

An Instructor's Guide to Teaching &
Learning With Technology @UNBC

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*Guides to common technologies,
techniques, and instructional methods
at UNBC*

UNBC CTLT



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The UNBC Centre for Teaching, Learning, and Technology (CTLT) supports the design, development and deployment of innovative teaching practices at UNBC.

The CTLT is a hub of innovation and creativity, and is here to help you employ technologies supporting rich learning experiences for your students. We do this by supporting faculty and staff with new learning technologies, and with curriculum and instructional design

The CTLT helps you think creatively and push the boundaries using new tools and resources so that you can get the most impact from your teaching. This guide provides short tutorials and tipsheets for educational technologies and services offered at UNBC.

moodle.unbc.ca

The screenshot shows the Moodle LMS interface for a course titled "Digital literacy". At the top, there is a navigation bar with the UNBC logo, "Home", "Dashboard", "My courses", "Site administration", and "Student Guide". On the right, there are notification icons, a user profile icon, and an "Edit mode" toggle. A left-hand sidebar menu is visible, with "About this course" selected. The main content area displays the course title "Digital literacy" and a navigation menu with "Course", "Settings", "Participants", "Grades", "Reports", and "More". Below this, the "About this course" section is expanded, showing a list of activities: a CHOICE activity "Pre-Assessment: How confident are you?", a SURVEY activity "Learning survey: Help us to help you study more effectively", a DATABASE activity "Your classmates", a FORUM activity "Announcements", and a KALTURA VIDEO RESOURCE activity "Digital Divide". A "Collapse all" link is visible in the top right of the activity list.

<https://moodle.unbc.ca> provides instructors with tools for:

creation and delivery of online content, communication and collaboration methods, online assessments, and secure assignment collection, and secure gradebook and feedback reporting. learn.unbc.ca also provides integrated services such as multimedia streaming, and web-conferencing.

Multimedia



UNBC uses a media streaming platform for instructors and students to share audio and video content. The platform is called Kaltura and has the ability to to upload, publish, and search videos, embed video directly in a learn.unbc.ca course (that can be reused across multiple courses), and create shortened clips from existing video content.

The platform is integrated with learn.unbc.ca and provides ease of use handling media files of all types and sizes. This integration also offers the ability for instructors to lecture capture classes. Lecture capture is an umbrella term

describing any technology that allows instructors to record what happens in their classrooms and make it available digitally. In its simplest form, lecture capture might be an audio recording made with an iPod; alternatively, the term might refer to a software capture program that records cursor movement, typing, or other on-screen activity. Lecture capture systems offer three important benefits: an alternative when students miss class; an opportunity for content review; and content for online course development. Lecture capture enhances and extends existing instructional activities, whether in face-to-face, fully online, or blended learning environments.

PART I

MOODLE

What is <https://moodle.unbc.ca>?

<https://moodle.unbc.ca> is UNBC's learning management system (LMS) used share course information and resources, facilitate online courses, and support on-campus teaching.

<https://moodle.unbc.ca> has over 30 learning activities and resource types that will empower you to create an online space that is information rich for your students, and helps you with classroom management tasks.

A typical progression faculty generally go through as they learn to use <https://moodle.unbc.ca>:

- Organize course resources, for example: course outline, slidedecks, course readings, etc
- Posting announcements
- Collecting assignments
- Conducting quizzes
- Communicating student progress using the Gradebook
- Using Groups to manage group assignments and online discussions
- Facilitating online forum discussions
- Creating interactive activities using the integrated H5P content for formative feedback

Use your UNBC userid and password to login at <https://moodle.unbc.ca>

Introduction

[Moodle Dashboard](#)

Everyone in Moodle has their own personal and customizable home page called **Dashboard**. Dashboard is your point of entry or homepage that provides you with an overview of your courses as well as “Announcements” sent out by CTLT or IT.

<https://moodle.unbc.ca/my/>

You can customize your Dashboard by adding or removing blocks and changing block positions.

You can revert your Dashboard to the default set by UNBC by selecting the “Revert page to default”



[Home](#) [Dashboard](#) [My courses](#) [Student Guide](#)

Dashboard

+ Add a block

Latest announcements

(No announcements have been posted yet.)

Timeline

Next 7 days ▾

Sort by dates ▾

Search by activity type or name



Reset page to default


Timeline

Timeline


All ▾ Sort by courses ▾ Search by activity type or name

Demonstration

Tuesday, 7 June 2022

00:00  **Assignment #1** Overdue Assignment is due Add submission

Wednesday, 15 June 2022

00:00  **Assignment #2** Assignment is due Add submission

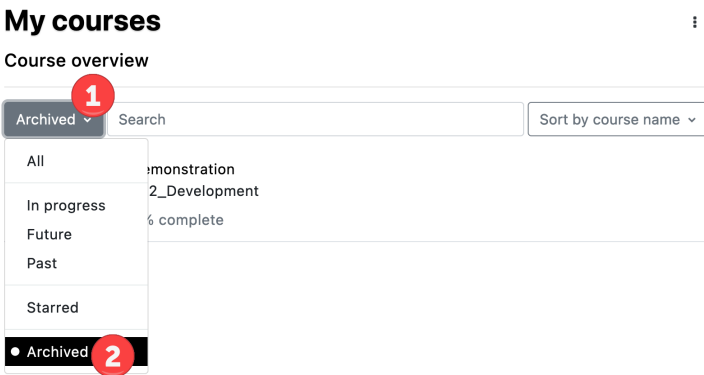
The Timeline visible in your Dashboard view provides an overview of deadlines and actions in a clean interface.

- Buttons allowing learners to easily navigate to linked activities to complete the requirements; e.g. submit an assignment.
- Highly visible “overdue” tags on items allow learners to identify missed deadlines more effectively.
- Activity icons enable users to easily recognise the type of activity that requires action.
- A search function allowing learners to search deadlines by course, activity name or activity type.

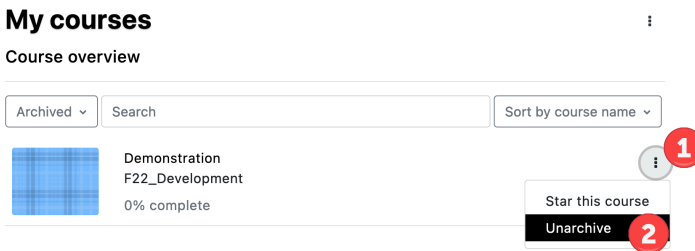
FREQUENTLY ASKED QUESTIONS

Where did my course(s) go?

You may have accidentally removed courses from your view by flagging a course as **“Archived”**. If you do this by accident though, it’s okay, simply set the course filter to **Archived** to see the course.

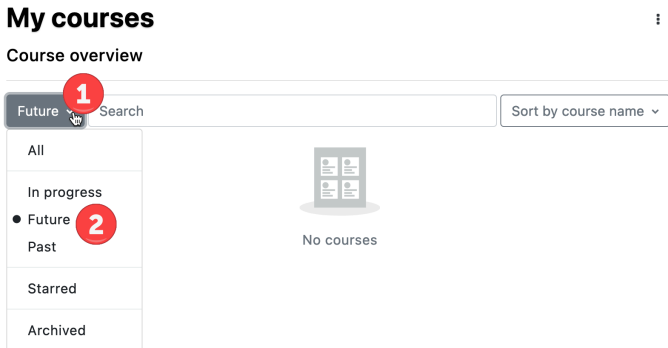


You can add it back to your Dashboard view by choosing to **“Unarchive”** the course.

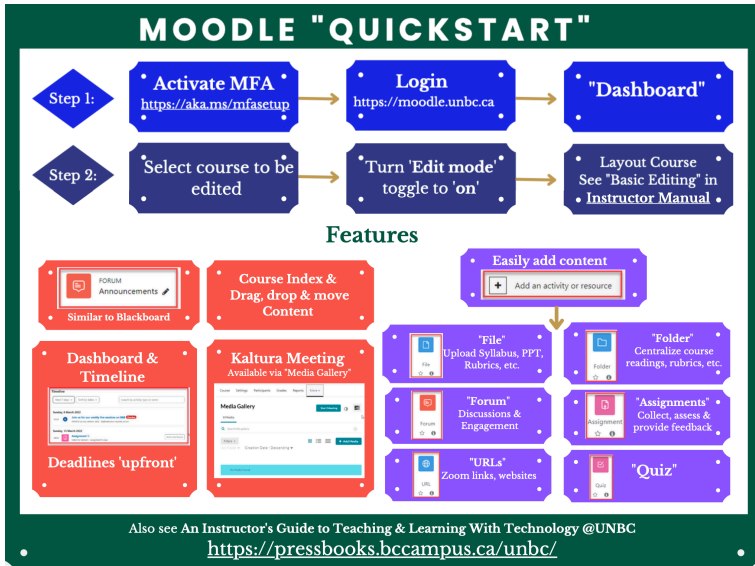


How do I find next semesters Moodle courses?

If you have upcoming classes and you want to see if these course shells were automatically created, in the course overview on the Dashboard, set the course filter to **Future**.



Moodle Quickstart Sheet



[See this link for a PDF of the Moodle Quick Start sheet above](#)

Course Settings

Course Settings

Instructors are able to change a range of course settings.

[INSERT VIDEO]

Frequently Asked Questions

How come students cannot see the Moodle course?

You are able to adjust the visibility of your course to students. Courses are set to open and close according to the UNBC academic calendar, but you can change the visibility and open/close dates in your course settings:

- Click **Settings** in your course menu.
- Set the *Course visibility* drop down list to **Show**
- Confirm your Course Start/End dates

Demonstration

Course Settings Participants Grades Reports More ▾

1

Edit course settings

Expand all

▼ General

Course full name ⓘ ⓘ

Course short name ⓘ ⓘ

Course category ⓘ ⓘ x F22_Development
 ▾

Course visibility ⓘ ⓘ ▾

Course start date ⓘ ⓘ ▾ ▾ ▾ ▾ ▾

Course end date ⓘ ⓘ ▾ ▾ ▾ ▾ ▾ Enable

Course ID number ⓘ ⓘ

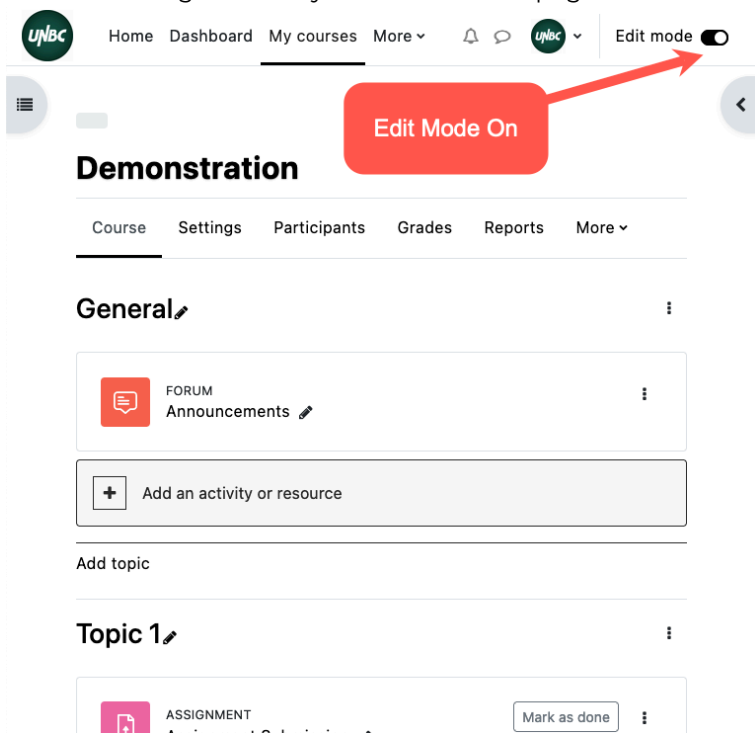
2

Basic Editing

Here's an overview of some of the editing features and how you can use them to to give your students the best learning experience.

Once you are into your course you may want to make changes and add content. To do so, you first need to turn **editing on**. Turning the editing feature on allows you to revise your course such as adding activities and resources, uploading files, deleting items, and moving or hiding sections or activities.

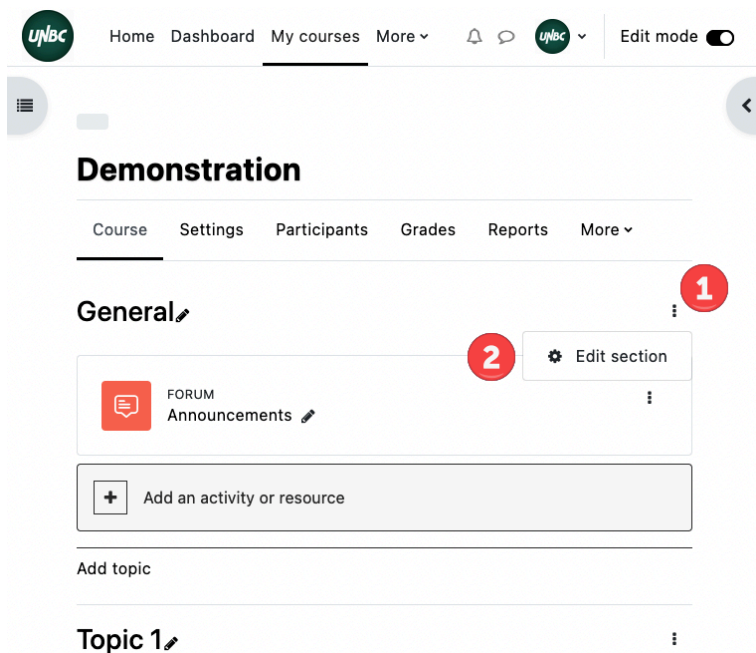
Click the **Edit Mode on** (slide button to right). This is a toggle located on the right side of your course home page.



The **pencil icon** will appear next to where edits to Headings can be made.

Three stacked dots beside your item titles are your **action menu**. An **action menu** appears where edits can be made to a section or topic, activity or resource.

Each section or topic, activity and resource you add to your course will have its own **action menu**. This menu will enable you to: edit settings, move the section/topic/activity/resource, 'hide' or make unavailable to students, duplicate, assign roles or delete.



Frequently Asked Questions

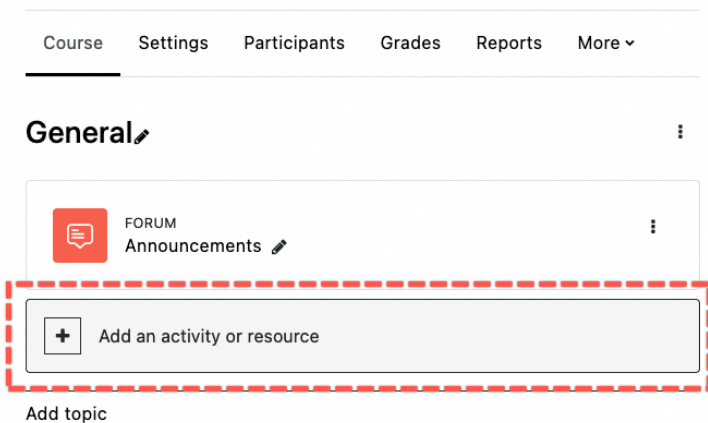
[How do I add an activity or resource?](#)

An activity is a group of features in Moodle that students can contribute to directly such as a quiz, assignment or forum. A resource is an item that instructors can use to support learning such as a book, file, page or folder. You can add an activity or resource to any section in your Moodle course.

In order to add an activity or resource, go into the course you would like to add an activity or resource to and turn editing on.

Then, go into the section you would like to add to and at the bottom of that section select **Add an activity or resource**.

Demonstration



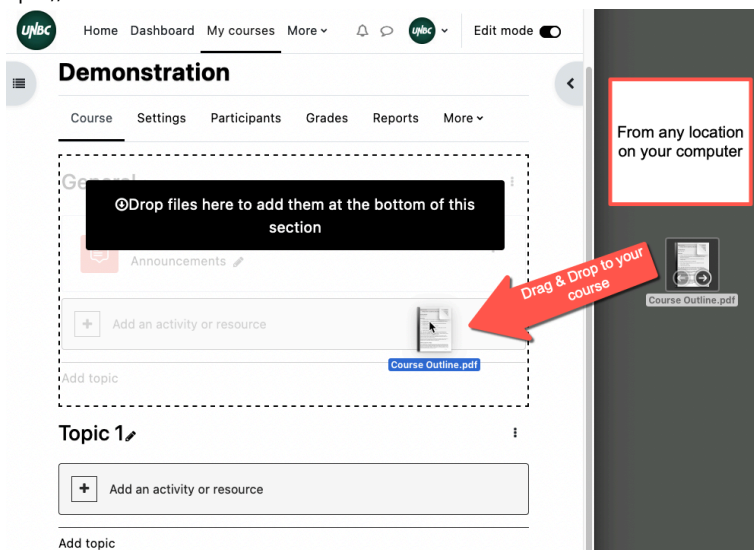
[This page demonstrates how you can add an Assignment activity.](#)

[Is there a quick way to upload files and images to my course?](#)

Want a quicker way to add a file to your course, other than uploading it through the add an activity or resource link? You can now just drag and drop files (pictures and documents) to your course.

To do this, arrange your desktop so that you can view both your course in <https://moodle.unbc.ca> and the files on your computer that you want to add, at the same time.

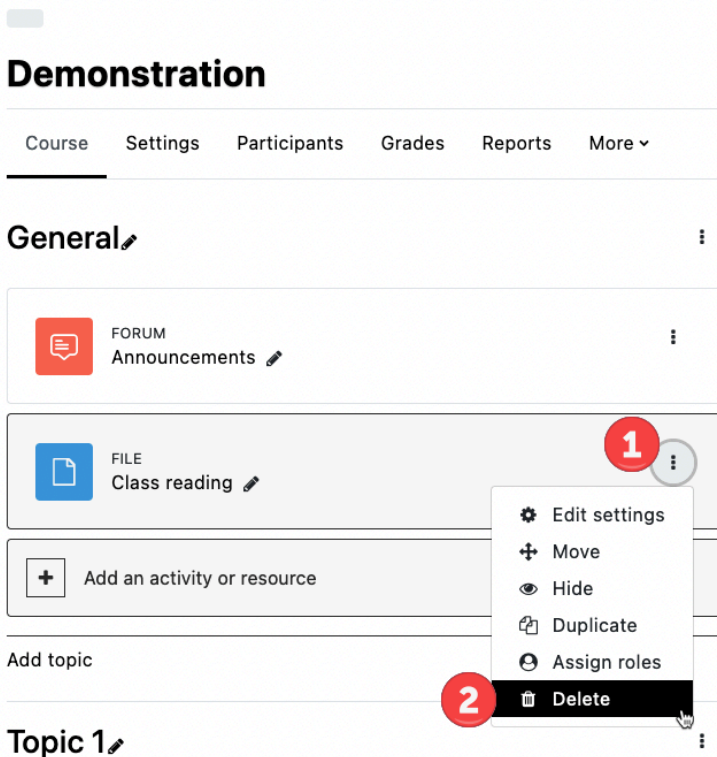
Make sure editing is turned on, and then click and drag the files from your computer to drop them into the sections where you would like them placed in your course in <https://moodle.unbc.ca>



The screenshot shows the Moodle course editing interface for a course titled "Demonstration". The interface includes a navigation bar with "Home", "Dashboard", "My courses", and "More" options, along with a user profile and "Edit mode" toggle. Below the navigation, there are tabs for "Course", "Settings", "Participants", "Grades", "Reports", and "More". The main content area is divided into sections. A dashed box highlights a section with a black box containing the text "Drop files here to add them at the bottom of this section". Below this, there is an "Announcements" section and an "Add an activity or resource" section. A file named "Course Outline.pdf" is being dragged from a separate window on the right into the "Add an activity or resource" section. A red arrow points to the file with the text "Drag & Drop to your course". A white box with a red border on the right side of the interface contains the text "From any location on your computer".

[How do I delete items and sections from my course?](#)

It is very simple to delete sections or items, to start, turn editing on within your course page. Next, find the item or section you want to delete. Finally click on the menu to the right of your item and from the drop down select **Delete** and this item will now be removed from your course.

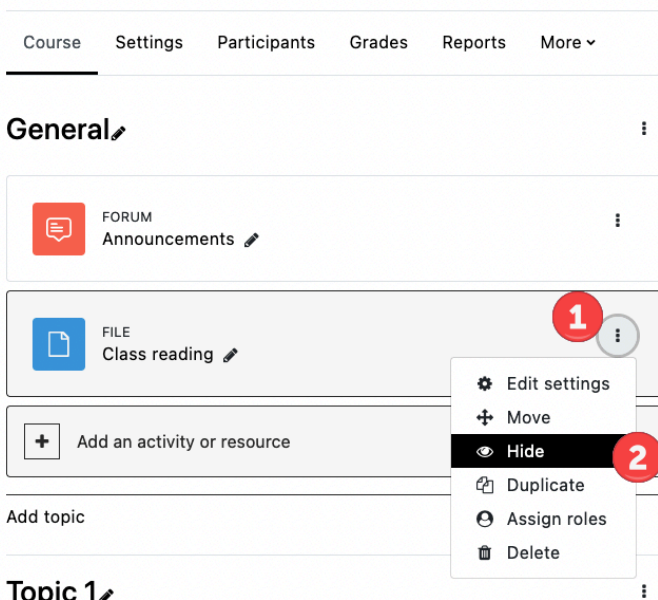


[How do I hide content from students?](#)

You can hide sections or items very easily in <https://moodle.unbc.ca>.

Go to your course page, turn editing on, and look for the section or item you wish to hide from students. Next, click on the menu to the right of your item, and from the drop down select **Hide**.

Demonstration



The screenshot shows the Moodle course page interface. At the top, there are navigation tabs: Course, Settings, Participants, Grades, Reports, and More. Below this is the 'General' section, which is currently active. It contains a list of course items. The first item is a 'FORUM Announcements' with a red speech bubble icon. The second item is a 'FILE Class reading' with a blue document icon. A red circle with the number '1' is placed over the three-dot menu icon to the right of the 'Class reading' item. A context menu is open over this item, showing options: Edit settings, Move, Hide, Duplicate, Assign roles, and Delete. A red circle with the number '2' is placed over the 'Hide' option. Below the 'Class reading' item is a button that says '+ Add an activity or resource'. At the bottom of the 'General' section, there is a section for 'Add topic' with 'Topic 1' listed below it.

[What are Announcements?](#)

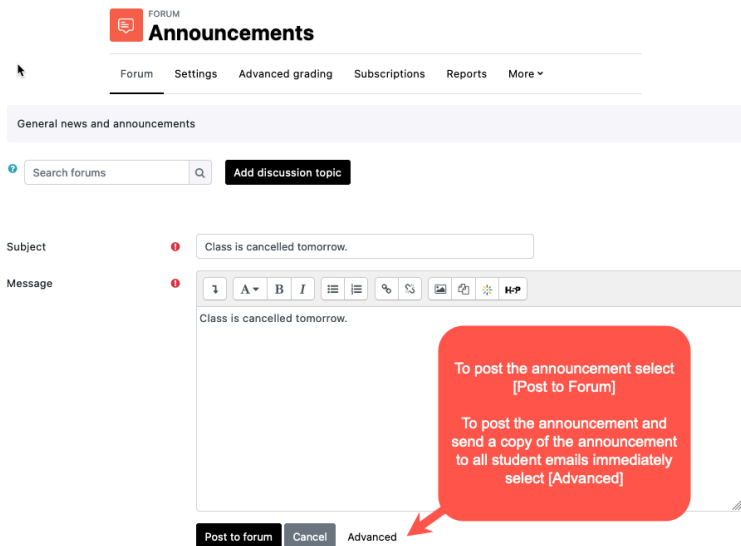
By default every course in <https://moodle.unbc.ca> comes with an Announcements forum and every student has a forced subscription. An announcement generates a post and an email

to student UNBC email addresses, however students cannot reply back to these messages so it's only a one way communication.

[How do I send an Announcement right away without the editing time delay?](#)

Please be aware that once you make an announcement, by default the message will be sent 45 minutes after you post it.

To send the announcement immediately, click the Advanced link below the announcements message.



You will notice this is also how you can add attachments and pin the post.

Check off the box next to where it says **Send forum post notifications with no editing-time delay** and click the Post to forum button.

Add discussion topic

Expand all

▼ Your new discussion topic

Subject ⓘ

Message ⓘ

1 A ▾ B I

Class is cancelled tomorrow.

Discussion subscription ⓘ

Attachment ⓘ Maximum file size: Unlimited, maximum number of files: 1

Send notification immediately without delay

Files

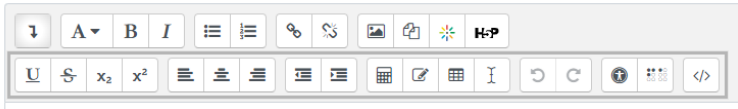
You can drag and drop files here to add them.

Pinned ⓘ

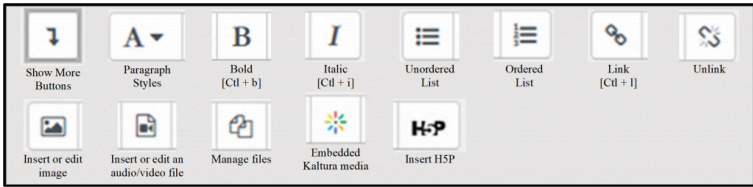
Send forum post notifications with no editing-time delay

Advanced Editing

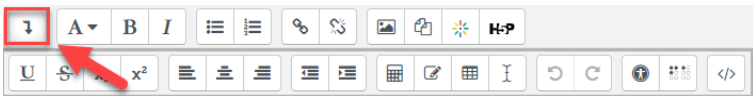
The Editor Toolbar



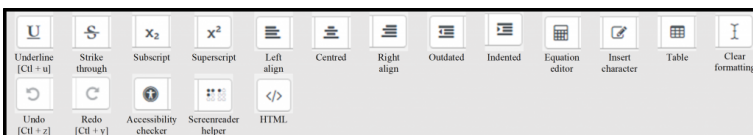
When you initially enter **Edit** mode, your **Editor Toolbar** will be 'collapsed' displaying 13 features:



To expand the features on the Editor Toolbar, select the an **'Expand'** (show more buttons) icon.

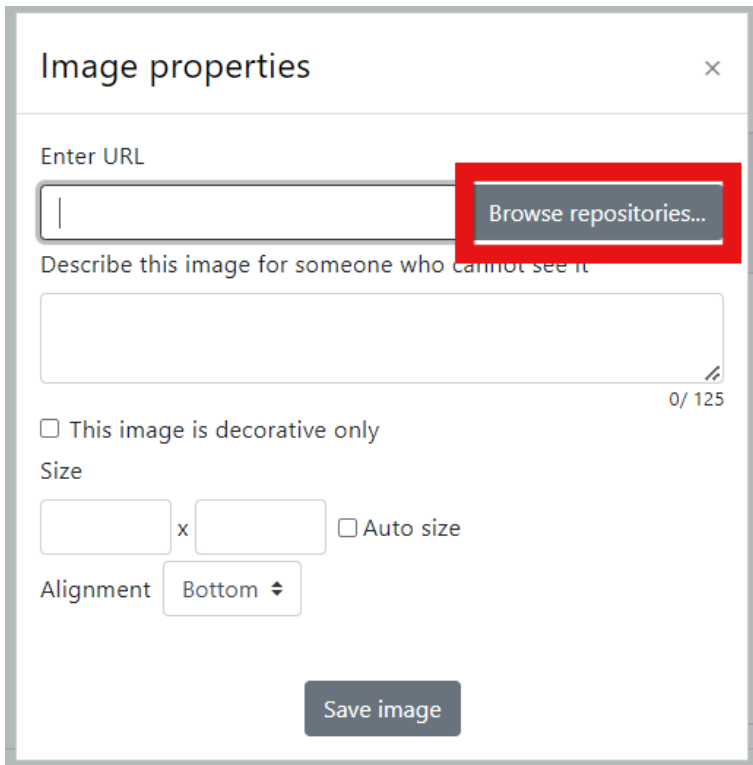


Doing so will engage 18 additional features on your toolbar:



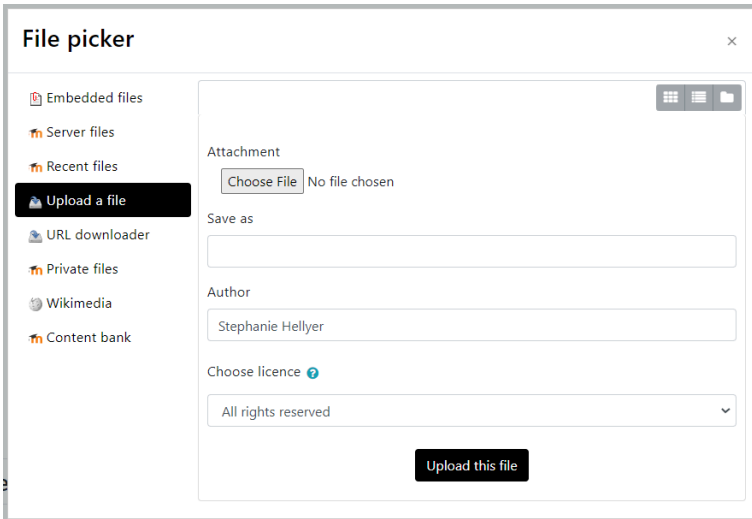
Inserting an Image

You can insert and format an image in your text. There are a number of options for inserting an image. After selecting the **Image** icon on the toolbar, you will be prompted with the following:



The image shows a dialog box titled "Image properties" with a close button (X) in the top right corner. Below the title bar, there is a section labeled "Enter URL" with a text input field. To the right of the input field is a button labeled "Browse repositories...". Below the URL section is a section labeled "Describe this image for someone who cannot see it" with a large text area and a character count "0 / 125". Below the description section is a checkbox labeled "This image is decorative only". Below that is a "Size" section with two input fields for width and height, an "x" symbol between them, and an "Auto size" checkbox. Below the size section is an "Alignment" section with a dropdown menu currently set to "Bottom". At the bottom of the dialog is a "Save image" button.

To find the image you would like to insert, select the '**Browse repositories**'. By doing so, you will be given the following options:



Once the file is uploaded, image properties can be edited (e.g. size, alignment).

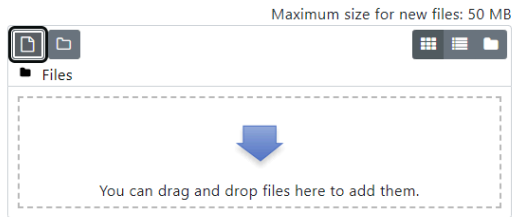
Manage Files

This feature enables the user to upload files and organize into content Folders.

Manage files

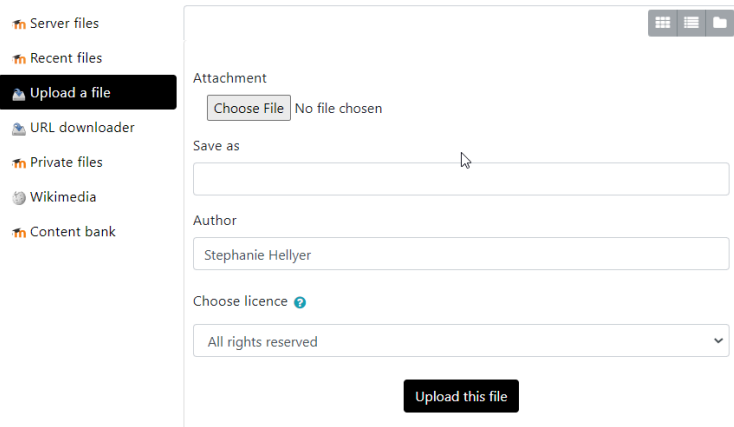
×

File manager



File picker

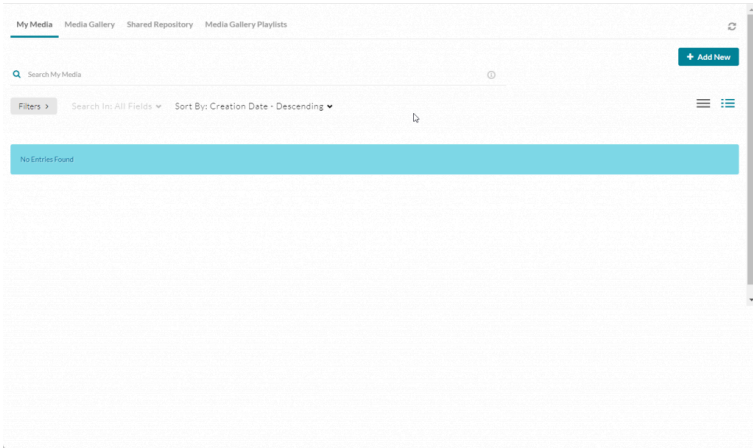
×



Embedding Audio and Video Content

This feature will take you to “My Media” where you can ‘Add

New” files via Media Upload, Express Capture, Kaltura capture and insert a Video Quiz.



Note: It is highly recommended that recordings be completed using Kaltura Capture.

Insert HP5

You can insert HP5 content by either entering a URL or by uploading a HP5 file.

Insert H5P



You can insert H5P content by **either** entering a URL **or** by uploading an H5P file.

H5P URL or file upload

[Browse repositories...](#)

> H5P options

Insert H5P

Reusing Course Content

Please contact your CTLT Instructional Designer or e-mail ctltd@unbc.ca and they can assist you with importing past course content.

Participants

The participants in your Moodle course are yourself and the students who have enrolled in your course. If you think you might have been added to the wrong course at <https://moodle.unbc.ca> please email ctl@unbc.ca.

Courses in <https://moodle.unbc.ca> are automatically updated hourly according to official class lists from the UNBC Office of the Registrar, but if you are wondering why there are no participants listed in your class it could be 1 of 2 things!

1. Your student(s) are not yet on the official class list.
2. Your student(s) have a hold on their UNBC account preventing them from accessing <https://moodle.unbc.ca>. Holds are sometimes placed on student accounts if fees, tuition, etc are unpaid.

Suspended Participants

~~Suspended participants~~ are students who have dropped out of a class so, while they can't access the course anymore, their data is preserved in case you ever need to re-add them.

~~If you want to remove these students, you can do so yourself by going to the class participation list, by finding the student you want to remove and clicking the trash icon next to them.~~

Participants on a Course Waitlist

TBD

Locating the Participant List in Moodle

To find your participant list, go into your course, ensure the left navigation drawer is open and select **Participants** in this drawer

Frequently Asked Questions

Can I add participants to my course?

TBD

Can I merge courses so I only have one to manage?

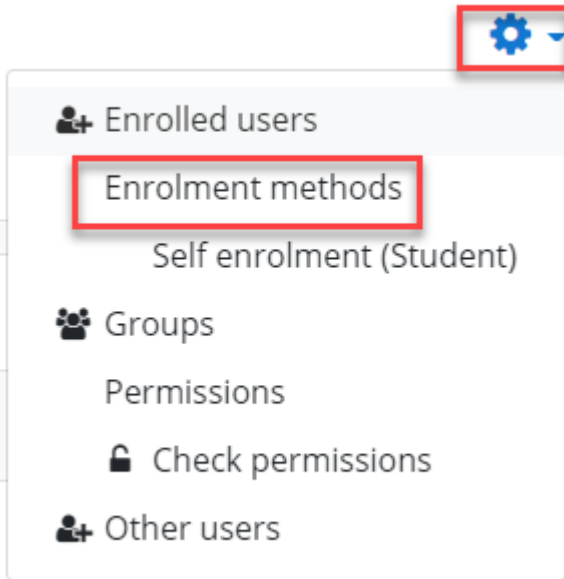
Yes, if you are teaching multiple sections of the same course you can use course meta links to merge them!

About the Course Meta Link

Creating a course meta link allows all the students in one course to be automatically enrolled in another course. You will want to create a course meta link when you are teaching more than one section of the same course and you are using the same course materials and gradebook setup. We recommend creating and adding all students that are currently enrolled in the course to a group before adding the course meta link.

Creating a Course Meta Link

1. Click the Participants link located in the left hand navigation menu
2. Click the *Action menu* then click *Enrolment methods*



3. From the *Add method* drop down list select *Course meta link*



4. Select the course you are linking to from the *Search* drop down list, select the group you want to add the students to from the *Add to group* drop down list. If you do not have a group created select *Create new group* from the *Add to group* drop down list. Click **Add method**

1.

Announcements

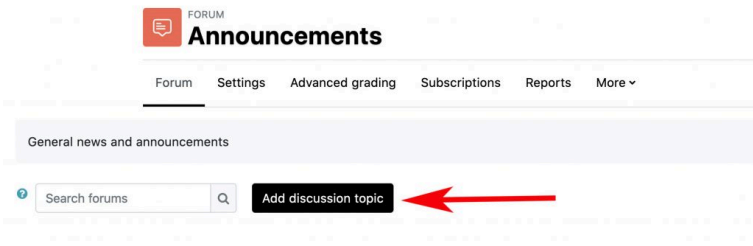
A special forum for announcements, and general news is called the **Announcements forum**. By default, whenever a new Moodle course is created, the Announcements forum is automatically created and added to the course at the top of the page. Also, every student has a forced subscription and all posts that you create within this forum will send after a 45 minute edit time delay.

Furthermore, when you create a post, not only is the post created in Moodle but an email is also sent to your students. Therefore, if they accidentally delete or misplace their email, they can always go back to post within Moodle to review.

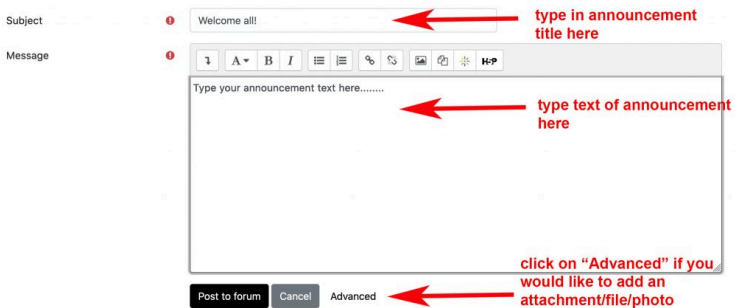
While these messages are sent to students in 2 forms (email and post), students cannot reply back to these messages so, it is only a one way form of communication. If you would like your students to be able to reply back to you please reach out to the CTLT team to help you set this up!

How do I add an attachment and how do I send Announcements right away without the editing time delay?

1. Go into your course, click on the **General** item in the left hand menu, click on **Announcements** forum and select the **Add a new topic** button.



2. Type in the title for your announcement and any text you wish to write.



If you would like to include an attachment, file or image, click the **Advanced** link below the text box.

3. **You can drag and drop files from your computer into the box provided to add them.**

4. Check the box next to where it says **Send forum post notifications with no editing-time delay**. unless you would like 45 mins after you post to make any changes. You will notice this is also how you can pin the post. Pinning the post will keep the post at the top of the forum.

Send forum post notifications with no editing-time delay

5. Adjust the date settings if you wish – you can set the announcement to release at a certain date and time.

▼ **Display period**

Display start ⓘ 31 ▾ May ▾ 2022 ▾ 09 ▾ 13 ▾ Enable

Display end ⓘ 31 ▾ May ▾ 2022 ▾ 09 ▾ 13 ▾ Enable

▼ **Tags**

Tags Manage standard tags
No selection

when done composing,
click on "Post to
Forum" to submit

Enter tags... ▾

There are required fields in this form marked ⓘ .

you can set
your
announcement
to be released
at a future time

6. When done composing, click the **Post to forum** button to submit.

Gradebook

Before considering using the gradebook in <https://moodle.unbc.ca> it is important to consider how you will be collecting assessment items.

If you are assigning assignments, how are you collecting them? Are students printing a hard copy to give to you in class or are you having your students submit via an assignment drop box in <https://moodle.unbc.ca>. If students are submitting via <https://moodle.unbc.ca> you will need to add the assignment drop box to your course, you can keep it hidden until you finalize the due dates and description.

If you are asking students to complete quizzes, how are you facilitating these? Are students completing quizzes in class, or are you having your students complete them online in Moodle. If through Moodle, you will need to add a quiz activity to your course as well, you can keep it hidden until you finalize the day and time students will take the quiz!

Other activities that are automatically added to the gradebook are Forum when *Whole forum grading is turned on*, and some H5P activities. There are tips and tricks for removing these activities from grade calculations but for now let's stick to the basics.

INSERT VIDEO

The gradebook is powerful, there are many ways grades can be calculated, aggregated and displayed. There are many settings and a variety of ways to accomplish what you want so, at times, it can seem pretty overwhelming. The Gradebook setup video below is not meant to be an exhaustive tutorial, rather it is meant to be a high level overview that outlines how to do some of the most requested tasks. Check out the video below and come see us in virtual office hours for further help with your gradebook.

INSERT VIDEO

Frequently Asked Questions

How to hide Grades?

How to export Grades?

How to see what the student sees (their course grades)?

How to change the maximum grade?

Assignments

The Assignments activity in Moodle allows students to submit work to you for grading. The work may be text typed online or uploaded files of any type your device can read. Grading may be by simple points, percentages or custom scales, or more complex rubrics and marking guides may be used.

Assignments may be submitted individually or in groups. You are also able to use the Assignment activity when students are not submitting written text or documents to provide the assignment details, due date, enter grades and provide feedback. An example for this use is in class presentations.

{Video here}

Frequently Asked Questions

[How can I ask students to verify if the assignment is their own work?](#)



Under the Submission settings heading, you can set the **“Require that students accept the submission statement”** drop-down list to **Yes**.

If this is set to yes, then before students can submit their assignment they must check the “This assignment is my own work, except where I have acknowledged the use of the works of other people” checkbox.

▼ Submission settings


Require students  Yes 
to click the
submit button


Require that  Yes 
students accept
the submission
statement

Additional  Never 
attempts

What are the group submission settings?

▼ Group submission settings

Students submit in groups  Yes ⇅

Require group to make submission  No ⇅

Require all group members submit  No ⇅

Grouping for student groups  None ⇅

To make these settings visible, first select **Yes** next to student submit in groups:

Require group to make submission:

If you select Yes, then Moodle will not allow students who are not in a group to submit. They will see a message that says “You’re not a member of any group; please contact your teacher”.

Require all group members submit:

If you select Yes, then all students in that group must click the Submit button to show that they have all signed off on the submission. When one student has selected Submit, then the other members will be able to see who still has to submit.

Grouping for student groups:

Use this field if you are using groups in more than one activity in Moodle.

[How do I restrict access to the assignment file?](#)

If you have a detailed assignment description and you do not want students to have access to it until the the allow submission time and date, then you need to uncheck the **“Always show description”** checkbox under the availability heading.

If you leave it checked then students will have access to the file when they click the assignment to open it, if you uncheck the box they will not.

▼ **Availability**

Allow submissions from	25	May	2022	00	00		<input checked="" type="checkbox"/> Enable
Due date	1	June	2022	00	00		<input checked="" type="checkbox"/> Enable
Cut-off date	25	May	2022	08	16		<input type="checkbox"/> Enable
Remind me to grade by	8	June	2022	00	00		<input type="checkbox"/> Enable

Always show description

[How do I stop notifications that students have submitted assignments?](#)

Under the notifications heading, ensure the **“Notify graders about submission”** box is set to No, “No” is the default setting.

▼ Notifications

Notify graders about submissions



No ▾

Notify graders about late submissions



No ▾

Default for 'Notify student'



Yes ▾

Grading Assignments

Like with most features, there are several different ways to mark in Moodle, but in essence there are 3 ways to grade and add feedback:

1. One student at a time
2. Multiple students at once
3. Offline grading

Go to your course in <https://moodle.unbc.ca> and select the assignment you wish to grade. When that assignment view opens, select **[View All Submissions]**

ASSIGNMENT
Assignment #2

Assignment Settings Advanced grading More ▾

Mark as done

Opened: Wednesday, 8 June 2022, 12:00 AM
Due: Wednesday, 15 June 2022, 12:00 AM

View all submissions **Grade**

Grading summary

Hidden from students	No
Participants	1
Submitted	1
Needs grading	1

When the view of all the submissions opens, select the **[Grade]** button for the student submission you wish to grade.

Submissions

Grading action Choose...

First name All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Surname All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Select	User picture	First name / Surname	Email address	Status	Grade	Edit	Last modified (submission)	File submissions	Stu	cc
<input type="checkbox"/>		Demo Student	demostudent@unbc.ca	Submitted for grading	Grade	Edit	Thursday, 9 June 2022, 6:00 AM	term-paper-example.pdf 9 June 2022, 6:00 AM		Cc (0)

With selected... Lock submissions Go

Course: Demonstration
Assignment: Assignment #2
View all submissions

Demo Student
demostudent@unbc.ca
Due date: 15 June 2022 12:00 AM

Grade

Grade out of 100

Current grade in gradebook
Not graded

Feedback comments

1 2 3 4 5 6

Notify student Save changes Save and show next Reset

When your chosen assignment submission opens you will be presented with a number of options:

1. Enter your grade for the submission here
2. Leave any open-ended feedback for your student here
3. You can annotate submissions with text notes, highlights, and freehand annotations. **Note: Annotation is only supported on PDF file submissions.**
4. You can choose to notify students of their grade and feedback when you have finished grading. You can disable this feature, but the default in the system is to notify students.
5. **[Save]** your update for the submission.

6. If you would like to continue grading all submissions of this assignment, you can select **[Save and Show Next]**

Frequently Asked Questions

How do students see their grades?

Demonstration: View: User report

Course Participants **Grades** Media Gallery

User report

User report - Demo Student

Grade item	Calculated weight	Grade	Range	Percentage	Feedback	Contribution to course total
Demonstration						
Assignment #2	0.00 % (Empty)	-	0-100	-		0.00 %
Assignment #1	0.00 % (Empty)	-	0-100	-		0.00 %
Course total	-	-	0-100	-		-

Students have a **[Grades]** tab in all their courses. They can view grades and feedback for all assessments and assignments in this tab.

How to reopen an assignment so students can re-submit?

If you need to extend an assignment due date for a student you can use an **[Override]**.

Open the assignment you wish to provide an extension for, then:

1. Select **[More]**

2. Select [Overrides]

The screenshot shows the 'Assignment #2' settings page. At the top, there are tabs for 'Assignment', 'Settings', and 'Advanced grading'. A 'More' dropdown menu is open, with 'Overrides' selected. The 'User overrides' section is expanded, showing a search bar for 'Override user' (currently showing 'x No selection') and several date and time fields: 'Allow submissions from' (8 June 2022 00:00), 'Due date' (15 June 2022 00:00), 'Cut-off date' (16 June 2022 06:24), and 'Time limit' (0 minutes). Each date field has an 'Enable' checkbox.

In the [Override] area you can:

1. Select the student(s) you wish to provide an extension for
2. Select the “Allow submissions from” date
3. Select the “Due date”
4. Select the “Cut-off date”. Note, students can still submit an assignment in a date range between “Due date” and “Cut-off date” but it will be flagged for you as **Late** when grading the submission.

When you are done applying the extension override, press **[Save]**

▼ User overrides

Override user ! × No selection

Search 1

Allow submissions from 8 June 2022 00 00 📅 ☑ Enable 2

Due date 15 June 2022 00 00 📅 ☑ Enable 3

Cut-off date 16 June 2022 06 24 📅 ☑ Enable 4

Time limit 0 minutes ☐ Enable

Revert to assignment defaults

Save Save and enter another override Cancel

How do I annotate assignments?

You may want to annotated a student's assignment if, you would like to give a student feedback on their assignment directly within <https://moodle.unbc.ca>. Instead of, having to download their submission and adding comments within the file itself, and then re-uploading it to their submission as a feedback file.

Note: <https://moodle.unbc.ca> only supports annotating PDF documents.

When grading a PDF assignment submission you will see row of tools you can click on to annotate the submission. If you hover over each icon you will see the description of that tool.



There are several tools to mark up assignments here and

to find out what they are or what you would like to use, we encourage you to play around with these features.

Some examples of annotation tools:

To delete, select the arrow icon, then click on the item you wish to delete and select the trash can icon within the item to get rid of it.

To draw on the assignment with your cursor, click the squiggly line icon.

To stamp an assignment (i.e. checkmarks or happy faces) click on the red X icon and then pick from the dropdown which stamp image you would like to use on the assignment.

To type comments click on the icon that looks like a lined piece of paper, click and drag where you would like it and then start typing within it.

To circle something, click on the circle icon and drag it over what you would like to circle.

When grading an assignment submission what is the difference between *comments* and *feedback* ?

Notes can be added to a students assignment submission in Moodle as either a comment or feedback comment.

The difference is that students can only reply back to comments that are left on their assignment submission, not feedback.

1. To add a comment, click on **Comments** and type your message.
2. To leave feedback, click on the **Feedback comment** box and type in your feedback.

Demo Student
demostudent@unbc.ca
Due date: 15 June 2022 12:00 AM

Change user 1 of 1

1

Comments (0)
Add a comment...
Save comment | Cancel

Grade
Grade out of 100
Current grade in gradebook
Not graded 2

Feedback comments
[Rich text editor toolbar with icons for undo, redo, bold, italic, text color, background color, link, unlink, and help]

m Paper Format
ON 460
September 19, 2011
Abstract
Please use the appropriate style, layout and format for an economics course. All papers should follow the following guidelines:
1. Use a standard font size (12pt) and font style (serif).
2. Use a standard margin (1 inch).
3. Use a standard line spacing (1.5).

Quizzes and Quiz Settings

You can use quizzes in Moodle to evaluate student understanding of material. Moodle quizzes consist of a Quiz activity that contain one or more questions from your course's Question bank. The Quiz activity allows you to administer a wide range of questions within a specific layout and order and the quiz activity allows you to provide different kinds of feedback based on how a student performs on the quiz. We invite you to think creatively about using the quiz activity as it is a very powerful activity that can meet many teaching needs, from simple, multiple-choice knowledge tests to complex, self-assessment tasks with detailed feedback. Let's take a look at a demo quiz that has many question types added to it. We've included 12 of the questions types Moodle offers in our demo quiz. However, the most commonly used are multiple choice, multiple choice with multiple answers, true false, matching, short answer and type essay.



A video element has been excluded from this version of the text. You can watch it online here:

<https://pressbooks.bccampus.ca/unbc/?p=929>

Timing

Timing

Open the quiz

5 August 2021 12:41 Enable

Close the quiz

5 August 2021 12:41 Enable

Time limit

0 minutes Enable

When time expires

Open attempts are submitted automatically

Open the quiz and **Close the quiz**: Specify starting and ending dates/times for the Quiz. To use these settings, select the **Enable** checkbox next to each setting. The date settings will become editable. By default the open date and close date are not set and the quiz will be available immediately and indefinitely.

Time limit: Enable this option to limit how long each student will have to complete the Quiz once they begin an attempt. By default students have an unlimited time in which to complete a Quiz attempt. If a time limit is set, when a student starts an attempt a timer appears in the *Quiz navigation* block and begins counting down.

When time expires: If you have set a time limit there are three options as to what will happen when the time limit is up. Choose the one you need from the dropdown menu:

1. Open attempts are submitted automatically (This is the default).
2. There is a grace period when open attempts can be submitted, but no more questions answered.
3. Attempts must be submitted before time expires, or they are not counted.**Note**

Note:

We recommend the default setting “*Open attempts are submitted automatically*” . If there is a power outage, issues with the internet, or the student forgets to click the **Submit** button the quiz will submit itself and the students attempt will not be lost. Please see **User overrides** to allow extra time for students with accommodation requests.

Grade

Grade category: If you are organizing your gradebook with Categories, select the category for the quiz. (Categories must first be added in the gradebook.)

Attempts allowed: Specify how many attempts an individual student can make on the quiz. By default, only one attempt is allowed.

Grading method: If multiple attempts are allowed, specify how students will be graded: Highest grade, Average, First attempt, or Last attempt.

Note:

Setting the maximum grade is done on the Edit quiz page.

Layout

Layout

New page



Every question



Repaginate now

Navigation method



Free



[Show less...](#)

New page: For longer quizzes it makes sense to stretch the quiz over several pages by limiting the number of questions per page. When adding questions to the quiz, page breaks will automatically be inserted according to the setting you choose here. However, you will also be able to move page breaks around by hand later on the editing page. We do not recommend the option *Never, all questions on one page* as the quiz saves when the students click the **Next** button. **Note**

Note

Changing this setting has no effect on questions

you have already added to the quiz. The setting will only apply to questions you add subsequently. To change the page breaks in an existing quiz, you need to go to the quiz editing screen, tick the 'Show page breaks' checkbox, then use the repaginate control.

Navigation method (available by clicking *Show More*): Choose *Sequential* instead of *Free*, if you want to force the student to progress through the questions in order and not go back to a previous question or skip to a later one.

Important

Please inform your students and remind them often if you choose sequential navigation. This is **not** user friendly and generally throws students off when they are not informed ahead of time.

Question Behaviour

Question behaviour

Shuffle within questions



Yes ↕

How questions behave



Deferred feedback



Each attempt builds on the last



No ↕

Show less...

Shuffle within questions: This setting applies to questions that have multiple parts. For example, in a multiple choice question, this setting will randomly shuffle the answers for choices A, B, C, D, etc, so that the correct answer will be in a different location for each attempt.

Note

If you have options such as **All of the above** or **Both A and B** this setting must be set to No. Students will be faced with answer sets that do not make sense, for example, *All of the above* may appear as option A.

How questions behave: Students can interact with the questions in the quiz in various different ways. For example, you may wish the students to enter an answer to each question and then submit the entire quiz, before anything is graded or they get any feedback. That would be 'Deferred feedback' mode (most commonly used). Alternatively, you may wish for students to submit each question as they go along to get immediate feedback, and if they do not get it right

immediately, have another try for fewer marks. That would be 'Interactive with multiple tries' mode.

Each attempt builds on the last: If multiple attempts are allowed and this setting is enabled, each new quiz attempt will contain the results of the previous attempt. This allows a quiz to be completed over several attempts.

Review Options

Review options

During the attempt

- The attempt
- Whether correct
- Marks
- Specific feedback
- General feedback
- Right answer
- Overall feedback

Immediately after the attempt

- The attempt
- Whether correct
- Marks
- Specific feedback
- General feedback
- Right answer
- Overall feedback

Later, while the quiz is still open

- The attempt
- Whether correct
- Marks
- Specific feedback
- General feedback
- Right answer
- Overall feedback

After the quiz is closed

- The attempt
- Whether correct
- Marks
- Specific feedback
- General feedback
- Right answer
- Overall feedback

During the Attempt: options are only available when *How questions behave* (above) has been set to a mode that provides immediate feedback, in which case a checkbox will appear below each answer allowing the student to submit that response and then receive immediate feedback.

Immediately after the attempt: allows students to see feedback within 2 minutes of submitting the quiz.

Later, while the quiz is still open: allows students to see feedback after 2 minutes, but only until the closing date for the Quiz. If the Quiz does not have a close date, this phase never ends.

After the quiz is closed: Students will see feedback only after the quiz is closed (requires a date to be set for the close of the quiz).

Under each column heading, select the feedback you want students to receive:

The attempt: Shows what the student entered in response to each question.

Whether correct: Displays whether or not the student's response to each question is correct.

Marks: Shows the numerical marks the student received for each question and the overall score on the attempt.

Specific Feedback: Shows feedback specific to the student's response. This text must be added by the instructor in the individual question settings.

General feedback: Shows feedback for the question, not dependent on how the student answered the question. The same general feedback text is shown to all students. It can include links to resources for further study. This text must be added by the instructor in the individual question settings.

Right answer: Shows an automatically generated summary of the correct response. This can be limited, so you may wish to consider explaining the correct solution in the general feedback for the question, and turning this option off.

Overall feedback: Shows the overall feedback for the entire attempt, i.e. for the whole Quiz. This is configured further below.

Appearance

Show the user's picture: If enabled, the student's name and picture will be shown on-screen during the attempt, and on the review screen.

Decimal places in grades: This setting specifies the number of digits shown after the decimal point when displaying grades. It only affects the display of grades, not the grades stored in the database, nor the internal calculations, which are carried out to full accuracy.

Decimal places in question grades: This setting specifies the number of digits shown after the decimal point when displaying the grades for individual questions.

Extra Restrictions on Attempts

Extra restrictions on attempts

Require password	<input type="checkbox"/> <input type="checkbox"/>	<input type="text" value="Click to enter text"/>	<input type="checkbox"/>
Require network address	<input type="checkbox"/>	<input type="text"/>	
Enforced delay between 1st and 2nd attempts	<input type="checkbox"/>	<input type="text" value="0"/> <input type="text" value="minutes"/>	<input type="checkbox"/> Enable
Browser security	<input type="checkbox"/>	<input type="text" value="None"/>	
Allow quiz to be attempted offline using the mobile app	<input type="checkbox"/>	<input type="text" value="No"/>	

[Show less...](#)

Require password: If you specify a password students must enter that password to attempt the quiz. Type the password to utilize this feature. To see the password, check the **Unmask** “eye”.

Require network address enables instructors to restrict access to the quiz to certain locations using IP addresses. To restrict access to the quiz, specify a comma-separated list of IP addresses.

Note

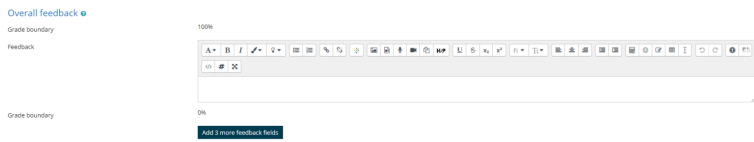
Requiring network address is not recommended for take home or in class exams as you will not know the IP address of each students device.

Enforced delay between 1st and 2nd attempts. If 2 attempts

are enabled, a student must wait for the specified time to elapse before being able to attempt the quiz a second time.

Enforced delay between later attempts. If more than 2 attempts are enabled, a student must wait for the specified time to elapse before attempting the quiz a third time and any subsequent times.

Overall Feedback



This is uniform feedback that is shown to students after a quiz has been attempted, based on their grade boundary.

Grade boundary boxes define the boundary for a certain feedback. To specify a boundary, enter a percentage value (including the % sign).

Feedback boxes define the feedback for each grade boundary. To specify the feedback, enter your text.

For example, if you entered:

Grade boundary: 100%

Feedback: "Well done"

Grade boundary: 40%

Feedback: "Please study this week's work again"

Grade boundary: 0%

Then students who score between 100% and 40% will see the "Well done" message, and those who score between 39.99% and 0% will see "Please study this week's work again". That is, the grade boundaries define ranges of grades, and each feedback string is displayed to scores within the appropriate range.

Common Module Settings

Common module settings

Availability



Show on course page ▾

ID number



Group mode



No groups ▾

Add group/grouping access restriction

Visible: Set whether or not an assignment is visible to students. By default, new assignments are set to Show. (This is comparable to using the Hide/show icon for the activity on your course page.)

Group mode, Grouping, Students are not able to take “group” quizzes. If you set the group mode to separate groups or visible groups you will be able to filter the quiz attempts by group.

Restrict Access

Restrict access

Access restrictions

None

Add restriction...

To add restrictions on accessing the activity, click **Add restriction**. The *Add restriction* window will open, containing the following options:

- **Date** prevents access until (or from) a specified date and

time.

- **Grade** requires students to achieve a specified grade on a different grade item in order to access this quiz.
- **User profile** controls access based on fields within the student's profile.
- **Restriction set** allows you to add a set of nested restrictions to apply complex logic.

Frequently Asked Questions








[Why can't students see their marks?](#)

Check the quiz Review options settings.

To do this, click on the quiz, then the blue cog in the right corner and select **Edit settings**. Next, under the **Review options** heading look at the sub sections (During the attempt, Immediately after the attempt, Later while the quiz is still open or After the quiz is closed) and check off the box next to "Marks" where you would like your students to be able view their marks in relation to this quiz. Most often the quiz has closed and "marks" is not checked in the After the quiz closed column!

Review options

During the attempt

- The attempt 
- Whether correct 
- Marks 
- Specific feedback 
- General feedback 
- Right answer 
- Overall feedback 

Immediately after the attempt

- The attempt
- Whether correct
- Marks
- Specific feedback
- General feedback
- Right answer
- Overall feedback

Later, while the quiz is still open

- The attempt
- Whether correct
- Marks
- Specific feedback
- General feedback
- Right answer
- Overall feedback

After the quiz is closed

- The attempt
- Whether correct
- Marks
- Specific feedback
- General feedback
- Right answer
- Overall feedback

Can Students Preview A Quiz?

Quiz 1

Attempts allowed: 1

The quiz will not be available until Friday, 24 September 2021, 9:00 AM

This quiz will close on Friday, 24 September 2021, 10:00 AM.

Time limit: 10 mins

This quiz is not currently available

[Back to the course](#)

No, students cannot preview a quiz. The Preview quiz now button is only displayed to users enrolled as a teacher. When students click on a quiz to open it they are presented with text that tells them that the quiz is not available to them. Moodle provides valuable information regarding when the quiz will be available to them and for how long. Students are presented with a **Back to course** button that automatically changes to **Start attempt** when the quiz opens.

Question Bank

Building and Using a Question Bank

The Question bank is an organized repository for all the questions in your course, separate from any quiz activities that might use them. It is good practice to create categories to organize your questions. This makes it easier to find questions and it also allows you to use random questions as well as reuse questions in later quizzes. The video below covers how to create a category and how to add questions to that category.



A video element has been excluded from this version of the text. You can watch it online here:

<https://pressbooks.bccampus.ca/unbc/?p=931>

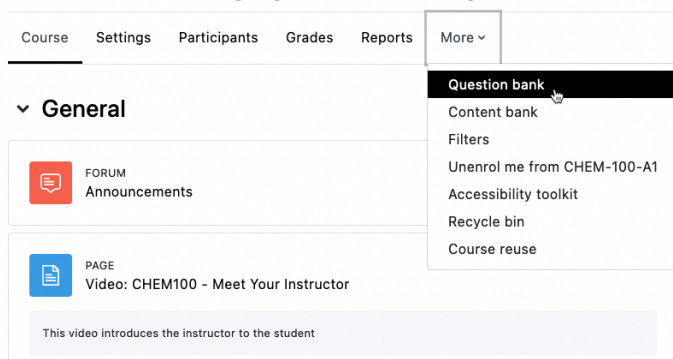
Frequently Asked Questions

[How do I edit questions?](#)

To edit quiz questions:

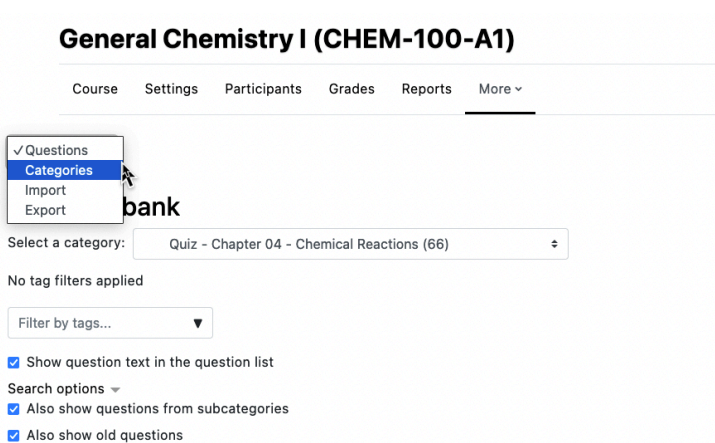
1. While in edit mode, click on the **More** menu item at the top of your course, then select **Question bank**

General Chemistry I (CHEM-100-A1)



The screenshot shows the course navigation bar with the following items: Course, Settings, Participants, Grades, Reports, and More. The 'More' dropdown menu is open, showing the following options: Question bank (highlighted), Content bank, Filters, Unenrol me from CHEM-100-A1, Accessibility toolkit, Recycle bin, and Course reuse. Below the navigation bar, the 'General' section is visible, containing a 'FORUM Announcements' and a 'PAGE Video: CHEM100 - Meet Your Instructor'.

2. Select Categories the drop-down list.



The screenshot shows the 'Question bank' settings page for 'General Chemistry I (CHEM-100-A1)'. The navigation bar includes Course, Settings, Participants, Grades, Reports, and More. The 'More' dropdown menu is open, showing the following options: Questions, Categories (highlighted), Import, and Export. Below the navigation bar, the 'Select a category:' dropdown menu is set to 'Quiz - Chapter 04 - Chemical Reactions (66)'. The 'No tag filters applied' section is visible, along with a 'Filter by tags...' dropdown menu. The 'Show question text in the question list' checkbox is checked. The 'Search options' dropdown menu is open, showing the following options: Also show questions from subcategories (checked) and Also show old questions (checked).

3. Select the **Edit** link for the question you want to edit and select **Edit question**

Question bank

Select a category: Quiz - Chapter 04 - Chemical Reactions (66)

No tag filters applied

Filter by tags...

Show question text in the question list

Search options ▾

Also show questions from subcategories

Also show old questions

Create a new question ...

Question name / ID number	Actions	Status	Version	Created by First name / Surname / Date	Comments	Needs checking?	Facility index	Discriminative efficiency	Usage
Chemical Reactions - 10a	Edit	Ready	v2	Admin User 9 May 2022, 9:38 AM	0	-	N/A	N/A	0

Freon-113

Edit question

- Duplicate
- Manage tags
- Preview
- History
- Delete
- Export as Moodle XML

Following reaction:

$$\text{CCl}_4 (\text{l}) + \text{SbF}_3 (\text{s}) \rightarrow \text{CCl}_2\text{F}_2 (\text{g}) + \text{SbCl}_3 (\text{s})$$

on is 72.0 %, calculate the mass (g) of SbF₃ that must be reacted with excess CCl₄ to give 25.0 g of Freon-12. through the steps I have used. Each step will have the same question number but will have each step labeled dif

After you have a balanced reaction equation submit "*" as your answer and compare your answer to my answer if

Can I preview questions?

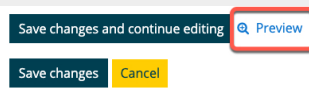
To preview questions:

1. Click the Actions menu, cog, above the Turn editing on button and select **More...**
2. Scroll down and select **Questions** from the Question bank
3. Select the category the question is in from the Select a category drop-down list
4. Select the Edit link for the question you want to edit and select Preview

Note

You are also able to preview a question while you are editing it,

click **Preview** located on the right side of the **Save changes and continue editing** button. If the *Preview* link is not visible click the *Save changes and continue editing* button to display the link.

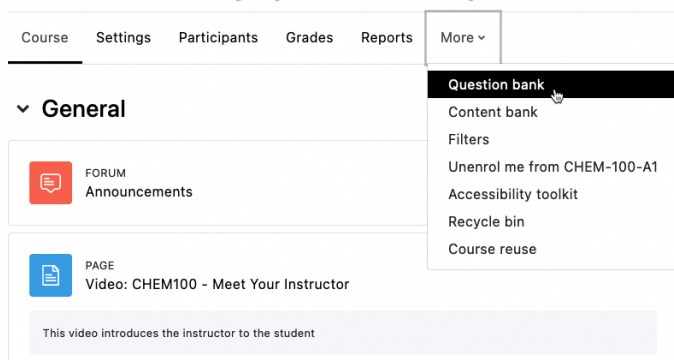


[Can I move questions to another category?](#)

Yes, you can move questions from one category to another. To move questions:

1. While in edit mode, click on the **More** menu item at the top of your course, then select **Question bank**

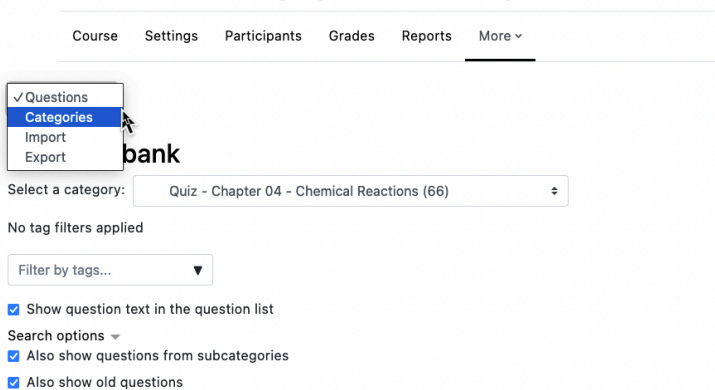
General Chemistry I (CHEM-100-A1)



The screenshot shows the course navigation menu for 'General Chemistry I (CHEM-100-A1)'. The menu items are: Course, Settings, Participants, Grades, Reports, and More. The 'More' menu is open, showing options: Question bank (highlighted), Content bank, Filters, Unenrol me from CHEM-100-A1, Accessibility toolkit, Recycle bin, and Course reuse. Below the menu, there are two sections: 'FORUM Announcements' and 'PAGE Video: CHEM100 - Meet Your Instructor'.

2. Select Categories the drop-down list.

General Chemistry I (CHEM-100-A1)



The screenshot shows the 'Question bank' interface for 'General Chemistry I (CHEM-100-A1)'. The navigation menu includes Course, Settings, Participants, Grades, Reports, and More. The 'More' menu is open, and the 'Categories' dropdown is selected, showing options: Questions, Categories (highlighted), Import, and Export. Below the dropdown, there is a 'Select a category:' dropdown menu with the selected value 'Quiz - Chapter 04 - Chemical Reactions (66)'. Below that, it says 'No tag filters applied' and 'Filter by tags...'. There are three checkboxes: 'Show question text in the question list' (checked), 'Also show questions from subcategories' (checked), and 'Also show old questions' (checked).

3. Select the questions you want to move and select **Move to** at the bottom of the screen.

The screenshot shows a list of three questions in a question bank. Each question entry includes a checkbox, a question title, an 'Edit' dropdown, a 'Ready' status, a version number 'v1', a user 'Admin User', a timestamp, and several numerical fields. The questions are identical, asking for the mass of phosphoric acid formed from a reaction. The third question is selected, and a context menu is open over it, showing options: 'Move to...', 'Delete', and 'With selected -'. The 'Move to...' option is highlighted with a mouse cursor.

4. Select the category you would like the question(s) moved to and choose **Move to**.

General Chemistry I (CHEM-100-A1)

Course Settings Participants Grades Reports More ▾

Move the selected questions

Default for CHEM-100-A1 ▾

Move to

Close

[Is there a quicker way to add multiple choice questions to the question bank?](#)

Yes, we recommend you use the Aiken format. The Aiken

format lets you create multiple-choice or true-false questions using a simple, human-readable format that you can save as a plain text file and import into a Moodle course.

We recommend you watch the video before your first attempt.



A video element has been excluded from this version of the text. You can watch it online here:

<https://pressbooks.bccampus.ca/unbc/?p=931>

Creating Your Questions

The most important things you need to know about using this format are:

- You must create a .txt file. We recommend you use Notepad or Notepad++ for Windows or TextEdit on Mac.
- You must save your file in UTF-8 format (you will be prompted to choose upon saving the file). Special characters will cause errors, so use simple quotation marks and avoid formatting like bold or italics. You can add formatting in once the questions are uploaded.
- All answer letters and the word answer **MUST** be capitalized. See example.

What are the tallest trees on Earth?

- A. Coast Redwood
- B. Coast Douglas Fir
- C. Giant Sequoia
- D. Sitka Spruce

ANSWER: A

What is the world's most venomous fish?

- A) Scorpion fish
- B) Lion fish
- C) Stonefish
- D) Toadfish

ANSWER: C

Notice the following details:

- You do not number the questions.
- You can follow the answer letter with a) or a . but you must be consistent within your question set.
- There is a single space after the) or . and before the response.
- ANSWER must be followed with a : and a single space.

Issues of spacing and capitalization must be attended to for the format to work.

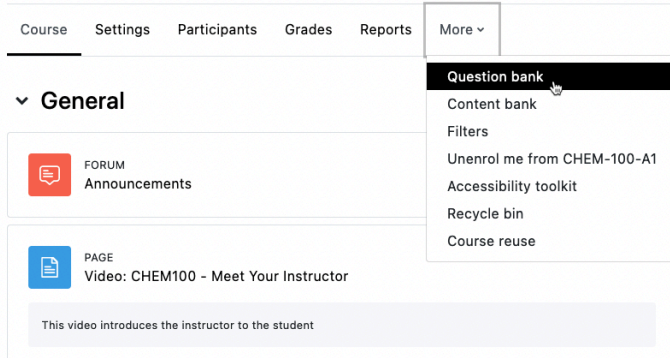
Importing the File

Once you have formatted the document correctly:

1. While in edit mode, click on the **More** menu item at

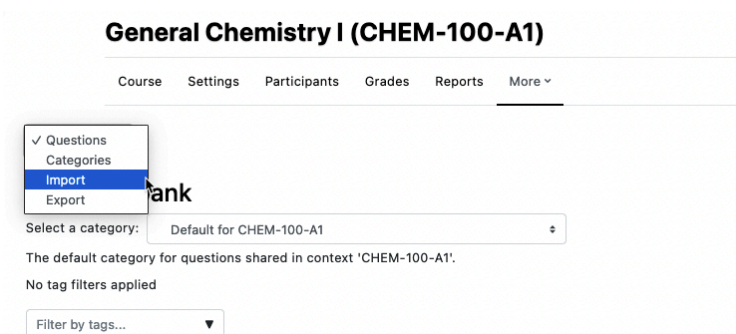
the top of your course, then select **Question bank**

General Chemistry I (CHEM-100-A1)



The screenshot shows the course navigation menu for 'General Chemistry I (CHEM-100-A1)'. The menu items are: Course, Settings, Participants, Grades, Reports, and More. The 'More' dropdown is open, showing options: Question bank (highlighted), Content bank, Filters, Unenrol me from CHEM-100-A1, Accessibility toolkit, Recycle bin, and Course reuse. Below the menu, the 'General' section is visible, containing a 'FORUM Announcements' and a 'PAGE Video: CHEM100 - Meet Your Instructor'.

2. Select Import the drop-down list.



The screenshot shows the 'Question bank' interface. The navigation menu includes Course, Settings, Participants, Grades, Reports, and More. The 'Question bank' dropdown is open, showing options: Questions, Categories, Import (highlighted), and Export. Below the dropdown, there is a 'Select a category:' field with 'Default for CHEM-100-A1' selected. The text below reads: 'The default category for questions shared in context 'CHEM-100-A1'. No tag filters applied'. At the bottom, there is a 'Filter by tags...' field with a dropdown arrow.

3. Upload your file. Once the process is complete you will find your questions in your course's question bank.

Import questions from file

▼ Collapse all

File format

Aiken format

Choose Aiken format!

Blackboard

Embedded answers (Cloze)

Examview

GIFT format

Missing word format

Moodle XML format

WebCT format

General

Import category

Default for Grade Book (1)

Select the category you are wanting to import the questions to here

Get category from file Get context from file

Match grades

Error if grade not listed

Stop on error

Yes

Import questions from file

Import

Choose a file...

Maximum size for new files: 750MB

Upload your .txt file and click Import



You can drag and drop files here to add them.

Import

Building/Managing Quizzes

Now that you have successfully configured your Moodle quiz and populated a category with questions in the question bank we can “build” your quiz.



A video element has been excluded from this version of the text. You can watch it online here:

<https://pressbooks.bccampus.ca/unbc/?p=933>

Frequently Asked Questions

[How do I allow one or more students extra time on a quiz?](#)

This can be done with a *user override*.

To do this, click on the quiz title, then the blue cog in the right corner and from the drop down select **User overrides**, then click the **Add user override** button. Make the changes you wish and save or save and enter another override. Example below.

The Four Founders Quiz

Override

Override user

StudentA Test

Search

Require password

Click to enter text

Open the quiz

6 September 2021 09 43 Enable

Close the quiz

7 September 2021 09 43 Enable

Time limit

50 minutes Enable

Attempts allowed

2

Revert to quiz defaults

Save

Save and enter another override

Cancel

Note

Be sure to adjust the *Close the quiz* date and time to ensure it is past the time limit. If the *Close the quiz* date and time arrives before the students time limit is finished Moodle will submit the quiz for your student!

[I am teaching two sections in one Moodle course, how can each section have access to the quiz on different days or times?](#)

This can be done with a *group override*!

To do this, click on the quiz title, then the blue cog in the right corner and from the drop down select **Group overrides**, then

Add user override. Make the changes you wish and click **Save** or **Save and enter another override**.

[Can I edit a question after students have attempted the quiz?](#)

Moodle will allow you to edit quiz questions, and then run a re-grading of the exam.

There may be a time when students have completed a quiz/exam and you have discovered a problem with a question in the exam or the exam total points. Some possible scenarios might be:

- You discover the answer specified as correct in the quiz question is actually wrong. You want to correct the error and regrade the exam.
- You missed changing the value of a question from the Moodle default of 1.00 point and you want that question to be worth more points.
- You want the quiz total score to be X points instead of the Y points as it was originally set.

[How to remove a question from an already graded quiz?](#)

You cannot delete a question from a quiz that has already been taken. You have two options!

1. Give all students full marks for the question.
2. Make the question worth 0.00 marks and lower the quiz

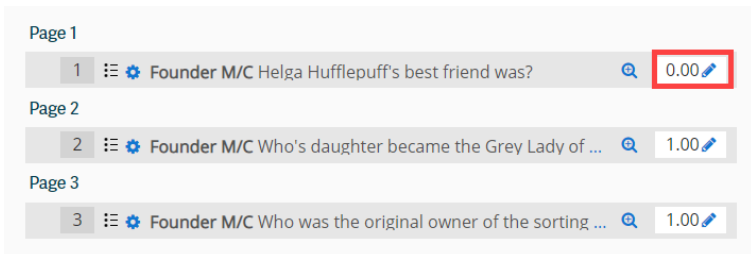
maximum points the same amount as the [bad] question.

Option 1

If you choose option 1 and the question is a multiple choice, multi choice or true/false question you will need to mark all options as correct (i.e. worth 100%). If the question is another type you will need to go to manual grading mode and manually enter full marks for the question for each student who attempted the quiz. To apply the changes you will need to regrade all attempts.

Option 2

If you choose option 2 (most commonly used) you will change the questions point value to 0.00 by clicking on the quiz to open it, then the blue cog in the right corner and from the drop down select **Edit quiz**. Find the question and select the pencil icon to change the graded out of value to zero and press enter to save.



Click on the quiz, then the blue cog in the right corner and from the drop down select **Edit quiz**. Now to adjust the maximum grade. Enter the new maximum grade in the

Maximum grade field and select **Save** in yellow to the right of it. To apply the changes you will need to regrade all attempts.

Editing quiz: The Four Founders Quiz

You cannot add or remove questions because this quiz has been attempted. (Attempts: 4)

Questions: 3 | This quiz is open

Maximum grade

2.00

Save

Repaginate

Select multiple items

Total of marks: 2.00

Regrade all Attempts

Click the blue text that reads Attempts: ##.

Editing quiz: The Four Founders Quiz

You cannot add or remove questions because this quiz has been attempted. (Attempts: 4)

Next, select the **Regrade all** button in yellow in the middle of the page. You can click the **Dry run of a full regrade** button first if you want to! Click **Continue** and the updates scores are sent to the gradebook.

[Display options](#)

Page size

30

Marks for each question

Yes

Show report

Regrade all

Dry run a full regrade

All attempts contribute to final grade for user.

Groups

Forums

Asynchronous communication on Moodle is performed through the Forum activity. Forum activities can be made with different formats and settings to facilitate various discussion goals and are, by nature, asynchronous.





Files such as images may be included in forum posts and, you can choose if you would like to grade the forum or not. Furthermore, students can also be given permission to mark each others posts.

Forums have many uses, including:

- A social space for students to get to know each other.
- A place for discussing course content or reading materials.
- A place for continuing online an issue raised previously in a face-to-face session.
- A place for students and teachers to exchange ideas.

Availability

▼ Availability




Due date		9 ▾	June ▾	2022 ▾	07 ▾	20 ▾		<input type="checkbox"/> Enable
Cut-off date		9 ▾	June ▾	2022 ▾	07 ▾	20 ▾		<input type="checkbox"/> Enable

Due date and **Cut-off date**: Specify the due date and cut-off date/times for the forum. To use these settings, select the **Enable** checkbox next to each setting. The date settings will become editable. If the **cut-off date** is set, this is a hard close date. Meaning that students will not be able to contribute to a post after this date and time! Also, by default there is no

due date and no cut-off date, and the forum will be available immediately and indefinitely.

Attachments and word count

▼ Attachments and word count

Maximum attachment size		1 MB	↕
Maximum number of attachments		9	↕
Display word count		No	↕



The **maximum attachment size** is the maximum file size that may be attached to a forum post.

The **maximum number of attachments** is the maximum number of files that may be attached to a forum post.

If **Display word count** is enabled, then the number of words in forum posts will be shown at the bottom of each post.

Subscription and tracking

▼ Subscription and tracking

Subscription mode		Optional subscription	↕
Read tracking		Optional	↕

When a participant is subscribed to a forum, it means they will receive post notifications to their UNBC email. There are 4 options here:

Optional subscription – students can choose if they want to subscribe or not. The default setting.


Forced subscription – all students are subscribed and cannot unsubscribe

Auto subscription – right away everyone is subscribed but can choose to unsubscribe.

Subscription disabled – subscriptions not allowed.

Discussion locking

▼ Discussion locking

Lock discussions 
after period of
inactivity

Do not lock discussions 

Discussions can be automatically locked after a certain amount of time has passed since their last reply. The default for this is, for discussions to not be locked.

Post threshold for blocking

▼ Post threshold for blocking

Time period for blocking  1 Week 

Post threshold for blocking  7

Post threshold for warning  4


By default students can post as many messages to a forum as they like. If this is enabled under **Time period for blocking**, you can restrict this number and block students after a certain

numbers of days or a week. **Post threshold for blocking** is the number of posts a student is able to post within the time period of blocking that is set. You can also warn students that they are about to be blocked under the **Post threshold for warning**, by entering after how many posts that they will be warned that they will be blocked.

Note: In the above example, in 1 week, students can only post 7 times, and after 4 posts they get a warning that they will be blocked from posting soon.


Whole forum grading


▼ Whole forum grading


Grade 


Type

Maximum grade

Grading method 

Grade category 

Grade to pass 

Default setting for "Notify students" 

Whole forum grading is used to view (and access) all of a student's posts on one page, to review, and assign a grade to them.

Grade: Enter how you would like to grade your forum, scale or point.

Grading method: You have the option to mark by simple direct grading, rubric and marking guide. Come see us in virtual office hours for help with advanced marking methods.

Grade category: If you are organizing your gradebook with Categories, select the category for the forum (Categories must first be added in the gradebook.)

Grade to pass: Enter the grade to pass, if you would like (In the grader report students grades will display in green font if they pass and red font if they did not: students do not see the colored fonts).

Important

If you are using Whole Forum Grading ensure in the forum settings, under the **Ratings** header (where it says aggregate type) select, **No ratings**. You do not want a grade to show up twice in the gradebook!

Ratings

▼ Ratings

Roles with
permission to
rate



Capability check not available until activity is saved

Aggregate type



No ratings



The CTLT does not recommend you use Ratings with forums. We suggest whole grading forum as, it is much more user friendly and easier to manage.

Common Module Settings

▼ **Common module settings**

Availability ?

ID number ?

Group mode ?

[Add group/grouping access restriction](#)

Visible: Set whether or not an assignment is visible to students. By default, new assignments are set to Show. (This is comparable to using the Hide/show icon for the activity on your course page.)

Group mode, Grouping, If you want smaller group discussions then set the forum to Separate groups or Visible groups.

There are three group modes:

1. **No groups** – There are no sub groups think individual assignments and class discussions
2. **Separate groups** – Each group can only see their own group the other groups are invisible.
3. **Visible groups** – Each group works in their own group, but can also see other groups. (The other groups' work is read-only.)

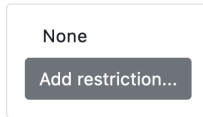
A good example of the difference between separate groups and visible groups is when you are setting up a forum. Using groups with discussion forums allow you to have smaller group discussions. Separate groups mean only students in the same group can see and participate in discussions within a particular forum. Visible groups allow students to see other group's

discussions, but students can only participate in their own group's discussions.

Restrict Access

▼ Restrict access

Access restrictions



None

Add restriction...

To add restrictions on accessing the activity, click **Add restriction**. The *Add restriction* window will open, containing the following options:

- **Date** prevents access until (or from) a specified date and time.
- **Grade** requires students to achieve a specified grade on a different grade item in order to access this quiz.
- **User profile** controls access based on fields within the student's profile.
- **Restriction set** allows you to add a set of nested restrictions to apply complex logic

Frequently Asked Questions

How do I change the forum type?

1. Go into your course (ensure editing is turned on on) and

find your forum.

2. To the right of your forum click **Edit**, and from the drop down select **Edit settings**.
3. Under the **General** Heading, look for **forum type**, then click the drop down to change this if you like.

Forum types:

- **Q and A forum**
- **Each person posts one discussion**
- **Standard forum displayed in a blog like format**
- **Standard forum for general use**
- **Single simple discussion.**

Updating Forum in Week 1

Expand all

General

Forum name !

Description

↓ A B I [List Icons] [Link] [Image] [H&P]

A single simple discussion
Each person posts one discussion
Q and A forum
Standard forum displayed in a blog-like format
✓ Standard forum for general use

Forum type →

Scroll down to the bottom of the page and select **Save and return to course**, or **Save and display**.

What's the difference between forum types, which should I use?

There are 5 Forum types:

1. **Q and A forum** – best for when you have a specific question you want answered. By default students must post once before seeing other students responses.
2. **Each person posts one discussion** – The same as a single simple discussion except for it has a add a new discussion option. So, each student can start one new topic.
3. **Standard forum displayed in a blog like format**– this works like the standard forum for general use, but the first post of each discussion is displayed as a blog so that other students can read it and choose to respond by selecting the discuss this topic link at the bottom right of posts. Also, the most recent topics will be at the top of the page.
4. **Standard forum for general use** – This is the default setting. Students will see a introduction text above the list of discussions. To post students see a button to start a new discussion button. So, it allows for multiple topics situated in a threaded conversation.
5. **Single simple discussion** – You post a question and students can only reply. They can't start new topics to discuss. This may be helpful if you want a discussion more focused or short-term, focused conversations.

Using/Grading Forums

Using/Grading Forums

How to grade using whole forum grading

1. Go into your course and for your forum, ensure [whole forum grading](#) is set up in the forum settings.
2. Open the forum.
3. Click on the **Grade Users** button.

Separate groups

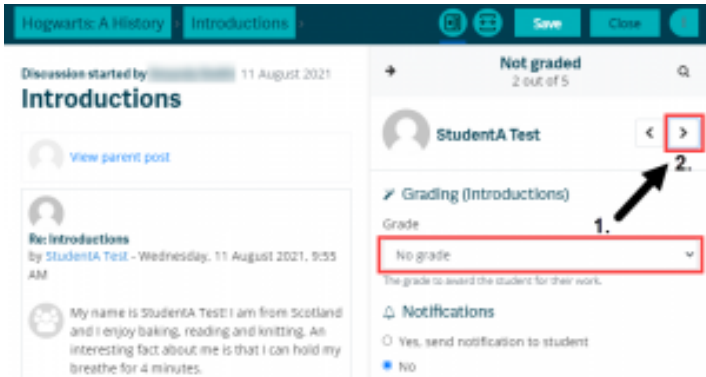
All participants ▾

Add a new discussion topic

Grade users

4.

On the left you should now see one students entire collection of forum postings (as well as responses) and on the right the students name and where to enter a grade. Enter the **Grade** on the right, and click the **Next arrow** (the black arrow pointing to the right) to view another students submission and mark.



5.

Once you have graded all students or you are finished select the **Save** button at the top.



6. Click **Close** and now these grades will automatically input into the Moodle gradebook for your class.



Posting to a group forum

If you would like to post content to a group forum there are a few extra steps you have to take to ensure this works properly, you cannot post the way you would for all students/participants to see.

If you would like to post a topic or question to all groups

1. Ensure this is a group forum by going to the forums settings and looking under the **Common module setting** to ensure the **group mode** is set to **separate groups** or **visible groups**.
2. Click **Add a new discussion topic**

Introduce yourself!

Separate groups

All participants ▾

Add a new discussion topic

3. Under your post select the **Advanced** link.

Post to forum

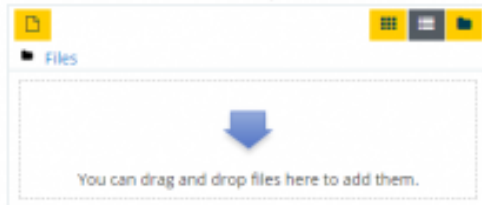
Cancel

Advanced

4. Under the Heading that says Your new discussion topic, scroll down and to the right of where it says Groups click on to check off the box next to **post a copy to all groups**

Attachment

Maximum file size: 5MB, maximum number of files: 9



Pinned

Send forum post notifications with no editing-time delay

Post a copy to all groups

Group

All participants ▾

5. Scroll down and select **Post to forum**

Post to forum

Cancel

If you would like to post one question

to one group (i.e. Group 1) and a different question to another (i.e. Group 2)

1. Ensure this is a group forum by going to the forums settings and looking under the **Common module setting** to ensure the **group mode** is set to **separate groups** or **visible groups**.
2. Click **Add a new discussion topic**

Introduce yourself!

Separate groups

All participants ▾

Add a new discussion topic

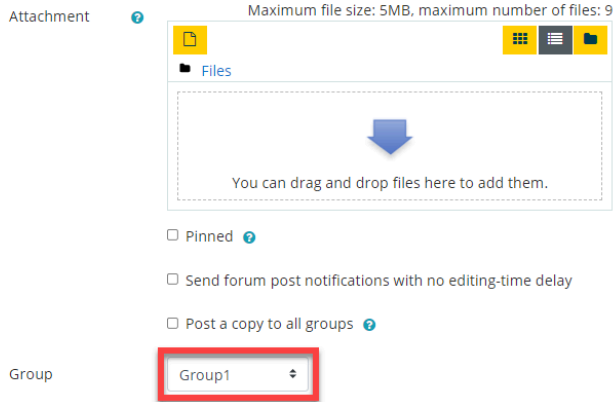
3. Under your post select the **Advanced link**.

Post to forum

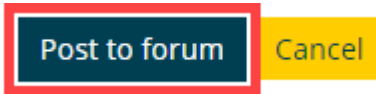
Cancel

Advanced

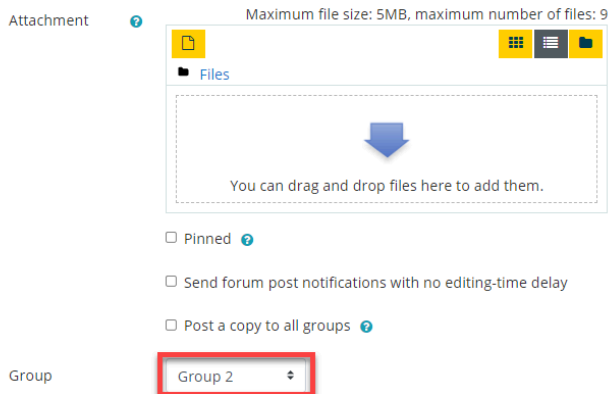
4. Under the Heading that says **Your new discussion topic**, scroll down and to the right of where it says **Groups** from the drop down, select which group you would like to pose the first question to (i.e. Group1).



5. Scroll down and select **Post to forum**.



6. If you would like to add a different question for another group, repeat the process but for step #4, in the drop down, select a different group this time (i.e. Group2).



7. Scroll down and select **Post to forum**.



Frequently Asked Questions

Can I send a private reply to students?

Yes, when you are replying to a forum post to the right of the **Submit** and **Cancel** buttons under your message, check off the box next to **Reply privately**. However, while students will see your private message, they cannot reply back to it.



Re: Introductions

by [StudentA Test](#) - Wednesday, 11 August 2021, 9:55 AM



My name is StudentA Test! I am from Scotland and I enjoy baking, reading and knitting. An interesting fact about me is that I can hold my breathe for 4 minutes.

[Permalink](#) [Show parent](#) [Edit](#) [Split](#) [Delete](#)

[Reply](#)

Write your reply...

[Post to forum](#) [Cancel](#) [Reply privately](#) [Advanced](#)

How to add a new topic?

Introduce yourself!

Separate groups

All participants ⇅

[Add a new discussion topic](#)

Go into your Forum and select **Add a new discussion topic**.

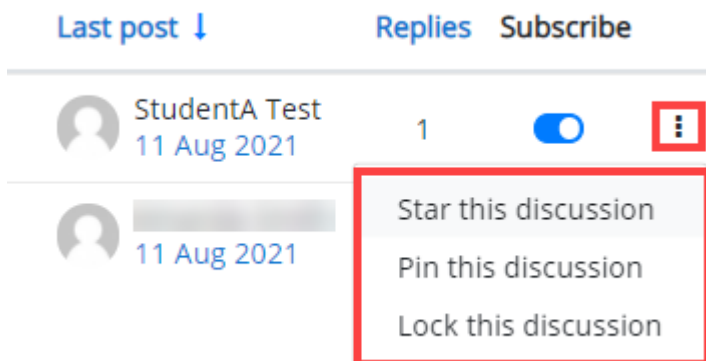
How to star, pin and lock posts?

Once you click on your form, on the right hand side select the 3 vertical dots on the post you would like to star, pin or lock!

To pin a post: Any forum discussion that comes after this will appear under this pinned post.

To star a post: To favorite a post and this will move the discussion to the top of the discussion list, under any pinned posts.

To lock a post: Ensures no one can post to it anymore.



In a forum is there a place where I can see how many times a student posted and replied within a discussion?

Yes, this is called the summary report! It pulls things from the forums such as the number of discussions posted, number of replies posted, word count and etcetera for each student.

1. Go into your course, find your forum and click on it.
2. Click on the blue gear menu in the top right under Search Forums button.

3. From the dropdown menu select **Summary report**.

H5P

Have you been hearing the buzz about H5P? These lightweight, easy-to-build interactive tools are designed for formative learning, giving students a chance to practice critical skills before assessments — and the feedback is built right in! They're fun, engaging, and they work in Moodle!

H5P allows you to create richer content. H5P allows you to create and edit interactive videos, presentations games and more by simply filling out a form! We recommend using H5P in Moodle to share small bitesize activities with participants to self-evaluate their learning and to receive formative feedback. H5P can also be used to create a flipped classroom!

You can review all activity types on H5Ps website at: <https://h5p.org/content-types-and-applications> We recommend you click on the various content types to see what may apply to your course. H5P offers tutorials for all their content types at <https://h5p.org/documentation/for-authors/tutorials>

Other H5P Resources

Click on the following links below for:

- [H5P website](https://h5p.org)
- [More in depth H5P Help Documentation](https://h5p.org/documentation/for-authors/tutorials)
- [Accessibility and H5P](#)

PART II

MEDIA, WEBCONFERENCING, AND LECTURE RECORDING

Effective use of media with learn.unbc.ca, webconferencing with Kaltura Meetings, and lecture recording with Kaltura Personal Capture app.

Using audio and video within learn.unbc.ca

UNBC is a member of the the [BCNet Kaltura Shared Service](#). This service is integrated with <https://learn.unbc.ca> and <https://video.unbc.ca> allowing the UNBC community to create and share an unlimited amount of videos and audio recordings. Uploaded files are automatically converted into multiple formats for a seamless viewing experience. No plugins or special software is required to view videos, and you can easily insert them into course sites or even on the web.

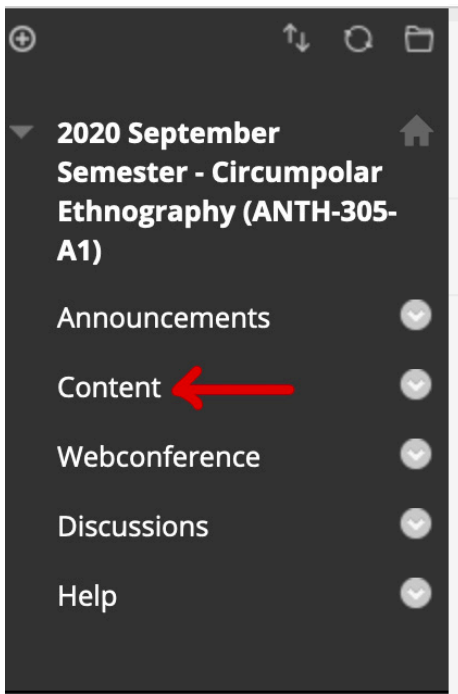
<https://learn.unbc.ca> has [an easy to use media management space called 'MyMedia'](#) that both you and your students can use. In fact, it's a superior workflow for managing student video assignments. MyMedia allows you to:

- upload media up to 2GB in size,
- automatically caption your videos at a 85% accuracy level;
- stream to viewers' devices based on their screen size and internet connection
- lecture capture your screen and webcam

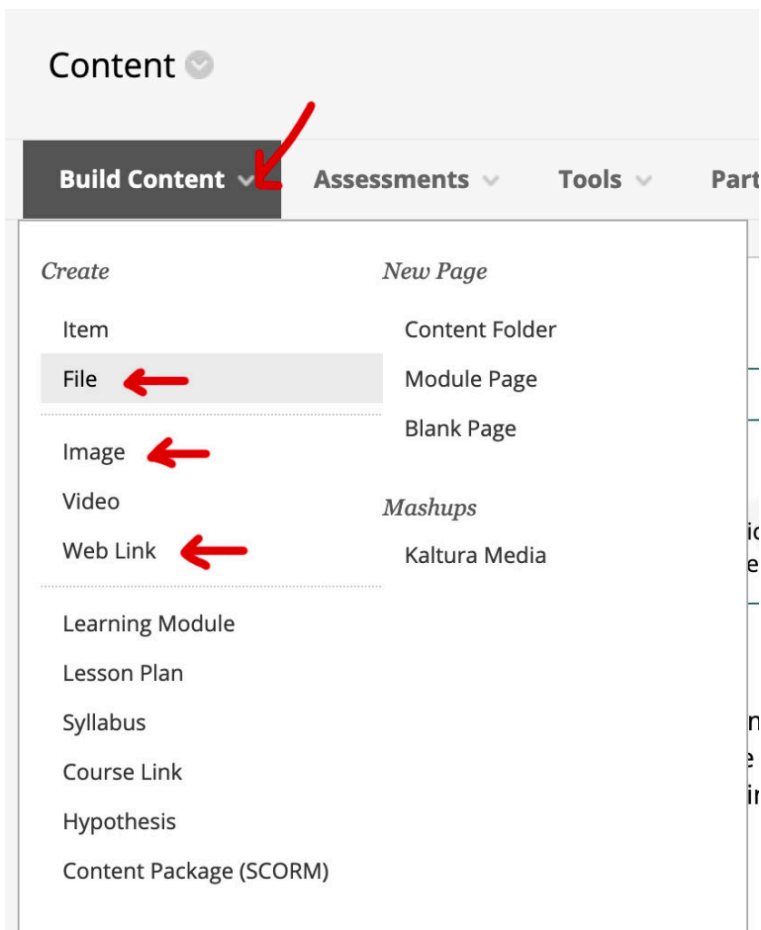
Sharing media with students

Sharing Files (documents and images):

Navigate to within your course in Blackboard. On your **Course Content Page**.



Go to the content folder you want to add your file in, click on the **Build Content** button at the top and select the corresponding item (**File, Image or Weblink**).



Sharing Media (MP4, MOV, MP3, etc):

To share videos with students that have been already created, you must first upload them to your **My Media section** in learn.unbc.ca. This link is found in the **MyUNBC tab** in learn.unbc.ca and is always <https://learn.unbc.ca/webapps/osv-kaltura-BBLEARN/jsp/myMediaLTI.jsp>

IMPORTANT – PLEASE NOTE

Do not directly “Attach” media files file using the Build Content function in <https://learn.unbc.ca>

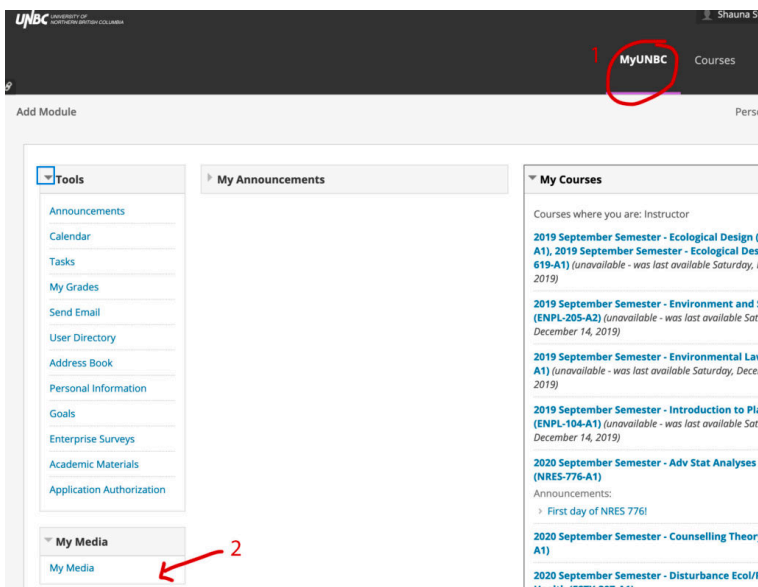
Please always use the MyMedia area for your media needs. <https://learn.unbc.ca/webapps/osv-kaltura-BBLEARN/jsp/myMediaLTJ.jsp>

The MyMedia area your connection to UNBC’s media streaming server that is built for the best student playback experience that auto-adjusts to the device they are using and their internet speed.

In addition, course file capacity is limited to 1GB per course. Uploading media directly to your course files area will reach your file quota quickly and potentially impacts platform performance for all courses in learn.unbc.ca.

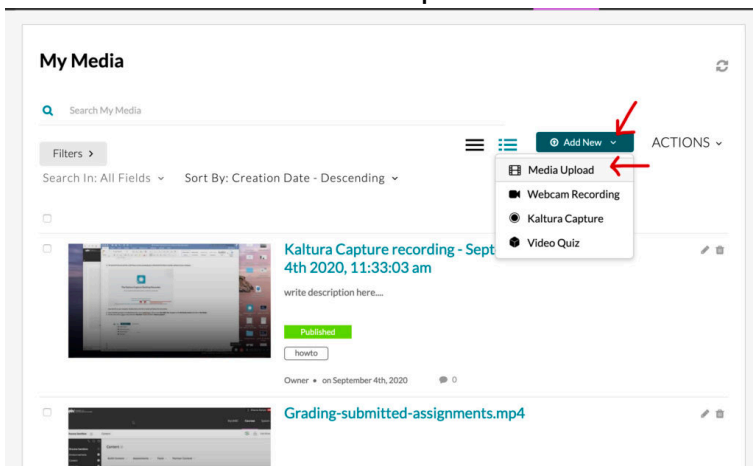
Using Your MyMedia Area

Click on the **My UNBC tab** at the top right of the screen. Scroll down to the bottom left – you will see a **My Media** section, click on the **My Media link** below it.



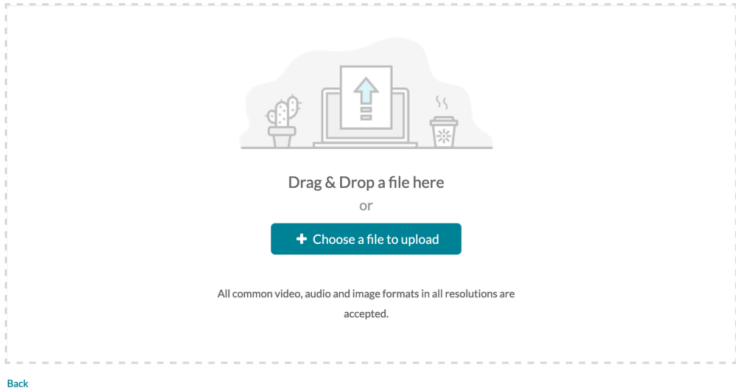
It may take a few seconds to load this screen.

To upload an existing video from your computer, click on the **Add New** button and select **Media Upload**.



Drag & Drop your file in the box, or click on **+ Choose a file to upload**.

Upload Media

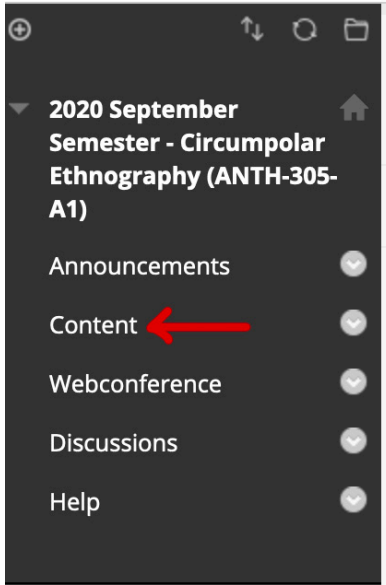


While your file is uploading, it will show you a progress bar. You can type in the video's Title and description while you wait.

Once it is uploaded, go back to your My Media area. There will be a list of all the media you have uploaded.

Adding Uploaded Videos to your Course Content Area

Navigate to your **Course Content Page for a specific course**. Go inside the folder where you want to post the video.



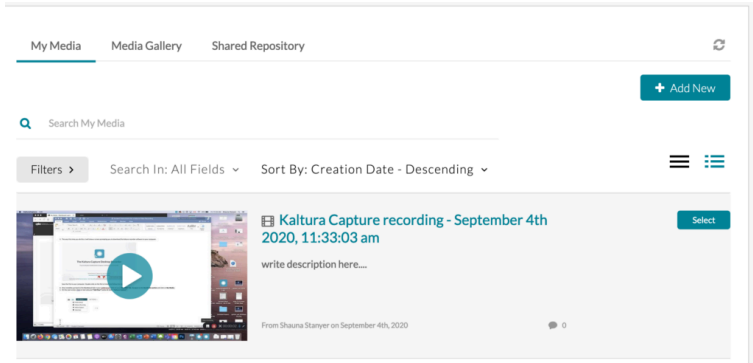
Click on the **Build Content button** and select **Kaltura Media** under Mashups.

Content ▾

Build Content ▾ **Assessments** ▾ **Tools** ▾ **Pa**

<i>Create</i>	<i>New Page</i>
Item	Content Folder
File	Module Page
<hr/>	
Image	Blank Page
Video	<i>Mashups</i>
Web Link	Kaltura Media
<hr/>	
Learning Module	
Lesson Plan	
Syllabus	
Course Link	
Hypothesis	
Content Package (SCORM)	

Select the video you want to post using the **green Select button** to the right of the video title.

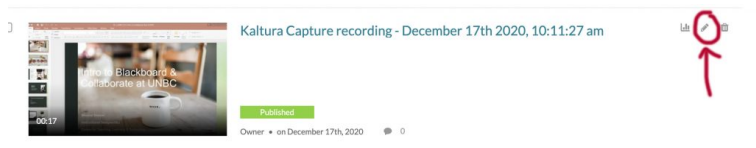


Type in the Title and Description, and click **Submit**.
The video will be posted.

Downloading a video from MyMedia

You can download a video that is in your MyMedia library by following the steps below:

1. Navigate to your **MyMedia** area (under the MyUNBC tab in Blackboard Learn <http://learn.unbc.ca>)
2. This will show you a list of videos you have uploaded. Beside the one you wish to download to your computer, click on the **pencil icon** on the right-hand side of the screen.



3. Click on the **Downloads tab** below the video preview. Then click the checkbox beside **Source**. Click the **Save button** and then click **Go To Media**.

Intro to Blackboard & Collaborate at UNBC

Shauna Stanyer
Instructional Designer/SLJ
Centre for Teaching, Learning & Technology

0:00 / 0:17

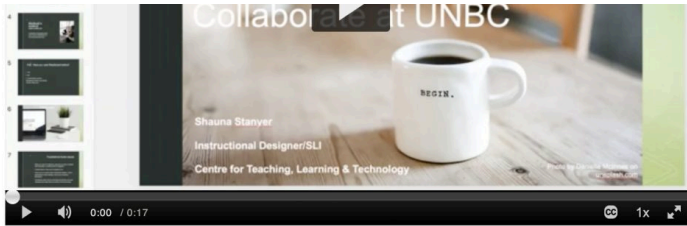
Details Publish Options Collaboration Thumbnails **Downloads** Captions Attachments Tir

Available Formats: source

Save **Go To Media**

1. Click Downloads tab
2. Click the checkbox beside "Source"
3. Click "Save" button
4. Click "Go To Media"

4. Click the **Download tab** under the video. A download icon will appear. To save the video to your computer, you can simply click on the download icon or right-click (or Control-click) the icon and choose **"Save Link As"** and choose which folder the video will save to.




Kaltura Capture recording - December 17th 2020, 10:11:27 am

From Shauna Stanyer on December 17th, 2020

Details **Download** Share

← Back

ACTIONS ▾

Name	Size	Actions
source	(16.00 Mb)	

Video Quizzes

Assigning video submissions as assignments

Both Instructors and Students have access to Kaltura Capture within learn.unbc.ca. With Kaltura Capture they can create video, audio & powerpoint presentation recordings, video introductions, screen-capture demonstrations, etc. Students may choose to create a video with their phone or other camera but these should be uploaded into their MyMedia area (found under the MyUNBC tab) within learn.unbc.ca. Do not attach or upload videos directly to an assignment dropbox. **ALL** Video files must be uploaded to your MyMedia area before embedding into an Assignment Dropbox or Discussion post.

If you want all students in the course to be able to view classmates videos, students should post the videos within a **Discussion Forum**. If the videos are only to be seen by the author and the Instructor, then students should submit videos to an **Assignment Dropbox**. You will have to create an Assignment Dropbox or Discussion Forum for students to submit their videos to.

Here are downloadable instructions to give to students for creating and submitting a video assignment:

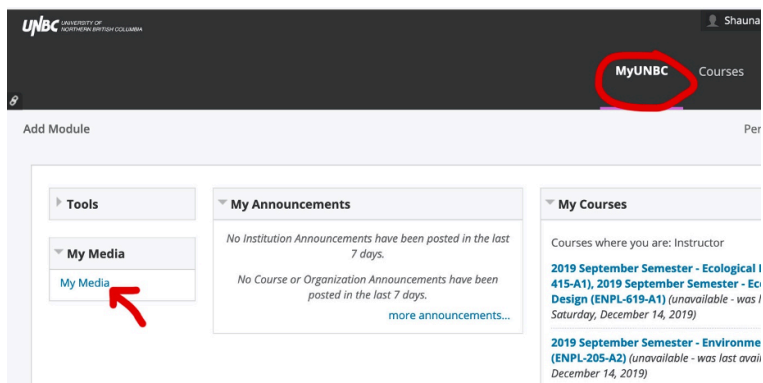
[Student Instructions for a Kaltura Video Recording2021 \(PDF\)](#)

Part 1: Recording the Video in Kaltura

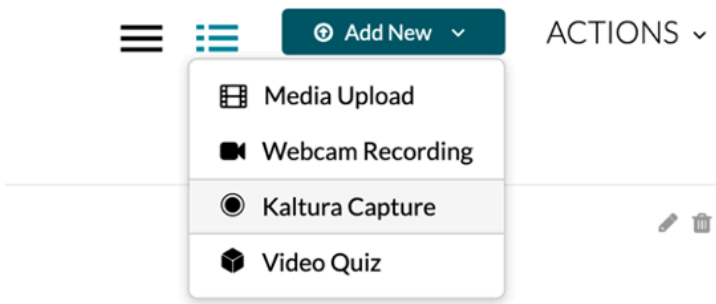
Please do not upload/attach huge video files into Blackboard directly. Record them using Kaltura or Upload Phone Videos into your MyMedia section first, then embed them in a Discussion Post or Assignment Submission.

To create an intro video of yourself, or to create a recording of you talking while presenting a powerpoint presentation, follow the steps below:

1. **To find Kaltura within your MyMedia space:** When you first login to *learn.unic.ca*, click on your **MY UNBC** tab, scroll down until you see the **“My Media”** section on the left. Click on **My Media**.



2. On the next screen, Click on teal coloured **“Add New”** button & Select **“Kaltura Capture”**.



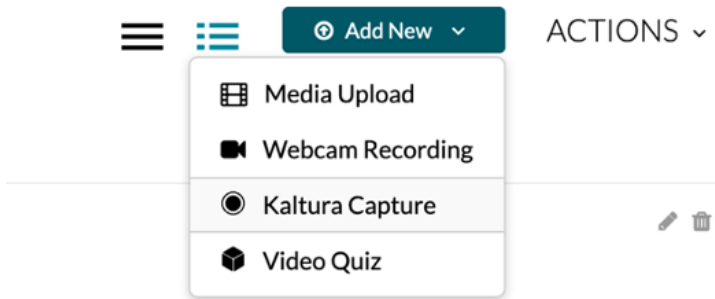
3. The very first time you do this, it will show a screen prompting you to download the Kaltura recorder software to your computer – click the corresponding one for Mac or PC/Windows computers.



5. Save the File to your computer. Double-click on the file to Install and follow the instructions.

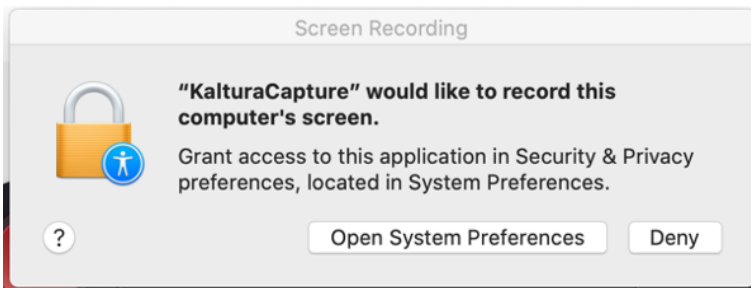
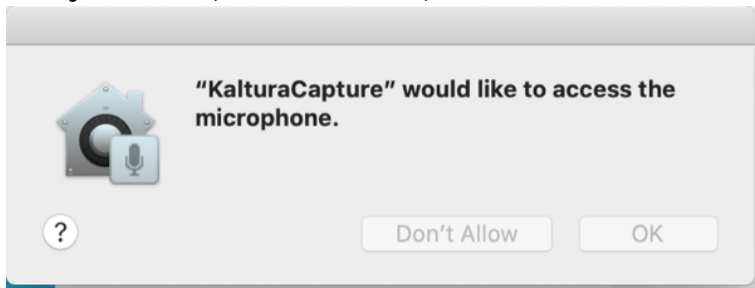
6. Once installed, go back to the Blackboard tab in your web-browser. Click on your **My UNBC Tab**. Navigate to the **My Media section** and click on **My Media**.

7. On the next screen, Click on teal coloured “Add New” button & Select “Kaltura Capture”.

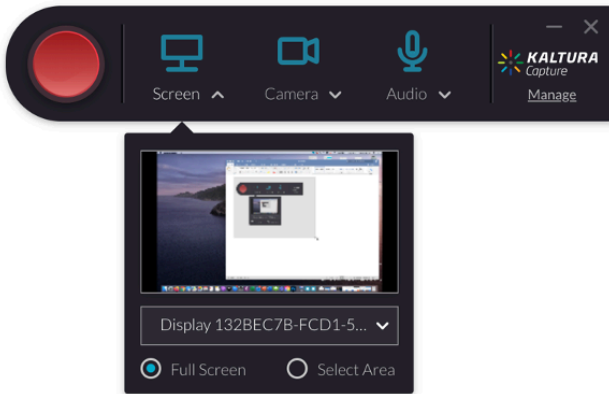


8. Kaltura will open.

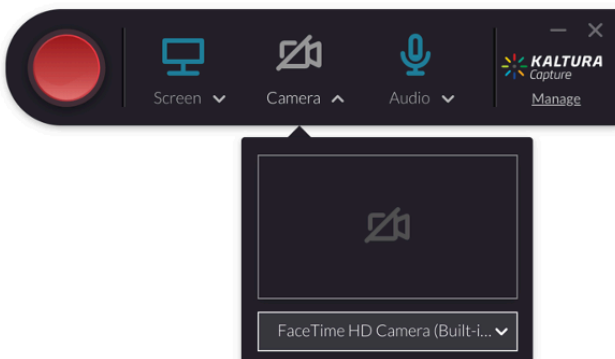
9. It may ask you if you want to give Kaltura permission to access your screen, mic and camera, click Yes/OK/Allow to all.



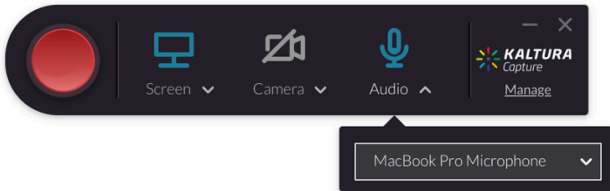
10. The tool bar will appear on your screen. In the **Screen** section, you can select to record your entire screen or a select area.



In the **Camera** section, you can choose to enable your camera, or not.



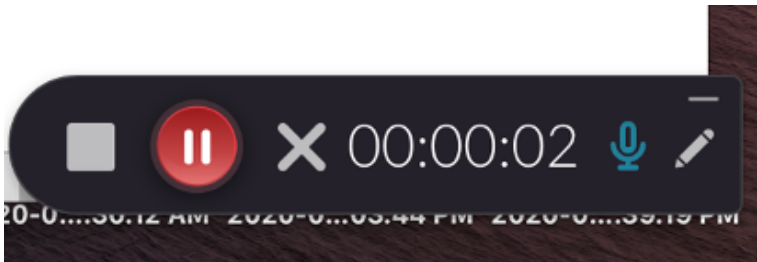
In the **Audio** section, if the Mic icon is blue, it means it is enabled. It is best if you record your audio in a quiet place with a usb headset, or earphones with a mic.

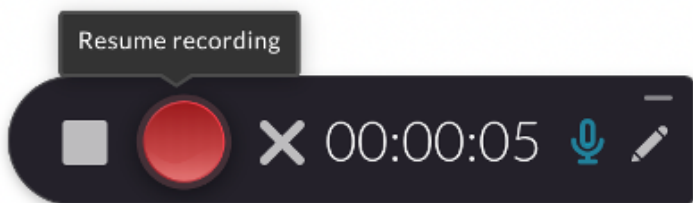


To start recording, hit the big red record button. It will give you a 3 second countdown before starting. **Make sure you have your materials all set up (such as powerpoint or camera) on the screen before starting).**



You can hit the **Pause** Button to pause the recording & press the red circle record button to **resume** recording.

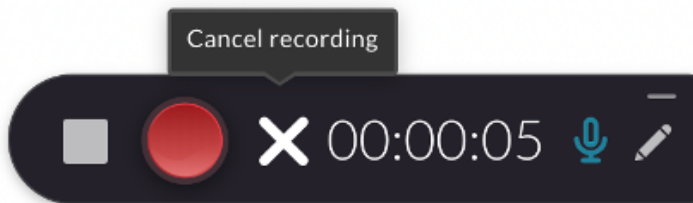




To stop the recording, hit the grey square **Stop button**.

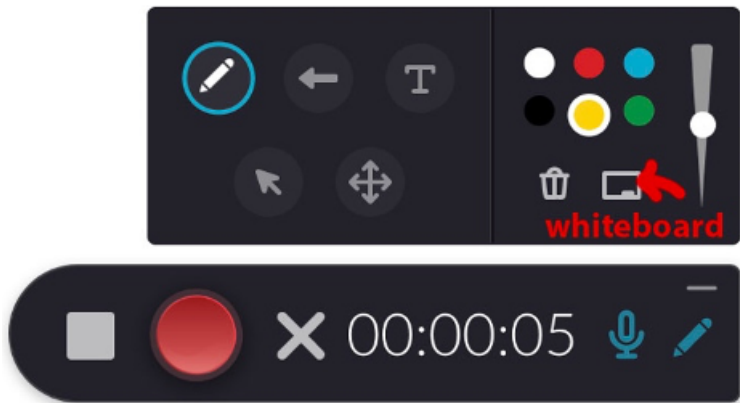


If you need to start over again, click the cancel **X** button.



While recording you have some annotation tools available. Click the **Pencil** icon at the far right to show these tools. Click the pencil in the tools bar and you can write directly on your screen. To erase, click the trash can icon.

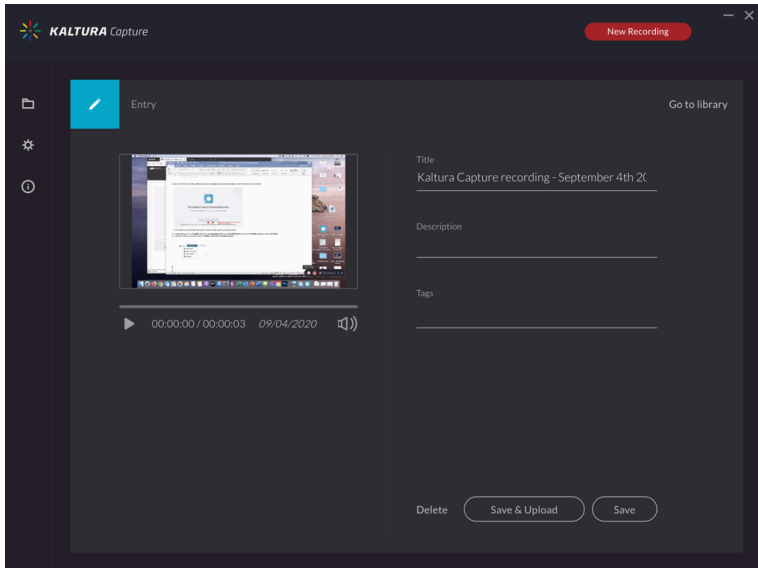
Click the **Whiteboard** icon to create a plain whiteboard you can draw on.



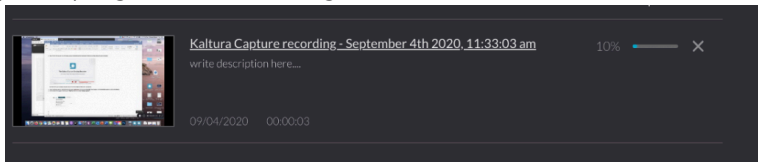
When your recording is finished, press **Stop**.



It will prompt you to **Save & Upload** your recording. The video may take some time to upload, depending on your internet connection and the length of the video.



Click **“Save & Upload”**. It will start uploading & have a blue upload progress bar at the right hand side.

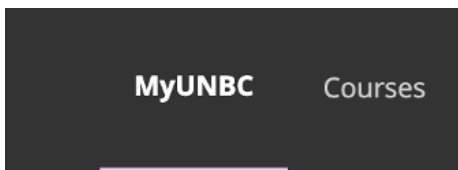


Once it is done uploading, you can find it in your Blackboard MyMedia section.

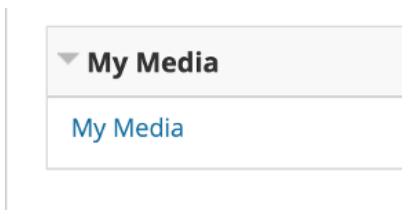
Part 2: Posting/Submitting your video in a Blackboard Course

1. First, you will need to get the **embed code** for your video. To do this:

Go to the **“MyUNBC” Tab** at the top right-hand side of the Blackboard window. Click on it.



On the left-hand side you will see a section called **“MyMedia”** – click on it.



2. All of your Kaltura videos will be listed in your MyMedia section. **Click on the title** of the one you want to embed.

3. Click on the **“Share”** tab right below the video playback window. You will see some text highlighted in purple, **copy the text** (press Control + C (Windows) or Command + C (Mac) to copy the text.

Details Download **Share** 1. Click on the Share Tab below the video playback window

← Back ACTIONS ▾

Q

Embed

Copy link to share 2. Press Control+C (Windows) or Command+C (Mac) to copy the purple selected text (this is the embed code)

```
<iframe id="kaltura_player" src="https://admin.video.ubc.ca/p/121/sp/12100/embedIframeJs/uiconf_id/23448245/partner_id/121?iframeembed=true&playerId=kaltura_player&entry_id=0_6djj28s8&flashvars[streamerType]=auto&flashvars[localizationCode]=en&flashvars[leadWithHTML5]=true&flashvars[sideBarContaine
```

Start & End Time: Start at 00:00:00 End at 00:00:00

Player Skin:

Player Size: 608x402 400x285 304x231

4. Navigate back to your Blackboard Course that you want to submit the video to.

5. Go to either the Assignment Dropbox or Discussion Forum (depending on where your Instructor wants you to submit your video)

If submitting the video to an Assignment Dropbox:

1. Navigate to the Assignment dropbox inside your course.
2. Click on the **“Write Submission”** button.

Upload Assignment: Video Assignment Dropbox

ASSIGNMENT INFORMATION

Due Date Wednesday, September 30, 2020 12:03 PM	Points Possible 12
--	------------------------------

ASSIGNMENT SUBMISSION

Text Submission

Write Submission

Attach Files

Browse My Computer

Browse Cloud Storage

*When finished, make sure to click **Submit**.
Optionally, click **Save as Draft** to save changes and continue working later, or click **Cancel** to quit without saving changes.*

Cancel

Save Draft

Submit

3. A text box will appear.

ASSIGNMENT SUBMISSION

Text Submission

Write Submission

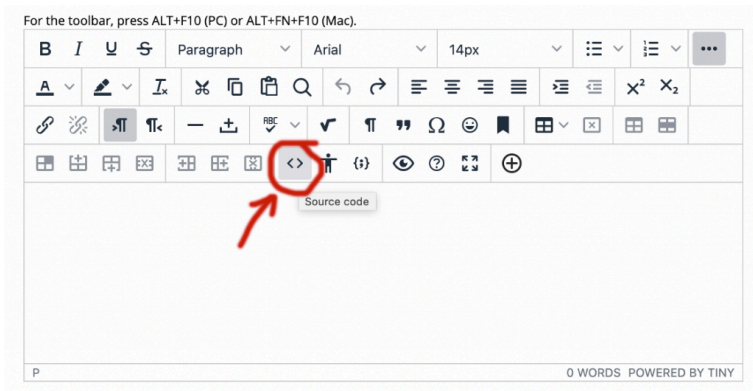
For the toolbar, press ALT+F10 (PC) or ALT+FN+F10 (Mac).

B	<i>I</i>	<u>U</u>	S	Paragraph	Arial	14px	☰	☰	☰
<div style="border: 1px solid #ccc; height: 100px;"></div>									

click here to expand the tool bar

More...

4. Click on the tool that looks like < > to add html code



5. Paste your embed code into the window that pops-up.

It will look like this:



6. Click "Save"

A preview of your video will appear inside the Text Submission area. Click on "Submit" to submit your Assignment.

Posting the Video in a Discussion Forum:

1. Navigate to the **Discussion Forum** in your Blackboard Course. Create a new **Thread**.
2. Write a Subject for your post.

Create Thread
When your instructor creates a forum, they have the option of allowing you to start threads. [More Help](#)

* Indicates a required field.

MESSAGE

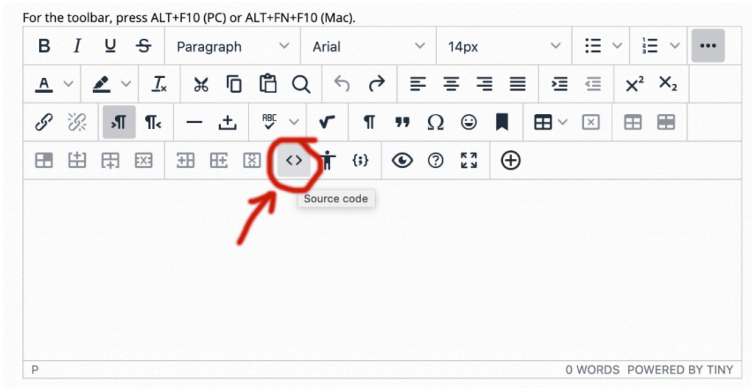
* Subject

FirstName LastName - Introduction

Message
For the toolbar, press ALT+F10 (PC) or ALT+FN+F10 (Mac).

B	<i>I</i>	<u>U</u>	↺	Paragraph	▼	Arial	▼	14px	▼	☰	▼	☰	▼	⋮			
A	🖌	<i>I</i>	✂	📄	📄	🔍	↶	↷	☰	☰	☰	☰	☰	☰	x ²	x ₂	
🔗	🔗	↶	↷	↶	↷	☰	☰	☰	☰	☰	☰	☰	☰	☰	☰	☰	☰
☰	☰	☰	☰	☰	☰	☰	☰	☰	☰	☰	☰	☰	☰	☰	☰	☰	☰

3. Click on the tool that looks like < > to add html code



4. Paste your embed code into the window that pops-up.

It will look like this:



5. Click **“Save”**

A preview of your video will appear inside the Text Submission area. Click on **“Submit”** to submit your Discussion post.

Lecture Capture

Overview



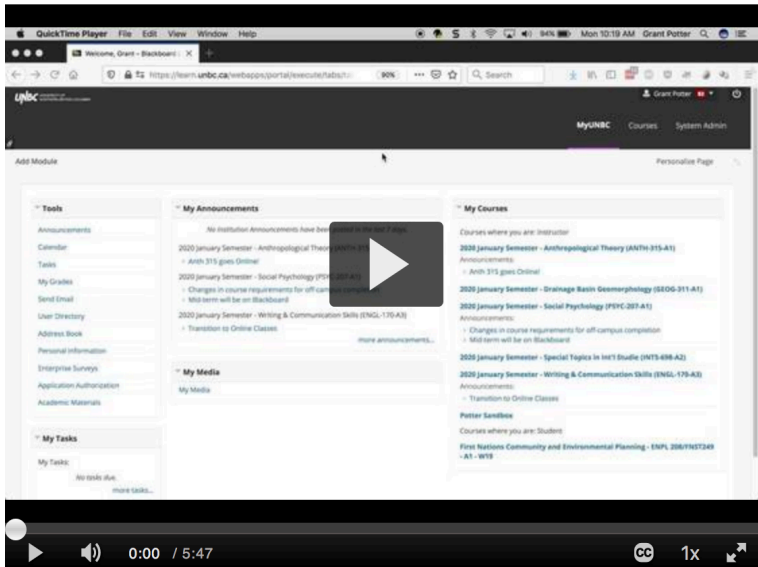
Kaltura Capture is an application integrated with <https://learn.unbc.ca> providing lecture capture functions. It has a simple user interface, requiring only one click to record, without complex setup or a lengthy learning curve. The application is supported both on Windows and Mac. The application automatically uploads new videos into your MyMedia area in <https://learn.unbc.ca>. Once uploaded to your MyMedia area you can easily share recordings in your courses.

Important Note: There is a 2-hour limit to each recording. You can record and share as many videos as you wish. If creating pre-recorded lectures, it is recommended that you try to record shorter sections of video (15-20 mins) – these will be faster to upload and have less chance of upload error. Smaller sections of video are easier for students to watch and come back to.

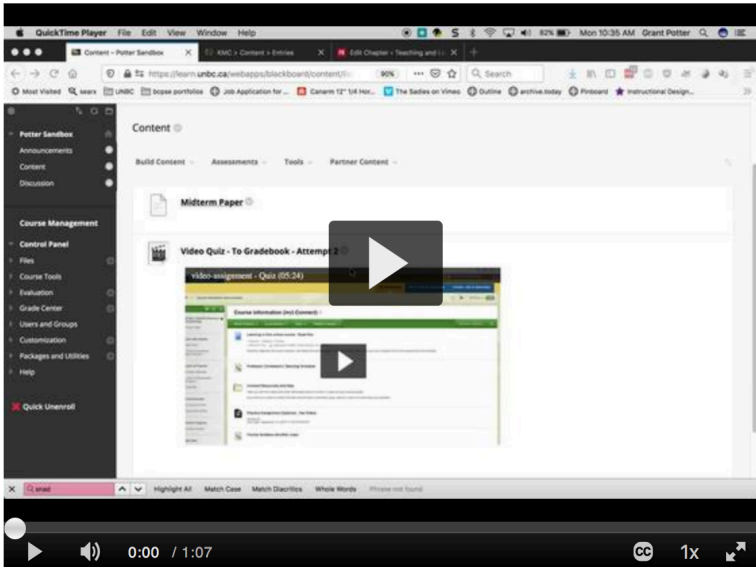
Kaltura Personal Capture includes:

- Screen, microphone, and webcam capture in one click
- Seamless uploading and sharing to learn.unbc.ca
- Intuitive user interface
- Video annotation tools

Video demonstrating lecture capture in learn.unbc.ca



Video illustrating how to share your media



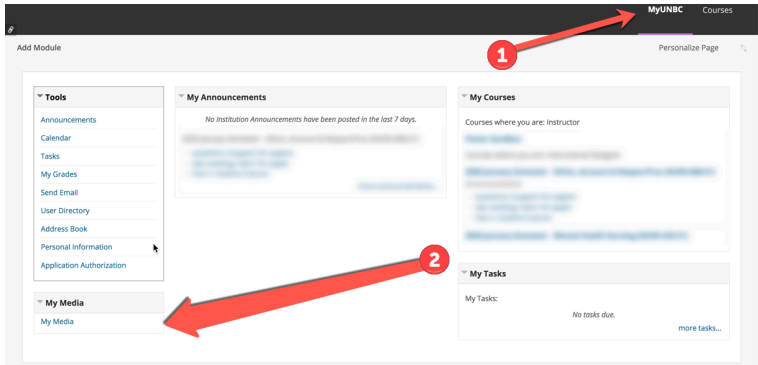
https://video.unbc.ca/id/0_yzqbqu76/

Finding your MyMedia area

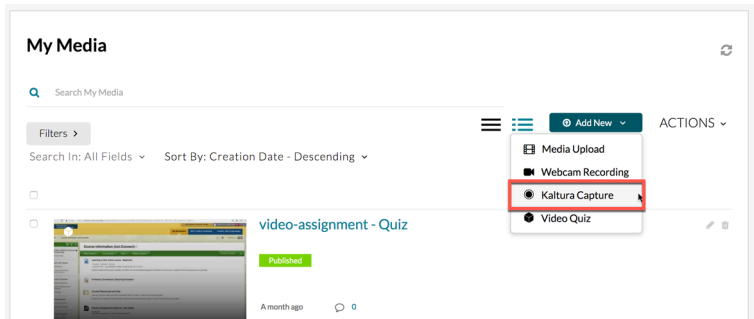
You can find the learn.unbc.ca MyMedia area via your (1) MyUNBC tab (2) MyMedia module.

While logged into learn.unbc.ca the MyMedia area is always found at the following URL

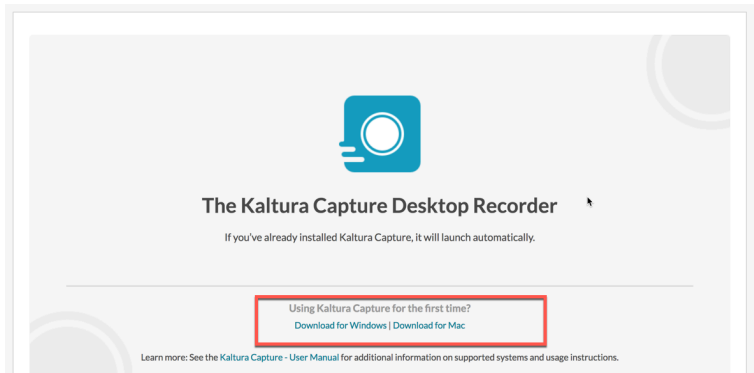
<https://learn.unbc.ca/webapps/osv-kultura-BBLEARN/jsp/myMediaLTI.jsp>



Select [Add New] > Kaltura Capture



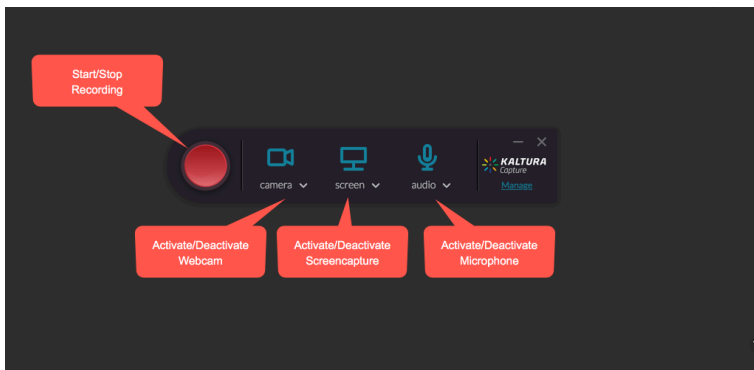
You will require a one-time installation of the Kaltura Capture Desktop Recorder. Links to the Windows and Mac applications are available in the screen you are presented with.



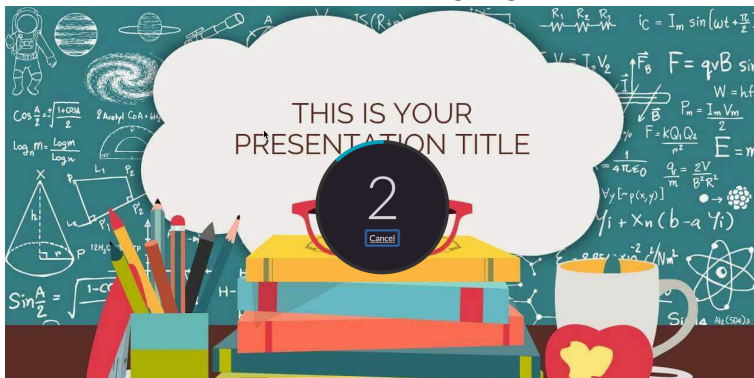
Once installed, revisit your MyMedia area, your browser will detect that you have installed the Kaltura Capture Desktop

Recorder and automatically open it. The controls for the application are illustrated below.

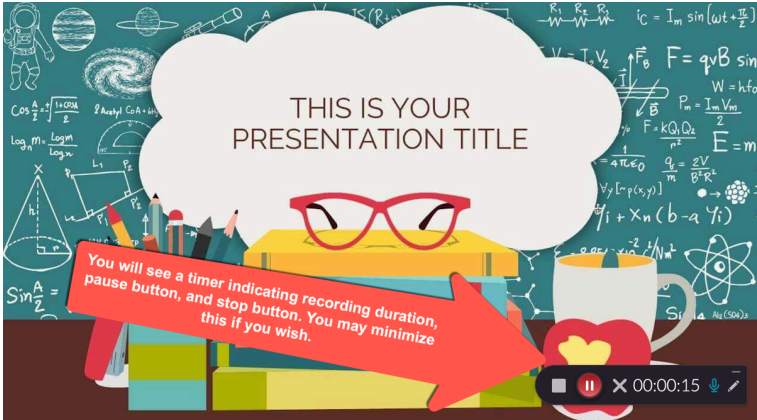
If the camera, screen capture, and mic icons are illuminated blue they are active. If they are greyed and crossed out they are not active. The image below indicates that camera, screen capture, and mic will be active once the record button is pressed.



If you have Powerpoint slides you would like to use, open them. Once ready, press the record button. You will receive a 3 second countdown before the recording begins.

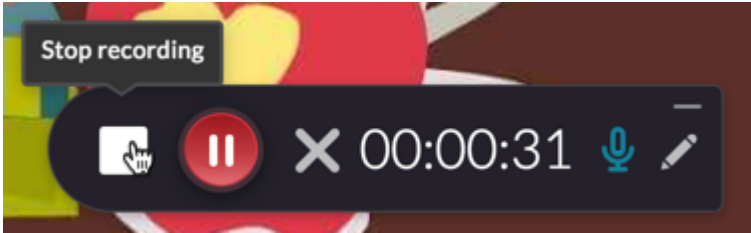


You will see the application in the bottom of your screen. You can leave it visible or minimize it. If you minimize the application, remember that it will continue recording until you press the Stop button.

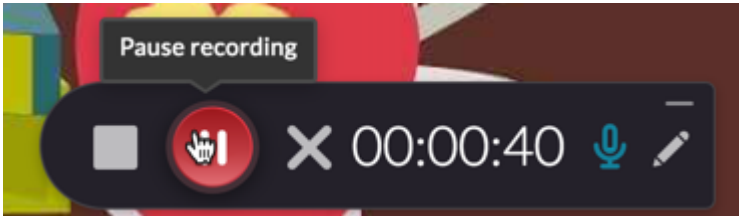


The application controls are basic:

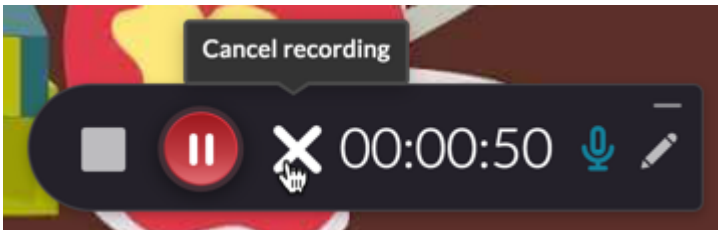
Stop Recording



Pause Recording

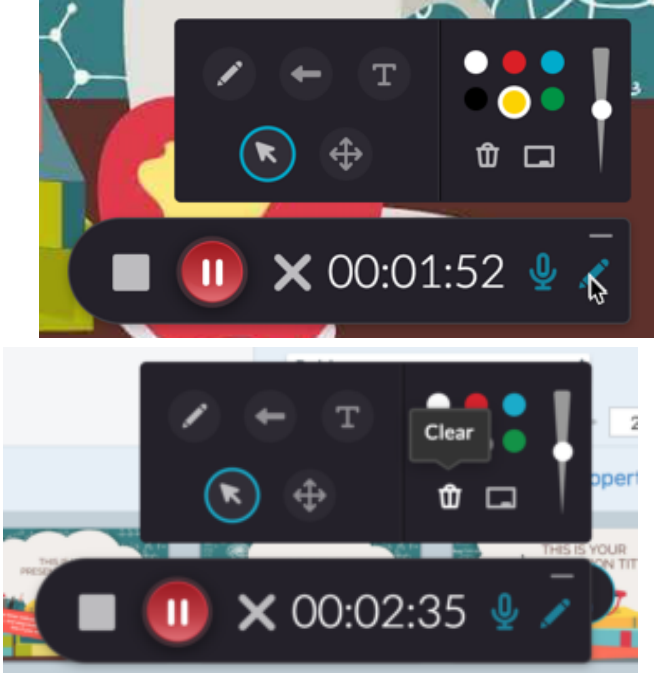


Cancel Recording

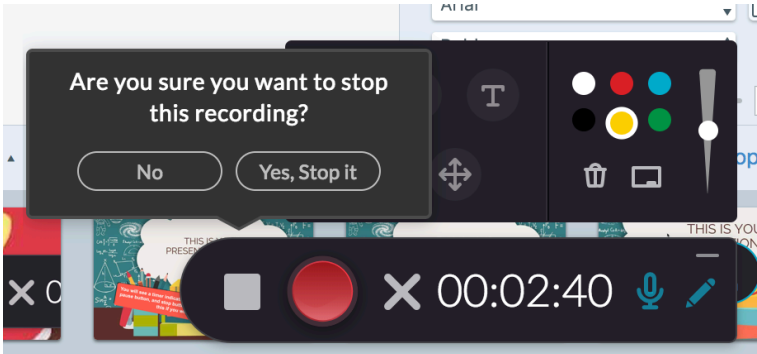


Video annotation is available while you are capturing your

presentation. You can turn this on/off with the icon of the pencil. Video annotation works well, but it is suggested that you experiment with it for a few test recordings before beginning to use it to get accustomed to the utility. You can clear all annotations with the garbage pail icon.

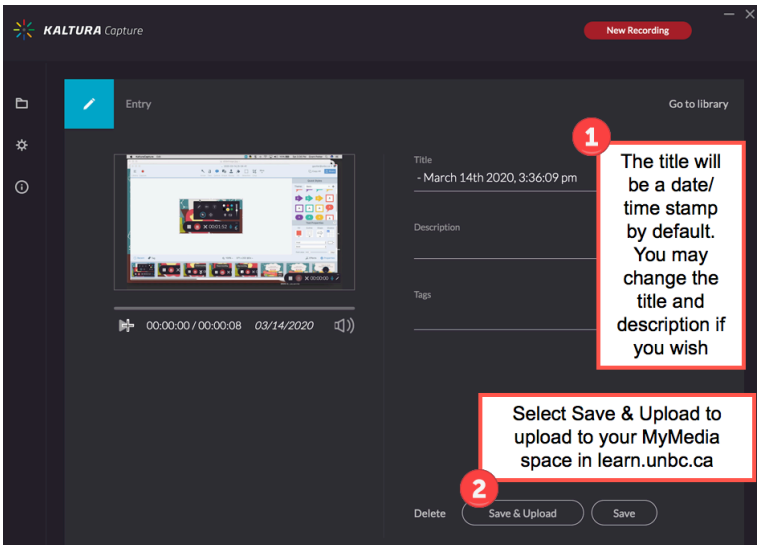


When you press the stop button on the application you will be prompted to confirm.



Once the recording stops your application gallery will display. Think of this space as the holding area for recordings before they are uploaded to your MyMedia area in learn.unbc.ca

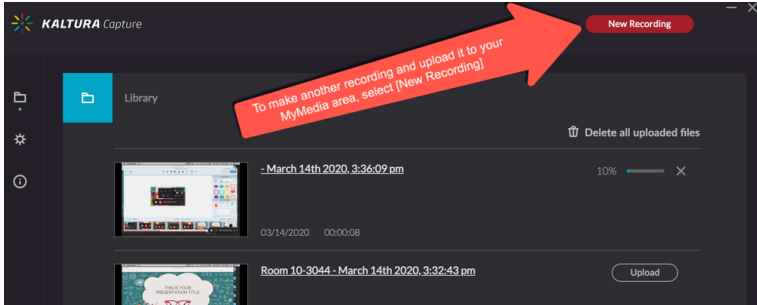
You can edit the title and description of the video and upload it to your MyMedia area using the **[Save and Upload]** button.



You will see an upload progress indicator beside your video. For example, the indicator beside the March 14 2020 video in the image below displays 10%. Upload is quite fast, but ensure you leave your gallery open until the upload indicator reads

100% to confirm it was successfully uploaded. For a 1 hour recording you can expect your upload may take 5-6 minutes.

To create another recording, select the [New Recording] button at the top of the application.



Lecture Capture in your Classroom

READ/WATCH:

1. Lecture Capture with

Kaltura: <https://pressbooks.bccampus.ca/unbc/chapter/lecture-capture/>

2. Adding an Uploaded Video to your course (<https://pressbooks.bccampus.ca/unbc/chapter/sharing-media-with-students/>)

3. VIDEO How-To (bottom of page): <https://pressbooks.bccampus.ca/unbc/chapter/2021-2022-unbc-hybrid-course-delivery-pilot/> (**one correction:** The UNBC podium computers are not equipped to handle lecture capture – please use the instructions below for using your own laptop)

EQUIPMENT NEEDED:

Laptop

At this time, your own laptop is required for lecture capture in the classroom. The lecture capture methods employed below are best accomplished using your own laptop in your class. Desktop computers present in classrooms at UNBC are not currently configured to fully accommodate these methods.

Ethernet Network Cord to connect from the internet port on the podium to your laptop

Microphone: (choose one of the following)

USB Wired Microphone:

- Blue Yeti Snowball Classic USB Mic <https://www.bluemic.com/en-us/products/snowball/> (\$49.99 on [Amazon.ca](#))

Wireless Microphone:

- Wire XPD2 Lavalier – USB Digital Wireless System <http://www.samsontech.com/samson/>

[products/wireless-systems/xpd-series/xpd2lav/](#) (Price: \$200)

- Wireless Bluetooth Apple Earpods or similar (make sure there is a mic, noise cancelling preferred)

Wired USB Headset with Mic

(you won't be able to move around while teaching, but it will work in a pinch or great as a backup)

Webcam: (Optional)

External webcam (optional tripod stand [optional web cam tripod stand at Amazon.ca](#)) or

Internal Laptop Webcam

Equipment Notes:

- Ensure batteries are charged for every class & that they will last for your entire class
- Have a backup mic just in case (USB wired headset with mic)

PRACTICE:

- Practice lecture capturing at home or in your office a few times
- Practice in the classroom well before the live class. Get the process down. Watch the recording & see if the audio and video is acceptable. Check for sound quality and how far you can be away from the mic. Certain clothing or jewelry may interfere with the mic sound.
- Practice uploading your recording to MyMedia in learn.unbc.ca and [embedding your video in the course](#)

SOFTWARE:

Have your software installed on your laptop, tested, and any necessary updates done well prior to class.

You can choose to record your lecture with one of the following:

- **Kaltura Capture (recommended)** (integrated into learn.unbc.ca, records to your computer and uploads later, 2 hour max time limit, can pause for breaks or split up recordings into smaller bits (recommended), can edit the recording afterwards right in your MyMedia area)

- **Collaborate** (needs strong wired internet connection as it will drop weak connections, sends recording to the cloud, no recording time limit, cannot pause – stopping recording ends the recording, automatically posts recordings to your course recordings area). Start Collaborate from your learn.unbc.ca course shell, upload your slides as a PDF file, hit record when ready.

- **Zoom** (can choose to record to the cloud or your computer, you will need to upload the recording to your MyMedia area before embedding in your course.) Start Zoom, Present slides on laptop & screen share window in Zoom, then hit record.

INTERNET CONNECTION:

For best results, use a wired internet connection to your laptop – use a long blue ethernet network cable. This is especially necessary when using video.

LIVE STUDENTS:

The CTLT does not recommend having students attend the class live online because the experience may be poor, and it is difficult for the Instructor to equitably manage both online and in-person students in the span of a class. The CTLT recommends record your lecture and posting it in your course in learn.unbc.ca for later online viewing by students who cannot attend the class on-campus.

If you attempt to have students “tune-in” live, ensure you have someone to monitor the chat for questions & to ask them so online students don’t feel ignored.

After uploading your recording, consider posting a written transcript of notes if audio is poor.

SUPPORT:

NOTE: Class time support not available due to staffing resources)

There will be no on-campus support people available to assist you if you run into problems during your class. We recommend you practice with your own equipment beforehand and also practice in the room your class will be in to make sure you are very familiar with how everything works.

What to do if things go wrong during recording:

- Check mic connections & make sure they are plugged in before starting your lecture capture software so the software can read them

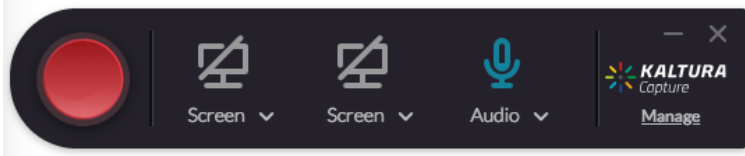
- Check the cables & connections at each end to make are they are tight
- Restart the computer(s)
- Restart the web browser & clear cookies/cache, use a different browser
- Restart Kaltura/Zoom/Collaborate
- Re-record your lecture after the class from your office/home & post that one in learn.unbc.ca

Lecture Capture - Recording Audio Only

Kaltura: How to Record Audio Only (no video or screen presentation)

These instructions are for creating a new audio file with just a microphone and your computer using Kaltura Capture.

1. Ensure your **usb headset with mic** is connected to your computer before you start—most modern laptops have built-in webcams and mics but the audio will be much clearer with a usb headset with mic.
2. **Log into Blackboard**, click on the **MyUNBC tab**, scroll down and to the left of the screen you will see **My Media**. Click on the **My Media** link.
3. From **My Media**, click the blue **Add New button** in the upper right-hand corner of the screen and choose **Kaltura Capture** from the drop-down menu.
4. Your computer may ask permission to launch the KalturaCapture application; say yes. *(***The very first time you use Kaltura Capture, you will have to install it. Choose the version appropriate for your computer – Windows or Mac. Follow the instructions to download & install. Once installed, go back to your MyMedia section and click on **Add New**. Kaltura will automatically start up.)*
5. **KalturaCapture will open** on your computer.
6. **Set it to record from your mic (audio) only**: turn off the screen and webcam option by clicking them until they are grey with a slash through them; **only the Audio icon should be blue/on**.



7. Click the **red record button** and you will get a 3-2-1 countdown and... start speaking.

8. During recording, the red button toggles between Pause and Record; click the grey square to Stop.

9. A preview of the audio file will appear; you can press play to hear it.

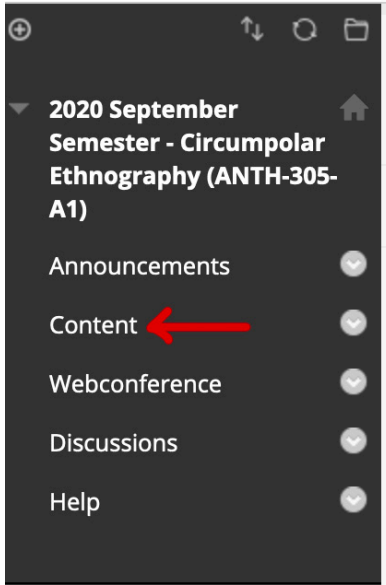
10. Input a title for the video next to **Title**.

11. Click **Upload**. It will show you an upload progress bar. Wait until it is done uploading.

12. Your audio file should then be available under My Media in your MyMedia section (under the MyUNBC tab). If you see the gears spinning, it means Kaltura is processing the file. Videos and audio files may take a while to process, depending on how long the audio file is. **It is best to keep audio recordings shorter (around 10-20 mins)**. You can break longer lectures into parts 1 and 2 (record two separate audio files and post them in the course next to each other).

Adding the Audio File to your Course Content Area

Navigate to your **Course Content Page for a specific course**. Go inside the folder where you want to post the audio file.



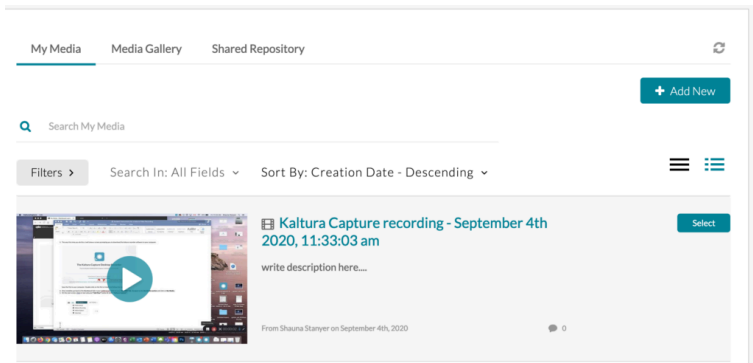
Click on the **Build Content button** and select **Kaltura Media** under Mashups.

Content ▾

Build Content ▾ Assessments ▾ Tools ▾ Pa

<i>Create</i>	<i>New Page</i>
Item	Content Folder
File	Module Page
<hr/>	
Image	Blank Page
Video	<i>Mashups</i>
Web Link	Kaltura Media
<hr/>	
Learning Module	
Lesson Plan	
Syllabus	
Course Link	
Hypothesis	
Content Package (SCORM)	

Select the audio file you want to post using the **green Select button** to the right of it's title.



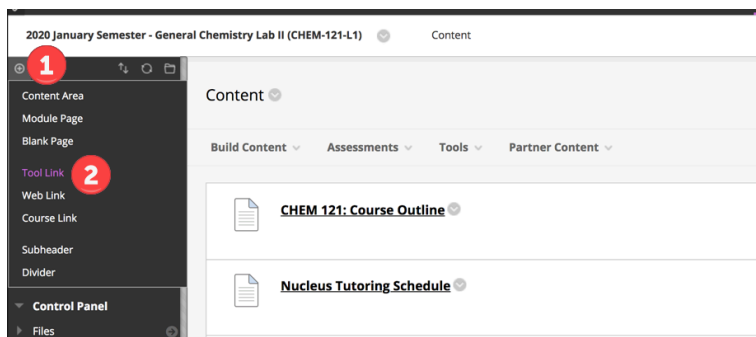
Type in the Title and Description, and click **Submit**.
The audio file will be posted.

Webconferencing with Collaborate

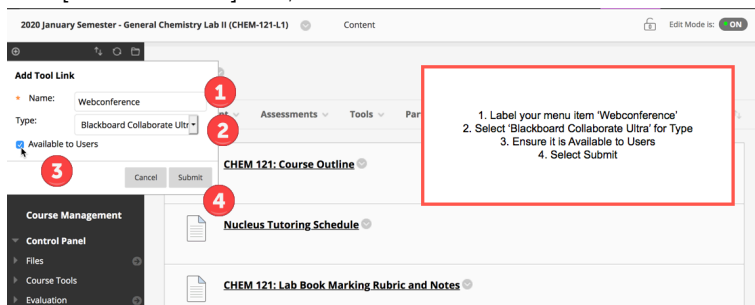
Collaborate is a real-time web conferencing tool that lets you interact with students via text chat, audio, video, online whiteboard, and screensharing. Collaborate runs in your browser so you don't have to install any software to join a session.

Collaborate is available in every course in learn.unbc.ca. To make it available use the steps below:

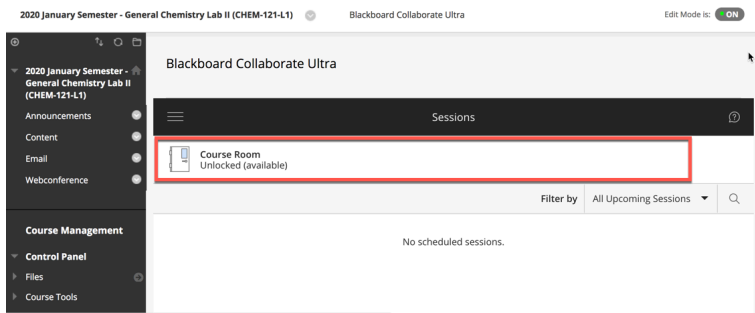
1. Add a menu item in the upper left navigation menu.
2. Select Tool Link



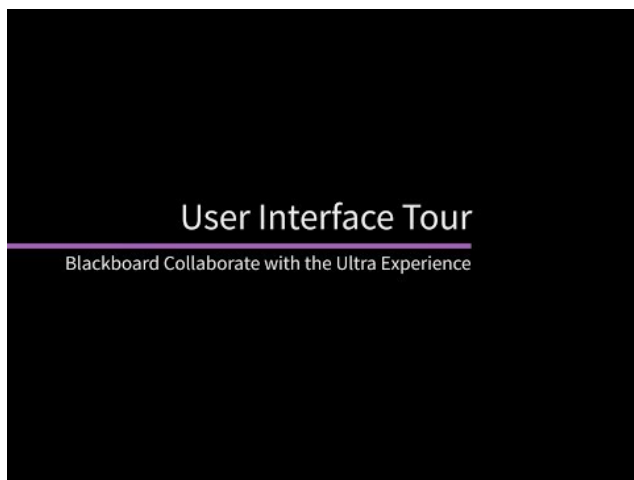
3. In [Add Tool Link] box, enter the details as illustrated below.



4. You and your students will now see a 'Course Room' link available. This link will remain accessible for the duration of your course.



As an instructor, you will have 'Moderator' access when you access the webconference. The video below reviews the features of Collaborate webconferencing.



A YouTube element has been excluded from this version of the text. You can view it online here:

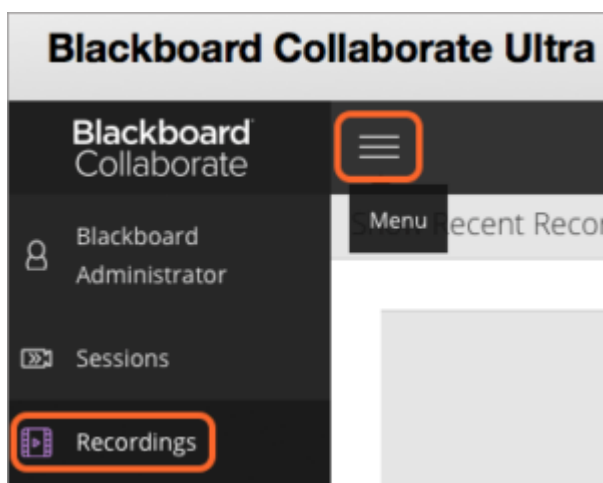
<https://pressbooks.bccampus.ca/unbc/?p=281>

Finding Recorded Sessions:

Recorded sessions are saved as MP4s. Recordings include audio, any content shared or active speaker video, and the captions entered during the live session.

You can view recordings in courses you are enrolled in. You may also be able to download recordings. Instructors must change settings to allow session recording downloads for each session.

In the Blackboard Collaborate view, open the menu pictured below the select Recordings for a list of all recordings.



Please Note: Recordings may take anywhere from 30-60 minutes after the end of the webconference session to process and appear in this Recordings area.

Teaching using Collaborate – Helpful Tips:

Test or practice with all of the functions in Collaborate before

you are in a live class, on the computer(s) you will be using to instruct your class. Your program's designated Instructional Designer at the CTLT is available for tutorials on Collaborate.

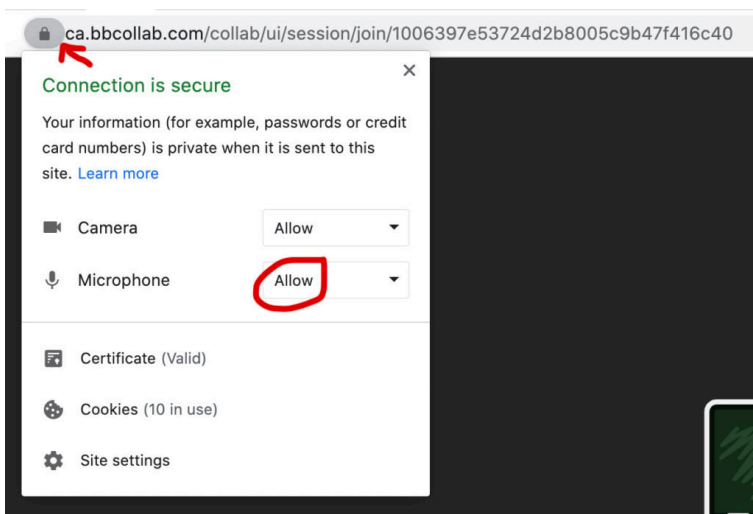
Within each of your Blackboard courses, create a link in your course menu to the Collaborate Webconference tool so students can access Collaborate. (see [how to add a tool link here](#))

Please note: Use the default “Course Room” which is always open. There is no need to create recurring Collaborate sessions. Doing this will likely only lead to confusion as to what link is to be used your course.

Post your ‘live’ class schedule in your course outline or other visible place in your course shell. it is recommended to avoid scheduling separate dated Collaborate sessions because they tend to cause students confusion as to which room to be in. If you choose to create scheduled sessions, make it very clear to students which one to click on, and what to do if they show up and no one else is there (switch rooms until they find the Instructor).

Starting up Collaborate- When you first start up Collaborate, your web browser may ask you if you want to allow or deny Collaborate to access your Microphone and Camera. Click Allow.

If for some reason you accidentally deny Collaborate access, you can fix it by going to your web address/url bar and clicking on the tiny lock icon to the left of the url/web address, and making sure the Microphone and Camera (if using) are set to ‘Allow’.



For Best Quality Audio – use a USB headset with microphone, or Apple earbud headphones with microphone. This will eliminate echoes and distracting background noise. **Only one person should have the mic on at a time. This dramatically increases audio quality while teaching.** As a Moderator, you have the ability to mute a participant’s mic by clicking on the mic icon beside their name in the participant list.

Space: Have a quiet office or space with good lighting to conduct class instruction from. (Facing a window or other soft light source on the desk)

Screen-sharing & Showing a Youtube or other Video-

Sharing a video with audio via screen-sharing does not work well in Collaborate. If you attempt it, the student’s view of the video/audio quality may range from fair to unusable depending on their internet speed and device.

Alternatively, you can post the video just ahead of class time and students can view it from a Blackboard web link. This will ensure students see the best version of video quality.

Or, you can post the link to the video in the chat box and

instruct students to click the link and go away to watch it and be back in 3 minutes, or however long it takes.

Sharing a Powerpoint: Save your powerpoint presentation as a PDF (File > Export to PDF) and then upload it to Collaborate as a File (File Sharing > Add File). This is easier for students with slower access to internet to view because screen sharing the Powerpoint application is internet bandwidth intensive and will be inaccessible for some students.

Recording your Lectures: Recording your lectures is optional but is recommended to enable students who miss parts or all of the lecture can catch up at a later time. Some students may have technical or personal difficulties that may prevent them from attending the live class. If choosing to record your class, announce at the beginning of the class that this lecture will be recorded and they are not required to turn on their camera unless they want to.

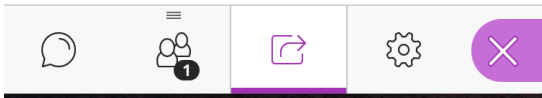
Camera/Mic Usage: It is best if everyone except the speaker has the mic muted. **Only one person (the speaker) should have the mic on at a time. This dramatically increases audio quality while teaching.**

Roles within Collaborate: There are three roles within in Collaborate: Moderator, Presenter and Participants. Instructors are automatically given Moderator roles. Students are given Participant roles. Only Moderators have access to the Share Content Tool where they can Share their Screen/Applications, Upload Files, Create Breakout Rooms. Both Moderators and Presenter roles can advance Powerpoint Slides. Participants do not see the 'Share Content' tool.

Student Presentations: If students are required to present a Powerpoint presentation using Collaborate, you can grant them temporary Presenter privileges by clicking on the circle with three dots inside beside their name in the Participant list > and select "Make Presenter". They will now be able to move through slides using the arrows beneath the slides.

Breakout Rooms: To start a breakout room, click on the

“Share Content” tool in the tool menu at the bottom right of screen.

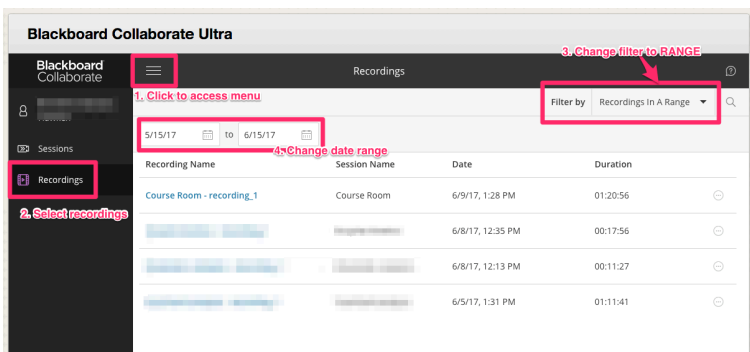


Select “**Breakout Rooms**” at the bottom of the list. Use the drop down menu to select how you want to create the groups (randomly or manually, how many groups, etc.). When ready, tell the students audibly that you are starting Breakout Rooms and at exactly what time you will bring them back or how many minutes they have. They can set their phone timer or just watch the clock. Then click “**Start Breakout Rooms**”. They will be put into completely separate rooms where they cannot hear what it going on in the Main Room. Any work done by students on the breakout room whiteboard or chat will not be saved or recorded. Students must screenshot the whiteboard or use another **collaborative document** to save their work. (eg. Microsoft 365 [office.com](https://www.office.com) apps such as Word, Powerpoint, OneNote, Google Docs or Padlet) All UNBC Students have access to [office.com](https://www.office.com) apps using their UNBC login credentials. One student can start the document and use the “**Share button**” to copy a link to give to the other students in the group.

Downloading an MP4 copy of a Collaborate session recording

The first step is to record your Collaborate session. After the Collaborate session, allow up to 2 hours to process and render the recording into a playable format. The recording will be available through the Collaborate Ultra tool under your course's Control Panel.

- Click the hamburger icon in the Collab menu and select recordings.
- Use search to find specific recordings.
- Change the filter to range if your recording was made before the default 7-day search parameters and select specific dates.



Download the Recording's MP4

Before you can download a recording, you must enable recording downloads. You can do this at the time you create the session or by editing the session. Check the "Allow recording downloads" setting.

Monday's Virtual Lecture

Guest access

Guest role **Guest link**

Participant <https://us.bbcollab.cc>

Event Details

Session Settings

Default Participant Role

Participant

Recording

Allow recording downloads

Check this box to allow recording downloads

Once the download is enabled, you or students can access the MP4 through the streamed recording link that was emailed or posted or through the Collaborate Ultra control panel.

To download from the Collab Ultra control panel:

1. Access the recording control panel.
2. Identify the specific recording you want to download.
3. Click the three-dot menu on the far right of that recording to access its Collab menu.
4. Select Download.

Blackboard Collaborate Ultra

Recordings

Filter by Recent Recordings

Recording Name	Session Name	Date	Duration
Monday's Virtual Lecture - recording_1	Monday's Virtual Lecture	6/27/17, 9:32 PM	00:02:29

Click menu to open

- ▶ Watch now
- ⬇️ Download
- 🗑️ Delete
- 🔗 Copy link

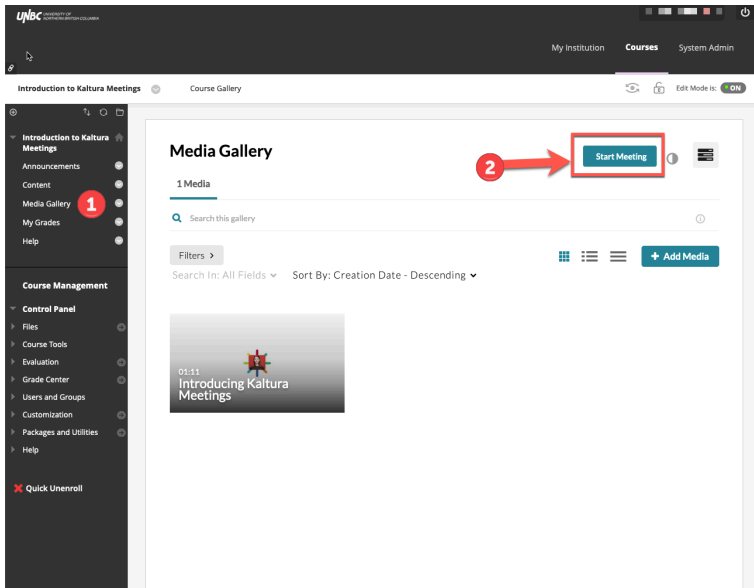
Click to download MP4 recording

Kaltura Meetings: Getting Started

1. Prepare your environment


- [Click here to perform a quick tech check.](#)
- Make sure you have reliable Wi Fi. It is recommended to connect the computer as close as possible to the router. Also, try to avoid sharing the router network and hotspots.
- Plug your laptop into the power supply. Your computer might consume high CPU because the software runs on your computer's camera and microphone. Therefore, the battery on your computer can run out faster.
- If you run into network or high CPU issues, close Internet windows and other unnecessarily running apps. Also, consider turning off the camera.

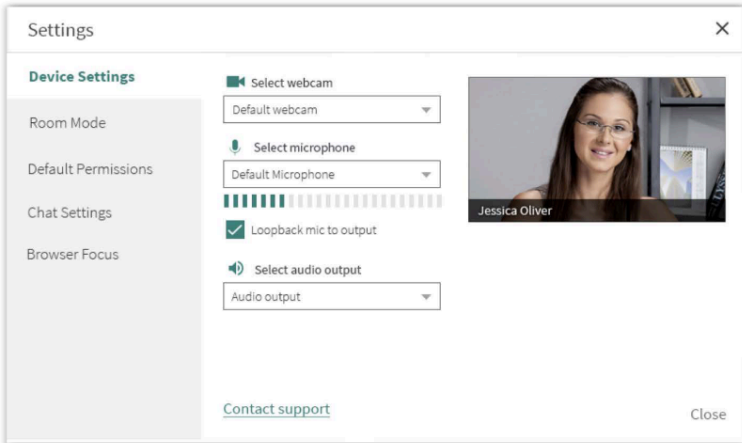
2. Starting your session



1. Navigate to the Media Gallery in your course in learn.unbc.ca
2. Select **[Start Meeting]**

3. Being seen and heard

- Click the Gear icon  on the top toolbar.
- Set up the camera, microphone, and audio you want to use in the live room.
- If you have a problem activating your camera or microphone, [see here for more assistance](#).



Determining If Your Webcam or Microphone Is Blocked by your Browser

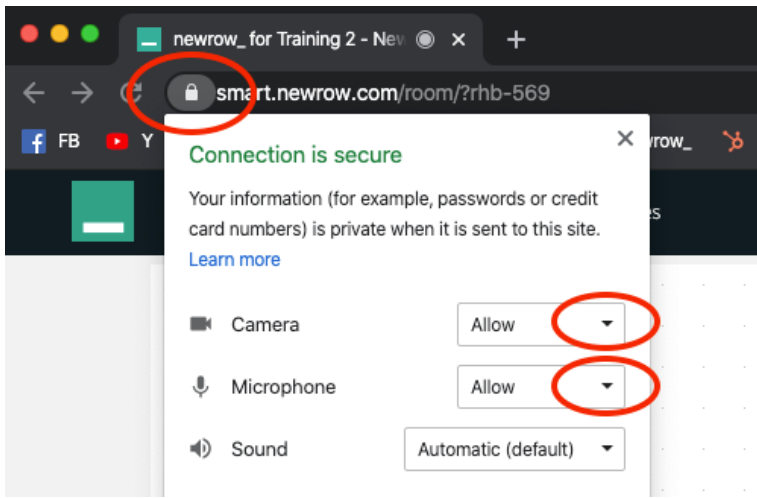
When trying to activate your devices in a Kaltura Live Room, you might see a Devices Unavailable popup if your devices are unavailable due to your browser blocking access to your webcam and/or microphone.

What if My Browser is Blocking Access to My Webcam/Microphone?

You must allow Kaltura to access your devices to broadcast your webcam/microphone. To allow Kaltura to access your webcam or microphone, perform the following steps:

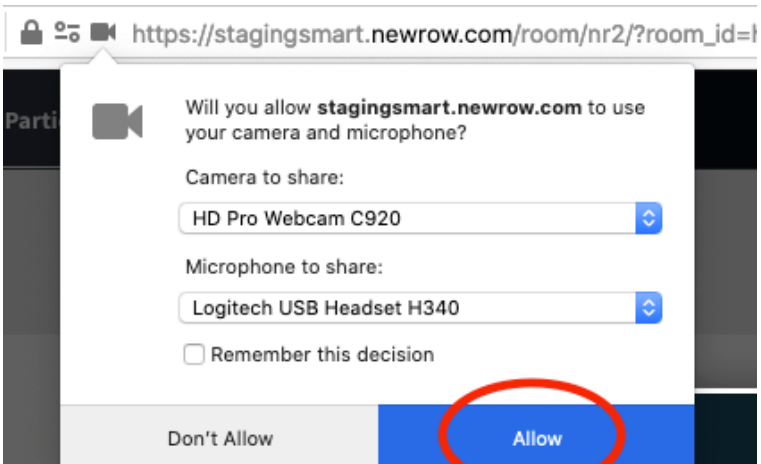
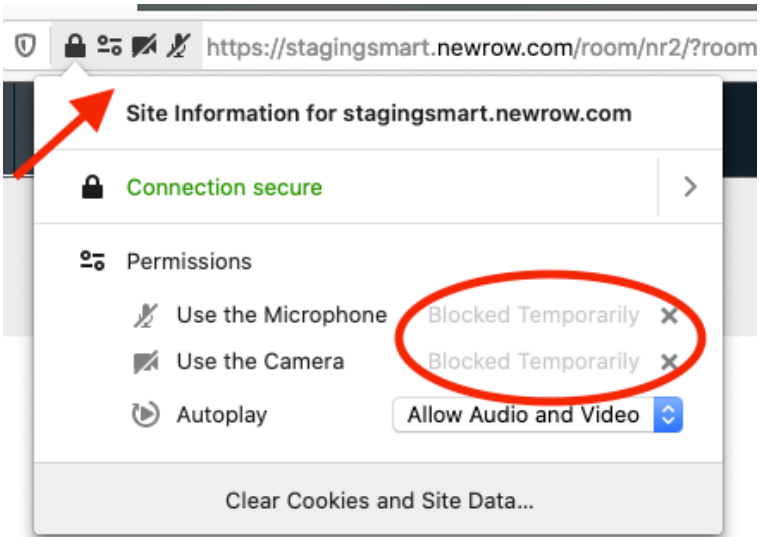
Via Chrome

1. In the address bar on the left, click the **Lock icon** to display device permissions.
2. Make sure *Camera* and *Microphone* are set to **Allow**.
3. Click the **Lock icon** to close the pop up.
4. Refresh your browser window.



Via Firefox

1. In the address bar on the left, you will see camera & microphone icons with a slash through them. Click the **Camera & Microphone icons**.
2. Click the **X's** corresponding to: *Use the Microphone: Blocked Temporarily* and *Use the Camera: Blocked Temporarily*.
3. Refresh your browser window.
4. Click **Allow** in the Firefox permission pop-up.



Kaltura Meetings: Setting Up Your Live Room



Clicking on the gear icon on the top toolbar in a Kaltura Meeting will open your session settings. You will see a number of room settings in this screen.

Device Settings

All users in the live room can set the webcam, microphone, and audio output devices they want to use in the live session. Click on Manage Your Device Settings for more information.

The screenshot shows the 'Settings' window with a close button (X) in the top right corner. On the left is a sidebar menu with the following items: 'Device Settings' (highlighted in blue), 'Room Mode', 'Default Permissions', 'Chat Settings', and 'Browser Focus'. The main content area is titled 'Device Settings' and contains the following controls:

- Select webcam:** A dropdown menu currently showing 'Default webcam'.
- Select microphone:** A dropdown menu currently showing 'Default Microphone'.
- Loopback mic to output:** A checkbox that is checked, with a volume icon to its left.
- Select audio output:** A dropdown menu currently showing 'Audio output'.

Below these settings is a 'Contact support' link. On the right side of the settings panel is a video preview window showing a woman with glasses, identified as 'Jessica Oliver'.

At the bottom right of the settings window is a 'Close' button.

Room Mode

Instructors/moderators can set a live room session to Virtual Classroom or Webinar mode. See [Class Modes: Standard room vs Large room](#) for more information.

Room Settings ×

Device Settings

Access & Security

Room Mode

Default Permissions

Quick Poll Settings

Chat Settings

Browser Focus

Kaltura Meeting version NR2

Set your room configuration.

Standard room - All participants are allowed to enable their webcams and mics.

Large room - Only moderators are automatically placed on stage.

Prompt Cam/Mic - Prompt participants to activate their Cam and Mic.

Standard Mute - Students can unmute themselves any time.

Strong Mute - Students will require your permission to unmute themselves.

Echo Cancellation - Mute participants during media playback.

Close

Default Permissions

Instructors/moderators can set default permissions, whether to draw on the the whiteboard, play shared files, share screen, or write notes, for all participants. [See Set Participant Permissions for more information.](#)

Settings

✕

- Device Settings
- Room Mode
- Default Permissions**
- Chat Settings
- Browser Focus

Tools - Allow all participants to:

- Draw on Whiteboard - Draw on whiteboard and annotate files.
- Play Shared Files - Play files from the playlist & control playback on stage
- Share their Screen - Share selected screens, applications, and/or browser tabs.
- Write Notes - Collaborate in the class notes tool.

Participant List:

- View Participants List - Allow all participants to see the list of attendees.

Participant List Sorting - Alphabetical Time joined

Close

Chat Settings

Instructors/moderators can give access to the various chat modules to your participants. [See Send Chat Messages for more information.](#)

Settings

✕

- Device Settings
- Room Mode
- Default Permissions
- Chat Settings**
- Browser Focus

Chat Permissions - Allow all participants to:

- Group Chat - Participate in a group chat with all session participants.
- Ask Questions - Submit questions to moderators via Questions & Answers.
- Start 1:1 Chats - Allow participants to initiate 1:1 chats with each other.

Moderation - Set chat default settings:

- Clear chat - Clear chat at the end of the session automatically.

Notifications - Set your chat notification preferences:

- Chat Notifications - Enable browser notifications when new messages are received.

Close

Kaltura Meetings: Moderating Live Sessions

Manage Your Participants With The Participant List

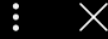
Not only does the participant list let you know who has joined your session, but it also enables you to effectively moderate your live session. The participant list shows a live list of people currently in the live session. As an instructor/host/moderator you can use the participant list to manage your participants.

https://video.unbc.ca/id/0_h3thp6pq/

Display The Participant List

When the participant list is hidden, select Participants in the upper bar.

PARTICIPANTS 2



Mute all:



★ Helen



LIVE



Set as moderator

Set as captioner

⚙️ More Permissions

Remove from room



★ Danny Swibel



LIVE

Add/Remove Participants From Stage

- To add or remove participants from the stage, click the **Live** button corresponding to each user in the participant list.
- The stage is where the broadcasting webcams and content display. In order to be seen and heard by class participants, you must be on stage.
- When the **Live** button is red the corresponding user is currently on stage. Click **Live** to remove them from the stage.
- When the **Live** button is white the corresponding user is not currently on stage. Click **Live** to add a participant to the stage.



Manage Participants' Webcams and Microphones

- As the instructor, host or moderator, you can enable or disable participants' devices.
- The devices are clickable when the participant has turned on their webcam and/or microphone.
- If the webcam and microphone buttons corresponding to a participant are not clickable, then the participant must first turn on their webcam & microphone.
- You can configure your room/session to set a Strong Mute

(allowing hosts to mute participants and lock them in a state of mute) or Standard Mute (allowing hosts to mute participants temporarily-the participants can unmute themselves at any time). See [Strong Mute Vs Standard Mute](#).

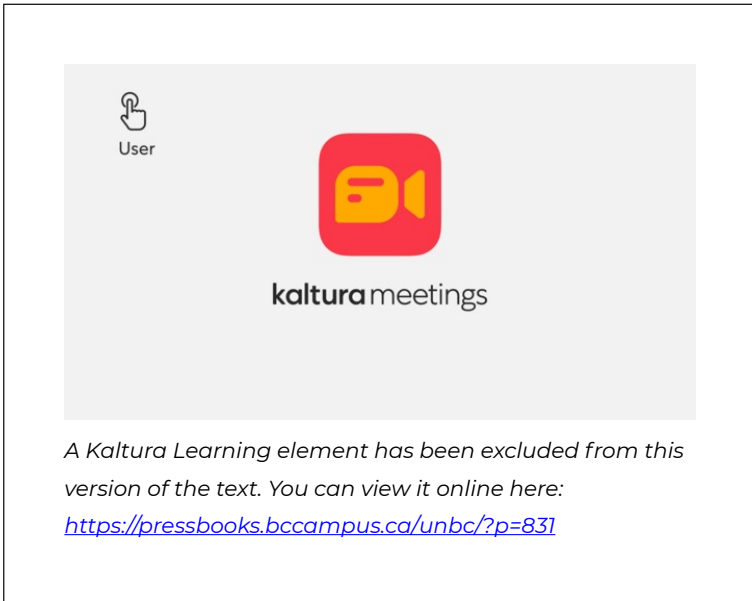
Set Specific Participant Permissions

See the article [Set Participant Permissions](#) to see how you can set your participants as moderators or give them specific permissions that enable them to: share their screen, play shared files, draw on the whiteboard, or write notes.

Kaltura Meetings: Upload and Share Files

Upload Files To Share

Upload files to your Kaltura Live Room classroom then share them with your session participants.



Which formats can be uploaded?

- Presentations — PPT, PPTX
- Video — MP4, MOV, AVI, WMV

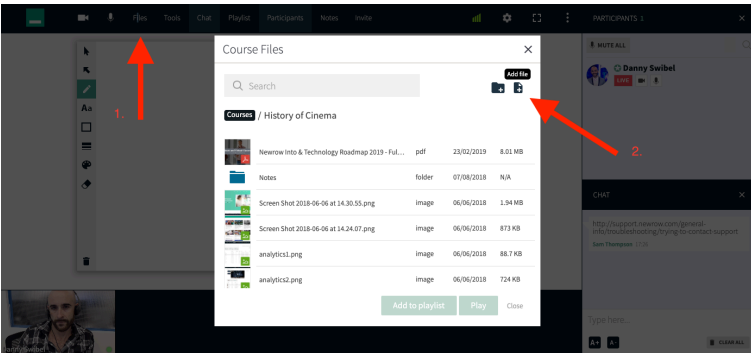
- Image — PDF, PNG, JPG
- Document — DOC, DOCX
- Spreadsheet — XLS, XLSX
- Audio — MP3

Adding Files/Content

1. Click **Files** in the upper bar.
2. Click the **Add File** button to launch your local file browser.
3. Select the file/s you want to upload.
4. Click the confirmation button (**Ok/Open/etc...**).

The files are uploaded directly to the current folder you are in.

?Utilize *shift+click* or *command+click* to select multiple files to upload at one time.



Drag-and-Drop Files/Content

Drag-and-drop files directly from your desktop to upload files.

1. Click and drag file from your desktop.

2. Drop the file in the dashed line box to upload it to the current folder.

?To upload a file to a specific folder, drag the file to the folder. When the folder is highlighted in blue drop the file. You are redirected to the folder and the file is uploaded there.

Play or Share Your Uploaded Files

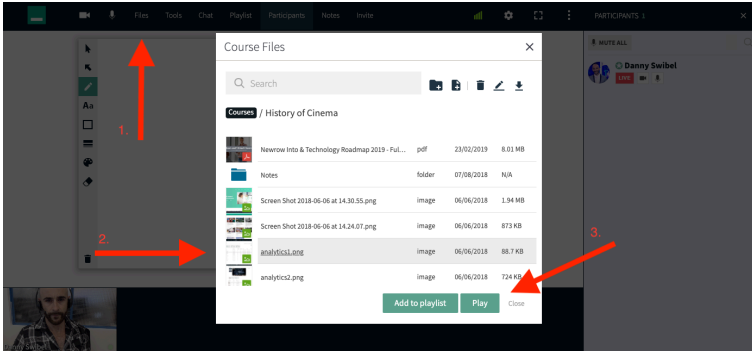
Play A File From Files

1. Click **Files**.
2. Navigate your cloud storage and select a file you want to share.
3. Click **Play**.

?By default, all microphones are disabled while a video is being played in the room. This is to prevent echoes caused by participants' speakers being streamed back into the room. Microphones are re-enabled automatically when the video is paused or stopped.

The microphone settings may be configured both through the room settings menu or at the company level by Kaltura's backend.

?The file you launch, whether a video, PowerPoint presentation or any other file, will be viewed by everyone simultaneously in the live session.



Play A File From Your Playlist

1. Navigate to the playlist.
2. Select the file you want to play to display it on stage.

Prepare Your Playlist

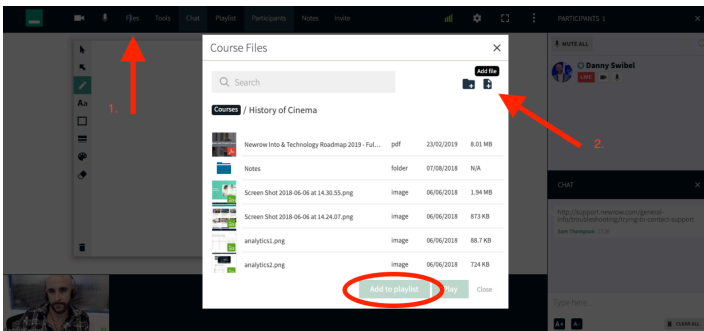
Save time finding files during your session by using playlist to organize your files ahead of time. You can add up to 50 items to your playlist at a time.



A Kaltura Learning element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.bccampus.ca/unbc/?p=831>

Add Uploaded Files To Your Playlist

1. Click **Files**.
2. Click the **Add File** button and/or select the file/s you want to share in the live session.



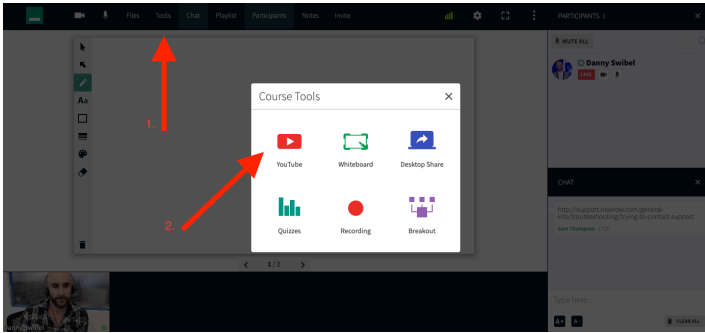
3. Click the **Add To Playlist** button.

?You are limited to 50 items on the playlist at once. The *Add to playlist* button will be grayed out or not clickable if you are already at 50. Remove items from the playlist to free up space.

?Use “Control + Click”, “Command + Click”, or “Shift + Click” to select multiple files at one time.

Add YouTube Videos To Your Playlist

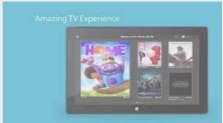
1. Click **Tools**.
2. Select **YouTube**.




3. Search for and select the YouTube videos you want to share.
4. Click the **Add To Playlist** button.

Select YouTube video ×

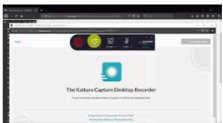
🔍 kaltura



Kaltura Overview
Kaltura



Kaltura Training - Recording Video
CETIS Design



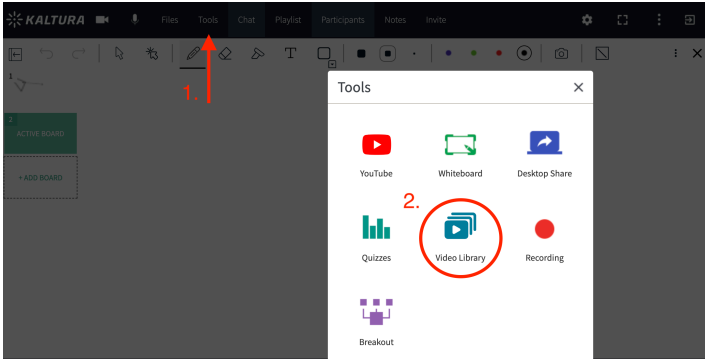
Kaltura Personal Capture - Webcam
CityU Center for Curriculum & Instruction

Add to playlist **Play** Close

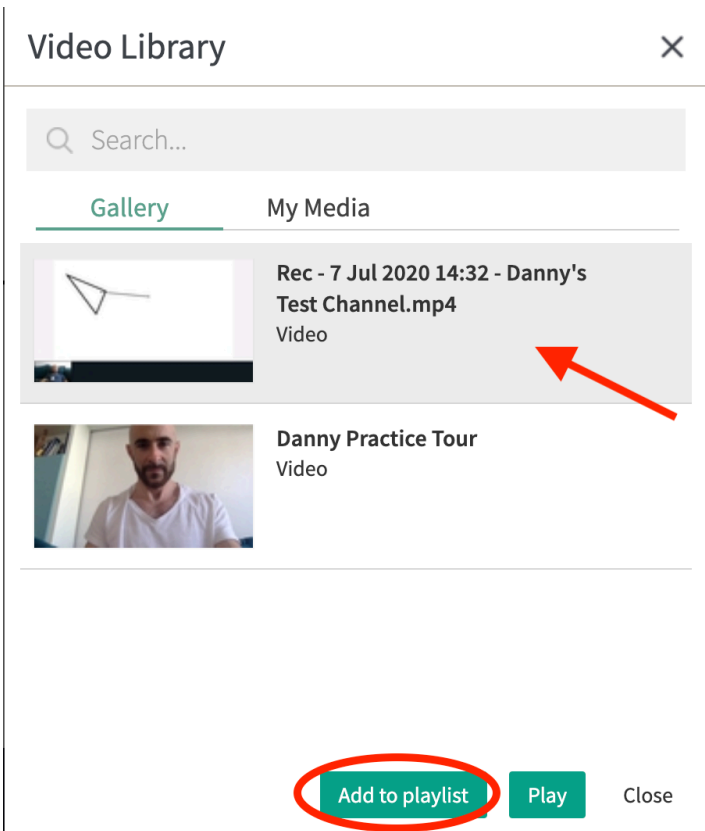
Tip: Use “Control + Click”, “Command + Click”, or “Shift + Click” to select multiple files at one time.

Add My Media/Gallery Videos To Your Playlist

1. Click **Tools**.



2. Select **Video Library**.

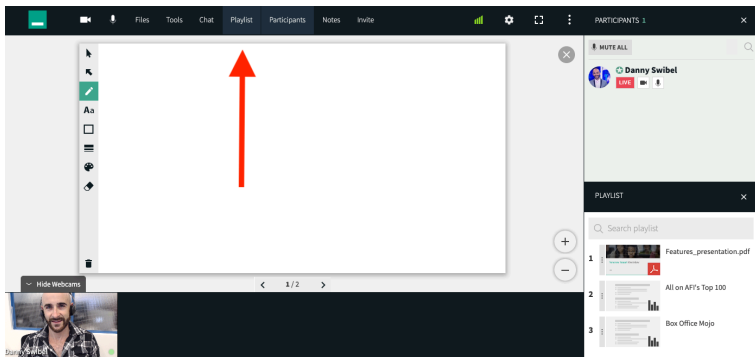


3. Search for and select the videos you want to share in **Gallery** or **My Media**.
4. Click the **Add To Playlist** button.

View Your Playlist

The playlist is only visible to instructors and moderators.

- If the *Playlist* is hidden, then click **Playlist** to display the *Playlist*.
- If the *Playlist* is displayed, then click **Playlist** to hide the *Playlist*.



Organize Your Playlist Content

You can reorder items in your playlist by dragging and dropping items within the playlist.

1. Select the item you want to reorder.
2. Click and drag to the position you want the item to be in.
3. Release the item.

Play Items In Your Playlist

To display/play an item in the playlist, click it. Playing items are highlighted in green.

Remove Items From Your Playlist

1. Hover your cursor over the item you want to remove.
2. Click the x.

?You can only add 50 items to the playlist at a time, so you will have to remove items before adding others.

Kaltura Meetings: Meetings Tools

Draw On Your Kaltura Digital Whiteboard

This article describes how to collaborate with your participants in real time on the Kaltura Live Room Digital Whiteboard.

The Kaltura Live Room Digital Whiteboard is a perfect tool for collaboration, brainstorming, and language learning.



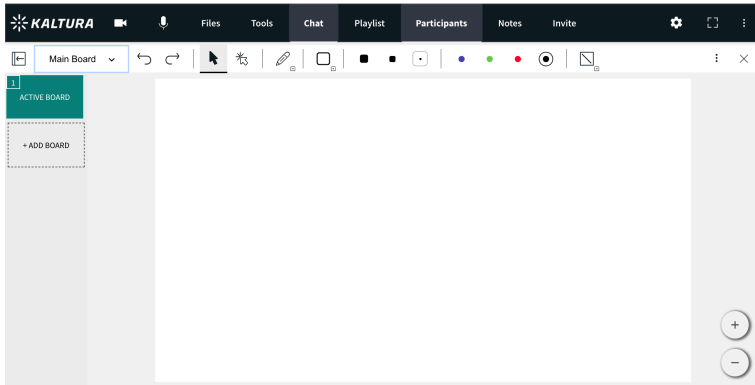
A Kaltura Learning element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.bccampus.ca/unbc/?p=833>

Display Your Digital Whiteboard

1. Click **Tools**.
2. Select **Whiteboard**.

?Instructors/Moderators can add additional boards as needed by simply clicking **+Add Board** in the thumbnail tray to add a new board to the whiteboard.



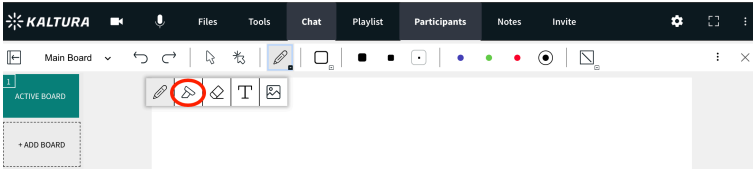
Create Additional Whiteboard Pages

- Your whiteboard drawings are automatically saved and remain from session to session – unless you delete them.
- Each whiteboard can support up to 50 pages.
- Use the right and left arrow keys to navigate to next or previous boards (available to Instructors/moderators only).

Whiteboard Tools

Use Cursor

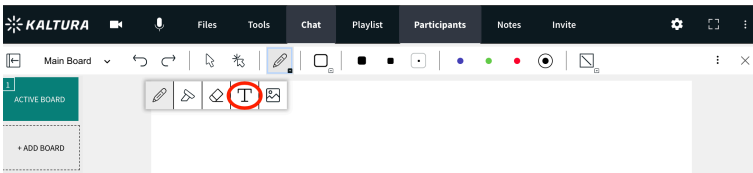
Use the cursor tool to select drawn objects then move them, resize them, or edit them.



To Type

1. Select the **Text** icon.
2. Click the whiteboard where you want your text box to be.
3. Enter in your text.
4. Click outside of the text box to post it.

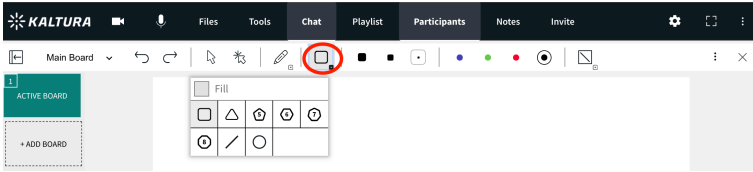
?Edit text by double clicking text you posted on the whiteboard.



To Draw Shapes

1. Select the **Square** icon.
2. Click the selected **Square** icon to display a menu of shapes: *Circle, Right Triangle, Equilateral Triangle, Square, Pentagon, Hexagon, Heptagon, Octagon, Polygon, Line, Single Headed Arrow, Double Headed Arrow.*
3. Click and drag your cursor to draw the shape.

?To fill in a shape, click the **Fill** box before selecting the shape and the shape will be filled with color.



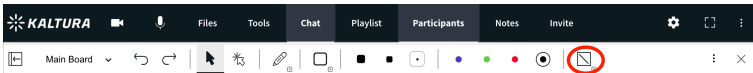
Undo or Redo

- Click the Undo or Redo arrows to undo or redo previous marks.
- Undo and Redo applies to up to the last 10 edits committed by you – not by others. Meaning, you cannot undo edits or actions by other participants.
- Undo and Redo apply to the current session only. You cannot undo or redo marks from previous sessions.



Set Backgrounds

Each board can have backgrounds applied to the whiteboard: two types of **Graph Paper**, **Dot Grid Paper**, **Vector**.



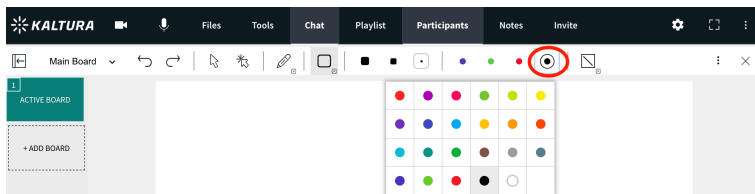
Formatting Tools

Adjust line thickness or color of your marks by simply clicking the thickness or color you prefer.

To Change Color

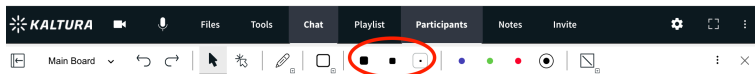
You can select a color and apply it to the marks you draw. You can also change the color of marks you already drew.

1. Select the **Cursor** tool Or select the mark you want to change the color of.
2. Click the color you want to apply.



To Adjust Line Thickness

Adjust the thickness of **Free Draw**, **Eraser**, **Highlighter**, **Shapes** by simply selecting the thickness to apply the thicker or thinner line.

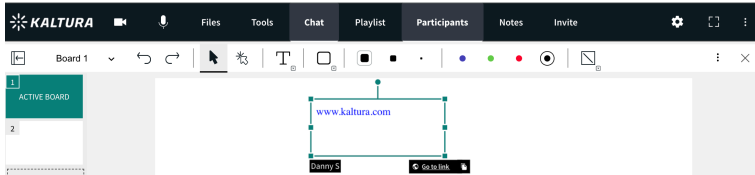


Create Clickable Links

You will now be able to type in a weblink and allow participants to click on it.

1. Select the Text tool
2. Type in a web address OR Copy/paste a link

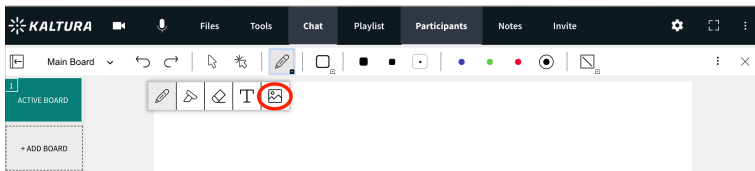
?Participants will be able to click on the link and be brought to that page.



Add Images

Instructors/Moderators can upload images to their whiteboard.

1. Click the Pencil Icon to reveal the drop down bar.
2. Select the **Image icon**.
3. Click an image or document previously loaded from your content management system or Click +Add Icon to search your desktop for a new image.
4. Click **Add**.

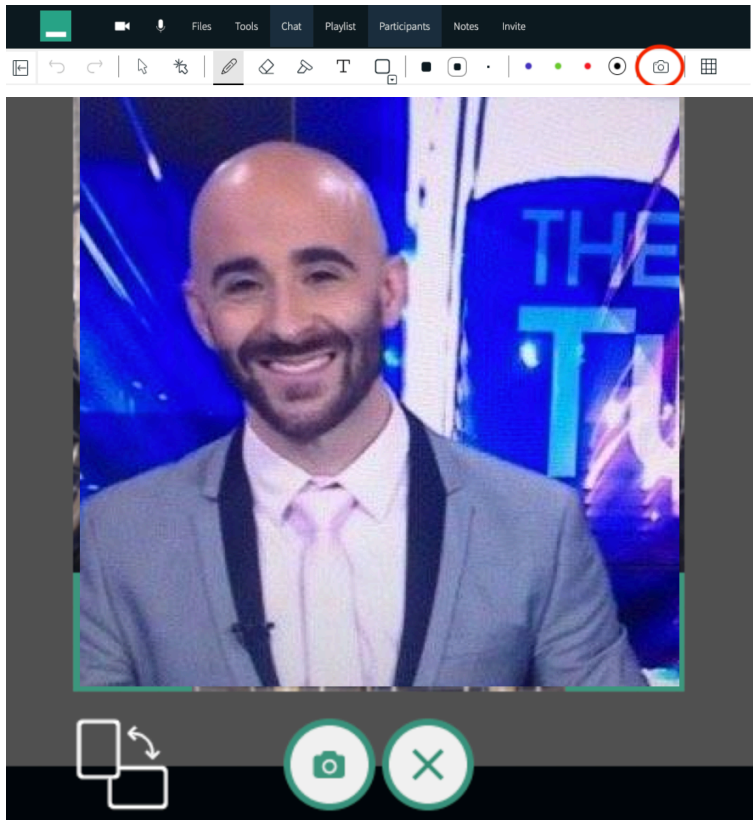


Take a Snapshot

Instructors/Moderators can take snapshots and have them appear on the whiteboard.

1. Click the camera icon
2. Frame yourself and click the camera button below to take the picture.

?The picture is automatically placed on the whiteboard.



Delete or Erase Drawn Objects

Instructors/Moderators can delete any marks drawn on the whiteboard. Participants with *Draw on whiteboard* permissions are only able to delete objects they drew.

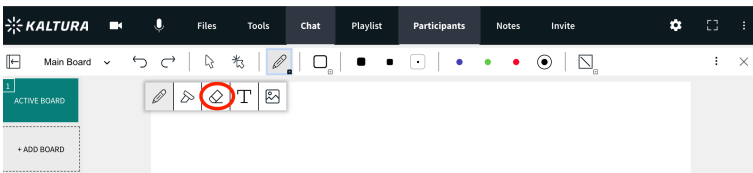
To Delete Specific Marks

Participants can only delete marks they draw.

1. Select the **Cursor** tool.
2. Select the object you want to delete.
3. Hit the *Delete* key on your keyboard.

To Erase Drawn Objects

1. Select the **Eraser** icon,
2. Click & drag the eraser over whiteboard marks you want to erase.

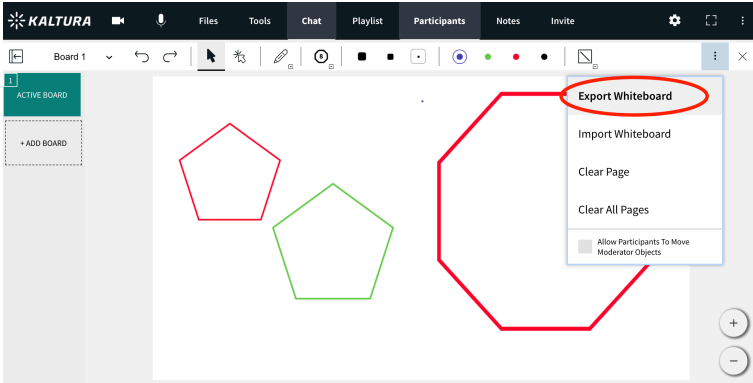


Exporting/Saving Whiteboards

You can save individual whiteboards to your desktop.

1. Click the **3 dot dropdown** in the top right corner of the whiteboard.
2. Click **Export Whiteboard**.

?You can then upload the file to your File Management System from your desktop.

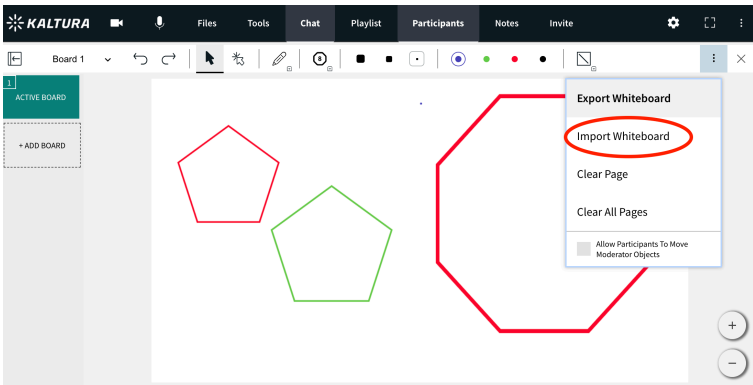


Importing/Uploading Whiteboards

You can import previously exported whiteboards

1. Click the 3 dot drop down menu in the top right.
2. Click **Import Whiteboard**.
3. Search your desktop for a previously saved Kaltura formatted whiteboard.
4. Click **Ok**.

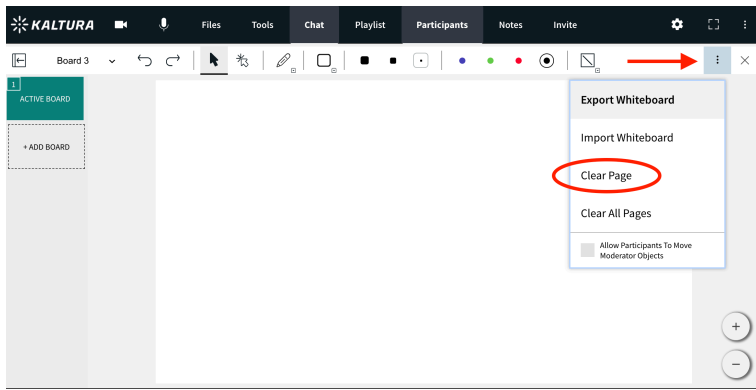
?Instructors will be able to upload a Kaltura formatted whiteboard to another room, and have access to work on that whiteboard in the new room.



To Clear Page

Clearing the whiteboard is only an option for Instructor/moderators.

1. Click the 3 dot menu in the top right of the whiteboard.
2. Select **Clear Page**.
3. Click **Ok** to in the *Confirm Delete* pop-up.



To Clear All Pages

Resetting the whiteboard deletes all boards in the whiteboard and all marks on them. The process cannot be undone!.

1. Click the 3 dot menu in the top right of the whiteboard.
2. Select **Clear All Pages**.
3. Click **Ok** to in the *Confirm Delete* pop-up.

Allow Participants to Move Moderator Objects

Check to allow guests to move objects that the moderator draws on the whiteboard.

Dismiss/Close Whiteboard

To dismiss the whiteboard, click the **x** in the top right of the stage or select another app/file to display. Dismissing the whiteboard does not clear it. The whiteboard marks are saved in the room until erased.

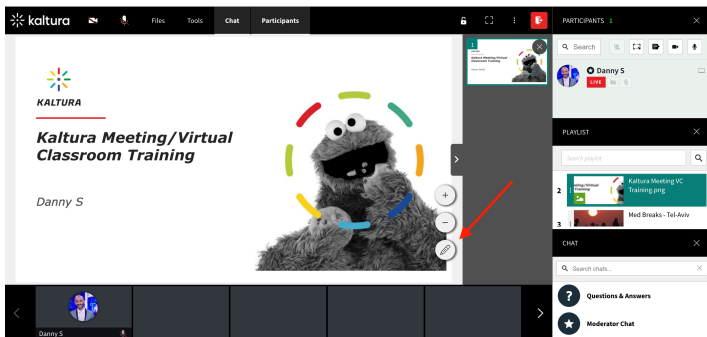
Annotate Your Shared Files As You Discuss Them This article describes how to collaboratively annotate your shared files with other moderators during your live session.

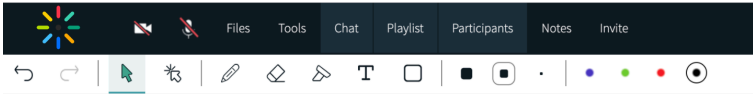
Annotations are persistent from session to session. Your marks are automatically saved as long as you do not delete them. All non-video and audio files can be annotated when shared in the room: presentations, PDFs, images, documents and spreadsheets.

Turn on/off Annotations

By default, annotations are hidden when displaying a file.

1. Play a file.
2. Click the pencil icon in the bottom right of the content to enable annotations.





Cursor

Use the cursor tool to select drawn objects, then move them, resize them, or edit them.

Laser Arrow

Use the laser arrow to enable your participants to track your cursor as it moves along the whiteboard.

Each participant has their own laser pointer identified by their first name to help you identify who is using the laser pointer.

Free Draw

1. Select the **Pencil** icon.
2. Click & drag your cursor to draw.

Use a touch screen device or USB trackpad to more accurately write equations, music, and more.

Highlight

1. Select the **Highlighter** icon.
2. Click & drag your cursor to highlight text on the whiteboard or slide.

Type

1. Select the **Text** icon.
2. Click the whiteboard where you want your text box to be.
3. Enter in your text.
4. Click outside of the text box to post it.

Edit entered text by double clicking text you posted on the whiteboard.

To Draw Shapes

1. Select the **Square** icon.
2. Click the selected **Square** icon to display a menu of shapes: **Circle, Right Triangle, Equilateral Triangle, Square, Pentagon, Hexagon, Heptagon, Octagon, Polygon, Line, Single Headed Arrow, Double Headed Arrow.**
3. Click and drag your cursor to draw the shape

Polygon

The idea is to draw a full shape. After selecting the tool you can click on the whiteboard to set endpoints of the line you are drawing. The last point should be the same as the first point to complete the shape.

Undo or Redo

- Click the Undo or Redo arrows to undo or redo previous marks.
- Undo and Redo applies to up to the last 10 edits

committed by you – not by others. Meaning, you cannot undo edits or actions by other participants.

- Undo and Redo apply to the current session only. You cannot undo or redo marks from previous sessions.

Supported Files

All non-video and audio files can be annotated when shared in the room: presentations, PDF's, images, documents and spreadsheets.

Delete or Erase Drawn Objects

Moderators can delete any marks drawn on the whiteboard. Participants with *Draw on whiteboard* permissions are only able to delete objects they drew.

To Delete Specific Marks

Participants can only delete marks they draw.

1. Select the **Cursor** tool.
2. Select the object you want to delete.
3. Hit the *Delete* key on your keyboard.

To Erase Drawn Objects

1. Select the **Eraser** icon.
2. Click & drag the eraser over whiteboard marks you want to erase.

To Clear The Board

Clearing the whiteboard is only an option for moderators.

1. Click the 3 dot menu in the top right of the whiteboard.
2. Select **Clear This Board**.
3. Click **OK** to in the *Confirm Delete* pop-up.

To Reset The Entire Whiteboard

Resetting the whiteboard deletes all boards in the whiteboard and all marks on them. The process cannot be undone!

1. Click the 3 dot menu in the top right of the whiteboard.
2. Select **Clear All Boards**.
3. Click **OK** to in the *Confirm Delete* pop-up.

Share Your Screen

Share Your Screen Via Firefox



A Kaltura Learning element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.bccampus.ca/unbc/?p=833>

1. Click **Tools**.
2. Select the **Desktop Share** option.
3. Choose what you would like to share:
 1. **Your Entire Screen** – Default option. If you have multiple screens, then you can choose which screen you want to share. This option offers the greatest flexibility in that you can move around different applications and windows and your participants will see everything. Because of that, it does offer the least control on what you are sharing at a given moment.
 2. **Application Window**– See a list of applications currently running on your computer. Select the Application you want to share to share only a view of that application. The application cannot be hidden or minimized to share it.
 3. **Firefox Tab**– Choose a specific browser tab you want to share.
4. Click **Allow**.

Share Your Screen Via Chrome

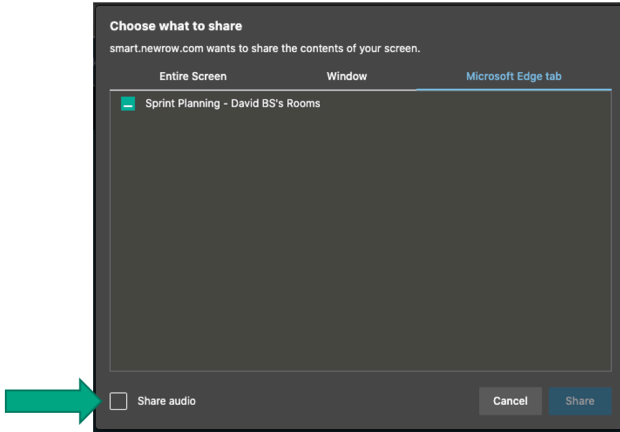


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<https://pressbooks.bccampus.ca/unbc/?p=833>

1. Click **Tools**.
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3. Choose what you would like to share:
 1. **Your Entire Screen** – Default option. If you have multiple screens, then you can choose which screen you want to share. This option offers the greatest flexibility in that you can move around different applications and windows and your participants will see everything. Because of that, it does offer the least control on what you are sharing at a given moment.
 2. **Application Window**– See a list of applications currently running on your computer. Select the Application you want to share to share only a view of that application. The application cannot be hidden or minimized to share it.
 3. **Chrome Tab**– Choose a specific browser tab you want to share.
4. Click the **Share** button.

5. It is now possible to share audio while sharing screen via chromium based browsers (Google chrome and MS edge). To share your audio simply check the “Share audio” check box at the bottom left corner of the screen sharing source menu. Windows supports audio sharing for all screen share options mentioned above, while mac supports it only when sharing browser tabs.



Stop Sharing Your Screen

There are a few ways to stop sharing your screen.

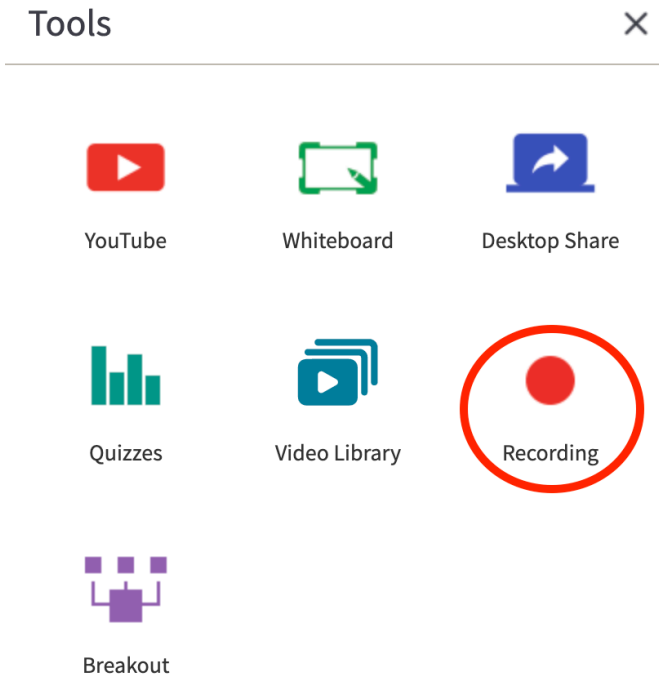
- Click **Stop Sharing** in the extension footer bar.
-or-
- Click the **Stop Sharing** button in the top left of the stage.
-or-
- Click **x** in the top right of the stage.

Record Your Live Session

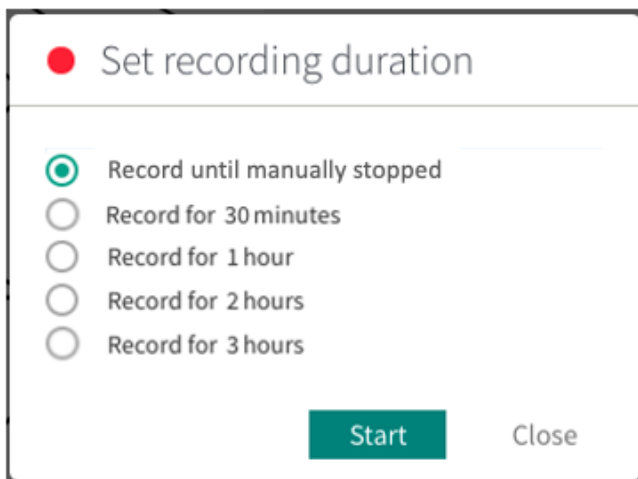
Start Recording

The recording option can be accessed by instructors or moderators.

1. Click **Tools**.
2. Select the *Recording* option.



3. Choose your preferred recording duration.



4. Click **Start**.

A recording may take up to 1 minute to initialize. You will see an indication that recording is initializing and all participants are notified when the recording starts.

?Recording automatically stops when the set duration expires, or, when the session ends. However, 2 minutes before your recording expires you will be prompted to see if you want to extend your recording time by 30 minutes.

When you select the “unlimited” recording option the recording will stop if :

- a moderator stops it from within the room.
- the session ends.
- the maximum recording length of 5 hours has been reached.

If needed, you can start a new recording immediately after stopping the previous one.

Stop Recording

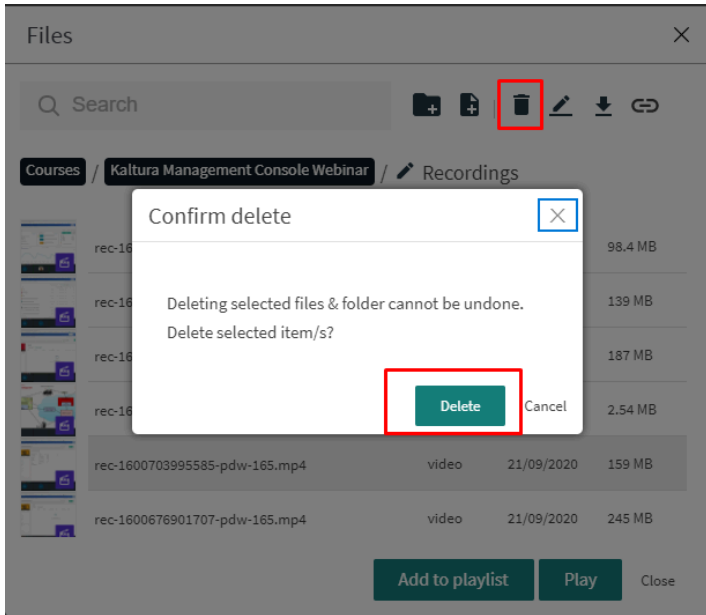
Recording automatically stops when the set duration expires. You can choose to stop recording before the set duration expires.

1. Click the recording indication in the upper bar or click *Recording in Tools*.
2. From the confirmation pop-up, click the **Stop Recording** button. The recording is stopped and you will be notified when your completed recording file is available for viewing.

Delete Recording

1. Click **Files**.
2. Click the **Recordings** folder.
3. Select the recorded file you want to delete.
4. Click the Trash icon.
5. Click **Delete** to confirm the deletion action.

Deleting a file cannot be undone.









Download Your Recording







When recording stops, your recorded file is processed and automatically added to *Files* in a folder called *Recordings*. Each recording file is named by default with the following convention: *Rec – DATE & TIMESTAMP – NAME OF COURSE*. You are now ready to download your recording.

1. Click **Files**.
2. Click the **Recordings** folder.
3. Select the recorded file you want to download.
4. Click the *Download icon* that appears next to the search bar.

?Recordings are download to an mp4 format.

Q Search      

Courses / Kaltura for Training 2 / Recordings

	Rec - 15 Jun 2020 15:18 - Kaltura for Training 2...	video	15/06/2020	1.28 GB
	Rec - 15 Jun 2020 15:02 - Kaltura for Training 2....	video	15/06/2020	322 MB
	Rec - 11 Jun 2020 16:34 - newrow_for Training ...	video	11/06/2020	2.08 GB
	Rec - 10 Jun 2020 15:02 - newrow_for Training ...	video	10/06/2020	2.15 GB
	Rec - 8 Jun 2020 13:18 - newrow_for Training 2....	video	08/06/2020	742 MB
	Rec - 7 Jun 2020 11:16 - newrow_for Training 2....	video	07/06/2020	315 MB

Add to playlist

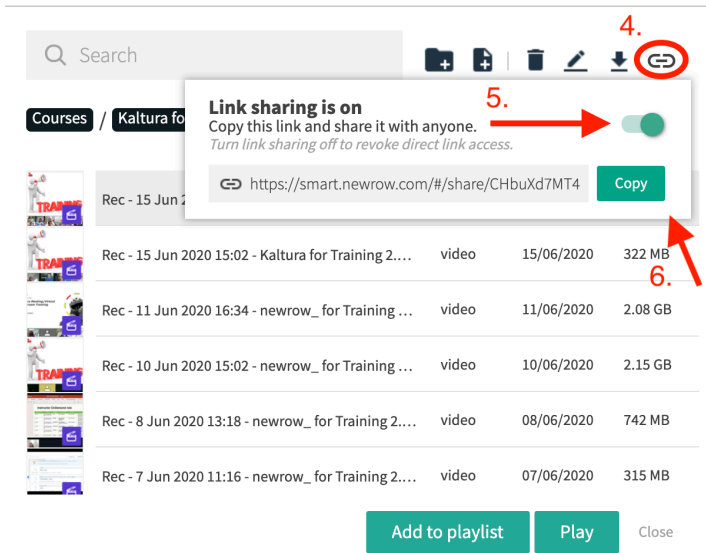
Play

Close

Share a Link to Your Recording

When recording stops, your recorded file is processed and automatically added to *Files* in a folder called *Recordings*. Each recording file is named by default with the following convention: *Rec – DATE & TIMESTAMP – NAME OF COURSE*. You are now ready to share a link to your recording.

1. Click **Files**.
2. Click the **Recordings** folder.
3. Select the recorded file you want to download..
4. Click the Link Sharing icon.
5. Toggle link sharing to the right to reveal a web link.
6. Click the **Copy** button to copy link to send to participants.



Share Your Recordings From Media Gallery

Completed recordings are automatically published to *Media Gallery* within 10-15 minutes after the live session.

1. Click **Tools**.
2. Click **Video Library**.
3. Click on the recording.
4. Click **Add to playlist** to play later or **Play**.

Video Library



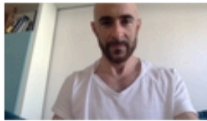
Search...

Gallery

My Media



**Rec - 7 Jul 2020 14:32 - Danny's
Test Channel.mp4**
Video



Danny Practice Tour
Video

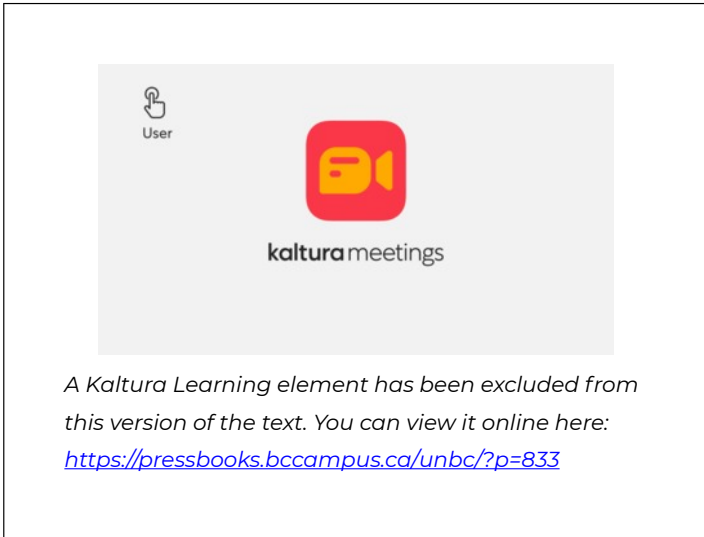


Add to playlist

Play

Close

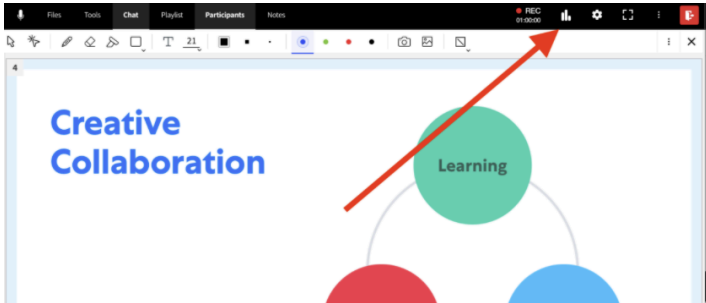
Quick Polls in your Live Room



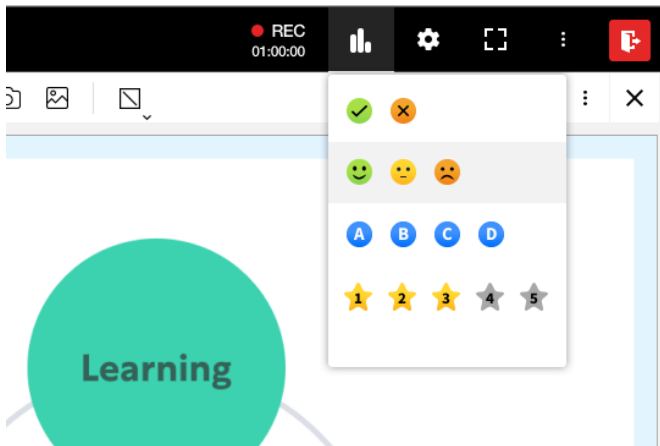
Quick polls provide an awesome way to get structured, real time feedback from participants without the need to set anything up beforehand. You can simply ask the question yourself or launch one of these [Quick Poll Templates.pdf](#) first before launching your quick poll.

Host/Moderator Experience

Launch a Quick Poll



1. Select the *Quick Poll* icon.
2. Select your preferred poll type that best fits the question you asked to launch the poll.

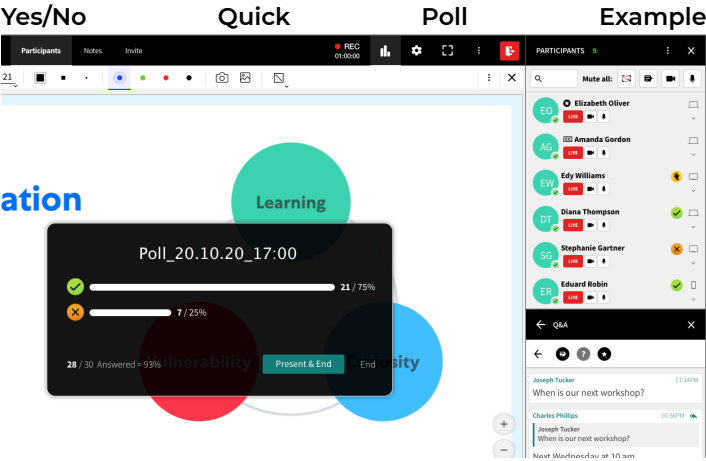


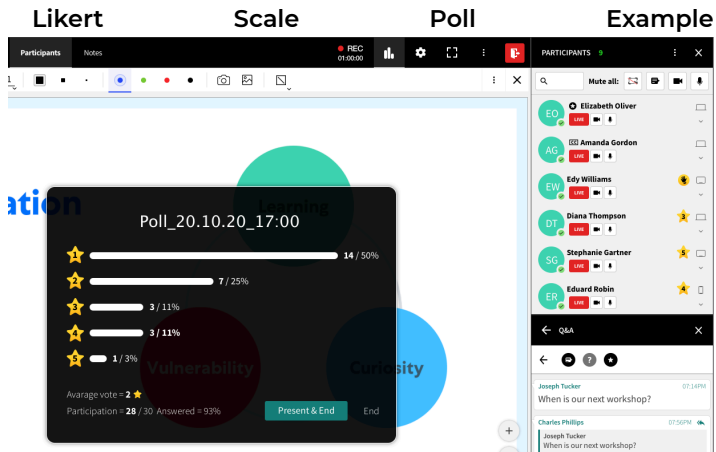
1. Green check / red x – for yes or no questions, agree or disagree
2. Happy/neutral/sad – to get a snapshot on how participants feel about the topic
3. A/B/C/D – for multiple choice polling
4. 1/2/3/4/5 – for Likert scale polling

That's it. After selecting the poll option the poll launches for the participants. They see the reply options and are able to click their response.

See Real Time Poll Results

Hosts/Moderators see poll results coming in as participants respond to the poll. Results display as aggregated results with %'s on the number of participants that have started a poll as well the percentage reply distribution and indications of what each participant selected in the participant list as well as on their webcams.





Share and End The Poll

When you are ready to end the poll, you can decide whether or not to share the aggregate results or not. Participants do not see what other participants have answered and do not see the results of the poll at an aggregated level unless the poll is shared.

Share Results

Sharing results also ends the poll.

1. Click **Share Results** in the quick poll.
2. Quick poll results are now visible. Dismiss the poll by clicking the **x**.

End a Poll without Sharing Results

Click **End** to stop the poll without sharing the results.

Participants' Experience

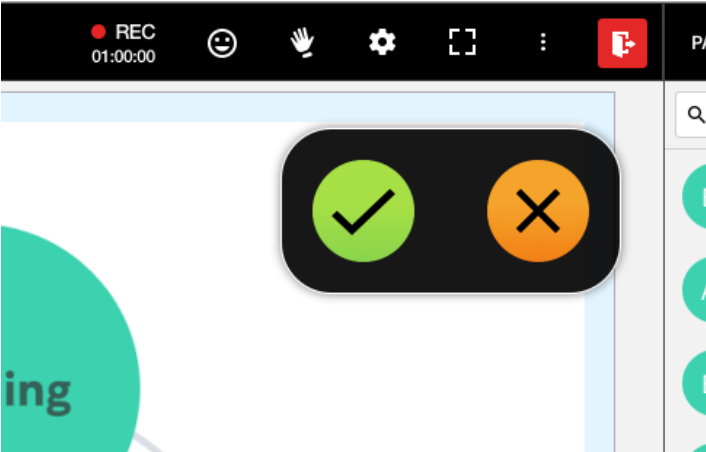
Participants are able to reply to polls that are launched by

the moderator. Participants do not see what other participants reply to the poll and only see aggregate results if they are shared by the moderator.

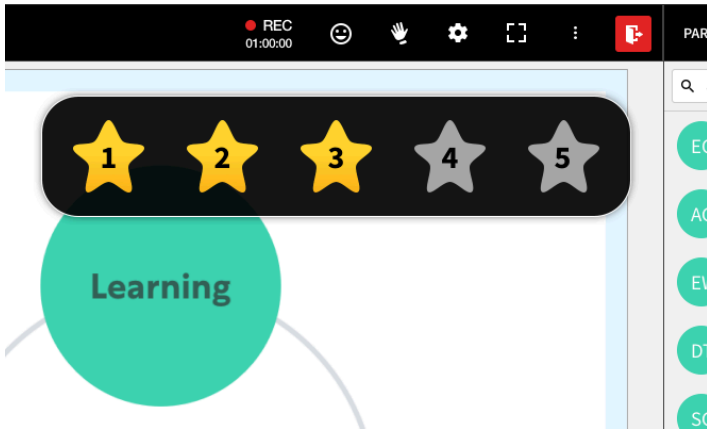
Reply To Poll

Click the answer option in the poll that best reflects your response to the question posed by the moderator.

Yes/No Quick Poll Example

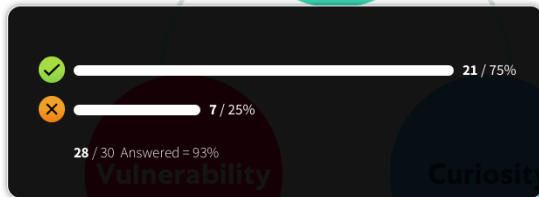


Likert Quick Poll Example



See Shared Quick Poll Results

If the moderator shared the quick poll results, then participants can see the shared results.



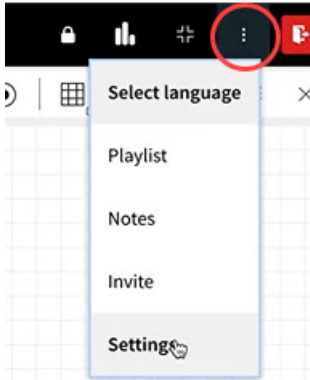
Accessing Results After the Session

All your quick polls statistics and results can be reviewed and exported through session stats pages in your Kaltura Meetings' rooms management [site](#). For more information about viewing Quick Polls' statistics, see [Kaltura Meetings](#)

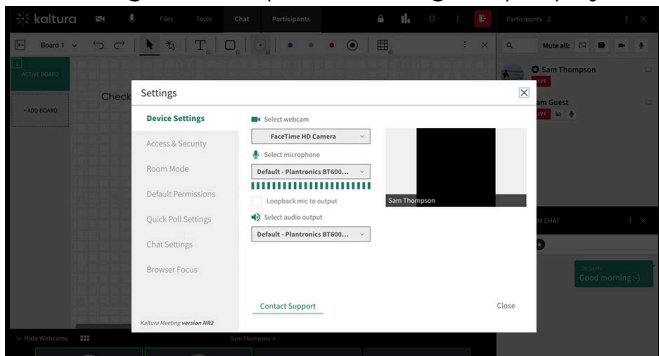
[- Accessing and Reviewing Quick Poll Results.](#)

Quick Poll Settings

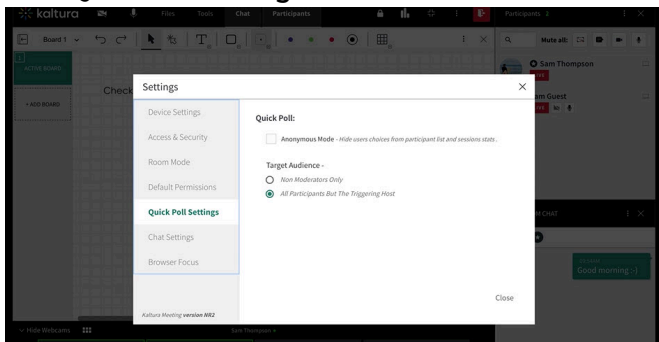
1. Click the Settings icon and choose **Settings**.



2. The Settings window (Device Settings tab) displays.

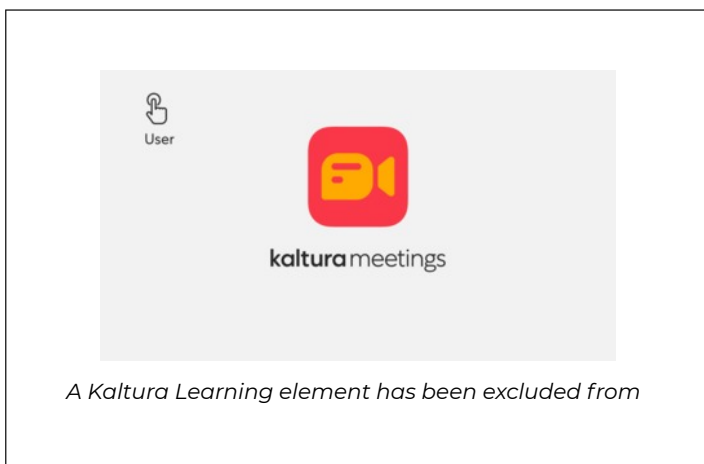


3. Click **Quick Poll Settings** tab.



4. To perform an anonymous poll (the user responses from which are hidden not only from students, but also from you, the Admin/Teacher), select **Anonymous Mode**. Only an aggregate view of results will be displayed. This setting may be useful if you are performing a poll, for instance, on how students rate your teaching skills. You would not want to see specific user responses for such a poll.
5. Choose your target audience. To perform a poll to which only participants/students can respond (and not teachers/hosts), select **Non Moderators Only**. To perform a poll to which all participants except the person launching the poll can respond (which is the default setting), select **All Participants But The Triggering Host**.
6. Click **Close**.

Live Assessment With Real Time Quizzing



this version of the text. You can view it online here:
<https://pressbooks.bccampus.ca/unbc/?p=833>

Create Quizzes For Live Assessment

1. Select **Tools**.
2. Choose **Quizzes**.
3. Click the **+** button.
4. Select the *Quiz Name* field and enter in a name for your quiz.
5. Select the type of quiz, [Multiple Choice](#), [Multiple Answer or Open Questions](#).
6. Enter in your question and answer text.
 1. Enter in text in the the *New Answer* field to add answer options. Each question can have up to 6 answer options.
 2. As you enter question text, a field displays to add a new question.
 3. Click the paper clip to attach files such as images or video to each of your questions.
 4. Make sure to select one answer for Multiple Choice or more with Multiple Answer! You must choose a correct answer for each question. Note: Open question will not have a clickable answer.
7. When done, click **Save**.

Conduct Live Assessment In Your Session With Quizzes

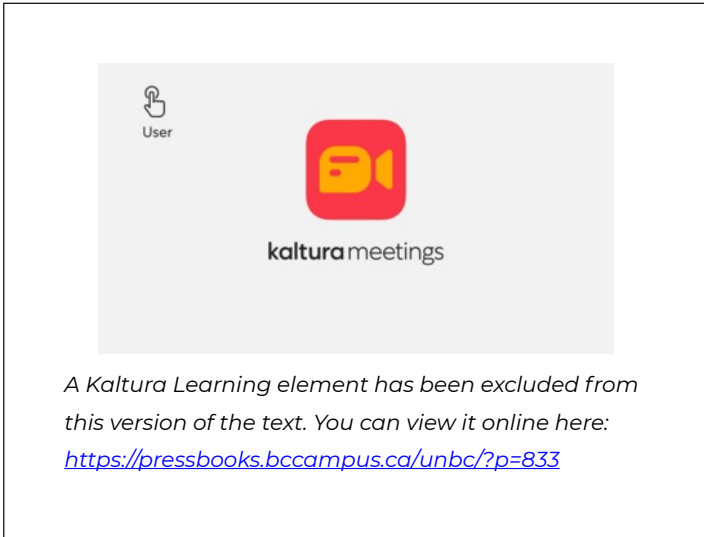
1. Select **Tools**.
2. Choose **Quizzes**.
3. Select the quiz you want to publish.
4. Click the **Start Quiz** button. Starting the quiz publishes the quiz in the live class. Each learner is prompted to start the quiz and you will see live results as they come in (*This does not apply to Open Questions, which are not scored automatically).

Edit Existing Quizzes

1. Select **Tool**.
2. Choose **Quizzes**.
3. Select the name of the quiz you want to edit.
4. Make your changes.
5. Click the **Save** button.

Breakout Rooms

Planning a Breakout Session



Breakout Rooms allow you to split the audience into smaller groups to enable a variety of activities including better collaboration, increased interaction, and deep diving into different subjects to name a few.

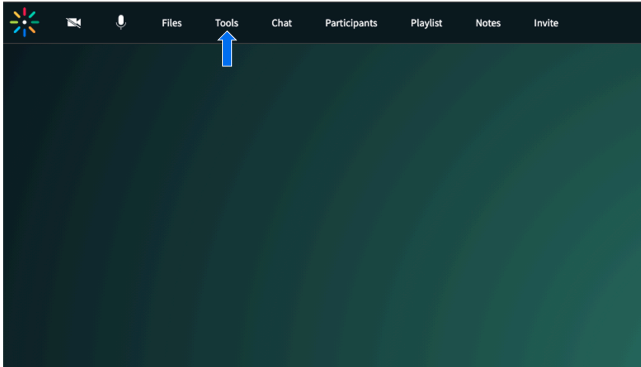
Kaltura offers a range of features aimed at enriching the breakout experience. Starting and controlling a breakout session is a simple task.

This article walks you through the process of planning a breakout session.

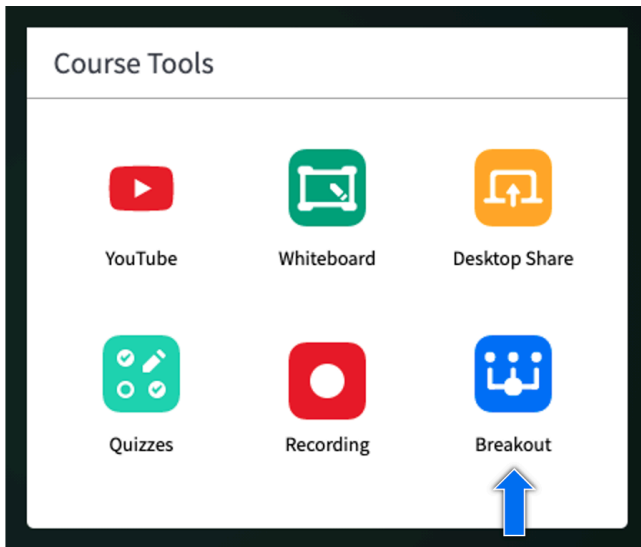
Planning a Breakout Session

To open the Breakout Rooms Manager

1. Open the Breakout Rooms Manager from the Tools Menu.



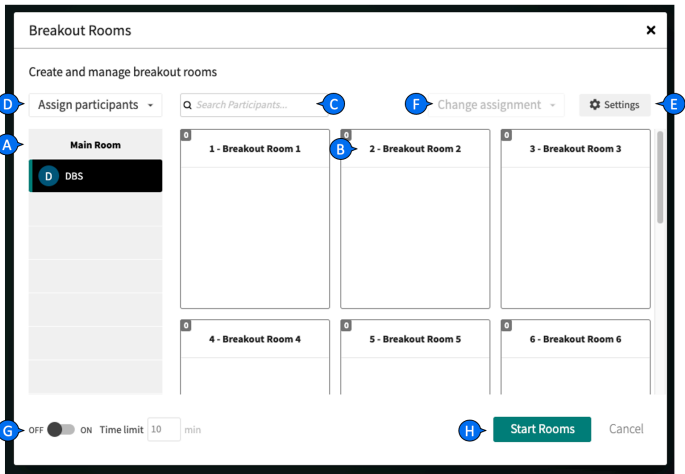
2. Click the Breakout Rooms icon to open the Breakout Rooms Manager window.



The Breakout Rooms Manager Window

In the Breakout Rooms Manager window all functions

needed to prepare your breakout session are available, including the ability to create, rename and delete rooms, several ways to assign participants to specific rooms, set user's permissions for the breakout session, search for specific participants, add a session timer and other functions.



A. **Main room's Participants' List** – participants listed here are assigned to the main room.

B. **Breakout Rooms' Participants' lists** – participants listed in each of the room's lists are assigned to that specific room and will be moved into that room as soon as the breakout session starts.

C. **Search Participants** – typing 2 or more characters triggers a name search among all the participants assigned to any of the rooms. Rooms that do not contain participants with the matching search term will be hidden from the list.

D. **Assign Participants** – opens a drop down menu offering different options for automatic participants' assignment to rooms.

E. **Breakout Rooms Settings Menu** – access to

participants' permissions, and breakout rooms data clearing options

F. **Change Assignment** – Opens a drop-down menu offering different ways to alter current participants assignment to rooms.

G. **Time Limit** – allows to add a timer to the breakout session and to add time to the current session.

H. **Start Rooms** – Starts the breakout rooms session, triggers participants' assignment into the rooms, and starts the timer.

Assigning Participants to Breakout Rooms

Kaltura offers several ways to assign participants to breakout rooms. You may:

- manually assign participants by hosts
- have participants choose the breakout room,
- automatically assign participants
 - by the number of rooms
 - by the rooms capacity
 - by uploading a pre-assignment participants' list

Manual Assignment

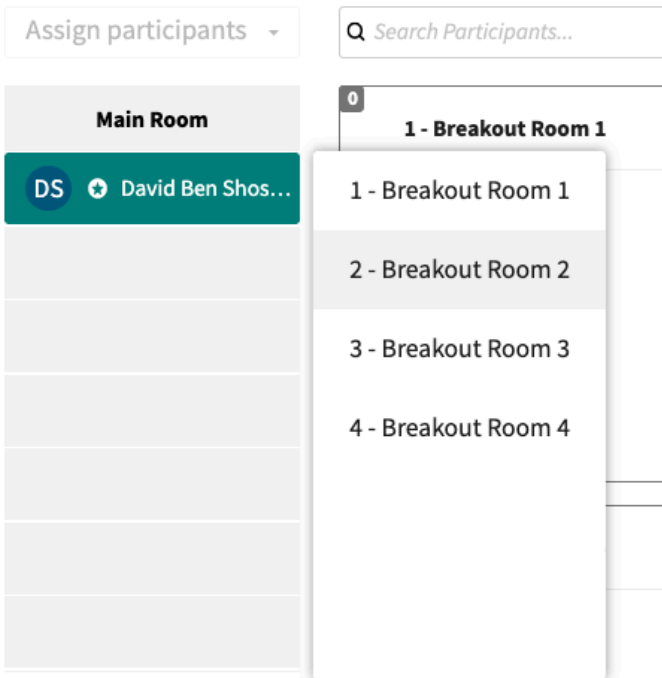
Hosts may assign participants to breakout rooms by dragging participants' names between different rooms' participants' lists in the Breakout Rooms Manager window. Names may be dragged and dropped one by one, or by multi-selection, in groups. Right clicking selected names will open a context menu with all breakout rooms' names,

clicking a room name will assign selected participants to the selected room.

Hosts may allow participants to assign themselves to breakout rooms of their choice by checking the 'Room Switching' permission in the Settings menu of the Breakout Rooms Manager.

Breakout Rooms

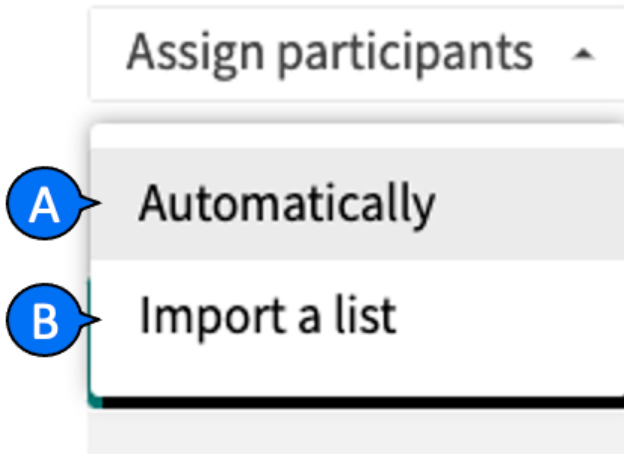
Create and manage breakout rooms



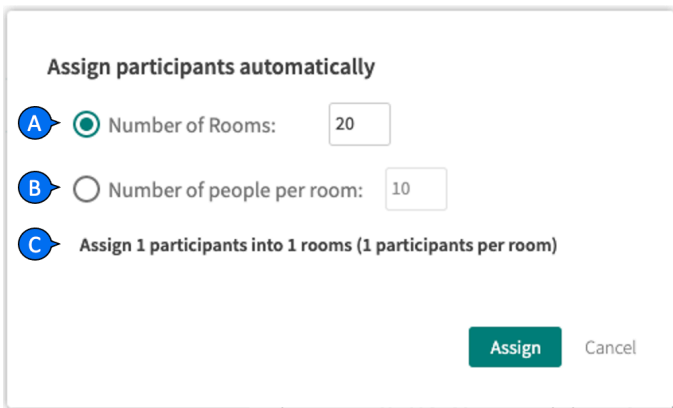
Automatic Assignment

Clicking 'Assign Participants' opens the following

dropdown menu. Note, that these options are not available during an active breakout rooms session.



A. choosing to assign participant **automatically** opens the following window:

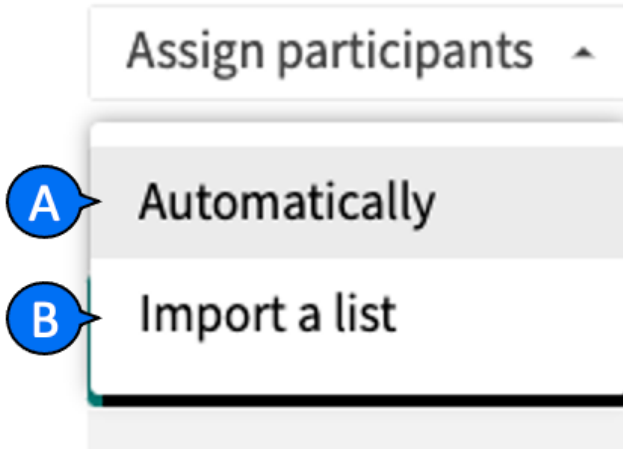


A. **Assign participants by number of rooms** – Participants will be assigned as evenly as possible into the number of rooms typed into the data field. Some of the rooms may end up with up to one participant more than other rooms,

depending on the ability to evenly divide the number of participants by the chosen number of rooms. The number of rooms is limited to 100.

B. Number of people per room – Chosen number of participants will be assigned to each of the rooms, missing rooms will be created accordingly. The remaining participants if any, depending on the chosen number will remain assigned to the main room for manual assignment.

C. This line provides a preview of the assignment resulting from the options selected above.



B. Assign participants by uploading a pre-assignment list

– This option allows hosts to prepare a CSV file of breakout rooms assignments, using participants email addresses or using participants' names. Uploading the CSV file before launching the breakout session will assign all matching participants found in the main room into their pre-assigned breakout rooms as listed in the CSV file. You may also set rooms' names through the CSV file.

The following are samples of the expected CSV format for pre-assigning breakout rooms and participants:

	A	B	C	D	E	F
1	Room Name 1	Room Name 2	Room Name 3	Room Name 4	...	Room Name 100
2	Email1.1	Email2.1	Email3.1	Email4.1		Email100.1
3	Email1.2	Email2.2	Email3.2	Email4.2		Email100.2
4	Email1.3	Email2.3	Email3.3	Email4.3		Email100.3
5
6	Up to Email1.50 (MAX)	Up to Email2.50 (MAX)	Up to Email3.50 (MAX)	Up to Email4.50 (MAX)		Up to Email100.50 (MAX)

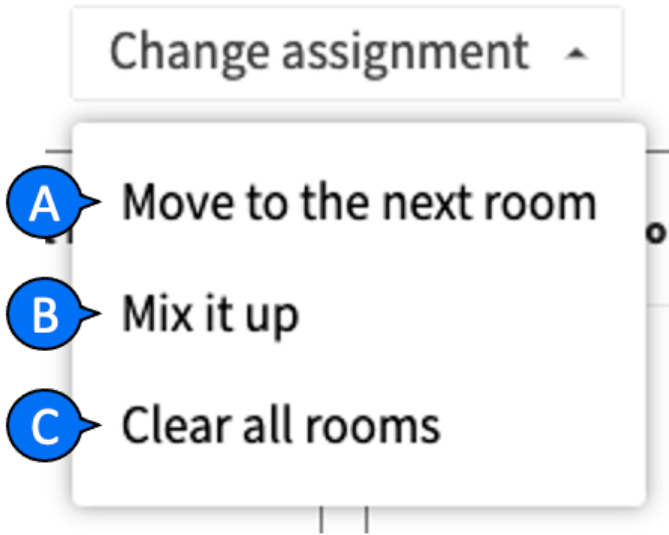
RoomName1,RoomName2,RoomNAME3 email1_room1@email.com,email1.

Names are not case sensitive, but should be formatted as –
 FirstName LastName.

Changing Room Assignments

Kaltura offers several ways to alter participant’s rooms assignments including manual reassignment by hosts or by the participants themselves, if set in the participant’s permissions, as well as a couple of automatic re-assignment methods.

Clicking ‘Change Assignment’ opens the following drop-down menu from which you may choose how to re-assign participants in breakout rooms before or during an active session.



A. **Move to Next Room** – This triggers a “Round Robin” switch that moves all participants from room #1 into room #2, participants from room #2 into room #3, and so on. This mode allows hosts to assign different subjects to different rooms and make sure all subjects were covered by all the participants.

B. **Mix it Up** – Randomly re-assign participants into the different rooms.

C. **Clear all Rooms** – This option re-assigns all participants from the different rooms back to the main room. Note: this option is disabled during an active breakout rooms session.

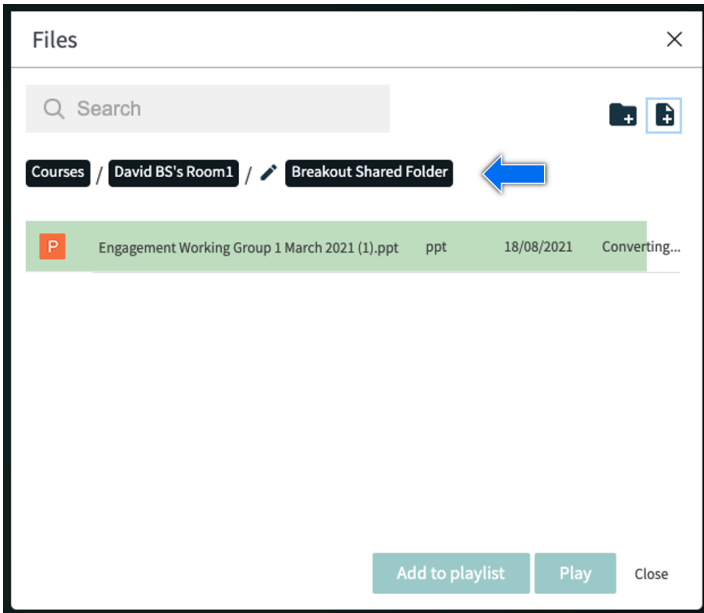
Changing assignment options are available both before and during an active breakout rooms session.

Loading Files Into Breakout Rooms

A host can prepare breakout rooms for a session ahead of time by entering the breakout rooms, uploading materials, and preparing playlists for the breakout users ahead of time.

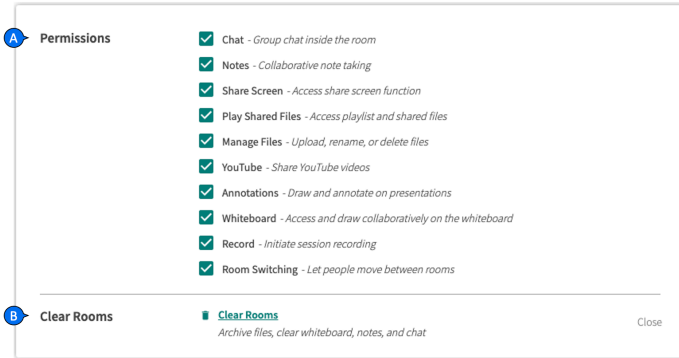
Hosts may also use the “Shared Breakout Folder” to upload materials that can later be accessed by users in all the breakout rooms.

1. Click **Files** in main room.
2. Click **Breakout Shared Folder**.
3. Add files to this folder to be accessible by participants in breakout rooms.



The Breakout Rooms Settings Menu

The Settings menu is divided into two sections:



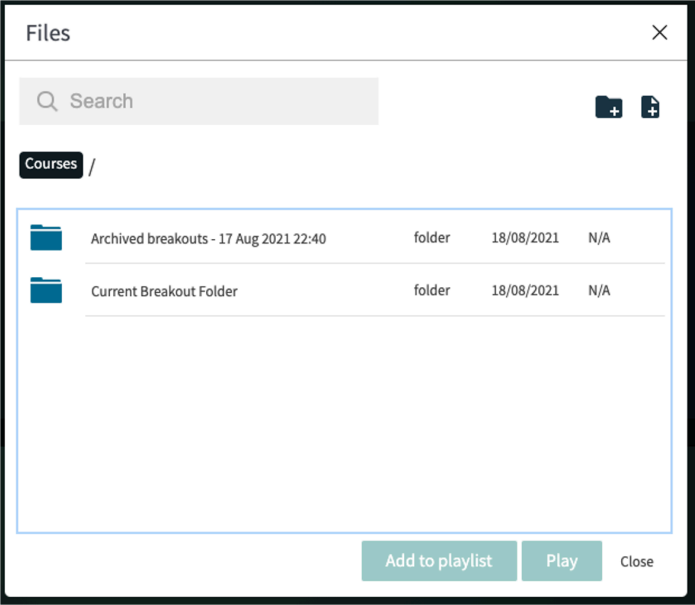
A. **Permissions** – allows the host to pre-set permissions participants will have within the breakout rooms.

- **Chat** – Allows access to the group chat within breakout rooms.
- **Notes** – Collaborative note taking
- **Share Screen** – Access share screen function
- **Play Shared Files** – Access the files menu, add files to the playlist and play files on stage within the breakout room
- **Manage Files** – Upload, rename, or delete files
- **YouTube** – Play YouTube videos on the breakout's room stage
- **Annotations** – Draw and annotate on presentations
- **Whiteboard** – Access and draw collaboratively on the whiteboard
- **Record** – Initiate and end breakout room session recording
- **Room Switching** – Let people move between rooms

B. **Clear Rooms** – Allows to clear all breakout rooms and

return participants to the “new room” condition. All files that were saved within the different breakout rooms are archived in the archive breakout rooms folders named after the archive date, while the “Current Breakout Folder” will be empty.

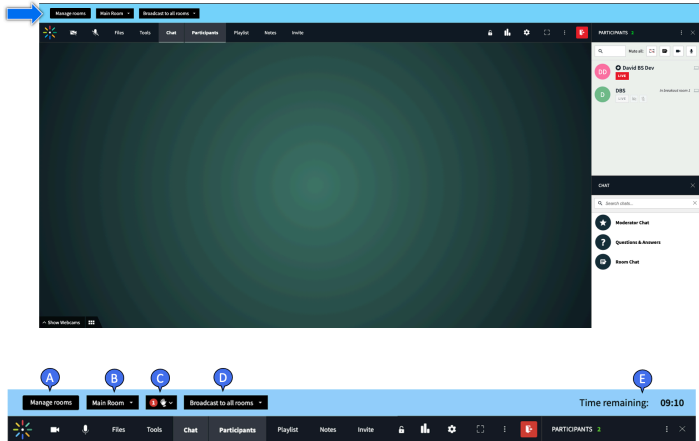
Note, that the “Shared Breakout Folder” remains untouched upon clearing breakout rooms.



Note: Participants that were given moderator’s rights before the breakout session has started will remain moderators throughout the breakout session and will not be affected by participants’ permissions as set in the breakout rooms setting menu. Also, these permissions will not affect participant’s permissions within the main room during the breakout rooms session.

Managing a Breakout Session

Once the breakout rooms' session starts, a light blue, management ribbon is displayed on top of the host's screen. The banner's options allow easy access to all the main Breakout Room Manager's functions.



A. Manage Rooms – opens the breakout rooms manager from anywhere.

B. Main Room – the dropdown menu provides options for hosts to move between all active rooms, breakout rooms as well as the main room.

C. Call Host – (Optional) the dropdown lists all rooms with active host calls and allows hosts to reach these rooms with a click of a button. The Call Host option displays only if it was set .

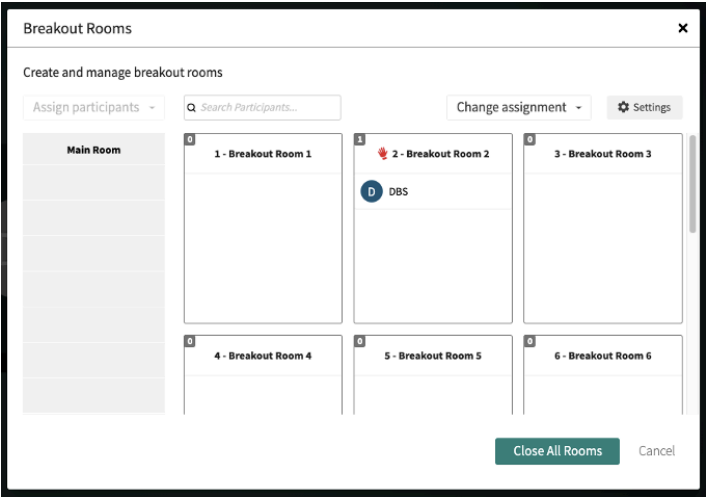
D. Broadcast to All Rooms – allows for media and announcements broadcast from main room to all breakout rooms

E. Time Remaining – the Breakout Session timer that shows the time remaining to the current breakout rooms'

session, The Time Remaining displays only if a session timer was set.

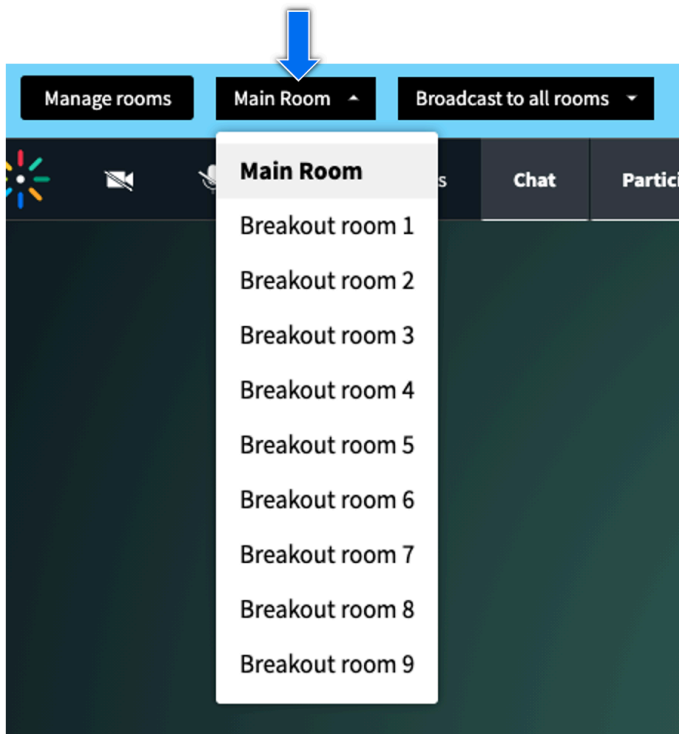
Manage Rooms Button

The 'Manage Rooms' button opens the Breakout Rooms Manager window.



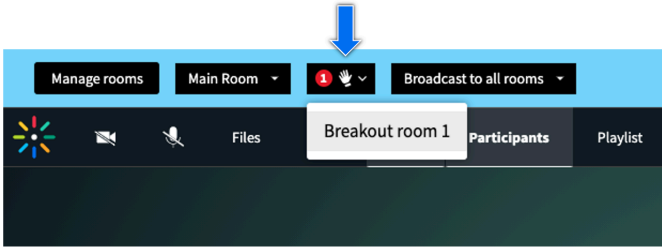
Main Room – Rooms Dropdown Menu

The Rooms dropdown menu allows hosts to move between all active rooms, breakout rooms as well as the main room.

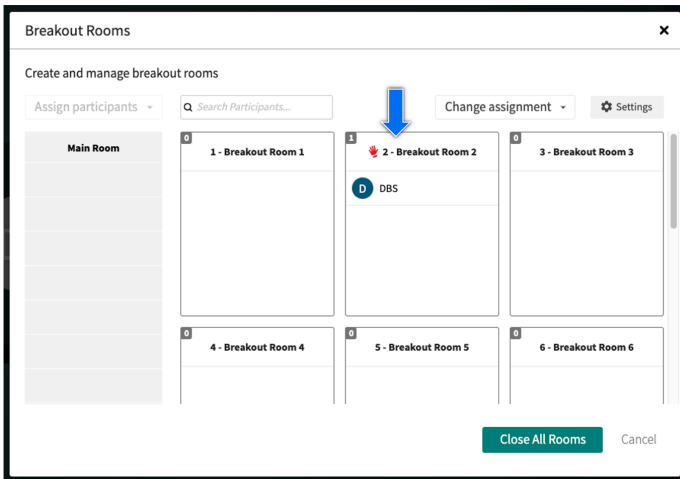


'Call Host' Indication

Clicking the 'Call Host' indication opens a dropdown menu listing all rooms with active host calls and allows hosts to reach these rooms within the click of a button.

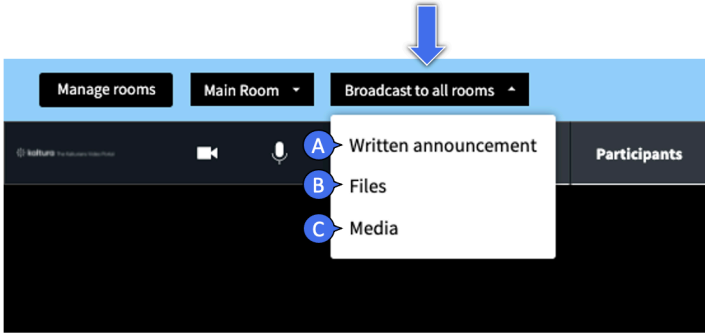


The 'Call Host' indication also displays in the breakout rooms manager window near the name of any breakout room with an active host call.



Broadcast to All Rooms

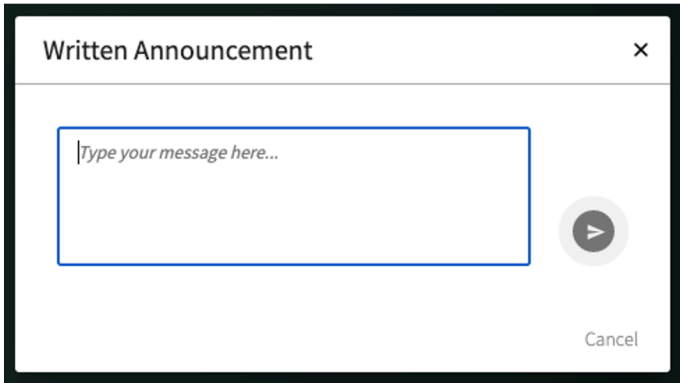
The Broadcast to All Rooms menu provides the ability to broadcast media and announcements from the main room to all breakout rooms.



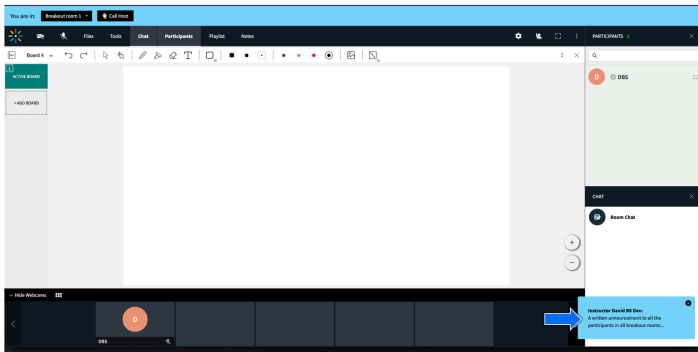
The following options are available:

Broadcast a Written Announcement (A)

Typing a message in the 'Written Announcement' window broadcasts the announcement to all active breakout rooms.



The message pops up from the bottom right corner of the window for all active users

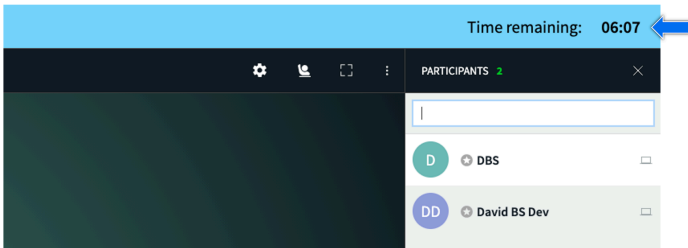


Broadcast Files or Media (B & C)

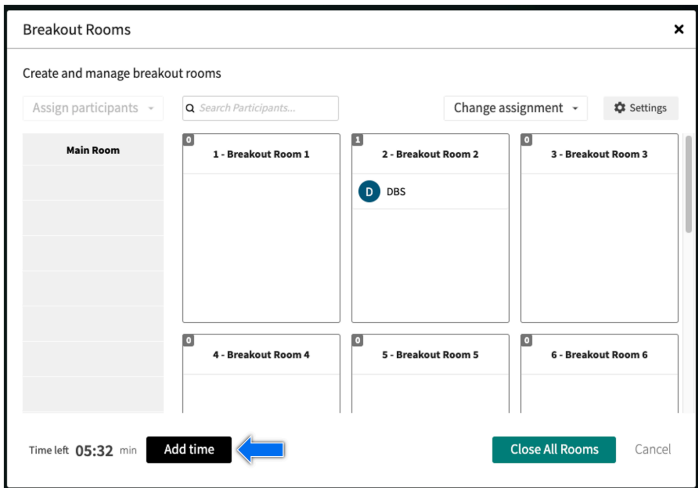
Choosing the 'Files' or 'Media' options opens the Files browser or the Media Library browser, accordingly. Hosts can then choose files or media entries and play them on stage in all breakout rooms concurrently.

Breakout Session Timer

The breakout session timer shows the time remaining to current breakout rooms session if a session timer was set



The timer may be extended by any number of minutes through the 'Add Time' function in the Breakout Rooms Manager window.



Click the 'Add time' button to open the time extension menu, and click '+' and '-' to adjust the desired number of minutes. When ready = click the 'Add' button to apply the selected time extension to the active session.

4 - Break

+
-

min

Add

Time left **05:09** min

Add time

Kaltura Meetings Troubleshooting & FAQ

PART III
RECOMMENDATIONS
AND GUIDELINES

Where to Get Support

The CTLT currently has two Instructional Designers (Clarence Hofsink & Shauna Stanyer) and an e-Learning Coordinator (Grant Potter) to support Faculty in designing and conducting their online courses. The courses/programs have been split up between the three. If you have received an introduction e-mail from your course support person, please contact them specifically. If not, please e-mail **ctlit@unbc.ca** and it will be directed to the appropriate person.

Grant Potter, E-Learning Coordinator e-mail:
grant.potter@unbc.ca

Clarence Hofsink, Instructional Designer/SLI e-mail:
clarence.hofsink@unbc.ca

Shauna Stanyer, Instructional Designer/SLI e-mail:
shauna.stanyer@unbc.ca

Online Learning Technology Help Guide for Students is here: <https://pressbooks.bccampus.ca/unbcstudents/>

Course Preparation Checklist



The CTLT will continue to support and prepare our faculty for continued successful instruction of our students. We recommend that UNBC faculty take some time to plan a course of action that best suits your teaching preferences, your curriculum-specific needs, and characteristics of your students. Feel free to use the following checklist as a guideline to your planning process.

If you are teaching a Face-to-Face course, you may want to check out these tips on [Resilient Course Design](#)

Pre-course Checklist: [\(Printable PDF version\)](#)

SYLLABUS

- My syllabus and/or the course outline is posted on Blackboard & clearly labelled.
 - I have included a list of all assignments, exams, and other assessment items with percentages/points of how much each item is worth.
 - I have included a weekly schedule of dates, assignments

& due dates, readings, so students know what is expected each week.

I have checked my course plans using the [Student Workload Calculator](#) (also consider your grading workload x number of students)

It is clear to students in the syllabus how the course will be presented (asynchronously, synchronously, or a blend) and which class sessions have required attendance and if they will be recorded.

My self-introduction video or message is posted on Blackboard along with my contact info

I have posted my virtual office hours and contact information.

I have added the [recommended sections](#) on [Academic Integrity](#), [Access Resource Centre](#), Student Resources available (Learning Commons available to all students in Blackboard)

CONTENT

My course modules are organized and set up properly in folders (Weekly Modules, Assignments, Exams & Quizzes, etc.)

My course materials and content, assignments, and activities are posted and accessible on the learning management system

The hyperlinks to my course materials have been tested and are accessible to students

I have posted/created my assessment activities & [assignment dropboxes](#) with due dates on Blackboard

- I have consulted with the [Copyright Librarian](#) and all of my resources are compliant
- I have considered Universal Design for Learning Guidelines ([GUIDE](#)) and accessibility of my materials by students with differing abilities ([UDL Guidelines summary](#))
- I have thought about my teaching practice and philosophy by reviewing the [Pillars of Pedagogy](#)

ASSESSMENTS

- I have checked to see if any students in my course need Access Resource Centre Accommodations and I have made sure my quizzes/midterms/exams have appropriate Test exceptions created and are structured in a way that is accessible to everyone.
- MIDTERM & FINAL EXAMS, QUIZZES:** It is highly recommended that faculty contact their designated CTLT Instructional Designer to set up midterms and final exams to ensure things go smoothly & stress free. Some of Blackboard's many test options and settings are not ideal and should be avoided. It is also important that an Access Resource Centre (ARC) accommodations for students with disabilities are set correctly. The CTLT also has the ability to [batch upload test questions](#) so you do not have to manually enter them, one by one.

VIDEO & WEBCONFERENCING

- My video content is accessible on Blackboard or embedded using Kaltura (ALL Video must be uploaded to your '[MyMedia](#)' [section](#) under the MyUNBC tab in Blackboard, Do Not directly upload video files to your course content page or files section.)
- I have installed [Kaltura Capture App](#) on my desktop in case I need to record a video or presentation
- I have access to Blackboard Collaborate Webconferencing and have a [link to Collaborate](#) in my left-hand course menu so students can access it
- My webcam and microphone work correctly

ONGOING COMMUNICATION:

- I communicate regularly with my student using the announcement feature on Blackboard
- I regularly organize and facilitate online discussions on Blackboard, Collaborate or Microsoft Teams
- I provide regular, timely feedback on assessments (e.g. quizzes, assignments, exams)
- I respond to my students' questions within 24-48 hours
- I do informal feedback discussions with my students to check on their understanding and optionally, can conduct anonymous [surveys and evaluations](#)

Blackboard Collaborate Checklist (Synchronous Live)

Pre-session Preparation:

- Equipment Required – A computer or laptop with stable internet connection (recommended browser to use: Google Chrome) Headphones or microphone Webcam
- Use your existing Collaborate “Course Room” on Blackboard (or create a scheduled session – just be sure students know which room to attend)
- Create/Ensure there is a link to Collaborate in your course menu visible to students (only the top half of the menu in a course is visible to students).
- Send session details and instructions to participants: Use your Blackboard Course to invite participants(Include the following information:) Session date and time Online session expectations (ex. Camera on/off, recording session) Join instructions and include participant resources Check to see if participants have any accessibility needs.
- Practice using Collaborate feature in advance: [See BB Collaborate tutorials and information](#)
- Prepare your session materials by: Create a detailed session plan including timings and class expectations. Upload resources such as slides, graphics, or links to videos, etc. Determine clear session expectations and instructions. Create any poll questions with accompanying slides in advance.

Before Class Session (about 15-20 minutes prior to start):

- Upload slides and resources to Collaborate (Export your powerpoint to PDF before upload to Collaborate – it will ensure your slides keep their formatting correctly & have a faster upload time)
- Clear screen of any private applications, documents or browser tabs (except the ones you want to share with the students)
- Test audio and video (clear and working). Make sure you are on a fast internet connection and are located close to the modem or have a wired internet connection.
- Confirm your moderator/presenter role in settings
- Ensure your camera view is what you want students to see.

During the session:

- Greet participants as they join the session
- Remind participants to test their microphone and speakers
- Give a brief overview of class expectations and how to use text chat or icons. This is a good time to tell participants how class interactions will work and where to locate features of BB Collaborate.
- Do a check-in with emoticons, doodle on whiteboard, poll
- Start recording (if applicable). Inform participants the

session is being recorded, including the main chat. See guide to record sessions.

End of session:

Session capture: if the session was being recorded, stop the recording and remind students where the session recordings will become available and where to find them in the Blackboard course.

HELP/RESOURCES

I have reviewed [Blackboard Help for instructors](http://pressbooks.bccampus.ca/unbc) <http://pressbooks.bccampus.ca/unbc>

I know who my program's designated Instructional Designer is (contact the CTLT at ctlit@unbc.ca and they will connect you). **CTLT INSTRUCTIONAL DESIGNERS** are available to guide you through setting up your online course, discussing options to best achieve your learning outcomes and course requirements, advising on what has worked well at UNBC when teaching online, and to set up assessments, exams and quizzes and the various options.

Student Help: Student Technology Troubleshooters are accessible via the Learning Commons in Blackboard (evenings & weekends too!). There is also a [Student Blackboard Help Guide](https://pressbooks.bccampus.ca/unbcstudents/): <https://pressbooks.bccampus.ca/unbcstudents/>

Thanks to the Justice Institute of BC for creating the framework for this great checklist. (modified for UNBC)

Syllabus Template

Download the Syllabus Template below:

[2021-Accessible-Syllabus-Template-Fall2021 \(word doc\)](#)

Trauma Informed Teaching Syllabus additions: (please modify to suit your personal voice)

[Course Outline Trauma-informed samples](#) (word doc)

Plan Content

Planning your course gains special importance in a remote or online environment where adjustments to structure, content, and instructions can be challenging to make due to the asynchronous nature of the medium. This can be alleviated by carefully planning how you will

introduce and reinforce your content and associated learning outcomes.



1. Use constructive alignment to ensure all course elements fit together

Constructive alignment is a process that helps you identify teaching and learning activities as well as assessment tasks that are directly linked to the intended learning outcomes. Through this process, Bloom's taxonomy is helpful in determining learning outcomes at an appropriate cognitive, psycho-motor, and affective levels.

TOOLS

- Use the [Teaching Commons' Course Conversion Plan Template](#) for moving from in-class to remote delivery
- Use the [Teaching Commons' Online Course Plan Template](#) for designing a course from scratch

RESOURCES

- [Bloom's taxonomy handout created by BCIT](#) (downloadable handout)
- [Video](#) about Bloom's taxonomy created by Ontario universities
- Use this [interactive tool](#) to generate learning outcomes
- Read more about [Fink's integrated course design model](#) (downloadable handout)
- Tips for [course design that increases access](#) (downloadable PDF)

BEST PRACTICES

Constructive alignment is an iterative process. While learning outcomes may be the start of course planning, they will likely need to be revisited once teaching and learning activities and associated assessments have been determined.

2. Use a pedagogical model to frame your course

Design course components such as outcomes, activities, etc. using evidence-based pedagogical frameworks and models that increase efficiency and ensure the effectiveness of the learning experience provided to your students.

TOOLS

- Explore [Gagne's Nine Events of Instruction](#)
- Explore [Merrill's First Principles of Instruction](#)
- Familiarize yourself with universal design principles: [UDL Graphic Organizer](#) and [Universal Design for Learning Guidelines](#)

RESOURCES

- Universal design for learning helps maximizing our effort to remove all physical and cognitive barriers to learning, thereby ensuring every student, regardless of individual circumstances, gets an equitable opportunity to participate in the learning experience and achieve the intended learning outcomes. For this reason, it can be a framework used as the backbone of any course design or pedagogical model selected.
- The [Community of Inquiry Framework](#) is useful when aiming to create a socially-constructed learning experience through the development of three interdependent lenses – social, cognitive and teaching presence.
- [Break down content into manageable pieces](#) (also known as ‘Chunking’) and [example of this tactic used in teaching Math](#)

Resilient Course Design

Resilient course design is a framework for understanding how to design courses that are less susceptible to disruption.

Engaging in resilient course design involves creating a blended course that can be completed fully online if needed, whether due to campus closures or required student absences (e.g., self-isolation). The design choices made allow both students and instructors to seamlessly pivot between online and in-person formats for various course activities.

The key recommendations are:

- Provide a clear structure
- Incorporate flexibility where feasible
- make strategic choices in teaching & learning activities
- Plan for key interactions

The goal of resilient course design is to only go through the design process once. It still may be necessary to improvise as the course gets underway, but the initial planning limits the potential for confusion and enables fast decision-making. These guidelines highlight key elements of resilient course design that differ from traditional course design or are vitally important to making a successful pivot.

Provide a clear structure

Make the course structure transparent to your students. Clearly identify in your course schedule which activities are intended to be in-person and which are intended to be online to help reduce stress and confusion in times of disruption and enable students to recognize which activities might need to change.

Familiarize students with the online tools and technology needed to facilitate teaching and learning online in your course. Ideally, incorporate all required online tools in the blended course to ensure that students are familiar with them if the course becomes fully online. Provide clear instructions on how to use the tools so students feel prepared when shifting formats.

Seek to limit confusion in times of uncertainty by including at least one online forum for communicating with students. They will be comforted by having a reliable, familiar way to maintain contact with you, and you will know they have a way to receive updates on any course structure changes.

Consider how you will provide structure for the following critical elements should you need to pivot to a fully online format:

- How/where will students ask questions about course content and personal situations?
- What instructions/guides about how to complete and submit asynchronous work will be available for students?
- What expectations (if any) will you outline in terms of accountability and ensuring students complete asynchronous work?
- How will synchronous meetings run in your course, if at all?

Incorporate flexibility where feasible

Building in flexibility results in a more equitable teaching and learning experience for you and your students. Consider how you will provide flexibility for the following elements:

- What are the alternative ways in which students can access the course material

should they need to self-isolate or study off-campus due to changing circumstances?

- How might you provide flexibility for yourself as an instructor?
- What happens if you are unable to attend/facilitate in-person activities due to personal circumstances?

Map out your course activities and determine how-in-person activities can be done online. This mapping helps you think through all activities and may result in you swapping out an activity or two in advance. See the template below (adapted from the University of Missouri-St. Louis) to help you consider contingency plans that may be needed to shift any in-person activities/assessments to online versions:

In-person activities/assessments

Example:
Think-pair-share activity to discuss thoughts and questions from weekly reading

Online alternative

Contribute thoughts to discussion board in a predetermined group with prompt questions

How to communicate to students?

Post announcement on course site with instructions on how to navigate discussion boards with predetermined groups

Be flexible with deadlines where possible. Offer slip days for students to submit an assignment within a predetermined window of opportunity without requiring advance notice or documentation.

Give detailed descriptions of the formative and/or summative assessments to provide transparency when it may be more difficult for students to ask questions. Be sure to post these descriptions in an obvious place online so students know where to find this information.

Create opportunities for synchronous small group discussions with designated note-takers so students who miss the discussions still have access to the notes. Alternatively, set up discussion boards consisting of the same questions used for in-class discussions so it is easy to pivot if in-person courses are cancelled or if students cannot attend class due to illness or self-isolation requirements.

Make strategic choices in teaching and learning activities

Plan out any lectures in bite-sized chunks (5-15 minutes maximum) in case you need to start recording them.

Incorporate collaborative online note-taking into in-person classes to help students who need to miss class. The notes also give students an additional way to stay connected about the course material if the course moves online. This can be done through a shared word or powerpoint document using MS Office 365 at office.com (all UNBC students can access office.com with their UNBC credentials) or use a shared Google Doc.

Avoid high-stakes, invigilated assessments of learning. Students become stressed when a course format changes, so seek to reduce stressors where you can and consider that a few smaller assessments are less daunting than a high-stakes one. When you are designing the assessments, also choose options that can be done online or as take-home assessments. Ideally, all students complete

the same type of assessment unless a change is required for a student accommodation.

Incorporate teaching and learning activities that can be easily pivoted from in-person to online and still be effective. See the comparison table below (adapted from Carleton College) for sample activities that can be adapted to either format. Don't worry about making all activities identical; you need to work within the affordances of each format and your comfort level.

IN PERSON ACTIVITY**ONLINE ACTIVITY**

Student Q&A during lectures

Student Q&A via chat, videoconferencing, etc.

In-person lectures

Pre-recorded lectures by instructor

Announcements in class

Announcements via e-mail, text or video in learn.unbc.ca

In-person small group discussions

Breakout rooms in Collaborate, MS Teams, Zoom, etc.

Student presentations in class

Student video recorded presentations using Kaltura Capture (integrated into MyMedia in learn.unbc.ca, narrated PowerPoint presentations, Video Assignment, etc.

Scavenger hunt on campus

Virtual field trip

Gallery walk to read and respond to quotations using post-it notes

Comments and questions posted for quotations using Padlet

Diagnostic activity during lecture to check for learning (polls or surveys)

Similar check-in activity during lecture using iClicker Cloud, MS Forms, Mentimeter, etc.

Plan for key interactions

Consider the in-person interactions that are most meaningful to you and your students. Treat these interactions as coveted time in which thoughtful discussion and deep learning can occur. Seek to maintain these interactions as synchronous activities, when possible, when you move online.

Develop strong connections from the start of term to ease a sudden pivot to online. See the template below (adapted from the University of Missouri-St. Louis) to help you consider how to provide connection for each type of interaction:

Types of interaction	How will you provide connection in-person?	How will you provide connection online?
Student-Student	Example: Students work in small groups to brainstorm ideas on chart paper for a written analysis of a case study	Instructor creates a shared doc specific for each case study; students work in small groups to collaborate on the written analysis through the shared doc
Student-Instructor	Example: Instructor holds in-person office hours to provide an opportunity for students to ask questions	Instructor holds remote student drop-in hours once or twice per week for one-on-one consultations
Student-Content	Example: Students write ideas and questions on key sections of course reading through a gallery walk	Students participate in social annotation of course reading using a shared doc
Student-Self	Example: Students engage in a one-minute paper at the end of a lecture to reflect on the topic	Students record reflection at the end of a lecture using a quiz in learn.unbc.ca, MS Form, or a shared doc at MS365 Office.com

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adopted from from: <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/>

[planning-courses-and-assignments/course-design/resilient-course-design](#)

Acknowledging First Peoples & Traditional Territory

Canadian Association of University Teachers (CAUT) Guide to Acknowledging First Peoples & Traditional Territory

<https://www.caut.ca/content/guide-acknowledging-first-peoples-traditional-territory>

BCCampus Guides to Indigenization of Curriculum

These guides are the result of a collaboration between BCCampus and the Ministry of Advanced Education and Skills Training. The project was led by a steering committee of Indigenous education leaders from BC universities, colleges, and institutes, the First Nations Education Steering Committee, the Indigenous Adult and Higher Learning Association, and Métis Nation BC. We thank them for their guidance, support, and generosity. The content in these guides is authored by teams of Indigenous and ally writers from across BC. We thank them for sharing their knowledge and wisdom with others. We invite you to click on the links under the images below to learn more.

<https://bccampus.ca/projects/indigenization/indigenization-guides/>

ARC and ASC Syllabus Addition

An accessibility statement indicates your willingness to assist in the provision of academic accommodations. It informs your students of the role of UNBC's Access Resource Centre (ARC) and the university's responsibility to provide necessary academic accommodations. ARC provides the suggested accessibility statement to add to your course syllabi:

The **Access Resource Centre (ARC)** provides service to students with documented disabilities or health conditions, ranging from permanent to temporary, including but not limited to mental health disabilities, learning disabilities and attention deficit disorders, chronic health issues, brain injury, hearing and visual impairments, mobility and other physical disabilities. ARC staff are available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations to assist you in achieving your academic goals. Students who may have a need for special accommodation are encouraged to contact ARC by email at arc@unbc.ca, by phone 250-960-5682, or in person in Room 10-1048 of the Teaching and Learning Building (Building 10). For more information, please visit unbc.ca/access-resource-centre.

The Academic Success Centre (ASC) provides students with **FREE** access to academic support services:

- Tutoring (by appointment, asynchronous online, or drop-in)
- Personalized study skills assessments
- Peer-led course supports

- Downloadable handouts
- Access to self-assessment sites
- Customized programs and workshops

ASC services are fully available online for distance, regional, or physically distanced students. We utilize a variety of technology solutions to ensure you can connect to us!

For more information or to book an appointment, see the Academic Success Centre website at www.unbc.ca/asc, visit the circulation desk on the first floor of the library, or phone 250-960-6367. Toll-free: 1-888-440-3440 (wait on the line and ask for the ASC).

If you have any questions or concerns regarding the accessibility of your course or the process for providing academic accommodations, please don't hesitate to reach out to our office.

Make your Course Accessible

UNBC Access Resource Centre web page with Information for Instructors & Resources:

<https://www2.unbc.ca/access-resource-centre/teaching-students-with-disabilities>

(scroll to the bottom for templates of accessibility statements, instructions on how to check your Powerpoint/PDF's/Word documents for Accessibility, etc.)

[Accessible Syllabus Checklist](#) (word doc)

[Accessible Syllabus Template](#) (word doc)

Copyright and Intellectual Property

Capacity to Connect Program - Student Mental Health

As counsellors at the UNBC Wellness Centre, we are seeking ways to build relationships and offer further support to faculty and staff as you engage with students. As well, UNBC Health & Wellbeing is seeking to align with the CSA National Standard, **“Mental health and well-being for post-secondary students”**. We all have a role to play in the development of our UNBC mental health and wellness framework.

We would like to invite you to participate in a 2 hour program/discussion to learn about supporting student mental health and wellness and process your experiences. This program, **“Capacity to Connect”**, was developed in 2021 by BC Campus and the Ministry of Advanced Education to create training and education opportunities for faculty and staff to better enable them to support post-secondary students with their mental health and wellness.

In offering this program to your team, the hope is by the end of this presentation members should be able to:

- Describe what mental health is;**
- Recognize the different ways students can express distress;**
- Respond to a student with a mental health concern in an empathetic way;**
- Refer a student who is willing/wanting to access support to appropriate resources;**
- Explain the role of faculty and staff in supporting mental health and the importance of boundaries when supporting students in distress.**

If you, or anyone in your department is interested in having this Open Educational Resource facilitated in a discussion format by UNBC counsellors, we would enthusiastically welcome the opportunity to engage this conversation, provide training with your team, and hear about your experience of supporting students.

You can view and access the **“Capacity to Connect” program** at: <https://opentextbc.ca/capacitytoconnect/>

As well, you can access the **CSA Standard** at: <https://www.mentalhealthcommission.ca/English/studentstandard>

For further questions or to schedule a time to have this program facilitated, you can contact Annie or Margaret at the UNBC Wellness Center at: wellness@unbc.ca or 960-6369.

We look forward to connecting with you all to further enhance our approach to UNBC wellness,

Annie Kearns and Margaret Fuller, MEd. CCC
Counsellors, UNBC Wellness Centre
Traditional Territory of the Lheidli T'enneh

Office: UNBC 5-195 | Phone: 250-960-6692

Email: Margaretann.fuller@unbc.ca | Web: www.unbc.ca/wellness

Encourage Academic Integrity

Honour Statement Samples: They range from a sentence to a paragraph. Some places use a statement for every test or assignment. Others, have a large pledge or document student sign then refer back to it.

Some examples of Academic Honesty pledges are below. Please feel free to copy and modify for your own uses.

[Place the UNBC Academic Integrity Statement below on the cover page of quizzes, exams and assignments] or on Blackboard Assignments in the Description text box.

In submitting this [quiz, exam or assignment], I confirm that my conduct during this [quiz, exam or assignment] adheres to the UNBC [Student's Right & Responsibilities Policy](#) I confirm that I did NOT act in such a way that would constitute cheating, misrepresentation, or unfairness, including but not limited to, using unauthorized aids and assistance, impersonating another person, and committing plagiarism.

(adapted from the University of Toronto)

Academic Honesty Pledge

I certify that this submitted assignment represents entirely my own efforts. I have read and understand the University of Northern British Columbia's policies regarding, and sanctions for, plagiarism.

Signature: _____

Integrity Pledge

The purpose of an integrity pledge is to remind students about academic integrity. It starts from a position of trust. It is not a warning about the consequences of cheating.

Every UBC Okanagan student has agreed to:

hereby accept and submit myself to the statutes, rules and regulations, and ordinances (including bylaws, codes, and policies) of The University of British Columbia, and of the faculty or faculties in which I am registered, and to any amendments thereto which may be made while I am a student of the University, and I promise to observe the same.

Source: [UBC Okanagan Academic Calendar](#)

This includes a commitment to Academic Honesty:

Academic honesty is essential to the continued functioning of the University of British Columbia as an institution of higher learning and research. All UBC students are expected to behave as honest and responsible members of an academic community. Failure to follow the appropriate policies, principles, rules, and guidelines of the University with respect to academic honesty may result in disciplinary action.

Source: [UBC Okanagan Academic Calendar](#)

You, and perhaps your entire Department, School, or Faculty might remind students about academic integrity by asking them to sign/agree to an integrity pledge at the beginning of the exam.

The University of Northern British Columbia's Student Right's & Responsibilities Policy can be found here:

<https://www.unbc.ca/policy/students-rights-and-responsibilities>

Online Classroom Conduct & Respecting Privacy

Below is a pdf guide you can post within your courses or syllabus detailing how students can protect their privacy, respect Instructors and respect other classmates in an online environment.

[20200721 Guidelines Online Classroom Conduct](#) (pdf)



Guidelines to Protect Yourself and Respect Others When Learning Online

Online learning comes with new challenges and opportunities. Here are guidelines to help you have the best experience possible.

Protecting Your Privacy

It can be harder to protect your own privacy when learning online. Remember to:

- Make a password phrase that is easy for you to remember. Include a capital letter, number and symbol to make your password harder to break into. For example: #Happy10days@2020!
- Don't share your password with anyone else. You are responsible for protecting your account.
- Only share information in class online that you wouldn't mind saying out loud in a crowded street.
- When required to use a web camera during class, make sure the camera is aimed at your face and avoid showing any unnecessary personal belongings.

Respecting Classmates Online

Remember your classmates are trying to learn comfortably online too. Remember to:

- Avoid telling about your classmates' private lives during class online. Avoid sharing professional photos, videos or messages through your online classroom.
- Only talk about, and share with each other, what you are learning in class.
- Mute yourself when you are not talking to give your classmates a chance to speak without interruption.
- Use the "hand up" features available to let your instructor know you have something to say. Do not jump into the conversation and talk over your classmates.
- Pay attention to class so that you are ready to speak when it is your turn, and you are not making everyone wait for you.

Respecting Your Instructor

Your instructor put a lot of work into building this course for you and your classmates. Respect your instructor's work by remembering to:

- Avoid offensive behavior including swearing and other offensive language, negative or inflammatory comments, spamming chat, sharing inappropriate pictures and videos.
- Be honest when taking tests. It's in your own best and don't have a friend do your test for you. Do not impersonate your friend or have a friend impersonate you. Do not find the answers online if you are asked to memorize them.
- Do not share any of your course materials including the textbook and handouts given to you by your instructor without your instructor's permission. This protects the copyright of the materials.





The Learning Commons in learn.unbc.ca

Consider adding the following statement in your course syllabus regarding the services available to students in The Learning Commons in learn.unbc.ca

Check your Blackboard course list on <https://learn.unbc.ca> or in the student portal at <https://my.unbc.ca> for a link to the Learning Commons.

The UNBC virtual learning commons is a “one stop shop” for student supports and collaborative online spaces, including Academic Success Centre tutoring, Student Technology Troubleshooters, the online forms of MACE and Nucleus, other drop-in services like Resume and Career help, as well as links to services such as the Library Research Desk and the Academic Advisors. Also keep an eye on the Learning Commons for links to events and workshops!

Learning Commons

-  **UNBC Online Learning Commons**
The UNBC Online Learning Commons provides centralized academic support for UNBC students bringing together academic student services, tutoring, supplementary instruction, and student technology troubleshooting to create flexible academic success programming.
-  **Academic Success Centre**
The [Academic Success Centre](#) offers by-appointment, asynchronous, and drop-in tutoring services for a variety of subjects, including writing and general study skills (applicable to all courses). Need help? Ask us!
-  **Student Technology Troubleshooters**
Puzzled by some element of technology you are being asked to use in your UNBC courses? The UNBC Student Technology Troubleshooters are available throughout the week to webconference with you and coach you through resolutions to your questions.
-  **MACE**
The [Mathematical Academic Centre for Excellence \(MACE\)](#) is a student-centred space dedicated to students taking math-based courses. MACE is a space for working on problems alone or in groups or for getting help from tutors, teaching assistants, and faculty who are available at scheduled times. Join MACE to do practice problems, work in study groups, receive drop-in help, and discuss math concepts.

If you would like to review the resources and materials available to students via The Learning Commons see the following link <http://bit.ly/unbc-learningcommons-instructoraccess>

Best Information Management Practices in Teaching Roles

The following information guides are for both Instructors and Teaching Assistants. They cover Freedom of Information Guidelines and Privacy Management in relation to student information, grades, proper storage & disposal of assignments and exams, etc.

Handout A- [Best Information & Privacy Management Practices in Teaching Roles \(for Instructors & Teaching Assistants\) \(PDF\)](#)



UNIVERSITY OF NORTHERN BRITISH COLUMBIA
ACCESS, PRIVACY & RECORDS
HANDOUT A

Best Information Management Practices in Teaching Roles

- A student's grades and assignments are considered that student's personal records and will be kept confidential except when that student requests the information or as required to submit final grades or process appeals.
- You may only share submitted assignments, grades or grading information for the purpose of:
 - Submitting final grades to the Office of the Registrar.
 - Providing direct feedback to the student.
 - As teaching assistants, reporting student performance, grades and grading information to your supervisor.
 - As part of proceeding through a grade appeal or student conduct procedure when necessary.
- Final exams must be destroyed in the semester following a year after the exams are taken.
- Student assignments need to be returned to the student as soon as possible after being graded and kept no longer than a year if abandoned. Be transparent about how long abandoned assignments will be retained in your syllabus.
- Store student assignments, grades and other personal information on institutional servers unless a written record of informed consent has been received from each student to store the information in another outside location.
 - Do not use Hotmail, Gmail, Yahoo email, or other email providers who transmit and store information internationally to conduct university business.
- Lock physical copies of personal information in filing cabinets or desk drawers when the information is not being used.
- Lock your computer screen when you are away from your desk even to go to the bathroom.
- Lock your office door when you are not in your office, or lock the door to your collective space when you are the last person to leave.

Page 1 of 2

Handout B- [Freedom of Information Requests \(PDF\)](#)

Freedom of Information Requests

- A Freedom of Information request must be a written request that provides sufficient detail that an experienced employee with reasonable effort can identify and retrieve the records requested.
- If the requestor has limited ability to write in English or a physical disability that prevents the applicant from writing, have the individual directly contact the Privacy Officer with their oral request.
- If you receive an oral request from anyone else, ask the requestor to send a written request for the records they seek to privacy@unbc.ca (or equivalent CNC email address).
- Universities and colleges can only release information that may be considered an invasion of personal privacy to a third party if there is a third party authorization form or similar standard release of information form consenting that the university or college may do so. For example:
 - Law offices will sometimes ask a client to sign a release of information form when that lawyer is helping that client gather information.
 - Information Releases can be filled out as part of student application for admission and residence application forms.
 - Informed Consent Notices provide the students with an opportunity to provide informed consent to the use of systems or initiatives that manage information outside of the direct custody and control of a university or college. These notices will also inform students who will access their personal information under which circumstances.
- We have thirty business days to respond to a Freedom of Information Request.
- Forward written requests for personal information to your Privacy Officer as soon as you get them! You will be provided with support to figure out how to proceed if necessary.

Presentation Slides: [Best Information & Privacy Management Practices in Teaching Roles \(PDF\)](#)

Best Information Management Practices in Teaching Roles

Adam Cullum, Information Governance Officer



Screen Fatigue and Tips to Help

Feeling Screen Fatigue?

In our new environment, we are sitting and looking at screens more than we are used to. The Access Resource Centre would like to highlight some alternate ways you can engage with your work.

Tired of reading on a screen?

Use text-to-speech software! Text-to-speech (TTS) takes texts and reads them to you.

Online:

- Windows 10: Microsoft Edge
- [Read & Write Chrome Extension](#)
- [Natural Reader Chrome Extension](#)

Documents:

- [Natural Reader](#) for PDF, Docx, TXT, ePub.
- [Office 365 Immersive Reader](#)

Tired of typing?

Use speech-to-text software! You can speak to your computer and have it type out what you are saying.

- Windows 10: [Office 365 Suite](#) all have dictation functionality and can also transcribe audio files (.wav, .mp4, .m4a, .mp3)
- Mac: [Voice Control](#)

Webcamera Usage During Synchronous Classes

Webcamera usage during synchronous classes and why it should not be required:

Although it seems odd to teach to a screen of blank or still pictures, we respect students have reasons and rationales for not turning their cameras on. Issues such as internet connectivity impacted by camera use, the level of privacy of intrusion into their homes and the general amount of ongoing video fatigue can all impact camera usage. We can trust these adult learners to use methods that will support their individual learning.

Teaching practices such as **lecture pre-recording and recorded demonstrations** of key topics provide flexibility for students to engage with material/concepts, while **synchronous class time** is best used for **discussions, problem sets or case studies**.

The UNBC CTLT has tips for better student class engagement in our teaching guide as well as the Access Resource Centre has workshops for learning tips for students. Since this type of teaching may continue for some time, we need to evolve our teaching practices as well.

Additional Reading:

“The first step is to ask why students don’t want to show themselves. The reasons aren’t as strange as you think.”

<https://wonkhe.com/blogs/face-value-why-wont-students-turn-their-cameras-on/>

Recording Lectures:

Some faculty will be offering synchronous lectures (e.g., scheduled lectures at a specific time), asynchronous lectures (e.g., lectures recorded in advance), or some blend of both of these methods. Faculty are recommended to record lectures but there are many reasons why they may choose not to.

Closed Captioning:

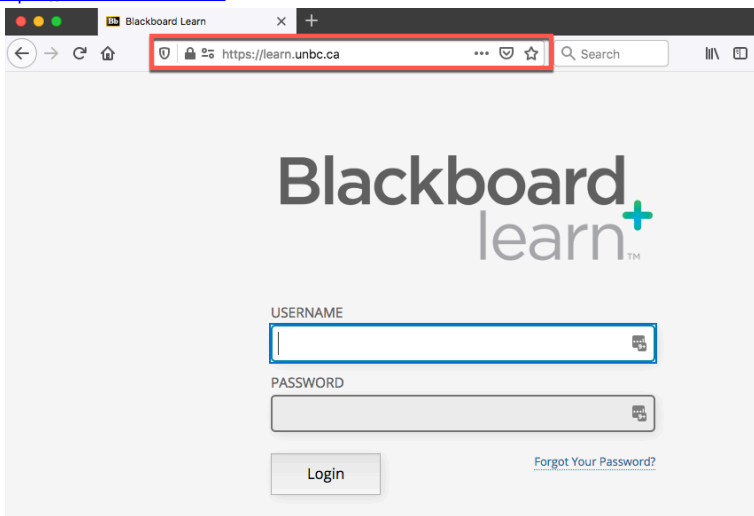
The CTLT suggests recording and close captioning these video files in order to assist diverse student learning needs. Close captioning makes the recording searchable for specific words or terms for example. Kaltura has the ability to close caption videos – please contact the CTLT at ctlit@unbc.ca for further details.

PART IV

LEARN.UNBC.CA

How do I as an instructor access learn.unbc.ca?

You can access the platform directly at the URL <https://learn.unbc.ca>



I don't see the course I am looking for in learn.unbc.ca. Who can help me?

Courses are made available to faculty and instructors in learn.unbc.ca based on 'instructor of record' details in the semester course schedule.

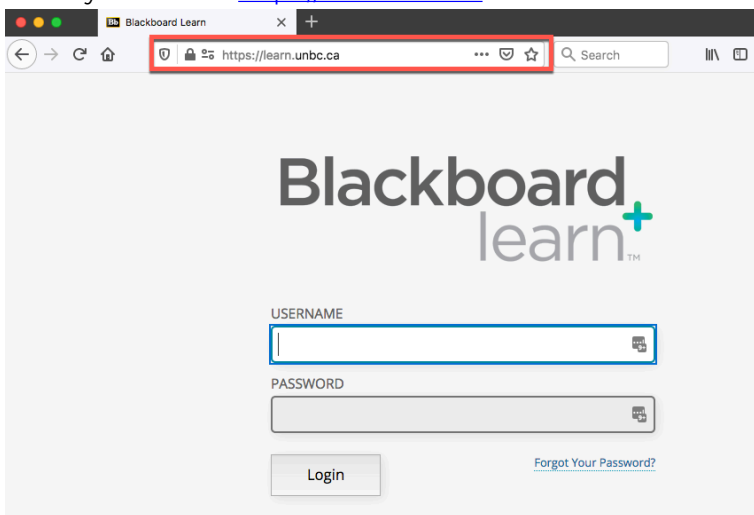
Frequently a course is listed as TBA for a period although an instructor has been assigned to a course.

If you are looking for a course in learn.unbc.ca and don't see it, please contact the CTLT ctlit@unbc.ca

How do students access courses in learn.unbc.ca?

There are two ways students can access the platform:

Directly at the URL <https://learn.unbc.ca>



Via the UNBC portal <https://myu.unbc.ca>

Students Home

https://myu.unbc.ca/students/Pages/default.aspx

UNBC UNIVERSITY OF NORTHERN BRITISH COLUMBIA

Menu

University of Northern British Columbia Portal > Students

Home

WEBMAIL STUDENT ONLINE SERVICES LEARN (BLACKBOARD) RATE MYUNBC

Blackboard **Schedule**

- 2019 September Semester - Business Communication (CO...
- 2019 September Semester - Conserv of Aquatic Ecosystem...
- 2019 September Semester - Crisis Child/Yth: Restore Bal (S...
- 2019 September Semester - Cross-cultural Psychology (PS...
- 2019 September Semester - General Chemistry I (CHEM-10...

To Do TODAY Friday, ...

You have no tasks for today.

There were no items found.

My Week

JANUARY 2020

January Friday 17 - St...

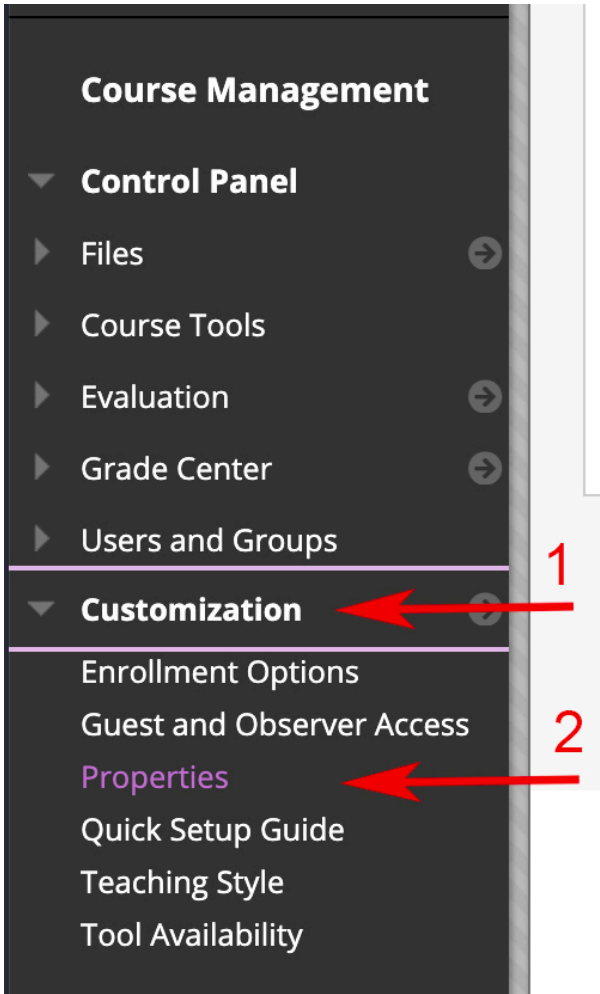
NOTE: Courses are set to automatically open to students on the first day of classes posted in the Academic Calendar. For the 2020/2021 academic year this date is Wednesday, September 9 2020. Please contact the CTLT if you would like this availability date modified to an earlier or later date.

Setting Course Shell Availability

While most Blackboard shells use the standard UNBC Term open and close dates, you have the ability to make your course available to students earlier than the first day of classes. You can also set your course to stay open past the last day of Final Exams if you need to.

Inside your Blackboard Course, go to the left-hand menu in the bottom section under **“Course Management”**.

Click on **“Customization”** and then **“Properties”**.



Scroll down the page until you see the **“Set Course Duration”** section. Click on the calendar to select the new start or end date.

SET COURSE DURATION

Duration

Continuous

Select Dates

Start Date 09/09/2020

Enter dates as mm/dd/yyyy



End Date 12/18/2020

Enter dates as mm/dd/yyyy



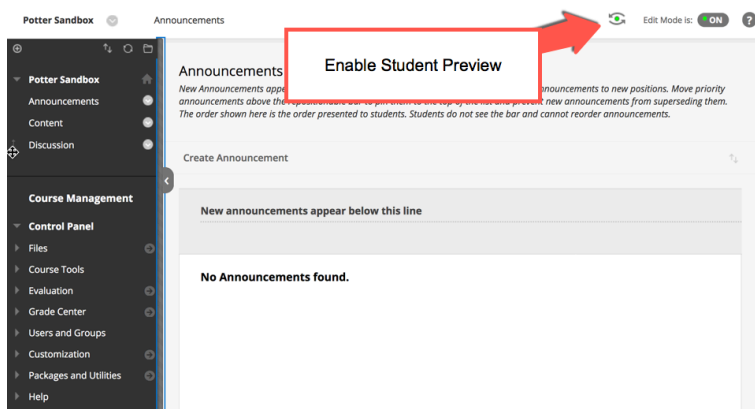
click on
the calendar
to set a
different date

After you have made your changes, click **“Submit”** to save those changes.

How can I preview the student view of my course in learn.unbc.ca?

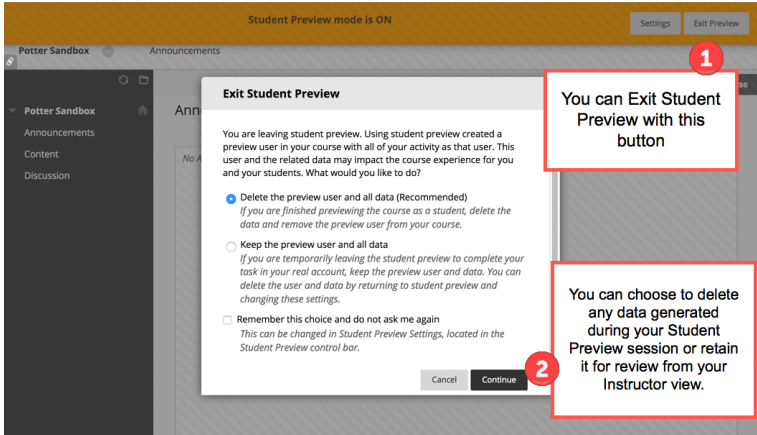
Using Student Preview

1. You can enter a Student Preview mode to get an exact view of your course from a student's perspective. To enable this view, select the [Enter Student View] icon.



2. Once activated, you will see an orange band across the top of your browser. You can navigate your course with this student view. When you want to leave this view, select the [Exit Preview] button.

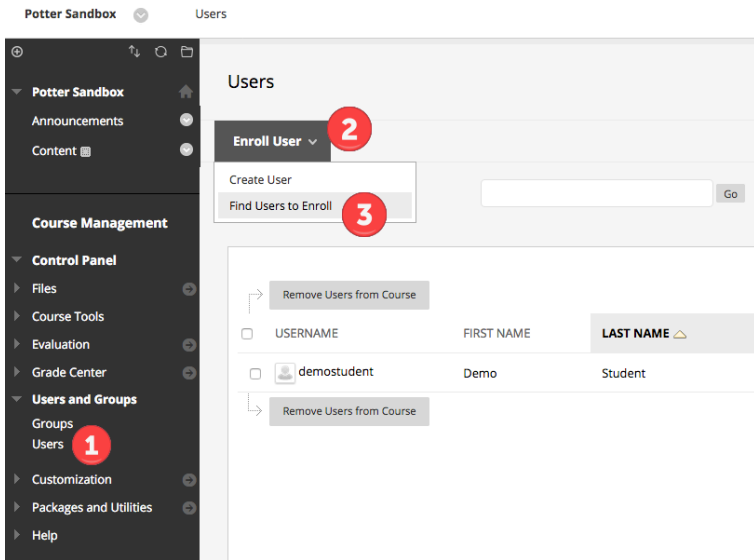
You can retain data generated during the student preview so you can view it from your instructor view or delete that data on exit. You will be prompted for the option you prefer when exiting the student preview.



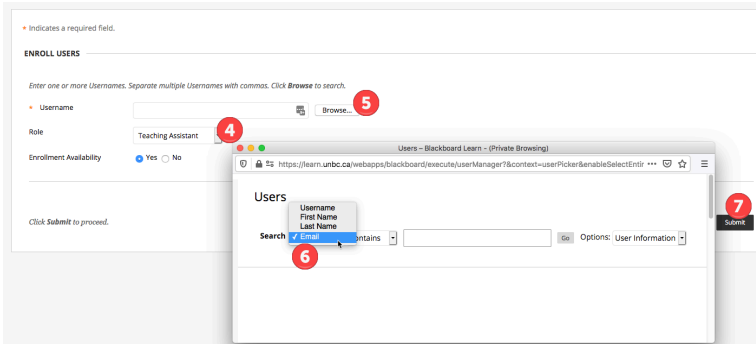
Adding a teaching assistant to your course

You can provide a TA with access to your course with the following steps:

1. Navigate to Users and Groups > Users
2. Select [Enroll User]
3. Select [Find Users to Enroll]

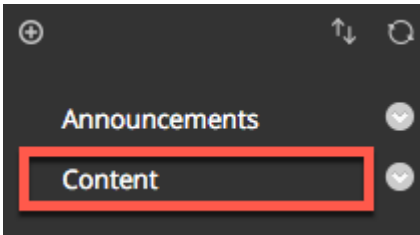


4. Select [Teaching Assistant] in the Role field
5. Select [Browse]
6. Search by Email and enter your TA's UNBC Email address
7. Select Submit



Sharing files with students

Sharing files with students is done in the [Content] area. This is found in the upper left navigation menu in your course.

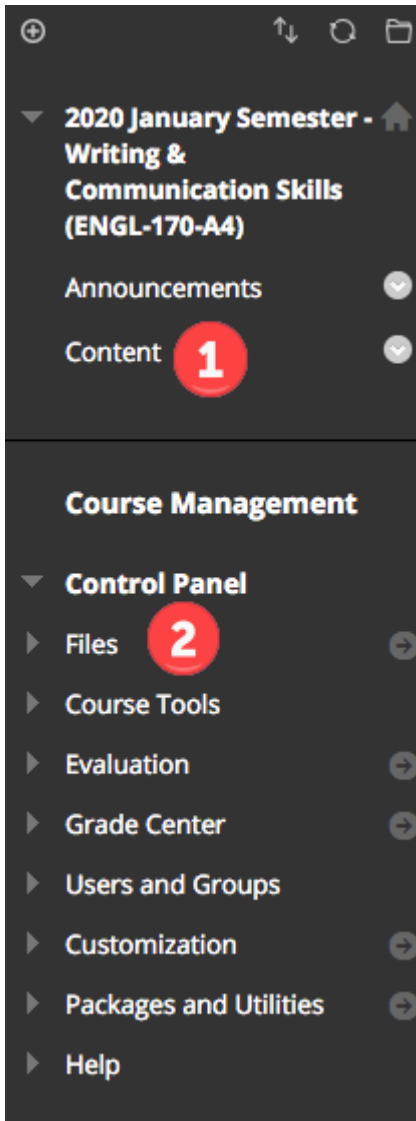


Important Note

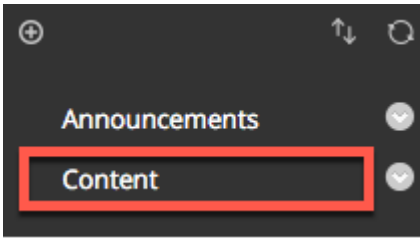
You will notice you also have a [Files] area in your [Course Management] menu. Think of this area as your office filing cabinet. Documents there are only accessible to you. Your students can only access resources in the [Content] area.

These locations are illustrated below:

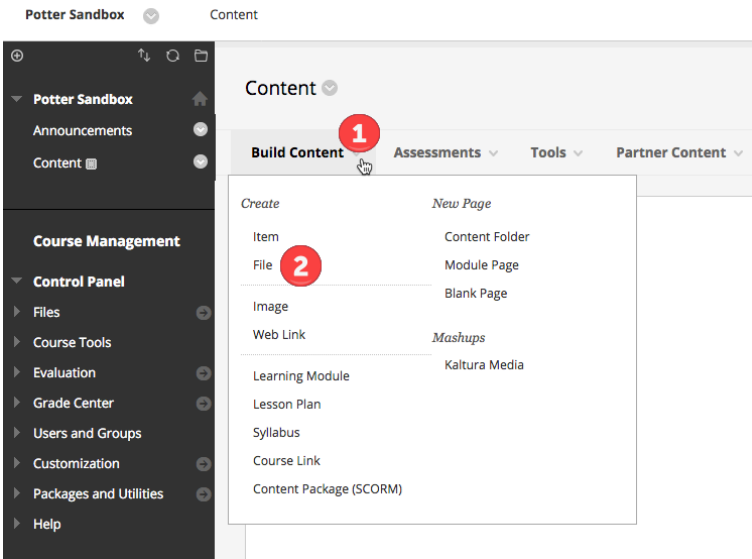
1. Content
2. Files



To share a file with your students, navigate to the [Content] area.



Navigate to the [Build Content] menu (Step 1), then Create > File (Step 2).



Give this entry a name. It should clearly indicate to students what the nature of the document is. (Step 1)

If you wish the file to be accessible immediately to students, ensure you have selected *Yes* in the setting 'Permit Users To View This Content' (Step 2)

When you are ready to add the file, select [Submit] (Step 3)

SELECT FILE

Select a local file by clicking **Browse My Computer** or one from within Course Files by clicking **Browse Course**. Enter a Name for the file and choose a Color for the text to appear in the list of content. Click **No** to display the file within the Course environment or **Yes** to display it as a separate piece of content with no Course page heading.

Name |

Color of Name Black

Find File

FILE OPTIONS

Open in New Window Yes No

Add alignment to content Yes No

STANDARD OPTIONS

Permit Users to View this Content Yes No

Track Number of Views Yes No

Select Date and Time Restrictions Display After

Enter dates as mm/dd/yyyy. Time may be entered in any increment.

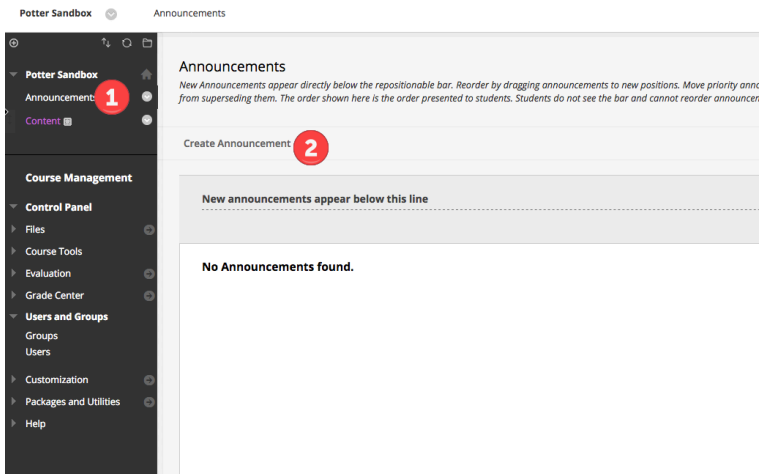
Display Until

Enter dates as mm/dd/yyyy. Time may be entered in any increment.

Click **Submit** to proceed.

Announcements

1. Select [Announcement]
2. Select [Create Announcement]



3. Enter a Subject and a Message
4. Note: If you wish to have a copy of this announcement forwarded to all student UNBC emails in your course, select [Send a copy of this announcement immediately]
5. Select [Submit]

Create Announcement

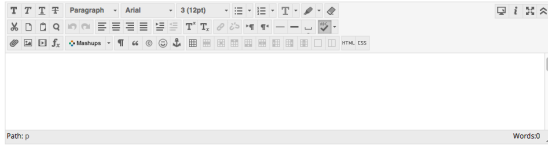
Announcements are an ideal way to post time-sensitive information critical to course success. [More Help](#)

• Indicates a required field.

ANNOUNCEMENT INFORMATION

• Subject Black

Message



A rich text editor toolbar with various icons for text formatting (bold, italic, underline, strikethrough), alignment (left, center, right, justified), list creation (bulleted, numbered), indentation, and other text manipulation tools. Below the toolbar is a large, empty text area for composing the message. The text area has a path indicator 'Path: p' on the left and 'WordSO' on the right.

WEB ANNOUNCEMENT OPTIONS

Duration Not Date Restricted

Date Restricted

Email Announcement Send a copy of this announcement immediately
Students are still notified of this announcement even if this option is not selected

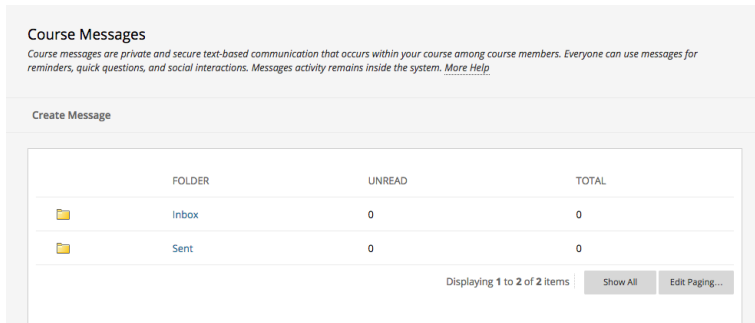
Click **Submit** to finish. Click **Cancel** to quit.

Cancel **Submit**

Course Messages

There are two types of direct communication 'Email' and 'Messages'.

The Message tool in learn.unbc.ca appears as depicted below.



The Email tool allows you to send email to student UNBC email addresses from within learn.unbc.ca without launching an external email client, such as Outlook. Emails can be sent to an individual or group of users. A copy of this email is sent to the sender by default. The Email tool in learn.unbc.ca appears as depicted below.

Send Email

Send emails to others in your course without having to switch to your email provider. [More Help](#)

All Users

Send email to all of the users in the Course.

All Groups

Send email to all of the Groups in the Course.

All Teaching Assistant Users

Send email to all of the Teaching Assistant users in the Course.

All Student Users

Send email to all of the Student users in the Course.

All Instructor Users

Send email to all of the Instructor users in the Course.

All Observer Users

Send email to all Observer users in the Course.

Single / Select Users

Select which users will receive the email.

Single / Select Groups

Select which Groups will receive the email.

Important Note

learn.unbc.ca does not keep any record of sent or received correspondence from the **Email** tool. Archives of those emails will need to be managed entirely via your UNBC email inbox. When you receive or send an email, the email will appear in the Inbox of your UNBC email.

Although similar to the Email tool, the Message tool can only be accessed by logging into the course. Messages do not relay to any UNBC email address.

Discussions

<https://learn.unbc.ca> has the capability to host discussion boards for your course. The basics of these are outlined below.

Discussion boards are a great place to build a sense of community among students which is crucial for a successful online learning experience. Some uses include:

- An online meeting place for social interaction among peers
- An additional medium for collaboration and the exchange of ideas
- A medium to pose and answer questions about homework assignments, readings and course content
- A way to demonstrate the understanding or application of course material
- A record of discussion which can be reviewed at a later point
- A graded activity that demonstrates understanding or application of course material
- A group tool for collaboration between smaller groups of students within the larger course


Discussion Board
Discussions are a good way to encourage students to think critically about your coursework and interact with each others' ideas. You can create discussions around individual course lessons or for your course in general. [More Help](#)

Create Forum Search 🔍

<input type="checkbox"/> FORUM	DESCRIPTION	TOTAL POSTS	UNREAD POSTS	REPLIES TO ME	TOTAL PARTICIPANTS
<input type="checkbox"/> Forum		1	0	0	1

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

Once you have determined your precise needs, you can create individual **Forums**. These forums provide a space for student posts and threads. This short video illustrates the concepts of forums, posts, and threads.



A YouTube element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.bccampus.ca/unbc/?p=52>

It is possible to conduct Discussion forums as assessments and attach grades to them. For assistance with this, please contact the UNBC Centre for Teaching, Learning, and Technology ctl@unbc.ca

Grading online discussion forums

You can assign discussion grades in a forum or thread. You can assign grades based on student participation, on the quality of their posts, or a combination of the two. You can [create rubrics in advance](#) and use them while grading forums and threads.

The grade settings appear on the [Create Forum](#) and the [Edit Forum pages](#).

1. In the Forum Settings, select Grade Discussion Forum and type a point value to evaluate participants on performance throughout a forum.

FORUM SETTINGS

Viewing Threads/Replies Standard View
 Participants must create a thread in order to view other threads in this forum.

Grade No Grading in Forum
 Grade Discussion Forum: Points possible:
 Grade Threads

Due Date

Associated Rubrics

Show participants in "needs grading" status after every posts

2. Optionally, select the check box for Show participants in needs grading status and select the number of posts required to show participants in needs grading status. This setting shows the Needs Grading icon in the Grade Center after each student makes the specified number of posts. The posts are also placed in the queue on [the Needs Grading page](#). If you select a grading option and do NOT select the check box, the Needs Grading icon doesn't appear in the Grade Center and posts don't appear on the Needs Grading page. In the Grade Center, students'

attempts will appear with the In Progress icon when they post.

3. Optionally, access the Add Rubric menu to choose a rubric.

Once these settings are in place you can assign discussion grades to evaluate participants on performance throughout a forum.

1. In the forum where you enabled grading, select Grade Discussion Forum.
2. On the Grade Discussion Forum Users page, select Grade in a student's row. The student's posts are counted in the Posts column.

Grade Discussion Forum Users					
	Email				
<input type="checkbox"/>	LAST NAME	FIRST NAME	USERNAME	POSTS	GRADE
<input type="checkbox"/>	Brown	Tony	tbrown	3	-- <input type="button" value="Grade"/>
<input type="checkbox"/>	Casper	Chris	ccasper	0	-- <input type="button" value="Grade"/>
<input type="checkbox"/>	Cooper	Ashby	acooper	2	-- <input type="button" value="Grade"/>
<input type="checkbox"/>	Durand	Porter	pdurand	3	-- <input type="button" value="Grade"/>
<input type="checkbox"/>	Gonzales	Monica	mgonzales	0	-- <input type="button" value="Grade"/>
<input type="checkbox"/>	Herrera	Linda	lherrera	3	-- <input type="button" value="Grade"/>

3. On the Grade Discussion Forum page, the student's posts for this forum appear. Because you can assign a forum grade based on multiple threads, all messages posted by a student are included for review. In the content frame, evaluate the currently selected student's posts. In the grading sidebar, type a grade. If you associated a rubric for this forum, expand and complete the rubric.

Grade Discussion Forum: Tony Brown

Print Preview Filter

Sort by Order Forum Statistics

Select:

Mark

Thread: I got a few good shots **Posted Date:** June 20, 2017 5:32 PM
Post: I got a few good shots **Status:** Published
Author: Tony Brown

Well, I finally tried and got a few good shots of the moon and one good shot of Saturn.

I used a 4.5" zhumell eclipse telescope with a 20mm and 9mm lense and a SONY Cybershot digital camera just put up to the lense.

The best moon shot was with a wide angle (20mm) and a zoomed in (9mm). The only good shot of Saturn was with the 9mm.

Thread: Saturn **Posted Date:** June 17, 2017 9:15 AM
Post: RE: Saturn **Status:** Published
Author: Tony Brown

Hey, my uncle owns a photography place and he said when he does a prime focus, he just

6/21/17 9:13 AM **10** /10

Feedback to Learner

For the toolbar, press ALT+F10 (PC) or ALT+FN+F10 (Mac).

You provided great, detailed information.

Collecting assignments from students

For every Assignment you want to accept from students, you must create a space for students to submit that assignment within your Blackboard course. This video will show you how to create an “Assignment Drop-box” for students to upload their assignments into.

They can submit a variety of file types (.jpg images, powerpoint presentations, PDF's, etc.) and they can upload multiple files into one dropbox if needed.

Creating an Assignment Drop-box



A video element has been excluded from this version of the text. You can watch it online here:

<https://pressbooks.bccampus.ca/unbc/?p=77>

Notes on Submitting Files:

There are two processes for submitting files. For everything other than video files, simply upload them where it says “**Attach Files**” in the dropbox.

*****There is a different process for Submitting Video Assignments which uploads the files to our media server:*****

See the Student Instruction Guide on [“How To Submit Assignments and Video Assignments”](#).

Grading Submitted Assignments



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version of the text. You can watch it online here:*

<https://pressbooks.bccampus.ca/unbc/?p=83>

Grading with rubrics

Tools and Ideas for Creating Your Rubrics

A great resource for all types of rubrics from the University of Wisconsin: <https://www.uwstout.edu/academics/online-distance-education/online-professional-development/educational-resources-rubrics/creating-and-using-rubrics-assessment>

How to Create Rubrics in Blackboard

<https://help.blackboard.com/Learn/Instructor/Ultra/Grade/Rubrics>

Conducting Online Tests: Preparing Your Online Exam

The CTLT recommends that each instructor consider their mid & end of semester assessments in light of the continued concerns of COVID-19 numbers this fall. We want to discourage students from coming to campus while ill, and would like to provide flexible options for them during midterms and final exams.

We suggest:

- Plan an online version of your exam as a backup. If COVID numbers continue to increase, we may have to pivot to online modes. These assessments take time to build and the CTLT Instructional Designers can help assist you in creating exams online to suit your course's specific needs. **If you do not know who your assigned CTLT Instructional Designer is, please contact ctltd@unbc.ca and they will direct you.**
- Consider creating a “take home/open book” exam that ensures the most flexibility in this time of uncertainty and stress for students. These exams are described below.

How to prepare your online exam:

1. **Your CTLT Instructional Designer can batch upload multiple choice, true/false, short/long answer questions.** This saves you time so you don't have to create individual questions in learn.unbc.ca. Multiple choice & true/false questions are automatically graded within <https://learn.unbc.ca>. Short answer and paragraph or essays will need to be graded by the Instructor or TA. There is a specific, simple, format these questions need to be in so we can upload them. (Contact your Instructional Designer for the format requirements)
2. **To minimize cheating, it is best if Instructors create a slightly larger question pool** so we can set up the test to display a randomized subsection of questions to each student. We can also choose settings like displaying one question at a time, and having no backtracking allowed, if necessary.
3. **If you choose to set up the test yourself, never use the "Force Completion" setting.** This setting will cause nothing but student issues. If they accidentally close the test tab, it will not let them back in even if they have time left on their timer. Their previous answers may be lost if we reset the exam. Access to the test can be limited effectively with just the minutes countdown timer and date open/close settings. Do not use a due date on a test – it may override and ARC accommodation settings you have done. If you have set up an exam, **CTLT Instructional Designers are available to double-check your settings to ensure there are no difficulties during the exam.**
4. **Be aware that some students may require ARC (Access**

Resource Centre) accommodations such as extra time to do the exam, that the exam to be split into two parts, or take place on a different day. **International students may also request a time-zone adjustment.** Some exam formats do not allow for easy application of ARC accommodations.

Types of Online Exams in learn.unbc.ca:

Open Book, Take Home Exam – Easiest to implement, you usually don't have to worry about creating separate ARC accommodations as they are usually taken care of by the extra time & flexibility allowed by a take-home exam. You can give 12, 24 hours to complete and upload the exam/paper. Less stressful for students.

Completely Online – students answer all questions in learn.unbc.ca. Mix of multiple choice, true/false, short answer, long answer, case study questions. Long Essay questions should be written in a word doc and pasted into the answer textbox or submitted as a word document to a "File Upload" type question.

Part Online (multiple choice, true/false) and Part Submission (word document, excel sheet or scanned paper with calculations) This is good for exams with a lot of calculations or technical drawings. (MATH, PHYS, CHEM, ENGR, etc.) ******VERY IMPORTANT*** Make sure students practice submitting a scanned document before the actual exam.)** Student Instructions

here: <https://pressbooks.bccampus.ca/unbcstudents/chapter/scanning-uploading-exams/>

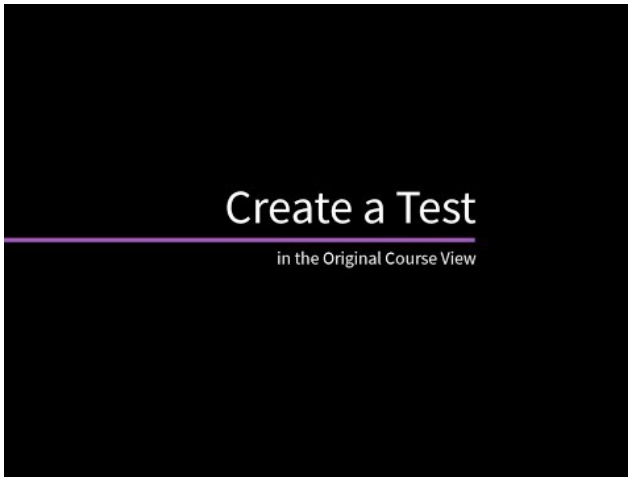
Scanned Submission – Instructor posts the exam questions as a downloadable PDF or Word document. Students print it and complete answers offline, or just write answers on a piece of paper. Students then submit their answer document as either word doc, PDF or scanned document of handwritten answers. This is good for exams with a lot of calculations or technical drawings. (MATH, PHYS, CHEM, ENGR, etc.) ******VERY IMPORTANT*** Make sure students practice submitting a scanned document before the actual exam.** Student Instructions here: <https://pressbooks.bccampus.ca/unbcstudents/chapter/scanning-uploading-exams/>

Exam using an Assignment Dropbox – not recommended unless it is a “Take Home Exam” with lots of time given (eg. 12 hours, 24 hours). ARC accommodations and time variations are hard to set on this type of exam.

Test Setup Assistance is available

If you require help setting up your Midterms/Quizzes/Final Exam to run on Blackboard, the **CTLT Instructional Designer for your program** would be happy to assist in setting up the exam or quiz. If you do not know who this is, contact **ctlit@unbc.ca** and they will put you in touch. If you choose to set up the exam yourself, please feel free to contact them to check over the test settings after you have created it so that any technical issues & undue stress can be avoided.

The video below illustrates how to create a test.



A YouTube element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.bccampus.ca/unbc/?p=81>

Important Note: Creating an online test/exam question by question can take a long time. Creating your exam in a word processing document and emailing it ctl@unbc.ca can save you a great deal of time.

learn.unbc.ca can automatically calculate scores for multiple choice and true/false questions.

FORMATTING QUESTIONS:

If inputting test questions directly into Blackboard Learn yourself, please create them within the “Question Pools” tool to ensure they can be added to tests and re-used. **To save time, you can e-mail the CTLT a MS Word document of questions that we can import quickly into Blackboard for you.**

When crafting these questions in a word processing document, please format your multiple choice/true-false questions as per the examples below. Essay and short answer questions require no special formatting and can include images if you like.

Multiple Choice Formatting style:

1. What is that capital of Canada?

- *a. Ottawa
- b. Prince George
- c. Vancouver
- d. Calgary

2. What is the largest city in British Columbia?

- a. Ottawa
- b. Prince George
- *c. Vancouver

Multiple Answer Formatting Style:

Type: MA

3. Which of the following are provinces in Canada?

- *a. Alberta
- Alabama
- *c. British Columbia
- d. Washington

True/False Formatting Style:

4. The main campus for UNBC is located in Prince George, BC.

*a. True

b. False

Essay/Short Answer Formatting Style:

Type: E

4. Does the 'special relationship' between the USA and the United Kingdom as defined by Winston Churchill still exist in 2020? Why or why not? (10 points)

Matching Answer Formatting Style:

Type: MT

5. Match the correct capital to its province.

a. Victoria = British Columbia

b. Edmonton = Alberta

c. Toronto = Ontario

d. Winnipeg = Manitoba

A few notes on Exams:

TEST WINDOW:

You can choose to have the test 'window' open over 24 hour period and let the students choose which few hours they want to complete the exam, or just keep it to the scheduled final exam time.

ARC ACCOMMODATIONS & EXCEPTIONS:

If students need ARC/Disability accommodations, or if some students need to write at a separate time due to time zone issues, this can easily be set up in the test options.

TEST SETTINGS TO AVOID:

If choose to set up the test yourself, please feel free to contact

your CTLT Instructional Designer to check it over to see if there are any settings that may cause issues. There are two settings in particular that cause the most issues:

-Do not use the “Force Completion” option as it will lock students out of the exam if they accidentally close the exam window or their internet goes out for a minute – even if they have plenty of time left on the minutes timer. Access to the test can be adequately controlled using the Date/Time availability and Timer minutes.

-Do not use the “Due Date” setting on a Test – it will override the ARC Accommodations or any exceptions you have set.

TEST POOLS:

You can create a larger question pool for each section of questions, and have the test display a randomized subset of questions to each student to minimize cheating. You can have separate question pools for categories (multiple choice questions, short answer questions) or even a pool for each level of difficulty (easy, medium, hard).

Please send your CTLT Instructional Designer the exam questions **at least a few business days before the exam, with preferably a week’s notice** with instructions on how you want the exam to be run, and we can set it up for you.

Exam Logistics Information needed:

– Course Name/Section:

– Date of Test:

– Time test will be available: _____ – _____

– Number of points the test is out of:

– Note how many points each question is out of in the question document

– Once opened, how many minutes do students have to complete the test?

– Do you want them all to complete the test in the exact same time, or give them a few hours of a ‘window’ where they can choose what time they take it?

– Should all the exam questions be displayed at all-at-once or should they be given one question at a time?

– Feedback – Do you wish students to see their exam score as soon as its been marked or wait until a specified date?

– Are there any students that require ARC accommodations or exceptions for international students? What are they? (% extra time needed, start/stop time they are scheduled to write – if different from the rest of the class)

Using this format in a word processing document, you can also use [Latex](#) – a high-quality typesetting system; it includes features designed for the production of technical and scientific documentation.

Grading online tests

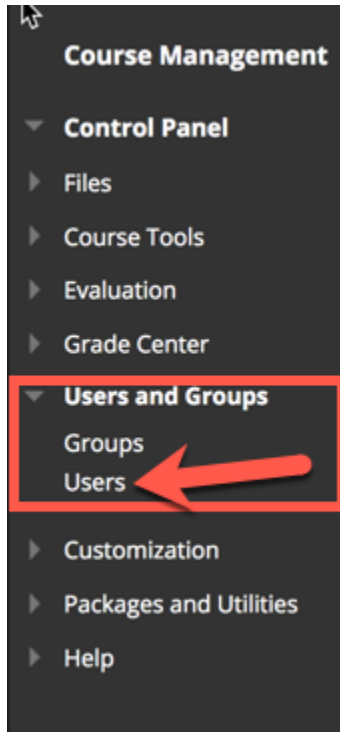
What is the Grade Center

Using 'My Grades' to securely share grade progress with students

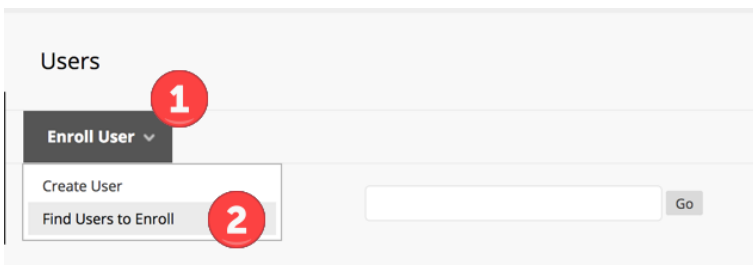
Are students added automatically to courses based on Office of Registrar records?

Students are added automatically to your courses in learn.unbc.ca based on official class lists from the The Office of the Registrar. Official class lists are accessed via <https://fast.unbc.ca>. The process is automated, so students gain access to their respective courses in learn.unbc.ca within a minute of appearing on the official class list.

If an instructor would like to manually add a student, this can be done in the Users and Groups >> Users area.



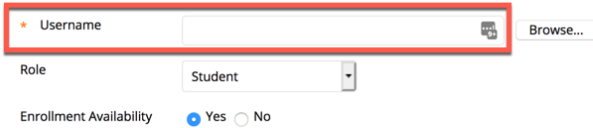
Once in in the Users are you select (1) Enroll User (2) Find Users to Enroll



If you know the student's UNBC username, you can enter it in the Username field and [Submit] to add the student. If not, you can select the [Browse] button to search for the student.

ENROLL USERS

Enter one or more Usernames. Separate multiple Usernames with commas. Click **Browse** to search.



Username

Role

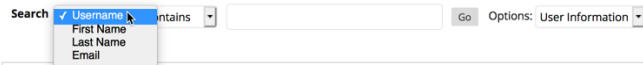
Enrollment Availability Yes No

You can search for the student you would like to add manually by:

- Username
- First Name
- Last Name
- UNBC Email

When found, select the student you would like to add manually and [Submit] to add them to your course.

Users



Search contains

Go Options:

How students can submit a multi page take home exam

[[insert video]]

The 10 Step Take-Home Exam Process

1. A PDF becomes available to students in learn.unbc.ca at a designated time/date

2. Students download and print the PDF (note: some students may need time to print it as more and more people use print shops these days and don't have a printer at home – a 3 hour window may not be adequate)

3. Students complete the handwritten exam.

4. Students snap a photo of each page with their phone (not all students have a laptop, but 99% have a phone or iPod-like device with a camera)

5. Students upload each of the images in their designated sequence (page 1, page 2, page 3) the assigned link in learn.unbc.ca. Students can label each photo uploaded before submitting (ex: page1, page2, page3, etc)

6. After students submit, instructors are able to access a view of all of those pages in sequence directly in learn.unbc.ca. You can move page by page, or skip through the submission by page links. No additional or special software is needed for this – the view is supported in any browser by learn.unbc.ca

7. You can zoom into each page for clear views of student work

8. You can add comments over the top the page. This works like dropping a pin on the page with a comment box. Students will see these flags along with the in-context comments – think of it like dropping a pin in Google Maps.

9. You can leave long form summary comments and feedback for the submission that students will receive when you want to reveal exam feedback to the class.

10. You can enter a grade which is placed in the Grade Centre
This short video illustrates the grading/annotation process



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<https://pressbooks.bccampus.ca/unbc/?p=301>

Conducting Surveys and Evaluations

How to Conduct Teaching or Student Feedback Evaluations using Microsoft Forms:

Microsoft Forms is an easy way to create course evaluations as an anonymous survey. Once the survey is created, you can copy & paste a link inside your Blackboard Course for students to submit their feedback. You can conduct informal and formal evaluations at the beginning of the semester, mid-way through and at the end of semester. Instructors are welcome to use the templates below or create their own version of evaluations to suit their course needs.

You, as the Instructor, will need to deploy the survey to ensure that only you receive and have access to the results.

Instructors must be very careful to Select the setting that “Anyone with the link can respond” to ensure anonymity.

If the other option “Anyone within my organization can do the survey” option is selected, it will ask the students to login before they can do the survey (and it will show the student’s identity/e-mail in the results).

Instructions:

- **Log into forms.office.com** with your UNBC Credentials (username@unbc.ca and regular UNBC password – the same as you would log into webmail). Every student, staff

and faculty member has access to Office.com and all of the Microsoft Office365 online apps such as Word, Excel, OneNote, Powerpoint, Forms, Sway, etc.

- **Start with the survey template** (based on the old UNBC standard end-of-term course evaluation). You are welcome to modify, add, delete, or change questions to suit your needs.

Template Option 1 for Final Course Feedback (based on old UNBC Standard Evaluation):

<https://forms.office.com/Pages/ShareFormPage.aspx?id=u5rup4VILkmzMab6BRo5u8qUhIPQeX1loMNIFF7Dz5VURDNRQIBFUTNJT0xDOFpBMUJFWEs5SDRaVy4u&sharetoken=EWNd5FSnvXRyFB7Qs3ZI>


Template Option 2 for Final Course Feedback:

<https://forms.office.com/Pages/ShareFormPage.aspx?id=u5rup4VILkmzMab6BRo5u77HfTlx30llqwPGUdt1nh9UMIUyWURVU1E2QVhQVU9CMkFSNkhOOEJYMi4u&sharetoken=ZWkCU3VTEbLd84O8PYF0>

Template for Mid-Course Course Feedback:

<https://forms.office.com/Pages/ShareFormPage.aspx?id=u5rup4VILkmzMab6BRo5u77HfTlx30llqwPGUdt1nh9UNVJaNkZTOFA5S0kzWDJEU1FGQkIURjhTWS4u&sharetoken=dBYBejNlr8TvIBDzLWI9>

- Here are some extra **Sample Student Evaluation Questions** ([Word Doc](#)) ([PDF](#)) but you are free to create your own, or pick and choose.
- To start editing the survey, click on the '**Duplicate It**' button at the top right of the screen.

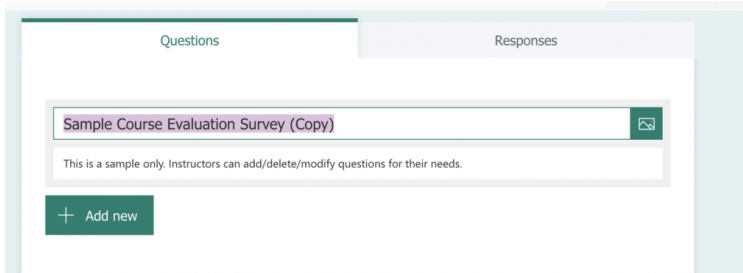
 Duplicate this form and start to use it as your own.

Duplicate it

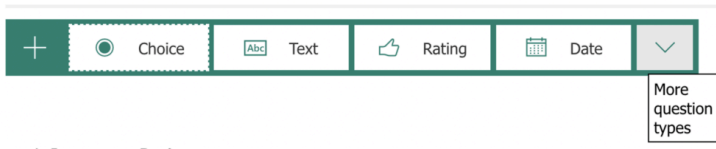
Sample Course Evaluation Survey

This is a sample only. Instructors can add/delete/modify questions for their needs.

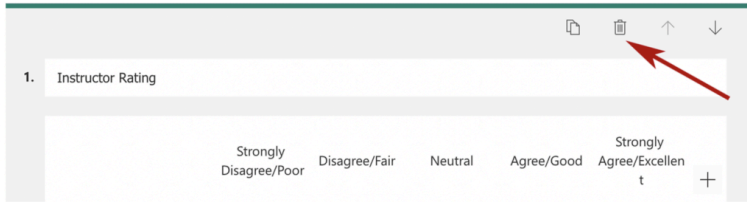
- Re-name the Survey with your course name and semester
Example: **“COURSE101 Course Evaluation – Sept 2020 Semester”**
- Edit/Add survey questions if needed. You are welcome to create a completely different survey for evaluations to suit your needs. If you are conducting a feedback survey mid-way through the term, the questions may need to be very different than a final course evaluation.
- To add a new question, click on the Title of the Survey and the **‘Add New’** button will appear.



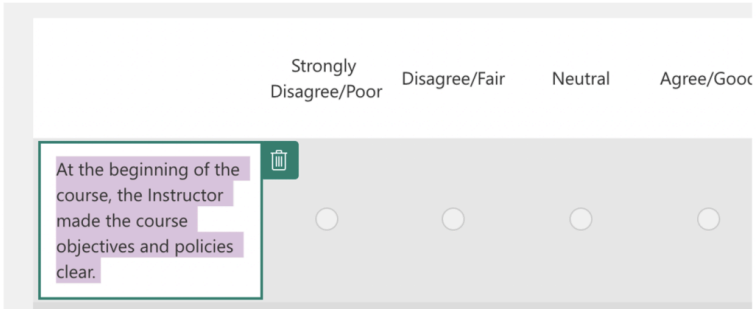
It will give you choices as to which type of question you want to add – click the down arrow to see more options.



To delete a question, click on the trash can icon.



To edit question text, click on it.



- Once you have completed making the questions, click on **'Preview'** and proof-read through the survey. Click **'Back'** when done previewing to return back to Edit mode.

Sharing the Link to the Survey/Evaluation:

- Click on the **'Share'** button at the top right of the survey. **Instructors must be very careful to Select the setting that "Anyone with the link can respond" to ensure anonymity.** If the other option "Anyone within my organization can do the survey" option is selected, it will ask the students to login before they can do the survey (and it will show the student's identity/e-mail in the results).
- **Click 'Copy'** and the link will be copied to your clipboard. **Paste the survey link** within a BB announcement, giving students a deadline to submit.

- Students click on the link and complete the survey.
- All results will be compiled in the Instructor's forms.office.com space within the Form (Open the Survey and Click on the 'Results' tab. These results may also be downloaded to an Excel spreadsheet.)

Creating an Export or Backup of your course

The CTLT will retain copies of courses at <https://learn.unbc.ca> for 2 years only.

If you require long term, offline storage of your course archives or exports from learn.unbc.ca, you will need to export these and retain your own copies.

There are distinctions between an archive and an export:

Course Archive

The archive course feature creates a frozen snapshot or permanent record of your course. An archive includes all the content, course statistics, users, and course interactions, such as forum posts, discussions, student transactional records, and Grade Centre data. In order to include the Grade Centre, please be sure to select that option near the top of the Archive page.

Course Export

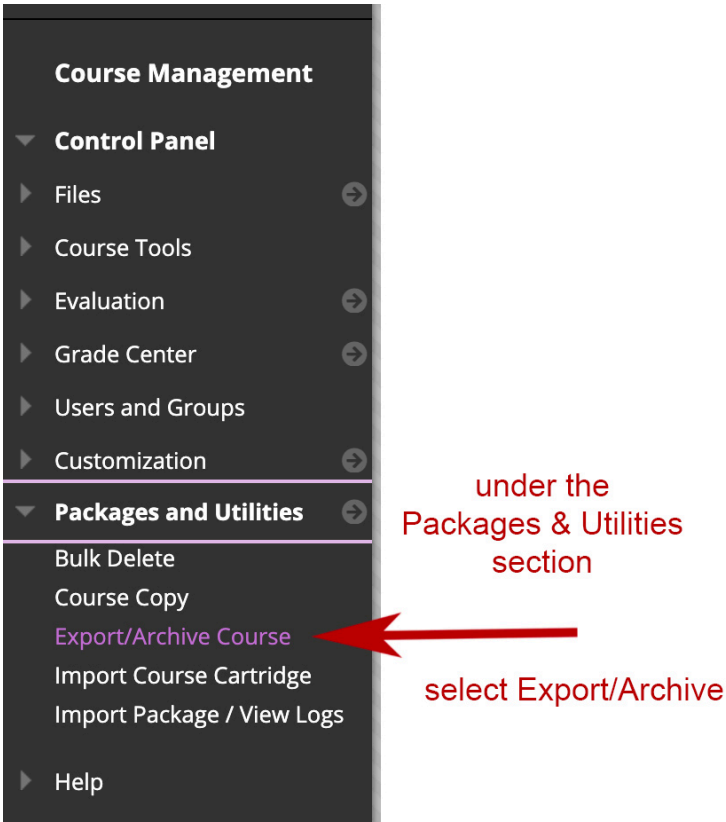
The export course feature creates a ZIP file of your course content that you can import to create a new course. Unlike the archive course feature, the export course feature doesn't include any users or user interactions with the course.

Please Note: Any audio or video links within your course that are shared via your MyMedia area will be included in the course export and course archive. **These are not copies of the audio or video files** within the course export or course archive, these are links to your audio and video resources that always persist

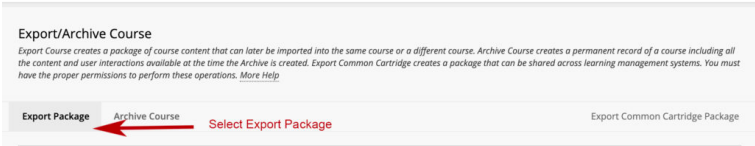
in your MyMedia area between semesters. Please contact ctlit@unbc.ca if you have questions about this distinction.

How to take an offline course export or archive

1. Go into the specific <http://learn.unbc.ca> course that you wish to backup.
2. Under the **'Course Management'** section in the left hand menu, click on **'Packages & Utilities'** and then **'Export/Archive Course'**.



3. Click on the **'Export Package'** if you would like a course **Export**. Select **Archive Course** if you would like a course **Archive**.



4. **Select the options as shown below.** It is important that you only select these options.

Export Course

Export Course creates a package of course content for reuse. Exporting a course includes Content, Settings, and Tools, but does not include user records. To create a copy of a course including user records, use Archive Course. [More Help](#)

SELECT COPY OPTIONS

Source Course ID `shauna_sandbox`

FILE ATTACHMENTS

Choose between copying only the links to files or the links and new copies of every file attached within the course. Click **Calculate Size** to make sure that the package size does not exceed the limit.

Course Files Default Directory Copy only links to course default directory files

Copy links and include copies of the files in the course default directory

← select this option

Package Size

Calculate Size

Manage Package Contents

SELECT COURSE MATERIALS

Select materials to include in the export package. For a package to serve as an exact record, including user records, use archive instead of export.

Select All Unselect All

- Content Areas
 - Content
- Adaptive Release Rules for Content
- Announcements
- Blogs
- Calendar
- Contacts
- Content Alignments
- Discussion Board
 - Include starter posts for each thread in each forum (anonymized)
 - Include only the forums, with no starter posts
- Glossary
- Grade Center Columns and Settings
- Group Settings
- Journals
- Retention Center Rules
- Rubrics
- Settings
 - Availability
 - Banner Image
 - Course Guest Access
 - Course Observer Access
 - Duration
- Enrollment Options
- Language Pack
- Navigation Settings
- Tasks
- Tests, Surveys, and Pools
- Wikis

Click Submit to proceed.

Then click Submit to start the Backup

Cancel Submit

Select exactly these settings.
Do NOT Select All!

5. Click on **'Submit'** to start the Backup process.
It will take a few minutes. Blackboard will send you an e-mail when it is complete.
6. Then click on the **'Refresh'** button and your Backup zip file will appear in the list.

Success: This action has been queued. An email will be sent when the process is complete.

Export/Archive Course

Export Course creates a package of course content that can later be imported into the same course or a different course. Archive Course creates content and user interactions available at the time the Archive is created. Export Common Cartridge creates a package that can be shared across the proper permissions to perform these operations. [More Help](#)

Export Package Archive Course

Refresh

Your Backup may take a few minutes to complete.
Hit refresh after a minute or two and it will show up in the list.
Blackboard may send you an e-mail when the Backup is ready.

7. Right-click on the .zip file and select **'Save Link As'** and choose where you want to save the file on your computer. The file will now be saved on your computer.

*****Important*** Always backup the file in another location or two!** Computers and hard drives fail.

You can upload your course backup file to UNBC's Microsoft OneDrive at <http://office.com> (sign in with your UNBC credentials) or a separate external hard drive, usb drive (stored in a safe place), cloud drive or another computer is recommended.

Export/Archive Course

Export Course creates a package of course content that can later be imported into the same course or a different course. Archive Course creates a permanent record of a course including all the content and user interactions available at the time the Archive is created. Export Common Cartridge creates a package that can be shared across learning management systems. You must have the proper permissions to perform these operations. [More Help](#)

Export Package

Archive Course

Export Common Cartridge Package

Refresh

FILE NAME	DATE CREATED
ExportFile_shaina_sandbox_20210108090328.zip	1/8/21 9:05 AM

Right-click on your Backup file and select "Save As" to choose where you want to save your file on your computer

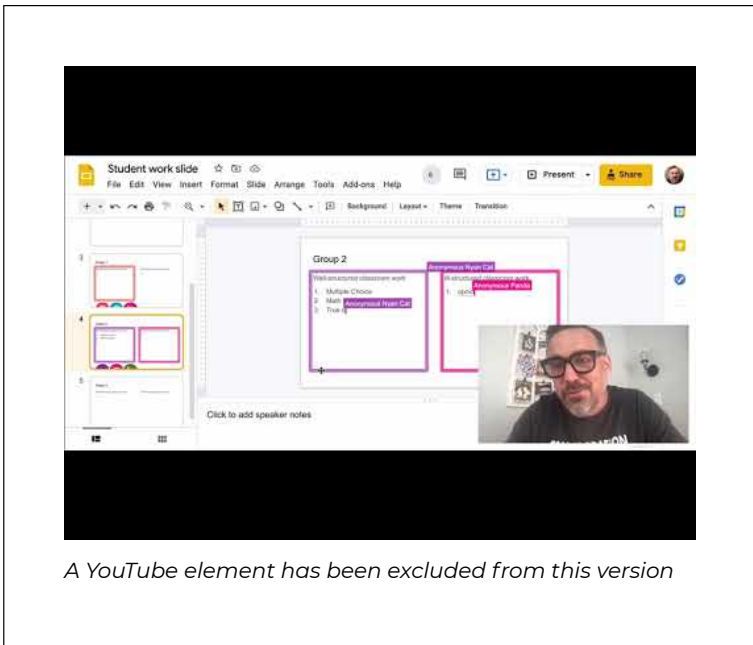
Displaying 1 to 1 of 1 items Show All Edit Paging...

8. After you have downloaded your .zip file, remove it from the Export/Archive list. Click on the grey arrow to the left of its name, and choose **'Delete'**.

Facilitating online breakout discussions

This is a video from Dave Cormier at the University of Waterloo explaining how he sets up, instructs students and facilitates effective breakout rooms in Collaborate (also applicable to other web-conference platforms).

He uses Google Slides to have students collaboratively work in a Powerpoint slide deck while in their breakout rooms. The Instructor can see the student contributions in live-time. After the breakout rooms are done, the Instructor can share their browser tab and present the slides to show what each group came up with.

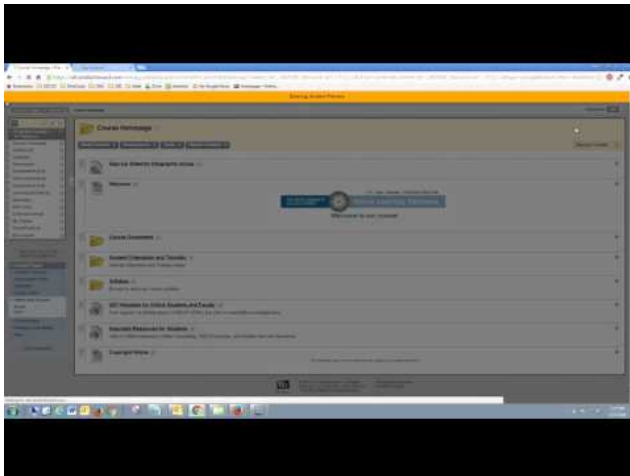


of the text. You can view it online here:

<https://pressbooks.bccampus.ca/unbc/?p=748>

Groups: Creating a Group Signup Sheet

This video will show you how to create & post a group sign up sheet in Blackboard learn.unbc.ca :



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<https://pressbooks.bccampus.ca/unbc/?p=813>

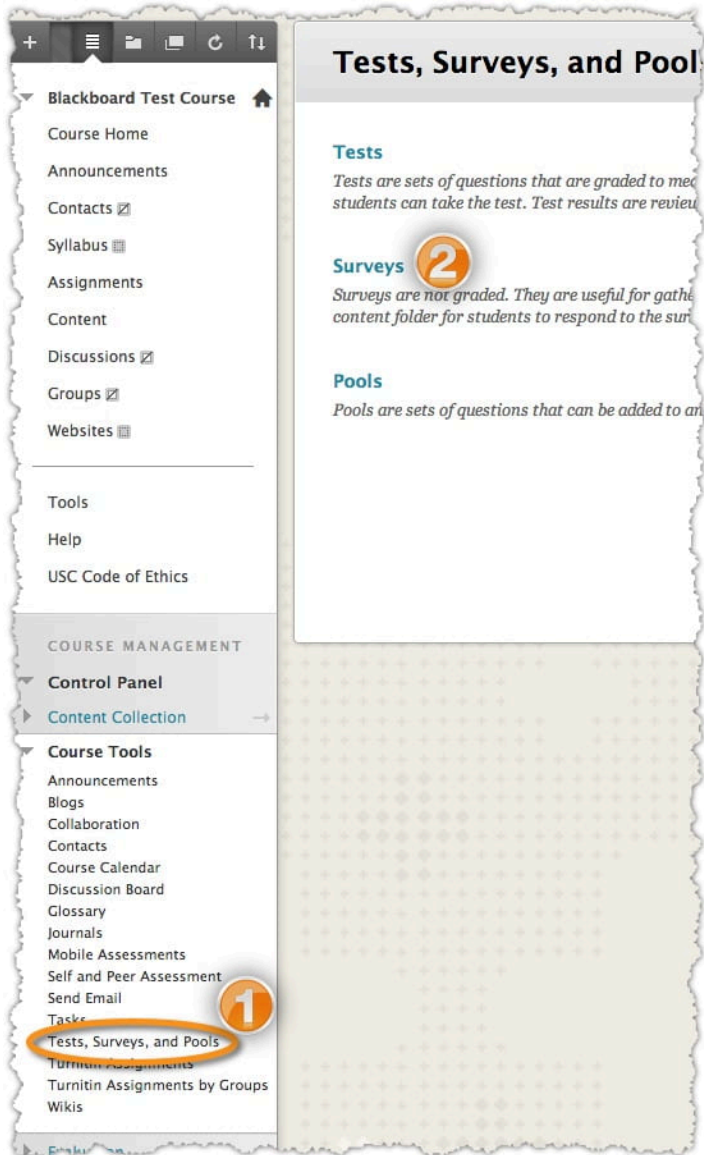
Creating a Survey in learn.unbc.ca

All surveys in learn.unbc.ca are **anonymous by default**, you cannot determine which users selected a particular response.

Survey Settings **do not include options for assigning scores** because survey questions are not graded. When questions are added, you do not specify which answers are correct, i.e., a survey does not have a correct answer.

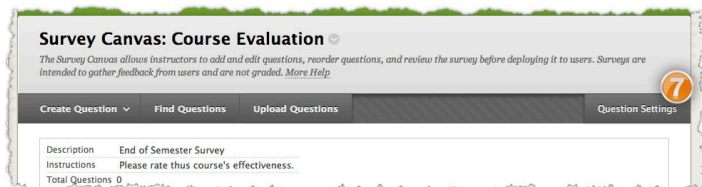
Steps:

1. On the Control Panel, under Course Tools, click Tests, Surveys, and Pools.
2. On the Tests, Surveys, and Pools page, click Surveys.

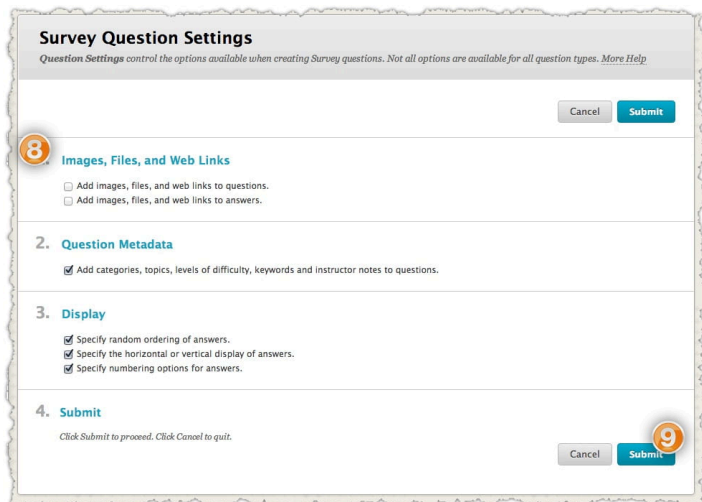


3. On the Surveys page, click Build Survey.
4. On the Survey Information page, enter the survey Name
5. Also enter the survey Description and enter any Instructions.

6. Click Submit.
7. On the Survey Canvas page, click Question Settings on the Action Bar.



8. On the Survey Question Settings page, check boxes for your selections.
9. Click Submit.



10. On the Survey Canvas page, add the questions. Repeat this step for each question you want to add. Click Submit.

Survey Canvas: Co

The Survey Canvas allows instructors
tended to gather feedback from user

10

Create Question ▾

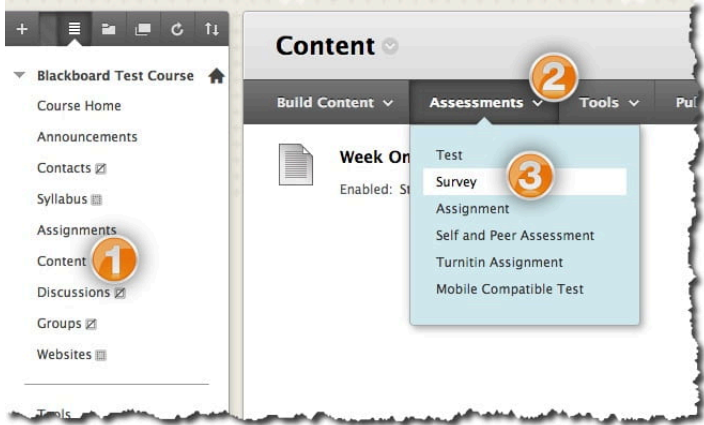
Find Que

- Calculated Formula
- Calculated Numeric
- Either/Or
- Essay
- Fill in Multiple Blanks
- Fill in the Blank
- Hot Spot
- Jumbled Sentence
- Matching
- Multiple Answer
- Multiple Choice
- Opinion Scale/Likert
- Ordering
- Quiz Bowl
- Short Answer
- True/False

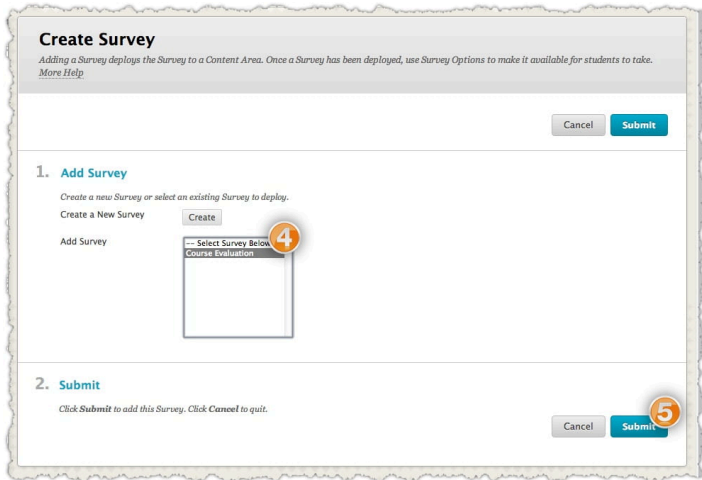
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Topic: Deploying Surveys within Content Areas

1. In Edit Mode, navigate to the Content Area where you want to deploy the survey.
2. Tab over the Assessments content button.
3. On the Create Assessment drop-down list, select Survey.



4. On the Create Survey page, select the survey from the Add Survey box.
5. Click Submit.



6. Specify the name of the survey.
7. Enter a description of the survey
8. Select whether you want to make this survey available to your students and if you want to add an announcement.
9. Select various options about how the survey is deployed.
10. Select when you want the survey to be displayed from and until.
11. Select a Due Date for the survey.

2. Survey Availability

8 Make the Link Available Yes No

Add a New Announcement for this Survey Yes No

Multiple Attempts

- Allow Unlimited Attempts
- Number of Attempts

Force Completion
Once started, this Survey must be completed in one sitting.

9 Set Timer
Set expected completion time. Selecting this option also records completion time for this Survey. Students will see the timer option before they begin the Survey.

Hours Minutes

Auto-Submit
*OFF: The user is given the option to continue after time expires.
 ON: Test will save and submit automatically when time expires.*

OFF ON

Display After
Enter dates as mm/dd/yyyy. Time may be entered in any increment.

10 Display Until
Enter dates as mm/dd/yyyy. Time may be entered in any increment.

Password
Require a password to access this Survey.

Password

3. Due Date

11 *Submissions are accepted after this date, but are marked Late.*

Due Date
Enter dates as mm/dd/yyyy. Time may be entered in any increment.

12. Select a late Due Date.
13. Select the type of feedback your students will receive.
14. Select how the survey will be presented.
15. Click Submit.

3. Due Date
Submissions are accepted after this date, but are marked Late.
 Due Date
Enter dates as mm/AA/yyyy. Time may be entered in any increment.

4. Survey Feedback
 Select the Type of Feedback Displayed Upon Completion
 Status
 Submitted Answers

5. Survey Presentation
 Presentation Mode
 All at Once
Present the entire Survey on one screen.
 One at a Time
Present one question at a time.
 Prohibit Backtracking
Prevent changing the answer to a question that has already been submitted.
 Randomize Questions
Randomize questions for each Survey attempt.

6. Submit
Click Submit to edit options for this Survey. Click Cancel to quit.

Viewing the Results

For each survey, you can view the aggregate responses to each question, including the distribution of student responses for each question.

QUICK STEPS: viewing aggregate survey results

1. In the Grade Center, click the survey column's Action Link to access the contextual menu.
2. Select "Attempts Statistics".
3. On the Test Statistics page, review the statistics.
4. Click OK at the bottom of the page to return to the Grade Center.

The screenshot displays a Grade Center table with the following columns: Last Name, First Name, Course Evaluati, and Preview Survey. The table lists ten students. A green checkmark is visible in the 'Preview Survey' column for the student Akbar. A context menu is open over the table, listing various options such as 'Quick Column Information', 'Grade Anonymously', 'Grade Attempts', 'Grade Questions', 'View All Attempts', 'Edit Column Information', 'Column Statistics', 'Set as External Grade', 'Attempts Statistics', 'Download Results', 'Show/Hide to Users', 'Clear Attempts for All Users', 'Sort Ascending', 'Sort Descending', and 'Hide Column'. A red circle '1' is placed over the checkmark in the table, and a red circle '2' is placed over the 'Attempts Statistics' option in the context menu.

<input type="checkbox"/>	Last Name	First Name	Course Evaluati	Preview Survey
<input type="checkbox"/>	Akbar	Mina	-	✓
<input type="checkbox"/>	Brown	Tony	-	-
<input type="checkbox"/>	Casper	Chris	-	✓
<input type="checkbox"/>	Drama	Dan	-	-
<input type="checkbox"/>	Dubois	Alyssa	-	-
<input type="checkbox"/>	Farrell	Andy	-	✓
<input type="checkbox"/>	Freedman	David	-	-
<input type="checkbox"/>	Gonzales	Monica	-	-
<input type="checkbox"/>	Hernandez	Juan	-	-
<input type="checkbox"/>	Ibrahim	Kamel	-	-

In the Grade Center, a check mark indicates the survey has been completed.

The response rates provide the percentage of students who chose each answer.

1. See the toggles below for detailed information on forum settings.

Shauna's Sandbox Test



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from this version of the text. You can view it online*

here:

<https://pressbooks.bccampus.ca/unbc/?p=1152#h5p-5>