Creating Content

Creating Content

In this section...

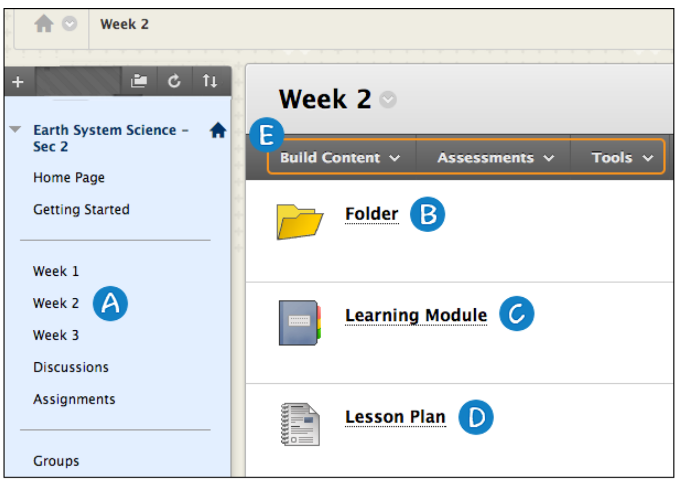
Creating Course Areas for Content

You can create course areas to serve as containers for your course material. Course areas enable you to present various types of content in an organized and engaging way.

- The top-level course areas are called ***content areas***, which you create, link, and manage on the course menu. Typically, courses contain multiple content areas.
- The next level of course areas includes ***folders***, ***learning modules***, and ***lesson plans***. You create these course areas within an existing content area or other course area.

After you create a course area, you can create content items within it to present your course material. You can include content such as text, file attachments, links to websites, tests, assignments, and multimedia.

For example, you can create a content area called "Units" that contains learning modules for Unit 1, Unit 2, Unit 3, and so on. Each of the learning modules contains reading materials, assignments, tests, and links to tools to help student accomplish the learning objectives for each unit.

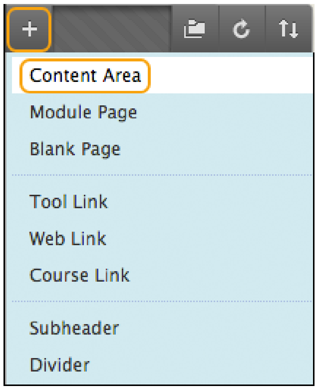


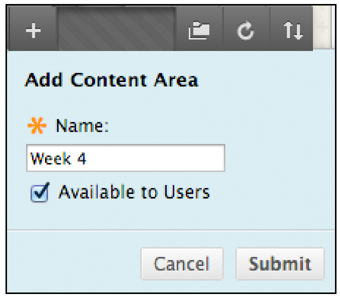
1. ***Content areas*** are the top-level course areas that provide your course structure. They appear on the course menu only. They contain other course areas and content items.
2. ***Folders*** are containers for content.
3. ***Learning modules*** are containers for content, can include a table of contents, and can require sequential viewing of its content.
4. ***Lesson plans*** are containers for content, and present objectives and other details directly above its list of content items.
5. Create content within course areas by pointing to **Build Content**, **Assessments**, and **Tools** on the action bar. To learn more, see Creating Content in a Course Area, Creating Assessments in a Course Area, and Linking to Tools in a Course Area.

How to Create a Content Area

Content areas are the top-level course areas. You create and manage them on the course menu.

1. Change **Edit Mode** to **ON** and point to the plus sign above the course menu. The **Add Menu Item** drop-down list appears.





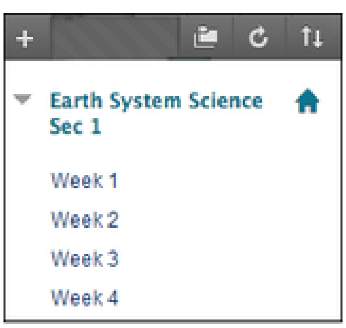
2. Select **Content Area**.
3. Type a **Name** for the new content area.
4. Select the **Available to Users** check box.You can create content areas ahead of time, make them unavailable to users, and then make them available at the appropriate time.
5. Click **Submit**. A link to the new content area appears on the course menu.

A newly created content area is an empty container. Click the link to the content area to access it. Next, point to any of the functions in the action bar to create content.

After creating content, you can set the sequence of items with the drag-and-drop function or the keyboard accessible reordering tool on the action bar. To learn more, see Editing and Managing Course Areas and Content.

Planning Your Content Areas

Links to the content areas you create appear on the course menu and provide the overall structure of your course. Plan how you will organize the entire course and envision how your course menu will look and function. Three common organizational approaches are chronologically, by content type, and by subject area.

Chronologically	By Content Type	By Subject Area
		
Each content area contains a week's worth of readings,	Similar content types are grouped together in a content	Each content area contains lecture material and readings

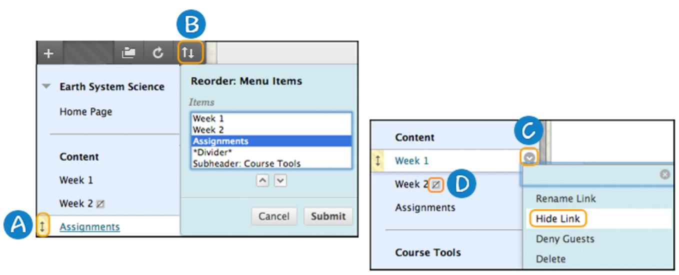
Chronologically	By Content Type	By Subject Area
assignments, lecture notes, and discussion forums.	area, such as all the lectures for the entire course.	on a specific subject, along with assignments, discussion forums, and tests.

Questions to consider:

- What is the best way to divide the course material into manageable sections?
- Do you want course materials presented in chronological order, by textbook chapter, or by subject area?
- Do you want each unit to follow a predictable pattern? For example, you can include reading materials followed by a quiz and a discussion board wrap-up.
- Do you want students to move through your course material sequentially, non-sequentially, or a mixture of both?

Managing Content Area Links

You can organize and rename the content area links on the course menu to make them easier for students to use.



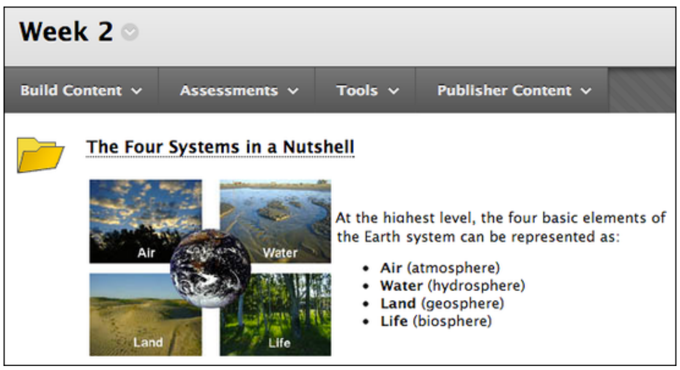
1. Use the drag-and-drop function to reorder content area links on the course menu.
2. Alternatively, use the keyboard accessible reordering tool to reorder the links.
3. Access a link's contextual menu and select **Rename Link** to change its title. Select **Hide Link** to make it unavailable to students. Click **Show Link** to make it available to students. **Delete** removes the content area ***AND*** all content items within it. This action is final.
4. With **Edit Mode** set to **ON**, an unavailable link title appears with a square with a diagonal line through it. Students do not see the link on the course menu.

How to Create a Content Folder

Folders are a type of course area you can use to organize content. You create folders in existing course areas, such as content areas, learning modules, lesson plans, or in other folders. After you create a folder, you can add content and additional sub-folders to it. For example, in a content area, you can create folders for each week of your course.

Use folders to organize content to make materials easier to find and reduce the amount of scrolling in a course area. You want to limit the number of nested folders used so students can access content ***with as few clicks as possible***.

1. Change **Edit Mode** to **ON**.
2. Access a content area, learning module, lesson plan, or folder.
3. On the action bar, point to **Build Content** to access the drop-down list.
4. Select **Content Folder**.
5. On the **Create** page, type a **Name** for the folder.
6. Select the options.
    a. Select **Yes** to **Permit Users to View this Content**.
    b. Select **Yes** to **Track Number of Views**.
    c. For **Select Date and Time Restrictions**, you can set folders 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** to select dates and times. Display restrictions do not affect folder availability, only when it appears.
7. Click **Submit**. A link to the new folder appears in the course area.



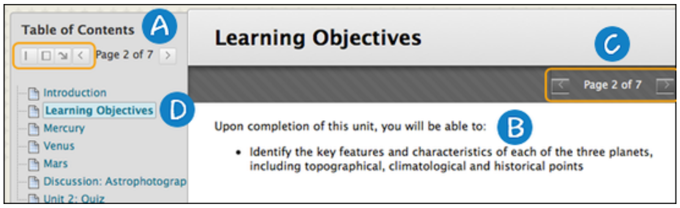
A newly created folder is an empty container. Click the link to the folder in the course area to access it. Next, point to any of the functions in the action bar to create content.

After creating content in a folder, you can set the sequence of items with the drag-and-drop function or the keyboard accessible reordering tool on the action bar. To learn more, see Editing and Managing Course Areas and Content.

Tip: To create a sub-folder, first create a parent folder. Click the name of the parent folder to open it, then point to **Build Content** on the action bar of the parent folder and select **Content Folder**.

About Learning Modules

Learning modules are course areas that allow you to organize related course materials in a table of contents to provide a rich and interactive learning experience. Students typically access learning modules in content areas.



1. The table of contents displays the items you added to the learning module. You can move it to the bottom, expand, collapse, or remove it from view using the icons. You can hide the table of contents by editing learning module settings.
2. Content displays in the content frame.
3. Click the arrows to scroll through the items in the learning module sequentially.
4. The current content page being viewed in the content frame is highlighted in the table of contents and the available pages are links.

How to Create a Learning Module

You can set a structured path through the table of contents by enforcing sequential viewing or allowing users to explore the content in any order. For example, you can create a learning module that presents the concept of magnetic fields before describing how speakers and microphones work. Understanding the first concept is required for understanding the second concept. Alternatively, you can allow students to explore a learning module in any order for subjects where no particular arrangement is required for understanding the larger concept.

1. Change **Edit Mode** to **ON**.
2. Access a content area, learning module, lesson plan, or folder.
3. On the action bar, point to **Build Content** to access the drop-down list.
4. Select **Learning Module**.
5. On the **Create Learning Module** page, type a **Name**. Students access the learning module by clicking the name.
6. Optionally, type a description in the **Text** box. You can use the content editor functions to format the text. The description appears below the learning module name in the course area.
7. Select the options for **Availability**, **View**, and **Table of Contents**.
8. Click **Submit**. A link to the new learning module appears in the course area.

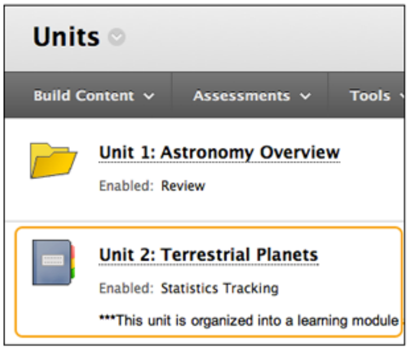
Learning Module Options

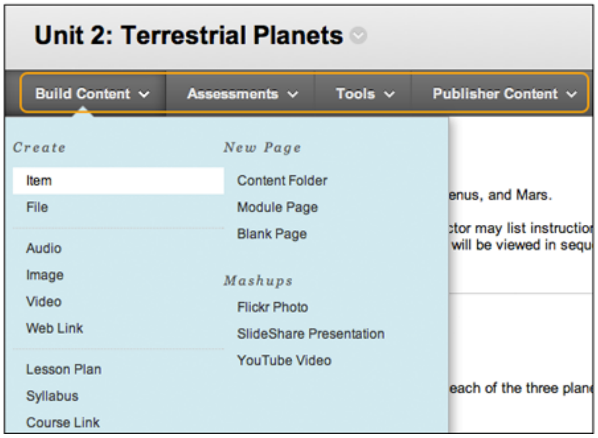
The learning module options you select determine how users view the learning module as well as its availability.

Options	Settings
Availability	**Permit Users to View this Content**: Select **No** to make the learning module unavailable to users.

Options	Settings
	Select Date and Time Restrictions: You can set learning modules 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** to select dates and times. Display restrictions do not affect the learning module's availability, only when it appears.
View	**Enforce Sequential Viewing of the Learning Module**: Select **Yes** to force students to view the pages in the order you have determined. Students cannot advance to the next link in the table of contents without viewing the previous link. Although the table of contents displays a list of all the content items and folders in the learning module, links only appear for the content items that a user can access. After viewing links sequentially, users can review them in any order. If users navigate away from the learning module and return to it, they are required to view the links sequentially again. If you do ***not*** enforce sequential viewing, users can view items in the learning module in any order by clicking the links in the table of contents. **Open in New Window**: Select **Yes** if you want students to view the learning module in a separate window instead of in the content frame. This enables students to keep the learning module open in a separate window while navigating to other course areas. **Track Number of Views**: Select **Yes** to turn on statistics tracking and record the number of times the learning module is viewed, when it is viewed, and by whom.
Table of Contents	**Show Table of Contents to Users**: Select **Yes** to display a table of contents to students when they access the learning module. Even when you enforce sequential viewing, students can benefit from seeing the table of contents to gain perspective on the overall concepts being taught. If you hide the table of contents, students use the navigation arrows to move between pages, but they cannot see the list of items in the learning module. **Hierarchy Display**: Select the way items in the learning module are labeled to denote their relative position in the table of contents. You can select numbers, letters, Roman numerals, or mixed. If you select **None**, the items are not labeled.

A newly created learning module is an empty container. Click the link to the learning module in the course area to access it. Next, point to any of the functions in the action bar to create content.





After creating content in your learning module, you can organize the content in folders to provide a hierarchical structure in the table of contents. You can set the sequence of learning module items by using the drag-and-drop function or the keyboard accessible reordering tool on the action bar. To learn more, see Editing and Managing Course Areas and Content. After reordering, click **Refresh** in the table of contents.

Change **Edit Mode** to **OFF** to view the learning module as students see it.

Folders and Learning Modules

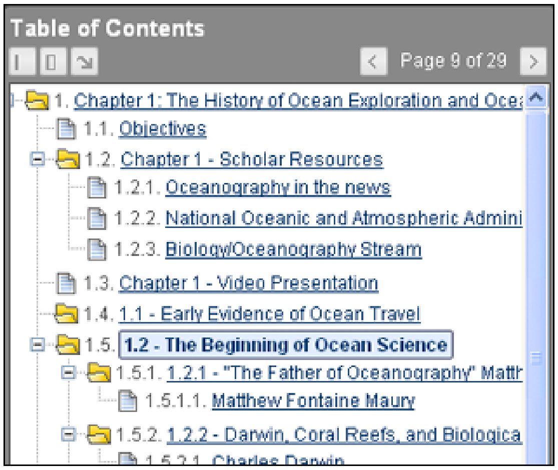
Adding folders to a learning module provides a way to organize content in the table of contents that displays the relationship among items. Content that you place within a folder becomes a subsection of the table of contents hierarchy. You can use numbers or letters to label the hierarchy to further illustrate the relationship among items.

You can nest folders to provide a way to display many levels of content. Be aware that when you use folders in learning modules that are set to be sequential, each folder and all nested folders and the content within them ***must be navigated through*** before returning to an upper level in the hierarchy.

Each folder itself is a page in the learning module. Provide a description when adding a folder so that the page does not appear blank to students navigating through the learning module.

When you hide items in a table of contents, all nested items are also hidden. For example, if you hide a folder, then none of its content is visible either.

The following image shows how nested folders appear to students in the table of contents.



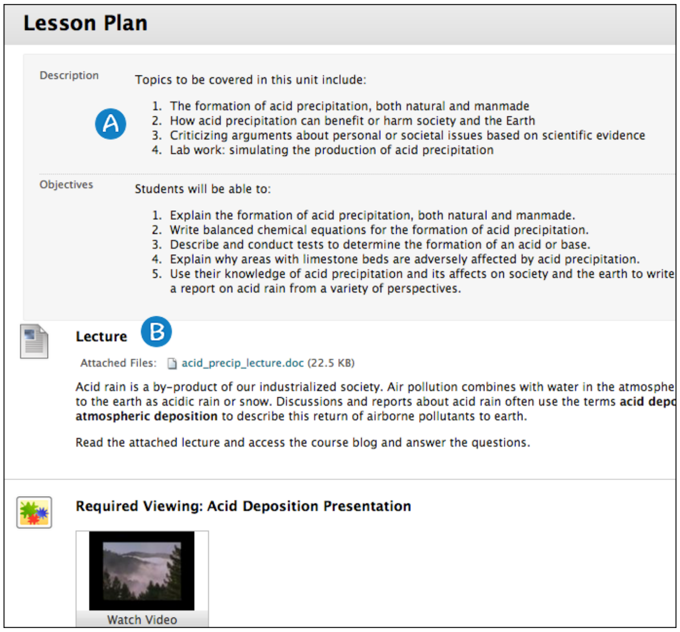
Watch a Tutorial

Double-click the video to enlarge the viewing area.

About Lesson Plans

Another way you can present content to students is in a lesson plan. A lesson plan is a container for content similar to a learning module or folder that can hold and organize course items. You can create lesson plans within your course to hold lesson profiles, instructional objectives, and the content items students need to complete a lesson.

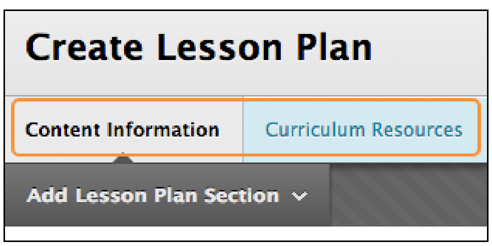
Adding lesson plans to a course can benefit students in several ways. You have the option of adding information for students to view alongside of the content to help them understand the objectives and intended result of their learning. You can provide students with information on how their knowledge will be measured, the needed materials, the duration of the instruction, and what they should have learned after the instruction. The more information students have at the start of the lesson, the more prepared they are for the content ahead.



Student view of a lesson plan in a content area

1. The lesson profile and instructional objectives appear in the top portion of the page.
2. Content appears in the lower portion of the page.

You create lesson plans in two steps based on the two tabs appearing on the **Create Lesson Plan** page:



Content Information: This tab contains general information about the instructor and objectives. This information appears at the top of the lesson plan in a gray box when students access the lesson plan or when you view it with **Edit Mode** turned **OFF**.

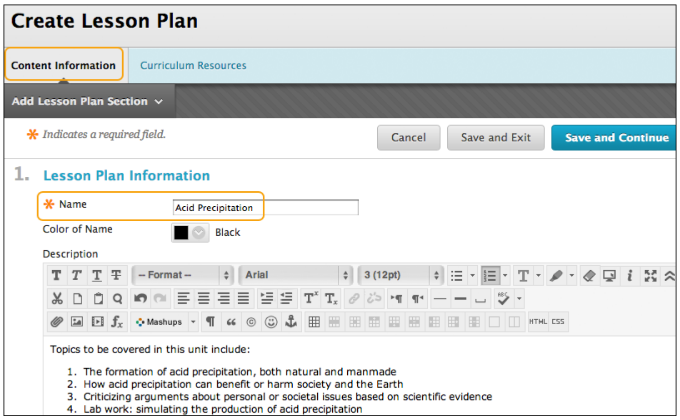
Curriculum Resources: This tab contains the lesson plan's content items. You can create all content types in a lesson plan just as you can in a content area, learning module, or folder.

How to Create a Lesson Plan

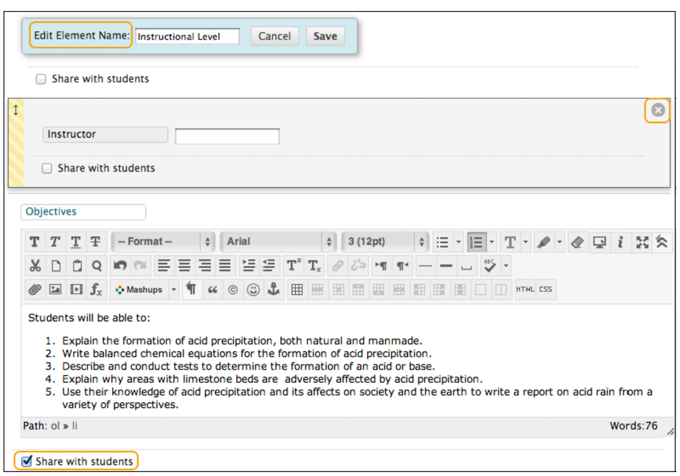
You can make lesson plans available to students or use them solely as a planning tool. The lesson plan tool is on by default, but your institution determines its availability.

Note: Select **Section Headings** to organize the elements. After adding a section heading, click the title to edit the name.

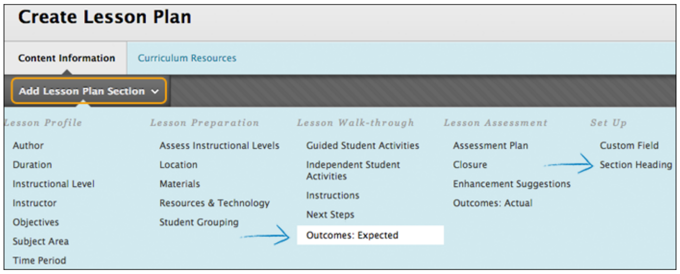
1. Change **Edit Mode** to **ON**.
2. Access a course area, such as a content area, learning module, lesson plan, or folder.
3. On the action bar, point to **Build Content** to access the drop-down list.
4. Select **Lesson Plan**.
5. On the **Create Lesson Plan** page, the **Content Information** tab appears first by default. This tab enables you to display general information for users at the top of the lesson plan in a gray box.
6. Type a **Name** for the lesson plan. This is a required field and appears as the link to the lesson plan in the course area.
7. Type an optional **Description**. Use the content editor functions to format the text and include files, images, links, multimedia and mashups. The **Description** follows the **Name** in the course area.



8. Type information for the default elements: **Instructional Level**, **Instructor**, **Objectives**, and **Subject Area**. You can edit a default element's title by clicking the existing title to access the **Edit Element Name** text box. Delete an element by clicking the **X**.
9. Select the check box next to **Share with students** for each element that you want to appear in the lesson plan when students view it. If you do not add information to a default element, it does not appear in the lesson plan and does not require deletion. Clear the check box next to **Share with students** for any information that is only for you.



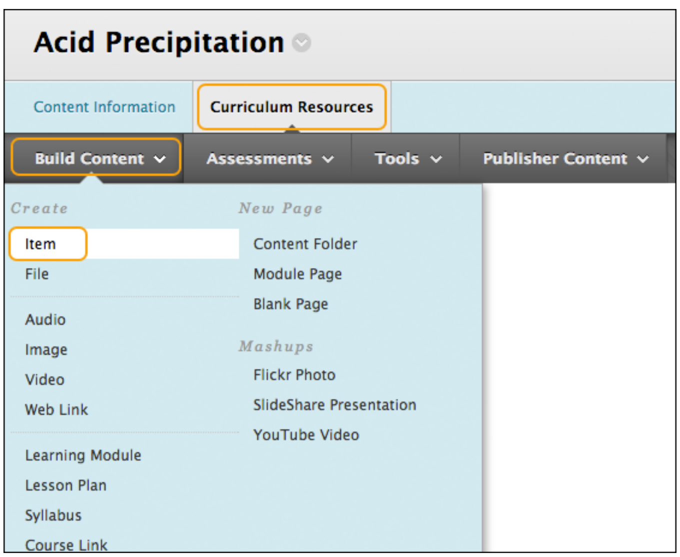
10. To add new elements, point to **Add Lesson Plan Section** on the action bar to access the drop-down list.



11. Select an element. The new element is added to the bottom of the list on the **Create Lesson Plan** page, where you can edit its title and use its content editor, if available.
12. Select options for the lesson plan.
    a. Select **Yes** for **Permit Users to View this Content** to make it available to students.
    b. Select **Yes** to **Track Number of Views**.
    c. For **Select Date and Time Restrictions**, you can set lesson plans 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** to select dates and times. Display restrictions do not affect lesson plan availability, only when it appears.
13. Click **Save and Exit** to save the lesson plan shell and return to the course area. You can edit the lesson plan later to create content items.

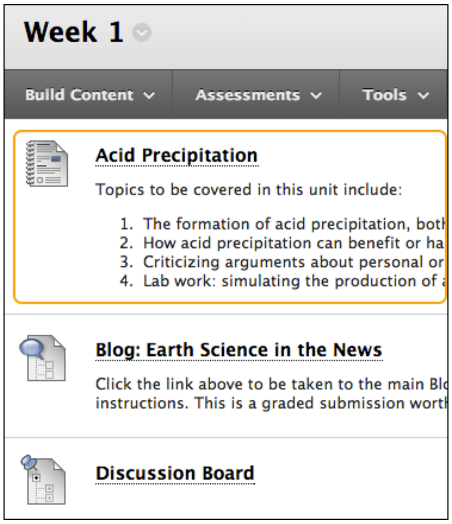
    -OR-

    Click **Save and Continue** to display the **Curriculum Resources** tab and create content now.



Instructor View of Lesson Plan

In the course area, click the link to the lesson plan to access it.



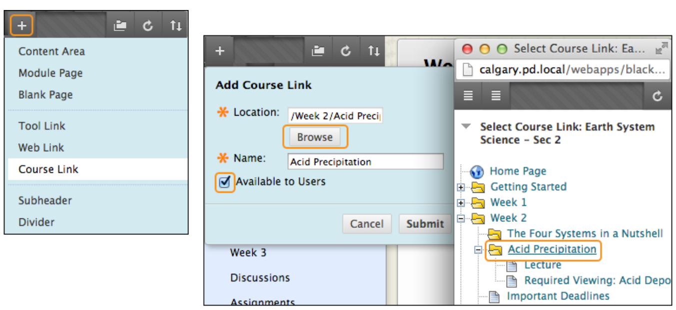
After you create content in the course area, you can set the sequence of items with the drag-and-drop function or the keyboard accessible reordering tool on the action bar. To learn more, see Editing and Managing Course Areas and Content.

Change **Edit Mode** to **OFF** to view the lesson plan as students see it. The view is substantially different with **Edit Mode** set to **ON**.

How to Link a Course Area on the Course Menu

You cannot create a folder, lesson plan, or learning module directly on the course menu. However, you can create a course link on the course menu.

1. Change **Edit Mode** to **ON** and point to the plus sign above the course menu. The **Add Menu Item** drop-down list appears.



2. Select **Course Link**.
3. **Browse** for the location of the course area you want to add to the course menu.
4. Type a **Name** for the course link. This title appears to users on the course menu.
5. Select the **Available to Users** check box to allow users to access it.
6. Click **Submit**. A link to the course area appears on the course menu.

Student View of a Course Area

Change **Edit Mode** to **OFF** to see course content as students see it. This is especially important for lesson plans and learning modules. Viewing from the student perspective ensures you reveal only the information you intend to show to users.

Creating a Lesson Plan (Flash video | 4m 36s)

Your Course Environment (Flash video | 3m 01s)

Creating Content in a Course Area

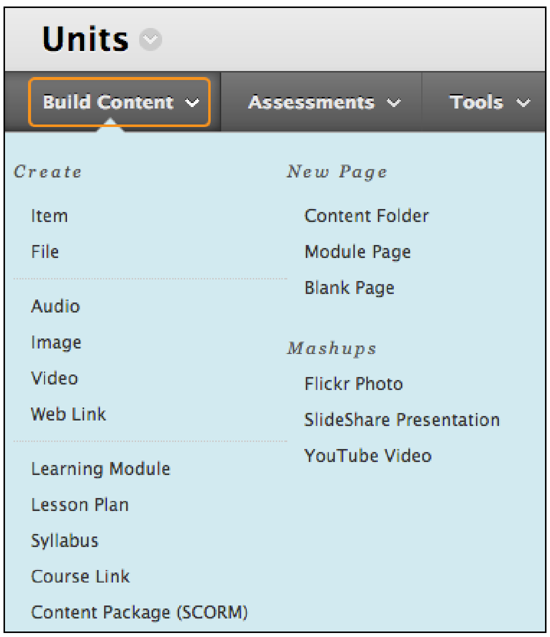
Blackboard provides many options for creating content. You can read this page in its entirety, or click the Table of Contents icon (

) in the upper-right and choose a topic that interests you.

After you create a course area, such as a content area, learning module, lesson plan, or folder, you create content in it by pointing to its action bar to reveal menus for selecting content items, tests, and links to tools.

You can make content relevant and interactive by including several different types of learning materials and experiences. For example, you can provide online lectures, multimedia, and surveys.

As you create content, you can set its options, such as availability. This enables you to create content and make it unavailable to users until you are ready for them to view it.



About Content Types

You can create many different content types in your course areas. Advance planning of the items to include in course areas can save you time and create a more organized final product. Consider your course goals, objectives, and audience demographics. Review your existing materials to determine what you can use online. Consider outlining or storyboarding a content area, learning module, lesson plan, or folder before creating content to create a logical organization.

The following table describes the different content types available in the **Build Content** drop-down list.

Content Type	Description
Item	A general piece of content, such as a file, image, text, or link which a description and other items can be attached.
File	An HTML file that you can use in your course. These files can be viewed as a page within your course or as a separate piece of content in a separate browser window.
Audio Image Video	Upload files from your computer and incorporate them in a course area.
Web link	Link to an outside website or resource.
Learning module	A set of content that includes a structured path for progressing through the items.
Lesson plan	A special content type that combines information about the lesson itself with the curriculum resources used to teach it.
Syllabus	Enables you to attach an existing syllabus file or build a course syllabus by walking through a series of steps
Course link	A shortcut to an item, tool, or area in a course.
Content folder	A course area that contains content items. Folders allow content to be structured with a hierarchy or categories.
Blank page	The blank page tool allows you to include files, images, and text as a link in a course area. Blank pages present content in a different way than items do. There is no description that appears below the title of the page. Users see your content only after clicking the link.
Module page	A page containing dynamic personalized content modules that help users keep track of tasks, tests, assignments, and new content created in the course.
Mashups	Mashups allow you to include content in a course that is from an external website. Three types of mashups are available: • Flickr Photo®: Link to a site for viewing and sharing photographic images • SlideShare: Link to a site for viewing and sharing PowerPoint presentations, Word documents, or Adobe PDF Portfolios • YouTube™: Link to a site for viewing and sharing online videos

How to Create an Item

You can use content items to present a variety of course material.

1. Change **Edit Mode** to **ON**.
2. Access a content area, learning module, lesson plan, or folder.

3. On the action bar, point to **Build Content** to access the drop-down list.
4. Select **Item**.
5. On the **Create Item** page, type a **Name** for the item.
6. Optionally, in the **Text** box, type instructions or a description. You can use the content editor functions to format the text and include files, images, web links, multimedia, and mashups. Any files you upload from your computer are saved in Course Files or the Content Collection in the top-level folder. Attachments you upload using the content editor can be launched in a new window and can include alternate text to describe the attachment. Optionally, type a name for the attached file. If you do not provide a link name, the file name is used.
7. Alternatively, in the **Attachments** section, attach a file using one of the following options. These files appear in the item before any content editor content.

   Note: To email a link to a file you are including in a content item, you must first submit the content item so the file can be assigned a permanent URL. In the Content Collection or Course Files, access the file's contextual menu and select **360° View**. Copy the permanent URL address and paste it in an email.

   - To upload a file from your computer, click **Browse My Computer**.
   - To upload a file from the course's storage repository:
     - If Course Files is the course's storage repository, click **Browse Course**.

       -OR-

     - If your institution licenses content management, click **Browse Content Collection**.
8. Select **Options** for the item.
   a. Select **Yes** to **Permit Users to View this Content**.
   b. Select **Yes** to **Track Number of Views**.
   c. For **Enter Date and Time Restrictions**, you can set items 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** to select dates and times. Display restrictions do not affect item availability, only when it appears.
9. Click **Submit**.

How to Create a File and Upload Single Files or Zipped Packages

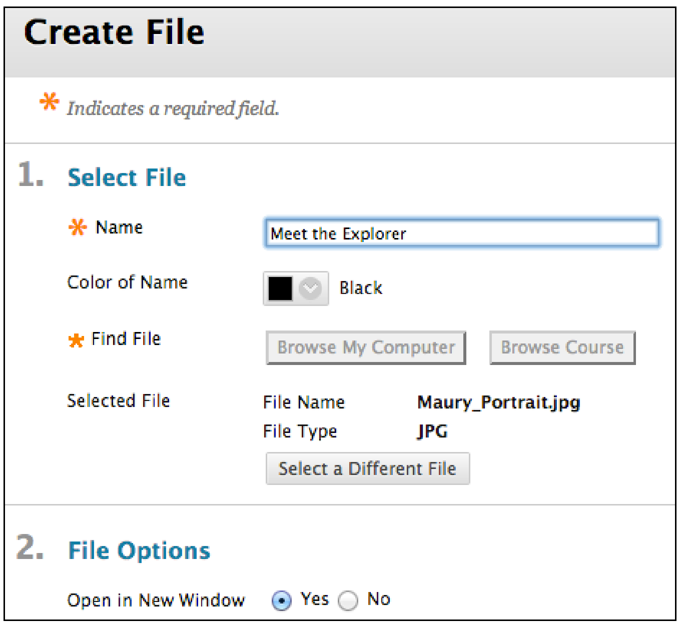
You can use the file content type to create a simple link to a file in a course area. No description appears with the link. You can choose whether users view it as a page within the course or in a separate browser window.

You can upload a single file or a single zipped package. For example, uploading a zipped package would be an effective way to provide students a group of images needed for a lab project.

1. Change **Edit Mode** to **ON**.
2. Access a content area, learning module, lesson plan, or folder.
3. On the action bar, point to **Build Content** to access the drop-down list.

4. Select **File**.
5. On the **Create File** page, attach a file using one of the following options.
    - To upload a file from your computer, click **Browse My Computer**.
    - To upload a file from the course's storage repository:
        - If Course Files is the course's storage repository, click **Browse Course**.

          -OR-
        - If your institution licenses content management, click **Browse Content Collection**.
6. After you have selected a file, you can click **Select a Different File** to delete the file you linked and replace it with another.
7. Type a **Name** for the file. You can overwrite the file name that automatically appears in the box. This name appears in the course area as a link. You can also select the font color.
8. Select **Yes** for **Open in New Window** to display the content in a new browser window outside of the course's content frame.

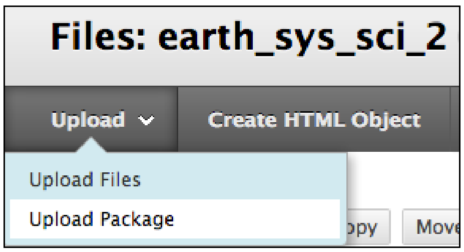


9. Select **Options** for the item.
    a. Select **Yes** to **Permit Users to View this Content**.
    b. Select **Yes** to **Track Number of Views**.
    c. For **Select Date and Time Restrictions**, you can set items to display on a specific date and time and to stop displaying on a specific date 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** to select dates and times. Display restrictions do not affect item availability, only when it appears.
10. Click **Submit**.

Zipped Content Packages

If you have worked offline to create a lesson with several interrelated HTML pages with navigation, images, web links, and cascading style sheets (CSS), the best method for presenting the package to users is for you to unzip the package in Course Files or the Content Collection and provide students a link to the start page. This enables students to view the lesson contents in order with all links intact. The start page will open in a new window or tab and can be closed to return to the course area.

1. Create a package of content offline on your computer.
2. Access Course Files or the Content Collection. Select **Upload Package** so that the package is unzipped automatically.



3. Access the content area, learning module, lesson plan, or folder where you will provide the link to your lesson.
4. Point to **Build Content** and select **File**.
5. On the **Create File** page, click **Browse Course** or **Browse Content Collection** to select the file that is the start page for your content package. This is the first page users see and should contain navigation to the other pages in your package.
6. Set options for the file link in the course area.
7. Click **Submit**.

If you want the packaged file to remain zipped, simply attach the zipped file in a content item by using the **Attach** options or use the function in the content editor. When a zipped package remains intact, students click the link for the zipped package in the course area and download the zipped package to their computers where it can be unzipped. This method is useful if you want to provide students with several files to work with or edit on their computers.

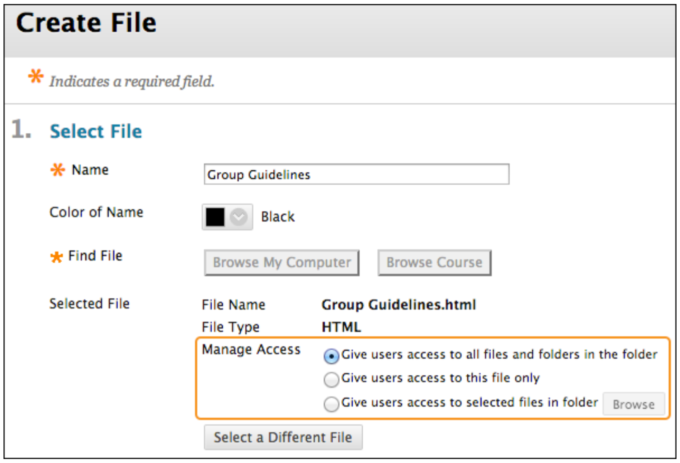
Linking to HTML Files

You can use the file content type to embed HTML files for a website you have created. After uploading your HTML files to Course Files or the Content Collection, you select which file is the starting point, such as `index.html` or `page_1.html`. The file name appears in the **Name** box. Edit the name to help users access the content. For example, change the name to "Start Here" or "View Lesson 1."

When you select an HTML file, the **Manage Access** section appears so you can define the access users are granted. You have three options:

- **Give users access to all files and folders in the folder**: Choose this option to give users access to all files and sub-folders within the parent folder of the file being linked. This option is appropriate for users who are linking to a website with a typical hierarchical structure with sub-folders for CSS, Javascript, and images contained in the parent folder.

- **Give users access to this file only**: Choose this option when you are linking to one HTML file that has all the formatting within the page itself and does not reference other files or images.
- **Give users access to selected files in folder**: Choose this option if you want to embed a website with a more complicated structure. If some of the content exists outside of the parent folder in other folders in Course Files or the Content Collection, you need to browse for and manually select the parent folder and the additional files and folders. This ensures users have access to all the content in your website.



How to Create Audio, Image, and Video Links

1. Change **Edit Mode** to **ON**.
2. Access a content area, learning module, lesson plan, or folder.
3. On the action bar, point to **Build Content** to access the drop-down list.
4. Select **Audio**, **Image**, or **Video**. The **Create** page appears and is similar for all three content types.
5. Find a file using one of the following options:
   - To upload a file from your computer, click **Browse My Computer**.
   - To upload a file from the course's storage repository:
     - If Course Files is the course's storage repository, click **Browse Course**.

       -OR-
     - If your institution licenses content management, click **Browse Content Collection**.
   - If the mashups function is available, you can browse for and link to content available on the internet, such as from YouTube and Flickr.
6. After you have uploaded a file, you can click **Select a Different File** to delete the file you linked.
7. Type a **Name** for the file. You can overwrite the file name that automatically appears in the box. This name appears in the course area as a link. You can also select the font color.
8. Set the **Options**. Audio, video, and image files each have unique options for displaying their content. These are listed later in this section.
9. Select **Standard Options** for the item.
   a. Select **Yes** to **Permit Users to View this Content**.

b. Select **Yes** to **Track Number of Views**.
c. For **Select Date and Time Restrictions**, you can set items 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** to select dates and times. Display restrictions do not affect item availability, only when it appears.

10. **Preview** the content and click **Submit** when you are finished.

Audio Files

An audio file appears as a player in your course. The player has options for play, pause, forward, and rewind. Blackboard Learn supports the following file types: AIFF, MP3, MIDI, MP, WAV, and WMA.

Options for audio files in a course include:

- **Include Transcript**: Including a text transcript is a standard web practice and allows users that cannot hear the audio to get the same information. Browse your computer to attach your own transcript file. It will appear with the audio file in the course area.
- **Autostart**: The file begins playing when a user opens the course area that includes the audio file.
- **Loop**: The file plays again from the beginning until stopped by a user.

Image Files

Blackboard Learn supports the following image file types: GIF, JIF, JPG, JPEG, PNG, TIFF, and WMF.

Options for image files in a course include:

- **Alt Text**: Providing an alternate text phrase that explains the image and its purpose is a standard web practice and will allow users that cannot see the image to obtain similar information.
- **Long Description**: Provides a similar function to alt text, but the text description is longer and more detailed.
- **Dimensions**: For images, the height and width in pixels should match the original image. If you need to resize the image, customize the dimensions, but keep the same ratio between height and width. For example, you can resize an image of 640 x 800 pixels to 320 x 400 pixels. Changing the ratio of the dimensions will make the image appear stretched.
- **Border**: Include a solid black line, from one to four pixels in width, around the picture.
- **Target URL**: You can make the image a link by providing a target URL. When a user clicks on the image, a new browser window will open to the URL you provided.
- **Open Target in New Window**: Display the content in a new browser window outside of the course’s content frame.

Video Files

Higher quality videos provide better the resolution, but are much bigger files and can take a long time to load before playing. Consider the balance between resolution and load time and test it to find the right settings for the video.

Compatible multimedia formats include:

- MPEG/AVI: MPEG (Moving Picture Expert Groups) files are audio-visual files in a digital compressed format. AVI (Audio Video Interleave) is Microsoft’s file format for storing audio and video data. These files have the following extensions: AVI, MPG, and MPEG.
- QuickTime: QuickTime is a video and animation system that supports most formats, including JPG and MPEG. Users with Windows will require a QuickTime driver to view QuickTime files. Macintosh users do not require this driver. These files have the following extensions: MOV, MOOV, and QT.
- Flash/Shockwave: Adobe Flash and Shockwave files support audio, animation, and video. They are browser independent. These files have the following extensions: SWA and SWF.
- Microsoft formats: ASF (Advanced Systems Format) is Microsoft's proprietary digital audio and video container which is especially suited for streaming media. WMV (Windows Media Video) is a video compression format. These files have the following extensions: ASF and WMV.

Options for video files in your course include:

- **Dimensions**: For video files, the height and width in pixels should match the original settings. If the size of the video picture is too big, customize the dimensions, but keep the same ratio between height and width. For example, you can resize an image at 640 x 800 pixels to 320 x 400. Changing the ratio of the dimensions will make the picture appear stretched.
- **Transcript**: Including a text transcript is standard web practice and allows users that cannot hear the audio to get the information. Browse your computer to attach your own transcript file. It will appear with the video file in the course area. If the video file is an MPEG file, you can use the **Include Transcript** field to attach a SAMI transcript file.
- **Autostart**: The file begins playing when a user opens the course area that includes the video file.
- **Loop**: The file plays again from the beginning until stopped by a user.

How to Create a Web Link

Create a website link in a course area to provide quick access to a resource on the internet.

Tip: Copy the URL from your browser and paste it into this page.

After you upload a file, you can click **Select a Different File** to delete the file you linked.

1. Change **Edit Mode** to **ON**.
2. Access a content area, learning module, lesson plan, or folder.
3. On the action bar, point to **Build Content** to access the drop-down list.
4. Select **Web Link**.
5. On the **Create Web Link** page, type a **Name** for the link that will display in the course area.
6. Type a **URL**. You must use the http:// protocol, such as http://www.myinstitution.edu/.
7. Optionally, attach a file using one of the following options.
    - To upload a file from your computer, click **Browse My Computer**.
    - To upload a file from the course's storage repository:
        - If Course Files is the course's storage repository, click **Browse Course**.

          -OR-
        - If your institution licenses content management, click **Browse Content Collection**.

8. Set the **Options**:
    a. Select **Yes** to **Permit Users to View this Content**.
    b. Select **Yes** for **Open in New Window** to display the content in a new browser window outside of the course's content frame.
    c. Select **Yes** to **Track Number of Views**.
    d. For **Enter Date and Time Restrictions**, you can set items 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** to select dates and times. Display restrictions do not affect item availability, only when it appears.
9. Click **Submit**.

How to Create a Web Link to a Tool Provider

A Tool Provider is a third party tool that implements the LTI protocol. Learning Tools Interoperability is an initiative managed by the IMS Global Learning Consortium to seamlessly integrate externally hosted web-based learning tools into courses. If you use external resources that require logins for activities, such as virtual science experiments, interactive demonstrations, or assessments, you can specify a web link as a **Link to a Tool Provider**. Depending on configuration, this can then pass user information to the Tool Provider, creating a seamless experience for students.

Note: Your institution controls whether this tool is available. Administrators can learn more at Learning Tools and Interoperability (LTI).

1. Change **Edit Mode** to **ON**.
2. Access a content area, learning module, lesson plan, or folder.
3. On the action bar, point to **Build Content** to access the drop-down list.
4. Select **Web Link**.
5. On the **Create Web Link** page, type a **Name**.
6. Select the **This link is to a Tool Provider** check box.
7. If your institution has already set up the Tool Provider, type the web address for the Tool Provider in the **URL** box. If not, and you have been given a key and secret by the tool provider, type them into the appropriate boxes.
8. Enter any **Custom Parameters** required by the tool provider. One parameter on each line.
9. Select **Yes** to enable grading.

How to Create Learning Modules, Lesson Plans, and Content Folders

Within a course area, you can create containers to further organize your course materials. For example, within a single content area you can create eight folders–one folder for each unit in your textbook.

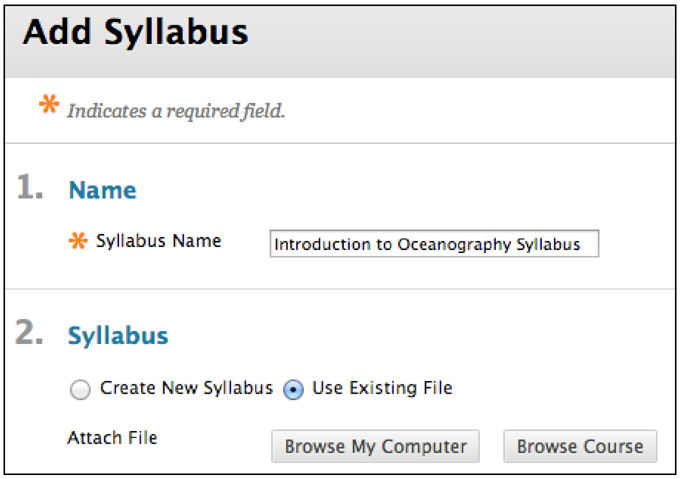
1. Change **Edit Mode** to **ON**.
2. Access a content area, learning module, lesson plan, or folder.
3. On the action bar, point to **Build Content** to access the drop-down list.

4. Select **Learning Module**, **Lesson Plan**, or **Content Folder**.
5. On the **Create** page, type a **Name**. Specify the settings and options.

To learn more about these course areas, see Creating Course Areas for Content.

How to Create a Syllabus

You can create a syllabus in two ways. You can upload an existing file or use the Blackboard Learn syllabus builder. For both options, you create the syllabus in a course area, such as a content area, learning module, lesson plan, or folder.



Using an Existing Syllabus File

Uploading an existing file for your syllabus minimizes vertical scrolling because it takes up less space in the course area. If you have an existing syllabus file or files, this method is the most efficient way to create your syllabus.

Tip: You can attach additional files on the next page that appears after submitting. If you want to remove the file you attached, click the **Do not attach** link.

1. Change **Edit Mode** to **ON**.
2. Access a content area, learning module, lesson plan, or folder.
3. On the action bar, point to **Build Content** to access the drop-down list.
4. Select **Syllabus**.
5. On the **Add Syllabus** page, type a **Syllabus Name**.
6. Select the **Use Existing File** option.
7. Attach a file using one of the following options:
    - To upload a file from your computer, click **Browse My Computer**.
    - To upload a file from the course's storage repository:
        - If Course Files is the course's storage repository, click **Browse Course**.

          -OR-

- If your institution licenses content management, click **Browse Content Collection**.

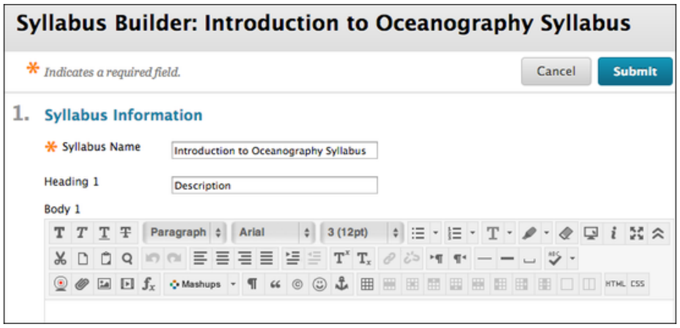
8. Click **Submit**.
9. On the **Edit Item** page, you can select a color for the **Syllabus Name**.
10. Optionally, in the **Text** box, type instructions or a description. You can use the content editor functions to format the text and include files, images, web links, multimedia, and mashups. Any files you upload from your computer are saved in Course Files or the Content Collection in the top-level folder. Attachments you upload using the content editor can be launched in a new window and can include alternate text to describe the attachment. In the **Attachments** section, you can attach additional files. Optionally, type names for the attached files. If you do not provide link names, the file names are used.
11. Select **Options**:
    a. Select **Yes** for **Permit Users to View this Content**.
    b. Select **Yes** for **Track Number of Views**.
    c. For **Enter Date and Time Restrictions**, you can set the syllabus 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** to select dates and times. Display restrictions do not affect syllabus availability, only when it appears.
12. Click **Submit**.

You can change the syllabus content at any time. From the course area where you created the syllabus, access its contextual menu.

Using the Syllabus Builder

You can use the syllabus builder tool to create a syllabus in a modular format. The syllabus provides three sections by default: **Description**, **Learning Objectives**, and **Required Materials**. You can edit these section headings. Further customize the syllabus by adding lessons and specifying the design.

1. Change **Edit Mode** to **ON**.
2. Access a content area, learning module, lesson plan, or folder.
3. On the action bar, point to **Build Content** to access the drop-down list.
4. Select **Syllabus**.
5. On the **Add Syllabus** page, type a **Syllabus Name**.
6. Select the **Create New Syllabus** option.
7. Click **Submit**.
8. On the **Syllabus Builder** page, type instructions or a description in the default body text boxes. You can use the content editor functions to format the text and include files, images, web links, multimedia, and mashups. Any files you upload from your computer are saved in Course Files or the Content Collection in the top-level folder. Attachments you upload using the content editor can be launched in a new window and can include alternate text to describe the attachment.



9. In the **Syllabus Design** section, select the styles and colors for the syllabus.
10. In the **Build Lessons** section, select the **Create Specified Number of Lesson Shells** option and type a number. You provide lesson information in later steps. Alternatively, you can select the **Do Not Create Lesson Shells** option.
11. Select **Options**:
    a. Select **Yes** to **Permit Users to View this Content**.
    b. Select **Yes** to **Track Number of Views**.
    c. For **Enter Date and Time Restrictions**, you can set the syllabus 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** to select dates and times. Display restrictions do not affect syllabus availability, only when it appears.
12. Click **Submit**.
13. If you did not create lesson shells, your syllabus is complete. Click **OK** to return to the course area and view the syllabus.

    -OR-

    If you need to provide details for lessons, continue with the subsequent steps.
14. Access the lesson's contextual menu and select **Edit**.
15. On the **Edit Lesson** page, type the lesson title. Optionally, select a date and time when the lesson will appear in the syllabus.
16. Type a **Lesson Description**. You can use the content editor functions to format the text and include files, images, web links, multimedia, and mashups. Any files you upload from your computer are saved in Course Files or the Content Collection in the top-level folder. Attachments you upload using the content editor can be launched in a new window and can include alternate text to describe the attachment.
17. Click **Submit**.
18. Click **OK** to return to the course area and view the syllabus. Change **Edit Mode** to **OFF** to view the syllabus as users see it.

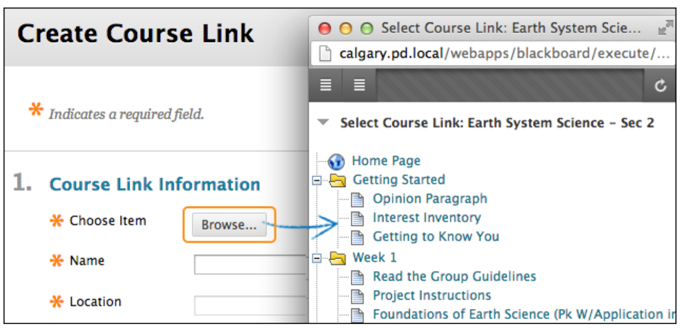
You can change the syllabus content at any time. From the course area where the syllabus was created, access its contextual menu.

How to Create a Course Link

A course link is a shortcut to an existing area, tool, or item in a course. You can add course links to a content area, learning module, lesson plan, folder, the course menu, and within some tools. For example, if you have created all assignments in their own content area, you can create course links to individual assignments in other areas of the course, such as in a unit folder or learning module.

If you create a course link to a tool that is not turned on, users accessing the course link see a message that the tool is not turned on. The same is true of a course link to a content item that has adaptive release applied to it. Users who are not permitted to access the content because of a rule receive a message informing them that access to the content is not permitted.

1. Change **Edit Mode** to **ON**.
2. Access a content area, learning module, lesson plan, or folder.
3. On the action bar, point to **Build Content** to access the drop-down list.
4. Select **Course Link**.
5. On the **Create Course Link** page click **Browse** to find the course item you want to link to.
6. In the pop-up course map, select the item.



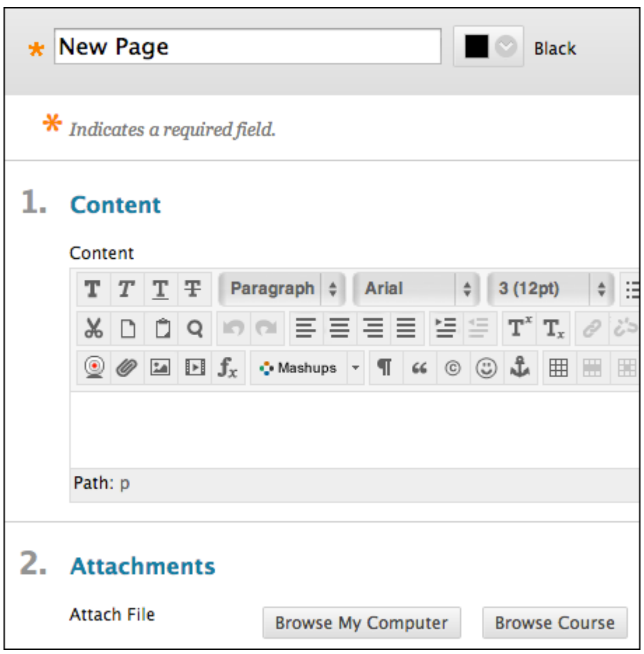
7. The **Name** and **Location** text boxes are populated automatically on the **Create Course Link** page.
8. Optionally, edit the **Name** and select the color of the link. The name appears as a link in the course area.
9. Optionally, type instructions or a description in the **Description** box. You can use the content editor functions to format the text and include files, images, web links, multimedia, and mashups. Any files you upload from your computer are saved in Course Files or the Content Collection in the top-level folder. Attachments you upload using the content editor can be launched in a new window and can include alternate text to describe the attachment.
10. Select **Options**:
    a. Select **Yes** to **Permit Users to View this Content**.
    b. Select **Yes** to **Track Number of Views**.
    c. For **Enter Date and Time Restrictions**, you can set the course link 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** to select dates and times. Display restrictions do not affect course link availability, only when it appears.

11. Click **Submit**.

How to Create a Blank Page

The blank page tool allows you to include files, images, and text as a link in a course area. Blank pages present content in a different way than items do. No description appears below the title of the page. Users see your content only after clicking the link. This reduces the amount of scrolling and streamlines the appearance of the course area. Blank pages can include mashups, links to course content, and file attachments.

1. Change **Edit Mode** to **ON**.
2. Access a content area, learning module, lesson plan, or folder.
3. On the action bar, point to **Build Content** to access the drop-down list.
4. Select **Blank Page**.
5. Replace the "New Page" title with a descriptive name for the page. This becomes the link in the course area. No description appears with the link title.



6. Type your content for the page in the **Content** box. You can use the content editor functions to format the text and include files, images, web links, multimedia, and mashups. Any files you upload from your computer are saved in Course Files or the Content Collection in the top-level folder. Attachments you upload using the content editor can be launched in a new window and can include alternate text to describe the attachment. Files attached in the content editor are visible to students only after they click the blank page link.
7. Attach a file using one of the following options. File attachments appear as links with the blank page link in the course area.
    - To upload a file from your computer, click **Browse My Computer**.
    - To upload a file from the course's storage repository:
        - If Course Files is the course's storage repository, click **Browse Course**.

-OR-

- If your institution licenses content management, click **Browse Content Collection**.

8. Select **Options**:
    a. Select **Yes** to **Permit Users to View this Content**.
    b. Select **Yes** to **Track Number of Views**.
    c. For **Enter Date and Time Restrictions**, you can set the blank page 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** to select dates and times. Display restrictions do not affect blank page availability, only when it appears.
9. Click **Submit**.

When **Edit Mode** is **ON** and you click the link to a blank page, you see the **Edit** page. To see the blank page as users do, change **Edit Mode** to **OFF**.

Note: You can create a blank page directly on the course menu for critical information. Remove blank pages from the course menu as soon as the information is no longer needed. For example, you might add a map image for an upcoming field trip, information and photo for a guest speaker, a checklist of reading materials and websites to visit before a chat session, or a study guide for the final test.

How to Create a Module Page

Module pages contain course modules that you select from a list. A course module can be a tool, such as a calculator, or it can display dynamic information such as grades, alerts, and announcements. You can control which events show in the notification modules. To learn more, see How to Turn Notifications On and Off.

You can add course modules to module pages only. Your course might have a default module page called **Home Page** that contains the modules that you and your students find most useful.

1. Change **Edit Mode** to **ON**.
2. Access a content area, learning module, lesson plan, or folder.
3. On the action bar, point to **Build Content** to access the drop-down list.
4. Select **Module Page**.
5. On the **Create Module Page**, type a **Name** for the page. This becomes the link in the course area. Optionally, type a **Description** that will appear with the link in the course area. It does not appear on the module page.
6. Select **Permit Users to Personalize the Page** to allow users to change the color theme, reorder modules, and add modules to their personal view of the page. Users' customizations affect their view only.
7. Select **Options**:
    a. Select **Yes** to **Permit Users to View this Content**.

b. Select **Yes** to **Track Number of Views**.

c. For **Enter Date and Time Restrictions**, you can set the module page 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** to select dates and times. Display restrictions do not affect module page availability, only when it appears.

8. Click **Submit**.

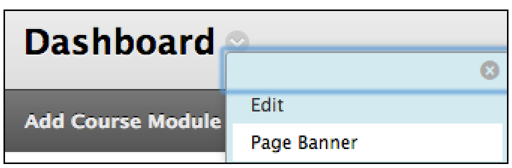
You can also create module pages on the course menu. To learn more, see Course Menu.

How to Customize the Module Page Banner

You edit a module page's settings and title just as you do other content items. Access its contextual menu and select **Edit**. However, changing a module page's banner differs.

Note: A recommended size for banners is approximately 480 by 80 pixels. Keep in mind that users can resize their browser windows, expand and collapse the course menu, and use monitors of varying sizes and screen resolutions. After uploading a banner, view it under varying conditions to ensure that it looks as you intended.

1. Change **Edit Mode** to **ON**.
2. Access a content area, learning module, lesson plan, or folder.
3. Click the link to the module page.
4. On the module page, access the title's contextual menu.
5. Select **Page Banner**.



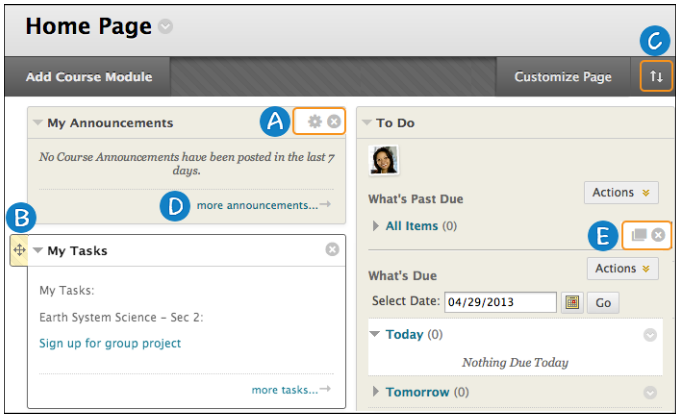
6. Type the **Page Banner Content** in the box. You can use the content editor functions to format the text and include files, images, web links, multimedia, and mashups. Any files you upload from your computer are saved in Course Files or the Content Collection in the top-level folder. Attachments you upload using the content editor can be launched in a new window and can include alternate text to describe the attachment.
7. Click **Use Custom Page Banner** display your banner to users. When **Edit Mode** is **ON**, the custom page banner will appear above the default banner. Users see only the custom page banner.
8. Click **Submit**.

How to Add Course Modules

1. Change **Edit Mode** to **ON**.
2. Access the module page.
3. Click **Add Course Module**.

4. On the **Add Module** page, select a module by clicking its **Add** function. Click its **Remove** function to delete a module from the module page.
5. Click **OK**.

Managing Modules



1. Click the gear icon to change the display of a module. For example, you can select how many days of announcements appear in a module. Click the **X** to remove a module. Removing a module does not delete content.
2. Use the drag-and-drop function to reorder course modules.
3. Alternatively, use the keyboard accessible reordering tool to reorder the modules.
4. Click the link in a module to view more.
5. Click the paper icon to open the module in a new window. You can move the window to a different location on your screen and use as a reference while you navigate in your course.

How to Create Mashups

You can use mashups to easily integrate content that resides on an external website. For example, you can encourage discussion about a classic play by creating a mashup that links to a YouTube video of a scene from the play and a link to a newspaper review of that production.

Three default mashups are included in the system. You can add other mashup sources as Building Blocks.

- **Flickr®**: This site is for viewing and sharing photographic images.
- **SlideShare**: This site is for viewing and sharing slide presentations, documents, or Adobe PDF Portfolios.
- **YouTube™**: This site is for viewing and sharing online videos.

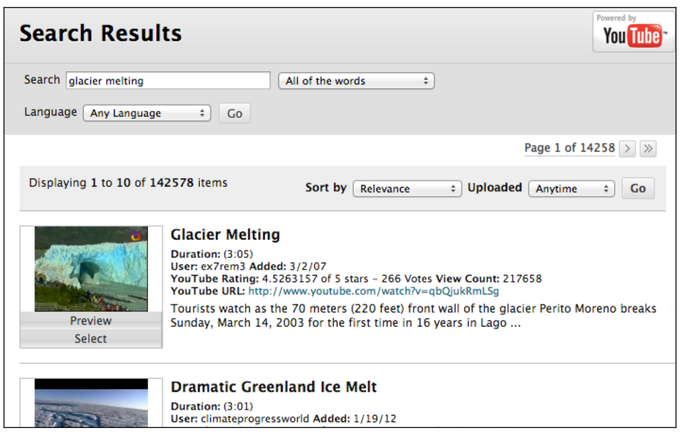
You can create mashups as standalone content items in a course area. You can also create them in other places such as test questions, discussion board forums, blogs, or assignments by using the content editor.

Note: Your institution controls whether this tool is available. Mashups are often disabled to comply with institutional rules that govern online teaching and learning.

Tip: If a mashup stops appearing or generates an error, the URL may have changed or the item was deleted from Flickr, Slideshare, or YouTube.

Use the following steps to create a mashup.

1. Change **Edit Mode** to **ON**.
2. Access a content area, learning module, lesson plan, or folder.
3. On the action bar, point to **Build Content** to access the drop-down list.
4. Select one of the available mashups, **Flickr Photo**, **SlideShare Presentation**, or **YouTube Video**.
5. On the **Search** page, type keywords and select how the keywords should be used in the search.
6. Click **Go**.
7. On the **Search Results** page, you can refine the list using the **Sort by** and **Uploaded** drop-down lists.
8. Click **Select** to add the mashup. You have the option to **Preview** it before selecting it.

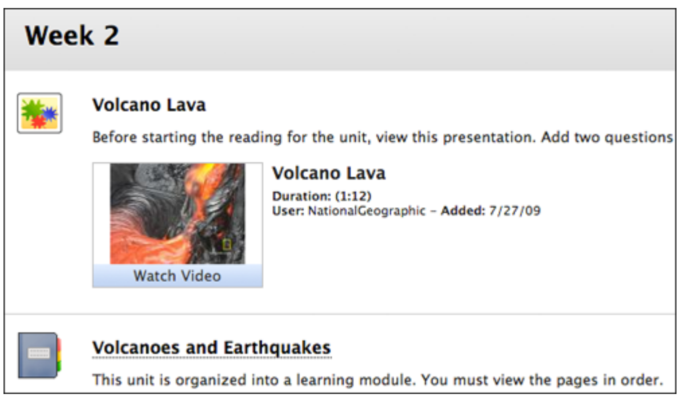


9. On the **Create Mashup Item** page, type a **Name** for the link if you do not want to use the title that automatically appears in the box.
10. Optionally, type a **Description**. You can use the content editor functions to format the text and include files, images, web links, multimedia, and mashups. Any files you upload from your computer are saved in Course Files or the Content Collection in the top-level folder. Attachments you upload using the content editor can be launched in a new window and can include alternate text to describe the attachment.
11. Set the **Mashup Options**. Options vary depending on the type of mashup.
    a. **View**: These options control how the link to the video is displayed in the content area. **Thumbnail** displays a small player that enlarges when clicked. **Text link with player** displays text that expands to a player when clicked. **Embed Video** displays a full size player in the content area.
    b. **Show YouTube URL**: Display the source URL.
    c. **Show YouTube information**: Display the information about the content from the external website.

Note: Select **No** for the **Show YouTube Information** option if you do not want to show YouTube's suggested videos at the end of playback.

12. Optionally, in the **Attachments** section, attach a file using one of the following options.
    - To upload a file from your computer, click **Browse My Computer**.
    - To upload a file from the course's storage repository:
        - If Course Files is the course's storage repository, click **Browse Course**.

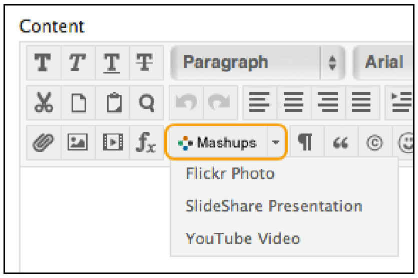
          -OR-
        - If your institution licenses content management, click **Browse Content Collection**.
13. Set the **Options**:
    a. Select **Yes** to **Permit Users to View this Content**.
    b. Select **Yes** or **No** to **Track Number of Views**.
    c. For **Select Date and Time Restrictions**, you can set mashups 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** to select dates and times. Display restrictions do not affect mashup availability, only when it appears.
14. Click **Submit**.



How to Create a Mashup Using the Content Editor

You can create a mashup in most places where the content editor is available. This means that you can put mashups in areas such as content descriptions, test questions, discussion posts, and blogs.

1. Change **Edit Mode** to **ON**.
2. Access the content area, learning module, lesson plan, or folder and create a content item or edit an existing one.
3. In the content editor, click **Insert Mashup**.



4. Select **Flickr Photo**, **SlideShare Presentation**, or **YouTube Video**.
5. In the pop-up **Search** page, type keywords and select how the keywords should be used in the search.
6. Click **Go**.
7. On the **Search Results** page, you can refine the list using the **Sort by** and **Uploaded** drop-down lists.
8. Click **Select** to add the mashup selection. You have the option to **Preview** it before selecting it.
9. On the **Create Mashup Item** page, type a **Name** for the link if you do not want to use the title that automatically appears in the box.
10. Set the **Mashup Options**.

    Note: Select **No** for the **Show YouTube Information** option if you do not want to show YouTube's suggested videos at the end of playback.

11. Click **Submit**.

How to Add Content Packages to Use the Content Player

One type of web-based learning content you can use in your course is called an SCO, or Shareable Content Object. These SCOs are gathered together into a compressed, zipped file called a content package, which can be unpackaged and played through a content player. Although you can design and build content packages yourself, often the individual components or entire packages will be provided to you by schools, private companies, or other sources for you to use in your course.

Blackboard Learn currently has two content players: The SCORM (Shareable Content Object Reference Model) Engine and the Open Standards Content Player.

Content Player	Content Types Supported
SCORM Engine	SCORM 1.2, SCORM 2004 (up to 4th Edition)
Open Standards Content Player	SCORM 1.2, SCORM 2004 (up to 3rd Edition), IMS, NLN

If enabled by your institution, the SCORM Engine becomes the default content player for all newly uploaded content packages, as well as any existing content package that is reuploaded, even if the Open Standards Content Player is also enabled.

Note: Your institution controls whether the SCORM Engine, the Open Standards Content Player, or both are enabled. If neither of these tools is available, you can contact your institution to discuss the status. To see if they are available in content areas, go to the **Control Panel**, expand the **Customization** section and select **Tool Availability**.

Note: The Open Standards Content Player will be removed in a future release of Blackboard Learn, but remains available at present so that existing course content can continue to function normally. For this reason, it is important for administrators and instructors to plan for the timely migration, reuploading, and testing of existing content to use the SCORM Engine instead. Existing IMS and NLN content will need to be converted to be SCORM compliant.

SCORM Content

The SCORM Engine and Open Standards Content Player Building Blocks support content that conforms to the SCORM 1.2 standard and the SCORM 2004 standard. You do not need to determine ahead of time whether the content is designed as 1.2 or 2004 compliant, as both types can be played.

Note: The SCORM Engine supports SCORM 2004 up to the 4th edition, while the Open Standards Content Player supports up to the 3rd edition.

To learn more about SCORM content, go to http://www.adlnet.org.

IMS Content

The Open Standards Content Player Building Block supports content that conforms to the IMS Content and Packaging 1.1.2 standard with the web content attribute. When including this content type in a course, it is useful to note that most of these types of packages do not track user attempt details. Otherwise, you will see no major differences.

To learn more about IMS content, go to http://www.imsproject.org.

NLN Content

The Open Standards Content Player Building Block supports NLN content, which conforms to SCORM and IMS standards. The United Kingdom NLN Materials Team is responsible for commissioning and developing e-learning materials for the NLN, and offers advice on best practices in integrating the NLN materials into teaching and learning schemes.

To learn more about NLN content, go http://www.nln.ac.uk.

How to Add a Content Package to Use the SCORM Engine

1. Change **Edit Mode** to **ON**.
2. Access a content area, learning module, lesson plan, or folder.
3. On the action bar, point to **Build Content** to access the drop-down list.
4. Select **Content Package (SCORM)**.
5. On the **Add Content Package** page, attach a file that conforms to the required standards using one of the following options:
    - To upload a file from your computer, click **Browse My Computer**.

    - To upload a file from the course's storage repository:
        - If Course Files is the course's storage repository, click **Browse Course**.

          -OR-

        - If your institution licenses content management, click **Browse Content Collection**.
6. To upload the selected file, click **Submit**.

After the file has been uploaded and checked, a second **Add Content Package** page displays where you can set the content package details.

1. On the second **Add Content Package** page, in the **SCORM Information** section, type a **Title**.
2. Optionally, type a **Description**. You can use the content editor functions to format the text and include files, images, web links, multimedia, and mashups. Any files you upload from your computer are saved in Course Files or the Content Collection in the top-level folder. Attachments you upload using the content editor can be launched in a new window and can include alternate text to describe the attachment.
3. Select the **SCORM Availability** options. The choices enable you to determine whether the content player is available to the student, control the number of attempts, and set course content availability.
    a. Select **Yes** to **Make SCORM Available**.
    b. For **Number of Attempts**, you can select **Allow single attempts**, **Allow unlimited attempts**, or enter a number for **Number of attempts** allowed.
    c. For **Limit Availability**, you can set content packages 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** to select dates and times. Display restrictions do not affect content package availability, only when it appears
    d. Select **Yes** to **Track Number of Views**.
4. Select the **Grading** options. The choices allow you to determine whether and how the student is graded.
    a. For **Grade SCORM**, you can select **No Grading** or type a number for **Grade: Points Possible**, based on either the **SCORM Score**, **SCORM Completion**, or **SCORM Satisfaction**.
    b. Select **Yes** to **Grade SCOS**, and then select the individual items to grade.

How to View SCORM Attempt Details

When a SCORM package has been set for grading, you can view attempt details related to the users' interactions with the content. The details may include the total time the user has viewed the content, the completion status, responses to any questions contained in the package, and whether the responses were correct. The attempt data helps you determine a score for the Grade Center item.

Note: Not all packages are designed to track all data. If the package does not provide the information to Blackboard Learn, the data will show as N/A. If you have questions about missing data, contact the creator of the package to determine which data was designed to be tracked.

Use the following steps to view individual attempts:

1. On the **Control Panel**, access the **Full Grade Center**.
2. Locate the column for the course content item.
3. Click the user attempt.
4. On the **Edit Grade** page click **View**. The **Attempt Details** page displays.

Use the following steps to run a report to view the details on all attempts:

1. On the **Control Panel**, expand the **Evaluation** section.
2. Click **SCORM Reports**.
3. On the **SCORM Reports** page, access an item's contextual menu and select **Run**.

How to Edit the SCORM Player Advanced Options

Most of the time, you should not need to access or change the SCORM player **Advanced Options** since the default settings are set for maximum compatibility and performance. The content package should already have the intended navigation, flow, and behavior, and the default settings are most likely to display it correctly and consistently. If you feel that you do need to change them, you should first contact your institution for assistance and guidance.

To access the SCORM player **Advanced Options**, you must edit an existing SCORM content package.

1. Set **Edit Mode** to **ON**.
2. Access a content area, learning module, lesson plan, or folder where the SCORM content package has already been uploaded.
3. Access the SCORM content package's contextual menu and select **Edit**.
4. To access the otherwise hidden SCORM player **Advanced Options**, set **Edit SCORM Player Behavior** to **Yes**. The SCORM engine **Advanced Options** will display in two or three columns. The left column allows you to select the category of advanced options controls, while the right columns list the choices and settings associated with the category selected. The categories are:
    - **Navigational Controls**
    - **Launch Behavior**
    - **Rudimentary Sequencing**
    - **Rudimentary Rollup**
    - **Compatibility Settings**
    - **Communication Settings**
    - **Debugger Options**
    - **History Options**
    - **Other Behavioral Options** {C}{C}{C}{C}{C}{C}{C}{C}{C}{C}{C}

    Note: Of these, the **Navigational Controls** and **Launch Behavior** are likely to be the most useful for instructors with a basic level of understanding of how SCORM content works, while

Debugger Options** and **History Options** can help in troubleshooting content packages that are not working properly.

5. When you are satisfied with the settings, click **Submit**. If you do not want to commit any changes you have made, click **Cancel**.

Navigational Controls

The **Navigational Controls** allow you to include buttons, bars, and other navigational aids the student will see and be able to use when accessing the course content using the SCORM player.

Option	Function
Show Navigation Bar	Determine whether the SCORM player will display a navigation bar to the student. The navigation bar must be enabled for any of the following settings to take effect: • **Show Finish Button**: Display an **Exit Course** button on the navigation bar. Pressing this attempts to finish the current content and go back to the main lesson, regardless of the current state of completion. • **Show Close SCO Button**: Display a **Close SCO** button on the navigation bar. Pressing this closes the current SCO. This option should remain off because it is not useful for most students. • **Enable Previous/Next**: Include **Previous** and **Next** controls on the navigation bar, enabling the student to move forward or backward in the content. • **Show Progress Bar**: Show a progress bar for the content, so students can gauge their progress. ◦ **Use Measure For Progress Bar**: If set, the player uses the **Progress Measure Rollup** values to calculate progress. Otherwise, the current content object completion is used. This is applicable only in SCORM 2004 4th edition and later content. • **Show Help**: Display a **Help** button to the student.
Show Title Bar	Determine whether the SCORM player displays a title bar to the student. The **Show Navigation Bar** option must be enabled for this setting to take effect.

Option	Function
Prevent Right Click	Prevents a student from right-clicking in the SCORM player windows. If the right mouse button is clicked, nothing happens. This can be useful in high-stakes assessments or where you do not want the student to be able to see the internal structure or content in the player. This setting only affects the SCORM player windows, including the course structure and the navigation bar (if present), and does not affect any other content, browser windows, or computer desktop functions.
Show Course Structure	Determines if the SCORM player should display the course structure. If selected, the course structure displays to the left of the content, in an outline format. This can be useful for courses containing multiple content objects. This option must be enabled for any of the following settings to take effect: • **Course Structure Starts Open**: Determines whether SCORM player should begin with the course structure shown or hidden. The student can show or hide the structure in any case as long as the **Show Course Structure** and **Show Navigation Bar** are enabled. • **Enable Choice Navigation**: Determines whether the SCORM player will allow the student to navigate within the course structure by selecting links in the outline. Otherwise the course structure display is for information and reference only. • **Course Structure Width**: Sets the width of the course structure window, in pixels. The default, zero (0), sets it to automatic width. • **Structure Status Display**: Defines how icons are presented to the student to indicate success and completion status. ◦ **Success Only**: Course success status only (passed/failed). ◦ **Completion Only**: Completion status only (complete/incomplete). ◦ **Separate**: Both success and completion status are presented separately. ◦ **Combined**: Success and completion are presented as a combined metric.

Option	Function
	◦ **None**: No SCO-level status is shown to the student. • **Invalid Menu Item Action**: Determines how the SCORM player handles menu item option selections which are invalid. ◦ **Show and Enable Links**: Invalid menu item links are visible, but clicking on them will display an invalid action message. ◦ **Hide**: Invalid menu item links are not shown. ◦ **Show but Disable Links**: Invalid menu item links are visible, but clicking on them does nothing.

Launch Behavior

The **Launch Behavior** options control the initial appearance of the content when first launched by the student.

Option	Function
SCO Launch Type	These settings determine how each SCO will be launched. Selected by a drop-down list, possible values are: • **Frameset**: Launch the SCO in-line, in a browser frame, rather than opening it in a new window. • **New Window**: Launch the SCO in a new browser window. • **New Window After Click**: Launch the SCO in a new browser window after requiring the student to click a link. This setting can be useful when dealing with browser pop-up blockers, since clicking a link will usually override the blocker. • **New Window Without Browser Toolbar**: Launch the SCO in a new browser window without a toolbar. • **New Window Without Browser Toolbar After Click**: Launch the SCO in a browser window without a toolbar, after requiring the student to click on a link.
Player Launch Type	These settings determine how the SCORM player will be launched. Selected by a drop-down list, possible values are: • **Frameset**: Launch the SCORM player in-line, in a browser frame, rather than opening it in a new window. • **New Window**: Launch the player in a new browser window. • **New Window After Click**: Launch the player in a new browser window after requiring the student to click a link. This setting can be useful

Option	Function
	when dealing with pop-up blockers, since clicking a link will usually override the blocker. • **New Window Without Browser Toolbar**: Launch the player in a new browser window without a toolbar. • **New Window Without Browser Toolbar After Click**: Launch the player in a browser window without a toolbar, after requiring the student to click on a link.
New Window Options	These settings determine the dimensions of either the content player when launched in a new window. These settings have no effect unless a new window option has been selected as **SCO Launch Type** or **Player Launch Type**. • **User Value Defaults**: Launch the new window using the client browser's default dimensions. • **Full Screen**: Launch the new window in full screen mode. If this option is selected, you must provide some means for the student to exit the content, such as an exit or close button or link. • **Specify New Window Dimensions**: Set the new window dimensions explicitly. ◦ **Width for content**: The width of new windows in pixels. ◦ **Height for content**: The height of new windows in pixels. • **REQUIRED: Above dimensions are required for the course to function properly**: If selected and the client browser cannot support the specified dimensions, a warning message is displayed to the student.
Prevent Window Resize	Determines whether to prevent the content player windows from being resized by the student.

Rudimentary Sequencing

The **Rudimentary Sequencing** options enable you to control what should happen next, under both normal and error conditions, when a student either completes or leaves a SCORM Content Package before completion. Based on these settings, the SCORM player determines what should happen next.

Several factors are key in determining what action to take:

- Whether the SCO is the first (and possibly only) one, a middle SCO, or the last one
- The status of the SCO, both individually and as part of the complete Content Package course
- The exit status of the SCO that has been completed or aborted

Note: These settings are applicable only to SCORM 1.2 Content Packages, and provide a means of emulating the advanced sequencing built into the SCORM 2004 standards. In SCORM 2004 (all editions), Simple Sequencing allows the content to determine how SCO sequencing is to be handled.

Option	Function
Intermediate SCO	These are the settings that apply to Shareable Content Objects (SCOs) that are at the beginning or in the middle of a course sequence consisting of multiple SCOs, that is, every SCO except for the last one. Whether **Course Satisfied** or **Course Not Satisfied** applies, you can control what happens next for each of the possible conditions: • **Normal**: The student has exited the content in the current SCO using the correct navigation methods. • **Suspend**: The student has suspended the current session, such as when skipping between SCOs in a course consisting of multiple SCOs. • **Timeout**: The course session has experienced a timeout due to the student not completing the SCO in the time allotted or caused by a communication failure between the computer and the server. • **Logout**: The student has logged out of the current session, with the SCO is still active. The available choices for each exit and course satisfaction condition are: • **Exit course after confirmation**: Ask the student to confirm exit, and if so, to return to the main lesson. If confirmation is not given, an appropriate message is displayed. • **Exit course**: Simply close the SCORM player and return to the main lesson. • **Go to next SCO**: Take the student to the next SCO in the sequence. • **Display message**: Display a message page. The SCORM player determines what message to display depending on the current status of the player. • **Do nothing**: The SCORM player will take no action.
Final SCO	These are the settings that apply to the last SCO in a course. If a course consists of a single SCO, it is treated as if it is the final SCO. Whether **Course Satisfied** or **Course Not Satisfied** applies, you can control what happens next for each of the possible conditions: • **Normal**: The student has finished the content in the current SCO. • **Suspend**: The student has suspended the current session. • **Timeout**: The session has experienced a timeout due to the student not completing the SCO in the time allotted or caused by a communication failure between the computer and the server. • **Logout**: The student has logged out of the current session. The available choices for each exit and course satisfaction condition are:

Option	Function
	• **Exit course after confirmation**: Ask the student to confirm exit, and if so, to return to the main lesson. If confirmation is not given, an appropriate message is displayed. • **Exit course**: Simply close the SCORM player and return to the main lesson. • **Go to next SCO**: Displays a message page, since this is already the last SCO in the sequence. • **Display message**: Display a message page. The SCORM player determines what message to display depending on the current status of the player. • **Do nothing**: The SCORM player will take no action.

Rudimentary Rollup

The **Rudimentary Rollup** options allow you to determine how you want to evaluate the SCO scores and status for a given student. The term "rollup" refers to the process of collecting individual SCO scores and completion status, and using that data to calculate and assign a cumulative final grade and overall completion status for the SCORM Content Package course. There are several different ways to select criteria, average test scores, and calculate both a grade and completion status.

Note: These settings are applicable only to SCORM 1.2 content, and provide a way to emulate the score and status rollup behavior built into the SCORM 2004 standard. They are not applicable to SCORM 2004 content since SCORM 2004 Simple Sequencing allows the content to determine how rollups are to be handled.

Option	Function
Score Rollup Mode	Determines the way in which the SCORM player will collect individual SCO scores, analyze them and report an overall calculated score. Possible values are: • **Score Provided by Course**: Useful mainly for Content Packages consisting of a single SCO, this setting simply reports the score provided by the first SCO. • **Average Score of All Units**: Adds up all the scores provided, and divides that number by the total number of SCOs in the course, regardless how many have reported a score. • **Fixed Average**: Adds up all the scores provided and divides by the number specified in **Number of Scoring Objects** • **Average Score of All Units with Non-Zero Scores**: Adds up all the scores and divides

Option	Function
	that number by the total number of SCOs reporting a score. • **Last SCO Score**: Simply reports the last SCO score. **Number of Scoring Objects**: Indicates how many SCOs should be reporting a score. This value is only relevant if **Score Rollup Mode** is set to **Fixed Average**.
Status Rollup Mode	Determines how overall completion status is determined. Possible values are: • **Status Provided by Course**: Useful mainly for Content Packages consisting of a single SCO, this setting simply reports the completion status provided by the first SCO. • **Complete When All Units Complete**: The course is considered complete when all the SCOs in the Content Package are complete, regardless whether the result is failed, completed, or passed. • **Complete When All Units are Complete and Not Failed**: The course is considered complete when all the SCOs in the Content Package are complete, with a status of either completed or passed. • **Complete When Threshold Score is Met**: The course is considered complete with its score (as determined by the **Score Rollup Mode**) meets or exceeds the threshold set in **Threshold Score for Completion**. In this instance, not all SCO units need to have been completed. • **Complete When All Units are Complete and Threshold Score is Met**: The course is considered complete when all the SCOs in the Content Package are complete and the score (as determined by the **Score Rollup Mode**) meets or exceeds the threshold set in **Threshold Score for Completion**. • **Complete When All Units are Passed**: The course is considered complete when all of the SCOs in the Content Package are complete and passed.

Option	Function
	Threshold Score for Completion: 0.0-1.0: Determines the threshold for course completion, and is applicable only if the **Status Rollup Mode** has been set to **Complete When Threshold Score is Met** or **Complete When All Units are Complete and Threshold Score is Met**. The value is a decimal number between 0.0 and 1.0. (For an equivalent percentage value, multiply by 100; for example, if set to 0.8, this means the required threshold score is 80%.)
Apply Rollup Status to Success Status	Selecting this option causes the **Status Rollup Mode** to be applied to the success status, instead of just the completion status.
First SCO is Pretest	Enabling this option indicates that if the first SCO in a lesson sequence achieves a status of passed, the rest of the SCOs in the SCORM Content Package will be marked complete. This makes it possible for you to design a set of courses that allow students to bypass topics for which they are able to demonstrate mastery.

Compatibility Settings

Although usually there is no need to change these settings from the defaults, the **Compatibility Settings** can help in troubleshooting course content packages which encounter errors, fail to launch, or have other problems.

Note: As with all the advanced settings, but especially here, if you do feel there is a need to adjust the **Compatibility Settings**, you should first contact your institution for assistance and guidance.

Note: When reuploading course content that previously had been using the Open Standards content player, if there are problems or errors, these are the settings that may need changing, especially for older and possibly non-standard content. To aid in determining exactly where the problem lies, it is recommended to enable the detailed **Debugger Options**, and review the resulting message logs.

Option	Function
Finish Causes Immediate Commit	This setting is provided to deal with single SCO courses where there is difficulty in capturing exit status. You may want to try enabling this option if a single SCO course is failing to record completions accurately.
Wrap SCO Window with API	When an SCO is launched in a new window, some non-standard or poorly coded content may not

Option	Function
	be able to find and communicate properly with the SCORM Engine. Enabling this setting puts a kind of wrapper—an API, or application program interface—around the player, and this API automatically knows how to talk to the SCORM Engine.
Always Flow to First SCO	If enabled, the SCORM player always loads the first course in a SCO, regardless whether the sequencing rules dictate this behavior.
Mastery Score Overrides Lesson Status	When enabled, if the mastery score indicates the SCO is complete or not complete, this overrides whatever the actual lesson status may be.
Allow Complete Lesson Status To Change	Applicable to SCORM 1.2, this setting determines whether a lesson marked as complete can be changed at a later date to something other than complete.
Rollup Empty Set to Unknown	For SCORM 2004 courses, this setting determines the rollup status when there are no activities providing information to set the status. If selected, both course completion and satisfaction status are set to unknown.
Disable Root Activity	Prevents a student from creating a new attempt by forcing the course navigation tree and any other links which could restart the course or an SCO within it to be disabled and not to respond to clicks.
Rollup at SCO Unload	Forces score rollup when the SCO unloads, to handle those SCOs which fail to explicitly call for a rollup to be performed.
Override Objective and Completion Set by Content to True	The default for SCORM 2004 and the default for the SCORM 1.2 player can sometimes lead to an SCO being marked as completed and satisfied if the SCO fails to report the correct runtime status data. This setting overrides the default behavior for courses that do not set the appropriate default sequencing rules.
Make Student Preferences Global to Course	Causes any student preferences set in a given SCO to apply to all SCOs in a given SCORM Content Package course.
Launch Completed Registrations as No-Credit	Determines whether completed course registrations are launched subsequently as normal or as no-credit.
Completion Status of Failed Success Status	Set an override value for the completion status of an SCO that a student has failed: • **Completed** • **Incomplete**

Option	Function
	• **Unknown**
Lookahead Sequencer Mode	Lookahead processing enables the SCORM Engine to dynamically update the course navigation structure that is visible and available depending on the state of the current SCO. By default, this setting should be enabled. For very large courses, this may cause noticeable slowing in web browsers and if deemed unacceptable, you can set this to disabled. Available settings are: • **Disabled**: Disable the SCORM lookahead sequencer • **Enabled**: Enable the SCORM lookahead sequencer (default) • **Real-time**: Enable the SCORM real-time lookahead sequencer, which runs after certain runtime values change, immediately updating the visible course navigation structure
Reset Runtime Data Timing	Determines when the SCORM player will reset the CMI (computer managed instruction) data timing. The choices are: • **Never**: The SCORM player will never reset runtime status • **When Exit is Not Suspend**: The SCORM player only preserves runtime data when the exit status is not Suspend • **On Each New Sequencing Attempt**: The SCORM player will reset the runtime data every time the system rules dictate that a new attempt should begin
Return to LMS Action	Because the SCORM 2004 4th Edition requires learning content to provide an interface allowing students to choose an exit type when leaving a course, the SCORM player can display a prompt when the student clicks **Exit Course**. Since it is possible to turn this prompt on and off, this option allows you to select the action to take automatically when the prompt is off. The setting determines whether the course suspends and saves the current state or ends the course entirely upon exit. The available choices are: • **Legacy**: Use the SCORM 3rd Edition behavior, returning to the main course while saving the current state of the attempt

Option	Function
	• **Suspend All**: Save the current state of all current attempt, including all open SCOs (SCORM 4th Edition only) • **Exit All**: End the attempt (SCORM 4th Edition only) • **Selectable**: Allow the student to choose between **Suspend All** or **Exit All** (SCORM 4th Edition only)

Communication Settings

The **Communication Settings** determine how the Content Player interacts with the server. These settings may need to be adjusted if there are reported timeouts or communication failures between the students' computers and the server, but should only be changed by an administrator or experienced SCORM developer.

Option	Function
Maximum Failed Attempts	Sets the maximum number of attempts to attempt a runtime data update to the server before declaring failure. If this number is exceeded, an error message is displayed.
Commit Frequency	Determines how often, in milliseconds, the runtime data is updated to the server. *Note:* Some events, such as completing a course, force an update.

Debugger Options

The **Debugger Options** determine whether and how much logging information will be recorded within the various SCORM subsystems.

Note: When encountering problems or errors with course content playback or presentation, enabling the **Debugger Options** so you, your administrator, or an expert SCORM support person can review the message logs is often an essential step in troubleshooting and resolving the issue. Using the **History Options** to record routine (non-error) status details can also provide useful information.

Option	Function
Debugger Options	Determines the level of logging to be performed within each of the associated SCORM subsystems: **Control** (overall system functions), **Runtime** (the launching and operation of SCOs), or **Sequencing** (what happens outside of and between SCOs)

Option	Function
	• **Off**: No debug log messages are recorded. • **Audit**: Basic debug log messages are recorded. • **Detailed**: Audit-level log messages are recorded, along with additional detail messages.
Include Timestamps	Determines whether timestamps will be recorded with the events in the debugger log files.

History Options

The **History Options** control whether and how much routine (non-error) status information about the SCORM Content Package course content is logged.

Option	Function
Capture History	Determines whether the Content Package should send back information about each attempt.
Capture Detailed History	Determines whether the Content Package should send back detailed information about each attempt.

Other Behavioral Options

Option	Function
Time Limit	The total time, in minutes, the student is permitted to spend in the Content Package. If the time specified expires, the student will be automatically exited, with scores and status calculated from the current state of completion. If this value is set to zero (0), there is no time limit.

How to Add a Content Package to Use the Open Standards Content Player

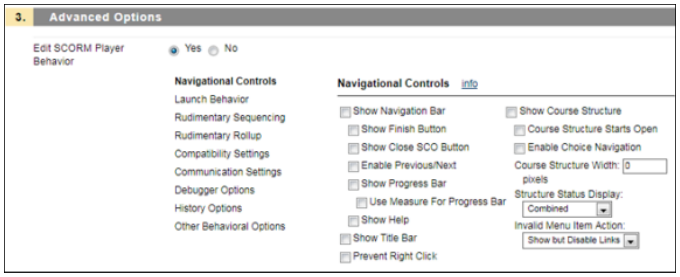
Note: These instructions apply to instances of Blackboard Learn where the SCORM engine Building Block has not been enabled. If the SCORM engine Building Block is enabled, new and reuploaded content will be required to use it instead. However, you will still be able to access and edit the options associated with existing content uploaded with the Open Standards content player.

1. Change **Edit Mode** to **ON**.
2. Access a content area, learning module, lesson plan, or folder.
3. On the action bar, point to **Build Content** to access the drop-down list.
4. Select **Content Package (SCORM)**, **Content Package (IMS)** or **Content Package (NLN)**.

5. On the **Add Content Package** page, type a **Title**.
6. Attach a file that conforms to the SCORM, IMS, or NLN standards using one of the following options:.
   - To upload a file from your computer, click **Browse My Computer**.
   - To upload a file from the course's storage repository:
     - If Course Files is the course's storage repository, click **Browse Course**.

       - OR -

     - If your institution licenses content management, click **Browse Content Collection**.
7. Optionally, type a **Description**. You can use the content editor functions to format the text and include files, images, web links, multimedia, and mashups. Any files you upload from your computer are saved in Course Folders or the Content Collection in the top-level folder. Attachments you upload using the content editor can be launched in a new window and can include alternate text to describe the attachment.
8. Select the **Interaction Option**. Choice enables the viewer can use a left navigation menu to select content to view. **Flow** hides the left navigation menu and the viewer must use the **Next** and **Previous** buttons to view content sequentially.
9. For Grade Center options:
   a. Select **Yes** for **Add Grade Center Item** to add a Grade Center column. The column name will be the name of the package. You can edit and manage this from the Grade Center.
   b. Select **Yes** to **Track Attempt Details** to collect user interaction with the content, such as total viewing time and question responses. You view the details from the Grade Center.
   c. If **Yes** is selected for **First Attempt Only**, attempt details will only display for the first time the user accesses the content. If the user does not go through the whole package, subsequent attempts will not be tracked. Leaving this value as **No** will always show the last attempt data. This setting is for tracking data only. It does not restrict how often the content is viewed by the user.
10. Set the **Content Options**:
    a. Select **Yes** to **Make Content Visible**.
    b. Select **Yes** to **Track Number of Views**.
    c. For **Enter Date and Time Restrictions**, you can set content packages 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** to select dates and times. Display restrictions do not affect content package availability, only when it appears.
11. Click **Submit**.



How to See Content From the Student View

It is a good practice to always check your content in the student view. To do this, change **Edit Mode** to **OFF**. Viewing from the student perspective ensures you reveal only the information you intend to show and that it displays correctly.

Using the Content Editor (Flash video | 3m 59s)

Editing the Course Home Page (Flash video | 2m 22s)

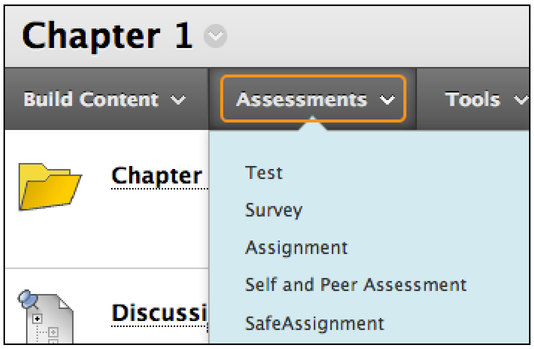
Creating a Web Link (Flash video | 1m 35s)

Creating a Mashup (Flash video | 3m)

Creating Assessments in a Course Area

You can provide tests, surveys, and assignments in content areas, learning modules, lesson plans, or folders. You can create a new test, survey, or assignment or link to an existing one.

You add assessments by pointing to **Assessment** in the course area's action bar to select the type of assessment.



You can provide relevant assessments with your teaching materials. For example, include a pre-test at the beginning of a learning module and a post-test at the end. Or, take a survey of students' background knowledge in the subject in your course orientation folder.

About Assessment Types

You can create several different types of assessments in your course areas. Include assessments alongside your other course materials to create a cohesive learning experience for students. You can create assessments in advance, making them available only as they are needed.

Assessment Type	Description
Test	You can create tests to assess student knowledge. Numerous question types are available, including Multiple Choice, True/False, Matching, Calculated, and Essay. You assign point values to the questions as you create them. The majority of questions are auto-graded. After students submit their answers for grading, the results are recorded in the Grade Center. Students can find out their scores immediately after completing it if all questions are auto-graded and you release this information. To learn more, see Tests, Surveys, and Pools.
Survey	Surveys are ungraded tests. You can use surveys to poll student opinion and conduct class

Assessment Type	Description
	evaluations. Survey results are anonymous, but you can see whether a student has completed a survey and view aggregate results for each survey question. Survey creation and deployment is almost identical to test creation, except for: • Survey creation settings do not include options for assigning scoring defaults because survey questions are not graded. • When you add questions, you do not specify which answers are correct. • You cannot add random blocks of questions to surveys. To learn more, see Tests, Surveys, and Pools.
Assignment	You can use assignments to present a variety of learning activities to students which they can view and submit from one location. Students can submit assignments as: • Text students include on the **Upload Assignment** page. • Attached files. • A combination of both text and attached files. To learn more, see Assignments.
Self and Peer Assessment	The Self and Peer Assessment Building Block is designed to enhance the reflective learning skills of students. Students receive constructive feedback from their peers as well as provide it. To learn more, see Self and Peer Assessment.
Safe Assignment	The SafeAssign Building Block enables comparison of submitted assignments against a database of academic papers to identify areas of overlap between the submitted assignment and existing works. You can use SafeAssign to prevent plagiarism and to create opportunities to help students properly cite sources. SafeAssign is effective as both a deterrent to plagiarism and an educational tool. You create and grade SafeAssignments and regular assignments in similar ways. However, they are completely separate tools. You cannot

Assessment Type	Description
	change an existing assignment into a SafeAssignment. To learn more, see SafeAssign.

Linking to Tools in a Course Area

Providing the relevant tools for a lesson within a course area creates a seamless experience for users. For example, you can provide discussion forums and journals with multimedia, lecture files, and tests.

When you include a tool in a course area, you can describe what it is used for, provide instructions for the tool, and attach necessary files. For example, you can link to a blog, attach a file to read, and explain that users need to post to the blog next week.

Note: Your institution controls which tools are available. You have the ability to disable tools in your course on the **Control Panel** > **Customization** > **Tool Availability**. To learn more, see Managing Tool Availability.

Methods for Adding Tools in Your Course

Deciding where to put tools depends on the situation.

Method 1: Access individual tools from the course menu. This method provides quick access to frequently used tools. Make the **Tools** link on the course menu unavailable so students cannot access other unneeded tools. To learn more, see The Course Menu.

Method 2: Access individual tools from a course area. With this method, you can provide tools near related content. For example, if students are required to read an item in a content area and then respond on the discussion board, add a tool link in the content area for easy discussion board participation. To learn more, see How to Add a Tool Link in a Course Area.

Method 3: Access tools from the **Tools** link on the course menu. Consider using this method to quickly set up your course. Use for a course that supplements a face-to-face class and provides tools for online communication outside of the regular classroom.

About Tool Types

In the following table, learn about the types of tools available to help students meet your learning objectives and pedagogical requirements.

Tool Type	Description
Discussion Board	The discussion board is an asynchronous tool for sharing thoughts and ideas about class materials. The discussion board is made up of forums that may appear anywhere in your course, but are also all centrally located in the discussion board tool. To learn more, see Discussion Board.
Blog	A blog is a personal online journal that is frequently updated and intended for public viewing. Each blog entry can include any combination of text, images, links, multimedia, mashups, and attachments.

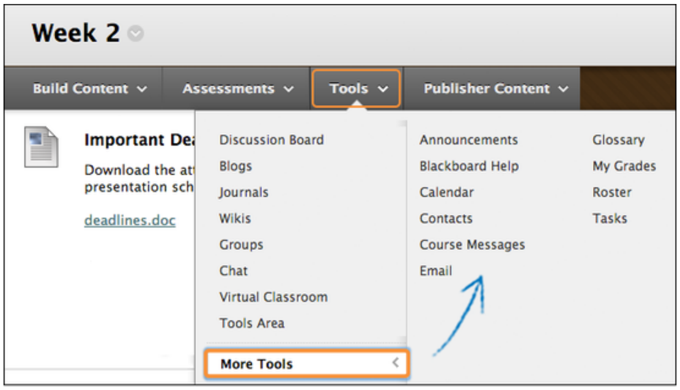
Tool Type	Description
	To learn more, see Blogs.
Journal	Journals provide a personal space for students to communicate privately with you, the instructor. Students can also use journals as a self-reflective tool to post their opinions, ideas, and concerns about the course, or discuss and analyze course materials. To learn more, see Journals.
Wikis	A wiki is a collaborative tool that enables multiple writers to collaboratively contribute and modify one or more pages of content. Users can create and edit pages quickly, while tracking changes and additions. To learn more, see Wikis.
Groups	You can link to the group tool to access all groups -OR- link to a specific group page. To learn more, see Course Groups.
Chat	Chat allows users to interact with each other using a text-based messaging tool in real time. To learn more, see Chat.
Virtual Classroom	The virtual classroom includes a shared whiteboard, chat, group browser, and a map for navigating to areas in your course. To learn more, see Virtual Classroom.
Tools Area	The Tools Area provides a list all tools that are available to students.
More Tools	Click **More Tools** to expand the drop-down list to include additional tools. Click it again to hide the additional tools.

How to Add a Tool Link in a Course Area

You can link to an entire tool, such as the main blogs page, or an area of the tool, such as a specific blog. You can also create a new blog while working in the course area.

From the **Tools** drop-down list, you can also select **Tools Area** so users can access a list of all available tools in your course.

1. Change **Edit Mode** to **ON**.
2. Access a content area, learning module, lesson plan, or folder.
3. On the action bar, point to **Tools** to access the drop-down list to create a link to a tool or the entire tools area. You can show or hide additional tools by clicking **More Tools**.



4. In this example, select **Blogs**. The following steps refer to creating a blog link. The steps are similar for other tools.
5. On the **Create Link: Blog** page:
   - Select **Link to the Blogs Page** to link to the blogs listing page where all blogs appear.

     -OR-
   - Select **Link to a Blog** and select a specific blog from the list.

     -OR-
   - Click **Create New Blog** to add a link to a blog you create at this time. On the **Create Blog** page, type a **Name** and select settings for the new blog. After clicking **Submit**, the newly created blog appears in the list of blogs to choose from when adding a link in your course.

6. Click **Next**.
7. On the **Create Link** page, type a **Link Name**.
8. Optionally, type a description in the box. You can use the content editor functions to format the text and include files, images, web links, multimedia, and mashups. Any files you upload from your computer are saved in Course Files or in the Content Collection in the top-level folder. Attachments you upload using the content editor can be launched in a new window and can include alternate text to describe the attachment.
9. Select **Options**.
   a. Select **Yes** for **Available** to make the link visible to users.
   b. Select **Yes** to **Track Number of Views**.

c. For **Date Restrictions**, you can set items 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** to select dates and times. Display restrictions do not affect item availability, only when it appears.

10. Click **Submit**.

Blackboard learn

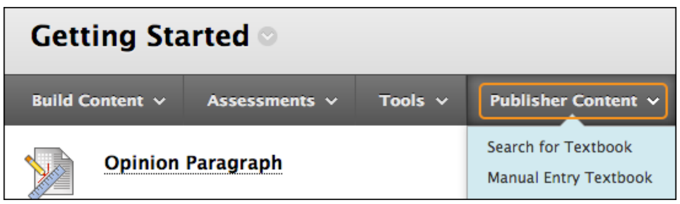
Providing Textbook Information in a Course Area

In a course area, you can include nformation about the textbooks used in your course. When you use the publisher content tool, the textbook information is also included in the course catalog where prospective students can access this information prior to enrollment. You access the course catalog on the Blackboard login page or on the **Courses** tab after logging in.

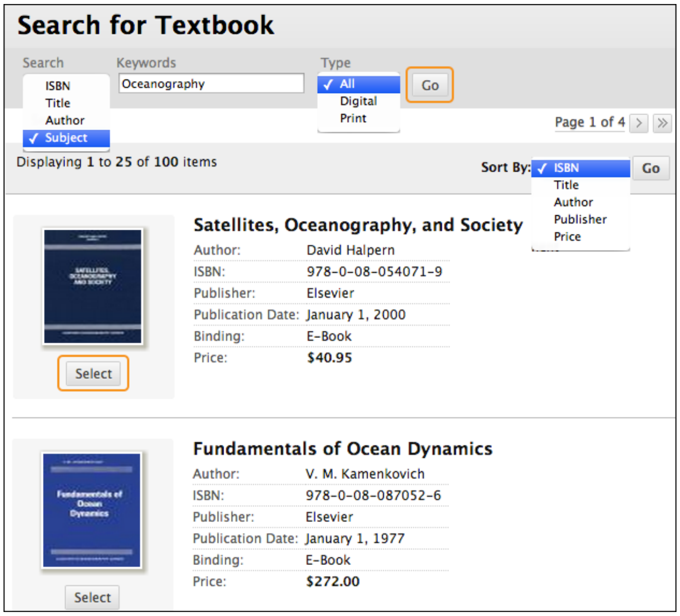
Note: Your institution controls whether this tool is available.

How to Assign a Textbook

1. Change **Edit Mode** to **ON**.
2. Access a content area, learning module, lesson plan, or folder.
3. On the action bar, point to **Publisher Content** to access the drop-down list.
4. Select **Search for Textbook**.



5. On the **Search for Textbook** page, select a search category from the drop-down list: **ISBN**, **Title**, **Author**, or **Subject**.
6. Type **Keywords**, such as an author's name or title.
7. To further narrow the search, select the **Type** of book: **Digital**, **Print**, or **All**. You can also select a **Currency**.
8. Click **Go** when you have provided all necessary information.
9. From the list of search results, click **Select** to assign a textbook to your course.



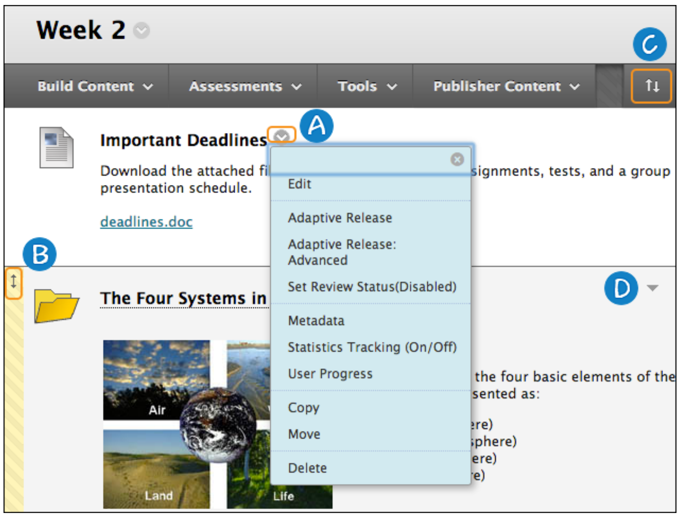
10. On the **Create Textbook** page, select **Required** or **Recommended** for the textbook.
11. Optionally, provide a **Description**.
12. In the **Options** section:
    a. Select **Yes** for **Permit Users to View this Content** so that students can see it.
    b. Select **Yes** for **Track Number of Views** to record the number of times the item is viewed, when it is viewed, and by whom.
    c. **Select Date and Time Restrictions** to display the textbook on a specific date and time and to stop displaying it on a specific date and time.
13. Click **Submit** to add the textbook information as a content item to the course area.

If your search does not return the result you want, point to **Publisher Content** on the action bar and select **Manual Entry Textbook** from the drop-down list. You can provide the information needed.

Adding Textbook Information (Flash video | 2m 6s)

Editing and Managing Course Areas and Content

After you build course areas, such as content areas, learning modules, lesson plans, and folders, you create content within them. You edit and manage all of the items and course areas, except content areas, in the same way. When you access an item's contextual menu, you can change settings, modify availability, create metadata, and turn on options such as review status, adaptive release, and statistics tracking. You can also copy, move, and delete content. You can drag content to new positions in the page and hide content details to save screen space.



1. Access an item's contextual menu for a list of options. You can change settings, modify availability, create metadata, and turn on options such as review status, adaptive release, and statistics tracking. You can also copy, move, and delete content. If the option does not appear, it is not available for that content type.
2. Use the drag-and-drop function to reorder links in the course area.
3. Alternatively, use the keyboard accessible reordering tool on the action bar to reorder the links.
4. Click **Hide Details** to collapse the description and save screen space. Click it again to expand the description. In a course area with several items and descriptions, you have to scroll to see the entire page. A collapsed description remains collapsed even after logging out and logging in again.

   The student view of the course area is not affected. Students do not have the ability to collapse descriptions.

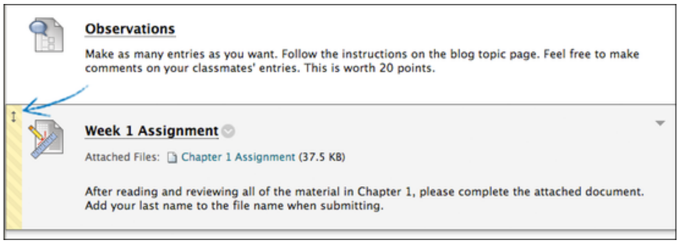
Reordering Content

Content appears in the order you added it, but you can change the order. Use the drag-and-drop function or the keyboard accessible reordering tool to rearrange content. Be sure **Edit Mode** is **ON**.

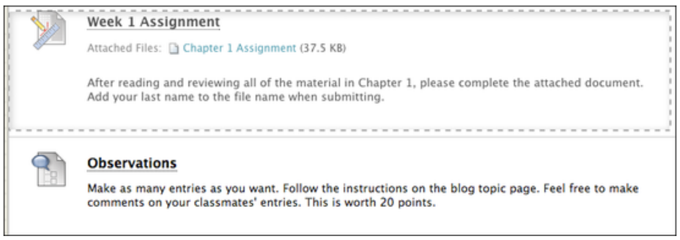
Reorder items using the drag-and-drop function—a double-tipped arrow or handle—to move them into place. Alternatively, reorder items using the keyboard accessible reordering tool on the action bar.

Drag-and-Drop Function

To move an item using the drag-and-drop function, press the arrows next to the item. The item is highlighted.



Press and drag the item into the new location. The item is surrounded by dashes as you move it into its new spot.

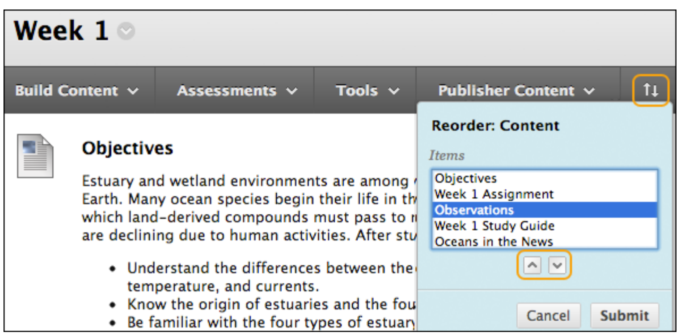


Release the item to place it in its new location.

Keyboard Accessible Reordering

Alternatively, you can use an accessible tool to reorder items.

1. In **Edit Mode**, in the content area, click the keyboard accessible reordering tool on the action bar.
2. In the **Reorder: Content** box, click an item in the list to select it.
3. Use the up and down arrows below the title box to adjust the order.



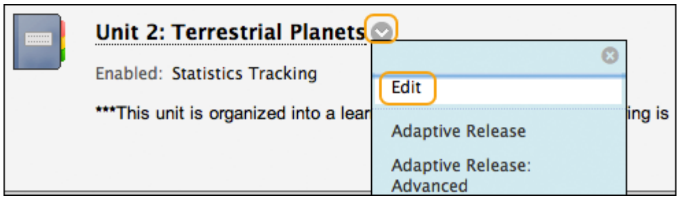
4. Click **Submit**. A pop-up box states: **Items have been reordered**.
5. Click **OK**.

How to Edit Course Areas and Content Items

To change the name, description, appearance, options, or availability for a folder, learning module, lesson plan, or content item, you need to edit the item.

Note: You edit content areas with a different method. To learn more, see Managing Content Area Links.

1. Change **Edit Mode** to **ON**.
2. Access an item's contextual menu.



3. Select **Edit**.
4. On the **Edit** page, make changes to the title, description, file attachments, options, or settings. For example, to make an item unavailable to students, select **No** for **Permit Users to View this Content**. Options vary depending on the item type.
5. Click **Submit**.

Alternatively, while viewing a content area, learning module, lesson plan, or folder, access the contextual menu at the top of page next to the course area's title.

How to Make Content Unavailable

You can edit an item's settings to make it unavailable to students or to apply date and time restrictions to control when it appears. You can also apply adaptive release to an item to control which users can access it and when they can access it.

Availability of items is set on an item-by-item basis. You can make entire course areas unavailable. For example, if you edit a learning module, lesson plan, or folder and select **No** for **Permit Users to View this Content**, the course area is no longer visible to users. This means that all items within the unavailable course area are also unavailable to users, regardless of their individual availability settings. Therefore, the display of an item to users is contingent upon the availability of its parent folder.

Items in an unavailable course area are not visible to users in that location. However, users are able to access those items if additional links to them exist in different course areas. For example, if you have an available URL in course area A that you copied to course area B, the link exists in both locations. If you make course area A unavailable, users can still access the URL in course area B. Links to tools behave in the same way. If you link to a discussion forum in course area A and make course area A unavailable, users can still access the discussion forum by going directly to the discussion board by using a link in a different course area or the course menu.

1. Change **Edit Mode** to **ON**.
2. Access an item's contextual menu.
3. Select **Edit** and change the setting for **Permit Users to View this Content** to **No** to make the item unavailable. Alternatively, **Select Date and Time Restrictions** to set items to display on a specific date and time and to stop displaying on a specific date and time.

   -OR-

Select **Adaptive Release** and set criteria that must be met for the item to be released to users. To learn more, see Controlling the Release of Content.

4. Click **Submit**.

Note: You make content areas unavailable in a different way than other course areas. On the course menu, access the content area's contextual menu and select **Hide Link**.

How to Copy and Move Course Areas

You can copy and move course areas such as folders, learning modules, and lesson plans from one area or course to another area or course. If copying or moving between courses, you must be enrolled in both courses.

- Copying a course area does not remove it from the original location in your course.
- Moving a course area removes it from its original location in your course.

Note: You use a different method to copy content areas. To learn how to copy, see Copying Courses.

1. Change **Edit Mode** to **ON**.
2. Access an item's contextual menu.
3. Select **Copy** or **Move**.
4. On the **Copy** page or **Move** page, select the **Destination Course** from the drop-down list. The default setting is the current course. Only courses where you have a role permitting content copying appear in the list.
5. Click **Browse** to select the **Destination Folder**. For copying only, select **Yes** or **No** for **Create links for items which cannot be copied**.
   - If a course area contains items that you cannot copy, such as a test, survey, or assignment, a link is created to it instead. After the copy action is complete, a message appears: "Some items copied. The following items were created as links." The specific items are listed.
   - If a course area contains items that you cannot move to another course, such as a test, a message appears: "The move operation has completed but the following items could not be successfully moved." The specific items are listed.
6. Click **Submit**.

A copied course area is not removed from the original location in your course. A moved course area is removed from its original location.

How to Copy and Move Content Items

You can copy and move content to organize and rearrange your course material. For example, if your course area contains a large number of items, organize them with folders to help users navigate your content. If you create folders after you create content items, you can move items to the new folders.

Note: See the preceding section to learn about copying and moving content areas, learning modules, lesson plans, and folders.

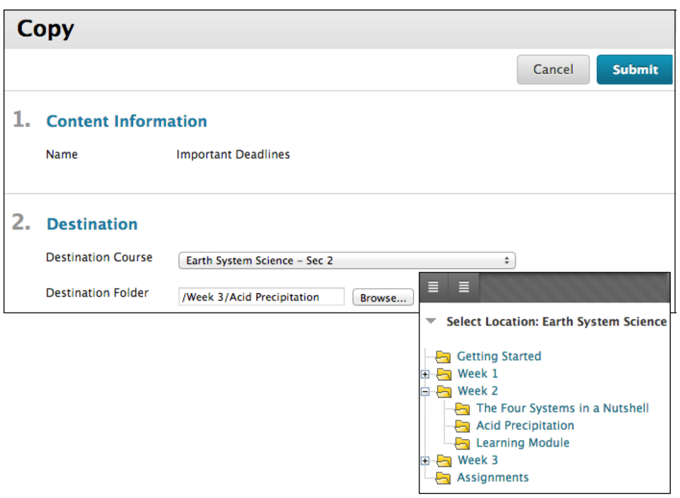
Some content items have copy and move restrictions. For example, you can only copy and move a course link to another area within the same course. You cannot copy assignments, tests, and surveys, but you can move them within the same course.

- Copying content does not delete it from the original location in your course.
- Moving content removes it from its original location in your course.

For items that you cannot copy, such as a test, survey, or assignment, the copy option does not appear in the item's contextual menu.

If a course area contains items that you cannot move to another course, such as a test, the option to move it to another course does not appear on the **Move** page.

1. Change **Edit Mode** to **ON**.
2. Access an item's contextual menu.
3. Select **Copy** or **Move**. If **Copy** or **Move** is not available for the item, it does not appear in the contextual menu.
4. On the **Copy** page or **Move** page, select the **Destination Course** from the drop-down list. The default setting is the current course. Only courses where you have a role permitting content copying appear in the list. For items that you cannot move out of the current course, **Destination Course** is already listed as the current course and the drop-down list does not appear.
5. Click **Browse** to select the **Destination Folder**.
6. Click **Submit**.



A copied content item is not removed from the original location in your course. A moved content item is removed from its original location.

About Deleting Items

You delete folders, learning modules, lesson plans, and content items in the same way. Be aware that sometimes this means the content is permanently removed from the system.

WARNING! Deleting a course area, such as a content area, learning module, lesson plan, or folder permanently removes that container. For example, deleting a learning module permanently removes the learning module container as well as its table of contents.

Items within the container may not be permanently deleted, depending on the item type:

- Files that you added to a course area from Course Files remain in Course Files and are not deleted from the system.
- Any files uploaded from your computer to the course area are automatically stored in Course Files. You can link to them again.
- Items you created within a course area by pointing to **Build Content** are permanently deleted.
- Test or survey ***links*** are deleted, but the test or survey remains available in the test tool. You can link to them in a course area again.
- For assignments, a **Delete Confirmation** page appears allowing you to decide what to delete: the assignment, submissions, and the Grade Center column.
- Links to tools, such as the discussion board, blogs, wikis, or journals are deleted, but the tools themselves are not deleted.
- Links to assigned textbooks are permanently deleted.

How to Delete Course Areas and Content Items

1. Change **Edit Mode** to **ON**.
2. Access an item's contextual menu.
3. Select **Delete**.
4. Click **OK** to confirm the deletion. This action is final.

   Tip: You can make a course area or item unavailable instead of deleting it. If a course area has items that will be permanently deleted that you want to retain, consider moving them to a different course area that is not available to students before deleting the course area.

About Metadata

Metadata stores information about a content item, including bibliographic, lifecycle, and copyright information. Metadata allows content to be imported from and exported to other applications that use IMS (Instructional Management Systems) standards, creating interoperability for learning content.

You cannot track or report on the information provided in metadata. You can view it on the **Content Metadata** page and use as reference information for the content item. You can edit metadata for a content item.

Note: Your institution controls whether this tool is available.

You can add four types of metadata to an item:

- **General Information**: Includes the title, catalog entry, source, entry, language, and a description of an item.
- **Lifecycle Information**: Includes the creation date and time, contributors, name and role of author or editor, organization, and date of latest changes or updates.
- **Technical Information**: Includes the format of a content item and its location.
- **Rights Management Information**: Displays copyright restrictions and a description of any conditions on item usage.

How to Create Metadata for an Item

1. Change **Edit Mode** to **ON**.
2. Access an item's contextual menu.
3. Select **Metadata**.
4. On the **Course Item Metadata** page, type a **New Catalog Entry**.
    - Type a **Source**: The name of the catalog or source of the content.
    - Type an **Entry**: The number or version of the catalog.
    - Click **Add Catalog Entry** to implement your changes.
    - Click **Mark for Removal** to delete the catalog entry.
5. Select a **Language** from the drop-down list to indicate the language used in the content item.
6. Type a **Description**.
7. Type information for a **New Contributor**. List the name, role, organization, and date a person contributed to this content item. Click **Add Contributor**. The contributor information is now listed. Click **Mark for Removal** to remove a contributor when you submit the page.
8. Select the **Resource Format** from the drop-down list.
9. In the **Rights Management Information** section, click **Yes** for **Free Resource** to indicate that the content was free. For **Copyright/Restriction**, indicate whether or not the content is copyrighted or has restrictions for use. Use the **Description** box to comment on conditions for use of this item.
10. Click **Submit**.

Note: When you attach items from the Content Collection to your course, you can select associated metadata from the Content Collection to display with the linked item in the course area. You cannot modify the Content Collection metadata.

How to Enable Statistics Tracking and View Statistics Reports

Item statistics provide you detailed usage information about your content, such as how many times users viewed an item and when it was accessed. You can enable statistics tracking at any time, and begin collecting data from that moment on. If users access an item before you enable statistics tracking, their access is not recorded.

Note: If users are unenrolled, their data is deleted from all course statistics. To retain their statistics, change their availability to **No** rather than unenrolling them.

Statistics tracking is a type of course report for individual content items. To obtain course reports on overall user activity as well as activity in content areas, forums, and groups, go to the **Control Panel**, expand the **Evaluation** section, and select **Course Reports**.

1. Change **Edit Mode** to **ON**.
2. Access an item's contextual menu.
3. Select **Statistics Tracking**.
4. Select **On** to enable statistics tracking for the item.
5. Click **Submit**. In the course area, **Enabled: Statistics Tracking** appears following the item name.

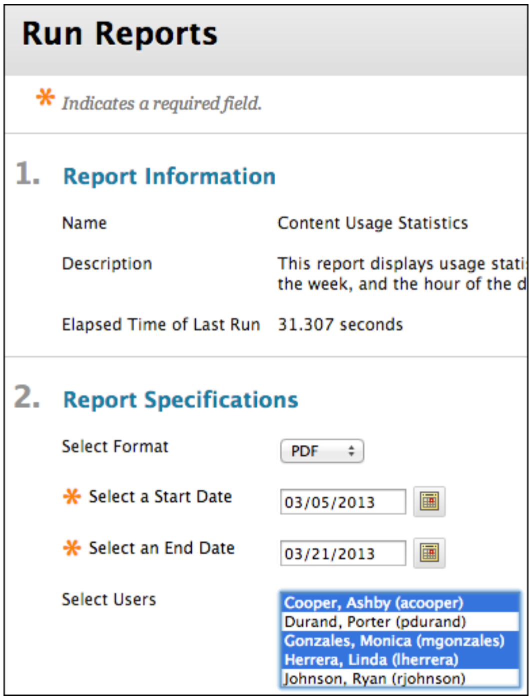
Viewing Statistics Reports

The report displays three sections of data:

- Access by Date
- Access by Hour of the Day
- Access by Day of the Week

The Access by Date section displays information for all enrolled users. Access information for system guests and unenrolled users (previously enrolled users who were deleted from your course) is displayed under the guest user. Observer access to content items is not tracked.

1. Change **Edit Mode** to **ON**.
2. Access an item's contextual menu.
3. Select **View Statistics Report**. This link does not appear if you did not enable statistics tracking for the content item.
4. On the **Course Reports** page, access the contextual menu for **Content Usage Statistics** and select **Run**.
5. On the **Run Reports** page, select a format for the generated report from the drop-down list.
6. Type dates in the **Select a Start Date** and **Select an End Date** boxes or use the pop-up **Date Selection Calendar** to select dates.
7. If you do not select users, the report automatically runs using all users. Alternatively, you can specify users in the **Select Users** list. For Windows, to select multiple users in a list, press the SHIFT key and click the first and last users. To select users out of sequence, press the CTRL key and click each user needed. For Macs, press the COMMAND key instead of the CTRL key.



8. Click **Submit** to run the report.
9. On the **Successful Run: Content Usage Statistics** page, click **Download Report** to view the results. Depending on the format you selected, you may be prompted by your browser to open or save the file. Use your browser's print function to print the report. Alternatively, click **Run a New Report** to change the parameters for the report and run it again.

How to Enable Review Status

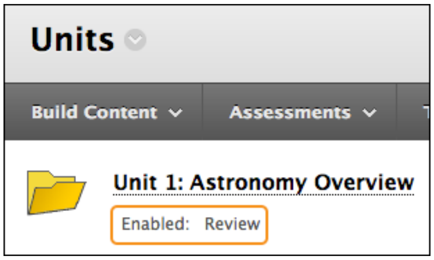
When you enable review status for an item, you can check who has reviewed the item, and you can use review status as adaptive release criteria. Students can use review status to keep track of their progress, especially if students review content in a non-linear fashion.

For students, a **Mark Reviewed** link appears with the item in the course area. After reviewing the item, users click the link to mark it **Reviewed**. You can check the item's review status on the **User Progress** page.

If you or your institution disables the review status tool, the **Mark Reviewed** links for all affected items are no longer shown. If review status is enabled again, the links reappear and any data associated with review status, such as an individual's progress, is restored.

Note: Your institution controls whether this tool is available.

1. Change **Edit Mode** to **ON**.
2. Access an item's contextual menu.
3. Select **Set Review Status**.
4. On the **Review Status** page, select **Enable**. To turn off review status, select **Disable**.
5. Click **Submit**. In your view, **Enabled: Review** appears following the content item's title.



Review status settings and information are included during a full course copy with users and during archive and restore operations. Review status settings and information are not saved during a copy of course materials into a new course or existing course or for exporting and importing.

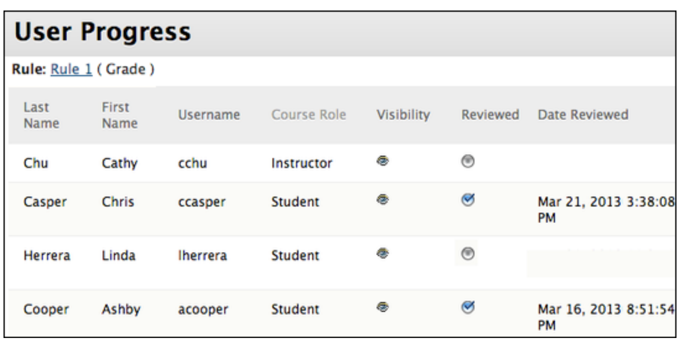
How to Check User Progress

You can check whether students can access your content items. If you made a content item unavailable, the **User Progress** page indicates that the item is not visible to users. The **User Progress** page also lists adaptive release rules that affect the visibility of an item. If you enable review status for an item, you can check which students have reviewed it and when.

Note: Your institution controls whether the adaptive release and review status tools are available.

1. Change **Edit Mode** to **ON**.
2. Access an item's contextual menu.
3. Select **User Progress**.
4. On the **User Progress** page, sort a column by clicking its title. For example, you can sort the **Reviewed** column to see who has not reviewed the item.
5. When you finish the review, use the orientation bar to navigate to a previous page.

The User Progress Page


User Progress

Rule: Rule 1 (Grade)

Last Name	First Name	Username	Course Role	Visibility	Reviewed	Date Reviewed
Chu	Cathy	cchu	Instructor			
Casper	Chris	ccasper	Student			Mar 21, 2013 3:38:08 PM
Herrera	Linda	lherrera	Student			
Cooper	Ashby	acooper	Student			Mar 16, 2013 8:51:54 PM

An open eye icon in the **Visibility** column indicates the item is visible to users. An eye with a slash icon indicates the item is not visible to users because of an adaptive release rule or the item’s availability settings.

A check mark in the **Reviewed** column indicates the item has been reviewed and the student has clicked the item’s **Mark Reviewed** link. A circle with no check mark indicates the item has not been reviewed.

How to Check User Progress From the Performance Dashboard

Review status is also available on the Performance Dashboard. To learn more, see Using the Performance Dashboard.

1. On the **Control Panel**, expand the **Evaluation** section and select **Performance Dashboard**.
2. For a user, click the number in the **Review Status** column. The **Review Status** page displays.
3. Alternatively, click the adaptive release icon for any user to open a course map that shows which course content is available to that user as well as which items have been reviewed.

Turning On Statistics Tracking for an Item (Flash video | 1m 28s)