The Next Blackboard CMS Upgrade

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May 15, 2012
Agenda

- Dates/Times
- Navigating Between Courses
- Course Files
- Rubrics
Update Details

• Grades are due June 11, 3 p.m.
• System downtime begins June 11, 5 p.m.
• System will be up by June 17
• Summer Quarter begins June 18
Comments? Questions?
Fabulous Files

Files: Beyond the Basics

Using Course Files in Your CMS Site
What is Files?

• A storage area for all the files in a single course

• A place to upload individual or multiple files
Why Use Files?

- Save time!
- Upload lots of files, easily
- Link to whole folders of content
  - All your images are in one place
  - All your articles in one place
- View your files via thumbnails
- Create a shared area so students can see and exchange files
Use Files in my Course

Organize all the files for a single course on your computer and put them in a .zip file

Go to the Control Panel, choose Files
Upload Package

Upload a ZIP file and unpack the contents in this folder. To upload a ZIP file without unpacking the contents, use the Upload Files option.

* Indicates a required field.

1. **File Information**
   - Browse to select a file to upload.
   - **File**: Choose File Shakespeare 2011.zip
     - If selected, the system automatically overwrites the existing file with the same name.
   - **Select File Name Encoding**: Change this setting only if the package contains files with names that are encoded using known, uncommon encoding. Otherwise, use the system default value.
     - Default (UTF-8)

2. **Submit**
   - Click Submit to proceed. Click Cancel to quit.
### Files: Shakespeare

Course Files is a central file storage area for a single Course. With Course Files, not only do Instructors have access to all of their files, but they have the ability to manage, organize, and view those files as suits their needs. Instructors can link to any uploaded items when creating content for the Course. When an Instructor changes an item, all links to the item in the Course reflect those changes. [More Help]

<table>
<thead>
<tr>
<th>File Type</th>
<th>Name</th>
<th>Edited</th>
<th>Size</th>
<th>Permissions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student Submissions</td>
<td>May 14, 2012 2:06:45 PM</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Media</td>
<td>May 7, 2012 3:01:54 PM</td>
<td>591.7 MB</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Documents</td>
<td>May 7, 2012 2:45:02 PM</td>
<td>14.9 KB</td>
<td></td>
</tr>
</tbody>
</table>

Displaying 1 to 3 of 3 items
Add Course User List - Student Submissions

* Indicates a required field.

1. **Choose Courses**
   - Courses: Shakespeare (CMS_2012_04_26_EMBRY_SHKSPR)

2. **Select Roles**
   - Roles:
     - All Course Users
     - Student
     - Instructor
     - Teaching Assistant
     - Course Builder
     - Grader
     - Guest

3. **Set Permissions**
   - Permissions:
     - Read
     - Write
     - Remove
     - Manage

4. **Advanced Folder Options**
   - Select **Overwrite** to remove the current permissions for all folder contents and subfolders and grant all permissions selected above. When **Overwrite** is not selected, all existing permissions remain and the selected permissions are granted to folder contents and subfolders.

5. **Submit**
   - Click Submit to proceed. Click Cancel to quit.
### Manage Permissions: Student Submissions

Share files and folders by assigning one or more permissions to individual users and groups of users.

#### Add Course User List

<table>
<thead>
<tr>
<th>User/Group Name</th>
<th>Read</th>
<th>Write</th>
<th>Remove</th>
<th>Manage</th>
</tr>
</thead>
<tbody>
<tr>
<td>User/Group 1</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
</tr>
<tr>
<td>User/Group 2</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
</tr>
<tr>
<td>User/Group 3</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
</tr>
<tr>
<td>User/Group 4</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
</tr>
</tbody>
</table>

Displaying 1 to 4 of 4 items

---

**Note:**

- Add: User/Group Name, Read, Write, Remove, Manage
- Delete: User/Group Name

**Action:**

- Action has succeeded.
But that's not all!

Files must be in a content area for students to see and use them.
Create a Content Item

Remember, everyone in the course can see what you share!
Select the folder you want to link to and click 'Submit'.
Select the folder you want to link to and click 'Submit'.
Select the folder you want to link to and click 'Submit'.
Create Item

A Content Item is any type of file, text, image, or link that appears to users in a Content Area, Learning Module, Lesson Plan, or Content Folder. More Help

* Indicates a required field.

1. Content Information

   Name: Student Submissions
   Color of Name: Black

2. Attachments

   Attach a file from a local drive or Course Files. All attached files are saved in Course Files. Click Do Not Attach to remove the attachment. The file itself is not deleted.

   Attach File: Browse My Computer, Browse Course

   Attached files

   File Name: Student Submissions
   Link Title: Student Submissions
   File Action: Create a link to this file
   Item's Alignments: Do not attach
Student Submissions

Attached Files:

- Student Submissions (0)
Files: Student Submissions

Upload  Create Folder

Folder Empty


Accessibility information
Installation details
Comments? Questions?
Rubrics

The Basics of Rubrics
What is a Rubric?

- A guide that shows students what is expected from an assignment or assessment
- The guide should also show how evaluations tie into the broader goals of the major/program
### A Completed Rubric

**Name**: Basic essay rubric  
**Description**: This rubric applies to essays with a requirement of one or more citations.

#### Rubric Detail

<table>
<thead>
<tr>
<th>Levels of Achievement</th>
<th>Novice</th>
<th>Competent</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criteria</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Argument</strong></td>
<td>60 %</td>
<td>80 %</td>
<td>100 %</td>
</tr>
<tr>
<td><strong>Use of citations</strong></td>
<td>50 %</td>
<td>75 %</td>
<td>100 %</td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
<td>50 %</td>
<td>75 %</td>
<td>100 %</td>
</tr>
<tr>
<td><strong>Weight</strong></td>
<td>45.00%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Weight</strong></td>
<td>35.00%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Weight</strong></td>
<td>20.00%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Argument</strong></td>
<td>Argument is poorly planned and/or does not make a cohesive point. Quotations are not used or do not relate to topic.</td>
<td>Argument contains some planned structuring and utilizes 1–2 distinct supporting points. Short quotations may be used, but do not necessarily strengthen the argument.</td>
<td>Argument is well thought out and contains at least three supporting points. Short quotations are used to directly support the argument.</td>
</tr>
<tr>
<td><strong>Use of citations</strong></td>
<td>Block quotation is not used or does not relate to subject.</td>
<td>Block quotation aids in clarifying argument, but does not form the core of the argument. Outside sources may be used to support quotation, but not necessarily to support the overall argument.</td>
<td>At least one block quotation is used and forms the basis of the argument. This block quotation is also supported by at least two outside sources.</td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
<td>No attempt to use proper grammar or punctuation.</td>
<td>Attempts have been made to use proper conventions, but one or more major errors and multiple minor errors occur.</td>
<td>Proper English conventions are used correctly to effectively convey the central argument</td>
</tr>
</tbody>
</table>

[View Associated Items]
Why Use a Rubric?

• Assist faculty in communicating their expectations to students in a very granular way
• Help students review or critique each other’s work
Remember: The rubric is a tool to make your assessment clear and accountable to the student.

Rubrics are just one tool in your arsenal—use them when appropriate and don't try to force every project into one.
Rubrics in Blackboard/CMS

You can create a rubric and use it with:

• any type of assignment
• an exam, quiz, or other assessment
• a blog entry, a journal entry, or a wiki
• a discussion board thread or forum
• a group project
• essay/short answer and file response test questions
Create a CMS rubric

A Rubric is a tool that lists evaluation criteria for an assignment. Rubrics can help students organize their efforts to meet the requirements of an assignment. Instructors can use Rubrics to explain their evaluations to students. [More Help]

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Date Last Edited</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Essay</td>
<td>Detailed, long-form essay rubric</td>
<td>May 07, 2012</td>
</tr>
<tr>
<td>Basic essay rubric</td>
<td>This rubric applies to essays with one a requirement of one or more citations.</td>
<td>May 07, 2012</td>
</tr>
</tbody>
</table>
How to create a CMS rubric

Rubrics are made up of rows and columns. The rows correspond to the various criteria of an assignment. The columns correspond to the level of achievement expressed for each criterion. A description and point value for each cell in the rubric define the evaluation and score of an assignment. There is no limit to the number of Rubrics that can be created. More Help

* Indicates a required field.

1. Rubric Information
   - Name
   - Description

2. Rubric Detail
   - The Rubric Grid lists Criteria (rows) for measuring Levels of Achievement (columns)
   - Click on "Add Row" or "Add Column" to add new rows or columns.
   - Rubric Type: Percent
   - Show Criteria Weight

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Novice</th>
<th>Competent</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formatting</td>
<td>33.00%</td>
<td>Percent 0</td>
<td>Percent 50</td>
</tr>
<tr>
<td>Organization</td>
<td>34.00%</td>
<td>Percent 0</td>
<td>Percent 50</td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

https://bbprodweb3.cl.northwestern.edu/webapps/blackboard/execute/manageRubrics?dispatch=create&course_id=3546857_1
## Rubric

**Name**: Advanced Essay  
**Description**: Detailed, long-form essay rubric

### Levels of Achievement

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Competent</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thesis Weight 30.00%</strong></td>
<td>55%</td>
<td>70%</td>
<td>85%</td>
<td>100%</td>
</tr>
<tr>
<td>Difficult to identify at all, may be a bland restatement of obvious point.</td>
<td>May be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to structure the paper. Paper title and thesis do not connect well or title is unimaginative.</td>
<td>Promising, but may be slightly unclear, or lacking in insight or originality. Paper title does not connect as well with thesis or is not as interesting.</td>
<td>Readily identifiable, original, well-developed, insightful, supportable, crystal clear. Connects well with paper title.</td>
<td></td>
</tr>
<tr>
<td><strong>Argument Weight 25.00%</strong></td>
<td>55%</td>
<td>70%</td>
<td>85%</td>
<td>100%</td>
</tr>
<tr>
<td>Direction of paper lacks flow; may be related to lack of argument. Simplistic position on topic. Informal language or slang is common.</td>
<td>Logic may often not follow, or argument may often be unclear. May not address counter-arguments or make any outside connections. Occasionally creates appropriate academic tone, but has some informal language or inappropriate slang.</td>
<td>Argument of paper is clear, usually flows logically and makes sense. Some evidence that counter-arguments acknowledged, though perhaps not addressed. Occasional insightful connections to outside material made. Mostly creates appropriate academic tone.</td>
<td>All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections to outside material (from other parts of the class, or other classes), which illuminate thesis. Creates appropriate academic tone.</td>
<td></td>
</tr>
<tr>
<td><strong>Evidence Weight 20.00%</strong></td>
<td>55%</td>
<td>70%</td>
<td>85%</td>
<td>100%</td>
</tr>
<tr>
<td>Very few or very weak examples, which may not support thesis. Quotes not integrated into sentences; not cited.</td>
<td>Examples used to support some points. Points often lack supporting evidence, or are associated with unrelated evidence. Quotes may be poorly integrated into sentences. Some citations used.</td>
<td>Examples used to support most points. Some evidence does not support point, may be secondary, or may appear where inappropriate. Quotes well integrated into sentences. Citations used, although possibly not perfectly.</td>
<td>Primary source information used to buttress every point with at least one example. Examples support mini-thesis and fit within paragraph. Excellent integration of quoted material into sentences. Citations used appropriately.</td>
<td></td>
</tr>
<tr>
<td><strong>Structure Weight 15.00%</strong></td>
<td>55%</td>
<td>70%</td>
<td>85%</td>
<td>100%</td>
</tr>
<tr>
<td>Muddy and hard to discern. Transitions confusing and unclear. Few topic sentences.</td>
<td>Generally unclear, often wanders or jumps around. Few or weak transitions, many paragraphs without topic sentences.</td>
<td>Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.</td>
<td>Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.</td>
<td></td>
</tr>
<tr>
<td><strong>Mechanics Weight 10.00%</strong></td>
<td>55%</td>
<td>70%</td>
<td>85%</td>
<td>100%</td>
</tr>
<tr>
<td>Breakdown of basic sentence structure, grammar, and diction. Frequent major errors in citation style, punctuation, and spelling. Contains many run-on sentences and comma splices. Does not conform to format requirements.</td>
<td>Problems in sentence structure, grammar, and diction. Some errors in punctuation, citation style, and spelling. May have some run-on sentences or comma splices. Mostly conforms to format requirements.</td>
<td>Sentence structure, grammar, and diction strong despite occasional lapses; punctuation and citation style often used correctly. Some (minor) spelling errors; may have one run-on sentence or comma splice. Conforms in every way to format requirements.</td>
<td>Sentence structure, grammar, and diction excellent; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices. Conforms in every way to format requirements.</td>
<td></td>
</tr>
</tbody>
</table>
Add rubrics to content

Moral agency in Macbeth

Macbeth could be described as a play regarding one of the following:
1) Macbeth
2) Lady Macbeth
3) Macduff
Bonus points available for a thoughtful response.

At least one passage from the text, form an argument as to the nature of moral agency in the play. Consider Shakespeare grants to any two of these characters.
**Edit Assignment: Moral agency in Macbeth**

Assignments are a form of assessment that adds a Column to the Grade Center. Use the Grade Center to assign grades and give feedback to each student. [More Help]

* Indicates a required field.

### 1. Assignment Information

**Name and Color**
Moral agency in Macbeth | Dark Faded Red

**Instructions**

Macbeth could be described as a play about moral agency. Using at least one passage from the text, form an argument as to the nature of moral agency in the play regarding one of the following characters:
1) Macbeth
2) Lady Macbeth
3) Macduff

Bonus points available for a thoughtful comparison of the levels of agency Shakespeare grants to any two of these characters.

### 2. Assignment Files

Attach File
Browse My Computer  Browse Course

### 3. Grading

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>100</th>
</tr>
</thead>
</table>

**-associated Rubrics**
Add Rubric

### 4. Availability

- Make the Assignment Available

This assignment cannot be made available until it is assigned to an individual or group of students.
Edit Assignment: Moral agency in Macbeth

Assignments are a form of assessment that adds a Column to the Grade Center. Use the Grade Center to assign grades and give feedback to each student. More Help

* Indicates a required field.

1. Assignment Information

Name and Color: Moral agency in Macbeth, Dark Faded Red

Instructions:

Macbeth could be described as a play about moral agency. Using at least one passage from the text, form an argument as to the nature of moral agency in the play regarding one of the following characters:
1) Macbeth
2) Lady Macbeth
3) Macduff

BONUS: Points available for a thoughtful comparison of the levels of agency Shakespeare grants to any two of these characters.

2. Assignment Files

Attach File

3. Grading

Points Possible: 100

4. Availability

Make the Assignment Available

Select Rubrics

- Basic essay rubric: This rubric applies to essays with one or more citations.

Displaying 1 to 2 of 2 items | Show All Edit Page...
Edit Assignment: Moral agency in Macbeth

Assignments are a form of assessment that adds a Column to the Grade Center. Use the Grade Center to assign grades and give feedback to each student.

* Indicates a required field.

1. Assignment Information

   Name and Color: Moral agency in Macbeth
   Instructions: Moral agency in Macbeth
   Text Editor is: ON

   Macbeth could be described as a play about moral agency. Using at least one passage from the text, form an argument as to the nature of moral agency in the play regarding one of the following characters:
   1) Macbeth
   2) Lady Macbeth
   3) Macduff
   Bonus points available for a thoughtful comparison of the levels of agency Shakespeare grants to any two of these characters.

2. Assignment Files

   Attach File: Browse My Computer, Browse Course

3. Grading

   Points Possible: 100
   Associated Rubrics: Add Rubric
   Basic essay rubric: Basic essay rubric
   Used for Grading: 5/7/12 12:23 PM
   Yes (With Rubric Scores): Yes

4. Availability

   Make the Assignment Available: Yes (Without Rubric Scores, After Grading, No)
Preview Upload Assignment: Moral agency in Macbeth

You are previewing the assignment - your submission will not be saved.

1. Assignment Information

Name: Moral agency in Macbeth

Instructions: Macbeth could be described as a play about moral agency. Using at least one passage from the text, form an argument as to the nature of moral agency in the play regarding one of the following characters:

1) Macbeth
2) Lady Macbeth
3) Macduff

Bonus points available for a thoughtful comparison of the levels of agency Shakespeare grants to any two of these characters.

Due Date

Points Possible: 100

2. Assignment Materials

Submission

Attach File

Browse My Computer

Browse Course

Comments
Final Thoughts…

• Creating rubrics can save you time because they should cut down on office hour questions about grading

• A good rubric can help students understand your expectations

• A rubric should also help students learn more because they have a very clear guide
Rubrics

Comments? Questions?
http://courses.northwestern.edu

- Workshops, booklets
- Online step-by-step
- Course Management Support
- Northwestern University
- NUIT-A&RT
- Consultant@northwestern.edu