



# Advanced Communication

Blackboard Learn 9.1  
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# 1: Workshop Overview

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

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

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

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

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

# Roadmap

## 2: Student Experience

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

## 3: The Journals Tool

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

## 4: The Blogs Tool

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

## 5: The Wikis Tool

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

## 2: Student Experience

In this section, you use the journals, blogs, and wikis tools as a student to understand how they appear to your students.

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

### Learning Outcomes

After completing this section, you will be able to:

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



# The Journals Tool

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

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

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

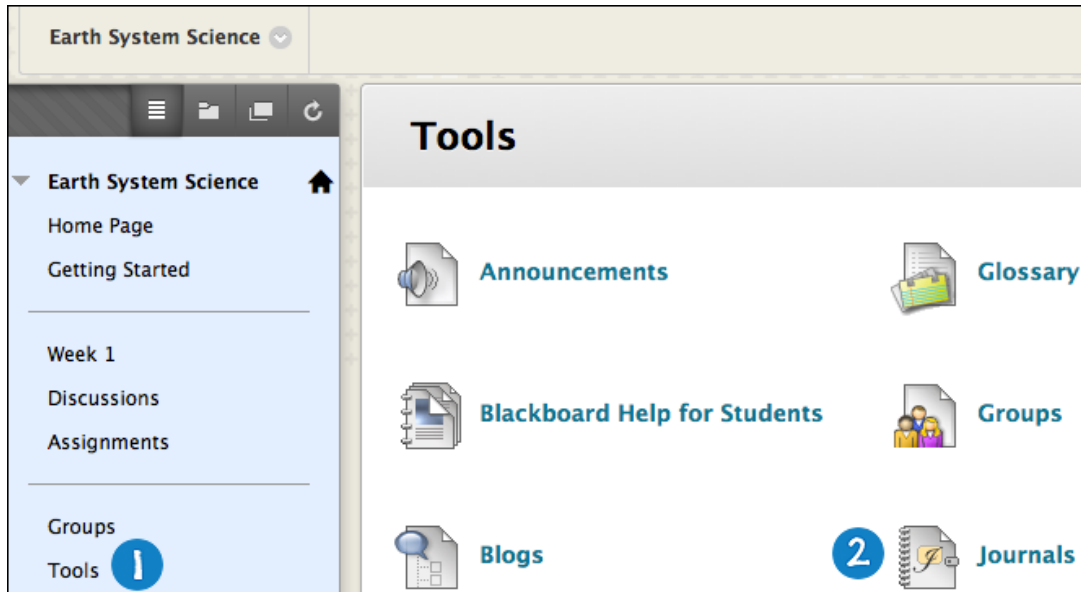
When used in the group area, members of a group can view and comment on each other's entries for the group journal. The group, as a whole, can communicate with you and all members benefit from the comments.

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

Typically, students access the **Journals** tool from the **Tools** link on the course menu.

### QUICK STEPS: Accessing the Journals Tool

1. On the course menu, select the **Tools** link.
2. On the **Tools** page, select the **Journals** link.



# Creating a Journal Entry

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


## QUICK STEPS: Creating a Journal Entry

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

### Journals

**Chapter 3: Response Required**  
Visibility: **Private**  
Last Modified Date: 9/25/12 3:44 PM  
Entries: 0

**Potential Earth Science Project Topics**  
Visibility: **Private**  
Last Modified Date: 9/26/12 12:50 PM  
Entries: 1

**Unit 1 Test: How Did it Go?**   
Visibility: **Public**  
Last Modified Date: 9/25/12 3:44 PM  
Entries: 0

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

### Potential Earth Science Project Topics

Create Journal Entry

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

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

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

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

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

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

Images attached in the **Journal Entry Files** section appear as a link in the student's journal entry. To display an image directly on the journal page, use the **Insert/Edit Image** function in the content editor.

## The Journal Topic Page

The screenshot shows a Blackboard interface for a journal topic. At the top, the title 'Potential Earth Science Project Topics' is displayed with a blue circle containing the letter 'F'. Below the title is a navigation bar with 'Create Journal Entry' and 'View Drafts'. The main content area is divided into two columns. The left column contains an 'Instructions' section with a light blue background and a close button. Below the instructions is a date bar for 'Thursday, September 27, 2012'. The main entry area shows a post by 'Tony Brown' titled 'Oceanography' with a blue circle containing the letter 'A'. The post text reads: 'I am interested in exploring topics related to the oceanography section of our course studies. The guest speaker last week sparked my interest.' Below the post is a comment section with 'Comments: 1 New' and a blue circle containing the letter 'B'. A 'Comment' button is also visible. The right column contains an 'About this Journal' section with a profile picture of Tony Brown (labeled with a blue circle containing 'D'), 'Author: Tony Brown', 'Entries: 3', and 'Comments: 0 New'. Below this is a 'Journal Grade' section (labeled with a blue circle containing 'E') showing 'Grade for: Tony Brown', 'Grade: -- out of 10', 'Grade Date: --', and 'Feedback: --'.

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

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

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

**NOTE:** In this example, the student can edit or delete his journal entry by accessing the contextual menu next to the entry title. During topic creation, you determine if students are allowed to edit or delete entries.

# Editing and Deleting Journal Entries

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

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

## QUICK STEPS: Editing a Journal Entry

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

**Chapter 2: Do Earth Scientists Have a Role in Environmental Protection?**

Create Journal Entry View Drafts

**Instructions**

Earth scientists are increasingly involved in monitoring human impact on the environment and in researching ways to mediate our impact on the environment. For example, Earth scientists are routinely monitoring the movement of pollutants through the environment in soils and rivers.

What is your opinion after reading the chapter and attending the chat session with our guest speaker? How do you feel about his stance on enacting laws? Whistle blowing? More news stories? What should our role be?

Thursday, September 27, 2012

**Louder! We need to be louder!**

Posted by Tony Brown at Thursday, September 27, 2012

I was most interested in the guest speaker's research interactions in the enviroment.

I agree that we as Earth scientists need to explore the critical linkages between political conflict, environmental change, and natural resource management, and expecially how to deal with post-crisis settings, such as the aftermath of an oil spill or nuclear disaster.

**About this Journal**

Author: Tony Brown

Entries: 1

Comments: 0

**Index**


September 2012(1)

Louder! We need to be louder!

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

# Viewing Grades for Journal Entries

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

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

## View an Individual Journal Grade on the Journal Topic Page

### Potential Earth Science Project Topics


Create Journal EntryView Drafts

#### Instructions

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

Thursday, September 27, 2012


#### Volcanoes


Posted by  Mei Wong at Thursday, September 27, 2012 12:01:08 PM EDT

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


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

#### About this Journal



Author:  Mei Wong  
Entries: 1  
Comments: 1

#### Journal Grade

Grade for:  Mei Wong  
**Grade: 10 out of 10**  
Grade Date: 9/29/12 3:44 PM  
Feedback:  
I look forward to this as a group presentation. Super Volcanoes can be a section for the volcanoes group.

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



## View an Individual Journal Grade in the My Grades Tool

Students can access **My Grades** from:

- The **Tools** link on the course menu.
- A **My Grades** link on the course menu (that you add).
- The **My Grades** link on the **Tools** panel on the **My Institution** tab.

The screenshot shows the 'My Grades' tool interface. On the left is a sidebar menu for 'Earth System Science' with options like 'Home Page', 'Getting Started', 'Week 1', 'Discussions', 'Assignments', 'Groups', 'Tools' (highlighted with an orange box), and 'Web Sites'. Below this is 'My Groups' with 'Group Lava' and 'Project Plans'. The main content area is titled 'My Grades' and displays a 'Total' grade of 43.00/45. Below this are two 'Group Lava' entries with grades 8.00/10 and 25.00/25. At the bottom is a 'Potential Earth' entry with a grade of 10.00/10. A blue box highlights the 'Comments' link for the 'Potential Earth' entry, and a blue arrow points from it to a comment box. The comment box contains the text: 'Potential Earth Science Project Topics' and 'I look forward to this as a group presentation. Super Volcanoes can be a section for the volcanoes group.'

Students can view their individual and group journal entry grades and feedback in **My Grades**. Click the grade's title to go to the journal topic page to review the graded entry.

# Best Practice: Benefits of Reflective Learning

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

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

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

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

Reflective learners tend to:

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

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

<sup>2</sup>*Learning Journals*. University of Worcester, Aug. 2007. Web. 18 Nov. 2009.

## Hands-on Activity



For this activity, use your Student Course.

### Create and edit a journal entry

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

# The Blogs Tool

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

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

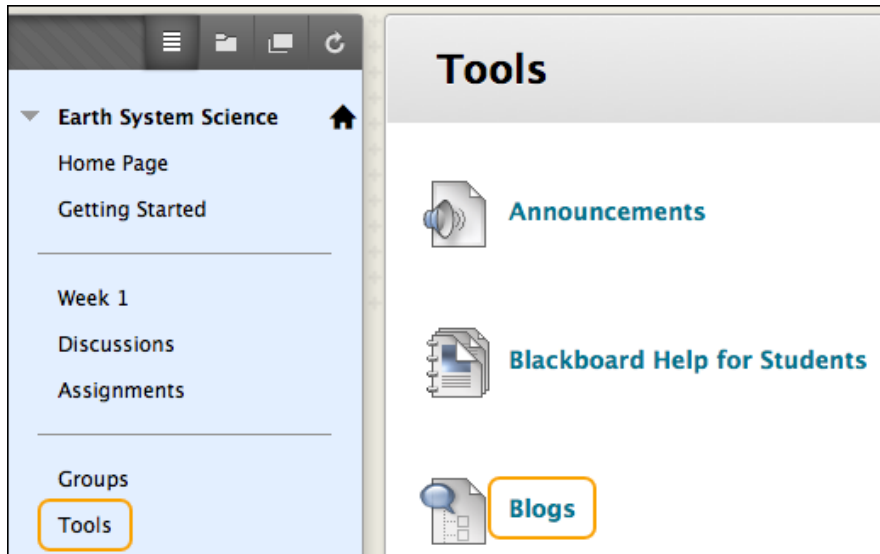
Many blogs provide commentary on a particular subject. In a course setting, blogs become the perfect arena for students to display their research, analytical, and writing skills. For example, in a horticulture course, students can track the crop production in their weekly labs with each blog entry. In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

You can grade blog entries or use them solely for communication. In either instance, a student can make multiple entries.

Typically, students access the blogs tool from the **Tools** link on the course menu.

### QUICK STEPS: Accessing the Blogs Tool

1. On the course menu, select the **Tools** link.
2. On the **Tools** page, select **Blogs**.

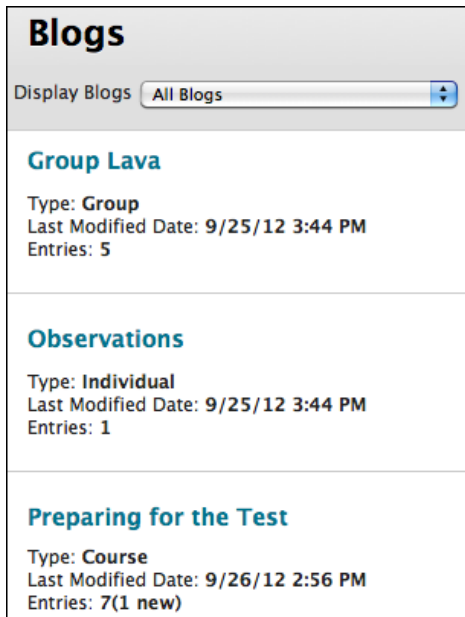


# Creating a Blog Entry

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

## QUICK STEPS: Creating a Blog Entry

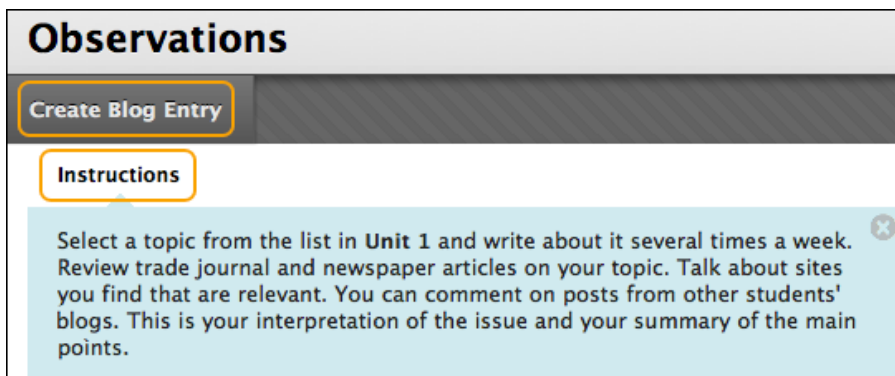
1. On the **Blogs** listing page, select a blog title. Students can see if the blog is for individuals, the course, or a group.



The screenshot shows the 'Blogs' section of a Blackboard interface. At the top, there's a header 'Blogs' and a dropdown menu labeled 'Display Blogs' with 'All Blogs' selected. Below this, three blog entries are listed:

- Group Lava**  
Type: **Group**  
Last Modified Date: 9/25/12 3:44 PM  
Entries: 5
- Observations**  
Type: **Individual**  
Last Modified Date: 9/25/12 3:44 PM  
Entries: 1
- Preparing for the Test**  
Type: **Course**  
Last Modified Date: 9/26/12 2:56 PM  
Entries: 7(1 new)

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



The screenshot shows the 'Observations' blog topic page. At the top, there's a header 'Observations'. Below it, there's a dark grey action bar with a button labeled 'Create Blog Entry'. Underneath the action bar, there's a section titled 'Instructions' with a light blue background. The instructions text reads: 'Select a topic from the list in Unit 1 and write about it several times a week. Review trade journal and newspaper articles on your topic. Talk about sites you find that are relevant. You can comment on posts from other students' blogs. This is your interpretation of the issue and your summary of the main points.' There is a small 'X' icon in the top right corner of the instructions box.

3. On the **Create Blog Entry** page, type a **Title** for the blog entry.
4. Type text in the **Entry Message** box. Optionally, you can use the content editor functions to format the text and include files, images, external links, multimedia, and mashups.
5. Alternately, in the **Blog Entry Files** section, attach a file using one of the following options:
  - To upload a file your computer, click **Browse My Computer**.
  - To upload a file from the course's storage repository:
    - If your school licenses content management, click **Browse Content Collection**.
    - OR-
    - **For Instructors only**, if Course Files is the course's storage repository, click **Browse Course**.

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

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

## Create Blog Entry

*\* Indicates a required field.*

CancelPost Entry

### 1. Blog Entry Information

\* Title North Pole is "dying" 3

Entry Message

Paragraph Arial 3 (12pt)

Mashups

Scientists have used satellite pictures since 1979 to measure the extent of such ice at its minimum, and the picture this year isn't pretty. Covering 1.59 million square miles (4.12 million square kilometers), this summer's sea ice shattered the previous record for the smallest ice cap of 2.05 million square miles (5.31 million square kilometers) in 2005—a further loss of sea ice area equivalent to the states of California and Texas combined. "The sea ice cover this year has reached a new record low," says Mark Serreze, senior research scientist at the U.S. National Snow and Ice Data Center in Boulder, Colo. "It's not just that we beat the old record, we annihilated it." As a result of atmospheric patterns that both warmed the air and reduced cloud cover as well as increased residual heat in newly exposed ocean waters, such melting helped open the fabled Northwest Passage for the first time [see photo] this summer and presaged tough times for polar bears and other

Path: p Words:190

### 2. Blog Entry Files

Attach File Browse My Computer

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

Images attached in the **Blog Entry Files** section appear as a link in the student's blog entry. To display an image directly on the blog page, use the **Insert/Edit Image** function in the content editor.



## The Blog Topic Page


# Observations


Create Blog EntryView Drafts

### Instructions

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

Thursday, September 27, 2012

**Lack of ice**A


Posted by  Tony Brown at Thursday, September 27, 2012 1:47:41 PM EDT


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

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

Comments: 1 NewBC Comment

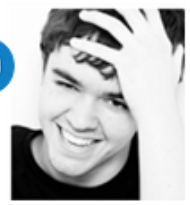
Thursday, September 27, 2012


**North Pole is "dying"**

Posted by  Tony Brown at Thursday, September 27, 2012 1:01:01 PM EDT

Scientists have used satellite pictures since 1979 to map the extent of such ice at its minimum, and the picture this year isn't pretty. Covering 1.59 million square miles (4.12 million square kilometers), this summer's sea ice


### About this Blog

D



Type: Individual BlogE  
Author:  Tony Brown  
Entries: 2  
Comments: 0 New

### Blog Grade





F



Grade for:  Tony Brown  
Grade: -- out of 50  
Grade Date: --  
Feedback: --

### More Blogs

 Tony Brown (2) 

### Index

 September 2012(2)  
 Lack of ice   
 North Pole is "dying"

 Indicates New Entries  
 Indicates New Comments

- A student's blog entries appear in the content frame following the **Instructions**.
- Following an entry, a student can see if comments were made. Click the link to view comments.
- Students can type comments by clicking **Comment**. Commenting is detailed in the instructor section of this manual.

- D. If allowed by your school, users can provide avatars. To include an avatar, go to the My Blackboard menu in the header > **Settings** > **Personal Information** > **Personalize My Settings** > **Browse My Computer** and upload an image.
- E. In the side panel, the **About this Blog** section provides information about the blog.
- F. The **Blog Grade** section appears if grading is enabled. Expand and collapse sections in the side panel using the arrow next to the section title.
- G. The **Index** section lists the titles of the selected user's entries for either the week or the month, determined by settings you make during blog creation. The most recent entry title appears first. As shown by the icons in the index, an entry has comments from other course members.
- H. Click **View Drafts** on the action bar to access any saved drafts.

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

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

**NOTE:** In this example, a student cannot edit or delete blog entries. During topic creation, you determine if students are allowed to edit or delete entries.

# Commenting on Blog Entries

Because blogs are meant to be read by others, students can comment on one another's blog entries, whether they belong to an individual, the course, or a group. You determine if users can make comments anonymously or delete them.

## QUICK STEPS: Commenting on a Blog Entry

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

## Unit 1 Opinion

Create Blog Entry

View Drafts

[Instructions](#)

Monday, November 23, 2009

### Global Warming and CO2

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

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

The scientific conclusion reached is that warming is real.

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

3

Comment

Comment

4

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

5

abc

6

Cancel

Add

#### About this Blog

Type: Course Blog

Entries by: Chris Casper

Entries: 1

Comments: 1

#### Blog Grade

Grade for: Chris Casper

Grade: -- out of 30

Grade Date: --

Feedback: --

#### View Entries by:

All Course Members

Andy Farrell (1)


2

Chris Casper (1)

Mei Wong (1)

Monica Gonzales (1)

Sarah Spooner (1)

 Tony Brown (2)

#### Index

November 2009(1)

Global Warming and CO2

# Editing and Deleting Blog Entries

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

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

## QUICK STEPS: Editing a Blog Entry

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

**Preparing for the Test**

Create Blog Entry View Drafts

**Instructions**

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

Thursday, September 27, 2012

**Mnemonic for steps**  
Posted by Sarah Spooner 3:56:42 PM EDT  
The mnemonic I'm using to... 35 is:  
JEFFREY IS COOL  
I memorized it in a flash!  
Comments: 1 Comment

**Great way to remember layers**  
Posted by Mei Wong at Thursday, September 27, 2012 1:01 PM EDT

**About this Blog**  
Type: Course Blog  
Entries: 5  
Comments: 2

**View Entries by:** < >  
All Course Members  
Andy Farrell (1)  
Chris Casper (1)  
Mei Wong (1)  
Sarah Spooner (2)

**Index**  
September 2012(5)  
Mnemonic for steps  
Great way to remember layers  
That chart is a killer  
My main concern  
Study Hint


Indicates New Entries  
Indicates New Comments

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

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

# Viewing Grades for Blog Entries

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

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

## View an Individual Blog Grade on the Blog Topic Page

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

### Unit 1 Opinion


Create Blog EntryView Drafts

#### Instructions

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

Thursday, September 27, 2012


#### Data

Posted by  Tony Brown at Thursday, September 27, 2012 7:01:07 PM EDT

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

Comments: 2Comment


#### How Global Warming Works

Posted by  Tony Brown at Thursday, September 27, 2012 1:01:01 PM EDT


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

- They do not think the data show a measurable upward trend in global temperatures, either because we do not have enough long-term historical

#### About this Blog



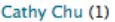
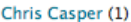




Type: Course Blog  
Entries by:  Tony Brown  
Entries: 2  
Comments: 1

#### Blog Grade

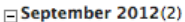


Grade for:  Tony Brown  
**Grade: 30 out of 30**  
Grade Date: 9/27/12 9:14 PM  
Feedback:  
Excellent. Consider investigating who Gore's main sources are for the scientific data he uses.

#### View Entries by:

<>

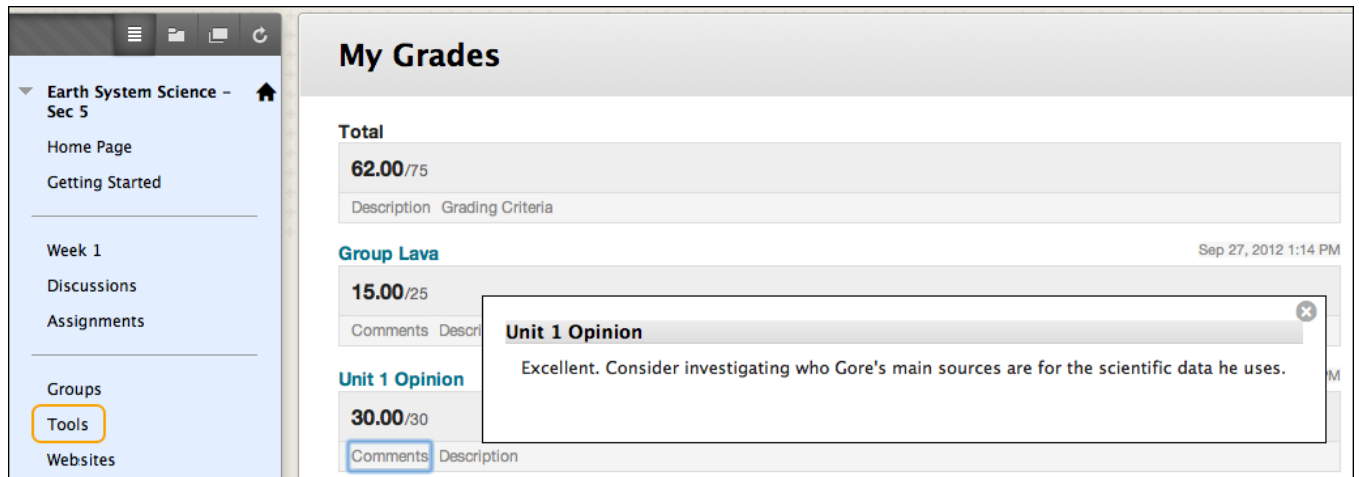
#### Index

## View Blog Grades in the My Grades Tool

Students can access **My Grades** from:

- The **Tools** link on the course menu.
- A **My Grades** link on the course menu (that you add).
- The **My Grades** link on the **Tools** panel on the **My Institution** tab.



The screenshot displays the 'My Grades' tool interface. On the left is a sidebar menu for 'Earth System Science - Sec 5' with links to 'Home Page', 'Getting Started', 'Week 1', 'Discussions', 'Assignments', 'Groups', 'Tools' (highlighted with an orange box), and 'Websites'. The main content area is titled 'My Grades' and shows a 'Total' score of 62.00/75. Below this, it lists 'Group Lava' with a score of 15.00/25 and 'Unit 1 Opinion' with a score of 30.00/30. A pop-up window for 'Unit 1 Opinion' is open, displaying the feedback: 'Excellent. Consider investigating who Gore's main sources are for the scientific data he uses.' The 'Tools' link in the sidebar and the 'Unit 1 Opinion' link in the main content area are both highlighted with blue boxes.

Students can view their individual, course, and group blog grades and feedback in **My Grades**. Click the grade's title to go to the blog topic page to review the graded entries.

## Hands-on Activity



For this activity, use your Student Course.

### Create a blog entry

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



# The Wikis Tool

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

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

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

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

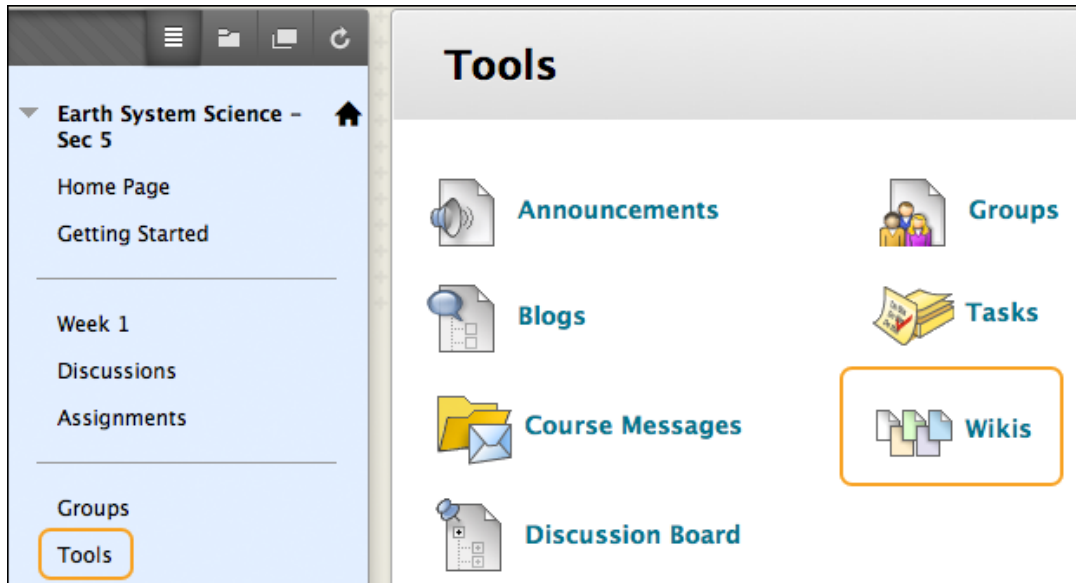
---

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

Typically, students access the wikis tool from the **Tools** link on the course menu.

### QUICK STEPS: Accessing the Wikis Tool

1. On the course menu, select the **Tools** link.
2. On the **Tools** page, select the **Wikis** link.



# Creating a Wiki Page

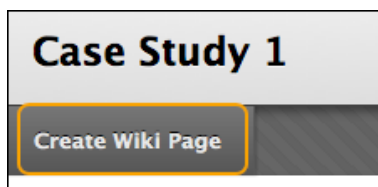
Only instructors can create wiki topics. The wiki topics appear in alphabetical order on the **Wikis** listing page.

## QUICK STEPS: Creating a Wiki Page

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

Wikis
<b>Case Study 1</b> Type: Course Last Modified Date: 9/6/12 3:49 PM
<b>Glossary</b> Type: Course Last Modified Date: 9/6/12 3:46 PM
<b>Group Geo</b> Type: Group Last Modified Date: 9/9/12 9:49 PM
<b>Resources Collection</b> Type: Course Last Modified Date: 9/25/12 11:04 AM

2. On the wiki's topic page, click **Create Wiki Page** on the action bar.



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

## Create Wiki Page

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

\* Indicates a required field.

Cancel Submit

### 1. Wiki Page Content

\* Name 3 What is Environmental

Content

T T T Paragraph Arial 3 (12pt)

[Rich Text Editor Icons]

Mashups [4]

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


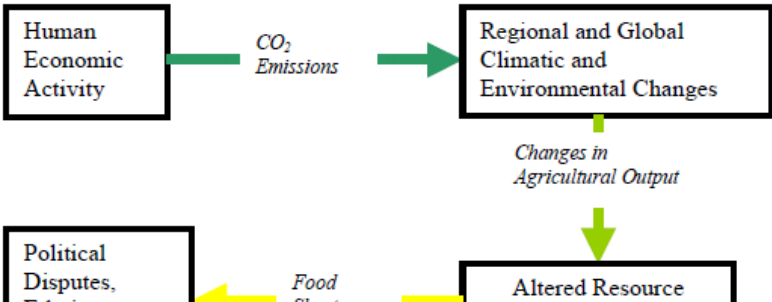


Figure 1.1

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

The Institute for *Environmental Security* is an environmental think-tank headquartered in The Hague, in order to increase political attention to environmental security as a means to help safeguard essential conditions for peace and sustainable development.



Using the functions in the content editor, students can include text, images, links, multimedia, mashups, attachments, and link to other wiki pages when creating or editing a wiki page. Images users attach using **Insert/Edit Image** in the content

editor appear directly on the wiki page. Students are able to upload images from their computers only.

The **Insert Mashup** and **Link to Wiki page** functions are circled in the preceding image. A mashup combines elements from two or more sources. When you view a YouTube video in a Blackboard Learn course as part of the course content, you are experiencing a mashup. Mashups also include Flickr photos and SlideShare presentations.

Linking to other wiki pages is discussed later in this manual.

## Elements of a Wiki Page

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

A student created the following page.

The screenshot shows a Blackboard Wiki page titled "Case Study 1". The page is divided into a main content area and a right-hand side panel. The main content area has a title "Energy Security: Nuclear" (labeled A) and a subtitle "Edit Wiki Content" (labeled B). Below the title, it shows creation and modification information: "Created By Dwight Paul on Wednesday, December 2, 2012 7:10:31 PM EST" and "last modified by Dwight Paul on Wednesday, December 2, 2012 7:14:01 PM EST". The main text discusses the United States' dependence on Middle East oil and the potential for nuclear power. Below the text is a link "Link to Military Resources" (labeled D). At the bottom of the main content area, there is a "Comments: 1" section (labeled C) and a "Comment" button (labeled D). The right-hand side panel has a "My Contribution" header (labeled F) and an "About This Wiki" section (labeled E) showing "Number of Wiki Pages: 8", "Number of Comments: 1", and "Creation Date: 12/1/12 12:44 PM". Below this is a "Case Study 1" section with a list of wiki pages: "Home Page: Environmental Security", "Accountability vs. Law", "Energy Security: Nuclear", "Military force not an option", "Military Resources", "Plausible Solution", "The Issue", and "What is Environmental Security?". Each page has a contextual menu icon (a downward arrow).

- A. After a user submits a wiki page, it appears in the content frame. Following the wiki page title, view creation and modification information.
- B. If you enabled editing, click **Edit Wiki Content** to revise the page. In the side panel, users can also use each page's contextual menu and select **Edit**. You can disable the editing function when it is time to grade wiki pages or if you want to preserve the content.
- C. Following the page contents, a student can see if course members made comments. Click the link to view comments.
- D. Click **Comment** to make a comment on any wiki page, including your own.
- E. In the side panel, the **About This Wiki** section provides information about the wiki, such as total number of pages and comments, and the creation date. The next section includes the titles of the wiki pages and each has a contextual menu. The home page appears first and other wiki pages are listed in alphabetical order. You can expand and collapse sections in the side panel using the arrow next to the section title.

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

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

# Commenting on Wiki Pages

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

## QUICK STEPS: Commenting on Wiki Pages

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

The screenshot displays a Blackboard Wiki interface. At the top, a header bar contains 'Case Study 1', 'Create Wiki Page', and 'My Contribution'. The main content area shows a wiki page titled 'Energy Security: Nuclear' with a metadata line: 'Created By Dwight Paul on Wednesday, December 2, 2012 7:10:31 PM EST' and 'last modified by Dwight Paul on Wednesday, December 2, 2012 7:14:01 PM EST'. The page content discusses the US decision to decrease dependence on Middle East oil. Below the content is a 'Link to Military Resources' and a 'Comments: 1' section. A comment box is open, showing a comment: 'Yes, this definitely has to be one of our plans. I'm going to do some research right now and then see if I can articulate what we want to hit on.' The comment box has a 'Comment' button (labeled 3) and an 'Add' button. A spell check icon (labeled 5) is also visible. The right sidebar shows a tree view of the wiki structure, with 'Energy Security: Nuclear' (labeled 2) selected. Other items in the tree include 'Home Page: Environmental Security', 'Accountability vs. Law', 'Military Resources', 'Plausible Solution', 'The Issue', and 'What is Environmental Security?'.



# Editing Wiki Pages

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

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

## QUICK STEPS: Editing Wiki Pages

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

**Case Study 1**

Create Wiki Page My Contribution

**The Issue** Edit Wiki Content

Created By Mei Wong on Tuesday, December 1, 2012 9:01:35 AM EST  
last modified by Bruce Lopez on Wednesday, December 2, 2012 6:06:27 PM EST

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

Since 1998, the U.S. Global Change Research Program has been publishing the work of hundreds of scientists around the country who have been analyzing the effects of climate change on nineteen regions and five sectors of the United States, and while their findings vary from report to report, they have consistently found that changes in ambient air temperature will lead to changes in precipitation and weather patterns, which will in turn lead to further, higher-order changes.

Climate change will mean more natural disasters as a result of shifting weather and precipitation patterns. The Midwest will face a greater risk of tornadoes and riverine floods, the Gulf Coast and other shorelines will face a greater risk of high seas and hurricanes, and (due to changes in amount and timing of precipitation) the West will face greater risk of wildfires. These disasters will change the readiness of the military by forcing the reallocation of troops away from combat operations toward disaster relief.

Comments: 1 Comment

**About This Wiki**

Number of Wiki Pages: 8  
Number of Comments: 3  
Creation Date: 12/1/12 12:44 PM

**Case Study 1**

- Home Page: Environmental Security
- Accountability vs. Law
- Energy Security: Nuclear
- Military force not an option
- Military Resources
- Plausible Solution
- The Issue**

Edit History

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

## Edit Wiki Page

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

CancelSubmit

\* Indicates a required field.

### 1. Wiki Page Content

\* Name

Content

**T T T T Paragraph Arial 3 (12pt)**

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




Figure 1.1

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

The Institute for *Environmental Security* is an environmental think-tank headquartered in The Hague, in order to increase political attention to environmental security as a means to help safeguard essential conditions for peace and sustainable development.

Human  
Economic  
Activity

→ CO<sub>2</sub>  
Emissions →

Regional and Global  
Climatic and  
Environmental Changes

Changes in  
Agricultural Output

Use the functions in the content editor to format existing text or include links, images, multimedia, mashups, link to other wiki pages, and attachments.

Students do not have the ability to delete wiki pages.

# Linking to Other Wiki Pages

When users create or edit wiki pages, they may need to reference another page in the wiki. If the wiki consists of many pages, you can insert a link to that page right on the page you are currently viewing. You can use the **Link to Wiki page** function in the content editor to link to another wiki page within the current wiki.

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

## QUICK STEPS: Linking to Other Wiki Pages

1. Access a wiki.
2. On the wiki topic page, click **Create Wiki Page**.
3. On the **Create Wiki Page**, type a wiki **Name** and **Content**.
4. In the **Content** box, position your mouse pointer where you want to include a link to another wiki page.
5. Click the **Link to Wiki page** function in the content editor, represented by several sheets of paper. If only one wiki page exists, this function is disabled.

**Create Wiki Page**

⤴ **Instructions**  
Graded Course Wiki for Chapter 3.

✱ Indicates a required field.

**1. Wiki Page Content**

✱ Name

Content

**Content Editor:**

- Font: Paragraph, Arial, 3 (12pt)
- Buttons: Bold, Italic, Underline, Strikethrough, Bulleted List, Numbered List, Indent, Outdent, Link, Unlink, Insert Link, Insert Image, Insert Table, Insert Video, Insert Audio, Insert Code, Insert HTML, Insert CSS, Insert Table of Contents, Insert Table of Figures, Insert Table of Equations, Insert Table of Lists, Insert Table of References, Insert Table of Contents, Insert Table of Figures, Insert Table of Equations, Insert Table of Lists, Insert Table of References.

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

**Annotations:**

- Blue circle 5: Highlights the 'Link to Wiki page' icon in the content editor toolbar.
- Blue circle 4: Highlights the cursor position in the content field.

- NOTE:** If you do not rename the link, the original page title is used as the link.

- Click **Submit**. The link appears in the content editor.

9. Click **Submit**. The new page with the link is included in the wiki.

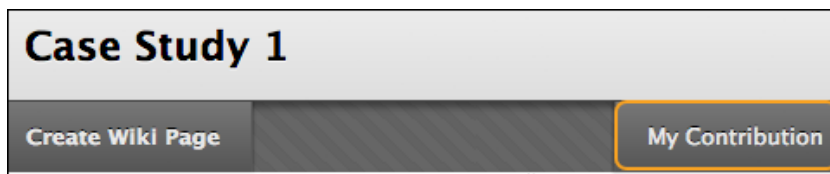
## Advanced Communication

# Viewing My Contribution

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

## QUICK STEPS: Viewing the My Contribution Page

1. Access the wiki.
2. On the wiki topic page, click **My Contribution** on the action bar.



3. On the **My Contribution** page, a student can view information about his or her contribution to the wiki in the content frame and the side panel.

## The My Contribution Page

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

The screenshot shows the 'My Contribution' page for a wiki titled 'Case Study 1'. The page has a breadcrumb trail: Wikis > Case Study 1 > My Contribution. A left sidebar lists navigation options for 'Earth System Science - Sec 2', including Home Page, Getting Started, Week 1-3, Discussions, Assignments, Groups, Tools, and Field Trip Map. The main content area is titled 'My Contribution' and features a 'Display Pages' dropdown menu set to 'All'. Below this is a table of contributions:

Page Version	User's Modifications	Created On	Words Modified
The Issue (3)	Compare to Version 2	11/2/12 6:02 PM	87
What is Environmental Security? (10)	Compare to Version 9	11/4/12 9:27 AM	2
What is Environmental Security? (9)	Compare to Version 8	11/4/12 9:26 AM	2
What is Environmental Security? (2)	Compare to Version 1	11/1/12 9:05 AM	0
What is Environmental Security? (1)		11/1/12 9:05 AM	119

Below the table, it says 'Displaying 1 to 5 of 5 items' with 'Show All' and 'Edit Paging...' buttons. A right sidebar contains three sections: 'About This Wiki' (Wiki Name: Case Study 1, Type: Course, Creation Date: 11/1/12 12:44 PM, Pages: 2, Comments: 1), 'Participation Summary' (Modified By: Tony Brown, Words Modified: 210 (12%), Total Page Saves: 4 (12%)), and 'Grade' (Grade for: Tony Brown, Grade: -- out of 100, Grade Date: --, Feedback: --). A legend at the bottom right indicates that a blue icon indicates new entries and a yellow icon indicates new comments. An 'OK' button is at the bottom right of the sidebar.

- A. In the **About This Wiki** section, a student can view wiki information, how many pages he or she created and edited, and how many comments he or she provided in the wiki.
- B. In the **Participation Summary** section, a student can view **Words Modified** that tallies any word typed, deleted, or edited in all pages and versions. **Total Page Saves** tallies each time **Submit** is clicked on any **Edit Wiki Page** in the wiki—regardless of content being changed—available in number count and percentage.
- C. The **Grade** section appears if grading is enabled. Grading is discussed in the next section.
- D. In the **Page Version** column, page titles appear with their corresponding version numbers. Click a title to view the page without annotated changes. The page opens in a new window. By default, the most recent page version is listed first.
- E. In the **User's Modifications** column, click a link to compare a page to its previous version. The **Page Comparison** page opens in a new window. Click the **Legend** tab to view the comparison with a legend or explanation of the formatting used


to communicate version differences. The **Page Comparison** page is discussed in the instructor section of this manual.

- F. Use the breadcrumbs to return to a previous wiki page you have visited.



# Viewing Grades for Wiki Contributions

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

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

## View an Individual Wiki Grade on the My Contribution Page

### My Contribution

Display Pages All Go


Page Version	User's Modifications	Created On	Words Modified
<a href="#">Military Resources (2)</a>	<a href="#">Compare to Version 1</a>	11/2/12 6:44 PM	79
<a href="#">Plausible Solution (2)</a>	<a href="#">Compare to Version 1</a>	11/2/12 6:49 PM	79
<a href="#">Environmental Security: A Case Study of Climate Change (1)</a>	<a href="#">Compare to Version 10</a>	11/1/12 9:01 AM	116

Displaying 1 to 3 of 3 items Show All Edit Paging...


#### About This Wiki

Wiki Name: Case Study 1  
Type: Course  
Creation Date: 11/1/12 12:44 PM  
Pages: 3  
Comments: 1

#### Participation Summary

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

#### Grade

Grade for:  Mei Wong  
**Grade: 92 out of 100**  
Grade Date: 11/6/12 3:46 PM  
Feedback:  
You did a great job editing pages to make the information clear. Be sure to cite sources. Each is worth 8 points and you missed one.

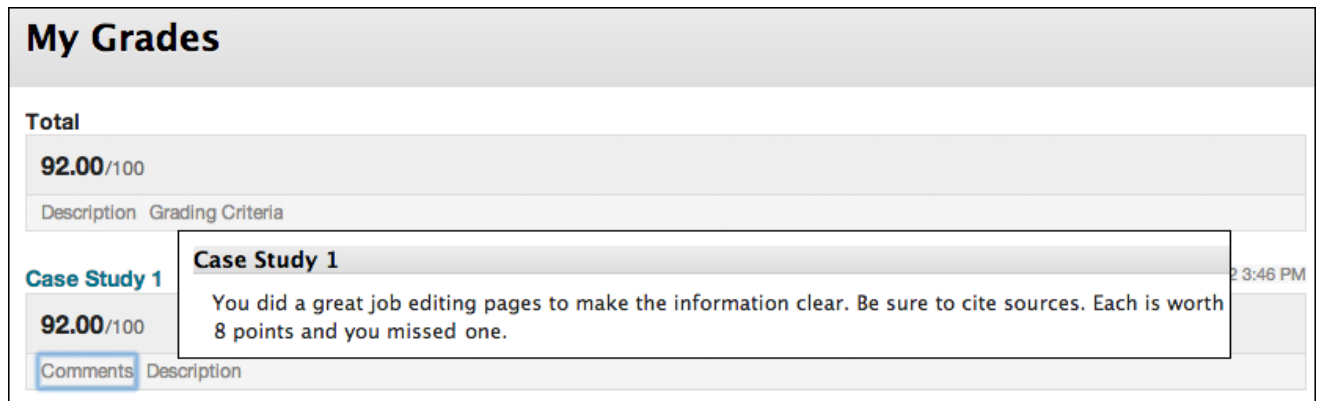
In the **Grade** section in the side panel, view the assigned grade for the contributions listed in the content frame. Any feedback and the date the grade was assigned also appear. The grade is available to the student and instructor only.



## View Wiki Grades in the My Grades Tool

Students can access **My Grades** from:

- The **Tools** link on the course menu.
- A **My Grades** link on the course menu (that you add).
- The **My Grades** link on the **Tools** panel on the **My Institution** tab.



The screenshot displays the 'My Grades' interface. At the top, the title 'My Grades' is shown in a large, bold font. Below this, a 'Total' section indicates a score of '92.00/100'. Underneath the total, there are tabs for 'Description' and 'Grading Criteria'. The main content area shows a list of grades. The first entry is 'Case Study 1' with a score of '92.00/100'. A 'Comments' tab is selected for this entry, revealing a comment: 'You did a great job editing pages to make the information clear. Be sure to cite sources. Each is worth 8 points and you missed one.' The comment is dated '2 3:46 PM'. A 'Description' tab is also visible at the bottom of the entry.

Click the grade's title to go to the **My Contribution** page to review the graded pages.

# Hands-on Activity



For this activity, use your Student Course.

## Create a wiki page

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

## Leave a comment

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

## Edit wiki pages

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

## View page history

- For any page, access the contextual menu and select **History**.
- On the **Page History** page, select a version to view. When you are finished, close the window.
- Select two page versions to compare. When you are finished, close the window.

### 3: The Journals Tool

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

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

#### Learning Outcomes

After completing this section, you will be able to:

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

# Overview

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

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

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

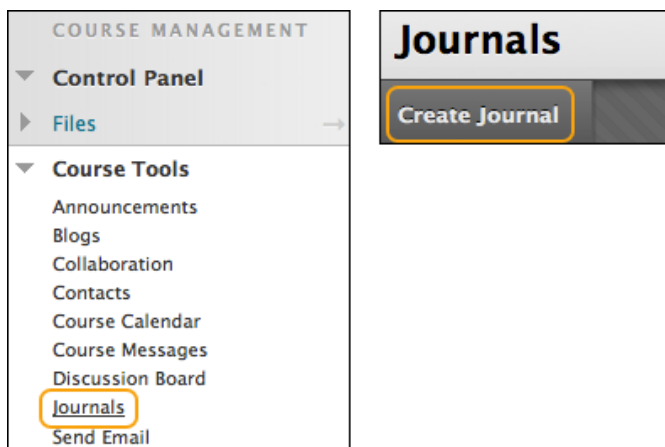
# Creating Journal Topics

Students can communicate privately with you using the journals tool. Or, when you create a journal topic, you can make all journal entries public.

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

## QUICK STEPS: Creating Journal Topics

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



3. On the **Create Journal** page, type a journal **Name**.
4. Optionally, type instructions for the journal. You can use the content editor functions to format the text and include files, images, external links, multimedia, and mashups. Attachments you upload using the content editor can be launched in a new window and can include alternate text to describe the attachment.

## Create Journal

*\* Indicates a required field.*

Cancel Submit

### 1. Journal Information

*\* Name* **3** Potential Earth Science Project 1

Instructions

Paragraph Arial 3 (12pt)

Rich text editor toolbar with icons for bold, italic, underline, strikethrough, text color, background color, bulleted list, numbered list, link, unlink, insert link, insert image, insert video, insert audio, insert table, insert code, and other formatting options.

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

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

The screenshot displays the 'Journal Settings' interface with the following sections:

- 2. Journal Availability**: Includes a 'Journal Availability' label and two radio buttons: 'Yes' (selected) and 'No'. A blue circle with the number '5' is positioned next to the 'No' button.
- 3. Journal Date and Time Restrictions**: Includes a 'Limit Availability' label and two checkboxes: 'Display After' and 'Display Until'. Each checkbox is followed by a date/time selection box and a corresponding icon (calendar for date, clock for time).
- 4. Journal Settings**: Includes an 'Index Entries' label and two radio buttons: 'Monthly' (selected) and 'Weekly'. Below this are three checkboxes: 'Allow Users to Edit and Delete Entries', 'Allow Users to Delete Comments', and 'Permit Course Users to View Journal'.
- 5. Grade Settings**: Includes a 'Grade Journal' label and two radio buttons: 'No grading' and 'Grade : Points possible : 10' (selected). Below this is a checkbox labeled 'Show participants in "needs grading" status' which is checked, followed by a green icon, the text 'after every', a dropdown menu showing '1', and the word 'Entries'. At the bottom, there is an 'Associated Rubrics' label and an 'Add Rubric' button with a dropdown arrow.



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

10. If you chose to make the journal graded, select the check box for **Show participants in needs grading status** and select a number from the drop-down list. See the table for more information.
11. Point to **Add Rubric** to select or create a rubric to associate with the journal.
12. Click **Submit**.

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

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



Journal settings	Description
Grade Journal	<ul style="list-style-type: none"> <li>You can choose to use the journal as an assignment and grade student entries or use it as a form of communication and not grade the entries.</li> <li><b>Points possible</b> applies to one or more entries made by the user to the journal topic.</li> <li>After grading is enabled, a column is created for it in the Grade Center. It is permanently gradable and you cannot set it to <b>No grading</b>.</li> <li>If you allow students to delete or edit a gradable journal entry, the original graded entry can be lost.</li> <li>Select the check box for <b>Show participants in needs grading status</b> and select a number from the drop-down list. After a user meets the specified number, the item appears on the <b>Needs Grading</b> page. If you do NOT select the check box, the <b>Needs Grading</b> icon (  ) does not appear in the Grade Center or topic page and items do not appear on the <b>Needs Grading</b> page.</li> </ul> <p><b>NOTE:</b> If you choose three entries from the drop-down list and a user submits two, the <b>In Progress</b> icon (  ) appears in the Grade Center cell and within the tool until the specified number is met.</p>

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

# The Journals Listing Page

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

The screenshot shows the 'Journals' listing page. At the top is a 'Create Journal' button. Below it is a table with the following columns: Name, Visibility, Last Modified Date, and Entries. The table contains three rows of journals. The third row, 'Unit 1 Test: Questions, Concerns, and Comments', is selected and highlighted in yellow. A contextual menu is open for this row, showing three options: 'Open', 'Edit', and 'Delete'. The 'Edit' option is highlighted. The 'Delete' button is also visible in the action bar at the top left of the table.

Name	Visibility	Last Modified Date	Entries
Chapter 3: Response Required	Private	9/25/12 11:04 AM	0
Potential Earth Science Project Topics	Private	9/25/12 11:06 AM	2(2 new)
Unit 1 Test: Questions, Concerns, and Comments	Public	9/25/12 11:04 AM	0

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

You can delete a journal using the **Delete** option in its contextual menu -OR- by selecting its check box and clicking **Delete** on the action bar. When you delete an ungraded journal, all users' entries and comments are deleted. If you delete a graded journal, you have two options:

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

# The Journal Topic Page

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

## Potential Earth Science Project Topics

### Instructions

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

Tuesday, November 17, 2009

### Great Video

Posted by Tony Brown at Tuesday, November 17, 2012 11:34:48 AM EST

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

[www.science\\_dc\\_mantlevideo\\_jkl12.com](http://www.science_dc_mantlevideo_jkl12.com)

Comments: 2

Comment

### My Favorite Chapter

Posted by Tony Brown at Tuesday, November 17, 2012 10:31:33 AM EST  
Last Edited: Tuesday, November 17, 2009 11:27:24 AM EST

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


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

[http://www.windows.ucar.edu/tour/link=/earth/interior/earths\\_crust.html](http://www.windows.ucar.edu/tour/link=/earth/interior/earths_crust.html)

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

Comment

### About this Journal



Author: Tony Brown  
Entries: 2  
Comments: 1

### Journal Grade

Edit Grade  
Grade History

Grade for: Tony Brown  
Grade: -- out of 10  
Grade Date: --  
Feedback: --  
Grading Notes: --

### More Journals

Show Empty Journals

Andy Farrell (1)  
Cathy Chu (2)  
Chris Casper (1)  
Mei Wong (1)  
Monica Gonzales (1)  
Sarah Spooner (1)  
Tony Brown (2)

### Index

Nov 15, 2012 - Nov 21, 2012(2)  
Great Video  
My Favorite Chapter

Indicates New Entries



Indicates New Comments

Indicates activity that Needs Grading

Indicates activity that is In Progress

Collapse and expand sections of the journal topic page using the arrow next to the title.

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

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

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

# Commenting on Journal Entries

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

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

## QUICK STEPS: Commenting on Journal Entries

1. Access the journal.
2. On the journal topic page, select the journal entry to view by selecting the user's name in the side panel in the **More Journals** section. The journal entry opens in the content frame.
3. Click **Comment** following the user's entry. The **Comment** box appears.
4. Type your comments in the **Comment** box.
5. Click spell check at the bottom of the **Comment** box to check the spelling of the content before continuing.
6. Click **Add**.

The screenshot shows a journal entry titled "Data" posted by Tony Brown on Tuesday, September 25, 2012 at 3:52:15 PM EDT. The entry text reads: "I have been reading some of the scientific data available on the net and in a few of the texts I have from the library and I do have to say that it is not hard to interpret. I can see how some people can twist it to match their agendas however. I'm NOT saying Al Gore is a 'twister' so don't come after me!". Below the entry is a "Comment" section. A blue box with a white border contains the text "Interpretation is everything! We will be discussing this in Chat. You are showing great initiative by exploring this further." Numbered callouts indicate the following steps: 3 points to the "Comment" button; 4 points to the text input area; 5 points to the spell check icon (abc with a checkmark); and 6 points to the "Add" button. A "Cancel" button is also visible at the bottom right of the comment box.

In our example, the **Instructions** are collapsed in the content frame to allow more room to view entries and comments. Click **Instructions** on the action bar to expand the field.

**Potential Earth Science Project Topics** ▾

[Instructions](#)

Tuesday, November 17, 2009

**Great Video** ▾

Posted by Tony Brown at Wednesday, September 26, 2012 12:26:27 PM EDT

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

[www.science\\_dc\\_mantlevideo\\_jkl12.com](http://www.science_dc_mantlevideo_jkl12.com)

**Comments: 1** [Comment](#)

Cathy Chu said...

Wednesday, September 26, 2012 12:49:19 PM EDT

I agree. I have asked students to view this video in the past. I also think the interview section at the end is quite enlightening.

**My Favorite Chapter** ▾

Posted by Tony Brown at Wednesday, September 26, 2012 11:50:22 PM EDT  
Last Edited: Wednesday, September 26, 2012 11:57:27 PM EDT

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

The info in the chapter is helpful and I did use some of the author's

**About this Journal**

Author: Tony Brown

Entries: 2

Comments: 0

**Journal Grade**

[Edit Grade](#)

[Grade History](#)

Grade for: Tony Brown

Grade: -- out of 10

Grade Date: --

Feedback: --

Grading Notes: --

**More Journals** < >

[Show Empty Journals](#)

Andy Farrell (1)

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

# Frequently Asked Questions

In the following table, learn how to help students write in their journals.

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



## Hands-on Activity



For this activity, use your Practice Course.

### Explore the journals tool


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

### Create a link to a journal

- Create a journal link in a content area. **Hint:** Use the **Tools** link on the action bar. Are you able to link to an individual group journal in a content area?

# Grading Journal Entries


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

- In the journals tool, access a journal and click a user's name.
- On the **Needs Grading** page, access the contextual menu for a journal and select **Grade All Users**.
- In the Grade Center, locate the column for the journal you want to grade. Move the mouse pointer over a cell containing a **Needs Grading** icon (  ) to access the journal's contextual menu. Select **Grade User Activity**.

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

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

## Grading Status Indicator Icons

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

During journal creation, if you did NOT select the **Show participants in needs grading status** check box and select a minimum number of entries, the **Needs Grading** icon will not appear in the Grade Center or on the journal topic page. Also, items will not appear on the **Needs Grading** page.

The **In Progress** icon (  ) shows in the Grade Center cell and in a journal:

- For student activity that does not meet the minimum number you set.
- If you did not select the **Show participants in needs grading status** check box.

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

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

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

-OR-

Expand **Grade Center** in the **Control Panel** and select **Needs Grading**. For the journal you want to grade, access its contextual menu and select **Grade All Users**.

2. In the **Journal Grade** section in the side panel, click **Edit Grade**. The grading field appears in the side panel.

The screenshot shows the Blackboard Journals tool interface. The main content area displays a journal entry titled "Space Exploration" with a dropdown arrow. Below the title, there is an "Instructions" section with a light blue background. The instructions state: "Space exploration invokes the interest of many. The facts about space and the possibility of life in space leave us mystified. What are the pros and cons of space exploration?" and "This is a graded assignment worth 25 points. You may make as many entries as you want." Below the instructions, a date bar shows "Monday, June 20, 2012". The journal entry itself is posted by "Ryan Johnson" at "Monday, June 20, 2012 5:40:34 PM EDT". The entry text reads: "NASA's Constellation program had sought to send astronauts back to the moon by 2020. Constellation also intended to study the idea of establishing a moon colony. The program was set to follow the U.S. space agency's shuttle missions, which are due to end in September. Instead of building new spacecraft of its own, NASA is planning to invest in space technology research and spend \$6 billion to pay private space groups to develop and build new rockets to take astronauts into orbit. The plan leaves many open questions about the future of U.S. space travel, including if and when NASA will ever build rockets of its own again, when astronauts will return to space and in what kind of spacecraft." A "Comment" button is located at the bottom right of the entry. On the right side panel, the "About this Journal" section shows "Author: Ryan Johnson", "Entries: 1", and "Comments: 0". The "Journal Grade" section is highlighted with an orange box and contains an "Edit Grade" button. Below this, it shows "Grade for: Ryan Johnson", "Grade: -- out of 25", and a "View Rubric" button. The "More Journals" section shows a list of users: "Ashby Cooper (1)", "Cathy Chu (0)", "Porter Durand (1)", and "Ryan Johnson (1)". The "Index" section shows "June 2012(1)" and "\$\$".

**Space Exploration** ▾

**Instructions**

Space exploration invokes the interest of many. The facts about space and the possibility of life in space leave us mystified. What are the pros and cons of space exploration?

This is a graded assignment worth 25 points. You may make as many entries as you want.

**Monday, June 20, 2012**

Posted by **Ryan Johnson** at Monday, June 20, 2012 5:40:34 PM EDT

NASA's Constellation program had sought to send astronauts back to the moon by 2020.

Constellation also intended to study the idea of establishing a moon colony. The program was set to follow the U.S. space agency's shuttle missions, which are due to end in September.

Instead of building new spacecraft of its own, NASA is planning to invest in space technology research and spend \$6 billion to pay private space groups to develop and build new rockets to take astronauts into orbit.

The plan leaves many open questions about the future of U.S. space travel, including if and when NASA will ever build rockets of its own again, when astronauts will return to space and in what kind of spacecraft.

**Comment**

**About this Journal**

Author: Ryan Johnson  
Entries: 1  
Comments: 0

**Journal Grade**

**Edit Grade**

Grade for: Ryan Johnson  
Grade: -- out of 25  
**View Rubric**

Grade Date: --  
Feedback: --  
Grading Notes: --

**More Journals** < >

Show Empty Journals

Ashby Cooper (1)   
Cathy Chu (0)  
Porter Durand (1)   
Ryan Johnson (1)

**Index**

June 2012(1)  
\$\$

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

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

**NOTE:** If you created a rubric for this graded assignment, you can refer to it by clicking the title under **Associated Rubrics** to open the rubrics window. Your school determines if the rubrics tool is available. The rubrics tool is discussed in detail in the *Using Rubrics* manual.

4. Type feedback for the student in the **Feedback** box. Optionally, use the spell check function at the bottom of the box.
5. Type notes in the **Grading Notes** box. These notes are private and do not appear to students.

The screenshot shows a vertical panel for grading a journal entry. At the top, under 'About this Journal', it lists 'Author: Ryan Johnson', 'Entries: 1', and 'Comments: 0'. Below this is the 'Journal Grade' section, which contains a 'Current Grade Value' input box followed by 'out of 25'. Underneath is the 'Associated Rubrics' section, which includes a link 'Blog and journal graded entries' and a 'Used for Grading' checkbox with a small icon. Below the rubrics section are two text input boxes: 'Feedback:' and 'Grading Notes:'. Each box has a small 'abc' icon and a green checkmark at the bottom right, indicating a spell check function. At the bottom of the panel are three buttons: 'Text Editor' (highlighted with an orange box), 'Cancel', and 'Save Grade'.

- ### Text Editor Feedback and Notes

**User Ryan Johnson (rjohnson)    Column Journal: Space Exploration (Journal)**

Current Grade Value  out of 25 points

**Feedback to User**

Path: p Words:0

**Grading Notes**

- OR-

## Advanced Communication

## Result

The new grade appears in the **Journal Grade** section and in the Grade Center column that was created automatically when the gradable journal topic was created. You can also view the date the entry was graded and the **Feedback** and **Grading Notes**. You change the grade by clicking **Edit Grade**. Changes are reflected in the Grade Center.

▼ **About this Journal**

**Author:** Ryan Johnson

**Entries:** 1

**Comments:** 0

▼ **Journal Grade**

[Edit Grade](#)

**Grade for:** Ryan Johnson

**Grade:** 25 out of 25

[View Rubric](#)

**Grade Date:** 10/1/12 12:45 PM


**Feedback:**

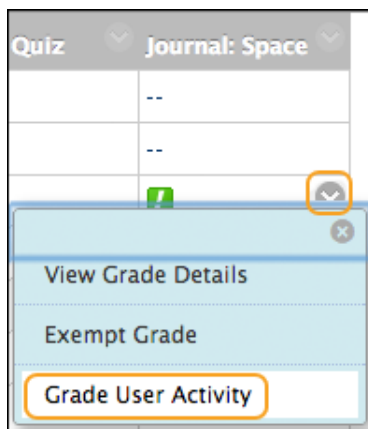
Good initial entry. Next step is to find some sources and develop both sides more.

## Grading Journal Entries in the Grade Center

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

### QUICK STEPS: Grading Journal Entries in the Grade Center

1. In the **Control Panel**, expand the **Grade Center** section.
2. Select **Full Grade Center**.
3. Locate the column for the journal you want to grade. Move the mouse pointer over a cell containing a **Needs Grading** icon (  ) to access the contextual menu.
4. Select **Grade User Activity**.



5. Follow steps 2–8 in the previous section.

## Deleting a Gradable Journal

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

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

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



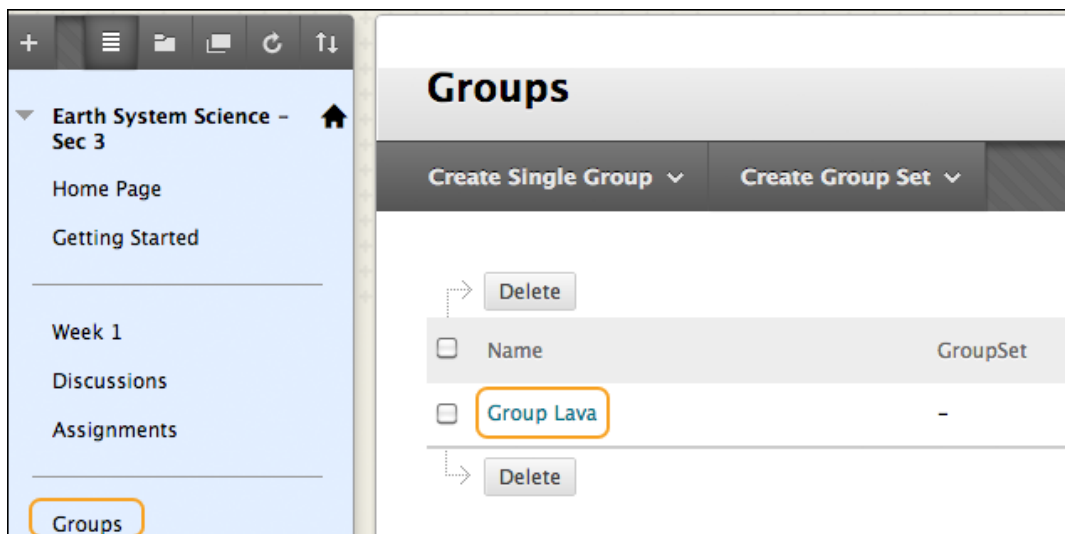
# Editing Group Journal Settings

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

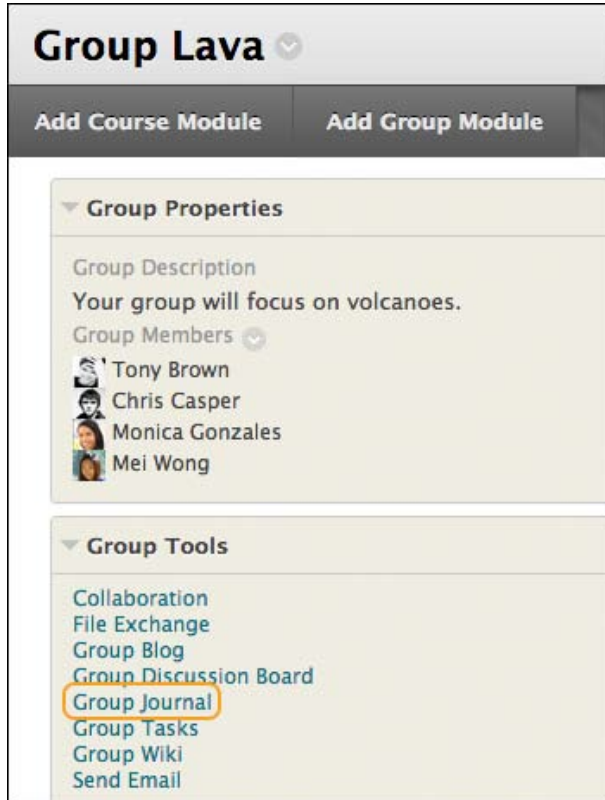
You can edit the group journal settings to include instructions or change the default settings by accessing the group journal from the **Groups** page. For example, while grading a group journal, remove the ability for group members to edit and delete journal entries or make the journal unavailable.

## QUICK STEPS: Editing Group Journal Settings

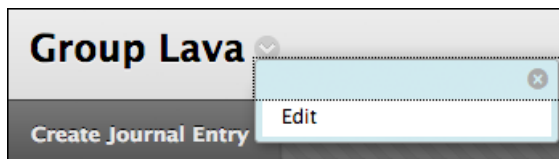
1. On the course menu, click the **Groups** link to access the **Groups** page. Alternately, click the **Tools** link and select **Groups**.
2. On the **Groups** page, select the group name.



3. On the group page, select the **Group Journal** in the **Group Tools** module.



4. On the group journal page, access the contextual menu and select **Edit**.





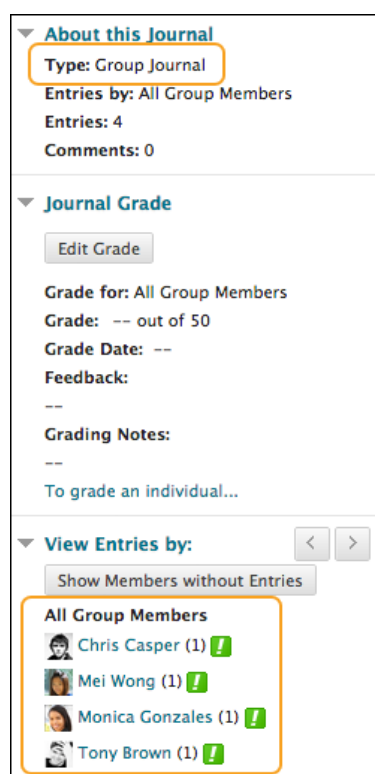
5. On the **Edit Journal** page, you can change the default group journal name, type instructions, make it gradable, and edit all of the settings available when you create a regular course journal. See the section “Creating Journal Topics” for a detailed description of journal options.
6. Click **Submit**.

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

# Grading Group Journal Entries

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

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



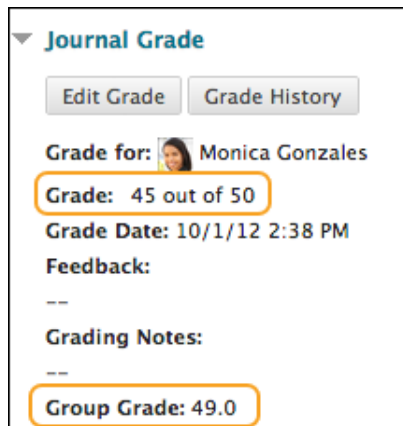
The **In Progress** icon (  ) shows in the Grade Center cell and in a journal:

- For student activity that does not meet the minimum number you set.
- If you did not select the **Show participants in needs grading status** check box.

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

## Change an Individual Member's Group Grade

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



The screenshot shows a 'Journal Grade' panel for a user named Monica Gonzales. At the top, there are two buttons: 'Edit Grade' and 'Grade History'. Below these, it says 'Grade for: Monica Gonzales' with a small profile picture. The 'Grade' is displayed as '45 out of 50' and is highlighted with an orange border. Below the grade, it shows the 'Grade Date: 10/1/12 2:38 PM'. There is a 'Feedback:' section with a dashed line below it. Below that is a 'Grading Notes:' section with a dashed line below it. At the bottom, the 'Group Grade: 49.0' is displayed and highlighted with an orange border.

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

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

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

## View Group Journal Grade in the Grade Center

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

Grade Center : Full Grade Center

Create Column

Create Calculated Column

Manage

Move To Top

Email

Grade Information Bar

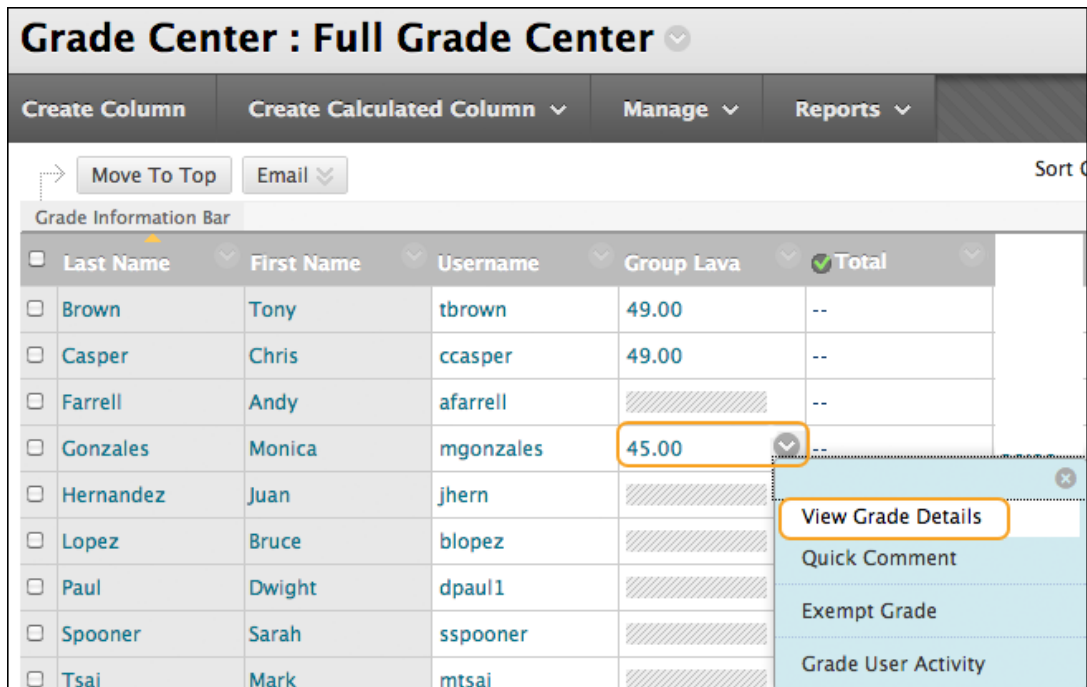
	Last Name	First Name	Username	Group Lava
<input type="checkbox"/>	Brown	Tony	tbrown	49.00
<input type="checkbox"/>	Casper	Chris	ccasper	49.00
<input type="checkbox"/>	Farrell	Andy	afarrell	
<input type="checkbox"/>	Gonzales	Monica	mgonzales	49.00
<input type="checkbox"/>	Hernandez	Juan	jhern	
<input type="checkbox"/>	Lopez	Bruce	blopez	
<input type="checkbox"/>	Paul	Dwight	dpaul1	
<input type="checkbox"/>	Wong	Mei	mwong	49.00
<input type="checkbox"/>	Tsai	Mark	mtsai	

## Revert a Member's Edited Grade

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

### QUICK STEPS: Reverting an Individual Member's Group Grade

1. In the **Grade Center**, access the member's **Grade Details** page.



The screenshot shows the 'Grade Center : Full Grade Center' interface. At the top, there are tabs for 'Create Column', 'Create Calculated Column', 'Manage', and 'Reports'. Below these are buttons for 'Move To Top' and 'Email', and a 'Sort' dropdown. The main area is a table with columns: 'Last Name', 'First Name', 'Username', 'Group Lava', and 'Total'. The table lists several students, including Brown, Casper, Farrell, Gonzales, Hernandez, Lopez, Paul, Spooner, and Tsai. The 'Gonzales' row is highlighted, and the grade '45.00' is circled. A context menu is open over this grade, showing options: 'View Grade Details', 'Quick Comment', 'Exempt Grade', and 'Grade User Activity'.

Last Name	First Name	Username	Group Lava	Total
Brown	Tony	tbrown	49.00	--
Casper	Chris	ccasper	49.00	--
Farrell	Andy	afarrell		--
Gonzales	Monica	mgonzales	45.00	--
Hernandez	Juan	jhern		--
Lopez	Bruce	blopez		--
Paul	Dwight	dpaul1		--
Spooner	Sarah	sspooner		--
Tsai	Mark	mtsai		--

2. After a member's group grade is edited, the **Revert To Group Grade** function appears. Click **Revert To Group Grade**.

## Grade Details

User **Monica Gonzales (mgonzales)** < > Column **Group Lava (Journal)** < >

**Current Grade:**
45.00 out of 50 points
Exempt

Grade based on Last Graded Attempt  
Due: None

Grade User Activity

Attempts
Manual Override
Column Details
Grade History

Date Created	Date Submitted (or Saved)	Value	Feedback to User	Grading Notes	Actions
Oct 1, 2012 2:24:49 PM	Oct 1, 2012 2:24:49 PM (Completed)	45.00			Grade Group Attempt Clear Grade Edit User Grade Revert To Group Grade

- Click **OK**. The member's grade is changed to the original group grade.
- Click **Return to Grade Center** to return to the main Grade Center page and view the edited grade column.

### Including and Deleting Group Members

If a new member is added to a group after you assign a grade for a group journal, the new user will not have a grade. You need to update the grade for the group or to grade the new user individually. If you update the group grade, the new user receives a grade even if the user has created no entry yet.

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

## Hands-on Activity



For this activity, use your Practice Course.

### Grade journal entries

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



## 4: The Blogs Tool

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

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

### Learning Outcomes

After completing this section, you will be able to:

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

# Overview

In Blackboard Learn, blogs consist of two elements:

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

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

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

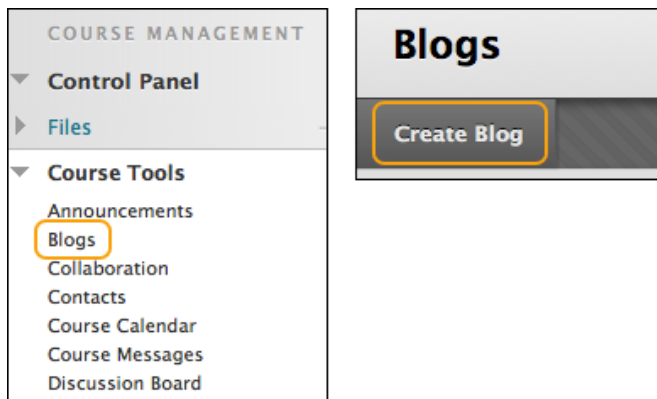
You can edit and delete entries in the three blog types and delete user comments.

# Creating a Blog Topic

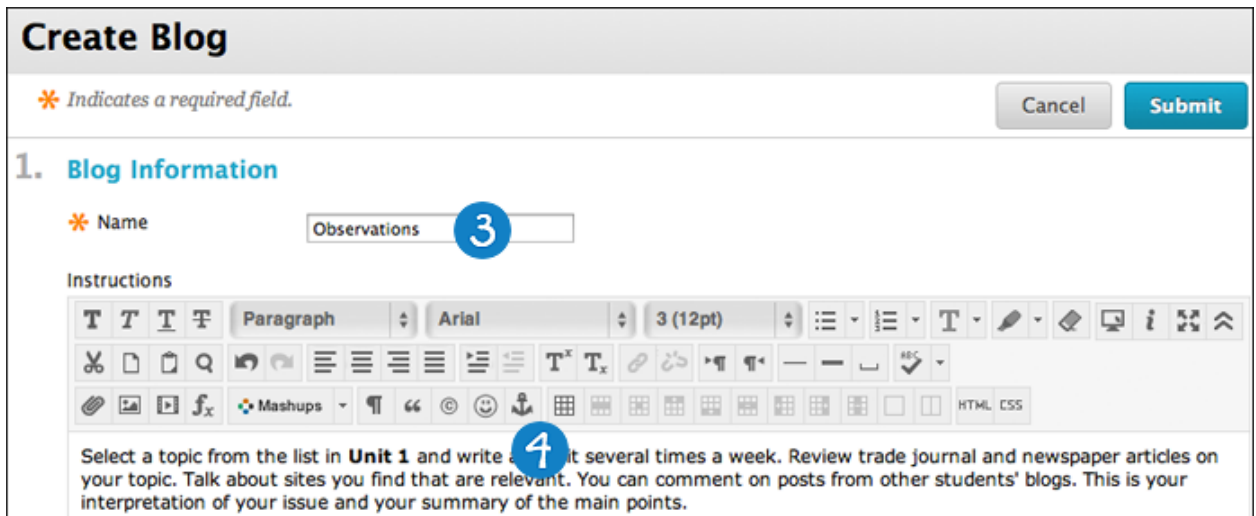
Change **Edit Mode** to **On** to see all instructor functions.

## QUICK STEPS: Creating a Blog Topic

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



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

The image shows the 'Create Blog' form. At the top is a header 'Create Blog' with 'Cancel' and 'Submit' buttons. Below is a note '\* Indicates a required field.' The first section is '1. Blog Information'. It contains a required field 'Name' with the text 'Observations' and a blue circle with the number '3' next to it. Below this is the 'Instructions' section, which has a rich text editor toolbar and a text area. The text area contains the instruction: 'Select a topic from the list in Unit 1 and write a... it several times a week. Review trade journal and newspaper articles on your topic. Talk about sites you find that are relevant. You can comment on posts from other students' blogs. This is your interpretation of your issue and your summary of the main points.' A blue circle with the number '4' is placed over the text area.

4. Type optional **Instructions** for the blog. You can use the content editor functions to format the text and include files, images, external links, multimedia, and mashups. Attachments you upload using the content editor can be launched in a new window and can include alternate text to describe the attachment.

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

The screenshot displays the Blackboard Blog Settings interface, organized into six numbered sections:



- 2. Blog Availability:** Features a "Blog Availability" label with two radio buttons: "Yes" (selected) and "No".
- 3. Blog Date and Time Restrictions:** Includes a "Limit Availability" label and two checkboxes: "Display After" and "Display Until". Each checkbox is followed by a date/time selection box and a calendar icon.
- 4. Blog Participation:** Contains a "Blog Type" label with two radio buttons: "Individual to All Students" (selected) and "Course". Below this is a checkbox for "Allow Anonymous Comments".
- 5. Blog Settings:** Features an "Index Entries" label with two radio buttons: "Monthly" (selected) and "Weekly". Below are two checked checkboxes: "Allow Users to Edit and Delete Entries" and "Allow Users to Delete Comments".
- 6. Grade Settings:** Includes a "Grade Blog" label with two radio buttons: "No grading" and "Grade : Points possible : 50" (selected). Below this is a checked checkbox for "Show participants in 'needs grading' status" followed by a green exclamation mark icon, "after every 3 Entries" (where "3" is in a dropdown menu). At the bottom is an "Associated Rubrics" label and an "Add Rubric" button with a dropdown arrow.

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

11. Select the check box for **Show participants in needs grading status** and select a number from the drop-down list. See the following table for more information.
12. Point to **Add Rubric** to select or create a rubric to associate with the blog.
13. Click **Submit**.

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

Blog Settings	Description
Index Entries	<ul style="list-style-type: none"> <li>For a selected user or all course members, you can view a list of entry titles posted during the index span—by month or by week.</li> </ul>
Allow Users to Edit and Delete Entries	<ul style="list-style-type: none"> <li>If selected, users can edit and delete entries <b>after</b> they are posted. Users can only edit and delete the entries they have created.</li> <li>Instructors are able to edit and delete any user's blog entries, without enabling this option.</li> <li>If a user saved an entry as a draft, the entry can be edited before submitting it, without enabling this option.</li> </ul>
Allow Users to Delete Comments	<ul style="list-style-type: none"> <li>If selected, users can delete their comments for a blog entry.</li> <li>Instructors are able to delete any user's comments, without enabling this option.</li> </ul>

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

# The Blogs Listing Page

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

Name	Type	Last Modified Date	Entries
Astronomy Top Stories	Course	9/25/12 1:32 PM	4(1 new)
Group Saturn	Group	9/4/12 12:34 PM	3
Observations	Individual	9/25/12 3:19 PM	0
Space Stations	Individual	9/4/12 12:34 PM	3

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

# Deleting Blogs

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

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

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

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



# The Blog Topic Page

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

## Unit 1 Opinion

Create Blog EntryView Drafts

### Instructions

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

Tuesday, September 25, 2012

**Data** New

Posted by Tony Brown at Tuesday, September 25, 2012 4:11:42 PM EDT

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

Comments: 1

Comment

**Scientific Data**

Posted by Monica Gonzales at Monday, September 24, 2012 2:45:47 PM EST

I agree with Tony.

Check out this site with two sentence blurbs from the most renowned scientists in the field:

www.globalwarming\_data\_response.com

Comments: 2

Comment

### About this Blog

Type: Course Blog  
Entries: 7 1 New  
Comments: 6 1 New

### View Entries by:

Show Members without Entries

### All Course Members

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

### Index

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Have you considered....  
Data  
Scientific Data  
Global Warming Exists  
Global Warming and CO2  
The Wrong Argument  
How Global Warming Works

Indicates New Entries

Indicates New Comments

Indicates activity that Needs Grading

Indicates activity that is In Progress

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



Collapse and expand sections of the blog topic page using the arrow next to the title.

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Advanced Communication

- A. **Instructions** you included appear in the content frame. Click the **X** to collapse the field for more area to view entries and comments.
- B. In the side panel, the **About this Blog** section displays information about the current selection. In our example, general information about the course blog appears. If the blog entries are graded, you see a **Blog Grade** section in the side panel when you select a user's name.
- C. **View Entries by** lists users who have submitted one or more entries. **All Course Members** is currently selected and all users' entries appear in the content frame. Select a user's name to view his or her blog entries alone in the content frame. The most recent entry appears first. Alternately, use the **Previous User** and **Next User** arrows to view entries by other users. Click **Show Members without Entries** to view all users and see who has not submitted an entry.

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

# Commenting on Blog Entries

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

**Reminder:** When creating the blog topic, you can allow users to make comments anonymously.

## QUICK STEPS: Commenting on Blog Entries

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

---

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

Unit 1 Opinion

Create Blog Entry

View Drafts

[Instructions](#)

Monday, November 23, 2009

**Global Warming and CO2**

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

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

The scientific conclusion reached is that warming is real.

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

3

Comment

4

Comment

5

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

6

Cancel

Add

2

Chris Casper (1)

About this Blog

Type: Course Blog

Entries by: Chris Casper

Entries: 1

Comments: 1

Blog Grade

Edit Grade

Grade for: Chris Casper

Grade: -- out of 30

Grade Date: --

Feedback: --

Grading Notes: --

View Entries

by:

Show Members without Entries

All Course Members

Andy Farrell (1)

Chris Casper (1)

Mei Wong (1)

Monica Gonzales (1)

Sarah Spooner (1)

Tony Brown (2)

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

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Advanced Communication

Unit 1 Opinion

Create Blog Entry

View Drafts

Instructions

Monday, November 23, 2009

Global Warming and CO2

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

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

The scientific conclusion reached is that warming is real.

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

Comments: 1

Comment

Cathy Chu said...

Monday, November 23, 2009 4:42:58 PM EST

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

About this Blog

Type: Course Blog

Entries by: Chris Casper

Entries: 1

Comments: 1

Blog Grade

Edit Grade

Grade for: Chris Casper

Grade: -- out of 30

Grade Date: --

Feedback: --

Grading Notes: --

View Entries by:

Show Members without Entries

All Course Members

Andy Farrell (1)

Chris Casper (1)

Mei Wong (1)

Monica Gonzales (1)

Sarah Spooner (1)

Tony Brown (2)

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

# Frequently Asked Questions

In the following table, learn how to use blog comments.

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

---

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

# Hands-on Activity



For this activity, use your Practice Course.

## Explore the blogs tool


- Access the blogs tool and create a course blog. Experiment with the functions in the content editor as you type **Instructions**.
- On the **Blogs** listing page, select the **Astronomy Top Stories** blog and view the blog entries.
- Comment on one of the blog entries.
- Edit any student's blog entry.
- Select a student's blog entry you have read and **Mark as New** so you are sure to revisit it at a later time. The tack icon appears next to the user's name and next to the title in the **Index** when you return to the tool next time.
- In the side panel, click **Show Members without Entries** to view how many students have not responded.

## Create a link to a blog

- Create a blog link in a content area. **Hint:** Use the **Tools** link on the action bar. Are you able to link to an individual group blog in a content area?

# Grading Blog Entries


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

- In the blogs tool, access a blog and click a user's name.
- On the **Needs Grading** page, access a blog's contextual menu and select **Grade All Users**.
- In the Grade Center, locate the column for the blog you want to grade. Move the mouse pointer over a cell containing a **Needs Grading** icon (  ) to access the blog's contextual menu. Select **Grade User Activity**.


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

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

## Grading Status Indicator Icons

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

During blog creation, if you did NOT select the **Show participants in needs grading status** check box and select a minimum number of entries, the **Needs Grading** icon will not appear in the Grade Center or the blog topic page. Also, items will not appear on the **Needs Grading** page.

The **In Progress** icon (  ) shows in the Grade Center cell and in a blog:

- For student activity that does not meet the minimum number you set.
- If you did not select the **Show participants in needs grading status** check box.

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



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

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

-OR-

Expand **Grade Center** in the **Control Panel** and select **Needs Grading**. For the blog you want to grade, access its contextual menu and select **Grade All Users**.

2. In the **Blog Grade** section in the side panel, click **Edit Grade**. The grading field appears in the side panel.


The screenshot shows a web interface for "Astronomy Top Stories". At the top, there are buttons for "Create Blog Entry" and "View Drafts". Below this is a section titled "Instructions" with a light blue background, containing text about following news stories and contributing weekly. Below the instructions is a date bar for "Monday, June 20, 2011". The main content area displays a blog entry titled "WISE Captures a Cosmic Rosebud Blossoming With New Stars" by Sandra Scott, dated Monday, June 20, 2011 5:42:14 PM EDT. The entry text describes a new infrared image from NASA's WISE showing a cosmic rosebud blossoming with new stars. A link to the source is provided: <http://www.sciencedaily.com/releases/2010/03/100316183430.htm>. On the right side, there is a sidebar with sections: "About this Blog" (Type: Course Blog, Entries by: Sandra Scott, Entries: 1, Comments: 0), "Blog Grade" (with an "Edit Grade" button highlighted by an orange box, and fields for Grade for: Sandra Scott, Grade: -- out of 100, View Rubric, Grade Date: --, Feedback: --, and Grading Notes: --), and "View Entries by:" (with a dropdown menu showing "Show Members without Entries" and a list of members: All Course Members, Ashby Cooper (1), Ryan Johnson (1), and Sandra Scott (1)).

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

**NOTE:** If you created a rubric for this graded assignment, you can refer to it by clicking the title under **Associated Rubrics** to open the rubrics window. Your school determines if the rubrics tool is available. The rubrics tool is discussed in detail in the *Using Rubrics* manual.

4. Type feedback for the student in the **Feedback** box. Optionally, use the spell check function at the bottom of the box.
5. Type notes in the **Grading Notes** box. These notes are private and do not appear to students.

▼ **About this Blog**  
**Type:** Course Blog  
**Entries by:** Sandra Scott  
**Entries:** 1  
**Comments:** 0

▼ **Blog Grade**  
Current Grade Value  out of 100  
Associated Rubrics:  
▶ **Blog entries**  
Used for Grading 

Feedback:  

abc ✓

Grading Notes:  

abc ✓

Text Editor

Cancel

Save Grade

- Click **Text Editor** to format the text and include files, images, external links, multimedia, and mashups. Attachments you upload using the editor can be launched in a new window and can include alternate text to describe the attachment.

The screenshot shows the 'Text Editor Feedback and Notes' window. At the top, it identifies the user as 'Sandra Scott (sscott)' and the column as 'Blog: Astronomy Top Stories (Blog)'. There are 'Cancel' and 'Submit' buttons. Below this, a 'Current Grade Value' field is set to an empty box, followed by 'out of 100 points' and a 'View Rubric' button. The 'Feedback to User' section contains a rich text editor with a toolbar for text formatting (bold, italic, underline, strikethrough), paragraph styles, font face (Arial), font size (3 (12pt)), bulleted and numbered lists, indentation, link/unlink, unlink all, undo, redo, and a 'Mashups' dropdown. The editor area is currently empty. Below the editor, a 'Path' field shows 'p' and a 'Words:0' counter. The 'Grading Notes' section also features an identical rich text editor with the same toolbar and an empty editor area.

- Click **Save Grade**.
- Use the **Previous User** and **Next User** arrows in the **View Entries by** section to access more blog entries to grade.

-OR-

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

## Result

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

▼ **About this Blog**

Type: Course Blog

Entries by: Sandra Scott

Entries: 1

Comments: 0

▼ **Blog Grade**

[Edit Grade](#) [Grade History](#)

Grade for: Sandra Scott

**Grade: 95 out of 100**

[View Rubric](#)

Grade Date: 10/1/12 4:01 PM

Feedback:

GREAT website!


Grading Notes:

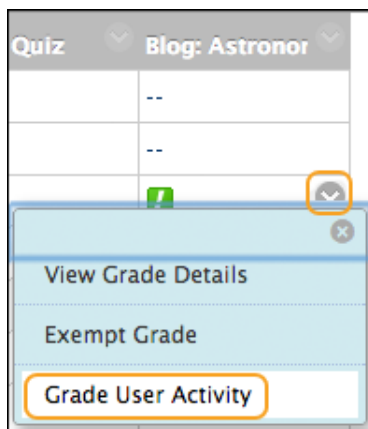
--

## Grading Blog Entries in the Grade Center

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

### QUICK STEPS: Grading Blog Entries in the Grade Center

1. In the **Control Panel**, expand the **Grade Center** section.
2. Select **Full Grade Center**.
3. Locate the column for the blog you want to grade. Move the mouse pointer over a cell containing a **Needs Grading** icon (  ) to access the contextual menu.
4. Select **Grade User Activity**.



5. Follow steps 2–8 in the previous section.

## Deleting a Gradable Blog

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

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

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

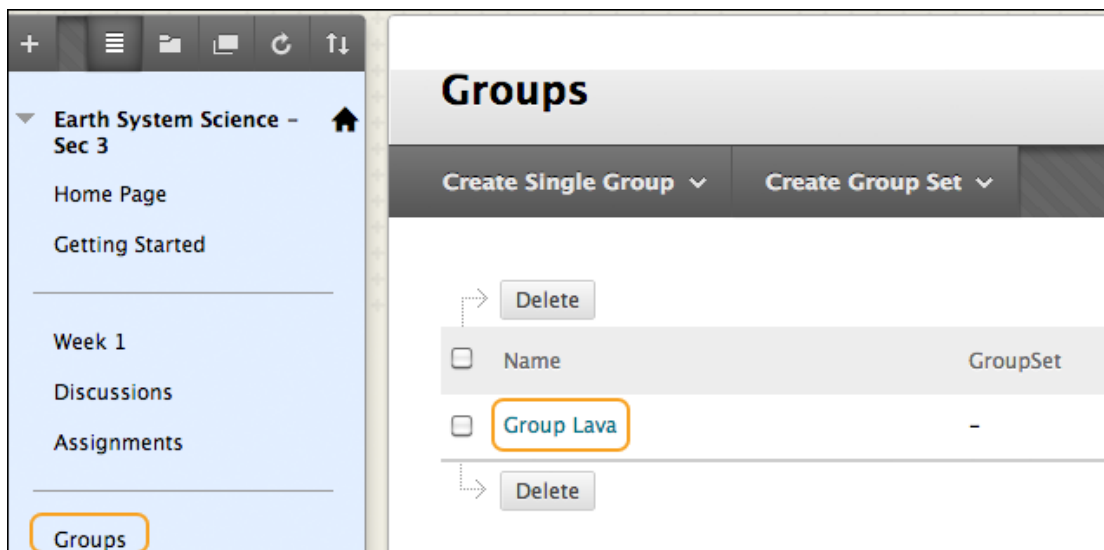
# Editing Group Blog Settings

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

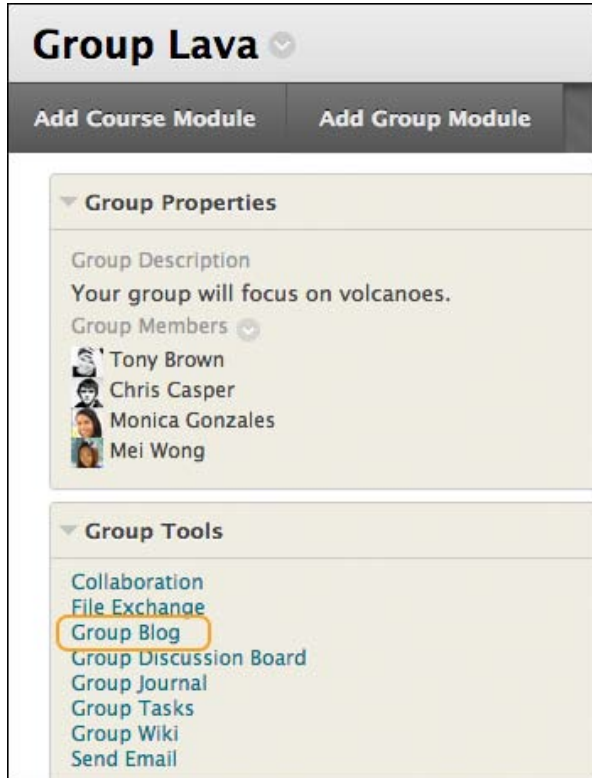
You can edit the group blog settings and include instructions or change the default settings by accessing the group blog from the **Groups** page. For example, while grading the group blog, you can remove the ability for group members to edit and delete blog entries, or make the blog unavailable.

## QUICK STEPS: Editing Group Blog Settings

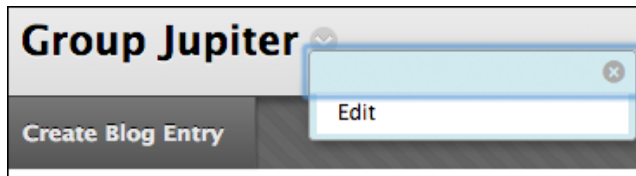
1. On the course menu, click the **Groups** link to access the **Groups** page. Alternatively, click the **Tools** link and select **Groups**.
2. On the **Groups** page, select a group name.



3. On the **Group** page, select **Group Blog** in the **Group Tools** module.



4. On the **Group Blog** page, access its contextual menu and select **Edit**.




5. On the **Edit Blog** page, you can change the default group blog name, type instructions, make it gradable, and edit all of the settings available when you create a course blog. See the section "Creating Blog Topics" for a detailed description of options.
6. Click **Submit**.


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




# Grading Group Blog Entries

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

Users with entries that need grading are indicated with the **Needs Grading** icon (  ) in the Grade Center and on the blog topic page in the **View Entries by** section. In addition, the group blog is listed on the **Needs Grading** page.

Remember, while specifying blog settings, if you did NOT select the **Show participants in needs grading status** box and select a minimum number of entries, the **Needs Grading** icon (  ) will not appear in the Grade Center or topic page and items do not appear on the **Needs Grading** page.

The **In Progress** icon (  ) shows in the Grade Center cell and in a blog:

- For student activity that does not meet the minimum number you set.
- If you did not select the **Show participants in needs grading status** check box.

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

Group Saturn

Create Blog Entry

View Drafts

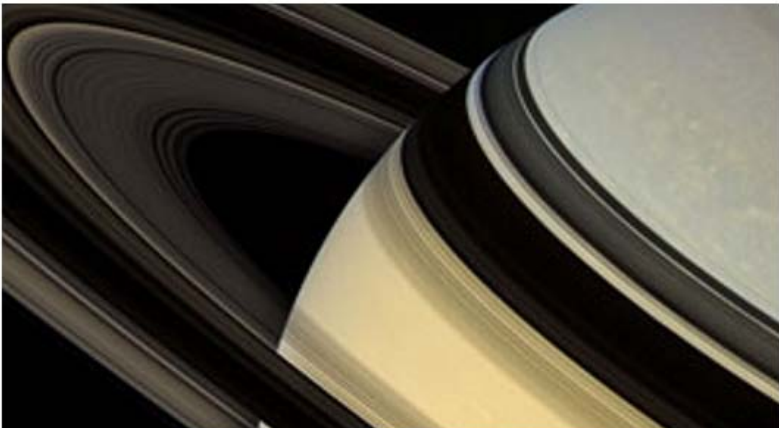
Instructions

Compile project specifics here. This is a graded assignment worth 25 points.

Friday, June 17, 2012

Brainstorming

Posted by Sarah Spooner at Friday, June 17, 2012 9:25:48 AM EDT



About this Blog

Type: Group Blog

Entries by: All Group Members

Entries: 3

Comments: 0

Blog Grade

Edit Grade

Grade for: All Group Members

Grade: -- out of 25

Grade Date: --

Feedback:

Grading Notes:

To grade an individual...

View Entries by:

Show Members without Entries

All Group Members

Bruce Lopez (1)

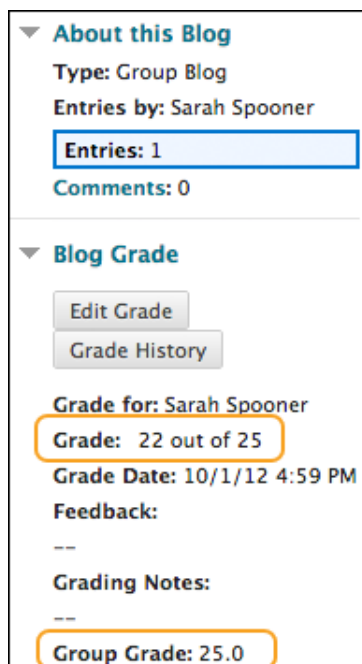
Chris Casper (1)

Sarah Spooner (1)

## Change an Individual Member's Group Grade

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

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



▼ **About this Blog**  
Type: Group Blog  
Entries by: Sarah Spooner  
Entries: 1  
Comments: 0

▼ **Blog Grade**  
Edit Grade  
Grade History  
Grade for: Sarah Spooner  
Grade: 22 out of 25  
Grade Date: 10/1/12 4:59 PM  
Feedback:  
--  
Grading Notes:  
--  
Group Grade: 25.0

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

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

## View Group Blog Grade in the Grade Center

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

Grade Center : Full Grade Center

Create Column

Create Calculated Column

Man

Move To Top

Email

Sort

Grade Information Bar

<input type="checkbox"/>	Last Name	First Name	Blog: Group Sa	Prac
<input type="checkbox"/>	Brown	Tony		--
<input type="checkbox"/>	Casper	Chris	25.00	--
<input type="checkbox"/>	Cooper	Ashby		--
<input type="checkbox"/>	Lopez	Bruce	25.00	--
<input type="checkbox"/>	Perez	Javier		--
<input type="checkbox"/>	Scott	Sandra		--
<input type="checkbox"/>	Spooner	Sarah	22.00	--

## Revert a Member's Edited Grade

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

### QUICK STEPS: Reverting an Individual Member's Group Grade

1. In the **Grade Center**, access the member's **Grade Details** page.

<input type="checkbox"/>	Lopez	Bruce	25.00	--	--
<input type="checkbox"/>	Perez	Javier		--	--
<input type="checkbox"/>	Scott	Sandra		--	✓
<input type="checkbox"/>	Spooner	Sarah	22.00	--	✓
<input type="checkbox"/>	Tsai	Mark			
<input type="checkbox"/>	Wagner	Henry			
Selected Rows: 0					

View Grade Details

Quick Comment

Exempt Grade

Grade User Activity

2. After a member's group grade is edited, the **Revert To Group Grade** function appears. Click **Revert To Group Grade**.

### Grade Details

User Sarah Spooner (sspooner) < > Column Blog: Group Saturn (Blog) < >

**Current Grade:**

22.00 out of 25 points Exempt

Grade based on Last Graded Attempt

Due: None

Grade User Activity

Attempts

Manual Override

Column Details

Grade History

Date Created	Date Submitted (or Saved)	Value	Feedback to User	Grading Notes	Actions
Jan 12, 2012 9:02:19 AM	Jun 16, 2011 9:43:36 AM (Completed)	22.00			Grade Group Attempt Clear Grade Edit User Grade Revert To Group Grade

3. Click **OK**. The member's grade is changed to the original group grade.
4. Click **Return to Grade Center** to return to the main Grade Center page and view the edited grade column.

### **Including and Deleting Group Members**

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

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

# Best Practice: Reflective Writing Hints and Suggestions

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

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

# Best Practice: To Grade or Not to Grade

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

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

If you decide to assign grades, the evaluation's emphasis should be on content. A rubric of assessment is a useful guide for students. Distribute rubrics before any writing is assigned. Discuss the evaluation in chat or on the discussion board to verify that students understand your expectations. A rubric needs to include how many entries are required, the minimum length of entries, and the grading criteria. Assessment and evaluation might include any of the following criteria.

In the entry, the student:

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

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



## Opinions and Rubrics

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

### **A teacher's views about grading reflective writing:**

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

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

### **Assessing student blogs; includes several links to rubric examples:**

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

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

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

## Hands-on Activity



For this activity, use your Practice Course.

### Grade blog entries

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

## 5: The Wikis Tool

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

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

### Learning Outcomes

After completing this section, you will be able to:

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

**NOTE:** Editing wiki pages and linking to other wiki pages is not discussed in this section of the manual. To learn about those actions, see the “Student Experience” section.

# Overview

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

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

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

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

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

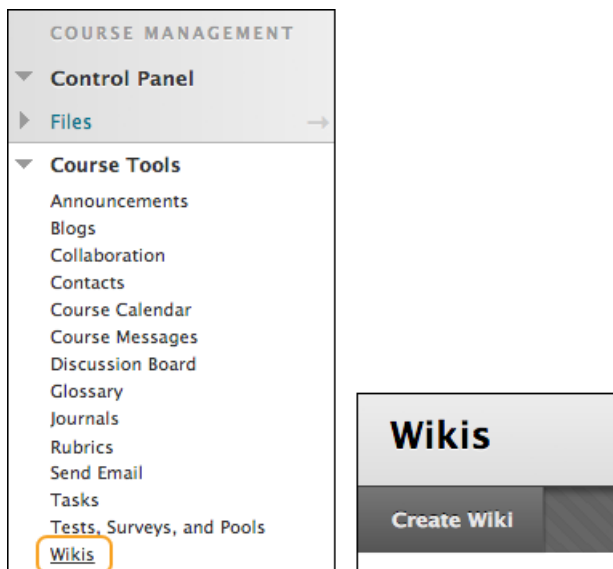
# Creating a Course Wiki

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

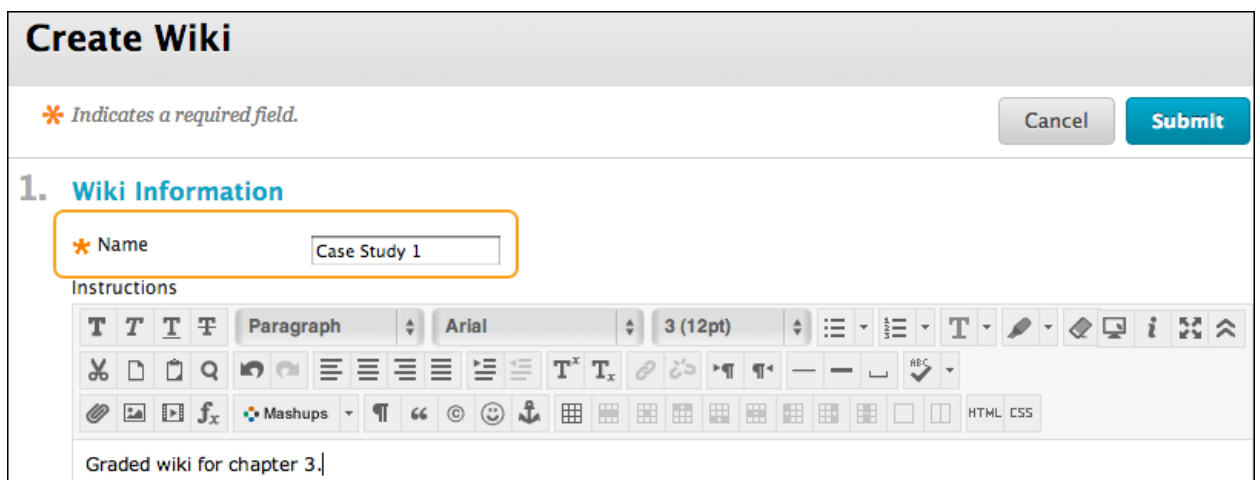
Change **Edit Mode** to **ON** to see all the instructor functions.

## QUICK STEPS: Creating a Course Wiki

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




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

The image shows the 'Create Wiki' page in Blackboard. At the top is a 'Create Wiki' header. Below it is a note: '\* Indicates a required field.' and buttons for 'Cancel' and 'Submit'. The main section is titled '1. Wiki Information'. It contains a 'Name' field with an asterisk, which is highlighted with an orange box and contains the text 'Case Study 1'. Below the name field is an 'Instructions' section with a rich text editor. The editor has a toolbar with various formatting options like bold, italic, text color, background color, bulleted list, numbered list, link, unlink, insert link, insert image, insert video, insert audio, insert table, insert form, and insert HTML/CSS. The text area of the editor contains the text 'Graded wiki for chapter 3.'





4. Type optional **Instructions** for the wiki. You can use the content editor functions to format the text and include files, images, external links, multimedia, and mashups. Attachments you upload using the content editor can be launched in a new window and can include alternate text to describe the attachment.
5. Select the **Yes** option to make the wiki available to users. Alternately, select **No** to make it unavailable until students need it.
6. For **Wiki Date and Time Restrictions**, you can set wikis to display on a specific date and time and to stop displaying on a specific date and time. Select the **Display After** and **Display Until** check boxes to enable the date and time selections. Type dates and times in the boxes or use the pop-up **Date Selection Calendar** and **Time Selection Menu**. Display restrictions do not affect the wiki availability, only when it appears.
7. In the **Wiki Participation** section, select **Closed to Editing** when you are the only one contributing pages or if you want to disallow further page editing by students. Users can still view a wiki when **Closed to Editing** is selected. Select **Open to Editing** to allow any student to modify any wiki page. In a group wiki, a user must be a member of the group to edit a wiki page. At any time, you can change the **Student Access**.
8. In the **Wiki Settings** section, select **Grade: Points possible** and type a grade to make the wiki a graded item. After you enable grading, a column is created automatically for it in the Grade Center. It is permanently gradable, and you cannot change it to **No grading**. Or, select **No grading**.


**4. Wiki Settings**

Grade Wiki ☐ No grading ☒ Grade : Points possible :


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

Associated Rubrics

Name	Type	Date Last Edited	Show Rubric to Students
  Wiki Rubric	 Used for Grading	Oct 2, 2012 12:48:54 PM	 No

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

appear in the Grade Center or topic page and items do not appear on the **Needs Grading** page.

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

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

# Wikis Listing Page

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

<input type="checkbox"/>	Name ▲	Type	Student Access	Student Comment Access	Last Modified Date
<input type="checkbox"/>	Case Study 1	Course	Open to Editing	Open to Commenting	9/27/12 1:02 PM
<input type="checkbox"/>	Glossary	Course	Open to Editing	Open to Commenting	9/12/12 1:27 PM
<input type="checkbox"/>	Group Geo	Group	Open to Editing	Open to Commenting	9/29/12 9:09 PM
<input type="checkbox"/>	Group Lava	Group	Open to Editing	Open to Commenting	9/09/12 2:09 PM
<input checked="" type="checkbox"/>	Resources Collection	Course	Open to Editing	Open to Commenting	9/27/12 1:09 PM

- On the **Wikis** listing page, select the title to access the wiki or access its contextual menu and select **Open**.
- To change a wiki's availability or student access to editing or commenting, select one or more check boxes and use the **Availability**, **Student Access**, and **Student Access to Commenting** drop-down lists on the action bar.
- The **Type** column lists whether the wiki is for the course or for a group.
- From a wiki's contextual menu, select **Edit Properties** to change a wiki's name, instructions, and settings.

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

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



# Creating a Wiki Home Page

Each newly created course or group wiki requires a first page—the home page. You or any course or group member creates the home page. No one can delete the home page, but if a wiki is open to editing, any course or group member can edit it.

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

## QUICK STEPS: Creating a Wiki Home Page

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

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

# The Wiki Topic Page

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

The screenshot shows the 'Case Study 1' wiki topic page. At the top, there is a header bar with 'Case Study 1' on the left and a 'Participation and Grading' button on the right, labeled with a blue circle 'D'. Below the header, the main content area is divided into two sections. The left section, labeled 'Instructions' with a blue circle 'A', contains a light blue box with the text 'Graded Course Wiki for Chapter 3.' and a blue circle 'B' with an 'X' icon. Below this is a section titled 'Home Page: Environmental Security' with a 'Comment' button labeled with a blue circle 'C'. The right section, labeled 'About This Wiki' with a blue circle 'E', displays statistics: 'Number of Wiki Pages: 9', 'Number of Comments: 3', and 'Creation Date: 9/7/12 3:43 PM'. Below this is a section titled 'Case Study 1' with a blue circle 'F' and a list of pages: 'Home Page: Environmental Security', 'Accountability vs. Law', 'Energy Security: Nuclear', 'Military force not an option', 'Military Resources', 'Plausible Solutions', 'Statistics', 'The Issue', and 'What is Environmental Security?'. A blue circle 'G' is placed over the 'Plausible Solutions' page, which has a contextual menu icon (three dots) next to it.

Collapse and expand sections of the wiki topic page using the arrow next to the title.

- On the action bar, click **Create Wiki Page** to create a new page in the wiki.
- Instructions** added by you appear in the content frame when the home page is selected. Click the **X** to collapse the field. The **Instructions** only appear on the home page.
- In the content frame, click **Comment** to type your comments.
- On the action bar, click **Participation and Grading** to view a participation summary for each user and grade individual users, if you enabled grading. If the wiki is set to **No grading**, you see **Participation Summary** on the action bar instead.
- In the side panel, the **About This Wiki** section displays information about the wiki, including how many pages and comments users created and the wiki creation date.

- F. In the side panel, the next section's heading is the wiki's title. All the wiki pages are listed. The home page always appears first and has a house icon next to the title. The rest of the pages are listed in alphabetical order.
- G. Each page has a contextual menu so you can **Open**, **Edit**, **Delete**, and check the **History** for the page. Students cannot delete pages in a wiki.

# Commenting on Wiki Pages

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

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

## QUICK STEPS: Commenting on Wiki Pages

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

The screenshot displays a Blackboard Wiki page titled "Case Study 1". The page has a header with "Create Wiki Page" and "Participation and Grading" tabs. The main content area, titled "The Issue", contains text about environmental threats and climate change. A "Comment" box is visible at the bottom, with a sample comment: "Excellent job of concisely stating the issue. Everyone should be on the same page now." The "Comment" button is highlighted with a blue circle labeled "3". The "Comment" box is highlighted with a blue circle labeled "4". The "Add" button is highlighted with a blue circle labeled "5". The "Cancel" button is highlighted with a blue circle labeled "6". The "Add" button is also highlighted with a blue circle labeled "5". The "Comment" box is highlighted with a blue circle labeled "4". The "Add" button is highlighted with a blue circle labeled "5". The "Cancel" button is highlighted with a blue circle labeled "6".

3. Click **Comment** following the user's entry. The **Comment** box appears.
4. Type your comments in the **Comment** box.

5. Click spell check at the bottom of the **Comment** box to check the spelling of the content before continuing.
6. Click **Add**.

**Case Study 1**

Create Wiki Page Participation and Grading

**The Issue** Edit Wiki Content

Created By Mei Wong on Tuesday, October 2, 2012 2:26:26 PM EDT  
last modified by Bruce Lopez on Tuesday, October 5, 2012 2:22:55 PM EDT

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

Since 1998, the U.S. Global Change Research Program has been publishing the work of hundreds of scientists around the country who have been analyzing the effects of climate change on nineteen regions and five sectors of the United States, and while their findings vary from report to report, they have consistently found that changes in ambient air temperature will lead to changes in precipitation and weather patterns, which will in turn lead to further, higher-order changes.

**A** Comments: 1 Comment

Cathy Chu said... **B** Tuesday, October 2, 2012 2:55:27 PM EDT

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

**About This Wiki**

- Number of Wiki Pages: 9
- Number of Comments: 3
- Creation Date: 9/7/12 3:43 PM

**Case Study 1**

- Home Page: Environmental Security
- Accountability vs. Law
- Energy Security: Nuclear
- Military force not an option
- Military Resources
- Plausible Solution
- Statistics
- The Issue
- What is Environmental Security?

- A. The **Comments** link displays how many comments were made about the wiki page by you and your students. Click the link to view the comments.
- B. The comments appear in the content frame following the wiki page. You can delete any user's comment by clicking the **X**. No one can edit comments after they are posted. Users can delete the comments they authored.
- C. All comments for all wiki pages are counted in the **About This Wiki** section.

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

# Viewing Page History

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

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

**Case Study 1**

Create Wiki Page | Participation and Grading

### What is Environmental Security?

Created By Tony Brown on Tuesday, October 2, 2012 3:13:27 PM EDT  
last modified by Tony Brown on Friday, October 5, 2012 3:15:51 PM EDT

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

Figure 1.1

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

The Institute for Environmental Security is an environmental think tank.

**About This Wiki**

- Number of Wiki Pages: 9
- Number of Comments: 3
- Creation Date: 9/7/12 3:43 PM

**Case Study 1**

- Home Page: Environmental Security
- Accountability vs. Law
- Energy Security: Nuclear
- Military force not an option
- Military Resources
- Plausible Solution
- Statistics
- The Issue
- What is Environmental Security?

Contextual menu options: Edit, Delete, History (A)

Page History				
Delete Compare Versions (C)				
Version (B)	Created On	Size	Author	
<input type="checkbox"/> What is Environmental Security? (Version 10)	9/5/12 9:27 AM	1.51 KB	Tony Brown	
<input type="checkbox"/> What is Environmental Security? (Version 9)	9/4/12 9:26 AM	1.51 KB	Tony Brown	
<input type="checkbox"/> What is Environmental Security? (Version 8)	9/3/12 5:20 PM	1.5 KB	Monica Gonzales	
<input type="checkbox"/> What is Environmental Security? (Version 7)	9/2/12 5:13 PM	1.2 KB	Sarah Spooner	
<input type="checkbox"/> What is Environmental Security? (Version 6)	9/2/12 5:10 PM	1.12 KB	Cathy Chu	


A. In the side panel, access a page's contextual menu and select **History**.


- B. Select a version title and the page opens in a new window.
- C. Select the check boxes for any two versions and view the changes between the two pages by clicking **Compare Versions** on the action bar. Only two versions are compared at a time.


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

## Page Comparison

**Comparison Details**[Legend](#)


Version:	4
Page Title:	What is Environmental Security?
Created On:	12/1/09 2:38 PM
Author:	 Chris Casper
Size:	1 KB



Version:	10
Page Title:	What is Environmental Security?
Created On:	12/4/09 9:27 AM
Author:	 Tony Brown
Size:	1.51 KB

### What is Environmental Security?

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





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

Page Comparison

Comparison Details

Legend

Text added: Sample

Text removed: Sample

Text changed: Sample

Image added:

Image removed:

Image changed:


Image added 2:

Image removed 2:

Image changed 2:

### What is Environmental Security?


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



**Figure 1.1**

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

The Institute for *Environmental Security* is an environmental think-tank headquartered in The Hague:



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

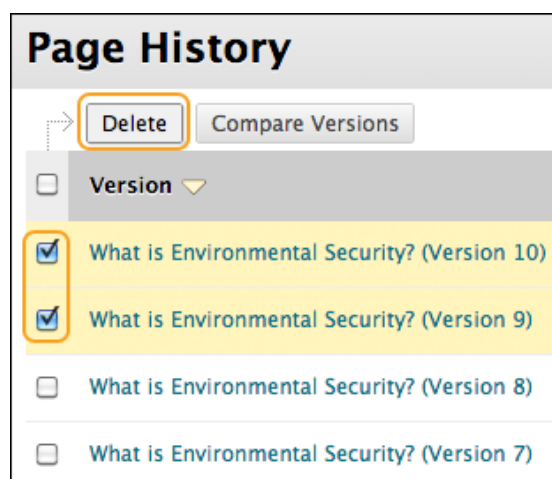


# Deleting Versions

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

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

In the following example, an instructor decides that edits made in versions 4 and 5 are not helpful. After deleting them, version 3 becomes the most current version and the page users view in the wiki.



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

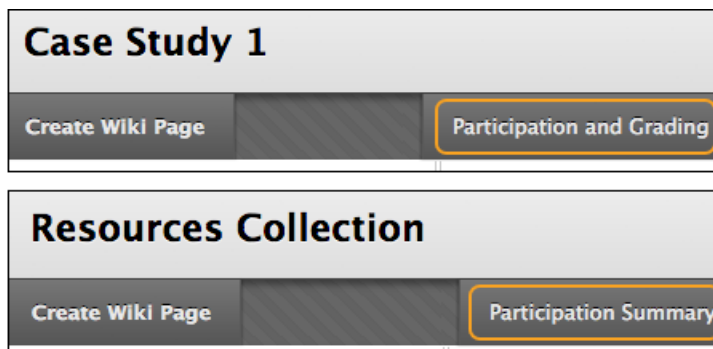
**NOTE:** If you delete the most recent version and a new version is included, the new version does not take the missing version number, but advances to the next number. For example, if you delete version 5 and then a course member edits the wiki page, the next version is 6, leaving a gap between versions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

# Viewing Wiki Participation

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

## QUICK STEPS: Viewing Wiki Participation

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



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

## Participation Summary

Name 	Words Modified (Number Count)	Words Modified (Percentage)	Page Saves (Number Count)	Page Saves (Percentage)
 Andy Farrell	138	7%	1	3%
Bruce Lopez	91	5%	2	6%
 Cathy Chu	70	4%	5	17%
 Chris Casper	299	17%	4	13%
 Dwight Paul	118	6%	2	6%
 Mark Tsai	316	18%	1	3%
 Mei Wong	274	15%	3	10%
 Monica Gonzales	194	11%	4	13%
 Sarah Spooner	34	1%	2	6%
 Tony Brown	210	12%	5	17%



















### About This Wiki





Wiki Name: Case Study 1  
 Type: Course  
 Creation Date: 9/7/12 3:43 PM  
 Pages: 9  
 Comments: 3

### View Contributions



Show All Members

- All
-  Andy Farrell 
  - Bruce Lopez 
  -  Cathy Chu
  -  Chris Casper 
  -  Dwight Paul 
  -  Mark Tsai 
  -  Mei Wong 
  -  Monica Gonzales 
  -  Sarah Spooner 
  -  Tony Brown 

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

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

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

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

## The Participant's Contribution Page

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

### Participant's Contribution: Chris Casper

Display Pages


Page Version	User's Modifications	Created On	Words Modified
<a href="#">Accountability vs. Law (2)</a>	<a href="#">Compare to Version 1</a>	9/2/12 6:48 PM	79
<a href="#">Military Resources (3)</a>	<a href="#">Compare to Version 2</a>	9/3/12 4:38 PM	0
<a href="#">Military Resources (1)</a>	<a href="#">Compare to Version 2</a>	9/2/12 6:39 PM	197
<a href="#">What is Environmental Security? (4)</a>	<a href="#">Compare to Version 3</a>	9/1/12 2:38 PM	23

Displaying 1 to 4 of 4 items


#### About This Wiki

Wiki Name: Case Study 1  
Type: Course  
Creation Date: 9/7/12 3:43 PM  
Pages: 3  
Comments: 0

#### Participation Summary



Modified By:  Chris Casper  
Words Modified: 299 (17%)  
Total Page Saves: 4 (13%)



#### Grade


Grade for:  Chris Casper  
Grade: -- out of 100  
Grade Date: --  
Feedback: --  
Grading Notes: --



#### View Contributions By:



All

 Andy Farrell 

 Bruce Lopez 

 Cathy Chu

 Chris Casper 

- A. The **Grade** section appears if you enabled grading. Grading is discussed in the next section.
- B. In the **View Contributions By** section, select another user. Alternatively, use the **Previous User** and **Next User** arrows to navigate through the list of contributors.  
  
Icons designate the status of the user's activity. The **Needs Grading** icon (  ) indicates that the user has met the minimum activity for grading that you set in the wiki's settings. The **In Progress** icon (  ) appears when a user has some activity, but has not yet met the minimum number required to trigger **Needs Grading** status.

In the **Page Version** column, page titles appear with their corresponding version numbers. Select a title to view the page without annotated changes. The most recent page version is listed first.

In the **User's Modifications** column, click a link to compare a page to its previous version. The **Page Comparison** page opens and provides a **Comparison Details** tab for comparing the versions and a **Legend** tab that explains the formatting used to communicate version differences.

# Hands-on Activity



For this activity, use your Practice Course.

## Explore wikis


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

## Create a link to a wiki

- Create a wiki link in a content area. **Hint:** Use the **Tools** link on the action bar. Are you able to link to the **Group Saturn** wiki to a content area?

# Grading Wikis


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

- In the wikis tool, access a wiki and click **Participation and Grading** on the action bar. Click a user's name to view their page modifications.
- On the **Needs Grading** page, access a wiki's contextual menu and select **Grade All Users**.
- In the Grade Center, locate the column for the wiki you want to grade and move the mouse pointer over a cell containing a **Needs Grading** icon (  ) to access the contextual menu. Select **Grade User Activity**.


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

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

## Grading Status Indicator Icons

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

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

The **In Progress** icon (  ) shows in the Grade Center cell and in a wiki:

- For student activity that does not meet the minimum number you set.
- If you did not select the **Show participants in needs grading status** check box.

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

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

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

-OR-

Expand **Grade Center** in the **Control Panel** and select **Needs Grading**. For the wiki you want to grade, access its contextual menu and select **Grade All Users**.

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

### Participant's Contribution: Chris Casper

Display Pages

Page Version	User's Modifications	Created On	Words Modified
<a href="#">Accountability vs. Law (2)</a>	<a href="#">Compare to Version 1</a>	9/2/12 6:48 PM	79
<a href="#">Military Resources (3)</a>	<a href="#">Compare to Version 2</a>	9/3/12 4:38 PM	0
<a href="#">Military Resources (1)</a>	<a href="#">Compare to Version 2</a>	9/2/12 6:39 PM	197
<a href="#">What is Environmental Security? (4)</a>	<a href="#">Compare to Version 3</a>	9/1/12 2:38 PM	23

Displaying 1 to 4 of 4 items

#### About This Wiki

Wiki Name: Case Study 1  
Type: Course  
Creation Date: 9/7/12 3:43 PM  
Pages: 3  
Comments: 0

#### Participation Summary

Modified By: Chris Casper  
Words Modified: 299 (17%)  
Total Page Saves: 4 (13%)

#### Grade

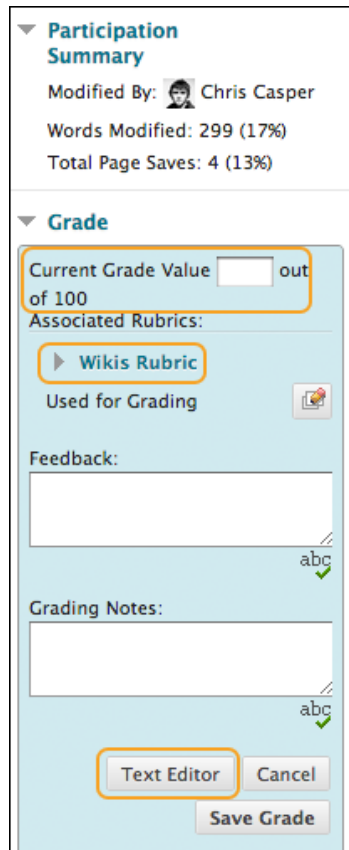
Grade for: Chris Casper  
Grade: -- out of 100

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




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

**NOTE:** If you created a rubric for this graded wiki, you can refer to it by clicking the title under **Associated Rubrics**. Your school determines if the rubrics tool is available. The rubrics tool is discussed in detail in the *Using Rubrics* manual.



▼ **Participation Summary**

Modified By:  Chris Casper

Words Modified: 299 (17%)

Total Page Saves: 4 (13%)

▼ **Grade**

Current Grade Value  out of 100

Associated Rubrics:

► Wikis Rubric

Used for Grading ☐

Feedback:

abc ✓

Grading Notes:

abc ✓

Text Editor Cancel

Save Grade

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


-OR-

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

## Result

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

▼ **Participation Summary**


Modified By:  Chris Casper

Words Modified: 299 (17%)

Total Page Saves: 4 (13%)

▼ **Grade**

[Edit Grade](#)

Grade for:  Chris Casper

**Grade: 95 out of 100**

[View Rubric](#)

**Grade Date:** 10/3/12 11:16 AM


**Feedback:**

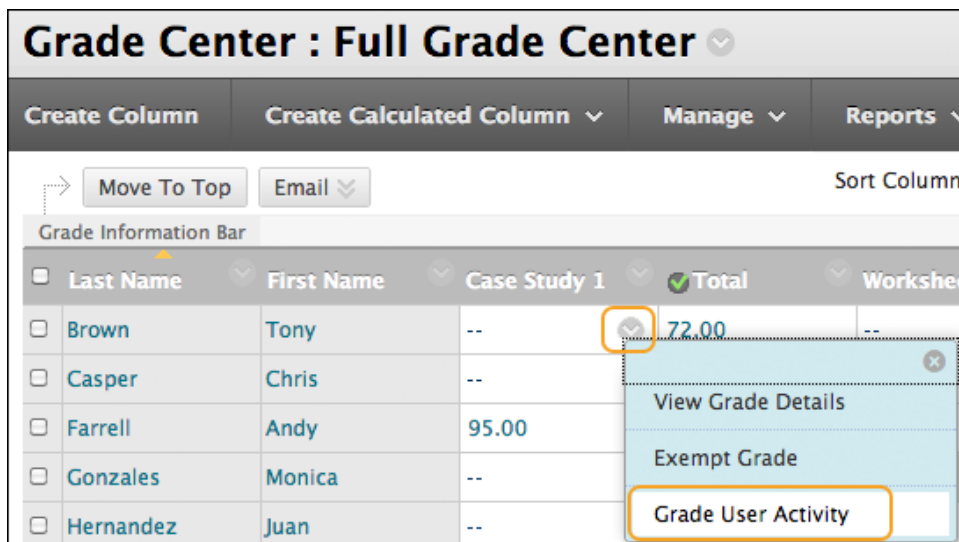
Great contributions and edits to other pages. Your collaborative attitude is apparent here and in our chat sessions. Only lost points on spelling.

## Grading Wiki Contributions in the Grade Center

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

### QUICK STEPS: Grading Wikis in the Grade Center

1. In the **Control Panel**, expand the **Grade Center** section.
2. Select **Full Grade Center**.
3. Locate the column for the wiki you want to grade and move the mouse pointer over a cell containing a **Needs Grading** icon (  ) to access the contextual menu.
4. Select **Grade User Activity**.



**Grade Center : Full Grade Center**

Create Column Create Calculated Column Manage Reports

Move To Top Email Sort Column

Grade Information Bar

Last Name	First Name	Case Study 1	Total	Worksheet
Brown	Tony	--	72.00	--
Casper	Chris	--		
Farrell	Andy	95.00		
Gonzales	Monica	--		
Hernandez	Juan	--		

View Grade Details  
Exempt Grade  
Grade User Activity

5. Follow steps 3–8 in the previous section.

## Deleting a Gradable Wiki

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

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

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

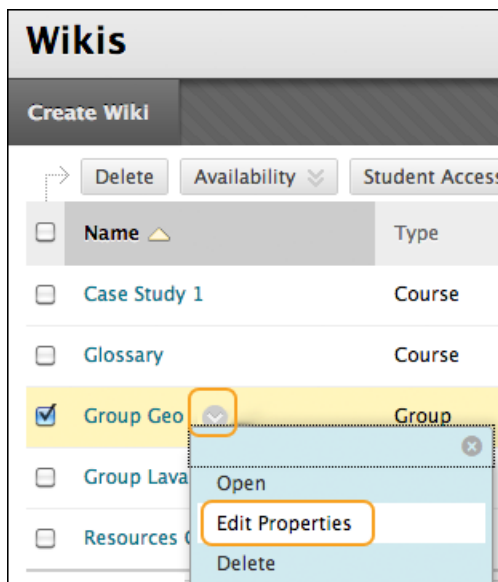
# Editing Group Wiki Settings

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

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

## QUICK STEPS: Editing Group Wiki Settings

1. On the course menu, click the **Tools** link.
2. On the **Tools** page, select **Wikis**.
3. On the **Wikis** listing page, access the contextual menu of the wiki you want to edit.



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



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


### **Deleting Group Wikis**

If you delete a group wiki from the **Wikis** listing page, the group wiki is no longer listed in the **Group Tools** module on the group page. You can include the group wiki tool again when you create a new group wiki.

# Grading Group Wikis

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






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

The **In Progress** icon (  ) shows in the Grade Center cell and in a wiki:

- For student activity that does not meet the minimum number you set.
- If you did not select the **Show participants in needs grading status** check box.

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

## Participation Summary

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

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

### About This Wiki

Wiki Name: Group Lava  
Type: Group  
Creation Date: 9/7/12 6:36 PM  
Pages: 6  
Comments: 2

### Grade

[Edit Grade](#)

Grade for: All Group Members  
Grade: 38 out of 40  
Grade Date: 10/3/12 11:51 AM  
Feedback:  
The intro and main points are well-developed. As we enter the next phase, add more scholarly info.

## Change an Individual Member's Group Grade

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

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

### Participant's Contribution: Monica Gonzales

Display Pages

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

Displaying 1 to 6 of 6 items

**About This Wiki**

Wiki Name: Group Lava  
Type: Group  
Creation Date: 9/7/12 6:36 PM  
Pages: 3  
Comments: 1

**Participation Summary**

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

**Grade**

Grade for: Monica Gonzales

**Grade: 40 out of 40**

Grade Date: 10/3/12 1:09 PM  
Feedback:  
Great leadership shown.



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

Grade Center : Full Grade Cen

Create Column

Create Calculated Column

Move To Top

Email

Grade Information Bar

<input type="checkbox"/> Last Name	<input type="checkbox"/> First Name	<input type="checkbox"/> Group Lava
<input type="checkbox"/> Brown	Tony	38.00
<input type="checkbox"/> Gonzales	Monica	40.00
<input type="checkbox"/> Hernandez	Juan	
<input type="checkbox"/> Spooner	Sarah	38.00
<input type="checkbox"/> Paul	Dwight	

### Including and Deleting Group Members

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

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

# Hands-on Activity



For this activity, use your Practice Course.

## Grade Course Wiki Contributions

- Access the **Wikis** listing page. Select the **Course Glossary** wiki.
- Click **Participation and Grading** on the action bar. On the **Participation Summary** page, select a student's name in the **View Contributions By** section.  
**NOTE:** This wiki's grade settings require three page saves by a participant before the **Needs Grading** icon shows. Students who have contributed fewer than three times have an **In Progress** icon indicating their status.
- Review the student work and assign a grade. Use the **Previous User** and **Next User** arrows to grade another student's contributions.
- On the course menu, click the **Groups** link and select **Group Saturn**.
- Access and grade the **Group Wiki**.
- Change **Chris Casper's Group Saturn** wiki grade. Note the change for his grade on the **Participant's Contribution** page.
- Access the **Grade Center** and view the grades you assigned for both wikis. Note that **Chris Casper's** grade is different than the other group members.

## 6: Workshop Wrap Up

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

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

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

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