



Advanced Communication

Blackboard Learn 9.1
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1.0 Workshop Overview

This workshop provides a hands-on introduction to the advanced communication tools used for self-reflection, collaboration, and communication with an instructor and classmates. Journals, blogs, and wikis give students the opportunity to share and construct knowledge. Students benefit from comments from peers and instructors as they interact, collaborate, and share information, resources, opinions, and ideas.

Journals are self-reflective tools that allow students to post their personal reflections about the course or discuss and analyze course related materials. Students have the opportunity for personalized and private conversations with instructors or group members. Journal assignments can help students make connections between their experiences as they create meaning and internalize learning. As students analyze and synthesize information, they are able to effectively learn the course content.

Blogs allow authors to communicate their knowledge and opinions to others. Course members can express their ideas and grasp of course content in a state of virtual proximity, and refine their thoughts as guided by instructors or peers through comments. Blogs can facilitate critical thinking and knowledge construction, while supporting the learning that takes place in the online classroom. Blogs help learners develop communication skills while they express themselves.

Wikis allow students to contribute and modify one or more pages of course related materials, providing a means of sharing and collaboration. Pages are created and edited quickly. Course members and instructors can track changes and additions, while viewing the progress of individual contributions.

These advanced communication tools provide the opportunity for instructors to construct rich assignments and offer another means for evaluating students. Journals, blogs, and wikis are essential tools you can use to offer students constructive comments, guidance, and assessment.

Roadmap

2.0 Student Experience

- Learn to create, edit, and delete journal and blog entries.
- View grades in the **My Grades** tool or on the journal and blog topic pages.
- Learn to create and edit wiki pages. Provide other members with comments and link to other wiki pages.
- View the **My Contribution** page and grades for wiki contributions.

3.0 The Journals Tool

- Navigate the journals listing and topic pages. Create journal topics for private and public entries. Edit and delete journal topics.
- Provide students with comments, set a journal to be graded, and assign grades.
- Grade group journals and change an individual member's group grade.

4.0 The Blogs Tool

- Navigate the blogs listing and topic pages. Create blogs for individuals and the course. Learn to edit and delete blog topics.
- Provide students with comments, set a blog to be graded, and assign grades.
- Grade group blogs and change an individual member's group grade.

5.0 The Wikis Tool

- Navigate the wikis listing and topic pages. Create course wikis and create a wiki home page.
- Guide students with comments as they collaborate.
- Learn how to view the **Page History** and delete versions.
- View the **Participation Summary** page, set a wiki to be graded, and assign grades.
- Grade group wikis and change an individual member's group grade. Discuss grading practices.

2.0 Student Experience

In this section, you use the Journals, Blogs, and Wikis tools as a student to understand how they appear to your students.

The student point of view helps you make choices about the settings for these tools and how best to use them to provide meaningful assignments and assess your students' grasp of course content.

Learning Outcomes

After completing this section, you will be able to:

- Access the journals and blogs listing pages.
- Create journal and blog entries.
- Edit and delete journal and blog entries.
- Comment on blog entries.
- View grades for journal and blog entries.
- Explore the benefits of reflective learning.
- Create a wiki page.
- Comment on wiki pages.
- Edit wiki pages and link to other wiki pages.
- View the **My Contribution** page.
- View grades for wiki contributions.

The Journals Tool

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

Journals are ideal for individual projects. For example, in a Creative Writing course, the owner of each journal creates entries and an instructor comments. In this manner, the student can refine a section of a writing assignment over a period of time, using an instructor's guidance and suggestions. The student can also comment on his or her entries to continue the conversation.

An instructor can choose to make journal entries public, allowing all course members to view all entries. For example, an instructor may choose to make a journal public when asking for opinions on how to improve the evaluation process. Students can read what other students wrote and build upon those ideas.

When used in the group area, members of a group can view and comment on each other's entries for the group journal. The group, as a whole, can communicate with their instructor and all members benefit from the comments.

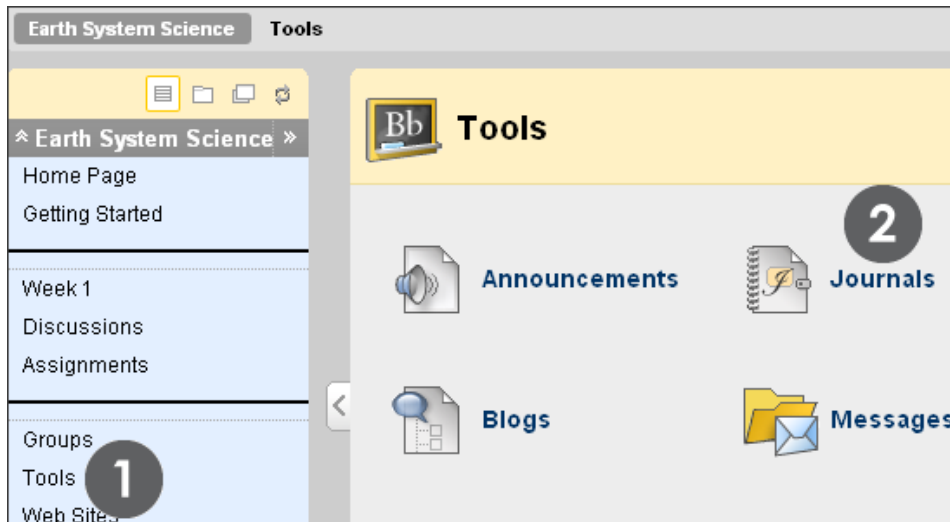
Instructors can grade journal entries or use them solely for communication. In either instance, a student can make multiple entries for one journal topic.

Student Experience: The Journals Tool

Typically, students access the **Journals** tool from the **Tools** link on the Course Menu.

QUICK STEPS: Accessing the Journals Tool

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

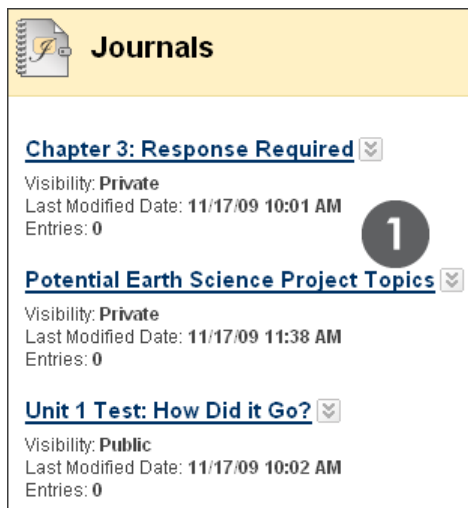


Creating a Journal Entry

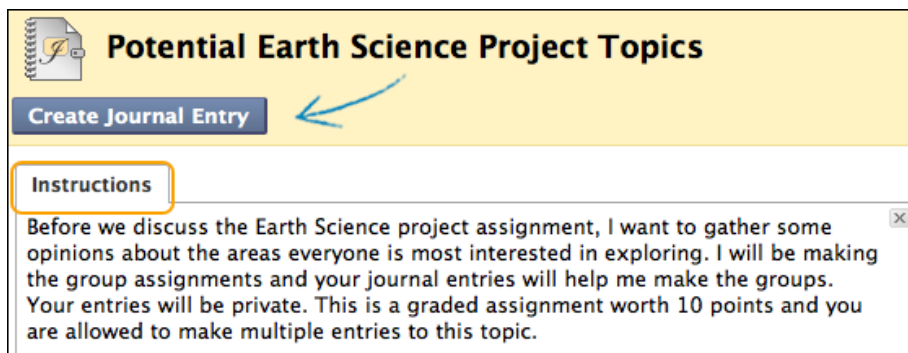
Only instructors can create journal topics. Journal topics appear in alphabetical order on the **Journals** listing page.

QUICK STEPS: Creating a Journal Entry

1. On the **Journals** listing page, select a journal title. Students can see if their entries will be **Private**—between the student and an instructor—or **Public**.



2. On the journal's topic page, read the **Instructions** and click **Create Journal Entry** on the Action Bar to type your response.



3. On the **Create Journal Entry** page, type a **Title** for the journal entry.
4. Type text in the **Entry Message** box. Optionally, you can use the **Text Editor** functions to format the text and include files, images, external links, multimedia, and Mashups.

Student Experience: Creating a Journal Entry

5. Alternately, in the **Journal Entry Files** section, attach a file using one of the following options:
 - To upload a file your computer, click **Browse My Computer**.
 - To upload a file from the course's storage repository:
 - If your school licenses content management, click **Browse Content Collection**.

-OR-

 - For instructors only, if Course Files is the course's storage repository, click **Browse Course**.
- NOTE:** Files added by students are not uploaded to the course repository.
6. Click **Post Entry** to submit the journal entry or click **Save Entry as Draft** to post the entry later.

Students can include text, images, links, multimedia, Mashups, and attachments in their journal entries using the functions in the Text Editor. The **Add Mashup** function is circled in the preceding image. A Mashup combines elements from two or more sources. When you view a YouTube™ video in a Blackboard Learn™ course as part of the course content, you are experiencing a Mashup. Mashups also include Flickr® photos and SlideShare presentations.

Images attached in the **Journal Entry Files** section appear as a link in the student's journal entry. To display an image directly on the journal page, use the **Attach Image** function in the Text Editor.

The Journal Topic Page

Potential Earth Science Project Topics

Create Journal Entry

View Drafts

Instructions

Before we discuss the Earth Science project assignment, I want to gather some opinions about the areas everyone is most interested in exploring. I will be making the group assignments and your journal entries will help me make the groups. Your entries will be private. This is a graded assignment worth 10 points and you are allowed to make multiple entries to this topic.

Tuesday, November 17, 2009

A Oceanography

Posted by Sarah Spooner at Tuesday, November 17, 2009 4:01:26 PM EST

I am interested in exploring the topics related to the oceanography section of our course studies. The guest speaker last week just sparked my interest.

Comments: 1 New

Comment

About this Journal

D

Author: Sarah Spooner
Entries: 1
Comments: 0

Journal Grade

Grade for: Sarah Spooner
Grade: -- out of 10.0
Grade Date: --
Feedback: --

E

- A. A student's journal entry appears in the content frame following the **Instructions**.
- B. Following an entry, the student can see if her instructor made comments. Click the link to view comments.
- C. Students can respond to an instructor's comments by clicking **Comment**. Commenting is detailed in the instructor section of this manual.
- D. If allowed by your school, users can provide avatars. To include an avatar, go to **My Places** in the header > **Personal Information** > **Personalize My Places** > **Browse My Computer** and upload an image.
- E. In the side panel, the **About this Journal** section provides information about the journal. The **Journal Grade** section appears if grading is enabled. Expand and collapse sections in the side panel using the double arrows.
- F. Click **View Drafts** on the Action Bar to access any saved drafts.

Students can make another journal entry for this topic at any time. For example, an instructor may request that a student clarify his or her writing before a grade is assigned. A student's most recent journal entry appears first.

Click the **X** to collapse the **Instructions** to display more entries.

NOTE: In this example, a student cannot edit or delete her journal entry. During topic creation, instructors determine if students can edit or delete entries.

Editing and Deleting Journal Entries

An instructor can allow students to edit and delete their journal entries. Students may feel more at ease communicating with an instructor if they know they may do some rewriting or start over. However, if students are allowed to edit or delete a gradable journal entry after it is graded, the original graded entry is lost.

In our example, an instructor created an ungraded journal topic for gathering opinions and communicating privately with students. Students can edit and delete entries as they further explore their views.

QUICK STEPS: Editing a Journal Entry


1. Access the journal entry you want to edit.
2. On the journal's topic page, click the entry's Action Link to access the contextual menu.
3. Select **Edit**.
4. On the **Edit Journal Entry** page, make your changes.
5. Click **Post Entry**.

The screenshot displays a Blackboard journal interface. At the top, a yellow header bar contains a document icon, the title "Chapter 2: Do Earth Scientists Have a Role in Environmental Protection?", and buttons for "Create Journal Entry" and "View Drafts". Below the header, a box titled "Instructions" provides context for the journal topic. To the right, a sidebar titled "About this Journal" shows the author as Mei Wong, with 1 entry and 0 comments. The main content area lists journal entries. The first entry, titled "Louder! We need to be louder!", is highlighted. A contextual menu (labeled with a large '3') is open over this entry, showing options: "> Edit", "> Mark as New", and "> Delete". A large '2' is placed over the entry's title, and a large '1' is placed over the entry's title in the original image. The entry text includes a post by Mei Wong and two paragraphs of student feedback.

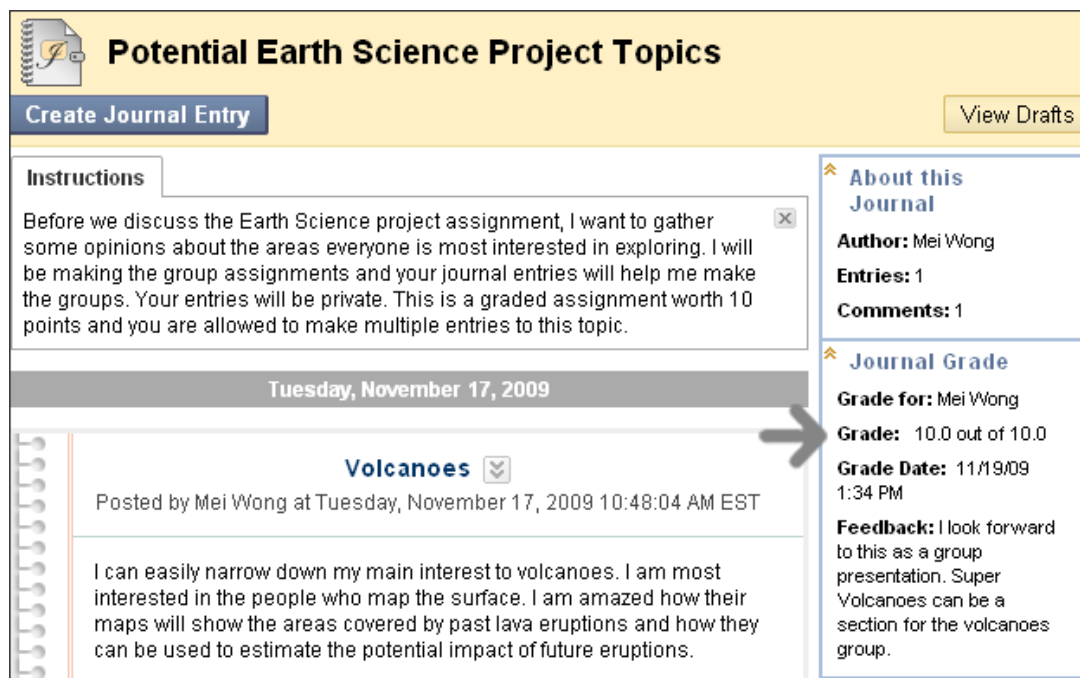
Use the contextual menu to **Delete** an entry or **Mark as New**.

Viewing Grades for Journal Entries

Once you grade individual journal entries, students can view their grades in two places. The grading information appears on the journal topic page and on their **My Grades** pages. Instructors can also grade journal entries made to a group journal.

Instructors determine how much activity is required before grading a Journal. For example, if an instructor chooses three entries as the minimum number of entries before grading, and a student has created two entries, the **In Progress** icon () appears in **My Grades** until the specified number is met and the instructor grades the journal.

View an Individual Journal Grade on the Journal Topic Page



The screenshot shows a Blackboard interface for a journal topic. At the top, the title is "Potential Earth Science Project Topics". Below the title are two buttons: "Create Journal Entry" and "View Drafts". The main content area is divided into two columns. The left column has an "Instructions" tab and a text box containing instructions about the assignment. Below the instructions is a date bar for "Tuesday, November 17, 2009". Underneath is a journal entry titled "Volcanoes" with a dropdown arrow. The entry text reads: "I can easily narrow down my main interest to volcanoes. I am most interested in the people who map the surface. I am amazed how their maps will show the areas covered by past lava eruptions and how they can be used to estimate the potential impact of future eruptions." The right column contains two sections: "About this Journal" and "Journal Grade". The "About this Journal" section lists the author as Mei Wong, 1 entry, and 1 comment. The "Journal Grade" section shows the grade for Mei Wong as 10.0 out of 10.0, with a grade date of 11/19/09 at 1:34 PM. A feedback message is also present: "I look forward to this as a group presentation. Super Volcanoes can be a section for the volcanoes group." A large grey arrow points from the "Volcanoes" entry title to the "Journal Grade" section.

Potential Earth Science Project Topics

Create Journal Entry View Drafts

Instructions

Before we discuss the Earth Science project assignment, I want to gather some opinions about the areas everyone is most interested in exploring. I will be making the group assignments and your journal entries will help me make the groups. Your entries will be private. This is a graded assignment worth 10 points and you are allowed to make multiple entries to this topic.

Tuesday, November 17, 2009

Volcanoes

Posted by Mei Wong at Tuesday, November 17, 2009 10:48:04 AM EST

I can easily narrow down my main interest to volcanoes. I am most interested in the people who map the surface. I am amazed how their maps will show the areas covered by past lava eruptions and how they can be used to estimate the potential impact of future eruptions.

About this Journal

Author: Mei Wong
Entries: 1
Comments: 1


Journal Grade

Grade for: Mei Wong
Grade: 10.0 out of 10.0
Grade Date: 11/19/09 1:34 PM
Feedback: I look forward to this as a group presentation. Super Volcanoes can be a section for the volcanoes group.

In the **Journal Grade** section in the side panel, view the assigned grade for a journal entry. Any feedback and the date the entry was graded also appear in this area.

View an Individual Journal Grade in the My Grades Tool

Students can access the **My Grades** tool by selecting the **Tools** link on the Course Menu. An instructor may also place a direct link to the **My Grades** tool on the Course Menu.

 My Grades					
Item Name	Due Date	Last Student Activity	Last Instructor Activity	Grade	Comments
Practice Quiz				-/50	
What do you know?		Nov 21, 2011 3:37 PM	Nov 21, 2011 3:37 PM	✓ /0	
Unit 1 Quiz				-/60	
Potential Earth Science Project Topics		Nov 21, 2011 8:55 AM	Nov 21, 2011 9:30 AM	10.00 /10	
Assign: Moon Viewing on Monday Nights		Nov 16, 2011 9:33 PM		! /12	
Assign: Photo Instructions				-/25	
Group Outline		Nov 17, 2011 2:52 PM	Nov 17, 2011 9:30 PM	7.00 /10	
Week 1 Assignment		Nov 18, 2011 11:24 AM	Nov 18, 2011 7:37 PM	48.00 /50	It is obvious you understand the concepts for Chapter 1. The only thing you need to work on is the section on the seafloor. Keep up the good work. I've attached your graded doc with comments View Full Comment

Students can view their individual and group journal entry grades and feedback on the **My Grades** page. Click the numeric grade link to be taken to the journal topic page to review the graded entry.

Best Practice: Benefits of Reflective Learning

Students can use a journal to collect observations, thoughts, concerns, notes, progress, and opinions that may not be shared otherwise. Journaling can build rapport between instructors and students, contributing to a positive learning experience.

As stated in an online article in *Educause Quarterly*, "Reflective learning can aid learners in synthesizing new information, and it is often used to improve reading comprehension, writing performance, and self-esteem via self-examination."¹

In the educational environment, journals need to be more than just a list of what the student did. The writing experience is used to communicate the thinking process: the how and why for each activity and thoughts about the activity at its conclusion.

The University of Worcester distributes a study skills advice sheet listing the benefits of reflective learning, which states: "Reflective learners are more likely to develop a deeper understanding of their subject and to achieve higher grades as a result."²

Reflective learners tend to:

- Be motivated—know what they are trying to achieve and why.
- Be proactive in extending their understanding of new topics and subjects.
- Use their existing knowledge to help them to develop their understanding of new ideas.
- Understand new concepts by relating them to their previous experiences.
- Understand that additional research and reading improves their understanding.
- Develop their learning and thinking by building on the critical evaluation of their previous learning experiences.
- Be self-aware, able to identify, explain, and address their strengths and weaknesses.

¹Phipps, Jonnie Jill. "E-Journaling: Achieving Interactive Education Online." *Educause Quarterly*. 28.1 (2005): n.pag. Web. 18 Nov. 2009.

²*Learning Journals*. University of Worcester, Aug. 2007. Web. 18 Nov. 2009.

Hands-on Activity

For this activity, use your Student Course.

Create and Edit a Journal Entry

- Access the **Journals** tool and create an entry for the journal topic **Unit 1: Progress and Perceptions**.
- View how your entry appears.
- Edit your journal entry.

The Blogs Tool

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

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

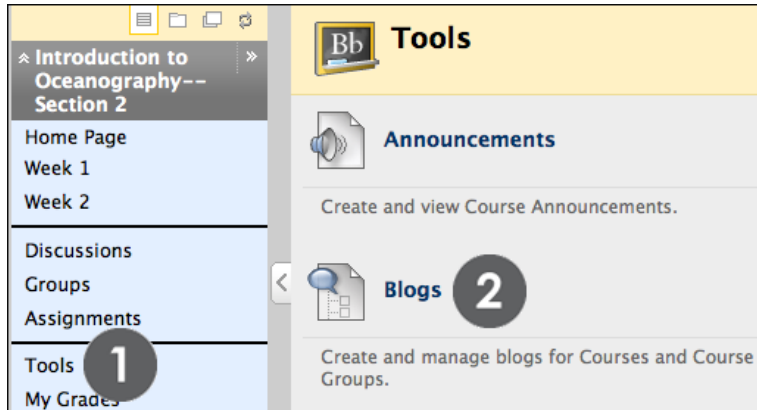
Many blogs provide commentary on a particular subject. In a course setting, blogs become the perfect arena for students to display their research, analytical, and writing skills. For example, in a Horticulture course, students can track the crop production in their weekly labs with each blog entry. In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

Student Experience: The Blogs Tool

Typically, students access the **Blogs** tool from the **Tools** link on the Course Menu.

QUICK STEPS: Accessing the Blogs Tool

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

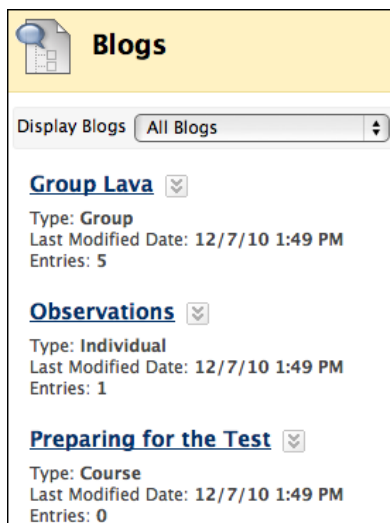


Creating a Blog Entry

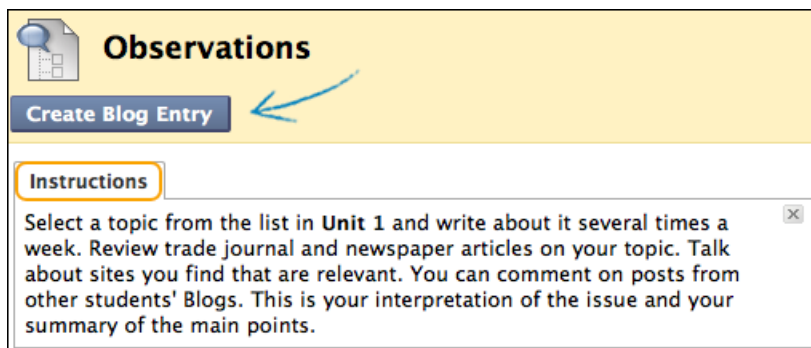
Only instructors can create blogs. The blog topics appear in alphabetical order on the **Blogs** listing page.

QUICK STEPS: Creating a Blog Entry

1. On the **Blogs** listing page, select a blog title. Students can see if the blog is for individuals, the course, or a group.



2. On the blog's topic page, read the **Instructions** and click **Create Blog Entry** on the Action Bar to type your response.



3. On the **Create Blog Entry** page, type a **Title** for the blog entry.
4. Type text in the **Entry Message** box. Optionally, you can use the **Text Editor** functions to format the text and include files, images, external links, multimedia, and Mashups.

Student Experience: Creating a Blog Entry

5. Alternately, in the **Blog Entry Files** section, attach a file using one of the following options:

- To upload a file your computer, click **Browse My Computer**.
- To upload a file from the course's storage repository:
 - If your school licenses content management, click **Browse Content Collection**.
- OR-
- For Instructors only, if Course Files is the course's storage repository, click **Browse Course**.

NOTE: Files added by students are not uploaded to the course repository.

6. Click **Post Entry** to submit the blog entry or click **Save Entry as Draft** to post the entry later.

Students can include text, images, links, multimedia, Mashups, and attachments in their blog entries using the functions in the Text Editor. The **Add Mashup** function is circled in the preceding image. A Mashup combines elements from two or more sources. When you view a YouTube video in a Blackboard Learn course as part of the course content, you are experiencing a Mashup. Mashups also include Flickr photos and SlideShare presentations.

Images attached in the **Blog Entry Files** section appear as a link in the student's blog entry. To display an image directly on the blog page, use the **Attach Image** function in the Text Editor.

The Blog Topic Page

Observations

Create Blog Entry

Instructions

Select a topic from the list in **Unit 1** and write about it several times a week. Review trade journal and newspaper articles on your topic. Talk about sites you find that are relevant. You can comment on posts from other students' Blogs. This is your interpretation of the issue and your summary of the main points.

Wednesday, November 25, 2009

Lack of ice

Posted by Tony Brown Wednesday, November 25, 2009 2:44:48 PM EST

It seem unthinkable, but for the first time in human history, ice is on course to disappear entirely from the North Pole. It will be possible to reach the Pole sailing in a boat through open water. That is pretty dramatic. And it makes me worry. This is definitely an example of global warming. There is supposed to be ice at the North Pole, not open water.

The result will be the ability of Arctic nations have the opportunity to now exploit the valuable oil and mineral deposits below which until now was impossible to extract because of the thick sea ice above.

Comments: 2 New

Comment

Tuesday, November 24, 2009

North Pole is "dying"

Posted by Tony Brown at Tuesday, November 24, 2009 5:32:31 PM EST

Scientists have used satellite pictures since 1979 to map the extent of such ice at its minimum, and the picture this year isn't pretty. Covering 1.59 million square miles (4.12 million square kilometers), this summer's sea ice shattered the previous record for the smallest ice cap of 2.05 million square miles (5.31 million square kilometers) in 2005—a further loss of sea ice area equivalent to the states of California and Texas combined. "The sea ice cover this year has reached a new record low," says Mark

About this Blog

Type: Individual Blog

Author: Tony Brown

Entries: 2

Comments: 0 New

Blog Grade

Grade for: Tony Brown

Grade: -- out of 50.0

Grade Date: --

Feedback: --

More Blogs

Tony Brown (2)

Index

November 2009(2)

Lack of ice

North Pole is "dying"

Indicates New Entries

Indicates New Comments

- A student's blog entries appear in the content frame following the **Instructions**.
- Following an entry, a student can see if comments were made. Click the link to view comments.
- Students can type comments by clicking **Comment**. Commenting is detailed in the instructor section of this manual.
- If allowed by your school, users can provide avatars. To include an avatar, go to **My Places** in the header > **Personal Information** > **Personalize My Places** > **Browse My Computer** and upload an image.
- In the side panel, the **About this Blog** section provides information about the blog.
- The **Blog Grade** section appears if grading is enabled. Expand and collapse sections in the side panel using the double arrows.

Student Experience: Creating a Blog Entry

- G. The **Index** section lists the titles of the selected user's entries for either the week or the month, determined by settings an instructor makes during blog creation. The most recent entry title appears first. As shown by the icons in the Index, an entry has comments from other course members.
- H. Click **View Drafts** on the Action Bar to access any saved drafts.

Students can make another blog entry for this topic at any time. For example, an instructor may request that a student clarify his writing before a grade is assigned or suggest a topic for another entry. A student's most recent blog entry appears first.

Click the **X** to collapse the **Instructions** to display more entries.

NOTE: In this example, a student cannot edit or delete blog entries. During topic creation, instructors determine whether students can edit or delete entries.

Commenting on Blog Entries

Because blogs are meant to be read by others, students can comment on one another's blog entries, whether they belong to an individual, the course, or a group. An instructor determines if comments can be made anonymously or deleted.

QUICK STEPS: Commenting on a Blog Entry

1. On the **Blogs** listing page, select a blog title.
2. On the blog's topic page, select a user's name in the side panel under **More Blogs**. The user's blog entries open in the content frame.
3. Click **Comment** following the user's entry.
4. Type your comments in the **Comment** box.
5. Click **Spell Check** at the bottom of the **Comment** box to check the spelling of the content before continuing.
6. Click **Add**. Click the **Comments** link below the entry to view your comment.

The screenshot shows a Blackboard blog entry titled "Unit 1 Opinion". The interface includes a "Create Blog Entry" button and a "View Drafts" button. The main content area displays a blog entry titled "Data" by Tony Brown, dated Monday, November 23, 2009. The entry text discusses scientific data interpretation. Below the entry, there is a "Comments" section with a "New" indicator and a "Comment" button. A comment box is open, showing a sample comment: "Tony, I am interested in this topic also. I want to compare how the same scientific data can be interpreted differently. Can you recommend the which texts you think are best?". The comment box has a "Cancel" button and an "Add" button. A "Spell Check" icon is visible at the bottom of the comment box. On the right side, there is a sidebar with "About this Blog" information (Type: Course Blog, Entries by: Tony Brown, Entries: 2, Comments: 1 New) and a "View Entries by:" section listing other users. An "Index" section shows the current date and a list of entries. Numbered callouts 1 through 6 are placed over the interface elements corresponding to the quick steps: 1 points to the "Unit 1 Opinion" title, 2 points to the "More Blogs" section, 3 points to the "Comment" button, 4 points to the comment text area, 5 points to the "Spell Check" icon, and 6 points to the "Add" button.

Editing and Deleting Blog Entries

An instructor can allow students to edit and delete their blog entries. Students may feel more at ease expressing their opinions for public viewing if they know they may do some rewriting or start over. However, if students are allowed to edit or delete a gradable blog entry after it is graded, the original graded entry is lost.

In our example, an instructor created a course blog for students to provide study hints, ask questions, and express concern over areas that need more attention. The blog entries are not graded and students are allowed to edit and delete them.

QUICK STEPS: Editing a Blog Entry

1. Access the blog entry you want to edit.
2. On the blog's topic page, click the entry's Action Link to access the contextual menu.
3. Select **Edit**.

Preparing for the Test

Create Blog Entry View Drafts

Instructions

Use this Course Blog to add your study hints and ask questions. Hopefully, another student can enlighten you. As we narrow down the areas that will require the most attention and have the most concern, we will schedule a Chat session. Remember, if you have a question, someone else may be wondering the same thing.

Wednesday, November 25, 2009 3:42 PM EST

Mnemonic for steps

Posted by Sarah Spooner at Wednesday, November 25, 2009 3:42 PM EST

The mnemonic I'm using to remember JEFFREY IS COOL

I memorized it in a flash!

Comments: 1 New Comment

Great way to remember layers

Posted by Mei Wong at Wednesday, November 25, 2009 3:55:32 PM EST

About this Blog

Type: Course Blog

Entries: 5

Comments: 2 New

View Entries by:

All Course Members

Andy Farrell (1)

Chris Casper (1)

Mei Wong (1)

Sarah Spooner (2)

Index

November 2009(5)

Mnemonic for steps

Great way to remember layers

That chart is a killer

My main concern


Study Hint

4. On the **Edit Blog Entry** page, make your changes.
5. Click **Post Entry**.

You can also use the contextual menu to **Delete** an entry or **Mark as New**.


Viewing Grades for Blog Entries

Once you grade individual blog entries, students can view their grades in two places. The grading information appears on the blog topic page and on their **My Grades** pages. Instructors can also grade blog entries made to a group blog

Instructors determine how much activity is required before grading a blog. For example, if an instructor chooses three entries as the minimum number of entries before grading, and a student creates two entries, the **In Progress** icon () appears in **My Grades** until the specified number is met and the instructor grades the blog.

View an Individual Blog Grade on the Blog Topic Page

In the **Blog Grade** section in the side panel, view the assigned grade for the blog entries. Any feedback and the date the grade was assigned also appear in this area. The grade is available to the student only.


**Unit 1 Opinion**

Create Blog EntryView Drafts

Instructions

After finishing all the reading assigned for Unit 1, go to page 139 in your textbook and give an opinion. Feel free to support your opinion with outside sources; however, it is not required. This is a graded assignment worth 30 points. You may make multiple entries. Please comment to at least three of your classmates' Blog entries. Your comments are worth 30 percent of the grade.


Monday, November 23, 2009

**Data**

Posted by Tony Brown at Monday, November 23, 2009 2:49:01 PM EST

I have been reading some of the scientific data available on the net and in a few of the texts I have from the library and I do have to say that it is not hard to interpret. I can see how some people can twist it to match their agendas however. I'm NOT saying Al Gore is a "twister" so don't come after me!

Comments: 1 NewComment

**How Global Warming Works**

Posted by Tony Brown at Monday, November 23, 2009 12:33:10 PM EST
Last Edited: Monday, November 23, 2009 12:33:56 PM EST

Is Global Warming a Real Problem?
Despite a scientific consensus on the subject, some people do not think global warming is happening at all. There are several reasons for this:

- They do not think the data show a measurable upward trend in global temperatures, either because we do not have enough long-term historical climate data or because the data we do have is not clear enough.
- A few scientists think that data is being interpreted incorrectly by people who are already worried about global warming. That is, these people are looking for

About this Blog

Type: Course Blog
Entries by: Tony Brown
Entries: 2
Comments: 1 New

Blog Grade

Grade for: Tony Brown
Grade: 30.0 out of 30.0
Grade Date: 11/24/09 9:13 AM
Feedback: Excellent.
Consider investigating who Gore's main sources are for the scientific data he uses.

View Entries by:

[All Course Members](#)
[Andy Farrell](#) (1)
[Cathy Chu](#) (1)
[Chris Casper](#) (1)
[Mei Wong](#) (1)
[Monica Gonzales](#) (1)
[Tony Brown](#) (2)


Index

☒ **November 2009**(2)
[Data](#)
[How Global Warming Works](#)

View Blog Grades in the My Grades Tool

Students can access the **My Grades** tool by selecting the **Tools** link on the Course Menu. The instructor may also place a direct link to the **My Grades** tool on the Course Menu.

Students can view their individual, course, and group blog grades and feedback on the **My Grades** page. Click the numeric grade link to be taken to the blog topic page to review the graded entries.

 My Grades					
Item Name	Due Date	Last Student Activity	Last Instructor Activity	Grade	Comments
Practice Quiz				-/50	
What do you know?		Nov 21, 2011 3:37 PM	Nov 21, 2011 3:37 PM	✓ /0	
Unit 1 Quiz				-/60	
Unit 1 Opinion		Nov 21, 2011 8:55 AM	Nov 21, 2011 9:30 AM	30.00 /30	
Assign: Moon Viewing on Monday Nights		Nov 16, 2011 9:33 PM		! /12	
Assign: Photo Instructions				-/25	
Group Outline		Nov 17, 2011 2:52 PM	Nov 17, 2011 9:30 PM	7.00 /10	
Week 1 Assignment		Nov 18, 2011 11:24 AM	Nov 18, 2011 7:37 PM	48.00 /50	<p>It is obvious you understand the concepts for Chapter 1. The only thing you need to work on is the section on the seafloor. Keep up the good work. I've attached your graded doc with comments</p> <p>View Full Comment</p>

Hands-on Activity



For this activity, use your Student Course.

Create a Blogs entry

- Access the **Blogs** tool and note the three types of blogs on the **Blogs** listing page.
- Create an entry for the course Blog topic **Observations**.
- View how your entry appears.
- Edit your entry.
- Optionally, type a comment for an existing entry.

The Wikis Tool

Wikis allow students to contribute and modify one or more pages of course related materials, providing a means of sharing and collaboration. Pages are created and edited quickly, while tracking changes and additions, allowing for effective collaboration between multiple writers. An instructor can create one or more wikis for all course members to contribute to and wikis for specific groups to use to collaborate.

The Wikis tool is used to record information and serve as a repository for course information and knowledge. A course wiki is a vast source of information compiled by course members. Wikis can help build a community of collaboration and learning by using the tool to "build an internal social and academic network. Wikis increase social interaction, while enabling swift collaboration and interaction while exchanging information and creating knowledge."³

Students use the wiki to collaborate on shared content from different times and locations. They can view previous changes, comment on content or changes, include new content, and revise existing content. Similar to the Discussion Board, an instructor acts as a facilitator instead of the provider of all course content. Unlike a blog, which can be quite personal, wikis require intense collaboration, where information is linked to and built upon.

You can grade student contributions to a wiki or use it solely for course content review. In either instance, a student can contribute multiple pages to a single wiki and make unlimited revisions to pages submitted by any course member. An instructor can also enable the group wiki tool to help groups share and interact.

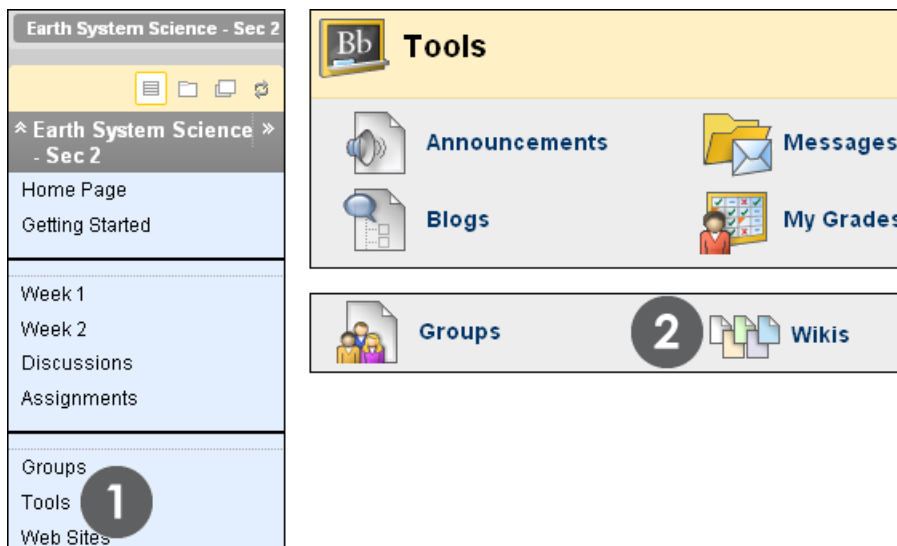
³Gullet, Evelyn and Bedi, Kanishka. "Wiki: A new paradigm for online training and development of faculty." *ascilite.org*. 2007: 357. Web. 7 Dec. 2009.

Student Experience: The Wikis Tool

Typically, students access the **Wikis** tool from the **Tools** link on the Course Menu.

QUICK STEPS: Accessing the Wikis Tool

1. On the Course Menu, select the **Tools** link.
2. On the **Tools** page, select the **Wikis** link.

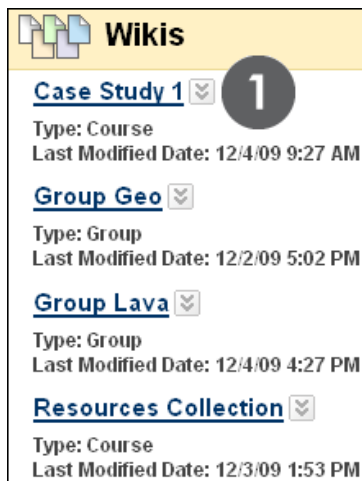


Creating a Wiki Page

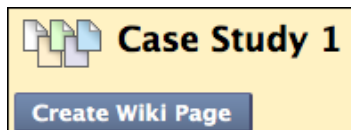
Only instructors can create wiki topics. The wiki topics appear in alphabetical order on the **Wikis** listing page.

QUICK STEPS: Creating a Wiki Page

1. On the **Wikis** listing page, select a wiki title. Students can see if the wikis are for the course or for a group.



2. On the **Wiki's** topic page, click **Create Wiki Page** on the Action Bar.



Student Experience: Creating a Wiki Page

3. On the **Create Wiki Page**, type a **Name** for the wiki page.
4. Type text in the **Content** box. Optionally, format the text and include images, links, multimedia, Mashups, and attachments using the functions in the Text Editor.
5. Click **Submit**.

Create Wiki Page

[Instructions](#)
Graded Course Wiki for Chapter 3.

★ Indicates a required field.

Cancel Submit

1. Wiki Page Content

★ Name: What is Environmental

Content

Text Editor is: ON

Normal 3 Arial B I U abc x₂ x²

abc V [Image icons] [Link to Wiki] [Add Mashup]

The environment is the planetary support system and all human enterprises depend upon it. If political, social, cultural, religious, and most importantly economic systems are to remain secure and viable, the environment must also remain secure and viable. This makes global environmental conditions a legitimate national security concern for our planet.

Environmental security (or ecological security) reflects the ability of a nation or a society to withstand environmental asset scarcity, environmental risks or adverse changes, or environment-related tensions or conflicts.

```
graph TD
    A[Human Economic Activity] -- "CO2 Emissions" --> B[Regional and Global Climatic and Environmental Changes]
    B -- "Changes in Agricultural Output" --> C[Altered Resource]
    C -- "Food Shortages" --> D[Political Disputes, Ethnic]
```

Path: body

Using the functions in the Text Editor, students can include text, images, links, multimedia, Mashups, attachments, and link to other wiki pages when creating or editing a wiki page. Images attached using **Attach Image** in the Text Editor appear directly on the wiki page. Students are able to upload images from their computers only.

The **Add Mashup** and **Link to Wiki** page functions are circled in the preceding image. A Mashup combines elements from two or more sources. When you view a YouTube video in a Blackboard Learn course as part of the course content, you are experiencing a Mashup. Mashups also include Flickr photos and SlideShare presentations. Linking to other wiki pages is discussed later in this manual.

The Create Wiki Page

The wiki topic page is divided into two main sections. When you access a wiki, the home page appears in the content frame. The **Instructions** added by the instructor appear only with the home page. If no home page exists, the first course member to access the wiki creates it.

A student created the following page.

The screenshot shows a Blackboard Wiki page titled "Case Study 1". The page is divided into a main content area and a right-hand side panel. Annotations are placed as follows:

- F**: Points to the "Create Wiki Page" button in the top navigation bar.
- F**: Points to the "My Contribution" button in the top navigation bar.
- A**: Points to the page title "Energy Security: Nuclear".
- B**: Points to the "Edit Wiki Content" button.
- E**: Points to the "About This Wiki" section in the right-hand panel.
- D**: Points to the "Comment" button.
- C**: Points to the "Comments: 1" link.

The main content area includes the page title, creation/modification dates, a paragraph of text about nuclear power, a quote, a URL, and a link to a military resources wiki page. The right-hand panel includes the "About This Wiki" section with statistics and a list of other wiki pages with expand/collapse arrows.

- Once a wiki page is submitted, it appears in the content frame. Following the wiki page title, view creation and modification information.
- If the instructor enabled editing, click **Edit Wiki Content** to revise the page. In the side panel, users can also use each page's contextual menu and select **Edit**. An instructor can disable the editing function when it is time to grade wiki pages or if the content needs to be preserved.
- Following the page contents, a student can see if course members made comments. Click the link to view comments.
- Click **Comment** to make a comment on any wiki page, including those authored by the user.
- In the side panel, the **About This Wiki** section provides information about the wiki, such as total number of pages and comments, and the creation date. The next section includes the titles of the wiki pages and each has a contextual menu. The home page appears first and other wiki pages are listed in alphabetical order. You can expand and collapse sections in the side panel using the double arrows.

Student Experience: Creating a Wiki Page

- F. Students can view their contributions to the wiki by clicking **My Contribution** on the Action Bar. Students only see their own contributions. This is discussed later in the manual.

A student can create another wiki page for this topic at any time.

Commenting on Wiki Pages

Because wikis are meant to be collaborative, students can comment on one another's course wiki pages. By default, all course members can read group wikis, but you must be a member of the group to comment on a group wiki page. An instructor can change the default setting to allow only group members to view a group wiki.

QUICK STEPS: Commenting on Wiki Pages

1. Access a wiki.
2. On the wiki topic page, select a page to view in the side panel. The wiki page opens in the content frame.
3. Click **Comment** following the user's entry.
4. Type your comments in the **Comment** box. Comments must be under 2,000 characters.
5. Click **Spell Check** at the bottom of the **Comment** box to check the spelling of the content before continuing.
6. Click **Add**. Click the **Comments** link below the entry to view your comment.

The screenshot shows a Blackboard Wiki page titled "Energy Security: Nuclear". The page header includes "Case Study 1", "Create Wiki Page", and "My Contribution". The main content area displays the title "Energy Security: Nuclear" with an "Edit Wiki Content" button. Below the title, it shows the creation and modification dates. The main text discusses the United States' dependence on Middle East oil and the potential shift to nuclear power. A "Comments: 1" link is visible. A "Comment" button is located to the right of the text. Below the text, there is a "Comment" box with a "Cancel" button and an "Add" button. A "Spell Check" link is located at the bottom of the comment box. The right sidebar contains "About This Wiki" information and a "Case Study 1" section with a list of links. Numbered callouts 1 through 6 are placed over the interface to indicate the steps for commenting.

1. Access a wiki.

2. On the wiki topic page, select a page to view in the side panel. The wiki page opens in the content frame.

3. Click **Comment** following the user's entry.

4. Type your comments in the **Comment** box. Comments must be under 2,000 characters.

5. Click **Spell Check** at the bottom of the **Comment** box to check the spelling of the content before continuing.

6. Click **Add**. Click the **Comments** link below the entry to view your comment.

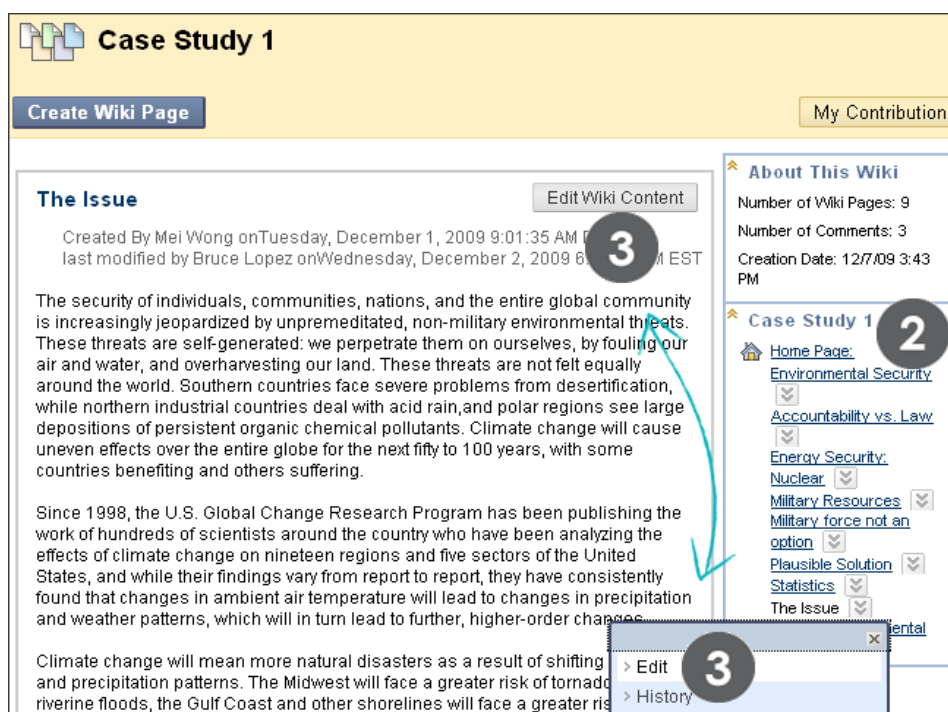
Editing Wiki Pages

Any course member can edit a course wiki page and any group member can edit a group wiki page, unless an instructor has disabled this function. For example, you might disable editing when it is time to grade the wiki pages. However, you can still edit student pages. All course members, including instructors, edit in the same way.

When a wiki page is being edited, it is locked to prevent others from editing the same page. Users are informed that another user is currently editing the page.


QUICK STEPS: Editing Wiki Pages

1. Access the wiki. The wiki topic page appears.
2. Select the page to review and edit. The wiki page opens in the content frame.
3. In the side panel, click a page's Action Link to access the contextual menu and select **Edit**, or click **Edit Wiki Content** next to the page's title in the content frame.
4. On the **Edit Wiki Page**, you can change the name and content of the page.
5. Click **Submit**.



NOTE: You can also select **History** from the page's contextual menu to see how the page was modified, view any version, and compare two versions side by side. **Page History** is discussed in-depth in the instructor section of this manual.

Student Experience: Editing Wiki Pages

 **Edit Wiki Page**

[Instructions](#)
Graded Course Wiki for Chapter 3.
★ Indicates a required field.

5

Cancel Submit

1. Wiki Page Content

★ Name

Content

Text Editor is: ☒ ON

Normal 3 Arial B I U abc x₂ x²

abc [icons]

[icons]

The environment is the planetary support system on which all other human enterprises depend. If political, social, cultural, religious, and most importantly economic systems are to remain secure and viable, the environment must also remain secure and viable. This makes global environmental conditions a legitimate national security concern for all countries.

4

Environmental security (ecological security or a myriad of other terms) reflects the ability of a nation or a society to withstand environmental asset scarcity, environmental risks or adverse changes, or environment-related tensions or conflicts. The chart below illustrates the potential for economic activity to cause environmental changes that lead to conflict.

Human
Economic
Activity

→ CO₂
Emissions →

Regional and Global
Climatic and
Environmental Changes

Changes in
Agricultural Output

Use the functions in the Text Editor to format existing text or include links, images, multimedia, Mashups, link to other wiki pages, and attachments.

Students do not have the ability to delete wiki pages.

Linking to Other Wiki Pages

When wiki pages are created or edited, users may need to reference another page in the wiki. If the wiki consists of many pages, it is helpful to insert a link to that page right on the page currently being viewed. When creating or editing a wiki page, course members can use the **Link to Wiki page** function in the Text Editor to link to another wiki page within the current wiki.

In our example, we create a new wiki page and a link to another page.


QUICK STEPS: Linking to Other Wiki Pages

1. Access a wiki.
2. On the wiki topic page, click **Create Wiki Page**.
3. On the **Create Wiki Page**, type a wiki **Name** and **Content**.
4. In the **Content** box, position your mouse pointer where you want to include a link to another wiki page.
5. Click the **Link to Wiki page** function in the Text Editor, represented by several sheets of paper. If there is only one page in the wiki, this function is disabled.
6. In the pop-up window, select the wiki page from the drop-down list.
7. Optionally, type a name for the link in the **Rename Wiki Page Link** box.
8. Click **Submit**. The link appears in the Text Editor.
9. Click **Submit**. The new page with the link is included in the wiki.

Student Experience: Linking to Other Wiki Pages

 **Case Study 1**

Create Wiki Page **2**

 **Create Wiki Page**

[Instructions](#)
Graded Course Wiki for Chapter 3.

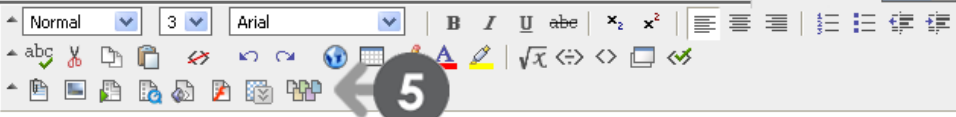
★ Indicates a required field. Cancel Submit

1. Wiki Page Content


★ Name **3**

Content

Text Editor is: ON

 **5**

If the United States decides to decrease its dependence on Middle East oil, the current administration is likely to turn to nuclear power to make up the shortfall. This presents another set of security concerns that will affect the military's mission. Increased reliance on nuclear power means a greater chance of diversion of fissile material by nonnuclear states or terrorists. To prevent this, the armed forces will undoubtedly be called upon to provide secure escort for nuclear materials. In addition, as reactors become more critical to the nation's power grid, they themselves become more attractive as terror targets and will require increased National Guard protection.

 **4**

 **Insert Wiki Page Link**

★ Indicates a required field. Cancel Submit

1. Select Wiki Page Link



2.  **6**

 **Insert Wiki Page Link** **8**

★ Indicates a required field. Cancel Submit

1. Select Wiki Page Link



2. Wiki Page Options

Rename Wiki Page Link **7**

If you do not rename the link, the original page title is used as the link.

Edit Wiki Page

> [Instructions](#)
Graded Course Wiki for Chapter 3.

* Indicates a required field.

1. Wiki Page Content

Name Energy Security: Nuclear
Content

Text Editor is: ON

Normal 3 Arial B I U abc x₂ x²

abc [icons] [icons] [icons]

If the United States decides to decrease its dependence on Middle East oil, the current administration is likely to turn to nuclear power to make up the shortfall. This presents another set of security concerns that will affect the military's mission. Increased reliance on nuclear power means a greater chance of diversion of fissile material by nonnuclear states or terrorists. To prevent this, the armed forces will undoubtedly be called upon to provide secure escort for nuclear materials. In addition, as reactors become more critical to the nation's power grid, they themselves become more attractive as terror targets and will require increased National Guard protection.

[Link to Military Resources](#)

Case Study 1

Create Wiki Page

Energy Security: Nuclear Edit Wiki Content

Created By Dwight Paul on Wednesday, December 2, 2009 7:10:31 PM EST
last modified by Dwight Paul on Wednesday, December 2, 2009 7:14:01 PM EST

If the United States decides to decrease its dependence on Middle East oil, the current administration is likely to turn to nuclear power to make up the shortfall. This presents another set of security concerns that will affect the military's mission. Increased reliance on nuclear power means a greater chance of diversion of fissile material by nonnuclear states or terrorists. To prevent this, the armed forces will undoubtedly be called upon to provide secure escort for nuclear materials. In addition, as reactors become more critical to the nation's power grid, they themselves become more attractive as terror targets and will require increased National Guard protection.

[Link to Military Resources](#)

> Comments: 0 Comment

The link to the other wiki page appears on your wiki page.

Viewing My Contribution

On the **My Contribution** page, a student is able to view his or her participation for the current wiki being viewed. The student can view a list of all the pages and versions he or she has contributed or modified and determine if proper effort was made. Only the student's pages appear in this listing.

QUICK STEPS: Viewing the My Contribution Page

1. Access the wiki.
2. On the wiki topic page, click **My Contribution** on the Action Bar.
3. On the **My Contribution** page, a student can view information about his or her contribution to the wiki in the content frame and the side panel.



The My Contribution Page

All pages and versions that a student created and modified are listed. If many pages appear, filter what is shown using the **Display Pages** drop-down list on the Action Bar.

Wikis > Case Study 1 > My Contribution

My Contribution

Display Pages: All [Go]

Page Version	User's Modifications	Created On	Words Modified
The Issue (3)		12/2/09 6:02 PM	87
What is Environmental Security? (2)	Compare to Version 1	12/1/09 9:05 AM	0
What is Environmental Security? (1)		12/1/09 9:05 AM	119

Displaying 1 to 3 of 3 items | [Show All](#) [Edit Paging...](#)

About This Wiki

Wiki Name: Case Study 1
 Type: Course
 Creation Date: 12/1/09 12:44 PM
 Pages: 2
 Comments: 1

Participation Summary

Modified By: Tony Brown
 Words Modified: 206 (12%)
 Total Page Saves: 3 (12%)

Grade

Grade for: Tony Brown
 Grade: -- out of 100.0
 Grade Date: --
 Feedback: --

Indicates New Entries
 Indicates New Comments

OK


- In the **About This Wiki** section, a student can view wiki information, how many pages he or she created and edited, and how many comments he or she provided in the wiki.
- In the **Participation Summary** section, a student can view **Words Modified**, which tallies any word typed, deleted, or edited in all pages and versions. **Total Page Saves** tallies any time **Submit** is clicked on any **Edit Wiki Page** in the wiki—regardless of content being changed—available in number count and percentage.
- The **Grade** section appears if grading is enabled. Grading is discussed in the next section.
- In the **Page Version** column, page titles appear with their corresponding version numbers. Click a title to view the page without annotated changes. The page opens in a new window. By default, the most recent page version is listed first.

Student Experience: Viewing My Contribution

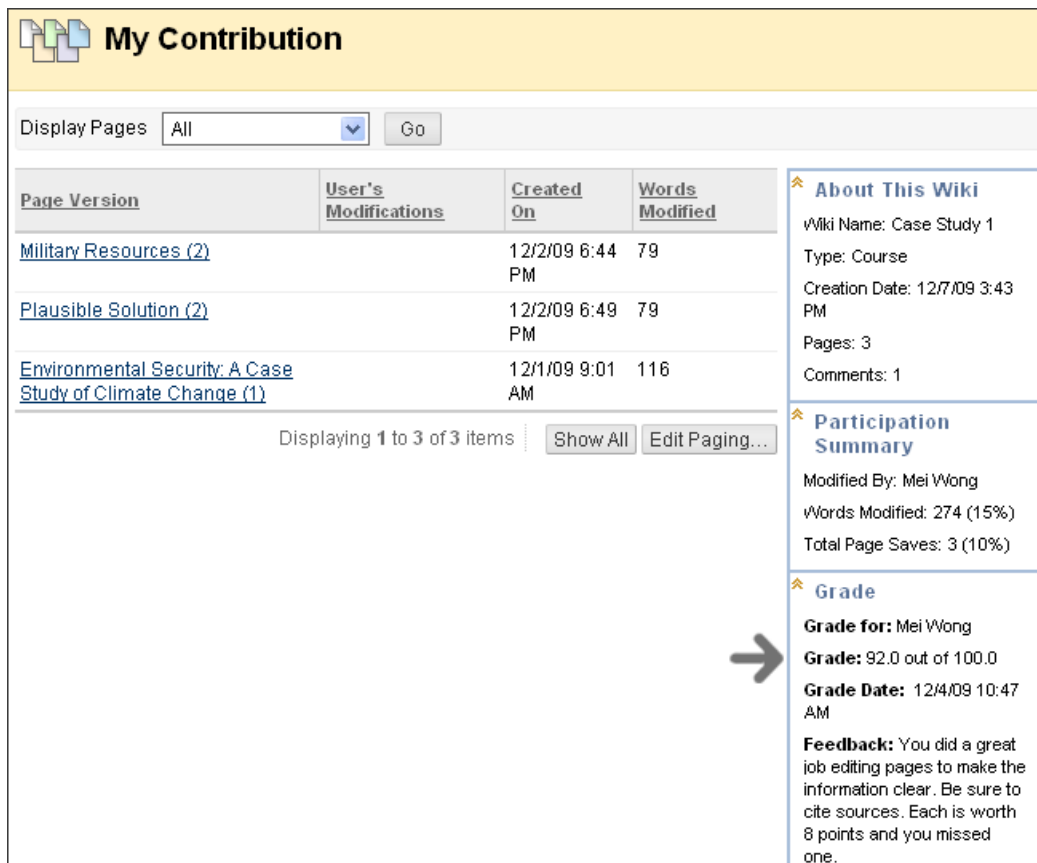
- E. In the **User's Modifications** column, click a link to compare a page to its previous version. The **Page Comparison** page opens in a new window. Click the **Legend** tab to view the comparison with a legend or explanation of the formatting used to communicate version differences. The **Page Comparison** page is discussed in the instructor section of this manual.
- F. Use the breadcrumbs to return to a previous wiki page you have visited.

Viewing Grades for Wiki Contributions

Once you grade wiki contributions, students can view their grades in two places. The grading information appears on the **My Contribution** page and on their **My Grades** pages.

You determine how much activity is required before grading a wiki. For example, if you choose three page saves as the minimum number before grading, and a student has two page saves, the **In Progress** icon () appears in **My Grades** until the specified number is met and the wiki contributions are graded.

View an Individual Wiki Grade on the My Contribution Page



The screenshot shows the 'My Contribution' page. At the top, there's a yellow header with the title 'My Contribution' and a folder icon. Below the header, there's a 'Display Pages' dropdown menu set to 'All' and a 'Go' button. The main content area features a table with four columns: 'Page Version', 'User's Modifications', 'Created On', and 'Words Modified'. The table lists three contributions: 'Military Resources (2)', 'Plausible Solution (2)', and 'Environmental Security: A Case Study of Climate Change (1)'. Below the table, it says 'Displaying 1 to 3 of 3 items' with 'Show All' and 'Edit Paging...' buttons. To the right of the table is a side panel with three sections: 'About This Wiki', 'Participation Summary', and 'Grade'. The 'Grade' section is highlighted with a large grey arrow pointing to it. The 'Grade' section shows 'Grade for: Mei Wong', 'Grade: 92.0 out of 100.0', 'Grade Date: 12/4/09 10:47 AM', and a 'Feedback' message.

Page Version	User's Modifications	Created On	Words Modified
Military Resources (2)		12/2/09 6:44 PM	79
Plausible Solution (2)		12/2/09 6:49 PM	79
Environmental Security: A Case Study of Climate Change (1)		12/1/09 9:01 AM	116

Displaying 1 to 3 of 3 items | [Show All](#) | [Edit Paging...](#)

About This Wiki
Wiki Name: Case Study 1
Type: Course
Creation Date: 12/7/09 3:43 PM
Pages: 3
Comments: 1


Participation Summary
Modified By: Mei Wong
Words Modified: 274 (15%)
Total Page Saves: 3 (10%)

Grade
Grade for: Mei Wong
Grade: 92.0 out of 100.0
Grade Date: 12/4/09 10:47 AM
Feedback: You did a great job editing pages to make the information clear. Be sure to cite sources. Each is worth 8 points and you missed one.

In the **Grade** section in the side panel, view the assigned grade for the contributions listed in the content frame. Any feedback and the date the grade was assigned also appear. The grade is available to the student only.

View Wiki Grades in the My Grades Tool

Students can access the **My Grades** tool by selecting the **Tools** link on the Course Menu. An instructor may also place a direct link to the **My Grades** tool on the Course Menu.

 My Grades					
Item Name	Due Date	Last Student Activity	Last Instructor Activity	Grade	Comments
Practice Quiz				-/50	
What do you know?		Nov 21, 2011 3:37 PM	Nov 21, 2011 3:37 PM	✓ /0	
Unit 1 Quiz				-/60	
Case Study 1		Nov 21, 2011 8:55 AM	Nov 21, 2011 9:30 AM	95.00 /100	
Assign: Moon Viewing on Monday Nights		Nov 16, 2011 9:33 PM		! /12	
Assign: Photo Instructions				-/25	
Group Outline		Nov 17, 2011 2:52 PM	Nov 17, 2011 9:30 PM	7.00 /10	
Week 1 Assignment		Nov 18, 2011 11:24 AM	Nov 18, 2011 7:37 PM	48.00 /50	<p>It is obvious you understand the concepts for Chapter 1. The only thing you need to work on is the section on the seafloor. Keep up the good work. I've attached your graded doc with comments</p> <p>View Full Comment</p>

Click the numeric grade link to be taken to the **My Contribution** page to review the graded pages.

Hands-on Activity



For this activity, use your Student Course.

Create a Wiki page

- Access the **Wikis** tool.
- Create a page for the **Add-on Story** course wiki.

Leave a Comment

- In the side panel, note the number of **Comments** for the wiki. Type a **Comment** for an existing page. Click a page link in the side bar to refresh the **About This Wiki** section. Note the number of **Comments** for the wiki now.
- Delete your **Comment**.

Edit Wiki pages

- Edit your wiki page and at least one other user's page. Make obvious changes in each page.
- Edit another page. Use the **Link to Wiki** page function in the Text Editor to link to another wiki page. Use the **Add Image** function to include an image, if you have one available on your computer. Move the text in relation to the image.
- View your **My Contribution** page. If any links appear in the **User's Modifications** column, click a link to compare a page to its previous version. The **Page Comparison** page opens in a new window. **Reminder:** Click the **Legend** tab to view the comparison with a legend or explanation of the formatting used to communicate version differences.
- Use the breadcrumbs to return to the wiki topic page for **Add-on Story**. Note that the wiki always opens to the home page.

View Page History

- For any page, click the Action Link and select **History**.
- On the **Page History** page, select a version to view. Close the window when you are finished.
- Select two page versions to compare. Close the window when you are finished.

3.0 The Journals Tool

Now that you have experienced the advanced communication tools from the student perspective, we will switch to instructor functions.

The Journals tool offers students the opportunity to reflect on course content and communicate privately with an instructor. You can use the tool to gauge understanding and guide students in their knowledge acquisition. Your comments can help students refine their writing and ideas.

Learning Outcomes

After completing this section, you will be able to:

- Create and edit journal topics.
- Navigate the journals listing and topic pages.
- Comment on journal entries.
- Grade journal entries.
- Edit group journal settings.
- Grade group journal entries.

Overview

Journal writing promotes reflective thinking and learning. When students make connections between their experiences, they create meaning and internalize learning. Journal writing is another method you can use for assessing student work and progress.

You create the journal topics for individual students to use and determine if they will be graded. Then, students submit journal entries in response to the topic and you comment on the individual entries. Students are allowed to create multiple entries for an individual journal topic.

The Group Journal tool functions differently, as it allows all members of a group to view all group journal entries. A group journal has no journal topics; it is created by the journal entries submitted by group members. You can include instructions in a group journal.

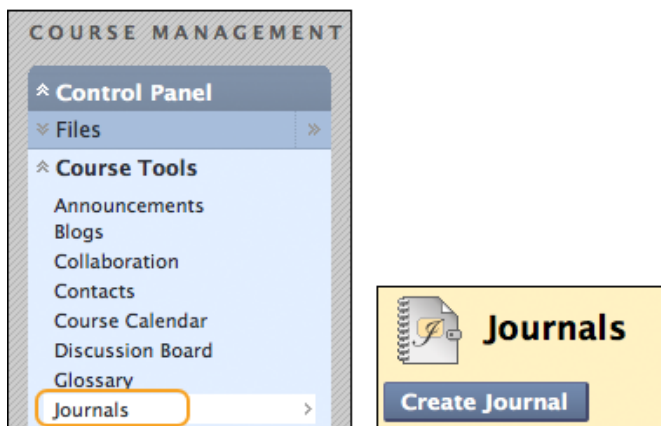
Creating Journal Topics

Students can communicate privately with you using the Journals tool. Or, you can make all journal entries public when creating the topic.

Be sure **Edit Mode** is in **ON** so you see all instructor functions.

QUICK STEPS: Creating Journal Topics

1. In the **Control Panel**, expand the **Course Tools** section and select **Journals**.
2. On the **Journals** listing page, click **Create Journal** on the Action Bar.



The Journals Tool: Creating Journal Topics

3. On the **Create Journal** page, type a journal **Name**.
4. Optionally, type Instructions for the journal. You can use the Text Editor functions to format the text and include files, images, external links, multimedia, and Mashups. Attachments uploaded using the Text Editor can be launched in a new window and can include alternate text to describe the attachment.

Create Journal

* Indicates a required field. Cancel Submit

1. Journal Information

* Name **3**

Instructions

Text Editor is: ☒ ON

4 Before we discuss the Earth Science Project assignment, I want to gather some opinions about the areas you are most interested in exploring. I will be making the group assignments and your journal entries will help me make the groups. your entries will be private.






Path: [body](#)

The Journals Tool: Creating Journal Topics


5. In the **Journal Availability** section, select the **Yes** option to make it available to users. Alternately, select **No** to make it unavailable until students need it.


The screenshot shows the 'Journal Settings' interface with the following sections and callouts:

- 2. Journal Availability**: 'Journal Availability' with radio buttons for 'Yes' (selected) and 'No'. Callout 5 points to the 'Yes' button.
- 3. Journal Date and Time Restrictions**: 'Limit Availability' with checkboxes for 'Display After' (checked) and 'Display Until' (unchecked). 'Display After' has a date field '06/08/2011' and a time field '12:42 PM'. Callout 6 points to the 'Display After' section.
- 4. Journal Settings**: 'Index Entries' with radio buttons for 'Monthly' and 'Weekly' (selected). Callout 7 points to the 'Weekly' button. Below are checkboxes for 'Allow Users to Edit and Delete Entries' (checked), 'Allow Users to Delete Comments' (checked), and 'Permit Course Users to View Journal' (unchecked). Callout 8 points to the 'Allow Users to Edit and Delete Entries' checkbox.
- 5. Grade Settings**: 'Grade Journal' with radio buttons for 'No grading' and 'Grade : Points possible : 10' (selected). Callout 9 points to the 'Grade : Points possible' radio button. Below is a checkbox 'Show participants in "needs grading" status' (checked) with a dropdown 'after every 1 Entries'. Callout 10 points to the 'Show participants in "needs grading" status' checkbox. At the bottom is an 'Associated Rubrics' section with an 'Add Rubric' button. Callout 11 points to the 'Add Rubric' button.

	Name	Type	Date Last Edited	Show Rubric to Students
  	basic rubric	 Used for Grading	May 26, 2011	 No

6. For **Journal Date and Time Restrictions**, you can set journals to display on a specific date and time and to stop displaying on a specific date and time. Select the **Display After** and **Display Until** check boxes to enable the date and time selections. Type dates and times in the boxes or use the pop-up **Date Selection Calendar** and **Time Selection Menu**. Display restrictions do not affect the journal availability, only when it appears.
7. In the **Journal Settings** section, select **Monthly** or **Weekly Index Entries**.
8. Select check boxes to determine other **Journal Settings**. The settings are described in a table later in this section.
9. In the **Grade Settings** section, select **Grade: Points possible** and type a grade to make the journal a graded item. Or, select **No Grading**.


10. If you chose to make the journal graded, select the check box for **Show participants in needs grading status** and select a number from the drop-down list. After a user meets the specified number, the item appears on the **Needs Grading** page. If you do NOT select the check box, the **Needs Grading** icon () does not appear in the Grade Center or topic page and items do not appear on the **Needs Grading** page.

NOTE: If you choose three entries from the drop-down list and a user submits two, the **In Progress** icon () appears in the Grade Center cell and within the tool until the specified number is met.

11. Point to **Add Rubric** to select or create a rubric to associate with the journal.
12. Click **Submit**.

The following table describes the settings available when creating a journal topic.

Journal settings	Description
Index Entries	<ul style="list-style-type: none">• For a selected user, you can view a list of entry titles posted during the index span—by month or by week.
Allow Users to Edit and Delete Entries	<ul style="list-style-type: none">• If selected, users can edit and delete entries after they are posted. Users can only edit and delete the entries they have created.• Instructors are able to edit and delete any user's journal entries, without enabling this option.• If a user saved an entry as a draft, the entry can be edited before submitting it, without enabling this option.
Allow Users to Delete Comments	<ul style="list-style-type: none">• If selected, users can delete their comments from a journal entry.• Instructors are able to delete any user's comments, without enabling this option.
Permit Course Users to View Journal	<ul style="list-style-type: none">• If selected, the journal becomes public. All users can view all journal entries made to the journal topic.

Journal settings	Description
Grade Journal	<ul style="list-style-type: none"> You can choose to use the journal as an assignment and grade student entries or use it as a form of communication and not grade the entries. Points possible applies to one or more entries made by the user to the journal topic. Once grading is enabled, a column is created for it in the Grade Center. It is permanently gradable and cannot be set to No grading. If you allow students to delete or edit a gradable journal entry, the original graded entry can be lost. Select the check box for Show participants in needs grading status and select a number from the drop-down list. After a user meets the specified number, the item appears on the Needs Grading page. If you do NOT select the check box, the Needs Grading icon () does not appear in the Grade Center or topic page and items do not appear on the Needs Grading page.
Associated Rubrics	<ul style="list-style-type: none"> Point to Add Rubric and select an option: <ul style="list-style-type: none"> Select Rubric to add a rubric you created previously with the Rubrics tool. Create New Rubric to create a new rubric to associate with the Journal. Create From Existing to create a new rubric based on a rubric you have already created. After selecting or creating a rubric, it is listed on the Create Journal page. Click the Action Links in the Type or Show Rubric to Students columns to change settings for the rubric. <p>NOTE: If you are using a percent-based rubric, type the Points Possible before clicking Submit. If you are using a points-based rubric, you will be prompted to use the rubric's point value as the journal's possible points.</p>

The Journals Listing Page

The journal topics you create appear on the **Journals** listing page in alphabetical order. You can sort columns by clicking the column title or caret.

The screenshot shows the 'Journals' page header with a 'Create Journal' button. Below is a table with columns: Name, Visibility, Last Modified Date, and Entries. The table lists three journals: 'Chapter 3: Response Required', 'Potential Earth Science Project Topics', and 'Unit 1 Test: How Did it Go?'. A contextual menu is open for the third journal, showing options: Open, Edit, and Delete. Annotations A, B, C, and D point to specific elements: A points to the journal title, B points to the Visibility column header, C points to the Entries column header, and D points to the Edit option in the contextual menu.

<input type="checkbox"/>	Name	Visibility	Last Modified Date	Entries
<input type="checkbox"/>	Chapter 3: Response Required	Private	11/17/09 10:01 AM	1
<input type="checkbox"/>	Potential Earth Science Project Topics	Private	11/17/09 9:45 AM	2 (1 new)
<input checked="" type="checkbox"/>	Unit 1 Test: How Did it Go?	Public	11/17/09 10:02 AM	0


- On the **Journals** listing page, click the title to access the journal or click the Action Link to access the contextual menu and select **Open**.
- The **Visibility** column lists whether the journal is private or public.
- The **Entries** column lists how many entries were submitted.
- From the journal's contextual menu, select **Edit** to make changes to the journal's name, instructions, and settings.

You delete a journal using the contextual menu or by selecting its check box and clicking **Delete** on the Action Bar. When you delete an ungraded journal, all users' entries and comments are deleted. If you delete a graded journal, you have two options:

- Delete the journal, but keep the Grade Center column and preserve the scores.
- Delete the journal **and** the column in the Grade Center.

The Journal Topic Page

The journal topic page is divided into two main sections. You can view the **Instructions** and any entries for the selected user in the content frame. In the side panel, view information about the journal topic or entry, select entries to view, grade a user's entries, expand the **Index**, and view the legend.

 **Potential Earth Science Project Topics** ▾

Instructions
Before we discuss the Earth Science project assignment, I want to get opinions about the areas everyone is most interested in exploring. I will making the group assignments and your journal entries will help me make the groups. Your entries will be private. This is a graded assignment worth 10 points and you are allowed to make multiple entries to this topic. A

Tuesday, November 17, 2009

Great Video ▾
Posted by Tony Brown at Tuesday, November 17, 2009 11:34:48 AM EST

This site has a great simulation of the mantle moving and all that can happen:

www.science_dc_mantlevideo_jk112.com

▾ **Comments: 1** Comment

My Favorite Chapter ▾
Posted by Tony Brown at Tuesday, November 17, 2009 10:31:33 AM EST
Last Edited: Tuesday, November 17, 2009 11:27:24 AM EST


I'm most interested in the lithosphere and I can narrow it down to the crust and upper mantle as I know this is a "deep" topic!!

The info in the chapter is helpful and I did use some of the author's references to further explore this topic. I found the images in this Web site dynamic and even better than those in the chapter.

http://www.windows.ucar.edu/tour/link=/earth/interior/earths_crust.html

I think this topic would work well as a group presentation and there are many changes taking place daily where we could make the presentation meaningful for what is happening in Earth Science today. E





▾ **Comments: 0** Comment

About this Journal

Author: Tony Brown B
Entries: 2
Comments: 0

Journal Grade
Grade for: Tony Brown
Grade: -- out of 10.0
Grade Date: -- C
Feedback: --
Grading Notes: --
Edit Grade



More Journals < >
Show Empty Journals
[Andy Farrell](#) (1) D
[Cathy Chu](#) (2)
[Chris Casper](#) (1)
[Mei Wong](#) (1)
[Monica Gonzales](#) (1)
[Tony Brown](#) (2)

Index
▣ Nov 15, 2009 - Nov 21, 2009(2)
[Great Video](#)
[My Favorite Chapter](#)

 Indicates New Entries
 Indicates New Comments
 Indicates activity that Needs Grading
 Indicates activity that is In Progress

Collapse and expand sections of the journal topic page using the double arrows.

- A. **Instructions** you add appear in the content frame. Click the **X** to collapse the field for more area to view entries and comments.
- B. In the side panel, the **About this Journal** section displays information about the current selection.
- C. If you enabled grading, you see a **Journal Grade** section.
- D. The **More Journals** section lists users who have submitted one or more entries. Select a user's name to view his or her journal entries. All entries created by the user appear in the content frame. The most recent entry appears first. Alternately, use the **Previous User** and **Next User** arrows to view entries by other users. Click **Show Empty Journals** to view all users and see who has not submitted an entry.

Icons designate the status of the user's activity. The **Needs Grading** icon () indicates that a user has met the minimum activity for grading set by you in the journal's settings. The **In Progress** icon () appears when a user has some activity, but has not yet met the minimum number required to trigger Needs Grading status.

- E. The **Index** section displays the titles of the entries the author created in the journal topic for the selected time period. In our example, the entries for one week appear. Click the minus sign to collapse the title list.
- F. The legend identifies the meaning of the icons used in the side panel. The icons appear next to new entries, comments, items to be graded, and items in progress in the **More Journals** or the **Index** sections.

Commenting on Journal Entries

Journaling provides essential interaction between the student and an instructor, especially in a web-based course. Student entries and instructor comments can help build rapport and can create a healthy intellectual exchange.

The screenshot shows a Blackboard journal interface. At the top, a yellow banner reads "Potential Earth Science Project Topics" with a dropdown arrow. Below this is a grey bar with the date "Tuesday, November 17, 2009". The main content area has a title "Meteorology: Science of the Atmosphere" with a "New" tag and a "Posted by Chris Casper at Tuesday, November 17, 2009 10:43:55 AM EST" timestamp. The entry text says: "Anything in this general topic interests me. I am leaning toward this area for a career." Below the text is a "Comments: 0" link. A comment box is open, showing a "Comment" label, a "Cancel" button, and an "Add" button. The comment text reads: "I hope you will find one of our guest speakers helpful as you decide if meteorology is a potential career. Spencer Arlt will be joining us in a chat session in January. Please add more to this topic. I am interested in hearing what you would choose to focus on for this subject if you had to narrow it down." To the right of the comment box are two buttons: "3" (Comment) and "6" (Add). A legend at the bottom right explains the icons: a blue star for "Indicates New Entries", a blue speech bubble for "Indicates New Comments", a green exclamation mark for "Indicates activity that Needs Grading", and a blue document icon for "Indicates activity that is In Progress".

A student can make a comment after an instructor comments on an entry to continue the conversation. Students cannot make comments on another student's journal entry, even if the journal was made public. Students can only comment on another student's entry when they are members of a group. For group journals, all group members and instructors are allowed to make comments on individual entries.

QUICK STEPS: Commenting on Journal Entries

1. Access the journal.
2. On the journal topic page, select the journal entry to view by selecting the user's name in the side panel under **More Journals**. The journal entry opens in the content frame.

The Journals Tool: Commenting on Journal Entries

3. Click **Comment** following the user's entry. The **Comment** box appears.
4. Type your comments in the **Comment** box.
5. Click **Spell Check** at the bottom of the **Comment** box to check the spelling of the content before continuing.
6. Click **Add**.

In our example, the **Instructions** are collapsed in the content frame to allow more room to view entries and comments. Click **Instructions** on the Action Bar to expand the field. In the side panel, the list of users that appears in the **More Journals** section is also collapsed. Click the double arrows to expand this section. In the **Index** section, the tack icon indicates a new entry was created.

The screenshot displays the Blackboard Journals tool interface. At the top, a yellow header bar contains the title "Potential Earth Science Project Topics" with a dropdown arrow. Below this, a grey bar shows the date "Tuesday, November 17, 2009". The main content area is divided into two sections. The top section, titled "Meteorology: Science of the Atmosphere" with a dropdown arrow, shows a journal entry posted by Chris Casper at Tuesday, November 17, 2009 10:43:55 AM EST. The entry text reads: "Anything in this general topic interests me. I am leaning toward this area for a career." Below the entry, there is a "Comments: 1" link (labeled A) and a "Comment" button. A comment by Cathy Chu is visible, dated Tuesday, November 17, 2009 1:12:16 PM EST (labeled B). The comment text is: "I hope you will find one of our guest speakers helpful as you decide if meteorology is a potential career. Spencer Art will be joining us in a chat session in January. Please add more to this topic. I am interested in hearing what you would choose to focus on for this subject if you had to narrow it down." To the right of the main content area is a sidebar with three sections: "About this Journal" showing Author: Chris Casper, Entries: 1, and Comments: 0 (labeled C); "Journal Grade" showing Grade for: Chris Casper, Grade: -- out of 10.0, Grade Date: --, Feedback: --, and Grading Notes: --; and "More Journals" with an "Index" section showing a date range of Nov 15, 2009 - Nov 21, 2009(1) and a link to the current journal topic.

- A. The **Comments** link displays how many comments were made by an instructor and the student. Click the link to view the comments.
- B. The comments appear in the content frame following the entry. An instructor can delete any user's comment by clicking the **X**. Comments cannot be edited after they are posted. Users may be able to delete their comments, if enabled by an instructor during journal topic creation.
- C. Only the student's comments about his or her entry are counted in the **About this Journal** section. An instructor can use this area to gauge a student's participation.

Ask Dr. C



In the following table, Dr. C discusses how to help students write in their journals. Dr. C is our Blackboard Learn expert.

Your question	Dr. C's reply
What advice do you have for helping students think in a more reflective manner?	<p>Not all students are prepared to reflect upon their learning. Provide students with examples of previous journals, and direct them to other online examples of superior student journals. Do spend time on your expectations. Whenever possible, provide a rubric, especially for graded entries. Remind students that you do not want a list of what happened in class.</p> <p>Include some of the following phrases and words in your instructions to motivate students:</p> <ul style="list-style-type: none">• Dig deeper and describe how you felt and what you learned.• Do some self-examination.• Examine motives.• Contemplate your performance.• Evaluate any changes in your behaviors or ideas.• Plan a path for improvement.• Determine a solution.• Institute a plan.• Synthesize new information.• Set goals.• Analyze, observe, question, challenge.

Hands-on Activity



For this activity, use your Practice Course.

Explore the Journals tool


- Access the **Journals** tool and create a journal topic. Experiment with the functions in the Text Editor as you type **Instructions**.
- On the **Journals** listing page, select the **Grading, Feedback, and Assignments** topic. Note that this journal topic is not graded. View several journal entries; use the **Previous User** and **Next User** arrows to move between students' entries.
- Comment on **Linda Herrera's** journal entry.
- Edit any student's journal entry.
- Select a student's journal entry you have read and **Mark as New** to ensure you revisit it at a later time. The tack icon appears next to the user's name when you return to the tool next time.
- In the side panel, click **Show Empty Journals** to view how many students have not responded.

Create a link to a Journal

- Create a journal link in a Content Area. **Hint:** Use the **Tools** link on the Action Bar. Are you able to link to an individual group journal to a Content Area?

Grading Journal Entries


Once you have enabled grading, a column is created automatically in the Grade Center. You grade students' journal entries from the journal topic page, where you view all entries and comments as you determine the grade. The grades you assign show immediately in the Grade Center. You access the journal topic page in the following ways:

- In the Journals tool, access a journal and click a user's name.
- From the **Needs Grading** page, click the Action Link for a journal and select **Grade All Users**.
- In the Grade Center, locate the column for the journal you want to grade and move the mouse pointer over a cell containing a **Needs Grading** icon () to see the Action Link. Click the Action Link and select **View Grade Details**. From the **Grade Details** page, click **View User Activity**.


You can edit previously assigned grades on the journal topic page, or in a Grade Center cell.

You cannot change a graded journal topic to ungraded. You need to delete the graded journal topic from the **Journals** listing page and the Grade Center, and create a new ungraded journal.

Grading Status Indicator Icons

Users with journals that need grading are indicated with the **Needs Grading** icon () in the Grade Center and on the journal topic page under **More Journals**. In addition, they are listed on the **Needs Grading** page.

During journal creation, if you did NOT select the **Show participants in needs grading status** check box and select a minimum number of entries, the **Needs Grading** icon will not appear in the Grade Center or the journal topic page nor do items appear on the **Needs Grading** page.

Student activity that does not meet the minimum number you set, or if you did not select the **Show participants in needs grading status** check box, shows the **In Progress** icon () in the Grade Center cell and in the journal.

NOTE: The **Needs Grading** page is discussed in detail in the *Needs Grading* manual.

QUICK STEPS: Grading Journal Entries From the Journals Tool or Needs Grading Page

1. Access the journal topic page and select the journal entry to grade by selecting the user's name in the side panel under **More Journals**. The user's journal entry or entries open in the content frame.


-OR-

Expand **Grade Center** in the **Control Panel** and select **Needs Grading**. For the journal you want to grade, click its Action Link and select **Grade All Users**.

2. Under **Journal Grade** in the side panel, click **Edit Grade**. The grading field appears in the side panel.
3. Type a numeric grade in the **Current Grade Value** box.
4. Type feedback for the student in the **Feedback** box. Optionally, use the **Spell Check** function at the bottom of the box.
5. Type notes in the **Grading Notes** box. These notes are private and do not appear to students.
6. You can use the **Text Editor** functions to format the text and include files, images, external links, multimedia, and Mashups. Attachments uploaded using the Text Editor can be launched in a new window and can include alternate text to describe the attachment.
7. Click **Save Grade**.
8. Use the **Previous User** and **Next User** arrows in the **More Blogs** section to access more entries to grade.

-OR-

If you have accessed the journals to grade from the **Needs Grading** page, use the **View Previous** and **View Next** arrows on the Action Bar to proceed to another user's journal.



Potential Earth Science Project Topics

Instructions

Before we discuss the Earth Science project assignment, I want to gather some opinions about the areas everyone is most interested in exploring. I will be making the group assignments and your journal entries will help me make the groups. Your entries will be private. This is a graded assignment worth 10 points and you are allowed to make multiple entries to this topic.

Tuesday, November 17, 2009

Volcanoes

Posted by Mei Wong at Tuesday, November 17, 2009 10:48:04 AM EST

I can easily narrow down my main interest to volcanoes. I am most interested in the people who map the surface. I am amazed how their maps will show the areas covered by past lava eruptions and how they can be used to estimate the potential impact of future eruptions.

I have always wanted to live in Bozeman, Montana, but it is just 78 miles away from a Super Volcano, so I would even like to focus on how they are mapping the surface in this area and what we can learn about when this Super Volcano may blow.

[Comments: 2](#) New

Comment

About this Journal

Author: Mei Wong
Entries: 1
Comments: 1 New

Journal Grade

Grade for: Mei Wong
Grade: -- out of 10.0
Grade Date: --
Feedback: --
Grading Notes: --





Edit Grade

2

More Journals

Show Empty Journals

[Andy Farrell](#) (1) New
[Cathy Chu](#) (0)
[Chris Casper](#) (1) New
Mei Wong (1) New
[Monica Gonzales](#) (1) New

 Indicates New Entries
 Indicates New Comments
 Indicates activity that Needs Grading
 Indicates activity that is In Progress

The Journals Tool: Grading Journal Entries

Journal Grade

Current Grade Value: 35 out of 40.0 View

Rubric

Feedback: I look forward to this as a group presentation.

Grading Notes: Potential TA??

Text Editor Cancel Save Grade

Text Editor Feedback and Notes

User: Bruce Lopez (blopez) Column: Oceanography in Focus (Journal)

Current Grade Value: 35 out of 40 points

Feedback to User: I look forward to this as a group presentation.

Grading Notes: Potential TA??

NOTE: If you created a rubric for this graded assignment, you can refer to it at this time by clicking **View Rubric** to open the **Rubrics** window. The Blackboard administrator at your school determines if the Rubrics tool is available. The Rubrics tool is discussed in detail in the *Using Rubrics* manual.

Result


The new grade appears in the **Journal Grade** section and in the Grade Center column that was created automatically when the gradable journal topic was created. You can

also view the date the entry was graded and the **Feedback** and **Grading Notes**. At any time, you can change the grade by clicking **Edit Grade**. Changes you make are reflected in the Grade Center.

Grading Journal Entries in the Grade Center

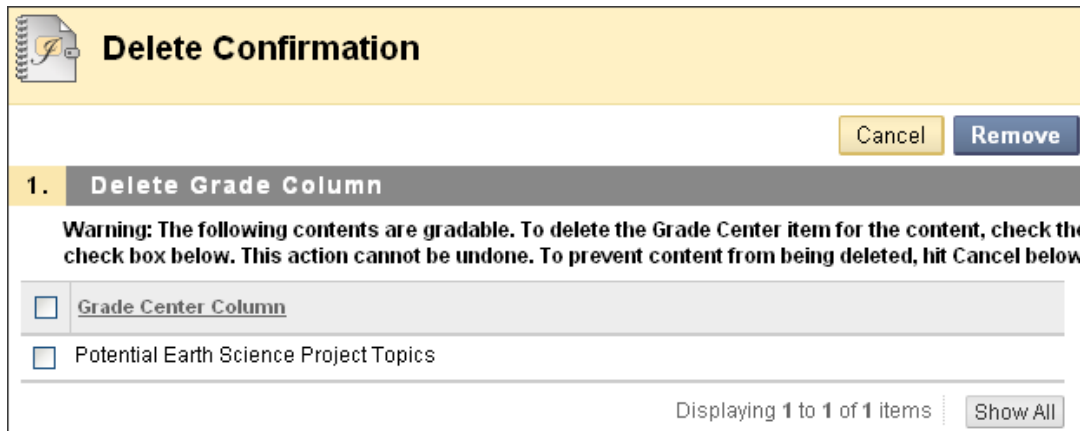
In addition to grading within the Journals tool or using the **Needs Grading** page, you can grade journal entries in the Grade Center.

QUICK STEPS: Grading Journal Entries in the Grade Center

1. In the **Control Panel**, expand the **Grade Center** section.
2. Select **Full Grade Center**.
3. Locate the column for the journal you want to grade and move the mouse pointer over a cell containing a **Needs Grading** icon () to see the Action Link.
4. Click the Action Link to access the contextual menu.
5. Select **View Grade Details**.
6. Click **View User Activity**.
7. In the **Journal Grade** section in the side panel, click **Edit Grade**. The grading field appears in the side panel.
8. Type a numeric grade in the **Current Grade Value** box.
9. Type feedback for the student in the **Feedback** box. Optionally, use the Spell Check function at the bottom of the box.
10. Type notes in the **Grading Notes** box. These notes are private and do not appear to students.
11. You can use the Text Editor functions to format the text and include files, images, external links, multimedia, and Mashups. Attachments uploaded using the Text Editor can be launched in a new window and can include alternate text to describe the attachment.
12. Click **Save Grade**.
13. Use the **View Previous** and **View Next** arrows on the Action Bar to proceed to another user's journal.

Deleting a Gradable Journal

If you no longer need a gradable journal, you can delete it. Once you delete the journal, it is permanently deleted. On the **Journals** listing page, select **Delete** from the journal's contextual menu and the **Delete Confirmation** page appears.



Delete Confirmation

Cancel Remove

1. Delete Grade Column

Warning: The following contents are gradable. To delete the Grade Center item for the content, check the check box below. This action cannot be undone. To prevent content from being deleted, hit Cancel below.

☐ Grade Center Column

☐ Potential Earth Science Project Topics

Displaying 1 to 1 of 1 items Show All

You have two options on the **Delete Confirmation** page:

- **Do not select check boxes:** The journal is deleted, but the Grade Center column and scores you have assigned are retained. For example, all student entries are graded and you want to keep the Grade Center column for the final grade calculations. If you delete a journal, yet retain the Grade Center column, you can delete that column from the Grade Center at any time.
- **Select the check boxes:** The grade column in the Grade Center **and** the journal are deleted. For example, if you do not want to include the grade column for the journal entries in the final grade, you can safely delete all.

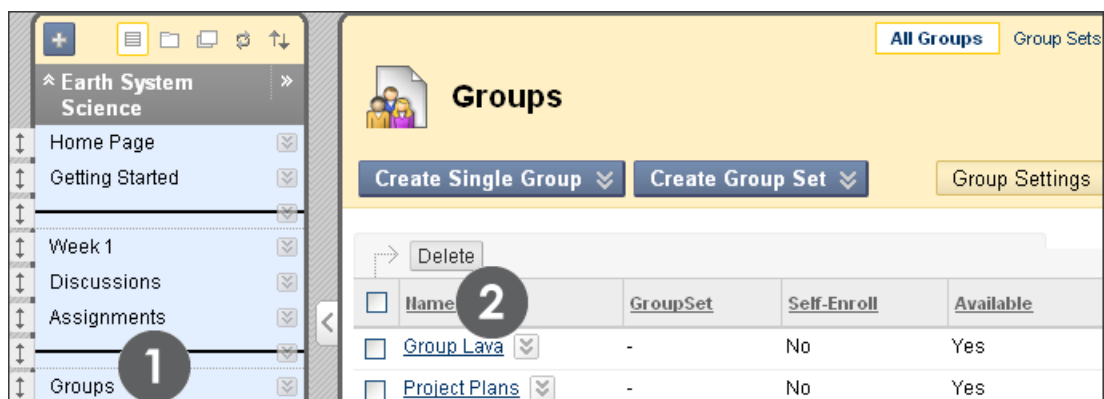
Editing Group Journal Settings

When you create a group, you select the tools you want the group to use to collaborate. You also determine if you want the group journal to be graded and set the total points. A Grade Center column is created automatically when you set the group journal to be graded.

You can edit the group journal settings to include instructions or change the default settings by accessing the group journal from the **Groups** page. For example, while grading a group journal, remove the ability for group members to edit and delete journal entries or make the journal unavailable.

QUICK STEPS: Editing Group Journal Settings

1. Select the **Groups** link on the Course Menu to access the **Groups** page. Alternately, select the **Tools** link, and select **Groups**.
2. On the **Groups** page, select the group name.



3. On the group page, select the **Group Journal** under **Group Tools**.
4. On the group journal page, click the page title's Action Link to access the contextual menu and select **Edit**.
5. On the **Edit Journal** page, you can change the default group journal name, type instructions, make it gradable, and edit all of the settings available when you create a regular course journal. See the section "Creating Journal Topics" for a detailed description of journal options.
6. Click **Submit**.

The Journals Tool: Editing Group Journal Settings

The first screenshot shows the 'Group Lava' interface. It has a yellow header with the group name and a dropdown arrow. Below the header are two buttons: 'Add Course Module' and 'Add Group Module'. The main content area has two panels. The 'Group Properties' panel shows the 'Group Description' and 'Group Members' (Chris Casper, Mei Wong, Monica Gonzales, Tony Brown). The 'Group Tools' panel lists various links: Collaboration, File Exchange, Group Blog, Group Discussion Board, Group Journal (circled with a '3'), Group Tasks, My Scholar Home, Scholar Course Home, and Send Email.



The second screenshot shows the 'Group Lava' interface with a 'Create Journal Entry' button. A dropdown menu is open, showing an 'Edit' option (circled with a '4').


The third screenshot shows the 'Edit Journal' page. It has a yellow header with the title 'Edit Journal'. Below the header is a note: '* Indicates a required field.' The page is divided into sections. The first section is '1. Journal Information'. It contains a 'Name' field with the value 'Group Lava' (marked with a red asterisk) and an 'Instructions' text area. Below the text area is a rich text editor toolbar (circled with a '5') with various formatting options like bold, italic, underline, and text color. The text area contains the text: 'This is your space to discuss your topic, divide tasks, share research, editing, writing, ask questions, and communicate with me. You will receive a grade'.

NOTE: Alternatively, edit the name and settings for a group journal from the **Journals** listing page using a journal's contextual menu.

Grading Group Journal Entries

You can read all entries for the group journal and assign one grade on the group journal page. When you assign a grade for a group journal, the grade is given automatically to all members of the group and is populated in the corresponding column in the Grade Center for each group member. All members are assigned a grade, even if a member did not contribute. Students can view their group journal grades on their **My Grades** pages and on the group journal page by selecting their names.

Users with journals that need grading are indicated with the **Needs Grading** icon () in the Grade Center and on the journal topic page under **More Journals**. In addition, they are listed on the **Needs Grading** page. Remember, while specifying journal settings, if you did NOT select the **Show participants in needs grading status** check box and select a minimum number of entries, the **Needs Grading** icon () will not appear in the Grade Center or topic page and items do not appear on the **Needs Grading** page.

Student activity that does not meet the minimum number you set or if you did not select the **Show participants in needs grading status** check box, shows the **In Progress** icon () in the Grade Center cell and in the journal.

NOTE: The **Needs Grading** page is discussed in detail in the *Needs Grading* manual.

The Journals Tool: Grading Group Journal Entries

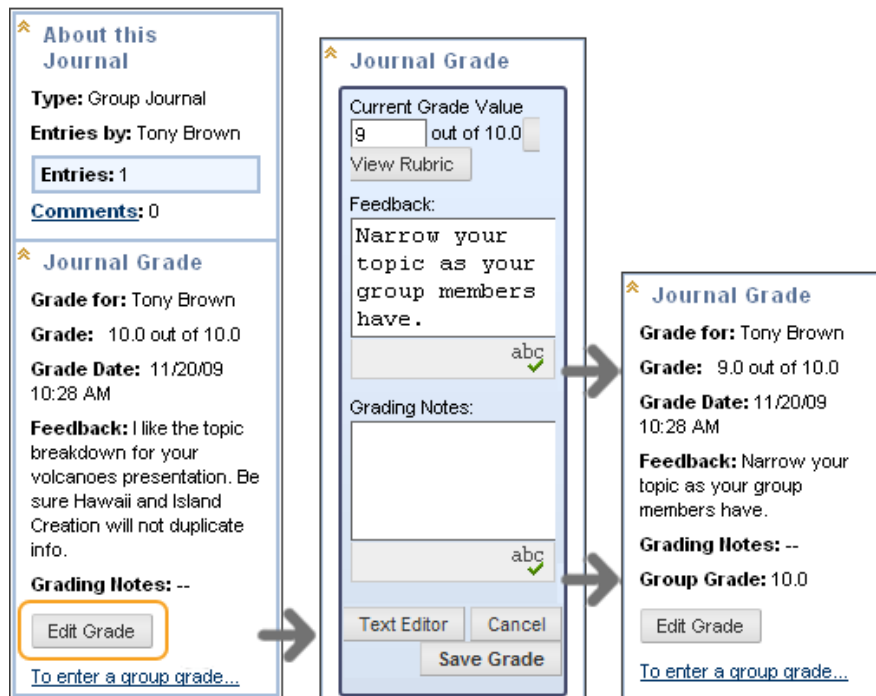
The screenshot displays the Blackboard Journals tool interface. At the top, an 'Instructions' box explains the purpose of the journal. Below this, a date separator indicates 'Tuesday, November 24, 2009'. The main content area shows a journal entry titled 'Best video--can use some of the narration' posted by Mei Wong. The entry includes a video thumbnail titled 'Volcano Lava' with a duration of 1:12, posted by National Geographic. To the right of the entry, a sidebar contains sections for 'About this Journal' (showing 5 entries and 3 new comments), 'Journal Grade' (showing a grade of -- out of 10.0), and 'More Journals' (listing other group members like Chris Casper, Mei Wong, Monica Gonzales, and Tony Brown). The 'Edit Grade' button in the 'Journal Grade' section is highlighted with a red rectangle.

Change an Individual Member's Group Grade

You can assign an individual group member a different grade than the group by selecting his or her name in the **More Journals** section and editing the grade for the member. If a group member's grade is changed, and a new group grade is given, the new group grade does not affect the individual's new grade. The individual's new grade does not appear to the other group members.

Tip: Optionally, indicate why the individual's grade is different from the group grade in the **Feedback to User**.

The Journals Tool: Grading Group Journal Entries




Select another member's name in the side panel under **More Journals** to view his or her entries and edit the grade.

In the side panel, you can view the **Grade** and **Feedback** you typed for the group. In the content frame, the individual member's entries and comments appear. After you assign a new **Grade** and **Feedback** for the individual member, the new information appears in the side panel. You can see the **Grade** the individual member received and the **Grade** the group received. You can use the **Text Editor** functions to format the text and include files, images, external links, multimedia, and Mashups. Attachments uploaded using the Text Editor can be launched in a new window and can include alternate text to describe the attachment.

View Group Journal Grade in the Grade Center

The group grade and the individual group member's edited grade appear in the Grade Center column that was created automatically when the graded group journal was enabled. Grayed out cells appear in the group journal column for course members who are not part of the group. You can also edit an individual member's grade within the Grade Center.

The Journals Tool: Grading Group Journal Entries



Grade Center: Full Grade Center

Create Column

Create Calculated Column

Move To Top

Email

Grade Information Bar

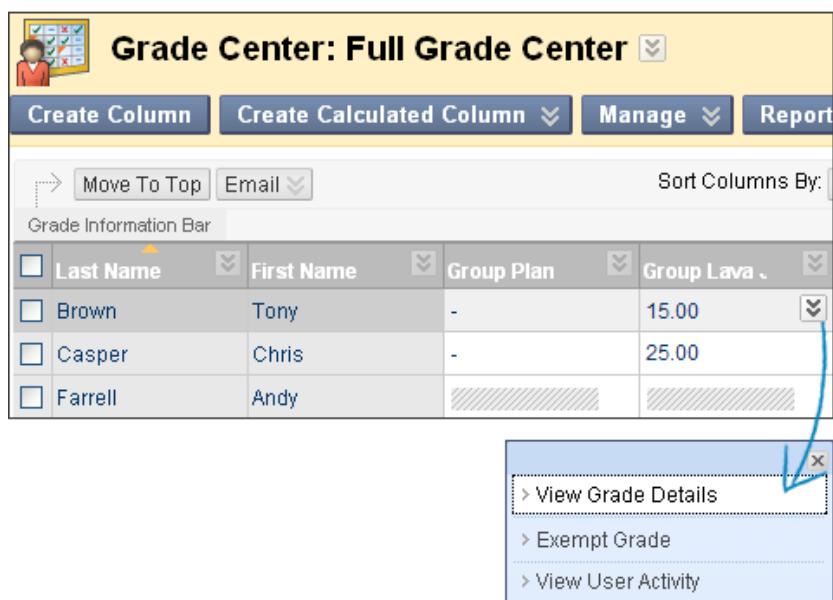
<input type="checkbox"/>	Last Name	First Name	Group Geo Jour
<input type="checkbox"/>	Brown	Tony	9.00
<input type="checkbox"/>	Casper	Chris	10.00
<input type="checkbox"/>	Farrell	Andy	
<input type="checkbox"/>	Gonzales	Monica	10.00
<input type="checkbox"/>	Hernandez	Juan	
<input type="checkbox"/>	Lopez	Bruce	

Revert a Member's Edited Grade

In the Grade Center, you can revert a member's edited grade to the original group grade that all group members received. Alternatively, you can edit the grade you changed on the group journal page by selecting the user.

QUICK STEPS: Reverting an Individual Member's Group Grade

1. From the **Grade Center**, access the member's **Grade Details** page.
2. After a member's group grade is edited, the **Revert To Group Grade** function appears. Click **Revert To Group Grade**.
3. Click **OK**. The member's grade is changed to the original group grade.



The screenshot shows the 'Grade Center: Full Grade Center' interface. At the top, there are buttons for 'Create Column', 'Create Calculated Column', 'Manage', and 'Report'. Below these are 'Move To Top' and 'Email' buttons, and a 'Sort Columns By:' dropdown. A 'Grade Information Bar' is visible above a table of student grades. The table has columns for 'Last Name', 'First Name', 'Group Plan', and 'Group Lava'. The first two rows are 'Brown, Tony' with a grade of '15.00' and 'Casper, Chris' with a grade of '25.00'. The third row is 'Farrell, Andy' with a shaded grade cell. A context menu is open over the '15.00' grade, showing options: '> View Grade Details', '> Exempt Grade', and '> View User Activity'. A blue arrow points from the '15.00' grade to the 'View Grade Details' option in the menu.

<input type="checkbox"/> Last Name	<input type="checkbox"/> First Name	<input type="checkbox"/> Group Plan	<input type="checkbox"/> Group Lava
<input type="checkbox"/> Brown	Tony	-	15.00
<input type="checkbox"/> Casper	Chris	-	25.00
<input type="checkbox"/> Farrell	Andy		

> View Grade Details

> Exempt Grade

> View User Activity

The Journals Tool: Grading Group Journal Entries

Grade Details

Jump to... View Rubric

User **Tony Brown (tbrown)** < > Column **Group Lava Journal (Journal)** < >

Current Grade: 15.00 out of 25 points
Grade based on Grade of Last Attempt
Due: None
View User Activity

Edit Manually Override View Column Details Grade History

Date Submitted (or Saved)	Value	Feedback to User	Grading Notes	Actions
Nov 20, 2009 10:28:37 AM (Completed)	15.00	Narrow your topic as your group members have.		<div>View Group Attempt</div> <div>Clear Grade</div> <div>Edit User Attempt</div> <div>Revert To Group Grade</div>

Icon Legend

Return to Grade Center

Click **Return to Grade Center** to return to the main Grade Center page and view the edited grade column.

Including and Deleting Group Members

If a new member is added to a group after you have given a grade for a group journal, the new user does not have a grade until you choose to update the grade for the group or to grade the new user individually. If you update the group grade, the new user receives a grade, even if the user has created no entry yet.

If a member of a group is removed, and a grade was assigned for a group journal, the grade is frozen and any further grading updates are not applied to that user.

Hands-on Activity



For this activity, use your Practice Course.

Grade Journal entries

- Access the **Journals** listing page. Select the **Space Exploration** journal.
- Grade two journal entries.
- Edit the grade for one of the entries.
- Select the **Groups** link on the Course Menu and select **Group Jupiter**.
- Access and grade the **Group Journal**.
- Change **Tony Brown's Group Journal** grade. Note the change for his grade and the group grade in the **Journal Grade** section.
- Access the **Grade Center** and view the grades you assigned for both journals. Note that **Tony Brown's** grade is different than the other group members.

4.0 The Blogs Tool

Blog writing assignments are another medium for reflective learning. Students are expected to display their research, analytical, and communication skills through a series of commentaries meant for public consumption and comment.

In the course environment, only enrolled users can view blogs. Similar to journals, you can use them as graded assignments, or as ungraded activities to gather opinions and information.

Learning Outcomes

After completing this section, you will be able to:

- Create and edit blog topics.
- Navigate the blogs listing and topic pages.
- Delete blogs.
- Comment on blog entries.
- Provide students with reflective writing hints and suggestions.
- Grade blog entries.
- Edit group blog settings.
- Grade group blog entries.

Overview

In Blackboard Learn, blogs consist of two elements:

- **Blog entries:** Text, images, links, multimedia, Mashups, and attachments posted by course members and open for comments.
- **Comments:** Remarks or responses to blog entries made by others.

You can choose to allow students to participate in blogs in three ways:

- **Course Blogs:** Only an instructor can create a course blog and determines the topic to be addressed. All course members can post blog entries and post comments to blog entries.
- **Individual Blogs:** Only an instructor can create a blog for individual course members to use. Only the owner of the blog is able to post blog entries. All other course members can view and include comments.
- **Group Blogs:** If an instructor enables the blogs tool for the group, all group members can post blog entries and make comments on blog entries. A group blog is different from a threaded discussion as each entry does not need to continue the discussion of the previous post, but can be a complete thought on its own.

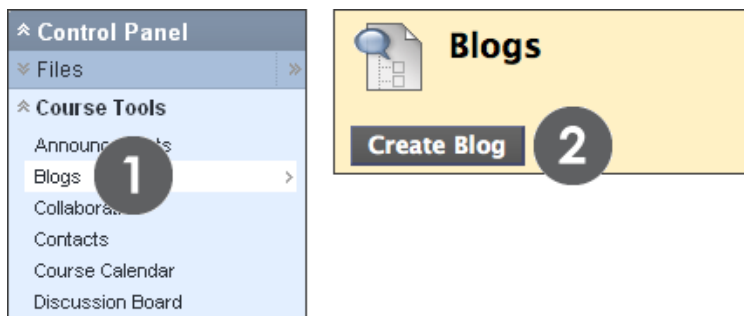
You can edit and delete entries in any of the three blog types and delete user comments.

Creating a Blog Topic

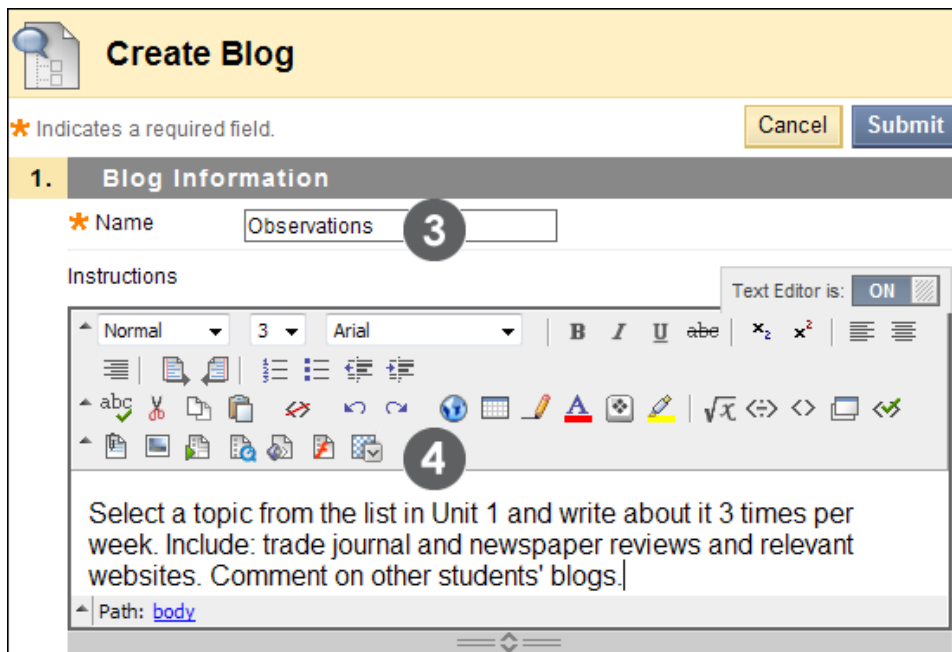
Be sure **Edit Mode** is in **ON** so you see all instructor functions.

QUICK STEPS: Creating a Blog Topic

1. In the **Control Panel**, expand the **Course Tools** section and select **Blogs**.



2. On the **Blogs** listing page, click **Create Blog** on the Action Bar.
3. On the **Create Blog** page, type a blog **Name**.

The image shows the 'Create Blog' form. At the top is a yellow header with a document icon and the title 'Create Blog'. Below the header are 'Cancel' and 'Submit' buttons. A legend indicates that an asterisk (*) denotes a required field. The first section, '1. Blog Information', contains a 'Name' field with the text 'Observations' and a circled '3'. Below this is the 'Instructions' section, which includes a text editor toolbar with various formatting options (bold, italic, underline, etc.) and a circled '4'. The text area of the editor contains the instruction: 'Select a topic from the list in Unit 1 and write about it 3 times per week. Include: trade journal and newspaper reviews and relevant websites. Comment on other students' blogs.' At the bottom of the form, the 'Path' is set to 'body'.

4. Type optional **Instructions** for the blog. You can use the Text Editor functions to format the text and include files, images, external links, multimedia, and Mashups. Attachments uploaded using the Text Editor can be launched in a new window and can include alternate text to describe the attachment.

5. In the **Blog Availability** section, select the **Yes** option to make it available to users. Alternately, select **No** to make it unavailable until students need it.

The screenshot shows the configuration interface for a Blackboard blog topic. It is divided into five numbered sections:


- 2. Blog Availability:** Contains a 'Blog Availability' label and two radio buttons: 'Yes' (selected) and 'No'. A callout '5' points to the 'Yes' radio button.
- 3. Blog Date and Time Restrictions:** Contains a 'Limit Availability' label and two checkboxes: 'Display After' and 'Display Until'. Both are currently unchecked. To the right of each checkbox is a text input field and a calendar icon. A callout '6' points to the 'Display After' text field.
- 4. Blog Participation:** Contains a 'Blog Type' label and two radio buttons: 'Individual to All Students' (selected) and 'Class'. Below these is a checked checkbox for 'Allow Anonymous Comments'. A callout '7' points to the 'Allow Anonymous Comments' checkbox.
- 5. Blog Settings:** Contains an 'Index Entries' label and two radio buttons: 'Monthly' (selected) and 'Weekly'. A callout '8' points to the 'Monthly' radio button. Below this are two unchecked checkboxes: 'Allow Users to Edit and Delete Entries' and 'Allow Users to Delete Comments'. A callout '9' points to the 'Allow Users to Delete Comments' checkbox.

6. For **Blog Date and Time Restrictions**, you can set blogs to display on a specific date and time and to stop displaying on a specific date and time. Select the **Display After** and **Display Until** check boxes to enable the date and time selections. Type dates and times in the boxes or use the pop-up **Date Selection Calendar** and **Time Selection Menu**. Display restrictions do not affect the blog availability, only when it appears.
7. In the **Blog Participation** section, select **Individual to All Students** or **Course**. Optionally, select **Allow Anonymous Comments** for individual blogs or **Allow Anonymous Entries and Comments** for course and group blogs.
8. In the **Blog Settings** section, select **Monthly** or **Weekly Index Entries**.
9. Select check boxes to determine other **Blog Settings**. The settings are described in a table later in this section.
10. In the **Grade Settings** section, select **Grade: Points possible** and type a grade to make the blog a graded item. Or, select **No Grading**.






The Blogs Tool: Creating a Blog Topic


6. Grade Settings


Grade Blog ☐ No grading **10** ☒ Grade : Points possible :

11 ☒ Show participants in "needs grading" status  after every Entries

Associated Rubrics **12**

Name	Type	Date Last Edited	Show Rubric to Students
   basic rubric	 Used for Grading	June 23, 2011	 No


11. Select the check box for **Show participants in needs grading status** and select a number from the drop-down list. After a user meets the specified number, the item appears on the **Needs Grading** page. If you do NOT select the check box, the **Needs Grading** icon () does not appear in the Grade Center or topic page and items do not appear on the **Needs Grading** page.

NOTE: If you choose three entries from the drop-down list and a user submits two, the **In Progress** icon () appears in the Grade Center cell and within the tool until the specified number is met.

12. Point to **Add Rubric** to select or create a rubric to associate with the blog.
13. Click **Submit**.

The Blogs Tool: Creating a Blog Topic

The following table describes the settings available when creating a blog topic.

Blog Settings	Description
Index Entries	<ul style="list-style-type: none">For a selected user or all course members, you can view a list of entry titles posted during the index span—by month or by week.
Allow Users to Edit and Delete Entries	<ul style="list-style-type: none">If selected, users can edit and delete entries after they are posted. Users can only edit and delete the entries they have created.Instructors are able to edit and delete any user's blog entries, without enabling this option.If a user saved an entry as a draft, the entry can be edited before submitting it, without enabling this option.
Allow Users to Delete Comments	<ul style="list-style-type: none">If selected, users can delete their comments for a blog entry.Instructors are able to delete any user's comments, without enabling this option.
Grade Blog	<ul style="list-style-type: none">You can choose to use the blog as an assignment and grade student entries or use it as a form of communication and not grade the entries.Points possible applies to one or more entries made by the user to the blog topic.Once grading is enabled, a column is created for it in the Grade Center. It is permanently gradable and cannot be set to No grading.If you allow students to delete or edit a gradable blog entry, the original graded entry can be lost.Select the check box for Show participants in needs grading status and select a number from the drop-down list. After a user meets the specified number, the item appears on the Needs Grading page. If you do NOT select the check box, the Needs Grading icon () does not appear in the Grade Center or topic page and items do not appear on the Needs Grading page.

Blog Settings	Description
Associated Rubrics	<ul style="list-style-type: none">• Point to Add Rubric and select an option:<ul style="list-style-type: none">• Select Rubric to add a rubric you created previously with the Rubrics tool.• Create New Rubric to create a new rubric to associate with the blog.• Create From Existing to create a new rubric based on a rubric you have already created.• After selecting or creating a rubric, it is listed on the Create Blog page. Click the Action Links in the Type or Show Rubric to Students columns to change settings for the rubric.• NOTE: If you are using a percent-based rubric, type the Points Possible before clicking Submit. If you are using a points-based rubric, you will be prompted to use the rubric's point value as the blog's possible points.

The Blogs Listing Page

The blog topics you create appear on the **Blogs** listing page in alphabetical order. You can sort columns by clicking the column title or caret.

Blogs

Create Blog

Display Blogs All Blogs

<input type="checkbox"/>	Name A	Type B	Last Modified Date	Entries C
<input type="checkbox"/>	Group Lava	Group	11/20/09 10:23 AM	0
<input type="checkbox"/>	Observations	Individual	11/23/09 12:07 PM	0
<input type="checkbox"/>	Preparing for the Test	Course	11/20/09 1:26 PM	9
<input checked="" type="checkbox"/>	Unit 1 Opinion	Course	11/23/09 12:33 PM	3(1 new)

4 of 4 items Show All Edit Paging

Contextual menu options: Open, Edit **D**, Delete

- A. On the **Blogs** listing page, select the title to access the blog or click the Action Link to access the contextual menu and select **Open**.
- B. The **Type** column lists if the blog is available to individuals, shared by all course members, or belongs to a group.
- C. The **Entries** column lists how many entries were submitted.
- D. From the blog's contextual menu, you can edit an individual or course blog's name, instructions, and settings. When you create a group and enable the group blog tool, the group blog takes on the title of the group name. You can edit the name and settings, and include instructions for the group blog from this page. You cannot delete a group blog from this page.

Deleting Blogs

You delete an individual or course blog using the contextual menu or by selecting its check box and clicking **Delete** on the Action Bar. When you delete an ungraded blog, all users' entries and comments are deleted. If you delete a graded blog, you have two options:

- Delete the blog, but keep the Grade Center column and preserve the scores.
- Delete the blog **and** the column in the Grade Center.

Users removed from your course do not have access to any blogs. Their individual blog entries and comments are deleted. If users are removed after course blogs are created, all their entries and comments are retained, but the names of the users who created the entries or commented on entries are changed to **Anonymous**.

You cannot delete a group blog without deleting the group, but you can make it unavailable by clearing the check box for the group blog tool on the **Edit Group** page or by making it unavailable on the **Edit Blog** page. Any existing group blog entries are not removed—just made unavailable until the group blog tool is selected or made available for the group again. The group blog column remains in the Grade Center if the group blog is graded.

The Blog Topic Page



The blog topic page is divided into two main sections. You can view the **Instructions** and entries in the content frame. In the side panel, you can view information about the blog topic or entry, expand the **Index**, view the legend, and select an individual user's name to view his or her entries alone in the content frame.

The screenshot shows a Blackboard course blog interface. At the top, a yellow header bar contains a document icon, the title 'Unit 1 Opinion' with a dropdown arrow, a 'Create Blog Entry' button, and a 'View Drafts' button. Below the header, the main content area is divided into two columns. The left column contains the 'Instructions' section, which includes a paragraph about the assignment and a date separator for 'Monday, November 23, 2009'. Below this, there are three blog entries. The first entry is titled 'Data' (with a dropdown arrow and a 'New' tag), posted by Tony Brown on November 24, 2009, at 4:49:01 PM EST. It contains a paragraph about scientific data and a 'Comments: 0' section with a 'Comment' button. The second entry is titled 'Scientific Data' (with a dropdown arrow and a 'New' tag), posted by Monica Gonzales on November 23, 2009, at 3:45:47 PM EST. It contains a paragraph agreeing with Andy and a 'Comments: 1' section with a 'Comment' button. The third entry is titled 'Global Warming and CO2' (with a dropdown arrow), posted by Chris Casper on November 23, 2009, at 2:40:43 PM EST. It contains a paragraph about global warming and a 'Comments: 1' section with a 'Comment' button. The right column contains a sidebar with several sections. The 'About this Blog' section shows 'Type: Course Blog', 'Entries: 6' (with a '3 New' tag), and 'Comments: 2' (with a 'New' tag). The 'More Blogs' section has left and right navigation arrows. The 'All Course Members' section lists members: Andy Farrell (1), Chris Casper (1), Mei Wong (1), Monica Gonzales (1), and Tony Brown (2), each with a small icon. The 'Index' section shows a list of entries: 'November 2009(6)', 'Data', 'Scientific Data', 'Global Warming Exists', 'Global Warming and CO2', 'The Wrong Argument', 'How Global Warming Works', and 'vWorks'. At the bottom of the sidebar is a legend with four items: 'Indicates New Entries' (blue icon), 'Indicates New Comments' (green icon), 'Indicates activity that Needs Grading' (red icon), and 'Indicates activity that is In Progress' (yellow icon). Five callout letters are placed over the interface: 'A' is over the 'Instructions' section, 'B' is over the 'About this Blog' section, 'C' is over the 'All Course Members' list, 'D' is over the 'Index' section, and 'E' is over the 'Global Warming and CO2' entry.

This is an example of a course blog appearing in the content frame

Collapse and expand sections of the blog topic page using the double arrows.

- A. **Instructions** you included appear in the content frame. Click the **X** to collapse the field for more area to view entries and comments.
- B. In the side panel, the **About this Blog** section displays information about the current selection. In our example, general information about the course blog appears. If the blog entries are graded, you see a **Blog Grade** section in the side panel when you select a user's name.
- C. **More Blogs** lists users who have submitted one or more entries. **All Course Members** is currently selected and all users' entries appear in the content frame. Select a user's name to view his or her blog entries alone in the content frame. The most recent entry appears first. Alternately, use the **Previous User** and **Next User** arrows to view entries by other users. Click **Show Empty Blogs** to view all users and see who has not submitted an entry.

Icons designate the status of the user's activity. The **Needs Grading** icon () indicates that a user has met the minimum activity for grading you set in the blog's settings. The **In Progress** icon () appears when a user has some activity, but has not yet met the minimum number required to trigger **Needs Grading** status.
- D. The **Index** section displays the titles of the entries created in the blog topic for the selected time period. In our example, the entries for all course members for one month appear. Click the minus sign to collapse the title list.
- E. The legend identifies the meaning of the icons used in the side panel. The icons appear next to new entries, comments, items to be graded, and items in progress in the **More Blogs** or the **Index** sections.

Commenting on Blog Entries

You can leave comments to guide a student's thought process. Peer comments can provide encouragement, aid in reflection, and develop the interpersonal relationships that promote collective learning. To continue the conversation, a student can make a comment after you or another student comments on an entry. In an online academic article, the authors suggest that, "revealing ideas advances our thoughts, confirms or rejects our ideas, helping us know whether to continue to pursue them."⁴

Reminder: When creating the blog topic, you can allow users' comments to be made anonymously.

QUICK STEPS: Commenting on Blog Entries

1. Access the blog.
2. On the blog topic page, select the blog entry to view by selecting the user's name in the side panel in the **More Blogs** section. The user's entries open in the content frame. Alternatively, scroll through all the course blog entries in the content frame and comment on an entry.
3. Click **Comment** following the user's entry. The **Comment** box appears.
4. Type your comments in the **Comment** box.
5. Click **Spell Check** at the bottom of the **Comment** box to check the spelling of the content before continuing.
6. Click **Add**.

⁴Donovan, Loretta L. and Lee, David C. "Realizing the Potential of Collective Learning through Blogs." *Learning Technology* 8.4 (Oct. 2006): n. pag. Web. 23 Nov. 2009.

The Blogs Tool: Commenting on Blog Entries

Unit 1 Opinion ▾

Create Blog Entry View Drafts

Instructions

After finishing all the reading assigned for Unit 1, go to page 139 in your textbook and give an opinion. Feel free to support your opinion with outside sources; however, it is not required. This is a graded assignment worth 30 points. You may make multiple entries. Please comment to at least three of your classmates' Blog entries. Your comments are worth 30 percent of the grade.

Monday, November 23, 2009

Global Warming and CO2 ▾

Posted by Chris Casper at Monday, November 23, 2009 2:40:43 PM EST

The Earth has been warming since 1910, with a temperature maximum reached in the 1990s. (The year 2001 is now the second warmest year on record, according to the World Meteorological Organization.)

The scientific conclusion reached is that warming is real.

But is this warming man-made? Carbon dioxide has been rising since the time of James Watt (1736 – 1819), inventor of the auto-controlled steam engine that helped jump-start the industrial revolution. Since then, coal, oil and natural gas have powered our economies. Hydro-power and nuclear power are comparatively minor contributors to energy needs (excepting certain countries such as Norway and France).

Comments: 0

Comment

★Comment:

Carbon dioxide levels rising and why will be our main investigation. There can be no global warming discussion without including what man has developed to use for energy. Please investigate this topic further for our Chat session.

About this Blog

Type: Course Blog

Entries by: Chris Casper

Entries: 1

Comments: 0

Blog Grade

Grade for: Chris Casper

Grade: -- out of 30.0

Grade Date: --

Feedback: --

Grading Notes: --

Edit Grade

More Blogs < >

Show Empty Blogs

Andy Farrell (1) !

Cathy Chu (1)

Chris Casper (1) ! 2

Mei Wong (1) !

Monica Gonzales (1) !

Tony Brown (2)

Index

November 2009(1)

[Global Warming and CO2](#)

! Indicates New Entries

! Indicates New Comments

! Indicates activity that Needs Grading

! Indicates activity that is In Progress

After selecting a user, the **About this Blog** section displays the user's name and number of entries and comments he or she has made. The **Blog Grade** section displays how many points are possible.

The Blogs Tool: Commenting on Blog Entries

The screenshot shows a Blackboard Blogs tool interface. At the top, there's a header bar with a document icon and the text "Unit 1 Opinion" with a dropdown arrow. Below this is a navigation bar with "Create Blog Entry" and "View Drafts" buttons. The main content area is divided into two columns. The left column contains a tabbed interface with "Instructions" and "A" (a large letter in a circle). Below the tabs is a date bar for "Monday, November 23, 2009". The main content of the left column is a blog entry titled "Global Warming and CO2" with a dropdown arrow. It is posted by "Chris Casper" at "Monday, November 23, 2009 2:40:43 PM EST". The entry text discusses global warming and carbon dioxide levels. Below the entry is a "Comments" section with a link "Comments: 1 New" and a large letter "B" in a circle. A comment by "Cathy Chu" is visible, dated "Monday, November 23, 2009 4:42:58 PM EST". The right column contains a sidebar with "About this Blog" (Type: Course Blog, Entries by: Chris Casper, Entries: 1, Comments: 2 New, and a large letter "D" in a circle), "Blog Grade" (Grade for: Chris Casper, Grade: -- out of 30.0, Grade Date: --, Feedback: --, Grading Notes: --, and an "Edit Grade" button), and "More Blogs" (a list of other blogs with user names and counts).

- A. The **Instructions** are collapsed in the content frame to allow for more room to view entries and comments. Click **Instructions** on the Action Bar to expand the field.
- B. The **Comments** link displays how many comments were made by you and the students. Click the link to view the comments.
- C. The comments appear in the content frame following the entry. You can delete any user's comment by clicking the **X**. Comments cannot be edited after they are posted. Users may be able to delete their comments, if enabled by you during blog topic creation.
- D. Only the selected student's comments are counted in the **About this Blog** section. In our example, Chris Casper made two comments to other students' entries and the comments are counted here. An instructor can use this area to gauge a student's participation.

Ask Dr. C



In the following table, Dr. C answers questions about commenting on blog entries.

▼ Your question	▼ Dr. C's reply
How can I help students to be comfortable receiving and giving blog comments?	Students are accustomed to receiving feedback from an instructor in a private manner, usually as written comments on assignments. As students transition to putting their thoughts in a blog for everyone to read, they may feel apprehensive about posting. Instructor comments not only provide feedback, but "serves as a constant example of how to engage not only with the primary source material, but also with one's fellow students." ⁵ As time-consuming as it can be initially, comment as much as possible to set everyone at ease and provide the example to follow.
Are there other ways besides comment quotas to promote student reading?	Remind students that reading blog entries can contribute to study time. When a topic or assignment is directly connected to an exam or a paper, students can "read each others' posts as a way of studying the material through exposure to different approaches and observations" (Hulbert). The process of filtering the material and determining what is useful and what can be ignored contributes to refining critical thinking skills.

⁵Hurlburt, Sarah. "Defining Tool for a New Learning Space: Writing and Reading Class Blogs." *JOLT* 4.2 (June 2008): n. pag. Web. 23 Nov. 2009.

Hands-on Activity



For this activity, use your Practice Course.

Explore the Blogs tool


- Access the **Blogs** tool and create a course blog. Experiment with the functions in the Text Editor as you type **Instructions**.
- On the **Blogs** listing page, select the **Astronomy Top Stories** blog and view the blog entries.
- Comment on one of the blog entries.
- Edit any student's blog entry.
- Select a student's blog entry you have read and **Mark as New** to ensure you revisit it at a later time. The tack icon appears next to the user's name and next to the title in the **Index** when you return to the tool next time.
- In the side panel, click **Show Empty Blogs** to view how many students have not responded.

Create a link to a blog

- Create a blog link in a Content Area. **Hint:** Use the **Tools** link on the Action Bar. Are you able to link to an individual group blog to a Content Area?

Grading Blog Entries


Once you have enabled grading, a column is created automatically in the Grade Center. You grade students' blog entries from the blog topic page where you view all entries and comments as you determine the grade. The grades you assign show immediately in the Grade Center. You access the blog topic page in the following ways:

- In the Blogs tool, access a blog and click a user's name.
- From the **Needs Grading** page, click the Action Link for a blog and select **Grade All Users**.
- In the Grade Center, locate the column for the blog you want to grade and move the mouse pointer over a cell containing a **Needs Grading** icon () to see the Action Link. Click the Action Link and select **View Grade Details**. From the **Grade Details** page, click **View User Activity**.


You can edit previously assigned grades on the blog topic page, or in a Grade Center cell.

You cannot change a graded blog topic to ungraded. You need to delete the graded blog topic from the **Blogs** listing page and the Grade Center, and create a new ungraded topic.

Grading Status Indicator Icons

Users with blogs that need grading are indicated with the **Needs Grading** icon () in the Grade Center and on the blog topic page under **More Blogs**. In addition, they are listed on the **Needs Grading** page.

During blog creation, if you did NOT select the **Show participants in needs grading status** check box and select a minimum number of entries, the **Needs Grading** icon will not appear in the Grade Center or the blog topic page nor do items appear on the **Needs Grading** page.

Student activity that does not meet the minimum number you set, or if you did not select the **Show participants in needs grading status** check box, shows the **In Progress** icon () in the Grade Center cell and in the blog.

NOTE: The **Needs Grading** page is discussed in detail in the *Needs Grading* manual.

QUICK STEPS: Grading Blog Entries From the Blogs Tool or Needs Grading Page

1. Access the blog topic page and select the blog entry to grade by selecting the user's name in the side panel under **More Blogs**. The user's blog entry or entries open in the content frame.


-OR-

Expand **Grade Center** in the **Control Panel** and select **Needs Grading**. For the blog you want to grade, click its Action Link and select **Grade All Users**.

2. In the **Blog Grade** section in the side panel, click **Edit Grade**. The grading field appears in the side panel.
3. Type a numeric grade in the **Current Grade Value** box.
4. Type feedback for the student in the **Feedback** box. Optionally, use the **Spell Check** function at the bottom of the box.
5. Type notes in the **Grading Notes** box. These notes are private and do not appear to students.
6. You can use the **Text Editor** functions to format the text and include files, images, external links, multimedia, and Mashups. Attachments uploaded using the Text Editor can be launched in a new window and can include alternate text to describe the attachment.
7. Click **Save Grade**.
8. Use the **Previous User** and **Next User** arrows in the **More Blogs** section to access more blog entries to grade.

-OR-

If you have accessed the blogs to grade from the **Needs Grading** page, use the **View Previous** and **View Next** arrows on the Action Bar to proceed to another user's blog.




Unit 1 Opinion

[Create Blog Entry](#)
[View Drafts](#)

Instructions

After finishing all the reading assigned for Unit 1, go to page 139 in your textbook and give an opinion. Feel free to support your opinion with outside sources; however, it is not required. This is a graded assignment worth 30 points. You may make multiple entries. Please comment to at least three of your classmates' Blog entries. Your comments are worth 30 percent of the grade.

Monday, November 23, 2009




Data

Posted by Tony Brown at Monday, November 23, 2009 2:49:01 PM EST


I have been reading some of the scientific data available on the net and in a few of the texts I have from the library and I do have to say that it is not hard to interpret. I can see how some people can twist it to match their agendas however. I'm NOT saying Al Gore is a "twister" so don't come after me!

Comments: 1 [Comment](#)

Cathy Chu said... 

Tuesday, November 24, 2009 8:56:52 AM EST

Interpretation is everything! We will be discussing this in Chat. You are showing great initiative by exploring this further.



How Global Warming Works

Posted by Tony Brown at Monday, November 23, 2009 12:33:10 PM EST

Is Global Warming a Real Problem?

Despite a scientific consensus on the subject, some people do not think global warming is happening at all. There are several reasons for this:

- They do not think the data show a measurable upward trend in global temperatures, either because we do not have enough long-term historical climate data or because the data we do have is not clear enough.
- A few scientists think that data is being interpreted incorrectly by people who are already worried about global warming. That is, these people are looking for evidence of global warming in the statistics, instead of looking at the evidence

About this Blog

Type: Course Blog
Entries by: Tony Brown
Entries: 2
Comments: 1







Blog Grade

Grade for: Tony Brown
Grade: -- out of 30.0
Grade Date: --
Feedback: --
Grading Notes: --

[Edit Grade](#) **2**

More Blogs





[Show Empty Blogs](#)

[Andy Farrell](#) (1) 
[Cathy Chu](#) (1)
[Chris Casper](#) (1) 
[Mei Wong](#) (1) 
[Monica Gonzales](#) (1)  
[Tony Brown](#) (2) 

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[How Global Warming Works](#)

 Indicates New Entries
 Indicates New Comments
 Indicates activity that Needs Grading
 Indicates activity that is In Progress

The Blogs Tool: Grading Blog Entries

About this Blog

Type: Course Blog
Entries by: Tony Brown
Entries: 2
Comments: 1

Blog Grade

Current Grade Value
30 out of 30.0 View
Rubric

Feedback:
Excellent.
Consider
investigating
who Gore's main
abc ✓

Grading Notes:
abc ✓

Text Editor Cancel
Save Grade

Blog Grade

Grade for: Tony Brown
Grade: 30.0 out of 30.0
Grade Date: 11/24/09 9:13 AM
Feedback: Excellent. Consider investigating who Gore's main sources are for the scientific data he uses.
Grading Notes: --
Edit Grade

NOTE: If you created a rubric for this graded assignment, you can refer to it at this time by clicking **View Rubric** during Step 3 to open the **Rubrics** window. The Blackboard administrator at your school determines if the Rubrics tool is available. The Rubrics tool is discussed in detail in the *Using Rubrics* manual.


Result

The new grade appears in the **Blog Grade** section and in the Grade Center column that was created automatically when you created the gradable blog topic. You can also view the date the entry was graded and the **Feedback** and **Grading Notes**. At any time, you can change the grade by clicking **Edit Grade**. Changes you make are reflected in the Grade Center.

Grading Blog Entries in the Grade Center

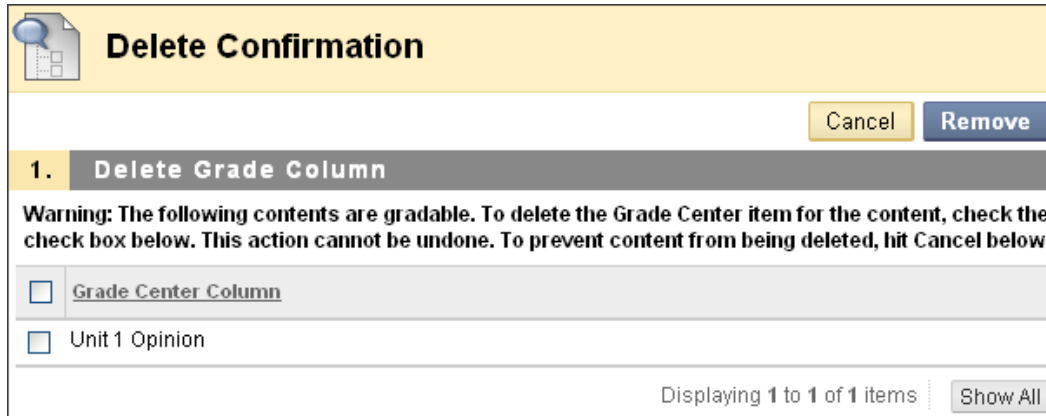
In addition to grading within the Blogs tool or using the **Needs Grading** page, you can grade blog entries in the Grade Center.

QUICK STEPS: Grading Blog Entries in the Grade Center

1. In the **Control Panel**, expand the **Grade Center** section.
2. Select **Full Grade Center**.
3. Locate the column for the blog you want to grade and move the mouse pointer over a cell containing a **Needs Grading** icon () to see the Action Link.
4. Click the Action Link to access the contextual menu.
5. Select **View Grade Details**.
6. Click **View User Activity**.
7. In the **Blog Grade** section in the side panel, click **Edit Grade**. The grading field appears in the side panel.
8. Type a numeric grade in the **Current Grade Value** box.
9. Type feedback for the student in the **Feedback** box. Optionally, use the Spell Check function at the bottom of the box.
10. Type notes in the **Grading Notes** box. These notes are private and do not appear to students.
11. You can use the Text Editor functions to format the text and include files, images, external links, multimedia, and Mashups. Attachments uploaded using the Text Editor can be launched in a new window and can include alternate text to describe the attachment.
12. Click **Save Grade**.
13. Use the **View Previous** and **View Next** arrows on the Action Bar to proceed to another user's blog.

Deleting a Gradable Blog

If you no longer need a gradable blog, you can delete it. Once you delete the blog, it is permanently deleted. On the **Blogs** listing page, select **Delete** from the blog's contextual menu and the **Delete Confirmation** page appears.



The image shows a 'Delete Confirmation' dialog box. At the top, there is a yellow header bar with a document icon and the title 'Delete Confirmation'. Below the header, there are two buttons: 'Cancel' and 'Remove'. The main content area has a section titled '1. Delete Grade Column'. Below this title is a warning message: 'Warning: The following contents are gradable. To delete the Grade Center item for the content, check the check box below. This action cannot be undone. To prevent content from being deleted, hit Cancel below.' There are two items listed with checkboxes: 'Grade Center Column' and 'Unit 1 Opinion'. At the bottom right, there is a status bar that says 'Displaying 1 to 1 of 1 items' and a 'Show All' button.

Delete Confirmation	
<div>Cancel Remove</div>	
1. Delete Grade Column	
Warning: The following contents are gradable. To delete the Grade Center item for the content, check the check box below. This action cannot be undone. To prevent content from being deleted, hit Cancel below.	
<input type="checkbox"/>	Grade Center Column
<input type="checkbox"/>	Unit 1 Opinion
Displaying 1 to 1 of 1 items Show All	

You have two options on the **Delete Confirmation** page:

- **Do not select check boxes:** The blog will be deleted, but the Grade Center column and scores you have assigned are retained. For example, all student entries are graded and you want to keep the Grade Center column for the final grade calculations. If you delete a blog, yet retain the Grade Center column, you can delete that column from the Grade Center at any time.
- **Select the check boxes:** The grade column in the Grade Center **and** the blog are deleted. For example, if you do not want to include the grade column for the blog entries in the final grade, you can safely delete all.

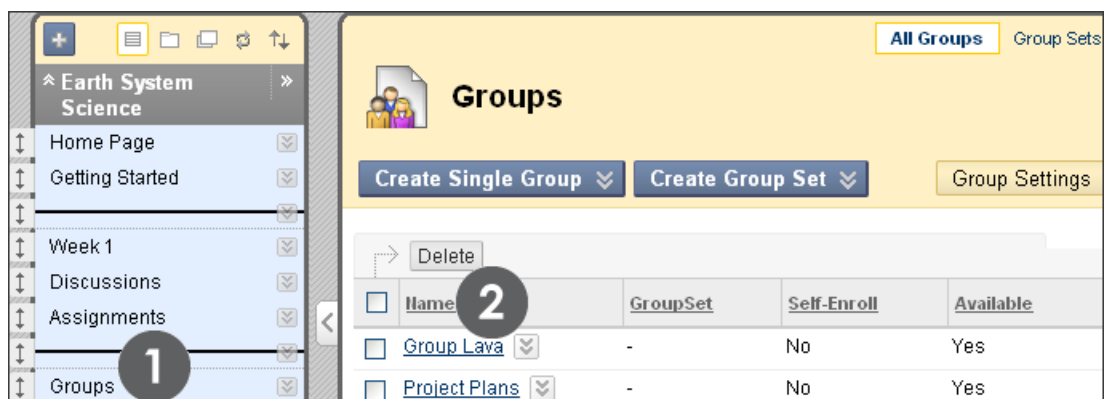
Editing Group Blog Settings

When you create a group, you select the tools you want the group to use to collaborate. You also determine if you want the group blog to be graded and set the total points. A Grade Center column is created automatically when you set the group blog to be graded.

You can edit the group blog settings and include instructions or change the default settings by accessing the group blog from the **Groups** page. For example, while grading the group blog, you can remove the ability for group members to edit and delete blog entries or make the blog unavailable.

QUICK STEPS: Editing Group Blog Settings

1. Select the **Groups** link on the Course Menu to access the **Groups** page. Alternatively, select the **Tools** link, and select **Groups**.
2. On the **Groups** page, select a group name.



3. On the **Group** page, select **Group Blog** in the **Group Tools** section.
4. On the **Group Blog** page, click the page title's Action Link to access the contextual menu and select **Edit**.
5. On the **Edit Blog** page, you can change the default group blog name, type instructions, make it gradable, and edit all of the settings available when you create a course blog. See the section "Creating Blog Topics" for a detailed description of options.
6. Click **Submit**.

The Blogs Tool: Editing Group Blog Settings

The first screenshot shows the 'Group Lava' interface. It has a header with a group icon and the name 'Group Lava'. Below the header are two buttons: 'Add Course Module' and 'Add Group Module'. The main content area is divided into two panels. The 'Group Properties' panel on the left contains a 'Group Description' field and a 'Group Members' list with the names: Chris Casper, Mei Wong, Monica Gonzales, and Tony Brown. The 'Group Tools' panel on the right contains a list of links: Collaboration, File Exchange, Group Blog (circled with a '3'), Group Discussion Board, Group Journal, Group Tasks, My Scholar Home, Scholar Course Home, and Send Email.



The second screenshot shows the 'Group Lava' interface with a 'Create Blog Entry' button and an 'Edit' button (circled with a '4').


The third screenshot shows the 'Edit Blog' form. It has a header with a document icon and the title 'Edit Blog'. Below the header is a note: '* Indicates a required field.' The form is divided into sections. The first section is '1. Blog Information'. It contains a 'Name' field with the value 'Group Lava' and an asterisk. Below the 'Name' field is an 'Instructions' field with the text: 'This is the area to build upon one another's ideas. This Group Blog Collaboration is the key.' (The text is partially obscured by a '5' in a circle). Above the 'Instructions' field is a rich text editor toolbar with various icons for text formatting, alignment, and insertion.

NOTE: Alternatively, edit the name and settings for a group blog from the **Blogs** listing page using a blog's contextual menu.

Grading Group Blog Entries

You can read all entries for the group blog and assign one grade on the group blog page. When you assign a grade for a group blog, the grade is given automatically to all members of the group and is populated in the corresponding column in the Grade Center for each group member. All members are assigned a grade, even if a member did not contribute. Students can view their group blog grades on their **My Grades** pages and on the group blog page by selecting their names.

Users with blogs that need grading are indicated with the **Needs Grading** icon () in the Grade Center and on the blog topic page in the **More Blogs** section. In addition, they are listed on the **Needs Grading** page. Remember, while specifying blog settings, if you did NOT select the **Show participants in needs grading status** box and select a minimum number of entries, the **Needs Grading** icon () will not appear in the Grade Center or topic page and items do not appear on the **Needs Grading** page.

Student activity that does not meet the minimum number you set or if you did not select the **Show participants in needs grading status** check box, shows the **In Progress** icon () in the Grade Center cell and in the blog.

NOTE: The **Needs Grading** page is discussed in detail in the *Needs Grading* manual.

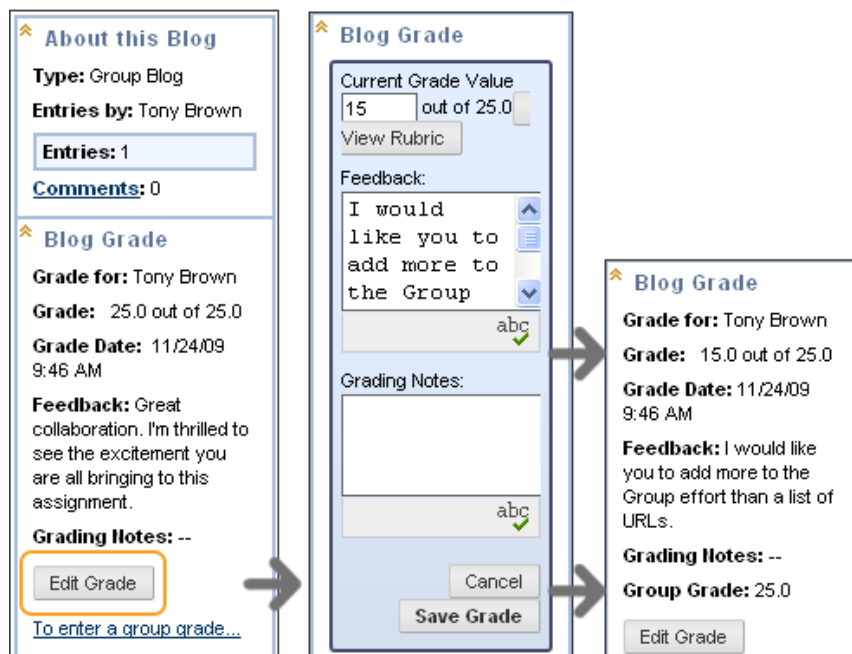


The screenshot displays a Blackboard Group Blog interface. On the left, an 'Instructions' box states: 'This is the area to build upon one another's ideas. This Group Blog will be graded. Collaboration is the key.' Below this, a date bar shows 'Tuesday, November 24, 2009'. The main content area features a blog entry titled 'Ethiopia Volcano Pics' with a dropdown arrow, posted by 'Monica Gonzales' at 'Tuesday, November 24, 2009 12:47:24 PM EST'. The entry includes a photograph of a volcano. On the right sidebar, the 'About this Blog' section shows 'Type: Group Blog', 'Entries by: Monica Gonzales', 'Entries: 5', and 'Comments: 1 New'. The 'Blog Grade' section displays 'Grade for: All Group Members', 'Grade: -- out of 25.0', 'Grade Date: --', 'Feedback: --', and 'Grading Notes: --'. An 'Edit Grade' button is highlighted with a red rectangle, and a link 'To grade an individual...' is visible below it. The 'More Blogs' section at the bottom lists other blogs with their respective status icons: 'Chris Casper (1)' with a green exclamation mark, 'Mei Wong (1)' with a yellow pencil, 'Monica Gonzales (2)' with a green exclamation mark, and 'Tony Brown (1)' with a green exclamation mark.

Change an Individual Member's Group Grade

You can assign an individual group member a different grade than the group by selecting his or her name in the **More Blogs** section and editing the grade for the member. If a group member's grade is changed, and a new group grade is given, the new group grade does not affect the individual's new grade. The individual's new grade does not appear to the other group members.

Tip: Optionally, indicate why the individual's grade is different from the group grade in the **Feedback to User**.

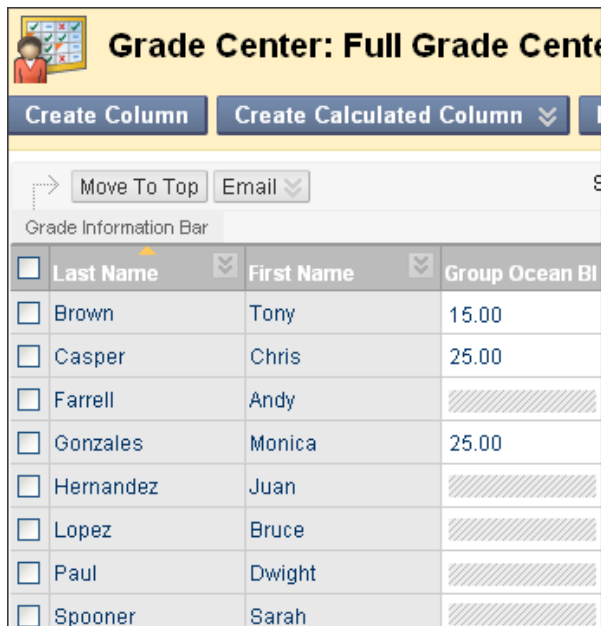


Select another member's name in the side panel in the **More Blogs** section to view his or her entries and edit the grade.

In the side panel, you can view the **Grade** and any **Feedback** you typed for the group. In the content frame, the individual member's entries and comments appear. After you assign a new **Grade** and **Feedback** for the individual member, the new information appears in the side panel. You can see the **Grade** the individual member received and the **Grade** the group received. Optionally, you can use the **Text Editor** functions to format the text and include files, images, external links, multimedia, and Mashups. Attachments uploaded using the Text Editor can be launched in a new window and can include alternate text to describe the attachment.

View Group Blog Grade in the Grade Center

The group grade and the individual group member's edited grade appear in the Grade Center in the column that was created automatically when the graded group blog was enabled. Grayed out cells appear in the group blog column for course members who are not part of the group. You can also edit the grade within the Grade Center.



The screenshot shows the 'Grade Center: Full Grade Center' interface. At the top, there are buttons for 'Create Column' and 'Create Calculated Column'. Below these are 'Move To Top' and 'Email' buttons. A 'Grade Information Bar' is visible above the table. The table has three columns: 'Last Name', 'First Name', and 'Group Ocean Bl'. The rows list students with their last names, first names, and corresponding grades. Some cells in the 'Group Ocean Bl' column are grayed out, indicating that the students are not part of the group.

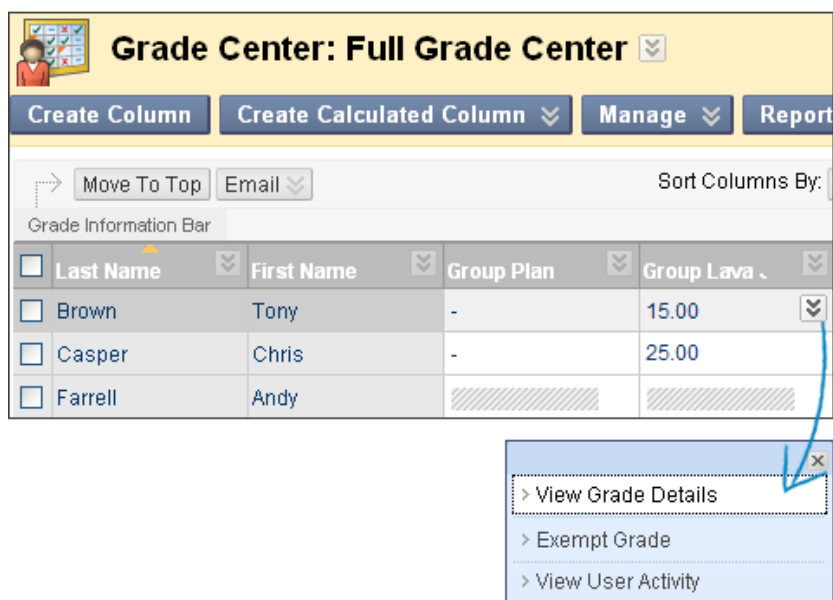
<input type="checkbox"/>	Last Name	First Name	Group Ocean Bl
<input type="checkbox"/>	Brown	Tony	15.00
<input type="checkbox"/>	Casper	Chris	25.00
<input type="checkbox"/>	Farrell	Andy	
<input type="checkbox"/>	Gonzales	Monica	25.00
<input type="checkbox"/>	Hernandez	Juan	
<input type="checkbox"/>	Lopez	Bruce	
<input type="checkbox"/>	Paul	Dwight	
<input type="checkbox"/>	Spooner	Sarah	

Revert a Member's Edited Grade

You can revert a member's edited grade to the original group grade, which all group members received. Alternatively, you can edit the grade you changed on the group blog page by selecting the user.

QUICK STEPS: Reverting an Individual Member's Group Grade

1. From the **Grade Center**, access the member's **Grade Details** page.
2. After a member's group grade is edited, the **Revert To Group Grade** function appears. Click **Revert To Group Grade**.
3. Click **OK**. The member's grade is changed to the original group grade.




The screenshot shows the 'Grade Center: Full Grade Center' interface. At the top, there are buttons for 'Create Column', 'Create Calculated Column', 'Manage', and 'Report'. Below these are 'Move To Top' and 'Email' buttons, and a 'Sort Columns By:' dropdown. A 'Grade Information Bar' is visible above a table of student grades. The table has columns for 'Last Name', 'First Name', 'Group Plan', and 'Group Lava'. The first row shows 'Brown, Tony' with a grade of '15.00'. A context menu is open over the '15.00' grade, showing options: '> View Grade Details', '> Exempt Grade', and '> View User Activity'. A blue arrow points from the '15.00' grade to the 'View Grade Details' option in the menu.

<input type="checkbox"/> Last Name	<input type="checkbox"/> First Name	<input type="checkbox"/> Group Plan	<input type="checkbox"/> Group Lava
<input type="checkbox"/> Brown	Tony	-	15.00
<input type="checkbox"/> Casper	Chris	-	25.00
<input type="checkbox"/> Farrell	Andy		

> View Grade Details

> Exempt Grade

> View User Activity



Grade Details

[Jump to...](#) [View Rubric](#)

User **Tony Brown (tbrown)** < > Column **Group Lava (Blog)** < >

Current Grade: 15.00 out of 25 points
Grade based on Grade of Last Attempt
Due: None
[View User Activity](#)

Edit [Manually Override](#) [View Column Details](#) [Grade History](#)

Date Submitted (or Saved)	Value	Feedback to User	Grading Notes	Actions
Nov 24, 2009 9:46:25 AM (Completed)	15.00	I would like you to add more to the Group effort than a list of URLs.		View Group Attempt Clear Grade Edit User Attempt Revert To Group Grade

[Icon Legend](#)
[Return to Grade Center](#)

Click **Return to Grade Center** to return to the main Grade Center page and view the edited grade column.

Including and Deleting Group Members

If you add a member to a group after you have given a grade for a group blog, the new user does not have a grade until you choose to update the grade for the group or to grade the new user individually. If you update the group grade, the new user receives a grade, even if the user has created no entry yet.

If a member of a group is removed, and you assigned a grade for a group blog, the grade is frozen and any further grading updates are not applied to that student.

Best Practice: Reflective Writing Hints and Suggestions

As you prepare students for using the Journals and blogs tools in Blackboard Learn, consider distributing some suggestions to help students keep the ideas flowing.

- The best time to make an entry in your journal or blog is as soon as possible. Be sure to have a few notes if there is a long time lapse before you make an entry.
- Ask yourself these questions: What? So what? and Now what? Listen as your mind makes connections.
- Make a few notes during an event or unit by capturing a few thoughts that cross your mind. Try writing rapidly following your first instincts. Do not stop to judge your writing.
- Focus on a specific event or issue for an individual entry—think about how you can address or resolve the issue, or what you want to improve.
- Write in your journal regularly, even if individual entries are sometimes short.
- Use questions or prompts to help you focus on the task.
- Expand on feedback you receive from your peers and instructors.
- On a regular basis, take time to reread your entries. Your reflections may help you make connections to the present material.
- Use your imagination. Employ descriptive words and write creatively. Use color if you wish. Alternately, take an analytical approach.
- Remember that writing itself can be used as a learning tool; you can use writing to explore ideas as a way of understanding them.

Best Practice: To Grade or Not to Grade

The decision to grade students' reflective writing can be a struggle between giving the freedom to write and securing the willingness to write. Some instructors choose to award credit for completion rather than in-depth grading, while relying on commenting to encourage and guide student responses. Journals and blogs can be pre-writing spaces where students safely explore ideas and discuss course materials. Students feel their writing is valued when an instructor provides worthwhile feedback. When students are not worried about performing to a standard, they are more likely to include personal reflection.

Ideally, journaling and blogging is about presenting ideas, not just a diary of events. The issue becomes whether an instructor should grade ideas. You must review your intended outcomes for using journaling and blogging, and determine if grading is appropriate.

If a grade is given, the evaluation's emphasis should be on content. A rubric of assessment is a useful guide for students. Rubrics should be distributed before any writing is assigned and can be discussed in Chat or on the Discussion Board to verify that students understand your expectations. A rubric should include how many entries are required, the minimum length of entries, and the grading criteria. Assessment and evaluation might include any of the criteria listed below.

In the entry, the student:

- Provided a descriptive record of his or her study.
- Included personal observations and questions about course material.
- Identified areas to review.
- Evaluated his or her study by referencing his or her learning process.
- Used reasoning and collected evidence.
- Planned improvement or set goals based on reflection.

When you first assign journal or blog writing, start by requiring only a few entries throughout the course. This will allow you to determine how long it takes to respond adequately to all students. If you are grading entries, you also need to allow time to provide comments and assign grades.

Opinions and Rubrics

The following list offers opinions on grading and example rubrics other instructors have used. They may help you decide if you want to grade, and if so, how you can assess your students based on your course goals.

A teacher's views about grading reflective writing:

Glogowski, Konrad. "Making Assessment Personally Relevant." *blog of Proximal Development*. teachandlearn.ca/blog/. 27 May 2007. Web. 10 Dec. 2009.

Glogowski, Konrad. "Replacing Grading with Conversations." *Blog of Proximal Development*. teachandlearn.ca/blog/. 25 Apr. 2007. Web. 10 Dec. 2009.

Assessing student Blogs; includes several links to rubric examples:

Poore, Megan. "Assessing Student Blogs." *Meg's Blogagogy*. blogogogy.wordpress.com. Web. 20 Nov. 2009.

An example of journal assignments, requirements, and a rubric presented to students:

Bowser, Diane. "Journal Guidelines." *thinkingshop.com*. n.d. Web. 25 Nov. 2009.

Hands-on Activity



For this activity, use your Practice Course.

Grade Blog Entries

- Access the **Blogs** listing page. Select the **Space Stations** individual blog.
- Grade two blog entries.
- Edit the grade for one of the entries.
- Select the **Groups** link on the Course Menu and select **Group Saturn**.
- Access and grade the **Group Blog**.
- Change **Bruce Lopez's Group Saturn Blog** grade. Note the change for his grade and the Group grade in the **Blog Grade** section.
- Access the **Grade Center** and view the grades you assigned for the individual and the group blogs. Note that **Bruce Lopez's** grade is different than the other group members.

5.0 The Wikis Tool

You can use the Wikis tool to create a collaborative space within the course where students can view, contribute, and edit content. You can use wikis as a resource for students to view information and content relevant for your course.

You can view all changes to all pages in the wiki. You can view the changes at a high level, and you can drill down to see information about contributions by any individual.

Learning Outcomes

After completing this section, you will be able to:

- Create course wikis.
- Create wiki home pages.
- Comment on wiki pages.
- View page history.
- Delete page versions.
- View wiki participation.
- Assign wiki grades.
- Edit group wiki settings.
- Grade group wikis.

NOTE: Editing wiki pages and linking to other wiki pages is not discussed in this section of the manual, as it was fully detailed in the "Student Experience" section.

Overview

According to an online article about emerging technologies, "The goal of a wiki is to become a shared repository of knowledge, with the knowledge base growing over time. Unlike Chat rooms, wiki content is expected to have some degree of seriousness and permanence."⁶ With dedicated use, you can use wikis to:

- Provide an easy to use environment for communication.
- Promote collaboration rather than competition.
- Foster a social and interactive approach to learning.
- Build partnerships where you can benefit from the strengths of others.
- Increase network building, trust, and negotiation skills.
- Provide support and prompt feedback.
- Provide a one-stop area where information is searched, updated, and accessed easily and quickly.
- Increase and enhance the possibility of creativity, spontaneity, and innovation through the application of reflective thinking.

You can use wikis as course content or graded assignments, such as:

- A glossary.
- A white paper.
- Class summaries and outlines.
- Connecting student writing to form a book.
- A resources repository.
- Lab experiments.
- Student solutions for scenarios and case studies.
- A research notebook.
- Group project presentations.

⁶Jones-Godwin, Bob. "Emerging Technologies." *Language Learning Technology* 7.2 (May 2003): 12-16. Web. 9 Dec. 2009.

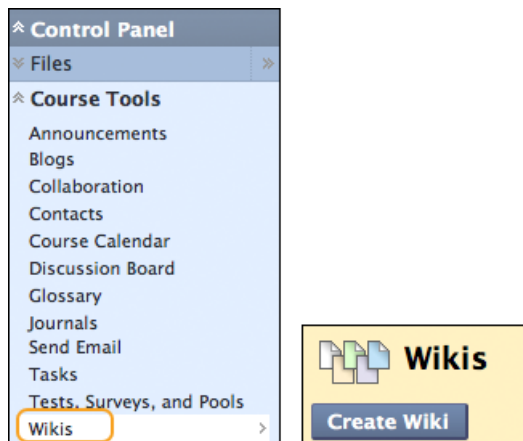
Creating a Course Wiki

Instructors create course wikis. Any course member can create pages, unless you intend to be the sole author and use the wiki as course content. Groups can also use wikis.

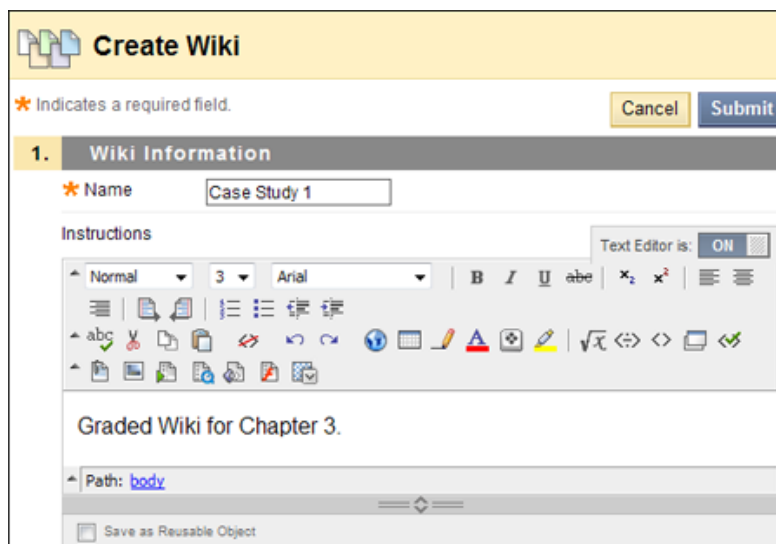
Change **Edit Mode** to **ON** so you see all instructor functions.

QUICK STEPS: Creating a Course Wiki

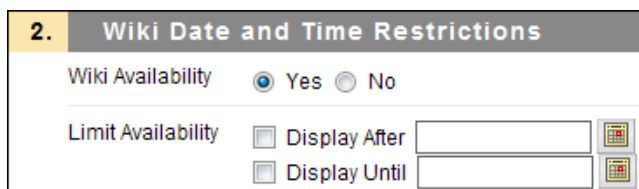
1. In the **Control Panel**, expand the **Course Tools** section and select **Wikis**.
2. On the **Wikis** listing page, click **Create Wiki** on the Action Bar.



3. On the **Create Wiki** page, type a wiki **Name**.


The image shows the 'Create Wiki' page. At the top, there's a 'Wiki Information' section. The 'Name' field is required (indicated by an asterisk) and contains the text 'Case Study 1'. Below this is an 'Instructions' section with a rich text editor. The text editor has a toolbar with various formatting options and contains the text 'Graded Wiki for Chapter 3.' At the bottom, there's a 'Path' field with the value 'body' and a 'Save as Reusable Object' checkbox.


4. Type optional **Instructions** for the wiki. You can use the Text Editor functions to format the text and include files, images, external links, multimedia, and Mashups. Attachments uploaded using the Text Editor can be launched in a new window and can include alternate text to describe the attachment.
5. Select the **Yes** option to make the wiki available to users. Alternately, select **No** to make it unavailable until students need it.
6. For **Wiki Date and Time Restrictions**, you can set wikis to display on a specific date and time and to stop displaying on a specific date and time. Select the **Display After** and **Display Until** check boxes to enable the date and time selections. Type dates and times in the boxes or use the pop-up **Date Selection Calendar** and **Time Selection Menu**. Display restrictions do not affect the wiki availability, only when it appears.



2. Wiki Date and Time Restrictions

Wiki Availability ☒ Yes ☐ No

Limit Availability ☐ Display After 

☐ Display Until 

7. In the **Wiki Participation** section, select **Closed to Editing** when you are the only one contributing pages or if you want to disallow further page editing by students. Wikis can still be viewed when **Closed to Editing** is selected. Select **Open to Editing** to allow any student to modify any wiki page. In a group wiki, a user must be a member of the group to edit a wiki page. At any time, you can change the **Student Access**.



3. Wiki Participation

Student Access ☐ Closed to Editing ☒ Open to Editing


8. In the **Grade Settings** section, select **Grade: Points possible** and type a grade to make the wiki a graded item. Once you enable grading, a column is created for it in the Grade Center. It is permanently gradable and you cannot change it to **No grading**. Or, select **No Grading**.

4. Wiki Settings

Grade Wiki






☐ No grading


☒ Grade : Points possible : 50 **8**


9 ☒ Show participants in "needs grading" status  after every 1 Page Saves

Associated Rubrics

10 Add Rubric

Name	Type	Date Last Edited	Show Rubric to Students
   basic rubric	 Used for Grading	June 23, 2011	 No

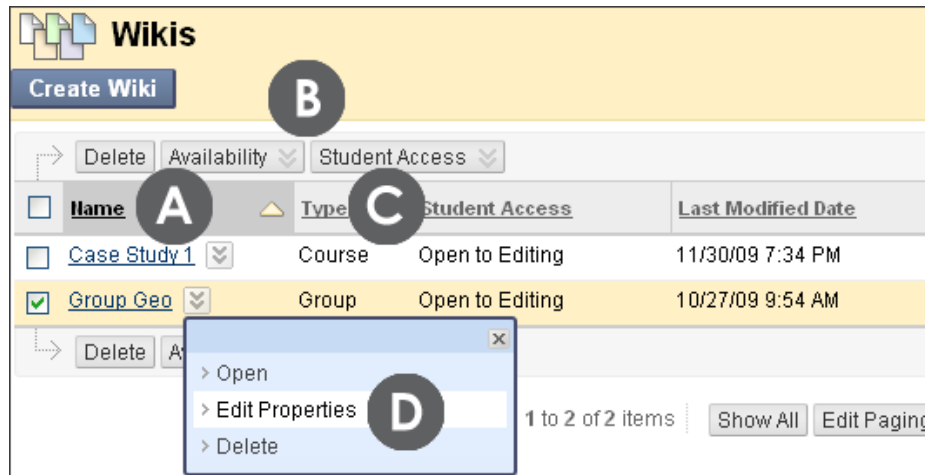
9. If you chose to make the wiki graded, select the check box for **Show participants in needs grading status** and select a number from the drop-down list. After a user meets the specified number, the item appears on the **Needs Grading** page. If you do NOT select the check box, the **Needs Grading** icon () does not appear in the Grade Center or topic page and items do not appear on the **Needs Grading** page.

NOTE: If you choose three entries from the drop-down list and a user submits two, the **In Progress** icon () appears in the Grade Center cell and within the tool until the specified number is met.

10. Point to **Add Rubric** to select or create a rubric to associate with the wiki.
11. Click **Submit**.

Wikis Listing Page

Wikis you create appear on the **Wikis** listing page in alphabetical order. You can sort columns by clicking the column title or caret.



- A. On the **Wikis** listing page, select the title to access the wiki or click the Action Link to access the contextual menu and select **Open**.
- B. To change a wiki's availability or student access, select one or more check boxes and use the **Availability** and **Student Access** drop-down lists on the Action Bar.
- C. The **Type** column lists whether the wiki is for the course or for a group.
- D. From the wiki's contextual menu, select **Edit Properties** to make changes to the wiki's name, instructions, and settings.

You delete a wiki using the contextual menu or by selecting its check box and clicking **Delete** on the Action Bar. When you delete an ungraded wiki, all users' pages and comments are deleted. If you delete a graded wiki, you have two options:

- Delete the wiki, but keep the Grade Center column and preserve the scores.
- Delete the wiki **and** the column in the Grade Center.

Creating a Wiki Home Page

Each newly created course or group wiki requires a first page, which is the home page. You or any course or group member creates the home page. The home page cannot be deleted by anyone, but if the wiki is open to editing, any course or group member can edit it.

When you access a new wiki for the first time, a message appears at the top of the page prompting you to create a home page. The home page always appears first in the wiki page list, making it an ideal page for instructions.

QUICK STEPS: Creating a Wiki Home Page

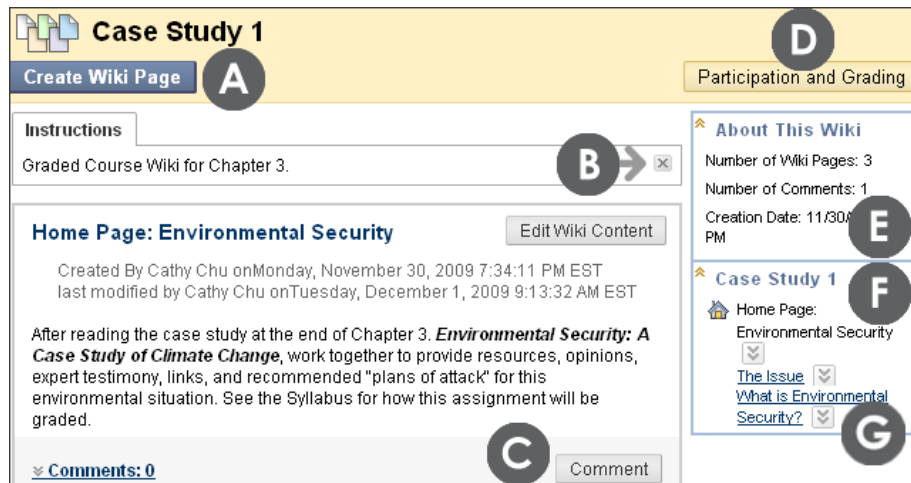
1. On the **Wikis** listing page, select the title of the wiki you want to create a home page for.
2. On the **Create Wiki Page**, type a wiki **Name**.
3. Type a description or instructions in the **Content** box. You can use the Text Editor functions to format the text and include files, images, external links, multimedia, and Mashups. Attachments uploaded using the Text Editor can be launched in a new window and can include alternate text to describe the attachment.
4. Click **Submit**.

A message appears at the top of the page prompting you to create a home page

You create all wiki pages in the same manner as the home page.

The Wiki Topic Page

The wiki topic page is divided into two main sections. You can view the **Instructions** and pages in the content frame. In the side panel, you can view information about the wiki, view a list of pages, select a page to view, and use a page's contextual menu.



Collapse and expand sections of the wiki topic page using the double arrows.

- A. On the Action Bar, click **Create Wiki Page** to create a new page in the wiki.
- B. **Instructions** added by you appear in the content frame when the home page is selected. Click the **X** to collapse the field. The **Instructions** only appear on the home page.
- C. In the content frame, click **Comment** to type your comments.
- D. On the Action Bar, click **Participation and Grading** to view a participation summary for each user and grade individual users, if you enabled grading. If the wiki is set to **No grading**, you see **Participation Summary** on the Action Bar instead.
- E. In the side panel, the **About This Wiki** section displays information about the wiki, including how many pages and comments were created and the page creation date.
- F. In the side panel, the next section's heading is the wiki's title. All the wiki pages are listed. The home page always appears first and has a house icon next to the title. The rest of the pages are listed in alphabetical order.
- G. Each page has a contextual menu to **Open**, **Edit**, **Delete**, and check the **History** for the page. Students cannot delete pages in a wiki.

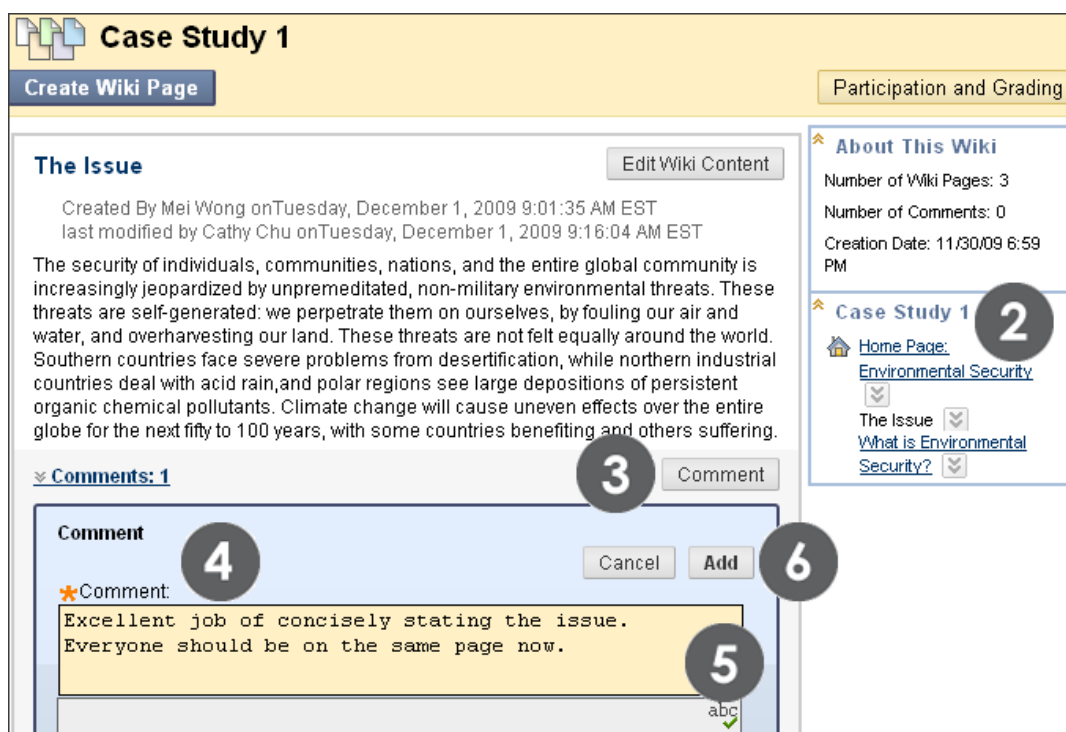
Commenting on Wiki Pages

Course members can comment on wiki pages rather than contribute to or edit a page. Comments provide a way for you and students to offer feedback and suggestions. Comments are visible to all course members.

For group wikis, the default setting allows them to be read by all course members, but you must be a member of the group to make a comment. You can change the default setting to allow only group members to view a group wiki.

QUICK STEPS: Commenting on Wiki Pages

1. Access a wiki.
2. On the wiki topic page, select the page to view in the side panel. The wiki page opens in the content frame.



3. Click **Comment** following the user's entry. The **Comment** box appears.
4. Type your comments in the **Comment** box.
5. Click **Spell Check** at the bottom of the **Comment** box to check the spelling of the content before continuing.
6. Click **Add**.

The Wikis Tool: Commenting on Wiki Pages


The screenshot shows a Blackboard Wiki page titled "Case Study 1". At the top, there are two tabs: "Create Wiki Page" and "Participation and Grading". The main content area is titled "The Issue" and contains a paragraph about environmental threats. To the right of the text is an "Edit Wiki Content" button. Below the text is a "Comments: 1" link. A comment by Cathy Chu is displayed, stating "Excellent job of concisely stating the issue. Everyone should be on the same page now." To the right of the comment is a "Comment" button. On the right side of the page, there is a sidebar titled "About This Wiki" which shows the number of Wiki Pages (3) and the number of Comments (1). Below this is a section titled "Case Study 1" with a "Home Page" link and a dropdown menu for "The Issue" showing "What is Environmental Security?".

The Issue

Created By Mei Wong on Tuesday, December 1, 2009 9:01:35 AM EST
last modified by Cathy Chu on Tuesday, December 1, 2009 9:16:04 AM EST

The security of individuals, communities, nations, and the entire global community is increasingly jeopardized by unpremeditated, non-military environmental threats. These threats are self-generated: we perpetrate them on ourselves, by fouling our air and water, and overharvesting our land. These threats are not felt equally around the world. Southern countries face severe problems from desertification, while northern industrial countries deal with acid rain, and polar regions see large depositions of persistent organic chemical pollutants. Climate change will cause uneven effects over the entire globe in the next fifty to 100 years, with some countries benefiting and others suffering.

[Comments: 1](#)

Cathy Chu said...  Tuesday, December 1, 2009 10:46:22 AM EST

Excellent job of concisely stating the issue. Everyone should be on the same page now.

About This Wiki

Number of Wiki Pages: 3
Number of Comments: 1
Creation Date: 11/30/09 6:59 PM

Case Study 1

Home Page:
[Environmental Security](#)

The Issue
[What is Environmental Security?](#)

- A. The **Comments** link displays how many comments were made about the wiki page by you and students. Click the link to view the comments.
- B. The comments appear in the content frame following the wiki page. You can delete any user's comment by clicking the **X**. Comments cannot be edited after they are posted. Users can delete the comments they authored.
- C. All comments for all wiki pages are counted in the **About This Wiki** section.

Comments have a 2,000-character limit. A pop-up message advises that a comment over 2,000 characters must be edited and resubmitted.

Viewing Page History

We have learned that wikis provide a collaborative environment for users to create, revise, and produce a single output. Because the wiki stores each version in its history, which includes who made changes, you have an opportunity to retrieve information about the development and contributions for any individual.

You can view the changes made to a single page in the wiki. All versions of the page appear on the **Page History** page with the most recent version appearing first.

The screenshot shows a Wiki page titled "Case Study 1". The main content area is titled "What is Environmental Security?" and includes a paragraph about environmental security. A side panel on the right contains "About This Wiki" information and a list of pages under "Case Study 1". A contextual menu is open over the side panel, showing options: Edit, Delete, and History. A red circle labeled 'A' is placed over the History option.

Case Study 1

Create Wiki Page Participation and Grading

What is Environmental Security? Edit Wiki Content

Created By Tony Brown on Tuesday, December 1, 2009 9:05:04 AM EST
last modified by Sarah Spooner on Tuesday, December 1, 2009 3:08:15 PM EST

The environment is the planetary support system on which all other human enterprises depend. If political, social, cultural, religious, and most importantly economic systems are to remain secure and viable, the environment must also remain secure and viable. This makes global environmental conditions a legitimate national security concern for all countries.

Environmental security (or ecological security) reflects the ability of a society to withstand environmental asset scarcity, environmental adverse changes, or environment-related tensions or conflicts. The below illustrates the potential for economic activity to cause environmental changes that lead to conflict.

The Institute for *Environmental Security* is an environmental think-tank.

About This Wiki

Number of Wiki Pages: 3
Number of Comments: 1
Creation Date: 12/1/09 12:44 PM

Case Study 1

Home Page:
Environmental Security
The Issue
What is Environmental Security?

Contextual Menu:
> Edit
> Delete
> History

The screenshot shows the "Page History" page. It includes a table with columns: Version, Created On, Size, and Author. The table lists five versions of the page "What is Environmental Security?". A red circle labeled 'B' is placed over the title of the first row (Version 5). A red circle labeled 'C' is placed over the "Delete" button in the top left corner of the table.

Page History

Delete Compare Versions


Version	Created On	Size	Author
<input checked="" type="checkbox"/> What is Environmental Security? (Version 5)	12/1/09 3:44 PM	1.1 KB	Sarah Spooner
<input type="checkbox"/> What is Environmental Security? (Version 4)	12/1/09 2:38 PM	1 KB	Chris Casper
<input type="checkbox"/> What is Environmental Security? (Version 3)	12/1/09 10:35 AM	1 KB	Cathy Chu
<input type="checkbox"/> What is Environmental Security? (Version 2)	12/1/09 9:05 AM	1 KB	Tony Brown
<input checked="" type="checkbox"/> What is Environmental Security? (Version 1)	12/1/09 9:05 AM	1 KB	Tony Brown

- In the side panel, click a page's Action Link to access the contextual menu and select **History**.
- Select a version title and the page opens in a new window.

The Wikis Tool: Viewing Page History

- C. Select the check boxes for any two versions and view the changes between the two pages by clicking **Compare Versions** on the Action Bar. Only two versions are compared at a time.


When two versions are compared, the **Page Comparison** page opens in a new window. The **Comparison Details** tab lists basic information about the two versions side-by-side.

 **Page Comparison**

Use the Legend tab to understand how one version was changed in comparison to the other version of this wiki page.

Comparison Details **Legend**


Version:	1
Page Title:	What is Environmental Security?
Created On:	12/1/09 9:05 AM
Author:	Tony Brown
Size:	1 KB



Version:	9
Page Title:	What is Environmental Security?
Created On:	12/1/09 5:20 PM
Author:	Monica Gonzales
Size:	1.5 KB


What is Environmental Security?

The environment is the planetary support system on which all other human enterprises depend upon it. If political, social, cultural, religious, and most importantly economic systems are to remain secure and viable, the environment must also remain secure and viable. This makes global environmental conditions a legitimate national security concern for all countries our planet.



The Wikis Tool: Viewing Page History

Click the **Legend** tab to view the comparison with a legend or explanation of the formatting used to communicate version differences. Collapse either tab by clicking the **X** to allow for more room to view the page.

 **Page Comparison**

Use the Legend tab to understand how one version was changed in comparison to the other version of this wiki page.


Comparison Details

Legend


Text added:	Sample	Image added:		Image added 2:	
Text removed:	Sample	Image removed:		Image removed 2:	
Text changed:	Sample	Image changed:		Image changed 2:	

What is Environmental Security?

The environment is the planetary support system ~~on which and all other~~ human enterprises depend ~~upon it~~. If political, social, cultural, religious, and most importantly economic systems are to remain secure and viable, the environment must also remain secure and viable. This makes global environmental conditions a legitimate national security concern for ~~all countries~~ ~~our planet~~.



Environmental security (ecological security ~~or a myriad of other terms~~) reflects the ability of a nation or a society to withstand environmental asset scarcity, environmental risks or adverse changes, or environment-related tensions or conflicts. The chart below illustrates the potential for economic activity to cause environmental changes that lead to ~~conflict~~.












In the preceding image, contributed text is highlighted green and removed text is red and uses a strike-through the words. An image is highlighted green with a plus sign on it to indicate it is new. The removed image is highlighted pink with a diagonal strike-through pattern.

Deleting Versions

You can delete one or more wiki page versions from the **Page History** page, but students cannot. You might delete pages because of offensive, inaccurate, or flawed content. If you delete the latest version, then the version next in line becomes the most current version and is the page viewed in the wiki.

You can delete more than one version of a wiki page, but at least one version must remain. When a version is deleted, all participation history for that version is deleted.

In the following example, an instructor decided that edits made in versions 4 and 5 were not helpful. By deleting them, version 3 is the most current version and the page viewed in the wiki.

 Page History					
 					
<input type="checkbox"/>	Version		Created On	Size	Author
<input checked="" type="checkbox"/>	The Issue (Version 5)		12/2/09 8:06 PM	1.68 KB	Bruce Lopez
<input checked="" type="checkbox"/>	The Issue (Version 4)		12/2/09 6:16 PM	1.16 KB	Bruce Lopez
<input type="checkbox"/>	The Issue (Version 3)		12/2/09 3:02 PM	1.16 KB	Tony Brown
<input type="checkbox"/>	The Issue (Version 2)		12/1/09 9:16 AM	1 KB	Cathy Chu
<input type="checkbox"/>	Environmental Security: A Case Study of Climate Change (Version 1)		12/1/09 9:01 AM	1 KB	Mei Wong

Select the check box or check boxes for the versions to delete and click **Delete** on the Action Bar. You can also use a version's contextual menu and select **Delete**.

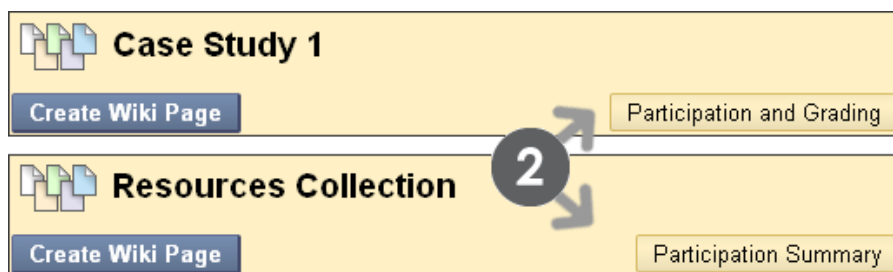
NOTE: If the most recent version is deleted, and a new version is included, the new version does not take the missing version number, but advances to the next number. For example, if you delete version 5 and then a course member edits the wiki page, the next version is 6, leaving a gap between versions 4 and 6.

Viewing Wiki Participation


On the **Participation Summary** page, you see a list of all student participation for the wiki being viewed. The information shows how students contributed to the overall wiki content and helps you determine individual grades for gradable wikis.

QUICK STEPS: Viewing Wiki Participation

1. Access the wiki.
2. On the wiki topic page's Action Bar, click **Participation and Grading** for graded wikis or **Participation Summary** for wikis with no grading.



3. On the **Participation Summary** page, view participation for the students who have contributed to the wiki in the content frame.
4. In the side panel, view information about the wiki and select a user to view his or her participation information. To see a list of all course members regardless of participation, click **Show All Members**.



Participation Summary

Name	Words Modified (Number Count)	Words Modified (Percentage)	Page Saves (Number Count)	Page Saves (Percentage)
Andy Farrell	138	8%	1	4%
Bruce Lopez	91	5%	2	8%
Cathy Chu	70	4%	5	20%
Chris Casper	299	17%	3	12%
Dwight Paul	118	6%	2	8%
Mark Tsai	316	18%	1	4%
Mei Wong	274	16%	3	12%
Monica Gonzales	153	9%	2	8%
Sarah Spooner	34	2%	2	8%
Tony Brown	206	12%	3	12%

About This Wiki

Wiki Name: Case Study 1
 Type: Course
 Creation Date: 12/1/09 12:44 PM
 Pages: 8
 Comments: 1

View Contributions By:

Show All Members

All

- [Andy Farrell](#)
- [Bruce Lopez](#)
- [Cathy Chu](#)
- [Chris Casper](#)
- [Tony Brown](#)

Indicates New Entries
 Indicates New Comments
 Indicates activity that Needs Grading
 Indicates activity that is In Progress

Displaying 1 to 10 of 10 items | [Show All](#) [Edit Paging...](#)

The **Words Modified** columns tally any word contributed, deleted, or edited in all pages and each page's version of the wiki.

The **Page Saves** columns tally any time **Submit** is clicked on any **Edit Wiki Page** in the wiki, regardless of content being changed.

Select a user's name to view his or her contribution information on the **Participant's Contribution** page.

The Participant's Contribution Page

After selecting a user's name, his or her contribution information appears in the content frame and side panel on the **Participant's Contribution** page. All pages and versions that the user contributed and modified are listed. This allows you to see precisely how and what content users have contributed and edited. If many pages appear, narrow what is shown using the **Display Pages** drop-down list on the Action Bar.

Wikis > Case Study 1 > Participation Summary > **Participant's Contribution: Tony Brown** Edit Mode is: **ON**

Participant's Contribution: Tony Brown

Display Pages: All Go

Page Version	User's Modifications	Created On	Words Modified
The Issue (3)		12/2/09 6:02 PM	87
What is Environmental Security? (2)	Compare to Version 1	12/1/09 9:05 AM	0
What is Environmental Security? (1)		12/1/09 9:05 AM	119

Displaying 1 to 3 of 3 items | [Show All](#) [Edit Paging...](#)

About This Wiki

Wiki Name: Case Study 1
 Type: Course
 Creation Date: 12/1/09 12:44 PM
 Pages: 2
 Comments: 1

Participation Summary



Modified By: Tony Brown
 Words Modified: 206 (12%)
 Total Page Saves: 3 (12%)

Grade



Grade for: Tony Brown
 Grade: -- out of 100.0
 Grade Date: --
 Feedback: --
 Grading Notes: --
[Edit Grade](#)

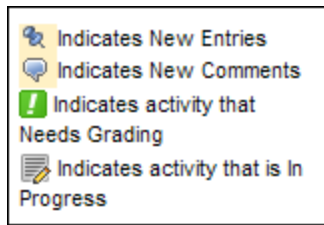
View Contributions By:

[Show All Members](#)

[All](#)
[Andy Farrell](#) 
[Bruce Lopez](#) 

- About This Wiki** shows wiki type, how many pages the user contributed and edited, and how many times the user commented.
- Participation Summary** displays the user's number of words modified and total page saves.
- The **Grade** section appears if grading is enabled. Grading is discussed in the next section.
- In **View Contributions By**, select another user. Alternatively, use the **Previous User** and **Next User** arrows to navigate through the list of contributors.

Icons designate the status of the user's activity. The **Needs Grading** icon () indicates that the user has met the minimum activity for grading that was set by you in the wiki's settings. The **In Progress** icon () appears when a user has some activity, but has not yet met the minimum number required to trigger **Needs Grading** status.



- E. In the **Page Version** column, page titles appear with their corresponding version numbers. Select a title to view the page without annotated changes. The most recent page version is listed first.
- F. In the **User's Modifications** column, click a link to compare a page to its previous version. The **Page Comparison** page opens and provides a **Comparison Details** tab for comparing the versions and a **Legend** tab that explains the formatting used to communicate version differences.
- G. Use the breadcrumbs to return to a previous wiki page.

Hands-on Activity



For this activity, use your Practice Course.

Explore wikis


- Access the **Wikis** tool and create a wiki topic. Experiment with the functions in the Text Editor as you provide Instructions. Select the **Open to Editing** option and make sure the wiki is available. Select the **Grade** option and type **Points possible**.
- Create a wiki home page for this new wiki.
- On the **Wikis** listing page, view your new wiki. Navigate to the Grade Center to see the column that was created automatically.
- Return to the **Wikis** listing page and select the **Resources Repository** topic. This wiki is not graded. View several wiki pages.
- **Comment** on a page.
- Edit any wiki page. Optionally, include an image.
- After you finish editing, view the **Page History**. Compare two page versions. On the **Page Comparison** page, click the **Legend** to view the explanation of changes as you view how the page changed. Delete one or more page versions. **Reminder:** All versions cannot be deleted; one version must remain.
- View wiki participation for one of the wikis. Select several students' contributions to view. Explore the **Participant's Contribution** pages. Use the **Previous User** and **Next User** arrows to navigate through the list of contributors.

Create a link to a wiki

- Create a wiki link in a Content Area. **Hint:** Use the **Add Interactive Tool** link on the Action Bar. Are you able to link to the **Group Saturn** wiki to a Content Area?

Grading Wikis


Once you have enabled grading, a column is created automatically in the Grade Center. View all the pages the student authored and edited as you determine the grade on the **Participant's Contribution** page. The grade applies to the wiki, not an individual wiki page. You access the **Participant's Contribution** page in the following ways:

- In the Wikis tool, access a wiki and click **Participation and Grading** on the Action Bar. Click a user's name to view their page modifications.
- From the **Needs Grading** page, click the Action Link for a wiki and select **Grade All Users**.
- In the Grade Center, locate the column for the wiki you want to grade and move the mouse pointer over a cell containing a **Needs Grading** icon () to see the Action Link. Click the Action Link and select **View Grade Details**. From the **Grade Details** page, click **View User Activity**.


You can edit previously assigned grades on the wiki's **Participant's Contribution** page or in a Grade Center cell.

You cannot change a graded wiki to ungraded. You need to delete the graded wiki from the **Wikis** listing page and the Grade Center, and create a new ungraded wiki.

Grading Status Indicator Icons

Users with wikis that need grading are indicated with the **Needs Grading** icon () in the Grade Center and on a wiki's **Participation Summary** page under **View Contributions By**. In addition, they are listed on the **Needs Grading** page.

If during wiki creation you did NOT select the **Show participants in needs grading status** check box and select a minimum number of entries, the **Needs Grading** icon will not appear in the Grade Center or the wiki's **Participation Summary** page nor do items appear on the **Needs Grading** page.

Student activity that does not meet the minimum number you set or if you did not select the **Show participants in needs grading status** check box, shows the **In Progress** icon () in the Grade Center cell and in the wiki.

NOTE: The **Needs Grading** page is discussed in detail in the *Needs Grading* manual.

QUICK STEPS: Grading Wikis From the Wikis Tool or Needs Grading Page

1. Access the Wikis tool and select the wiki to grade. Click **Participation and Grading** on the Action Bar. On the **Participation Summary** page, select a student's name in the **View Contributions By** section.


-OR-

Expand **Grade Center** in the **Control Panel** and select **Needs Grading**. For the wiki you wish to grade, click its Action Link and select **Grade All Users**.

2. On the **Participant's Contribution** page, a list of the student's pages and page versions open in the content frame. You can also view information about the contributions. In the **Page Version** column, click a page's title to review it.

Participant's Contribution: Christopher Casper				
Page Version	User's Modifications	Created On	Words Modified	About This Wiki
Ocean Explorer (2)	Compare to Version 1	5/25/11 4:49 PM	0	Participation Summary Modified By: Christopher Casper Words Modified: 25 (47%) Total Page Saves: 2 (50%)
Ocean Explorer (1)	Compare to Version 2	5/25/11 4:47 PM	25	
Displaying 1 to 2 of 2 items				
				Show All Edit Paging...

3. When you finish reviewing pages and are ready to grade, in the **Grade** section in the side panel, click **Edit Grade**. The grading field appears in the side panel.

 **Grade**

4. Type a numeric grade in the **Current Grade Value** box.

Grade

Current Grade Value
92 out of 100.0 [View Rubric](#)

Feedback:
You did a great job editing

Grading Notes:

[Text Editor](#)
[Cancel](#)
[Save Grade](#)

Grade

Grade for: Mei Wong
Grade: 92.0 out of 100.0
Grade Date: 12/4/09 10:47 AM
Feedback: You did a great job editing pages to make the information clear. Be sure to cite sources. Each is worth 8 points and you missed one.

5. Type feedback for the student in the **Feedback** box. Optionally, use the **Spell Check** function at the bottom of the box.
6. Type notes in the **Grading Notes** box. These notes are private and do not appear to the student.
7. You can use the **Text Editor** functions to format the text and include files, images, external links, multimedia, and Mashups. Attachments uploaded using the Text Editor can be launched in a new window and can include alternate text to describe the attachment.
8. Click **Save Grade**.
9. Use the **Previous User** and **Next User** arrows in **View Contributions By** section to access more contributions to grade.

-OR-

If you have accessed the wiki to grade from the **Needs Grading** page, use the **View Previous** and **View Next** arrows on the Action Bar to proceed to another user's wiki contributions.

NOTE: If you created a rubric for this graded wiki, you can refer to it at any time by clicking **View Rubric** in the **Grade** section. The Blackboard administrator at your school determines if the Rubrics tool is available. The Rubrics tool is discussed in detail in the *Using Rubrics* manual.


Result

The new grade appears in the **Grade** section and in the Grade Center column that was created automatically when you created the gradable wiki. You can also view the date the student's wiki contributions were graded and the **Feedback** and **Grading Notes**. At any time, you can change the grade by clicking **Edit Grade**. Changes you make are reflected in the Grade Center.

Grading Journal Entries in the Grade Center

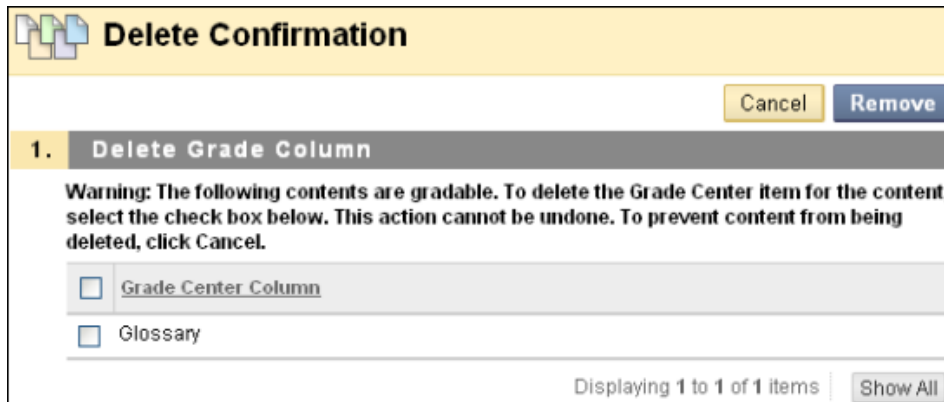
In addition to grading within the Wikis tool or using the **Needs Grading** page, you can grade wiki contributions in the Grade Center.

QUICK STEPS: Grading Wikis in the Grade Center

1. In the **Control Panel**, expand the **Grade Center** section.
2. Select **Full Grade Center**.
3. Locate the column for the wiki you want to grade and move the mouse pointer over a cell containing a **Needs Grading** icon () to see the Action Link.
4. Click the Action Link to access the contextual menu.
5. Select **View Grade Details**.
6. Click **View User Activity**.
7. In the **Grade** section in the side panel, click **Edit Grade**. The grading field appears.
8. Type a numeric grade in the **Current Grade Value** box.
9. Type feedback for the student in the **Feedback** box. Optionally, use the Spell Check function at the bottom of the box.
10. Type notes in the **Grading Notes** box. These notes are private and do not appear to students.
11. You can use the Text Editor functions to format the text and include files, images, external links, multimedia, and Mashups. Attachments uploaded using the Text Editor can be launched in a new window and can include alternate text to describe the attachment.
12. Click **Save Grade**.
13. Use the **View Previous** and **View Next** arrows on the Action Bar to proceed to another user's wiki.

Deleting a Gradable Wiki

If you no longer need a gradable wiki, you can delete it. Once you delete the wiki, it is permanently deleted. On the **Wikis** listing page, select **Delete** from the wiki's contextual menu and the **Delete Confirmation** page appears.



Delete Confirmation

[Cancel](#) [Remove](#)

1. Delete Grade Column

Warning: The following contents are gradable. To delete the Grade Center item for the content, select the check box below. This action cannot be undone. To prevent content from being deleted, click Cancel.

☐ [Grade Center Column](#)

☐ [Glossary](#)

Displaying 1 to 1 of 1 items [Show All](#)

You have two options on the **Delete Confirmation** page:

- **Do not select check boxes:** The wiki is deleted, but the Grade Center column and scores you have assigned are retained. For example, all student contributions are graded and you want to keep the Grade Center column for the final grade calculations. If you delete a wiki, yet retain the Grade Center column, you can delete that column from the Grade Center at any time.
- **Select the check boxes:** The grade column in the Grade Center **and** the wiki are deleted. For example, if you do not want to include the grade column for the wiki in the final grade, you can safely delete all.

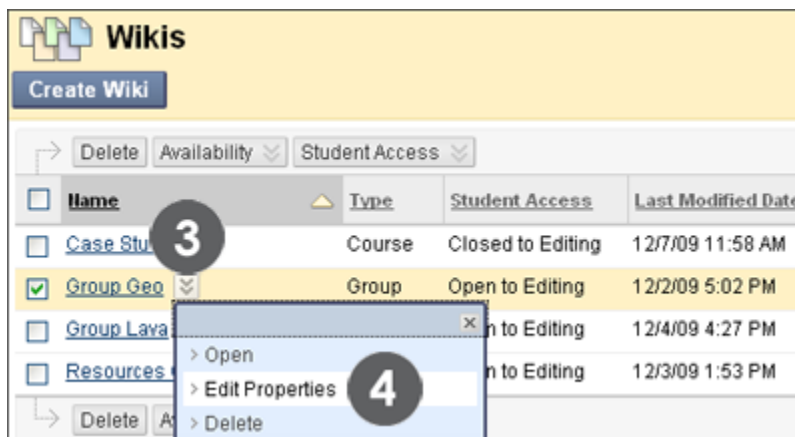
Editing Group Wiki Settings

When you create a group, you select the tools you want the group to use to collaborate. You also determine if you want the group wiki to be graded and set the total points. A Grade Center column is created automatically when you set the group wiki to be graded.

You can edit group wiki settings and include instructions or change the default settings by accessing the group wiki from the **Groups** page. For example, while grading a group wiki, remove the ability for group members to edit and delete wiki pages, or make the wiki unavailable.

QUICK STEPS: Editing Group Wiki Settings

1. Select the **Tools** link on the Course Menu.
2. On the **Tools** page, select **Wikis**.
3. On the **Wikis** listing page, click the group wiki's Action Link you want to edit to access the contextual menu.



4. Select **Edit Properties**.
5. On the **Edit Wiki** page, you can change the default group wiki name, type instructions, make it gradable, change its availability, and edit all of the settings available when you create a regular course wiki. See the section "Creating a Course Wiki" for a detailed description of options.
6. Click **Submit**.



NOTE: You cannot change a graded wiki to ungraded. You need to delete the graded wiki from the **Wikis** listing page and the Grade Center, and create a new ungraded wiki.


Deleting Group Wikis

If a group wiki is deleted from the **Wikis** listing page, the group wiki is no longer listed under **Group Tools** on the group page. The group wiki tool can be included again when a new group wiki is created.


Grading Group Wikis

You can read all contributions to the group wiki and assign one grade on the wiki's **Participation Summary** page. When a grade is assigned for a group wiki, the grade is given automatically to all the members of the group and is populated in the corresponding column in the Grade Center for each group member. All members are assigned a grade, regardless if a member did not contribute. Students can view their group wiki grades on their **My Grades** pages and on their **My Contribution** pages.

Users with wikis that need grading are indicated with the **Needs Grading** icon () in the Grade Center and on the wiki topic page under **View Contributions By**. In addition, they are listed on the **Needs Grading** page. Remember, while specifying wiki settings, if you did NOT select the **Show participants in needs grading status** box and select a minimum number of entries, the **Needs Grading** icon () will not appear in the Grade Center or **Participation Summary** page and items do not appear on the **Needs Grading** page.

Student activity that does not meet the minimum number you set or if you did not select the **Show participants in needs grading status** check box, shows the **In Progress** icon () in the Grade Center cell and in the wiki.

NOTE: The **Needs Grading** page is discussed in detail in the *Needs Grading* manual.



Participation Summary

Name	Words Modified (Number Count)	Words Modified (Percentage)	Page Saves (Number Count)	Page Saves (Percentage)
Cathy Chu (Not a group member)	0	0%	1	10%
Monica Gonzales	718	70%	6	60%
Sarah Spooner	95	9%	2	20%
Tony Brown	205	20%	1	10%

Displaying 1 to 4 of 4 items [Show All](#) [Edit Paging...](#)

About This Wiki

Wiki Name: Group Lava
Type: Group
Creation Date: 12/4/09 3:07 PM
Pages: 6
Comments: 2

Grade

Grade for: All Group Members
Grade: 38.0 out of 40.0
Grade Date: 12/4/09 2:07 PM
Feedback: The intro and main points are well-developed. As we enter the next phase, add more scholarly info.
Grading Notes: --
[Edit Grade](#)
[To grade an individual...](#)

Change an Individual Member's Group Grade

You can assign an individual group member a different grade than the group by selecting his or her name in the **View Contributions By** section in the side panel and editing the grade for the member. If a group member's grade is changed, and a new group grade is given, the new group grade does not affect the individual's new grade. The individual's new grade does not appear to the other group members.

Tip: Optionally, indicate why the individual's grade is different from the group grade in the **Feedback to User**.

Display Pages

Page Version	User's Modifications	Created On	Words Modified
Possible Introduction (2)	Compare to Version 1	12/4/09 4:11 PM	0
Possible Introduction (1)		12/4/09 4:11 PM	236
Recent Volcanic Eruptions (1)		12/4/09 4:18 PM	259
Why Volcanoes Erupt (3)	Compare to Version 2	12/4/09 4:25 PM	51
Why Volcanoes Erupt (2)	Compare to Version 1	12/4/09 4:24 PM	0
Why Volcanoes Erupt (1)		12/4/09 4:24 PM	172

Displaying 1 to 6 of 6 items

About This Wiki

Wiki Name: Group Lava
Type: Group
Creation Date: 12/7/09 6:36 PM
Pages: 3
Comments: 1

Participation Summary

Modified By: Monica Gonzales
Words Modified: 718 (70%)
Total Page Saves: 6 (60%)

Grade

Grade for: Monica Gonzales
Grade: 40.0 out of 40.0
Grade Date: 12/4/09 4:34 PM
Feedback: Great leadership shown.
Grading Notes: --
Group Grade: 38.0

[To enter a group grade...](#)

You can view the edited **Grade** and **Feedback** for the member and the group **Grade**.

The group grade and the individual group member's edited grade appear in the Grade Center in the column that was created automatically when the graded group wiki was enabled. Grayed out cells appear in the group wiki column for course members who are not part of the group. You can also edit an individual member's grade in the Grade Center.

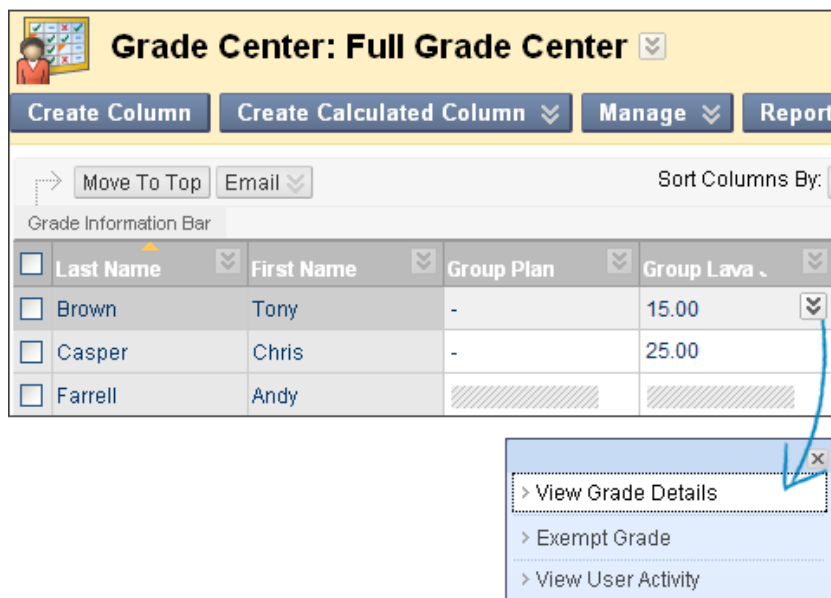
Grade Center: Full Grade Center		
<input type="button" value="Create Column"/>	<input type="button" value="Create Calculated Column"/>	<input type="button" value="Mark All"/>
<input type="button" value="Move To Top"/>	<input type="button" value="Email"/>	
Grade Information Bar		
<input type="checkbox"/> Last Name	<input type="checkbox"/> First Name	<input type="checkbox"/> Group Lava
<input type="checkbox"/> Brown	Tony	38.00
<input type="checkbox"/> Casper	Chris	
<input type="checkbox"/> Farrell	Andy	
<input type="checkbox"/> Gonzales	Monica	40.00

Revert a Member's Edited Grade

In the Grade Center, you can revert a member's edited grade to the original group grade that all group members received. Alternatively, you can edit the grade you changed on the group wiki page by selecting the user.

QUICK STEPS: Reverting an Individual Member's Group Grade

1. From the **Grade Center**, access the member's **Grade Details** page.
2. After a member's group grade is edited, the **Revert To Group Grade** function appears. Click **Revert To Group Grade**.
3. Click **OK**. The member's grade is changed to the original group grade.



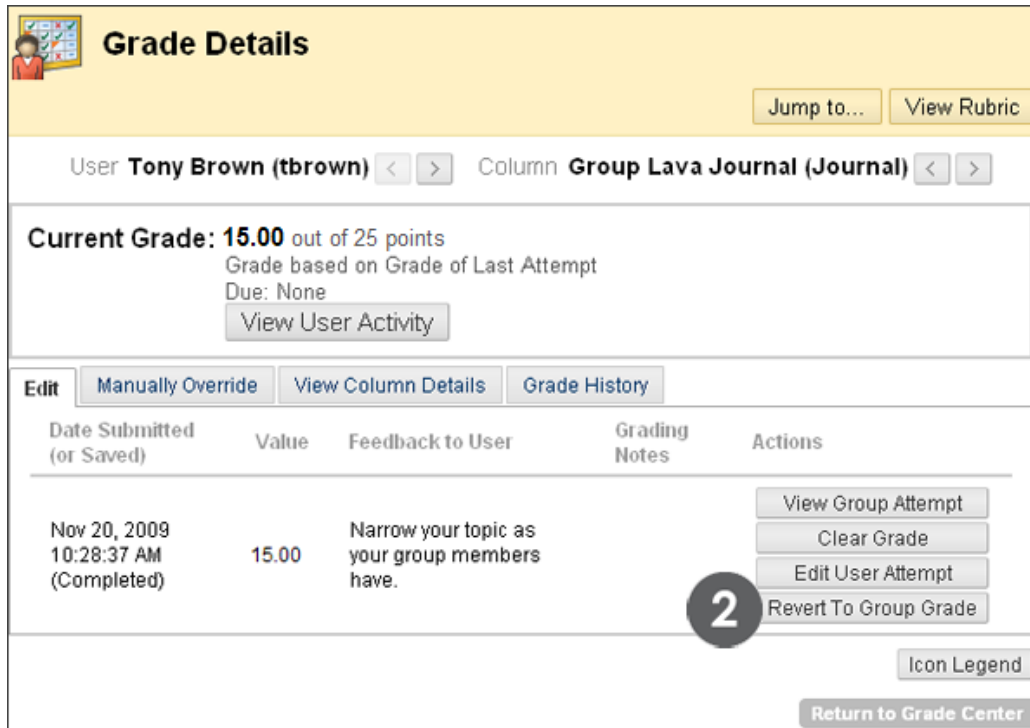
The screenshot shows the 'Grade Center: Full Grade Center' interface. At the top, there are buttons for 'Create Column', 'Create Calculated Column', 'Manage', and 'Report'. Below these are 'Move To Top' and 'Email' buttons, and a 'Sort Columns By:' dropdown. A 'Grade Information Bar' is visible above a table of student grades. The table has columns for 'Last Name', 'First Name', 'Group Plan', and 'Group Lava'. The first row shows 'Brown, Tony' with a grade of '15.00'. A context menu is open over the '15.00' grade, showing options: '> View Grade Details', '> Exempt Grade', and '> View User Activity'. A blue arrow points from the '15.00' grade to the 'View Grade Details' option in the menu.

<input type="checkbox"/> Last Name	<input type="checkbox"/> First Name	<input type="checkbox"/> Group Plan	<input type="checkbox"/> Group Lava
<input type="checkbox"/> Brown	Tony	-	15.00
<input type="checkbox"/> Casper	Chris	-	25.00
<input type="checkbox"/> Farrell	Andy		

> View Grade Details

> Exempt Grade

> View User Activity



The screenshot shows the 'Grade Details' page for a group wiki. At the top, there's a yellow header with a user icon and the title 'Grade Details'. Below this, there are buttons for 'Jump to...' and 'View Rubric'. The user is identified as 'Tony Brown (tbrown)' and the column as 'Group Lava Journal (Journal)'. The current grade is 15.00 out of 25 points, based on the last attempt, with a due date of 'None'. A 'View User Activity' button is present. Below this, there are tabs for 'Edit', 'Manually Override', 'View Column Details', and 'Grade History'. A table shows the submission details: 'Nov 20, 2009 10:28:37 AM (Completed)' with a value of '15.00' and feedback 'Narrow your topic as your group members have.' The 'Actions' column contains buttons for 'View Group Attempt', 'Clear Grade', 'Edit User Attempt', and 'Revert To Group Grade'. A large number '2' is overlaid on the 'Revert To Group Grade' button. At the bottom, there are buttons for 'Icon Legend' and 'Return to Grade Center'.

Grade Details

Jump to... View Rubric

User **Tony Brown (tbrown)** < > Column **Group Lava Journal (Journal)** < >

Current Grade: 15.00 out of 25 points
Grade based on Grade of Last Attempt
Due: None
View User Activity

Edit Manually Override View Column Details Grade History

Date Submitted (or Saved)	Value	Feedback to User	Grading Notes	Actions
Nov 20, 2009 10:28:37 AM (Completed)	15.00	Narrow your topic as your group members have.		<div>View Group Attempt</div> <div>Clear Grade</div> <div>Edit User Attempt</div> <div>Revert To Group Grade</div>

Icon Legend

Return to Grade Center

Click **Return to Grade Center** to return to the main Grade Center page and view the edited grade column.

Including and Deleting Group Members

If you add a member to a group after you assign a grade for a group wiki, the new user does not have a grade until you choose to update the grade for the group or to grade the new user individually. If you update the group grade, the new user receives a grade, even if the user has made no contribution at the time of grading.

If a member of a group is removed, and a grade was assigned for a group wiki, the grade is frozen and any further grading updates are not applied to that student.

Hands-on Activity



For this activity, use your Practice Course.

Grade Course Wiki Contributions

- Access the **Wikis** listing page. Select the **Course Glossary Wiki**.
- Click **Participation and Grading** on the Action Bar. On the **Participation Summary** page, select a student's name in the **View Contributions By** section.

NOTE: This wiki's grade settings require three page saves by a participant before the **Needs Grading** icon shows. Students who have contributed fewer than three times have an **In Progress** icon indicating their status.

- Review the student work and assign a grade. Use the **Previous User** and **Next User** arrows to grade another student's contributions.
- Select the **Groups** link on the Course Menu and select **Group Saturn**.
- Access and grade the **Group Wiki**.
- Change **Chris Casper's Group Saturn** wiki grade. Note the change for his grade and the group grade on the **Participant's Contribution** page.
- Access the **Grade Center** and view the grades you assigned for both wikis. Note that **Chris Casper's** grade is different than the other group members.

6.0 Workshop Wrap Up

The Workshop Wrap Up provides the opportunity to reflect on what was learned by focusing your attention on the key concepts presented in the workshop.

This workshop provided the skills to use the Journals, Blogs, and Wikis tools to enhance your students' learning and collaboration. Often, the learning process is as valuable as the outcome, and you discovered ways to use these tools as meaningful assignments and another way to assess your students' comprehension of the course content.

In this workshop, you learned how to do the following:

- Access the Journals, Blogs, and Wikis tools and create entries and pages.
- Navigate the journals, blogs, and wikis listing and topic pages.
- Comment on student contributions.
- Assign, view, and edit grades for individual course members and group members.
- Explain the benefits of reflective learning and provide students with hints and suggestions to help them write.
- View student contributions to wiki pages.
- View the **Page History** for wikis.
- Edit wiki pages and link to other wiki pages.
- View wiki page versions and delete versions.
- Compare page versions and identify changes on the **Page Comparison** page.