ANGEL 7.3 Instructor Step-by-Step

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Global and Home Page Tasks

In the following section are tasks that affect ANGEL settings throughout the user's ANGEL site and that are not limited to a specific course. They include tasks on the user **Home** page or that are accessed using the buttons or links on the left panel.

How to Change Personal Information

How to Customize the Course Page

How to See Courses That Are Disabled

How to Remove Courses from Course List View

How to Merge Two (or More) Course Rosters for Multiple Sections

How to Set Up and Use a Master Course

How to Change Personal Information

ANGEL not only allows you to add and/or edit your personal information, but it also allows you to control who can access specific portions of the information.

To change your personal information:

1. From any part of ANGEL, once you have logged in, click on the **Preferences** button.

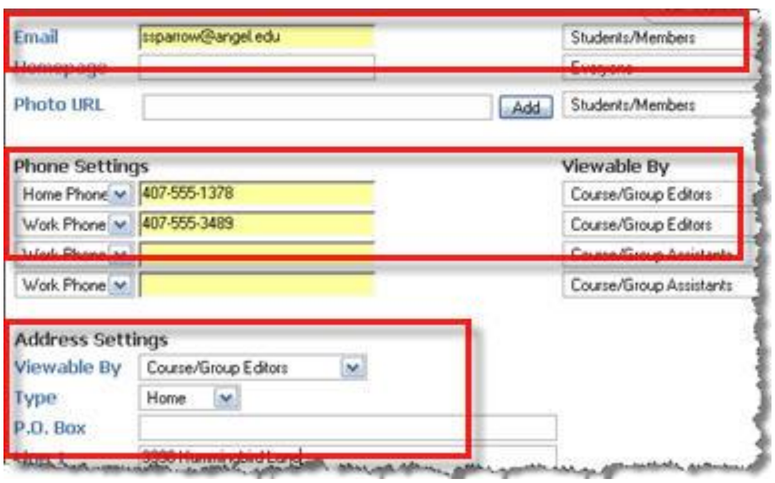
2. Click **Personal Information**.

This will open the **User Profile Editor**. Changing the **Settings** to **Advanced** will give you more options.

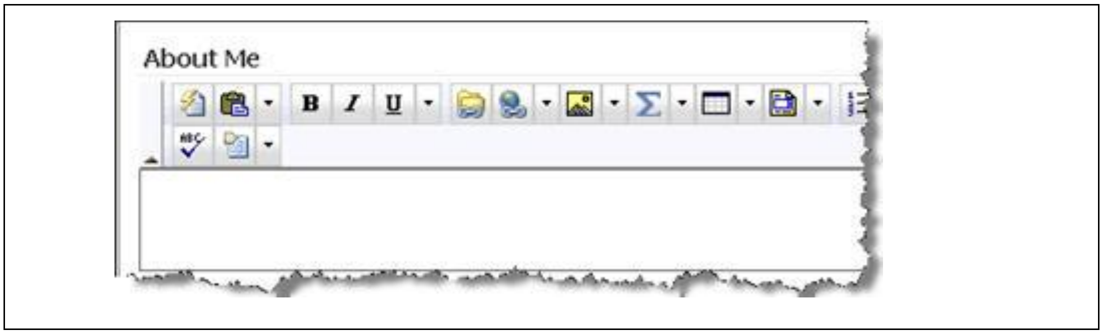
Within each section, and sometimes for individual items, you can designate what groups of users can see that information. The groups are based on **Rights**; selecting a group specifies the minimum level of Rights needed to see that information.

You can fill in any information that you want. Information that has already been added through your system may vary depending upon your institution. You cannot change your **Username**. Your institution may further designate other information that cannot be changed.

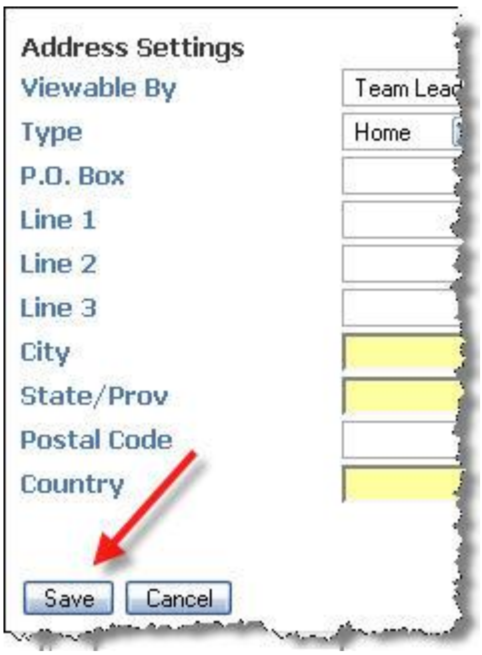
In the example below, the student is allowing other students to see her email address, but only **Course Editors** (faculty) can see her home and work phone numbers and her address.



*You can have students use the **About Me** section to do a small web page that tells about themselves. Because the **HTML Editor** can be used to format it, they can add pictures and hyperlinks. Some faculty use this as an alternative to having students create a simple introductory web page.*

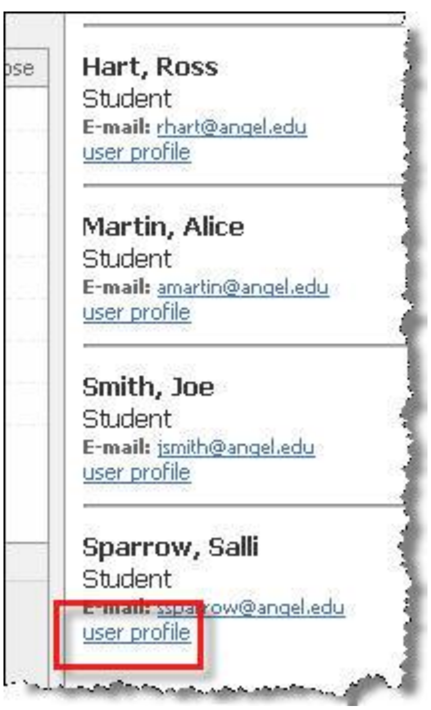


When finished adding all information, click **Save** at the bottom of the page.



The **User Profile** information can be viewed in the **Course Roster** in the **Communicate** tab in any course in which that user is a member. Go to **Communicate > Course Roster**.

- Click **User Profile** beneath the user whose profile you want to view.



- The information that you are permitted to see will display.

A student in the same course can only see the email address, as that was how it was set up by “Salli.”

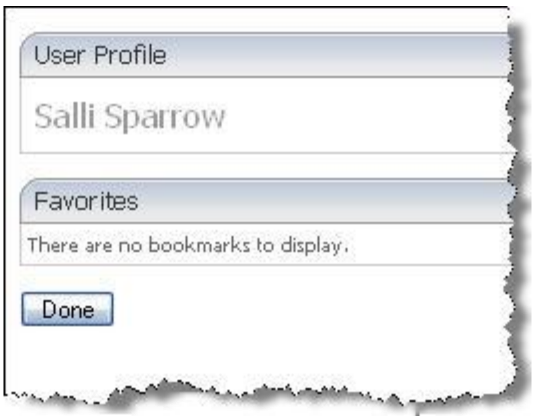
Personal information can also be viewed from the **People Search** on the ANGEL **Log On** page, if that option is available there. The information that can be obtained will only be information that has been designated for **Everyone** to see.

1. On the ANGEL Log On page, click **People Search**.

2. On the next screen, add a name in the **Name** window and click **Search**.

3. Salli's name appears as **Sparrow, Salli**. Click on that.

Clicking on the name only displays her name again. Since you have NOT logged on, this is all you are permitted to see.



If **Search and Help Links** has been added to your ANGEL Home page, you can also access personal information. The information that you can view will be limited by the information supplied by the person and the access levels set by them. From your Home page, click on **People Search**.

1. On the next screen, add a name in the Name window and click **Search**.

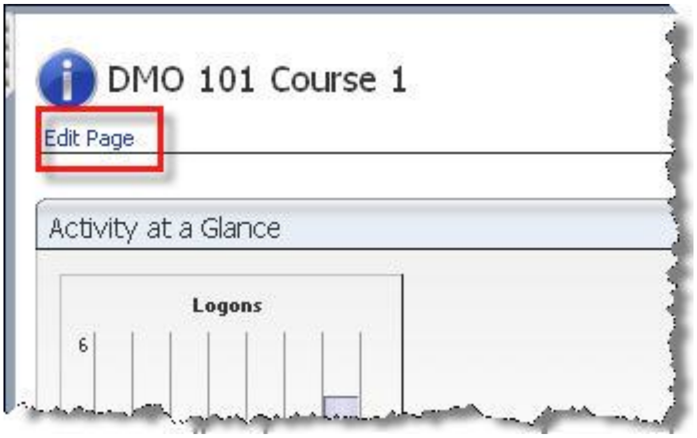
2. Salli's name appears. Click on the name.

This time, since you are logged on with instructor rights, you can see the same information as you saw in the Course Roster.

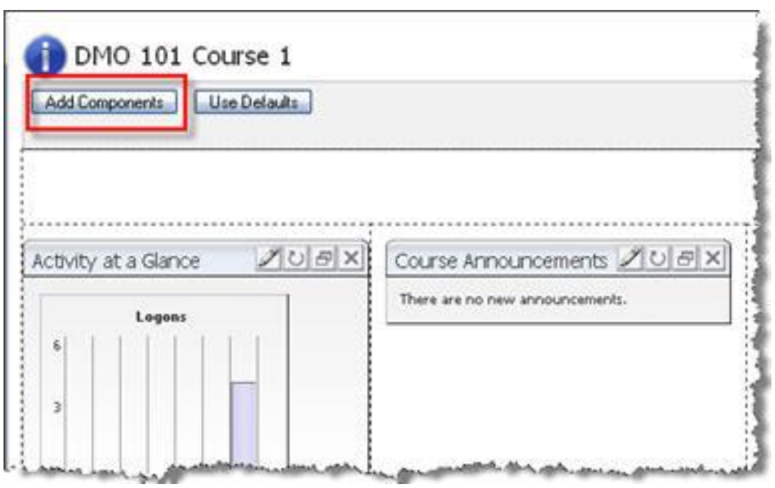
How to Customize the Course Page

You can edit the contents and organization of the **Course**, **Resources**, and **Communicate** pages within ANGEL. This allows you to add different **nuggets** that are most useful for you and your students in the delivery of your course.

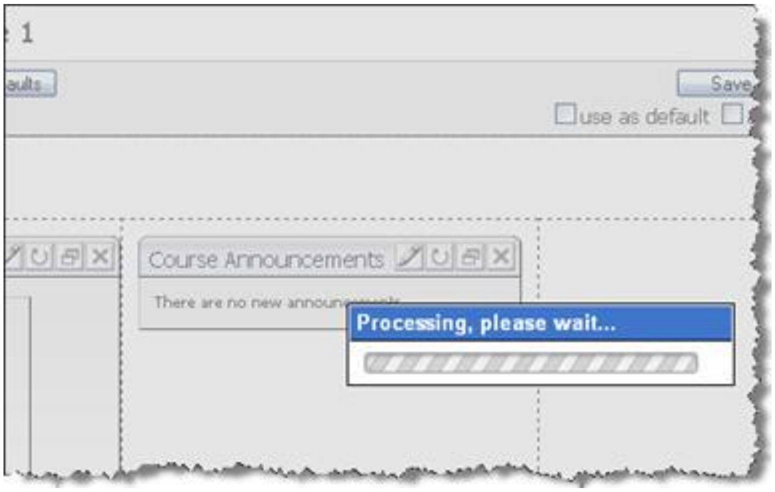
In this example, you are going to reorganize and add components to the Course page. On the Course page, click **Edit Page**.



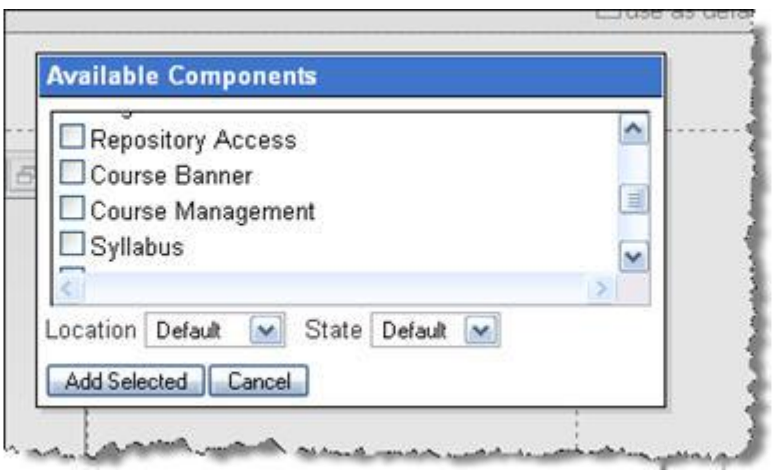
1. The editing screen will appear. Click **Add Component**.



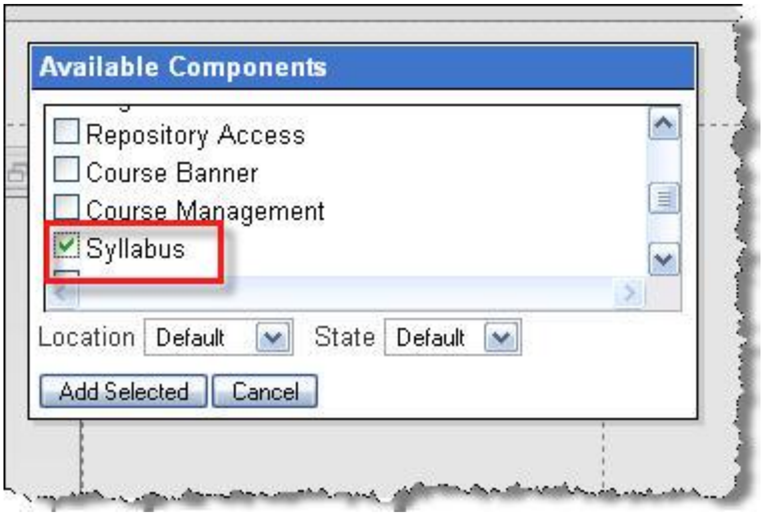
A pop-up window will appear advising you that the activity is being processed.



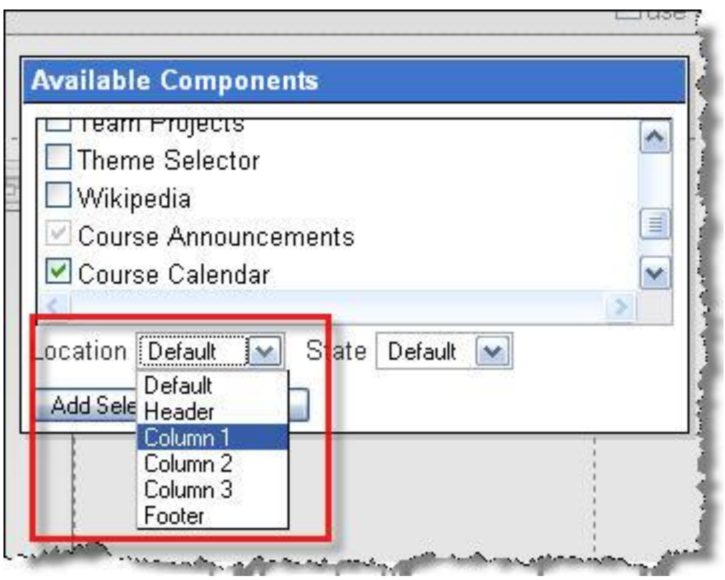
Another pop-up window will appear that will allow you to choose the components that you want to add.



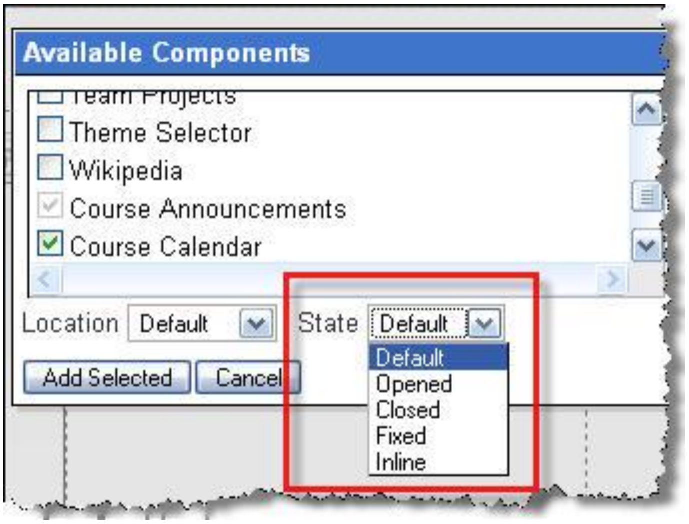
2. Scroll through the components and check any that you want to appear on the Course page. You are going to choose to add the **Syllabus**, **Last Lesson** (bookmarking), and **Course Calendar**.



You can also designate where the components will be placed:

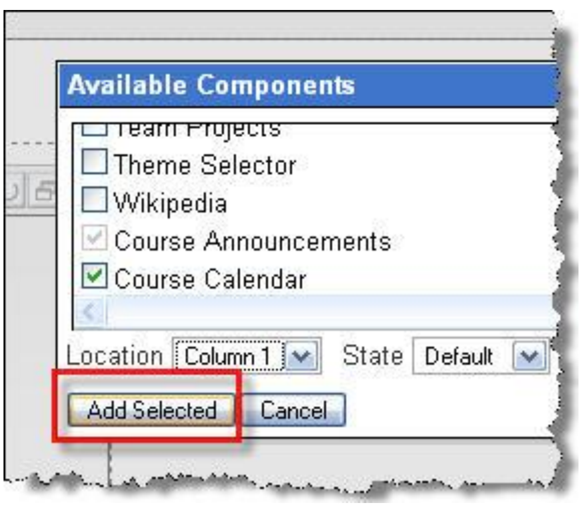


And how they will appear.

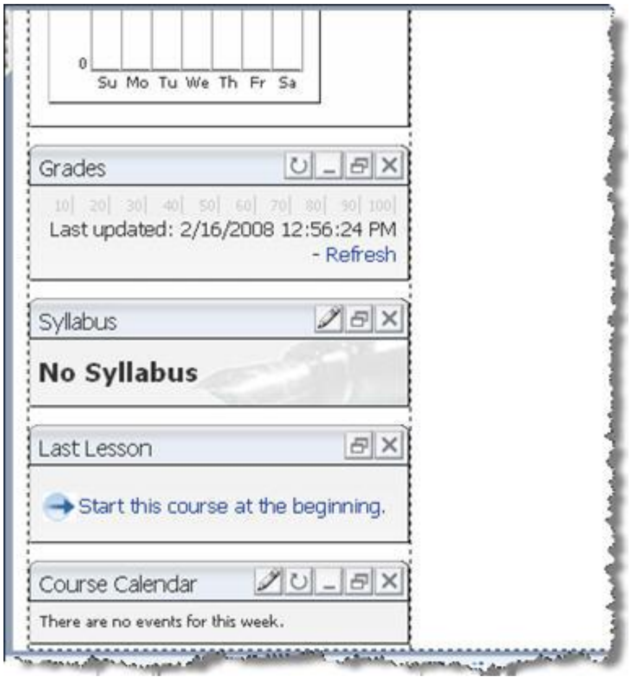


You might want to experiment with different settings to see what works best for your course.

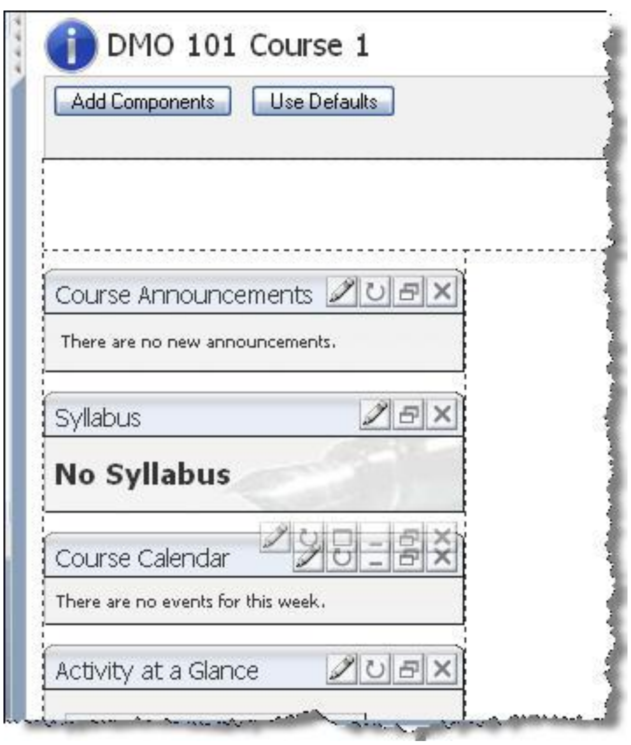
3. Click **Add Selected** when you are finished.



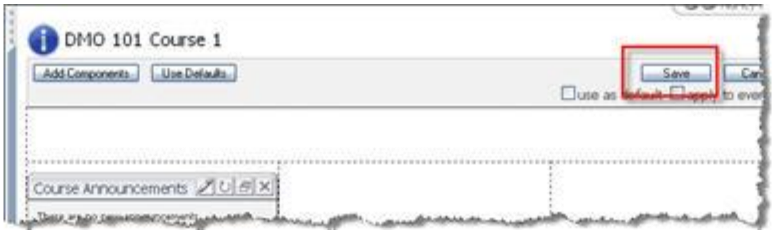
The nuggets have now been added.



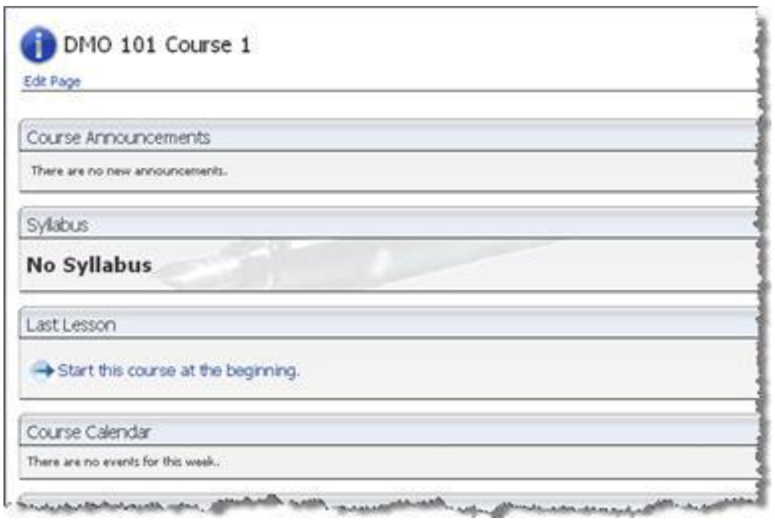
You can drag and drop the various nuggets to place them where you want them on the page.



4. Click **Save** when you have finished.



The new components are now in place. Using **Edit Page**, you can rearrange the nuggets again until you are satisfied with the course components.



How to See Courses That Are Disabled

Many institutions choose to have courses created in ANGEL in a “disabled” state. There are several reasons to do this. The primary reason is that students cannot see any courses that are disabled, even if they are on the course roster. This allows the instructor to develop the course before students can access it. Some institutions have all course **shells** uploaded into ANGEL, and then give instructors the choice of using the courses or not. Having them disabled keeps the courses that are not developed into ANGEL from being seen by students.

However, instructors also will not see their disabled courses unless the option to see them has been set within the **Course Edit** function. If you are not seeing your disabled courses, you will need to set the option to see them.

1. Log on to ANGEL and hover over the end of the Courses nugget toolbar so that the **Edit** icon is visible. Click on the **Edit icon**.

2. You will see all your courses listed. The checkmark next to each course indicates that you will be able to see the courses listed on the Home page. At the bottom of the page, change **Show Disabled** courses to **Yes** and then click **Save**.

Note the other options that can be chosen. For example, if you do not want some of your courses to be displayed on your Home page, unclick them and then Save the settings.

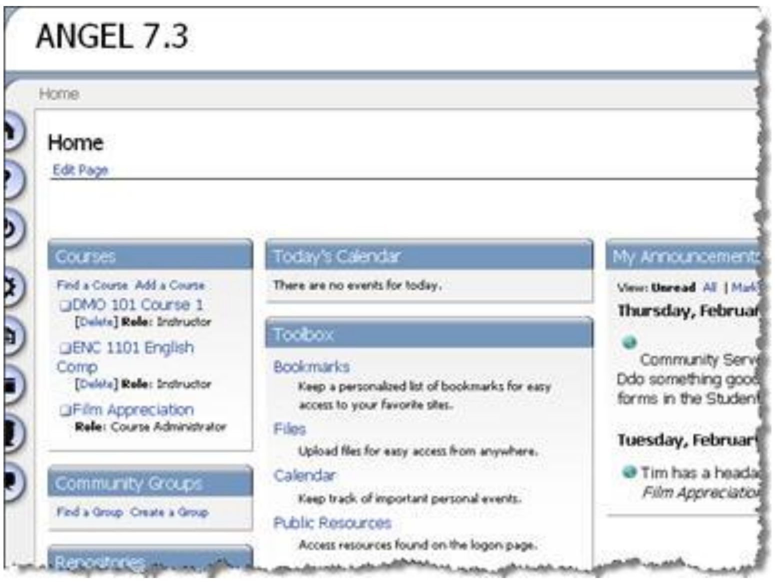
The course is now visible on the Home page. Note that it is labeled as **Disabled**.

To enable the course so that students can access it, see How to Activate/Deactivate a Course*.*

How to Remove Courses from Course List View

If you have courses listed on your ANGEL Home page that you no longer need to access, you can remove them from the list so they are not viewable. This does not actually delete the course; it merely removes the course from your view.

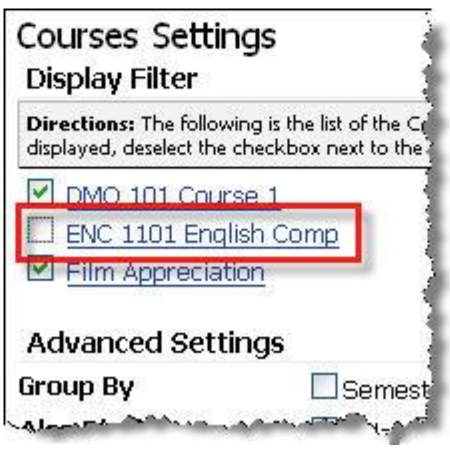
1. Go to your ANGEL Home page.



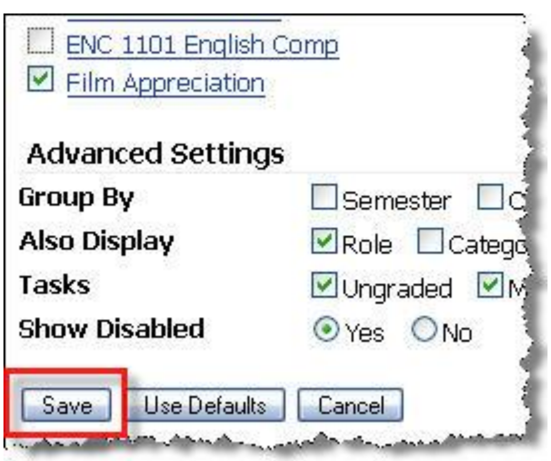
2. Roll the mouse over the right side of the Courses bar until the editing icons appear.
3. Click on the **Edit icon** (the pencil).

You will see all your courses listed.

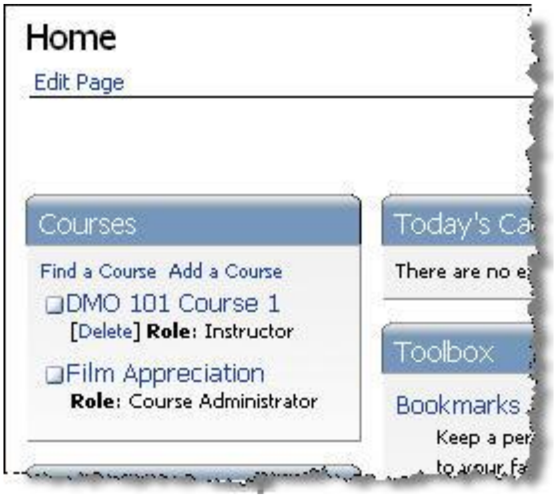
4. Uncheck the box next to the course(s) that you want to delete from your course list.



5. Click **Save** at the bottom of the page.



The course is no longer listed on the Home page.



If you need to make the course(s) visible again, repeat this procedure and recheck the box next to the course you want to add to the list.

How to Merge Two (or More) Course Rosters for Multiple Sections

Sometimes it is useful to merge two or more sections of the same course into one course, so that the course rosters from both courses are contained within one. This can also be useful for courses that are cross-listed and taught by the same instructor. You need to have Course Editor rights to all sections that you want to merge.

> ***Any content in the courses from which the rosters are merged will NOT be imported into the new course.*** *If you already have content in one of the courses to be merged, create an ANGEL archive of the course contents (**Manage > Export Wizard > ANGEL Archive**). Once the new course has been created, you will be able to import the content into it (**Manage > Import Wizard > Content Package**).*

1. On your ANGEL Home page, click **Merged Roster Manager**.

> *Some institutions may limit access to this procedure. Check with your ANGEL administrator if you do not see the Merged Roster Manager link.*

2. The next screen will display all the courses in which you have Course Editor rights. Click the box next to each course you want to merge and then click **Continue**.

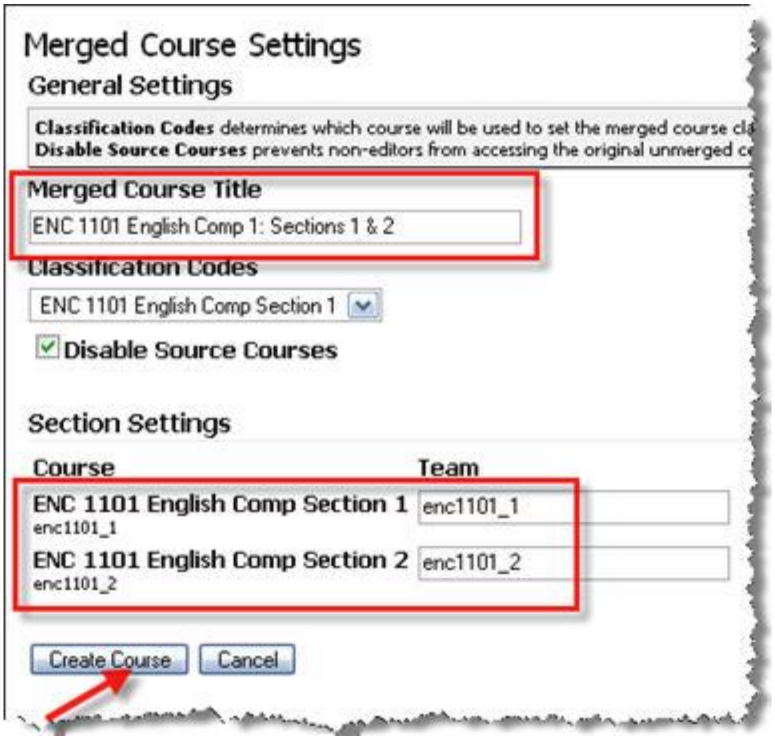
3. Input a title for the merged course. Select the course with the classification code that is to be used by the merged course.
4. Decide whether you want to be able to access the source (original) courses and if you want those courses to be disabled.

> *By checking the **Disable Source** courses box, you will only allow students to get into the merged course, not the source course.*

Teams are created from each roster. You can change the team names if desired.

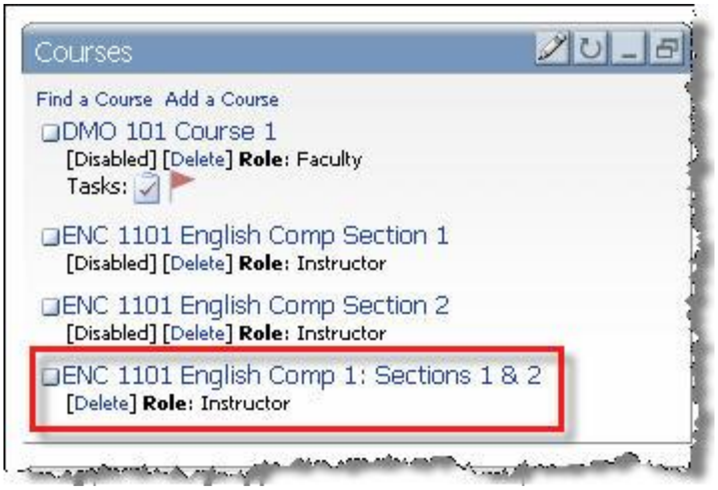
> *Having the teams automatically created can be very helpful, especially if you will be creating any content items for the different course members or if you otherwise need to divide them into their teams. For example, within the Gradebook you can elect to see grades for each team separately – a useful feature if you need to enter final grades elsewhere for each course.*

5. Click the **Create Course** button to continue.



6. The next screen will display the progress of the merge roster process. You can then elect to merge more courses or return to the Home page.

The new merged course now displays in the Courses nugget.



Once courses have been merged, you cannot change the merged course to add more sections. You would have to create a new merged course from all sections.

How to Set Up and Use a Master Course

A **Master Course** serves as a template for a course or specific group of courses. It is imported into a course shell using the **Import Wizard** tool. It is developed exactly like any other course and includes the same sections and features as other courses. Access to the course is set up by using filters when the course is created that designate what courses can use the Master Course.

A Master Course has the following uses:

- A single course that has multiple sections with many faculty teaching it, in order to maintain consistency and quality
- A course taught by one faculty member every semester, as an alternative to a **Copy Course** or importing an **Archived Course**
- A template for college, division, or department courses that need to have certain elements included within them.

Once a Master Course has been imported, faculty can add their own content to it.

Tell your **System Administrator** that you need to have a Master Course set up. Only the System Administrator has rights to create Master Courses. The System Administrator generally needs to know:

- The name of the course
- The Course Editor for the course; other members can be added after the Master Course shell is created
- Whether or not you want to specify a **PIN** (password) for the course. Only those persons who have the PIN would be able to import the Master Course
- What courses need to be able to import the Master Course and how it will be used.

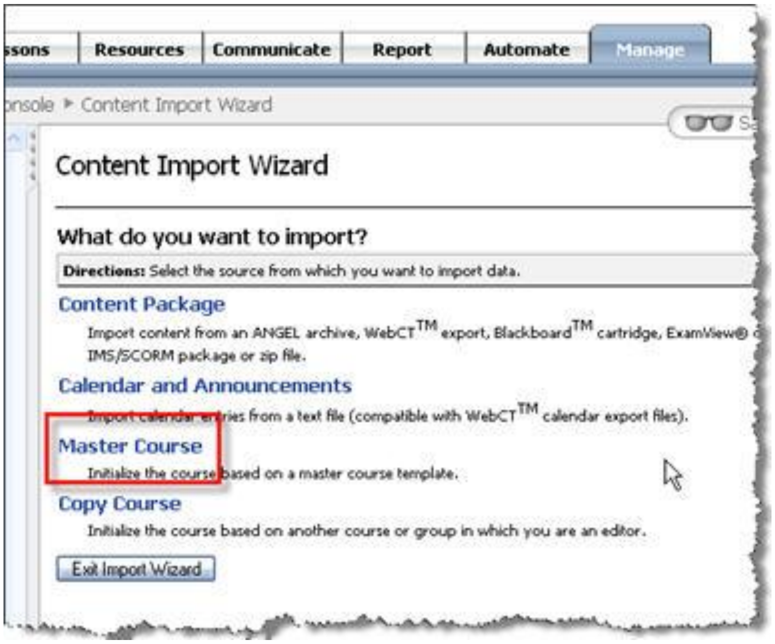
Once the Master Course has been created, you will see it listed among your courses – if you are a Course Editor within that Master Course. Before the Master Course can be imported, it needs to be developed with all content completed.

If a course has already been developed and you want it to be used as a basis for a Master Course, it can be imported into the Master Course by using Copy Course. You need to have Course Editor rights to both the Master Course and the course being copied.

You do NOT need to have any editing rights within the Master Course in order to import it into one of your courses. As long as your course matches the filter criteria set up for the Master Course, you will be able to import it.

To Import a Master Course, enter the Course into which the Master Course will be imported, and go to **Manage > Import Wizard**.

1. On the following page, click **Master Course**.



2. You will see any Master Courses associated with the course in the drop-down list. Select the **Master Course** you want to import from this list.

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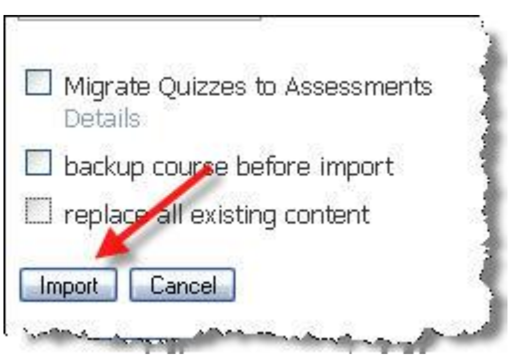
If the Master Course could only be accessed through use of an assigned PIN, you would enter that instead of choosing a course from the drop-down list.

The final options on that page allow you to:

- Convert any **Quizzes** (the older test/quiz tool in ANGEL) within the Master Course to the newer **Assessments** tool. If this tool was not used in the Master Course or if you do not choose to have them converted, do not check this option.
- Backup the new course before importing. If no content has been added to the new course, however, this is not necessary.
- Replace existing content. If any content has been already added to the new course, this will erase it. Uncheck it if content has been added and you do not want to lose it. Importing the Master Course will then add content to the course, but will not delete what is already there.

Check for any duplications in content, especially in the Gradebook, Calendar, and Announcements.

3. Click **Import** to continue.



4. You will see a progress page as content is being imported. Click **Exit Import Wizard** when finished.

Importing from a Master Course creates a copy of the Master Course; it does not link the course to the Master Course. If any changes or additions are subsequently made to the Master Course only, content in any courses that were created from it will not reflect those changes.

If you anticipate adding additional material to the Master Course and you want any courses created from it to automatically be updated as well, consider creating the content in an ***LOR*** *(Learning Object Repository) and then linking to that content in the Master Course. All courses created from the Master Course will then also have that link to the LOR and will be updated as the linked content in the LOR is updated. (Be sure that the course also has access rights to the LOR.)* *For more information about linking and updating from an LOR, see* How to Link or Copy Content from a Learning Object Repository into a Course*.*

Content Management Tasks

This section addresses those procedures that involve adding content and activities within course sections. Tasks in this section are listed and linked below.

How to Organize Content

How to Edit a Syllabus

How to Upload Files for Course Use

How to Share Content Within a Learning Object Repository with Other Courses and Users

How to Link or Copy Content from a Learning Object Repository into a Course

How to Copy Content Items from One Course to Another

How to Upload Images in a Content Item

How to Add Images to a Content Item: Creating an Image Gallery

How to Upload a Web Page and Its Contents

Understanding the Difference Between Assessments and Quizzes

Assessments: Understanding Options and Settings; Creating an Assessment's Content, Access, and Interaction Settings

Assessments: Understanding Options and Settings; Review and Assignment Settings

How to Use Question Sets

How to Use Question Banks: Definition of Question Bank and Creating a Question Bank

How to Use Question Banks: Creating an Assessment from a Question Bank

How to Use Question Banks: Creating an Assessment with Question Pools

How to Create a Secure Assessment

How to Create a Pass/Fail Exam

How Students Can Reenter an Exam

How to Grade an Essay or Short Answer Question

How to Increase the Maximum File Size for Drop Box Submissions

How to Grade a Drop Box Assignment

How to Grade Drop Box Submissions Offline

How to Integrate PowerPoint Presentations

How to Set Up and Use Games: Crossword Puzzles

How to Set Up and Use Games: Quiz Shows

How to Set Up Teams Within a Single Discussion Forum

How to Create an RSS Feed

How to Subscribe to a Course RSS Feed

How to Set Up the Gradebook: Preferences and Grading Scale

How to Set Up the Gradebook: Categories and Assignments

How to Rearrange Categories and Assignments in the Gradebook

How to Create an Extra Credit Assignment

How Students Can See Their Grades

How to Create a Survey

How to Create Teams

How to Set Up Team Projects

How to Rebalance Teams

How to Set Team Access Rights for Lesson Content

How to Automate Sending an Email to Students Who Have Not Logged onto a Course Within a Specified Time Period

How to Release Content to Students

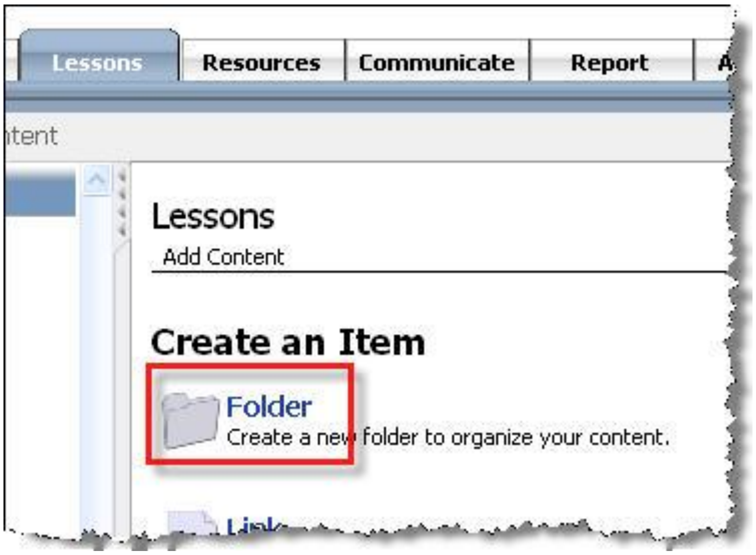
How to Release Content Conditionally by Using an Agent

How to Post a Grade for a Survey by Using an Automated Agent

How to Organize Content

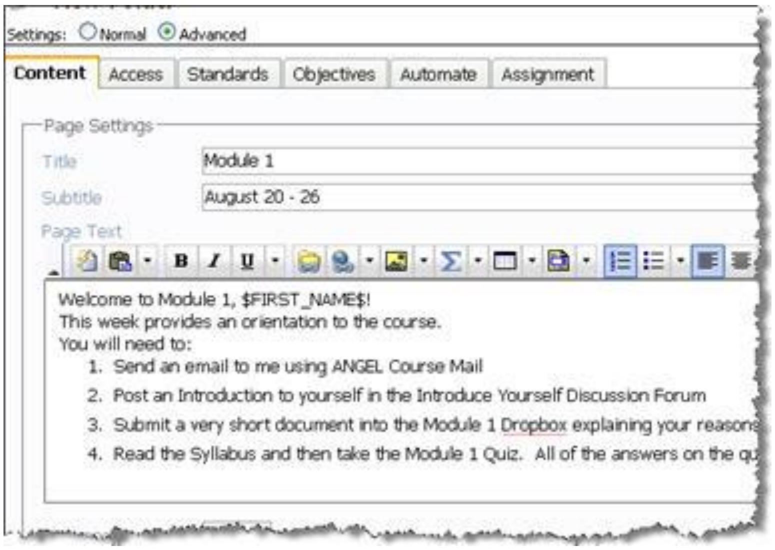
One of the best ways to organize content in ANGEL is to use **folders** and add content items within the folders. This allows you to organize your content into whatever type of unit is best suited for your course; that is, **Modules**, **Units**, **Lessons**, **Weeks**, **Chapters**, and so on. Note the following example.

1. Go to **Lessons > Add Content > Folder**.



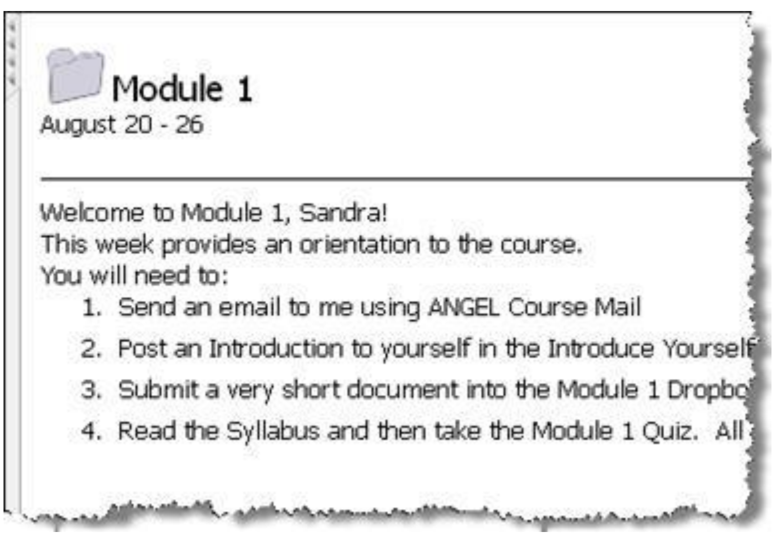
2. Add the **Settings** for the Folder. You can use the **Subtitle** to add the dates for the unit.

By using **Advanced Settings**, you will have access to the inline **HTML Editor**. This allows you to add some text to the folder by which you could give instructions for the unit. When students click on the folder and open it, they will be presented with the instructions and information about that unit, as well as any content that pertains.



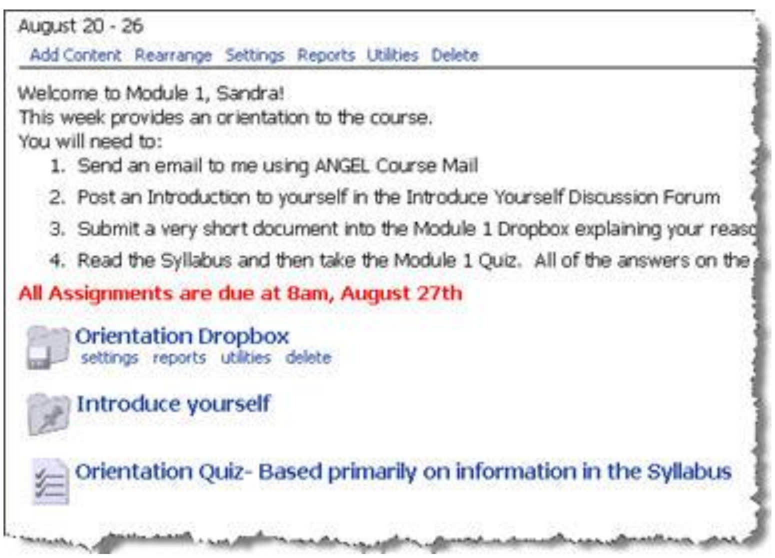
*There is a **token** used in the above example ($FIRST_NAME$). When users view that area, they will see their own names instead of the token's text. There are a variety of tokens that can be used. See the* Instructor Reference Manual *or later in this* Appendix *for more examples of tokens. You can always do a search on the term itself to find more examples.*

The example above will appear like this when the student opens the folder:

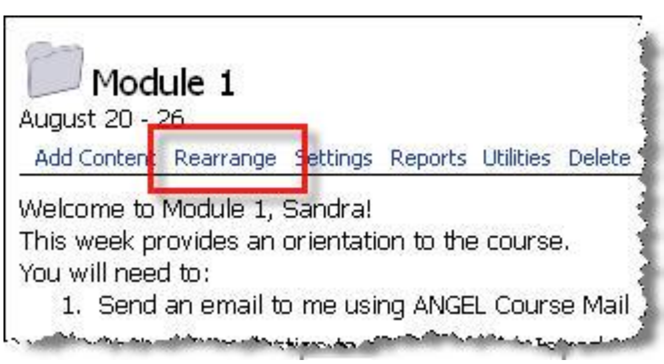


3. Add any content items needed to the folder using **Add Content**. In the above example, you need to add a **Discussion Forum**, an assignment **Drop Box**, and a **Quiz**.

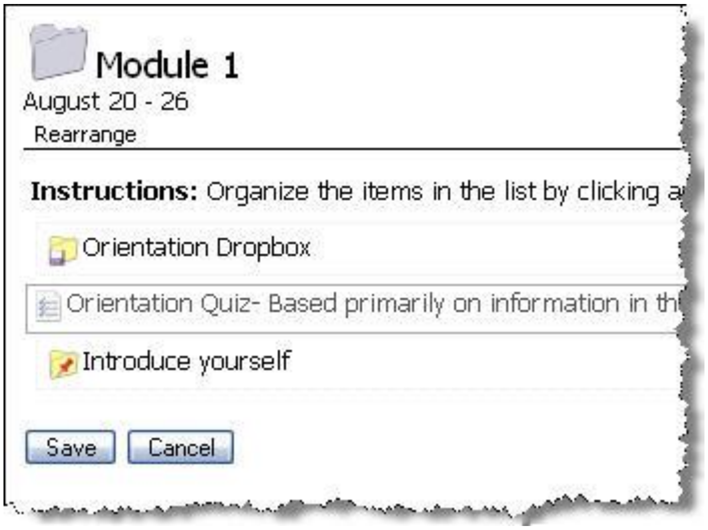
4. Continue to add and set up all content items.



5. If you want to rearrange the order of the content items, click **Rearrange**.

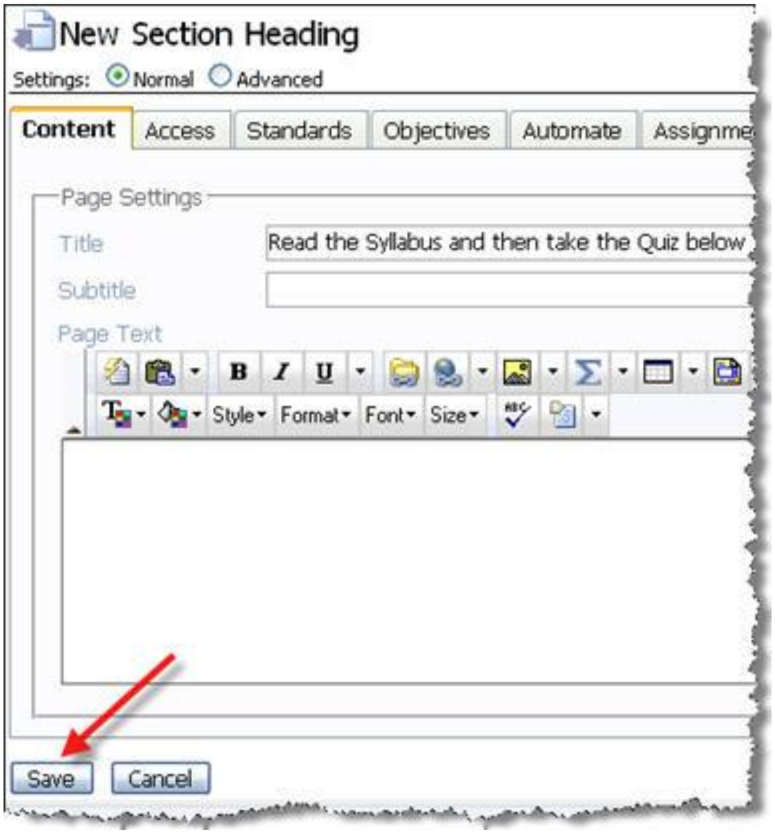


6. Then on the next screen, use the mouse to drag and drop the items into the desired order.

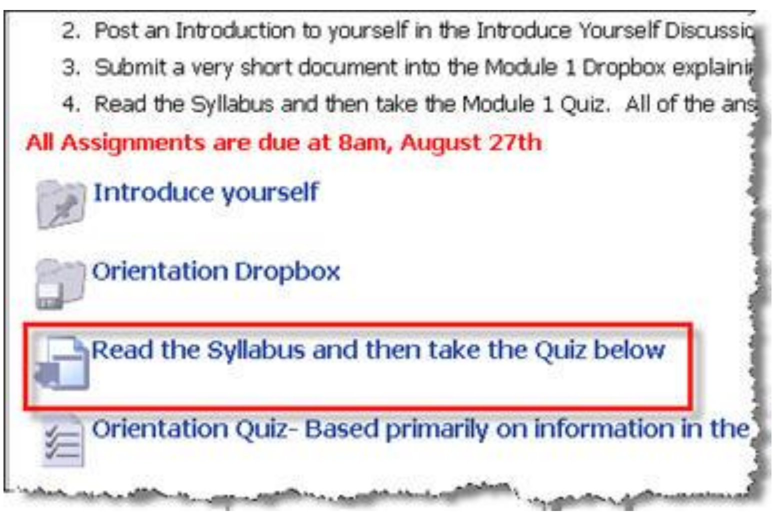


7. You can use the **Section Heading** content item to add any additional text between content items. Go to **Add Content > Add Section Heading**.

8. Add the Settings for the Section Heading and **Save** it. You can use the **Page Text** area to add additional text, images, and/or hyperlinks. In this instance, you are only using the Title.



After saving, the Section Heading is visible.



You may need to use the Rearrange option again to place the Section Heading where you want it.

If you have other content items that do not pertain to any one particular module, you may want to create a folder for those on the main **Lessons** page. For example, if you have a project that is to be done over several weeks, you could create a folder for that and place it outside any of the unit folders.

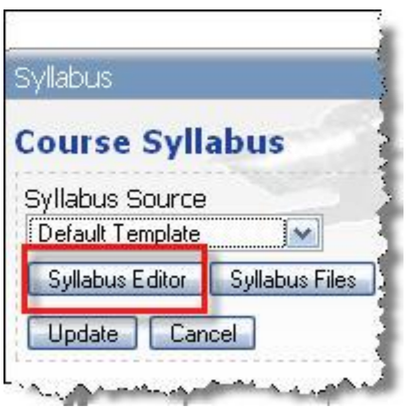
How to Edit a Syllabus

Once a **syllabus** has been created or uploaded into ANGEL, it can be edited. Exactly how it is edited will depend upon the format used. A syllabus can be created by using the Syllabus template; by uploading a syllabus created as an HTML page, a Word .doc, or other format; by creating it using the **Create a Page** option; or by linking to an external web page. Editing the syllabus will depend on how it was created.

Editing a Syllabus Using the Syllabus Template

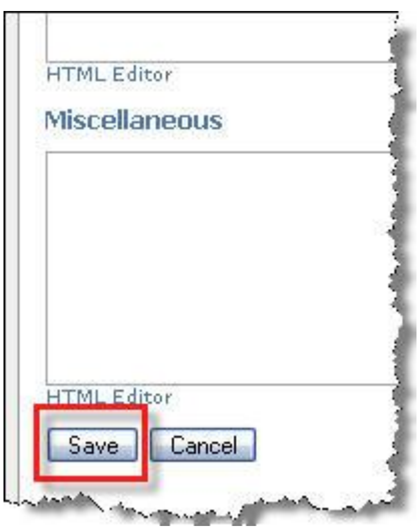
1. Go to the Syllabus nugget, usually found within the **Resources** section, roll the mouse over the end of the Syllabus bar until the Edit icon (pencil) appears and click it.

2. On the following screen, click **Syllabus Editor**.



3. Make any needed changes.

4. Click **Save** at the bottom of the page to finish.



Editing a Syllabus that was Uploaded as an HTML file:

1. Follow step 1 above. On the following screen, click **Syllabus Files**.

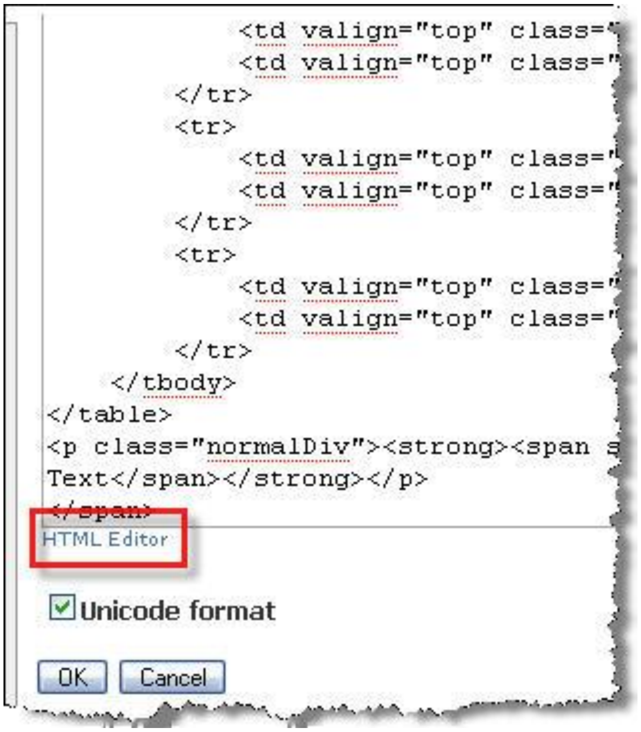
> *Because the syllabus selected in this course is an uploaded file, the Syllabus Editor button does not display.*

2. The syllabus file will be displayed on the next page. Click **edit**.

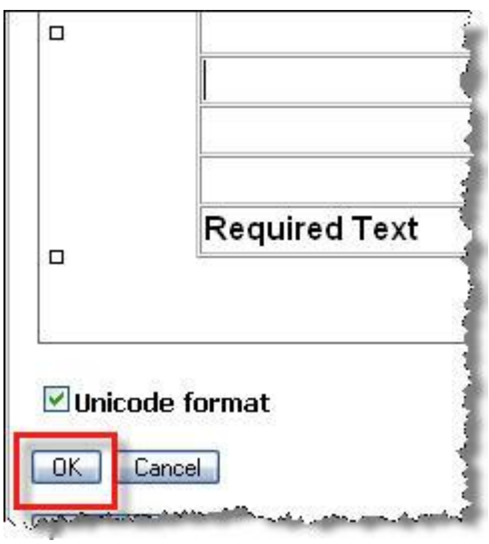
> *There may be more than one file listed here if the syllabus file had any images or other documents linked within it, so be sure you select the correct file.*

3. Scroll to the bottom of the window that will appear and click **HTML Editor**.

> *The text in the window is in HTML code. Selecting the HTML Editor will allow you to edit any text using the more user-friendly format.*



4. Make any changes that need to be made.
5. Click the **OK** button at the bottom of the Editor.



6. You will return to the Syllabus Files page. Click **Exit Syllabus Files** to finish.

Editing a Syllabus Uploaded as a Document

While it is not preferable, a syllabus could have been uploaded as a document file. If a syllabus in this format needs to be changed, it has to be changed within the word processing program in which it was created. For example, if it is a .docx file, it has to be changed within **Microsoft Word® 2007**.

1. Open the word processing program (for example, Microsoft Word), and then open the syllabus file.

2. Make any changes, and **Save** the file.

> *When saving the file, do NOT change the file name. You want the file name to be the same as the name of the file already uploaded into ANGEL.*

3. If you do not have the original file, you can download it from ANGEL so that your word processor can have access. Go to Syllabus Files, locate the original, click **download**, and then **Save** it to your computer so that your word processing program can perform the edits.

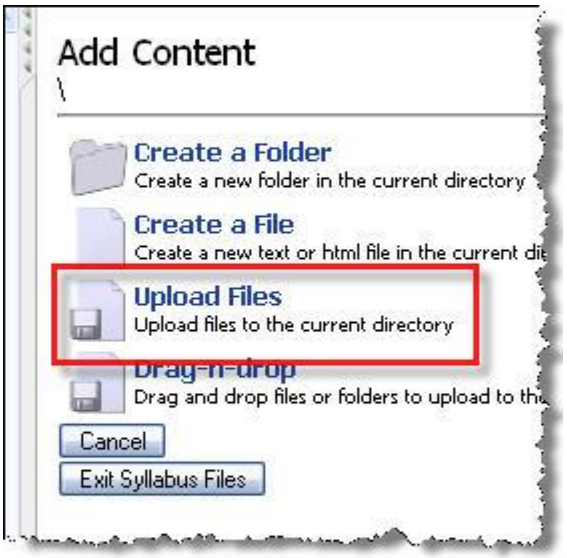
4. Once the file has been edited and **saved**, return to the Syllabus nugget in your ANGEL course and click on the **Edit icon** as previously illustrated. On the next screen, click **Syllabus Files** and the screen shown here (see above and below) will appear.
5. Click **delete** beneath the correct syllabus file. (You want to delete this file so that you can then upload the just-edited file that has the same name.)

6. The next page will say, “Are you sure you want to delete this file?” Click **OK**.

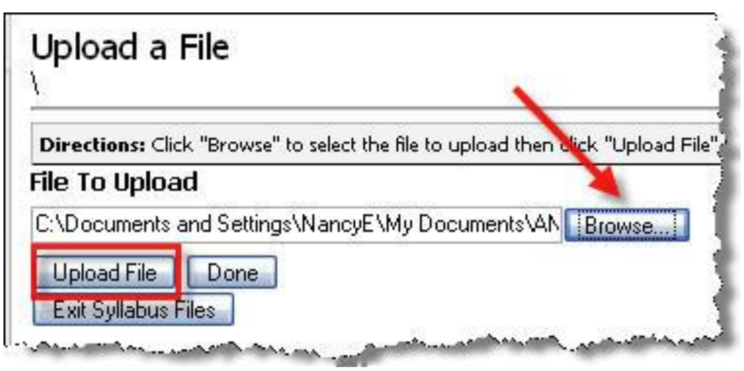
This will completely delete the syllabus from your course, so be sure that you DO have the elsewhere-edited syllabus file ready to be uploaded.

7. Once it has been deleted, you will be returned to the Syllabus Files page. Click **Add Content**.

8. Click **Upload Files**.



9. Click **Browse** to locate the edited file on your computer.
10. Locate the file on your computer and either double-click it, or highlight it and click **Open**.
11. Click **Upload File**.



12. The next page will tell you that the upload was successful. Click **Exit Syllabus Files** to finish.


Upload Successful
The file may be accessed at the fo
http://beta73.angellearning.us/An
Done
Upload Another File
Exit Syllabus Files

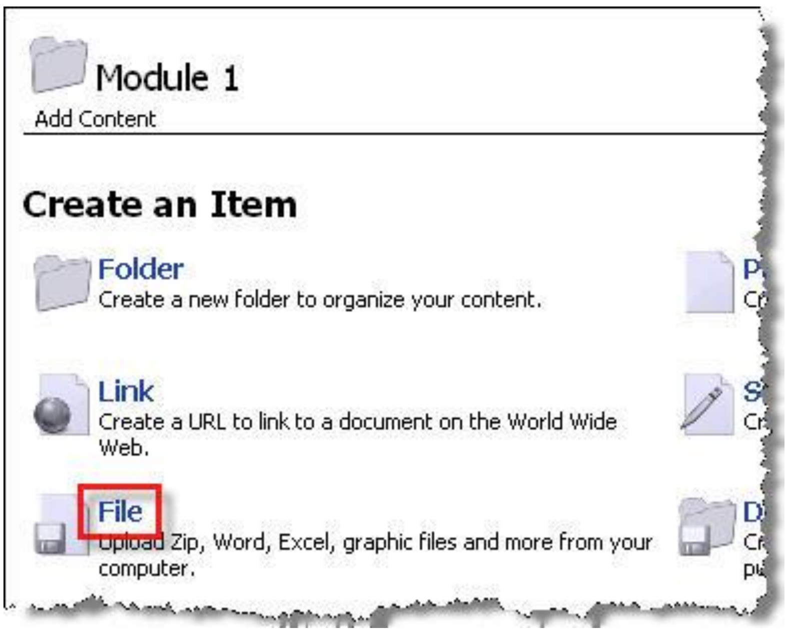
How to Upload Files for Course Use

There are several ways to upload files to be used in course content. Exactly which procedure to use will depend upon how the files are to be displayed and how they are associated with other content items.

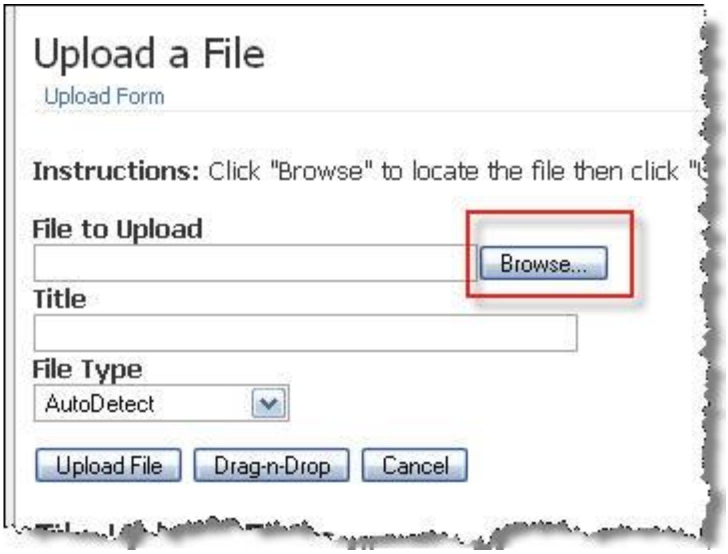
Files Used as Content Items in Lessons

If a file is to be used within Lessons as a specific content item (that is, it is displayed as a content item when students go to the Lessons section), then you would use the **Add Content > Upload** file procedure.

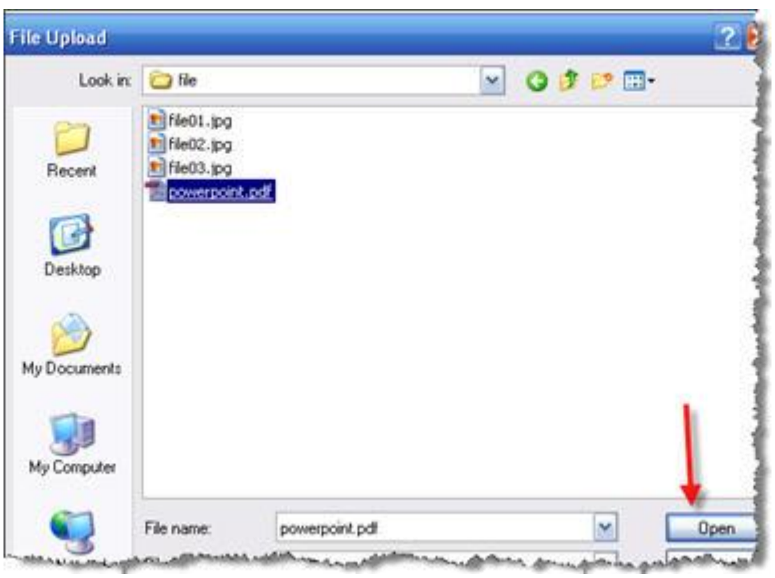
1. Go to the section in Lessons where the file is to appear, and click **Add Content**. In this instance, you will add a file to a folder. When students open the folder, they will be able to access the file.
2. Select **File**.



3. Click **Browse** to find the file to upload.



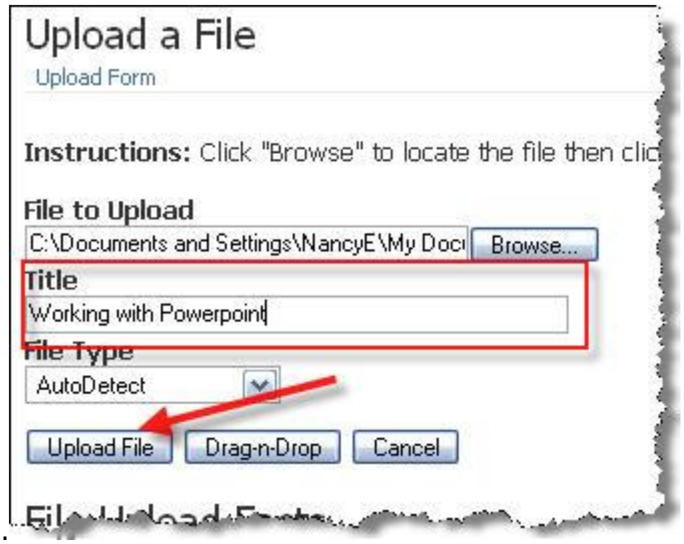
4. Find the file, highlight it, and click the **Open** button.



	When deciding on a file format to use, consider the size of the file and the ability of students to open specific file formats. In this instance, a PowerPoint® file was converted to a PDF format both to reduce the file size and to utilize a format that all students can access. The most user-friendly file formats to use are PDF, RTF, and HTML formats.

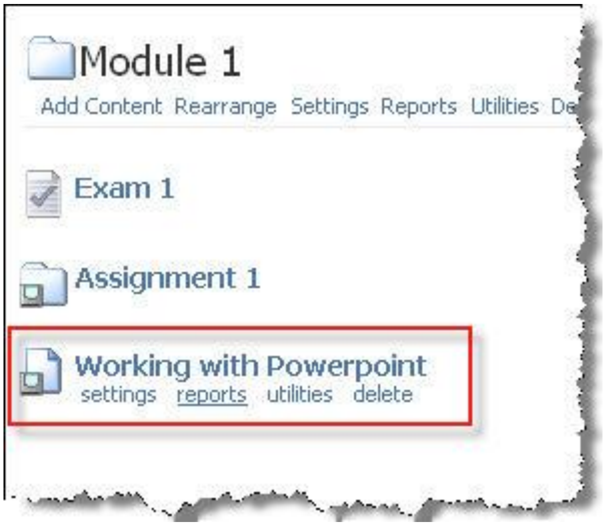
5. The path to the file will now appear in the field adjacent to the Browse button. Complete the information by adding a **title** for the file in the Title window, and then click the **Upload File** button

	If you do not add a title in the Title window, the "title" will be the file name (which will be the text that appears in the module). For example, if you did not add a title like the one shown here to the file you uploaded, it would appear as powerpoint.pdf *which may not be very meaningful to students.*



6. The next screen will show that the file upload was successful. Click **OK** to finish.

The file is now in place within the module folder.

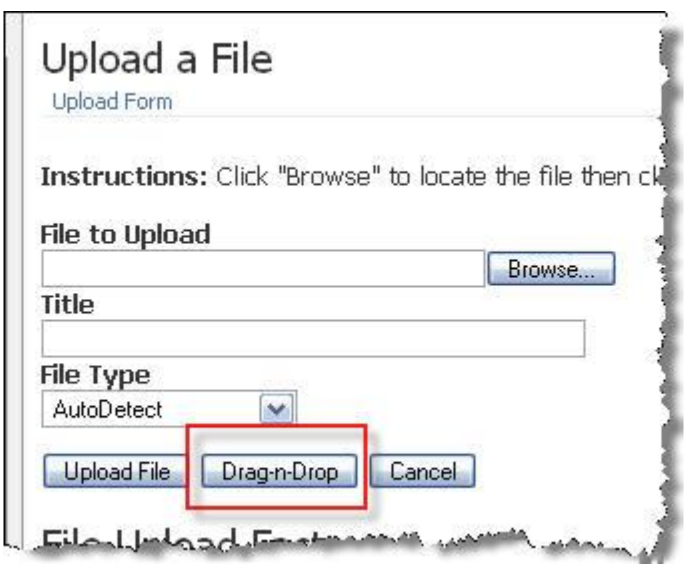


Uploading Files Linked Within an HTML (Web Page) Document

Very often HTML pages contain images and links to other documents. When uploading the web page as a content item, you also need to upload all documents and images that are linked within that web page. One of the easiest ways to do this is to use the **Drag and Drop** option while uploading the web page.

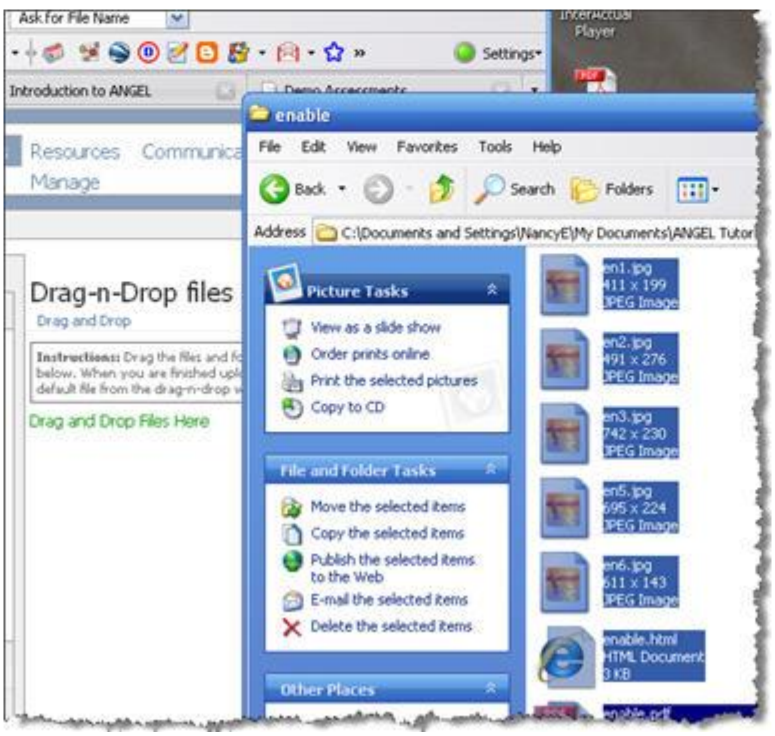
To begin, follow Steps 1 and 2 above.

1. On the next screen, choose the **Drag-n-Drop** button.

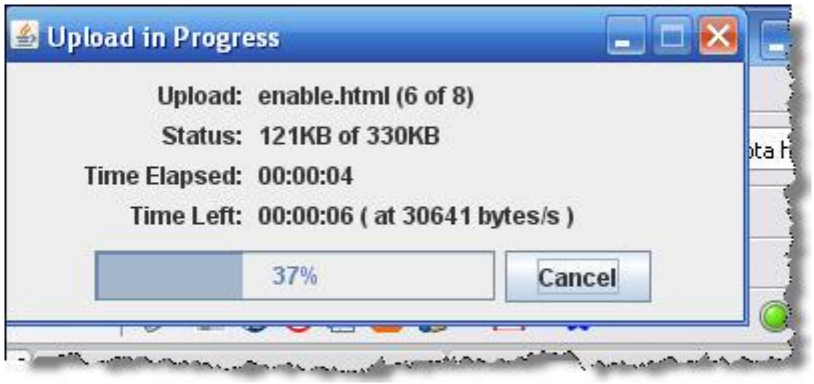


2. If you have never used this feature before, you will be prompted to install it. Follow the prompts. When you are finished, the page should display as shown below.

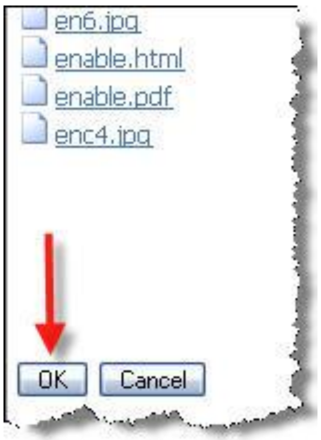
3. Locate ALL the files that you need to upload and drag them onto the Drag-n-Drop window.



As the files are being copied over, you may see a progress window:



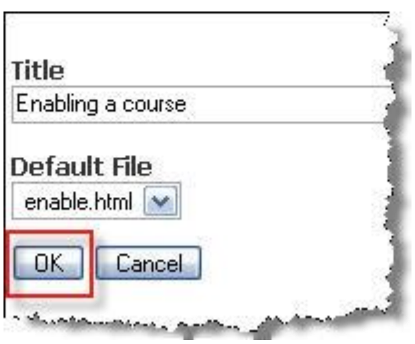
4. Click the **OK** button.



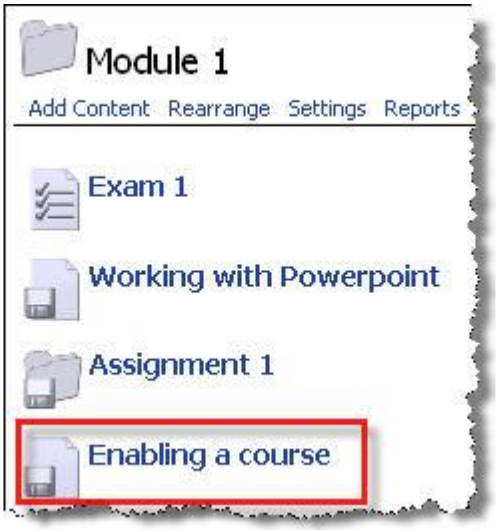
5. The following screen will ask you to name the content item/web page and to select the web page file from the group of files that were uploaded. This is the page that will display in the folder.

*The Drag-n-Drop feature can ONLY be used when there is a single page to be displayed as a content item within Lessons that has files linked within it. If you want to upload multiple pages that are to be displayed as content items, you will need to upload them separately or you can compress them as a single **zip file** (use **Manage > Import Wizard > Content Package** to upload the zip file) and then extract all files during that process.*

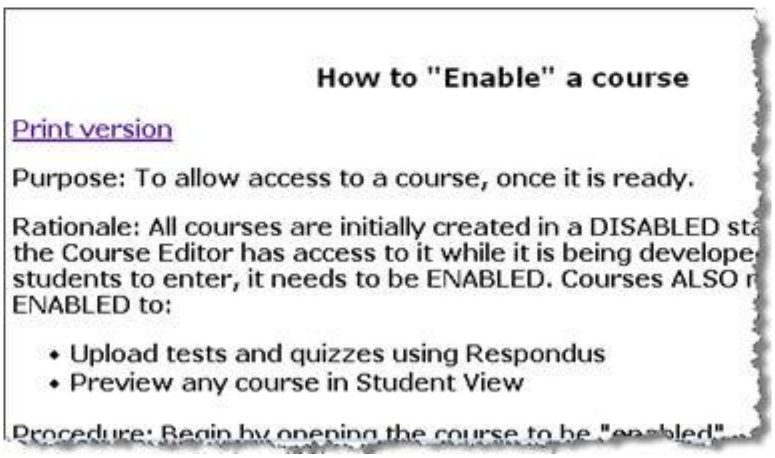
6. Click **OK** to continue.



7. The page is now listed within the folder contents:



8. Clicking on the link will display the page.



> *In this example, there was a document in* pdf *format that was linked to the original page where it says* Print version*. When you did the Drag-n-Drop, you also uploaded this document file. If that file had not been uploaded with the rest of the files, there would be a* File Not Found *error when students click on that link.*

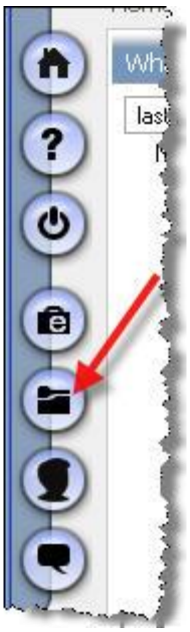
Below is a small segment of the web page. The image displayed is one of the uploaded image files.


Procedure: Begin by opening the course to be "enabled"
Report Automate Manage
Course
Go to the MANAGE tab

How to Share Content Within a Learning Object Repository with Other Courses and Users

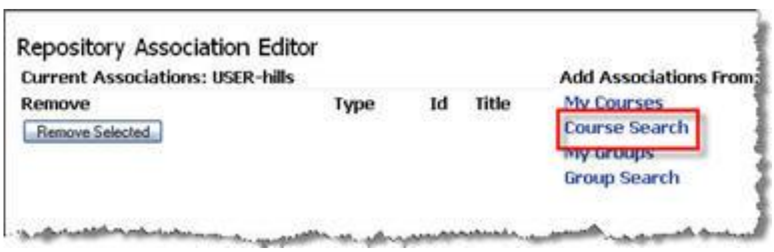
One of the advantages of using a Learning Object Repository (LOR) is that content within a LOR can be shared with other courses and users. This requires settings within the LOR to make the content available to others.

1. Click on the **LOR** button.



2. Open the LOR that contains the content to be shared with others and go to the **Manage** tab.
3. Click on **Course and Group Access**.

4. In the **Add Associations From** column, select **Course Search**.

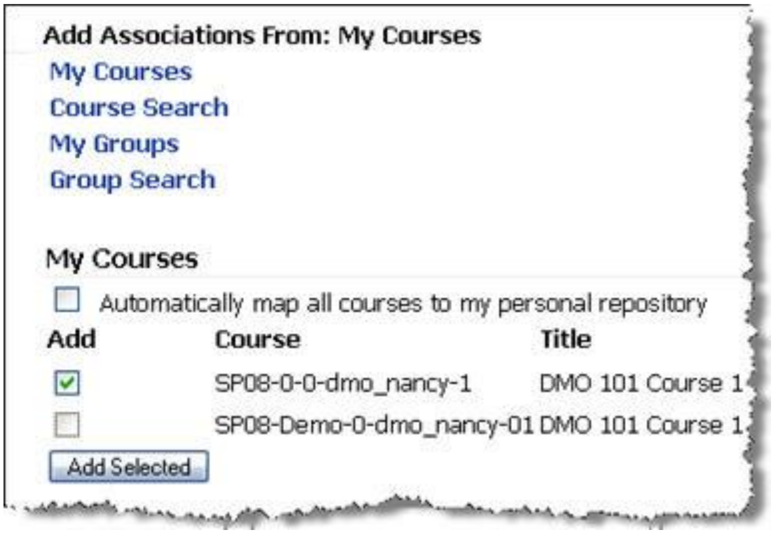


The Course Search options will appear.

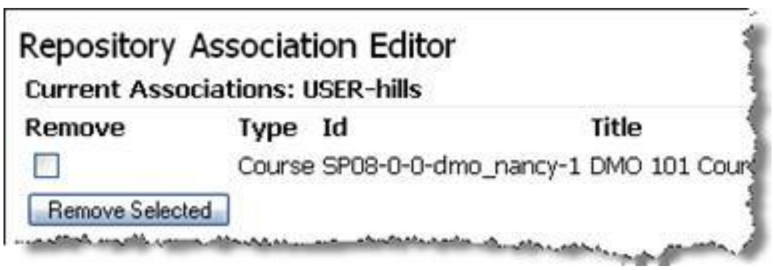
You can search for a course by using a **keyword**, such as the Instructor's name or part or all of the title or **Course ID**, or you can apply as many of the criteria that might apply in order to select the course. Note that you can search by term, location, school, department, and so forth.

The terms used here will be those that are set up by your institution, and may differ from the terms used in the example. If no criteria are set, you can also click the **Search** button and all courses within ANGEL will appear. In this example, you just used the search criteria **All** in the Term selector.

5. Check the box next to all courses that you want to have access to your LOR, and then click the **Add Selected** button.



The courses have now been added to the access list:



Going into the last course on the above list, you see that the course can now access the LOR.

Even though specific courses can access an LOR, the course editors for those courses cannot make any changes to the content items linked within the LOR unless they also have editing rights within the LOR.

How to Link or Copy Content from a Learning Object Repository into a Course

The purpose of a LOR is to house content that is sharable, portable, and reusable. All faculty have their own personal LOR; and LORs can be also be created for specific courses, departments, divisions, and so on, so that users can share the content items.

Using a LOR to store content is a good choice when you are teaching several sections of the same course and/or you're teaching the same content for more than one semester, especially if you will be editing or adding to the content. By being linked to the content in a LOR, courses will always have the most current content without faculty having to go into each course and make the changes individually.

If you have large files, such as video or audio files, that are used in more than one course, you can save valuable file space by having all courses linked to those files in a LOR.

If you need to make changes to specific content items within the courses themselves, however, using a LOR may not be helpful because it will not allow you to edit any linked content items except from within the LOR.

1. Open your personal LOR. If you have never used your personal LOR, use the **Repository** button to create the LOR.

   If your LOR has already been created, you can also access it from your Home page.

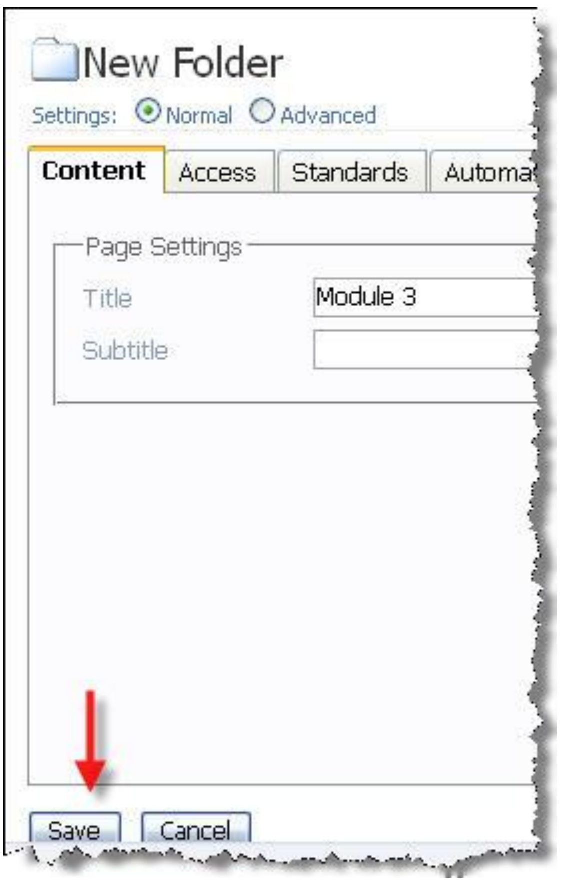
	Curricular, departmental, divisional, or institutional level LORs are not automatically created by the system. You should check with your ANGEL administrator if you want to create a LOR for the level of curriculum, department, division, or institution. The same procedure illustrated here will apply to those LORs as well.

2. Click **Add Content**.

You are going to add a folder, and then add a file to that folder.

	By adding a folder, and then linking within a course to that folder, you can be sure that such contents for that course will be updated every time new items are added to the folder.

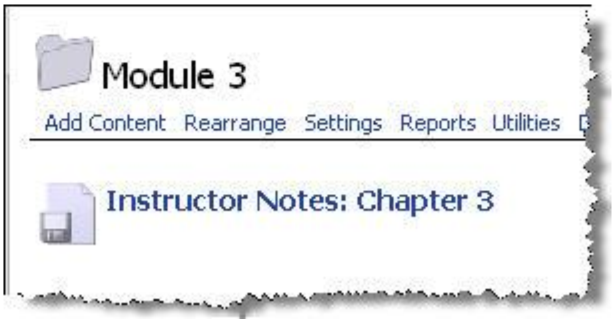
3. Apply **Settings** to the New Folder and **Save**.



4. The next screen allows you to upload content into the folder. Click **Add Content > Add a Content Item**.

   In this example, you are uploading a document.

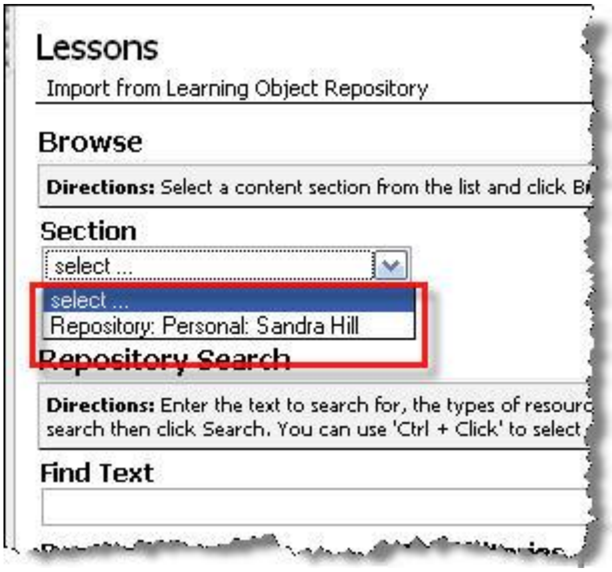
For more information on how to upload files as content items, see How to Upload Files for Course Use*.*



In order for the content in this Repository to be used by other courses, you will need to give them access to the Repository. See How to Share Content Within a Learning Object Repository with Other Courses and Users*.*

5. Close the Repository and open the course that is to be linked to the content in the LOR. Click the **Lessons** tab.
6. Click **Add Content** in the location where you want the content to be added. In this case, you are going to add a **Module** folder; so you will add it to the main Lessons page.
7. On the Add Content screen, scroll down to the **More Options** section and click **Import from Learning Object Repository**.

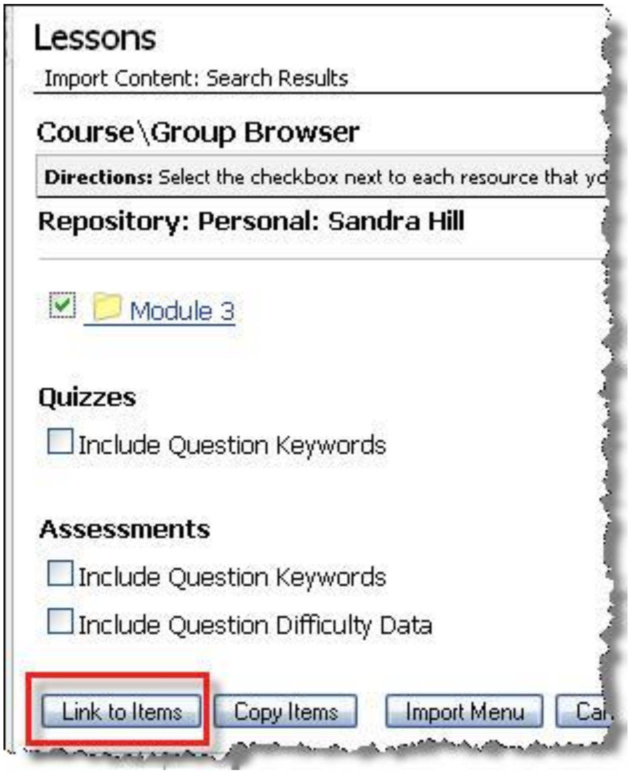
8. In the top section, use the drop-down list and **highlight** the Repository that you want to link to.



9. Then click the **Browse** button.

10. The content items within that Repository will be displayed. **Click** the box next to any item that you want to use in your course, and then click the **Link to Items** button.

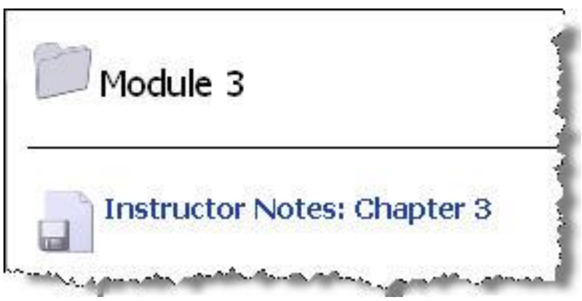
	Linking to the item will allow the content to be automatically updated within the course every time it is updated in the LOR, including the addition of new content items if they are added to that folder in the LOR.



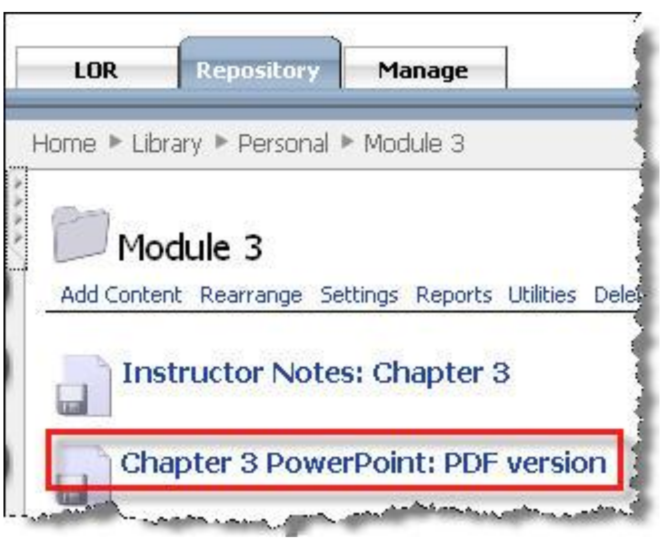
11. The next screen will show that the items have been imported. Click **Done** to finish.

12. Returning to the Lessons page, you will see that the new folder has been added. The small upward-pointing arrow in the lower corner of the folder icon indicates that this is a link. If any changes need to be made within this folder, they can only be done within the folder in the LOR.

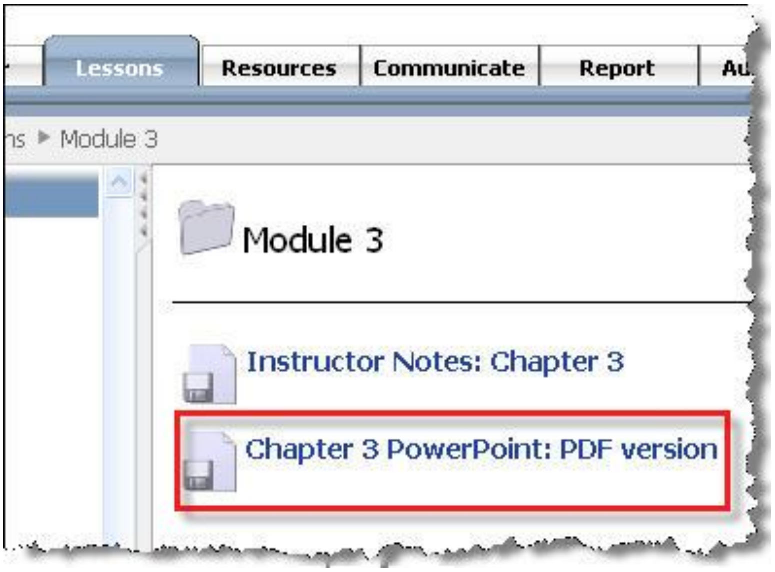
13. Opening the folder, you see that the file which was within the folder in the LOR is now within this folder as well.



14. If you return to the LOR and add another document to the folder...

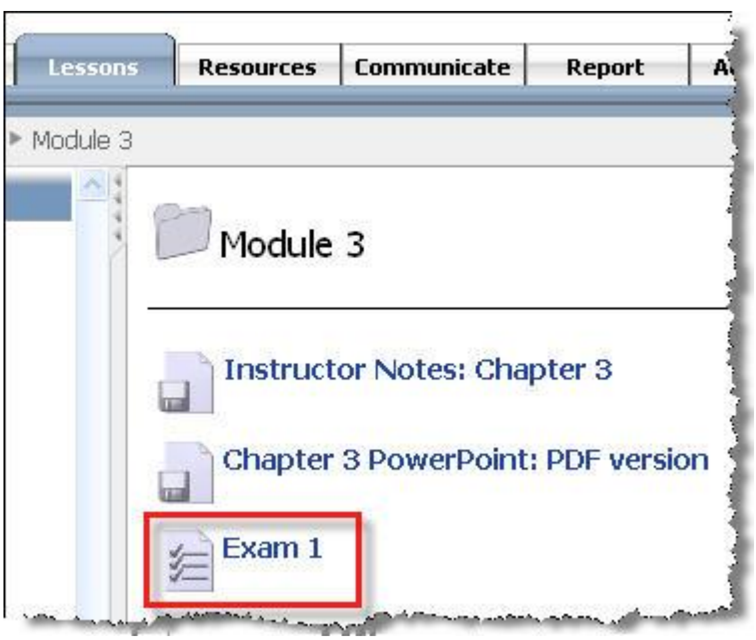


...it will also be added to the folder in the course:



15. If you add an **Assessment** in the LOR, then you also need to add it as an Assignment to the **Gradebook** within the course.

    If this is not done, all submissions and grades will only appear in the LOR and will not be recorded within the course. In this example, you have already added an Assessment to the LOR. When it was created, you added it as an **Assignment**. It now appears in the course also.

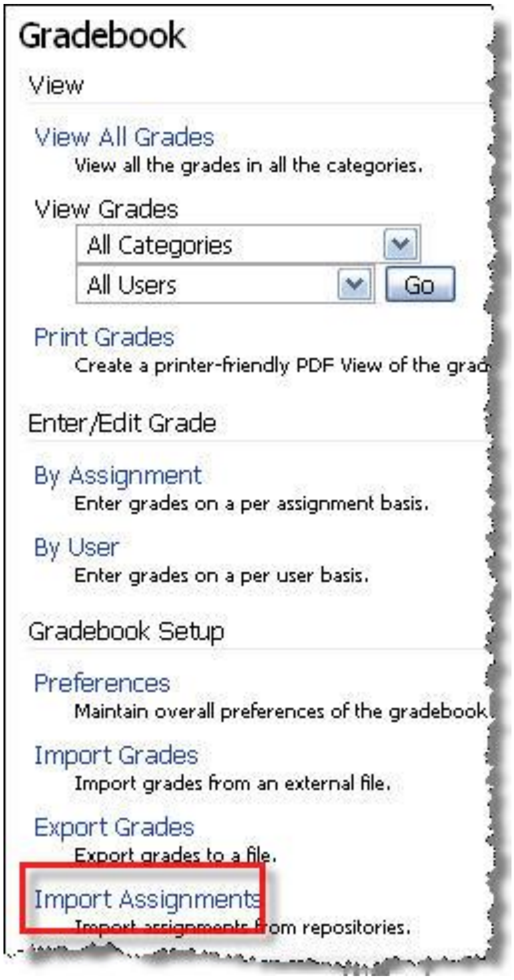


Because this is linked to this actual Assessment within the LOR, you cannot make any changes to the settings within the course. All settings must be changed within the LOR.

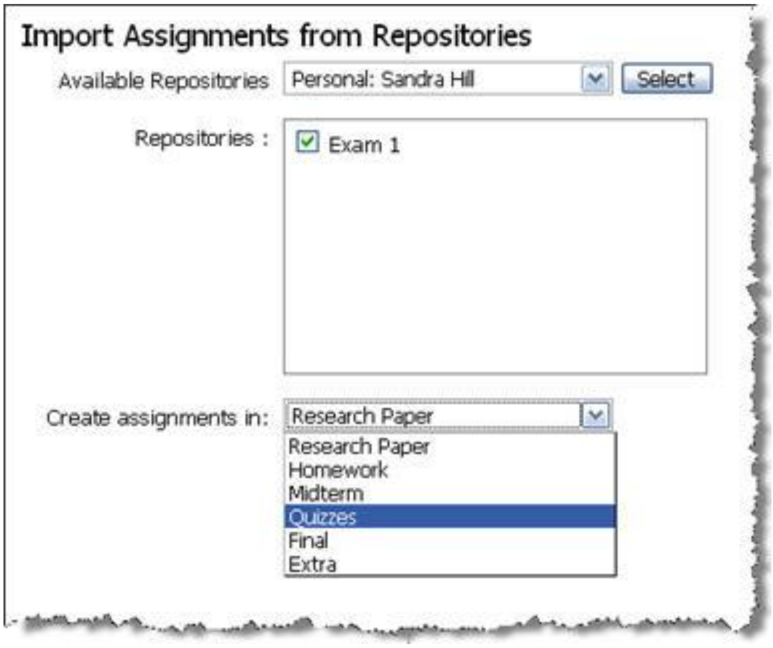
How To Make an Assessment a Gradebook Assignment:

1. Go to the Gradebook (**Course Management > Gradebook**) within the course.

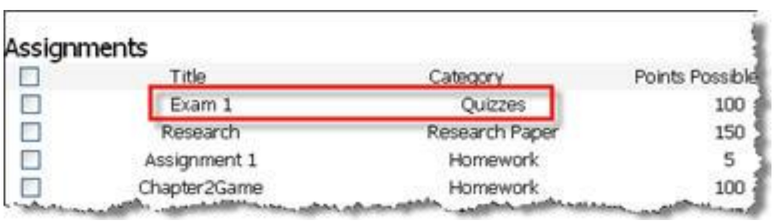
2. On the following screen, click on **Import Assignments**.



3. Select the Repository from the drop-down list and then click **Select**.
4. All Assessments available within the Repository will appear. **Check** the box next to the correct Assessment, **choose** the Category, and then click **Import**.



5. The list of Assignments will appear with the new Assignment in place.



⚠	*If Drop Box Assignments and Discussion Forums are linked to a LOR, all submissions will post to the LOR and not within the course. Therefore, unless there is a specific reason to do so, you need to **copy** those items and not link them.* *Items that are copied and not linked will NOT update if they are updated in the LOR.*

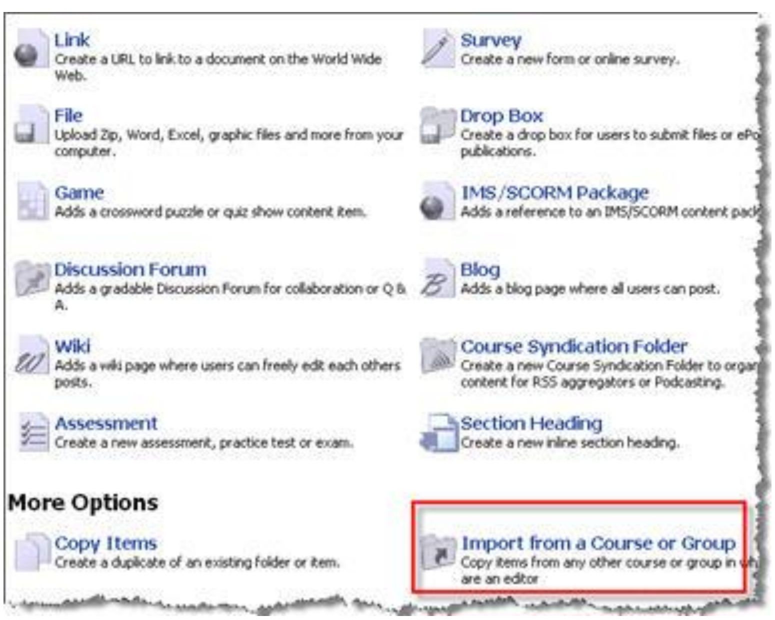
How to Copy Content Items from One Course to Another

You can copy individual content items from one course to another. You need to have Course Editor rights in both courses to have access to the content. This procedure only copies items found in Lessons.

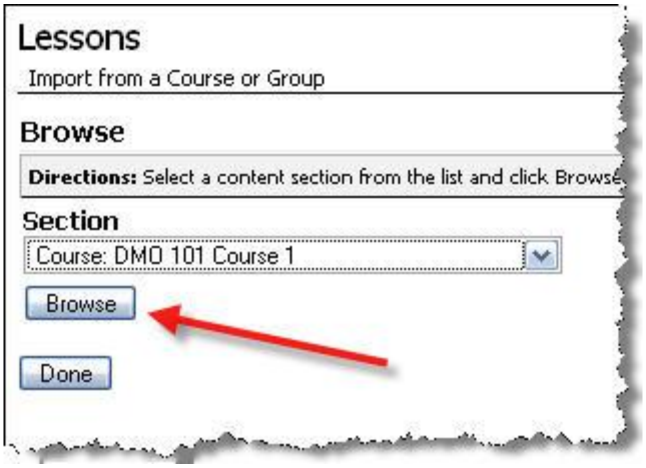
> *If you need to copy an entire course, which would include Announcements, Calendar items, Gradebook, and so forth, then you need to use a different option, such as importing from a Master Course by using* ***Copy Course****, or importing from an* ***Archive****.*

1. In the course where you want to place the content, go to Lessons and the location to where the content is to be copied. In this example, you will copy the **Module 1 Folder** and all its contents from one course to another.
2. Click **Add Content**.

3. Select **Import from a Course or Group**.



4. Select the course (from which the content items will be taken) from the drop-down list on the next screen, and then click **Browse**.



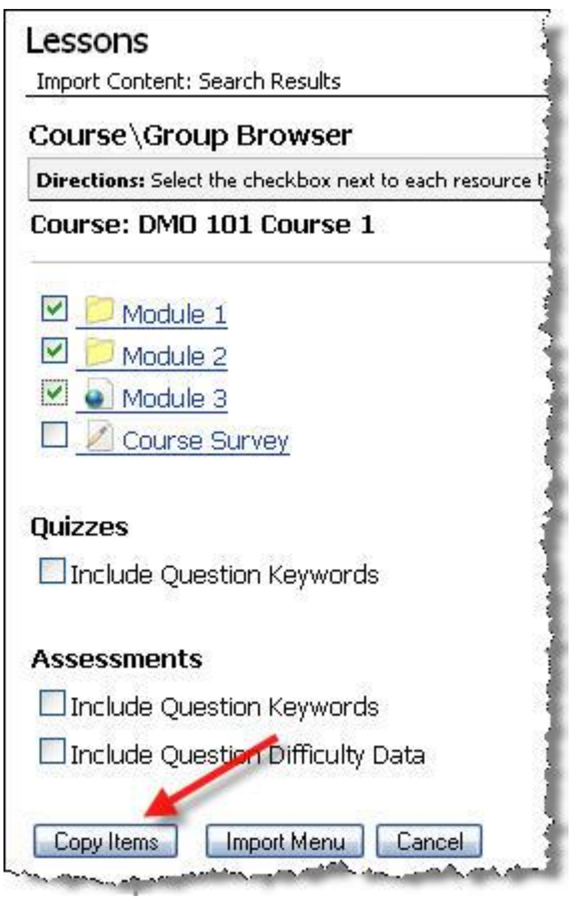
All of the content items in the course will appear. Clicking the link on any folder will also expand its contents and allow you to choose individual items within that folder.

For example, clicking on the **Module 1** link above will expand that folder to reveal its contents. Clicking the box next to any item will select it to be copied. You can select more than one item.

> *While you can click on individual items within a folder and only copy those, you cannot choose individual items within one folder and then also copy another folder in its entirety at the same time. You can only copy items at*

the same level at one time.

5. Here you will copy Modules 1, 2, and 3 by clicking the box next to each one. Click **Copy Items** to continue.



Note that there are some additional options that can be checked for Quizzes and Assessments.

6. After all items have been copied, the following screen appears to show that the process was successful. In this example, the screen states that 20 items have been copied (**Imported**). This refers to all of the content items contained within the folders. Click **Done** to return to the Lessons section, or click **Continue** to return to the **Import Menu** screen and import more items if necessary.

7. The folders have now been added:

8. Apply any **Settings** needed to content items so that they apply to this course.

> *You can also export content items from one course to another course by selecting **Export Item** from the **Utilities** link of any content item. However, while this would allow you to export an entire folder and all its contents in one step, you can only EXPORT one content item at a time (that is, one folder OR any of its individual contents). Using the above procedure allows you to COPY as many items as needed at one time.*

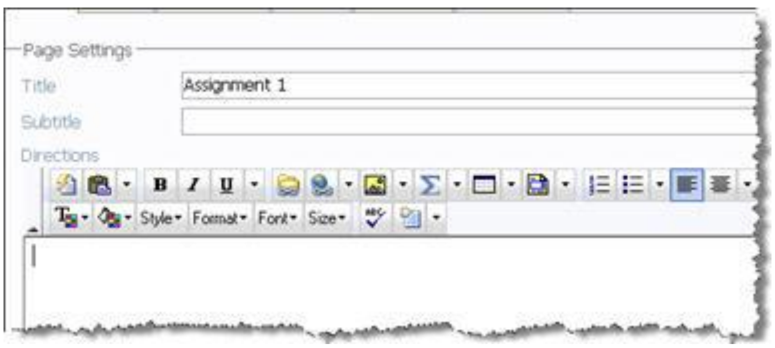
*You can also copy items from a LOR by using a similar procedure, except you would select **Import from Learning Object Repository**.*

How to Upload Images in a Content Item

Images can easily be uploaded and appear within any content item by using the inline HTML Editor, which is available wherever text can be added – including emails, discussion forum postings, content item descriptions, assessment questions, and other areas.

In this tutorial, you will upload an image into **Directions** for an **Assignment Drop Box**. The procedure is the same that would be used anywhere the inline HTML Editor is available.

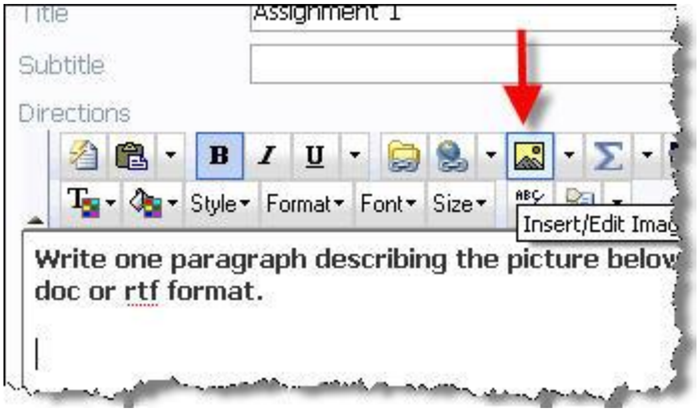
1. Click **Add Content** wherever the content item is to be added. In this example, you are adding content to the **Module 1 Folder**.
2. Click the content item type that you want to add. Here you are adding a **Drop Box**.
3. Add a title to the Drop Box, and then go to the inline HTML Editor section. In this example, it is used to format the **Directions**.



*You may need to be in the **Advanced** view to bring up the inline HTML Editor for some content items. For example, the editor is only visible in the Advanced view when creating a Folder.*

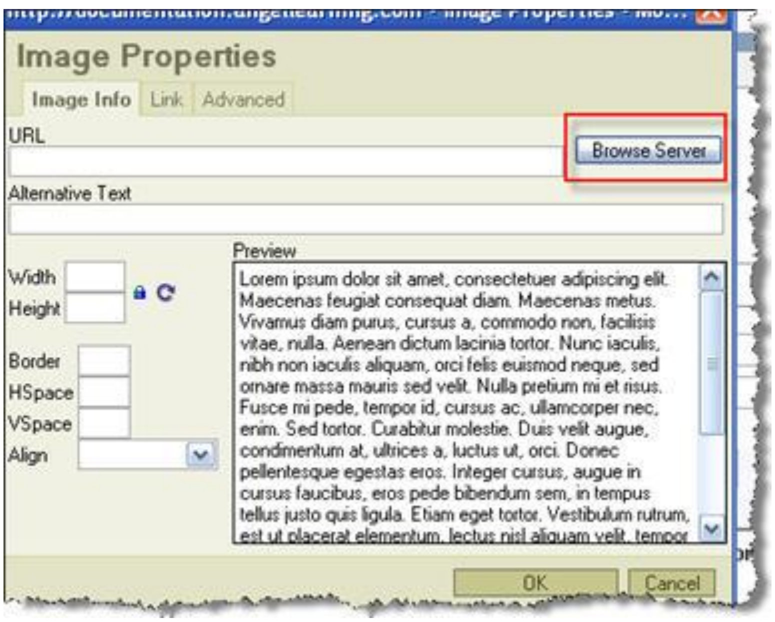
4. Add any text and format it as needed.

5. Place the cursor where you want to embed the image, and then click on the **Image**  icon.



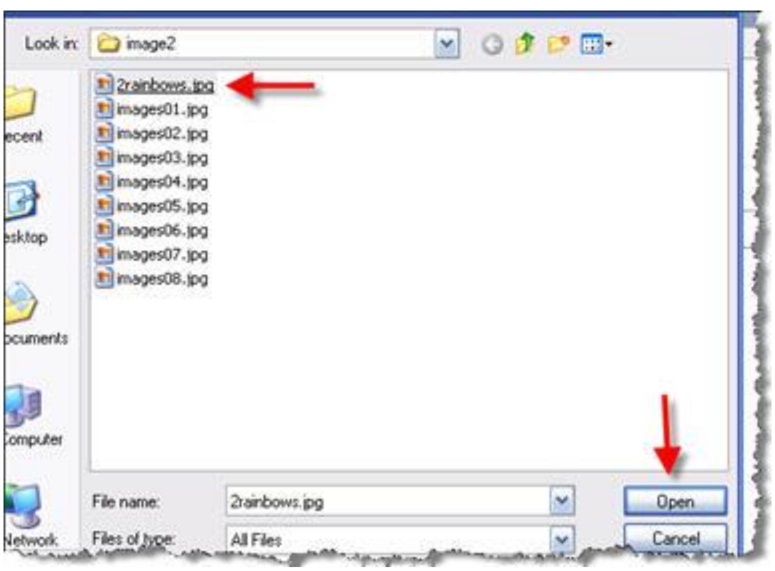
6. The following pop-up window will appear. Click the **Browse Server** button to continue.

You must disable any pop-up blocking software.

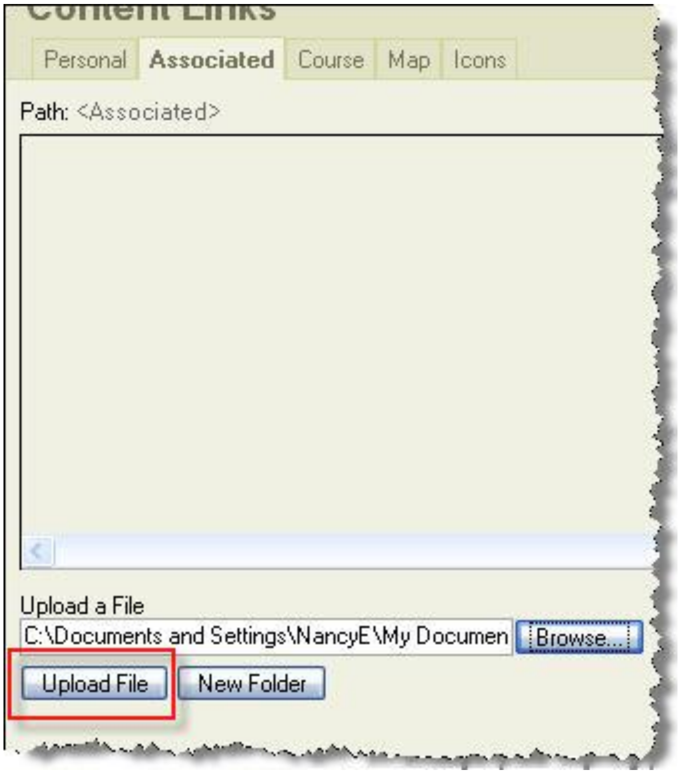


7. Another pop-up window will appear. Click **Browse** to find the image file you want to upload.

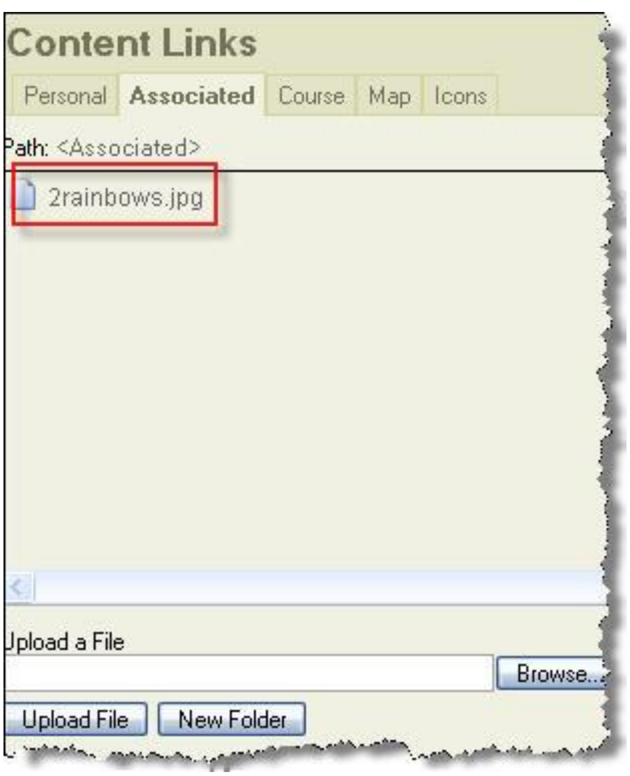
8. Locate the file and double-click on it to select it, or click on it and then click the **Open** button.



9. The path to the image file will now be in the Browse field. Click **Upload File** to upload it.



10. The file will be listed in the larger window. **Click** on it to select it.



11. The first pop-up window appears with the image in the **Preview** window. You could also add text beneath the picture within that window. Note that you have added a very short title in the **Alternative Text** field. This text would appear if someone were using a screen reader or otherwise could not view the image. Click **OK** to continue.

The picture is in place below the text within the Directions section.

12. Continue with any other settings needed for the assignment, and then click **Save**.

This is how the assignment will appear to the student:

When selecting pictures to embed, keep the picture dimensions (height and width) and file size in mind. Most digital cameras come with some type of imaging software that will allow you to edit photos and also resize them. In this example, the original photo (3488 x 2688 pixels and almost 5

MB in size) was reduced to 300 x 225 pixels and 12.4 KB. This editing greatly reduces the time that the picture takes to load, and the picture also fits better within the screen.

For more information on using the inline HTML Editor, see the HTML Editor Reference Manual *in the* Guides *section of online Help.*

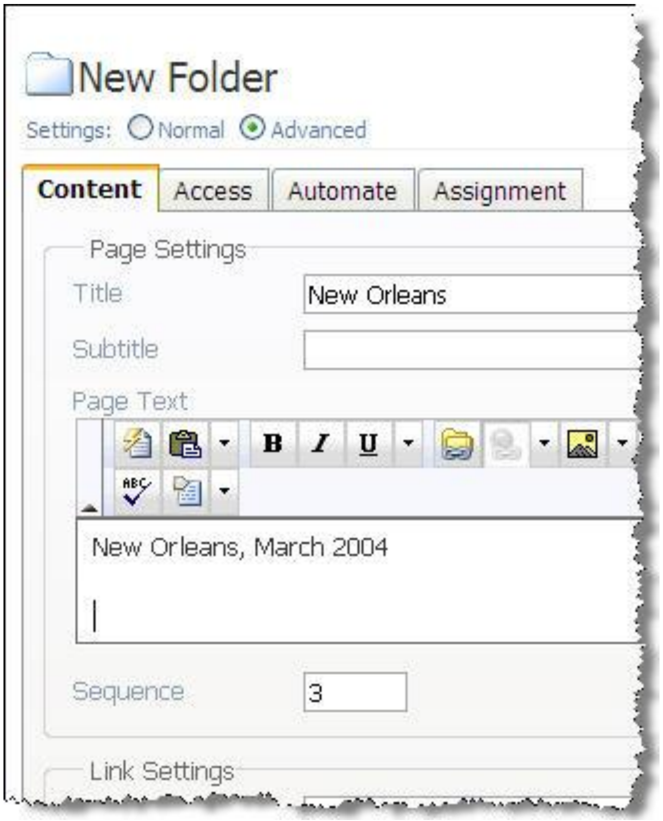
How to Add Images to a Content Item: Creating an Image Gallery

Most content items in ANGEL can access the inline HTML Editor. Using this editor is one of the easiest ways to add an image to the content item. The HTML Editor is generally available in the **Content** tab of the content item settings; but it is also available wherever you can add text, such as in a **Discussion Forum** posting, in the **Calendar**, in an Assessment question, or in an email message. Students also can access the HTML Editor when making Discussion Forum postings, sending emails, or creating pages in Team files.

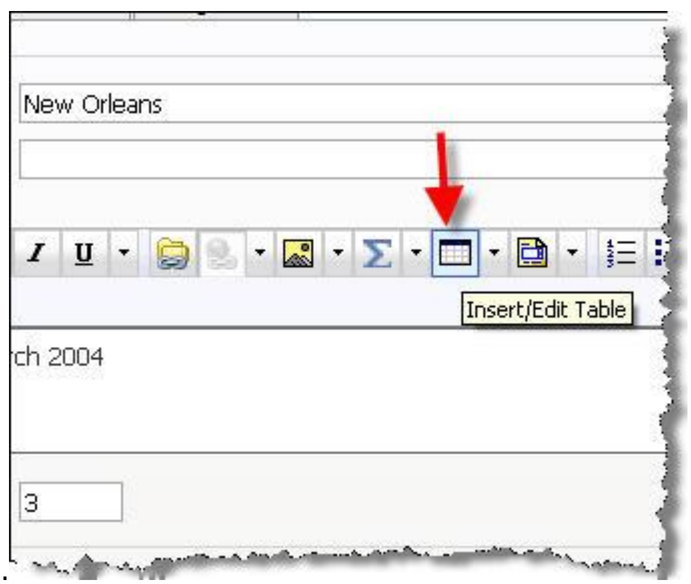
In this tutorial, you will add some images to a folder. This will have the effect of a photo gallery, so that when the folder is opened the pictures will display. The procedure for adding images is the same wherever the HTML Editor can be used.

1. Create the folder by going to **Lessons > Add Content > Folder**.

2. Check **Advanced Settings** so that the HTML Editor appears in the **Page Text** section below the **Subtitle**.
3. Add a **Title** for the **New Folder**. Then click within the Page Text section and begin adding text.

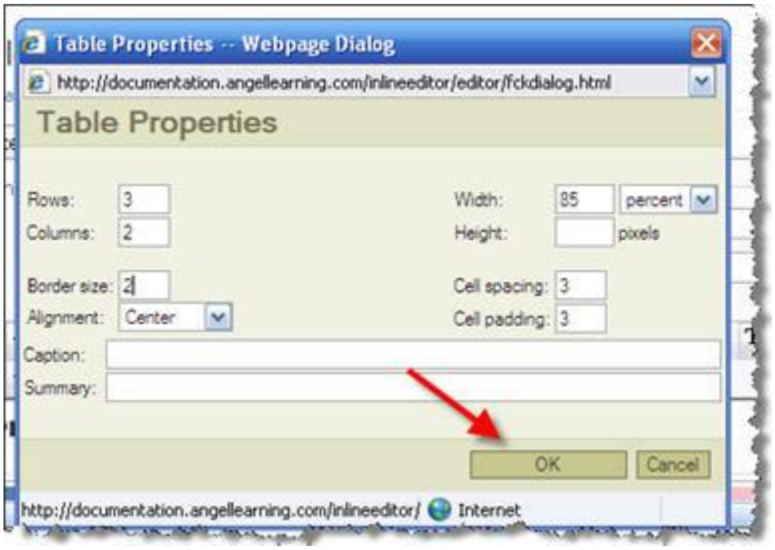


4. In this example, you want to embed images within table cells so that those images will be in columns and rows. Click on the **Table** icon to add a table.

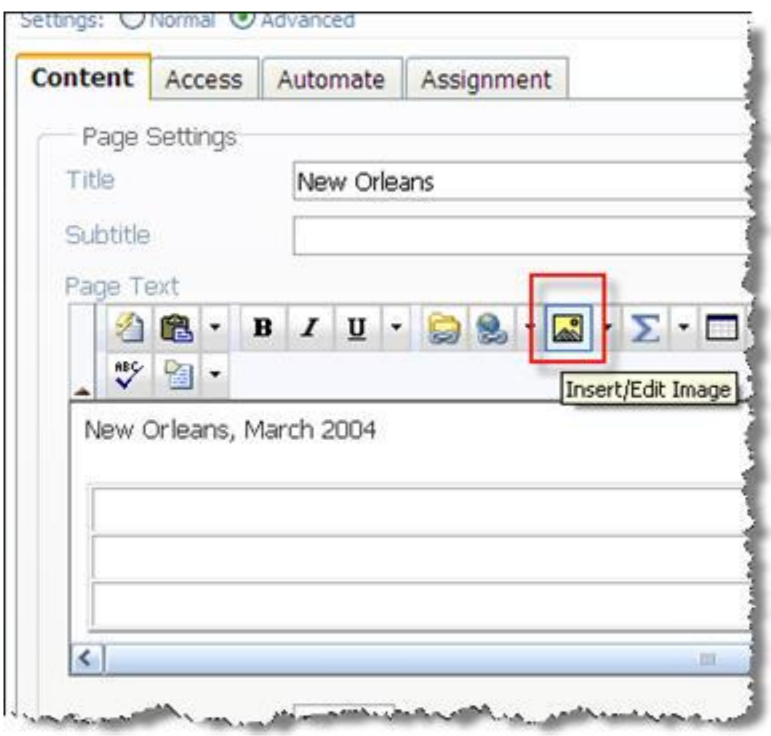


5. The following pop-up window appears so that you can set the table format. You are going to create a table of 2 **Columns** and 3 **Rows**. If you need to add or delete a column or row later, the table can be edited. You are also going to cause the table to be 85

percent of its full size in **Width**, and you want its **Alignment** to be centered on the page. This table also has its **Cell spacing** and **Cell padding** set to 3, which allows more space between table cells. Click **OK** when all the details have been entered.

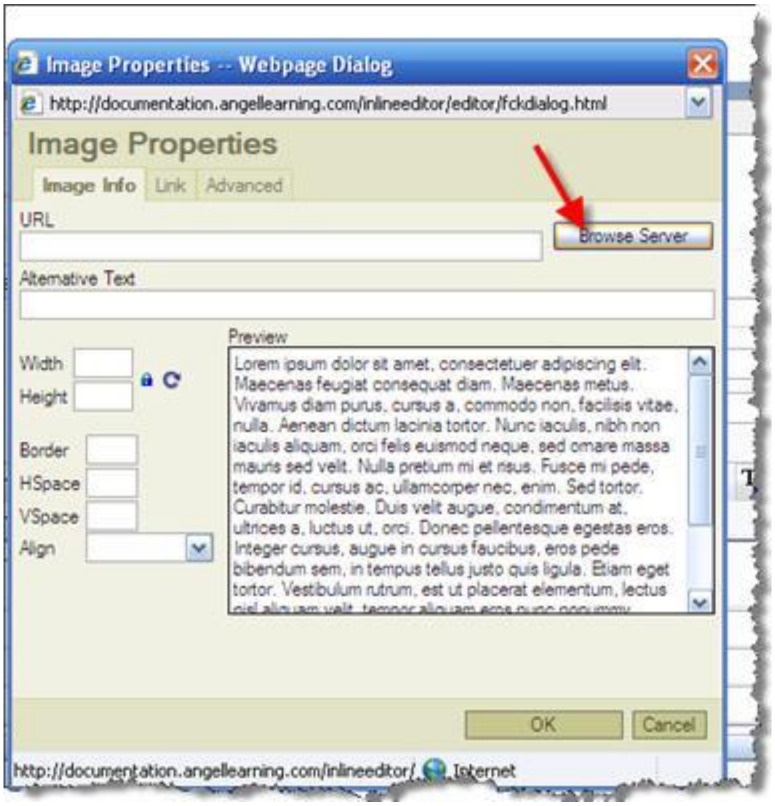


6. The table framework is now in place within the Page Text field. To put an image in one of the table cells, click within one of the cells and then on the **Insert/Edit Image** icon as shown below.

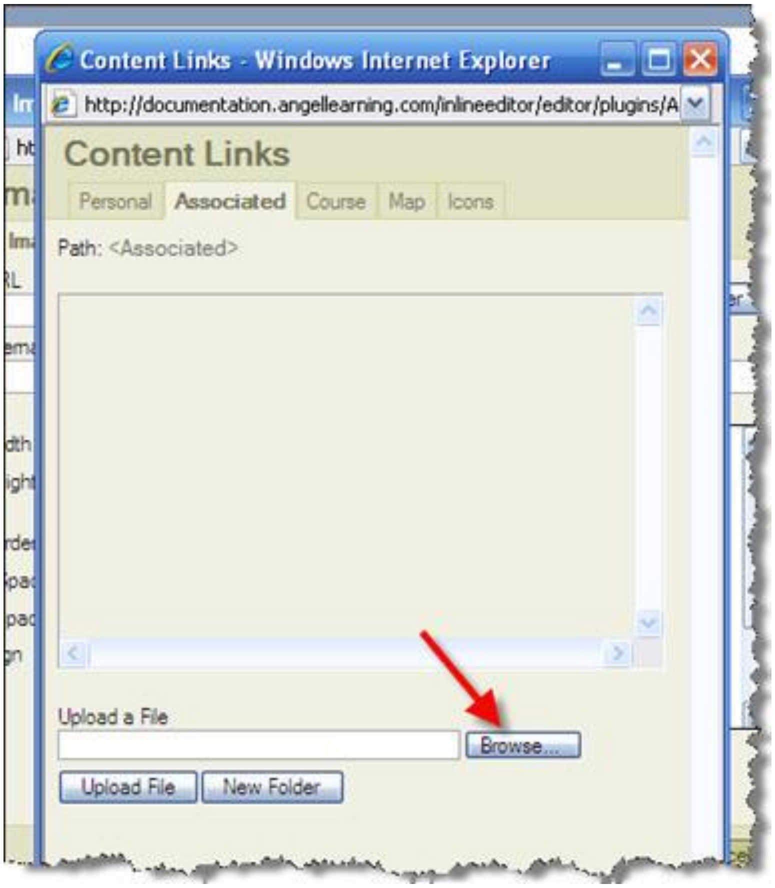


7. A pop-up window will appear. Click the **Browse Server** button.

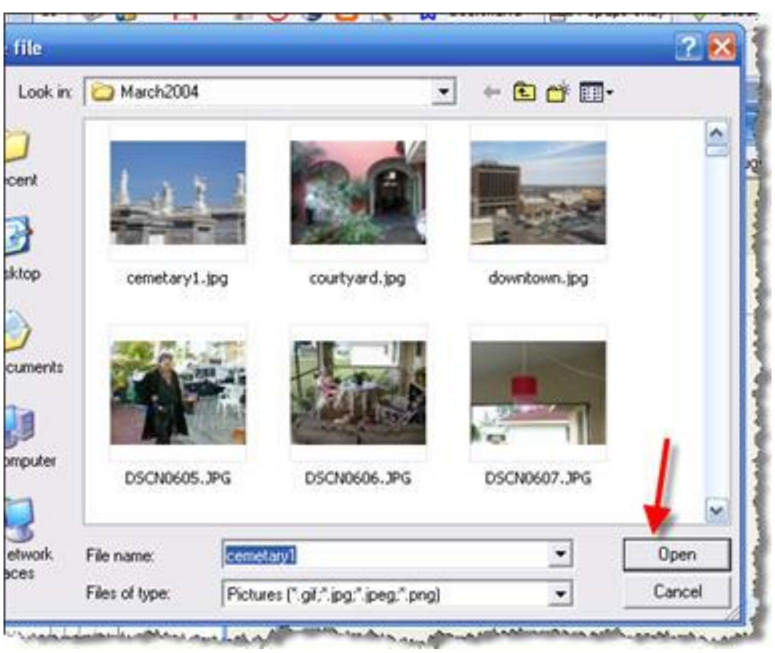
Be sure that any pop-up blocking software has been disabled, so that pop-ups are allowed within ANGEL.



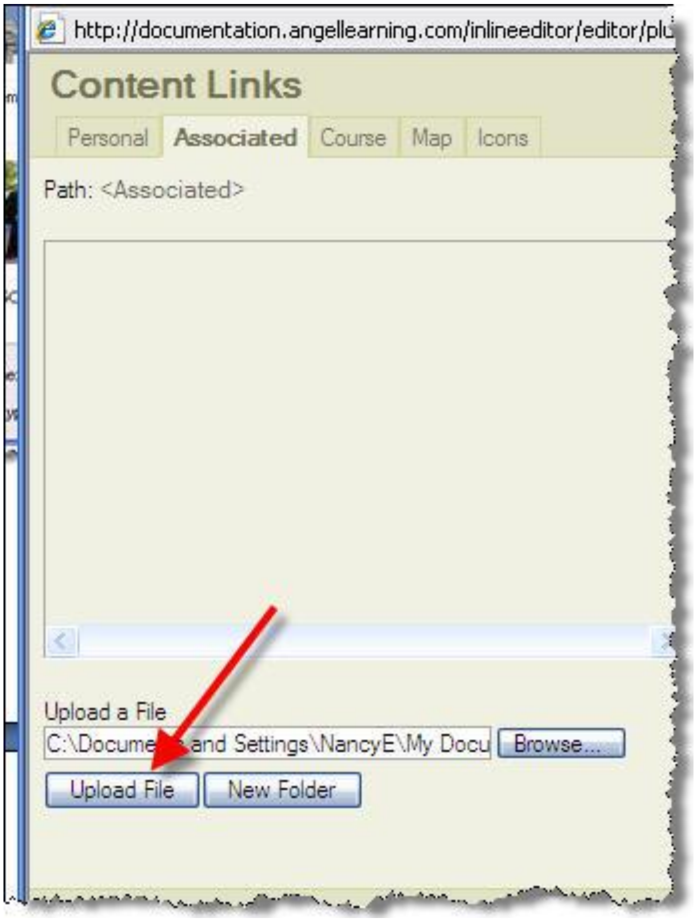
8. Another pop-up window will open. Click the **Browse** button to upload the desired image file from your computer.



9. Browse to find the file you need, select it, and then click the **Open** button.



10. You will be returned to the pop-up window. Click **Upload File** to continue.

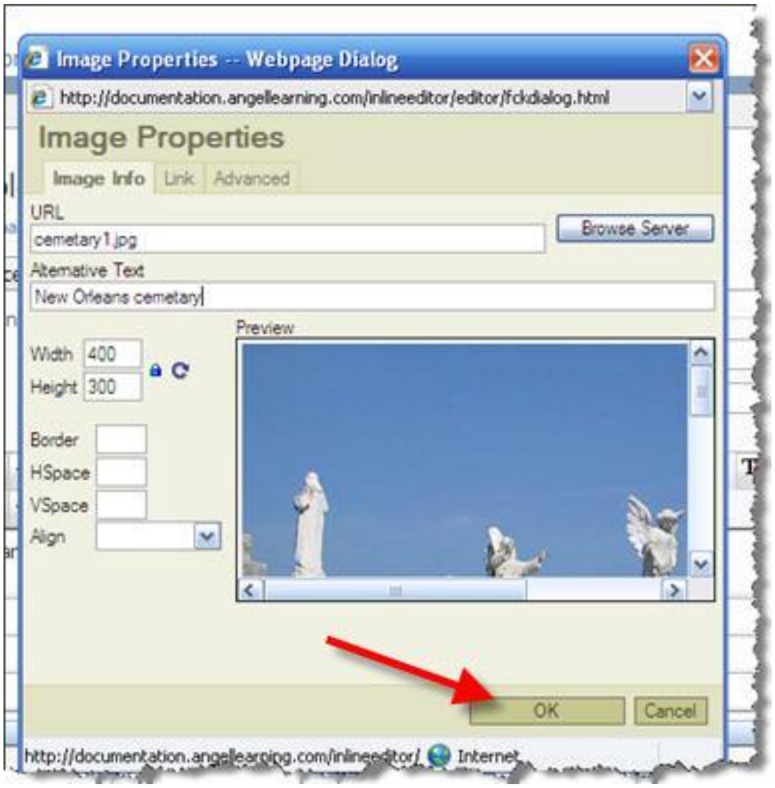


11. You will see the image file that you uploaded in the window. **Click** to select it.

As other files are uploaded, they will also be listed in this window.

12. The original pop-up window will display with the image (in this case, a photograph) and details listed. Click **OK** to add the picture to the table.

*It is good web practice to add descriptive text in the **Alternative Text** field for accommodation purposes. This text would appear if someone were using a screen reader, for example, and unable to see the image.*



13. Add other image files using the same procedure, putting a different picture in each table cell. When you are finished, all cells will have pictures. Below is a partial view of the completed gallery.

How to Upload a Web Page and Its Contents

While ANGEL allows users to create web pages using the HTML Editor, you can also upload existing web pages together with all images and other files linked to them. In this tutorial, you will upload a web page that has several images embedded within it.

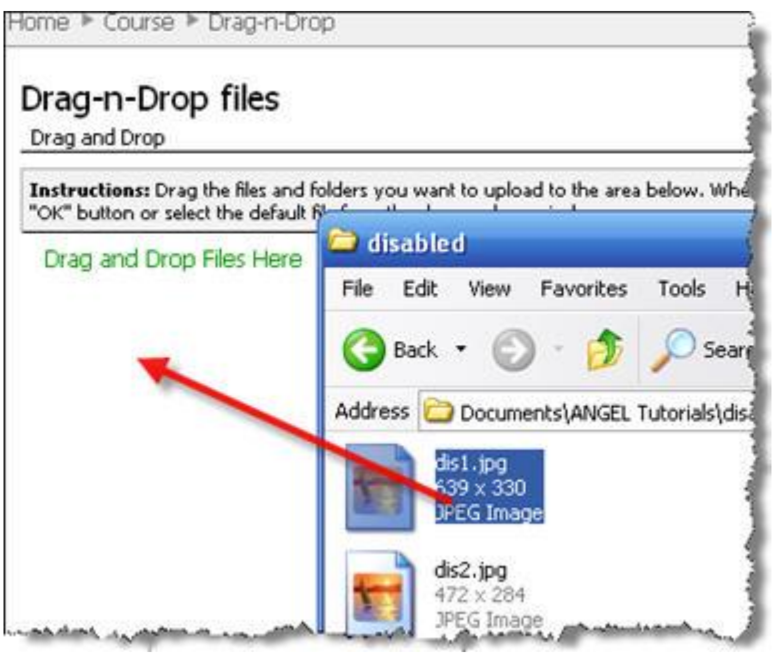
1. Go to the location within Lessons where the web page needs to appear, and select **Add Content > File**.

2. In order to have the web page appear with all associated images, all of the files – including the image files and the web (HTML) file – must be uploaded. On the following screen, add a title for the file and then click **Drag-n-Drop**.

You could browse and upload each file separately, but choosing Drag-n-Drop allows for all files to be uploaded at the same time.

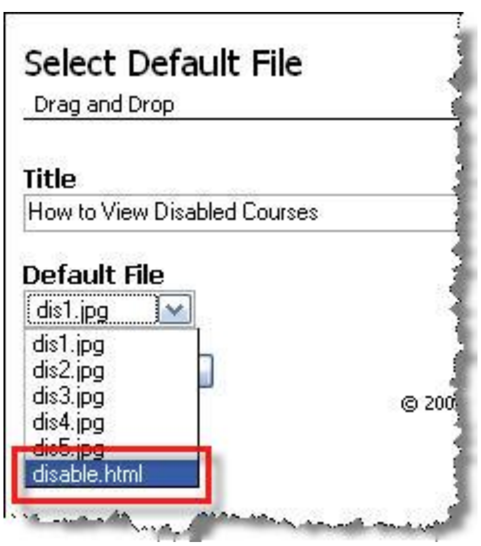
3. Locate all of the files to be uploaded and **drag** them onto the Drag-n-Drop window where indicated.

The first time that you use Drag-n-Drop, you will be prompted to install it.

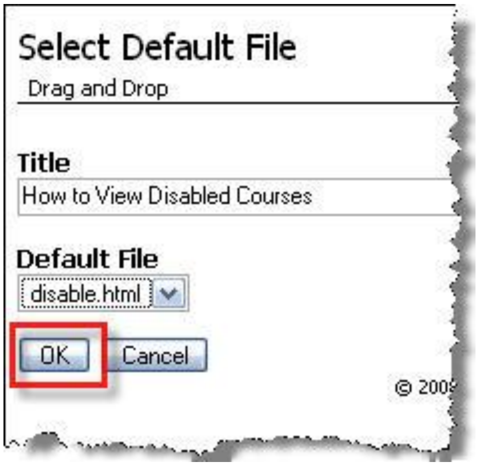


4. Once all the files have been uploaded, click **OK**.

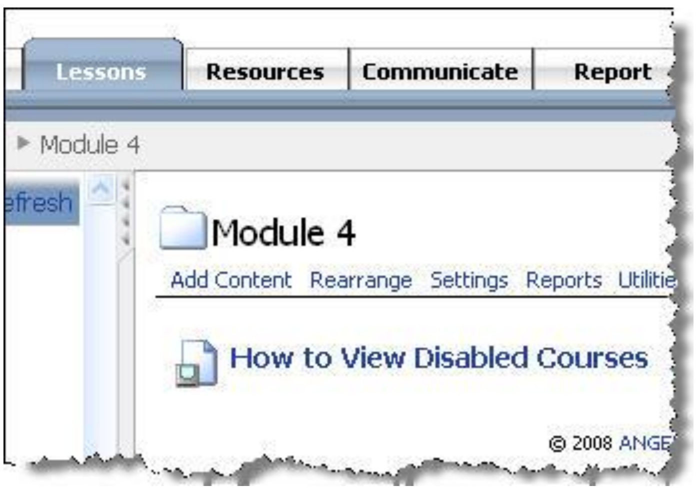
5. On the following page, ANGEL asks for the **Default File**. This is the web page file that is to appear as the content item. It will have either an .htm or .html file extension.



6. Click **OK** to finish.



The web page will now appear as a content item.



When clicked, it will display with all images intact.

Understanding the Difference Between Assessments and Quizzes

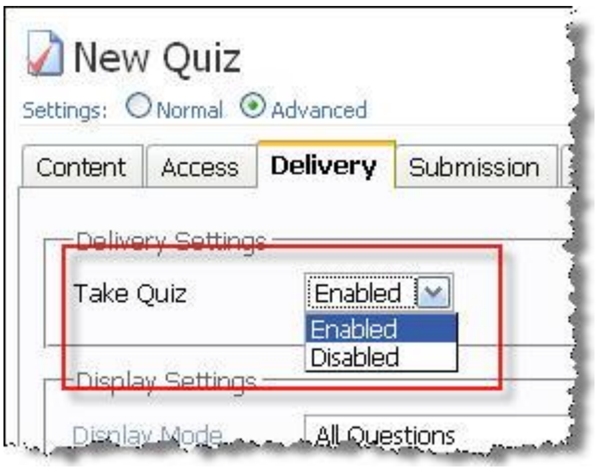
The addition of **Assessments** brought some significant improvements to online testing abilities within ANGEL.

Changes in Settings

- No change in **Content**, **Access**, **Automate**, and **Assignment** sections.
- The **Delivery** section in **Quizzes** is renamed **Interaction** in **Assessments**.

Delivery Settings

- **New Quiz**: Normal or Advanced.
- **Take Quiz**: choice of **Enabled** or **Disabled**.



- **Assessments**:

  You can set specific dates and times for **Date Enabled** and **Date Disabled**.

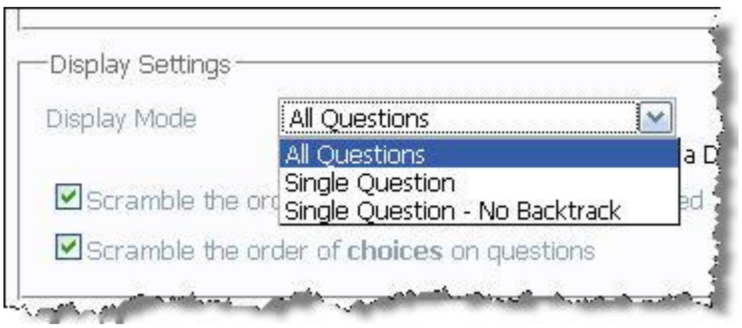
Significance: Enabled refers to the condition that allows the Assessment to be taken. Disabled means that the Assessment can no longer be taken. This is different from the **Start Date** and **End Date** that refers to how long the Assessment content item is visible to students. Allowing an Assessment to remain visible after it is Disabled permits student access for further review and feedback.

In Assessments, what used to be a manual process (changing Enabled to Disabled) can now be done automatically.

Display Mode

- **Quizzes:**

  You can choose to have questions display all at once, a single question at a time, or a single question with no backtrack. Within this section, you can also cause questions to be randomly scrambled and/or answer choices to be randomly scrambled.



- **Assessments:**

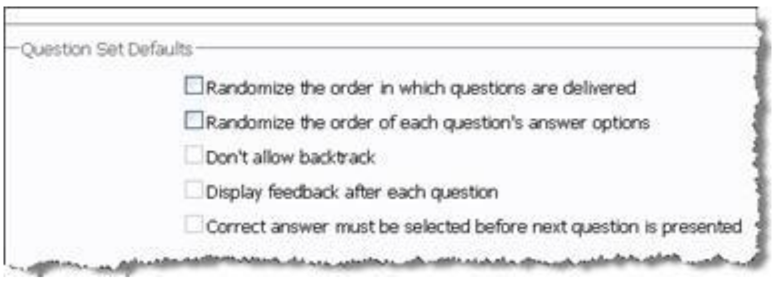
  You can choose to have questions display all at once, one set of questions at a time, or one question at a time. A **Question Set**, something new in Assessments, allows for the grouping of questions with different configurations and settings. This is somewhat analogous to **Section Headings** in Quizzes, but Question Sets have more options. Note that you can also create **Question Titles** in Assessments, with the option of having them displayed with the questions.

Question Set Defaults

- **Quizzes:** Not available.
- **Assessments:**

There are options that can be applied to each Question Set, but some of these options are only available with specific question display choices.

See Assessments: Understanding Options and Settings; Creating an Assessment's Content, Access, and Interaction Settings *for more information about these options.*



Submission Settings

- **Quizzes:**

  These are found in the **Submission** section. You can set the number of times students can take the Quiz, as well as the validation options. This section also allows for some **Auto-save** options and anonymous submissions.

- **Assessments:**

  Submission Settings remain in the **Interaction** section.

  New options are available, such as **Mastery** and **Save**. With the Mastery option, students can retake assessments until they attain a specified score. You can set the maximum number of tries in **Attempts Allowed**. The Save button allows students to save their work and return later. There is no longer any need for Auto-save because all answers are automatically saved.

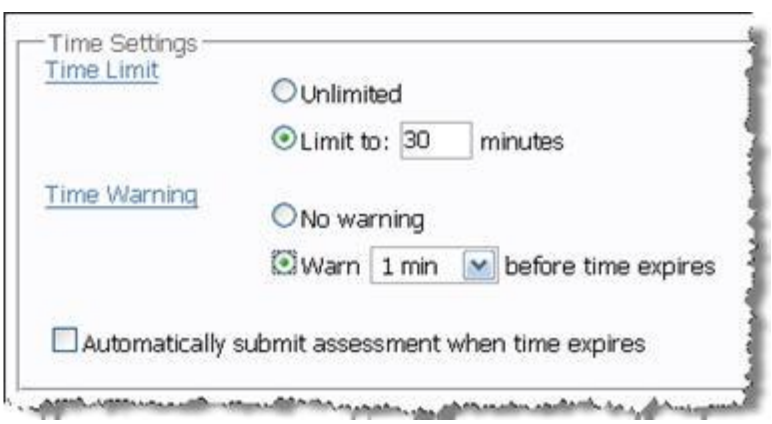
Time Settings

- **Quizzes:**

  Time Settings remain in the Delivery section.

- **Assessments:**

  Time Settings remain in the Interaction section. The same options as for Quizzes are available, but now you can choose between **Unlimited** and set time limits.



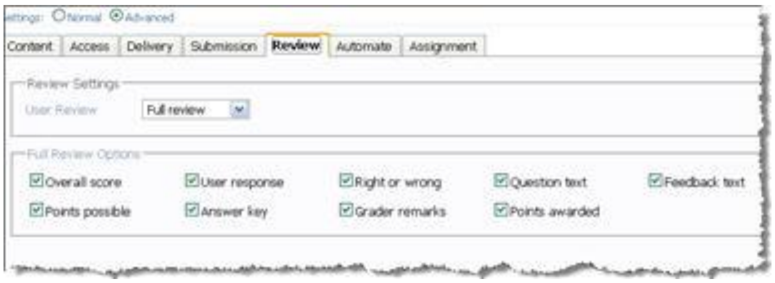
Review

A Review section exists for both Quizzes and Assessments.

- **Quizzes:**

Review is labeled **Review Settings**. You can choose what is displayed when a Quiz is submitted, such as: **Full Review** (determined by Feedback settings) or **Summary Only** (Points possible, Points earned, Score) or **Disabled** (Results not displayed).

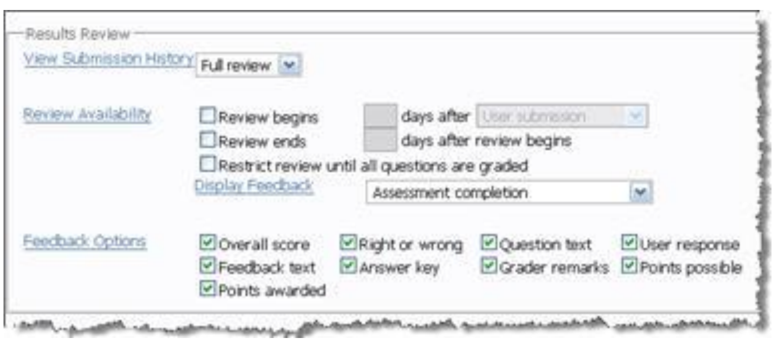
Full Review options determine what displays if Full Review is selected.



- **Assessments:**

  This is labeled **Results Review**. As with Quizzes, you can choose what is displayed with the same options. However, **Review Availability** (a new section) gives you the option to select WHEN the review is available, including allowing the selected review to be available after the Assessment has been disabled. It also allows for the review to be disabled after a set time period.

  Feedback Options are identical to the Full Review options in Quizzes.

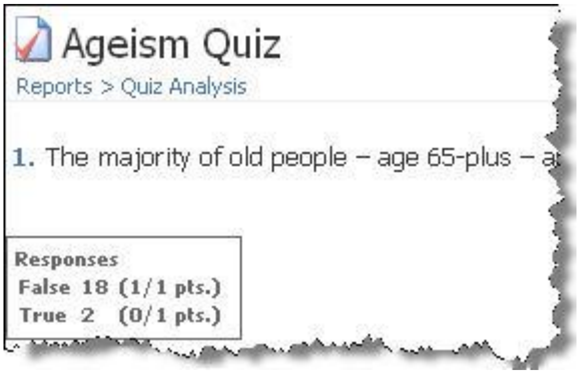


Item Analysis

This feature is available in Quizzes, but not as detailed as is available in Assessments. In both formats, it is accessible through Reports for the Quiz or Assessment.

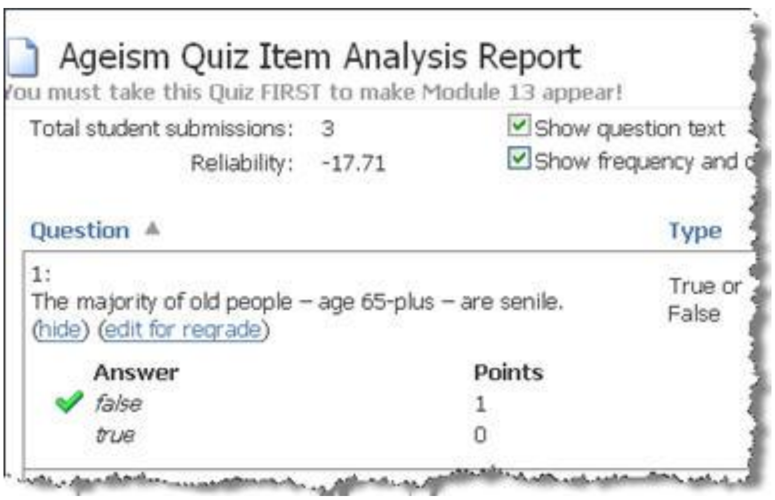
- **Quizzes:**

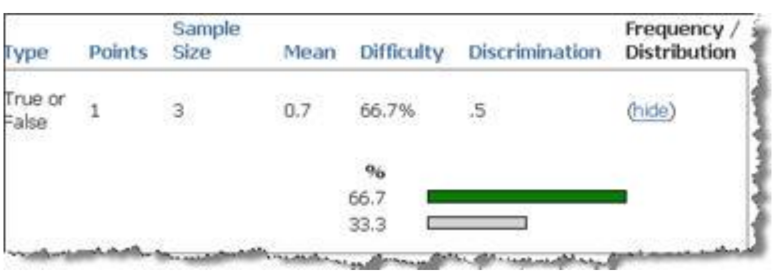
  Each question is listed with the number of answers, responses, and points received.



- **Assessments:**

  Each question is listed with more detailed information about the responses. Note that this example was divided into two sections, so that more detail could be displayed.



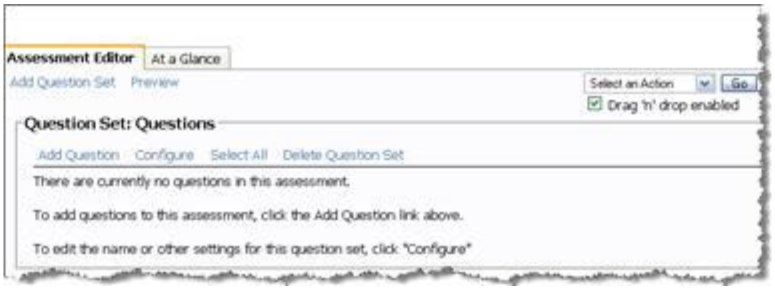


Questions can be edited and re-graded from this screen in Assessments.

New Features in Assessments

- **Question Sets**

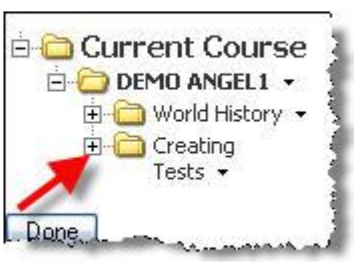
Questions can be grouped into Question Sets. You can have one or more sets, and each can have different configurations and settings. They are somewhat similar to Section Headings in Quizzes, but Question Sets offer more options. For example, each Question Set can draw questions from a different **Question Bank** or **Question Pool**.



For more information about Questions Sets, see How to Use Question Sets*.*

- **Question Banks**

  A powerful new feature in Assessments is the creation of Question Banks. Each of these banks is a database of questions. When creating an Assessment, you can draw questions from Question Banks based on keywords, difficulty level, standards and objectives, type of question, and/or specific text. As new questions are developed, they can be added to a Question Bank.



For more information about Question Banks and how to use them, see How to Use Question Banks: Definition of Question Bank and Creating a Question Bank *and also* How to Use Question Banks: Creating an Assessment from a Question Bank*.*

- **Question Pools**

  A Question Pool is a group of questions randomly drawn from one or more Question Banks based on set criteria including keywords, difficulty level, type of question, standards and objectives, and/or specific text.

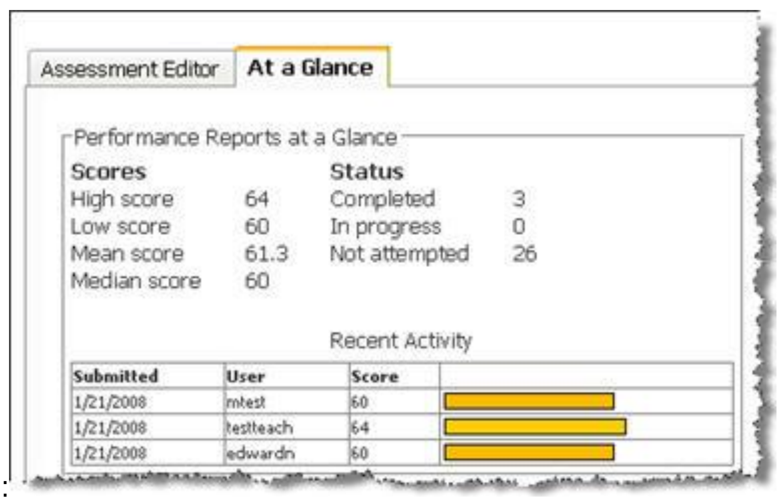
For more information about Question Pools, see How to use Question Banks: Creating an Assessment with Question Pools*.*

- **At a Glance**

  This feature allows you to view a “snapshot” of your Assessment and Settings. It is accessed when you click on the Assessment link.

Below are the different sections that display on the **At a Glance** screen.

1. The top section gives some statistics on the Assessments completed to date, including a graphical depiction of recent results by user.



2. The top right column of the page shows how many of each type of question is used, as well as the percentage of each type related to all types.

Question Type Distribution

Question Type	Count	Points	%
Multiple Choice	24	24	100%
Essay	0	0	n/a
Fill in the Blank(s)	0	0	n/a
Matching	0	0	n/a
Multiple Select	0	0	n/a
Offline Item	0	0	n/a
Ordering	0	0	n/a
Question Pool	0	0	n/a
Short Answer	0	0	n/a
True or False	0	0	n/a
Total	24	24	

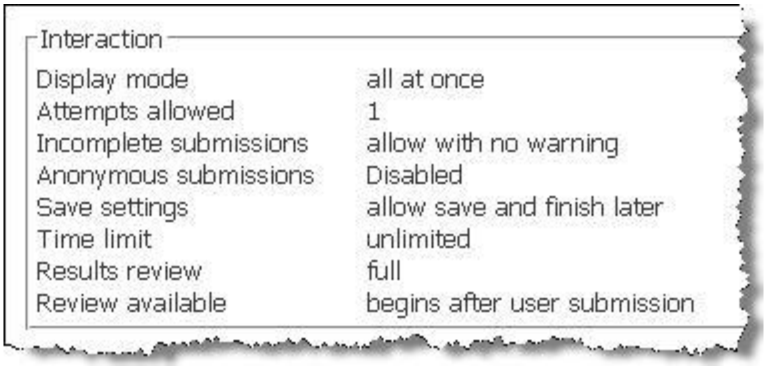
3. The rest of the screen gives a complete picture of all settings associated with that Assessment.

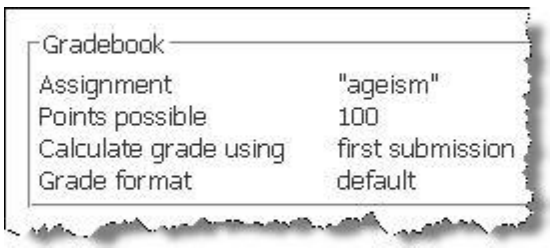
General

Date Visible / Hidden	- / -
Date Enabled / Disabled	12/24/2007 5:35:00 PM / -
Milestone Assigned / Due	- / 1/25/2008 12:00:00 AM
Launch in	same window
Custom icon URL	~/images/icons/iconPAGE.gif
Custom help URL	none
Link URL	none

Access

User tracking	students
Viewable by	students
Password required	off
Browser security	medium
Team access	all teams





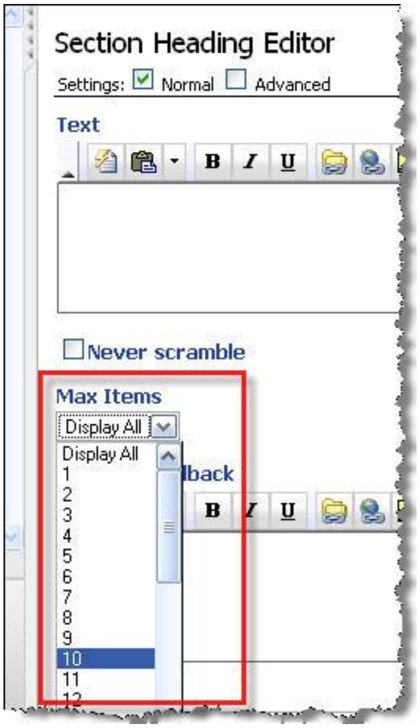
Features in Quizzes and Not Assessments

Quizzes have several features that are not found in Assessments.

- **Section Headings**

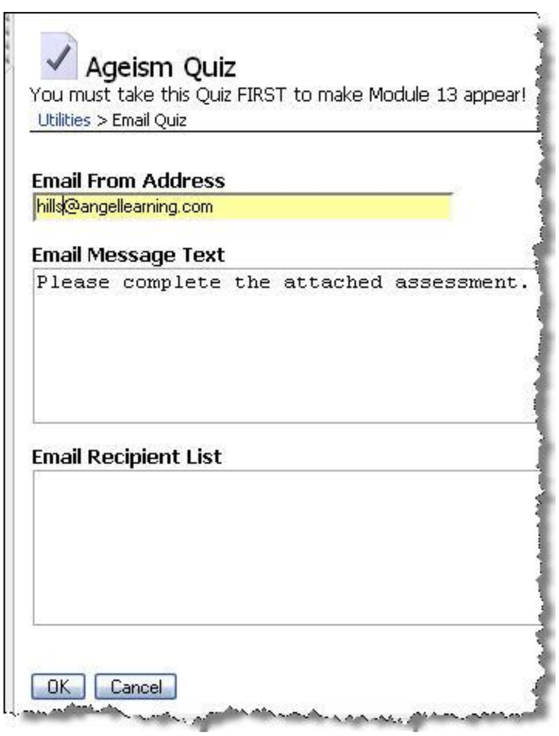
  Adding a Section Heading allows you to choose a set number of questions from all questions that are added under each Section Heading but before the next Section Heading. The question results will appear on the Item Analysis, questions can be deleted or changed, and a Quiz can be regarded as based on these changes. These differ from Question Pools in that they cannot be chosen based on keywords, objectives, standards, level of difficulty, or type of question. Therefore, questions need to be manually selected and added.

  All other features found in Section Headings are also found within Question Sets in Assessments.



- **Email a Quiz**

  Selecting **Utilities > Email Quiz** allows the Quiz to be emailed and completed by specified users.



- **Export Submissions and Grade Data**

  Selecting **Utilities > Export Submission and Grade Data** allows for Quiz information to be downloaded in CSV, PRN, or TXT formats.

- **Add to Pool**

  Choosing the **Add to Pool** option (**Utilities > Add to Pool**) allows you to assign a single keyword to all questions within the Quiz, which will then allow those questions to be added to a Question Pool.

> *When converting a Quiz to an Assessment (another option in Utilities), use the Add to Pool option first to assign a keyword to all questions in the Pool. Then when the Quiz is subsequently converted to an Assessment, its Pool will automatically be added to the Question Bank. Otherwise, each question would need to be individually added to a Question Bank.*

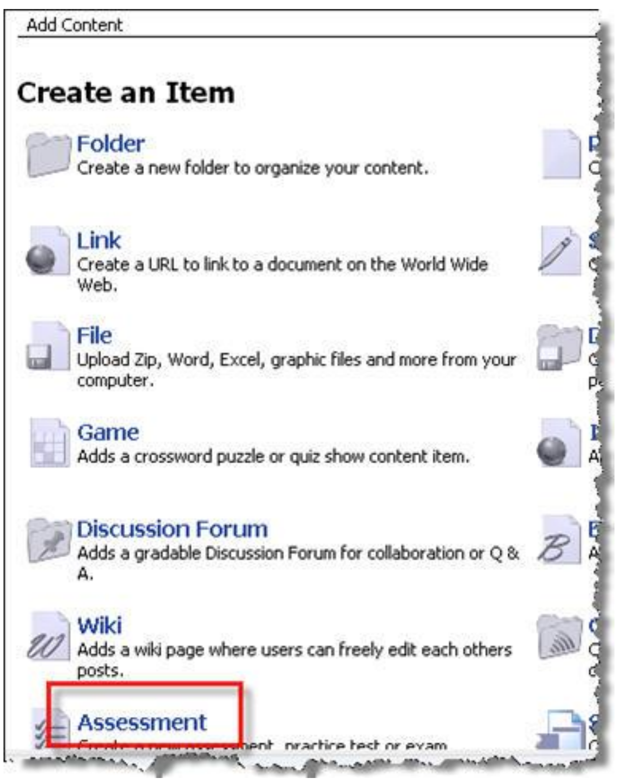

Ageism Quiz
You must take this Quiz FIRST to make
Utilities > Add to Pool
Keyword
ageism
OK
Cancel

Assessments: Understanding Options and Settings; Content, Access, and Interaction Settings

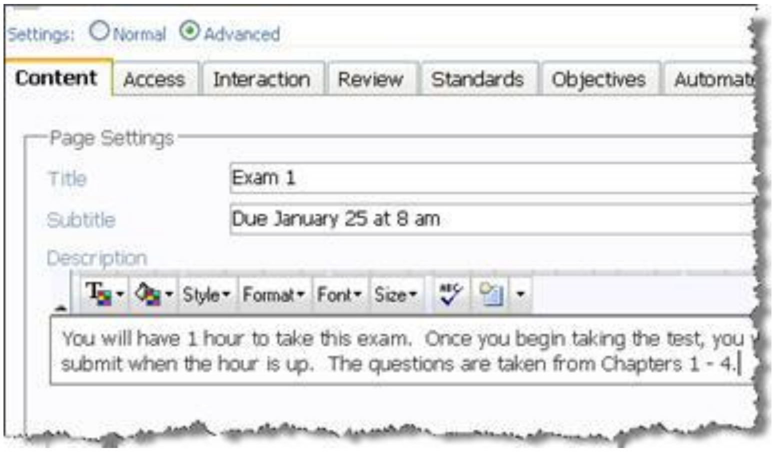
To create a quiz, exam, or test, you create an Assessment. This can consist of a variety of question types, including multiple choice, multiple choice with more than one answer, true/false, matching, ordering, fill-in-the-blank, short answer, essay, and off-line. There are many options that can be applied to an Assessment, making it very customizable. Understanding these settings will help you in creating an Assessment that is specific to the objectives you want to achieve.

> *For information on setting up a more secure exam, see* How to Create a Secure Assessment*.*

1. Go to the location in Lessons where you want to add the Assessment. In this tutorial, you are adding an Assessment to Module 1. Click **Add Content**.
2. Click **Assessment**.



3. Select **Settings: Advanced**.
4. Add a **Title** and a **Subtitle**, if needed. Put any directions for the Assessment in the **Description** window.



The text in the Description will appear when students click on the Assessment link. They will not have to begin the Assessment to see the text.

Whatever text is added to the Title field will be the label used to identify that Assessment in the Gradebook. For this reason, it is a good idea to keep the title short and descriptive. Putting any dates associated with the Assessment into the Subtitle field will make such information available without adding to the Title size.

5. Go to the **Access** tab. **User Tracking** is useful if you want a detailed report on student activity within this Assessment. In this example, you have set it to **Students Only**. You can also designate whether the Assessment is to be taken by the entire class or only by specific teams.

Consider assigning a password if the test is to be administered in a testing center or by a proctor. Give the password to the testing center or proctor to be given to each student when properly identified.

For more information about designating specific teams and customizing settings for teams, see How to Set Team Access Rights for Lesson Content*.*

*Checking the **Do not allow users to view this item box** will prevent anyone other than Course Editors to see the Assessment. It will override any other settings, including Start Date and End Date.*

6. Set the **Start Date** and **End Date** if you do not want the Assessment link to be visible until a specific date and time. When specified, the item will be hidden until the Start Date/Time, and will be hidden again after the End Date/Time.

These settings will NOT affect when the test is actually available to be taken, they only make the Assessment link visible. The Enable/Disable settings are what determine when the test is available to be taken.

Remember that the boxes next to the Start/End Dates need to be checked in order to set the dates.

Setting the End Date to a date and time AFTER the exam is no longer available will allow students to see their scores as well as any other allowable information as part of the Review.

7. With the **Browser Security** option, select the level of security that you need for the Assessment. **None** means that no special measures will be applied. **Medium** will disable the right mouse clicker when taking the exam to prevent copying or printing or using the Back button. **High** involves the Secure ANGEL browser and can only be used in lab settings with the browser installed.

No online test can be totally "secure." If you need a high-stakes assessment, consider requiring a testing center or proctor for test administration.

*An **IP Filter** can be used to designate specific IP addresses, limiting students to taking the test from only those locations.*

8. Go to the **Interaction** tab. Set the **Date Enabled** and **Date Disabled**, checking the box for each.

   Date Enabled refers to the date and time the Assessment is available for students to take.

   Date Disabled refers to the date and time when the test can no longer be taken.

If there is no Date Enabled and/or Date Disabled set, the test will be available to take between the Start and End dates already set.

9. Decide how you want the questions to be presented.

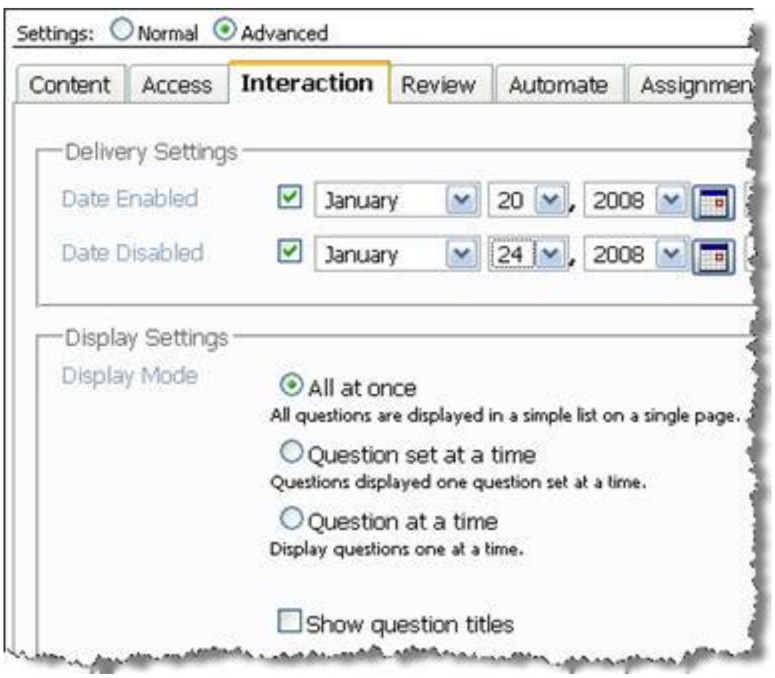
All at once will display all of the questions at one time, which is similar to seeing and taking a paper test.

Question set at a time will display each question set separately.

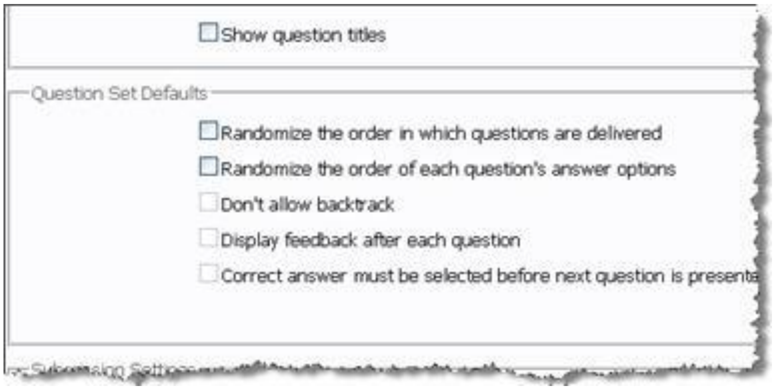
When configuring the Assessment, you can create different Question Sets of questions. Each Question Set can have different settings, such as different time limits, different titles, and randomization and display options.

Question at a time will display each question separately.

For more information about options for the Question at a time setting, see How to Create a Secure Assessment*.*



10. Some Question Set default options can next be set. These allow for some randomization of question options within a Question Set, as well as some options that are only available when the **Question at a time** option is chosen.



Randomize the order in which questions are delivered would change the order of questions within a Question Set.

*If an Assessment is covering several different topics and you want to have randomly ordered questions by topic, create a Question Set for each topic and then select the **Randomize the order in which questions are delivered** option.*

Randomize the order of each question's answer options would reorder the answer choices primarily for multiple choice questions.

*Sometimes the order of answer choices should not be reordered, due to the nature of the choices. For example, you would not want an answer choice of **All of the above** to appear anywhere except as the last answer choice. There is an option that can be selected within each question to prevent randomizing the answer choices for that particular question.*

Don't allow backtrack only applies with the Display Settings of **Question set at a time** or **Question at a time** options. It means that once a set of questions has been submitted or each question has been submitted, students cannot go back and change their answers.

Display feedback after each question only applies with the Display Setting of the **Question at a time** option. It means that after each question has been submitted, any feedback for that question will display.

Correct answer must be selected before next question is presented is another option that is only relevant when questions are displayed one at a time.

These settings are applied to all Question Sets. Further options can be set for individual Question Sets once the Assessment settings have been saved.

11. Choose your Submission Settings options:

    Mastery Settings. This would allow students to retake the Assessment as many times as it is available until they reach a certain percentage grade.

    Attempts Allowed. Choose how many times students can retake an Assessment. The options range from 1 to 10 times to Unlimited.

12. Choose the **Validation** option needed:

    Do not allow. This means that students cannot leave any questions unanswered. A pop-up window will display and will not allow students to submit the Assessment without answering all questions.

    Allow, but issue warning. This option means that if students leave a question unanswered, they will receive a warning. A pop-up window will display advising them that the question has not been answered and giving them the option to answer it or go forward.

    Allow, without warning means that students will not be advised of any unanswered questions, and they can still submit the Assessment.

    Click the **Save Option** if you want to allow students to save their work and return later. If a time limit has been set, they will need to return to complete the Assessment within that time limit.

    Anonymous Mode should only be checked if you do not need to know who submitted which test. If this is selected, scores cannot be recorded in the Gradebook.

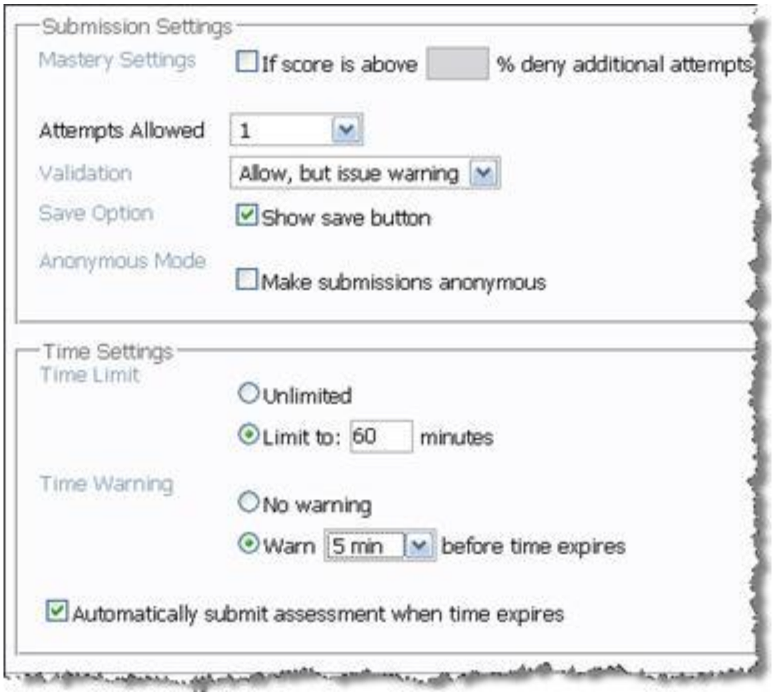
    Time Limit allows you to set the period of time available for students to take the test once they have begun. If you do not want to set a time limit, then check the **Unlimited** option.

    Time Warning, if selected, will display a pop-up window to advise students of the time remaining, according to the minutes selected here. You also have a choice of selecting **No warning**.

Remind students to take the time limit into consideration when beginning their Assessments. They need to begin the Assessment and allow enough time to finish BEFORE the Disabled date and time is reached.

If the **Automatically submit assessment when time expires** box is checked, it means that as soon as the allotted time for taking the test has expired, the test is automatically submitted – no matter what other settings have been selected.

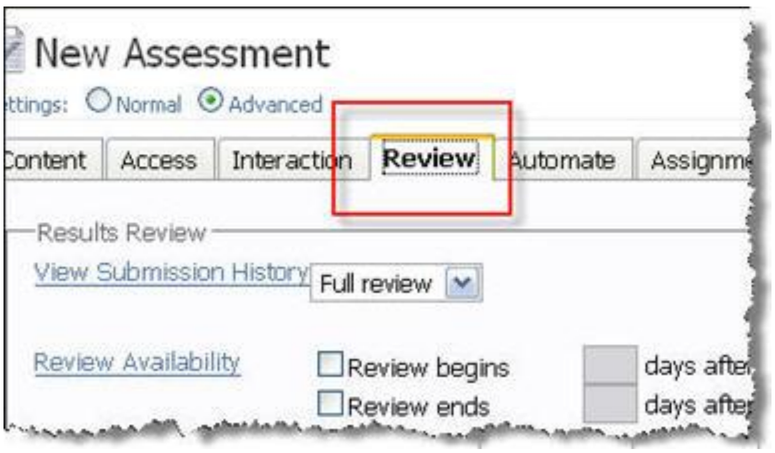
If this option is chosen, warn students that "the clock starts ticking" as soon as they begin the Assessment, no matter what. When the time is up, the test will be gone! If students wander away from the test and later return, they will not be able to answer more questions if time has expired.


Submission Settings
Mastery Settings
If score is above
% deny additional attempts
Attempts Allowed
1
Validation
Allow, but issue warning
Save Option
Show save button
Anonymous Mode
Make submissions anonymous
Time Settings
Time Limit
Unlimited
Limit to: 60
minutes
Time Warning
No warning
Warn 5 min
before time expires
Automatically submit assessment when time expires

Assessments: Understanding Options and Settings; Review and Assignment Settings

Within an Assessment, you can designate what kind of feedback the students will receive upon completion of the Assessment, and you can even change this feedback based on set parameters. The **Assignment** tab is used to set up the Assessment as an Assignment in the Gradebook.

1. Within the settings for an Assessment, select the **Review** tab.



2. **View Submission History**: Select what you would like students to see at the time that they submit their Assessments, or according the **Review Availability** settings that follow. These options will remain open for students until the set End Date and Time, or until the Review options are changed. The options are as follows.

   Full review: Students will see all feedback as set in **Feedback Options**.

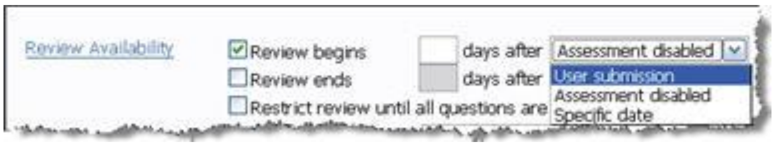
   List only: Students will see only their score, points possible, and points awarded.

   Disabled: Students will not receive any feedback or score information.

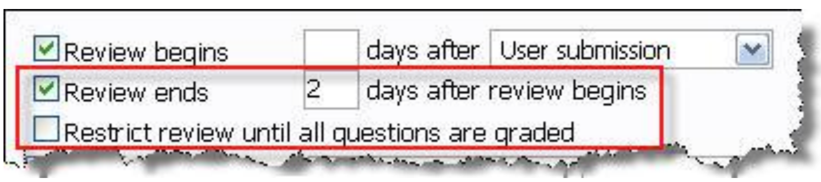
3. Go to the **Review Availability**. This section allows you to specify when you want students to view the option you selected in View Submission History.
4. Specify when the Review is active with **Review begins**. The default is **User submission**. You can also have the Review begin a set number of days after the

Assessment is disabled (so that it is not viewed until the Assessment can no longer be taken), or you can have it begin on a specific date.

If the box in front of the **days** text is left blank, the Review will be active according to the designation in the drop-down list. In the example below, **User submission** is highlighted, so that the specified Review will be available as soon as the Assessment is submitted.

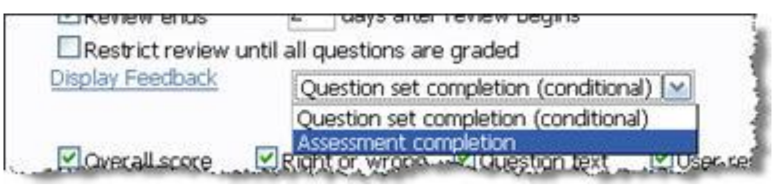


5. You can also specify how long the Review will remain available to students by inputting the number of days when the **Review ends**.
6. If the Assessment contains manually graded questions, such as short answer or essay questions, clicking the **Restrict review until all questions are graded** option makes the Review unavailable until after all questions have been graded.

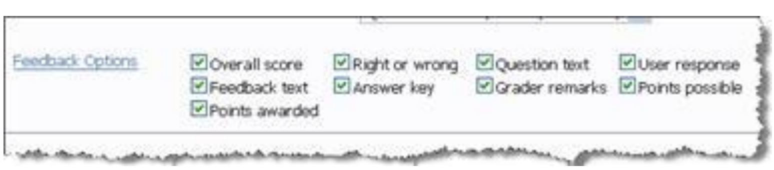


7. Finally, you have the option of having any feedback associated with the Assessment display either after a Question Set has been completed or after the entire Assessment has been completed.

> *The ability to see feedback after completion of a Question Set is only available if the question display mode is set to* ***Question Set at a Time****.*



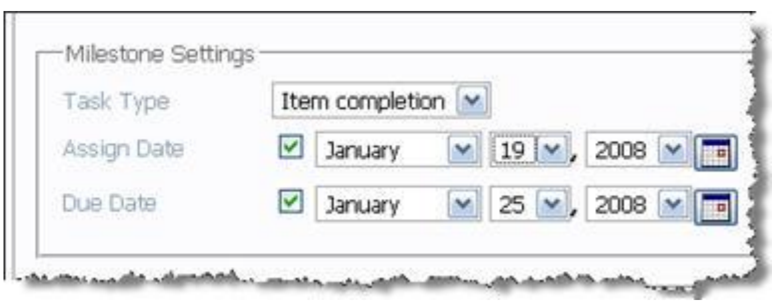
Feedback Options allow you to designate exactly what will be displayed in the Review if the **Full review** option is chosen (see Step 2 above).



*Be aware that choosing **Answer key** and **Question text** will give students a complete copy of the Assessment, which they could copy and share. If this is a high-stakes Assessment that WILL be used again, these may not be good options to select.*

1. Go to the **Assignment** tab. Selecting one of the options in the **Milestone Settings** section will create a **Milestone** and also put Assigned and Due Dates on the Calendar. If this Assessment will be automatically graded, **Item completion** can be selected for the Milestone.

2. Selecting a Milestone option will allow you to select both the **Assign Date** and the **Due Date** for the Assessment.



Using the Milestone feature is a good way to have assigned and due dates automatically appear on the calendar, as shown in this example:

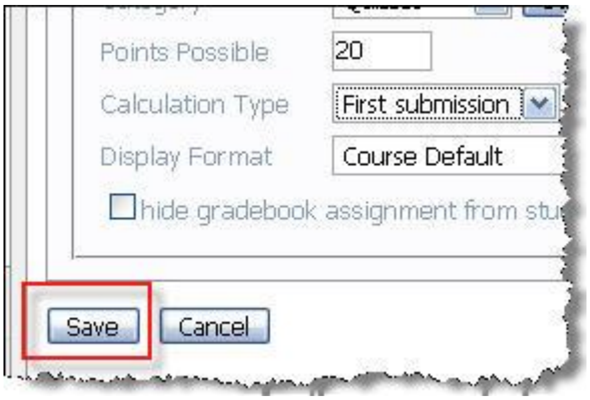
3. To connect the Assessment to the Gradebook, go to the **Gradebook Settings** section and use the drop-down menu to select **New Assignment**.
4. Continue completing the remaining options, giving the Assessment a **Title**, selecting a **Category**, assigning **Points Possible**, and determining a **Calculation Type**.

*When selecting a Calculation Type, the default is **First submission**.*

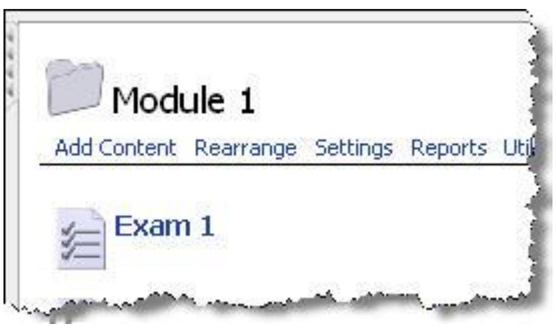
*If you are allowing students to take the Assessment multiple times, change this to **Maximum score**, **Last submission**, or **Average score**.*

Even though you may be manually grading some or all questions (if the Assessment contains essay or short-answer questions), DO NOT change *this to **Manual** unless you intend to input the grades within Gradebook instead of adding them within Assessment.*

5. Click **Save** when you have finished with all settings.



The Assessment is now in place.



How to Use Question Sets

Assessments use Question Sets to group questions. These groupings allow instructors to configure different options for each set of questions. An Assessment might consist of one or more Question Sets, depending upon the needs of the test or exam.

1. Create and Save an Assessment. Once it has been saved, the **Assessment Editor** will display so that you can create Questions Sets and add questions. You can return to the Assessment Editor at any time by clicking on the Assessment in Lessons.

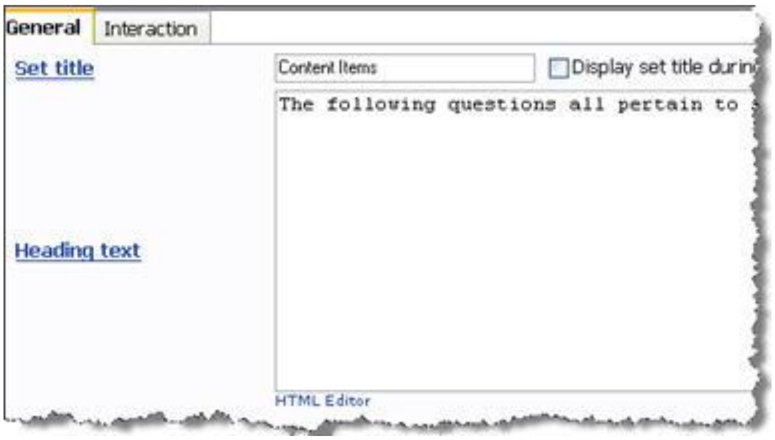
> *For more information on creating an Assessment, see* Assessments: Understanding Options and Settings; Creating an Assessment's Content, Access, and Interaction Settings *and* Assessments: Understanding Options and Settings; Review and Assignment Settings*.*

2. Select **Configure** to apply options for a Question Set, if needed.

3. The next screen will open in the **General** section. Add a **Title** for the Question Set (the default is **Questions**). You have the option of making the Title display to the students who are taking the Assessment. The **Heading Text** window allows you to input information pertaining to the questions in the set. Because it gives you the option of using the HTML Editor, you can add hyperlinks, images, and formatting to the text that you add.

You could use the Heading Text in a variety of ways:

- *Give directions for the questions within the set*
- *Provide a scenario or case study for the questions within the set*
- *Add a diagram or map or other illustration referred to in the questions.*



4. The **Interaction** tab provides other settings for the individual Question Set:

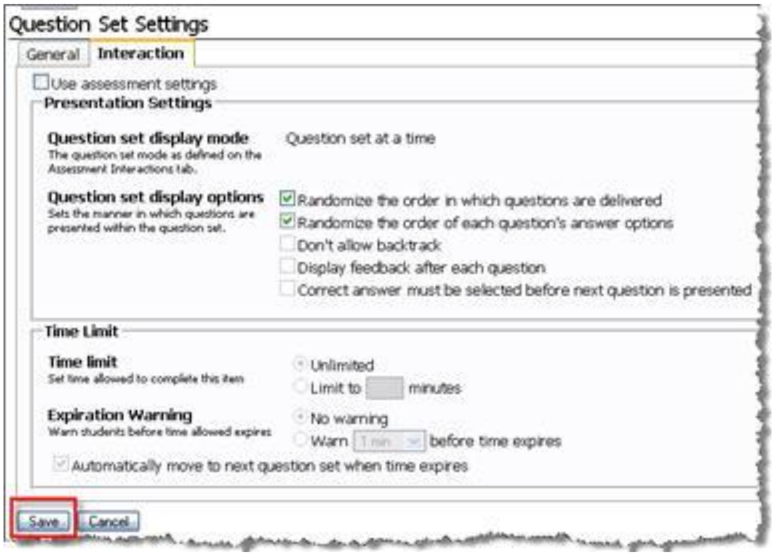
   Use assessment settings. If this is checked, the settings will use those already configured in the Assessment settings.

   Question set display mode. This is determined by the Assessment settings and cannot be changed in the Question Set configuration.

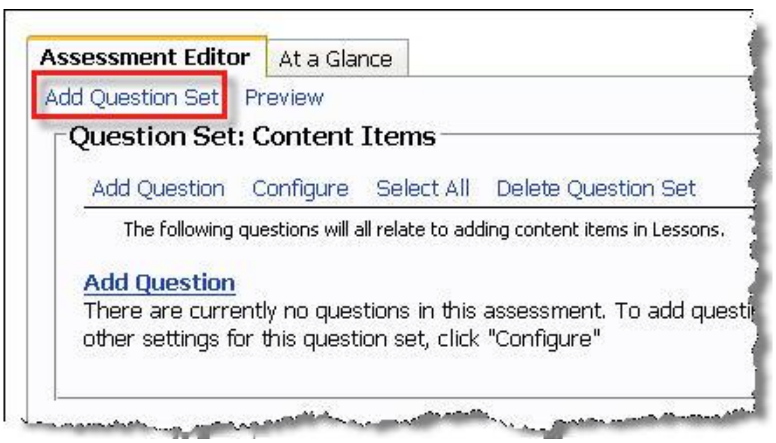
   Question set display options. These can be changed only if **Use assessment settings** is NOT checked. These allow for randomization of questions within the Question Set, as well as randomizing the answer choices.

   Time limit. This can be set as long as the **Question set display mode** is set to **Question set at a time** and a time limit has been set for the overall Assessment. This would assign a specific time limit in which the Question Set would need to be completed. You can also have a time limit warning display, and cause the Question Set to be automatically submitted when the allotted time is up.

5. Click **Save** when you are finished.



6. Add a new Question Set by clicking **Add Question Set**.



7. A pop-up window will appear. Add a **Title** for the next Question Set. Leaving the box next to **Edit Question Set settings upon save** as shown here will allow you to configure the Question Set as described in Steps 3 and 4 (above). Click **Save** to continue.

8. Continue to add all Question Sets needed for the Assessment, unless you need only one.
9. Click **Add Questions** to add questions within each Question Set. You can use Questions and Question Pools to add questions, or you can create individual questions.

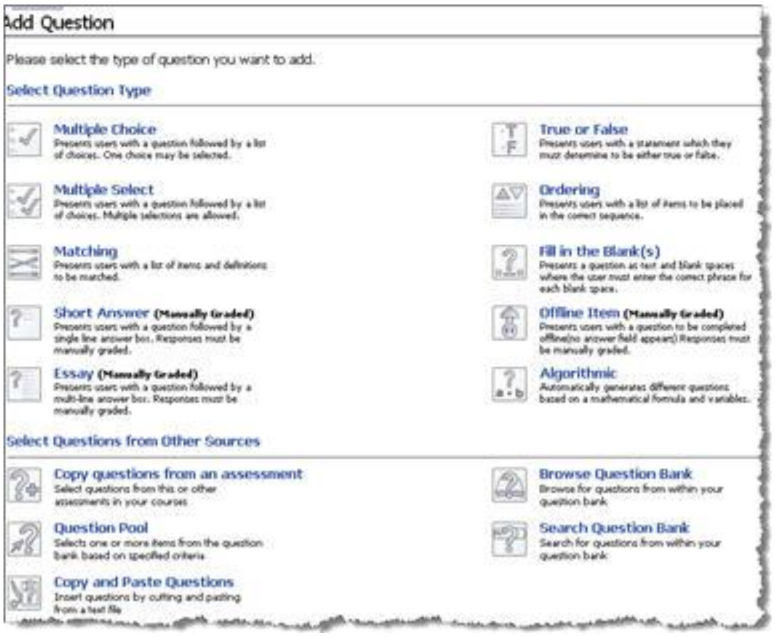
> *For more information about adding questions from a Question Bank or Question Pool, see* How to Use Question Banks: Definition of Question Bank and Creating a Question Bank*,* How to Use Question Banks: Creating an Assessment from a Question Bank*, and* How to Use Question Banks: Creating an Assessment with Question Pools*.*

10. You can add the following types of questions:

- **Multiple Choice**
- **True or False**
- **Multiple Select** (Multiple Choice questions in which more than one choice is selected)
- **Ordering** (gives a list of items to be sequenced in proper order)
- **Matching**
- **Fill in the Blank**
- **Short Answer**
- **Essay**
- **Offline Item** (a question that is not answered within the test itself; for example, a question that is answered orally)
- **Algorithmic** (questions generated automatically based on mathematical formulas and variables)

All types of questions can be graded automatically, except for Short Answer, Essay, and Offline Item.

Questions can also be added through **copying and pasting** questions from a text file that follows a specific format.

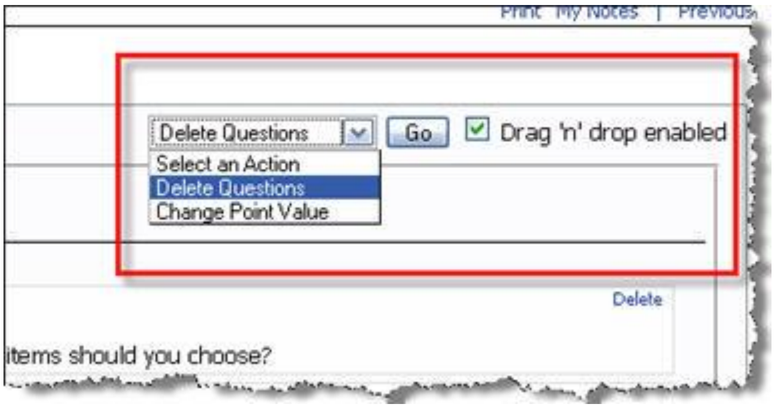


11. Once the questions have been added, they will be listed in the Assessment Editor within their respective Question Sets.

12. There are options that are associated with questions in the Assessment Editor:

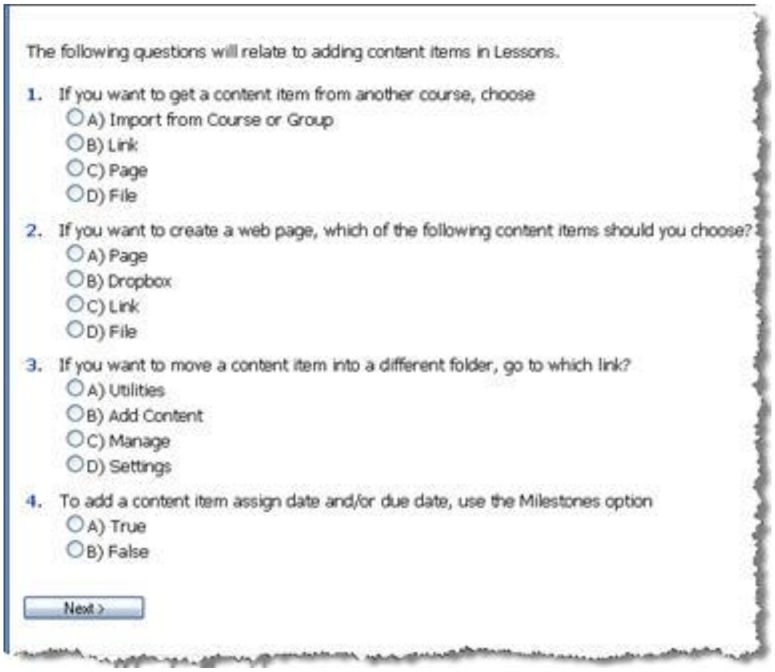
    Checking **Drag 'n' drop enabled** allows you to change the order of questions by dragging them into place with the mouse.

    You can **Delete Questions** or **Change Point Value** of one question or several questions by checking the box next to each question, selecting the desired action, and then clicking **Go**.



13. To see how the questions will display, click **Preview**.

14. The Assessment will display based on the assigned settings. In this example, the Assessment was set up to display one question set at a time:



To answer the Assessment in just the same way that a student would, preview the course as if you are a student and access the Assessment.

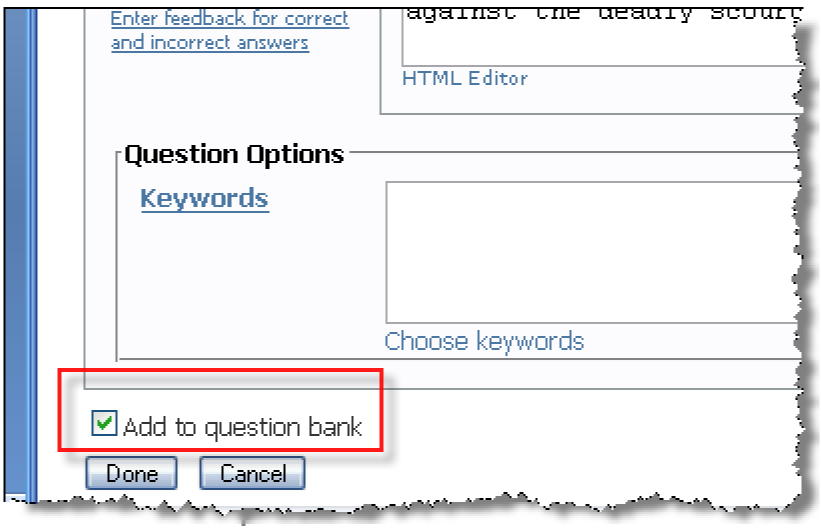
How to Use Question Banks: Definition of Question Bank and Creating a Question Bank

Question Bank Defined

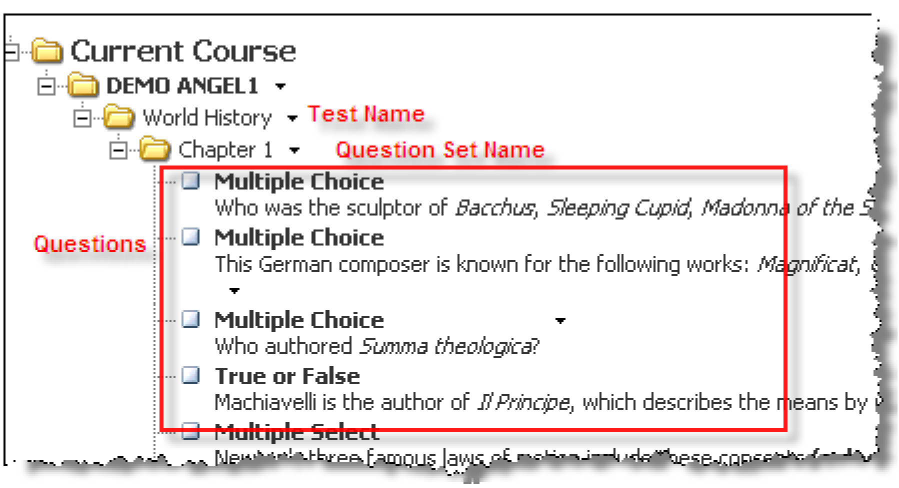
A Question Bank is a database of questions that can be shared between and among Courses, Learning Object Repositories, and Master Courses. Question Banks are searchable, so that questions meeting specific criteria can be drawn from them to create Assessments.

Creating a Question Bank

As you add questions to an Assessment, you have the option of adding each question to a Question Bank.



Questions in the Question Bank are grouped within their respective Question Sets, which appear as folders having the same names as the Question Sets.



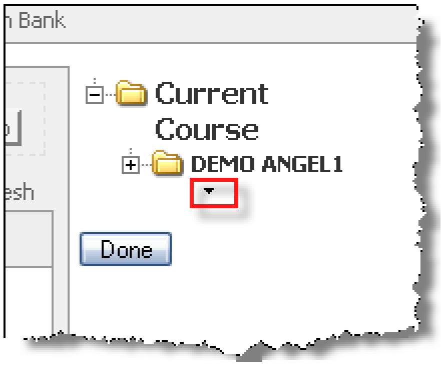
Creating Assessment questions within a LOR will, in effect, create "Master" Question Banks of questions that can be shared with all courses in which you have Course Editor rights.

Questions can also be added to a Question Bank within the **Question Bank Manager** itself.

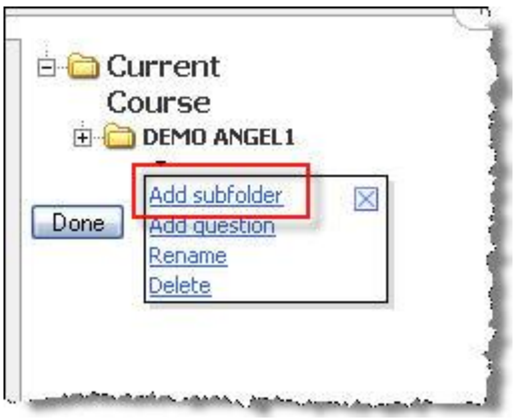
Adding Questions to a Question Bank Within the Question Bank

1. Open a course or LOR with the Question Bank where you want to add the questions. Go to **Manage > Question Bank Manager**. In this example, you are adding questions to a Question Bank within a LOR.

2. First you will add a folder for the questions that will be created. **Click** on the small triangle underneath the Course/LOR name.

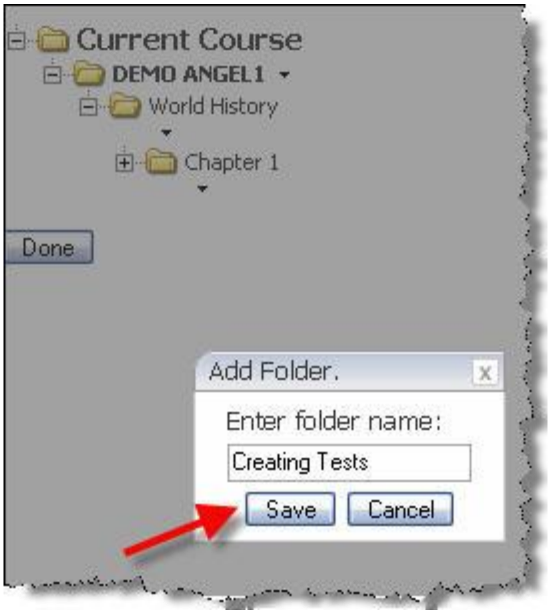


3. In the window that opens, select **Add subfolder**.

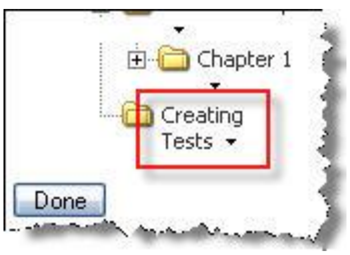


4. Another window will open asking for a folder name. Input a name and then click **Save**.

When creating an Assessment from a Question Bank, one search option is to search by folder. Therefore, it is a good idea to label the folder to indicate the subject matter covered by the questions it contains.



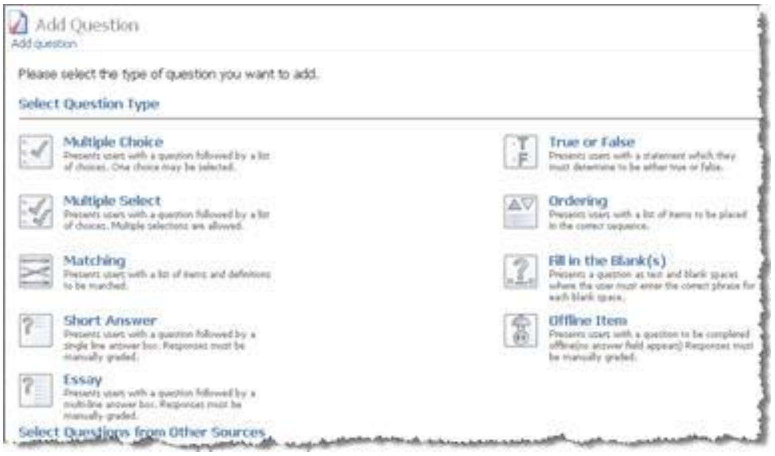
5. You will see the folder now listed. **Click** on the small triangle beneath the folder to begin adding questions.



6. Click the **Add question** option.

*The Edit options would also allow the creation of a subfolder for further organization. You could also **Rename** or **Delete** the present folder.*

The **Add Question** screen will appear.

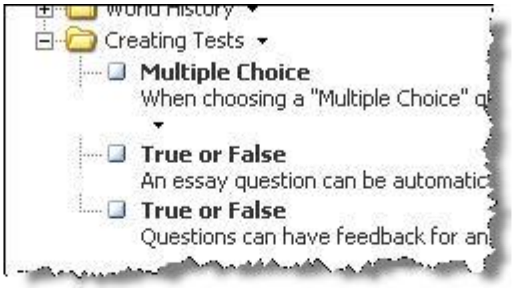


7. **Create** all questions as you would for an Assessment. The questions will automatically be saved in the Question Bank.

As you create questions, you can designate a keyword and a difficulty level which can be used to limit questions to be pulled from a Question Bank. Because this question was already created within the Question Bank Manager, the option to save the question to the Question Bank does not appear.

8. Returning to the Question Bank Manager, you can verify that questions have been added to the **Creating Tests** folder by clicking on the “**+**” next to the Creating Tests folder.

All questions that have been created will appear beneath the folder.



Clicking on the small triangle beneath each question will bring up an edit menu that allows you to edit or delete the question. When a question is deleted from a Question Bank, it is permanently deleted – unless it has been added to another Question Bank or an Assessment.

*You can add multiple questions from a test bank by using the **Import Questions** option.*

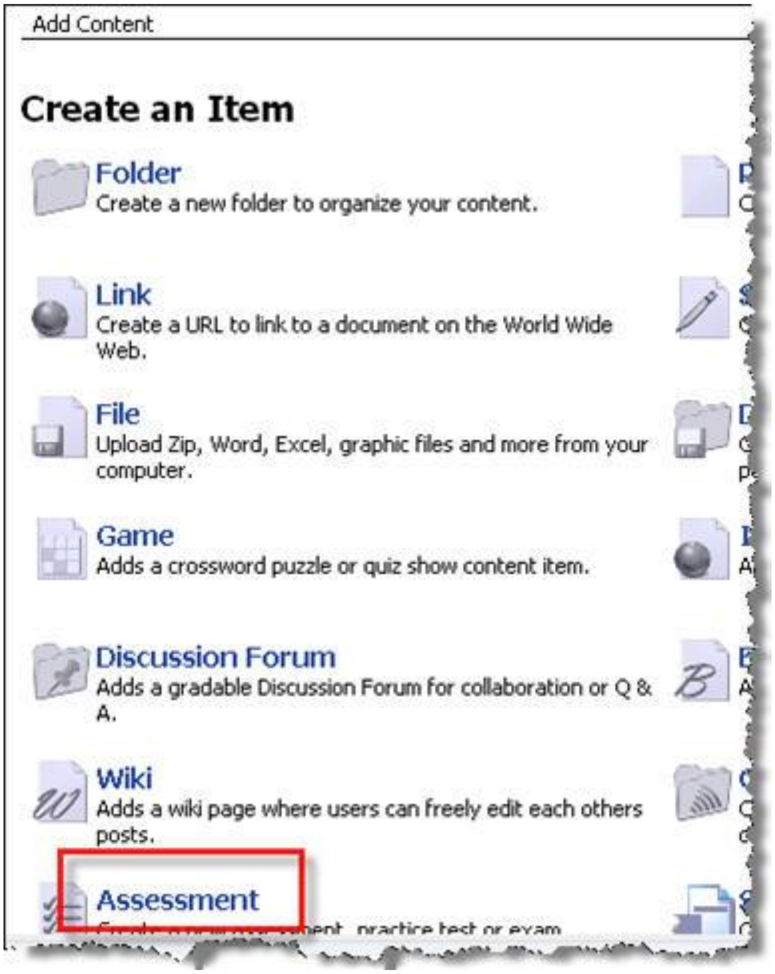
How to Use Question Banks: Creating an Assessment from a Question Bank

Once a Question Bank has been created, you can create an Assessment from questions in the Question Bank. If an Assessment that is created from a Question Bank is ever deleted, the questions will still remain within the Question Bank.

> *This is one significant difference between tests created using Quizzes and tests created using Assessments. Once a quiz has been deleted, all questions within the quiz are also deleted – unless the quiz has been duplicated elsewhere. Questions within an Assessment that are derived from a Question Bank will not be deleted if the Assessment is deleted.*

In this example, you will be creating an Assessment in a course from a Question Bank created in a LOR.

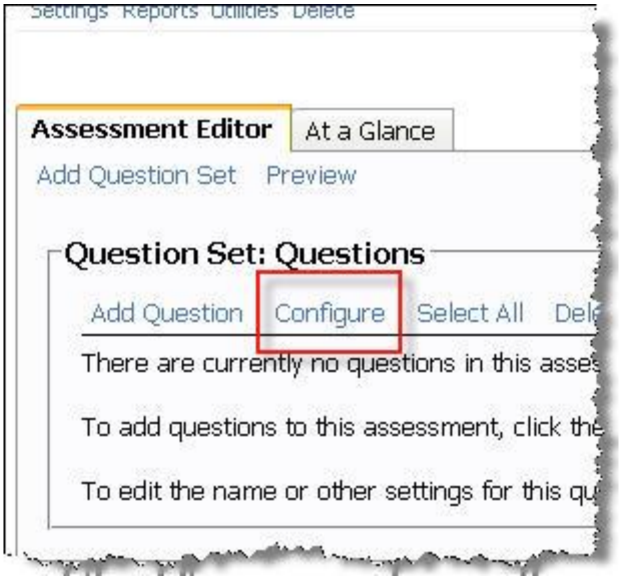
1. Open the course in which the Assessment will be created, and go to **Lessons > Add Content**. In this example, you are adding the Assessment into the Module 1 Folder.
2. Select **Assessment** in the next screen.



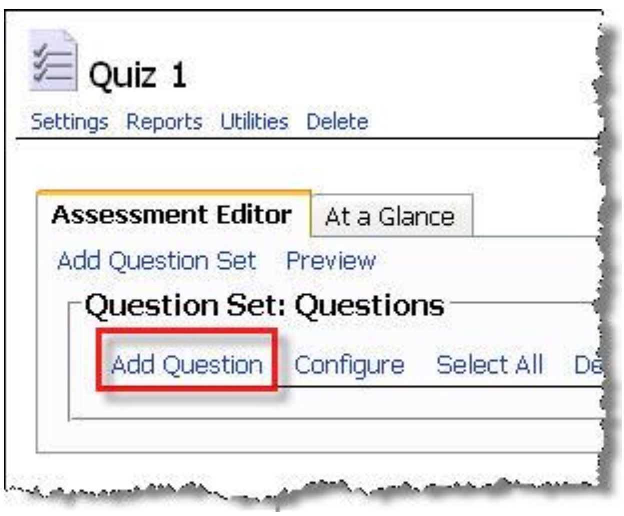
3. Continue setting up the Assessment, choosing the options that you need.

> *For more information about setting up an Assessment, see* Assessments: Understanding Options and Settings; Creating an Assessment's Content, Access, and Interaction Settings *and* Assessments: Understanding Options and Settings; Review and Assignment Settings.

4. Once the Assessment has been created, the Assessment Editor (allowing you to create Question Sets and Questions) will appear. Click the **Configure** option if you want to apply any settings to the Question Set, such as a Title or other specific options for that set. This would be especially important if the Assessment is to contain more than one Question Set, with different settings for each set.



5. Once the Question Set is configured, or if you do not need to configure the Question Set, click the **Add Question** option.



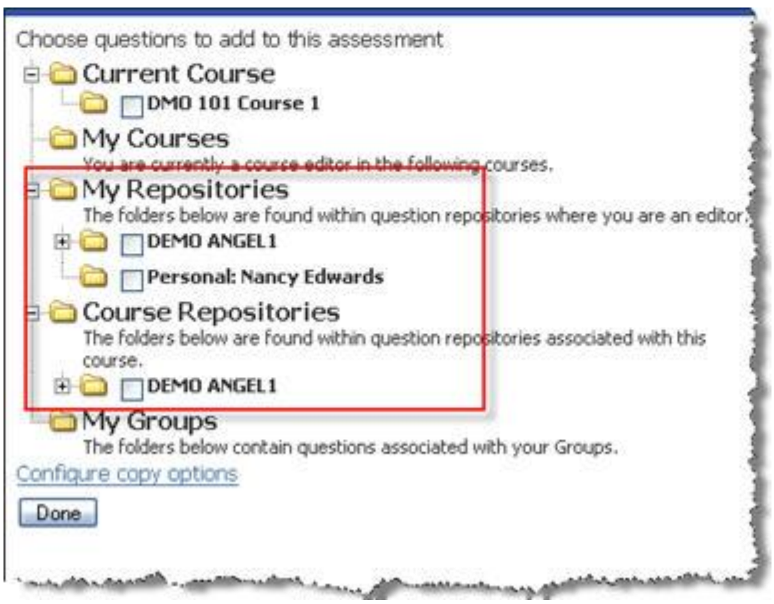
To add questions from a Question Bank, you have two choices: you can browse and choose questions from the available Question Banks, or you can search and add them according to specific criteria.

Using the Browse Option

1. Click **Browse Question Bank** in the **Select Questions from Other Sources** section in the lower part of the Add Questions screen.

This will open up a screen that will display all of the Question Banks in which you have access. This includes Question Banks in all Courses, Groups, and Master Courses in which you have Course Editor rights.

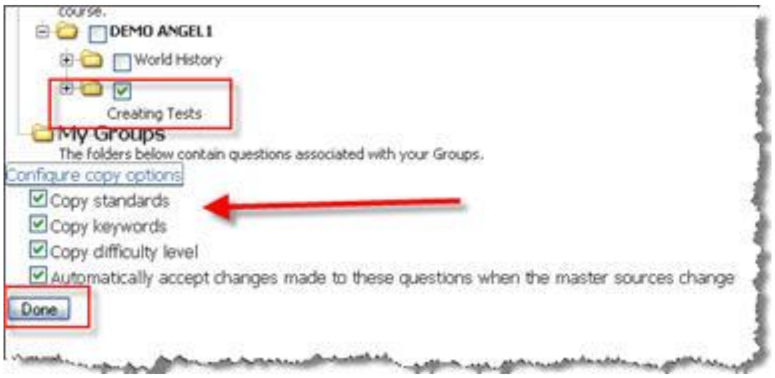
It will also include LORs that are either associated with the course or in which you have Course Editor rights.



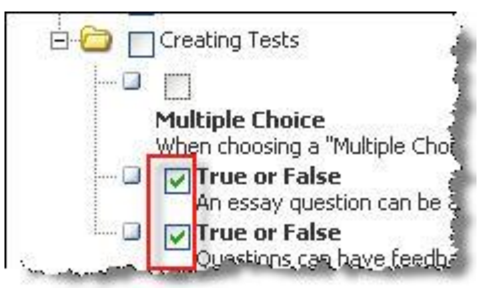
*The same LOR is listed twice in this example. You have editing rights to the LOR **DEMO ANGEL 1** (under **My Repositories**) and the course has access to the same LOR (under **Course Repositories**) because of the way the LOR was set up. If someone were a Course Editor for this course – but not an editor for that LOR – the LOR would only be listed once, under Course Repositories. The criteria set within the LOR determine the courses that will have access to it.*

2. For this example, you will **choose** the Question Banks in the DEMO ANGEL 1 Course Repository by checking the box next to it. (Choosing the same Repository in My Repositories would give the same results). You could also choose more than one Question Bank.
3. Click the “**+**” next to the Question Bank to expand it and see all the folders and subfolders within it.

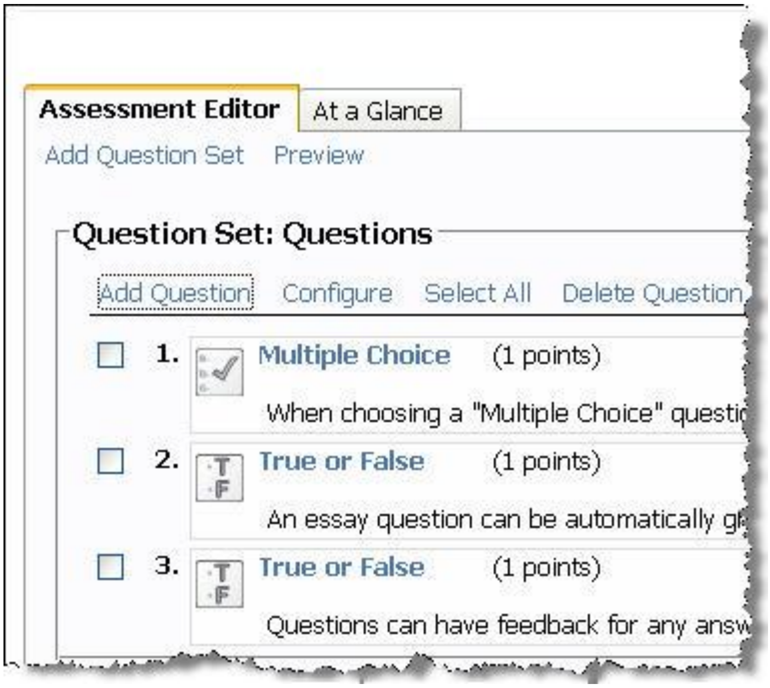
4. **Check** the box next to the Question Bank that you want to use. This will copy ALL of the Questions in that Question Bank into the Assessment.
5. Clicking the **Configure copy options** link allows for the standards, keywords, and difficulty level associated with each question to also be copied. Checking **Automatically accept changes made to these questions when the master sources change** will allow for the question to be updated if the question is ever changed within the source bank (that is, the DEMO ANGEL 1 Repository). Click **Done** to continue.



Clicking on the "+" next to the Question Bank would expand it and allow you to choose specific questions from that Bank instead. Those would then be the only questions copied to the Assessment.



6. On the next screen, you will see that all the questions from that bank have been added.

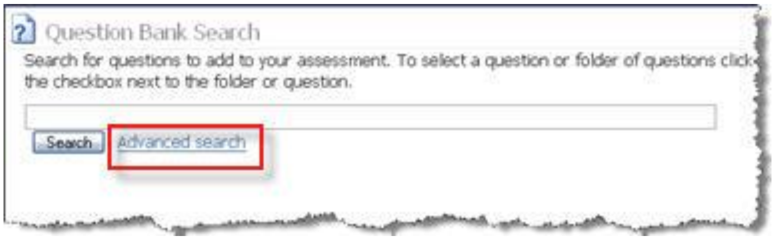


Using the Search Option

The other option for adding questions from a Question Bank is to use the **Search** option. This will select questions from all Question Banks, or selected Question Banks, by using specific criteria, including keywords, Question Bank folders, difficulty level, type of question, and text.

1. From the Add Question screen, choose **Search Question Bank**.

2. The following screen will display. You could input a search term here, but click **Advanced search** to access the different criteria for searching.

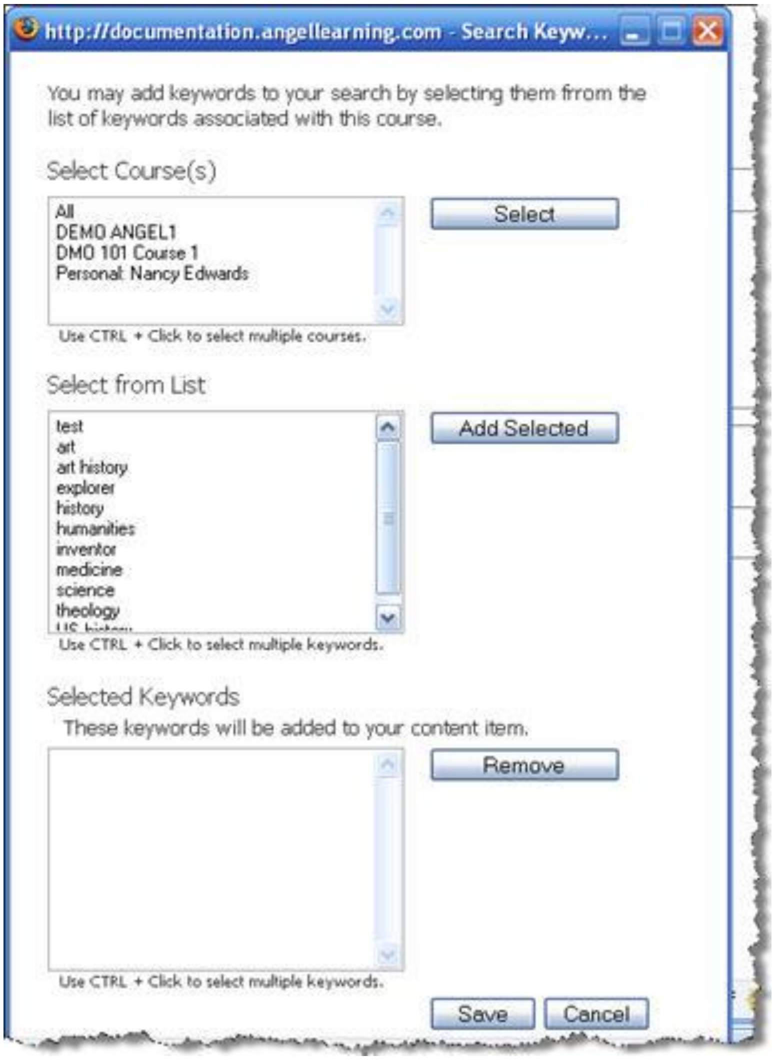


One of the choices that you can use for the advanced search is: **Limit results by keyword**.

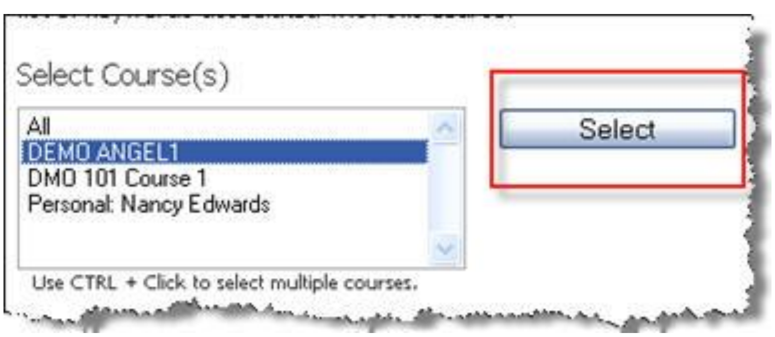
3. Select a keyword by clicking **Choose keywords**. This will bring up a list of all keywords associated with questions within all the Question Banks that the course can access, and that enables you to click on the keywords you need.

   The **Match ANY keyword** option will select all questions that contain any of the keywords selected. Limiting the search to **Match ALL keywords** would select only questions that contain every keyword selected.

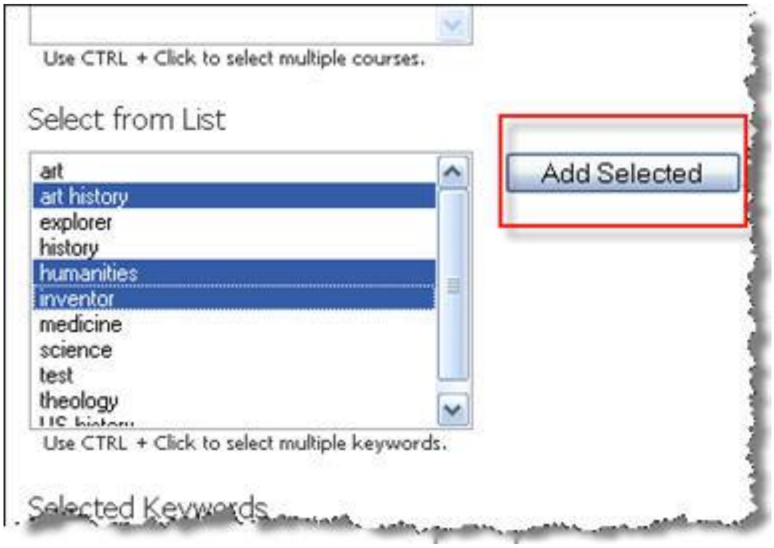
4. The following screen appears:



5. Click to highlight the Course or LOR that contains the Question Bank you want to use, and then click the **Select** button. (Note that you can also select all of the Question Banks or more than one.)



6. Then select the keywords for the questions you want to use and click the **Add Selected** button.

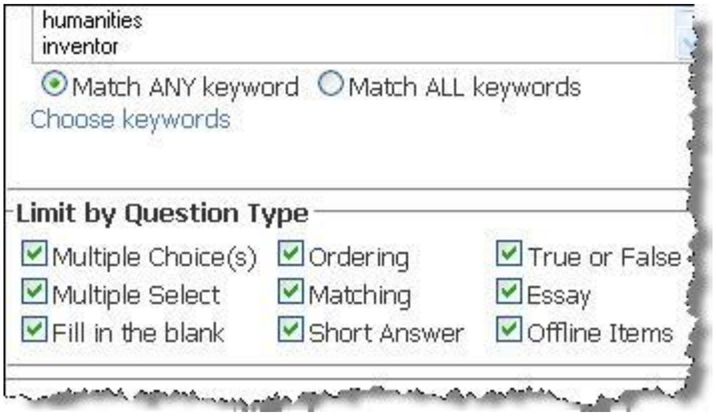


7. Finally click the **Save** button at the bottom.

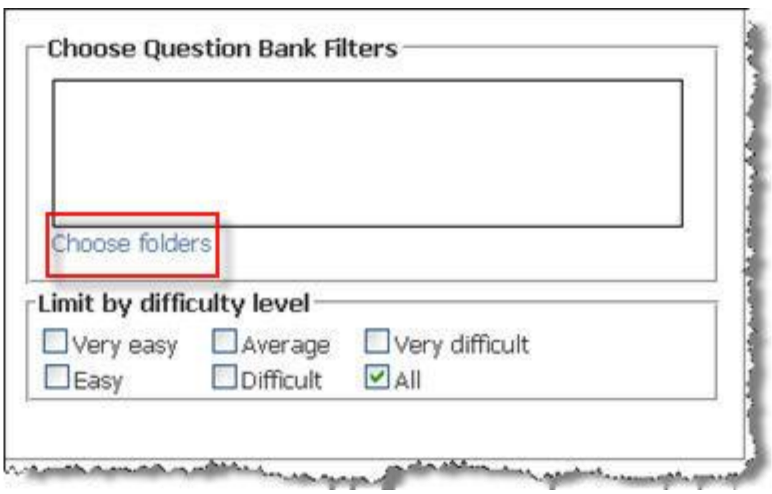
Limit by question type

1. Check the boxes next to the type(s) of questions that you want to appear on the Assessment.

> *Selecting a keyword and then a question type will limit the questions selected to only those questions that contain the selected keyword and ALSO are of the selected question type(s).*

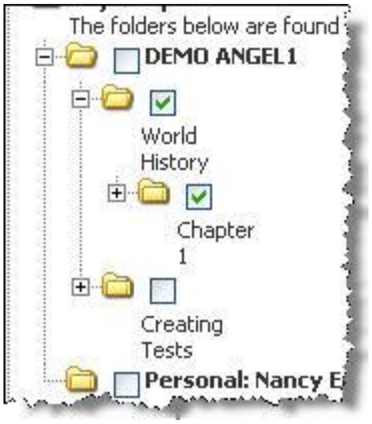


2. **Choose Question Bank Filters** limits the search to specific Question Banks indicated by the folders selected. Click **Choose folders** to select the specific folders you wish to have the questions taken from.



This works much like it does in Browse. It will allow access to all of the Question Banks, so that you can choose the specific banks to include in the questions.

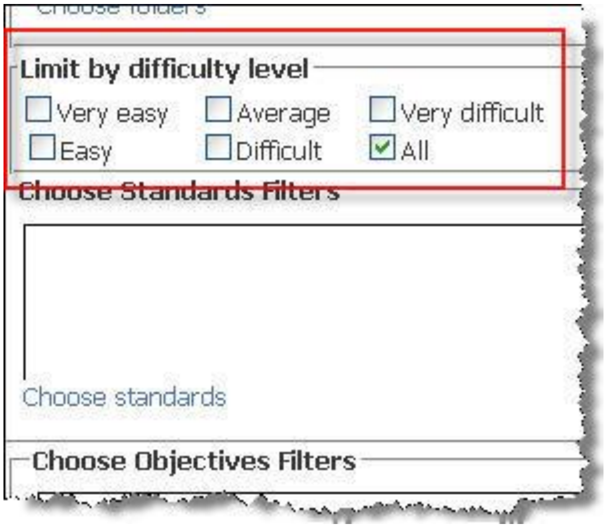
> *Since you have already designated the questions to be selected using Keywords, you did not need to select a folder (Question Bank) here. This is mentioned simply to illustrate the procedure if you had not searched by keywords.*
>
> *If you wanted to select questions from a Question Bank with no other search criteria applied (such as Question Type or Level of Difficulty), you would use the **Browse Question Bank** search option.*



3. When you are returned, you will see the folder listed by name, and the name of the Question Bank from which it came is shown beneath it.

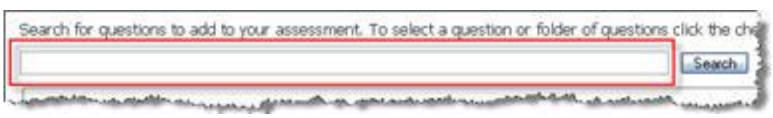
Limit by difficulty level

This feature allows you to specify the difficulty of the questions selected. As with Keywords, the Difficulty Level needs to have already been set within each question in order to enable this feature.



You can also filter by **Standards** or **Objectives**, if they have been mapped to questions. This would narrow questions to those that have been mapped to the specific standards or objectives selected. Use the **Choose Standards Filters** or **Choose Objectives Filters** to select the desired Standard(s) or Objective(s).

You can also search for questions containing specific **Text** by inputting it in the field next to the search button.

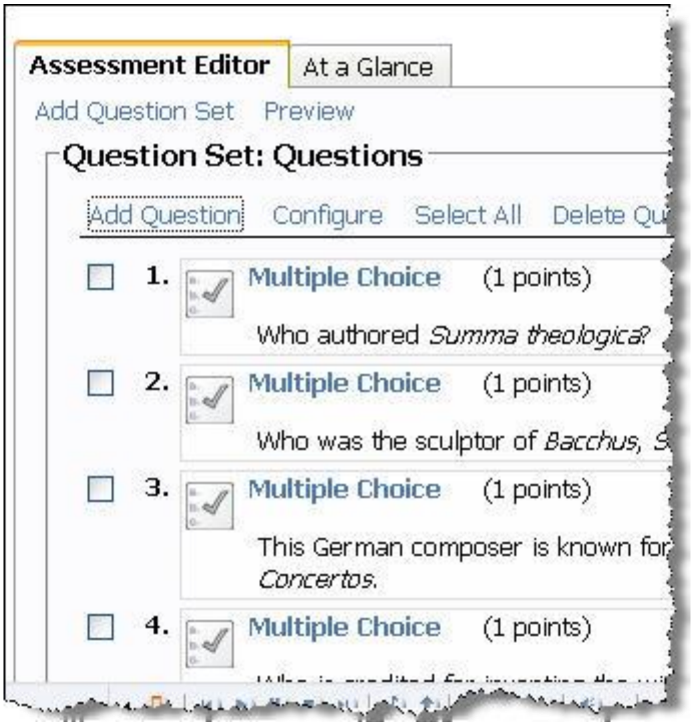


1. Click the **Search** button to continue.

2. All questions matching the criteria you have set are now added to the screen. You can further select the questions you want to use from the question list by **checking** the box next to each one, or you can select all of them at one time by checking the **Select all on this page** box and then clicking the **Save** button. In this example, you selected all.

	*The **Select all on this page** option ONLY selects the questions on that ONE page. If there were more than one page of questions, you would need to navigate to each page and then repeat checking the **Select all on this page** option and clicking the **Save** button to save the results. When there are more pages, there will be links to the other pages shown on the screen.*

3. The questions are now added to the Question Set.

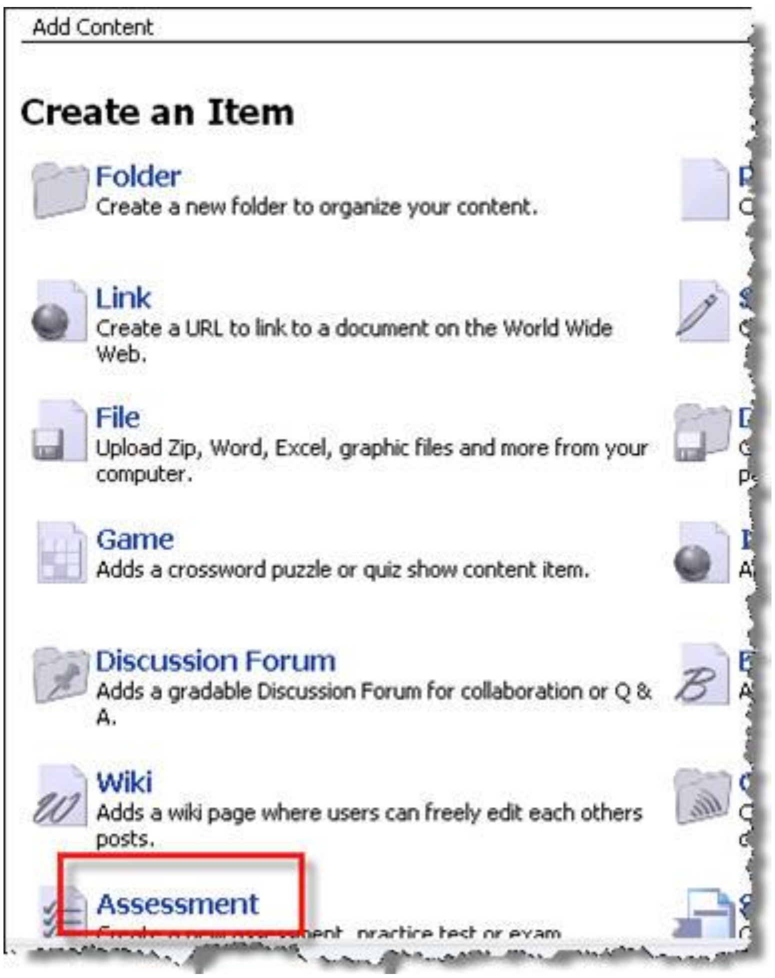

Assessment Editor
At a Glance
Add Question Set
Preview
Question Set: Questions
Add Question
Configure
Select All
1. Multiple Choice (1 points)
Who authored Summa theologica?
2. Multiple Choice (1 points)
3. Multiple Choice (1 points)
This German composer is known for
Concertos.
4. Multiple Choice (1 points)

How to Use Question Banks: Creating an Assessment with Question Pools

A Question Pool is a group of questions selected from one or more Question Banks. They are selected based on specific criteria and are used to create Assessments with randomly chosen questions pulled from the pool. Each pool is created during the Add Question process: it does not exist independent of the Assessment in which it was created.

The pool of questions can be selected based on keywords, difficulty level, question type, standards, and searchable text.

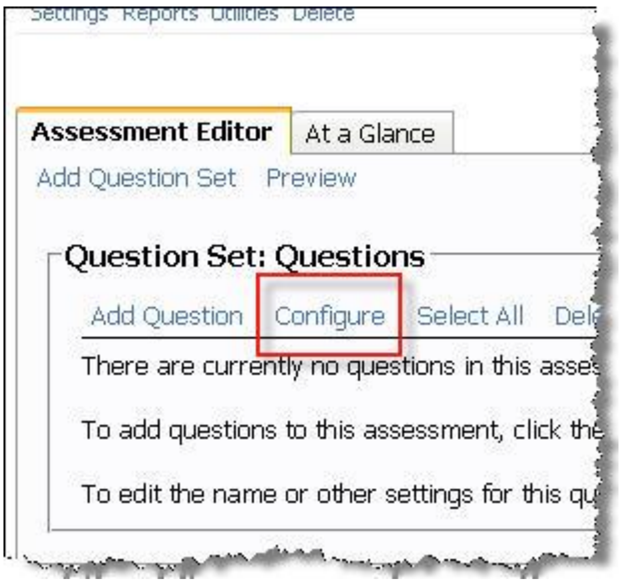
1. Open the course in which the Assessment will be created, and go to **Lessons > Add Content**. In this example, you are adding the Assessment into the Module 1 Folder.
2. Select **Assessment** in the next screen.



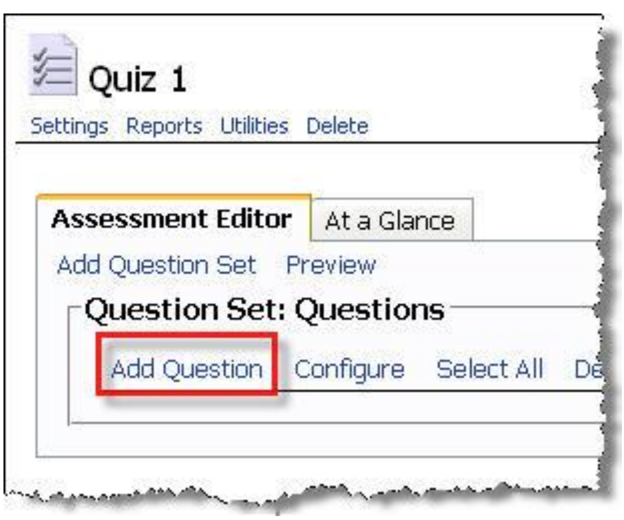
3. Continue setting up the Assessment, choosing the options that you need.

For more information about setting up an Assessment, see Assessments: Understanding Options and Settings; Creating an Assessment's Content, Access, and Interaction Settings *and* Assessments: Understanding Options and Settings; Review and Assignment Settings*.*

4. Once the Assessment has been created, the Assessment Editor (which allows you to create questions and Question Sets) will appear. Click the **Configure** option if you want to apply any settings to the Question set, such as a title or specific options for that set. This would be especially important if the Assessment will contain more than one Question Set with different settings for each set.



5. Once the Question Set is configured, or if you do not need to configure the Question set, click the **Add Question** option.



6. On the next screen, select **Question Pool** in the **Select Questions from Other Sources** section.

7. At the top of the next screen, input the **Number of questions** that you want to be selected for each individual test from the pool of questions.

	No matter how many questions are in the pool, each student will only be presented with a test with the number of pool questions selected here. The questions will be randomly drawn from the pool for each student, so that each student will see a different set of questions.

8. Add the total **Question Pool Points** for the pool questions. In this example, you will have 5 questions drawn from the pool for each test; each question will be worth 1 point so the total value of the pool questions will be 5 points.

9. In the lower section of the screen, choose the criteria that will select the questions for the Question Pool:

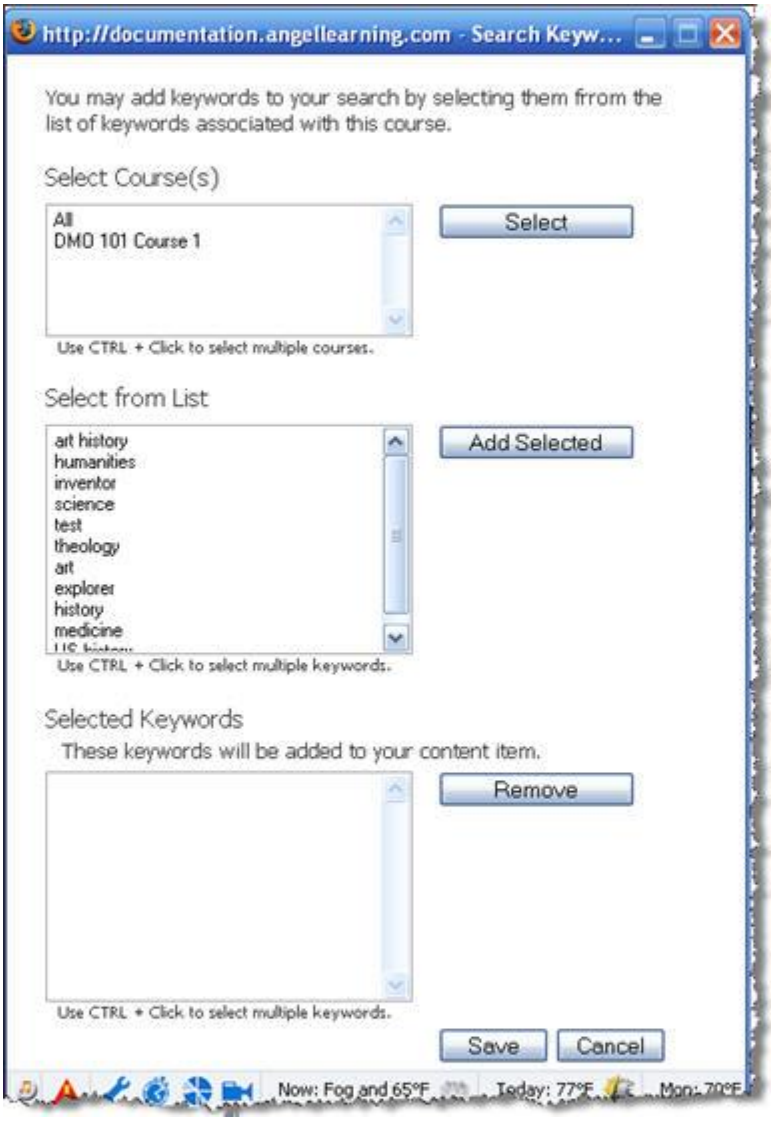
   Limit results by keyword will only select those questions containing the keywords designated.

   Match ANY keyword will select questions that have one or more of the keywords selected.

Match ALL keywords will only select those questions that contain all of the chosen keywords.

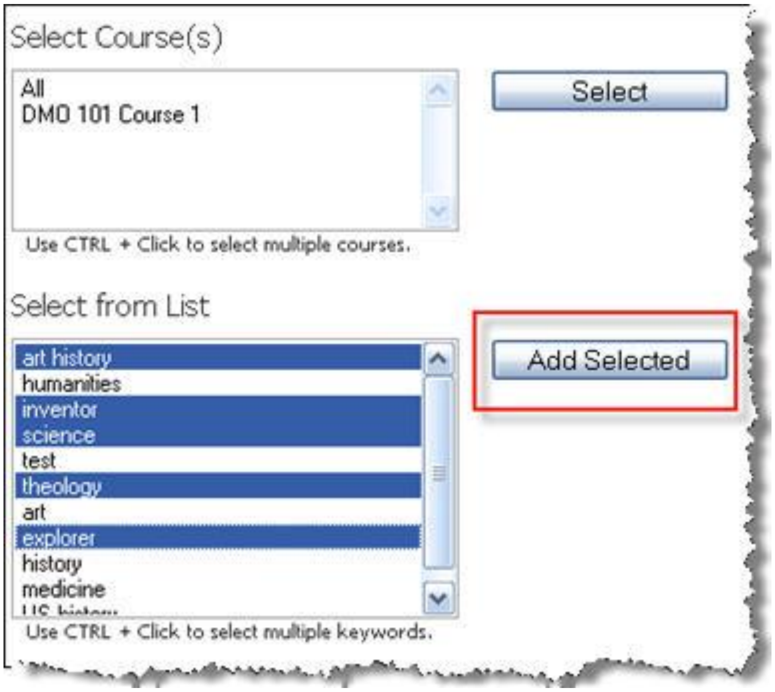
10. Click **Choose keywords**.

    The following screen will appear.

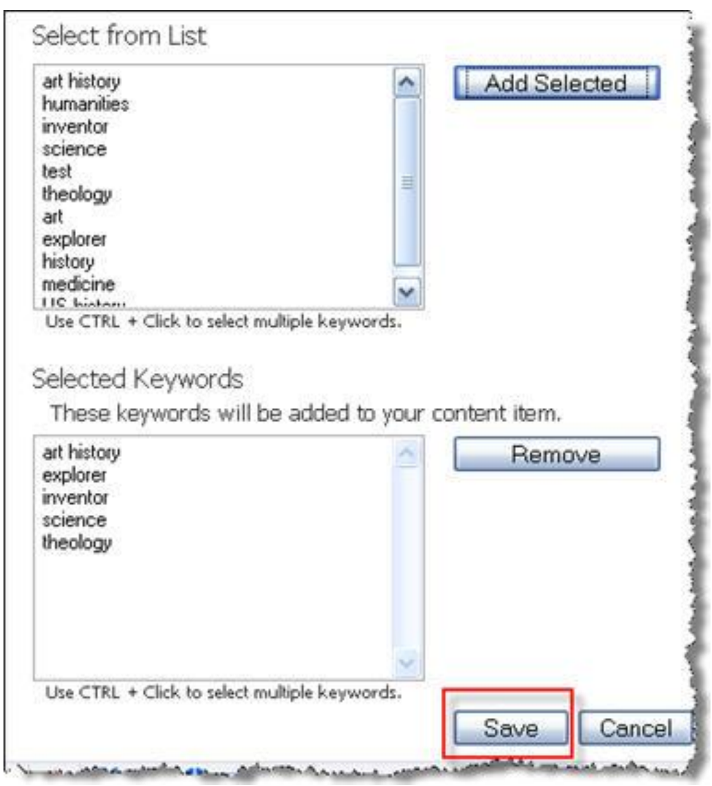


Only select a Course if you want to limit the keyword terms to questions in the Questions Banks in a specific course or courses. You are not going to limit this to a course, so you will skip that section and go to the keywords (Select from List) section.

11. **Select** each keyword, and then click the **Add Selected** button. You can select more than one by holding down your Control key while clicking on the selected keywords.

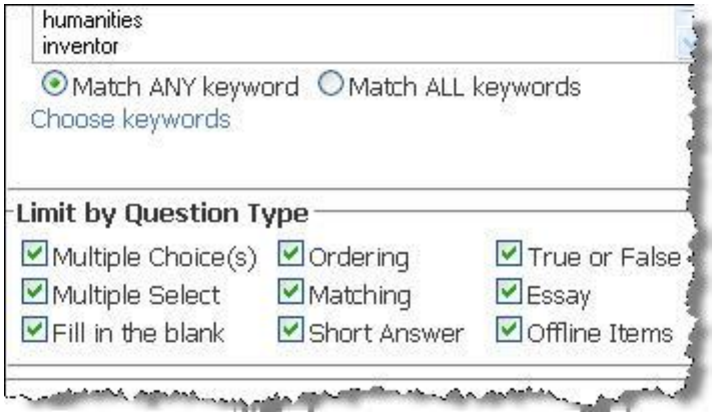


12. To finish, click the **Save** button at the bottom.

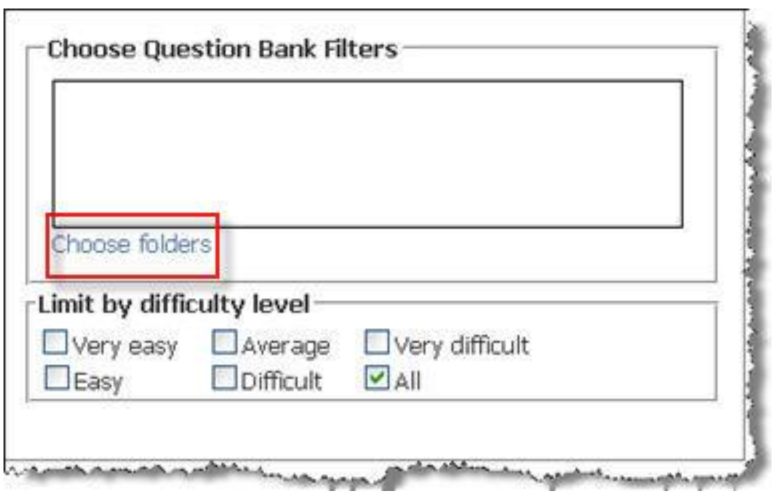


Limit by Question Type: Check the boxes next to the type(s) of questions that you want to appear on the Assessment.

Selecting a keyword and then a question type will limit the questions selected ONLY to those questions that contain the selected keyword and ALSO are of the selected question type(s).



Choose Question Bank Filters: This option limits the search to the specific Question Banks indicated by the folders selected. Click **Choose folders** to select the specific folders from which you want to have the questions taken.



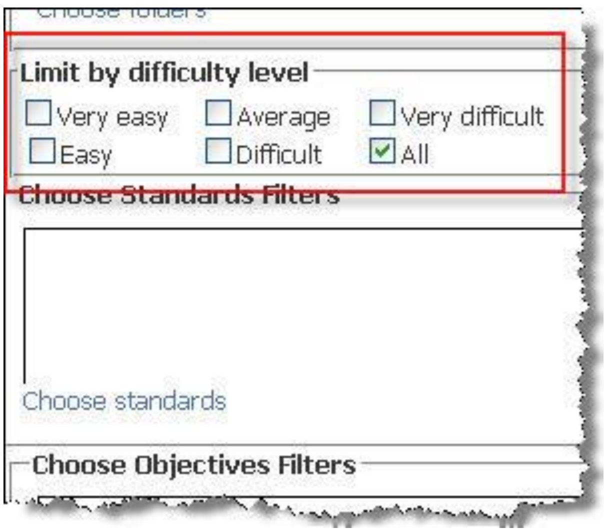
This works much like it does in Browse. It will allow access to all of the Question Banks so that you can choose the specific banks to include in the questions.

Since you have already designated the questions to be selected using Keywords, you did not need to select a folder (Question Bank) here. It is demonstrated simply to illustrate the procedure if a search by keywords was not used.

If you wanted to select questions from a Question Bank with no other search criteria applied (such as Question Type or Level of Difficulty), you *would use the **Browse Question Bank** search option.*

13. When you are returned, you will see the folder listed, with the name of the Question Bank from which it came beneath it.

    Limit by difficulty level: This feature allows you to specify the difficulty of the questions selected. As with Keywords, the difficulty level needs to have been set within each question to enable this feature.

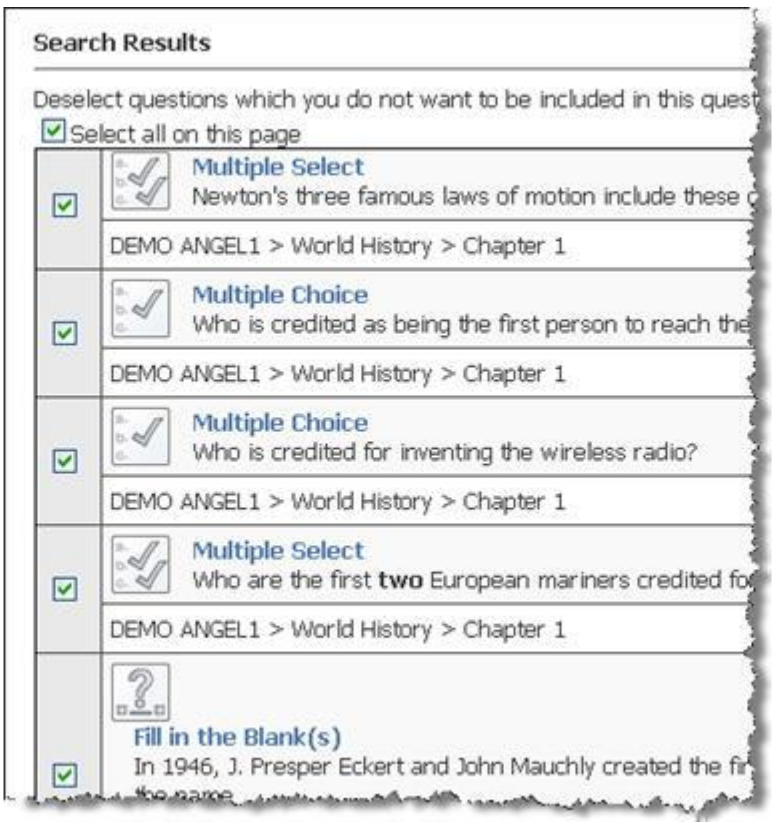


You can also filter by Standards or Objectives, if they have been mapped to questions. That would narrow questions to those that are mapped to the specific standards or objectives selected. Use the **Choose standards** or **Choose objectives** links to select the desired Standards or Objectives.

You can also search for questions containing specific Text by inputting it in the field next to the search button.

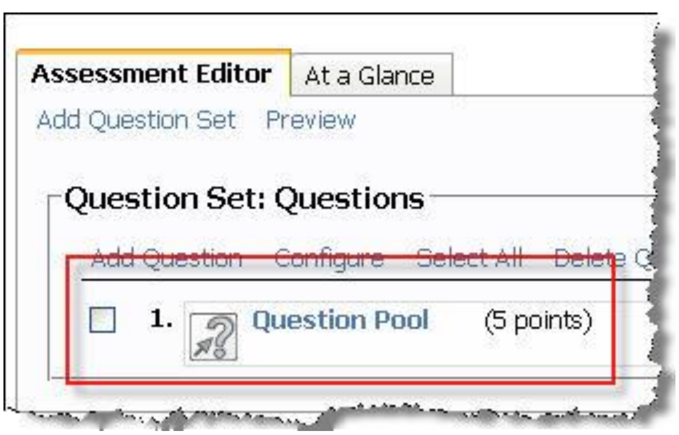
14. Click the **Search** button to continue.

15. All questions that meet the criteria set will display. You can edit or delete any of the questions, or check **Select all on this page** to choose all of them.

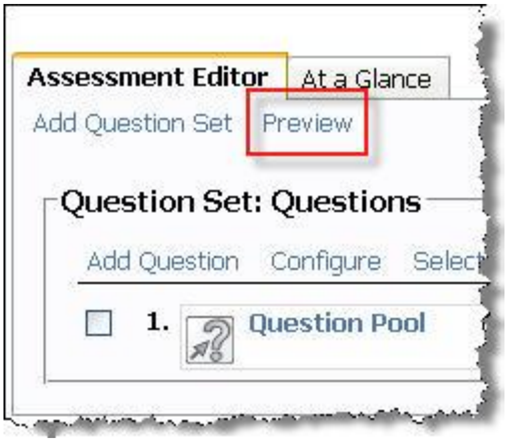


16. Click the **Save** button at the bottom to add this Question Pool to the Assessment being created.

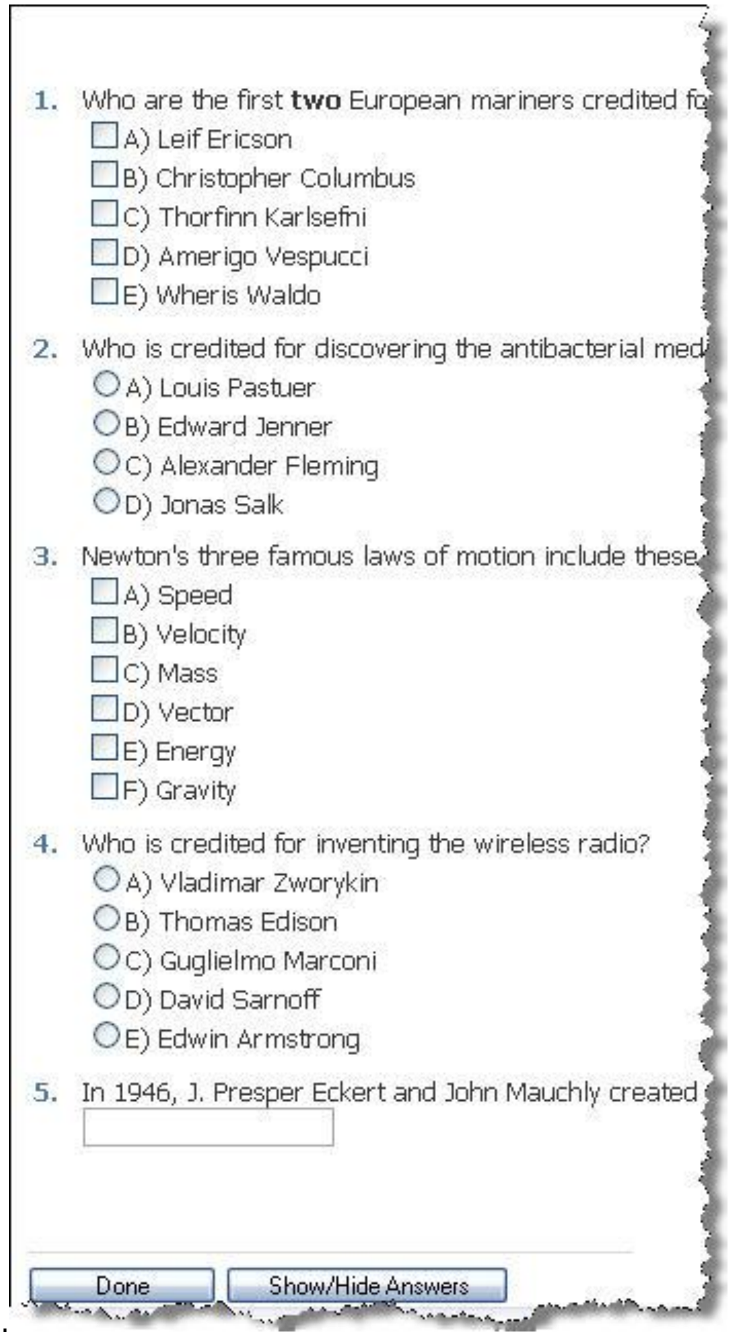
The Question Pool has now been added to the Assessment. It will appear as a single item on the Assessment (**Question Pool**) along with the total point value of the pool.



17. To view a sample test, click **Preview**.



The preview will only contain the number of questions to be randomly drawn from the pool (in this case, 5 questions).



*To take the test just as a student would, change to **Student View** and then migrate to the Assessment. The Assessment would need to be enabled in order to take it.*

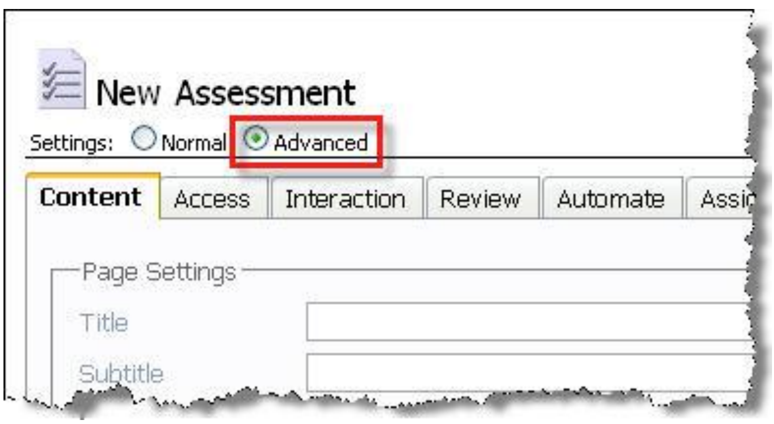
How to Create a Secure Assessment

The Assessment component in ANGEL has options for creating a more secure test environment. These options can be selected at the time the Assessment is created within the **Settings** environment. They can also be changed at any time by returning to Settings within the Assessment.

> *Just as in the classroom, no online test can be made completely secure. However there are options that can make it more difficult for students to share test questions or to look up answers while taking the test.*

> *To discourage academic dishonesty when giving a high-stakes exam, consider having online users use a test center or proctor. Essay and short answer questions also encourage originality.*

1. Create the more secure test by going to **Lessons > Add Content > Assessment**. Select the **Advanced** settings to be able to access the options that are needed.



2. Click on the **Access** tab, AFTER completing any needed instructions and information in the **Content** section. Set **User Tracking** to **Students Only**. This will allow you to track all student activity pertaining to this test.

> *Adding a password is recommended if the student will be taking the test in a testing center or will have a proctor deliver the test. Give the password to the testing center or the proctor to be released to the student at the time of the test upon proper identification.*

3. **Team Access** should be set to **All Teams** unless you need to set different parameters to students in select teams. Set the **Start Date** and **End Date** as well as their times.

Start Date indicates the date and time when the Assessment will be VISIBLE to students. *End Date is the date and time when the Assessment will be HIDDEN from students.* *Start and End dates do NOT determine when the test is actually available to be taken; they only specify when the Assessment link is VISIBLE. It is the* ***Enable*** *and* ***Disable*** *options that determine when the test itself is able to be taken. These options are further explained elsewhere in this Appendix.*

When setting the Start and End dates and times, be sure to ***check*** *the box next to each one or else the settings will not be saved.*

4. **Select** the security level (**Browser Security**) for the test. For an online test, the **Medium** setting will offer the most security. The High setting can only be used in computer lab settings where the Secure ANGEL Browser can be installed on each computer. The IP Filter could only be used in controlled settings to limit test-taking to just those computers with specific IP addresses.

	While the Medium setting does prevent using the right mouse button for copying, printing, highlighting, and so forth, it is NOT 100% secure.

5. Go to the **Interaction** tab. Set the **Date Enabled** date and time, and also the **Date Disabled** date and time.

	Date Enabled indicates the date and time that students are able to access and take the test. Date Disabled is the date and time when the test is closed and students will no longer be able to take the test. *This is different from the Start Date and End Date. Those indicate when the Assessment link itself is visible and do NOT govern when the test is actually open for students to access and take.*

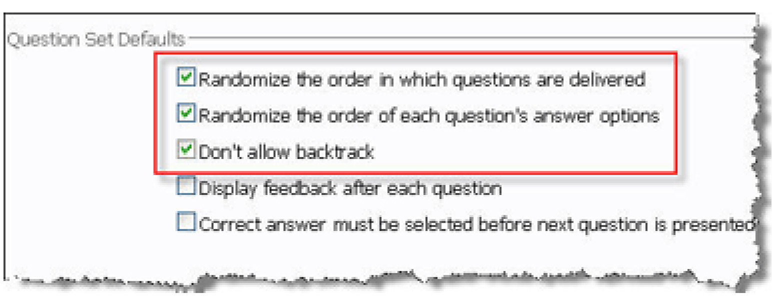
	For a more secure test, make the time period for students to take the test very short, perhaps just a few hours. The longer the test is available, the more time students have to share information about it.

Remind students that they need to begin the test as soon as possible in order to allow enough time to finish it before it is disabled.

When selecting the Date Enabled and Date Disabled dates and times, be sure to check the boxes next to each of them, or else those dates and times will NOT be saved.

6. In the **Display Mode** section, choose the **Question at a time** option. This will display questions only one at a time and would make it more difficult for students to copy or otherwise record each question because of the time it would take.

7. Selecting the **Question at a time** option opens up additional options. For a more secure test, select **Randomize the order in which questions are delivered**, **Randomize the order of each question's answer options**, and **Don't allow backtrack**. The other two options would likely make the test less secure.



Randomizing the order of questions ensures that each student has a different test, at least as far as the question order is concerned. Randomizing the order of answer options further enhances this difference.

If you choose to randomize the order of answer options, be sure that *such is appropriate for your test answers. If you have answers such as "only A and B" or "All of the above," this option will not work. If you do select this option, however, you can edit individual questions to NOT allow this randomization.*

Not allowing students to backtrack (that is, to go back and change answers or to answer questions they have not yet answered) prevents students from looking up answers and going back to change them, or from getting help and then making changes. (There have been instances of students telephoning others and asking for look-up help while they went on to answer questions they knew; and then later going back to answer questions for which they received help. "No backtracking" prevents that.)

When you use the ***Don't allow backtrack*** *option, it is important to inform students that they won't be able to go back and change their answers.*

For an even more secure test, cause its questions to be randomly drawn from a Question Bank using a Question Pool. This allows you to have a specific number of questions randomly selected from the larger supply, thus creating a different set of test questions for each student.

See How to Use Question Banks: Creating an Assessment from a Question Bank *and* How to Use Question Banks: Creating an Assessment with Question Pools*" for information on how to do this.*

8. In the **Submission Settings** section, you have options as to how many times the test can be taken and also how unanswered questions will be handled.

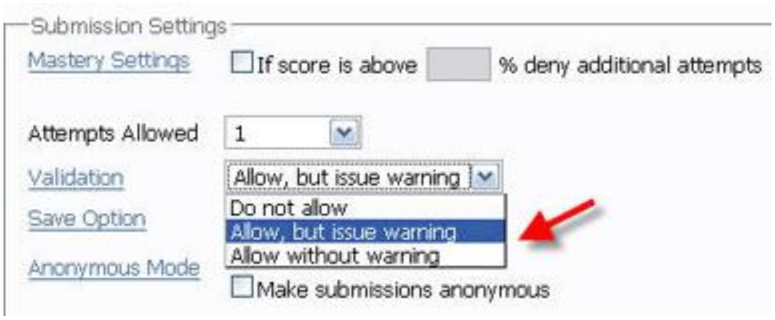
   For a secure test, leave **Mastery Settings** blank and set **Attempts Allowed** to **1**.

   With the questions being delivered one at a time and no ability to go back and change previous answers, setting **Validation** to **Allow, but issue warning** will activate a pop-up window advising students after they did not answer a question and giving them the opportunity to answer it before moving on, or else to go on to the next question without answering the present one. The **Do not allow** option will not let them go on to the next question until they have answered the present question.

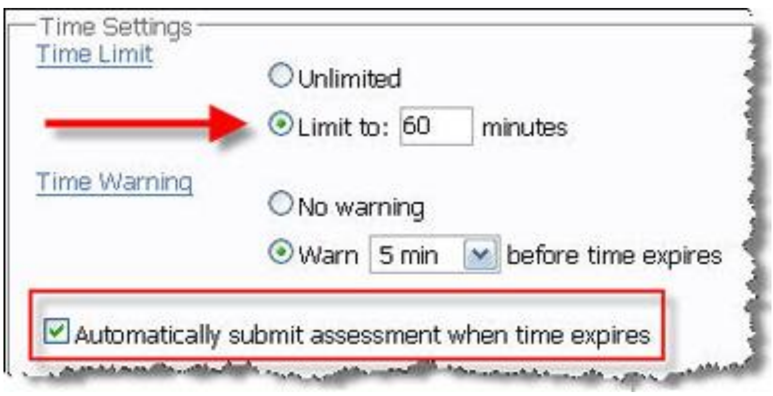
Using either the ***Allow, but issue warning*** *or* ***Do not allow*** *options can safeguard against students accidentally submitting the test before all questions are answered. Pop-up windows appear reminding them when questions have not yet been answered and prompting them to resolve the unanswered ones.*

Adding a **Save Option** would allow students to save all answers, and then they could potentially leave the test and return to it later. Because all answers are automatically saved, leave this **unchecked**.

Anonymous Mode should be **unchecked** for a secure test.



In the **Time Settings** section, you set the **Time Limit** for the test as well as other options.



	Keeping the time limit fair, but not generous, will prevent students from having more time to look up answers or consult with classmates. Having the test automatically submit when the time is up will add to this security. Putting in a Time Warning is up to you, but students probably would appreciate the "heads up!"

	Warn students that once they begin the test, "the clock starts ticking." Even if they stop taking the test and close ANGEL, the clock keeps running. Once the allotted time has expired, the test submits even if they have not finished it. If they leave ANGEL and time expires in the meantime, the test will submit the moment they log back on.

9. Go to the **Review** tab. This section governs the type of feedback information that will be available to students once the test has been submitted.

10. For a secure test, choose **List only** as the **View Submission History** option. You could also choose **Disabled**. “List only” will give the score for the test, including the number of points earned out of the number of points possible. “Disabled” will not provide any feedback.

> *If choosing Disabled because you do not want students to see their grades, you might also want to check **Hide assignment in Gradebook** when setting up the assignment as a Gradebook assignment.*

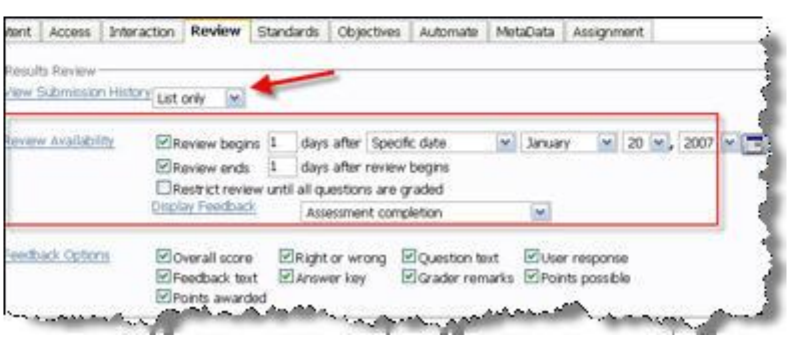
Review Availability gives you the option to allow students to see additional information about their tests at a time you specify. **Set** the date on which students can begin to review their tests, and **input** how many days the Review period will last.

> *For a more secure test, do not allow the Review to occur until AFTER the test has closed to all students, and keep the Review availability short.*

Feedback Options allow you to specify exactly what information will be available to students during the review. **Check** all options that apply.

> *If this is a test that you intend to use for future classes, be careful what feedback you allow students to view. If they can view the questions and the answers, they can potentially copy the entire test and share the information with other students.*

> *If you don’t want students to be able to see their own tests, but do want to be able to give them feedback, consider some alternatives:*
>
> *Use a course **wiki**, **blog**, or **discussion forum** to give the entire class general feedback about the questions that were missed most often.*
>
> *Conduct a **Live Office** session and give individual students specific feedback about their tests.*
>
> ***Email** students with specific information about their test results.*



11. Go to the **Assignments** tab and **input** all settings needed for the test to be recorded in the Gradebook and then **Save** the settings.

Create a practice test with the same settings as the real test, so that students will be familiar with the testing environment and will understand the limitations that have been set. This is particularly important when questions are delivered one at a time with no backtrack, so that students realize they cannot skip questions with the intention of going back and answering them later.

For more information about setting up an Assessment, see Assessments: Understanding Options and Settings; Creating an Assessment's Content, Access, and Interaction Settings *and* Assessments: Understanding Options and Settings; Review and Assignment Settings*.*

How to Create a Pass/Fail Exam

You can create an exam that has a **Pass/Fail** outcome by designating the percentage score that needs to be attained in order to pass. The grade that the student sees will then either be a **P** or an **F**, or whatever other label you would like to display in the Gradebook.

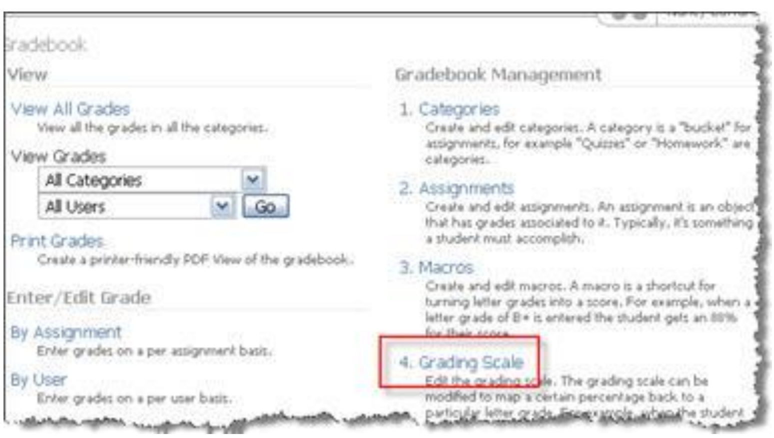
1. Set up the Assessment in the course and add questions.

> *See* Assessments: Understanding Options and Settings; Creating an Assessment's Content, Access, and Interaction Settings *and* Assessments: Understanding Options and Settings; Review and Assignment Settings*.*

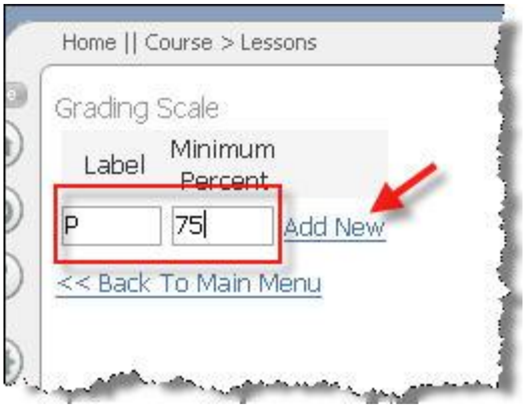
When setting up the Assignment section for this Assessment, set the **Display Setting** to **Letter Grade**.

> *This method will ONLY work if you have not set up any other criteria for Letter Grades within the course.*

2. Go to the **Gradebook** in the **Manage** section.
3. In the Gradebook, go to **Grading Scale** in the **Gradebook Management** section.



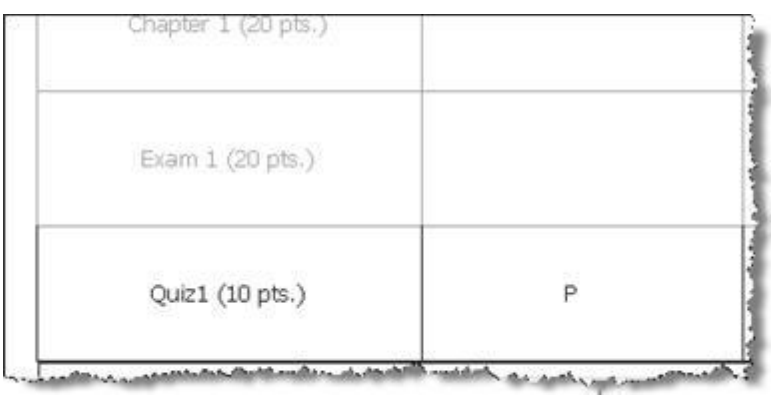
4. On the next page, input the label that you want to have display in the Gradebook for a passing grade (for example, **P**) and then input the **Minimum Percent** (that is, percentage of correct answers out of total questions) needed for a passing grade. Click **Add New** to proceed.



5. You can then input the label for a failing score (for example, **F**) and set the **Minimum Percent** as **0** (zero). Then click **Back to Main Menu**.

The labels do not have to be letters. They could be "+" and "–" or any other single-character text.

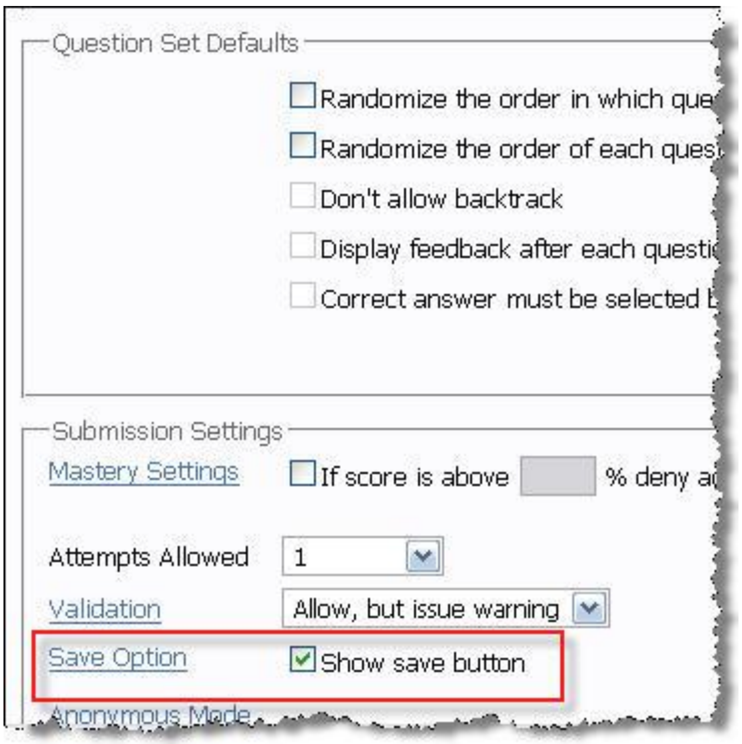
When students view their grades for any assignment set up to display as a letter grade, they will see either a P or an F.



How Students Can Reenter an Exam

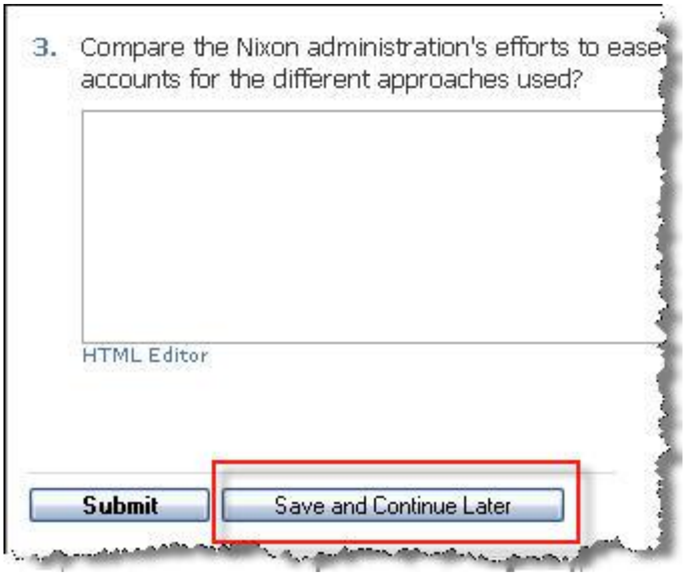
When students take an Assessment, they can be given the option to save their answers and return later to complete it. Some examples are a "take-home" type of exam with essay questions that do not have to be answered at one sitting, or an untimed open-book exam.

1. To allow students to save and return at a later time to complete an Assessment, the **Save Option** must be selected in the Settings. This is located under **Submission Settings** within the **Interaction** section. Check the **Show save button** to activate it.



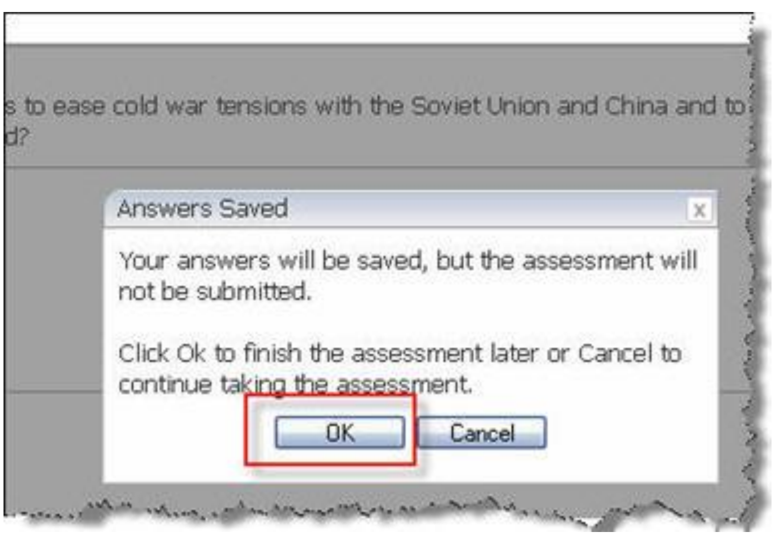
> *If using this option, you may NOT want to also check the "Automatically submit assessment when time expires" option. Checking that would mean: if students did NOT return within the time limit, the Assessment would automatically submit (unfinished) as soon as they tried to reenter it.*

2. When students take the exam, they will see the **Save and Continue Later** button at the bottom of the questions screen. If the exam is set to deliver questions one at a time, or one Question Set at a time, the button will appear on each screen of questions.

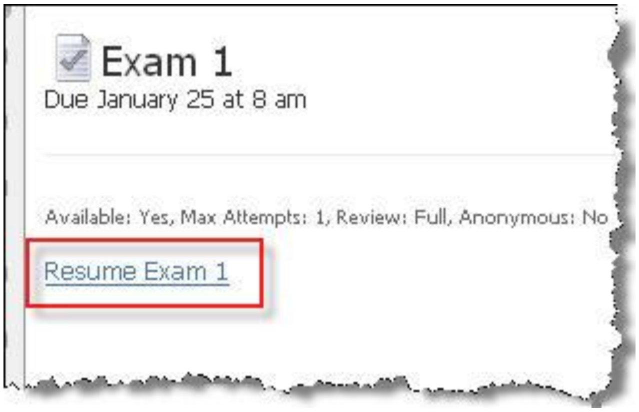


> *Warn students NOT to click the Submit button until they have completed the entire exam. The Submit button does just that: it submits the exam for grading. Once it has been submitted, it cannot be reopened again or reentered for students to resume.*

3. When **Save and Continue Later** is clicked, a pop-up window appears – advising students that their exams can be saved and not submitted – also with an option to cancel this action and immediately continue with the exam. Click **OK** to save and continue later.



4. When students are ready to reenter the exam, they will open it and immediately see this option to resume the exam:



5. When students click on the proper **Resume** link, they are reentered and may then continue taking the exam.

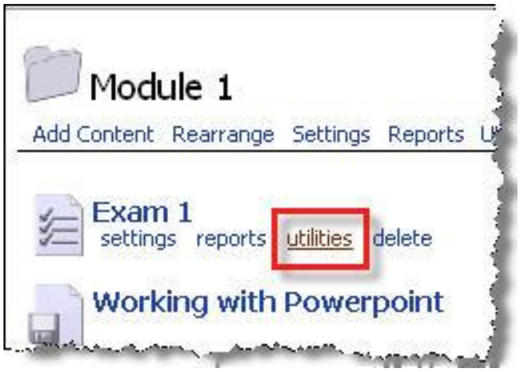
How to Grade an Essay or Short Answer Question

ANGEL allows you to grade essay and short answer questions by using a "blind" approach with the **Grade by Question** option. This allows you to grade essays and short answers without knowing which student submitted them.

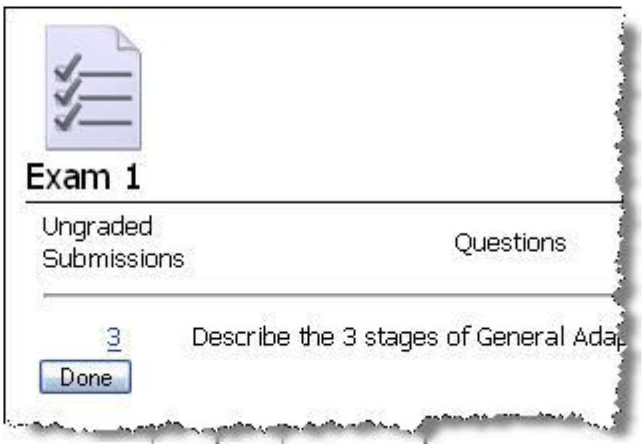
When you log into your course and check the **Tasks** menu, you can see if you have any answers to be graded. In this example, you see you have three (3) **Ungraded Items**.

1. Clicking on the "**+**" next to **Ungraded Items** expands that item and shows what needs to be graded.

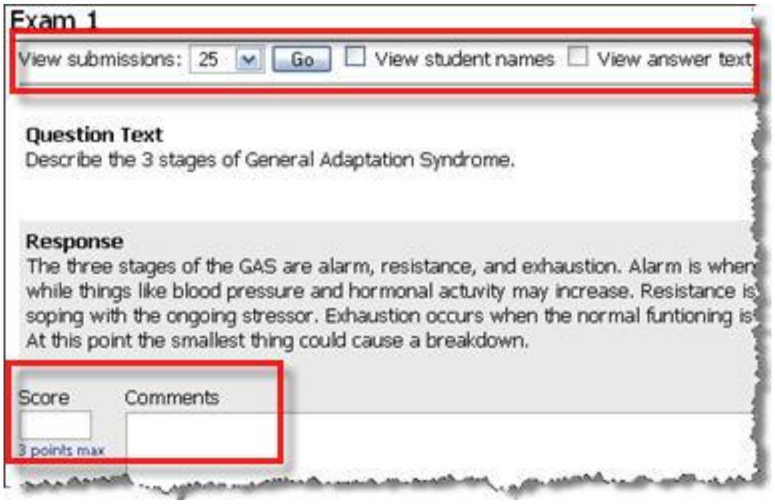
2. To grade by question, go to the proper Assessment (in this case Exam 1, as noted in your Tasks menu) and click on **Utilities**.



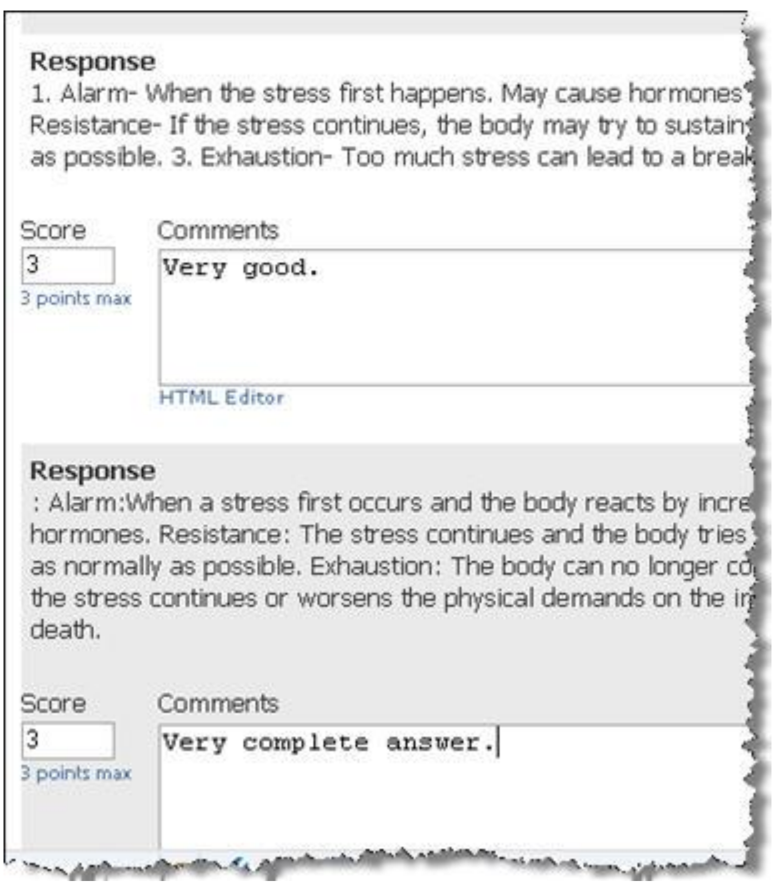
3. In Utilities, click **Grade by Question**.
4. The following screen shows what question needs to have its answer(s) graded and how many responses have been submitted. **Click** on the response number (in this case “**3**”).



5. Scrolling down the next page, you can see all of the responses submitted for that question. You also have the option of selecting the number of responses to be displayed at one time, whether the student’s name appear with the response, and whether any “correct answer” text should appear at the top. **Check** your option choices.



6. Evaluate each response and **input** your score for each, as well as any comments you want to make. Notice that the HTML Editor is available to be used if you want to apply any formatting, add images, or post hyperlinks.



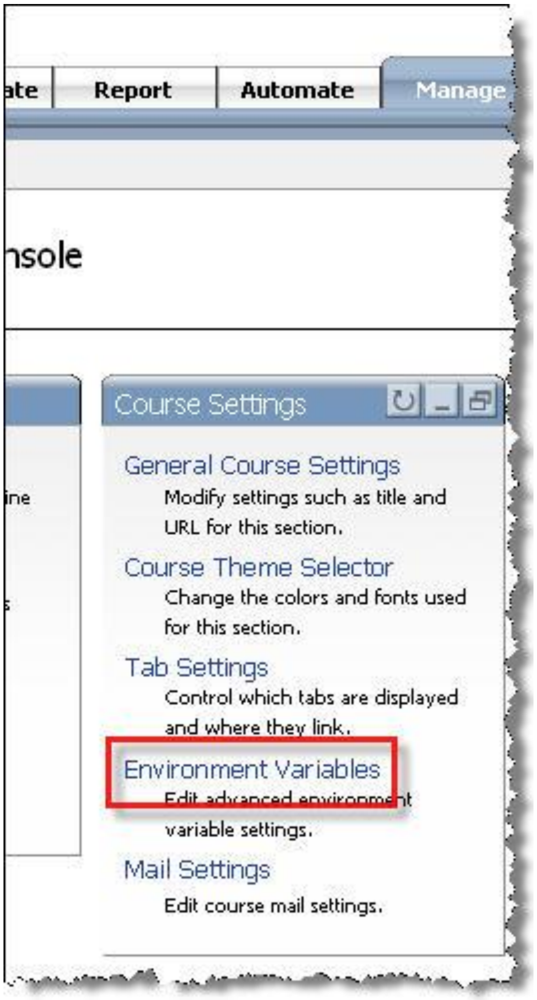
7. Each score will then be appropriately added to that student's total scores for that Assessment.

How to Increase the Maximum File Size for Drop Box Submissions

By default, ANGEL does not allow students to submit files any larger than 2MB (2,000,000 bytes). Sometimes this size is too small, especially if students are submitting files with images or PowerPoint presentations. This setting can be changed within a course by creating an **Environmental Variable**.

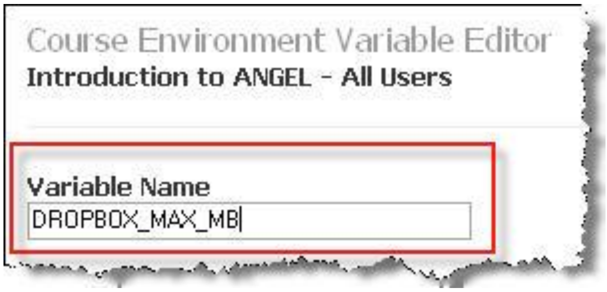
> *Your school may also have limitations on the maximum file sizes allowed for submissions. Before changing these settings, it is VERY important to check with your ANGEL administrator to ensure that you do not exceed these limits and that you are adhering to policies already established. Your administrator may also prefer to change the file size allocation globally, rather than have Instructors do so at the Course level.*

1. Go to the **Manage** tab in your ANGEL Course and click **Environment Variables** in the **Course Settings** section.

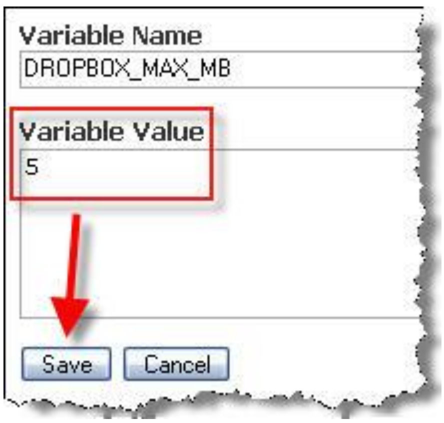


2. On the next screen, click **Add a Variable**.

3. For the **Variable Name**, input **DROPBOX_MAX_MB**.



4. In the **Variable Value** box, type in the new file size (in megabytes, or MB). Do not exceed the limits set by your school policy. Then click **Save**.



The new value is now established. In this example, students will be able to submit files that are 5MB or less in size (but not greater).

Consider alternatives to large-size file assignments when possible:

Have students save files as PDF files. There are several free programs available on the Internet that will convert presentations and documents to

PDF format. Microsoft Office® 2007 also has the ability to save as PDF.

If the assignment is a PowerPoint presentation, have students use smaller-sized graphics and few, if any, animations. PowerPoint presentations with sound, animations, transitions, and larger graphics (especially digital photographs) greatly increase the file size.

If using digital photographs, have students use digital editing programs (often packaged with digital cameras) to reduce the file size.

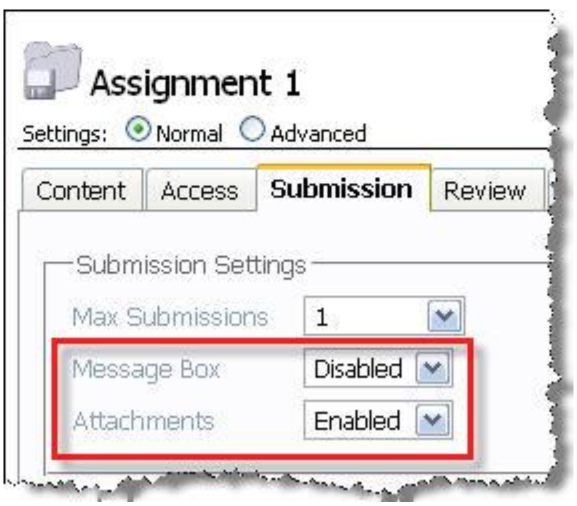
Use a file compression program to create "zip" files.

How to Grade a Drop Box Assignment

A **Drop Box** Assignment can either be submitted by inputting text into the **Message Box** or by uploading a document file. Once submitted, the assignment can be graded within the Drop Box and the grade will go to the Gradebook if it has been set up as an Assignment. The Instructor can download an **attachment**, make comments on it, save it, and then upload it again for the student to read.

1. **Set up** the Drop Box, including setting it up as a Gradebook assignment. During the setup, decide if you want students to input their answers as text in the Message Box, as a document file, or if either would be acceptable. In the **Submissions** section of **Settings** you can disable either feature.

> *If the assignment is lengthy, it is a good idea to disable the Message Box. Otherwise students could copy and paste their entire text into that window with the end result being a large, unformatted, hard-to-read document! Even though the HTML Editor is available to format the text, most students will probably not use that feature. The Message Box is best used for short assignments.*



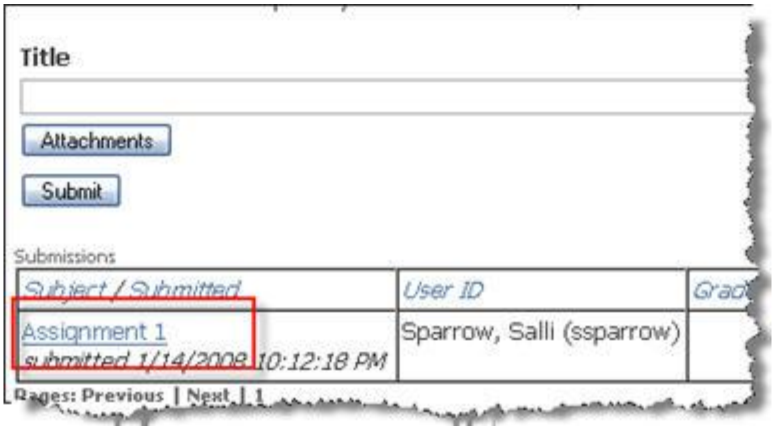
2. For this assignment, you are disabling the Message Box and only allowing **Attachments**. Also, students can only submit once, but they can submit more than one document at that one time.

> *Advise students of the file types that are acceptable for submission. Students may have a variety of word processing programs and could submit file types that you cannot open or read.*

3. **Include** any special instructions, such as how you would like the assignment to be titled. **Save** all settings.

   Student submissions can be graded in two different areas of the Drop Box. Each area works the same, so it is up to the Instructor to **decide** which to use.

4. When you click on the **Assignment Drop Box** link in Lessons, you will see the student submissions at the bottom. **Click** on the submission title to continue.



5. The following screen will appear. **Click** on the document title to download and view it.

OR go to the **utilities** link for that Drop Box.

6. On the next screen, click **View, Grade or Delete Submissions**.

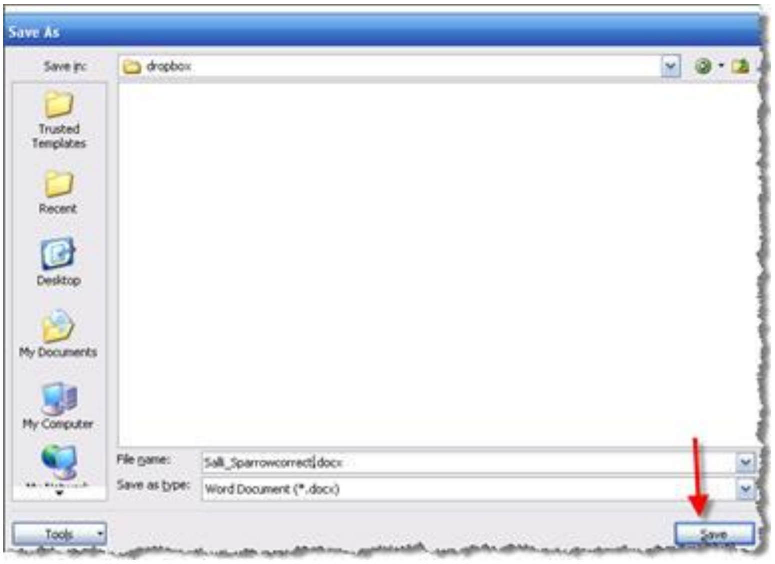
7. You will see all students who have submitted the assignment. Click the **Grade** button next to any one of the student names to continue.

The screen will be the same as the one accessed using the other method.

8. **Click** on the file to download and open it in your word processor.
9. Add comments to the document. Using a different color will help differentiate Instructor comments from the student writing.

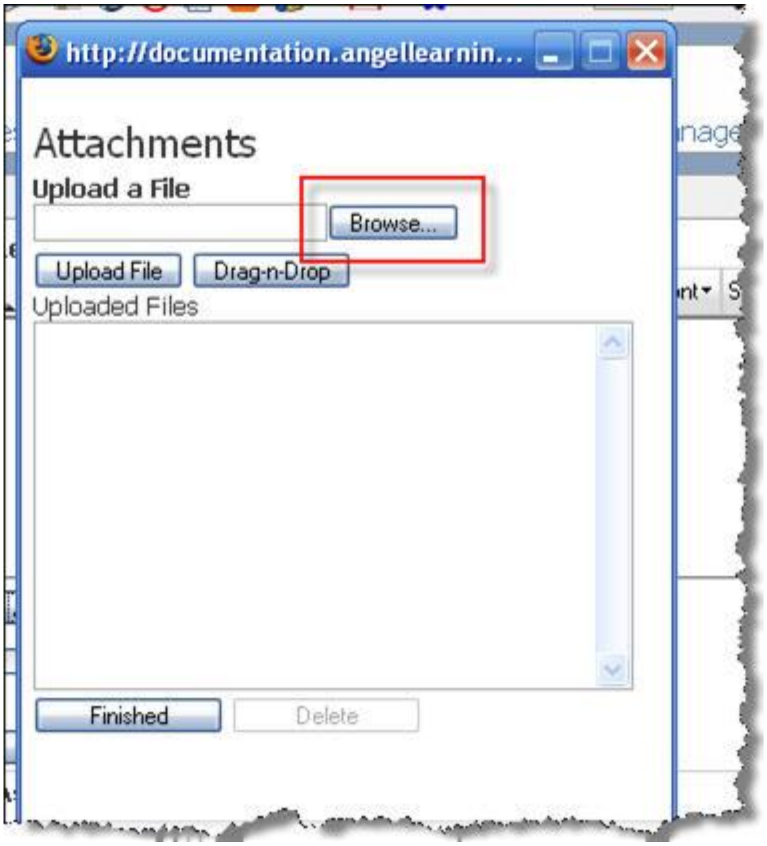
	*Another method would be to use the **Track changes** option in your word processing program to identify and illustrate any corrections you make within the document.*

10. **Save** the document. Use a different file name to differentiate it from the originally submitted file.

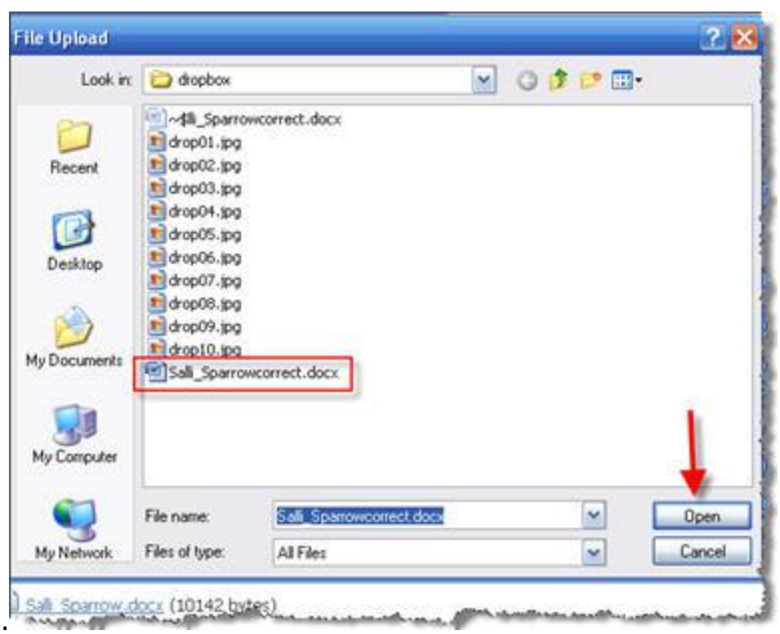


11. Return to the Drop Box and click **Attachments** to upload the corrected document

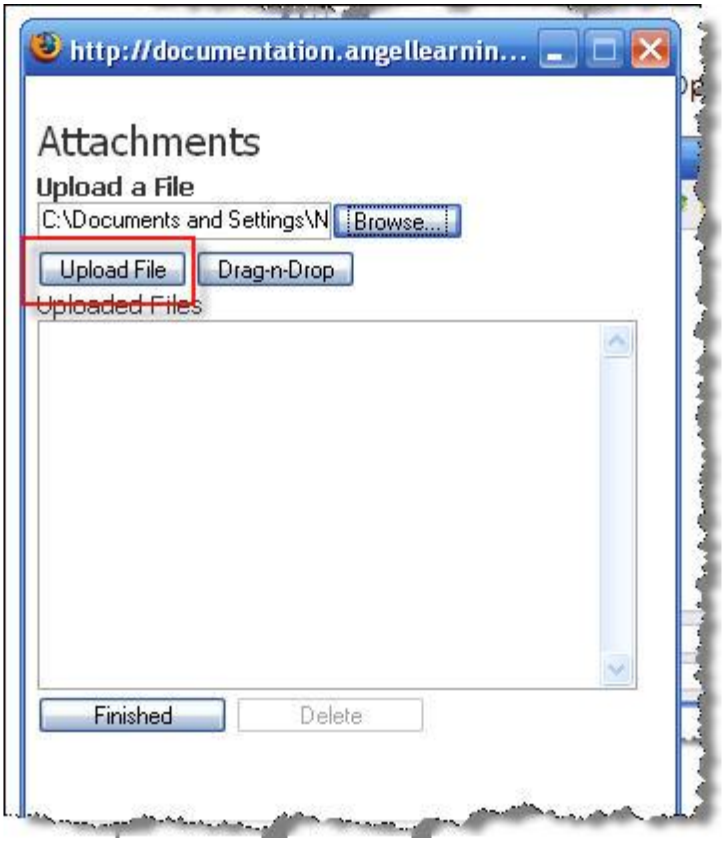
12. A pop-up window will appear. Click the **Browse** button to find the file to upload.



13. Locate the file, **click** it, and then click the **Open** button



14. The pop-up window will reappear. Click the **Upload File** button to upload the file.



15. The uploaded file will appear in the **Uploaded Files** window. Click **Finished** to continue.

16. The corrected file will now appear below the **Attachments** button.

17. You can also input any other comments in the **Remarks** window. Enter the **Grade** in the **Grade box**.
18. Click **OK** at the bottom to finish.

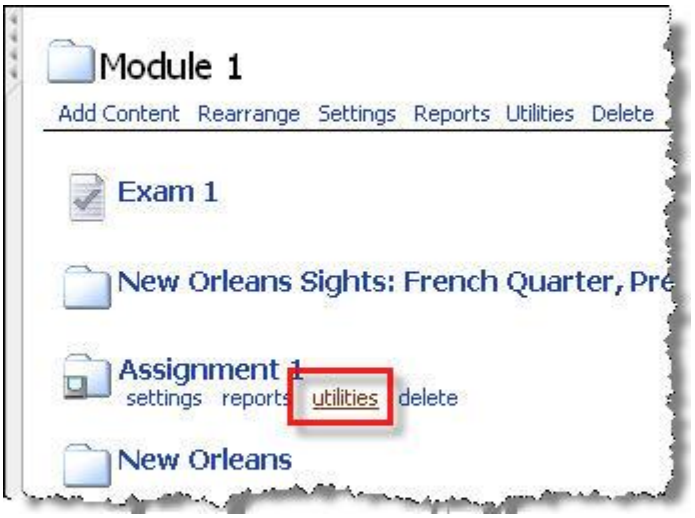
The Assignment now has a grade when viewing grades in **Utilities**. This grade will also appear in the Gradebook if it has been set up as an Assignment for the Gradebook.

Students will see their grades when they return to the Drop Box or view their grades. If they click on the link within the comments, they will be able to see the corrected copy uploaded by the Instructor.

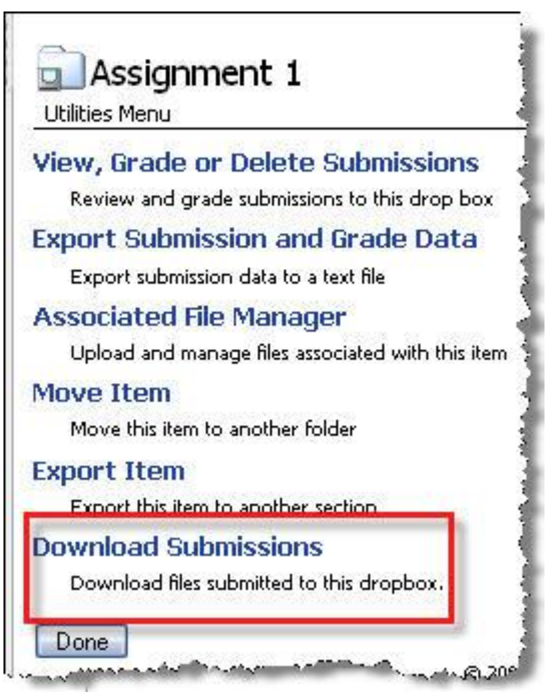
How to Grade Drop Box Submissions Offline

The **Drop Box** tool in ANGEL has a "batch download" option that allows you to download all submissions from a specific Assignment Drop Box, grade them offline, and then upload all graded submissions with any comments and/or attachments back into the ANGEL Course.

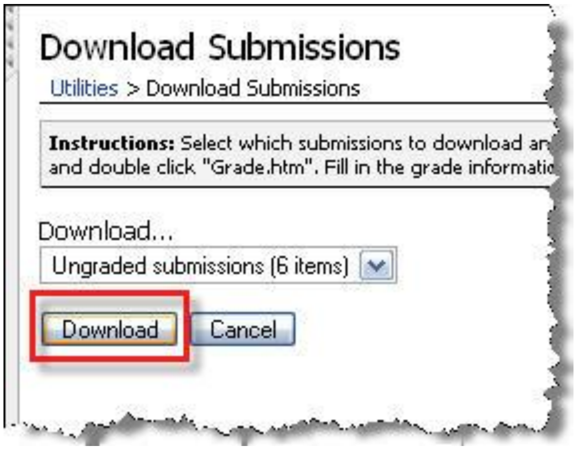
1. Go to the **utilities** link for the specific Assignment Drop Box and click on it.



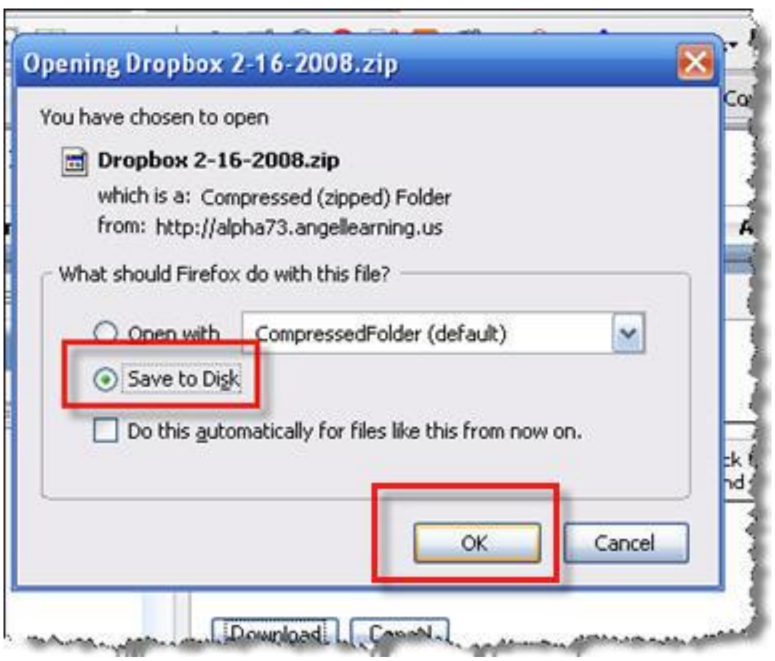
2. Select **Download Submissions** on the next page.



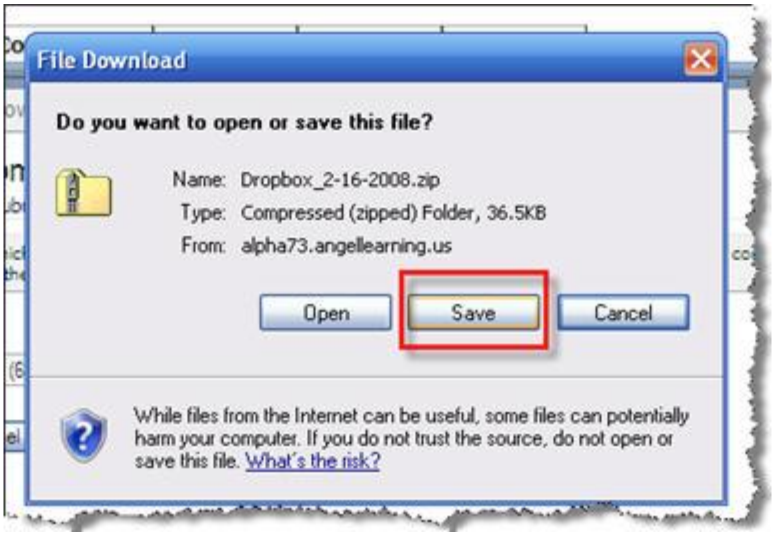
3. On the following page, **select** whether you just want to download ANY ungraded submissions or ALL of the submissions. In this example, none have been graded yet so either option can be chosen.
4. Click **Download** to continue.



Firefox®: If you are using this Internet connection (browser), you will be prompted either to **Open** the file (with a specific program) or to **Save** the file to disk (your C: drive). Choose **Save to Disk**.



Internet Explorer®: If you are using this Internet connection (browser), click **Save**.

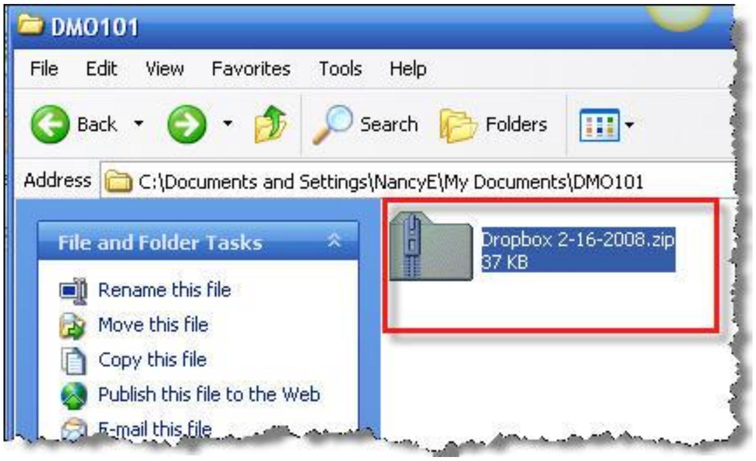


Windows XP®

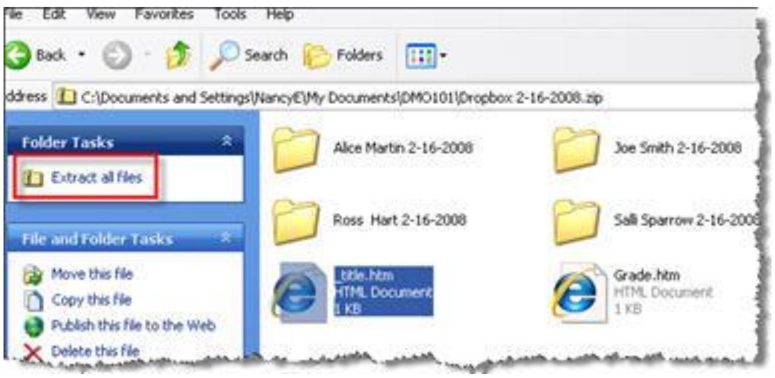
1. To continue the offline grading process using the Windows XP platform (operating system on your C: drive), locate the folder where you want to save these downloaded "**zipped**" files and then click **Save**.

> *Create a folder within the folder where you have all your course files located, and then download the zipped files into that folder.*

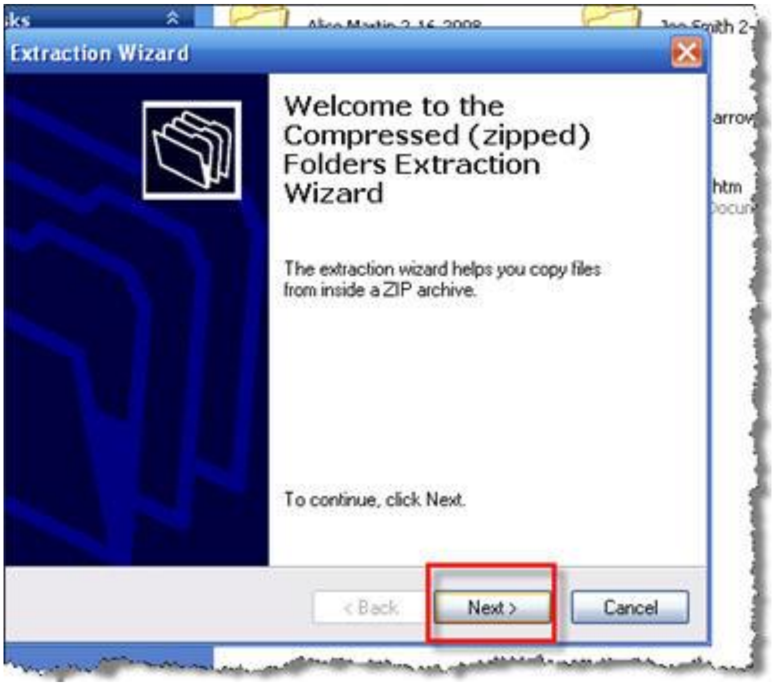
2. Go to the location where the zipped files are now saved, and then **click** on that folder.



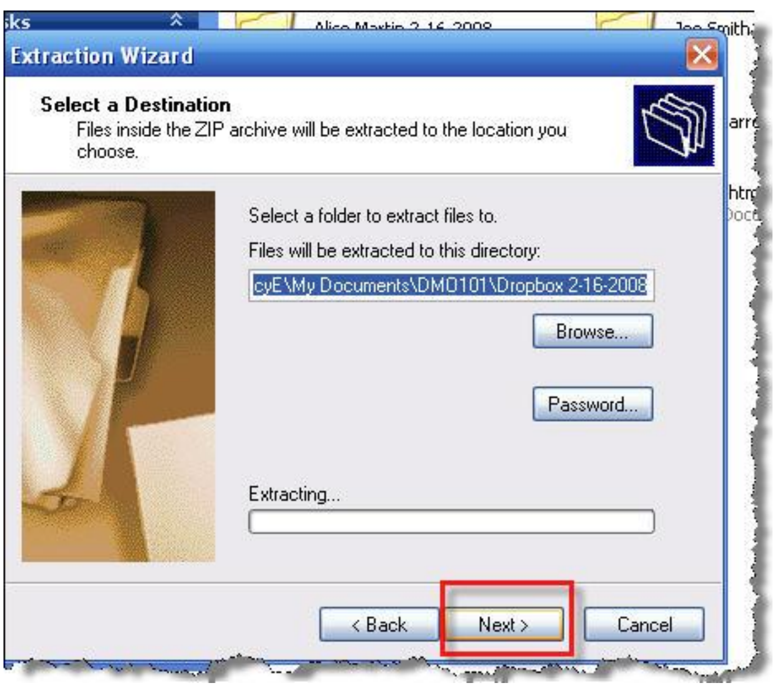
3. The folder will open and you will see several files and folders. Click **Extract all files** in the Windows® **File and Folder Tasks** menu.



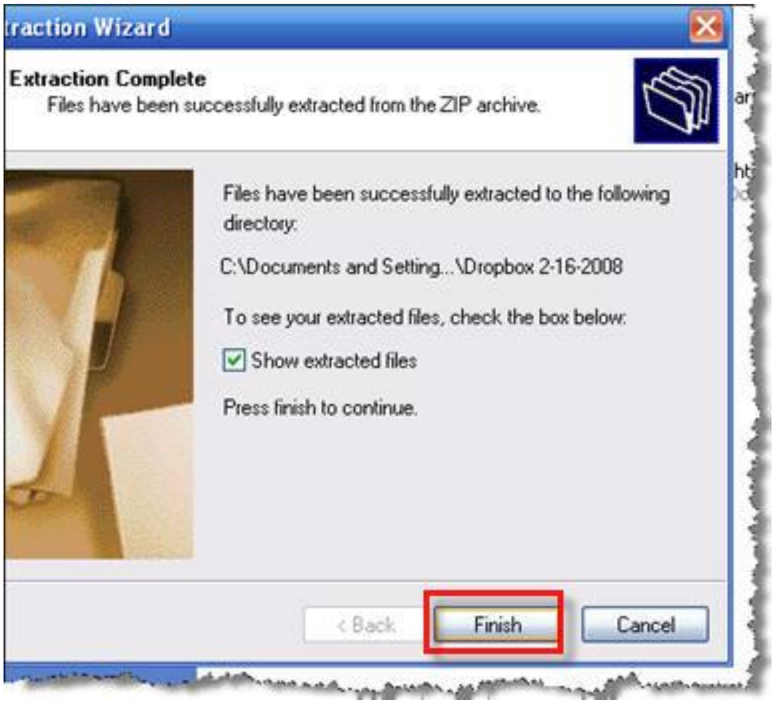
4. The **Extraction Wizard** window will appear. Click **Next** to continue.



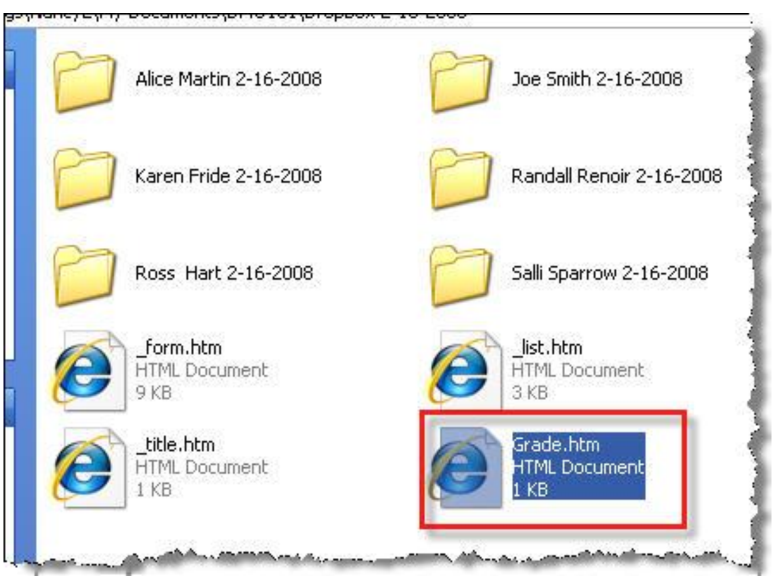
5. The next screen will ask for a location for the files to be put that will be extracted. The default will place them in a folder in the same location as the original compressed (zipped) folder. Click **Next** to continue.



6. Once the process has finished, click **Finish**.

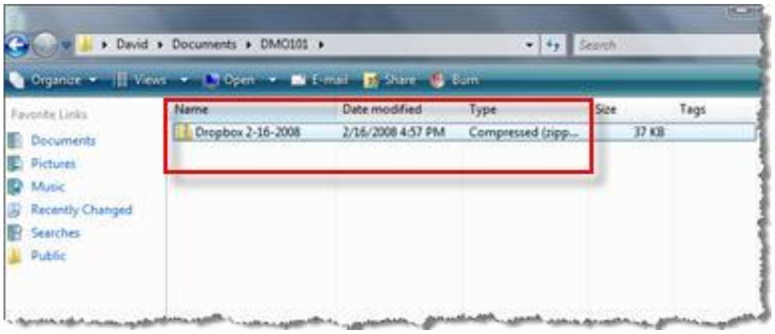


7. You will see folders labeled with each student's name, along with some other files. Click the **Grade.htm** file to continue.

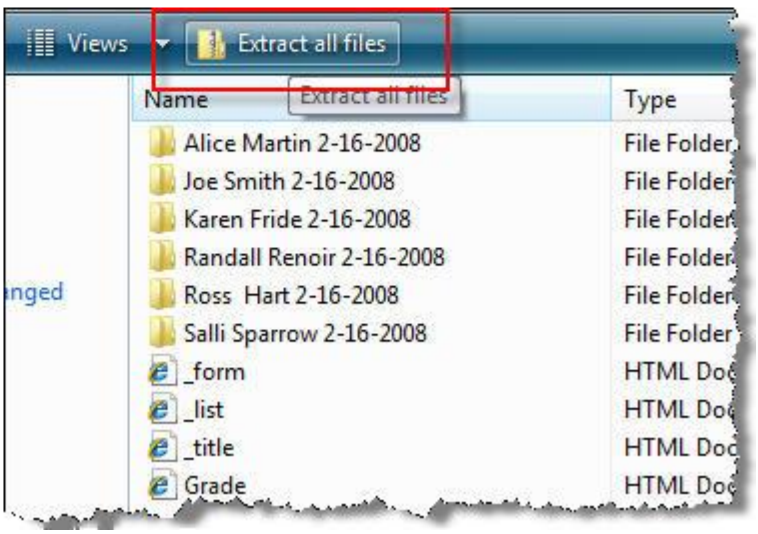


Vista®

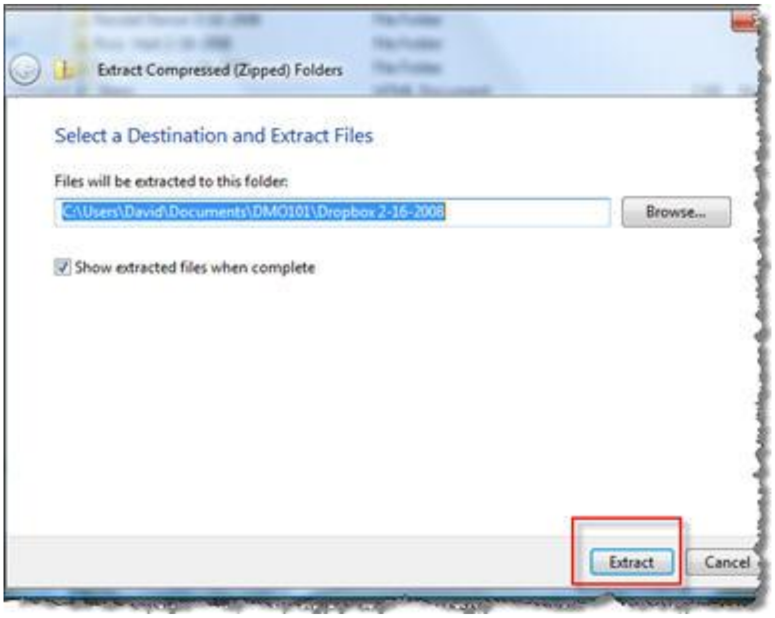
1. To continue the offline grading process using the Windows Vista platform (operating system on your C: drive), locate the folder where the file has been saved and **click** on the folder.



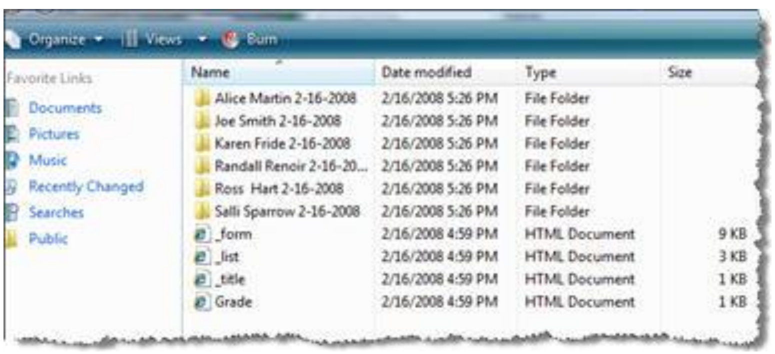
2. All files will appear when you click on the folder name. Click **Extract all files**.



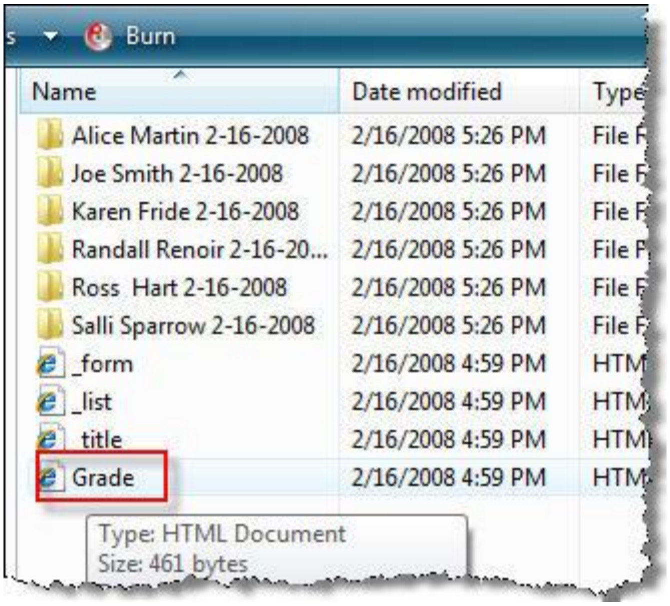
3. On the next screen, you can accept the default location for the extracted files or you can migrate them to a new location. Click **Extract** to continue.



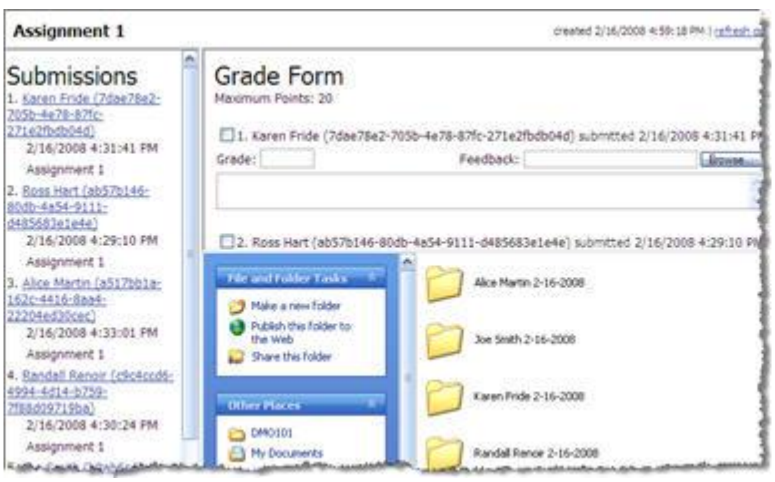
4. All of the folders and files will appear, similar to Step 2.



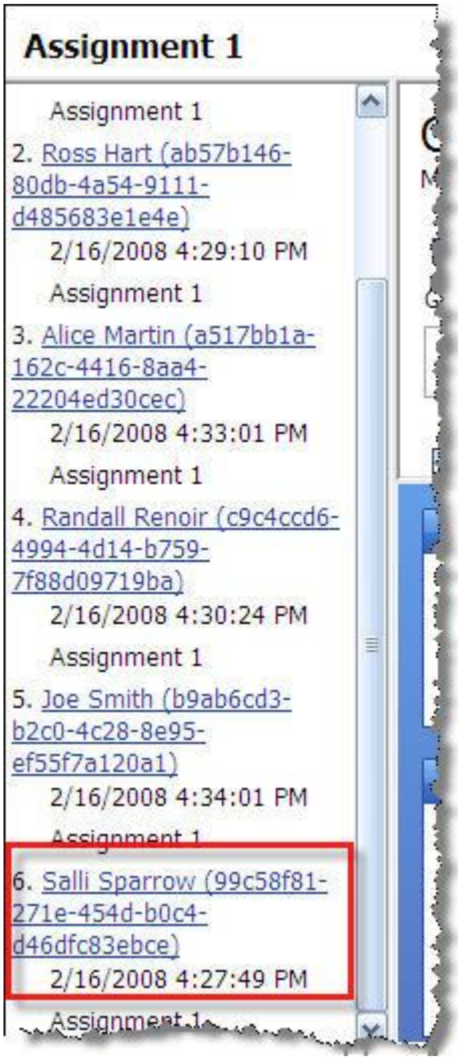
5. Click the **Grade** file to continue.



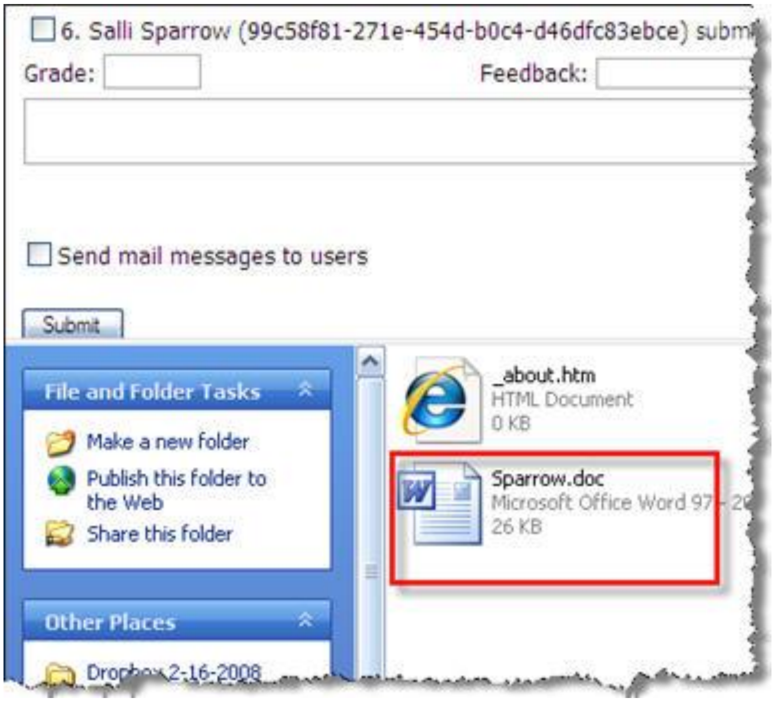
6. The rest of this procedure will apply to either operating system (Windows XP or Vista). The following screen will appear once the Grade file is clicked.



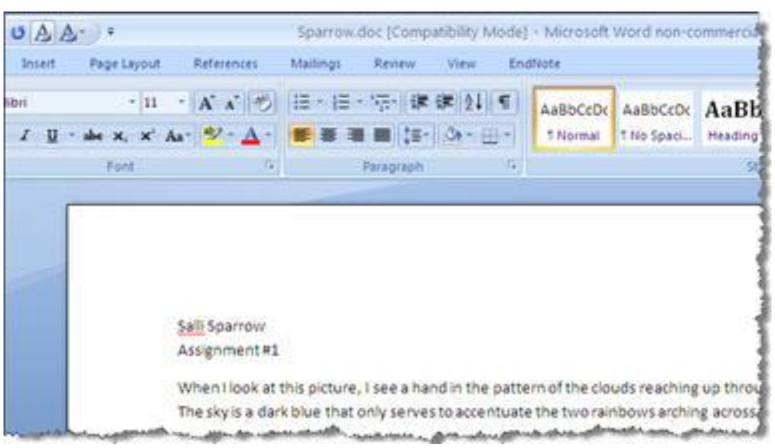
7. On the left are each student's submissions. Across the top is the form that will be used to insert each student's grade. The bottom right is where the files will appear once each submission is selected.
8. **Click** on one of the student's submissions. Here you are going to click on Salli Sparrow's name.



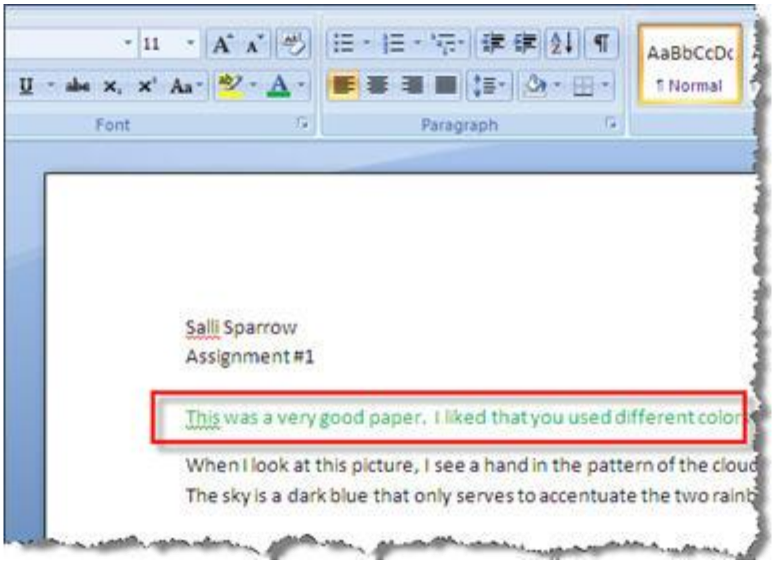
9. Her document will now appear in the lower-right section. The _about.htm file is empty; it would have data in it if the Drop Box Submissions used the text box instead of uploading a file as an attachment. Clicking on the **Word document** (.doc file) will open it for reading and grading.



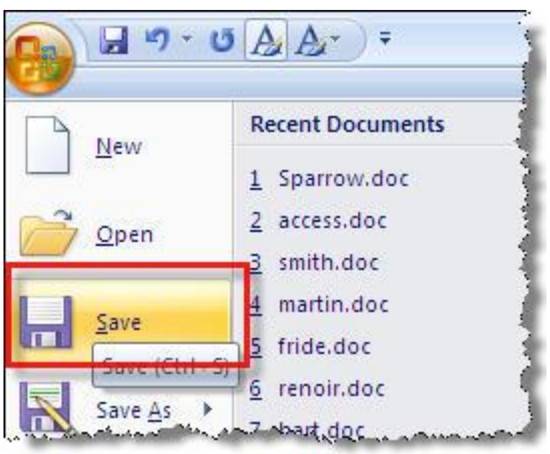
10. The document will open up in Microsoft Word or whatever word processing program is being used to read the documents.



11. You can make any comments directly on the document for uploading back into ANGEL, so that the student can read your comments.

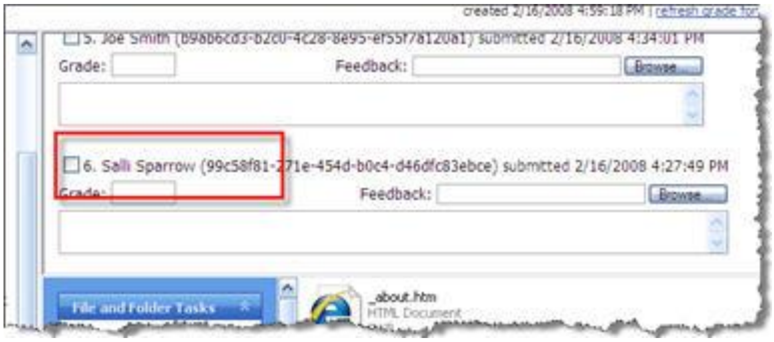


12. If you did add comments to the document for the student to read, you need to save the document. Go to **File > Save** or click the **Save** option to save your work.

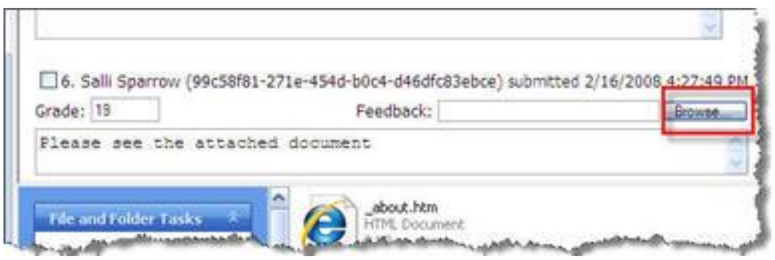


*Because both the student file and the corrected file would have the same file name, you could select **Save As** instead and save the file with a different name to avoid any confusion. An easy protocol would be to add your initials at the end of the original file name.*

13. To add a grade for the assignment, go to the top of the Grade page and find the student's name.



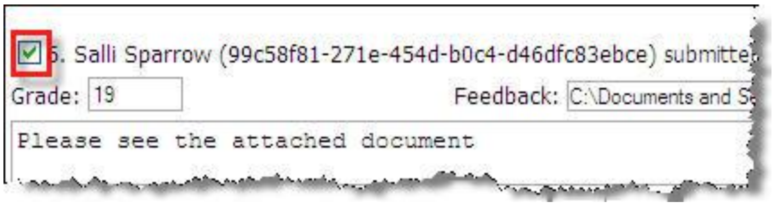
14. Enter a grade. You can add any additional comments in the large window.
15. If you had made comments in the student document, you will need to upload the saved file copy. If so, click **Browse** to continue.



16. Locate the file to be uploaded and click **Open**.

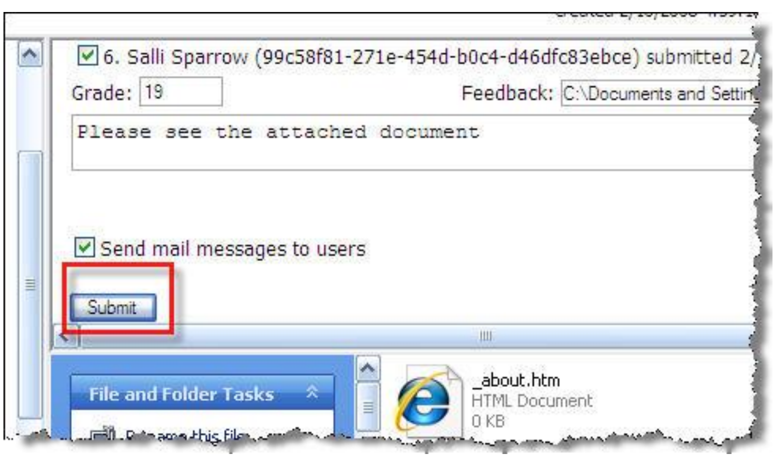
Unless you specifically saved it elsewhere, the saved/renamed file (containing your comments) will be located in that same folder with the student's name on it.

17. **Checking** the box next to the student's name will add it to all submissions to be uploaded when the grades are submitted.

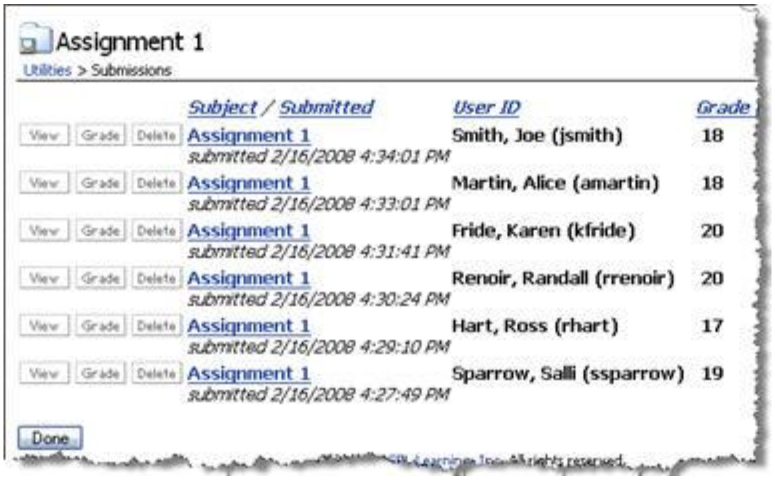


18. Grade the other assignments in the same manner. When finished, click the **Submit** button at the bottom of the form. Be sure that you have an Internet connection established before continuing. Note that you can also check to have the grades emailed to the students.

You do not have to grade all of the assignments at one time. Only grades that have the box checked next to the student's name will be submitted. You can return later to grade the others.



19. The grades are now displaying within the Course.


Assignment 1
Utilities > Submissions
Subject / Submitted
User ID
Grade
View
Grade
Delete
Assignment 1
submitted 2/16/2008 4:34:01 PM
Smith, Joe (jsmith)
18
Assignment 1
submitted 2/16/2008 4:33:01 PM
Martin, Alice (amartin)
18
Assignment 1
submitted 2/16/2008 4:31:41 PM
Fride, Karen (kfride)
20
Assignment 1
submitted 2/16/2008 4:30:24 PM
Renoir, Randall (rrenoir)
20
Assignment 1
submitted 2/16/2008 4:29:10 PM
Hart, Ross (rhart)
17
Assignment 1
submitted 2/16/2008 4:27:49 PM
Sparrow, Salli (ssparrow)
19
Done

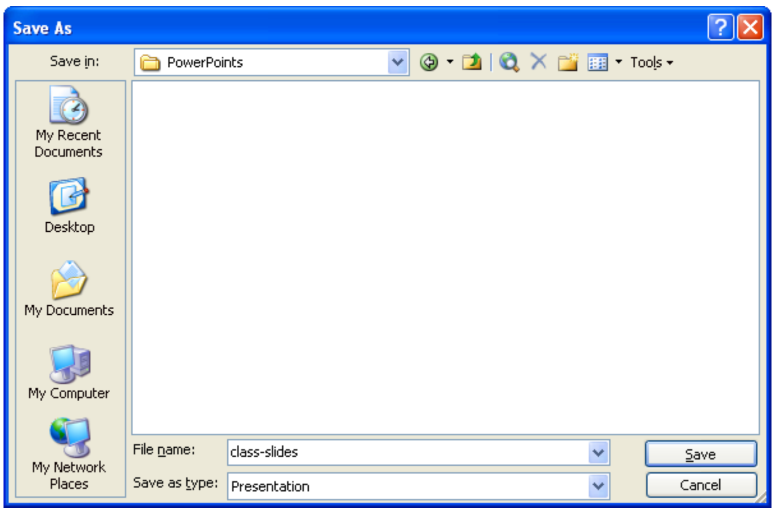
How to Integrate PowerPoint Presentations

Integrate PowerPoint presentations so that they launch directly from your course and will not require students to download the presentation and run it locally.

Preparing Your PowerPoint Presentation

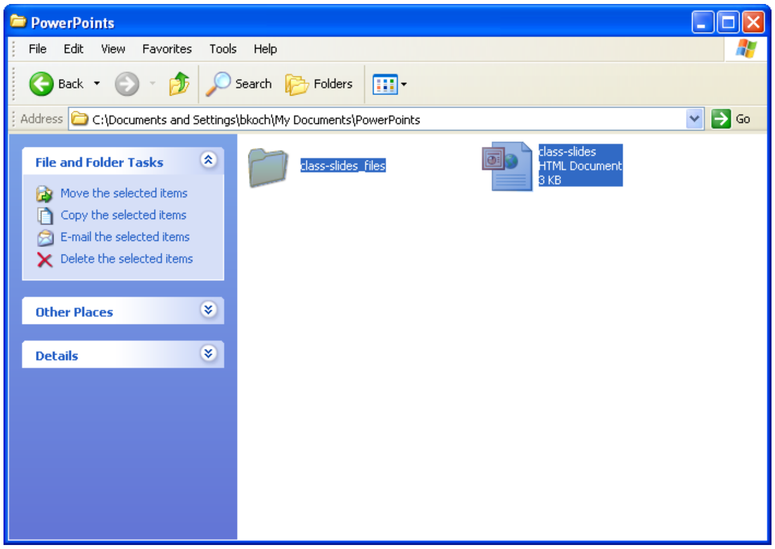
Saving your PowerPoint presentation as a web page is the best way to include it as a Lesson item within ANGEL. This tutorial uses the Windows XP operating system.

1. Within PowerPoint, select **File > Save As** and save your PowerPoint presentation as a **Web Page**. Make sure to note the location where you are saving the file (in this case, your PowerPoints folder).



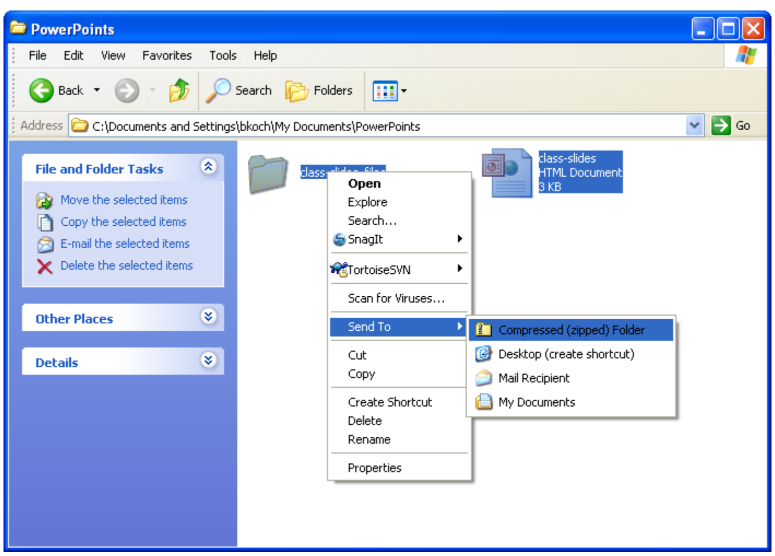
PowerPoint's animations and triggered actions do not always translate into HTML perfectly. If you rely on these advanced PowerPoint options, you may want to ***Save As*** *a PowerPoint Show rather than a Web Page. As a PowerPoint Show, your students will have to download the file before playing it, but it will perfectly render more complicated slides.*

2. PowerPoint will save your presentation so that you have a single HTML file that launches the slide show, as well as the folder of data files in support of the slide show. In this case the file name is **class-slides.htm**, and the folder of supporting files is named **class-slides_files**.

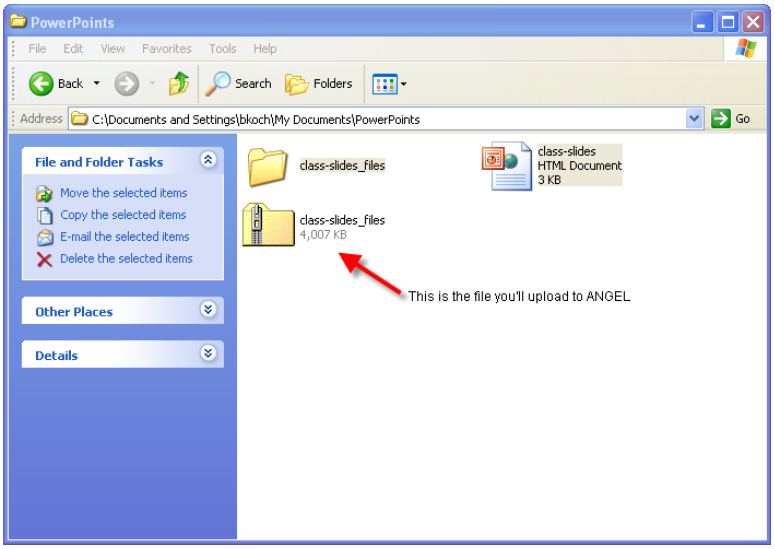


*Remember or write down the name of the HTML file that will launch your slide show (in this case **class-slides.htm**). You will need this name in order to execute various steps that follow.*

3. **Create** a zipped file from saved PowerPoint HTML files. You do this by first selecting both the folder (**class-slides_files**) and the file (**class-slides.htm**) – use **Ctrl + Left Click** to select multiple objects – and then right-clicking the mouse. A menu appears where you can then choose **Send To > Compressed (zipped) Folder**.



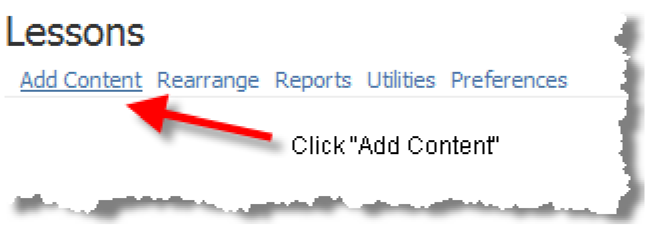
4. Windows will then compress the file and you will see the new compressed file appear within your designated folder (PowerPoints). It is this new "zipped" file that you will upload into ANGEL.



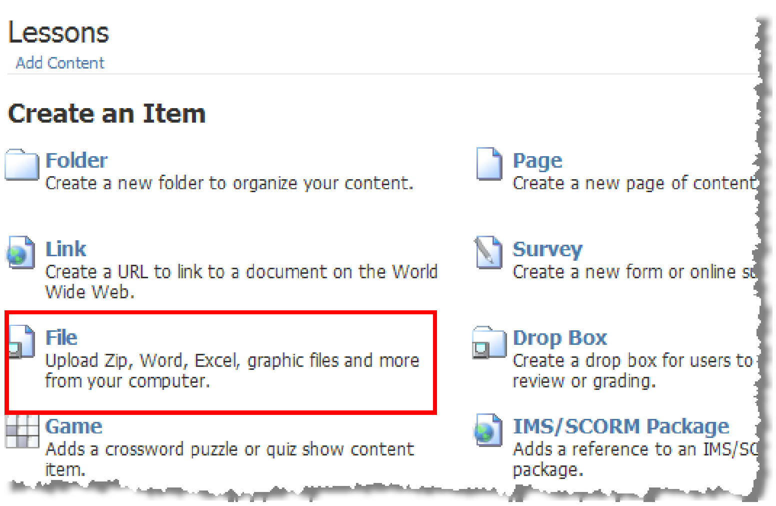
You are now ready to upload the presentation to your ANGEL Course.

Uploading Your Presentation to ANGEL

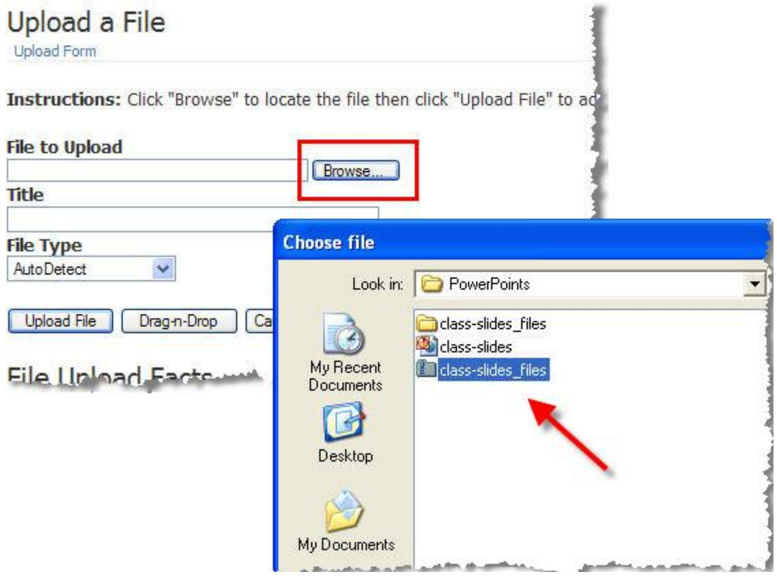
5. Next you will upload your presentation to ANGEL by using the **File** tool on the **Lessons Add Content** page.
6. Go to the **Lessons** tab and click **Add Content**.



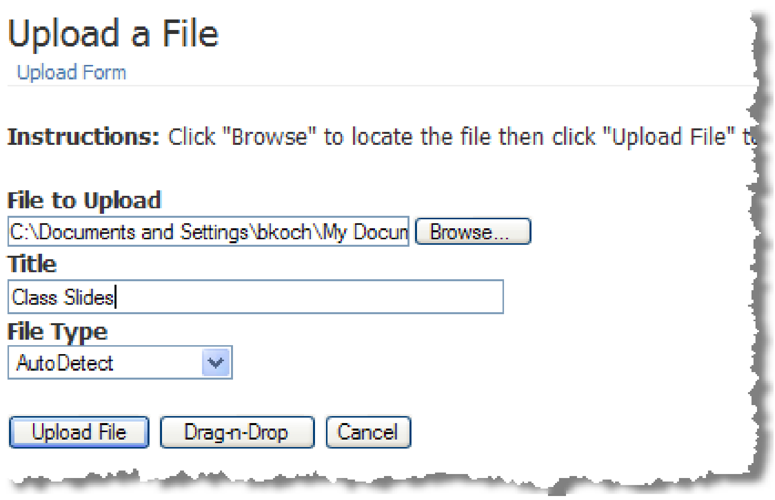
7. Click on **File** (content type).



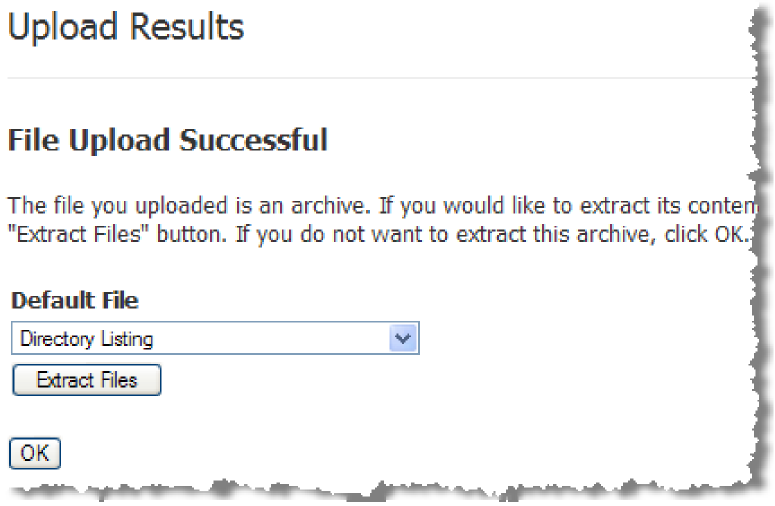
8. Click the **Browse** button and select the zipped folder created in Step 3 above, and then click **Open** in the **Choose file** window.



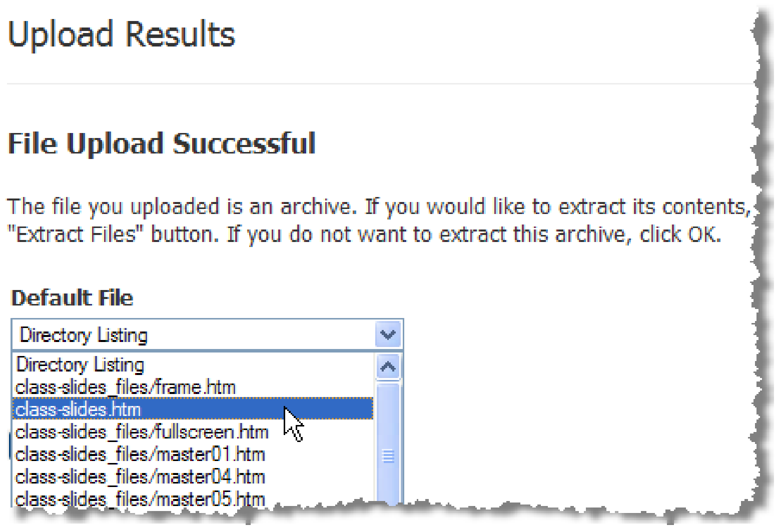
9. Title and upload the file (zipped folder) by inputting a **Title** and clicking the **Upload File** button. Leave the **File Type** setting at **AutoDetect**.



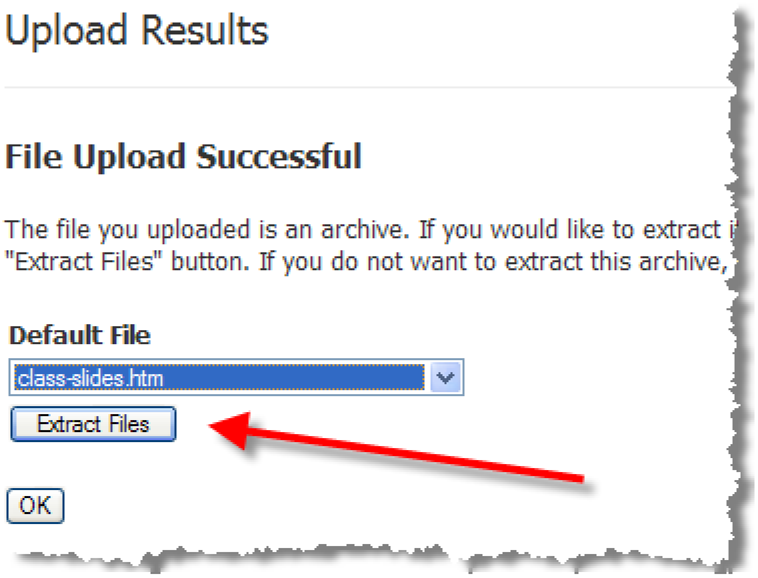
10. After your file uploads, you'll see the **Upload Results** page with a **File Upload Successful** message.



11. Click the **Default File** pull-down and select the name of the HTML file that will launch your presentation (in this case, **class-slides.htm**).



12. Click **Extract Files**.

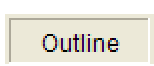


If you mistakenly click **OK** instead of **Extract Files**, your presentation will be loaded as a compressed file and your students will be forced to download the file before accessing it.

13. After you click **Extract Files**, the presentation will automatically load in a two-pane model, with a list of the slides on the left and the actual slides on the right. You may then browse through your presentation.

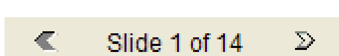
Note that the HTML version of your presentation has four different presentation and control options listed in the gray bar along the bottom of the presentation:

***Outline** – hides or displays the outline for the presentation.*



***Expand/Collapse Outline** – expands or collapses the presentation outline.*

***Slide Controls** – allows users to navigate through the slide show.*

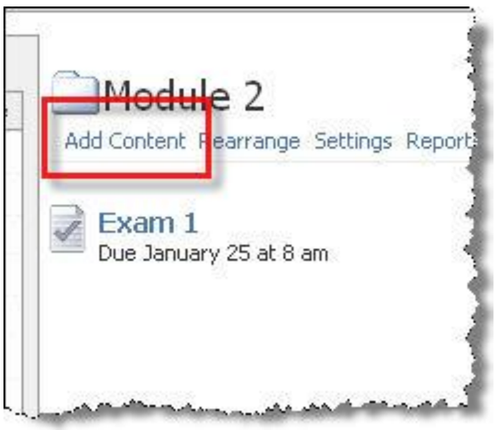


***Slide Show Option** – presents the slide show in a new full-screen window.*

How to Set Up and Use Games: Crossword Puzzles

Games can be an effective way to do a formative assessment of student learning, as an alternative to online testing. You can create two kinds of games in ANGEL: a crossword puzzle and a quiz show. Both types of games can be scored and be Gradebook Assignments. To set up a game, you first add the game and then designate the type of game to be used and create the game.

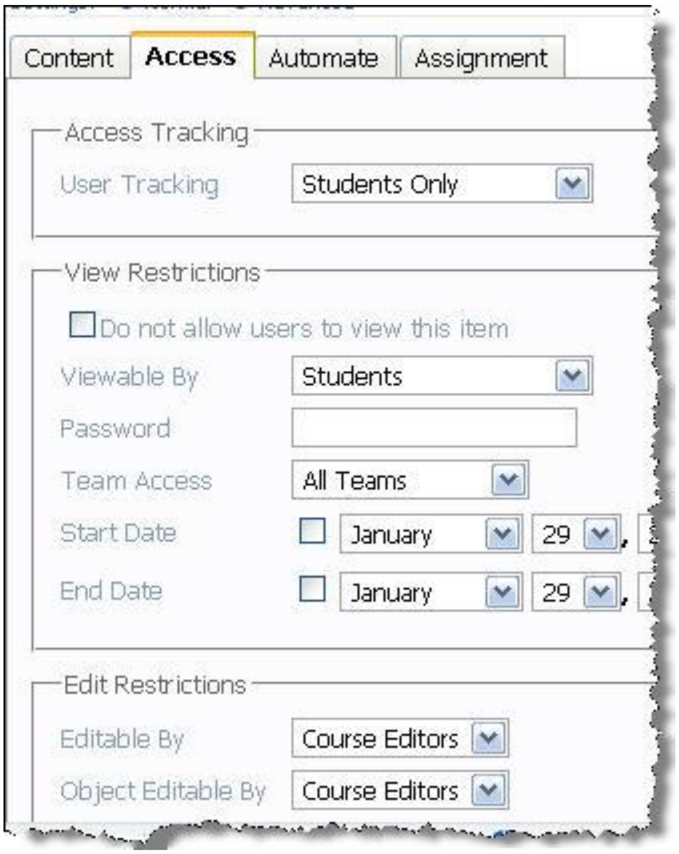
1. Go to the location where you want to add the game within **Lessons**. In this example, you will go to **Module 2**.
2. Click **Add Content**.



3. Select **Game** as the content item to create.

4. On the next screen, select **Advanced** Settings to access more options and add a Title (in this case, **Chapter 2 Crossword**). You can use the Page Text window to add any specific directions for the game.

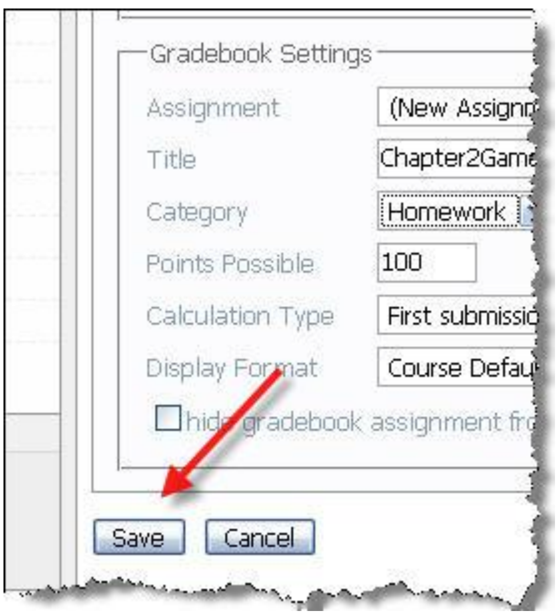
5. Within the **Access** section, you can put in a **Start Date** and **End Date** and add any other settings needed. Start Date indicates when the game will be visible to students. End Date indicates when it will no longer be visible.



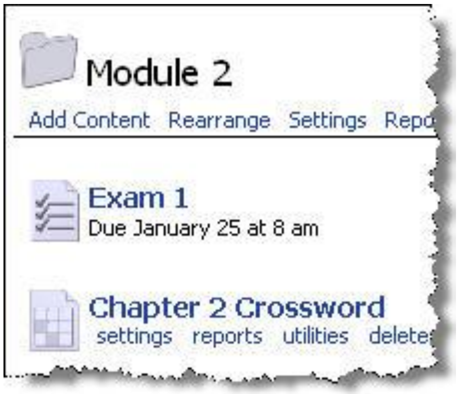
6. Use the **Automate** section only if there are some specific actions to be used with the game. In the **Assignment** section, designating an **Assign Date** and **Due Date** will add the dates with the Assignment to the Course Calendar.

7. If this is to be a Gradebook Assignment (meaning that the score will automatically be recorded in the Gradebook upon submission), then input the **Assignment** and other information under **Gradebook Settings**.

8. When finished with all settings, click **Save**.

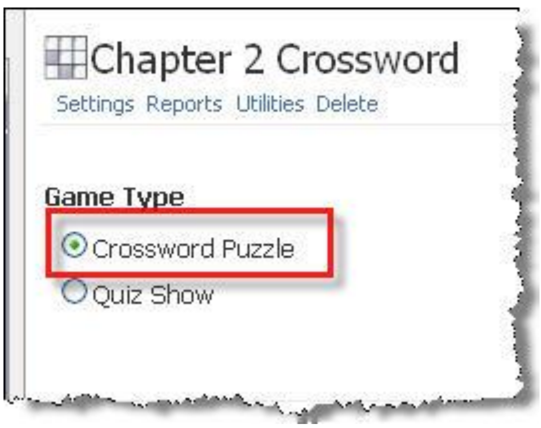


9. The Game is now in place. To set up the game questions, click on the Game **link** (in this case shown as **Chapter 2 Crossword**).

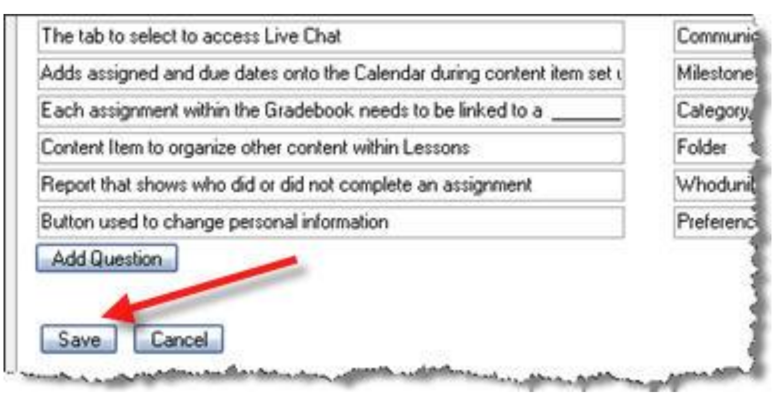


Setting up a Crossword Puzzle:

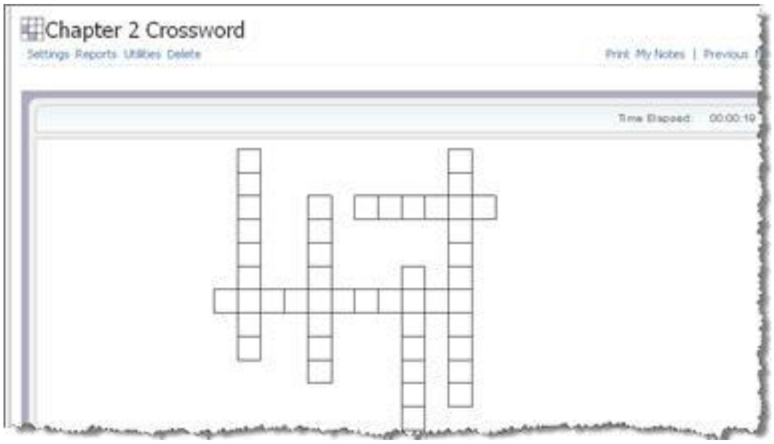
1. Specify the **Game Type** that you want to set up. In this instance, you are setting up a **Crossword Puzzle**.



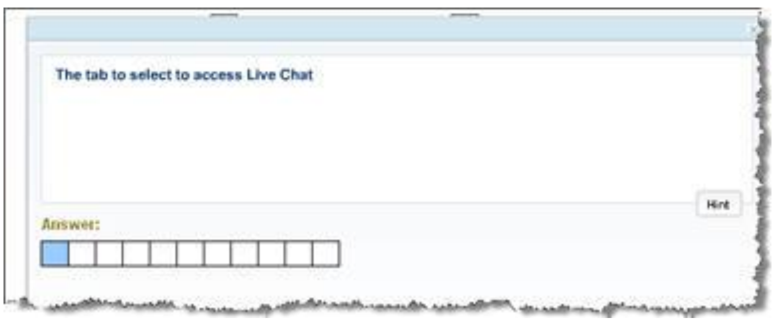
2. **Add** (input) the puzzle's questions/descriptions and their correct answers. Click the **Add Question** button for adding more questions.
3. When all questions and answers have been entered, click **Save**.



4. After a moment, the completed Crossword Puzzle will load and display. To work the puzzle, **click** inside one of the boxes.

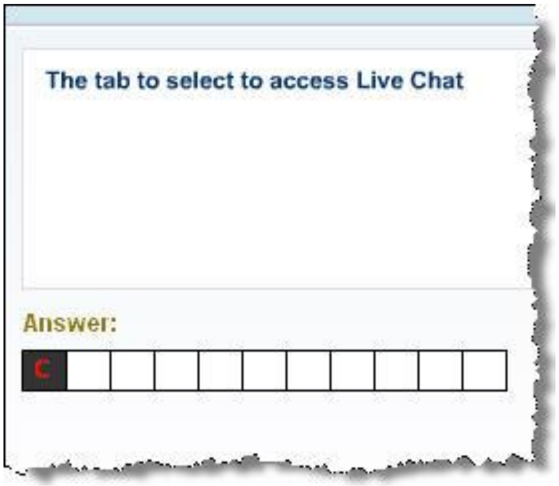


5. When one of the boxes is clicked, the applicable question will appear and the student can type in the answer.



If the student clicks the hint button...

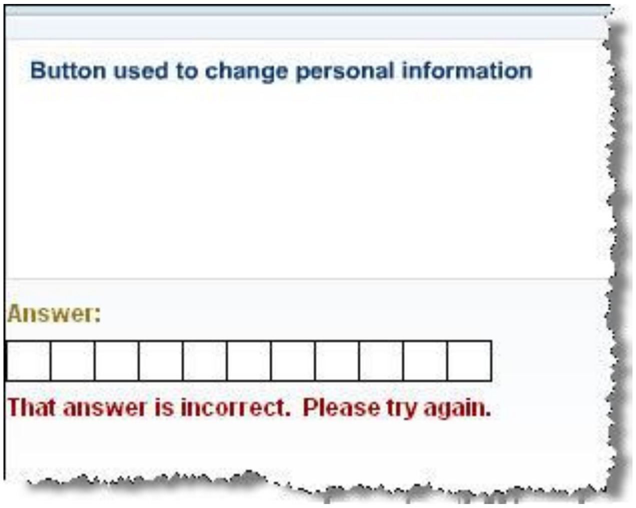
...the first letter of the answer will appear.



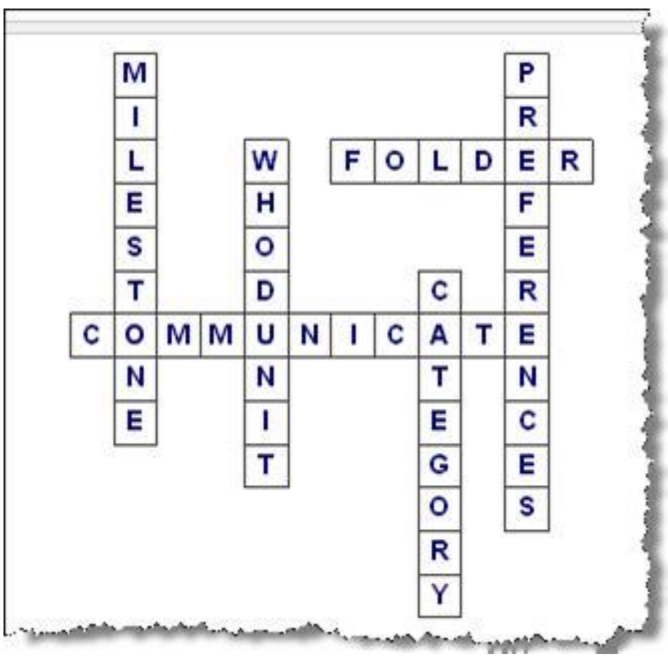
*Advise students that they will lose points every time they use **Hint**.*

6. Once the answer has been typed into all the displayed boxes, the student clicks the **Submit** button.

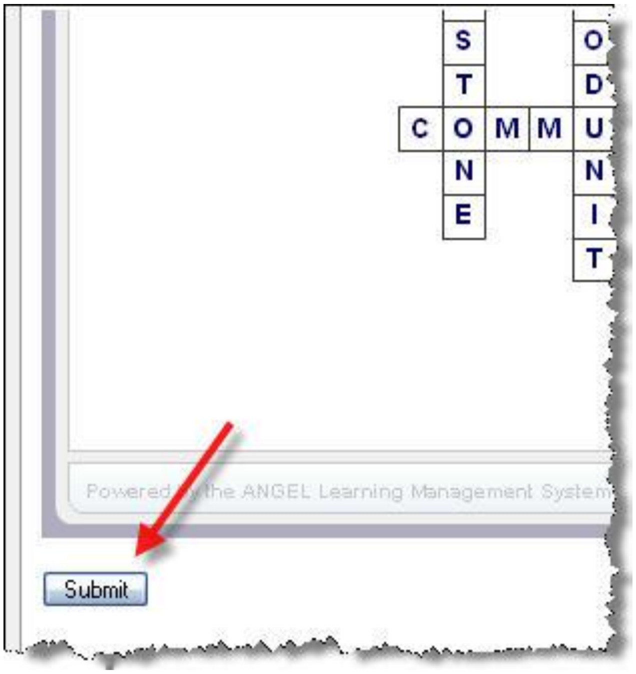
7. All boxes are completed using this procedure. If any answers are incorrect, students retry that answer. They can also use the **Hint** button.



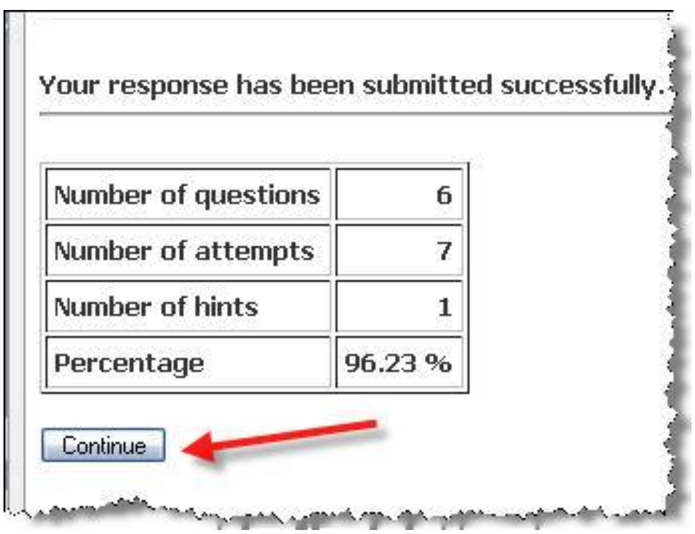
8. Here is an example of a completed puzzle:



9. Click **Submit** to score the puzzle.



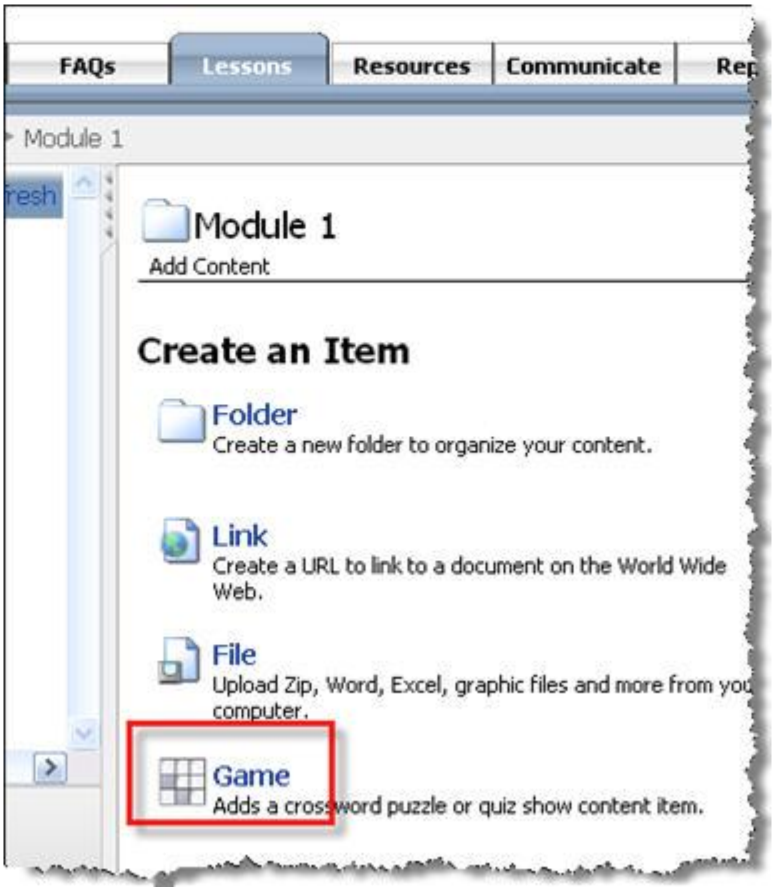
10. Students will then see their final score that will be submitted into the Gradebook. Click the **Continue** button to exit this puzzle.



How to Set Up and Use Games: Quiz Shows

You can create two types of games in ANGEL: a crossword puzzle and a quiz show. The quiz show is based on a popular TV show; students score by answering questions and earning specified “dollar amounts” based on the difficulty of the question. The more difficult the question, the higher the earned score (but no actual prize money).

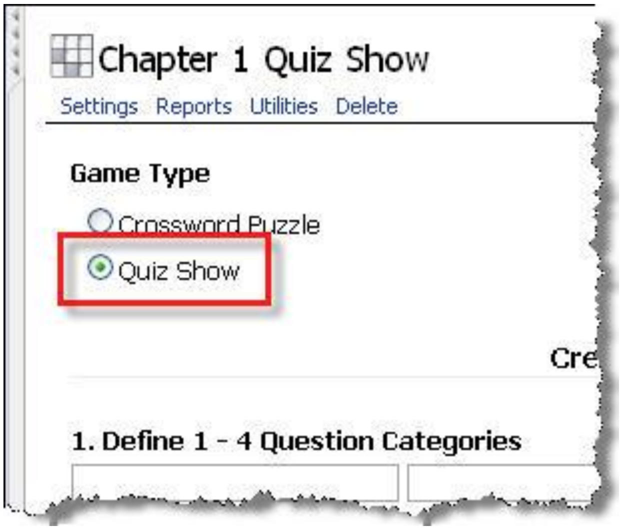
1. Go to **Lessons > Add Content > Game**.



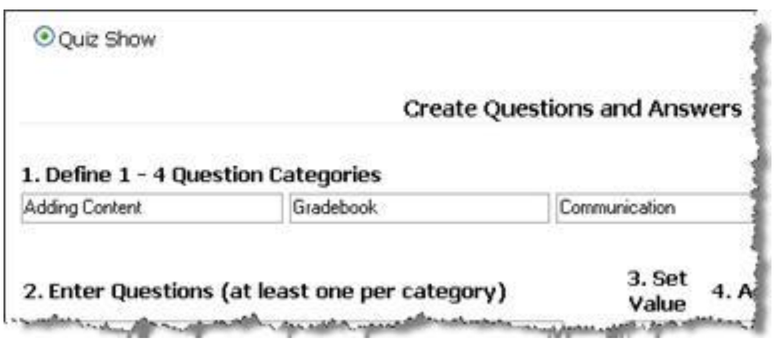
2. Add and set up the game.

> *See* How to Set Up and Use Games: Crossword Puzzles *for directions on how to add a game (Steps 1 – 8).*

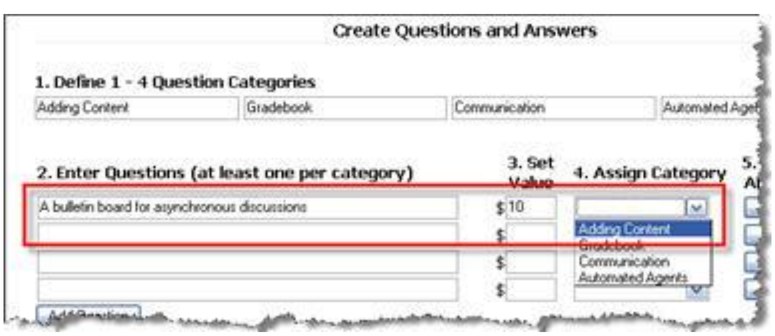
3. Once the Game has been added, you can set up the Quiz Show options. Click the Quiz Show **link**; then select **Quiz Show** as the **Game Type**.



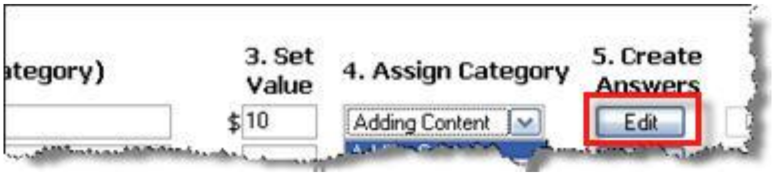
4. Next, set up from 1 to 4 **Question Categories**. Each question will be associated with a particular category. (Users will be given questions based on the Category chosen).



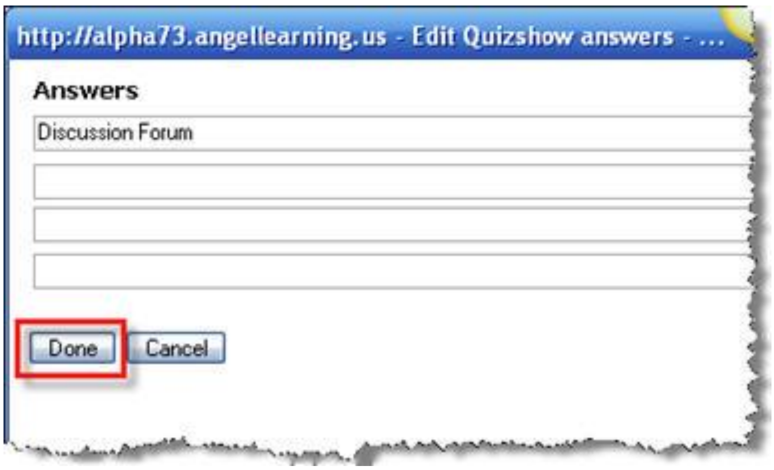
5. On each line under **Enter Questions**: **input** a question, **input** (assign) a value in terms of “dollars” (**Set Value**) and assign its category from the **Assign Category** drop-down list.



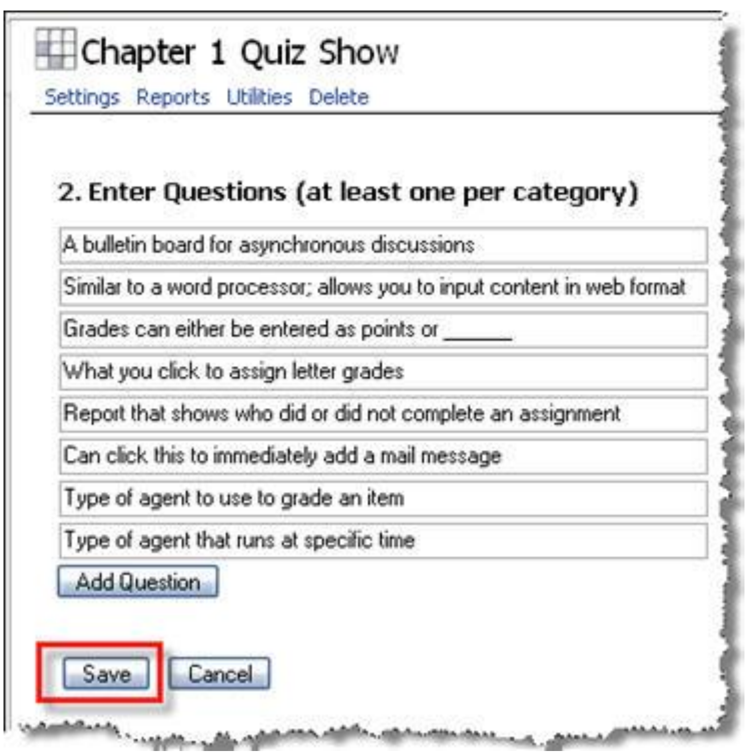
6. In the last column (**Create Answers**), click the **Edit** button.



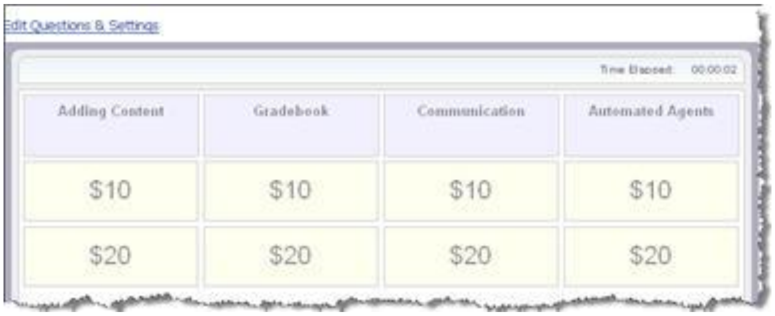
7. A pop-up window will appear. **Input** the Answer and click **Done**. If there is more than one acceptable answer, add each on a separate line.



8. **Continue** inputting all questions and answers. You can use the **Add Question** button if more are needed or desired. Click **Save** when all have been entered.



9. The completed Quiz Show will appear.



How to Set Up Teams Within a Single Discussion Forum

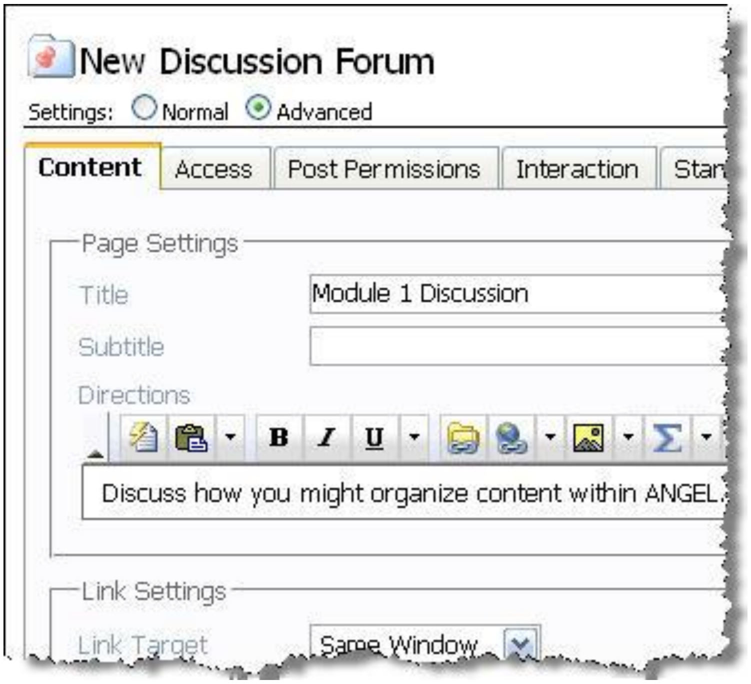
Discussion forums can be difficult to facilitate if there are many students discussing the same topic on the same Discussion Forum. One solution could be to divide the students into teams and then create a Discussion Forum for each team. However, ANGEL allows you to create a single Discussion Forum and assign it to teams. While each team then only sees the posts belonging to the members of that team, the Instructor can view the postings from each team separately.

1. Create the teams and assign members to them. You can either use the **Random Team Generator** or you can add them manually, and specifically assign members to each team.

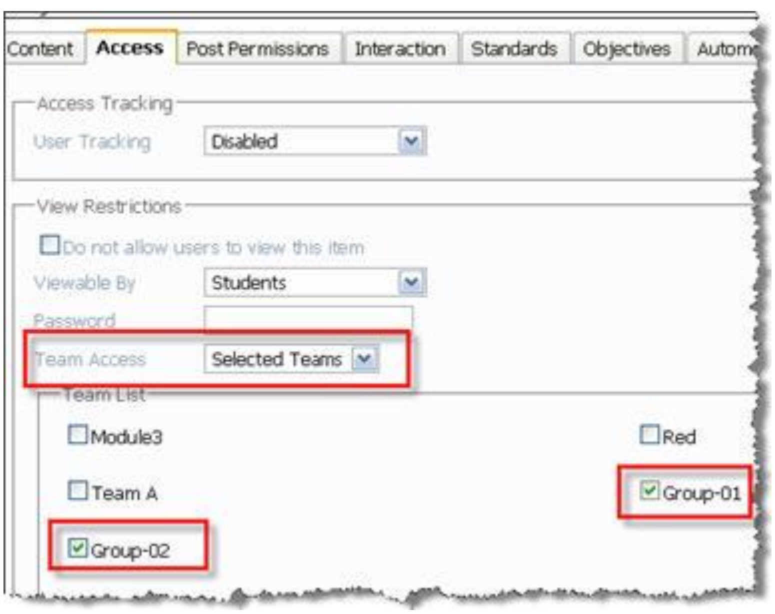
See How to Create Teams *for more information.*

2. Create the Discussion Forum. Go to **Lessons > Add Content > Discussion Forum**.

3. Choose **Advanced Settings**, and within the **Content** tab input the Discussion Forum **Title** and any other information needed. **Directions** for the Discussion Forum can be typed into the text box.



4. Go to the **Access** tab. Use the drop-down list in **Team Access** to change to **Selected Teams**, and then **check** the boxes next to the teams that are to be included within this Discussion Forum.



5. Go to the **Post Permissions** tab. Check the **Read**, **New Post**, and **Reply** boxes ONLY for every team that is to be included in the Discussion Forum.

6. Go to the **Interaction** tab. Change the **Mode** to **Private Team Journal**.

7. **Continue** setting up the Discussion Forum with all needed settings. Click **Save** to finish.

8. To see postings from a specific team, go to the titled Discussion Forum (in this example, **Module 1 Discussion**) and then **select** that specific team from the drop-down list at the top of the page.

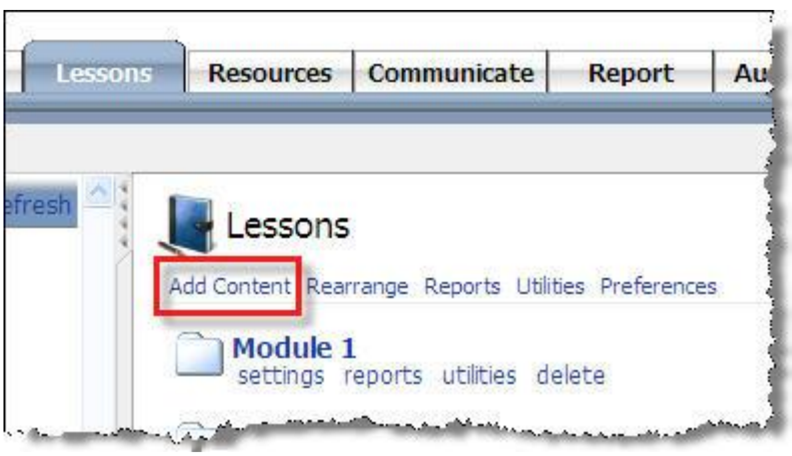

Module 1 Discussion
Settings Reports Utilities Delete
New Post
Threaded View
All journals
All journals
Team-01
Team-02
[-] Directions
Discuss how you might organize content in ANGEL using Fold
[+] Post Title

How to Create an RSS Feed

You can create a folder in ANGEL that can be read by an **RSS Reader**. ("RSS" most commonly stands for **R**eally **S**imple **S**yndication, although other terms are sometimes substituted.) With regard to ANGEL software, it means that if students have set up an RSS Reader and then subscribe to this folder within the ANGEL Course, they will be immediately able to access new content as it is continually added and/or updated from within that folder. This type of folder that is set up within ANGEL is called an **RSS Feeder** (that is, it "feeds" content to RSS Readers). Google® Reader, iTunes®, and Internet Explorer® 7 RSS Feed are all examples of RSS Readers that can be installed on personal computers. Content items that are continuously added and read by these Readers are often called **Podcasts**, although this term usually just applies to audio or video files. Content items in the ANGEL folder **RSS Feed** can be in any format that can be viewed on individual computers.

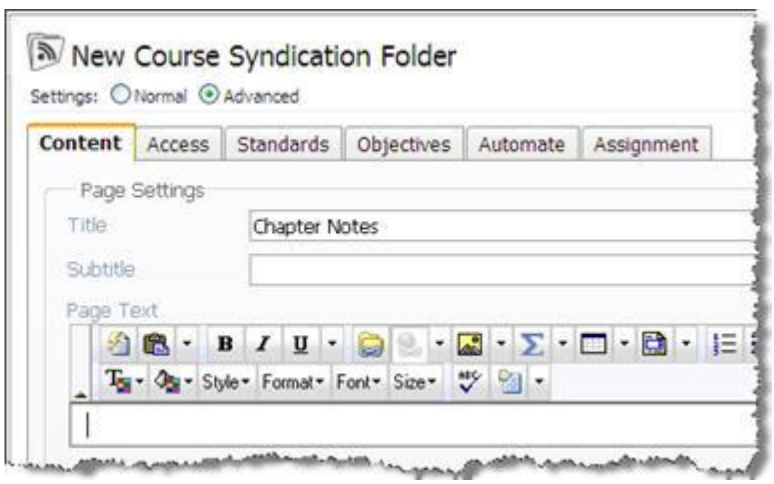
A popular use of RSS Feeds is downloading content to a portable media device. However, the content used by these devices must be in a specific format (such as MP3, MP4, or QuickTime) in order to be accessible. There are a number of programs available for both PC and Mac users that can convert content so it can be viewed or heard on a portable media device.

1. Go to **Lessons > Add Content**.

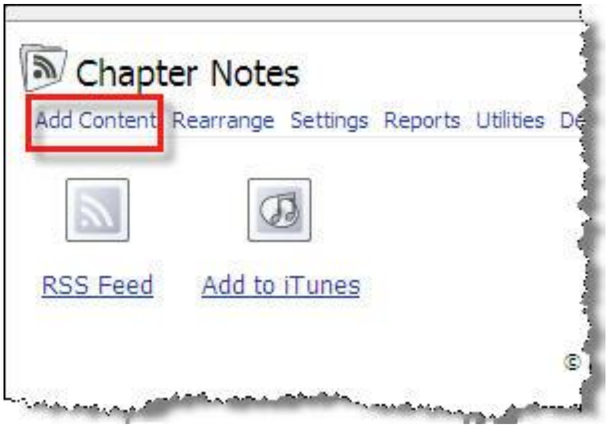


2. Select **Course Syndication Folder**.

3. Set up the folder with **Advanced Settings** in the **Content** section as for any other folder in your Course, including any specific settings needed. Input a **Title**.

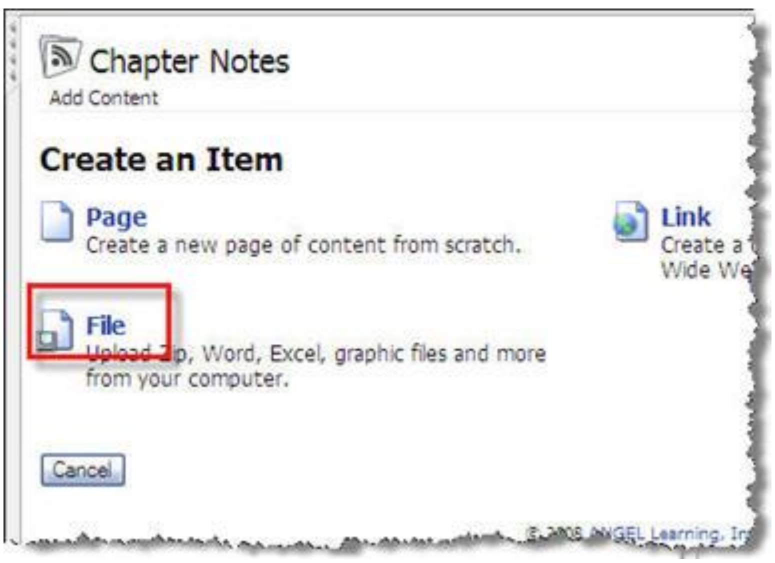


4. On the next screen, choose **Add Content** to add any items to the (**Chapter Notes**) folder. As new items are added, they will be listed on the RSS Reader that is used by the student.

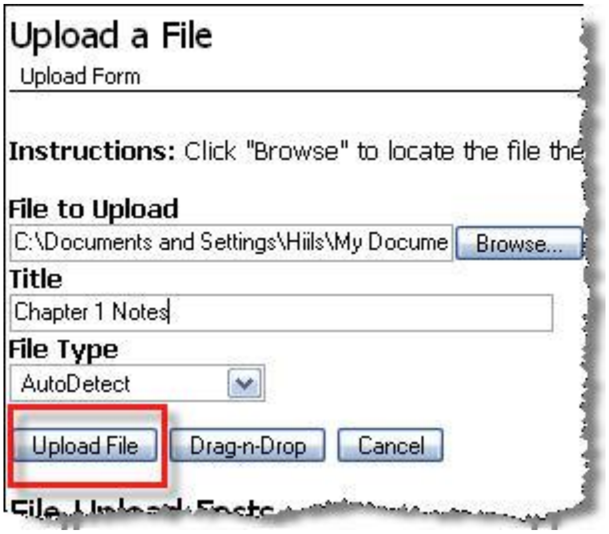


5. **Choose** the appropriate content item being added. In this instance, you will be adding a document **File** (called **Chapter 1 Notes**).

> *You can add OR link to any content item. In many institutions, audio and video files are often stored on a separate* ***server*** *and linked within an RSS Feed folder.*



6. Browse for the file and then click **Upload File** (or add the link).



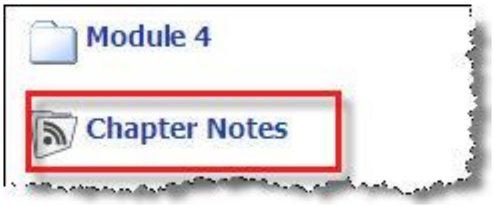
7. The new content is now in the **RSS Feed** folder (**Chapter Notes**).

See How to Subscribe to a Course RSS Feed *for more information on how to set up an RSS Reader to access the content in an ANGEL RSS Feed folder.*

How to Subscribe to a Course RSS Feed

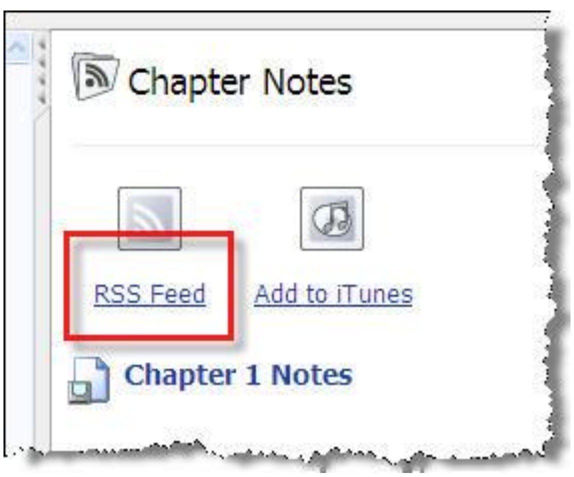
Once an RSS Feed folder has been created within a Course, students can “subscribe” to it, and thus any new content that is added to the RSS Feed folder will immediately appear in the RSS Reader that is used by the student. This is a tutorial on how to set up an RSS Reader (generally in a student’s computer) using Internet Explorer 7 and also iTunes.

1. Select the **RSS Feed** folder (**Chapter Notes**) in **Lessons**.

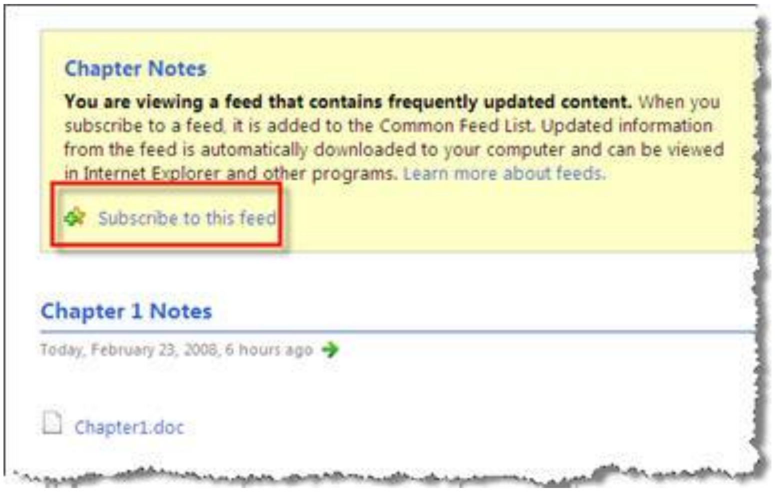


See How to Create an RSS Feed *for information on how to set up an RSS Feed folder in ANGEL. Note especially how the example cited here was created.*

2. To subscribe to an RSS Reader in Internet Explorer 7, click **RSS Feed**.



3. On the next screen, click **Subscribe to this feed**.

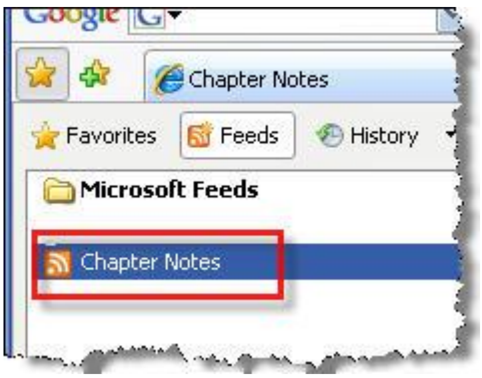


4. A pop-up window will appear. **Check** that all information is correct, and then click **Subscribe**.

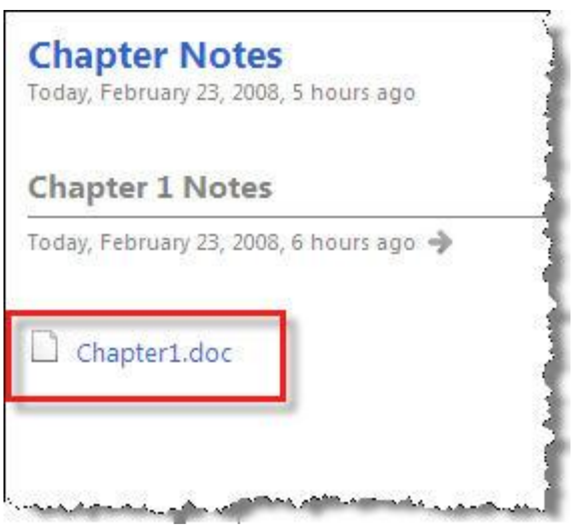
5. This will add the folder and its contents to the **Common Feed** list that can be viewed using the **Favorites** link in Internet Explorer 7.
6. To see any content that has been added to the folder, click the **Favorites icon** on the Internet Explorer 7 tool bar.

7. Next, click the **Feeds icon**.

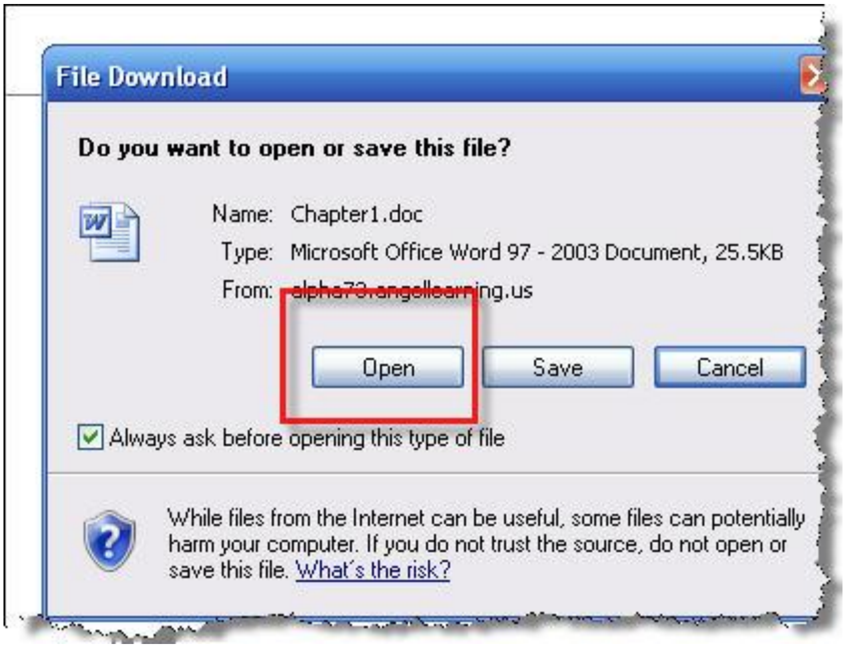
8. The folder in this example (**Chapter Notes**) will be listed:



9. Click on the folder; and its contents will be listed.

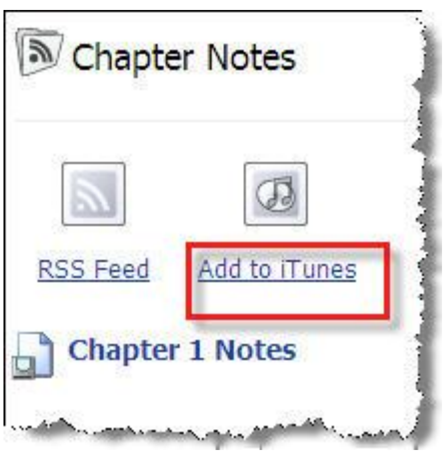


10. The file can then be opened or saved by clicking **Open** or **Save**.



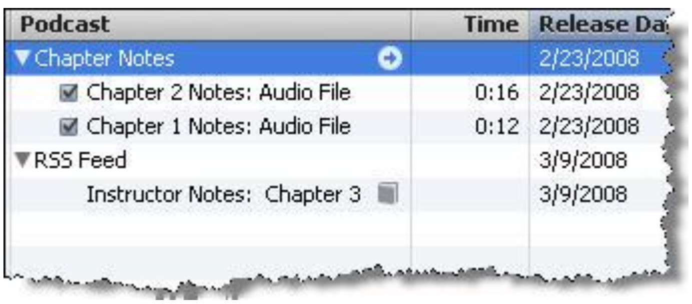
You can also add content to iTunes. For this example, you have made an audio recording of the "Chapter 1 Notes" and "Chapter 2 Notes" .doc files and have uploaded them to the Chapter Notes folder.

1. To use iTunes as the RSS Reader, you will first need to download and install iTunes in your computer. In the example, that has already been done. Click the **Add to iTunes** link.



2. To view any new contents, open iTunes and click on the **Podcasts** menu item.

3. You will see the **Chapter Notes** folder for this example. Click on the **arrow** next to the folder name to expand the list of content items available. You now see the two above-mentioned audio files.



How to Set Up the Gradebook: Preferences and Grading Scale

Points- vs. Percentage-Based System

When setting up the Gradebook, you must first decide how all of the grades will be calculated for a final grade. ANGEL allows you to use either a points-based or percentage-based system. The way in which each calculates the final grade is very different, so understanding this difference is important. The grade-calculating system, or **mode**, to be used is selected within the Gradebook **Preferences**.

Points-Based System

In a points-based system, every assignment is given a point value. The final grade is determined by adding up all the points awarded in the assignments and dividing that by the total points possible. **Weighting** of assignments is done purely through the point value of each (that is, an assignment of 20 points will be worth twice as much as an assignment of 10 points).

Here is an example: The total points possible in an English Composition course are 1,000 points. Student A earns 875 points. This student's final grade is then 875 out of 1,000, which can be expresses as a fraction (875/1000) or a percent (87.5%).

Percentage-Based System

A percentage-based system groups all assignments into **categories** and assigns a percentage-value to each category. The sum of all the categories will always be 100%. For example, categories could be set up as follows:

- Quizzes = 20%
- Discussions = 30%
- Research Paper = 20%
- Midterm = 10%
- Final = 20%.

While each assignment is given a point value, the final grade is based on the weight of the category, not the total points possible. For example, even if the total number of points possible in Quizzes equals 500 and the total possible in Discussion only equals 100, the Discussions category still contributes 10% more than the Quizzes category towards the final grade.

Weighting of individual assignments within a category can be done through points awarded. An assignment worth 20 points (within a category) will be worth twice as much as an assignment worth 10 points within the same category.

> *No matter which system you use, all assignments need to be linked to a category. With a points-based system, you could create just one category and then have all assignments linked to it.*

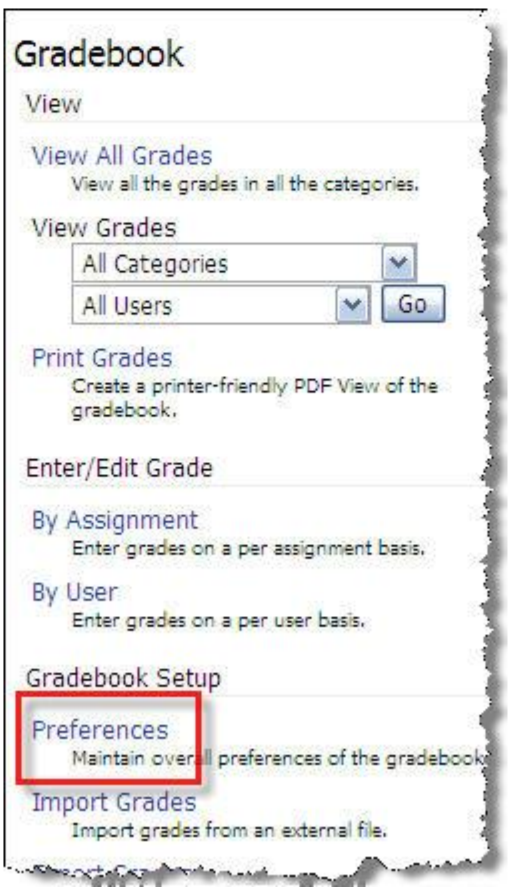
> *Remember that categories cannot be graded, only assignments. All categories need to have assignments linked to them, even if it is only one assignment. For example, a Midterm Category needs to have the Midterm Assignment linked to it or it cannot be graded.*

Setting up Gradebook Preferences:

The first step in setting up the Gradebook is to set up Preferences. This is where the points-based or percentage-based mode is set, as well as other default settings.

1. Go to **Manage > Gradebook > Preferences**.

> *The first time you open the Gradebook within a Course, you will be presented with the Gradebook **Wizard**. You can click the "Skip Wizard" button to bypass this Wizard and access the Preferences section first.*

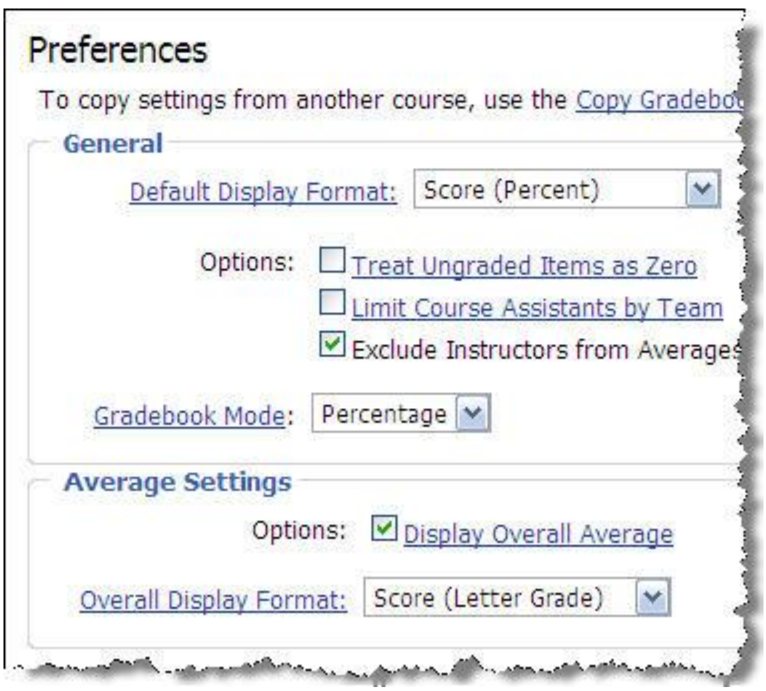


2. Set the **Default Display Format** for how you want the grades to appear in the **Gradebook**. Note the choices available. All grades entered will appear in this format, unless you override the default when setting up individual assignments. In this example,

the grade for each assignment would display as points earned (with percentage value in parentheses). For example, a graded score of 10 out of 10 possible points would display as 10 (100).

The grade range for Letter Grades has to be set in the Grading Scale section of Gradebook Management. This procedure is described later in the Appendix.

*The **Default Display Format** set here is NOT dependent upon which **Gradebook Mode** is used (points-based vs. percentage-based) and vice-versa. Either of these formats could be used as a default format. For example, a points-based system could still display grades in Percent if that is what is preferred. The default format does NOT change the mode.*



3. The next section allows for some **Options** to be selected.

   Treat Ungraded Items as Zero – will enter a 0 as a grade for all assignments that have not been graded.

This option will place a 0 (zero) for ALL assignments that do not yet have a grade – including those assignments that have no grade because they are not yet due. It works well at the end of a term when all assignments have been completed and you want to enter a 0 for any assignments that *were not done by individual students.*

Limit Course Assistants by Team – only allows persons with Course Assistant rights to see grades (and enter grades) for students with the same team membership as they have.

This is a good option when you have TA's, GA's, or Preceptors and you want only them to have access to their own students' grades. Give them Course Assistant rights and then create teams for each Course Assistant and their respective students.

Exclude Instructors from Averages – will display a class average that does not include any Instructor submissions.

Instructors will appear in the Gradebook and do have the option of "testing" any assignments (that is, doing them for a trial to see how they work). Using this option will prevent these "test grades" from being included with any class grading averages.

Gradebook Mode – allows for the selection of either a points-based or percentage-based modality, as discussed above. In this example, the **Percentage** mode is selected.

While the mode selected here CAN be changed later, even after grades have been entered, it does have an impact on how grades are calculated. Be sure that you understand the differences between the two modes before making any changes.

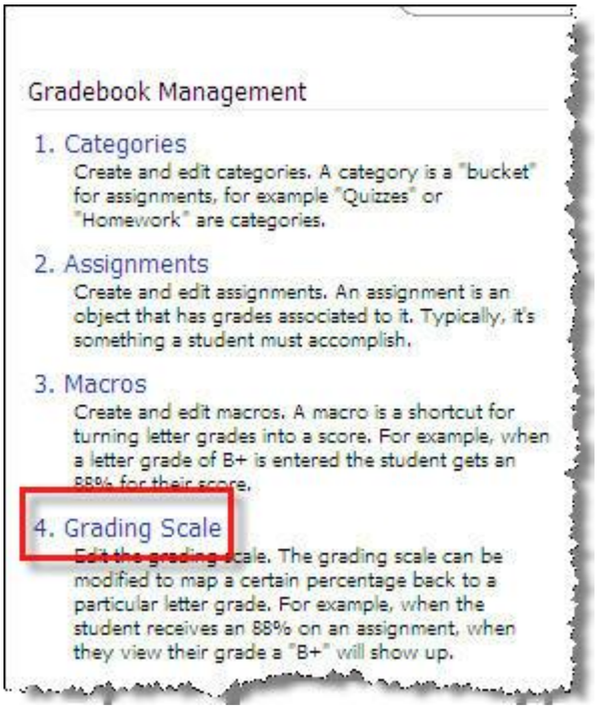
The next section (**Average Settings**) in **Preferences** contains **Options** for the final grade display.

4. Check **Display Overall Average** if you want students to see a running tally of their course average. You can also leave this unchecked, and change it later when you want the students to see their final grade.
5. **Overall Display Format** is similar to the Default Display Format set earlier. However, this only applies to the final grade and allows for a different setting. In this case, **Score (Letter Grade)** is selected.
6. Click **Save** to keep all preferences as set.

Setting Up Grading Scale (Letter Grade Scale)

Next, a good step would be to set up the **scale** designating the Letter Grade **criteria**, especially if you will be displaying letter grades in the Gradebook.

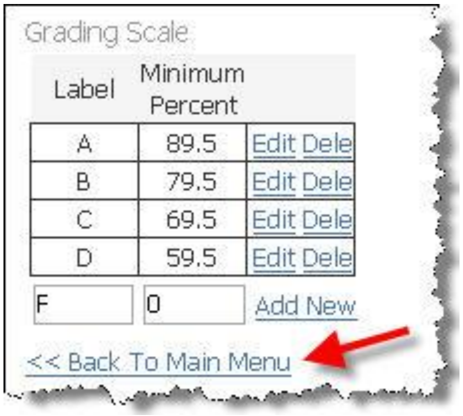
1. On the **Gradebook Management** (main menu) screen of the Gradebook, select **Grading Scale**.



2. On the next screen, under **Label**, input the first (best) Letter Grade of your Scale (generally **A**) and the **Minimum Percent** required to achieve that grade. Click **Add New** to go to the next (second best) Letter Grade.

> *If you want the grade's calculation to "round up" to the next whole number, put the minimum percent as **.5 LESS** than the minimum whole number. (In this example, an A is actually 90%. Entering it as 89.5% will ensure that anyone with a total score between 89.5% and 89.9% would still attain an A grade.)*

3. **Continue** adding all other Letter Grade values in the same manner. Use the **Edit** or **Delete** links to make any changes. Note that there is no Save button. When you are finished, click the **Back To Main Menu** link.



The Grading Scale is not limited to ABC-type grades. You can put in any Labels that are applicable. For example, you could have Pass/Fail designations by using P and F for Labels and inputting the Minimum Percent required for each.

How to Set Up the Gradebook: Categories and Assignments

Differences between Categories and Assignments

In the ANGEL Gradebook, “Assignment” refers to any graded item. Assignments can be added manually within the Gradebook, as part of the setup process when a content item is added to Lessons, or through an automated Agent. All Assignments have to be associated with a Category.

A “Category” is a group of one or more Assignments that are weighted together. In a points-based grading system, there may only be one category with all Assignments linked to it. In a percentage-based system, there may be several categories with a specific percentage-weight assigned to each category.

See How to Set Up the Gradebook: Preferences and Grading Scale *for more information about points-based and percentage-based grading systems.*

Only Assignments can be graded; Categories cannot.

Setting Up Categories

The first step is to determine what Categories are needed and how they will be weighted.

If a points-based mode is selected, no weights are needed and only one Category is necessary (although you can create more than one).

If a percentage-based mode is being used, calculate what percentage each Category will contribute to the final grade. For example:

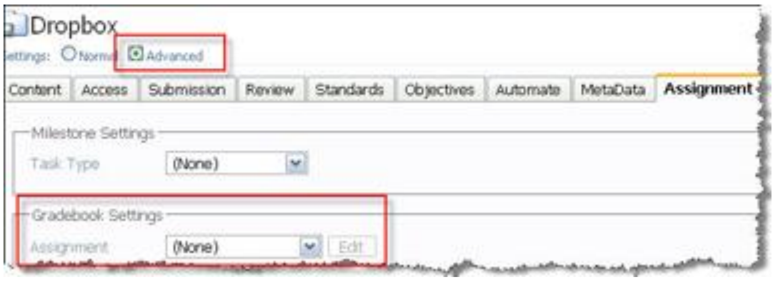
Quizzes	20%
Discussions	30%
Research Paper	20%
Midterm	10%
Final	20%
Total	100%

In this example, there would be five Categories: Quizzes, Discussions, Research Paper, Midterm, and Final.

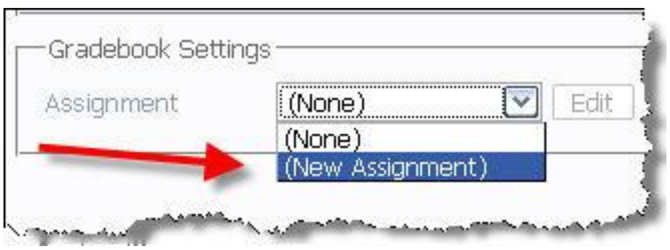
There are several ways to create Categories. They can be created during the process of creating an Assignment when setting up a content item in Lessons. They can be created when using the Gradebook Wizard. Finally, they can be created within the Gradebook.

Setting Up Categories while Creating Assignments in Lessons

1. Go to **Assignments > Gradebook Settings** when setting up a content item. Ensure that you are in **Advanced Settings** view.

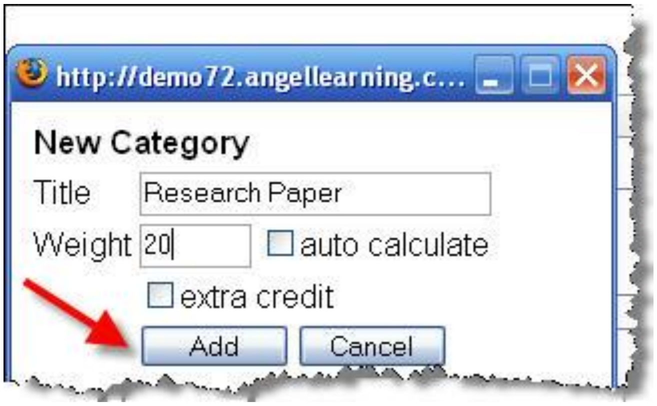


2. Select **New Assignment** from the drop-down list.



3. Enter a **Title** for the **Assignment**. Note that in **Category**, the only option is **Default**, which means that no categories have been set up for this course. Click the **other** button to add a category.

4. Complete the information indicated in the pop-up window and then click **Add**.

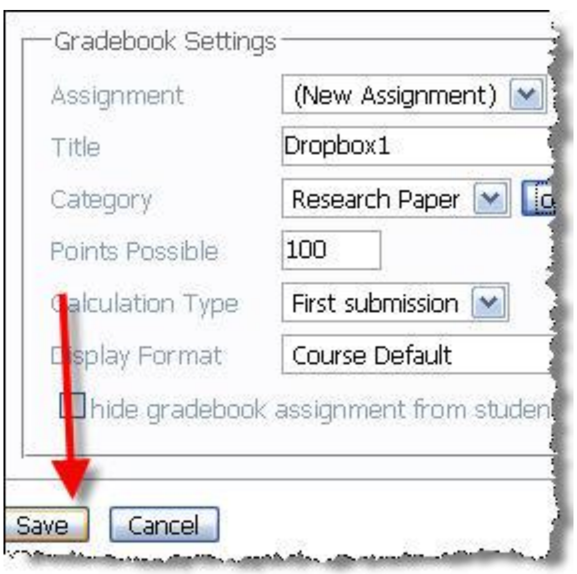


*This example illustrates a percentage-based system with a Weight of 20 (meaning 20%) entered. For a points-based system, **leave Weight blank**, and check the **auto calculate** box.*

The extra credit box is only checked if this category has been designated an extra credit Category.

5. Complete the rest of the information to set up the Assignment, and then click **Save**. (This process will be discussed in more detail later in this Appendix).

There are more options available for Categories within the Gradebook Manager. These options can be designated later.



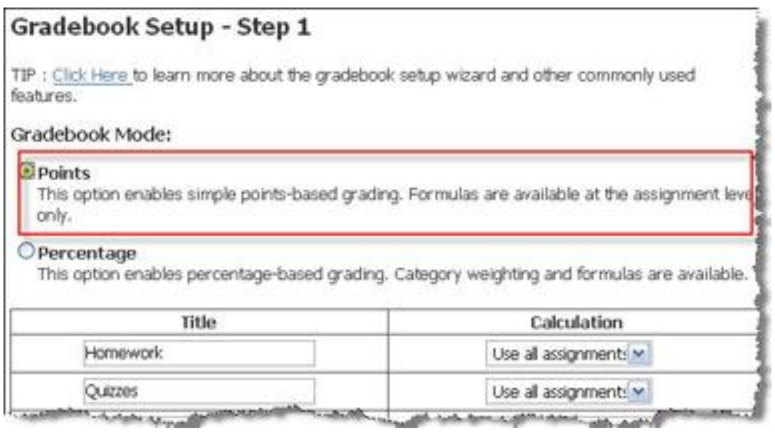
Setting Up Categories when Using the Gradebook Wizard

The **Gradebook Wizard** will appear the first time the Gradebook is entered within a new course and can be used initially to set up the Gradebook.

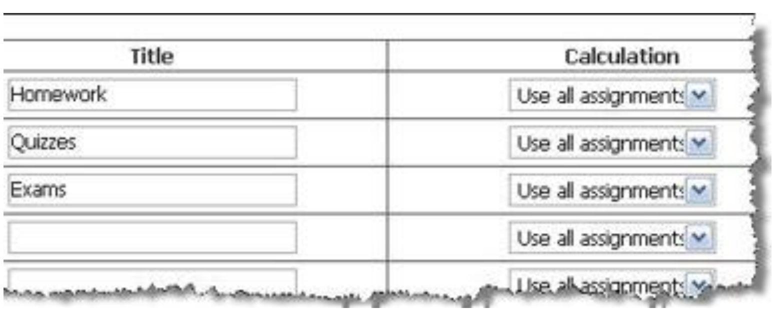
1. Go to **Manage > Gradebook**. The Gradebook Wizard will appear.

> *If the Gradebook Wizard no longer appears, you can reactivate it by deleting all Categories set up. Generally this is not a good idea, but good to know if someone has been testing it out but not really setting up the Categories and Assignments needed and now wants to start over.*

2. In the first example here, a points-based system is selected:

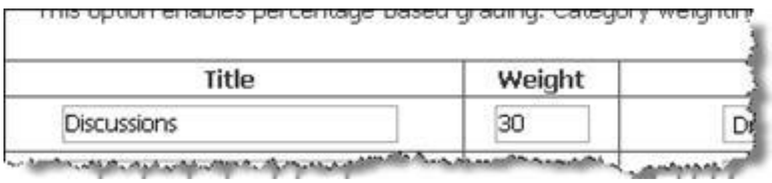


3. Some Categories have already been prelisted. These can be changed by overwriting them. Notice that in the points-based system, weights are not designated.



4. Here you are changing the **Homework** Category to **Discussion**. The **Calculation** options allow you to designate how many Assignments within the Category will be counted. In this example, you will drop the Assignments with the lowest grades.

5. The next example will illustrate a Category within a percentage-based system. It has already been selected. Note that now there is a **Weight** column.



6. Continue with the rest of the Wizard to set up Assignments and other options.

There is a tutorial illustrating how to use the Gradebook Wizard at the top of the first screen of the Gradebook Wizard.

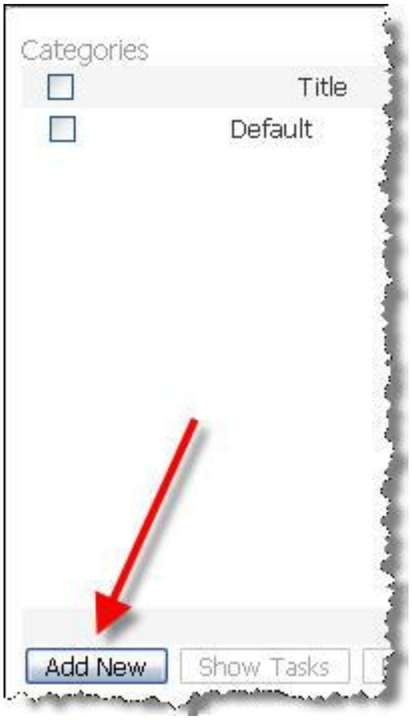
Setting Up Categories Within the Gradebook

This can be used either instead of the Gradebook Wizard or to add new Categories when the Gradebook Wizard is no longer available.

1. Open the Gradebook (**Manage > Gradebook**) and go to **Categories** within the **Gradebook Management** section.
2. You will first demonstrate using a percentage-based system. Note that there is one category (**Default**) already listed. It has **0 Weight**.

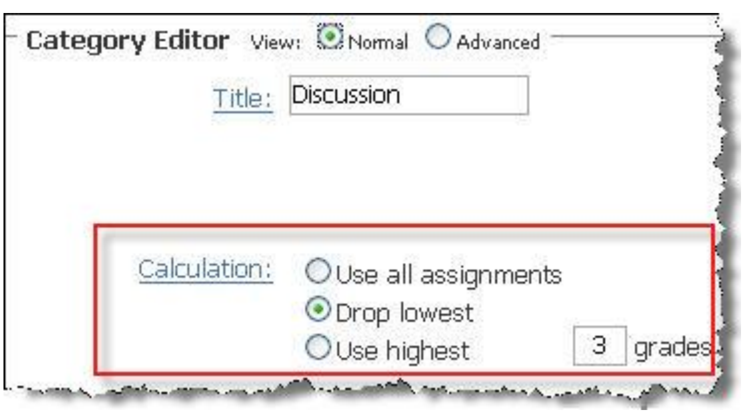
Any Assignments associated with this Default Category will NOT be included in any calculations toward a final grade. If no Categories are created, all Assignments will automatically be assigned to this Default Category and will NOT create a final grade. This Category can be deleted or edited.

3. At the bottom of the **Categories** section, click the **Add New** button.

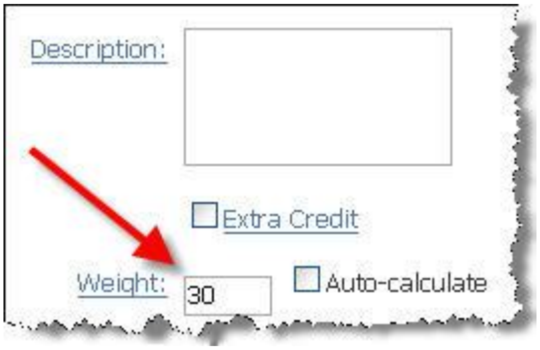


4. The **Category Editor** section will open beneath the row of buttons. Enter a **Title** for the Category you are creating.

5. In the next section, you will put in the calculation information. In this example, you have decided to drop the Assignments with the lowest 3 grades within this Category.



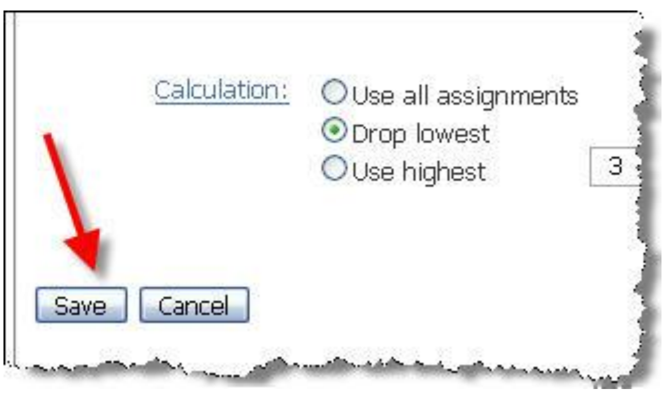
6. The **Weight** is **30** and will ultimately be worth 30% of the final grade once the other Categories are added. You can leave the Description blank, or else add some descriptive information.



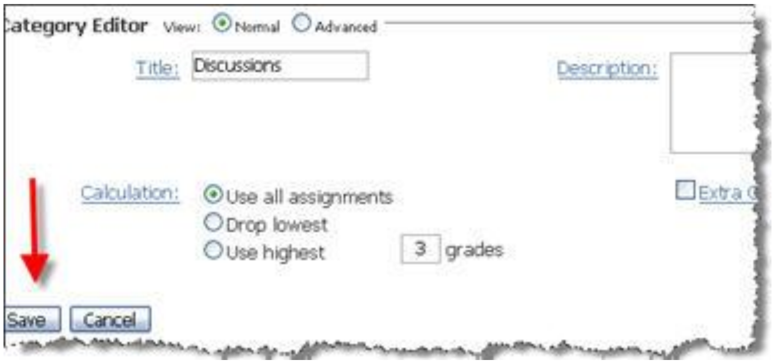
7. The **Advanced** view offers more options, such as a **Release Date and Time** if you do not want students to view the Category until a specific date/time. Other options include changing the way the Category will display; the ability to add a formula; and the option to not display the Category average.

For more information on developing formulas for Categories and other Advanced options, refer to the Online Instructor Manual *and the* Instructor User Manual*.*

8. When finished, click the **Save** button.



When using a points-based system, there is no Weight designation and you cannot use a formula (in Advanced view).



With all of these methods available, which is the best to use? It is often most efficient to create the categories when setting up the Assignment as part of the content item set-up and then go to the Gradebook and create any other Categories that might not be associated with a content item (that is, Categories with Assignments that are completed outside of the ANGEL environment).

You may also need to go to the Gradebook to add any options to a Category that cannot be done when creating a content item, such as the ability to drop the lowest Assignment grades in a Category.

Setting Up Assignments

As with Categories, there are several ways to set up Assignments. The method used will depend upon how the Assignment is graded. Drop Box assignments, Quizzes and Assessments, and Discussion Forums can all be set up and graded as content items. Grades are generally entered through the Utilities options, or they are automatically graded, such as with multiple choice Quizzes and Assessments.

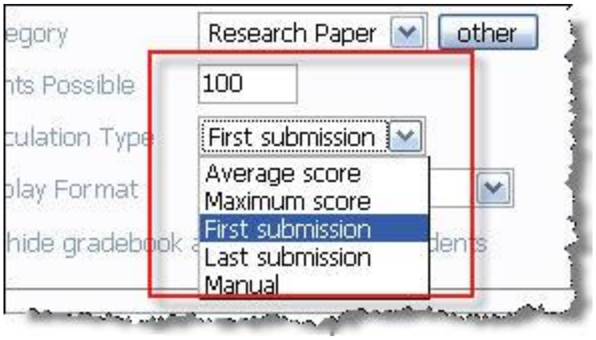
The Gradebook Wizard can also be used to create Assignments for content items that weren't already created during the item set-up.

Assignments that are completed outside of the ANGEL environment can be manually added and graded through the Gradebook Manager.

Some content items that are not usually set up to be graded, such as surveys, can be graded through use of the ***Automate*** *function. See* How to Post a Grade for a Survey by Using an Automated Agent *for more information.*

Setting Up Assignments Within a Content Item

1. Continue with the creation of an Assignment as already described above. Input the number of points to be awarded and determine which grade will display in the Gradebook and count towards the final grade.



First submission – the first grade entered.

Average score – if more than one grade is given (more than one submission), the average will be counted.

Maximum score – the highest score attained if more than one submission has been graded.

Last submission – if an assignment has been submitted several times, the grade for the last entry.

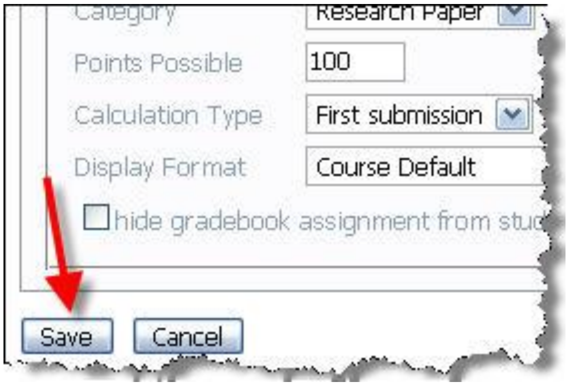
Manual – will be graded in the Gradebook and not through the content item.

If students are allowed to have more than one submission or take an assessment more than once, be sure that Calculation Type is set to Maximum Score or Last Submission or Average Score. Otherwise, only their first effort will count in the Gradebook.

Even though a Drop Box Assignment and a Discussion Forum cannot be "automatically" graded, they are NOT considered to be "manually" graded in this context. Select one of the other options instead (usually First Submission, unless the student can submit more than one time).

2. Select how you want the grade to display in the Gradebook (the default value for the display format is set up in **Gradebook > Preferences**) and then click **Save**. Only check **hide gradebook assignment from students** IF you do NOT want them to see their grades until you are ready to release the Gradebook grade for this content item.

You might want to hide a grade when the assignment is something like a research paper where you may not have all the grades completed at the same time, and you do not want students to see their grades until all of the papers have been graded. You can "unhide" them when you are ready.

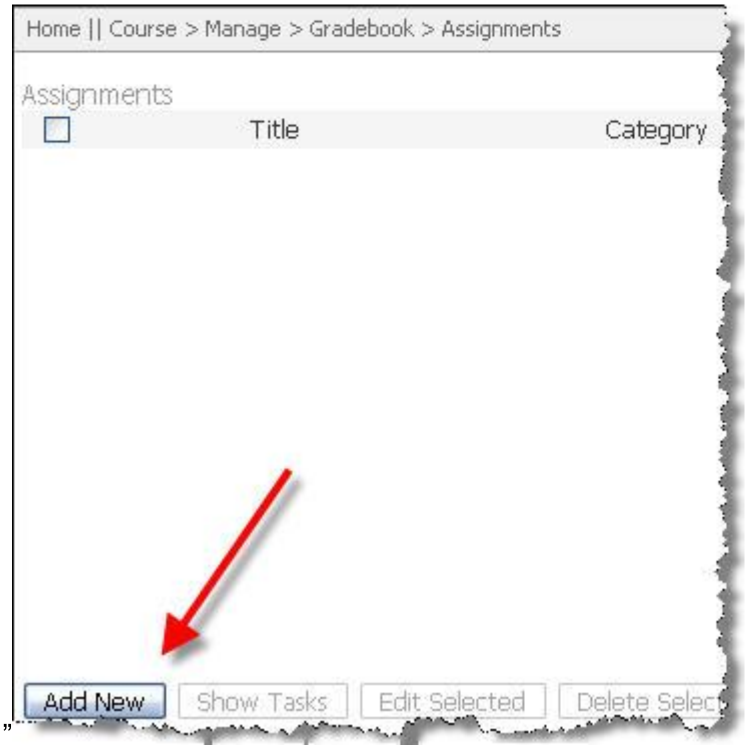


Setting Up Assignments Within the Gradebook

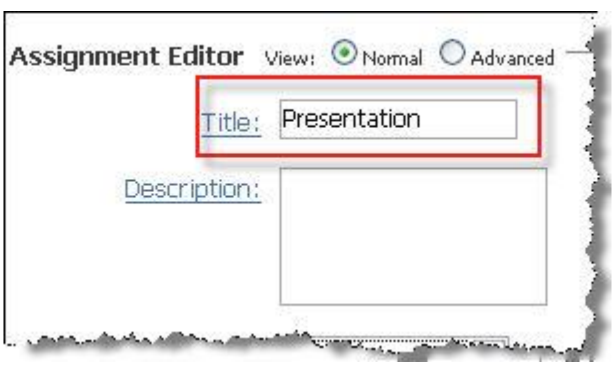
This method is used when the Assignment has to be manually graded (that is, outside of ANGEL) and cannot be graded via a content item in Lessons. This might be for things like awarding credit for attending a performance, or for adding grades for tests not given online.

> *While Drop Box assignments and Essay questions cannot be automatically graded, they are still created within their content items setup and are not considered to be “manually graded” assignments in this context. Therefore they would NOT be set up using this method.*

1. Go to **Manage > Gradebook > Assignments** in the **Gradebook Management** section.
2. At the bottom of the next screen, click **Add New**.

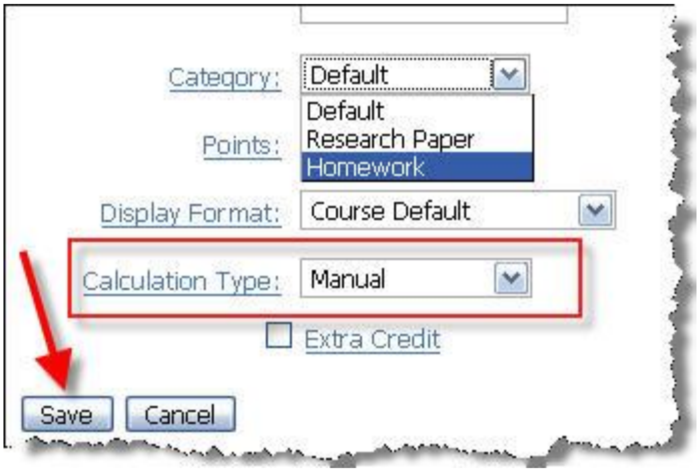


3. The **Assignment Editor** will appear beneath the Add New button. Input a **Title** for the Assignment.



Keep the title short as this will be the Label for the Assignment in the Gradebook. Long titles will be truncated and could be more difficult to recognize.

4. Continue completing the fields. Select the appropriate **Category** for the Assignment. Note that the **Calculation Type** must be **Manual**, since this is not associated with any content items and is graded outside of ANGEL. (For the purpose of this tutorial, this Assignment is an in-class presentation for a blended/hybrid course).

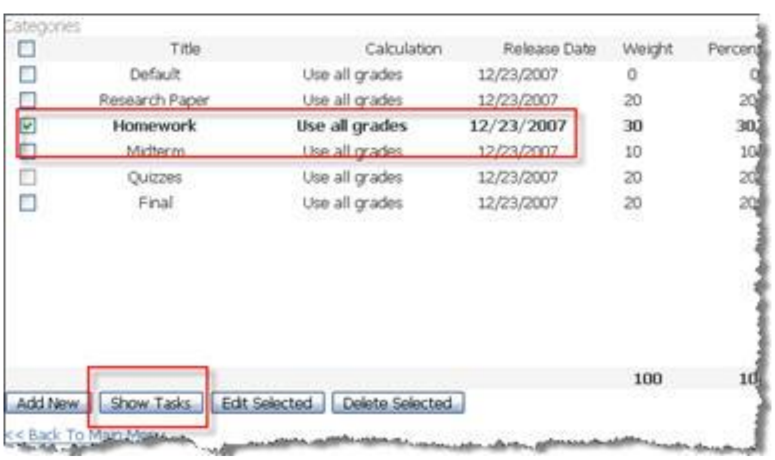


Categories need to be set up BEFORE Assignments can be created and assigned to them.

Setting Up Assignments Within the Categories Menu

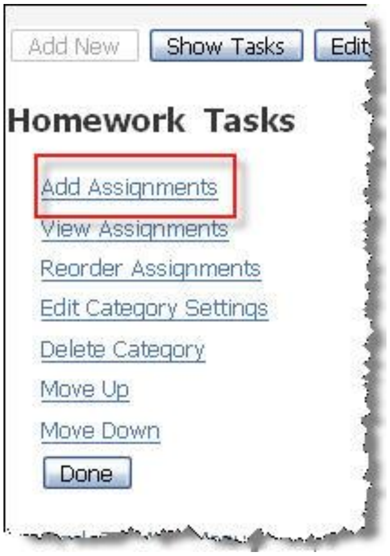
Manual Assignments can also be created within the Categories section, and can be done at the same time a Category is created.

1. Go to **Manage > Gradebook > Categories**.
2. On the next screen, click the **box** next to the Category associated with the Assignment you are creating, and then click the **Show Tasks** button. Note that the Category is bolded once it is selected.

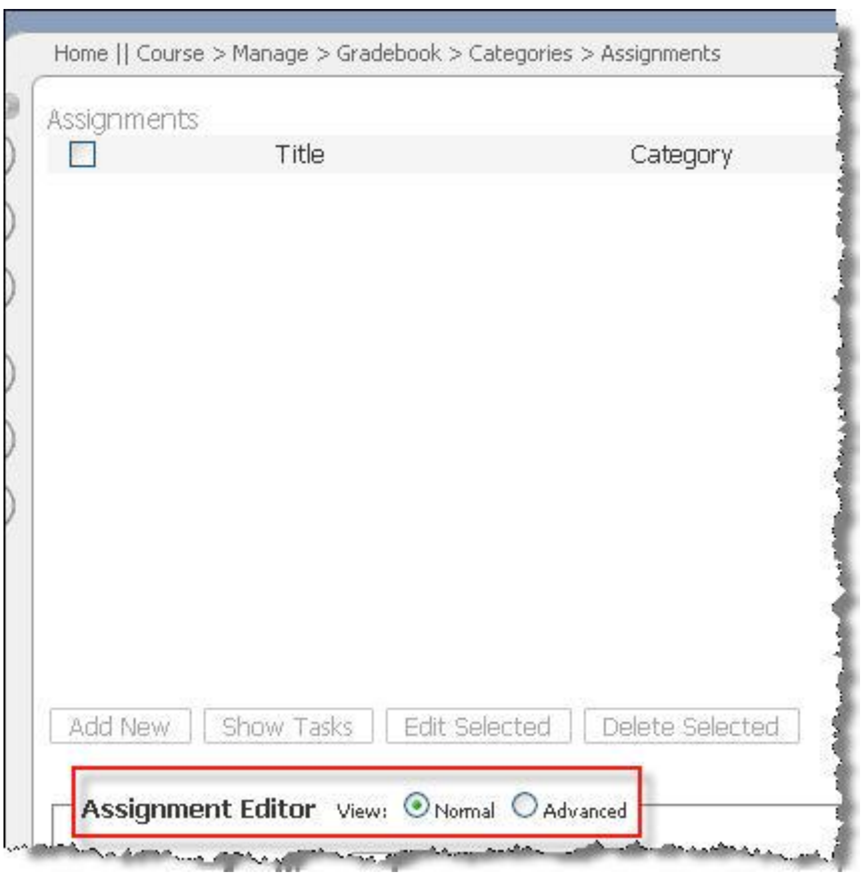


3. This will open up a number of tasks that are associated with Categories.

   Click the **Add Assignments** link.



4. This will open a screen that is the same as the one in the Assignments section previously discussed. Complete the steps as already described.



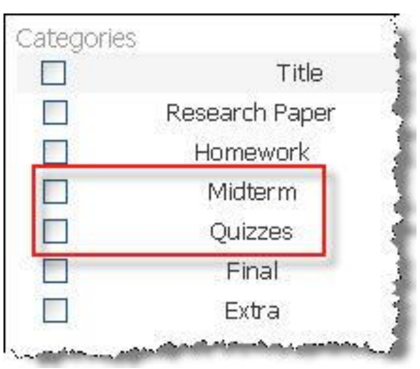
How to Rearrange Categories and Assignments in the Gradebook

Assignments and Categories are arranged within the Gradebook in the order in which they were created. This sometimes causes the Assignments or Categories to appear in a different order than what is wanted. For example, if Quiz 3 was created after Quiz 5, it will appear in the Gradebook in that order, which could cause some confusion for students viewing their grades. This order can be changed within the Gradebook Management section.

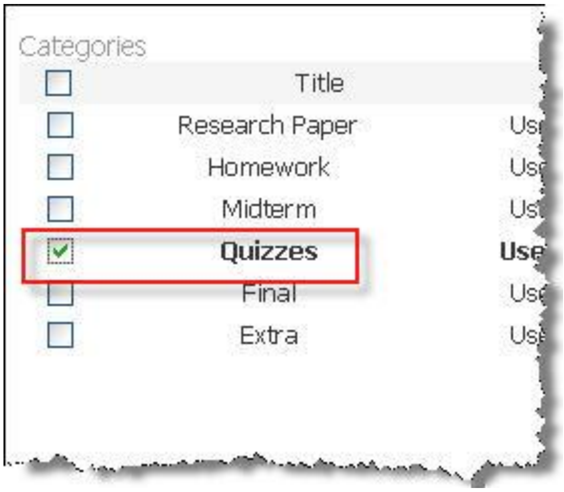
Rearranging Categories

1. Go to **Manage > Gradebook > Categories**.

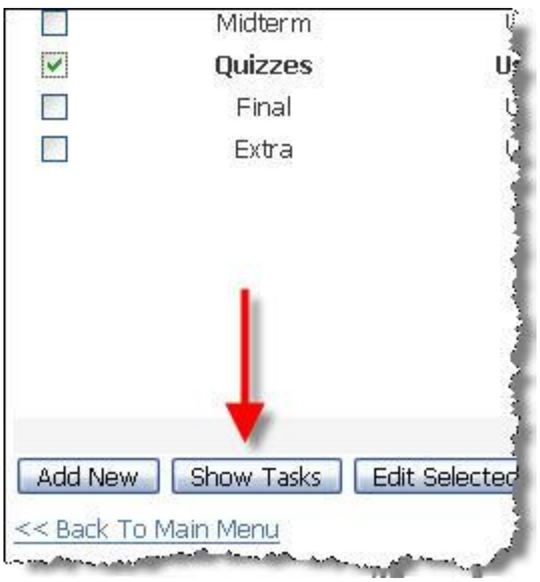
In this example, you will move the Category **Quizzes** up so that it appears above **Midterm**.



2. Check the **box** next to the Category to be moved.



3. Click the **Show Tasks** button.



4. The **[Category_Name] Tasks** section will appear below the **Categories**. Click the Move Up or Move Down link to move the Category into the desired location. In this instance, you will use the **Move Up** link.

You may need to click the "Move Up" or "Move Down" link more than once, depending upon where you want to place the category that is being moved.

5. Click the **Done** button when finished.

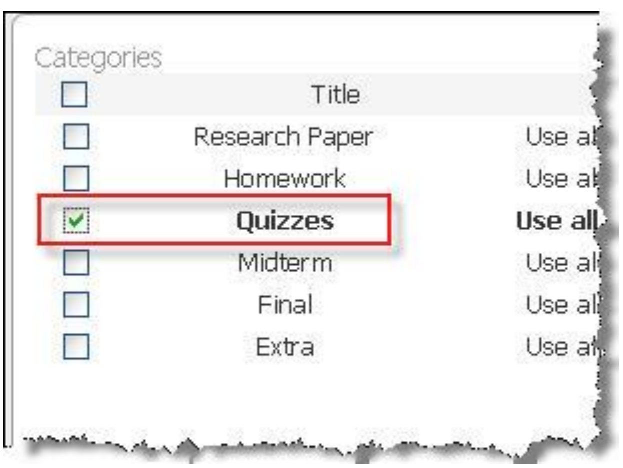
In this example, the **Quizzes** Category has now been moved above the **Midterm** Category.

Rearranging Assignments:

1. Go to **Manage > Gradebook > Categories** (see previous Step 1).

> *Assignments can only be rearranged within their own Categories. For example, if you had a "Discussion" Category and a "Quiz" Category, you could not move the Assignment "Discussion 1" so that it would appear next to assignment "Quiz 1" if they belonged to different Categories.*

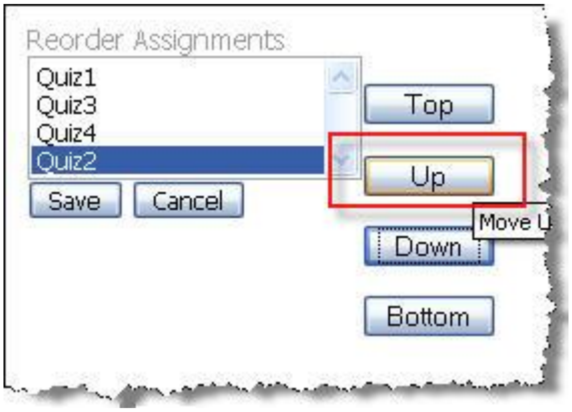
2. Click the **box** next to the Category that contains the Assignments that need to be rearranged. In this example, you will be rearranging the order of some quizzes within the **Quizzes** Category.



3. Click the **Show Tasks** button.

4. The **[Category_Name] Tasks** section will appear below the Categories. Click the **Reorder Assignments** link.

5. The **Reorder Assignments** screen will appear. Select the Assignment that you want to move, and then use the Top/Up/Down/Bottom buttons to move the assignment into the correct position. In this example you are moving **Quiz2** so that it will appear before **Quiz3** or **Quiz4**, so you will click the **Up** button **twice**.



The buttons will move the selected Assignment as follows:

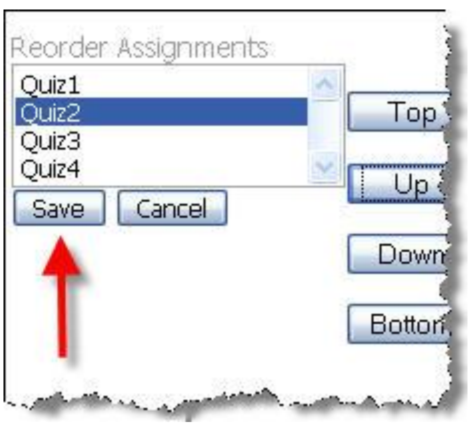
***Top** moves it to the top of the list of Assignments.*

***Up** moves it up one place.*

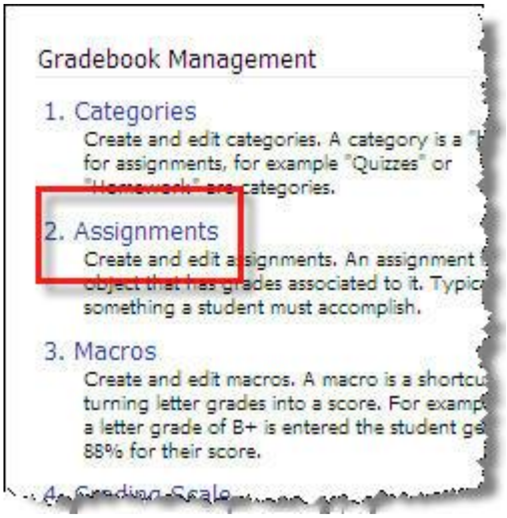
***Down** moves it down one place.*

***Bottom** moves it to the bottom of the list.*

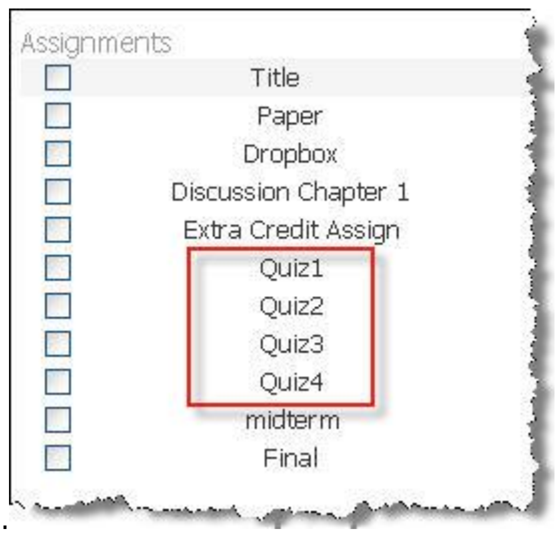
6. Click the **Save** button when everything has been rearranged as needed.



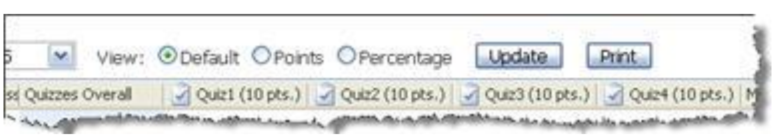
7. This will bring you back to the main menu screen for the Gradebook. To check the results, click **Assignments**.



8. The Quizzes are now listed in their correct order.



The Gradebook view also shows the Quizzes in the correct order.



How to Create an Extra Credit Assignment

ANGEL allows you to create **Extra Credit Assignments** using two different methods. Which one you use will depend upon how you want the extra credit to be applied. You can create either an **Extra Credit Category** or an **Extra Credit Assignment**. You can have both Extra Credit Assignments and Extra Credit Categories, as long as you do not put an Extra Credit Assignment in an Extra Credit Category

> This is an “either-or” proposition. You cannot designate a single Assignment as “extra credit” within an Extra Credit Category. ALL Assignments within an Extra Credit Category are automatically calculated as “extra credit.”

Creating an Extra Credit Category

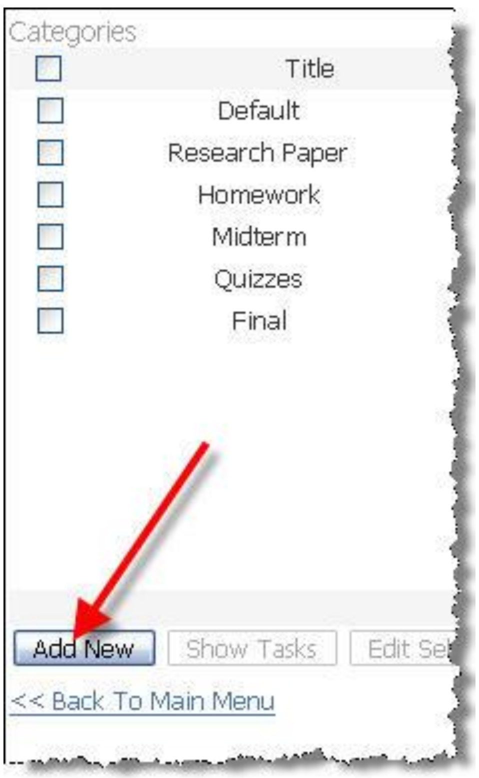
This option would be most useful if you wanted to add extra credit to the total grade. The Weight assigned to this Category would increase the grade accordingly. [For example: If the Gradebook were using a percentage-based mode, the weight were 2, and the student was awarded full credit for that category; this would increase the final grade by 2%. (That is, if the final grade is 80%; then receiving the full amount of extra credit from a category with a weight of 2 would increase the final grade to 82%.)]

Exactly how the grade is computed depends upon the type of grading system used: percentage-based or points-based.

> *For more information about using a percentage-based grading system versus a points-based grading system, see* How to Set Up the Gradebook: Preferences and Grading Scale*.*

1. Go to **Manage > Gradebook**.
2. On the following screen, select **Categories** under the **Gradebook Management** section.

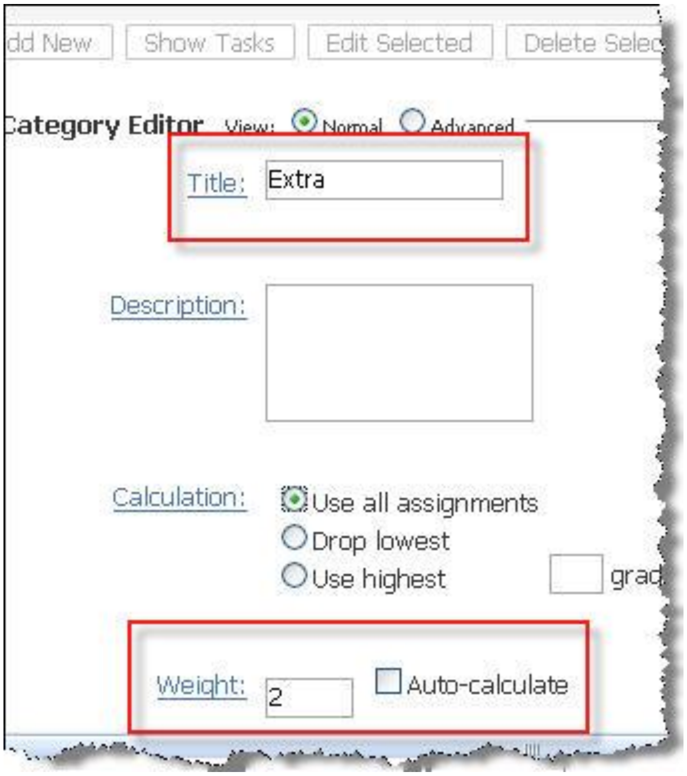
3. On the next screen, click the **Add New** button to add a new category.



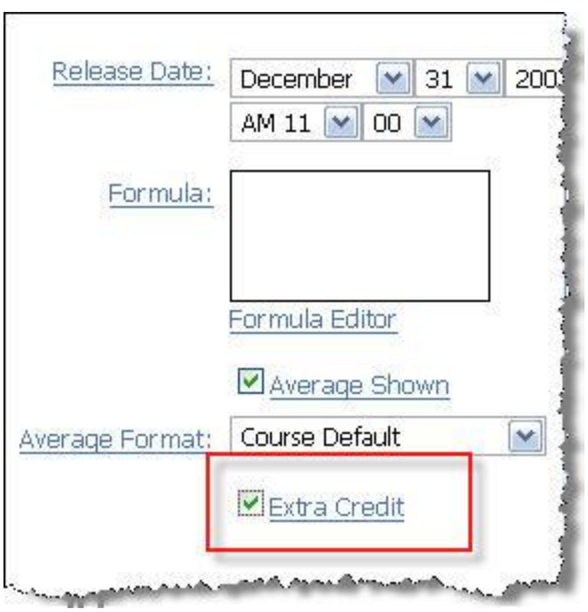
4. Add a **Title** and **Weight** (if applicable). This example illustrates a percentage-based system.

> *In a percentage-based system, the amount added will add that many more percentage points to the final grade.*

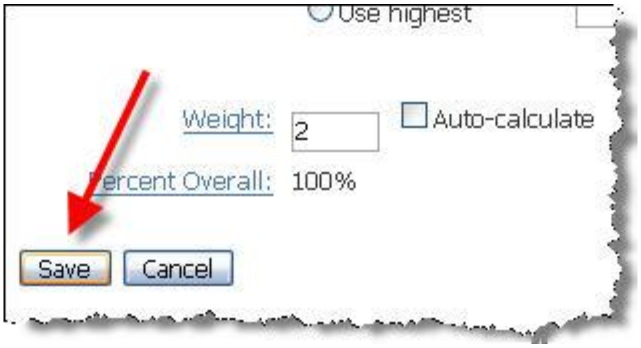
If using a points-based system, you will not see the Weight option; the Weight will be determined by the point value of the assignments associated with that category.



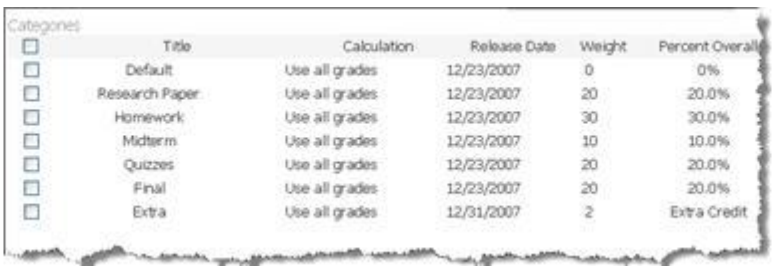
5. Check the box next to **Extra Credit**.



6. And then click the **Save** button.



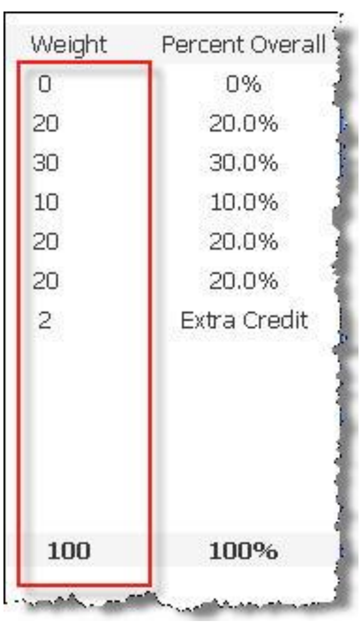
7. With both the percentage-based and points-based system, the Category will now be listed with all the other categories.
8. **Percentage-based system:**



Categories

	Title	Calculation	Release Date	Weight	Percent Overall
	Default	Use all grades	12/23/2007	0	0%
	Research Paper	Use all grades	12/23/2007	20	20.0%
	Homework	Use all grades	12/23/2007	30	30.0%
	Midterm	Use all grades	12/23/2007	10	10.0%
	Quizzes	Use all grades	12/23/2007	20	20.0%
	Final	Use all grades	12/23/2007	20	20.0%
	Extra	Use all grades	12/31/2007	2	Extra Credit

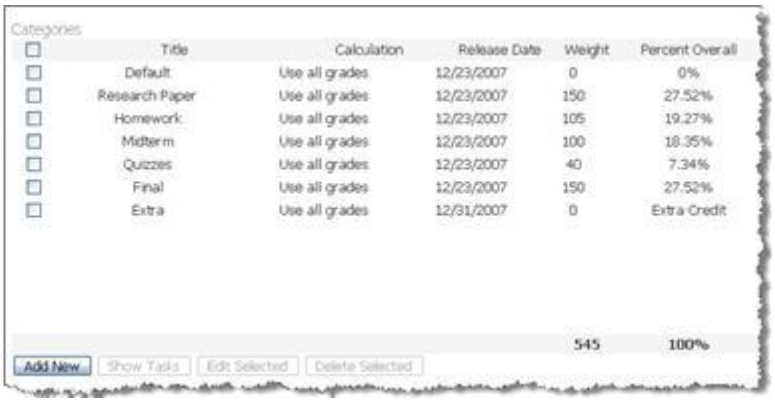
With the percentage-based system, the Weight is listed with no **Percent Overall** value indicated, but with a weight of **2**.



Weight	Percent Overall
0	0%
20	20.0%
30	30.0%
10	10.0%
20	20.0%
20	20.0%
2	Extra Credit
100	100%

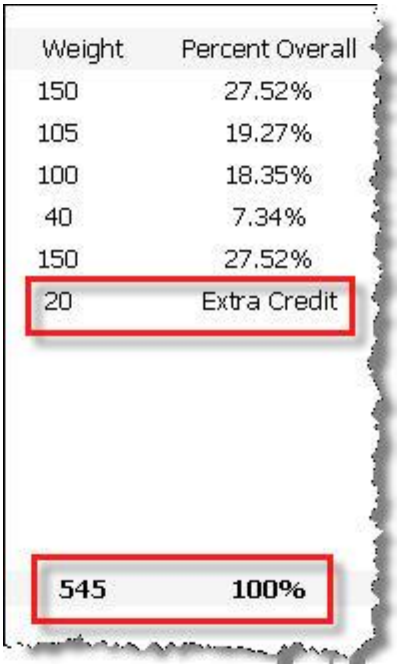
Looking closer at the **Weight** and **Percent Overall** columns above, you can see that the overall percent is computed WITHOUT the 2 weight for the Extra Credit Assignment, so that it will count as an extra 2%. (Note that the values in the Weight column actually add up to 102). A student who earned an 88% before adding in the extra credit and receiving full credit for the assignments associated with the Extra Credit Category would then receive a grade of 90%. (If the student did not get full credit, the grade would reflect the credit the student did receive.)

9. Points-based system:



With the points-based system, the Weight for the Extra Credit Assignment is listed as **0** because no assignments have been added to it. Once an assignment has been added, the weight will reflect the total point value of all Extra Credit Assignments associated with that Extra Credit Category.

In the example below, an Extra Credit Assignment has now been added with a value of 20 points. However, it is not computed into the actual Weight value. If it had been, the total weight would be 565 instead of 545.



Weight	Percent Overall
150	27.52%
105	19.27%
100	18.35%
40	7.34%
150	27.52%
20	Extra Credit
545	**100%**

Using this example, if a student had received a score of 480 points (before adding in extra credit points), that student's grade would be 480/545. If the student then received 15 extra points (out of the potential 20 extra points) from the Assignments in the Extra Credit Category, that student's grade would be 495/545 (that is, the points earned increase to 495, but total points stay the same). Expressing this as a percent; the grade would have increased from 88% to 91%.

Add the Assignments to be associated with the Extra Credit Category, designating the Extra Credit Category, when prompted.

See How to Set Up the Gradebook: Categories and Assignments *for more information on how to create Assignments.*

When creating the Assignments that are associated with an Extra Credit Category, do NOT check the "Extra Credit" box within the Assignment Settings.

Creating an Extra Credit Assignment

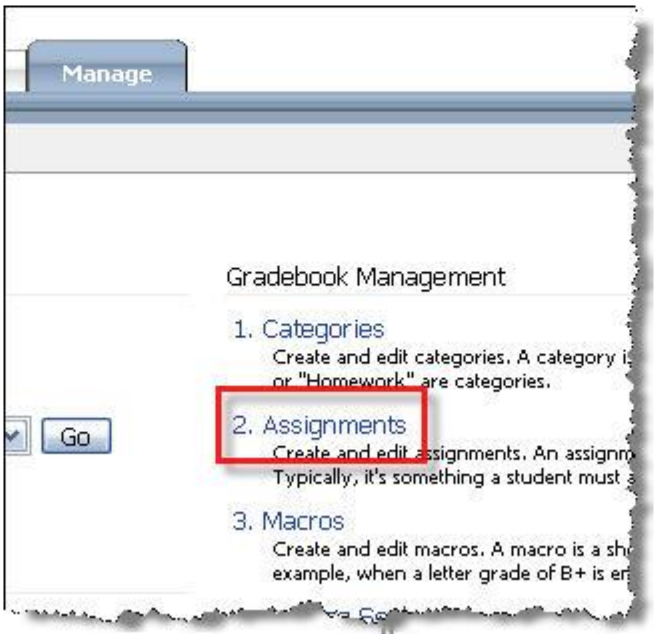
As noted previously, you can either:

- create an Extra Credit Category and place all Extra Credit Assignments within that category, OR
- you can designate any Assignment as an Extra Credit Assignment. An Extra Credit Assignment will add the extra credits to the total of the category in which it is assigned.

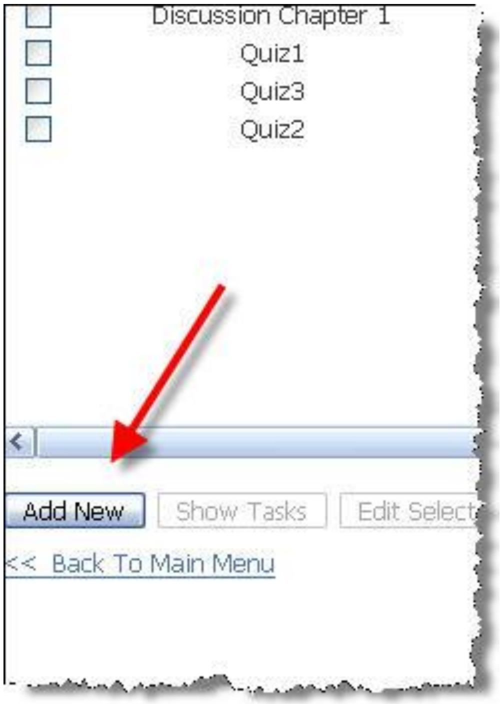
If you are using a points-based system, all points are cumulative. So using either an Extra Credit Category or an Extra Credit Assignment will have the same effect.

One very simple way to assign extra points to any assignment is to assign more points to the assignment than originally designated. For example, an assignment worth 20 points could be assigned extra points to deserving individual students by awarding 25 points (5 points more than designated) instead.

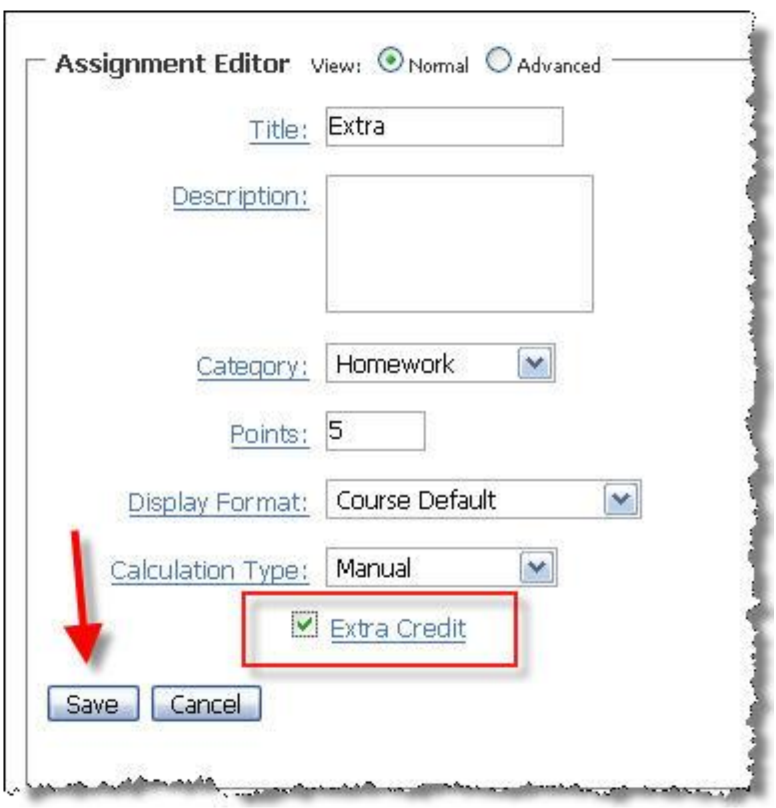
1. To create an Extra Credit Assignment that will be graded manually (that is, not through ANGEL – as in an Assignment Drop Box, Discussion Forum, or Quiz/Exam), go to **Manage > Gradebook**.
2. Select **Assignments** in the **Gradebook Management** section.



3. Click the **Add New** button.



4. Input a **Title**, select the appropriate **Category**, assign **Points**, and check the **Extra Credit** box. Click **Save** to finish.

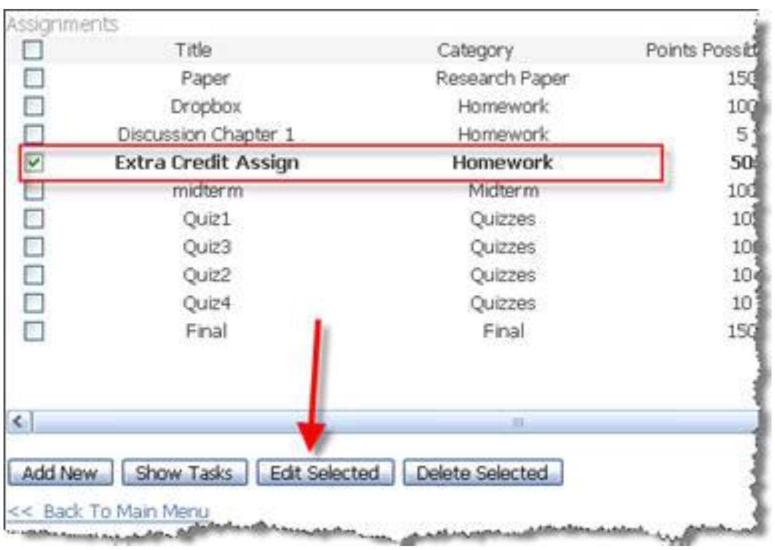


5. For Assignments that are graded through an ANGEL content item, **create** the Assignment through the **Assignments** tab in the settings for that item. The Category selected CANNOT be an Extra Credit Category.

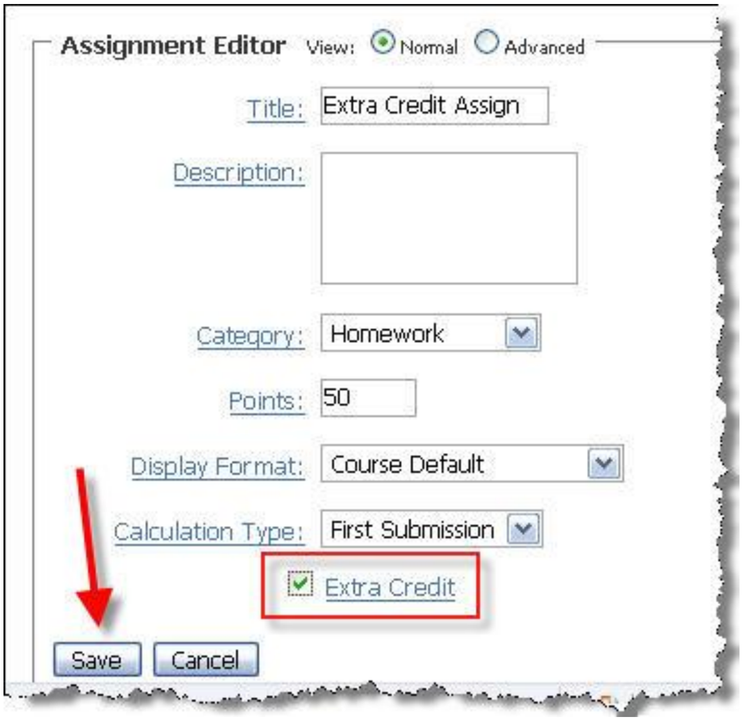
> *See* How to Set Up the Gradebook: Categories and Assignments *for instructions for setting up an Assignment for a content item in ANGEL.*

When creating this type of Assignment, you CANNOT designate it as Extra Credit within the settings. You will need to **edit** the Assignment in the Gradebook after it has been created. Once the Assignment has been created, follow the above instructions to begin editing it.

6. Check the **box** next to the Assignment that you want to designate as Extra Credit, and then click the **Edit Selected** button.



7. On the following screen, check the **Extra Credit** box, and then click the **Save** button to finish.



The Extra Credit Assignment WILL raise the total grade within the Category to which it is assigned. In a percentage-based system, it will NOT affect the overall Weight of the Category towards the final grade. Therefore, it may have either a greater or lesser effect on the final grade as compared to using an Extra Credit Category.

How Students Can See Their Grades

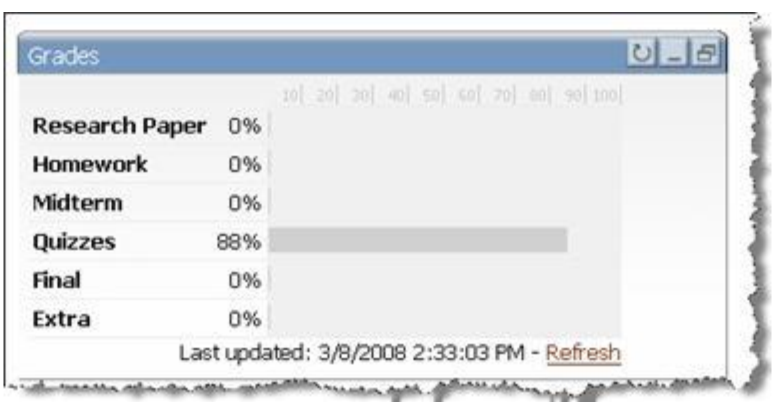
ANGEL allows students to see their grades in a variety of ways. The Instructor can decide what tools might work best for the course. Students can see only their own grades, not anyone else's.

Using the Grades Nugget

The Grades nugget appears on the Course page by default. It displays a graphical depiction of the student's grade per category as compared with the class average.

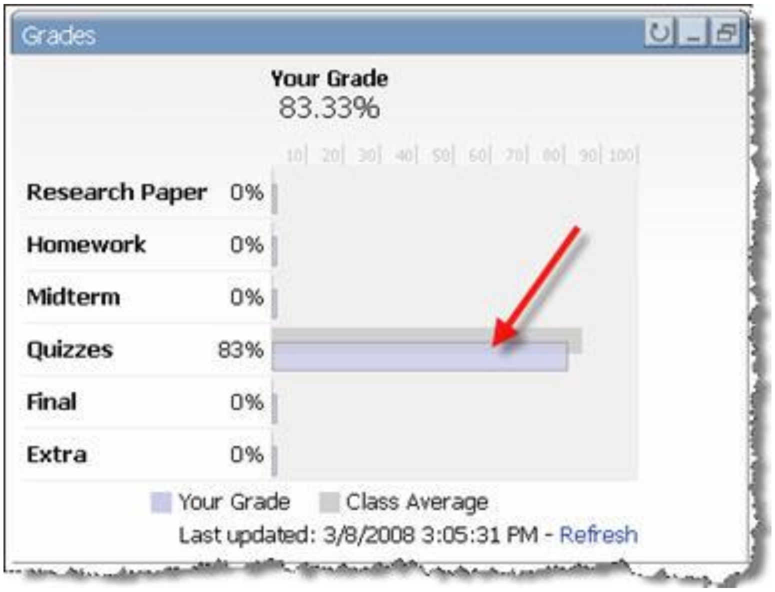
1. As the Instructor, you will see the combined averages of all student grades. Go to the **Course** page to see the **Grades** nugget. The nugget will appear in its collapsed state. Click the **Expand icon** by hovering the mouse over the end of the toolbar to make the icons appear.

2. Note that now all Category averages appear. Only one of the Categories has any grades entered for it at this point. Students see only their own grades, compared with the class average.



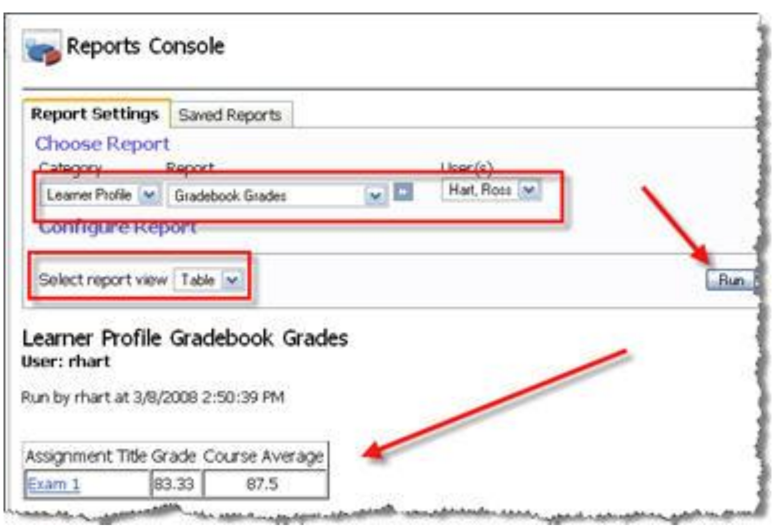
> *Remind students to click the Refresh link; otherwise they will not see the most current results.*

3. By **clicking** on one of the grade bars, the student can view the specific assignment grade(s).



Doing so will bring up the **Reports Console** with the **Learner Profile** and **Gradebook Grades** already selected as the default.

4. Select the appropriate report view. **Table** view will display a table with each assignment and the associated grade and the class average. **Chart** view displays a bar graph with the same information. In this example, the student is selecting **Table** view
5. Click **Run** to continue.
6. The student's grade(s) will now appear.

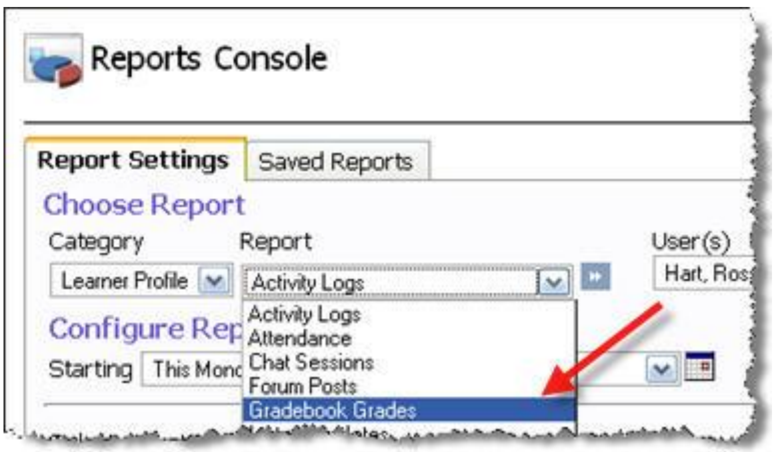


7. If the Assignment title is a clickable link, **clicking** on it will return the student to the Assignment within Lessons where the submission, Instructor attachment (if any), grade, and Instructor comments will be viewable.

Using the Reports Console

Students can go directly to the Reports Console to see their grades by using the Reports tab.

1. Go to the **Reports** tab.
2. Keep the **Learner Profile** Category selected, and change **Report** to **Gradebook Grades**.

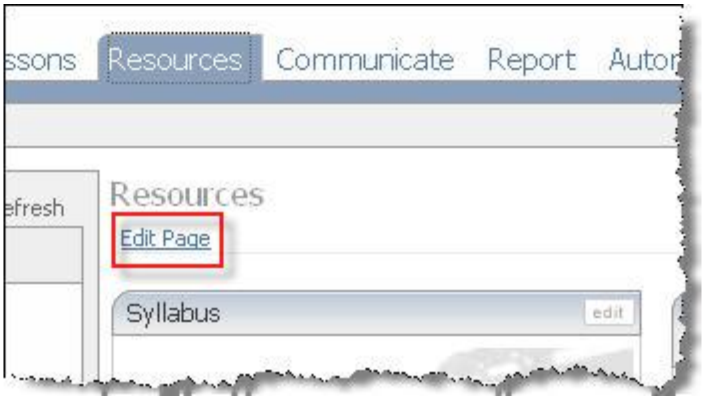


3. Follow steps described above to view the grades.

Using Course Tools

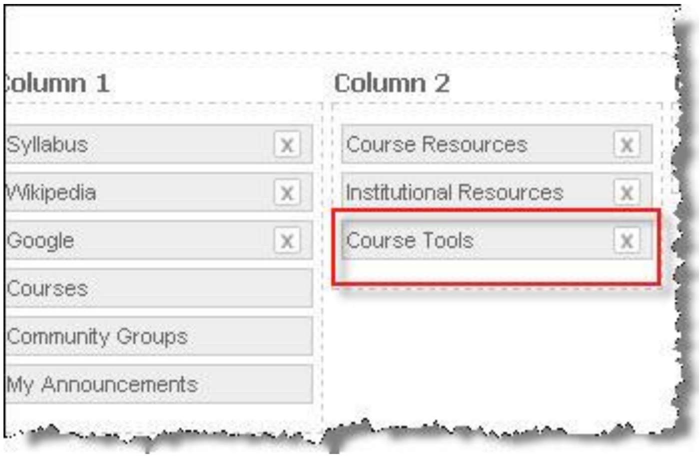
Course Tools is an optional nugget that can be added to the Course page or the Resources page. It shows all grades in a different format than on the Reports Console.

1. Go to the page where you want to add the Course Tools nugget and click **Edit Page**. In this example, you are putting this nugget on the **Resources** page.

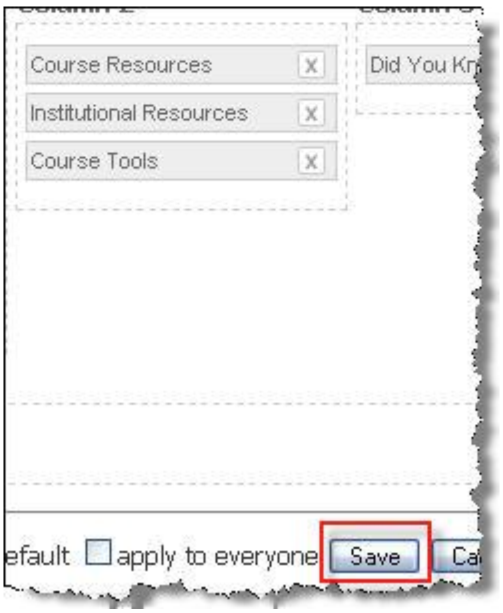


2. On the next screen in the **Add Component** window, highlight **Course Tools** and then click the **Add Component** button.

3. **Course Tools** will now appear with the other nuggets on that page.



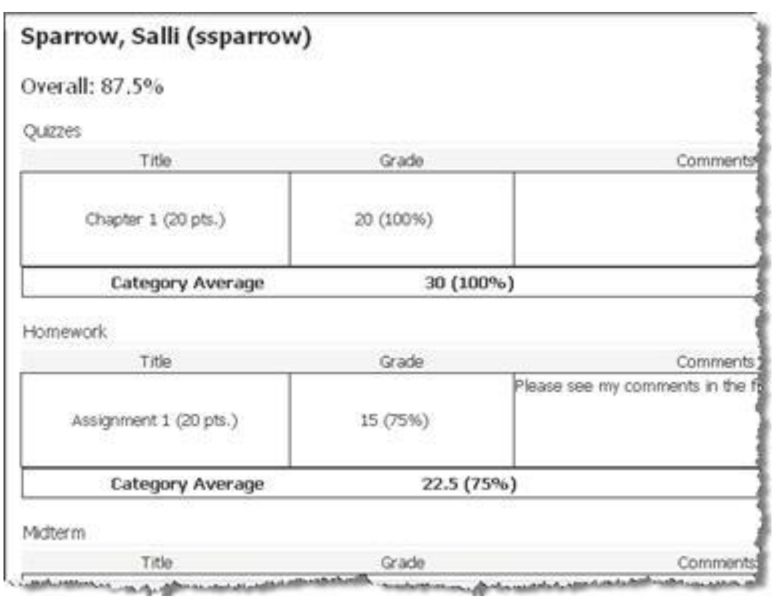
4. Click the **Save** button to continue.



	When you return to the Resources page, you will NOT see the Course Tools nugget as an Instructor or Course Editor. Only students see that nugget.

5. When students go to the **Resources** page, the **Course Tools** will be available. Notice that there are a number of options available. Click **My Grades**.

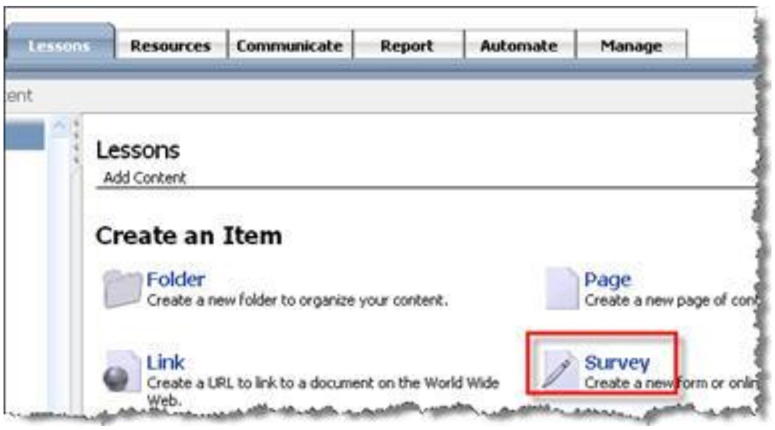
6. The student will see all grades and comments.



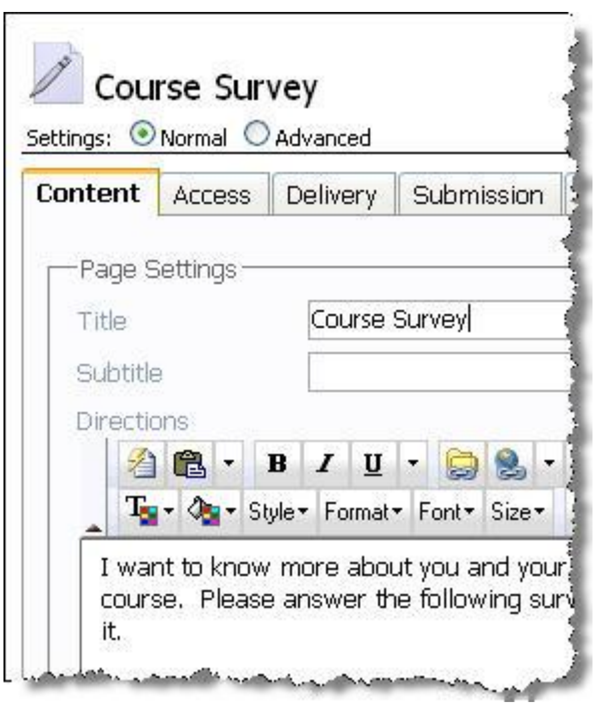
How to Create a Survey

Within ANGEL, you can create **Surveys** using a variety of options. ANGEL Surveys could be used for everything from simple course feedback to complete end-of-semester student evaluations. The results from the Survey can be reviewed using the **Response Summary** report option.

1. Go to the location where you want to place the Survey within **Lessons**, and click **Add Content**. In this example, you are going to add it as a top-level content item that is not within any of the modules.
2. On the following page, click **Survey**.

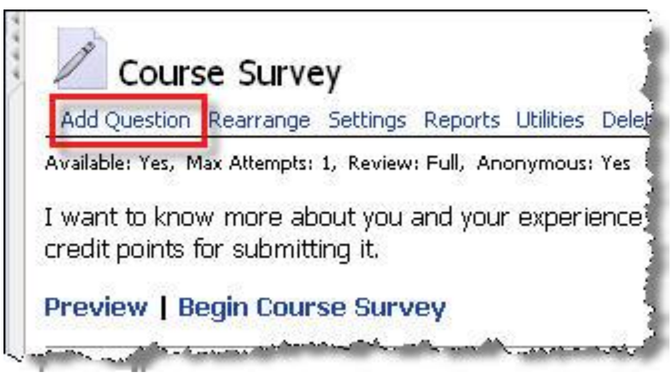


3. Set up the Survey as for any other content item: add a **Title**, any specific **Directions**, and also the **Access** settings that are needed.



4. One setting that may be different from what is usually chosen is in the **Submission** section. Check the box next to **Make submissions anonymous** to keep users from being identified with their answers.

5. **Save** all settings when you are finished.
6. After you save the settings, you will be able to add the questions for the survey. Click **Add Question** to continue.

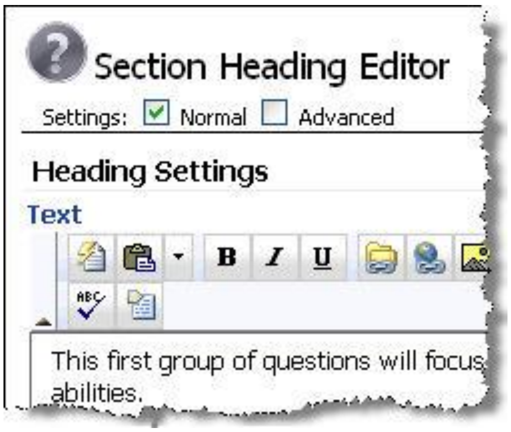


7. These are the types of questions that can be added:

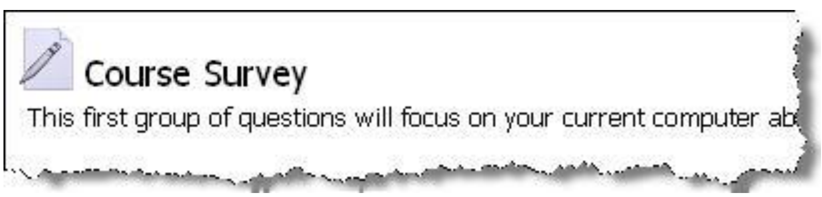
- **Section Heading**
- **Text Box**
- **Text Area**
- **Checkbox**
- **Check List**
- **Drop-down List**
- **Option List**

- **Likert Scale**
- **Copy Questions**
- **Import Questions.**

8. The **Section Heading Editor** will allow you to add some information about the questions that follow. There is an Editor for each type of question.

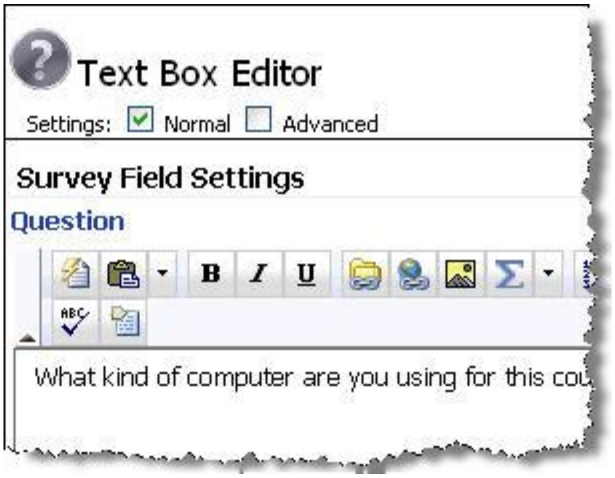


- In the completed survey, the **Section Heading** will appear like this:



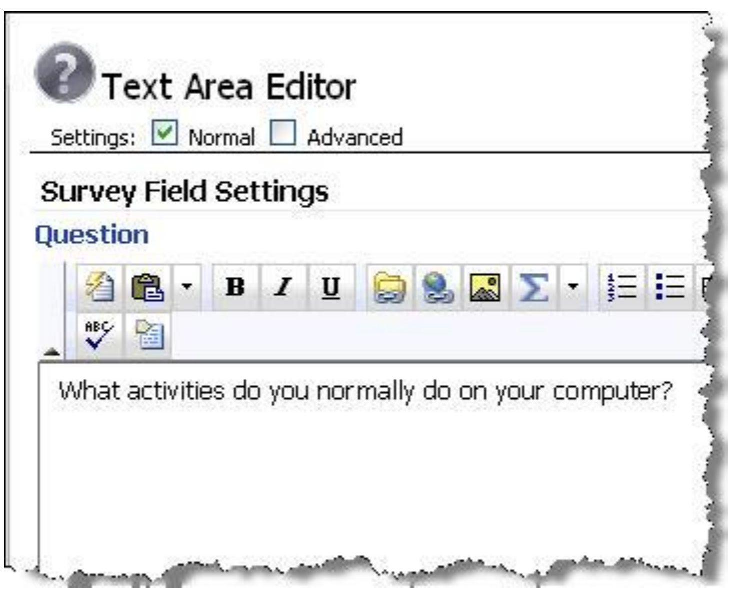
As you enter each question, you will be returned to the original page so that you can add more questions. Note that there is an **Edit** and a **Delete** button next to each question.

- The next question you will add is a **Text Box** question. This will allow users to type their answers into a single-line answer box. **Add** the question by typing it in the **Question** window

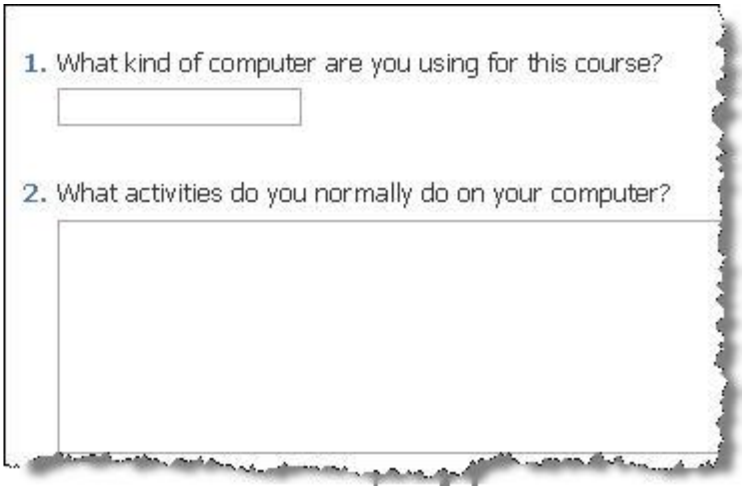


In the completed survey, a **Text Box** question will appear like this:

- A **Text Area** question is similar to the Text Box question, except that users have a larger window in which to type their response.

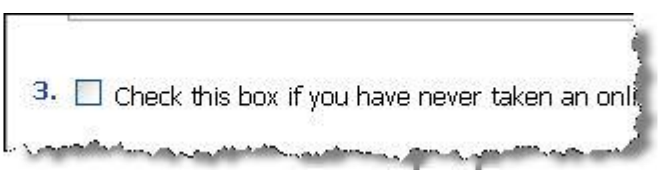


In the completed survey, a **Test Area** question will appear like this:



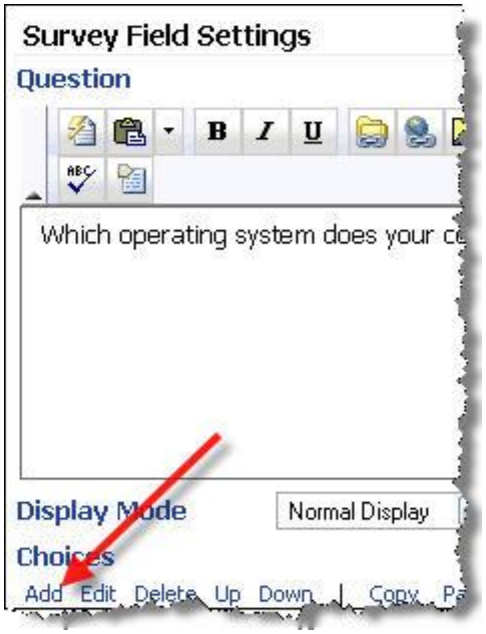
- A **Checkbox** question displays a checkbox next to a label. The user would check the box as directed.

In the completed survey, a **Checkbox** question will appear like this:

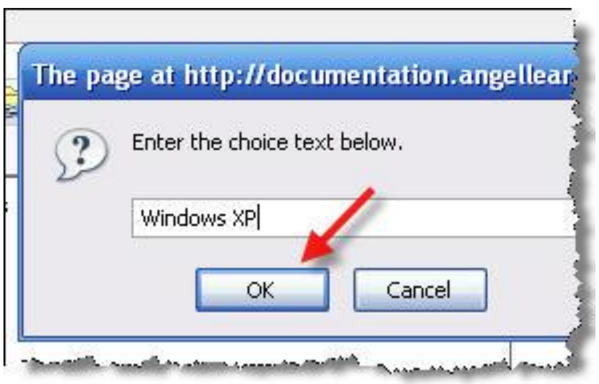


- A **Check List** question allows you to ask a question and then display a series of choices. Users can check their applicable choice(s). Type your question in the question box.

  In the **Choices** section, click **Add** to add the first choice:



In the pop-up window that appears, type in the first answer choice, and then click **OK**.



Continue adding all answer choices. You can use the Up/Down options to rearrange any answers.

The **Unselected/Selected** section beneath the answers allows you to have one of the choices preselected in the user's view of the Survey. To **preselect** an answer, **highlight** it and then use the drop-down list to choose **Selected**. If no choices are to be preselected, then leave them **Unselected**. Also:

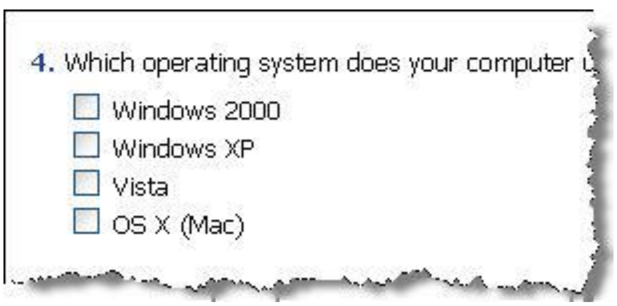
"**+**" – next to the answer choice indicates it has been preselected;

"**–**" – next to the answer choice indicates that it has not been preselected.

If a choice IS preselected, there will be a check in the box next to the choice when the user views that question; however, the user can change to a different choice. Also users can select more than one choice.

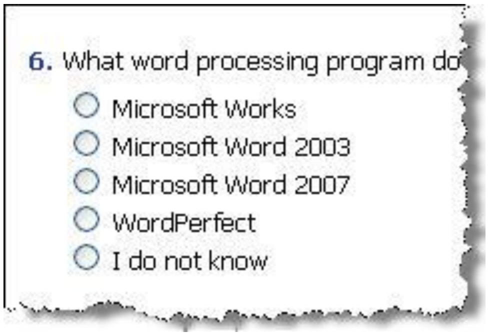
Click **Save** to continue.

In the example below, none of the choices were preselected.



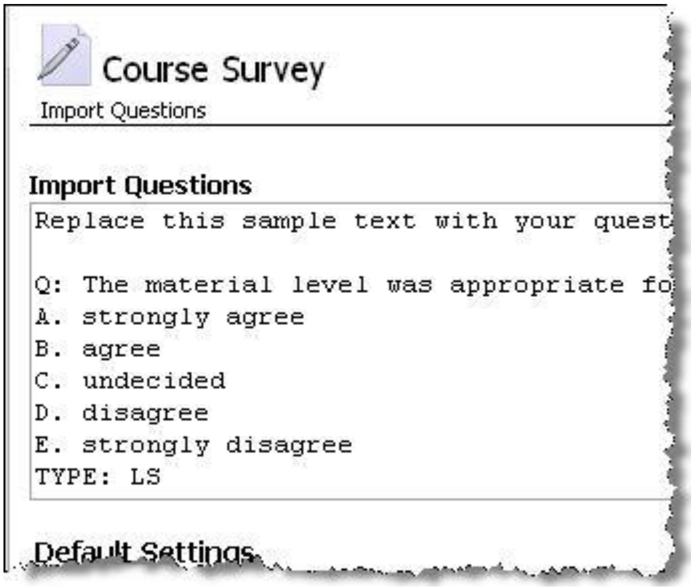
- The **Drop-down List** question is similar to the Check List, except that users see a drop-down list of choices rather than a checklist of choices. Setting it up is identical to setting up a checklist. Users **highlight** their answer choice, and only one may be selected.

- An **Option List** is also similar to a Check List and is set up the same way. For this too, only ONE answer may be selected.



- A **Likert Scale** question is very similar to an Option List and allows you to create a question that asks users to **rank** their ONE answer choice according to personal preference (that is, their intensity of agreement or disagreement). The Likert Scale also differs from the Option List in the way the results are formatted.

- **Copy Questions** allows you to copy a question from another survey within the same Course, similar to the **Copy Question** feature in **Assessments**.
- **Import Questions** allows you to import questions from a text document by copying and pasting. The document has to be in a specific format as noted on that screen. You can specify the type of question within the document. You can also paste-in as many questions as you need all together at one time. The **Import Questions** page has full instructions as to how to format the document, including the format to be used to designate the type of question you want. A sample format is displayed for you in the **Import Questions** window, as shown below.

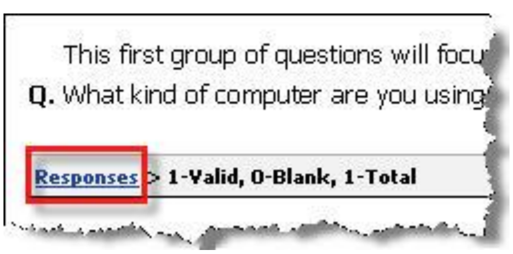


9. When all the questions have been added, you can view the completed Survey by clicking **Preview**.

10. The Survey will display. While you can answer any of the questions, none of the responses will be saved and therefore will not be included within the **Response Summary**.
11. After users take the survey, the results can be viewed by clicking **Reports**.

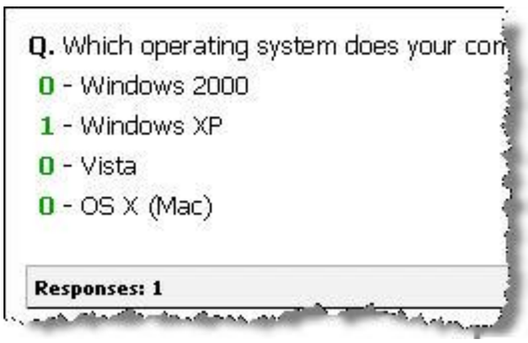
12. And then click on **Response Summary** on the next page.

13. Responses will be displayed differently, depending upon the type of question. If the question required users to type in their answer, you will see the **Total** number of responses further subdivided by the number of **Valid** versus **Blank** responses. ("Valid" means answers that were completed.) Then click on the **Responses** link.

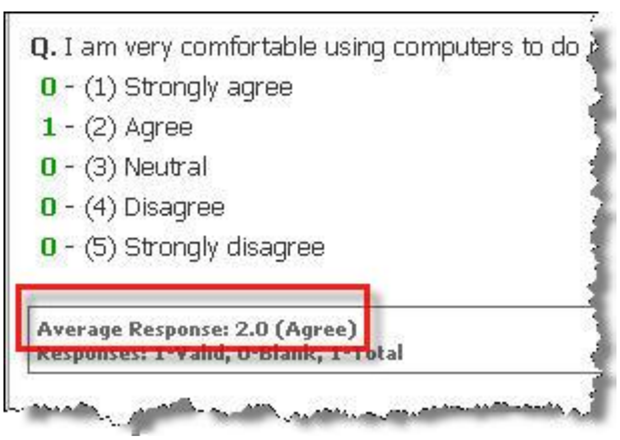


14. All of the responses to that question will be listed. Since only one person has taken this "example" survey so far, only one response is listed. Click **Done** to return to the **Response Summary** page.

15. If a question required the user to use a Checkbox, Drop-down List, or Option List, the number of responses for each option will be listed for that question.



16. If a question required a Likert Scale answer, the number of responses for each choice on the scale will be listed, as above, along with an **Average Response** derived from all of the answer-choices.



> *If you want to award points for taking a survey, see* How to Post a Grade for a Survey by Using an Automated Agent*.*

How to Create Teams

There are many ways that ANGEL takes advantage of the ability to create teams. Each content item can be configured so that it is only open to certain teams, or to allow for its settings to be customized for specific teams. Emails, Announcements, and Calendar Items can be limited to a particular team or teams. Teams can also be utilized for Group Projects, with **Chat Rooms** and Discussion Forums limited to team members. Teams can share files and can display a project to other Course members.

For more information on customizing settings for specific teams, see How to Set Team Access Rights for Lesson Content*.*

For more information about sharing files among team members, see How to Share and Edit Files Among Multiple Users*.*

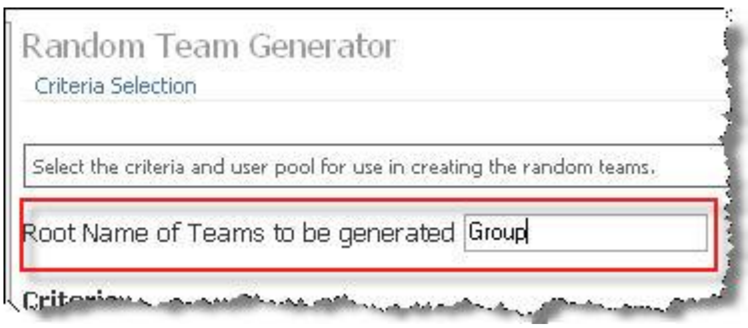
Teams can be created either through randomly generating the teams and members, or by adding a team and directly assigning members to that team.

Randomly Generating Teams and Members

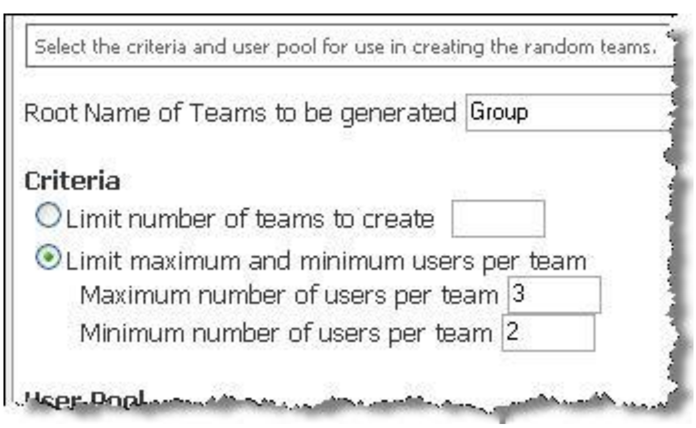
1. Enter the **Course** in which you want to create teams. Go to **Manage > Teams**.

2. On the next screen, select **Random Team Generator**.

3. On the following screen, you will set the criteria for the teams to be generated. In the first section, you will assign the **Root Name** for the team names. All team names will contain that name followed by a consecutively-assigned numeric designation. In this case, the team name will begin with the name **Group**.



4. The next designation is **Criteria**. This will determine how many members will comprise each team. You can either specify the number of teams to be created, or denote the maximum and/or minimum number of team members to be assigned to each team. In the example below, each team must have at least 2 members, but no more than 3 members.

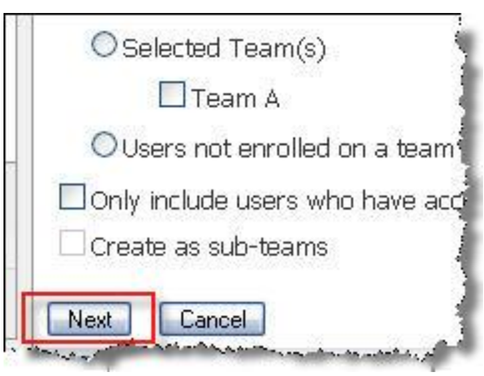


5. The following section, **User Pool**, sets the criteria for the membership for the teams. Membership is designated by user rights; the default is to assign all students. You can add other course users with different rights, depending upon the need.

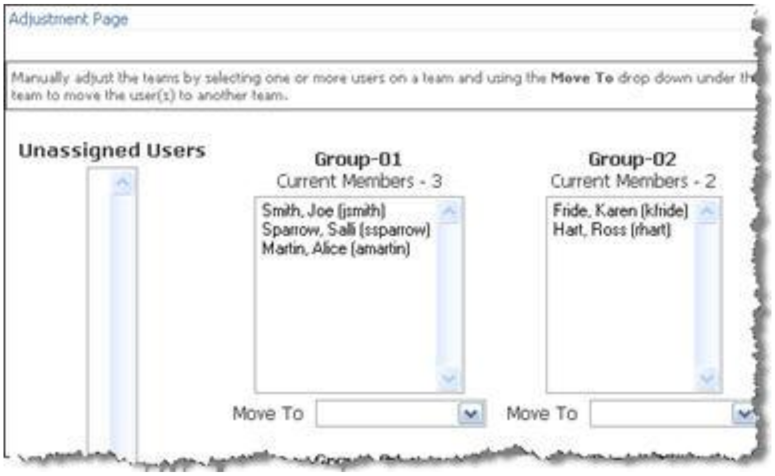
Teams can also be created as sub-teams of already-created teams. There is an option to draw team members from the entire roster or only from a specific team.

When the teams are generated, they can only draw membership from users who are already on the Course roster. If additional users are enrolled into this Course after the teams have been created, they will either have to be manually added to a team, or else the ***Rebalance Generated Teams*** *option can be used to assign them.*

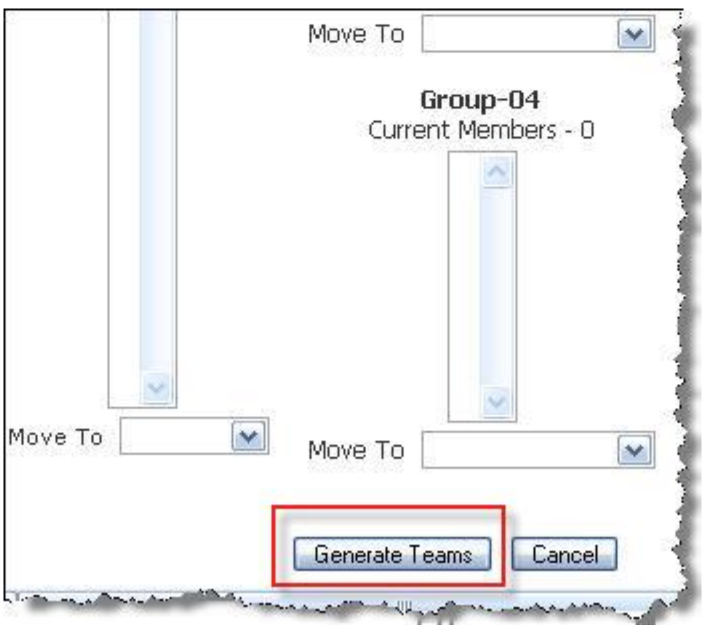
6. Click the **Next** button to continue after all criteria have been set.



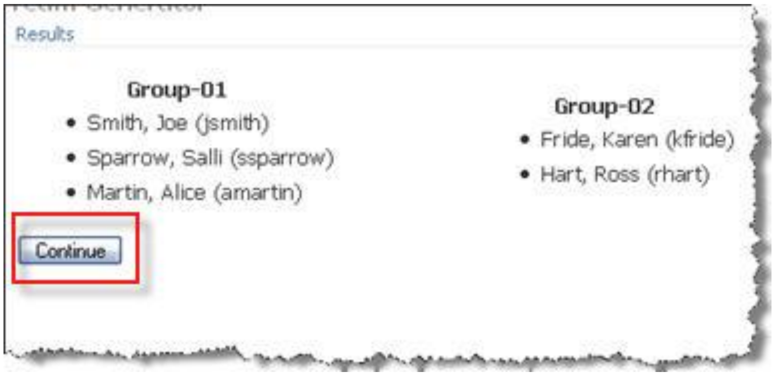
7. The **Adjustment** page will display with the team members assigned to each team. You can adjust the team membership by clicking on a specific name, using the **Move** option to select another team from the drop-down list, and then clicking the **Move** button.



8. When all adjustments are made, click **Generate Teams**.



9. The following screen will be a display of all teams and assigned members. Click **Continue** to finish.



Save this screen as a PDF or HTML document, and then upload to Lessons so that students can see their team assignment and their fellow team members.

10. You will be returned to the **Teams Editor** screen where all teams will be listed.

*If you need to apply any settings to the teams created, such as enabling file sharing, you will need to edit the team by going to the Teams Editor page and clicking the **settings** link for that team. You can also add or remove members, rename the team, or delete the team from this page.*

Creating Teams and Assigning Team Members Manually

If you want to create specific teams and add specific members to the teams, you can do this by using the **Teams Editor Add a Team** option.

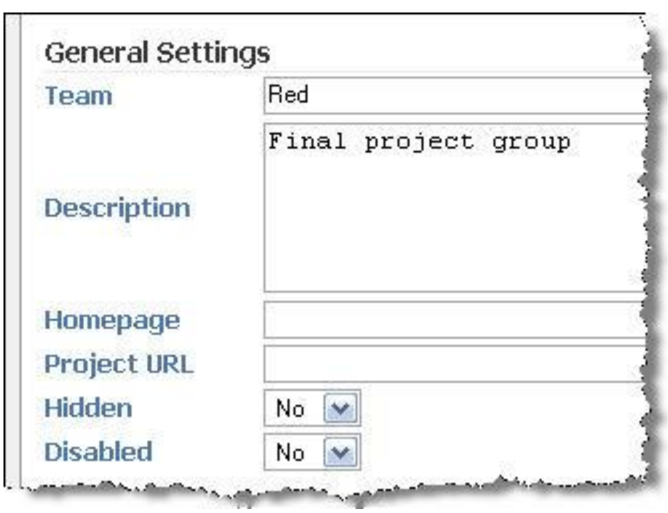
1. Go to **Manage > Teams**, as in Step 1 of the previous section.
2. On the **Teams Editor** screen, click **Add a Team**.

3. The **New Teams – Team Settings** page will open.

> *You can return to this page to add or change any options for the team by clicking the **settings** option beneath the team name from the Teams Editor page.*

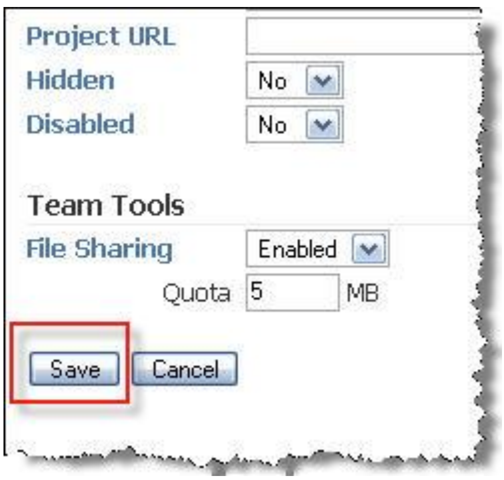
4. **Name** the team and **add** any other values. If the team has a **homepage**, you can input the URL for that page. If the team has created a project, input the URL in the **Project URL** field. **Hidden** will hide the team from student view. **Disabling** the team will prevent members from any team-associated access.

> *When a URL is added as a Project URL, a new section will appear in the Communicate section called **Team Projects**. This will allow anyone not on the team to view the URL, which generally is some type of presentation.*



*If you have a single student who needs to have different settings for an assignment (for example, a student has to take a test on different date or needs different accommodation settings), create a team consisting of that one person only and set **Hidden** to **Yes** so that this Team is not visible to other students. You can then go to the Assignment and customize settings for that one-student Team. For more information on customizing settings for specific teams, see* How to Set Team Access Rights for Lesson Content*.*

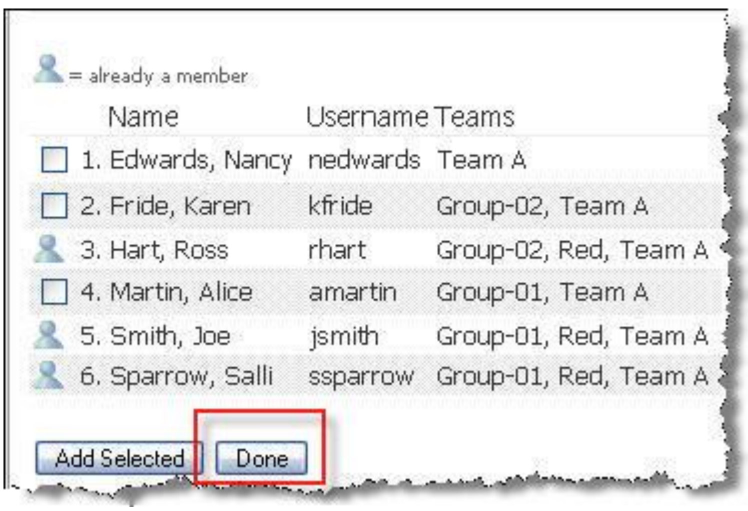
5. If you want the team to be able to share files, then select the **Enabled** option for **File Sharing** and designate the maximum file size for the team file area. Click **Save** when all settings have been entered.



For more information about sharing files among team members, see How to Share and Edit Files Among Multiple Users*.*

6. The next screen will allow you to add members to the new team. **Check** all members to be included within the group, and then click **Add Selected**. Note that other team memberships are displayed for each user.

7. The new team members now have the **already a member** icon next to their names. Also note that the “**Red**” team has now been added to their team list. Click **Done** to finish.



*If the class had so many members that there were more than one page of users, there would be a link to the other pages at the bottom. You can only add members one page at a time; so you would select all users on the first screen, click **Add Selected**, then go to the next screen of names, select the users, and again click **Add Selected**. You would NOT click **Done** until all members were selected on all screens.*

8. The new Team has now been added.


Teams Editor
Add a Team
Unassigned Users
Random Team Generator
Red
Members: 3
add users
remove users
settings
rename
delete
Team A
Members: 6
add users
remove users
settings
rename
delete
Group-01
Members: 3
add users
remove users
settings
rename
delete
Group-02
Members: 2
add users
remove users
settings
rename
delete
Exit Teams Editor

How to Set Up Team Projects

When creating a Team, you can set up a section for team members to share files. If they are developing a Team Project to be viewed by other members of the course, you can also create a nugget to display that.

> *See* How to Create Teams *to learn how to add teams to the course.*

1. Enabling file sharing is done during the Team set up, or it can be done later by going to **Manage > Teams**.

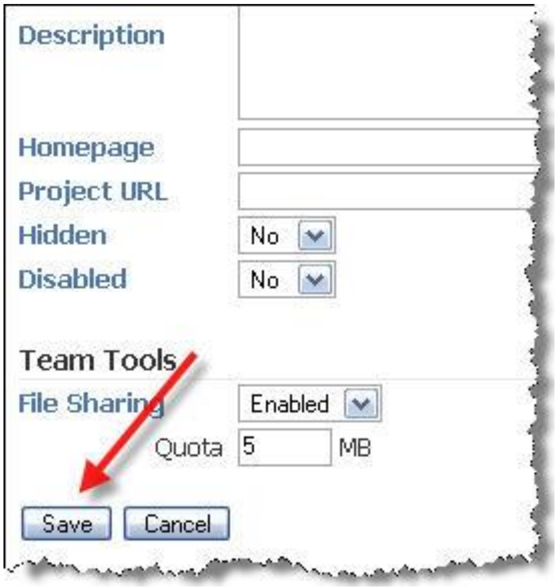
> *When adding teams using the Random Team Generator, you will not have the option to enable file sharing. Once the teams have been created, you will then need to enable it using this procedure.*

2. On the next screen, click on **settings** for the team for which you want to allow file sharing.

3. Go to the **Team Tools** section and change the **File Sharing** option to **Enabled**. Also put in the maximum amount of file space for the team. This may be set by your institution's policy; so check with your System Administrator. This may also be set when adding a team using the **Teams Editor > Add a Team** option.

> *If teams are creating PowerPoints, caution them as to their file restrictions. PowerPoints with large pictures, animations, sounds, and so on, can become quite large. Helping them to convert the PowerPoints to PDF files or having them upload the PowerPoints as web pages can greatly reduce their presentation's size.*

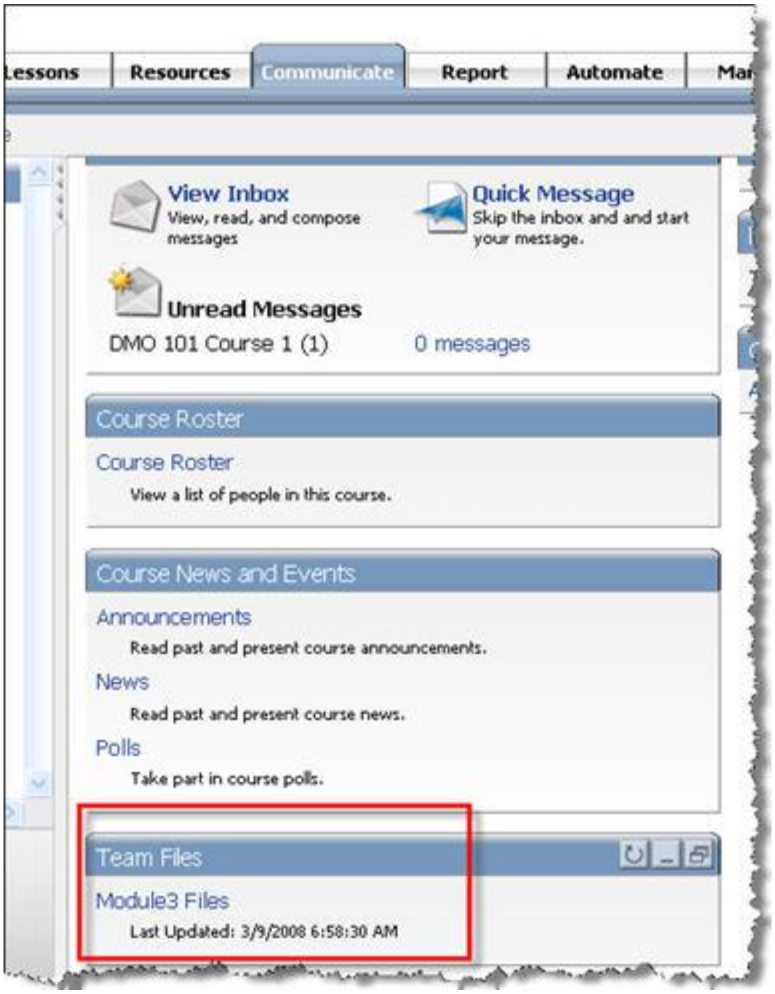
4. Click **Save** to finish.



5. This will display the **Team File Sharing** nugget in the **Communicate** section of the Course.

	Students will only see the link to the File Sharing area of the team(s) in which they are members.

	The Team File Sharing nugget can be added to other sections of the Course, including the Course page and the Resources page, through the Edit Page feature.



When team members click on the **Files** link, they will first be able to click **Add Content**. Then they will be able to create a folder, create a web page, and/or upload files.

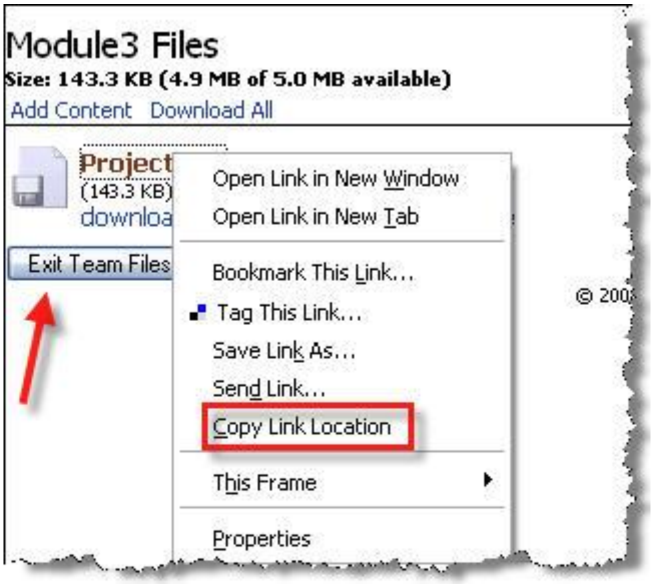
If students are creating a presentation to be viewed by all the other Class members, you can add a Team Projects nugget. To add individual student projects, you will need the URL to that team's project. If the team has created a web site, you would use that URL.

If the file that the team wants to use for the Team Project is in their file sharing area, you can determine that URL going into their team file area by clicking on their team name. The file(s) will be listed there.

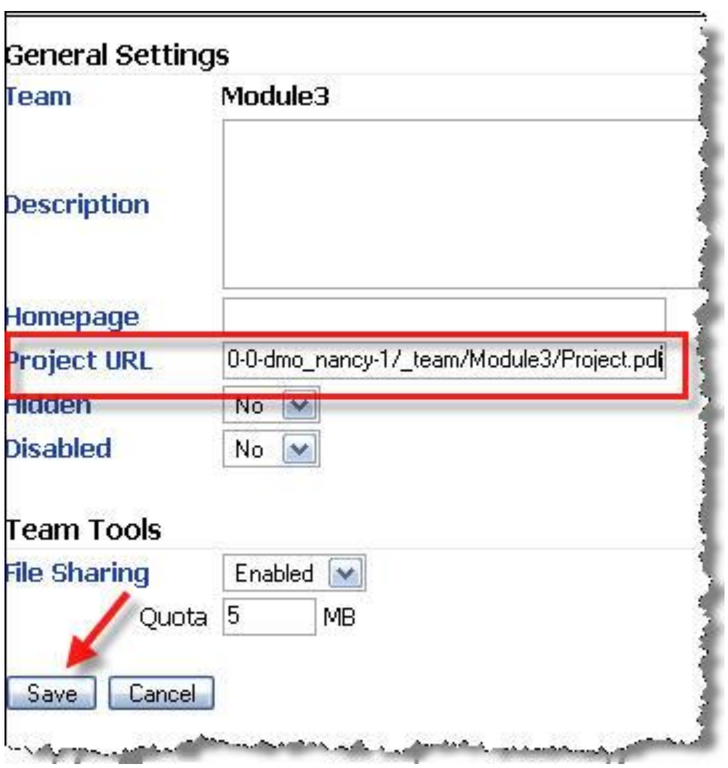
In this example, the team has uploaded a PowerPoint file that has been converted to a PDF.

Microsoft Office 2007 has a utility that will allow the user to save a PowerPoint as a .pdf file. In addition, there are a number of free programs that can be downloaded that will save documents and PowerPoints as .pdf files.

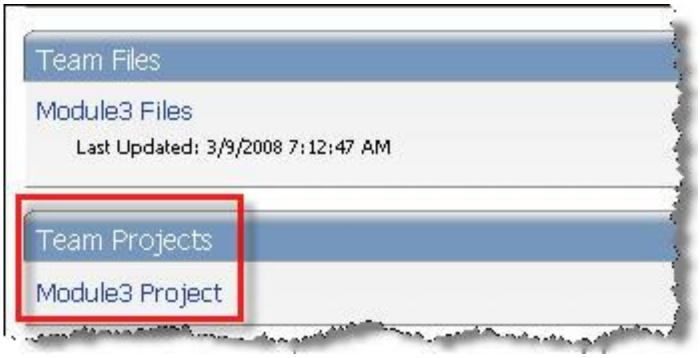
1. Do a **right mouse-click** on the file name (if using a Mac, click and hold). Depending upon the browser you are using, select either **Copy Shortcut** (Internet Explorer) or **Copy Link Location** (Firefox) from the drop-down menu. This will copy the link so you can paste it later.
2. Click **Exit Team Files**.



3. Go to **Manage > Teams**.
4. Go to the **settings** link of the Team from which you copied the URL (above).
5. Click inside the **Project URL** field and do a **Paste**. That will add the URL that you copied earlier.
6. Save your settings by clicking the **Save** button.



7. Returning to the **Communicate** section of the Course, you can see that the **Team Projects** nugget has now been added and that Team A's Project is listed.



8. Clicking on Team A's Project link will open the file for others to view. If the team project is a web site which is housed elsewhere, this would link to that site.

How to Rebalance Teams

Teams that have been created with the Random Team Generator can be reconfigured by using the **Rebalance Generated Team** option. This may be necessary if new members need to be added to already-created teams, if members need to be deleted from teams, or if the membership needs to be redistributed for other reasons.

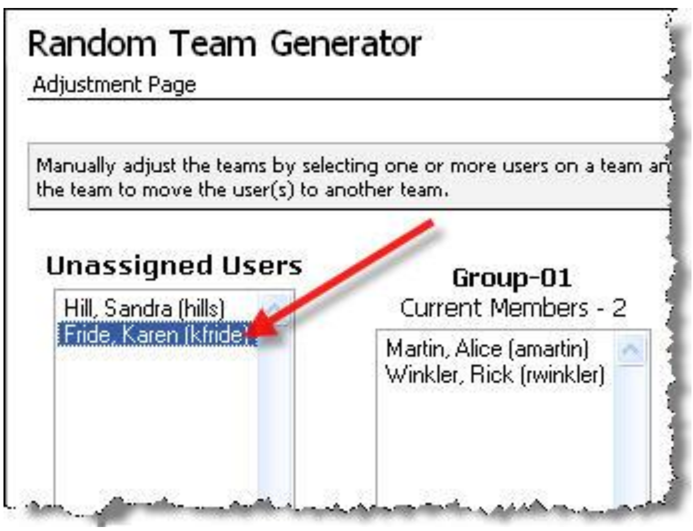
> *The Rebalance Generated Teams option can ONLY be used with teams that were created using the Random Team Generator.*

1. Go to **Manage > Teams**.

2. Click **Rebalance Generated Teams**.

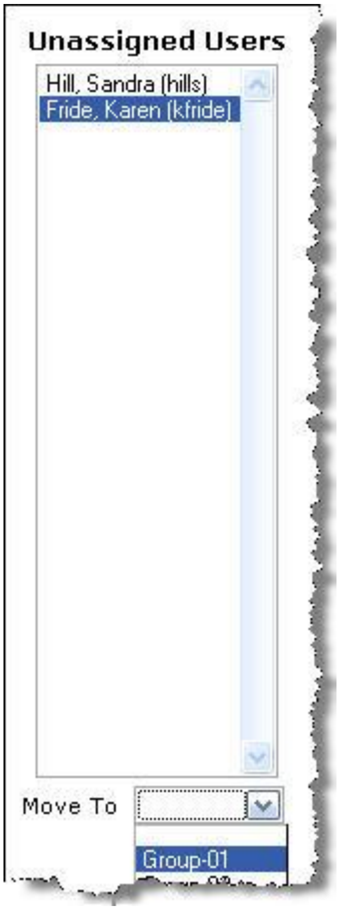
3. On the next screen, **select** the Team to be rebalanced from the drop-down list, and then click the **Next** button.

4. On the following screen, you can make any changes to the teams. In the first example, you will add a new student to a Team. In the **Unassigned User** column, **highlight** the name of the user that you want to add to a team.



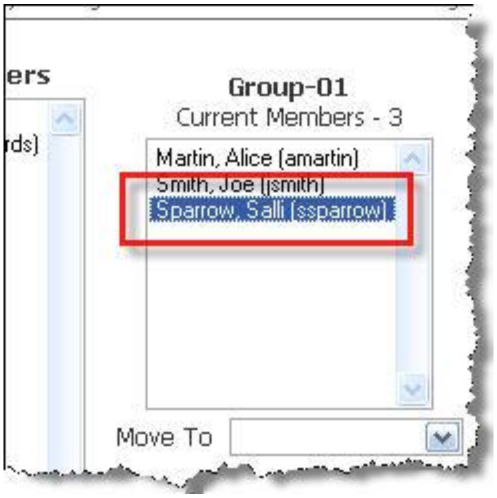
If you have more than one user to select and move to the SAME team, you could hold down the control key while selecting each member.

5. Going to the bottom of the **Unassigned Users** column, select the Team to which the user(s) will be assigned from the drop-down list.



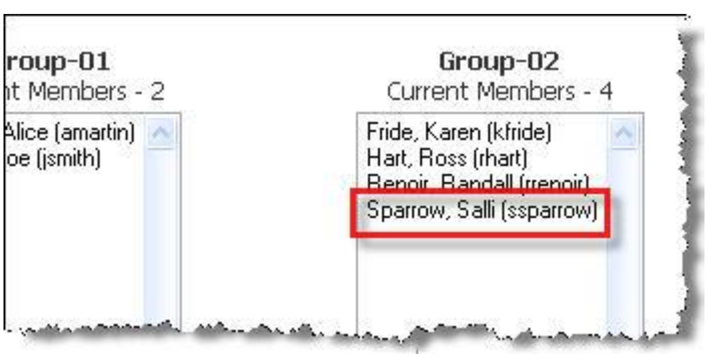
6. Once the Team has been **selected**, the user will immediately be moved to that team.

7. You can also move a student from one Team to another. **Highlight** the user that you want to move.

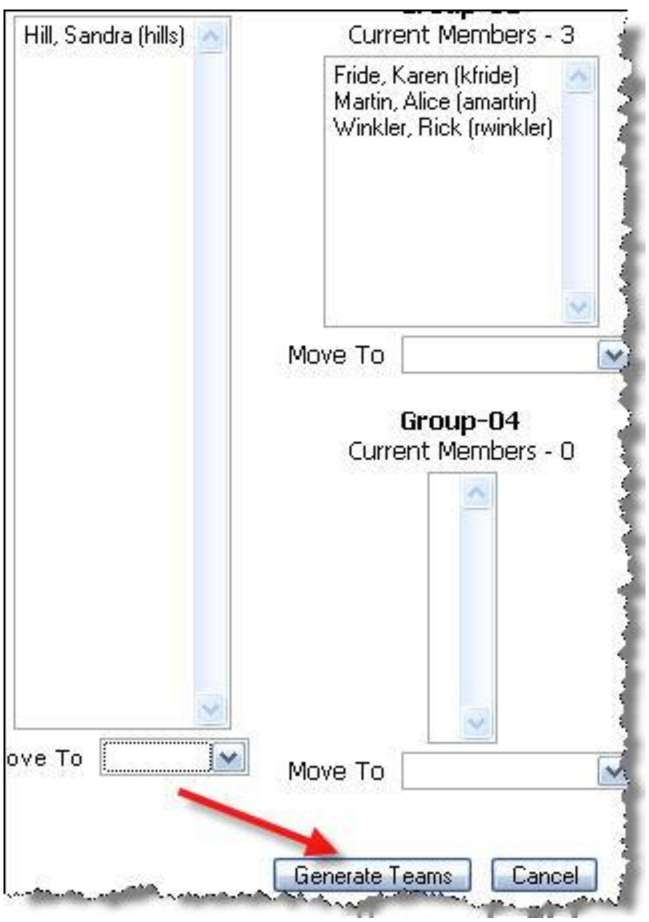


8. At the bottom of the column, choose the **Team** to which the user will be moved.

9. Once the Team is **selected**, the user will be moved into that team.



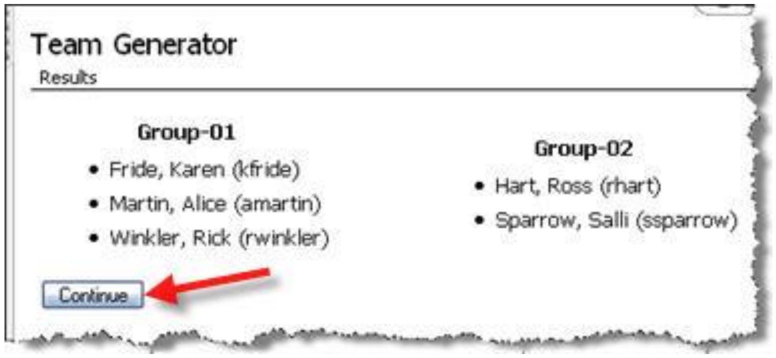
10. When all changes have been made, click the **Generate Teams** button at the bottom of the page.



11. The next screen will display the new team configurations. Click **Continue** to finish.

> *Save this screen as a PDF or HTML document and then upload it to Lessons, so that students can see the new team assignments and their fellow team members.*

> *If you need a copy of a group of teams with members at any time in the future, you can use the Rebalance Generated Teams option, as long as the teams were created with the Random Team Generator. Follow Steps 1-3 above. On the Adjustment Page screen that will open after Step 3, without making any changes or corrections, click the* ***Generate Teams*** *button. The team memberships will not change, but you will have all the Teams from that group displayed with members as in the example below.*


Team Generator
Results
Group-01
• Fride, Karen (kfride)
• Martin, Alice (amartin)
• Winkler, Rick (rwinkler)
Group-02
• Hart, Ross (rhart)
• Sparrow, Salli (ssparrow)
Continue

How to Set Team Access Rights for Lesson Content

By creating Teams, you can control access and settings for Lesson content items. You can both restrict content items to one or more teams, or you can change settings within a content item for different teams. A Team can consist of one or more members and you can have as many different configurations of teams as you need. Course members can belong to more than one team.

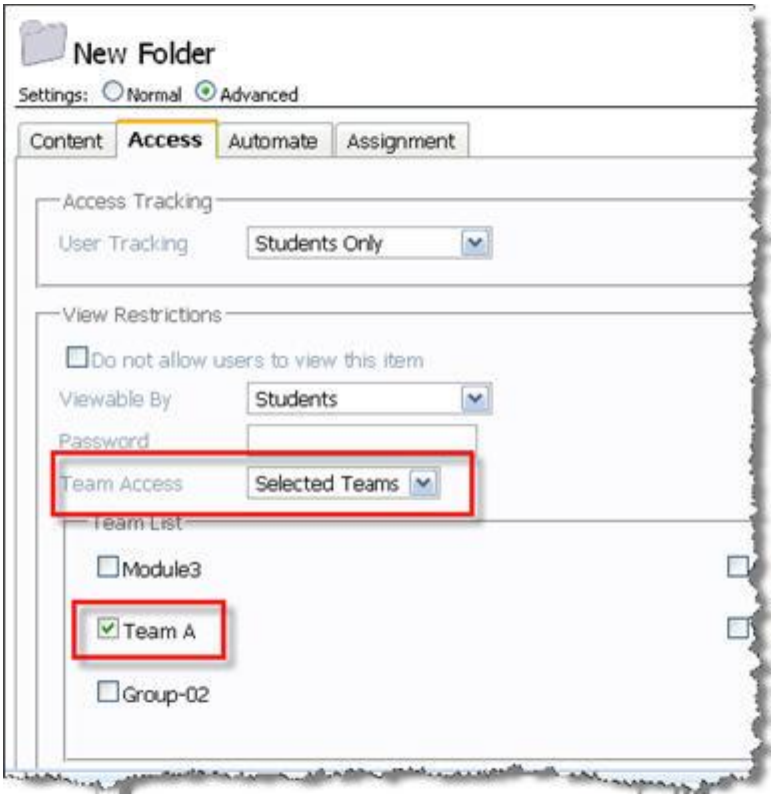
There are some examples:

- One student needs to take a test at a different time than the rest of the class, or needs to have different test settings for accommodation purposes. You can create a Team for that one person and then create the individualized settings.
- A cross-listed course contains students at both the graduate and undergraduate level. You could create 2 Teams, one for undergraduate students and one for graduate students, and then restrict some assignments and content to one Team or the other.
- Students are divided into groups to create group projects and need access to different content. Create a different Team for each group and then limit content items according to their needs.

Restricting a Content Item to One or More Teams

This can be done when setting up the content item, or by accessing the content item settings after the content item has been created. In this example, the content item has already been created. The procedure is basically the same for any type of content item.

1. Go to the **Settings** link of the content item you want to have restricted to a Team. In this example, you are using a folder of documents for Team A.
2. Select **Advanced** view. Go to the **Access** tab, and then to **Team Access**.
3. Use the drop-down list to select **Selected Teams**.
4. You will then be able to **check** the Team that you want to have access to this content item. In this case, you will check **Team A**.



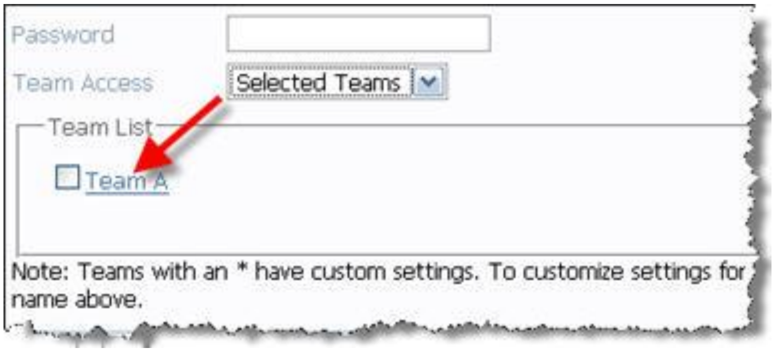
5. Click **Save** to finish.

This example uses a Folder as the content item. By default, all settings will automatically cascade down into any NEW content item added to the Folder as well as content already within the Folder, so that those items will also be restricted to the Team specified.

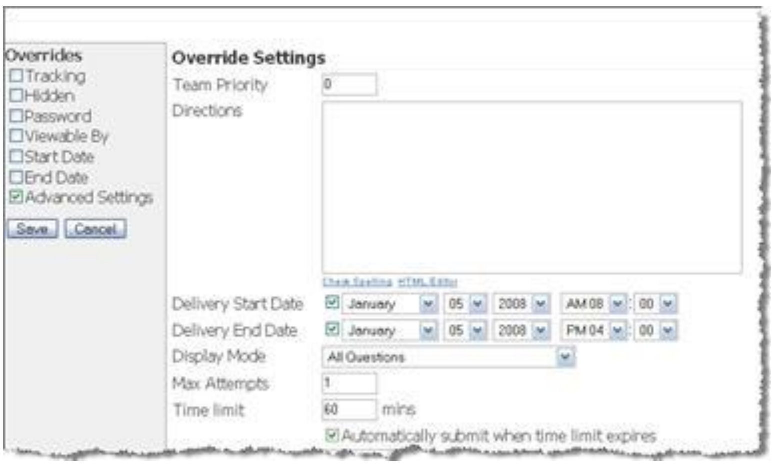
Creating Different Settings for Different Teams

This option is most often used with tests and exams. It will allow different settings for different teams, such as a different date and time, or longer time period to take the test.

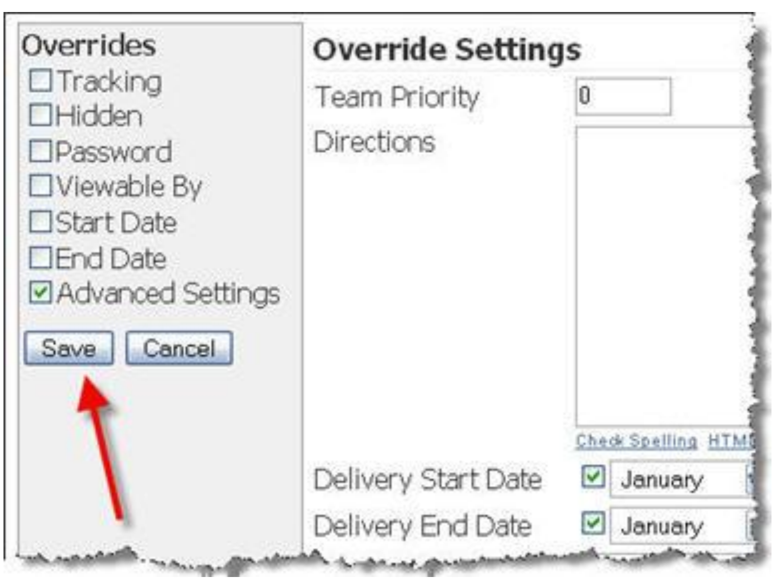
1. Follow Steps 1-4 above. For this example, you will use an **Assessment**.
2. Instead of checking the box next to the Team, **click** on the Team name. In this example you are going to change the settings for Team A, so you click **Team A**.



3. This will bring you to the screen that will allow you to customize the settings for this Team. In this case, you will set a different date and time for the test to be taken by first checking the **Advanced Settings** and then changing the **Delivery Start Date** and the **Delivery End Date** and also checking the boxes next to them.

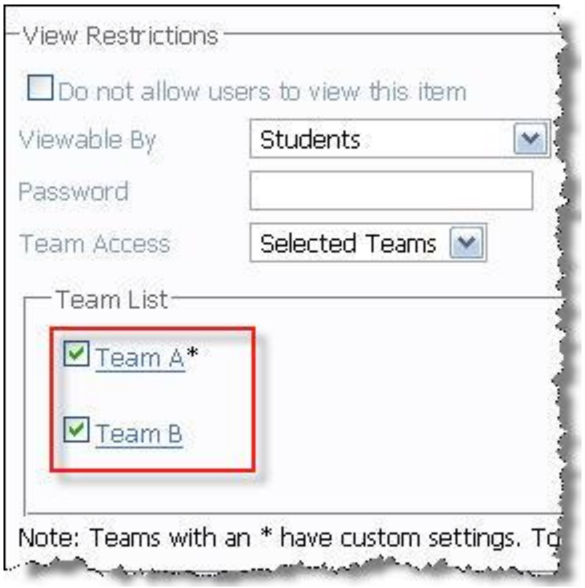


4. Click **Save** to finish.

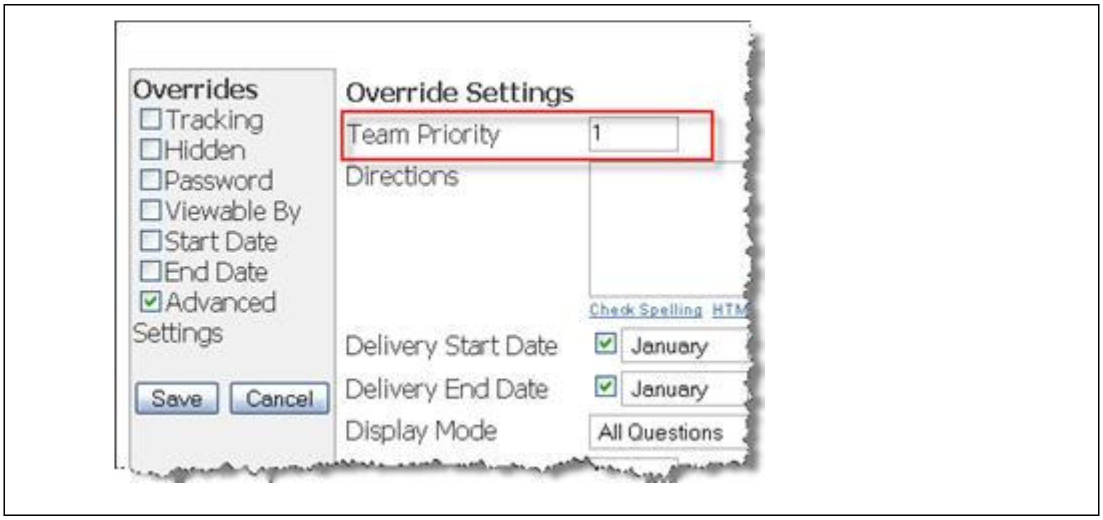


5. The new settings will now allow those persons in Team A a different date and time in which to take the test.

   In order for everyone else in the course to take the test, they need to be members of another Team, and that team also needs to be **checked** in the **Selected Teams** designation. By default, their settings will be the settings originally designated for that test, since they have not been customized. In this example, the rest of the students are members of **Team B**.



Create a Team and make all students a member of that Team. Then when you need to customize settings for a different team, you won't have to create more teams for the students NOT in the team that needs the custom settings. *You can indicate a priority for students who are members of both teams. In this example, all students are members of Team B. Only a few students are members of both Team A and Team B. When customizing the settings for Team A, there is an option to indicate **Priority** in the Advanced Settings. Giving Team A a priority of "1" means that anyone who is a member of Team A (no matter what other teams they are members of) will have the settings customized for Team A.*



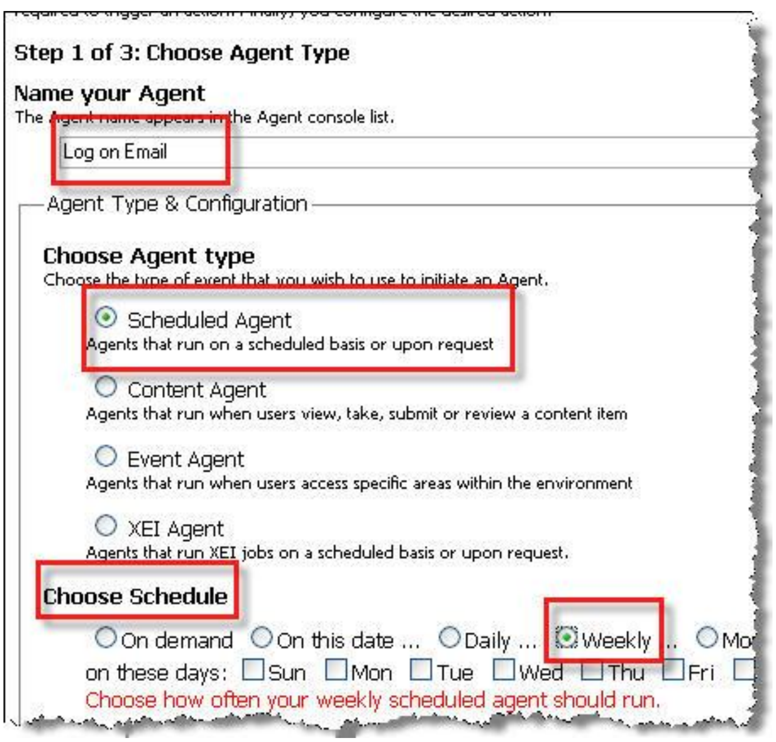
6. Click **Save** to finish.

How to Automate Sending an Email to Students Who Have Not Logged onto a Course Within a Specified Time Period

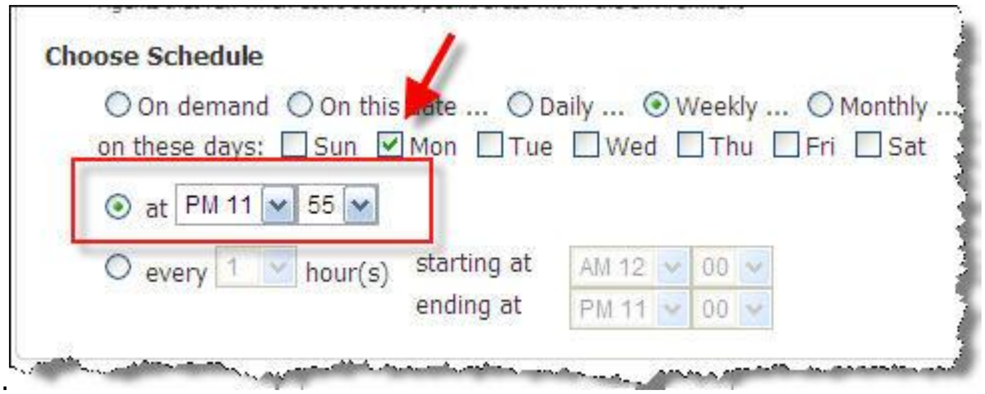
By using **Automated Agents**, you can create an Agent that will send an email to all students who have not logged onto a course within a time period that you specify. You can also have the email automatically sent to yourself so that you know which students were included.

1. Go to the **Automate** tab within the Course and click **Add New Agent**.

2. **Name** the Agent something descriptive (in this example, **Log on Email**).
3. Select the **Scheduled Agent** type. This procedure will be set to check log-ons according to a specific schedule.



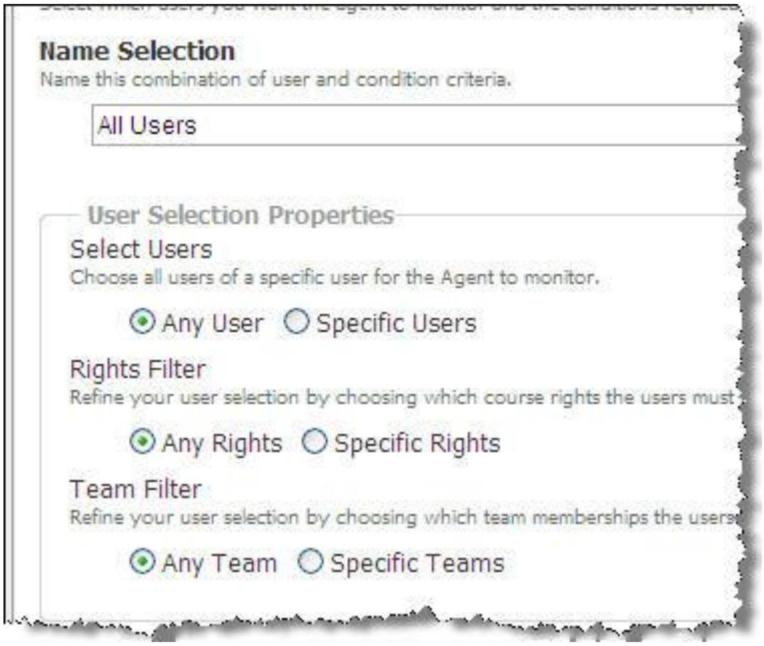
4. Choosing this type of Agent opens up some scheduling options. In this instance, you will have the Agent run every **Monday** at **11:55 PM**. Note that Agents can be scheduled to run **Daily**, **Weekly**, **Monthly**, or **On demand** (manually activated), or on a specific date and time.



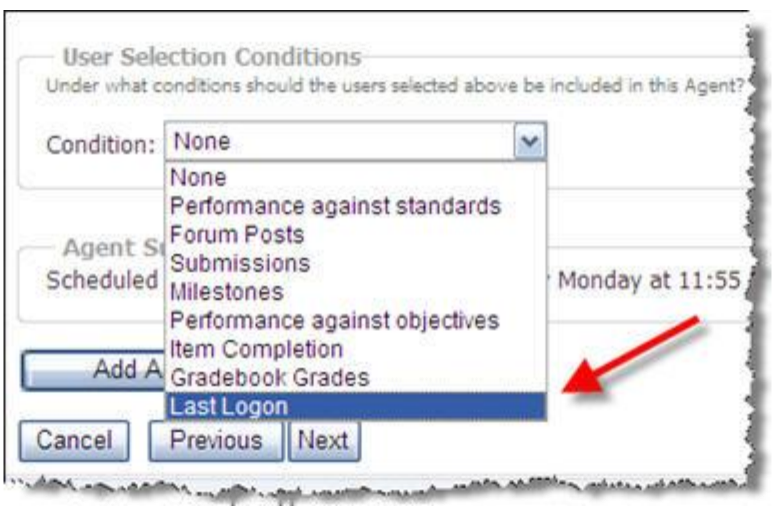
> *Consider your own Course requirements when deciding on a schedule. In this case, the Course has assignments due every Tuesday at 8 AM. So the Instructor is interested in knowing who has not accessed the course since the previous Monday evening one week ago.*

5. The criteria selected to this point are summarized at the bottom of the screen. Click the **Next** button to continue.

6. On the next screen, you can further delineate which users are to be included within the search criteria. You want to include all users, so you will not make any more specific changes to the **User Selection** section.



7. In the following section, designate the conditions that apply to this Agent. In this case, you are monitoring **Last Logon**.



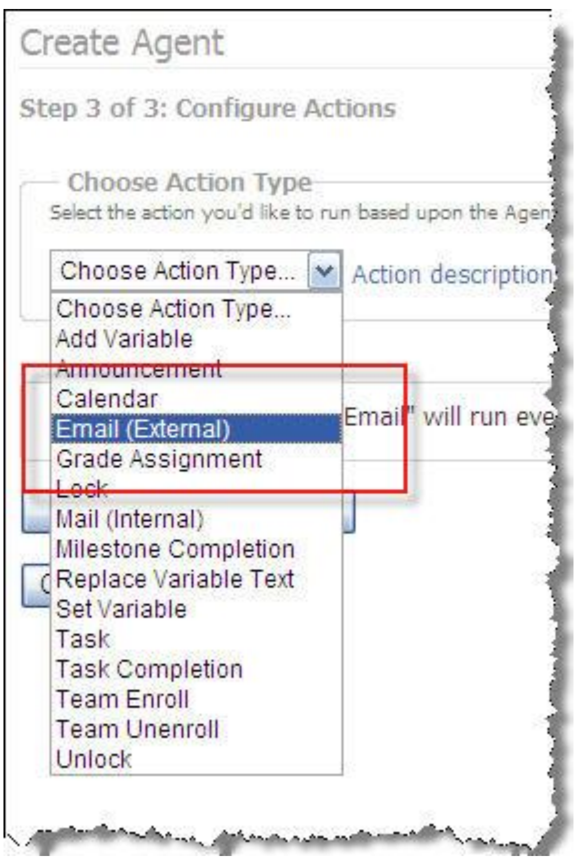
8. Choosing that option opens up more options to further delineate the users to which this Agent will apply.

9. In this instance, you want to target all users who have not logged on in **7 days**. There are also other time frames that could be chosen, depending upon the desired result.
10. At the bottom of the screen, all of the criteria that have been set up are summarized. You could add more criteria to select more users, but this is all that you need for this Agent. Click **Next** to continue.

11. Now that you have established the users that need to be targeted for this Agent, you need to specify what action you want to occur once the Agent runs.

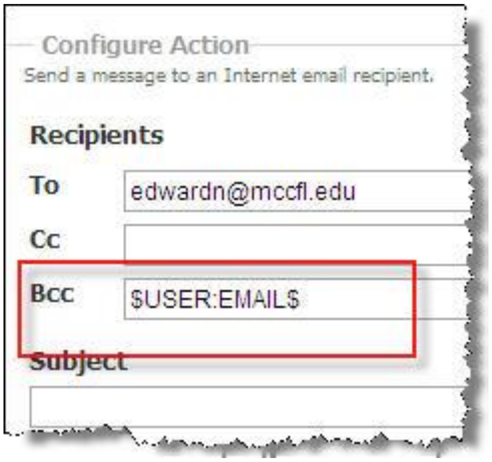
    In this instance, you want the students who have not logged onto the Course within the past 7 days to receive an email reminding them of the class requirements and also requesting further information from them about their absence from the Course.

    Therefore, the action you want is **Email (External)** (that is, the Agent will send an email to the Internet address of all students who have not logged onto the course within 7 days.



Students who have not logged on within the past 7 days are not likely to be monitoring their internal emails sent within ANGEL. Therefore, it is more probable that they would see the email if it is sent to their external email account as associated with them by ANGEL.

12. Since **Email (External)** is selected, you need to tell the system to what email addresses to send the emails, and you also need to create the email message to be sent. In doing this, you use several **tokens**. The system will substitute the actual data for each token.

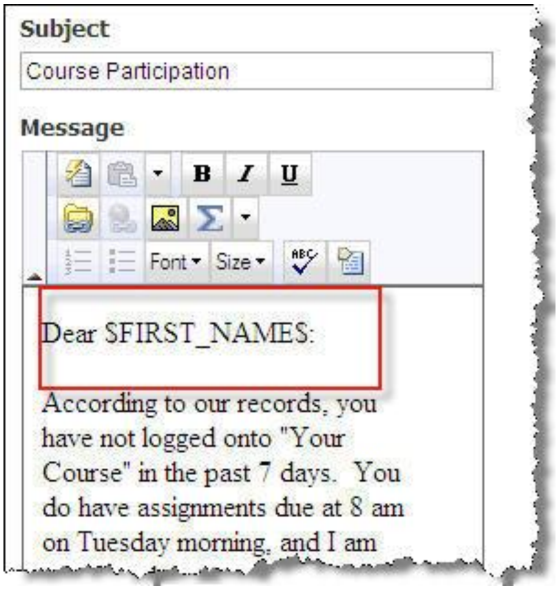


In the example above, the email will be sent to the Instructor (the **To** recipient) so that the Instructor knows who received the email.

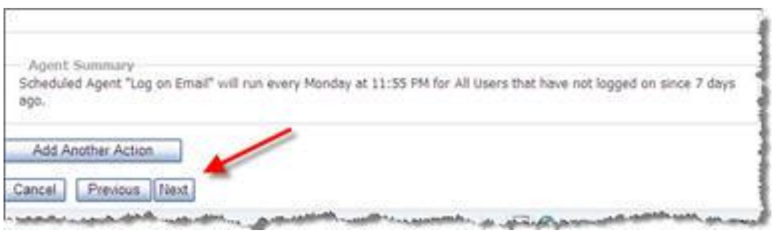
In the **Bcc** field, you are using the token **$USER:EMAIL$**. When the Agent is run, it will substitute the external email addresses – in place of the token – for all students that meet the criteria. By using the Bcc (Blind carbon copy) field, the students who receive the email will NOT know who else is receiving the email, thereby complying with FERPA regulations.

13. You will need to create the email message (such as partially shown below) that all the students who meet the criteria will receive. In the body of the email, you are using another token to personalize the email: **$FIRST_NAME$**. When students read this email, they will see their own names instead of this token.

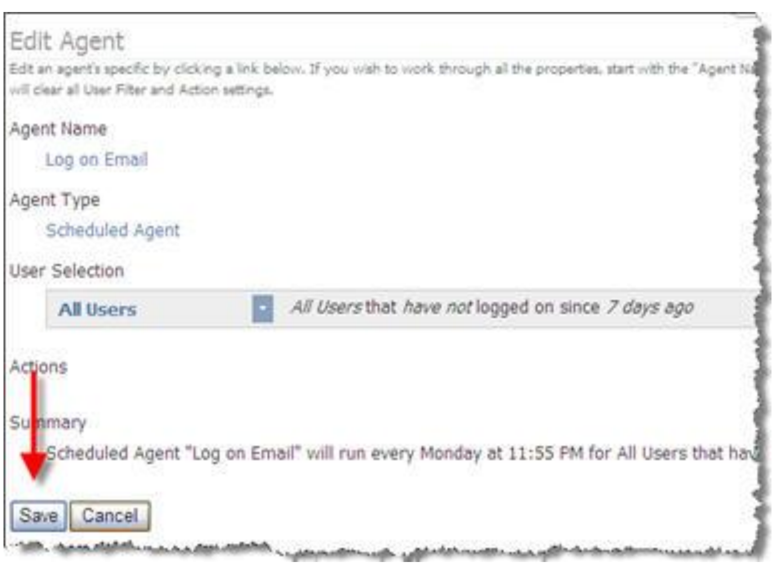
For more information on tokens, refer to the Instructor Reference Manual *or the* Online User Manual.



14. The bottom of the screen summarizes all of the criteria set. You could add another action at this point, but in this instance you are not going to do that. Click **Next**.



15. The final screen allows you to look at everything that has been set up and edit as needed. Click **Save** if everything looks satisfactory.



*Editing the **Agent Type** will completely negate all settings and require you to start over from the beginning.*

16. Once you have saved the Agent, you will be returned to the **Agent Console** screen where you can see that this Agent is now set to run on Mondays at 11:55 PM. Once the Agent has run, you will be able to see when it last ran and whether or not there were any errors. Since you have just created this Agent and it has never run before, there is an **N/A** (Not Applicable) listed for both **Last Status** and **Last Run**.

How to Release Content to Students

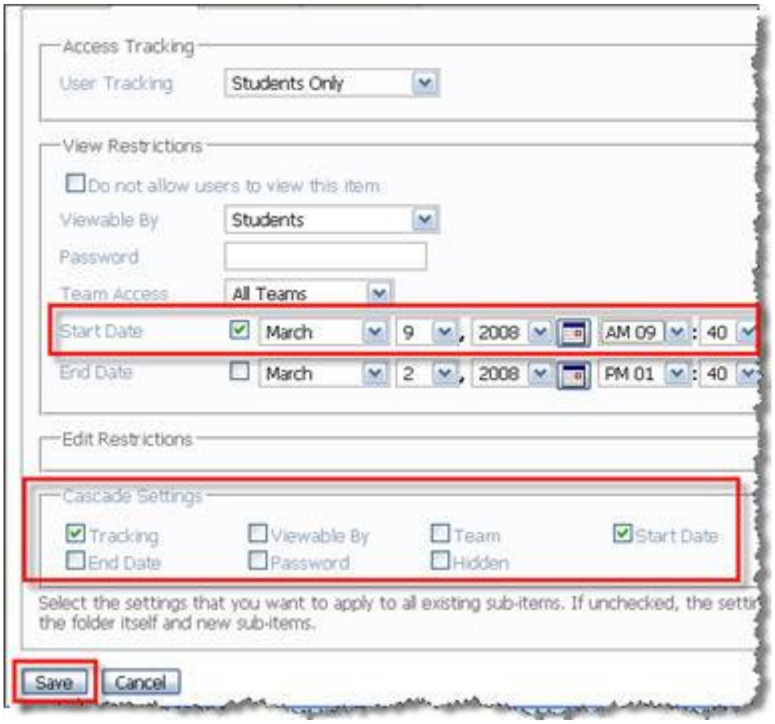
Within the settings for any content item, you can specify when the content will be released for students to access. You can also preview and ensure that students are not seeing any content that you do not want them to access.

1. You control the release of content items using the Settings for that content item. In this example, you will set a Folder and its contents to be released on a specific date. This is done in the Settings for that content. If the content has already been created, you can adjust the Settings for that content. Otherwise you can set the release controls when the content item is created.
2. Go to the content item and click **settings**.

3. Go to the **Access** tab and select **Advanced** settings
4. Go to the **View Restrictions** section. Setting a **Start Date** and **Time** will release the content on that date and time. If you want the content item to also stop being accessible at a specific time and date, you can set that as well in the **End Date** settings.

> *Be sure that you check the box next to the date and time. If this is not checked, the date and time will not be set.*

5. Click **Save** when you have finished with the settings.



6. The content item now will NOT be released until the set date and time.

	*When working with folders, all settings within the folder cascade to any content items ADDED to the folder after the settings have been done. However, if settings to the folder are made AFTER the folder contains content items, the new settings will not cascade to the items within the folder unless the specific **Cascade Settings** are applied (in the **Access** tab, **Advanced View**).*

	There are several other ways to release content to students: *You can restrict content by Team (see* How to Set Team Access Rights for Lesson Content*).* *You can have content released based upon an action taken by a student, using an Agent (see* How to Release Content Conditionally by Using an Agent*).*

How to Release Content Conditionally by Using an Agent

Releasing Content by Using the Unlock Action

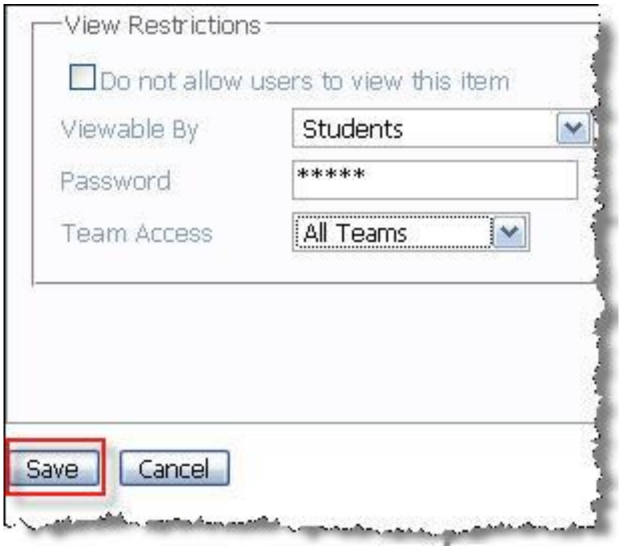
By using an automated Agent, you can release course content based on specific criteria. For example, you could release new content based upon a Drop Box or Assessment grade. This content could be remedial in nature, based upon an unsatisfactory score, or it could open the next module of content based upon the student's score. Another example would be to release content after students have taken a pretest or survey.

One way that content could be released by using an Agent is to "unlock" the content for students meeting specific criteria.

1. To begin, you need to create a **password** for the content to be released. Go to the **Settings** option for the content. In this example, you will be releasing the content in the **Module 3** folder.
2. In the **Access** section, add a **Password**. The characters that you enter will appear as asterisks.

*Beginning the Password with a "**!**" (exclamation point) will hide the content item from the students' view.*

3. Click the **Save** button when you have finished adjusting any other settings.



4. The folder will appear with a small **Padlock icon** on the side when you are in **Course Editor** view.

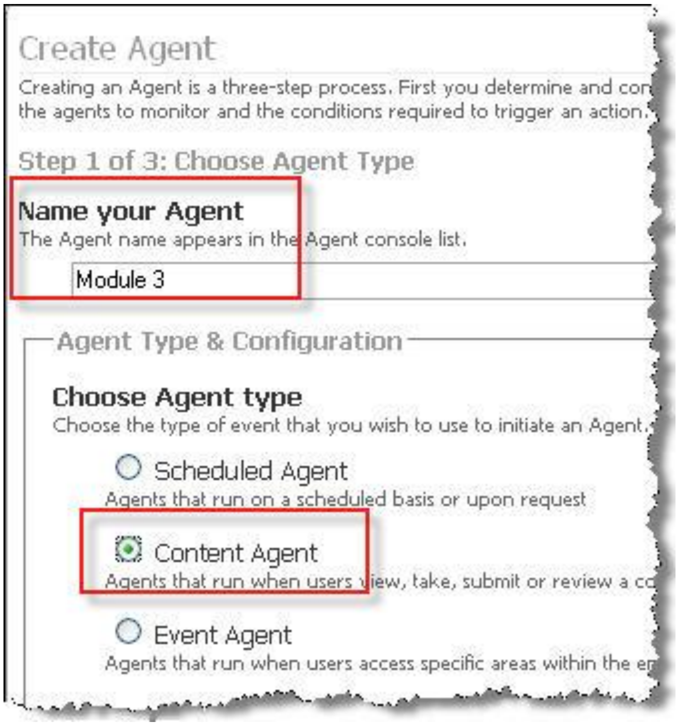
In **Student** view, the **Module 3** folder does not appear.

If you had not used “**!**” as the first character in the Password, the Student view would be similar to the Course Editor view:

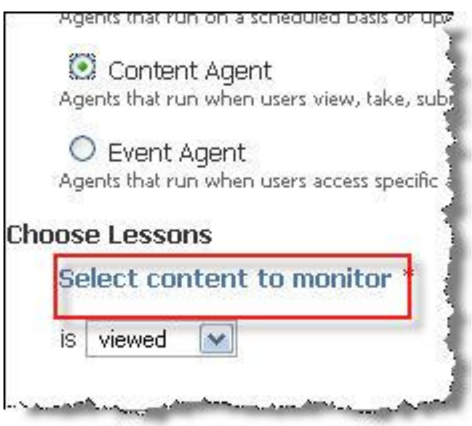
Only the Password will unlock the Module. In Course Editor view, when you roll the mouse over the padlock icon, the password will appear.

5. Go to the **Automate** tab.
6. In **Agents Console** click **Add New Agent**.

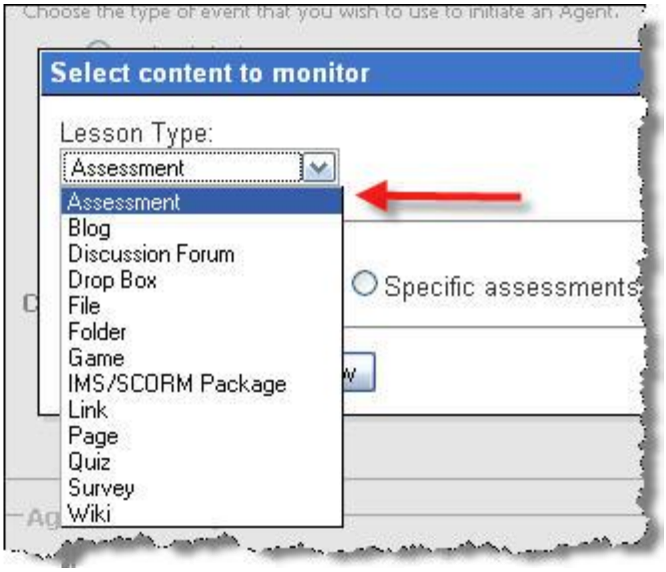
7. Supply a **name** for the Agent that will help you identify it easily, and then choose **Content Agent** as the Agent type.



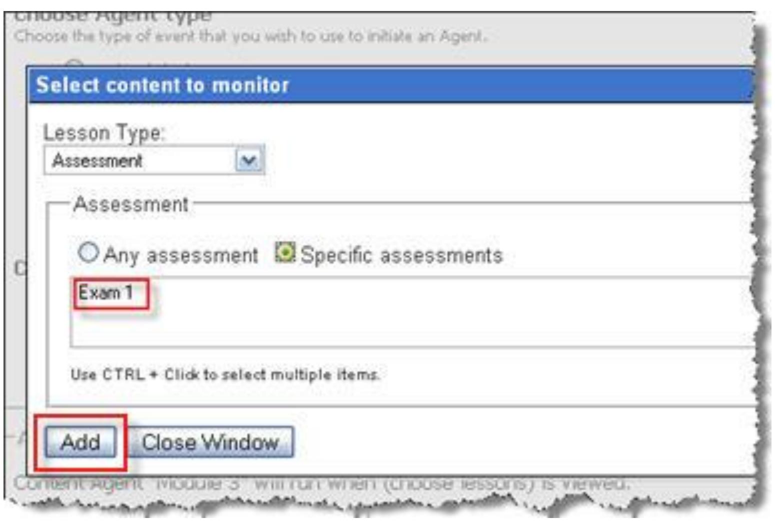
8. Click the **Select content to monitor** link that will appear when **Content Agent** has been selected.



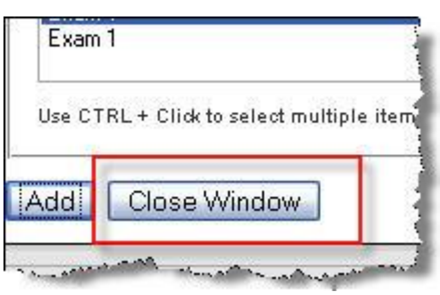
9. Select the **Lesson Type** of content that will be monitored (that is, what type of content item is going to trigger the Agent to activate). In this example, it is going to be an **Assessment**. (Students will have to meet or exceed a specific grade on the Assessment for the content in Module 3 to be available to them.)



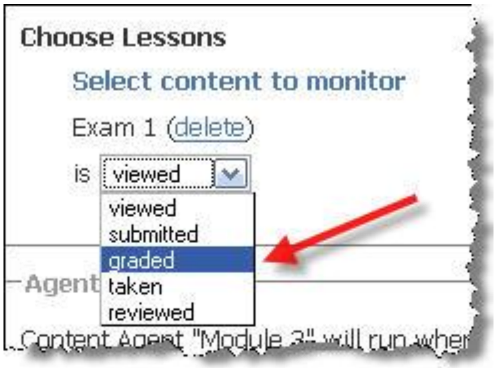
10. Select **Specific assessments** in order to designate the Assessment that will be used for this Agent. In this example, it is **Exam 1** (which is the only Assessment set up in this Course at this point). Click **Add**.



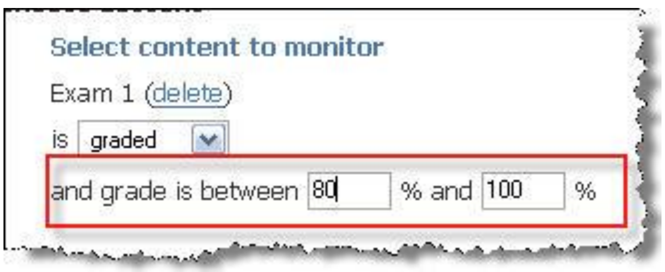
11. Then click **Close Window**.



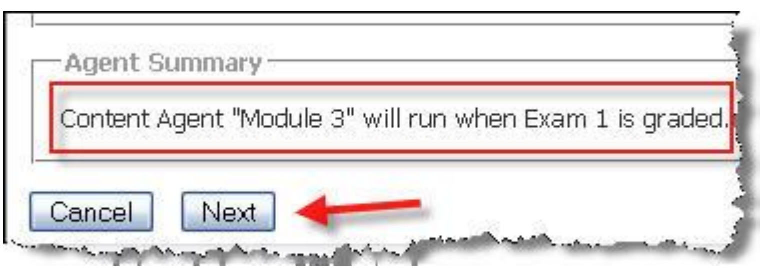
12. You will need to indicate WHEN the agent is to run. Because the specific action will occur based on the grade that the student receives, the choice here is **graded**.



13. Because **graded** is chosen, more options will appear so that you can set the criteria for the content to be available. In this instance, you want the Module 3 content to appear if the student receives a grade of **80%** or more.



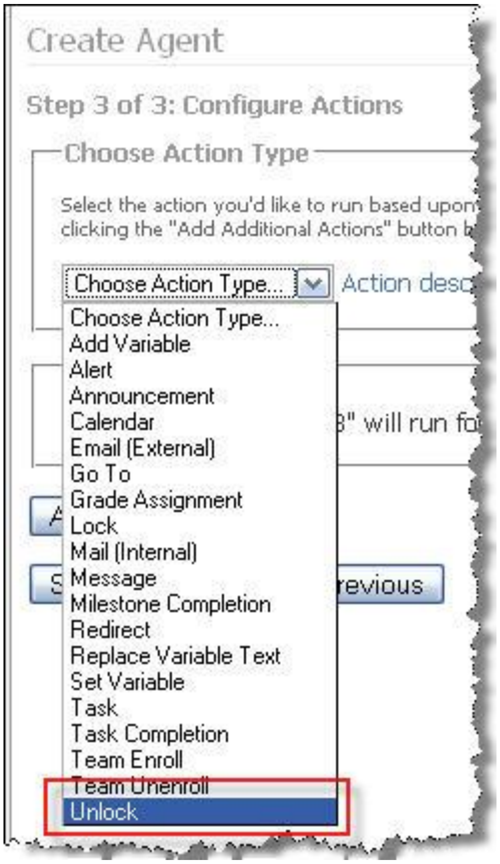
14. The summary for everything that so far has been set up for the Agent will now appear at the bottom of the screen. Click **Next** to continue.



15. The next screen allows you to select which users would be included within the Agent. In this instance, you want all users to be included, so you will NOT make any changes in this section.

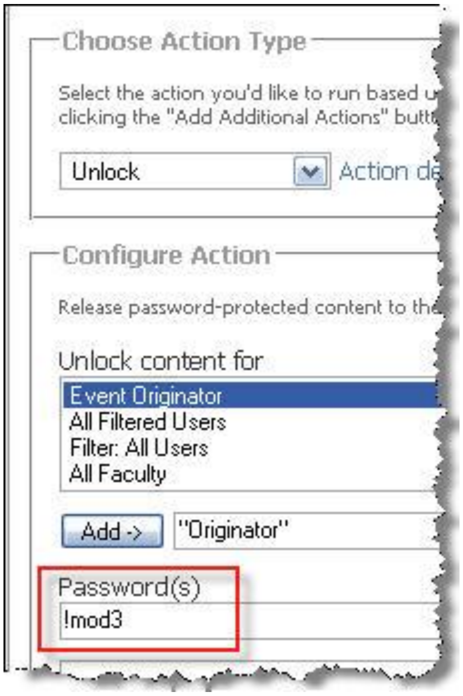
16. A summary for the Agent will be displayed at the bottom of the screen. Click **Next** to continue.

17. On the following page, you will designate the action that is to occur if a student scores a grade between 80% and 100% on Exam 1. You want Module 3 to be viewable by the student; which means you need the password-protected Module 3 folder to become unlocked. Therefore, the action is **Unlock**.



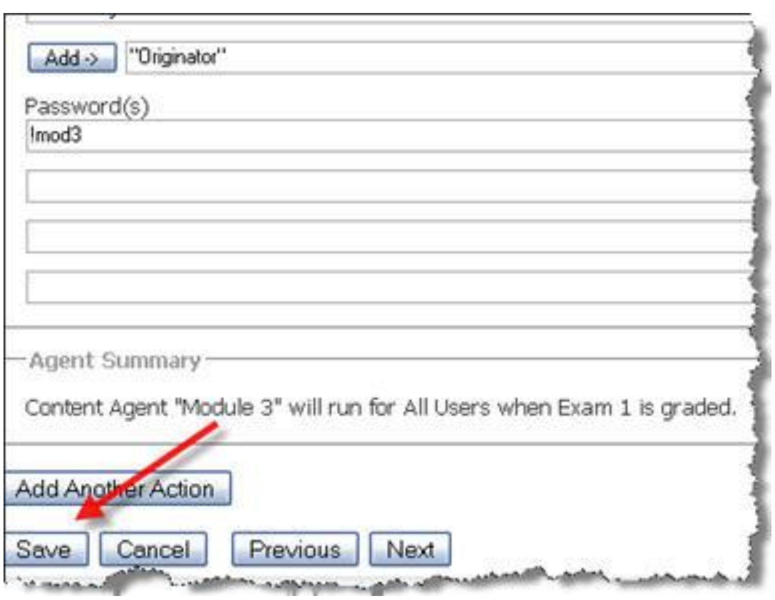
18. Next you need to designate which users are to have access to the content (that is, have the content "unlocked"). Select **Event Originator** as the user. This means that any person that triggers the "event" (which is achieving a score of 80% or better) is to be included. (That is, this isn't just limited to users on a particular team.)

19. Finish this section by putting supplying the **Password** that will unlock the Module 3 folder.



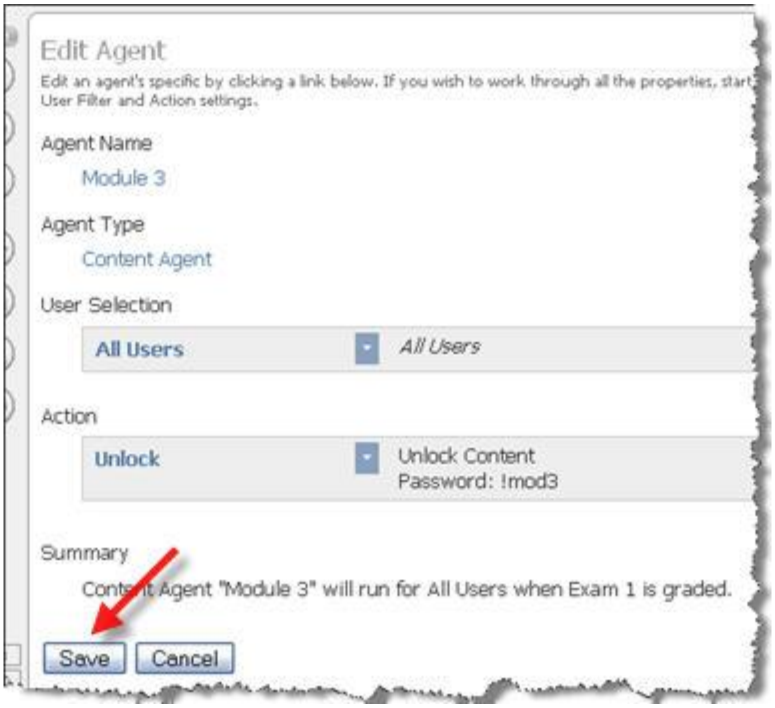
If you forget what the password is, remember that you only have to roll the mouse over the Padlock icon for the content item and the password will appear!

20. The summary appears at the bottom of the page. Click **Save** to complete the procedure.



> *You could add more than one password if you had several content items to be released based on the action set.*

21. The final page allows for any changes to be made. Click **Save** to activate the Agent.



22. The Agent has now been added to the **Agents Console**.

> *This same procedure could be used to open remedial content by setting different grade criteria and unlocking other content items.*

How to Post a Grade for a Survey by Using an Automated Agent

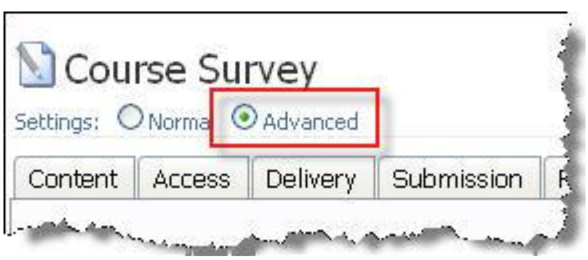
Sometimes Instructors want to give students a specific grade for completing a survey. Since surveys are not “graded” the same as an Assessment (that is, there are no correct or incorrect answers, so the student does NOT receive a score that will be automatically recorded in the Gradebook), this can pose a problem. There are some manual solutions; for example, the Instructor can check the Reports for the survey to see who has completed it, and then record a grade in the Gradebook. However, you can also create an Agent that will automatically submit a grade to the Gradebook for every student who submits the survey.

Create the Survey Assignment

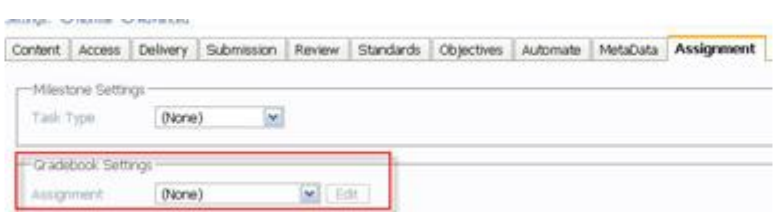
1. Create the Survey (**Lessons > Add Content > Survey**) by completing all sections in **Settings** as needed except for the Assignments section.

> *See* How to Create a Survey *for instructions on creating surveys.*

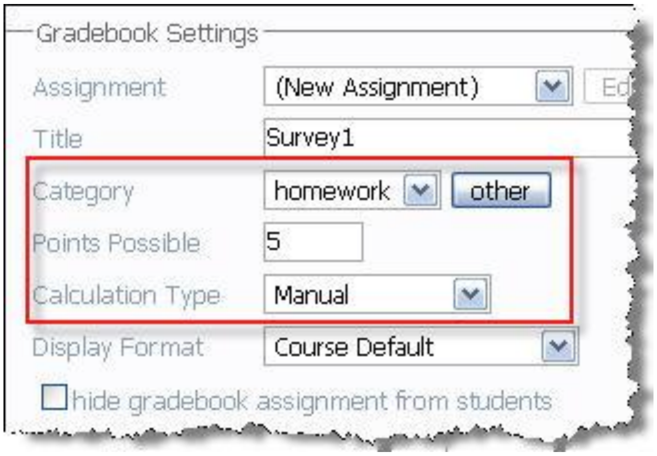
2. Ensure that you are in the **Advanced Settings** view.



3. Go to the **Assignment** section. You will be working with the **Gradebook Settings**.



4. Using the drop-down menu for **Assignment**, select **New Assignment**.
5. Add a **Title**, select the correct **Category** for the Assignment, and designate the point value (**Points Possible**) for the Assignment. This is the grade that each student submitting the survey will receive. Set **Calculation Type** to **Manual**.



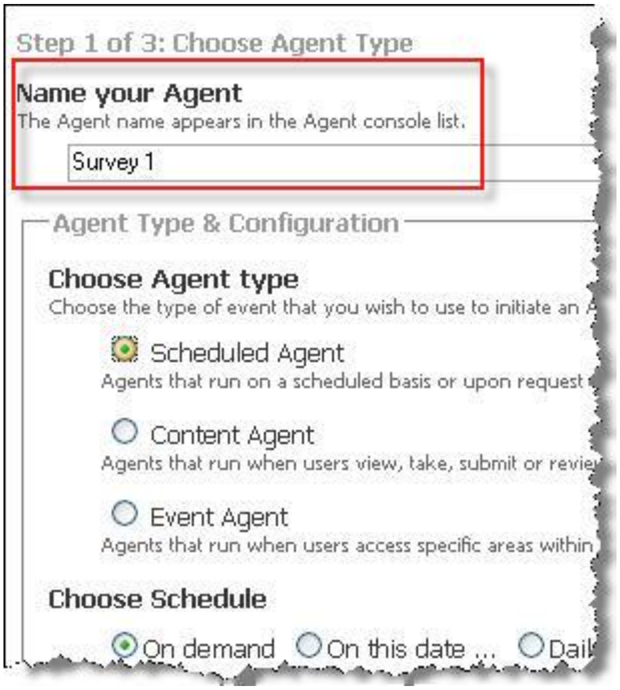
Keep the Title for the Assignment short, since this will be the label that will display in your Gradebook. It will make this Assignment easier to identify since longer titles will be truncated in the Gradebook view.

6. **Save** your settings.

Create the Automated Agent

1. Go to the **Automate** tab to access the **Agents Console**.
2. Click **Add New Agent** to begin the process.

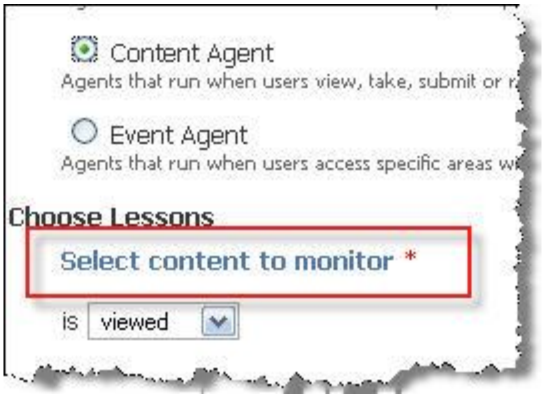
3. The first step is to **Name your Agent**. In this example, it is **Survey 1**.



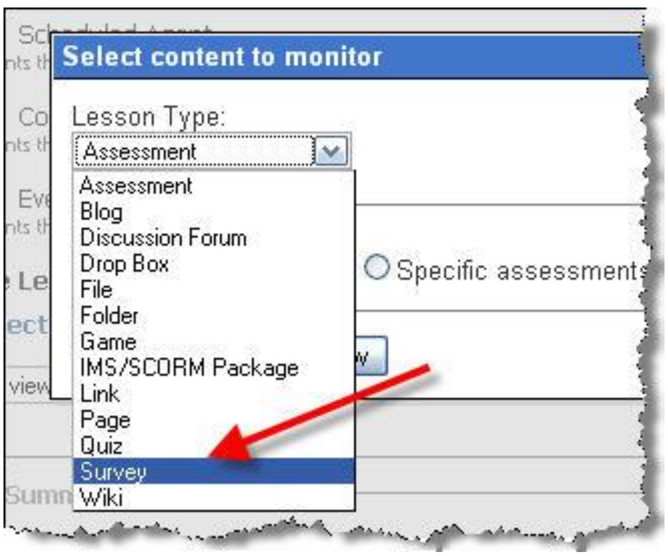
4. Select **Content Agent** as the **Agent type**.

Content Agents will work on content items in Lessons. These are items that are viewed or reviewed (files, folders, and all content within them), taken (surveys or tests), and/or that require a submission (Drop Box, discussion post, survey, and tests).

5. Notice that new choices will now display beneath the selected Agent. Click **Select content to monitor** to designate the content item that will be used for this Agent.



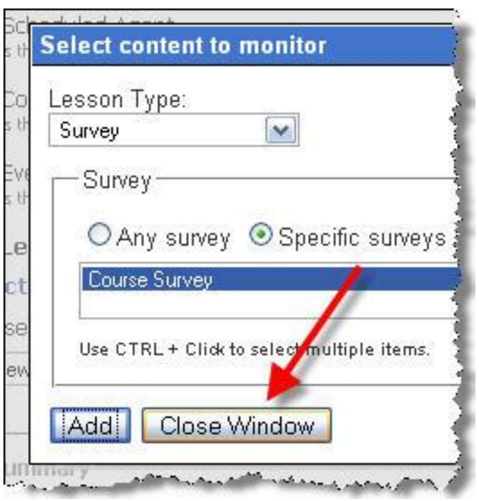
6. A new window will appear. First select the **Lesson Type** from the drop-down list. In this case, the item is a **Survey**.



Notice all the different content items that could be selected, including items that are not normally graded within the content item, such as files and folders. This same procedure could be used to assign a grade for viewing a file, link, web page, and so on.

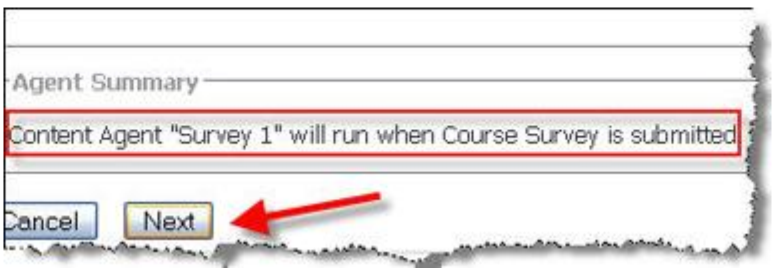
7. Select **Specific surveys**, then **click** on the survey to be graded (in this case, there is only one to select from), and then click **Add**.

8. Click **Close Window** to continue the process.



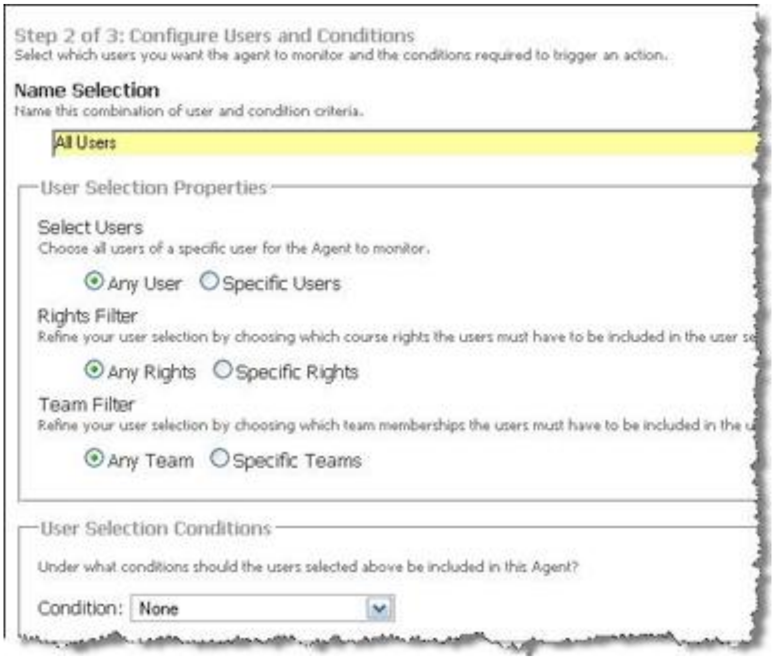
9. Now that the survey has been selected, you need to indicate at what point the Agent will run. In this case, you need the Agent to run when the survey has been **submitted** (that is, students will receive the grade when they submit the survey).

10. The summary at the bottom displays the criteria that have been so far set up at this point of the process. Click **Next** to continue.



11. The next screen defines to whom the Agent will apply. In this case, you want it to apply to all users and do not need to designate any specific criteria. Therefore, do NOT make any changes on this screen.

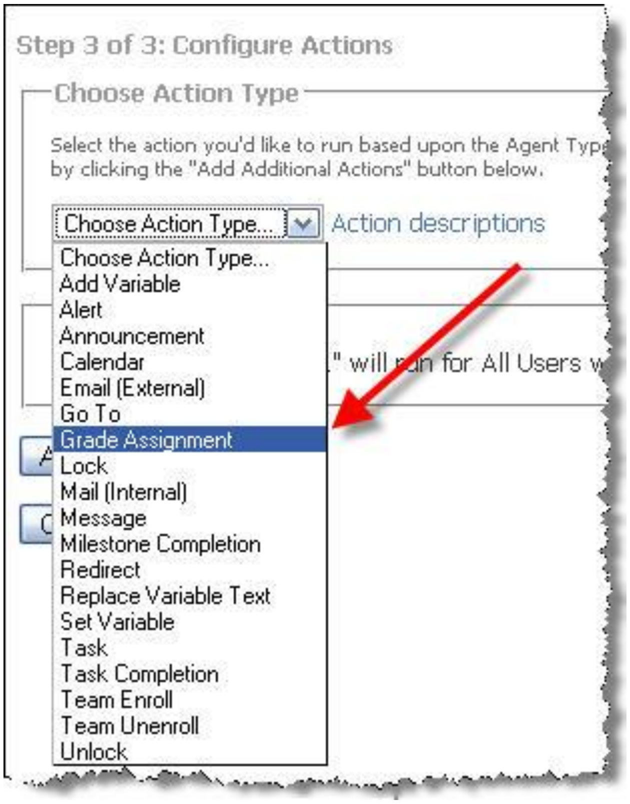
There are several ways that user criteria can be set up. Users could be restricted to specific users, or users with only student rights (for example), or only users on specific teams. Because you have already set up the only condition needed (survey submission) and it pertains to all users, you do not need to define that further.



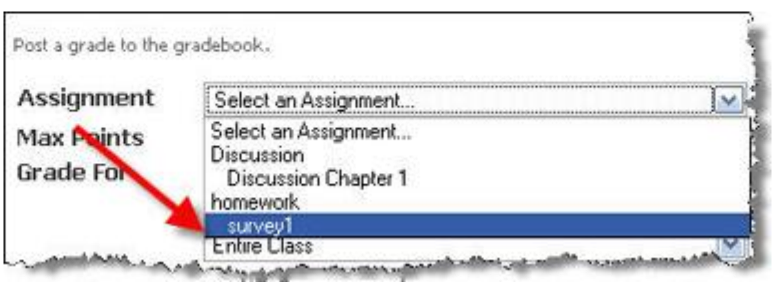
12. The bottom of this screen summarizes the criteria selected up to this point. Click **Next** to continue.

There is an option to define more than one user criteria (Add Another User Selection). This is not necessary in this case, but might apply to other situations.

13. On the next screen, designate the action to be taken when the Agent is run. The **Action Type** needed is **Grade Assignment**.

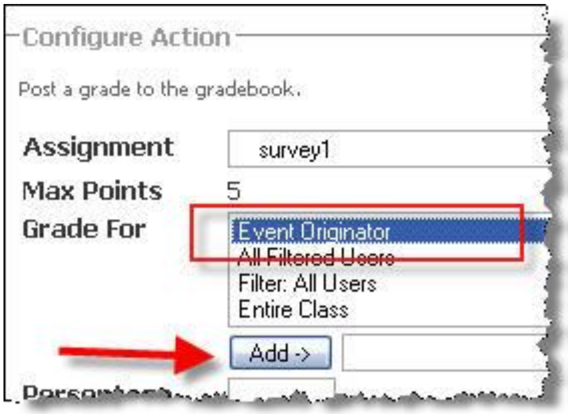


14. Selecting this action opens up other criteria that need to be designated. First, **select** the survey that is to be graded.



> *The Assignments displayed here are those that have already been set up, either by creating Assignments in the Gradebook itself or when creating the content item. If you had not set up the Assignment when creating the survey, you could have set it up as a new Assignment in the Gradebook.*

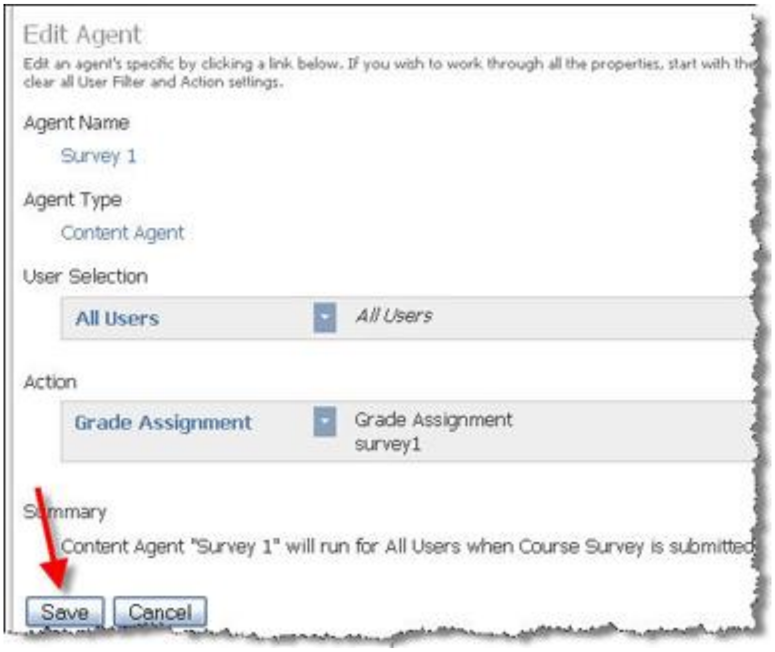
15. Next, fill in the other information about the Assignment. The point-value (**Max Points**) for the survey was already designated when setting up the survey. **Grade For Event Originator** means that each student who triggers the Agent (by the "Event" which is submitting the survey) will receive the grade. Click **Add** to continue.



16. Finally, **complete** the other information about the Assignment. The choices here indicate that everyone (100%) who submits the survey will receive the full points as well as the comment. The **Locked** box is checked to prevent any grades from being overwritten.

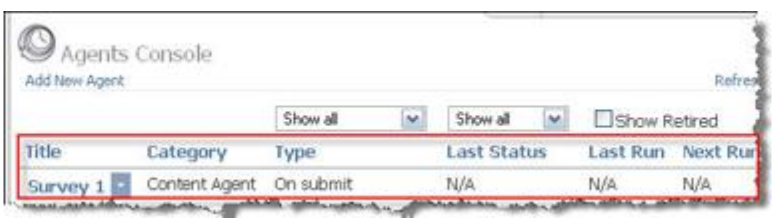
17. Click the **Next** button to continue to the final section. Note that there is an **Agent Summary** of all criteria selected.

18. On the following screen, you will be able to review all settings and edit any as needed. Click **Save** to complete the process.



If **Agent Type** is edited, the entire process will need to be redone, as the other Agent types require a whole different set of criteria.

19. Returning to the **Agent Console**, you can see that the Agent is now ready to run when students submit their surveys. To ensure that this works, try taking the survey yourself and then check the grade in the Gradebook.



The grades will NOT display in the results for that survey (**Utilities > View, Grade, Delete Submissions**: see example). They will ONLY appear in the Gradebook.

Course Management Tasks

This section contains procedures to help you in the management and maintenance of a course. It includes such things as grading, setting up calendar items, using course mail, adding announcements, and creating course back-up.

Understanding Course Rights

How to Customize Tabs

How to Create a FAQ (Frequently-Asked Questions) Section in a Course

How to Check Student Activity Within a Course

How to Add or Remove a Student from a Course

How to Post an Announcement

How to Add Assignment Dates to the Calendar

How to Link to Content Items from a Calendar Event

How to Set Up Live Chat

How to Set Mail Privileges Within a Course

How to Create Folders in Course Mail

How to Share and Edit Files Among Multiple Users

How to Use the HTML Editor: Changing Fonts and Colors

How to Backup a Course

How to Activate/Deactivate a Course

How to Archive and Export a Course

How to Populate Course Content into a New Course Shell

How to Use the Copy Course Wizard to Copy Content from One Course to Another

Understanding Course Rights

Within any course or group, there are several access levels with rights that can be customized. Using different levels, the Course Editor or Administrator can limit access to specific content items as well as allow certain levels to perform specific functions. Some of the limitations are set by the system, and others can be changed by the Course Editor.

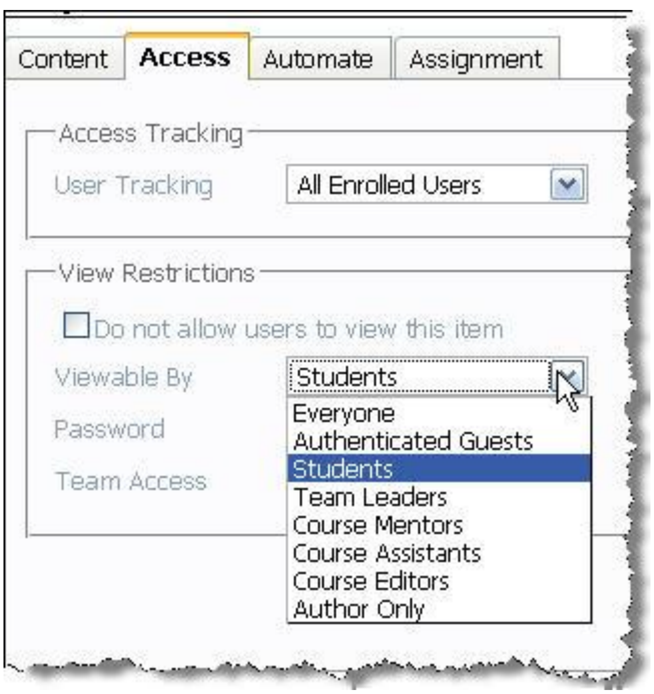
Course rights are set when users are enrolled into a course. The following rights can be assigned (these are listed from the lowest to highest access levels):

- **Authenticated Guest**
- **Student**
- **Team Leader**
- **Mentor**
- **Course Assistant**
- **Course Editor**.

How You Can Limit Access in a Course

You limit access for different access levels by using specific settings within different sections of the course; for example, **Content Items**.

1. Within the **Access** settings of all Content Items, you can specify who can view the item in the **Viewable By** field.



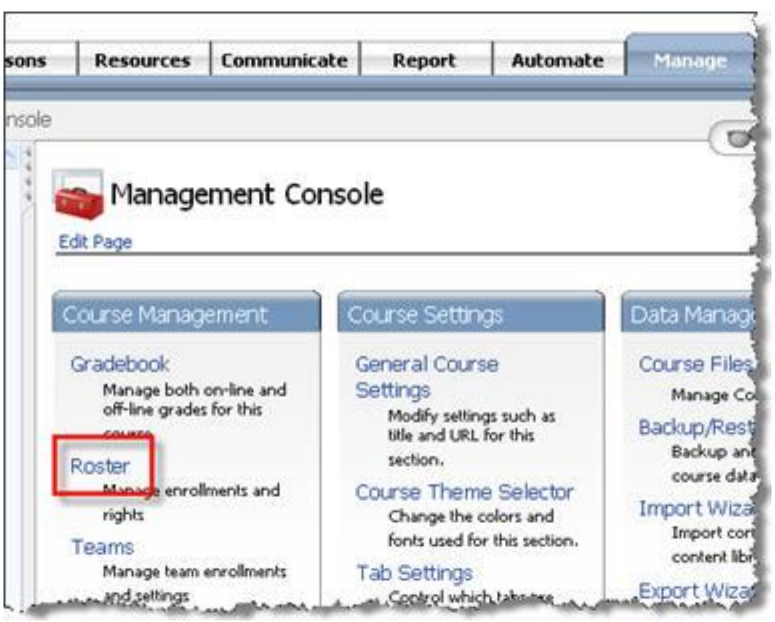
2. You can limit Access to different sections in **Manage > Tab Settings**. This allows you to designate the minimum rights needed to have access to the sections.

3. . Go to **Manage > Tab Settings**.

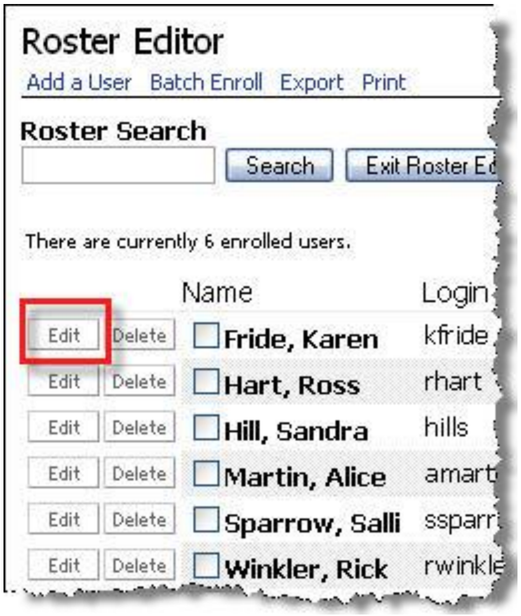
4. On the next page, use the drop-down list for each tab setting to designate the MINIMUM rights needed to access that section.

In this example, anyone can view the **Home** (**Course**) page. The minimum rights for the rest of the sections are: **Students/Members** (**Calendar**, **Resources**, **Communicate**, **Report**); **Course/Group Editors** (**Automate**); or **Course/Group Assistants** (**Manage**).

5. You can further limit the rights of any particular user by editing their permissions. Go to **Manage > Roster**.

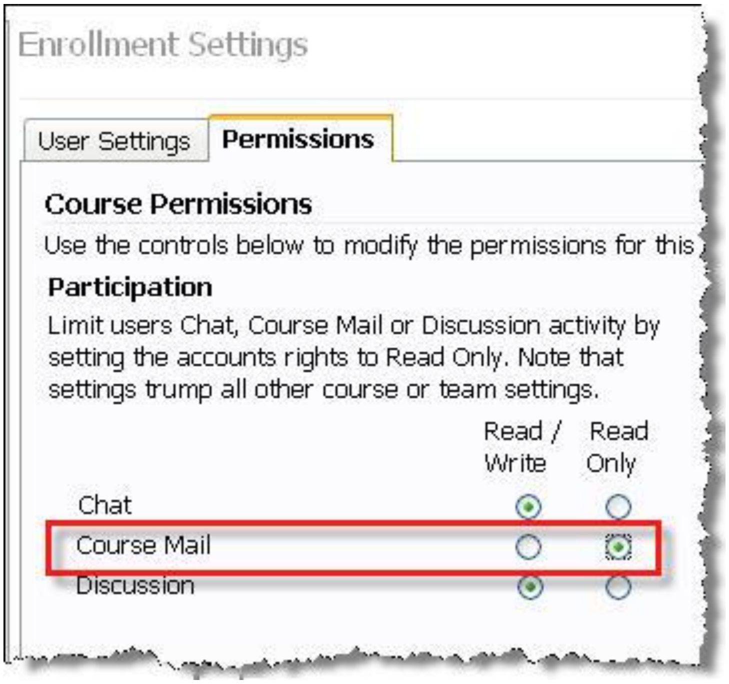


6. Click the **Edit** box next to the user whose permissions you want to change.



7. On the next page, click the **Permissions** tab.

8. The next screen will allow you to change some settings. It will not allow you to give any permissions that are not within the access rights for the level of the user. Click the **Save** button at the bottom of the page when you are finished.



Authenticated Guest

An Authenticated Guest is someone who has been authenticated through the ANGEL system (that is, someone who has a User account on the ANGEL site) and who was either enrolled into the Course and assigned that right, or entered the Course through the Search tool (**Find Course**). This level has very limited access rights. An Authenticated Guest cannot view any Student or Instructor tools, and can only view content items that are made viewable to either Everyone or Authenticated Guests.

You might use Authenticated Guest rights for someone that needed to see certain portions of the Course, but was not a student in the Course.

For example, this level could be used to show the **Course** to someone from another institution. You could allow Authenticates Guests to see some of the content items, but not allow them to view any discussion forums or any other sections where student names might be revealed.

If you want the Course to be accessible to either Anonymous (unauthenticated) or Authenticated Guests, you need to set Guest Access *to either Anonymous or Authenticated Guest in* ***Manage > General Course Settings > Access****.*

Student

Most of the enrollees in the Course will have Student rights. Students normally have Access to the Course, Calendar (if used), Lessons, Communicate, and Reports sections. They only have access to their own grades.

Team Leader

This designation would have the same Access rights as Students. You can restrict any content items to this Access level and above by designating **Team Leader** as the minimum **Viewable By** level in a content item setting. A Team Leader would not have any editing rights or Access to grading.

Mentor

This level also has the same Access rights as Student and might be used for a Librarian or Preceptor who does not need grading or editing privileges. As with the Team Leader, you could restrict certain content items to be accessible only to this level and above by designating **Mentor** as the minimum **Viewable By** level in a content item setting.

Course Assistant

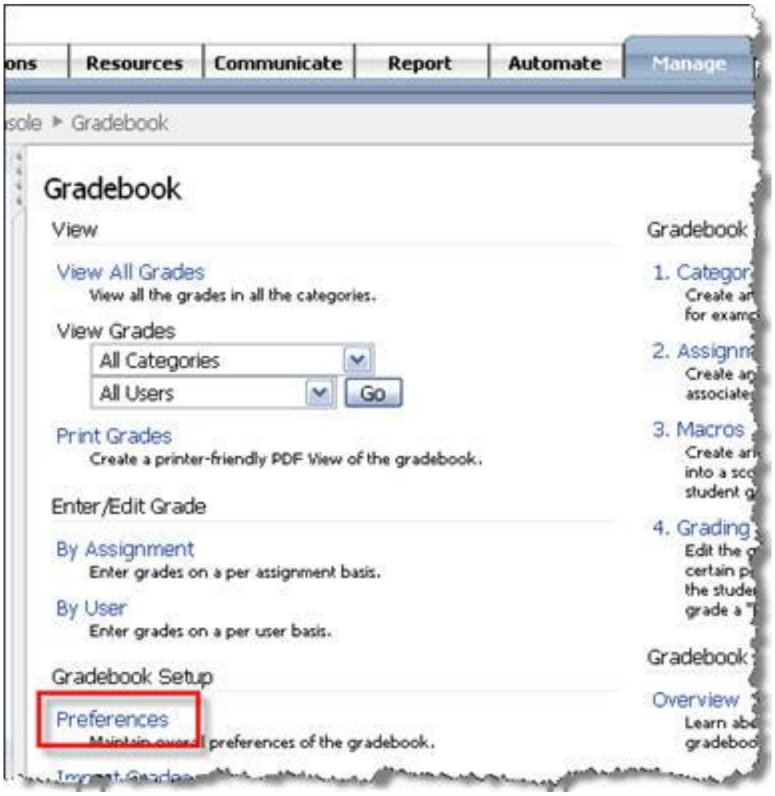
This Access level would be reserved for Teaching/Graduate Assistants or other course members who need to be able to grade and/or take attendance. It does not allow for editing of content. They normally have access to the Manage tab as well as the other tabs available to Students. Within a content item, they have access to the Reports and the Utilities options.

If the Course Assistant only has responsibility for a specific group of students and not the entire class, you can restrict them to only grading that group.

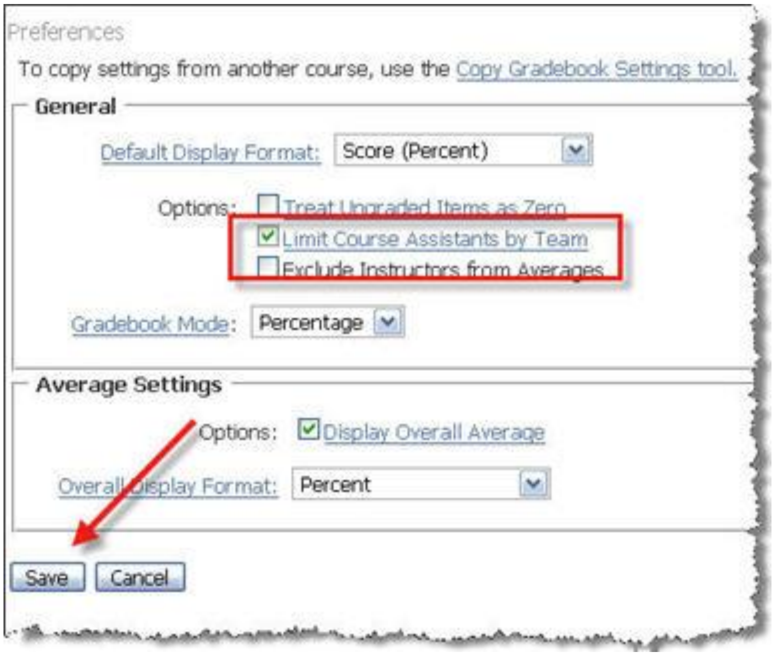
1. Create a team with a group and its assigned Course Assistant as members.

See How to Create Teams *for more information.*

2. Go to **Manage > Gradebook > Preferences**.



3. On the next page, check the box next to the **Limit Course Assistants by Team** option, and then click **Save**.



Course Editor

This level has the full Access rights and can also set the Access rights for other Course users. Course Editors have full editing rights within the Course and can create Agents. As with the other levels, some content items could be restricted by limiting it to users at this level. This is the level that is typically assigned to course faculty.

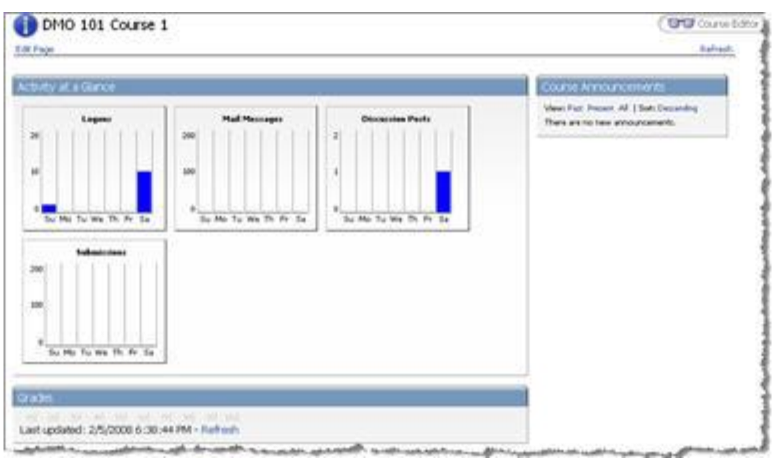
How to Customize Tabs

There are several options that can be used to change the way that the tabs display. You can choose which tab should be active when a user enters the Course, you can rename a tab, and you can delete a tab from a user's view if it is not being used in your Course.

> *If you change the display of the tabs, you need to advise the users within the Course that these changes have been made to avoid any confusion, especially if these changes only pertain to your course(s). Users may be accustomed to the normal tab display and will need to know where they can find components within the course. They may also be confused if they are referring to tutorials that use the default names.*

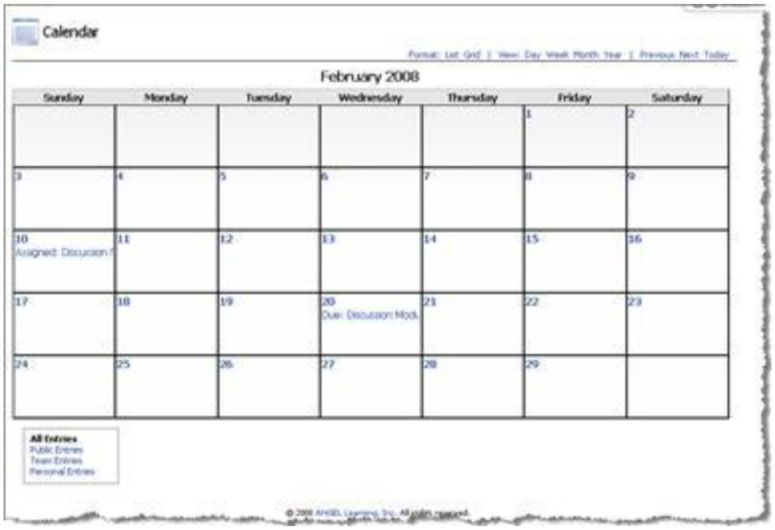
The default Student view of any course contains only these tabs: Course, Calendar, Lessons, Resources, Communicate, and Report.

The Course page is like the course Home Page. By default, it contains the following nuggets: Activity at a Glance, Course Announcements, and Grades.

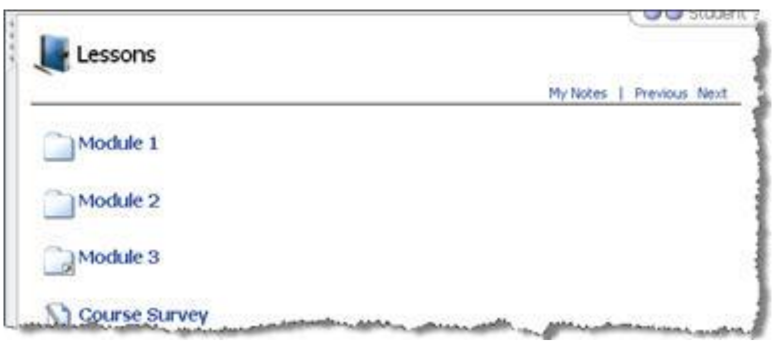


> *See* How to Customize the Course Page *to learn how add, delete, and rearrange components (called "nuggets") on this and on the Resource and Communication pages as well.*

The Calendar Page contains the Course Calendar.



The Lessons Page is where the course content, activities, and assessments are placed.

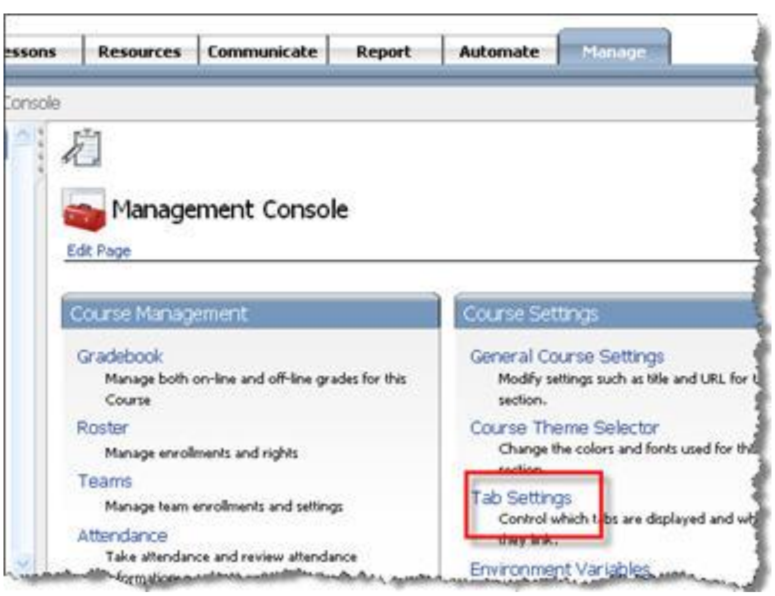


The Resources Page contains the Course Syllabus, links to Wikipedia® and Google® Search, Course Resources, and Institutional Resources. This page can be edited to have nuggets both added and deleted, as well as rearranged.

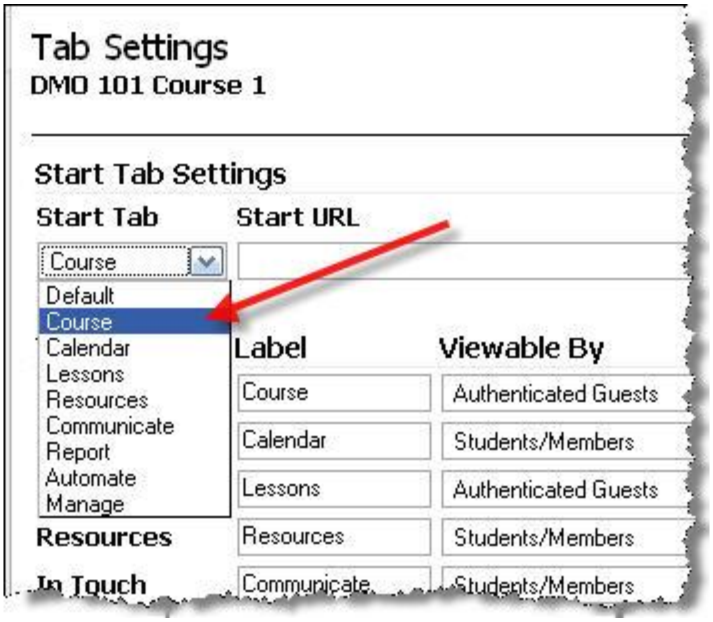
The Communicate page contains the Course Mail, Course Roster, and Course News and Announcements nuggets. It also can be edited and customized.

The Report tab opens the Reports Console. This allows students access to their grades, reports pertaining to their activity within the course, and also their milestone completions.

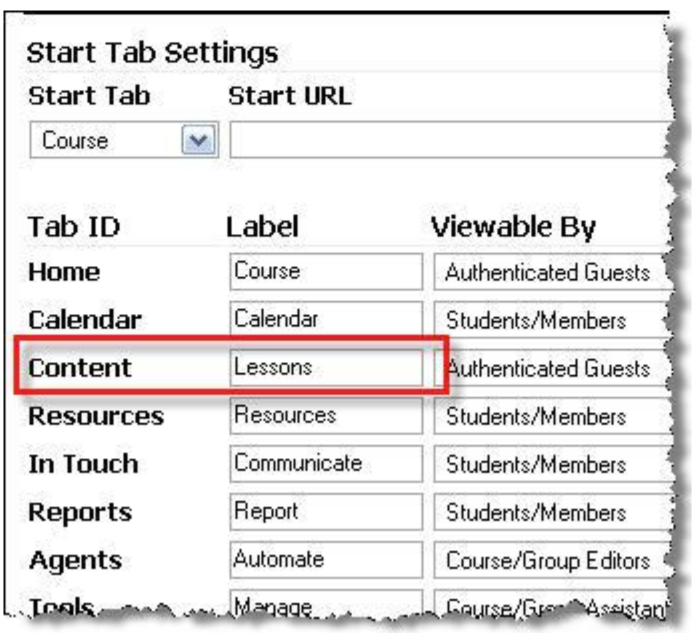
1. To customize the tabs, enter the Course and go to **Manage > Tab Settings**.



2. The first option on the **Tab Settings** page is to determine what page will display when users enter the Course. This is the Course page by default, but can be changed by using the drop-down list to specify a different page. In this example, you will leave the opening page to be the **Course** page. You do NOT need to designate anything in the Start URL field.

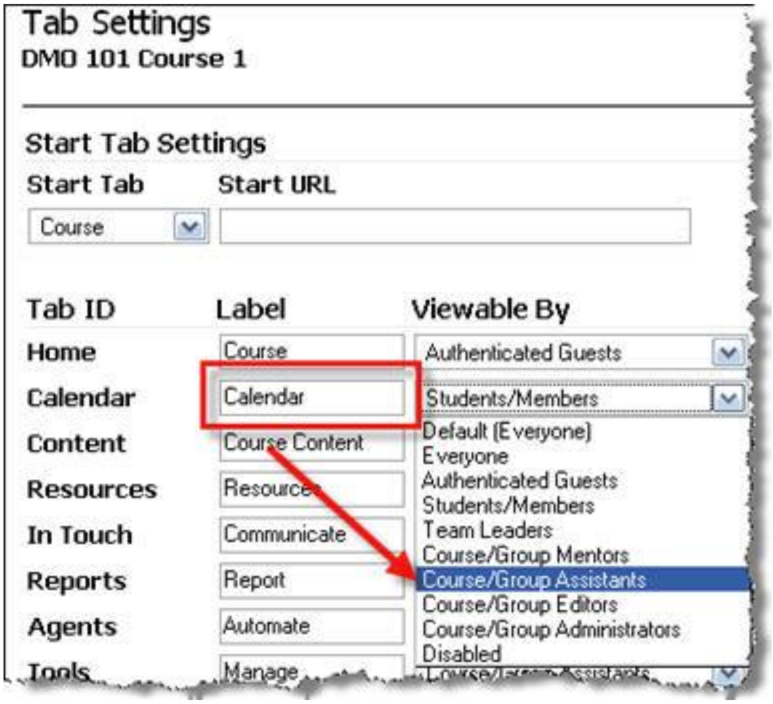


3. Beneath the **Start Tab Settings** section, each tab is listed followed by a **Label**. The "Tab ID" is the name that the ANGEL database uses to denote each tab. The Label is the "name" that displays for each tab. This can be changed for any of the tabs by putting a different name in the text box associated with the tab to be changed. The **Content** tab is identified with the Label **Lessons**.



For this example, you will change that name to **Course Content**.

4. The Viewable By column determines what Rights users need to have to access each of the pages. To change a tab so that students will not see it, you can either change the Viewable By to **Disabled** or to a level higher than Student. In this example, you will delete the Calendar from student view (because it isn't being used in this Course) by changing the **Viewable By** setting to **Course/Group Assistants**.



⚠	*Be very careful in designating any tab setting as **Disabled**, since that setting will remove it from everyone's view – including the Course Editors! If you should happen to disable the Manage (Tools) tab, you would be unable (as Course Editor) to access the Manage page. (If you happen to disable any other tabs, you can still change them again by going back to the Tab Settings editor in Manage – but you could not do this if you no longer have access to the Manage tab!)*

5. The URL fields are only used if you are specifying a different location for any of the tabs, in which case you would input the **URL** for that location. Click **Save** to continue.

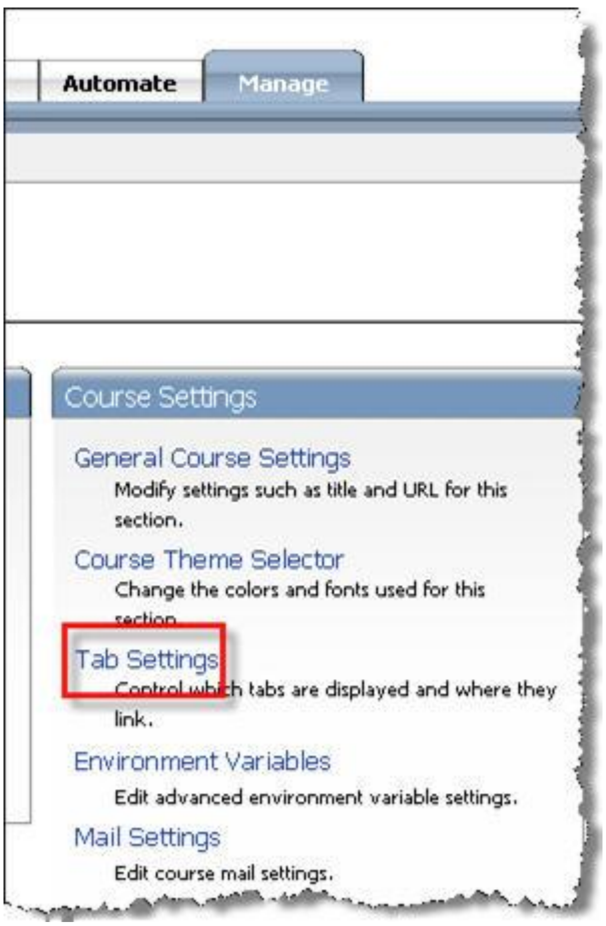
6. The Student view now does not have a calendar and the Lessons tab is changed.

How to Create a FAQ (Frequently-Asked Questions) Section in a Course

One user-friendly way to supply information about a course and answer questions that you anticipate students will have is to create a **FAQ** section. This involves first adding a new tab called FAQs, creating the web page for the section, and then linking the web page to the new section; so that when the student clicks on that tab, the web page of information will appear.

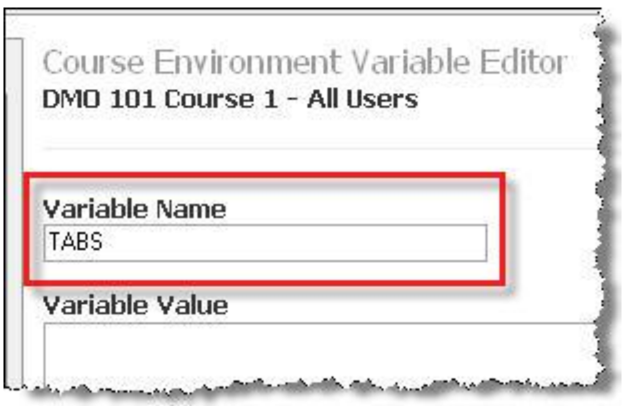
> *Only ONE page can be linked to a new section. If you need to have multiple pages, consider creating a web page as a "menu" for the other pages and then linking to those pages within that page.*

1. For adding a new tab: Enter the course to which you want to add the FAQ section and go to **Manage > Environmental Variables**.



2. On the next page, click **Add a Variable**.

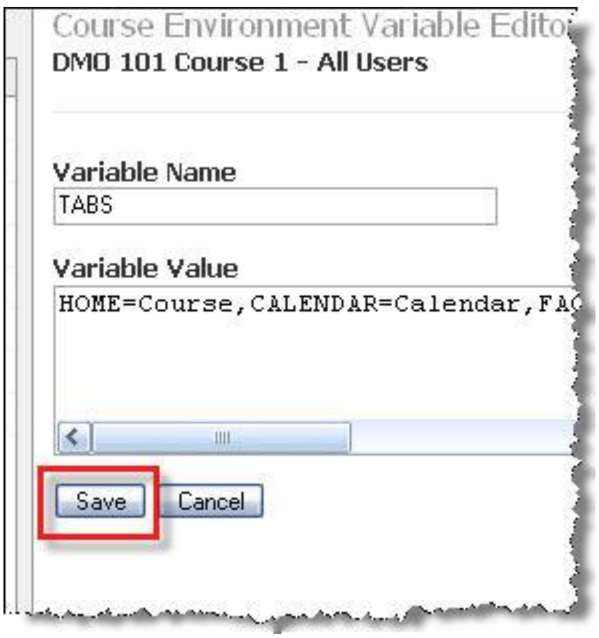
3. The **Add Variable** page will appear. Enter **TABS** as the **Variable Name**.



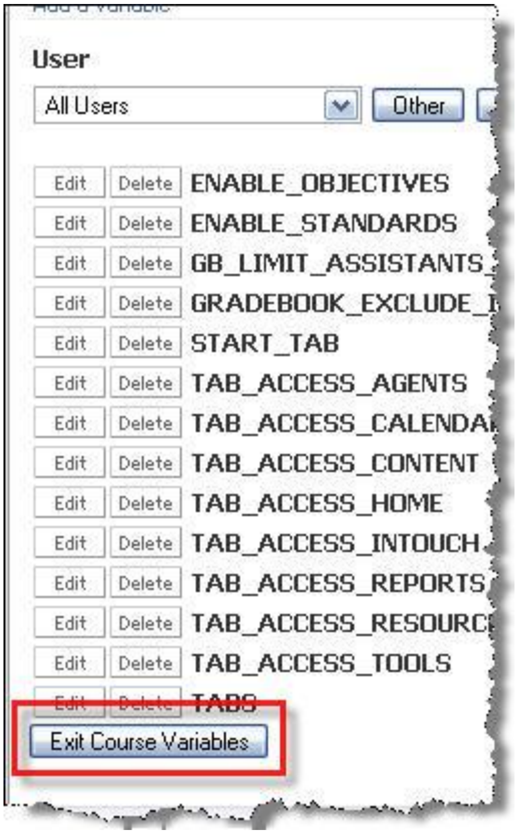
4. For **Variable Value**, carefully add the following exactly as it is written here: **HOME=Course,CALENDAR=Calendar,FAQ=FAQs,CONTENT=Lessons, RESOURCES=Resources,INTOUCH=Communicate,REPORTS=Report, AGENTS=Automate,TOOLS=Manage**

In this example, FAQ=FAQs is the tab to be added. The tab name will be FAQs. You can name it something different later in the Tab Settings link within the Manage section. This will put the FAQ section between the Calendar and the Lessons sections. If you want it in a different location, then type the new tab information in the location where you want it to appear.

5. Click **Save** when you have finished.



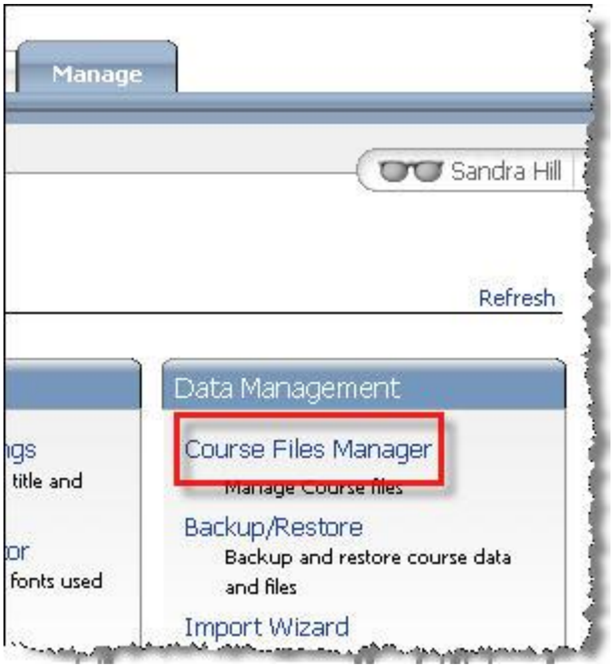
6. When you return to the **Course Environmental Variables** page, click **Exit Course Variables** to continue.



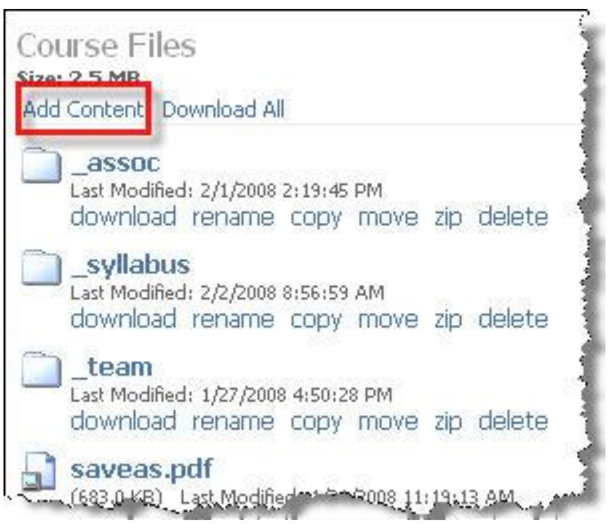
Create the Web Page for the FAQ Section

You will be creating the web page within ANGEL using the HTML Editor. However, you can create the web page using other web editing software and then upload it to the course in the same location where you will create the web page.

7. Remaining in the **Manage** section, click **Course Files Manager**.

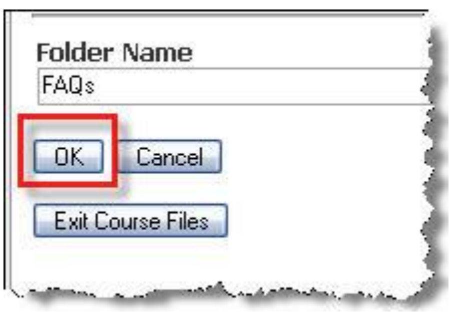


8. Click **Add Content**.



9. On the next page, click **Create a Folder** so that the page and any files linked to the page can be organized within one folder and can be easily located later.

10. Name the folder (in this example, **FAQs**) and then click **OK**.

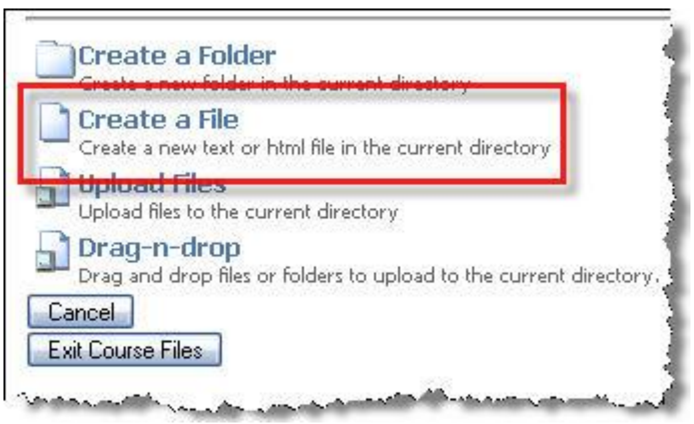


11. The folder is now created. **Click** on it to add content to it.

12. Click **Add Content**.

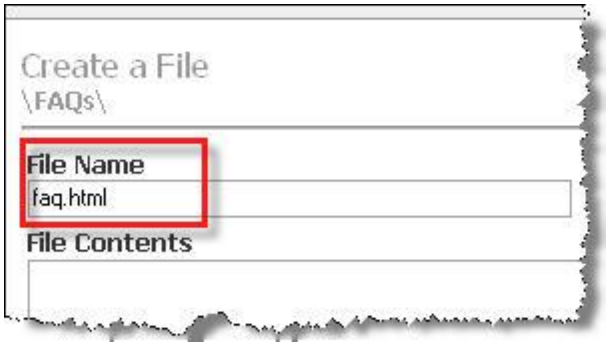
13. Click **Create a File**.

If you had already created a web page to upload, you would choose Upload Files instead. If the web page has links to other documents and/or any images, be sure to upload those also by using either Drag-n-Drop or Upload Files.

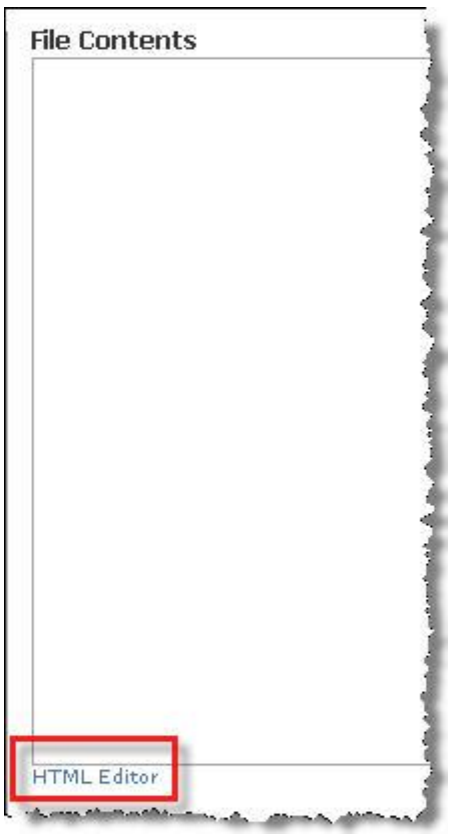


14. On the next page, **name** the file (in this case, **faq.html**).

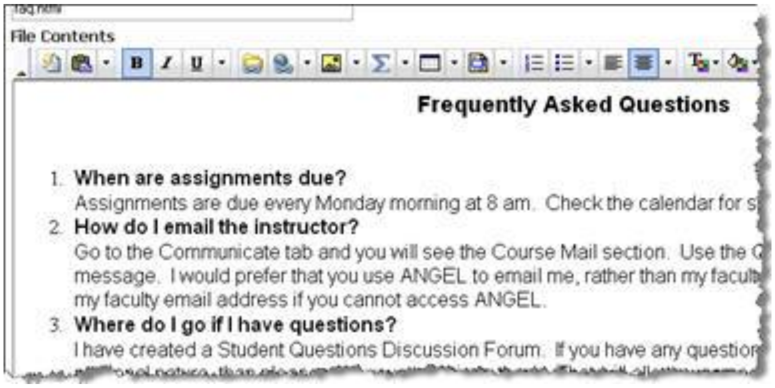
The file name needs to have the ".html" extension on it to identify it as a web page. When naming a file, keep the file name short with no spaces. If you want to use several words for the file name, separate them with "_" (the underscore character) rather than a space.



15. Scroll to the bottom of the **File Contents** window and click **HTML Editor**.

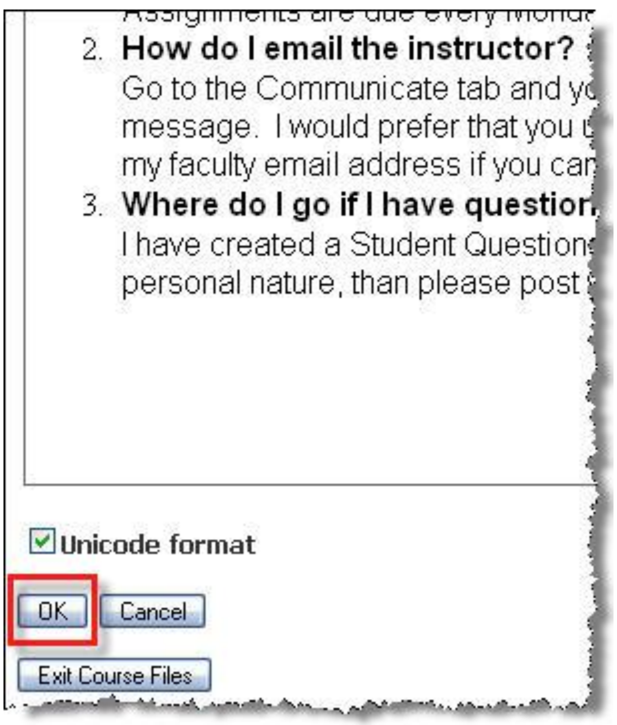


16. The **HTML Editor toolbar** will appear at the top of the window. You can use the toolbar to format your page, much like using a word processor.

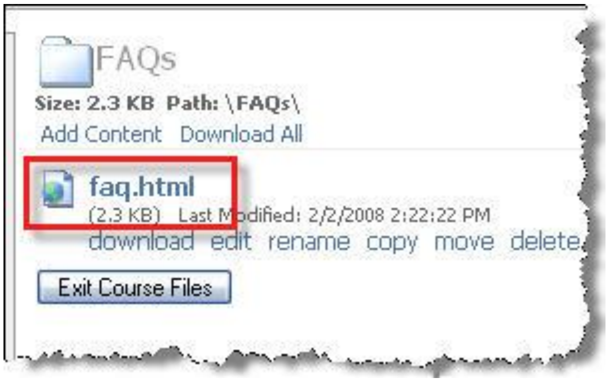


For more information about using the HTML Editor, see the HTML Editor Reference Manual in the Guides section of Online Help.

17. When you have finished developing the page, click **OK** at the bottom of the window.



18. The web page has now been created.



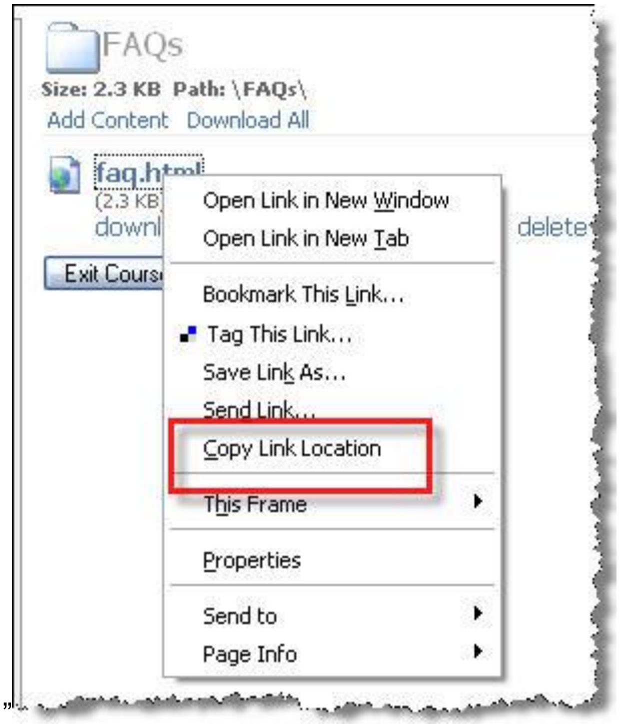
Linking the FAQ Page to the FAQ Section

19. The final step in the procedure is to have the FAQ page that you either created in ANGEL or uploaded into ANGEL appear when the FAQs tab is clicked.

    Within the FAQs folder, as shown in Step 18, do a right-mouse click on the **faq.html** file name. (With a Mac, click and hold.) A menu will appear on the side.

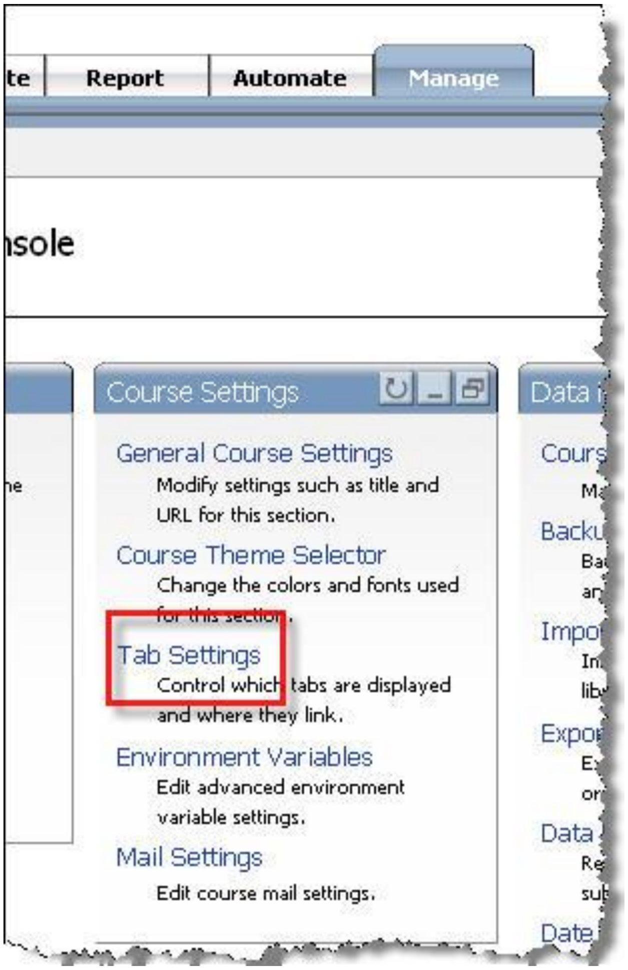
20. If using Internet Explorer, click **Copy Shortcut**.

If using Firefox, click **Copy Link Location**.



21. Click **Exit Course Files**.

22. Staying within the **Manage** section, click **Tab Settings**.

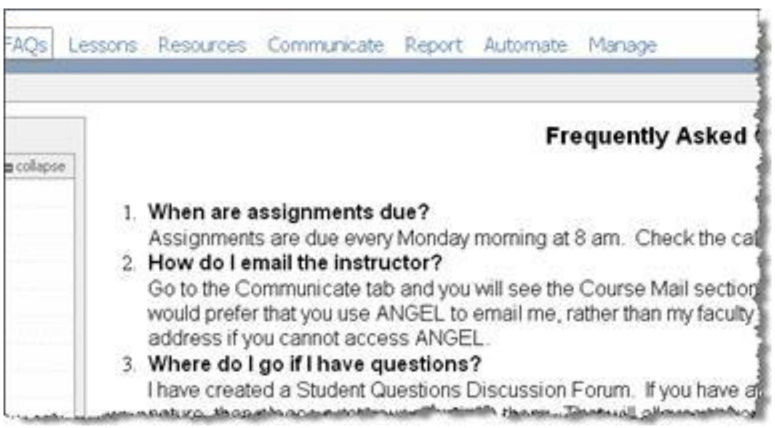


23. At the **FAQs** section, paste the link location in the **URL** column (use **Edit > Paste** from the browser menu, or do a **Ctrl-V**). This will add the file location for the new tab.

If you wanted to rename the FAQs section, you could do that by replacing FAQs with a new name within the Label column.

24. Click **Save** to finish.

25. When the **FAQs** tab is selected, the new page appears.

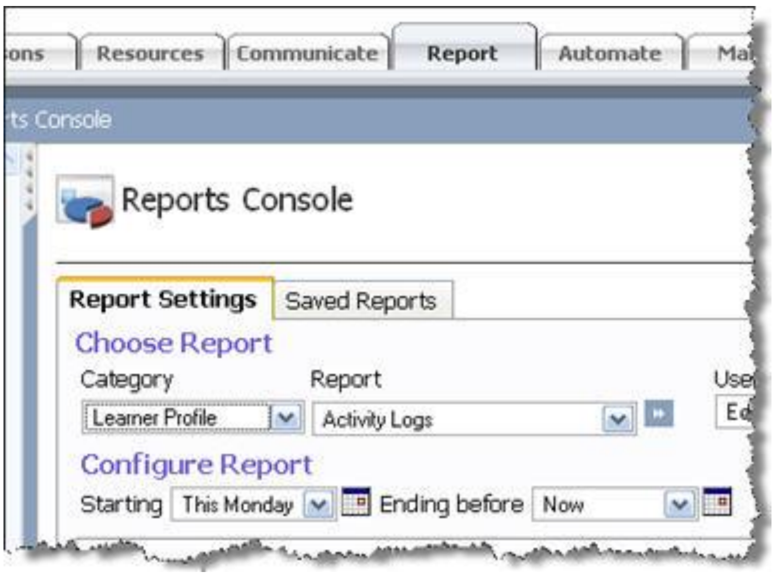


A FAQ page could also be created and placed in a LOR and then linked from that LOR, either as a document within the Lessons tab or by creating a FAQs tab as described above and then linking to the document in the LOR.

How to Check Student Activity Within a Course

There are two main reports that can be used to check student activity within a course. One of the reports generates data about a specific user, while the other one collects data pertaining to a group of students.

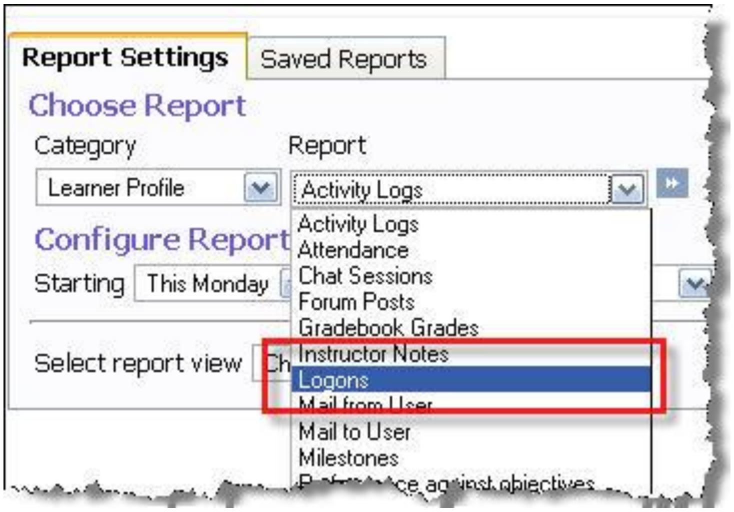
1. Go to the **Reports** tab. This will open the **Reports Console**.



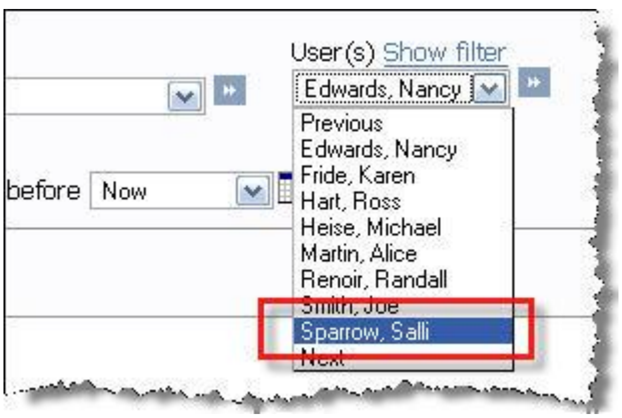
2. Select the **Category** of Report from the drop-down list. There are two different types of reports that might be chosen. You will demonstrate each one. The first one you might select is the **Learner Profile**.

The Learner Profile category will generate a report about a specific user.

3. If you want to find out how many times a specific student has logged on, select the **Logons** option in the **Report** column.

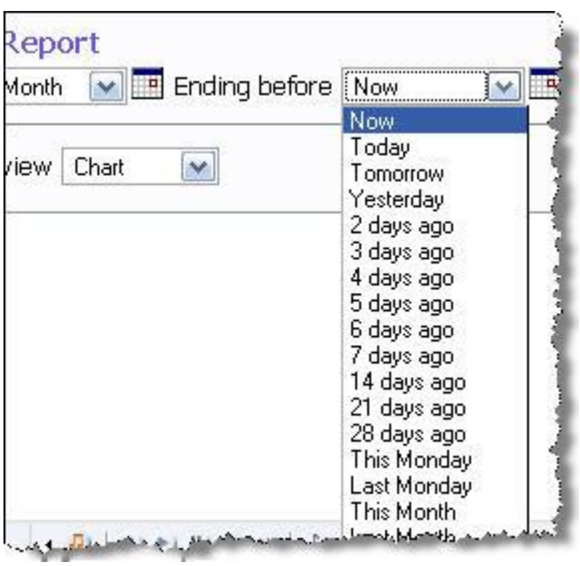


4. In the **User(s)** column, **select** the student whose logons you are checking.

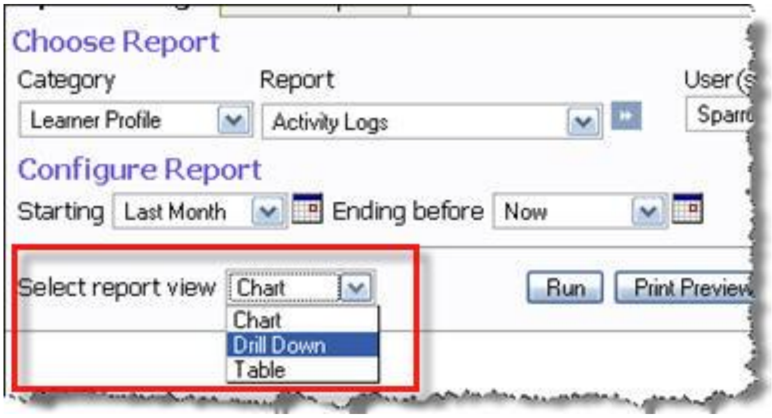


5. The **Configure Report** feature allows you to select the **Starting** day from which the report will begin checking. Note that there are many choices, or you can use the calendar to **select** a specific date.

6. The **Ending before** list will allow you to specify the range needed for the report. In this case, you will leave it at **Now**.



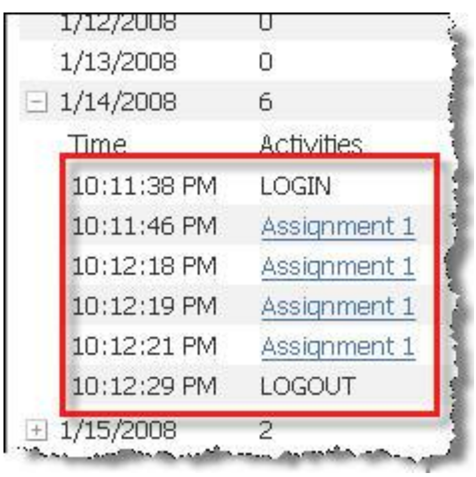
7. **Select report view** allows you to specify how the report will be formatted. A **Chart** will give a bar graph of logons. A **Table** will show all dates within the range specified with the number of logons by that student per each date. **Drill Down** gives the most detailed information, as you will see.



8. Click **Run** to display the report.

9. The **Report** will now display. For this example, you can see that the student first accessed the course on **1/14/2008**.

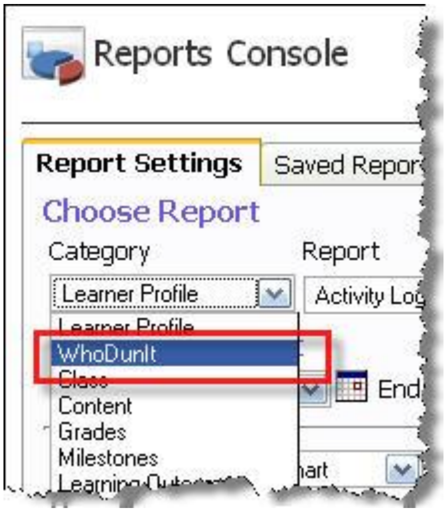
10. Clicking on the "**+**" beside each date that has logons listed will open up the Activity record for that date. In the example below, the "+" has already been clicked.



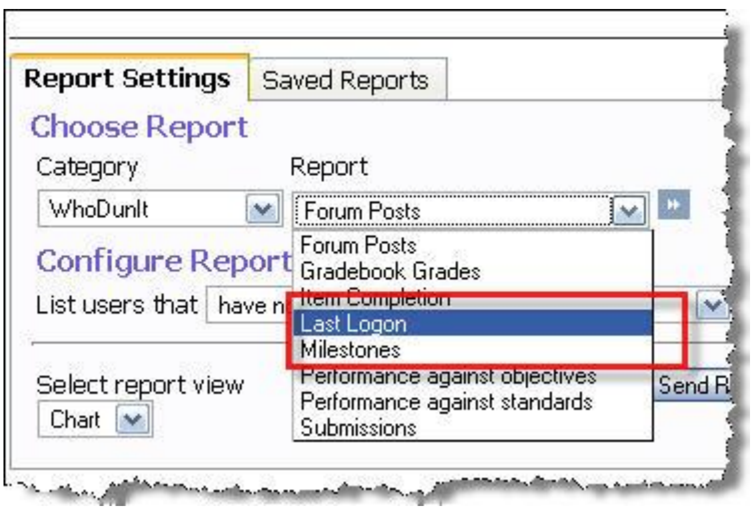
Clicking any of the Activities that are links (as in Assignment 1 above) will return you to that activity.

The other report that can show logon activity is the **WhoDunIt Report**.

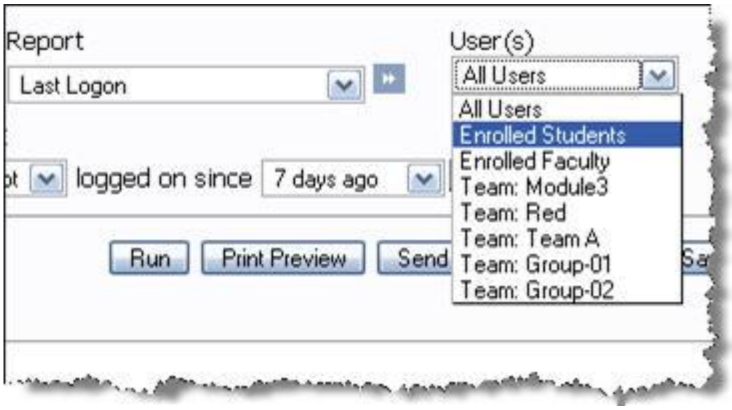
1. In the Report **Category**, choose **WhoDunIt** from the drop-down list.



2. Choose **Last Logon**.



3. Since this report is run for a group of users, the selections for **User(s)** are different.

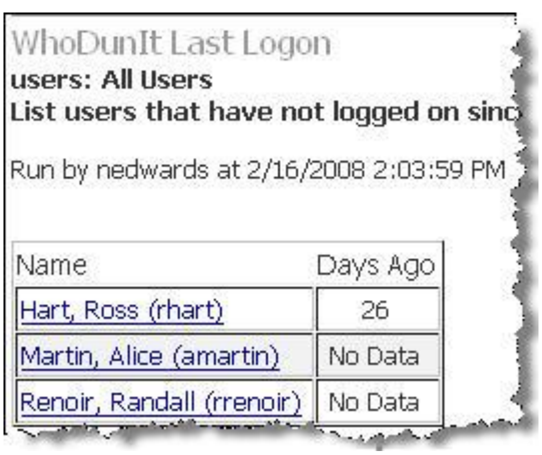


4. These next options allow you to configure the parameters for the report. First select whether you want to know which users either **have** or **have not** logged on since a specified period of time. In this case, you are looking for users who **have not** logged on since last month.

   Next, specify the time period that you need. In this case, you want to see who has not logged on **since 21 days ago**.

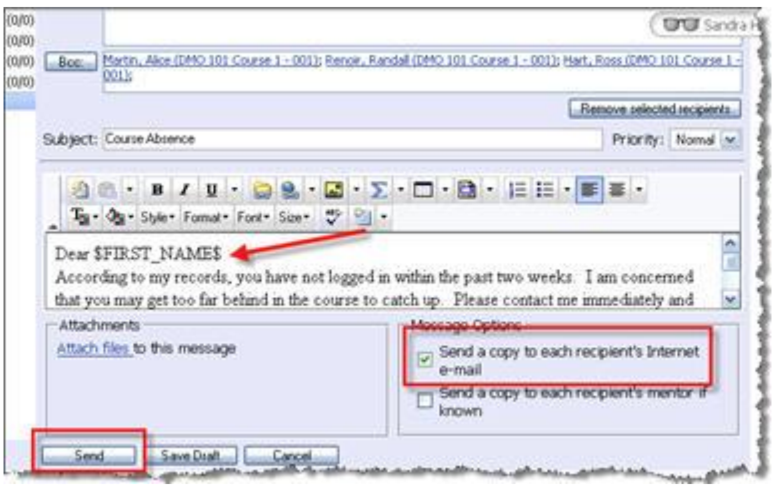
   Last, specify the format for the report. Chart will display a bar graph; **Table** will display the names in a table format with the number of days since their last logon. Click **Run** to run the report.

5. In this instance, it has been **26** days since one student logged on, and two other students have never logged on (**No Data**).



6. The WhoDunIt report also allows for you to send a mail message to all users within the report. Choose **Send Mail**.

7. The **Compose Mail** screen will display. Note that all user names to whom the report is being sent are in the **Bcc:** (Blind carbon copy) section. Therefore, they will not see which other students are also receiving this mail message.
8. Compose the mail message, including a **Subject:** and the message text.
9. Since these students have not been logging in, it makes sense to have a copy of the message go to their external (**Internet e-mail**) account. Click **Send** to finish.

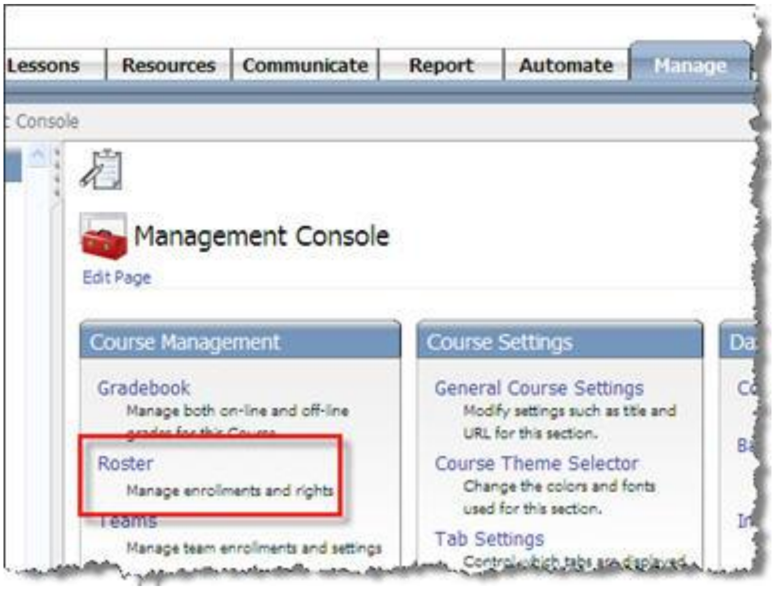


*The message illustrates the use of a **token** (see **$FIRST_NAME$** after the "Dear"). When each student receives this email message, the $FIRST_NAME$ token will be replaced with that student's actual first name (that is, Ross Hart's message will begin with "Dear Ross"). This is a simple way to personalize this, or any, email message.*

How to Add or Remove a Student from a Course

Students can be added or removed from a course using the Roster tool in the Manage tab. This tutorial presumes that the student is already in the ANGEL database (that is, the student already has an ANGEL account). The ability to add a student account to the ANGEL database may be restricted to those with System Administrator rights in many institutions, so that procedure will not be demonstrated here.

1. Open the Course and go to **Manage > Roster**.



2. This will open the Roster Editor. Click **Add a User** at the top of the screen.

A common error here is to try to enter the name in the Roster Search window. However, this tool will ONLY search the names already in the Course, so it cannot be used to find students not currently in the course.

3. On the next page, type in the student's **name** or **User ID** (if known) in the **Account Search** window, and then click **Search**. You can search by last name, first name, part of a name, or user name to find the student.

4. Find the student's name from the results obtained, and then click the **Select** button.

5. On the next page, you will designate the **Rights** needed by the user, as well as the Title. In this case, you will give him **Student** rights, which is the default value.

For more information on the different types of Rights, see Understanding Course Rights*.*

6. Select a **Title** for the user. The default is **Student**. The Title will display next to the user's name in the Roster and will also be displayed underneath the course name on the user's home page. The Title does NOT determine any rights or permissions.

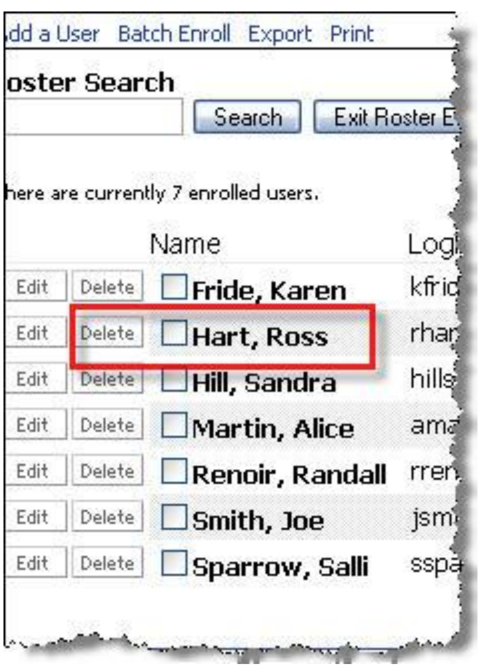
If none of the Titles listed is appropriate for the user being added, you can use the Other button to create a new title. The Title created will be limited to this Course.

7. Select the other options required. **Hidden** will keep the user's name from displaying on the Course Roster nugget. It will appear "grayed out" on the Roster Editor.

   Disabled will disable the user's Access into the Course, but will keep all associated data intact. The name will appear in red on the Roster Editor. Note that you can also assign the user to a group or several groups, and you also have the option to send an email advising the user of his or her being added to the Course.

8. Click **Save** when you are finished.

9. The user has now been added to the Course and will appear on the Roster.



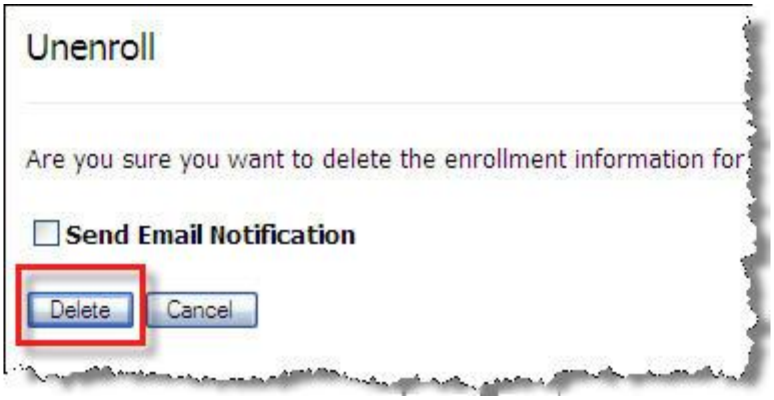
To delete a user, again go to **Manage > Roster** to access the Roster Editor.

1. Click the **Delete** box next to the user name to be deleted.

When you delete a student, you will no longer be able to access any grades for the student or any other data associated with that student in the course. If any deleted students should later be added back into the course, all data associated with them, including grades and submissions, will then still be accessible. Deleting students ONLY deletes them from the course; it does NOT delete their user accounts. The data associated with a student would only be completely deleted if that student's user account in ANGEL gets deleted.

If you are unsure of whether or not to delete users from a course, consider disabling their access instead (using the Edit box). This keeps students within the course so that you will still see their grades and any reports associated with them, but it does not allow the students to get into the course.

2. The next screen will ask you to confirm the deletion, and it also allows you the option of sending the student an email. Click **Delete** again to continue.



3. If you want to delete several students, you could check the boxes next to each of their names and then click the **Delete Selected** button at the bottom of the page.

How to Post an Announcement

Announcements are a very good way to convey important information to students that they will see as soon as they enter a course. Typically, the Announcement nugget is found on the Course page, as well as the Communicate page. Announcements can be targeted to be viewed by everyone who enters the course, by a specific team, or by a specific User. When creating or editing an Announcement, you can specify a date range during which the Announcement is visible.

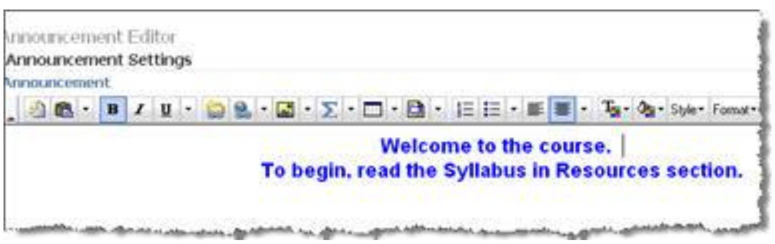
1. Go to **Communicate > Announcements**.

> *You can also add an Announcement by going to the Edit icon on the Course Announcement nugget on the Course page.*

2. The **Announcement Editor** page will appear. Click **Add Announcement**.

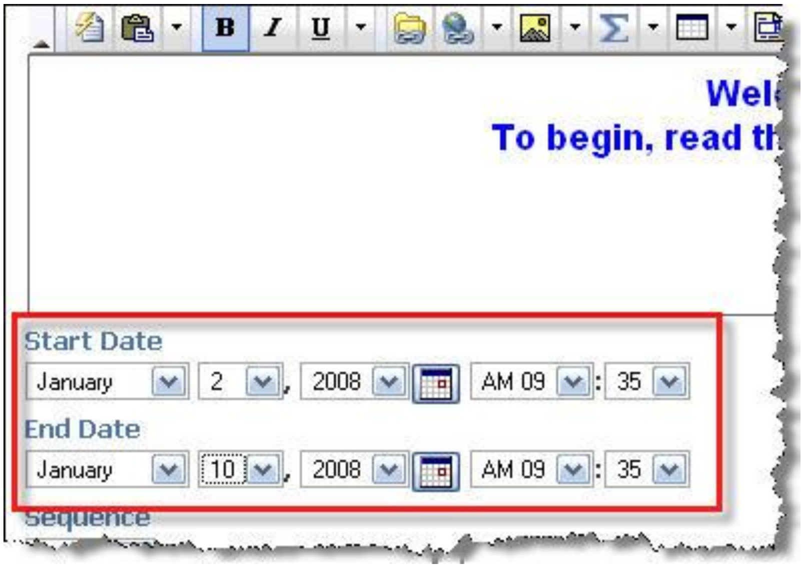
3. **Type** your message in the window. The inline HTML Editor allows you to format your message.

> *For more information on using the inline HTML Editor, refer to the* HTML Editor Reference Manual *in the Guides section of Online Help.*



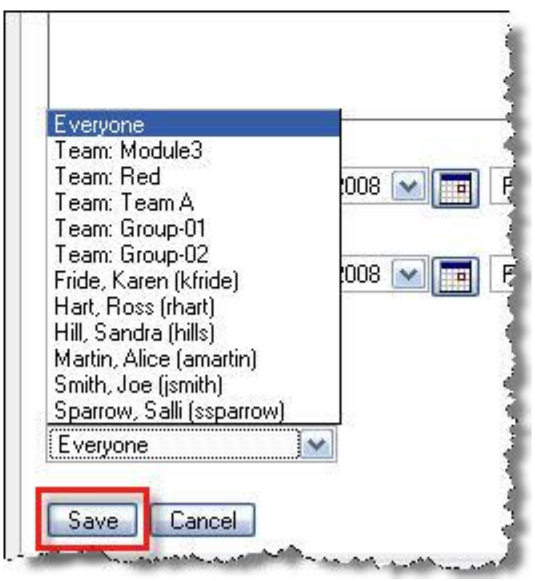
4. **Select** the date range in which you want the Announcement to be viewable.

> *The default is for Announcements to be viewable for one week.*

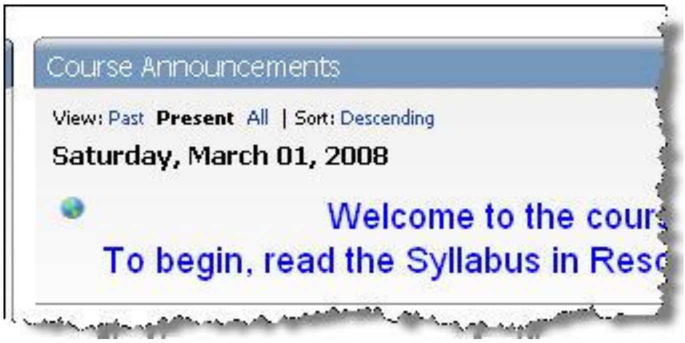


> *Because a Start Date and End Date can be specified, you can create Announcements in advance and schedule them to appear when needed. For example, you could schedule Announcements reminding students of specific assignment due dates or online test dates.*
>
> *All Announcements are ordered by the Start Date and time so you can change the order of announcements by changing the Start Date and time.*

5. Specify who will be able to view the Announcement in the User drop-down menu. You can select **Everyone**, a specific Team, or an Individual User.
6. Click **Save** to post the Announcement.



7. The Announcement will be visible on the Course page between the Start and End Dates selected.



How to Add Assignment Dates to the Calendar

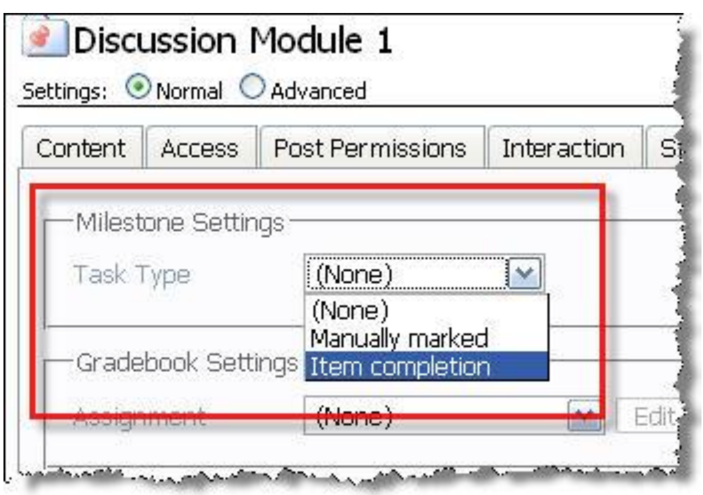
You can easily add both Assigned dates and Due dates to the Calendar by using the **Milestones** option within the settings for any activity. This means that these dates can be added to the Calendar during the process of adding any new activity.

1. In this example, you will add an **Assigned** date and a **Due** date to a Discussion Forum. In the **Settings** for the activity, go to the **Assignments** tab.

> *This could be done either when first setting up the activity or by using the Settings link once the activity has been created.*

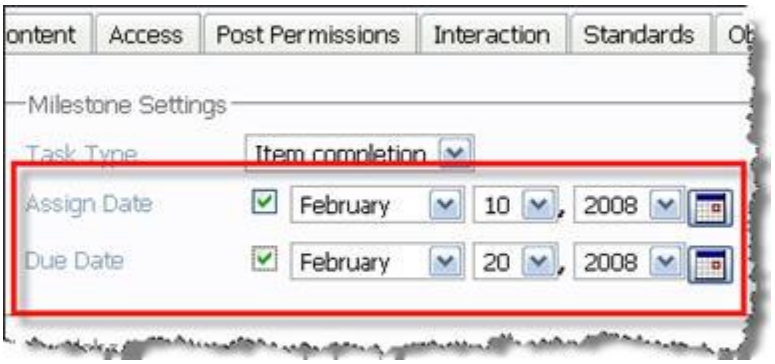
2. In the **Milestones** section, first select a **Task Type**. A Milestone can be **Manually marked** as completed (that is, the Instructor will manually mark the Milestone as being completed within the Milestone option in Reports) or selected here for **Item completion** (that is, as soon as the user submits the Assignment, the Milestone will be marked as completed).

   Leaving the Task Type as **None** will not open the Calendar option.

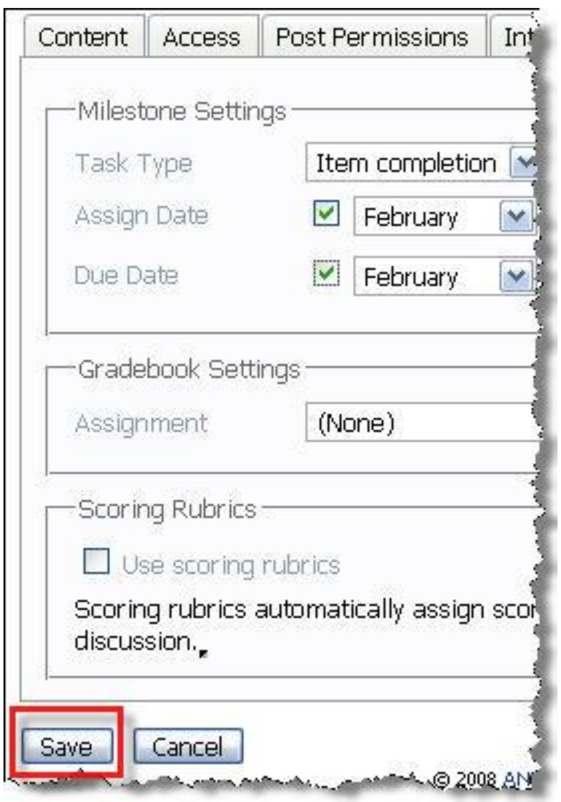


3. The **Assign Date** and **Due Date** sections will open once the Task Type is selected. Put in the date that this Assignment was assigned and **check** the box next to it. Do the same for the Date Due.

Both dates do NOT have to be assigned. For example, if you do not want an Assigned date to appear on the calendar, do not put in a date and do not check the box.

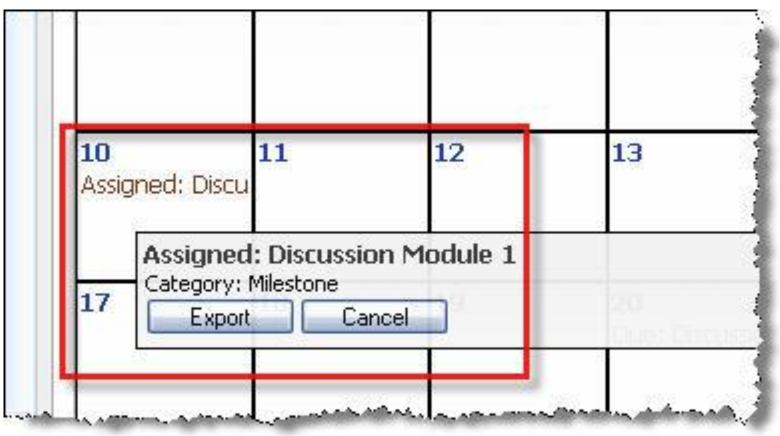


4. **Add** any other settings needed for this activity and click **Save**.

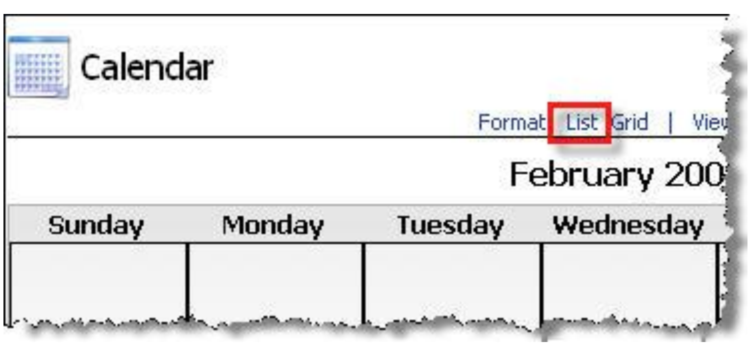


5. The dates are now on the Calendar.

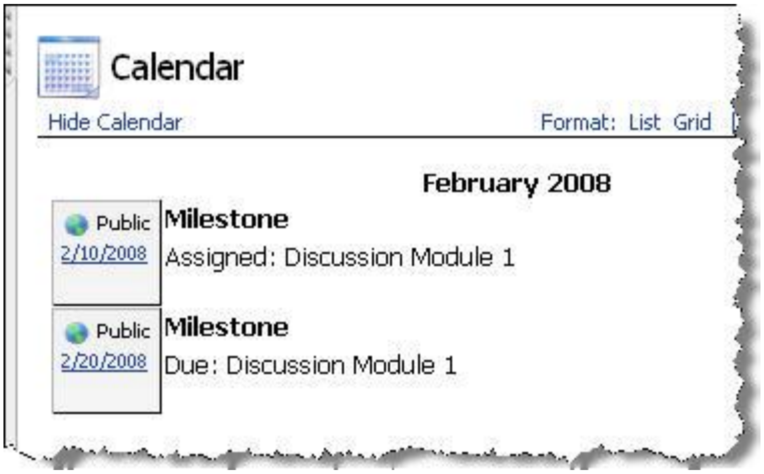
6. When users move the mouse over any of the items on the Calendar, they will see the rest of the information when in **Grid** view as shown below:



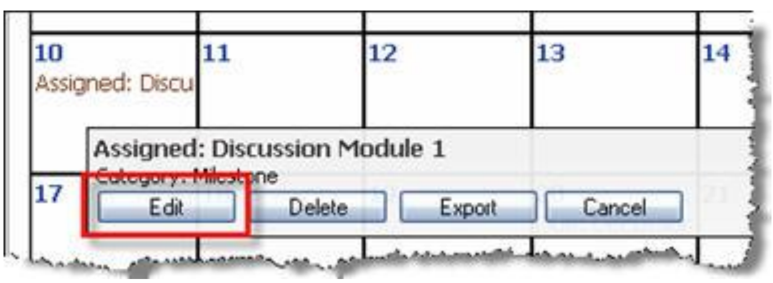
7. If they change the **Calendar Format** to **List** view…



…they will see all the dates and information at once:



8. If you need to add more information to the Calendar postings, you will need to edit the posting. In the **Grid** view, the menu for you to select **Edit** will appear when you hover the mouse over the date/item.

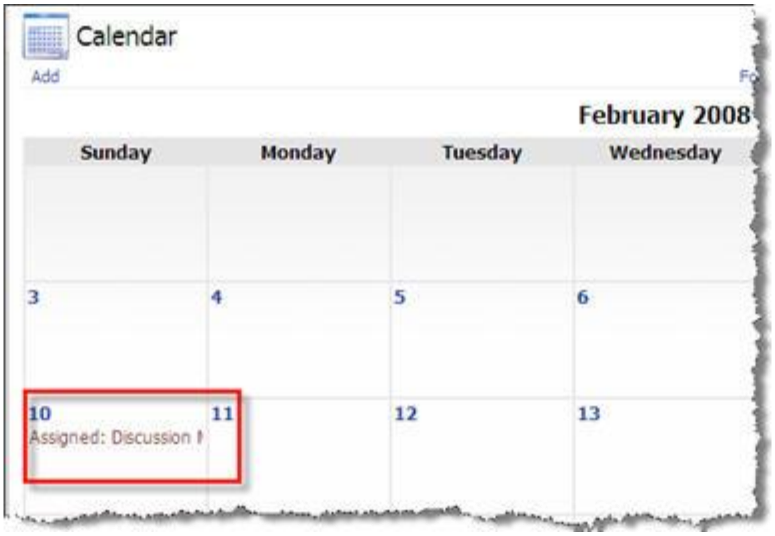


In **List** view, click the **Edit** link for that Calendar item.

How to Link to Content Items from a Calendar Event

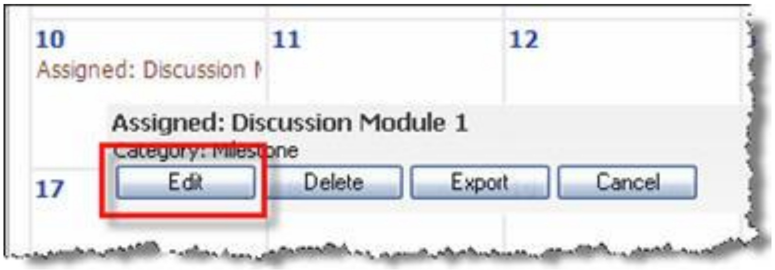
One of the more common events listed on a Course Calendar is the due date for a specific activity. However, you can also link the event on the Calendar directly to the content item associated with it, by using the inline HTML Editor.

1. In this example, you will link a Discussion Forum Assignment in the Calendar directly to that forum within Lessons; so that when users click on the event in the Calendar, they can access a link that takes them to the Discussion Forum. To begin, **click** on the event on the Calendar.

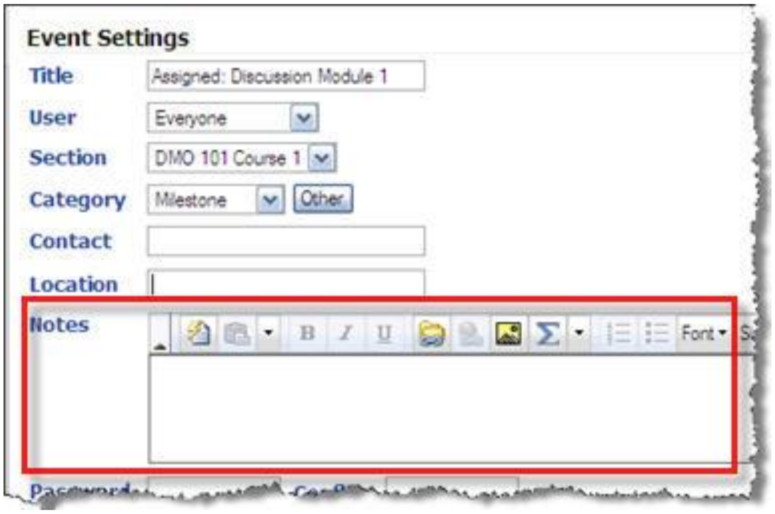


> *This same procedure could be done when adding any event to the Calendar using the Add link within the Calendar.*

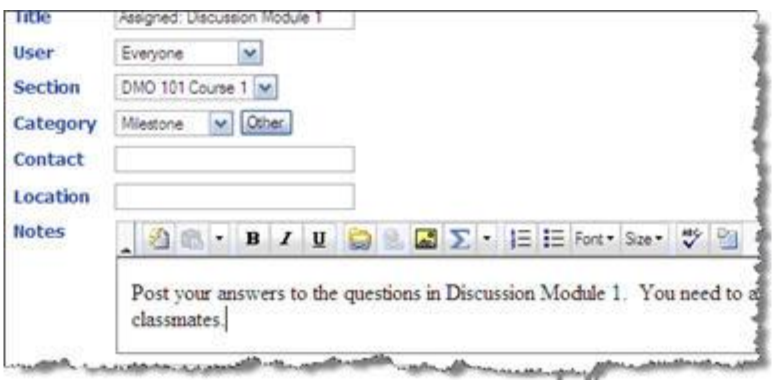
2. Access the Edit link by **hovering** the mouse over the Calendar event. Click the **Edit** link.



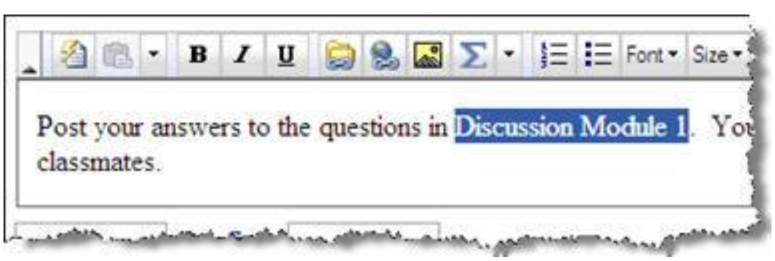
3. Go to the **Notes** section of the **Event Settings** page.



4. Type in any **text** that explains the Assignment, including the text that will **hyperlink** to the actual Assignment.



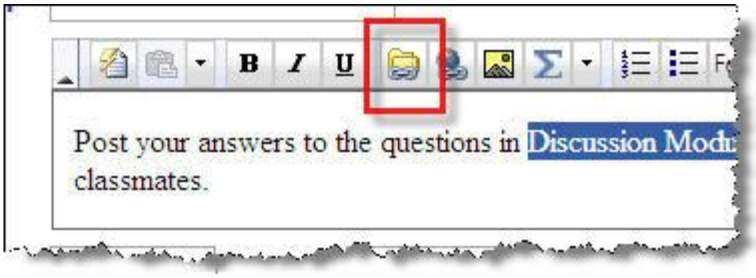
5. **Highlight** the text that will be linked to the content item.



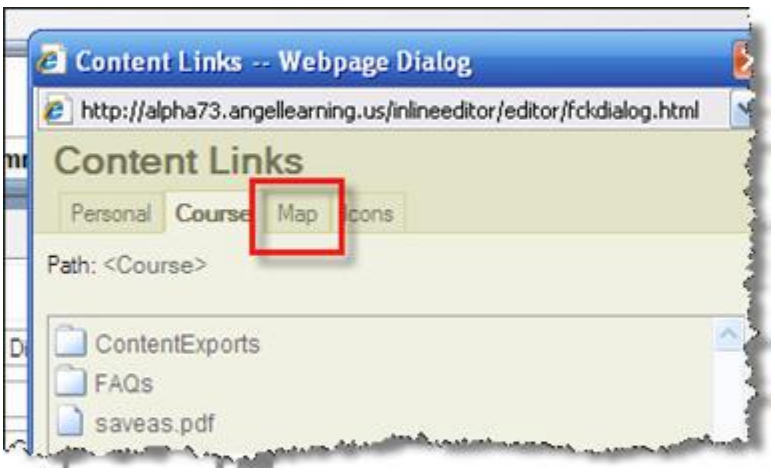
6. Click on the **Folder/Hyperlink icon** on the HTML Editor toolbar.

 *The Folder/Hyperlink icon*  *(shown here) will link to items within the*

Course.

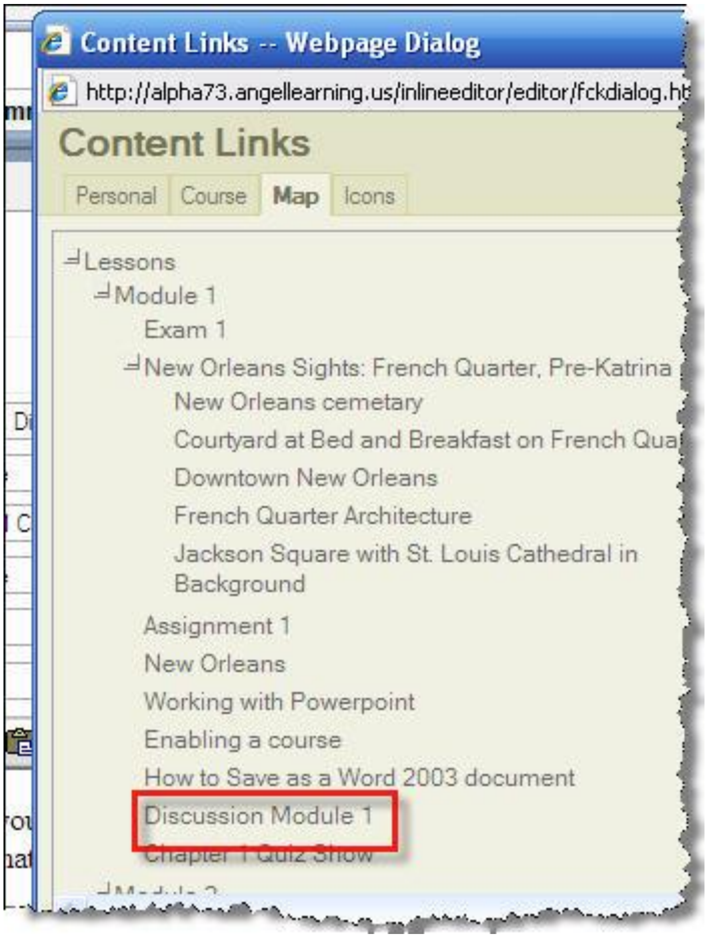


7. A pop-up window will appear. Click on the **Map** tab.

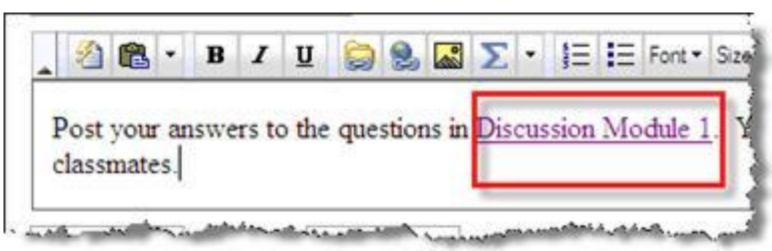


8. This will display all of the tabs within the Course. Click the **expand all** link to display all of the items within the **Lessons** tab.

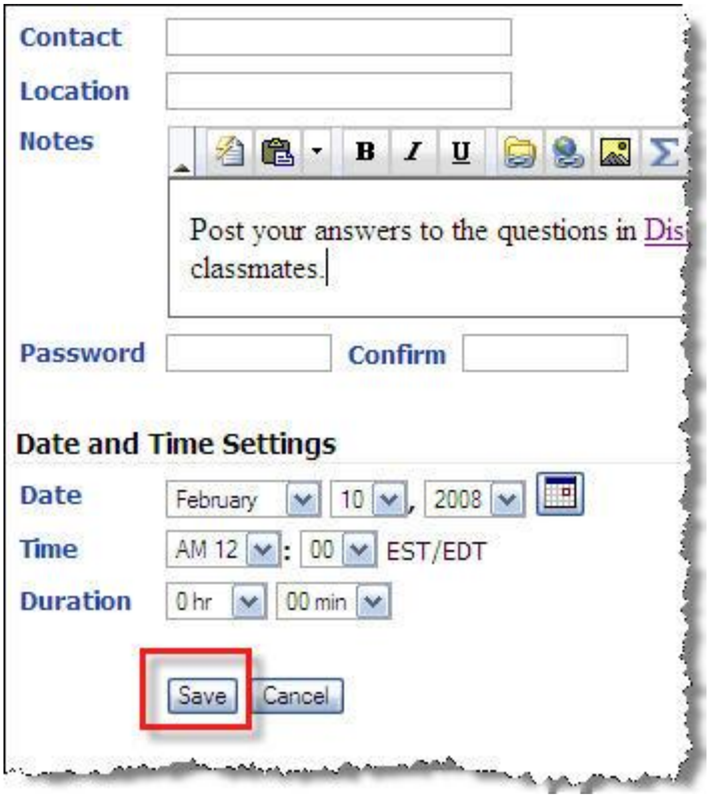
9. Click the content item associated with the Calendar event. In this example, you want to link to the **Discussion Module 1** Discussion Forum, so you will click on that link.



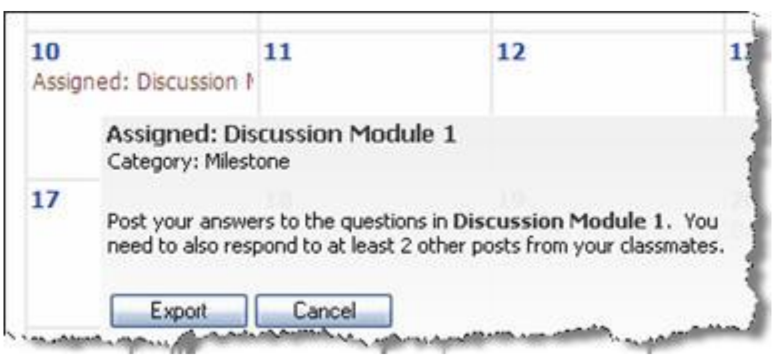
10. The selected text is now linked to that content item.



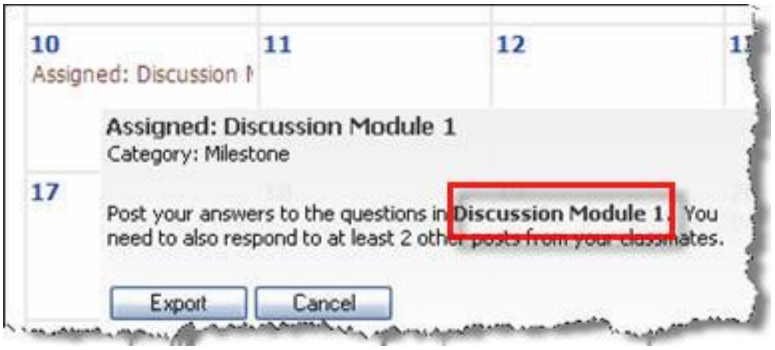
11. **Add** any other settings needed and then click **Save** at the bottom of the **Edit Settings** page.



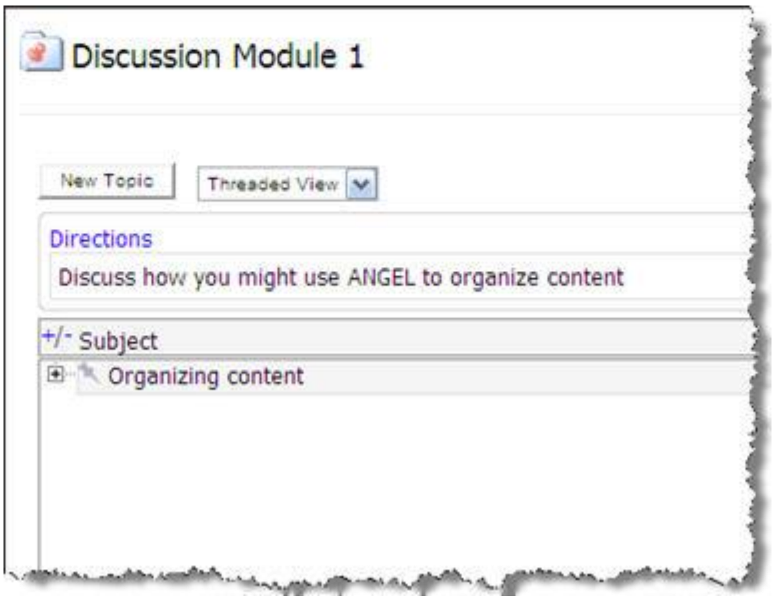
12. When users view the event in the Calendar and roll the mouse over the event, this information now appears.



13. Then clicking on the **hyperlinked** text (**Discussion Module 1**)…

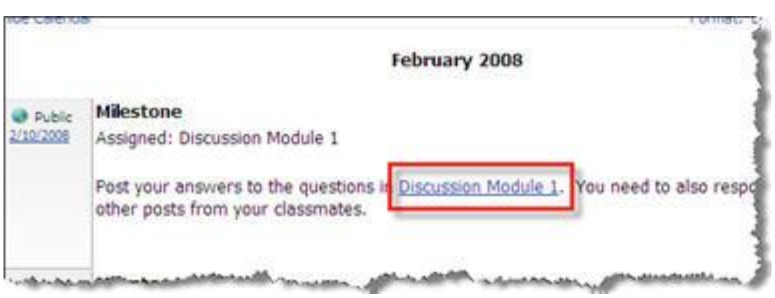


…opens up that content item in **Lessons**.



Because you can link to anything within the Course by using the HTML Editor, you could put your entire schedule on the calendar as an alternative for students to access their course content.

14. If the user were viewing the Calendar in **List** view, the hyperlinked text would appear as shown below.

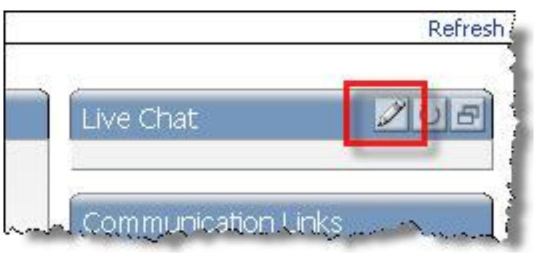


How to Set Up Live Chat

Live Chat allows ANGEL users within a class to hold a “live” (real-time) discussion. The ANGEL Live Chat nugget also includes access to a **Whiteboard** and **Desktop Sharing**. You can add an unlimited number of Live Chat “**rooms**.” Each instance can be configured for different teams.

> *If you have different groups working on Group Projects, you could create a Live Chat room for each group and give them another option for communicating with each other. If you also chose the option to log the Live Chat, users will have a transcript of the chat to refer to later.*

1. Go to **Communicate > Live Chat**.
2. Hover the mouse over the end of the Live Chat toolbar so that the **Edit** and other **icons** appear. Click the **Edit icon** (which looks like a pencil).

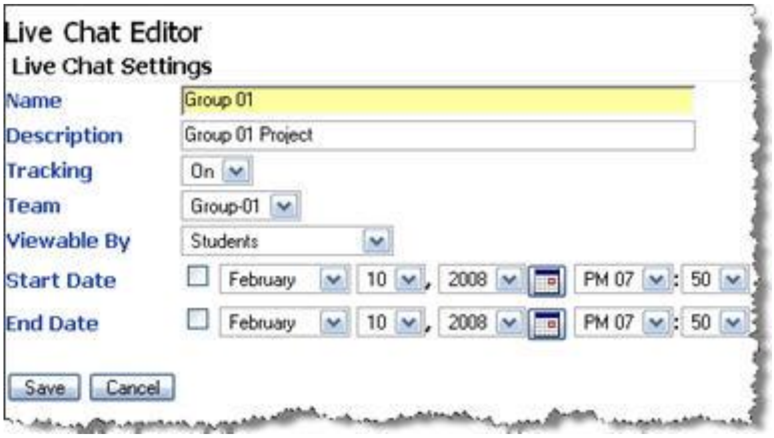


3. On the following page, click **Add a Live Chat**.

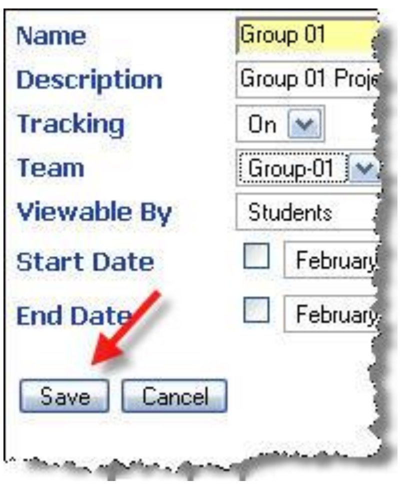
4. Input all information on the next page:

- **Title** – identifies the Chat (in this example, **Group 01**)
- **Description** – optional; you could input some description or function of the Chat
- **Tracking** – set to **On** will create a log of each Chat session that can be reviewed later by all members of that Chat
- **Team** – allows you to specify the team to use the Chat; selecting **ALL** will make it available to all users

- **Viewable By** – sets the minimum Rights needed to view this Chat (usually set at **Students**)
- **Start Date**/**End Date** – setting either or both will make it available (and/or unavailable) at for the time period set; setting neither will make the Chat continuously available.



5. Click **Save** to save your settings.



6. The **Live Chats Editor** page will display, showing the newly-created Chat. Click **Exit Live Chat Editor** to continue.

7. The Live Chat now appears on the **Communicate** page.

How to Set Mail Privileges Within a Course

The default privileges within Mail allow all users full access to emailing anyone within the course. However, the Instructor can limit these privileges according the different Course Rights.

1. To set Mail privileges within a Course, go to **Communicate**. In the Course Mail nugget toolbar, hover over the end so that the **Edit icon** appears and then **click** it.

> *The Edit icon is only available to Course Editors.*

2. The following page allows you to designate the User Rights for each option.

- The **Default Minimum Rights** is for everyone to have each option. To select a different level, use the drop-down list next to each option.

For more information on Course Rights, see Understanding Course Rights*.*

- **Send Internet E-mail** allows users to send/forward email messages to the mail addresses stored within ANGEL for mail recipients. Those who have this Right will also have the option to select whether a copy should go to the recipient's exterior Internet email account when composing the mail message.

While mail messages within ANGEL can be sent to the Internet email address associated with users within ANGEL, no email messages from the Internet can be sent TO ANGEL mail. Also mail messages from ANGEL can ONLY be sent to email addresses already associated with users within ANGEL.

- **Send to All Faculty/Leaders** permits users to send mail to anyone with Course Editor rights within a course.
- **Send to All Students/Members** permits users to send mail to anyone with Students rights within a Course.
- **Send to Teams** allows users to send mail to a Team, which would include all members of that team.
- **Send to Individuals** permits users to send mail to any individual, including all students and faculty.
- **Reply to All** permits users to use the **Reply to All** option when replying to a mail message.

- In **Message Options**, checking **Send a Copy to Each Recipient's Internet E-mail** will automatically send a copy of every mail message sent within the Course to the recipient's Internet E-mail account.

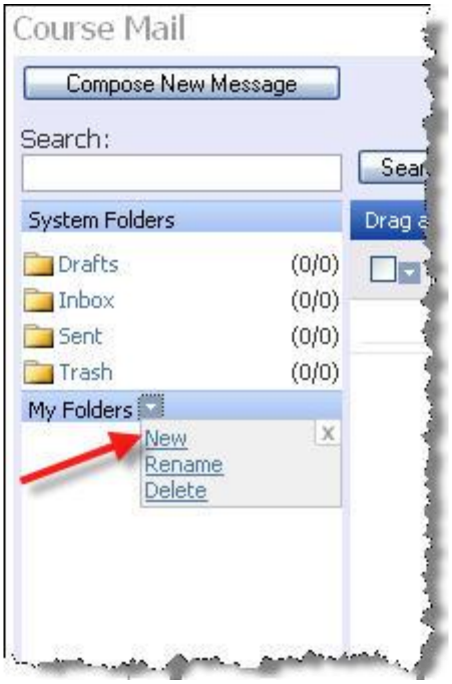
How to Create Folders in Course Mail

The default Folders in Course Mail include **Inbox**, **Trash**, **Draft**, and **Sent**. You can set up additional Folders and move mail into those Folders. This might be done to place mail into logical groups. For example, you might want all mail associated with a particular course project to be kept in one place.

1. To create Folders in Course Mail, within any of your courses, go to **Communicate > View Inbox**.

2. On the next page, click the **small triangle** on the side of **My Folders**.

3. Select **New** from the drop-down list.

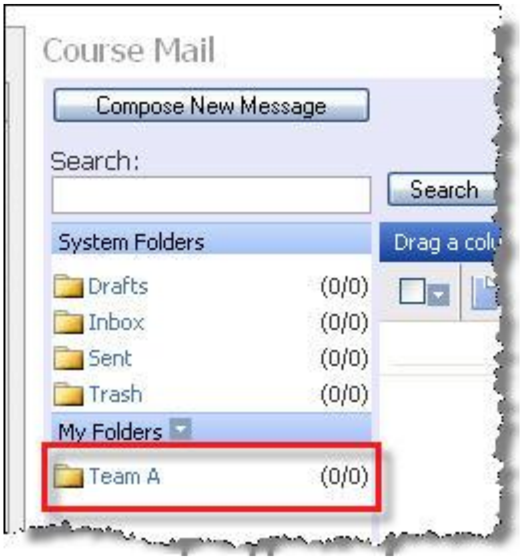


4. A pop-up window will appear.

   Input a name for the Folder and then click **Save**.

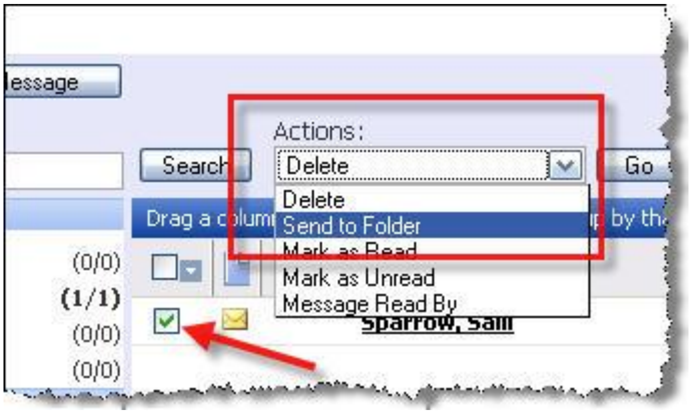
*When naming folders, remember that the folders will display in ALL your courses; so you want to be sure you can distinguish between the different courses. In this example, you name the folder **Team A** so that all of Team A's mail will go there. If you had a Team A in another course and wanted to also keep all that team's mail separated into a folder, you would need to have a designation so that you wouldn't confuse the two.*

5. The new folder appears beneath the **My Folders** label. It will appear in the Course Mail for all courses belonging to the user who created it.



6. When new mail arrives, it will automatically be placed into the **Inbox**.

7. To move the mail into a different Folder, **click** the box next to the mail, and then select **Send to Folder** in the **Actions** drop-down list.



8. Click **Go**.

9. A pop-up window will appear so that you can designate where the mail is to be moved. Note that you have a choice of moving the mail or copying it. In this example, you choose **Move messages**. If you choose the Copy messages option, the original will remain in the **Inbox** with a copy going into the designated folder. Click **Continue** to finish.

10. The following screen shows that the mail is no longer in the Inbox, but has been moved to the **Team A** folder.


Search:
Sea
System Folders
Drag
Drafts (0/0)
Inbox (0/0)
Sent (0/0)
Trash (0/0)
My Folders
Team A (1/1)

How to Share and Edit Files Among Multiple Users

Files can be shared and edited among several persons. How to best accomplish this will depend upon the Rights of the persons needing to share the files. If everyone involved has Course Editor Rights, the answer is simple: Everyone can edit anything anywhere within the Course!

However, if the need is for students to be able to share and edit files, or a mix of students and faculty, a different approach is needed. Student Rights do not allow for the sharing and editing of course files. One way to accomplish this would be to use the file-sharing capabilities of Teams.

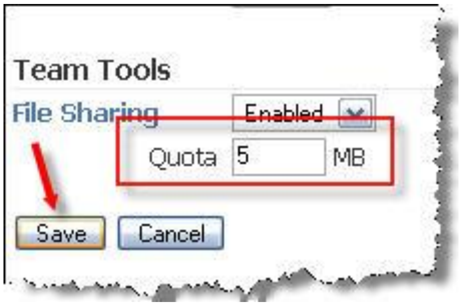
1. Go to **Manage > Teams**.

2. This will open the **Teams Editor**. Click **Add a Team**.

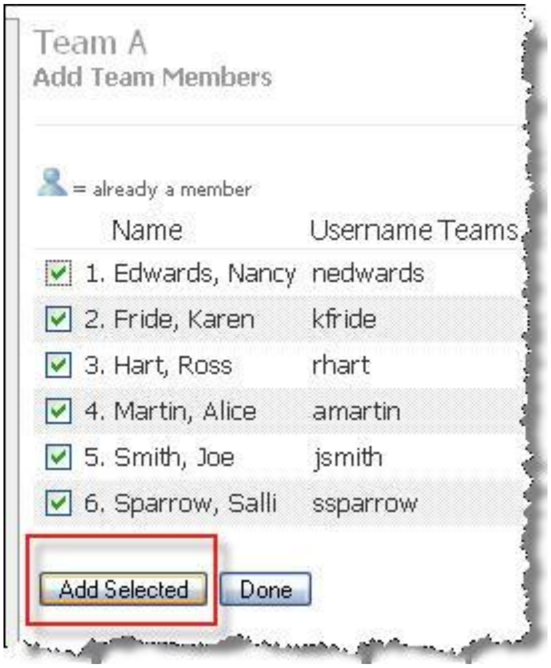
The assumption here is that the members of the Team are already selected, which is why the Random Team Generator feature is not used.

3. The new **Team** screen will appear. Give the team a name (for this example, **Team A**). The rest of the options in the **General Settings** section are optional.

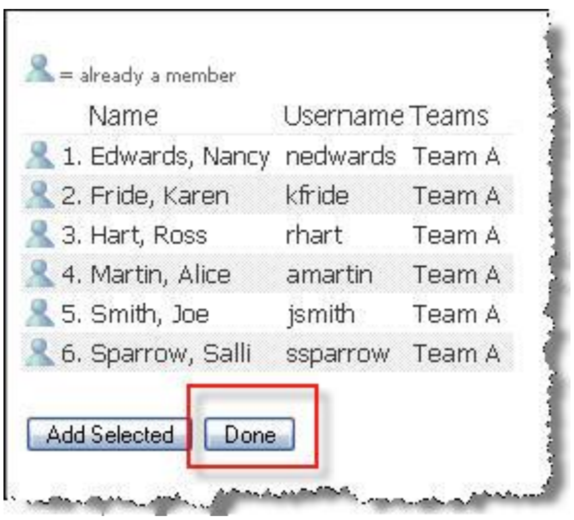
4. In the **Team Tools** section, change **File Sharing** to **Enabled**.
5. In the **Quota** field, put in the maximum file size (here **5 MB**) for the total files to be shared. This size will be based on the types of files being shared, the number of files, and your institutional policy.
6. Click **Save** to continue.



7. The next screen will allow you to add members to the Team. **Check** next to each person that you want to include in the Team, and then click **Add Selected**.



8. Click the **Done** button to continue.



In this example, there were very few students in the course. If this was a much larger course, there could be more than one screen of names. You can only add one screen of names at a time; use the Add Selected button to choose the names on the screen, then go to the next screen and again use the Add Selected button to choose the next set of names. Click the Done button when ALL team members have been added.

Any Course Editors for the course do not need to be selected as Team members; they will be able to access the Team Files even without being a member of the team.

9. The **Teams Editor** screen now shows that **Team A** has been created and has **6 Members**.

10. Go to the **Communicate** section to see the **Team Files** nugget.

11. To add files, click the **Team A Files** link. On the next screen, click Add Content.

12. All **Team A** members can now upload files, add folders, or create a file (using the HTML Editor) similar to what can be done with files and folders in **Lessons**.

13. Because all Team A Members have **Access** to this area, they can easily share and edit any files within.

Establish a protocol as to how files will be named and renamed, if edited, to be able to track who has contributed.

Another option for sharing files among non-Course Editors would be to create a Group and give all Group members (including students) editing rights. Anything created within a Group can be imported into a Course, as long as the Course Editor has editing rights to both the Course and the Group.

Two other ways that Students can share files:

*In a Drop Box, setting Review mode to **Peer Review**;*

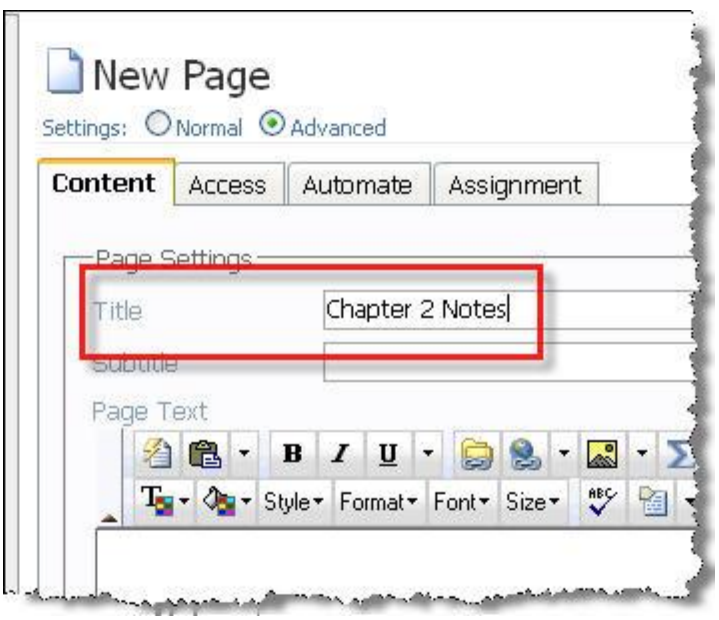
Allowing Students to attach files to a Discussion Forum post.

How to Use the HTML Editor: Changing Fonts and Colors

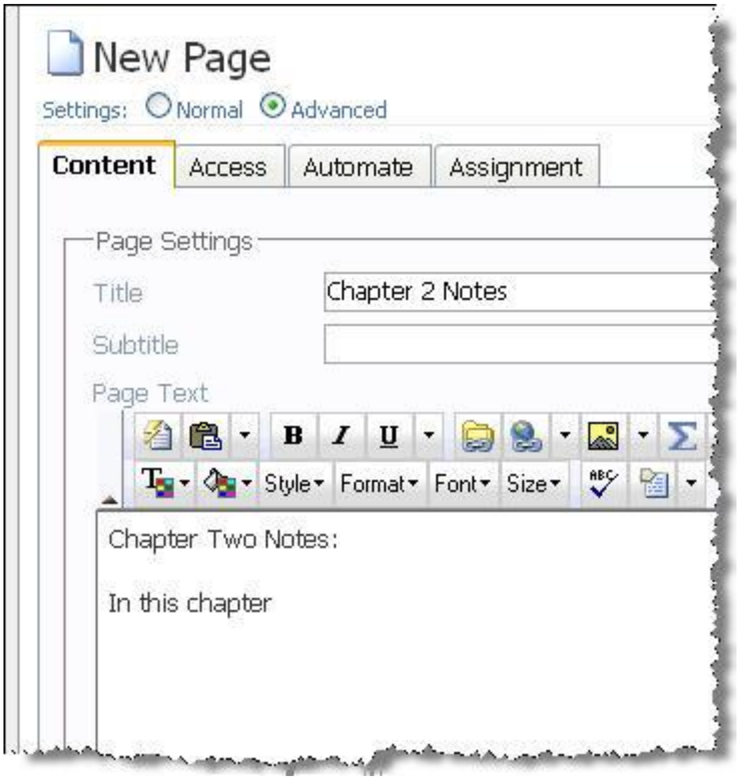
The HTML Editor works very much like a word processor and is a **WYSIWYG**-type editor (What You See Is What You Get). You can change fonts, add bolding or italicize, align text, and add colors. In this example, you will use the **Create a Page** option to demonstrate the HTML Editor. You can also use it by editing an already-created page.

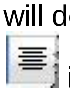
1. Go to the Course and the location where you want to add a page and click **Add Content**. On the following page, click **Page**.

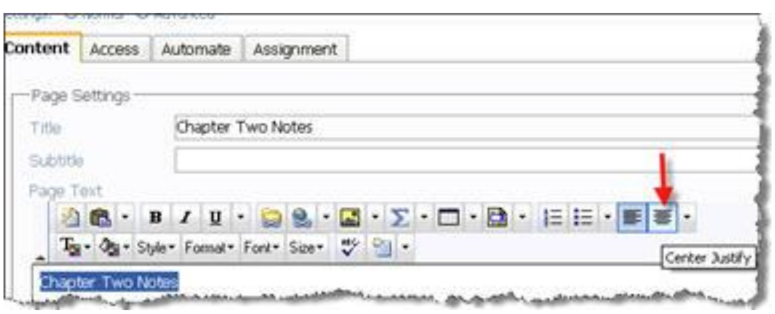
2. You will then be able to add the settings and the page text. Add a **Title** for the page (in this example, **Chapter 2 Notes**).



3. In the **Page Text** window, add your text.

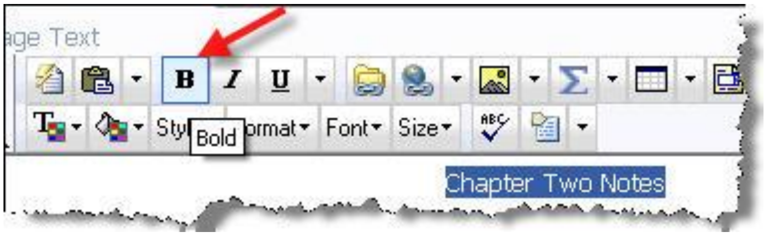


4. The first thing you will do with text is to center the title. Highlight the text to be centered, and then **click** the  **icon**.



5. Next you will **Bold** the same text by keeping it **highlighted** and clicking the **B icon**. You can also *italicize* and <u>underline</u> text by using their respective icons.

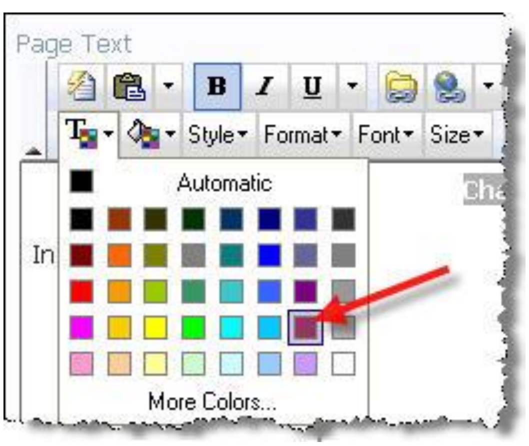
> *Use "underline" sparingly, if at all. On the web, underlined text generally indicates a hyperlink. If you underline text that is not a hyperlink, you may confuse your users.*



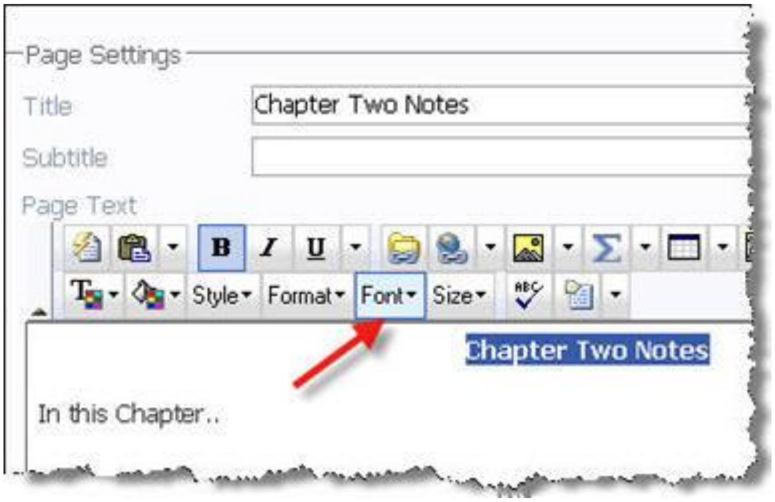
6. To change the color of the text, you continue to keep the text **highlighted**, and click the **Text Color** box.

7. A drop-down "palette" of colors will appear. **Select** the text color that you want. Here you are selecting a dark purple color.

Keep a good contrast between the background color and the text color. (That is, if the background is light, choose a dark text.) This will make the text much easier to read and will also enable anyone with a color deficiency to be able to read the text. (While someone who is unable to see blue may not see the text color you intended, they would still be able to read it.)



8. You can change the font by keeping the text **highlighted** and clicking the **Font** button.

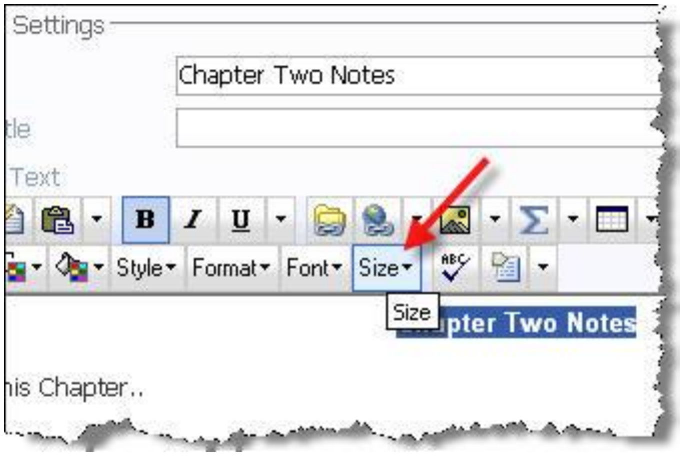


9. A drop-down list of all available fonts will appear. The appearance of each one is illustrated. Here you are choosing **Arial**.

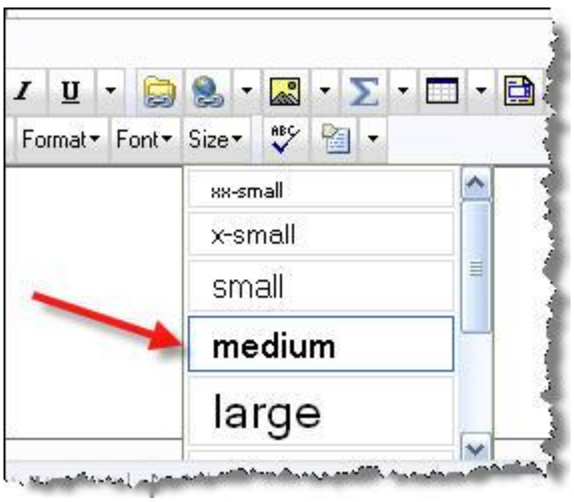
You may wonder why the choice of fonts is so limited, unlike what you may see in other programs. When users view web pages, they can only view the fonts that they already have installed in their computers. If the font specified is not installed in their computers, the text will revert to a default font, often Times New Roman. Best practice is to choose a common font that the vast majority of users will already have installed. The fonts in the HTML Editor are the most commonly found fonts.

*A **sans-serif** font is an easier to read when viewed on a computer screen. Sans-serif fonts include Arial, Tahoma, Comic Sans, and Verdana. A **serif** font is easier to read in print, especially when there is a lot of text. Common serif fonts are Times New Roman and Courier New.*

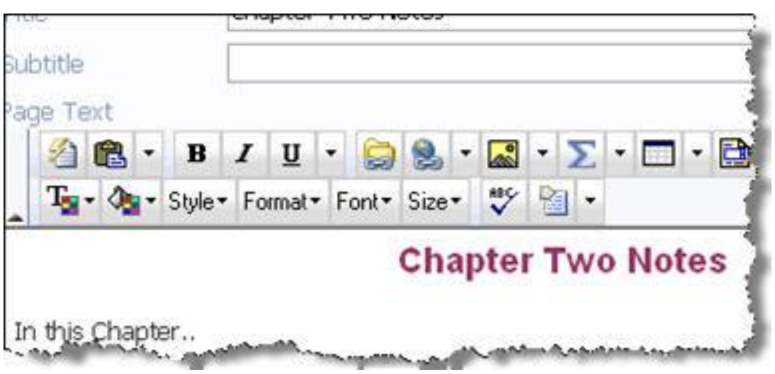
10. The final change will be to make the size of the text **larger**. Click the **Size** button.



11. A drop-down list will appear of the sizes available. You will select **medium**.



12. This is how the text appears after all these changes:



How to Backup a Course

When Backups Should Be Done

Schools may have different policies as to when backups are to be done and when (or if) backups for all courses are done at the System level. However, even if System backups are routinely done, they cannot meet the needs for each Course, unless backups were scheduled 24/7! Therefore, it is up to each Instructor to determine when to do a backup for their individual Course(s) and to do their own backups.

Some circumstances when backups might be warranted:

- Before adding new content to a course or deleting any content.

> *This would ensure that a backup was available in case any content is accidentally deleted during the addition of new content.*

- After adding new content to a course.

> *This would ensure that a backup contains the latest version of the course.*

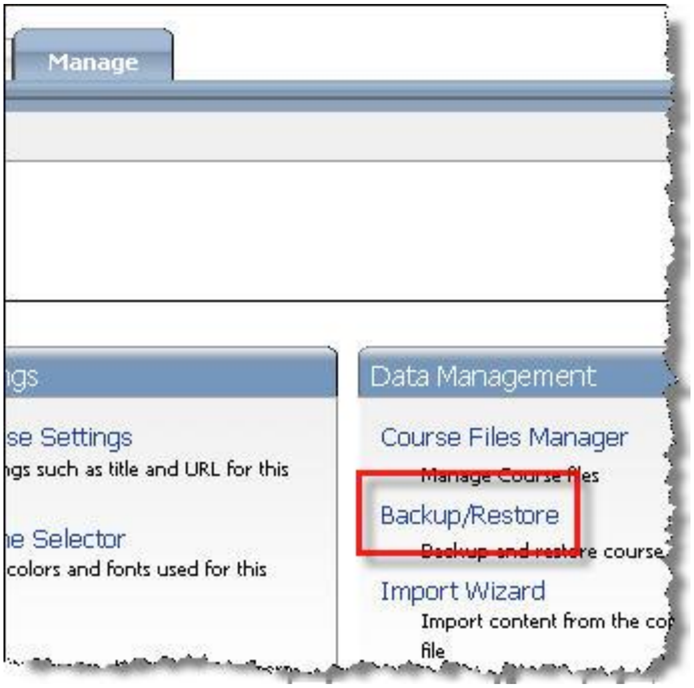
- After adding grades.

> *This would ensure that the backup contains the latest grades. If data were lost for any reason, reconstructing and regrading could be difficult.*

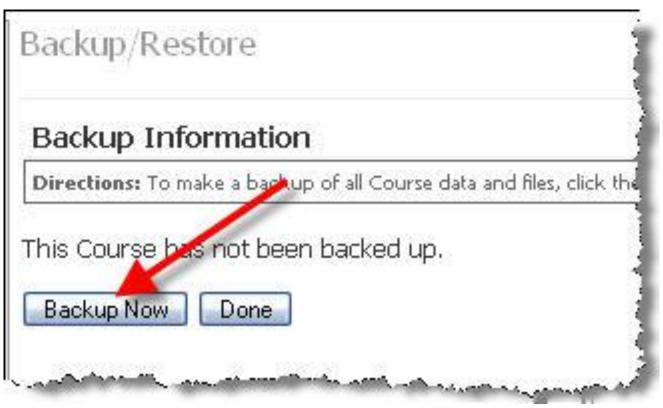
- ANYTIME that data that you do not want to lose has been added. You might want to backup your Course routinely at least once a week.

Backing Up a Course

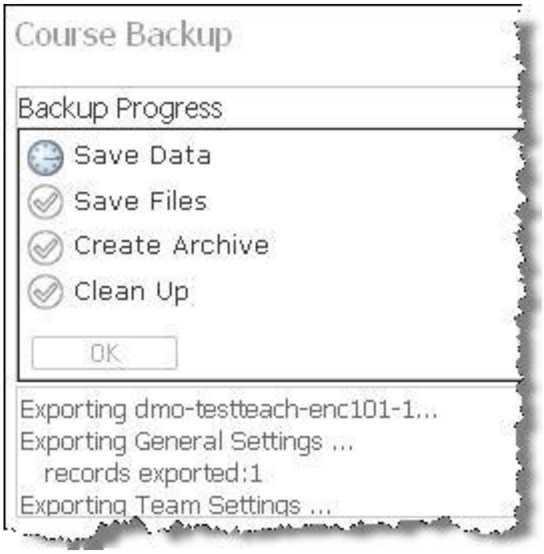
1. Go to **Manage > Backup/Restore**.



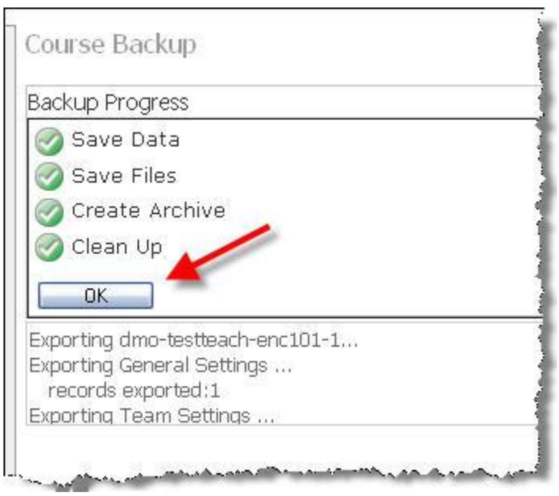
2. Click the **Backup Now** button to begin the process.



3. The next screen will show the process as it is running.



4. When the process has completed, the “clocks” will be replaced with green circles with checkmarks in them. Click the **OK** button to continue.



5. The next screen will show that the backup was successful. There are now more options available: **Restore Backup** and **Download Backup**. These options are added to this screen after a backup has been done for the first time.
6. You may want to save the backup to another location, such as the hard drive on a computer, a flash/thumb drive, or a CD. Should anything compromise the data on the server, you would still have an intact backup.

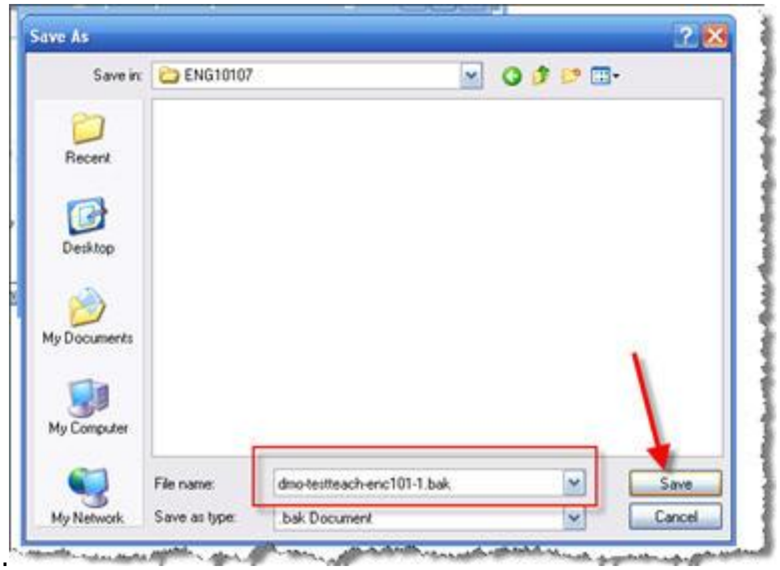
   To save the backup to another location, click the **Download Backup** button.

> *You may wonder exactly how large the backup file is, since you need to ensure you have enough file space to save it. In the above example, it says the backup is 3886671 bytes which is the same as about 3887 KB or approximately 3.9 MB (1000 bytes = 1 KB; 1000 KB = 1 MB). If you had a flash drive that held 1GB (1000 MB = 1 GB), you could download about 250 copies of this backup file!*

7. Doing so will open up a pop-up window asking whether you want to Open or Save (or Cancel) the backup file. Click the **Save** button.

8. This option will require you to designate where you want the file to be saved. It will also allow you to rename the file if you wish. In this case, you are saving it in the **Course Folder** on the **C:** drive. Once it is saved, it could be burned to a **CD** or **DVD**. It could also have been saved directly to a removable storage device.

If you are using Firefox as a browser, it will default to saving the file to your desktop, unless you have changed the settings to download it elsewhere.



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The backup file can only be used to RESTORE a course to the way that it was when the backup was created. You cannot make changes to any content within the backup file.

How to Activate/Deactivate a Course

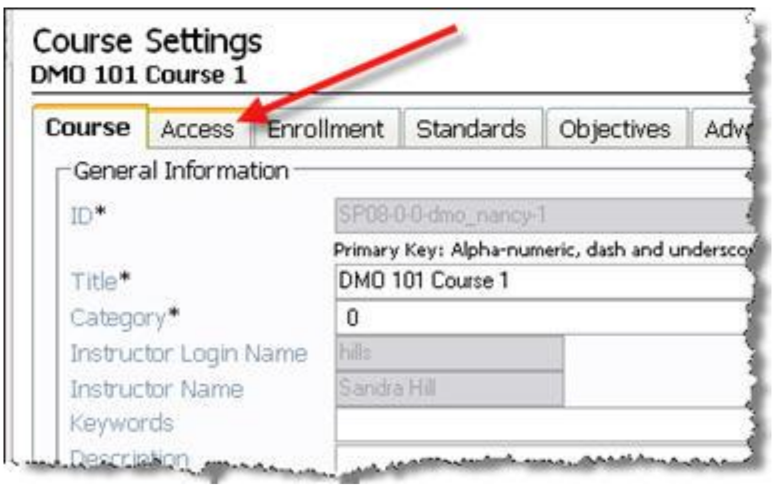
By default, many institutions create their course **shells** in a “disabled” state. Students cannot view any of their courses when they are disabled. This allows the course designer/faculty to develop the course without students accessing it until it is ready. Once the course is ready for students to access it, it must be “enabled” or activated.

Check the course listing in Courses on your Home page in ANGEL to see if the course is **Disabled**. It will appear beneath the course title.

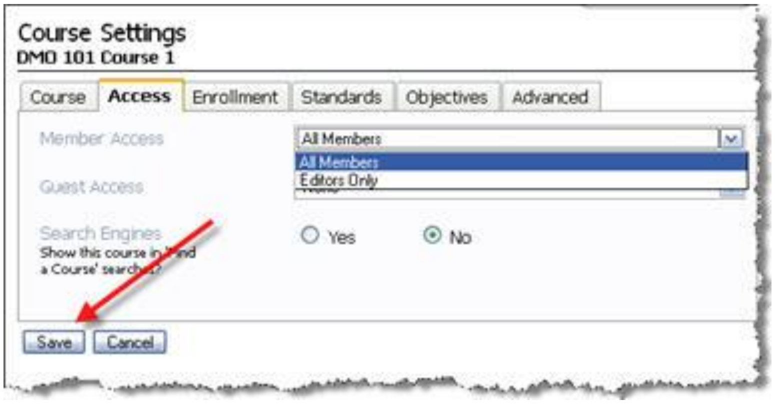
> *In ANGEL 7.3 the default setting is that all disabled courses do not appear on the course list unless the Course settings are changed to see them. If your institution has not changed this default, you may not be able to see your disabled courses. You may need to consult with your System Administrator in order to change this setting.*

1. Open the Course, go to the **Manage** tab and click **General Course Settings**.

2. Select the **Access** tab.



3. Note that **Member Access** is set to Editors Only. Using the drop-down list, change to **All Members** and then click **Save**.



The Editors Only setting for Member Access signifies that only Course Editors can access the course. This is what designates the course as Disabled.

Changing the setting to All Members will make the course visible to anyone enrolled in the course on their Home page.

Guest Access: None means that only people listed on the roster can view this course.

Search Engines set to No means that this course will not display in a Find a Course search.

Both of these settings restrict the access to this course.

If the Guest Access were set to Authenticated or Anonymous, it could allow others into the course. They would be able to view any content item NOT set to be viewed by Students Only.

They would be able to find the course via a Find a Course search if that option were set to Yes, or via a direct URL link to the course.

4. Returning to the Home page, note that now the “Disabled” has disappeared from the Course listing, indicating that students can now access the Course.

If you get calls from students at the beginning of the semester telling you that they cannot find your course, the first thing to check is whether or not the course is still "disabled"!

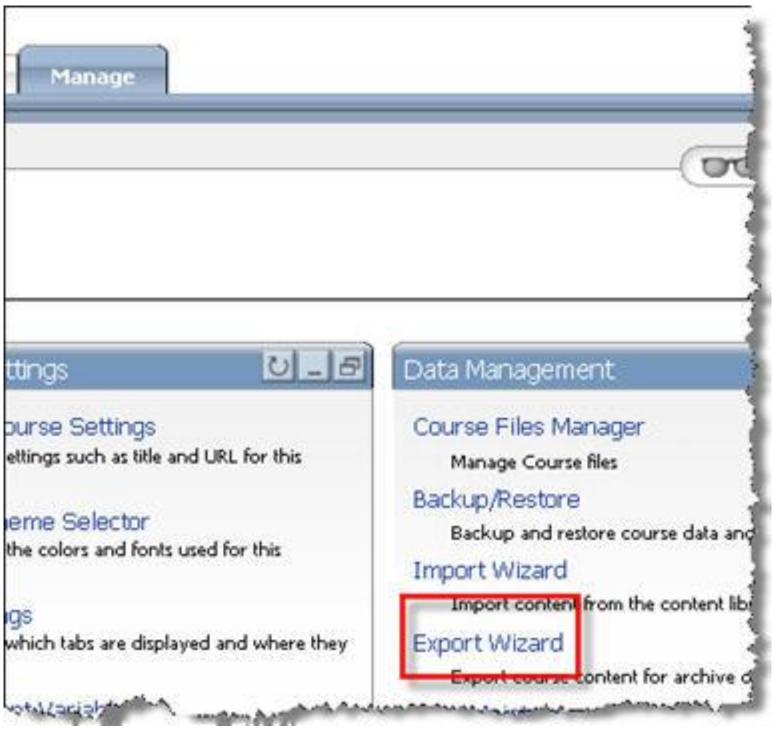
Reverse this procedure to prevent students from accessing your course once the course is over.

How to Archive and Export a Course

By archiving a course, you have a complete copy of the course with all student data within it. Should it ever need to be restored, it can be restored from the archived copy that has been saved.

Archiving a Course

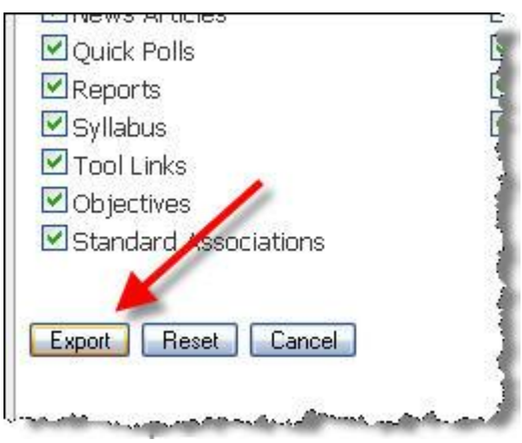
1. Go to **Manage .> Export Wizard**.



2. Select **ANGEL Archive** on the next page.

3. The next screen will allow you to choose the data that you want to archive. To preserve all data (grades, student assignment submissions, discussion postings, and so forth) in the Course, leave everything **checked**.

4. Click the **Export** button at the bottom of the screen to continue.

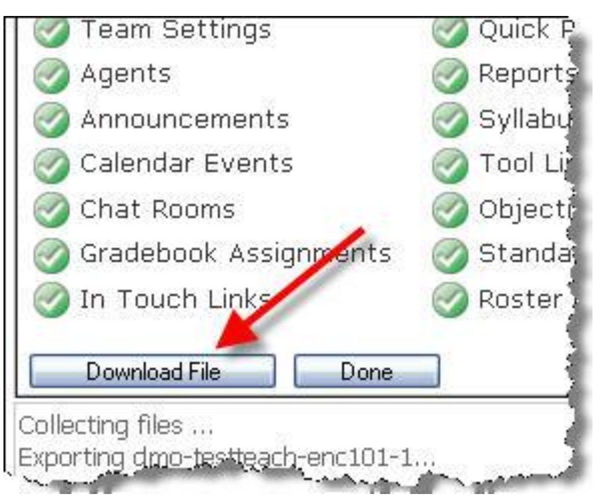


5. The next screen will show the progress of the export process.

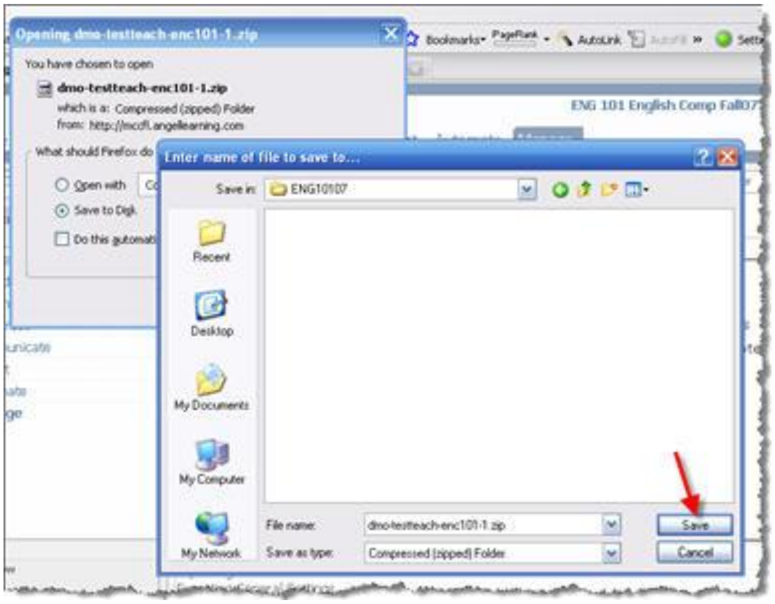
The sections that are still processing have a "clock" icon that will change to a checkmark when it is complete. See Lessons\Content and Standard Associations in the above illustration.

6. After all sections have been archived, the **Download** and **Done** buttons will be available. Click the **Download** button to save the archive to another location. This might be into a folder on your computer's hard drive or to removable storage media, such as a **thumb drive**.

Once the file has been downloaded to a folder on your computer, it could also be written to a CD or DVD.



7. This option will require you to designate where you want the file to be saved. It will also allow you to rename the file if you want. In this case, you are saving it in the Course Folder on the **C:** drive. Note that the file name ends with **.zip**.



8. The archive has now been created. It can be used to restore a course with all data intact or to populate a new course.

How to Populate Course Content into a New Course Shell

There are several ways to add course content from a previously-developed course into a new course shell.

Whenever importing content into a course, always ensure that you are in the CORRECT Course. All of these procedures could overwrite content already within a course. Note the options available for overwriting content and choose them with care.

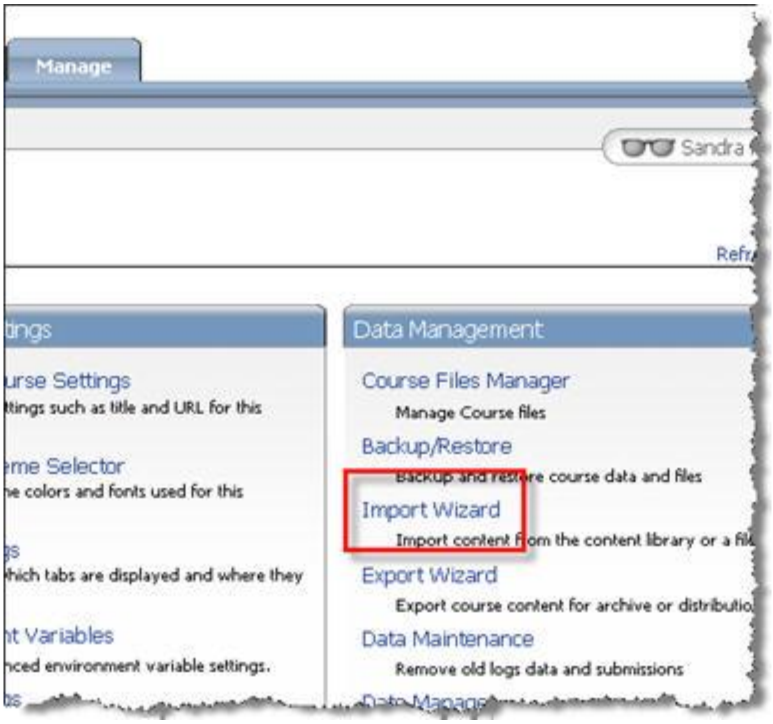
Copy Course: A very simple method is to use the Copy Course option within the **Import Wizard**. This can be done as long as the Instructor has Course Editor rights to both the course being copied TO and the course being copied FROM. It will copy ALL content from one course into another WITHOUT any student data.

Refer to the How to Use the Copy Course Wizard to Copy Content from One Course to Another *tutorial for the Copy Course option.*

Importing a Saved Archive File

This procedure is useful if the Instructor does not have Course Editor rights to the course with the content to be used but does have access to the archive file, or when a course is no longer available on the ANGEL server but a downloaded archive is available.

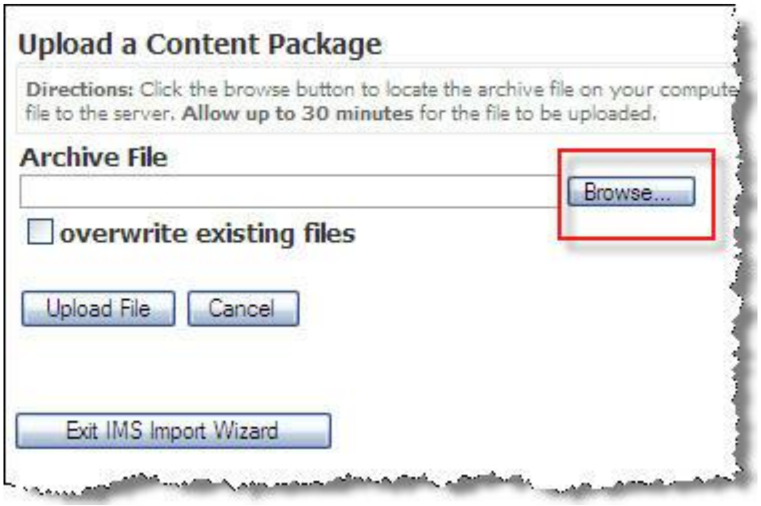
1. Enter the course that you want to import content. Go to **Manage > Import Wizard**.



2. Click **Content Package**.

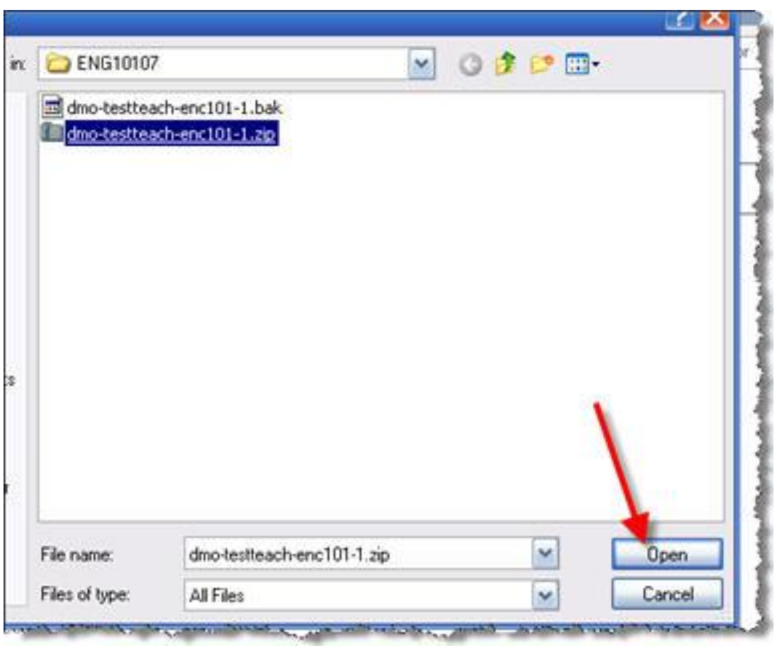
This same option is used to import a test bank from many exam programs, such as ExamView®; and also to import content from other course management systems, such as BlackBoard™

3. On the following screen, click the **Browse** button to find the file to be imported.

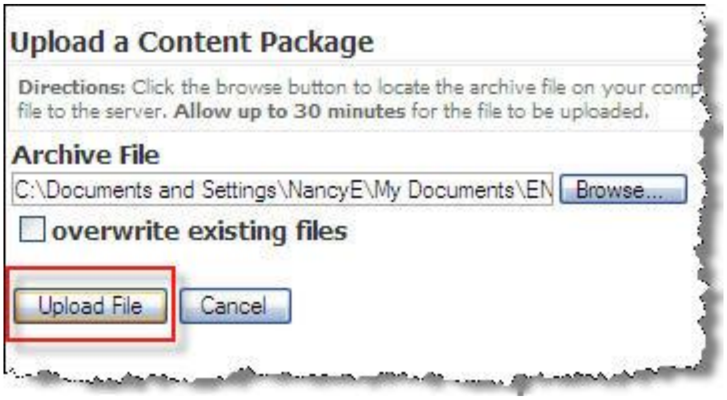


4. Find the file to be imported, and then click the **Open** button in the pop-up window.

	Note that in this example, there are 2 files available. The other file has a .bak extension, which indicates that it is a downloaded backup of the course. The file with the .zip extension is the file that you archived. However, a current and complete backup file could also be used to populate a course using this same procedure.

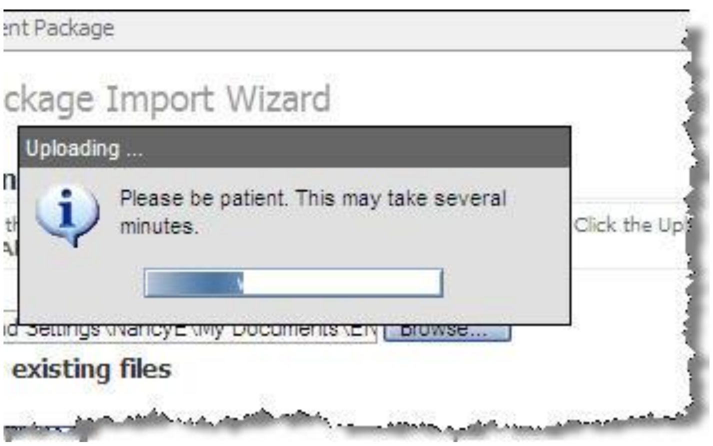


5. Click the **Upload File** button.

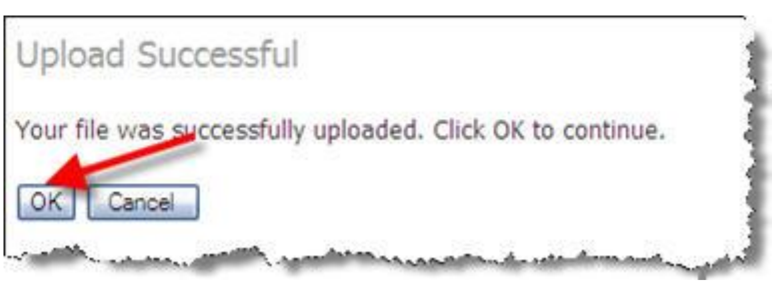


	You would only check the "overwrite existing files" option if the course contained content that you want to have deleted when the new content is uploaded.

6. A pop-up window will appear that shows that the file is being uploaded. The process could take several minutes if the file is very large.

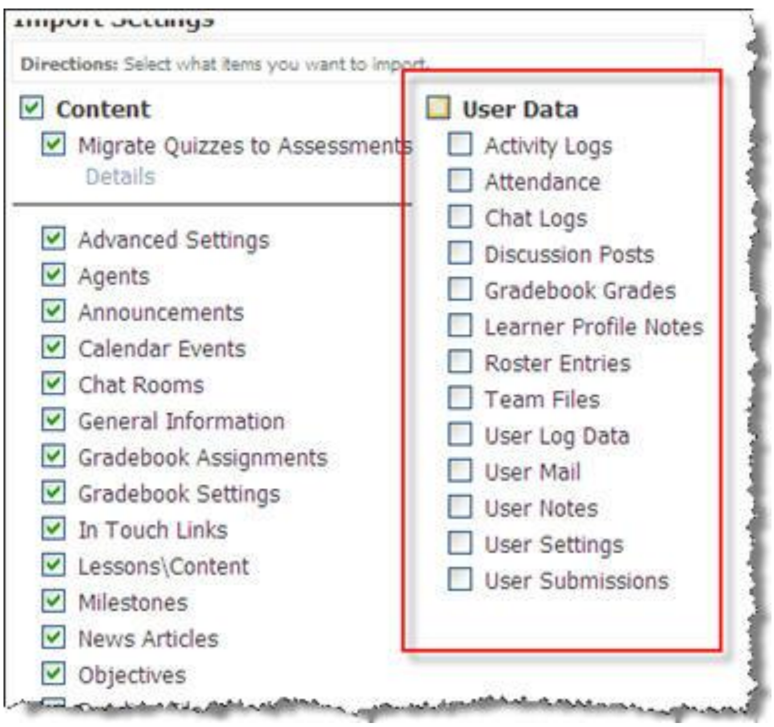


7. Once the file has finished uploading, a screen will appear showing that the upload was successful. Click the **OK** button to continue.

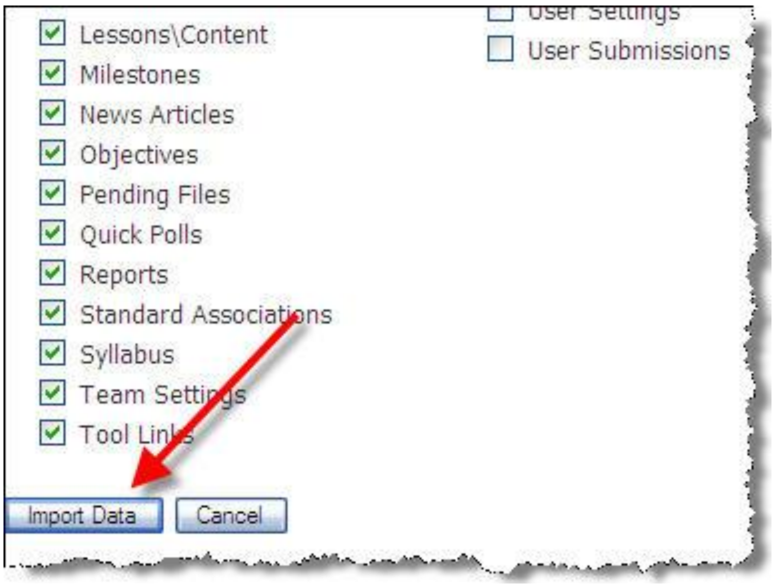


8. The following screen will allow you to designate the portions of the course content to be imported.

> *The archive file that you have uploaded may contain student records, grades, emails, submissions, discussion forum postings, and so on, depending upon the options selected when the archive was created.* ***Uncheck*** *the* ***User Data*** *column so that they will NOT be imported into the new course. All assignments will remain, but will not contain any student submissions.*
>
> *You may also want to* ***uncheck Calendar Items*** *and* ***Announcements*** *if you do not want these in the new course.*

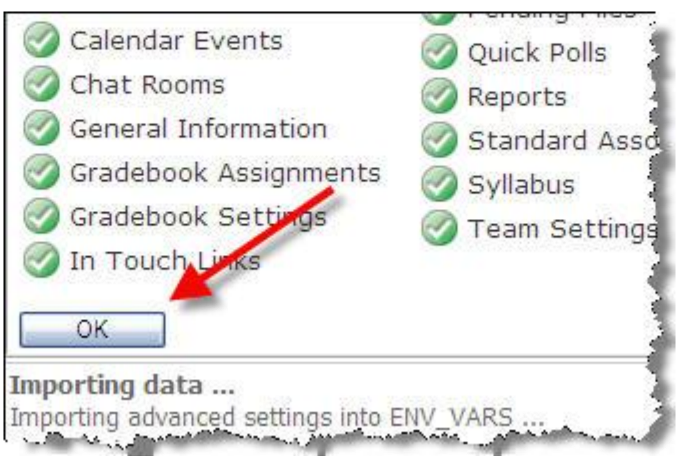


9. Click the **Import Data** button at the bottom of the list when finished.



10. The next screen will show the progress of the import. When all icons have changed to green circles with checkmarks, the process has finished.

    Once it has finished, click the **OK** button.



11. The process is now complete.

Importing Content from a Master Course

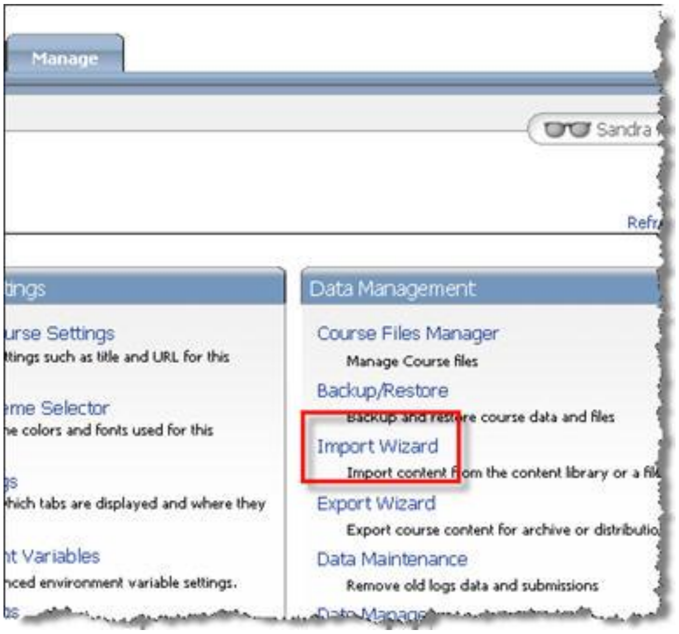
Creating a **Master Course** is advisable for courses that are being taught frequently. It allows you to create a complete course as the "Master" and then import it directly into a new course. It never contains any student data. This might be preferable to continually copying courses over into new courses semester after semester, which could potentially lead to some degradation of links and data.

Master Courses are also a good solution for a course that has many sections that are taught by different faculty. A core group of faculty could develop the Master Course and then make it available to all faculty teaching that course. Once the Master Course has been imported into a course shell, faculty can edit content within that course.

1. **Create** and develop the Master Course. Once a Master Course has been added, it can be developed as any other course.

> *Follow your school policy and procedure for having the Master Course shell created. This is often the responsibility of the ANGEL Administrator or someone else with System Administration rights. See* How to Set Up and Use a Master Course *for more information.*

2. To import the Master Course that has been developed, open the new course to be populated and go to **Manage > Import Wizard**.



3. On the next screen, click **Master Course**.

4. On the following screen, **select** the Master Course that you want to have imported. The drop-down list will list any Master Course available to be imported to this course.

5. Some Master Courses will require a **PIN** to allow them to be selected and then imported. If a PIN is required, you would enter it first in the field beneath the **Available Master Courses** list.

6. **Uncheck** any of the options that do not apply and then click **Import**.

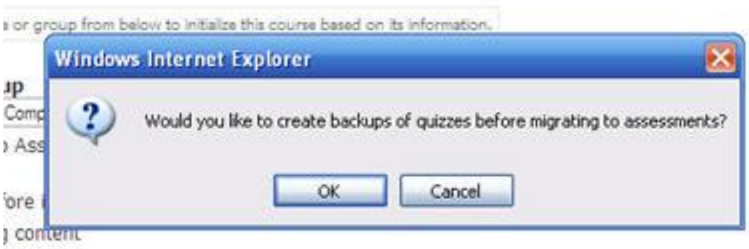
If this is an empty course, you would not need to check the "backup course before import" option or the "replace all existing content" option, since they would not apply.

The "Migrate Quizzes to Assessments" option might be preferable if the course being copied from used the Quiz format and you want to change to the newer and more feature-rich Assessments format.

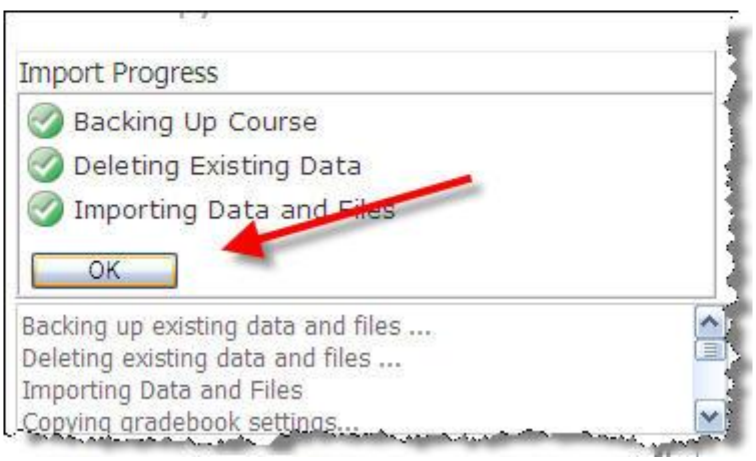
	If you choose to "replace all existing content," it means that any content already added to the course will be overwritten. Leave it ***unchecked*** *to preserve that content, if any.*

7. If you chose the **Migrate Quizzes to Assessments** option, you will see a pop-up window asking if you want to backup any Quizzes before migrating them to Assessments.

	Creating a backup BEFORE changing formats is generally a very good idea!



8. The screen that follows will show the progress of the Copy Course process. The time this takes could vary according to the amount of content being copied. Click **OK** when it has finished.



9. The content has now been imported into the new course.

	No matter what method is used to import content, it is a good idea to ensure that the import was successful and that there has been no duplication of content, especially in the Gradebook, Calendar, and/or

Announcements.

How to Use the Copy Course Wizard to Copy Content from One Course to Another

Using the **Copy Course Wizard** in ANGEL allows you to copy all course content from one course to another. This includes all items in Lessons, Calendar, Announcements, the Course Syllabus, and the Gradebook. Student data, including the Course Roster, Discussion Postings, Quizzes and Drop Box Submissions, Grades, and Mail are NOT copied during this procedure. The procedure can also be used to copy content from a LOR or Master Course. You need to have Course Editor rights for both the course that is being copied from and the course into which the content is being copied.

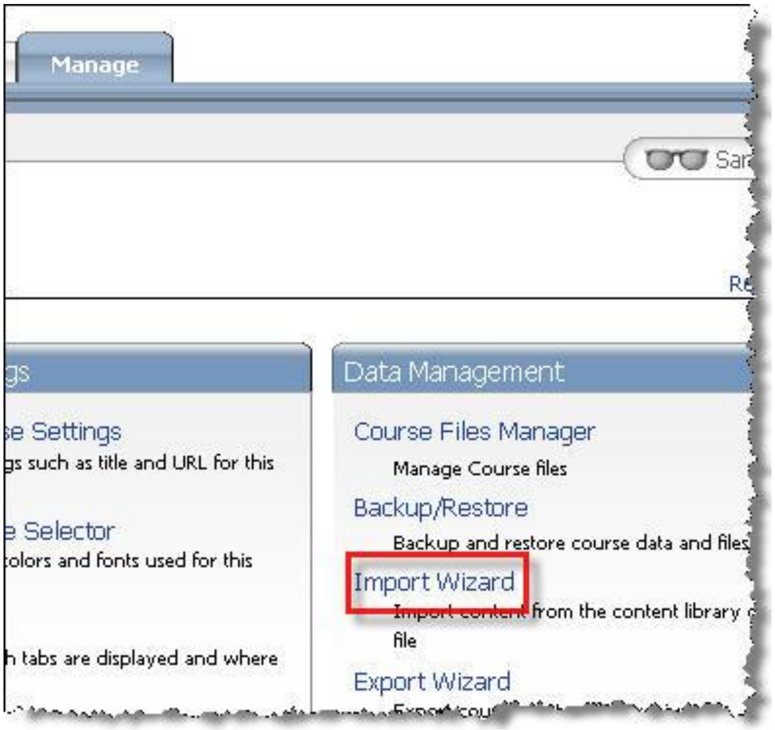
This procedure is used when you need to copy everything from one course, LOR, or Master Course to another – excluding student data. It is an "all or nothing" process. If you only need to copy certain content items from one course to another, use the "Import from Course or Group" or "Import from Learning Object Repository" options in Lessons.

The Copy Course procedure is useful when teaching more than one section of the same course. Develop one section as completely as possible, and then copy it to the other section(s). This procedure can also be used to copy a course from one semester to the next.

1. Open the Course that is to receive the copied content. This is usually an empty course shell.

Ensure that you are in the CORRECT course. Accidentally copying your EMPTY course over the course that you wanted to copy FROM could erase everything in that course, leaving you with two empty courses!

2. Go to the **Manage** tab and click **Import Wizard** in the **Data Management** section.

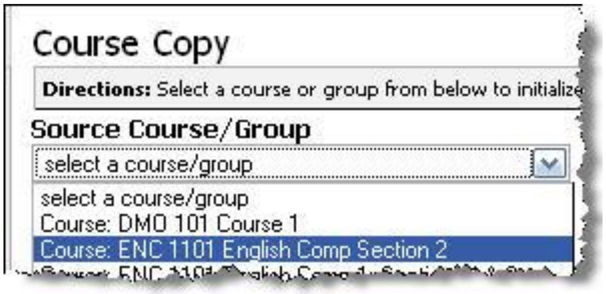


3. Click **Copy Course**.

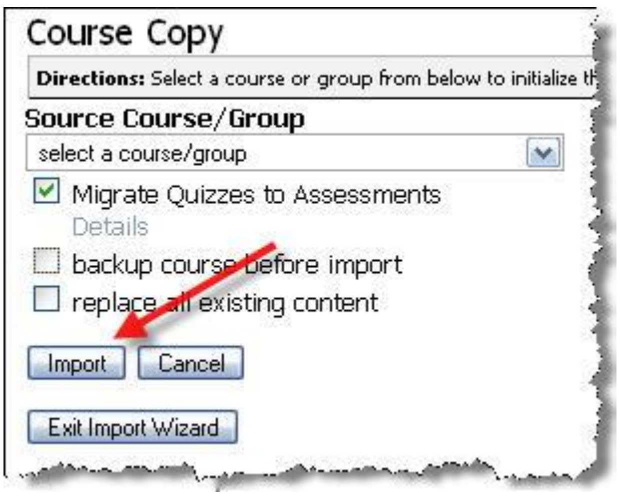
4. From the drop-down list on the following screen, **choose** the course that you want to copy the content FROM.

> *You must have Course Editor rights in the course that you are copying*

FROM, or you will not see the course listed.



5. **Uncheck** any of the options that do not apply, and then click **Import**.



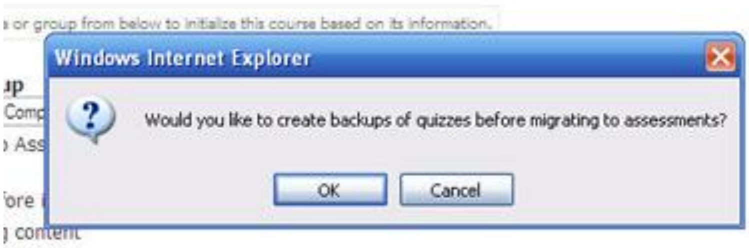
If this is an empty course, you would not need to check the "backup course before import" option or the "replace all existing content" option, since they would not apply.

The "Migrate Quizzes to Assessments" option might be preferable if the course being copied from used the Quiz format and you want to change to the newer and more feature-rich Assessments format.

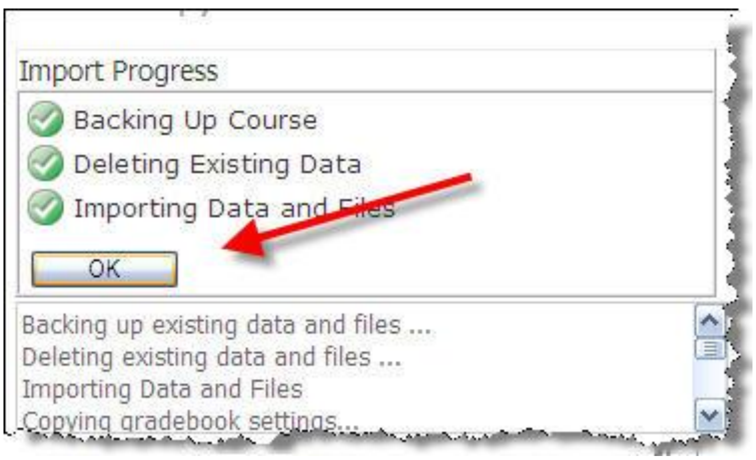
*If you choose to "replace all existing content," it means that any content already added to the course will be overwritten. Leave it **unchecked** to preserve that content, if any.*

6. If you chose the **Migrate Quizzes to Assessments** option, you will see a pop-up window asking if you want to backup any Quizzes before migrating them to Assessments.

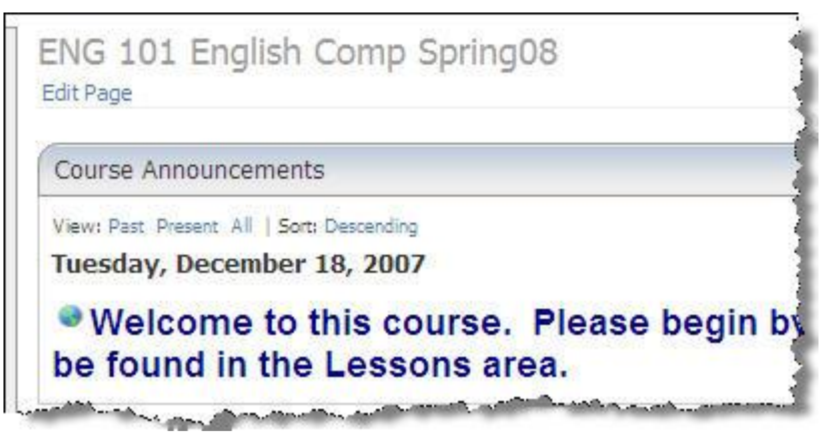
Creating a backup BEFORE changing formats is generally a very good idea!



7. The screen that follows will show the progress of the Copy Course process. The time this takes could vary according to the amount of content being copied. Click **OK** when it has finished.



8. In this example, you can see that the course content has now been copied to the **Course Announcements** and **Calendar** sections.




Add
January 2008
Sunday
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Wednesday
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Classes begin
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Paper #1 due
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