Uncomplicated
Online Course
Design &
Instruction

With
Edvance360 LMS-SN
by Valerie Stephens
Chapter 1

Uncomplicated Online Course Design and Instruction: Edvance360 for Designers and Instructors

Copyright © 2013 by Valerie Stephens

Trademarks

Edvance360™ is a trademark of Edvance360 Company, Virginia Beach, VA

Edvance360 Live!™

Google Docs™

Firefox is a trade mark

Microsoft Office

Respondus LockDown Browser is a trademark of http://www.respondus.com/products/lockdown-browser/

BigBlueButton http://www.bigbluebutton.org/

http://www.food.com/rssapi.do?page_type=26&slug=appetizers
(RSS Feed Picture)
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Adventure Begins</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Getting Started with Edvance360-LMS™</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Log In</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Personal Home Page</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>Get Personal</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Setting your Personal Program Preferences and Information Sharing Items</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>ePortfolio</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>My Widgets</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Personal Settings</td>
<td>22</td>
</tr>
<tr>
<td>3</td>
<td>The End from the Beginning</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Backward Course Design</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>List Major Goals for the Student – Competencies</td>
<td>28</td>
</tr>
<tr>
<td>4</td>
<td>Get Your Content Together</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>Before Adding Content to Edvance360</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>The Edvance360 Personal Repository File System</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>A Tale of Two Tabs – The Files Tab</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>A Tale of Two Tabs – The Questions Tab</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>Going Global– The Edvance360 Global Repository</td>
<td>63</td>
</tr>
<tr>
<td>5</td>
<td>Front and Center</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td>Exploring the Course Home Page</td>
<td>66</td>
</tr>
<tr>
<td></td>
<td>Developing the Course Home Page</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>Personalizing the Course Home Page</td>
<td>Error! Bookmark not defined.</td>
</tr>
<tr>
<td>6</td>
<td>What’s It Worth? - Setting Up The Gradebook</td>
<td>74</td>
</tr>
<tr>
<td></td>
<td>Rubrics</td>
<td>75</td>
</tr>
</tbody>
</table>
Chat ................................................................. 146

Chapter 12 More than One .............................. 149
Team Teaching ................................................. 150
Student Collaboration ....................................... 151

Chapter 13 Recording & Reporting .................. 155
Grading .............................................................. 156
Gradebook Mapping ........................................... Error! Bookmark not defined.
Grading Discussions .......................................... 162
Grading Manually .............................................. 164
Progress Tracking .............................................. 166
Attendance Monitoring ....................................... 166
Lesson Progress ............................................... 169
Test Statistics .................................................. 170
Survey Reports ................................................ 171
Discussion Post Reports .................................... 173

Chapter 14 Good Housekeeping: Closing the Course 175
Close the Gradebook ........................................... 176
Archive Conversations ...................................... 180

Chapter 15 Outside of the Classroom ................ 183
Communities .................................................... 184
Blogs .............................................................. 186
Contacts ......................................................... 187

Chapter 16 Options ........................................... 188
Browser Lock .................................................. 189
Use BrowserLock for all tests ............................ 190

Table of Contents
Edvance360 Live!™ ........................................ 191
TurnItIn™ Integration .................................... 192

Chapter 17 Designer’s Tool Kit ...................... 193
HTML Editing ........................................... Error! Bookmark not defined.
HTML WYSIWYG Editor ............................... 194
HTML RAW Editor .................................... 206
Content Copying ....................................... 211
Content Cloning ....................................... 211

Chapter 18 Additional Resources ................... 213
Product Details ....................................... Error! Bookmark not defined.
Chapter 1
The Adventure Begins
Getting Started with Edvance360-LMS™

⚠️ NOTE Begin with the right Internet browser.

Although you may find Edvance360 performs most functions using any Internet browser, it is most compatible with Firefox®. If you experience difficulties with Edvance360, the first thing to do is make sure you are using the Firefox browser.

Open a new Internet session.

Before we start exploring the navigation of the personal home page, let’s all get on the same page. One of the most common causes of confusion for anyone using a computer is their screen setup. It has been my experience that those whose job is not primarily working on computers, i.e. instructors, have a tendency not to maximize their screen real-estate.

📍 Instruction

Windows®

Maximize the screen by selecting the center square button in the upper right corner of the browser window.

Mac®

Maximize the screen by selecting the green button in the upper left corner of the browser window.
Log In

Edvance360 is housed on a very secure network. No one has access without the proper login credentials, aka user name and password. You will need to check with your institution’s Edvance360 administrator to find out what to use for your log in credentials as well as the URL to access your institutions Edvance360 site. The administrator will also be able to tell you if you can change your password within Edvance360 or if you will need to use another method.

Personal Home Page

After a successful log in all Edvance360 users are presented with their Personal Home Page.

Personal Navigation Tabs

These tabs will remain constant throughout the Edvance360 visit, no matter which page has focus.

Any time you wish to return to your Personal Home Page, select the Home tab.

The Courses tab is the entryway to any active course which you have access to design, facilitate, assist, or participate. The Contacts and Mailbox tabs are doorways to connect to other Edvance360 members. Grades is a tab which only appears on your Personal Navigation bar is you are a student.
Your **Personal Repository** is accessed through the Repository tab and should be one of the first tools of Edvance360 you become familiar with using. Two tabs access the real social aspect of the program. They are the **Blog** tab and the **Communities** tab. Although you may have a personal information system with its own calendar, you may find using the Edvance360 personal calendar a great place to keep track of appointments, to-do items, and events specific to your course and community involvement.

Do not avoid the Help tab! Edvance360 is continually adding new self-service “how-to” resources. The Help tab is also where designers can access sample files for importing questions files and rosters. Check out the Help tab to find the latest software and plugin requirements to help Edvance360 run at peak performance.

**Left Navigation**

This area has different tools, depending on which Edvance360 Personal Navigation Tab has focus. The view here shows the left navigation panel on the Personal Home Page.

---

**Alerts (Announcements)**

When available announcements are located under the Personal Navigation Tabs, these are system wide alerts sent to all Students, Faculty, and Staff. Only the Edvance360 systems administrator has the ability to submit a system wide alert.
NOTICE  The Alerts (Announcements) shown on the Personal Home Page are not course announcements. Course announcements appear after the student enters the course through the Courses tab.

**INSTRUCTION**

Once the alert has been read, select *Mark Read*. This will archive the alert under the *Alert History* in the Left Navigation panel.

**Personal and Course Alerts**

Personal and Course alerts are located under any announcements and just to the right of the Left Navigation panel.

- **Personal Alerts** links, when selected, jump to any open messages in your Edvance360 Mailbox. This notification may be cleared all at once by selecting the [clear] link. Messages read using an outside mail system will still appear as unread in this list. The New Friends alert links to profiles of people who have put you on their friends list in their contact list.
Course Alert links, when selected, jump to any open assignment submissions, tests to grade, and lessons progress alerts.

NOTE As of version 7.x there is no way to clear the “The Student Lessons Overdue” alert unless the instructor goes back to the original lesson and clears any due dates.

Unread Posts & Comments

The Unread Posts & Comments to posts area, located on the right side of the screen, will allow you to read summaries and jump directly to the course or community post connected with the comment.

![Unread Posts & Comments](image)

FIGURE 1-9

**INSTRUCTION**

- All Posts and comments may be cleared by selecting the *Clear All* link.

**CAUTION:** By default when you select to jump to the page which contains the unread post all notifications unread comments linked to
the same post will be automatically marked as read. This setting can be changed to “Leave the Post as Unread until Checked”. See how to change this preference in the Personal Settings.

**RSS Feed**

The RSS Feed, should you choose to have one running, will be located at the top right of the screen under any System Wide Alerts. See how to include/remove in the My Widgets instruction.

**FIGURE 1-10**
Chapter 2
Get Personal
Setting your Personal Program Preferences and Information Sharing Items

My Profile Setup

All of the following actions are performed after selecting the My Profile link on the Left Navigation panel.

Upload Profile Photo

Edvance360 will automatically resize the photo you select to upload as your profile photo. The original file remains intact since the conversion happens after the upload. Your hardest job to uploading a photo is choosing the right one! If you don’t want to load an actual photo find a photo which says something about you and upload it. Any picture you upload will be more inviting to people in the Edvance360 communities and courses than no picture at all.

◆ INSTRUCTION

1. **Identify** the photo you will use.
2. Select the **Edit Photo** link.
3. Select the **Browse...** button.
4. Browse to the location on your local computer, network, or removable storage device where the photo image is located.
5. Select the **Submit** button.

Change Profile Photo

Should you decide you would like a different photo; repeat the 5 steps above.
Bio/About Me Information

Your Bio/About Me is NOT your vitae or extended biography. This should be a short introduction of yourself to others using Edvance360. If you have writers block there are a lot of great sites on the Internet you can Google® about “How to write a bio”.

My suggestion is for you to write in first person using “I am” and “When I” instead of “Billy Bob Instructor is” or “When she”. Do your writing in a word processing program first. Check for spelling and grammar. Select the text and copy before going back to Edvance360 to submit.

![Associate Professor Amy Good Teacher](image)

**FIGURE 2-2**

**INSTRUCTION**

1. Select the **Edit Bio** link.
2. Either type in the **text** or paste copy from text in your word processor.
3. Use the **HTML editing** tools to change the font appearance or include hyperlinks.
   - **NOTE** For more information on how to use the HTML editing box see the [Designer’s Tool Kit](#) section of this book.
4. When you are satisfied with the way the Bio/About me text looks >Select the **Submit** button.

**Edit Profile Bio**

Keep your bio information fresh! It should be reviewed and edited at least once an academic year. Change by repeating the 4 steps above.
View Your Own Profile

To view your profile you may either select the Profile link in the Profile Setup Left Navigation panel or at any time double click on your picture throughout any community or course roster and posts.

Account Information

The use of this option is really dependent on how your system integrates with the Human Resources module of your institution’s enterprise software. If the integration populates the information for the First Name, Last Name and Email fields, which are the required fields, editing these in Edvance360 may not do any good.

If the integration between the two systems hand-shakes several times a day; each time the hand-shake happens any edits you perform will be overwritten. What this means is your first name, is your “official name” as seen in your institution’s enterprise resource software you are not going to be able to edit it to reflect your preferred name. As of version 7 there is no option to enter a preferred name.

If the integration takes place only once during the semester or only on an initial upload of information any changes made to the First Name, Last Name, and Email fields to your personal choices will remain until overwritten by a new upload or synchronization.

All non-starred fields, except City and State will only be visible to the Edvance360 administrator. The City and State will appear under your name and status in the member directory.

Edit Account Information

1. Select the Edit Account Info link.
2. Edit fields to input/edit information.
3. Select the Submit button.
**ePortfolio**

The ePortfolio is used in many different ways by both employees and students. It may be used in its basic form as a type of résumé. The ePortfolio allows the user to share their educational background along with their employment experiences and skillsets.

The Edvance360 electronic portfolio can be so much more! It can be a tool which helps the user identify their own strengths (or weaknesses) in their educational and professional development. It can be used as a true 360 examination of learning with the capability of gathering authentic feedback. Users may select whether or not to publish comments provided by their instructors and/or peers in a public version of their ePortfolio.

Everything in this section is found under the ePortfolio link on the Left Navigation panel of the Personal Home Page.
Introduction Link

The introduction should give the reading audience an idea of who you are and why they should continue reading the ePortfolio. Use this area to vocalize the objectives of the ePortfolio. Is it being used as a continual examination of your educational or professional development?

**INSTRUCTION**

1. Select the *Edit Intro link* at the top of the ePortfolio page.
2. Either type the introductory information in the space provided, or copy and paste information from a word processed document.
3. Press the *Update* button when finished

**Body Blocks**

The body of the ePortfolio is built on blocks of information. The default blocks available are: Education, Experience, Groups and Associations, Honors and Awards, Publications, Documents, Leadership Experiences, Community Service, Training and Contact Information.
Ask your Edvance360 administrator if your selections differ as he or she may have modified these labels or turned off blocks of information altogether.

**Add ePortfolio Information**

hammer:INSTRUCTION

To add information to a block:

1. Select the *Add link* located at the upper right of the block label.
2. Type in a *Title* for the block of information in the *Block Type* field.
3. Fill in the date(s) for the new item and any other parts prompted to fill. (Such as the figure below. There is a prompt for the type of publication).
4. Use the HTML editing box to compose the narrative of the *Details:* field.
   🌟 **NOTE** For more information on how to use the HTML editing box see the *Designer’s Tool Kit* section of this book.
5. Select the *Save Settings* button.
6. Change the sort order if necessary to place this item within the block of information.
7. Press the *Submit* button when finished.
You say you haven’t published any works or do not belong to Groups and Associations? No problem. Unused ePortfolio blocks will not be visible on the published eportfolio.

**ePortfolio Photo**

The ePortfolio photo does not pull from the same file as your Edvance360 profile picture. Portfolio pictures should be of a more professional nature while profile pictures should show your personality. You will need to add the picture in both locations if you choose to use the same image for both your Personal Profile Picture and your ePortfolio picture.

**Add ePortfolio Picture**

*INSTRUCTION*

To add or update the ePortfolio photo:

1. **Identify** the photo you will use.
2. Select the **Edit Photo** link located at the top of the ePortfolio panel.
3. Select the **Browse...** button.
4. Browse to the location on the storage device and select the photo.
5. Select the **Update** button.

**Change ePortfolio Photo**

Should you decide you would like a different photo; repeat the 5 steps above.
Publish ePortfolio

**INSTRUCTION**

To make the ePortfolio visible to others:

1. Select the *Edit Settings* link.
2. Fill in a unique URL path in the *URL field*.
3. Select either “*Make visible to public.*” Or “*Make visible only to users of this network.*”.
4. Select the skin to use on the ePortfolio.
5. Select the *Update* button.

![ePortfolio](image)

**FIGURE 2-7**

🔍 **NOTE** As of version 7.x the ePortfolio is not linked to a printable form. It is possible to highlight all and copy/paste to a word processing program. The browser’s file and print settings may also be used to print the information.
My Widgets

The Widget section allows you to personalize your Personal Edvance360 Homepage as well as add a pop up calculator to all course pages.

Everything in this section is found under the My Widgets link on the Left Navigation panel of the Personal Home Page.

Add a Basic Calculator (all pages)

INSTRUCTION

To add the Basic Calculator to all Edvance360 pages:

1. Select the On radio button located to the left of the Basic Calculator widget.
2. Select the Save Widget Settings button.

Turn Off (Remove) Home Page Discussion Summaries

This removes the Discussion Summary links from the Personal Home Page.

INSTRUCTION

1. Select the Off radio button located to the left of Discussion Summaries widget.
2. Select the Save Widget Settings button.
Add Personal Home Page RSS Feed

**INSTRUCTION**

1. Browse to the **RSS feed on the Internet** you would like to have placed on your Personal Home Page of Edvance360.
2. **Copy** the URL of the feed.
3. **Return** to Edvance360 Personal Home Page.
4. Select the **My Widget** link.
5. Select the **On** radio button located to the left of the RSS Reader widget.
6. Select the **Save Widget Settings** button.
7. Select the **Edit Settings** link that now appears to the right of the RSS Reader widget.
8. **Paste** the RSS feed URL into the empty field.
9. Select the **Add RSS Feed** button.

**NOTE**  RSS feeds may also be added to individual Course Home Pages.

Delete Personal Home Page RSS Feed

**INSTRUCTION**

1. Select the **My Widget** link.
2. Select the **Edit Settings** link located to the right of the RSS Reader widget.
3. Select the **Delete Feed** button.
Personal Settings

Screen Font and Contrast

Although it is possible to change the zoom settings with the browser, you may find you would rather just change the default font size on the screen specific to Edvance360.

FIGURE 2-9

INSTRUCTION

1. Select the Settings tool from the Left Navigation on the Personal Home Page.
2. Select the Font Size button next to the desired font size in the Font Preferences section.
3. Optionally select High Contrast in the Font Color and Contrast section.
4. Scroll to the bottom of the page.
5. Select the Save Settings button.

Defaults for Multiple Choice Questions

When creating multiple choice test questions Edvance360 defaults to four answers per question.
1. Select the **Settings** tool from the Left Navigation on the **Personal Home Page**.
2. Type the number of desired question in the **How many options by default for multiple-choice questions?** field located in the Tests section.
3. **Scroll** to the bottom of the page.
4. Select the **Save Settings** button.

### Grade Mapping Defaults

Your institution’s Edvance360 system administrator inputs the universal Grade Mapping scheme for all courses. You can change your personal Grade Map settings for all courses assigned to you which do not fit with the institution’s universal Grade Map. If your grading scheme is different for certain courses you have the option of changing the Grade Map for those courses in the **Course Settings**.

1. Select the **Settings** tool from the Left Navigation on the **Personal Home Page**.
2. Type the minimum percentage values equivalent to the Letter grades in the applicable **Min Value** fields.
3. Type the percentage at which a student if they receive a lower average grade will be at the threshold of failing the course in the **Pass/Fail Threshold** field.
4. **Scroll** to the bottom of the page.
5. Select the **Save Settings** button.
Turn Email Alert Off/On

Each user can change the option of sending an alert to an email account which resides outside of the Edvance360 messaging system.

INSTRUCTION

1. Select the Settings tool from the Left Navigation on the Personal Home Page.
2. Scroll to the Email Alerts section of the Settings page.
3. Select the applicable choice button On/Off.
4. Select the Save Settings button.

NOTE You can change which outside email address to which the alerts are sent in your Personal Account Settings.

Create Personal Email Signature

This is an excellent tool to remind students of your contact information and availability. Rather than having to type office or virtual office hours or phone numbers on each message sent to your students you can set up an automated email signature.

INSTRUCTION

1. Select the Settings tool from the Left Navigation on the Personal Home Page.
2. Scroll to the Message Signature section of the Settings page.
3. Use the HTML editing box to compose the signature.
4. Select the Save Settings button.

NOTE For more information on how to use the HTML editing box see the Designer’s Tool Kit section of this book.
Change “Marked as Read” Option

This option allows you to change the default of removing the New Discussion summaries from the Personal Home Page after visiting the page of posts. By changing this option the summary will remain until you check the discussion response or post off as read.

_instruction_

1. Select the *Settings* tool from the Left Navigation on the Personal Home Page.
2. Scroll to the *Discussion Posts* section located at the bottom of the page.
3. Select the *Mark Read:* preference.
4. Select the *Save Settings* button.
Chapter 3
The End from the Beginning
Backward Course Design

Answer the following questions in this order and you will have developed the outline for your course using the Backward Course Design model.

1. What are the overarching goals (competencies) for the students taking this course?

2. How will you know the student has reached the overarching goals (competencies) for the course?

3. What are the student learning objectives or learning outcomes for each lesson?

4. How will you know the student has reached the learning objectives for each lesson?

5. What types of activities (content) will be used to help the student reach the outcome for each lesson topic?
What are the Overarching Course Goals?

How will the student be changed after completing this course in reference to his knowledge, skill level or personal attitude?

When answering this question don’t get bogged down in detail of specific things the student will do which identifies their knowledge. These goals are developed with broad strokes and need to tie in with the academic program major goals and vision.

Let’s use the breakdown an example of a course titled *Island Cooking*. This course would not be offered by a school, college, or university just because someone “feels” like they would like to teach this course. The reason this course would be developed and taught would need to tie into the mission and goals of the institution’s culinary program.

If the program’s goal or mission is this: “The program will develop professionals who can successfully communicate and practice culinary techniques in a global world and provide those students with practical education food preparation and food industry management.” This particular class may have, among others, the following two overarching goals:
1. The student will be able to name and describe the primary island culinary traditions, foods, flavors, ingredients, and cooking techniques.
2. The student will be able to integrate flavors, ingredients, seasonings, and techniques of both the traditional and the current trends of island cuisine.

After clearly identifying the overarching course goals, these can be placed into Edvance360 and tied to the Gradebook. When followed through by each instructor, Competency Scoring is performed at the end of the course which will clearly indicate the student’s mastery of the course goals.

Add Course Competencies (Learning Outcomes)

**INSTRUCTION**

Within the Course, select the Gradebook course tool located in the Left Navigation panel.

1. Select the Competencies link.
2. Select the + New Competency link.
3. Type a short name in the Title field.
4. Type a Version number. Usually this would start with the number one.
5. Select the Grade Level from the dropdown Grade Level menu.
6. Select the Add button.

**NOTE** If no Competencies link is available, check with your Edvance360 Administrator and ask that this feature be activated. The Administrator must turn on the Competencies and set grade level selections before a course designer can utilize this tool.
How will you know the student has reached the course competencies?

This may be a list of items which present a portfolio of tests, projects, surveys, interviews and other activities which when compiled produce evidence of the student’s level of mastery of the course goals.

Using our example of the *Island Cooking* course goal number two answer to this question may look like this:

**Goal:** The Student will be able to integrate flavors, ingredients, seasonings, and techniques of both the traditional and the current trends of island cuisine.

**Final Assessment:** The student will plan and prepare a meal using ingredients from both traditional and current trends in island cuisine. The meals will be identified by the student as either traditional or modern with a discussion presentation identifying the details which indicate which type of meal is being served. The meal will be assessed for integration of flavors, seasonings, and techniques using the criteria of the American Culinary Federation competition manual.
What are the student learning objectives each lesson?

Course lessons are a collection of activities which help the student progress in reaching the overarching course goals. The lesson objectives may focus on what the student will be able to do, know, or believe which will contribute to meeting the final goals. Continuing our *Island Cooking* example the lesson objectives may look like this:

**Goal:** The Student will be able to integrate flavors, ingredients, seasonings, and techniques of both the traditional and the current trends of island cuisine.

**Lesson Objectives:**
1. Be able to identify seasonings used in Jamaican jerk spice.
2. Be able to describe the origins of the Jamaican jerk spice.
3. Be able to prepare a dish using modern methods, which includes Jamaican Jerk spices which have been blended by the student.

You can see how the lesson objectives when met successfully become building blocks for the student to meet the course goals.
How will you know the student has reached the learning objectives for each lesson?

You will know the student has reached the learning objectives for each lesson by asking them to complete an assignment.

**Lesson Objectives:**
1. Be able to identify seasonings used in Jamaican jerk spice.
2. Be able to describe the origins of the Jamaican jerk spice.
3. Be able to prepare a dish using modern methods, which includes Jamaican Jerk spices which have been blended by the student.

**Lesson Objective Assessment:**
1. Fill-in-the-blank, multiple choice and matching test which will require the student to recall or recognize seasonings belonging to Jamaican jerk spice.
2. Prepare/Present a PowerPoint presentation comparing and contrasting traditional versus modern Jamaican Jerk spices, including in the presentation the evolution and timeline/causation of the changes.
3. Prepare a Jamaican Jerk dish which includes chicken or pork, which includes spices blended gathered and blended by the student. A pre-approved independent evaluator, using a grading rubric with the elements of the American Culinary Federation competition manual, will evaluate the dish.
What types of activities (content) will be used to help the student reach the outcome for each lesson topic?

Now that you know why you are teaching the course (Course Competencies), how you will know if the student is successful in reaching those goals, and what steps you will use to help the student reach the goals (Lesson Objectives) it is time to decide how to present the content. Content is the subject matter pertaining to a particular lesson objective. Presentation of the content is the list of activities the student will be engaged in to learn the subject matter.

Because you know exactly what the student should know, do, or believe when they end each lesson module it will be easier to select the learning activity. Activities may include textbook readings, audio, video, or traditional lectures, structured computer aided tutorials, PowerPoint® presentations, group discussions, role playing, flash-cards, hands-on experiments, and more.

**Lesson Objectives:** 1. Be able to identify seasonings used in Jamaican jerk spice.

**Learning Activities (Items):** 1. Read the text chapter on Jamaican Jerk Spices. 2. Purchase the ingredients for a traditional Jamaican Jerk spice blend. 3. Taste each spice and discuss likes / dislikes with course mates. 4. Complete a practice exam until 100% accurate.
Chapter 4
Get Your Content Together
Before Adding Content to Edvance360

Gathering content ready for classes should be done within the best practices of online course design. If you have not read the previous chapter, *The End from the Beginning* and/or have a good understanding of why you are adding content to Edvance360; take a step back and do it now!

**INSTRUCTION**

1. Complete the **5 steps** of [Backward Course Design](#).
2. **Organize** content files and resources into folders on a storage device on your computer or network. Content files are the materials needed to present the subject matter, support student learning activities, and give students direction. These may include such items as: • the course syllabus • calendar • files for reading, listening or viewing subject matter • test or quiz questions • writing guidelines • presentation examples • institutional & course policies.
3. **Edit** files to their “final” state. To avoid confusion and frustration it is best to edit any documents before uploading them to Edvance360. Files cannot be edited from the Edvance360 servers. The exception to this rule is valid when the instructor uses the Google Docs™ feature of the Personal Repository.

⚠️ **NOTE** To avoid creating files that are useable only one time do not insert specific dates, deadlines, or other term identifiable characteristics when creating documents and course materials.
The Edvance360 Personal Repository File System

Think of the Repository as your personal storage space in Edvance360.

Before you begin uploading randomly to the Repository you should have already organized your files on a storage device on your computer or network.

The beauty of the Repository lies in the fact that a document only needs to be uploaded once and then may be used in many different courses and sections. Most instructors will have a file of documents which they use in all of their courses such as writing guides or ice-breaker documents. These can all go into sets of general folders which are not tied to any one course. It is important to break them down into folders. At a minimum break it down into at least four: 1. General Student Resources 2. Course Activity and Learning Content 3. Assessment Materials 4. Instructor Support Files

How do you decide what is a student resource? Ask yourself the question: “How am I expecting to use this file?” If the answer is student supporting material that will be used to facilitate best practices, course information, or institutional policy, it is most likely a student resource. If it is going to be used in a lesson but not necessarily is used or needed for the assessment or in the subsequent chapters it is most likely a course content file. If it is something for the instructor’s eyes only it is an instructor support file.
## Sample Repository Organization Files

<table>
<thead>
<tr>
<th>Files Types</th>
<th>Student Resources Folder</th>
<th>Course Content Folder</th>
<th>Course Management Folder</th>
<th>Assessments Folder</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio files</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Video Clips</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Guidelines</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grading Rubrics</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Document with all external URLs used in the course</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quiz/Test Questions</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Articles</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text / Publisher Access Information</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Institution’s Academic Calendar</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion Questions</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Syllabus / Course Calendar</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Welcome Letter</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**FIGURE 4-2**

**TIP** Anyone teaching a course with the aid of a Learning Management System will benefit from taking notes as the course progresses identifying what works well and what might be executed differently the next time the course is taught. Consider compiling the notes and saving this file right to the Repository at the END of the term. The next time you or another instructor teaches this course the benefit of hind-sight will be available.
A Tale of Two Tabs – The Files Tab

Imagine for a moment that the Personal Repository is a physical filing cabinet. I have not seen too many filing cabinets that have only one drawer. The Personal Repository has two drawers. One for the types of files we have previously discussed. The other drawer is for test questions only.

Select the Repository Tab located in the Personal Navigation Tabs at the top of any page in Edvance360. Here you will see two tabs available. The Files tab should be active and the Questions tab lurking behind. This next section will cover the Files tab.

For more discussion and explanation of the Questions tab see: A Tale of Two Tabs – The Questions Tab section.

Creating Folders

In this section the following actions are performed after selecting the Repository Tab on the Personal Navigation menu and making sure the focus is on the correct tab, either Files tab or Question. The one with focus will appear to be in front of the other.
INSTRUCTION

1. Select the **+New Folder** link in the upper left corner under the Files and Questions tabs.
2. Type a name for the folder in the **Folder Name:** field.
3. It is optional to type a description for the folder in the **Description:** field.
4. Select from the **In:** drop down menu and the location for the folder which will be
   a. Top level of the file system
   b. Inside of another folder already created.
5. Select the **Submit** button.

![File Repository](image)

FIGURE 4-4
Renaming or Moving Repository Folders

It happens to all of us, that is, mistakenly placing a folder inside the wrong folder or realizing that we have just mistyped the name. Renaming or moving the Repository folders is an easy task.

***INSTRUCTION***

1. Select the *Folder Name.*
2. Select the *Rename/Move Folder* link located on the right side of the screen.
3. Type the correct name in the *Folder Name:* field if renaming the folder.
4. Type or re-type in the *Description:* field if information in this box needs adding or changing.
5. Select the correct folder location in the *Move To:* field.
6. Select the *Submit* button.

Working with Document Files

Most common file types can be added to the Edvance360 Personal Repository. As new programs evolve you may encounter a file which will just not upload.

Should this happen you will want to contact your Edvance360 Administrator. He can request an exception be made by the Edvance360 programming group. In some instances, because of certain security risks which a file may pose, the programming group will deny exception.

A work-around to exceptions, should you need to share files with students which are not loading would be to put the files in zip format. How to do this depends on your operating system. You can find an easy how-to by doing a quick Internet search.
Uploading a Single Document

Although most instructors will load many files to a folder at one time, there are times you will want to upload just one file from your computer to a folder in your Personal Repository.

![Image of interface for uploading files]

**FIGURE 4-6**

**INSTRUCTION**

1. Select the **Folder Name** from the list on the left side of the screen.
2. Select **+New File** from the links on the right side of the screen.
3. Type in a title for the file in the **Name**: field.
4. It is optional to type in a description of the file in the **Description**: field.
5. Select the **Browse...** button.
6. **Locate the file** located on your local computer, network, or removable storage device.
7. **Select** the file.
8. Select the **Submit** button.
Bulk Uploading of Documents

**INSTRUCTION**

1. Select the **Folder Name** from the list on the left side of the screen.
2. Select the **Bulk Upload** from the links on the right side of the screen.
3. **Wait** for the Java script to load.

4. **Accept** Java script applet and Select the **Run** button.

![FIGURE 4-7](image1.png)

**FIGURE 4-8**
5. Select the \textit{+Add} link to browse for the files your local computer, network, or removable storage device for upload.

6. Select the \textit{Folder} which contains the files to upload

7. Select the \textit{Open} button

All of the files which were located in the local folder will now appear in the upload window.

8. Remove any files you do not wish to upload by selecting the Red X in the upper corner of the file.

9. To complete the bulk upload select the \textit{Green Arrow} located in the lower left corner of the bulk upload box.

\textbf{\textit{NOTE}} Wait for the upload bar to complete before closing the window. The transfer time will depend on the size and amount of files selected for uploading.

\section*{Rename or Move Documents}

Once a file has been uploaded you may wish to change the document file name or location. This is especially true if you have bulk loaded the files since they are titled with the same file name as the file itself and no description is provided.

\textbf{\textit{INSTRUCTION}}

1. Select the \textit{Folder Name} from the list on the left side of the screen

2. Select the \textit{Edit} link to the right of the file which you wish to rename or add a description.

3. Select the folder in the \textit{Move To}: field you wish to have the file located.

4. Type in a title for the file in the \textit{Name}: field.

5. Type in a description of the file in the \textit{Description}: field.

6. \textit{Scroll} down to the bottom of the page.

7. Select the \textit{Update} button.
Edit Documents

Using the term Edit is a misnomer for these actions. You cannot edit a document on the Edvance360 server. Any changes you make to a document must be done on a local version of the document. This is true of word processed documents, spreadsheets, video files or audio files. The exception to this rule is when using Google Docs. Google Docs allows for editing directly on the Google Docs server which can then be linked to the Edvance360 repository.

What can be edited on the Edvance360 server is the title of the document, the document’s location, and the document’s description. The document itself can be replaced by a new file, but the file itself must have a new name.

Example:

I have uploaded a document called *Course XYZ Syllabus* and then I see I need to make changes. I will open the original document located on my computer, network, or removable storage device and make the changes. I must save the document with a new name. In this case I will save it as, save it as *Course XYZ Syllabus v2* to indicate it is the second version of that file. Now it is ready to upload to Edvance360.

**INSTRUCTION**

1. Open the original file located on your computer, jump drive, network drive or other local storage device.
2. Make changes as needed to the document.
3. Save As when saving the document.
4. Re-name the document with a different name.
5. In the Edvance360 Personal Repository: Select the **Folder Name** from the list on the left side of the screen that contains the document which you will replace.

6. Select the **Edit** link to the right of the file which you wish to replace.

9. Select the Browse button.

10. **Locate the file** you just renamed and saved.

11. Select the file by **double-clicking** the file.

12. Select the **Open** button.

13. **Scroll** down to the bottom of the page.

14. Select the **Update** button.

15. Remove the original file from the Edvance360 Repository.

**Using Personal Web Sites with Edvance360**

Some instructors have been teaching online for years and started by using their own web sites. Most K-12 schools and many colleges and universities have policies which require the instructor to use their designated course management system as because the use of consistency across curriculums is an online learning best practice.

Edvance360 has solved the dilemma by creating a simple way for the instructor to upload a copy of the HTML files to the Personal
Repository. Once uploaded the instructor and students can access the useable set of web pages within an Edvance360 Lesson!

**INSTRUCTION**

1. **Download** a complete local copy of the web site to your computer, network drive, or portable storage device.

2. Place all of these files in a **ZIP** folder. How to do this depends on your operating system. You can find an easy how-to by doing a quick Internet search.

3. In the Edvance360 Personal Repository: Select the **Folder Name** from the list on the left side of the screen which will hold all the files from the web site.

   🌟 **NOTE** You should have previously created a folder to hold only these files.

4. Select the **Html Uploads** link located on the right side of the screen.

5. Select the **New Upload** link.

6. Select the **Browse...** Button.

7. **Locate the zip file** located on your local computer, network, or removable storage device.

8. Select the file by **double-clicking** the file.

9. Select the **Open** button.

10. Type a title in the **Display Name:** field.

11. Select the **Submit** button.

**Google Docs™ Integration**

Do you use Google Docs™ and love it because of the portability and sharing capabilities. Good news! You can access your documents from within Edvance360. This is especially good news for adjunct professors who may be teaching at more than one institution but need access to the same documents.

The documents are not physically added to the Edvance360 Personal Repository. What is added is a link to the actual Google Docs document.
**INSTRUCTION**

1. Select the *Folder Name* from the list on the left side of the screen that you would like to link with Google Docs.
2. Select the *Google Docs* link located on the right side of the screen.
3. If you are using this link for the first time in this session you are now prompted to login to your Google Account. Select the *Please login to your Google Account* link.
4. Select the *Grant access* button if prompted by Google accounts to confirm a trust relationship between Edvance360 and Google accounts.
5. Select *List Your Google Documents*.
6. Select the *Add Now* link located to the right of the document(s) you want joined to Edvance360.

⚠️ **NOTE** You can edit the Google Docs document and not have to reload/read the link. Changes are reflected immediately upon save.

### Removing Files

Instructors can delete files one at a time, select multiple files, or bulk delete all files in a folder. Before deleting make sure when you delete you have copies available on your local computer, network, or removable storage device.

**INSTRUCTION**

1. Select the *Folder Name* from the list on the left side of the screen which contains the documents to be deleted.

![Figure 4-10](image-url)
2. Single file deletion:
   a. Select the **Delete** link located on the right side of the screen just beneath the file to be removed.

3. Multiple file deletion:
   a. Select the **Check Boxes** to the left of the file name.
   b. Select the **Delete Selected** button.

4. Bulk delete:
   a. Select the **Select All Check Box**
   b. Select the **Delete Selected** button.

**Removing Folders from Personal Repository**

It is especially important to confirm you have chosen the correct folder to delete. Look twice. Delete once.

1. In the Edvance360 Personal Repository: Select the **Folder Name** from the list on the left side of the screen that you would like to
2. Select the **Delete Folder** link located on the right side of the screen.
3. Confirm Deletion by selecting the **OK** button.

🌟 CAUTION: Before deleting verify the presence of a local copy of the file or folders of files on local computer, network, or removable storage device. Retrieval of mistakenly deleted cannot be retrieved.
A Tale of Two Tabs – The Questions Tab

The Questions area of the Personal Repository holds the questions used on automated test assessments. Creating test questions can be a tedious process. By placing the files in the Repository once the same question which can be used on multiple exams. After creating or importing the questions see the *Tests, Quizzes, and Surveys* section for information on creating the exam.

Open Repository tab on the Personal Navigation Tabs. Here you will see two tabs available. The Questions tab should be active and the Files tab lurking behind. This next section will cover the Questions tab. For more discussion and explanation of the Files tab see the *A Tale of Two Tabs – The Files Tab* section.

![Question Repository](image)

**FIGURE 4-11**

Creating Folders

In this section the following actions are performed after selecting the Repository Tab on the Top Navigation menu and making sure the focus is on the correct tab, either Files tab or Question. The one with focus will appear to be in front of the other.
INSTRUCTION

1. Select the +New Folder link in the upper left corner under the Files and Questions tabs.
2. Type a name for the folder in the Folder Name: field.
3. Optionally type a description for the folder in the Description: field.
4. Select from the In: drop down menu whether the folder is to go at the top level of the file system or inside of another folder that has already been created.
5. Select the Submit button.

Organize and label folders in a manner which will allow you to easily find the questions when ready to use later.

FIGURE 4-12
Creating a Multiple Choice Questions

It is possible to create multiple choice questions which test higher-level thinking. Any course designer choosing to develop multiple choice questions to assess student knowledge should study best practices for constructing a multiple choice question.

NOTES

Feedback editing boxes use raw HTML. Coding must be used to create line breaks and paragraph spacing. For more information on how to use the HTML editing boxes and RAW HTML editing boxes see the Designer’s Tool Kit section of this book.

INSTRUCTION

1. Select the **Folder Name** from the list on the left side of the screen that you would like to place the question.
2. Select the **+New Question** link located on the right side of the screen.
3. Select the **Multiple Choice** link.
4. Change the name located in the **Short Name:** field to a short identifier of what is the question topic.
5. Compose the question in the **Question: HTML** box. **Optionally** select the **Image:** field and Browse to an image file if it will support the question.
6. Select the **Randomize Answer:** Check box to optionally randomize the question’s answer choices.
7. **Optionally** type in the **Feedback for Correct Answer** and **Feedback for Incorrect Answer** fields.
8. Type in the first answer choice in the **Answer 1 HTML** box.

FIGURE 4-13
9. Optionally type in the **Feedback** field for Answer 1. This will supply a reaction to the student if this answer is chosen and should be used to reinforce the validity of the answer.

10. **Repeat steps 9 and 10** until all choices are completed.

11. Optionally select the **Add a New Answer** if more choices are desired for, select the Add a New Answer button.

   🌼 **NOTE**  The default number of answers for multiple choice questions is set to four. You can change your personal default using the **Personal Settings** menu.

12. Select a **Correct Answer** by clicking the round radio button under the Answer label of the Answer which is correct.

13. Select **Save and Return to Question Bank** button

![FIGURE 4-14](image_url)
Creating a True / False Question

![Image](image-url)

FIGURE 4-15

菼NOTES

Feedback editing boxes use raw HTML. Coding must be used to create line breaks and paragraph spacing. For more information on how to use the HTML editing boxes and RAW HTML editing boxes see the Designer’s Tool Kit section of this book.

For information on using the Equation Editor See: Math LaTeX code.

![Image](image-url)

FIGURE 4-16

熉INSTRUCTION

1. Select the Folder Name from the list on the left side of the screen that you would like to place the question.
2. Select the +New Question link located on the right side of the screen.
3. Select the True/False link.
4. Change the name located in the Short Name: field to a short identifier of what is the question topic.
5. Compose the question in the Question: HTML box.
6. Optionally select the Image: field and Browse to an image file if it will support the question.

7. Optionally type in the Feedback for Correct Answer and Feedback for Incorrect Answer fields.

8. Type in the first answer choice in the Answer 1 HTML box.

9. Optionally type in the Feedback field for Answer 1 and Answer 2. This will supply a reaction to the student if this answer is chosen and should be used to reinforce the validity of the answer.

10. Select a Correct Answer by clicking the round radio button under the Answer label of the Answer which is correct.

11. Select Save and Return to Question Bank button

Creating a Multiple Answer Question

The designer uses this type of question when more than one answer may be correct to the question. Since it is still a version of a multiple choice question; the course designer choosing to develop multiple choice questions to assess student knowledge should study best practices for constructing a multiple choice question. There are several articles available on the Internet that will help the designer decide how and when to use multiple choice questions.
INSTRUCTION

1. Select the **Folder Name** from the list on the left side of the screen that you would like to place the question.
2. Select the **+New Question** link located on the right side of the screen.
3. Select the **Multiple Answer** link.
4. Change the name located in the **Short Name:** field to a short identifier of what is the question topic.
5. Compose the question in the **Question: HTML** box.
6. Optionally select the **Image:** field and Browse to an image file if it will support the question.
7. Select the **Grant Partial Credit:** Check box to optionally allow some credit for each correct answer.
8. Select the **Randomize Answer:** Check box to optionally randomize the question’s answer choices.
9. Optionally type in the **Feedback for Correct Answer** and **Feedback for Incorrect Answer** fields.
10. Type in the first answer choice in the **Answer HTML** box.
11. Optionally type in the **Feedback** field for Answer 1. This will supply a reaction to the student if this answer is chosen and should be used to reinforce the validity of the answer.
12. **Repeat steps 9 and 10** until all choices are completed. If more choices are desired for, select the Add a New Answer button.
13. Select a **Correct Answer** by clicking the round radio button under the Answer label of the Answer which is correct.
14. Select *Save and Return to Question Bank* button

**NOTES**

Feedback editing boxes use raw HTML. Coding must be used to create line breaks and paragraph spacing. For more information on how to use the HTML editing boxes and RAW HTML editing boxes see the *Designer’s Tool Kit* section of this book.

For information on using the Equation Editor See: [Math LaTeX code](#).

**Creating a Matching Question**

Matching questions are used when the relationship perspective between two items of are associated by the test taker. These questions are usually used to test simple recall knowledge.
**INSTRUCTION**

1. Select the *Folder Name* from the list on the left side of the screen that you would like to place the question.
2. Select the *+New Question* link located on the right side of the screen.
3. Select the *Matching* link.
4. Change the name located in the *Short Name:* field to a short identifier of what is the question topic.
5. Compose the question in the *Question: HTML* box. Optionally select the *Image:* field and Browse to an image file if it will support the question.
6. Select the *Grant Partial Credit:* Check box if partial credit will be given if the student successfully matches some of the answer equivalents.
7. Optionally type in the *Feedback for Correct Answer* and *Feedback for Incorrect Answer* fields.
8. Type in the first answer choice in the *Answer HTML* box.
9. Type in the correct answer in the *Match:* field.
10. Optionally type in the *Feedback* field for Answer 1. This will supply a reaction to the student if this answer is chosen and should be used to reinforce the validity of the answer.
11. **Repeat steps 9 - 11** until all choices are completed. If more choices are desired for, select the Add a New Answer button.

⚠️ **NOTE** It is not necessary to have a match for every answer. More answers than matches allow for more choices for each match.

12. Select *Save and Return to Question Bank* button.

💡 **NOTES**

Feedback editing boxes use raw HTML. Coding must be used to create line breaks and paragraph spacing. For more information on how to use the HTML editing boxes and RAW HTML editing boxes see the *Designer’s Tool Kit* section of this book.
For information on using the Equation Editor See: Math \LaTeX code.

Creating an Ordering Question

ORDERING QUESTION

FIGURE 4-20

Ordering questions, also known as sequencing or ranking questions are used for questions which require the test taker to place items in order. These are often used in Arithmetic sequencing problems.

**INSTRUCTION**

1. For this type of question it will be best if you have your lists written down in the order of the answer. As you use each item in the list cross it off.
2. Select the Folder Name from the list on the left side of the screen that you would like to place the question.
3. Select the +New Question link located on the right side of the screen.
4. Select the Ordering link.
5. Change the name located in the Short Name: field to a short identifier of what is the question topic.
6. Compose the question in the Question: HTML box.
7. Optionally select the Image: field and Browse to an image file if it will support the question.
8. Select the Grant Partial Credit: Check box if partial credit will be given if the student successfully puts some of the items in the list in the correct order.
10. Type in the one of the items in the list in the Answer HTML box.
11. In the Correct Order: box above the answer, type the position in the list this item belongs.
13. Repeat steps 10 - 11 until all choices are completed. If more choices are desired for, select the Add a New Answer button.
14. Select Save and Return to Question Bank button

⚠️ NOTE Feedback editing boxes use raw HTML. Coding must be used to create line breaks and paragraph spacing. For more information on how to use the HTML editing boxes and RAW HTML editing boxes see the Designer’s Tool Kit section of this book.

For information on using the Equation Editor See: Math LaTeX code.

Creating a Fill in the Blank Question

Fill in the blank or short answer questions would look something like these:

- The grass is green and the ___ is blue.
- What is the sum total of 144 + 97+292?

⚠️ NOTE This type of question will be automatically graded. Fill in as many of answer possibilities which you will accept. For example: The answer to the question is Mr. Smith. You would accept Mr. Smith, Mister Smith, Mr Smith. The computer would see all three of these answers as deserving full credit.

FIGURE 4-21
1. Select the **Folder Name** from the list on the left side of the screen that you would like to place the question.
2. Select the **+New Question** link located on the right side of the screen.
3. Select the **Fill in the Blank** link.
4. Change the name located in the **Short Name:** field to a short identifier of what is the question topic.
5. Compose the question in the **Question: HTML** box.
6. *Optionally* select the **Image:** field and Browse to an image file if it will support the question.
7. *Optionally* type in the **Feedback for Correct Answer** and **Feedback for Incorrect Answer** fields.
8. Type in an acceptable response for the answer in the **Answer 1** box.
9. *Optionally* select **Add A New Answer** button which will add a space to type in a second acceptable answer.
10. **Repeat steps 8 -10** until all choices are completed.
11. Select **Save and Return to Question Bank** button

**NOTE** Feedback editing boxes use raw HTML. Coding must be used to create line breaks and paragraph spacing. For more information on how to use the HTML editing boxes and RAW HTML editing boxes see the *Designer’s Tool Kit* section of this book.

For information on using the Equation Editor See: [Math LaTeX code](#).

![Figure 4-22](image-url)
Creating an Essay Question

Essay questions are open-ended questions which require a higher level of thinking on the part of the respondent. These are often the most confusing for the student to understand what they might be able to do to offer a correct response.

The question designer should build into his question with as much instruction as possible for the student.

Example: Although J.R.R. Tolkien himself denied his literary work, The Lord of the Rings was a reference to WWII, it is clear it had amazing parallels. Compare the characters Saruman and Sauron to WWII’s Mussolini and Hitler. Consider these points.

- Personalities
- Actions
- Struggle for Power

**INSTRUCTION**

1. Select the *Folder Name* from the list on the left side of the screen that you would like to place the question.
2. Select the *+New Question* link located on the right side of the screen.
3. Select the *Essay* link.
4. Change the name located in the *Short Name:* field to a short identifier of what is the question topic.
5. Compose the question in the *Question: HTML* box.
6. Optionally select the *Image:* field and Browse to an image file if it will support the question.
7. Select *Save and Return to Question Bank* button
Feedback editing boxes use raw HTML. Coding must be used to create line breaks and paragraph spacing. For more information on how to use the HTML editing boxes and RAW HTML editing boxes see the Designer's Tool Kit section of this book.

For information on using the Equation Editor See: Math \LaTeX\ code.
Going Global– The Edvance360 Global Repository

The Global Repository is the storage location for files which may be used by multiple courses or institutional wide resources.

To access all files in the Global Repository select the **Repository** tab from the Personal Navigation Tabs and select Global Repository from the **Manage Repository For:** dropdown menu.

![File Repository Image]

**Download Files from Global Repository**

**INSTRUCTION**

1. Select the **Folder Name** from the list on the left side of the screen which contains the file for download.
2. Select the **Title Link** of the document to open or save.

✈ **NOTE**  Video files will open if the computer used has a video codec installed. **Video files are NOT downloadable** once uploaded to Edvance360.

**Upload files to the Global Repository**

It is very important to contact your Edvance360 administrator for a consultation concerning any institutional file upload protocol for the Edvance360 repository. There may be rules for naming conventions,
folder/file maintenance procedure, and original file backup procedures.

◆ INSTRUCTION

1. Select the **Repository** tab from the Personal Navigation Tabs at the top of the screen.
2. Select Global Repository from the **Manage Repository For:** dropdown menu.
3. Create Folders and upload files as instructed in the *Tale of Two Tabs – The Files Tab* section of this book.

**Allow Student Access to Global Repository Files**

Students are given access to Global Repository Files via individual courses. The instructor will share the files through the **Resources course tool**.

◆ CAUTION: DO NOT DELETE GLOBAL FILES unless you are the keeper of these files. Deleting a file will remove them from any and all courses which have linked to them as a resource.
Chapter 5
Front and Center
Exploring the Course Home Page

Access any of the courses in which you have access by selecting the Courses Tab from the Personal Navigation Tabs at the top of the screen in Edvance360 and then selecting the Course Link.

Edvance360 has taken the guess work of knowing what makes a good design for a course home page. All of the elements of “walking” into an online classroom are front and center for the instructor and the student. Right away anyone entering an Edvance360 classroom can have the following five questions answered immediately:

1. “Who’s teaching this course?”
   - The instructor’s profile and picture appear in the Instructor area of the course. This information is pulled in from the instructor’s Personal Profile.

2. “Who’s enrolled in this course?”
   - The Course Roster introduces the student to others who are also enrolled in the course. It gives the instructor and the student immediate ability to contact other’s in the course by selecting their name and reading more about them or emailing them through the Edvance360 message service.

3. “What’s this course about?”
   - As you will see next, the Course Description is very important! Not only does it reassure the student they are working in the intended class but it also invites them to become involved and engaged.
4. “Where can I find the course syllabus?”
   - Since the Syllabus and the Course Assignment Schedule are essentially the maps to navigating the online course Edvance360 has located front and center.

5. “How do I get started?”
   - This isn’t a question the student asks only the first day of class. The student, when entering the classroom (the Edvance360 course) may ask this every time they enter. Edvance360 has offered the Announcements section as the most prominent piece of real-estate on the Course Home Page with a front-center-and top-of-the-page alert.

Since all courses developed in Edvance360 have the same basic layout, the student taking more than one course using Edvance360 LMS will feel comfortable right away.

The course designer and instructor has plenty of course tools available. These are located on the Left Navigation panel of the Course Home Page.

![Home Course Tool](image)

**FIGURE 5-2**

**FIGURE 5-3**

下沉的笔记：One of the most frequently used tools while designing the course will be the Home Course Tool. Selecting this tool will return you to the Course Home Page.
Developing the Course Home Page

Course Description

A good course description should never be boring. Do not repeat the description used in the institution catalogs as these tend to be clinical and uninviting. Instead make the course description catch the student’s attention by using action verbs, “What’s in it for me?” benefit statements, interesting facts, and humor.

Here are two descriptions of the same course. Which course would you rather enroll and be involved?

Description A

CULINARY ARTS 1234
CULINARY ARTS: ISLAND COOKING

In this course you will learn to create authentic Caribbean Island dishes. Included in this course will be island culture, history.

Description B

CULINARY ARTS 1234
CULINARY ARTS: ISLAND COOKING

Take an unforgettable 12-week virtual trip to the Caribbean Islands. While there, you will experience the taste and aroma of Caribbean Island food.

- Hear the multi-faceted sounds of the island dialect.
- Encounter a colorful island reef while hunting for the edible Queen Triggerfish.
- Discover which Caribbean Island has the most churches per square mile than any other country in the world!

The trip’s climax will have you cooking a three course island meal that will be the delight of your friends and family.
1. Develop and word smith the course description using a word processor. When you are satisfied with the text: **Highlight and Copy** the course description.

2. Select the **Settings** course tool on the Left Navigation panel of the Course Home Page.

3. **Scroll** down to the Course Description section of the page.

4. **MS Word** users – use the Word Paste Clipboard to paste the text into the HTML editing box.
   Other word processor users may paste directly into the HTML editing box.

5. **Scroll** dow to the bottom of the screen.

6. Select the **Save Settings** button.

**NOTE** For more information on how to use the HTML editing box see the Designer’s Tool Kit section of this book.
Inserting the Syllabus

The area on the home page, located in the right lower quadrant, can display access to more documents than just the course syllabus.

It may help the student to break up the document links into chunks. Consider placing a link to the course syllabus, the course assignment schedule, directions for contacting the instructor, etc. This is a great place to display a “Welcome and Getting Started” document of instructions.

![Syllabus Inspection](image)

**FIGURE 5-6**

**INSTRUCTION**

1. **Upload** a current copy of the syllabus or other document to a folder in the Personal Repository. Further instruction for uploading files is found in the *A Tale of Two Tabs – The Files Tab* section of this book.
2. Return to the **Course Home Page**.
3. Select the **Manage** link located to the right of the Syllabus title on the Course Home Page.
4. Select the **+ Add Syllabus** link.
5. Select the **Folder** from the dropdown menu of your Personal Repository files.
6. Select the **File** from the dropdown menu of the files located in the previously chosen folder.
7. Select the **Submit** button.
Removing the Syllabus file from the Course Home Page

If a file is deleted from the Personal Repository that is linked to the Course Home Page, the file will automatically be removed from the list of links. Removing the Syllabus or other document links are removed from the Personal Homepage it does not remove them from the Personal Repository.

🔹INSTRUCTION

1. Select the **Manage** link located to the right of the Syllabus title on the Course Home Page.
2. Select the **Delete** link located to the right of the file link being removed from the Course Home Page.

⚠️ NOTE  If you have discovered you have uploaded the wrong file you will need to first remove the incorrect file from your Personal Repository, upload a new one, and then insert the correct file link on the Course Home Page.

Add a Course Logo

The Course Logo is usually an image of the text book cover or something which visual describes what the course is about. To add continuity across a major or track of courses consider adding an image which lets the student know the course he is taking is a part of the program which he is enrolled.
INSTRUCTION

1. Select the **Settings** course tool on the Left Navigation panel of the Course Home Page.
2. **Scroll** down to the bottom of the page.
3. Select the **Browse** button to upload an image.
4. **Locate the file** located on your local computer, network, or removable storage device.
5. **Select** the file.
6. Select the **Open** button.
7. Select the **Upload Image** button.

Remove a Course Logo

INSTRUCTION

1. Select the **Settings** Course Tool on the Left Navigation panel of the Course Home Page.
2. Select the **Remove** link located next to the Current Image:

Add a Course RSS Feed

Adding an RSS feed to the Course Home Page offers the students a real-world connection with the course and gives them the opportunity to take further control of their learning process.

INSTRUCTION

1. **Locate** an RSS feed URL to share.
2. **Copy** the URL.
3. Select the **Settings** Course Tool on the Left Navigation panel of the Course Home Page.
4. **Scroll** down to the bottom of the page.
5. Select **On** in the Show RSS Feed box.
6. Select the **Save Settings** button.
7. **Return** to the Course Home Page
8. An RSS Feeds part is now located in the lower right quadrant of the Course Home Page.
   Select the **Edit Feeds** link.
9. **Paste** the previously copied RSS feed URL into the Add RSS Feed field.
10. Select the **Add RSS Feed** button.

**NOTE**  Get really personal and add an RSS Feed of your personal Twitter Posts!
Chapter 6
What’s It Worth? - Setting Up The Gradebook
The Edvance360 Gradebook is pretty straightforward to use. It works best if you can setup the items in the following order.

1. Rubrics
2. Gradebook Categories
3. Gradebook Items
4. Gradebook Weights

⚠️ NOTE  At a minimum to use the Gradebook there must be at least one category setup before a Gradebook item can be inserted.

### Rubrics

**Rubrics Development**

Whether using portfolio assessments, written reports, poster presentations, or other project based assessments the development of a rubric is a way to define quantitative and qualitative criteria to an assessment.

Rubrics offer the instructor an easy and consistent way to grade. When shared with the student they offer criteria guidance and a way to self-evaluate their work before completed.

#### INSTRUCTION

1. Within the Course, select the *Gradebook* Course Tool located in the Left Navigation panel.
2. Select the *Rubrics* link.
3. Select the *+New Rubric* link.
4. Select the *Add Level link* to add levels of achievement available until all levels have been defined.
5. Select the *Add Criterion* link.
6. Select the *Default Criterion* and replace with new wording.
7. Select *Description* for Level 1, 2, 3, etc. and enter new information.
8. Type in the **Criteria** field what is being measured. Examples: Organization, Writing Mechanics, Content Knowledge, Technology Use
9. Type in the points received for Level 1 in the **Points:** field.
10. Type in a description of what would be the minimum criteria to reach level 1 in the **Description:** field.
11. **Repeat** steps 6 and 7 for levels 2 and any additional levels added by the designer.
12. Select the **Save as New** link.
13. Fill in the **Name:** field.
14. Select the **Save** button.

**NOTE** The rubrics in Edvance360 are reusable. The instructor/designer need only build the rubric once. It can then be used over for multiple assignments and courses.

![Rubric Example](image)

**FIGURE 6-1**
Change Rubric Point Values or Criteria Descriptions

INSTRUCTION

1. Within the Course, select the Gradebook Course Tool located in the Left Navigation panel.
2. Select the Rubrics link.
3. Select the Title of the rubric.
4. Select the Points or Description to change.
5. Make changes.
6. Select the Update link located at the top right of the rubric.

Gradebook Categories

Using Categories in the Gradebook will assist the instructor view a report which lets him know which students may need extra help in certain types of graded assessments.

For example if the categories are assignments, tests, and participation, at the instructor can run the Gradebook Category Averages. When interpreted the data highlights which students may be struggling with tests but doing well on assignments. This may be a flag the student needs a different sort of assessment or cause for further investigation.

Adding Gradebook Categories

Even if you choose not to use categories; the Gradebook requires at least one category before adding Gradebook items.

INSTRUCTION

1. Within the Course, select the Gradebook course tool located in the Left Navigation panel.
2. Select the Gradebook Categories link.
3. Fill in the empty field with the **Category Title**.
4. Select the **Add** button.
5. **Repeat** steps 3 and 4 until all assessment types have been added.
6. Select the **Update** button.

**Adding a Gradebook Item**

As of version 7.0 grade book items does not allow for manual entry of anything but points. If you are keeping a grade book which requires a letter, such a I for “incomplete” or E for excused: Open the **Full Gradebook** and input the comments in the feedback field for the Gradebook item.

**INSTRUCTION**

1. Within the Course, select the **Gradebook** Course Tool located in the Left Navigation panel.
2. Select the **+ New Gradebook Item** link.
3. Fill in the **Name** * field.
4. Fill in the **Possible Points** * field.
5. Optionally select a **Rubric**, **Category**, **Weighting Exempt**, and **Exclude from Grading** options from the drop down menus.
6. Optionally fill in the **Description/Notes** field. This field is for your records.
7. Select whether or not to **Allow** the **Student to View Grade** by selecting yes or no from the drop down menu.
8. Unless you have previously created Discussion Posts you cannot select the **Map to Discussion Posts** option.
9. Select the **Submit** button.
Adding Gradebook Weights

Before beginning to work with weighting grades it is important to understand some things about weighting. Weighting means one category or item(s) is worth more because of their level of importance when measuring whether the student has successfully met the learning objectives.

🏆 NOTE Categories must be added first. It is important to remember when weighting by category or by item or both, the combined total of all categories must equal 100%.

👀 INSTRUCTION

1. Within the Course, select the Gradebook Course Tool located in the Left Navigation panel.
2. Select the Gradebook Weights link.
3. Enter the percentage each category is worth in their corresponding Weight field.
4. Optionally enter the weight of each item within a category.

🏆 NOTE Keep in mind: All items in a category must be given a weight, and the total must equal 100% See the following example:
Grade Weights Example

FIGURE 6-3

The Final test within the test category holds more weight than the weekly quiz/test grades. The total of all the items within the test category must equal 100%. Because the other items are of equal value within their respective categories there is no need to divide their percentages.
Chapter 7
Can We Talk? – Discussions Forums and Posts
Discussions

The Discussion tool may be used in a variety of ways in an online course. Ice breakers, peer reviews, reflection statements are all ways of helping the student take a collaborative and active role in their own learning.

Before posting a discussion questions you will want to organize your questions into categories, also known as forums. Consider the forum like the big hanging file folder you are going to store your manila folders in, which will then contain all the individual papers related to that topic.

Those instructors not using discussions as a form of content delivery, review, or assessment should consider setting up at least three forums to help the students. Make one forum specifically designated for technology related questions. Instructors will discover that one student who is a little more technology literate than the rest. Ask him or her to monitor this forum.

Create the second discussion forum for assignment or “homework” questions. If one student has a question about an assignment there are many who have the same question. This helps lower the need to reply to several people with the same answer.

A third “must-have” discussion forum is the social forum. This will be used for personal discussions. For Christian institutions, this is
one way to incorporate spiritual components such as prayer requests or bible studies.

**Adding a New Forum**

Posts do not have to be placed in forums any more that documents need separate folders within a drive on the computer. It does, however make it easier to manage and find posts you will search for in the future.

**INSTRUCTION**

1. Within the Course, select the *Discussion* Course Tool located in the Left Navigation panel.
2. Select the *+New Forum* link.
3. Fill in the title of the forum in the *Name* field.
4. *Optionally* fill in the *Description* field.
5. Select who may post new messages within the forum by selecting the *To create a post, the user must be at least* drop down menu.
6. Fill in the *Sort Order* field to place the forum within the list in the desired position.
7. Select the *Submit* button.

**Delete a Selected Forum**

Be cautious when deleting forums. Once deleted the posts which were in them will be irretrievable.

**INSTRUCTION**

1. Within the Course, select the *Discussion* Course Tool located in the Left Navigation panel.
2. Select the *Check Box* next to the forum to be deleted.
3. Select the *Delete Selected Forums* button.
4. *Read* the message.
5. Select the *OK* button.
Editing a Forum
The most common reasons to edit a forum are usually to correct a typographical error in the title or the description, or change the sort order of the forum in the Discussion Home list.

**INSTRUCTION**

1. Within the Course, select the Discussion Course Tool located in the Left Navigation panel.
2. Select the Forum Title.
3. Select the Edit Forum link.
4. Edit the applicable fields.
5. Select the Submit button.

Adding a New Post
A post may be added either from within the forum or at the Discussion Home level.

**INSTRUCTION**

1. Within the Course, select the Discussion Course Tool located in the Left Navigation panel.
2. Select the Forum Title which this post will be submitted.
3. Select the +New Post link.
4. Fill in the Title* field.
5. Compose the post in the Body: HTML box.
6. For more information on how to use the HTML editing box see the Designer’s Tool Kit section of this book.
7. Optionally browse and select any attachments which go with the post.
8. Optionally select the +Add another attachment button if more than one attachment will accompany the post.
9. Select how the comments may be viewed using the Comment View dropdown menu.
   a. “On” means all students will see all comments all of the time.
b. “Off” means the students will not see any comments after they have posted.
c. “After Commenting” allows the student to only see other student’s comments after they have posted their own comment to the original post.

9. Optionally fill in a Category for the posting
10. Optionally add Tags/Keywords to help the student search for this post if they cannot remember what it is called.
11. Select the Sort Order for the position in which this post is viewable within a forum.
12. Select Draft or Publish from the Visibility Mode dropdown menu.
13. Select the Active Start and End Dates from the calendar selectors.
14. Select the Submit button.

FIGURE 7-1

Edit an Existing Post
Posts should only be edited before the first student comments on the post.

● INSTRUCTION

1. Within the Course, select the Discussion Course Tool located in the Left Navigation panel.
2. Select the Forum Title which this post resides.
3. Select the Post Title link.
4. Select the Edit Post link.
5. Edit the posting.
6. Select the Submit button.
Change Post View

Posts are viewed in either “Nested” or “Threaded” views. Nested views are the default normal view in Edvance360. This means the viewer will see the initial post and the full text of any comments.

Threaded view reveals to the viewer only the initial post in its entirety and the commenter’s name and first several words of the comment. For the viewer to see a full text of any comment they need to select anywhere on the words revealed.

INSTRUCTION

1. Within the Course, select the Discussion Course Tool located in the Left Navigation panel.
2. Select the Forum Title.
3. Select the Post Title.
4. To change between the two types of posts, select the desired view link: Threaded or Nested.

Delete Selected Posts

Be cautious when deleting posts. Once deleted all comments which were in them will be irretrievable.

INSTRUCTION

1. Within the Course, select the Discussion Course Tool located in the Left Navigation panel.
2. Select the Forum in which the post is located.
3. Select the Check Box next to the post to be deleted.
4. Select the Delete Selected Posts button.
5. Read the question.
6. Select the OK button.
Discussion Comments

See the Ready Set Teach chapter for information on adding, replying to, and deleting comments to discussion posts.

Chat

Chats are not used in the designing of the course. A chat, since it is a synchronous communication is part of facilitating a class session. For more information see Chat located in the Ready Set Teach chapter.

Mailbox

The Mailbox Tab on the Personal Home Page gives the user direct access to the Edvance360 internal messaging system. The designer does not use the Mailbox. The instructor will setup folders within his or her Mailbox for Archiving course related messages.
Chapter 8 Score - Automated Test Based Student Assessments
Tests

Automated correction of assessments is like a Siren’s song to instructors. The thought of not having to spend time deciphering illegible handwriting, making up answer keys, or having to give credit due to a half-filled bubbles on a marking sheet makes them almost giddy. They’re right! Automated tests are great. The time it takes to set up the test is worth the effort.

Setting up the test happens in five steps. Each is important to the process of creating a test.

1. Input the questions to the Personal Repository. (Directions are found in the A Tale of Two Tabs: The Questions Tab section of this book).
2. Creating the test.
3. Insert the Test Questions.
4. Set the Question Order.
5. Set the Questions Point Values.

FIGURE 8-1
Creating the Test

Preparing the test settings is the foundation of the automated test. It is important to understand each of the selections on this screen. There are five sections in the test settings.

1. Title and Instruction
2. Restrictions
3. Options
4. Review Settings
5. Sorting

Title and Instruction

This section is used to offer student directions and guide student expectations.

◆ INSTRUCTION

1. Within the Course, select the Test Course Tool located in the Left Navigation panel.
2. Select the +New link located at the top of the screen.
3. Enter the title of the test in the Title* field.
4. Type in the test directions in the Instruction field box.
   
   NOTE This is an editing box which raw HTML coding must be used to create line breaks and paragraph spacing. See the Raw HTML editor for more information.
5. Optionally type in the Pre-Test Confirmation information. (Use this field to alert the student about any test restriction settings)
6. Optionally type in the Post-Test Confirmation information. (Use this field to alert the student that selecting the Finish button will submit the test and close any reentry possibilities).
7. Optionally type in the Test Complete Message. (Use this field to congratulate the student on completion and give
instructions for the next step or set expectations about final grading of manual grade essay questions).

8. Scroll to the bottom of the screen and select the **Update** button.

9. Continue to the **Restrictions** Section or Scroll to the bottom of the screen and select the **Submit** button.

**Restrictions**

This is the section offers options to help curb academic dishonesty.

1. **Optionally** select **Password Protect**.
   a. Type in the password required for the student to open and begin the test.

2. **Optionally** select **Restrict Date**?
   a. Choose the date and time the test will be open and accessible by selecting the ... button to the right of the **From**: field.
   b. Choose the date and time the test will be closed and no longer accessible by selecting the ...button to the right of the **To**: field.

3. **Optionally** set a time limit by selecting the time restriction from the **Time Limit** drop down menu.

⚠️ **NOTE**  If your institution has purchased the Browser Lock module, there may be another option visible. This option prevents any other programs or Internet browser windows/tabs to open while the test is actively being completed. If this option is used you must select Answer Questions Inline? In the next (Options) section.
Options
This section addresses how the questions are presented and how many times the student may take the exam.

1. Select how the Questions Display by selecting the applicable radio button:
   a. ☑ Normal displays the questions in the order in which they are designated by the test designer.
   b. ☑ Random displays the test questions in a computer generated random sequence.
   c. ☑ Random Block of ___ questions. Select this and type in the number of questions which will be displayed on the test. Example: If there are 100 questions included in the test and the designer selects this option and types in a Block of 10 questions, the student will be presented with 10 questions randomly drawn from the 100.

2. Optionally select Answer Questions Inline? to present the students with a block of questions per page instead of one question at a time which “pops up” on the screen.

3. Optionally type in How many questions per page? if the Answer Questions Inline? option is selected.

4. Optionally Select Allow users to automatically retake the test and type in the number of test ___ times AND (the screen says or) type in the percentage out of 100 percent that limits the retake of the test should the student reach that score.

5. Scroll to the bottom of the screen and select the Update button.
**Review Settings**
This section sets the options for allowing the student to go over the test after completion.

1. Set the options for allowing the student to review the test answers by selecting from the *Feedback/Review* dropdown menu.
2. *Optionally* change whether the student is allowed to view the correct answers by select Yes or No from the *Display Correct Answers to Student* dropdown menu.
3. Scroll to the bottom of the screen and select the *Update* button.

**Sorting**
This is the last section of the Test settings. It is this section sets which sets the view and order of the test list.

1. *Optionally* type in a type in the *Category* field. These help the instructor sort the tests by category for viewing in their test list.
2. If the administrator has designated different institutions which conduct tests, *optionally* select the *Administering Institution* from the dropdown menu.
3. *Optionally* type in a number of the *Sort Order* in which this test will appear in the Student Tests View.
4. Select the *Update* button.
Insert the Test Questions

Questions cannot be inserted into test unless they have first been created or uploaded to the Question repository. Directions are found in the A Tale of Two Tabs: The Questions Tab section of this book).

![Test Questions](image)

FIGURE 8-2

1. Skip to step four if the test settings screen is already open.
2. Within the Course, select the Test Course Tool located in the Left Navigation panel.
3. Select the Edit link under the Test in which the questions will be added.
4. Select the Questions Tab
5. Choose a folder from the question repository by selecting the Select Folder: from the dropdown menu located under the Add Questions To Test: statement.
6. Optionally filter by question type select the applicable Filter Button.
7. Select the Check Box next to the questions from this folder which will be added to the test.
8. Select the Add Selected Questions To Test button.
9. Select the OK button confirming the Questions added.
10. Repeat steps 4 through 8 if more questions from other folders are going to be added.
11. Select the **Next** button to continue onto Set the Question Order. (Step 5, Set the **Question Order**)

![Test Questions screenshot](image)

**FIGURE 8-3**

**Test Question Order**

Question ordering is used when the course designer intends for questions to be presented to all students in the same order but not necessarily the order in which they were inserted into the exam.

**INSTRUCTION**

1. Skip to step four if the test settings screen is already open.
2. Within the Course, select the **Test** Course Tool located in the Left Navigation panel.
3. Select the **Edit** link under the Test in which the questions need sorting.
4. Select the **Question Ordering**
5. Change the numbers in the **Order** fields to suit the order in which the questions should be displayed.
6. Select the **Reorder** button.
Set the Questions Point Values

All point values default to a point value of one. This step is necessary to weight each question according to its contribution toward the tests total assessment value.

**INSTRUCTION**

1. Skip to step four if the test settings screen is already open.
2. Within the Course, select the **Test** Course Tool located in the Left Navigation panel.
3. Select the **Edit** link under the Test in which the questions will be deleted.
4. Select the **Question Values Tab**.
5. Type in the value of each question in the **points** fields located to the left of the Question or the Set **all questions to: ____ points**. field.
6. Optionally de-select any question in which there will be no points associated by selecting the **Check** box next to the point field of the question.
7. Select the **Save** button.

**NOTE**  Setting the Questions Point Values is extremely important. This is what ties the test to the course Gradebook. If the values are not set and the Save button is not selected there is no automatic Gradebook map to the test.

Delete Test Questions

These steps delete the questions from the test but not from the **Personal Question Repository**.

**INSTRUCTION**

1. Skip to step four if the test screen is already open.
2. Within the Course, select the **Test** course tool located in the Left Navigation panel.
3. Select the *Edit* link under the Test in which the questions will be deleted.
4. Select the *Questions Tab*.
5. Select the *Check* box next to the questions to be deleted.
6. Select the *Remove Selected Questions From Test* button.

**Proof-read / Test the Test**
Before beginning this procedure, remove any date/time *Restrictions* from the test.

◆ **INSTRUCTION**

1. Within the Course, select the *Test* Course Tool located in the Left Navigation panel.
2. Select the *Student View* link located at the top of the screen.
3. Select the *Start Test* button.
4. Read any *Pre Test Confirmation* message and note any needed corrections.
5. Select the *Confirm Start* button.
6. Read any *Instructions* given for the test and note any needed corrections.
7. *Answer* each question to view and test how the student will view.
8. Select the *Finish Test* button.
9. Read the optionally written *Confirmation* message and note any needed corrections.
10. Select the *Confirm Finish* button.
11. Read the optionally written *Testing Complete* message and note any needed corrections.
Surveys

Both anonymous and identified participation surveys can be used in online teaching for feedback, create conversation, and non-graded evaluation. For example a simple ice-breaker survey of three or four questions will help the instructor “know” who their students are and what some of their interests might be. A more comprehensive survey will help the instructor gage the student’s prior-knowledge of the course subject matter.

FIGURE 8-4

Create a Survey

INSTRUCTION

1. Within the Course, select the Survey Tool located in the Left Navigation panel.
2. Select the +Add a Survey link.
3. Type in the survey name in the Title* field.
4. Select the ... button at the end of the Display Date* field to choose the begin date of the survey.
5. Select the ... button at the end of the **Expire Date** field to choose the date to end the survey.
6. Select either Yes or No from the **Anonymous** drop down menu.
7. Select the **Submit** button.

**Add Questions to the Survey.**

After creating a survey Edvance360 automatically advances to the add questions screen. There are three types of questions which can be asked added to the survey. They are rated, multiple choice or open dialog question

**Add Rated Survey Question**

◆INSTRUCTION◆

1. Select the **+ Add Rated / Multiple Choice Question** link.
2. Type the question in the **Question**: box.
   
   ✍️ NOTE The Question: box is a RAW HTML editor. For more information on how to use the HTML editing boxes and RAW HTML editing boxes see the [Designer's Tool Kit](#) section of this book.
3. Select from one of the following options:
   a. **Rate from 1-5**
   b. **Rate from 1-10**
   c. 'Highly Unsatisfied' through 'Highly Satisfied'
   d. 'Very Poor' through 'Excellent'
   e. 'Very Difficult' through 'Very Easy'
   f. 'Never' through 'Always'
4. Select the **Submit** button.
Add Multiple Choice Survey Question

◆ INSTRUCTION

1. Select the + Add Rated / Multiple Choice Question link.
2. Type the question in the Question: box.
   
   ☑️ NOTE The Question: is a RAW HTML editor. For more information on how to use the HTML editing boxes and RAW HTML editing boxes see the Designer’s Tool Kit section of this book.
3. Select the Custom - Enter options in the text box below, separated by commas (ex: Option 1, Option 2, Option 3) option.
4. Type Choices in the blank line, separating each choice with a comma. Examples:
   a. True, False
   b. Yes, No
   c. One, Two, Three, Four, Five.
5. Select the Submit button.

Add Open Dialog Survey Question

All open dialog questions will appear at the bottom of the survey.

◆ INSTRUCTION

1. Select the + Add Open Dialog Question link.
2. Type the question in the Question: box.
   
   ☑️ NOTE The Question: is a RAW HTML editor. For more information on how to use the HTML editing boxes and RAW HTML editing boxes see the Designer’s Tool Kit section of this book.
3. Select the Submit button.
**Edit Survey Settings**

**INSTRUCTION**

1. Within the Course, select the *Survey* Tool located in the Left Navigation panel.
2. Select the *Settings* link located on the same line as the survey title.
3. After making changes to the settings, select the *Update* button.

**Edit Survey Questions**

**INSTRUCTION**

1. Within the Course, select the *Survey* Tool located in the Left Navigation panel.
2. Select the *Questions* link located same line as the survey title.
3. Select the *Edit* link located on the same line as the question.
4. After making changes, select the *Submit* button.
Chapter 9
Just Add Water
Reusable Content

Whether you want to reuse instructional materials and assessments of your own or use content created by a professional author, Edvance360 has it covered. Two of the most acceptable formats for reusing online content are available; they are SCORM and Course Cartridges.

SCORM

Sharable Content Object Reference Model (SCORM). “What?” you say. SCORM is the computer programming set of standards that allows online learning content to be packaged in a format that can be used by most learning management systems. This gives professional content instruction designers the ability to create instructional materials which can be sold or shared with other course designers.

Edvance360 is a SCORM compliant learning management system. Designers who use SCORM materials have “instant content”. This content is offered through instructional resource repositories such as MERLOT, (http://www.merlot.org) Open Educational Resources Commons (OER), (http://www.oercommons.org) or Connections. There are many educational software companies and textbook authors that also sell SCORM compliant packages.

Install SCORM Content

1. Within the Course, select the SCORM tool located in the Left Navigation panel.
2. Type the name of the module in the SCO Title field.
3. Optionally type a description in the Description: field.
4. Select the Browse… button.
5. Browse to locate and Select the File.
6. Select the Open button.
7. Optionally select the Grade SCO? if this is gradable content.
8. Optionally select a Gradebook Category:
9. If grading type a number in the Point Value: field.
10. Select the Upload button.
11. Go to Next step: Test SCORM Content.

**Test SCORM Content**

The SCORM files now appear at the top of the SCORM files section of the screen.

**INSTRUCTION**

1. Within the Course, select the SCORM tool located in the Left Navigation panel.
2. Select the Launch link located across from the SCORM Files title.

**Delete SCORM Content**

**INSTRUCTION**

1. Within the Course, select the SCORM tool located in the Left Navigation panel.
2. Select the Launch link located across from the SCORM Files title.

**Course Cartridge**

Common Cartridge, like SCORM, allows online learning content to be packaged in a form that can be shared by many learning management systems (LMS). Unlike SCORM, Edvance360 exports entire courses in the Common Course Cartridge format that can then be imported by another LMS.

Some learning management systems develop their own proprietary cartridges that can only be used by their software. Edvance360 uses standard cartridges. To you, this means it allows you to import and export courses which come in the standard format. Because of old
partnerships many textbook publishers package courses which only work with those proprietary systems. Most will not import to common standard packages. Check with the individual textbook publishers and ask for sample cartridges before purchasing their materials.

**Install Common Cartridge Content**

Before installing the Common Cartridge, the Edvance360 Administrator must first upload the cartridge to the Bulk Repository.

**INSTRUCTION**

1. Contact your *Edvance360 Systems Administrator* to verify the cartridge has been uploaded to the Bulk Repository.
2. Note the *Cartridge Name*.
   
   **CAUTION:** Make certain you have chosen the right cartridge from the *Bulk Uploader*. If you select the wrong one not only will your course be populated with content you do not want to use; your repository will have folders of content you did not intend.
3. Within the Course, select the *Common Cartridge* tool located in the Left Navigation panel.
4. Select the Cartridge *Link* listed in the Bulk Uploader. The screen will go blank, but if no error is returned, your upload is successful.
5. Select the *Browser’s Back Button* to return to the course.
6. Select the *Lessons* tool located in the Left Navigation panel to view the content.
Export Course to Common Cartridge
Designers and instructors may wish to export to a Common Cartridge for personal archival reasons or to share content among more than one LMS.

**INSTRUCTION**

1. Within the Course, select the *Common Cartridge* tool located in the Left Navigation panel.
2. Select the *Export this course in Common Cartridge* format link.

![Common Cartridge Import](image)

**FIGURE 9-1**
Chapter 10
Finishing Touches
As the course designer, your job is almost done! There are two steps left in course design. First is to prepare a place for the students to submit their documents and receive instructor feedback. The second is pulling the lesson modules together in an orderly, organized sequence. This type of sequencing is necessary for the analytical learner. It helps the global learner understand the purpose of the lesson and how each item relates to the other.

**Dropbox**

Dropboxes are dedicated file repositories. Much better than email for document management, Dropboxes keep student submissions compiled in relationship to the course. With email submitted assignments and communication the instructor must manually filter and organize the submissions.

When the Dropbox is used by design across courses there is a consistency. Consistency translates to ease-of-use for the online student. The Dropbox permits the sharing of larger sized digital files than email systems allow.

**Creating a Drop Box**

**INSTRUCTION**

1. Within the Course, select the **Lessons** tool located in the Left Navigation panel.
2. Select the **+Add New Dropbox** link.
3. Type a title for the drop box in the **FolderName** field.
4. Optionally if you would like all files to be tagged a designated prefix type it in the **File Prefix** field.
5. Select the grade book item the drop box ties into by selecting it from the **Gradebook Item** drop down menu. The grade book item must be created prior to creating the drop box
6. Most course designers stop here by selecting the **Submit** button.

7. If the designer is also the instructor, continue on to the *Dropbox Display and Submission Restrictions*.

---

### Edit Dropbox Settings

**INSTRUCTION**

1. Within the Course, select the **Dropbox** tool located in the Left Navigation panel.
2. Select the **Manage Dropboxes** link located just under the word Dropbox.
3. Select the **Edit** link located on the same line as the drop box name in the Folder Name column.
4. After making changes, select the **Submit** button.

---

### Lessons

The use of the lesson module tool offers consistency in content presentation. There are three steps to creating a lesson.

1. Add the lesson
2. Add lesson items
3. Publish the lesson.

The most commonly forgotten step is the “Publish”.

![Lessons](image-url)  
**FIGURE 10-1**
Add a Lesson

**INSTRUCTION**

1. Within the Course, select the Lessons tool located in the Left Navigation panel.
2. Select the **+Add New Lesson** link.
3. Type the theme of the lesson in the **Title:** field.
4. Optionally select a **Start Date:** from the ... button pop up calendar.
5. Optionally select a **Due Date:** from the ... button pop up calendar.
6. Type a description, which may be the learning objectives, for this lesson in the **Description:** field.
   🌼 NOTE The Description: box is a RAW HTML editor. For more information on how to use the HTML editing boxes and RAW HTML editing boxes see the Designer’s Tool Kit section of this book.
7. Select the Publish or Draft options in the **Status:** field to designate whether or not to make the lesson visible to the student.
8. Select the **Save** button.
9. Populate the lesson: **Add Lesson Content Items** items.

![Add Item to Lesson:](image)

**FIGURE 10-2**
Add a Lesson Content Items

**INSTRUCTION**

1. Within the Course, select the **Lessons** tool located in the Left Navigation panel.
2. Either select the **Lesson Title** link or the **Content** link located in the content column directly to the right of the lesson title.
3. Select the **Add Content** link at the top of the Lesson Content panel.
4. Type the title of this content item in the **Title:** field.
4. Type the directions for the student describing how to proceed in the **Instructions:** HTML editing box.

💡 **NOTE** For more information on how to use the HTML editing boxes and RAW HTML editing boxes see the **Designer's Tool Kit** section of this book.
5. Select digital content available to the student by using the **Content Selector:** dropdown menu. For information on how to use the embed code options see the **Designer’s Tool Kit** section of this book.

💡 **NOTE** If the content is coming from an outside text or off-line source, you may wish to create a document with these sources cited and place it in the course **Repository** files.
6. Select the **Submit** button.

Edit Lesson Settings

**INSTRUCTION**

1. Within the Course, select the **Lessons** tool located in the Left Navigation panel.
2. Select the **Settings** link located in the settings column directly to the right of the lesson title.
3. **Make Changes** any of the fields.
4. Select the **Save** button.
Reorder Lessons

The course designer may choose to build the lessons as the content becomes available rather than in a logical sequential order to the course. It is important however to present the lessons to the student in a sequence which will shape their understanding building one precept upon another. Reordering of the Lessons are the last step of course design before the course teaching begins.

INSTRUCTION

1. Within the Course, select the Lessons tool located in the Left Navigation panel.
2. Highlight the number in the order column across from each lesson and Edit each number to designate which place in the order the lesson should come.
3. Select the Reorder button.

Hide a Lesson

The lesson can be hidden from student view by selecting the draft status in the lesson settings.

Edit Lesson Content Items

INSTRUCTION

1. Within the Course, select the Lessons tool located in the Left Navigation panel.
2. Either select the Lesson Title link or the Content link located in the content column directly to the right of the lesson title.
3. Scroll to the Lesson Item if necessary.
4. Select the Edit link located above the Lesson Item Title.
5. Make Changes to any of the fields.
6. Select the Submit button.
Reorder Lesson Content Items

**INSTRUCTION**

1. Within the Course, select the *Lessons* tool located in the Left Navigation panel.
2. Either select the *Lesson Title* link or the *Content* link located in the content column directly to the right of the lesson title.
3. Select the *Drag and Drop Display* link located at the top of the Lesson Content panel.
4. *Move the lesson* items by clicking and holding and dragging the mouse pointer (or tapping, holding, and dragging on a touch screen) to the lesson item’s new location.
5. Select the *Normal Display* link located at the top of the lesson Content panel.

Hide (Deactivate) a Lesson Content Item

Usually an entire lesson is developed with the intent of using the lesson for wholly online instruction. If the same content is used to supplement traditional face-to-face learning or in a hybrid course the option to hide or deactivate the content item is available.
1. Within the Course, select the Lessons tool located in the Left Navigation panel.
2. Either select the Lesson Title link or the Content link located in the content column directly to the right of the lesson title.
3. Select the Activate[Deactivate] link above the target content item to hide.

Delete a Lesson Content Item

1. Within the Course, select the Lessons tool located in the Left Navigation panel.
2. Select either the Lesson Title link or the Content link located in the content column directly to the right of the lesson title.
3. Select the Selection Box located above the Edit link above the Lesson Title.
  
   Caution! Make sure the box you have selected is within the box surrounding the lesson content item you are deleting.
4. Select the Delete Selected button located at the top of the Lesson Content panel.

Delete an Entire Lesson

Caution! Make sure the box you have selected is next to the Lesson Title you wish to delete.

1. Within the Course, select the Lessons tool located in the Left Navigation panel.
2. Select the Selection Box located left of the Lesson title link.
3. Select the Delete Selected button.
4. Confirm the deletion by selecting the OK button.
Before opening a new course up to the student the instructor needs to prepare the online course room. If you have not done so already set up your Personal Profile, Upload Your Profile Photo and inserting a short Bio/About Me information for the student to read. Next upload course documents to your Personal Repository and discover what student resources may be available in the Global Repository. Finally set the stage by modifying the Course Description, uploading and managing your Course Syllabus and inserting a topical RSS feed to the course home page.

**Course Tools**

Not every course lends itself to using all of the tools available in Edvance360. If the tools are not going to be used they should be turned off.

**Activating/Deactivating Course Tools**

1. Within the Course, select the Settings tool located in the Left Navigation panel.
2. Either select the On or Off activation link located to the left of the tool listed in the Module Name column.
3. Select Save button located at the bottom of the Modules | + New Module box.
Add New Course Tool Module

This action is especially useful if you are using an outside system such as a text book publisher’s content system in conjunction with Edvance360.

**INSTRUCTION**

1. Within the Course, select the **Settings** tool located in the Left Navigation panel.
2. Select the **+ New Module** link in the title bar of the Modules section.
3. Type a name for the new tool in the **Module Name** field.
4. Select **Create and Edit** button.
5. Select the type of tool from the **Content Type** drop down menu.
6. Select the style of icon from the **Link/Button Style** drop down menu.
7. **Optionally**, if this tool accesses another site on the web, type the URL in the **External Link** field.
8. **Optionally**, if this tool is simple page content, compose the page using the HTML editor.
NOTE For more information on how to use the HTML editing box see the Designer’s Tool Kit section of this book.

9. From the drop down menus select who will have Access to this tool when they access the course.
10. Select the Submit button.

Change Course Tool Order

If your institution does not have a policy for changing the order of the course tools, you can easily change them in the Course Settings. It may be policy for all the tools to be presented to the students in the same order in all courses. It is a best online course design practice to keep layout and tools in the same locations across the institution.

INSTRUCTION

1. Within the Course, select the Settings tool located in the Left Navigation panel.
2. In the Tab Order column type in the number for each tool designating the position in which it will appear.
3. Select Save button located at the bottom of the Modules | + New Module box.

Show or Hide Inactive Modules for the Instructor Only

INSTRUCTION

1. Within the Course, select the Settings tool located in the Left Navigation panel.
2. Select the Show or Hide Inactive Module Display link located in the Inactive Module Display section.
Customizing Lessons

It is critical for instructors who did not design the course to review the lessons item by item. Become familiar with how the course was designed. Look for potential pitfalls a student might have in understanding instructions or accessing files. You may discover the need to add or remove content, lesson items, or even whole lessons.

While it is best not to delete anything you can hide whole lessons or deactivate individual lesson content items.

Lesson Layout and Navigation

Edvance360 will allow the instructor to set how the lessons modules are viewed and accessed by the students.

<table>
<thead>
<tr>
<th>Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Layout:</strong></td>
</tr>
<tr>
<td>☐ Sequential: Items are presented one at a time.</td>
</tr>
<tr>
<td>☐ Checklist: Present all items at once.</td>
</tr>
<tr>
<td><strong>Locking:</strong></td>
</tr>
<tr>
<td>☐ On: Previous items must be completed. [Requires 'Sequential' layout]</td>
</tr>
<tr>
<td>☐ Off: Complete items in any order.</td>
</tr>
<tr>
<td><strong>Navigation</strong></td>
</tr>
<tr>
<td>☐ On: Show student sidebar navigation pane. [Requires 'Sequential' layout]</td>
</tr>
<tr>
<td>☐ Off: No navigation pane.</td>
</tr>
<tr>
<td><strong>Date Restriction:</strong></td>
</tr>
<tr>
<td>☐ On: Items are locked until specified date.</td>
</tr>
<tr>
<td>☐ Off: Items may be completed at any time.</td>
</tr>
<tr>
<td><strong>Progress Tracking:</strong></td>
</tr>
<tr>
<td>☐ On: Show progress bars, allow Sequencing and Locking.</td>
</tr>
<tr>
<td>☐ Off: Don't show progress bars, no Sequencing and Locking.</td>
</tr>
</tbody>
</table>

FIGURE 11-3

How items within a lesson module are viewed and accessed by the students is also determined by the instructor.
Change Lesson Item Layout and Navigation

◆ INSTRUCTION

1. Within the course, select the **Settings** tool located in the Left Navigation panel.
2. Scroll down to the **Lessons** section.
3. Select either **Layout**, **Locking**, **Navigation**, **Date Restriction**, and **Progress Tracking** preferences.
4. Scroll to the bottom and select the **Save Settings** button.

Resources

Many instructors assume the student comes to the course with institutional policy and culture knowledge. In truth, silos of untapped knowledge and policy resources lay seemingly unavailable to the student. Edvance360 makes it easy to provide the student with these resources. And today students expect the resources to be readily available in a click.

The course Resource tool allows the student to access designated folders in the instructor’s **Personal Repository** and the institution’s **Global Repository**.

Resources are pieces of supporting information useful to the student to help them succeed in completing the course but they are not usually course content. Good resources to provide are links to course catalogs, institution policies, writing guides, and the academic calendar.

**Instructor Resources**

Instructor’s resources are the documents and links which the instructor keeps in a folder of their Personal Repository. Before inserting these materials into the course Resources Tool, upload the documents to an individual folder of the **Personal Repository**.
Global Resources
Global resources are those documents and links to outside sources available to all users of the Edvance360 LMS-SN. Before managing the course Resource Tool, make note of which folders in the Global Repository hold the information you wish to share.

Add Resources

◆ INSTRUCTION

1. Within the course, select the Resource tool located in the Left Navigation panel.
2. Select the Manage Resources link.
3. Select either your Personal Resource folders or the Global Resources folders from the Show Folders From: drop down menu.
4. Select the folder(s) to include in the course resources by clicking on the check box located to the left of the folder.
5. Select the Save button.

FIGURE 11-4
Set Course Deadlines

Make the course your own by setting start and end dates for lessons, assignments, tests, and surveys which compliment your academic philosophies. Even if you keep all of the dates wide open, you will want to check to see if the course designer has either accidently or purposely set start and end dates which need erasing. When course deadlines are used they will appear in the Calendar This Week: section of the student’s Edvance360 Personal Home Page.

Change Student Course Access Dates

By default the student will have access to the course the first day of the term until the last, or dates set by the Edvance360 system administrator. The instructor may change the access dates to earlier or later than the default dates on the condition that the term is still active. The access dates are controlled through the Course Settings.

INSTRUCTION

1. Within the course, select the Resource tool located in the Left Navigation panel.
2. Select the Settings link.
3. Scroll down to Student Access Dates.
4. Select the first date for student course access from the pop up menu which appears when entering in the Start Date field.
5. Select the last date for student course access from the pop up menu which appears when entering in the Expire Date field.
6. Scroll to the bottom and select the Save Settings button.
Add Start and End Dates to Assignments, Lessons, Tests

**INSTRUCTION**
1. Within the course, select the *Start & End Dates* tool located in the Left Navigation panel.
2. Select *Start and Due Date* dates and times in the applicable fields.
3. Select the *Save* button.

Delete Start and End Dates on Assignments, Lessons, Tests

**INSTRUCTION**
1. Within the course, select the *Start & End Dates* tool located in the Left Navigation panel.
2. **Highlight** all data in the field to be deleted. [Ignore the calendar pop-ups.]
3. Tap the *Delete* key on the computer keyboard.
4. Select the *Save* button.
Dropbox Display and Submission Restrictions

Hide/Show Dropboxes
Optionally change when students can view the drop box by selecting the

🌟 INSTRUCTION ⚪

1. Within the Course, select the **Dropbox** tool located in the Left Navigation panel.
2. Select the **Manage Dropboxes** link located just under the word Dropbox.
3. Select the **Edit** link located on the same line as the drop box name in the Folder Name column.
4. Between Following Dates from the **Restrict Display?** drop down menu.
   a. Select the first date the students will have access from the pop up calendar by clicking in the **Start Date** field.
   b. Select the **Time** of day the drop box will first be viewable from the drop down menu to the right the Start Date field.
   c. Select the last date the students will have access from the pop up calendar by clicking in the **End Date** field.
   d. Select the **Time** of day the drop box will first be viewable from the drop down menu to the right the End Date field.

Restrict Dropbox Submissions
Change when the students can actually submit to the drop box

🌟 INSTRUCTION ⚪

1. Within the Course, select the **Dropbox** tool located in the Left Navigation panel.
2. Select the **Manage Dropboxes** link located just under the word Dropbox.
3. Select the *Edit* link located on the same line as the drop box name in the Folder Name column.

4. *Between Following Dates* from the *Restrict Submissions?* field.
   a. Select the first date the students will have access to submit from the pop up calendar by clicking in the *Start Date* field.
   b. Select the *Time* of day the drop box will first be open for submission from the drop down menu to the right the Start Date field.
   c. Select the last date the students will have access to submit from the pop up calendar by clicking in the *End Date* field.
   d. Select the *Time* of day the drop box will first be last open for submission from the drop down menu to the right the End Date field.

5. Select the *Submit* button.

**Manage the Course Calendar**

Place events on the course calendar which are not tied to a lesson, Dropbox, test, or survey. Appointments for a synchronous chat with the class or individual students, point-of-completion deadlines for major assignments, and important institution deadlines are just some examples. When these events are recorded on the course calendar they automatically appear in the Calendar This Week: section of their Edvance360 *Personal Home Page*.

**Add a Single Calendar Event**

There are three sections to adding a single calendar event, they are:

1. Event Details
2. Settings
3. ePortfolio Settings.
Event Details

**INSTRUCTION**

1. Within the course, select the *Calendar* tool located in the Left Navigation panel.
2. Select the *View* by clicking on the Year Month Week Day or Today links located at the top of the Calendar screen.
3. Select the *Month and Day* to add the event.
4. Select the *Time* for the event to begin.
5. Type the name of the event in the *Title* field.
6. Type in a description of the event in the *Details* field.

⚠️ **NOTE** The Details field is a RAW HTML editor. For more information on how to use the HTML editing boxes and RAW HTML editing boxes see the *Designer’s Tool Kit* section of this book.

7. *Optionally* Change the *Start Date, Start Time, End Date, and End Times* in their respective fields.

8. *Optionally* Select the type if this is a *Recurring* event from the drop down menu.

Event Settings

9. *Optionally* select if participation/attendance will be recorded for this event by select On or Off from the *Record Attendance* drop down menu.

10. Select whether or not users may mark themselves as having attended by selecting the option from the *Who may mark attended?* drop down menu.

11. If attendees are required to RSVP for the event, select to turn it on or off from the *RSVP* drop down menu.

12. If your institution has purchased E360 Live! You will *optionally* turn on or off video conferencing from *the Live Meeting* drop down menu.

13. *Optionally* select to send invitations to nobody, the whole roster, or certain students by selecting the applicable option.
from the Send Invites To drop down menu and the select roster members check boxes.

**ePortfolio Settings**

Calendar events can be easily added to your portfolio. Two scenarios of when you might use this setting: One, your class is attending a professional development seminar or two you are presenting a paper at a conference.

14. *Optionally* select Yes from the **Store to ePortfolio?** drop down menu.
15. Choose which section of the ePortfolio to store the detailed information by selecting it from the **Store to** drop down menu.
16. Designate a name for the event by typing it in the **ePortfolio Title** field.
17. Type in the **Organization field** the sponsor of the event.
18. Type in your title at this event in the **Participant Position** field. Examples: Presenter, Master of Ceremonies, Speaker.
19. Compose the details of the event which will be added to the ePortfolio in the **Details HTML** box.
    **NOTE** For more information on how to use the HTML editing box see the Designer’s Tool Kit section of this book.
20. Select the **Submit** button.

**Add Multiple Event Dates**

This option is awesome for setting up class meeting dates for those instructors using Edvance360 as a tool with their traditional or hybrid courses. Not only will setting up a Bulk Calendar Entry place the date and time of the events on the student calendar it will also optionally setup the attendance grid for the instructor’s use.
INSTRUCTION

1. Within the course, select the Calendar tool located in the Left Navigation panel.
2. Select the Bulk Calendar Entry link located under the Calendar title and above the thumbnail image of the current month.
3. Type the name of the event in the Title\* field.
4. Type in a description of the event in the Details field.
   🌐 NOTE The Details field is a RAW HTML editor. For more information on how to use the HTML editing boxes and RAW HTML editing boxes see the Designer’s Tool Kit section of this book.
5. Select the Start Time and End Times from their respective drop down menus.
6. Select the date of the first occurrence of this event from the Between Dates * drop down menu.
7. Select the date of the last occurrence of this event from the Through * drop down menu.
8. Select which days of the week these events occur in the Falling on: check boxes.
9. Optionally select whether or not to record attendance by keeping the Create attendance tracker entries for all dates field checked.
10. Select the Submit button.
Establish Communication

Online learning is usually not independent study for the student. Whether your title is instructor, facilitator, teacher, or professor you will need to be actively involved throughout the course duration.

I have seen hundreds of course evaluations completed by students. By far one of the most noted complaints is lack of feedback by the faculty. Coupled with lack of feedback comes criticism concerning the timing of the feedback. Students want, and expect faculty participation and immediate responses to their questions and assignment submissions.

Get to know your students and let them know how to begin the course. Set expectations for communication, deadlines, and discussion participation. Edvance360 has built into each course the ability for the instructor to contact each student privately or email all students and assistants on the roster.

Mail All Students

INSTRUCTION

1. Select the Select All box located above the list of members on the course home page.
2. From the |With Selected: drop down menu select Send Mail.
3. Type in the subject in the Subject: field.
4. Compose the comment in the Add Comment: HTML box.
   🌞 NOTE  For more information on how to use the HTML editing box see the Designer’s Tool Kit section of this book.
5. Optionally Browse... and select any attachments to add to the post.
6. Select the Submit button.

After submission the focus of the Edvance360 automatically switches to the Mailbox. To return to the course, you will need to select the course again from the Courses tab.
Student Roster
Whether your student information system integrates with Edvance360 to add and drop students or the students are manually enrolled; you will want to compare the Edvance360 roster to the official roster in the student information system.

Tip! Edvance360 makes it easy to print out the course roster as it shows on Edvance360. Print several copies of the roster for jotting down notes about student personalities, concerns and group dynamics.

● INSTRUCTION

1. On the Course Home Page select the Print Roster link located under the Course Roster title bar.
2. Open the Firefox browser’s File menu.
3. Select the Print option.
4. Select the OK button.

Create a Start Here Welcome Video

There are two ways to create and use a welcome video note for Edvance360. The first is to use the Video Note Recorder and the second is to record the video with a third party resource and insert the file into the Course Description or Course Announcement. Either way is acceptable. The Video Note Recorder does have a 1 minute and 30 second limitation.

FIGURE 11-7
Video Note Recorder

The Video Note Recorder uses Adobe Flash technology. If your device is unable to use this technology you may opt for a third party recording source, such as iMovie on the Mac or the built in video camera tools found on most of today’s tablets and smart phones.

🌟INSTRUCTION

1. On the Course Home Page select the Record Icon located in the upper right corner of the Edvance360 Course Home Page. (Also found in the upper right corner of the Dropbox and Add Lesson Item pages as well as to the left of each item submission in the Dropbox).
2. Accept the Adobe Flash Player settings.
3. Select the Record button to begin the recording.
4. Click on the Play button to stop recording (up to 1 minute and 30 seconds).
5. After the video/audio plays back, select the Save button.
6. Playback the video/audio by selecting the Play button to confirm the recording.
7. Select the Close link to exit the Video Note Recorder.

🙏NOTE There is no way for the instructor to replay the note or delete it once it is closed. The student will be able to play the note as many times as they wish.

Third Party Video/Audio Insertion

For the Course Welcome Note you may wish to record the video/audio and insert a link for access into the Course Description or Course Announcement.

🌟INSTRUCTION

1. Upload the third party video/audio file to a folder in your Personal Repository.
2. **Right-Click** on the file name (Windows) or **Command-Click** on the file name (Mac).
3. **Copy** the link location.
4. Return to the **Course Home Page**.
5. Open the **new Announcement** or the **Course Description**.
6. Compose the comment in the **Add Comment: HTML** box.
7. Highlight the words which describe the video, such as: “Open the **Welcome Video**.
8. Select the **Link** option on the HTML tools menu.
9. **Paste** the copied link location in the URL box.
10. Select the **OK** button.
11. Select the **Submit** button.

⚠️ **NOTE** For more information on how to use the HTML editing box see the **Designer’s Tool Kit** section of this book.

**Announcements**

Banner announcements are brief statements which give direction or call attention to something unique. Use the announcement as a form of communication which has a special emphasis on its importance. Banner announcements, also known as alerts, are not meant for complete lesson content or instruction.

**Add Announcement**

Announcements, or alerts, will appear at the top of the course home page for all members of the course. They will appear in the order in which they expire, with the ones expiring first on the bottom. If there is not expiration date it will appear on the bottom of the list.

**INSTRUCTION**

1. Within the Course, select the **Announcements** tool located in the Left Navigation panel.
2. Select the **+Add New** link.
3. Type a subject, which will be visible when the announcement is filed in the read area, in the **Title** field.
4. Compose the Announcement in the **Body HTML** box.
   
   **NOTE** For more information on how to use the HTML editing box see the *Designer’s Tool Kit* section of this book.

5. Select the first date the alert will be visible from the pop up calendar by clicking in the *Announcement Start Date* field.

6. Select the last date the alert will be visible from the pop up calendar by clicking in the *Announcement Expiration Date* field.

7. Select the *Submit* button.

   **NOTE** Course announcements/alerts appear only on the course home page. The student is not advised of the new announcement until they log into the course.

![Island Cooking: A Announcement](image)

**FIGURE 11-8**

**Edit Announcement**

It happens! We all make a typo, put a wrong date, or even give the announcement to the wrong class. Edvance360 makes editing the announcement easy, even after submitting the announcement.

**INSTRUCTION**

1. Within the Course, select the *Announcements* tool located in the Left Navigation panel.

2. Select the *Edit* link located in the bottom left corner of the target announcement box.
3. **Make Edits** to the title, body, or start and expiration dates.
4. Select the **Submit** button.

**Delete Announcement**

 وعلى

1. Within the Course, select the **Announcements** tool located in the Left Navigation panel.
2. Select the **Delete** link located in the bottom left corner of the target announcement box.
3. Confirm the deletion by selecting the **OK** button.

**Set Up Automated Communication**

Wouldn't it be great if you had a personal assistant who would send your student a reminder when an assignment is about due or they have missed it all together? How about having your assistant give the student warnings when they are not making adequate progress on their lessons or their average is dangerously close to the failing mark? Edvance360 can be your personal assistant. You can have it do these things and more through the Agents course tool!

![Agents](image)

**FIGURE 11-9**
Assignment Due Reminder

This option has Edvance360 send a reminder to only those students who have not yet submitted an assignment that is coming due.

**INSTRUCTION**

1. Within the Course, select the *Agents* tool located in the Left Navigation panel.
2. Select the *Assignment Due Reminder* option located in the drop down menu of the Scheduled Tasks | field.
3. Type in a name for this reminder in the *Title* *field.*
4. Select the start date from the pop-up calendar in the *Date to Run* *field.*

5. Select the time of day for the message to send from the drop down menu in the *Time to Run* field.
6. Select the drop box which has a date due for an assignment attached from the drop down menu in the *Assignment* field.
7. Select to whom the reminder message should be sent by check the applicable check box next to the *Send to Students* or *Send Summary to Instructor* labels.
8. Type a captivating message headline in the *Subject* field.
9. Compose the reminder message in the *Message* field box.

**NOTE** The Message field is a RAW HTML editor. For more information on how to use the HTML editing boxes and RAW HTML editing boxes see the *Designer’s Tool Kit* section of this book.

10. Select the *Submit* button.

---

**FIGURE 11-10**
Assignment Overdue Alert

This automated reminder is especially effective when the instructor allows partial credit for overdue assignments. The message should convey to the student three things:

1. The assignment is overdue.
2. There is still an opportunity for the student to complete the assignment.
3. When the last is the last possible date for the assignment to be submitted for any credit.

**INSTRUCTION**

1. Within the Course, select the *Agents* tool located in the Left Navigation panel.
2. Select the *Assignment Overdue Alert* option located in the drop down menu of the Scheduled Tasks | field.
3. Type in a name for this reminder in the *Title* field.
4. Select the start date from the pop-up calendar in the *Date to Run* field.
5. Select the time of day for the message to send from the drop down menu in the *Time to Run* field.
6. Select the drop box which has a date due for an assignment attached from the drop down menu in the *Assignment* field.
7. Select to whom the reminder message should be sent by check the applicable check box next to the *Send to Students* or *Send Summary to Instructor* labels.
8. Type a captivating message headline in the *Subject* field.
9. Compose the reminder message in the *Message* field box.
   
   🌿 **NOTE**  The Message field is a RAW HTML editor. For more information on how to use the HTML editing boxes and RAW HTML editing boxes see the *Designer’s Tool Kit* section of this book.

10. Select the *Submit* button.
New Login Inactivity Alert

Many institutions base their attendance policy for online students in part by the number of logins to the course in a certain period of time. This alert option sends a message automatically throughout the term alerting the student to the fact that they have not logged into the course for a definite period of time. Include in this message:

1. The urgency for the student to log in.
2. Your contact information outside of Edvance360.
3. Any consequences of non-action by the student.

![New Login Inactivity Alert](https://example.com/new_login_inactivity_alert.png)

**FIGURE 11-11**

**INSTRUCTION**

1. Within the Course, select the **Agents** tool located in the Left Navigation panel.
2. Select the **Login Activity** option located in the drop down menu of the Threshold Alerts | field.
3. Type in a name for this reminder in the **Title** field.
4. Type the time period in days between which a student should log into the Edvance360 course in the **Number of days inactive before sending alert** field.
5. Select how often the message should be sent to the student until he or she logs in from the drop down menu in the Recurrence field.

6. If On Date or Weekly was selected in the Recurrence field: Select the day of the week the system should send the message by checking the box next to the applicable day in the Send alert every: field.

7. Select the time of day to send the message from the drop down menu in the Send alert at field.

8. Select to whom the reminder message should be sent by check the applicable check box next to the Send to Students or Send Summary to Instructor labels.

9. Type a captivating message headline in the Subject field.

10. Compose the reminder message in the Message field box.

💡 NOTE  The Message field is a RAW HTML editor. For more information on how to use the HTML editing boxes and RAW HTML editing boxes see the Designer’s Tool Kit section of this book.

11. Select the Submit button.

Lesson Progress Alert

Send an automated message to students who have not completed a certain percentage of a lesson module which has been assigned a due date for completion. Remember lesson progress is self-identified by the student marking each lesson item complete. Include in this message:

1. Concern about the percentage showing complete.
2. Instructions and reminders to mark items complete.
3. Any consequences of non-action by the student.
INSTRUCTION

1. Within the Course, select the Agents tool located in the Left Navigation panel.
2. Select the Lesson Progress option located in the drop down menu of the Threshold Alerts field.
3. Type in a name for this reminder in the Title field.
4. Select from the drop down menu in the Send alert when lesson progress is field an option that describes what percentage the lesson needs to be complete when the message is sent.
5. Select the percentage of completion from the drop down menu in the percent field.
6. Select how often the message should be sent to the student (until he or she meets the description criteria) from the drop down menu in the Recurrence field.
7. If On Date or Weekly was selected in the Recurrence field: Select the day of the week the system should send the message by checking the box next to the applicable day in the Send alert every field.
8. Select the time of day to send the message from the drop down menu in the Send alert at field.
9. Select to whom the reminder message should be sent by check the applicable check box next to the Send to Students or Send Summary to Instructor labels.
10. Type a captivating message headline in the Subject field.
11. Compose the reminder message in the Message field box.

🌿 NOTE  The Message field is a RAW HTML editor. For more information on how to use the HTML editing boxes and RAW HTML editing boxes see the Designer’s Tool Kit section of this book.
12. Select the Submit button.
Gradebook Progress Alert

This option for automatically monitoring the student’s progress is most helpful when the student is not working sequentially through the lessons. This option sends an alert to those students who have a certain percentage of items in Gradebook with a grade. It could easily be used for “pat-on-the-back” or a stern warning depending on how the percentage descriptor is used.

INSTRUCTION

1. Within the Course, select the Agents tool located in the Left Navigation panel.
2. Select the Gradebook Progress option located in the drop down menu of the Threshold Alerts | field.
3. Type in a name for this reminder in the Title * field.
4. Select from the drop down menu in the Send alert when the number of graded items is field an option that describes what number of items in the Gradebook should have been complete and graded when the message is sent.
5. Select the percentage of completion from the drop down menu in the percent: field.
6. Select how often the message should be sent to the student (until he or she meets the description criteria) from the drop down menu in the Recurrence field.
7. If On Date or Weekly was selected in the Recurrence field: Select the day of the week the system should send the message by checking the box next to the applicable day in the Send alert every: field.
8. Select the time of day to send the message from the drop down menu in the Send alert at field.
9. Select to whom the reminder message should be sent by check the applicable check box next to the **Send to Students** or **Send Summary to Instructor** labels.
10. Type a captivating message headline in the **Subject** field.
11. Compose the reminder message in the **Message** field box.

⚠️ **NOTE**  The Message field is a RAW HTML editor. For more information on how to use the HTML editing boxes and RAW HTML editing boxes see the [Designer’s Tool Kit](#) section of this book.
12. Select the **Submit** button.

**Running Average Alert**

For this automated alert to work, the instructor needs to first have set up their Grade Map in either their [Personal Settings](#) or the Course Settings with a Pass / Fail Threshold.

 לומר [INSTRUCTION]

1. Within the Course, select the **Agents** tool located in the Left Navigation panel.
2. Select the **Running Average** option located in the drop down menu of the Threshold Alerts | field.
3. Type in a name for this reminder in the **Title** *field.
4. Select from the drop down menu in the **Send alert when running average is** field an option that describes what percentage the grade needs to be when the message is sent.
5. Select the percentage the grade average is when the message is sent from the drop down menu in **the following percent:** field.
6. Select how often the message should be sent (until the student meets the description criteria) from drop down menu in the **Recurrence** field.
7. If On Date or Weekly was selected in the Recurrence field: Select the day of the week the system should send the message by checking the box next to the applicable day in the **Send alert every:** field.
8. Select the time of day to send the message from the drop down menu in the \textit{Send alert at} field.

9. Select to whom the reminder message should be sent by check the applicable check box next to the \textit{Send to Students} or \textit{Send Summary to Instructor} labels.

10. Type a captivating message headline in the \textit{Subject} field.

11. Compose the reminder message in the \textit{Message} field box.

\hspace{1em} \textbf{\textcolor{blue}{NOTE}} \hspace{1em} The Message field is a RAW HTML editor. For more information on how to use the HTML editing boxes and RAW HTML editing boxes see the \textit{Designer’s Tool Kit} section of this book.

12. Select the \textit{Submit} button.

\textbf{Grade Change Alert}

Before using this automated alert, make sure the item being monitored has already been setup in the \textit{Gradebook}. This alert is especially useful if the student is working on a project that is allowed multiple submissions. If each submission is graded the student can see how each submission is progressing his or her grade.

\textbf{\textcolor{blue}{INSTRUCTION}}

1. Within the Course, select the \textit{Agents} tool located in the Left Navigation panel.

2. Select the \textit{Grade Change} option located in the drop down menu of the Content Alerts | field.

3. Type in a name for this reminder in the \textit{Title} *field.

4. Select from the drop down menu in the \textit{Gradebook Item} field which assignment is being monitored for automated message communication.

5. Select to whom the reminder message should be sent by check the applicable check box next to the \textit{Send to Students} or \textit{Send Summary to Instructor} labels.

6. Type a captivating message headline in the \textit{Subject} field.
7. Compose the reminder message in the Message field box.

 فلا تحتفظ بملف النصوص إذا كنت تريد استخدام النصوص المحرّكة.

**NOTE** The Message field is a RAW HTML editor. For more information on how to use the HTML editing boxes and RAW HTML editing boxes see the *Designer’s Tool Kit* section of this book.

8. Select the Submit button.

![Message](image)

FIGURE 11-13

**Discussion Posts**

Mazzolini and Maddison in their 2005 article “When to jump in: The role of the instructor in online discussion forums” noted there may be a correlation between the frequency of the instructor comments on the discussion posts and low student involvement.

In other words, the instructor needs to let the students do the discussing. But beware; those instructors who did not comment at all received poor instructor evaluations. The students saw the lack of discussion participation as lack of enthusiasm for the material and the course.

 فلا تحتفظ بملف النصوص إذا كنت تريد استخدام النصوص المحرّكة.

**NOTE** Create a Discussion Forum and Post before Adding it as a Lesson Item.

**Adding a Comment to a Post**

Use caution when commenting on a post. If you offer “too much” the students may decide they do not need to add more to the conversation. If you don't comment at all, they may feel you are not even “listening” to the discussion.
INSTRUCTION

1. If selecting a post or comment from your Personal Home Page – skip to step 6.
2. Within the Course, select the Discussion Course Tool located in the Left Navigation panel.
3. Select the Forum in which the post is located.
4. Select the Post in which the comment is located.
5. Select the Comment to reply to.
6. Compose the comment in the Add Comment: HTML box.
   
   🧔 NOTE For more information on how to use the HTML editing box see the Designer’s Tool Kit section of this book.
7. Optionally Browse… and select any attachments to add to the post.
8. Select the Submit button.
Replying to a Comment

You have the option to reply publicly for all the students to see or privately if your comment is of a more personal nature.

1. If selecting a comment from the Personal Home Page skip to step 5.
2. Within the Course, select the Discussion Course Tool located in the Left Navigation panel.
3. Select the Forum in which the post is located.
4. Select the Post in which the comment is located.
5. Select the Reply or Submit Private Feedback links from beneath the student’s comment.
6. Compose the comment in the Comment: HTML box.
7. Optionally Browse… and select any attachments to add to the post.
8. Select the Submit button.

Deleting a Comment

🌟 Use EXTREME caution here. When you delete an initial comment you delete not only the initial comment but any other comments which are attached to the post.

1. Within the Course, select the Discussion Course Tool located in the Left Navigation panel.
2. Select the Forum in which the post is located.
3. Select the Post in which the comment is located.
4. Select the Delete link from beneath the comment.
5. Read the question.
6. Select the OK button.
Chat

Chat “rooms” are used when synchronous communication is possible. The Chat tool may be used between the instructor and a single student or a group of students. It can even be used between two or more students without the instructor being present.

⚠️ **NOTE** Be prepared to be very flexible if planning to use chats in your online courses. Most students sign up for an online course believing they will be able to complete the assignments one hundred percent on their own time without making any specific time/date commitments. Schedule more than one chat session on the same topic to accommodate all of the student's schedules.

Set ground-rules before a group chat. Especially since there are not “hand-raising” or blocking options with the Edvance360 chat window. The rules will include how the facilitation of the chat will work; netiquette; and attendance requirements.

![Chat - Mozilla Firefox](https://edvance360.com/v7/chat.php?c=

**FIGURE 11-15**
Start a Chat Session

**INSTRUCTION**

1. Within the Course, select the *Chat* tool located in the Left Navigation panel.
2. Select the *Launch Chat Window* link option located at the top of the Chat panel.

Facilitating Chats

After someone logs in you will see a time stamp below the user name showing the time they logged into the chat.

**INSTRUCTION**

1. After logging into the Chat room, type a welcome message in the *Message* field located at the bottom of the screen.
2. Either tap the [Enter] key on the keyboard, or select the *Send* button located to the right of the Message field.
3. *Repeat* steps one and two for each student as they log in the room as they cannot see messages posted before they join the chat.

Ending a Chat

There is no “end-chat” feature in Edvance360 chats. You will wait until the last student logs out of the room. When you log out it ends the session.

**INSTRUCTION**

1. To log out of a Chat room; select the *Log Out* link located at the top right of the Chat room window.
Retrieve Chat Logs

Any student unable to attend a synchronous chat has the opportunity to review the conversation. You as the instructor may also go on and review any logs that happened while you were not “in” the chat room. Remind the students that all general chats are logged and can be retrieved by anyone in the course. Group logs can be reviewed by the instructor and the members of the groups.

◆ INSTRUCTION

1. Within the Course, select the Chat tool located in the Left Navigation panel.
2. Choose the date of the chat log to review by selecting the ... button to the right of the Select Date: field.
3. Select the date from the Calendar pop up.
4. Select the Show Logs button.
Chapter 12
More than One
Team Teaching

There can be only one official instructor listed in Edvance360. If the course is team taught the secondary instructor is listed as an assistant. He or she will need to be added by the Edvance360 system administrator. Some administrators allow the instructor access to add the student or by the instructor of record.

Add a Co-Instructor or Teaching Assistant

**INSTRUCTION**

1. Within the Course, select the *Add Assistant Admin* tool located in the Left Navigation panel.
2. **Type** in the last name of the person to add as the co-instructor or teaching assistant in the Search field.
3. Select the **Search** button.
4. Select the **Check Box** next to the correct person in the returned search list.
5. Select the **Add Members** button.

![Teaching Assistants](image)
Show Co-Instructor or Teaching Assistant

The Co-Instructor or Teaching Assistant may be shown on the Course Home Page with their Profile picture and link below the instructor of record. This will show any designated assistant. If the instructor’s administrator is added to the course for the purpose of observation, he or she will also show up as an instructor as long as they have teaching assistant or co-instructor privileges.

**INSTRUCTION**

1. Within the Course, select the Course Settings tool located in the Left Navigation panel.
2. Scroll down Teaching Assistants section of the settings.
3. Select the check box next to List Teaching Assistants as Co-Instructors option.
4. Select the check box next to the Course Tools the co-instructor or assistant will have access to: Lessons; Resources; Dropbox; Tests and Gradebook.
5. Select the Save Settings button.

**CAUTION:** If the course has a co-instructor and a teaching assistant: Access is granted to any tools selected for sharing. This includes the Gradebook.
Student Collaboration

Collaborative or Group work is possible in an online course. It may be argued that it easier in an online course, since the instructor can track the work as it is completed. This may even put an end to some of the complaints that one student participates and contributes much less than the rest of the student group.

Edvance360 allows student groups access to their own Discussion board, group Resources folders, group Calendar, group Dropbox and group Chat room. The instructor is inherently a member of any group; which allows monitoring and facilitation. The instructor may wish to set a group rule that all discussion within a group take place within the group Discussion tool and no use of Messages, since Messages cannot be monitored by the instructor.

Create a Student Group

Student groups must be created by the instructor. There is no option for students to self-select groups within Edvance360 as of version 7.0.
1. Within the Course, select the **Groups** tool located in the Left Navigation panel.
2. Select the **+Add Discussion Group** link located at the top of the Discussion Groups panel.
3. Type a title for the group in the **Group Name:** field.
4. Optionally remove the check in the **Enable Group** check box to make the group invisible to the students.
5. Select the **Create Group** button.

### Add Group Members

The instructor or Community leader adds members to a group. There is no self-select to groups available as of version 7.0 of Edvance360. Using the Survey tool, the instructor may wish to first survey the students as to their preference of group membership.

1. Within the Course, select the **Groups** tool located in the Left Navigation panel.
2. Select the **Edit** link in the Members column which is located on the same line as the applicable group listed in the Discussion Group column.
3. Holding the [CTRL] key down on the key board; Select from the roster list in the **Available** column the course Members who will be in this group.
4. Select the > **Greater Than** button to move the members to the Group Members column.
5. Select the **Update Membership** button.
Remove Group Members

1. Within the Course, select the **Groups** tool located in the Left Navigation panel.
2. Select the **Edit** link in the Members column which is located on the same line as the applicable group listed in the Discussion Group column.
3. Holding the [CTRL] key down on the key board; Select from the roster list in the **Group Members** column the course Members who will be removed from this group.
4. Select the **Lesser Than** button to move the members to the Available column.
5. Select the **Update Membership** button.
Chapter 13
Recording & Reporting
Recording grades, taking attendance, and reporting learning outcomes and course statistics may be the one part of teaching an instructor likes the least. Edvance360 has some easy-to-use tools which make documentation work simpler for the instructor more anxious to teach than report. The key to making the grade and student outcome reporting easier is making sure the up-front setup and recording is complete.

**Grading**

Examine the Gradebook to verify the setup of the weighting and categories make sense for your department’s reporting needs. Next, if any Tests or Dropboxes have been created verify the link or map between the Test or Dropbox item and the applicable Gradebook Item exists.

**Verify Test Mapping**

When a test is created a Gradebook Item should be created automatically. Sometimes this mapping is lost due to user error when making changes in Test or Gradebook settings. Make sure to verify the link between a Test and the Gradebook before the test is taken by the students.

🌟INSTRUCTION

1. Within the Course, select the **Tests** tool located in the Left Navigation panel.
2. Select the **Gradebook Map** link located in the applicable Test box.
3. Optionally change the Gradebook Item that appears in the **Gradebook Entry** field by selecting the item from the

⚠️NOTE  The Gradebook Item and the Test will be dynamically linked upon selecting a new item.
Verify Dropbox Mapping

![Dropbox interface with warning symbol](image)

FIGURE 13-1

The course designer may create Dropboxes for use in linking them to the Lesson Items and not have made a Gradebook Item in which to link it with first. If this happened, it is easy to inadvertently forget to go back and create the Gradebook Item for Dropbox Item grading.

**INSTRUCTION**

1. Within the Course, select the Dropbox tool located in the Left Navigation panel.
2. Select the Manage Dropboxes link located in the upper left top of the Dropboxes panel.
3. Locate any Dropboxes with Caution Symbol next to the Dropbox title. This symbol indicates no Gradebook Item is associated with this particular Dropbox.
4. Select the Edit link located to the right of the Dropbox title.
5. Select the applicable Gradebook Item from the Gradebook Item: drop down menu.
6. Select the Submit button.
Grading Dropbox Items

If the Dropbox is mapped to a Gradebook Item the assignments can be graded and commented on at the time the instructor accesses each assignment.

⚠️ NOTE  Dropbox Items which are new and/or awaiting grading may be easily accessed from the instructor’s Personal Home page Course Alerts section.

💡 INSTRUCTION

1. If not accessing the Dropbox Item from the Course Alerts section of the Personal Home Page: Within the Course, select the Dropbox tool located in the Left Navigation panel.
2. Select the Dropbox Title link.
3. Only those Dropbox Items not yet graded are expanded and waiting review. Optionally change the view items in the Dropbox by selecting the desired option. Expand: All | Graded | Ungraded | None links.
4. Download and open any attachment by selecting the Attachment link located in the upper right corner of the student’s submission or
**Optionally:** download all of the attachments by selecting the *Download All Files as Zip* link located in the upper left corner of the Dropbox panel.

5. After reviewing the assignment file: *Optionally Save* the file individually (by student’s name) to a local folder on your computer’s hard disk or removable media.

6. *Locate* in the Dropbox section for the individual student you are now grading.

7. *Optionally* compose any comments or messages in the *Respond* HTML box.

⚠️ **NOTE**  For more information on how to use the HTML editing box see the *Designer’s Tool Kit* section of this book.

---

8. Place the numeric number in the *Grade* field which translates to the number of points the assignment is worth out the total possible points of the assignments value.

9. *Optionally* compose a video/audio note with the feedback using the *Video Note Recorder*.

10. *Optionally* attach the noted document previously saved as an attachment.

11. Select the *Submit Feedback* button.

See Grading Manually for more options.
**NOTE** A zero must be placed in any student not submitting an assignment, completing a test, or presenting their discussion post. A **Blank Grade Field DOES NOT equal zero.** By not manually entering a zero for the student, a false positive average is calculated for the student’s running Gradebook average.

**Grading Tests**

Before grading tests, verify the test was [Mapped](#) to a Gradebook Item. Although all but the essay type questions are automatically graded instructors should always review tests and manually adjust grades for short answer/fill in the blank questions. The computer looks for exact matches in the student’s answers. The instructor will most of the time give credit for typos or other minor violations of the exact match.

**INSTRUCTION**

1. Within the Course, select the *Tests* tool located in the Left Navigation panel.
2. Select the *Review & Grade link* located in the applicable Test box.
3. Using the legend at the top of the Test: panel review what actions you may need to take to complete the grading process.
   
   **NOTE** If any question values were changed after the test was begun by the students you will need to select the Auto Grade link to reassign the corrected grades.
4. If the tests show “pink”, this means there are essay questions which require review and manual grading.
   
   a. **One – At – Time Essay Grading**
      
      i. Select the *Review Test* in the Graded column for each student.
      
      ii. Manually type a grade in the Grade: field located in the upper left corner of the essay question’s title bar.
b. Grade All Essay Questions

i. Select the Grade Essays link located at the top of the Test: panel.

ii. Review the student’s essay. Compose any feedback for the student in the HTML editing box located under the student’s answer.

⚠️ NOTE For more information on how to use the HTML editing box see the Designer’s Tool Kit section of this book.

iii. Enter a point value in the Score: field.

iv. Scroll down to the bottom of the Test Essay Question Review panel.

v. Select the Submit Feedback and Score button.

See Grading Manually for more options.

🌟 CAUTION: A zero must be placed in any student not submitting an assignment, completing a test, or presenting their discussion post. A Blank Grade Field DOES NOT equal zero. By not manually entering a zero for the student, a false positive average is calculated for the student’s running Gradebook average.
Grading Discussions

There are several ways to grade discussion posts. Some instructors like to give a participation grade. Some give points for each post while others give an average of points for all posts assigned to an individual Gradebook item. However you choose to grade the posts, you will want to follow best practice by communicating to the students your expectations for posts. Include in your communication an example of a “good, better, best” discussion post. Share expectations for number of postings, and date/time requirements for the posts.

Auto Grading Discussion Posts

Auto grading allows the instructor to give a number of points to each post while Edvance360 keeps track of the points for each student. When setting up the Gradebook item the instructor selects either a sum of the points or an average of the points per post.

INSTRUCTION

Step One: Activate Gradebook Item Mapping

1. Within the Course, select the Gradebook tool located in the Left Navigation panel.
2. Select the Edit link located on the line to the right of the applicable Gradebook Item which will hold the Discussion Post grades.
4. Select the check box next to Map to Discussion Posts if it is not already checked.
5. Select which Discussion Items: will be graded by selecting the check box next to the Discussion Post title, or optionally click in the Select All check box if summing or averaging all posts.
6. Select the Submit button.
Step Two: Score Each Student’s Post

7. Optionally select the **Unread Posts** from your Edvance360 Personal Homepage or:
   Within the Course, select the **Discussion** tool located in the Left Navigation panel.
8. Select the Title of the Discussion Post which you will grade.
9. Read the student’s **Comment**.
10. Place a point score in the **Grade This Post:** field.
11. Optionally, select the **Reply** link to openly offer public feedback to the student.
12. Optionally, select the **Submit Private Feedback** link to submit a private return comment to the student.

The Auto Grading of Discussion Posts may be manually overridden.

**CAUTION:** A zero must be placed in any student not submitting an assignment, completing a test, or presenting their discussion post. **A Blank Grade Field DOES NOT equal zero.** By not manually entering a zero for the student, a false positive average is calculated for the student’s running Gradebook average.

![Grading Interface](image.png)

**FIGURE 13-4**
Grading Manually

There may be times you will wish to manually enter grades directly to a Gradebook Item. This can be done in two ways. Either by viewing and grading one Gradebook Item at a time, or opening the full Gradebook view in editing mode entering grades for a number of items at once.

Single Gradebook Item Manual Entry

<table>
<thead>
<tr>
<th>INSTRUCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Within the Course, select the <strong>Gradebook</strong> tool located in the Left Navigation panel.</td>
</tr>
<tr>
<td>2. Select the <strong>Title</strong> link located in the Item Title column of the applicable Gradebook Item which will be graded.</td>
</tr>
<tr>
<td>3. Enter the grades in the <strong>Grade</strong> field for each student.</td>
</tr>
<tr>
<td>4. Select the <strong>Submit All Grades</strong> button.</td>
</tr>
</tbody>
</table>

**CAUTION:** A zero must be placed in any student not submitting an assignment, completing a test, or presenting their discussion post. **A Blank Grade Field DOES NOT equal zero.** By not manually entering a zero for the student, a false positive average is calculated for the student’s running Gradebook average.

Full Gradebook View Manual Entry

By using the full Gradebook view, the instructor can visually see relationships and make instinctual inferences of a student progress or lack thereof.

![Gradebook Interface](image.png)

**FIGURE 13-5**

Chapter 13 164


**INSTRUCTION**

1. Within the Course, select the **Gradebook** tool located in the Left Navigation panel.
2. Select the **Open Full Gradebook** link.
3. Select the **Turn Editing On** link located in the top left corner of the screen.
4. *Optionally* select an individual student’s Gradebook items by choosing their name from the **Student Filter:** dropdown menu.
5. *Optionally* select an individual Gradebook Item by selecting it from the **Item Filter:** drop down menu.
6. Enter new or change individual grades by typing them in the **Grade** fields.
7. Make certain manually select the next page from the drop down menu in the **Page** field located at the top left and bottom left corners in the Full Gradebook view.
8. Select the **Submit Grades** button.

**CAUTION:** A zero must be placed in any student not submitting an assignment, completing a test, or presenting their discussion post. **A Blank Grade Field DOES NOT equal zero.** By not manually entering a zero for the student, a false positive average is calculated for the student’s running Gradebook average.
Progress Tracking

Helping a student stay on track and advance through the online learning process is a key to student retention and success. Edvance360 has several locations peppered throughout which assist the instructor in their efforts to track a student’s progress.

Attendance Monitoring

Course Log In and Page Visits

The instructor is able to produce a report identifying which students have logged in and actually viewed the different course tool pages. This is very useful when reporting “no-shows” to the Registrar, Bursar, or Attendance officer. The syllabus should clearly state the log-in expectations. In a higher education institution the student’s federal aid may be affected if the student does not log into an online course for which they are registered by a certain date.

● INSTRUCTION

1. Within the Course, select the Reports tool located in the Left Navigation panel.
2. Select the Course Logins & Page Visits from the drop down menu of the Select Report: field.
3. Optionally select a specific student from the drop down menu of the Select User: field.
4. Using the ... buttons to access the popup calendars, select the beginning and ending dates for the report in the Select Date Range: fields.
5. Select the Submit button.

Each login date and each page visited is marked with a date and time of access. There is no export option for the report as of version 7.0 of Edvanc360. The report can however be printed by using the browser’s print option.
Manual Attendance Tracking

Edvance360 has a built-in attendance tracking tool which can be used by instructors teaching traditional face-to-face classes or blended online courses which have an on-campus attendance requirement. If the Attendance Tracker is not visibly available in your Gradebook link options, contact your Edvance360 systems administrator.

![Attendance Tracker Link](image)

**FIGURE 13-6**

**INSTRUCTION**

**Step One: Setup Attendance Calendar**
1. Within the Course, select the **Gradebook** tool located in the Left Navigation panel.
2. Select the **Attendance Tracker** link.
   a. Option One: Set Single Date.
      i. Select a date from the popup calendar, access by clicking in the **New Day** field.
      ii. Select the **Save Day** button.
   b. Option Two: Set Multiple (Recurring) Dates.
      i. Select the **Add Multiple Days** link.
      ii. Select the first date of attendance by clicking in the **Between Dates** *field and selecting the date in the popup calendar.
      iii. Select the last date for the course by clicking in the **Through** field and selecting the date in the popup calendar.
      iv. Select the checkbox to the left of each day of the week the class will meet and attendance will be taken in the **Falling On** day fields.
      v. Select the **Submit** button.
**NOTE** An alternative to setting the attendance calendar in this manner, the Course Calendar may be used to activate attendance reporting options.

**Step Two: Recording Attendance**

3. Within the Course, select the Gradebook tool located in the Left Navigation panel.
4. Select the Attendance Tracker link.
5. Select the Turn Editing On link.
6. Select from the following choices: Present; Absent; Tardy; Excused, from the drop down menus in each individual student’s labeled cell for that day.
7. Close the Attendance Tab.

**Importing and Exporting Attendance Tracking**

◆ **INSTRUCTION**

1. Download the CSV sample file available in the Gradebook tool.
2. Replace the sample data with actual data.
3. Save file to your local computer, network, or removable storage device.
4. Import using the Import Attendance link available in the Gradebook tool.

**Export Attendance File**

◆ **INSTRUCTION**

1. Within the Course, select the Gradebook tool located in the Left Navigation panel.
2. Select the Attendance Tracker link.
3. Select the Export Attendance (.xls) link.
4. Save file to your local computer, network, or removable storage device.
Lesson Progress

The instructor can track the percentage of a lesson completed by the student only if the student self-identifies the completion of that item by manually marking it complete. The expectation of the student to do this should be communicated before lessons begin with follow up reminders as needed.

View Lesson Progress Bar

⚠️ NOTE  To visually view progress bars, the instructor’s device must have Adobe Flash Player installed and enabled.

◆ INSTRUCTION

1. Within the Course, select the Lessons tool located in the Left Navigation panel.
2. Select the Lesson Progress Overview tab located at the top of the Lessons panel.
3. Optionally use the Search field filter to view a specific student’s progress.
4. Hover mouse pointer over the item sections on any student’s Progress Bar for details.

Time on Lessons Report

Reviewing how much time a student spends on each lesson may be an indication of the effort put forth by the student. Caution, however should be taken when using report. Time spent is actually calculated by how long from the time the student spends with the Lessons tool open on their computer. It does not calculate how long they are actually spending on the content outside of the Lesson tool.

◆ INSTRUCTION

1. Within the Course, select the Reports tool located in the Left Navigation panel.
2. Select the Time Taken on Lessons from the drop down menu of the Select Report: field.
3. *Optionally* select a specific student from the drop down menu of the *Select User:* field.

4. Using the ... buttons to access the popup calendars, select the beginning and ending dates for the report in the *Select Date Range:* fields.

5. Select the *Submit* button.

**Test Statistics**

If using automated test scoring it is easy to overlook students who may be missing the mark on a specific concept. It is important to investigate not only how each student performed at taking a specific exam but also take a look at how well the examination actually tests the learning objectives. Edvance360 provides statistics which will help inspect both.

Edvance360 aggregates the test scores into models which can be examined by the instructor. From here the instructor may wish to investigate further before making inferences about either the student or the test and its questions. It is a great starting point, especially for those instructors not skilled in creating their own statistical graphs and formulas.

**Accessing Test Statistics**

**INSTRUCTION**

1. Within the Course, select the *Tests* tool located in the Left Navigation panel.
2. Select the *Stats* link located in the applicable Test Box.
3. Select the *Discrimination Index* or *Distractor Analysis* to examine the validity of the test and test questions.
4. Select *Test Stats* to view a graph of all student scores, overall test statistics, and the percentage of students who correctly answered each question.

⚠️ **NOTE** The Test Stats option is only available after
accessing the Discrimination Index or Distractor Analysis links, which causes an overall calculation.

**Accessing Student Time on Tests Reports**

Reviewing how much time a student spends completing his or her exams may be another indication of how valid the examination is in testing the learning competency. Time spent on an exam may also indicate if a student is struggling with a specific topic or test taking altogether.

**INSTRUCTION**

1. Within the Course, select the **Reports** tool located in the Left Navigation panel.
2. Select the **Time Taken on Tests** from the drop down menu of the **Select Report** field.
3. Optionally select a specific student from the drop down menu of the **Select User** field.
4. Using the ... buttons to access the popup calendars, select the beginning and ending dates for the report in the **Select Date Range** fields.
5. Select the **Submit** button.

⚠️ **NOTE** As of Edvance360 version 7.0 there is no print or export option for the Tests Statistics or Reports.

**Survey Reports**

There are two types of reporting options for the Surveys in Edvance360. They are for member participation and survey results.

**Survey Results Reports**

Survey results are available in detailed and summary style reports. Both are exportable to a comma value separated (*.cvs) file which can be opened in spreadsheet software.
● INSTRUCTION

1. Within the Course, select the **Surveys** tool located in the Left Navigation panel.
2. Select the **Results** link located in the Results column, on the same line as the Survey name.
3. Optionally: Select either the **Summary: Export to Excel** or **Detail Report: Export to Excel**.

Survey Participation Report

If a survey is set at anonymous the instructor is able to view participation but not student answers linked to particular students. The report provides an email link which can be used to message the student requesting them to complete the survey. As of Edvance360 version 7.0 there is no print or export option for participation.

![Survey Participation Report](image)

**FIGURE 13-7**

● INSTRUCTION

1. Within the Course, select the **Surveys** tool located in the Left Navigation panel.
2. Select the **Participation** link located in the Results column, on the same line as the Survey name.
3. **Optionally** select the **Email** link to contact any student who has not completed the survey.
Discussion Post Reports

Two Discussion Post aggregated reports are available. The first gives a total of posts and comments made by the individual students. The Discussions Comment Details report comes with the added benefit of allowing the instructor to grade the comments as well as view collectively all of an individual student’s posts.

Discussion Participation Report

bull INSTRUCTION

1. Within the Course, select the Reports tool located in the Left Navigation panel.
2. Select the Participation - Posts & Comments from the drop down menu of the Select Report: field.
3. Optionally select a specific student from the drop down menu of the Select User: field.
4. Using the ... buttons to access the popup calendars, select the beginning and ending dates for the report in the Select Date Range: fields.
5. Select the Submit button.

FIGURE 13-8
FIGURE 13-9

Discussion Participation & Comment Details Report

INSTRUCTION

1. Within the Course, select the Reports tool located in the Left Navigation panel.
2. Select the Participation – Comment Details from the drop down menu of the Select Report: field.
3. Optionally select a specific student from the drop down menu of the Select User: field.
4. Using the ... buttons to access the popup calendars, select the beginning and ending dates for the report in the Select Date Range: fields.
5. Select the Submit button.
6. Optionally – Expand the Comment by selecting the number in the # field located to the right of the student’s name in the applicable Posting Topic section.
7. Optionally – Score the comment by entering a number in the Grade field after reading the expanded comment.
Chapter 14
Good Housekeeping: Closing the Course
The end-of-course checklist includes submission of final grades, archiving of student conversations, the Gradebook and send students goodbye messages. Immediately following the completion of the course is also the best time for reflection about the success course. What went wrong? What went right? It is important to assess if the learning objectives (competencies) were achieved.

Course assessment can be completed from a statistical point of view using the Edvance360 Competency Reports. The Edvance360 Systems Administrator also has the option to post a more subjective student survey which can be made available to all students in all courses.

**Close the Gradebook**

**Finalize Grades**

The Finalize Grades option allows the instructor or teaching assistant to view a single column from the Gradebook with just the final grades. This makes it simpler for the recording of the grades to the institutions student information system. As of version 7.0 this view does not have an export or print option. It can be printed using the browser’s print option.

**INSTRUCTION**

1. Within the Course, select the Gradebook tool located in the Left Navigation panel.
2. Select the Final Grades link.
3. Select the Import and Finalize Grades from Gradebook link to update the final calculation.
Export Gradebook

The Export Gradebook option exports to a spreadsheet compatible file. It is complete with a breakdown of the points each item was assigned as well as the percentage of achievement for each student. Once exported the Gradebook it can be used for graphing, letter conversion, and further calculations using the spreadsheet tools.

![Image of a spreadsheet showing grades for Island Cooking]

FIGURE 14-1

★INSTRUCTION★

1. Within the Course, select the Gradebook tool located in the Left Navigation panel.
2. Select the Export Gradebook link.
3. Either Open or Save with the default spreadsheet program or Save the file to your computer, jump drive, network drive or other local storage device.
Export Gradebook CSV

As with the plain Export Gradebook option, selecting this link exports the Gradebook to a spreadsheet compatible file. Although this file offers easier manipulation of the spreadsheet because of its simple single column and row format, it does not include the point value of the Gradebook items. Only the percentage grade is exported for each item.

**INSTRUCTION**

1. Within the Course, select the Gradebook tool located in the Left Navigation panel.
2. Select the Export Gradebook (CSV) link.
3. Either Open or Save with the default spreadsheet program or Save the file to your computer, jump drive, network drive or other local storage device.

Email Students Final Grades

Using this Gradebook option you can send each student a list of all Gradebook items and include their Running Average (Final Grade).

**INSTRUCTION**

1. Within the Course, select the Gradebook tool located in the Left Navigation panel.
2. Select the Email Grades link.
3. Select the Select All check box in the Gradebook Items panel.
4. Select the Include Running Average check box.
5. Select the **Select All** check box in the Students panel.
6. Select the **Send Emails** button.

**Export Attendance Records**

If you used the Gradebook Attendance option you will need to export the Attendance to a spreadsheet compatible file for archiving.

**INSTRUCTION**

1. Within the Course, select the **Gradebook** tool located in the Left Navigation panel.
2. Select the **Attendance Tracker** link.
3. Select the **Export Attendance (.xls)** link.
4. Either Open or Save with the default spreadsheet program or **Save** the file to your computer, jump drive, network drive or other local storage device.

**Competency Reports**

The only way to statistically measure the success of a course is by Scoring each student’s completion of meeting the course’s learning objectives (competencies). After scoring two reports are become available. They are **Competency Average by Objective** and **Competency Average by Student**. These reports can be exported to a spreadsheet file.

**INSTRUCTION**

1. Within the Course, select the **Gradebook** tool located in the Left Navigation panel.
2. Select the **Competencies** link.
3. Select the **Score Competencies** link.
4. Select EACH individual competency from the **Select Objective** drop down menu.
5. Select the **Reports** link located at the top of the panel.
6. Select the report for viewing and export from the **Report** drop down menu.
7. Select the **Submit** button.
8. Select the **Export to Excel** link.
9. Either Open or Save with the default spreadsheet program or **Save** the file to your computer, jump drive, network drive or other local storage device.
10. **Repeat** steps 5 through 9 to export the other report.

**Archive Conversations**

A great thing about Edvance360 is the past courses are not deleted. They are just deactivated by the Edvance360 system administrator. If there is a challenge to anything in the course, it can easily be reactivated at any point in time for accessing grades, discussion conversations, chat logs, etc.

**FIGURE 14-2**

**Discussion Post Archiving**

If your institution requires paper or separate digital documentation of the conversation it can be done. As of version 7.0 there is no clean way to export or print Discussion posts. For now you can use the Discussion Posts Report.

**INSTRUCTION**

1. **Run the Report:** Discussion Participation & Comment Details one student at a time.
2. Expand the Comments next to the student’s posts by selecting each **# link**.
3. **Print** using the browser’s print option.
Email Message Archiving

Again, assuming you have kept all of your email messages with your student internal to Edvance360 you do not have to delete any of the conversations. You will however want to create a folder in which to move all conversations pertaining to the course.

**INSTRUCTION**

1. Select the *Mail Box* tab located on the Top Navigation menu.
2. Select the *Mail Folders* link located in the left navigation panel.
3. Select the *+New Folder* link.
4. Enter a name of the course along with the term designation in the *New Folder:* field.
5. Select the *Submit* button.
6. Select the *Return to Inbox* link.
7. Place a *Check* in each box next to the emails related to this course.
8. Select the newly created mailbox from the *Move Selected To:* drop down menu.
9. Select the *Move* button.

Chat Logs Archiving

If your institution requires paper or separate digital documentation of Chat conversation it can be done. As of version 7.0 you cannot view chat logs for a range of dates. You must know the exact date the Chat conversation occurred.
1. Within the Course, select the Chat tool located in the Left Navigation panel.
2. Choose the date of the chat log to review by selecting the ... button to the right of the Select Date: field.
3. Select the date from the Calendar pop up.
4. Select the Show Logs button.
5. Use the browser’s Print option to print the log to paper or digital file.
Chapter 15
Outside of the Classroom
Edvance360 isn’t just a Learning Management System. It is also a Secure Social Network which helps build community among students, faculty and alumni, many of who may never meet each other.

The blogging tool fosters creative thinking and writing while helping students, faculty, and alumni connect and follow people sharing similar interests. Discussion, calendars and announcements can be targeted to specific cohorts, clubs, teams, and other internal organizations.

Communities

It will depend on your institution’s culture and policies whether faculty or students can create new communities. Only the Edvance360 system administrator can remove the community.

The person or persons designated at the Community administrator have many of the same options as a course designer/instructor.
These tools will include, among other things, a Community Calendar, Survey tools, Chat, Discussion Forums, and Community Resources.

Create a Community

If the Create Community option is not available, contact your Edvance360 system administrator.

INSTRUCTION

1. Select **Communities** tab from the Personal Navigation Tabs located at the top of any page in Edvance360.
2. Select the **Create New Community** link located at the top of the My Communities panel.
3. Select a predefined category from the **Category** field’s drop down menu.
4. Type the title for the Community in the **Name** field.
5. Optionally use the HTML editor to type a description for the new Community.

   🌟 **NOTE** For more information on how to use the HTML editing box see the Designer’s Tool Kit section of this book.
6. Optionally Select the **Browse...** button.
7. **Locate an image file** on your local computer, network, or removable storage device.
8. **Select** the file and **Open**.
9. Select from the **Privacy** drop down menu the status of the new community. Private communities only allow invited members.
10. Select the **Submit** button.
Blogs

Students may have full access or no access to the Blog feature. You need to check with your Edvance360 administrator to find out if students will see the Blogs.

![New Post](image)

**FIGURE 15-3**

Create New Blog

**INSTRUCTION**

1. Select **Blog** tab from the Personal Navigation Tabs located at the top of any page in Edvance360.
2. Select the **+New Post** link.
3. Type the title for the Blog in the **Title** field.
4. Using the HTML editor to compose the blog in the **Body** field.
   
   **NOTE** For more information on how to use the HTML editing box see the **Designer’s Tool Kit** section of this book.
5. Optionally type in the **Tags/Keywords** field words which best describe the Blog theme. Separate each word with commas.
6. Optionally change the Blog’s visibility status from the **Visibility Mode** drop down menu.
7. Select the **Submit** button.
Contacts

Profile information on all people in your organization is available through the Contacts tab located on the Personal Navigation Tabs located at the top of any page in Edvance360. Along with their Profile are links for messaging, blog following, and ePortfolio viewing.

Add a Personal Contact

Although you have access to all members with access to Edvance360 at your institution, there may be some which you contact or follow most often. You may also “bookmark” your favorite contacts by adding them as a Personal Contact.

ailles

1. Select Contact tab from the Personal Navigation Tabs located at the top of any page in Edvance360.
2. Select the Member Directory link.
3. Type the first or last name of the person in the Search: field.
4. Select the Search button.
5. Locate the person from the Search Results list.
6. Select the person by Clicking on their picture or Name link.
7. Select the Relationship from the drop down menu located under the person’s name and to the right of their image.

 NOTE the person is automatically added as your contact when the term “Success” appears under their image.
Chapter 16
Options
Browser Lock

Edvance360 offers an option they call Browser Lock. It is powered by the Respondus© Lock Down Browser application. Once the module is activated the instructor has the option to activate the Browser Lock for use with either individual tests or all tests given in a course.

Activate BrowserLock for an Individual Test

This is the best option to use when using BrowserLock. I strongly suggest creating and giving a practice exam before “going-live” with BrowserLock. If students have problems understanding how to download the plugin for their computer or mistakenly try to run the test on a tablet computer; a practice test helps them prepare. The practice exam lowers frustration levels for both the instructor and the student.

INSTRUCTION

1. Within the Course, select the Tests tool located in the Left Navigation panel.
2. Select the Edit link available on the line for the test being locked.
3. Scroll down to the Restrictions section.
4. Check the
5. Scroll down to the Options section.
6. Select Answer Questions Inline? to present the students with a block of questions per page instead of one question at a time which “pops up” on the screen.
7. Select the Update button.
Use BrowserLock for all tests
This is not recommended!

🌟 INSTRUCTION

1. Within the Course, select the **Settings** tool located in the Left Navigation panel.
2. Scroll down to the **Tests** section.
3. Select **Use BrowserLock for all tests** option.
4. Select the **Save Settings** button located near the bottom of the page.

🌟 CAUTION: Make certain if using the BrowserLock for all tests option that each of the tests have the **Answer Questions Inline?** option activated. If this isn’t activated, the student’s computer will lock on a blank screen.
Edvance360 Live!™

Edvance360 Live! is the video conference option for Edvance360. This option allows the students to collaborate in real-time with their instructor and course mates. Although desktop sharing is not an option in the Edvance360 module, the video, audio, and enhanced chat features make for engaging presentations.

This module is developed with the open source video conferencing software Big Blue Button. Visit www.bigbluebutton.org to watch video tutorials for instructors and students.

If Edvance360 Live! is activated you will have the option when adding a new Calendar item to select “Live Meeting” and invite attendees to join using Edvance360 Live!

FIGURE 16-2
TurnItIn™ Integration

Plagiarism Detection Powered by TurnItIn™ can be integrated with Edvance360. If your institution uses TurnItIn, the instructor has the option to check for plagiarism directly from the Dropbox or Discussion post.

**FIGURE 16-3**

**INSTRUCTION**

1. Within the Course, select the *Test Essay, Dropbox item,* or *Discussion comment* post item to be scanned.
2. Select the *Check Originality* link.
4. Select the *Percentage Original* link for more information concerning the document.

Parental Resources Tool

The Parental Resources option used by some institutions give parents access files in a special location in the course or community. Speak with your Edvance360! System administrator for further instructions. The parent will need to be able to log into the Edvance360! System and must be setup as designated as a “Parent Type” in the system to access these parent only files.
Chapter 17
Designer’s Took Kit
HTML vs. RAW HTML

There are two types of editors found throughout Edvance360. The programmers are currently changing all RAW HTML editors to HTML What You See Is What You Get (WYSIWYG) Editors. Because of this notations in this book may direct you to the RAW editor which requires coding instead of the WYSIWYG which does not in error. To determine the difference look at the box for editing. If you see these symbols you will follow the HTML WYSIWYG Editor instructions.

![HTML WYSIWYG Editor](image)

FIGURE 17-1

HTML WYSIWYG Editor

The HTML WYSIWYG Editor is found throughout Edvance360. It is simple to use but should not be mistaken for a full word processing system. The job of HTML WYSIWYG editors is to allow the user to enter and format text in a way that can be interpreted by many different computer operating systems.

Composing text in the HTML WYSIWIG Editor is pretty straightforward. Select the icon or buttons to perform the tasks. Most of the tasks are performed after the text is typed and then highlighted.

Here is an explanation of each of the other icons and their use.
Source

This button gives access to the true HTML Source Code. The tool is usually used by people with more advanced knowledge of HTML coding and advanced techniques. Because of the database integration and programming. Not all true HTML source commands will perform as an HTML programmer may expect.

ABC Spell Checking

This tool should be accessed most of the time when composing HTML. It is the built in spell checker. It will save many embarrassing moments for the designer composing directly in the editor. You may however want to disable the SCAYTC (spell checking as you go) option if your course uses trade specific words.

The ABC spell checking button also offers options for changing preferences, languages and personal dictionaries.

- Disable or Enable by selecting the SCAYT option from the ABC drop-down menu.
- Select preferences by checking the applicable boxes in the menus presented when selecting the Options or Languages choices.
• Build your own dictionary with common words of your profession. Select the **ABC** spell checking button and choose **Dictionaries** from the drop down menu.
- Add words to your personal dictionary by Right-Clicking (Windows) or Control-Click (Mac) on the word recognized by Edvance360 as being misspelled and selecting Add Word (to Dictionary).

![FIGURE 17-7](image)

**Plain Text Paste**

![FIGURE 17-8](image)

Always use this tool to paste anything text being pasted from Microsoft Word® or other word processing programs as often contain proprietary coding which will not work with most HTML editors. Failure to use this pasting tool will cause the text pasted to visually lose much of its original formatting.
Copy text from **Word** or other word processing program.
- Return to Edvance360 **HTML WYSIWYG** Editor.
- Select the **Paste as Plain Text** button.
- Use Windows user use the: **[CTRL] + [V]** key combination or Mac users use the **[Command] + [V]** key combination to paste the text.
- Select the **OK** button.

**Common Font Style Formats**
- Highlight the text and select the **B** icon to give a strong emphasis on the characters.
- Highlight the text and select the **I** icon to italicize the characters.
- Highlight the text and select the **U** icon to underline the characters.
- Highlight the text and select the **abc** icon to place a strike through the characters.
- Highlight the text and select the **X₂** icon to subscript the text.
- Highlight the text and select the **X²** icon to superscript the text.
Select the **1,2,3 with lines** icon to create an indented, numbered, single spaced list. Each time you select the enter/return key a new line with the next number in the sequence will be created. To end the list and resume regular text, select the icon again.

Select the **three dots with lines** icon to create an indented, bulleted, single spaced list. Each time you select the enter/return key a new indented line complete with a bullet will be created. To end the list and resume regular text, select the icon again.

Highlight a paragraph or more of text. Select the **“Block Quotes** icon. Use this when quoting large blocks of text. It will indent both the left and right margins of the text.

**Justification Tools** **Left**, **Center**, **Right** and **Full** justification control the alignment of the text.

Highlight the text, select the applicable icon to justify the text in the desired direction.

**Indent** and **Out dent** tools are used in the place of traditional word tabs. The indentation measurements are preset and cannot be changed without using the Source Code access.

Select the line to be either indented or realigned.

Select the applicable **Indent** or **Out dent** icon.
Hyperlink Insert

You may wish to have the reader’s Internet browser jump to another Internet page or a place somewhere else within the page. To do this the text needs to be hyperlinked. A hyperlink can also open the system’s default email and place an email address in the “to” field.

Link to URL

- **Highlight** the text to be linked.
- Select the **Link** button.
- Type in the **URL**.
- Select the **OK** key.

Remove Hyperlink

- Highlight the **hyperlinked text**.
- Select the **Remove Hyperlink** button.

Link to Location on the Page

- Place **Cursor** on the location which the hyperlink will go to when selected.
- Select the **Anchor Flag** button.
- Type in a unique name in the **Anchor** field.
- Select the **OK** button.
- Highlight the **Text** to hyperlink.
- Select the **Link** button.
- Select **Link to Anchor in the Text** from the Link Type drop down menu.
- Select the previously typed unique name from the **By Anchor Name** drop down menu.
- Select the **OK** button.
**Insert an Image**

⚠️ **NOTE**  The Insert Image icon is not available at all locations of the HTML WYSIWIG Editor in Edvance360.

Image files used with the HTML WYSIWIG Editor must first be placed in a folder of your [Personal Repository Files](#). This can be done “on-the-fly”, however it also might mean a student will not be able to insert an image. Verify this with your Edvance360 systems administrator before assigning anything which will require students to insert images to HTML.

- Place the Cursor in the desired location for the image.
- Select the Image **Add Image** icon.
  - Select the folder from the **Select Folder** drop down menu. Select the **Image** file.
  - or
  - Select the **+New** link. Browse to the image on your local computer, network, or removable storage device. Submit for uploading.

![Image Icon](image.png)

**FIGURE 17-18**

**Math LaTeX**

This is a special HTML source editing box which accepts LaTeX code to produce high quality mathematical symbols. I have included in the reference section a URL to a document by the American Mathematics Society explaining the uses of the code and symbols.
Insert Table

- Place **Cursor** on the location which the table will begin.
- Select the **Insert Table** tool.
- Make **Changes** to any/all the fields.
- Select the **OK** button.

⚠️ **NOTE** Once a table is created using this HTML WYSIWYG, Rows and Columns cannot be merged without accessing the Source Code editor.

Insert Horizontal Line

- Place **Cursor** on the location which the line will begin.
- Select the **Insert Horizontal Line** tool.

Insert Symbols

- Place **Cursor** on the location which the symbol will be inserted.
- Select the **Insert Symbol** tool.
- Select the Special Character symbol.
Predefined Text Selections

FIGURE 17-23

**Styles**
Predefined contrasts in font, weight, and color for text.

- Select the *Styles* drop down menu.
- Select the *Style Type* desired.

**Format**
Predefined text size, fonts, and weights and line spacing which will affect an entire computer paragraph. (Computer paragraphs are defined by hard returns or break commands).

- Select the *Format* drop down menu.
- Select the *Select Text Style* desired.

**Font**
Standard font families visible on all current operating systems and browsers.

- Select the *Font* drop down menu.
- Select the *Font* desired.

**Size**
Standard font sizes using typesetting point measures. (72 points = 1 inch)

- Select the *Size* drop down menu.
- Select the *Font Size* desired.
Color of Text
- **Highlight** the text.
- Select the **Text Color** button.
- Select the **Color**.

Text Background Color
- **Highlight** the text.
- Select the **Background Color** button.
- Select the **Color**.

⚠️ **NOTE** “Just because you can, doesn’t mean you should!” Use colors, images and strange fonts should be used very sparingly. Course web pages should always be ADA Section 8 compliant. For more information on the American with Disabilities Act see [www.ada.gov](http://www.ada.gov).

Image
This inserts an image from any location already available on the Internet. The image does not have to be copied, saved, or uploaded.

- **Browse** on the Internet to the location which has the image you will be using.
- **Right-Click** (Windows) or **Control-Click** (Mac) on the image.
- Select **Copy Image Location**.
- Return to Edvance360 and the **HTML WYSIWYG** Editor.
- Place **Cursor** on the location to insert the image.
- Select the **Image** tool.
- Use Windows user use the: [CTRL] + [V] key combination or Mac users use the [Command] + [V] key combination to paste location in the **URL** field.
- Type a short description of the image in the *Alternative Text* field.
- Change the *Width* and *Height* using the pixel points
- Select the *OK* button.

**FIGURE 17-25**

**Maximize the editing screen**
The Maximize button is a toggle switch. Select the button to make the editing box full screen. Select it again to return to the default size.

**Show blocks of Text**

**FIGURE 17-26**

The Show blocks button will place a fine border around what the computer sees as a paragraph of information. This may be useful when selecting Styles or Paragraph Formatting.
HTML RAW Editor

The HTML RAW Editor is presented in Edvance360 as a blank text box. If you type in this box it appears as plain text with no paragraph breaks or font styles unless you use some basic HTML coding commands.

You can expand the size of the Raw Editor box to expand the view for editing purposes by selecting the triangle in the lower right corner and dragging it outward.

The following are the very basics for using the hyper-text markup language (HTML) you will need to include text formatting with the Raw Editor boxes.

Tags
Tags are the code marks which the computer interprets as a command to either begin or end a process.

Opening and Closing Tags
Most tags, and good coding protocol, require an opening tag and a closing tag. Tags are identified with the lesser than and greater than symbols. <> An opening tag will have just the command, such as
<strong>, which means begin bolding the font. A closing or end tag will look very similar but use the forward slash before the command such as </strong>, which means stop bolding the font.

**Common HTML Commands**

**Paragraph**    
\(<p> text here </p>\)

**Example Code:**

\(<p>\text{I want this sentence on this line.}\</p>\)
\(<p>\text{I want this sentence on its own line with a space in-between.}\</p>\)

**Example Results:**

I want this sentence on this line.

I want this sentence on its own line with a space in-between.

**Line Break**    
\(<br>\)

The Line Break command begins a new line but not a new paragraph. There is no closing tag used with the \(<br>\) command.

**Example Code:**

\(<p>\text{I want this sentence on this line}\</p>\)
\(<p>\text{I want this sentence on its own line with a } <br> \text{break in the line here}.\</p>\)

**Example Results:**

I want this sentence on this line.

I want this sentence on its own line with a break in the line here.
Numbered (Ordered) List
The ordered list command `<ol> </ol>` is always used in conjunction with a new line or list line break command. `<li> </li>`.

Example Code:

```
<ol>
  <li>Apples</li>
  <li>Oranges</li>
  <li>Bananas</li>
</ol>
```

Example Results:

1. Apples
2. Oranges
3. Bananas

Bulleted (Unordered) List
The unordered list command `<ul> </ul>` is always used in conjunction with a new line or list line break command. `<li> </li>`.

Example Code:

```
<ul>
  <li>Apples</li>
  <li>Oranges</li>
  <li>Bananas</li>
</ul>
```

Example Results:

- Apples
- Oranges
- Bananas

Horizontal Line `<hr />`

The Horizontal Line places a line across the page beginning at the next line. There is no closing tag used with the `<hr />` command.
Example Code:

I would like the exact space after this sentence to have a viewable horizontal rule. <hr />

Example Results:

I would like the exact space after this sentence to have a viewable horizontal rule.

**Bold Font**  
<strong>text here</strong>

Example Code:

The assignment is due no later than <strong>Tuesday</strong>. Late assignments will <strong>NOT</strong> be accepted.

Example Results:

The assignment is due no later than **Tuesday**. Late assignments will **NOT** be accepted.

*Italics*  
<em>text here</em>

Example Code:

After watching the film, <em>The Hobbit: An Unexpected Journey</em> complete the four following items in this week’s lesson.

Example Results:

After watching the film, *The Hobbit: An Unexpected Journey* complete the four following items in this week’s lesson.

**Underline**  
<u>text here</u>

Example Code:
The song “Smoke on the Water” was recorded first on the album <ul>Machine Head</ul>. It later appeared on the album <ul>Very Best of Deep Purple</ul>.

Example Results:

The song “Smoke on the Water” was recorded first on the album Machine Head. It later appeared on the album Very Best of Deep Purple.
Content Copying

Content Cloning

When a course is designed with the student learning outcomes (competencies) in mind the course is somewhat timeless. Without regard to the textbook or the instructor the course should be able to be re-used and shared with only minor updates. Edvance360 has included for all instructors a tool to copy the content and have put it right on the designer/instructor’s Personal Home Page in the left navigation panel.

Copy Content to Your Own Course

You have the option of copying all of the content from one course to another or selecting different elements. If a course which you designed/taught in the past is no longer visible in your list, you may need to contact your Edvance360 system administrator and ask that it be reactivated temporarily.

INSTRUCTION

1. From the Personal Home Page select the Content Cloning tool located in the Left Navigation panel.
2. Select the course listed in the Select Course to Copy From: section which has the content to be copied.
3. Select the course to copy the information to listed in the Select Course to Copy To: section
4. Select exactly which content items to duplicate by checking each in the Select Content to Copy: section.
5. Select the Submit button.
Copy Content for another Designer/Instructor

Occasionally you will create content items, such as tests which you will want to share with a colleague. Edvance360 has made sharing easy! The person in which you are sharing the information must already have a course available in Edvance360. The duplicated items will then be placed within that designer/instructor’s course.

◆INSTRUCTION

1. From the Personal Home Page select the Content Cloning tool located in the Left Navigation panel.
2. Select the course listed in the Select Course to Copy From: section which has the content to be copied.
3. Select the Change Instructor box.
4. Select the designer/instructor from the Select an instructor drop down menu.
5. Select the course to copy the information to listed in the Select Course to Copy To: section
6. Select exactly which content items to duplicate by checking each in the Select Content to Copy: section.
7. Select the Submit button.

Export to Common Cartridge

Designers and instructors may wish to export to a Common Cartridge for personal archival reasons or to share content among more than one LMS.

◆INSTRUCTION

1. Within the Course, select the Common Cartridge tool located in the Left Navigation panel.
2. Select the Export this course in Common Cartridge format link.
Chapter 18

Resources
Books

Course Design Theories

For more information about backward course design you may want to read the book:

Understanding by Design by Grant Wiggins and Jay McTighe.

Books available on learning and instruction theory that support backward course design are:


Two good references for developing course objectives and student learning outcomes I will refer you to two other books.

Web Resources

I know we are all becoming proficient in using our favorite search engine to find topics of interest on the Internet. Here are a few I recommend.

**Assessment Options and Question Building**


http://www.learningsolutionsmag.com/articles/804/writing-multiple-choice-questions-for-higher-level-thinking

http://writingcollegetextbooksupplements.com/blog/2012/01/24/multiple-choice-questions/
Discussions and Collaboration

http://wikieducator.org/images/6/60/ALN_Collaborative_Learning.pdf

http://www.tlu.ee/~kpata/haridustehnoloogiaTLU/instructor.pdf

Best Practices

http://www.ncolr.org/issues/jiol/v2/n1/research-supported-best-practices-for-developing-online-learning#.URvFY2f3SSo

Hill, Christopher, Editor. 10 Principles of Effective Online Teaching: Best Practices in Distance Education. *Faculty Focus, Magna Publications, Inc.* Madison, Wisconsin:
HTML and Code

