Blackboard Help

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Navigate a Course

Courses vary in design depending on the instructor and the institution, but some common elements exist.

You can read this page in its entirety, or click the Table of Contents icon in the upper right and choose a topic that interests you.

Student View of the Course Environment

1. **Page header**: The area at the top of the screen that contains the tabs, your avatar, access to the global navigation menu and My Blackboard, and Logout. The page header elements remain the same regardless of where you are in Blackboard Learn.

2. **Tabs**: Blackboard Learn has two common tabs, the My Institution tab and the Courses tab. To learn more, see [My Institution Tab](#) and [Courses Tab](#). Your institution can rename tabs.

   If your institution licenses content management, a **Content Collection** tab is available. If your institution licenses community engagement, the **Community** and **Services** tabs are available.

3. **Course-to-course navigation**: Use this feature to access all courses you are enrolled in. Access the contextual menu next to the house icon to go to another course. Next to the house icon, use the orientation bar to access previous pages you visited recently.

4. **Course menu**: The access point for all course content. Instructors determine which links are available here.

5. **Content frame**: The larger area of the screen next to the course menu that displays the selected content area, tool, module page, or material. Instructors choose the page that appears here when you enter a course.

Updated: 21 May 2016
6. **Action bar**: The rows at the top of the content frame, containing page-level actions, such as Create Thread in the discussion board.

## Course Menu

The course menu is the panel on the left side of the interface that contains links to all top-level course areas. Instructors can also provide links to the tools page, individual tools, websites, course items, and module pages. Instructors control the content and tools available on the course menu.

Instructors can customize the style of the course menu. They can change the color, add subheaders and dividers, and choose buttons or text for the links. These customizations create variations in the look and organization of your courses.

1. For the course menu design, instructors can use **text only** or **labeled buttons** for the links.
2. Open the course menu in a separate window. The detached menu always displays course materials as a directory tree. You can expand the view to show the hierarchy of course navigation and move the window wherever you want.
3. Refresh your view.
4. Expand or collapse the course menu frame by moving your mouse pointer near the border and clicking the arrow. When you collapse the course menu, you have more room to view content.

## Course-to-Course Navigation

While inside one of your courses, you can conveniently access all of the courses you are enrolled in. Access the contextual menu next to the house icon. Click another course title. If the same page you are currently viewing in the course exists in the next course, that is where you will land. The most recently visited course is listed first.
For example, if you are viewing the announcements page in one course and click another course in the contextual menu, you are taken to that course's announcements page.

Course Home Page

By default, a link to a course's Home Page appears in the course menu, but your instructor or institution can change this. The Home Page contains modules with information about course events and notifications. The modules function similar to the modules on the My Institution tab. Use the links in modules to navigate to areas in your courses, and add, delete, and rearrange modules. To learn more, see Modules.

**Note:** Your institution can rename modules and determine which are available.
Printing Course Content

Blackboard Learn is web-based, so printing is handled through your web browser in most cases. If the content is an attached file, such as a Microsoft® Word document, that program handles the printing.

Most browsers have a "Help" option explaining more about printing.

If you need assistance printing course content, contact your institution's computing help desk.

Paging Options

You can edit the paging options to specify how many items appear on a page in Blackboard Learn. For example, you can decide how many forums appear on the main discussion board page.

Show All displays all items and causes the Next Page and Previous Page controls to disappear. For best performance, do not use Show All with a very large number of items.

Use the following steps to edit the paging options:

1. Click Edit Paging.
2. Type a number in the Items per page box.
3. Click Go.
Instructor Features

The Blackboard Learn environment allows you to easily navigate, provide content, edit items, and change options that affect how users interact with the interface.

You can read this page in its entirety, or click the Table of Contents icon in the upper right and choose a topic that interests you.

Watch a Tutorial

Double-click the video to enlarge the viewing area.
Instructor Features in Your Course

1. **Course menu**: The access point for all course content. Instructors determine which links are available here. Learn more in the next section.

2. **Control Panel**: The panel following the course menu is an instructor's access point for course management functions. You can manage the course style, course tools, and users from this area. Students do not see the Control Panel.

3. **Student preview**: When student preview is enabled, you can review course content and validate course behaviors from a student’s perspective. You are logged in with a student account, called the preview user account, and enrolled in the current course. To learn more, see Student Preview.

   **Note**: Your institution may disable this feature.

4. **Edit Mode**: When Edit Mode is ON, all the instructor functions appear. This includes action bar functions such as Build Content or the appearance of contextual menus. When Edit Mode is OFF, you are viewing the course as a student sees it. The Edit Mode function appears to users with a role of instructor, teaching assistant, course builder, and administrator.

   **Note**: Your institution may disable this feature.

5. **Action bar**: Rows at the top of the page containing page-level actions such as Build Content, Search, Delete, and Upload. The functions on the action bar change depending on where you are in your course. The action bar can contain multiple rows of functions such as on the main Grade Center page.

6. **Contextual menus**: Many components in Blackboard Learn have contextual menus, such as content items, course menu links, or Grade Center columns. The options in the contextual menu vary depending on the component. Click the down arrow next to an item to access the contextual menu.

To learn about user interface features available to all users, see Navigate a Course.

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Course Menu

The course menu appears on the left side of your course window. It is the cornerstone for the organization and navigation of your course. You create links on the course menu to present tools and materials to users. You can customize its appearance and order the links.

The course menu appears in a list view, which displays only the top level of course materials. You can choose buttons or text for your links. To change the style of the course menu, see Select the Menu Style.

Click the Display Course Menu in New Window icon to view the course materials as a directory tree in a new window. Users can expand the view to show the hierarchy of course navigation.

Note: Your institution can restrict options to maintain a consistent style for all courses. This can include making some tools unavailable or setting permanent course area names.

How to Create a Link on the Course Menu

1. Change Edit Mode to ON and point to the plus sign above the course menu. The Add Menu Item dropdown list appears.
2. Select the type of content to create.
3. Type a Name. Complete any other required text boxes, such as URL for Web Link.
4. Select the Available to Users check box to allow users to see the link on the course menu. You can create content ahead of time, hide the link, and then show the link at the appropriate time.
5. Click Submit. A link to the new content appears on the course menu.

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Tip: Create an uncluttered course menu to maintain efficient navigation for your users, and try to limit the number of links included in the course menu. Use content areas to hold related items and give your course organization and structure.

Course Menu Components

The following table lists the types of content and tools you can include on the course menu. You can also include subheaders and divider lines to help visually organize the links for your users.

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content area</td>
<td>Content areas are the top-level course areas. They hold all of your course materials. You create, link, and manage them on the course menu. After you create a content area, you add content to it, such as online lectures, multimedia, tests, and communication tools. To learn more, see Create Course Areas for Content.</td>
</tr>
<tr>
<td>Blank page</td>
<td>The blank page tool allows you to include files, images, and text as links on the course menu. Include blank pages on the course menu for critical information, as too many links on the course menu can overwhelm students. Remove blank pages from the course menu as soon as the information is no longer needed.</td>
</tr>
<tr>
<td>Tool link</td>
<td>Create a link to an available tool in your course, such as the calendar or journals. You can also create a link to the Tools page.</td>
</tr>
<tr>
<td>Course link</td>
<td>Create a shortcut to an existing area, tool, or item in a course.</td>
</tr>
<tr>
<td>Web link</td>
<td>Create a link to a URL to provide quick access to a resource on the internet.</td>
</tr>
<tr>
<td>Module page</td>
<td>Create a module page and choose the individual modules to include. The modules can be tools, such as a calculator, or the modules can display information, such as grades, alerts, and tasks.</td>
</tr>
<tr>
<td>Subheader</td>
<td>A subheader is unlinked text. You can group related links under a subheader to help users find information quickly.</td>
</tr>
<tr>
<td>Divider</td>
<td>A divider is a line that visually divides the course menu to help users find information quickly. After you create it, you can move it to the appropriate position.</td>
</tr>
</tbody>
</table>

Reorder and Manage Course Menu Links

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

1. Use the drag-and-drop function to reorder course menu links.
2. Alternatively, use the keyboard accessible reordering tool to reorder the links.

3. Access a link's contextual menu and click **Rename** to change its title. Click **Hide Link** to make it unavailable to students. Click **Show Link** to make it available to students. If you **Delete** a content area, all content items within it are also permanently deleted. This action is final.

4. With **Edit Mode** set to **ON**, an unavailable link title appears with a square with a diagonal line through it ( ). Students do not see the link on the course menu.

**Contextual Menus**

Throughout Blackboard Learn, items that are acted upon by a user have a contextual menu associated with them. You access the contextual menu by clicking the arrow next to an item's title. The contextual menu contains options for many components in Blackboard Learn, such as content items, course menu links, or Grade Center columns. The options in the contextual menu vary depending on the component.

![Contextual Menus Example](image)

**Common Contextual Menu Options**

The following options are common to many items in Blackboard Learn. If an option does not appear, you cannot perform it on that item.

- Open
- Edit
- Copy
- Move
- Delete

Updated: 21 May 2016
Other Contextual Menu Options

These options will vary depending upon the type of item and a user’s role. The following list is not comprehensive.

- Adaptive Release options
- Metadata
- Statistics Tracking
- User Progress
- Email
- Manage
- Grade
- Mark as New

Control Panel

The Control Panel appears below the course menu and provides access to all course administration. Use the arrows next to each link to expand or collapse the area. The Control Panel is only available if you have one of the following course roles: instructor, teaching assistant (TA), grader, course builder, or administrator.

The Control Panel is comprised of the following areas.

<table>
<thead>
<tr>
<th>Area</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Files or Content Collection</td>
<td>Each course has its own Course Files area accessed in the Files section of the Control Panel. With Course Files, you have access to all files from a central location inside the course. Course Files is relative to the course, so only content</td>
</tr>
</tbody>
</table>
Area Function

for the course is stored there. Content is not shared across courses taught by the same instructor. To learn more, see Course Files.

If your institution licenses content management, the Content Collection is available through this area. With it, institutions have a common content repository where users can share content. Therefore, you can add content to your course from other courses and from your computer, and manage it through the Content Collection. The section heading Content Collection appears instead of Files in the Control Panel. To learn more, see Content Collection.

Course Tools Contains all the available tools that are added to your course. To learn how to control which tools are available here, see Course Tool Availability.

Evaluation Provides links to course reports, the Retention Center, and the Performance Dashboard. Use these tools to view information about student activity and content usage, and to be notified about performance based on criteria you create. To learn more, see Course Reports, Retention Center, and Performance Dashboard.

Grade Center Provides links to the Needs Grading page, the Full Grade Center, default smart views of the Grade Center, and any smart views you create. Smart views appear in an indented list in the Full Grade Center section. To learn more, see Smart Views.

Users and Groups List, enroll, edit, and remove users from your course. Create formal groups of students to collaborate on work. To learn more, see Course Groups.

Customization Control enrollment options and guest and observer access. You can change the properties of your course, such as its name, availability, and language pack. You can use the Quick Setup Guide and Teaching Style page to modify the appearance of your course. Change tool availability to control which tools are available in your course and which users have access to them. To learn more, see Enrollment Options, Guest and Observer Access, Course Properties, Languages Other Than English, Course Style Options, and Course Tool Availability.

Packages and Utilities Import, export, and archive a course, check course links, copy all or part of the course, and move selected files to Course Files or the Content Collection (when available). To learn more, see Import Course Packages, Export and Archive Courses, Check Course Links, Copy Courses, Move Files to Course Files.

Help Offers online documentation.

Paging Options

You can edit the paging options to specify how many items appear on a page in Blackboard Learn. For example, you can determine how many forums appear on the main discussion board page or how many items appear on the Needs Grading page.
The default is 25 items per page and the maximum number of items is 1,000 per page. Show All displays all items and causes the other controls to disappear. For performance, the items per page should not be greatly expanded.

Use the following steps to edit the paging options:

1. Click Edit Paging.
2. Type a number in the Items per page box. If the number is greater than the total number of items, then all items appear. If the number is less than one, then one item appears.
3. Click OK.

Course Home Page

By default, a link to the course's Home Page appears in the course menu, but your institution can change this. It contains modules that inform you of course events and notifications. The modules function similar to the modules on the My Institution tab. You can use the links in modules to navigate to areas in your courses and add, delete, and rearrange modules. To learn more, see Modules.

Note: Your institution can rename modules and determine which are available.

The Home Page is often the default course entry point, which means this is the first page students see when they enter your course. To learn how to change the page, see Select the Course Entry Point.

To edit the Home Page's settings, access its contextual menu next to the title above the action bar. For example, change the setting to enable users to personalize their Home Pages.
Content Editor

Watch a Tutorial

Double-click the video to enlarge the viewing area.

About the Content Editor

The content editor allows you to add and format text, insert equations and hyperlinks, tables, and attach different types of files to create content. The editor appears throughout the system as the default editor.

The content editor or WYSIWYG (What You See Is What You Get) editor is based on the industry standard TinyMCE platform. TinyMCE is a javascript-based WYSIWYG content editor that provides a stable, robust user experience. The legacy WebEQ equation editor has been replaced with a new mathML equation editor (WIRIS).

The content editor is always available to all users. Your institution can control the availability of specific tools within the content editor, but users no longer need to explicitly opt in or opt out of using the content editor.

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Two Views of the Content Editor

The content editor has two view modes: simple mode and advanced mode. Change the view in the upper-right corner of the content editor.

Simple Mode

The simple mode contains a minimal set of the most used text formatting functions. Click the show more ( ) function—represented by two down pointing arrows—to access more editor functions. To learn more, see Simple Content Editor Features.

Advanced Mode

The advanced mode includes every available formatting and object attachment function. Click the show less ( ) function—represented by two up pointing arrows—to view only one row of functions. To learn more, see Advanced Content Editor Features.

Functions not currently available appear grayed out. For example, the functions to apply or remove a hyperlink are available only when you select text or an object in the text box.

Important: Your institution can disable certain functions such as spell check and the math editor.

Note: Depending on your institution's HTML policy, certain tags and attributes are not allowed in the content editor and will not work. If you have questions about this, contact your instructor or institution about being granted the appropriate privilege for using unrestricted/trusted HTML input.

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Adding and Editing Content

By default, Blackboard Learn formats text to 12-point, left-justified Arial. Use the content editor functions to apply other formatting. With the mouse pointer positioned in the text box, you can use four methods for adding, formatting, and editing text and objects:

• Content editor functions. To learn more, see Simple Content Editor Features and Advanced Content Editor Features.
• Right-click contextual menu. To learn more, see Using the Right-Click Contextual Menu.
• Keyboard shortcuts. To learn more, see Keyboard Shortcuts for the Content Editor.
• Direct editing of the HTML code. To learn more, see HTML Code View.

Best Practice: Copying and Pasting Text to Prevent Loss

To protect against losing work if an internet connection loss or software error occurs, you may choose to type in an offline simple text editor, such as Notepad or TextEdit, and copy and paste your work into your course.

Alternately, before submitting or saving, you can select and copy all of the text typed in Blackboard Learn. Select the text and right-click to copy it. You may also use key combinations for copying and pasting:

• Windows: Ctrl+A to select all the text, Ctrl+C to copy, and Ctrl+V to paste.
• Mac: Command+A to select all the text, Command+C to copy, and Command+V to paste.

Simple Content Editor Features

In the content editor’s simple mode, you see a single row of functions. Click the show more ( ) function—represented by two down pointing arrows—to access more editor functions.

The following table defines each function.

<table>
<thead>
<tr>
<th>Function</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Bold the selected text.</td>
</tr>
<tr>
<td>I</td>
<td>Italicize the selected text.</td>
</tr>
<tr>
<td>U</td>
<td>Underline the selected text.</td>
</tr>
</tbody>
</table>

Updated: 21 May 2016
Function Description

Select the font face for the text. Click the down arrow next to the displayed current font to select from a list of all available fonts.

Select the size of the text. Click the down arrow next to the displayed current font size to select from a list of all available font sizes.

Set the text color. Click the down arrow to select a different text color.

Create a bulleted list. To learn more, see Working With Lists.

Create a numbered list. To learn more, see Working With Lists.

Begin the automatic spell check. Click the down arrow to select a different language. To learn more, see Using the Spell Checker.

Add a new or edit an existing hyperlink. To learn more, see Using the Link Function.

Remove a hyperlink from the selected text or object.

Opens a preview window showing how the content will appear after submitting.

Open the context editor help information pop-up display.

Expand the content editor window to fill the entire browser frame.

Access the advanced content editor features.

Advanced Content Editor Features

In the content editor's advanced mode, you see three rows of functions. Click the show less ( ) function—represented by two down pointing arrows—to view only one row of functions.

The following tables describe each function.

<table>
<thead>
<tr>
<th>Row 1 Functions</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="bold.png" alt="Bold" /></td>
<td>Bold the selected text.</td>
</tr>
<tr>
<td><img src="italic.png" alt="Italic" /></td>
<td>Italicize the selected text.</td>
</tr>
<tr>
<td><img src="underline.png" alt="Underline" /></td>
<td>Underline the selected text.</td>
</tr>
</tbody>
</table>

Updated: 21 May 2016
<table>
<thead>
<tr>
<th>Row 1 Functions</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Text" /></td>
<td>Display text with a horizontal line through the letters (strikethrough).</td>
</tr>
<tr>
<td><img src="image" alt="Style" /></td>
<td>Select a paragraph style for the text. Click the down arrow next to the displayed current style to select from a list of all available styles.</td>
</tr>
<tr>
<td><img src="image" alt="Font" /></td>
<td>Select the font face for the text. Click the down arrow next to the displayed current font to select from a list of all available fonts.</td>
</tr>
<tr>
<td><img src="image" alt="Size" /></td>
<td>Select the size of the text. Click the down arrow next to the displayed current font size to select from a list of all available font sizes.</td>
</tr>
<tr>
<td><img src="image" alt="List" /></td>
<td>Create a bulleted list. To learn more, see Working With Lists.</td>
</tr>
<tr>
<td><img src="image" alt="List" /></td>
<td>Create a numbered list. To learn more, see Working With Lists.</td>
</tr>
<tr>
<td><img src="image" alt="Color" /></td>
<td>Set the text color. Click the down arrow to select a different text color.</td>
</tr>
<tr>
<td><img src="image" alt="Color" /></td>
<td>Set the text highlight (background) color. Click the down arrow to select a different highlight color.</td>
</tr>
<tr>
<td><img src="image" alt="Remove" /></td>
<td>Remove all formatting, leaving only the plain text.</td>
</tr>
<tr>
<td><img src="image" alt="Preview" /></td>
<td>Opens a preview window showing how the content will appear after submitting.</td>
</tr>
<tr>
<td><img src="image" alt="Help" /></td>
<td>Opens the context editor help window.</td>
</tr>
<tr>
<td><img src="image" alt="Expand" /></td>
<td>Expand the content editor window to fill the entire browser frame.</td>
</tr>
<tr>
<td><img src="image" alt="Collapse" /></td>
<td>Collapse functions to one row of the most used text formatting functions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Row 2 Functions</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Cut" /></td>
<td>Cut the selected items.</td>
</tr>
<tr>
<td><img src="image" alt="Copy" /></td>
<td>Copy the selected items.</td>
</tr>
<tr>
<td><img src="image" alt="Paste" /></td>
<td>Paste the most recently copied or cut items.</td>
</tr>
<tr>
<td><img src="image" alt="Find" /></td>
<td>Search for and replace text. To learn more, see Using Find and Replace.</td>
</tr>
<tr>
<td><img src="image" alt="Undo" /></td>
<td>Undo the previous action.</td>
</tr>
<tr>
<td><img src="image" alt="Redo" /></td>
<td>Redo the previous action—available only if an action has been undone.</td>
</tr>
<tr>
<td><img src="image" alt="Align Left" /></td>
<td>Align text to the left margin.</td>
</tr>
<tr>
<td><img src="image" alt="Align Center" /></td>
<td>Align text in the center.</td>
</tr>
<tr>
<td><img src="image" alt="Align Right" /></td>
<td>Align text to the right.</td>
</tr>
<tr>
<td><img src="image" alt="Align Both" /></td>
<td>Align text to both the left and right margins.</td>
</tr>
</tbody>
</table>

Updated: 21 May 2016
<table>
<thead>
<tr>
<th>Row 2 Functions</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Indent]</td>
<td>Move the text or object to the right (indent). Click again to indent further.</td>
</tr>
<tr>
<td>![Outdent]</td>
<td>Move the text or object to the left (outdent). Click again to outdent further. You cannot outdent text beyond the left margin.</td>
</tr>
<tr>
<td>![Superscript]</td>
<td>Make the text into a superscript.</td>
</tr>
<tr>
<td>![Subscript]</td>
<td>Make the text into a subscript.</td>
</tr>
<tr>
<td>![Link]</td>
<td>Add a new or edit an existing hyperlink. To learn more, see Using the Link Function.</td>
</tr>
<tr>
<td>![Unlink]</td>
<td>Remove a hyperlink from the selected text or object.</td>
</tr>
<tr>
<td>![Default]</td>
<td>Enter text to the right of the current mouse pointer location (default).</td>
</tr>
<tr>
<td>![Left]</td>
<td>Enter text to the left of the current mouse pointer location.</td>
</tr>
<tr>
<td>![Horizontal Line]</td>
<td>Add a thin horizontal line to the current mouse pointer position, spanning the entire width of the text area.</td>
</tr>
<tr>
<td>![Line]</td>
<td>Add a thin centered line, setting width, height relative to the current mouse pointer position, and whether to use shadows. To learn more, see Inserting Lines and Horizontal Rules.</td>
</tr>
<tr>
<td>![Space]</td>
<td>Insert a nonbreaking space character at the current mouse pointer position.</td>
</tr>
<tr>
<td>![Spell Checker]</td>
<td>Begin the automatic spell check. Click the down arrow to select a different language. To learn more, see Using the Spell Checker.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Row 3 Functions</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Link]</td>
<td>Add a link to a file in the text box. The Insert Content Link window appears. You can link to the following file types: DOC, DOCX, EXE, HTML, HTM, PDF, PPT, PPTX, PPS, PPSX, TXT, WPD, XLS, XLSX, and ZIP. You can link to a file from your computer, from Course Files, the Content Collection, or a URL.</td>
</tr>
<tr>
<td>![Image]</td>
<td>Embed an image in the text box or edit an existing selected image. The Insert/Edit Image window appears. You can add the following file types: GIF, JPG, JPEG, BMP, PNG, and TIF. You can add images from your computer, from Course Files or the Content Collection, or a URL. To learn more, see Adding Images.</td>
</tr>
<tr>
<td>![Media]</td>
<td>Embed a media clip in the text box or edit an existing selected media object. The Insert/Edit Media window appears. From the Type drop-down list, select the type of media you want to add: Flash (default), HTML 5 video, QuickTime, Shockwave, Windows Media, Real Media, Iframe, and Embedded Audio. You can add media files from your computer, from Course Files or the Content Collection, or a URL. To learn more, see Adding Media Files.</td>
</tr>
<tr>
<td>![Math]</td>
<td>Opens the WIRIS Formula Editor page—the visual math equation editor page. To learn more, see Using the Math Editor.</td>
</tr>
<tr>
<td>Row 3 Functions</td>
<td>Description</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------</td>
</tr>
<tr>
<td><img src="https://help.blackboard.com/en-us/Learn/9.1_2014_04/Instructor/040_In_Your_Course/020_Content_Editor" alt="Mashups" /></td>
<td>Add a mashup. To learn more, see Adding Mashups.</td>
</tr>
<tr>
<td><img src="https://help.blackboard.com/en-us/Learn/9.1_2014_04/Instructor/040_In_Your_Course/020_Content_Editor" alt="nonprint" /></td>
<td>Click to show all nonprinting characters. Click again to hide them from view.</td>
</tr>
<tr>
<td><img src="https://help.blackboard.com/en-us/Learn/9.1_2014_04/Instructor/040_In_Your_Course/020_Content_Editor" alt="quote" /></td>
<td>Format the text as a blockquote.</td>
</tr>
<tr>
<td><img src="https://help.blackboard.com/en-us/Learn/9.1_2014_04/Instructor/040_In_Your_Course/020_Content_Editor" alt="select_character" /></td>
<td>Opens the Select Special Character window. Select a symbol to insert at the current mouse pointer position.</td>
</tr>
<tr>
<td><img src="https://help.blackboard.com/en-us/Learn/9.1_2014_04/Instructor/040_In_Your_Course/020_Content_Editor" alt="emoticon" /></td>
<td>Opens the Insert Emoticon window. Select the emoticon to insert at the current mouse pointer position.</td>
</tr>
<tr>
<td><img src="https://help.blackboard.com/en-us/Learn/9.1_2014_04/Instructor/040_In_Your_Course/020_Content_Editor" alt="anchor" /></td>
<td>Position the mouse pointer where you want the anchor to appear and click to open the Insert/Edit Anchor window. Use anchors to position (anchor) other items and objects, such as images. To learn more, see Using Anchors.</td>
</tr>
<tr>
<td><img src="https://help.blackboard.com/en-us/Learn/9.1_2014_04/Instructor/040_In_Your_Course/020_Content_Editor" alt="preview" /></td>
<td>Opens a preview window so you can see how the content will appear after publishing.</td>
</tr>
<tr>
<td><img src="https://help.blackboard.com/en-us/Learn/9.1_2014_04/Instructor/040_In_Your_Course/020_Content_Editor" alt="table" /></td>
<td>Click to open the Insert/Edit Table window. To learn more about tables, see Working With Tables.</td>
</tr>
<tr>
<td><img src="https://help.blackboard.com/en-us/Learn/9.1_2014_04/Instructor/040_In_Your_Course/020_Content_Editor" alt="table_row" /></td>
<td>Click to open the Table Row Properties window.</td>
</tr>
<tr>
<td><img src="https://help.blackboard.com/en-us/Learn/9.1_2014_04/Instructor/040_In_Your_Course/020_Content_Editor" alt="table_cell" /></td>
<td>Click to open the Table Cell Properties window.</td>
</tr>
<tr>
<td><img src="https://help.blackboard.com/en-us/Learn/9.1_2014_04/Instructor/040_In_Your_Course/020_Content_Editor" alt="row_above" /></td>
<td>Insert a blank row in the table above the current mouse pointer position.</td>
</tr>
<tr>
<td><img src="https://help.blackboard.com/en-us/Learn/9.1_2014_04/Instructor/040_In_Your_Course/020_Content_Editor" alt="row_below" /></td>
<td>Insert a blank row in the table after the current mouse pointer position.</td>
</tr>
<tr>
<td><img src="https://help.blackboard.com/en-us/Learn/9.1_2014_04/Instructor/040_In_Your_Course/020_Content_Editor" alt="row_delete" /></td>
<td>Delete the current row from the table. If you select multiple rows, all are deleted.</td>
</tr>
<tr>
<td><img src="https://help.blackboard.com/en-us/Learn/9.1_2014_04/Instructor/040_In_Your_Course/020_Content_Editor" alt="column_left" /></td>
<td>Insert a blank column in the table to the left of the current mouse pointer position.</td>
</tr>
<tr>
<td><img src="https://help.blackboard.com/en-us/Learn/9.1_2014_04/Instructor/040_In_Your_Course/020_Content_Editor" alt="column_right" /></td>
<td>Insert a blank column in the table to the right of the current mouse pointer position.</td>
</tr>
<tr>
<td><img src="https://help.blackboard.com/en-us/Learn/9.1_2014_04/Instructor/040_In_Your_Course/020_Content_Editor" alt="column_delete" /></td>
<td>Delete the current column from the table. If you select multiple columns, all are deleted.</td>
</tr>
<tr>
<td><img src="https://help.blackboard.com/en-us/Learn/9.1_2014_04/Instructor/040_In_Your_Course/020_Content_Editor" alt="merge" /></td>
<td>Merge two or more selected table cells into a single cell.</td>
</tr>
<tr>
<td><img src="https://help.blackboard.com/en-us/Learn/9.1_2014_04/Instructor/040_In_Your_Course/020_Content_Editor" alt="split" /></td>
<td>Split previously merged table cells. If the cell or cells are not ones that were merged, nothing happens.</td>
</tr>
<tr>
<td><img src="https://help.blackboard.com/en-us/Learn/9.1_2014_04/Instructor/040_In_Your_Course/020_Content_Editor" alt="html" /></td>
<td>Click to open the HTML Code View window. Then, you can directly edit the content HTML code. This feature is intended for experienced web developers. To learn more, see HTML Code View.</td>
</tr>
<tr>
<td><img src="https://help.blackboard.com/en-us/Learn/9.1_2014_04/Instructor/040_In_Your_Course/020_Content_Editor" alt="css" /></td>
<td>Edit the cascading style sheet (CSS). This feature is included for experienced web developers. To learn more, see Advanced Image Settings.</td>
</tr>
<tr>
<td><img src="https://help.blackboard.com/en-us/Learn/9.1_2014_04/Instructor/040_In_Your_Course/020_Content_Editor" alt="video" /></td>
<td>Record video using your webcam. To learn more, see Video Everywhere.</td>
</tr>
</tbody>
</table>
Working With Lists

• Ordered/Numbered List: Creates an ordered or numbered list, or adds a numbered list item. Click the down arrow (-states) to select from the available list ordering schemes:
  ◦ Alphabetic
  ◦ Roman numerals
  ◦ Greek symbols
• Bullet List: Creates an unordered or bullet list, or adds a bulleted list item. Click the down arrow (-states) to select from the available bullet list symbols.

Spacing Between Bulleted or Numbered Items

You can easily increase the amount of space between bulleted or numbered items. You can do this in the WYSIWYG view or code view.

By default, bulleted and numbered lists have the same spacing as lines in a paragraph. Each item in the list uses the <li> tag to create each bulleted or numbered item.

Example: Adjust Spacing in WYSIWYG View

In WYSIWYG view, after you create your list, place your mouse pointer at the end of each bulleted or numbered line and click Shift + Enter. You are adding a line space between each list item. If you continue to click the key combination, additional line spaces are added. In code view, you will see <br/><br/> for each line space. This code appears inside each bulleted or numbered item’s closing tag (the </li>).
**Example: Adjust Spacing in Code View**

If you want to control the amount of spacing between list items, you need to work in code view. In the content editor, click ( ) to access the **HTML code view** window. You can add an amount to each tag creating each list item. For example, where you see `<li>`, replace each with `<li style="margin-bottom: 8px;">`. For the 8px, you can add the amount you need. The spacing is added to the bottom of each bulleted or numbered item, creating space between the list items.

**Tip:** You can adjust paragraph spacing using the same methods.

**Using the Spell Checker**

Click the spell checker ( ) icon to turn the automatic spell check function on or off. Click the down arrow to select a different language's dictionary. You will see wavy, red underlining for words detected as potentially misspelled or not found in the loaded dictionary. If you resume typing text, the spell checker function switches off.

Right-click an underlined word to view a menu:

- See a list of suggested correction.
- Ignore the single instance.
- Ignore all occurrences of the indicated word.
Using Find and Replace

Use find ( ) to search for matching text and, optionally, replace it with other text.

Finding Text

In the pop-up window, click the Find tab and type the text to find.

For Direction, choose whether to search up or down from the current mouse pointer position. Select the Match Case check box to match upper and lower case. Clear the check box to ignore case. If the text is located, it appears highlighted in the text box.

Click Find Next to locate the next match or Close to close the window.

You can also click the Replace tab to switch to the replace text function.

Replacing Text

To search for and replace text from one tab, click the Replace tab.
Type the text you want to replace. For **Direction**, choose whether to search up or down from the current mouse pointer position. Select the **Match Case** check box to match upper and lower case. Clear the check box to ignore case. Click **Enter** or **Return**. If the text is located, it appears highlighted in the text box.

In the **Replace with** text box, type the text to replace the located text with and choose an action:

- **Replace**: Replace the next instance found.
- **Replace All**: Replace every matched instance.
- **Find Next**: Find the next match and highlight it, but do not change the text.

You can also click the **Find** tab to switch to the search-only function.

### Using the Link Function

Select text or an object, and click the link function (🔗) to add a new hyperlink or edit an existing hyperlink. To remove a link, select the link and click the remove link function (🔗). You can also link and remove links using the right-click contextual menu. You must use the `http://` protocol when typing or pasting an address for the link.

**Note:** Unless you select text or an object, the insert/edit link and remove link functions are grayed out and unavailable. If you click remove link for something that has no hyperlink, nothing happens.

You can specify a link to a website, a file from your computer, Course Files, or the Content Collection.

In the **Target** drop-down list, choose where to open the link:

- Open in this window/frame.
- Open in a new window.
- Open in parent window/frame.
- Open in top frame, replacing all current frames.
Type an optional title for the window or frame displayed when users click the link. Optionally, select a link class. If no other choices are available, the drop-down list may only show **Not Set**.

## Inserting Lines and Horizontal Rules

**Line**: Click the line function ( ) to add a thin horizontal line to the current mouse pointer position, spanning the entire width of the text area.

**Horizontal Rule**: Click the horizontal rule function ( ) to add a thin centered line. You can set the following options:

- Width in pixels or as a percentage of the total available width of the text area
- Height of the line relative to the current position
- Shadow or not—default is with shadow

Use the **Width** drop-down list to choose pixels or percentage. Use the **Height** drop-down list to choose **Normal** or a height increment from 1 to 5. Click **Insert** to add the line or **Cancel** to close the window.

![Horizontal Rule](image)

## Adding Images

Click the **Insert/Edit Image** function ( ) to embed an image in the text area or edit an existing selected image. Alternatively, embed an image using the right-click contextual menu. You can also use the options in the contextual menu to edit the properties of an existing selected image.

You can add the common image types, such as GIF, JPG, JPEG, BMP, PNG, and TIF.

**Note**: Whenever possible, use compact, compressed file formats such as JPG or PNG to reduce the time required to download the embedded image.
General Image Settings

On the General tab, embed an image from one of the following:

- To create a link to a file outside of the local system, type or paste a URL in the Image URL text box. You must use the http:// protocol.

- Click Browse My Computer to upload a file from your computer. You can also upload a file from the course's storage repository:
  - If Course Files is the course's storage repository, click Browse Course.
  - OR-
  - If your institution licenses content management, click Browse Content Collection.

**Note:** You can email a link to a file you are including. In the Content Collection or Course Files, access the file's 360° view. Copy the permanent URL address and paste it in an email.

**Image description:** Optionally, type a description for the image. Recommended for accessibility readers.

**Title:** Optionally, type a title for the image.

Appearance Settings

The Appearance tab allows you to control image placement and appearance. A sample thumbnail display on the right side of the window shows how the various choices will appear.

- **Alignment:** Placement of the image relative to the nearby text. Choices include baseline, top, middle, bottom, text top, text bottom, left, and right.

- **Dimensions:** Image size displayed in pixels. **Important:** If not set, the actual image size populates the boxes.

  If you select the check box for **Constrain Proportions** and add a measurement, the image is resized without horizontal or vertical distortion.

- **Vertical space:** In pixels, the margin reserved above and below the image.
• **Horizontal space:** In pixels, the margin reserved on either side of the image.
• **Border:** In pixels, applies a border around the image.
• **Style:** Whenever you change the appearance settings, this box displays the HTML code used to format the image. If necessary, you can enter additional code or alter the existing code.

**Advanced Image Settings**

Use the advanced image settings to specify an alternative image based on mouse activity. You can also set additional identification, language, and link parameters. Normally, you do not need to set or change these settings.

![Advanced Image Settings](https://help.blackboard.com/en-us/Learn/9.1_2014_04/Instructor/040_In_Your_Course/020_Content_Editor)

**Adding Media Files**

Click the **Insert/Edit Embedded Media** function ( ) to embed a media clip in the text area or edit an existing selected media item. You can also use the right-click contextual menu to edit the properties of an existing selected media clip.
General Media Settings

**Type:** From the drop-down list, select the type of media you want to add:

- Flash (default)
- QuickTime
- Shockwave
- Windows Media
- Real Media
- Iframe
- Embedded Audio

**Note:** You can email a link to a file you are including in a content item. In the Content Collection or Course Files, access the file's 360° view. Copy the permanent URL address and paste it in an email.

- To create a link to a media file outside of the local system, type or paste a URL in the File/URL text box. You must use the `http://` protocol.
- Click **Browse My Computer** to upload a file from your computer. You can also upload a file from the course's storage repository:
  - If Course Files is the course's storage repository, click **Browse Course**.
  - OR-
  - If your institution licenses content management, click **Browse Content Collection**.
- **Dimensions:** Size displayed in pixels. *Important:* If not set, the actual size populates the boxes.

If you select the check box for **Constrain Proportions** and add a measurement, the file is resized without horizontal or vertical distortion. You are able to preview the file in the window.
Advanced Media Settings

On the Advanced tab, you can set advanced display parameters, as well as a number of options specific to Flash media only.

![Advanced Media Settings Image]

**Advanced:**

- **ID:** Set an identification code for the media.
- **Name:** Type a name for the media.
- **Align:** Set whether to align the media to the top, right, bottom, or left.
- **Background:** Set a background color for the media.
- **V-Space** and **H-Space:** Set vertical and horizontal margins for space around the embedded media.

**Flash options:**

- **Quality:** Set the playback quality for the Flash media. Choices are high, low, autolow, autohigh, and best.
- **Scale:** Select a resizing option for Flash media. Choices are show all, no border, exact fit, and no scale.
- **WMode:** Set a display mode for the media. Choices are window, opaque, and transparent.
- **SAlign:** Set the position alignment for the media within the Flash media player. Choices are left, top, right, bottom, top left, top right, bottom left, and bottom right.
- **Auto Play:** Select to have the Flash media play automatically when selected.
- **Loop:** Select so the media file loops (replays) after reaching the end.
- **Show Menu:** Select to show the Flash media player menu.
- **SWLiveConnect:** Used only in older Flash media. When selected, allows the player and browser to exchange information. Typically, this parameter is not necessary.
- **Base and Flash Vars:** Manually configure the Flash options. These features are intended for advanced web developers needing a high degree of control and customization over the Flash player appearance and behavior.
Media Source Settings

In the **Source** tab, you can enter custom media HTML code. This feature is intended for advanced web developers.

Adding Mashups

A mashup combines elements from two or more sources. When you view a YouTube™ video in a Blackboard Learn course as part of the course content, you are experiencing a mashup.

Click the insert mashup function ( ![Mashups](mashups.png) ) to display a drop-down list and select from the following types:

- Flickr© Photo
- SlideShare Presentation
- YouTube™ Video
- NBC Content

**Note:** Your institution determines the availability of specific mashup types.

After you select a mashup type, you can search for content to fit your course. Then, you set viewing and presentation options.

**Note:** After selecting a YouTube video, choose **No** for the **Show YouTube Information** option if you do not want to show YouTube's suggested videos at the end of playback.

Before submitting, click the preview function ( ![Preview](preview.png) ) to see how the mashup will appear in the content item. Close the preview window to make changes. When you are satisfied with the selection and options, click **Submit** to continue or **Cancel** to abort adding the mashup.

To learn more about how instructors can use mashups in their courses, see [How to Create Mashups](https://help.blackboard.com/en-us/Learn/9.1_2014.04/Instructor/040_In_Your_Course/020_Cont). To learn more about how students can use mashups, see [Mashups](https://help.blackboard.com/en-us/Learn/9.1_2014.04/Student/050_Your_Courses/030_Learning/010_Mashups).

Using the Math Editor

The math editor delivered within the content editor provides an interface for creating and managing math formulas in your course. The math editor is written by WIRIS and is standard-based using the latest MathML.
standard for describing math formulas for display in browsers. Additionally, the created formulas are saved as the MathML for future editing AND as a PNG file for rapid deployment to browsers.

Click the launch math editor function ( ) to open the math equation editor window, the WIRIS Formula Editor.

**Note:** Javascript must be enabled for the math editor to function.

### Rich Set of Features

- Basic operations
- Matrix calculus
- Calculus and series
- Logic and set theory
- Units
- Greek alphabet

### Math Editor Highlights

- The math editor automatically converts formulas and equations to images so that users do not need to download an applet to view them. The formulas and equations continue to remain fully editable for an author.
- The math editor supports copying and pasting of MathML formulas and equations directly in the editor.
- Supports Legacy Equations - the math editor continues to support W3C MathML standards and extracts MathML from the pre-SP8 legacy math editor.
- If upgrading from other platforms such as CE 4 or Vista, the math editor can accommodate the formulas and equations from these platforms.

### Understanding the Tabs

The tabs at the top of the page allow you to select different elements:

- General
- Operators
- Symbols
- Big operations
- Matrix mathematics
- Arrows
• Greek symbols
• Superscript, subscript, and accents
• Other miscellaneous math elements
• Functions

To learn more, click the Manual link within the math editor to access the WIRIS website user manual. The manual provides a list of all icons available in the tabs.

Working With Tables

Click the insert/edit table function ( ) to begin adding a table in the text area. Alternatively, you can use the insert/edit table command from the right-click contextual menu.

Note: Most of the table functions are unavailable (grayed out) unless you place the mouse pointer inside an existing table.

General Tab

On the General tab, you can set the basic properties for a table. Note that after creation, you can edit a table using the table functions and commands. You can resize a table by clicking and dragging the table border anchors.

• Columns: Type the initial number of columns for the table. The default is set to two columns.
• **Rows**: Type the initial number of rows for the table. The default is set to two rows.

• **Cell Padding**: Type a number in pixels for the individual table cells' padding.

• **Cell Spacing**: Type a number in pixels to separate the table cells.

• **Alignment**: Select the table alignment: center, left, or right. If not set, the current paragraph alignment is used.

• **Border**: Creates a simple black line border around the table. Type a number in pixels for the width of the table border. The default is set to one pixel.

• **Width**: Set the width of the table in either pixels or a percentage of the available display width. The default is set to 200 pixels.

• **Height**: Set the height of the table in either pixels or a percentage of the available display height. If left blank, the table is sized automatically as needed to fit the content.

• **Class**: Set the HTML class for the table. If your setup does not use classes, ignore this setting.

• **Table Caption**: Select the check box so the table is created with a caption cell at the top. A table caption appears as the title of the table.

**Advanced Tab**

On the **Advanced** tab, you can set additional properties for a table.

- **ID**: Type a table description or identifier.
- **Summary**: Type a description for a table.
- **Style**: Allow HTML code overrides for the placement, size, appearance, and border.
- **Language Code**: Assign a language code to a table—used in translations.
- **Background Image**: Use a graphic image to appear as a background for a table. You can provide a URL to create a link to an image file outside of the local system.
  - Click **Browse My Computer** to upload a file from your computer. You can also upload a file from the course's storage repository:
- If Course Files is the course's storage repository, click **Browse Course**.
- OR-
- If your institution licenses content management, click **Browse Content Collection**.
  - **Frame**: Set the table frame parameter: void, above, below, hsides, lhs, rhs, vsides, box, or border.
  - **Rules**: Set rules for the table content: none, groups, rows, cols, or all.
  - **Language Direction**: Set whether text entered in the table goes left to right or right to left from the mouse pointer position.
  - **Border Color**: Set the color for the table border.
  - **Background Color**: Set the background color for the table.

### Setting Row and Cell Properties

Row properties affect an entire table row or a number of selected table rows. Cell properties affect the current table cell or a number of selected cells.

### Row Properties

Click inside an existing table and click the table row properties function ( ) to open the **Table Row Properties** window. You can set formatting parameters to control how the contents of a table row or selected rows will appear.

#### General Tab

On the **General** tab, set the following properties:
• **Row Type**: Set whether the row is a header, body, or footer.
• **Alignment**: Set the alignment of the row's cell contents to center, left, or right.
• **Vertical alignment**: Set the alignment of the row's cell contents to top, center, or bottom.
• **Class**: Set the row content HTML class. If classes are not used, ignore this setting.
• **Height**: Manually set the height of the row. Otherwise, the row expands or contracts as needed to fit the contents.

From the drop-down list at the bottom of the window, select the rows:

• Update the current row or selected rows only (default).
• Update odd rows in the table.
• Update even rows in the table.
• Update all rows in the table.

**Advanced Tab**

On the **Advanced** tab, you can set additional row properties:

• **ID**: Type a row description or identifier.
• **Style**: Allow HTML code overrides for the placement, size, appearance, and border.
• **Language Direction**: Set whether text entered in the row goes from left to right or right to left from the mouse pointer position.
• **Language Code**: Assign a language code to a row—used in translations.
• **Background Image**: Use a graphic image to appear as a background for a row. You can provide a URL to create a link to an image file outside of the local system.
  ◦ Click **Browse My Computer** to upload a file from your computer. You can also upload a file from the course's storage repository:
    ▪ If Course Files is the course's storage repository, click **Browse Course**.
    -OR-
    ▪ If your institution licenses content management, click **Browse Content Collection**.
  ◦ **Background Color**: Set the background color for the row.
Cell Properties

Click the table cell properties function ( ) to open the Table Cell Properties window. You can set formatting parameters to control how the contents of a table cell or selected cells will appear.

General Tab

On the General tab, set the following properties:

- **Alignment**: Set the alignment for a cell contents to center, left, or right.
- **Cell Type**: Set a cell content type to data or header.
- **Vertical Alignment**: Set the alignment for a cell contents to top, center, or bottom.
- **Scope**: Expand the modification selection beyond an individual cell and applies the changes to a column, row, row group, col group.
- **Width**: Manually set the width of a cell.
- **Height**: Manually set the height of a cell.
- **Class**: Set the row content HTML class. If classes are not used, ignore this setting.
From the drop-down list at the bottom of the window, select the cells:

- Update the current cell or selected cells only (default).
- Update all cells in a row.
- Update all cells in a table.

Advanced Tab

On the **Advanced** tab, you can set additional cell properties:

- **ID**: Type a cell description or identifier.
- **Style**: Allows HTML code overrides for the placement, size, appearance, and border.
- **Language Direction**: Set whether text entered in a cell goes from left to right or right to left from the mouse pointer position.
- **Language Code**: Assign a language code to a cell—used in translations.
- **Background Image**: Use a graphic image to appear as a background for a cell. You can provide a URL to create a link to an image file outside of the local system.
  - Click **Browse My Computer** to upload a file from your computer. You can also upload a file from the course's storage repository:
    - If Course Files is the course's storage repository, click **Browse Course**.
    - **OR**-
    - If your institution licenses content management, click **Browse Content Collection**.
- **Border Color**: Set the color for a cell border.
- **Background Color**: Set the background color for a cell.

Editing Tables

Click inside an existing table to make the table editing functions active in the content editor.
<table>
<thead>
<tr>
<th>Function</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>📊</td>
<td>Click to open the <strong>Insert/Edit Table</strong> window. If clicked inside a table, a new table is created inside the first one.</td>
</tr>
<tr>
<td>📊</td>
<td>Click to open the <strong>Table Row Properties</strong> window.</td>
</tr>
<tr>
<td>📊</td>
<td>Click to open the <strong>Table Cell Properties</strong> window.</td>
</tr>
<tr>
<td>📊</td>
<td>Insert a blank row before the current mouse pointer position.</td>
</tr>
<tr>
<td>📊</td>
<td>Insert a blank row after the current mouse pointer position.</td>
</tr>
<tr>
<td>📊</td>
<td>Delete the current row from the table. If you select multiple columns, all of them are deleted.</td>
</tr>
<tr>
<td>📊</td>
<td>Insert a blank column to the left of (preceding) the current mouse pointer position.</td>
</tr>
<tr>
<td>📊</td>
<td>Insert a blank column to the right of (following) the current mouse pointer position.</td>
</tr>
<tr>
<td>📊</td>
<td>Delete the current column from the table. If you select multiple columns, all of them are deleted.</td>
</tr>
<tr>
<td>📊</td>
<td>Merge two or more selected cells into a single table cell.</td>
</tr>
<tr>
<td>📊</td>
<td>Split previously merged table cells. If the cell or cells are not ones that were merged, nothing happens.</td>
</tr>
</tbody>
</table>

To resize a table, in addition to using table, row, or cell properties, you can also press and drag one of the table border anchors. These are positioned at each of the table corners—to make the entire table larger or smaller. You will also find them in the middle of each side—left, right, top, and bottom—to resize the table horizontally or vertically.

**Right-Click Contextual Menus**

You can also right-click anywhere inside an existing table to access a contextual menu. Select **Insert/Edit Table** to access some editing properties for an existing table.

**Using Anchors**

You can use anchors to position (anchor) other items and objects, such as images. Position the mouse pointer where you want the anchor to appear, and click the anchor function ( 🔥 ) to open the **Insert/Edit Anchor** window. Type a name for the anchor and click **Insert** to add it.

To modify an existing anchor, select it and click the anchor function.

To remove an anchor, select it and press the Delete key.
Note: Deleting an anchor also deletes the object or text anchored to it.

Advanced Functions

HTML Code View

Click the HTML code view function (HTML) to open the HTML code view window. Then, you can directly edit the content HTML code. When finished, click Update to apply your changes or Cancel to abort.

The content editor performs some code verification. To keep the code valid and working, HTML tags are added or removed as needed. However, you might enter invalid codes or tags, and the content editor's auto-correcting capabilities may not catch all issues. Displayed results can be unpredictable.

Note: This feature is intended for experienced web developers.

Editing CSS

Click the edit CSS function (CSS) to edit the cascading style sheet (CSS) for the page.

Note: This feature is intended for experienced web developers.

In the Edit CSS Style window, using the tabs and individual settings, you can customize nearly all of the basic formatting defaults for the current content editor display. Each tab controls a different category of style overrides.
• **Text**: Set the font face, size, style, weight, and aspects of text appearance.

• **Background**: Use a background color or image, and set how it is displayed.

• **Block**: Set formatting options at the paragraph level, including word and letter spacing, alignment, indenting.

• **Box**: Set defaults for drawn boxes.

• **Border**: Set the style, width, and color for all aspects of table and object borders.

• **List**: Set defaults for formatted lists.

• **Positioning**: Set the overall page positioning, placement, and clipping preferences.

Click **Apply** or **Update** to make the changes or **Cancel** to abort.

### Using the Right-Click Contextual Menu

In the content editor, you can place your mouse pointer in the text area and right-click to access a contextual menu. The menu includes the editor’s most commonly used functions.

![Right-Click Contextual Menu](https://help.blackboard.com/en-us/Learn/9.1_2014_04/Instructor/040_In_Your_Course/020_CONTENT_EDITOR/000_Using_the_Contextual_Menu.png)

- **Cut**: Cut the selected text or object.

- **Copy**: Copy the selected text or object.

- **Paste**: Paste the most recently cut or copied text or object.

- **Link**: Visible only when you select text or an object and opens the insert/edit link window. To learn more, see **Using the Link Function**.

- **Remove Link**: Visible only when you select text or an object and removes any hyperlink. If you click remove link for something that has no hyperlink, nothing happens.

- **Image**: Add or edit an image. To learn more, see **Adding Images**.

- **Alignment**: Open a sub-menu, allowing you to align text to the left margin.
• **Insert/Edit Table**: Place your mouse pointer inside an existing table and click this option to access the available editing features.

**Note:** Cut, copy, and paste functions may not be available in all browsers.

# Keyboard Shortcuts for the Content Editor

The content editor supports the keyboard shortcuts listed in the following table. Please note that Mac users use the Command key instead of the Ctrl key. In the table, these are indicated by "Mac." Following the table, you can use the additional keyboard shortcuts listed to navigate the content editor toolbar.

**Note:** If you use the shortcut keys that move selected items one character left, right, up, or down, the object you are moving is absolutely positioned. An absolutely positioned element is determined by pixels so moving it up once moves it up one pixel.

<table>
<thead>
<tr>
<th>Keyboard Shortcut</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right Arrow</td>
<td>Move one character to the right.</td>
</tr>
<tr>
<td>Left Arrow</td>
<td>Move one character to the left.</td>
</tr>
<tr>
<td>Down Arrow</td>
<td>Move down one line.</td>
</tr>
<tr>
<td>Up Arrow</td>
<td>Move up one line.</td>
</tr>
<tr>
<td>Ctrl+Right Arrow</td>
<td>Move right one word.</td>
</tr>
<tr>
<td>Mac: Command+Right Arrow</td>
<td></td>
</tr>
<tr>
<td>Ctrl+Left Arrow</td>
<td>Move left one word.</td>
</tr>
<tr>
<td>Mac: Command+Left Arrow</td>
<td></td>
</tr>
<tr>
<td>End</td>
<td>Move to the end of the line.</td>
</tr>
<tr>
<td>Home</td>
<td>Move to the start of the line.</td>
</tr>
<tr>
<td>Ctrl+Down Arrow</td>
<td>Move down one paragraph.</td>
</tr>
<tr>
<td>Mac: Command+Down Arrow</td>
<td></td>
</tr>
<tr>
<td>Ctrl+Up Arrow</td>
<td>Move up one paragraph.</td>
</tr>
<tr>
<td>Mac: Command+Up Arrow</td>
<td></td>
</tr>
<tr>
<td>Keyboard Shortcut</td>
<td>Description</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>Page Down</td>
<td>Move down one page.</td>
</tr>
<tr>
<td>Page Up</td>
<td>Move up one page.</td>
</tr>
<tr>
<td>Ctrl+Home</td>
<td>Move to the beginning of the text.</td>
</tr>
<tr>
<td>Mac: Command+Home</td>
<td></td>
</tr>
<tr>
<td>Ctrl+End</td>
<td>Move to the end of the text.</td>
</tr>
<tr>
<td>Mac: Command+End</td>
<td></td>
</tr>
<tr>
<td><strong>Selection</strong></td>
<td></td>
</tr>
<tr>
<td>Shift+Right Arrow</td>
<td>Extend the selection one character to the right.</td>
</tr>
<tr>
<td>Shift+Left Arrow</td>
<td>Extend the selection one character to the left.</td>
</tr>
<tr>
<td>Ctrl+Shift+Right Arrow</td>
<td>Extend the selection right one word.</td>
</tr>
<tr>
<td>Mac: Command+Shift+Right Arrow</td>
<td></td>
</tr>
<tr>
<td>Ctrl+Shift+Left Arrow</td>
<td>Extend the selection left one word.</td>
</tr>
<tr>
<td>Mac: Command+Shift+Left Arrow</td>
<td></td>
</tr>
<tr>
<td>Shift+Up Arrow</td>
<td>Extend the selection up one line.</td>
</tr>
<tr>
<td>Shift+Down Arrow</td>
<td>Extend the selection down one line.</td>
</tr>
<tr>
<td>Shift+End</td>
<td>Extend the selection to the end of the current line.</td>
</tr>
<tr>
<td>Shift+Home</td>
<td>Extend the selection to the start of the current line.</td>
</tr>
<tr>
<td>Shift+Page Down</td>
<td>Extend the selection down one page.</td>
</tr>
<tr>
<td>Shift+Page Up</td>
<td>Extend the selection up one page.</td>
</tr>
<tr>
<td>Ctrl+Shift+End</td>
<td>Extend the selection to the end of the document.</td>
</tr>
<tr>
<td>Ctrl+Shift+Home</td>
<td>Extend the selection to the beginning of the document.</td>
</tr>
<tr>
<td>Mac: Command+Shift+Home</td>
<td></td>
</tr>
<tr>
<td>Ctrl+A</td>
<td>Select all elements appearing in the text box.</td>
</tr>
<tr>
<td>Mac: Command+A</td>
<td></td>
</tr>
<tr>
<td><strong>Editing</strong></td>
<td></td>
</tr>
<tr>
<td>Backspace</td>
<td>Delete the selection. Or, if you make no selection, delete the</td>
</tr>
<tr>
<td>Mac: Delete</td>
<td>character to the left of the mouse pointer.</td>
</tr>
<tr>
<td>Ctrl+Backspace</td>
<td>Delete all of a word to the left of the mouse pointer. Mac: All</td>
</tr>
<tr>
<td>Mac: Shift+Command+Delete</td>
<td>words in a line to the left of the mouse pointer are deleted.</td>
</tr>
<tr>
<td>Ctrl+C</td>
<td>Copy the selection.</td>
</tr>
<tr>
<td>Mac: Command+C</td>
<td></td>
</tr>
<tr>
<td>Ctrl+V</td>
<td>Paste the cut contents or copied contents.</td>
</tr>
<tr>
<td>Mac: Command+V</td>
<td></td>
</tr>
<tr>
<td>Ctrl+X</td>
<td>Cut the selection.</td>
</tr>
<tr>
<td>Mac: Command+X</td>
<td></td>
</tr>
<tr>
<td>Delete</td>
<td>Delete the selection.</td>
</tr>
<tr>
<td>Insert</td>
<td>Switch between inserting and overwriting text.</td>
</tr>
<tr>
<td>Ctrl+Z</td>
<td>Undo the most recent formatting command.</td>
</tr>
<tr>
<td>Mac: Command+Z</td>
<td></td>
</tr>
<tr>
<td>Keyboard Shortcut</td>
<td>Description</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Ctrl+Y</td>
<td>Redo the most recent undone command.</td>
</tr>
<tr>
<td>Mac: Command+Y</td>
<td></td>
</tr>
<tr>
<td>Ctrl+F</td>
<td>Find text.</td>
</tr>
<tr>
<td>Mac: Command+F</td>
<td></td>
</tr>
<tr>
<td>Shift+F10</td>
<td>Display the contextual menu. This is the same as a right-click.</td>
</tr>
</tbody>
</table>

**Formatting**

<table>
<thead>
<tr>
<th>Keyboard Shortcut</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ctrl+B</td>
<td>Select or clear bold formatting.</td>
</tr>
<tr>
<td>Mac: Command+B</td>
<td></td>
</tr>
<tr>
<td>Ctrl+I</td>
<td>Select or clear italic formatting.</td>
</tr>
<tr>
<td>Mac: Command+I</td>
<td></td>
</tr>
<tr>
<td>Ctrl+U</td>
<td>Select or clear underlining.</td>
</tr>
<tr>
<td>Mac: Command+U</td>
<td></td>
</tr>
</tbody>
</table>

**Keyboard Shortcuts for the Content Editor Toolbar**

The content editor toolbar supports the following keyboard shortcuts:

- When you access the content editor for the first time, you are automatically placed in the editing window. To move to the toolbar from the editing window, use Alt+F10 (PC) or Alt+Command+F10 (Mac). The focus is placed on the top row, first icon on the left.
- In the toolbar, use the right arrow (>) and left arrow (<) keys to move forward and backward within the toolbar. The down and up arrows do not work to navigate to different rows within the toolbar. Use the arrow keys to move to the end of one row and then up or down to the next row.
- To select an icon on the toolbar, press the Enter key. You are placed back in the editing window.
- To go back to the toolbar, use the same keyboard shortcuts: Alt+F10 (PC) or Alt+Command+F10 (Mac). The focus lands on the last icon you accessed.
- Use the Tab key to leave the content editor and move to the next field on the page.
- Use Shift+Tab to leave the content editor and move to the previous field on the page.
Format HTML Content

Hypertext Markup Language (HTML) coding consists of special tags placed around the text you want to format. These tags tell web browsers and other HTML-enabled applications how to show the encoded text when displayed by a computer.

What Is HTML

HTML is the set of codes used to format (or "mark up") web pages. A single piece of HTML code is called a "tag." HTML tags are surrounded by pointed brackets, called chevrons ("<" and ">"). Tags usually come in pairs.

For example, the pair of HTML tags to create bold text looks like this:

```
<strong>This text will be bold.</strong>
```

The `<strong>` tag means "start bold here." The end tag, `</strong>`, means "end bold here." End tags always include the forward slash ("/").

Paragraph Formatting Using HTML

In HTML, a paragraph break is used to put a single blank line between paragraphs. A hard return inserts no blank line. The tag is used alone at the end of a paragraph, or as a pair. If used as a pair, the "align=left | center | right" modifier may be included in the beginning tag to control placement.

For example, the following tag creates a right-aligned paragraph:

```
<P align=right>Fourscore and seven years ago, our founding father set forth upon this continent a new nation.</P>
```
Text Formatting Using HTML

Use the following tags for basic text formatting:

- **Bold text tag:** `<strong>text</strong>`
- **Italic text tag:** `<em>text</em>`
- **Underlined text tag:** `<u>text</u>`
- **Font format tags:** `<font>text</font>` (Font formats include `face=fontstyle=color=fontcolor=size=fontsize`)

The font tag requires at least one of the modifiers (face, color, or size).

The face modifier is set to any font, but a person viewing the page must also have that font installed on their computers. For that reason, use only common fonts like Times New Roman, Arial, or Courier New.

The color modifier recognizes basic colors, including black, white, gray, red, blue, yellow, green, purple, orange, cyan, magenta, and so on.

The size modifier does not refer to typical font point sizes. In HTML fonts are sizes 1 through 7. The default font size is 3.

**Note:** Because each user may set the default font point at which his or her browser will display text, these font sizes are relative. For example, one user might have her browser's default font set to 10-point Times while another has his browser's default font set to 12-point Times. The HTML tag would create 10-point Times text on the first computer, and 12-point on the latter, since 3 is the default size.

Users may use plus or minus signs to indicate sizes relative to the default. For example, the following HTML creates text that is two steps larger than the default font size:

```html
<font size=+2>Bigger, Better, Faster!</font>
```

Creating Links With HTML

Links are created using the "anchor" tag.
In the following example, the words "Blackboard Inc." will turn into a link that directs a user to the Blackboard home page.

http://www.blackboard.com/

When displayed, the link will look like this: http://www.blackboard.com/

Creating HTML With Other Tools

Course developers do not have to learn everything about HTML. They may also use web authoring tools to generate HTML. The following list includes applications you can use:

- **Word processors**: Microsoft® Word™, Corel® WordPerfect™, Apple® AppleWorks™, Sun® StarOffice™, and almost every other contemporary word processor contains the ability to convert word processing documents to a web page coded in HTML. However, the conversion from a word processing document to an HTML web page is often not perfect, especially for documents with complex formatting.

- **WYSIWYG (What You See Is What You Get) web-authoring tools**: These tools provide an environment similar to a word processor for developing web pages and entire websites. You can choose from many products, including, Adobe® Dreamweaver™, Adobe® GoLive™, NetObjects® Fusion, and Microsoft® FrontPage™.

- **HTML Editors**: Applications like BareBones® Software's BBEdit™ provide an editing environment for HTML documents. While they are not WYSIWYG, HTML editors usually have a "preview" mode that allows users to switch between viewing the raw HTML codes and previewing how those codes will look in the browser. These products help you write HTML faster and easier, but they presume a user is already knowledgeable about HTML.

Incorporating HTML Generated With Other Applications

Instructors may decide to incorporate HTML generated content with other applications into their courses. Use the following options for including this content.

Save the content as an HTML file and upload the HTML file itself into Blackboard Learn. In the course area, next to the **Special Action** field, select **Create a link to this file**. Blackboard Learn will automatically detect images in an HTML file and prompt you to upload the images as well.

Copy and paste the HTML code into a text box.
Troubleshooting HTML Code

Blackboard recommends that you *do not use* the following in a course:

- Multiple frames.
- `<applet>` tags inside the text box. These tags may cause errors in the content.

Other HTML Resources

You can find many online resources for additional information about HTML. One valuable and definitive resource is the World Wide Web Consortium located at [http://www.w3.org](http://www.w3.org).
File Attachments

You can add file attachments to different areas in your course, such as to a content item, an assignment, or a discussion board post. Users open a file by clicking a link to the file that appears in the course.

Locate the file you want to attach. Click Browse My Computer to upload a file from your computer. You can also upload a file from the course's storage repository:

- If Course Files is the course's storage repository, click Browse Course.
- OR-
- If your institution licenses content management, click Browse Content Collection.

After selecting a file to attach, you may add a name for the link to the file. This link title appears to users, instead of the name of the document. For example, type "Biology Lab" as the link title instead of using the file name lab_bio_101.doc.

Accepted Characters in File Names

Blackboard Learn allows the use of all characters in file names. However, a user's operating system and browser may limit the types of characters accepted. For example, some browsers do not accept multi-byte characters, and some may not have the languages installed to display the special alphabetic characters specific to them.

Recognized Attachment File Types

The following file types are recognized by Blackboard Learn. These files can appear within a content item.

Blackboard Learn can recognize additional file types and associated applications if a MIME extension is added. Contact your institution to learn more about adding MIME extensions.

<table>
<thead>
<tr>
<th>Extension</th>
<th>File Type</th>
<th>Programs associated with the File Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAM</td>
<td>Multimedia</td>
<td>Adobe® Authorware® plug-in. Note that the AAM file is the starting point for a series of files that must be enclosed in a ZIP file.</td>
</tr>
<tr>
<td>Extension</td>
<td>File Type</td>
<td>Programs associated with the File Type</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>AIFF</td>
<td>Audio</td>
<td>Audio media player</td>
</tr>
<tr>
<td>ASF</td>
<td>Multimedia</td>
<td>Microsoft® .NET™ Show</td>
</tr>
<tr>
<td>AU</td>
<td>Audio</td>
<td>Real Audio Player™</td>
</tr>
<tr>
<td>AVI</td>
<td>Video</td>
<td>Video player (not Macintosh® compatible)</td>
</tr>
<tr>
<td>DOC</td>
<td>Text</td>
<td>Microsoft® Word or other word processor</td>
</tr>
<tr>
<td>EXE</td>
<td>Executable</td>
<td>Executable file</td>
</tr>
<tr>
<td>GIF</td>
<td>Image</td>
<td>Graphics program or web browser</td>
</tr>
<tr>
<td>HTML, HTM</td>
<td>Web page</td>
<td>HTML editor or web browser</td>
</tr>
<tr>
<td>JPG, JPEG</td>
<td>Image</td>
<td>Graphics program or web browser</td>
</tr>
<tr>
<td>JIF</td>
<td>Image</td>
<td>Graphics program or web browser</td>
</tr>
<tr>
<td>MP3</td>
<td>Audio</td>
<td>Audio media player</td>
</tr>
<tr>
<td>MPE</td>
<td>Audio/Video</td>
<td>Audio media player</td>
</tr>
<tr>
<td>MPG, MPEG</td>
<td>Audio/Video</td>
<td>Audio media player</td>
</tr>
<tr>
<td>MOOV,MOVIE</td>
<td>Movie</td>
<td>QuickTime® movie player</td>
</tr>
<tr>
<td>MOV</td>
<td>Video</td>
<td>Movie or media player</td>
</tr>
<tr>
<td>PDF</td>
<td>Text</td>
<td>Adobe® Acrobat® Reader</td>
</tr>
<tr>
<td>PNG</td>
<td>Image</td>
<td>Portable Network Graphics</td>
</tr>
<tr>
<td>PPT, PPS</td>
<td>Slideshow</td>
<td>Microsoft® PowerPoint® and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PowerPoint® Player®</td>
</tr>
<tr>
<td>QT</td>
<td>Movie</td>
<td>QuickTime™</td>
</tr>
<tr>
<td>RA</td>
<td>Audio</td>
<td>Real Audio Player™</td>
</tr>
<tr>
<td>RAM</td>
<td>Video</td>
<td>Real Audio Movie™</td>
</tr>
<tr>
<td>RM</td>
<td>Audio</td>
<td>Audio media player</td>
</tr>
<tr>
<td>RTF</td>
<td>Text</td>
<td>Rich Text Format</td>
</tr>
<tr>
<td>SWF</td>
<td>Multimedia</td>
<td>Adobe® Shockwave® plug-in</td>
</tr>
<tr>
<td>TIFF, TIF</td>
<td>Image</td>
<td>Graphics program or web browser</td>
</tr>
<tr>
<td>TXT</td>
<td>Text</td>
<td>Text or HTML editor, word processor</td>
</tr>
<tr>
<td>WAV</td>
<td>Audio</td>
<td>Audio media player</td>
</tr>
<tr>
<td>WMA</td>
<td>Audio</td>
<td>Audio media player</td>
</tr>
<tr>
<td>WMF</td>
<td>Graphic</td>
<td>Microsoft® Windows®</td>
</tr>
<tr>
<td>WMV</td>
<td>Video</td>
<td>Microsoft® Windows®</td>
</tr>
<tr>
<td>Extension</td>
<td>File Type</td>
<td>Programs associated with the File Type</td>
</tr>
<tr>
<td>-----------</td>
<td>------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>WPD</td>
<td>Text</td>
<td>WordPerfect® or other word processor</td>
</tr>
<tr>
<td>XLS</td>
<td>Spreadsheet</td>
<td>Microsoft® Excel®</td>
</tr>
<tr>
<td>ZIP</td>
<td>Text</td>
<td>WinZip®</td>
</tr>
</tbody>
</table>
Sharing and Exchanging Files in Courses

You have several options in Blackboard Learn for sharing and exchanging files with students.

Items and Files

For distributing files to students, you can use **Items** or **Files** within a content area. You also have the ability to make items and files available for a set period of time or to apply **adaptive release** rules to limit access to students who have met a set of requirements.

You may also use Course Files or the Content Collection—if your institution licenses content management—to store files and link to them in a content area.

Assignments

You can **create assignments** to receive student files. Again, you can limit assignment availability by date and time, or by the application of **adaptive release criteria**. A major benefit is the ability to **download** all files submitted through an assignment in a single compressed ZIP file, rather than a file-by-file workflow.

Group File Exchange

The **course groups** feature allows you to create subsets of students and give them their own workspaces to collaborate within your course. One groups tool is file exchange that permits group members and instructors to upload and manage documents in the group area. As only designated members can access the group area, this solution allows for cooperative editing as well as simple file exchange.

Blogs, Journals, and Wikis

The interactive features of **blogs**, **journals**, and **wikis** provide another alternative for file sharing within your course.

- Use journals, a tool that is private between the instructor and an individual student, to give feedback on files shared by a student, or to distribute personalized files to students.
• The more public nature of the blogs tool permits students to receive feedback from their peers on shared documents through the comments feature, while retaining your ability to share files by attaching them to your own blog entries.

• The collaborative space of wikis is an option for multiple students and instructors to share and exchange files, or to create a shared document within the content editor.

You can also enable the blogs, journals, and wikis tools within group areas.

Discussion Board

Another option for file sharing is the discussion board. Threaded posts within the discussion board enable discussions of documents to be tracked easily.
Best Practice: Attaching Files

You can add files to your course in multiple ways, including when you create course content. When you add files to your course, they are stored in the course storage repository: Course Files or the Content Collection. To learn about the differences, see Course Files vs. the Content Collection.

Watch a Tutorial

Double-click the video to enlarge the viewing area.
Frequently Asked Questions

Before I create content, do I have to upload all my files into Course Files or the Content Collection?

No. You can add files as you create content. You can use the browse function to upload one or more files. If you upload them into a course area, you do not need to upload the same files directly to the repository. After creating your content, you can move your new files to different folders in Course Files or the Content Collection as needed. Links to the files will not break.

What happens if I want to move a file from one content item to another?

You can reuse files in Course Files or the Content Collection. Therefore, you can delete links to files in your course, yet the files themselves remain in the repository, where you can link to them again. Also, if you modify or move a file to another folder after you link it in your course, the link will not be broken.

A new semester has started and I need to update my syllabus file. What is the best way to do this?

You can edit and overwrite individual files in Course Files or the Content Collection while maintaining the course links to those files.

Example:

When creating a content item in the Getting Started content area, you create a link to your syllabus file in Course Files or the Content Collection. Later, you need to make changes to the file. You edit a copy of the file on your computer and upload the new version of the syllabus to the repository using the Overwrite File function in the item’s contextual menu. The link to the file in the content area remains intact. When students access the syllabus in your course, they see the revised content. To learn more, see How to Overwrite a File.

What happens when I attach a file when creating a journal or blog topic, or a discussion forum?

When you create content in the interactive tools, you can use the Insert File function in the content editor to include a file in your instructions. The system automatically uploads the files to Course Files or the Content Collection.
Collection in the top-level folder. Later, you can organize your files by moving them to different folders in the repository and the links will remain intact. To learn more, see About Files Added Automatically to Course Files.

Can I link to a file more than once?

You can link to a file as many times as you want. If you need to edit it, the changes will appear in all the linked instances. To learn more, see How to Overwrite a File.

If I do link to a file more than once, is there an easy way to keep track of where the links are in my course?

Yes. In Course Files or the Content Collection, access the item's contextual menu and select 360° View. You can view all pertinent information about the item and where it is linked in your course. To learn more, see View a File or Folder's Course Links.

Three Common Ways to Add Files to Your Course

You can add all types of files to your content. In our examples, we will add a document and introduce three of the ways you can use to begin building content and attaching files. To learn more, see Add Files to Course Files.

1. To control where a file link appears, use the content editor to attach a file as you create content.
2. When creating content, attach a file in the Attachments section.
3. Add your files to Course Files or the Content Collection BEFORE you create content.

To control where a file link appears, use the content editor to attach a file as you create content

When you use the Insert File function in the content editor, you can determine exactly where the file's link appears within your content. You can also add alt text to describe the attachment. Alt text (alternative text) is a short phrase describing any visual components on a web page. Alt text is interpreted by screen readers and helps describe what some users cannot see.

You can link to files already in Course Files or the Content Collection -OR- browse for one on your computer. Any files you upload from your computer are saved in the repository in the top-level folder. You cannot select the folder your files will be uploaded to.
**Advantage:** You have creative control over how your content appears. If you are adding three files to your content item, you can split them up among the text as you want.

**Example:** You provide your students with three case studies to read. They must select one to further investigate. In the same content item, you can provide an introduction and a file link for each case study. You can use the file name or provide a link title for each. In our example, a link title appears for each.

![Create Item](Image)

**Files Appear:** The links to the files appear exactly where you want. As you refine your content or need to update material, you can continue to add files, images, web links, mashups, and links to multimedia. You have the flexibility to change the order and appearance when you want.

When creating content, attach a file in the Attachments section

As you create content, you can add a file from your computer quickly and easily. Alternatively, select one from Course Files or the Content Collection.

**Advantage:** You can upload files while building your course. You don’t have to upload your materials first.

**Example:** Your students are struggling with the group project. You can deliver more instructions and ask them to download a file with specific examples. As you create the new content item, you can attach a file. If it is on your computer, you can select the folder in Course Files or the Content Collection that you want to upload it to.

Simply click [Browse Course](#) or [Browse Content Collection](#) to locate the file on your computer and upload it. Alternatively, locate the file in one of the folders in your repository. To learn more, see [Browse for Files in Course Files and the Content Collection](#).
Add your files to Course Files or the Content Collection BEFORE you create content

Upload files and folders into Course Files or the Content Collection, either one at a time or in batches, using the drag-and-drop function or the browse function.

**Advantage:** In Course Files or the Content Collection, you can create folders to organize your content, making it easy to locate files later.

**Example:** You decide to deliver content to your students using weeks. On the course menu, you add links for Week 1, Week 2, and Week 3. In Course Files or the Content Collection, you create folders with the same names and
upload your files. When you create content, you can easily navigate to the appropriate folder to locate the file you need.
Create Course Areas for Content

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

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

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

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

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

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

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

2. Click Content Area.

3. Type a Name for the new content area.

4. Select the Available to Users check box. You can create content areas ahead of time, make them unavailable to users, and then make them available at the appropriate time.

5. Click Submit. A link to the new content area appears on the course menu.

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

Plan Your Content Areas

Links to the content areas you create appear on the course menu and provide the overall structure of your course. Plan how you will organize the entire course and envision how your course menu will look and function. Three common organizational approaches are chronologically, by content type, and by subject area.
Each content area contains a week’s worth of readings, assignments, lecture notes, and discussion forums.

Similar content types are grouped together in a content area, such as all the lectures for the entire course.

Each content area contains lecture material and readings on a specific subject, along with assignments, discussion forums, and tests.

Questions to consider:

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

Manage Course Menu Links

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

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

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

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

1. Change **Edit Mode** to **ON** and access a content area.
2. On the action bar, point to **Build Content** and click **Content Folder**.
3. On the **Create Content Folder** page, type a name and an optional description or instructions.
4. Select the options:
   a. Click **Yes** to **Permit Users to View this Content**.
   b. Click **Yes** to **Track Number of Views**.
   c. Select the **Display After** and **Display Until** check boxes to enable the date and time selections. Display restrictions do not affect folder availability, only when it appears.
5. Click **Submit**. A link to the new folder appears in the course area.

![Week 2](image)

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

After creating content in a folder, you can set the sequence of items with the drag-and-drop function or the keyboard accessible reordering tool on the action bar. To learn more, see [Edit and Manage Course Areas and Content](https://help.blackboard.com/en-us/Learn/9.1_2014_04/Instructor/090_Course_Content/010_Create_Content).
About Learning Modules

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

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

How to Create a Learning Module

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

1. Change Edit Mode to ON and access a content area or folder.
2. On the action bar, point to Build Content and click Learning Module.
3. On the Create Learning Module page, type a name and an optional description. The description appears below the learning module name in the course area.
4. Select the options.
5. Click Submit. A link to the new learning module appears in the course area.

Learning Module Options

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

| Availability | **Permit Users to View this Content:** Select No to make the learning module unavailable to users.  
**Select Date and Time Restrictions:** Select the Display After and Display Until check boxes to enable the date and time selections. Display restrictions do not affect the learning module's availability, only when it appears. |
| View | **Enforce Sequential Viewing of the Learning Module:** You can force students to view the pages in the order you determine. Users cannot advance to the next link in the table of contents without viewing the previous link. Although the table of contents displays a list of all the content items and folders in the learning module, links only appear for the content items that a user can access. After viewing links sequentially, users can review them in any order. If users navigate away from the learning module and return to it, they are required to view the links sequentially again.  
If you do not enforce sequential viewing, users can view items in the learning module in any order by clicking the links in the table of contents.  
**Open in New Window:** This enables students to keep the learning module open in a separate window while navigating to other course areas.  
**Track Number of Views:** Turn on statistics tracking and record the number of times the learning module is viewed, when it is viewed, and by whom. |
| Table of Contents | **Show Table of Contents to Users:** Even when you enforce sequential viewing, students can benefit from seeing the table of contents to gain perspective on the overall concepts being taught. If you hide the table of contents, students use the navigation arrows to move between pages, but they cannot see the list of items in the learning module.  
Click the image to enlarge it in your browser and make the text readable. Use your browser's back button to return to the topic.  
**Hierarchy Display:** Choose the way items in a learning module are labeled to denote their relative position in the table of contents: numbers, letters, Roman numerals, or mixed. If you select None, the items are not labeled. |

A newly created learning module is an empty container. Click the link to the learning module in the course area to access it. Next, point to any of the functions in the action bar to create content.
After creating content in your learning module, you can organize the content in folders to provide a hierarchical structure in the table of contents. You can set the sequence of learning module items by using the drag-and-drop function or the keyboard accessible reordering tool on the action bar. To learn more, see Edit and Manage Course Areas and Content. After reordering, click Refresh in the table of contents.

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

Folders and Learning Modules

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

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

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

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

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

Double-click the video to enlarge the viewing area.

About Lesson Plans

Another way you can present content to students is in a lesson plan. A lesson plan is a container for content similar to a learning module or folder that can hold and organize course items. You can create lesson plans within your course to hold lesson profiles, instructional objectives, and the content items students need to complete a lesson.
Adding lesson plans to a course can benefit students in several ways. You have the option of adding information for students to view alongside of the content to help them understand the objectives and intended result of their learning. You can provide students with information about how their knowledge will be measured, the needed materials, the duration of the instruction, and what they should have learned after the instruction. The more information students have at the start of the lesson, the more prepared they are for the content ahead.

Student view of a lesson plan in a content area

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

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

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

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

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

Watch a Tutorial

Double-click the video to enlarge the viewing area.

Use the following steps to create a lesson plan:

1. Change **Edit Mode** to **ON**.
2. Access a course area, such as a content area or folder.
3. On the action bar, point to **Build Content** to and click **Lesson Plan**.
4. On the **Create Lesson Plan** page, the **Content Information** tab appears first by default. This tab enables you to display general information for users at the top of the lesson plan in a gray box.
5. Type a name and optional description.
6. Type information for the default elements: **Instructional Level**, **Instructor**, **Objectives**, and **Subject Area**. You can change a default element’s title by clicking the existing title to access the **Edit Element Name** box. Delete an element by clicking the X.

7. Select the check box next to **Share with students** for each element that you want to appear in the lesson plan when students view it. If you do not add information to a default element, it does not appear in the lesson plan and does not require deletion. Clear the check box next to **Share with students** for any information that is only for you.

8. To add new elements, point to **Add Lesson Plan Section** on the action bar.

9. Select an element. The new element is added to the bottom of the list on the **Create Lesson Plan** page, where you can edit its title and use its content editor, if available.

10. Select the options.

11. Click **Save and Exit** to the course area. You can edit the lesson plan later to create content items.
Click **Save and Continue** to display the Curriculum Resources tab and create content now.

**Instructor View of Lesson Plan**

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

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

Change **Edit Mode** to OFF to view the lesson plan as students see it. The view is substantially different with Edit Mode set to ON.
How to Link a Course Area on the Course Menu

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

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

2. Click Course Link.

3. Browse for the location of the course area you want to add to the course menu.

4. Type a Name for the course link. This title appears to users on the course menu.

5. Select the Available to Users check box to allow users to access it.

6. Click Submit. A link to the course area appears on the course menu.

Student View of a Course Area

Change Edit Mode to OFF to see course content as students see it. This is especially important for lesson plans and learning modules. View from the student perspective to check that you reveal only the information you intend to show to users.
Create Content in a Course Area

Blackboard provides many options for creating content. You can read this page in its entirety, or click the Table of Contents icon in the upper right and choose a topic that interests you.

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

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

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

About Content Types

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

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

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

How to Create an Item

You can use content items to present a variety of course material.
1. Change **Edit Mode** to **ON** and access a content area or folder.

2. On the action bar, point to **Build Content** and click **Item**.

3. On the **Create Item** page, type a **Name**.

4. Optionally, type instructions or a description in the **Text** box.

5. Alternatively, in the **Attachments** section, click **Browse My Computer** to upload a file from your computer. The file is saved in Course Files or the Content Collection in the top-level folder. You can also upload a file from the course's storage repository:
   - If Course Files is the course's storage repository, click **Browse Course**.
   - **OR**-
   - If your institution licenses content management, click **Browse Content Collection**.

6. Select the **Options**:
   a. Click **Yes** to **Permit Users to View this Content**.
   b. Click **Yes** to **Track Number of Views**.
   c. Select the **Display After** and **Display Until** check boxes to enable the date and time selections. Display restrictions do not affect item availability, only when it appears.

7. Click **Submit**.

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

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

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

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

1. Change **Edit Mode** to **ON** and access a content area or folder.

2. On the action bar, point to **Build Content** and click **File**.

3. On the **Create File** page, click **Browse My Computer** to upload a file from your computer. You can also upload a file from the course's storage repository:
   - If Course Files is the course's storage repository, click **Browse Course**.
   - **OR**-
   - If your institution licenses content management, click **Browse Content Collection**.
4. Click **Select a Different File** to delete the file you linked and replace it with another.
5. Type a **Name** for the file. This name appears in the course area as a link.
6. Click **Yes** for **Open in New Window** to display the content in a new browser window.

7. Select the options.
8. Click **Submit**.

### Zipped Content Packages

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

1. Create a package of content offline on your computer.
2. Access Course Files or the Content Collection. On the action bar, point to **Upload** and click **Upload Package** so that the package is unzipped automatically.
3. Access the content area or folder where you will provide the link to your lesson.
4. On the action bar, point to **Build Content** and click **File**.
5. On the Create File page, click Browse Course or Browse Content Collection to select the file that is the start page for your content package. This is the first page users see and should contain navigation to the other pages in your package.

6. Set options for the file link in the course area.

7. Click Submit.

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

Linking to HTML Files

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

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

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

- **Give users access to this file only**: Choose this option when you are linking to one HTML file that has all the formatting within the page itself and does not reference other files or images.

- **Give users access to selected files in folder**: Choose this option if you want to embed a website with a more complicated structure. If some of the content exists outside of the parent folder in other folders in Course Files or the Content Collection, you need to browse for and manually select the parent folder and the additional files and folders. This ensures users have access to all the content in your website.
How to Create Audio, Image, and Video Links

1. Change **Edit Mode** to **ON** and access a content area or folder.

2. On the action bar, point to **Build Content** and click **Audio**, **Image**, or **Video**. The **Create** page appears and is similar for all three content types.

3. Click **Browse My Computer** to upload a file from your computer. You can also upload a file from the course's storage repository:
   - If Course Files is the course's storage repository, click **Browse Course**.
   - OR-
   - If your institution licenses content management, click **Browse Content Collection**.

4. If the mashups function is available, you can browse for and link to content available on the internet.

5. Click **Select a Different File** to delete the file you linked.

6. Type a **Name**. This name appears in the course area as a link.

7. Set the **Options**. Audio, video, and image files each have unique options for displaying their content. These are listed later in this section.

8. Select the **Standard Options**:
   a. Click **Yes** to **Permit Users to View this Content**.
   b. Click **Yes** to **Track Number of Views**.
   c. Select the **Display After** and **Display Until** check boxes to enable the date and time selections.

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

Audio Files

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

Options for audio files in a course include:

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

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

Options for image files in a course include:

- **Alt Text**: Provide an alternate text phrase that explains the image and its purpose for those using screen readers.
- **Long Description**: Provides a similar function to alt text, but the text description is longer and more detailed.
- **Dimensions**: For images, the height and width in pixels should match the original image. If you need to resize the image, customize the dimensions, but keep the same ratio between height and width. For example, you can resize an image of 640 x 800 pixels to 320 x 400 pixels. Changing the ratio of the dimensions will make the image appear stretched.
- **Border**: Include a solid black line, from one to four pixels in width, around the picture.
- **Target URL**: Make the image a link by providing a target URL. When a user clicks the image, a new browser window will open to the URL.
- **Open Target in New Window**: Display the content in a new browser window.

Video Files

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

Compatible multimedia formats include:

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

Options for video files in your course include:

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

• **Autostart**: The file begins playing when a user opens the course area that includes the video file.

• **Loop**: The file plays again from the beginning until stopped by a user.

**How to Create a Web Link**

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

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

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

1. Change **Edit Mode** to **ON** and access a content area or folder.
2. On the action bar, point to **Build Content** and click **Web Link**.
3. On the **Create Web Link** page, type a **Name** for the link that will display in the course area.
4. Type a **URL**. Use the http:// protocol, such as http://www.myinstitution.edu/.
5. Click **Browse My Computer** to upload a file from your computer. You can also upload a file from the course's storage repository:
   - If Course Files is the course's storage repository, click **Browse Course**.
   - OR-
   - If your institution licenses content management, click **Browse Content Collection**.
6. Set the **Options**:
   a. Click **Yes** to **Permit Users to View this Content**.
   b. Click **Yes** for **Open in New Window** to display the content in a new browser window.
   c. Click **Yes** to **Track Number of Views**.
   d. Select the **Display After** and **Display Until** check boxes to enable the date and time selections. Display restrictions do not affect item availability, only when it appears.
7. Click **Submit**.

**How to Create a Web Link to a Tool Provider**

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

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

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

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

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

1. Change **Edit Mode** to **ON** and access a content area or folder.
2. On the action bar, point to **Build Content** and click **Learning Module**, **Lesson Plan**, or **Content Folder**.
3. On the **Create** page, type a **Name**. Specify the settings and options.

To learn more, see [Create Course Areas for Content](https://help.blackboard.com/en-us/Learn/9.1_2014_04/Instructor/090_Course_Content/010_Create_Content/020_Create_Content_in_a_Course_Area).

### How to Create a Syllabus

You can create a syllabus in two ways. You can upload an existing file or use the Blackboard Learn syllabus builder. For both options, you create the syllabus in a course area, such as a content area or folder.
Use an Existing Syllabus File

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

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

1. Change Edit Mode to ON and access a content area or folder.
2. On the action bar, point to Build Content and click Syllabus.
3. On the Add Syllabus page, type a Syllabus Name.
4. Select the Use Existing File option.
5. Click Browse My Computer to upload a file from your computer. You can also upload a file from the course's storage repository:
   - If Course Files is the course's storage repository, click Browse Course.
   - OR-
   - If your institution licenses content management, click Browse Content Collection.
6. Click Submit.
7. On the Edit Item page, select a color for the Syllabus Name.
8. Optionally, in the Text box, type instructions or a description.
9. In the Attachments section, you can attach additional files. Any files you upload from your computer are saved in Course Files or the Content Collection in the top-level folder.
10. Select the Options:
    a. Click Yes for Permit Users to View this Content.
    b. Click Yes for Track Number of Views.
c. Select the Display After and Display Until check boxes to enable the date and time selections. Display restrictions do not affect syllabus availability, only when it appears.

11. Click Submit.

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

Use the Syllabus Builder

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

1. Change Edit Mode to ON and access a content area or folder.
2. On the action bar, point to Build Content and click Syllabus.
3. On the Add Syllabus page, type a Syllabus Name.
4. Select the Create New Syllabus option and click Submit.
5. On the Syllabus Builder page, type instructions or a description in the default body text boxes.

![Syllabus Builder: Introduction to Oceanography Syllabus](image.png)

6. In the Syllabus Design section, select the styles and colors for your syllabus.
7. In the Build Lessons section, select the Create Specified Number of Lesson Shells option and type a number. You provide lesson information in later steps. Alternatively, you can select the Do Not Create Lesson Shells option.
8. Select the Options:
   a. Click Yes to Permit Users to View this Content.
   b. Click Yes to Track Number of Views.
   c. Select the Display After and Display Until check boxes to enable the date and time selections. Display restrictions do not affect syllabus availability, only when it appears.
9. Click Submit.
10. If you did not create lesson shells, your syllabus is complete. Click OK to return to the course area and view the syllabus.

-OR-
If you need to provide details for lessons, continue with the subsequent steps.

11. Access the lesson's contextual menu and click Edit.
12. On the Edit Lesson page, type the lesson title. Optionally, select a date and time when the lesson will appear in the syllabus.
13. Type a Lesson Description.
14. Click Submit.
15. Click OK to return to the course area and view the syllabus. Change Edit Mode to OFF to view the syllabus as students see it.

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

How to Create a Course Link

A course link is a shortcut to an existing area, tool, or item in a course.

*Example: If you have created all assignments in their own content area, you can create course links to individual assignments in other areas of the course, such as in a unit folder or learning module.*

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

1. Change Edit Mode to ON and access a content area or folder.
2. On the action bar, point to Build Content and click Course Link.
3. On the Create Course Link page, click Browse to find the course item you want to link to.
4. In the pop-up window, select the item.
5. The Name and Location text boxes are populated automatically.
6. Optionally, edit the name and provide a description.
7. Select the Options:
   a. Click Yes to Permit Users to View this Content.
b. Click Yes to Track Number of Views.

c. Select the Display After and Display Until check boxes to enable the date and time selections. Display restrictions do not affect course link availability, only when it appears.

8. Click Submit.

How to Create a Blank Page

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

1. Change Edit Mode to ON and access a content area or folder.

2. On the action bar, point to Build Content and click Blank Page.

3. Replace the "New Page" title with a descriptive name. This becomes the link in the course area. No description appears with the link title.

4. Type your content for the page in the Content box. Files attached in the content editor are visible to students only after they click the blank page link.

5. Click Browse My Computer to upload a file from your computer. Attachments appear as links with the blank page link in the course area. Any files you upload from your computer are saved in Course Files or the Content Collection in the top-level folder. You can also upload a file from the course’s storage repository:
   - If Course Files is the course's storage repository, click Browse Course.

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

6. Select the **Options**:
   a. Click **Yes** to **Permit Users to View this Content**.
   b. Click **Yes** to **Track Number of Views**.
   c. Select the **Display After** and **Display Until** check boxes to enable the date and time selections. Display restrictions do not affect blank page availability, only when it appears.

7. Click **Submit**.

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

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

### How to Create a Module Page

Module pages contain course modules that you select from a list. A course module can be a tool, such as a calculator, or it can display dynamic information such as grades, alerts, and announcements. You can control which events show in the notification modules. To learn more, see [How to Turn Notifications On and Off](https://help.blackboard.com/en-us/Learn/9.1_2014_04/Instructor/090_Course_Content/010_Create_Content/020_Create_Content_in_a_Course_Area).

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

1. Change **Edit Mode** to **ON** and access a content area or folder.
2. On the action bar, point to **Build Content** and click **Module Page**.
3. On the **Create Module Page**, type a name and optional description.
4. You can allow users to change the color theme, reorder modules, and add modules to their personal views of the page. Users' customizations affect their view only.
5. Select the **Options**:
   a. Click **Yes** to **Permit Users to View this Content**.
   b. Click **Yes** to **Track Number of Views**.
   c. Select the **Display After** and **Display Until** check boxes to enable the date and time selections. Display restrictions do not affect module page availability, only when it appears.
6. Click **Submit**.
How to Customize the Module Page Banner

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

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

1. Change **Edit Mode** to **ON** and access a content area or folder.
2. Click the link to the module page and access the title's contextual menu.
3. Click **Page Banner**.
4. Type the **Page Banner Content** in the box.
5. Click **Use Custom Page Banner** to display your banner to users. When **Edit Mode** is **ON**, the custom page banner will appear above the default banner. Users see only the custom page banner.
6. Click **Submit**.

How to Add Course Modules

1. Change **Edit Mode** to **ON** and access the module page.
2. Click **Add Course Module**.
3. On the **Add Module** page, select a module by clicking its **Add** function. Click its **Remove** function to delete a module.
4. Click **OK**.
Managing Modules

1. Click the gear icon to change the display of a module. For example, you can select how many days of announcements appear in a module. Click the X to remove a module. Removing a module does not delete content.

2. Use the drag-and-drop function to reorder course modules.

3. Alternatively, use the keyboard accessible reordering tool to reorder the modules.

4. Click the link in a module to view more.

5. Click the paper icon to open the module in a new window. You can move the window to a different location on your screen to use as a reference while you navigate in your course.

How to Create Mashups

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

Three default mashups are included in Blackboard. You can add other mashup sources as building blocks.

- **Flickr®**: View and share photographic images.
- **SlideShare**: View and share slide presentations, documents, or Adobe PDF Portfolios.
- **YouTube™**: View and share online videos.

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

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

Double-click the video to enlarge the viewing area.

Use the following steps to create a mashup:

1. Change **Edit Mode** to **ON** and access a content area or folder.
2. On the action bar, point to **Build Content** and select one of the available mashups: **Flickr Photo**, **SlideShare Presentation**, or **YouTube Video**.
3. On the **Search** page, type keywords and choose how to use the keywords in the search.
4. Click **Go**.
5. On the **Search Results** page, you can refine the list using the **Sort by** and **Uploaded** drop-down lists.
6. Click **Select** to add the mashup. You have the option to **Preview** it before selecting it.
7. On the Create Mashup Item page, type a Name for the link if you do not want to use the title that automatically appears in the box.

8. Optionally, type a Description.

9. Set the Mashup Options. Options vary depending on the type of mashup:
   a. View: Controls how the link to the video is displayed in the content area. Thumbnail displays a small player that enlarges when clicked. Text link with player displays text that expands to a player when clicked. Embed Video displays a full size player in the content area.
   b. Show YouTube URL: Displays the source URL.
   c. Show YouTube information: Displays the information about the content from the external website.

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

10. Optionally, in the Attachments section, click Browse My Computer to upload a file from your computer. You can also upload a file from the course's storage repository:
   - If Course Files is the course's storage repository, click Browse Course.
     - OR-
   - If your institution licenses content management, click Browse Content Collection.

11. Set the Options:
   a. Click Yes to Permit Users to View this Content.
   b. Click Yes or No to Track Number of Views.
   c. Select the Display After and Display Until check boxes to enable the date and time selections. Display restrictions do not affect mashup availability, only when it appears.

12. Click Submit.
How to Create a Mashup Using the Content Editor

You can create a mashup in most areas where the content editor is available, such as content descriptions, test questions, discussion posts, and blogs.

1. Change **Edit Mode** to **ON** and access a content area or folder.
2. Create a content item or edit an existing one.
3. In the content editor, click **Insert Mashup** and select **Flickr Photo**, **SlideShare Presentation**, or **YouTube Video**.
4. On the pop-up **Search** page, type keywords and choose how to use the keywords in the search.
5. Click **Go**.
6. On the **Search Results** page, you can refine the list using the **Sort by** and **Uploaded** drop-down lists.
7. Click **Select** to add the mashup selection. You have the option to **Preview** it before selecting it.
8. On the **Create Mashup Item** page, type a **Name** for the link if you do not want to use the title that automatically appears in the box.
9. Set the **Mashup Options**.

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

10. Click **Submit**.
See Content From the Student View

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

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

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

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

Creating a Mashup (Flash video | 3m)
Adding Content Packages to Use the Content Player

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

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

<table>
<thead>
<tr>
<th>Content Player</th>
<th>Content Types Supported</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCORM Engine</td>
<td>SCORM 1.2, SCORM 2004 (up to 4th Edition)</td>
</tr>
<tr>
<td>Open Standards Content Player</td>
<td>SCORM 1.2, SCORM 2004 (up to 3rd Edition), IMS, NLN</td>
</tr>
</tbody>
</table>

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

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

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

SCORM Content

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

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

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

IMS Content

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

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

NLN Content

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

To learn more about NLN content, go to [http://www.nln.ac.uk](http://www.nln.ac.uk).

How to Add a Content Package to Use the SCORM Engine

1. Access a content area or folder.
2. On the action bar, point to Build Content and click Content Package (SCORM).
3. On the Add Content Package page, attach a file that conforms to the required standards. Click Browse My Computer to upload a file from your computer. You can also upload a file from the course's storage repository:
   - If Course Files is the course's storage repository, click Browse Course.
If your institution licenses content management, click **Browse Content Collection**.

4. Click **Submit**.

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

1. On the second **Add Content Package** page, in the **SCORM Information** section, type a **Title**.
2. Optionally, type a **Description**.
3. Select the **SCORM Availability** options. The choices enable you to determine whether the content player is available to students, control the number of attempts, and set course content availability.
   a. Click **Yes** to **Make SCORM Available**.
   b. For **Number of Attempts**, you can select **Allow single attempts**, **Allow unlimited attempts**, or type a number for **Number of attempts** allowed.
   c. Select the **Display After** and **Display Until** check boxes to enable the date and time selections. Display restrictions do not affect content package availability, only when it appears.
   d. Click **Yes** to **Track Number of Views**.
4. Select the **Grading** options.
   a. For **Grade SCORM**, you can choose **No Grading** or type a number for **Grade: Points Possible**, based on the **SCORM Score**, **SCORM Completion**, or **SCORM Satisfaction**.
   b. Click **Yes** to **Grade SCOS**, and then select the individual items to grade.

### How to View SCORM Attempt Details

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

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

Use the following steps to view individual attempts:

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

Use the following steps to run a report to view the details on all attempts:
1. On the Control Panel, expand the Evaluation section and click SCORM Reports.
2. On the SCORM Reports page, access an item's contextual menu and click Run.

How to Edit the SCORM Player Advanced Options

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

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

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

   **Note:** Of these, the Navigational Controls and Launch Behavior are likely to be the most useful for instructors with a basic level of understanding of how SCORM content works, while Debugger Options and History Options can help in troubleshooting content packages that are not working properly.

4. Click Submit. If you do not want to commit any changes you have made, click Cancel.
Navigational Controls

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

<table>
<thead>
<tr>
<th>Option</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Show Navigation Bar</td>
<td>Determine whether the SCORM player will display a navigation bar to the student. The navigation bar must be enabled for any of the following settings to take effect:</td>
</tr>
<tr>
<td></td>
<td>• <strong>Show Finish Button</strong>: Display an Exit Course button on the navigation bar. Pressing this attempts to finish the current content and go back to the main lesson, regardless of the current state of completion.</td>
</tr>
<tr>
<td></td>
<td>• <strong>Show Close SCO Button</strong>: Display a Close SCO button on the navigation bar. Pressing this closes the current SCO. This option should remain off because it is not useful for most students.</td>
</tr>
<tr>
<td></td>
<td>• <strong>Enable Previous/Next</strong>: Include Previous and Next controls on the navigation bar, enabling the student to move forward or backward in the content.</td>
</tr>
<tr>
<td></td>
<td>• <strong>Show Progress Bar</strong>: Show a progress bar for the content, so students can gauge their progress.</td>
</tr>
<tr>
<td></td>
<td>• <strong>Use Measure For Progress Bar</strong>: If set, the player uses the Progress Measure Rollup values to calculate progress. Otherwise, the current content object completion is used. This is applicable only in SCORM 2004 4th edition and later content.</td>
</tr>
<tr>
<td></td>
<td>• <strong>Show Help</strong>: Display a Help button to the student.</td>
</tr>
<tr>
<td>Show Title Bar</td>
<td>Determine whether the SCORM player displays a title bar to the student. The Show Navigation Bar option must be enabled for this setting to take effect.</td>
</tr>
<tr>
<td>Prevent Right Click</td>
<td>Prevents a student from right-clicking in the SCORM player windows. If the right mouse button is clicked, nothing happens. This can be useful in high-stakes assessments or where you do not want the student to be able to see the internal structure or content in the player. This setting only affects the SCORM player.</td>
</tr>
<tr>
<td>Option</td>
<td>Function</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>windows, including the course structure</td>
<td>windows, including the course structure and the navigation bar (if present), and does not affect any other content, browser windows, or computer desktop functions.</td>
</tr>
<tr>
<td>Show Course Structure</td>
<td>Determines if the SCORM player should display the course structure. If selected, the course structure displays to the left of the content, in an outline format. This can be useful for courses containing multiple content objects. This option must be enabled for any of the following settings to take effect:</td>
</tr>
<tr>
<td>- Course Structure Starts Open</td>
<td>Determines whether SCORM player should begin with the course structure shown or hidden. The student can show or hide the structure in any case as long as the Show Course Structure and Show Navigation Bar are enabled.</td>
</tr>
<tr>
<td>- Enable Choice Navigation</td>
<td>Determines whether the SCORM player will allow the student to navigate within the course structure by selecting links in the outline. Otherwise the course structure display is for information and reference only.</td>
</tr>
<tr>
<td>- Course Structure Width</td>
<td>Sets the width of the course structure window, in pixels. The default, zero (0), sets it to automatic width.</td>
</tr>
<tr>
<td>- Structure Status Display</td>
<td>Defines how icons are presented to the student to indicate success and completion status.</td>
</tr>
<tr>
<td></td>
<td>- Success Only</td>
</tr>
<tr>
<td></td>
<td>- Completion Only</td>
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<tr>
<td></td>
<td>- Separate</td>
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<td></td>
<td>- Combined</td>
</tr>
<tr>
<td></td>
<td>- None</td>
</tr>
<tr>
<td>- Invalid Menu Item Action</td>
<td>Determines how the SCORM player handles menu item option selections which are invalid.</td>
</tr>
</tbody>
</table>
Launch Behavior

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

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

**New Window Options**
These settings determine the dimensions of either the content player when launched in a new window. These settings have no effect unless a new window option has been selected as **SCO Launch Type** or **Player Launch Type**.

• **User Value Defaults**: Launch the new window using the client browser’s default dimensions.
• **Full Screen**: Launch the new window in full screen mode. If this option is selected, you must provide some means for the student to exit the content, such as an exit or close button or link.
• **Specify New Window Dimensions**: Set the new window dimensions explicitly.
  ◦ **Width for content**: The width of new windows in pixels.
  ◦ **Height for content**: The height of new windows in pixels.
• **REQUIRED: Above dimensions are required for the course to function properly**: If selected and the client browser cannot support the specified dimensions, a warning message is displayed to the student.

**Prevent Window Resize**
Determines whether to prevent the content player windows from being resized by the student.

**Rudimentary Sequencing**

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

Several factors are key in determining what action to take:

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

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

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

### Rudimentary Rollup

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

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

<table>
<thead>
<tr>
<th>Option</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score Rollup Mode</td>
<td>Determines the way in which the SCORM player will collect individual SCO scores, analyze them and report an overall calculated score. Possible values are:</td>
</tr>
<tr>
<td></td>
<td>• <strong>Score Provided by Course</strong>: Useful mainly for Content Packages consisting of a single SCO, this setting simply reports the score provided by the first SCO.</td>
</tr>
<tr>
<td></td>
<td>• <strong>Average Score of All Units</strong>: Adds up all the scores provided, and divides that number by the total number of SCOs in the course, regardless how many have reported a score.</td>
</tr>
<tr>
<td></td>
<td>• <strong>Fixed Average</strong>: Adds up all the scores provided and divides by the number specified in Number of Scoring Objects.</td>
</tr>
<tr>
<td>Option</td>
<td>Function</td>
</tr>
<tr>
<td>--------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>• <strong>Average Score of All Units with Non-Zero Scores</strong>: Adds up all the scores and divides that number by the total number of SCOs reporting a score.</td>
</tr>
<tr>
<td></td>
<td>• <strong>Last SCO Score</strong>: Simply reports the last SCO score.</td>
</tr>
<tr>
<td></td>
<td><strong>Number of Scoring Objects</strong>: Indicates how many SCOs should be reporting a score. This value is only relevant if <strong>Score Rollup Mode</strong> is set to <strong>Fixed Average</strong>.</td>
</tr>
<tr>
<td><strong>Status Rollup Mode</strong></td>
<td>Determines how overall completion status is determined. Possible values are:</td>
</tr>
<tr>
<td></td>
<td>• <strong>Status Provided by Course</strong>: Useful mainly for Content Packages consisting of a single SCO, this setting simply reports the completion status provided by the first SCO.</td>
</tr>
<tr>
<td></td>
<td>• <strong>Complete When All Units Complete</strong>: The course is considered complete when all the SCOs in the Content Package are complete, regardless whether the result is failed, completed, or passed.</td>
</tr>
<tr>
<td></td>
<td>• <strong>Complete When All Units are Complete and Not Failed</strong>: The course is considered complete when all the SCOs in the Content Package are complete, with a status of either completed or passed.</td>
</tr>
<tr>
<td></td>
<td>• <strong>Complete When Threshold Score is Met</strong>: The course is considered complete with its score (as determined by the <strong>Score Rollup Mode</strong>) meets or exceeds the threshold set in <strong>Threshold Score for Completion</strong>. In this instance, not all SCO units need to have been completed.</td>
</tr>
<tr>
<td></td>
<td>• <strong>Complete When All Units are Complete and Threshold Score is Met</strong>: The course is considered complete when all the SCOs in the Content Package are complete and the score (as determined by the <strong>Score Rollup Mode</strong>) meets or exceeds the threshold set in <strong>Threshold Score for Completion</strong>.</td>
</tr>
</tbody>
</table>
| | • **Complete When All Units are Passed**: The course is considered complete when all of the
Option | Function
---|---
| **SCOs in the Content Package are complete and passed.**

**Threshold Score for Completion: 0.0-1.0:**
Determines the threshold for course completion, and is applicable only if the **Status Rollup Mode** has been set to **Complete When Threshold Score is Met** or **Complete When All Units are Complete and Threshold Score is Met**. The value is a decimal number between 0.0 and 1.0. (For an equivalent percentage value, multiply by 100; for example, if set to 0.8, this means the required threshold score is 80%).

**Apply Rollup Status to Success Status**
Selecting this option causes the **Status Rollup Mode** to be applied to the success status, instead of just the completion status.

**First SCO is Pretest**
Enabling this option indicates that if the first SCO in a lesson sequence achieves a status of passed, the rest of the SCOs in the SCORM Content Package will be marked complete. This makes it possible for you to design a set of courses that allow students to bypass topics for which they are able to demonstrate mastery.

**Compatibility Settings**

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

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

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

Option | Function
---|---
| **Finish Causes Immediate Commit**

This setting is provided to deal with single SCO courses where there is difficulty in capturing exit status. You may want to try enabling this option if a single SCO course is failing to record completions accurately.
<table>
<thead>
<tr>
<th>Option</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wrap SCO Window with API</td>
<td>When an SCO is launched in a new window, some non-standard or poorly coded content may not be able to find and communicate properly with the SCORM Engine. Enabling this setting puts a kind of wrapper—an API, or application program interface—around the player, and this API automatically knows how to talk to the SCORM Engine.</td>
</tr>
<tr>
<td>Always Flow to First SCO</td>
<td>If enabled, the SCORM player always loads the first course in a SCO, regardless whether the sequencing rules dictate this behavior.</td>
</tr>
<tr>
<td>Mastery Score Overrides Lesson Status</td>
<td>When enabled, if the mastery score indicates the SCO is complete or not complete, this overrides whatever the actual lesson status may be.</td>
</tr>
<tr>
<td>Allow Complete Lesson Status To Change</td>
<td>Applicable to SCORM 1.2, this setting determines whether a lesson marked as complete can be changed at a later date to something other than complete.</td>
</tr>
<tr>
<td>Rollup Empty Set to Unknown</td>
<td>For SCORM 2004 courses, this setting determines the rollup status when there are no activities providing information to set the status. If selected, both course completion and satisfaction status are set to unknown.</td>
</tr>
<tr>
<td>Disable Root Activity</td>
<td>Prevents a student from creating a new attempt by forcing the course navigation tree and any other links which could restart the course or an SCO within it to be disabled and not to respond to clicks.</td>
</tr>
<tr>
<td>Rollup at SCO Unload</td>
<td>Forces score rollup when the SCO unloads, to handle those SCOs which fail to explicitly call for a rollup to be performed.</td>
</tr>
<tr>
<td>Override Objective and Completion Set by Content to True</td>
<td>The default for SCORM 2004 and the default for the SCORM 1.2 player can sometimes lead to an SCO being marked as completed and satisfied if the SCO fails to report the correct runtime status data. This setting overrides the default behavior for courses that do not set the appropriate default sequencing rules.</td>
</tr>
<tr>
<td>Make Student Preferences Global to Course</td>
<td>Causes any student preferences set in a given SCO to apply to all SCOs in a given SCORM Content Package course.</td>
</tr>
<tr>
<td>Launch Completed Registrations as No-Credit</td>
<td>Determines whether completed course registrations are launched subsequently as normal or as no-credit.</td>
</tr>
<tr>
<td>Completion Status of Failed Success Status</td>
<td>Set an override value for the completion status of an SCO that a student has failed:</td>
</tr>
<tr>
<td></td>
<td>• Completed</td>
</tr>
<tr>
<td></td>
<td>• Incomplete</td>
</tr>
<tr>
<td>Option</td>
<td>Function</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Lookahead Sequencer Mode</td>
<td>Lookahead processing enables the SCORM Engine to dynamically update the course navigation structure that is visible and available depending on the state of the current SCO. By default, this setting should be enabled. For very large courses, this may cause noticeable slowing in web browsers and if deemed unacceptable, you can set this to disabled. Available settings are:</td>
</tr>
<tr>
<td></td>
<td>• Disabled: Disable the SCORM lookahead sequencer</td>
</tr>
<tr>
<td></td>
<td>• Enabled: Enable the SCORM lookahead sequencer (default)</td>
</tr>
<tr>
<td></td>
<td>• Real-time: Enable the SCORM real-time lookahead sequencer, which runs after certain runtime values change, immediately updating the visible course navigation structure</td>
</tr>
<tr>
<td>Reset Runtime Data Timing</td>
<td>Determines when the SCORM player will reset the CMI (computer managed instruction) data timing. The choices are:</td>
</tr>
<tr>
<td></td>
<td>• Never: The SCORM player will never reset runtime status</td>
</tr>
<tr>
<td></td>
<td>• When Exit is Not Suspend: The SCORM player only preserves runtime data when the exit status is not Suspend</td>
</tr>
<tr>
<td></td>
<td>• On Each New Sequencing Attempt: The SCORM player will reset the runtime data every time the system rules dictate that a new attempt should begin</td>
</tr>
<tr>
<td>Return to LMS Action</td>
<td>Because the SCORM 2004 4th Edition requires learning content to provide an interface allowing students to choose an exit type when leaving a course, the SCORM player can display a prompt when the student clicks Exit Course. Since it is possible to turn this prompt on and off, this option allows you to select the action to take automatically when the prompt is off. The setting determines whether the course suspends and saves the current state or ends the course entirely upon exit. The available choices are:</td>
</tr>
</tbody>
</table>
### Communication Settings

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

<table>
<thead>
<tr>
<th>Option</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Maximum Failed Attempts</strong></td>
<td>Sets the maximum number of attempts to attempt a runtime data update to the server before declaring failure. If this number is exceeded, an error message is displayed.</td>
</tr>
<tr>
<td><strong>Commit Frequency</strong></td>
<td>Determines how often, in milliseconds, the runtime data is updated to the server.</td>
</tr>
</tbody>
</table>

**Note:** Some events, such as completing a course, force an update.

### Debugger Options

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

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

<table>
<thead>
<tr>
<th>Option</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Debugger Options</strong></td>
<td>Determines the level of logging to be performed within each of the associated SCORM subsystems: <strong>Control</strong> (overall system functions), <strong>Runtime</strong> (the launching and operation of SCOs), or <strong>Sequencing</strong> (what happens outside of and between SCOs)</td>
</tr>
<tr>
<td></td>
<td>- <strong>Off</strong>: No debug log messages are recorded.</td>
</tr>
<tr>
<td></td>
<td>- <strong>Audit</strong>: Basic debug log messages are recorded.</td>
</tr>
<tr>
<td></td>
<td>- <strong>Detailed</strong>: Audit-level log messages are recorded, along with additional detail messages.</td>
</tr>
<tr>
<td><strong>Include Timestamps</strong></td>
<td>Determines whether timestamps will be recorded with the events in the debugger log files.</td>
</tr>
</tbody>
</table>

### History Options

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

<table>
<thead>
<tr>
<th>Option</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Capture History</strong></td>
<td>Determines whether the Content Package should send back information about each attempt.</td>
</tr>
<tr>
<td><strong>Capture Detailed History</strong></td>
<td>Determines whether the Content Package should send back detailed information about each attempt.</td>
</tr>
</tbody>
</table>

### Other Behavioral Options

<table>
<thead>
<tr>
<th>Option</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time Limit</strong></td>
<td>The total time, in minutes, the student is permitted to spend in the Content Package. If the time specified expires, the student will be automatically exited, with scores and status calculated from the current state of completion. If this value is set to zero (0), there is no time limit.</td>
</tr>
</tbody>
</table>
How to Add a Content Package to Use the Open Standards Content Player

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

1. Access a content area or folder.
2. On the action bar, point to Build Content and click Content Package (SCORM), Content Package (IMS), or Content Package (NLN).
3. On the Add Content Package page, type a Title.
4. Attach a file that conforms to the SCORM, IMS, or NLN standards. Click Browse My Computer to upload a file from your computer. You can also upload a file from the course's storage repository:
   - OR -
   - If Course Files is the course's storage repository, click Browse Course.
   - If your institution licenses content management, click Browse Content Collection.
5. Optionally, type a Description.
6. Select the Interaction Option. Choice enables the viewer can use a left navigation menu to select content to view. Flow hides the left navigation menu and the viewer must use the Next and Previous buttons to view content sequentially.
7. For Grade Center options:
   a. Click Yes for Add Grade Center Item to add a Grade Center column. The column name will be the name of the package. You can edit and manage this from the Grade Center.
   b. Click Yes to Track Attempt Details to collect user interaction with the content, such as total viewing time and question responses. You view the details from the Grade Center.
   c. If Yes is selected for First Attempt Only, attempt details will only display for the first time the user accesses the content. If the user does not go through the whole package, subsequent attempts will not be tracked. Leaving this value as No will always show the last attempt data. This setting is for tracking data only. It does not restrict how often the content is viewed by the user.
8. Set the Content Options:
   a. Click Yes to Make Content Visible.
   b. Click Yes to Track Number of Views.
   c. Select the Display After and Display Until check boxes to enable the date and time selections. Display restrictions do not affect content package availability, only when it appears.
9. Click Submit.
Create Assessments in a Course Area

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

Point to Assessment in the course area's action bar to select the type of assessment.

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

About Assessment Types

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

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test</td>
<td>You can create tests to assess student knowledge. Numerous question types are available, including Multiple Choice, True/False, Matching, Calculated, and Essay. You assign point values as you create them. The majority of questions are auto-graded. After students submit their answers for grading, the results are recorded in the Grade Center. Students can find out their scores immediately after completion if all questions are auto-graded, and you release this information.</td>
</tr>
<tr>
<td>Assessment Type</td>
<td>Description</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>To learn more, see <strong>Tests, Surveys, and Pools.</strong></td>
</tr>
<tr>
<td>Survey</td>
<td>Surveys are ungraded tests. You can use surveys to poll student opinion and conduct class evaluations. Survey results are anonymous, but you can see whether a student has completed a survey and view aggregate results for each survey question. Survey creation and deployment is almost identical to test creation, except for:</td>
</tr>
<tr>
<td></td>
<td>• Survey creation settings do not include options for assigning scoring defaults because survey questions are not graded.</td>
</tr>
<tr>
<td></td>
<td>• When you add questions, you do not specify which answers are correct.</td>
</tr>
<tr>
<td></td>
<td>• You cannot add random blocks of questions to surveys.</td>
</tr>
<tr>
<td></td>
<td>To learn more, see <strong>Tests, Surveys, and Pools.</strong></td>
</tr>
<tr>
<td>Assignment</td>
<td>You can use assignments to present a variety of learning activities to students. Students can submit assignments as:</td>
</tr>
<tr>
<td></td>
<td>• Text students include on the <strong>Upload Assignment</strong> page.</td>
</tr>
<tr>
<td></td>
<td>• Attached files.</td>
</tr>
<tr>
<td></td>
<td>• A combination of both text and attached files.</td>
</tr>
<tr>
<td></td>
<td>To learn more, see <strong>Assignments.</strong></td>
</tr>
<tr>
<td>Self and Peer Assessment</td>
<td>The Self and Peer Assessment Building Block is designed to enhance the reflective learning skills of students. Students receive constructive feedback from their peers as well as provide it.</td>
</tr>
<tr>
<td></td>
<td>To learn more, see <strong>Self and Peer Assessment.</strong></td>
</tr>
<tr>
<td>Safe Assignment</td>
<td>The SafeAssign Building Block enables comparison of submitted assignments against a database of academic papers to identify areas of overlap between the submitted assignment and existing works. Use SafeAssign to prevent plagiarism and to create opportunities to help students properly cite sources. SafeAssign is effective as both a deterrent to plagiarism and an educational tool.</td>
</tr>
</tbody>
</table>

[https://help.blackboard.com/en-us/Learn/9.1_2014_04/Instructor/090_Course_Content/010_Create_Content/030_Create_Assessments_in_a_Course_Area](https://help.blackboard.com/en-us/Learn/9.1_2014_04/Instructor/090_Course_Content/010_Create_Content/030_Create_Assessments_in_a_Course_Area)
<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>You create and grade SafeAssignments and regular assignments in similar ways. However, they are completely separate tools. You cannot change an existing assignment into a SafeAssignment. To learn more, see <a href="https://help.blackboard.com/en-us/Learn/9.1_2014_04/Instructor/090_Course_Content/010_Create_Assessments">Use SafeAssign in Assignments</a>.</td>
</tr>
</tbody>
</table>
Link to Tools in a Course Area

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

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

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

Watch a Tutorial

Double-click the video to enlarge the viewing area.
Methods for Adding Tools in Your Course

Deciding where to put tools depends on the situation.

**Method 1:** Access individual tools from the course menu. This method provides quick access to frequently used tools. Make the **Tools** link on the course menu unavailable so students cannot access other unneeded tools. To learn more, see [Course Menu](https://help.blackboard.com/en-us/Learn/9.1_2014_04/Instructor/090_Course_Content/010_Create_Content/040_Link_to_Tools_in_a_Course_Area).

**Method 2:** Access individual tools from a course area. With this method, you can provide tools near related content. For example, if students are required to read an item in a content area and then respond on the discussion board, add a tool link in the content area for easy discussion board participation. To learn more, see [How to Add a Tool Link in a Course Area](https://help.blackboard.com/en-us/Learn/9.1_2014_04/Instructor/090_Course_Content/010_Create_Content/040_Link_to_Tools_in_a_Course_Area).

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

About Tool Types

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

<table>
<thead>
<tr>
<th>Tool Type</th>
<th>Description</th>
<th>To learn more, see</th>
<th>URL</th>
</tr>
</thead>
</table>
| Discussion Board | The discussion board is an asynchronous tool for sharing thoughts and ideas about class materials. The discussion board is made up of forums that may appear anywhere in your course, but are also all centrally located in the discussion board tool.  
To learn more, see [Discussion Board](https://help.blackboard.com/en-us/Learn/9.1_2014_04/Instructor/090_Course_Content/010_Create_Content/040_Link_to_Tools_in_a_Course_Area). | [Discussion Board](https://help.blackboard.com/en-us/Learn/9.1_2014_04/Instructor/090_Course_Content/010_Create_Content/040_Link_to_Tools_in_a_Course_Area) | ![help.blackboard.com](https://help.blackboard.com/en-us/Learn/9.1_2014_04/Instructor/090_Course_Content/010_Create_Content/040_Link_to_Tools_in_a_Course_Area) |
| Blog | A blog is a personal online journal that is frequently updated and intended for public viewing. Each blog entry can include any combination of text, images, links, multimedia, mashups, and attachments.  
To learn more, see [Blogs](https://help.blackboard.com/en-us/Learn/9.1_2014_04/Instructor/090_Course_Content/010_Create_Content/040_Link_to_Tools_in_a_Course_Area). | [Blogs](https://help.blackboard.com/en-us/Learn/9.1_2014_04/Instructor/090_Course_Content/010_Create_Content/040_Link_to_Tools_in_a_Course_Area) | ![help.blackboard.com](https://help.blackboard.com/en-us/Learn/9.1_2014_04/Instructor/090_Course_Content/010_Create_Content/040_Link_to_Tools_in_a_Course_Area) |
| Journal | Journals provide a personal space for students to communicate privately with you, the instructor. Students can also use journals as a self-reflective tool to post their opinions, ideas, and concerns about the course, or discuss and analyze course materials.  
To learn more, see [Journals](https://help.blackboard.com/en-us/Learn/9.1_2014_04/Instructor/090_Course_Content/010_Create_Content/040_Link_to_Tools_in_a_Course_Area). | [Journals](https://help.blackboard.com/en-us/Learn/9.1_2014_04/Instructor/090_Course_Content/010_Create_Content/040_Link_to_Tools_in_a_Course_Area) | ![help.blackboard.com](https://help.blackboard.com/en-us/Learn/9.1_2014_04/Instructor/090_Course_Content/010_Create_Content/040_Link_to_Tools_in_a_Course_Area) |
<table>
<thead>
<tr>
<th>Tool Type</th>
<th>Description</th>
<th>To learn more, see</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wikis</td>
<td>A wiki is a collaborative tool that enables multiple writers to collaboratively contribute and modify one or more pages of content. Users can create and edit pages quickly, while tracking changes and additions.</td>
<td>Wikis</td>
</tr>
<tr>
<td>Groups</td>
<td>You can link to the group tool to access all groups -OR- link to a specific group page.</td>
<td>Course Groups</td>
</tr>
<tr>
<td>Chat</td>
<td>Chat allows users to interact with each other using a text-based messaging tool in real time.</td>
<td>Chat</td>
</tr>
<tr>
<td>Virtual Classroom</td>
<td>The virtual classroom includes a shared whiteboard, chat, group browser, and a map for navigating to areas in your course.</td>
<td>Virtual Classroom</td>
</tr>
<tr>
<td>Tools Area</td>
<td>The Tools Area provides a list all tools that are available to students.</td>
<td></td>
</tr>
<tr>
<td>More Tools</td>
<td>Click More Tools to expand the drop-down list to include additional tools. Click it again to hide the additional tools.</td>
<td></td>
</tr>
</tbody>
</table>

### How to Add a Tool Link in a Course Area

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

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

1. Change **Edit Mode** to **ON** and access a content area or folder.
2. On the action bar, point to **Tools** to access the drop-down list to create a link to a tool or the entire tools area. You can show or hide additional tools by clicking **More Tools**.
3. In this example, click **Blogs**. The following steps refer to creating a blog link. The steps are similar for other tools.

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

5. Click **Next**.

6. On the *Create Link* page, type a **Link Name**.

7. Optionally, type a description in the box.

8. Select the **Options**:
   - a. Click **Yes** for **Available** to make the link visible to users.
   - b. Click **Yes** to **Track Number of Views**.
   - c. Select the **Display After** and **Display Until** check boxes to enable the date and time selections.
      Display restrictions do not affect item availability, only when it appears.

9. Click **Submit**.
Edit and Manage Course Areas and Content

After you build course areas, such as content areas, learning modules, lesson plans, and folders, you create content within them. You edit and manage all of the items and course areas, except content areas, in the same way.

When you access an item's contextual menu, you can change settings, modify availability, create metadata, and turn on options such as review status, adaptive release, and statistics tracking. You can also copy, move, and delete content. You can drag content to new positions in the page and hide content details to save screen space.

1. Access an item's contextual menu for a list of options. You can change settings, modify availability, create metadata, and turn on options such as review status, adaptive release, and statistics tracking. You can also copy, move, and delete content. If the option does not appear, it is not available for that content type.

2. Use the drag-and-drop function to reorder links in the course area.

3. Alternatively, use the keyboard accessible reordering tool on the action bar to reorder the links.

4. Click **Hide Details** to collapse the description and save screen space. Click it again to expand the description. In a course area with several items and descriptions, you have to scroll to see the entire page. A collapsed description remains collapsed even after logging out and logging in again.

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

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

Drag-and-Drop Function

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

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

Keyboard Accessible Reordering

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

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

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

1. Change Edit Mode to ON and access an item's contextual menu.

2. Click Edit.

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

4. Click Submit.

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

How to Make Content Unavailable

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

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

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

1. Change Edit Mode to ON and access an item's contextual menu.

2. Click Edit and change the setting for Permit Users to View this Content to No to make the item unavailable. Alternatively, Select Date and Time Restrictions to set items to display on a specific date and time and to stop displaying on a specific date and time.

-OR-

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

3. Click Submit.

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

How to Copy and Move Course Areas

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

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

- Moving a course area removes it from its original location in your course.

**Note:** You use a different method to copy content areas. To learn more, see Copy Courses.

1. Change Edit Mode to ON and access an item's contextual menu.

2. Click Copy or Move.

3. On the Copy page or Move page, select the Destination Course from the drop-down list. The default setting is the current course. Only courses where you have a role permitting content copying appear in the list.

4. Click Browse to select the Destination Folder. For copying only, click Yes or No for Create links for items which cannot be copied.

   - If a course area contains items that you cannot copy, such as a test, survey, or assignment, a link is created to it instead. After the copy action is complete, a message appears: "Some items copied. The following items were created as links." The specific items are listed.

   - If a course area contains items that you cannot move to another course, such as a test, a message appears: "The move operation has completed but the following items could not be successfully moved." The specific items are listed.
5. Click **Submit**.

### How to Copy and Move Content Items

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

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

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

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

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

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

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

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

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

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

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

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

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

About Metadata

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

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

**Note:** Your institution controls whether this tool is available.

You can add four types of metadata to an item:

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

How to Create Metadata for an Item

1. Change **Edit Mode** to **ON** and access an item's contextual menu.
2. Click **Metadata**.
3. On the **Course Item Metadata** page, type a **New Catalog Entry**:
   - Type a **Source:** The name of the catalog or source of the content.
How to Enable Statistics Tracking and View Statistics Reports

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

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

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

1. Change Edit Mode to ON and access an item's contextual menu.
2. Click Statistics Tracking.
3. Click On to enable statistics tracking for the item.
4. Click Submit. In the course area, Enabled: Statistics Tracking appears following the item name.
Watch a Tutorial

Double-click the video to enlarge the viewing area.

Statistics Reports

The report displays three sections of data:

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

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

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

7. Click **Submit** to run the report.

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

### How to Enable Review Status

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

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

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

**Note:** Your institution controls whether this tool is available.

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

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

How to Check User Progress

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

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

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

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

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

**How to Check User Progress From the Performance Dashboard**

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

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

**Updated: 21 May 2016**