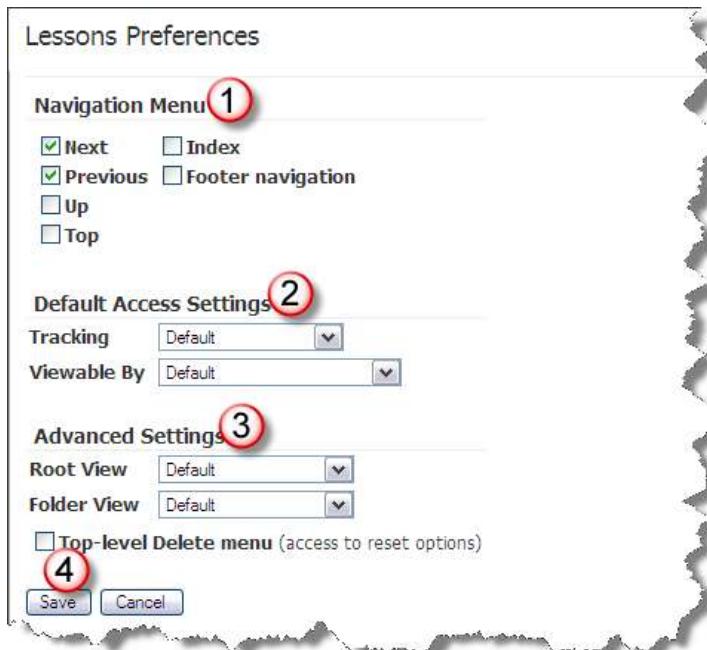
To delete postings from a discussion forum:

1. Click (or hover over) the Discussion forum item you wish to delete.
2. Click the **Delete** hyperlink. The Delete Menu appears.

3. Click the **Delete All Replies** hyperlink. A prompt appears asking you to confirm that you want to delete the postings permanently.
4. Click the **OK** button.

Setting Lesson Preferences

The Preferences utility provides additional options that can be set for your lesson preferences. There are three areas that can be changed—Navigation Menu, Default Access Settings, and Advanced Settings.



1. **Navigation Menu.** The Navigation Menu provides navigation options for the Lessons area. By default, Next and Previous appear on the course navigation toolbar in the upper right. The lessons preference navigation menu allows you to add up, top, index, and footer navigation to your course navigation toolbar.
2. **Default Access Settings.** The Default Access Settings determine the tracking options and viewable by option when creating new course content. Setting these options prior to creating content sets your preferences for your content eliminating the need to set tracking and viewable by on each new content item created.
 - To set **tracking**: Select the tracking option from the **Tracking** drop-down list. By default tracking is disabled.
 - To set **viewable by**: Select the tracking option from the **Viewable By** drop-down list. By default viewable by is set to students.
3. **Advanced Settings.** Provides advanced options for your lessons content.
 - **Root View.** The Root View setting allows you to select how the lesson content is viewed. The following settings are available:
 - **Default:** This shows the content items in a list view.
 - **List View:** If you have changed the view from the default setting, you can select list view to return the content items to a list.
 - **Grid View:** The grid view provides a grid of the content items. You can elect to have the grid appear in 2, 3, 4, 5, 6, 7, or 8 grids.
 - **Folder View.** For items contained within a folder you can select how the items within the folder are viewed. You have the option to select the following settings.
 - **Default:** This shows the content items in a list view.
 - **List View:** If you have changed the view from the default setting, you can select list view to return the content items to a list.

- **Grid View:** The grid view provides a grid of the content items. You can elect to have the grid appear in 2, 3, 4, 5, 6, 7, or 8 grids.
4. **Top-level Delete Menu.** Selecting the checkbox next to the **Top-level Delete Menu** places a delete hyperlink in the toolbar at the top level of your lesson content. You do not have to click the lesson content item in order to access the delete utility.

Adding Content to Your Course

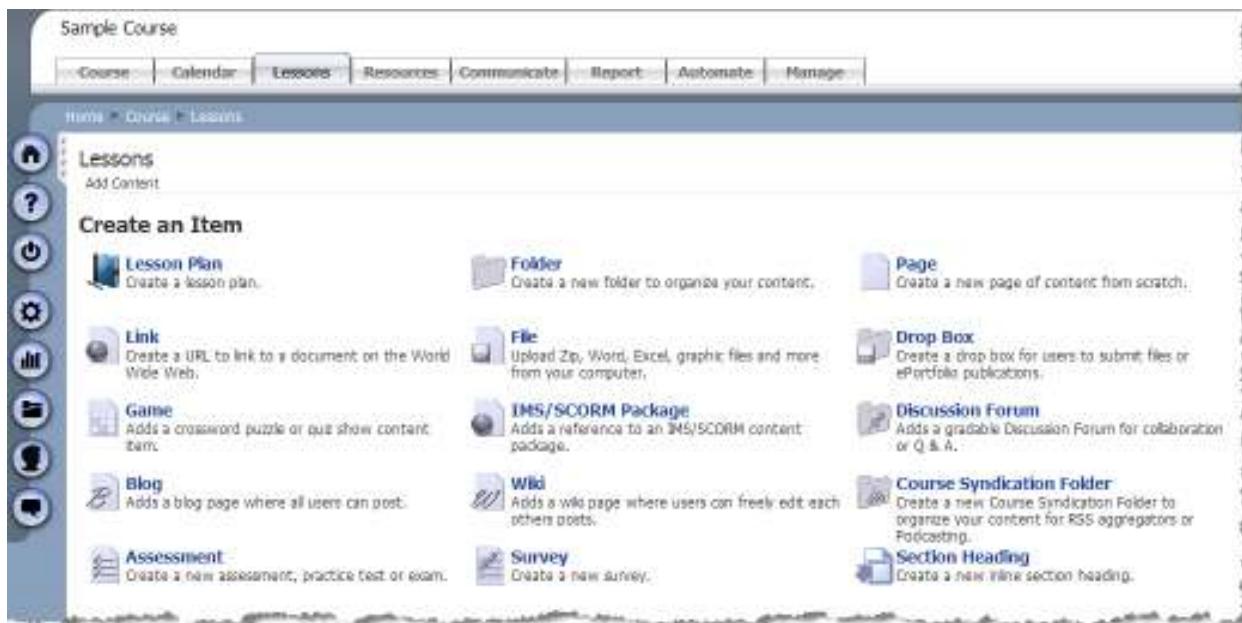
The Lessons tab houses content and student interaction points. It's also where you create, copy or import a variety of lesson content types for your course. The following sections will present:

- A brief overview of the various types of content.
- Tips on organizing lesson content.
- A tutorial on the basics of creating any content item.
- Specific details on creating each content item and coverage of the configuration options unique to that content item.

ANGEL offers a wide variety of content types and methods of interacting with your student—each presented on the Add Content page (accessed by clicking **Add Content** hyperlink from the Lessons tab). The Add Content page divides the content tools into three sections; Create and Item, More Options and Templates and Wizards. Each section and the corresponding content options are described in the following sections.

Content Options

The Create an Item section of the Add Content page provides the tools for the instructor to create, post or import their own files into the course.



Content items found within the **Create an Item** section of the **Add Content** page include:

- **Lesson Plan.** Create an integrated Lesson Plan including lesson plan templates, standards and content items in one integrated (and sharable) content item.
- **Folder.** Create a folder under the **Lessons** tab to help organize your materials. Folders have the same options as the **Lessons tab** itself so you may add any content item (or additional folders) within any folder.
- **Page.** Create a new page using an html editor, or by pasting in content from your word processor. Now supports rich media embedding and direct integration with YouTube™ video and Picasa™ images.
- **Link.** Creates a link to a location on the Internet or to other course content items or files.

- **File.** Allows you to import content from another source directly into ANGEL. Automatically supports import of web pages, smaller web sites, MS Office files and graphic files.
- **Drop Box.** Your digital inbox, a Drop Box creates a place where students may submit assignments.
- **Game.** Add crossword puzzles for quiz show style games.
- **IMS/SCORM Package.** Allows you to upload or link to IMS/SCORM compliant course cartridges.
- **Discussion Forum.** Create a discussion forum for your students. Supports multiple pedagogical models and allows for automatic evaluation and scoring based upon qualitative and quantitative measures.
- **Blog.** Creates a single page blog where all users may contribute posts.
- **Wiki.** Creates a class wiki where all students may collaboratively work on a single document.
- **Course Syndication Folder.** A special folder that allows you to add Page, File and Link content items and have them automatically available for RSS aggregators or iTunes distribution.
- **Assessment.** Creates an assessment, practice test, or exam. Supports multiple delivery modes, flexible review periods and built-in Item Analysis.
- **Survey.** Create a survey and analyze the results.
- **Section Heading.** Provides another way to visually organize materials by adding text and graphics in line with your content items on the **Lessons** tab or within individual folders.

Copying or Importing Content

The More Options section of the Add Content page provides the tools you need to import content or copy content from other places within your course.

More Options

- 
- **Copy Items.** Make copies of content items from other locations within your current course.
 - **Import from a Course or Group.** Import content from another Course or Group in which you have editor rights.
 - **Import from Learning Object Repository.** Import content from your Personal Repository (a single place to store and manage content for use in multiple courses) or any other repository to which you have access. Other repositories may include departmental, topical or institution-wide repositories.

Using Templates and Wizards

The Templates and Wizards section of the Add Content page allows you to import content from MERLOT or create new content following pre-built templates.

Templates and Wizards

- 
- **Add content from MERLOT.** The Multimedia Educational Resource for Learning and Online Teaching (MERLOT) provides peer reviewed online educational content in a wide variety of disciplines. This tool allows you to search the MERLOT repository and easily create Link items to MERLOT content within your course.
 - **Add from Template.** The **Add from Template** option allows you to add content following personal or published content templates. ANGEL ships with five example system templates to help illustrate how to use Templates.

Adding Content Basics

This section teaches you the common elements of creating an ANGEL content item. Even though each of the content item types provides a unique environment for presenting your content; they all have a common set of options and controls. The process of configuring these common options and controls is the same for each content item—with only a few options that are unique to each content item.

This section takes you through the common content creation controls and options. Following this basics section, we'll show you how to add specific content items and cover that content items unique controls and options.

The following table provides a map of the configuration tabs for each type of content.

	<i>Content</i>	<i>Access</i>	<i>Standards</i>	<i>Objectives</i>	<i>Automate</i>	<i>Assignment</i>	<i>Interaction</i>	<i>Post Permissions</i>	<i>Submission</i>	<i>Review</i>
Assessment	Yes	Yes	Yes	Yes	Yes	Yes	Yes			Yes
Blog	Yes	Yes	Yes	Yes	Yes	Yes				
Course Syndication Folder	Yes	Yes	Yes	Yes	Yes	Yes				
Discussion Forum	Yes	Yes	Yes	Yes	Yes	Yes				
Drop Boxes	Yes	Yes	Yes	Yes	Yes	Yes			Yes	Yes
File	Yes	Yes	Yes	Yes	Yes	Yes				
Folder	Yes	Yes	Yes	Yes	Yes	Yes				
Game	Yes	Yes	Yes	Yes	Yes	Yes				
Link	Yes	Yes	Yes	Yes	Yes	Yes				
Page	Yes	Yes	Yes	Yes	Yes	Yes				
Quiz	Yes	Yes	Yes	Yes	Yes	Yes				
Section Header	Yes	Yes	Yes	Yes	Yes	Yes				
Survey	Yes	Yes	Yes	Yes	Yes	Yes	Yes			Yes
Wiki	Yes	Yes	Yes	Yes	Yes	Yes				

Creating a Content Item

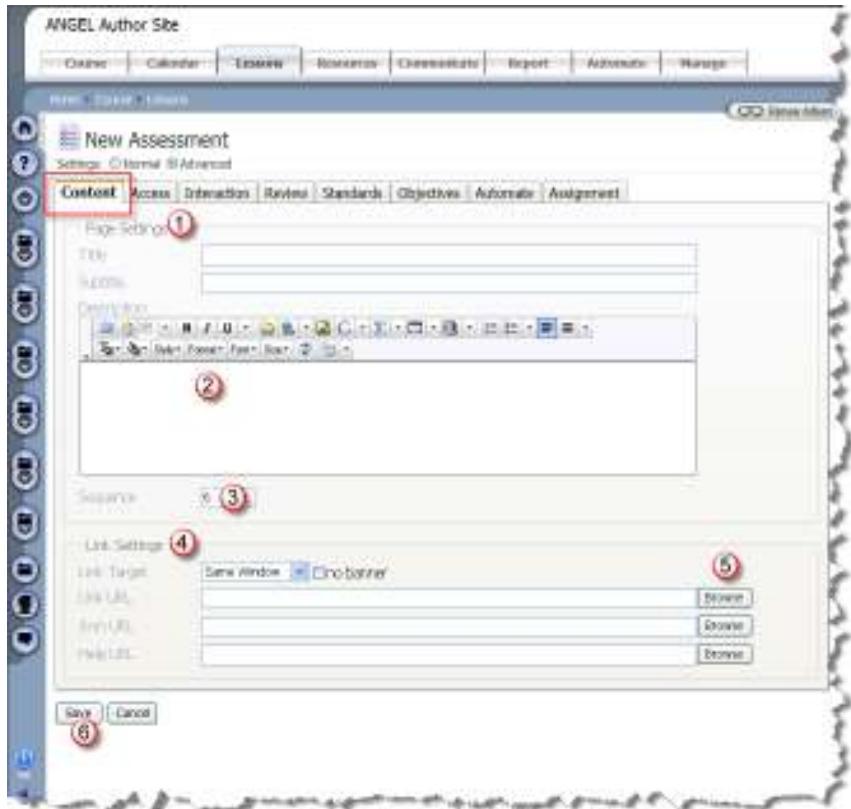
To add content to your Lessons tab:

1. Log into your ANGEL course and click the **Lessons** tab.
2. Click the **Add Content** hyperlink. The Add Content page loads.
3. Click the icon or name of the content item or option.

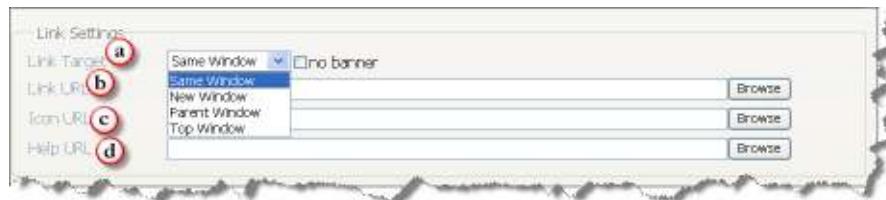
At this point you'll be presented with a tabbed interface containing the configuration options for the content item you selected. For all content items you'll complete some portion of the following tabs.

Content Tab

Once you open an item, the first area is the Content tab. The content tab is where you add information about the item you are creating.



1. **Page Settings.** Page Settings are where you add the title and subtitle of the page. This provides the name of the item your students will see on the Lessons page. The title text is used when listing the item. It also appears at the top of the page when the item itself is selected. The subtitle text is used when listing the item in its parent and also appears at the top of the page when the item itself is selected. The subtitle appears in a smaller font directly beneath the title text. Use subtitles to give longer descriptions of an item.
2. **Description.** An HTML editor to provide a description of the item to your students. In the case of Page items, the Description becomes the text presented to the student when they load the page.
3. **Sequence.** A numeric value that determines the display sequence of the content item on the Lessons page. New content items are always added as the last item on the page. Use the rearrange tool to arrange lesson items as you wish.
4. **Link Settings.** Allows you to add links to your item.



- a. **Link Target.** Allows you to choose how a link will open in a browser. Allows you to choose to show the banner title or hide it.
 - **Same Window:** Opens in the same window you are using.
 - **New Window:** Opens in a new window.
 - **Parent Window:** Opens in new window unless you are in frames.
 - **Top Window:** Opens in topmost window which replaces your current window.



Note: It is recommended that the **No Banner** checkbox be selected when opening the link item in a new window. This option eliminates the title and editor settings for the item when it opens in the new window.

- b. **Link Url.** Allows you to type in a URL that will redirect the students to a new item.
 - c. **Icon Url.** Allows you to select an icon that will be used in place of the default content icon.
 - d. **Help Url.** Type a fully qualified URL to a page that provides more information about how to use this resource. For example, if you create a link to an online encyclopedia you could use this link to point to that online help.
5. **Browse.** The Browse tab allows you to browse for the link you want to add. A new box will pop up.



- a. **Personal.** allows you to link to files located in your personal area. You can upload files to this area using the browse (6) to find it and the Upload File (7) to upload it so it is pinned to the course.
 - b. **Associated.** you can create links to files already loaded in your course or you can browse the files on your PC and upload them to the course files. These files will also be pinned to the course.
 - c. **Course.** you can create a link to files already in the course or you can browse your PC files to upload a file to your course.
 - d. **Map.** you can link to a place already existing in your course using the Map link.
 - e. **Icons.** you can add an icon to an item from a list of icons or you can browse your PC and upload a special icon.
 - f. **Browse.** allows you to browse your PC files or the internet to find the link you need.
 - g. **Upload File.** allows you to upload a file.
 - h. **New Folder.** allows you to create a new folder to help organize your materials.
6. **Save/Cancel.** The Save button allows you to save your selections. The cancel button allows you to cancel your selections.

Advanced Settings

Advanced Settings appear on the Content tab (in Advanced mode) for most content types. The advanced settings allow you to use optional commands to fine-tune how the content type functions.



Advanced settings include:

- **EXACTMATCH=1** disables numeric rounding and "sounds like" algorithm.
- **NOSOUNDSLIKE=1** disables the "sounds like" algorithm.
- **NOROND=1** disables numeric rounding.
- **MAXSEL=n** is for use on multiple-select questions. Restricts the user to selecting *n* number of available choices.
- **FIELD_ATTRIBUTES=** allows an editor to specify HTML field attributes for the student response input field.



Note: Multiple advanced options should be separated with a semicolon (e.g., EXACTMATCH=1;FIELD_ATTRIBUTES=COLS=80;).

- **CONTAINS** auto-grades an answer as correct with any text you use, if any part of the user's answer contains the specified text.
- **MATCH** auto-grades an answer as correct if any part of the user's answer matches the given regular expression. Example: MATCH:[a-zA-Z0-9_] matches anything placed in a fill-in-the-blank question and automatically grades it as a correct answer, as long as the answer is not blank.

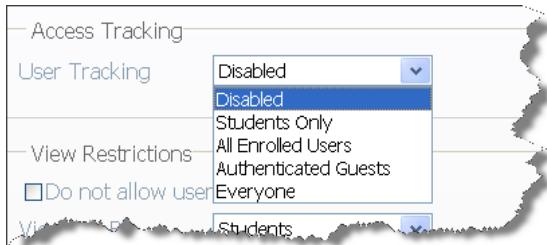
Access Tab

The **Access** tab provides settings for access, tracking and viewing content items. This editor allows instructors to control when students have access to an item, when they can view and decide if they want to track individual users access statistics for that content item.



The Access Tab has five different parts:

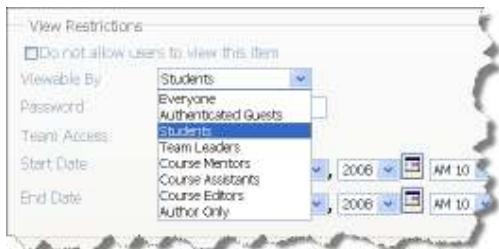
1. **Access Tracking.** Determines whether visits to the content item will be logged in the reports console. You can select user tracking for Students Only, All Enrolled Users, Authenticated Guests, Everyone or Disabled it, which does not track any users. The default is disabled. Assessments and Surveys will have Tracking on by default as long as they are not set to make submissions "Anonymous".



2. **View Restrictions.** Controls who may view a content item and when they may view it.



- a. **Do not allow users to view this item.** This checkbox hides the content item from users. This is useful if you are creating course material that has not been completed. This box also determines if users are allowed to view the discussion forum.
- b. **Viewable By.** The Viewable By setting allows the instructor to restrict access to the ANGEL content item according to the course rights designation assigned to the user.



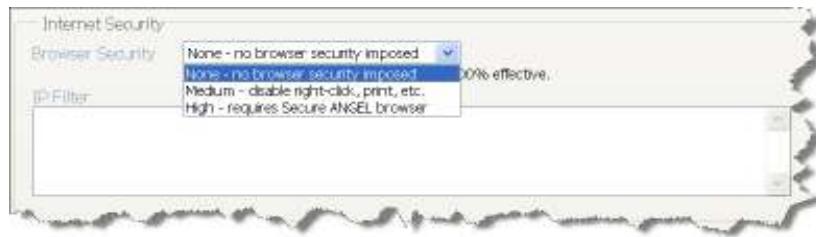
- **Everyone** allows the content item to be accessed by anyone on the World Wide Web regardless of whether they are affiliated with your institution and regardless of whether they have a valid account on the ANGEL system.
- **Authenticated Guests** allows any authenticated ANGEL user to access the content item. This includes both users who are on the course roster and those who are not.
- **Students** restricts access to the content item only to those users on the course roster who have course rights of student or higher.
- **Team Leaders** restricts access to the content item only to those users on the course roster who have course rights of team leader or higher.
- **Course Mentors** restricts access to the content item only to those users on the course roster who have course rights of course mentor or higher.
- **Course Assistants** restricts access to the content item only to those on the course roster who have course rights of course assistants or higher.
- **Course Editors** restricts access to the content item only to those users on the course roster who have course rights of course editor.
- **Author Only** restricts access to the author of the content item.

- c. **Password.** Assign a password to an item to further restrict who can view it. When not in edit mode, the system asks the user to type the password before it allows the user to view the item.
 - d. **Team Access.** The Team Access setting allows you to restrict access to a particular group of users. This can be useful when conducting group projects to ensure that only group members see material for their group. Select the Selected Teams option designate which teams have access to the content item.
 - e. **Start and End Date.** Select a Start Date to prevent the content item from being displayed until the specified date. Select an End Date to prevent the content item from being displayed after the specified date.
3. **Edit Restrictions.** Sets the editing restrictions for the course.



Both (a) and (b) have the same two options—Course Editors and Author Only.

- a. **Editable by.** allows the course editor to determine who can edit the access settings for the content item. The default setting allows all course/group editors to edit these settings but can be set to author only to further restrict editing rights.
 - b. **Object Editable by.** allows you to define who can change the content of the item.
4. **Internet Security.** Sets the level of browser security for access (most commonly used to assure security when giving Assessments online.)



- The **Browser Security** list allows the editor to open the assessment or survey in a new browser window (using Medium setting) disabling common browser functions including menus, address bar, context menus (right-click), and the use of most control keys (Ctrl C for copy, Ctrl V for Paste, etc.). The editor may optionally require the use of the ANGEL secure browser (using High setting). The ANGEL Secure Browser is available for download only to designated ANGEL administrators and is commonly installed in proctored testing lab locations.
- **IP Filter.** You can easily restrict assessment or survey access to a specific IP address. Using the IP Filter enter the IP Information as follows:
 - Use commas (,) to separate multiple IP address entries
 - Use a minus sign (-) to disallow the specific address
 - Use a plus sign (+) to allow the specified address
 - Use an asterisk (*) within an IP address as a wild card meaning all values between 0 and 255
 - In cases where an IP address is included in more than one entry, the most specific entry is applied (e.g. a setting of -*.*.*.*,+207.46.249.*,-207.46.249.5) allowing access to any IP address within the 7.46.249 class C network with the exception of 207.46.249.5 which has been excluded.

5. **Save.** Assures your changes are saved.

Interaction Tab

The Interaction tab is used differently with three content items: Discussion Forum, Assessment, and Survey. See the specific content item sections below for details on the Interaction tab configuration options for those items.

Standards Tab

The Standards tab is found in most of the content items. The Standards tab allows you to align content to institutional standards and enables you to report on class or student performance against those standards.



Reference: Standards and objectives are covered in detail in "Using Course Standards and Objectives."

Objectives Tab

The standards tab is found in most of the content items. The Objectives tab allows you to align content to course objectives that you create and enables you to report on class or student performance against those Objectives.



Reference: Standards and objectives are covered in detail in "Using Course Standards and Objectives."

Automate Tab

The Automate Tab allows you to create Agents that can automate many repetitive tasks or add increased interactivity to your course. This tab shows you any Agents that are associated with the content item and also provides an interface for creating Actions.

Associated Agents

The first area of this tab shows the Agents associated with this content item.



Reference: Agents are covered in detail in "Automating Your Course."

Title	Type	Action
No agents are currently associated with this lesson item.		

1. **Associated Agents.** Lets you know which agents are associated with the content item. You can click on the Title, Type, or Action to sort the agents by title, type or action.
2. **Title.** The title of the Agent.
3. **Type.** The type of Agent.
4. **Action.** The action the Agent performs.

Action Settings

You can create custom actions to act on any content item.

The screenshot shows the 'Action Settings' interface for a 'New Drop Box'. At the top, there are tabs: Content, Access, Submission, Review, Standards, **Automate** (which is selected), Assignment, and MetaData. Below the tabs, there's a section titled 'Associated Agents' with a note: 'The following agents are associated with this lesson item. Agents may be managed from the course's main Agents Console.' A table with columns 'Title', 'Type', and 'Action' shows 'No agents are currently associated with this lesson item.' Three numbered circles (1, 2, 3) point to specific areas: 1 points to the 'Associated Agents' section, 2 points to the 'Current Actions' section below it, and 3 points to the 'Action Editor' link at the bottom of the 'Current Actions' section.

1. **Action Settings.** The area where you create actions for the content item.
2. **Current Action.** Lists the current actions associated with this content item. At the bottom of the current actions box is the Action Editor.
3. Clicking on the **Action Editor** hyperlink will allow you to add a new action agent via the ANGEL Action Editor.



- a. **New.** Create a new action item.
- b. **Edit.** Edit an existing action item.
- c. **Delete.** Delete an existing action item.
- d. **Up.** Move up the list action items.
- e. **Down.** Move down the list of action items.
4. Selecting **New** will allow you to create a new action item.



1. **Add Variable.** Add the specified value to an existing variable.
2. **Alert.** Add a JavaScript pop-up message.
3. **Announcement.** Add an announcement to a user's course announcements.
4. **Calendar.** Add an event to a user's calendar.
5. **Email (External).** Send a message to an Internet email recipient.
6. **Go To.** Redirect the user to another content item in this course or group.
7. **Lock.** Lock content that may have been previously released.
8. **Mail (Internal).** Send a course/group mail message to a user.
9. **Message.** Add an HTML formatted message to the page.
10. **Redirect.** Redirect the user to another Web page.
11. **Replace Variable Text.** Replaces **Find** text with **Replace** text in specified variable.
12. **Set Variable.** Sets a course environment variable.
13. **Team Enroll.** Enroll the user in one or more teams.
14. **Team Unenroll.** Unenroll the user in one or more teams.
15. **Unlock.** Release password-protected content to the user.

Each action item provides a screen of information where you can add the parameters for your request. Once you save the action, any time a user meets the criteria set, the action is performed. For example, if you select the **Mail** action you'll be taken to a screen that allows you to configure the conditions under which a mail message will be sent.

ANGEL Action Editor

(1) Save Cancel

Directions: Use the form below to edit the action. When you are finished click the Save button above. To exit without saving changes click the Cancel button.

Mail (Internal) Settings

From (a)

To (b)

Subject (c)

Message Text (d)

From Internet Address (optional) (e)

Reply To Internet Address (optional) (f)

Hide Recipients (optional) (g)

From Internet Address (optional) (h)

Message Format (HTML,Plain,Smart) (optional) (i)

Event Settings

Event (j)

VIEW - Process this action when the user views the item. ▾

Criteria (optional) (k)

Note: Optionally specify a minimum percentage like "79" (without quotes), a grade range like "0-79", or an advanced criteria. Grade criteria only work for the GRADE event. For a description of additional criteria expressions see the instructor's guide. (l)

Save Cancel

- From.** Type in your email address
- To.** Type in who the email is for
- Subject.** Type in the Subject (Remember many email systems consider emails without subjects as spam and do not forward them)
- Message Text.** Type in your message.
- From Internet Address.** Specifies where the email originated (optional).
- Reply to Internet Address.** Specifies where replies should be sent (optional).
- Hide Recipients.** Hides recipients listed (optional).
- From Internet Address.** Specifies if the email can be forwarded (optional).
- Message Format.** Specifies how the message will be formatted (optional).

- j. **Event.** Selects when the action takes place (on viewing or on submission).



- k. **Criteria.** Specifies any additional criteria for the action (optional).

- l. **Save.** The Save button appears both at the top and the bottom of the action editor page.

Meanings of Other Variables

- **Add Variable**

- **Variable:** Specifies the name of the variable.
- **Amount to add:** Specifies the amount to add.
- **Event:** Specifies the event.
- **Criteria:** Specifies the criteria of the event.

- **Alert**

- **Alert Message Text:** Specifies the alert message text.
- **Event:** Specifies the event.
- **Criteria:** Specifies the criteria of the event.

- **Announcement**

- **Announcement:** Specifies the announcement text.
- **Duration:** Specifies the duration of the announcement.
- **Days Offset:** Specifies the number of days to offset (wait before displaying) the event.
- **Start time:** Specifies the start time of the announcement.
- **Event:** Specifies the event.
- **Criteria:** Specifies the criteria of the event.

- **Calendar**

- **Title:** Specifies the title of the calendar.
- **Category:** Specifies the category of the calendar.
- **Notes:** Specifies additional viewable notes that you wish to be associated with the calendar event.
- **Days offset:** Specifies the number of days to offset (wait before displaying) the event.
- **Start time:** Specifies the start time of the calendar.
- **Duration:** Specifies the number of minutes the calendar should remain displayed.
- **Editable by User:** Specifies if the user can edit the calendar
- **Event:** Specifies the event.
- **Criteria:** Specifies the criteria of the event.

- **Email (External)**

- **From:** Specifies from whom the email originated.
- **To:** Specifies to whom the email is intended
- **Cc:** Specifies additional email recipients.
- **BCC:** Specifies private (hidden) email recipients.
- **Subject:** Specifies the email subject.
- **Message Text:** Contains the message text.

- **Message format:** Specifies message format (HTML, smart text, plain text).
- **Event:** Specifies the event.
- **Criteria:** Specifies the criteria of the event.
- **From:** Specifies from whom the email originated.
- **Go To**
 - **Match Text:** Specifies the exact password, or title of the item to which you want to redirect the student.
 - **Delay:** Specifies how long students may view the confirmation/results page.
 - **Item type:** Specifies a specific item type.
 - **Action editor:** Specifies an additional action to be performed on the resulting page. For example, if you are redirecting to a quiz or form, type TAKE in the Action field and the user is directed into the assessment or form, bypassing the intermediate Take the Assessment page.
 - **Sub-Event:** Specifies additional sub-events.
 - **Event:** Specifies the event.
 - **Criteria:** Specifies the criteria of the event.
- **Lock**
 - **Password(s):** Specifies a password to lock out unauthorized users.
 - **Event:** Specifies the event.
 - **Criteria:** Specifies the criteria of the event.
- **Mail (Internal)**
 - **From:** Specifies from whom the email originated.
 - **To:** Specifies to whom the email is intended
 - **Cc:** Specifies additional email recipients.
 - **BCC:** Specifies private (hidden) email recipients.
 - **Subject:** Specifies the email subject.
 - **Message Text:** Contains the message text.
 - **From Internet Address:** Specifies where the email originated.
 - **Reply to Internet Address:** Specifies to where/to whom the reply email should return.
 - **Hide Recipients:** Specifies if recipients are hidden.
 - **Forward to Internet email:** Specifies if email can be forwarded to internet email
 - **Message format:** Specifies message format (HTML, smart text, plain text).
 - **Event:** Specifies the event.
 - **Criteria:** Specifies the criteria of the event.
- **Message**
 - **HTML Message Text:** Specifies the HTML message text.
 - **Event:** Specifies the event.
 - **Criteria:** Specifies the criteria of the event.
- **Redirect**
 - **URL:** Specifies the redirect URL
 - **Delay:** Specifies the amount of time before users are redirected.
 - **Event:** Specifies the event.
 - **Criteria:** Specifies the criteria of the event.
- **Replace variable text**

- **Variable name:** Specifies the variable name.
- **Find text:** Specifies which text to find.
- **Replace with:** Specifies with which text to replace the found text
- **Event:** Specifies the event.
- **Criteria:** Specifies the criteria of the event.
- **Set variable**
 - **Variable name:** Specifies the variable name.
 - **Variable value:** Specifies the variable value.
 - **Event:** Specifies the event.
 - **Criteria:** Specifies the criteria of the event.
- **Team Enroll**
 - **Team(s):** Specifies the teams affected.
 - **Event:** Specifies the event.
 - **Criteria:** Specifies the criteria of the event.
- **Team Unenroll**
 - **Team(s):** Specifies the teams affected.
 - **Event:** Specifies the event.
 - **Criteria:** Specifies the criteria of the event.
- **Unlock**
 - **Password(s):** Specifies the password for the unenrollment option
 - **Event:** Specifies the event.
 - **Criteria:** Specifies the criteria of the event.

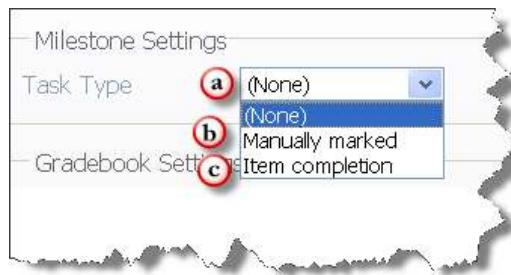
Assignment Tab

The Assignment tab is used to connect the graded submissions with the Gradebook plus allows for other grading and assignment options using Milestones..

The screenshot shows the 'New Drop Box' configuration interface. At the top, there are two radio button options: 'Normal' (selected) and 'Advanced'. Below this is a horizontal navigation bar with tabs: Content, Access, Submission, Review, Standards, Automate, **Assignment** (which is highlighted with a red box), and MetaData. The main area is divided into four sections numbered 1 through 4:

- Milestone Settings**: Contains a dropdown menu for 'Task Type' which is currently set to '(None)'.
- Gradebook Settings**: Contains a dropdown menu for 'Assignment' which is also set to '(None)'.
- Grading Rubric**: Shows 'Grading rubric' set to 'No Rubric In Use' with a 'Preview' button. There are two checkboxes: 'Display rubric to students before submission' and 'Display rubric scores to students after submission'.
- Action Buttons**: Contains 'Save' and 'Cancel' buttons.

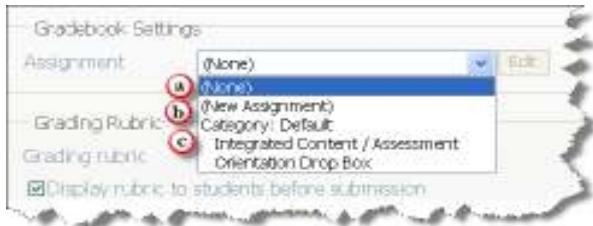
- Milestone Settings.** Applying a milestone adds the item to the calendar. All milestones will also appear on the user's "Task" list, providing a convenient "checklist" for due and completed assignments.



- Milestone Settings.** Applying a milestone adds the item to the calendar. All milestones will also appear on the user's "Task" list, providing a convenient "checklist" for due and completed assignments.
 - None.** Choosing this option will prevent the item from appearing on the calendar or Task list.
 - Manually Marked.** The item needs to be manually designated as "completed" by the student or instructor. This may be appropriate for assignments that need to be graded manually or that require more than one submission – such as a Discussion Forum that requires more than one post.
 - Item Completion.** item will be marked completed on the Task list once the student has submitted the assignment. This is more appropriate for items that are graded automatically, such as Assessments with multiple choice, true/false, fill-in-the-blank, or matching questions.
- Gradebook Settings.** Associates the item with the gradebook.



Reference: See "Using the Gradebook" for more information.



- None.** the assignment will not appear in the gradebook.
- New Assignment.** Choose if the assignment is not within the list
- "Existing Assignments":** All Assignments that have already been created will be listed here, organized by Category. Selecting a previously-created assignment will associate the content item with that assignment and its settings.

Selecting New Assignment will present additional options for configuring that assignment.



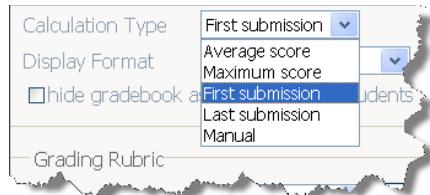
- Assignment.** this field contains the name of the Assignment.
- Title.** put the title of the assignment in the here.
- Category.** Select the category if you have created them in your gradebook. Default enters the assignment into the gradebook without a category.



Select **other** to create a new category.



- Points Possible.** Indicate the points possible.
- Calculation Type.** Select the calculation type. NOTE: Do NOT select "Manual" as the calculation type for most content items. IF this is selected, the grades will NOT display in the Gradebook when they are added. "Manual" is ONLY for those content items that are created and graded OUTSIDE of the ANGEL environment.



- f. **Display format.** Select how you want the grade to display.



You can also choose to hide the gradebook submission by clicking in the box next to **hide gradebook assignment from students**.



3. **Grading Rubric.** Links a grading rubric with the assignment.



- Select an existing rubric. The **Preview** button allows you to preview the rubric selected.
- Checking the **Display rubric to students before submission** allows the students to see the grading rubric before they submit their assignment.
- Checking the **Display rubric scores to students after submission** allows students to see the rubric with their individual scores in it.



Reference: Grading rubrics are covered in detail in "Using Grading Rubrics."

4. **Save.** Clicking **Save** keeps your assignment settings.

Organizing Lesson Content

Before you begin adding content, it's helpful to understand the tools at your disposal to help you organize and best present your online materials.

You have two Content Items to help you organize your information: Folders and Section Headings. In ANGEL, Folders function much like folders or directories within your computer's operating system. Folders allow you to organize and segment content into more usable collections. In fact, the Lessons tab itself functions as the first level content folder. You may add all of your content to this first level (not a good idea), or you may add folders and subfolders to more effectively organize your lesson content. Section Headings allow you to insert formatted text and graphics directly on your Lessons tab or within a Folder. This is useful to help describe and differentiate your course materials.

Organizing Content with Folders

Effective use of folders assists students in locating materials quickly and easily while also allowing the instructor maximum effectiveness in revealing course content gradually. There are three basic principles to keep in mind when using folders to organize content: the importance of **First-level Content**, effective **Titling**, and organizing **Sequential Content**.



Note: Folders have the same **Add Content** options as described for the Lessons tab. This allows you to easily add content within any folder in your course.

The screenshot shows the 'Sample Course' interface with the 'Lessons' tab selected. The left sidebar has icons numbered 1 through 6. Item 1 is 'Get to Know You Survey'. Item 2 is 'Pre-Assessment Exam'. Item 3 is 'Podcasts'. Item 4 is a folder titled 'Unit 1: Capitalism -- Find a need and fill it!', which contains 'Reading Materials, Homework Assignments and Unit Quiz'. Item 5 is a folder titled 'Unit 2: Building a better mousetrap', which contains 'Reading Materials, Lab Worksheets, Design Drop Box'. Item 6 is a folder titled 'Unit 3: What to do with the mice?', which contains 'Homework, Research Templates, Assignment Drop Box'. The top navigation bar includes Course, Calendar, Lessons, Resources, Communicate, and Report.

First-Level Content

First-level content refers to the content viewable when students first click onto the **Lessons** tab. This view serves as the entry point to all course materials housed on the **Lessons** tab, acting as a signpost that directs students to content that exists at deeper levels. Consequently, first-level content should be quickly scannable and easy to navigate.

In the illustration above, all the items are considered First-level content. Items 1–3 are examples of first-level content items; either things for the student to do immediately or global tools that apply during the entire term. Items 4–6 illustrate how Folders can be used to organize content within a course.



Note: Consider organizing your course content into a set of folders that exist as first level content. When students first click the **Lessons** tab, they see only immediate assignments and a list of folders that breaks content down into useful categories.

Effective Titling

Creating effective titles for content items helps students scan and locate content quickly and easily. Subtitles can be particularly useful in describing content details. For example at the folder level, subtitles can augment the folder title by providing additional specifics about what materials are contained inside the folder. At the item level (quiz, drop box), subtitles can specify due dates or provide other relevant details concerning the content item. It's also a good practice to use consistent naming conventions for similar content items (e.g., the Unit # designator for Folders in the illustration above) to make it easier for students.

Organizing Sequential Content

If you plan to reveal content items gradually, nesting your course content accordingly allows you to specify settings such as when content items are visible to students. In the illustration above, you could configure the folder *Unit 2: Building a better mousetrap* to only appear AFTER the student has submitted the Unit Quiz present in the *Unit 1: Capitalism - Find a Need and fill it!* folder. Effective use of folders and titling make it easier to deliver content in this manner.

Adding Content to a Folder

As the primary tab for course content, the Lessons tab can include both a high volume and wide assortment of items, such as assignment guidelines, assessments, lectures notes, discussion forums, and more. One way to manage your course content effectively in this area is to use folders. Lesson content can be nested within folders or subfolders.

You can use the Page Text area of the Folder to put in an Overview of the contents of the Folder or Lesson, if the Folder is a lesson.



Video: ["Create a Folder."](#)



Reference: To add a folder to your Lessons tab, follow the content creation process as outlined in "Adding Content Basics." There are no folder-specific settings you need to configure.



Video: ["Create a Folder."](#)

Folders function much like the main Lessons tab, allowing you to add and manage content.

To add content to a folder:

1. Click the folder where you'd like to add content.
2. Click the **Add Content** hyperlink.



Reference: Follow the content creation process as outlined in "Adding Content Basics."

Note that you may also move or copy content into a Folder from other locations within your course.

Understanding Folder Cascade Settings

Folders have the unique option to cascade access settings preferences to all sub-files eliminating the need to modify access settings for each sub-item. The cascade of settings occurs whenever any of the cascade-compatible settings are edited within that Folder's Settings page. The settings that cascade include; Tracking, Viewable By, Team, Start and End Dates, Password and Hidden values.

To prevent updates to a Folder from cascading through the Folder's content items:

1. Click the Folder for which you wish to update.
2. Click the **Settings** hyperlink.
3. Click the **Access** tab.
4. Select the **Advanced** radio button.
5. Make any changes you desire to the Access settings (you'll see the Cascade settings automatically selected as you edit each cascade setting).
6. Deselect any of the selected boxes in the Cascade Settings area.
7. Click **Save**. Your changes will only apply to the folder and as the defaults for new content items added to the Folder.

The screenshot shows the 'Cascade Settings' dialog box. It contains five pairs of checkboxes with labels: 'Tracking' (unchecked), 'Viewable By' (unchecked), 'Team' (unchecked), 'Start Date' (unchecked), 'End Date' (unchecked); 'Password' (unchecked), 'Hidden' (unchecked). Below the dialog box is a note: 'Select the settings that you want to apply to all existing sub-items. If unchecked, the setting will only apply to the folder itself and new sub-items.'

Organizing Content with Section Headings

Section Headings can be used both at the Lessons tab level and within Folders to differentiate course materials. In the illustration below the instructor has used a Section Heading (item 1 in the figure below) to clarify what the students are expected to complete first.

The screenshot shows the 'Sample Course' interface from a student's perspective. The top navigation bar includes 'Course', 'Calendar', 'Lessons' (selected), 'Resources', 'Communicate', and 'Report'. The left sidebar has icons for Home, Course, Lessons, Help, Settings, Gradebook, and Announcements. The 'Lessons' page displays a section heading '1 Complete these first!' with a blue info icon. Below it are three items: 'Get to Know You Survey' (with a note 'Brad, take this survey first.'), 'Pre-Assessment Exam' (with a note 'Let's find out your strong and weak points'), and 'Podcasts' (with a note 'Class lectures posted here – and automatically sent to your iPod!'). Further down are sections for 'Unit 1: Capitalism – Find a need and fill it!', 'Unit 2: Building a better mousetrap', and 'Unit 3: What to do with the mice?'.

 **Note:** The above illustration is shown from the Student's point of view. In the Instructor view, the Section heading will have an icon and a set of menu controls.

Section Headings can be used to place any block of text or visual element on the Lessons page. Section Headings are commonly used to place directions within the Lessons page or for visually grouping several related items.

Effective use of section headings can help your students clearly understand your instructions.



Reference: To add a section heading to your Lessons tab, follow the content creation process as outlined in "Adding Content Basics." There are no section heading-specific settings you need to configure.

The Content Tab of Section Headings is distinct from other Content items in two ways:

- The icon and title are only visible to instructors. Students will not see the icon nor the title.
- Students will only see the text entered in the Page Text area.

Assessments

Assessments can be used to help build engaging online learning environments, reinforce lessons, and evaluate student work. Assessments can consist of many question types including the common multiple choice, true/false and matching formats.



Reference: To add an assessment item to your Lessons tab, follow the content creation process as outlined in "Adding Content Basics."



Video: ["Add an Assessment."](#)

Configuring an Assessment requires you to work with two additional configuration tabs: the Interaction tab and the Review tab.

Assessment Interaction Tab

The Assessment Interaction tab is divided into five sections:

ettings: Normal Advanced

[Content](#) [Access](#) **Interaction** [Review](#) [Automate](#) [Assignment](#)

Delivery Settings

Start Accepting Submissions	<input type="checkbox"/>	August <input type="button" value="8"/> <input type="button" value="8"/> 2011 <input type="button" value="2011"/> <input type="button" value="AM 07"/> <input type="button" value="30"/>	1
Stop Accepting Submissions	<input type="checkbox"/>	August <input type="button" value="8"/> <input type="button" value="8"/> 2011 <input type="button" value="2011"/> <input type="button" value="AM 08"/> <input type="button" value="30"/>	

Display Settings

Display Mode

- All at once
All questions are displayed in a simple list on a single page.
- Question set at a time
Questions displayed one question set at a time.
- Question at a time
Question at a time.
- Display questions one at a time.

Show question titles
 Enable Assessment Navigation

Question Set Defaults

- Randomize the order in which questions are delivered
- Randomize the order of each question's answer options
- Don't allow backtrack
- Display feedback after each question
- Correct answer must be selected before next question is presented

Submission Settings

Mastery Settings

If score is above % deny additional attempts

Attempts Allowed

4

Validation

Allow, but issue warning

Save Option

Show save button

Anonymous Mode

Make submissions anonymous

Time Settings

Time Limit

Unlimited

Limit to: minutes

Time Warning

No warning

Warn before time expires

5

- Delivery Settings.** Bounds when students may attempt and submit the assessment.
- Display Settings.** Determines how the questions are displayed to the students
- Question Set Defaults.** Configures the default manner in which Question Sets (groups of questions) will deliver questions.
- Submission Settings.** Configures the number of attempts, mastery and save options available to the student.
- Time Settings.** Allows you to set a time limit for the Assessment.

Delivery Settings

To configure when students may attempt and submit this assessment:

Delivery Settings

Start Accepting Submissions	<input type="checkbox"/>	August <input type="button" value="8"/> <input type="button" value="8"/> 2011 <input type="button" value="2011"/> <input type="button" value="AM 08"/> <input type="button" value="30"/>
Stop Accepting Submissions	<input type="checkbox"/>	August <input type="button" value="8"/> <input type="button" value="8"/> 2011 <input type="button" value="2011"/> <input type="button" value="AM 08"/> <input type="button" value="30"/>

- Start Accepting Submissions** Enter a date (or click the calendar icon) for the start date/time when the Assessment will be open for students to take it.
- Stop Accepting Submissions.** Enter a date (or click the calendar icon) for when the Assessment will no longer be available for students to take it
- Checkbox.** The dates are only enforced if the checkbox next to the date is selected.

Display Settings

Configure how you want the questions displayed to users:

Display Settings

Display Mode

- ①** All at once
All questions are displayed in a simple list on a single page.
- ②** Question set at a time
Questions displayed one question set at a time.
- ③** Question at a time
Display questions one at a time.

④ Show question titles

⑤ Enable Assessment Navigation

1. **All at once.** All questions are displayed on a single page.
2. **Question set at a time.** Questions are displayed one question set at a time. The user must click the Continue button to view the next set of questions associated with the assessment.
3. **Question at a time.** Questions are displayed one question at a time. The user must click the Continue button to view the next question.
4. **Show question titles.** Question titles are displayed with the question text.
5. **Enable Assessment Navigation:** Allows the student to return to questions that they marked for Review... Students may mark questions for review when they want to revisit a question before they submit the Assessment or the question might be one that they had skipped and wanted to answer later

Question Set Defaults

Configures the default manner in which Question Sets (groups of questions) will deliver questions.

Question Set Defaults

- ①** Randomize the order in which questions are delivered
- ②** Randomize the order of each question's answer options
- ③** Don't allow backtrack
- ④** Display feedback after each question
- ⑤** Correct answer must be selected before next question is presented

1. **Randomize the order in which questions are delivered.**
2. **Randomize the order of each question's answer options.**
3. **Don't allow backtrack.** Doesn't allow users to go back to previous questions or questions set. Note that this option is only applicable when using the 'Question set at a time' or 'Question at a time' Display mode settings.
4. **Display feedback after each question.** Sets feedback to display after each question is answered. Note that this option is only applicable when using the 'Question set at a time' or 'Question at a time' Display mode This option is only applicable when using the 'Question at a time' Display mode setting.
5. **Correct answer must be selected before next question is presented.** Disables the assessment from advancing to the next question until users select the correct answer. Note that this option is only applicable when using the 'Question at a time' Display mode setting.

Submission Settings

This section allows you to configure the number of attempts, mastery and save options available to the student.

Submission Settings

1 Mastery Settings	<input type="checkbox"/> If score is above <input type="text" value="80"/> % deny additional attempts
2 Attempts Allowed	<input type="text" value="1"/>
3 Validation	<input type="button" value="Allow, but issue warning"/>
4 Save Option	<input checked="" type="checkbox"/> Show save button
5 Anonymous Mode	<input type="checkbox"/> Make submissions anonymous

1. **Mastery settings.** When selected, the course editor specifies a percentage to represent mastery on the assessment. User scores equal to or higher than this percentage are considered to demonstrate mastery of the assessment and once reached will not allow more retakes.
2. **Attempts allowed.** Sets the number of times a user can complete the assessment
3. **Validation.** Sets validation options:
 - Do not allow incomplete submissions
 - Allow incomplete submissions with warning
 - Allow incomplete submissions without warning
4. **Save option.** Allows users to save answers and finish the assessment at a later date/time.
5. **Anonymous mode.** Allows assessments to be completed and submitted anonymously. If "Anonymous" is selected, User Tracking will be disabled.

Time Settings

To configure time limits and warnings:

Time Settings

1 Time Limit	<input checked="" type="radio"/> Unlimited
	<input type="radio"/> Limit to: <input type="text" value="60"/> minutes
2 Time Warning	<input checked="" type="radio"/> No warning
	<input type="radio"/> Warn <input type="text" value="1 min"/> before time expires
3	<input type="checkbox"/> Automatically submit assessment when time expires

1. **Time limit.** Sets the amount of time allowed to complete the assessment.
2. **Time warning.** Sets a time warning to remind users of how much time they have left to complete the assessment. Time warning values can be set in increments from 1 minute to 30 minutes.
3. **Automatically submit assessment when time expires.** Sets to automatically submit the assessment, regardless of completion status when the time has expired.

Assessment Review Tab

The Review tab determines how and when Assessment review information is available to students. To configure Assessment review settings configure the following fields:

The screenshot shows the 'New Assessment' dialog box with the 'Review' tab selected. The 'Results Review' section contains four numbered steps: 1. View Submission History (dropdown menu showing 'Full review'), 2. Review Availability (checkboxes for 'Review begins', 'Review ends', 'Restrict review until all questions are graded', and dropdown for 'days after review begins' set to 'User submission'), 3. Display Feedback (dropdown menu showing 'Assessment completion'), and 4. Feedback Options (checkboxes for 'Overall score', 'Feedback text', 'Points awarded', 'Right or wrong', 'Answer key', 'Question text', 'Grader remarks', 'User response', and 'Points possible'). At the bottom are 'Save' and 'Cancel' buttons.

1. **View submission history.** Determines the level of review feedback to which users have access.



Note: Anonymous assessments do not allow feedback, regardless of this setting.

- **Full Review** allows the user to review the full results of the assessment upon submission, restricted only by the current Full Review Options. In addition, upon returning to a previously submitted assessment, the user is presented with a hyperlinked list of the dates on which he/she has taken the assessment. The user may click on the hyperlinked item to review the full results of the submission restricted only by the current Full Review Options.
- **List only** allows the user to review a list summary of the assessment upon submission, including the number of points awarded, the number of points missed, and an overall score. In addition, upon returning to a previously submitted assessment, the user is presented with a list of the dates on which the user submitted the assessment and the grade for each submission (if applicable).
- **Disabled** prevents the display of feedback upon submission of the assessment and also disables the display of information regarding previously submitted assessments.

2. **Review availability.** Sets when review feedback is displayed.

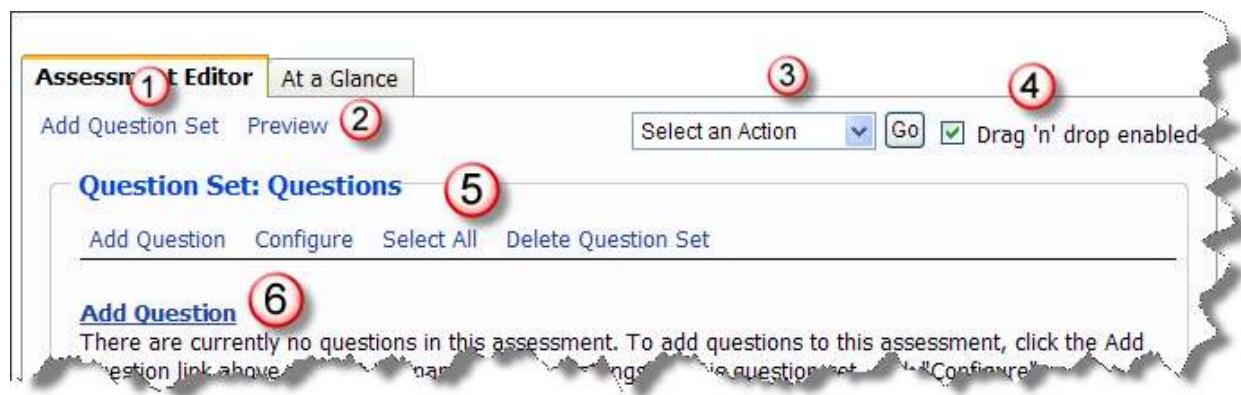
- Review begins <amount of days> after user submission.
- Review ends <amount of days> after review begins.
- Restrict review until all questions are graded.

3. **Display feedback.** Sets when review feedback is displayed.

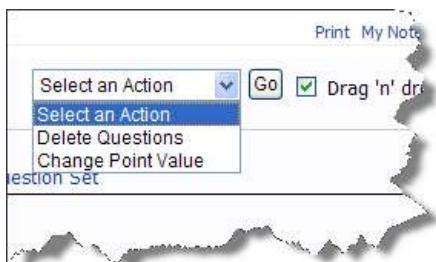
- **Question set completion (conditional).** Displays review feedback upon completion of each question set.
 - **Assessment completion.** Displays review feedback upon completion of the assessment. Note that this option is only applicable when using the 'Question set at a time' Display mode interaction setting.
4. **Feedback options.** Sets which review feedback options are displayed. Options include:
- Overall score
 - Right or wrong
 - Question text
 - User response
 - Feedback text
 - Answer key
 - Grader remarks
 - Points possible
 - Points awarded

Assessment Editor

The **Assessment Editor** tab allows the course editor to add, edit, preview and delete questions and question sets.



1. **Add Question Set.** Allows you to add a new question set.
2. **Preview.** Allows you to preview the assessment.
3. **Select an action.** Allows you to delete questions or change point value.



4. **Drag 'n' drop enabled.** When there is a green checkmark in the box, you can drag and drop questions.
5. Question Set menu:
 - **Add a Question.** Adds a question to the question set menu.
 - **Configure.** Adds titles and text to the question set.
 - **Select All.** Selects all the questions in the question set.
 - **Delete Question Set.** Deletes all the questions in the question set and the question set.

At a Glance Tab

The At a Glance tab provides a convenient interface to view statistics about assessments including performance, question type distribution, access and interaction.

- **Performance.** Performance displays a list of user scores for the assessment (including high score, low score, mean and median) as well as a count of how many copies of the assessment are completed, in progress or not attempted.

Performance Reports at a Glance			
Scores		Status	
High score	100	Completed	1
Low score	100	In progress	0
Mean score	100	Not attempted	1
Median score	100		

Recent Activity			
Submitted	User	Score	
4/6/2007	instructor	100	<div style="width: 100%; height: 10px; background-color: green;"></div>

- **Question type distribution.** Question type distribution displays the number of each question type included in the assessment, as well as the points and percentage impact of each question type in relation with the total points possible for the assessment.

Question Type Distribution			
Question Type	Count	Points	%
True or False	3	6	100%
Essay	0	0	n/a
Fill in the Blank(s)	0	0	n/a
Matching	0	0	n/a
Multiple Choice	0	0	n/a
Multiple Select	0	0	n/a
Offline Item	0	0	n/a
Ordering	0	0	n/a
Question Pool	0	0	n/a
Short Answer	0	0	n/a
Total	3	6	

- **General.** General displays the general settings for the assessment including dates defining access, due date custom URLs.

General	
Date Visible / Hidden	- / -
Date Enabled /	4/6/2007 1:50:00 PM / 4/7/2007 1:50:00
Disabled	PM
Milestone Assigned /	4/5/2007 12:00:00 AM / 4/6/2007 12:00:00
Due	AM
Launch in	same window
Custom icon URL	~/images/icons/iconPAGE.gif
Custom help URL	none
Link URL	none

- **Access.** Access displays the access settings for the assessment including whether tracking is enabled, viewable by rights, whether a password is required, browser security and team access.

Access

User tracking	Disabled
Viewable by	students
Password required	off
Browser security	off
Team access	all teams

- **Interaction.** Interaction displays the interaction settings for the assessment including display mode, number of allowed attempts, validation, time limit and review options.

Interaction

Display mode	all at once
Attempts allowed	1
Incomplete submissions	allow with warning
Anonymous submissions	Disabled
Save settings	allow save and finish later
Time limit	unlimited
Results review	full
Review available	begins after user submission

- **Gradebook.** The gradebook setting for the assessment.

Gradebook

Assignment	none
------------	------

Assessment Question Types

Assessments support the creation of several different question types. The following listing provides a description of the available question types and their methods of grading.

- **Multiple Choice.** Automatically graded. Presents users with a question followed by a list of choices. Only one choice may be selected.
- **Multiple Select.** Automatically graded. Presents users with a question followed by a list of choices. Multiple selections are allowed.
- **True False.** Automatically graded. Presents users with a statement that they must determine to be either true or false.
- **Matching.** Automatically graded. Presents users with a definition and a drop-down list of terms from which they must choose a match.
- **Ordering.** Automatically graded. Presents users with a list of items to be placed in the correct order.
- **Fill-in-the-blank(s).** Automatically graded. Presents users with a question followed by multiple single-line answer boxes. Responses are automatically graded against a list of allowed answers.
- **Short Answer.** Manually graded (online). Presents users with a question followed by a single-line answer box.
- **Essay.** Manually graded (online). Presents users with a question followed by a multiple-line answer area.
- **Off-line Item.** Manually graded (online). Presents users with a question to be completed offline (no answer field appears).
- **Algorithmic.** Automatically graded. Presents users with a question containing variables that are randomly replaced by the system based on settings provided. Responses are automatically graded against a answer based on random variables and a mathematical formula.

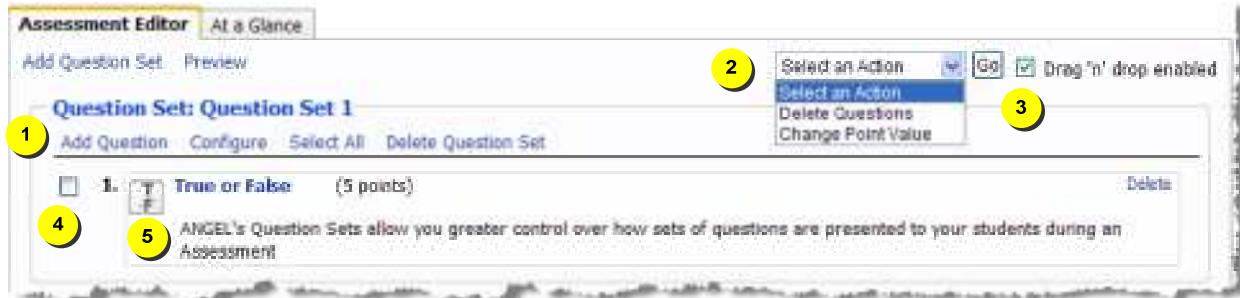
Question Sets

A Question Set is just a grouping of questions within an Assessment. These groupings provide instructors with additional assessment design flexibility by allowing them to configure different delivery options for each group of questions.



Note: You don't have to configure a Question Set to use an Assessment. By default all questions are added to a single Question Set with the Assessment being delivered as configured by the Assessment's Settings.

Each Question Set has its own menu of actions that enable you to add and delete questions, change point values or delete the entire question set.



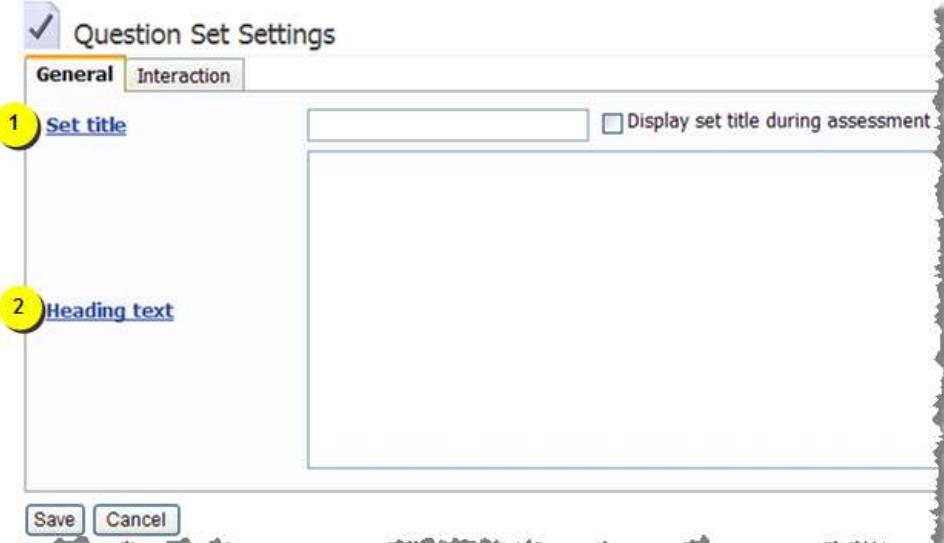
1. The **Question Set Menu** options include:
 - **Add Question.** This is how you add questions to your Assessment. Clicking **Add Question** will load the **Add Question** selection window where you can select a question type to enter.
 - **Configure.** Set the question display and delivery options for that Question Set.
 - **Select All.** Selects all the question within that Question Set for action via the **Select an Action** pull down.
 - **Delete Question Set.** Deletes the Question Set and permanently deletes any questions which are not referenced by another assessment or included in a question bank.
2. **Select an Action.** This pull-down menu allows you to Delete or Change the Point value for selected Questions within that Question Set.
3. **Drag 'n' drop enabled.** With this option enabled, you can rearrange questions and Question Sets via drag and drop. This option is enabled by default. You may wish to turn it off for very large assessments to speed the loading of an assessment.
4. **Select a Question.** This selection box selects a question for action via the Select and Action pull-down (#2 in the figure above).
5. **Questions.** Questions are shown with their icon, question type, point value and question text. Individual questions may be removed from a Question Set via the **Delete** link within the question area. Note that the question will not be deleted from other Assessments, Questions Sets or the Question Bank.

Configuring a Question Set

To begin configuring a Question Set, open an Assessment by clicking on the name of the Assessment. The Assessment editor will open as shown below.

The screenshot shows the Blackboard Assessment Editor interface for a "Drug Interaction Quiz". At the top, there are links for "Settings", "Reports", "Utilities", and "Delete". On the right, there are links for "Print", "My Notes", "Previous", and "Next". Below the header, tabs for "Assessment Editor" and "At a Glance" are visible, with "Assessment Editor" being active. Under "Assessment Editor", there are links for "Add Question Set" and "Preview". A search bar says "Select an Action" with a dropdown arrow, a "Go" button, and a checked checkbox for "Drag 'n' drop enabled". The main area is titled "Question Set: Questions". A yellow circle labeled "1" highlights the "Configure" link, which is underlined and has a red rectangular box around it. Other links in this row include "Add Question", "Select All", and "Delete Question Set". Below this, there are two questions listed: "1. Multiple Choice (10 points)" and "2. Multiple Choice (10 points)". Each question has a checkbox, a preview icon, and "Regrade" and "Delete" links. The first question's text is: "Artelon is a new drug that, when administered intravenously, causes a reduction in blood pressure. When taken orally, it must be taken with a glass of orange or tomato juice on an empty stomach and patients must avoid calcium supplements or antacids within 4 hours of taking the drug. You suspect the drug is absorbed in:". The second question's text is: "It is likely that Artelon:".

Click the **Configure** link (#1 in the illustration above) to launch the **Question Set Settings** dialog. The **Question Set Settings** dialog loads in a pop up window as shown below.

A screenshot of the "Question Set Settings" dialog box. The title bar says "Question Set Settings" with a checkmark icon. Below it, there are tabs for "General" and "Interaction", with "General" being active. A yellow circle labeled "1" highlights the "Set title" link, which is underlined. To the right of the link is a text input field and a checkbox labeled "Display set title during assessment". A yellow circle labeled "2" highlights the "Heading text" link, which is underlined. At the bottom of the dialog are "Save" and "Cancel" buttons.

1. **Set title.** This allows you to enter a title for this Question Set. If you add a title and you select **Display set title during assessment** the title will be visible to students during the assessment (see below for an example).
2. **Heading text.** The heading text box allows you to insert text that is presented during the assessment and will precede all of the questions displayed within that Question Set. You could use the Heading Text in a variety of ways:
 - Give directions for the questions within the set.
 - Provide a scenario or case study for the questions within the set.
 - Add a diagram or map or other illustration referred to in the questions.

 **Tip:** Questions set title and heading text fields provide an excellent way of presenting story problems or case studies that are followed by a set of related questions.

The screenshot shows the 'Question Set Settings' page with the 'General' tab selected. A yellow circle labeled '1' points to the 'Set title' field, which contains the text 'Who is taller than whom?'. Another yellow circle labeled '2' points to the 'Heading text' box, which contains the same text: 'Who is taller than whom? Anne is a 6' 2" tall volleyball player. Bob, a rock car driver, is taller than Christine. Dave is a professional bowler and is shorter than both Christine and Bob. Christine is taller than Dave. Anne is the tallest.' Below this, the 'Brain Teasers' section is visible, containing a question 'Who is taller than whom?' followed by four numbered options. At the bottom of the page are 'Submit' and 'Save and Continue Later' buttons.

1. Give the Question Set an optional title and select the **Display set title during assessment** option.
2. Enter the story problem or case study text in the **Heading Text** box. The text will be presented in advance of all the questions in that section. This configuration can be especially effective if the Assessment is configured to display a single Question Set at a time.

Interaction Tab Settings

You access the Interaction settings by clicking on the **Interaction** tab.

The screenshot shows the 'Question Set Settings' page with the 'Interaction' tab selected. Numbered circles 1 through 4 point to specific settings: 1 points to the 'Use assessment settings' checkbox; 2 points to the 'Question set display mode' dropdown set to 'Question set at a time'; 3 points to the 'Question set display options' section with several checkboxes; 4 points to the 'Time limit' section. At the bottom are 'Save' and 'Cancel' buttons.

1. **Use assessment settings.** By default, this selection is checked and the assessment will deliver the questions according to the settings configured in the Assessment Settings tab. Disabling this option allows you to configure the Question Set independently from the overall Assessment.
2. **Question set display mode .** This is determined by the Assessment settings and cannot be changed in the Question Set configuration.
3. **Question set display options.** These options can be changed only if **Use assessment settings** is NOT checked. These settings allow for further control of how the assessment will be presented to students. Options include:
 - **Randomize the order in which questions are delivered.** Selecting this option randomizes the order in which the questions within the Question Set are delivered.
 - **Randomize the order of each question's answer options.** Selecting this option randomizes the order in which the answer options are presented for each question within the Question Set.
 - **Don't allow backtrack.** Prevents users from moving to the previous questions. This option is only available if the Display Mode is set to **Question at a time** on the **Assessment > Settings > Interaction** tab.
 - **Display feedback after each question.** Displays available question level feedback after each question is answered and submitted. This option is only available if the Display Mode is set to **Question at a time** on the **Assessment > Settings > Interaction** tab.
 - **Correct answer must be selected before next question is presented.** Enabling this option requires the student to submit the correct answer before the next question is presented. This option is only available if the Display Mode is set to **Question at a time** on the **Assessment > Settings > Interaction** tab.
 - **Limit the number of questions within this Question Set to xx.** This option allows you to limit the number of questions displayed within a Question Set. For example, if you have 10 questions within your Question Set and you set this option to 5, when the Assessment is delivered, the Question set will randomly select 5 of the 10 questions to present to the student.



Caution: Question Pool item types are considered a single question within a Question set. If your question pool is set to deliver 10 questions, all ten questions will be delivered regardless of the question limit entered in the **Limit the number of questions displayed within this Question Set to xx** option. Avoid this option if using Question Pools. This would be an alternative for using them.

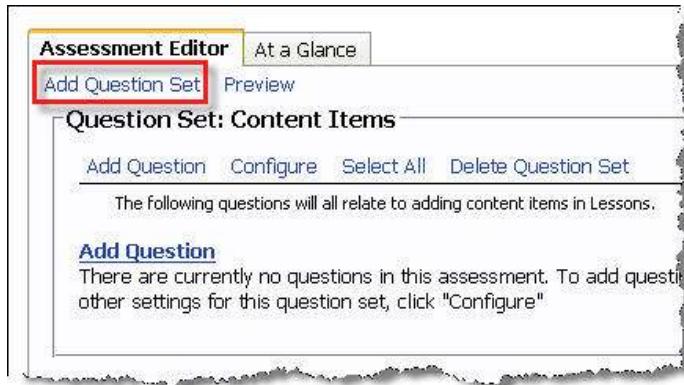
4. **Time limit.** You can set time limits for individual Questions Sets. To enable Question Set time limits, you must set the **Question set display mode** to **Question set at a time** and establish an overall time limit Assessment on the **Assessment > Settings > Interaction** tab.
 - **Time Limit.** This option allows you to set a time limit for each Question Set.
 - **Expiration Warning.** Configure if and when you want to warn students about their remaining time.
 - **Automatic Submission.** Selecting this option will cause the Assessment to automatically submit all the questions within that Question Set and load the next Question Set (unless it's the last or only Question Set in which case it will submit the exam).



Caution: The time limit set via the **Assessment > Settings > Interaction** tab will trump the times set on the individual Question Sets. For example, if you set the Assessments time limit to 15 minutes, and then configure a Question Set to allow 30 minutes, the Assessment setting of 15 minutes will override the 15 minute setting within the Question Set.

Adding New Question Sets

Add a new Question Set by clicking **Add Question Set**.



A pop-up window will appear. Add a **Title** for the next Question Set. Leaving the **Edit Question Set settings upon save** enabled will take you directly to the Question Set Settings dialog after you click **Save**.



Rearranging Questions

You can rearrange questions within a Question Set (or between Question Sets) using Drag and Drop as well. To rearrange questions:

The figure consists of three vertically stacked screenshots from a software application, likely ANGEL, demonstrating the movement of questions between Question Sets.

- Screenshot 1:** Shows a "Question Set: Question Set 1" screen with two questions listed. Question 1 is a "True or False" type worth 5 points, and Question 2 is a "Multiple Choice" type worth 0 points. Both questions have a small icon with four arrows (representing a "grab" action) located to their left. A red arrow points from the number 1 to the icon of Question 1. Below the screen is an "Assessment Editor" section with tabs for "Add Question Set" and "Preview".
- Screenshot 2:** Shows the same "Question Set: Question Set 1" screen after Question 1 has been moved. Question 1 is now highlighted with a yellow background and a yellow circle containing the number 2. Question 2 remains in its original position. The "At a Glance" tab is selected in the Assessment Editor.
- Screenshot 3:** Shows a second "Question Set: Question Set 1" screen where Question 1 has been successfully moved. It is now the first question in the set, followed by Question 2. Both questions have their original icons with four arrows. A yellow circle containing the number 3 is positioned to the left of the "Add Question Set" tab in the Assessment Editor.

1. Click and hold on the question icon. You'll see a four-arrow icon () when you've successfully "grabbed" the question.
2. Drag the question to its new location. The new location will be highlighted.
3. Release the mouse. The question will be in its new location.

Note that you can move questions between Question Sets in this manner as well.

Rearranging Question Sets

You can rearrange Question sets via drag and drop. To rearrange your question sets:

1. Click and hold the title of a Question Set.
2. The Question Set screen will collapse and display just the Question Set title information.

Assessment Editor At a Glance

Add Question Set Preview

1 **Question Set: Question Set 1**

Add Question Configure Select All Delete Question Set

1. **True or False** (5 points)
ANGEL's Question Sets allow you greater control over Assessment

2 **Question Set: Question Set 2**

Add Question Configure Select All Delete Question Set

1. **Multiple Choice** (0 points)

Assessment Editor At a Glance

Add Question Set Preview

Question Set: Question Set 1

Question Set: Question Set 2

Question Set: Question Set 3

Now that the question set is collapsed, you can move it:

1. Drag the Question Set to its new location, swapping places with another Question Set.
2. Releasing the mouse button will return the screen to its original view with the Question Sets rearranged.

Assessment Editor At a Glance

Add Question Set Preview

1 **Question Set: Question Set 1**

2 **Question Set: Question Set 2**

Question Set: Question Set 3

Assessment Editor At a Glance

Add Question Set Preview

Question Set: Question Set 2

Add Question Configure Select All Delete Question Set

1. **Multiple Choice** (0 points)
What approach to intelligence that measures the cogn

Question Set: Question Set 1

Add Question Configure Select All Delete Question Set

1. **True or False** (5 points)
ANGEL's Question Sets allow you greater control over Assessment

Question Set: Question Set 3

Add Question Configure Select All Delete Question Set

Algorithmic Questions

To add an algorithmic question:

1. Log into your ANGEL course and click the **Lessons** tab.
2. Navigate to the assessment.
3. Click the **Add Question** hyperlink.
4. Click the **Algorithmic** hyperlink or icon (). The Algorithmic Question Editor page will open.

 Algorithmic Question Editor

[View advanced options](#)

Question Type	Algorithmic												
Question Title	Enter an optional title for this question.												
Points	0 % of this assessment's 0 points												
Question Text													
Enter question text and/or graphics for the question.													
To have variables algorithmically replaced, use braces like this {x} in the question text or WebEQ equation. HTML Editor													
Random Variables <table border="1"> <thead> <tr> <th>Variable</th> <th>Type</th> </tr> </thead> <tbody> <tr> <td>(Enter Variable)</td> <td>Continuous Range <input style="width: 150px; height: 20px;" type="button" value="..."/></td> </tr> <tr> <td></td> <td>Min <input type="text"/> Max <input type="text"/> Rounding <input type="text"/> Decimal Places <input style="width: 150px; height: 20px;" type="button" value="..."/></td> </tr> </tbody> </table> <p>Add 1 new random variables</p>		Variable	Type	(Enter Variable)	Continuous Range <input style="width: 150px; height: 20px;" type="button" value="..."/>		Min <input type="text"/> Max <input type="text"/> Rounding <input type="text"/> Decimal Places <input style="width: 150px; height: 20px;" type="button" value="..."/>						
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Answer Variables <table border="1"> <thead> <tr> <th>Variable</th> <th>Formula</th> <th>Rounding</th> </tr> </thead> <tbody> <tr> <td>(Enter Variable)</td> <td><input type="text"/></td> <td>0 <input style="width: 150px; height: 20px;" type="button" value="..."/></td> </tr> </tbody> </table> <p>Add 1 new answer variable(s)</p>		Variable	Formula	Rounding	(Enter Variable)	<input type="text"/>	0 <input style="width: 150px; height: 20px;" type="button" value="..."/>						
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Answer Boxes <table border="1"> <thead> <tr> <th>#</th> <th>Box Label</th> <th>Display Units Box?</th> <th>Box Width</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td><input type="text"/></td> <td><input type="checkbox"/></td> <td>10</td> <td>0 % of this question's 0 points</td> </tr> </tbody> </table> <p>Add 1 new answer boxes</p>		#	Box Label	Display Units Box?	Box Width	Score	1.	<input type="text"/>	<input type="checkbox"/>	10	0 % of this question's 0 points		
#	Box Label	Display Units Box?	Box Width	Score									
1.	<input type="text"/>	<input type="checkbox"/>	10	0 % of this question's 0 points									
Grading Rubrics <table border="1"> <thead> <tr> <th colspan="3">Enter answers for answer box #1</th> </tr> <tr> <th>Answer a)</th> <th>Answer <input style="width: 150px; height: 20px;" type="button" value="..."/></th> <th>Score % <input type="text"/> % of this question's 0 points</th> </tr> </thead> <tbody> <tr> <td></td> <td>Evaluate using <input style="width: 150px; height: 20px;" type="button" value="..."/></td> <td>Equal <input style="width: 150px; height: 20px;" type="button" value="..."/></td> </tr> <tr> <td colspan="3">Add 1 more answer(s).</td> </tr> </tbody> </table>		Enter answers for answer box #1			Answer a)	Answer <input style="width: 150px; height: 20px;" type="button" value="..."/>	Score % <input type="text"/> % of this question's 0 points		Evaluate using <input style="width: 150px; height: 20px;" type="button" value="..."/>	Equal <input style="width: 150px; height: 20px;" type="button" value="..."/>	Add 1 more answer(s).		
Enter answers for answer box #1													
Answer a)	Answer <input style="width: 150px; height: 20px;" type="button" value="..."/>	Score % <input type="text"/> % of this question's 0 points											
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Feedback Enter feedback for correct and incorrect answers <table border="1"> <thead> <tr> <th>Incorrect answer feedback</th> <th>Correct answer feedback</th> </tr> </thead> <tbody> <tr> <td><input type="text"/></td> <td><input type="text"/></td> </tr> <tr> <td colspan="2"> HTML Editor <input style="width: 150px; height: 20px;" type="button" value="..."/> </td> </tr> </tbody> </table>		Incorrect answer feedback	Correct answer feedback	<input type="text"/>	<input type="text"/>	HTML Editor <input style="width: 150px; height: 20px;" type="button" value="..."/>							
Incorrect answer feedback	Correct answer feedback												
<input type="text"/>	<input type="text"/>												
HTML Editor <input style="width: 150px; height: 20px;" type="button" value="..."/>													
Question Options <table border="1"> <thead> <tr> <th>Keywords</th> <th>Difficulty</th> </tr> </thead> <tbody> <tr> <td><input type="text"/></td> <td><input type="checkbox"/> Very easy <input style="width: 150px; height: 20px;" type="button" value="..."/></td> </tr> <tr> <td colspan="2"> Choose keywords <input style="width: 150px; height: 20px;" type="button" value="..."/> </td> </tr> </tbody> </table>		Keywords	Difficulty	<input type="text"/>	<input type="checkbox"/> Very easy <input style="width: 150px; height: 20px;" type="button" value="..."/>	Choose keywords <input style="width: 150px; height: 20px;" type="button" value="..."/>							
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Choose keywords <input style="width: 150px; height: 20px;" type="button" value="..."/>													
<input checked="" type="checkbox"/> Add to question bank <input type="button" value="Save"/> <input type="button" value="Cancel"/> <input type="button" value="Save and Create New"/> <input type="button" value="Algorithmic"/>													

5. Complete the following fields:

- **Question Title.** Provides the title of the question.
- **Points.** Provides a point value for the question.
- **Question Text.** Type the question text in the Question Text field. The Question Text is displayed to students who receive this question.
 - Insert variables to be algorithmically replaced by surrounding the variable with braces, for example, $\{x\} + \{y\}$.
 - Click the HTML Editor link to insert images, apply formatting to the Question Text, add WebEQ equations, etc. Note that variables to be replaced algorithmically may be entered into WebEQ equations in braces, if desired.
 - Optionally enter question prompt text (i.e. extra text such as a hint or background information that displays with the question text) or footer text (displays following the last question choice). Click the HTML Editor hyperlink to insert images, apply formatting to the question text, etc.
- **Random Variables.** Random Variables are used to generate a random value that may be used to calculate Answer Variable(s) and/or replace variables in the Question Text.
 - Enter Variable(s) within braces, like this $\{x\}$.
 - For each Variable entered, the Type drop-down menu offers two options for how the system will randomly replace each variable: Continuous Range and Discrete List.
 - A Continuous Range lets you specify a numerical range within which a single value will be randomly selected by the system when presenting this question to a student. Enter the lower and upper limits of the numerical range by entering values into the Min and Max fields. The random value selected by the system may be rounded to a specified number of decimal places or significant digits.
 - A Discrete List lets you manually specify individual values from which the system will randomly choose when presenting this question to a student. When entering more than one discrete value, separate each value with a comma.
- **Answer Variables.** Answer Variables are primarily used to generate a value that will be used as the answer to the question. Answer Variables may also be used as dependant variables in order to perform "stepped" computations to arrive at a final answer. To this end, Answer Variables that precede the "final" answer variable(s) may be used in subsequent answer variable formula(s).

Answer variables are entered as a mathematical formula written in ASCII Math. ASCII Math is a method for constructing formulas using a string of ASCII (plain text) characters. Here's an example of how one could enter a formula to evaluate the sum of $\{a\}$ and $\{b\}$ in ASCII Math:

$\{a\}+\{b\}$

Variables to be replaced algorithmically are entered in braces, e.g. $\{a\}$, and must be defined in the Random Variables section of the Question Editor page.

When using functions in a formula, such as square roots, the use of parentheses is required. For example, the following square root:

$$\sqrt{a}$$

Would be entered in ASCII math as follows:

$\text{sqrt}(\{a\})$

When the system evaluates the formula you have entered, it follows a specific order of operations:

1. Parentheses (innermost to outermost).
2. Exponents and roots.
3. Multiplication and division.
4. Addition and subtraction.

For example, given:

$3 - (5 - (7+1))^{**2} * (-5) + 3$

The system will arrive at an answer by following the order of operations in the following way:

Evaluate the innermost expression ($7 + 1$):

$3 - (5-8)^{**2} * (-5) + 3$

Evaluate the expression within the remaining parentheses ($5 - 8$):

$3 - (-3)^{**2} * (-5) + 3$

Evaluate the power of $(-3)^{**2}$:

$3 - 9 * (-5) + 3$

Evaluate the multiplication $9 * (-5)$:

$3 - (-45) + 3$

Evaluate the subtraction $3 - (-45)$:

$48 + 3$

Evaluate the addition $48 + 3$:

$48 + 3 = 51$

The following example demonstrates how a more complicated equation can be entered using ASCII Math: the quadratic equation:

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

Because there are two possible answers for this equation, two separate ASCII Math formulas are required:

$(- \{b\} + \text{sqrt} (\{b\} ** 2 - 4 * \{a\} * \{c\})) / (2 * \{a\})$

$(- \{b\} - \text{sqrt} (\{b\} ** 2 - 4 * \{a\} * \{c\})) / (2 * \{a\})$

Once these formulas have been established, there are two ways to evaluate a student. One, you may provide two answer boxes and require the student to enter the positive and negative result. Two, you may or provide one answer box and provide full credit for either the positive or negative result as defined in the Grading Rubrics section.

The following ASCII math operators, constants, and functions recognized by the system:

- Operators:

Operator	Description
+	Addition
-	Subtraction
*	Multiplication
/	Division
**	Power or exponent. For example, $2^{**2} = 4$.
()	Parentheses used to group elements for precedence
!	Logical NOT. For example, $!(0) = 1$, $!(1) = 0$, $!(-3.14) = 0$
%	Modulus or remainder. For example, $5 \% 2 = 1$.
&&	Logical AND. For example, $0 \&\& 0 = 0$, $0 \&\& 1 = 0$, $1 \&\& 1 = 1$, $3 \&\& -2.5 = 1$.
	Logical OR. For example, $0 0 = 0$, $0 1 = 1$, $1 1 = 1$, $3 -2.5 = 1$.

- Constants:

$_e$ Base e, Euler's constant (2.71828...).

$_pi$ Pi - (3.14159...).

- Functions:

Function	Description
$\text{abs}(x)$	Absolute value of x.

acos(x)	Arc-cosine of x in radians.
acosh(x)	Hyperbolic arc-cosine of x in radians.
angle(x,y)	Arc-tangent of x/y in radians. Uses signs to determine result quadrant.
asin(x)	Arc-sine of x in radians.
asinh(x)	Hyperbolic arc-sine of x in radians.
atan(x)	Arc-tangent of x in radians.
atan2(x,y)	same as angle(x,y).
atanh(x)	Hyperbolic arc-tangent of x in radians.
ceil(x)	Round x up to the nearest integer. ceil(2.1) = 3. ceil(-2.1) = -2.
cos(x)	Cosine of x in radians.
cosh(x)	Hyperbolic cosine of x in radians.
exp(x)	Base e (Euler's constant) raised to the power of x.
fact(x)	Factorial of x. fact(3) = 6.
floor(x)	Round x down to nearest integer. floor(2.8) = 2. floor(-2.8) = -3.
int(x)	Return integer portion of x. int(4.32) = 4. int(-4.32) = -4.
ln(x)	Base e natural logarithm of x.
log(x)	Same as ln(x).
log10(x)	Base 10 logarithm of x.
max(x,y,...)	Return the maximum of all supplied arguments. max(1,2,3) = 3.
min(x,y,...)	Return the minimum of all supplied arguments. min(1,2,3) = 1.
mod(x,y)	Modulus or remainder of x/y.
rand()	Return a random number between 0 and 1.
round(d,x)	Round x to d decimal places. Halfway cases round away from 0.
sin(x)	Sine of x in radians.
sinh(x)	Hyperbolic sine of x in radians.
sqrt(x)	Square root. sqrt(9) = 3.
sum(x,y,...)	Return the sum of all supplied arguments. sum(1,2,3) = 6.
tan(x)	Tangent of x in radians.
tanh(x)	Hyperbolic tangent of x in radians.

- **Answer Boxes.** Answer Boxes give students the means to provide an answer to the question. At least one Answer Box is required, but you may enter multiple Answer Boxes if desired.
 - **Box Label** is an optional field that, when entered, presents text to students preceding a given Answer Box.
 - **Box Width**, which is displayed when the View Advanced Options checkbox is selected, sets the width of the Answer Box. To set a width, enter a whole number, which equates to the width of the Answer Box measured in characters.
 - When the **Display Units Box** checkbox is selected, a Unit Box field is displayed to students who receive this question, and additional unit information is displayed in the Grading Rubrics section below.
 - **Score %**, which is displayed when the View Advanced Options checkbox is selected, gives course editors a way to set the percentage each answer box will count towards the total points awarded for a question. If the Score % boxes are left blank, each answer box will count for an equal portion of the question's total points. If you choose to manually enter percentages for Answer Boxes, the Score % field(s) must total 100%.

- **Grading Rubrics.** Grading Rubrics determine how student responses will be evaluated by the system in order to provide full, partial, or no credit. A Grading Rubric section is automatically presented for each Answer Box entered for the question. At least one Answer is required for each Grading Rubric section displayed. To provide partial credit, add additional Answers for each Grading Rubric section with different criteria and Score percentages.
 - The **Answer** drop-down menu's values are determined from the Answer Variables defined above. Select the appropriate Answer Variable to be used by the system when it compares the student's response in order to award credit.
 - For Answer Boxes that are set to require units, a Units field is displayed which requires the entry of the units text a student must enter in order to receive credit. Select the **Case Sensitive** option if the student's entry must exactly match the case of the Units entered. If there is more than one acceptable way to enter a unit, you may add more Rubric Answers to support additional full- or partial-credit scenarios.
 - The **Evaluate Answer Using** drop-down menu provides three options: **Equals**, **Rounding**, and **Tolerance**. Select **Equals** to award credit when a student response equals the answer exactly. Select **Rounding** to award credit based on rounding the answer to a number of decimal places or significant digits. Select **Tolerance** to award credit when a student response is within an absolute or relative (percentage) range of the answer.
 - If **Show Answer Feedback** has been selected, a Feedback field is displayed for each rubric's answer. Text entered in the Feedback field is displayed to students if the respective answer is used by the system to award credit. Click the HTML Editor link to insert images, apply formatting to the feedback text, add WebEQ equations, etc.
 - **Feedback.** Allows the editor to provide general feedback based on whether the student provides a correct or incorrect answer.
 - **Keywords.** Allows the editor to associate new or existing keywords with the question. When used in conjunction with the **Add to question bank** option, the resulting question can be easily searched for and added to other assessments based on the keywords.
 - **Difficulty.** When selected, the course editor can assign a difficulty level to the question (very easy, easy, average, difficult and very difficult). When used in conjunction with the **Add to question bank** option, the resulting question can be easily searched for and added to other assessments based on the difficulty setting.
 - **Answer labels.** Sets the type of label to display for your answer choice. Options include alpha listing with A), a), or 1) and by drop-down list.
 - **Add to question bank.** Adds the current question to the Question Bank Manager for the course.
 - **Update all instances of this question in this course** = When selected, changes to the question will be to all instances of the question being used in the course.



Note: This option will only appear if the question being edited has been copied or reused at least once within the same course.

- This option will only appear if the question being edited has been copied or reused at least once within the same course.
- **Automatically accept changes made to this question from the master source.** When selected, changes made to the source question (located in a different course or repository) will be automatically applied to the copy of the question being used in this course.



Note: This option will only appear if the question being edited has been copied from a different course or repository.

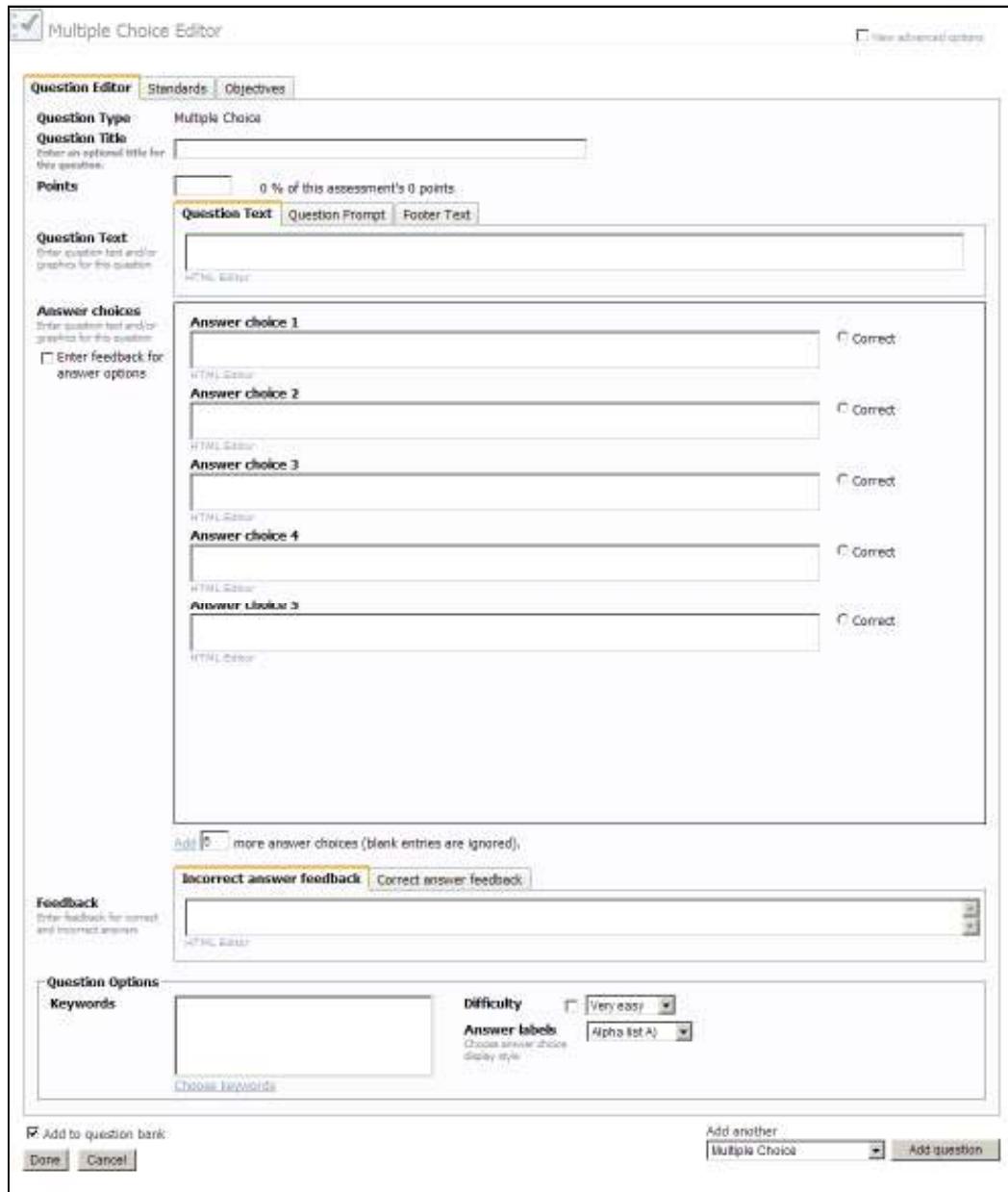
- **Add another.** Select a question type from the drop-down menu and click the Add question button to save the current question and add another question without returning to the Add Question screen.

6. Click the **Standards** tab to map the question to one or more standards.
7. Click the **Objectives** tab to map the question to one or more objectives.
8. Click the **Done** button.

Multiple Choice Questions

To add a multiple choice question:

1. Log into your ANGEL course and click the **Lessons** tab.
2. Navigate to the assessment.
3. Click the **Add Question** hyperlink.
4. Click the **Multiple Choice** hyperlink or icon ().



The screenshot shows the 'Multiple Choice Editor' dialog box. At the top, there are tabs for 'Question Editor', 'Standards', and 'Objectives'. The 'Question Editor' tab is selected. Under 'Question Type', it says 'Multiple Choice'. The 'Question Title' field is empty. The 'Points' field shows '0 % of this assessment's 0 points'. The 'Question Text' field contains placeholder text 'HTML Editor'. Below this, there are four 'Answer choice' sections, each with an 'HTML Editor' field and a radio button labeled 'Correct'. The 'Feedback' section at the bottom has a 'Correct answer feedback' field containing 'HTML Editor'. The 'Question Options' section includes a 'Keywords' field with a 'Choose keywords' button, a 'Difficulty' dropdown set to 'Very easy', and an 'Answer labels' dropdown set to 'Alpha List A'. At the bottom, there are buttons for 'Add another' (set to 'Multiple Choice'), 'Add question', 'Done', and 'Cancel'.

5. Complete the following fields:

- **Question Title.** Provides the title of the question.
- **Points.** Provides a point value for the question.
- **Question Text.** Type the question text in the Question Text field. Optionally enter question prompt text (i.e. extra text such as a hint or background information that displays with the question text) or footer

text (displays following the last question choice). Click the HTML Editor hyperlink to insert images, apply formatting to the question text, etc.

- **Answer Choices.** Provides possible answers for each question. The correct answer is designated by clicking the Correct radio button. Select the 'view advanced options' checkbox and type a percentage in the appropriate % fields (denoting percentage of points possible assigned to the partially correct choice) to assign partial credit to partially correct choices.
- **Enter feedback for answer options.** When selected, feedback fields are displayed for each answer choice allowing the editor to provide unique feedback based on the choice selected by the student.
- **More answer choices.** Allows the editor to add additional answer choices to the question.
- **Feedback.** Allows the editor to provide unique feedback based on whether the student provides a correct or incorrect answer.
- **Keywords.** Allows the editor to associate new or existing keywords with the question. When used in conjunction with the **Add to question bank** option, the resulting question can be easily searched for and added to other assessments based on the keywords.
- **Difficulty.** When selected, the course editor can assign a difficulty level to the question (very easy, easy, average, difficult and very difficult). When used in conjunction with the **Add to question bank** option, the resulting question can be easily searched for and added to other assessments based on the difficulty setting.
- **Answer labels.** Sets the type of label to display for your answer choice. Options include alpha listing with A), a) or 1) and by drop-down list.
- **Add to question bank.** Adds the current question to the Question Bank Manager for the course.
- **Update all instances of this question in this course.** When selected, changes to the question will be to all instances of the question being used in the course.



Note: This option will only appear if the question being edited has been copied or reused at least once within the same course.

- **Automatically accept changes made to this question from the master source.** When selected, changes made to the source question (located in a different course or repository) will be automatically applied to the copy of the question being used in this course.



Note: This option will only appear if the question being edited has been copied from a different course or repository.

- **Add another.** Select a question type from the drop-down menu and click the Add question button to save the current question and add another question without returning to the Add Question screen.
6. Click the **Standards** tab to map the question to one or more standards.
 7. Click the **Objectives** tab to map the question to one or more objectives.
 8. Click the **Done** button.

Multiple Select Questions

To add a multiple select question, do the following:

1. Log into your ANGEL course and click the **Lessons** tab.
2. Navigate to the assessment.
3. Click the **Add Question** hyperlink.
4. Click the **Multiple Select** hyperlink or icon ().

Multiple Select Editor View advanced options

Question Editor [Standards](#) [Objectives](#)

Question Type Multiple Select
Question Title Enter an optional title for this question.
Points 0 % of this assessment's 0 points
Grading Choose how answers are evaluated: [Normal](#)

Question Text [Question Prompt](#) [Footer Text](#)

HTML Editor

Answer choices Enter question text and/or graphics for this question. Enter feedback for answer options

Answer choice 1 Correct

HTML Editor

Answer choice 2 Correct

HTML Editor

Answer choice 3 Correct

HTML Editor

Answer choice 4 Correct

HTML Editor

Answer choice 5 Correct

HTML Editor

[Add](#) more answer choices (blank entries are ignored).

Feedback Enter feedback for correct and incorrect answers:

HTML Editor

Incorrect answer feedback [Correct answer feedback](#)

Question Options

Keywords	Difficulty <input type="radio"/> Very easy <input type="radio"/> Easy <input type="radio"/> Medium <input type="radio"/> Hard <input type="radio"/> Very hard
	Answer labels Alpha list A <input type="radio"/> Lower case letters <input type="radio"/> Display with numbers
	Maximum possible selections <input type="text"/> The maximum number of answers students can select.

Add to question bank [Add another](#) [Add question](#)

[Done](#) [Cancel](#)

5. Complete the following fields:

- **Question Title.** Provides the title of the question.
- **Points.** Provides a point value for the question.
- **Grading.** Sets how a question is graded:
 - **Normal:** Grading is based on sum of the point values assigned to each correct choice selected by the student. Students are automatically penalized for selecting incorrect answers, but the final score for the question cannot be less than 0 points.

- **All or nothing:** The student is given full credit for an exactly correct answer. Partially correct answers are given a zero for the question.
 - **Question Text.** Type the question text in the Question Text field. Optionally enter question prompt text (i.e. extra text such as a hint or background information that displays with the question text) or footer text (displays following the last question choice). Click the HTML Editor hyperlink to insert images, apply formatting to the question text, etc.
 - **Answer Choices.** Provides possible answers for each question. The correct answer is designated by clicking the Correct radio button. Select the 'view advanced options' checkbox and type a percentage in the appropriate % fields (denoting percentage of points possible assigned to the partially correct choice) to assign partial credit to partially correct choices. Negative percentages can be specified for incorrect answers, but the final score for the question cannot be less than 0 points.
 - **Enter feedback for answer options.** When selected, feedback fields are displayed for each answer choice allowing the editor to provide unique feedback based on the choice selected by the student.
 - **More answer choices.** Allows the editor to add additional answer choices to the question.
 - **Feedback.** Allows the editor to provide unique feedback based on whether the student provides a correct or incorrect answer.
 - **Keywords.** Allows the editor to associate new or existing keywords with the question. When used in conjunction with the **Add to question bank** option, the resulting question can be easily searched for and added to other assessments based on the keywords.
 - **Difficulty.** When selected, the course editor can assign a difficulty level to the question (very easy, easy, average, difficult and very difficult). When used in conjunction with the **Add to question bank** option, the resulting question can be easily searched for and added to other assessments based on the difficulty setting.
 - **Answer labels.** Sets the type of label to display for your answer choice. Options include alpha listing with A), a) or 1) and by drop-down list.
 - **Maximum possible selections.** The maximum number of answers students may select.
 - **Add to question bank.** Adds the current question to the Question Bank Manager for the course.
 - **Update all instances of this question in this course.** When selected, changes to the question will be to all instances of the question being used in the course.
 - **Automatically accept changes made to this question from the master source.** When selected, changes made to the source question (located in a different course or repository) will be automatically applied to the copy of the question being used in this course.
 - **Add another.** Select a question type from the drop-down menu and click the Add question button to save the current question and add another question without returning to the Add Question screen.
6. Click the **Standards** tab to map the question to one or more standards.
 7. Click the **Objectives** tab to map the question to one or more objectives.
 8. Click the **Done** button.

Matching Questions

The matching question provides a true matching capability to an assessment question. Use the matching question type for terms and definition type questions.

To add a matching question:

1. Log into your ANGEL course and click the **Lessons** tab.
2. Navigate to the assessment.
3. Click the **Add Question** hyperlink.
4. Click the **Matching** hyperlink or icon ().

Matching Editor

Question Editor **Standards** **Objectives**

Question Type: Matching
Question Title: Enter an optional title for this question.

Points: 0 % of this assessment's 4 points

Question Text: Enter question text and/or graphics for the question.

HTML Editor

Enter terms: Enter terms or graphics you wish to match to the definitions below.

Add [4] new terms (blank lines are ignored).

Match	Definition
1	HTML Editor
2	HTML Editor
3	HTML Editor

Enter definitions: Enter definitions or graphics you wish to match to the terms above.

Add [4] new definitions (blank lines are ignored).

Feedback: Enter feedback for correct and incorrect answers.

Incorrect answer feedback: **Correct answer feedback:**

Question Options:

Keywords: [Choose keywords](#)

Difficulty: Very easy

Add to question bank

Done **Cancel**

Add another: **Matching** **Add question**

5. Complete the following fields:

- **Question Title.** Provides the title of the question.
- **Points.** Provides a point value for the question.
- **Question Text.** Type the question text in the Question Text field. Optionally enter question prompt text (i.e. extra text such as a hint or background information that displays with the question text) or footer text (displays following the last question choice). Click the HTML Editor hyperlink to insert images, apply formatting to the question text, etc.
- **Enter terms.** Enter the terms to be defined.
- **Add new terms.** Allows the editor to add additional terms to the question.
- **Enter definitions.** Enter the definitions for the terms and select the appropriate numeric value from the Match drop-down menu to match each definition to the appropriate term.
- **Add new definitions.** Allows the editor to add additional definitions to the question.

- **Feedback.** Allows the editor to provide unique feedback based on whether the student provides a correct or incorrect answer.
 - **Keywords.** Allows the editor to associate new or existing keywords with the question. When used in conjunction with the **Add to question bank** option, the resulting question can be easily searched for and added to other assessments based on the keywords.
 - **Difficulty.** When selected, the course editor can assign a difficulty level to the question (very easy, easy, average, difficult and very difficult). When used in conjunction with the **Add to question bank** option, the resulting question can be easily searched for and added to other assessments based on the difficulty setting.
 - **Add to question bank.** Adds the current question to the Question Bank Manager for the course.
 - **Update all instances of this question in this course.** When selected, changes to the question will be to all instances of the question being used in the course.
 - **Automatically accept changes made to this question from the master source.** When selected, changes made to the source question (located in a different course or repository) will be automatically applied to the copy of the question being used in this course.
 - **Add another.** Select a question type from the drop-down menu and click the Add question button to save the current question and add another question without returning to the Add Question screen.
6. Click the **Standards** tab to map the question to one or more standards.
 7. Click the **Objectives** tab to map the question to one or more objectives.
 8. Click the **Done** button.

True/False Questions

To add a true/false question:

1. Log into your ANGEL course and click the **Lessons** tab.
2. Navigate to the assessment.
3. Click the **Add Question** hyperlink.
4. Click the **True False** hyperlink or icon ().

True or False Question Editor

View advanced options

Question Editor Standards Objectives

Question Type: True or False

Question Title: Enter an optional title for this question.

Points: 0 % of this assessment's 0 points

Question Text:
HTML Editor

Answer: True False

Feedback: Write feedback for correct and incorrect answers.

Incorrect answer feedback:
HTML Editor

Question Options:

Keywords:

Difficulty: Very easy

Add to question bank:

Add another: Add question

5. Complete the following fields:

- **Question Title.** Provides the title of the question.
- **Points.** Provides a point value for the question.
- **Question Text.** Type the question text in the Question Text field. Optionally enter question prompt text (i.e. extra text such as a hint or background information that displays with the question text) or footer text (displays following the last question choice). Click the HTML Editor hyperlink to insert images, apply formatting to the question text, etc.
- **Answer.** The correct answer is designated by clicking the True or False radio button.
- **Feedback.** Allows the editor to provide unique feedback based on whether the student provides a correct or incorrect answer.
- **Keywords.** Allows the editor to associate new or existing keywords with the question. When used in conjunction with the **Add to question bank** option, the resulting question can be easily searched for and added to other assessments based on the keywords.
- **Difficulty.** When selected, the course editor can assign a difficulty level to the question (very easy, easy, average, difficult and very difficult). When used in conjunction with the **Add to question bank** option, the resulting question can be easily searched for and added to other assessments based on the difficulty setting.
- **Add to question bank.** Adds the current question to the Question Bank Manager for the course.
- **Update all instances of this question in this course.** When selected, changes to the question will be to all instances of the question being used in the course.
- **Automatically accept changes made to this question from the master source.** When selected, changes made to the source question (located in a different course or repository) will be automatically applied to the copy of the question being used in this course.
- **Add another.** Select a question type from the drop-down menu and click the Add question button to save the current question and add another question without returning to the Add Question screen.

- Click the **Standards** tab to map the question to one or more standards.
- Click the **Objectives** tab to map the question to one or more objectives.
- Click the **Done** button.

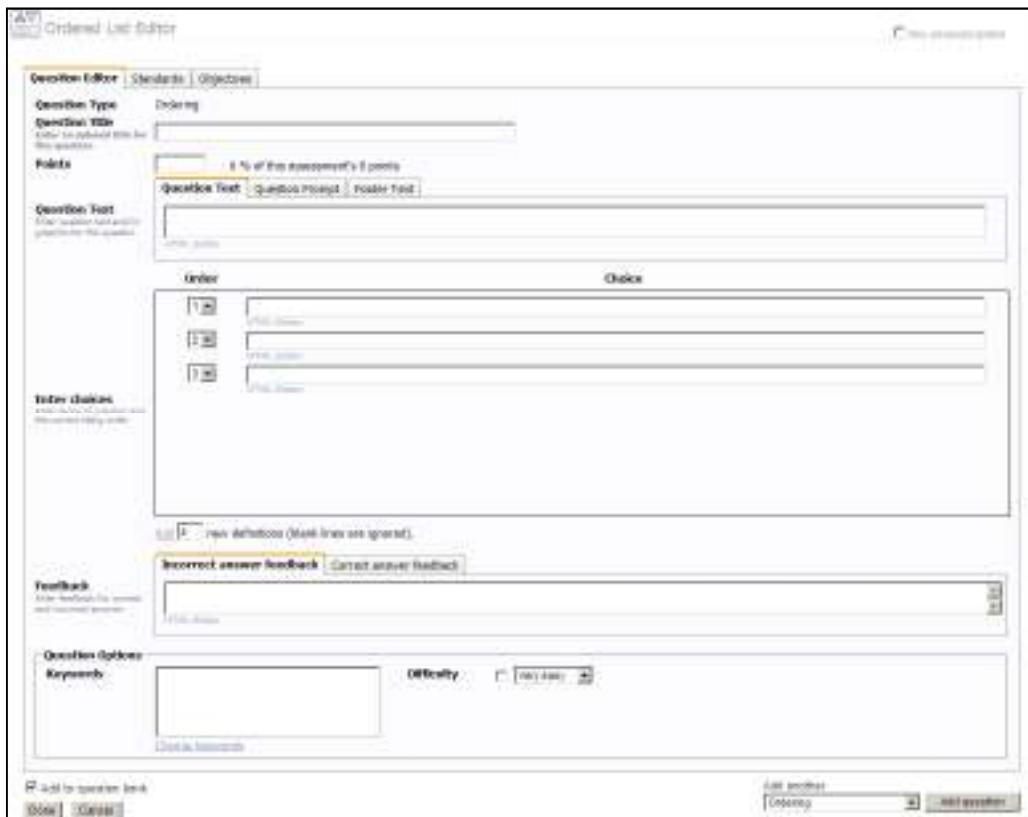
Ordering Questions

The ordering question provides a list of terms that need to be placed in the correct order. This question type provides a list of items with a drop-down number list to place the item in the correct order.

To add an ordering question, do the following:

- Log into your ANGEL course and click the **Lessons** tab.
- Navigate to the assessment.
- Click the **Add Question** hyperlink.

- Click the **Ordering** hyperlink or icon ().



- Complete the following fields:
 - Question Title.** Provides the title of the question.
 - Points.** Provides a point value for the question.
 - Question Text.** Type the question text in the Question Text field. Optionally enter question prompt text (i.e. extra text such as a hint or background information that displays with the question text) or footer text (displays following the last question choice). Click the HTML Editor hyperlink to insert images, apply formatting to the question text, etc.
 - Enter Choices.** Type each choice in a different Choice field and select the appropriate sequence value for each using the Order drop-down menus.
 - Add new definitions.** Allows the editor to add additional definitions to the question.

- **Feedback.** Allows the editor to provide unique feedback based on whether the student provides a correct or incorrect answer.
 - **Keywords.** Allows the editor to associate new or existing keywords with the question. When used in conjunction with the **Add to question bank** option, the resulting question can be easily searched for and added to other assessments based on the keywords.
 - **Difficulty.** When selected, the course editor can assign a difficulty level to the question (very easy, easy, average, difficult and very difficult). When used in conjunction with the **Add to question bank** option, the resulting question can be easily searched for and added to other assessments based on the difficulty setting.
 - **Add to question bank.** Adds the current question to the Question Bank Manager for the course.
 - **Update all instances of this question in this course.** When selected, changes to the question will be to all instances of the question being used in the course.
 - **Automatically accept changes made to this question from the master source.** When selected, changes made to the source question (located in a different course or repository) will be automatically applied to the copy of the question being used in this course.
 - **Add another.** Select a question type from the drop-down menu and click the Add question button to save the current question and add another question without returning to the Add Question screen.
6. Click the **Standards** tab to map the question to one or more standards.
 7. Click the **Objectives** tab to map the question to one or more objectives.
 8. Click the **Done** button.

Adding a Fill-in-the-Blank(s) Question

ANGEL Assessments provide a fill-in-the-blank(s) question type that ANGEL attempts to grade using a sounds-like algorithm to compare student responses to a list of instructor-provided acceptable answers.

To add a fill-in-the-blank(s) question, do the following:

1. Log into your ANGEL course and click the **Lessons** tab.
2. Navigate to the assessment.
3. Click the **Add Question** hyperlink.



4. Click the **Fill in the blank(s)** hyperlink or icon ().

Fill in the Blank Editor

[View advanced options](#)

Question Editor [Standards](#) [Objectives](#)

Question Type: Fill in the Blank(s)

Question Title: Enter an optional title for this question.

Points: 2 100 % of this assessment's 2 points

Question Text: Enter question text and/or graphics for this question.

Use _n_ to insert blanks into the question text. Ex: The quick brown _1_ jumped over the lazy _2_.

Input boxes: Set the number and properties of the answer boxes where the student will enter their answers.

Width
1. [10] [Delete](#)

Add [2] new input boxes

Shared answers: Use the same set of allowed answers for all input boxes.

Enter answers for input box #1

Answer a) Available using Equals Not case sensitive

Add [2] new answer options (blank entries are ignored).

Feedback: Enter feedback for correct and incorrect answers.

Incorrect answer feedback [Correct answer feedback](#)

Question Options:

Keywords: [Choose keywords](#)

Difficulty: Very easy

Add to question bank

[Done](#) [Cancel](#)

[Add another](#) [Fill in the Blank\(s\)](#) [Add question](#)

5. Complete the following fields:

- **Question Title.** Provides the title of the question.
- **Points.** Provides a point value for the question.
- **Question Text.** Type the question text in the Question Text field. Use _n_ to insert one or more identified blanks into the question text (e.g. The quick brown _1_ jumped over the lazy _2_).
Optionally enter question prompt text (i.e. extra text such as a hint or background information that displays with the question text) or footer text (displays following the last question choice). Click the HTML Editor hyperlink to insert images, apply formatting to the question text, etc.
- **Input boxes.** Sets the width (in characters) for each fill in the blank input box. Select the 'view advanced options' checkbox and type a percentage in the appropriate Score % field to modify the percentage of total points earned for each input box. This must total 100%.
- **Add new input boxes.** Allows the editor to add additional input boxes to the question.
- **Enter answers for input box.** Enter one or more allowed answers for each input box using any combination of the following options:
 - **Equals.** User response must exactly match the allowed answer to be counted as correct.
 - Select **Not case sensitive** to allow any combination of uppercase/lowercase characters in the response.

- Select **Case sensitive** to require the user response to be entered exactly as typed.
- Select **Sounds like** to accept any user response that phonetically "sounds like" the allowed answer.
- **Contains.** User response must "contain" the allowed answer text as part of their response.
 - Select **Not case sensitive** to allow any combination of uppercase/lowercase characters in the response.
 - Select **Case sensitive** to require the user response to be entered exactly as typed.
- **Pattern match.** Uses regular expression syntax to determine if an answer matches a pattern. Can be used to test items such as "Does the answer start with a 'c', end with a 't' and have an 'a,' 'o,' or 'u' in the middle?" (the regular expression for that would be `^c[aou]t$`).
- **Numeric (equals).** User response must exactly match the numeric allowed answer.
- **Numeric (with rounding).** User response must match the allowed answer when rounded to the specified number of decimal places or significant figures (number of characters from both sides of the decimal point).
- **Numeric (tolerance).** User response must match the allowed answer within the given tolerances.
Example: The correct answer is 1.0 with a lower-bound tolerance of .24 and an upper-bound tolerance of .15. Answers -.80, 1.0, and 1.10 would be correct. Answers -1.25 and 1.20 would be incorrect.
If the "percentage" checkbox is selected, the entered tolerances are a percentage of the correct answer.
Example: The correct answer is 1.0 with a lower-bound tolerance of 50% and an upper-bound tolerance of 30%. Answers -.5, 1.0, 1.26 would be counted as correct; -.4 and 1.25 would be incorrect.



Note: Selecting *View advanced options* checkbox expands the available options for scoring the input boxes. The **Score %** field allows faculty the ability to determine the value (percent) of each answer box. Example: Question point value is 10 points. Answer box 1 has a percentage of 60% for the correct answer and answer box 2 has a percentage of 40% for the correct answer. Thus if the student places the correct answer in box 1 the student receives 6 points.

- **Add new answer options.** Allows the editor to add additional allowed answers for the current input box.
- **Shared answers.** Uses the same set of answer comparisons for all input boxes.



Note: If *Shared Answers* is selected the user is not allowed to put the same answer in multiple boxes. To allow the same answer in multiple boxes would require the instructor to specify which answer box that the correct answer is associated.

- **Feedback.** Allows the editor to provide unique feedback based on whether the student provides a correct or incorrect answer.
- **Keywords.** Allows the editor to associate new or existing keywords with the question. When used in conjunction with the **Add to question bank** option, the resulting question can be easily searched for and added to other assessments based on the keywords.
- **Difficulty.** When selected, the course editor can assign a difficulty level to the question (very easy, easy, average, difficult and very difficult). When used in conjunction with the **Add to question bank** option, the resulting question can be easily searched for and added to other assessments based on the difficulty setting.
- **Add to question bank.** Adds the current question to the Question Bank Manager for the course.
- **Update all instances of this question in this course.** When selected, changes to the question will be to all instances of the question being used in the course.



Note: This option will only appear if the question being edited has been copied or reused at least once within the same course.

- **Automatically accept changes made to this question from the master source.** When selected, changes made to the source question (located in a different course or repository) will be automatically applied to the copy of the question being used in this course.



Note: This option will only appear if the question being edited has been copied from a different course or repository.

- **Add another.** Select a question type from the drop-down menu and click the Add question button to save the current question and add another question without returning to the Add Question screen.
6. Click the **Standards** tab to map the question to one or more standards.
 7. Click the **Objectives** tab to map the question to one or more objectives.
 8. Click the **Done** button.

Question Pool Items

Question pool items allow the course editor to identify questions to be randomly selected from the course Question Bank Manager or from an associated Learning Object Repository. The selection of questions can be filtered based on search term, keyword, question type and difficulty. Question selection can also be filtered based on question bank folder/category as well as by the course objective or standard mapped to each question.

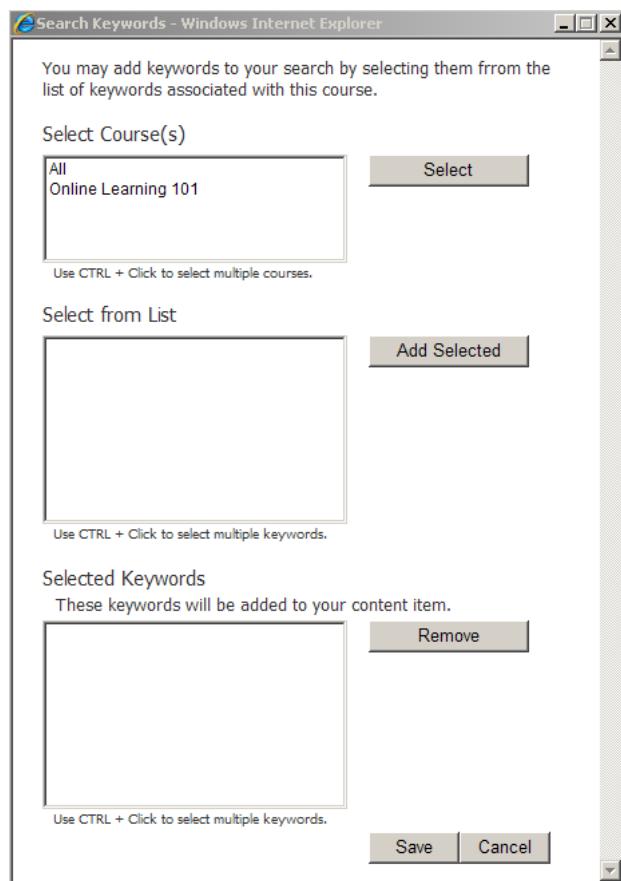
To add a question pool item, do the following:

1. Log into your ANGEL course and click the **Lessons** tab.
2. Navigate to the assessment.
3. Click the **Add Question** hyperlink.
4. Click the **Question Pool Item** hyperlink.

The screenshot shows the 'Question Pool Editor' interface. At the top, there are fields for 'Question Title' (with placeholder 'Enter an optional title for this question') and 'Number of questions' (with placeholder 'Choose the number of questions you'd like to assign to this pool'). To the right of these is a 'Question Pool Points' field with a placeholder 'The point value of this entire question pool, regardless of the number of questions delivered'. Below these fields is a search bar with a 'Search' button. The main area contains several filter sections: 'Limit results by keyword' (with radio buttons for 'Match ANY keyword' and 'Match ALL keywords'), 'Choose Question Bank Filters' (with a 'Choose folders' link), 'Limit by Question Type' (checkboxes for 'Multiple Choice(s)', 'Multiple Select', 'Fill in the blank', 'Ordering', 'Matching', 'Short Answer', 'True or False', 'Essay', and 'Offline Items'), 'Limit by difficulty level' (checkboxes for 'Very easy', 'Average', 'Very difficult', 'Easy', 'Difficult', and 'All'), 'Choose Standards Filters' (with a 'Choose standards' link), and 'Choose Objectives Filters' (with a 'Choose objectives' link). At the bottom are 'Save' and 'Cancel' buttons.

5. Complete the following fields:
 - **Question title.** Specify a title for the question pool (optional).
 - **Number of questions.** Specify the number of questions the question pool should display for each user.

- **Question pool points.** Specify the total point value for the question pool (regardless of the number of questions delivered).
- Limit results by keyword:
 - Click the Choose keywords link to limit search results to only those questions that match selected keywords. Select the Match ANY keyword option to return questions that match any of the selected keywords. Select the Match ALL keywords option to return only those questions that match all selected keywords.



- To select keywords:
 - a. Select the course you wish to search and click **Select**. Keywords for the selected course appear in the **Select from list** field.
 - b. Select one or more of the keywords (hold down the CTRL key to select multiple keywords) and click **Add Selected**.
 - c. Click **Save**.
- **Choose Question Bank filters.** Click the Choose folder link to limit search results based on question bank or question bank folders.
- **Search.** Specify a search term or phrase in the Search text field.
- **Limit by question type.** Deselect one or more question types to exclude those question types from the search results
- **Limit by difficulty level.** Deselect one or more difficulty settings to filter search results based on the difficulty levels specified.
- **Choose standards filters.** Click the Choose standards link and select one or more standards to limit search results to only those questions that match the selected standards.
- **Choose objectives filters.** Click the Choose objectives link and select one or more objectives to limit search results to only those questions that match the selected objectives.

6. Click the **Search** button.
7. Select the checkbox next to each question you want to be included in the question pool.



Note: Select a greater number of questions than specified under the Number of questions text field. This will ensure users are presented with the specified number of questions randomly selected from the larger pool of selected questions.

8. Click the **Save** button.

Short Answer Questions

Short answer questions provide the student with a textbox to type their response. Student responses must be manually graded. For short answer questions, the answer field allows the instructor to specify their grading criteria for what is considered as a correct response.

To add a short answer question, do the following:

1. Log into your ANGEL course and click the **Lessons** tab.
2. Navigate to the assessment.
3. Click the **Add Question** hyperlink.



4. Click the **Short Answer Question** hyperlink or icon ().

5. Complete the following fields:
 - **Question Title.** Provides the title of the question.
 - **Points.** Provides a point value for the question.
 - **Question Text.** Type the question text in the Question Text field. Optionally enter question prompt text (i.e. extra text such as a hint or background information that displays with the question text) or footer text (displays following the last question choice). Click the HTML Editor hyperlink to insert images, apply formatting to the question text, etc.
 - **Answer Width.** Sets the width (in characters) for the answer box.
 - **Correct answer.** Enter the correct answer or the elements that compose a correct answer.



Note: Because short answer questions must be manually graded, the Correct answer field serves a similar purpose as the feedback field—to provide the correct answer, a grading rubric, or feedback regarding the criteria to receive a good grade on the question

- **Feedback.** Allows the editor to provide unique feedback based on whether the student provides a correct or incorrect answer.
- **Keywords.** Allows the editor to associate new or existing keywords with the question. When used in conjunction with the **Add to question bank** option, the resulting question can be easily searched for and added to other assessments based on the keywords.
- **Difficulty.** When selected, the course editor can assign a difficulty level to the question (very easy, easy, average, difficult and very difficult). When used in conjunction with the **Add to question bank** option, the resulting question can be easily searched for and added to other assessments based on the difficulty setting.
- **Add to question bank.** Adds the current question to the Question Bank Manager for the course.
- **Update all instances of this question in this course.** When selected, changes to the question will be to all instances of the question being used in the course.



Note: This option will only appear if the question being edited has been copied or reused at least once within the same course.

- **Automatically accept changes made to this question from the master source.** When selected, changes made to the source question (located in a different course or repository) will be automatically applied to the copy of the question being used in this course.



Note: This option will only appear if the question being edited has been copied from a different course or repository.

- **Add another.** Select a question type from the drop-down menu and click the Add question button to save the current question and add another question without returning to the Add Question screen.
6. Click the **Standards** tab to map the question to one or more standards.
 7. Click the **Objectives** tab to map the question to one or more objectives.
 8. Click the **Done** button.

Essay Questions

Essay questions provide the student with a text area to type their response. Student responses must be manually graded. For essay questions, the answer field allows the instructor to specify their grading criteria for what is considered as a correct response.

To add an essay question, do the following:

1. Log into your ANGEL course and click the **Lessons** tab.
2. Navigate to the assessment.
3. Click the **Add Question** hyperlink.
4. Click the **Essay** hyperlink or icon ().

5. Complete the following fields:

- **Question Title.** Provides the title of the question.
- **Points.** Provides a point value for the question.
- **Question Text.** Type the question text in the Question Text field. Optionally enter question prompt text (i.e. extra text such as a hint or background information that displays with the question text) or footer text (displays following the last question choice). Click the HTML Editor hyperlink to insert images, apply formatting to the question text, etc.
- **Answer length.** Sets the length (in rows) for the answer box.
- **Correct answer.** Enter the correct answer or the elements that compose a correct answer.



Note: Because essay questions must be manually graded, the Correct answer field serves a similar purpose as the feedback field—to provide the correct answer, a grading rubric, or feedback regarding the criteria to receive a good grade on the question.

- **Feedback.** Allows the editor to provide unique feedback based on whether the student provides a correct or incorrect answer.
- **Keywords.** Allows the editor to associate new or existing keywords with the question. When used in conjunction with the **Add to question bank** option, the resulting question can be easily searched for and added to other assessments based on the keywords.
- **Difficulty.** When selected, the course editor can assign a difficulty level to the question (very easy, easy, average, difficult and very difficult). When used in conjunction with the **Add to question bank** option, the resulting question can be easily searched for and added to other assessments based on the difficulty setting.
- **Add to question bank.** Adds the current question to the Question Bank Manager for the course.
- **Update all instances of this question in this course.** When selected, changes to the question will be to all instances of the question being used in the course.
- **Automatically accept changes made to this question from the master source.** When selected, changes made to the source question (located in a different course or repository) will be automatically applied to the copy of the question being used in this course.
- **Add another.** Select a question type from the drop-down menu and click the Add question button to save the current question and add another question without returning to the Add Question screen.

6. Click the **Standards** tab to map the question to one or more standards.

- Click the **Objectives** tab to map the question to one or more objectives.
- Click the **Done** button.

Offline Items

Offline items allow the instructor to add additional questions to an assessment that may be answered or turned in by means other than assessment submission. The student may be advised to upload their response to the assessment or a drop box, attach to course mail or by other means, including physically handing in the additional question/exercise.

To add an off-line item, do the following:

- Log into your ANGEL course and click the **Lessons** tab.
- Navigate to the assessment.
- Click the **Add Question** hyperlink.



- Click the **Offline item** hyperlink or icon ().

- Complete the following fields:
 - Question Title.** Provides the title of the question.
 - Points.** Provides a point value for the question.
 - Question Text.** Type the question text in the Question Text field. Optionally enter question prompt text (i.e. extra text such as a hint or background information that displays with the question text) or footer text (displays following the last question choice). Click the HTML Editor hyperlink to insert images, apply formatting to the question text, etc.
 - Correct answer.** Enter the correct answer or the elements that compose a correct answer.



Note: Because essay questions must be manually graded, the Correct answer field serves a similar purpose as the feedback field—to provide the correct answer, a grading rubric, or feedback regarding the criteria to receive a good grade on the question.

- **Feedback.** Allows the editor to provide unique feedback based on whether the student provides a correct or incorrect answer.
 - **Keywords.** Allows the editor to associate new or existing keywords with the question. When used in conjunction with the **Add to question bank** option, the resulting question can be easily searched for and added to other assessments based on the keywords.
 - **Difficulty.** When selected, the course editor can assign a difficulty level to the question (very easy, easy, average, difficult and very difficult). When used in conjunction with the **Add to question bank** option, the resulting question can be easily searched for and added to other assessments based on the difficulty setting.
 - **Allow file uploads.** Allow users to upload files in response to this question
 - **Restrict file types.** Enter the file extensions of acceptable file types (e.g. .doc, .txt) separated by commas. Leave the field blank to accept all file types.
 - **Add to question bank.** Adds the current question to the Question Bank Manager for the course.
 - **Update all instances of this question in this course.** When selected, changes to the question will be to all instances of the question being used in the course.
 - **Automatically accept changes made to this question from the master source.** When selected, changes made to the source question (located in a different course or repository) will be automatically applied to the copy of the question being used in this course.
 - **Add another.** Select a question type from the drop-down menu and click the Add question button to save the current question and add another question without returning to the Add Question screen.
6. Click the **Standards** tab to map the question to one or more standards.
 7. Click the **Objectives** tab to map the question to one or more objectives.
 8. Click the **Done** button.



Note: It is advisable to either leave the answer and feedback text fields blank if your assessment settings are set to provide immediate feedback to the student. Otherwise, the display of your grading criteria may provide the students with the answer before the student has the chance to complete the off-line item.

Copying Questions from an Existing Assessment

To copy questions from existing assessment, do the following:

1. Log into your ANGEL course and click the **Lessons** tab.
2. Navigate to the destination assessment.
3. Click the **Add Question** hyperlink.
4. Click the **Copy questions from an assessment** hyperlink.
5. Complete the following fields:
 - **Choose Assessment.** Select the source assessment from the **Choose Assessment** drop-down list and click the Go button.
 - **Select Questions.** Select the checkbox next to each question you want to copy. Optionally select the **Select all on this page** checkbox to select all of the displayed questions.
 - **Configure copy options.** Allow the course editor to specify whether to:
 - Copy standards.
 - Copy keywords.
 - Copy difficulty level.
 - Automatically accept changes made to these questions when the master sources change.



Note: Configure copy options only display when copying questions from another course or learning object repository.

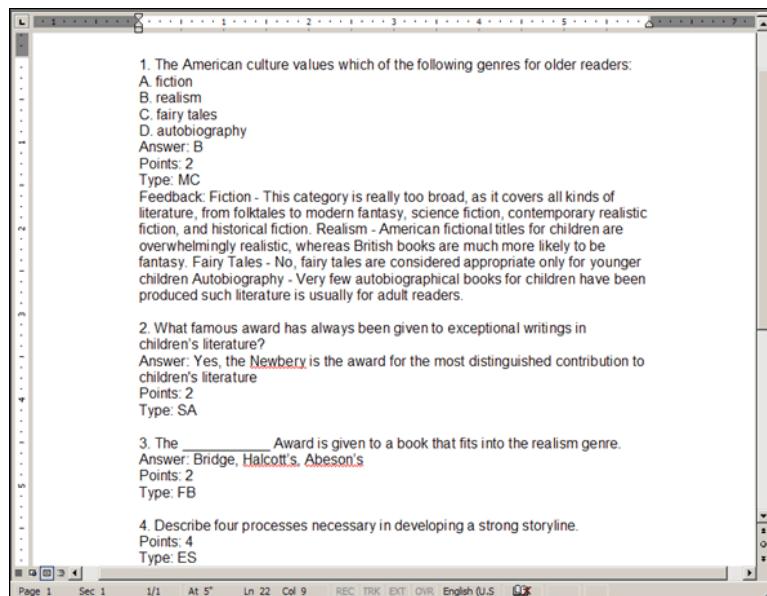
6. Click the **OK** button.

Copying and Pasting Questions

To copy questions from a word processing document:

1. Log into your ANGEL course and click the **Lessons** tab.
2. Navigate to the destination assessment.
3. Click the **Add Question** hyperlink.
4. Click the **Copy and Paste Questions** hyperlink.
5. Complete the following fields:

- **Import Questions.** Replace the sample text in the Import Questions text field with the question text copied from your source document. You may copy/paste more than one question at a time. However, the pasted question text must conform to the following format requirements (as shown in the image below).
 - Each question must begin on a new line.
 - The first line of each question must start with Q: or the question number followed by a period (e.g., 1. 2. 3. etc.).
 - If the question has choices, the choices must immediately follow the question text.
 - Each choice must be on a line by itself.
 - Each choice must begin with a choice letter followed by a period (A. B. C. etc.). Choice letters are not case sensitive.



The following optional settings can be added after the question and choices. Each setting must be on a line by itself and follow the format SettingName: SettingValue.

- **ANSWER:** For choice questions enter the letter of each correct choice separated by commas. For open-ended questions enter the actual answer text. Fill in the blank(s) shared answers should have each answer on a separate line in the format of Answer: <Answer>; Percentage: <Percentage of question's point value this answer is worth> Example: Answer:Red;Percentage:25
- **POINTS:** The integer point value for the question. For Multiple Select questions this is the percent value of each correct choice.

- **IMAGE:** The URL of an image to display before the question text.
 - **FEEDBACK:** Text to display after the user submits the assessment.
 - **TYPE:** Identifies the specific question format to use.
 - MC = Multiple Choice
 - MS = Multiple Select
 - TF = True/False
 - SA = Short Answer
 - FB = Fill-in-the-blank
 - FM = Fill in the blank(s) shared answers
 - ES = Essay
 - OI = Offline Item
 - **ANSWERBOXES:** Valid for Fill in the blank shared answers only, indicates the number of answer input boxes to display to the user.
 - **Choice.** Specifies a default question format for choice-based type questions that do not specify a type value.
 - **Open-Ended.** Specifies a default question format for open-ended type questions that do not specify a type value.
 - **Points.** Specifies a default point value for questions that do not specify a point value.
6. Click the **OK** button.

Browsing the Question Bank

To add questions by browsing the question bank:

1. Log into your ANGEL course and click the **Lessons** tab.
2. Navigate to the destination assessment.
3. Click the **Add Question** hyperlink.
4. Click the **Browse Question Bank** hyperlink.
5. Click the + and - icons to expand/collapse the folder views and preview the available questions.
6. Select the checkbox next to each question you want to add to the assessment. Optionally click the **Configure copy options** checkbox to specify whether to do any or all of the following:
 - a. Copy standards.
 - b. Copy keywords.
 - c. Copy difficulty level.
 - d. Automatically accept changes made to these questions when the master sources change.



Note: Configure copy options only display when copying questions from another course or learning object repository.

7. Click **Done**.

Searching the Question Bank

To search a question bank, do the following:

1. Log into your ANGEL course and click the **Lessons** tab.
2. Navigate to the destination assessment.
3. Click the **Add Question** hyperlink.

4. Click the **Search Question Bank** hyperlink.
5. Enter your search terms in the blank field and click **Search**. Optionally click the **Advanced Search** hyperlink to further filter the search results based on keyword, question bank folder, question type, difficulty, standard or objective.
6. Select the checkbox next to each question you want to add to the assessment.
7. Click **Save**.

Previewing an Assessment

To preview an assessment, do the following:

1. Log into your ANGEL course and click the **Lessons** tab.
2. Navigate to the assessment.
3. Click the **Preview** hyperlink. Your questions are displayed.
4. Click **Show/Hide Answers** to toggle between student and answer key views.
5. Click **Done** to close the preview.

Rearranging Questions

To rearrange questions, do the following:

1. Log into your ANGEL course and click the **Lessons** tab.
2. Navigate to the assessment.
3. At the upper-right corner, ensure the **Drag 'n Drop Enabled** checkbox is selected.
4. Click and drag the question to the desired location.

Deleting Questions

To delete questions, do the following:

1. Log into your ANGEL course and click the **Lessons** tab.
2. Navigate to the assessment.
3. If you are deleting a question:
 - Click the **Delete** hyperlink to the right of the question.
 - When prompted to confirm whether you want to delete the questions, click the **Delete** button.

If you are deleting multiple questions:

- Select the checkbox next to each question you want to delete.
- Select **Delete Questions** from the **Select an Action** drop-down menu and click the **Go** button.
- When prompted to confirm whether you want to delete the questions, click the **Delete** button.

Changing Point Values on Multiple Questions

To change point values on multiple questions, do the following:

1. Log into your ANGEL course and click the **Lessons** tab.
2. Navigate to the assessment.
3. Click the checkbox next to each question you want to update.
4. Select **Change Point Value** from the **Select an Action** drop-down menu.
5. Click **Go**.
6. On the **Change Point Value** dialogue, enter the new point value for each question.
7. Click **Save**. The question point values are changed.

Submitting an Assessment

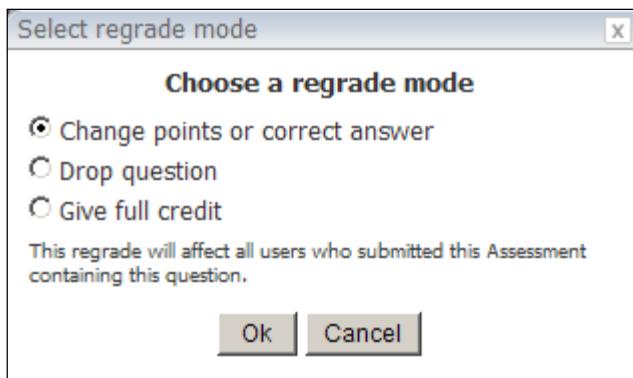
To submit an assessment:

1. Log into your ANGEL course as a non-editor (or in user preview mode) and click the **Lessons** tab.
2. Navigate to the assessment.
3. Click the **Begin Assessment** hyperlink.
4. Complete each question.
5. Do one of the following:
6. Click **Submit** to submit your assessment as complete.
7. Click **Save** to save your assessment answers and return to them later.

Regrading a Question

To regrade a question, do the following:

1. Log into your ANGEL course and click the **Lessons** tab.
2. Navigate to the assessment.
3. Click the **Regrade** hyperlink next to the question you want to regrade.



4. Select the appropriate regrade mode.
 - **Change points or correct answer.** Allows the editor to change the point value and/or correct answer and regrade all submissions based on the changed values.
 - a. Type the correct point value in the **Points** field.
 - b. Select or type the correct answer.
 - c. Click **Done**.
 - **Drop question.** The question will be dropped for all submissions and will not be used in grade calculations.
 - **Give full credit.** All submissions will be given full credit for the question regardless of the selected choice or answer.
5. Click **OK**.

Item Analysis

The item analysis report helps instructors refine their Assessments by evaluating each question's ability to discriminate between students who understand the material and those who do not. This analysis helps weed out (or correct) questions that are poor discriminators. Ineffective or misleading question can easily be identified and either removed from the assessment—or corrected—with the updated assessment scores passing directly to the gradebook. By combining Item Analysis with effective Question Bank management, instructors and institutions can create high-value Question Banks of questions that are proven discriminators of student performance.

Accessing Item Analysis Reports

Item Analysis reports may be accessed via the Assessment Item sub-menu, the At a Glance tab or via the Reports tab. All three entry points load the same report.

To access the Item Analysis report directly from the Assessment item, simply hover over the assessment name and click the **reports** link that appears under the Assessment's name.



You can also access the Item Analysis report from the Assessment's At a Glance tab. Click on the Assessment's name, and then click the At a Glance tab. In the body of the At a Glance report, you'll see a section summarizing the Item Analysis report, with a link to launch the report itself.

Item Analysis

Reliability:	.54
Average question difficulty:	.78
Questions with negative discrimination scores:	3 / 15%
Questions with positive discrimination scores:	11 / 55%

[View Item Analysis Report](#)

The Item Analysis report can be loaded via the standard Reports console as well. The following illustration and steps detail how to access the report:

1 Course | Calendar | Lessons | Resources | Communicate | Report | Automate | Manage

Home > Course > Reports Console

OTO Brad K...

Reports Console

Report Settings Saved Reports

Choose Report

2 Category 3 Report

Content Assessment Item Analysis

Configure Report

4 Item Drug Interaction Quiz

Select report view Page Link

[-] Collapse 5 Run Save

1. Click on the **Reports** tab within your course.
2. Select **Content** as the report **Category**.
3. Select **Assessment Item Analysis** as the report.
4. Select an assessment from the **Item** pull-down menu.
5. Click **Run**.

Report Overview

The report page is divided into six main areas, each described and illustrated below.

1. **Self-Study Quiz: The Chemistry of Pharmacology Item Analysis Report**

2. **Assessment Response Summary**

Assigned:	12
In Progress:	0 / .00%
Completed:	10 / 83.33%
Average completion time:	1 minutes
Reliability	.87

3. **Assessment Display Options**

- Show all question text
- Show all answer option text
- Show Question Set text

4. **Print** **Print to PDF**

5. **Question #** **Type** **Points** **Sample Size** **Mean** **Difficulty** **Discrimination** **Std. Deviation** **Std. Error** **Frequency / Distribution**

1: Artelion is a new drug that, wh... (view) (edit for regrade)	Multiple Choice	1	10	0.1	10%	-.22	.300	.095	(view)
2: It is likely that Artelion: (view) (edit for regrade)	Multiple Choice	1	10	0.2	20%	.37	.400	.126	(view)

- Report Title.** The title of the report is displayed at the top of the page and is the name of the Assessment suffixed by *Item Analysis Report*.
- Assessment Response Summary.** This summary box provides a summary data concerning the overall Assessment including, number of students to whom the Assessment was assigned, the number of Assessments currently in progress, the number and percentage of Assessments completed, the average completion time and a the Assessments Reliability score (see definition of Reliability below.)
- Display Options.** This control set allows you select display options that affect the entire report. You can still use individual question controls after you've made these selections.
- Print and Print to PDF.** The **Print** button prints an HTML rendering of the page complete with page header and footer data. The **Print to PDF** option renders the page as a PDF file that may then be printed, archived or sent via email.
- Report Column Heads / Sort Controls.** The report column heads identify the data below them, and allow you to sort via that column by clicking on the column name. The actively sorted column and its sort direction are indicated by a gray triangle next to the column title.
- Data field.** The actual question text and various statistics are presented in this screen region.

There are eight different statistics provided for each assessment.

1. **Assessment Response Summary**

Assigned:	12
In Progress:	0 / .00%
Completed:	10 / 83.33%
Average completion time:	1 minutes
Reliability	.87

2. **Assessment Display Options**

- Show all question text
- Show all answer option text
- Show Question Set text

3. **Display response data:** As Delivered

4. **Question #** **Type** **Points** **Sample Size** **Mean** **Difficulty** **Discrimination** **Std. Deviation** **Std. Error** **Frequency / Distribution**

1: Artelion is a new drug that, wh... (view) (edit for regrade)	Multiple Choice	1	10	0.1	10%	-.22	.300	.095	(view)
---	-----------------	---	----	-----	-----	------	------	------	--------

5. **Answer** **Points** **#** **%**

the stomach.	0	7	70	<div style="width: 70%;"></div>
the esophagus.	1	1	10	<div style="width: 10%; background-color: green;"></div>
the jejunum.	0	1	10	<div style="width: 10%;"></div>
both the stomach and the intestine.	0	1	10	<div style="width: 10%;"></div>

- Average completion time.** Averages the amount of team each student took to complete the assessment.
- Reliability.** Measures the extent to which a test remains consistent over repeated assessments of the same subject. Think of it as "discrimination at the assessment level." Reliability is calculated using Pearson Correlation Coefficient.



Note: Pearson's Correlation Coefficient: ANGEL's Item Analysis report utilizes Pearson product-moment coefficient to calculate reliability. It's the method used most often when calculating a correlation coefficient between linearly related variables and describes the extent to which an assessment delivers consistent results.

$$\rho_{X,Y} = \frac{\text{cov}(X, Y)}{\sigma_X \sigma_Y} = \frac{E((X - \mu_X)(Y - \mu_Y))}{\sigma_X \sigma_Y},$$

Pearson product-moment coefficient

3. **Mean.** Displays the average score computed by dividing the total points earned by the total points available.
4. **Difficulty.** Shows the percentage of total points earned versus total points possible for that question.
5. **Discrimination.** Compares the answers given to each question by those who passed the assessment with the answers of those who failed the assessment. A question is said to be a strong discriminator if students who answer a question correctly also tend to perform well on the overall assessment. Discrimination is calculated using Cronbach's alpha, a statistic that provides more accurate information than the typical top 27% / bottom 27% analysis.



Note: Cronbach's Alpha: ANGEL's Item Analysis report utilizes Cronbach's alpha to calculate Discrimination values for individual questions.

$$\alpha = \frac{N}{N-1} \left(1 - \frac{\sum_{i=1}^N \sigma_{Y_i}^2}{\sigma_X^2} \right)$$

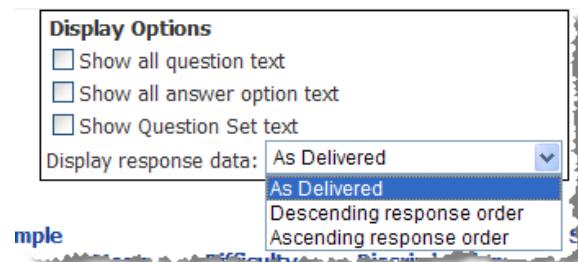
Cronbach's alpha. Aren't you glad we're doing the math for you?

Cronbach's alpha rates questions on a scale from -1 to 1. A question answered correctly by 100% of the students who did very well on the exam, and answered incorrectly by 100% of the students who did poorly on the exam would have a very high positive discrimination value. A question answered incorrectly by students who did well on the exam, and answered correctly by students who performed poorly on the exam would have a large negative discrimination value. Discrimination values near zero (either positive or negative) indicate a question that is answered in a similar manner by students at both ends of the performance scale.

6. **Standard Deviation.** Measures the spread of the data within a particular set. If the data set is tightly grouped, with most of the values being close to the mean, the standard deviation is small. If the data set is widely dispersed, with values far from the mean, the standard deviation is larger.
7. **Standard Error.** Estimates the amount the statistics may be expected to differ by chance from the true mean.
8. **Frequency and distribution.** This section of the screen provides the full text of the possible answer options, their point value, the number of times each was selected and the percentage of submissions that chose that answer (both in text and via bar chart). A green checkmark indicates which of the answer options was marked as correct.

Global Display Options

You can control how information is displayed in the report via several options. There are global controls located within the Display Options box, and individual controls in line with each question in the data field region of the report.



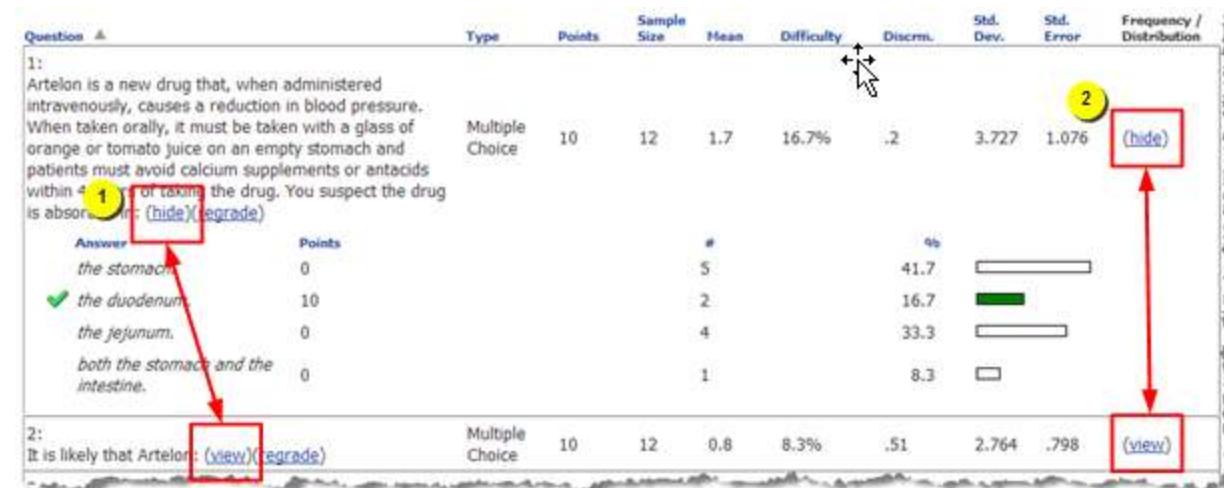
The global display options include:

- **Show all question text.** Selecting this option expands the body text of every question on the page. Deselecting this option collapses the body text of every question. In either case, you can still view or hide the text of individual questions via the View / Hide links.

- **Show all answer options text.** This option expands or collapses all of the answer options and the Frequency and Distribution statistics and graphs.
- **Show Question Set text.** If your assessment used Question Set text (e.g. in story problems), checking this option will allow you to view or hide the Question Set text in context with its questions.
- **Display response data.** This option allows you to order the question statistics in three ways; as delivered and descending or ascending response order.

Question-Level Display Options

You also have control over how each question is displayed. You may expand or collapse the question text and the answer option's frequency and distribution statistics using the view / hide links as illustrated and described below.



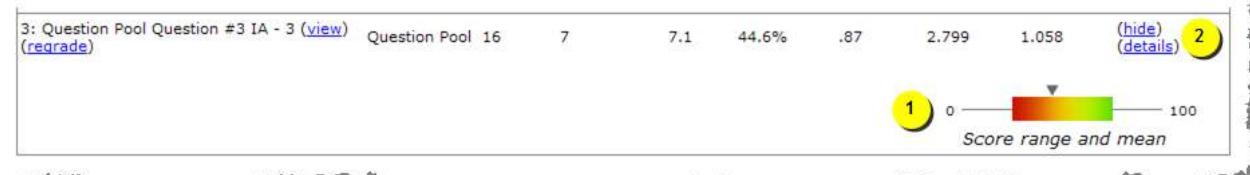
- **Hide or View Question Text.** The question text is followed by a link that toggles between **view** and **hide**. Clicking **view** expands the full text of the question (as in the upper example above). Once expanded the **view** link changes to **hide**. Clicking the **hide** link collapses the question text to show just the first line of text.
- **Hide or View Answer Text and Frequency / Distribution Data.** The display of answer options and frequency / distribution data is controlled by a link that toggles between **view** and **hide**. Clicking **view** expands the screen to show the full text of the answer options (as in the upper example above) along with the statistics for each answer option. Once expanded the **view** link changes to **hide**. Clicking the **hide** link collapses the answer text and corresponding statistics to just the **view** link.

 **Note:** The question level display controls trump the global display options. For example, you could collapse the question text for all questions by unselecting the **Show all question text** display option, and still view individual questions using the question-level **view** option.

Evaluating Question Pools

You can view the response data for Question Pool items along with data on how the Question Pool functions as a whole.

The first tool you have for measuring the quality of a particular Question Pool is the **Score range and mean** graphic (see callout #1 in the illustration below). This measures the performance of the pool as a whole, e.g. the average student performance against the entire pool, as it's configured. The colored bar represents the range of scores, with the triangle graphic denoting the mean score of all students for the pool.



Question Pool Submission Detail

ANGEL also allows you dive more deeply into the data and see how each question in the pool performed for that assessment. To see the submission detail for any given Question Pool, click the ([details](#)) link (see callout #2 in the illustration above.) This will load a pop up window with an Item Analysis report for just the questions delivered via the Question Pool. The illustration below is an example of the report delivered for a Question Pool.

 Drug Interaction Quiz Item Analysis Report

Question Pool Detail Report:

Display Options
 Show all question text
 Show all answer option text
Display response data: As Delivered

Print Print to PDF

Question #	Type	Points	Sample Size	Mean	Difficulty	Discr.	Std. Dev.	Std. Error	Frequency / Distribution
1: Which of the following routes of administration has no barriers to entry into the blood? (hide)	Multiple Choice	10	2	0	0%	?	?	?	(view)
2: Which is true of most oral drugs? They are: (hide)	Multiple Choice	10	2	10	100%	?	?	?	(view)
3: Ammonium chloride was administered intravenously to a woman who took an overdose of aspirin. What do you expect happened? Her urine was: (hide)	Multiple Choice	10	2	5	50%	1	5.000	3.536	(view)
4: Quaternary ammonium compounds are ideal for respiratory drugs because they: (hide)	Multiple Choice	10	2	5	50%	1	5.000	3.536	(view)
5: As opposed to capillaries in the muscle, capillaries in the brain have: (hide)	Multiple Choice	10	1	10	100%	?	?	?	(view)
6: In order to cross cell membranes, molecules must have: (hide)	Multiple Choice	10	3	3.3	33.3%	.5	4.714	2.722	(view)



Note: If a question has too few submissions, the report may not be able to calculate all statistics for all questions. In that case, the report will replace the stats with a question mark (#1 in the figure above). That doesn't mean the report is malfunctioning, or the question is bad, it's just that there aren't enough data points to complete that statistic.



Caution: The Question Pool detail report will display every question delivered by the Question Pool item. If the pool of questions is large (e.g. from a large Question Bank, or against a standard with a large number of related questions) the details report may be very large.

Evaluating Essay and Short Answer Questions

You can view the response data for Essay and Short answer questions along with data on how students performed against the question as a whole.



Caution: Assessments that include Essay or Short Answer or Offline question types will not display any data until a critical minimum of those questions have been graded. Complete analysis will not occur until all manually graded questions have been graded.



1. The first tool you have for measuring the quality of a particular Essay or Short Answer is the **Score range and mean** graphic. This measures the performance of the question as a whole, e.g. the average student performance against the question. The colored bar represents the range of scores, with the triangle graphic denoting the mean score of all students for the question.
2. ANGEL also allows you dive more deeply into the data and see each student's submission for that question. To see the submission detail for any given Essay or Short Answer question click the **details** link. This will load a pop up window that shows the student responses for every submission against that question.

Essay Question Responses

Survey: Drug Interaction Quiz
Question: 7. List three conditions that may slow drug absorption.
Responses: 12

Response #	Response Text
1	Dehydration, kidney disease, other drugs.
2	Dehydration, kidney disease, other drugs.
3	Dehydration, kidney disease, other drugs.
4	Death, disease, taxes
5	Death, disease, taxes
6	Death, disease, taxes
7	Dehydration, kidney failure, drug interference
8	Dehydration, kidney disease, other drugs.
9	Dehydration, kidney disease, other drugs.
10	Dehydration, kidney disease, other drugs.
11	Death, disease, loss of limb.
12	Thick skin, vitamin deficiency.

The report lists each response to the question and may be sorted by clicking on one of the headings:

1. Response #.
2. Response Text.

Evaluating Offline Items

The only tool you have for measuring the quality of a **Offline Item** question type is the **Score range and mean** graphic (#1 in the illustration below). This measures the performance of the Offline Item as the average student performance against the question. The colored bar represents the range of scores, with the triangle graphic denoting the mean score of all students for the question.



There is no detail link available for Offline Items as there is for Essay and Short Answer question types.

Regrade Options

An analysis of an Assessment's questions may reveal questions that were poor discriminators, or those that had the wrong answer selected as correct during the creation of the question.

ANGEL's Item Analysis report allows you to act upon the data presented from within the report itself. You can change the answer or point value, give full credit to all students, or drop the question entirely. In all cases an updated grade total flows to the gradebook automatically.

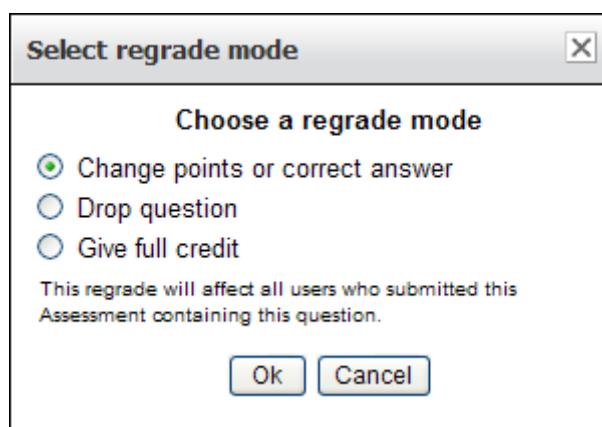
Changing Answers or Points

In our example report, we've identified question #1 in the figure below as our lowest-performing question, by sorting the report on Discrimination.

Question	Type	Points	Sample Size	Mean	Difficulty	Sort on Discrimination			Frequency / Distribution
						Discrim.	Std. Dev.	Std. Error	
1: Arbelen is a new drug that, when administered intravenously, causes a reduction in blood pressure. When taken orally, it must be taken with a glass of orange or tomato juice on an empty stomach and patients must avoid calcium supplements or antacids within 4 hours of taking the drug. You suspect the drug is absorbed in: (view) (regrade)	Multiple Choice	10	12	1.7	16.7%	.2	3.727	1.676	(view)

To change the answer or point value for a particular question:

1. Click the **regrade** link. You'll be presented with the **Select regrade mode** dialog box.
2. Select the **Change points or correct answer** option and click **Ok**.



A new window will appear with the question editor for that question loaded.

Multiple Choice Editor

View audit

Question Editor

Question Type Multiple Choice

Question Title Enter an optional title for this question.

Points 10

Question Text Question Prompt Footer Text

Arteon is a new drug that, when administered intravenously, causes a reduction in blood pressure. When taken orally, it must be taken with a glass of orange or tomato juice on an empty stomach and patients must avoid calcium supplements or antacids within 4 hours of taking the drug. You suspect the drug is absorbed in:

HTML Editor

Answer choices Enter answer options and select the correct response

Enter feedback for answer options

Answer choice 1 the stomach. Correct

Answer choice 2 the duodenum. Correct

Answer choice 3 the jejunum. Correct

At this point you can do the following:

1. Change the point value.
2. Select a different answer as correct.
3. Click the **Save** button when you've made your updates. You're returned to the Item Analysis report.
4. Once there, click the **Refresh** button (in the upper right of the screen under the **Print** buttons) and the new statistics will appear. In the following figure, notice that our Discrimination score has jumped from .2 to .86 by changing the correct answer.

Question	Type	Points	Sample Size	Mean	Difficulty	Discrim.	Std. Dev.	Std. Error	Frequency / Distribution
1: Arteon is a new drug that, when administered intravenously, causes a reduction in blood pressure. When taken orally, it must be taken with a glass of orange or tomato juice on an empty stomach and patients must avoid calcium supplements or antacids within 4 hours of taking the drug. You suspect the drug is absorbed in: (view) (regrade)	Multiple Choice	10	12	4.2	41.7%	.86	4.930	1.423	(view)

At this point, all the updated scores have been submitted to the gradebook.



Note: You're only allowed to select a different correct answer or change point values. Changing any actual question text would invalidate the item analysis for that question.

Giving Full Credit

To give full credit to all students who submitted a particular question:

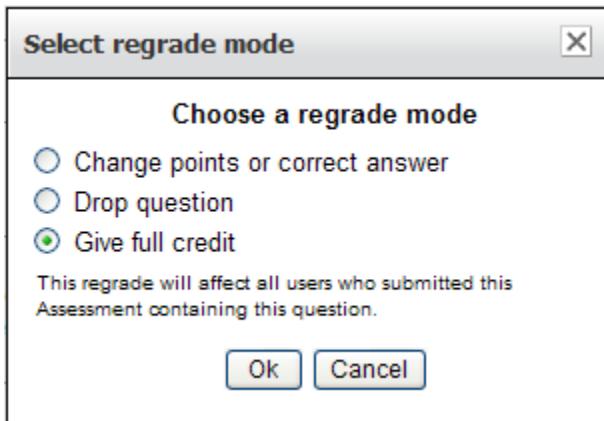
1. Click the **regrade** link that appears at the end of the question's text.

2:
It is likely that Artelon: ([view](#))([regrade](#))

3:
Artelon has been found to bind to a specific receptor on the arteriole. It is likely that the drug: ([view](#))([regrade](#))

Multiple Choice 10
Multiple Choice 10

2. Select the **Give full credit** option and click **Ok**.



At this point, all the updated scores have been submitted to the gradebook.

Dropping a Question

To drop a question from an assessment:

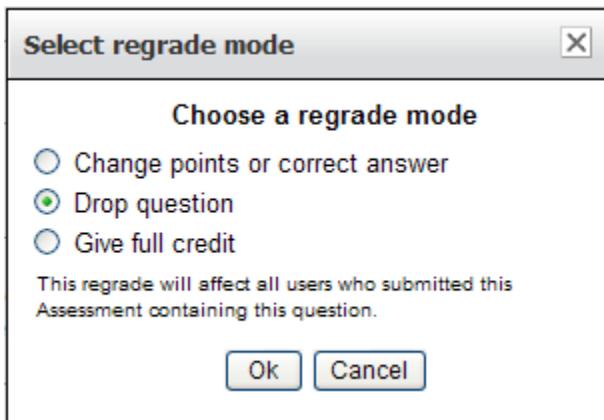
1. Click the **regrade** link that appears at the end of the question's text.

2:
It is likely that Artelon: ([view](#))([regrade](#))

3:
Artelon has been found to bind to a specific receptor on the arteriole. It is likely that the drug: ([view](#))([regrade](#))

Multiple Choice 10
Multiple Choice 10

2. Select the **Drop question** option and click **Ok**.



At this point, all the updated scores have been submitted to the gradebook.

Question Bank Manager

The Question Bank Manager provides a central interface to allow the course editor to create, edit, categorize and manage questions for use in any assessment in the course.

The screenshot shows a hierarchical tree structure of course content. At the top level is 'Current Course'. Under 'Current Course' is 'Introduction to Algebra'. 'Introduction to Algebra' contains 'Chapter 1 Questions', which is expanded to show multiple choice and true/false question types. Other chapters listed are Chapter 2 through Chapter 11. A 'Done' button is visible at the bottom left of the interface.

Managing Folders

To create/rename a folder in the Question Bank Manager:

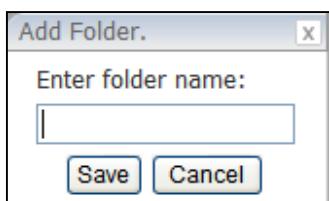
1. Log into your ANGEL course and click the **Manager** tab.
2. Click the **Question Bank Manager** hyperlink.

To add a new folder:

1. Click the down-arrow icon (▼) next to the folder or location you want to add the new folder.



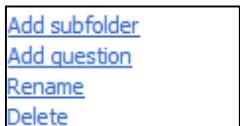
2. Click the **Add subfolder** hyperlink.



3. Type a title for the folder and click the **Save** button.

To rename an existing folder:

1. Click the down-arrow icon (▼) next to the folder you want to rename.



2. Click the **Rename** hyperlink.



3. Type a new title for the folder and click the **Save** button.

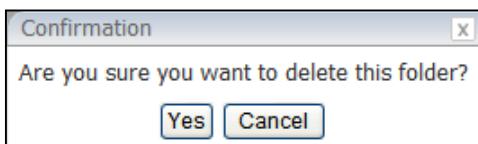
To delete a folder in the Question Bank Manager:

1. Log into your ANGEL course and click the **Manager** tab.
2. Click the **Question Bank Manager** hyperlink.

3. Click the down-arrow icon (▼) next to the folder or location you want to add the new folder.



4. Click the **Delete** hyperlink.



5. Click the **Yes** button to confirm the deletion.

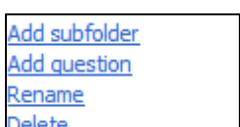
Creating and Editing Assessments

To create/edit an assessment using the Question Bank Manager:

1. Log into your ANGEL course and click the **Manager** tab.
2. Click the **Question Bank Manager** hyperlink.

To add a new question:

1. Click the down-arrow icon (▼) next to the folder or location you want to add the new question.



2. Click the **Add question** hyperlink.
3. Click the hyperlink for the question type you want to add.
4. Complete the fields on the Question Editor and click the **Save** button.



Video: ["Add an Assessment Question Item."](#)

To edit an existing question:

1. Click the down-arrow icon () next to the question you want to edit.

Edit
Delete

2. Click the **Edit** hyperlink.
3. Complete the appropriate changes on the Question Editor and click the **Save** button.

Deleting Questions

To delete a question from the Question Bank Manager:

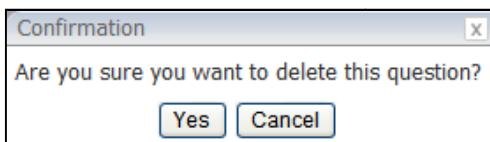
1. Log into your ANGEL course and click the **Manager** tab.

2. Click the **Question Bank Manager** hyperlink.

3. Click the down-arrow icon () next to the question you want to delete.

Edit
Delete

4. Click the **Delete** hyperlink.



5. Click the **Yes** button to confirm the deletion.

Rearranging Questions

To rearrange a question in the Question Bank Manager:

1. Log into your ANGEL course and click the **Manager** tab.
2. Click the **Question Bank Manager** hyperlink.
3. Click and hold on the question and drag it to a different folder or location.

Surveys

Surveys can be used to help build engaging online learning environments, determine learning styles, and learner opinions. Surveys can consist of many question types including multiple choice, true/false and Likert scale.

Surveys contain the following tabs for configuring the survey settings:

- Content
- Access
- Interaction
- Review
- Standards
- Objectives
- Automate

- Assignment

Drop Boxes

A Drop Box is a folder that is created by the instructor so that class members can electronically submit assignments for grading. Students can upload and attach electronic files such as documents, spreadsheets, picture or video files, and CAD drawings. The benefit to the instructor is that all topic-related submissions are sent to a common folder. The assignments can be reviewed and graded using the Drop Box and the grades can be linked to the gradebook. Instructors have the option to grade the submissions on-line or off-line. Instructors can add grading rubrics allowing for a more streamlined and consistent method of grading.

Within each Drop Box, ANGEL creates individual folders for each student that uploads a file. Students can see the files they've submitted but they cannot delete. Instructors are allowed to view and delete any content within the Drop Box. They can also choose to have students assignments shared for peer review. A Drop Box can be made available to the entire class, or restricted to teams created from the class roster.

Drop Boxes and group spaces work similarly. However, files placed in the Drop Box are only viewable by the student and the instructor. By contrast, instructors can set up spaces where only specified students can view their peers' work.



Reference: To add a drop box item to your Lessons tab, follow the content creation process as outlined in "Adding Content Basics."

Drop Boxes are created by completing a series of tabs which contain fields where information about the Drop Box are stored. The picture below shows the basic Drop Box building environment from the *Content* tab.

Drop Boxes contain the following tabs for configuring the page settings:

- Content.
- Access.
- Submission. The Submission tab allows instructors the ability to limit the number of submissions for a particular assignment. Instructors can enable or disable a Message Box (typically used for entering short answers) and the ability to attach files.
- Review.
- Standards.
- Objectives.
- Automate.
- Assignment. The Assignment tab provides access from within the content item to create course Milestones and Gradebook settings so that grades awarded for the Drop Box submissions can be automatically entered into the gradebook.

To add a Drop Box to the Lessons page:

- Log into your ANGEL course and click the **Lessons** tab.
- Perform one of the following:
If you are adding a new page:

- a. Click the **Add Content** hyperlink.



- b. Click the **Drop Box** hyperlink or icon ()

If you are editing an existing page:

- a. Navigate to the Drop Box and click the **Settings** hyperlink box.

- b. Click the **Content** tab.

Configuring a Drop Box requires you to work with two additional configuration tabs within the Drop Box settings: the Submission tab and the Review tab.

Configuring the Drop Box Submission Tab

Submission controls how students may submit their assignments.

A screenshot of the 'New Drop Box' configuration interface. The 'Submission' tab is selected. The 'Submission Settings' section contains the following configuration options:

- Max Submissions: Set to 1 (marked with a red circle 1).
- Message Box: Set to Enabled (marked with a red circle 2).
- Attachments: Set to Enabled (marked with a red circle 3).
- Start Accepting Submissions: Set to January 22, 2011, at PM 12:50 (marked with a red circle 4).
- Stop Accepting Submissions: Set to January 29, 2011, at PM 12:50.

To configure the Drop Box Submission tab:

1. **Max Submissions.** Determines how many times a student may submit an assignment. Values run 1–10 and unlimited.
2. **Message Box.** Determines if the Message Box appears. The message box allows the students to post a comment about their submission, or they may submit their assignment directly via the Message box.
3. **Attachments.** Determines if students may submit files to the Drop Box. If disabled, students may only submit via the Message box.
4. **Start Accepting Submissions:** Date and time when the students can submit into the Drop Box
5. **Stop Accepting Submissions:** Date and time when students can no longer submit into the Drop Box

Configuring the Drop Box Review Tab

The Review tab configures who is able to see the submissions made to the Drop Box. Instructors may see all submissions.

Try to keep the title short in length, as titles appear in the breadcrumbs. The subtitle for the Drop Box can be used to provide more detailed information about the content of this item. The subtitle displays underneath the Title and by default is not in bold lettering. For example:

Title: **Assignment 1**

Subtitle: Use this Drop Box to submit your assignments for the Shakespeare Essay.

Use the Page Text area to specify detailed instructions for students to follow. For example:

- Required file naming procedures
- Minimum number of words in an essay

The screenshot shows the 'New Drop Box' configuration interface. At the top, there are two radio button options: 'Normal' (unchecked) and 'Advanced' (checked). Below these are several tabs: Content, Access, Submission, Review (which is highlighted in red), Standards, Automate, and Assignments. Under the 'Review' tab, the 'User Review' section is expanded, showing a dropdown menu with four options. The first option, 'Normal - users see only their own submissions', is currently selected. Other options include 'Normal - users see only their own submissions', 'Peer Review - all users see all submissions', and 'Disabled'. A red circle with the number '1' is drawn around the 'Review Settings' heading.

The User Review field works in conjunction with the related normal, peer review or disabled options to determine the level of review to which users have access. The User Review option applies to the submission of the Drop Box as well as to the review of previously submitted Drop Boxes.

- **Normal.** User only sees their submission.
- **Peer reviewed.** All users with access to this Drop Box see everyone's submissions.
- **Disabled.** Prevents the display of feedback upon submission of a Drop Box or survey and disables the display of information regarding previously submitted Drop Boxes.

Adjusting Drop Boxes File Size Limits

By default, ANGEL does not allow students to submit files any larger than 2 MB. Sometimes this size is too small, especially if students are submitting files with images or PowerPoint presentations. This setting can be changed within a course by creating an environmental variable.

 **Caution:** Your school may have limitations on the maximum file sizes allowed for submissions. Before changing these settings, it is VERY important to check with your ANGEL administrator to ensure that you do not exceed these limits and that you are adhering to policies already established. Your administrator may also prefer to change the file size allocation globally, rather than have Instructors do so at the Course level.

To adjust the Drop Box file size limit:

1. From your ANGEL course, click the **Manage** tab
2. Click the **Environmental Variables** hyperlink in the **Course Settings** section. The Course Environment Variables page loads.

The screenshot shows the 'Course Environment Variables' page. At the top, there is a header 'Introduction to ANGEL - All Users' and a button 'Add a Variable' which is highlighted with a red box. Below this, there is a 'User' section with a dropdown menu set to 'All Users' and an 'Other' button. At the bottom of the page, there is a table with one row containing three buttons: 'Edit', 'Delete', and 'ENABLE_OBJECTIVES'.

3. Click **Add a Variable**. The Course Environment Variables Editor loads.
4. Enter the Variable Name (for example, **DROP BOX_MAX_MB**).

Course Environment Variable Editor

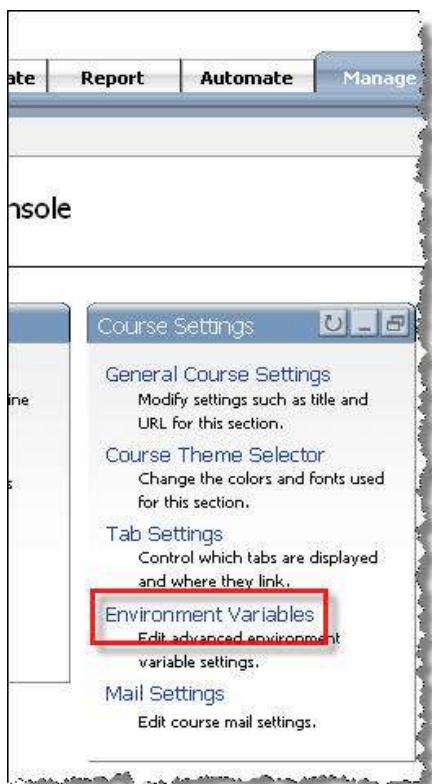
Sample Course - All Users

4 Variable Name
DROP_BOX_MAX_MB

5 Variable Value
5

6 Save Cancel

5. Enter the **Variable Value** (in megabytes for this example).
6. Click **Save**.



Page Items

When you have original content to add on the Lessons page or in a folder, you can create a Page using the built-in ANGEL HTML editor.

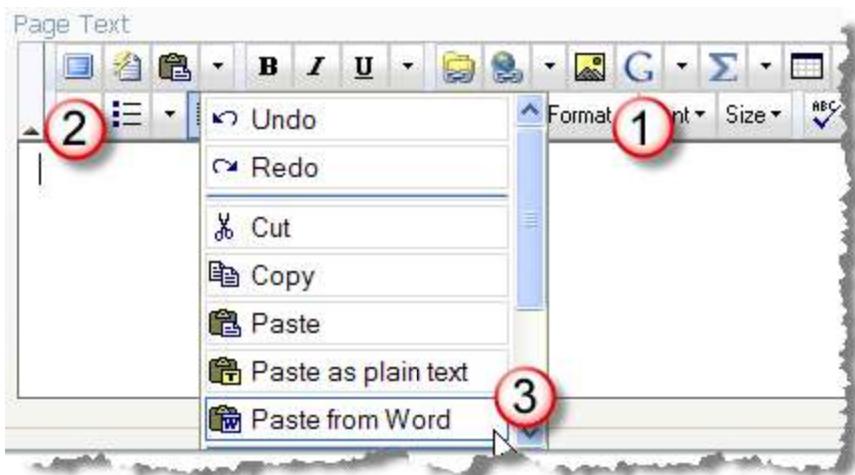


Reference: To add a page item to your Lessons tab, follow the content creation process as outlined in "Adding Content Basics." There are no page-specific settings you need to configure.



Video: ["Add a Page Item."](#)

There are several items worth noting:



1. **Rich Media.** The "G" button in the HTML editor makes it allows for embedding rich media into your page items.
2. **Full Screen Edit.** clicking the full screen icon () allows you to maximize the viewing area of the WYSIWYG editor.
3. **Paste from Word.** The ANGEL HTML editor has a built-in "paste from Word" function that makes it easy to paste clean text from Microsoft Word into the HTML editor. Simply copy your word document and select

Page items are often used as a way to introduce off line items to the course. You can use the Page item to describe an offline assignment (e.g. lab instructions, field trip notes, speeches, etc.) and to associate that offline assignment with the gradebook.

Link Items

A link is a shortcut to content within or outside ANGEL. It can be a link to photos, document files, links to websites, or media files. Links help build engaging online learning environments and are used with discussions to foster a collaborative learning or a greater peer-to-peer and student-to-faculty communication. A short sample of online educational activities well suited to links includes:

- **Instructor professional practice links.** These links can provide information about leaders in their respective fields and provides a forum to discuss information pertaining to professional practice.
- **Instructional tips for students.** A simple, public way of communicating with your students.
- **Course announcements and readings.** Instructor commentary about announcements or reading assignments.
- **Annotated links.** A collection of annotated research links.

In ANGEL a link is treated as just another lesson item, with the same grading options as any other lesson item.



Reference: To add a link item to your Lessons tab, follow the content creation process as outlined in "Adding Content Basics."



Video: ["Add a Link Item."](#)

The new link will open whatever URL you have entered in the Link URL field on the Content tab of the Link content item.

There are no Page-specific options. There are however a couple of items worth noting:

- It is recommended that the **No Banner** checkbox on the Content tab be selected when opening the link item in a new window. This option eliminates the title and editor settings for the item when it opens in the new window.
- Ensure the link is accessible to your students. Popular sites such as YouTube may be blocked by your institution.

File Items

The File option allows you to upload any type of electronic file to your ANGEL course to share with your students. Common uploaded file types include web pages, word processing documents, spreadsheets, PowerPoint presentations, project files, etc. In ANGEL 8.0 a file is treated as just another lesson item, with the same grading options as any other lesson item.

File items are created in a two-step process. The first step is actually uploading the file; the second step is completing the tabs associated with File item.

Uploading a File

To create a file item:

1. Log into your ANGEL course and click the **Lessons** tab.
2. Click the **Add Content** hyperlink. The Add Content page loads.
3. Click the **File** icon or name. The Upload a File page appears.

Upload a File

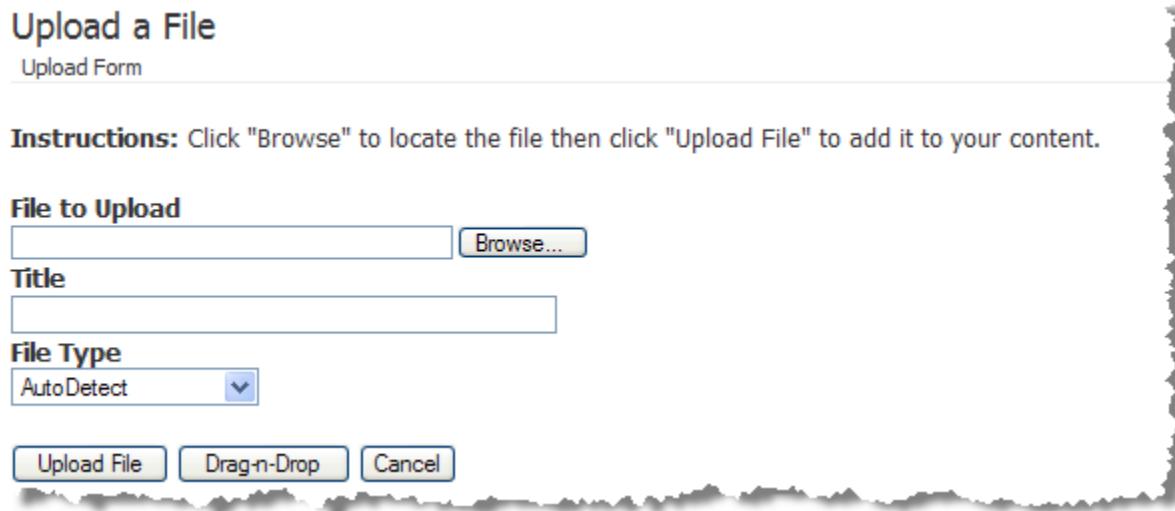
[Upload Form](#)

Instructions: Click "Browse" to locate the file then click "Upload File" to add it to your content.

File to Upload

Title

File Type



4. Click **Browse**. Your browser's Choose File dialog opens.
5. Choose a file and click **Open**. The file name is inserted in the **File to Upload** box.
6. Enter a name for the file in the **Title** box.
7. Leave **File Type** set to Auto Detect.
8. Click **Upload File**. The Upload results page appears.

Upload Results

File Upload Successful



9. Click **OK**

Your File has been added to your Lessons tab as the last item on the page.

Uploading Various File Types

ANGEL smart file upload tool takes different default actions depending upon the type of file being uploaded. Common file types and ANGEL's default actions are listed in the table .below.

File Type	Action Upon Upload
Graphics files .gif, .jpg, .bmp, .png, etc.	Files uploaded and configured to present graphic when student clicks on the File item link.
Document files All Microsoft Office, OpenOffice.org or WordPerfect files	Files upload and configured to prompt student to download them when student clicks on the File item link.
Text file Standard *.txt files	Files uploaded and configured to present text when student clicks on the File item link.
RTF and Adobe PDF files	Files upload and configured to prompt student to download them when student clicks on the File item link.
HTML files	Files uploaded and configured to present text when student clicks on the File item link.
Zipped Files	Files upload and configured to prompt student to download them when student clicks on the File item link.
Zipped Web Pages	Files uploaded and user given option to choose "launch" file. ANGEL will then unpack zipped web page so that the web pages will be displayed when student clicks on File item link.

Uploading Zipped Web Pages

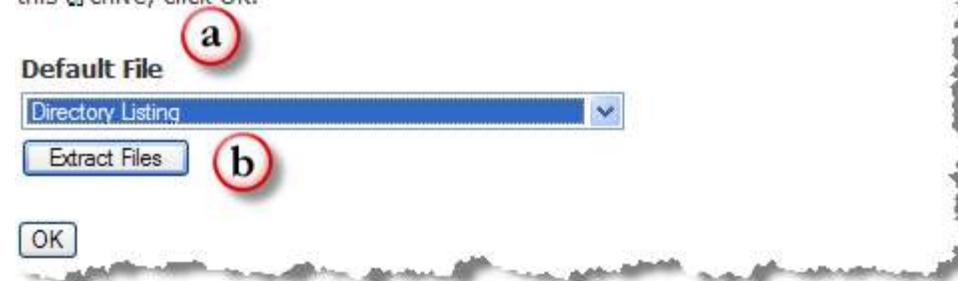
Most file types upload with no additional steps required of the user. When uploading a compressed folder containing a multi-page HTML document (with subdirectories, additional files, etc.) there is an extra step.

When the Upload Results page appears, you'll notice two new options.

Upload Results

File Upload Successful

The file you uploaded is an archive. If you would like to extract its contents, please this archive, click OK.



- a. **Default File.** Use the pull-down menu to select the root file or index page of your web site.
- b. **Extract Files.** The files are automatically posted and links updated so that the web pages load and interact properly.

If you just click OK, the file will be loaded as a zip file ready for students to download and run on their local computers.

Editing the File Settings

The various tabs you complete for other content items are accessed via the Settings link for File items.

To edit the file settings:

1. Click (or hover over) the File item
2. Click the **Settings** hyperlink. The edit console appears, defaulted to the Content tab.

Games

The games option allows an instructor to create a crossword puzzle or quiz show game to challenge student learning. Crossword puzzles can be used to test a student's vocabulary of terms used in a lesson. The Quiz Show option can test a student's understanding of lesson items using a format similar to a TV game show.



Reference: To add a game content item to your Lessons tab, follow the content creation process as outlined in "Adding Content Basics."

Once you've saved your Game item you'll be taken through extra steps to create either a Crossword or Game Show type of game. The Game option contains the following tabs for configuring the page settings:

- Content
- Access
- Standards
- Objectives
- Automate
- Assignment

Creating Crossword Puzzles

After you've saved your Game item you are presented with the Game configuration page.

1. Log into your ANGEL course and click the **Lessons** tab.
2. Navigate to the game and click the **Settings** hyperlink.
3. Click the **Save** button.

Vocabulary Cross Word Exercise

Settings Reports Utilities Delete Print My Notes | Previous Next

Game Type

Crossword Puzzle
 Quiz Show

Create Questions and Answers

1. Enter Questions (minimum of 5 required)

2. Create Answer

Add Question

Delete

Delete

Delete

Delete

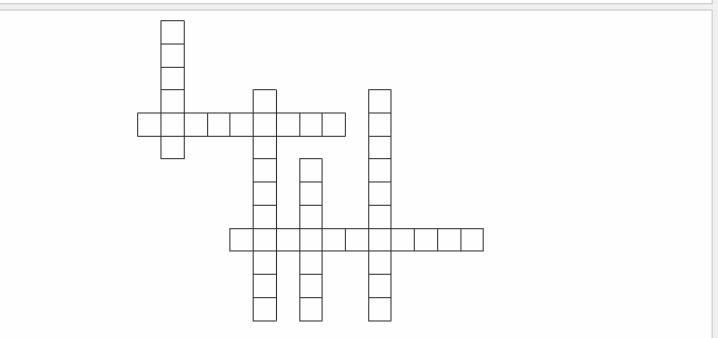
Delete

Save **Cancel**

4. Complete the following fields:
 - **Game type.** Select the crossword puzzle type of game.
 - **Enter Questions.** Type the questions clues you want your game to contain for your crossword puzzle.
 - **Create Answer.** Type the answers to the quiz questions.
 - **Delete.** Click to delete a question/answer.
 - **Add Question.** Click to add a new question.
5. Click the **Save** button. You are taken to a preview of your puzzle.

Edit Questions & Settings

Time Elapsed: 00:00:32



Powered by the ANGEL Learning Management System. © ANGEL Learning, 2005, all rights reserved.

Submit

Editing Questions and Settings

To edit the question or settings for a crossword puzzle or game show, do the following:

1. Log into your ANGEL course and click the **Lessons** tab.
2. Navigate to the game by clicking the name of the game.
3. Click the **Edit Questions & Settings** hyperlink. Modify the questions and/or values for the questions.
4. Click the **Save** button when all changes are complete.

Grading a Crossword Puzzle

For the lesson item you want to grade, do the following:

1. Click the **Utilities** hyperlink located beneath the Crossword Puzzle you want to grade.
2. Click the **View, Grade, or Delete Submission** hyperlink. A list of submissions

Creating and Editing Quiz Shows

After you've saved your Game item you are presented with the Game configuration page.

1.

The screenshot shows a configuration page for a "Game Show". At the top, there's a navigation bar with links: Settings, Reports, Utilities, Submissions, and Delete. Below this, under "Game Type", the "Quiz Show" option is selected. The main area is titled "Create Questions and Answers". It includes five numbered steps: 1. Define 1 - 4 Question Categories (with four empty input fields), 2. Enter Questions (at least one per category) (with four empty input fields and an "Add Question" button below), 3. Set Value (with four dropdown menus), 4. Assign Category (with four dropdown menus), and 5. Create Answers (with four sets of "Edit" and "Delete" buttons). At the bottom are "Save" and "Cancel" buttons.

1. Log into your ANGEL course and click the **Lessons** tab.
2. Navigate to the game and click the **Settings** hyperlink.
3. Click the **Save** button.

 Game Show

Settings Reports Utilities Delete Print My Notes | Previous Next

Game Type

Crossword Puzzle
 Quiz Show

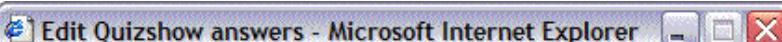
Create Questions and Answers

- 1. Define 1 - 4 Question Categories**
- 2. Enter Questions (at least one per category)**

Add Question
- 3. Set Value**
- 4. Assign Category**
- 5. Create Answers**

4. Complete the following fields:

- **Game type.** Select the quiz show type of game.
- **Define 1-4 Question Categories.** Type the Category titles in the text fields provided.
- **Enter Questions (at least one per category).** Type the questions for the categories. Provide at least one question per category.
- **Set Value.** Set the dollar value for the question.
- **Assign Category.** Assign the question to a category.
- **Create Answers.** Click the **Edit** button to activate the answers pop-up menu.

 Edit Quizshow answers - Microsoft Internet Explorer

Answers	Correct
<input type="text"/>	<input type="radio"/>

5. Provide answers for the current question.

6. Select the **Correct** radio button for the correct answer. You may provide additional answers but only one will be correct.
7. Click the **Done** button when complete.
8. Click the **Add Question** button to add additional questions to the Game Show.
9. Click **Save**. You are taken to a preview of your puzzle.

The screenshot shows the ANGEL Game Show interface. At the top, there's a navigation bar with links for 'Settings', 'Reports', 'Utilities', and 'Delete'. To the right are links for 'Print', 'My Notes', 'Previous', and 'Next'. Below the navigation is a section titled 'Edit Questions & Settings'. In the center is a game board with four categories: 'What's new to 7.3?', 'Communication', 'Discussions', and 'Theme Editor'. Each category has four boxes with values: '\$1000', '\$1000', '\$2000', and '\$2000'. A timer at the top right shows 'Time Elapsed: 00:00:02'. At the bottom left is a 'Submit' button. The footer of the page includes a note about being powered by the ANGEL Learning Management System and a score indicator 'Score: \$ 0'.

Creating IMS/SCORM Packages

SCORM (Sharable Content Objective Reference Model) is a standard for learning objects (a unit of educational content delivered via the internet), which defines and accesses information about learning objects so they can be easily shared among the various types of learning management system (LMS). It also defines communications between client side content and a host system (the run-time environment).

IMS/SCORM Package items are created in a two-step process. The first step is actually uploading the SCORM or IMS package file; the second step is completing the tabs associated with IMS/SCORM item.

Uploading an IMS/SCORM Package

To upload an IMS/SCORM package:

1. Log into your ANGEL course and click the **Lessons** tab.
2. Click the **Add Content** hyperlink.
3. Click the **IMS/SCORM Package** hyperlink.
4. Click the **Upload an IMS/SCORM Package** hyperlink.

The screenshot shows a form for uploading a SCORM package. A note at the top says: 'Note: Select a valid SCORM package to upload to the course. The SCORM engine will automatically determine the manifest file and extract the appropriate metadata from the package.' Below this is a file input field with a 'Browse...' button to its right. At the bottom left is an 'Import' button, and at the bottom right is a link '[Show Help]'.

- To browse, click the **Browse** button to locate the IMS/SCORM file.
 - To import, click the **Import** button to import the IMS/SCORM file.
5. Click the **Upload File** button.
 6. Click the **OK** button. You are returned to your Lessons list.
- To edit your IMS or SCORM package settings:
1. Click (or hover over) the IMS/SCORM package item.
 2. Click the **Settings** hyperlink.
 3. Complete the tabs associated with IMS/SCORM item.
- To add an IMS/SCORM link to the Lessons page:
1. Log into your ANGEL course and click the **Lessons** tab.
 2. If you are adding a new link, Click the **Add Content** hyperlink.
 3. Click **IMS/SCORM Package**.
 4. Click the **Link to a IMS/SCORM Manifest**.

SCORM Assignments

The SCORM Assignment utility allows you to create assignments in the gradebook for SCORM items. SCORM items that are disabled have already been added to the gradebook.

To add a SCORM gradebook assignment:

1. Log into your ANGEL course and click the **Lessons** tab.
2. Point to the **Utilities** hyperlink (located underneath the name of the SCORM item).
3. Click the **SCORM Assignments** hyperlink. A list of SCORM items appears.

SCORM Gradebook Assignments

Directions: Select the SCORM Resources for which you wish to create gradebook assignments. Items that are disabled have already been added to the gradebook.

ID	Title
<input type="checkbox"/> T_DA05DE8E_1668E3C7_8BEF606B	Creating Service Request Forms
<input checked="" type="checkbox"/> DEFAULT	SCORM Content

Gradebook Category

Homework

Submit **Cancel**

4. Select the checkbox next to the SCORM assignment you want to add to the gradebook.
5. Select the gradebook category from the **Gradebook Category** drop-down list or select the **Other** button to create a new category.
6. Click the **Submit** button. A confirmation screen appears indicating the SCORM content has been added to the gradebook.
7. Click the **OK** button.

Discussion Forums

Discussions are designed to better facilitate teaching and learning as well as reducing the amount of time required for instructors to manage discussion forums.



Reference: To add a discussion forum to your Lessons tab, follow the content creation process as outlined in "Adding Content Basics."



Video: ["Set Up Discussions."](#)

Configuring a Discussion requires you to work with three additional configuration tabs within the Discussion settings: the Interaction tab, the Post Permissions tab and Scoring Rubrics as found on the Assignments tab.

Configuring the Discussions Post Permission Tab

The Post Permissions tab sets the Read, New Post, and Reply rights for the Discussion, as well as the default rights for all teams. (You can set individual team moderation rights on the Interaction tab.)

To set post permissions:

1. Click the **Post Permissions** tab.

	Read	New Post	Reply
Default	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Team 01	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Team 02	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

2. Select options on the tab as follows:

- The three **Default** checkboxes set the Read, New Post, and Reply permissions for all students in the course. Check or uncheck any or all boxes to suit your needs. (Normal view.)
- The **Teams** checkboxes determine the permissions for the default team (if teams are present). You can assign specific Read, New Post, and Reply rights to each team. To do so, disable the appropriate Default right, and then enable that right per team as desired. Students not in a team will have only those rights selected in the Default row. (Normal view.)

Configuring the Discussions Interaction Tab

The **Interaction** tab sets the majority of the Discussion-specific values for this lesson type.

To set these values:

1. Click the **Interaction** tab.

Discussion Icebreaker: Your Favorite Movies

Settings: Normal Advanced 1

2	Mode:
3	Discussion Views:
4	Maximum Instructor Rating Score:
5	Allow Attachments:
6	Anonymous Posts:
7	New Topic Posts:
8	Student Post Edit:
9	Enable User Profiles:
10	Peer Rating:
11	Show/Hide Fields:

Normal Discussion

Threaded View Allow users to switch between views

10

Allow Attachments

Disable anonymous posts

Student

Allow students to edit their existing posts

Display user profiles

Enable peer rating

Flag Posted

Replies Author

Score

2. Set the **Mode**. Use the Mode drop-down list to switch the discussion between different usage modes. You may choose any of the following options:

- **Normal:** All students may access and participate fully in discussion.
- **Private user journal:** Student posts and instructor replies are only visible to the student and the instructor.
- **Private team journal:** Posts by team members and instructor replies are only visible to team members and instructors
- **Post first:** Users must first post a topic before they're allowed to view or reply to other student's posted topics.
- **Fishbowl:** Select students or teams to participate in discussion while other selected students or teams may only view discussion.
- **Hot seat:** Students or teams in the hot seat read and reply to topics posted by other students or teams, but may not post new topics themselves.



Note: Once your forum is established and posts have been made, you cannot switch modes.

3. **Discussion Views:** Sets the student's default view of the discussion. Select one of the following options:

- **Threaded view:** Message subject lines are presented in hierarchical view. Clicking on message subject lines presents messages one at a time.
- **Nested view:** Message subject lines and full body text are presented in a hierarchical view. All message bodies are downloaded when the discussion is launched.

If you want to allow students to change their view, check the **Allow users to switch between views** checkbox to the right of the drop-down list.

4. **Maximum Instructor Rating Score.** Enter a maximum point value available for each post. Setting a maximum allows the system to calculate and display points earned versus points possible during the grading process.
5. **Allow Attachments.** Select checkbox to allow students to attach files to their discussion posts.
6. **Anonymous Posts.** Lets you determine if students can optionally post anonymous messages, or if all posts are anonymous.
7. **New Topic Posts.** Sets the minimum rights level required to post a new top-level topic within a discussion. For example, you can use this option to control top-level topics and force students to respond to given topics instead of creating their own.
8. **Student Post Edit.** Select this checkbox if you want to allow students to edit or delete their own posts. Students cannot delete their posts if replies have been posted to them. (Normal view.)
9. **Enable User Profiles.** Select this checkbox to allow users to view profiles of other users.
10. **Peer Rating.** Select this checkbox to allow students to rate the value of other students' posts on a five-point scale. Students can change their votes, but only their last vote is used in the average rating calculation.
11. **Show/Hide Fields.** Select the checkboxes of which fields will appear in the Discussion interface. By default, all fields are displayed.

Advanced Settings

The Advanced settings appear on the bottom half of the Interaction tab if the **Advanced** radio button has been selected at the top of the page.

1 Advanced settings

Discussion Moderation: Moderators must approve all messages

2 Moderator Rights:

Choose moderator(s) by rights level:
Course Assistant

Choose specific moderators:

3 Team Moderation:

Moderate all teams
 Moderate specific teams

4 Task Notifications:

Unread Posts
 Unscored Posts
 Unapproved Posts

5 Post Types:

6 Instructor/Moderator Subject Colors:

7 Reply Subject Lines:

1. **Discussion Moderation.** Select the appropriate option from the drop-down list to determine if student posts must be approved by a moderator before they appear within the discussion, or if all posts are automatically approved. (They can be rejected later, if necessary.) Note that you can require specific student posts to be moderated by editing a student's permissions via the course roster.
2. **Moderator Rights.** These tools let you choose moderators for this discussion either by rights level (for example, all course editors) or by choosing specific individuals, including students. Moderators can reject, delete or edit other users' posts.
3. **Team Moderation.** Determines which teams will be moderated.



Note: If a student belongs to any team with moderation disabled, none of his or her posts will be moderated, even if that student belongs to a team that requires moderation.

4. **Task Notifications.** Select the desired checkboxes to determine which information appears in your task notification list. Note that delivering this information for large discussions may slow your task list.
5. **Post Types.** Use this drop-down list to select icons to represent different types of posts. Post Types can be items such as "Point" and "Counterpoint," for example. You can select one of two default Post Type sets, or create your own by clicking the **Edit/Create New** button.
6. **Instructor/Moderator Subject Colors.** This tool lets you pick a differentiating color for the subject line of instructor and/or moderator posts. This color can help students identify your posts more easily.
7. **Reply Subject Lines.** This drop-down list controls how ANGEL prepopulates lines of replies to posts. Select one of the following options:
 - **Populated.** Automatically prefixes the reply's subject line with "Re:" followed by the subject line of the post being replied to.
 - **Blank.** Replies to posts have blank subject lines and require the user to enter a new subject line.
 - **Blank if reply to RE.** Blanks the subject line of a reply if the post being replied to already has a "Re:" in the subject line. This option can help keep long threads more understandable.

Configuring Scoring Rubrics on the Assignment Tab

Scoring Rubrics allow you to automate the evaluation of qualitative and quantitative measures of student participation and achievement within a Discussion forum.

To set up a scoring rubric:

1. Click the Assignment tab
2. Check the Use scoring rubrics checkbox.



The scoring rubric screen appears beneath the checkbox.

Scoring Rubrics

Use scoring rubrics

Scoring rubrics automatically assign scores based upon student activity and scores given within the discussion.

Scoring Rubric

Create Scoring Rubric

Score

0 if # of Posts > 0 X

[Add Criteria](#)

[Add New Score](#)

3. In the **Score** field, enter the score you want to assign if the student meets the criteria associated with this score.
4. The **Criteria** drop-down list lets you create criteria through a series of IF statements. (Advanced view.) Select one of the following options:
 - **# of posts:** A measure of participation
 - **# of replies.** Another measure of participation
 - **# of replies to my posts:** Measures users' ability to spark discussion through posts
 - **Average peer rating:** Informal rating by peers.
 - **Average post score:** The average instructor's score for all scored posts



Note: You can assign multiple criteria to any score by clicking the **Add Criteria** link.

5. Use the **Operators** drop-down list to select an operator to evaluate the criteria you selected earlier. Options include =, >, <, ≥, and ≤.
6. The **Criteria Value** box displays the value evaluated by the criteria and the operator.
7. Click the **Add New Score** link to add another score, along with corresponding criteria options.
8. Click **Save**.

The results of the Scoring Rubric are updated in real time on the Discussion Submission Utilities Grade Forum page.



Note: You can also grade Discussions by setting up a Grading Rubric, discussed in the Rubric section of this manual.



Video: [Grade a Discussion Forum.](#)

To add or delete scoring rubric criteria:

1. Click the **Add Criteria** link to add a new Criteria row so you can set up multiple criteria per score.
2. Click the **Delete Criteria** button (the red X at the end of the Criteria row) to delete any single criterion.

Scoring Rubric

Create Scoring Rubric

Score
0 if # of Posts > 0 0 X

Add Criteria

[Add New Score](#)

Discussion Forums Views

The following sections describe how to use a Discussion forum once it's been created. ANGEL discussions offer four different ways to view messages in a discussion forum:

- Threaded View
- Nested View
- Search View
- At-a-Glance View (instructors only)

Threaded View Interface

The following illustration shows the screen controls and options available in Threaded View. All of the controls in Threaded View are included in Nested and Search views.

Flag	Score	Author	Date Posted	Replies
Y	9	Koch, Brad	5/12/2008	12
Y	7	Koch, Brad	5/21/2008	0
	8	Smith, Barbara	5/19/2008	0
Y	4	Moore, Patricia	5/14/2008	0
Y	7	Moore, Patricia	5/14/2008	0
	7	Taylor, Robert	5/14/2008	1
	6	Moore, Patricia	5/14/2008	0
--	5	Davis, Linda	5/14/2008	0
--	5	Brown, John	5/14/2008	0
	8	Miller, Mary	5/14/2008	0
	7	Williams, James	5/14/2008	0
	7	Smith, Barbara	5/14/2008	0
--	5	Wilson, Michael	5/13/2008	0
	8	Johnson, Elizabeth	5/13/2008	0

1. **New Post** takes you to a new page where you can create a new top-level post in the forum.
2. **View Modes** let you switch between the four different discussion views.
3. **Navigation Controls** allow you to move between messages either one reply at a time (>) or one top-level post at a time (>|). Use the drop-down list to choose which type of messages to navigate.
4. Save, Print and Refresh icons:
 - **Save Navigation Settings** saves a default navigation setting.
 - **Print** prints the exact view you have set within the post list area.

- **Refresh** refreshes the message list to include any new messages that have been posted since you opened the discussion.
5. **Directions** displays the student instructions as entered by the instructor. The instructions may be collapsed or loaded in a new window to save space on the page. **Post List Controls** let you manage the posts in the post list. They include:
- [+] and [-] expand and collapse all threads within the discussion, respectively.
 - **Post Title** sorts posts by title. Sorts alphabetically by post; replies to each post are also sorted at each level of reply.
 - **Flag** sorts posts by flag value. Each flag color has a value of 0–9.
 - **Score** sorts posts and replies by instructor score.
 - **Author** sorts posts and replies by author.
 - **Post Date** sorts posts and replies by the date they were posted.
 - **Rating** sorts posts and replies by their average peer rating.
6. **Post Titles** are the names of the posts. Bold items are unread; non-bold items have been read.

Nested View Interface

Nested View differs from Threaded View in that it displays the body text of all the posts in-line. Nested View also offers one additional interface control.

The screenshot shows a 'Discussion Icebreaker: Your Favorite Movies' page. At the top, there's a navigation bar with 'Settings', 'Reports', 'Utilities', and 'Delete'. Below it is a toolbar with buttons for 'New Post', 'Nested View' (which is highlighted with a red circle '1'), and other options like 'Print', 'My notes', 'Previous', and 'Next'. The main content area has a heading '[+]- Directions'. Below it, a table lists posts. The first post, 'Horror Movies', is bolded, indicating it's unread. Its body text says 'Post your favorite Horror Movie as a reply to this message.' Below this, a reply post is shown with the subject 'My favorite Horror movie is the Exorcist.' (also bolded). The body text of this reply reads: 'Few movies shocked people like this one when it came out. Almost 35 years later, it will still shock you if you've never seen it. It's definitely recommended, but beware of some very gross scenes, brutal language and a sordid and genuinely frightening story.' At the bottom of the page, there are two more sections of the same conversation, each with its own set of controls and a 'Mark as read' checkbox.

1. **View All Body Text** opens and closes all the message body text. (Available only in Nested View and Search View.)
2. **Post Bodies** lets you open or close all the posts. (In Nested View, all the posts are displayed by default.)

Search View Interface

Search View is identical to Nested View, but features an additional search filter and the Advanced Search option.

Discussion Icebreaker: Your Favorite Movies

Settings Reports Utilities Delete

New Post Search View Advanced search

[+] Directions : Lets get to know each other and learn to use the Discussion tool we'll be using this ...

Post Title	Flag	Score	Author	Date Posted	Replies	Action
RE: Gattaca! (PRIVATE)	▼	8	Koch, Brad	10/30/2008	0	<input type="checkbox"/>
RE: Drama Movies	▼	--	Brown, John	5/14/2008	0	<input type="checkbox"/>
RE: RE: Action Movies	▼	--	Williams, James	5/14/2008	0	<input type="checkbox"/>
RE: RE: Action Movies	▼	--	Williams, James	5/14/2008	0	<input type="checkbox"/>
RE: RE: Drama Movies	▼	--	Smith, Barbara	5/14/2008	0	<input type="checkbox"/>
Oh wait!	▼	--	Smith, Barbara	5/14/2008	0	<input type="checkbox"/>
RE: Action Movies	▼	--	Smith, Barbara	5/14/2008	0	<input type="checkbox"/>
RE: RE: Drama Movies	▼	--	Wilson, Michael	5/13/2008	1	<input type="checkbox"/>
RE: Drama Movies	▼	--	Williams, James	5/13/2008	2	<input type="checkbox"/>

Selected message action: Approve Go

- View Filter** allows you to limit what types of posts are searched.
- Search Filter** allows you to search for and navigate messages that contain the entered search term. The Search Filter works in concert with the View Filter to let you search for posts that match your search term and view.
- Advanced Search** displays a layer with more search options.
- Batch Selection & Operations** enable you to select multiple posts singly, or by selecting them all. Use the **Selected message action** drop-down list to apply an action to all selected posts. Available actions include: Approve, Reject, Score, Move, Stick, Unstick, Lock, Unlock, Mark as read, Mark as unread, Delete, and Undelete.

At a Glance View Interface

The At-a-Glance View provides instructors with a one-page summary of current activity, basic statistics, and the status of all settings.

Discussion Ice Breaker: Great Movie Lines

Settings Reports Utilities Delete

New Post At-a-Glance View

[+] Directions : This is your first discussion assignment (and an e...

At a Glance

Activity Trend

RecentActivity

Day	New Topics	Replies
Wed	~2	~6
Thur	~1	~2
Fri	~1	~0
Sat	~0	~0
Sun	~0	~0
Mon	~0	~0
Tue	~0	~0

General

- Launch in: LINK_TARGET_SELF
- Custom icon URL: ~/images/icons/iconPAGE.gif
- Custom help URL:

Access

- User tracking: TRACKING_0
- Hidden: No
- Viewable by: Student
- Password required: Yes
- Team access: All
- Start date: None
- End date: None
- Editable by: Course Editor
- Object editable by: Course Editor

Understanding the Message Interface

Each message has a consistent set of options, no matter which view you choose. When you open a message, there are two main message option areas: an instructor-only drop-down list and a series of links for all users.

The screenshot shows a discussion forum titled "Discussion Icebreaker: Your Favorite Movies". At the top, there are links for "Settings", "Reports", "Utilities", and "Delete". On the right, there are "Print", "My Notes", "Previous", and "Next" buttons. Below the title, there are buttons for "New Post" and "Threaded View". A "Navigate" toolbar with arrows and a "All posts" dropdown is also present. A note says "[+] Directions: Lets get to know each other and learn to use the Discussion tool we'll be using this ...". The topic is "Off Topic: Horror Movie Clichés". The message list shows one post by "Moore, Patricia" from "5/14/2008". The post content is: "1. I know a homicidal demon is on the loose, and when I got home my back door was mysteriously open. I think I'll hop in the shower. 2. I just found all my friends horrifically murdered. What was that? A noise in the basement. I think I'll go investigate. 3. Gee, these zombies are really slow. I think I'll hide in the second floor of a house where I can't avoid them." Below the post, there is a "Others?" section with a dropdown menu (circled 1) containing "Select item", "Reject", "Move", "Make sticky", "Lock", "Delete", and "Select one". At the bottom of the message, there are links for "Go", "Reply", "Edit", "Print", "Email author", and "Delete" (circled 2). A "Mark as read" checkbox is checked. The entire interface is framed by a thick black border.

1. **Instructor options.** The instructor options appear in a drop-down list at the bottom left of every message. The options include:
 - **Reject.** Rejects the current message, setting its status to "rejected." This feature is available even in forums where moderation is turned off. Rejected posts can be viewed and their status changed via the Search view.
 - **Move.** Allows you to move a message to another location within the current forum.
 - **Make Sticky.** Marks a message as being "sticky." Sticky posts are sorted first and appear at the top of the forum; replies made sticky are listed first underneath their respective posts.
 - **Lock.** Prevents further replies from being added to the thread from that point forward.
 - **Delete.** Deletes the post. This delete command is a "soft delete." Instructors can view all deleted posts in Search View, and can undelete a post.
2. **Global Options.** These options are available to students and instructors.
 - **Reply.** Loads the reply screen so you can reply to the post.
 - **Edit.** If enabled, allows users to edit their posts.
 - **Print.** Prints the message.
 - **Email author.** Loads the mail interface so you can send e-mail to the post's author.
 - **Delete.** If enabled, allows users to delete their posts. Students cannot delete posts that have replies associated with them.

When a message is opened, it is automatically marked as read. To mark a message as unread, uncheck the **Mark as read** checkbox in the lower-right corner of the message.



Viewing Discussion Posts

In all cases, you click a message's post title to view the message. The manner in which posts are displayed differs depending upon your current viewing mode.

Viewing Discussion Posts in Threaded View

In Threaded View, posts open on their own page to provide the best reading experience.

To open a message in Threaded Mode:

1. Click the **Post Title** of the message you want to read.
2. The message opens in a new window.

Discussion Icebreaker: Your Favorite Movies

Settings Reports Utilities Delete Print My Notes | Previous Next

New Post Threaded View Navigate: < < All posts > > Print Email

[+] Directions: Lets get to know each other and learn to use the Discussion tool we'll be using this ...

Post Title	Flag	Score	Author	Date Posted	Replies
I Science Fiction Movies	Y	8	Koch, Brad	5/12/2008	6
B Action Movies	Y	8	Koch, Brad	5/12/2008	10
Dirty Dancing! ①	Y	6	Moore, Patricia	5/14/2008	0
Lord of the Rings		8	Brown, John	5/14/2008	0
RE: Action Movies		8	Davis, Linda	5/14/2008	0
RE: Action Movies		0	DeLoach, Linda	5/14/2008	0
RE: Action Movies		0			
Oh wait!		0			
RE: Action Movies		0			
RE: Action Movies		0			
RE: Action Movies		0			

Discussion Icebreaker: Your Favorite Movies

Settings Reports Utilities Delete Print My Notes | Previous Next

<< Return to Post List New Post Threaded View Navigate: < < All posts > > Print Email

[+] Directions: Lets get to know each other and learn to use the Discussion tool we'll be using this ...

Dirty Dancing! ④

6 Moore, Patricia 5/14/2008 0

My favorite action movie is [Dirty Dancing!](#) The dancing action is great and I love the line "No one puts baby in the corner." ②

Select one Go Reply Edit Print Email author Delete Mark as read ③

3. Use the Navigation controls to view additional posts,
4. Click the **<<Return to Post List** button to return to the Post List.

Viewing Discussion Posts in Nested View

In Nested View, all message contents are displayed inline so you can view and browse all message text in a single window. You can display or hide all message text, or open and close individual posts.

Discussion Icebreaker: Your Favorite Movies

Settings Reports Utilities Delete

Print My Notes | Previous Next

New Post Nested View

1

Navigate: [Back] [Forward] All posts

[+] Directions: Lets get to know each other and learn to use the Discussion tool we'll be using this ...

[+] Post Title	Flag	Score	Author	Date Posted	Replies
Dirty Dancing!	▼	6	Moore, Patricia	5/14/2008	0
My favorite action movie is Dirty Dancing! . The dancing action is great and I love the line "No one puts baby in the corner."					
Select one Go Reply Edit Print Email author Delete <input checked="" type="checkbox"/> Mark as read					
Lord of the Rings!	▼	8	Brown, John	5/14/2008	0
My favorite action movie is The Lord of the Rings: The Return of the King! . Where else would you get hairy-footed short guys and a hairless creature that looks a bit like my cousin trying to toss a ring into a volcano.					
Select one Go Reply Edit Print Email author Delete <input checked="" type="checkbox"/> Mark as read					
RE: Action Movies	▼	8	Davis, Linda	5/14/2008	0
One more: Raiders of the Lost Ark. This movie could fall into any of these categories. The writing, direction, art					

To show or hide all posts in Nested View:

- Click the Hide All Message Bodies icon () to hide all the message bodies.
- Click the Show All Message Bodies icon () to show all message bodies.

To show or hide individual posts:

- Click the Post Title to show the message body for that post.
- Click the Post Title again to hide the message body for that post.

Viewing Discussion Posts in Search View

Search View functions similarly to Nested View with a few extra options. You can further refine your browsing by introducing a search term; all posts then appear in a flat, non-hierarchical list.

Post Title	Flag	Score	Author	Date Posted	Replies	
RE: Horror Movies		7	Koch, Brad	5/21/2008	0	<input type="checkbox"/>
RE: Horror Movies (DELETED)		7	Gallagher, Katie	5/21/2008	0	<input type="checkbox"/>
Halloween!		8	Smith, Barbara	5/19/2008	0	<input type="checkbox"/>
Off Topic: Horror Movie Cliches		4	Moore, Patricia	5/14/2008	0	<input type="checkbox"/>
Dirty Dancing!		6	Moore, Patricia	5/14/2008	0	<input type="checkbox"/>
I don't watch Science Fiction...		6	Moore, Patricia	5/14/2008	0	<input type="checkbox"/>
It's a three-way tie!		5	Moore, Patricia	5/14/2008	0	<input type="checkbox"/>
RE: RE: Action Movies		5	Taylor, Robert	5/14/2008	0	<input type="checkbox"/>
RE: RE: Drama Movies		8	Taylor, Robert	5/14/2008	0	<input type="checkbox"/>
RE: Science Fiction Movies		5	Taylor, Robert	5/14/2008	0	<input type="checkbox"/>

Selected message action:

- To show or hide all posts:
 - Select a View filter.
 - Enter a search term in the **Containing** text box.
 - Click the **Search** button. Your results appear in the Post List.
 - Click the Hide All Message Bodies icon () to hide all the message bodies. Click the Show All Message Bodies icon () to show all message bodies.
- To show or hide individual posts:
 - Click the Post Title to show the message body for that post.
 - Click the Post Title again to hide the message body for that post.

Using Advanced Search

Search View also offers Advanced Search options to help you fine-tune your search.

To access Advanced Search:

- Click the Advanced search link, located under the search term entry box.

Containing:

and learn to use the Discussion tool we'll be using this ...

Flag	Score	Author	Date Posted	Replies
------	-------	--------	-------------	---------

- The Advanced Search layer appears with the listed options.

The screenshot shows a search interface with several filter options:

- View:** All posts
- Containing:** movie
- Search:** Search button
- Basic search:** Basic search link
- View next:** View next link
- Author:** Everyone dropdown
- Posted after:** Date range selector (March 19, 2009, AM 8:25)
- Posted before:** Date range selector (March 19, 2009, AM 8:25)
- Status filters:**
 - Moderation: All dropdown
 - Read: All dropdown
 - Score: All dropdown
 - Deleted: All dropdown
 - Sticky: All dropdown
 - Draft: All dropdown
 - Locked: All dropdown

- **Author.** You can limit search results to just posts from a particular student or team.
- **Posted Dates.** This option limits the search to posts that occurred after, before, or between two dates:
 - **Posted after.** Setting and enabling (via the checkbox) a **Posted after** date limits the search to posts posted after that date.
 - **Posted before.** Setting and enabling (via the checkbox) a **Posted before** date limits the search to posts posted before that date.
 - Setting and enabling both **Posted before** and **Posted after** dates limits the search to posts posted between the two dates.
- **Status filters.** You can further refine your search results by selecting a combination of status.

Navigating Posts

ANGEL offers extremely powerful message-navigation options via the **Navigate** controls. You can navigate between new posts and replies using 14 different navigation filters.

The navigation controls are available at all times. The navigation controls and filters are largely the same in all views. The following section details the navigation controls and filters. Any differences in navigation between the differing views are covered in specific sections below.

The screenshot shows the navigation controls and filters:

- Navigation Controls:** Buttons for navigating between posts and messages.
- Filter dropdown:** A dropdown menu showing various filtering options:
 - All posts (selected)
 - All posts
 - Unread
 - Read
 - My posts
 - Replies to my posts
 - Moderator posts
 - Draft
 - Flagged
 - With attachments
 - Pending
 - Approved
 - Unscored
 - Scored
 - Locked
- Statistics:** Displays the number of posts and replies for each year.

	Posted	Replies
2009	15	0
2008	6	10
2007	0	0
2006	0	0

1. **Navigation Controls** allow you to skip to the next or previous post or reply:

navigates to the previous post.

navigates to the previous message.

navigates to the next post.



navigates to the next message.

2. **Navigation Filters** allow you to choose which posts to jump to or view next:
 - **All posts** navigates through all posts and/or replies.
 - **Unread** navigates through all unread posts and/or replies.
 - **Read** navigates through all read posts and/or replies.
 - **My posts** navigates through all of your posts and/or replies.
 - **Replies to my posts** navigates through all replies to your posts.
 - **Moderator posts** navigates through all of the instructor or moderator posts and/or replies.
 - **Draft** navigates through all of your draft posts or replies.
 - **Flagged** navigates through all flagged posts or replies.
 - **With attachments** navigates through all posts and/or replies with an attachment.
 - **Pending** (instructors only) navigates through all posts and/or replies that require approval before they appear on the site. (Moderated forums only.)
 - **Approved** (instructors only) navigates through all posts and/or replies that have been approved to appear on the site. (Moderated forums only.)
 - **Ungraded** (instructors only) navigates through all posts and/or replies that have been scored.
 - **Graded** (instructors only) navigates through all posts and/or replies that have not been scored.
 - **Locked** (instructors only) navigates through all posts and/or replies that have been locked.
3. **Save Preferences** sets a particular navigation filter as the default option.

Navigating in Threaded View

The navigation controls are available within the Post List and the Message Page.

To navigate posts in Threaded View:

1. Click the subject line of a message to view message.

The screenshot shows a threaded view of a discussion titled "Discussion Icebreaker: Your Favorite Movies". The post list includes the following entries:

Post Title	Flag	Score	Actions
Horror Movies	Red Flag	9	K...
Drama Movie	Yellow Flag	8	K...
Science Fiction Movies	Green Flag	8	K...

A red circle with the number "1" is drawn around the link to the first post, "Horror Movies".

2. Choose a navigation filter from the list.

Discussion Icebreaker: Your Favorite Movies

Settings Reports Utilities Delete

<< Return to Post List

New Post Threaded View

Navigate: |◀|◀| All posts |▶|▶|

[+] Directions: Lets get to know each other and learn to use the Discussion tool we'll be using this ...

Horror Movies 9 Koch, Brad 5/12/2008 0

Post your favorite Horror Movies as a reply to this message.

My favorite Horror movie is the [Exorcist](#).

3. Click the Previous Post (◀) or Next Post (▶) buttons to navigate between top-level posts. Click the Previous Message (◀) or Next Message (▶) button to navigate between every message.
4. Using the controls within the Post List, simply highlight the next Post Title that meets the filter criteria, as set in the Navigation Filter list.

Navigating in Nested View

Since the message bodies are listed in-line in Nested Mode, the navigation controls scroll the next qualifying message to the top of the list and highlights the Post Title line for that message.

To navigate posts in Threaded mode, choose a navigation filter from the list.

1. Select Nested View.

Discussion Icebreaker: Your Favorite Movies

Settings Reports Utilities **1** Print My Notes | Previous Next

New Post Nested View

Navigate: |◀|◀| Replies to my posts |▶|▶|

[+] Directions: Lets get to know each other and learn to use the Discussion tool we'll be using this ...

[+] Post Title	Flag	Score	Author	Date Posted	Replies
RE: Horror Movies	7	Koch, Brad	5/21/2008	0	
asddfasdf					
Select one Go Reply Edit Print Email author Delete <input checked="" type="checkbox"/> Mark as read					
Halloween!					
The first truly scary movie...					
Select one Go Reply Edit Print Email author Delete <input checked="" type="checkbox"/> Mark as read					
Off Topic: Horror Movie Cliches 4 Moore, Patricia 5/14/2008 0					
I know a homicidal demon is on the loose, and when I got home my back door was mysteriously open. I think I'll hop in the shower. I just found all my friends horrifically murdered. What was that? A noise in the basement. I think I'll go					

2. Click **Expand all** message bodies link.
3. Select a Navigation filter.

4. Click the **Previous Post** (◀) or **Next Post** (▶) buttons to navigate between top-level posts. Click the **Previous Message** (◀) or **Next Message** (▶) button to navigate between every message.

In Nested View, the next message will scroll to the top of the Post List and the Post Title will be highlighted.

Navigating in Search View

Navigating in Search View is very similar to navigating in Nested View, except you're navigating posts that meet both your navigation filter criteria and your search term criteria.

To navigate posts in Search View:

1. Select Search View.

The screenshot shows a list of posts titled "Discussion Icebreaker: Your Favorite Movies". The posts are as follows:

Post Title	Flag	Score	Author	Date Posted	Replies	Checkboxes
RE: Horror Movies	Y	7	Koch, Brad	5/21/2008	0	checkbox
RE: Horror Movies (DELETED)	Y	7	Gallagher, Katie	5/21/2008	0	checkbox
Halloween!	Y	8	Smith, Barbara	5/19/2008	0	checkbox
Off Topic: Horror Movie Cliches	Y	4	Moore, Patricia	5/14/2008	0	checkbox
Dirty Dancing!	Y	6	Moore, Patricia	5/14/2008	0	checkbox

2. Choose a navigation filter from the list.
3. Enter a search term in the **Containing** box and click the **Search** button. Your results will fill the Post List.
4. Click the **Previous Message** (◀) or **Next Message** (▶) button to navigate between every message.

Posting a New Message

All new posts are created in the same manner.

To post a new message:

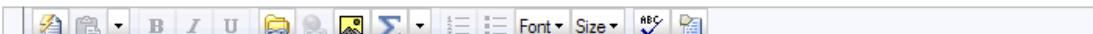
1. Click the **New Post** button in the upper-left corner of the Discussions interface. The New Post page appears.

 Discussion Ice Breaker: Great Movie Lines

Settings Reports Utilities Delete Print My Notes | Previous Next

[+] Directions : This is your first discussion assignment (and an e...

Post title:



Attachments (add a file)

Advanced message options

Send replies to course mail Sticky post
 Save as draft Do not allow replies

Hide post as draft until: February 29 2008  PM 12 : 50 

Hide post as draft after: February 29 2008  PM 12 : 50 

Save **Cancel**

2. Enter a **Post title** (required).
3. Enter your message text in the message text area.
4. Click **Save**.

Attaching a File to a Post

If enabled via the Discussion settings, you can attach a file to your post:

1. Click the **add a file** link just beneath the message text area. The Add attachment dialog box appears.

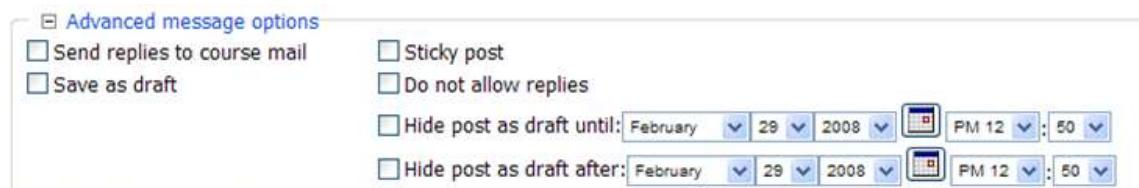


2. Click **Select** to browse for files to attach.
3. Select a file and click **Open**.
4. Click **Upload** to attach the file.
5. You can add additional files using the same method. Remove a file from the list of files to be attached by either clicking the **Remove** button or by selecting multiple posts via the checkbox on the left and clicking **Delete**.

 **Note:** Attachments are allowed within discussions by default. You can disable attachments in the Discussions Settings window's Interaction tab.

Using Advanced Message Options

There are six advanced options available for each New Post, as shown in the following illustration. (Note that the advanced options are closed by default.)



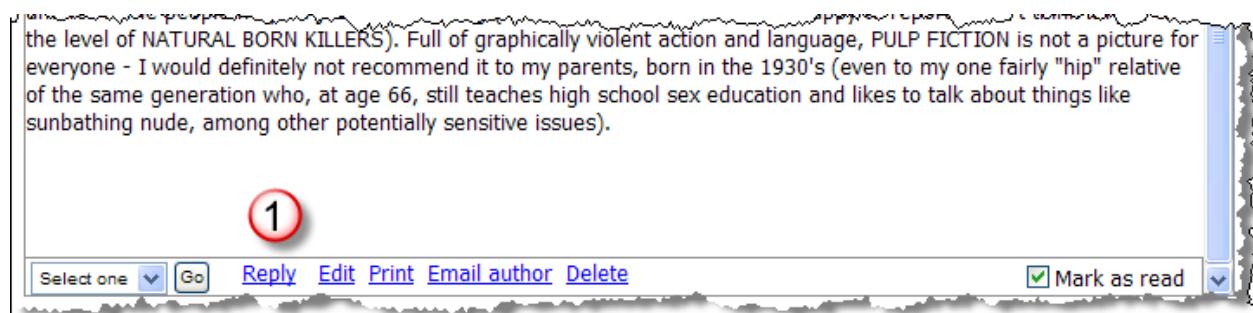
- **Send replies to course mail** sends a copy of each reply made to your post to your Course Mail account.
- **Save as draft** saves the message as a draft message. Draft posts are available in Search View. To view, edit, or post your draft posts, switch to Search View, set your navigation filter to **Draft**, and click the **Search** button.
- **Sticky post** (instructor only) makes a post "sticky." Sticky posts are sorted and presented first in all discussion views. Sticky posts appear at the top of the message lists. Sticky replies appear as the first reply under any given post. Sticky posts are identified with a pushpin icon (📌).
- **Do no allow replies** (instructor only) prevents users from replying to the message. You might use this option for informational or other posts where replies aren't necessary.
- **Hide post as draft until:** Setting and enabling (via the checkbox) a "hide post as draft until" date stores the post as a draft message (editable in Search View) until the specified date. Users will not see the message until after that date.
- **Hide post as draft after:** Setting and enabling (via the checkbox) a "hide post as draft after" date stores the post as a draft message (editable in the Search View) after the specified date. Users will no longer see the message after that date.

Replying to Posts

Replying to posts is the same process as posting a new message, except you can view the text of the old message and you have the option of quoting the original message within your reply.

To reply to a new message:

1. Click the **Reply** link located in the lower-left corner of the message.



The Message reply page opens.



Icebreaker Discussion: Your Favorite Movies

Settings Reports Utilities Submissions Delete

Print My Notes | Previous Next

Message reply

Post title: RE: Horror Movies!

[Quote original message](#)

- Follow the steps for creating a new post to create your reply. If desired, include the text of the message to which you're replying within the message body area by clicking the **Quote original message** link.

E-mailing a Post's Author

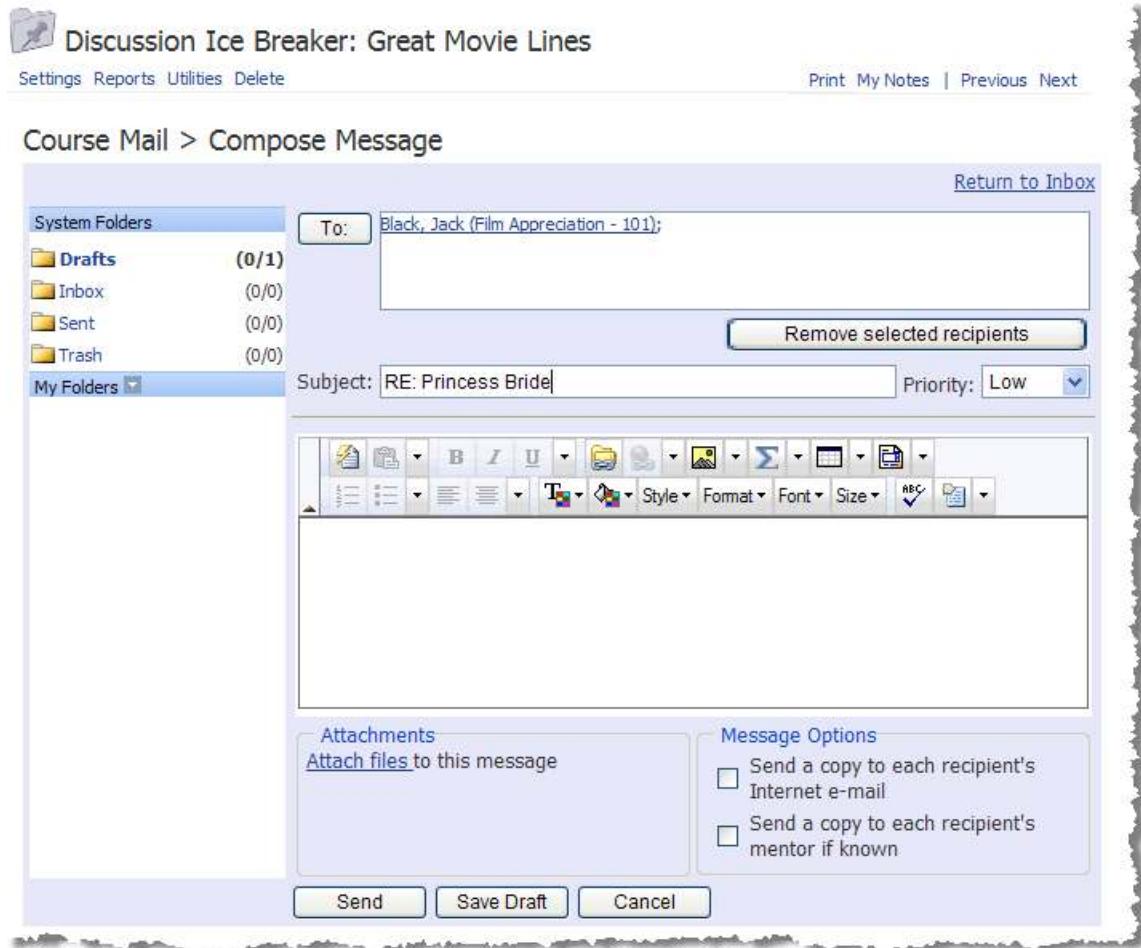
You can reply to any post by sending a Course Mail message to that user.

To send a Course Mail message in response to a Discussion post:

- Click the **Email author** link located in the lower-left corner of the message.

The screenshot shows a course mail message composed in response to a discussion post. The message body contains a reply to another user's comment about the movie Pulp Fiction. The reply text is: "the level of NATURAL BORN KILLERS). Full of graphically violent action and language, PULP FICTION is not a picture for everyone - I would definitely not recommend it to my parents, born in the 1930's (even to my one fairly "hip" relative of the same generation who, at age 66, still teaches high school sex education and likes to talk about things like sunbathing nude, among other potentially sensitive issues)." A red circle with the number '1' is overlaid on the message body. At the bottom of the message area, there is a toolbar with buttons for 'Select one', 'Go', 'Reply', 'Edit', 'Print', 'Email author', 'Delete', and 'Mark as read'.

The Course Mail Compose Message screen appears.



- From this point, compose and send the message as you normally would. Once you're done with the message, you'll be returned to the discussion.

Managing Posts

Discussions let you manage posts at several interaction points. You can act on a post while reading it in any of the viewing modes; you can act on many posts at same time in Search View.

Instructors can delete any post within the discussion. There are two ways to do this: individually and in batches.

Deleting a Single Post

To delete a post:

- Simply click the **Delete** option in the instructor menu located in the lower-left corner of every post. Optionally, you can click the **Delete** text link.

 Discussion Icebreaker: Your Favorite Movies

Settings Reports Utilities Delete Print My Notes | Previous Next

<< Return to Post List New Post Threaded View Navigate: All posts

[+] Directions [Directions](#): Lets get to know each other and learn to use the Discussion tool we'll be using this ...

Horror Movies 9 Koch, Brad 5/12/2008 0

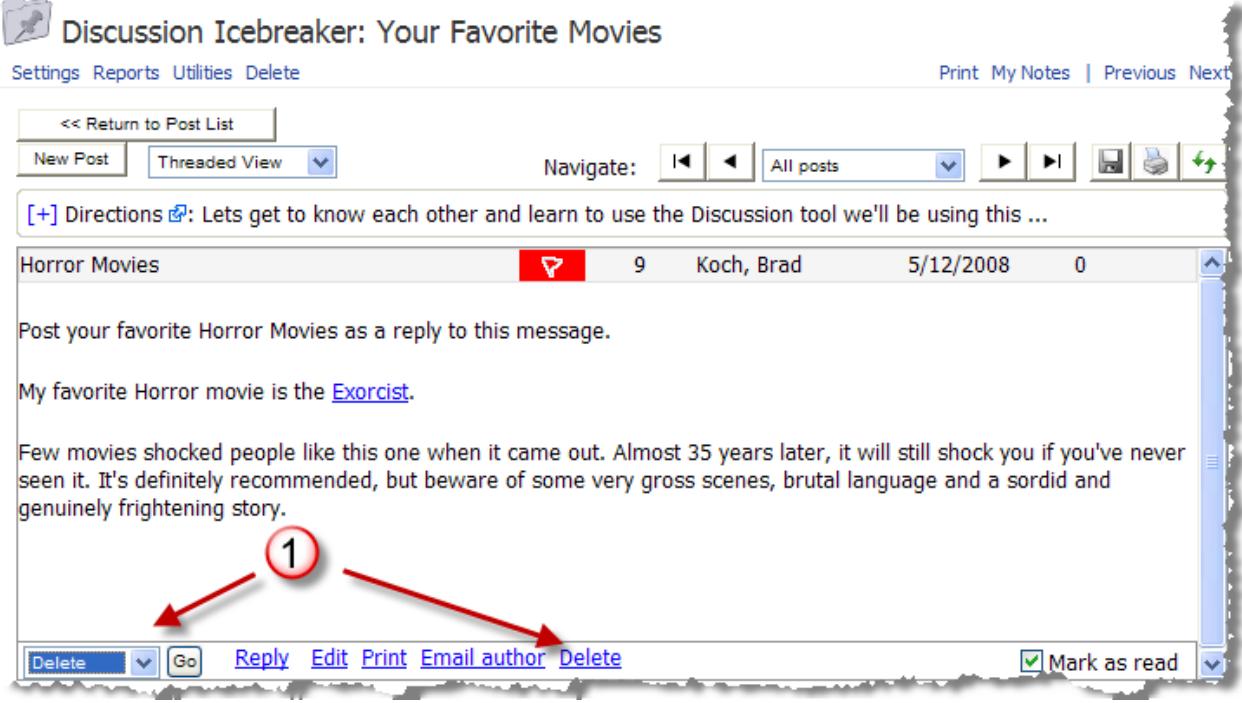
Post your favorite Horror Movies as a reply to this message.

My favorite Horror movie is the [Exorcist](#).

Few movies shocked people like this one when it came out. Almost 35 years later, it will still shock you if you've never seen it. It's definitely recommended, but beware of some very gross scenes, brutal language and a sordid and genuinely frightening story.

1

Delete Go Reply Edit Print Email author Delete Mark as read



Note: Students can delete posts only if the **Discussion Settings > Interaction** tab has the **Student Post Edit** option enabled. Students cannot delete a post if that post already has a reply posted.

Deleting Multiple Posts

You can delete multiple posts in Search View. This capability allows you to select posts for deletion by user, post content, date, or date range—the full tool set of Search View.

To delete posts in Search View:

1. Switch to Search View.
2. Search for posts meeting your criteria.

Discussion Icebreaker: Your Favorite Movies

Settings Reports Utilities Delete

Print My Notes | Previous Next

1 New Post **2** Search View Containing: View next:

All posts **3** Advanced search

[+] Directions: Lets get to know each other and learn to use the Discussion tool we'll be using this ...

Post Title	Flag	Score	Author	Date Posted	Replies	Action Column
RE: Bowling for Columbine	▼	--	Koch, Brad	3/15/2009	0	4
New Post (DELETED)	▼	--	Koch, Brad	2/11/2009	0	
RE: Gattaca! (PRIVATE)	▼	8	Koch, Brad	10/30/2008		5
split my grades baby (DELETED)	▼	0	Davis, Linda	10/2/2008		
RE: Gattaca!	▼	5	Koch, Brad	6/6/2008		
RE: Horror Movies	▼	7	Koch, Brad	5/21/2008		
RE: Gattaca! (DELETED) (PRIVATE)	▼	7	Gallagher, Katie	5/21/2008		
RE: Lord of the Rings! (DELETED) (PRIVATE)	▼	5	Gallagher, Katie	5/21/2008		

Selected message action: Approve Go

3. Select the posts you want to delete by checking the checkbox at the far-right end of the post title line, as shown in the preceding illustration.
4. Choose **Delete** from the **Selected post action** menu. You can perform any of the management options from this menu.

Viewing Deleted Posts

Instructors can still view deleted posts in the Search View by selecting **Deleted** from the View filter, as shown in the following illustration.

To view deleted posts:

1. Select Search View.
2. Set View filter to **Deleted**.
3. (Optional) Enter search terms.
4. Click **Search**. If no search term is specified, this will return all deleted posts.



All posts with a "Deleted" status appear. If you delete the post again, it will be permanently deleted.

Undeleting Posts

You can undelete posts by viewing deleted posts in Search View, selecting them, then by choosing **Undelete** from the **Selected message action** menu in the lower-right corner of the Search View page.

Managing Draft Posts

Posts are saved as draft posts by selecting the Advanced option **Save as draft** when posting a new post or replying to an existing post.

To manage your draft posts:

1. Choose **Draft** from the Navigation Filter list, then find the draft post you want to edit.
2. Click the **Edit** link at the bottom of the post.
3. Make any changes you wish to make.

You can post it by deselecting the **Save as Draft** option in the **Advanced message options** section.

Editing a Post

To edit a post, click the **Edit** link at the bottom of a post. Instructors may edit any post. Students may only edit posts if enabled via the Interaction tab.

Once the post is open, your options are identical to that of creating a new post or a reply.

Flagging a Post

You can apply a colored flag to any post.

To apply a flag:

1. Click the outline of the flag in the **Flag** column. Doing so creates a red flag.

Post Title	Flag	Score	Author	Date Posted	Replies
Horror Movies	9	Koch, Brad	5/12/2008	12	
RE: Horror Movies	7	Koch, Brad	5/21/2008	0	
Halloween!	1	Smith, Barbara	5/19/2008	0	
Off Topic: Horror Movie Cliches	4	Moore, Patricia	5/14/2008	0	

- Change the flag color by choosing a value of 0–9 on the numeric keypad. A different color is assigned to each numeric value.



Note: Flags are sorted by their color value if you choose to sort on the **Flag** column.



Tip: Double-clicking on a flag will reset it to non-flagged (0 value).

Locking and Unlocking Posts

You can lock a post (and all its child posts) to prevent any further replies from being posted. This may be useful to keep a discussion focused, or to blunt off-topic discussions.

To lock a post:

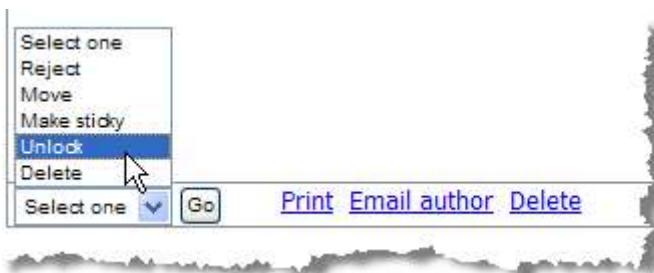
- Select a post you want to lock.
- Select **Lock** from the instructor menu found in the lower-left corner of the post.

The post's status will change to (LOCKED) and a lock icon (🔒) will appear next to the Post Title.

Users cannot reply to this post or to any of its child posts.

To unlock a post:

- Select a post you want to unlock.
- Select **Unlock** from the instructor menu found in the lower-left corner of the post.



The post's status returns to normal.

Users can now reply to this post and to any of its child posts.

Moderating Posts

Discussions offer two modes of moderation via the **Settings > Interaction > Advanced Settings > Discussion Moderation** option:

- **Automatically approve all posts:** All posts are approved automatically and appear within the discussion immediately. However, you still have the option of rejecting a post as you'd expect within a moderated forum.
- **Moderators must approve all posts:** All posts must be approved by a moderator before they appear within the discussion.

Approving or Rejecting an Individual Post

To approve or reject a post:

1. Choose the desired option from the instructor menu within the post you wish to approve or reject.



2. Click the **Go** button.

The post's status changes to "REJECTED" and is no longer viewable by anyone other than the instructor and the author of the post. The instructor and the author can see the rejected post in Search View by setting the navigation filter to **Rejected**.

Approving or Rejecting Multiple Posts

Moderating posts can be a time-consuming process. The following example demonstrates how you can quickly moderate posts.

1. Switch to **Search View**.

The screenshot shows the 'Discussion Icebreaker: Your Favorite Movies' page. At the top, there's a navigation bar with links for Settings, Reports, Utilities, and Delete. Below the navigation is a toolbar with New Post, Threaded View (selected), Nested View, Direction, Threaded View, Search View (highlighted with a red circle containing the number 1), Post Title, At-a-Glance View, Flag, and a search bar.

- Set your View filter to **Pending** and click **Search**.

This screenshot shows the search interface with the 'View:' dropdown set to 'Pending'. Other options like All posts, Unread, Read, My posts, Replies to my posts, Moderator posts, Draft, Flagged, and With attachments are also listed. The 'Containing:' field is empty, and the 'Search' button is visible. Below the search bar is an 'Advanced search' link.

This loads all posts that require approval (status is PENDING) into the post list.

The screenshot shows the post list with the following entries:

Post Title	Flag	Score	Author	Date Posted	Replies
When is the field trip? (PENDING)	--	--	Koch, Brad	3/19/2009	0
When are we going on our field trip? b					
RE: Horror Movies (PENDING)	--	--	Koch, Brad	3/19/2009	0
I think the movie Religulous was really scary -- these monsters are real.					
I like Documentaries! (PENDING)	--	--	Koch, Brad	3/19/2009	0
Please add a documentary category!					

Each post has a 'Selected one' dropdown, a 'Go' button, and links for Reply, Edit, Print, Email author, and Delete. To the right of each post, there's a checkbox labeled 'Mark as read' with a checked checkbox. At the bottom of the list, there's a 'Selected message action:' dropdown set to 'Approve' and a 'Go' button.

- Select the posts you want to approve or reject via the checkbox in the upper-right corner of every post.
- Select the appropriate action from the **Selected message action** menu, and click **Go**.

Managing Rejected Posts

Once a post is rejected, its status is set to "REJECTED" and it is no longer viewable in Threaded or Nested views.

It is, however, still visible in Search View if you set the View Filter to **Rejected**. At that point, all rejected posts are visible to both the instructor and the students who posted the posts.

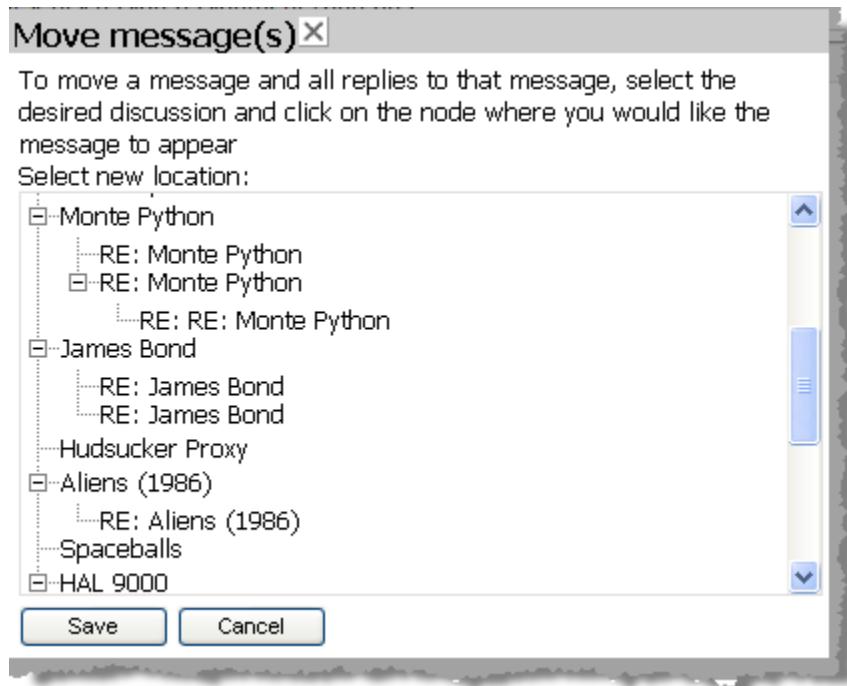
Students can edit the post and resubmit it for approval, or the instructor may choose to approve at a later date.

Moving Posts

Discussions allow you to move a post from one location to another within a forum.

To move a post:

1. View the post you want to move.
2. Select **Move** from the instructor menu, then click **Go**.
3. The Move Message(s) dialog box appears.



4. Click on the branch of the discussion where you want to move the post (it will be highlighted) and click **Save**. All child posts will be moved, as well.

Printing Posts

The best way to print posts is to use the **Print** button located near the far-right of the navigation tools.

 Discussion Icebreaker: Your Favorite Movies

Settings Reports Utilities Delete

Print My Notes | Previous Next

View: Containing: 1 View next:

New Post Search View Advanced search

[+] Directions: Lets get to know each other and learn to use the Discussion tool we'll be using this ...

Post Title	Flag	Score	Author	Date Posted	Replies	
When is the field trip? (PENDING)	--	Koch, Brad	3/19/2009	0		
When are we going on our field trip?						

The print routine will prepare the contents of the Post List for printing exactly as you have the Post List configured. Open posts will appear open, closed posts will print closed.

To print a view of your Post List:

1. Click the **Print** button ().
2. Choose **Print or Print as PDF**. You can save the **PDF file** as an archive of discussion activity.

Rating Posts

To rate a post, simply click on the star-rating you'd like to give to the post.



You can choose from the following options:

- Empty stars: The post has not been rated by anyone.
- Yellow stars: The current average rating of the post.
- Blue stars: Your personal rating of the post.

Hovering over the stars shows your rating and the average rating:



Sticky Posts

Posts marked as "Sticky" are sorted first in all discussion views. That means sticky posts will always appear near the top of the Post List (if they're a sticky post) or as one of the first replies to a post if they're sticky replies.

You may want to make a post sticky if it's particularly interesting or if you want to highlight that post within the discussion.

To make a post sticky:

1. View the post you want to make sticky.
2. Select **Sticky** from the instructor menu, then click **Go**.

Never seen it in Germany, too
and genuinely frightening story.



3. The post will be identified with a pushpin icon to identify its "sticky" status.

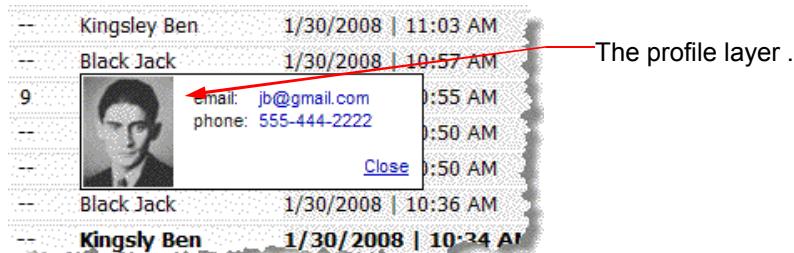
A screenshot of a discussion post. The title is '[+ Post Title] Horror Movies'. Below the title, there is a reply area with the text 'Post your favorite Horror Movies as a reply'. A red arrow points to the word 'Horror' in the title, and a red circle highlights the number '3' next to the reply area. The reply text reads: 'My favorite Horror movie is the [Exorcist](#)'.

Viewing Author Information

You can view the personal profile information (according to the student's profile page information and permissions) for users within the forum.

To view a user's profile information:

1. Click the author's name in any discussion view. The profile layer appears.



2. Click Close to close the profile layer.

Blogs

A blog (short for *Web log*) is a web page with content posted by its owner that can allow others to comment on the posting. It is different from a wiki in the sense that only the blog's owner can edit the text of the blog while a wiki allows anyone to edit the content.

Blogs (like wikis) help build engaging online learning environments and are used with discussions and wikis to foster collaborative learning and greater peer-to-peer and student-to-faculty communication. A short sample of online educational activities well suited to blog technology could include:

- **Instructor professional practice blogs.** These blogs can provide information about leaders in their respective fields and provides a forum to discuss information pertaining to professional practice.
- **Instructional tips for students.** A simple, public way of communicating with your students.
- **Sense of community for students.** Blogs can be used for single students to reflect on lessons, or by groups of students to share knowledge, reflection and debate.
- **Course announcements and readings.** Instructor commentary about announcements or reading assignments.

- **Annotated links.** A collection of annotated research links.

Blogs allow instructors the ability to find new ways to evaluate, recommend and refer student work. The autonomy created by blogs allows students and instructors to find new ways to interact. They are personal and less collaborative in nature, more static than wikis, and they capture changes in thinking with the links to the outside being secondary.

In ANGEL a blog is treated as a lesson item. As such, it can be set up as a manually-calculated grade within the Gradebook. The following picture shows some of the benefits of the blog format:

The screenshot shows a web-based blog interface. At the top, there's a header bar with a logo, the title "Team Alpha Media Blog", and navigation links like "Settings", "Reports", "Utilities", "Delete", "Print", "My Notes", "Previous", and "Next". Below the header is a toolbar with buttons for "start", "new entry", "search", and "help".

The main content area displays a blog post titled "New assignment, Read Carefully!!" by "John Smith, 20 March 2008 (created 20 March 2008)". The post content discusses mass media, mentioning its history and evolution through various media forms. It also notes the impact of modern mass media on society and the media bias debate.

To the right of the post is a sidebar titled "Timeline" which shows activity from "20 Mar 2008". It lists two entries: "Emily Emerson - 20 Mar 2008 1:20 PM" and "Tommy Johnes - 20 Mar 2008 1:19 PM", both of which link back to the same blog post. There are also "All Tags" and "More" buttons in the sidebar.

At the bottom left of the main content area, there's a "Comments" section with two entries: "Emily Emerson - 20 Mar 2008 1:20 PM" and "Tommy Johnes - 20 Mar 2008 1:19 PM".

- **Header menu.** Manage each blog's content from this toolbar. only the person who made the original post may edit blog content.
- **Right menu.** A timeline of changes, complete table of contents, and listing of content tags within the blog.
- **Blog Content.** Blog content. easy to format, easy to edit. Only the blog owner may edit the content.
- **Comments.** Blog content supports threaded responses to blog entries.

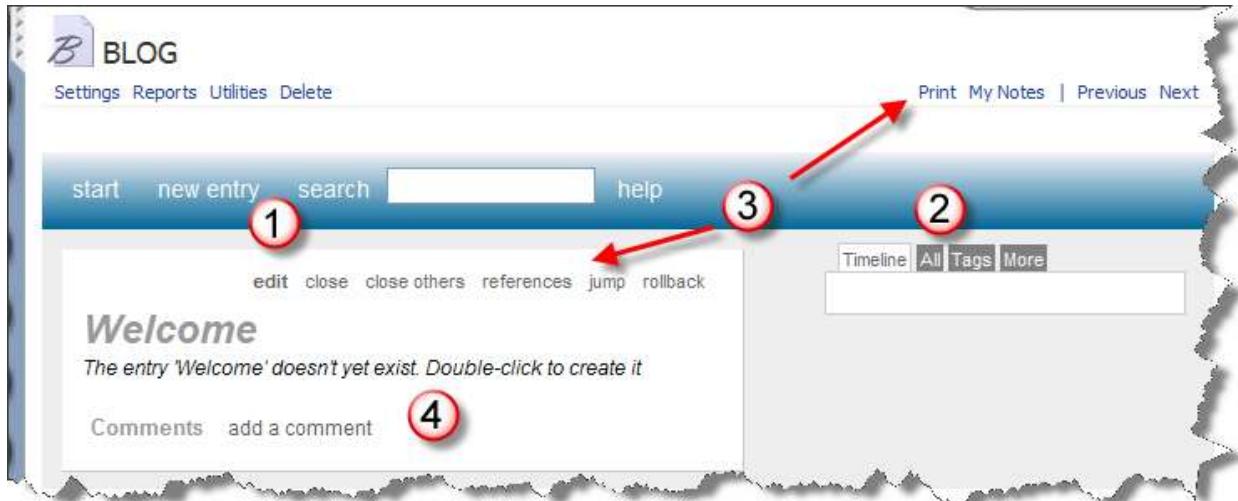
Understanding the Blog Environment



Reference: To add a blog to your Lessons tab, follow the content creation process as outlined in "Adding Content Basics."

Once you've created a blog, you need to orient yourself to what you see within the online environment.

ANGEL provides hyperlinks which help you create, modify, and maintain your blogs.



1. **Header menu.** The header menu allows you to quickly start a new page or a new entry from within the blog environment. You can also search for a word or phrase and obtain help with blog building.
2. **Sidebar menu.** The sidebar menu allows you to view entries chronologically, view all entries or view the tags associated with entries.
3. **Content area.** Within the actual content portion of the screen there are two menus which are hidden until you point over the area. The first is a menu located in the upper-right corner of the content area which allows you to manipulate the content. The entries menu gives you the option to look through your notes in different ways or print them. This menu is found in the title bar on the right side.
4. **Comments.** The comments menu consists of a link that allows you to post comments about the blog.

The picture below shows the header menu.



1. **start page.** View the first page of a blog.
2. **new entry.** Insert a new blog entry.
3. **search.** Search for words and phrases within blog entries.
4. **help.** Find help on blog creation.

To navigate to the start page, click **start page**.

To create a new entry:

1. Click **new entry**.

Nicole Kobrowski - 24 Jan 2007 10:11 AM

Title

Tags

 Type tags separated with spaces, [[use double square brackets]] if necessary, or add existing tags

2. Complete the following fields:

- **Title.** Name of the entry.
- **Tags.** Lists tags attached to entry.
- **Text area.** Allows you to edit and add text to the entry.

3. Click the **Save** button.

To search the blog, do the following:

1. Position your cursor at the insertion point.
2. In the **search** box, type your search term.
3. Press the **ENTER** key on your keyboard.

To navigate to help, click **help**.

Using the Sidebar Menu

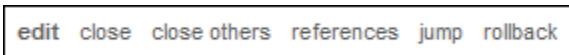
The image below shows the sidebar menu.



- **Timeline.** Lists entries chronologically, starting with the entry most recently created or modified.
- **All.** Lists all entries in alphabetical order.
- **Tags.** Lists tags attached to entries. In parenthesis next to the tags, is the number entries with which the tag is associated.
- **More.** Shows the missing, orphans and system tabs.
- **Missing.** Posts referenced by other posters but which do not exist.
- **Orphans.** Lists other posts that exist but that are not linked to the any other posts.
- **System.** Entries used to configure the system.

Understanding the Content Area

The following image shows a sample editing menu.



- **edit.** Lists entries chronologically, starting with the entry most recently created or modified.
- **close.** Closing an entry removes the entry from the content screen. However, it is still listed on the sidebar menu under the Timeline tab.

- **close others.** Closing others removes all but the first entry listed on the content screen. These entries are still listed in the sidebar menu under the Timeline tab.
- **references.** Shows entries that link to the current entry.
- **jump.** Allows you to move to another open entry via a menu.
- **rollback.** Rollback to previous revision of entry via a menu.

Editing an Entry

To edit an entry:

1. Click the **edit** hyperlink or double-click the entry you wish to edit.

The screenshot shows a form for editing an entry titled "Hitchhiking". The "Title" field contains "Hitchhiking". The "Tags" field contains "re: [[Nicole Kobrowski]], life, universe, everything". Below the tags is a note: "Type tags separated with spaces, [[use double square brackets]] if necessary, or add existing tags". The "Text area" contains the text "The answer to life, the universe and everything is 42.".

2. Complete the following fields:

- **Title.** Name of the entry.
- **Tags.** Lists tags attached to entry.
- **Text area.** Allows you to edit and add text to the entry.



Caution: If you change the title of your entry, you must also change the entries that link to it.

3. Once you have completed your edits, click one of the following:

- **Save.** To save comment.
- **Cancel.** To cancel comment.
- **Delete.** To delete comment.
- **Rollback.** To rollback to previous revision of comment via a menu.

Closing an Entry

To close the uppermost entry, click **close**.

To close another entry, click **close others**.

Viewing References

1. Click **references**.
2. Select the correct reference from the pop-up menu.

Jumping to an Entry

To jump to an entry, do the following:

1. Click **jump**.
2. Select the correct reference from the pop-up menu.

Rolling Back to an Entry

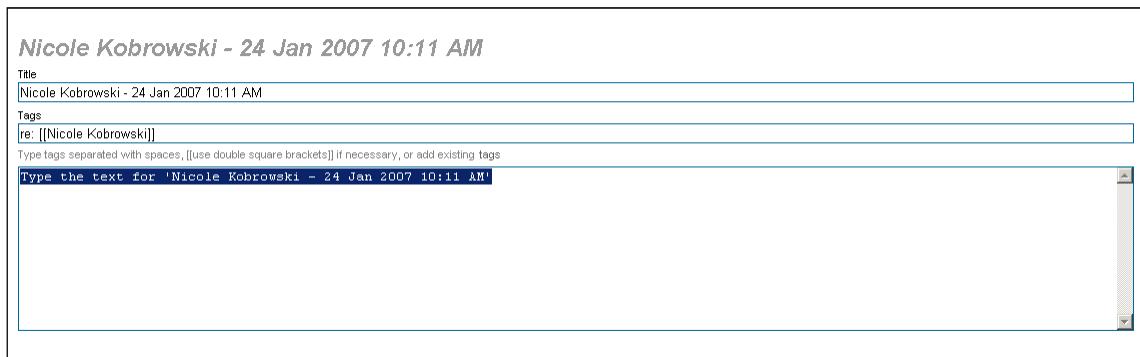
To roll back to an entry, do the following:

1. Click rollback.
2. Select the correct reference from the pop-up menu.

Using Comments

To add a comment:

1. Click the **add a comment** hyperlink.



Nicole Kobrowski - 24 Jan 2007 10:11 AM

Title
Nicole Kobrowski - 24 Jan 2007 10:11 AM

Tags
re: [Nicole Kobrowski]

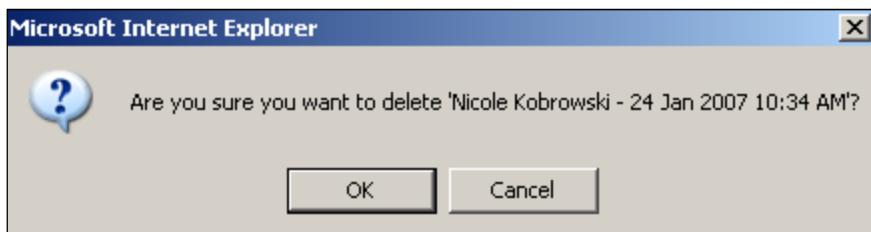
Type tags separated with spaces, [[use double square brackets]] if necessary, or add existing tags

Type the text for 'Nicole Kobrowski - 24 Jan 2007 10:11 AM'

2. On the Comment screen, complete the following:
 - **Title.** Title for comment.
 - **Tags.** Tags for comment.
 - **Text area.** Type comment.
3. Click one of the following:
 - **Save.** To save comment.
 - **Cancel.** To cancel comment.
 - **Delete.** To delete comment.
 - **Rollback.** To rollback to previous revision of comment.

Deleting a Comment

1. Click the hyperlink for the comment you want to delete.
2. In the right corner, click **delete**.



3. Click **OK** or **Cancel**.

Editing a Comment

1. Click the hyperlink for the comment you want to edit.
2. In the right corner, click **edit**.
3. Complete your changes.

4. Click the **Save** button.

Responding to a Comment

1. View the comment to which you want to respond.
2. From the **Comments** menu, click **add a comment**.

Nicole Kobrowski - 24 Jan 2007 10:11 AM

Title
Nicole Kobrowski - 24 Jan 2007 10:11 AM

Tags
re: [[Nicole Kobrowski]]
Type tags separated with spaces, [[use double square brackets]] if necessary, or add existing tags

Type the text for 'Nicole Kobrowski - 24 Jan 2007 10:11 AM'

3. Complete the following fields:
 - **Title.** Title for comment.
 - **Tags.** Tags for comment.
 - **Text area.** Type comment.
4. On the Comment screen, click one of the following:
 - **Save.** To save comment.
 - **Cancel.** To cancel comment.
 - **Delete.** To delete comment.
 - **Rollback.** To rollback to previous revision of comment.

Wikis

What is a wiki? [Wikipedia](#) describes a wiki as "....a type of web site that allows the visitors themselves to easily add, remove, and otherwise edit and change some available content, sometimes without the need for registration. This ease of interaction and operation makes a wiki an effective tool for collaborative authoring."

The wiki provides an asynchronous collaborative tool for students and instructors to foster collaborative learning and greater peer-to-peer and student-to-faculty communication. The wiki's simple interface makes it a perfect tool to introduce students to the online environment and process of interacting with other students. Wikis can be used as online icebreakers to help students get to know each other and to accelerate the collaborative learning process to produce better learning results.

As technology and interaction becomes a more important component of engaging online learning environments, wikis continue to grow and become increasingly popular and useful tools to facilitate this process. Wiki's give students more direct access to their content without using a threaded discussion. The progression of learning can be seen through entries and comment entries. Additionally, wikis can be used for each student as an e-portfolio for collection of student work and allowing students to customize their space to show their work. The ANGEL wiki is based on the [TiddlyWiki](#) model.

The powerful group-edit nature of a wiki makes it an especially attractive tool for team activities and collaborative learning exercises. Wikis can be used for collaborative research, peer review, and review commentary by external experts. They can also be used to discuss and mange documents. It is a personal forum for expression but open to collaboration, where students and instructors can express ideas. Wikis are a great way to express ideas and create relationships to pages in and outside of the course environment via hyperlinks and tags.

A wiki is treated as a lesson item. As such, it can be set up as a manually-calculated grade within the Gradebook. The following image shows some of the benefits of the wiki format:

A **B** **C** **D**

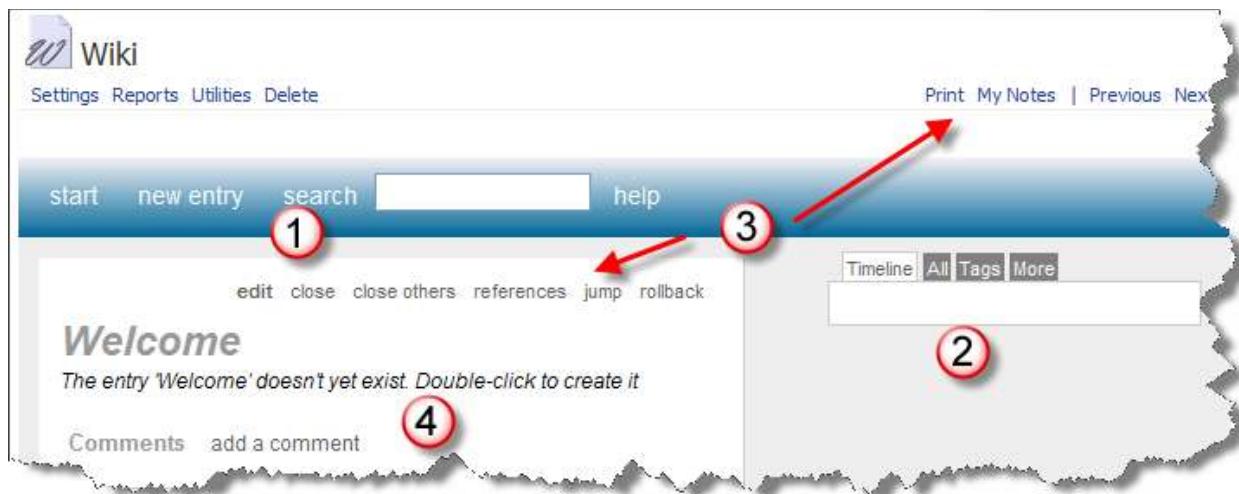
- A. **Header menu.** Manage each wiki's content from this toolbar—anyone may edit wiki content.
- B. **Right menu.** A timeline of changes, complete table of contents, and listing of content tags within the wiki.
- C. **Wiki Content.** Wiki content—easy to format, easy to edit.
- D. **Comments.** Wiki content supports threaded discussion within each wiki section.

Understanding the Wiki Environment



Reference: To add a wiki to your Lessons tab, follow the content creation process as outlined in "Adding Content Basics."

ANGEL provides several groups of hyperlinks which help you create, modify, and maintain your wikis.



1. **Header menu.** The header menu allows a user to quickly start a new page or a new entry from within the wiki environment. You can also search for a word or phrase and obtain.
2. **Sidebar menu.** The sidebar menu allows you to view entries chronologically, view all entries or view the tags associated with entries.
3. **Content area.** Within the actual content portion of the screen there are two menus which are hidden until you point your mouse over the area.
 - A menu located in the upper-right corner of the content area allows you to manipulate the content.
 - The entries menu gives you the option to look through your notes in different ways or print them. This menu is found in the title bar on the right side.
4. **Comments.** The comments menu consists of a link that allows you to post comments about the wiki.

Navigating the Header Menu

The image below shows the header menu.



The hyperlinks allow you to edit your wiki.

- **start page.** View the first page of a wiki.
- **new entry.** Insert a new wiki entry.
- **search.** Search for words and phrases within wiki entries.
- **help.** Find help on wiki creation.

To navigate to the start page, click **start page**.

To create a new entry:

1. Click **new entry**.

Nicole Kobrowski - 24 Jan 2007 10:11 AM

Title

Tags

Type tags separated with spaces, [[use double square brackets]] if necessary, or add existing tags

2. Complete the following fields:

- **Title.** Name of the entry.
- **Tags.** Lists tags attached to entry.
- **Text area.** Allows you to edit and add text to the entry.

3. Click the **Save** hyperlink located in the upper-right corner of the wiki window.

To search the wiki, do the following:

1. Position your cursor at the insertion point.
2. In the **search** box, type your search term.
3. Press the **ENTER** key on your keyboard.

Help provides information on adding images, links, text formatting, block formatting, adding tables, and more. To navigate to help, click the **help** hyperlink.

Using the Sidebar Menu

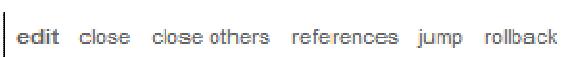
The image below shows the sidebar menu.



- **Timeline.** Lists entries chronologically, starting with the entry most recently created or modified.
- **All.** Lists all entries in alphabetical order.
- **Tags.** Lists tags attached to entries. In parenthesis next to the tags, is the number entries with which the tag is associated.
- **More.** Lists entries that have links to them but are not defined.

Understanding the Content Area

The following image shows a sample editing menu.



- **edit.** Lists entries chronologically, starting with the entry most recently created or modified.
- **close.** Closing an entry removes the entry from the content screen. However, it is still listed on the sidebar menu under the Timeline tab.
- **close others.** Closing others removes all but the first entry listed on the content screen. These entries are still listed in the sidebar menu under the Timeline tab.

- **references.** Shows entries that link to the current entry.
- **jump.** Allows you to move to another open entry via a menu.
- **rollback.** Rollback to previous revision of entry via a menu.

Editing an Entry

To edit an entry:

1. Click **edit** or double-click the entry you wish to edit.

Hitchhiking

Title
Hitchhiking

Tags
re: [[Nicole Kobrowski]], life, universe, everything

Type tags separated with spaces, [[use double square brackets]] if necessary, or add existing tags

The answer to life, the universe and everything is 42.

2. Complete the following fields:

- **Title.** Name of the entry.
- **Tags.** Lists tags attached to entry.
- **Text area.** Allows you to edit and add text to the entry.



Caution: If you change the title of your entry, you must also change the entries that link to it.

3. Once you have completed your edits, click one of the following:

- **Save.** To save comment.
- **Cancel.** To cancel comment.
- **Delete.** To delete comment.
- **Rollback.** To rollback to previous revision of comment via a menu.

Closing an Entry

To close the uppermost entry, click **close**.

To close another entry, click **close others**.

Viewing References

1. Click **references**.
2. Select the correct reference from the pop-up menu.

Jumping to an Entry

To jump to an entry, do the following:

1. Click **jump**.
2. Select the correct reference from the pop-up menu.

Rolling Back to an Entry

To rollback to an entry, do the following:

1. Click **rollback**.
2. Select the correct reference from the pop-up menu.

Using Comments

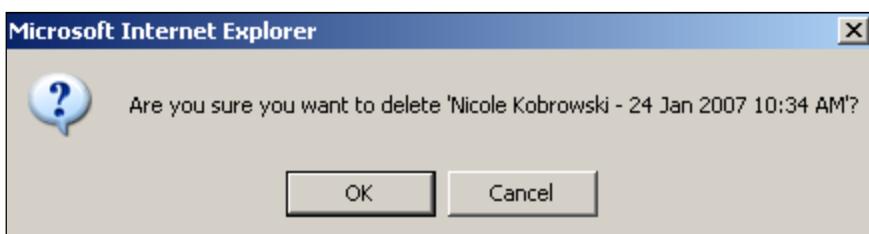
1. Click the **add a comment** hyperlink.

The screenshot shows a 'Welcome' comment creation screen. At the top, it says 'Welcome'. Below that is a 'Title' field containing 'Welcome'. Underneath is a 'Tags' field with a placeholder 'Type tags separated with spaces, [[use double square brackets]] if necessary, or add existing tags'. At the bottom is a large 'Text area' with the placeholder 'Type the text for 'Welcome''. There is a scroll bar on the right side of the text area.

2. On the **Comment** screen, complete the following:
 - **Title.** Title for comment.
 - **Tags.** Tags for comment.
 - **Text area.** Type comment.
3. On the comment screen, click the following:
 - **Save.** To save comment.
 - **Cancel.** To cancel comment.
 - **Delete.** To delete comment.
 - **Rollback.** To rollback to previous revision of comment.

Deleting a Comment

1. Click the link for the comment you want to delete.
2. In the right corner, click the **delete** hyperlink.



3. In the dialog box, click the **OK** or **Cancel** button.

Editing a Comment

1. Click the link for the comment you want to edit.
2. In the right corner, click **edit**.

3. Complete your changes.
4. Click the **Save** button.

Responding to a Comment

1. View the comment to which you want to respond.
2. From the **Comments** menu, click **add a comment**.

The screenshot shows a web-based form for adding a comment. At the top, it displays the name 'Nicole Kobrowski - 24 Jan 2007 10:11 AM'. Below this are three input fields: 'Title' (containing 'Nicole Kobrowski - 24 Jan 2007 10:11 AM'), 'Tags' (containing 're: [[Nicole Kobrowski]]'), and a large 'Text area' (containing 'Type the text for \'Nicole Kobrowski - 24 Jan 2007 10:11 AM\''). The text area has a vertical scroll bar on its right side.

3. Complete the following fields:
 - **Title.** Title for comment.
 - **Tags.** Tags for comment.
 - **Text area.** Type comment.
4. On the **Comment** screen, click one of the following:
 - **Save.** To save comment.
 - **Cancel.** To cancel comment.
 - **Delete.** To delete comment.
 - **Rollback.** To rollback to previous revision of comment.

Course Syndication Folders

ANGEL gives users and instructors the opportunity to include media rich learning events and objects. ANGEL also offers portability for users through its course syndication tool using RSS feeds and Podcasts.

The unique feature of Course Syndication is that any Page, File or Link item added to the Course Syndication folder is automatically made available for RSS syndication. Your students can subscribe to the contents of this folder—anything you add will cause their RSS readers to receive an update—or their iPod to download the information for use offline.



Reference: To add a Course Syndication folder to your Lessons tab, follow the content creation process as outlined in "Adding Content Basics." There are no folder-specific settings you need to configure.

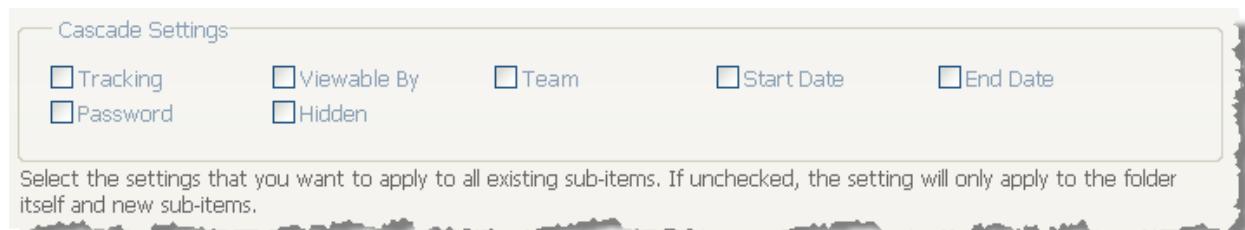
Understanding Folder Cascade Settings

Like normal Folders, Course Syndication Folders have the unique option to cascade access settings preferences to all sub-files eliminating the need to modify access settings for each sub-item. The cascade of settings occurs whenever any of the cascade-compatible settings are edited within that Folder's Settings page. The settings that cascade include; Tracking, Viewable By, Team, Start and End Dates, Password and Hidden values.

To prevent updates to a Folder from cascading through the Folder's content items:

1. Click the Folder for which you wish to update.
2. Click the **Settings** hyperlink.
3. Click the **Access** tab.

- Select the **Advanced** radio button.
- Make any changes you desire to the Access settings (you'll see the Cascade settings automatically selected as you edit each cascade setting).
- Deselect any of the selected boxes in the Cascade Settings area.
- Click **Save**. Your changes will only apply to the folder and as the defaults for new content items added to the Folder.



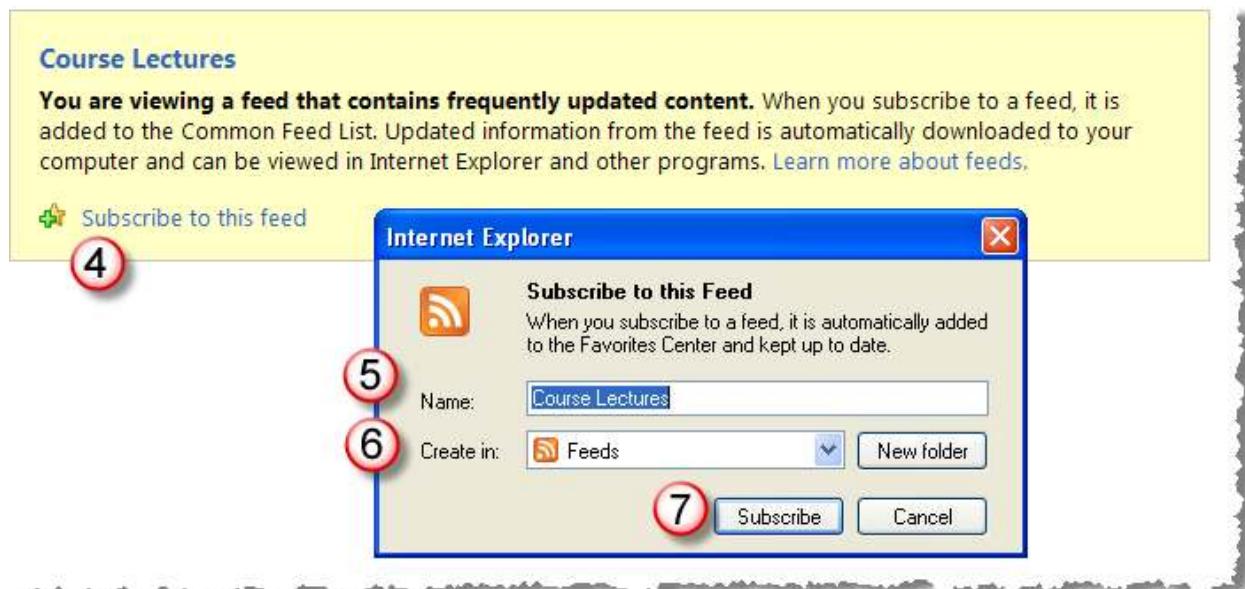
Subscribing to a Course Syndication Folder

To subscribe to the RSS feed delivered automatically by your Course Syndication Folder:

- Log into your ANGEL course and click the **Lessons** tab.
- Click on the Course Syndication Folder to which you want to subscribe.



- Click **RSS Feed**.



4. Click **Subscribe to this Feed**.
5. In the **Name** field, edit the name if applicable.
6. From the **Create in** pull-down menu, select the correct folder to which to add your subscription.
7. Click **Subscribe**.

RSS
Today, February 21, 2007, 6 hours ago

Displaying 0 / 0

All 0

Sort by:
Date
Title

[View feed properties...](#)

Adding a Course Syndication Folder to iTunes

The Course Syndication Folder integrates automatically with iTunes. To subscribe to a Course Syndication Folder via iTunes:

1. Log into your ANGEL course and click the **Lessons** tab.
2. Click on the Course Syndication Folder to which you want to subscribe.



3. Click **Add to iTunes**

iTunes will automatically load and the selected Course Syndication Folder will be added to your iTunes feeds.

Updating Podcasts in iTunes

When podcasts are subscribed, iTunes will automatically update your podcasts when you are connected to the Internet. You can also set iTunes to check for new podcast lectures.

To check for new podcasts do the following:

1. Click **Edit**.
2. Click **Preferences**.
3. Click the **Podcasts** tab and do the following:
 - a. Change the number of lectures iTunes downloads.
 - b. Change how often new podcasts you subscribe to are downloaded.
 - c. Set iTunes to delete podcasts after you've listened to them if applicable.

Unsubscribing to Podcasts in iTunes

To unsubscribe to a podcast, do the following:

1. Select a podcast.
2. Click **Unsubscribe** (at the bottom of the iTunes window).

Lesson Plans

Before developing a lesson plan it is important to know what you want to teach. This is usually based on your state standards and the grade level you are teaching. Refer to your state standards to help develop your topic to see what specific standards your lesson plan can fulfill.

Make sure your lesson plan will teach exactly what you want it to teach. Develop clear and specific objectives. Objectives should be the learning outcomes of the specific activities you develop in your course. These objectives should be directly measurable so you can verify if the outcomes have been clearly accomplished.

When designing your lesson plans, take into account that your class is most likely heterogeneous, with multiple level abilities, and you will need to work with diversifying instruction to meet the need of all your students.

What Are Lesson Plans?

Lesson Plans communicate the instructional activities regarding specific subject matter. Almost all lessons plans developed by teachers contain student learning objectives, instructional procedures, the required materials, and some written description of how the students will be evaluated.

Your lesson plan should be detailed and complete enough so that another teacher knowledgeable in your subject matter could deliver the lesson without needing to contact you for further clarifications.

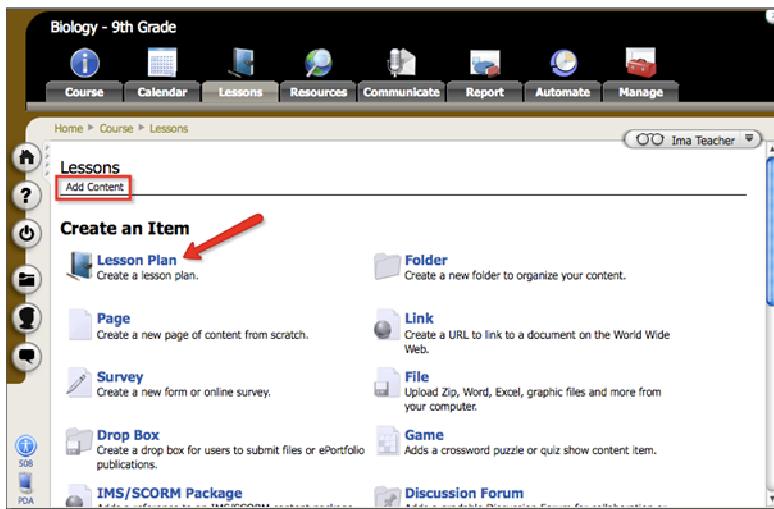
The purpose of a lesson plan is not to have something to read to your class. A lesson plan is used to structure the lesson and to help the flow of the class.

Lesson Plans can be created in your online classroom or in your LOR. Creating lesson plans in your online classroom are done under the Lessons tab by clicking the Add Content hyperlink. From the lesson objects you can select the Lesson Plan. Creating lesson plans in your LOR are done under the Repository tab by clicking the Add Content hyperlink. From the repository objects you can select the Lesson Plan.

The Lesson Plan content item can also be used as an alternative to folders to contain all content for specific units. The ability to create templates to organize content can provide consistency.

Types of Lesson Plans

To use the Lesson plan builder, from your Lessons tab you simply select the Add Content hyperlink and then the Lesson Plan content object.



You can choose to build a lesson plan from a blank template or utilize one of the two lesson plan templates included in ANGEL—a Learning Outcomes based template or a template based on the eight-step lesson plan design.

Lesson Plan Templates

To use the lesson plan templates, select **Add Content**, create a **Lesson Plan**, then title your lesson plan content item and save. Then select your desired Lesson Plan Template and then select **edit lesson plan** and fill in each provided field with the details of your lesson plan.

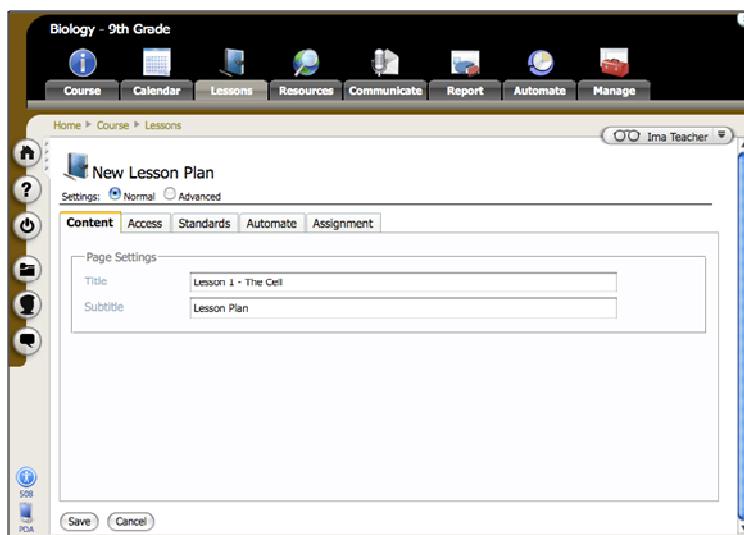
ANGEL provides a blank lesson plan template that can be used by your school or district if your lesson plan format differs from the templates shipped with the ANGEL K-12 Extension. This allows teachers the ability to create their own lesson plan format.

If the lesson plan format used by your school or district differs from the templates shipped with ANGEL or you simply prefer a different format, you can use the blank lesson plan template to create your own lesson plan format.

The Blank Lesson Plan Template can be created from the Lessons tab of your course or from the Repository tab within your Learning Object Repository (LOR). This can be used to house all content for a unit of instruction as an alternative to using Folders for content organization.

To begin creating your lesson plan template:

1. Click on the Lessons tab of your course or the Repository tab of the LOR.
2. Click the **Add Content** hyperlink.
3. Click the **Lesson Plan** hyperlink.
4. On the Content tab complete the **Title** field with the name of your Lesson Plan. Additionally, complete the **Subtitle** field, which is used to provide more detailed information about the lesson plan.



5. Click the **Save** button. Your Lesson Plan is now ready to build.

The screenshot shows the Blackboard ANGEL interface for a Biology - 9th Grade course. The 'Lessons' tab is selected. Under 'Lesson Plan', there are three options: 'Blank Template', 'Eight Step Lesson Plan Design', and 'Understanding by Design Lesson Plan Template'. The 'Blank Template' option is described as creating a new lesson plan from scratch. The 'Eight Step Lesson Plan Design' is described as using Madeline Hunter's method in an 8-step format. The 'Understanding by Design Lesson Plan Template' is developed by Grant Wiggins and Jay McTighe, published by ASCD.

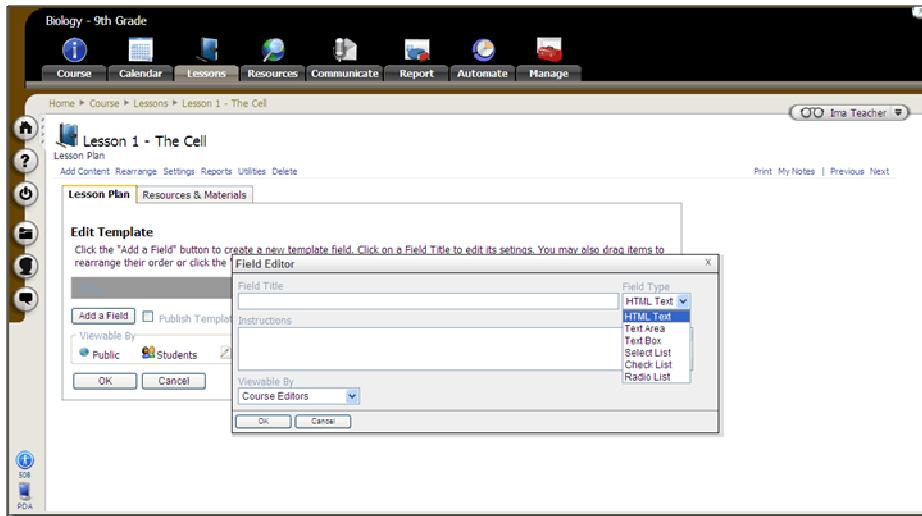
Once you have saved your Lesson Plan you begin building your template by adding as many fields as needed to create the structure of for your lesson plan. Each field is composed of a title, description, and an input format for a teacher to provide the details of the lesson plan. The types of formats available include an HTML text box, a text area, a text box, a select list, a checklist, and a radio button list. For each field you add to create your lesson plan template, you must choose what minimum level rights are required to view this field of the lesson plan. The default viewable rights for each field within ANGEL are course editor. This default is based on the assumption that the lesson plan will be a teacher-facing document. All fields or any subset field within a lesson plan template can be changed to be viewable by a lesser set of rights, such as a student or course assistant. After you have added your desired fields, you can drag and drop the fields to rearrange the order in which they will appear in the lesson plan, if desired. Finally, when you are finished creating your template, you can choose to publish the template.

Continue building your template:

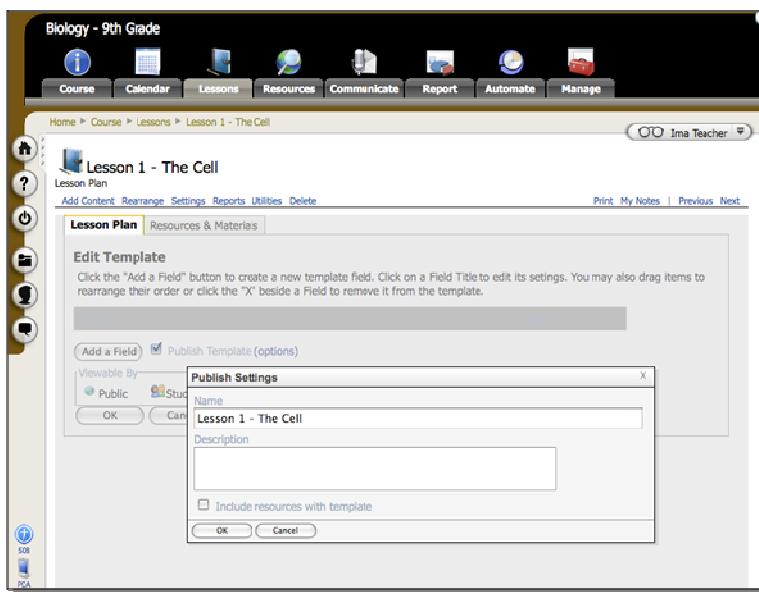
1. Click the **Blank Template** hyperlink to create a new lesson plan from scratch. You are given the **Edit Template** on the Lesson Plan tab to begin adding new fields to your blank lesson plan template.

The screenshot shows the 'Edit Template' dialog box. It includes fields for 'Title' and 'Type', a 'Add a Field' button, and a 'Viewable By' section with checkboxes for 'Public', 'Students', and 'Faculty/Editor'. Buttons for 'OK' and 'Cancel' are at the bottom.

2. Click the **Add a Field** button to select the type of field for your template.



3. In the **Field Title** type the name of the field you are creating.
4. Provide instructions for what should be placed in this field in the **Instructions** field.
5. From the **Field Type** list, select HTML Text, Text Area, Text Box, Select List, Check List or Radio List.
6. Click the **OK** button when complete.
7. Add more fields to your template as desired.
8. Click the checkbox next to the **Add a Field** button to publish your lesson plan template. The **Options** hyperlink allows you to name your template and provide a description of the template as well as providing the option to include your resources with the template.



9. Click the **OK** button when you have completed adding all your fields.

Associating Content to the Lesson Plan

With any lesson plan, you can "add content" to the lesson. Click the **Resources and Materials** tab and then **Add Content** tool to create learning activities or import learning activities that will be used as part of your lesson plan. These learning objects or ANGEL content items then become part of the resources and materials used and referenced within your lesson plan.



Module 1 Jan 10-14 - Assignments due FRIDAY, Jan 14

Chapter 1 - Your Invitation to Healthy Change

Add Content Rearrange Settings Reports Utilities Submissions Delete

Lesson Plan Resources and Materials

Click the "Add Content" link above to add additional resources to this lesson. Click on a Resource Title below to view the resource in a new window. You may also drag items to rearrange their order or delete an item by clicking the X icon next to it.

Student Resources

- [PowerPoint Ch 1 - PDF version](#)
- [Chapter Media](#)
- [Personal Journal: Chapter 1](#)
- [Chapter 1: Posttest \(QUIZ\) - You will need your textbook Access code to take this](#)

How Do Students View the Lesson Plan?

By default, students see the lesson plan folder and the lesson material you have placed within the folder.

Reading Assignment and Learning Activities

Read Chapter One

Read the PowerPoint for Chapter One

For further understanding, do the Chapter Media activities

Personal Journal

1. After reading this chapter, how would YOU define health and wellness. Define BOTH terms in your own words.
2. Describe your current state of health and wellness, based on your definition
3. Identify ONE lifestyle change you would like to make during this course.
 1. WHY do you need to make this change?
 2. Identify the stage of change that you are in, based on the "Transtheoretical model of change" (pg 24-25).
 3. What do you need to do to move onto the next stage?

NOTE: No one besides your professor and you can read what you post in the Personal Journal

Discussion Forum

No Discussion Forum for this Module

Review Quiz

Take Review Quiz for Chapter One. You have 30 minutes to take the Quiz and you can take it up to 3 times. Your highest grade will be posted as your grade.



[PowerPoint Ch 1 - PDF version](#)



[Chapter Media](#)

Optional activities for further understanding



[Personal Journal: Chapter 1](#)

Due Jan 14 at 11:55 pm



[Chapter 1: Posttest \(QUIZ\) - You will need your textbook Access code to take this](#)

Students access the lessons on the lesson plan the same as they access normal lesson items.

Once the lesson plan is created, you will have options to edit the template, edit the content, see a student view and print it.

Module 1 Jan 10-14 - Assignments due FRIDAY, Jan 14

Chapter 1 - Your Invitation to Healthy Change

Add Content Rearrange Settings Reports Utilities Submissions Delete

Lesson Plan Resources and Materials

Edit Lesson Plan Edit Template Student View Print Preview

Objectives

At the end of this module, you will be able to:

1. Define "health" and "wellness"
2. Name 3 ways in which gender impacts health
3. Describe the *Healthy People 2010/2020* Initiative
4. List 3 to 5 attributes of credible medical information websites
5. Describe the stages of change and give an example of each

Surveys

Surveys provide an effective tool for pre- and post-assessment of courses, instructors, and programs.



Reference: Surveys are created in the same way as assessments. See "Assessments" for details.

The Survey Editor tab allows the course editor to add, edit, preview, and delete questions and question sets.



Reference: The Survey editor functions exactly like the Assessment editor. See "Adding Assessment Questions" for information on how the editor works.

The **At a Glance** tab provides a convenient interface to view statistics about surveys including performance, question type distribution, access and interaction.



Survey

[Settings](#) [Reports](#) [Utilities](#) [Delete](#)[Print](#) [My Notes](#) | [Previous](#)[Survey Editor](#)[At a Glance](#)

Performance Reports at a Glance

Status

Completed	0
In progress	0
Not attempted	1

Recent Activity

[Submitted](#)[User](#)

Question Type Distribution

Question Type	Count	%
Essay	0	n/a
Likert Scale	0	n/a
Multiple Choice	0	n/a
Multiple Select	0	n/a
Short Answer	0	n/a
Total	0	

General

Date Visible /	- / -
Hidden	
Date	- / -
Enabled /	
Disabled	
Milestone	- / -
Assigned /	
Due	
Launch in	same window
Custom icon	~/images/icons/iconSurvey.png
URL	
Custom help URL	none
Link URL	none

Access

User tracking	Disabled
Viewable by	students
Password required	off
Browser security	off
Team access	all teams

Interaction

Display mode	all at once
Attempts allowed	1
Incomplete submissions	allow with warning
Anonymous submissions	Disabled
Save settings	allow save and finish later
Time limit	unlimited
Results review	full
Review available	begins after user submission

Gradebook

Assignment	none
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Creating Survey Questions

ANGEL Surveys support the creation of several different question types:

- **Multiple Choice.** Presents users with a question followed by a list of choices. Only one choice may be selected.
- **Multiple Select.** Presents users with a question followed by a list of choices. Multiple selections are allowed.
- **Short Answer.** Presents users with a question followed by a single-line answer box.
- **Essay.** Presents users with a question followed by a multiple-line answer area.
- **Likert Scale.** Presents users with a question followed by a scale of choices, optionally including a grid of sub-questions.

Adding a Multiple Choice Question

To add a multiple choice question:

1. Log into your ANGEL course and click the **Lessons** tab.
2. Navigate to the survey.
3. Click the **Add Question** hyperlink.
4. Click the **Multiple Choice** hyperlink or icon ().

Multiple Choice Editor

View advanced options

Question Editor

Question Type Multiple Choice

Question Title Enter an optional title for this question.

Field ID

Question Text Question Prompt Footer Text

Question Text Enter question text and/or graphics for this question.

HTML Editor

Answer choices Enter answer options

Enter feedback for answer options

Answer choice 1 Value

HTML Editor

Answer choice 2 Value

HTML Editor

Answer choice 3 Value

HTML Editor

Answer choice 4 Value

HTML Editor

Answer choice 5 Value

HTML Editor

Add more answer choices (blank entries are ignored).

Question feedback

Feedback Enter feedback for survey question

HTML Editor

Question Options

Keywords

Answer Labels Choose answer choice display style Alpha list A

Choose keywords

Add to question bank

Save **Cancel** **Save and Create New** **Multiple Choice**

5. Complete the following fields:

- **Question Title.** Provides the (optional) title of the question.
- **Field ID.** Allows you to specify an alternate, more readable field ID for each question. This is helpful if you plan to export submission data to a spreadsheet for sorting or reviewing.
- **Question Text.** Type the question text in the Question Text field. Optionally enter question Prompt text (i.e. extra text preceding the description) or Footer text (displays following the last question choice). Click the HTML Editor hyperlink to insert images, apply formatting to the question text, etc.
- **Answer Choices.** Provides choices for each question. Select the 'view advanced options' checkbox and Value textboxes appears next to each Answer Choice. When entered, these values are used by the Survey's Item Analysis Report to perform various statistical calculations. If left blank, the default values are whole numbers 1-N, where N is the number of Answer Choices.
- **Enter feedback for answer options.** When selected, feedback fields are displayed for each answer choice allowing the editor to provide unique feedback based on the choice selected by the student.
- **More answer choices.** Allows the editor to add additional answer choices to the question.
- **Question Feedback.** Allows the editor to provide feedback for the question.

- **Keywords.** Allows the editor to associate new or existing keywords with the question. When used in conjunction with the **Add to question bank** option, the resulting question can be easily searched for and added to other surveys based on the keywords.
 - **Answer labels.** Sets the type of label to display for your answer choice. Options include alpha listing with Alpha list A), Alpha list a), Alpha list 1), No labels, and Drop-down list.
 - **Add to question bank.** Adds the current question to the Question Bank Manager for the course.
 - **Update all instances of this question in this course.** When selected, changes to the question will be to all instances of the question being used in the course.
 - **Automatically accept changes made to this question from the master source.** When selected, changes made to the source question (located in a different course or repository) will be automatically applied to the copy of the question being used in this course.
 - **Save and Create New.** Select a question type from the drop-down menu and click the Save and Create New button to save the current question and add another question without returning to the Add Question screen.
6. Click the **Standards** tab to align the question to one or more standards.
 7. Click the **Objectives** tab to align the question to one or more objectives.
 8. Click the **Save** button.

Adding a Multiple Select Question

To add a multiple select question, do the following:

1. Log into your ANGEL course and click the **Lessons** tab.
2. Navigate to the survey.
3. Click the **Add Question** hyperlink.
4. Click the **Multiple Select** hyperlink or icon ().

 **Multiple Select Editor**

Question Editor Standards Objectives View advanced options

Question Type: Multiple Select
Question Title: Enter an optional title for this question.
Field ID:

Question Text: Question Text Question Prompt Footer Text

Question Text: Enter question text and/or graphics for the question.

HTML Editor

Answer choices: Enter answer options
Enter feedback for answer options:

Answer choice 1:
HTML Editor

Answer choice 2:
HTML Editor

Answer choice 3:
HTML Editor

Answer choice 4:
HTML Editor

Answer choice 5:
HTML Editor

Add 5 more answer choices (blank entries are ignored).

Question feedback:
HTML Editor

Feedback: Enter feedback for success question.

Question Options:

Keywords: **Answer labels:** Alpha (list A)

Maximum possible selections: The maximum number of answers students may select.

Add to question bank

5. Complete the following fields:

- **Question Title.** Provides the (optional) title of the question.
- **Field ID.** Allows you to specify an alternate, more readable field ID for each question. This is helpful if you plan to export submission data to a spreadsheet for sorting or reviewing.
- **Question Text.** Type the question text in the Question Text field. Optionally enter question Prompt text (i.e. extra text preceding the description) or Footer text (displays following the last question choice). Click the HTML Editor hyperlink to insert images, apply formatting to the question text, etc.
- **Answer Choices.** Provides possible answer choices for each question.
- **Enter feedback for answer options.** When selected, feedback fields are displayed for each answer choice allowing the editor to provide unique feedback based on the choice(s) selected by the student.
- **More answer choices.** Allows the editor to add additional answer choices to the question.
- **Question Feedback.** Allows the editor to provide feedback for the question.
- **Keywords.** Allows the editor to associate new or existing keywords with the question. When used in conjunction with the **Add to question bank** option, the resulting question can be easily searched for and added to other surveys based on the keywords.

- **Answer labels.** Sets the type of label to display for your answer choice. Options include alpha listing with Alpha list A), Alpha list a), Alpha list 1), and No labels.
 - **Maximum possible selections.** The maximum number of answers students may select
 - **Add to question bank.** Adds the current question to the Survey Question Bank Manager for the course.
 - **Update all instances of this question in this course.** When selected, changes to the question will be to all instances of the question being used in the course.
 - **Automatically accept changes made to this question from the master source.** When selected, changes made to the source question (located in a different course or repository) will be automatically applied to the copy of the question being used in this course.
 - **Save and Create New.** Select a question type from the drop-down menu and click the Save and Create New button to save the current question and add another question without returning to the Add Question screen.
6. Click the **Standards** tab to map the question to one or more standards.
 7. Click the **Objectives** tab to map the question to one or more objectives.
 8. Click the **Done** button.

Adding a Short Answer Question

Short answer questions provide the student with a textbox to type their response.

To add a short answer question, do the following:

1. Log into your ANGEL course and click the **Lessons** tab.
2. Navigate to the survey.
3. Click the **Add Question** hyperlink.



4. Click the **Short Answer Question** hyperlink or icon ().

The screenshot shows the 'Short Answer Question Editor' dialog box. The 'Objectives' tab is active. The 'Question Type' section shows 'Short Answer'. The 'Question Title' section has a text input field. The 'Field ID' section has a dropdown menu. The 'Question Text' section contains a rich text editor. The 'Answer width' section has a dropdown menu. The 'Question Feedback' section contains a rich text editor. The 'Question Options' section has a 'Keywords' input field with a 'Choose keywords' link. At the bottom are 'Save', 'Cancel', 'Save and Create New', and a dropdown menu set to 'Short Answer'.

5. Complete the following fields:

- **Question Title.** Provides the (optional) title of the question.
- **Field ID.** Allows you to specify an alternate, more readable field ID for each question. This is helpful if you plan to export submission data to a spreadsheet for sorting or reviewing.
- **Question Text.** Type the question text in the Question Text field. Optionally enter question Prompt text (i.e. extra text preceding the description) or Footer text (displays following the last question choice). Click the HTML Editor hyperlink to insert images, apply formatting to the question text, etc.
- **Answer Width.** Sets the width (in characters) for the answer box.
- **Question Feedback.** Allows the editor to provide feedback for the question.
- **Keywords.** Allows the editor to associate new or existing keywords with the question. When used in conjunction with the **Add to question bank** option, the resulting question can be easily searched for and added to other surveys based on the keywords.
- **Add to question bank.** Adds the current question to the Question Bank Manager for the course.
- **Update all instances of this question in this course.** When selected, changes to the question will be to all instances of the question being used in the course.
- **Automatically accept changes made to this question from the master source.** When selected, changes made to the source question (located in a different course or repository) will be automatically applied to the copy of the question being used in this course.
- **Save and Create New.** Select a question type from the drop-down menu and click the Save and Create New button to save the current question and add another question without returning to the Add Question screen.

6. Click the **Standards** tab to map the question to one or more standards.

7. Click the **Objectives** tab to map the question to one or more objectives.

8. Click the **Done** button.

Adding an Essay Question

Essay questions provide the student with a text area to type their response. To add an essay question, do the following:

1. Log into your course and click the **Lessons** tab.
2. Navigate to the survey.
3. Click the **Add Question** hyperlink.



4. Click the **Essay** hyperlink or icon ().

5. Complete the following fields:

- **Question Title.** Provides the (optional) title of the question.
- **Field ID.** Allows you to specify an alternate, more readable field ID for each question. This is helpful if you plan to export submission data to a spreadsheet for sorting or reviewing.
- **Question Text.** Type the question text in the Question Text field. Optionally enter question Prompt text (i.e. extra text preceding the description) or Footer text (displays following the last question choice). Click the HTML Editor hyperlink to insert images, apply formatting to the question text, etc.
- **Answer length.** Sets the length (in rows) for the answer box.
- **Question Feedback.** Allows the editor to provide feedback for the question.
- **Keywords.** Allows the editor to associate new or existing keywords with the question. When used in conjunction with the **Add to question bank** option, the resulting question can be easily searched for and added to other surveys based on the keywords.
- **Add to question bank.** Adds the current question to the Question Bank Manager for the course.
- **Update all instances of this question in this course.** When selected, changes to the question will be to all instances of the question being used in the course.
- **Automatically accept changes made to this question from the master source.** When selected, changes made to the source question (located in a different course or repository) will be automatically applied to the copy of the question being used in this course.
- **Save and Create New.** Select a question type from the drop-down menu and click the Save and Create New button to save the current question and add another question without returning to the Add Question screen.

6. Click the **Standards** tab to align the question to one or more standards.

7. Click the **Objectives** tab to align the question to one or more objectives.

8. Click the **Done** button.

Adding a Likert Scale Question

Likert Scale questions provide the student with a scale of choices with which to respond. The instructor can use the scale of choices for a single question, or optionally create a grid of questions that all use the same Likert Scale.

To add a Likert Scale question, do the following:

1. Log into your ANGEL course and click the **Lessons** tab.
2. Navigate to the survey.
3. Click the **Add Question** hyperlink.
4. Click the **Likert Scale Question** hyperlink or icon ().

Likert Scale Editor

View advanced options

Question Editor Standards Objectives

Question Type Likert Scale

Question Title
Enter an optional title for this question.

Field ID

Question Text Question Prompt Footer Text

Question Text
Enter question text and/or graphics for this question

HTML Editor

Presets

Number of Choices 5 options

Scale Labels Agree

This will clear all current data

Answer Scale

Choices
Enter answer scale choices and associated values.

Answer scale choice 1 value

Answer scale choice 2 value

Answer scale choice 3 value

Add more scale choices (blank entries are ignored.)

Blank values are excluded from analysis and averages.

Row Choices
If you want to have a grid of choices that use the same scale, enter row choices here; otherwise leave it blank.

Row choice 1

Add more choices that share the scale above (blank entries are ignored.)

Feedback
Enter feedback for survey question

Question feedback
HTML Editor

Question Options

Keywords
Choose keywords

Add to question bank

Likert Scale

5. Complete the following fields:

- **Question Title.** Provides the (optional) title of the question.

- **Field ID.** Allows you to specify an alternate, more readable field ID for each question. This is helpful if you plan to export submission data to a spreadsheet for sorting or reviewing.
- **Question Text.** Type the question text in the Question Text field. Optionally enter question Prompt text (i.e. extra text preceding the description) or Footer text (displays following the last question choice). Click the HTML Editor hyperlink to insert images, apply formatting to the question text, etc.
- **Answer Scale Choice Presets.** If you are using common Likert Scales, use these presets to quickly populate the Answer Scale Choice textboxes. Choose the Number of Choices, Scale Labels, and click Apply. The Answer Scale Choices are automatically populated based on your selections.



Note: Clicking Apply will clear all of the current Answer Scale Choices.

- **Answer Scale Choices.** Type the Answer Scale Choices into the textboxes provided. You may also use the Answer Scale Choice Presets to automatically populate these textboxes.
- Select the **view advanced options** checkbox and Value textboxes appears next to each Answer Choice. When entered, these values are used by the Survey's Item Analysis Report to perform various statistical calculations. If left blank, the default values are whole numbers 1–N, where N is the number of Answer Choices.
- **More Answer Scale Choices.** Allows the editor to add additional Answer Scale Choices to the question.
- **Row Choices.** If you want to have a grid of choices that use the same Answer Scale, enter as many row choices as desired, otherwise leave this blank.



Note: If Row Choices are used, make sure the Question Text is written in such a way that it will make sense in light of the Row Choices entered.

- **More Row Choices.** Allows the editor to add additional Row Choices to the question.
 - **Question Feedback.** Allows the editor to provide feedback for the question.
 - **Keywords.** Allows the editor to associate new or existing keywords with the question. When used in conjunction with the **Add to question bank** option, the resulting question can be easily searched for and added to other surveys based on the keywords.
 - **Difficulty.** When selected, the course editor can assign a difficulty level to the question (very easy, easy, average, difficult and very difficult). When used in conjunction with the **Add to question bank** option, the resulting question can be easily searched for and added to other surveys based on the difficulty setting.
 - **Add to question bank.** Adds the current Likert Scale question to the Survey Question Bank Manager for the course.
 - **Update all instances of this question in this course.** When selected, changes to the question will be to all instances of the question being used in the course.
 - **Automatically accept changes made to this question from the master source.** When selected, changes made to the source question (located in a different course or repository) will be automatically applied to the copy of the question being used in this course.
 - **Save and Create New.** Select a question type from the drop-down menu and click the Save and Create New button to save the current question and add another question without returning to the Add Question screen.
6. Click the **Standards** tab to align the question to one or more standards.
 7. Click the **Objectives** tab to align the question to one or more objectives.
 8. Click the **Done** button.

Adding Questions from Other Sources

To copy questions from existing survey, do the following:

1. Log into your ANGEL course and click the **Lessons** tab.
2. Navigate to the destination survey.

3. Click the **Add Question** hyperlink.
4. Click the **Copy questions from a survey** hyperlink.
5. Complete the following fields:
 - **Choose Survey.** Select the source survey from the **Choose Survey** drop-down list and click the Go button.



Note: The options in the drop-down list are in the form *Course Name - Survey Name*.

- **Select Questions.** Select the checkbox next to each question you want to copy. Optionally select the **Select all on this page** checkbox to select all of the displayed questions.
- **Configure copy options.** Allows the course editor to specify whether to do any/all of the following:
 - Copy standards.
 - Copy keywords.
 - Copy difficulty level.
 - Automatically accept changes made to these questions when the master sources change.



Note: Configure copy options only display when copying questions from another course or learning object repository.

6. Click the **OK** button.

Adding a Question Pool Item

Question pool items allow the course editor to identify survey questions to be randomly selected from the course Survey Question Bank Manager or from an associated Learning Object Repository. The selection of questions can be filtered based on search term, keyword, and question type. Question selection can also be filtered based on question bank folder/category.

To add a question pool item, do the following:

1. Log into your course and click the **Lessons** tab.
2. Navigate to the survey.
3. Click the **Add Question** hyperlink.
4. Click the **Question Pool Item** hyperlink.

 Question Pool Editor

Question Title
Enter an optional title for this question.

Number of questions
Choose the number of questions you want to be delivered from this pool.

Search for questions to add to your survey. To select a question or folder of questions click the checkbox next to the folder or question.

Limit results by keyword

 Match ANY keyword Match ALL keywords
Choose keywords

Choose Question Bank Filters

Choose folders

Limit by Question Type
 Multiple Choice(s) Short Answer Essay
 Multiple Select

5. Complete the following fields:

- **Question title.** Specify a title for the question pool (optional).
- **Number of questions.** Specify the number of questions the question pool should display for each user.
- **Limit results by keyword.** Click the **Choose Keywords** link to limit search results to only those questions that match selected keywords. Select the **Match ANY keyword** option to return questions that match any of the selected keywords. Select the **Match ALL Keywords** option to return only those questions that match all selected keywords.

You may add keywords to your search by selecting them from the list of keywords associated with this course.

Select Course(s)

All
Introduction to Philosophy

Use CTRL + Click to select multiple courses.

Select from List

Cicero
Plato
Socrates
Thales

Use CTRL + Click to select multiple keywords.

Selected Keywords

These keywords will be added to your content item.

Use CTRL + Click to select multiple keywords.

To select keywords:

- a. Select the course you wish to search and click **Select**. Keywords for the selected course appear in the **Select from list** field.
 - b. Select one or more of the keywords (hold down the CTRL key to select multiple keywords) and click **Add Selected**.
 - c. Click **Save**.
- **Choose Question Bank filters.** Click the Choose folder link to limit search results based on question bank or question bank folders.
 - **Search.** Specify a search term or phrase in the Search text field.
 - **Limit by question type.** Deselect one or more question types to exclude those question types from the search results.
6. Click the **Search** button.
 7. Select the checkbox next to each question you want to include in the question pool.



Note: Select a greater number of questions than specified under the Number of questions text field. This will ensure users are presented with the specified number of questions randomly selected from the larger pool of selected questions.

8. Click the **Save** button.

Copying and Pasting Questions

To copy survey questions from a word processing document:

1. Log into your ANGEL course and click the **Lessons** tab.
2. Navigate to the destination survey.
3. Click the **Add Question** hyperlink.
4. Click the Copy and Paste Questions hyperlink.
5. Complete the following fields:
 - **Import Questions.** Replace the sample text in the Import Questions text field with the question text copied from your source document. You may copy/paste more than one question at a time. However, the pasted question text must conform to the following format requirements.
 - Each question must begin on a new line.
 - The first line of each question must start with Q: or the question number followed by a period (e.g. 1. 2. 3. etc.).
 - If the question has choices the choices must immediately follow the question text.
 - Each choice must be on a line by itself.
 - Each choice must begin with a choice letter followed by a period (A. B. C. etc.). Choice letters are not case sensitive.
 - Likert Scale Questions without row choices are entered like this:
Q: I like the color green
A. Agree
B. Neutral
C. Disagree
TYPE: LS
 - Likert Scale Questions with row choices are entered like this:
Q: I like the color:
A. Agree
B. Neutral
C. Disagree
RC1: Red
RC2: Blue
RC3: Brown
TYPE: LS
 - The following optional settings can be added after the question and choices. Each setting must be on a line by itself and follow the format SettingName: SettingValue.
 - **IMAGE.** The URL of an image to display before the question text.
 - **FEEDBACK.** Text to display after the user submits the survey.
 - **TYPE.** Identifies the specific question format to use.
 - MC = Multiple Choice.
 - MS = Multiple Select.
 - SA = Short Answer.
 - ES = Essay.

- LS = Likert Scale.
 - **Choice.** Specifies a default question format for choice-based type questions that do not specify a type value.
 - **Open-Ended.** Specifies a default question format for open-ended type questions that do not specify a type value.
6. Click the **OK** button.

Browsing the Question Bank

To add questions by browsing the question bank:

1. Log into your ANGEL course and click the **Lessons** tab.
2. Navigate to the destination survey.
3. Click the **Add Question** hyperlink.
4. Click the **Browse Question Bank** hyperlink.
5. Click the + and - icons to expand/collapse the folder views and preview the available questions.
6. Select the checkbox next to each question you want to add to the survey. Optionally click the **Configure copy options** checkbox to specify whether to do the following:
 - Copy standards.
 - Copy keywords
 - Automatically accept changes made to these questions when the master sources change.



Note: Configure copy options are only applicable when copying questions from another course or learning object repository.

7. Click **Done**.

Searching the Question Bank

To search a question bank, do the following:

1. Log into your ANGEL course and click the **Lessons** tab.
2. Navigate to the destination survey.
3. Click the **Add Question** hyperlink.
4. Click the **Search Question Bank** hyperlink.
5. Enter your search terms in the blank field and click **Search**. Optionally click the Advanced Search hyperlink to further filter the search results based on keyword, question bank folder, question type, standard or objective.
6. Select the checkbox next to each question you want to add to the survey.
7. Click **Save**.

Previewing a Survey

To preview a survey, do the following:

1. Log into your ANGEL course and click the **Lessons** tab.
2. Navigate to the survey.
3. Click the **Preview** hyperlink. Your questions are displayed.
4. Click **Done** to close the preview.

Managing Questions

To rearrange questions, do the following:

1. Log into your ANGEL course and click the **Lessons** tab.
2. Navigate to the survey.
3. At the upper-right corner, ensure the Drag 'n Drop Enabled checkbox is selected.
4. Click and drag the question to the desired location.
To delete questions, do the following:
 1. Log into your course and click the **Lessons** tab.
 2. Navigate to the survey.
 3. If you are deleting a single question:
 - a. Click the **Delete** hyperlink to the right of the question.
 - b. When prompted to confirm whether you want to delete the questions, click the **Delete** button.
 - If you are deleting multiple questions:
 - a. Select the checkbox next to each question you want to delete.
 - b. Select **Delete Questions** from the **Select an Action** drop-down menu and click the **Go** button.
 4. When prompted to confirm whether you want to delete the questions, click the **Delete** button.

Creating and Editing Question Sets

To create/edit a question set, do the following:

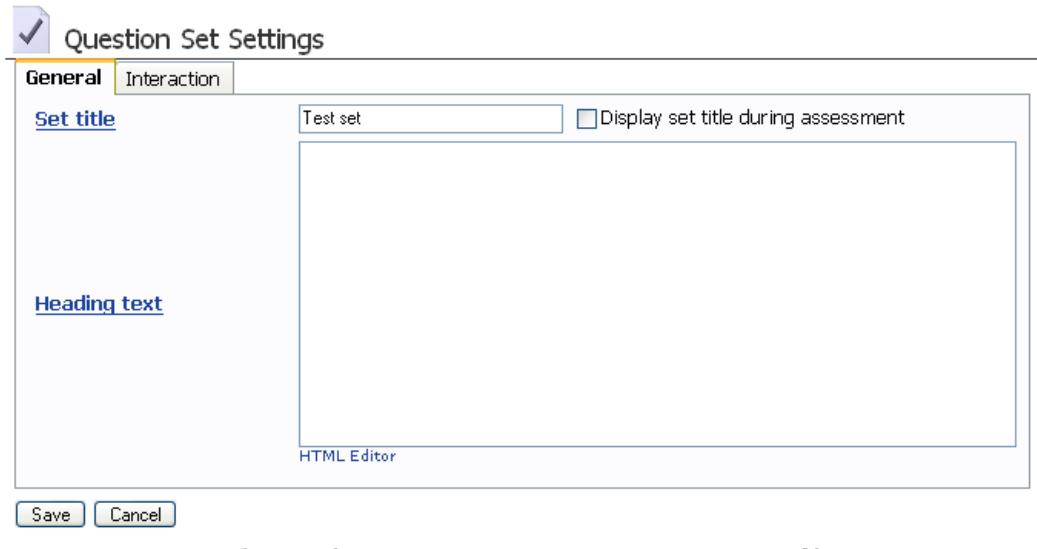
1. Log into your ANGEL course and click the **Lessons** tab.
2. Navigate to the survey.
3. If you want to add a question set to the survey, click the **Add Question Set** hyperlink.

The dialog box has a title bar 'Add Question Set' with a close button 'X'. Below it is a text input field labeled 'Enter Question Set title:' with a placeholder text area. Underneath is a checked checkbox labeled 'Edit Question Set settings upon save'. At the bottom are two buttons: 'Save' and 'Delete'.

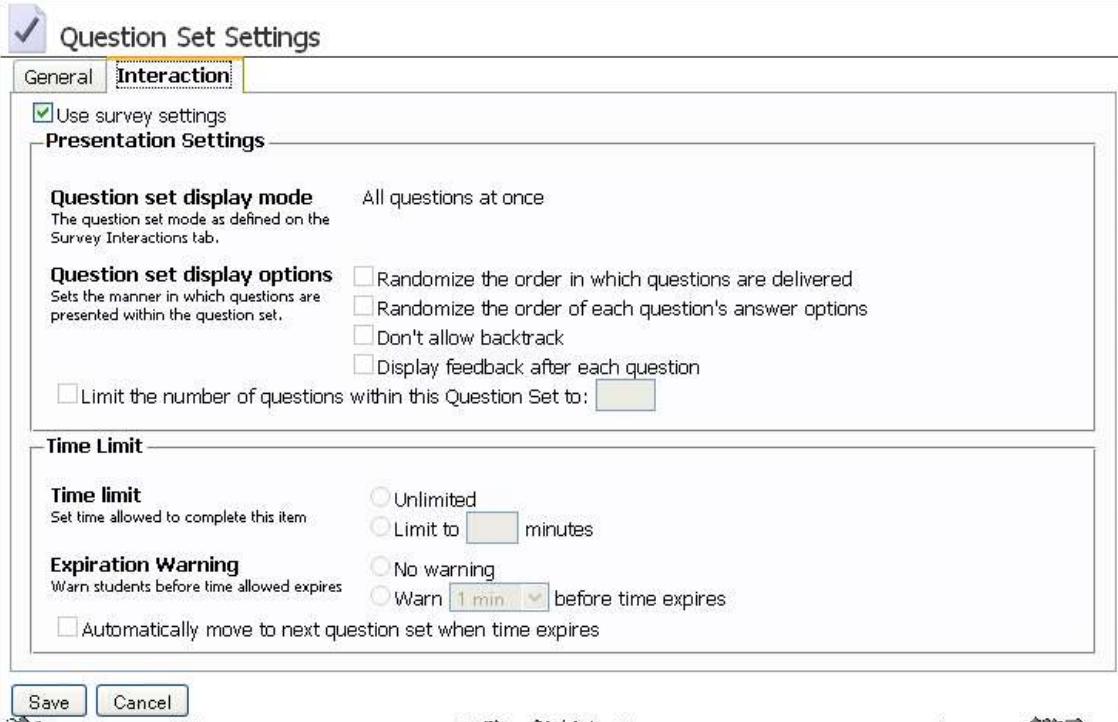
5. Enter a title for the question set.
6. Click **Save**.

To edit the settings for a question set:

1. Click the **Configure** hyperlink located below the title of the question set.

A screenshot of the 'Question Set Settings' dialog box. The 'General' tab is selected. Under 'Set title', there is a text input field containing 'Test set' and a checkbox labeled 'Display set title during assessment' which is unchecked. Below this is a large 'HTML Editor' area with a placeholder text 'Heading text'. At the bottom are 'Save' and 'Cancel' buttons.

2. On the General tab, complete the following fields:
 - **Set title.** Specifies a title for the question set. Select the checkbox titled 'Display set title during survey' to display the question set title during the survey.
 - **Heading text.** Specifies heading text for the question set (e.g. directions, etc.)
3. Click the **Interaction** tab.

A screenshot of the 'Question Set Settings' dialog box. The 'Interaction' tab is selected. Under 'Presentation Settings', there is a section for 'Question set display mode' with the option 'All questions at once' selected. Below it is a section for 'Question set display options' with several checkboxes: 'Randomize the order in which questions are delivered', 'Randomize the order of each question's answer options', 'Don't allow backtrack', and 'Display feedback after each question'. There is also a checkbox 'Limit the number of questions within this Question Set to:' followed by a text input field. Under 'Time Limit', there is a section for 'Time limit' with the option 'Unlimited' selected. Below it is an 'Expiration Warning' section with the option 'No warning' selected. There is also a checkbox 'Automatically move to next question set when time expires'. At the bottom are 'Save' and 'Cancel' buttons.

4. Complete the following fields:
 - **Use survey settings.** Automatically uses survey setting defaults specified when creating the survey. When deselected, the course editor has the option to modify the following fields.
 - **Question set display mode.** The question set mode as defined on the Survey Interactions tab.

- **Question set display options.** Sets the default settings for question sets including the following options:
 - Randomize the order in which questions are delivered.
 - Randomize the order of each question's answer options.
 - Don't allow backtrack.
 - Display feedback after each question.



Note: Some of these options are only available for use based on the Display Mode for the survey.

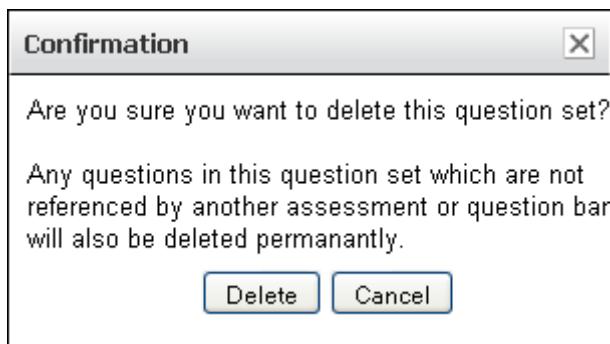
- **Time limit.** Sets the amount of time allowed to complete the survey.
- **Expiration warning.** Sets a time warning to remind users of how much time they have left to complete the survey. Time warning values can be set in increments from 1 minute to 30 minutes.
- **Automatically submit survey when time expires.** Sets ANGEL to automatically submit the survey, regardless of completion status when the time has expired.

5. Click **Save**.

Deleting Question Sets

To delete a question set, do the following:

1. Log into your ANGEL course and click the **Lessons** tab.
2. Navigate to the survey.
3. Click the **Delete Question Set** hyperlink for the question set you want to delete.



4. Click **Delete**.

At a Glance Tab

The At a Glance tab provides a convenient interface to view statistics about surveys including performance, question type distribution, access, and interaction.

- **General.** General displays the general settings for the survey including dates defining access, due date custom URLs.

General	
Date Visible / Hidden	- / -
Date Enabled / Disabled	- / -
Milestone Assigned / Due	- / -
Launch in	same window
Custom icon URL	~/images/icons/iconSurvey.png
Custom help URL	none
Link URL	none

- **Performance.** Performance displays a list of user submissions for the survey and how many instances of the survey are completed, in progress or not attempted.

Performance Reports at a Glance

Status

Completed	1
In progress	0
Not attempted	1

Recent Activity

Submitted	User
11/26/2008	Joe Smith

- **Question type distribution.** Question type distribution displays the number of each question type included in the survey, as well as the points and percentage impact of each question type in relation with the total points possible for the survey.

Question Type Distribution

Question Type	Count	%
Likert Scale	1	50%
Multiple Choice	1	50%
Essay	0	n/a
Multiple Select	0	n/a
Short Answer	0	n/a
Total	2	

- **Access.** Access displays the access settings for the survey including whether tracking is enabled, viewable by rights, whether a password is required, browser security and team access.

Access

User tracking	Disabled
Viewable by	students
Password required	off
Browser security	off
Team access	all teams

- **Interaction.** Interaction displays the interaction settings for the survey including display mode, number of allowed attempts, validation, time limit and review options.

Interaction

Display mode	all at once
Attempts allowed	1
Incomplete submissions	allow with warning
Anonymous submissions	submissions are anonymous
Save settings	allow save and finish later
Time limit	unlimited
Results review	full
Review available	begins after user submission

- **Gradebook.** Gradebook the gradebook setting for the survey.

Gradebook

Assignment	none
------------	------

Completing a Survey

1. Log into your ANGEL course as a non-editor (or in user preview mode) and click the **Lessons** tab.
2. Navigate to the survey.
3. Click the **Begin Survey** hyperlink.

4. Complete each question.
5. Do one of the following:
 - Click **Submit** to submit your survey as complete.
 - Click **Save** to save your survey answers and return to them later.

Testing Security

When used for assessment purposes, online testing is more commonly used for low to medium stakes assessments. When testing online for medium or higher stakes assessments, several factors should be considered to help ensure valid test scores and a thorough understanding of course concepts.

The development of effective test questions is critical in the creation of an effective online assessment. Creating questions that require the application of knowledge are better gauges of a student's understanding than questions that can be answered verbatim from a textbook. This becomes very important when distributing tests in the open-book, take-home format that is commonly used when conducting tests online.

Open-ended and essay type questions may also be written to require the student to apply their understanding in a unique manner. Using a few of these question types when creating a test can increase the quality of the assessment and discourage unwanted student collaboration while only somewhat increasing the grading load.

Higher stakes assessments may best be distributed in a proctored environment such as a lab instead of being distributed in an open-book, take-home format, while high stakes assessments at a distance may be individually proctored at a local library, school, university, or in the work place. In addition to these testing approaches, ANGEL provides several quiz settings, outlined below, which can be used to increase the effectiveness of assessment testing.

User Preview and Feedback

You may use the User Preview and Feedback settings to limit or restrict student feedback until all copies of the test or quiz have been returned. This practice does not eliminate the ability for students to print and distribute copies of their test while the test is still in progress, however it can eliminate the printed copy from disclosing the correct answers or even the score of a test.

Time Limit with Auto Submit

You can use the Time Limit option to restrict the amount of time students have to complete their tests. Select the auto-submit option to force the test to submit when the test has reached the time limit.

User Team

The User Team option allows you to restrict a test (or different copies of a test) to a particular team of students. While commonly used for paper tests in large lecture halls (Test A, Test B, every other seat), this approach also works well for electronic tests in lab and take-home scenarios.

Password

Use the Password option to further restrict access to a test. This feature can be useful for proctored testing (only the proctor knows the password), for a student who needs non-proctored access to a test before or after the actual test date, or for higher security in testing labs when staff must proctor students from several different disciplines and sections.

Display Mode

The Single Question—No Backtrack options for Display Mode presents the test to the student one question at a time which forces the test to be completed in a specific order while making it more difficult for the user to print the entire test.

Start Date and End Date

Use the "Start Accepting Submissions" and "Stop Accepting Submissions" Dates to restrict test access to a specific window of time. A shorter period of test access can make it more difficult for students to schedule collaboration or distribute copies of the test while the test is still in progress.

Limit the number of questions within this Question Set to: _____

Found in the Configure >Interaction section of each question set, this option allows for randomly selecting the set number of questions from all questions in the set so that each student will receive a different test.

IP Filter

You can easily restrict quiz or survey access to a specific IP address. In cases where an IP address is included in more than one entry, the most specific entry is applied (e.g. a setting of -*.*.*.*,+207.46.249.*,-207.46.249.5) allowing access to any IP address within the 207.46.249 class C network with the exception of 207.46.249.5 which has been excluded. For additional information on IP Filter, see the *Common Quiz and Survey Settings, Advanced Settings* section of this document.

Pending Items

In cases where a student reports difficulty submitting a quiz, the Pending Items utility (located under the Utilities menu) is useful for verifying the date and time the student claims to have first received the quiz. A student's pending Assessment can also easily be reset or deleted to allow them to retake a timed-out quiz.

Other Ways To Add Content

Copying Items

Copy Items allows you to duplicate content on an item-by-item basis. This tool may be useful if you are creating similar content items. For example, if you are creating a series of drop boxes with different titles but the same settings and directions, you may want to use the copy items tool to duplicate the drop boxes and then edit the copied items to change the title of each drop box.



Note: This item can only copy content items, not submissions.

To copy items:

1. Log into your ANGEL course and click the **Lessons** tab.
2. Click the **Add Content** hyperlink (located on the upper-left toolbar).
3. Click the **Copy Items** hyperlink or icon (). A list of content items available with the current course displays.
4. Click on the item you want to copy from the list and it is immediately copied to your Lessons tab.



Note: Selecting a folder copies the folder and all its contents.

5. Repeat steps 2–4 to copy additional content items.

Importing from a Learning Object Repository (LOR)

The Import from Learning Object Repository option allows you to browse, search by keyword, or search by Standard for content within any authorized LOR. Content may be added directly to your course from within this tool—and you have the option of creating additional folders for this content while importing so you can keep your additions organized.

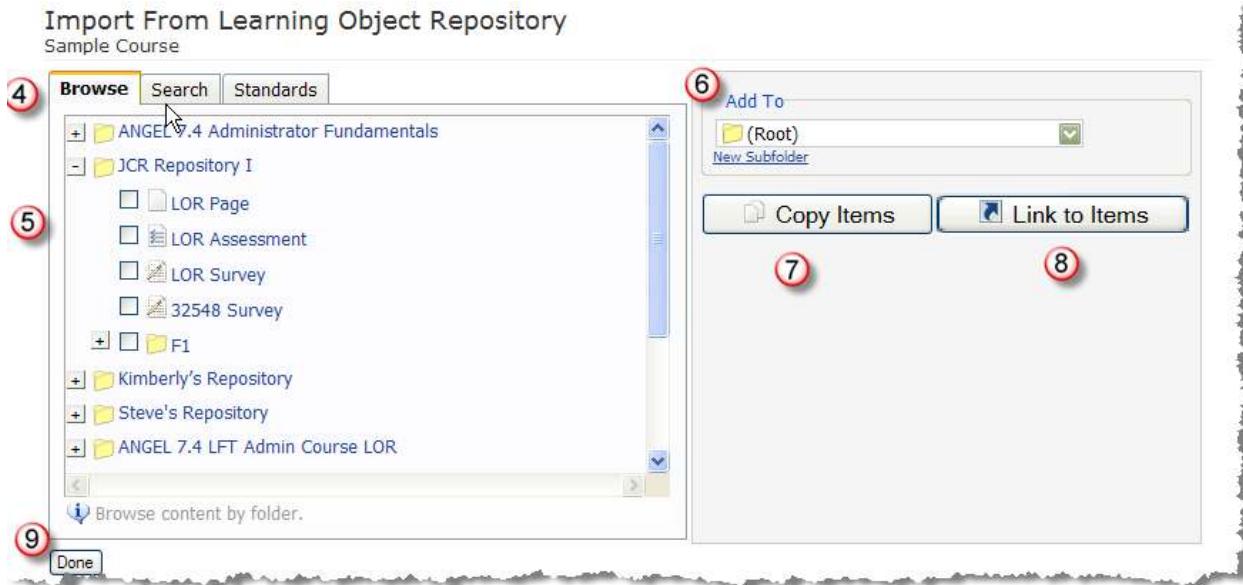


Video: "[Import Content](#)."

To import content into your course by browsing your Learning Object Repository:

1. Log into your ANGEL course and click the **Lessons** tab.
2. Click the **Add Content** hyperlink (located on the upper-left toolbar.)

3. Click the **Import from Learning Object Repository** hyperlink or icon. The Import from Learning Object Repository page is loaded:



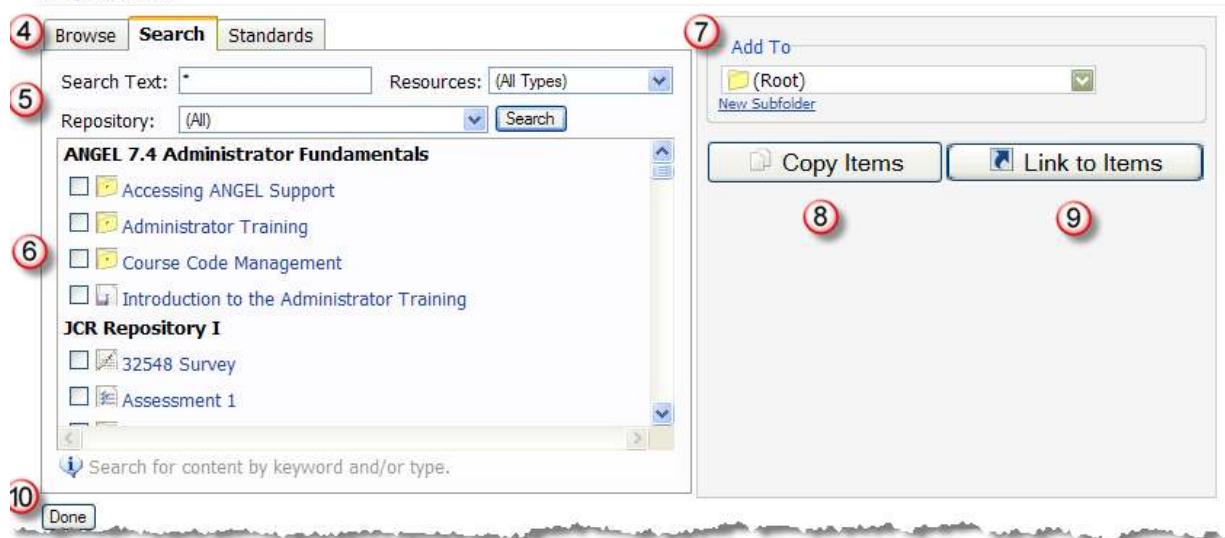
4. Click the **Browse** tab.
5. **Repository list.** Browse the list of available content (organized by course or repository) using the [+] or [-] tools to expand or collapse sections. Note that you may select multiple items.
6. **Add to.** Select the folder where you want the content inserted in your course via the pull-down menu. Note that you may add new folders to your course via the **New Subfolder** hyperlink.
7. **Copy Items.** to copy the items selected in the Browse list to your course, click the Copy Items button.
8. **Link to Items.** to link to the items selected in the Browse list from your course, click the Link to Items button.
9. Click the **Done** button when you're finished adding content to your course.

To import content into your course by searching your Learning Object Repository:

1. Log into your ANGEL course and click the **Lessons** tab.
2. Click the **Add Content** hyperlink (located on the upper-left toolbar.)
3. Click the **Import from Learning Object Repository** hyperlink or icon. The Import from Learning Object Repository page is loaded:

Import From Learning Object Repository

Sample Course



4. Click the **Search** tab.
5. Choose the desired search options.
 - **Search Text.** Enter search text, and blank search box will return all results
 - **Resources Filter.** Select the type of content you want returned via the search. Default is (All).
 - **Repository.** Select the repository where you want to conduct the search. Default is (All).
- Click the **Search** button when you have your search options entered.
- Search Results are returned and organized by Repository. Select the content item(s) you want to add to your course. Note that selected Folders will import all sub content as well.
7. **Add to.** Select the folder where you want the content inserted in your course via the pull-down menu. Note that you may add new folders to your course via the **New Subfolder** hyperlink.
8. **Copy Items.** to copy the items selected in the Browse list to your course, click the Copy Items button.
9. **Link to Items.** to link to the items selected in the Browse list from your course, click the Link to Items button.
10. Click the **Done** button when you're finished adding content to your course.

To import content into your course by searching standards within your Learning Object Repository:

1. Log into your ANGEL course and click the **Lessons** tab.
2. Click the **Add Content** hyperlink (located on the upper-left toolbar.)
3. Click the **Import from Learning Object Repository** hyperlink or icon. The Import from Learning Object Repository page is loaded.

Import From Learning Object Repository

Sample Course

The screenshot shows the 'Import From Learning Object Repository' interface. On the left, there's a search bar with tabs for 'Browse', 'Search', and 'Standards'. The 'Standards' tab is highlighted and circled with a red number 4. Below it, a dropdown menu shows 'Academic Standards: Indiana' and a search input field with placeholder 'Search Text:' followed by a 'Search' button. A list of items is displayed under three categories: '1 Culture Hearths', '10 States, Nations, and Nation-States', and '11 Sports, Recreation, and Tourism'. Each category has a plus sign icon to expand. To the right, there's a panel titled 'Add To' with a dropdown menu set to '(Root)' and a checked 'New Subfolder' option. Below this are two buttons: 'Copy Items' and 'Link to Items', both circled with red numbers 8 and 9 respectively. At the bottom left of the main area is a 'Done' button, which is circled with a red number 10.

4. Click the **Standards** tab.
5. Choose the desired options.
 - **Standard.** Select the standard you wish to search (only standards associated with your courses, groups or available repositories will appear here.)
 - **Search text.** Enter the search terms. Note that a blank search will return all results.
Click the **Search** button when you have your search options entered.
6. Browse the list of Search Results content (organized by course or repository) using the [+] or [-] tools to expand or collapse sections. Note that you may select multiple items.
7. **Add to.** Select the folder where you want the content inserted in your course via the pull-down menu. Note that you may add new folders to your course via the **New Subfolder** hyperlink.
8. **Copy Items.** Copies the items selected in the Browse list to your course.
9. **Link to Items.** Links to the items selected in the Browse list from your course.
10. Click the **Done** button when you're finished adding content to your course.

Importing from a Course or Group

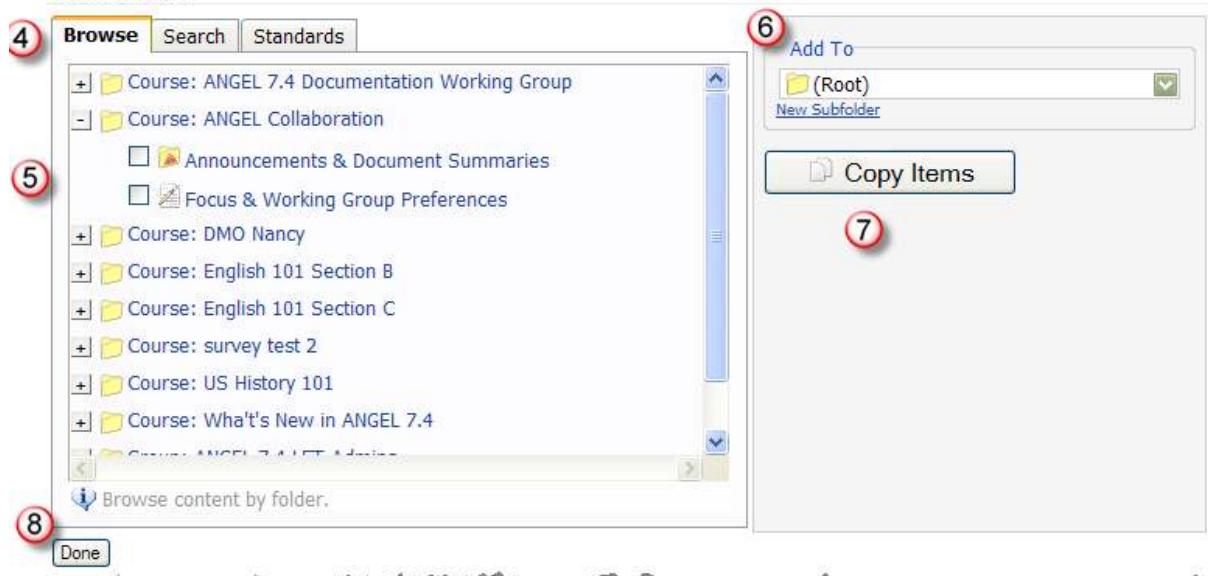
The Import from Course or Group option allows you to browse, search by keyword, or search by Standard for content within any course or group in which you have edit rights. Content may be added directly to your course from within this tool—and you have the option of creating additional folders for this content while importing so you can keep your additions organized.

To import content into your course by browsing your Course or Groups:

1. Log into your ANGEL course and click the **Lessons** tab.
2. Click the **Add Content** hyperlink (located on the upper-left toolbar.)
3. Click the **Import from Course or Group** hyperlink or icon. The Import from Course or Group page is loaded.

Import From Course/Group

Sample Course



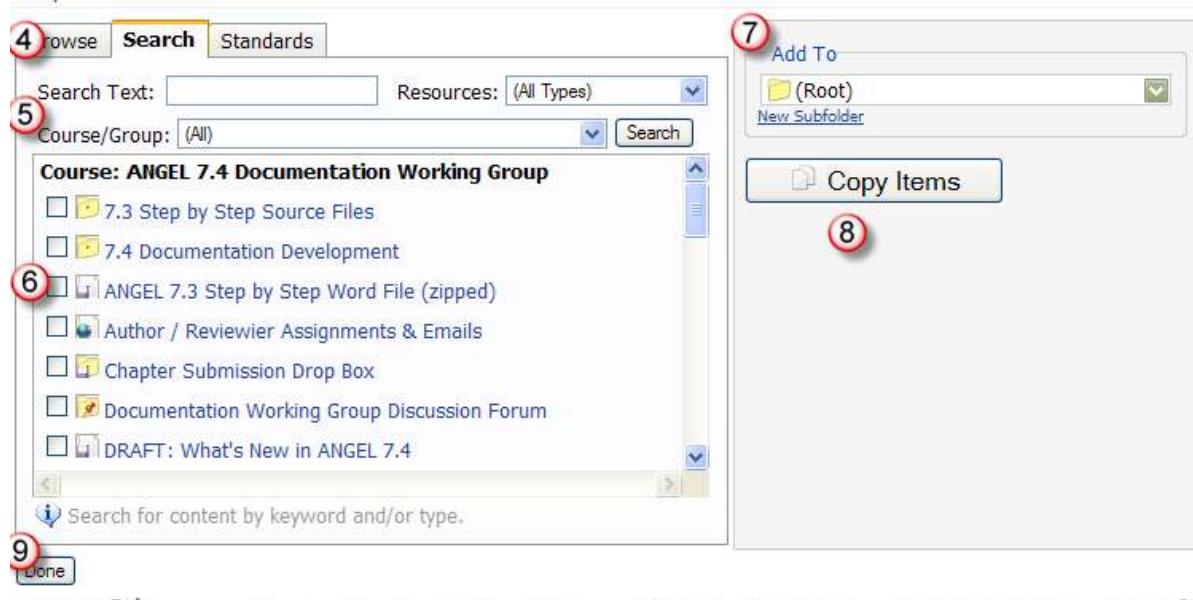
4. Click the **Browse** tab.
5. **Course / Group list.** Browse the list of available content (organized by course or repository) using the [+] or [-] tools to expand or collapse sections. Note that you may select multiple items.
6. **Add to.** Select the folder where you want the content inserted in your course via the pull-down menu. Note that you may add new folders to your course via the **New Subfolder** hyperlink.
7. **Copy Items.** to copy the items selected in the Browse list to your course, click the Copy Items button.
8. Click the **Done** button when you're finished adding content to your course.

To import content into your course by searching your Course or Groups:

1. Log into your ANGEL course and click the **Lessons** tab.
2. Click the **Add Content** hyperlink (located on the upper-left toolbar.)
3. Click the **Import from Course or Group** hyperlink or icon. The Import from Course or Group page is loaded.

Import From Course/Group

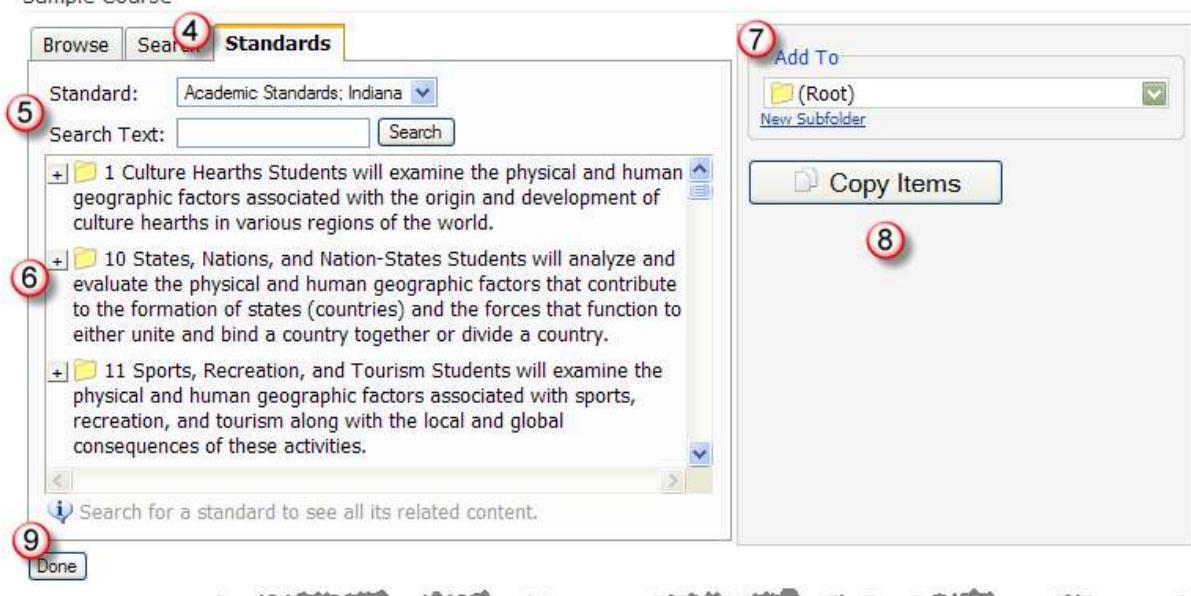
Sample Course



4. Click the **Search** tab.
 5. Choose the desired search options.
 - **Search Text.** Enter search text, and blank search box will return all results
 - **Resources Filter.** Select the type of content you want returned via the search. Default is (All).
 - **Course / Group.** Select the repository where you want to conduct the search. Default is (All).
Click the **Search** button when you have your search options entered.
 6. Search Results are returned and organized by Course or Group. Select the content item(s) you want to add to your course. Note that selected Folders will import all sub content as well.
 7. **Add to.** Select the folder where you want the content inserted in your course via the pull-down menu. Note that you may add new folders to your course via the **New Subfolder** hyperlink.
 8. **Copy Items.** to copy the items selected in the Browse list to your course, click the Copy Items button.
 9. Click the **Done** button when you're finished adding content to your course.
- To import content into your course by searching standards within your Courses or Groups:
1. Log into your ANGEL course and click the **Lessons** tab.
 2. Click the **Add Content** hyperlink (located on the upper-left toolbar.)
 3. Click the **Import from Course or Group** hyperlink or icon. The Import from Course or Groups page is loaded.

Import From Course/Group

Sample Course



4. Click the **Standards** tab.
5. Choose the standard options.
 - **Standard.** Select the standard you wish to search (only standards associated with your courses, groups or available repositories will appear here.)
 - **Search text.** Enter the search terms. Note that a blank search will return all results.
Click the **Search** button when you have your search options entered.
6. Browse the list of Search Results content (organized by course or repository) using the [+] or [-] tools to expand or collapse sections. Note that you may select multiple items.
7. **Add to.** Select the folder where you want the content inserted in your course via the pull-down menu. Note that you may add new folders to your course via the **New Subfolder** hyperlink.
8. **Copy Items.** To copy the items selected in the Browse list to your course, click the Copy Items button.
9. **Link to Items.** To link to the items selected in the Browse list from your course, click the Link to Items button.
10. Click the **Done** button when you're finished adding content to your course.

Adding Content from MERLOT

This tool allows the search of the MERLOT Repository for content material. This search tool uses keywords to search the MERLOT site for content related to your search criteria. To narrow your search, select the advanced option to provide more detail for your search.

To search and add content from MERLOT:

1. Log into your course and click the **Lessons** tab.
2. Click the **Add Content** hyperlink (located on the upper-left toolbar).
3. Click the **Add content from MERLOT** hyperlink.
4. Type a keyword in the search field and click the **Search** button. A list of available content appears.

MERLOT Search

Directions: Enter keywords you would like to search for in the box below, then click search. If you would like to narrow your search down using advanced options, click the advanced radio button.

Web Search Simple Advanced

Add Selected

  [Ideal Gas Law Simulation, John Gelder, Kirk Haines & Mike Abraham](#)

An effective tool to help students learn about all aspects of the ideal gas law. One of the best web gas law simulations. ([Details](#))

  [WebQuest Page, Bernie Dodge](#)

Bernie Dodge of San Diego State University developed the idea of WebQuests to teach students how to effectively use the Internet for research. Webquests are inquiry based lessons in which all or part of the information that learners interact with... ([Details](#))

  [Optics Bench Physlet, Wolfgang Christian](#)

Applet simulates an optical bench, including lenses, mirrors, and apertures. ([Details](#))

- Select the content items that you want to import and click the **Add Selected** button (located at the bottom of the page). The selected content is added to your Lessons page.

Adding from a Template

The **Add from Template** tool allows the editor to add content to their course using personal or published content templates.

To add content using a content template:

- Log into your ANGEL course and click the **Lessons** tab.
- Click the **Add Content** hyperlink (located in the upper-left toolbar).
- Click the **Add from Template** hyperlink. The Course Templates Page appears.

Template Type	Description
Course Templates	Templates already created within the course. These templates can be reused as desired.
My Templates	Templates you have created and saved to your My Templates.
Favorites	Templates that you have imported from other areas in ANGEL.
Search	Allows you to search for an existing template. Clicking the title of a template moves a copy to your Favorites folder for use in your course.

- Locate the content template you want to import and click the title of the template to begin the import process. The Content Template Wizard appears.

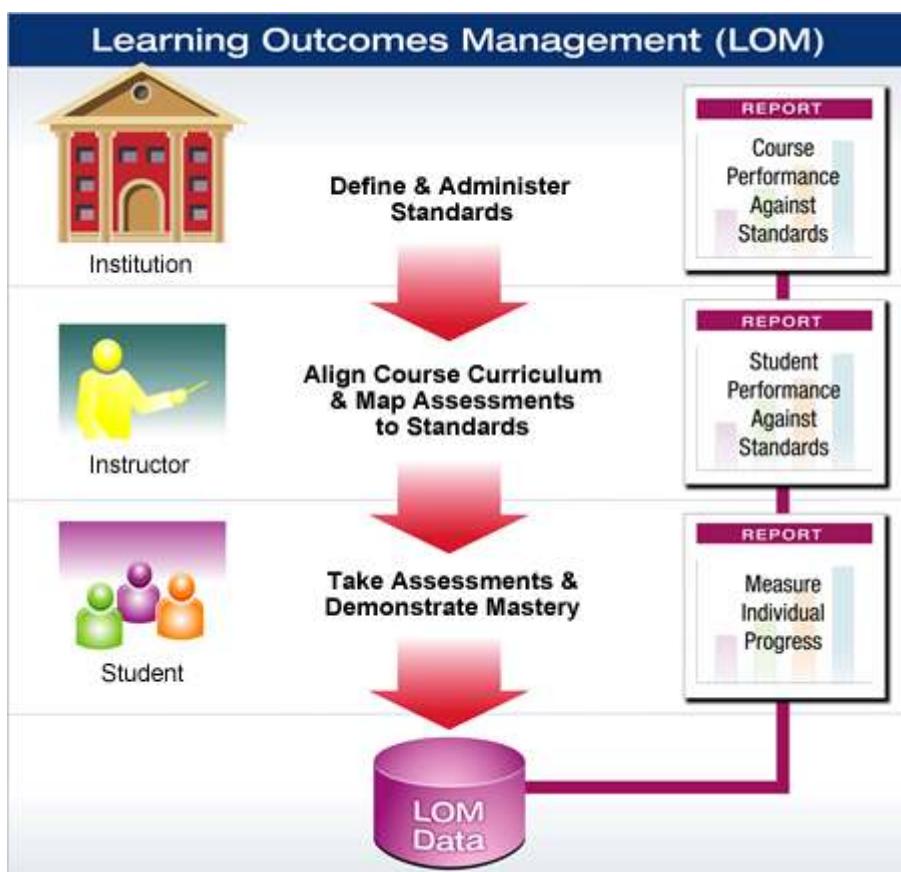


Note: ANGEL provides several sample templates that can be imported for use in a course or simply to gain a better understanding of what a published template looks like.

- Follow the steps provided to complete the import process. The number of steps varies based on the template.

Using Course Standards and Objectives

Increased pressure to demonstrate and improve student achievement requires a systematic assessment of student learning outcomes. ANGEL's Learning Outcomes Management (LOM) toolset provides insight into student performance against desired learning objectives. It gives you confidence that course content adequately covers stated learning objectives and shows you what is working (and what is not working) so you can take action.



Note: The terminology used to describe learning outcomes (standards, learning objectives, criteria, competencies, and so on) can be used differently by individual institutions.

Differences Between Standards and Objectives

Standards are created and managed centrally for use across the entire institution. Objectives are created and managed by the instructor within a class.

Standards administrators have access to a toolset that allows them to create standards that may apply to the entire school, specific degree programs, or particular classes. Once a standard has been approved for use, it is published and made available for instructors to use within their courses. Prior to being published, the standards are visible only to the Standards administrators. Aligning standards to content allows the instructor and the institution to measure student and curriculum performance against those standards.

Objectives are created and controlled by individual instructors. Objectives provide the same kind of student and curriculum performance reporting—they just do so within the confines of a particular course and under the direct control of the instructor.

Using Standards

Using standards within your class is a three-step process: enable them for your class, choose which standards you want to associate with your course, and align those standards to your content items. The following sections take you through this process.

Enabling Standards

You enable and choose standards for use in your course via the **General Course Settings** menu found on your course's **Manage** tab. To enable and choose standards for your course:

1. Open the **General Course Settings** menu:
 - a. Go to your course's **Manage** tab.
 - b. Click the **General Course Settings** link found in the Course Settings component.

The screenshot shows the Blackboard Management Console interface. At the top, there is a navigation bar with tabs: Course, Calendar, Lessons, Resources, Communicate, Report, Automate, and Manage. The Manage tab is highlighted with a red circle labeled 'a'. Below the navigation bar, the URL is displayed as Home > Course > Management Console > Course Settings. On the left, there is a sidebar with various icons and links related to course management. The main content area is titled 'Course Settings' and contains two columns: 'Course Management' and 'Course Settings'. The 'Course Management' column includes links for Gradebook, Roster, Teams, and Attendance. The 'Course Settings' column includes links for General Course Settings, Course Theme Selector, Tab Settings, and Environment Variables. A vertical sidebar on the right contains links for Data Manager, Course Folders, and other management tools.

2. **Enable standards.** Within the General Course Settings tool:
 - a. Click the **Standards** tab.
 - b. Enable standards via the **Enable standards for this course** checkbox.

The screenshot shows the Blackboard Course Settings tool. At the top, there is a navigation bar with tabs: Course, Calendar, Lessons, Resources, Communicate, and Report. The Course tab is highlighted with a red circle labeled 'a'. Below the navigation bar, the URL is displayed as Home > Course > Management Console > Course Settings. On the left, there is a sidebar with various icons and links. The main content area is titled 'Course Settings' and has a tab bar with Course, Access, Enrollment, Standards, Objectives, and Advanced. The 'Standards' tab is highlighted with a red circle labeled 'b'. Below the tab bar, there is a message about selecting standards for the course. A checkbox labeled 'Enable standards for this course' is checked and highlighted with a red circle labeled 'c'. Below the checkbox, there is a section titled 'Available Standards' with a tree view showing 'Academic Standards; Indiana'. At the bottom, there are 'Save' and 'Cancel' buttons.

- c. Once you've enabled standards, any available standards will appear in the **Available Standards** area below the checkbox.
- 3. **Select standards for use in your class.** To select standards for use in your class, you'll expand the list of standards and select any of the standards you want to make available within your course.
 - a. Expand sections of the standard.
 - b. Select desired standards.

Course Settings

The screenshot shows the 'Course Settings' interface with the 'Standards' tab selected. Below the tabs, a note states: 'Standards that are defined for the institution can be selected for this course. Selecting a set or sets instructors to map their content to the standards and report against students' performance against.' There is a checked checkbox labeled 'Enable standards for this course'. The 'Available Standards' section is expanded, showing a tree view of standards. A specific standard under 'Academic Standards; Indiana' is highlighted with a red circle labeled 'b'.

- 4. Click **Save**. You'll get a confirmation message that your course was saved.



Note: If you don't see any standards listed, it's likely that standards have been disabled or are not in use at your institution.

After your standards are selected, they'll be available for alignment via the **Standards** tab on the **Settings** pages for any content item or assessment question (Note that you can also browse for standards that are not directly aligned to your course.)

Aligning Content to Standards

Mapping standards to content is a labor-intensive process under even the best conditions. ANGEL 8.0's standards/objectives mapping routines strive to make that process as simple as possible.

The screenshot shows the 'Folder' interface with the 'Standards' tab selected. At the top, there are three buttons: 'Mapped Standards' (circled 1), 'Browse Standards' (circled 2), and 'Search Standards' (circled 3). Below these buttons is a list of mapped standards, including '134 Standard 1', '134 Standard2', 'Academic Standards; Indiana; 09, 10, 11, 12; Technological Literacy', 'Content Standards; Montana; 09, 10, 11, 12; Mathematics', and 'National Educational Technology Standards for Students; Grades 9, 10, 11, 12'.

Standards are aligned to individual content items via the Standards tab that is visible on the content item's Settings page. (Note that the standards and objectives tabs are hidden until standards or objectives are enabled for that course.)

The **Standards** tab contains three subtabs:

1. **Mapped Standards.** Quick flat view of all standards mapped to that content item.
2. **Browse Standards.** The user can browse all available standards/objectives or only those in use in the specified course, and select which standard(s) to map to that content item.
3. **Search Standards.** The user can search all available standards or only those in use in the specified course.

Aligning Standards via Browsing

To browse for standards to align to an individual content item:

1. Click the **Settings** link on an existing content item (drop box, discussion, assessment, etc.) or click the **Standards** tab during the creation of new content items.



Note: You can also perform the following steps during the creation of a new content item.

2. Click the **Standards** tab.
3. Click the **Browse Standards** subtab.
4. Click the plus sign (+) to expand each folder.
5. Check the box(es) next to the standard(s) you want to add. Click **Save** when finished.

Assignment

Settings: Normal Advanced

Content Access Submission Review Standards Objectives Automate Assignment

Course Standards All Standards

Mapped Standards Browse Standards Search Standards

Academic Standards; Indiana; 01; Physical Education

- (1) Demonstrate competency in many movement forms and proficiency in a few movement forms
 - (1.1.1) Demonstrate the ability to perform locomotor (walk, run, traveling actions) and non-locomotor (bend, swing, movement in place) skills upon teacher request.
 - (1.1.2) Perform basic balance skills alone, with a partner, or on various apparatus. **5**
 - (1.1.3) Manipulate a variety of objects (throw, catch, strike, kick) while moving or standing still, using variations in force/effort.
 - (1.1.4) Perform basic rhythmic skills alone, with a partner, or within a group.
- (2) Applies movement concepts and principles to the learning and development of motor skills.
- (3) Exhibit a physically active lifestyle.
- (4) Achieves and maintains a health-enhancing level of physical fitness.
- (5) Demonstrate responsible personal and social behavior in physical activity settings.

Save Cancel



Note: You can select standards that are not aligned to your course by selecting the All Standards option. This option enables you to browse (or search) all standards within your institution.

Aligning Standards via Searching

You can also search for standards to align, allowing you to search individual learning outcomes across all standard categories. To search for standards to align to content item:

To browse for standards to align to an individual content item:

1. Click the **Settings** link on an existing content item (Example: Dropbox, Discussion, Assessment, etc.) or click the **Standards** tab while creating a new content item.

Readings settings reports utilities delete

Paper #2 settings reports utilities delete

Chapter 4 Quiz settings reports utilities delete



Note: You can also perform the following steps during the creation of a new content item.

2. Click the **Standards** tab.
3. Click the **Search Standards** subtab.
4. Enter a search term and click **Search**.
5. Check the box(es) next to the standard(s) you want to add. Click **Save** when finished.

Research Paper

Settings: Normal Advanced

Content Access Submission Review **Standards** Objectives Automate Assignment

2

Course Standards All Standards

Mapped Standards Browse Standards **Search Standards**

3

4

population Search

5

(GHW.3.5) Analyze population trends in the local community and suggest the impact of the trends to issues such as development, employment, health, cultural diversity, schools, political strategies for dealing with the issues identified. (Change Over Time, Spatial Organization, Human Place)
Academic Standards; Indiana

1. (GHW.3.2) Identify the push-pull factors that resulted in the migration of human populations (Origins, Change Over Time, Spatial Interaction)
Academic Standards; Indiana

2. (GHW.3.4) Give examples of and evaluate how the physical and human environments in a region have influenced significant population growth or decline. (Spatial Variation, Change Over Time, Cultural Landscapes)
Academic Standards; Indiana



Note: Any standard that has already been aligned will appear as selected in both Search and Browse views. This helps clarify which standards have already been aligned to a particular content item.

Viewing Currently Aligned Standards

You can also view all standards currently aligned to a content item. To view standards aligned with a specific content item:

1. Click the **Settings** link on an existing content item (or the **Standards** tab while creating a new content item.)

1

Readings settings reports utilities delete

Paper #2 settings reports utilities delete

Chapter 4 Quiz settings reports utilities delete

- Click the **Standards** tab to view the standards alignment options for that content item.
- Click the **Mapped Standards** tab to see a flat list of all standards currently aligned to that content item.

The screenshot shows a discussion page titled "Discussion: Impact of OTC Drugs". At the top, there are "Settings" options for "Normal" and "Advanced". Below the title, a navigation bar has tabs: Content, Access, Post Permissions, Interaction, **Standards**, Objectives, and Autom. The "Standards" tab is highlighted with a red circle and the number 2. Underneath, a sub-navigation bar has tabs: All Standards (selected), Mapped Standards (selected and circled in red with 3), Browse Standards, and Search Standards. The main content area displays a message: "The following standards have been mapped:" followed by two items: "Pharmacology > Generic Drugs" and "Pharmacology > Ideal Drugs", each with a checked checkbox and a corresponding numbered list item below it.

Tip: You can view content and standard alignment data for the entire course via either the **Content > Content Mapped to Standards** report or the **Learning Outcomes > Standards mapped to Content** report.

Removing Standards from a Content Item

You remove standards from a content item by simply deselecting the standard you want to remove. To remove a standard from a content item:

- Click the **Settings** link on an existing content item (or the **Standards** tab while creating a new content item.)

The screenshot shows a list of content items: "Readings", "Paper #2", and "Chapter 4 Quiz". Each item has a "settings" link, a "reports" link, a "utilities" link, and a "delete" link. A red circle with the number 1 is around the "Chapter 4 Quiz" item. Two red arrows point from the "Paper #2" and "Chapter 4 Quiz" items towards the circled "Chapter 4 Quiz" item.

- Click the **Standards** tab to view the standards alignment options for that content item.
- Click the **Mapped Standards** tab to see a flat list of all standards currently aligned to that content item.
- Deselect the standards you want to remove.
- Confirm removal. (You'll be prompted to confirm your selection.)

The screenshot shows the Blackboard Standards interface. At the top, there are 'Settings' options for 'Normal' and 'Advanced'. Below that is a navigation bar with tabs: Content, Access, Post Permissions, Interaction, **Standards**, Objectives, and Automate. The 'Standards' tab is highlighted and has a red circle with the number '2' above it. On the left, there's a sidebar with 'All Standards' selected (indicated by a red circle with '3'). The main content area shows a list of 'Mapped Standards':

- Pharmacology > Generic Drugs
(2.1) Ability to identify generic drugs by name.
- Pharmacology > Ideal Drugs
(1.2) Ability to describe the metabolism of drugs.

A confirmation dialog box titled 'Windows Internet Explorer' is overlaid on the page, asking 'Remove this?'. It has 'OK' and 'Cancel' buttons. A red circle with '5' is drawn around this dialog box.



Tip: You can quickly confirm the delete and close the confirmation window by pressing the spacebar on your keyboard.

Standards Reporting

Standards data has been integrated into ANGEL's reporting tools wherever possible. These reports allow you to view student performance data and how standards are aligned to your course material. The available standards-related reports are described in the following sections.

Performance Reports

There are several reports that track student performance against content items that are aligned to standards. Each report is described in *category > report name* format:

- *Class > Performance against standards.* Presents the average class performance against all aligned content items and assessment questions submitted in the class. This report is useful for identifying issues at the class level.
- *Whodunit > Performance against standards.* An exception report that allows you to find students who are performing above or below a certain level on any given standard.
- *Learner Profile > Performance against standards.* Details individual students' performance against standards aligned to content within the course.

Content Reports

Content reports detail the standards associated with each content item or the content items associated with each standard. The reports are a fast way to view how your course materials align with the standards associated with that course. The available reports are described in *category > report name* format:

- *Content > Content mapped to standards.* Lists each content item in the course and any standards associated with that content item. Useful for finding content items that are not aligned to any standard.
- *Learning Outcomes > Content mapped to standards.* Shows each standard associated with the course and any content items aligned to that standard. Useful for finding standards that have no content aligned to them.

Using Objectives

In contrast with standards, objectives are controlled entirely by the instructor of a course. Objectives provide the same kind of student and content performance evaluation reports as standards, but do so at the course level. This allows for more flexibility in terms of how instructors want to organize their course materials and how they choose to evaluate student performance against those objectives.

Instructors also have the option of aligning their course objectives to institutional standards. This provides yet more flexibility in how instructors design their courses while still being able to meet the institutional needs often associated with the use of standards.

Enabling Objectives Within Your Course

You enable and choose standards for use in your course via the **General Course Settings** menu found on your course's **Manage** tab. To enable and choose standards for your course:

1. Open the **General Course Settings** menu. Go to your course's **Manage** tab and click the **General Course Settings** link found in the Course Settings component.
 - a. Click **Manage**.
 - b. Click **General Course Settings**.

The screenshot shows the Blackboard Management Console interface. At the top, there is a navigation bar with tabs: Course, Calendar, Lessons, Resources, Communicate, Report, Automate, and Manage. The Manage tab is highlighted and circled with a red circle labeled 'a'. Below the navigation bar, the page title is 'Management Console'. On the left, there is a vertical sidebar with icons for Home, Course, Management Console, Edit Page, Course Management, Gradebook, Roster, Teams, Attendance, Course Settings, General Course Settings, Course Theme Selector, Tab Settings, Environment Variables, Data Manager, Course Folders, Manage, Backup and Restore, Import Courses, Manage, and Export Courses. The 'Course Settings' section is expanded, and its sub-section 'General Course Settings' is also expanded, showing options like 'Modify settings such as title and URL for this section', 'Course Theme Selector', 'Tab Settings', and 'Environment Variables'. The 'Gradebook', 'Roster', 'Teams', and 'Attendance' sections are collapsed.

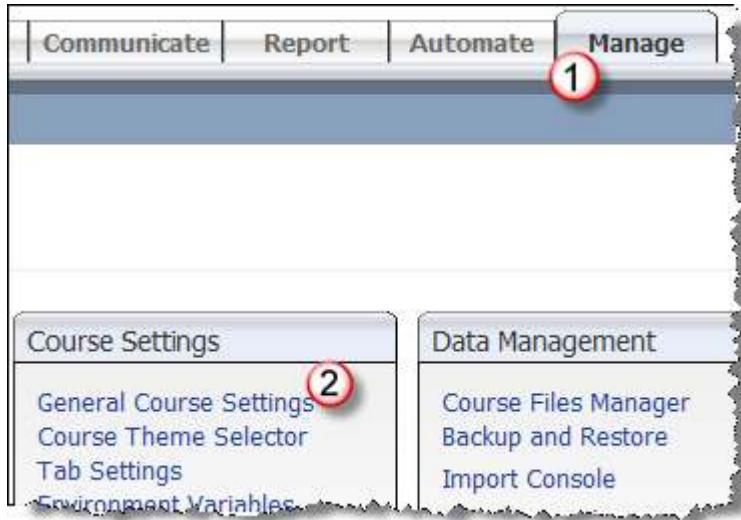
2. Enable standards. Within the General Course Settings tool:
 - a. Click the **Objectives** tab.
 - b. Enable standards via the **Enable objectives for this course** checkbox.

The screenshot shows the Blackboard Course Settings tool. At the top, there is a navigation bar with tabs: Course, Calendar, Lessons, Resources, Communicate, Report, and Manage. The Manage tab is highlighted and circled with a red circle labeled 'a'. Below the navigation bar, the page title is 'Course Settings'. On the left, there is a vertical sidebar with icons for Home, Course, Management Console, Course Settings, Objectives, Advanced, and Course Objectives. The 'Objectives' tab is highlighted and circled with a red circle labeled 'b'. A message states: 'Objectives can be defined for this course to help measure the performance of students against the content within the course and then reported against.' Below this message is a checkbox labeled 'Enable objectives for this course' which is checked. At the bottom, there are 'Save' and 'Cancel' buttons.

Once you enable objectives, you can begin creating them and aligning them to content. The following sections describe how to create objectives.

Creating Objectives

You can create and edit your course's objectives via the **Objectives** tab within the **General Course Settings** tool. To add objectives to your course, perform the following steps:

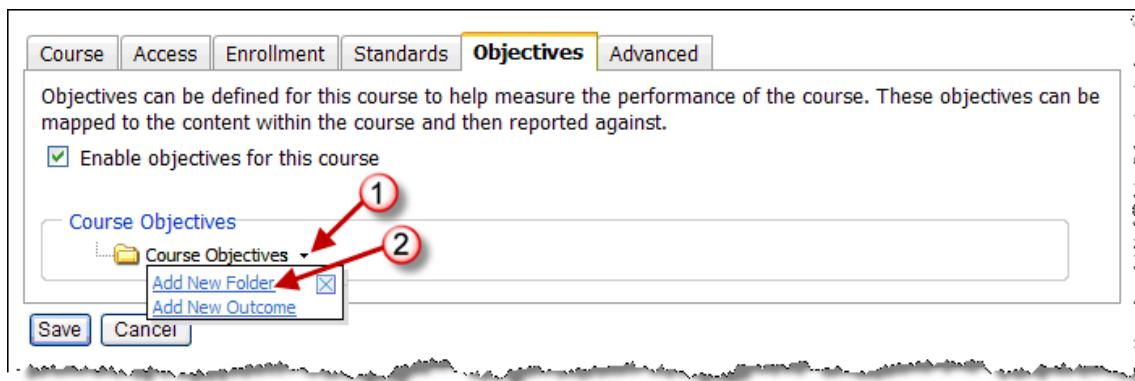


1. Enter your ANGEL course and click the **Manage** tab.
2. Click the **General Course Settings** hyperlink.
3. Click the **Objectives** tab.

You'll be presented with the **Objectives** tab, in which you'll create folders and add distinct desired learning outcomes. The next few sections take you through that process.

Adding New Folders

Folders can be used to organize groups of objectives into similar competencies. Complex competencies might require more than one learning objective; for example, conversational Spanish might be made up of vocabulary knowledge, pronunciation, basic grammar knowledge, understanding spoken words in various dialects, and so on.



To add a folder to a course objective, perform the following steps:

1. Click the down arrow (▼) next to the Course Objectives title.
2. **Add New Folder.** Click the **Add New Folder** hyperlink in the menu. A prompt displays asking "What do you want to name this folder?" Type a title for your folder in the prompt and click the **OK** button.

Adding Outcomes (Objectives)

Course Settings

Course Access Enrollment Standards **Objectives** Advanced

Objectives can be defined for this course to help measure the performance of the course. These objectives can be mapped to the content within the course and then reported against.

Enable objectives for this course

Course Objectives

Course Objectives Vocabulary Knowledge

Add New Outcome X Add New Folder

Rename Move up Move down Delete

Save Cancel

To add a new outcome to a course objective, do the following:

1. Click the down arrow (-) next to the folder in which you want to add an outcome.
2. Click the **Add New Outcome** hyperlink in the menu.

Add/Edit Outcomes

Edit Objective Outcome Standards

Path: Objectives > Understanding HTML Format

Save Cancel

3. Type the objective outcome in the text field. After your objective outcome is complete, click the **Save** button.

Aligning Objectives to Standards

Sometimes you might want to align your course-specific objectives to institutionally-driven standards. You align objectives to standards as you create the objective:

1. Open an objective and click the **Standards** tab.

Add/Edit Outcomes

Edit Objective Outcome Standards

Path: Course Objectives

New Course Objective ...

2. Select the desired standard.

Add/Edit Outcomes

Edit Objective Outcome Standards

All Standards

Mapped Standards Browse Standards Search Standards

AASL Standards for the 21st-Century Learner

- (1) Inquire, think critically, and gain knowledge.
- (2) Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
- (3) Share knowledge and participate ethically and productively as members of our democratic

3. Save your work.



Note: Aligning objectives to standards follows the same process as aligning content to standards.

Moving, Renaming, and Deleting Folders

Course Settings

Course Access Enrollment Standards Objectives Advanced

Objectives can be defined for this course to help measure the performance of the course. These objectives can be mapped to the content within the course and then reported against.

Enable objectives for this course

Course Objectives

Course Objectives Vocabulary Knowledge

Add New Outcome X
Add New Folder
Rename
Move up
Move down
Delete

Save Cancel

The **Objectives** folder menu contains the following elements:

1. Click the down arrow (-) next to the folder.
2. **Add New Outcome.** Adds a new outcome to the folder.
3. **Add New Folder.** Adds a folder that can be used to organize the objectives.
4. **Rename.** Renames the folder.



Note: Only outcome folders can be renamed; outcomes cannot be renamed. To change the name of an outcome, you must delete it and then re-add it with the correct name.

5. **Move Up.** Moves the folder up one level in the hierarchy.
6. **Move Down.** Moves the folder down one level in the hierarchy.
7. **Delete.** Deletes the folder.

Moving, Editing, or Deleting Objectives

Course Settings

Course Access Enrollment Standards Objectives Advanced

Objectives can be defined for this course to help measure the performance of the course. These objectives can be mapped to the content within the course and then reported against.

Enable objectives for this course

Course Objectives

Course Objectives Vocabulary Knowledge

Student displays knowledge of HTML tags necessary for the development of a web page.

Edit X
Move up
Move down
Delete

Save Cancel

The **Objectives** menu contains the following elements:

1. Click the down arrow (-) next to the folder.

2. **Edit.** Type the objective outcome in the text field. Once your objective outcome is complete click the **Save** button.



Note: Only outcome folders can be renamed; outcomes cannot be renamed. To change the name of an outcome, you must delete it and then re-add it with the correct name.

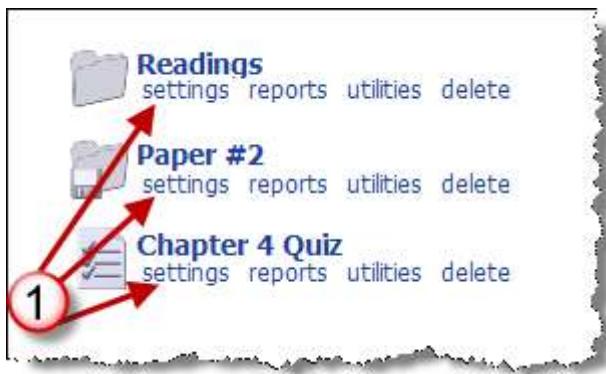
3. **Move Up.** Moves the objective up one level in the hierarchy.
4. **Move Down.** Moves the objective down one level in the hierarchy.
5. **Delete.** Deletes the objective.

Aligning Objectives to Course Content

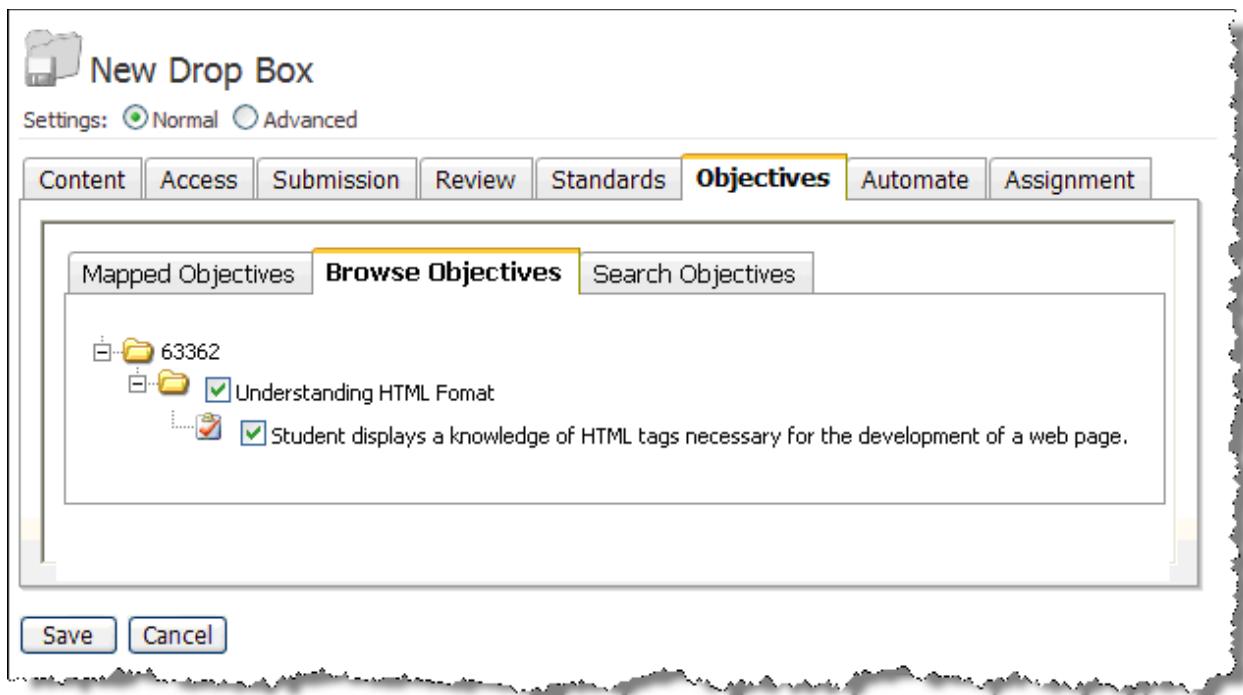
Objectives can be aligned to individual content items within your course.

To align an objective to an individual content item:

1. Click the **Settings** link on an already existing content item (Example: Dropbox, Discussion, Assessment, etc.).



2. Click the **Objectives** tab.
3. Click the **Browse Objectives** subtab.
4. Click the plus sign (+) to expand each folder.
5. Check the box next to each objective you want to add.



6. Click **Save** when finished.

Objectives Reporting

Objectives reports are identical to the reports available for objectives. These reports allow you to view student performance data and how objectives are aligned to your course material. The available objectives-related reports are described in the following sections.

Performance Reports

There are several reports that track student performance against content items that are aligned to objectives. Each report is described in *category > report name* format:

- *Class > Performance against objectives.* Presents the average class performance against all aligned content items and assessment questions submitted in the class. This report is useful for identifying issues at the class level.
- *Whodunit > Performance against objectives.* An exception report that allows you to find students who are performing above or below a certain level on any given objective.
- *Learner Profile > Performance against objectives.* Details individual student's performance against objectives aligned to content within the course.

Content Reports

Content reports detail the objectives associated with each content item or the content items associated with each objective. The reports are a fast way to view how your course materials align with the objectives associated with that course. The available reports are described in *category > report name* format:

- *Content > Content mapped to objectives.* Lists each content item in the course and any objectives associated with that content item. Useful for finding content items that are not aligned to any objective.
- *Learning Outcomes > Content mapped to objectives.* Shows each objective associated with the course and any content items aligned to that objective. Useful for finding objectives that have no content aligned to them.

Using Grading Rubrics

Grading rubrics provide instructors and other assessment evaluators with an efficient method of consistently grading subjective learner submissions for drop boxes and manually graded assessment questions. Grading rubrics can be created individually for ANGEL courses, or copied or linked into ANGEL courses from Learning Object Repositories (LORs).

Accessing and Using the Rubric Manager

The **Rubric Manager** is the area of an ANGEL course, group, or repository (hereafter collectively referred to as "course") in which grading rubrics are created, edited, and managed. Each course in ANGEL has its own Rubric Manager, which is located in the **Manage** tab, under the **Data Management** section.

The screenshot shows the ANGEL Management Console interface. At the top, there is a navigation bar with a 'Management Console' icon, 'Edit Page' link, and 'Refresh' button. Below the navigation bar, the main content area is divided into three main sections: 'Course Management', 'Course Settings', and 'Data Management'. The 'Course Management' section contains links for Gradebook, Roster, Teams, and Attendance. The 'Course Settings' section contains links for General Course Settings, Course Theme Selector, Tab Settings, Environment Variables, and Mail Settings. The 'Data Management' section contains links for Course Files Manager, Backup and Restore, Import Console, Export Console, Data Maintenance, Date Manager, Keyword Manager, Assessment Question Bank Manager, Survey Question Bank Manager, and Rubric Manager. A red box highlights the 'Rubric Manager' link in the 'Data Management' section.

The **Rubric Manager** page is where new rubrics are created and previously created rubrics are edited and managed. The Rubric Manager page is shown in the following figure.

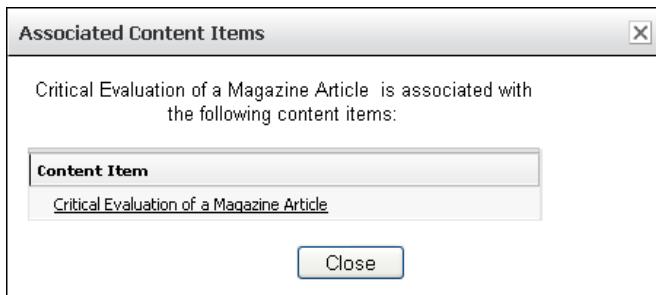
The screenshot shows the Rubric Manager page. At the top left is a grid icon and the title "Rubric Manager". Below is a table with columns: "Name", "Created", and "Content Items". The table contains four rows of data. At the bottom is a button labeled "Delete selected rubric(s)".

- 1 Add
- 2
- 3 Name
- 4 Created
- 5 Content Items
- 6
- 7 Delete selected rubric(s)

	Name	Created	Content Items
<input type="checkbox"/>	Analytical Essay ▾	11/22/2008	0
<input type="checkbox"/>	Critical Evaluation of a Magazine Article ▾	11/22/2008	1
<input type="checkbox"/>	Philosophy 110 Assessment ▾	11/22/2008	0
<input type="checkbox"/>	Plato and the Republic ▾	11/22/2008	0

The elements of this page include the following:

1. **Add.** Click this link to create a new rubric.
2. **Select All.** Click this checkbox if you want to select all rubrics; for example, so that you can perform batch deletions. Individual checkboxes in each row can also be selected.
3. **Name.** This column displays the name of each rubric. Click the column header to sort by name.
4. **Created.** This column displays the date on which each rubric was created. Click the column header to sort by date.
5. **Content Items.** This column displays the number of content items that are using each rubric. Clicking one of the numbers in this column opens a dialog box with additional information about the content that is currently using a rubric, as shown in the following figure.



You can click a content item to view it or click the **Close** button to return to the Rubric Manager page.

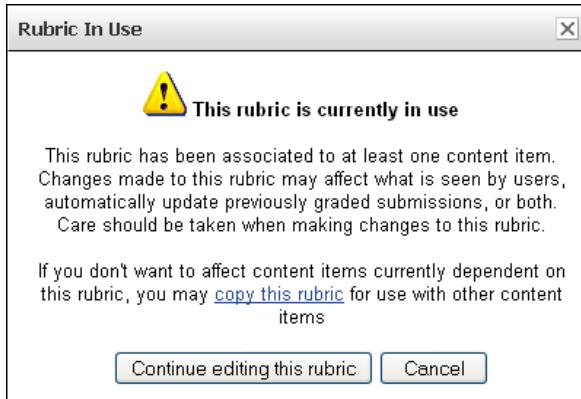
6. Clicking the down arrow next to a rubric opens a rubric function menu with several actions you can take.





Note: Some function menu options are removed if a rubric is linked from a repository or has been used to grade at least one submission.

- **Edit.** Clicking this link takes you to Step 1 of the Edit Rubric Wizard. If the rubric is in use by a content item in your course, a warning message is displayed.



Click **Continue editing this rubric** if you still want to make changes to the rubric; you will be taken to the Edit Rubric Wizard. Click **Cancel** to leave the rubric as it is.

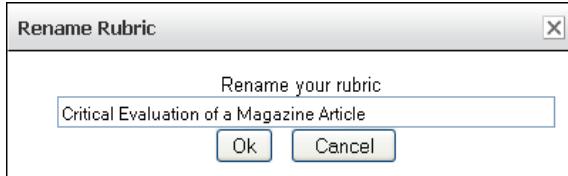


Caution: Editing a rubric that is already in use can affect what is seen by users, automatically update previously graded submissions, or both. For these reasons, take care when making changes to rubrics that are already in use.

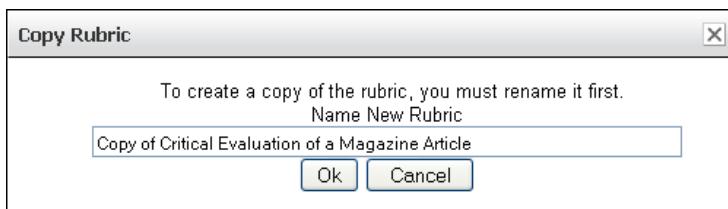


Note: You can make a copy of a rubric if you need to change it for use with a different content item.

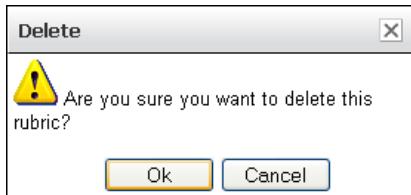
- **Rename.** Clicking this option opens a dialog box in which you can rename your rubric.



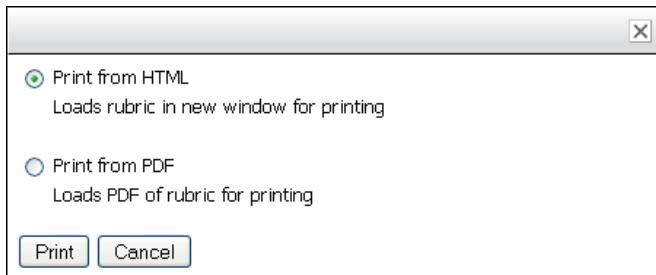
- **Copy.** Clicking this option opens a dialog box in which you can give a new name to what will become a copy of your rubric, as shown in the following figure. (By default, "Copy of" is inserted in front of the previous rubric's name.)



- **Delete.** Clicking this option opens a confirmation dialog box. Clicking Ok deletes the rubric.

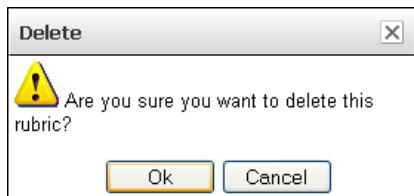


- **Preview & Print.** Clicking this option opens a preview of the rubric in a print-friendly format. Click the Print button to choose between printing from HTML or PDF.



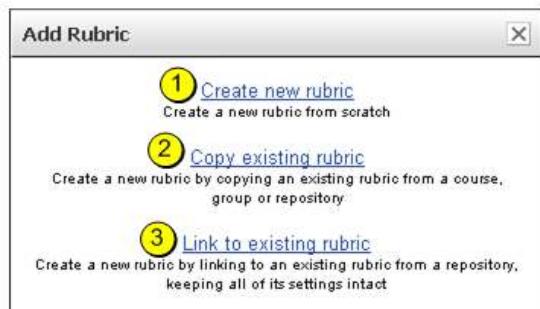
- **Hide.** Clicking this option hides the rubric, which prevents it from being displayed in various other places in the course from which the rubric can be associated to content and question items.

7. **Delete selected rubric(s).** Clicking this button opens a confirmation dialog box. Clicking Ok deletes the rubric.



Creating a New Rubric

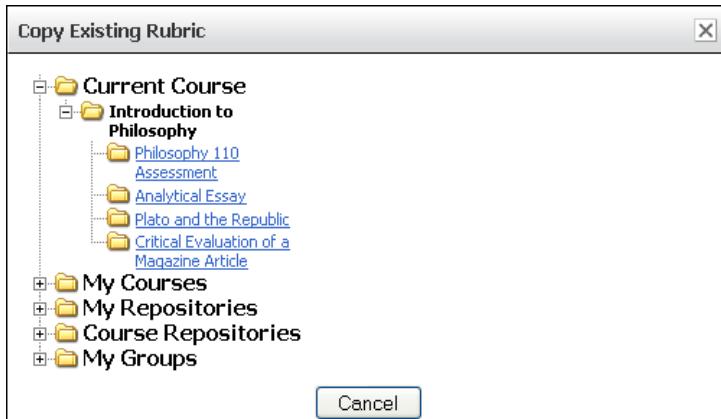
To create a new rubric, click the **Add** link on the Rubric Manager page. The Add Rubric dialog box is displayed.



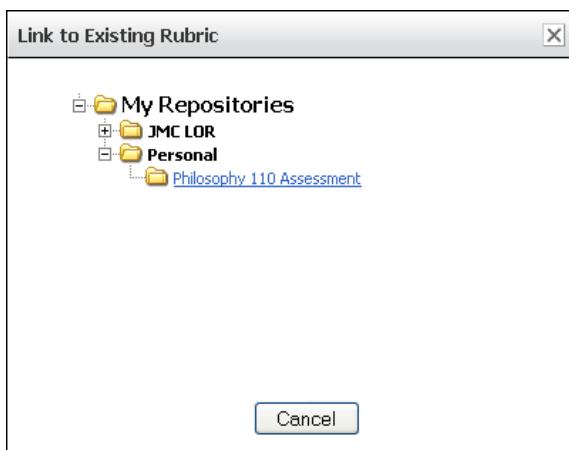
Video: ["Create a Rubric."](#)

Three options are displayed:

1. **Create new rubric.** Creates a new rubric from scratch.
2. **Copy existing rubric.** Opens the Copy Existing Rubric dialog box, which allows you to browse for a rubric in the other courses, repositories, and groups to which you have access. Click open folders as needed until you find the desired rubric, and click the rubric's name to copy the rubric.



3. **Link to existing rubric.** Opens the Link to Existing Rubric dialog box, which allows you to browse for a rubric in the repositories to which you have access. Click open folders as needed until you find the desired rubric, and click the rubric's name to create a link to it.



Should you create a new rubric, copy an existing rubric, or link to a rubric?

- **Creating a new rubric** is advisable when you need to develop a rubric specifically for one of your courses for the first time.
- **Copying a rubric** is useful when an existing rubric can be used as the basis for a slightly altered rubric that will be used for a slightly different purpose. When you copy a rubric, the new rubric is based on another rubric's settings, but it can be edited and deleted completely independently of the original.
- **Linking to a rubric** is a good idea when you are using a shared repository and (a) you want to benefit from any enhancements made to the rubric, or (b) you are required to link to the rubric for centralized reporting purposes.

 **Caution:** Linking to a rubric can result in unexpected changes to the rubric's achievement and criteria weightings, or changes to the rubric's descriptors. (Only those who have access to modify the rubric can make these kinds of changes.) Changing a rubric after it has been used to grade student work could affect the grades received by students.

Create Rubric Wizard (Step 1 of 3)

The process of creating a rubric is broken down into three steps. The first step provides several conveniences for speeding up the process of creating a rubric from scratch.

Create Rubric Wizard (step 1 of 3): Name, Rows & Columns

Enter a rubric name and set up columns and rows for your rubric (you can change in step 2 if needed).

Rubric Settings:

- 1 Rubric Name:**
- 2 Number of columns:**
- 3 Column Ordering:** Order low to high Order high to low
- Column Weighting:**

1	2	3	4
0 %	33 %	67 %	100 %
- 5 Column Label:** Achievement Level
Weights define the lowest score needed to attain an achievement level.
- 6 Criteria Row Settings:**
 - Enter rows:** Create blank criteria rows Create and align criteria rows from standards and objectives [Select Standard\(s\)](#) [Select Objective\(s\)](#)
- 7 Row label:** Criteria
- 8 Next Step** **Cancel**

The elements of this page include the following:

1. **Rubric Name.** Enter the rubric's name.
2. **Number of columns.** The number of rubric columns (achievement levels). You can make changes to the number columns in Step 2 of the Create Rubric Wizard.
3. **Column Ordering.** Sets the order of columns—low to high, or high to low.
4. **Column Weighting.** Set the weight of each column with a value from 0–100%. Weights define the lowest score needed to attain an achievement level.
5. **Column Label.** If you want to use a label other than "Achievement Level" for the columns, enter it here.
6. **Enter rows.** There are two ways to create rows (criteria): by specifying a number of blank criteria rows or by choosing standards and/or objectives from which to create rows.

If you chose to create rows from standards and/or objectives, click the **Select Standard(s)** or **Select Objective(s)** link to make your selections.

(a) Course Standards All Standards

(b) Aligned Standards [Browse Standards](#) [Search Standards](#)

The following standards have been aligned:

No standards aligned. Use the browse or search standards tabs above.

(c) Insert standard(s) text as the criterion description

Save **Cancel**

- a. Select **Course Standards** to see just the standards in your course, or select **All Standards** to see all standards available within ANGEL.
- b. **Aligned Standards.** Displays the standards that have been aligned to the rubric.
- c. **Browse Standards.** Displays the standards that are available for alignment. Browse to select the standards you want to align to the rubric.
- d. **Search Standards.** Click this tab to search for standards to align to the rubric.
- e. **Insert standard(s) text as the criterion description.** If this checkbox is selected, the text from the selected standard(s) will be used as the default text for a criterion row. (You can change this text in Step

2 of the Create Rubric Wizard.) If it is unchecked, the text from the standard(s) selected will *not* be used as the default text, but the standard will still be *aligned* to the criterion row.



Note: When you select standards and/or objectives in Step 1 of the Create Rubric Wizard, one criterion row will be created per standard/objective selected.

7. **Row label.** If you want to use a label other than "Criteria" for the rows, enter it here.
8. **Next Step.** Click this button to apply your settings and go to the next step in the Create Rubric Wizard.

Create Rubric Wizard (Step 2 of 3)

In Step 2 of the Create Rubric Wizard you can enter the rubric's cell descriptors in addition to making other changes.

Create Rubric Wizard (Step 2 of 3): Achievement Levels and Criteria

Edit your Achievement and Criterion text by clicking within a cell and then entering text information for that cell via the HTML editor at the bottom of this page. You may also enter Criteria and Achievement weighting and standard/objective alignment via the editor as well.

Criteria	Achievement Level 1 0% 	Achievement Level 2 25%	Achievement Level 3 50%	Achievement Level 4 75%	Achievement Level 5 100%
Criteria1 (25% Weighting) 	0 percent	6.25 percent	12.5 percent	18.75 percent	25 percent
Criteria2 (25% Weighting) 	0 percent	6.25 percent	12.5 percent 	18.75 percent	25 percent
Criteria3 (25% Weighting) 	0 percent	6.25 percent	12.5 percent	18.75 percent	25 percent
Criteria4 (25% Weighting) 	0 percent	6.25 percent	12.5 percent	18.75 percent	25 percent

Previous Step **Next Step** **Cancel**

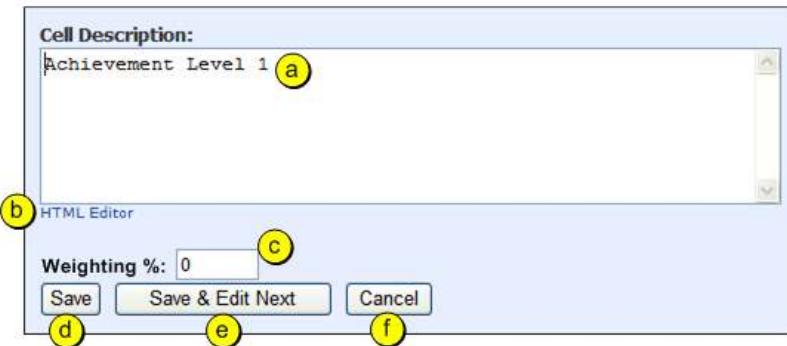
The elements of this page include the following:

1. **Achievement level function menu.** Clicking the triangle at the top of an achievement level column opens the **Modify Column** contextual menu containing several options that apply to the specified achievement level, as shown in the following figure.



- **Insert Before.** Adds a new column immediately to the left of the selected column.
- **Insert After.** Adds a new column immediately to the right of the selected column.
- **Delete.** Deletes the selected column.
- **Move Right/Move Left.** Moves the selected column right or left one position. If the selected column is the left- or rightmost column, only one of these two options will be displayed.

2. **Achievement level cell.** The achievement levels for the rubric are displayed as individual column headings. To modify the description or weighting of an achievement level, click anywhere inside the cell. The dialog box shown in the following figure is displayed.



- a. **Cell Description.** Enter the description of the achievement level.
- b. **HTML Editor.** Clicking this link changes the **Cell Description** area to use the HTML Editor. Note that once you have switched to using the HTML Editor, you cannot switch back to plain text.



Reference: For more information, see "Using the ANGEL 7.4 HTML Editor."

- c. **Weighting %.** This textbox presents the weighting percentage that is used to define the lowest score needed to attain the specified achievement level. Enter a whole number between 0 and 100.



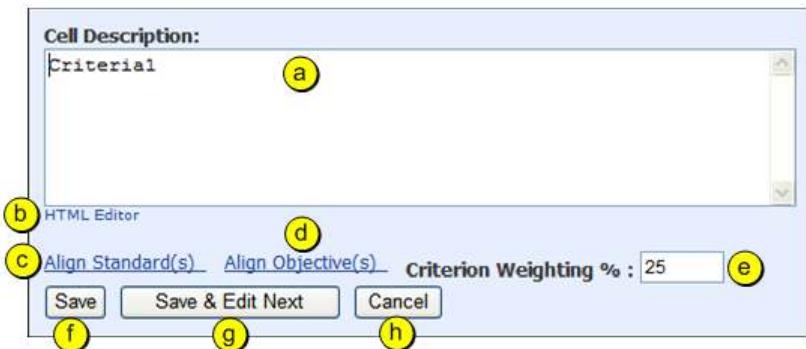
Note: Rubrics are created using percentages so that they may be used with multiple assignments or shared across courses or departments. Using percentages also allows rubrics to calculate a grade based on the point value of any manually graded assignment or assessment question.

- d. **Save.** Saves any changes made to the achievement level cell.
- e. **Save & Edit Next.** Saves any changes made to the achievement level cell and opens the editing window for the next cell to the right of the current cell.
- f. **Cancel.** Cancels any changes made to the achievement level cell.

3. **Criterion function menu.** Clicking this icon opens the **Modify Row** contextual menu containing several options that apply to the selected criterion, as shown in the following figure.



- **Insert Above.** Adds a new row immediately above the selected row.
 - **Insert After.** Adds a new row immediately below the selected row.
 - **Delete.** Deletes the selected row.
 - **Move Up/Move Down.** Moves the selected row up or down one position. If the selected row is the top or bottom row, only one of these two options will be displayed.
4. **Criterion row cell.** The criteria rows for the rubric are displayed as individual row headings. To modify the description or weighting of a criterion, click anywhere inside the cell. The window shown in the following figure is displayed.



- Cell Description.** Enter the description of the criterion.
- HTML Editor.** Clicking this link changes the **Cell Description** area to use the HTML Editor. Note that once you have switched to using the HTML Editor, you cannot switch back to plain text.



Reference: For more information, see "Using the ANGEL 7.4 HTML Editor."

- Align Standard(s).** Opens the Align Standards window.
- Align Objective(s).** Opens the Align Objectives window.



Reference: See "Create Rubric Wizard (Step 1 of 3)" for information on aligning standards and objectives.

- Criterion Weighting %.** This textbox presents the weighting percentage that is used to define the weight of the selected criterion. The number entered here must be a whole number between 0 and 100. All criteria must total 100% before saving the rubric.



Note: Rubrics are created using percentages so that they may be used with multiple assignments or shared across courses or departments. Using percentages also allows rubrics to calculate a grade based on the point value of any manually graded assignment or assessment question.

- Save.** Saves any changes made to the criterion cell.
 - Save & Edit Next.** Saves any changes made to the criterion cell and opens the editing window for the next cell below the current cell.
 - Cancel.** Cancels any changes made to the criterion cell.
- Descriptor cell.** At each intersection of an achievement level column and a criterion row is a descriptor cell, which is used to describe some of the qualities that are expected of a learner in order to achieve a specific performance level for a given criterion. The method of adding and editing the description is the same as described above for achievement levels and criteria.
 - Previous Step.** Goes back to Step 1 of the wizard.



Caution: Going back to Step 1 of the wizard results in the loss of all changes to the achievement levels, criteria, and descriptors.

- Next Step.** Goes to Step 3 of the wizard.
- Cancel.** Cancels all changes and returns to the Rubric Manager page.

Create Rubric Wizard (Step 3 of 3)

In Step 3 of the Create Rubric Wizard, you can review the entire rubric before saving it.

 Create Rubric Wizard (Step 3 of 3): Review

Review your rubric. If it is OK, click the Save button. If you need to make changes, click the Previous button.

Criteria	Achievement Level			
	Poor 30%	Fair 70%	Good 90%	Outstanding 90%
Critical Evaluation (30% Weighting)	15 percent Paper demonstrates a poor level of Critical Evaluation and thinking about the evidence presented in the article. Article's argument is stated. Evidence not identified or evaluated. Conclusion is based personal opinion or logic.	35 percent Paper that demonstrates a fair level of Critical Evaluation and thinking about the evidence presented in the article.	40 percent Paper that demonstrates a good level of Critical Evaluation and thinking about the evidence presented in the article.	45 percent Paper that demonstrates outstanding level Critical Evaluation and thinking about the evidence presented in the article.
Content & Development (20% Weighting)	10 percent Content is incomplete. Major points are not clear and /or persuasive.	14 percent Content is not comprehensive and/or persuasive. Major points are either not addressed, but not supported. Evidence is not well identified. Content is inconsistent with regard to purpose and clarity of thought.	16 percent Content is accurate, and persuasive, but not comprehensive. Major points are addressed, but not well supported. Content and purpose of the writing are clear.	18 percent Content is comprehensive, accurate, and persuasive. Major points are stated clearly and are well supported. Content and purpose of the writing are clear.
Organization & Structure (30% Weighting)	8 percent Organization and structure detract from the message of the writer. Introduction and/or conclusion is missing. Paragraphs are disjointed and lack transition of thoughts.	12 percent Structure of the paper is not easy to follow. Introduction is missing or, if provided, does not preview major points. Paragraph transitions need improvement. Conclusion is missing, or if present, does not flow from the body of the paper.	16 percent Structure of the paper is easy to follow. Purpose statement indicates the purpose of the article not the purpose of the assignment. Introduction provides limited background on the topic and major points. Paragraph transitions are present and logical and maintain the flow of thought throughout the paper. Conclusion is logical and flows from the body of the paper.	18 percent Structure of the paper is clear and easy to follow. Purpose statement indicates the purpose of the course, not the article. Introduction provides sufficient background on the topic and presents major points. Paragraph transitions are present and logical and maintain the flow of thought throughout the paper. Conclusion is logical and flows from the evaluation of the evidence.
Format (10% Weighting)	8 percent Paper lacks many elements of correct formatting. Citations and references are not provided. Paper is inadequate/excessive in length.	12 percent Paper follows most guidelines. Paper is over/under word length.	16 percent Paper follows most guidelines. Citations and references are used, but not appropriately. Paper is the appropriate length as described for the assignment.	18 percent Paper follows designated guidelines. Citations and references are used appropriately. Paper is the appropriate length as described for the assignment.
Grammar, Punctuation & Spelling (30% Weighting)	8 percent Paper contains numerous grammatical, punctuation, and spelling errors. Language/jargon or non-ventional terms.	12 percent Paper contains few grammatical, punctuation and spelling errors. Language lacks clarity or illustrates the use of some jargon or non-ventional terms.	16 percent For the most part, rules of grammar, usage, and punctuation are followed; spelling is correct. Language is clear and precise; sentences display consistently strong, varied structures.	18 percent Rules of grammar, usage, and punctuation are followed; spelling is correct. Language is clear and precise; sentences display consistently strong, varied structures.

Buttons:  Save |  Previous |  Cancel

The elements of this page include the following:

1. **Save.** Saves the rubric.
2. **Previous.** Returns to Step 2 of the wizard.
3. **Cancel.** Cancels all changes and returns to the Rubric Manager page.

Applying Grading Rubrics to Content and Questions

Once you have created at least one grading rubric in an ANGEL course, you can use it to grade submissions made in drop boxes manually graded assessment questions (essay, short answer, and offline grading) and Discussion Forums.


Video: ["Grade with a Rubric."](#)


Video: ["Grade by Question Using a Rubric."](#)

Applying Grading Rubrics to Drop Boxes and Discussion Forums

Follow these steps to apply a grading rubric to a drop box:

1. Create a new drop box /Discussion Forum or edit an existing drop box / Discussion Forum by using the **Settings** menu.
2. Navigate to the **Assignment** tab of the settings. The following figure is displayed (the highlighted region illustrates the relevant rubric settings).

The screenshot shows the 'Assignment' tab settings for an activity titled 'Critical Evaluation of a Magazine Article'. Under 'Gradebook Settings', 'Assignment' is selected. In the 'Grading Rubric' section, a red box highlights the 'Grading rubric' dropdown set to 'Critical Evaluation of a Magazine Article' and the 'Preview' button. Below it are two checked checkboxes: 'Display rubric to students before submission' and 'Display rubric scores to students after submission'. Other sections include 'Milestone Settings' (Task Type: (None)), 'Supplementary Evaluation' (No Supplementary Rubric In Use), and buttons for 'Save' and 'Cancel'.

3. Select a rubric for the drop box by clicking the **Grading Rubric** drop-down list. All the rubrics in the course's Rubric Manager are displayed. Once you've selected a rubric, you can preview it, if desired, by clicking the **Preview** button.
4. Uncheck **Display rubric to students before submission** if you do not want students to see the rubric before they make submissions to the drop box or post to the Discussion Forum. This option is checked by default.
5. Uncheck **Display rubric scores to students after submission** if you do not want students to see the rubric scores after their submissions are graded. This option is checked by default.

Applying Grading Rubrics to Manually Graded Assessment Questions

Follow these steps to apply a grading rubric to a manually graded assessment question:

1. Create a new assessment or edit an existing assessment.
2. Add or edit an essay, short answer, or offline item question. On the resulting question editor page, a Grading Rubric section is displayed.

The screenshot shows the question editor for a manually graded assessment question. It includes sections for 'Correct answer', 'Feedback', 'Incorrect answer feedback', and 'Correct answer feedback'. The 'Grading Rubric' section is highlighted with a red box. It contains a dropdown set to 'No Rubric In Use' and a 'Preview' button. Below the dropdown are two checked checkboxes: 'Display rubric to students before submission' and 'Display rubric scores to students after submission'. An 'HTML Editor' button is also present.

3. Select a rubric for the drop box by clicking the **Grading Rubric** drop-down menu. All the rubrics in the course's Rubric Manager are displayed. Once you've selected a rubric, you can preview it, if desired) by clicking the **Preview** button.
4. Uncheck **Display rubric to students before submission** if you do not want students to see the rubric before they make submissions to the drop box. This option is checked by default.
5. Uncheck **Display rubric scores to students after submission** if you do not want students to see the rubric scores after their drop box submission is graded. This option is checked by default.

Grading Drop Box Submissions with a Grading Rubric

After a learner submits a drop box or assessment with manually graded items, course instructors can evaluate these submissions by using the applied grading rubric. Follow these steps to grade a drop box submission:

1. Navigate to the drop box and the **Utilities > View, Grade, or Delete Submissions** page.
2. Click **Grade** for the submission you want to grade. The **Grade Submission** page appears.

The screenshot shows the 'Grade Submission' dialog box for a submission titled 'Critical Evaluation of a Magazine Article'. The submission was made by Smith, Joe on 11/25/2008 at 9:01:46 AM. The 'Grade' section contains a text input field for points (100 max.) and a checked 'Use Grading Rubric' link, which is highlighted with a red box. Below this is a 'Remarks' section with a rich text editor toolbar. At the bottom are 'Attachments' and 'Send as mail message to user' buttons, followed by 'OK' and 'Cancel' buttons. A preview window shows the student's evaluation: 'My Critical Evaluation' submitted by Smith, Joe (jim_student99) on 11/25/2008 at 9:01:46 AM. The preview also lists 'Submitted Files' with a link to 'Critical_Eval.doc (24064 bytes)'.

3. Click the **Use Grading Rubric** link. The rubric scores are displayed.

Rubric Scores for Critical Evaluation of a Magazine Article				
Score		Achievement Level		
	Criteria	Poor 20%	Fair 20%	Good 60%
b <input type="checkbox"/> 10.0 MAX.	Critical Evaluation	15.00 points Paper demonstrates a poor level of Critical Evaluation and thinking about the evidence presented in the article. Article's argument is stated.	35.00 points Paper that demonstrates a fair level of Critical Evaluation and thinking about the evidence presented in the article.	40.00 points Paper that demonstrates a good level of Critical Evaluation and thinking about the evidence presented in the article.
<input type="checkbox"/> 20.0 MAX.	Content & Development	10.00 points Content is incomplete. Major points are not clear and not persuasive.	14.00 points Content is not comprehensive and/or persuasive. Major points are either not addressed, but or not supported. Evidence is not well identified.	16.00 points Content is accurate, and persuasive, but not comprehensive. Major points are addressed, but not well supported.
<input type="checkbox"/> 10.0 MAX.	Organization & Structure	5.00 points Organization and structure derived from the message of the writer. Introduction and/or conclusion is missing.	7.00 points Structure of the paper is not easy to follow. Introduction is missing or, if provided, does not preview major points. Paragraph transitions need improvement.	8.00 points Structure of the paper is easy to follow. Purpose statement indicates the purpose of the article, not the purpose of the assignment.
<input type="checkbox"/> 10.0 MAX.	Format	5.00 points Paper lacks many elements of correct formatting. Citations and references are not provided.	7.00 points Paper follows most guidelines. Paper is over/under word length.	8.00 points Paper follows most guidelines. Citations and references are used, but not appropriately. Paper is the appropriate length as described for the assignment.
<input type="checkbox"/> 10.0 MAX.	Grammar, Punctuation & Spelling	5.00 points Paper contains numerous grammatical, punctuation, and spelling errors. Language lacks clarity or includes the use of some jargon or conversational tone.	7.00 points Paper contains few grammatical, punctuation and spelling errors. Language lacks clarity or includes the use of some jargon or conversational tone.	8.00 points For the most part, rules of grammar, usage, and punctuation are followed. Spelling is correct. Language is clear and precise.

- a. **Achievement levels.** Click the appropriate achievement level cell for each criterion.
 - b. **Criteria scores.** As you click achievement level cells, a running tally of criteria scores is maintained. You can manually override the value in the score textbox to fine-tune your grading.
 - c. **Total Points.** The total number of points awarded is tallied.
 - d. **Save.** When finished, click the **Save** button.

 **Caution:** After saving, the rubric scores will be stored provisionally. A submission grade is not stored to the system until you return to the **Grade Submission** page and click **OK**. (See below.)

- e. **Cancel.** To cancel your changes, click **Cancel**.

After you save rubric scores, the **Grade Submission** page is displayed again, reflecting the scores.

 Critical Evaluation of a Magazine Article

Utilities > Submissions > Grade submission by Smith, Joe (jim_student99) on 11/25/2008 9:01:46 AM

Grade
85 points (100 max.)  Edit Rubric Scores
Clear rubric score

Remarks



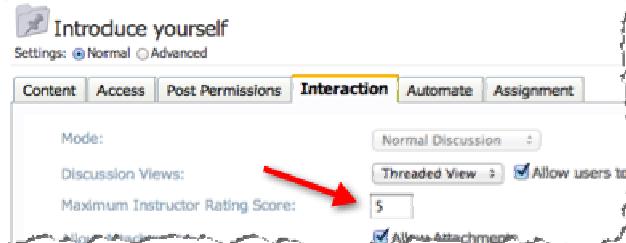
- If you want to change the results, choose one of the following options:
 - Click **Edit Rubric Scores** to make changes to the rubric scores applied.
 - Click **Clear rubric score** to remove all rubric scores and activate the Grade textbox.
 - When ready, click the **OK** button to save the submission grade.

Grading Discussion Forums with a Rubric:

Grading a Discussion Forum using a Rubric

Using the Rubric to grade each post

1. You need to enter a maximum score for each post in the Interactions section of the Discussion settings and also select the appropriate rubric in the Assignments setting.



2. For each post being scored, click the "Score" column in the same row as the post to access the Rubric:

The screenshot shows a list of posts in threaded view. A red arrow points to the 'Score' column for a specific post. A rubric dialog box is open over the list, showing a score of '4.84 of 5 max' and a 'Use Grading Rubric' button.

3. Click on the Rubric to open it and click in each box to calculate the total score. Once the rubric is saved, the score will appear in the Score box.

The screenshot shows the same list of posts. A red arrow points to the 'Score' column for the same post. The rubric dialog is open, and a larger view of the rubric grid is shown below it. The grid has four columns labeled 'Assessment Level 1', 'Assessment Level 2', 'Assessment Level 3', and 'Assessment Level 4'. Each column has several rows with specific scoring criteria.

The average scores from ALL posts will appear in the student's grading row when accessing Grade Forum and can be used to determine the total grade for that Discussion Forum that will be entered into the **Gradebook**. The instructor could choose to use the score from the Rubric or base the grade on that and other factors, such as posting the required number of posts and peer review scores.

NOTE: When the rubric is used to grade individual posts, the "final" grade for all posts in Grade Forum will only reflect the actual number of posts made by the student; that is, if the student only posts twice and each post was worth 5 points total, the "Possible" points will only

reflect the grade based on 10 points (2 posts). If there was a requirement to make 3 posts, then the rubric grade would not reflect the missing post.

Using a Rubric to Grade all Discussion Posts in Grade Forum

1. Go to **Grade Forums** for the Discussion Forums
2. Click on the "View Grading Rubric" link for the student being graded
3. The Grading Rubric will appear. Note that all posts made by the student in that Discussion Forum will display beneath the rubric. Click the appropriate boxes to apply the points for each criteria. If the student work falls between 2 levels, you can manually enter a score for that criteria.

Introduce yourself
Grade Forum

User name	Total Posts	Posts	Replies	Peer replies	Average Peer Rating	Earned / Possible / %	Gradebook Grade (#/100)	Comments
Fride, Karen (kfride)	2	1	1	1	5	/ 10 / %	<input type="text"/>	

[View Grading Rubric](#)

Introduce yourself

Nancy E's Sandbox

100.00 Points Possible (Blank scores will be counted as 0)

Score	Criteria	Achievement Level			
		Achievement Level 1	Achievement Level 2	Achievement Level 3	Achievement Level 4
75.0 75.00 max	Content	0 points Did not answer question	24.75 points Did not answer all questions or answers are brief or not accurate	50.25 points Question is answered but brief with no supporting comments	75.00 points Answers question completely
10.0 10.00 max	Spelling and grammar	0 points Many spelling and grammar errors	3.30 points Between 3 and 10 spelling and/or grammar errors	6.70 points Has no more than 4 spelling errors or grammatical errors	10.00 points No spelling or grammatical errors
6.70 10.00 max	Number of posts	0 points No top level post	3.30 points Has one top level post and no replies	6.70 points Has one top level post and only 1 reply	10.00 points Has one top level post and at least 2 replies
5.00 5.00 max	Punctuality	0 points All posts are more than 2 days late	1.65 points All posts are late by no more than 2 days	3.35 points First post is late - all others on time	5.00 points All posts are submitted on time

96.7 Total Points (100.00 points max)

[Save](#) [Cancel](#)

Introduction
Fride, Karen 8/6/2011 | 9:30 AM

This is my first semester and my first online course. I guess I'm an unconventional student because I have gone back to school now that my youngest has graduated from college. I am getting my general education courses out of the way and then I want to be a radiology technician. I have been married for 28 years and enjoy [jigsaw puzzles](#) and [biking](#).

4. Click **Save** The grade computed by the Rubric will appear as the Grade for that student. This grade will not consider any other factors unless they are included as part of the criteria for the rubric. The grade entered by the rubric can be manually changed.

User name	Total Posts	Posts	Replies	Peer replies	Average Peer Rating	Earned / Possible / %	Gradebook Grade (#/100)	Comments
Fride, Karen (kfride)	2	1	1	1	5	/ 10 / %	96.71	Welcome to the course!

[View Grading Rubric](#)

NOTE: It is possible to use the Rubric for both individual posts and within the Gradebook Grade. The only grade that will appear in the "Gradebook Grade" will be the grade calculated within Grade Forum. It can be manually changed to reflect other factors, including the "Earned/Possible/%" score.

Grading Essay, Short Answer, and Offline Item Assessment Questions with a Grading Rubric

After a learner submits an assessment with manually graded items (essay, short answer, or offline item), course instructors can evaluate these submissions using the grading rubric applied. Follow these steps to grade a manually graded assessment question:

1. Navigate to the assessment and open the **Utilities > View, Grade, or Delete Submissions** or **Grade by Question** page. The grade by question interface is shown in the following figure.

Midterm

View submissions: 25 Go View student names View answer text

Question Text
In Plato's *Phaedo*, Socrates presents an argument for the existence of the soul, and its immortality. Pick one of Socrate's major points in defence of this position, and critically argue for or against its validity.

Answer Text

Response
Socrates proves the immortality of the soul for the reason that the cause of life can never be dead. There is no possibility for a dead soul, and hence the soul is immortal. None of his interlocutors can find any reason to object. However, while the argument is in fact valid, it may still be criticized as unsound, for it is based upon a premise that has yet to be conclusively shown to be true, but Socrates and those present during the final hours of his life accept the argument.

Score <input type="text"/> 10 points max Use Grading rubric	Comments <input type="text"/>
---	---

Continue **Cancel**
1 ungraded responses

2. Click the **Use Grading rubric** link. The rubric scores are displayed.

Rubric Scores for Essay Question		Achievement Level			
10 Points Possible	Blank scores will be counted as 0.	Poor 50%	Fair 70%	Good 90%	Outstanding 100%
b <input type="text"/> 1.0 max	Critical Evaluation	2.50 points Paper demonstrates a poor level of Critical Evaluation and thinking about the evidence presented in the article. Article's argument is stated.	3.50 points Paper that demonstrates a fair level of Critical Evaluation and thinking about the evidence presented in the article.	4.00 points Paper that demonstrates a good level of Critical Evaluation and thinking about the evidence presented in the article.	5.0 points Paper that demonstrates outstanding level Critical Evaluation and thinking about the evidence presented in the article.
<input type="text"/> 1.0 max	Content & Development	1.00 points Content is incomplete. Major points are not clear and/or persuasive.	3.00 points Content is not comprehensive and/or persuasive. Major points are either not addressed, but or not supported. Evidence is not well identified.	3.00 points Content is accurate, and persuasive, but not comprehensive. Major points are addressed, but not well supported. Evidence is not well identified.	3.0 points Content is comprehensive, accurate, and persuasive. Major points are stated clearly and are well supported. Content and purpose of the writing are clear.
<input type="text"/> 1.0 max	Organization & Structure	0.50 points Organization and structure distract from the message of the writer. Introduction and/or conclusion is missing.	3.75 points Structure of the paper is not easy to follow. Purpose statement is missing or, if present, does not preview major points. Paragraph transitions need improvement.	5.00 points Structure of the paper is easy to follow. Purpose statement indicates the purpose of the article, not the article.	5.0 points Structure of the paper is clear and easy to follow. Purpose statement indicates the purpose of the memo, not the article.
<input type="text"/> 1.0 max	Format	0.50 points Paper lacks many elements of correct formatting. Citations and references are not provided.	3.75 points Paper follows most guidelines. Paper is over/under word length.	5.00 points Paper follows most guidelines. Citations and references are used, but not appropriately. Paper is the appropriate length as described for the assignment.	5.0 points Paper follows designated guidelines. Citations and references are used appropriately. Paper is the appropriate length as described for the assignment.
<input type="text"/> 1.0 max	Grammar, Punctuation & Spelling	0.50 points Paper contains numerous grammatical, punctuation, and spelling errors. Language uses jargon or conversational tone.	3.75 points Paper contains few grammatical, punctuation, and spelling errors. Language lacks clarity or includes the use of jargon/jargon or conversational tone.	5.00 points For the most part, rules of grammar, usage, and punctuation are followed; spelling is correct. Language is clear and precise.	5.0 points Rules of grammar, usage, and punctuation are followed; spelling is correct. Language is clear and precise. Sentence structure consistently strengthens ideas.

c **Total Points (10.0 points max)** **d** **e**

Save **Cancel**

- a. **Achievement levels.** Click the appropriate achievement level cell for each criterion.
- b. **Criteria scores.** As you click achievement level cells, a running tally of criteria scores is maintained. You can manually override the value in the score textbox to fine-tune your grading.
- c. **Total Points.** The total number of points awarded is tallied.
- d. **Save.** When finished, click the **Save** button.



Caution: After saving, the rubric scores will be stored provisionally. A submission grade is not stored to the system until you return to the **Grade By Question** page and click **OK**.

- e. **Cancel.** To cancel your changes, click **Cancel**.

After you save rubric scores, the **Grade by Question** page is displayed again, reflecting the rubric scores.

The screenshot shows a grade entry interface. On the left, under 'Response', there is a text area containing a philosophical quote about Socrates. On the right, there are two sections: 'Score' and 'Comments'. The 'Score' section contains a text input field with '10', a note '10 points max', a link 'Clear rubric score', and a checked checkbox 'Edit Rubric Scores'. The 'Comments' section is an empty text area.

3. If you want to change the results, choose one of the following options:
 - Click **Edit Rubric Scores** to make changes to the rubric scores applied.
 - Click **Clear rubric score** to remove all rubric scores and activate the Grade textbox.
4. When ready, click the **Continue** button to save the submission grades.

Using the ANGEL Communication Tools

The Communicate tab provides access to all course communication tools.

The elements of the Communicate tab include the following:

1. **Edit Page.** The **Edit Page** hyperlink permits you to choose which communication features to make available to your students.
2. **Course Mail.** Use **Course Mail** to communicate with your students and other faculty or teaching assistants in your course. Read, compose, and review sent mail.
3. **Team Files.** **Team Files** provides a space for student teams to share project files and other documents.
4. **Course News and Events.** The **Course News and Events** area allows you to post course announcements, class news, and polls for your students.
5. **Live Chat.** **Live Chat** allows communication online in the modes of today's learners in real time. Participate in peer-to-peer chat reinforcing concepts and building community.
6. **Live Office Hours.** **Live Office Hours** provides a virtual office including scheduling capabilities and a queue manager to control student access.
7. **Discussion Forums.** **Discussion Forums** are listed and are accessible not only under the Lessons tab, but can be quickly accessed through the **Communicate** tab.
8. **Communicate Links.** Click the **Add/Edit Links** hyperlink to include hyperlinks to specific web pages in the **Communication Links** area.
9. **Course Roster.** View the roster for this course.
10. **Refresh.** If you expect to see content that was recently added, click the **Refresh** hyperlink to reload the current page.

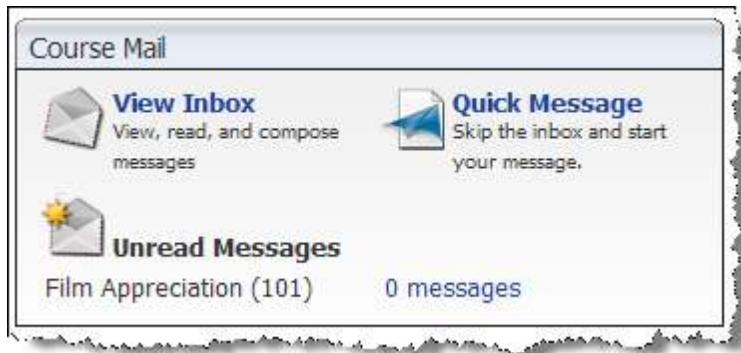


[Video: "Edit Page Components."](#)

Course Mail

Students and instructors can use the Course Mail tool to correspond with each other without requiring the use of Internet e-mail accounts. Users can access their **Inbox** to view, read, and compose messages. Optionally, users

can move directly to their inbox to compose a message using the **Quick Message** option. ANGEL lists the number of messages in the **Unread Messages** area indicating a total of All messages, System messages, and Personal messages.



All indicates a total of system messages, personal messages, and course messages. **Personal** indicates the total number of messages that have been sent to the user from another ANGEL user. These messages have been sent outside of a course using the Course Mail nugget from the user's personal Home page. **System** indicates messages that have been sent to the user by the ANGEL administrator. A system message can be a broadcast message indicating weather closures or specific happenings at your institution.

Touring the Inbox

The **Inbox** is the focal point for Course Mail, which enables a user to send, read, and store all your mail messages in one view. There are nine main elements of the Inbox, as shown in.



The elements of the Course Mail include the following:

1. Preferences:
 - **Preferences.** **Preferences** provides the user the ability to select the message format (HTML or plain-text)
 - **Font and Font Color.** Font preference and font color.
 - **Messages per Page.** Number of messages per page.
 - **Forward to Email.** Forward to Internet e-mail option, and an area for your e-mail address to forward your course mail.
 - **Preferences.** Preferences also allow the user to set up signature options. The user can elect to use e-mail signatures and also set up course-specific signatures.

- **Spell Check.** ANGEL can automatically spell check your e-mail before sending it.
 - **Privacy Settings.** Privacy Settings gives the user the ability to remove their name from public search so other users cannot search for their name and send course mail from the personal home page.
2. **Search.** Search allows a user to search for mail messages. The search can be by subject, message text, or to whom the mail message has been sent or received.
3. Actions:
- **Send to Folder.** Send a message to a system folder or one of your folders that you created under My Folders.
 - **Mark as Read.** Mark an unread message as read.
 - **Mark as Unread.** Mark a read message as unread. These messages always appear in a bold font.
 - **Delete.** Delete a message. Message is moved to the Trash folder.
 - **Message Read By.** Check who else has read the message. Messages sent using the **Do not disclose recipients** option do not display the names of recipients who have and have not read the message.
4. **Source Filter.** Allows the user to select which messages are displayed in the message window. Users can select **Show All** to display all messages (personal, system and/or courses), **Personal** to display messages that are marked as personal, **System** to display messages received from the ANGEL administrator, or **Course** (contains a list of displayed courses).
- **Show All.** Shows all personal messages, course messages, and system messages.
 - **Personal.** Shows personal e-mail only.
 - **System.** Shows messages sent by the ANGEL administrator only.
 - **Course.** Shows a list of active courses in which the user is enrolled and gives access to messages for the selected course.
5. **Compose New Message.** Clicking the **Compose New Message** button allows the user to create a new mail message.
6. **Message Area.** This area shows a list of mail messages. Click a **Subject** hyperlink to read the corresponding message. The messages displayed will depend on the filter selected from the Source Filter list. New/unread messages appear in bold.
7. **Source.** The source displays to the user from where the message was received (Personal, System, or a specific course title). The Source column appears only when clicking the **Inbox** link from the ANGEL Home. Entering a specific course displays mail for that course only until the user chooses **Show All** from the Source Filter drop-down menu.
8. **System Folders.** System folders are default folders used to display any saved drafts, inbox mail messages, sent mail messages or trashed messages. Next to each folder in parentheses is the number of unread messages followed by total number of messages contained in that folder.
- **Drafts.** Save a draft e-mail message that has not been sent.
 - **Inbox.** All incoming e-mail messages arrive in this folder first.
 - **Sent.** Course mail messages that have been sent are found in this folder.
 - **Trash.** Messages you wish to delete are contained in the trash folder. To permanently delete, a user must go into trash folder, select messages and delete again.
9. **My Folders.** My Folders area provides an area where a user can use folders to organize their mail messages. Click the **Edit** hyperlink to add a new folder.

Using the Message Window

The message window displays the e-mail messages for the active folder. This window contains the following components in the Message Window Menu Bar:



Tip: Click any column header to sort messages in ascending or descending order.



1. **Menu.** Click for a new menu that allows the user to select messages by those that are unread, read, or with file attachments.
2. **Read/Unread.** Designates read and unread messages.
3. **Attachment.** Messages containing a file attachment.
4. **Priority.** Designates the urgency of a message with low, normal, or high classification.
5. **From.** The person who sent the message.
6. **Subject.** What the message is about.
7. **Source.** Personal or course name (includes section ID if logged in as instructor).

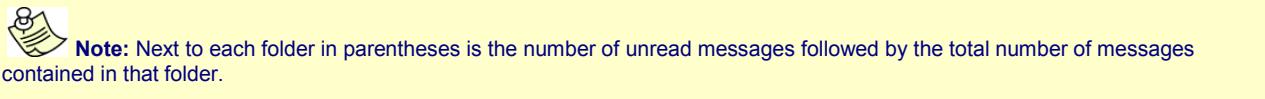


Note: The Source column appears only when clicking the **Inbox** link from ANGEL Home. Entering a specific course displays mail for that course only until the user chooses **Show All** from the Source Filter drop-down menu.

8. **Date.** Date and time the message was sent.

Using My Folders

My Folders allows you to create individual folders tailored to your specific storage needs.



To use My Folders, do the following:

1. **Edit.** Click the **edit** hyperlink to activate the other functions.
2. **Edit Folder.** Click the **Edit Folder** icon () to edit a specific folder.
3. **Delete.** Click the **Delete** icon () to delete a specific folder.
4. **Add.** Click the **Add** button to add a new folder. Type the folder's name in the scripted window and click **OK**.
5. **Done.** Click the **Done** button to hide functions 2 through 5.



Caution: Deleting a folder deletes all messages contained in the folder.

Defining Preferences

The **Preferences** hyperlink located to the right of the **Inbox** view allows the user to define the message view preferences, signatures, editing options and privacy settings.

User Course Mail Preferences

The screenshot shows the 'User Course Mail Preferences' page with various settings and options. Numbered circles 1 through 9 highlight specific elements:

- Message Preferences**: Includes 'Message Format' (HTML), 'Font Preference' (Arial), 'Font Color' (Black), 'Number of messages per page' (50), 'Forward to Internet E-Mail' (Forward mail and keep as new), and 'Email Address'.
- Signature Options**: Includes checkboxes for 'Use E-Mail Signatures' and 'Use Course-Specific Signatures', a 'Course' dropdown set to 'Default', and a signature text area.
- Editing Options**: Includes a checkbox for 'Automatically spell check messages before sending'.
- Privacy Settings**: Includes a checkbox for 'Don't show my name in public search' with a note about preventing users from sending course mail if they don't share a course.
- Block personal mail from these users**: A text area with instructions to use CTRL+Click to select multiple names, and a 'Remove from blocked list' button.

At the bottom are 'Save' and 'Cancel' buttons.

The elements of the User Course Mail Preferences include:

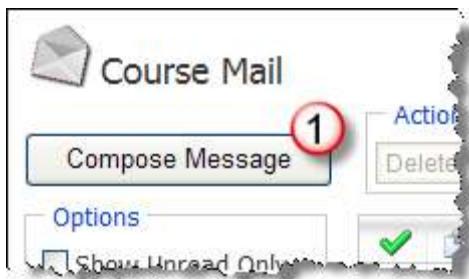
- Message Format.** Choose Plain Text or HTML for formatting messages.
- Font Preference.** Specify a font for your messages.
- Font Color.** Specify a color for your messages.
- Number of messages per page.** Display 25, 50, or 100 messages per page.
- Forward to Internet E-Mail.** ANGEL has the capability to send and receive mail. By default, any mail that you send to or receive from students resides inside the course environment. However, you can alter your course mail settings to instruct ANGEL to forward your course mail to an Internet e-mail account.
- Email Address.** Enter your preferred e-mail address. It is suggested that you use the same e-mail address as provided by your institution. The sender of a message can select to send a copy of the message to the e-mail address you provided.
- Signature Options.** Signatures can be customized for each course. Select Use E-Mail Signatures to begin using the signature option. Selecting Use E-Mail Signatures allows the activation of the Use Course-Specific Signatures so the user can be tailored to each individual course as desired.
- Editing Options.** Check the box to automatically check your spelling before you send a message.
- Privacy Settings.** To prevent users who do not share a course with you from sending you course mail, check Don't show my name in public search. You can also remove users from your blocked list.

Composing and Sending Course Mail Messages

The Compose Message section allows the user to compose and send messages to members of their courses.

To compose a message, do the following:

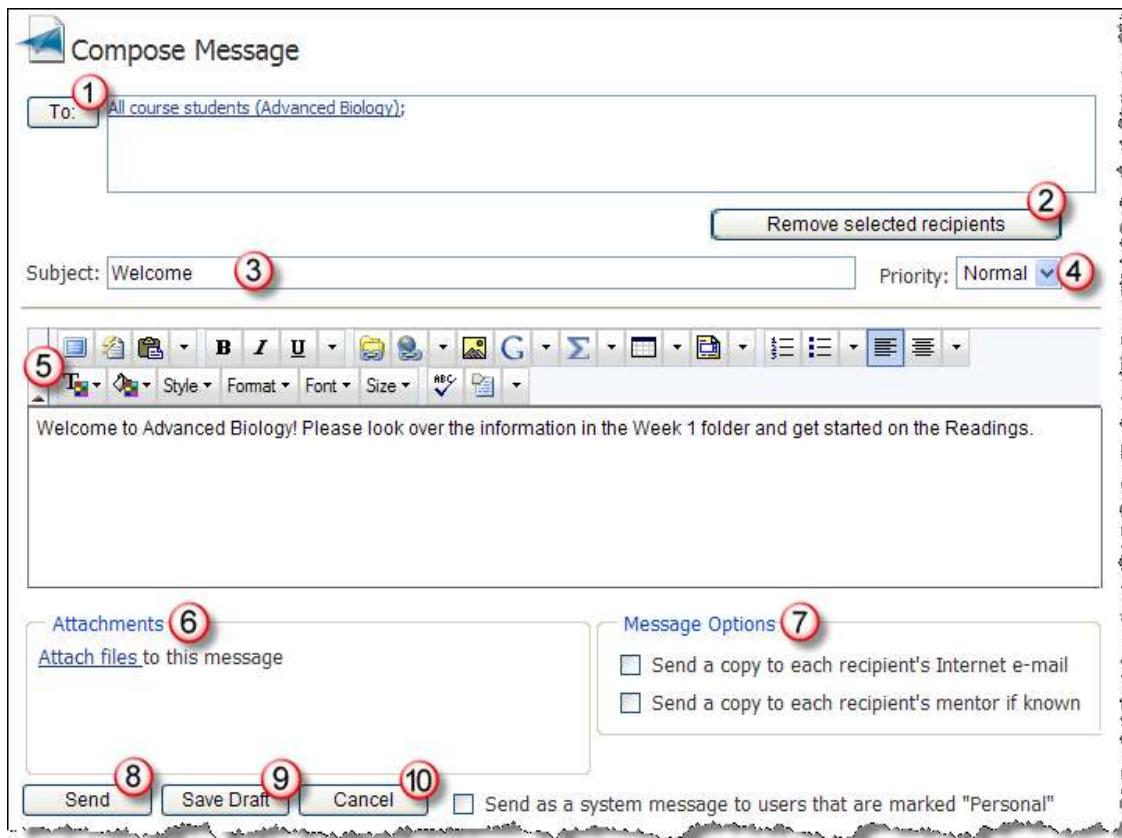
1. Enter your Course Mail Inbox and click the **Compose Message** button.



2. Or you can optionally click the **Quick Message** button from the Course Mail component.



The elements of the Compose Message window include the following:



1. **To.** The **To:** button displays the Select Recipients list box of available recipients to send mail messages.
2. **Remove selected recipients.** Allows the user to remove the selected recipients from the To: list.

3. **Subject.** Enter a subject for the message.
4. **Priority.** Select message urgency from Low, Medium, or High.
5. **HTML Toolbar.** The HTML Editor toolbar allows you to apply formatting, add images, and so on to your message.

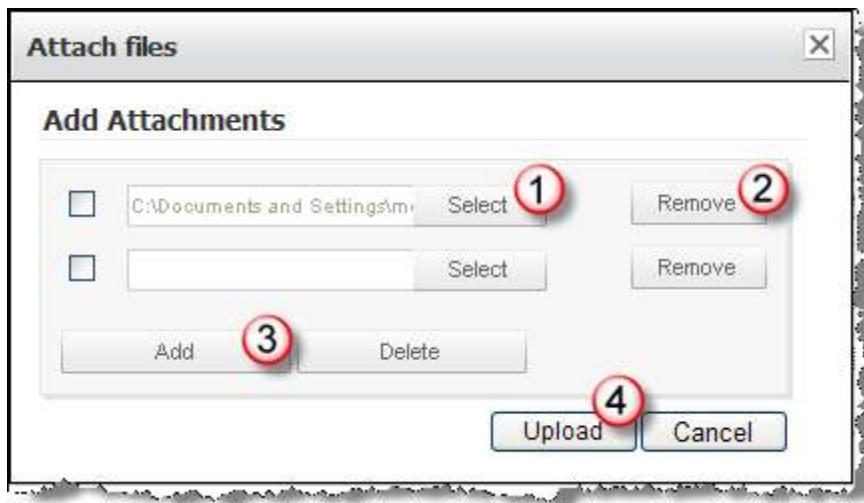


Reference: When composing messages, you can use the inline HTML editor to format your message. See "Using the ANGEL 8.0 HTML Editor" for details.

6. **Attachments.** The **Attach files** hyperlink allows you to add a file attachment to your message.
7. Message Options:
 - **Send a copy to each recipient's Internet e-mail.** Allows you to send a duplicate message outside the ANGEL environment to the recipients' e-mail address.
 - **Send a copy to each recipients mentor if known.** Sends a copy of the e-mail to a known mentor or advisor for the recipient
8. **Send.** Click this button when you are ready to send the message to selected recipients.
9. **Save Draft.** Click this button to save a draft of your message in the draft system folder.
10. **Cancel.** Click this button to delete the message. You lose all information contained in the message.

Adding and Removing Attachments

You can attach files to your message by clicking the **Attach Files** hyperlink in the Attachments section of the Compose Message page. The Attach files window displays.



The Attach files window contains the following elements:

1. **Select.** **Browse** your computer and select a file to upload.
2. **Remove.** Remove the corresponding file from the upload list.
3. **Add.** Add another field to upload an additional file.
4. **Upload.** Press the **Upload** button to upload your files to the mail server and attach them to your message.

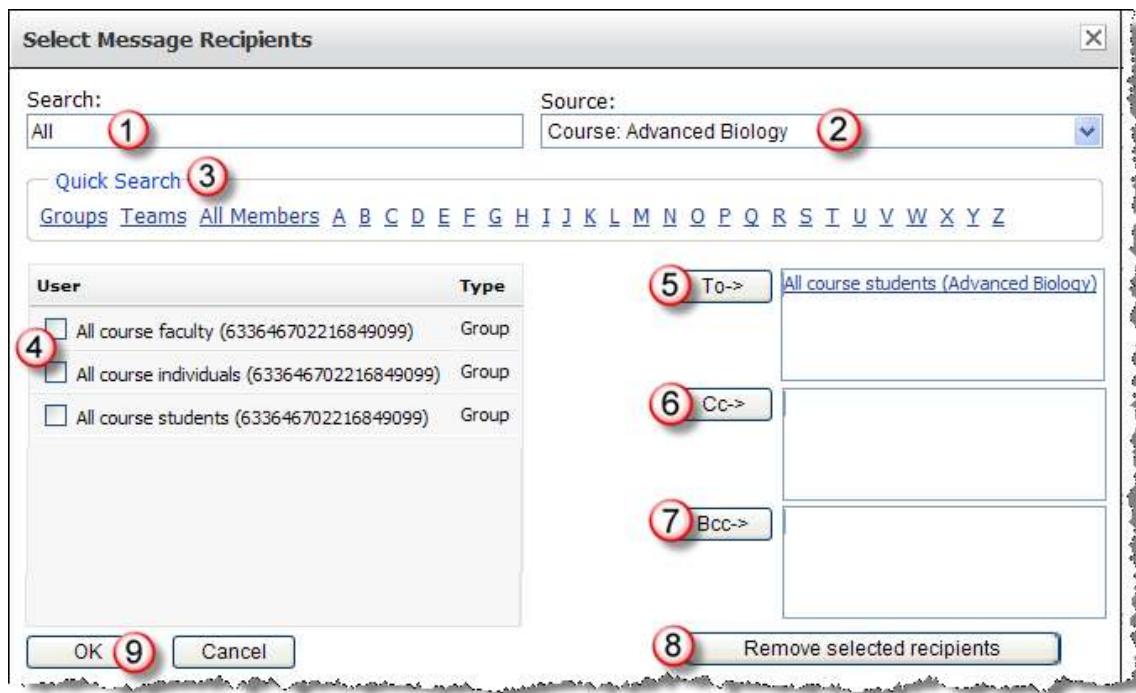


Tip: With the **Add Attachments** window open, you can check the box next to a file that you have designated for upload and click the **Delete** button, or you can click the **Remove** button next to the file. If you discover that you need to remove the file after uploading it to your message, you can click the **remove** hyperlink next to the filename.

Selecting and Removing Recipients

You can select recipients for your message by clicking the **To:** button at the top of the Compose Message page.

The Select Message Recipients window contains the following elements:



1. **Search.** Type the last name of the recipient.
2. **Source.** Choose the **Source Course** for the intended recipients.
3. **Quick Search.** Click the hyperlinks provided to search by **Groups**, **Teams**, and **All Members** on your roster; or the corresponding letter of the recipient's last name.
4. **User.** Check the box next to those recipients you want to add.
5. **To.** After checking the box next to your recipients, press the **To** button to add them to the message.
6. **Cc.** After checking the box next to your recipients, press the **Cc** button to send a copy of the message.
7. **Bcc.** After checking the box next to your recipients, press the **Bcc** button to send a blind copy of the message. Other users will not see the Bcc list.
8. **Remove selected recipients.** Click an entry in the To, Cc, or Bcc field; then click **Remove Selected Recipients** to remove recipients from the To, Cc, or Bcc list.

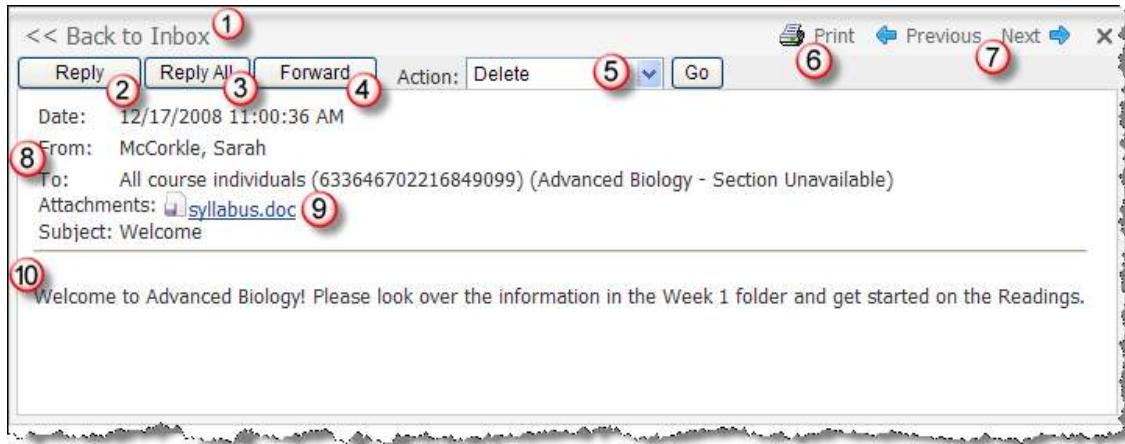


Tip: You can select multiple names at once by using the CTRL + Click keys. After having selected a recipient, remove the name by clicking on it to highlight it and then clicking on the Remove selected recipients button.

9. **OK.** Press the **OK** button to finish addressing the message.

Reading and Replying to Course Mail Messages

The Course Mail Read Message section allows the user to read and reply to messages.



The Message window contains the following elements:

1. **Back to Inbox.** Click the **Back to Inbox** hyperlink to view the Inbox.
2. **Reply.** Compose a response to the sender of this message.
3. **Reply All.** Compose a response to both the sender and all recipients of the original message (within the rights of the user replying; for example, user can't reply to an All Campus message).
4. **Forward.** Send a copy of this e-mail to another person.
5. **Action.** Select an action from the pull-down menu and click the **Go** button.
 - **Delete.** Send the message to the trash folder.
 - **Create a Task.** Add a personal task based on the information contained within the mail message.
 - **Send to Folder.** Send a message to a system folder or one of your personal folders that you created under My Folder.
 - **Mark as Unread.** Mark a read message as unread. Unread messages always appear in a bold font.
 - **Message Read By.** Select the checkbox next to the message to see who has read the message.
 - **Block User.** Block personal messages sent directly to you from this user.
6. **Print.** Print a copy of this message.
7. **Previous/Next.** **Previous/Next** loads the previous and next messages within the current active folder.
8. **Header information.** Displays the e-mail header information such as the sent date, who the message was from, who the message was sent to, and the subject.
9. **Attachment.** Attachments sent with the message appear in the header.
 - To view the attachment, click the name of the file attachment hyperlink; the attachment opens.
 - To save the attachment to your hard drive, right-click the attachment hyperlink and choose **Save Target As.** The **Save As** dialog box opens for the user to save the attachment.
10. **Message.** The message displays in its entirety at the bottom of the window.

Selecting the **Message Read By** option from the **Action** drop-down list provides the user with a list of who has read the selected message.

	To	Subject
<input checked="" type="checkbox"/>	Sarah	Your first paper
<input checked="" type="checkbox"/>	All course individuals	Welcome

To view a list of who has read or not read the mail message:

1. **Select Message.** Locate a message from the Inbox or Sent Mail box. Check the box to select the message.
2. **Action.** From the Action drop-down menu, choose **Message Read By** and click the **Go** button.
3. **Expand.** Expand the selection by clicking the plus button (⊕).
4. **List Users.** Toggle between users who have and have not read the messages.
5. **Refresh.** Press the **Refresh** button to reload your screen.

Source	Message Subject Line	Sent Date
Advanced Biology (633646702216849099)	Welcome	12/17/2008 3:12:48 PM
Recipient	Date Viewed	
Sarah	12/17/2008 3:21:54 PM	

List users that read selected messages

Sorting and Viewing Messages

The Course Mail Inbox gives you a powerful tool to sort and view your messages.

If you want to group Course Mail by column, you can simply click the **Column Header** hyperlink to sort in ascending or descending order.

Using the Course Roster

The Roster tool allows students and instructors to view a list of course participants and teams.

The Course Roster section provides faculty and student e-mail addresses, user profiles, learner profiles, participant pictures, and team member information. To access Course Roster, log in to your ANGEL course, click the **Communicate** tab, and click the **Course Roster** hyperlink. The People page appears.

The screenshot shows the Blackboard People page with a decorative torn paper effect on the right side. At the top left is the title "People". Below it are three hyperlinks: "Show Pictures" (circled 1), "Search" (circled 2), and "View: Members Teams" (circled 3). A "Roster Search" input field is positioned between "Show Pictures" and "Search". The main content area displays two user profiles:

- Dillow, Debbie**: Faculty. E-mail: ddillow@angellearning.com (circled 4). User profile (circled 5).
- Dillow-Faculty, Deb**: Course Editor. E-mail: ddillow@angellearning.com. User profile.

Below these profiles is a section titled "Students" containing:

- Longardner, Hailey**: Student. E-mail: ddillow@angellearning.com. User profile.
- Swenby, Samantha**: Student. E-mail: ddillow@angellearning.com. User profile.

The elements of the People page include the following:

- Show Pictures.** A hyperlink that shows or hides pictures, depending on which one is visible.
- Search.** Allows the user to search the roster for a course participant.
- View. Members/Teams** hyperlinks allow the user to view the People page displaying course participants or the course teams displaying all the teams.
- E-mail.** The e-mail address hyperlink opens with the default e-mail utility and the e-mail address in the To field.
- user profile.** The **user profile** hyperlink displays detailed information of the selected user.

User Profile

The User Profile hyperlink, located underneath the user's name, directs you to information concerning the user. My Profile information for the user is available only if the user has allowed it to be viewable. The User Profile also contains any bookmarks that user has created and made viewable.

User Profile



John Blackfield
e-mail jb@gmail.com

My Bookmarks

There are no bookmarks to display.

Course Enrollment

Course	Role	Rights	Other Settings
Film Appreciation	Student	2	Locked

Group Enrollment

There are no enrollment entries for this user.

Course Enrollment

The Course Enrollment area lists the course(s) in which the user is enrolled, the roll within the course, the rights within the course (this is a numeric value), and any other settings as noted by the system.

Group Enrollment

The Group Enrollment area lists any group(s) in which the user is a member as well as the roll within the group, rights, and other settings as noted by the system.



Note: The name of the course or group is a hyperlink that provides access to the actual course. What is viewable within the course is based on the course settings.

Teams

Selecting the **Teams** hyperlink displays the Course Teams roster. From this page you can access the team roster, edit the roster, and edit the teams.

The screenshot shows the 'Course Teams' section. At the top, it says 'Course Teams' and 'View: Members Teams'. Below that, 'Team A' is listed with 'Members Project'. Under 'Team A', there are two items: 'Fish (Full Rights)' and 'Fish (Read Only)', both with 'Members' links.

Team Files

The Team Files section allows you and your students to upload, download, rename, copy, move, zip, manage, and delete files associated with a content item. This feature can be particularly useful when embedding files into content items. For example, if you create a page of text that also includes an image, you can upload the image file as an associated file.

Team Projects

The Team Projects area provides an HTML page listing the project(s) specifications for a particular team. To view the Team Projects nugget, it is necessary to create a default.htm page under the Team Files area.

To add files to a team project area, do the following:

The screenshot shows the 'Team Files' section. It lists three team project areas: 'Team Blue Files' (with a red circle containing '1'), 'Team Green Files', and 'Team Red Files'. Each item shows the last update time as 'Last Updated: 12/17/2008 10:42:50 AM'.

1. **Teams Component.** From the Communicate tab, click the corresponding team's name in the Team Files component.

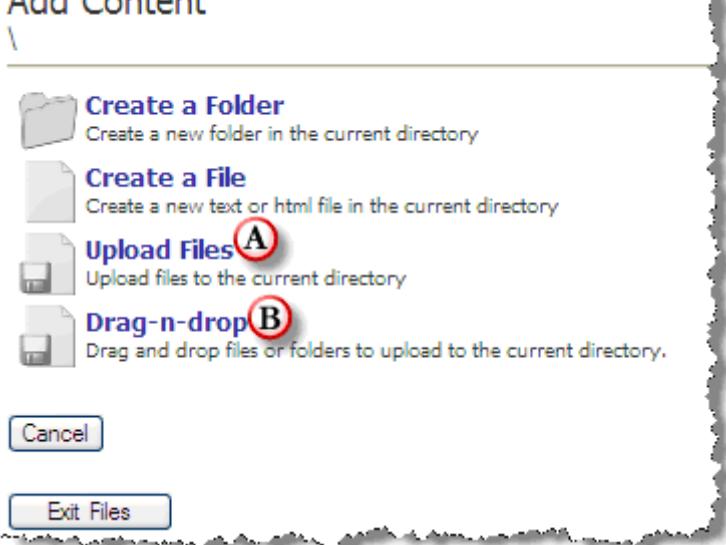


Note: There should be one file named **default.htm** within the team folder. Hyperlink to other files from the *default.htm* document.

2. **Add Content.** Click the **Add Content** hyperlink. The Add Content page displays.

The screenshot shows the 'Team Blue Files' page. It displays a quota of 'Quota: 10.0 MB' and two hyperlinks: 'Add Content' (with a red circle containing '2') and 'Download All'. At the bottom, there is a button labeled 'Exit Team Files'.

Add Content



- A. **Upload Files.** Click the **Upload Files** hyperlink if your syllabus document did not contain images.
- Click the **Browse** button to browse your computer for your file.
 - Once the appropriate filename appears in the form, click **OK**. The path to your syllabus file appears in the **File to Upload** field.
 - Click the **Upload File** button. Uploading your file may take a few minutes. When complete, an Upload Successful message displays.
 - Click the **Done** button.
 - Click the **Exit Files** button.
- B. **Drag-n-drop.** Click the **Drag-n-drop** hyperlink if your syllabus document contains images and created an accompanying folder.



Note: To use Drag-n-drop you need to have Sun's JVM 1.4.1 installed on your computer. If you do not have it installed, you are prompted to download the Java Virtual Machine (JVM).

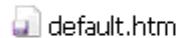
- Drag the file or folder from your computer to the Drag-n-drop upload area. A progress bar appears as your files are uploaded. Once the upload is complete, the uploaded files display in the Drag-n-drop window.

Drag-n-drop

\

Directions: Drag the files and folders you want to upload into the area below. To browse to another folder click on its name. If your browser does not support drag-n-drop you can use the [Upload Form](#).

Upload Successful



default.htm

[Done](#)

[Exit Files](#)

- ii. Click the **Done** button when you are finished uploading files.
- iii. Click the **Exit Files** button.

Discovering News and Events

The News and Events section provides communication tools that alert the student about important announcements, news concerning the course, and gathering opinions through course polls.

Announcements

The Announcements tool allows course editors to create course announcements that are displayed on the course welcome page and on the student's personal page (Home). To access Announcements, log in to your ANGEL course, click the **Communicate** tab, and click the **Announcements** hyperlink. The Announcement Editor page appears.



Video: ["Add a Course Announcement."](#)

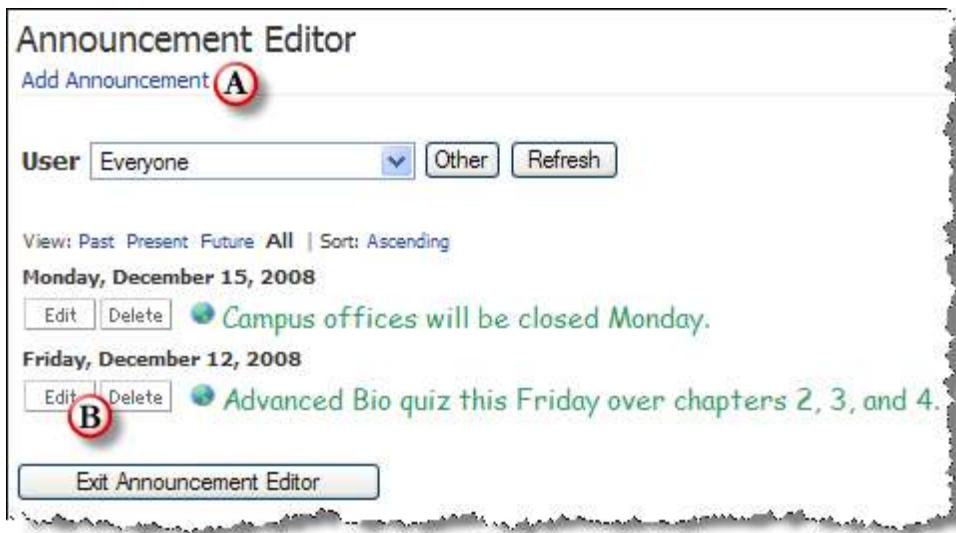


Tip: Keep the Announcement component on the course Home (under the Course tab).

The elements of the Course Announcements component include the following:



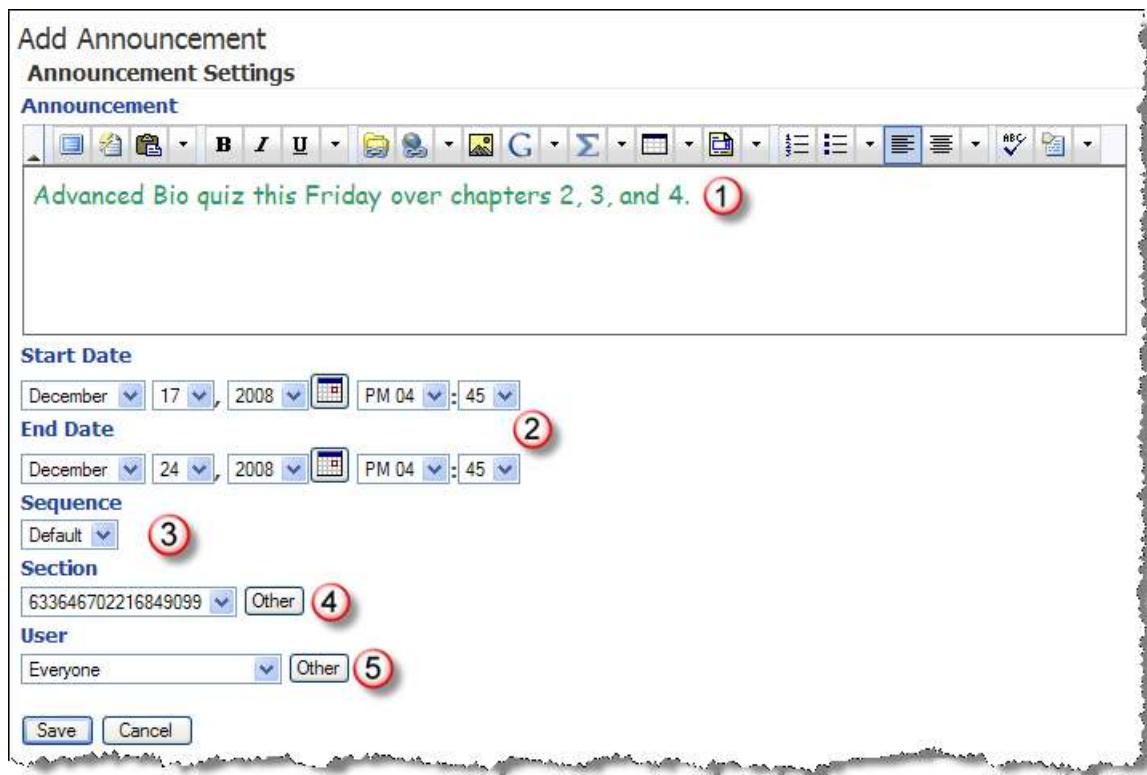
1. **Edit.** The Edit button allows you to add and edit announcements.
 - A. **Add Announcement.** Click the **Add Announcement** hyperlink to compose a new announcement.
 - B. **Edit/Delete.** The **Edit** and **Delete** buttons appear next to each announcement.



2. **View.** The View hyperlinks allow you to select what announcements to view: **Past**, **Present**, **Future**, or **All**.
3. **Sort.** The Sort hyperlink allows you to select the order in which the announcements are viewed: **Ascending** or **Descending**.

Adding Course Announcements

From the Announcement Editor page, click the **Add Announcement** hyperlink. The Announcement Editor Announcement Settings form appears.



The elements of the Add Announcement Editor include the following:

1. **Announcement.** Use the **Announcement** field to specify the text that should appear as the announcement.
2. **Start/End Date.** The **Start Date** setting specifies the date on and after which the item should be displayed. This can be useful if you want to enter items ahead of time, but you do not want them displayed until a specific date. The Start Date also determines the order in which items appear. The **End Date** setting specifies the date when the item should no longer be displayed.
3. **Sequence.** The Sequence setting can be used to explicitly specify the order in which items with the same start date should be displayed.
4. **Section.** The **Section** setting specifies which course section the announcement will appear in.
5. **User.** The **User** setting specifies the user or team to which the item applies. The special setting **Everyone** indicates that the item applies to all users within the course, group, or area.

News

The News tool allows course editors to create course news articles. Roster members can view course news articles by visiting a read-only version of the News tool.

To access News, log in to your ANGEL course, click the **Communicate** tab, and click the **News** hyperlink. The News Editor page appears.



The elements of the Course Announcements component include the following:

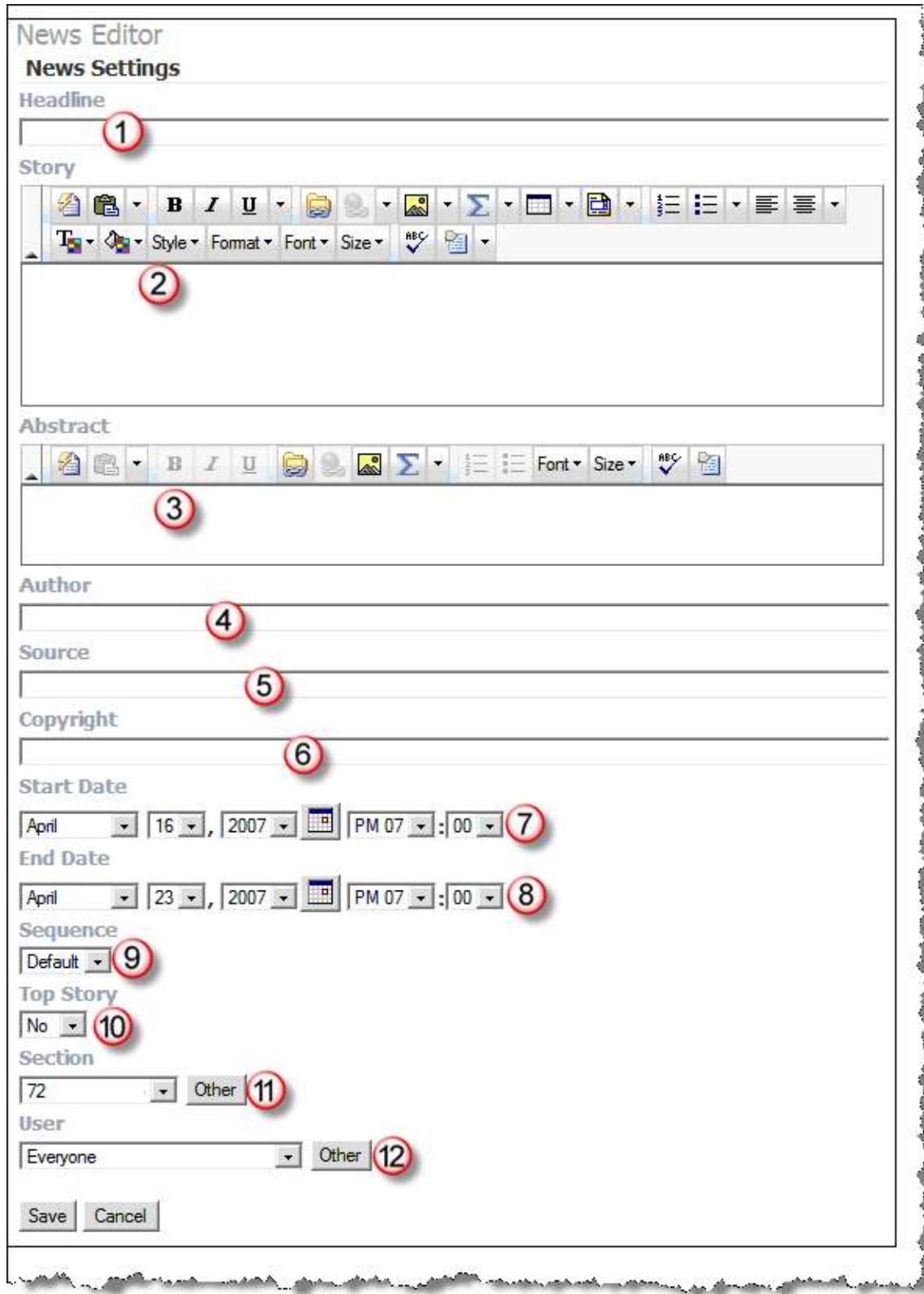
1. **Add Article.** The **Add Article** hyperlink allows you to add an article.



2. **User.** The **User** drop-down list allows you to view articles added for the user type you select.
3. **View.** The **View** hyperlinks allow you to select what articles to view: **Past, Present, Future, or All**.
4. **Sort.** The **Sort** hyperlink allows you to select the order in which the articles are viewed: **Ascending** or **Descending**.
5. **Edit.** Click the **Edit** button to edit the corresponding article.
6. **Delete.** Click the **Delete** button to delete the corresponding article.

Adding News Articles

From the News Editor page, click the **Add Article** hyperlink. The News Editor News Settings page appears.



The elements of the News Article editor include the following:

1. **Headline**. Use the **Headline** field to specify the text that should appear as the title of the story.
2. **Story**. Use the **Story** field to specify the full text of the story.

3. Abstract. Use the **Abstract** field to specify a brief one or two line summary of the story.
4. Author. The **Author** field identifies the author of the story.
5. Source. The **Source** field identifies the source of the story.
6. Copyright. The **Copyright** field specifies copyright information for the story.



Tip: Type "©" (without the quotes) in the **Copyright** text field to display the copyright symbol (©) inline with your copyright information. You may optionally type "®" (without the quotes) to display a registered symbol (®) or "™" (without the quotes) to display a trademark symbol (™).

7. Start Date. Selecting a **Start Date** prevents the item from being displayed until the specified date. This can be useful if you want to enter items ahead of time, but you do not want them displayed until a specific date. The Start Date also determines the order in which items appear.
8. End Date. The **End Date** setting specifies the date on which the item should no longer be displayed.
9. Sequence. The **Sequence** setting can be used to explicitly specify the order in which items with the same start date should be displayed.
10. Top Story. Setting **Top Story** to **Yes** indicates that it should be listed in the My News section of enrolled users for section-specific articles and in the Top Stories section for public articles.
11. Section. Specifies which course section the article should appear in.
12. User. The **User** setting specifies the user or team to which the item applies. The special setting **Everyone** indicates that the item applies to all users within the course, group or area.



Tip: To preview news articles as seen by students, preview the course using the User Preview tool (Tools > User Preview Tool), and return to the News tool.

Polls

The Polls tool allows course editors to create course poll questions that are displayed on the Course Home and on the student's ANGEL Home page.

A screenshot of a course sidebar titled "Course News and Events". It contains three links: "Announcements", "News", and "Polls". The "Polls" link is highlighted with a red circle.

To access Polls, log in to your ANGEL® course, click the **Communicate** tab, and click the **Polls** hyperlink. The Quick Poll Editor page appears.

A screenshot of the "Quick Poll Editor" page. The page has the following elements:

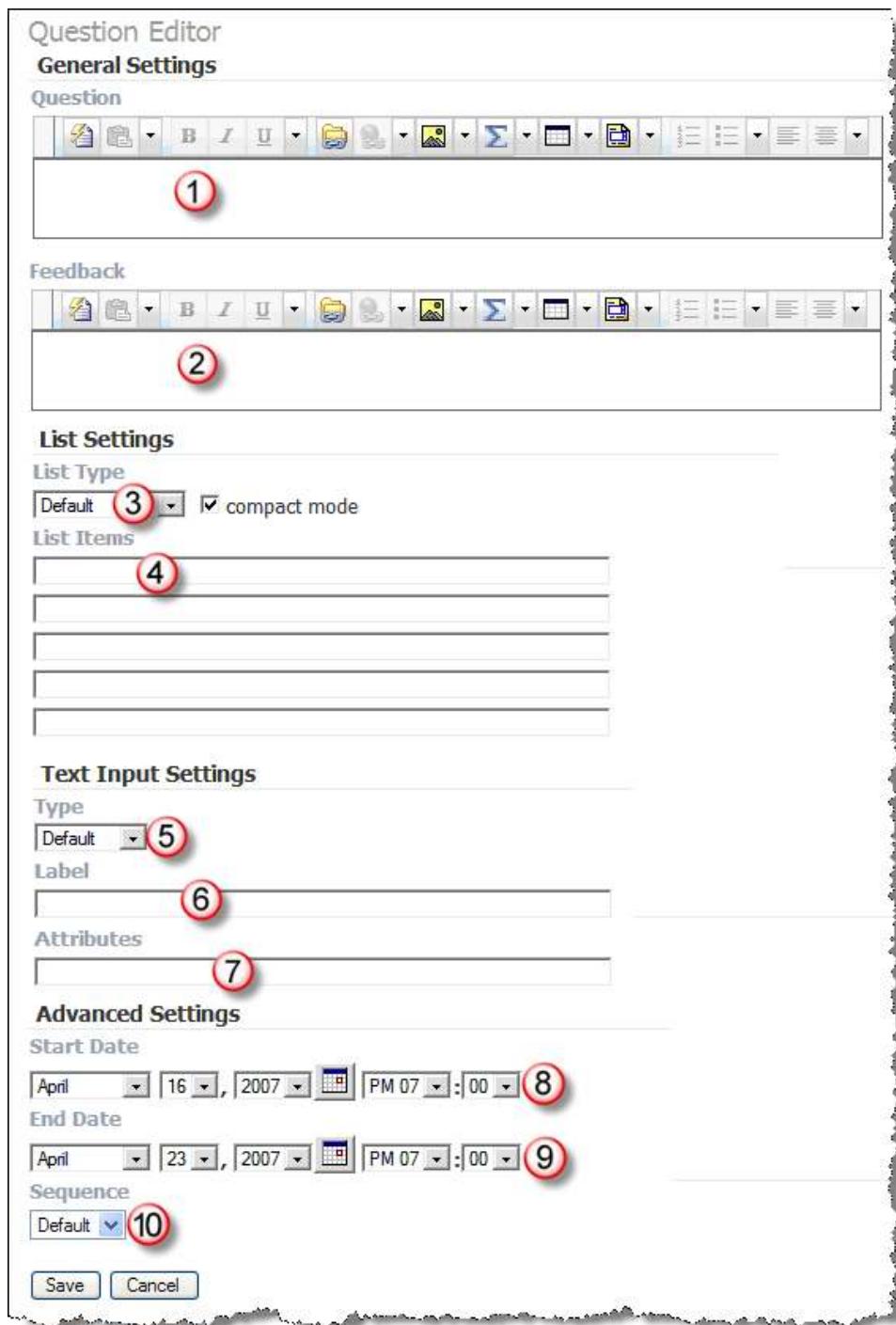
- Add Question 1**: A button to add a new poll question.
- View: Past Present Future All | Sort: Descending**: Filter options for the poll list.
- 2 Friday, March 21, 2014**: The date the poll was created.
- 3**: The number of responses to the poll.
- 4 Edit | Delete**: Buttons to edit or delete the poll.
- 5**: A link to view poll results.
- 6**: A link to view detailed poll results.
- 7**: A link to export poll results.
- March Madness has hit with the basketball tournaments gearing up towards the Final Four tournament. Who do you think will win the championship?**: The poll question text.
- results: summary | details | export**: Links to view or export results.
- Exit Poll Editor**: A button to exit the editor.

The elements of the Quick Poll editor include the following:

1. **Headline.** Use the **Headline** field to specify the text that should appear as the title of the story.
2. **View.** The **View** hyperlinks allow you to select what articles to view: Past, Present, Future, or All.
3. **Sort.** The **Sort** hyperlink allows you to select the order in which the polls are viewed: Ascending or Descending.
4. **Edit/Delete.** Click the **Edit** or **Delete** button next to the corresponding poll.
5. **Summary.** To view a summary of user responses, click the **summary** hyperlink .
6. **Details.** To view a detailed report of user responses, click the **details** hyperlink.
7. **Export.** To export results of a poll question as a tab-delimited file, click the **export** hyperlink.

Adding Poll Questions

From the Quick Poll Editor page, click the **Add Question** hyperlink. The Question Editor General Settings page appears.



The elements of the Question Editor include the following:

- Question.** Use the **Question** field to specify the text that should appear as the main question text.
- Feedback.** Use the **Feedback** field to specify feedback text that should appear when a user has submitted a response to this question. You can use the special token %BARGRAPH% to display summary statistics. HTML is allowed, but for best results don't use elements that change the size of text.
- List Type.** Use the **List Type** field to specify feedback text that should appear when a user has submitted a response to this question. HTML is allowed, but for best results don't use elements that change the size of text.
- List Items.** The **List Items** field allows you to type a list of choices or list items to be provided when the question is presented. For all other control types, each choice is a selectable item.

5. **Type.** The input **Type** field identifies what type of control to use for user input of a text entry.
6. **Label.** The input **Label** field identifies what type of control to use for user input of a text entry.
7. **Attributes.** Use the input **Attributes** field to specify any additional attributes for the text box or text area.



Tip: Optionally type textbox or text area name=value attributes (HTML) in the **Attributes** field to modify the size, default value, and character limit for the input field. For example, to alter the height of a text area, type **rows=X**, where X equals the number of rows, in the **Attributes** field.

8. **Start Date.** Selecting a start date prevents the item from being displayed until the specified date. This can be useful if you want to enter items ahead of time, but you do not want them displayed until a specific date. The start date also determines the order in which items appear.



Note: Multiple course polls with overlapping start and end dates are displayed as multiple questions for a single poll (survey). Upon submission, both responses and nonresponses are submitted for all visible poll questions for the course. Users are not given an opportunity to resubmit unanswered poll questions.

9. **End Date.** The **End Date** setting specifies the date on which the item should no longer be displayed.
10. **Sequence.** The **Sequence** setting can be used to explicitly specify the order in which items with the same start date should be displayed.



Tip: To preview poll questions as seen by students, exit and re-enter the course. The course poll questions appear on the course welcome page. Students may also view/submit course polls from a non-editable version of the Polls tool located on the Communicate page.

Using Live Chat

The **Live Chat** section provides a synchronous communication vehicle for common uses such as exam review, team meetings, and more.

The Live Chats Editor allows users to add, edit, and delete a chat session. The Live Chats Editor can be accessed by clicking the **Edit** hyperlink located in the **Live Chat** title bar (on the Communicate page).

The elements of the Live Chat page include the following:

The screenshot shows the 'Live Chats' section of a course. At the top, there is a red circle labeled '1' over a link 'Add a Live Chat'. Below it, there is a red circle labeled '2' over an 'Edit' button and a red circle labeled '3' over a 'Delete' button. A session titled 'Live Review' is listed, showing tracking information: 'ON Starts: 12/17/2008 5:00:00 PM Ends: 12/17/2008 6:00:00 PM Team: ALL Ask questions about the midterm exam'. At the bottom of the list, there is a button labeled 'Exit Live Chat Editor'.

1. **Add a Live Chat.** Click the **Add a Live Chat** hyperlink to go to the Live Chat Editor.
2. **Edit.** Click the **Edit** button to edit the corresponding chat.
3. **Delete.** Click the **Delete** button to delete the corresponding chat.

Adding Live Chat Sessions

The Add a Live Chat tool allows you to create a live chat session that is displayed on the Communicate page under the Live Chat title bar.

The elements of the Live Chat Editor include the following:

Live Chat Editor

Live Chat Settings

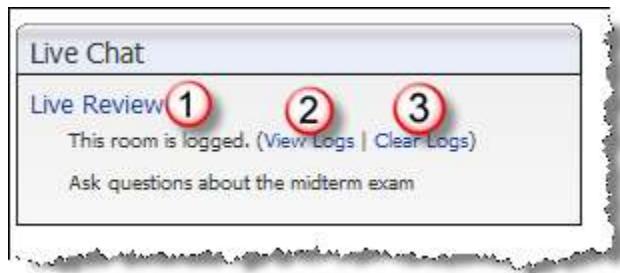
Name	Live Review	1
Description	Ask questions about the midterm exam	2
Tracking	On	3
Team	ALL	4
Viewable By	Students	5
Start Date	6	December 17, 2008 PM 05:00
End Date	7	December 17, 2008 PM 06:00

Save **Cancel**

1. **Name.** Specifies the name of the chat room that appears as the link.
2. **Description.** Specifies an extended description of the room to help describe its purpose.
3. **Tracking.** If set to **On**, all posted messages are saved so that they can be reviewed in the chat logs.
4. **Team.** Select the desired team.
5. **Viewable By.** Specifies the minimum rights that a user must have in order to access the related room.
6. **Start Date.** Selecting a start date prevents the item from being displayed until the specified date. This can be useful if you want to enter items ahead of time, but you do not want them displayed until a specific date. The start date also determines the order in which items appear.
7. **End Date.** The **End Date** setting specifies the date on which the item should no longer be displayed.

Using the Live Chat Component

The Live Chat component appears on the Communication tab. Once the chat has gone live, the link appears.



The elements of the Live Chat component include the following:

1. **Chat Link.** The name of the chat appears as a hyperlink to the chat.
2. **View Logs.** The **View Logs** hyperlink appears once the chat has gone live.

Chat with your classmates

Starting: Sunday, March 19, 2006 at 12:00:00 AM

Previous Next

A Start Date: March 19, 2006, AM 05:00
Records per Page: 100 Go **B**

Tuesday, March 21, 2006

No.	Time	Sender	Message
1.	9:26 AM	peanut	Hello, Samantha - nice to see you
2.	9:29 AM	pumpkin	I think I'm in.
3.	9:29 AM	peanut	Did you have any questions concerning the mid-term exam?
4.	9:29 AM	pumpkin	No...
5.	9:30 AM	peanut	Ok - study hard - they exam will be next Thursday.

C Done **D**

- A. **Start Date.** Select a start date/time from the **Start Date** drop-down menus to limit or expand the number of logs displayed.
 - B. Previous/Next. Go to the Previous or Next page.
 - C. **Records per Page.** Select how many records appear on each page.
 - D. **Go.** Click the **Go** button to initiate any changes made above.
3. **Clear Logs.** Click the **Clear Logs** hyperlink located below the live chat session. The Clear Chat Log page displays. Confirm the permanent deletion of entries by clicking **OK**.

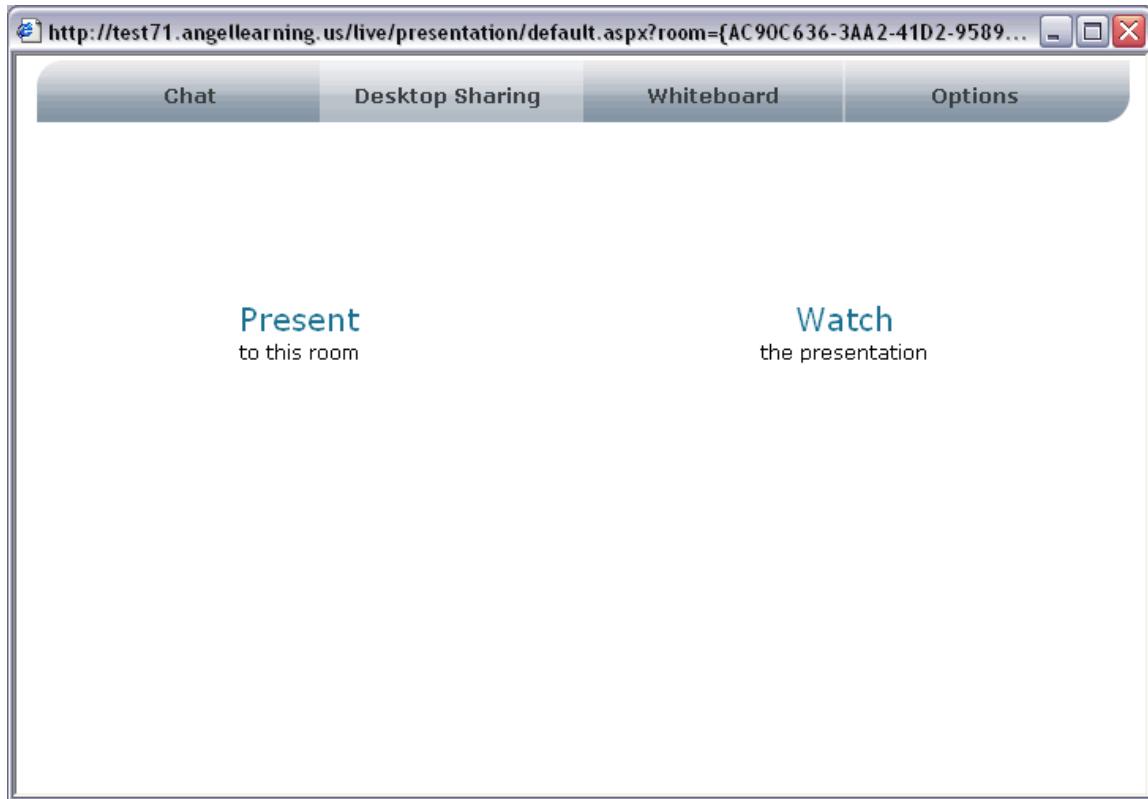
Sharing the Desktop

Desktop sharing allows you to demonstrate and share any desktop application, such as Microsoft suite products or tutorial software provided by textbook publishers. You can interact with individuals, groups, or teams. Desktop sharing is a great way to work on projects together. You can view online users and participate in private conversations as applications are shared.



Note: Desktop sharing requires that the presenter's computer have Microsoft .NET 1.1 or later installed. Information regarding the installation of .NET 1.1 or later is available from [Microsoft](#).

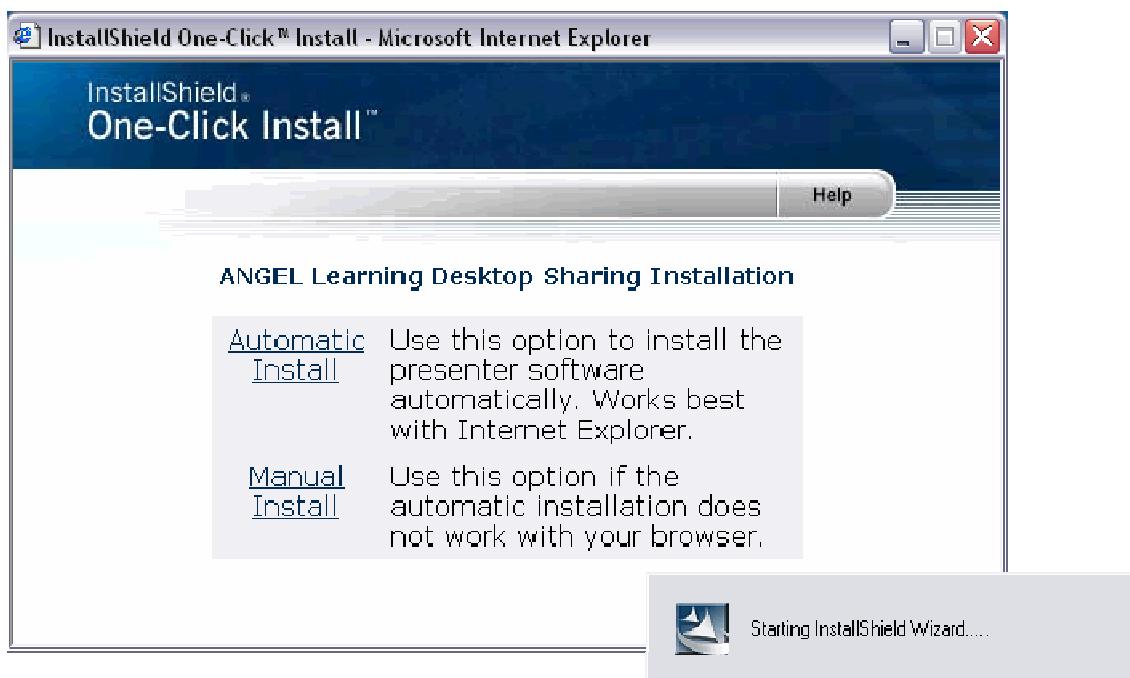
Before you begin your desktop sharing, you are required to install the desktop sharing application. ANGEL walks you through the setup process, but you should allow time before your presentation to complete the setup.



Desktop Sharing Setup

To set up your desktop sharing application, do the following:

1. Log in to your ANGEL course and click the **Communicate** tab.
2. Add a live chat according to the instructions under the section titled **Live Chats Editor**.
3. Type your live chat and click the **Desktop Sharing** button.
4. Click the **Present to this room** hyperlink. The One-Click Install window opens.



5. Click the **Automatic Install** hyperlink. The Security Warning page appears.
6. Select the **I understand the security risk and wish to continue** option. Click the **Next>** button. The Welcome page appears.
7. Click the **Next>** button. The **Ready to Install the Program** page appears.
8. Click the **Install** button.
9. The installation begins and might take a few minutes. When the installation is complete, the **InstallShield Wizard Complete** page appears.
10. Click the **Finish** button. You are asked if you want to start the ANGEL Desktop Sharing now, click **Yes** if you want to begin; click **No** if you want to exit.

Desktop Presentation

To begin sharing your desktop, follow these steps:

1. Log in to your ANGEL course and click the **Communicate** tab.
2. Click the hyperlink name of the live chat you are using for your desktop sharing.
3. Click the **Desktop Sharing** button.
4. Click the **Present to this room** hyperlink. The **Desktop Sharing** window appears.

You are currently sharing your desktop with this room. By default, **users can see your entire desktop**. You may **change sharing options** such as how much users may view by right-clicking the desktop sharing icon in your system tray ().

You may **stop sharing** at any time by right-clicking the desktop sharing icon in your system tray, then selecting "Exit". You may also stop sharing by closing this window.

Please note that viewers will by default be watching this presentation from a window the same size as the dotted box surrounding this text. Viewers may scroll to see your entire screen, but it may be helpful to **reduce the size** of the presentation beforehand so it will fit into the box. You may check your viewers' screen resolutions and **adjust the size of this presentation** from the Options tab. Note that you must apply that setting before starting the presentation.

To give viewers the **best view of your desktop**, you may click the fullscreen icon () next to the Desktop Sharing Tab. Note that viewers cannot see or use chat while in fullscreen mode. **To bring viewers out of fullscreen mode**, you may click "Exit Fullscreen Mode" from the upper-left hand corner of the screen.

The following information displays when you begin your desktop sharing:

You are currently sharing your desktop with this room. By default, **users can see your entire desktop**. You may **change sharing options** such as how much users may view by right-clicking the desktop sharing icon in your system tray ().

You may **stop sharing** at any time by right-clicking the desktop sharing icon in your system tray, then selecting "Exit". You may also stop sharing by closing this window.

Please note that viewers will by default be watching this presentation from a window the same size as the dotted box surrounding this text. Viewers may scroll to see your entire screen, but it may be helpful to **reduce the size** of the presentation beforehand so it will fit into the box. You may check your viewers' screen resolutions and **adjust the size of this presentation** from the Options tab. Note that you must apply that setting before starting the presentation.

To give viewers the **best view of your desktop**, you may click the full screen icon () next to the Desktop Sharing Tab. Note that viewers cannot see or use chat while in full screen mode. **To bring viewers out of full screen mode**, you may click "Exit Full screen Mode" from the upper-left hand corner of the screen.

- Follow the information provided on the sharing window to display your desktop to your students.

Using the Whiteboard

The Whiteboard tool adds another dimension to your classroom. Augment communication and creativity, illustrate and share imagery and complex concepts with students, teams, or the learning community.

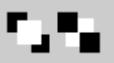
The Whiteboard tools include the following:



- Fill and Line color** . Determines the fill color and the line color. The box in the background determines the fill color. The box in the foreground determines the line color.

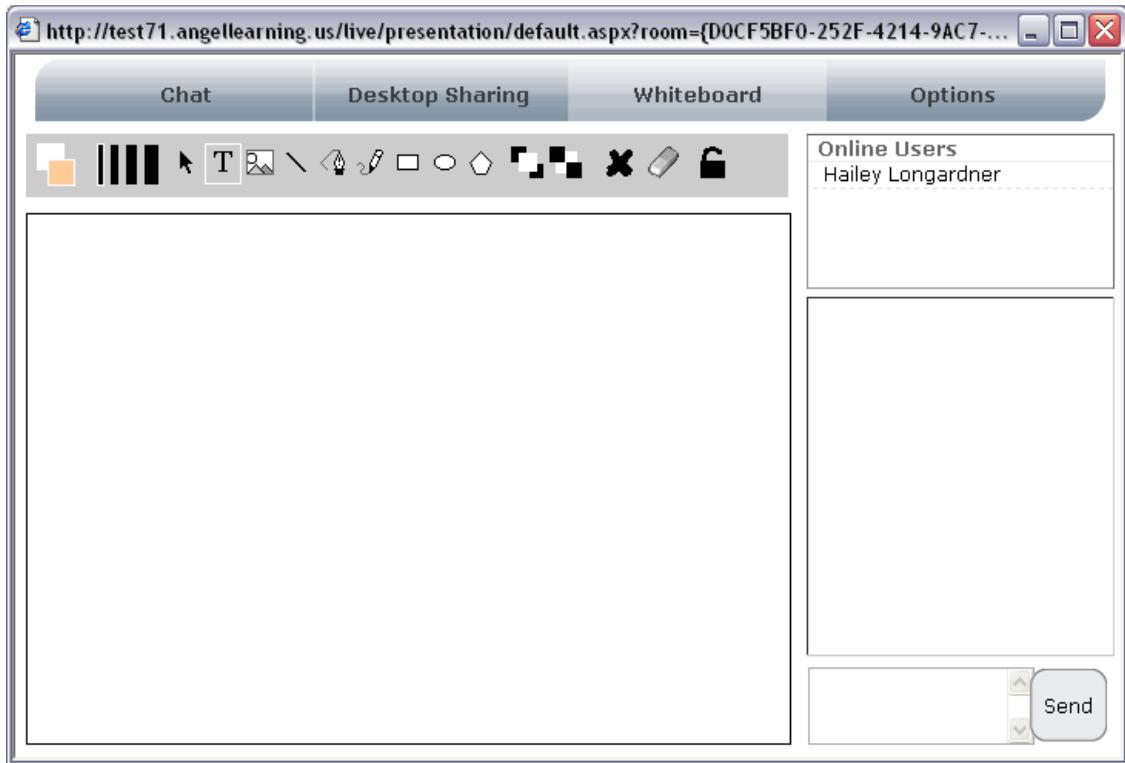


- Line thickness** . Determines the thickness of a line. Click the line thickness you want to use.

- **Select Tool**  . Allows you to select an item on the whiteboard.
- **Text tool**  . Allows you to add text to the whiteboard.
- **Image tool**  . Allows you to add an image to the whiteboard.
- **Line tool**  . Allows you to add lines to the whiteboard.
- **Polyline tool**  . Allows you to draw and connect lines similar to pen tools in graphics programs.
- **Freehand tool**  . Allows you to draw lines freehand.
- **Rectangle tool**  . Allows you to draw a rectangle.
- **Ellipse tool**  . Allows you to draw ellipses.
- **Polygon tool**  . Allow you to draw polygons.
- **Bring to Front/Send to Back**  . Bring to front and send to back tools.
- **Delete/Clear/Lock**  . Allows you to delete selected items, clear the entire whiteboard, and lock the whiteboard.

To access the whiteboard do the following:

1. Log in to your ANGEL course and click the **Communicate** tab.
2. Click the hyperlink name of the Live Chat you want to use with the whiteboard.
3. Click the **Whiteboard** button. The Whiteboard window appears.



4. Click any of the Whiteboard tools and place them in the field below the toolbar.

Providing Live Office Hours

The Live Office Hours section provides the date and time the instructor is online for a chat session. The course editor can add or edit the live office hours by clicking the **Edit** hyperlink located in the **Live Office Hours** title bar (on the Communicate page). The Your Office Hours Schedule for this Course page appears.



The elements of the Live Office Hours component include the following:

1. **Edit.** Click the **Edit** icon to set your live office hours.
2. **Live Office Hours link.** Click the hyperlink to enter the live chat during office hours.

The elements of the Live Office Hours page include the following:

Your Office Hours Schedule for this Course

Date and Time Settings

Beginning December 01, 2008  **1**

Ending December 30, 2008  **2**

Time PM 12:00 EST/EDT **3**

Duration 1 hr 00 min **4**

Interval Settings

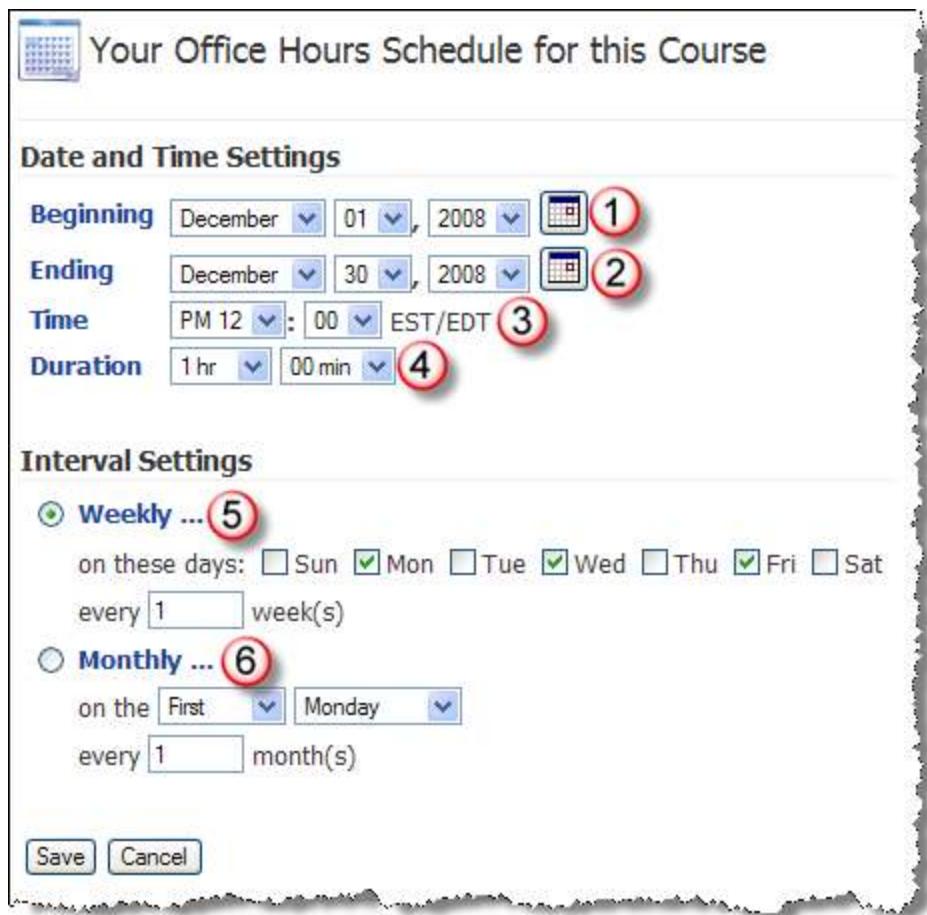
Weekly ... **5**

on these days: Sun Mon Tue Wed Thu Fri Sat
every week(s)

Monthly ... **6**

on the every month(s)

Save **Cancel**



1. **Beginning.** Specifies the beginning date of the event.
2. **Ending.** Specifies the ending date of the event.
3. **Time.** Specifies the start time of the event.
4. **Duration.** Specifies how long the event lasts.
5. **Weekly.** Specifies the days and weekly frequency of the event.
6. **Monthly.** Specifies the monthly frequency of the event.

Using Discussion Forums

The Discussion Forums section contains a list of all discussion forums in the course, providing easy access to specific topics without navigating the lessons folder structure. The Discussion Forums section is visible only if at least one discussion forum exists in the course.

To subscribe to a discussion forum, the user must have an e-mail address to which e-mail notification can be sent and need to have one of the mail forwarding options set. When a user subscribes to a discussion forum, they receive an e-mail notification with the new posts to the forum to which they have subscribed.

A user can subscribe to a discussion forum by clicking the [Subscribe](#) hyperlink or by clicking on the hyperlink name of the discussion forum. If the user clicks the discussion forum name, the user can subscribe under the Utilities hyperlink. The utilities menu also provides a Print Forum option for the user.

Communicating with Links

The Communicate Links section allows course editors to create links to external web-based tools or resources for use by students or instructors. Links can be made available to the entire class or a specific user based on course rights.

To access Communicate Links, log in to your ANGEL course, click the **Communicate** tab, and click the **Add/Edit Links** hyperlink. The Communicate Links page appears.

The screenshot shows a page titled "Communicate Links". At the top left is a button labeled "Add a Link" with a red circle containing the number 1. Below it is a table-like structure with three columns: "Edit", "Delete", and "Local Newspaper". The "Local Newspaper" link is highlighted with a red circle containing the number 3. To its left is a red circle containing the number 2. At the bottom left is a button labeled "Exit Link Editor".

The elements of the Communicate Links page include the following:

1. **Add a Link.** Click the **Add a Link** hyperlink to enter the Communication Links editor.
2. **Edit/Delete.** Click the **Edit** or **Delete** button next to the corresponding link.
3. **Active Link.** Clicking the hyperlink will take you to the resource.

Adding Links

From the Communicate Links page, click the **Add a Link** hyperlink. The Communicate Link Editor Link Settings page appears.

The screenshot shows a page titled "Communicate Link Editor". Under "Link Settings", there are five input fields: "Title" (1), "URL" (2), "Description" (3), "Target" (4), and "Viewable By" (5). Below the fields are "Save" and "Cancel" buttons.

The elements of the Communicate Links Editor include the following:

1. **Title.** Specifies the title that you want to appear as the link text. This is the text the users click to go to the specified URL.
2. **URL.** Specifies the fully qualified URL of the page you want to display. Usually this starts with http://.
3. **Description.** Specifies an extended description of the page or resource that the URL references. This text appears after the title text and is not hyperlinked.
4. **Target.** Specifies the target frame or window in which the link should be opened. The default is _self, which causes the page that the URL references to replace the page containing the link.
5. **Viewable By.** Specifies the target frame or window in which the link should be opened. The default is _self, which causes the page that the URL references to replace the page containing the link.

Calendar Tab

The **Calendar tab** allows you to post course-specific schedule items for the day, week, month, or year. As the course instructor, you can use the Calendar tab to post calendar events for yourself, for select students in your course, and/or for your entire class.

In addition to appearing on the Calendar tab of the course site, ANGEL calendar entries appear on each student's personal Home page on the dates designated for the events.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 02:00p ANGEL 7	2	3
4	5 10:00a ANGEL 7	6	7	8 02:00p ANGEL 7	9	10
11	12 10:00a ANGEL 7 01:00p Course B	13	14	15 02:00p ANGEL 7	16	17

The Calendar tab's toolbar contains the following options:

1. **Add.** The **Add** link opens a form for creating calendar entries.
2. **Format.** The **List** and **Grid** links let you view calendar dates and events as a list or in standard calendar grid format. When viewing calendar entries in List format, you can choose a specific date from the small calendar navigator or choose a month and year from the drop-down menus.



Note: By default, the calendar appears in Grid format.



Tip: If your calendar navigator does not appear in List format, click the **Show Calendar** link (at the left end of the toolbar) to make it visible.

3. **View.** The **Day**, **Week**, **Month**, and **Year** links let you change your calendar view.
4. **Next/Previous.** These links enable you to switch to the next view (Day, Month, or Year). Click **Today** to bring up the current day's events.

The **All Entries** box appears below the calendar grid.



1. View public entries.
2. View entries made by members of a given team.
3. View your personal entries.

Adding a Calendar Entry

To add an entry to the calendar, follow these steps:

1. Log in to ANGEL, select a course, and click the **Calendar** tab.
2. Click the **Add** link.

The **Event Settings** page appears.

Calendar

Event Settings

Title	<input type="text"/>	Check Spelling
User	<input type="button" value="Everyone"/>	
Section	<input type="button" value="Clean Course - 72"/>	
Category	<input type="button" value="Appointment"/> <input type="button" value="Other"/>	
Contact	<input type="text"/>	
Location	<input type="text"/>	
Notes	<input type="text"/> 	
Password	<input type="text"/>	Confirm <input type="text"/>

Date and Time Settings

Date	<input type="button" value="February"/> <input type="button" value="14"/> <input type="button" value="2007"/> <input type="button" value="Calendar"/>
Time	<input type="button" value="AM 12"/> <input type="button" value="00"/> EST/EDT
Duration	<input type="button" value="0 hr"/> <input type="button" value="00 min"/>

3. Type the title of the calendar event in the **Title** field.
4. Select the user from the **User** drop-down list.
5. Select the event category from the **Category** drop-down list.

6. Set the event's **Date**, **Time**, and **Duration** with the appropriate drop-down lists.



Tip: Instead of clicking the **Add** link, you can click the desired date on the calendar. This action opens the Event Settings page and automatically applies the chosen date to the **Date** field.

7. If desired, use the **Contact**, **Location**, and **Notes** fields to provide additional information for the event.



Reference: The inline HTML Editor is available in the **Notes** text box, allowing formatted information. For more information, see "Using the ANGEL 8.0 HTML Editor."

8. If this is not a recurring event, click the **Save** button. The Calendar tab appears, with your calendar entry listed. For a recurring event, click the **Recurrence** button. The **Interval Settings** page appears.

Calendar

Date and Time Settings

Beginning: February 28, 2006

Ending: February 28, 2006

Time: PM 02 : 00 EST/EDT

Duration: 2 hr 00 min

Interval Settings

Recurs every ...
1 Day(s)

Weekly ...
on these days: Sun Mon Tue Wed Thu Fri Sat
every 1 week(s)

Monthly ...
on the Fourth Tuesday
every 1 month(s)

Save **Cancel**

9. Specify **Beginning**, **Ending**, **Time**, and **Duration** in the **Date and Time Settings** area.
10. In the **Interval Settings** area, specify whether the event will recur daily, weekly, or monthly. If you select the **Weekly** or **Monthly** option, set the specific day on which the event will take place.
11. Click **Save**.
12. The Calendar tab appears with your new event listed.

Editing, Deleting, and Exporting Course Calendar Items

1. Click the Calendar item you want to change. The edit screen appears.



- Click the **Edit** button to modify your calendar entry. This option displays the Event Settings editor, which allows you to make necessary changes.
- Click the **Delete** button to delete your calendar entry. This option displays a Delete Event notification.
- Click the **Export** button to save the calendar entry as a file.

Adding Assignment Dates to the Calendar

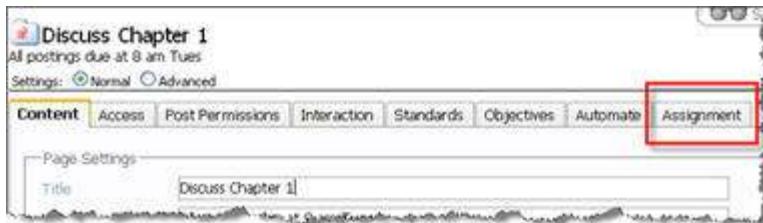
You can easily add both assigned dates and due dates to the calendar by using the Milestones option within the settings for any activity. This means that they can be added to the calendar during the process of adding any new activity.



Note: This can be done either when first setting up the activity or using the **Settings** link after the activity has been created.

In this example, you will add an assigned date and a due date to a discussion forum.

1. In the settings for the activity, go to the **Assignment** tab.



2. In the Milestones section, select a **Task Type**. A milestone can be marked in one of two ways:
 - **Manually marked.** The instructor manually marks the milestone as being completed within the Milestone option in Reports or the user can manually check it as completed within their Tasks.
 - **Item completion.** As soon as the user submits the assignment, the Milestone is marked as completed.

If you leave the Task Type as (None), the calendar option doesn't open.

NOTE: Calendar items created through Milestones will automatically be linked on the calendar to the content item in Lessons.

The screenshot shows the 'Discussion Module 1' settings page. At the top, there are 'Settings' options: 'Normal' (selected) and 'Advanced'. Below are tabs: Content, Access, Post Permissions, Interaction, Standards, and Options. A red box highlights the 'Gradebook Settings' section. Under 'Gradebook Settings', the 'Task Type' dropdown is set to '(None)', with other options like 'Manually marked' and 'Item completion' visible in the dropdown menu. The 'Assignment' dropdown is also set to '(None)'.

The Assign Date and Due Date sections open after the Task Type is selected.

- Enter the date that this assignment was assigned and check the box next to it. Do the same for the date due.

Note: You are not required to assign both dates. For example, if you don't want an assigned date to appear on the calendar, don't put in a date and don't check the associated box.

The screenshot shows the 'Content' tab selected. The 'Milestone Settings' section is expanded. The 'Task Type' dropdown is now set to 'Item completion'. The 'Assign Date' field shows a checked checkbox, a calendar icon, and the date 'February 10, 2008'. The 'Due Date' field shows a checked checkbox, a calendar icon, and the date 'February 20, 2008'. Both fields are highlighted with a red box.

- Add any other settings needed for that activity and click **Save**.

Content Access Post Permissions Int

Milestone Settings

Task Type: Item completion

Assign Date: February

Due Date: February

Gradebook Settings

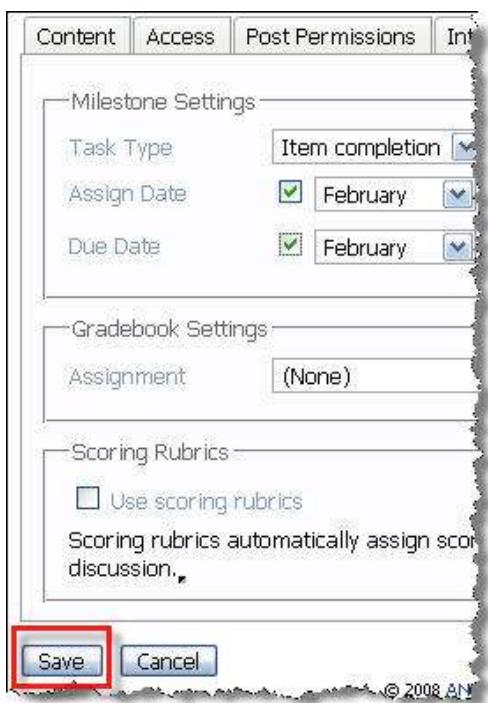
Assignment: (None)

Scoring Rubrics

Use scoring rubrics
Scoring rubrics automatically assign scores to discussion.

Save **Cancel**

© 2008 AN

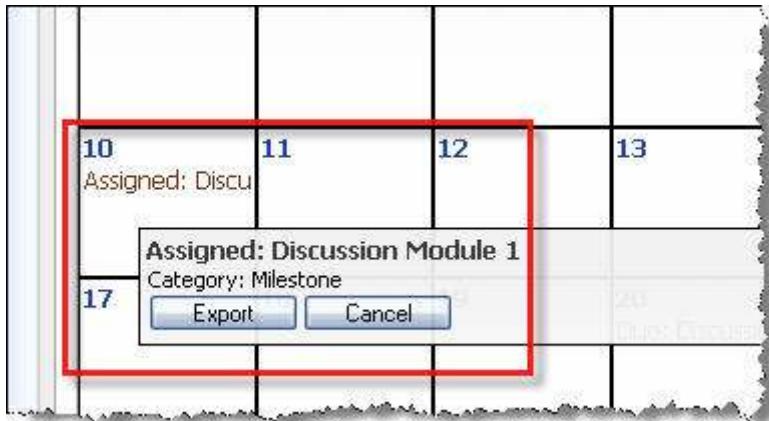


The dates are now on the calendar.

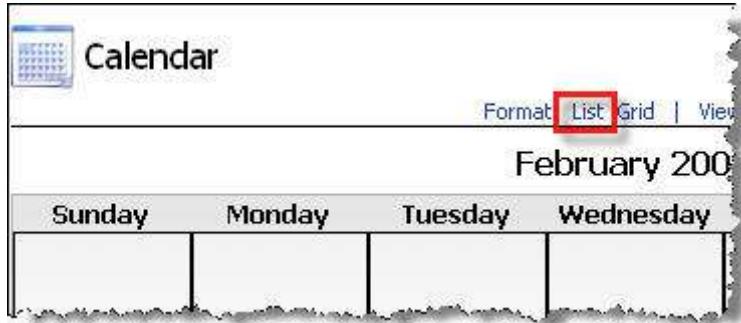
February 2008						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
3	4	5	6	7		
10	11	12	13	14		
17	18	19	20	21		



When users move the mouse over any of the items on the calendar, they see the rest of the information when in grid mode.



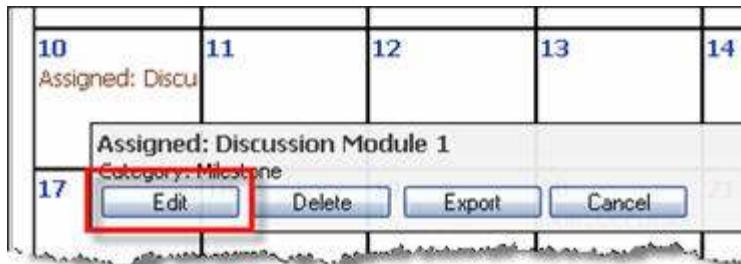
Suppose users change the calendar format to List view.



They then see all the dates and information at once.



If you need to add more information to the calendar postings, you need to edit the posting. In Grid view, the menu to select Edit appears when you hover over the date item.



In List view, click the Edit link for that calendar item.

The screenshot shows the Blackboard Calendar interface in List view for February 2008. There are two entries listed:

- Milestone**
Assigned: Discussion Module 1
2/10/08
[Edit|Delete](#)
- Milestone**
Due: Discussion Module 1
2/20/08
[Edit|Delete](#)

At the bottom of the list are buttons for **Delete Selected**, **Select All**, and **Unselect All**.

Linking to Content Items from a Calendar Event

One of the more common events listed on a course calendar is the due date for a specific activity. However, you can also link the event on the calendar directly to the content item associated with it by, using the inline HTML editor.

In this example, you will link a discussion forum assignment in the calendar directly to that forum within Lessons so that, when users click the event in the calendar, they can access a link that takes them to the discussion forum.

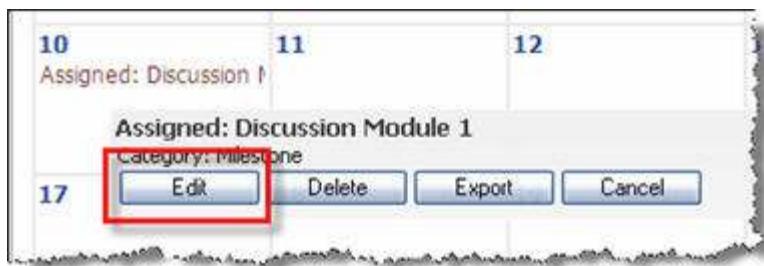
NOTE: When a content item is placed on the Calendar using a Milestone, that content item will automatically be linked to the Calendar event.

1. Click the event on the Calendar.

The screenshot shows the Blackboard Calendar interface in List view for February 2008. The date 2/10/08 is selected, indicated by a red box around the entire cell. Below the cell, the text "Assigned: Discussion I" is visible.

 **Note:** This same procedure can be done when adding any event to the Calendar by clicking the Add link within the Calendar.

2. Access the Edit link by hovering the mouse over the calendar event. Click the Edit link.



3. Go to the Notes section of the Event Settings page.

Event Settings

Title: Assigned: Discussion Module 1

User: Everyone

Section: DMO 101 Course 1

Category: Milestone

Contact:

Location:

Notes

4. Type in any text that explains the assignment, including the text that will hyperlink to the actual assignment.

Title: Assigned: Discussion Module 1

User: Everyone

Section: DMO 101 Course 1

Category: Milestone

Contact:

Location:

Notes

Post your answers to the questions in Discussion Module 1. You need to a classmates.

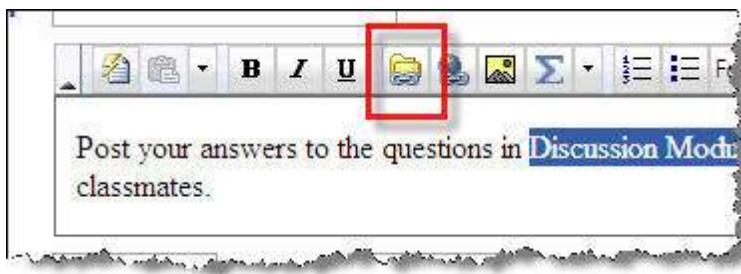
5. Highlight the text that will be linked to the content item.

Post your answers to the questions in **Discussion Module 1**. You need to a classmates.

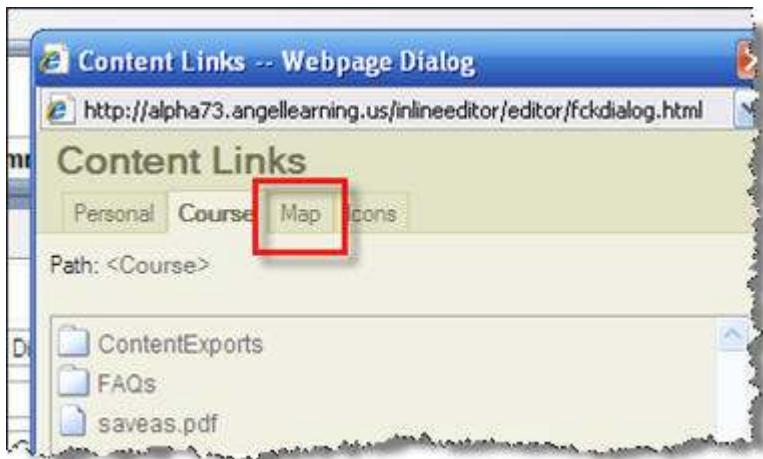
6. Click the folder/hyperlink icon  on the HTML editor toolbar.



Note: The folder/hyperlink icon links to items within the course.



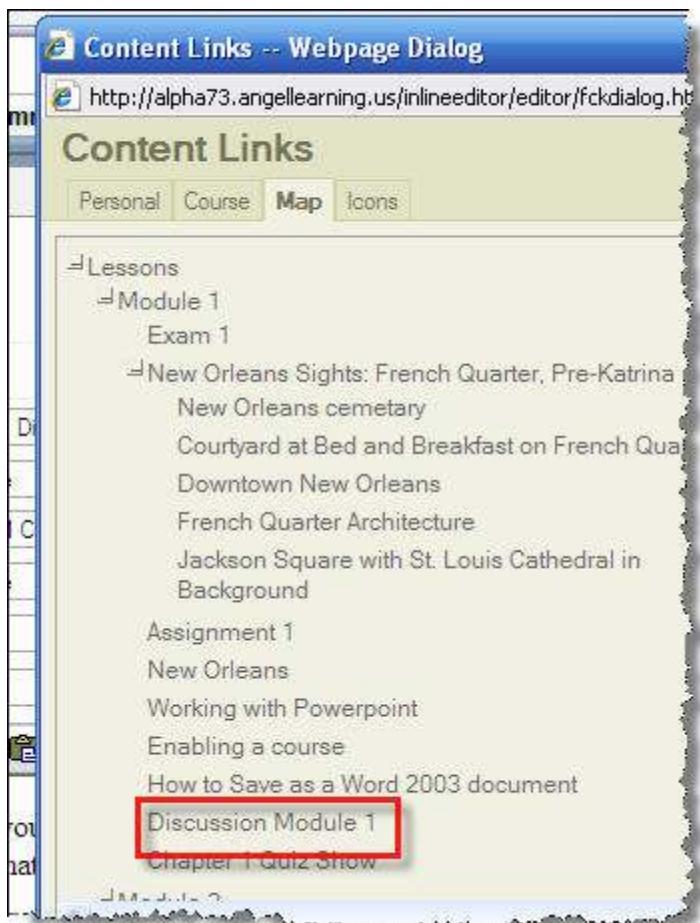
7. A pop-up window appears. Click the Map tab. All the tabs within the course appear.



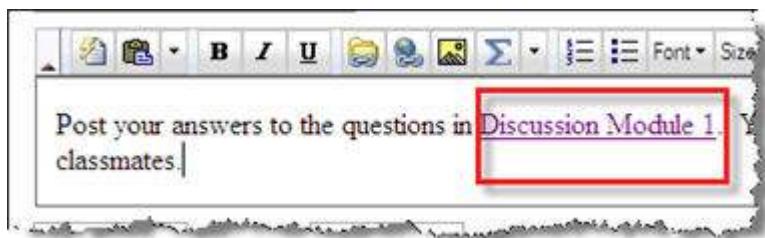
8. Click the **expand all** link to display all the items within the tab.



9. Click the content item associated with the Calendar event. In this example, you want to link to the Discussion Module 1 discussion forum, so click that link.



10. The selected text is now linked to that content item.



11. Add any other settings needed and then click **Save** at the bottom of the Edit Settings page.

Contact

Location

Notes

Post your answers to the questions in [Discussion Module 1](#). You need to also respond to at least 2 other posts from your classmates.

Password Confirm

Date and Time Settings

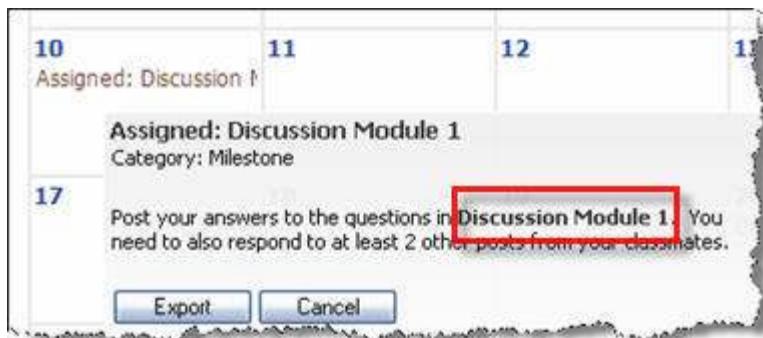
Date February 10, 2008

Time AM 12:00 EST/EDT

Duration 0 hr 00 min

The screenshot shows a window for creating a new calendar event. It includes fields for 'Contact' and 'Location', a 'Notes' section with a rich text editor containing a note about discussion module 1, password fields, and date/time settings. The 'Save' button is highlighted with a red box.

When users view the event in the Calendar and hover the mouse pointer over the event, the information now appears.



Clicking the hyperlinked text (Discussion Module 1) opens the calendar entry.

The screenshot shows a 'Discussion Module 1' interface. At the top are 'New Topic' and 'Threaded View' buttons. Below them is a 'Directions' section with the text 'Discuss how you might use ANGEL to organize content'. Under 'Directions' is a '+/- Subject' section with a checked checkbox labeled 'Organizing content'.

 **Tip:** Because you can link to anything within the course using the HTML Editor, you can put your entire schedule on the Calendar as an alternative for students to access their course content.

If the user views the calendar in List view, it appears as shown in the following figure.

The screenshot shows a 'List' view of a calendar for February 2008. A single event titled 'Milestone' is listed for 2/10/2008. The event details are: 'Assigned: Discussion Module 1'. Below the event, there is a note: 'Post your answers to the questions in [Discussion Module 1](#). You need to also respond to other posts from your classmates.' The link 'Discussion Module 1' is highlighted with a red box.

Grading Assignments

Assessments have two general types of questions: those that are automatically graded (such as multiple choice questions) and those that must be manually graded (such as short answer questions).



Reference: For information on creating assessments, see "Adding Content Using the Lessons Tab."

Grading by Question

The Grade by Question feature allows for blind grading of ungraded responses. The grading is done one question at a time, moving through all ungraded responses before moving to the next question.

Place your mouse over a content item and click the **utilities** hyperlink. (Note that the **utilities** hyperlink also appears at the top of the screen when you are inside the content item.)

The screenshot shows a utilities menu for a content item. The menu items are: 'Exam' (highlighted in blue), 'settings', 'reports', 'utilities' (which is the active link), and 'delete'.

To manually grade assessment questions, follow these steps:

1. Click the **Grade by Question** hyperlink.

The screenshot shows a web-based interface for managing an exam. At the top left is a document icon followed by the word "Exam". Below it is a "Utilities Menu" with a "Grade by Question" option circled in red. A large blue button labeled "Grade by Question" with a red number "1" is prominently displayed. Below this button are several other options: "View, Grade or Delete Submissions", "Associated File Manager", "Move Item", "Copy Item", "Export Item to ZIP", and "Pending Items". At the bottom left is a "Done" button.

2. **Ungraded Submissions.** Click the numerical hyperlink that corresponds to each question. This link shows the number of ungraded submissions.

The screenshot shows the same "Exam" interface after clicking the "Grade by Question" link. It displays a list of questions. The first question is "Briefly describe Photosynthesis" with a numerical hyperlink "2" circled in red. Below it is another question, "What are the initial substrates?". At the bottom left is a "Done" button.

ANGEL allows you to grade essay and short answer questions using a "blind" approach by using the Grade by Question option. Thus, you can grade essay (and short answer) questions without knowing which students submitted them.

The elements of the grade question page include the following:

1. **View submissions.** Number of submissions per page. Click the **Go** button.
2. **Question Text.** The text of the original question.
3. **Response.** The student's response to the question.
4. **Score.** Type a score for this response into the Score field.
5. **Comments.** Type comments for this response into the Comments field.
6. **Response.** The next student's response will appear below.
7. **Continue.** Press the **Continue** button to confirm and return to the ungraded questions page.

The screenshot shows a Blackboard Exam interface. At the top, there is a navigation bar with a document icon, the word "Exam", a dropdown menu set to "25", a "Go" button, and two checkboxes: "View student names" (unchecked) and "View answer text" (checked). A red circle with the number 1 is placed over the "View answer text" checkbox.

Below the navigation bar is a section titled "Question Text" (circled with a red 2). It contains the question: "Briefly describe Photosynthesis".

Underneath the question is a section titled "Response" (circled with a red 3). It contains the student's answer: "Makes light into energy".

Next is a scoring area with "Score" (circled with a red 4) set to 10 and "Comments" (circled with a red 5) stating "Needs more information".

Another "Response" section (circled with a red 6) follows, containing the answer: "Photosynthesis is a metabolic pathway that converts light energy into chemical energy".

A second scoring area shows "Score" (circled with a red 4) set to 20 and "Comments" (circled with a red 5) stating "Nice job!".

At the bottom left, there are "Continue" and "Cancel" buttons, with "Continue" being highlighted. A red circle with the number 7 is placed over the "Continue" button. Below the buttons, it says "2 ungraded responses".

Regrading a Question Scored Manually

You can regrade a question that you scored manually by going to the **View, Grade or Delete Submission** link.

Place your mouse over a content item and click the **utilities** hyperlink. (Note that the **utilities** hyperlink also appears at the top of the screen when you are inside the content item.)



To regrade a question, do the following:

1. Click the **View, Grade or Delete Submissions** hyperlink.

The screenshot shows the 'Exam' utilities menu. At the top left is a document icon. To its right, the word 'Exam' is displayed in a large, bold, dark blue font. Below 'Exam' is a smaller, standard black font link labeled 'Utilities Menu'. A horizontal line separates this from the main menu options. The first option is 'Grade by Question', followed by a brief description: 'Grade ungraded responses by question'. Next is 'View, Grade or Delete Submissions' (marked with a red circle containing the number 1), with the description 'Review and grade submissions to this assessment'. Below that is 'Associated File Manager' with the description 'Upload and manage files associated with this item'. Then comes 'Move Item' with the description 'Move this item to another folder'. Following that is 'Copy Item' with the description 'Copy this item and its contents to another section'. Next is 'Export Item to ZIP' with the description 'Export this item and its contents to a zip file'. Finally, there is 'Pending Items' with the description 'View and delete pending items'. At the bottom left of the menu is a small rectangular button labeled 'Done'.

2. Click the **Grade** button that corresponds to the user you need to regrade.

The screenshot shows a list of student submissions for an exam. At the top left is a document icon. To its right, the word 'Exam' is displayed in a large, bold, dark blue font. Below 'Exam' is a smaller, standard black font link labeled 'Utilities > Submissions'. Below this is a link labeled '+ Display Filters'. On the right side of the header, there is a 'View:' dropdown set to '25' with a downward arrow. The main area contains a table with two rows of data. The first row has a circled '2' at the top left. The columns are labeled: 'User', 'Points Awarded', 'Points Possible', 'Grade', 'Submitted', and 'IP Address'. The first row shows 'Sarah (Sarah)' with '10' awarded and '30' possible, graded '12/19/2008 11:57:02 AM' with IP '72.20.0.15'. The second row shows 'Test' with '20' awarded and '30' possible, graded '12/19/2008 11:53:02 AM' with IP '72.20.0.15'. At the bottom right of the table, it says 'Items 1 to 2 of 2'.

User	Points Awarded	Points Possible	Grade	Submitted	IP Address
Sarah (Sarah)	10	30	12/19/2008 11:57:02 AM	72.20.0.15	
Test	20	30	12/19/2008 11:53:02 AM	72.20.0.15	

3. **Score.** Retype the score into the Score field.
4. **Regrade.** Caution: The **Regrade** hyperlink regrades *all* other students' questions.
5. **Save.** The **Save** button saves the score for this student only.

Points Awarded	10.00
Points Missed	10.00
Points Ungraded	10.00

X 1. Briefly describe Photosynthesis
Makes light into energy

Score **3** Comments
10 **3** Needs more information

4 Regrade 20 points max

Points Earned: 10.0/20.0

E 2. What are the initial substrates?
water and carbon dioxic

Score Comments
Regrade 10 points max

Points Earned: ?/10.0

Save **5** **Cancel**

Regrading a Question Scored Automatically

You can regrade a question that was scored automatically (such as multiple choice questions) by entering the Assessment editor.

Click the **title** of the content item to enter the Assessment editor.

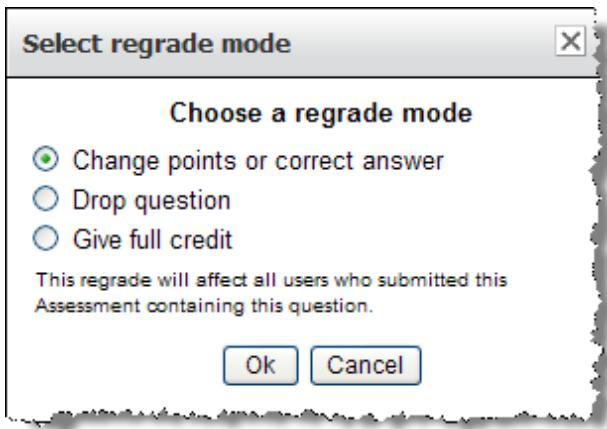


To regrade a question, follow these steps:

1. **Regrade.** Click the **Regrade** hyperlink that corresponds to the question you want to regrade.

The screenshot shows the Blackboard Assessment Editor interface. At the top, there's a navigation bar with links for 'Settings', 'Reports', 'Utilities', 'Delete', 'Print', 'My Notes', 'Previous', and 'Next'. Below the navigation is a toolbar with 'Assessment Editor' (highlighted in orange), 'At a Glance', 'Add Question Set', 'Preview', 'Select an Action' dropdown, 'Go' button, and a checked checkbox for 'Drag 'n' drop enabled'. A sub-header 'Question Set: Questions' is followed by a horizontal menu with 'Add Question', 'Configure', 'Select All', and 'Delete Question Set'. The main content area displays two questions: '1. Multiple Choice (10 points)' and '2. Short Answer (10 points)'. The first question has a grade of '1' with a red circle around it, and the second question has a grade of '0'. Both questions have 'Regrade' and 'Delete' buttons.

2. Select a regrade mode:
- **Change points or correct answer.** Allows the editor to change the point value and/or correct answer and regrade all submissions based on the changed values.
 - **Drop question.** The question is dropped for all submissions and is not used in grade calculations.
 - **Give full credit.** All submissions are given full credit for the question regardless of the selected choice or answer.



3. Click **Ok**.

Grading Drop Box Submissions

Students can submit assignments in a variety of formats to the drop box. A drop box assignment can either be submitted by inputting text into the message window or by uploading a document file. Once submitted, the assignment can be graded within the drop box and the grade will go to the Gradebook if it has been set up as an assignment. The instructor can download an attachment, make comments on it, save it, and then upload it again for the student to read.

Set up the drop box, including setting it up as a Gradebook assignment. During the setup, decide whether you want students to input their answers as text in the message window, as a document file, or if either would be acceptable. In the Submissions section of Settings you can disable either feature.



Tip: If the assignment is lengthy, it is a good idea to disable the message window. Otherwise, students could copy and paste their entire text into that window with the end result being a large, unformatted, hard-to-read document! Even though the HTML editor is available to format the text, most students will probably not use that feature. The message window is best used for short assignments.



Reference: For information on setting up a drop box for student submissions, see "Adding Content Using the Lessons Tab."

Click the **title** of the content item to enter the drop box.



To grade a drop box submission, do the following:

1. **Subject/Submitted.** Click the subject hyperlink to view the corresponding submission.



Term Paper

[Settings](#) [Reports](#) [Utilities](#) [Delete](#)

Review: User Review, Anonymous: No

Instructions: Enter or paste your written work and/or click "Attachments" to upload your files.

Title

Message

[Attachments](#)

[Submit](#)

Submissions

<i>Subject / Submitted</i>	<i>User</i>	<i>Grade (100 pts)</i>
Term Paper 1 submitted 12/19/2008 12:49:06 PM	Sarah (Sarah)	
My paper submitted 12/19/2008 12:44:18 PM	Test	

Pages: [Previous](#) | [Next](#) | 1

2. **Grade.** Enter a grade in the **Grade** field.
3. **Use Grading Rubric.** Click the **Use Grading Rubric** hyperlink to utilize the rubric associated with this content item.
4. **Remarks.** Enter remarks regarding the submission.
5. **Attachments.** Upload an attachment for the student (for example, the student's file with comments and track changes).



Note: You must first save the student's file to your computer before adding track changes to the student's file.

6. **OK.** Sends the information to the Gradebook.
7. **Submitted Files.** The student's submitted files and/or message text appears at the bottom of the screen. Click the hyperlink to retrieve the file.

 **Term Paper**

Utilities > Submissions > Grade submission by Test, Sarah (Sarah) on 12/19/2008 12:49:06 PM

Grade 2 points (100 max.) Use Grading Rubric 3

Remarks

4

Attachments 5

Send as mail message to user

6 OK Cancel

Term Paper
Submitted by Test, Sarah (Sarah) On 12/19/2008 12:49:06 PM

Submitted Files 7
[Sample.doc \(179712 bytes\)](#)

The assignment now has a grade when viewing grades in utilities. This grade will also appear in the Gradebook if it has been set up as an assignment for the Gradebook.

 **Term Paper**

Utilities > Submissions

Display Filters

View: 25

User	Subject	Grade (100 pts)	Submitted	IP Address
View Grade Delete	Sarah (Sarah)	Term Paper	98	12/19/2008 12:49:06 PM
View Grade Delete	paper	My paper	12/19/2008 12:44:18 PM	172.20.0.15

Items 1 to 2 of 2

Students can see their grades when they return to the drop box or view their grades. If they click the link within the comments, they can see the corrected copy uploaded by the instructor.

 [View Grading Rubric](#)

User Review Enabled

Subject	Grade (100 pts)	Comments
Term Paper <i>submitted 12/19/2008 12:49:06 PM</i>	98.00 View Rubric Scores	Well done! file.doc (12/19/2008 2:25:42 PM)

Pages: Previous | Next | 1

Grading Drop Box Submissions Offline

The drop box tool in ANGEL has a batch download option that allows you to download all submissions from a specific assignment drop box, grade them offline, and then reupload all grades with any comments and/or attachments back into the ANGEL course.

Place your mouse over a content item and click the **utilities** hyperlink. (Note that the **utilities** hyperlink also appears at the top of the screen when you are inside the content item.)



To download submissions, do the following:

1. **Download Submissions.** Click the **Download Submissions** hyperlink.

 **Term Paper**

Utilities Menu

View, Grade or Delete Submissions
Review and grade submissions to this drop box

Export Submission and Grade Data
Export submission data to a text file

Associated File Manager
Upload and manage files associated with this item

Move Item
Move this item to another folder

Copy Item
Copy this item and its contents to another section

Export Item to ZIP
Export this item and its contents to a zip file

Download Submissions 1
Download files submitted to this dropbox.

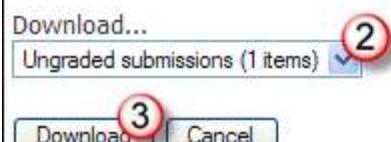
Done

2. Choose to download **Ungraded submissions** or **All submissions**.
3. Click the **Download** button to save a zipped file to your computer.

Download Submissions

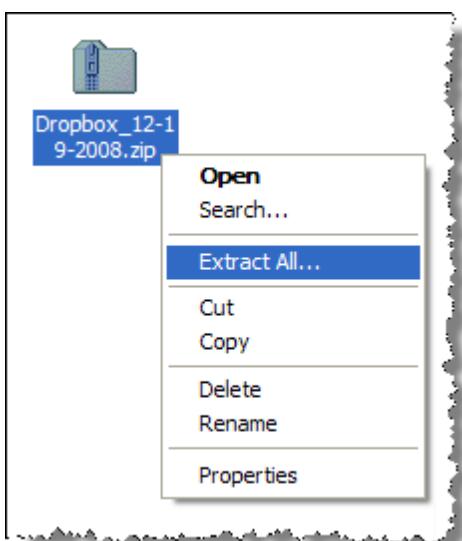
Utilities > Download Submissions

Instructions: Select which submissions to download and click the download button to zip and save the files to your computer. Unzip the files and double click "Grade.htm". Fill in the grade information and submit the form to finish.



Using the Offline Grading Utility

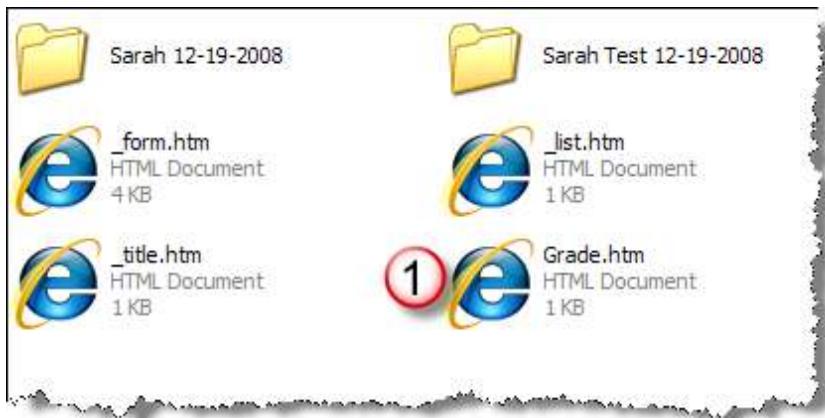
After you download the files, you need to extract, or unzip, the folder with the decompression utility on your computer's operating system.



Simply opening the folder without decompressing the contents will cause errors when using the utility.

To grade offline, follow these steps:

1. **Grade.htm.** Double-click the Grade.htm file to open it in your default web browser.



2. **Submissions.** Click a hyperlink to view the student's submission.

3. **File View Area.** The student's file appears in the bottom pane. To add a grade for the assignment, go to the top of the grade page and find the student's name.
4. **Grade.** Enter a grade into the Grade field.
5. **Feedback.** Upload a file to be returned to the student. Click the Browse button. All files will be uploaded when the Submit button is pressed at the end of the grading session.
6. **Comments.** Enter comments regarding the submission.
7. **Submit.** Click the Submit button to send all grades, comments, and file attachments at once.

Term Paper created 12/19/2008 2:35:47 PM | [refresh grade form](#)

<h3>Submissions</h3> <p>1. Sarah (f86f807c-0eae-460a-980f-1e5d44cf88d) 12/19/2008 12:44:19 PM My paper</p> <p>2. Sarah Test (c39a24b8-b95b-4a14-89b1-d743c4e078b3) 12/19/2008 12:49:07 PM Term Paper</p>	<h3>Grade Form</h3> <p>Maximum Points: 100</p> <p><input type="checkbox"/> 1. Sarah (f86f807c-0eae-460a-980f-1e5d44cf88d) submitted 12/19/2008 12:44:19 PM</p> <p>Grade: <input type="text"/> Feedback: <input type="text"/> Browse...</p> <p><input checked="" type="checkbox"/> 2. Sarah Test (c39a24b8-b95b-4a14-89b1-d743c4e078b3) submitted 12/19/2008 12:49:07 PM</p> <p>Grade: <input type="text" value="98"/> 4 Feedback: <input type="text"/> 5 Browse...</p> <p>Well Done! 6</p> <p><input type="checkbox"/> Send mail messages to users</p> <p>Submit 7</p> <p>Note: Only selected items will be submitted.</p>
--	---



Note: You do not have to grade all the papers at one time. Only grades that have the box checked next to the student name will be submitted. You can return later to grade the others.

The assignment now has a grade when viewing grades in utilities. This grade will also appear in the Gradebook if it has been set up as an assignment for the Gradebook.

	User	Subject	Grade (100 pts)	Submitted	IP Address
View Grade Delete	Sarah (Sarah)	Term Paper	98	12/19/2008 12:49:06 PM	172.20.0.15
View Grade Delete	paper	My paper		12/19/2008 12:44:18 PM	172.20.0.15

Items 1 to 2 of 2

Students will see their grades when they return to the drop box or view their grades. If they click the link within the comments, they can see the corrected copy uploaded by the instructor.

Grading Discussion Activity

ANGEL allows you to manage the scoring and grading of messages individually or in batch. It also lets you automate the evaluation of student performance within a particular forum.

Scoring Messages Individually

Click the **title** of the content item to enter the discussion.

 **Note:** To use a consistent scoring scale, set the Instructor Rating Score value on the Settings > Interaction tab. Setting this scale also allows the system to calculate points earned versus points possible. If you set a rating score value, the scoring layer displays it as the maximum score for each post.

To score by post, follow these steps:

1. **Expand.** If necessary, click the plus sign to expand the thread.
2. **Post Title.** Click the Post Title link to read the post. Then return to enter a score.
3. **Score.** Click the score field (displays as -- on the screen). The Score window pops up.
4. **Score Window.** Enter a score and/or click the checkbox to include a quick reply. You can choose to reply privately to the student from within this layer. Your message will be visible only to you and the student. Press the **Save** button.

The screenshot shows the Blackboard Week 1 Discussion page. At the top, there are navigation links: Settings, Reports, Utilities, Delete, Print, My Notes, Previous, and Next. Below the header are buttons for New Post, Threaded View, and a Navigate bar with arrows and a dropdown for 'All posts'. A toolbar with various icons is also present. The main area displays a post titled 'Hello!' by 'Test, Sarah' posted on 12/19/2008 with a score of 10 and 1 reply. A reply titled 'RE: Hello!' is selected. A context menu is open over the reply, with numbered circles (1 through 4) highlighting specific options: (1) the post title, (2) the reply title, (3) the menu itself, and (4) the 'Score' input field where the value '4' is entered.

Scoring Messages in Batches

In some cases you might want to assign a score simply for completing a post or if a post contains a keyword.

To score multiple messages at once, do the following:

1. **Search View.** Select **Search View** from the drop-down menu.
2. **Unscored.** Select **Unscored** from the drop-down menu.
3. **Search.** Press the **Search** button to begin the filter.
4. **Select Posts.** Check the boxes next to those posts which will receive the same score
5. **Score.** Select **Score** from the drop-down menu.
6. **Apply Points.** Enter the number of points these posts should receive. Press the **Save** button.

The screenshot shows the Blackboard Week 1 Discussion page. At the top, there are navigation links: Settings, Reports, Utilities, Delete, Print, My Notes, Previous, and Next. Below the navigation is a search bar with the text "View: Unscored" and a dropdown menu set to "Containing: 2". A red circle labeled "1" is over the "Search View" button. A red circle labeled "2" is over the dropdown menu. A red circle labeled "3" is over the "Search" button. A red circle labeled "4" is over the "Rating" column in the table. A red circle labeled "5" is over the "Score" dropdown in the message action dialog. A red circle labeled "6" is over the "Apply" button in the same dialog. The main content area contains a post titled "RE: Hi!" from "Test, Sarah" dated 12/19/2008 with 0 replies and a 5-star rating. Below it is a reply titled "Hi!" with a message box containing "Apply [redacted] points to all selected posts." and "Save" and "Cancel" buttons.



Tip: You can further refine your results by entering a search term (for example, keyword, correct or incorrect answers) or by using the **Advanced search** option.



Reference: For detailed instructions on setting up a grading rubric, see "Using Grading Rubrics."



Video: ["Grade with a Rubric."](#)



Video: ["Grade by Question Using a Rubric."](#)

Grading a Discussion Forum

Grading a forum is done through the Grade Forum utility found in the discussion's Utility menu.



Video: ["Grade a Discussion Forum."](#)

Place your mouse over a content item and click the **utilities** hyperlink. (Note that the **utilities** hyperlink also appears at the top of the screen when you are inside the content item.)



Click the **Grade forum** hyperlink within the **Utilities** menu.

The screenshot shows a "Utilities menu" for a discussion item. It includes links for "Grade forum", "Associated file manager", "Move item", "Subscribe", and a "Done" button.

- Week 1 Discussion**
- Utilities menu
- Grade forum**
Grade this forum
- Associated file manager**
Upload and manage files associated with this item
- Move item**
Move this item to another folder
- Subscribe**
Subscribe to this forum
- Done**

Using the Grading Utility

The Grading utility collects and presents student activity and instructor score data that is useful for formulating each student's grade.



Tip: Each of the column heads is sortable. Click the column label to sort the data by that column.

The headings of the Grading utility include the following:

1. **User name.** The user's name. Clicking the user's name creates a new window with all of that user's posts displayed.
2. **Total posts.** The total number of new posts and replies submitted.
3. **Posts.** The total number of new posts submitted.
4. **Replies.** The total number of replies submitted.
5. **Peer replies.** The total number of peer replies to that user's posts.
6. **Earned/Possible/%.** The total points earned, total points possible, and percentage earned as determined by the instructor's scores.
8. **Gradebook Grade (#/100).** The actual grade to be entered in the Gradebook. The Grading Rubric can be used here to automatically add the grade.
9. **Comments.** Enter comments to student in the **Comments** field.



Note: Total points possible and percentage earned will be calculated *only* if you've set the Instructor Rating Score value on the Settings > Interaction tab.

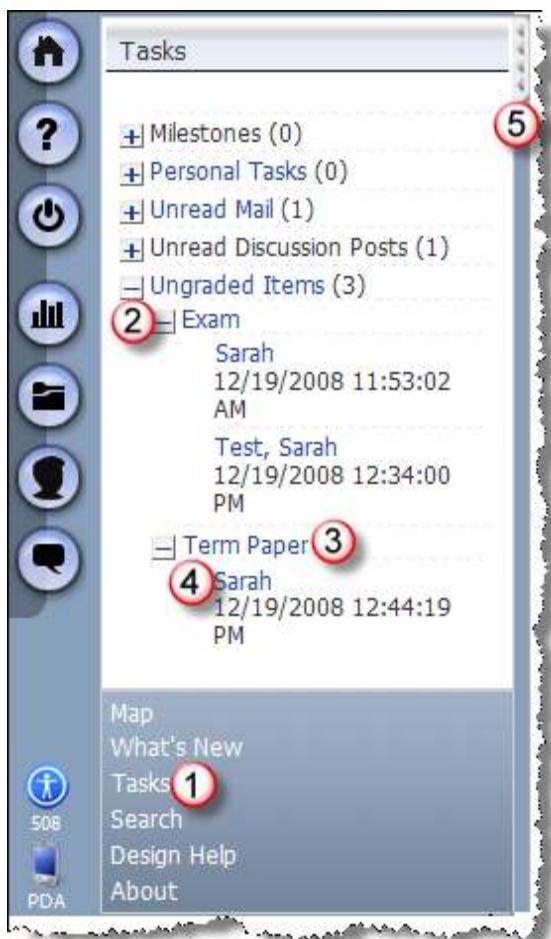
Using the Tasks Menu

When you log into your course and check the Tasks menu, you can see whether you have any questions to be graded. In this case, you have three ungraded items.

To grade from the Tasks menu, do the following:

1. **Tasks.** Click the **Tasks** hyperlink in the bottom menu.
2. **Expand.** Click the plus sign next to **Ungraded Items** to expand it.
3. **Assignment.** Click the assignment name hyperlink to go directly to the grading utility.

4. **Submission.** Click the student name hyperlink to go directly to that submission.
5. **Collapse menu.** Click the edge of the menu to collapse it back into the side of the screen.



Grading Assignments via the “Terms” (7.4) Gradebook

The Gradebook allows you to view and grade submissions and offline assignments from within the Gradebook.

Using the Grade Entry Grid

To view the Grade entry grid, go to **Manage > Gradebook > Grade Entry Grid**; you will see a screen similar to the one shown in the following figure. (Note that the leftmost column containing student names remains frozen, while users can scroll sideways to see additional columns on the right.)

Grade Entry Grid

Export Assignment Wizard Gradebook Menu Print

Filters

Format	Category	Term	Users
100%	(All)	(All)	Entire Course

Directions: Select a column header or a user name to enter grades.

Users	Homework 1 100 pts	Homework 2 100 pts	Homework 3 100 pts	Homework 4 100 pts	Discussion 1 100 pts	Discuss 100
Barnett, Patrick		85%	100%	75%	100%	90
Seal, Tammy		100%	100%	90%	100%	100
Blume, Jessica		100%	100%	95%	100%	100
Burns, Jennifer		100%	70%	0%	75%	100
Caldwell, Krystal		80%	100%	85%	50%	60
Clark, Brittney		60%	0%	85%	0%	0
Downs, Steven		100%	100%	85%	100%	80
Eagle, Christine		100%	100%	0%	100%	100
Franklin, Britney		0%	80%	0%	90%	100
Gonzalez, Alberto		0%	30%	0%	0%	50
Hart, Justina		80%	100%	100%	100%	100
Kinders, Wendy		100%	100%	100%	100%	100
Matos, Gina		100%	75%	100%	100%	100

Grades displayed in this grid are "raw" grades; no formulas or calculations will be applied to the scores displayed in the grid.



Note: There is a hypertext link to the **Assignment Wizard** at the top of the Grade Entry Grid page. If you have assignments that have not yet been added to your Gradebook, you can use this link to quickly navigate to the Assignment Wizard and bring in your assignments.

Sorting Columns

Users can sort by any of the columns in the Grade Entry Grid by clicking the column heading and selecting **Sort Ascending** or **Sort Descending** from the drop-down menu that appears. Note that the column currently selected for sorting is shaded in gray and has a small triangle next to the column label.

Users	Homework 1 100 pts	Homework 2 100 pts▼	Homework 3 100 pts
Beal, Tammy		100%	100%
Blume, Jessica		100%	100%
Burns, Jennifer		100%	70%
Downs, Steven		100%	100%
Eagle, Christine		100%	100%
Kinders, Wendy		100%	100%
Matos, Gina		100%	75%
Pascal, Andrea		100%	100%
Sutton, Ben		100%	100%
Tyler, Julia		100%	100%
Barrett, Patrick		85%	100%

Filtering the Grade Grid

The filter selections at the top allow users to change the grid display properties. You can filter the view to limit the grid display to a particular category, term, or grouping of students. This is helpful if you want to work within a more narrow scope in the Gradebook (e.g., see only grades for a particular team within a particular grading term).

Filters

Format	Category	Term	Users
100% ▾	(All) ▾	(All) ▾	Entire Course ▾
Apply			

Assignment Cell Editing Mode

Two types of assignment cell editing modes exist: one for assignments with associated content and another for assignments without associated content.

Any of the grade cells displayed in the grading grid can be edited directly from this view. Simply click the desired cell to edit the value. If the assignment is configured with associated content, this grade editor is displayed. If you are overriding a grade, you might also see an expanded window in which you can select to override the calculated grade or optionally link to the Submissions Manager for that assignment. After all editing is complete, click the **Save** button to save your changes.

Users ▾	Homework 1 100 pts	Homework 2 100 pts	Homework 3 100 pts	Homework 4 100 pts	Discussion 1 100 pts
Franklin, Britney	50%	0%	80%	0%	90%
Gonzalez, Alberto	100%	100%	30%	0%	0%
Hart, Justina	<input type="text" value="100"/> %				
Kinders, Wendy	50%				
Matos, Gina	80%				
Pascal, Andrea	90%				
Perez, Julia	95%				
Rivera, Peter	100%				
Sutton, Ben	100%				
Tyler, Julia	0%				

Calculated Grade: NaN%
Calculation Method: First Submission

Override calculated grade
 % **Apply**

Submissions
Homework 1
No Submissions

Comment

Save

If the assignment is configured without associated content (manually graded or offline assignments), this grade editor is displayed. In this scenario, grades can be entered directly into the Grading Grid. You can also enter an optional comment to accompany the grade. After all editing is complete, click the **Save** button to save your changes.

Homework 2 500 pts	Quiz 2 100 pts	Discussion 1 10 pts	Discussion 2 10 pts
100%	77%	100%	89%
98%		100%	45%
<input type="text" value="98"/> %	Comments Great job!		90%
98%			90%
98%			90%
98%			90%

Save

Entering Grades by Student

To enter or update grades for a single user at a time, click the student's name in the leftmost column. A menu appears for the individual student. This menu allows you to enter grades, review submissions, view user reports and profiles, and send mail to that student directly from the grading grid.

The screenshot shows a list of users on the left and a context menu on the right for student Barrett, Patrick. The menu options are: Edit Grades, Submissions, User Reports, User Profile, and Send Mail. A 'close' button is at the bottom right of the menu.

- Barrett, Patrick
- Edit Grades
- Submissions
- User Reports
- User Profile
- Send Mail

close

Clark, Brittney

Downs, Steven

Eagle, Christine

Edit Grades

Clicking the **Edit Grades** link from this menu changes the grade cells for that student to an editable state. You can select any of the cells in that row, and enter or modify the grade value displayed in that field. In addition, the currently selected assignment expands below the selection to show any of the student's submissions for that item, and it indicates whether or not the submissions have been graded.

The screenshot shows the 'Edit Grades' interface for student Barrett, Patrick. The table has columns for Homework 1 through Homework 4 and Discussion 1. The 'Homework 1' column for Barrett, Patrick is selected and shows a percentage input field (empty) and a value of 85%. The 'Discussion 1' column shows a value of 100%. Below the table, there is a summary for Homework 1, a submission list for Homework 2, and a comment area.

Users ▾	Homework 1 100 pts	Homework 2 100 pts	Homework 3 100 pts	Homework 4 100 pts	Discussion 1 100 pts
Barrett, Patrick	<input type="text"/> %	85 %	100 %	75 %	100 %
Beal, Tammy					100%
Blume, Jessica					100%
Burns, Jennifer					75%
Caldwell, Krystal					50%
Clark, Brittney					0%
Downs, Steven					100%
Eagle, Christine					100%
Franklin, Britney					90%
Gonzalez, Alberto					0%
Hart, Justina					100%
Kinders, Wendy					100%

Calculated Grade: (No graded submissions) Override calculated grade

Calculation Method: First Submission

Submissions

Homework 1
March 12, 2009 04:54 PM

Comment

Done

100% 100% 100% 100%

Submissions

Selecting the **Submissions** link from this menu will take you to a screen displaying any ungraded submissions for that student.

Ungraded Items

Barrett, Patrick (pbarrett)

-  [Homework 1](#)
-  [Discussion 1](#)
-  [Discussion 2](#)
-  [Discussion 3](#)
-  [Discussion 4](#)

[Done](#)

User Reports

Selecting the **User Reports** link takes you to a detailed report showing all of that student's grades in the course. This report can be exported, mailed directly to the student, or saved as a .pdf file using the hypertext links at the top of the screen.

 Barrett, Patrick (pbarrett) [▼](#)

[Export](#) [Mail](#) [Save as PDF](#) [Assignments](#)

Overall: 84.67%

Category	Score
Homework	86.67%
Homework 1	0%
Homework 2	85%
Homework 3	100%
Homework 4	75%
Discussions	92.5%
Discussion 1	100%
Discussion 2	90%
Discussion 3	100%
Discussion 4	80%
Quizzes	74.75%
Quiz 1	79%
Quiz 2	53%
Quiz 3	80%
Quiz 4	87%
Exams	83.5%
Midterm Exam	80%
Final Exam	87%

User Profile

Selecting the **User Profile** displays the student's ANGEL user profile.

Send Mail

Selecting the **Send Mail** link opens a course mail composition window addressed to the individual student. You can optionally include a copy of the student's grade report with your mail message.

The dialog box has a title bar "Course Mail" and a close button "X". It contains the following fields:

- To: Barrett, Patrick
- Subject: [empty input field]
- Include copy of grade report
- Message: [large text area with scroll bars]
- HTML Editor [link]
- Buttons: Send, Cancel

Entering Grades by Assignment

To enter grades for a single assignment at a time, click the heading of the assignment column. A menu appears, as shown in the following figure.

A table showing assignment grades for several students. The first column is "Users" and the second column is "Homework 1" (100 pts). A context menu is open over the "Homework 1" column for the first row. The menu items are: Edit Grades, Submissions, Sort Ascending, Sort Descending, and a close button. The menu is highlighted with a light blue border. The "Edit Grades" item is the top item in the list.

Users	Homework 1 100 pts	Homework 2 100 pts
Barrett, Patrick		85%
Beal, Tammy		100%
Blume, Jessica		100%
Burns, Jennifer		100%
Caldwell, Krystal		80%
Clark, Brittney		60%
Downs, Steven		100%

Edit Grades

Clicking the **Edit Grades** link in this menu changes the assignment column to an editable state. In addition, any ungraded submissions for that assignment are displayed in the expanded window to the right. You can enter grade values for the entire column. After entering all grades, be sure to click the **Save** button in the upper-right corner to save your grade entries.

Default Settings

Grade	Comments	Apply
<input type="checkbox"/> Override Existing Grades		
<input type="button" value="Save"/> <input type="button" value="Cancel"/>		

Users ▾	Discussion 3 100 pts	Homework 2 500 pts	Quiz 2 100 pts	Discussion 1 10 pts	Discussion 2 10 pts	Midterm Exam 250 pts
Dent, Stu	98%	100%	77 %			
Dent II, Stu	88%	98%	%			
Dent III, Stu	77%	98%	%			
one, student	93%	98%	%			
seven, student	93%	98%	%			
six, student	86%	98%	%			

Comments

90%

Submissions

Clicking the **Submissions** link from this menu will take you to the **Submissions Manager** for that item.

Using the Submissions Manager

The **Submissions Manager** appears as a link in the Grading Tasks nugget. (It can also be accessed by selected the **Ungraded Items** links on the Gradebook Home page or through the **Submissions** links within the **Grade Entry Grid**.)

The Submissions Manager presents instructors with an interface in which they can enter a grade for individual submissions. Additionally, instructors can pan through all the assignments that have ungraded submissions associated with them.

Submissions Manager

Content Item	Homework 1	Submissions	Grade by Question																				
Homework 1																							
<input type="checkbox"/> Display Filters																							
<table border="1"> <thead> <tr> <th>User</th> <th>Subject</th> <th>Score (100 pts)</th> <th>Submitted</th> </tr> </thead> <tbody> <tr> <td>Barrett, Patrick (pbarrett)</td> <td>my work</td> <td>3/12/2009 4:54:48 PM</td> <td>1</td> </tr> <tr> <td>Rivera, Peter (privera)</td> <td>hw1</td> <td>3/12/2009 4:53:59 PM</td> <td>1</td> </tr> <tr> <td>Eagle, Christine (ceagle)</td> <td>homework 1 submission</td> <td>3/12/2009 4:53:14 PM</td> <td>1</td> </tr> <tr> <td>Matos, Gina (gmatos)</td> <td>my homework</td> <td>3/12/2009 4:48:28 PM</td> <td>1</td> </tr> </tbody> </table>				User	Subject	Score (100 pts)	Submitted	Barrett, Patrick (pbarrett)	my work	3/12/2009 4:54:48 PM	1	Rivera, Peter (privera)	hw1	3/12/2009 4:53:59 PM	1	Eagle, Christine (ceagle)	homework 1 submission	3/12/2009 4:53:14 PM	1	Matos, Gina (gmatos)	my homework	3/12/2009 4:48:28 PM	1
User	Subject	Score (100 pts)	Submitted																				
Barrett, Patrick (pbarrett)	my work	3/12/2009 4:54:48 PM	1																				
Rivera, Peter (privera)	hw1	3/12/2009 4:53:59 PM	1																				
Eagle, Christine (ceagle)	homework 1 submission	3/12/2009 4:53:14 PM	1																				
Matos, Gina (gmatos)	my homework	3/12/2009 4:48:28 PM	1																				

The Content Item drop-down menu is populated with Gradebook assignments. You can switch to view submissions for a different assignment by selecting a different item in the drop-down menu. All ungraded items for that assignment are displayed.

Clicking the + (plus sign) next to Display Filters at the top allows the instructor to specify additional criteria for displaying submissions for a given content item. For example, you might want to view only items that were submitted by a particular due date.

Submissions Manager

Content Item Homework 1 Submissions Grade by Question

Homework 1

Display Filters

Submitted after: March 12, 2009 Submitted before: March 12, 2009

Apply Filter Clear Filters

User	Subject	Score (100 pts)	Submitted
Barrett, Patrick (pbarrett)	my work	3/12/2009 4:54:48 PM	
Rivera, Peter (privera)	hw1	3/12/2009 4:53:59 PM	
Eagle, Christine (ceagle)	homework 1 submission	3/12/2009 4:53:14 PM	
Matos, Gina (gmatos)	my homework	3/12/2009 4:48:28 PM	

If the item selected is an assessment, the Grade by Question button becomes available.

Submissions Manager

Content Item Quiz 1 Submissions Grade by Question

Quiz 1

Display Filters

User	Question Points	Submission Score (100 pts)	Submitted
Matos, Gina (gmatos)		0% (0 pts)	3/12/2009 4:49:30 PM

If this page is accessed and there are no ungraded submissions pending, a message displays, indicating that there are no submissions.

Submissions Manager

Content Item Quiz 4 Submissions Grade by Question

Quiz 4

Display Filters

User	Question Points	Submission Score (100 pts)	Submitted

There are no results to display.

To grade an item via the Submissions Manager, select the **Grade** button for the submission you want to grade.

Submissions Manager

Content Item Homework 3 Submissions Grade by Question

Homework 3

Display Filters

User	Subject	Score (100 pts)	Submitted
Matos, Gina (gmatos)	homework 3 file	3/13/2009 3:06:24 PM	

The student submission displays, along with a place for the instructor to enter a grade, add comments, and/or attach a file. Also, the instructor may optionally select to send the grade and comments to the student as a mail message.

The screenshot shows the Submissions Manager interface. At the top, there are tabs: Content Item, Homework 3 (selected), Submissions, and Grade by Question. Below the tabs, a folder icon indicates 'Homework 3'. A message says 'Utilities > Submissions > Grade submission by Matos, Gina (gmatos) on 3/13/2009 3:06:24 PM'. The 'Grade' field contains '100 points (100.00 max.)'. The 'Remarks' section contains a rich text editor toolbar and the text 'Great work!'. Below the remarks is an 'Attachments' section with a checked checkbox for 'Send as mail message to user'. At the bottom are 'OK' and 'Cancel' buttons. A preview window shows a file named 'homework 3 file' submitted by Matos, Gina on 3/13/2009 at 3:06:24 PM. The file is described as 'Attached is my project file for HW3.' and includes the file name 'homework3_project.docx (9896 bytes)'.

Report Tab

The Report tab provides a deeper insight into student activities and progress. It provides simple options to gather, view, share, save, or take action on the wealth of course, team, or student information at your fingertips.

Reports Console

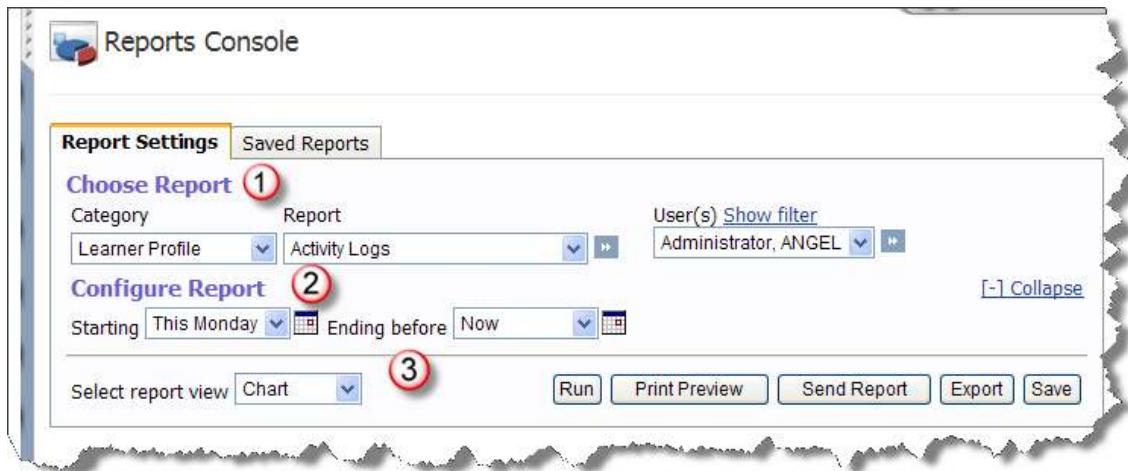
Go to the Reports Console by logging in to your ANGEL course and clicking the **Report** tab. The page shown in the following figure will appear.

The screenshot shows the Reports Console interface. At the top, there are two tabs: 'Report Settings' (highlighted with a red box) and 'Saved Reports'. Below the tabs, a section titled 'Choose Report' has 'Category' and 'Report' dropdown menus. The 'Category' menu is set to 'Learner Profile' and the 'Report' menu is set to 'Activity Logs'. To the right of these menus are 'Use' and 'Add' buttons. The entire interface is framed by a decorative border.

There are two tabs on the Reports Console: **Report Setting** and **Saved Reports**. ANGEL opens to the the Report Settings tab.

Report Settings Tab

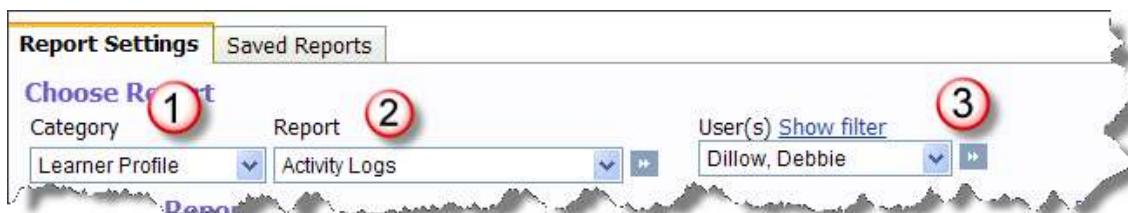
The **Report Settings** tab has three main areas.



1. **Choose Report.** Allows you to set the parameters for the report.
2. **Configure Report.** Allows you to set the start and end time of the report.
3. **Command toolbar.** Lets you set the options for your report.

Choosing a Report

Let's examine the Choose Report section in more detail.



1. **Category.** Allows the user to choose from among seven categories:
 - Learner Profile
 - WhoDunIt
 - Class
 - Content
 - Grades
 - Milestones
 - Learning Outcomes
2. **Report.** Allows the user to choose from up to 13 types of reports. The type of report depends on the category selected.
3. **User(s).** Category and Report data are gathered from the user(s) you select here.



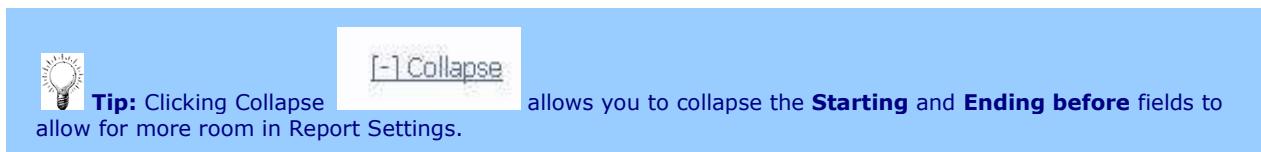
Tip: Click the next icon to go to the next report and/or the next user.

Configuring a Report

Let's examine the Configure Report section in more detail.



1. **Starting.** Allows the user to choose the start date of the report. You can do this from the drop-down list or the calendar icon next to it.
2. **Ending before.** Allows the user to choose the ending date of the report. You can do this from the drop-down list or the calendar icon next to it.



Working with the Command Toolbar

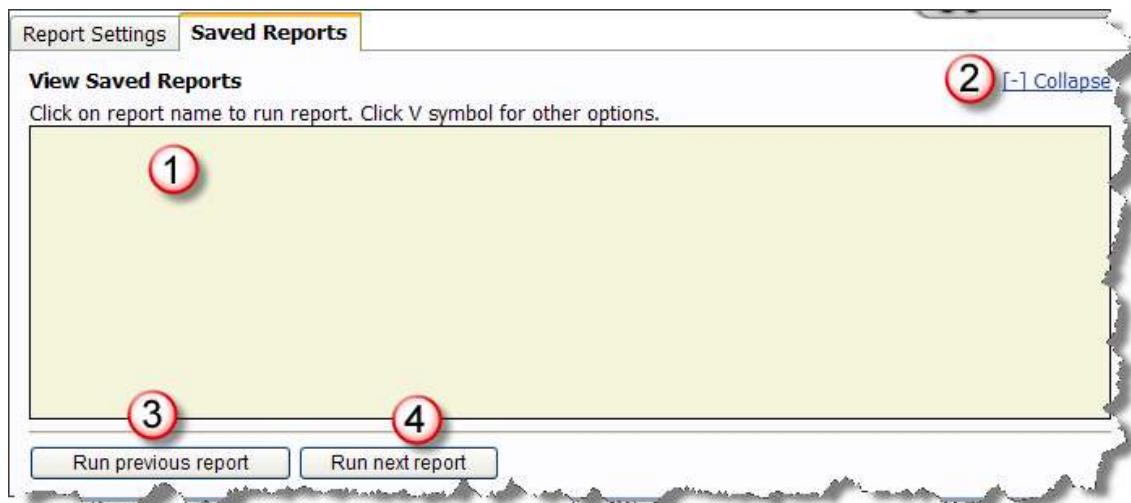
The Command toolbars provide a number of useful settings.



1. **Select report view.** You can choose from among three views:
 - Chart
 - Drill Down
 - Table
2. **Run.** After you choose and configure the type of report that you want to generate, click the **Run** command.
3. **Print Preview.** A PDF preview of the report is launched.
4. **Send Report.** Attaches the report to course mail. The report is saved in PDF format.
5. **Export.** Allows you to save a copy of the report in one of the following formats:
 - HTML
 - CSV
 - PDF
6. **Save.** Saves the report to the Saved Reports tab.

Saved Reports Tab

The Saved Reports tab has four functions.



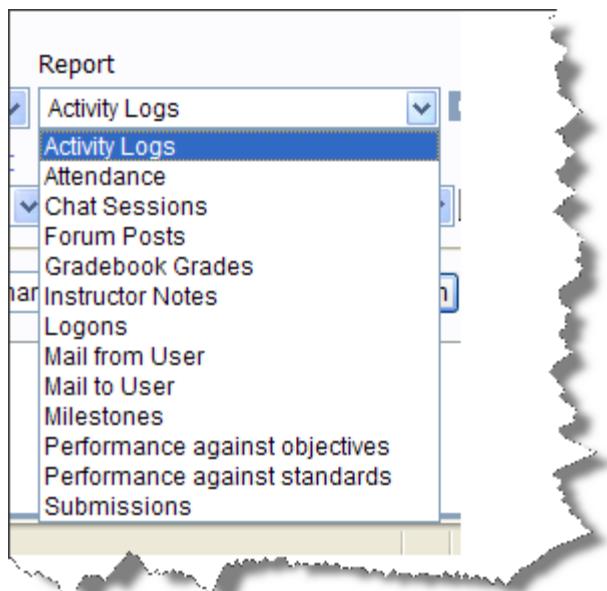
1. **View Saved Reports.** Allows you to view a list of saved reports.
2. **Collapse.** Allows you to collapse/expand the list of saved reports.
3. **Run previous report.** Runs the previous saved report.
4. **Run next report.** Runs the next saved report.

Running Reports

The ANGEL 8.0 Reports Console presents a wealth of data-mining opportunities in one central location. This functionality gives instructors flexibility with a full range of report options in a simple console interface that makes selecting components easy. You can track all aspects of individual learners: grades, milestones, or specific content.

Learner Profile Report

The Learner Profile gives instructors the ability to accurately access each student's total performance in one location. This tool greatly reduces the amount of time spent accessing student work and participation, provides comprehensive student information, and relates each student's performance to the class as a whole. The following figure shows some of the information you can include on the Learner Profile report.



- **Activity Logs.** Student's activity in a course. Activity can include login/logout information and content items accessed if tracking is turned on for those items.
- **Attendance.** Attendance status. Used in conjunction with the Attendance component.
- **Chat Sessions.** Total number of chat sessions for the user and the date of each chat.
- **Forum Posts.** Name of the discussion forum and the number of posts made to the forum.
- **Gradebook Grades.** Individual student grades as well as the course average for each Gradebook assignment.
- **Instructor Notes.** List of notes that have been added under the WhoDunIt report.
- **Logons.** Dates and total number of logons to the course.
- **Mail from User.** Dates and total number of messages sent by the user.
- **Mail to User.** Dates and total number of messages sent to the user.
- **Milestones.** Dates of the milestones and whether each milestone is pending, due, or completed.
- **Performance against objectives.** Progress of a class or student against the stated objective.
- **Performance against standards.** Progress of a class or student against the stated standard.
- **Submissions.** Dates and total number of submissions.

To use the Learner Profile:

1. Log in to your ANGEL course and click the **Report** tab.
2. Select the **Report Settings** tab.
3. Select Learner Profile in the **Category** drop-down list.
4. Select the report data you want to display from the **Report** drop-down list.
5. From the **User(s)** section, select the user's name from the drop-down list.



Note: As you change the category or report data, the Reports Console automatically updates and provides the requested report.

6. Customize the report by changing the **Starting** and **Ending before** fields.
7. Select **Report** view.
8. Click the **Run** button to run the report.

Grades Report

The Grades report provides a comprehensive view of student grades in one location.

To use the Grades report:

1. Log in to your ANGEL course and click the **Report** tab.
2. Select the **Report Settings** tab.
3. Select the **Grades** option from the **Category** drop-down list.
4. Select the report data you want to display from the **Report** drop-down list.
5. From the **User(s)** section, select the user's name from the drop-down list.
6. Select **Report** view.
7. Click the **Run** button to run the report.

Milestones Report

The Milestones feature lets you specify assignment and due dates for key course objectives and displays them automatically on the course calendar. You can review each learner's reports and run a missed milestone report to reveal students who might be falling behind or to identify those who might need help.

To use the Milestones report:

1. Log in to your ANGEL course and click the **Report** tab.
2. Select the **Report Settings** tab.
3. Select the **Milestones** option from the **Category** drop-down list.
4. Select the report data you want to display from the **Report** drop-down list.
5. From the **User(s)** section, select the user's name from the drop-down list.
6. Select **Report** view.
7. Click the **Run** button to run the report.

Previewing the Report

After you run a report, you can click the **Print Preview** button to view a PDF version of the report or save a PDF version to your hard drive.

Sending a Report

After running a report, you can click the **Send Report** button to send the PDF version of the report to any course students or faculty using course mail. The report attaches to a course mail message, allowing the user to type information about the report in the mail message.

Exporting a Report

To export a report, follow these steps:

1. Click the **Export** button. The Export report window appears.
2. Click the **Export report to** drop-down list and select one of three formats for your report:
 - HTML
 - CSV
 - PDF
4. Click the **Export** button. A File Download dialog box opens and enables you to open the document or save it to your hard drive.

Saving a Report

Export a report by doing the following:

1. Click the **Save** button. The Save Report window opens.
2. Type the name of the report in the **Enter report name** field.
3. Click the **Save** button. The window shown in the following figure appears, showing that the report was saved successfully.
4. The saved report can be found on the **Saved Reports** tab.

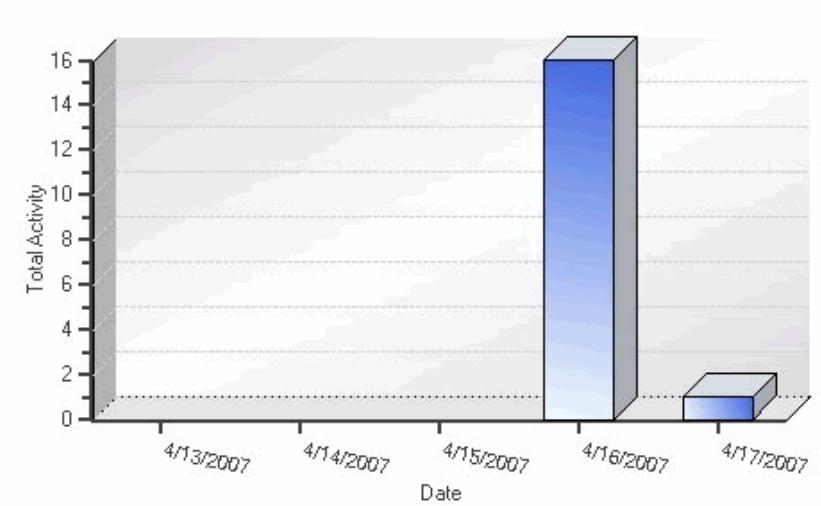
 Reports Console

[Report Settings](#) **Saved Reports** [\[-\] Collapse](#)

View Saved Reports
Click on report name to run report. Click V symbol for other options.

[Activity for past week](#) ▾

[Run previous report](#) [Run next report](#)



A bar chart titled "Activity for past week" showing total activity over five days. The Y-axis is labeled "Total Activity" and ranges from 0 to 16. The X-axis is labeled "Date" and shows dates from 4/13/2007 to 4/17/2007. The chart displays two bars: one very tall bar reaching approximately 16 on the 4/16/2007 date, and a much shorter bar reaching approximately 2 on the 4/17/2007 date.

Date	Total Activity
4/13/2007	0
4/14/2007	0
4/15/2007	0
4/16/2007	16
4/17/2007	2

[Viewing Saved Reports](#)

The **Saved Reports** tab contains a list of any reports you have saved. To view your saved reports, locate the report name in the **View Saved Reports** console.

Report Settings **Saved Reports** [\[-\] Collapse](#)

View Saved Reports
Click on report name to run report. Click V symbol for other options.

LOM Standards ▾

Run	Delete	Settings
---------------------	------------------------	--------------------------

[Run last report](#) [Run next report](#)

Click the down arrow next to the saved report and choose **Run** to run the report, **Delete** to delete the report from the list, or **Settings** to modify the report.

To rerun the last report, click the **Run last report** button.

To run the next report, click the **Run next report** button.

Automating Your Course

The agent technology located on the Automate tab support personalized learning paths and individual teaching styles while fostering enhanced student interactions and improved outcomes. Agents identify at-risk learners as well as student achievements and milestones. Instructors can easily tailor instructions with dynamic content availability that supports self-paced study, problem-based learning, and conditional material release.

Using the Agents Console

The Agents Console allows the instructor to add agents that run on a scheduled basis or upon request; agents that run when a user views, takes, submits, or reviews a content item; or an agent that runs when a user accesses specific areas within the ANGEL environment.

The elements of the Agents Console include the following:

Title	Category	Type	Last Status	Last Run	Next Run
Example Agent	On demand	N/A	N/A	N/A	N/A

[Add New Agent](#) 1

2 3 4 5 6 7 8 9

- Add New Agent.** Click the **Add New Agent** hyperlink to go to the Create an Agent page.
- Title.** Name of the agent.
- Category.** Agents can be the following:

- **On Demand.** Must be manually run when needed.
 - **Scheduled.** Runs automatically per a schedule.
 - **Content.** Runs when a user interacts with specified content items.
 - **Event.** Runs when a user enters or exits the course, or sends an e-mail.
4. **Type.** Types include the following:
- **Recurring.** Recurring.
 - **One Time.** Runs one time.
 - **On View.** Runs after a selected item is viewed by a user.
 - **On Review.** Runs when the selected item is reviewed.
 - **On Grade.** Runs when the item is graded.
 - **On Submit.** Runs when the item is submitted.
 - **On Take.** Runs when a quiz, survey, or assessment is taken.
 - **Enter Course.** Runs when a user enters the course.
 - **Exit Course.** Runs when a user exits the course.
 - **Send Course Mail.** Run when an e-mail is sent.
 - **N/A.** No type is applicable.
5. **Last Status.** Shows the status for the last time the agent was run:
- **Successful.** Agent executed successfully.
 - **Processing.** Agent is currently running.
 - **Error.** Agent failed to execute.
 - **N/A.** Agent has no status.
6. **Last Run.** Date and time when agent was last run.
7. **Next Run.** Date and time when agent is scheduled to run next.
8. **Refresh.** Click the **Refresh** link to reload the page.

9. **Edit.** Click the arrow (▾) next to the name of the section you want to edit. Once inside the editor, User Selection and Action areas also have a drop-down list asking if you want to edit, copy, or delete the user selection or action.



Caution: Changing the Agent type clears all user filter and action settings.

Creating Scheduled Agents

Scheduled agents run on a scheduled basis. As the instructor you can set up an on demand, specific date, daily, weekly, or monthly schedule of actions to retrieve course or student data.

To create a scheduled agent, click the **Add New Agent** hyperlink on the Agents Console.

To create a scheduled agent (Step 1 of 3), do the following:

Create Agent

Creating an Agent is a three-step process. First you determine and configure your agent type. Then you select which users you want the agents to monitor and the conditions required to trigger an action. Finally, you configure the desired action.

Step 1 of 3: Choose Agent Type

Name your Agent

The Agent name appears in the Agent console list.

1

Agent Type & Configuration

Choose Agent type

Choose the type of event that you wish to use to initiate an Agent.

2

Scheduled Agent

Agents that run on a scheduled basis or upon request

Content Agent

Agents that run when users view, take, submit or review a content item

Event Agent

Agents that run when users access specific areas within the environment

Choose Schedule

3

On demand On this date... Daily... Weekly... Monthly...

Agent Summary

Scheduled Agent "(name your agent)" will run on demand .

4

Cancel

Next

1. **Name your Agent.** In the **Name your Agent** text field, type a meaningful name for the agent you are creating.
2. **Choose Agent Type.** Select the **Scheduled Agent** option from the Choose Agent Type section.
3. **Choose Schedule.** Select a schedule option from the Choose Schedule section.
4. **Next.** Click the **Next** button to proceed to Step 2.

To create a scheduled agent (Step 2 of 3), do the following:

Create Agent

Step 2 of 3: Configure Users and Conditions

Select which users you want the agent to monitor and the conditions required to trigger an action.

Name Selection

Name this combination of user and condition criteria.

All Users

1

User Selection Properties

2

Select Users

Choose all users of a specific user for the Agent to monitor.

Any User Specific Users

3

Rights Filter

Refine your user selection by choosing which course rights the users must have to be included in the user selection.

Any Rights Specific Rights

4

Team Filter

Refine your user selection by choosing which team memberships the users must have to be included in the user selection.

Any Team Specific Teams

User Selection Conditions

Under what conditions should the users selected above be included in this Agent?

Condition:

None

5



Agent Summary

Scheduled Agent "Name your Agent" will run on demand for All Users.

Add Another User Selection

Cancel

Previous

Next

6

1. **Name Selection.** Type the name in **Name Selection** (optional). By default, All Users is predefined in the text field.
2. **Select Users.**
 - **Any User.** This is the default.
 - **Specific Users.** Allows you to specify which user(s) this agent will monitor.
3. **Rights Filter.**
 - **Any Rights.** This is the default.
 - **Specific Rights.** Allows you to specify which rights the user must have to be included in the user selection.
4. **Team Filter.**
 - **Any Team.** This is the default.

- **Specific Teams.** Allows you to specify which team memberships the users must have to be included in the user selection.
5. **User Selection Conditions.** Select any conditions from the **User Selection Conditions** drop-down list. Ask "Under what conditions should the users selected above be included in this Agent?" to determine the condition that you will select.
 6. **Next.** Click the **Next** button to proceed to Step 3.

To create a scheduled agent (Step 3 of 3), do the following:

Create Agent

Step 3 of 3: Configure Actions

Choose Action Type

Select the action you'd like to run based upon the Agent Type and Users / Conditions configured in previous steps. Note that you may add additional actions by clicking the "Add Additional Actions" button below.

1 Choose Action Type... 2 Action descriptions

Agent Summary

Scheduled Agent "Name your Agent" will run on demand for All Users.

Add Another Action

Cancel Previous

1. **Choose Action Type.** Select an action from the **Choose Action Type** drop-down list.



Reference: Available options depend on the action type you select. See "Action Types" for details.

2. **Action descriptions.** Click the **Action descriptions** hyperlink to view a brief description of the actions.
3. **Configure.** Configure the selected action by completing the specified fields in the action. The fields to be completed vary based on the action.
4. **Next.** When finished configuring the action click the **Next** button.

Creating Content Agents

Content agents run when a user views, takes, submits or reviews a content item.

To create a content agent (Step 1 of 3), do the following:

Create Agent

Creating an Agent is a three-step process. First you determine and configure your agent type. Then you select which users you want the agents to monitor and the conditions required to trigger an action. Finally, you configure the desired action.

Step 1 of 3: Choose Agent Type

Name your Agent

The Agent name appears in the Agent console list.

1

Agent Type & Configuration

Choose Agent type

Choose the type of event that you wish to use to initiate an Agent.

Scheduled Agent

Agents that run on a scheduled basis or upon request

2

Content Agent

Agents that run when users view, take, submit or review a content item

Event Agent

Agents that run when users access specific areas within the environment

Choose Lessons

Select content to monitor * 3

is viewed 4

Agent Summary

Content Agent "(name your agent)" will run when (choose lessons) is viewed.

Cancel

Next 5

1. **Name your Agent.** In the **Name your Agent** text field, type a meaningful name for the agent you are creating.
2. **Choose Agent Type.** Select the **Content Agent** option from the Choose Agent Type section.
3. **Choose Lessons.** Select the lesson type from the **Lesson Type** drop-down list.

Select content to monitor X

Lesson Type: A Assessment

B

Any assessment Specific assessments

C Add D Close Window

- A. **Lesson Type.** Select a **Lesson Type** from the drop-down menu.
 - B. **Any assessment/Specific assessments.** Choose to run to any lesson type or choose a specific content item you previously added.
 - C. **Add.** Click the **Add** button to add the lesson. You can add multiple lessons.
 - D. **Close Window.** Click the **Close Window** button when finished adding lessons.
4. **Event.** Select the event that will trigger the agent to run from the drop-down list.
 5. **Next.** Click the **Next** button to proceed to Step 2.

To create a scheduled agent (Step 2 of 3), do the following:

Create Agent

Step 2 of 3: Configure Users and Conditions
Select which users you want the agent to monitor and the conditions required to trigger an action.

Name Selection
Name this combination of user and condition criteria.

1 All Users

User Selection Properties

2 Select Users
Choose all users of a specific user for the Agent to monitor.

3 Any User Specific Users

Rights Filter
Refine your user selection by choosing which course rights the users must have to be included in the user selection.

4 Any Rights Specific Rights

Team Filter
Refine your user selection by choosing which team memberships the users must have to be included in the user selection.

5 Any Team Specific Teams

User Selection Conditions
Under what conditions should the users selected above be included in this Agent?

Condition: None

Agent Summary
Scheduled Agent "Name your Agent" will run on demand for *All Users*.

Add Another User Selection

Cancel **Previous** **Next** 6

1. **Name Selection.** Type the name for the **Name Selection** (optional). By default, All Users is predefined in the text field.
2. **Select Users.**
 - **Any User.** This is the default.

- **Specific Users.** Allows you to specify which user(s) this agent will monitor.
- Rights Filter.**
 - **Any Rights.** This is the default.
 - **Specific Rights.** Allows you to specify which rights the user must have to be included in the user selection.
 - Team Filter.**
 - **Any Team.** This is the default.
 - **Specific Teams.** Allows you to specify which team memberships the users must have to be included in the user selection.
 - User Selection Conditions.** Select any conditions from the **User Selection Conditions** drop-down list. Ask "Under what conditions should the users selected above be included in this Agent?" to determine the condition that you will select.
 - Next.** Click the **Next** button to proceed to Step 3.

To create a scheduled agent (Step 3 of 3), do the following:

Create Agent

Step 3 of 3: Configure Actions

Choose Action Type

Select the action you'd like to run based upon the Agent Type and Users / Conditions configured in previous steps. Note that you may add additional actions by clicking the "Add Additional Actions" button below.

1 Choose Action Type... 2 Action descriptions

Agent Summary

Scheduled Agent "Name your Agent" will run on demand for All Users.

Add Another Action

Cancel Previous

- Choose Action Type.** Select an action from the **Choose Action Type** drop-down list.



Reference: Available options depend on the action type you select. See "Action Types" for details.

- Action descriptions.** Click the **Action descriptions** hyperlink to view a brief description of the actions.
- Configure.** Configure the selected action by completing the specified fields in the action. The fields to be completed vary based on the action.
- Next.** When finished configuring the action, click the **Next** button.

Creating Event Agents

The event agent is triggered when a user accesses specific areas within the ANGEL environment such as entering a course, exiting a course, or sending course mail.

To create an event agent (Step 1 of 3), do the following:

Create Agent

Creating an Agent is a three-step process. First you determine and configure your agent type. Then you select which users you want the agents to monitor and the conditions required to trigger an action. Finally, you configure the desired action.

Step 1 of 3: Choose Agent Type

Name your Agent

The Agent name appears in the Agent console list.

1

Agent Type & Configuration

Choose Agent type

Choose the type of event that you wish to use to initiate an Agent.

Scheduled Agent

Agents that run on a scheduled basis or upon request

Content Agent

Agents that run when users view, take, submit or review a content item

2 Event Agent

Agents that run when users access specific areas within the environment

Choose Events

3 Enter Course

Exit Course

Send Course Mail

Choose one or more events.

Agent Summary

Event Agent "(name your agent)" will run upon (choose one or more events).

Cancel

4 Next

1. **Name your Agent.** In the **Name your Agent** text field, type a meaningful name for the agent you are creating.
2. **Choose Agent Type.** Select the **Event Agent** option from the Choose Agent Type section.
3. **Choose Events.** Select the event option from the Choose Events section.
4. **Next.** Click the **Next** button to proceed to Step 2.

To create a scheduled agent (Step 2 of 3), do the following:

Create Agent

Step 2 of 3: Configure Users and Conditions

Select which users you want the agent to monitor and the conditions required to trigger an action.

Name Selection

Name this combination of user and condition criteria.

All Users

1

User Selection Properties

2

Select Users

Choose all users of a specific user for the Agent to monitor.

Any User Specific Users

3

Rights Filter

Refine your user selection by choosing which course rights the users must have to be included in the user selection.

Any Rights Specific Rights

4

Team Filter

Refine your user selection by choosing which team memberships the users must have to be included in the user selection.

Any Team Specific Teams

User Selection Conditions

Under what conditions should the users selected above be included in this Agent?

Condition:

None

5



Agent Summary

Scheduled Agent "Name your Agent" will run on demand for All Users.

Add Another User Selection

Cancel

Previous

Next

6

1. **Name Selection.** Type the name for the **Name Selection** (optional). By default, All Users is predefined in the text field.
2. **Select Users.**
 - **Any User.** This is the default.
 - **Specific Users.** Allows you to specify which user(s) this agent will monitor.
3. **Rights Filter.**
 - **Any Rights.** This is the default.
 - **Specific Rights.** Allows you to specify which rights the user must have to be included in the user selection.
4. **Team Filter.**
 - **Any Team.** This is the default.

- **Specific Teams.** Allows you to specify which team memberships the users must have to be included in the user selection.
5. **User Selection Conditions.** Select any conditions from the **User Selection Conditions** drop-down list. Ask "Under what conditions should the users selected above be included in this Agent?" to determine the condition that you will select.
6. **Next.** Click the **Next** button to proceed to Step 3.

To create a scheduled agent (Step 3 of 3), do the following:

Create Agent

Step 3 of 3: Configure Actions

Choose Action Type

Select the action you'd like to run based upon the Agent Type and Users / Conditions configured in previous steps. Note that you may add additional actions by clicking the "Add Additional Actions" button below.

1 Choose Action Type... 2 Action descriptions

Agent Summary

Scheduled Agent "Name your Agent" will run on demand for All Users.

Add Another Action

Cancel Previous

1. **Choose Action Type.** Select an action from the **Choose Action Type** drop-down list.



Reference: Available options depend on the action type you select. See "Action Types" for details.

2. **Action descriptions.** Click the **Action descriptions** hyperlink to view a brief description of the actions.
3. **Configure.** Configure the selected action by completing the specified fields in the action. The fields to be completed vary based on the action.
4. **Next.** When finished configuring the action, click the **Next** button.

Configuring Actions

The elements of the Configure Actions page are the following:

Create Agent

Step 3 of 3: Configure Actions

Choose Action Type

Select the action you'd like to run based upon the Agent Type and Users / Conditions configured in previous steps. Note that you may add additional actions by clicking the "Add Additional Actions" button below.

[Choose Action Type...](#) 

[Action descriptions](#) 

Agent Summary

Scheduled Agent "Name your Agent" will run on demand for All Users.

[Add Another Action](#)

[Cancel](#)

[Previous](#)

1. **Choose Action Type.** Select an action from the **Choose Action Type** drop-down list.



Reference: Available options depend on the action type you select. See "Action Types" for details.

2. **Action descriptions.** Click the **Action descriptions** hyperlink to view a brief description of the actions.
3. **Configure.** Configure the selected action by completing the specified fields in the action. The fields to be completed vary based on the action.
4. **Next.** When finished configuring the action click the **Next** button.

Action Types

Following is a brief description of each action type. Action types vary depending on the agent you are using.

- **Add Variable.** The Add Variable action allows the course editor to create and manage environment variables that are associated with the user submitting a quiz item. This could track course progress, competency, and so on. An example of the Add Variable action could be used to create and increment a variable called Assessment_Competency that would increment by 1 for every assessment a student received a 70% or higher and decrement for every assessment a student received 69% or lower. A unique Assessment_Competency value would be stored for each student in the course—the results of which could be printed to a page for instructor review.
 1. Select the user from the **Add Variable For** drop-down menu.
 2. Click the **Add ->** button.
 3. Type the variable name in the **Variable Name** field.
 4. Provide the value to add in the **Amount to Add** field (optional).
 5. Click the **Save Action** button.
- **Alert.** Add a JavaScript pop-up message.
 1. In the **Alert Message Text** field, type the text you want to display in the pop-up message.
 2. Click the **Save Action** button.
- **Announcement.** Add an announcement to a user's course announcements.
 1. Select who will see the announcement from the **Add Announcement For** drop-down list.
 2. In the **Announcement** text area, type the text you want to be displayed as the personal announcement.

3. Click the **Save Action** button.
- **Calendar.** The Calendar action posts a personal calendar event to a user's course calendar page.
 1. In the **Title** textbox, type the text you want to be displayed as the title of the personal calendar event.
 2. Select a user from the **Users** drop-down list.
 3. In the **Category** textbox, type the category for the personal calendar event.
 4. In the **Notes** text area, type any additional viewable notes that you want to be associated with the personal calendar event.
 5. You may optionally type a numeric value in the **Days Offset** textbox to specify the number of days to offset (wait before displaying) the personal calendar event.
 6. You can optionally type a numeric value in the **Duration** textbox to specify the number of minutes the personal calendar event should remain posted.
 7. Click the **Save Action** button.
 - **Email (External).** The Email action sends an Internet e-mail message when triggered by a specified event. This item is useful if you need to send an e-mail message to someone outside of the ANGEL environment
 1. Type a valid Internet e-mail address in the **From** textbox to specify who appears as the sender of the message.
 2. Type a valid Internet e-mail address(es) in the **To** textbox to specify who should receive the Internet e-mail message.
 3. You can optionally type a valid e-mail address(es) in the **Cc** or **Bcc** fields to specify who should also receive the Internet e-mail message.
 4. Type a subject in the **Subject** field.
 5. Type your message text in the **Message Text** field.
 6. You can optionally select the format from the **Format** drop-down list.
 7. Click the **Save Action** button.
 - **GoTo.** The GoTo action redirects the user to another content item (in the same course) when triggered by a specified event.
 1. In the **Match Text** field, type the exact password or title of the item you want to redirect the student to.



Tip: To copy the Entry_ID for an item, right-click the title or icon of an item, select Copy Shortcut, paste the copied link into the Match Text field, and delete the entire pasted link except the last alphanumeric characters following "ENTRY_ID=" (without the quotes).



Note: If more than one item exists with the same title or password provided in the Match Text field, the user is redirected to a list of the matching items. You can combine partial titles with an asterisk (*) as a wildcard to locate multiple items with similar titles.

2. Leave the Delay field blank or type **0** if you want the redirect to take place immediately. Type a higher number such as **600** (10 minutes) to allow the user to view the confirmation/results page for as long as they want.
 3. You can optionally provide an item type in the **Item Type** field to restrict the GoTo action to a particular type of item.
 4. You can optionally configure an additional action to be performed on the resulting page. For example, if you are redirecting to a quiz or form, type **TAKE** in the **Action** field. The user is directed into the quiz or form, bypassing the intermediate "Take the Quiz" page.
 5. Additional advanced functions or subevents can be triggered using the Sub-event field.
 6. Click the **Save Action** button.
- **Grade Assignment.** Posts a grade to the Gradebook:
 1. Select the assignment from the Assignment drop-down list.

2. Select the user(s) from the **Max Points Grade For** drop-down list.
 3. Click the **Add ->** button to add the user(s).
 4. Add the **Percentage** or **Points** value to be added.
 5. Select the **Locked** checkbox to keep the grade from changing in the Gradebook.
 6. Type comments in the **Comments** field.
 7. Click the **Save Action** button.
- **Lock.** The lock action locks existing content from the user when triggered by a specified event. The lock action can lock only content that had previously been locked and is still associated with a particular password.
 1. Select the user from the **Lock content for** drop-down list.
 2. Click the **Add ->** button.
 3. Type the password(s) in the **Password(s)** field.
 4. Click the **Save Action** button.
 - **Mail (Internal).** The mail action sends a course mail message when triggered by a specified event.
 1. Type a valid ANGEL username in the **From** field (this is prepopulated with your username) to specify who appears as the sender of the message.
 2. Select the recipient(s) from the **Recipients** drop-down list and click the desired send button (**To ->**, **Cc ->**, or **Bcc ->**).
 3. Type a subject in the **Subject** field.
 4. Type your message text in the **Message Text** field.
 5. Click the **Save Action** button.
 - **Message.** The message action presents an inline message to the user when triggered by a specified event.
 1. Type the text you want to be displayed in the inline message in the **HTML Message Text** field.
 2. Click the **Save Action** button.
 - **Milestone Completion.** Allows the instructor to set a milestone completion action when triggered by a specified event.
 1. Select the milestone from the **Milestone** drop-down list.
 2. Select the user from the **Complete For** drop-down list.
 3. Click the **Save Action** button.
 - **Redirect.** The redirect action redirects the user to a web page when triggered by a specified event.
 1. In the **URL** field, type the fully qualified URL of the web page you want to redirect the user to.
 2. You can optionally type a value (in seconds) in the **Delay** field to specify a period of time to display the conformation/results page before redirecting to the specified URL.
 3. Click the **Save Action** button.
 - **Replace Variable Text.** The Replace Variable Text action could be used to update a list of "items to be completed." As the student completes the items, an image of a checkbox (next to the list item) could be replaced with the image of a selected checkbox.
 1. Select the users from the **Set Variable For** drop-down list.
 2. Click the **Add ->** button.
 3. Type the variable name in the **Variable Name** field.
 4. Type the text to find in the optional **Find Text** field.
 5. Type the text to replace in the optional **Replace With** field.
 6. Click the **Save Action** button.
 - **Set Variable.** The Set Variable action could be used to change the starting point for each student based on the last quiz they had received a passing score for.

1. Select the users from the **Set Variable For** drop-down list.
 2. Click the **Add ->** button.
 3. Type the variable name in the **Variable Name** field.
 4. Type the value in the **Variable Value** field.
 5. Click the **Save Action** button.
- **Task.** Allows a personal task to be created.
 1. Type a subject in the **Subject** field.
 2. Type a message in the **Body** field.
 3. Select a due date from the **Due Date** calendar or *n* days from agent run date.
 4. Select the user from the **Assigned To** drop-down list.
 5. Select a priority from the **Priority** drop-down list.
 6. Select a category from the **Category** drop-down list or create a new category using the **Other** button.
 7. Click the **Save Action** button.
 - **Task Completion.** Allows a personal task item to be marked complete.
 1. Select the task from the **Task** drop-down list.
 2. Select the user from the **Complete For** drop-down list.
 3. Click the **Save Action** button.
 - **Team Enroll.** Allows an instructor the ability to enroll users in a team based on a specified event.
 1. Select the user(s) to enroll from the **Users to enroll** field.
 2. Click the **Add ->** button.
 3. Type the team(s) name(s) in the **Team(s)** fields.
 4. Click the **Save Action** button.
 - **Team Unenroll.** Allows an instructor the ability to unenroll users in a team based on a specified event.
 1. Select the user(s) to enroll from the **Users to unenroll** field
 2. Click the **Add ->** button.
 3. Type the team(s) name(s) in the **Team(s)** fields.
 4. Click the **Save Action** button.
 - **Unlock.** The Unlock action releases password-protected content to the user when triggered by a specified event. The Unlock action can unlock only content that has been previously locked and is still associated with a particular password.
 1. Select the user(s) to unlock content for from the **Users to unlock** content for field.
 2. Click the **Add ->** button.
 3. Type the password(s) in the **Password(s)** fields.
 4. Click the **Save Action** button.



Note: Using an exclamation point (!) in front of the password hides the folder, quiz, or item you want to unlock from the user without having to set the Hide From Student checkbox. Use the same format and password on the folder, quiz, or item you want to unlock, including the exclamation point (!). Example: !password

Working with Groups

Groups offer an opportunity for users to set up a workspace outside the confines of a course. Groups can be populated from all the users in one instance in ANGEL. Groups work well for committees, user groups, and student-run organizations. A group provides an environment for online collaborative communities to share.

Because group pages function exactly like course pages, only the special features of groups are discussed here.

Creating Groups

Community Groups can be used as an online collaborative community for committees, user groups, and so on.

The screenshot shows a list of three groups under the heading "Community Groups". Each group entry includes a checkbox, the group name, and the role assigned (Instructor). There are also "[Delete]" links next to each group name.

Group Name	Role
Digital Media Group	Instructor
Media in the Classroom	Instructor
Soccer Club	Instructor

If enabled, you can click the **Create a Group** hyperlink to create a group. The Create a Group Editor is divided into four tabs: Group Data, Enrollment Dates, Standards, and Objectives.

Group Data Settings

General Information contains the title, category, keywords, and description for the group. Enabling standards and objectives and setting the default language for the group are set in the General Information section. General Information settings can be changed at a later time using the General Group Settings tool located under the Manage tab within the group.

Access Settings allows the user to determine who has access to the group and whether the group can be seen in Find a Group searches.

- **Member Access** determines whether students or members of the group have access or whether the editor only has access. Setting the Member Access to Editor provides access to the instructor but not to students. This option can be used before the start of a semester, term, or quarter to allow the instructor time to create group material and structure the online collaboration tools. Once the group is ready for student access, the instructor can change access to the group to **All Members** under the **Manage** tab > **General Group Settings** in the group.
- **Guest Access.** Determines whether guests are allowed to access the group.
- **Anonymous.** Allows users who have not logged in to the ANGEL environment access to the group. Once in the group, the anonymous user does not have access to content or student information unless the instructor has set the Viewable By settings to Everyone.
- **Authenticated.** Allows users who have logged in to the ANGEL environment access to the group. Once in the group, the authenticated user does not have access to content or student information unless the instructor has set the Viewable By settings to Authenticated Guest.
- **Search Engines.** Allows users to determine whether the group can be located using the Find a Group search. **No** disables the search for the group, and **Yes** enables the search for the group.



Reference: For additional information on **Viewable By** settings, see "Batch Enrollment."

Establishing Group Standards and Group Objectives

The **Standards** tab provides an option for instructors to align their community group to provided standards. Standards that have been published by your institution show in a list as available standards. Availability of standards is controlled by your ANGEL standards administrator.

The **Objectives** tab allows the instructor the opportunity to create objectives for the community group at the time the group is created. This can also be done later in the group using the **General Group Settings** under the **Manage** tab.

Controlling the Group Display Settings

Click the **Edit** button in the Community Groups title bar to hide specific groups or to customize the additional information displayed for each. To prevent a group from appearing under your Community Groups section, clear the checkbox next to the group prior to saving. To access a previously hidden group, select the checkbox next to the group prior to saving or simply click on the group title.

Finding a Group

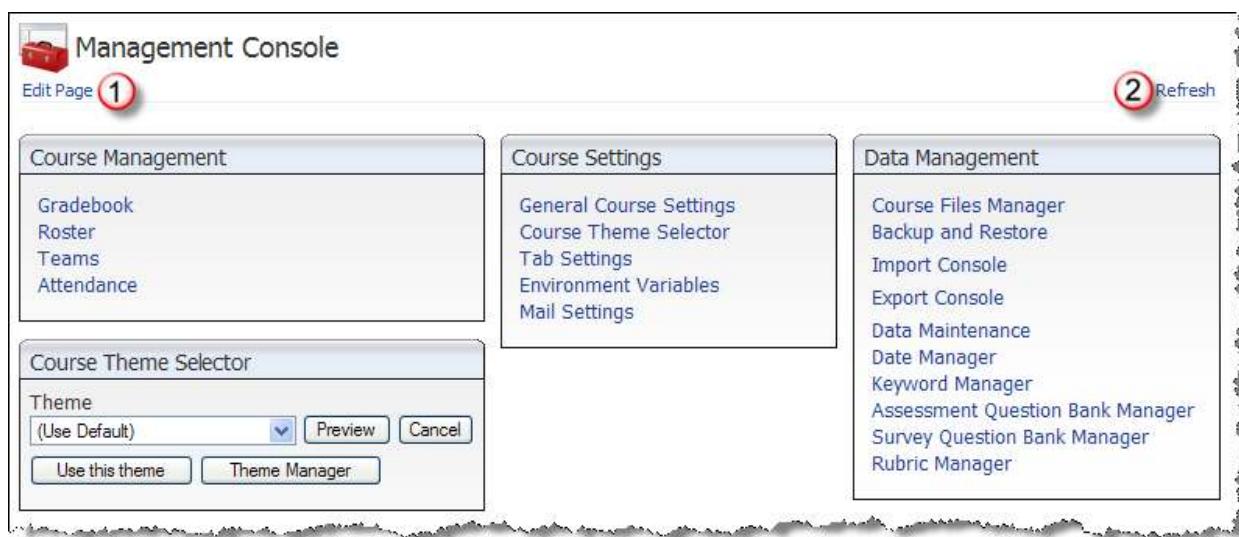
Search for existing groups by clicking the **Find a Group** hyperlink (located below the Community Groups title bar). The Community Search page allows you to search existing groups by keyword, category, campus, school, or department criteria. Once you have clicked the **Search** button, a list of available groups displays based on your search criteria.

Course Management

The Manage tab provides a wide array of course management tools, including common course tools to help you manage grades and attendance; environmental tools that enable you to alter a variety of course settings; and data management tools that allow you to backup and restore, import and export, and manage files.

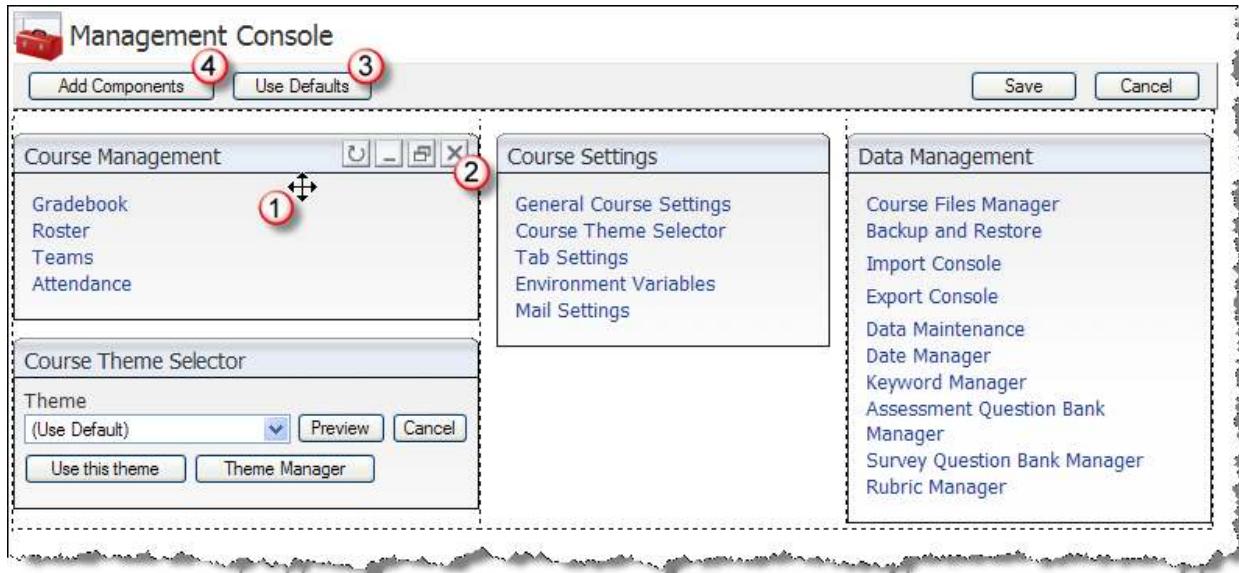
Editing the Management Console Page

You can choose which components appear on your Management Console. Available components vary by institution.



To edit your resources page, do the following:

1. Click the **Edit Page** hyperlink in the left corner.
2. Click the **Refresh** hyperlink in the upper-right corner of the screen to reload the page.



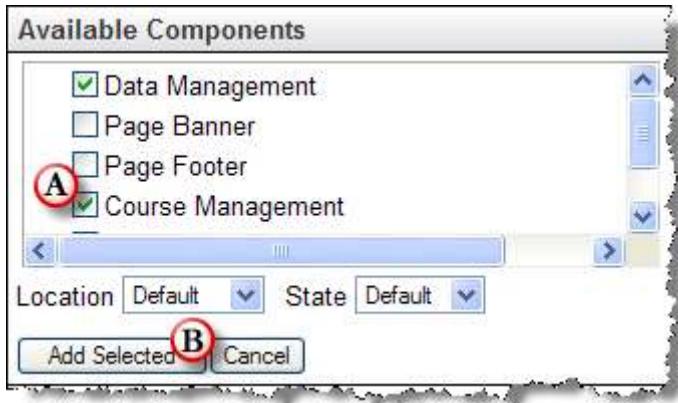
To add and rearrange components:

1. Your cursor turns into a cross-arrow () that allows you to drag and drop components to rearrange their position on your resources page.



Note: A menu appears on each component as your mouse moves over it.

2. You can remove a component by clicking the **Delete** button ().
3. If you are not satisfied with your selections, you can restore the defaults set by your institution by clicking the **Use Defaults** button.
4. Select and add additional components not already displayed:



- A. Click the checkbox next to the components you want to add.
- B. Click the **Add Selected** button when you finish selecting components.



Video: [Edit Page Components.](#)

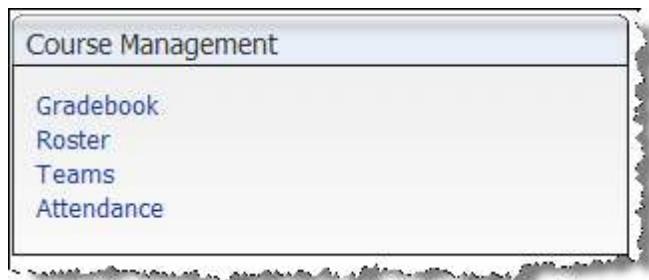
Changing the Course Configuration

Course Management allows course editors to configure and maintain course grades, manage enrollments and rights, manage team enrollments and settings, take attendance and review attendance information, and maintain course milestones. Course assistants are also provided with access to Course Management to assist course editors (for example, maintaining course grades and attendance, and so on). Course assistants are not allowed to edit the Course Management configuration.

Using the Roster Editor

The Roster section allows course editors to manage enrollments and rights.

To access the Roster Editor, log into your ANGEL course, click the **Manage** tab, and click the **Roster** hyperlink.



The Roster Editor appears.

A screenshot of the Roster Editor interface. At the top, there are five links: Add a User (1), Batch Enroll (2), Export (3), Print (4), and Roster Synchronization (5). Below them is a "Roster Search" section with a search input field and two buttons: "Search" (6) and "Exit Roster Editor" (8). A message says "There is currently 1 enrolled user." Below this is a table with one row. The table columns are: Name (7), Login Name, Rights, Title, and Teams. The row contains: Sarah (checkbox checked), sarah, Course Editor, Instructor, and Team Blue. At the bottom are two buttons: "Delete Selected" (7) and "Exit Roster Editor" (8).

The elements of the Roster Editor include the following:

1. The **Add a User** hyperlink allows the course editor to search for an existing user to add to the roster or add a new user account.
2. The **Batch Enroll** link provides the course editor with an easy-to-use wizard interface to batch-create new user accounts and to batch enroll new and existing users into existing courses and groups.
3. The **Export** link allows you to export your entire roster in a .tsv (tab-separated) format.
4. The **Print** link opens a new window with a "printer-friendly" roster.
5. The **Roster Synchronization** link combines the rosters of multiple courses into one course.
6. The **Edit** button allows you to edit the user in Enrollment Settings. The **Delete** button allows you to remove the user from the course roster.



Reference: For more information on enrolling users, see "Enrolling a User."

7. Use the checkbox next to the name to edit, delete, batch-enroll, or export your selection.



Note: You can send e-mail notifications to users to tell them they have been unenrolled by selecting the checkbox next to **Send Email Notification** on the **Unenroll** screen.

8. The **Delete Selected** button allows you to delete multiple names checked above.

Adding a User

The **Add a User** hyperlink provides an option to add a student, team leader, course mentor, course assistant, course editor, or course administrator. You can create a new account or add a user who already has an account for your institution. (This option may be restricted by your ANGEL administrator.)

To enroll an existing user, search for the user by entering the user's email address or username in the text box below and click the "Search" button. If a user account does not already exist for the user, click the "Create New Account" button to create a new account.

Create New Account 3

Account Search 1

sarah Search Cancel

Results of search for "sarah"

The following accounts match the information you specified. If the user you want to enroll is listed, click on the "Select" link beside his or her name to enroll the user.

Select **1. Sarah (sarah)** 2 E-mail: sarah@email.edu

To add a user, do the following:

1. To search for an existing account, add the user's first name, last name, or user ID in the **Account Search** text area and then press the **Search** button. The search results display at the bottom of the screen.
2. Click the **Select** button that corresponds with the user you intend to add to your roster.
3. If the user does not yet exist, click the **Create New Account** button. The New Account page is displayed.



Tip: You should search to see whether the user has an account at your institution before creating the new user account.

New Account

Account Profile Contact

Login Name* A

Source ID* B

First Name* C

Last Name* D

Email E

F Allow ANGEL Authentication

Password* Confirm*
 force change never expires

G Send e-mail to user

Directory Information

Organizational Unit* Institution > authors H Change

- A. The **Login Name** field determines the unique username the new user uses to log into the system. Username values must be unique within the ANGEL system.
- B. The **Source ID** field determines the unique student ID or user ID that ANGEL uses to identify the new user. Account ID values must be unique within the ANGEL system.



Note: The Source ID and Login Name fields are often entered with identical values. In some cases, institutions might prefer to use separate values for each (e.g., student or billing ID as the Account ID and username as Login Name). Best practice is to not use a student ID or SSN as a username because the Username is visible in many areas of ANGEL 8.0.

- C. The **First Name** field is required.
- D. The **Last Name** field is required.
- E. Type the e-mail address of the user in the **Email** field.
- F. **Allow ANGEL Authentication.** The authentication is the way the user logs into ANGEL 8.0, either by using ANGEL to authenticate or an external source (such as your institution's authentication point).



Note: Leave the Password and Confirm fields blank to have a random password generated by ANGEL 8.0. If authenticating through an external source (such as your institution's authentication point) leave the Password and Confirm fields blank.

- G. Select the **Send e-mail to user** checkbox to send the user an e-mail with the password and login information.
- H. **Directory Information.** Click the **Change** hyperlink to select an organizational unit.

Enrolling a User

You can begin the enrollment process by clicking the **Select** button within Roster Search or by clicking the **Save** button on a Create New Account page.

Enrollment Settings

User Settings Permissions

User Settings

Login Name Sarah

Rights Student **1**

Title Default **2** Other

Hidden No **3**

Disabled No **4**

Team Membership **5**

Team Blue
 Team Green
 Team Red

6 Notify user of account changes by e-mail

Save Cancel



The Enrollment Settings page consists of the following:

1. **Rights.** Rights can be changed for a user within your course (these items may be limited by your ANGEL administrator). Rights changed within a course (section) affect the user rights within the course (section) only. Section-level rights are described as follows:
 - **Authenticated Guest.** Identifies the user's primary role in the course or group as a guest.
Default course/group restrictions: Guests cannot view the student portion of the roster; cannot access instructor or student tools; and can view only lesson content, chat rooms, or forums that have been made viewable to users with a rights level of guests (or lower).
 - **Student/Member.** Identifies the user's primary role in the course or group as a student/member.
Default course/group restrictions: Students/members cannot access instructor tools and can view only lesson content that has been made available to users with a rights level of students/members (or lower).
 - **Team Leader.** Identifies the user's primary role in the course or group as a team leader.
Default course/group restrictions: Team leaders cannot access instructor tools, and can view only lesson content that has been made available to users with a rights level of team leaders (or lower).
 - **Course/Group Mentor.** Identifies the user's primary role in the course or group as a mentor, such as a course librarian.
Default course/group restrictions: Course/group mentors cannot access instructor tools, and can view only lesson content that has been made available to users with a rights level of course/group mentors (or lower).
 - **Course/Group Assistant.** Identifies the user's primary role in the course or group as an assistant. This role has access to grading features and several instructor reports.

Default course/group restrictions: Course/group assistants have limited access to instructor tools such as activity reports (under the Lessons and Tools tabs), the course Gradebook, and Attendance Manager. Course/group assistants can view only lesson content that has been made available to users with a rights level of course/group assistants (or lower).

- **Course/Group Editor.** Identifies the user's primary role in the course or group as an editor. This is the typical role for the instructor of record. Editors can manage the course roster, edit all content, and access all reports and utilities.

Default course/group restrictions: None. Course/group editors have full access to all instructor tools, reports, and so on. Furthermore, course/group editors are not subject to restrictions such as team association, start dates, end dates, and hidden item settings.

- **Course/Group Administrator.** Identifies the user's primary role in the course or group as an administrator.

Default course/group restrictions: None. Course/group administrators have full access to all instructor tools, reports, and editing capabilities.

2. **Title.** The title displayed for the user in the course.



Note: To add a title that is not in the drop-down list, click the **Other** button. Add the name in the prompt window and then click **OK**.

3. **Hidden.** Hides the user from view. This option is useful for an observer who does not want to be seen in the course.
4. **Disabled.** Disabling a user in a course removes access to the course.
5. **Team Membership.** Specifies to what team the user should be assigned.
6. **Notify user of account changes by e-mail.** E-mail can be sent to users to notify them of changes to their status in a course.

Batch Enrollment

The Batch Enrollment tool provides the course editor with an easy-to-use wizard interface to batch-create new user accounts and to batch-enroll new and existing users into existing courses and groups.

To access the Batch Enrollment Wizard, log into your ANGEL course, click the **Manage** tab, click the **Roster** hyperlink (located under Course Management), and click the **Batch Enroll** hyperlink (located on the Roster Editor toolbar). The Batch Enrollment Wizard appears.

The Batch Enrollment Wizard consists of the following:

1. **File Name.** The batch process requires the import of a text file of your user account and/or course enrollment data in comma-delimited (.txt) or tab-delimited (.csv) format. The .csv files created on the Mac need to be saved in Windows or MS DOS format through the editor they are created with on the Mac.
2. **Format.** At the end of the batch steps, you have an opportunity to save your settings, which appear in the **Format** drop-down menu for future use.
3. **Upload.** After your filename appears in the File Name textbox, click the **Upload** button. The Step 1: File Format page appears.

Batch Enrollment Wizard

Advanced Biology

Upload the File

Use the "Browse" button to find the file on your computer that contains the user information and click the Upload button.

File Name 1

Format 2

3

Step 1: File Format

In this step, you are selecting the format settings for the file you want to upload.

This step of the Batch Enrollment Wizard consists of the following:

1. **Delimiter.** The type of delimiter the batch file uses to separate data values.
2. **file contains quoted values.** Data values in a batch file that have quotes around them.
3. **first row contains column labels.** The batch file begins with column headers (labels), and the student and/or course data does not begin until the second line.

Batch Enrollment

Step 1: File Format

Please specify the format settings for the uploaded file.

Delimiter 1 Comma Tab Other

2 file contains quoted values

3 first row contains column labels

4

Step 2: File Preview

In Step 2, the first few records in the file are displayed as defined by the settings you selected in Step 1.

To complete Step 2, do the following:

1. **Back.** Review the data to ensure that it appears to be logically ordered. If you notice inconsistencies, click the **Back** button to change your settings.
2. **Continue.** Click the **Continue** button. The Step 3: Column Mappings screen appears.

Step 2: File Preview

The first few records in the file as defined by your settings are listed below. If this looks correct, click **Continue**. Otherwise, click **Back** to change your settings.

1.	new_student_1	new_student_1	First	Student	angel
2.	new_student_2	new_student_2	Second	Student	angel
3.	new_student_3	new_student_3	Third	Student	angel

2 **1**

Continue **Back** **Cancel**

Step 3: Column Mappings

In this step, you map your data to specific ANGEL account or enrollment variables. Within each ANGEL account or enrollment drop-down menu, ANGEL displays all data values for the first record of your batch file.

Account Settings

Account Settings determine the environment- or system-level settings for newly created accounts only and does not update existing accounts:

- A. **Source ID.** The **Source ID** field determines the unique student ID or user ID that ANGEL uses to identify the new user. Source ID values must be unique within the ANGEL system.



Note: Source IDs should be composed of alphanumeric characters (100-character limit) and can include underscore, dash, period, and @ special characters. Avoid using other special characters. Ensure that Account IDs do not have leading or trailing spaces.

- B. **First Name.** The **First Name** field accepts any character string (special characters included) up to 50 characters.
- C. **Last Name.** The **Last Name** field accepts any character string (special characters included) up to 50 characters.
- D. **Email.** The **Email** field accepts any character string (special characters included) up to 255 characters.
- E. **Username.** The **Username** field determines the unique username the new user uses to log in to the system. Username values must be unique within the ANGEL system.



Note: Usernames should be composed of alphanumeric characters (100-character limit) and can include underscore, dash, period, and @ special characters. Avoid using other special characters. Ensure that usernames do not have leading or trailing spaces or apostrophes.

- F. **Password.** The **Password** field determines the user's initial password. Passwords may be composed of any character string (special characters included) up to 15 characters in length.
- G. **Authentication.** The **Authentication** field indicates whether the account is an internal ANGEL account or an external account such as an NT domain account or POP account. For ANGEL internal accounts the field should be set to a value of 1. For all other account types, the field should be set to a value of 0.
- H. **Account Status.** The **Account Status** field indicates the status of the account. A value of 0 indicates active, 1 indicates disabled, and 2 indicates expired.
- I. **Account Expiration.** If a value is specified, the **Account Expiration** field determines the date on which the user account expires. This field accepts any SQL-supported date value (for example, 4/31/2005 or 4-31-2005).
- J. **Phone.** The **Phone** field accepts any character string (special characters included) up to 25 characters.

- K. **Photo URL.** The **Photo URL** field accepts any character string (special characters included) up to 255 characters. Provide a fully qualified URL or path.

Batch Enrollment

Step 3: Column Mappings

Please specify the **column** in which each field's information resides. If a field does not exist in this file, leave the selection set to **None**. If any data was specified for a column in the first record of your data, it will appear after the column number.

Account Settings

Field Name

Source ID

Column

(A)	None
(B)	None
(C)	None
(D)	None
(E)	None
(F)	None
(G)	None
(H)	None
(I)	None
(J)	None
(K)	None

First NameLast NameE-mailUsernamePasswordAuthenticationAccount StatusAccount ExpirationPhonePhoto URL

Enrollment Settings

Field Name

Course/Group Rights

Column

(L)	None
(M)	None
(N)	None
(O)	None
(P)	None
(Q)	None
(R)	None
(S)	None
(T)	None
(U)	None
(V)	None

TitleTeamHiddenLockedDisabledStatus CodeBilling IDEnrollment BeginsEnrollment EndsEnrollment Action

Enrollment Settings

Enrollment Settings determine course or group level settings for new enrollments only; they do not update existing enrollments, or create new courses or groups.

- L. **Course/Group Rights.** The value mapped to the **Course/Group Rights** field (if provided) determines a unique rights level in each course in which a user is enrolled.



Note: The Course/Group Rights field accepts any binary value between 1 and 64. A value of 1 provides the lowest permission level (Guest) and a value of 64 providing the highest permission level (Course/Group Administrator). These available rights levels are listed as follows.

- **Guest (1).** Identifies the user's primary role in the course or group as a guest. Guests cannot view the student portion of the roster; cannot access instructor or student tools; and can view only lesson content, chat rooms, or message boards that have been made viewable to users with a rights level of guests (or lower).
- **Student/Member (2).** Identifies the user's primary role in the course or group as a student/member. Students/members cannot access instructor tools and can view only lesson content that has been made available to users with a rights level of students/members (or lower).
- **Team Leader (4).** Identifies the user's primary role in the course or group as a team leader. Team leaders cannot access instructor tools and can view only lesson content that has been made available to users with a rights level of team leaders (or lower).
- **Student/Member (2).** Identifies the user's primary role in the course or group as a student/member. Students/members cannot access instructor tools and can view only lesson content that has been made available to users with a rights level of students/members (or lower).
- **Team Leader (4).** Identifies the user's primary role in the course or group as a team leader. Team leaders cannot access instructor tools and can view only lesson content that has been made available to users with a rights level of team leaders (or lower).
- **Course/Group Mentor (8).** Identifies the user's primary role in the course or group as a mentor. Course/group mentors cannot access instructor tools and can view only lesson content that has been made available to users with a rights level of course/group mentors (or lower).
- **Course/Group Assistant (16).** Identifies the user's primary role in the course or group as an assistant. Course/group assistants have limited access to instructor tools such as activity reports (under Lessons and Tools tabs), a course Gradebook, and Attendance Manager. Course/group assistants can view only lesson content that has been made available to users with a rights level of course/group assistants (or lower).
- **Course/Group editor (32).** Identifies the user's primary role in the course or group as an editor. Course/group editors have full access to all instructor tools, reports, and so on.
- **Course/Group Administrator (64).** Identifies the user's primary role in the course or group as an administrator. Course/group administrators have full access to all instructor tools, reports, and so on.

- M. **Title.** The value mapped to the **Title** field determines the user's title within the course (for example, student, instructor, and so on). The Title field accepts any character string up to 50 characters.
- N. **Team.** The **Team** field determines the user's team association within the course or group. This field accepts any string value up to 100 characters.
- O. **Hidden.** Appended to the **Hidden** field determines whether the user is hidden or visible on the course roster. The Hidden field accepts a bit value of 0 or 1 (a value of 0 for visible; a value of 1 for hidden).
- P. **Locked.** The value mapped to the **Locked** field determines whether the user is locked in the course roster. Locked user accounts are not removed from the course roster during drop/add updates to the course roster. The Locked field accepts a bit value of 0 or 1 (a value of 0 for unlocked; a value of 1 for locked).
- Q. **Disabled.** The value mapped to the **Disabled** field determines whether the user is disabled from viewing the course, but still part of the course roster. The Disabled field accepts a bit value of 0 or 1 (a value of 0 for active; a value of 1 for disabled). The Disabled setting is useful in temporarily restricting student access to the course for reasons such as nonpayment.
- R. **Status Code.** The **Status Code** field provides an administrator-definable field commonly used to record the user's status within a course. ANGEL does not use this value in any manner other than to store the value with other enrollment values. The Status Code field accepts integer values between 0 and approximately 32,000.

- S. **Billing ID.** The **Billing ID** field provides an administrator-definable field commonly used to record the user's billing ID for a course. ANGEL does not use this value in any manner other than to store the value with other enrollment values. The Billing ID field accepts any character string up to 100 characters.
- T. **Enrollment Begins.** The **Enrollment Begins** field provides the date when users can enroll in the course.
- U. **Enrollment Ends.** The **Enrollment Ends** field provides the date when enrollment to the course closes.
- V. **Enrollment Action.** The **Enrollment Action** field determines what action should be taken on this record. A value of 1 indicates an add; 0 indicates a drop.

Profile Settings and Profile Viewable by Settings

Profile settings allow you to complete user profile information (if available) for new users; it does not update existing profile information. All the Viewable by settings can also be completed.

1. Select the items that correspond to the correct Field Name from the Column drop-down list.
2. Click the **Continue** button. The Step 4: Default Field Values page appears.

Step 4: Default Field Values

The settings you provide in this step determine the default field values to be used for each account that does not provide field values. All field descriptions are listed in the Field Name and Description tables in Step 3.



Note: The Account Group field allows you to associate all newly created accounts with a particular account group.

To complete Step 4, follow these steps:

1. Select the value in the Default column that should be used for each field. This would only need to be done if the data does not exist in your file.
2. Click the **Continue** button. The Step 5: Account Synchronization page appears.

Batch Enrollment

Step 4: Default Field Values

Please specify the **default** value that should be used for each field if the data **does not exist** in the file.

Account Default Settings

Field Name	Column
Authentication	1 = ANGEL (default)
Account Status	0 = Active
Account Expiration	
Account Group	No account group

Enrollment Default Settings

Field Name	Column
Enrollment Action	1 = ADD
Course/Group Rights	Student
Title	Student
Team	Students
Hidden	0 = NO
Locked	0 = NO
Disabled	0 = NO
Status Code	0 = Normal
Billing ID	
Enrollment Begins	
Enrollment Ends	

[Continue](#) [Back](#) [Cancel](#)

Step 5: Account Synchronization

The Account Synchronization settings allow you to choose whether username and/or e-mail values should be used (in addition to account ID) when searching for existing user accounts.

To complete Step 5, do the following:

1. **Username.** Selecting the **Username** checkbox includes the username field in the search criteria.
2. **Email.** Selecting the **Email** checkbox includes the e-mail field in the search criteria.
3. The **If an account does not exist, create one** checkbox creates new accounts if they do not already exist.
4. The **Force password change on first login** checkbox forces the user to change the initial password upon first login.

5. **Username Format Max Size.** The **Max Size** drop-down list allows you to select the maximum character size for the username format.
6. **Password Format Max Size.** The **Max Size** drop-down list allows you to select the maximum character size for the password format.

Batch Enrollment

Step 5: Account Synchronization

Use the settings below to specify how and when new accounts are created.

Account Synchronization

In addition to the Account ID field, include the following fields when searching for existing accounts.

Username **1**

Email **2**

Account Creation

If an account does not exist, create one. **3**

Force password change on first login **4**

Username Max Size

Format 8 chars **5**

Password Max Size

Format 8 chars **6**

Format Codes

The following format codes may be used for the Username Format and Password Format fields above.

\id = Account ID
\un = Username (password only)
\09 = Random number 0 through 9
\A2 or \az = Random alpha character (uppercase/lowercase)
\VV or \vv = Random vowel (uppercase/lowercase)
\FI or \fi = First Initial (uppercase/lowercase)
\LI or \li = Last Initial (uppercase/lowercase)
\FN or \fn = First Name (uppercase/lowercase)
\LN or \ln = Last Name (uppercase/lowercase)
\EM or \em = Email address (uppercase/lowercase)

Continue **Back** **Cancel**

Step 6: Final Review

This page allows you to review your settings to confirm that your data is properly matched to the appropriate fields. If you notice any inconsistencies, click the **Back** button to fix the data mappings. If everything is correct, click the **Finish** button to complete the batch enrollment/user account creation. You can optionally save the settings (before you click **Finish**) for use in future batch enrollment/user account creations.

Batch Enrollment

Step 6: Final Review

Please review all of the settings below. If everything is **correct**, click the **Finish** button to start the enrollment process. If anything is **wrong**, click the **Back** to return to the appropriate settings page and correct it.

File Settings

Filename	data1058912161.tmp
Delimiter	Comma
	First row contains column labels

Field Settings

Field Name	Column	Default
Account ID	1	same as username if not specified
Authentication	0	1
Account Group	0	
Account Rights	0	2 = Student
Account Expiration	0	
Account Status	0	0
Username	2	see account creation settings
Password	5	
First Name	3	
Last Name	4	
Phone	0	
Email	0	
Photo URL	0	
Course/Group ID	0	ALL-ALL-ALL-N241-B131
Course/Group Rights	0	2 = Student
Title	0	Student
Team	0	Students
Hidden	0	False
Locked	0	False
Disabled	0	False
Status Code	0	0
Billing ID	0	

Account Creation Settings

Account Synchronization

Create an account if none exists

Batch Enrollment Results

The Batch Enrollment Results page provides a results summary and the ability to e-mail a detailed report.

The elements of the Batch Enrollment Results page include the following:

1. **View Detail Report.** To view a detail of the report, click the **View Detail Report** hyperlink. This displays a table containing the information created during the batch enrollment.
2. **Send Mail.** To e-mail the detail report, select the **Email Detail Report** checkbox, enter your e-mail address in the **Your Email** text box, and click the **Send Mail** button.
3. **Do Not Send Mail.** Click the **Do Not Send Mail** button to not send the detail report and to exit out of the wizard.

Batch Enrollment Results

Your file is now being processed. The results of the batch enrollment process will appear below. An email will be sent to you once the process has completed. When the process is complete [print this page](#) for your records before closing this window.

Results Summary

Started: 3/21/2006 5:37:22 PM
Total Lines: 3
Skipped Lines: 0
Accounts Created: 3
Total Enrollments: 3
Already Enrolled Users: 0
Completed: 3/21/2006 5:37:23 PM

[View Detail Report](#) 1

Email Detail Report
Enter your email address below to have the complete log of this batch sent to you.

Your Email

Account Creation Notification Settings
Complete the following fields to send an email to each users for which new account was created.

From Email

Subject
 Your *APP_NAME* Account

Message Body

A new user account has been created for you on *APP_NAME*. You may log on at *APP_URL* using the username and password listed below.

2 3

Exporting the Roster

To access the Export utility, log into your ANGEL course, click the **Manage** tab, click the **Roster** hyperlink (located under Course Management), and click the **Export** hyperlink (located on the Roster Editor toolbar). The File Download dialog box appears.



To export the roster:

1. To save the roster.tsv file locally, click the **Save** button.
2. Select the location to save the document and change the name of the document if desired.
3. Click the **Save** button.
4. When the download is complete, you can close the **Downloading File** dialog box.

Synchronizing the Roster

In ANGEL 8.0, the system allows instructors of record for courses to combine the rosters of multiple courses and manage them as one course. These courses are treated as one course by the system (even if they likely have different course codes and/or sections), and Student Information System integration will keep the unified course synchronized with any course enrollment add/drop activity.

The following use cases identify where the course roster synchronization functionality will be the most useful:

1. **One Course/Multiple Sections.** In some courses, many sections of the same course are taught at various times by the same instructor. These courses can be combined using roster synchronization so that the instructor has to manage only one set of content, Gradebooks, and so on.
2. **Same ANGEL Course/Multiple Course Codes/Sections.** If a course is cross-listed, it might have different course code/section numbers for each of the cross-listings, even though the course is taught at one time and in one physical location. These courses can be combined to mirror the actual course and can be managed as a single unit.
3. **Combined Course/Lab Sections.** In courses in which there are lab sections associated with various courses or course codes, or where one lecture equates to several lab sections, the course and labs can be combined and managed centrally, with teams for each lab section, using roster synchronization.

To use Roster Synchronization, follow these steps:

Roster Synchronization

[Add Roster](#)

① Roster synchronization allows you to keep one course container, but manage multiple sections or courses. Each roster that is added to this course will stay synchronized as students are dropped or added from the course and section. You can optionally create a team for each course/section and student will automatically be assigned to the team for the section in which they are enrolled.

View: 25

<input type="checkbox"/>	Course Code	Section	Source ID	Team Name
There are no results to display				

②

[Delete Selected](#)

Items 1 to -1 of -1

1. **Add Roster.** Click the **Add Roster** link to select rosters to synchronize.
 - A. **Select Courses.** Click the check box to select course rosters.
 - B. **Create Teams.** Creates a team based on each course's roster (Uses naming scheme *CourseCode-Section*) and adds corresponding students to that team. This feature helps the instructor address specific groups of students when necessary.
 - C. **Disable Synchronized Courses.** (Suggested) Source courses are disabled. Students do not see both the original course section and the synchronized course; only the synchronized course appears in their course list.

The courses below are the ones in which you are the instructor of record. You may select any of these courses to synchronize its roster with this course.

View: 25

<input type="checkbox"/>	Course Code	Section	Source ID
There are no results to display			

③

Create teams for each synchronized roster and assign students to the teams based on enrollment

Disable synchronized courses to disallow student access

④

Items 1 to -1 of -1

2. **Results.** Rosters synchronized into this course will display in the table below.

Managing Teams

The Teams section allows course editors to manage team enrollments and settings.

To access the Teams Editor, log into your ANGEL course, click the **Manage** tab, and click the **Teams** hyperlink. The Teams Editor appears.

The Course Management sidebar includes:

- Gradebook
- Roster
- Teams
- Attendance

Working with the Teams Editor

The Teams Editor page allows the course editor to create teams, assign users, check for unassigned users, randomly generate teams and rebalance generated teams.

The elements of the Teams Editor include the following:

The Teams Editor interface shows three teams:

- Team Blue**: Members: 1
Actions: add users, remove users, settings, rename, delete
- Team Green**: Members: 1
Actions: add users, remove users, settings, rename, delete
- Team Red**: Members: 1
Actions: add users, remove users, settings, rename, delete

Buttons at the bottom:

- 1: Add a Team
- 2: Unassigned Users
- 3: Random Team Generator
- 4: Rebalance Generated Teams
- 5: Exit Teams Editor
- 6: Add to Team
- 7: Settings
- 8: Rename
- 9: Delete

1. **Add a Team.** Click the **Add a Team** link for the Team Settings Editor.
2. **Unassigned Users.** Using the **Unassigned Users** hyperlink provides a list of users who have not been assigned to any teams:
 - A. Check the box that corresponds to a user.
 **Note:** The checkbox next to each name allows you to select one or more users and assign them to a particular team.
 - B. Select a team from the **Add to Team** drop-down menu. If you want to create a new team, click the **Other** button.
 - C. Click the **Add Selected** button to add those users to the team.

Unassigned Users
The following users are not assigned to any teams

Name	Username
1. Bills, Thomas	student1
2. Chesher, Vickie	student2

Add to Team ...

A Team A **B** Other

C Add Selected Done

3. **Random Team Generator.** The **Random Team Generator** feature allows you to create random teams and subteams based on criteria you set. This functionality makes the team aspect of ANGEL more robust and easier to support courses with a high number of teams.
4. **Rebalance Generated Teams.** The **Rebalance Generated Teams** feature provides an option to move students from one team to another or add new users to teams (applies to teams that have been generated by the Random Team Generator).
5. Click the **add users** link below the corresponding team:
 - A. Select the checkbox(es) next to the user(s) you want to add to the team.
 - B. Click the **Add Selected** button.

Team B
Add Team Members

= already a member

Name	Username	Teams
1. Bills, Thomas	student1	
2. Chesher, Vickie	student2	
3. Longardner-Instructor, Hailey	peanut	Fish (Read Only), Team A
4. Swenby-Student, Samantha	pumpkin	Fish (Full Rights), Team A

A Add Selected **B** Done

6. Click the **remove users** link below the corresponding team:
 - A. Select the checkbox(es) next to the user(s) you wish to remove from the team.
 - B. Click the **Delete Selected** button.

Team A

There are currently 2 users enrolled in this team.

Name	Username	Role	Teams
Longardner-Instructor, Hailey	peanut	Member	Team A
Swenby-Student, Samantha	pumpkin	Member	Team A

Delete Selected **Done**

7. The **settings** link returns to the Team Settings Editor.
8. Click the **rename** link below the corresponding team:
 - A. Rename the team in the **New Name** field.
 - B. Press the **Save** button.

Team A

Rename Team

New Name

A

update associated content

Save **Cancel**

9. Click the **delete** link next to the corresponding team.

Adding a Team

The elements of the Teams Editor include the following:

Teams Editor

Add a Team Unassigned Users Random Team Generator Rebalance Generated Teams

1 Team Blue
Members: 1
[add users](#) [remove users](#) [settings](#) [rename](#) [delete](#)

Team Green
Members: 1
[add users](#) [remove users](#) [settings](#) [rename](#) [delete](#)

Team Red
Members: 1
[add users](#) [remove users](#) [settings](#) [rename](#) [delete](#)

[Exit Teams Editor](#)

1. Click the **Add a Team** link for the Team Settings Editor. The New Team General Settings are the following:
 - A. **Team**. Name of the team. This name must be unique within the course or group.



Note: If you plan to use the Random Team Generator to create subteams, the maximum number of characters that can be used for a team name is 20 characters.

- B. **Description.** Extended description of the team.
- C. **Homepage.** The URL of the homepage for team members (include the http://).
- D. **Project URL.** The fully qualified URL of the project homepage to be made publicly available (include the http://).
- E. **Hidden.** Indicates whether the team should be publicly displayed (for example, on the teams list and in the mail utility).
- F. **Disabled.** Indicates whether the team should be publicly displayed (for example, on the teams list and in the mail utility).
- G. **File Sharing.** Allows team members to upload files to a common team space to share.
- H. **Quota.** Specifies the maximum file space that a team can use for file sharing.

New Team
Team Settings

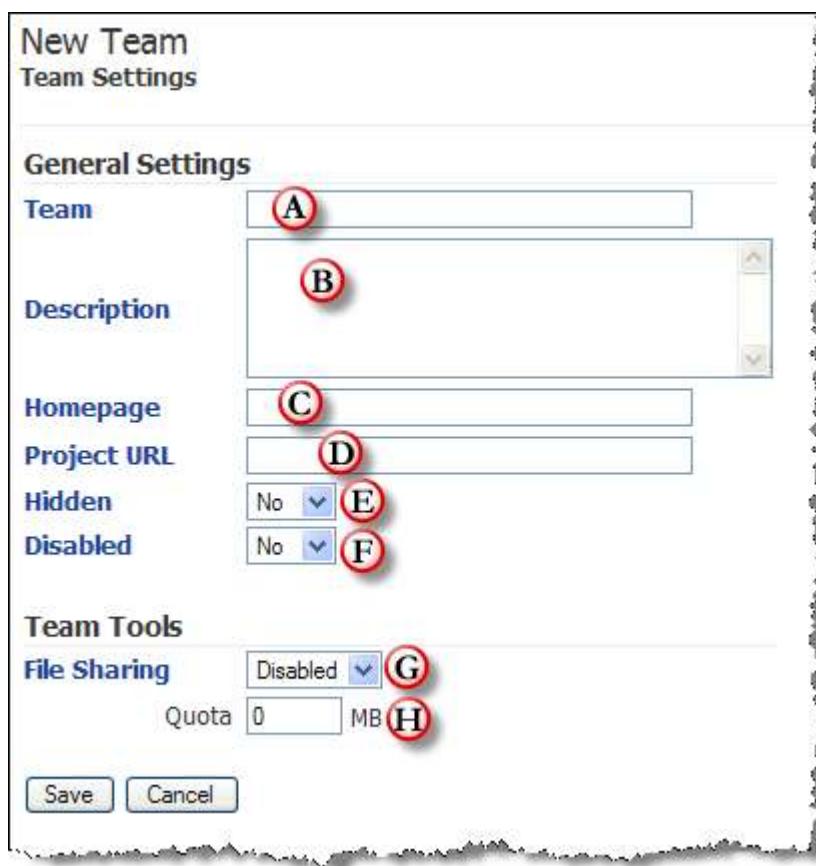
General Settings

Team	(A)
Description	(B)
Homepage	(C)
Project URL	(D)
Hidden	No (E)
Disabled	No (F)

Team Tools

File Sharing	Disabled (G)
Quota	0 MB (H)

Save **Cancel**



Generating Random Teams

The Random Team Generator feature allows you to create random teams and subteams based on criteria you set. This functionality makes the team aspect of ANGEL more robust and easier to support courses with a high number of teams.

From the Teams Editor page, click the **Random Team Generator** hyperlink (located on the Teams Editor toolbar). The Criteria Selection appears.

Criteria Selection

The elements of the Random Team Generator include the following:

- Root Name of Teams to be generated.** A number is appended to the end (Root-01, Root-02) when the teams are actually generated. The wizard displays an error if the root name plus the appended number is greater than 20 characters. Team names should be composed of alphanumeric characters and can include underscore, dash, spaces, or period special characters. However, we recommend that unique names be used because of the file structure naming convention in ANGEL 7.3 (Team-01 and Team 01 have the same filename: Team_01). Other special characters should not be used.
- Limit number of teams to create.** Providing a numeric value limits the number of teams that are created.
- Limit maximum and minimum users per team.** Providing a numeric value limits minimum and maximum number of users who are assigned to a team.
- Select users with rights of.** Selects users with the specified rights.
- Entire Roster.** Selects users from the entire roster such as students, instructors, team leaders, course assistants, and so on.
- Selected Team(s).** Selects users from the specified teams.
- Only include users who have accessed the course.** Selects only those users who have accessed the course. Does not include users that have enrolled in the course but have never accessed the course.
- Create as sub-teams.** Allows the creation of subteams for users if Selected Team(s) is specified.

Random Team Generator

Criteria Selection

Select the criteria and user pool for use in creating the random teams.

Root Name of Teams to be generated ①

Criteria

Limit number of teams to create ②

Limit maximum and minimum users per team ③

Maximum number of users per team

Minimum number of users per team

User Pool ④

Select users with rights of

<input type="checkbox"/> Authenticated Guests	<input type="checkbox"/> Students	<input type="checkbox"/> Team Leaders
<input type="checkbox"/> Course Mentors	<input type="checkbox"/> Course Assistants	<input type="checkbox"/> Course Editors

From

Entire Roster ⑤

Selected Team(s) ⑥

Team Blue Team Green Team Red

Users not enrolled on a team

Only include users who have accessed the course ⑦

Create as sub-teams ⑧

Adjusting Teams

The Adjustment Page provides the opportunity to move users from team to team, unassign users, or move unassigned users to a particular team.

The elements of the Adjustment Page include the following:

1. Select a user from the user list.



Tip: Hold down the Ctrl key on your keyboard (or the Apple key on a Macintosh) and click to select multiple users.

2. **Move To.** Select which team to move the user to as necessary.

Random Team Generator
Adjustment Page

Manually adjust the teams by selecting one or more users on a team and using the **Move To** drop down under the team to move the user(s) to another team.

Unassigned Users

Duff, Cecilia (student3) **1**

Randon-01
Current Members - 5

Holt, Greg (student4)
Neely, Michael (student7)
Le, William (student5)
Riddle, Sean (student8)

Randon-02
Current Members - 4

Swenby-Student, Samantha (pumpkin)
Bills, Thomas (student1)
Chesher, Vickie (student2)
McFarl, Jason (student6)

Move To **2** Move To Move To

Generate Teams Cancel

Rebalancing Generated Teams

The Rebalance Generated Teams feature provides an option to move students from one team to another or add new users to teams (this applies to teams that have been generated by the Random Team Generator).

From the Teams Editor page, click the **Rebalance Generated Teams** hyperlink (located on the Teams Editor toolbar). The Rebalancing page appears.

The elements of the Rebalancing page include the following:

1. **Team Set.** Select your set of teams to rebalance.
2. **Next.** Click the **Next** button to proceed to the Adjustment Page.

Random Team Generator
Rebalancing

Select the set of teams to balance

Randon **1**

Next **2** Cancel

Tracking Attendance

The Attendance section allows the course editor to take attendance and review attendance information. To access the Attendance Manager, log into your ANGEL course, click the **Manage** tab, and click the **Attendance** hyperlink. The Attendance Manager appears.

Working with the Attendance Manager

The Attendance Manager allows course editors and course assistants to track student attendance for classroom and online sessions. The Attendance Manager optionally supports the manual logging of student attendance as described below.



Tip: Course editors/assistants can retrieve and share an automatically generated daily PIN to allow students to mark themselves as present (using the Attendance page component from the Edit page component on the Course tab). The PIN is randomly generated and displays on the Course page. This PIN is randomly generated each day for the purpose of allowing students to mark themselves as present. You can optionally provide this PIN to your students (who attend the class session) and ask them to update their attendance using the My Attendance course tool (described later in this document) to eliminate the need to manually log student attendance.

To use the Attendance Manager, follow these steps:

Attendance Manager
Fundamentals of Web Management

Preferences Export

March 2006

Change: Jan Feb Mar Apr May Jun Jul Aug Sep Oct Nov Dec | 2005 2006 2007

#	Name	Username	1 We	2 Th	3 Fr	6 Mo	7 Tu	8 We	9 Th	10 Fr	13 Mo	14 Tu	15 We	16 Th	17 Fr	20 Mo	21 Tu	22 We	23 Th	24 Fr	27 Mo
1.	Bills, Thomas	student1	-	P	-	-	P	-	P	-	-	P	-	-	-	-	-	-	-	-	
2.	Chesher, Vickie	student2	-	P	-	-	P	-	P	-	-	P	-	-	-	-	-	-	-	-	
3.	Duff, Cecilia	student3	-	P	-	-	P	-	A	-	-	P	-	-	-	-	-	-	-	-	
4.	Holt, Greg	student4	-	P	-	-	P	-	P	-	-	P	-	-	-	-	-	-	-	-	
5.	Le, William	student5	-	P	-	-	P	-	E	-	A	-	-	-	-	-	-	-	-	-	
6.	Longardner-Instructor, Hailey	peanut	-	P	P	-	P	-	P	-	-	P	-	-	-	-	-	-	-	-	
7.	McFarl, Jason	student6	-	P	-	-	P	-	U	-	-	P	-	-	-	-	-	-	-	-	
8.	Neely, Michael	student7	-	P	-	-	P	-	P	-	-	P	-	-	-	-	-	-	-	-	
9.	Riddle, Sean	student8	-	P	-	-	P	-	A	-	-	A	-	-	-	-	-	-	-	-	
10.	Swenby-Student, Samantha	pumpkin	-	P	-	-	P	-	P	-	-	P	-	-	-	-	-	-	-	-	

Legend

A	Absent	T	Tardy
P	Present	U	Unexcused
E	Excused	V	Vacation
H	Holiday		

[Exit Attendance Manager](#)

- Change Month.** Select your month from the hyperlinks at the top (ensure that you are on the correct year).
- Date.** Click the numeral date at the top of the correct column:

- A. **Status.** Use the **Status** drop-down menu to select the student's status for that day.
- B. **Notes.** Use the **Notes** field to optionally type a note regarding the student's whereabouts.
- C. **Default.** Use the **Default** drop-down menu to select a status that will fill in any unmarked students.
- D. **Legend.** Use the **Legend** as a reminder for what each status abbreviation is.

Thursday, March 16, 2006 Attendance
Fundamentals of Web Management

Note: Enter a status code and any notes for each person listed below and click Save.

#	User	Status	Notes
1.	Bills, Thomas (student1)	(A) <input type="button" value="▼"/>	(B) <input type="text"/>
2.	Chesher, Vickie (student2)	<input type="button" value="▼"/>	<input type="text"/>
3.	Duff, Cecilia (student3)	<input type="button" value="▼"/>	<input type="text"/>
4.	Holt, Greg (student4)	<input type="button" value="▼"/>	<input type="text"/>
5.	Le, William (student5)	<input type="button" value="▼"/>	<input type="text"/>
6.	Longardner-Instructor, Hailey (peanut)	<input type="button" value="▼"/>	<input type="text"/>

Default: (None) (C)

Note: The default is used for all unspecified entries.

Legend (D)	
A	Absent
P	Present
E	Excused
H	Holiday
T	Tardy
U	Unexcused
V	Vacation

- 3. **Preferences.** The Preferences utility allows course editors or course assistants to configure which days of the week the Attendance Manager should display. In addition, course editors/assistants can modify the default attendance status codes and labels by replacing the values in the appropriate fields. Click the **Save** button to save your changes.
 - A. **Days of Week.** Selects which days of the week will display on the attendance sheet.
 - B. **Attendance Codes.** Modifies the default attendance codes.
 - C. **Use Defaults.** Press the **Use Defaults** button if you are unhappy with your changes.

Attendance Manager Preferences

Fundamentals of Web Management

Days of Week

<input type="checkbox"/> Sunday	A
<input checked="" type="checkbox"/> Monday	
<input checked="" type="checkbox"/> Tuesday	
<input checked="" type="checkbox"/> Wednesday	
<input checked="" type="checkbox"/> Thursday	
<input checked="" type="checkbox"/> Friday	
<input type="checkbox"/> Saturday	

Attendance Codes

Code	Label	B
A	Absent	
P	Present	
E	Excused	
H	Holiday	
T	Tardy	
U	Unexcused	
V	Vacation	

Save **Cancel** **Use Defaults C**

4. **Export.** Click the **Export** hyperlink to export the attendance data in a tab- or comma-delimited format. Tab- and comma-delimited formats can be easily opened and viewed in any standard spreadsheet program.



To export the Attendance sheet, follow these steps:

- To save the file locally, click the **Save** button.
- Select the location to save the document and change the name of the document if desired.
- Click the **Save** button.

- d. When the download is complete, you can close the **Downloading File** dialog box.
5. **Mode/Sort Views.** The **Mode** selector allows course editors/assistants to toggle between the default calendar-based grid view and a list-based list view. The **Sort** selector allows course editors/assistants to alter the grid-based or list-based views to sort by Name, Username, or Date.



Tip: Click the name or username of a student to view all attendance records and notes for that student.

Data Management

The Data Management area contains tools for managing course files, backing up and restoring your course, importing and exporting content and maintaining the data in your course.

The screenshot shows the Data Management page with a sidebar containing links to various management tools. A message at the top right of the sidebar indicates a successful import of a zip file. The tools listed are: Course Files Manager, Backup and Restore, Import Console (with a success message), Export Console, Data Maintenance, Date Manager, Keyword Manager, Assessment Question Bank Manager, Survey Question Bank Manager, and Rubric Manager.

Course Files Manager

The Course Files Manager tool enables course editors to manage course files. All files associated with the course—such as syllabus, course content, mail, discussions, teams, and so on—are located in the Course Files Manager. This tool allows the course editor immediate access to any files necessary for the course. To access the Course Files page, log in to your course, click the **Manage** tab, and click the **Course Files Manager** hyperlink. The Course Files page appears.

Course Files Page

The **Course Files** page allows course editors to add content; and download, rename, copy, move, zip or delete course folders and the files within those folders.

Course Files

Size: 2.3 MB

[Add Content](#) [Download All](#)



_assoc
Last Modified: 3/9/2006 1:15:52 PM
[download](#) [rename](#) [copy](#) [move](#) [zip](#) [delete](#)



_mail
Last Modified: 2/6/2006 5:07:14 PM
[download](#) [rename](#) [copy](#) [move](#) [zip](#) [delete](#)



_syllabus
Last Modified: 3/3/2006 10:01:46 AM
[download](#) [rename](#) [copy](#) [move](#) [zip](#) [delete](#)



_team
Last Modified: 2/6/2006 5:07:14 PM
[download](#) [rename](#) [copy](#) [move](#) [zip](#) [delete](#)

[Exit Course Files](#)

Adding Content to Course Files

The **Add Content** hyperlink displays the Add Content page allowing the course editor to create a folder, create a file, upload files, and drag-n-drop.

Downloading Files

The **Download All** option allows you to download all files listed in the Course Files area. All files are downloaded in a ZIP-formatted file and can be archived on your local computer.

To download all:

1. Log in to your course and click the **Manage** tab.
2. Click the **Course Files Manager** hyperlink located under the **Data Management** section.
3. Click the **Download All** hyperlink located in the toolbar. A **File Download** dialog box appears.
4. Click the **Save** button. The **Save As** dialog box appears.
5. The filename is prepopulated with the *course_id.zip*, which can be changed to a course name if desired. Click the **Save** button. Depending on the size of your course files, this download might take a few minutes.

You can opt to download just a particular portion of the Course Files using the **Download** hyperlink. This allows you to archive a particular file to your local computer.

To download a file, follow these steps:

1. Log in to your course and click the **Manage** tab.
2. Click the **Course Files Manager** hyperlink located under the **Data Management** section.
3. Click the **download** hyperlink located underneath the name of the file you want to download. A **File Download** dialog box appears.
4. Click the **Save** button. The **Save As** dialog box appears.
5. The filename is prepopulated with *file_name.zip*, which can be changed if desired. Click the **Save** button. Depending on the size of your file, the download might take a few minutes.

Renaming Files and Folders

The **Rename** option allows you rename a file. Caution should be used when renaming course files.

To rename a file, follow these steps:

1. Log in to your course and click the **Manage** tab.
2. Click the **Course Files Manager** hyperlink located under the **Data Management** section.
3. Click the **rename** hyperlink located underneath the file you want to rename. The **Rename Folder** page appears.
4. Type a new name in the **Folder Name** field.
5. Click the **OK** button.

Copying Files and Folders

The **Copy** option allows you to make a copy of the specific file or folder.

To copy a folder, do the following:

1. Log in to your course and click the **Manage** tab.
2. Click the **Course Files Manager** hyperlink located under the **Data Management** section.
3. Click the **copy** hyperlink located underneath the file or folder you want to copy. The **Copy Folder (File)** page appears.
4. Type a new folder name in the **Folder Name** field.
5. Click the **OK** button. A new folder/file is added to the list of items in the Course Files area.

Moving Files and Folders

The **Move** file option allows you to move a file or folder to a different folder in within the Course Files area.

To move a folder/file:

1. Log in to your course and click the **Manage** tab.
2. Click the **Course Files Manager** hyperlink located under the **Data Management** section.
3. Click the **move** hyperlink underneath the name of the folder/file you want to move. The **Move Folder** page appears.

The screenshot shows the 'Move Folder' dialog box. At the top, it displays the current path: 'Move Folder _assoc\'. Below this is a 'Folder Name' input field containing '_assoc'. Underneath is a 'Parent Folder' dropdown menu. The menu lists '(Top)' at the top, followed by three sub-folders: '_mail', '_syllabus', and '_team'. The '_mail' folder is highlighted with a blue selection bar. At the bottom of the dialog are 'OK', 'Cancel', and 'Exit Course Files' buttons.

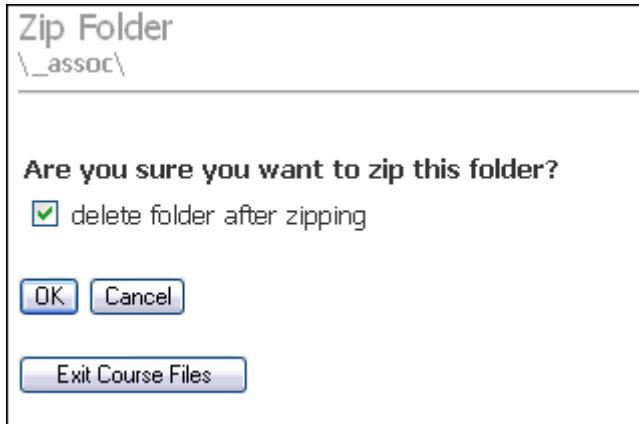
4. From the list of available folder(s), click the name of the folder to which the file/folder should be moved.
5. Click the **OK** button. The file is moved to the specified location.

Compressing (Zipping) Files and Folders

The Zip file option allows you to zip the selected folder. This zip file then resides in the Course Files area.

To zip a file, follow these steps:

1. Log in to your course and click the **Manage** tab.
2. Click the **Course Files Manager** hyperlink located under the **Data Management** section.
3. Click the **zip** hyperlink located underneath the folder you want to zip. The **Zip Folder** page appears, asking whether you are sure you want to zip this folder.



4. By default, the **delete folder after zipping** checkbox is checked. If you want to delete the folder after the zip process is complete, leave this checked; otherwise, uncheck the checkbox.
5. Click the **OK** button. The selected file is zipped and placed in the Course Files area.

Deleting Files and Folders

The Delete file option allows you to delete files from the Course Files area.



Caution: Be careful when using the Delete file option.

To delete a file, do the following:

1. Log in to your course and click the **Manage** tab.
2. Click the **Course Files Manager** hyperlink located under the **Data Management** section.
3. Click the **delete** hyperlink underneath the name of the folder you want to delete. The **Delete Folder** page appears
4. You are asked whether you are sure you want to delete this folder and all its contents. To continue, click the **OK** button.

Importing a Master Course

A **master course**, which serves as a template for a course or specific group of courses, is imported into a course shell using the **Import Console**. It is developed exactly like any other course and includes the same sections and features as other courses. Access to the course is set up by using filters when the course is created that designate what courses can use the master course.

A master course has the following uses:

- A single course that has multiple sections with many faculty teaching it, to maintain consistency and quality.
- A course taught by one faculty member every semester, as an alternative to a copy course or importing an archived course.
- A template for college, division, or department courses that need to have certain elements included within them.



Note: After a master course has been imported, instructors can add their own content to it.

Tell your system administrator that you need to have a master course set up. The system administrator generally needs to know the following information:

- The name of the course.
- The course editor for the course; other members can be added after the master course shell is created.
- If you want to specify a PIN (password) for the course. Only those persons who have the PIN can import the master course.
- Which courses need to be able to import the master course.

As the course editor, you will see the master course listed among your courses after it has been created.

Before allowing others to import the master course, it should contain all the elements and content you want to share. After you have shared the master course, changes you make to it will not be placed in the imported copies.



Tip: If a course has already been developed and you want it to be used as a basis for a master course, it can be imported into the master course using the copy course tool or by creating an export and importing it. You need to have course editor rights to both the master course and the course being copied.



Note: You do NOT need to have any editing rights within the master course in order to import it into one of your courses. As long as your course matches the filter criteria set up for the master course, you will be able to import it.

To import a master course, go into the course where the master course will be imported, and then go to **Manage > Import Console**.

1. On the Import New Course Content page, click Master Course.

Import New Course Content

Import and copy content from your computer to this course

Select a content type to import

[Content Package](#)

Import content from an ANGEL backup, WebCT® export, Blackboard® cartridge, ExamView® cartridge, IMS/SCORM package or zip file

[Calendar and Announcements](#)

Import calendar entries from a text file (compatible with WebCT® calendar export files)

[Master Course](#)

Initialize the course based on a master course template

[Copy Course](#)

Initialize the course based on another course or group in which you are an editor

2. You will see any master courses associated with the course in the drop-down list. Select the master course to import from the list in the **Master Course Copy** page.

If the master course can be accessed only through use of an assigned PIN, enter the PIN instead of choosing a course from the drop-down list.

Master Course Copy
Copy all of the contents from a master course

Source Course/Group

Select a master course ▾

Or, enter the PIN of the desired master course

Backup Options

Backup courses before import
 Replace all existing content

3. The final options on that page allow you to do the following:

- **Backup courses before import:** Choose this option to back up the new course before importing. If no content has been added to the new course, this step is not necessary.
- **Replace all existing content:** If any content has been already added to the new course, this option will erase it. Uncheck it if content has been added and you do not want to lose it. Importing the master course will then add content to the course, but not delete what is already there.



Note: Check for any duplications in content, especially in the Gradebook, Calendar, and Announcements.

4. Click **Copy** to continue.

You will see a progress page as content is being processed. This process might take some time, but you can browse the course while it is processing.



Note: Importing from a master course creates a copy of the master course; it does not link the course to the master course. If any changes or additions are made to the master course, content in any courses that were created from it will not reflect those changes.



Tip: If you anticipate adding additional material to the master course and you want any courses created from it to automatically be updated as well, consider creating the content in a Learning Object Repository (LOR) and then linking to that content in the master course. All courses created from the master course will then also have that link to the LOR and will be updated as the linked content in the LOR is updated. (Be sure that the course also has access rights to the LOR.)

Backing Up and Restoring Courses

The **Backup and Restore** tool allows course editors to back up and restore all course content and student data. Course backups are stored on the ANGEL server and can be easily restored. Backup files can also be downloaded to course editor's local computer as an additional safeguard.



Video: "Back Up a Course."

To access Backup and Restore, log in to your course, click the **Manage** tab, and click the **Backup and Restore** hyperlink. The Backup and Restore page displays.

Backup and Restore

Manage backups, create a new backup or restore courses from either course backups or Automatic Backups

Your Backups

There is no previously created backup

Click [here](#) to create a new backup



Automatic Backups

There are no automatic backups scheduled

Restore any Backup

This Restore process does not delete the existing data, nor the current course

Choose File no file selected

Upload File

Done

There are three sections in the **Backup and Restore** nugget:

1. **Your Backups:** Shows if there is a backup available or if a backup has never been done. Once a backup has been run , it can be downloaded from here.
2. **Automatic Backups:** Shows if your System Administrator has scheduled any backups to run automatically. Your System Administrator can batch schedule a group of courses to be backed up automatically according to a set schedule.
3. **Restore any Backup:** Allows you to upload a backup from any course. All data including student data, will be uploaded into the course and no existing data will be deleted.

Planning for Backups

Schools might have different policies about when backups are to be done and when (or if) backups for all courses are done on the system level. ANGEL allows system administrators to periodically back up courses, and it also allows instructors to back up their courses independently. Instructors who modify their course frequently might choose to back up more regularly.

Some circumstances when backups might be warranted include these:

- Before adding new content to a course or deleting any content. This ensures that a backup is available in case any content is accidentally deleted during the addition of new content.
- After adding new content to a course. This ensures that a backup contains the latest version of the course.
- After adding grades. This ensures that the backup contains the latest grades. If data were lost for any reason, reconstructing and regarding could be difficult.

Backing Up a Course

To back up your course, select the **Backup and Restore** tool from the Data Management Menu under the Manage tab. Then click the **create new backup** link.

Backup and Restore

Manage backups, create a new backup or restore courses from either course backups or Automatic Backups

Your Backups

There is no previously created backup
Click [here](#) to create a new backup

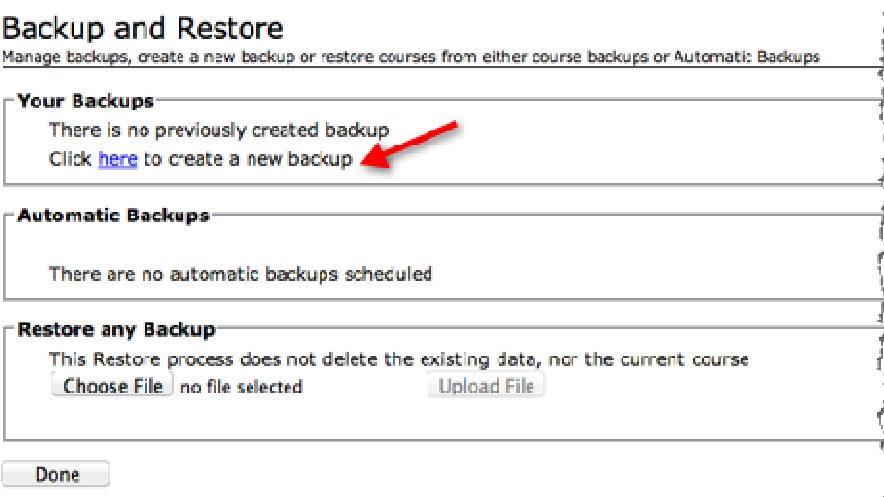
Automatic Backups

There are no automatic backups scheduled

Restore any Backup

This Restore process does not delete the existing data, nor the current course
[Choose File](#) no file selected [Upload File](#)

[Done](#)



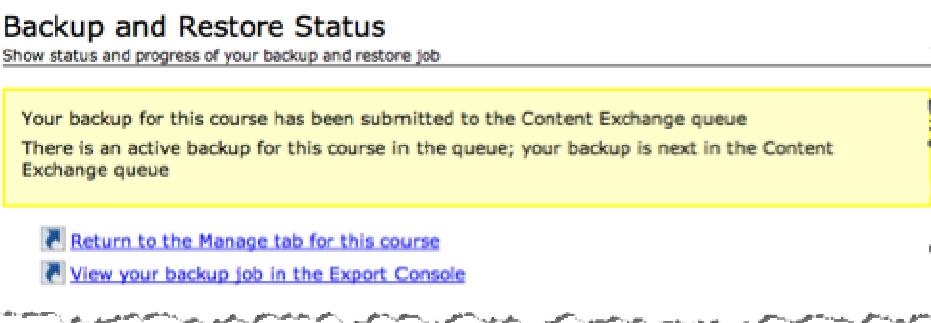
This process might take time, depending on the size of the course and the load on the system. The screen that displays shows that it has been scheduled in the Content Exchange Queue. You can go to another area within the course, go to another course, or log out of ANGEL.

Backup and Restore Status

Show status and progress of your backup and restore job

Your backup for this course has been submitted to the Content Exchange queue
There is an active backup for this course in the queue; your backup is next in the Content Exchange queue

[Return to the Manage tab for this course](#)
[View your backup job in the Export Console](#)



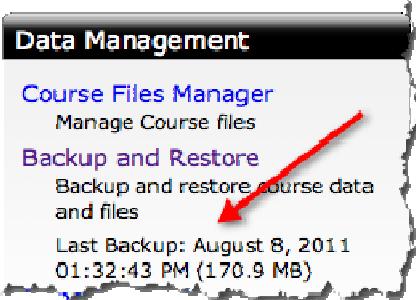
Once the Backup is complete, the time and date of the backup displays on the **Manage** page in the **Backup and Restore** nugget.

Data Management

[Course Files Manager](#)
[Manage Course files](#)

[Backup and Restore](#)
[Backup and restore course data and files](#)

Last Backup: August 8, 2011
01:32:43 PM (170.9 MB)



, Once the Backup is created, it can be downloaded and saved to another location such as the hard drive on a computer, a flash/thumb drive, or a CD. If anything compromises the data on the server, you still have an intact backup. Also, the backup can be restored into any other course shell. The option to restore from this backup will also appear.

Backup and Restore

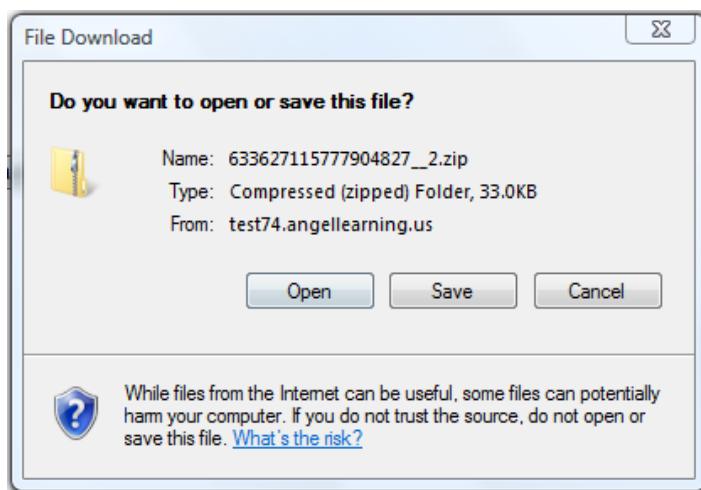
Manage backups, create a new backup or restore courses from either course backups or Automatic Backups.

Your Backups

There is a previously created backup; you can [restore](#) this course from the backup or [download](#) the backup to your local computer. Click [here](#) to create a new backup.

To save the backup to another location, click the **Download Backup** button after the backup is complete.

A pop-up window displays, asking whether you want to open or save (or cancel) the backup file. Click the **Save** button.



This option requires you to designate where you want the file to be saved. It also allows you to rename the file if you want. In this case, you are saving it in the course folder on the C drive. After it is saved, it can be burned to a CD, stored as a DVD, or put in removable storage.



Note: The backup file can be used only to *restore* a course to the way that it was when the backup was created. You cannot make changes to any content within the backup file.

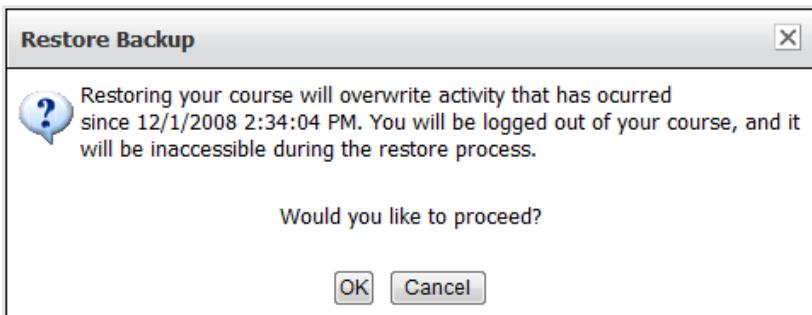
Restoring a Course

Restoring a course from a previous backup overwrites all changes and activity performed in the course since the date of the last course backup. The date and time of the last course backup are listed directly on the Backup and Restore page.



Reference: As a precaution before restoring to an active course, consider exporting the course as a safeguard. For information on exporting an ANGEL course, see "Exporting a Course."

- From the Backup and Restore page, click the **Restore Backup** button in the Your Backups section. A warning message will appear.



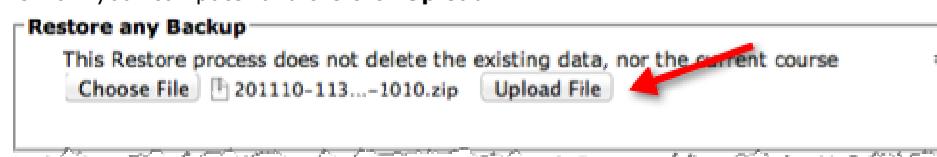
2. Click the **OK** button. The restore process might take several minutes, depending on the size of the course and system load. During the import process, your course will be inaccessible because the restore will reinitialize your course.

Restoring from a Backup File

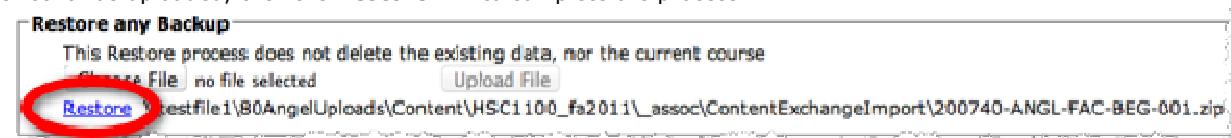
If a backup file has been downloaded and saved, it can be uploaded into any course. The difference between this type of Restore and the Restore process in the **Your Backup** section is that it can be uploaded into any course and not just the source course. It also will not overwrite any content and data already in the course. This option should be chosen if both content AND data are needed.

To Restore a Backup From a file:

1. Open the **Backup and Restore** tool
2. Go to the Restore any Backup section and click the **Choose file** button to browse and locate the backup file from your computer and the click **Upload**



3. A progress bar will display; allow up to 30 minutes for the upload, depending upon the size of the file. Once it has uploaded, click the **Restore** link to complete the process.



Using the Import Console

The Import Console allows course editors to import different types of content, including ANGEL course archives, WebCT and Blackboard course exports, IMS Common Cartridge packages, calendar events and announcements, WebCT question banks, and standard zip files.

To access the Import Console, log in to your course, click the **Manage** tab, and click the **Import Console** hyperlink. The Import New Course Content menu appears.

Import New Course Content

Import and copy content from your computer to this course

Select a content type to import

[Content Package](#)

Import content from an ANGEL backup, WebCT® export, Blackboard® cartridge, ExamView® cartridge, IMS/SCORM package or zip file

[Calendar and Announcements](#)

Import calendar entries from a text file (compatible with WebCT® calendar export files)

[Master Course](#)

Initialize the course based on a master course template

[Copy Course](#)

Initialize the course based on another course or group in which you are an editor

There are several ways to add course content from a previously developed course into a new course shell.



Caution: Whenever importing content into a course, always ensure that you are in the correct course. All these procedures could overwrite content already within a course. Note the options available for overwriting content and choose them with care.

A very simple method is to use the Copy Course option within the Import Console. This can be done as long as the instructor has course editing rights to both the course being copied *to* and the course being copied *from*. It will copy *all* content from one course into another *without* any student data.



Tip: Copy Course is very useful if you are teaching the same course in several terms. At the start of a new term, simply copy the course into the new term, and it will have all the necessary content.

Importing a Saved Backup or Export File

This procedure is useful if the instructor does not have editing rights to the course with the content to be used, but does have access to the archive file; or when a course is no longer available on the ANGEL server and a downloaded archive is available. This is also a good choice if using a course that was taught by another instructor and want to also reuse the content rather than copying the course and having to be added as a Course Editor to the other course.

1. Enter the course for which you want to import content. Go to **Manage > Import Console**.
2. Click the **Content Package** hyperlink.

[Import New Course Content](#)

Import and copy content from your computer to this course

Select a content type to import

[Content Package](#)

Import content from an ANGEL backup, WebCT® export, Blackboard® cartridge, ExamView® cartridge, IMS/SCORM package or zip file

[Calendar and Announcements](#)

Import calendar entries from a text file (compatible with WebCT® calendar export files)

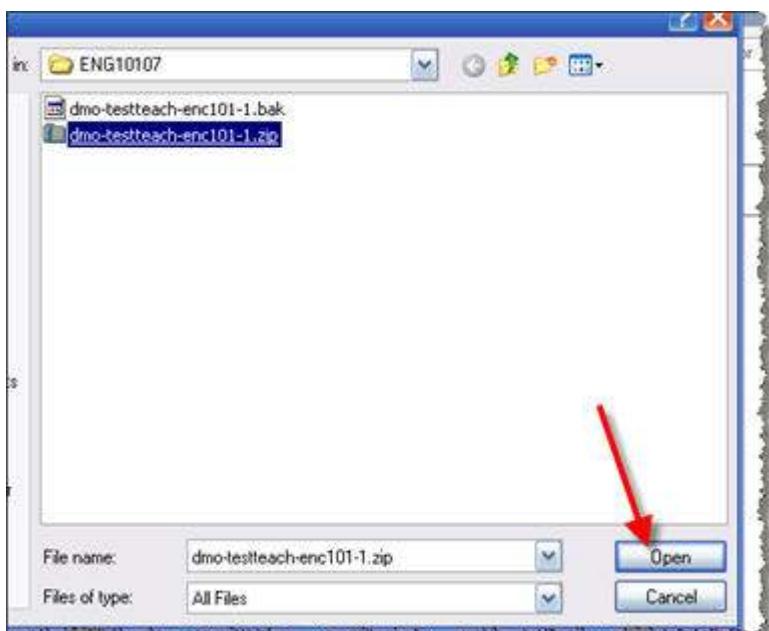


Note: This same option is used to import a test bank from many exam programs, such as ExamView® and import content from other course management systems such as BlackBoard™.

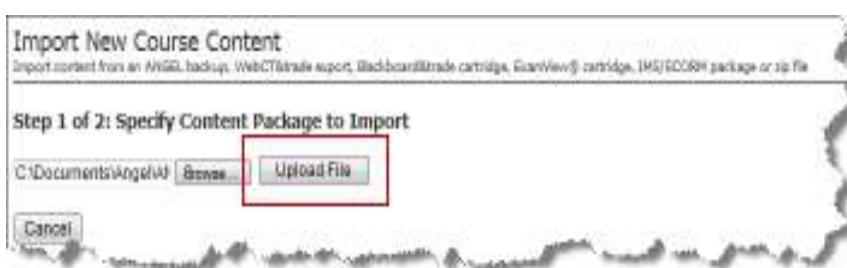
3. Click the **Browse** button to find the file to be imported.



4. Find the file to be imported and then click the **Open** button in the pop-up window.



5. Click the **Upload File** button. The upload might take up to 30 minutes, depending on your Internet connection speed and the size of the content.



Step 2 allows you to designate the portions of the course content to be imported in the Import New Course Content page.

Import New Course Content
Import content from an ANGEL backup, WebCTWare exports, BlackboardMobile cartridge, Blackboard cartrige, Blackfire/B cartridge, IMS/SCORM package or zip file

Step 2 of 2: Select Import Options

Import Summary
File name: 53994_12_1_2008.bak (1.8 MB)
File Type: ANGEL72 (about file types)

Import Details:
Select the items to import:

<input checked="" type="checkbox"/> Content	<input type="checkbox"/> User Data
<input type="checkbox"/> AdvancedSettings	<input type="checkbox"/> ActivityLogs
<input checked="" type="checkbox"/> Agents	<input type="checkbox"/> Attendance
<input checked="" type="checkbox"/> Announcements	<input type="checkbox"/> Catalogs
<input checked="" type="checkbox"/> CalendarEvents	<input type="checkbox"/> DiscussionPosts
<input checked="" type="checkbox"/> ChatRooms	<input type="checkbox"/> GradebookGrades
<input checked="" type="checkbox"/> CourseResources	<input type="checkbox"/> LearnerProfileNotes
<input checked="" type="checkbox"/> GeneralInformation	<input type="checkbox"/> RosterEntries
<input checked="" type="checkbox"/> GradebookAssignments	<input type="checkbox"/> TeamFiles
<input checked="" type="checkbox"/> GradebookSettings	<input type="checkbox"/> UserLogData
<input checked="" type="checkbox"/> CommunicatorLinks	<input type="checkbox"/> UserMail
<input checked="" type="checkbox"/> LessonsStashContent	<input type="checkbox"/> UserMetrics
<input checked="" type="checkbox"/> Milestones	<input type="checkbox"/> UserSettings
<input checked="" type="checkbox"/> NewsArticles	<input type="checkbox"/> UserSubmissions
<input checked="" type="checkbox"/> Objectives	
<input checked="" type="checkbox"/> QuickPolls	
<input checked="" type="checkbox"/> Reports	
<input checked="" type="checkbox"/> StandardAssociations	
<input checked="" type="checkbox"/> Syllabus	
<input checked="" type="checkbox"/> TeamSettings	



Note: If you are importing a backup file, it will contain student records, grades, e-mail, submissions, discussion forum postings, and more. However, no student data will be uploaded during this import process even if User Data is checked. If you need student data, use the Restore option in **Backup and Restore**. All assignments remain will do not contain any student submissions. You might also want to uncheck Calendar Items and Announcements if you do not want them in the new course.

6. Click the **Next** button at the bottom of the list after you finish.
7. The import process might take several minutes, depending on the size of the import file and system load. While the content is importing, you can browse around the course or exit the course and perform other tasks on the system.

Using Import History

The Import History area of the Import Console allows instructors to see the various types of content that have been imported into the system and to reimport content if necessary.

Import History

View: 20

File Name	Size	Imported by	Date Imported	Status	Re-Import	Delete
Sample_MOITC_Course.zip	9.5(MB)	Miller, Phill	11/13/2008 10:12 AM	! Error (details)	Re-Import	Delete
53994_12_1_2008.bak	1.8(MB)	Miller, Phill	12/1/2008 3:43 PM	✓ OK (details)	Re-Import	Delete

Exporting a Course

To protect your content or reuse it in a different course, you can choose to export that content. Note that an export does not contain student data and submissions, so if that information is needed, use the Backup and Restore tool.

To export a course, do the following:

1. Go to **Manage > Export Console**. The Export Console page appears.

- Export Console**
Manage content for backup or distribution
2. Select the **Export Content** hyperlink on the next page.

Export Course Content
Export content from the course to allow transfer to other courses or systems

Select an export file type

Export Content
Create an export of course content in the ANGEL format. This export will be stored on the server and available to download.

3. The next page allows you to choose the data that you want to export. It is arranged by the tabs of your course, allowing you to select only the items that you want to export. If you click the **Lessons/Content** hyperlink, you can select individual content items to export instead of exporting everything.

Export Course Content
Export content from the course to allow transfer to other courses or systems

Export Summary
File Type: ANGEL
Select the items to export

<input checked="" type="checkbox"/> Calendar [-] Collapse	<input checked="" type="checkbox"/> Content [-] Collapse	<input checked="" type="checkbox"/> Resources [-] Collapse	<input checked="" type="checkbox"/> Communicate [-] Collapse	<input checked="" type="checkbox"/> Settings [-] Collapse
<input checked="" type="checkbox"/> CalendarEvents	<input checked="" type="checkbox"/> LessonsSlashContent	<input checked="" type="checkbox"/> CourseResources	<input checked="" type="checkbox"/> Announcements	<input checked="" type="checkbox"/> GeneralInformation
<input checked="" type="checkbox"/> Milestones		<input checked="" type="checkbox"/> Syllabus	<input checked="" type="checkbox"/> CommunicateLinks	<input checked="" type="checkbox"/> AutomationAgents
			<input checked="" type="checkbox"/> NewsArticles	<input checked="" type="checkbox"/> Objectives
			<input checked="" type="checkbox"/> LiveChat	<input checked="" type="checkbox"/> StandardAssociations
			<input checked="" type="checkbox"/> QuickPolls	<input checked="" type="checkbox"/> SavedReports

Next **Cancel**

4. Click the **Export** button at the bottom of the screen to continue. The export will occur as a background process, which might take some time. You can browse around your course or exit your course while the export occurs. Return to the Export Console later to download the export to local storage.

Deleting User Data with the Data Maintenance Utility

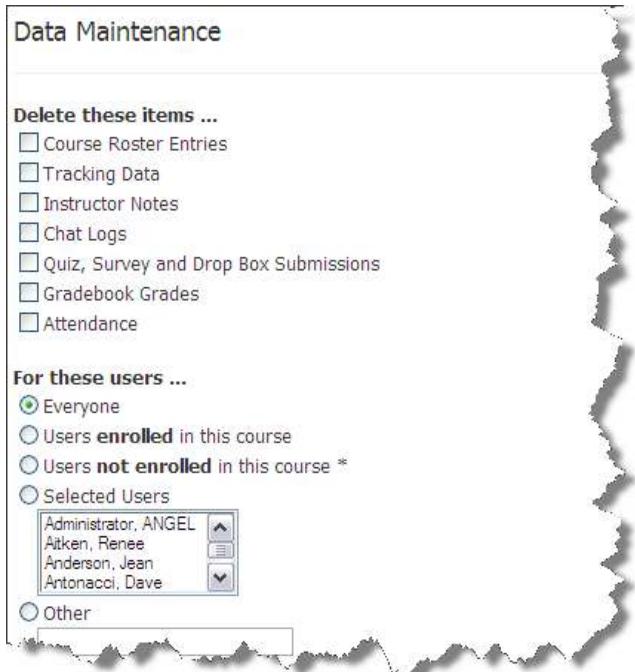
The Data Maintenance utility allows course editors to delete user data including tracking data; instructor notes; chat logs; and quiz, survey, and drop box submissions for one or more students.



Caution: Data deleted with this tool cannot be recovered.

To delete user data using the Data Maintenance utility, follow these steps:

1. Log in to your course and click the **Manage** tab.
2. Click the **Data Maintenance** hyperlink. The Data Maintenance page appears.



3. Under the category **Delete these items** select which items you want to delete for the selected user.
4. Under the category **For these users** select for which group of users you want to delete the selected item(s):
 - **Everyone** (includes enrolled users, unenrolled users, and unauthenticated guests)
 - Users enrolled in this course
 - Users not enrolled in this course
 - **Selected Users** (hold down the Ctrl key to select multiple users)
 - **Other** (separate multiple valid ANGEL usernames with commas)
5. Under the category **Exclude these users** select the **Users with "Course Editors" rights in this course** checkbox to exclude the course editor from being deleted.
6. Optionally select the **At Any Time** or **Before This Date** option from the **If they occurred** category and specify a date/time to limit the date range of items to be deleted. Items created after the specified dates are not deleted.
7. Click the **Delete Items** button. A dialog box message appears, asking whether you are sure that you want to delete selected items.

Users not enrolled in this course *

Selected Users

Administrator, ANGEL	
Aitken, Renee	
Anderson, Jean	
Antonacci, Dave	

Other

Exclude these users...

Users with "Course Editors" rights in this course

If they occurred ...

At Any Time

Before This Date **

December 17 2008 AM 12 :00

* Does not apply to course roster entries.
** For course roster entries, any enrollment with an end date less than the date specified here will be removed.

Warning! Data deleted with this tool cannot be recovered.



Caution: Data deleted with the Data Maintenance utility cannot be recovered. Avoid accidental deletion of wanted data by ensuring that all settings are correct before clicking the Delete Items button.

8. Click the **OK** button to delete the selected items for the selected users. A data maintenance report displays the results of the process.
9. Click the **OK** button.

Setting Course Dates with the Date Manager

The Date Manager tool allows instructors to assign new dates to every lesson within their courses as they prepare to teach the course for a new semester.

Set Course Dates Set Content Dates

Establish Course Dates
Enter the schedule for the course using the tools below. We'll highlight these dates to make it easier for you to schedule your content dates.

Date and Time Settings

Beginning May 15 2007 

Ending June 30 2007 

Time AM 12:00 (GMT-06:00) Central Time (US & Canada)

Duration 0 hour(s) 00 minutes

Interval Settings

Weekly ...
on these days : Sun Mon Tue Wed Thu Fri Sat

Monthly ...
on the day of the month
every month(s)

Save **Cancel**

Course dates establish start and end dates for the course as well as the days the course meets.

To set course dates, follow these steps:

1. Log in to your course and click the **Manage** tab.
 2. Click the **Date Manager** hyperlink located under the Data Management section.
 3. On the **Set Course Dates** tab select the **Beginning** date using the drop-down list for month, day and year; or select the calendar icon to view a calendar for date selection. The beginning date is used in conjunction with the ending date to set the time when the course is available and assists with scheduling the content dates.
 4. Select the **Ending** date using the drop-down list for month, day and year; or select the calendar icon to view a calendar for date selection.
 5. Select the **Time** in from the drop-down menus. This assists the scheduling of content dates.
 6. Select the **Duration** in hours and minutes. This assists the scheduling of content times.
- Interval Settings determines the days of the week that the course is offered. Select **Weekly** and the days of the week when the course meets or select **Monthly** if the course meets on a monthly basis.
7. Select the **Set Content Dates** tab. A page containing all course content displays.

ANGEL 101 - Date Manager

Set Course Dates Set Content Dates

Task Item	Assigned	Due	Marked Complete Upon	Availability		Enabled	Disabled	Edit Dates
				Visible	Hidden			
Course Content			(none)					
Course Conversion Workflow			(none)					
Importing a Blackboard Course			(none)					
Course Import Discussion			(none)					
Course Information			(none)					
Your First Steps: 1 to 5			(none)					
Angel Course Orientation			(none)					
Welcome!			(none)					
Course Goals and Objectives			(none)					
Overview			(none)					
Course Readings & Materials			(none)					
Learning Activities			(none)					
Course Schedule			(none)					
How You Will Be			(none)					

Print Preview Cancel Save

- Click the calendar icon (under the **Edit Dates** column. The Set Dates editor appears with the content item title listed.

Content Item Title

Set dates for **Course Conversion Workflow**

Next >

Course Start/End Dates: 2/18/2007 / 6/26/2007

<< Wednesday, April 18, 2007 >>		
February, 2007	March, 2007	
Sun Mon Tue Wed Thu Fri Sat	Sun Mon Tue Wed Thu Fri Sat	
28 29 30 31 1 2 3	25 26 27 28 1 2 3	
4 5 6 7 8 9 10	4 5 6 7 8 9 10	
11 12 13 14 15 16 17	11 12 13 14 15 16 17	
18 19 20 21 22 23 24	18 19 20 21 22 23 24	
25 26 27 28 1 2 3	25 26 27 28 29 30 31	
4 5 6 7 8 9 10	1 2 3 4 5 6 7	

Time: AM 12 : 00

Item Visible:
Set the date range within which the item will be visible to students.

Visible **Hidden**

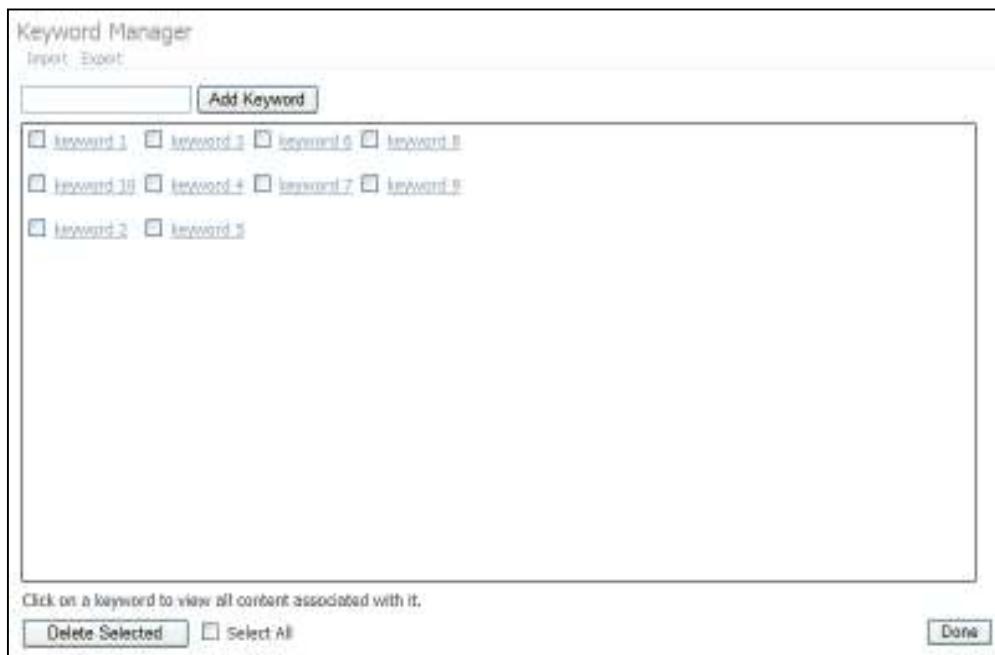
Cascade to Child Items:

Close

9. Select the date on the calendar for the item to be visible as well as the time the item should be visible from the **Time** drop-down list and click the **Visible** button. The << and >> symbols on the calendar allows you to move backward or forward on the calendar.
10. Select the date on the calendar for the item to be hidden as well as the time the item should be hidden from the **Time** drop-down list and click the **Hidden** button.
11. Click the **Next >** button to move to the next content item or click the **<Prev** button to return to a previous content item.
12. When all dates and times have been selected for the content items, click the **Close** button.
13. Click the **Save** button to save your configurations.

Using the Keyword Manager

The Keyword Manager provides a central interface to allow course editors to create, edit, categorize, and manage keywords for use in tagging questions in any assessment in the course.



Adding Keywords

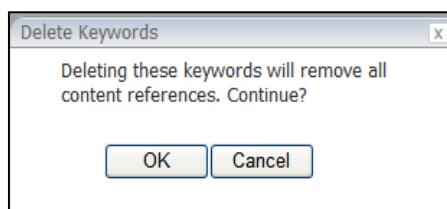
To add a keyword to the Keyword Manager, do the following:

1. Log in to your course and click the **Manager** tab.
2. Click the **Keyword Manager** hyperlink.
3. Type the keyword in the keyword field and click the **Add Keyword** button.

Deleting Keywords

To delete a keyword from the Keyword Manager, follow these steps:

1. Log in to your course and click the **Manager** tab.
2. Click the **Keyword Manager** hyperlink.
3. Select the checkbox next to each keyword you want to delete and click the **Delete Selected** button. A warning dialog box displays.



4. Click the **OK** button to confirm the deletion process.

Viewing Questions Associated with a Keyword

To view questions associated with a keyword:

1. Log in to your course and click the **Manager** tab.
2. Click the **Keyword Manager** hyperlink.
3. Click the keyword to display the list of associated questions.

The screenshot shows a list of imported keywords in a table format. The columns are labeled 'keyword' and 'text'. The first five rows have the 'selected' checkbox checked, while the last two rows do not. The 'text' column contains the text 'Chapter 1 Question' followed by a question mark.

keyword	text
<input checked="" type="checkbox"/>	Chapter 1 Question ?
<input checked="" type="checkbox"/>	Chapter 1 Question ?
<input checked="" type="checkbox"/>	Chapter 1 Question ?
<input checked="" type="checkbox"/>	Chapter 1 Question ?
<input checked="" type="checkbox"/>	Chapter 1 Question ?
<input type="checkbox"/>	Chapter 1 Question ?
<input type="checkbox"/>	Chapter 1 Question ?

Importing Multiple Keywords

To import multiple keywords into the Keyword Manager, do the following:

1. Log in to your course and click the **Manager** tab.
2. Click the **Keyword Manager** hyperlink.
3. Click the **Import** hyperlink. The Import Keywords dialog box displays.

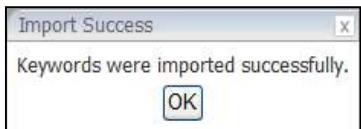


4. Click the **Browse** button to select the keyword file.



Note: Keyword files are typically saved as .txt documents and must have one keyword or phrase per line.

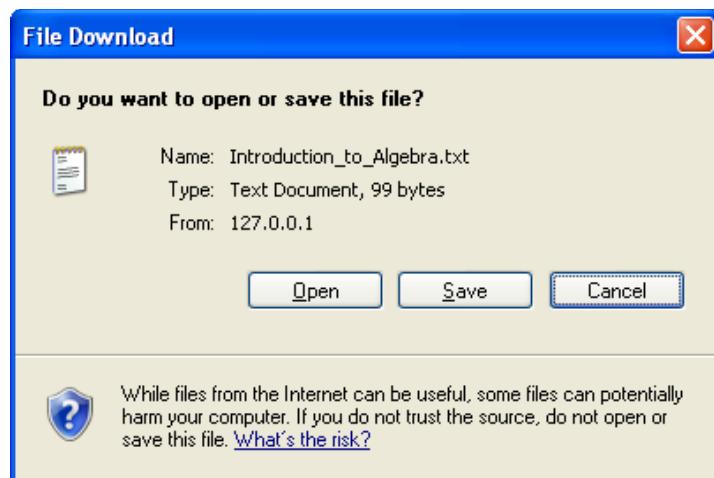
5. Click the **Import Keywords** button.
6. Click the **OK** button in the Import Success dialog box.



Exporting Keywords

To export keywords from the Keyword Manager:

1. Log in to your course and click the **Manager** tab.
2. Click the **Keyword Manager** hyperlink.
3. Click the **Export** hyperlink. The File Download dialog box displays.



- Click the **Save** button to save the keywords to your workstation as a .txt document.

Assessment Question Bank Manager

The Assessment Question Bank Manager provides a central interface to allow the course editor to create, edit, categorize, and manage questions for use in any assessment in the course.

A screenshot of the Blackboard Assessment Question Bank Manager. On the left is a tree view of course content. The root node is 'Current Course', which contains a folder 'Introduction to Algebra'. This folder is expanded to show sub-folders for 'Chapter 1 Questions' through 'Chapter 11 Questions', each containing several 'Multiple Choice' and 'True or False' question types. A 'Done' button is at the bottom left of the manager window.

 **Note:** The Assessment Question Bank Manager and Survey Question Bank Manager are similar but separate banks of questions.

Creating and Renaming Folders

To create/rename a folder in the Assessment Question Bank Manager, follow these steps:

- Log in to your course and click the **Manager** tab.
- Click the **Assessment Question Bank Manager** hyperlink.

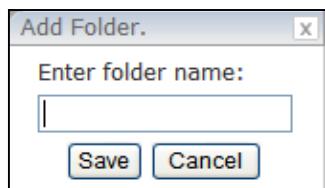
3. Perform one of the following processes:

- Adding a new folder:

- Click the down-arrow icon (▾) next to the folder or location in which you want to add the new folder.
- Click the **Add subfolder** hyperlink.

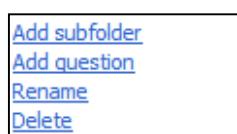


- Type a title for the folder in the **Add Folder** dialog box and click the **Save** button.



- Renaming an existing folder:

- Click the down-arrow icon (▾) next to the folder you want to rename.
- Click the **Rename** hyperlink.



- Type a new title for the folder in the **Rename Folder** dialog box and click the **Save** button.



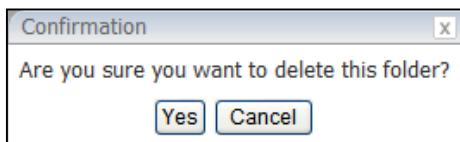
Deleting Folders

To delete a folder in the Assessment Question Bank Manager, do the following:

1. Log in to your course and click the **Manager** tab.
2. Click the **Assessment Question Bank Manager** hyperlink.
3. Click the down-arrow icon (▾) next to the folder you want to delete.
4. Click the **Delete** hyperlink.



5. Click the **Yes** button to confirm the deletion.



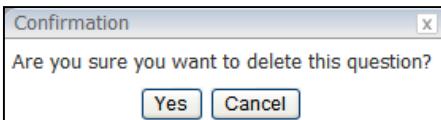
Creating and Editing Assessment Questions

To create/edit an assessment using the Assessment Question Bank Manager, follow these steps:

1. Log in to your course and click the **Manager** tab.
2. Click the **Assessment Question Bank Manager** hyperlink.
3. Perform one of the following processes:
 - To add a new question, do the following:
 - a. Click the down-arrow icon (▼) next to the folder or location in which you want to add the new question.
 - b. Click the **Add question** hyperlink.
A screenshot of a context menu with four options: "Add subfolder", "Add question", "Rename", and "Delete".
 - c. Click the hyperlink for the question type you want to add.
 - d. Complete the fields in the Question Editor and click the **Save** button.
 - To edit an existing question, follow these steps:
 - a. Click the down-arrow icon (▼) next to the question you want to edit.
 - b. Click the **Edit** hyperlink.
 - c. Complete the appropriate changes in the Question Editor and click the **Save** button.

Deleting Assessment Questions

To delete a question from the Assessment Question Bank Manager, follow these steps:

1. Log in to your course and click the **Manager** tab.
2. Click the **Assessment Question Bank Manager** hyperlink.
3. Click the down-arrow icon (▼) next to the question you want to delete.
4. Click the **Delete** hyperlink.
5. In the **Confirmation** box that displays, click the **Yes** button to confirm the deletion.
A screenshot of a Windows-style confirmation dialog box titled "Confirmation". The message inside says, "Are you sure you want to delete this question?". At the bottom are two buttons: "Yes" and "Cancel".

Rearranging Assessment Questions

To rearrange questions in the Assessment Question Bank Manager, do the following:

1. Log in to your course and click the **Manager** tab.
2. Click the **Assessment Question Bank Manager** hyperlink.
3. Click and hold on the question and drag it to a different folder or location.

Survey Question Bank Manager

The Survey Question Bank Manager provides a central interface to allow the course editor to create, edit, categorize and manage survey questions for use in any assessment in the course.

The screenshot shows a hierarchical tree structure under 'Current Course' > 'ANGEL Learning'. The tree includes 'Multiple Choice', 'Essay', 'Likert Scale', 'Multiple Select', and 'Short Answer' nodes, each with a brief description. A 'Done' button is visible at the bottom left.

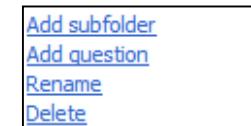


Note: The Survey Question Bank Manager and Assessment Question Bank Manager are similar but separate banks of questions.

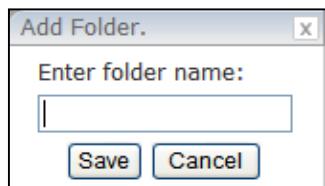
Creating and Renaming Folders

To create/rename a folder in the Survey Question Bank Manager:

1. Log in to your course and click the **Manager** tab.
2. Click the **Survey Question Bank Manager** hyperlink.
3. Perform one of the following:
 - Adding a new folder:
 - a. Click the down-arrow icon () next to the folder or location where you want to add the new folder.



- b. Click the **Add subfolder** hyperlink.



- c. Type a title for the folder and click the **Save** button.
- Renaming an existing folder:
 - a. Click the down-arrow icon () next to the folder you want to rename.



- b. Click the **Rename** hyperlink.



- c. Type a new title for the folder and click the **Save** button.

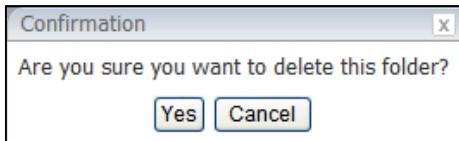
Deleting Folders

To delete a folder in the Survey Question Bank Manager:

1. Log in to your course and click the **Manager** tab.
2. Click the **Survey Question Bank Manager** hyperlink.
3. Click the down-arrow icon (▼) next to the folder or location you want to delete.



4. Click the **Delete** hyperlink.

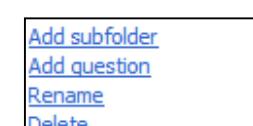


5. Click the **Yes** button to confirm the deletion.

Creating and Editing Survey Questions

To create/edit a survey question using the Question Bank Manager:

1. Log in to your course and click the **Manager** tab.
2. Click the **Survey Question Bank Manager** hyperlink.
3. Perform one of the following:
 - Adding a new question:
 - a. Click the down-arrow icon (▼) next to the folder or location where you want to add the new question.



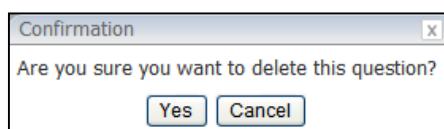
- b. Click the **Add question** hyperlink.
 - c. Click the hyperlink for the question type you want to add.
 - d. Complete the fields in the Question Editor and click the **Save** button.
- Editing an existing question:

- a. Click the down-arrow icon (▾) next to the question you want to edit.
- b. Click the **Edit** hyperlink.
- c. Complete the appropriate changes in the Question Editor and click the **Save** button.

Deleting Survey Questions

To delete a survey question from the Question Bank Manager:

1. Log in to your course and click the **Manager** tab.
2. Click the **Survey Question Bank Manager** hyperlink.
3. Click the down-arrow icon (▾) next to the question you want to delete.
4. Click the **Delete** hyperlink.



5. Click the **Yes** button to confirm the deletion.

Rearranging Survey Questions

To rearrange questions in the Question Bank Manager:

1. Log into your course and click the **Manager** tab.
2. Click the **Survey Question Bank Manager** hyperlink.
3. Click and hold on the question and drag it to a different folder or location.

Learning Object Repository (LOR)

The Learning Object Repository (LOR) enables storage, tagging, searching, and management of learning objects. The purpose of the LOR is to house content that is sharable, portable, and reusable. The ability to easily reuse learning objects across courses, sections, departments, schools, and campuses reduces the investment of effort and time.

Every instructor has a personal LOR accessible from the Power Strip. Additional LORs may also be available from the Power Strip if they have been provided by the institution.

Professor Smith's Class

Course Calendar Lessons Resources Communicate

Home > Course

Professor Smith's Class

Click to access the Learning Object Repository

Edit Page

Grades

Last updated: 11/30/2008 12:20:27 AM - Refresh

Course Poll

There are no polls to complete.

Activity at a Glance

Logons

200

Course Calendar

There are no events for this course.

Course Mail

View Inbox View, read, and compose messages

Unread Messages Professor Smith's Class

A vertical toolbar on the left contains icons for Home, Help, Power Strip (highlighted with a red arrow), Settings, Reports, Folders, User Profile, and Chat.



Note: Curriculum-, department-, division-, or institutional-level LORs are not automatically created by the system. Check with your ANGEL administrator if you want to create a curriculum-, department-, division-, or institutional-level LOR. The same procedures illustrated here apply to these LORs as well.

Using an LOR to store content is a good choice when teaching several sections of the same course and/or teaching the same content for more than one semester. By linking to the content in an LOR, courses will always have the most current content without having to go into each course and make the changes. Linking content from an LOR has the added benefit of conserving file space by having all courses link to those files in an LOR.

LOR Tab

When entering the LOR by clicking the icon in the power strip, the **LOR** tab is active by default. This tab displays two components: **Repositories** shows all repositories to which you have access; **LOR Tip** displays information provided by the institution.

The upper-left corner of the page indicates that you are in the Learning Object Repository and which repository is active. Many of the same tools are available on the LOR tab as in a course or group such as the Edit Page feature and Refresh hyperlink.

Professor Smith's personal LOR is currently active.

The screenshot shows the Blackboard LOR interface. At the top, there is a header bar with tabs: 'Personal: Professor Smith' (highlighted with a red box), 'LOR' (selected), 'Repository', and 'Manage'. Below the header is a breadcrumb navigation: 'Home > Library'. On the left side, there is a vertical toolbar with icons for Home, Help, Logout, Power, Settings, Reports, and Folders. The main content area is titled 'Learning Object Repository' and includes a 'Edit Page' link. A section titled 'Repositories' lists two entries: 'Chemistry Department Repository' (Role: Instructor) and 'Personal: Professor Smith' (Role: Owner). The 'Personal: Professor Smith' entry is highlighted with a red box.

Repository Tab

The **Repository** tab is designed to house instructional content for reuse. It is similar to the Lesson tab in a course; the same types of content can be created in the LOR as in a course or group.

Tip: By adding a folder and then linking to that folder within a course, the folder contents will be updated within the course every time new items are added to the folder.

The **Repository** tab contains an additional tool in the toolbar. The Publish tool allows content to be pushed into a course or group to which you have editor rights.

The screenshot shows the Blackboard Learning Object Repository (LOR) interface. At the top, there's a navigation bar with tabs for 'LOR', 'Repository' (which is highlighted in blue), and 'Manage'. Below the navigation is a breadcrumb trail: 'Home > Library > Personal'. The main content area is titled 'Personal: Professor Smith' with a blue folder icon. A horizontal menu bar contains 'Add Content', 'Rearrange', 'Reports', 'Utilities', 'Publish' (which is underlined and has a hand cursor icon over it), and 'Preferences'. To the left of the content area is a vertical sidebar with icons for Home, Help, Power, Settings, and File.

 **Reference:** For detailed information about how to publish content from an LOR into a course or group, see "Sharing Repositories."

LOR-Specific Content Item Settings and Menus

When adding or editing content in an LOR, the settings and tabs are similar to what is seen in courses or groups, except that some options have been removed. The following content item settings are *not* displayed when adding/editing content in an LOR:

- **Objectives.** LORs do not have objectives. (Standards are supported and they must be enabled for the LOR by an ANGEL administrator.)
- **Milestone Settings.** LORs do not present these options. If a content item is linked or copied to a course/group, the milestone settings can be created there.
- **Gradebook Assignments.** Gradebook settings are set up within the Course or Group.

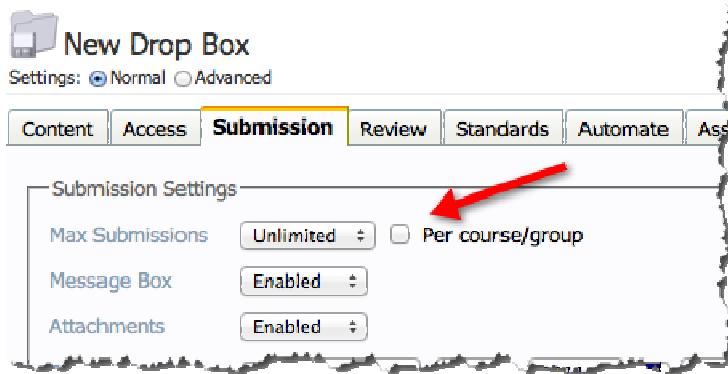
In general, LOR content items menus work exactly the same as they do when accessed in a course or group, so here we describe only the differences between LORs and courses/groups.

Additional Interaction setting:

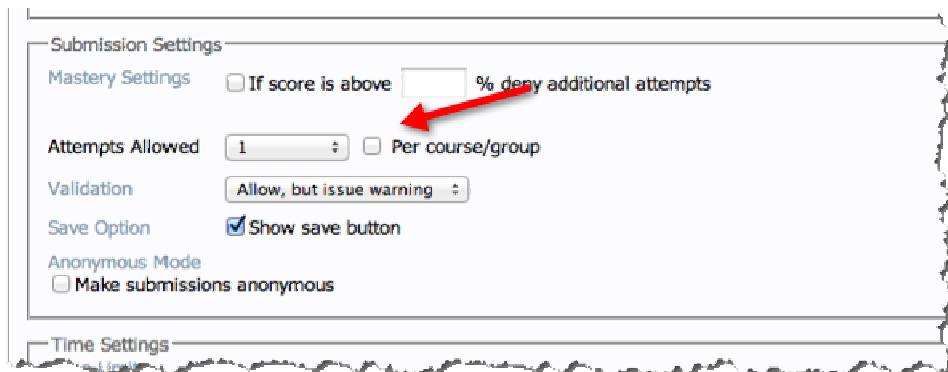
1. Drop Box, Assessments, and Surveys have some different settings in a LOR from what is found in a Course or Group. Discussion Forums do NOT have these options.

On the **Submissions** tab in Drop Box and on the **Interactions** tab in Surveys and Assessments, there is an option to check "per course or group". Checking this option will allow any submissions that are LINKED to the LOR and where submissions are set to be sent into the LOR (in the Assignments tab, explained below) to be filtered when viewing the Item Analysis or Submissions for that content item. That is, you would be able to use a filter to view only submissions from a specific course and to export data using that filter. See illustrations below:

Drop Box:



Assessment and Survey – in the Submissions section of Interactions tab:



Submission Visibility and Grading Settings

There are content item settings (available on the Assignment tab for assessments, drop boxes, and surveys) that pertain to linking certain content items from an LOR to a course. These settings determine where submissions and

grading options for linked content are available

The screenshot shows the 'Assignment' tab selected in the navigation bar. A note states: 'Note: These settings are only applicable if this item is linked to a course or group.' Two sections are highlighted with red circles:

- Make submission data visible in:** (1) Radio buttons:
 - Repository only
 - Courses/groups only
 - Courses/groups and repository
- Allow grading of submissions in:** (2) Radio buttons:
 - Repository only
 - Courses/groups only
 - Courses/groups and repository

Buttons at the bottom: Save (highlighted), Cancel.

1. **Make submission data visible in** settings:
 - a. **Repository only.** If this option is selected, any submissions made to a linked content item are available only in the LOR.
 - b. **Courses/groups only.** If this option is selected, any submissions made to a linked content item are available only in the course/group.
 - c. **Courses/groups and repository.** If this option is selected, any submissions made to a linked content item are available in both the course/group and LOR.
2. **Allow grading of submissions in** settings:
 - a. **Repository only.** If this option is selected, any submissions made to a linked content item can be graded only in the LOR.
 - b. **Courses/groups only.** If this option is selected, any submissions made to a linked content item can be graded only in the course/group.
 - c. **Courses/groups and repository.** If this option is selected, any submissions made to a linked content item can be graded in both the course/group and LOR.

Utilities Menu

Item Usage in the Utilities menu provides information about the extent to which a certain content item has been linked to other courses. This information can be helpful if changes are being made to content that will affect courses/groups that link to the content.

The screenshot shows the 'Course Feedback' page with the 'Published From Repository' tab selected (circled 1). The 'Link Status' dropdown is set to 'Published From Repository'. The table (circled 3) lists two courses:

Course	Course ID	Instructor	Students
Introduction to Chemistry (C101 - 0001 - Spring 2009)	Spring_2009-C101-0001-Institution	[Redacted]	0
Introduction to Chemistry (C101 - 0002 - Spring 2009)	Spring_2009-C101-0002-Institution	[Redacted]	0

At the bottom, there are buttons for 'Compose Course Mail to Section Instructors' and 'Compose Course Mail to Section Students' (circled 4), and a 'Done' button.

- Published From Repository.** This tab presents the courses/groups to which the selected content item is currently linked via publication (i.e., the "publish" option was used in the LOR to link the content to a course/group).
- Linked From Course.** This tab presents the courses/groups to which the selected content item is currently linked via link from course (i.e., the content item was added to a course via the "Import from Learning Object Repository" option).
- Linked course information.** The table provides information about the courses/groups to which the content item is linked. The columns of the table allow for the rows to be sorted.
- Compose Course Mail to Section Instructors/Students.** These buttons allow e-mailing to all the instructors or students enrolled in the selected courses/groups selected in the table. They can be used when a change is made to the content item, and this information needs to be communicated to the students or instructors who will be affected by the change.

Manage Tab

The **Manage** tab contains tools that are pertinent to LORs. Your personal LOR has limited Management Console tools such as Edit Page, Refresh, Repository Access, and Data Management. The following components are found on the Manage tab: Repository Access, Library Theme Selector, and Data Management.

The screenshot shows the Blackboard Management Console interface. At the top, there are tabs for LOR, Repository, and Manage. The Repository tab is selected. In the center, there's a sidebar with icons for various management tasks like Course and Group Access, Library Theme Selector, and Data Management. The main content area has two sections: 'Repository Access' and 'Data Management'. The 'Repository Access' section contains a 'Course and Group Access' link with the sub-instruction 'Manage linked courses and groups to current repository'. The 'Data Management' section lists several sub-modules: Repository File Manager, Backup and Restore, Import Console, Export Console, Data Maintenance, Data Manager, Keyword Manager, Assessment Question Bank Manager, Survey Question Bank Manager, and Rubric Manager.

Repository Access

The Repository Access section enables the instructor to grant course and group access to the LOR.

To manage access to an LOR:

1. Click the **Course and Group Access** hyperlink located under the Repository Access section. The Repository Association editor appears, containing a list of current associations and the ability to add associations from My Courses, Course Search, My Groups, or Group Search.

This screenshot shows a zoomed-in view of the 'Repository Access' section from the previous screenshot. A red arrow points to the 'Course and Group Access' link, which is highlighted in brown. Below the link, the sub-instruction 'Manage linked courses and groups to current repository' is visible.

2. To add access from courses, select Course Search.

This screenshot shows the 'Repository Association Editor' window. On the left, it lists 'Current Associations: USER-hills' with columns for Type, Id, and Title, and a 'Remove Selected...' button. On the right, there's a 'Add Associations From:' dropdown menu. The 'Course Search' option is listed and highlighted with a red box.

The Course Search options will appear.

Repository Association Editor

Current Associations: USER-bmundy

Remove	Type	Id	Title
<input type="checkbox"/>	Course	633635992817615260	Professor Smith's Class

Add Selected

Add Associations From: Course Search

[My Courses](#)
[Course Search](#)
[My Groups](#)
[Group Search](#)

Course Search

Keyword Search

Semester	Course	Section
<input type="button"/>	<input type="text"/>	<input type="text"/>

Search

3. Courses can be searched by using a keyword, such as the instructor's name, part or all of the title, or course ID. Other criteria can also be applied, such as semester, course, or section. The terms used here will be those that are set up by your institution and might differ from the terms used in the example.
4. If no criteria are set, you can also click the Search button, and all courses within ANGEL will appear.
5. Check the box next to all courses that you want to have access to your LOR and then click the Add Selected button.

Add Associations From: My Courses

[My Courses](#)
[Course Search](#)
[My Groups](#)
[Group Search](#)

My Courses

Add	Course	Title
<input checked="" type="checkbox"/>	SP08-0-0-dmo_nancy-1	DMO 101 Course 1
<input type="checkbox"/>	SP08-Demo-0-dmo_nancy-01	DMO 101 Course 1

Add Selected

The courses have now been added to the access list.

6. To remove access from courses, select the checkbox next to each course you want to disassociate. Click the **Remove Selected** button.

Repository Association Editor

Current Associations: USER-bmundy

Remove	Type	Id	Title
<input checked="" type="checkbox"/>	Course	633635992817615260	Professor Smith's Class

Remove Selected

Add Associations From: Course Search

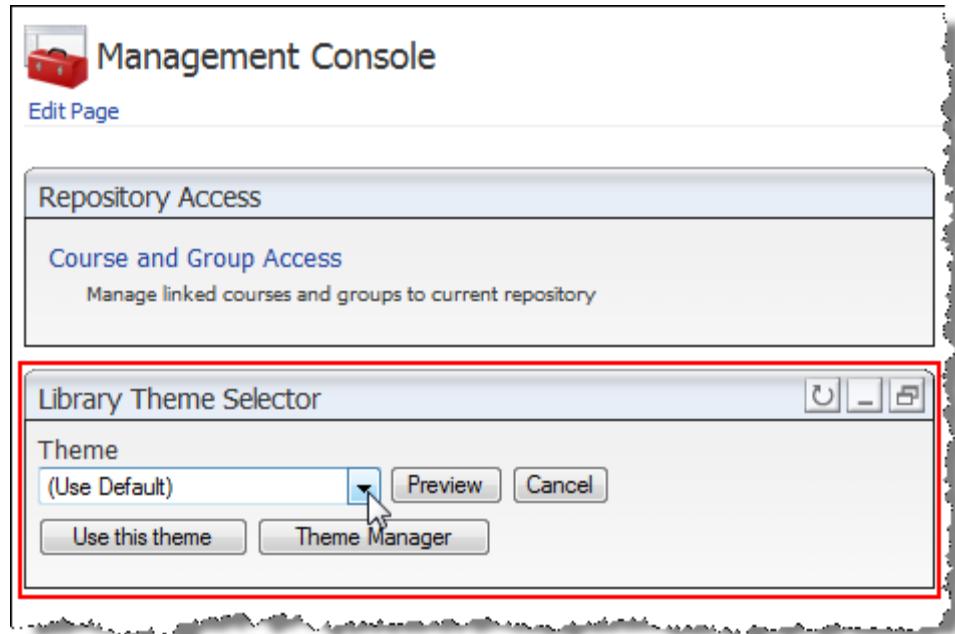
[My Courses](#)
[Course Search](#)
[My Groups](#)
[Group Search](#)



Note: Even though specific courses can access an LOR, the course editors for the courses cannot make any changes to the content items linked within the LOR *unless* they also have editing rights within the LOR.

Library Theme Selector

Repositories can have their own theme. To switch the theme of a repository, use the Library Theme Selector to make a selection. This component can also be used to access the Theme Manager, which is used to select, create, and modify themes.



Tip: It is often helpful to visually differentiate course and LOR environments. Making a change to the default theme will help to you readily identify where you are within ANGEL (e.g., set all LORs to use a theme different from your courses).



Reference: For more information about theme management, see "Setting Personal Preferences."

Data Management

The Data Management component contains tools to manage content, metadata, rubrics, and question banks within the repository.



1. **Repository File Manager.** Manages files that are used in the repository.
2. **Backup and Restore.** Creates backups of the repository. If configured, automatic backups of repositories can occur. Backups can be used to restore a repository.
3. **Import Console.** Imports content from ANGEL or from another Learning Management System or program.
4. **Export Console.** Exports the repository for reuse.
5. **Data Maintenance.** Configures user data to be deleted from the repository, such as submissions, logs, and instructor notes.
6. **Date Manager.** Manages date setting for content within the repository.
7. **Keyword Manager.** Manages keywords within the repository. Keywords are applied to all content within the repository.
8. **Assessment Question Bank Manager.** Manages questions that appear in assessment question banks.
9. **Survey Question Bank Manager.** Manages questions that appear in survey question banks.
10. **Rubric Manager.** Creates rubrics. Rubrics created in a repository can be shared with courses.

Sharing Repositories

One of the advantages of using an LOR is that content within an LOR can be shared with other courses and users.



Reference: Sharing content requires settings to be made within the LOR and within the content items to be shared. See "Repository Access" and "Content Item Settings" to learn more about these settings.

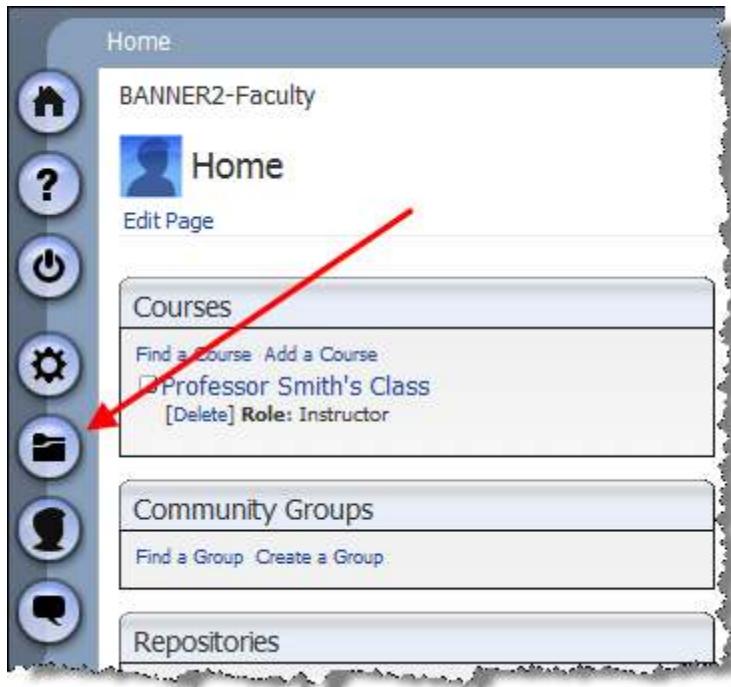
Content can be shared from an LOR in one of two ways: published from the LOR or imported from the course. Here, we cover the process for publishing content from an LOR into a course.

Publishing from an LOR

The Repository tab contains an additional tool in the toolbar. The Publish hyperlink allows content to be published into a course or group to which you have editor rights.

Steps to publish content:

1. Log in to ANGEL and click the **LOR** icon.



2. Click the **Repository** tab.
3. Click the **Publish** hyperlink (located on the upper-left toolbar). The Publish Selection page appears.



4. Select the checkboxes next to the items you want to publish to a course or group. When finished, click the **Continue** button.

Publish Content: Select Content

Select the items to include:

- [Check All/Uncheck All]
- Introduction and Goals
 - Week 1 Study Materials and Exam
 - Week 2 Study Materials and Exam
 - Week 3 Study Materials and Exam
 - Week 4 Study Materials and Exam
 - Week 5 Study Materials and Exam

Continue

Cancel

5. On the course search page, optionally type a keyword in **Keyword Search**, select a section type, semester, organizational unit, course, or section information and click the **Search** button. A list of courses in which you are a course editor will be displayed.

Publish Content: Select Courses & Groups

Use the Search options below to find courses & groups to which you'd like to publish the selected content. (Note that this repository's Access Filters restrict which courses & groups can be returned.) Then, select one or more courses or groups from the list and click either the Link or Copy button.

Keyword Search

Type

All (No Filter)

Semester

All (No Filter)

Organizational Unit

All (No Filter)

Course

Section

Search

View: 25

Title	Type	Category	Semester	Instructor	Course ID
Professor Smith's Class	COURSE	123	001	Professor Smith	633635992

Items 1 to 1 of 1

Link Content to Selected Courses or Groups

Copy Content to Selected Courses or Groups

Cancel



Tip: If you want to return all courses and groups to which you have access, click **Search** without entering any search criteria. If you're publishing content to many courses or groups at once, it might be helpful to change the View setting to **All**, and using the column header sort controls to find specific courses or groups.

6. Click the checkbox for each course and group to which you want to publish.
7. Click the **Link Content to Selected Courses or Groups** to link the content from your LOR to the selected course. Click the **Copy Content to Selected Courses or Groups** button to copy the selected content into the course.
8. If content is to be copied, additional options will be presented. These options pertain to the Standards, Question Keywords, and Question Difficulty Levels. By default, each of these options is selected.

All (No Filter)

Copy Options

Review the following options to determine if the data listed will be copied or not.

Copy Standards Mappings
 Copy Question Keywords
 Copy Question Difficulty Levels

Continue Cancel

Once finished, a confirmation screen will be displayed.

9. From the confirmation screen, three options are available.

Publish Content: Select Courses & Groups

2 item(s) sucessfully linked to 1 ANGEL Sections.

These items will appear in the destination sections in a folder with the following title:
Repository - Personal: Professor Smith

Continue a Compose Email to Section Instructors b Compose Email to Section Students c

- a. **Continue.** Clicking this button closes the page and reloads the LOR with the Repository tab active.

- b. **Compose Email to Section Instructors.** This option launches the course mail interface with all section instructors preloaded and an itemization of the content that has been linked or copied into the section(s) in the message body.
- c. **Compose Email to Section Students.** This option launches the course mail interface with all section students preloaded and an itemization of the content that has been linked or copied into the section(s) in the message body.



Note: Linking to the item allows the content to be automatically updated within the course every time it is updated in the LOR, including the addition of new content items if they are added to the folder in the LOR.



Tip: E-mailing section instructors or students can be useful to help contextualize published content in courses in which the instructors or students are enrolled.

Linked Content Items and Gradebook Assignments

Content items that are linked to a course can be associated to a Gradebook assignment, and only submissions that occur within the course/group in which the assignment was created are counted toward the assignment calculation.

Instructional Design in ANGEL

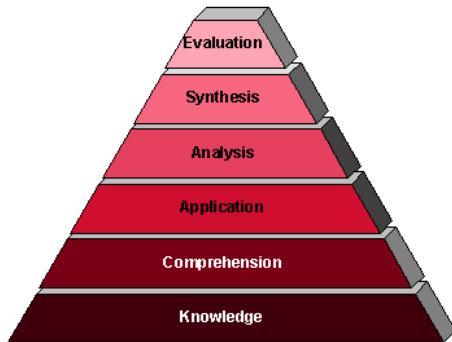
ANGEL provides a powerful tool for helping students to learn; however, as with any technology tool, it takes time and effort to build quality courses in ANGEL. Applying appropriate instructional design principles can help you to use ANGEL more effectively. The purpose of this chapter is to give ANGEL instructors, designers, and administrators a working knowledge of instructional design, and the ability to apply that design to the courses they're developing in ANGEL. This chapter discusses some of the fundamental principles of instructional design and then moves on to the various components of ANGEL, demonstrating how to apply instructional design in these areas.

What Is Instructional Design?

Instructional design is the systematic development of instruction by using learning and instructional research and theories, as well as established best practices, to ensure the quality of classroom/course materials. Instructional design is the entire process of analyzing the needs of a group of learners, identifying objectives, and developing learning objects. Using ANGEL, the process of instructional design then moves to how you arrange and deploy learning objects within an ANGEL course. It includes the development of instructional materials/activities, along with the evaluation of the learning objects. It's important to remember that instructional design is an ongoing process. After instruction and then evaluation are complete, the process begins again.

Instructional Design and Bloom's Taxonomy

In the mid-1950s, Benjamin Bloom developed a taxonomy of learning objectives for education, which was used as an assessment tool for learning and a way to communicate expectations to students. This taxonomy contained three overlapping domains: cognitive, psychomotor, and affective. Bloom identified six levels in the cognitive domain, from the simple recall or recognition of facts to the highest level, evaluation of the material. Bloom found that a high percentage of test questions and classroom activities at that time focused primarily on recall or recognition of facts. Bloom's research provided a foundation for research in instructional design, in which researchers and instructors tried to answer this fundamental question: How can we help students to learn more effectively?



Research has shown that the key is to produce materials that force students to synthesize and evaluate ideas, thus moving them higher on Bloom's Taxonomy (Bloom 1956). Relating this fact to current educational objectives, driven by student-centered learning, the most important outcome is the learner's ability to move up the "pyramid" and begin to achieve new knowledge and deeper levels of understanding.

As an instructor, how do you build content that moves students up Bloom's learning hierarchy? The easiest method is to look at Bloom's pyramid not as one solid state, but rather as a series of building blocks that someone must climb. In some cases, activities should be developed that are simply for building knowledge - laying the foundation for learning. These steps can be completed in ANGEL with a simple fact-based quiz or uploading a PowerPoint walkthrough. The next building blocks, comprehension and application, can be achieved through a read-and-respond activity or a practice problem set, using a drop box or a more elaborate quiz. Analysis and synthesis activities can be created using the discussion forums, by giving the student a scenario in which he or she must post an answer and respond to someone else, or by having project teams look at submissions and summarize with a "strengths, weaknesses, opportunities, and threats" (SWOT) model. Peer evaluation can occur through peer discussion forums and the concept of peer grading through drop boxes.

In a fully online course, each module should have activities that drive learners to the top of the pyramid; in a supplemental format, more analysis and synthesis of information may take place in the classroom. These are simply some examples to get you started on creating a course with rich instructional material.

The following table provides an overview of Bloom's taxonomy, listing the learning verbs associated with each level, as well as a brief summary of the skills to be displayed at that level. The verbs are helpful in developing learning goals for activity and course objectives in ANGEL. The higher up the pyramid, the more learning that takes place; therefore, developing activities in ANGEL that allow learners to analyze and synthesize information will greatly increase the effectiveness of your instruction.

Competence	Verbs	Skills Displayed
Knowledge	Arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat	Involves the recall of specifics and universals; the recall of methods and processes; or the recall of patterns, structure, or settings (Nitko 1983)
Comprehension	Classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate	Lowest level of understanding; knows what is being communicated and can use that material but cannot link the material to other ideas or see the big picture (Nitko 1983)
Application	Apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write	Uses the information; uses new methods, concepts, theories in new situations; solves problems
Analysis	Appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test	Breaks down information into its components or parts; is able to see the relationship with other ideas; is able to see the relative hierarchy of ideas

Synthesis	Arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose	Uses old ideas to create new ideas; relates knowledge from several areas; is able to draw conclusions, putting together parts to form a whole
Evaluation	Argue, assess, choose, compare, defend, estimate, judge, predict, rate, score, support, value	Can make quantitative and qualitative judgments; recognizes the value of subjectivity; compares and discriminates between ideas

The ADDIE Model

The most well-known development strategy for instructional design consists of five phases: *analysis, design, development, implementation, and evaluation* (ADDIE). The ADDIE model is best used when developing training or instruction that involves psychomotor skills; however, because of its popularity, simplicity, and adaptability, this model also is used as a general foundation for the instructional design process.

The ADDIE model allows educators to create learning modules that are instructionally solid. You follow a step-by-step process for creating entire courses, starting with the analysis of a learning object and moving through the phases to the end evaluation of that learning object. Although most of the tasks in the ADDIE process occur outside of ANGEL, they're relevant to the end result: a more robust learning environment.

Analysis

Analysis is the process of defining specific learning needs. During this phase, the designer gathers content and general course information, analyzes the gathered data, and determines where development and needs are located in the curriculum. The outcome of this phase should be a completed ANGEL outline, explaining which activities and tools will be used in ANGEL. This entire phase happens outside of ANGEL, but is an essential element in developing instructionally sound courses.

Following are the objectives for this phase:

- Determine the course background and the materials to be covered.
- Define the target audience. This can be as simple as "high school senior Social Studies student," or more structured with prerequisite knowledge.
- Set the timeline for development of the course.
- Determine the content and assets that will be needed and/or developed.
- Determine the volatility of the content. (In other words, will the content change rapidly?)

Design

Design is the process of specifying how learning will occur in the ANGEL course by determining the following:

- Learning objectives: What do you want the student to learn?
- Assessment: How will you assess that learning has occurred?
- Interactive tools: Discussions, forums, blogs, wikis, quizzes?
- Course structure: Fully online, hybrid, or supplemental?

After making these determinations, begin creating a design outline of a prototype course. This outline should be a snapshot of how your course will look in ANGEL.

Development

Development is the process of authoring and producing the actual ANGEL course. During this phase, ANGEL tools and structures are created, and all components are tested thoroughly. After completion, the entire course should be run through a pilot group of users who are one skill level higher than the primary audience. The test group should look for mistakes in the developed content, from spelling errors to tools functioning incorrectly.

Implementation

Implementation is the simplest stage of the ADDIE model; simply deploy the final course to the target audience through ANGEL.

Evaluation

Evaluation is the process of determining how effectively the course achieved the identified learning objectives. During this phase, instruments that measure the course's effectiveness are created, usually using the survey tool in ANGEL.

The evaluation instruments should be used to answer the following questions:

- Has the problem been solved?
- How much did the student learn?
- How well did the course work?
- Does the program need to be modified? If so, what changes need to be made?

Overview of the ADDIE Process

The following table provides a brief overview of the ADDIE process.

Stage	Description	Questions Answered	Tasks in ANGEL
Analysis	Define what is to be learned.	<ul style="list-style-type: none">• Who are the learners?• What is the problem?• How do we solve the problem?• What are the measurable goals or intended outcomes of the course?• What do learners need to know?• What is the content?	Analysis occurs independently from ANGEL, but is essential to developing a good course.
Design	Specify how learning will occur.	<ul style="list-style-type: none">• Learning objectives: What do we want learners to learn?• Assessment: How will we assess whether learning has occurred?• Interactive tools: What tools will we use (online discussions, blogs, wikis, quizzes, etc.)?• Course structure: Fully online, hybrid, or supplemental?	<ul style="list-style-type: none">• Understand the tools available in the ANGEL learning platform.• Identify the assessment techniques to be used in ANGEL.• Identify the ANGEL structure.
Development	Build the course in ANGEL and produce the materials.	<ul style="list-style-type: none">• How does the course look/sound?• Does the course meet appropriate quality standards?• Do students learn from the course?• How can we improve the course?	<ul style="list-style-type: none">• Build content in ANGEL.• Review content with peers.
Implementation	Release the developed course.	<ul style="list-style-type: none">• Is the instructor ready to take responsibility for the course?• Has the timetable for course rollout been developed?	Deliver the content through the course.
Evaluation	Determine the	<ul style="list-style-type: none">• Have we met our learning	<ul style="list-style-type: none">• Evaluate reports

	impact of the instruction.	<p>objectives?</p> <ul style="list-style-type: none"> • How much did the student learn? • Does the course need to be modified? If so, what needs to be changed (content, steps of instruction, media, etc.)? 	<p>generated by ANGEL.</p> <ul style="list-style-type: none"> • Were students involved in discussion forums? • Did the student's performance meet learning objectives?
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Learning Styles

Educators group learning styles into three distinct categories: visual, auditory, and interactive (kinesthetic). Most people use a combination of these learning types to make connections with and retain knowledge. The most important thing to remember is that everyone learns differently; you must build activities that meet all types of learners' needs.

Use the following table as a guideline for creating your learning activities.

Learning Type	Classroom	Online Possibilities
Visual	Slides, demonstrations, overheads, or even writing on a chalkboard or flip chart - anything with which the eye can connect. Associate content with images.	Text on screen, tables, figures, photos, and diagrams to reinforce key concepts. In ANGEL, blogs, videos, games, and wikis are some tools to engage the visual learner.
Audio	Lectures are the most obvious form of auditory element in an in-person classroom. Class discussions, audiotapes, podcasts, or CDs are other options. Verbal assessments would be ideal for this group.	Audio narration in a podcast or WAV file. Recorded real-life analogy, delivered in a style to which an audio learning student would easily relate.
Interactive (kinesthetic)	Activities that require the learner to participate actively are the best choice with this learner. Taking notes is probably the most common format, but asking students to give demonstrations or participate in hands-on activities is another good way to engage them.	Uploading assignments to a drop box. Rollover tables, created using the HTML editor. Hyperlinks, periodic self-assessments with the quizzing or survey tool, games, simulations, and other interactive elements to force the student to take an active part in the course.

Types of Courses

There are three distinct types of course delivery methods for which you can use ANGEL: the online approach, the supplemental approach, and the hybrid approach. Each of these course types has its own set of goals and objectives based on audience and learning outcomes.

Online Approach

Online learning has become one of the most important forms of instruction because the Internet and its tools have evolved to the point where much of the instruction that was traditionally performed in the classroom can be accessed more conveniently online. In a pure online course, the learning content, its presentation, and the delivery are critical, as this content is the user's only connection with the course. Most online learning includes interactive media or mini-simulation learning objects that keep learners engaged. Simply stated, online learning is any learning experience or environment that relies on the Internet as the primary delivery mode of communication and presentation.

In the traditional brick-and-mortar classroom, instructors can control the learning environment because all the information being delivered to students is in the classroom. In an online learning environment, the student has instant access to resources, classmates, other experts, and other sources of information, and no longer depends on faculty as the monopolistic giver of information. Online learning is a collaborative, contextual, and active style of learning. The traditional role of the instructor must change from "the sage on the stage" to "the guide on the side"; instead of giving students all the answers in a lecture format, instructors need to become information facilitators. Instructors must use their knowledge to stimulate conversation and provide suggestions as to where relevant content can be found and how that content can be applied to the learning topic.

Just like in a traditional classroom, it's imperative that instructors in an online learning environment establish a set of learning goals and objectives. Then the instructor must look at the available online toolset to determine what activities can be created to meet the educational goals. These objectives should be clearly communicated with students, giving them the context they need to navigate the online learning environment.

The online learning environment allows for the instructor to adopt a full range of interactive methodologies. By thinking through the available tools and applying them to the course, the quality, quantity, and patterns of communication between students and faculty will greatly improve, affecting learning in a positive manner.

ANGEL enables you to create online courses without having to know HTML, web file-naming structure, or server locations. The first step of developing an online ANGEL course is identifying and using the tools in ANGEL to create interactive activities that will engage learners. Focus on activities that replicate the interaction within a classroom. A good jumping-off point is to think about questions your students will ask and then start to build those questions into your activities through discussion forums, online chats, quizzes, or a wiki. ANGEL has a variety of features that make it seem to the student that the instructor is always online, providing feedback at all times. Utilizing ANGEL tokens is a great way to provide feedback.

Following is the basic format for the online approach:

- Explanation of online activity that must be completed for the upcoming class. Give explicit instructions on how to interact with these activities, as they replace the traditional classroom. Activities can consist of movies, discussions, wikis, blog posting, voiceover, PowerPoint slideshows, and so on (even something as simple as a reading).
- Activity assessment. Because learning occurs asynchronously, some form of assessment must be in place to determine the learner's understanding of the concept. This assessment takes the place of a question-and-answer session in a traditional classroom.
- Review of online activities. Collaborate with students to understand any problems they had with the initial material.
- Feedback. This can be as complex as written feedback to each individual student or as simple as token-driven responses based on quiz percentages.
- Assessment of learning/submission of assignments.

The following two figures depict the Lessons tab in a linear online ANGEL course. If the course is nonlinear or "complete at your own pace," subsequent ANGEL module folders would not be hidden.

The Online Approach – Lessons Tab

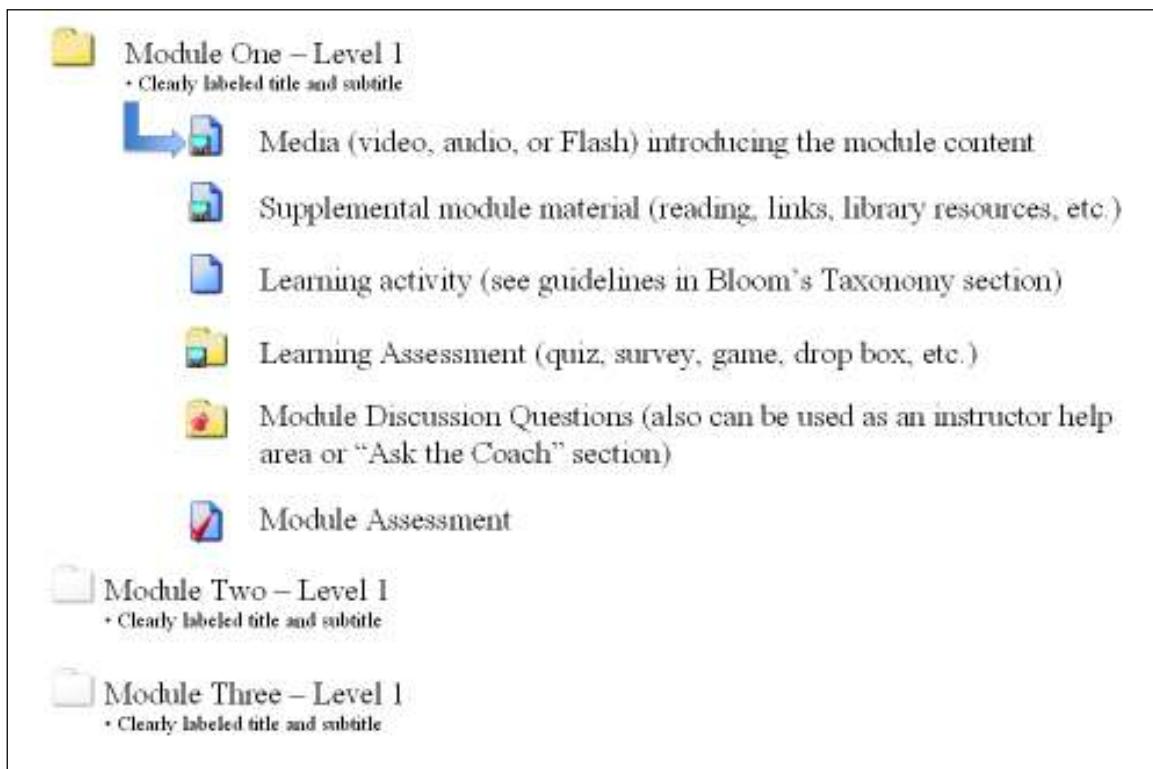
 Getting Started – Level 1

  Welcome Video or Flash Movie
• This can be a sample Word document if multimedia is not an option

 Syllabus

 Course Overview and Learning Goals

 Introductory Discussion Forum
• Introduce students to each other
• Students should be instructed to give relevant background information and explain why they are taking the course



The diagram illustrates a hierarchical structure for a learning module. It starts with a main folder icon labeled "Module One – Level 1". Inside this folder, there is a bullet point: "• Clearly labeled title and subtitle". Below this, a blue arrow points to a media file icon, followed by the text "Media (video, audio, or Flash) introducing the module content". Further down, there is a document icon followed by "Supplemental module material (reading, links, library resources, etc.)". Another document icon follows with "Learning activity (see guidelines in Bloom's Taxonomy section)". A folder icon with a yellow square inside is followed by "Learning Assessment (quiz, survey, game, drop box, etc.)". Then, another folder icon with a red square inside is followed by "Module Discussion Questions (also can be used as an instructor help area or “Ask the Coach” section)". Finally, a document icon is followed by "Module Assessment". The structure then branches into two more main folders: "Module Two – Level 1" and "Module Three – Level 1", each with its own "Clearly labeled title and subtitle" bullet point.

Supplemental Approach

Using ANGEL as a supplement extends the brick-and-mortar classroom to the Internet, allowing the student to expand on the learning opportunities available in the classroom or the textbook. The principal user of the supplemental approach is an instructor who utilizes ANGEL to post materials that can be used during class or for review after class. With this approach, learners do the majority of their learning in the traditional classroom, but can spend time outside of class using online resources to follow up and review.

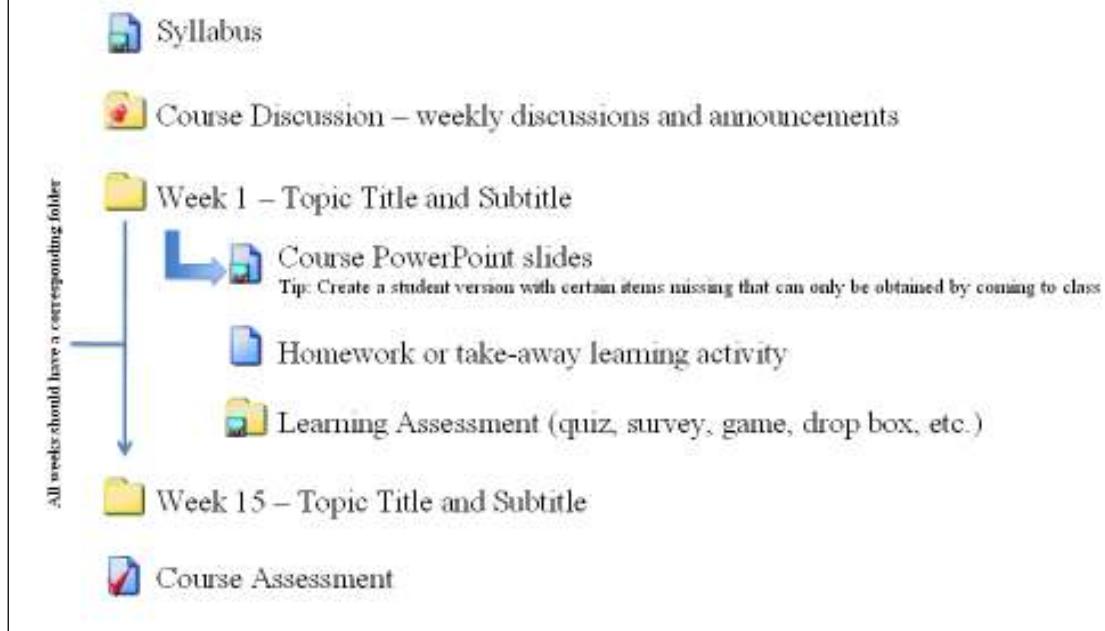
Each learning module should be developed in the Lessons tab, using the Create a Folder feature. The module should be labeled clearly with a title and subtitle that accurately describe the content. Dates should be included in the titles that correspond to classroom learning.

Following is the basic format for the supplemental approach:

- Posting of materials that must be completed for upcoming class. Materials can consist of readings, quizzes, surveys, discussions, and so on.
- Review of in-class activities, usually posted after completion of class.
- Review of material through online discussions, using discussion forums, chat features, or document sharing.
- Assessment of learning/submission of assignments.

Creating a weekly folder with content-driven subfolders yields the best results. Supplemental approach: users can use other resources such as the calendar, communications (e-mail), or management tools.

The Supplemental Approach – Lessons Tab



Hybrid Approach

The hybrid approach combines the supplemental and online approaches, merging the best of both into a usable learning environment. The hybrid approach should be used when there's a need for distance education mixed with classroom learning utilizing ANGEL tools.

Following is the basic format for the hybrid approach:

- Determine whether the assignment or activity would work better in the classroom or online. The decision could be based on goals of the activity, classroom time allocation, or type of tasks to be performed.
- Develop the activity in ANGEL, using the tools that best help learners to meet the educational goals.
- Assess the activity.

Course Organization

ANGEL offers many tools to help you arrange content into instructionally sound modules/lessons. Most course organization takes place in the Lessons tab, using folders to create modules/lessons. Other tools in ANGEL, such as the calendar and course communications, can help you to organize your course through time-released content, immediate student feedback, and interlinking course content.

Modular Organization

The principal user of the modular approach is an instructor whose classroom is primarily online. Learners must be able to complete instructional units within a predetermined schedule. New content is made available upon completion of tasks corresponding with learning objectives.

Each learning module should be developed in the Lessons tab, using the Create a Folder feature. The module should be labeled clearly with title and subtitle, accurately describing the content and learning that will take place. Folders can be set with object variables to unlock forthcoming material, or all material can be made available to students from the beginning of the course.

Following is the basic format for a learning module:

- **Learning objectives.** Statements describing the key outcome(s) desired from the instruction.

- **Instruction.** Teaching students what they need to know. This instruction might consist of pages of content, audio or video files, links to external resources, and so on.
- **Learning object.** Task that the learner must complete: reading, case study, debate, online chat, watching a video, and so forth.
- **Feedback.** Providing timely information about performance and progress. ANGEL includes excellent opportunities to provide feedback through the use of tokens, built-in feedback through quizzes/surveys, or through the comments areas in numerous tools.
- **Assessment.** Activities to determine whether the student has met the desired learning objectives. Assessment can be accomplished using a variety of ANGEL tools. All assessment depends on the amount of time you have to review, the number of students in the course, and the level of understanding you want learners to achieve. Assessment examples include the following:
 - Written paper submitted through a drop box
 - Comment posted on a blog
 - Addition made to a wiki
 - Quiz/survey
 - Posting to a discussion forum
 - E-mail to the class
 - Completed game

When instruction centers around a significant educational objective, learners are more likely to be motivated to complete the task, therefore retaining more information and achieving a higher order of understanding. All objectives are different; some might take only a few minutes to master, whereas others might take days or weeks. The modular approach lets you design your instruction around learning rather than time. The instructor can redesign course material easily, because every module is like a "mini-course." If you find that a certain topic needs a new activity, reading, or assessment, you can redesign the element without compromising the integrity of the entire course.

Using the modular approach is a great way to make online content more interactive. You can do this by building into each module pieces of instruction that allow for students to interact with the subject matter. Because you base these activities on relevant modular instructional objectives, students are more likely to see the immediate relevance of the instruction and how each module fits into the bigger course/curriculum structure.

Time-Released Content

Because you do much of the course prep work in ANGEL prior to the start of the course, you can spend more time interacting and working with students during the course. The timed-release capability of the coursework also enables you to structure your course to fit the length of the semester, term, or academic year. Timed-released content gives students goals to achieve and keeps all learners working at the same pace, which is especially important in an online environment where group work is present.

Lesson Content

ANGEL offers a wide variety of opportunities for developing interactive online content that will engage your students while helping them to learn. This section discusses some of the options.

Learning Objects

In the past, classroom content came in chunks, through hourly lectures or large content blocks. Today, learning objects provide a modular way of structuring learning content, offering the following features:

- Small units of learning, typically ranging from 2-15 minutes.
- Self-contained. Each learning object can be taught independently of the others.
- Reusable. A single learning object might be used in multiple contexts for multiple purposes, which allows for greater flexibility in course development.
- Movable. Learning objects can be moved from module to module, lesson to lesson, or even from one course to another.

By utilizing learning objects, you can create a flexible and scalable curriculum.

Most learning objects are part of a learning management system or central repository (Merlot is an example), and thus are tagged with metadata - descriptive information that allows the course to be found easily by a web search.

Controlling Content Access

The ability to limit access to content can be helpful when working with teams in an online, hybrid, or supplemental environment. ANGEL lets you set passwords, lock items to individuals, or limit access to only those enrolled on an ANGEL team. Along with the timed-release measures mentioned earlier, these features greatly enhance the instructor's ability to deliver flexible content to many different student populations in one class. Making educational materials relevant to subgroups of learners is a monumental task, especially in large enrollment sections; the tools in ANGEL simplify that process. By allowing you to make the content accessible to specific learner groups, ANGEL creates an environment that fosters greater analysis and synthesis of information, thus leading to better knowledge retention and better learning.

Folders

Anyone who wants to arrange class material in a sound pedagogical manner can use the ANGEL folder tool. Folders are located under the Add Content link in the Lessons tab. Each folder should be labeled properly with a title and subtitle, so that students can determine the contents of the folder easily. To provide specific instructions to students, use the directions area.

When creating material in ANGEL using the folder tool, the instructor is creating the shell for the course. Each folder operates like a mini-Lessons tab, allowing the instructor to separate topics into manageable learning objects.

In the early days of web-based learning, instructors were given time to create web-based courses. With the adoption of course management systems and their ease of use, in many cases time to create a course has been greatly reduced. By taking the time to plan course structure incorporating the flexibility of ANGEL, however, you can create a rewarding experience for your students.

Surveys

Most surveys are used for the pre- and post-assessment phases of teaching and learning objectives. Using surveys can help to improve your instruction in a variety of ways. Don't think of the survey tool as simply a means to evaluate your teaching style; ANGEL surveys also can be used to assess learner outcomes, expectations, peer evaluation, opinions/attitudes, and activities.

- **Pre/post-assessment of teaching.** Instructors can determine students' expectations for the course. Students can provide feedback to the instructor on teaching style. Any information gained in pre/post-assessment can be used to make instructional decisions based on the instructor's strengths and the students' needs. When this type of assessment is used in conjunction with quizzing tools, an instructor can establish a very thorough assessment of the course. Pre/post-assessments are most affective when responses are anonymous.
- **Peer evaluation.** Students can evaluate fellow classmates, along with group and team members. This allows the instructor to review team dynamics, focus attention on groups with more needs, and determine which groups are ready for more advanced topics. Peer evaluations work best when submitted anonymously, but make sure that strong guidelines are established, so that the evaluations don't become complaining sessions.
- **Opinions/attitudes of students.** The most common use of surveys. Determining the attitudes/opinions of your students is an integral part of building a curriculum. For students to learn, they must be interested in the activities presented to them. You can survey students on topics such as politics, environmental issues, the stock market, and so on. Once the results are gathered, formulate instruction that best meets the learners' interest. Opinion/attitude surveys can be given anonymously. If given to identified students, on the other hand, those students then can be divided by opinions for certain activities.
- **Activities.** Not all surveys need to be complex. A simple survey that asks two or three questions on the merits of a classroom activity might garner the most useful information.

Developing good survey questions is an art form. Make sure that your questions are well-thought-out and ask students for answers that will help you to improve your instruction. Don't fill the survey with information that students might see as useless.

Simple surveys should contain 10-15 questions, but more complex surveys could be hundreds of questions long. Always allow for open-ended questions because they gather student information that you might not have considered. Be sure to ask the same question multiple times in different formats to add validity to your question set.

Students receive instruction best when the instruction is of interest to them. The best way to determine student interest is through student-centered survey techniques. You can monitor student needs, wants, and interests, thus

enabling you to create better instruction. When surveys are given over longer timeframes (for example, an instructor gives the same survey over a three-year span), trends in student behavior can be analyzed to create superior instruction.

Surveys are powerful instructional tools, but they must not be overused. If too many surveys are given to students, the surveys begin to lose their effectiveness, and the results will be unusable.

Games

Educational games are a highly engaging form of practice and exploration that complement regular classroom or online instruction. Games allow students to enter a different world filled with interesting characters and settings, which enables them to participate in learning activities. Interactive games offer opportunities for high-quality learning in a fun and entertaining environment, along with creating performance-based learning that's motivating and effective. Although ANGEL games might not submerge the user in another realm or world, simplistic games allow for students to comprehend information through other means than the traditional quizzing and testing format.

Blogs

A *blog* (short for *weblog*) is a journal that's available on the web. The activity of updating a blog is called *blogging*, and someone who keeps a blog is a *blogger*. Frequently, blogs are updated using software that allows people to post materials to the web without having to know HTML, web architecture, or server location. Postings on a blog are almost always arranged in chronological order, with the most recent additions featured near the top of the page. Simply stated, a blog is a website that you can update easily and contribute to from anywhere you have an Internet connection.

Using a blog as a communication tool in your classroom can increase the amount of offline communication between students and might greatly reduce the number of classroom-related e-mail messages you receive. Students will be more inclined to read your blog postings and provide feedback comments; other students might view this feedback and use it to solve problems on their own or contact the originator of a comment for assistance. Blogs help you to publish thoughts, ideas, and assignments, while creating engaging online communities that are simple to update on the web.

Using blogs in the classroom can be a challenging task. There are two basic strategies for implementing blogs in the classroom:

- The instructor blogs, and the students respond to that blog via the comments section.
- All students create blogs, and the instructor subscribes to each, aggregating them with a tool such as Google Reader.

Blogs can be beneficial to learning in three ways:

- Engaging learners in an active online community by using comments or student blogs
- Easily edited, web-based communication without all the drawbacks of e-mail
- Simple web editing; knowledge of HTML is not necessary

Assessments

The principal user of the quizzing tool is an educator who wants to assess the learning of the classroom participants. Quizzes are located under the Add Content link in the Lessons tab. Each quiz should be labeled properly with a title and a subtitle so that students know what to expect from the assessment. To provide specific instructions for students, use the directions area.

Don't think of the quizzing tool as simply a means to evaluate students' learning. Using the quizzing tool can help you to improve your instruction in a variety of ways. The ANGEL quizzes can be used for pre/post-assessment and reading comprehension:

- **Pre-assessment.** A way to determine what students know about a topic before it's taught. Instructors can use the information gained in pre-assessment to make instructional decisions based on students' strengths and needs. This also helps the instructor to determine which students are ready for more advanced topics.
- **Post-assessment.** A way to determine whether students have learned the material. Instructors can use this information to prepare instruction for future classes. This information also can be used to determine whether certain material must be reviewed before moving on to more advanced topics, and which students need more help.

- **Reading comprehension.** A great way to increase discussion and student readiness in your classroom is to develop a quiz that's given in conjunction with a reading assignment. This ensures that students are reading the material and gives the instructor the ability to focus the student's studies. This technique also allows for more in-depth discussion time in the classroom because students are more prepared for your class.



Note: For sound assessment, test learners on what is taught. The goal of assessment is not to trick or confuse learners, but rather to ensure that the learner is meeting the performance goals set forth for the course.

For each performance objective written for the course, the criteria must specify how well the learner must perform the skill described. As we move students higher up the learning taxonomy, we must test them to see whether their knowledge gain meets the standard set forth. How well are learners progressing through the course, the material, the subject matter?

Most pre-assessment and post-assessment consists of criterion-referenced tests that directly measure a set of behaviors described in the performance objectives. Using the quizzing tool in ANGEL will help you to develop criterion reference tests to evaluate your students' progress, as well as your progress as an instructor.

Pages

By creating a page in ANGEL with the Add a Page feature, you can add many components to your course. This in turn will make your educational environment more attractive to students and increase their learning capacity. Students today are media-savvy. To make your class interesting to them, you must have content that keeps their attention:

- **Image-rich content.** Embedding an image that can be tied to an activity is a handy tool for medical, arts, and recognition courses.
- **Graphs and charts.** Embed pre-made graphs or charts - great for business, math, and economics courses.
- **Video.** Easily embed video into your pages.
- **Text styles.** Manipulate the styles and presentation of text on a page.

Most of us are familiar with the Campbell's Soup jingle, "Mmm-mmm good," or Nike's slogan, "Just do it." Education is a lot like marketing. Perhaps you want students to remember the capital of Pennsylvania just as much as Nike wants you to remember its trademark "swoosh."

Educators don't have multimillion-dollar budgets or fancy Hollywood sets to create commercials, but with ANGEL we have the ability to create pages that can hold rich media. People learn by absorbing information through all their senses: touch, smell, taste, sight, and sound. By creating pages with rich media content, you enable students to absorb information through multiple senses. The more rich the media, the higher the retention, the better the understanding - and life-long learning occurs.

When you create a page in ANGEL, you're simply creating a web-based HTML page by using the built-in page (HTML) editor. The principal user of the page creation tool is an educator who wants to provide an outlet for students to access content full of rich media, delivered online. You don't have to know anything about HTML to use this tool; it's a simple editor that enables you to create and edit content in ANGEL.

Another benefit of using the Add a Page feature is that you can make changes directly to your document in ANGEL, without having to re-upload your file.



Note: Make sure that you have an archiving process in place, so that none of your materials are lost accidentally.

Files

The principal user of the Add a File tool is an instructor who wants to share classroom and supplemental material with students, simply as an electronic file accessible through ANGEL.

The Add a File tool lets you add a variety of files, from Excel tables to video clips. Students can review these materials, use them as study aids, or work on assignments. This feature allows you to keep the virtual doors to your classroom open 24/7.

- **Excel files.** Great for business and math applications.

- **Word documents.** Deliver supplemental information developed by the instructor.
- **PowerPoint slides.** Make lectures available in printed format.
- **PDF files.** Deliver protected material that cannot be edited.
- **Audio files.** Post lectures or supplemental speaking engagements.
- **Video files.** Handy for visual activities or lab exercises.

Some people are passive learners who need to read material and analyze it internally. By contrast, active learners need to be presented with a task and physically complete that task to learn. The Add a File tool lets you create a learning environment that is equally appealing to both of these types of learners, as well as reaching learners who need visual or auditory materials.

Wikis

A *wiki* is a website that can be edited by visitors, producing a kind of collaborative site that includes work from many authors. A wiki site allows anyone to edit, delete, or modify the content on the web. In ANGEL, the wiki tool can be used for distance collaboration on student-centered projects; for example, students can create collaborative definitions for terms related to the subject matter. Wikis are a great tool for the development of collaborative papers or projects, allowing the team to write and develop their project, while others watch the thought process unfold through the postings.

Links

The principal user of a link is an educator who wants to expand student learning outside the classroom walls, creating a hyperlink to an external information source for that purpose. If you're linking to a site you don't maintain, make sure that you have permission and that the targeted source is reliable. Periodically check links to make sure that they continue to work.

Creating a link to an external site works the same in ANGEL as in any other web application. You have a variety of options when creating a link. Students can view the website in a parent, new, or blank window:

- **Parent.** Opens the website in the same window. This is a good technique to use when a student must complete a task and then return to ANGEL.
- **New.** Opens the website in a new window. This option is best when linking to external sites that contain information a student can use to complete an activity.
- **Blank.** Opens the window in the ANGEL frame. Best when linking to something internal to the ANGEL system.

Using external links is an innovative way for instructors, educators, and professors to make inroads into the student's digital lifestyle. Students today are used to seeing thousands of images per day. Adjusting our teaching style to their learning style is imperative. No longer is it acceptable to provide students with one source of information on a subject; we must find multiple opinions on a topic and let students decide, learn, and evaluate based on multiple sources.

Drop Boxes

A drop box is an ANGEL feature that allows students to submit assignments electronically. There are many techniques for drop box use, including the following:

- **Individual assignment drop box.** Each assignment has an individual drop box to which students submit the given assignment.
- **Team drop box.** One team member submits the assignment to the drop box; with a peer review setting, all team members can view the assignment.
- **Individual student semester drop box.** A drop box is created for each student, and only that student has access. The student submits all assignments to his or her individual drop box.



Tip: All drop boxes can be set up with a deadline; students who don't meet this deadline cannot submit the assignment. To avoid extra work and a line of students at your door, create a late-submission drop box that opens immediately after the original drop box closes.

The life of a student is more complicated than ever before. Students are asked to maintain higher grade point averages, participate in more associations, and complete more community service. To remain competitive,

students must have the opportunity to complete work on their own schedules. The drop box allows students to submit assignments 24/7.

The drop box also allows the instructor to set fixed deadlines that are easily managed. Because every assignment submitted receives a time/date stamp, instructors can track submissions and set parameters for due dates. The instructor can manage the classroom more effectively and efficiently by setting up staggered assignment submissions; reading and grading submissions over a longer time period can produce better feedback. Feedback and grades can be placed in the drop box for students to access.

Discussion Forums

A *discussion forum* is an asynchronous online discussion that allows users to post and reply to comments published by an instructor or other classmates. The principal user of a threaded discussion is an educator who wants to expand student learning/sharing outside the classroom walls. A clear set of forum rules should be posted:

- No obscene or hateful language.
- No solicitations or advertising.
- Post a message to the thread only once.
- All posts are subject to review.
- Report any problems.

These are simply guidelines; check your institution's web policies for rules that you can post in your forum.

When using the traditional discussion feature, keep the following points in mind:

- Everyone can respond to all posts.
- If you have a large class, discussion can jump topics quickly.
- The original post or question must drive the entire activity.

Creating a discussion is easy. Just remember the main rule: Always post an interesting question/problem that will spark discussion among learners.

Discussion forums invite students to participate. When they participate, students stay focused, have more energy, and learn more. The majority of people retain very little information from a lecture. Our brains are programmed to learn by doing, using all our senses to solve a problem. Creating a discussion allows you to change passive learning (for example, reading a book) into active learning by discussing, commenting, debating, and in turn analyzing and synthesizing the information (see the following table).

Discussions	Traditional Learning
Active learners	Passive learners
Higher retention	Lower retention
Analyzing, synthesizing, evaluating	Recalling and comprehending
Stimulating	Mind-numbing
Experience with practice	Retention of facts

The most common problem encountered with a discussion forum is that students don't actively post in the space, with most only reading others' replies. The instructor must provide guidance for the activity. As discussed earlier, begin by presenting an intriguing question/problem. Follow that by participating in the development of the instruction. If a student post expresses an idea that's incorrect, step in and redirect learning toward the desired result (see the following table).

Technique	Rationale
Ask questions to guide student comments and the direction of the discussion.	Open-ended questions are particularly useful in discussion boards, and should be used in lieu of closed-ended questions whenever possible. Play "devil's advocate" by asking probing questions, using contradictions and counterexamples, and challenging students to apply their learning to novel situations, practical scenarios, and prior learning.
Weave student comments into your postings as a means of	Quoting student comments goes a long way toward providing confidence and satisfaction in your students, and spurs more

summarizing and subtly assessing.	frequent posting.
Use role playing as a means of stimulating discussion.	Because of the reflective nature of the medium, discussion boards are an ideal venue for students to role play different perspectives and vantage points.
Balance and presence are key aspects of a successful discussion board.	Make your presence known in the discussion boards, but don't dominate them or be overwhelming by posting too often. Posting too frequently leads to short discussions and fewer student postings; posting too infrequently leads students to believe that the instructor is disinterested or absent. Encourage student-to-student learning first and foremost on the discussion boards, as a means of enabling students to attribute learning and success to themselves.
In a supplemental role, discussion board activity should relate closely to in-class activities. Draw clear connections between in-class material and online discussions.	Extend in-class discussions to the online venue, asking students to consider alternate perspectives and other criteria that might challenge their assumptions, beliefs, and findings.
Resist the temptation to make declarative statements.	Instead of commenting "That's right!" or "Not exactly" in your responses, pose questions asking students to analyze the context of their perspective or to project their perspective onto a novel situation.
Use multiple short paragraphs instead of one or two long paragraphs in your postings.	Students spend considerably more time reading shorter paragraphs online than they do longer ones and remember more of the content.
Empower students by allowing them to facilitate discussion forums.	When a student facilitates a discussion board, he feels an increased sense of ownership over his own learning and the learning of fellow students, becoming more invested in the learning process.



Note: The preceding table is adapted from "[Improving the Use of Discussion Boards](#)," Worcester Polytechnic Institute.

Course Syndication

The digital world is moving rapidly toward a content-on-delivery system. To achieve this goal, all digital material must be "subscribable." Students live in the world of iTunes and on-demand cable; they want specified information delivered to them. By enabling the course syndication features in ANGEL, users can choose what they want delivered to their profile or web browser, incorporating their learning into their everyday lives.

Summary

Throughout the design and development of an ANGEL course, your goal is to create an environment in which instructors can collaborate both synchronously and asynchronously with students to enhance communication in the course, which in turn improves student retention and learning. By designing something that fosters logical collaboration and thought, you might get unexpected outcomes that benefit users.

Through its robust set of tools and communication devices, ANGEL allows people with different epistemologies, cognitive behaviors, and technologies to process equal amounts of information and obtain the maximum benefit in a way that best fits their learning personality. With such a robust, instructionally solid course, a monumental change in learning can also occur: Students focus more on principles, goals, and objectives than on course grades. Without ANGEL's ability to create a community of learners, none of this would have happened.

Using the ANGEL 8.0 HTML Editor

This guide is designed to provide instructors, students, and mentors with an understanding of the HTML editor.

ANGEL's HTML editor is a full "What You See Is What You Get" (WYSIWYG) editor specifically designed to work within the ANGEL learning management system. The editor is present in any place where text can be formatted or edited.

Notable features include the following:

- Full WYSIWYG editing everywhere you can edit content within ANGEL.
- Simple menu options allow you to find and link to any other content item within your course or on the web.
- The Insert Image tool features an integrated file/web browser with the capability to select a graphic, seamlessly upload it to the course, and then insert the graphic into the document.
- Content template support allows for the creation of course content with a consistent look and feel.
- Integrated equation editor from industry leader WebEQ.
- Full table support makes it easier to present complex tabular data.
- You can paste from Microsoft Word directly into your HTML editor.
- Edit window automatically resizes as you enter text, allowing the window to start small and expand dynamically as you add text.

The following typographical conventions are used in this guide:

- **Bold** indicates window elements such as field names, window titles, and buttons.
- *Italics* indicate words or characters you type into a field.

The following abbreviations are used:

- N indicates the Normal view of the content item editor.
- A indicates the Advanced view of the content item editor.

Accessing the Menus

The HTML editor is a toolbar containing a menu of tools that will help you to enhance your pages within ANGEL. The editor has three modes that are implemented to best support the user's current task:

- **Full menu.** The menu bar with all 32 menu features active.
- **Partial menu.** The menu bar with 16 menu features active. Available in ANGEL's Announcement Editor, Page Banner, Data Management nugget, Page Folder, Institutional Resource nugget, Did You Know nugget, About This Section nugget, Course News and Events nugget, and Syllabus nugget.
- **Slim menu.** The menu bar with 13 menu features active; available in ANGEL's Calendar feature.

The HTML Editor toolbar includes the following tools. (The table after the figure describes the tools, using the matching letters from the figure. The full menu includes all the menus/tools; the partial and slim menus show fewer or different varieties of the menus/tools.)



Letter	Menu/Tool	Description	Partial Menu	Slim Menu
a	Maximize HTML Editor	Maximizes the HTML editor toolbar.	X	X
b	Edit/Macro	Allows you to create and edit macros.	X	X
c	Edit/Paste menu	Allows you to cut, copy, paste, paste from Microsoft Word, paste as plain text, find/replace text, select all text, or remove formatting.	X	X
d	Font Style menu	Allows you to use bold, underline, italic, strikethrough, superscript, and subscript in text.	Bold, italic and underline only	Bold, italic and underline only
e	Link menu	Allows you to enter content and web links, remove links, and create anchors.	Content link, web link only	Content link, web link only

f	Media menu	Allows you to insert and format images, movies, and Flash presentations. Includes Google Media™ integration.	Images	
g	Insert menu	Allows you to use an HTML widget, create and modify equations, insert special characters, use the Universal Keyboard, and insert lines and page breaks.	Equation editor and special characters only	Equation editor only
h	Table menu	Allows you to manipulate rows, columns, and cells.		
i	Form menu	Allows you to create forms using elements such as buttons, text fields, and form parameters.		
j	List menu	Allows you to add bullets, numbering, and indents.	Numbered and bulleted only	Numbered and bulleted only
k	Justify menu	Allows you to position your text as left-aligned, right-aligned, centered, or block justified.		
l	Text & Background Color menu	Allows you to change your text and background colors.		
m	Formatting & Styles menu	Allows you to change your styles, fonts, and font size; and format your text.	Font and size only	Font and size only
n	Spell Checker	Allows you to spell check your text.	Spell check only	Spell check only
o	View Source	Allows you to view the HTML source for your document.		



Caution: You need to disable pop-up blocking features to use some tools in the HTML editor. Failing to disable pop-up blocking may result in loss of information in the HTML editor and failure of the HTML editing features.

Using the Toolbar and Menus

Before you can begin using the HTML editor, you need to be able to access the menus. To access a menu, click the down arrow to expand the menu; then click the tool (e.g., cut, copy, paste, web link, etc.).

To access a tool, do one of the following:

- Click the tool icon in the toolbar.
- Click the down arrow to expand the menu; then click the tool (e.g. cut, copy, paste, web link, etc.).

Formatting Text

You can format text and paragraphs as you would use a word processor: to add visual organization, emphasis, and structure. You can change the font, size, style, and color; and add effects such as underlining. You can also control indentation, add bullets and numbers, and set alignment.

The formatting you apply can either affect selected words or an entire paragraph. A general rule is that font properties (such as font, size, color, and effects) can be applied to selected text, and paragraph properties (including alignment, bullets, numbering, and formatting) affect entire paragraphs. For example, you can italicize a single word in a paragraph, but if you try to align a word to the right, the entire paragraph will be aligned.

The editing tools give you the ability to copy, cut, and paste words, sentences, and paragraphs as plain text or with full formatting.

Formatting Individual Characters and Words

You can set the following properties for words or characters.

Icon	Description
	Bold accentuates the text.
B Bold	
	Italic causes the text to slant.
I Italic	
	Underline places a line under the text.
U Underline	
	Strikethrough places a line through the text.
	Superscript places the text slightly higher than other text on a line, such as a footnote reference mark.
	Subscript places the text slightly lower than other text on a line. Subscripts are often used in scientific formulas.
	Color allows you to affect the color of text.
	Background color allows you to add highlighting to selected text.
	Style is a set of predefined formatting instructions that you can use repeatedly throughout the document.
	Font affects how text appears on a page. Font will default to the browser's default, usually Times New Roman or Times (on a Mac).
	Font Size affects the size of the text on a page.

Applying Boldface

To apply bold formatting, follow these steps:

1. Select the text you want to change.
2. Do one of the following:

- Click **B**.
- On the **Font Style** menu, select **B Bold**.

Applying Italics

To apply italic formatting, follow these steps:

1. Select the text you want to change.
2. Do one of the following:

- Click **I**.
- On the **Font Style** menu, select **I Italic**.

Applying Underline

To apply underline formatting, follow these steps:

1. Select the text you want to change.
2. Do one of the following:



Applying Strikethrough

To apply strikethrough formatting, follow these steps:

1. Select the text that you want to change.
2. On the **Font Style** menu of the toolbar, select **Strike Through** 

Applying Superscript and Subscript

To apply superscript text formatting, follow these steps:

1. Select the text that you want to change.
2. On the **Font Style** menu of the toolbar, select **Superscript** 

To apply subscript text formatting, follow these steps:

1. Select the text that you want to change.
2. On the **Font Style** menu of the toolbar, select **Subscript** 

Changing the Text Style

To apply a different text style, follow these steps:

1. Select the text you want to change.
2. Click the **Style** icon.
3. Select the style you want.



Note: The Style properties contain both character and paragraph styles. To apply the style to only the selected text, select a style with the word *Text* in the title.

Changing the Font

To change the font, follow these steps:

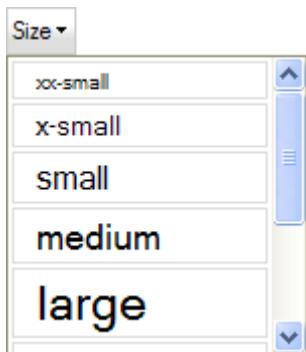
1. Select the text you want to change.
2. Click **Font** . In the drop-down list; a right arrow points to the current font.
3. Select the font you want.



Changing the Point Size

To change the point size, follow these steps:

1. Select the text you want to change.
2. Click **Size** .
3. Select the font size you want.



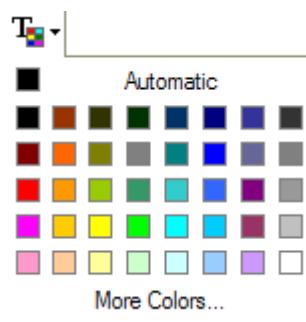
Changing Text and Background Colors

The text color properties affect the color of text. These properties can be applied to a specific character or a whole page.

To change the color of text, follow these steps:

1. Select the text you want to change.
2. Click **Text Color** .
3. Click the color you want.

If you did not select text in step 1, your chosen text color will apply to items typed from this point onward.



To change the background color of text, follow these steps:

1. Select the text you want to change.

2. Click **Background Color** .

3. Click the color you want.

If you did not select text in step 1, your chosen text color will apply to items typed from this point onward.



Tip: You can select more colors by clicking **More Colors**, finding the color you want, and clicking it. Once you've selected a color, it will show in the **Selected** box. If you select another color, it will show in the **Highlighted** box only until you click **OK**. To clear the selected color from within the **Select Color** dialog box, click **Clear**.

Formatting Paragraphs

Following are the properties that you can set for paragraphs.

Icon	Description
 Increase Indent	Indents determine the distance of the paragraph from the left or right margin.
 Decrease Indent	
 Left Justify	Left or right justify determines the appearance and orientation of the edges of the paragraph: left-aligned, right-aligned, centered, or justified. (Justify: to adjust horizontal spacing so that text is aligned at both the left and right margins.)
 Center Justify	
 Right Justify	
 Block Justify	
 Format ▾	Format allows you to select preselected text and heading format options from a drop-down list.

Indenting Paragraphs

Indents determine the distance of the paragraph from the left margin.

To increase the left indent, follow these steps:

1. Place the insertion point into the paragraph you want to change.

2. On the **List** menu, select **Increase Indent** .

To decrease the left indent, follow these steps:

1. Place the insertion point into the paragraph you want to change.

2. On the **List** menu, select **Decrease Indent**  Decrease Indent

Aligning Paragraphs Horizontally on the Page

To left-align text, follow these steps:

1. Place the insertion point into the paragraph you want to align to the left of the page.

2. On the **Justify** menu, select **Left Justify** 

To right-align text, follow these steps:

1. Place the insertion point into the paragraph you want to align to the right of the page.

2. On the **Justify** menu, select **Right Justify**  Right Justify

To center text, follow these steps:

1. Place the insertion point into the paragraph you want to align to the center of the page.

2. Click **Center Justify** 

To block-align text, follow these steps:

1. Place the insertion point into the paragraph you want to align along both the left and right margins.

2. Click the arrow on the **Justify** menu; select **Block Justify**  Block Justify

Inserting Line Breaks

A line break ends the current line and continues the text on the next line of the same paragraph.

To insert a line break, follow these steps:

1. Place the insertion point where you want to create a new line.
2. Press **Shift-Enter**.

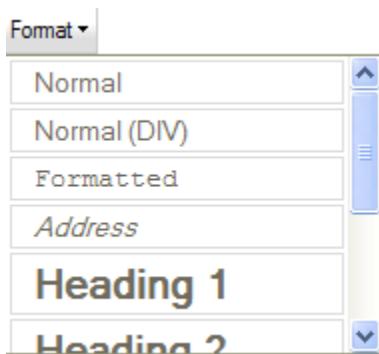
Applying Paragraph Styles

To choose a paragraph format, follow these steps:

1. Place the insertion point into the paragraph you want to format.

2. Click **Format**  Format

3. Click the text format you want.



Using Bulleted, Numbered, and Multilevel Lists

You can add bullets or numbers to existing lines of text, or you can automatically create bulleted and numbered lists as you type. Numbered lists display a sequential series of items. Bulleted lists display a series of unordered items.

Numbered Lists

Numbered lists display a sequential list of items. You can select from uppercase and lowercase letters, numbers, or uppercase and lowercase Roman numerals. Following are examples of each type of list.

Here's a lettered list:

- a. Do this first.
- b. Do this second.
- c. Do this third.

Here's a numbered list:

1. Do this first.
2. Do this second.
3. Do this third.

Here's a Roman numeral list:

- i. Do this first.
- ii. Do this second.
- iii. Do this third.

To create a numbered list, follow these steps:

1. Place the insertion point at the target location.
2. Click **Insert/Remove Numbered List** .
3. Type the text you want to add next to the number and then press **Enter**.
4. To end the list, press **Enter** again.

To create a numbered list using existing text, follow these steps:

1. Do one of the following:
 - Select the items to which you want to add numbering.
 - Place the insertion point at the target location.



2. Click **Insert/Remove Numbered List** .
3. To end the list, press **Enter** again.

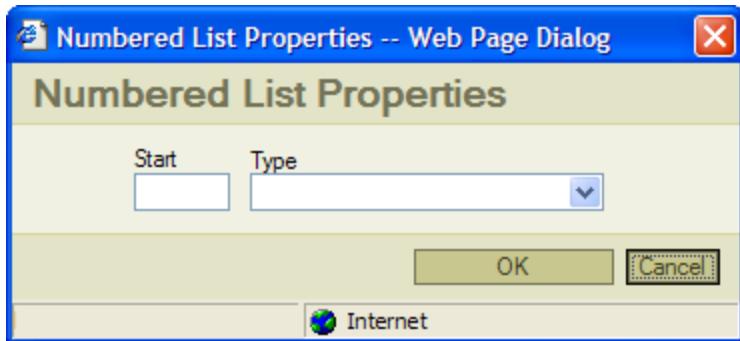
To format a numbered list, follow these steps:

1. Right-click any item in the numbered list you want to change.



2. In the pop-up menu, click **Numbered List Properties**.

The **Numbered List Properties** dialog box appears.



3. Type the number to start the list in the **Start** box.
4. Select the number format you want from the **Type** drop-down list.
5. Click **OK**. (Click **Cancel** if you decide to exit the dialog box without making changes.)

To remove a numbered list, follow these steps:

1. Select the text from which you want numbers removed.

2. Click **Insert/Remove Numbered List** .



Tip: To remove a single number, click the number and then press **Backspace**.

Bulleted Lists

Bulleted lists are used to present a list of unordered items (items that don't need to be numbered). You can select from circle (filled circle), disc (hollow circle), or square bullets.

To create a bulleted list, follow these steps:

1. Place the insertion point at the target location.
2. Click **Insert/Remove Bulleted List** .
3. Type the text you want to add next to the bullet and then press **Enter**.
4. To end the list, press **Enter** again.

To create a bulleted list using existing text, follow these steps:

1. Do one of the following:
 - Select the items to which you want to add bullets.
 - Place the insertion point at the target location.

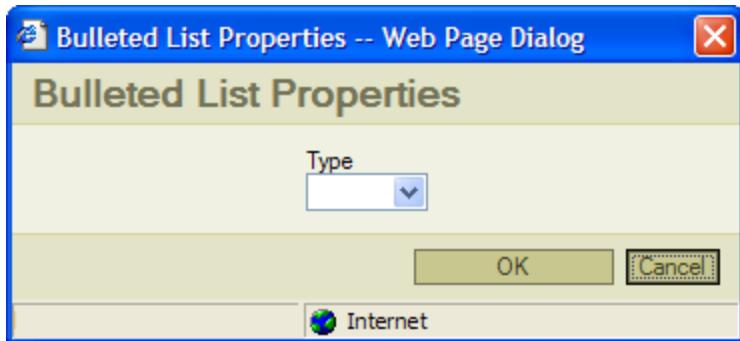
2. Click **Insert/Remove Bulleted List** .
3. To end the list, press **Enter** again.

To format a bulleted list, follow these steps:

1. Right-click any item in the bulleted list you want to change.

2. In the pop-up menu, click **Bulleted List Properties**  **Bulleted List Properties**.

The **Bulleted List Properties** dialog box appears.



3. Select the list format you want from the **Type** drop-down list.
4. Click **OK**. (Click **Cancel** if you decide to exit the dialog box without making changes.)

To remove a bulleted list, follow these steps:

1. Select the text from which you want bullets removed.
2. Click **Insert/Remove Bulleted List**



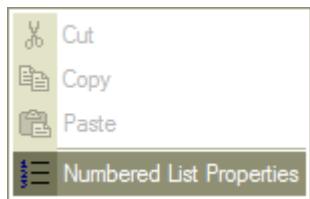
Tip: To remove a single bullet, click the bullet and then press **Backspace**.

Multilevel Lists

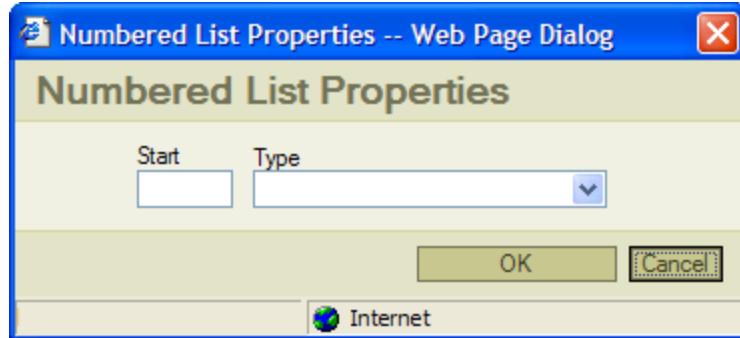
You can create lists that have multiple nested levels and specify different list formats for each level. For example, you may want to create lists that use different numbering styles at each level.

To create a multilevel list, follow these steps:

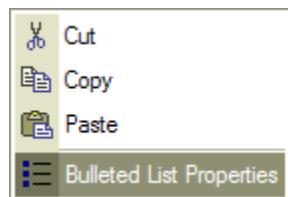
1. Place the insertion point at the target location.
2. Click either **Insert/Edit Numbered List** or **Insert/Edit Bulleted List** .
3. For each item you want in the list, regardless of its level, type the item, and then press **Enter**.
4. When you have typed the last item, press **Enter** twice to end the list.
5. To place each item on the correct level, do one of the following:
 - To move items down to the next level, select the items and then click **Increase Indent** .
 - To move items up to the previous level, select the items and then click **Decrease Indent** .
6. To apply list formats to the different levels, do one of the following:
 - To format a numbered list, follow these steps:
 - a. Right-click any item in the list you want to change.
 - b. In the pop-up menu that appears, click **Numbered List Properties**.



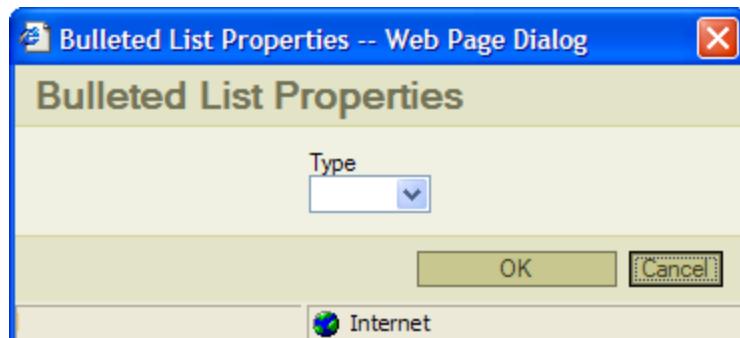
- c. In the **Numbered List Properties** dialog box that appears, type the number to start the list in the **Start** box.



- d. Select the number format you want from the **Type** drop-down list.
- e. Click **OK**.
- To format a bulleted list, follow these steps:
 - a. Right-click any item in the list you want to change.
 - b. In the pop-up menu that appears, click **Bulleted List Properties**.



- c. In the **Bulleted List Properties** dialog box that appears, select the list format you want from the **Type** drop-down list.



- d. Click **OK**.

Removing Formatting

To remove all formatting, follow these steps:

1. Select the text from which you want to remove formatting.

2. On the **Edit/Paste** menu, select **Remove Format**



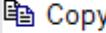
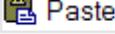
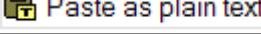
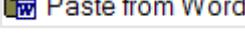
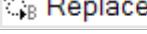
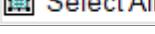
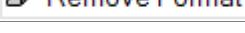
Editing Text



The **Edit/Paste** menu is used to make changes to your text. Using the same type of features as a word processing program, you can do the following:

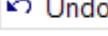
- Undo or redo an action.
- Cut, copy, or paste sections of text and images.

- Paste text as plain text or with Word formatting.
- Find, replace, or select all text.
- Remove formatting from text.

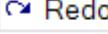
Icon	Description
 Undo	Undo allows you to undo the most recent action taken.
 Redo	Redo allows you to redo the most recent action taken.
 Cut	Cut allows you to remove the highlighted text.
 Copy	Copy allows you to copy the highlighted text.
 Paste	Paste pastes the text you copied (with or without formatting).
 Paste as plain text	Paste as plain text allows you to remove formatting from text before pasting it into the text area.
 Paste from Word	Paste from Word allows you to paste text from Microsoft Word into the HTML editor, retaining the exact replica of the Word document. You should always use this option when copying from Word.
 Find	Find allows you to find specific words or phrases for editing or deletion.
 Replace	Replace allows you to replace words or phrases with new wording.
 Select All	Select All allows you to select the entire text to format.
 Remove Format	Remove Format allows you to remove all formatting from text.

Undoing and Redoing Actions

Undo reverses the last action you performed in the HTML editor. Undo has a twin feature called Redo. You can undo 15 levels of actions.

- Click the arrow on the **Edit/Paste** menu and select **Undo** .

Redo reverses the last Undo action. If you accidentally undo too many actions, Redo puts them back into your page. You can redo 15 levels of actions.

- Click the arrow on the **Edit/Paste** menu and select **Redo** .

Cutting, Copying, and Pasting

To cut (remove) text, follow these steps:

1. Select text you want to cut.

2. On the **Edit/Paste** menu, select **Cut** .

To copy text, follow these steps:

1. Select text you want to cut.

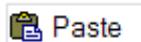
2. On the **Edit/Paste** menu, select **Copy** .

To paste text, follow these steps:

1. **Cut** or **Copy** the item you want to paste.

2. Reposition the insertion point at the target location.

3. On the **Edit/Paste** menu, select **Paste**.



If the text contains formatting from Word, you will receive a message "The text you want to paste seems to be copied from Word. Do you want to clean it before posting?"

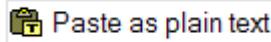
If the text contains formatting from non-Word applications, the HTML editor will copy the formatting when the item is pasted.

Pasting as Plain Text

To paste in plain text format, follow these steps:

1. **Cut** or **Copy** the item you want to **Paste**.
2. Reposition the insertion point at the target location.

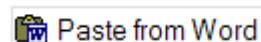
3. On the **Edit/Paste** menu, select **Paste**.



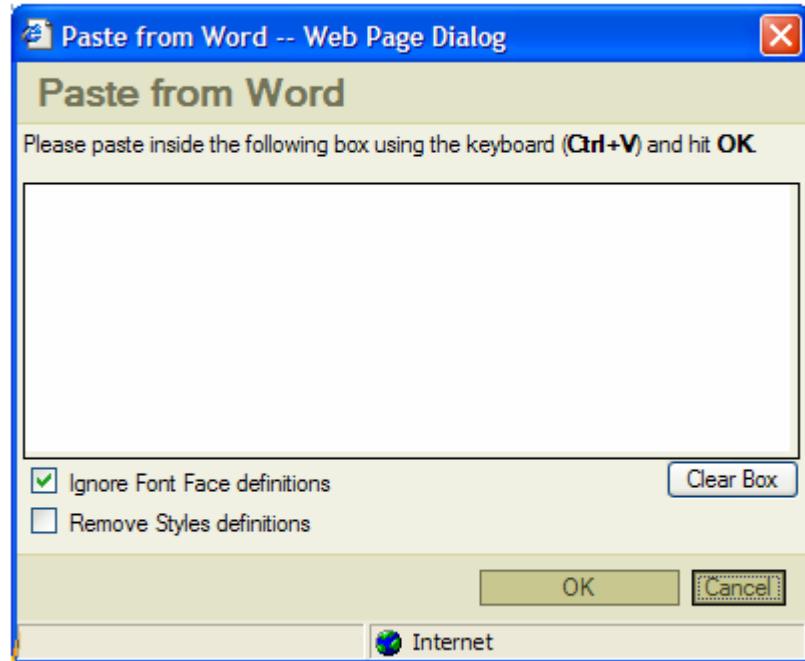
Pasting from Microsoft Word

To paste text from Word, follow these steps:

1. **Cut** or **Copy** the item you want to **Paste**.
 2. Reposition the insertion point at the target location.
3. On the **Edit/Paste** menu, select **Paste from Word**.



The **Paste from Word** dialog box displays.

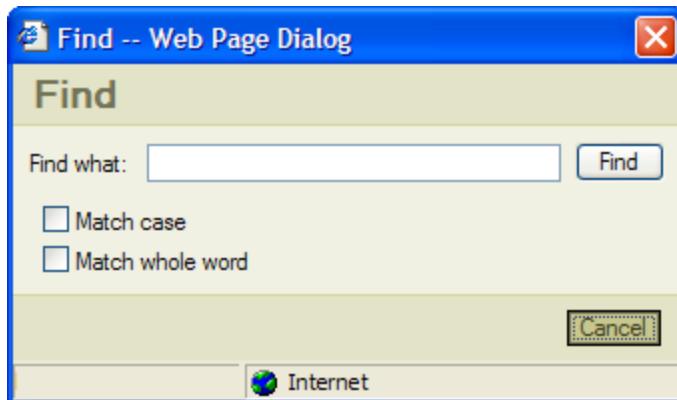


4. Do you want to clean the text before posting? If yes, paste your text in the box provided.
 - a. Check **Ignore Font Face definitions** to remove the Word font styles.
 - b. Check **Remove Styles definitions** to remove the Word formatting styles.
5. Click **OK**. Your text is pasted from Word, applying the Word styles and formatting.

Finding and Replacing Text

To find text, follow these steps:

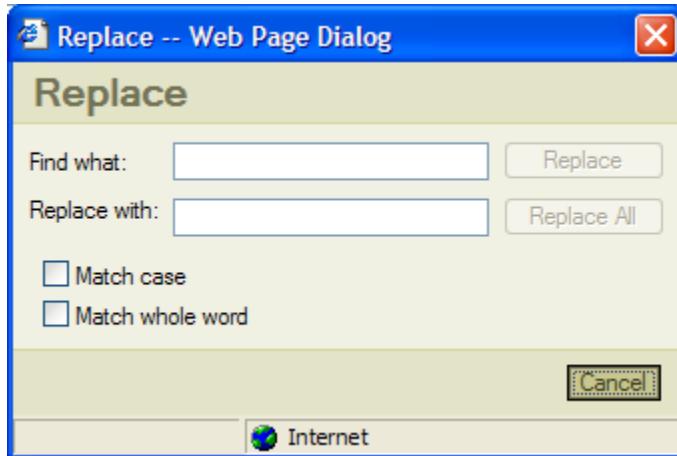
1. On the **Edit/Paste** menu, select **Find**
2. In the **Find** dialog box that displays, complete the following fields:



- a. **Find what.** The text you want to search for.
 - b. **Match case.** Match the case format.
 - c. **Match whole word.** Match the full word(s). Ignores partial matches.
3. Click **Find**.
 4. Click **Cancel** to close the dialog box.

To replace text, follow these steps:

1. On the **Edit/Paste** menu, select **Replace**
2. On the **Replace** dialog box that displays, complete the following fields:



- a. **Find what.** The text you want to search for.
 - b. **Replace with.** The replacement text.
 - c. **Match case.** Match the case format.
 - d. **Match whole word.** Match the full word(s). Ignores partial matches.
3. Click **Replace** or **Replace All**.
 4. Click **Cancel** to close the dialog box.

Selecting All Text

To select all text, follow these steps:

1. On the **Edit/Paste** menu, choose **Select All**  Select All.

Creating and Using Macros

Macros are preprogrammed shortcuts that perform a series of actions. Macros can be created and shared across courses, groups, and resource libraries to which you have editor access. The creation of macros allows you to create the item once and use it multiple times in your courses, groups, or resource libraries.

For example, if you want to automatically insert a salutation (e.g., Hello class!) at the beginning of each page, you can create a macro that allows you to insert the phrase (instead of having to retype it for every page).

After your macro has been created, you can use it on the page you are creating or share it in other courses, groups, or resource libraries to which you have editing rights.

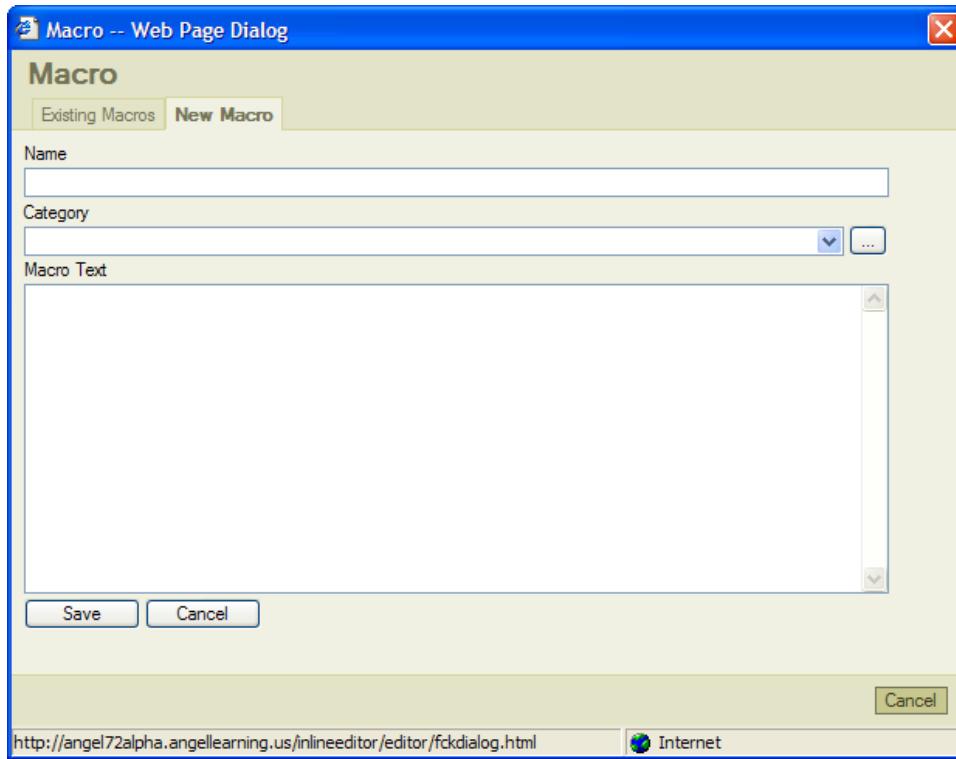


The **Insert/Edit Macro** tool  allows you to create or edit shortcuts that perform a series of actions.

To create a new macro, follow these steps:



1. Click **Insert/Edit Macro** .
2. Click the **New Macro** tab.
3. In the **New Macro** tab, complete the following fields:

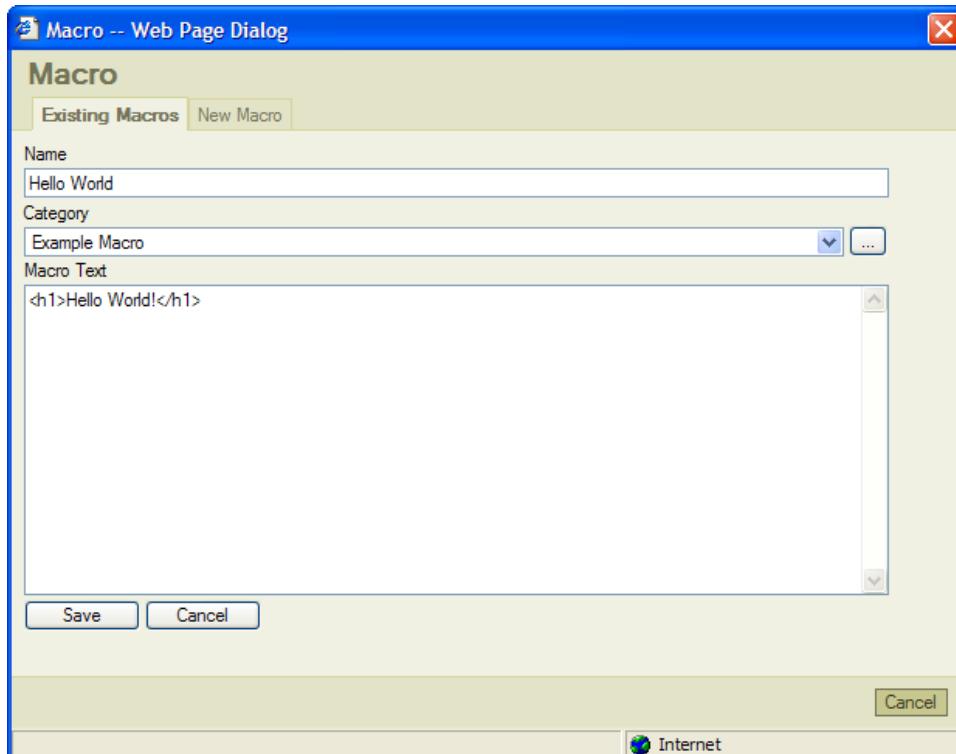


- a. **Name.** The name of your macro.
- b. **Category.** The category for the macro. Do one of the following to define the category:
 - Choose the category from the drop-down list.
 - Click the **New Macros** button to create a new category.
- c. **Macro text.** The text to be inserted into the text area when the macro is played. The formatting of the text requires HTML tags.

4. Click **Save**.

To edit a macro, follow these steps:

1. Click **Insert/Edit Macro** .
2. On the **Macro** dialog box, select the category from the drop-down list.
3. Select the macro you want to edit and click **Edit**.
4. On the **Existing Macros** tab, do the following:



- a. Update the name, category, and macro text as necessary.
- b. Click **Save**.

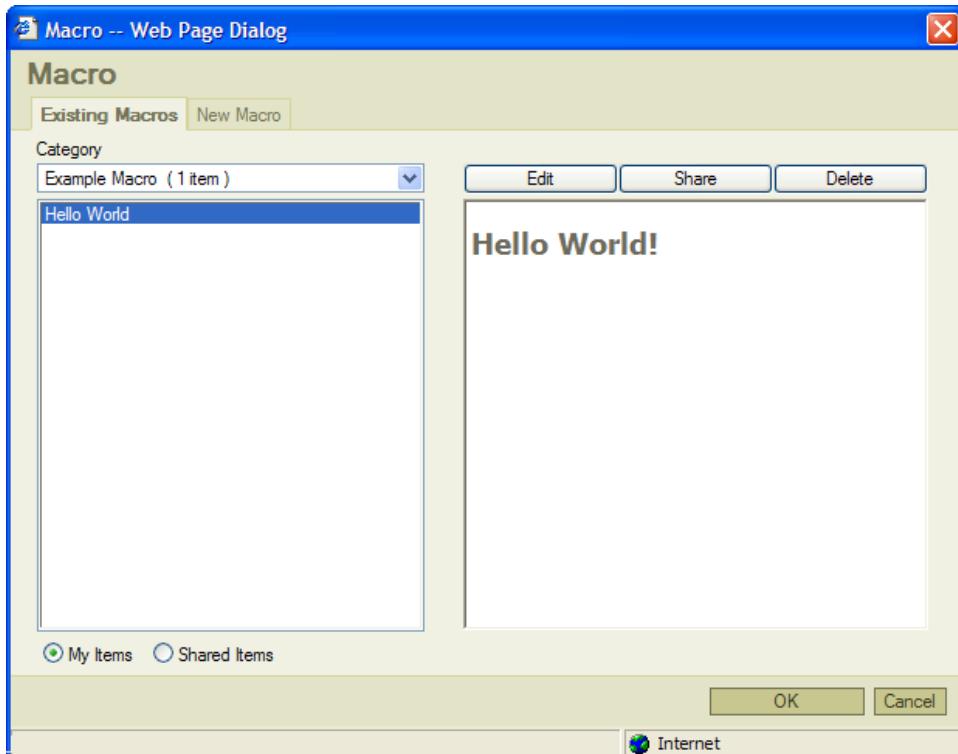


Note: To apply the updated macros to your new page, you will need to use the **Insert a Macro** function. You cannot paste HTML from the editor window.

Inserting Macros

To insert a macro, follow these steps:

1. Click **Insert/Edit Macro** .
2. On the **Macro** dialog box that displays, follow these steps:

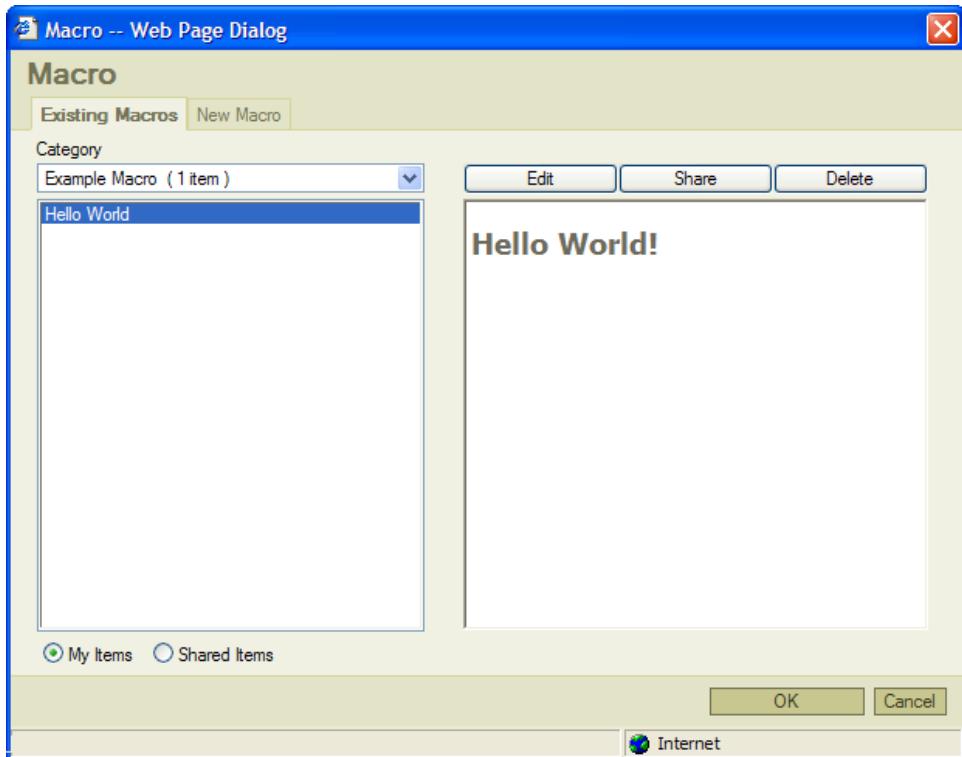


- a. Select the **Category** from the drop-down list.
- b. Click the macro you want to insert from the category on the left side of the window.
- c. Click the **OK** button.

Deleting Macros

To delete a macro, follow these steps:

1. Click **Insert/Edit Macro**
2. On the **Macro** dialog box, do the following:

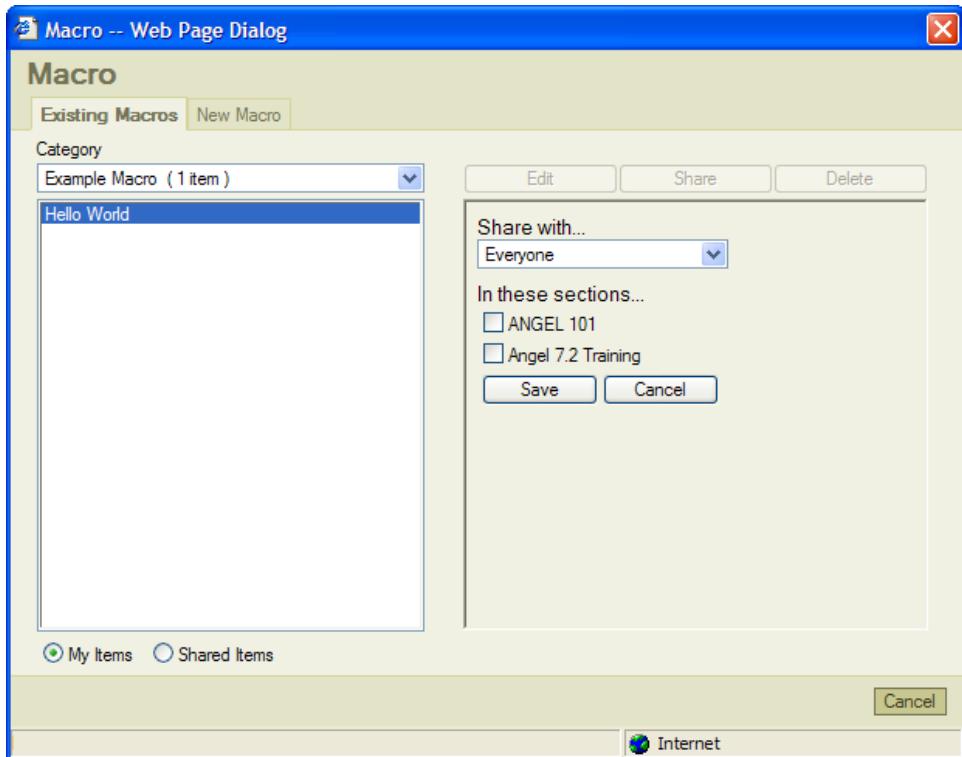


- a. Select the category from the drop-down list.
- b. Click the macro you want to delete.
- c. Click **Delete**. You are prompted with the following: Permanently delete this item? Click **OK** to delete the macros from your list and from the **Category** options, or click **Cancel** to return to the **Existing Macros** tab.
- d. Click the **OK** button.

Sharing Macros

To share a macro, follow these steps:

1. Click **Insert/Edit Macro**
2. On the **Macro** dialog box, select the **Category** from the drop-down list. Your list of macros from that category is listed in the text area on the left side.
3. Select the macro you want to share.
4. Click **Share**. The **Macro** dialog box displays.



5. Complete the following fields:
 - a. **Share with.** The minimum course rights required to use the shared macro.
 - b. **In these sections.** The course/group section to share the macro with.
6. Click **Save**.

Inserting Hyperlinks

A hyperlink is a link from one page or file to another. On a page, you may want to insert a hyperlink to some other website or to a document you uploaded to your server. A hyperlink is usually displayed by a distinguishing feature such as a different color, font, or style. When a hyperlink is clicked, the destination is displayed, opened, or run—depending on the type of destination. The destination is frequently another page, but it can also be a picture, a multimedia file, a document, an e-mail address, or a program.

To create, edit, and remove hyperlinks, you use the tools found on the **Link** menu.

Icon	Description
	Insert/Edit Web Link. Adds or removes hyperlink from highlighted text. Used to add or edit links outside the ANGEL environment or an anchor within a page.
Web Link	Insert Content Link creates links to areas in the system where links exist or will exist based on an upload.
	Remove Link allows you to remove a hyperlink you've inserted in a page.
Content Links	Anchor allows you to create bookmarks within pages inside and outside of ANGEL.

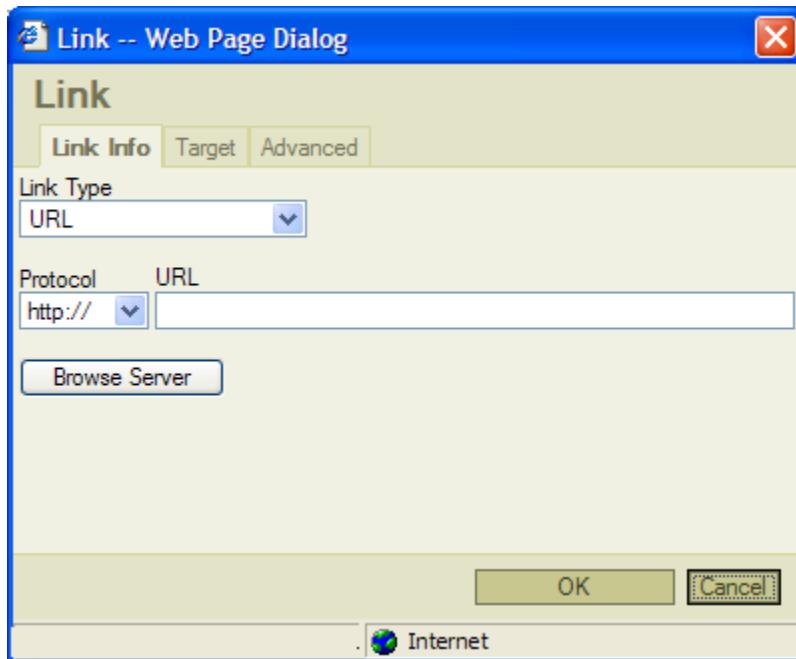
Web Links

A web link is used to create a reference or navigation element to another section of the same page, to an e-mail or to another page on the Internet.

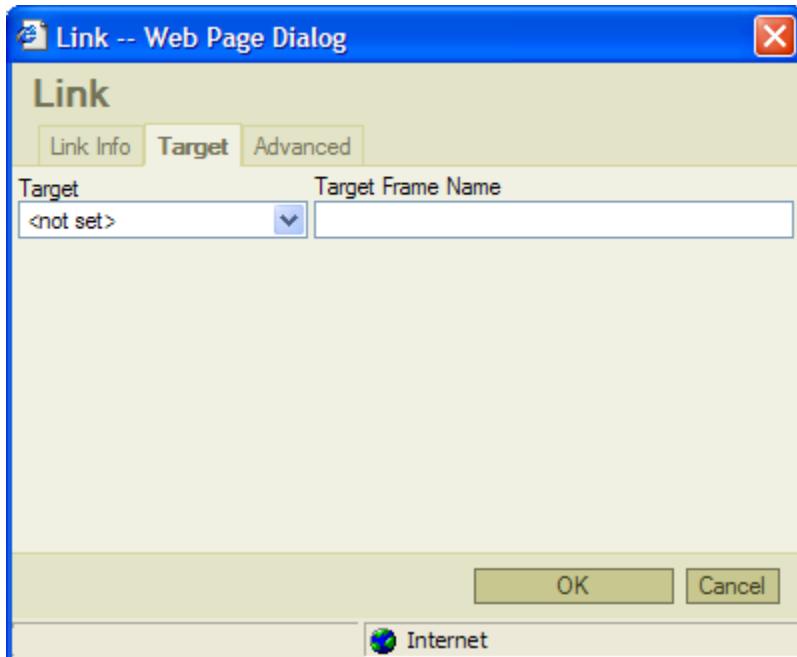
To create a link to a web address (URL), follow these steps:

1. Select the text or image you want to use as the hotspot for the link.

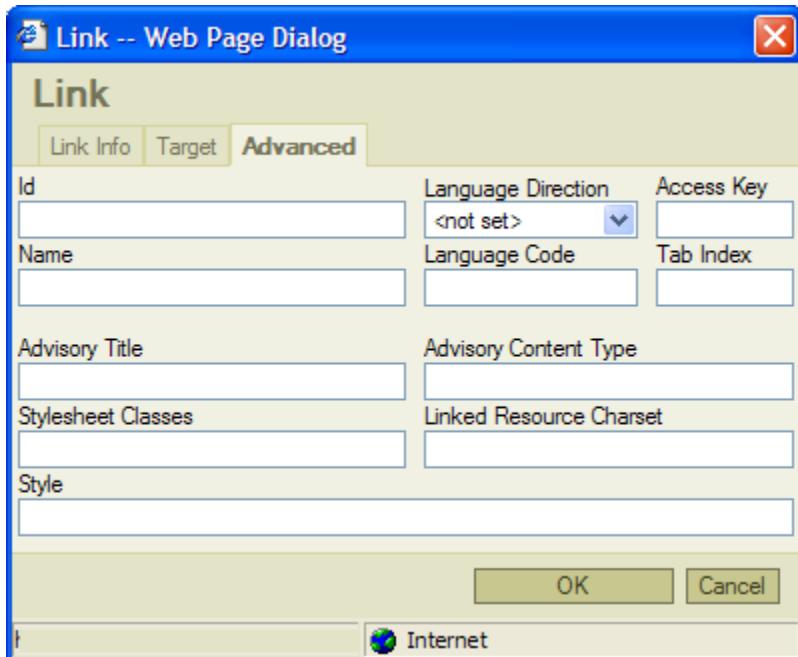
2. Click **Web Link** . The **Link** dialog box displays.



3. On the **Link Info** tab, complete the following fields:
 - a. **Link Type.** Specifies the link type (e.g., URL, Link to anchor in the text, E-mail). For a web link to a page on the Internet, select URL.
 - b. **Protocol.** Specifies the protocol from the drop-down list (e.g., http, https, ftp, news, other).
 - c. **URL.** Specifies the URL or address of the web page the link will display.
4. Click the **Target** tab.



5. Optionally complete the following fields:
 - a. **Target Type.** Select the target type from the drop-down list:
 - Frame: A frame within the current frame.
 - Pop-up Window: Opens in a pop-up window.
 - New Window: Opens in a new window.
 - Topmost Window: Opens in topmost window which replaces your current window.
 - Same Widow: Opens in the same window you are using.
 - Parent Window: Opens in new window unless you are in frames.
 - b. **Target Frame Name.** When using the target type of frame, this specifies the name of the frame the target displays.
6. Click the **Advanced** tab.



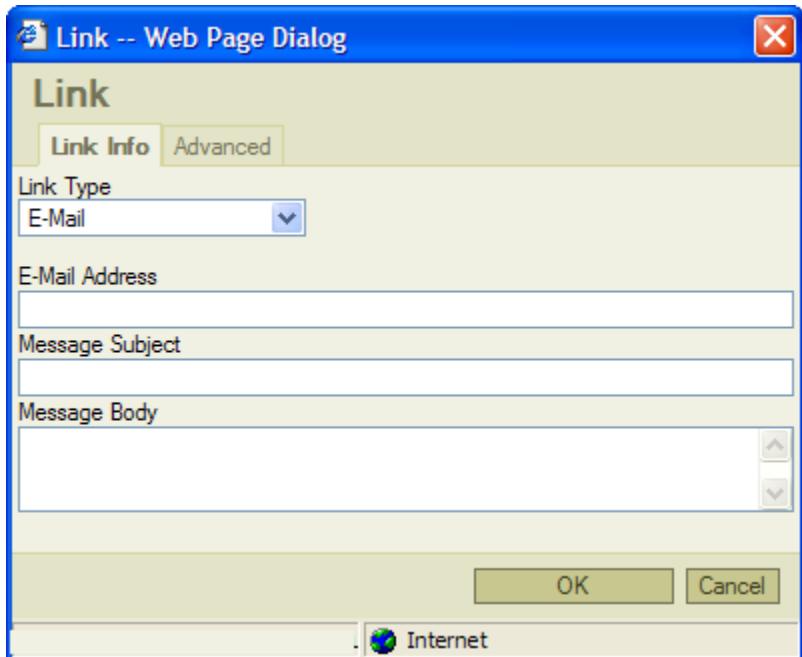
7. Optionally complete the following:

- **Id.** Creates an anchor at the start tag of any HTML element (HTML Id attribute).
- **Language Direction.** Specifies the base direction of directionally neutral text. Possible values include the following:
 - Left-to-right
 - Right-to-left
- **Access Key.** A single character that defines the shortcut key (Alt + character) that "clicks" on the link.
- **Name.** The anchor name that links to an anchor within a page.
- **Language Code.** Specifies the base language of the target URL.
- **Tab Index.** Defines the position in tabbing order.
- **Advisory Title.** Defines the text that displays when the user moves the mouse over the link.
- **Advisory Content Type.** Gives an advisory hint about to the content type of the target URL. Examples include text/html, image/png, image/gif, video/mpeg, text/css, etc.
- **Stylesheet Classes.** Assigns a class name or set of class names to an element.
- **Linked Resource Charset.** Specifies the character encoding of the target URL.
- **Style.** Allows entry of custom CSS style information for the element.

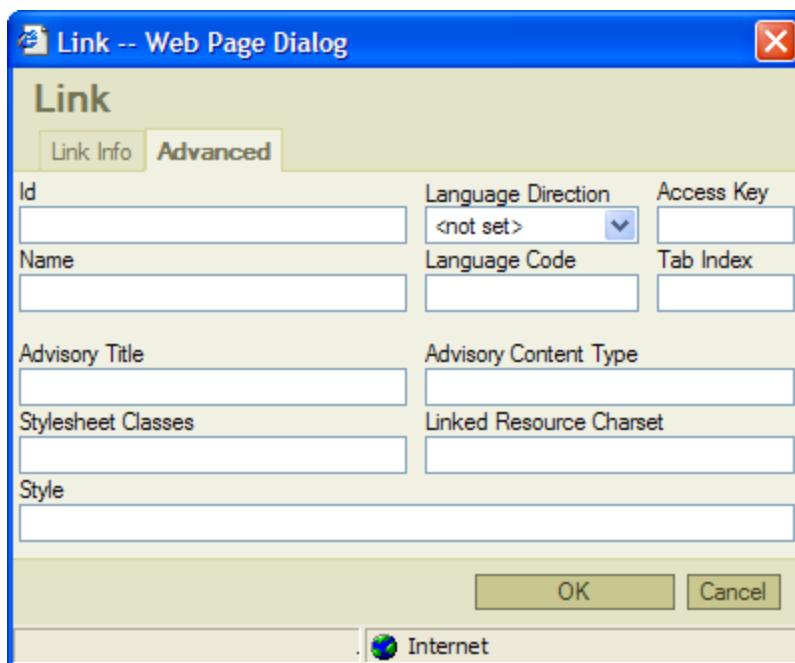
8. Click **OK**.

To create a link to an e-mail address, follow these steps:

1. Click **Web Link** .
2. On the **Link Info** tab, select **E-Mail** from the **Link Type** list.



3. Complete the following fields:
 - a. **E-Mail Address.** The recipient's e-mail address.
 - b. **Message Subject.** The subject of the message to be sent.
 - c. **Message Body.** The information to be contained in the message body.
4. Click the **Advanced** tab.



5. Optionally complete the following:
 - **Id.** Creates an anchor at the start tag of any HTML element (HTML Id attribute).
 - **Language Direction.** Specifies the base direction of directionally neutral text. Possible values include the following:

- Left-to-right
- Right-to-left
- **Access Key.** A single character that defines the shortcut key (Alt + character) that "clicks" the link.
- **Name.** The anchor name that links to an anchor within a page.
- **Language Code.** Specifies the base language of the target URL.
- **Tab Index.** Defines the position in tabbing order.
- **Advisory Title.** Defines the text that displays when the user mouses over the link.
- **Advisory Content Type.** Provides gives an advisory hint as to the content type of the target URL. Examples include ext/html, image/png, image/gif, video/mpeg, text/css, etc.
- **Stylesheet Classes.** Assigns a class name or set of class names to an element.
- **Linked Resource Charset.** Specifies the character encoding of the target URL.
- **Style.** Allows entry of custom CSS style information for the element.

6. Click **OK**.

To edit web links, follow these steps:

1. Right-click the hyperlink and click **Edit Link**.

To remove web links, follow these steps:

1. Select the hyperlink you want to remove.
2. Do one of the following:

- On the **File** menu, select **Remove Link**  Remove Link.
- Click the **Insert/Edit Content Link**  . In the **URL** box, highlight the URL and press **Delete**.
- Right-click the hyperlink and click **Remove Link**.

Content Links

A content link is used to create a reference or navigation element to an item within the ANGEL LMS environment. There are five different areas which you can link to from a course.

Content Area	Description
Personal Files	Allows you to link to files stored in your personal file manager (within the Toolbox, select Personal Home page > Files link). This is useful for users who want to link to the same file resource from multiple courses or locations. This approach is not recommended when building a master course image that will be used by multiple instructors because the source image would be deleted in the event the instructor's account is ever deleted from the system.
Associated Files	Displays all file resources (html page, images, PowerPoint, Adobe .pdf, etc.) uploaded to the current content item. This is the recommended location for file resources if the content item needs to remain portable, meaning that the content item (quiz, page, folder, etc.) needs to support export to a different course or location as is commonly the case with content items in learning object repositories. When a content item is exported or copied from another course, all file resources for the content item are exported/copied as well.
Course Files	Displays the root view of all associated files for all content items in the course. This option can be helpful when dealing with multiple content items that need to share the same file resources within the course (i.e., repeated course images, etc.). File resources within the Course File Manager are always exported with the course, but are not included when importing/exporting a single content item (i.e., from a repository). Therefore, this approach can be effective for individual instructor courses and master courses, but should not be used to store file resources for repository content items.
Map	Displays a birds-eye view of the course content, course tabs, and select course tools/reports, allowing the editor to create links to specific content items, tools, or tabs. If HTML anchors

Content Area	Description
	exist in the page item or an uploaded web page, the appropriate syntax (i.e., #anchor1) can be added to the end of the resultant link to provide direct navigation to that portion of the document.
Icons	Displays a list of image resources that has been populated by your institutions ANGEL administrator. This option can be helpful when dealing with content that applies to any course/group within the system (e.g., logos, banners, and icons). The location of these icons is in the \AngelThemes\System\Icons\ area within ANGEL.



Note: WebCT, Bb, IMS, and Standard Zip Import all place their files in the Course Files area.

To insert content links, follow these steps:

1. Do one of the following:

- Select **Insert Content Link**.
- On the **Link** menu, select **Content Links**

2. On the **Content Links** dialog box, do the following:

- Choose the tab for which you need to upload files.
- Click **New Folder** to create a new folder if applicable.

3. On the tab(s) you selected, do one of the following:

- Click **Browse** and select a file (available for personal, associated or course only). Then click **Upload File**.
- In the **Path** box, select an existing file, map path, or icon. Your link will be inserted into the HTML editor window.

To edit content links, follow these steps:

1. Right-click the hyperlink and click **Edit Link**.
2. On the **Content Links** dialog box, edit the hyperlink properties.
3. Click **OK**.

To remove content links, do the following:

1. Select the hyperlink you want to remove.
2. Do one of the following:

- On the **File** menu, select **Remove Link**
- Click the **Insert/Edit Content Link** . In the **URL** box, highlight the URL and press **Delete**.
- Right-click the hyperlink and click **Remove Link**.

Using Anchors

An essential feature of a web page is the ability to connect (hyperlink) pages, media files, and programs. A hyperlink can be made from one resource to another or from one location within a resource to another. Both the source and the destination of a link are anchors (sometimes called bookmarks).

For example, you may have a page with several topics. At the end of each topic, you may want to include an anchor that, when clicked, will bring users back to the top of a topic or back to the table of contents.

Creating an anchor is a two-step process. First, you create an anchor and then create a link to the anchor.

When creating an anchor, naming it is very important. The name is an opportunity to remember for what purpose you created it. In the preceding example, you might name your anchor **top**, which signifies that by clicking the anchor, you will be returned to the top of a page or section.

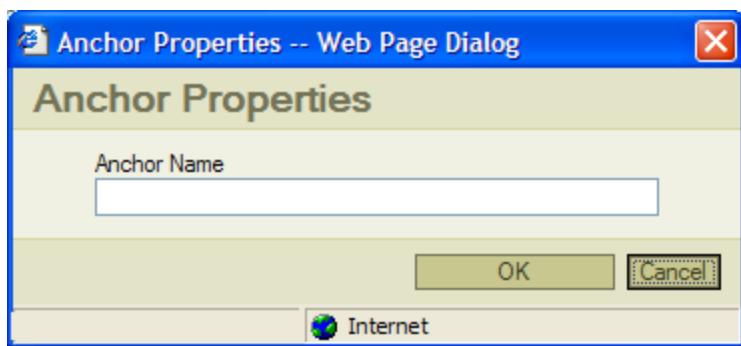
Some other tips for naming your anchors are as follows:

- Create short, one-word names.
- Do not use underscores (_).
- Do not use uppercase letters. Some web browsers differentiate between upper- and lowercase letters.
- Do not include punctuation marks or symbols.
- Do not use numbers.

To add an anchor, follow these steps:

1. Position the insertion point at the target location.

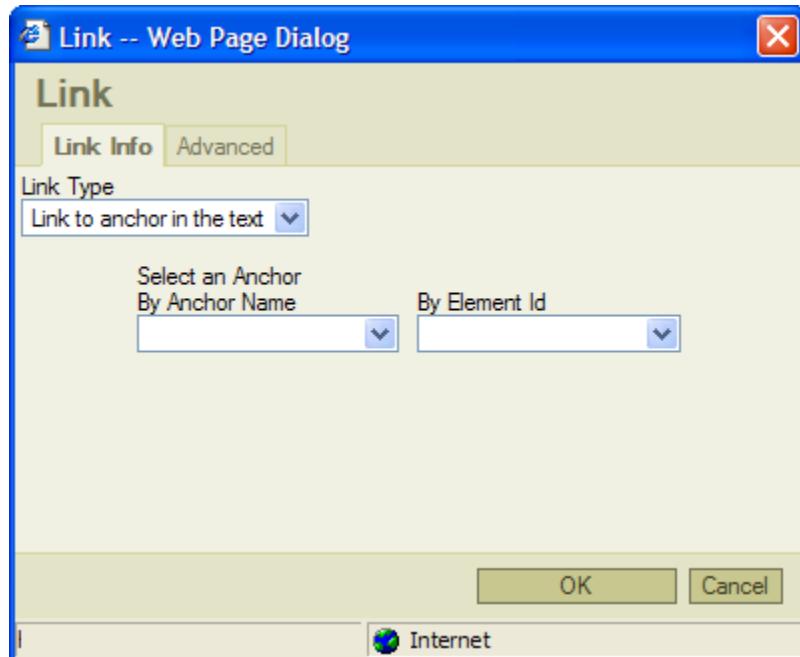
2. On the **File** menu, select **Anchor**. The **Anchor Properties** dialog box displays.



3. In the **Anchor Properties** dialog box, type the **Anchor Name**. The anchor icon  will appear at the anchor point.

To insert a link to an anchor, follow these steps:

1. Select the text or image you want to use as the hotspot for the link.
2. Click **Web Link** .
3. On the **Link** tab, select **Link to anchor in the text** from the **Link Type** list.



4. Complete one of the following fields:
 - Select an Anchor By Anchor Name.
 - Select an Anchor By Element Id.
5. Click **OK**.

Working with Tables

A table is made up of columns and rows of cells into which you can insert text and graphics. There are several different ways to use tables, and you can customize your tables in a variety of ways to make them more attractive and easy to read.

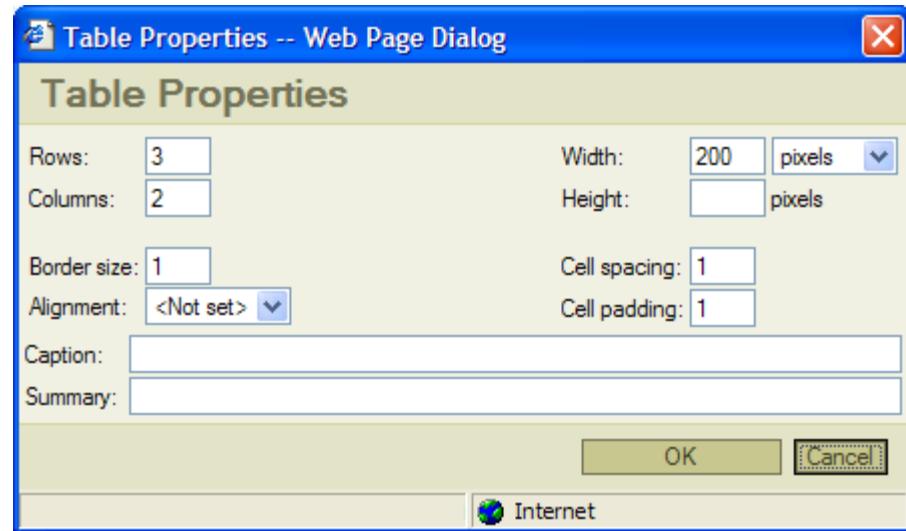
The Tables tool allows you to arrange data such as text, images, links, forms, and so on into columns and rows of cells.

Creating a Table and Setting Table Properties

To create a table and set table properties, follow these steps:

1. Position the insertion point where you want to insert the table.
2. Do one of the following:

- Click **Insert/Edit Table** .
- Click the Table menu and select **Insert/Edit Table**  **Table**. The **Table Properties** dialog box displays.



3. Complete the following:
 - a. **Rows.** Specifies the number of rows.
 - b. **Columns.** Specifies the number of columns.
 - c. **Alignment.** Specifies the position for the table on the page.
 - d. **Width.** Specifies the width of the table in either pixels or as a percentage of the window width.
 - e. **Height.** Specifies the height of the table in pixels.
 - f. **Border size.** Specifies the width you want for the table border in pixels. If you do not want a border, type 0.
 - g. **Cell spacing.** Specifies a number in the Cell padding box.
 - h. **Cell padding.** Specifies a number in the Cell spacing box.
 - i. **Caption.** Specifies a caption in the Caption box.
 - j. **Summary.** Specifies a summary of the table for use with speech-synthesizing/nonvisual browsers, if applicable.
4. Click **OK**.



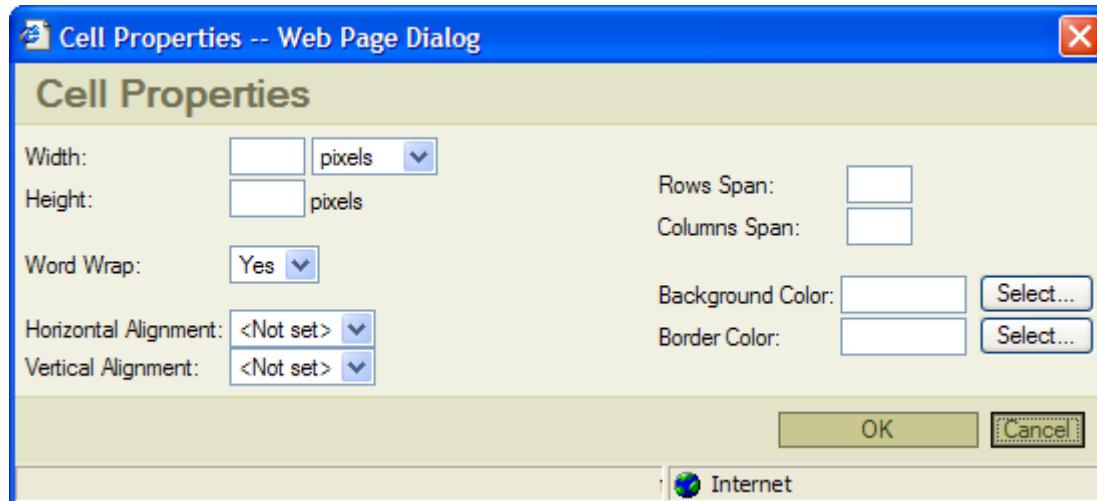
Tip: When a table is present on your page, you can right-click in the table and a pop-up menu displays with possible table operations.

Setting Cell Properties

Tables are composed of cells, and each cell can be formatted by using cell properties.

To set the properties of a table cell, follow these steps:

1. Select the cells you want to change.
2. Right-click and then click **Cell > Cell Properties** on the pop-up menu. The **Cell Properties** dialog box displays.



3. Complete the following fields:
 - a. **Width**. Specifies the size of the cell width in either pixels or as a percent.
 - b. **Height**. Specifies the size of the cell height in pixels.
 - c. **Word Wrap**. Allows text to wrap in a cell
 - d. **Horizontal Alignment**. Specifies the horizontal position for the text within the cell.
 - e. **Vertical Alignment**. Specifies the vertical position for the text within the cell.
 - f. **Rows Span**. Specifies the number of rows you want the cells to span.
 - g. **Columns Span**. Specifies the number of columns you want the cells to span.
 - h. **Background Color**. Specifies the color background.
 - i. **Border Color**. Specifies the border color of tables.
4. Click **OK**.

Adding Cells, Rows, and Columns

To insert cells, follow these steps:

1. Position the insertion point in a cell to the left of where you want to add a cell.

2. On the **Table** menu of the toolbar, select **Insert Cell** .

To insert rows, follow these steps:

1. Position the insertion point in a cell above where you want to add a new row.

2. On the **Table** menu of the toolbar, select **Insert Row** .

To insert columns, follow these steps:

1. Position the insertion point in a cell to the left of where you want to add a new column.

2. On the **Table** menu of the toolbar, select **Insert Column** .

To insert tables within tables, follow these steps:

1. Position the insertion point in a cell where you want to add a new table.
2. Do one of the following:

- Click **Insert/Edit Table** .

- On the **Table** menu of the toolbar, select **Table**  .

To split cells, follow these steps:

1. Position the insertion point in the cell you want to divide.
2. Right-click the cell and then click **Cells > Split Cells** on the pop-up menu.

To merge cells, follow these steps:

1. Select the cells you want to combine.
2. Right-click the selection and then click **Cells > Merge Cells** on the pop-up menu.

Deleting All or Part of a Table

To delete a table, follow these steps:

1. Select the cells you want to delete.
2. Right-click and select **Delete Table** on the pop-up menu.

To delete a cell, follow these steps:

1. Select the cells you want to delete.

2. On the **Table** menu of the toolbar, select **Delete Cells**  .

To delete a row, follow these steps:

1. Select the rows you want to delete.
2. On the **Table** menu of the toolbar, select **Delete Rows**  .

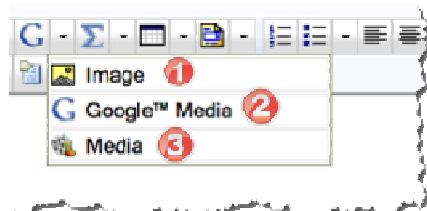
To delete a column, follow these steps:

1. Select the columns you want to delete.
2. On the **Table** menu of the toolbar, select **Delete Columns**  .

Using Imagesand Medua

In the HTML editor, you can add images, Google Media, and media such as Flash and mp4. These elements visually enhance your pages as well as provide rich content for a variety of audiences and learning types.

You can use images on your page for a variety of reason. In addition to being decorative, graphics can be useful in providing information, examples or even navigational buttons.



1. Images: Can upload common image files including .gif, .jpg, png.
2. Google™ Media: Search and upload YouTube™ videos and Picasa™ Images
3. Media: insert other media files such as Flash and mp4.

Using Images

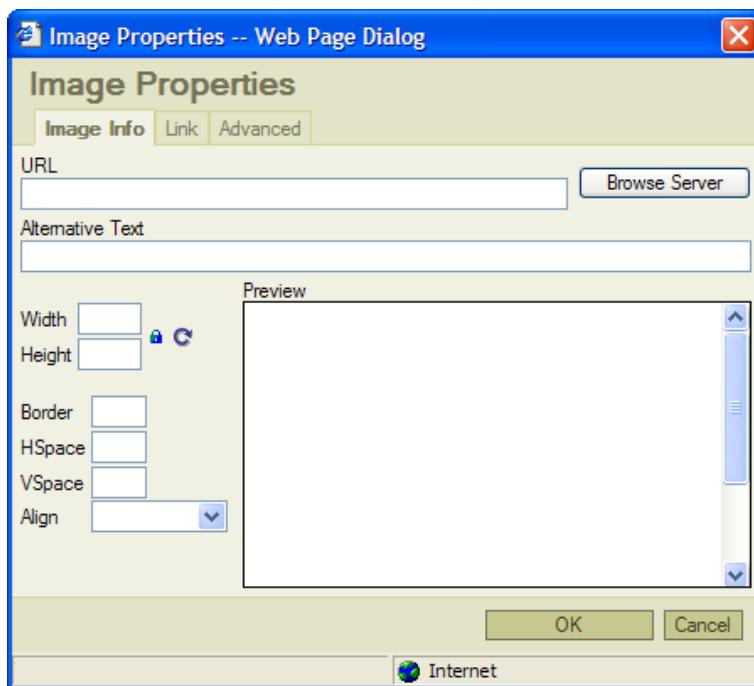
Images are a good way to make your content more visual. Images can include elements such as logos, line art, and simple graphics. There are several image formats that can be used on the Internet. The following are the most common:

- **.gif.** GIF (Graphics Interchange Format) is an 8-bit-per-pixel bitmap image format that was introduced by CompuServe in 1987 and has since come into widespread usage on the World Wide Web due to its wide support and portability. The format uses a palette of up to 256 distinct colors. It also supports animations and allows a separate palette of 256 colors for each frame.
- **.jpg.** JPEG (Joint Photographic Experts Group) provides for lossy compression of images. The file format is typically used for high-end images or photographs. The format uses a palette of 16.7 million colors.
- **.png.** PNG (Portable Network Graphics) is a bitmapped image format that employs lossless data compression. PNG was created to improve and replace the GIF format as an image-file format not requiring a patent license. The format uses a palette of 24-bit RGB colors or grayscale.

To add an image, follow these steps:

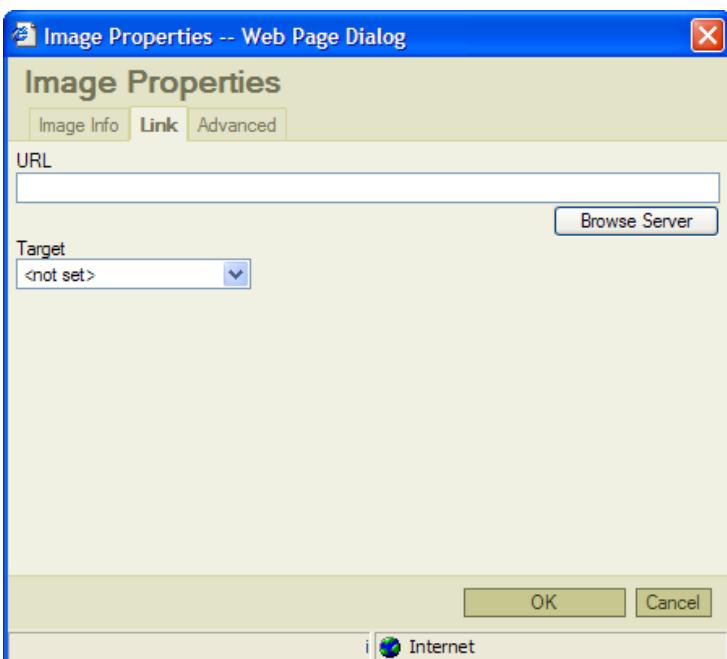
1. Position your cursor where you want to insert the image.
2. Do one of the following

- Click the **Insert/Edit** image .
- On the **Media**  menu, select **Image** . The **Image Properties** dialog box displays.

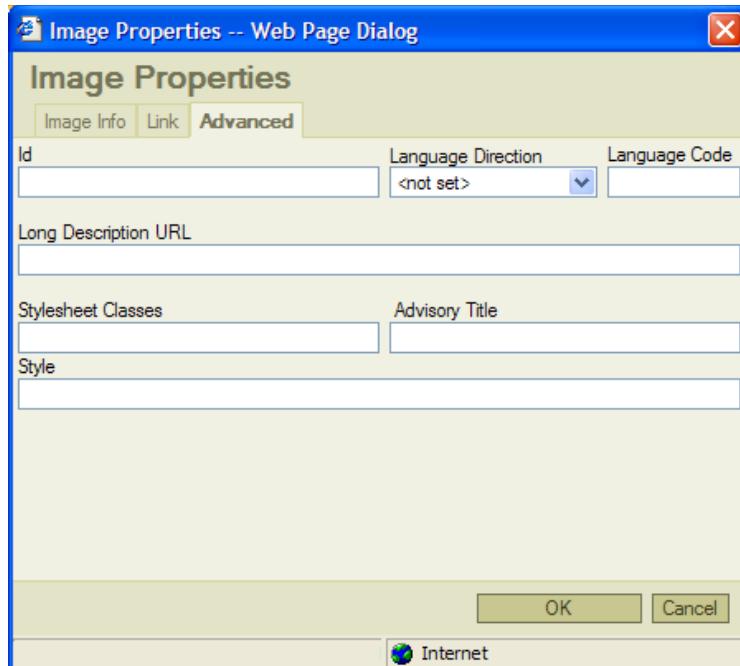


3. On the **Image Properties** dialog box, complete the **Image Info** tab:
 - a. **URL.** The web address of the image to display. Click **Browse Server** to navigate to the image location.
 - b. **Alternative Text.** Used by web browsers to display text during image downloads for users who have graphics turned off and for users who rely on screen-reading software to convert graphics on the screen to spoken words.
 - c. **Width.** Sets the width of an image. Can be entered in pixels or as a percentage.
 - d. **Height.** Sets the height of an image. Can be entered in pixels or as a percentage.
 - e.  **Lock Ratio.** Select to lock image aspect ratio (relationship of the height and width of an image). When selected, resizing with the height or width automatically maintains the ratio of the other.
 - f.  **Reset Size.** Select to reset the image to its original size.
 - g. **Border.** The size of the border in pixels around the graphic. This is a way to indicate that the graphic can be clicked.

- h. **HSpace.** Defines white space, in pixels, on the left and right side of the image.
 - i. **VSpace.** Defines white space, in pixels, on the top and bottom of the image.
 - j. **Align.** Specifies how to align the image according to surrounding text.
 - **Left.** Aligns the image to be left justified. Text will begin at the top of right of the image.
 - **Abs Bottom.** Aligns the bottom of the first line of text with the bottom of the image.
 - **Abs Middle.** Aligns the top of the first line of text with the middle of the image.
 - **Baseline.** Aligns the bottom of the image with the baseline of the text. The baseline is the line along which the bottom of most letters rest but below which some letters dangle, such as j and y.
 - **Bottom.** Aligns the bottom of the image with the baseline of the line containing the image.
 - **Middle.** Aligns the center of the image with the bottom of the first text line.
 - **Right.** Aligns the image to be right justified. Text will start at the top left of the image.
 - **Text Top.** Aligns the first line of text with the top of the image.
 - **Top.** Aligns the top of the image with the tallest item on the line containing the image.
4. If the image to be used as a hyperlink. Click the **Link** tab.



5. On the **Link** tab, complete the following:
- a. **URL.** The web address of the link to display when the image is clicked. Click **Browse Server** to navigate to the link page.
 - b. **Target.** Select the target from the drop-down list.
 - c. **New Window (_blank):** Opens in a new window.
 - d. **Topmost (_top):** Opens in topmost window which replaces your current window.
 - e. **Same Window (_self):** Opens in the same window as the image.
 - f. **Parent Window (_parent):** Opens in new window..
6. Optionally, click the **Advanced** tab.

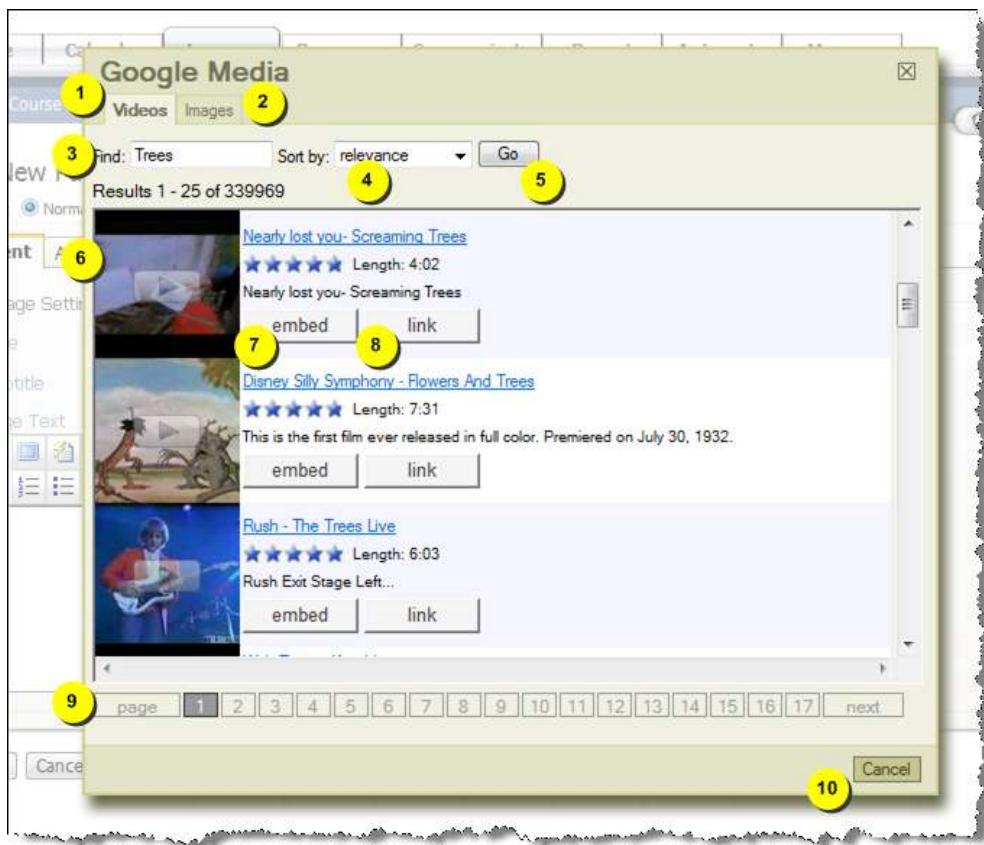


7. Optionally, complete the following:
 - a. **Id.** Creates an anchor at the start tag of any HTML element (HTML Id attribute).
 - b. **Language Direction.** Specifies the base direction of directionally neutral text. Possible values are the following:
 - **Left-to-right**
 - **Right-to-left**
 - c. **Language Code.** Specifies the base language of the target URL.
 - d. **Long Description URL.** Specifies the URL of a document that contains an extended description of the resource.
 - e. **Stylesheet Classes.** Assigns a class name or set of class names to an element.
 - f. **Advisory Title.** Defines the text that displays when the user mouses over the link.
 - g. **Style.** Allows entry of custom CSS style information for the element.
8. Click **OK**. (Click **Cancel** if you decide to exit the dialog box without making changes.)

Google Media™ Tools

The Google Media™ tools can be used to insert YouTube™ or Picasa™ content into a course environment. YouTube™ videos may be linked or embedded (with associated player). Picasa™ pictures may also be linked or embedded.

 **Caution:** ANGEL's "G" button relies on Google™ open APIs to search YouTube™ for video and Picasa™ for images. If Google™ changes these APIs, the "G" button may fail to function properly. ANGEL has no control over the Google™ APIs.



Note: The search controls for the Videos tab are identical to the controls offered for the Images tab.

- Videos.** Controls for searching YouTube™ for video content. Selected content may be inserted into the HTML editor.
- Images.** Controls for search Picasa™ for pictures. Selected pictures may be inserted into the HTML editor.
- Find.** Search terms may be entered in this textbox. Terms entered will be used to find matching content.
- Sort by.** Select the appropriate option:
 - relevance
 - rating
 - date published
 - most watched
- Go.** Click this button to perform a search based on the configured selections.
- Media preview.** Media matching the search criteria are displayed in the preview window for each hit. Clicking a preview item opens the related media in a larger window.
- embed.** Click this button to insert an embedded media viewer into the HTML editor. This embedded player will be used to view the media.
- link.** Click this button to insert a link in the HTML editor. When clicked, the link will open a new window displaying the media.
- Pagination.** Results will be displayed in groups of 25. If there are more than 25 results, pagination will be introduced. Each pagination link will link to another group of 25 results.
- Cancel.** Click Cancel to close the Google Media window.



Note: Media inserted into the HTML editor using the Google Media window will be represented in the HTML window using a placeholder image. This placeholder image will later be replaced with an actual preview of the media when the HTML editor is closed and the content saved.

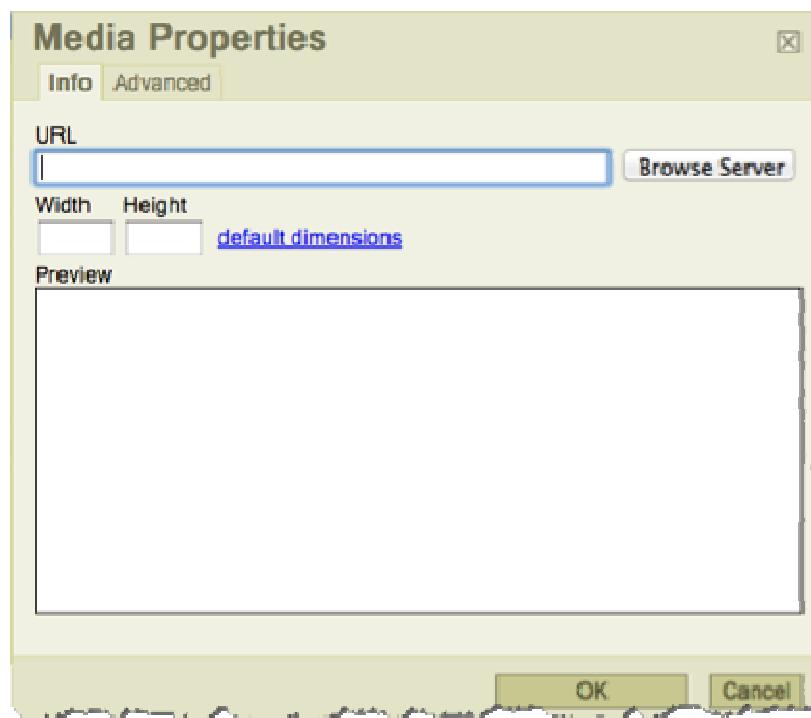
Media Files

Adding Media is a good way to make your content more engaging. There are several movie formats that can be used on the Internet. The following are the most common. For each movie format, a plug-in or helper application must be installed on the computer of the user viewing the movie.

- **.avi** is short for audio/video interleaved. Originally developed as a rival to QuickTime format for Windows machines, but is playable on most computers via helpers and plug-ins. It can use several compression schemes and is becoming increasingly popular. Most digital video cameras shoot in .avi format.
- **.mov** file types are based on the QuickTime (QT) system. It was designed initially for the Mac platform, but is now usable via a plug-in and helper application on most other operating systems. You can load the standard QuickTime player™ from Apple for free as well as get access to a host of resources. QT has some great compression schemes that often make QT files smaller without loss of quality.
- **.mpeg** format takes its name from the developing group (motion Pictures Expert Group). It remains an important web video file type due to the range of compression that can be applied. Unlike .avi and QuickTime , it is not developed for a particular operating system.
- **.wmv** (short for Windows Media Video) is part of Microsoft Windows media format. .wmv files can be downloaded or streamed. Microsoft has tons of resources at <http://www.microsoft.com/windows/windowsmedia/default.asp>, many of which are free to download.
- **.rm** is the extension for RealVideo® files, the archetype of streamed video files. One of the first and still most popular streamed media format. The basic player can still be downloaded for free at <http://www.real.com/>.

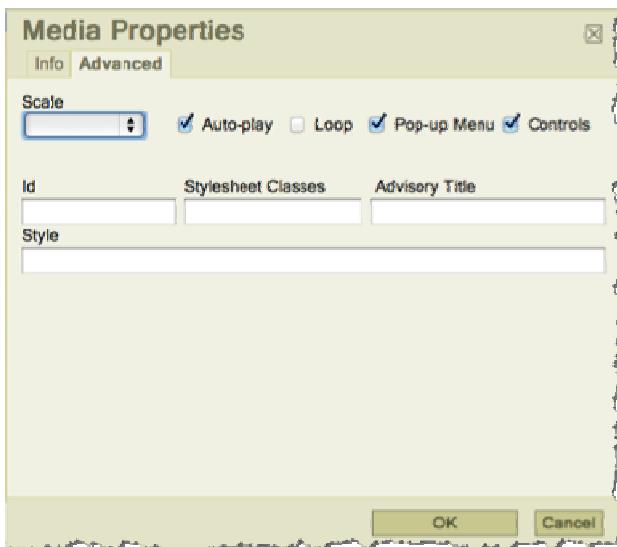
To add a movie, follow these steps:

1. Position your cursor where you want to insert the movie.
2. On the **Media** menu, select **Media** . The **Media Properties** dialog box displays.



3. On the **Media Properties Info** tab, complete the following fields:

- a. **URL.** Specifies a web address of the Movie file. Select the **Browse Server** button to navigate to the file if it is located in the course or is to be uploaded to the course.
 - b. **Width and Height : Input a display size if needed** or check "default dimensions"
 - c. **Preview.**: allows to preview the file, once selected.
4. On the **Advanced** tab, the following options can be added:



1. **Scale:** Options are "Show All", "No Border" and "Exact Fit"
2. **Autoplay:** Media will begin playing as soon as it is accessed
3. **Loop:** Will keep playing over and over
4. **Pop-up Menu:** Will appear as a pop-up
5. **Controls:** Will add player controls
6. **ID:** Creates an anchor at the start tag of any HTML element (HTML Id attribute).
7. **Stylesheet Classes.** Assigns a class name or set of class names to an element.
8. **Advisory Title.** Defines the text that displays when the user mouses over the link.
9. **Style.** Allows entry of custom CSS style information for the element

Working with Forms

A form is a collection of fields that you use for gathering information from your page. Visitors fill out a form by typing text, clicking radio buttons and checkboxes, and selecting options from drop-down menus. After filling out the form, visitors submit the data they entered, which can be processed in a variety of ways depending on the form handler you set up.

The general steps in creating a form are as follows:

1. Decide what kind of information to collect and then start a form.
2. Add fields to the form.
3. Set up how you want to handle the information you collect from the form.

Form fields are the individual fields on a form that are used to gather information. Each field is identified by a name and value pair. The name is the identifier for the form elements that can be referred by name once the form is submitted. The value field is the information entered by the visitor. For example, if you define a text field named *MyField*, and the visitor enters *Hello World* into the field and submits the form; the name/value pair would be *MyField=hello world*.

- **Text fields.** Use text fields to collect a small amount of text, such as a name, number, or e-mail address.

- **Radio buttons.** Use radio buttons when you want the site visitor to select only one option from a group.
- **Text areas.** Use text areas to collect one or more lines of text, such as a comment or a name in a guest book. This field scrolls to accommodate varying amounts of text.
- **Selection fields.** Use a selection field to present the site visitor with a list of choices. This field is similar to using a group of radio buttons, but takes less space on your form. You can configure a drop-down menu to allow one or multiple selections.
- **Checkboxes.** Use checkboxes for optional items. The site visitor can select or clear the checkbox. They can also select multiple items.
- **Buttons.** Use buttons to let site visitors submit the form after filling it out, clear fields by resetting the form, or run your custom scripts.

After a visitor submits the form, you must collect the data that was entered (the form results) so you can view them, display them to the visitor, or work with them as needed. ANGEL provides a technique that saves the results to a file associated with the lesson item (post.htm in the Associated File Manager for the item). Each time a visitor submits a form, the results are appended to the file. You can then open the file and view the results. You can also access form submissions from the following content items submissions menus: Files, Links, Pages.

Defining the Form

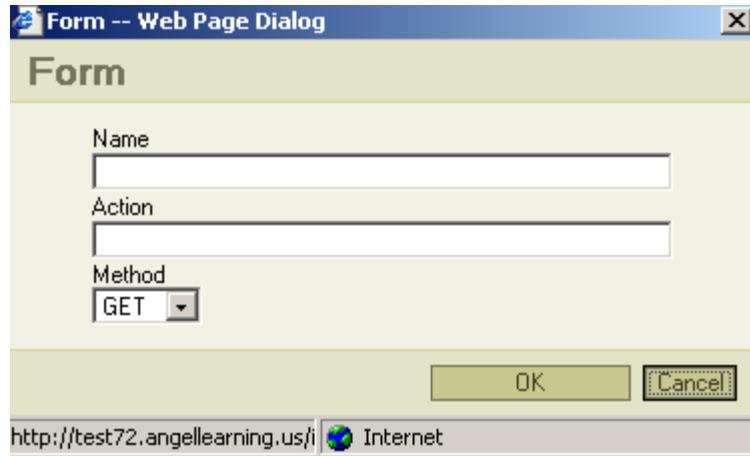
Before adding form elements, you must first define the form.

1. Do one of the following:

- Click the **Form** icon.



2. On the **Form** dialog box that displays, complete the following fields:



- a. **Name.** Type a name for your form.
- b. **Action.** Type the name of the form handler.



Note: If you are using the ANGEL form handler, type \$POST_URL\$ into the Action field.

- c. **Method.** Select GET or POST (if you are using the ANGEL form handler, select POST):
 - GET passes the form information to the form handler (Action) via the URL. As the total size of a request (URL+params) approaches or exceeds 1 KB, you are well-advised to use POST in any case.
 - POST passes the form information to the form handler (Action) in the body of HTTP request. There is no size limit on the amount of information being sent via POST.

3. Click **OK**. A red dotted line appears in the HTML Editor. You can now add elements to your form.

Adding Form Elements

Forms are composed of the following elements. You can elect to have your audience complete text fields or you can simplify answers and have them click radio buttons and checkboxes.

Element	Description
<input checked="" type="checkbox"/> Checkbox	Use checkboxes for optional items. The site visitor can select or clear the checkbox. They can also select multiple items.
<input checked="" type="radio"/> Radio Button	Use radio buttons when you want the site visitor to select only one option from a group.
<input type="text"/> Text Field	Used as one-line areas that allow the user to input text. If you want several lines, use a text area.
<input type="text多行"/> Textarea	Used as several lines in an area that allow the user to input text. If you want the user to input one line only, use a text area.
<input type="button"/> Selection Field	Use a drop-down menu to present the site visitor with a list of choices. This field is similar to using a group of radio buttons, but takes less space on your form. You can configure a drop-down menu to allow one or multiple selections.
<input type="button"/> Button	Buttons offer richer rendering possibilities. The BUTTON element may have content.
<input type="image"/> Image Button	Has the same effect as Submit buttons. When a visitor clicks an Image button, the form is sent to the address specified in the action setting of the tag.
<input type="hidden"/> Hidden Field	Similar to text fields, except that hidden fields do not show on the page. It allows the form to submit information that is not entered by the visitor. Use hidden fields when you have variables you want to pass from one form to another without forcing the user to retype information over and over again.

Checkboxes

To add a checkbox, follow these steps:

1. Position your cursor where you want the checkbox.
2. On the **Forms** menu, select **Checkbox** Checkbox
3. On the **Checkbox** dialog box, complete the following fields:



- a. **Name.** Type a name for your checkbox.



Tip: If you are using the ANGEL form handler, type \$POST:fieldname\$ into the Name field (where fieldname is replaced by the name of the HTML form field).

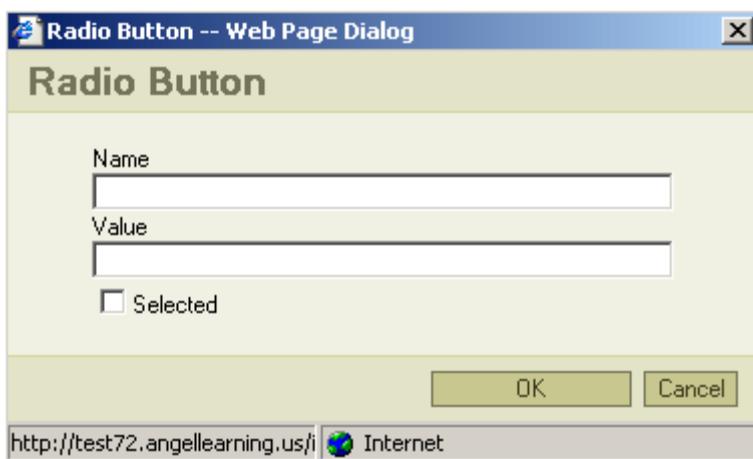
- b. **Value.** The value for the box.

- c. **Selected.** Select if you want the checkbox to be checked by default.
4. Click **OK**.
 5. Type the text you want your audience to see.

Radio Buttons

To add a radio button, follow these steps:

1. Position your cursor where you want the radio button.
2. On the **Forms** menu, select **Radio Button** Radio Button
3. On the **Radio Button** dialog box that displays, complete the following fields:



- a. **Name.** Type a name for your radio button.
 - b. **Value.** The value for the box.
 - c. **Selected.** Choose if you want the checkbox to be checked by default.
4. Click **OK**.
 5. Type the text you want your audience to see.

Text Fields

To add a text field, follow these steps:

1. Position your cursor where you want the text field.
2. Click the **Form** menu and select **Text Field** Text Field
3. On the **Text Field** dialog box that displays, complete the following fields:

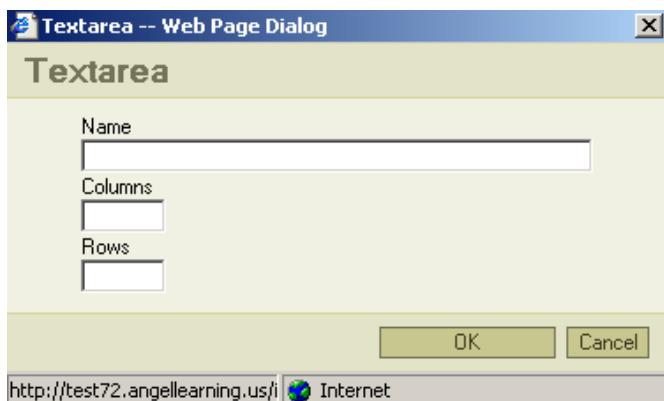


- a. **Name.** Type a name for your text field.
 - b. **Value.** The value for the box.
 - c. **Character Width.** Type the width in pixels.
 - d. **Maximum Characters.** Type the maximum number of characters that can be entered in the field.
 - e. **Type.** Select **Text** or **Password** from the drop-down list.
4. Click **OK**.

Text Areas

To add a text area, follow these steps:

1. Position your cursor where you want the form area.
2. Click the **Form** menu and select **Textarea**  **Textarea**
3. On the **Textarea** dialog box that displays, complete the following fields:

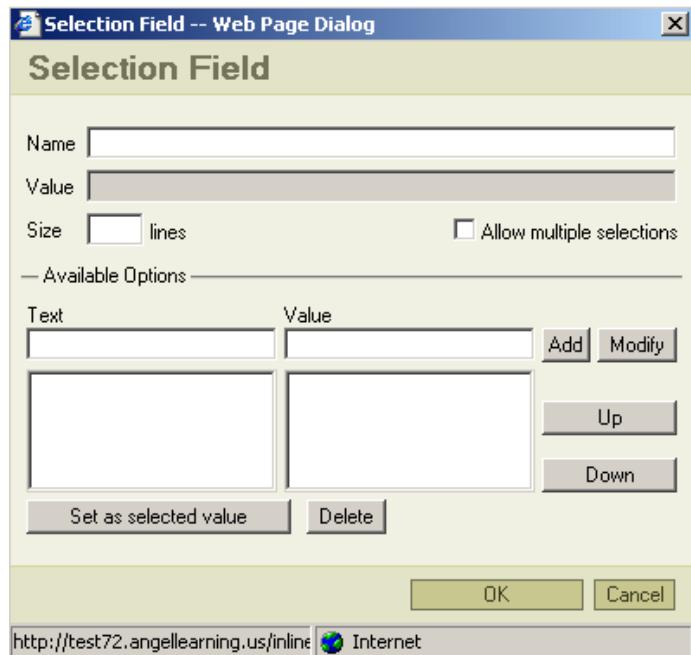


- a. **Name.** Type a name for your text area.
 - b. **Rows.** Type the number of rows wide the field will be.
 - c. **Columns.** Type the number of columns high the field will be.
4. Click **OK**.

Selection Fields

To add a selection field, follow these steps:

1. Position your cursor where you want the selection field.
2. Click the **Form** menu and select **Selection Field**  **Selection Field**
3. On the **Selection Field** dialog box that displays, complete the following fields:

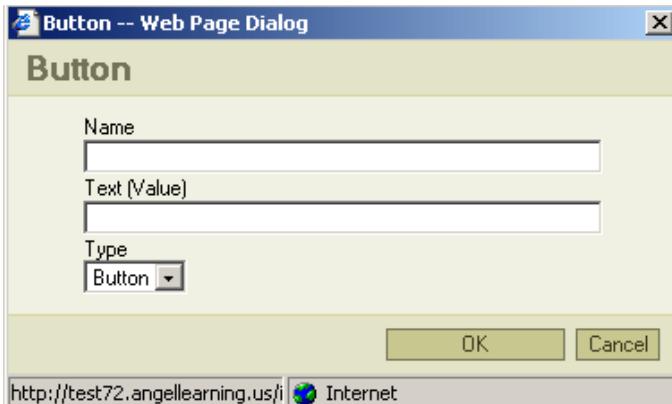


- a. **Name.** Type a name for your text area.
 - b. **Size.** Type the number of lines you want your selection field to have.
 - c. **Allow multiple selections.** Check if you want your form to allow several options to be selected.
 - d. **Available options.** Type your option.
 - e. **Value.** The value for the box.
4. Click **Add**.
5. Other options for selection fields are available:
- To set a certain option as the default, click the **Set as selected value** button.
 - To delete an option, select the option you want to delete and click **Delete**.
 - To move the selection, click the **Up** or **Down** buttons to move the selection.
 - To modify an option, select the option. Complete your changes in the **Text** and **Value** boxes. Then click **Modify**.

Buttons

To add a button, follow these steps:

1. Position your cursor where you want the button.
2. On the **Form** menu, select **Button**.
3. On the **Button** dialog box that displays, complete the following fields:

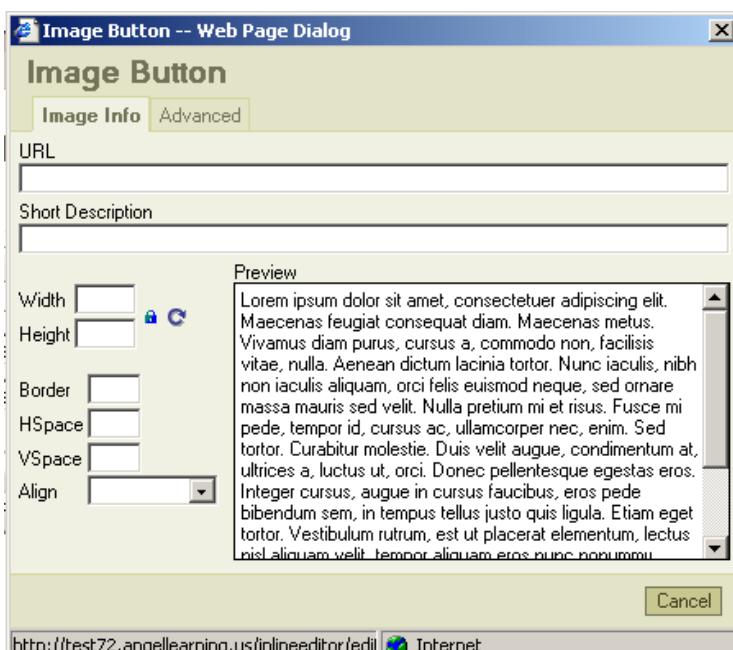


- Name.** Type a name for your button.
 - Value.** The text to appear on the button face.
 - Type.** The action to be taken when the button is pressed:
 - Button.** No default action. A custom script must be used to perform an action when this button type is pressed.
 - Submit.** Submits the form.
 - Reset.** Clears the form field.
4. Click **OK**.

Image Buttons

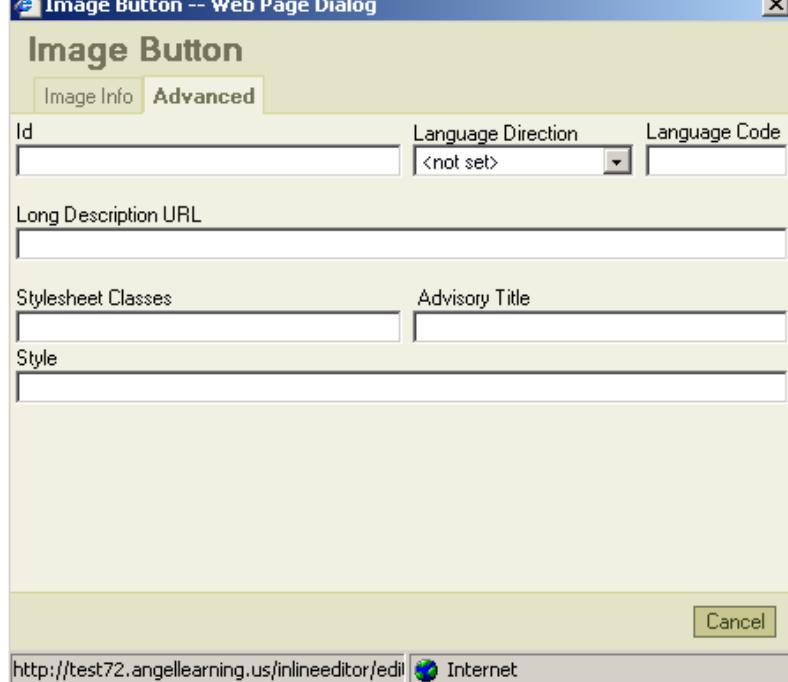
To add an image button, follow these steps:

- Position your cursor where you want the Image button.
- In the **Form** menu, select **Image Button** Image Button
- On the **Image Info** tab, complete the following:



- URL.** Browse the server for the image or enter a URL.
- Short Description.** Describe your button.

- c. **Width.** Set your images' width. When a picture is selected, the width is automatically set. You can change it by highlighting the width and entering in the width you want.
 - d. **Height.** Set your images' height in pixels.
 - e. **Border.** Set your images' border size. When a picture is selected, the height is automatically set. You can change it by highlighting the height and entering the height you want.
 - f. **HSpace.** Set the horizontal space around your image. HSpace defines the amount of white space to be inserted to the left and right of an image.
 - g. **VSpace.** Set the vertical space around your image. VSpace defines the amount of white space to be inserted above and below an image.
 - h. **Align.** Specifies how to align the image according to surrounding text.
 - **Left.** Aligns the image to be left justified. Text will begin at the top of right of the image.
 - **Abs Bottom.** Aligns the bottom of the first line of text with the bottom of the image.
 - **Abs Middle.** Aligns the top of the first line of text with the middle of the image.
 - **Baseline.** Aligns the bottom of the image with the baseline of the text. The baseline is the line along which the bottom of most letters rest but below which some letters dangle, such as j and y.
 - **Bottom.** Aligns the bottom of the image with the baseline of the line containing the image.
 - **Middle.** Aligns the center of the image with the bottom of the first text line.
 - **Right.** Aligns the image to be right justified. Text will start at the top left of the image.
 - **Text Top.** Aligns the first line of text with the top of the image.
 - **Top.** Aligns the top of the image with the tallest item on the line containing the image.
4. Click the **Advanced** tab.
5. On the **Advanced** tab, complete the following:



- a. **Id.** The Id attribute may be used to create an anchor at the start tag of any HTML element (HTML Id attribute).
- b. **Language Direction.** Specifies the base direction of directionally neutral text:
 - Left to right

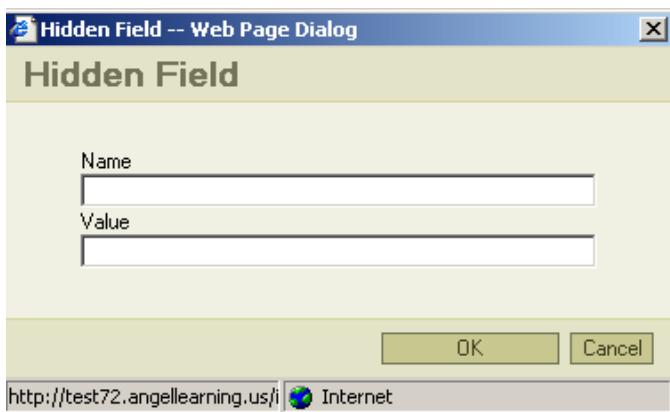
- Right to left
- Language Code.** Specifies the base language of the target URL.
 - Long Description URL.** Specifies the URL of a document that contains an extended description of the resource.
 - Stylesheet Classes.** Assigns a class name or set of class names to an element.
 - Advisory Title.** Defines the text that displays when the user hovers the mouse over the link.
 - Style.** Allows entry of custom CSS style information for the element.
6. Click **OK**.

Hidden Fields

To add a hidden field, follow these steps:

1. Position your cursor where you want the hidden field.

2. Click the **Form** menu and select **Hidden Field**
3. On the **Hidden Field** dialog box that displays, complete the following.



- a. **Name.** Type a name for your hidden field.
 - b. **Value.** Type the value for the hidden field.
4. Click **OK**.

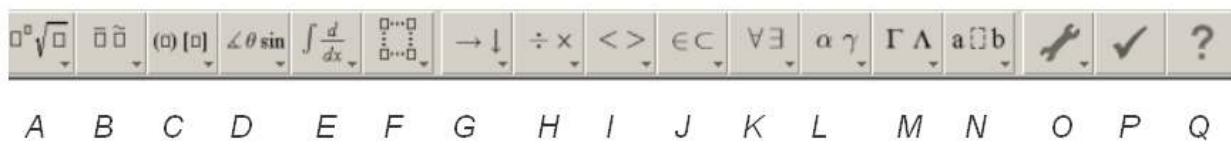
Working with the Equation Editor

The WebEQ Equation Editor has been integrated into the ANGEL HTML editor. It gives editors a way to enter mathematical expressions in a web page, much as the text entry controls and buttons in typical HTML forms give users a way to enter other kinds of information.

The Insert Equation function is used with WebEQ Equation Editor, which can be used to create, save, and view complex mathematical equations in ANGEL. Equations are built up out of mini-templates. These blank templates are small squares that can be filled in.

When the cursor is in a slot, the parent template is faintly outlined in gray. Because many templates can be nested in a single equation, this helps you keep track of where you are.

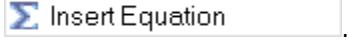
The WebEQ Equation Editor toolbar includes the following tools. (The table after the figure describes the tools, using the matching letters from the figure.)

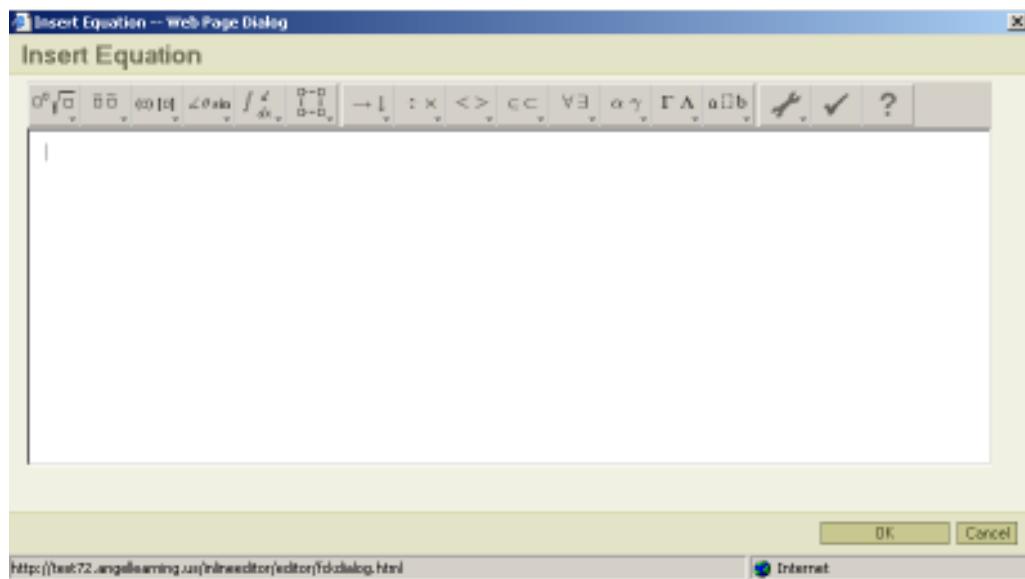


Letter	Description
A	Layout palette
B	Accents palette
C	Fences palette
D	Trigonometry palette
E	Calculus palette
F	Matrices palette
G	Arrows palette
H	Operators palette
I	Comparison operators palette
J	Set theory palette
K	Logical operators palette
L	Lowercase Greek palette
M	Uppercase Greek palette
N	Function palette
O	Tools menu
P	Check for errors
Q	Help menu

Inserting Equations

1. To insert an equation, do one of the following:

- Click the **Insert Equation**  icon.
- On the **Insert** menu, select **Insert Equation** . The **Insert Equation** dialog box displays.



2. Position your cursor where you want the equation to appear.
3. Click the down arrow to expand the menu of an equation.
4. Select an equation template from the list.
5. Exchange the placeholders for the characters you want by clicking each box and typing the characters.



Tip: The squares indicate areas in which you must enter numerical or alphabetical values (no special characters, such as commas or quotation marks). Values must be entered for all squares in an equation. You can use **Tab** to cycle between empty placeholders.

6. Click **OK**.



Note: You can click **Cancel** at any time to cancel this action.

Editing Equations

To edit an equation, follow these steps:

1. Select the equation and perform one of the following:
 - Click the **Insert Equation** Σ icon.
 - On the **Insert** menu, select **Insert Equation** Σ Insert Equation.
2. Change the placeholders for the characters you want by clicking in each box and typing the characters.
3. Click **OK**.

Deleting Equations

To delete an equation, select the equation and press **Delete**.

Using the Insert Menu

The Insert menu offers a variety of tools for special use, including the following:

- **Templates.** Choose prebuilt page layouts for your page design.
- **Special Character.** Allows you to add special symbols such as currency or copyright symbols to your page.

- **Universal Keyboard.** Allows you to type in multiple languages.
- **Line.** Allows you to insert a line in your document or table cell.
- **Page break.** Allows you to insert a page break in your page.

Inserting Templates

The predefined templates available include the following.

- **Image and Title.** One main image with a title and text that surround the image
- **Two Columns.** A template that defines two columns, each with a title and some text.
- **Text and Table.** A title with some text and a table.



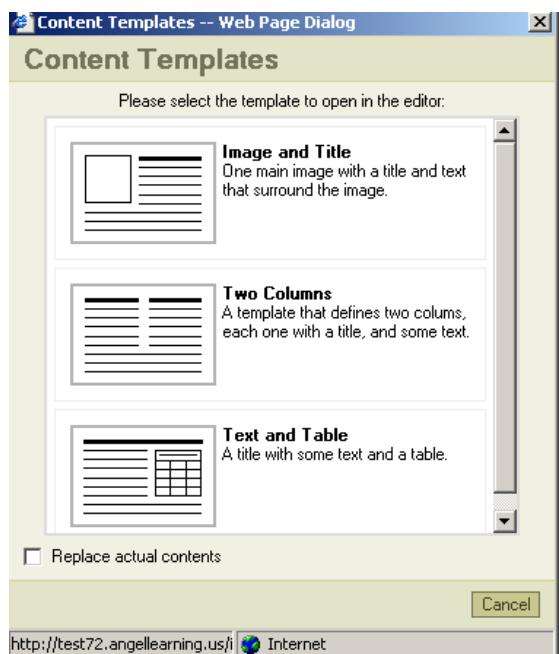
Reference: See "Customizing Content Templates" for details on how to create new templates.

To insert a template, follow these steps:

1. Position your cursor where you want the character in your document.

2. On the **Insert** menu, select **Templates**.

The **Content Templates** dialog box displays.



3. Select the template you want to use. The template is automatically inserted into the HTML editor.

Inserting Special Characters

To insert a special character, follow these steps:

1. Position your cursor where you want the character in your document.

2. On the **Insert** menu, select **Insert Special Character**.

The **Select Special Character** dialog box displays.



3. Click the special character you want. The character is inserted into your page.

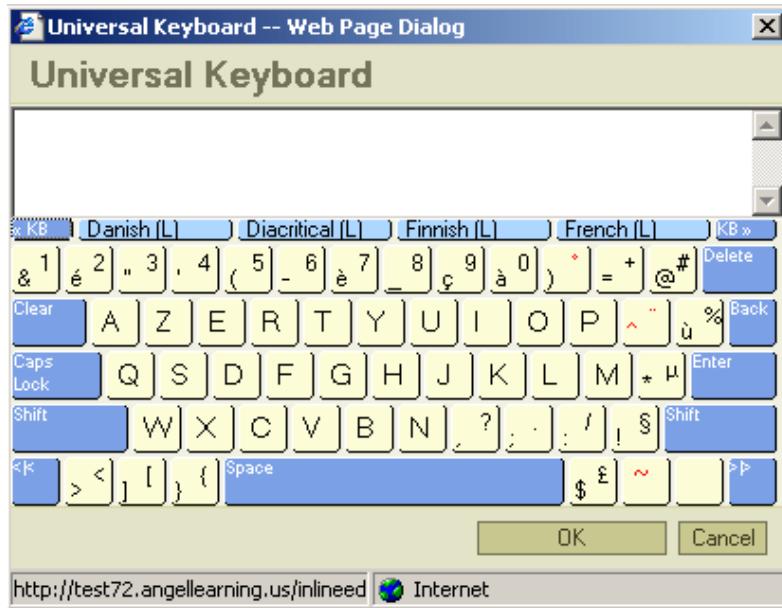


Note: You can preview the character in the upper-right corner of the window by moving the mouse over the character.

Using the Universal Keyboard

With the Universal Keyboard, you can select from several different languages in which to type into the editor window. This function is helpful when you need special characters such as currency symbols or if you want to type a word in its original language.

The empty text box at the top of the **Universal Keyboard** dialog box is the **text editor**. Underneath it are the **language buttons**. Use the blue **KB** buttons at either end of the language buttons to scroll the list of language buttons forward/backward. On the keyboard, type your text.



To change the language, follow these steps:

1. Position your cursor where you want the character in your document.
2. On the **Insert** menu, select **Universal Keyboard** to insert type into your document or specific table cell.
3. In the **Universal Keyboard** dialog box, select your language by using the scroll buttons and by clicking the appropriate language.



Note: You can click **Cancel** at any time to cancel this action.

To insert a new language, follow these steps:

1. Change your language in the **Universal Keyboard**.
2. Type your text by clicking each letter or symbol.
3. Click **OK**.

Adding Lines

To insert a horizontal line, follow these steps:

1. Position your cursor where you want the line in your page or table cell.
2. Click the **Insert** menu and select **Line**.



Note: You can click **Cancel** at any time to cancel this action.

Inserting Page Breaks

To insert a page break (takes effect only when the page is printed), follow these steps:

1. Move your cursor to where you want the page break in your page or table cell.
2. Click the **Insert** menu and select **Page Break**.



Note: You can click **Cancel** at any time to cancel this action.

Using Other Tools

In addition to standard tools that are similar to word processing programs, the HTML editor also gives you the following tools:

- **Spellcheck.** Allows you to check large text box entries for misspellings through an easy-to-use interface. In addition, users can add custom words or spellings to their personal dictionary to aid future use of the spell checker tool. The spell checker tool is available throughout ANGEL and is accessible through a visible link found below large text boxes on all editor screens.
- **Source.** Allows you the flexibility to view and fine-tune HTML and css styles; or add Flash object code, insert JavaScript, and insert other advanced code that is unavailable in the WYSIWYG portion of the editor.
- **Document Properties.** Allows you to format your document with settings such as language, colors, background type, author, and copyright.
- **Preview.** Allows you to preview your work before or after saving.
- **Save.** Allows you to save your work.

Checking the Spelling

1. To spell check the page, perform one of the following:

- Click the **Check Spelling** icon.



- On the **File** menu, select **Check Spelling**
2. If the program finds a questionable word, a **Spell Checker** dialog box displays. In this dialog box, you are given the option to replace the word, replace all, ignore, ignore all, add, or cancel. Select the option that is applicable.



3. When spell check is complete, click **OK**.

Viewing the HTML Code

To view the HTML source code, click **Source**



To return to the editing mode, click **Source**



Previewing the Page

To preview the page, do the following:

1. On the **File** menu, select **Preview**



Saving the Page

To save your work, do one of the following:

- Click the **Save** button on the lower-left side of the Page editor window.
- On the **File** menu, select **Save**.

You will return to the list of your lesson pages.



Note: You can click **Cancel** at any time to cancel this action.

Shortcut Keys

If you frequently use the HTML editor, you will want to learn a few shortcut keys.

Keys	Description
------	-------------

Ctrl-A	Select all text/objects in the editor.
Ctrl-B	Bold the selected text
Ctrl-C	Copy the selected text/objects to the clipboard.
Ctrl-I	Italicize the selected text.
Ctrl-K	Create a hyperlink from the selected text.
Ctrl-U	Underline the selected text.
Ctrl-V	Paste the selected text/objects from the clipboard.
Ctrl-X	Cut the selected text/objects to the clipboard.
Ctrl-Z	Undo the last command/action.
Shift-Enter	Insert a line break (html tag)

Content Manager Tokens

A number of tokens are defined for the Content Manager. These tokens may be used in page text or other context. When used, the Content Manager automatically replaces each token with the appropriate value.

Drive Tokens

\$FD\$

User's floppy drive setting; A: if not set.

\$HD\$

User's hard drive setting; C: if not set.

\$CD\$

User's CD drive setting; D: if not set.

\$DVD\$

User's DVD drive setting; D: if not set.

User Tokens

\$FIRST_NAME\$

First name of the user accessing the system.

\$LAST_NAME\$

Last name of the user accessing the system.

\$USER_ID\$

User ID of the user accessing the system.

\$ESC_USER_ID\$

URL-encoded user ID of the user accessing the system.

\$USER_NAME\$

Full name of the user accessing the system.

\$ESC_USER_NAME\$

URL-encoded full name of the user accessing the system.

\$USER:FIRSTNAME\$

First name of the user accessing the system.

\$USER:LASTNAME\$

Last name of the user accessing the system.

\$USER:UID\$

User ID of the user accessing the system.

\$USER:USERNAME\$

Username of the user accessing the system.

\$USER:EMAIL\$

Email address of the user accessing the system.

\$USER:FULLNAME\$

Full name of the user accessing the system.

\$USER:ACCOUNTTYPE\$

Numerical value for the account type of the user accessing the system.

\$USER:ACCOUNTRIGHTS\$

Numerical value for the account rights of the user accessing the system.

Course Tokens

\$COURSE_ID\$

Section ID of the content area being accessed.

\$SECTION_ID\$

Section ID of the content area being accessed.

\$ESC_COURSE_ID\$

URL-encoded section ID of the content area being accessed.

\$SECTION:TITLE\$

Title of the content area being accessed.

\$ESC_COURSE_TITLE\$

URL-encoded title of the content area being accessed.

\$COURSE_PATH\$

Base path for files associated with the content area being accessed.

\$SECTION:TYPE\$

Type of section of the content area being accessed (e.g., course).

\$SECTION:INSTRUCTORID\$

Instructor ID for the content area being accessed.

\$SECTION:INSTRUCTOR\$

Instructor name for the content area being accessed.

Application Tokens

\$ANGEL:NAME\$

Application name of the ANGEL environment.

\$ANGEL:TIMEOUT\$

Session timeout value for the application.

\$ANGEL:NAVBUTTONS\$

Value of the APP_NavButtons application setting.

\$ANGEL:FRAMES\$

Value of the APP_Frames application setting.

\$ANGEL:VROOT\$

Value of the APP_VRoot application setting.

\$ANGEL:UPLOADPATH\$

Base path for ANGEL uploaded files.

\$APP_ID\$

APP_ID for this instance of the component.

\$ESC_APP_ID\$

URL-encoded APP_ID for this instance of the component.

\$IMAGE_PATH\$

Base path for image files used by the component for buttons and icons.

\$SCRIPT_PATH\$

Base path to the script file that instantiated the component.

\$SCRIPT_NAME\$

Relative path to the script file that instantiated the component.

\$QUERY:*settingName*\$

Value of the specified query-string parameter.

\$POST:*settingName*\$

Value of the specified form element.

\$SESSIONDATA\$

A | delimited string of the following:

1. Hash of all data.
2. **ts** = Time stamp.
3. **user** = Username of the current logged-in user.
4. **sysrights** = System rights of the user.
5. **section** = Course ID of the current course.
6. **rights** = Course-level rights of the user.
7. **teams** = Comma-separated list of the teams of which the user is a member.
8. **app** = APP_ID.
9. **entry** = Entry ID for the current item.
10. **parent** = Parent entry ID for the current item.
11. **coursepath** = Path to the uploaded area.
12. **scriptpath** = Path to the current executing script, relative to the root of ANGEL.

Resource Tokens

\$ENTRY_ID\$

Entry ID of the current resource object.

\$ESC_ENTRY_ID\$

URL-encoded entry ID of the current resource object.

\$ENTRY_TITLE\$

Title of the current resource object.

\$ESC_ENTRY_TITLE\$

URL-encoded title of the current resource object.

\$ENTRY_PATH\$

Path to the associated files folder of the current resource object.

\$PARENT_ID\$

Entry ID of the parent object of the current resource.

\$ESC_PARENT_ID\$

URL-encoded entry ID of the parent object of the current resource.

\$PARENT_PATH\$

Path to the associated files folder of the parent object of the current resource.

Event Tokens

\$EVENT_GRADE\$

Grade associated with the event.

\$EVENT_DATE\$

Date associated with the event.

\$DATE_SUBMITTED\$

Date and time at which the ANGEL survey/quiz/form was submitted.

\$EVENT_TIME\$

Time associated with the event.

\$EVENT_ENTRY\$

Entry ID associated with the event.

\$EVENT_USER\$

User ID of the user associated with the event.

\$EVENT_USER_ACCOUNT\$

Account ID of the user associated with the event.

\$EVENT_USER_ID\$

User ID of the user associated with the event.

\$EVENT_USER_FIRST_NAME\$

First name of the user associated with the event.

\$EVENT_USER_LAST_NAME\$

Last name of the user associated with the event.

\$EVENT_USER_EMAIL\$

Email address of the user associated with the event.

\$GRADER_ACCOUNT\$

Account ID of the grader associated with the event.

\$GRADER_ID\$

User ID of the grader associated with the event.

\$GRADER_FIRST_NAME\$

First name of the grader associated with the event.

\$GRADER_LAST_NAME\$

Last name of the grader associated with the event.

\$GRADER_EMAIL\$

Email address of the grader associated with the event.

\$EVENT_SECTION\$

Section ID of the course or group associated with the event.

\$EVENT_MIN\$

Minimum grade that triggers the action.

\$EVENT_MAX\$

Maximum grade triggers the action.

\$SQL_EVENT_USER\$ (SQL trigger only)

SQL-escaped event user ID.

\$SQL_EVENT_SECTION\$ (SQL trigger only)

SQL-escaped event section ID.

\$SQL_EVENT_ENTRY\$

SQL-escaped entry ID.

\$VARVAL\$ (SETVAR, REPLACEVAR)

Current value of variable.

Quiz GRADE/SUBMIT Events

\$Q#:RESPONSE\$

User's response to the specified question.

\$Q#:ANSWER\$

Answer key for the specified question.

\$Q#:SCORE\$

User's points awarded for the specified question.

\$Q#:PERCENT\$

Total percentage earned on this question.

\$Q#:POSSIBLE\$

Maximum points possible for the specified question.

\$Q#:OPTIONS\$

Number of options for a given question.

\$POINTS:POSSIBLE\$

Total points possible for the assessment.

\$POINTS:MISSED\$

Total points the user missed for the assessment.

\$POINTS:AWARDED\$

Total points the user earned for the assessment.

\$POINTS:UNGRADED\$

Total points as yet unscored for the assessment.

\$S#:POSSIBLE\$

Total points possible for the question set.

\$S#:MISSED\$

Total points the user missed for the question set.

\$S#:AWARDED\$

Total points the user earned for the question set.

\$S#:UNGRADED\$

Total points as yet unscored for the question set.

Survey SUBMIT Events

\$Q#:RESPONSE\$

User's response to the specified question.

\$Q#:OPTIONS\$

\$FIELD[*alternateID*]:RESPONSE\$

\$FIELD[*alternateID*]:OPTIONS\$

Custom Tokens

Any environment variable that starts and ends with a dollar sign (\$) will be replaced at runtime by the Content Manager. For example:

\$name\$

Gradebook Formula Tokens

The following tokens can be used in the Formula field in the gradebook Category and Assignment editors.

{CATEGORY:OVERALL:AVERAGE-PERCENTAGE}

Returns the overall category average multiplied by the points possible, divided by the maximum number of points in the category.

{CATEGORY:OVERALL:NUMBER-OF-ASSIGNMENTS}

Overall number of assignments in the category.

{CATEGORY:OVERALL:SUM-OF-ALL-ASSIGNMENT-POINTS-POSSIBLE}

Sum of all points possible of all assignments in the category.

{CATEGORY:OVERALL:WEIGHT}

Overall weight of the category.

{CATEGORY:USER:PERCENTAGE}

Returns the user's percentage average for the category.

{CATEGORY:USER:AVERAGE-ASSIGNMENT-PERCENTAGE}

Returns the user's percentage average for the category based on weighting all category assignments equally (Weight All Items Equally).

{CATEGORY:USER:SCORE}

Returns the user's score for the category.

{CATEGORY:USER:SUM-OF-ALL-ASSIGNMENT-POINTS-POSSIBLE}

Sum of the user's points possible based on the number of assignments that have been graded.

{CATEGORY:USER:NUMBER-OF-ASSIGNMENTS}

Number of user's assignments (in the category) that have been graded.

{CATEGORY:USER:SUM-OF-ALL-ASSIGNMENT-POINTS}

Returns the sum of user points earned in the category.

{ASSIGNMENT:OVERALL:POINTS-POSSIBLE}

Returns the number of points possible for the assignment.

{ASSIGNMENT:OVERALL:AVERAGE-PERCENTAGE}

Returns the overall class average (in percent) for the assignment.

{ASSIGNMENT:USER:PERCENTAGE}

Returns the user's percentage score for the assignment.

{ASSIGNMENT:USER:SCORE}

Returns the user's score for the assignment.

{ASSIGNMENT:CATEGORY:OVERALL:AVERAGE-PERCENTAGE}

Overall class average (in percent) for the category with which the assignment is associated.

{ASSIGNMENT:CATEGORY:OVERALL:NUMBER-OF-ASSIGNMENTS}

Number of assignments associated with the category.

{ASSIGNMENT:CATEGORY:OVERALL:SUM-OF-ALL-ASSIGNMENT-POINTS- POSSIBLE}

Total points possible for the category with which the assignment is associated.

{ASSIGNMENT:CATEGORY:OVERALL:WEIGHT}

Weight for the category with which the assignment is associated.

{GRADEBOOK:USER:SCORE}

Returns the user's overall score.

{GRADEBOOK:USER:PERCENT}

Returns the user's overall percentage.

{GRADEBOOK:USER:WEIGHT}

Returns the sum of all users' category weights.

{GRADEBOOK:OVERALL:WEIGHT}

Returns the sum of all category weights.

{GRADEBOOK:OVERALL:AVERAGE-PERCENTAGE}

Returns the overall gradebook average (in percent).

{GRADEBOOK:OVERALL:AVERAGE-SCORE}

Returns the overall gradebook average score.

Defined Environment Variables

More than 300 environment variables have already been defined as part of the standard environment. The script pages throughout the environment reference these variables. If any of these variables are not set, a default system value is used. This approach allows you to override default functionality without requiring you to specify every variable. The variables have been categorized by functional area below.



Note: Access to the Environment Variables Manager may be limited by your institution.

Calendar

COURSE_CALENDAR_VIEW

Options to display calendar events. Defaults to MONTH. Other options include DAY, WEEK, and YEAR.

\$CALENDAR_MAX_DURATION\$

Maximum allowed duration for calendar entries, specified in hours.

COURSE_CALENDAR_CATEGORIES

Comma-separated list of options to display in the categories list on course calendars.

GROUP_CALENDAR_CATEGORIES

Comma-separated list of options to display in the categories list on group calendars.

Content Manager

\$LABEL\$

Toggles between LABEL and SPAN elements on quizzes, surveys, and other form pages. LABEL elements are helpful for ADA accessibility, but introduce interface issues in some browsers for users who are not visually impaired.

\$SHOWDIR\$

Set to 1, forces the system to show the directory when navigating using Next and Previous. Set to 0 to skip folders listings that contain no folder text.

\$SHOWDIR_NEXT\$

Set to 1, forces the system to show the directory when navigating using Next. Set to 0 to skip folder listings that contain no folder text.

\$SHOWDIR_PREVIOUS\$

Set to 1, forces the system to show the directory when navigating using Previous. Set to 0 to skip folder listings that contain no folder text.

\$CONTENT_MAX_UPLOAD\$

Maximum upload size, in bytes.

\$THREAD_FRAME_STATIC\$

Set to 1, forces threaded view to be used and disable toggling into single-window mode.

\$THREAD_FRAME_AREA\$

Location of the thread view pane: TOP, LEFT, RIGHT, or BOTTOM.

\$THREAD_FRAME_SIZE\$

Size (in pixels) of the thread view pane in message boards.

Lessons/Content Only

CHARSET

Specifies the character set encoding to be used for course content. This feature is useful for supporting content developed for foreign language courses.

CONTENT_BANNERHEIGHT

Height (in pixels) to set the title frame for link and file items.

CONTENT_DISABLEINDEX

Set to 1, disables the Index link in the toolbar.

CONTENT_DISABLENAVIGATION

Set to 1, disables the Next, Previous, Up, and Top links in the toolbar.

CONTENT_DISABLE_NOTES

Sett to 1, disables the Notes capability.

CONTENT_DISABLEROOTUTILITIES

Set to 1, disables the deletion and utility options generally available from the root menu.

CONTENT_DISABLESEARCH

Set to 1, disables the Search link in the toolbar.

CONTENT_DISABLESUBSCRIBE

Set to 1, disables the sending of email messages when new content is added to a folder or message board to which a user is subscribed.

CONTENT_DISABLETHREADVIEW

Set to 1, disables the full-thread view of the message board postings and instead displays only links for the top-level responses to each posting when viewing the posting.

CONTENT_EDITDEFAULT

Specifies the default course/group rights to use for the Editable By setting when adding new root-level items.

CONTENT_EDITORMENU

Customizes the interface used for content editing options. This setting can take any of the following numerical values:

0 (default)—Edit and Delete buttons are used to the left of each item's title.

1024—A context menu of text-based links is provided underneath each item's title. In addition to Edit and Delete, links are provided for the Reports and Utilities menu of each item.

2048—Text links are used in place of the standard button images.

CONTENT_ICONWIDTH

Specifies the width (in pixels) of icons displayed in directory lists. The default is 24.

CONTENT_ICONHEIGHT

Specifies the height (in pixels) of icons displayed in directory lists. The default is unspecified, so the icon's height is proportional to its width.

CONTENT_MAXITEMS

A number between 5 and 100 that specifies the number of items to list on pages such as search results and quiz question lists. The default is 25.

CONTENT_NAVBARFOOTER

Set to 1, indicates that the Next, Previous, Up, and Top navigation links should be made available as a page footer.

CONTENT_NOTES

Minimum course rights needed to access the Notes tool.

CONTENT_PREFERENCES

Minimum course rights needed to access the Preferences tool.

CONTENT_TRACKINGDEFAULT

Specifies the default tracking setting to use when adding new root-level items:

0—Disabled

1—Students Only

2—All Enrolled Users

3—Authenticated Users

4—Everyone

CONTENT_VIEWDEFAULT

Specifies the default course/group rights to use for the Viewable By setting when adding new root-level items.

SCORM_LAUNCH

Controls the launch behavior of SCORM packages:

FRAMESET (default)—The package will be launched in the LMS frameset.

NEW_WINDOW—The package will be launched in a new browser window.

NEW_WINDOW_AFTER_CLICK—A link to a package will be displayed in the frameset, which will open the package in a new window. This option is useful to get around pop-up blockers.

NEW_WINDOW_WITHOUT_BROWSER_TOOLBAR—Same as NEW_WINDOW, but the window will have no toolbar.



Note: This variable can be set at the course or system level. Due to the way in which the [Rustici SCORM](#) player works, this variable is evaluated when the package is added to ANGEL. Any SCORM package will launch according to the value that was set at the time of the upload. Any subsequent change to the variable will not affect the launch behavior of packages that are already uploaded.

TEAMACCESS_DISPLAY

Displays the team access settings to specify special access to a content item, such as a quiz, that has passed the end date. Set to 1 to turn on this display.

MIN_VIEWABLE_BY

Specifies the minimum course rights that are displayed in the Viewable By field on content manager editor pages. The default value is 0 (Everyone).

MAX_VIEWABLE_BY

Specifies the maximum course rights that are displayed in the Viewable By field on content manager editor pages. The default value is 64 (Course Administrator).

SUBMISSION_DELETE_RIGHTS

Maximum course rights required to delete quiz, survey, or drop box submissions. The default is 32 (Course Editor). A value of 16 allows course assistants to delete submissions. A value of 64 restricts delete access to course/system administrators.

DISCUSSION_FORUM

Set to 0, removes the Add a Discussion Forum link from the Course Lessons' Add Content list. The default value is set to 1 (active).

ATTACH_MAX_MB

Maximum course mail attachment size, in megabytes. The default is 2.

DROPBOX_MAX_MB

Maximum drop box attachment size, in megabytes. The default is 2.

GRADE_FORM_EMAIL_CHECKED

A value of CHECKED defaults the **Send as mail message to user** checkbox on grade forms to be checked.

SCORM_HITS

Set to 1, SCORM item logging is enabled for ANGEL lesson items. The default is 0. When enabled, SCORM item logging data is viewable on all ANGEL lesson items under Reports > Activity Summary.

SCORM_SESSION

Set to 1 (the default), SCORM session logging is enabled. SCORM session data is viewable at the root level of the Lessons tab under Reports > Activity Summary.

QUIZ_CONTINUE

Set with a value of NEXT, upon completion of a quiz item the user is taken to the next content item instead of the main Lessons page.

FORM_CONTINUE

Set with a value of NEXT, upon completion of a survey item the user is taken to the next content item instead of the main Lessons page.

Communicate Settings

INTOUCH_PAGE_courseRights

For users with the specified course/group rights, specifies an alternate setting for the nugget list for the In Touch page.

INTOUCH_PAGE

For users with the specified course/group rights, specifies an alternate setting for the nugget list for the In Touch page. Following is the default setting:

1:M:08:O:IntouchMail,
1:M:08:O:IntouchTeams,
1:M:08:O:IntouchForums,
2:M:08:O:IntouchVMC,
2:M:08:O:IntouchChat,
2:M:08:O:IntouchWB,
2:M:08:O:IntouchNews,
2:M:08:O:IntouchLinks

MAIL_INDIVIDUALS

Minimum course/group rights needed to enable the user to select individuals as mail recipients.

MAIL_INTERNET

Minimum course/group rights needed to enable the user to send mail to other users' Internet email accounts even if the recipient users have not enabled mail forwarding.

MAIL_LEADERS

Minimum course/group rights needed to enable the user to send mail to all course faculty or group leaders.

MAIL_MAX_MB

Maximum electronic mail attachment size, in megabytes. The default is 2.

MAIL_MEMBERS

Minimum course/group rights needed to enable the user to send mail to all course or group members.

MAIL_TEAMS

Minimum course/group rights needed to enable non-editors to send mail to the teams of which they are members, and for editors to send mail to any team.

MAIL_BCC_DEFAULT

Set to 1, changes the default value for the course mail option **Do not disclose recipients** to be selected. This option can be set using the Course Mail settings page located on the In Touch page of a section.

MAIL_INTERNET_DEFAULT

Set to 1, changes the default value for the course mail option **Send a copy to each recipient's Internet e-mail** to be selected. This option can be set using the Course Mail settings page located on the In Touch page of a section.

MAIL_MENTOR_DEFAULT

Set to 1, changes the default value for the course mail option **Send a copy to each recipient's mentor if known** to be selected. This option can be set using the Course Mail settings page located on the In Touch page of a section.

MAIL_REPLY_ALL

Minimum course rights required to Reply to All in course mail.

NOANNOUNCE

Set to 1, disables the Announcements feature in a course or group.

NOCHAT

Set to 1, disables the Chat feature in a course or group.

NOFORUMS

Set to 1, disables the In Touch nugget that lists all message boards in the course or group.

NOINTOUCHLINKS

Set to 1, disables the interface for adding custom links to the In Touch page of the course or group.

NOMAIL

Set to 1, disables the course/group mail feature in a course or group.

NONEWS

Set to 1, disables the News feature in a course or group.

NOPOLLS

Set to 1, disables the Polls feature in a course or group.

NOTEAMFILES

Set to 1, disables the Team Files nugget in a course or group. This setting is being deprecated in favor of the new team-level setting to toggle file sharing.

NOTOOLLINKS

Set to 1, disables the interface for adding custom links to the Tools page of the course or group.

NOVMC

Set to 1, disables the Virtual Classroom feature in a course or group. The Virtual Classroom feature is only available if the Virtual Emcee add-on is licensed.

SHOW_VMCPLUS

Set to 1, displays the version 6.2 Virtual Emcee add-on. Set to 0, displays the old VMC.

NOWB

Set to 1, disables the Whiteboard feature in a course or group.

TEAMFILES_QUOTA

Specifies the disk quota (in megabytes) for each team defined in the course or group. This setting is being deprecated in favor of the new team-level setting.

Course/Group Manage Settings

ATTENDANCE_CODES

Overrides the default attendance codes by providing a comma-separated list of codes and their respective labels in the following form:

code1=label1,code2=label2,...

EDITOR_REPORTS_ACCESS

Minimum course/group rights needed to access course or group reports intended for course instructors and group administrators. The default setting is 16 (Course/Group Assistant).

EDITOR_TOOLS_ACCESS

Minimum course/group rights needed to access course or group tools intended for course instructors and group administrators. The default setting is 16 (Course/Group Assistant).

SECTION_ACTIVITY_ACCESS

Minimum course/group rights needed to access the course/group activity report. Additionally, the user must have sufficient rights for the EDITOR_REPORTS_ACCESS environment variable in order to have access to the link for this feature.

SECTION_ATTENDANCE_ACCESS

Minimum course/group rights needed to access the Attendance Manager. Additionally, the user must have sufficient rights for the EDITOR_TOOLS_ACCESS environment variable in order to have access to the link for this feature.

SECTION_GRADES_ACCESS

Minimum course/group rights needed to access the Gradebook. Additionally, the user must have sufficient rights for the EDITOR_TOOLS_ACCESS environment variable in order to have access to the link for this feature.

SECTION_LEARNERPROFILE_ACCESS

Minimum course/group rights needed to access the Learner Profile information for all course/group members.

SECTION_MILESTONES_ACCESS

Minimum course/group rights needed to access the Milestones tool for all course/group members.

SECTION_NOTES_ACCESS

Minimum course/group rights needed to access the User Notes feature from the Tools page.

SECTION_ONLINE_ITEMS_ACCESS

Minimum course/group rights needed to access the course/group activity report. Additionally, the user must have sufficient rights for the EDITOR_REPORTS_ACCESS environment variable in order to have access to the link for this feature. This environment variable was deprecated in version 6.0.

SECTION_WHATSNEW_ACCESS

Minimum course/group rights needed to access the What's New agent located on the Tools tab. This environment variable was deprecated in version 6.0.

TOOLS_PAGE_courseRights

Specifies an alternate setting for the nugget list for the Tools page for users with the specified course/group rights.

TOOLS_PAGE

Specifies an alternate setting for the nugget list for the Tools page for users with the specified course/group rights. Following is the default setting:

1:M:08:O:EditorReports,
1:M:08:O:EditorTools,
1:M:08:O:SectionTools,
2:M:08:O:SectionManagement,
2:M:08:O:SectionSettings,
2:M:08:O:ToolLinks

Course/Group Tabs

For the following items, any reference to *tabid* can be replaced with any of the following to affect the respective standard tab: ABOUT, CALENDAR, CONTENT, INTOUCH, PEOPLE, SYLLABUS, TOOLS. Likewise, if custom tabs are added, the appropriate tabid for a custom tab can be specified to affect its properties.

NOTAB_tabid

Disables the display of the specified tab. For example, NOTAB_TOOLS prevents the display of the Tools tab. This setting is being deprecated and replaced by the TAB_ACCESS_id setting, which offers finer control.

START_TAB

ID of the tab to be selected upon entering the course or group.

START_URL

URL of the page to be displayed upon entering the course or group (after the Welcome page). If START_URL is not specified, the URL associated with the specified Start tab is used.

TAB_ACCESS_tabid

Minimum course/group rights to access the specified tab.

TAB_TEXT_tabid

Label text to use for the specified tab.

TAB_URL_tabid

URL of the page to display when the specified tab is selected. If this settings ID is not defined for a tab, the URL points to the default document of the subdirectory of the section folder with the same name as the tab ID ("ApplicationPath/section/tabid/"). For example, for the tab with an ID of TOOLS, the default tab URL would point to the relative path "section/tools/".

TABS

Comma-separated list of tabids, indicating the tabs to display for the course or group.

TABS_courseType

Comma-separated list of ID=label pairs, indicating the tabs to display for the group type as defined by the group's COURSE_TYPE field.

Themes (Style Sheets)

OVERRIDE_SECTION_STYLESHEET

Set to 1 (or any positive number), causes the default stylesheet or the value of the STYLESHEET variable (if specified) to be used in place of a custom style sheet that is specified for a course or group. This is useful if a user wants or needs to use a consistent style sheet. For example, a visually impaired user may always want to use a high-contrast style sheet with large fonts.

STYLESHEET

URL of the CSS style sheet to use in place of the default style sheet. This setting does not affect courses or groups that have specified a custom style sheet, unless the OVERRIDE_SECTION_STYLESHEET variable is also set.

System Settings

BREADCRUMBS

Controls the viewing of breadcrumbs. Set to 0 to disable; set to 1 to enable. This variable can be set as Course Override to allow for instructors to change at the course level, or set to System Override to set the value for the entire system.

CONFIRM_ABANDON

Set to 0, disables confirmation messages when leaving a form page.

CONTEXT_HELP

Set to 1, activates context-sensitive help mode for course and group content. When activated, users are taken to a search page based on the active tab. Appropriate content items must be created in Help for results to be found.

DF_MODERATOR_RIGHTS

Course rights level for moderators of discussion forums. The default is 16 (Manager).

NOTABS

Set to 1, disables the tabs in a course or group.

SECTION_TIMEOUT

This variable is checked only upon entry into a course or group and supersedes the SESSION_TIMEOUT variable (if any).

SESSION_TIMEOUT

This variable is checked on login and on entry into any course or group (value in minutes). It only *increases* the session timeout period—for example, if the timeout is already greater than the timeout specified in this variable, no change is made.

SIDE BAR

Controls the sidebar display in a course or group. Set to NONE to disable, INDEX to display map view, or NEW to display the What's New view.

SIDE BAR_ICONS

Set to 1, uses item icons instead of bullets in the map view.

NETMAP

Set to 0, reverts to the old version 6.0 course map.

ENFORCE_START_DATE

By default, the Course Start date (as configured during course creation or via General Course Settings) is informational. Use this environment variable to enforce start date up to the selected course rights level.

ENFORCE_END_DATE

By default, the Course End date (as configured during course creation or via General Course Settings) is informational. Use this environment variable to enforce end date up to the selected course rights level.

WHATS_NEW_HIDDEN_PARENT

Inhibits display of items in What's New if the parent item is not visible.

\$NOSAVE\$

Set to 1, globally disables the Save Answers feature on quizzes and surveys, unless explicitly overridden for a quiz or survey.

\$EXACTMATCH\$

Set to 1, globally requires an exact match for fill-in-the-blank questions, unless explicitly overridden at the quiz or question level.

\$NOROUNDING\$

Set to 1, globally disables significant digit-rounding comparisons for fill-in-the-blank questions, unless explicitly overridden at the quiz or question level.

\$NOSOUNDSLIKE\$

Set to 1, globally disables sounds-like comparisons for fill-in-the-blank questions, unless explicitly overridden at the quiz or question level.

\$ONCLICK\$

Specifies an alternate device-independent JavaScript event to use in place of ONCLICK events throughout the environment. Generally, this variable would be set to the ONSELECT event on a browser that supports such device-independent events.

LISTICON_CLOSED

URL of the icon to display for closed nodes.

LISTICON_OPENED

URL of the icon to display for open nodes.

LISTICON_LEAF

URL of the icon to display for a bullet on each list item.

NUGICON_nuggetID

URL of the icon to display in the title bar of the nugget specified by nuggetID.

NUGBULLET_nuggetID

URL of the icon to display next to each list item in the nugget specified by nuggetID. Applies to the MYBOOKMARKS, MYCOURSES, and MYGROUPS nuggets.

PLACEHOLDER

Placeholder text to use as a default value for form fields that are initially blank. This setting is only used in some areas of the environment. If set, this variable can help to make the site more accessible to users of older accessibility software that has problems identifying empty form fields.