Blackboard Help

- Best Practice: Interactive Tools in Action
- Discussions
- About Forums and Threads
- Set Up Discussions
- Create Forums
- Create Threads
- Best Practice: Effective Discussion Questions
- Manage Discussions
- Moderate Discussions
- Reply to Discussion Posts
- Search and Collect Discussions
- Grade Discussions
- View Discussion Statistics
- Group Discussions
- Blogs
- Create a Blog
- Edit and Manage Blogs
- Grade Blogs
- Journals
- Best Practice: Benefits of Reflective Learning
- Create a Journal
- Edit and Manage Journals
- Grade Journals
- Wikis
- Best Practice: Wikis in Action
- Create Wiki Topics
- Create Wiki Pages
- Edit and Manage Wikis

Reviewed March 2017
• Grade Wikis
Best Practice: Interactive Tools in Action

To build a successful online community, students need the tools to interact and have conversations. Through conversation, we learn about each other, ourselves, the topic, how to get along, and make group decisions. Though time and geography limit some of our conversations, the power of the connection using varied conversation technologies build community.

Students report that their satisfaction with online courses relates to instructor presence, and the collaboration and sense of community they experience. In a successful online learning community, students support one another and help each other accomplish what they might not have on their own. When the students interact and direct their efforts toward a common goal, collaboration exists.

Blackboard Learn offers four communication tools for self-reflection, collaboration, and communication. The discussion board, blogs, journals, and wikis tools allow you to provide rich assignments and evaluate students in authentic ways where students can share and create knowledge.

Each of the four interactive tools can serve distinct purposes. You can use one or all of them in your course, and they can work well in combination. Select the tools that meet your course goals and allow students to interact in the most efficient ways.

Suggested Uses

In the following table, find suggested uses for the tools to help you decide how they could play a role in your course. As you progress through the list of tools, the level of interaction required from your students increases.

<table>
<thead>
<tr>
<th><strong>Journals</strong></th>
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</thead>
<tbody>
<tr>
<td>Students can express their thoughts, questions, and concerns to you privately.</td>
</tr>
</tbody>
</table>

*Examples:*
• Ask students to record observations.
• Question the content.
• Identify areas for help.
• Develop a plan for improvement.
• Set goals.
• Evaluate their educational journeys.
• Submit prewriting for a graded assignment for guidance and feedback.

**Discussions**

Students can express their ideas, gathering feedback and help with refining their opinions and plans.

*Examples:*
• Post ideas for projects and papers, and ask classmates to weigh in.
• Share initial thoughts about a topic before it is discussed in-depth in individual blogs.
• Brainstorm ideas for a wiki project.
• Express opinions to help divide students into work groups.

**Blogs**

Students can interpret what they learned, showcase their grasp of the material, and present information to their classmates.

Students often incorporate rich media into their posts to entice and inform others.

*Examples:*
• Interpret a case study.
• Submit the final draft of a written, graded assignment.
• Analyze a topic, adding information over several weeks or the entire term.
• Deliver arguments and supporting evidence.
• Provide commentary on a subject.
Wikis

Students can create course content together. Divide students into pairs or groups, or generate work as a class unit. Because each course member is a trusted source of information, everyone may edit and organize the content.

Examples:

- Class summaries and outlines.
- Course glossary.
- Resources repository. Ask students to post links to pictures, articles, and media files that relate to the lesson and explain why they were chosen.
- Lab experiments.
- Group project presentations.
- Research notebooks.
- Connecting student writing to form a book, student solutions for scenarios and case studies.
- Final test reviews.

Tools in Combination

Blackboard's interactive tools provide the opportunity for you to build rich assignments and offer another means for evaluating students. With these essential tools, you can provide students with constructive comments, guidance, and assessment. You can also use the tools in combination to meet your goals.

Discussions + Wikis

On the discussion board, students post their ideas for a course wiki assignment. As students present their ideas and posts develop, they narrow the topic and divide the work before they transition to the wiki. In the course wiki, students provide text, images, and rich media to support the course content and the topic they chose in the discussion board.

Journals + Blogs

Assign a graded blog requiring students to fully explore a topic, adding entries as the term progresses. However, the topic planning begins in the journals tool where you offer guidance and support. Help students clarify the main points and ask for writing samples before they post their ideas for the entire class to read and comment on.
Discussions + Blogs

Ask students to post an internet source on the discussion board that expands on the most recent lecture. Next, in their blogs, students can select a source and synthesize that information with the course material, extending their understanding beyond the classroom. Ask all students to provide comments for at least two classmates’ entries that include potential test questions.
Discussions

Online discussions provide some unique benefits. Because students can take time to ponder before posting ideas, you may see more thoughtful conversations play out. You can observe as students demonstrate their grasp of the material and correct misconceptions. You can extend your office hours by reaching students more often during the week so learning is continuous.

Building a sense of community among students is crucial for a successful online experience. With the discussion board tool, course members can replicate the robust discussions that take place in the traditional classroom.

Discussions can serve a range of purposes:

• An online meeting place for social interaction among peers.
• An additional medium for collaboration and the exchange of ideas.
• A medium to pose questions about homework assignments, readings, and course content.
• A way to demonstrate the understanding or application of course material.
• A record of discussion that members can review at a later point.
• A graded activity that demonstrates understanding or application of course material.

Flexible and Reflective Communication

After you determine what you need, you can create asynchronous interactions occurring over extended periods of time. This allows for more flexibility, as well as reflective communication.

Asynchronous communication offers convenience and flexibility to all participants, including the following benefits:

• Locations and time zones do not affect participation.
• Participants can carefully consider and reflect on the initial message before responding. Hopefully, more thoughtful conversations can occur.
• You can accommodate different learning styles. For example, students who are shy about speaking in class may feel more comfortable responding to discussion threads.
For smaller course groups, you can also offer the group discussion board tool, available only to the members of the group.

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

In this section...

- About Forums and Threads
- Set Up Discussions
- Create Forums
- Create Threads
- Manage Discussions
- Moderate Discussions
- Reply to Discussion Posts
- Search and Collect Discussions
- Grade Discussions
- View Discussion Statistics
- Group Discussions
About Forums and Threads

Just as it is critical to plan and structure your course content, you need to provide structure for online discussions.

The main discussion board page displays a list of forums. A **forum** is an area where participants discuss a topic or a group of related topics. Within each forum, participants can create multiple threads. A **thread** includes the initial post and all replies to it.

Discussions appear sequentially so all course members can follow the conversation.
The discussion board is commonly accessed from the course menu, although you can provide a link to it in another course area, such as in a content area.

The Discussion Board page contains a list of all the forums you have created. You must first create one or more forums before users can start message threads.

On the action bar, create forums and search for discussion board content. By default, the search field appears collapsed to save screen space.

1. To sort a column, click the column heading. For example, if you sort the Forum column, the items appear in alphabetical or reverse alphabetical order.

2. To view the posts, click the forum title. Forum titles in bold contain unread posts.
3. For each forum, view the total number of posts, the number of unread posts, and the number of users who have participated in the forum. For one-click access to the forum's unread messages, click the link in the Unread Posts column.

### About a Discussion Forum

When you access a forum, a list of threads appears.

![Forum Interface](image)

1. When possible, use the orientation bar to navigate to a previous page. Do not use the browser navigation controls because page load errors may occur.

2. Use the action bar functions to create threads, grade forum contributions, collect threads, and search content.

3. Select multiple threads' check boxes or select the check box in the header row to select all threads for an action, such as deleting.

4. Click a thread title to read the posts. Titles in bold contain unread posts.

5. View a forum with threads appearing in a list -OR- in a tree view with all posts listed following each thread title.

### About a Discussion Thread

When you view the thread page, all posts and the thread description appear on one page. Thread descriptions are often used as prompts for discussion, so they are now visible where users are posting. Large images of course members help you easily identify authors.

To help make replying easy, the content editor appears immediately below the message you are replying to. You can refer to any post on the page.
1. Use **Expand All** and **Collapse All** to manage the visibility of posts on the page.

2. Move your mouse pointer anywhere on the page and action bar functions appear at the top, such as **Search** and **Refresh**.

3. Click the number of unread posts to view a page containing only the unread posts in a thread.

4. When viewing threads, a badge appears next to a forum manager or moderator's name. Point to the badge to see the user's course role and forum role. If your institution has custom roles, they are displayed. Role highlighting is available only in the discussion board.

5. View dates for posts, which appear as relative dates, such as "7 days ago." When you point to the relative date, you can view the absolute date of creation or editing, and the number of views.

6. Mark posts as read as you scroll down the page, after a slight delay. Blue icon = **unread**. White icon = **read**. Only expanded posts that you view onscreen are marked as read. Posts are not automatically marked read by quickly scrolling down the page. Click the icon to manually change the status of a message. You can also flag posts you want to review again later or indicate as important.

7. Point to a post to see **Reply**, **Quote**, **Expand/Collapse**, and other available functions. Click **Collapse** to fold up a post. This increases the vertical screen space available for viewing posts.

8. If you enabled the rate posts feature in a forum's settings, view the **Overall Rating** for the average rating for a post. When you point to the rating area, it changes to show **Your Rating**.
Set Up Discussions

The most common form of interaction in an online course is through the discussion board using forums established by an instructor. Participation and interaction in the discussion board does not occur naturally. You must intentionally design it into your courses. To encourage engaging, quality discussion, craft discussion questions carefully and create inquiry.

If you want to encourage participation, consider allowing students to post anonymously. Also, allow students to create new threads. This flexibility may encourage members to post their ideas and questions. You can also provide incentive by grading the discussion or adding exam questions based on discussion content.

Develop Successful Online Discussions

You can help your students feel comfortable and provide them with guidelines as they begin to use the discussion board.

The following list describes four steps for developing successful online discussions to help build community and fulfill assignments.

1. **Define participation requirements**
   - Share your expectations. Create a forum where students can read about etiquette and access grading information.
   - Model proper online interaction and reinforce appropriate behavior with public recognition.

2. **Craft an effective question**
   - Incorporate multimedia resources into your questions to reduce the monotony of purely text-based interactions. With the popularity of services like YouTube™, you can ask students to view a clip and ask for responses.
   - Use the mashups feature to include images, videos, and slide presentations to your questions. Students can also add mashups to their replies.

3. **Encourage new ideas**
   - If discussion posts contain too much agreement and not enough questioning of ideas, try assigning students with the last names A–M to support one side and N–Z to support the other.

4. **Moderate**
Establish your presence by asking for clarification, resources, or input from silent participants.

Suggestions for Forum Settings

Forum settings allow you to use the discussion board in different ways. For example, to fully control a forum, you create all threads, moderate, and grade the posts. For a student-led discussion, allow students to create new threads and posts anonymously.

The following table includes some of the ways you can control the behavior of forums in a discussion board.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Forum Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promote originality and a variety of ideas</td>
<td>You can create &quot;post first&quot; forums where you ask students to respond before they can read and reply to their classmates' posts.</td>
</tr>
<tr>
<td>Create effective social forums</td>
<td>Allow students to post anonymously and without worrying about receiving a grade. Allowing students to post anonymously is important at the beginning of a course when they are still becoming comfortable with discussions.</td>
</tr>
<tr>
<td>Monitor quality and behavior</td>
<td>Assign a moderator to review each post before making it public.</td>
</tr>
<tr>
<td>Allow students to control the discussion</td>
<td>Allow students to edit, delete, and rate posts. Also, you can allow students to create new threads and direct the discussion.</td>
</tr>
<tr>
<td>Have a tightly controlled forum and use it to evaluate student performance</td>
<td>Select the grading and moderating options. To be sure students focus on the existing threads, do not allow the creation of new threads.</td>
</tr>
<tr>
<td>Allow authors to edit their published posts</td>
<td>Consider locking the thread after grading. Users cannot change locked posts.</td>
</tr>
</tbody>
</table>

You cannot select some settings in combination. For example, if you are grading forums or threads, anonymous posts are not allowed. Also, if you enable thread grading, members cannot create new threads.

Access the Discussion Board

You can allow users to access the discussion board in several ways. You can add a customized link to the course menu and to a course area. When you provide a link to the discussion board in a course area, students can access the tool alongside other course content.

As an instructor, on the Control Panel, expand the Course Tools section and click Discussion Board. From this link, access the course discussion board and the group discussion boards for the groups in your course.
How to Add a Discussion Link on the Course Menu

You can include a link on the course menu for one-click access to the discussions tool. You can also customize the name of the link.

1. Point to the plus sign above the course menu. The Add Menu Item drop-down list appears.
2. Click Tool Link.
3. Type a Name for the link.
4. From the Type drop-down list, click Discussion Board.
5. Select the Available to Users check box.
6. Click Submit.

The new tool link appears last in the course menu list. Press and drag the arrows icon to move the link into a new position. Access the link's contextual menu to rename, delete, or hide the link from students.
How to Add a Discussion Link in a Course Area

You can incorporate the discussion board into course areas, allowing students to access the tool alongside content.

In a content area, you can add a forum link following lecture notes to gather questions on the material presented or after an assignment to gather students' perceptions on how they did. You can add adaptive release rules or date availability restrictions to limit students' access. This allows them to access content in a specified order, such as reading a PDF before adding posts to the discussion board.

1. Access the content area or folder where you want to link to the discussion board or forum.

2. On the action bar, point to **Tools** and click **Discussion Board**.

3. On the **Create Link: Discussion Board** page, click the **Link to Discussion Board Page** option to link to the discussion board itself.

   -OR-

   Click **Select a Discussion Board Forum** and select a forum from the list.

   -OR-

   Click **Create New Forum** to add a link to a forum you create at this time. You select all forum settings at the time of creation. The newly created forum appears in the list of forums to choose from when adding the link in your course.

4. Click **Next**.

5. On the next **Create Link: Discussion Board** page, type a **Link Name**. The **Link Name** cannot exceed 50 characters. Students click the name to access the discussion board or forum.

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

7. For the **Available** option, click **Yes**.

8. For the **Track Number of Views** option, click **Yes** or **No**. If you enable tracking, the number of times the link is viewed, when it is viewed, and by whom is recorded.

9. Select the **Display After** and **Display Until** check boxes to enable the date and time selections. Display restrictions do not affect the availability of the discussion board or forum content, only when it appears.

10. Click **Submit**. The discussion link appears in the course area.
Learn More

For steps to assign a moderator, see Moderate Discussions.
To learn about adaptive release, see Release Content.
To learn how to rate posts, see Reply to Discussion Posts.
To learn how to lock a thread, see Create Threads.
To learn how to provide a link to the discussion board in a course area, see How to Add a Link to the Discussion Board in a Course Area.
Create Forums

A discussion board forum is an area where participants discuss a topic or a group of related topics. Within each forum, users can create multiple threads. A thread includes the initial post and all replies to it. You can create forums and threads to organize discussions into units or topics relevant to your course.

Forum settings allow you to use the discussion board in different ways. For example, to control a forum, an instructor creates all threads, moderates, and grades the posts. For a student-led discussion, you can allow students to create new threads with the option of posting anonymously. You can also create "post first" forums where you ask students to respond before they can read their classmates' posts.

The Create Forum Page

The forum description you provide appears when users create a thread and when they encounter a thread with the post first setting. Forum descriptions are often used as prompts for discussion and are visible where users are posting.

You can choose between Standard View, the default, and Participants must create a thread to view other threads in this forum, which is the post first setting.

Forum settings are grouped into related areas on the page, making it easier to scan and select options. Settings that are not available based on the current selections are grayed-out or have strike-through text.
For example, when you apply the post first setting, various settings are automatically set and made unavailable for change to maintain the integrity of the post first capability. An author is not allowed to delete his own posts to avoid a student posting something first to see others’ posts, and then editing their post after the fact.

How to Create Forums

1. Access the discussion board and click **Create Forum** on the action bar.
2. On the **Create Forum** page, type a name and optional instructions or a description. On the main discussion board page, the description follows the forum name.
3. In the **Forum Availability** section, click **Yes**.
   
   **Tip:** You can create forums ahead of time and set the availability to **No** until the discussion is ready to start.

4. Select the **Display After** and **Display Until** check boxes to enable the date and time selections. Display restrictions do not affect the forum availability, only when it appears.
5. Select the **Forum Settings** based on your specific needs.
Viewing Threads/Replies Settings

To promote originality, creativity, and a variety of responses, you can choose **Participants must create a thread to view other threads in this forum**, which is the post first setting. Students must respond before they can read their classmates' posts.

In **Standard View**, users can see all previously created threads in the forum.

Grade Settings

You can create a graded forum or thread and a column is created automatically in the Grade Center.

Click **Grade Discussion Forum** and type a point value to evaluate participants on performance throughout a forum.

Click **Grade Threads** to evaluate participants on performance in each thread.

If you are grading posts and want to retain the posts as they were at the time of grading, clear the check box for **Allow Author to Edit Own Published Posts**.

If you enable grading for the forum, select the check box for **Show participants in needs grading status** and select the number of posts from the drop-down list. Applying this setting displays the needs grading icon in the Grade Center and places the posts in the queue on the **Needs Grading** page after users make the specified number of posts. If you select a grading option and do NOT select the check box, the needs grading icon does not appear in the Grade Center and posts do not appear on the **Needs Grading** page.

**Note:** If you choose three posts from the drop-down list and a user submits two, the in progress icon appears in the Grade Center cell and the discussion board until the specified number of posts is met.

Due Date and Rubric Settings

When you enable grading, you can provide a **Due Date**. Due dates are used to organize and assign gradable items to grading periods in the Grade Center. Graded posts made after the due date are marked **LATE** on the **Grade Details** page in the Grade Center and on the **Needs Grading** page.
You can also associate a rubric to use for grading by pointing to Add Rubric.

6. Click Submit.

On the Discussion Board page, the new forum appears at the bottom of the list.

List View and Tree View

After you click a forum title, a page loads displaying all forum threads. View the page in either list view or tree view. This choice remains in effect until you change it. You may change it at any time. Change the view on the forum page, in the upper-right corner.
List View

Click **List View** to present the threads in a table format. Threads containing any unread posts appear in bold type.

1. From the action bar, you can create threads, collect, or delete posts.

   **Note:** Depending on the settings you made when creating the forum, different functions appear on the action bar. For example, if you allowed tagging, a **Tags** function appears. If you enabled email subscription for the forum, a **Subscribe** function appears.

2. To sort a column, click the column heading.

3. Select the check box next to a thread and make a selection from the **Thread Actions** drop-down list. You can select multiple threads or select the check box in the header to select all threads. The actions include:
   - Marking threads read or unread.
   - Setting or clearing flags. Flags mark threads for later attention.
   - Editing the status of the selected threads.
   - Subscribing to or unsubscribing from email alerts for new posts made to selected threads, if enabled.
Tree View

Click **Tree View** to show the thread starter messages and their replies. From the action bar, you can create threads, collect, or delete posts.

Expand and collapse threads with the plus and minus icons next to the titles. If a thread starter message contains unread posts, the thread starter title appears in bold type. On the action bar, use the **Collapse All** and **Expand All** functions to hide or see all posts included in all threads.

Select the check box next to a thread and make a selection from the **Message Actions** drop-down list on the action bar. You can select multiple threads or select the check box in the header to select all threads. Actions include marking threads read or unread and setting or clearing flags. Flags mark threads for later attention.
How to Allow Email Alerts for New Discussion Posts

When you enable email subscription, students can receive email alerts for new posts or replies. You can allow students to subscribe to an entire forum or to specific threads within a forum.

1. Access a forum's contextual menu and click Edit.
2. On the Edit Forum page, select the Subscribe options:
   ◦ Allow members to subscribe to threads: Users can select specific threads within the forum.
   ◦ Allow members to subscribe to forum: Users can subscribe to all threads within the forum.
   ◦ Include body of post in the email: Displays the message text and a link to reply to the message in the email notification.
   ◦ Include link to post: Displays a link to the message in the email notification.
3. Click Submit.

Learn More

To distinguish between forums and threads, see About Forums and Threads.

To learn more about which forum settings to choose to fit your pedagogical requirements, see Set Up Discussions.

To learn more about other grading workflows, see Rubrics and the Needs Grading Page.

To learn how to change the order of forums, see How to Reorder Discussion Forums.
In a discussion board forum, you can start new threads to begin a conversation. A thread includes the initial post and all replies to it. When you create a forum, you can allow or not allow members to start threads. Generally, the purpose of the forum dictates whether members can start threads. A moderated, graded forum used to evaluate student performance is usually tightly controlled, and members cannot create threads. Other forums are designed for members to share opinions and thoughts on tangential or unrelated topics. In this case, you might allow members to create threads and spark discussions.

To help organize your view, you can change the status of existing threads and determine which threads appear in a forum.

**Note:** Instructors and students create threads in the same way. If you enabled grading, you can also set the thread to be graded.

**Example:**

You create a forum that addresses a broad subject, such as “Addicted to Oil.” Next, you create two threads containing the specific issues to be discussed, such as replacing oil usage with nuclear power, and the pros and cons of conservation. To ensure students post only to existing threads, consider disallowing thread creation in the forum settings.

**Example:**

You create a forum and ask a question or provide the instructions or details in the description, such as “How can we reduce our reliance on oil?” Then, students create threads for each solution to the problem of oil addiction. All
members post to existing threads to comment on given answers or create new threads to present new solutions. In the forum settings, be sure you select the **Allow Members to Create New Threads** option.

**Note:** If you enable thread grading, members cannot create new threads.

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**Forum: How can we reduce our reliance on oil?**

- **Nuclear Power**
  - Post A
  - Post B
  - Post C

- **Solar Power**
  - Post 1
  - Post 2

- **Conserve Power**
  - Post X
  - Post Y
  - Post Z

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**How to Create Threads**

In the following example, you create a graded thread.

1. Access a discussion board forum.
2. On the action bar, click **Create Thread**. Forum descriptions display when users create a thread and when they encounter a thread with the post first setting. Forum descriptions are often used as prompts for discussion, so they are now visible where users are posting.
3. On the **Create Thread** page, type a subject, and instructions, a description, or a question.
4. Alternatively, in the **Attachments** section, attach a file. 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:** Files uploaded by students are not saved to Course Files or the Content Collection.

5. If you chose to grade threads when you created the forum, you decide on a thread-by-thread basis whether to grade a thread. In the **Grading** section, select the check box for **Grade Thread** and type **Points possible**. Select the check box for **Show participants in needs grading status** and select the number of posts from the drop-down list. Applying this setting displays the needs grading icon in the Grade Center and places the posts in the queue on the **Needs Grading** page after users make the specified number of posts. If you select a grading option and do NOT select the check box, the needs grading icon does not appear in the Grade Center and posts do not appear on the **Needs Grading** page.

**Note:** If you choose three posts from the drop-down list and a user submits two, the in progress icon appears in the Grade Center cell and the discussion board until the specified number of posts is met. You can also associate a rubric to use for grading by pointing to **Add Rubric**.

6. Click **Save Draft** to store a draft of the post or click **Submit** to create the thread.

The newly created thread appears in the forum.

If you enabled thread grading, two functions appear in the **Grade** column:

1. Click **Grade Thread** to evaluate the posts.
2. Click **Grade** to enable grading for a thread and assign a value.
How to Change a Thread's Status

You can change the status of a thread to keep students focused on relevant discussions and to help organize a forum containing many threads. When a user creates and submits a thread, it is assigned the Published status.

The following table describes which thread status to select to accomplish various objectives.

<table>
<thead>
<tr>
<th>Status</th>
<th>Goal for Thread</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publish</td>
<td>Make a thread available to all users.</td>
</tr>
<tr>
<td>Hide</td>
<td>Hide a thread from immediate view, but still allow users the option of reading the thread. Unneeded content is hidden from view, helping users find relevant content. Users cannot reply to or edit hidden threads even if editing is enabled for the thread. Users can view hidden threads using the Display drop-down list on the action bar. When you do not want the thread hidden, change the status to Publish.</td>
</tr>
<tr>
<td>Make Unavailable</td>
<td>Hide a thread from view of all users except forum managers.</td>
</tr>
<tr>
<td>Lock</td>
<td>Allow users to read a thread, but not edit or add to it. Locking a thread allows you to assign grades without users updating or changing posts.</td>
</tr>
<tr>
<td>Unlock</td>
<td>Unlock a locked thread to select another status.</td>
</tr>
</tbody>
</table>

Use the following steps to change the status of a thread or multiple threads at one time.

**Note:** Alternatively, access a thread's contextual menu and select a thread status.

1. Access a forum and change to List View, if needed.
2. Select the check box next to each thread requiring a change of status. You can select multiple threads or select the check box in the header to select all threads.
3. From the Thread Actions drop-down list, select a new status for the selected thread or threads.
The status for each thread appears in the **Status** column. If you save a draft of a thread to edit in the future, **Draft** appears in the **Status** column. To access your drafts, you must select **Show All** or **Drafts Only** from the **Display** drop-down list on the action bar.

### How to Change Which Threads Appear

If you have many threads in a forum and assign different statuses to the threads, you can choose which threads appear in a forum. For example, if you start several threads and save them as drafts, you can choose to show only those drafts and select the threads to edit and publish.

1. Access the forum and change to **List View**, if needed.
2. On the action bar, point to **Display** and click the type of threads to view in the forum.

The forum page displays only those threads that have the status selected from the **Display** drop-down list.
Save a Post as a Draft to Submit Later

The Save Draft function is available if you need to return to your post at a later time. This function saves your comments and files on the page.

To access your post later, return to the forum page. Point to Display on the action bar and click Drafts Only to view the saved post. While viewing your post, point to it to view the functions for Edit and Delete. When you click Edit, the content editor opens.

After making your updates, click Submit to publish the post.

Learn More

To learn more about other grading workflows, see Rubrics and the Needs Grading Page.
Best Practice: Effective Discussion Questions

The quality of the first post in a thread influences the thought level of subsequent postings. A carefully worded discussion question is perhaps the most important factor in using discussions to satisfy your learning objectives.

💡 Using Bloom’s Taxonomy

You can use Bloom’s Taxonomy to determine what type of question to develop, as well as how to word it. In this classification system, the least complex level, information recall, resides at the bottom of the pyramid as a knowledge base. At the top, evaluation, synthesis, and analysis require the most complex and abstract thinking. Discussions, along with creative assignments and group work, are for higher order thinking.

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Essential and Guiding Questions

Essential and guiding questions may also draw out higher order thinking.
• Essential questions require skills, such as analyzing, synthesizing, or evaluating. Answers to essential questions cannot be readily found on the internet and copied; they must have personal meaning and insight constructed by the student.

• Guiding questions help students answer the essential question. These questions are subcategories of the main topic and may tap into lower levels of Bloom's Taxonomy.

Ideas for Guiding Questions

You can develop guiding questions and use them in a number of ways:

• Students can work in small groups to develop their own guiding questions to help them answer the essential question.

• You can start with guiding questions and lead up to the essential question through the course of the discussion.

• You can include them with the initial post to help students get started.

• You can interject guiding questions when a lull occurs.

Example: Essential Question

How would you design the perfect online instructor?

Example: Guiding Questions

• What assumptions do you hold about teaching effectiveness?

• How would you assess an instructor's performance?

• Identify a list of traits that describe the qualification of perfect. Think about your own experiences as a student.

• List traits you would avoid in designing the perfect instructor.
Manage Discussions

You can perform tasks to manage both the discussion board itself and the content within forums and threads. For example, to keep students focused as the term progresses, edit forum settings or organize forums and threads to attract attention again. You can also add forums to other locations, edit content, and delete unneeded forums or threads. To help students locate important posts, you can enable tagging and attach tags.

You can assign forum roles to limit access to a forum or to help with forum administration. For example, to help control the discussion board content that is presented to your students, you can assign a responsible user the role of moderator.

Frequently Asked Questions

You can make some simple changes to help you successfully manage your discussion board content.

A discussion forum has been available for two weeks with few contributions. What changes can I make to the forum to encourage participation?

You can make two changes:

- If the topic is potentially controversial, allow anonymous posts.
- If you are not grading threads, allow students to create new threads. This flexibility may encourage students to post their ideas and questions.

By the end of the semester, my discussion board contains dozens of forums. What can I do to provide better organization and flow?

To keep your discussion board organized, you can perform the following actions:

- Change the order of the forums, placing the most current forums at the top of the list.
- Delete ungraded forums that were not used or contain few postings.
How to Edit Forums

As the discussion progresses, you can solve some discussion issues by editing forum settings. For example, if students are posting to the wrong topic, you can fine-tune the forum name or description to clarify the forum's purpose.

**Tip:** You can create all forums at the beginning of the term and make them unavailable. When you need a forum, edit the forum to make it available.

1. Access a forum's contextual menu and click **Edit**.
2. On the **Edit Forum** page, change the forum's name, description, availability, and settings.
3. Click **Submit**.

How to Edit Threads

You can edit posts in any thread. If a student added inappropriate or inaccurate content, you can edit the post. When you create or edit a forum, you determine whether students are allowed to edit their published posts.

1. Access a forum and select a thread.
2. On the thread's page, point to a post so all of the functions appear and click **Edit**.
3. The page expands to allow you to make edits in the content editor while viewing the original post.

How to Delete Forums and Threads

When you delete a forum or thread, all content is permanently deleted. You will not be able to refer to the posts if a student wants to dispute a grade. For a less permanent solution, you can make a forum unavailable.

When you delete graded discussion content, you determine if the Grade Center column and scores are also deleted.

1. Access a forum or thread’s contextual menu and click Delete to permanently delete the forum or thread’s content.
2. Click OK in the pop-up window.
3. On the Delete Confirmation page, you have two options:
   - **Do not select check boxes:** The graded forum or thread will be deleted, but the Grade Center column and scores you assigned are retained. For example, you graded all students' posts and want to keep the Grade Center column for the final grade calculations. If you delete the forum or thread, yet retain the Grade Center column, you can delete that column from the Grade Center at any time.
   - **Select the check boxes:** The grade column in the Grade Center and the forum or thread are deleted. For example, if you do not want to include the grade column for the discussion posts in the final grade, you can safely delete both.
4. Click Remove.
Delete Individual Posts

On a thread's page, you can delete individual posts within a thread using the **Delete** function. This action is irreversible. Any replies to the post you are deleting will also be permanently deleted.

How to Reorder Forums

You can help students focus on the most relevant content by reorganizing your discussion board. When you create a forum, it is added to the bottom of the list. You can move the current forum to the top or delete forums that are no longer relevant.

Reorder forums using the drag-and-drop function to move them into place. Alternatively, use the keyboard accessible reordering tool on the action bar.

Drag-and-Drop Function

1. Access the discussion board and press the arrows next to a forum you want to move. The item is highlighted.
2. Drag the forum into a new location in the list.
3. Release the forum to place it in its new location.

Keyboard Accessible Reordering Tool

1. On the action bar, click the keyboard accessible reordering icon represented by two arrows.
2. In the Reorder box, click a forum title.
3. Below the Reorder box, use the up and down arrows to adjust the order.
4. Click Submit. A pop-up box states: Items have been reordered.
5. Click OK.

How to Copy Forums

You can copy discussion forums and add them to the current discussion board or to a group discussion board in the same course. Copying does not delete the content from the original location in a course. You have the option to copy a forum, the settings, and the posts, or to copy just a forum’s settings.

**Note:** To copy discussion board forums to another course, use the copy course utility.

**Example:** Copy the entire forum

If two distinct topics emerge during a discussion, you can create separate forums for these topics. Copy the forum and delete the off-topic posts from each forum.

When you copy content, all threads and replies appear in the new location, along with any file attachments.

**Example:** Copy forum settings only
You can base a new forum on the settings from another forum. If you want students to submit a second research paper, copy the settings of the first research paper's forum. The forum is added with no threads.

1. Access a forum's contextual menu and click Copy.

2. On the Copy Forum page, type a Name.
3. Click the option to copy either: Entire forum or Forum settings only.
4. In the Location box, select a discussion board to copy to. To select the course's discussion board, click the course ID.
5. Click Submit. On the Discussion Board page, the copied forum is added to the bottom of the list.

**Note:** Discussion forums you copy to a group discussion board only include messages authored by the group's members.

**Learn More**

To learn more about assigning a moderator, see Moderate Discussions.

To learn about disabling the grading setting, see How to Disable Discussion Grading.

To learn how to copy discussion board forums to another course using the copy course utility, see Copy Courses.
Moderate Discussions

You can employ both the art and science of moderating discussions to maintain discussion activity throughout the term. Without vigilance on your part, even discussions starting out with ample excitement can dwindle as the term progresses.

The *art of moderating* involves finding the right balance between guiding the conversation and standing back to allow students to discover new ideas.

The *science of moderating* involves using the discussion board functions to keep students focused on relevant discussions and to determine a student’s level of access.

About Forum Roles

You can assign forum roles to limit access to a forum or to help with forum administration. For example, to help control the discussion board content that is presented to your students, you can assign a responsible user the role of moderator.

In a forum, each user has a forum role and can have only one role per forum. By default, instructors have the role of manager and students have the role of participant. When you are logged in as an instructor, you cannot change your own forum role.

**Note:** Your institution determines which course roles are available.

The following table describes the forum roles and their permissions.

<table>
<thead>
<tr>
<th>Role</th>
<th>Permissions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manager</td>
<td>Managers have full control over a forum and can change forum settings, moderate posts, and assign roles and grades. Users with a course role of instructor or teaching assistant are granted this role by default.</td>
</tr>
<tr>
<td>Builder</td>
<td>Course builders can edit, copy, and delete forums, but not grade or manage forums. Inside a forum, a course builder can perform the same actions on posts as an instructor, with the exception of grading threads.</td>
</tr>
<tr>
<td>Role</td>
<td>Permissions</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Course builders</td>
<td>Course builders can also create new threads in a forum, and can enable grading for a thread and type a value. Users with a course role of course builder are granted this forum role by default.</td>
</tr>
<tr>
<td>Moderator</td>
<td>Moderators can delete, edit, and lock all posts in any forum, even if the forum does not use the moderation queue. If you use a moderation queue, the moderator approves or rejects posts in the queue before they are made available to all users. Users with a course role of instructor or course builder are granted this forum role by default.</td>
</tr>
<tr>
<td>Grader</td>
<td>Graders can read, reply to, and grade posts. The grader role has some access to the Grade Center, but cannot assign grades to their own work. Users with a course role of grader are granted this forum role by default.</td>
</tr>
<tr>
<td>Participant</td>
<td>Participants can read and reply to posts. Users with a course role of student are granted this role by default.</td>
</tr>
<tr>
<td>Reader</td>
<td>Readers can read the contents of a forum, but cannot post responses or add threads.</td>
</tr>
<tr>
<td>Blocked (Block user from forum)</td>
<td>Blocked users cannot access the forum.</td>
</tr>
</tbody>
</table>

**How to Assign Forum Roles**

1. Access a forum's contextual menu and click **Manage**.
2. On the **Manage Forum Users** page, a list of users appears. Access a user's contextual menu.
   - **Tip**: If you want to show only one role at a time, make a selection in the **Display Forum Role** drop-down list on the action bar and click **Go**.
3. Select a new forum role. The new role appears in the **Forum Role** column for the user.
4. Click **OK** to return to the discussion board. Alternatively, click the forum title on the orientation bar to return to the forum.
   - **Tip**: To change multiple roles at one time, select the users' check boxes and point to **Edit Role** on the action bar. Select the check box in the header row to select all users.
About Moderating

As an online instructor, your role is to facilitate the conversation and exchange of ideas on the discussion board. You need to ensure that students feel comfortable to share, while also monitoring responses and keeping everyone focused and on track. At the same time, you want to be careful not to dominate or impede the flow of the discussion.

Occasionally, students may introduce inappropriate material for the class discussion. Depending on the maturity and sensitivity of the students in your course, you may need to review student posts for inappropriate content before sharing posts with the rest of the class.

In a discussion forum, you can assign a user the role of moderator. A moderator reviews posts before they are added to a thread and appear in the discussion board.

When you create a moderated forum, all posts to the forum are added to a moderation queue. A moderator reviews each post and performs one of the following actions:

- Publishes the post.
- Returns the post to the sender without a message.
- Returns the post to the sender with a message.

A moderator can delete, edit, and lock posts in a forum even if the forum does not use the moderation queue.

You can choose to moderate a forum when creating it or by editing an existing forum. Only posts added after enabling forum moderation are available for review in the moderation queue.

**Note:** If you do not assign a moderator, the manager must take responsibility for approving posts in a moderated forum.
How to Allow Moderation of Posts

1. Access a forum's contextual menu and click Edit.
2. On the Edit Forum page, select the Force Moderation of Posts check box and click Submit.

   **Tip:** When choosing a moderated forum, do not allow students to edit or delete posts. This ensures that the post approved is the one viewed by users.

3. After posts are submitted, access the forum. In the moderator view, no posts appear because the messages are waiting approval. On the action bar, click Moderate Forum.

   **Note:** The Moderate Forum function appears only to those users who have a forum role of manager or moderator. In the student view, the author can see the post in Tree View with a reminder it is in the moderation queue.

4. On the Moderation Queue page, the posts appear in alphabetical order by title. Click the column title to sort by post title, author, or date. To review a post, click Moderate.
5. On the Moderate Post page, read the post and click Publish or Return. Published messages are immediately posted to the thread.

6. Optionally, type feedback in the text box. Though feedback is optional, this is an opportunity to provide guidance, ask questions, redirect a student's focus, and explain why a post was returned.

7. Click Submit.

Returned posts no longer appear in the moderation queue. In tree view, students see their returned posts in the forum. Expand the post using the plus sign. If feedback was included, students can see why their posts were returned. On the thread page, returned posts display Returned next to the post's title.

From the thread page, students can edit their posts while viewing the moderator's feedback and resubmit them. The posts are returned to the moderation queue. Moderation Queue appears next to the post's title.
Reply to Discussion Posts

In the discussion board, threads grow as users respond to the initial and subsequent posts. Replies build on one another to construct a conversation. As the number of posts grows, users can filter, sort, collect, and tag posts, if tagging is enabled.

To help students understand your expectations, establish discussion etiquette immediately. You can model proper online interaction and reinforce appropriate behavior with public recognition. In addition, you can provide specific guidelines:

- Use descriptive subject lines to make threads easy to follow and scan.
- Keep posts short and use uncomplicated language. Your audience is reading onscreen and may have several messages to read.
- Back up your statements when you agree or disagree with others.
- Use professional language, including proper grammar, in academic-related posts. No slang, emoticons, or chat acronyms allowed.
- Use attachments or links to websites for long, detailed information.
- Stay on topic. If you want to introduce a new tangent, find a suitable forum or start a new thread if it is allowed.
- Be respectful of other people's opinions and remember the golden rule—to treat others as you want to be treated.

For graded forums and threads, tell students specifically what you expect both in terms of quantity and quality of posts, and consider sharing some exemplary posts. You can also use rubrics to help students understand your objectives. By compiling your grading criteria in a rubric, you can provide students with clear performance standards and grade consistently.

How to Reply to a Thread

**Note:** Users can reply to published threads, but cannot reply to locked or hidden threads.

1. Access a forum and select a thread.
2. On the thread's page, you can view the text of the post and information, such as the author and posted date. All replies appear on the same page with the parent post.
3. For the first post, click **Reply**. Point to the post to see other functions such as **Quote**, **Edit**, **Delete**, and **Email Author**. The **Quote** function includes the post's text as part of your reply. For other posts on the page, point to the message and **Reply** and the other functions appear.

4. The page expands below the post you are responding to, allowing you to view the post and access the content editor.

5. If needed, edit the **Subject**. Type your reply in the **Message** box.

   **Note:** Files uploaded by students are not saved to Course Files or the Content Collection.

6. Alternatively, following the **Message** box, attach a file. 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**.

7. Click **Save Draft** to store a draft of the post or click **Submit** to publish your reply.

On the thread page, your reply appears at the end of the list. If you attached a file, a paper clip icon appears next to the post’s title. If you used the **Insert/Edit Image** function, the image appears with the text.

How to Rate Posts

You can use the discussion board for peer review. Students start threads and include their work in their initial posts. Other users review the work, assign a rating to the initial post, and include comments in a response.

Rating posts also allows users to focus on messages considered especially informative or useful by others. If you enabled rating, users can rate posts using a five star system. You can also rate posts.

**Note:** In a forum’s settings, you must enable **Allow Members to Rate Posts**.

1. Access a forum and select a thread.
2. On the thread’s page, when you point to a thread’s rating area, it changes to show **Your Rating**.
3. Click one to five stars. You can add and delete stars at any time.
4. Your rating is included in the **Overall Rating**—the combined rating of all users.
Learn More

To learn more about tagging, see How to Tag Threads.

To learn more about locked or hidden threads, see How to Change a Thread's Status.

To learn more about rating posts, see How to Edit Forums.
Search and Collect Discussions

In the discussion board, you can search for specific text, such as a phrase, word, or part of a word. The results appear on a search results page.

How to Search Discussions

1. Access the discussion board, a forum, or a thread and click Search. The Search field expands.
2. Type a search criterion in the Search box.
3. In the drop-down list, select an area to search:
   - Current Discussion Board
   - All Forums in Course
   - Current Forum
   - Current Thread

   **Note:** The options in the drop-down list depend on where your search began. All Forums in Course includes any group discussion boards in your course. Students do not see results from group discussion boards unless they are members of that group.

4. To further narrow your search results, select the After and Before check boxes to enable the date and time selections. Type dates and times in the boxes or use the pop-up Date Selection Calendar and Time Selection Menu to select dates and times.
5. Click Go.
On the Search Results page, you can read and print the results. On the action bar, click Print Preview to open the page in a new window in a printer-friendly format. Posts print in the order they appear on the page. To select which posts appear and in which order, you can filter and sort posts using the Filter function and the Sort By and Order drop-down lists on the action bar.

On this page, you can also reply to posts and mark messages read or unread. Click the Quote function to include the post’s text as part of your reply. To view the responses to a post, click the post’s hyperlinked title to navigate to the thread’s page.

How to Collect Posts

On a thread page, you can read all the posts made to the initial post. If many posts appear, you can reduce the list using the collect function. After collecting posts, you can filter, sort, print, and tag them.

The collect function is also available from the forum page where you can gather all the posts made to different threads. After collecting posts, filter and sort the messages to further organize them.

Use the following steps to collect posts in a thread.

**Note:** To select all but a few posts in a long list in a thread, click Select: All on the action bar. All check boxes for all the posts are selected and you can clear the check boxes for the posts you do not need.

1. Access a forum and select a thread.
2. On the thread’s page, select the check boxes of the posts to collect. If a post has replies and you want them to appear on a collection page, select the check boxes for those messages.
3. On the action bar, point to the Message Actions and click Collect.
On the **Collection** page, you can read and print the results. On the action bar, click **Print Preview** to open the page in a new window in a printer-friendly format. Posts print in the order they appear on the page. To select which posts appear and in which order, you can filter and sort posts using the **Filter** function and the **Sort By** and **Order** drop-down lists on the action bar.

On this page, you can also reply to posts and mark messages read or unread. Click the **Quote** function to include the post's text as part of your reply. To view the responses to a post, click the post's hyperlinked title to navigate to the thread's page.

## How to Filter Posts After Searching or Collecting

To narrow your search results or sort a collection, you can use the filter function. If you print the posts after filtering, they print in the order they appear on the page.

**Note:** If the author or authors of some posts are no longer enrolled in your course, the posts may appear out of order.

1. On the **Search Results** or **Collection** page, click the **Filter** function on the action bar to expand the field. Select options from the following drop-down lists:
   - **Author:** Select All or select an author.
   - **Status:** Show All or select a status.
   - **Read Status:** Select Show All, Read, or Unread posts.
   - **Tags:** Show All tags or select a tag. You need to enable the tag function at the forum level for this drop-down to appear.
2. Click **Go** to apply the selections. You can further organize the results using the **Filter** function and the **Sort By** and **Order** drop-down lists on the action bar.
3. Click the X to close the **Filter** field.

## How to Sort Posts After Searching or Collecting

To narrow your search results or sort a collection, you can use the **Sort by** and **Order** drop-down lists. If you print the posts after sorting, the posts print in the order they appear on the page.
Note: If the author or authors of some posts are no longer enrolled in your course, the posts may appear out of order.

1. On the Search Results or Collection page, point to Sort by on the action bar to access the drop-down list.
2. Select an option:

   Note: If you enabled the rating of posts, you can also sort by Overall Rating.

   - Author's Last Name
   - Author's First Name
   - Subject
   - Date of Last Post
   - Thread Order

3. On the action bar, point to Order and sort posts in ascending or descending order.

How to Tag Threads

Tags are text labels that act like bookmarks. You can tag posts to group similar messages together. For example, if the subject of scientific notation is discussed often, tag each of the posts on this topic. Students can read, filter, and search messages using these tags, but they cannot create tags.

In a forum's settings, you must enable Allow Post Tagging so you can create tags.

Tip: For faster discussion board loading, you can disable post tagging when forum usage is heavy. When you enable tagging again, all tags are restored.

1. Access the forum containing the threads to tag.
2. In List View, select the check boxes for the thread or threads to tag. You can select all the threads in a forum by selecting the check box in the header row.
3. On the action bar, click Collect.
4. On the Collection page, you can filter and sort your results.

5. Type a tag name in the Tag Text box.

6. Select the check boxes of the messages to assign the tag name to. To select all the messages, click Select: All above the list.

7. Click Add next to the Tag Text box.

On the Collection Page

On the Collection page, the tag you provided appears below each message you selected. If you provide multiple tags, all appear. You can include more tags following the same steps. To delete a tag, click the red X next to it.

Alternatively, you can add a tag to an individual message. Below the message, type the tag in the Add Tag box and click OK or click Choose from Existing to choose a tag from a list of tags that appear on the Collection page.
On the Forum Page

On the forum page, all tags appear in the Tags column. The column is only visible in List View.

1. On the action bar, click Tags to access the drop-down list and select a tag or Show All Tags. After you make a selection, only those messages appear on the forum page.

2. To sort messages by tag, click a tag in the Tags column. The messages with that tag appear on a collection page.
Grade Discussions

In a face-to-face classroom setting, students are expected to participate in class discussions and that participation is part of the equation when assessing performance. You may find that assessing this type of participation is ambiguous. How do you differentiate between a student who is active, but does not advance the discussion, from a student who speaks less frequently, but with greater impact?

Student interactions with the discussion board create a permanent record of participation, yet you also need to have reasonable expectations about what can be accomplished in an online discussion. Due to its nature, more time may be needed for well-articulated points to emerge in the online environment. In addition to providing a practical number of course discussion opportunities, students need timely and constructive responses regarding the quality of their contributions. Evaluation not only lets them know how they performed, but shapes the improvement of future interactions.

You can assign discussion grades within a forum or thread. You can assign grades based on student participation, on the quality of their posts, or a combination of the two. You can create rubrics and refer to them while grading forums and threads, but you need to create and associate the rubrics in advance.

The following table details the four steps in the discussion grading process.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create</td>
<td>When you create a graded forum or thread, a column is created automatically in the Grade Center. The name of the forum or thread is used as the column title. You can edit the title in the Grade Center.</td>
</tr>
<tr>
<td>Participate</td>
<td>Students participate in the discussion. As the discussion progresses, you can participate and provide feedback by replying to, rating, and moderating posts.</td>
</tr>
<tr>
<td>Grade</td>
<td>You view students' posts and assign grades. You can lock threads after they are graded.</td>
</tr>
<tr>
<td>View Grade</td>
<td>The grades are saved in the discussion board and the Grade Center. Students can view their grades in My Grades.</td>
</tr>
</tbody>
</table>

How to Enable Discussion Grading

When you create or edit a forum, you can enable grading options. When you enable grading, a Grade Center column is created automatically.

The grade settings appear on the Create Forum page and the Edit Forum page.
• Click **Grade Discussion Forum** and type a point value to evaluate participants on performance throughout a forum.

• Click **Grade Threads** to evaluate participants on performance in each thread.

• Optionally, select the check box for **Show participants in needs grading status** and select the number of posts required to show participants in needs grading status. Applying this setting will show the needs grading icon—the exclamation mark—in the Grade Center after each user makes the specified number of posts. Also, the posts are placed in the queue on the **Needs Grading** page.

  **Note:** If you choose three posts from the drop-down list and a user submits two, the in progress icon appears in the Grade Center cell and the discussion board until the specified number of posts is met.

• If you select a grading option and do NOT select the check box, the needs grading icon does not appear in the Grade Center and posts do not appear on the **Needs Grading** page. In the Grade Center, users' attempts will appear with the in progress icon when they post.

• Optionally, associate a rubric by pointing to **Add Rubric**.

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**Enable Thread Grading Before or After Thread Creation**

If you chose to grade threads when you created a forum, you decide on a thread-by-thread basis whether to grade a thread.

**Note:** If you select the **Grade Threads** option, users cannot create new threads.

1. On the **Create Thread** page, select the **Grade Thread** check box and type the **Points possible**. You decide when posts go into needs grading status by selecting the check box for **Show participants in needs grading status** and selecting the number of posts from the drop-down list.

2. Click **Submit**.

3. In the forum, the **Grade Thread** function appears in the thread's **Grade** column.
You can also enable thread grading directly from the thread list in a forum.

1. Click the Grade function in a thread's Grade column.
2. Type the Points possible.
3. Click Submit. The Grade Thread function appears in a thread's Grade column.

How to Grade Forum Participation

You can assign discussion grades to evaluate participants on performance throughout a forum. When you create or edit a forum, you can enable forum grading options and a Grade Center column is created automatically.

Only users with a role of manager or grader can assign grades for posts. However, a grader cannot view his or her own work.

You can create rubrics and refer to them while grading forums, but you must create and associate the rubrics in advance.

1. Access the gradable discussion forum and click Grade Discussion Forum on the action bar.

2. On the Grade Discussion Forum Users page, click Grade in a user's row with a number in the Posts column.

3. On the Grade Discussion Forum page, a collection of the student's posts made to the graded forum appears. Because you can assign a forum grade based on multiple threads, all messages posted by a student are included for review. On the action bar, click Print Preview to open the page in a new
window in a printer-friendly format. Posts print in the order they appear on the page. To select which posts appear and in which order, you can filter and sort posts using the Filter function and the Sort By and Order drop-down lists on the action bar.

The grading sidebar contains the following areas:

- **Forum Statistics**: Click to access the drop-down area that includes information about a user's posts, such as Total Posts, Date of Last Post, Average Post Length, and Average Post Position.

- Click the down-pointing arrow next to the current user's name to view a list and select a user with posts ready to grade. The selected user's posts appear in the content frame. Use the left- and right-pointing arrows to navigate to the previous or next student.

- Area to add grade, feedback, and private notes for yourself.

4. In the content frame, evaluate the currently selected user's posts. In the grading sidebar, type a grade. If you associated a rubric for this forum, expand and complete the rubric. To edit an existing grade, click in the Grade box and change the grade.

5. Optionally, type Feedback for the user. In the Add Notes section, make notes that appear only to you (forum manager) and the grader role. You can use the spell check function in the bottom of each text box. The icon for **Click to open full content editor** gives you access to all the content editor functions.

6. Click **Submit** to add the grade, feedback, and grading notes to the Grade Center. The grade appears on the Grade Discussion Forum Users page.
How to Access Threads for Grading

You can assign discussion grades to evaluate participants on performance in each thread. When you create or edit a forum, you can enable thread grading options and a Grade Center column is created automatically.

Only users with a role of manager or grader can assign grades for posts. However, a grader cannot view his or her own work.

**Note:** Students cannot create new threads in a forum where threads are graded.

You can create rubrics and refer to them while grading threads, but you must create and associate the rubrics in advance.

After accessing the user’s threads to grade, follow the steps outlined in the previous section for inline forum grading.

1. Access the discussion forum containing a thread you want to grade.
2. On the thread listing page, in List View, click Grade Thread in the thread's row.
3. On the Grade Discussion Thread Users page, click Grade in a user's row with a number in the Posts column.

![Grade Discussion Thread Users page](image)

4. On the Grade Discussion Thread page, a collection of the student’s posts made to the graded thread appears. Since you can assign a thread grade based on multiple messages, all messages posted by a student are included for review. On the action bar, click Print Preview to open the page in a new window in a printer-friendly format. Posts print in the order they appear on the page. To select which posts appear and in which order, you can filter and sort posts using the Filter function and the Sort By and Order drop-down lists on the action bar.
5. Provide a grade, feedback, and grading notes. After clicking Submit, the information is added to the Grade Center. The grade appears on the Grade Discussion Thread Users page.
How to Email Users While Grading Discussions

While assigning grades, you can use the email tool in the discussion board to contact students. For example, send a student a question prior to assigning a grade.

1. Access a forum or thread.
2. On the Grade Discussion Thread Users page -OR- the Grade Discussion Forum Users page, select one or multiple users' check boxes, or select the check box in the header row to select all the users you want to email.
3. On the action bar, click Email.
4. On the Email Forum User page, edit the Subject, if needed.
5. Type a question or feedback in the Message box.
6. Click Submit.

How to Disable Discussion Grading

Even if grades exist, you can disable grading for graded forums and threads.

1. Access a forum's contextual menu and click Edit.
2. On the Edit Forum page, change the grading option to No Grading in Forum.
3. Click Submit. If you already assigned grades for a forum or its threads, a warning message appears stating that disabling grading will delete all existing grades. This action is final.
4. Click OK to continue or click Cancel to preserve the Grade Center items.

Group Discussion Grading

Unlike other graded group activities, when you set a group discussion board to graded, each member is graded independently of other group members. Each group member must make the designated number of posts to earn his or her own grade. You do not assign a group grade for contributions to the group discussion board.
To Learn More

To learn about other grading workflows, see Rubrics and the Needs Grading Page.
To learn more about giving feedback rating, and moderating posts, see Reply to Discussion Posts and Moderate Discussions.
To learn more about forum roles, see About Forum Roles.
View Discussion Statistics

The Performance Dashboard is a valuable tool you can use to monitor student progress throughout your course. A summary of access and progress for each student appears in a table format. As the term progresses, you can quickly see if students are accessing your course regularly, reviewing course content, and contributing to the discussion board. This information can help you identify students who are outside the normal range of participation or who need help and encouragement.

**Note:** Your institution controls whether the Performance Dashboard is available. Your institution can also disable the discussion board tool, which will affect the information appearing in the Performance Dashboard.

How to View Discussion Statistics

2. On the Performance Dashboard page, you can view how many forums a user posted in. In the Discussion Board column, click a numbered link to view details.
3. On the Discussion Board page, you can view the following information:

   **Note:** To sort a column, click the column heading.

   - **Forum:** Lists all the forums a user has posted in.
   - **Total Posts:** Click the link to access a page displaying a user's posts in that forum.
4. On the action bar, click Email User.

5. In the Forum column, click a forum title to access a collection page displaying all a user’s posts in that forum.

To Learn More

To help you identify students who are outside the normal range of participation or who need help and encouragement, see Performance Dashboard.
Group Discussions

You can create formal groups of students to collaborate on course work, and provide each group with its own group area. You can include links to group tools to help students collaborate and communicate. For example, you can create a special group discussion board, available only to the members of a course group.

Group discussion boards are separate from the regular course discussion board, which is available to all course members. Members of a group can create and manage their own forums.

*Example:*

You assign students to groups, providing each group with a problem or situation to explore and develop into a class presentation. The groups can use the chat tool and their group discussion boards to come to consensus about topic choices. They can also use their group discussion boards to post internet source links, and then members can post replies on their value. Also, they can use the group discussion board to divide up tasks and refine the outline. Members post portions of the presentation, and all members post replies regarding usefulness, grammar, flow, and for agreement on the final product.

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

How to Enable Group Discussions

When you create a course group, enable the discussion board tool to help groups collaborate and communicate.

1. On the Create Group page, select the check box for Discussion Board in the Tool Availability section.
2. Click Submit.

The Group Discussion Board tool appears in the My Groups section and on the group homepage.
How to Make Group Discussions Unavailable

You cannot delete a group discussion board without deleting the group, but you can make the tool unavailable. Existing posts are not removed—just made unavailable until you make the group discussion board available again.

**Note:** When you make a graded group discussion board unavailable, the grade column associated with that group discussion board remains in the Grade Center.

1. On the **Control Panel**, expand the **Users and Groups** section and click **Groups**.
2. Change **Edit Mode** to **ON**. On the **Groups** page, access the group's contextual menu and click **Edit**.
3. On the **Edit Group** page, clear the check box for **Discussion Board** in the **Tool Availability** section.
4. Click **Submit**.

When members access their group homepage or the **My Groups** section, the link to the group discussion board no longer appears. You can make the tool available again at any time.

How to Edit the Settings for Group Discussions

Each new group discussion board contains a default forum titled with the group's name. You and all assigned group members can edit the forum name and provide a description.
Important: If you want to grade participation in a group discussion board, you can edit a forum's settings and enable grading in the forum or threads. Unlike other graded group activities, when you set a group discussion board to graded, each member is graded independently of other group members. Each group member must make the designated number of posts to earn his or her own grade. You do not assign a group grade for contributions to the group discussion board.

1. On the Control Panel, expand the Course Tools section and click Discussion Board.
2. On the Discussion Board page, the course discussion board and all group discussion boards appear. Click a group discussion board link.
3. On the next Discussion Board page, access the forum's contextual menu and click Edit.

4. On the Edit Forum page, change the Name, provide a Description, and edit the Forum Availability and Forum Settings. If you want to grade the group's posts, you can enable grading for the forum or threads and type the Points possible.

If you provided a description, it appears in the Description column on the group discussion board page.

You or any group member can create more forums.

To Learn More

To learn more about creating groups, see Create Groups.

To learn more about creating forums, see How to Create Forums.
Blogs

A blog—a shorthand term that means web log—is a personal online journal that is frequently updated and intended for general public access and use. Most blogs also have some kind of commenting system, so that people can respond to and interact with one another. Blogs encourage students to clearly express their ideas and addresses the need to expand various aspects of social learning. Moreover, they are an effective means of gaining insight into students' activities and provide a way to share the knowledge and materials collected.

In Blackboard Learn, instructors create and manage blogs, and only enrolled users can view and create entries and comments in them.

Blog Types in Blackboard Learn

In Blackboard Learn, blogs consist of two elements:

- **Blog entries**: Text, images, links, multimedia, mashups, and attachments added by course members open for comments.
- **Comments**: Remarks or responses to blog entries made by other course members, including the instructor.

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

- **Course Blogs**: You can create a course blog and determine the topic you want addressed. All course members can add blog entries and comment on blog entries.
- **Individual Blogs**: Each person can add entries only to their own blog. All other course members can view and add comments to it.
- **Group Blogs**: If you enable the blogs tool for a group of users, they can perform the following tasks:
  - Group members can add blog entries and make comments on blog entries, building upon one another.
  - All course members can view group blogs, but non-group members can only add comments.

**Note**: You have full control over all blogs in your course and can edit and delete entries in any of the blog types. You can also delete user comments.
In this section...

• Create a Blog
• Edit and Manage Blogs
• Grade Blogs
Create a Blog

You can use blog writing assignments as another medium for reflective learning. With this type of assignment, students are expected to display their research, analytical, and communication skills through a series of commentaries meant for public consumption and comment.

In the course environment, only enrolled users can view blogs. Similar to journals, you can use blogs for a graded assignment or gather opinions and information without assigning a grade. To learn more, see Journals.

You can create one or more blogs for use by students. You must create blog topics before students can add their entries.

How to Create a Blog Topic

1. On the Control Panel, expand the Course Tools section and click Blogs.
2. On the Blogs listing page, click Create Blog on the action bar.
3. On the Create Blog page, type a name and optional instructions. Make the blog available.
4. Select the Display After and Display Until check boxes to enable the date and time selections. Display restrictions do not affect the blog availability, only when it appears.
5. In the Blog Participation section, decide if the blog is for individuals or the course. You may also allow some anonymous posting.
6. In the Blog Settings section, select Monthly or Weekly Index Entries. Optionally, select check boxes to allow users to edit and delete entries, or delete comments.
7. In the Grade Settings section, select No grading or the Grade option and type the number of Points possible. Points possible will apply to one or more entries made by a user to the blog topic. After you enable grading, a column is created automatically in the Grade Center. It is permanently gradable, and you cannot change the setting to No grading.
8. Optionally, select the check box for Show participants in "needs grading" status and from the drop-down list, select the number of entries required. Applying this setting will show the needs grading icon in the Grade Center and place the entries in the queue on the Needs Grading page after the specified number of entries are made.
9. Optionally, add a rubric. To learn more, see Rubrics.

10. Click Submit.

The blog topics appear in alphabetical order on the Blogs listing page. You can sort columns by clicking the column title. To learn more, see The Blog Topic Page.

You can also provide links to blogs in course areas, such as content areas and folders. To learn more, see Link to Tools in a Course Area.

How to Create Blog Entries

You and your students create blog entries and other course members can make comments on the entries. As the instructor, you can use blog entries to provide structure for discussions on class topics and other issues.
On the **Blogs** listing page, following each blog title, students can see if the blog belongs to a group, the course, or to individual students. All course members can read group blogs, but to make an entry, a user must be a group member.

1. On the **Blogs** listing page, click a blog title.
2. On the blog’s topic page, click **Create Blog Entry** on the action bar.
3. On the **Create Blog Entry** page, type a title and entry.
4. If enabled and appropriate, select the check box for **Post Entry as Anonymous**.
5. Optionally, browse for a file to attach.
6. Click **Post Entry** to submit the blog entry or click **Save Entry as Draft** to add the entry later.

### View Drafts

To view or add to saved drafts, click **View Drafts** on the action bar on the **Blogs** listing page.

### How to Comment on a Blog Entry

Because blogs are meant to be read by others, students can comment on one another’s blog entries in individual, course, and group blogs.

You decide if users may make anonymous comments and delete them. As the instructor, you can delete any user’s comment by clicking the **X**. After they are posted, users cannot edit their comments.

1. On the **Blogs** listing page, click a blog title.
2. On the blog’s topic page, select a blog to view by clicking the user’s name in the sidebar in the All **Course Members** drop-down list. The user’s blog entries open in the content frame.
3. Click **Comment** following the user’s entry and type a comment.
4. If enabled and appropriate, select the check box for **Comment on Entry as Anonymous**.
5. Click **Add**. Click the numbered **Comments** link to view all comments.
Global Warming and CO2

The Earth has been warming since 1910, with a temperature maximum reached in the 1960s. This year, 2003, is near the second warmest year on record, according to the World Meteorological Organization.

The scientific conclusion reached is that warming is real.

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

Instruction:
After finishing all the reading assigned for Unit 1, go to page 135 in your textbook and give an assignment. Feel free to support your opinion with outside sources. However, it is not required. This is a graded assignment worth 10 points. You may make multiple entries. Please comment on at least three of your classmates' blog entries. Each of your comments are worth 0.5 points of the grade.

Type Course Blog

Views: 0
Comments: 0

September 2013

The Wrong Argument

How Global Warming Works

Now you have closed...

Scientific Data
Edit and Manage Blogs

You can edit basic properties of a blog topic, including the name, instructions, availability, and other settings. After you designate a blog topic for individuals or the course, you cannot change it to the other.

You can edit any user's blog entries and delete blog topics. You can also delete comments, but you cannot edit them.

How to Edit a Blog

1. On the Blogs listing page, access a blog's contextual menu and click Edit.
2. On the Edit Blog page, make changes.
3. Click Submit.

How to Delete a Blog

If you no longer need a blog, you can delete it. Deleting a blog is permanent.

Note: If a blog is gradable, the Delete Confirmation page appears. You need to perform extra steps to remove a gradable blog.

1. On the Blogs listing page, access a blog's contextual menu and click Delete.
2. Click OK in the pop-up warning. If the blog is gradable, the Delete Confirmation page appears. You have two options:
   - Do not select check boxes: The blog is deleted, but the Grade Center column and scores you have assigned are retained. For example, all student entries are graded and you want to keep the Grade Center column for the final grade calculations. If you delete a blog, yet retain the Grade Center column, you can delete that column from the Grade Center at any time.
   - Select the check boxes: The grade column in the Grade Center and the blog are deleted. For example, if you do not want to include the grade column for the blog entries in the final grade, you can safely delete all.
3. Click Remove to complete the deletion.

How to Add a Blog Link to the Course Menu

You can add a link to the course menu for one-click access to the blogs tool. You can also customize the name of the link.

1. Point to the plus sign above the course menu. The Add Menu Item drop-down list appears.
2. Click Tool Link.
3. Type a Name for the link.
4. From the Type drop-down list, click Blogs.
5. Select the Available to Users check box.
6. Click Submit.

Troubleshooting Blog Management

<table>
<thead>
<tr>
<th>If</th>
<th>Then</th>
</tr>
</thead>
<tbody>
<tr>
<td>You delete a blog while users are posting</td>
<td>The blog and all comments are deleted.</td>
</tr>
<tr>
<td>You make a blog unavailable while users are posting</td>
<td>The blog remains visible to you in Edit Mode, but does not appear to users.</td>
</tr>
<tr>
<td>You change the Allow Users to Edit and Delete Entries setting</td>
<td>Entries remain, but users cannot edit them.</td>
</tr>
<tr>
<td>You change the Allow Users to Delete Comments setting</td>
<td>Comments remain, but users cannot delete them.</td>
</tr>
<tr>
<td>You enable blog grading</td>
<td>You cannot change this setting. Delete the blog and the Grade Center column to remove it. If you need the blog entries, but not the grades, you can decide to not include the Grade Center column for the blog in Grade Center calculations.</td>
</tr>
</tbody>
</table>
Grade Blogs

You can grade participation in blogs for individuals and groups. You can grade the quality of the discussion, as well as the number of entries and comments that are made by an individual or a course group.

When you enable grading, a column is created automatically in the Grade Center. You grade students' blog entries from the blog topic page. All of an individual student's entries—and comments made by others—appear as you determine the grade. The grades show immediately in the Grade Center.

You access the blog topic page in the following ways:

- In the blogs tool, access a blog and select a user from the All Course Members drop-down list.
- On the Needs Grading page, access a blog's contextual menu and click Grade All Users. To learn more, see the Needs Grading Page.
- In the Grade Center, locate the column for the blog you want to grade. Move the mouse pointer over a cell containing the needs grading icon—the exclamation mark—to access the blog's contextual menu. Click Grade User Activity.

You can decide whether or not students can view their grades and feedback in My Grades by editing the column information in the Grade Center. To learn more, see How to Edit, Hide, and Select Options for Columns. When you edit an assigned grade from the blog topic page, the Grade Center is updated.

Change a Topic From Graded to Ungraded

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

Alternatively, to retain entries, set the blog's Grade Center column to not be included in calculations. In essence, the blog continues to be considered graded by the Grade Center, but any results or grades assigned are ignored.

The Blog Topic Page

The blog topic page is divided into two main sections. You can view the entries in the content frame. In the sidebar, you can view information about the blog topic or entry, expand the Index, grade the blog entry if the blog is gradable, and select an individual user's name to view his or her entries alone in the content frame.
1. On the action bar, click **Create Blog Entry** to add your thoughts.

2. Below the action bar, the **Blog Instructions** are expanded by default. You can minimize them. Click **Alignments** to add alignments.

3. In the sidebar, you can expand the **Blog Details** section to display information about the current selection, including the author and number of entries and comments. Click the right-pointing arrow to collapse the sidebar for more viewing room for entries. Click the four arrows to view the blog entries and sidebar in full screen.

4. For **All Course Members**, click the down-pointing arrow to view a list and select a member. The selected member's entries appear in the content frame. Optionally, click **Show members without entries**.

5. The **Index** section displays the titles of the entries created during the selected time period. Click the minus sign to collapse the title list.

6. Use the left- and right-pointing arrows to navigate to the previous or next student.

7. For graded blogs, icons designate the status of a user's activity. The needs grading icon—the exclamation mark—indicates that a user has met the minimum activity for grading you set for the blog. The in progress icon appears when a user has some activity, but has not yet met the minimum number required to trigger needs grading status.

8. In the grading sidebar, provide a grade and feedback for a student.

### How to Grade Blog Entries for Individuals

You can begin the grading process for blogs from the Grade Center, the **Needs Grading** page, and the **Course Tools** section in the **Control Panel**.
While specifying blog settings, if you did NOT select the **Show participants in "needs grading" status** box and select a minimum number of entries, the needs grading icon will not appear in the Grade Center, on the blog topic page, and items do not appear on the **Needs Grading** page.

The in progress icon shows in the Grade Center cell and in a blog:

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

Use the following steps to grade blog entries:

1. Access the blog topic page and select the blog entry or entries to grade. The user’s blog entry or entries open in the content frame.
2. Type a point total in the **Grade** box. If you associated a rubric for this graded blog, expand and complete the rubric. To learn more, see **Rubrics**. To edit an existing grade, click in the **Grade** box and change the grade.
3. Optionally, type **Feedback** for the student. In the **Add Notes** section, make notes that appear only to you and the grader role. You can also use the spell check function in the bottom of each text box. The icon for **Click to open full content editor** gives you access to all the content editor functions.
4. Click **Submit** to add the grade, feedback, and grading notes to the Grade Center.

**Group Blog Grading**

On the blog topic page, you can read all the entries for a group blog and add one grade. Users with entries that need grading are indicated with the needs grading icon—the exclamation mark—in the Grade Center and on the blog topic page in the **All Group Members** drop-down list. In addition, the group blog is listed on the **Needs Grading** page.

On the group blog page, the grading sidebar appears, listing all group members.

When you add a grade for a group blog, the grade is automatically given to all members of the group and is populated in the corresponding column in the Grade Center for each group member.
All members are assigned a grade, regardless if a member did not contribute, although you can change this grade. Students can view their group blog grades in My Grades and in the group blog by selecting their names in the All Group Members drop-down list.

Change an Individual Member's Group Grade

You can assign an individual group member a different grade than the group by editing the member’s grade. If you change a group member’s grade and assign a new group grade, the new group grade will not affect the individual's new grade. Individual members only see one grade, not what each member earned. The individual’s new grade will not appear to the other group members.

In the grading sidebar, click the pencil icon to change the group grade for a member. Type a new grade and click the check mark icon to save it. This grade becomes an override grade.

The group grade and the individual group member's edited grade also appear in the Grade Center. Grayed out cells appear in the group blog column for course members who are not part of the group.

Revert a Member’s Edited Grade

You can revert a member's edited grade to the original group grade, which all group members received.

In the grading sidebar, click the pencil icon for the user with the edited grade. Click the left-pointing arrow to change the grade to the original group grade. The override icon is removed. The change also appears in the Grade Center.
Journals

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

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

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

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

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

In this section...

- Best Practice: Benefits of Reflective Learning
- Create a Journal
- Edit and Manage Journals
- Grade Journals
Best Practice: Benefits of Reflective Learning

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

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

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

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

Reflective learners share the following characteristics:

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


Create a Journal

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

You can create one or more journals for use by students in your course. You must create journal topics before students can add their entries.

How to Create a Journal

1. On the Control Panel, expand the Course Tools section and click Journals.
2. On the Journals listing page, click Create Journal on the action bar.
3. On the Create Journal page, type a name and optional instructions. Make the journal available.
4. Select the Display After and Display Until check boxes to enable the date and time selections. Display restrictions do not affect the journal availability, only when it appears.
5. In the Journal Settings section, select Monthly or Weekly Index Entries. Optionally, select check boxes to allow users to edit and delete entries, or delete comments.
   - Optionally, select the check box to Permit Course Users to View Journal. If selected, the journal becomes public. All users can view all journal entries made to the journal topic.
6. In the Grade Settings section, select No grading or the Grade option and type the number of Points possible. Points possible will apply to one or more entries made by a user to the journal topic. After you enable grading, a column is created automatically in the Grade Center. It is permanently gradable, and you cannot change the setting to No grading.
7. Optionally, select the check box for Show participants in needs grading status and select the number of entries required. Applying this setting will show the needs grading icon in the Grade Center and place the entries in the queue on the Needs Grading page after the specified number of entries are made.
8. Optionally, add a rubric. To learn more, see Rubrics.

9. Click Submit.

The journal topics appear in alphabetical order on the Journals listing page. You can sort columns by clicking the column title. To learn more, see The Journal Topic Page.

You can also provide links to journals in course areas, such as content areas and folders. To learn more, see Link to Tools in a Course Area.

How to Create Journal Entries

You and your students can create journal entries. You are the only one who can comment on students' private entries. You and group members can comment on group entries.

On the Journals listing page, information is provided about each journal. Students can see if their entries are private—between the student and you—or public.

1. On the Journals listing page, click a journal title.

2. On the journal's topic page, click Create Journal Entry on the action bar.

3. On the Create Journal Entry page, type a title and entry.

4. Optionally, browse for a file to attach.
5. Click **Post Entry** to submit the journal entry or click **Save Entry as Draft** to add the entry later.

**View Drafts**

To view or add to saved drafts, click **View Drafts** on the action bar on the **Journals** listing page.

**How to Comment on a Journal Entry**

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

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

1. On the **Journals** listing page, click a journal title.
2. On the journal's topic page, select the journal entry to view by clicking the user's name in the sidebar in the name drop-down list. The user's journal entry opens in the content frame.
3. Click **Comment** following the user's entry and type a comment.
4. Click **Add**. Click the numbered **Comments** link to view all comments.
Edit and Manage Journals

You can edit basic properties of a journal topic, including the name, instructions, availability, and some settings. You can also edit any user's journal entries, and delete journal topics and comments.

How to Edit a Journal

1. On the Journals listing page, access a journal's contextual menu and click **Edit**.
2. On the **Edit Journal** page, make changes.
3. Click **Submit**.

How to Delete a Journal

If you no longer need a journal, you can delete it. Deleting a journal is permanent.

**Note:** If a journal is gradable, the **Delete Confirmation** page appears. You need to perform extra steps to remove a gradable journal.

1. On the Journals listing page, access a journal's contextual menu and click **Delete**.
2. Click **OK** in the pop-up warning. If the journal is gradable, the **Delete Confirmation** page appears. You have two options:
   - **Do not select check boxes:** The journal is deleted, but the Grade Center column and scores you have assigned are retained. For example, all student entries are graded and you want to keep the Grade Center column for the final grade calculations. If you delete a journal, yet retain the Grade Center column, you can delete that column from the Grade Center at any time.
   - **Select the check boxes:** The grade column in the Grade Center and the journal are deleted. For example, if you do not want to include the grade column for the journal entries in the final grade, you can safely delete all.
3. Click Remove to complete the deletion.

How to Add a Journals Link to the Course Menu

You can add a link to the course menu for one-click access to the journals tool. You can also customize the name of the link.

1. Point to the plus sign above the course menu. The Add Menu Item drop-down list appears.
2. Click Tool Link.
3. Type a Name for the link.
4. From the Type drop-down list, click Journals.
5. Select the Available to Users check box.
6. Click Submit.

Troubleshooting Journal Management

<table>
<thead>
<tr>
<th>Setting</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>You delete a journal while users are posting</td>
<td>The journal and all comments are deleted.</td>
</tr>
<tr>
<td>You make journal unavailable while users are posting</td>
<td>The journal remains visible to you in Edit Mode, but does not appear to users.</td>
</tr>
<tr>
<td>You change the Allow Users to Edit and Delete Entries setting</td>
<td>Entries remain, but users cannot edit them.</td>
</tr>
<tr>
<td>You change the Allow Users to Delete Comments setting</td>
<td>Comments remain, but users cannot delete them.</td>
</tr>
<tr>
<td>You enable journal grading</td>
<td>You cannot change this setting. Delete the journal and the Grade Center column to remove it. If you need the journal entries, but not the grades, you can decide to not include the Grade Center column for the journal in Grade Center calculations.</td>
</tr>
</tbody>
</table>
Grade Journals

You can grade participation in journals for individuals and groups.

When you enable grading, a column is created automatically in the Grade Center. You grade students’ journal entries from the journal topic page. All of an individual student’s entries and comments appear as you determine the grade. The grades show immediately in the Grade Center.

You access the journal topic page in the following ways:

- In the journals tool, access a journal. In the sidebar, click the drop-down with your name to access all course members.
- On the Needs Grading page, access a journal’s contextual menu and click Grade All Users. To learn more, see the Needs Grading Page.
- In the Grade Center, locate the column for the journal you want to grade. Move the mouse pointer over a cell containing the needs grading icon—the exclamation mark—to access the journal's contextual menu. Click Grade User Activity.

You can decide whether or not students can view their grades and feedback in My Grades by editing the column information in the Grade Center. To learn more, see How to Edit, Hide, and Select Options for Columns. When you edit an assigned grade from the journal topic page, the Grade Center is updated.

Change a Topic From Graded to Ungraded

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

Alternatively, to retain entries, set the journal's Grade Center column to not be included in calculations. In essence, the journal continues to be considered graded by the Grade Center, but any results or grades assigned are ignored.

The Journal Topic Page

The journal topic page is divided into two main sections. You can view the entries in the content frame. In the sidebar, you can view information about the journal topic or entry, expand the Index, grade the entry if the journal is gradable, and select an individual user’s name to view his or her entries alone in the content frame.
1. In the sidebar, you can expand the **Journal Details** section to display information about the current selection, including the number of entries and comments. Click the right-pointing arrow to collapse the sidebar for more viewing room for entries. Click the four arrows to view the journal entries and sidebar in full screen.

2. Below the action bar, the **Journal Instructions** are expanded by default. You can minimize them. Click **Alignments** to add alignments.

3. To view all course members, click the down-pointing arrow next to the user’s name to view a list and select a member. The selected member’s entries appear in the content frame. Use the left- and right-pointing arrows to navigate to the previous or next student. Optionally, click **Show Empty Journals**.

4. For graded journals, icons designate the status of a user’s activity. The needs grading icon—the exclamation mark—indicates that a user has met the minimum activity for grading you set for the journal. The in progress icon appears when a user has some activity, but has not yet met the minimum number required to trigger needs grading status.

5. In the grading sidebar, provide a grade and feedback for the student.

6. The **Index** section displays the titles of the entries created by an author during the selected time period. Click the minus sign to collapse the title list.

### How to Grade Journal Entries for Individuals

You can begin the grading process for journals from the Grade Center, the **Needs Grading** page, and the **Course Tools** section in the **Control Panel**.

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

The in progress icon shows in the Grade Center cell and in a journal:

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

Use the following steps to grade journal entries:

1. Access the journal topic page and click the drop-down list with your name to access all course members. Click a user's name with a number. The user's journal entry or entries open in the content frame.

2. Type a point total in the **Grade** box. If you associated a rubric for this graded journal, expand and complete the rubric. To learn more, see **Rubrics**. To edit an existing grade, click in the **Grade** box and change the grade.

3. Optionally, type **Feedback** for the student. In the **Add Notes** section, make notes that appear only to you and the grader role. The icon for **Click to open full content editor** gives you access to all the content editor functions.

4. Click **Submit** to add the grade, feedback, and grading notes to the Grade Center.

**Group Journal Grading**

You grade a group journal using the same steps as for individuals. When the entries are submitted, all group members' names appear with the exclamation mark, the needs grading icon.

When you add a grade for a group journal, the grade is automatically given to all the members of the group and is populated in the corresponding column in the Grade Center for each group member. All members are assigned the same grade, even if a member did not contribute, although you can change this grade.

On the journal topic page, you can read all the entries for a group journal and add one grade. Users with entries that need grading are indicated with the needs grading icon—the exclamation mark—in the Grade Center and on the journal topic page in the **All Group Members** drop-down list. In addition, the group journal is listed on the **Needs Grading** page.

Students can view their group journal grades in **My Grades** and on the group journal topic page by selecting their names.
Change an Individual Member’s Group Grade

You can assign an individual group member a different grade than the group by editing the member’s grade. If you change a group member’s grade, and you assign a new group grade, the new group grade will not affect the individual’s new grade. Individual members only see one grade, not what each member earned. The individual’s new grade will not appear to the other group members.

In the grading sidebar, click the pencil icon to change the group grade for a member. Type a new grade and click the check mark icon to save it. This grade becomes an override grade.

![Image of grading interface]

The group grade and the individual group member’s edited grade also appear in the Grade Center. Grayed out cells appear in the group journal column for course members who are not part of the group.

Revert a Member’s Edited Grade

You can revert a member’s edited grade to the original group grade, which all group members received.

In the grading sidebar, click the pencil icon for the user with the edited grade. Click the left-pointing arrow to change the grade to the original group grade. The override icon is removed. The change also appears in the Grade Center.
Wikis

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

All course members can use the wikis tool to record information and serve as a repository for course information and knowledge. A course wiki is a vast source of information compiled by course members. Wikis can help build a community of collaboration and learning by increasing social interaction during the exchange of information.

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

Use Wikis to Assess Student Engagement

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

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

- Best Practice: Wikis in Action
- Create Wiki Topics
- Create Wiki Pages
- Edit and Manage Wikis
- Grade Wikis
Wiki Uses

Wikis can help users build a shared repository of knowledge. As the knowledge base grows over time, you can expect the wiki to have some degree of seriousness and permanence.

With dedicated use, you can use wikis for the following educational purposes:

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

You can use wikis as course content or graded assignments, including the following items:

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

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

How to Create a Wiki Topic

1. On the Control Panel, expand the Course Tools section and click Wikis.
2. On the Wikis listing page, click Create Wiki on the action bar.
3. On the Create Wiki page, type a name and optional instructions. Make the wiki available.
4. Select the Display After and Display Until check boxes to enable the date and time selections. Display restrictions do not affect the wiki availability, only when it appears.
5. Choose the Student Access option. You can change the student access at any time.
a. **Closed to Editing**: Select this option when you are the only one contributing pages or to disallow further page editing by users when you are ready to start grading the wikis contributions. All course members are allowed to view wikis that are closed to editing.

b. **Open to Editing**: Allows users to modify any wiki page. In a group wiki, a user must be a member of the group to edit a wiki page.

6. In the **Wiki Settings** section, make a grading selection. If you select **Grade: Points possible**, type a grade to make the wiki a graded item. After you enable grading, a column is created automatically in the Grade Center. It is permanently gradable, and you cannot change it to **No grading**.

![Wiki Settings](image)

7. Optionally, select the check box and the number of page saves required to show participants in needs grading status. Applying this setting will show the needs grading icon—the exclamation mark—in the Grade Center and place the entries in the queue on the **Needs Grading** page after the specified number of page saves have been made.

    **Note:** If you choose three page saves from the drop-down list and a user submits two, the in progress icon appears in the Grade Center cell and within the tool until the specified number is met.

8. Optionally, associate a rubric by pointing to **Add Rubric**. To learn more, see **Rubrics**.

9. Click **Submit**.

**About the Wikis Listing Page**

The wiki topics appear in alphabetical order on the ** Wikis** listing page. You can sort columns by clicking the column title.

![Wikis Listing Page](image)
1. On the Wikis listing page, click the title to access a wiki -OR- access a wiki’s contextual menu and click Open.

2. To change a wiki’s availability or student access, select one or more check boxes and use the Availability and Student Access drop-down lists on the action bar.

3. The Type column lists whether a wiki is for the course or for a group.

4. Access a wiki’s contextual menu and click Edit Properties to change a wiki’s name, instructions, and settings.
Create Wiki Pages

Each newly created course or group wiki requires a first page, which is the home page. When you access a new wiki for the first time, a message appears at the top of the page prompting you to create a home page. The home page always appears first in the wiki page list, making it an ideal page for instructions.

You or any course or group member can create the home page. No one can delete the home page, but if the wiki is open to editing, any course or group member may edit it.

The home page and all subsequent pages are created in the same way.

How to Create Wiki Pages

2. On the wiki's topic page, click Create Wiki Page on the action bar.
3. On the Create Wiki Page, type a name and a description or instructions.
4. Click Submit.

**Note:** You can delete an entire wiki or pages within a wiki, but you cannot delete the wiki home page by itself. Students do not have the ability to delete wiki pages.

### How to Link to Other Wiki Pages

When course members create or edit wiki pages, they may need to reference another page in the wiki. If the wiki consists of many pages, you can insert a link to that page right on the page you are currently viewing.

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

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

```
Create Wiki Page

Instructions
Created Course Wiki for Chapter 3.

1. Wiki Page Content
   * Name

   Energy Security: Nuclear

   Content

   If the United States decides to decrease its dependence on Middle East oil, the current administration is likely to press for nuclear power to make up the shortfall. This presents another set of security concerns that will affect the military's reliance on nuclear power for the nation's energy needs. These concerns about the increased attractiveness of nuclear technology as a potential threat and increased risk of proliferation of nuclear materials.
```

6. In the pop-up window, select a wiki page from the drop-down list.
7. Optionally, type a name for the link in the **Rename Wiki Page Link** box. If the link is not renamed, the original page title is used as the link.
8. Click Submit. The link appears in the content editor.

9. Click Submit. The new page with the link to the other page is added to the wiki.

How to Comment on Wiki Pages

Course members can comment on wiki pages rather than contribute to or edit a page. Commenting provides a way for you and your students to offer feedback and suggestions. Comments are visible to all course members. All comments for all wiki pages are counted in the About This Wiki section in the sidebar.

No one can edit comments after they are posted. Users can delete the comments they authored.

For group wikis, the default setting allows all course members to read them, but you must be a member of the group to make a comment. You can change the default setting to allow only group members to view a group wiki.
1. Access a wiki and click the page to view in the sidebar. The wiki page opens in the content frame.

2. Click **Comment** following the user's contribution and type a comment. You can use the spell check function at the bottom of the box as needed.

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

3. Click **Add**. Click the **Comments** link below the contribution to view the comment.
Edit and Manage Wikis

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

When a user is editing a wiki page, it is locked for a duration of 120 seconds to prevent others from editing the same page. Users are informed that another user is currently editing the page. The lock will expire in 120 seconds regardless of a user's activity/inactivity. After 120 seconds, another user can start editing the page and a new 120 seconds lock is placed on the page.

You cannot edit the lock or amount of time.

How to Edit Wiki Content

Because a wiki stores each version in its history, which includes who made changes, you have an opportunity to retrieve information about the development and contributions for any individual. You can click History in a page's contextual menu to see how a page was modified, view any version, and compare two versions side by side.

Use the following steps to edit a wiki page.

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

How to Delete a Wiki

If you no longer need a wiki, you can delete it. Deleting a wiki is permanent.
Note: If a wiki is gradable, the **Delete Confirmation** page appears. You need to perform extra steps to remove a gradable wiki.

1. On the **Wikis** listing page, access a wiki's contextual menu and click **Delete**.
2. Click **OK** in the pop-up warning. If the wiki is gradable, the **Delete Confirmation** page appears. You have two options:
   - **Do not select check boxes**: The wiki is deleted, but the Grade Center column and scores you have assigned are retained. For example, all student contributions are graded and you want to keep the Grade Center column for the final grade calculations. If you delete a wiki, yet retain the Grade Center column, you can delete that column from the Grade Center at any time.
   - **Select the check boxes**: The grade column in the Grade Center and the wiki are deleted. For example, if you do not want to include the grade column for the wiki contributions in the final grade, you can safely delete all.

---

### How to Add a Wikis Link to the Course Menu

You can add a link to the course menu for one-click access to the wikis tool. You can customize the name of the link.

1. Point to the plus sign above the course menu. The **Add Menu Item** drop-down list appears.
2. Click **Tool Link**.
3. Type a **Name** for the link.
4. From the **Type** drop-down list, click **Wikis**.
5. Select the **Available to Users** check box.
6. Click **Submit**.
Grade Wikis

When you enable grading, a column is created automatically in the Grade Center. You can view all the pages a student authored and edited as you determine the grade on the Participant's Contribution page. The grade applies to the wiki, not an individual wiki page.

You access the Participant's Contribution page in the following ways:

- In the wikis tool, access a wiki and click Participation and Grading on the action bar. In the content frame, click a user's name to view their page modifications and access the grading sidebar. Alternatively, in the sidebar, click All to access the drop-down list with all members who have contributed to the wiki and select a user.
- On the Needs Grading page, access a wiki's contextual menu and select Grade All Users. To learn more, see the Needs Grading Page.
- In the Grade Center, locate the column for the wiki you want to grade and move the mouse pointer over a cell containing a needs grading icon—the exclamation mark—to access the contextual menu. Click Grade User Activity.

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

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

The Wiki Topic Page

1. On the action bar, click Create Wiki Page to add your contribution.
2. Below the action bar, the Wiki Instructions are expanded by default. You can minimize them. Click Alignments to add alignments.

3. In the sidebar, you can expand the Wiki Details section to display information such as the type, creation date, and number of pages and comments. Click the right-pointing arrow to collapse the sidebar for more viewing room in the content frame. Use the four arrows to view the wiki in full screen.

4. To view a summary of student activity, click Participation and Grading for graded wikis or Participation Summary for wikis with no grading. Both links open a Participation Summary page where you can view participation for the students who have contributed to the wiki.

5. In the sidebar, the wiki pages appear in alphabetical order after the home page, appearing with the house icon. The home page always appears first in the list. Click a wiki page title to view it in the content frame. Access its contextual menu to view the page history. You can view the changes made to a single page in the wiki. All versions of the page appear on the Page History page with the most recent version appearing first. From this page, you can delete versions. You might delete pages because of offensive, inaccurate, or flawed content. If you delete the latest version, then the version next in line becomes the most current version and is the page viewed in the wiki. You can delete more than one version of a wiki page, but at least one version must remain. When you delete a version, all participation history for that version is deleted.

6. To view all users who contributed to the wiki, click All to expand the drop-down list and select a member. Optionally, click Show All Members to also view users who have not contributed to the wiki.

7. For graded wikis, icons designate the status of a user’s activity. The needs grading icon—the exclamation mark—indicates that a user has met the minimum activity for grading you set for the wiki. The in progress icon appears when a user has some activity, but has not yet met the minimum number required to trigger needs grading status.

Grading Status Icons

Users with wikis that need grading are indicated with the needs grading icon in the Grade Center and on a wiki’s Participation Summary page in the All drop-down list in the sidebar. In addition, they are listed on the Needs Grading page.

If during wiki creation you did not select the Show participants in needs grading status check box and select a minimum number of page saves, the needs grading icon will not appear in the Grade Center, on the wiki's Participation Summary page, and items do not appear on the Needs Grading page.

The in progress icon shows in the Grade Center cell and in a wiki:

- For student activity that does not meet the minimum number of page saves you set.
- If you did not select the Show participants in needs grading status check box.
How to View the Participation Summary

On the Participation Summary page, you can view a list of all student participation for the current wiki you are viewing. The information provided can help you understand how students contributed to the overall wiki content. This information can be especially useful when determining individual grades for gradable wikis.

1. Access a wiki.
2. On the wiki topic page, click Participation and Grading for graded wikis or Participation Summary for wikis with no grading.
3. On the Participation Summary page, view participation for the students who have contributed to the wiki.
4. In the sidebar, view information about the wiki and select a user to view his or her Participant's Contribution page.
   - Page Versions: Displays all pages created and edited by a user. This allows you to see precisely how and what content a user contributed and edited. If many pages appear, narrow what is shown using the Display Pages drop-down list on the action bar. A new version is created each time a page is edited. When you compare versions, the difference between any version and its previous version are shown on the Page Comparison page. Click the Legend tab to understand the differences in how one version was changed in comparison to the other version.
   - Words Modified: Tally of any words added, deleted, or edited in all pages and each page’s version of the wiki.
   - Page Saves: Tally of any time Submit is clicked on the Edit Wiki Page in the wiki, regardless whether or not content has been changed.

Example: Page Comparison Page

When you compare two versions, the Page Comparison page opens in a new window. The Comparison Details tab lists basic information about the two versions side by side.

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

In our example, grading starts from the wikis tool.

1. Access a wiki.
2. On the wiki topic page, click Participation and Grading on the action bar.
3. On the Participation Summary page, click a student's name in the content frame or in the All drop-down list in the sidebar. In the drop-down list, students with contributions ready for grading appear with exclamation marks, the needs grading icon. Use the left- and right-pointing arrows to navigate to the previous or next student.
4. On the Participant's Contribution page, a list of the student's pages and page versions open in the content frame. You can also view information about the contributions. In the Page Version column, click a page's title to review it.
5. In the grading sidebar, type a numeric grade in the Grade box. If you associated a rubric with this graded wiki, expand and complete the rubric. To learn more, see Rubrics. To edit an existing grade, click in the Grade box and change the grade.

6. Optionally, type Feedback for the student. In the Add Notes section, make notes that appear only to you and the grader role. You can use the spell check function in the bottom of each box. The icon for Click to open full content editor gives you access to all the content editor functions.

7. Click Submit to add the grade, feedback, and grading notes to the Grade Center.

Group Wiki Grading

On the Participation Summary page, the grading sidebar appears, listing all group members.

The needs grading icon appears in the All drop-down list for contributing group members. When you add a grade for a group wiki, the grade is automatically given to all the members of the group and is populated in the corresponding column in the Grade Center for each group member. All members are assigned a grade, regardless if a member did not contribute. Students can view their group wiki grades in My Grades and on their My Contribution pages.
Change an Individual Member's Grade

You can assign an individual group member a different grade than the group by editing the grade for the member. If you change a group member's grade, and you assign a new group grade, the new group grade will not affect the individual's new grade. Individual members only see one grade, not what each member earned. The individual's new grade will not appear to the other group members.

On the Participation Summary page, in the grading sidebar, click the pencil icon to change the group grade for a member. Type a new grade and click the check mark icon to save it. This grade becomes an override grade.

The group grade and the individual group member's edited grade also appear in the Grade Center. Grayed out cells appear in the group wiki column for course members who are not part of the group. You can also edit the grade from the Grade Center.

Revert a Member’s Edited Grade

You can revert a member's edited grade to the original group grade, which all group members received.

On the group’s Participation Summary page, click the pencil icon for the user with the edited grade. Click the left-pointing arrow to change the grade to the original group grade. The override icon is removed. The change also appears in the Grade Center.