

Online Course Developer's Guide

Introduction

The purpose of this *Developer's Guide* is to assist you to become efficient and effective in creating an online course using WebCT. As a course developer, you have the challenge and privilege of providing a valuable service by helping students engage in the learning process in a meaningful way. You have an opportunity to enrich the learning experience of others by providing for them a good learning environment. WebCT offers some of the best online learning tools available. This guide will help you make the most of what WebCT has to offer.

This *Developer's Guide* is designed as a quick reference that you can keep on your desk during course development. It is not meant to be comprehensive, but rather, covers some of the most commonly used features of WebCT. If you need help on something not covered in this *Guide*, please refer to the WebCT online help or call one of the Instructional Designers at the DL center.

Table of Contents:

Section A: Quality Guidelines for Online Course Developers	
1.1 Online Learning Environment	5
1.2 Course Management	8
1.3 Overall Design of the Course	9
1.3.1 Protocols	11
1.3.2 Course Information Page (a.k.a. <i>Syllabus</i>)	12
1.3.3 Course Schedule	12
1.3.4 Instructor’s Biography	12
Section B: Course Standards	13
Section C: WebCT Reference Guide	14
1. Accessing Your Online Course	14
2. The <i>Homepage</i> Icons	17
2.1 <i>Classroom</i>	18
2.2 <i>Assessment</i>	18
2.3 <i>Instructor</i>	20
2.4 <i>WebCT Help</i>	20
2.5 <i>Communicate</i>	21
2.6 <i>Toolbox</i>	21
3. The “Action Menu”	22
4. The “View” and “Designer Options” Tab	23
4.1 <i>Options: Links</i>	23
4.1.1 <i>Add Page or Tool</i>	23
4.1.2 <i>Edit</i>	24
4.1.3 <i>Delete</i>	25
4.1.4 <i>Hide</i>	25
4.1.5 <i>Reveal</i>	25
4.1.6 <i>Specify Selective Release</i>	25
4.1.7 - 4.1.8 <i>Move Backward and Move Forward</i>	26
4.1.9 <i>Move to Organizer Page</i>	27
4.1.10 <i>Move to Course Menu</i>	27
4.1.11 <i>Copy to Course Menu</i>	27
4.2 <i>Options: Textblocks</i>	27
4.2.1 <i>Add Upper Textblock</i>	27
4.2.2 <i>“Add Lower Textbox”</i>	28
4.2.3 - 4.2.6 <i>Edit, Delete, Move Up and Move Down</i>	28
4.3 <i>Options: Customize</i>	28
4.3.1 <i>Modify Layout</i>	28
4.3.2 <i>Customize Page Colors</i>	28

4.3.3	<i>Modify/Add Background Image</i>	28
4.3.4	<i>Modify/Add Banner Image</i>	29
5.	The Course Menu	29
6.	The Control Panel	29
6.1	<i>Add Page or Tool</i>	30
6.2	<i>Edit Page or Tool</i>	30
6.3	<i>Manage Files</i>	30
6.4	<i>The Folders and Files Actions Menu</i>	31
6.4.1	<i>Options: File</i>	31
6.4.1.1	<i>Create File</i>	31
6.4.1.2	<i>Edit</i>	32
6.4.1.3	<i>Delete</i>	33
6.4.1.4	<i>Copy</i>	33
6.4.1.5	<i>Move</i>	33
6.4.1.6	<i>Rename</i>	34
6.4.1.7	<i>Zip</i>	34
6.4.1.8	<i>Unzip</i>	35
6.1.9	<i>Zippping Files on Your PC Using WinZip©</i>	35
6.4.1.10	<i>Upload</i>	36
6.4.1.11	<i>Download</i>	37
6.4.2	<i>Options: Folders</i>	38
6.4.2.1	<i>Create Folder</i>	38
6.4.2.2	<i>Delete</i>	39
6.4.2.3	<i>Rename</i>	39
6.4.2.4	<i>Zip</i>	39
6.5	<i>Update Student View</i>	40
7.	Developing Course Content Pages	41
7.1	<i>Preparing Your PC for WebCT Course Development</i>	41
7.1.1	<i>Creating a Directory Structure on Your Desktop Computer</i>	41
7.1.2	<i>Downloading the Course Content Template Files</i>	43
7.1.3	<i>Working with Course Content Template Files</i>	44
8.	Adding Content to <i>Learning Materials</i> Content Module	45
9.	Organizing the <i>Learning Materials</i> Table of Contents	46
10.	Providing Additional Tools to Assist Students	48
10.1	<i>Adding a Glossary</i>	48
11.	Making <i>Learning Materials</i> Available to Students	49
12.	Communication Tools	49
12.1	<i>Discussions (a.k.a. Bulletin Board)</i>	49
12.2	<i>Chat</i>	51
13.	Setting Up the Course Calendar	53
13.1	<i>Adding an Entry to the WebCT Calendar</i>	53
13.2	<i>Editing an Entry on the WebCT Calendar</i>	55

13.3	<i>Including Links in the WebCT Course Calendar</i>	55
13.4	<i>Viewing the WebCT Course Calendar</i>	56
14.	<i>Creating Online Quizzes in WebCT</i>	57
14.1	<i>Adding a Quizzes/Survey Page to a WebCT Course</i>	57
14.2	<i>Adding a Multiple-choice Quiz</i>	58
14.2.1	<i>Creating a Question Database Category</i>	58
14.2.2	<i>Adding Questions to the Question Database Category</i>	59
14.2.3	<i>Creating a Quiz in WebCT</i>	62
14.2.4	<i>Allocating Points for an Online Quiz</i>	63
14.2.5	<i>Selecting Quiz Settings</i>	64
14.2.6	<i>Previewing a Quiz in WebCT</i>	68
14.2.7	<i>Displaying Quizzes in WebCT</i>	69
15.	<i>Setting Up the Assignments Dropbox</i>	69
15.1	<i>Adding an Assignment in WebCT</i>	72
15.2	<i>Editing Assignment Settings in WebCT</i>	72
15.2	<i>Importing an Assignment-related file in WebCT</i>	76
Section D: Course Design Worksheet		77
Appendix A: Major Components of a Course Module/Unit		
Appendix B: Sample Rubric		

Section A: Quality Guidelines for Online Course Developers

Here are some important guidelines to keep in mind as you develop your course. The purpose of this “checklist” is twofold. First, it is intended to communicate to you, as clearly as possible, the expectations of DLS. Second, it is meant to help you to ensure that your course reflects the highest quality standards.

Online Learning Environment

Well-designed online courses are student-centered, instructor-facilitated learning environments; they are not stand-alone correspondence courses. As a course developer, your challenge is to create an online learning environment that facilitates learning, which in turn produces lifelong learners. You are not merely posting information to the Web (i.e., lecture notes); you are helping students engage in the learning process in a meaningful way. This involves learner-to-instructor, learner-to-learner, and learner-to-content *interaction*.

Before you begin developing your course, we'd like for you to read through the list below, and reflect on how WebCT can help you with addressing these teaching and learning goals.

In March 1987, the American Association of Higher Education published “*Seven Principles of Good Practice in Undergraduate Education*” (*AAHE Bulletin* 39 (1987): 3-7). These seven principles are a meta-analysis of 50 years of research on good teaching principles by Arthur Chickering and Zelda Gamson. The following checklist was created with these seven principles in mind.

- A well-designed course facilitates learner-to-instructor interaction.** For example, you may want to set up a discussion forum for each unit where students can ask content related questions. Or, you may want to set specific times when students can meet with the instructor in the *Chat* room (Even if you know you will not be the instructor for this course, by including this feature as part of your design you are encouraging learner-to-instructor interaction. The Instructor’s Biography is another ‘tool’ that promotes learner-to-instructor interaction.

WebCT Tip: Use the Discussion Board, Mail, and Chat to interact with your students.

- A well-designed course facilitates learner-to-learner interaction.** Your course is meant to be an online learning community that delivers a unique and responsive educational experience.
 - A carefully planned discussion assignment will encourage meaningful cooperation among students. It is not enough just to require “participation” in the weekly *Discussion* forum. You should provide

clear guidelines on what constitutes an acceptable *Discussion forum* posting. (See the example in Appendix B)

- Discussions should have a clear focus. For example, have several students each read a different article on the same topic. The articles should reflect varying or opposing views, and then have students post their comments. You could even have them debate the issue.
- You can also set up a *Chat* session where students can discuss a topic or issue related to your course content. For example, you could assign students the task of offering several possible solutions to a perplexing problem (case study). Have them discuss it in the *Chat* room as a group, and then have each student write a report based on that discussion. The reports may be posted to the *Discussion* forum.
- You should build into your course features that promote *collaborative learning*. Collaborative learning environments provide the sense of a “learning community.” When students learn together they tend to develop better critical thinking skills and retain information longer than students who work independently.

WebCT Tip: Encourage students to ask questions of each other, try to answer each others' inquiries, or react to each others work (via the *Discussion Board, Mail* or *Chat*). Set up a "buddy" system or groups for collaboration (you can assign private Discussion Topic areas to specific groups of students, assign Chat rooms, and set up a public Student Presentation area where each group can share their group work).

□ **A well-designed course facilitates learner-to-content interaction.**

- Learning should be *student-centered*. In many (perhaps most) traditional classrooms, learning is either *teacher-centered* or *content-centered*. For the most part, students act as passive listeners as the lecture is delivered by a subject matter expert. This approach simply does not work online. You must help the student become an active learner by creating ways for him or her to *interact* with the learning materials.
- You should build into your course a variety of authentic learning experiences. By “authentic learning experiences” we mean tasks and activities that encourage students to *process* information. For example, rather than just have students memorize a list of concepts to be repeated on a multiple choice exam (which they can do without actually understanding them), you create ways for students to apply information to real life situations. *Suggestion:* You could use a case study to engage students in problem-based learning.
- Provide ways for students to build on existing knowledge. As you develop your course, keep in mind that “education” is the total learning experience of an individual, which begins at birth and continues throughout a person’s lifetime. “Schooling” is an important part of that experience in that it provides a structured environment where control is introduced into the learning process.

WebCT Tip: Design Assignments to encourage students to apply the concepts learned in the course. Use the Self-Test tool for active review of materials. The Discussion board is a good place to have students reflect publicly on issues and respond to each other's reflections.

- **A well-designed course sets high expectations.** Communicating high expectations for student performance is essential. One way for instructors to do this is to give challenging assignments. For example, you could assign tasks requiring students to apply theories to real-life situations, rather than remember facts or concepts. Another way to communicate high expectations is to provide examples or models for students to follow, along with comments explaining why the examples are good.

Using a grading rubric is a good way to communicate high expectations. Generally rubrics specify the level of performance expected for several levels of quality. These levels of quality may be written as different ratings (e.g., Excellent, Good, Needs Improvement) or as numerical scores (e.g., 4, 3, 2, 1) which are then added up to form a total score which then is associated with a grade (e.g., A, B, C, etc). Rubrics can help students and teachers define "quality". Rubrics can also help students judge and revise their own work before handing in their assignments. There is an excellent tool available online to help you create a grading rubric for your course (<http://rubistar.4teachers.org/index.php>).

WebCT Tip: Provide students examples of "A"-quality work. Release statistics along with grades, so that students can see how they are performing as compared to the rest of the class (stats can give the mean grade and/or the frequencies). Use the "Selective Release" feature to release course info only as students achieve a certain level of success on a test.

- **A well-designed course provides ways to ensure that the instructor gives prompt feedback** Knowing what you know and don't know focuses your learning. In getting started, students need help in assessing their existing knowledge and competence. Then, in classes, students need frequent opportunities to perform and receive feedback on their performance. At various points during college, and at its end, students need chances to reflect on what they have learned, what they still need to know, and how they might assess themselves.

You should design your course to facilitate meaningful and prompt feedback from the instructor. Instructors need to provide two types of feedback: *information feedback* and *acknowledgment feedback*.

- **Information feedback** provides information or evaluation, such as an answer to a question, or an assignment grade and comments.

- **Acknowledgement feedback** confirms that some event has occurred. For example, the instructor may send an e-mail acknowledging that he or she has received a question or assignment and will respond soon. You may want to include a “Note to Instructor” page outlining this.

WebCT Tip: Let students know what type of feedback to expect from you and how often it will be provided. Likewise, be clear as to what type of feedback you'd like from them. At various times during the course, allow the students a forum for providing feedback about the course itself. Note that the Quiz and Self-Test tools are good ways of providing instant feedback.

- **A well-designed course emphasizes time on task.** Time plus energy equals learning. Learning to use one's time well is critical for students and professionals alike. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. Set specific deadlines for assignments and include a late assignment policy.

WebCT Tip: Use the Course Schedule and Calendar tool to help keep students on-task. Timed quizzes emphasize time-on-task, as well.

- **A well-designed course respects diversity — talents, experience, and ways of learning.** Many roads lead to learning. Different students have different talents and styles of learning. Brilliant students in a seminar might be all thumbs in a lab or studio; students rich in hands-on experience may not do so well with theory. Students need opportunities to show their talents and learn in ways that work for them. They can be pushed to learn in ways that do not come so easily to them, but they should at least be given the choice to learn in the way that suits them best.

WebCT Tip: Stick to the template for course page design *but* vary the types of exercises and assignments.

Sources: Arthur Chickering and Zelda Gamson, “Seven Principles of Good Practice in Undergraduate Education” *AAHE Bulletin* 39 (1987): 3-7; Arthur Chickering and Stephen C. Ehrmann, “Implementing the Seven Principles: Technology as Lever” *AAHE Bulletin* 39 (1996): 3-6.

Course Management

You should pay close attention to course management matters, such as naming files, setting up a directory structure in WebCT, and locating files in the appropriate folders. This may seem mundane at the time, but you will avoid problems later if you:

- Ensure that files are named properly. Filenames may contain any letters (a-z, A-Z), numbers (0-9), underscore (_), ampersand (&) or mdash (-).

Avoid using dash (-), tilde (~), period (.) or space. Also, name your files so that they can be easily identified later. (For example, include some part of the title in the filename: "hospital_beds_objectives.html," hospital_beds_learning_activities.html").

- Use the appropriate directory structure, as described in the DLS *Developer's Guide*.
- Upload all your files to the server hosting your WebCT course (for security reasons). Course files are NOT to be located on external websites, except for resource files which are accessed through a link on a page in your course.

Goals and Objectives

Each course must include a clear description of goals and objectives (i.e., learning outcomes). Those for the entire course must be listed on the *Course Information* page. Those for a particular module/unit must be listed at the beginning of each module/unit. The purpose of stating goals and objectives is to communicate to the student what he or she may expect from the course.

Use your outline (from PIRS) as a guide for your development. This will ensure that you stay on topic and meet the necessary objectives. Often the main topics listed on the course outline can be used as major headings within your course. (**Note:** Be sure that you are using the most up-to-date outline available. Go to <http://www.cna.nl.ca/pirs/> to login and print a copy of the outline for your course).

RESIST THE TEMPTATION to follow the outline given in the textbook or e-pack, just because it seems easier at the time. Those who take this approach usually run into problems later, especially when the objectives differ from those approved by academic council (PIRS).

Goals and objectives must be:

- in accordance with those approved by academic council (PIRS)
- clearly revealed to students
- specific and measurable (How will you know that a goal or objective has been met?)

Overall Design of the Course

Consistency

- Homepage* must use the DLS template or an approved variation.
- Content pages must be formatted according to the DLS template (fonts, colours, etc.)

- Content pages should contain no more than three continuous screens of text. Design your pages so that students do not have to scroll down more than two times to read the text (or better still, not at all).
- When you use multimedia (images, sound clips, etc.), do so with a clear purpose in mind; namely, to enhance the student's understanding and memory of important concepts.
- Content should be presented in logical progression. For each unit you should attempt to build on knowledge gained from previous units.
- Content should be made available to students in manageable segments. This is called "chunking" your material. Avoid having too much content on a single unit.
- Students' connectivity issues should be considered in course design. For example, avoid using large images. Never use images of only plain text that can be typed out.
- Your course should provide good navigation (materials are easy to find, paths are easy to follow and backtrack, links are functional, etc).

Curriculum Content

- The amount and quality of the content must be sufficient to provide a good learning environment. That is, the content and requirements of your course should be as demanding as a face-to-face course with identical or similar content.
- Curriculum content must be relevant and appropriate to the learning objectives.
- Content must be credible and academically respectful. Sources must be identified and copyright laws must be adhered to. Be sure to secure copyright permission when needed.
- Course content should not be too dependent on the textbook. The textbook should be treated as a resource; it should not serve as a substitute for course content. Ask yourself: "Could this course function if the textbook were no longer available?" Design your course so that you could use a new edition of the textbook or, if necessary, another textbook with similar content, without having to do too many revisions to the course. Whenever possible, avoid references to specific pages or chapters in your textbook, or in your other content pages. Having too many references in the course content becomes high-maintenance in the long run, since books change, new editions are issued, etc. Instead, include them in the *Learning Activity* pages or in the course schedule. That way, when the textbook changes, the instructor will only have to update a few pages.
- Do not depend too heavily on an *E-Pack* (if there's one available for your course). An *E-Pack* is a collection of electronic resources, such as study notes, PowerPoint presentations, multimedia files, etc. *E-Packs* sometimes come with the textbook on Compact Disk (CD-ROM), or can be downloaded directly from the publisher's website. They can be useful resources, but tend to be tied exclusively to a particular textbook. Consequently, if you rely too heavily on an *E-Pack* and the textbook for your course changes, much of

your course material becomes obsolete. You should strive to create an online learning environment that lasts well beyond the current edition of your textbook.

Protocols

- It is essential that protocols be clearly defined. For example, you should provide step-by-step instructions on completing and uploading assignments. Post your instructions on the *same page* with the assignment, as well as on the *Course Information* page.
- Provide a grading rubric for your course.
- Provide participation guidelines. What do you expect from a student as “participation”?

Course Information Page (a.k.a. *Syllabus*)

Each course must include a course information page. DLS has provided a sample page as part of the course template (information.html). Your information page should include:

- an introduction and description of the course. You can usually find this on PIRS.
- a list of course goals and objectives, as well as the major topics covered.
- clear and specific instructions on what is required for students to successfully complete the course (e.g., assignment submission guidelines, deadlines, participation policy, student evaluation, late reports or missed deadlines).
- a list of prerequisites (if any)
- time frame for the course (e.g., 15 weeks, 6 weeks, etc)
- credit value
- virtual office hours—i.e., a specific time when you can be reached (e.g., online chat, phone)
- required text(s)
- clear guidelines for interaction between instructors and students.
 - policies describing the *types* of communication that should take place over different channels. For example, you may want to say something like: “Please do not send technical support questions to the instructor; send them to the help desk.” Or: “The *Discussions forum (a.k.a. Bulletin Board)* is to be used for all communications except grade-related questions.”
 - clear standards for instructors' *timelines* for responding to messages. For example, you may want to say something like: “I will make every effort to respond to e-mail within two days of receiving it” or “I will respond to e-mails on Tuesdays and Fridays between three and five o'clock.”

- a grading rubric. There is an excellent tool available online to help you create a grading rubric. Go to <http://rubistar.4teachers.org/index.php>.

Course Schedule

You must provide a tentative schedule for your course (in table format). You can use the template provided by DLS. Since you may not yet know when the course will be offered, it is not necessary for you to list actual dates. However if you are developing a fifteen-week course, you should at least provide a weekly schedule outlining when certain assignments are due within that time-frame. For example, *Assignment One* could be due at the end of week three. Provide spaces on the table for dates, even if you are not entering them. It is also important that you keep this page as simple as possible (not too cluttered). The course instructor can edit the file later and add the dates. The course schedule should include:

- an outline of the course in chronological order (number of weeks).
- a list of assignments, exams, and activities
- due dates
- evaluation

Instructor's Biography

The *Instructor's Biography* provides as an excellent opportunity for the instructor to introduce himself or herself to the class. DLS has a database of Instructor's Biographies available for upload. If you know that you will be teaching the course you are developing, please ensure that DLS has a copy of your biography. Your biography should include:

- an introduction of yourself (in first person)
- hobbies and interests (optional)
- career experience and credentials
- contact information
- "virtual" office hours
- Up-to-date photo

Section B: Course Standards

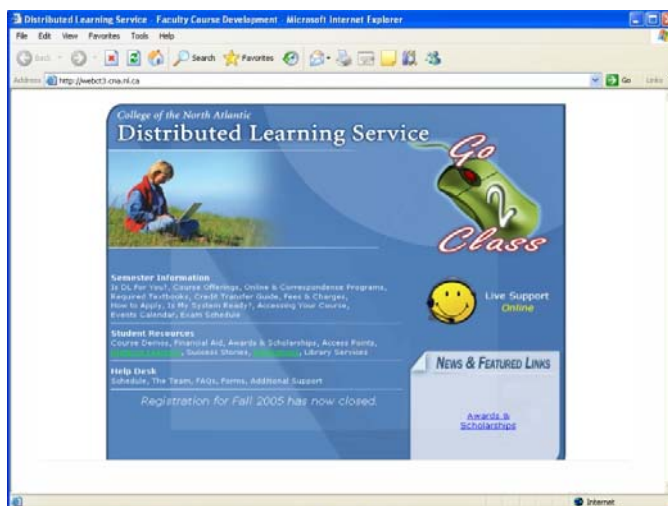
DLS endorses a set of best practices for all our online courses. These are based on accepted standards of best practice for teaching and learning regardless of the medium through which that occurs. There is a general consensus that quality web-based courses should involve:

- Encouraging student-instructor interaction and contact
 - Students can contact Instructors easily and are assured of receiving a prompt response (e.g., within 24 to 48 hours)
 - Instructor interaction with the student encourages engagement and provides sufficient data to assess student achievement of learning objectives
- Encouraging student cooperation and interaction
 - Student feedback to each other should be substantive, constructive, and meaningful
- Encouraging active learning
 - Student responses to prompts should be substantive
 - Assignments encourage use of critical thinking strategies
 - Students interact with, write about, and are asked to incorporate what they are learning into their experience
- Giving prompt feedback
 - Students are given frequent feedback regarding their progress
 - Emphasis on time on task
 - Course requires frequent, periodic, and substantive work, including contact with the course site
 - Students are given guidelines on how much time they should expect to work on each segment of the course
- Communication of high expectations
 - Learning objectives communicate the level of learning appropriate to the course (introductory, intermediate, advanced)
 - Course content and requirements are as demanding as a face-to-face course with similar content
- Respect for diverse talents and styles of learning
 - Provide alternative ways of learning for student
 - Provide alternative ways of assessing student achievement
- Letting students know what to expect
 - Information regarding the objectives, assessment deadline, grading policies, etc., are clearly stated and easy for students to find
- Making effective use of the technology
 - Technology used is appropriate for the learning objectives
 - Technology used is appropriate for the discipline
 - Support is provided for students who need assistance with the use of the technology

Section C: WebCT Reference Guide

1. Accessing Your Online Course

Open your browser and type the following URL <http://dls.cna.nl.ca>. You will be presented with the following screen:

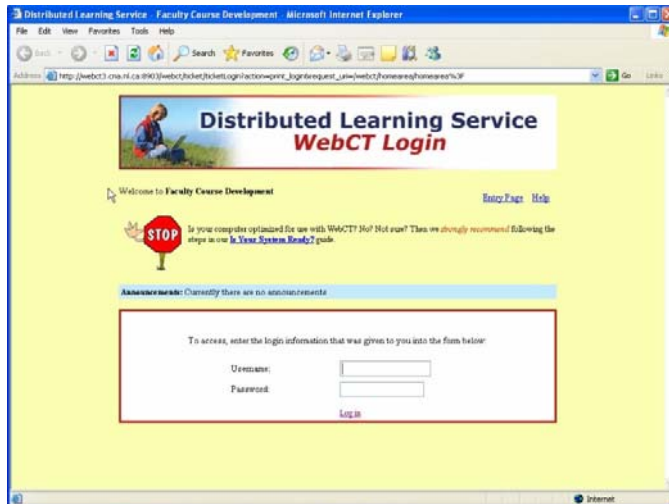


Click on “Go 2 Class.”

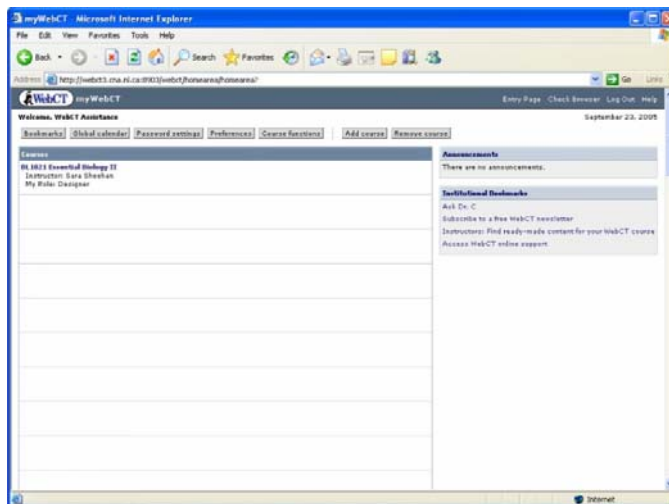
On the next screen, click on the **Course Development Area** icon (at the bottom of the page).



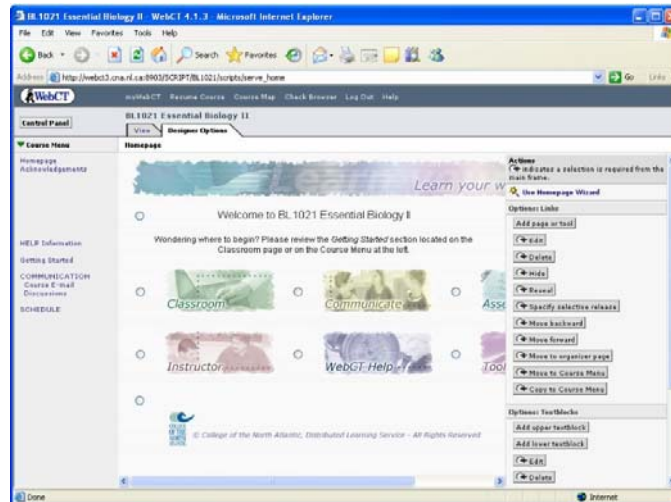
You will be presented with a login screen. At the bottom of the screen, enter your **Username** and **Password**.



Once you have entered the WebCT site, a screen similar to the following screen will appear, showing a listing of all courses added to your account..



Click on the hyperlink title of your course. This will bring you to your course *Homepage*.



From the *Homepage* you can navigate to any point in your course. The *Homepage* includes the following features:

- **Menu Bar** gives you access to elements within the WebCT environment.
 - *myWebCT* – returns you to the *myWebCT* front page (where your course(s) is/are listed).
 - **Resume Course** – Allows students to resume their place in the course content (this acts as a “bookmark”).
 - **Course Map** – Allows you to view the structure of the entire course on one page.
 - **Check Browser** – Allows you to determine if your browser is compatible with WebCT.
 - **Log Out** – logs you out of your course and returns you to the *WebCT Entry Page*.
 - **Help** – links you to context-sensitive help — i.e., the help menu is relevant to the tool/page you are accessing.
- **Course Title** shows the course number and title.
- **Breadcrumb menu** shows location within the course and provides links to previous screens.
- **Homepage Icons** link to the contents and tools within the course, such as *Classroom*, *Communicate*, *Assessment*, *Instructor*, *WebCT Help* and *Toolbox*. These provide quick and easy access.

- **Course Menu** (located on the left) provides access to some of the most important components of the course.
- The tab at the top of the window allows you to switch between **View** mode and **Designer Options** mode. The **Designer Options** mode provides a menu on the right that allows you to add content to the course, make changes, etc.

Notice that when you are in the **Designer Options** mode a radio button appears next to each icon. This allows you to apply actions to a particular icon or change the text in the text boxes.

2. The Homepage Icons

Your course will include the following standard icons. You have the option of adding more icons if needed.

Note: The *Homepage* is generally kept the same for all courses. The reason for this is to raise the comfort level of the students by creating an environment that is familiar to them. Our *Learner's Guide* and *Course Orientation* also explain where to find each of the tools within a course from a student's perspective.



The *Classroom* area will contain most of the course content, such as the course outline, learning materials, and the course schedule.



The *Communications* area is where you will go to communicate with students. Tools such as email, discussions and chat can be found under this icon.



The *Assessment* area is used to post assignments, exams and answer keys. Many of these items will be hidden from the students' view until you make them available.



The *Instructor* area is where the instructor's biography (or 'autobiography') is located. Usually, this is where an instructor provides information on how students can contact him or her. Consider this an opportunity to introduce yourself to the class.



Students, instructors and developers can click the *WebCT Help* icon to get easy access to live online support and to online support documents.



Sometimes special software is required for viewing files and media clips. Links to the various software and plug-ins will be found under the *Toolbox*.

What's in Each Section of the Course?

2.1 Classroom

In the *Classroom* area you will find information similar to that in a "regular" classroom. Below is an explanation of each of these items:



To enter the *Classroom* area, click the *Classroom* icon.



The *Course Information* page (a.k.a. *Syllabus*) provides details about the course topics, the required textbook, participation policy, etc. The DLS template includes a sample page. Please follow the general format when creating the *Course Information* page.



The course *Schedule* provides an overview of the course activities. Instructors can use this page to help guide students through the course. Here the instructor can indicate what module they should be working in during any given week, assignment due dates, exam dates, etc. The DLS template includes a sample page. Please follow the general format when creating the course *Schedule* page.



The *Learning Materials* icon provides a link to your online notes. Generally, the first page of each module provides a breakdown of the unit explaining the objectives of the module.



The *Calendar* icon may be used to post reminders of assignment due dates and exam dates.



The *Compile and Print* feature allows you and your students to compile and print all of the *Learning Materials*.

NOTE: Your course *Classroom* page can include more or fewer icons than those shown, depending on how you set it up. You have the option of including additional icons if necessary.

2.2 Assessment

The *Assessment* area contains all the items relating to how the student will be evaluated throughout the course.



To enter the *Assessment* area, click the *Assessment* icon.



Assignments are located under the *Assignment* icon which may resemble the icon on the left. In most cases, assignments will not be available at the start of the course, but are released at the appropriate time. Assignments may be linked as single files under the icon.



The *Assignment Dropbox* links to an area where students can access assignments and submit their answers. This tool has several advantages (e.g., instructors can set deadlines, have grades automatically displayed in *Students Grades*, etc.).



If your course contains quizzes, you may set them up under the *Online Quizzes* icon. When exams are taken online within a course, a variety of information is made available to the instructor, such as the time a student starts and finishes the exam, how much time he or she spends on each question, etc.



The *Student Grades* icon allows each student to see his or her assignment and exam grades.



The *Student Progress* icon allows students to track where they have been in the course, including how many messages they have read and posted, how many content pages they have visited, along with other information. The instructor can also access a variety of tracking information, such as how often students visit the course site, how long they spend on each content page, how many content pages they visit, how many messages they have read and posted, as well as other important information.



The instructor can make *Answer Keys* available to students for their practice work.



Many courses include *Self-assessment Activities* (such as practice quizzes) that allow students to test their knowledge on course concepts.



The *Student Satisfaction Survey* appears in every course offered. Students are given access to the survey half-way through a semester. DLS uses the surveys to monitor the level of success of the online course in order to learn ways to improve upon it. Survey results are anonymous and confidential. This icon should remain visible to the student at all times. Please do not hide or remove it.

Note: Your *Assessment* page may include more or fewer icons than those shown, depending on how you set it up.

2.3 Instructor



This page contains a brief biographical description of the instructor. This should include the instructor's contact information, virtual 'office' hours, career experience/credentials, hobbies/interests, and a recent photo. This should be written in the first person to carry a personal, friendly tone. Consider this an opportunity to introduce yourself to the class.

Note: DLS is currently in the process of developing a database of Instructor's Biographies. Assuming that you will be the first-time facilitator of your course, we ask that you provide DLS with a copy of your biography (and photo). If DLS already has a copy of your biography in the database, you may contact us and we will upload it to the course for you.

2.4 WebCT Help

The *WebCT Help* icon provides a link to various help options.



The *WebCT Help* icon is found on the course homepage. It lists important information about how to get help if you should need it.

ONLINE



The *Help Desk* icon will display '**ONLINE**' during regular hours. Developers, instructors and students can click on it to begin a chat session. If all of our Help Desk members are busy, you will be asked to submit a question via email, so that an operator can respond as soon as he or she is available.

LEAVE A MESSAGE



During times when the Help Desk is closed, the *Help Desk* icon will display '**LEAVE A MESSAGE.**' You can click on it to submit a question via email.



The *Student Zone* provides access to contact information for individual Help Desk Team members, Student Services Counselors, Student Development Officers, FAQ's and technical support.



If you have a question about a specific feature of *WebCT*, you can click on the tool or page you need help with and then click the context sensitive *HELP* link on the main menu bar.



This feature is always available to students, instructors and developers.

2.5 Communicate

In the *Communications* area you will find all the tools needed for interaction between the instructor and students, or among fellow students in the course. This is probably one of the most important areas in your course. Below is an explanation of the tools found in the *Communications* area.



To enter the *Communications* area, click the *Communicate* icon.



Discussions (a.k.a. *Bulletin Board*) is a public posting area, meaning everyone can see the messages that are posted. Students can use *Discussions* to post questions they may have related to the course content. This is best used for general messages to all students, "ice-breaker" activities, and in-depth discussions related to the course content, student debates, etc.



If you would like to send a private message to a student, use the *E-mail* icon. When you send an email message from within *WebCT*, you do not need the student's email address. Instead, you just choose the name of the person you wish to send a message to from the class list. This is best used for private communications between individuals, discussing sensitive issues, such as grades, etc.



The *Chat* tool is for "live" communication, meaning messages are sent back and forth instantaneously. In order to hold a chat session, you will need to be in the chat room with at least one other person. This is best used for "virtual" office hours and group work.



The *Whiteboard* is a drawing tool. It is used in courses such as math and physics to demonstrate a variety of concepts.

Note: If your course includes a grade for participation, it is important that you become familiar with each of the communication tools.

2.6 Toolbox

Under the *Toolbox* icon, you will find additional tools required by the course, such as special software for viewing files. Below is a sample of the tools found in the *Toolbox*.



To enter the *Toolbox* area, click the *Toolbox* icon.



In most courses, this icon provides a link to the download site for *Adobe Acrobat Reader*. This free software is for viewing and printing Adobe Portable Document Format (PDF) files.



This icon provides a link to the download site for *Microsoft® Windows Media® Player*. This software allows you to play digital media files on your computer and on the Internet.



This icon provides a link to the download site for *Macromedia Shockwave Player*. This software allows you to view interactive web content such as multimedia games, presentations, entertainment, applications, and demonstrations from your web browser.



This icon provides a link to the download site for *Macromedia Flash Player*. This software allows Web users to view and interact with Macromedia Flash content.



This icon provides a link to the download site for the *RealOne Player*. This software allows you to play streaming or downloaded media files.



This icon provides a link to the download site for *WinZip*®. This software allows you to work with Zip files and other types of “compression” or “archive” files (i.e., files that contain other files).

3. The “Action Menu”

At the top of each content module page, you will see a series of icons that make up the **Action Menu**. This series of icons allow users to navigate through the course material.

The Action Menu contains the following standard icons:



Takes the user to the *Table of Contents*.



Takes the user to the previous page of content.



Takes the user to the next page of content.

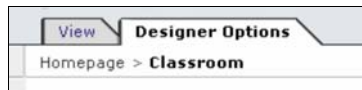


Takes the user back along the path that he or she has visited in the pages of content.



Refreshes the screen.

4. The “View” and “Designer Options” Tab

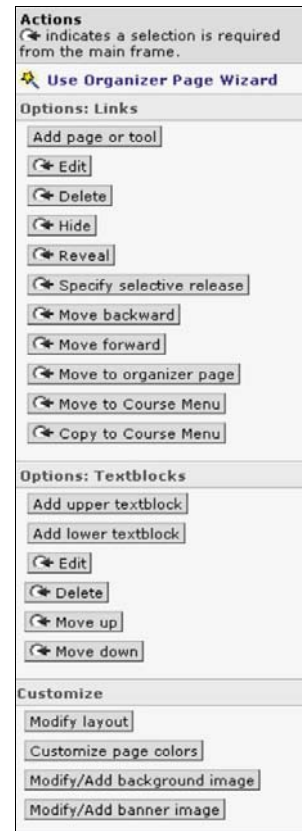


At the top of each page, you will see two tabs — one called **View** and the other called **Designer Options**. The **View** mode allows you to see content similar to how the student would see it (with a few exceptions). The **Designer Options** mode gives you access to tools you need to develop your course. Notice that when you are in the **Designer Options** mode a radio button appears next to each icon and a menu appears on the right of your screen. This menu is broken into three main types of options: **Links**, **Textblocks**, and **Customize**. The following will provide step-by-step instructions on how to use these tools.

4.1 Options: Links

4.1.1 Add Page or Tool

You can add a page or tool to any organizer page (that’s a page that contains icons with links to other pages, such as the *Assessment* page). **Note:** most of the pages and tools you need have been provided for you already as part of the DLS course template.



To add a single page (e.g., extra resources, answer keys, etc.):

STEP 1: In *Designer* mode, on the menu on the right, click on the **Add Page or Tool** button. This takes you to the *Add Page or Tool* screen.

STEP 2: Select **Single Page** from the options listed in the column labeled *Pages*. This takes you to the *Add Single Page* screen.

STEP 3: Enter in the title for the new page.

STEP 4: Choose whether you want the page to be displayed in a new browser window or in the same browser window, and where you want the link to appear (on the *Course Menu* and/or on an *Organizer Page*). Generally, it is best to have the page displayed in a new browser window to avoid having students lose their way.

STEP 5: Click on the **Browse** button next to the *Page Filename* textbox. The *File Browser Window* will appear with a list of files.

STEP 6: Find the file that you want to link to. Click on the **Add Selected** button at the bottom of the window. This takes you back to the *Add Single Page* screen.

STEP 7: Select the checkboxes next to **Link Shows Title** and **Link Shows Icon**.

STEP 8: Choose a custom icon for your page. Select the radio button next to *Use Custom Icon*. Click on the **Browse** button. The *File Browser Window* will appear with a list of files. Navigate to the “`webCT/content/icons/notext`” directory.

STEP 9: Find the file name of the icon you want to use. Click on the **Add Selected** button at the bottom of the window. This takes you back to the *Add Single Page* screen.

STEP 10: Click on the **Add** button. This takes you back to the *Assessment* page. The icon link to your file now appears on the *Assessment* page.

4.1.2 Edit

The *Edit* tool is used to change settings that apply to a particular icon.

To edit icon settings:

STEP 1: In *Designer* mode, click on the radio button next to the icon you wish to edit (Please **do not** change the standard icons provided by DLS, but feel free to edit any icons you add yourself).

STEP 2: On the menu on the right, click on the **Edit** button. This takes you to the *Update Link to...* screen.

STEP 4: Provide the appropriate information. Here you can change the title of your link, the icon, etc.

STEP 5: Click on the **Update** Button. This takes you back to the previous page where you will see the changes.

Note: The most useful feature for developers under the Edit tool is the ‘Selective Release’ option (explained below under [Section 4.1.6](#)).

4.1.3 Delete

This allows you to delete an icon.

To delete an icon:

STEP 1: In *Designer* mode, click on the radio button next to the icon you wish to delete.

STEP 2: On the menu on the right, click on the **Delete** button. Only delete an icon if you are absolutely sure you will no longer need it.

Caution: Please be careful, once you delete an icon it cannot be recovered by selecting “undo.”

You will have to recreate it using ‘Add Page or Tool’ described in [Section 4.1.2](#)



4.1.4 Hide

This allows you to hide an icon and its contents from the students' view.

To hide an icon:

STEP 1: In *Designer* mode, click on the radio button next to the icon you wish to hide.

STEP 2: On the menu on the right, click on the **Hide** button. Notice that the word "hidden" appears in brackets below the icon you just hid from the students' view. Hint: You can use this feature to hide assignments until you want them released. You can also hide answer keys or files that need to be updated.

4.1.5 Reveal

This allows you to reveal an icon that is hidden.

To reveal an icon:

STEP 1: In *Designer* mode, click on the radio button next to the icon you wish to reveal.

STEP 2: On the menu on the right, click on the **Reveal** button. Notice that the word "hidden" in brackets just below the icon disappears. This item is now available for students to view.

4.1.6 Specify Selective Release

This feature allows you to specify to which students you want to release an item, and to set a specific time for its release. This is especially useful for time-releasing course notes, tests, exams, etc.

To specify selective release:

STEP 1: In *Designer* mode, click on the radio button next to the icon you want to time-release (Note: this feature works on any icon on virtually any page in *WebCT*).

STEP 2: On the menu on the right, click on the **Specify Selective Release** button. This will bring you to the *Update Link to...* screen.

STEP 3: In the box next to the words *Release to* you can specify to which students you want to release the item. (**Note:** If you leave this blank, the time-release feature will by default apply to all students). Click on the **Select** button. This takes you to the *Member Selection* screen.

STEP 4: Go to the text boxes next to the line that says *Release Based On*. Here you can set the criteria for release, such as last name, user ID, overall mark, etc. This can be useful if you want to give access to certain students while excluding others. (**Note:** If you leave this blank, the time-release feature will by default apply to all students).

Member Selection

Update Cancel Paste records

<input type="checkbox"/> Status	Name	User ID
<input type="checkbox"/>	Bob Appleby	4646466
<input type="checkbox"/>	William Whynn	34343460
<input type="checkbox"/>	Billy Jung	46006446

Update Cancel

STEP 5: Go to the textboxes next to the line that says *Release after*. Select the month, day, year, hour and minute from the drop-down lists. This will define the date and time you want the contents to become available to students.

STEP 6: Go to the text boxes next to the line that says *Release until*. Select the month, day, year, hour and minute from the drop-down lists. This will define the date and time you want the contents to be no longer available to students. (**Note:** If you do not specify an end date, the icon will remain available to students indefinitely).

Release to: Select

Release based on: --- Contains

Release after: -- -- -- -- --

Release until: -- -- -- -- --

Update Cancel

*Required fields.

STEP 8: VERY IMPORTANT: Once you've entered the dates, click on the **Update** button at the bottom of your screen. This takes you back to the previous page. Notice that the word "Conditional" appears in brackets below the icon that you just time-released.

4.1.7 - 4.1.8 Move Backward and Move Forward

This allows you to rearrange the order of the icons on the page. ***This feature is generally not required by course developers, but it is included here FYI.***

To move an icon:

STEP 1: In *Designer* mode, click on the radio button next to the icon you wish to move.

STEP 2: On the menu on the right, click on the **Move Backward** button to move the icon to the left. Click on the **Move Forward** button to move the icon to the right.

4.1.9 Move to Organizer Page

This allows you to relocate an icon to another page. ***This feature is generally not required by course developers, but it is included here FYI.***

To relocate an icon:

STEP 1: In *Designer* mode, click on the radio button next to the icon you wish to relocate.

STEP 2: On the menu on the right, click on the **Move to Organizer Page** button. This takes you to the *Move Link* screen.

STEP 3: From the drop-down list under *Select Organizer page*, select the organizer page to which you want to move the icon.

STEP 4: Click on the **Move** button.

4.1.10 Move to Course Menu

This allows you to remove an icon from your page and create a link *instead* on the *Course Menu* on the left of your screen. ***This feature is generally not required by course developers, but it is included here FYI.***

To move an icon's target contents to the Course Menu:

STEP 1: In *Designer* mode, click on the radio button next to the icon you wish to move.

STEP 2: On the menu on the right, click on the **Move to Course menu** button. The icon will disappear from the page and a link will appear on the *Course Menu* on the left.

4.1.11 Copy to Course Menu

This feature is similar to the one above, except that the icon remains on the page. That is, it allows you to create an additional link on the *Course Menu*, without deleting it from the page. ***This feature is generally not required by course developers, but it is included here FYI.***

To copy an icon's link to the Course Menu:

STEP 1: In *Designer* mode, click on the radio button next to the icon.

STEP 2: On the menu on the right, click on the **Copy to Course menu** button. The icon will remain *and* a link will appear on the *Course Menu* on the left.

4.2 Options: Textblocks

4.2.1 Add Upper Textblock

To add some text (e.g., welcome message, instructions, etc.) to the top of your page:

STEP 1: In *Designer* mode, on the menu on the right, under *Options: Textblocks*, click on the **Add Upper Textblock** button. This brings you to the *Add Upper Text/Image in Page* screen.

STEP 2: Fill in the appropriate information for the heading and text.

STEP 3: Scroll down to the bottom of the screen and click **Add**. This takes you back to the previous page where the new text is displayed.

4.2.2 Add Lower Textbox

To add some text (e.g., welcome message, instructions, etc.) to the bottom of your page:

STEP 1: In *Designer* mode, on the menu on the right, under *Options: Textblocks*, click on the **Add Lower Textblock** button. This brings you to the *Add Lower Text/Image in Page* screen.

STEP 2: Fill in the appropriate information for the heading and text.

STEP 3: Scroll down to the bottom of the screen and click **Add**. This takes you back to the previous page where the new text is displayed.

4.2.3 - 4.2.6 Edit, Delete, Move Up and Move Down

This allows you to edit, delete and move a textbox.

4.3 Options: Customize

4.3.1 Modify Layout

This allows you to change the layout of an organizer page.

To modify the layout of your page:

STEP 1: In *Designer* mode, on the menu on the right, click on the **Modify Layout** button. This brings you to the *Modify Layout of Links on Page* screen.

STEP 2: Fill in the appropriate information.

The screenshot shows a dialog box titled "Designer Options" with a sub-tab "Modify Layout". The main heading is "Modify Layout of Links on Page". It is divided into two sections: "Title Attributes" and "Table Attributes".

- Title Attributes:**
 - Label position: Balanced (dropdown)
 - Text alignment: Left (dropdown)
- Table Attributes:**
 - Table alignment: Center (dropdown)
 - Number of columns: 3 (dropdown)
 - Equalize column widths: No (dropdown)
 - Table border width: 0 (dropdown)
 - Table spacing: 2 (dropdown)
 - Table padding: 2 (dropdown)
 - Table background color: None (dropdown)

At the bottom of the dialog are "Update" and "Cancel" buttons.

STEP 3: Scroll to the bottom of the screen and click on the **Update** button.

4.3.2 Customize Page Colors

(NOT Recommended – already preset by DLS)

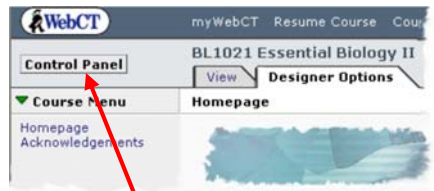
4.3.3 Modify/Add Background Image

(NOT Recommended – already preset by DLS)

4.3.4 Modify/Add Banner Image

(NOT Recommended – already preset by DLS)

5. Course Menu



Like the *Homepage*, you can place links to all your course elements on the *Course Menu*. This menu is visible to designers and students alike.

The green arrow allows you to toggle between displaying (▼) and hiding (▶) the *Course Menu*. Using this option only affects your view of the *Course Menu*. Other users are not affected. Collapsing the *Course Menu* will give you more room to view the contents of your course. This is useful if you have a small monitor or low resolution.

6. Control Panel

The *Control Panel* is the central location for all course developer utilities and management options. It is visible only to developers. In *Control Panel*, developers can access the following course design utilities: *Add Page or Tool*, *Edit Page or Tool*, *Manage Files*, *Manage Course* and *Course Settings*.

From the *Control Panel*, you can do the following:

- add pages or tools to create course elements
- edit the content of course elements
- update the students' view of course content
- add, edit, organize, and download files
- manage students' records
- track students' progress
- back up your course
- change your course's appearance and settings

To access the Control Panel:

Click on the **Control Panel** button. The *Control Panel* appears.



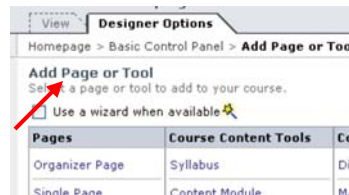
There are two versions of the Control Panel: *Basic Control Panel* and *Expanded Control Panel*. You can switch between them by clicking on the corresponding tabs. It is recommended that new users use the *Basic Control Panel*.



The *Basic Control Panel* contains links to various utilities where you can perform the most common course development and management tasks.

6.1 Add Page or Tool

The **Add Page or Tool** button functions like the one in **Actions** (see Section 4.1.1). Notice, however, that there is a checkbox next to an option called *Use a wizard when available*. When you check this box, *WebCT* provides a “wizard” feature that guides you step-by-step through the process. This can be very useful if you are a new developer. By default, the ‘wizard’ feature is turned off.



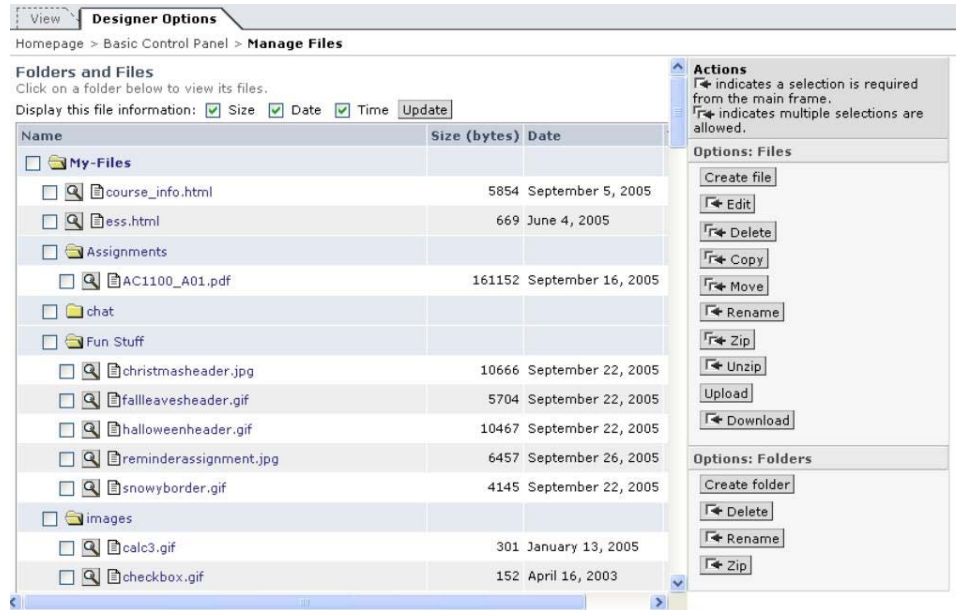
6.2 Edit Page or Tool

The **Edit Page or Tool** button functions very much like the **Edit** button in **Actions** (see Section 4.1.2).

6.3 Manage Files

The **Manage Files** button is the most commonly used feature on the *Control Panel*. Similar to *File Manager* in Windows, this tool allows you to add,

download, edit, and organize files in your course. To manage files, click on the **Manage Files** button. This will bring you to *Folders and Files* page.



On the *Folders and Files* page you can see a list of folders and files in your course. Folders are indicated by a checkbox and a folder icon (📁) next to the folder name. Files are indicated by a checkbox, a preview icon (🔍), and a document icon (📄) next to the file name.

You can open and close a folder by clicking on the folder icon (📁) next to the folder name.

You can preview a file by clicking on the preview icon (🔍) next to the file name. You can edit a file by clicking on the document icon (📄) next to the file name.

6.4 The Folders and Files Actions Menu

Notice that the *Folders and Files* page has an **Actions** menu on the right of the screen, similar to the one on the *Homepage*. This menu is broken into two main options: **Files** and **Folders**. The following will provide step-by-step instructions on how to use these options.

6.4.1 Options: File

6.4.1.1 Create File



You can also create new content pages (.html and .txt files.) for your WebCT course using the **Create File** option.

Note: It is advisable to create course content files on your desktop computer and then upload them to WebCT. **This feature is generally not required by course developers, but it is included here FYI.**

To create a file in WebCT:

STEP 1: On the menu on the right, click on the **Create File** button. The *Create File* screen appears.

STEP 2: Type a name for the new file in the *Filename* textbox. Filenames can contain any letters (a-z), numbers (0-9), underscore (_), ampersand (&), and mdash (–). Avoid using dash (-), tilde (~), period (.) or spaces. **Note:** Do not enter the .html extension.

STEP 3: From the *Folder* drop-down list, select a folder in which you want to save your new file.

STEP 4: In the *File Content* textbox, enter the content of the file you wish to create. You can add HTML tags to format the text. To enter and format the text using the html editor, click on the **HTML editor** button (For more on using the WebCT HTML editor see the WebCT online Help).

STEP 5: Click on the **Save** button. This takes you back to the *Folders and Files* page. Your new file will be listed under *Folders and Files*.

6.4.1.2 Edit

To edit a file in WebCT:

STEP 1: Select the file you wish to edit by clicking on the checkbox next to the file name.

STEP 2: On the menu on the right, click on the **Edit** button. The *Edit File* screen appears.

STEP 3: Edit the content of the file in the *File content* textbox. You can format the text by adding HTML tags. **Note:** To edit the content and format the text using the html editor, click on the **HTML editor** button (For more on using the WebCT HTML editor see the WebCT online Help).

STEP 4: Click on the **Save** button. This takes you back to the *Folders and Files* page. You can click on the preview icon (🔍) next to the file name to preview your newly edited page. This is useful for making minor changes to files that you have already uploaded to WebCT (typos, etc.).

6.4.1.3 Delete

You can delete one or more files from the *Folders and Files* page.

To delete a file in WebCT:

STEP 1: Under *Folders and Files*, select the file(s) you want to delete by clicking on the checkbox next to the file name(s).

STEP 2: On the menu on the right, click on the **Delete** button. The *Delete Files* screen appears, displaying the file(s) to be deleted.

STEP 3: Confirm that the files listed are the ones you want to delete.

STEP 4: Under *Confirm Deleted Files*, click **Delete**. This takes you back to the *Folders and Files* page. The deleted file(s) is/are no longer listed.

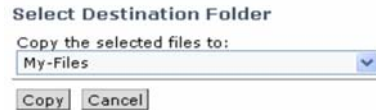
Caution: When you delete a file using the *Control Panel* within WebCT, it cannot be recovered. If you discover later that you need the file, you will have to recreate it, or if you have a copy on your hard drive, you will have to upload it again.

6.4.1.4 Copy

You can copy one or more files from the current folder to another folder.

To copy a file in WebCT:

STEP 1: Under *Folders and Files*, select the file(s) you want to copy by clicking on the checkbox next to the file name(s).



STEP 2: On the menu on the right, click on the **Copy** button. The *Copy Files* screen appears displaying the file(s) to be copied.

STEP 3: From the *Copy the selected files to* drop-down list, select the destination folder.

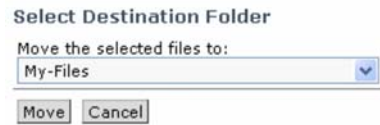
STEP 4: Click **Copy**. This takes you back to the *Folders and Files* page. The selected file(s) is/are copied to the destination folder that you selected.

6.4.1.5 Move

You can move one or more files from the current folder to another folder. **Note:** If you want to leave a copy of the file in its original folder, use the **Copy** feature.

To move a file in WebCT:

STEP 1: Under *Folders and Files*, select the file(s) you want to move by clicking on the checkbox next to the file name(s).



STEP 2: On the menu on the right, click on the **Move** button. The *Move Files* screen appears displaying the file(s) to be moved.

STEP 3: From the *Move the selected files to* drop-down list, select the destination folder.

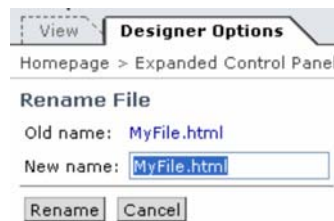
STEP 4: Click **Move**. This takes you back to the *Folders and Files* page. The selected file(s) is/are moved to the destination folder that you selected.

6.4.1.6 Rename

You can rename a file on the *Folders and Files* page. **Note:** You can only perform this action on files, not folders.

To rename a file in WebCT:

STEP 1: Under *Folders and Files*, select the file you want to rename by clicking on the checkbox next to the file name.



STEP 2: On the menu on the right, click on the **Rename** button. The *Rename File* screen appears. Filenames can contain any letters (a-z, A-Z), numbers (0-9), underscore (_), ampersand (&), and mdash (–). Do not use dash (-), tilde (~), period (.) or space.

STEP 3: In the *New Name* textbox, enter a new name for the file.

STEP 4: Click **Rename**. This takes you back to the *Folders and Files* page. The selected file is renamed.

Note: If you rename a file after you have added it to the *Table of Contents*, you will have to add it again. This is because the link you created on the *Table of Contents* refers only to the original file name.

6.4.1.7 Zip

The process of uploading or downloading files between your desktop computer and *WebCT* can be made significantly easier if you compress them into a zip file first. Zip compression combines several files into a single file for easy 'one-file' uploading or downloading. The compressed files can be simply extracted (i.e., unzipped) after the zip file is copied to the target destination.

Use this feature within *WebCT* if you want to download more than one file at a time. *WebCT* has a file compression feature built into it. If you want to compress files before uploading them to *WebCT*, you must first install on your desktop computer a software program, such as WinZip (PC), ZipIt (Mac), or another file

compression application. These are available on the internet—usually for free download (see below for step-by-step instructions on using WinZip®).

Note: If you are running Windows XP, you do not need to download *WinZip*. The file compression (zipping) feature is built into Windows XP.

To zip files in WebCT:

STEP 1: Under *Folders and Files*, select the files you want to zip by clicking on the checkboxes next to the file names.

STEP 2: On the menu on the right, click on the **Zip** button. The *Zip Files* screen appears, displaying the files to be zipped.

STEP 3: From the *Zip the selected files to* drop-down list, select a destination folder.

STEP 4: In the *Filename* textbox, enter a name for the zip file. Filenames can contain any letters (a-z, A-Z), numbers (0-9), underscore (_), ampersand (&), and mdash (–). Do not use dash (-), tilde (~), period (.) or space.

STEP 5: Click **Zip**. This takes you back to the *Folders and Files* page. Your new zip file appears in the destination folder that you selected.

Tip: After you download a zip file to your computer, you can unzip it with a compression application, such as WinZip® (or the Windows XP file zipping)

6.4.1.8 Unzip

You can unzip the contents of a zipped (compressed) file. A zipped file can be identified by the `.zip` extension.

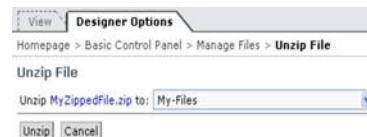
To unzip files in WebCT:

STEP 1: Under *Folders and Files*, select the file(s) that you want to unzip by clicking on the checkbox next to the file name.

STEP 2: On the menu on the right, click on the **Unzip** button. The *Unzip File* screen appears.

STEP 4: From the *Unzip... to* drop-down list, select a destination folder.

STEP 5: Click **Unzip**. This takes you back to the *Folders and Files* page. The “unzipped” files appear in the destination folder you selected.



6.4.1.9 Zipping Files on Your PC Using WinZip®

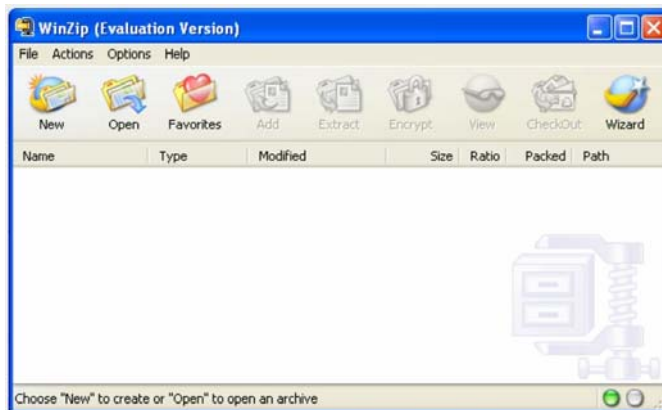
WinZip® is one of the most popular file compression applications available. If you do not already have it installed on your PC, you can download it for a free 21-day evaluation. Go to www.winzip.com and follow the instructions on

downloading and installing *WinZip*. A link to this web site is available in the *Toolbox* area of your course.

To zip files using on your PC WinZip:

STEP 1: Open *WinZip*.

STEP 2: Click on the icon labeled **New**. The *New Archive* window appears. Select the folder in which you want to save your new zipped file (the default is *My Documents*).



STEP 3: Type the name of the zip file you want to create in the *File Name* textbox (e.g., **MyZippedFile.zip**). Click **OK**. The *Add* window appears.

STEP 4: Select the checkbox next to *Include Subfolders*, located at the bottom of the *Add* window (**Important:** **Do not** select the *Save Full Path Info* checkbox).

STEP 5: Open the folder that contains your course files.

STEP 6: With the folder that contains your course files open, hold down on the control key and press the letter 'a' (Ctrl + a). This will allow you to select all the files and subfolders in that folder (a 'subfolder' is a folder within a folder). All the files and subfolders should now be highlighted.

STEP 7: Click **Add**. The files you compressed into the new zip file will appear in the *WinZip* dialogue window.

STEP 8: Your zipped file is now ready to be uploaded to WebCT. Close *WinZip*.

STEP 9: Upload your zipped file to *WebCT* (cf. [Section 6.4.1.10](#))

STEP 10: Unzip your zipped file in *WebCT* (cf. [Section 6.4.1.7](#)).

6.4.1.10 Upload

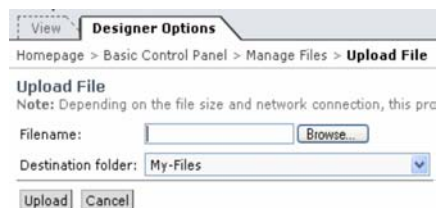
You can upload files from your desktop computer to the *WebCT* server hosting your course. Files can be in any file format including: **.doc**, **.txt**, **.html**, **.htm**,

.xls, .ppt, .pdf, .jpg, and .gif. However, please note that all files to be linked in the *Table of Contents* (“Learning Materials”) must be in HTML format.

Files are uploaded one at a time. If you want to upload multiple files, you should zip them with a file compression program and then upload the single zip file. This is much easier and faster than uploading all the files, one at a time.

To upload a file to the *Manage Files* area of *WebCT*:

STEP 1: From the *Folders and Files* page, click on the **Upload** button on the menu on the right. The *Upload File* screen appears.



STEP 2: To select a file located on your desktop computer, click **Browse**. Your computer's file manager appears. Find the file you want to upload. Highlight it and click **Open**. The directory path and name of the file appears automatically in the *Filename* textbox. **Note:** *WebCT* allows you to upload only one file at a time. This is why zipping files can be so useful.

STEP 3: From the *Destination Folder* drop-down list, select the folder into which you want to upload the file.

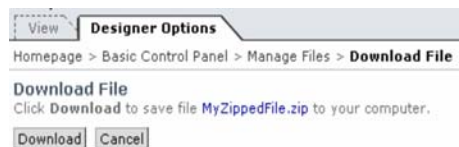
STEP 4: Click **Upload**. This takes you back to the *Folders and Files* page. To view the contents of a folder, click on the folder icon (📁) next to the folder name. To view the file, click the preview icon (🔍) next to the filename.

6.4.1.11 Download

You can download a file from the *WebCT* server hosting your course to your desktop computer. **Note:** If you want to download multiple files, you should zip them first and then download the zip file (cf. [Section 6.4.1.7](#)).

To download a file from the *Manage Files* area of *WebCT*:

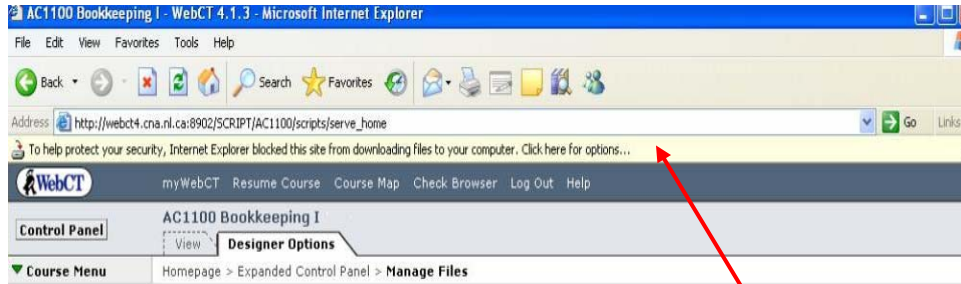
STEP 1: Under *Folders and Files*, select the file that you want to download by clicking on the checkbox next to the file name.



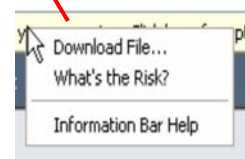
STEP 2: On the menu on the right, click on the **Download** button. The *Download File* screen appears.

STEP 3: Click **Download**. Your computer's file download dialog box appears. Follow the instructions in the dialog box to save the file to your computer.

Important Note: Unfortunately the Windows XP Internet Explorer pop-up blocker prevents you from downloading a file on the first try. When you click to download a file, the pop-up blocker message appears at the top of your screen (“To help protect your security, Internet Explorer blocked this site from downloading files to your computer. Click here for options…”).



Click on the pop-up blocker message for options. A dialogue box appears with three options. The obvious option is to click on *Download File*, but instead of downloading the file, Internet Explorer aborts the action and returns you to the *WebCT Homepage*. This is a bug in the Windows XP pop-up blocker program.



Here's a simple tip to avoid the problem: hold down on the Ctrl key when you click on 'Download.'

6.4.2 Options: Folders

6.4.2.1 Create Folder

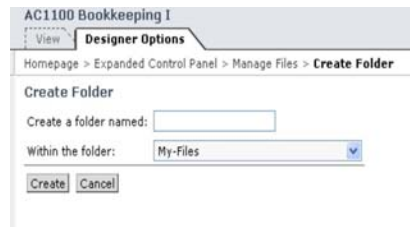
You can create folders on the *Folders and Files* page in order to organize your files.

To create a folder in *Manage Files* area in *WebCT*:

STEP 1: On the menu at right of the screen, under *Options: Folders*, click on the **Create Folder** button. The *Create Folder* screen appears.

STEP 2: In the *Create a folder named* textbox, enter a name for the new folder.

Note: Ensure that you follow the *WebCT* folder naming guidelines when naming folders. Folder names can contain any letters (a-z, A-Z), numbers (0-9), underscore (_), ampersand (&), and mdash (–). Do not use dash (-), tilde (~), period (.) or space.



STEP 3: From the *Within the folder* drop-down list, select the destination for the new folder.

STEP 4: Click **Create**. This takes you back to the *Folders and Files* page. Your new folder appears on the list.

6.4.2.2 Delete

You can delete one or more folders from the *Folders and Files* page.

To delete a folder from the *Manage Files* area in WebCT:

STEP 1: Under *Folders and Files*, select the folder(s) you want to delete by clicking on the checkbox next to the folder name(s).

STEP 2: On the menu on the right, under *Options: Folders*, click on the **Delete** button. The *Delete Folder* screen appears.

STEP 3: Click **Delete**. This takes you back to the *Folders and Files* page. The selected folder(s) is/are deleted.

Warning:

Deleted folders cannot be recovered



6.4.2.3 Rename

You can rename folders on the WebCT *Folders and Files* page. **Note: Be careful** when renaming folders. When you change the name of a folder, any links to files within that folder must be reset.

View Designer Options
Homepage > Expanded Control Panel > Manage
Rename Folder
Old name: Assignments
New name:
Rename Cancel

To rename a folder in the *Manage Files* area in WebCT:

STEP 1: Under *Folders and Files*, select the folder you want to rename by clicking on the checkbox next to the folder name. **Note:** You can only rename one folder at a time.

STEP 2: On the menu on the right, under *Options: Folder*, click on the **Rename** button. The *Rename Folder* screen appears.

STEP 3: In the *New name* textbox, enter the new name for the folder. **Note:** Ensure that you follow the WebCT folder naming guidelines when naming folders. Folder names can contain any letters (a-z, A-Z), numbers (0-9), underscore (_), ampersand (&), and mdash (–). Do not use dash (-), tilde (~), period (.) or space.

STEP 4: Click **Rename**. This takes you back to the *Folders and Files* page. The folder that you selected is renamed.

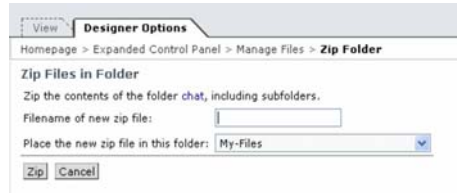
6.4.2.4 Zip

You can zip (compress) the contents of an entire folder into a single **.zip** file. You should use this feature if you want to download the contents of a folder (see [Section 6.4.1.7](#) and [Section 6.4.1.8](#) on zipping files).

To zip a folder in the *Manage Files* area in *WebCT*:

STEP 1: Under *Folders and Files*, select the folder you want to zip by clicking on the checkbox next to the folder name.

STEP 2: On the menu on the right, under *Options: Folders*, click on the **Zip** button. The *Zip Files in Folder* screen appears.



STEP 3: In the *Filename of new zip file* textbox, enter a name for the new zip file.

Note: Your zip filename can contain any letters (a-z, A-Z), numbers (0-9), underscore (_), ampersand (&), and mdash (–). Do not use dash (-), tilde (~), period (.) or space.

STEP 4: From the *Place the new zip file in this folder* drop-down list, select a destination folder.

STEP 5: Click **Zip**. This takes you back to the *Folders and Files* page. Your new zipped file, with a **.zip** extension, appears in the destination folder you selected. Using this feature is much easier and faster than downloading several files, one at a time.

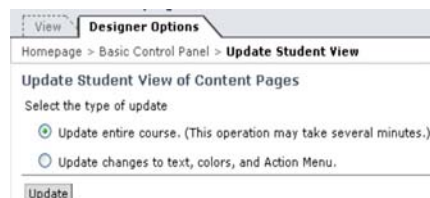
6.5 Update Student View

Important: You must update the student view every time you:

- upload a newer version of a file
- modify the text of a file
- modify colors, or background images of content pages
- modify the **Action Menu** on a content page

To update student view:

Step 1: Click on the **Control Panel** button, located at the top left side of the screen. The **Update Student View** button is located directly under the **Edit Page or Tool** button.



Step 2: Click **Update student view**. The *Update Student View of Content Pages* screen appears.

STEP 3: Select the type of update you want. You have two options:

1. Update Entire Course allows you to update all content pages and *Action Menus* in the entire course. Choose this option when you have uploaded or modified a file. **Note:** This function may take several minutes to complete, depending on the number of content pages to be updated.

2. Update Changes to Text, Colors, and Action Menus allows you to update only those pages that you have made changes to.

STEP 4: Click **Update**. The *Update Student View Report* screen appears confirming that the student view has been updated.

Note: You can also *Update Student View* from within the *Table of Contents (Learning Materials)* page, as well as from within any course content page while in *Designer Options* mode.

7. Developing Course Content Pages

You will notice when you go to *Manage Files* on the *Control Panel* that DLS has already provided a number of course content template files for you to use. There are three types of files: (1) those created for *Netscape Composer*, (2) those created for *Macromedia DreamWeaver*, and (3) those created for *Microsoft FrontPage*. The type you need depends on the software you use to create your course content pages. These three types of files are located in three separate folders, each named accordingly.

Important: All our DLS courses should follow the templates provided. This allows us to maintain a high level of consistency in the look and feel of our courses, which in turn, helps us address one of the major challenges for students (and instructors); namely, quickly becoming familiar with the online learning environment.

For the following step-by-step instructions on how to use the DLS course content templates, we will assume that you are using *Microsoft FrontPage* (CONA currently has a provincial license for *FrontPage*). If you are using *Netscape Composer* or *Macromedia Dreamweaver*, please contact DLS for further instructions.

7.1 Preparing Your PC for WebCT Course Development

The most efficient way to develop course content pages is to create the files in *FrontPage* and save them to the hard drive on your desktop computer. Later you can upload these files to *WebCT*. Begin by creating a directory structure on your hard drive similar to the one in *WebCT*.

7.1.1 Creating a Directory Structure on Your Desktop Computer

To create a directory structure from within *FrontPage*:

STEP 1: Open *FrontPage*.

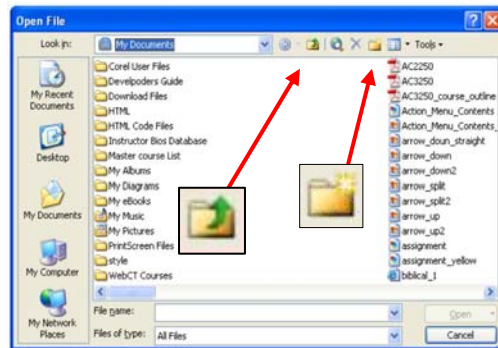
STEP 2: Click on *file* on the menu at the top of the screen, and click on *Open*. The *Open File* dialogue window appears.

STEP 3: Go to *My Documents*.

STEP 4: Click on the **Create New Folder** icon (📁). The *New Folder* text box appears.

STEP 5: Type in the name of the new folder you want to create in the *New Folder* text box (e.g., **MyWebCT_course**). Click **OK**. This brings you into the new folder that you just created.

Next, you need to create subfolders within this new folder (a “subfolder” is a folder within a folder).

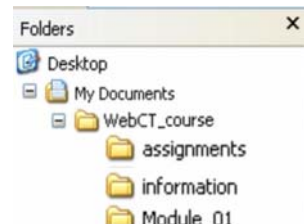


To create a subfolder from within *FrontPage*:

STEP 1: While in the new folder you just created, click on the **Create New Folder** icon (📁). The *New Folder* text box appears.

STEP 2: Type in the name of the new folder (i.e., “subfolder”). Click **OK**. This brings you into the subfolder.

STEP 3: You need to get back to your original folder before creating another subfolder. To do this, click on the *folder up* icon (📁) located at the top of the *Open File* dialogue window. This takes you back to your original folder.

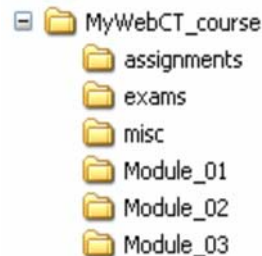


Repeat Steps 1 through 3 for each additional subfolder you create.

Note: You can also create and view your directory structure in Windows Explorer. This is simply a shortcut for users of *FrontPage*.

When you've created your folders and subfolders, close the *Open File* window (without actually having opened any file). Click **Cancel**.

Suggested Directory:



The advantage of creating a directory structure on your desktop computer is that when you zip the folder containing your files and subfolders, upload it, and unzip it in *WebCT*, the structure is retained.

Now that you've set up your computer for course development, it's time to download the template files from *WebCT*.

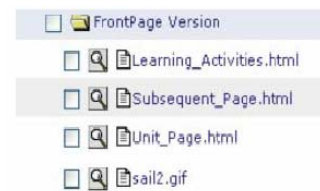
7.1.2 Downloading the Course Content Template Files

To download the course content templates:

STEP 1: Log on to your course in *WebCT* (cf. [Section 1](#)).

STEP 2: Go to the *Control Panel* and click on **Manage Files** (cf. [Section 6.3](#)).

STEP 3: Find the folder called *Page_Templates*. Click on the folder icon (📁) to open it. Under *Page_Templates* you will see two other folders listed: *FrontPage Version* and *images*.



STEP 4: Find the folder called *FrontPage Version*. Open it by clicking on the folder icon (📁). You will see three files listed. These are the files you will use to create your course content pages. (See below for an explanation of these files.)

STEP 5: Download the template files to your desktop computer, one at a time, by following the steps outlined in [Section 6.4.1.11](#).

STEP 6: Find the folder called *images*. Open it by clicking on the folder icon (📁). You will see three files listed. These are the image files for the content page templates. The first file is a graphic of a checkbox used in the *Learning Activities* page. The second and third files make up the banner that appears on the first page of each module.

STEP 7: Download these files to your desktop computer, one at a time, by following the steps outlined in [Section 6.4.1.11](#). **Note:** You should download copies of these graphics files to each module folder.

When you're done, each module folder should contain the following six files:

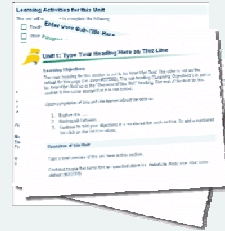
- Learning_Activities.html
- Course_Notes_Page.html
- Unit_Page.html
- sail2.gif

Notice that the page files and graphics files for each module are in *the same folder* on your hard drive. There is no separate folder for image files. This will make it much easier to insert graphics on your pages when using *FrontPage*.

Course Content Template Files Explained (see also Appendix A)

The **Learning_Activities.html** file is used to create a page where you list the activities for a particular unit.

The **Unit_Page.html** file is used to create the first page of the unit. Here is where you include the heading, learning objectives, and overview of the unit.



The **Course_Notes_Page.html** file is used to create all subsequent pages for the unit (i.e., course notes).

(For an overview of the basic structure of a course unit, see Appendix A)

7.1.3 Working with Course Content Template Files

Once you've downloaded the template files, you are ready to begin creating the pages that will make up your course.

For the following step-by-step instructions on how to use the DLS course content templates, we will assume that you are using *FrontPage* (this is the software most commonly used by developers). If you are using *Netscape Composer* or *Dreamweaver*, please contact DLS for further instructions.

To create a page in FrontPage using a course content template:

STEP 1: Open *FrontPage*

STEP 2: Open one of the course content files (e.g., **Unit_Page.html**).

STEP 3: In order to avoid overwriting the DLS template (you will need to use it again), you should first save the file under a new name. Click on **File** on the menu at the top of your screen. Click on **Save As...** The *Save As* window appears. Type a new name for your file in the *File Name* text box (e.g., **Intro_Unit_1.html**). Select the appropriate folder in which to save your new file (**Intro_Unit_1.html** should go in the *Module_01* folder). Click **Save**.

Note: Before adding graphics to your page, be sure *first* to upload a copy of the graphics files to the folder where your page is located. For example, all graphics for Module One should be in the Module One folder.

STEP 4: Design your page and enter the course information. The template provides guidelines on what you should include.

STEP 5: When the page is done, click on **File** on the menu at the top of the screen. Click **Save**.

STEP 6: Click **File** on the menu at the top of your screen. Click **Close**.

Repeat Steps 2 through 6 for each file you create. Be sure to save your files in the appropriate folders.

When you are done creating all your course content files you should zip the *MyWebCT_course* folder into a single file and upload it to *WebCT* (cf. [Section 6.4.1.9](#) and [Section 6.4.1.10](#)).

Note: DLS requires that you upload the first unit of your course for review before developing subsequent units. This gives us the opportunity to provide valuable feedback. It also gives you the opportunity to practice creating, zipping, uploading and unzipping your files. 🍷😊

8. Adding Content to *Learning Materials* Content Module

The *Learning Materials* icon on the *Homepage* is part of the template provided by DLS. This is a *content module* where your course “lecture notes” are to be located. The following steps will guide you through the process of adding your course content pages.

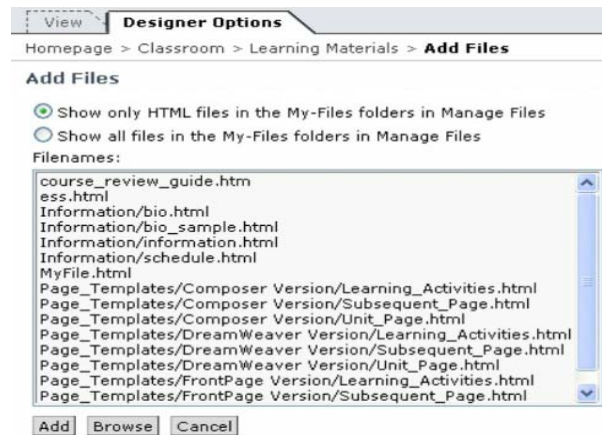
To add content to the *Learning Materials* content module:

STEP 1: From the *Homepage*, click on the **Classroom** icon. The *Classroom* page appears.

STEP 2: From the *Classroom* page, click on the **Learning Materials** icon. The *Table of Contents* page appears.

STEP 3: On the menu on the right, click on the **Add files** button. The *Add Files* screen appears.

STEP 4: Select from the list the files you want to add. **Tip:** You can select multiple files from the *Filenames* text box by holding down on the CTRL key while you click on each one (selected files are highlighted).



Step 5: At the bottom of the screen, click **Add**. The *Table of Contents* page reappears and the files are added to the *Table of Contents*.

Tip: If files are to be indented, add your first file and indent it before adding the rest. Then add the remaining files. Each subsequent file will already be in line with the one that precedes it.

Notice that the items on the *Table of Contents* are the same as the page titles (embedded in the html code). There are two ways you can change these. The best way is to change the title embedded in the page itself. (See below.) You can also use the *WebCT Edit titles* feature.

To edit titles on the *Table of Contents*:

STEP 1: From the *Table of Contents* page, click on the **Edit titles** button on the menu on the right. The *Edit Content Page Titles* screen appears. Rename the items by entering new titles in the appropriate textboxes.

STEP 2: Scroll to the bottom of the screen and click on the **Update** button. The *Table of Contents* page reappears and the items are renamed.

This seems simple enough, but the problem is that every time you update student view the pages revert to their original titles embedded in the html code. This is why you should actually change the code, or better still, enter the appropriate titles when you create the pages.

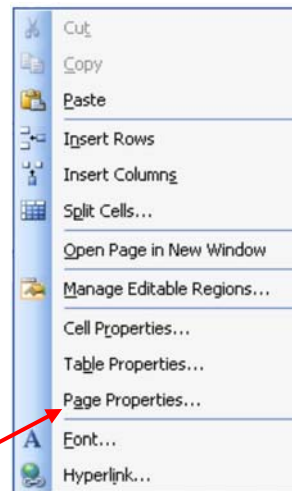
To create or edit page titles in *FrontPage*:

STEP 1: Open the file in *FrontPage*.

STEP 2: Place the mouse pointer anywhere on the page and right-click your mouse. The *right-click menu* appears.

STEP 3: Click on *Page Properties*. The *Page Properties* dialogue screen appears. Enter the page title.

STEP 4: Click **OK**. The page title is changed.



9. Organizing the *Learning Materials Table of Contents*

Each file you add to a content module creates a link in the *Table of Contents*. By default, the *Table of Contents* page is the first screen your students see when they enter the *Learning Materials* content module. You can organize the *Table of Contents* to determine the sequence in which the learning materials are to be studied. This allows students to see, at a glance, what is covered in each unit and the order in which the content should be viewed. Students view a page of content by clicking on the link in the *Table of Contents*.

You can reorganize the *Table of Contents*, add headings, and indent page titles under each heading.

To move an item on the *Table of Contents*:

STEP 1: From the *Table of Contents* page, select the item you want to move by clicking on the radio button next to the filename.

STEP 2: On the menu on the right, under *Organize*, in the *Move item up by* drop-down list, select the number of lines you want to move the item **up** (or in the *Move item down by* drop-down list, select the number of lines you want to move the item **down**).

STEP 3: Click **Go**. The *Table of Contents* page updates and the file is moved to a new position.

Note: The maximum number of lines you can move an item at one time is five. If you want to move an item more than five lines, you must repeat the process.

To create a heading on the *Table of Contents*:

STEP 1: From the *Table of Contents* page, click on the radio button next to a file where you want to add a heading. Your new heading will appear below the selected file. If you want the heading to appear above this file, you can always move it later.

STEP 2: On the menu on the right, under *Options: Table of Contents*, click on the **Add Heading** button. The *Add Heading* screen appears.

STEP 3: In the *Title* text box, type in a title for the new heading.

STEP 4: Click **Add**. The *Table of Contents* page reappears and the new heading is added.

Sometimes you may need to indent a file under a heading in order to change the appearance of the *Table of Contents* page. For example, you may have several files included as Unit One, and want them to appear indented under the heading called "Unit One."

Table of Contents
▼ 1. Unit One
1.1. Unit 1: Page Title
1.2. Learning Activities
1.3. Subsequent Page

To indent a file on the *Table of Contents*:

STEP 1: Select a file that you want to indent by clicking on the radio button next to the filename.

STEP 2: On the menu on the right, under *Organize*, from the *Indent item* drop-down list, select **More**.

STEP 3: Click **Go**. The file is indented.

To “un-indent” a file on the *Table of Contents*:

STEP 1: Select the radio button next to a file that you want to “un-indent” by clicking on the radio button next to the filename.

STEP 2: On the menu on the right, under *Organize*, from the **Indent item** drop-down list, select **Less**.

STEP 3: Click **Go**. The file is “un-indented.”

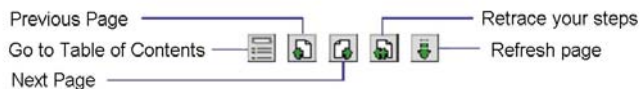
To preview the course content pages on the *Table of Contents*:

STEP 1: Select the **View** tab at the top of your screen.

STEP 2: Click on the link for the first item on the *Table of Contents*. The content page is displayed. This is how the page will appear to students once you have updated the student view (see [Section 6.5](#)).

STEP 3: You can view the other files on the *Table of Contents* by clicking on the *Action Menu*.

Notice the toolbar at the top of each content page. This is the *Action Menu*. By default, there are five navigational buttons that appear on this menu:



When you’re done previewing your content pages, you can return to the *Table of Contents* page by clicking on the *Table of Contents* icon on the *Action Menu*.

10. Providing Additional Tools to Assist Students

Within the *Learning Materials* content module, you can provide additional tools to assist students with their studies. For example, you can add a link to a *Glossary*. These tools are available to students through the *Action Menu* that appears at the top of each content page.

A content page’s *Action Menu* might something look like this:



10.1 Adding a Glossary

To add Glossary to the *Action Menu*:

STEP 1: From the *Table of Contents* page, click the **Designer Options** tab at the top of your screen.

STEP 2: On the menu on the right, under *Options: Content Module*, click on the **Edit Content Module settings** button. The *Content Module Settings* screen appears.

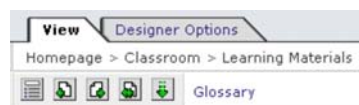
STEP 3: Under *Action Menu*, select the checkbox next to *Glossary*.

STEP 4: Scroll to the bottom of the screen and click **Update**. The *Table of Contents* page reappears and the *Action Menu* is updated. **Note:** You must have a glossary included in your course in order for this to work.

You can follow similar steps to add other tools to the Action Menu.

To preview the new *Action Menu* link:

STEP 1: From the *Table of Contents* page, click on the **View** tab at the top of your screen. The student view of the *Table of Contents* page appears.



STEP 2: Click on any of the content pages. The content page appears displaying the *Action Menu*.

STEP 3: Click on **Glossary**. The *Glossary* page appears (that is, if you have a Glossary included with your course).

STEP 4: In the breadcrumbs, click on **Learning Materials**. The 'student view' of the *Table of Contents* page of *Learning Materials* reappears.

Note: The Glossary can also be added as a separate link on the *Classroom* page, using the **Add Page or Tool** option.

11. Making *Learning Materials* Available to Students

It's important to realize that although the new content module you've created is displayed in *View*, it's not yet visible to students. Every time you make changes to course content, you must update the student view.

STEP 1: From the *Table of Contents* page, under *Options: Content Module*, click on **Update student view**. The *Update Student View of Content Pages* screen appears.

STEP 2: Select **Update entire course** and click **Update**. The *Update Student View Report* screen appears confirming that the pages are updated.

STEP 3: To return to the *Table of Contents* page, in the breadcrumbs, click on **Learning Materials**.

The students are now able to see the new content pages and updated *Action Menu*.

Tip: You can also *Update Student View* in the *Control Panel* under *Edit Page or Tool* (cf. [Section 6.5](#)).

12. Communication Tools

WebCT has several built-in tools to facilitate online communication between instructors and students, as well as among fellow students. The two most commonly used, and most useful, are *Discussions* (a.k.a. *Bulletin Board*) and *Chat*.

12.1 Discussions (a.k.a. Bulletin Board)

The *Discussions* icon has been added to your course as part of the template provided by DLS. The *Discussions* area is divided into topics. This allows you to create information exchange forums around particular subjects. Topics can be *public* or *private*. Everyone in your course can access public topics, while private topics are only accessible to selected students and instructors.

The *Topic Table* contains three default topics: *All*, *Main*, and *Notes*. *All* contains all messages from all public topics, *Main* is the principal discussion area, and *Notes* contains all messages related to specific pages of content in a content module.

The screenshot shows the WebCT Discussions interface. At the top, there is a navigation bar with 'View' and 'Designer Options' tabs. Below the navigation bar, the breadcrumb trail reads 'Homepage > Communication > Discussions'. The main content area is titled 'Discussions' and includes links for 'Compose message', 'Search', and 'Topic settings'. A table titled 'Topic Table' lists the following topics:

Topic	Unread	Total	Private	Anonymous	Locked
<input type="checkbox"/> Main	0	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Notes	0	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Chapter 1 Discussion	0	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> All	0	0	Update		

Red brackets below the table identify the first three columns as the 'Topic Table' and the last three columns as 'Status Columns'. To the right of the table is an 'Actions' section with a warning icon and text: 'Indicates a selection is required from the main frame. Indicates multiple selections are allowed.' Below this is a 'Use Discussions Wizard' section with options: 'Create topic', 'Rename topic: [input field] [Go]', 'Delete topic', 'Delete all messages from the selected topic', and 'Delete messages'. At the bottom, there is an 'Organize' section with 'Move item up by: [1] [Go]' and 'Move item down by: [1] [Go]'.

For detailed information about the *Status Columns*, see the WebCT online Help topic, *Discussions - Managing Topics*. To access Help, click **Help** on the *Menu Bar*.

Since the course you are developing is new, there are no messages in any of the topics. You must set up the *Discussions* area by creating new topics that are appropriate for your course.

To set up a new topic in the *Discussions* area:

STEP 1: From the *Homepage*, click on the *Communication* icon. The *Communication* page appears.

STEP 2: From the *Communication* page, click on the *Discussions* icon.

STEP 3: Click the **Designer Options** tab at the top of your screen. The designer view of the *Communication* page appears.

The screenshot shows the 'Create Topic' form in the WebCT Designer Options view. The breadcrumb trail reads 'Homepage > Communication > Discussions > Create Topic'. The form has a 'Create Topic' heading, a 'Topic name:' label, and an input field. Below the input field are 'Create' and 'Cancel' buttons.

STEP 4: On the menu on the right, under *Options*, click on the **Create Topic** button. The *Create Topic* screen appears.

STEP 5: Enter the title for the new topic. Click **Create**. The designer view of the *Communication* page reappears and your new topic is displayed on the *Topic Table*.

To delete a topic from the *Discussions* forum:

STEP 1: From the *Homepage*, click on the *Communication* icon. The *Communication* page appears.

STEP 2: From the *Communication* page, click on the *Discussions* icon.

STEP 3: Click the **Designer Options** tab at the top of your screen. The designer view of the *Communication* page appears.

STEP 4: Select the topic you want to delete by clicking on the checkbox next to the topic name.

STEP 5: On the menu on the right, under *Options*, click on the **Delete Topic** button. A “warning message” appears. Click **OK** to confirm that you do indeed want to delete the topic.



STEP 6: The designer view of the *Communication* page reappears. The topic is deleted.

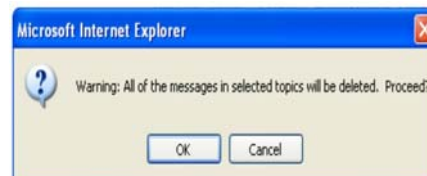
To delete messages under a certain a topic in the *Discussions* forum:

STEP 1: From the *Homepage*, click on the *Communication* icon. The *Communication* page appears.

STEP 2: From the *Communication* page, click on the *Discussions* icon.

STEP 4: Select the topic under which you want to delete all the posted messages by clicking on the checkbox next to the topic name.

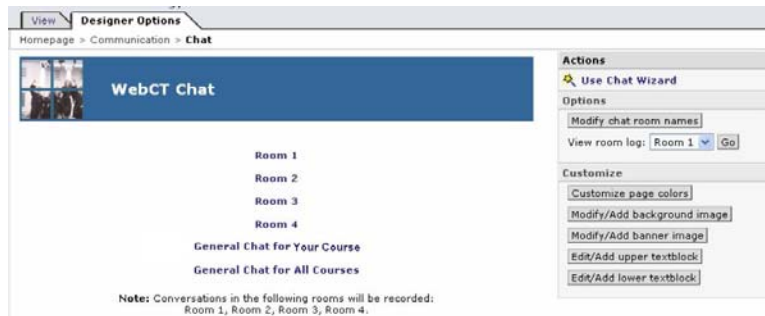
STEP 5: On the menu on the right, under *Options*, click on the **Delete Messages** button. A “warning message” appears. Click **OK** to confirm that you do indeed want to delete all the messages under this topic.



STEP 6: The designer view of the *Communication* page reappears. The messages under the topic that you selected are deleted.

12.2 Chat

The *Chat* icon has been added to your course as part of the template provided by DLS. In a traditional classroom setting, a student is given opportunities to discuss course content, ask questions, and interact with other students. The *Chat* feature in WebCT allows similar activities online and in real time.



When you open the *Chat* screen you will notice that there are six chat rooms. You cannot create more chat rooms, nor can you delete existing chat rooms, but you can change the names of chat rooms 1 through 4. You can also customize the appearance of the *Chat* screen by adding text.

To change the names of the *Chat* rooms in WebCT:

STEP 1: From the *Homepage*, click on the *Communicate* icon. The *Communicate* page appears.

STEP 2: From the *Communicate* page, click on the *Chat* icon. The *Chat* screen appears.

STEP 3: On the menu on the right, under *Options*, click on the **Modify Chat Room Names** button. The *Enter Room Names* screen appears.

STEP 4: Enter new names for the *Chat* rooms in the appropriate textboxes. Click **Update**. The *Chat* screen reappears with the new names listed.

You may want to add some text to the upper or lower portion of the screen to assist *Chat* users. For example, you can give the times for meetings, etc.

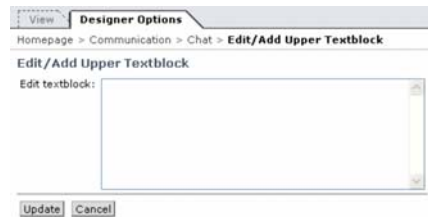
Note: Chat sessions tend to work best for small groups of 3-5 participants.

To add or change upper textblock:

STEP 1: From the *Homepage*, click on the *Communicate* icon. The *Communicate* page appears.

STEP 2: From the *Communicate* page, click on the *Chat* icon. The *Chat* screen appears.

STEP 3: On the menu on the right, under *Customize*, click on the **Edit/Add Upper Textblock** button. The *Edit/Add Upper Textblock* screen appears.



STEP 4: Enter or change the text in the *Edit Textblock* textbox.

STEP 5: Click **Update**. The *Chat* screen reappears with your text displayed at the top of the screen.

To add or change lower textblock:

STEP 1: From the *Homepage*, click on the *Communicate* icon. The *Communicate* page appears.

STEP 2: From the *Communicate* page, click on the *Chat* icon. The *Chat* screen appears.

STEP 3: On the menu on the right, under *Customize*, click on the **Edit/Add Lower Textblock** button. The *Edit/Add Lower Textblock* screen appears.

STEP 4: Enter or change your text in the *Edit Textblock* textbox. Click **Update**. The *Chat* screen reappears with your text displayed at the bottom of the screen.

Tip: Use *Chat* to schedule “virtual” office hours – i.e., set up specific times when you are accessible to your students.

Tip: Make chat rooms accessible to your students for learner-to-learner interaction. Remember, chat room sessions are logged (recorded and saved) in the manage files area. You can use these conversations for student assessment (e.g., for determining a grade for student participation).

Note: For more detailed information about other options, as well as instructions on using *Chat*, see the *WebCT* online Help topic, *Chat*. To access Help, click **Help** on the *Menu Bar*.

13. Setting Up the Course Calendar

Your course has important dates that you need to communicate to students. They could be assignment due dates, exam dates, scheduled *Chat* sessions, and other class events. You can use the *WebCT Calendar* to communicate this information.

The *Calendar* icon has been added to your course as part of the template provided by DLS. The following step-by-step instructions will lead you through the process of setting up a calendar for your course.

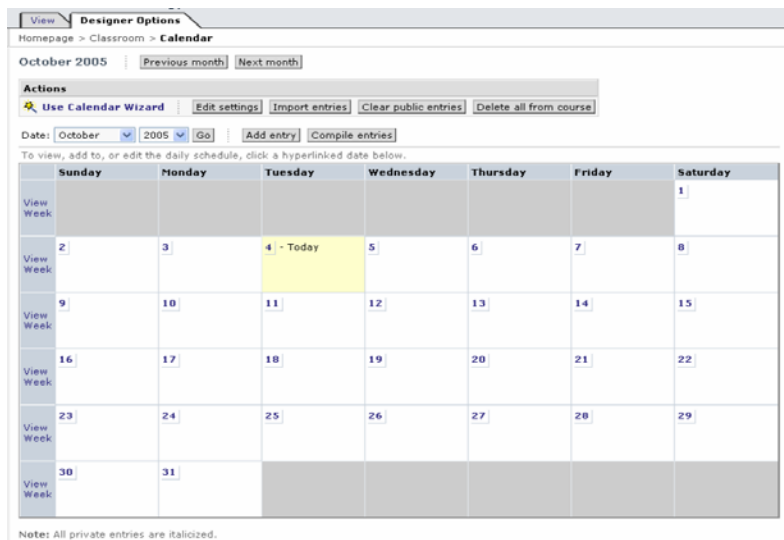
You can create *Calendar* entries that are limited to a brief description of the event, or ones that contain more detailed information.

13.1 Adding an Entry to the WebCT Calendar

To add an entry to the Calendar:

STEP 1: From the *Homepage*, click on the *Classroom* icon. The *Classroom* page appears.

STEP 2: From the *Classroom* page, click on the *Calendar* icon. The *Calendar* screen appears.



STEP 3: From the *Date* drop-down lists, select the month and year that corresponds to date for which you want to make entries.



STEP 4: Click **Go**. The *Calendar* screen updates to display that month's calendar.

STEP 5: Click on the date link located at top left corner of the box that corresponds to the day of the month for which you want to make an entry. The *View Day* screen appears.



STEP 6: Click on the **Add entry** button. The *Add a Calendar Entry* screen appears and the date you selected is displayed in the *Date* text boxes.

STEP 7: In the *Summary* textbox, enter the text to display on the calendar for that date (e.g., “First Assignment Due”).

STEP 8: The *URL* and *Internal link* text boxes are for including links in the calendar entry (cf. [Section 13.3](#) below).

STEP 9: In the *Detail* textbox, you can add more information (e.g., “This assignment is due today by 4:00 PM. Late assignments will be penalized 10% per day”).

Note: You can assign a *Start time* and/or an *End time*, but most developers just leave these fields blank. They are generally used for events that take place over a set period of time.

STEP 10: For *Access level*, you can select *Private* or *Public*. *Private* access means that the entry is only visible on your *Calendar* (i.e., students will not see it). *Public* access means that the entry is visible to all users. **Important: Be sure to select *Public* for the all entries that you want students to see.**

STEP 11: Click **Add**. The *View Day* screen reappears and your entry is displayed.

Repeat steps 1 through 11 for each entry you want to add. When you’re done, click on the **View Month** button near the top of the *View Day* screen to return to the monthly *Calendar* view.

13.2 Editing an Entry on the WebCT Calendar

To edit an entry on the Calendar:

STEP 1: From the *Homepage*, click on the *Classroom* icon. The *Classroom* page appears.

STEP 2: From the *Classroom* page, click on the *Calendar* icon. The *Calendar* screen appears.

STEP 3: From the *Date* drop-down lists, select the month and year that corresponds to month for which you want to make entries.

STEP 4: Click **Go**. The *Calendar* screen updates to display that month's calendar.

STEP 5: Click on the date link located at top left corner of the box that corresponds to the day of the month for which you want to make an entry. The *View Day* screen appears.



STEP 6: Click on the radio button next to the entry that you want to edit. Click **Edit**. The *Edit a Calendar Entry* screen appears and the date you selected is displayed in the *Date* text boxes.

STEP 7: Make your changes to the calendar entry. Click **Update**. The *View Day* screen reappears.

Repeat steps 1 through 7 for each entry you want to edit. When you're done, click on the **View Month** button near the top of the *View Day* screen to return to the monthly *Calendar* view.

13.3 Including Links in the WebCT Course Calendar

You can include links on the course calendar to external web sites, and to *Learning Materials* within *WebCT*. This feature provides easy access for students, and demonstrates well how your course content is organized. **Note:** If you choose to include external and/or internal links in the course *Calendar*, it is normally done when you add the *Calendar* entries.

Add a Calendar Entry
Date: October 12 2005
*Summary:
URL: http://
Internal link: None
Detail:
Start time: -- --
End time: -- --
Access level: Private Public

*Required fields.

To add an external link (URL) to a *Calendar* entry:

STEP 1: From the *Add Calendar Entry* page (cf. [Section 13.1](#)), enter a title for the link you want to add in the textbox labeled *Summary*.

STEP 2: Enter the web address of the external link in the textbox labeled *URL*.

STEP 3: Click **Add**. The *View Day* screen reappears and the title of the external link is displayed on the list of entries.

To add an internal link to a Calendar entry:

STEP 1: From the *Add Calendar Entry* page (cf. [Section 13.1](#)), enter a title for the link you want to add in the textbox labeled *Summary*.

STEP 2: From the *Add Calendar Entry* page (cf. [Section 13.1](#)), select a link from the *Internal Link* drop-down list. Notice that the items listed here are the same as those listed on the *Learning Materials* Table of Contents page.

The screenshot shows the 'Add a Calendar Entry' form. The 'Date' is set to October 12, 2005. The 'URL' is 'http://'. The 'Internal link' dropdown menu is open, showing options: None, Learning Materials, Introduction, Unit 1: Sample, and Unit 2: Sample. A red arrow points to 'Learning Materials'. The 'Start time' and 'End time' are set to '--'. The 'Access level' is set to 'Private'. There are 'Add' and 'Cancel' buttons at the bottom.

STEP 3: Click **Add**. The *View Day* screen reappears and the title of the internal link is displayed on the list of entries.

13.4 Viewing the WebCT Course Calendar

You can view the calendar and its entries in a number of ways. You can view a month at a time, a week at a time, or a day at a time.

To view a month at a time:

The default view mode for the course calendar is a month at a time. You can always return to *View Month* screen by clicking on the **View Month** button located near the top the *View Week* and *View Day* screens, or clicking on **Calendar** on the breadcrumbs,

The screenshot shows the 'View Month' screen for October 2005. The calendar grid shows days 2, 3, 4 (Today), and 5. The 'View Week' button is highlighted in blue in the bottom left corner, with a red arrow pointing to it. The 'View Month' button is also visible in the top right corner.

To view a week at a time:

From the view month screen of the course calendar, next to Sunday, click **View Week** for the week in which your first entry appears. The *View Week* screen appears.

The screenshot shows the 'View Week' screen for the week of October 9-15, 2005. The calendar grid shows days 9, 10, 11 (Today), and 12. The 'View Day' button for Wednesday, October 12, is highlighted in blue in the bottom left corner, with a red arrow pointing to it. The 'View Week' button is also visible in the top right corner.

To view a day at a time:

From the *View Week* screen, click on the day of the week you want to view.

Note: From the *View Month* screen, you can navigate the calendar by clicking **Previous Month** and **Next Month** at the top of the screen. From the *View Day* and *View Week* screens, you can also navigate the calendar by clicking **Previous Day/Week** and **Next Day/Week** at the top of the screen.

14. Creating Online Quizzes in WebCT

An important part of your course is student evaluation. WebCT offers a variety of evaluation tools. One of these is the *Quizzes/Surveys* feature.

Quizzes are tests that students take and submit online. *Quiz* questions can be multiple choice, matching, calculated, short answer, and paragraph questions. All quiz questions, except those in paragraph format, can be automatically graded by the system. Those grades are then returned to the students via *Student Grades* (located on the *Assessment* page).

14.1 Adding a Quizzes/Survey Page to a WebCT Course

Notice that a *Quizzes/Surveys* page, called “*Online Quizzes*,” has already been added to the *Assessment* page as part of the DLS template. You should use this template for adding quizzes to your course. However, if you do need to add an additional *Quizzes/Surveys* page, the following instructions will lead you through the process.

To add a quizzes/survey page:

STEP 1: From the *Homepage*, click on the *Assessment* icon. The *Assessment* page appears.

STEP 2: On the menu on the right, click on the **Add Page or Tool** button. The *Add Page or Tool* screen appears.

STEP 3: Under *Evaluation and Activity Tools*, click **Quizzes/Surveys**. The *Add Quizzes/Surveys* screen appears.

STEP 4: Enter a title for your page (e.g., “*Course Quizzes*”).

STEP 5: On the *On an Organizer Page* drop-down list, select *Assessment*.

STEP 6: Click on the checkboxes next to *Link shows item title*, *Link shows icon* and *Use default icon* (recommended). Make sure that they are all selected.

STEP 7: Click **Add**. This will take you back to the *Assessment* page. An icon link to your quiz now appears on the *Assessment* page.

STEP 8: Select the **View** tab at the top of your screen.

STEP 9: To view your *Quizzes/Surveys* page, click on the link. Notice that the message reads “There are no quizzes available.” This is because you have not yet added the quizzes (cf. [Section 14.2](#)).

View Designer Options
Homepage > Basic Control Panel > Add Page or Tool > Add Quizzes/Surveys

Add Quizzes/Surveys

1. Enter a title for this item:

2. Decide where to show the link to this item.

On the Course Menu, visible on all pages. Link will appear as text.

On an Organizer Page:

Link shows item title

Link shows icon (select below)

Use default icon

Use custom icon

Choose icon:

3. Add this item to your course.

14.2 Adding a Multiple-choice Quiz

The following step-by-step instructions will lead you through the process of adding a multiple-choice quiz to the *Quizzes/Surveys* page. This involves the

following tasks: creating a category in the *Question Database*, adding questions to the *Question Database* category, selecting the settings for each question, entering possible answers for each question, setting up a quiz, and adding questions to the quiz from the *Question Database*.

14.2.1 Creating a Question Database Category

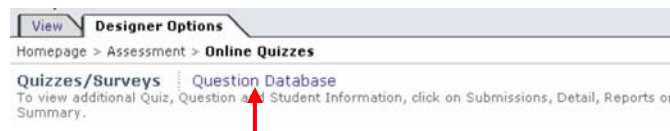
In *WebCT*, all quiz questions are stored in the one area, called the *Question Database*. All new questions must *first* be added to this database before they can be used in an online quiz.

As a course designer, you create categories in the *Question Database* to store and organize your questions. You should group them according to the subject matter, course unit, or quiz.

To create a *Question Database* category:

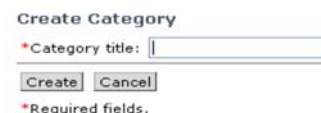
STEP 1: From the *Homepage*, click on the *Assessment* icon. The *Assessment* page appears.

STEP 2: From the *Assessment* page, click on the *Online Quizzes* icon. The *Quizzes/Surveys* page appears.



STEP 3: Click on **Question Database**. The *Question Database* screen appears.

STEP 4: On the menu on the right, under *Options: Category*, click on the **Create Category** button. The *Create Category* screen appears.

A screenshot of the 'Create Category' form. It features a text input field labeled '*Category title:'. Below the input field are two buttons: 'Create' and 'Cancel'. At the bottom of the form, there is a note: '*Required fields.'

STEP 5: In the *Category title* text box, enter a title for the category you want to create (e.g., *Vocabulary*).

STEP 6: Click **Create**. The *Question Database* screen appears displaying the new category.

Repeat Steps 1 through 6 for each category you create.

14.2.2 Adding Questions to the Question Database Category

You can create any of the following types of questions to add to your online quizzes: multiple-choice, matching, calculated, short answer, and paragraph.

To add a multiple-choice question to the Question Database category:

STEP 1: From the *Homepage*, click on the *Assessment* icon. The *Assessment* page appears.

STEP 2: From the *Assessment* page, click on the *Online Quizzes* icon. The *Quizzes/Surveys* page appears.

STEP 3: On the menu on the right, under *Options: Question*, from the *Create Question* drop-down list, select *Multiple choice*. Click **Go**. The *Multiple Choice Question* screen appears.

STEP 4: Select a category for the question from the *Category* drop-down list.

STEP 5: In the *Title* text box, enter a title for the question (e.g., *MyQuestion1*).

STEP 6: In the *Question* text box, enter the question.

STEP 7: The *Format* option allows you to select whether to enter the question content in plain text or is formatted with HTML tags. **Note:** If you choose text format, the student will see the question exactly as you have entered it. If you choose HTML format you can use HTML tags to format the question. For example, you can add bolding, italicizing, and color to the text.

STEP 8: You have the option of adding an image to your question. For example, you may ask the student to identify an object. To add an image, click **Browse** and select the image file name from the list. If you don't want to add an image, simply leave the *Image* text box blank.

STEP 9: Select the question settings. On the *Multiple Choice Question* screen, under *Settings*, select the following options:

- **Allow students to choose**

- To allow one correct answer, select *One answer*.
- To allow more than one correct answer, select *Multiple answers*.

- **Scoring**

- To allow the score for any correct answer to be included in the total score, select *Cumulative*.
- To only allow a score of 100% if all the correct answers are selected, select *All or nothing*. **Note:** If you selected *One answer*, these settings do not affect student scores.

- **Allow negative score**

- Select whether you want to allow a negative score. If you select this option, the student is docked marks for each wrong answer.

- **Answer layout**

- To have answers appear in a column, select *Vertical*.
- To have answers appear in a row, select *Horizontal*.

- **Answer order**

- To have answers appear randomly, select *Randomized*. **Note:** When students finish the test and view the results, the answers will not be randomized. The answers will appear in the order in which you entered them.
- To have answers appear in the order you enter them, select *As listed below*.

- **Indices**

- To have answers appear in a numbered list, select *Numbers*.
- To have answers appear in an alphabetical list, select *Letters*.

STEP 10: Enter the answer choices for the question. Notice that there is a series of textboxes like the one pictured below.

The screenshot shows the 'Answers' section of a question editor. It contains two rows: 'Answer 1:' and 'Feedback 1:'. Each row has a 'Correct answer' checkbox, a text input field, a 'Format' dropdown (with 'HTML' selected), and a 'Value (%)' text input field.

- Enter answer choices in each *Answer* box. By default, you can enter as many as five possible answers. If you want to provide additional answers, click on the **More Answers** button at the bottom of the screen. The *Multiple Choice Question* screen updates and additional answer boxes are provided.
- For each answer, for *Format*, select whether you want the answer to display in *HTML* or plain *Text*.
- Select the correct answer(s):

If one answer is allowed, do one of the following:

- If you do not want to allow negative scoring, select the *Correct Answer* check box of the answer that is correct. You can leave the *Value (%)* textbox blank.
- If negative scoring is allowed, select the *Correct Answer* check box of the answer that is correct, and for each incorrect answer, in the *Value (%)* textbox, enter the negative percentage to be deducted from the total question points.

If multiple correct answers are allowed, do one of the following:

- To allocate each correct answer the same value, select the *Correct Answer* checkbox for each correct answer, and leave the *Value (%)* textbox empty. WebCT distributes the total points for the

question equally over the number of correct answers. For example, if the question is worth ten points and you have selected two correct answers, each correct answer is allocated five points.

- To allocate each answer different values, do not select any *Correct Answer* checkboxes. Instead, enter the percentage value in the *Value (%)* textbox.
- d. If you want to enter feedback specific to an answer, type your comments in the *Feedback* text box (directly beneath the *Value* textbox). For *Format*, select whether you want the feedback to display in *HTML* or plain *Text*.
 - e. If you want to enter general feedback for the question, type your comments in the *General Feedback* textbox (near the bottom of the screen). For *Format*, select whether you want the feedback to display in *HTML* or plain *Text*.
 - f. Leave the *Additional Fields* section blank.

STEP 11: When you're done entering answer choices, scroll down to the bottom of the screen and click **Save**. The *Question Database* screen reappears. Your question is added to the database under the category you selected in Step 4. The *Type* column indicates that it's a multiple-choice question.

Question Database | Quizzes/Surveys
 To select a question, check the box to its left. To preview a question, click . To edit a question, click the question's title.

Category: Vocabulary

<input type="checkbox"/>	Title	Type	Category	Used By	ASSESSMENT	Hecosystem
<input type="checkbox"/>	MyQuestion1	MC	Vocabulary	---	---	---

Repeat Steps 1 through 11 for each question you add.

Note: For instructions on adding other types of questions to your *Questions Database*, see the *WebCT* online Help topic, *Quizzes/Surveys - Question Database*. To access Help, click **Help** on the *Menu Bar*.

14.2.3 Creating a Quiz in WebCT

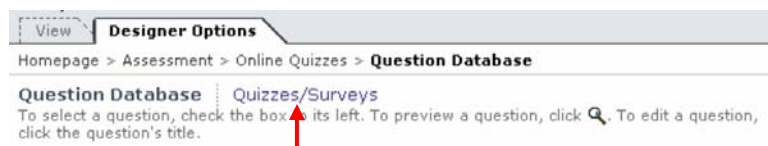
Once you have created a database of questions, you are ready to create an online quiz for your course. The following step-by-step instructions will lead you through the process of setting up a quiz and adding questions to it from your *Question Database*.

To create a quiz in WebCT:

STEP 1: From the *Homepage*, click on the *Assessment* icon. The *Assessment* page appears.

STEP 2: From the *Assessment* page, click on the *Online Quizzes* icon. The *Quizzes/Surveys* page appears.

STEP 3: Click on **Question Database**. The *Question Database* screen appears.

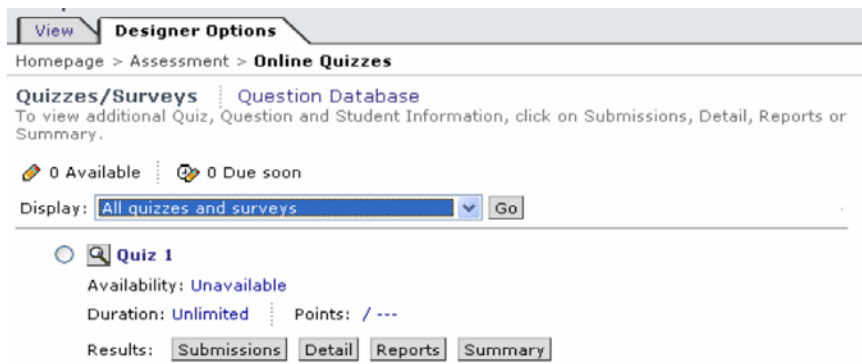


STEP 4: Click on **Quizzes/Surveys**. The *Quizzes/Surveys* screen appears.

STEP 5: On the menu on the right, under *Options*, click on the **Create Quiz** button. The *Create Quiz* screen appears.

STEP 6: Enter a title for the quiz (e.g., *Quiz 1*) and click **Create**.

STEP 7: The *Quizzes/Surveys* screen reappears displaying the quiz.



Tip: Once students have taken the quiz you can grade questions or view the quiz results individually or as statistical data using the *Results* options: *Submissions, Detail, Reports, and Summary*.

To add questions to a quiz in WebCT:

STEP 1: From the *Quizzes/Surveys* screen, click on the title of the quiz (highlighted in blue) that you want to add questions to. The *Quiz Editor* screen appears.

STEP 2: On the menu on the right, under *Options*, click on the **Add Questions** button. The *Question Browser* window appears.

STEP 3: In the table under *Name*, click the title of a questions category to open the folder. The questions you created for that category are listed.

Question Browser
 Select questions. Tip: To preview a question, click . To edit a question, click the question's title.

Name	Type
<input type="checkbox"/> Vocabulary	
<input type="checkbox"/> MyQuestion1	MC
<input type="checkbox"/> MyQuestion2	MC
<input type="checkbox"/> MyQuestion3	MC

Create Question To add a new question, select the question type and click **Create**. After creating the question, select it in the list above and click **Add selected**.

Question type: Multiple choice **Create**

Select the questions that you would like to add to **Quiz 1**.

Add selected **Close** **Help**

STEP 4: Select the questions from the list that you want to include in your quiz by clicking on the checkbox next to each question title. **Tip:** You can select all the questions at once by clicking on the checkbox next to the category title.

STEP 5: Click on the **Add Selected** button at the bottom of the screen. This takes you back to *Quiz Editor* screen. The questions you selected are added to the quiz.

14.2.4 Allocating Points for an Online Quiz

You assign point values to questions once they're added to a quiz. For example, if a quiz is worth 20% of the total grade and there are 10 questions, you can assign each question 2 points. This makes it much easier for the instructor to calculate the student's final grade.

To allocate points for each question:

STEP 1: From the *Quizzes/Surveys* screen, click on the title of the quiz (highlighted in blue). The *Quiz Editor* screen appears.

STEP 2: From the *Quiz Editor* screen, in the *Points* column, in each of the text boxes, enter the points value for each question.

STEP 3: Click **Update total**. The *Total* number of points is displayed.

Designer Options

Homepage > Assessment > Online Quizzes > **Quiz Editor**

Quiz Editor: Quiz 1

Quiz editor Submissions Detail Reports Summary

To select a question, check the box to its left. To preview a question, click . To edit a question, click the question's title. To assign points for each question, enter a number in the Points Field next to each question, then click **Update total**.

<input type="checkbox"/>	No.	Points	Select	Questions
<input type="checkbox"/>	1	<input type="text"/>	...	MyQuestion1
<input type="checkbox"/>	2	<input type="text"/>	...	MyQuestion2
<input type="checkbox"/>	3	<input type="text"/>	...	MyQuestion3

Total: 0 **Update total**

The quiz is created. Next, select how and when the quiz is presented to your students.

14.2.5 Selecting Quiz Settings

Using *Quiz Settings*, you can specify, for example, which students receive the quiz, how long they have to complete it, how many attempts are allowed, and how the results are released to them.

To access Quiz Settings in WebCT:

STEP 1: From the *Homepage*, click on the *Assessment* icon. The *Assessment* page appears.

STEP 2: From the *Assessment* page, click on the *Online Quizzes* icon. The *Quizzes/Surveys* page appears.

STEP 3: From the *Quizzes/Surveys* screen, click on the title of the quiz (highlighted in blue) for which you want to select the settings. The *Quiz Editor* screen appears.

STEP 4: On the menu on the right, under *Options*, click on the **Edit Quiz Settings** button. The *Quiz Settings* screen appears.

Quiz Settings

The *Quiz Settings* screen contains the following six sections:

- **Basic:** apply to all quizzes and include how the questions are delivered to students, the time limit, how many attempts are allowed, and the minimum amount of time between attempts.
- **Availability:** apply to all quizzes and specify how long the quiz is available to students.
- **Selective release:** optional settings that allow you to release the quiz to a list of students, or to students who satisfy specific release criteria. By default, the quiz will be released to everyone so you generally do not need to adjust the settings.
- **Security:** optional settings that allow you to control access to the quiz through the use of passwords and specific IP addresses. If you use an online exam for a midterm or final, consider adding a password that will be made available to invigilators.
- **Submission:** optional settings that allow you to specify a message that students receive after submitting their quiz and an e-mail address to which a copy of each student's submission is sent.
- **Results:** apply to all quizzes and specify how quiz results are released to students.

Note: There are numerous settings available on the *Quiz Settings* screen. The following step-by-step instructions cover only the *Basic*, *Availability* and *Results* settings (the most commonly used). For more information about using other *Quiz Settings*, see the online Help topic, *Quizzes/Surveys - Editing*. Go to the section, *Editing Quiz settings*. To access WebCT online Help, click **Help** on the *Menu Bar*.

To set quiz *Basic* settings:

STEP 1: From the *Quiz Settings* screen, under *Basic Settings*, verify that the quiz title is correct. You can change the quiz title if you want.

STEP 2: If you want students to see the question titles when they take the quiz, select the *Question titles* checkbox. Generally, this step is not necessary.

STEP 3: For *Question delivery*, you can select how questions are presented to students:

- To deliver questions all at the same time and allow students to answer questions in any order, select *Deliver all the questions at once*.
- To deliver one question at a time, but allow students to revisit any question they need, select *Deliver one at a time, where any question can be revisited*.
- To deliver one question at a time, and not allow students to revisit any questions, select *Deliver one question at a time, where students must answer or skip each question to proceed. Once a question has been answered or skipped, it cannot be revisited*. **Note:** Generally, this option is not recommended as students will not have the opportunity to preview work before submitting.

The screenshot shows the 'Quiz Settings: Quiz 1' interface. Under the 'Basic Settings' section, there are several fields and options: 'Quiz title' is set to 'Quiz 1'; 'Question titles' has an unchecked checkbox 'Show the question titles when students view the quiz.'; 'Question delivery' has three radio button options, with 'Deliver all the questions at once.' selected; 'Quiz duration' has an empty text box and a 'minute(s)' dropdown menu; there is an unchecked checkbox 'Disallow answer submission if time has expired.'; 'Attempts allowed' is set to '1'; and 'Attempts separation' has an empty text box and a 'minute(s)' dropdown menu.

STEP 4: For *Quiz duration*, do one of the following:

- To give students an unlimited amount of time to complete the quiz, leave the Quiz duration text box empty. This option is particularly good for self-tests.

- To specify a time limit:
 - In the *Quiz duration* text box, enter the number of minutes, hours, or days you want the quiz to last.
 - From the drop-down list, select *minute(s)*, *hour(s)*, or *day(s)*.

STEP 5: If you want to prevent students from answering questions after the time has expired, select the checkbox next to *Disallow answer submission if time has expired*. **Note:** This option is generally not recommended as students may experience technical difficulties and may require additional time.

STEP 6: From the *Attempts allowed* drop-down list, select the number of times students can take the quiz.

STEP 7: If multiple attempts are allowed, for *Attempts separation*, specify the amount of time students must wait between attempts:

- In the *Minimum time between attempts* text box, enter the number of minutes, hours, or days students must wait.
- From the drop-down list, select *minute(s)*, *hour(s)*, or *day(s)*.

To edit quiz *Availability* settings:

STEP 1: From the *Quiz Settings* screen, if you want to make the quiz available to students, under *Availability*, do one of the following:

- To make the quiz available immediately, click **Allow access now**. The *Available after* drop-down lists update to display the current date and time.
- To make the quiz available during a specific time period:
 - From the *Available after* drop-down lists, select the month, day, year, hour, and minute the quiz becomes available to students.
 - From the *Available until* drop-down lists, select the month, day, year, hour, and minute the quiz is no longer available to students.

Availability						
Available after:	--	--	--	12am	00	Allow access now
Available until:	--	--	--	12am	00	Deny access now

STEP 2: If you want to make the quiz unavailable immediately, click **Deny access now**. The *Available until* drop-down lists update to display the current date and time.

To edit quiz *Results* settings:

STEP 1: From the *Quiz Settings* screen, under *Results*, if multiple attempts are allowed, from the *Student score* drop-down list, select which attempt to use for the students' grades.

Results	
Student score:	If multiple attempts are allowed, use the <input type="text" value="First"/> score for the student's grade.
Student score release:	Allow students to review their submitted Quiz. Show the Quiz score if it has been graded or partially graded. <input type="radio"/> Release the score once the quiz has been submitted. <input type="radio"/> Release the score once the quiz has been submitted <i>and</i> all the questions have been graded. <input type="radio"/> Release the score once the availability period has ended. <input type="radio"/> Release the score once the availability period has ended <i>and</i> all the questions have been graded. <input checked="" type="radio"/> Do not release the score.
Release column:	Release the Quiz column so students can see their grade in the MyGrades tool. You can also control the release of this column from the Manage Students page. (See Manage Course > Manage Students.) <input type="radio"/> Yes <input checked="" type="radio"/> No
Student results display:	<input type="checkbox"/> a) Show the question text for each question. <input type="checkbox"/> b) Show the student's response for each question. (requires: a) <input type="checkbox"/> c) Show the evaluation of the student's response <i>only</i> . (requires: a, b; excludes: d) <input type="checkbox"/> d) Show the full evaluation of each question. (requires: a, b; excludes: c) <input type="checkbox"/> e) Show the correct answer for each question. (requires: a, b) <input type="checkbox"/> f) Show the feedback for each question. <input type="checkbox"/> g) Show the student's score for each question. <input type="checkbox"/> h) Show all the grader's comments for the quiz. <input type="checkbox"/> i) Show the student's total score for the quiz.

STEP 2: Under *Student score release*, select how you want to release quiz results to students:

- To release quiz results without any restrictions, select *Release the score once the quiz has been submitted*. **Note:** If the quiz contains questions that must be graded manually, students see a partially graded quiz.
- To release quiz results only when all questions have been graded, select *Release the score once the quiz has been submitted and all the questions have been graded*.
- To release quiz results when the availability period ends without any restrictions, select *Release the score once the availability period has ended*.
- To release quiz results when the availability period ends and only if all questions have been graded, select *Release the score once the availability period has ended and all the questions have been graded*.
- To restrict students from seeing quiz results, select *Do not release the score*.
- If you want to allow students to see their grades in *My Grades*, under *Release column*, select *Yes* (recommended).

STEP 3: For *Student results display*, select how you want students' results to display:

- To display questions as they appear in the quiz, select **a) Show the question text for each question.**
- To display students' responses to each question, select **b) Show the student's response for each question** (for this option to work you must also select **a**).
 - To display how students' responses are graded, select **c) Show the evaluation of the student's response only** (for this option to work you must also select **a** and **b**, but not **d**).
 - To display how students' responses are graded as well as the points available for each question, select **d) Show the full evaluation of each question** (for this option to work you must also select **a** and **b**, but not **c**).
 - To display the correct response for each question, select **e) Show the correct answer for each question** (for this option to work you must also select **a** and **b**).
- To display the general feedback for each question, select **f) Show the feedback for each question.**
 - To display students' scores for each question, select **g) Show the student's score for each question.**
 - To display all the grader's comments for the quiz, select **h) Show all the grader's comments for the quiz.**
 - To display students' total scores for the quiz, select **i) Show the student's total score for the quiz.**

STEP 4: Click **Update**. The settings are saved and the *Quiz Editor* screen reappears. The quiz is now available for students to complete.

Quiz grades are communicated to students using *My Grades*. The *My Grades* tool has already been added to the *Assessment* page as part of the template provided by DLS. *My Grades* allows students to view their course grades confidentially online.

If the column has been released, quiz grades automatically become available to students in *My Grades* once the quizzes are graded. For other grades, such as midterm and final grades, the instructor must enter them manually using *Manage Students*.

14.2.6 Previewing a Quiz in WebCT

To preview a quiz from the *Quiz Editor* screen:

STEP 1: From the *Homepage*, click on the *Assessment* icon. The *Assessment* page appears.

STEP 2: From the *Assessment* page, click on the *Online Quizzes* icon. The *Quizzes/Surveys* page appears.

STEP 3: From the *Quizzes/Surveys* screen, click on the title of the quiz (highlighted in blue) for which you want to select the settings. The *Quiz Editor* screen appears.

STEP 4: On the menu on the right, under *Options*, click on the **Preview Quiz** button. A new browser window opens and the quiz appears as it would to a student.

STEP 5: When you're done previewing the quiz, close the browser window. The *Quiz Editor* screen reappears.

14.2.7 Displaying Quizzes

In order for students to see the quizzes you create, you must set the display option.

To set the display for quizzes:

STEP 1: From the *Homepage*, click on the *Assessment* icon. The *Assessment* page appears.

STEP 2: Click on the radio button next to the *Online Quizzes* icon.

STEP 3: On the menu on the right, under *Options: Links*, click on the **Edit** button. The *Update Link to WebCT* page appears.

STEP 4: Under *Quiz Listings*, click on the **select** button. The *Select Quizzes* screen appears.

STEP 5: Select the checkboxes next to the quizzes you want to display (usually all of them). Click **Continue**. This takes you back to the *Update Link to WebCT* page.

STEP 6: Scroll down to the bottom of the page and click **Update**. This takes you back to the *Assessment* page. The selected quizzes are now displayed to students.

15. Setting Up the Assignments Dropbox

The *Assignments Dropbox* allows you to create and distribute course assignments to students. It also allows instructors to download, evaluate, and assign a grade to the completed work. Notice that the *Assignment Dropbox* has already been added to the *Assessment* page as part of the DLS template. The template also includes instructions for students on how to use the *Assignment Dropbox*.

The following step-by-step instructions will lead you through the process of setting up the *Assignment Dropbox*. This involves the following tasks: Add the assignment to the course, Use Assignment Settings to enter the instructions about the assignment, Assign a maximum grade to inform the students of the assignment's value, and Set the time and date for which you want the assignment to be available. You can also attach assignment-related files such as documents, spreadsheets, or graphics files. Students can then view the assignment instructions, submit their completed work, and view their grades after you have graded their assignments.

15.1 Adding an Assignment in WebCT

To add an assignment in WebCT:

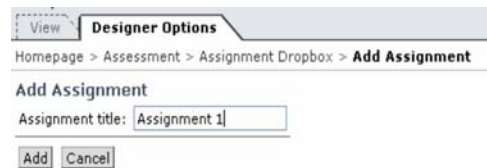
STEP 1: From the *Homepage*, click on the *Assessment* icon. The *Assessment* page appears. Click the **Designer Options** tab if it not already selected



STEP 2: From the *Assessment* page, click on the *Assignment Dropbox* icon. The *Assignment Dropbox* page appears.

STEP 3: On the menu on the right, under *Options*, click on the **Add** button. The *Add Assignment* screen appears.

STEP 4: In the *Assignment Title* textbox, enter the title of the new assignment, and click **Add**. The *Assignments* screen reappears and the new assignment title is listed as a link.



View Designer Options
Homepage > Assessment > Assignment Dropbox > Add Assignment
Add Assignment
Assignment title: Assignment 1
Add Cancel

15.2 Editing Assignment Settings in WebCT

To edit Assignment settings:

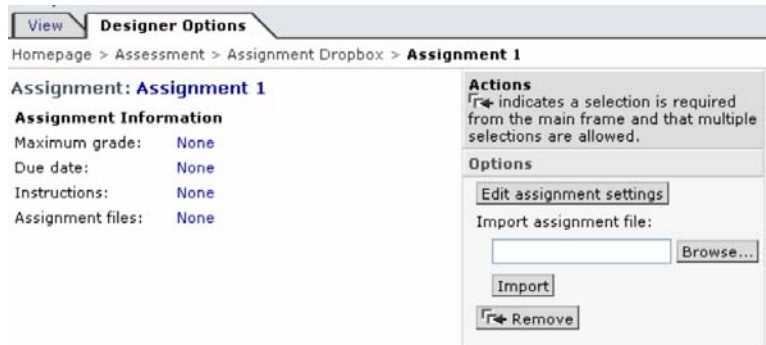
Note: You must add the assignment before you can specify assignment settings.

STEP 1: From the *Homepage*, click on the *Assessment* icon. The *Assessment* page appears. Click the **Designer Options** tab if it not already selected

STEP 2: From the *Assessment* page, click on the *Assignment Dropbox* icon. The *Assignment Dropbox* page appears.

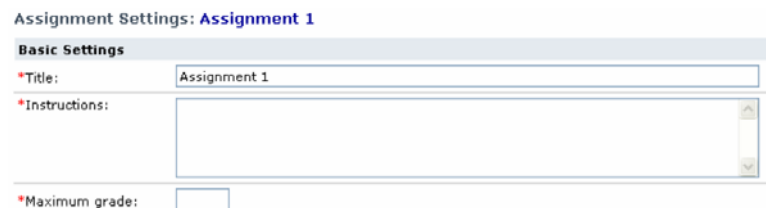
STEP 3: Click the name of the assignment you want to edit. The *Assignment* screen appears. This screen displays the *Maximum grade*, the *Due date* for the

assignment, and *Instructions* for the completion of the assignment. Assignment-related files are also listed on this screen.



STEP 4: On the menu on the right, under *Options*, click on the **Edit Assignment Settings** button. The *Assignment Settings* screen appears.

STEP 5: Under *Basic settings*, enter the assignment *Title*, *Instructions* and *Maximum grade*



STEP 6: Under *Availability*, select the dates and times that the assignment will be available.

- For *Available starting*, select *Immediately* or specify a starting date and time.
- For *Due date* select *Unlimited* or specify a due date and time. **Note:** If you select *Unlimited* as the *Due date*, you cannot also enable *Allow late submissions* under *Cutoff Date*. This would be redundant. A warning message will alert you if you have enabled both.
- For *Cutoff Date*, select whether to allow late submissions or not, then select *Unlimited* to indicate no cutoff date for late submissions, or specify a date up to which late submissions will be allowed.

Availability

Available starting: Immediately
 Specify a date
 October 17 2005 02pm 00

Due date: Unlimited
 Specify a date
 October 17 2005 02pm 00

Cutoff date: Do not allow late submissions.
 Allow late submissions.
 Unlimited
 Specify a date
 October 17 2005 02pm 00

If you allow late submissions, with no cutoff date, the *Assignment* screen for that assignment will display a 'Late' notice next to the assignment once the due date (not the cutoff date, as none was specified) is passed. Students will also see a 'Late' notice next to the assignment, but will continue to be able to submit. On the teaching assistant's *Grade Assignment* screen, a 'Late' status will be displayed for that assignment.

If you allow late submissions, with a cutoff date, the *Assignment* screen for that assignment will display a 'Late' notice next to the assignment once the due date is passed. Students will still be able to submit up to the cutoff date. Once the cutoff date is reached, the status of the assignment will become 'Unavailable', and students will no longer be able to submit. On the teaching assistant's *Grade Assignment* screen, a 'Late' status will be displayed for that assignment.

STEP 7: Under *Submissions*, select whether or not to allow multiple submissions.

If you allow multiple submissions, students will be able to retrieve an assignment prior to its due date, and prior to it being graded, and then resubmit it for grading. Student can retrieve/resubmit as many times as they like.

Submissions

Multiple submissions: Allow multiple submissions. (Grading cannot occur until after the due date.)
 Do not allow multiple submissions.

STEP 8: Under *Results*:

- For *Student score release*, select from the following score release options:
 - Release the score once the assignment has been graded
 - Release the score once the availability period has ended and the assignment has been graded
 - Do not release the score
- For *Release Column*, select whether or not you want to release the assignment column to students. This will allow your students to see their assignment grades in *My Grades*.

Note: Depending on administrator settings, you may or may not see a *Notification* section. If you do not, go to STEP 10.

STEP 9: In the *Notification* section, choose whether or not *WebCT* will email students and instructors acknowledgment when an assignment is submitted.

Note: Students see or do not see this feature in their interface, depending upon whether you choose to enable this feature for students.

- For *Student notification*, select whether or not students will receive an email acknowledgment after submitting an assignment.
- For *Instructor notification*, select whether or not the instructor will receive an email acknowledgment after a student submits an assignment.

Results	
Student score release:	<input checked="" type="radio"/> Release the score once the assignment has been graded. <input type="radio"/> Release the score once the availability period has ended <i>and</i> the assignment has been graded. <input type="radio"/> Do not release the score.
Release column:	Release the Assignment column so students can see their grade in the My Grades tool. You can also control the release of this column from the Manage Students page. (See Manage Course > Manage Students.) <input type="radio"/> Yes <input checked="" type="radio"/> No

STEP 10: Click **Update**. The assignment settings are updated.

15.3 Importing an Assignment-related file in WebCT

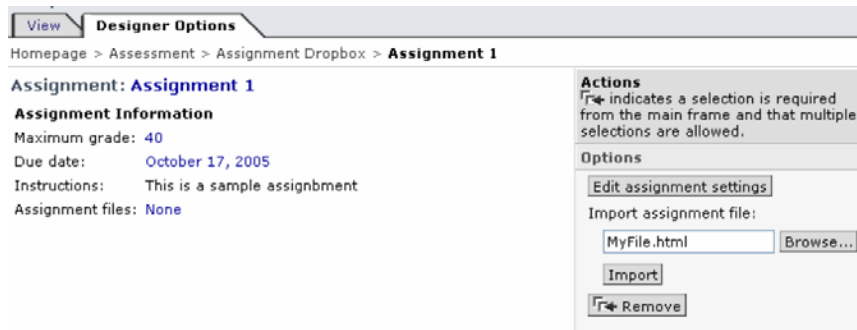
To import an assignment-related file:

You can import assignment-related files such as a document, spreadsheet, or graphics file. **Note:** You must have previously created and uploaded the file(s), before it can be attached to your assignment. For more information on uploading a file, see [Section 6.4.1.10](#).

STEP 1: From the *Homepage*, click on the *Assessment* icon. The *Assessment* page appears. Click the **Designer Options** tab if it not already selected

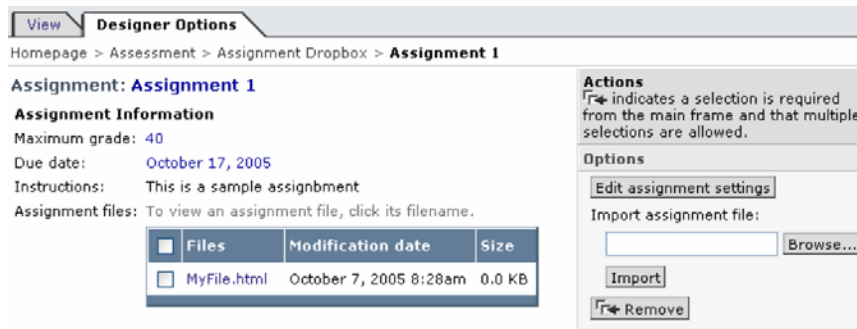
STEP 2: From the *Assessment* page, click on the *Assignment Dropbox* icon. The *Assignment Dropbox* page appears.

STEP 3: On the menu on the right, under *Options*, in the text box, enter the path and filename of the file that you want to import. You can also select the file from a list by clicking on **Browse**. The *WebCT Browser* appears. Select the file and click **Add selected**. The filename appears in the text box.



The screenshot shows the 'Designer Options' tab for 'Assignment 1'. The 'Assignment Information' section displays: Maximum grade: 40, Due date: October 17, 2005, Instructions: This is a sample assignment, and Assignment files: None. On the right, the 'Options' section has an 'Import assignment file:' label, a text box containing 'MyFile.html', and a 'Browse...' button. Below the text box are 'Import' and 'Remove' buttons.

STEP 4: Click **Import**. The screen refreshes to show the newly imported file.



The screenshot shows the 'Designer Options' tab for 'Assignment 1' after the file import. The 'Assignment files' section now contains a table:

Files	Modification date	Size
<input type="checkbox"/> MyFile.html	October 7, 2005 8:28am	0.0 KB

The 'Options' section on the right is identical to the previous screenshot, but the text box for 'Import assignment file:' is now empty.

Course Design Worksheet

This worksheet is meant to assist you as you create a good online learning environment for your students. We have learned from experience that the best strategy is for you to begin by carefully pre-planning your course, before actually constructing any of the components. This will help you make the most of your time and effort, thus making your experience as a course developer a pleasant one. The more pre-planning you do when creating your online course, the more time, hours of frustration and re-design will be saved.

You should complete as much of this worksheet as possible before you begin. You may not be able to complete all of the sections at once, but you can fill in the information as you become more familiar with the ideas and tools associated with online learning, and as you think about your own way of teaching.

Remember that this is just a worksheet to help you plan your course. You can erase things, change your mind, or even tear it up and start all over again (which is still easier than re-doing the actual course once it is created!). The important thing is to start putting down the information that you know, in order to help you visualize what you need to do before *actually putting your course into the WebCT format*.

Section I: Needs Assessment

Overall Course Goal

In a sentence or two, describe what *you* hope to accomplish in this course--i.e., the overall expected outcome. (the specific course objectives will be listed below)

Teaching Style

List some words that best describe the teaching style you generally use in the "traditional" classroom setting. (e.g., lecturer, verbal, visual, teacher-centered, learner-centered, constructivist, facilitator, practicum, etc.)

Class Learning Objectives and their Measure of Success

In the left-hand column, list each learning objective for your course (taken from the syllabus). Then, in the right-hand column, write down how "success" (i.e., a student having achieved the objective) will be measured (e.g., performance on Quiz, written paper, ability to discuss the topic, etc.)

Learning Objective	Assessment Method/Tool

Seven Principles of Good Teaching in Undergraduate Education

Here are the *Seven Principles of Good Teaching in Undergraduate Education*, as outlined by Arthur Chickering and Zelda Gamson (*AAHE Bulletin* 39 [1987]: 3-7). Think about ways in which you can incorporate these into your online course.

- | | |
|---|--|
| <i>1. Promote Teacher-Student Interaction</i> | <i>2. Promote Student-to-Student Interaction</i> |
| <i>3. Encourage High Expectations</i> | <i>4. Provide Rich, Rapid Feedback</i> |
| <i>5. Promote Active Learning</i> | <i>6. Facilitate Time on Task</i> |
| <i>7. Address Different Learning Styles</i> | |

Online Course Presentation Styles and Tools

Here is a sampling of some of the tools currently being used for online learning, and the associated *Good Teaching Principles* they embody. Most of these are available as part of the WebCT e-Learning platform. Others can be used in conjunction with WebCT to enhance the student's learning experience. Use this chart to assist you in matching online course presentation tools to the task. Choose tools that best help you incorporate the *Seven Principles of Good Teaching*.

Communication Tools

Tool or Feature	Uses and Advantages:	Good Teaching Principle(s)
E-Mail	One-to-one and one-to-many communications, private communications, reminders of events and due dates; personal encouragement, group work, searchable attachment of other files	Teacher-to-student; student-to-student.
Discussion Forum (Bulletin Board, Threaded Discussions)	One-to-many communications; moderated discussions; anonymous interaction; thoughtful debate; peer review; group work; searchable, reflective journaling, private work, topical discussions.	Teacher-to-student; student-to-student; student-to-content.

Chat Room	One-to-many communications; brainstorming; virtual office hours; often not accessible by all students; immediate feedback; group work, recorded communications.	Teacher-to-student; student-to-student; rich, rapid feedback; time on task; active learning.
Whiteboard	One-to-many communications; some are synchronous drawing slates; some may not be recorded; good for visual work or communication; process demonstrations.	Teacher-to-student ; student-to-student; promotes active learning; addresses different learning styles.
Instructor's Biography	One-to-many communication; allows the Instructor to post a personal note about himself/or herself.	Teacher-to-student
Message Board (e.g., MSN)	This non-WebCT tool can be used effectively as an additional teaching resource. One-to-many communications; brainstorming; virtual office hours; immediate feedback; discussions can be logged by instructor. Access to "smilies" and other elements to increase the human element.	Teacher-to-student ; student-to-student

Content Presentation Tools and Features		
Tool or Feature	Uses and Advantages:	Good Teaching Principle(s)
Animations (e.g., animated gifs, flash presentations, etc.)	High engagement factor; not equally accessible to all; good for visual learners; if used for vital content text alternatives should be given.	Depending on the usage whether it is used to present content, in a test, as entertainment or navigational device. Different learning styles and usually time on task if engaging
Hyperlinks to External Sites	Present outside authorities and resources, which can be extremely rich. Many have interactive options. URL may change too often.	Promotes active learning; addresses different learning styles.
Syllabus (Course Information Page)	Way to present description of course content, instructor contact information, course objectives and expectations.	Time on task; Teacher - to-student; encourages high expectations.
Single, stand-alone HTML pages	Allows for special non-linear material in a course; examples; special resources.	Promotes active learning
Linked Pages in a Unit/Module	Provides a sense of continuity and flow. Allows for easy navigation, sequential presentation of material and chunking course content.	Promotes active learning

Glossary Tool	This can be a stand-alone tool or you can have hyperlinks within module pages to the glossary; students do not have to guess what keywords they should be learning because the hyperlinks will indicate what the instructor deems important.	Promotes active learning; different learning styles
Audio and Video Files	Present moving images and sound bites to bring the subject to life.	Different learning styles; active learning
Controlled Release of Materials	Allows students to learn at their own pace, or forces them to keep up depending on how you manage the release; can release different materials to different students depending on how you chose to group them.	Promotes active learning; time on task
Self-directed Material	Students can move through the material at their own pace.	Promotes active learning; time on task

Student Participation/Study Tools		
Tool or Feature	Uses and Advantages:	Good Teaching Principle(s)
Search Tools	Enables the student to find materials electronically; takes the place of the index at the back of book.	Promotes active learning
Interactive Games (e.g., Crossword Puzzles)	Engages and entertains the student while they master the subject.	Promotes active learning, different learning styles
Flash Cards	Permits students to drill themselves until they are comfortable with the material.	Promotes active learning, different learning styles
Progress Tools & Bookmarks	Allows students to assess how much effort they have put into the course.	Communicates high expectations; time on task
Online Gradebook	Students receive their grades quickly and can assess if they need to put more effort into the course.	Rich, rapid, feedback (depends on what and how much is released); communicates high expectations
Site Map	This is an alternate method of navigating through a course.	Different learning styles; time on task

Calendar	Reminds students when assignments are due and when exams will take place; can also remind them of school holidays so they can plan their study times.	Time on task; instructor-to-student.
Practice Test	Enables the students to become familiar with the instructor's testing style so they can focus on the subject and be prepared for the questions; ups the students comfort level before tests; it has been shown that students who take the practice tests score well on the real exams. Reduces test anxiety.	Promotes active learning, rapid feedback
Self-test	Allows the student to exhibit mastery of the material; the student can repeat the self-test until he or she gets it correct; repetitive drill reinforces memory of material; provides opportunities to practice using quizzing tool before taking a graded quiz.	Promotes active learning, rapid feedback
Help Files and FAQs	Clarifies for the student the steps he needs to take in order to achieve an outcome.	Promotes active learning, rich rapid feedback
Surveys	Allows the students to voice their opinions anonymously; provides the instructor with an understanding of how the material is being received.	Promotes active learning; rapid feedback
Student Presentations	Provide ways for students to make presentations to their fellow classmates. For example, you could allow students to design a web page, report or presentation within WebCT that focuses on a particular topic.	Promotes active learning; teacher-student interaction; student-to-student; addresses different learning styles.

Assessment Tools

Many quiz modules allow for automatic grading and release of scores and feedback for right and wrong answers; some of these should appear in the Learning Objectives section and the Class Activities section of the worksheet.

Tool or Feature	Uses and Advantages:	Good Teaching Principle(s)
Timed Quizzes	Students have to have good mastery of the material in order to complete the test in the allotted time; timed quizzes can make take home tests feasible.	Promotes active learning; time on task; rapid feedback
Randomized Quizzes	Lessens the opportunity for cheating.	Communicates high expectations

Essay Quizzes or Questions	Requires that the student demonstrate an understanding of the material; indicates a higher level of thinking.	Promotes active learning; Communicates high expectations
Group Projects	Allows students to help each other; provides opportunities for students become aware of their own strengths and weaknesses; prepares students for the future as most jobs require a high level of teamwork.	Encourages student-to-student interaction
Assignment Dropbox	This tool allows students and teachers easy access to assignments; students can submit assignments easily; deadlines can be enforced; grades and feedback from the teacher is recorded and linked to the online Gradebook.	Promotes time on task; communicates high expectations; allows for rapid feedback.

Timeline for Course Development

PHASE I – Six Milestones or Stages of Development

The following 'milestones' are suggested as a guide only. As a developer, you have the option of setting your own target dates in consultation with the Instructional Design Team assigned to work with you.

Please Note: The option of having your course development reviewed by a colleague in the same field (peer review) is available and recommended, but not mandatory.

Milestones	Activities Involved	Suggested Timeframe	Target Date
STAGE I Initial Meeting/ Training Session	The developer is: <ul style="list-style-type: none"> <input type="checkbox"/> Provided a copy of course outline. <input type="checkbox"/> Provided necessary WebCT training. <input type="checkbox"/> Provided course guidelines and an explanation of expectations regarding each item listed. <input type="checkbox"/> Asked to set target dates using this form. <input type="checkbox"/> Asked to collect resources as necessary. This process can begin even before the actual development begins but will be an on-going process throughout the whole development process. 	Weeks 1 - 2 Two weeks to become familiar with the WebCT environment and get organized.	
STAGE II Module 1 Completion	<ul style="list-style-type: none"> <input type="checkbox"/> Completion of Module 1 means content is uploaded, formatted and linked to TOC. <input type="checkbox"/> This stage will require a quick review by ID person to see that the guidelines are being followed and that developers are 'on the right track'. Check to see that files are named appropriately, the template is being used and that the outline from PIRS is being followed.	Week 4 Two weeks to learn to create and upload files and develop your own 'system' or process.	N/A
	*If a peer review is being conducted, The Instructional Designer assigned to work with you will contact the identified peer reviewer to begin review of Module 1.	One-week turn-around suggested for review by peer and feedback from	N/A

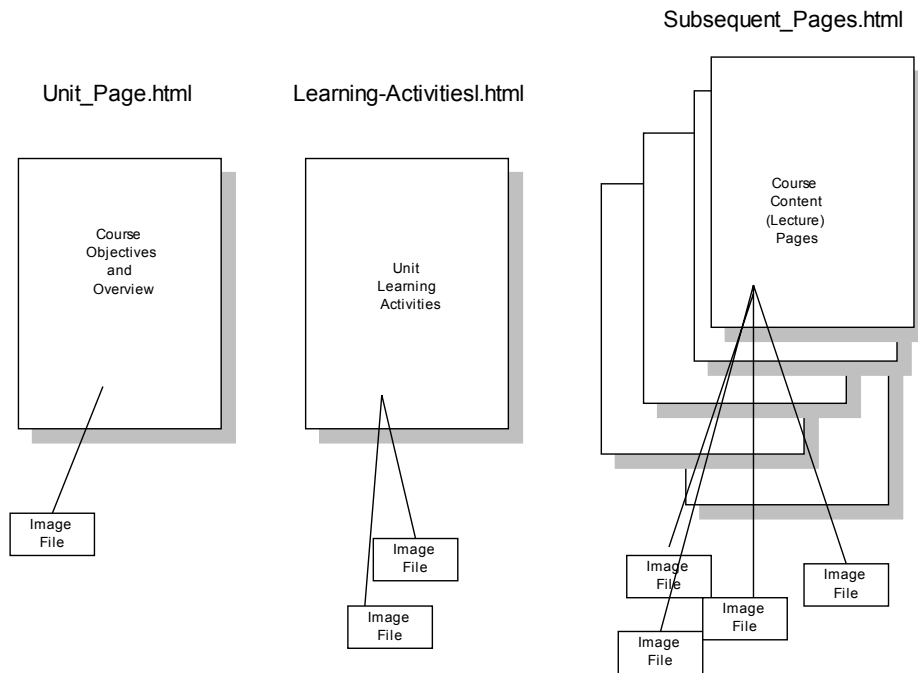
	<input type="checkbox"/> Peer review is returned to ID person who then makes suggestions based on feedback from reviewer. <input type="checkbox"/> The review, at this point, will be based solely on content . Assessment items and enhancements will not be evaluated until a later date.	Instructional Designer.	
STAGE III			
Half-Way Point for Content Development	This will be a checkpoint only . The Instructional Designer assigned to work with you will conduct a quick review and will make contact to see how things are going, to note any problems or delays that might affect the deadline, and to make suggestions, etc.	Week 6 Two weeks to work through the content now that you have established a process.	
STAGE IV			
Content Completion	This refers to content only . All content should now be uploaded, formatted and linked to TOC (Table of Contents).	Week 7-10	
STAGE V			
Assessment Items and Course Enhancements	This stage involves the: <ul style="list-style-type: none"> <input type="checkbox"/> Completion of assessment items and activities including exams. <input type="checkbox"/> Completion of course enhancements (i.e. Additional websites, graphics, interactive elements, etc.) 	Week 11 -13	
STAGE VI			
Auxiliary Files	Completion of auxiliary files including bio, schedule and course info page.	Week 14-15	

PHASE II – Review and Revision

Phase II should be completed by the ID team within two (2) weeks of submission. An additional two (2) weeks should be allowed for revisions by the developer. If a peer review is to be completed, the Instructional Designer assigned to work with you, will contact the reviewer during this stage.

Appendix A

Major Components of a Course Module/Unit



This is a graphic representation of a course Unit (or Module). Generally, a Unit is made up of three parts: (1) a page describing the objectives and overview of the unit; (2) a page explaining the learning activities for that unit; and (3) several pages of learning materials (i.e., lecture notes). You may also include quizzes, self tests, glossary items, etc.

Note: You should include all your graphics files and other resource files for a particular unit in the same folder where the unit pages are located.

Appendix B: Sample Rubric

Here is a sample rubric for grading discussion postings. This is based on a participation mark 15%.

Weekly Online Discussions Rubric				
Criteria	Excellent	Good	Average	Poor
Timely Discussion contributions	4-6 postings well distributed throughout the week	3-6 postings distributed throughout the week	2-6 postings somewhat distributed	1-6 not distributed throughout the week
Responsiveness to discussion and demonstration of knowledge	very clear that readings were understood and incorporated well into responses	readings were understood and incorporated into responses	postings have questionable relationship to reading material	not evident that readings were understood and/or not incorporated into discussion
Adherence to online protocols	all online protocols followed	1-2 online protocols not adhered to	2-3 online protocols not adhered to	4 or more on-line protocols not adhered to
Points	14 - 15	13 - 12	9 - 11	8 or less

Evaluation

Evaluation criteria for an online discussion:

- Participants will demonstrate an observable understanding of the articles and material being discussed. The understanding should involve critical thinking.
- Participants will demonstrate an ability to engage in a discussion that is relevant to the topic of the articles and related concepts. This can be done in a variety of ways including, but not limited to:
 - Posing intelligent and articulate questions which provoke discussion eliciting responses
 - Engaging other participants in an activity or task

- Participants will demonstrate an observable understanding of the articles and material
- Participants will demonstrate the ability to effectively organize the discussion. This includes:
 - Keeping the discussion focused on the topic
 - Providing structure such as beginning and closing arguments, wrap-up
 - Staying within the time frame allotted for discussion
- Participants will demonstrate the ability to respond to questions effectively
- The participants will demonstrate the ability to relate the concepts discussed in the articles to personal and professional experiences by using examples from everyday practices.