ANGEL 7.4 Instructor QuickStart Tutorial



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ANGEL 7.4 Instructor QuickStart Tutorial

This guide has been developed to help you create and manage your first ANGEL course. As such, it provides basic information and focuses on only the tasks needed to set up and manage a typical course.

Conventions Used in This Tutorial

Typographic conventions used in this tutorial are as follows:

- Items in **bold** represent links, buttons, or fields that appear on the screen.
- Linked items (online help only) are <u>underlined</u>.

This text also features different types of special information:

Icon	Description
S Contraction	Tip: A type of note that helps users apply the techniques and procedures described in the test to their specific needs. A tip suggests an alternative method that might not be obvious and helps users understand the benefits and capabilities of the item.
	Note: Calls the user's attention to information of special importance.
	Reference: Refers the user to another source of information.
Δ	Caution: Advises users of actions that could potentially cause problems.
?	Step-by-step: Brief tutorials that work through the most frequently asked questions step by step.
Video	Video: Brief tutorial videos that illustrate the current task.

Help Sources

Before we jump into the tutorials, it's important to clarify the various ways in which you can receive help when using ANGEL. The following sections illustrate ways to get help by using ANGEL.

Online Help

ANGEL offers a comprehensive Instructor Reference and key step-by-step tutorials via its online Help system. Help is accessed by using the Help link located within the ANGEL power strip.



The Online Help tool provides several options for accessing help.



- 1. Contents. This option allows you to browse through the entire ANGEL Help system.
- 2. **Search.** This option allows you to search through the entire online Help system.
- 3. Instructor Quick Start Tutorial. A tutorial that covers the basic uses of ANGEL.
- 4. **Downloadable Guides.** This link takes you to a page in which you have access to downloadable (PDF) versions of the various ANGEL help documents. Your system administrators also have access to the source document files.
- 5. **Resources.** This link takes you to a page maintained by your institution in which additional help or policy information may be posted.

Field-Level Help

In many places within ANGEL, the help is built in to the application interface. You access this help by hovering over a field label on a configuration page.



Clicking the field label loads a pop-up help window with additional information on that particular setting. In the following figure, the user has clicked the **Display Mode** text (1) and thus loaded field-level help for the **Display Mode** setting (2).

	ment	2 Help: Display Mode - Windows Internet Explorer	×
setungs: Information Ad	uvanceu	http://ft74.angellearning.com/Help/ContextHelpServer.aspx?token=assessment_dis	~
Content Access I Delivery Settings Date Enabled Date Disabled Display Settings Display Mode	Image: All at once All at once All questions are displayed in a Question set at a tim Question at a time Display questions one at a time	 Stand Display Mode Sets how the assessment is viewed by users: All at once: All questions are displayed on a single page. Question Set at a time: Questions are displayed one question set at a time. The user must click the Continue button to view the next set of questions within the assessment. Question at a time: Questions are displayed one question at a time. The user must click the Continue button to view the next question. Show question titles: Question titles are displayed with the question text. 	
	Show question titles	Improve this liele Text	
Question Set Defa	aults		_
	Randomize the orde	r in v	×
	Randomize the orde	r of each questions answer options	

ANGEL User Group List

ANGEL is fortunate to have a robust community of users working to support each other's use of ANGEL via the <u>ANGEL User Group List</u>. The User Group List is managed by Indiana University-Purdue University Indianapolis and is not officially supported by ANGEL. ANGEL recognizes the User Group List's value to our user community and highly recommends that our users investigate the listserv as a means of additional support.

Providing Feedback

ANGEL deeply involves our user community in the development of new ANGEL features or the refinement/enhancement of existing features. If you want to help drive the future of ANGEL or if you want to share an idea for the product, visit our corporate website's <u>Ongoing Customer Collaboration</u> page for details on how you can sign up.

Exploring and Navigating ANGEL

There are several tools for navigating in ANGEL. The Power Strip is a global tool that is visible throughout the ANGEL environment on the left side of the interface. Others tools that work within courses or groups include the Map, breadcrumbs, and the Course/Group tabs. Each navigation tool is described below.



Exploring the ANGEL Home Page

When you log in to ANGEL, the first screen you will encounter is your ANGEL Home page. The Home page presents a variety of components that provide information, access to ANGEL courses, or other useful tools. In addition, you may add, delete, or modify these components according to your institutional policies. The default tools/nuggets available to users may be customized by your institution.

Video Video: " <u>Navigate the Hom</u>	ne Page."	
Home Edt Page		Sandra Hil Refresh
Courses Find a Course Community Groups (2) Find a Group	View, read, and compose messages view, read, and start your messages.	My Announcements There are no new announcements. Public Announcements View: Past Present All Sort: Descending There are no new announcements.
	Today's Calendar 4 There are no events for today. Toolbox 5 Bookmarks	Public Information 8 Event Calendar In the News Public Surveys Public Forums
1 500	Keep a personalized list of bookmarks for easy access to your favorite sites. Files Upload files for easy access from anywhere. Calendar Keep track of important personal events.	

By default, the ANGEL Home page contains the following components:

- 1. **Courses.** A list of the courses in which you are enrolled. Note that some of your courses may be disabled and thus not visible within this component by default.
- 2. Community Groups. Lists the groups in which you are enrolled.
- 3. **Course Mail.** Provides access to your course mail inbox, a summary of unread messages and a quick message link.
- 4. Today's Calendar. Shows today's calendar events.
- 5. **Toolbox.** Helpful tools including bookmarks, files and a personal calendar.
- 6. My Announcements. Announcements specific to you and the courses in which you're enrolled.
- 7. Public Announcements. Campus-wide announcements sent by the system administrator.
- 8. **Public Information.** Information and resources available to visitors to ANGEL.

Reference: See "Configuring ANGEL Components" for information on how to customize these components.

Global Navigation: Using the Power Strip

The Power Strip is available at all times and provides access to global navigation options.



- 1. Home. Clicking this anywhere within ANGEL will bring you back to your ANGEL Home page.
- 2. **Help.** Clicking this will bring up the online Help manual, as well as links to other resources, such as the Instructor Reference Manual.
- 3. Log Off. Use this to log off of ANGEL.
- 4. **Learning Objects Repository.** Clicking this will bring up a list of all Learning Object Repositories (LORs) in which you are a member. When you click it for the first time, it will create your personal repository.
- 5. **Personal Preferences.** Clicking this will allow you to set personal preferences, update your profile, and control access to your personal information as well as to select a default theme for your ANGEL environment and designate other system settings.
- 6. Instant Messages. Clicking this icon will enable you to message with other online ANGEL users.

Other navigation tools are used within an ANGEL course, group, or repository.

Course Navigation: Using Course Navigation Tools

Each course has three main navigation aids: the course or group Map, navigational breadcrumbs, and the main tabs within each course.

Course or Group Map

The **Map** is located on left side of the screen and is opened and closed via the handle highlighted in the following figure. You can open and close the Map as needed. The map will "remember" the last state it was in and default to the open or closed position the next time you enter a given course. For example, you may find it useful to close the Map when viewing the Gradebook so that you have more room onscreen to view student grades.

Note: Keep in mind that students also have the option to open and close the Map sidebar, so they may or may not see the items listed there.



The Map offers several useful navigational views of your course. The default Map view may be preset by your institution. Each view option is discussed below:

- 1. **Map.** Allows you to navigate to any section or content item within the course, group, or repository. The view can be expanded and collapsed.
- 2. **What's New.** Displays any new items that have been completed, such as new discussion forum posts, new content items added, new mail, new drop box assignments to be graded, and new assessments to be graded. By default, you will see items since the last logon, but this view can be changed to items new since the last week, last two weeks, last month, or a specified date.
- 3. **Tasks.** This view displays any items that need attention, such as unread mail, ungraded items, and unread discussion forums. Students will see items that they have not completed, such as unread mail or unread discussion forum posts.
- 4. **Search.** Allows you to search your course content, calendar, mail, or roster, and quickly browse the search results.
- 5. **Design Help.** Provides tips and techniques for using the ANGEL content tools.
- 6. **About**. Provides ANGEL copyright and contact information.

Breadcrumbs

You can also navigate through an ANGEL Course or Group using *breadcrumbs*—links that are created as you access different sections of the course. They allow you to quickly return to a previously visited area by clicking the link. The links are located under the tabs within a course.



Course/Group Tabs

The tabs located across the top of the course/group/repository screens will open up the respective pages, as indicated by the tab label.

Course	Calendar	Lessons	Resources	Communicate	Report	Automate	Manage
Home ► Cou	rse	an a	the second second second		MA	and an analysis	and a state of the second

The tabs are the same as the links on the Map. The content displayed within each of these ANGEL pages differs according to the course rights of the user. The course instructor will have access to more information and options than students.

Course Tab

The Course tab (or breadcrumb link) serves as the course's Home page within any ANGEL course or group. While the components on this page may differ depending on institutional policy and editor customization, the following figure displays the default view of the Course tab and its components.

Pharmacology BY		
Activity at a Glance		Course Announcements View: Past Present All Sort: Descending
200 Logons	200 Mail Messages	Tuesday, October 30, 2007 • Welcome to the Pharmacology Course!!
100	100	Course Mail
0 Fr Sa Su Mo Tu We Th	0 Fr Sa Su Mo Tu We Th	View Inbox View, read, and compose messages View, read, and compose messages View and start your message.
200 Discussion Posts	Submissions	Unread Messages Pharmacology BY (900) 0 messages
100	100	Grades 5
Fr Sa Su Mo Tu We Th	Fr Sa Su Mo Tu We Th	Chapter Exams 76%
		Research Project 90%
Svllabus (2)		Participation 94%
		Homework 89%
Course Syllabus		Last updated: 1/2/2009 2:20:06 PM - Refresh

1. Activity at a Glance. A graphical display of the course activity, including logons, mail messages, discussion posts, and submissions of homework and assessments by day of week for the current week. Editors will see all course activity displayed; students will see a representation only of their own individual activity. Clicking any of the sections will access reports for more detailed information.

- 2. Syllabus. Loads the instructor's syllabus from the Resources > Syllabus component.
- 3. **Course Announcements.** Displays current announcements for the course/group. Only course administrators or course editors can add or edit announcements.
- 4. **Course Mail.** Provides a summary of your course's inbox, a link to view the course mail inbox, and a quick message link that allows you to quickly begin composing a course mail message.
- 5. **Grades.** A graphical display of the average course grades by category as a bar graph. Clicking the bar graph takes you to the Reports Console with the **Class** > **Gradebook Grades** report loaded.

Components can be added or deleted using the **Edit Page** link (in the upper left of the screen, just below the course title.) The default components for an individual institution may vary according to institutional policy. Examples of other components that might be added: syllabus, links to third-party programs, calculator, and course polls.

Calendar Tab

The Calendar tab presents your course calendar. The Calendar can be edited to add events such as appointments, class meetings, field trips, assignment due dates, and other information. Entries can be made for individual course members, all members, or members of a specific team. An example calendar is shown below (in Grid view.)

The Calendar lets you add milestones, office hours, events—anything you'd add to a normal calendar you can add to your course calendar. The Calendar allows you to (1) add events; (2) change the view format; (3) view single days, weeks, months, or the entire year; and (4) move from day to day or week to week.

You can also filter your views of the Calendar by choosing which type of events you want to see: (5) public, team or personal Calendar entries.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 02:00p ANGEL 7.4 Do	2	3
	5 10:00a ANGEL 7.4 Doc	6	7	8 02:00p ANGEL 7.4 Do	9	10
	12 10:00a ANGEL 7.4 Doc	13	14	15 02:00p ANGEL 7.4 Do	16	17
l	19 10:00a ANGEL 7.4 Doc	20	21	22 02:00p ANGEL 7.4 Do	23	24
i	26 10:00a ANGEL 7.4 Doc	27	28	29 02:00p ANGEL 7.4 Do	30	31

Only course editors can add items visible to the entire class. Students can add personal items that are visible only to the user.

Lessons Tab

The Lessons tab contains the main course content. This is where you'll add content to your course, and where your students will access that content. Detailed instructions on adding the different types of content items are shown later in this tutorial.

The tools you need to add and rearrange content items and reports on student activity within lessons are located on the link menu just beneath the Lessons title (1). Content utilities and lesson page preferences are also options on this menu.



Resources Tab

The Resources page commonly contains reference content for students. The default display is illustrated in the following figure, but other components can be added using the **Edit Page** link.

Los Page		
Syllabus	- U [c.	urse Resources 😃
No Syllabus	The	re are no bookmarks to displa
		stitutional Resources
Wkipedia	2	
Search		
Search		
Full-text Search		
	2	
Google	<u> </u>	
- Search		

- 1. **Syllabus**. Allows you to add a syllabus using several different methods. Once it is added, the label will change from **No Syllabus** to **Course Syllabus**.
- 2. Wikipedia. A link to the Wikipedia website.
- 3. **Google**. A link to Google's search page.
- 4. Course Resources. Allows you to organize and present links that support your course.
- 5. **Institutional Resources**. Links to resources established by your system administrator and cannot be edited by individual course editors. Generally these are used for links to institutional web pages such as the Library, Academic Calendar, Help Desk, and so on.



Communicate Tab

The Communicate tab contains access points for all the communication tools for your course or group. Additional components can be added to the default view shown below.

Communicate		(00
Edit Page		
Course Mal	1	Uve Chat
View Inbox View, read, and compose recoges	Skip the inbox and start your ressage.	Live Office Hours (5)
Unread Messages		There are no office hour sessions scheduled.
Intro course	0 messages	Communication Links (6)
Course Roster	2	AddEdk Units
Course Roster		
mex a ratio people in this course.		
Course News and Events	(3)	
Announcements Read past and present course anno	uncements.	
News		
Read past and present course news	L	i i i i i i i i i i i i i i i i i i i
Polls		
Take part in course polis.		and the second sec

- 1. **Course Mail**. This is the same component that appears on the Course page, but defaults the inbox to the current course.
- 2. **Course Roster**. A listing of all members of the course/group. Any members that have a "hidden" designation will not be visible to students. The roster can only be viewed here; it cannot be edited. The roster also allows members to view photos and other profile information, if available.
- 3. Course News and Events. Provides a single point of access to all course announcements, news, and polls.
- 4. **Live Chat**. Allows for students and instructors to chat, share a whiteboard, or view each other's desktop in real time. If no live chat sessions have been set up, this component will not be visible to students.
- 5. **Live Office Hours**. Similar to Live Chat, but can be set up and managed by the course instructor to invite or schedule live chat sessions with students as required. Because the instructor has more control over which students are invited into the virtual office at any given moment, it allows the instructor to chat privately with individual students about grades or other personal information. If no office hours have been set up, this component will not be visible to students.
- 6. **Communication Links**. This component allows the course editor to create links pertinent to course communication. If none is added, this component will not be visible to students.

Report Tab

A wide variety of reports can be configured, run, and saved. You also have the option to act upon (send mail, send the report, create an agent, and so on) the results in a report immediately from the report itself.

|--|

-		1
Report Settings	Saved Reports	
Choose Report		
Category	Report	User(s)
WhoDunit	✓ Last Logon	V N All Users V
Configure Rep	ort	[-] Collapse
List users that hav	e not 👻 logged on since 🛛 14 days ag	
Select report view	Table 🗸	Run Print Preview Send Report Export Save Create Agent Send Mail
WhoDunIt Last users: All Users List users that hav	Logon re not logged on since 14 days ag	0.
Run by bkoch at 1/2/2	2009 3:24:34 PM	
Name	Days Ago	
Anderson, Jean (Jan	No Data	
Antonecci. Deve (der	tternettel) 24	
Balla, Ruth (realla)	24	

>	Note: Reports available to students are limited to those that pertain to their ov	vn activity within a course.

Automate Tab

The ability to automate a variety of tasks is part of what makes ANGEL so customizable. It is almost like having your own personal assistant in your online course! You can set up agents to do many routine tasks that would be very time-consuming if you had to do them all manually, and at the same time you get the benefit of providing immediate and personalized feedback to your students based on their interactions within the course.

The Automate tab allows access to the Agents Console, in which you can automate a wide variety of tasks based upon content, activity, or a schedule. For example, agents can be set up to send e-mail to students who have not logged onto the course within a set period of time or to release additional content based upon a student's score on an assessment—there are literally hundreds of options.

The console is used to both create agents and to view all agents that have been set up along with a status report for each one. The Automate page is visible only to course editors.

			Show all	Show all 🗸	Show Retired	
litle		Category	Туре	Last Status	Last Run	Next Run
Achieving Students	•	Content Agent	On grade	N/A	N/A	N/A
At Risk Students	•	Content Agent	On grade	successful	5/14/2008 3:50:16 PM	N/A
Cleanup	•	Content Agent	On view	successful	12/10/2008 1:21:47 PM	N/A
Complete Chapter 4	•	Content Agent	On grade	successful	12/12/2008 3:42:27 PM	N/A
lomework Message	-	Content Agent	On submit	successful	12/12/2008 3:40:04 PM	N/A

Manage Tab

The Manage tab contains all the course tools needed by the course editor to conduct and manage the course. This page is visible only to course editors.

ł



1. **Course Management**. This component allows the course editor to do the following:

- Configure and use the Gradebook
- Edit the course roster, including adding and deleting members and editing rights
- Set up and manage teams
- Take attendance



- 2. **Course Theme Selector.** Allows the course editor to preview and quickly select a new theme for the course. Instructors may also create their own themes (or edit existing ones) via the Course Theme Selector found in the Course Settings component.
- 3. Course Settings. Allows course editors to further customize and configure their course
- 4. **Data Management.** Contains a variety of options for maintaining the course, such as the ability to back up and import course archives, manage a question bank for surveys and assessments, create and manage grading rubrics, and configure dates for the calendar.

Preparing Your ANGEL Course

Once you know how ANGEL is organized, you can start to explore some of the communication, content, and assessment tools available within a course. You will get the best use out of these features if you work in a course shell and try each of the following tutorials.

Viewing Disabled Courses

It is a common practice for institutions to create course shells in a "disabled" state so that students cannot access them until the course is ready. To see your disabled courses, you may need to change your default settings for **Courses**.

- 1. Click the **Settings** icon (
- 2. On the screen shown in the following figure, change the **Show Disabled** option to **Yes** and then click **Save**.

Courses Settings Display Filter	
Directions: The following is displayed, deselect the check	the list of the courses for which you are currently a member. To prevent a course from being box next to the course.
Intro course (Disabl	ed]
Advanced Settings	
Group By	Semester Category
Also Display	Role Category Instructor Semester
Tasks	♥Ungraded ♥Mail ♥Posts ♥Milestones ♥Tasks
Show Disabled	I Yes ONo
Save Use Default	Cancel

3. The course is now visible on the Home page. Notice that the course is designated as **[Disabled]** and also displays the role of the individual.

u y san h
_

Enabling a Course

Because most courses are developed while in a disabled state, they need to be enabled for students to access the course.

1. Go to Manage > General Course Settings.



2. Click the Access tab and change Editors Only to All Members and then click the Save button.

Course	Access	Enrollment	Standards	Objectives	Advanced	
Membe	er Access		Editors Only			
Guest /	Access		All Members Editors Only			Ŀ\$
Search Show th Course's	Engines is course in 'Fi searches?	nd a	O Yes	⊙ No		
ave	Cancel				ور و محقور العلم	and, admin.o., day

Configuring ANGEL Components

You can edit the properties and behavior of a component by using your mouse to "hover" over the component title bar, which then reveals the editing functions for that component. The functions available for a specific component will vary.



- 1. **Edit.** Allows you to change the settings of the component. This option appears only within components that have settings or editing functions available.
- 2. Refresh. Refreshes the content of the component.
- 3. **Minimize icon.** Collapses the component so that only the label appears with no content. When clicked, the icon changes to a window; clicking the window expands it again.
- 4. Launch New Window. This option opens the component in a pop-up window so that it's available from other ANGEL pages.

Each component will have different editing and configuration options.



Creating an Announcement

Course announcements are useful for messages that you want students to see as soon as they enter your course. They can be configured to be read by all students, by an individual student, or by a specific team. An announcement is time-limited; you will set the parameters that determine when an announcement first displays and when it will no longer display. The default values, if you do not specify otherwise, is for an announcement to display as soon as it is added and for it to be displayed for one week. In this tutorial, we will create an announcement that welcomes students to the course.



Tip: You can "reuse" the same reminders from term to term. One way to be certain that students aren't seeing old announcements from a previous term is to change all your announcement availability dates to future dates before the beginning of the semester. This way, your recycled announcements will appear automatically on the schedule you've determined, so that it is in synch with your course schedule for the semester.

Tip: A "best practice" for online courses is to ensure that students have clear instructions about how they need to begin working in their online course. An announcement can be used for this purpose.

To create an announcement, follow these steps:

- 1. Go to **Communicate** > **Announcement**.
- 2. On the next screen, click the Add Announcement link.
- 3. The **Add Announcements > Announcements Settings** screen appears. You will add the text for the announcement within the **Announcement** text entry box.

Tip: ANGEL has a graphical menu available for formatting the text, similar to a word processor. This is the inline HTML Editor and it is available everywhere you need to add several lines of text within ANGEL. It not only allows you to add text but it also allows you to add an image and hyperlinks.

Add Announcement	i.
Announcement Settings	1
Announcement	
□ 2 2 - B I U - ○ 2 - C - Σ - □ - 2 - 2 1 = = - T - T - Style - Format - Fort - Size - ♡ 2	
Welcome students!	^
Please begin by reading the Syllabus, located in the Resources section, and then complete the Orientation Module in Lessons.	
	Y.
Start Date C	
January 10 V, 2009 V PM 04 V: 35 V	
End Date	1
February 💙 4 💙, 2009 💙 🧰 PM 04 🜱: 35 🖤	
Sequence	
Default 💌	
Section	1
633625489064834890 V Other	
liser (e)	
Evenues (Marchart	1
Cvethouse Other	
Save Cancel	

- 4. Use the HTML Editor menu to format the text and add an image and/or hyperlinks (a).
- 5. Type the text into the text entry area (b).
- 6. Enter the start date and time when you want the announcement to display (c).
- 7. Enter the end date and time when you no longer want the announcement to display (d).

- 8. Select the course member (**User**) who will be able to view the announcement. The example will allow the announcement to be seen by everyone who enters the course. The drop-down list will also allow a single user to be designated or members of a specific team (e).
- 9. Save the announcement by clicking the **Save** button, indicated by the arrow.
- 10. When you return to the Add Announcement screen, click the Exit Announcement Editor button.
- 11. The announcement will display on the course page and any other page where the Announcement nugget has been added, such as the ANGEL Home page.

View Inhov	Duick	View: Past Present All Sort: Descending
View, read, and	Message	Thursday, January 8, 2009
compose Skip th messages your m	e inbox and start essage.	
4		Welcome students!
Unread Messages		Please begin by reading the Syllabus in
Intro course 0 me	essages	the Resource page, and then complete the Orientation module in Lessons.

Adding a Syllabus

A syllabus can be added by using several methods:

- Upload a syllabus document in Word, RTF, PDF, or HTML format.
- Link to a syllabus on another website.
- Use the built-in syllabus template.
- Create a syllabus page using the HTML Editor.



You may add a syllabus by going to the Resources Tab and clicking the **Settings** () icon on the **Syllabus** component and following these steps:

1. Click the drop-down list underneath **Syllabus Source** text to select one of the methods to add the syllabus:

Syllabus
No Syllabus
Syllabus Source
None
Default Template
None 🔨
External URL
Upload a File
A construction of a construction of the constr

- **Default Template**. The built-in template; the syllabus is developed by completing all pertinent fields within the template.
- **External URL**. Allows input of an external link to a syllabus.
- **Upload a File**. Allows uploading of the syllabus file.

2. If **Default Template** is chosen, complete all information as shown in the following figure, and then click the **Save** button.

Svillabus Editor	
Synabas Editor	
Save Cancel	
General Information	
Heading	1
Introduction to ANGEL	
Keywords	1
ANGEL orientation introduction	
Faculty Information	
Name	13
Sandra Hill	
Title	1
Assistant Professor	
Home Phone	HTML Editor
	Miscellaneous
Office Phone	
Ext 0845	1
Office Fax	1
	HTML Educ
	Save Cancel
1	كوريانية المتحد ومناد المتحدث المتحاط والمحاصل والمراجع والمحاص والمحاص والمحاص والمحاص والمحادي

The syllabus will display when the **Course Syllabus** link is clicked within the **Syllabus** component.

Introduction	Introduction to ANGEL						
Instructor	Sandra Hill						
Title	Assistant Professor						
Office Phone	Ext 0845						
Office Address	Building 7, Rm 104						
Office Hours	Mon - Wed 1 - 3 pm						
E-mail	shill@angelu.edu						
Location	Online						
Start Date	January 12, 2009						
Course Credits	3						
Required Text							
An Introduction	to ANGEL, D. Dillow; ANGEL Publishing 2008						
Course Descri	ption						
This course will	enable new ANGEL users to create a course in AN						
course Objec	أربيه والمحمد المنافعة والمعالي ويهود والمحمد والمحمد والمحمد						

If **Upload a file** is selected, the screen will change so that the syllabus file can be uploaded.

Syllabus	
No Syllabus	
Syllabus Source Upload a File 💙 File	(3)
	Browse
Syllates Files Update Cancel	-

- a. Click the **Browse** button to navigate to the syllabus file.
- b. After the file has been selected, it will appear within the **File** field. Click the **Update** button to complete the procedure.

The file will appear when the **Course Syllabus** link in the **Syllabus** component is clicked.

Tip: Saving the file as an HTML file and then uploading it will make it easier for students to open the file because it will not require a word processing program to be accessed first. Save it as a web page, unfiltered.

Adding Content Basics

Much of the course will be conducted within the **Lessons** page. Content is added by clicking the **Add Content** link and then selecting the content item to be added.



Content items available include:

- Folders
- Files
- Pages
- Discussion forums
- Links
- Drop boxes

- Assessments
- Surveys
- Wikis
- Blogs
- RSS syndication folders
- Games

You can also import content from other courses and groups in which you are an editor and from LORs linked to the course.

The procedure for adding a content item is similar for each type of content. The following illustrates the common settings used for all content items.

- 1. Within the **Lessons** page, click **Add Content**.
- 2. On the following screen, select the content item to be added.
- 3. The **Settings** menu will appear. The menu is divided into several tabs. The example illustrated in the following figure displays the tabs common to all items. Some content items have additional tabs that are applicable to their function. The content item settings here are shown in Normal view. Advanced view allows the editor to access additional settings for the item.

Content	Access	Standards	Objectives	Automate	Assignment	
age s	5 (b) s-	C	d	C	ſ	
Lamber.	and the second second	and a state of the local distance of the loc	A CONTRACTOR OF STREET, ST.	and the second sec	A DESCRIPTION OF THE OWNER OWNER OF THE OWNER OWNER OF THE OWNER OWNE	

- a. **Content**. The title and subtitle are entered here. They display within the **Lessons** page to identify the content item.
- b. **Access**. Determines who can access the content item. Advanced settings allow for a start and end date for the item.
- c. **Standards**. If activated, allows you to align the content item to preset standards.
- d. **Objectives**. If activated, allows you to align the content to objectives you create via the **Objectives** tab on the **General Course Settings** tool.
- e. **Automate**. Lists any automated agents associated with the content item. Advanced settings allow for an agent to be set up within the content item settings.
- f. **Assignment**. Sets the assignment options for the content item so that it is linked to the Gradebook. Milestone dates, which place the items on the course calendar, can also be set here.
- 4. **Content tab**. This is where you name your content item by adding the title (a) and subtitle (b) for your content item. For many content items you'll also add a description on this tab.

Content	Access	Automate	Assignment				
- Page S	Settings—						
Title	Title Ocontent Item Title						
Subtitle	Subtitle 🚯 Content Item Sub Title						
			-				

5. Click the **Access** tab and enter applicable settings.

Content Access	Standards	Objectives	Automate	Assignment		
- Access Tracking						
a User Tracking	Disabled		~			
View Restriction:	S					
b 🗆 Do not allow u	sers to view	this item				
CViewable By	Students	•	~			
d Password						
e Team Access	All Teams	*		1		
				1		
Save Cancel						

- a. **User Tracking.** Enables or disables user tracking. In this example, no student activity related to this content item will be tracked and thus will not be available when running activity reports.
- b. **Do not allow users to view this item.** Checking this option will prevent any users except for those with editing rights to see the content item. If any other access dates, such as a start date, are set, this setting will override them.
- c. **Viewable By.** Specifies the minimum rights required to access this content item. In this example, users with student rights and higher would be able to access this item.
- d. **Password.** If set, would prevent anyone from accessing the content item without the password specified here.
- e. **Team Access.** Allows the content item to only be viewed by specific teams. A setting of **All Teams** would allow anyone with rights specified earlier to access the item.
- 6. Click the **Standards** and **Objectives** tabs to specify standards and/or objectives to be associated with the content item.
- 7. Click the **Assignment** tab if the content item is to be graded and the grades recorded in the Gradebook and/or if you want to specify milestone settings.

Settings: OAdvanced						
Content	Access	Standards	Objectives	Automate	Assignment	
Milest Task 1 Assign Due Da	Milestone Settings Task Type Assign Date Due Date C Milestone Settings Item completion January 12 12 2008 17 2008 17 2008 17 2008 10 17 2008 10 10 10 10 10 10 10 10 10 10					
Grade	book Setti	ngs				
Catego	ory	(Default)]▼ other	C	4	
Points	Possible	100	Ð	~	1	
Calcul	ation Type	First subr	nission 💌 🄇	g)	1	
Displa	y Format	Course D	efault	≥ h		
hid	le gradebo	iok assignmer	nt from studer	nts		
Save Cancel						

- a. Specify whether the task will be automatically marked as completed when the student completes the task (such as submitting a test) or whether the faculty will manually mark the item when it is completed. Setting the **Task Type** at **Item completion** with an assign date and due date within the **Milestone Settings** will place the dates on the Calendar.
- b. Set an assign date.
- c. Set a due date.
- d. Select (New Assignment) in Gradebook settings.
- e. Select the Gradebook category appropriate for the assignment.
- f. Designate the total number of points to be awarded for the assignment.
- g. Calculation Type is usually First submission for content item assignments.
- h. In **Display Format**, **Course Default** is set when determining preferences for the Gradebook. This specifies how the grade will display within the Gradebook.
- 8. Click the Save button to complete the settings. The content item will now appear within lessons.

Adding a Folder

Folders can be used to organize content. Once created, content items can be added to folders using **Add Content**. Content can be organized by modules, lessons, or other units as appropriate; or can be organized thematically with similar content items grouped together.

Folder settings will "cascade" to all content items that are added within the folder. If the settings are changed *after* other content items are added to the folder, you can specify which settings will apply to those items already within the folder.



In this example, we will create a folder to house an orientation module.

- 1. Within the **Lessons** page, click **Add Content**.
- 2. On the next screen, click the **Folder** link.



3. On the next screen, add a title, subtitle, and other settings as needed. In this example, the **Advanced** view is selected so that other options are available.

5ettings: ONormal OAdvanced						
Content	Access	Standards	Objectives	Automate	Assignment	
Page Settings						
Title		Orientatio	n Module			
Subtitle	Э	Due Janua	ary 19			
Page T	ext					
Ť						
11'						
Sequer	nce	1				
Link Se	ettings —					
L. um		والمعادمة والتقالة	and a second	a and a second second second	11-11-9-15-41- Same - 1	

The **Page Text** area allows you to enter information about the module/unit or other folder contents.

The Access settings (in Advanced view) allow for start and end dates to be added as well as options for Cascade settings.

Do not allow us Viewable By Password	Students	×				
Start Date End Date	November V	29 💌, 2008 💌 📰 29 🔍, 2008 💌 📰	PM 06 : 25 : 25 : 25 : 25 : 25 : 25 : 25 : 2			
Edit Restrictions — Editable By Object Editable By	Course Editors 💌					
Cascade Settings -	Viewable By	Team	Start Date	End Date	Password e roker itseir and new s	Hidden-

4. Check any settings that will cascade to content items already added to the folder. All settings will automatically be the default settings for any new content items added.

A new screen will open within the folder so that content items can be added to it.



Adding a Page

Pages that contain information or other content, such as lecture notes, can be created and added within ANGEL. This example will demonstrate adding a page of instructions for the orientation module.

Video	Video: " <u>Add a Page Item</u> ."

1. Click Add Content and on the following screen click Page.

Orientation Module Due January 19 Add Content: Rearrange Settings Reports Utilities Delete	
Add Content	
"head	· · · · ·
Create an Item	1
Folder Create a new folder to organize your content.	Page Create a new page of content from scratch.
and the second sec	and the second data and th

2. On the **Settings** menu, add a title and subtitle. Within the **Page Text** box, create the page of information. The HTML Editor menu at the top of the window can be used to format the text, as well as add hyperlinks and images. Click **Save** when finished adding any other settings.

New	Page
Settings: 💿	Normal O Advanced
Content	Access Standards Objectives Automate Assignment
Page S	ettings
Title	Module Instructions
Subtitle	
Page Te	ext
	🔁 🛍 • B Z 🛛 • 😓 😒 • 🖾 🖓 • ∑ • 🗖 • 🗎 •
_ 1 ≡	🗄 🔹 📰 🛎 🔹 Tar 💁 Style - Format - Font - Size - 💱 😭 -
For t	his module, you will need to:
1.	Send a mail message to the instructor of this course.
2.	Introduce yourself to your classmates by posting on the Introductions Discussion Forum. Respond to at least two of your classmates' posts.
3.	Writera paragraph about your goals for this course and submit the paper into the Orientation Drop Box.
1	
Save	Cancel
	والمحمد المحمد

The page is now added within the folder.

Drientation Module
Add Context: Rearrange Settings: Reports: Utilities: Delete - Module Instructions
and Dz
Madule Tester utions
Piodule Instructions
Settings Reports Utilities Delete Print M
For this module, you will need to:
 Send a mail message to the instructor of this course.
2. Introduce yourself to your classmates by posting on the Introductions Discussion Forum. Respond to at least two of your classmates' p
3. Write a paragraph about your goals for this course and submit the paper into the Orientation Drop Box.
4. After reading the Syllabus (located in the Resources page), take the Orientation Quiz.
and a state of the

Adding a File

You can add documents and images in a number of formats, including DOC, RTF, PDF, HTML, TXT, JPG, GIF, PNG, and ZIP.



Tip: If you use DOC, PPT, or other Microsoft Office files, students must have the appropriate software on their computers to open or view the material. Use web-friendly formats such as PDF, RTF, or TXT that can be opened more easily with free downloads or most word processing platforms.

1. Click Add Content and then click File on the following screen.

Due Jan Add Co	Orientation Module ruant intert Rearrange Settings Reports Utilities Delete Module Instructions	
- 14.161	Due January 19 Add Content	
	Create an Item	
	Folder Create a new folder to organize your content.	Page Create a new rage of content from scratch.
	Create a URL to link to a document on the World Wide Web.	File Upload Zip, Word, Excel, graphic files and more from your computer.
	have a series of the second	and the second

2. On the next screen, browse to find the file, add a title for the file, and then click **Upload File**. Keep **File Type** at **AutoDetect**.

Upload a File
Upload Form
Instructions: Click "Browse" to locate the file then click "Upload File" to add it to your content.
File to Upload
CIDocuments and SettingsISandraHIAN Browse
Title
ANGEL Frequently Asked Questions
File Type
AutoDetect
Upload File Drag-n-Drop Cancel
File Libload Facts

If the file needs to be opened within a specific software program, such as Microsoft Word, a download screen will display when the link is clicked.



Adding a Web Page

A web page can be uploaded into ANGEL as a file content item. Because a web page often contains images and links to documents, these have to be uploaded along with the web page. One way to do this is to save the web page and all its associated files as a zip file. Then upload the zip file using the same procedure as when uploading any other file.



- 1. Upload the zip file.
- 2. ANGEL will recognize the file as a zip file; on the next screen, select the web page (HTML) file (the one that will display when the user selects that item) and click **Extract Files**.

Upload Results
File Upload Successful
The file you uploaded is an archive. If you would like to extra Files" button. If you do not want to extract this archive, click
Default File
index.html Extract Files
OK

All the files will be uploaded, and the page will display as it should when it is clicked.



Adding a Link

Links are another type of content item that can be added:

1. Click Add Content and on the following screen click Link.

Orientation Module Due January 14 Add Content Rearrange Settings Reports Utilities	
Orientation Module Due January 19 Add Content	
Create an Item	Page Create a
Create a URL to link to a document on the World Wide Web.	File Upload Zi from you

2. The **Link** settings include a field for adding the link within the **Content** tab of the settings. Add the full link and any other applicable settings, and then click **Save**.

	Via 1992					
Title		ANGEL Le	arning			
Subtitle						
-Link Sett	ings					
Link Targ	pet 1	New Wind	iow 💌 🗹	no banner		
Link URL	2	http://ww	w.angellearni	ng.com		Brows

- 1. Changing **Link Target** to **New Window** and checking **no banner** will force the web page to open in a separate window instead of within the ANGEL page.
- 2. Link URL needs to include the full address for the website.

1			
	Video	Video: "Add a Link Item."	

Adding a Drop Box

A drop box allows students to upload papers and other documents for grading. If assignment options are set, the grades will appear in the Gradebook. A grading rubric can be used when grading the assignments. The drop box is added in the same way as the other content items: by selecting **Add Content** and then **Drop Box**. There are some settings that are specific for the drop box.



Reference: See "Using Grading Rubrics."

1. The **Content** tab has a **Directions** area for adding instructions and other pertinent information.



The drop box settings include a **Submission** tab. 2.

Content Access	Submission	Review			
Submission Setti	ngs	•			
Max Submissions	Max Submissions 1 🛛 💌 🔕				
Message Box	Enabled 💽	a 🕒 👔			
Attachments	Enabled 💽	a 💽 🗟			
		-			

- Max Submissions allows you to set the number of times students can submit assignments into the drop a. box. The range is from **Unlimited** to **10**.
- The Message Box is a text area in which the student can enter text. Because the text cannot be b. formatted, it should be used only for shorter assignments. It can be either enabled or disabled; disabling it will prevent it from displaying.
- c. Enabling Attachments will allow students to upload documents as attachments.
- 3. **Review** is another tab specific to the drop box.

Orientation Ue January 19 Settings: Normal	Drop Box			
Content Access	Submission	Review	Standards	Objectives
Review Settings User Review	Normal - u Normal - u Peer Revis Disabled	sers see on sers see on ew - all user	ly their own s ly their own s s see all subm	ubmissions 💌 ubmissions issions

- 4. There are three User Review settings:
 - **Normal** allows students to see their own submissions after they have been submitted.
 - Peer Review allows students to read each others' submissions.

Note: Although students can see all documents submitted, they do *not* have access to any grades except their own.

- **Disabled** will not allow students to see any submissions.
- 5. The **Assignments** tab allows for grading rubrics to be selected to be used with the drop box assignment. In the following figure, the **Orientation** rubric is selected. (The other components within the **Assignments** tab are completed in the same way as other content items.)

Task Type	Item completion 💌
Assign Date	🗌 November 💌 29 💌, 2008 💌 🥅
Due Date	🗹 January 💌 19 💌, 2009 💌 🥅
Gradebook Setting]\$
Assignment	Orientation Drop Box 💌 🔣
Grading Rubric —	
Grading rubric	Orientation M Preview
Display rubric t	o students before submission
Display rubric s	scores to students after submission
Supplementary Ev	aluation
Supplementary Rubric	No Supplementary Rubric In Use 💌 🛛 Preview
Add Another Supp	lementary Rubric

6. Click **Save** when all settings have been added.

Adding an Assessment

Assessments allow you to create online quizzes, practice tests, and exams. One of the most powerful features of assessments is the ability to map individual questions to course-specific standards and/or objectives. The assessment settings have some additional options available.



1. As with other content items, begin by selecting Manage > Add content > Assessment.



2. To take full advantage of all features available for assessments, use the Advanced view in settings.

The **Content** tab includes a **Description** option, only available in **Advanced** view, which allows you to input any specific instructions related to the assessment.

iettings: 🔘	Norma 💿	Advanced					
Content	Access	Interaction	Review	Standards	Objectives	Automate	Assignment
Page S	iettings —						
Title		Orientation	n Quíz				
Subtitle		Due Janua	ry 19				
Descrip	tion						
	20	• B / I	1 - 🔛	😒 - 🔜 (G·Σ·	-	
	1 - E		• 💁• S	tyle * Format *	Font * Size *	V 🕘 ·	
The following quiz will cover information from the syllabus and from the Orientation Module. Be sure that you have disabled any pop-up blockers to be able to take the quiz. You will not be able to access the quiz after 11 pm on January 19.							
							da

3. The Access tab includes options that are specific for an assessment.

Viewable By	Students M
Password	
Team Access	Al Teams 💌
Start Date 🔕	🗌 January 🖤 4 🖤, 2009 🖤 🧰 AM 11 💌 25 💌
End Date 🚯	V January V 19 V, 2009 M PM 11 V: 00 V
-Edit Restrictions -	
Editable By	Course Editors 💌
Object Editable Bj	Course Editors 💌
Internet Security	
Browser Securit	Madum - disable right-click, print, etc.
Drowser Security	Note: Made as seen ally more and your and tooly affective

a. The **Start Date**, if set, will cause the assessment to be viewable by students on the date and time indicated. In this example, the Start Date is *not* checked, so it will be visible to students when they first

enter the course and until the End Date.* The Start Date only allows the assessment item to be visible within the folder, but it does *not* make the assessment available to be taken. (The assessment cannot be taken until the Date Enabled date, which is set on the Interaction tab.)

- b. The **End Date**, if set, will cause the assessment to no longer be visible to students. Notice that the box is checked, so this assessment content item will not display to students after the date and time indicated (January 19 at 11 PM).
- c. There are three **Browser Security** settings:
 - **None.** No browser security imposed.
 - **Medium.** Disables ability to print, copy, highlight, and so on while taking the assessment. It is *not* 100% secure.
 - High. Prevents the user from leaving the assessment or use print, copy, features, and so on).
- 4. The Interaction tab includes several setting options, as shown in the following figures.

-Delivery Settings	
Date Enabled 🥹 🗹 January 💌 12 💌, 2009 💌 📺 AM 08 💌: D	0 💌
Date Disabled b 🖉 January 💌 19 💌, 2008 💌 📰 PM 11 💌 0	0 💌
-Display Settings	
Display Mode All at once All questions are displayed in a simple list on a single page. Question set at a time Question set at a time.	
O Question at a time Display questions one at a time.	6
Show question titles	
Question Set Defaults	
() Randomize the order in which questions are delivered	
Randomize the order of each question's answer option	6
Don't allow backtrack	
Display feedback after each question	
Correct answer must be selected before next question	is presented

- a. Date Enabled sets the date and time when the assessment can be taken.
- b. Date Disabled sets the date and time when the assessment can no longer be taken.
- c. **Display Mode** allows questions to be displayed all at once, one question set at a time, or one question at a time.

Note: Questions in an assessment can be grouped by Question Set with different options configured for each set.

- d. **Question Set Defaults** include the following:
 - Randomize the order in which questions are delivered
 - Randomize the order of each question's answer options
 - **Don't allow backtrack** (students cannot return to questions already displayed—available only if Question set at a time or Question at a time is selected)
 - Display feedback after each question (available only if Question at a time is selected)
 - Correct answer must be selected before next question is presented (available only if Question at a time is selected)



- e. **Mastery Settings**. If checked, sets a mastery level so that students can take the assessment until a specific percentage is reached.
- f. Attempts Allowed. Can select from 1 to 10 attempts, or unlimited attempts.
- g. **Validation**. Options are the following:
 - Allow without warning. Does not advise users if any questions are unanswered before submitting.
 - Allow, but issue warning. Users will be advised of any unanswered questions and will be given an opportunity to answer them. Users still can submit assessment without answering all questions.
 - Do not allow. Users cannot submit assessment unless they have answered all questions.
- h. **Save Option**. If checked, users can save answers, close the assessment, and resume the assessment later. (All answers are automatically saved while users are taking the test.)
- i. **Anonymous Mode**. If checked, all submissions are anonymous and user cannot be easily identified. Use with care!!
- j. Time Limit. Can limit the amount users have time to take the test.
- k. Time Warning. Can opt to warn users set number of minutes before time limit set has been reached.
- 1. **Automatically submit assessment when time expires**. If this is checked, the assessment will be submitted when the time limit has been reached, whether or not the user has completed the assessment.
- 5. The assessment item also includes a **Review** tab that determines the kind of feedback the user can access as well as when that information is available.

Content Access Intera	ction Review	Standards	Objective	s Automate	Assignment	
Results Review						-
View Dubmission Histor		0				
VIEW Submission Histor	Full review M	0				-
Review Availability	Review begin	ns	days after	Assessment d	isabled 💌	1
	Review ends		days after	review begins		-
Display Feedback 🕑	Assessment con	npletion 💌	Jesuuris are	rgraueu		
Feedback Options	☑ Overall score	e 🗹 Right	or wrong	Question te	ext 🗹 User res	panse
U	Feedback tex	at 🗹 Ansv	ver key	Grader rem	narks 🗹 Points po	ssible
	Points award	ied				
	2					
Save Cancel				alleda,	بدسمي بالمعامين	

- a. **View Submission History**. Determines the type of review available to the user after taking an assessment. The options are the following:
 - Full review. The user has access to whatever feedback options have been set for the assessment.
 - List only. Users will see only their points awarded out of points possible and the overall score.
 - **Disabled**. Users cannot access any feedback or scores.
- b. Review Availability. Determines when the review will be available. An end date for the review can also be set. The review can be available when the assessment has been submitted (User submission), when the assessment is no longer available or the number of days after it is no longer available (Assessment disabled) or on a specific date.
- c. Display Feedback. This refers to feedback that can be added to any question; it can either be general feedback about the question or specific feedback that pertains to the answer choice selected. This option determines when this feedback can be viewed: at the end of the assessment or at the end of each question set.
- d. **Feedback Options**. If Full review has been selected, the specific items to be included within the review are selected here.
- 6. If the assessment is to be associated with specific standards and objectives, they need to be set under their respective tabs. The Assignment tab options also need to be set if the assessment results will be recorded within the Gradebook. They are completed as discussed in Add content.

Note: Multiple choice, true/false, fill in the blank, and ordering questions will be graded automatically; essay and short answer questions have to be graded by the instructor.

When students access the orientation quiz before the date enabled, they will see the following figure.

Orientation Quiz	My Notes Previo
Instructions	
The following quiz will cover information from the syllabus and from the Orientation Module. Be sure you have disabled any pop-up blockers to be able to take the quiz. You will not be able to access the quiz after January 19 at 11 pm	No submissions have been recorded for this assignment.
This assessment is worth 10 points Maximum number of attempts: 1 Time limit: 30 minutes	Submissions for this assignment will appear in this area.
Review mode: Full The assessment is disabled	
Begin Now Currently available.	
Notice that the **Begin Now** button is grayed-out and there is a message advising the students that the quiz is not yet available.

Adding a Question Set

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 set, depending upon the needs of the test or exam.



1. Once the assessment has been saved, the **Assessment Editor** will display so that you can create question sets and add questions. You can return to the Assessment Editor at any time by clicking the assessment in Lessons.

ings Reports Utilities Delete	Print: My Notes Previous
ssessment Editor At a Glance	
dd Question Set. Preview	Select an Action 🛛 💌 🗔 🗹 Drag 'h' drop enable
CHERT LAND CHERT HIS LINE	ALCONOMIC TO A CONTRACT OF
Add Question	

2. Select **Configure** to apply options for a question set, if needed.

Assessment Editor	At a Glar	nce	
Add Question Set F	review	ů.	
Question Set:	Question	is ———	
	Configure	ColoctAll	Doloto Ouestion Set

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 having the title display to the students taking the assessment. The **Heading text** window allows you to put in 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 you add.



- 4. Give directions for the questions within the set.
- 5. Provide a scenario or case study for the questions within the set.
- 6. Add a diagram or map or other illustration referred to in the questions.
- 7. Add a link to a multimedia element, such as a video clip, for students to watch and then respond to via the test questions.

General Interaction	
Set title	Content Items Display set title durin
	The following questions all pertain to
<u>Heading text</u>	

8. The **Interaction** tab provides other settings for the individual question set.

Use assessment settings	
Question set display mode The question set mode as defined on the Assessment Interactions tab.	All questions at once b
Question set display options Sets the manner in which questions are presented within the question set	Randomize the order in which question's answer options Randomize the order of each question's answer options Don't allow backtrack Display feedback after each question Correct answer must be selected before next question is presented Limit the number of questions within this Question Set to:
Time Limit Time limit Set time allowed to complete this Rem	Unlimited
Expiration Warning Warn students before time allowed expires	○ No warning ○ Warn 1 min 🕑 before time expires
Automatically move to next que	estion set when time expires

- a. **Use assessment settings**. if checked, the settings will use those already configured in the assessment settings.
- b. **Question set display mode**. This is determined by the assessment settings and cannot be changed in the question set configuration.
- c. Question set display options. These can be changed only if Use assessment settings is not checked. These options allow for randomization of questions within the question set as well as randomizing the answer choices. Checking Limit the number of questions within the Question Set to _____ will randomly select the number of questions specified from all questions within the question set, so each user will have a different list of questions.
- d. Time Limit options can be set only if no time limit was previously set in the assignment settings.
- e. Click **Save** when finished.
- 9. Add a new question set by clicking **Add Question Set**.

d Question Cat	Droviow		
iu Question Set	FIEVIEW		
Question Set	: Content	Items —	
Add Question	Configure	Select All	Delete Question Set
The following	questions will a	Il relate to add	ling content items in Lesso
1999 - 1999 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 -	0. 16 0. 18 0. 19 19 19 19 19 19 19 19 19 19 19 19 19		
Add Question			
The sure is sure in sure	ently no ques	tions in this	assessment. To add c
There are curre		and the second second second	"Configure"
other settings fi	hr this questi	on set, click	

10. 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** will allow you to configure the question set. Click **Save** to continue.

Alcern	Add Question Set	×
ssm	Enter Question Set title:	
nfigu	Reports	
030	🗹 Edit Question Set settings upon save	
	Save Delete	

- 11. Continue to add all question sets needed for the assessment. You do not need to create more than one question set.
- 12. Click **Add Question** to add questions within each question set. You can use Questions and Question Pools to add questions, or you can create individual questions.

Add Question Set Pr	At a Glar eview	nce	
Add Question C	ontent . onfigure	Select All	Delete Question Set
The following que	stions will n	elate to adding tions in this	g content items in Lessons.

- 13. You can add the following types of questions:
 - Multiple choice
 - True or false
 - Multiple select (a multiple choice question 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 (a question 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.

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



14. Once the questions have been added, they will be listed in the Assessment Editor within their respective question sets.



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

Delete Question	· V Go	Drag	'n' dron enablei
 Select an Action			n arop chable
Delete Questions			
Change Point Va	lue		
 			12

- 16. Checking **Drag 'n' drop enabled** allows you to change the order of questions by dragging them into place with the mouse.
- 17. You can delete or change the point value of a question or several questions by checking the box next to the question(s), selecting the desired action, and then clicking **Go**.

Adding a Discussion Forum

Discussion forums can be used for course discussions, involving the entire class or teams, private journals, as an informal gathering place for students, and for other collaborative activities. They can be graded and can also utilize a scoring rubric.



1. Add a discussion forum: Manage > Add Content > Discussion Forums.



2. Enter the title and subtitle on the title page. Use the **Directions** text area to input the topic and instructions for the discussion.

ontent	Access	Post Permissions	Interaction	Standards	Objectives	Automate	Assignme
-Page S	ettinas —						
Title		Introduce yourse	alf				
1100		Introduce yoursen					
Subtitle	3	Due January 19					
Directio	ns						
	I and I and I						
	2 🕄	- B I U -	😂 🔍 - 🗖	G • Σ	- 🗖 - 📑	-	
1 (1) 1 (1)	2 6	• B / U •	😒 😒 - 🖬	G · S	- 🗖 - 📘	•	
_ I=	2 €	• B I ∐ •	😒 😒 🔹 🖬 I* Style * Form	∎ G • Σ vat• Fant• Si	- 🗆 - 📑 ze- 🚏 🔡	•	
Post	a brief int	B I U Ta	Style • 🖬 • Style • Form f and then res	at ▼ Font ▼ Si pond to at lea	• 🗖 • 📓 ze• 🚏 🚰 ist 2 other po	sts.	
Post	a brief int	• B I U •	Style • Form	at ▼ Font ▼ Si pond to at lea	e 🗖 e 🕻	sts.	
Post	a brief int	B I U	Style • Form	at ▼ Font ▼ Si pond to at lea	e 🛛 e 🕻	sts.	
Post	a brief int	• B Z U •	Style + Form	at • Fant • Si pond to at lea	ze • 😍 😭 st 2 other po	sts.	
Post	a brief int	• B Z 型 • ■ = • T ₂ • 0 ₃ roduction of yoursel	Style + Form	at Fornt Si	st 2 other po	sts.	

- 3. Add any options within the **Access** tab, which does not have any components that are specific to a discussion forum.
- 4. The next tab, the **Post Permissions** tab, is specific to a discussion forum content item. This tab allows for different posting permissions to be given to members of different teams if teams have been created. It can also be used to limit permissions to all members.

Settings:	V Discu	SSION FORUM							
Content	Access	Post Permissions	Interacti	on	Standar	ds	Objective	s	Autory
De Guilte					Read	N	ew Post		Reply
Default		and the second se				 	<u>⊻</u>		

By default, all members can read all posts, create new posts, and reply to posts.

5. The next tab, the **Interaction** tab, is also specifically used for discussion forums.



- a. A variety of discussion forum modes can be chosen:
 - Normal Discussion. The default mode with all members being able to post to the same discussion.
 - **Private User Journal**. Users can see only their own posts and no one else's; often used for reflective journal activities.

- **Private Team Journal**. Users can see only posts from their own team members. Some uses include collaborative group projects or peer review/critique of papers in writing courses. Dividing a class into teams also allows for smaller discussion groups.
- **Fishbowl**. One team discusses while the other team observes the discussion.
- Hot Seat. One team takes an "expert" position and the other team poses questions to that team.
- **First Post**. Users cannot see any other posts until they post their own response to the discussion question.
- b. Discussions display in two different views: **Threaded View** and **Nested View**. By checking the box, users can choose and switch between views.
- c. Instructors can rate student posts by using a point system. A default maximum rating score can be added using the **Maximum Instructor Rating Score**, if applicable.
- d. Users can be given permission to upload attachments to a discussion post, if checked.
- e. Anonymous posting can be disabled, enabled, or set as a default. This might best be done for more sensitive discussions if it is not necessary to identify the poster. If enabled, you may want to also enable **Discussion Moderation** so that posts can be approved before they are displayed to others.
- f. The minimum rights required to post as a new post can be set. This is usually set at **Student**.
- g. Check whether students will be allowed to edit their posts. (Note that students do not have the ability to delete posts.)
- h. If checked, student profiles can be accessed within a discussion forum.
- i. If checked, students can rate posts as a peer review activity.
- j. A number of fields display within a discussion forum; they can be chosen by checking the appropriate box.
- 6. More options in the **Interaction** tab can be set if settings are displayed in Advanced view.

Discussion Moderation:	a	Automatically approve all messages
Task Notifications :	b	Unread Posts Unscored Posts Unapproved Posts
Post Types:	\odot	None Cit / Create New
Instructor/Moderator Subject Colors:	d	
Reply Subject Lines:	C	Populated

- a. **Discussion Moderation**. Choices are to automatically approve all messages or enable moderation, which means that all posts have to be approved by the moderator before they can be displayed.
- b. Task Notifications. Check boxes for all tasks to appear within the task list on the guide.
- c. **Post Types**. Different roles for posters can be defined.
- d. **Instructor/Moderator Subject Colors**. All posts from the instructor or moderator can display in a different color if defined.
- e. **Reply Subject Lines**. Defines how the subject line displays for replies; **Populated** means that the subject line will contain the subject line of the top post preceded by *re*.

The **Assignments** tab has an additional feature for adding scoring rubrics that will automatically score student posts based on student activity. The milestone and Gradebook settings are the same as for other content items.

1. Check **Enable scoring rubrics** to begin.

—Scoring Rubrics —	
Enable scoring rubrics	}
Scoring rubrics automatically assi	gn scores based upon student activity and scores given within the discussion.
Score 0	
70 If	And Collecte
	ADD CHIERA
Add New Score	and the second state of th

2. One common rubric is to award a percentage of points based on the number of posts and replies to posts that a student makes. To do this, put the score by percent in the **Score** box and delineate the number of and types of posts needed to attain this score.

Score 100				3
%				1
	if	# of Posts	Y ≥ Y 1	Delete
	and if	# of Replies	✓ ≥ ✓ 2	Delete
		Add Criteria 👉		
Summer and the second s		and a summer		Longer Lawrence

In this example, students would receive 100% of the points possible if they posted at least one "top-level" post and two replies to other posts. (After the first **if** statement, **Add Criteria** was selected to add the second criteria for that score.)

3. Click **Add New Score** to add other scoring options. Click **Save** when all scoring options have been added to save all settings.

%	and if and if	of Posts f of Replies Add Criteria	
Score 0 %	if	# of Posts	V - V 0
Save Cancel	الماسية عامر	hand the address of the design	

Importing from a Learning Object Repository

The purpose of a Learning Object Repository (LOR) is to house content that is portable, sharable, and reusable. All faculty members have their own personal LOR that will allow them to share content items among courses in which they are a course editor. Using a LOR for content is a good choice when you are teaching several sections of the same course or otherwise have content that is used by more than one course, especially if you will be adding or editing the content. If changes are made to the content item within the LOR, those changes will automatically be made within any courses that are linked to the content item.

A LOR is also a good solution for larger content items, such as audio or video files. Linking to them within a LOR then requires only one instance of the file instead of having the same file duplicated in several courses, thus preserving valuable file space on the server.

LORs can also be created for specific courses, departments, divisions, schools and so on so that users can share the content items.

Video: "Import Content."

To access your personal LOR for the first time, click the LOR button on the Power Strip.



Navigation inside a LOR is similar to a course or group, except there are only three pages, as reflected in the LOR, **Repository**, and **Manage** tabs.



The **Repository** tab functions similarly to the **Lessons** tab in Courses and is where content is added, using **Add Content**. In this example, a page has already been added using the same method used to add a page in **Lessons**.

1. To make the content in the LOR available to the course where it needs to be linked, go to the **Manage** tab in the LOR and click **Course and Group Access**.



 On the next screen, go to the My Courses link on the right side. It will expand to display an option to have all courses in which you are a course editor be linked to your personal LOR or you can select individual courses. In this instance, we will check the all courses option.

Repository Association Editor Current Associations: USER-shill				Add Associaty	om: My Courses	
Remove	Type	Id	Title	My Courses Course Search	J	
nemore celected				My Groups Group Search	-	
			0	My Courses		
			Ь	Automatically	map all courses to my per	sonal repository Update
				Naci	course	Inte
d			C	Add Selected	010029409004094090	Into course
Exit				ad and address to the state of the	مالمى بى مالىر بى مەسى	: اس میں میں میں

- a. Click My Courses. This will display the options discussed in step 2.
- b. Check Automatically map all courses to my personal repository.
- c. Click Update.
- d. Click Exit.
- 3. To import a content item from the LOR into a course, open the course and go to Lessons > Add Content > Import from Learning Object Repository.



4. The screen shown in the following figure allows you to choose the content to be imported.

Import From Learning Object Repository Intro course	
Browse Search	Add To
Personal: Sandra Hi	Copy Options Copy Standards Mappings Copy Question Keywords Copy Question Difficulty Levels
	Copy Items Link to Items

- a. Click the + next to the repository folder with the needed content; in this case, the Personal repository. When the folder expands, click the box next to all content items to be added.
- b. From the drop-down list, choose the location where the content item is to be added. In this example, it will be added to the Orientation Module.
- c. Note that there are some options that can be checked, including mapping the content to the Standards already mapped to it, copying question keywords, and copying question difficulty levels (for assessments).
- d. Choose either Copy Items or Link to Items to finish:
 - Use **Copy Items** for items that need to be separate from the LOR, such as drop boxes and discussion forums that need to have results and grades remain within the course. If any changes are made to the content item within the LOR, they will not change the copied item within the course.
 - Link to Items will not move the content item into the course, but it will create a link to the item. If the content item is changed within the LOR, it will also change within the course. This is the best choice for files that would otherwise need to be duplicated within a number of courses/sections because only one instance of the content item is required.

In this instance, because this is a file and not a gradable item, we will choose **Link to Items**.

5. Click **Done**. A window indicates the item was added.

Import From Learning Object Repository Intro course	
Browse Search	Add To
Content by folder.	Сору

6. The arrow on the content item icon indicates that the content item is a link from the LOR.

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 item. 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.

Paceta	ord	****	
Viewa	ble By	Student	s 💽
Do	not allow	users to viev	v this item
-View	Restriction	s;	
User "	Fracking	Student	s Only 🛛 💽
-Acces	s Tracking		
ontent	Access	Automate	Assignment

Note: Beginning the password with an exclamation point (!) will hide the content item from the students' view.

3. Click the **Save** button when you have finished adjusting any other settings.

Viewable By	Students	
Password	****	
Team Access	All Teams	*

4. The folder will appear with a small padlock icon on the side when you are in Course Editor view.



In Student view, shown in the following figure, the Module 3 folder does not appear.

Lessons	
Module 1	
Module 2	

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.



- 1. Go to the **Automate** tab.
- 2. In Agents Console, click Add New Agent.



3. Supply a name for the agent that will help you identify it easily and then choose **Content Agent** as the agent type.



4. Click the Select content to monitor link that will appear when Content Agent has been selected.



5. Select the **Lesson Type** of content that will be monitored (that is, what type of content item will trigger the agent to activate). In the example shown in the following figure, it is **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.

	Select content to mo	nitor
	Lesson Type:	
L	Assessment	1
	Assessment Blog Discussion Forum Drop Box File Folder Game IMS/SCORM Package Link Page Quiz Survey Wiki	 ○ Specific assessment w

6. Select **Specific assessments** in order to designate the assessment that will be used for this agent. In the following figure, it is **Exam 1**, which is the only assessment set up in this course at this point). Click **Add**.

ssment 💽				
ssessment				
Any accessment	Specific ass	accmante		
vara 1	s opecine as:	e soniento		
CTRL + Click to select m	ultiple items.			
	1			
d Close Window				
CTRL + Click to select m	ultiple items.	LUSE IESSUNS) is viewed.	

7. Then click **Close Window**.

Use C1	RL + Click to select m
	1
A alal	Close Window

1. 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 shown in the following figure is **graded**.

e Lessons	
elect content to	monitor
am 1 (delete)	
viewed 🔽	
viewed submitted	
graded 🛛 🖌	-
taken reviewed	
	e Lessons elect content to am 1 (delete) viewed submitted graded taken reviewed

2. 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.

Exa	am 1 (<u>delete</u>)		
is	graded 💌		
an	d grade is between 80	% and 100	%

3. 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.

·		I service and the latest service and	
Content Ag	ent "Module 3" wi	I run when I	=xam 1 is grade

4. 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.

All Users	
User Selection P	roperties
Select Users Choose all users of a s	pecific user for the Agent to monitor.
Any User	O Specific Users
Rights Filter Refine your user seled	tion by choosing which course rights the users must have to b
Any Right	ts O Specific Rights
Team Filter Refine your user selec	tion by choosing which team memberships the users must have
🖸 Any Tear	n OSpecific Teams
User Selection C	onditions
Under what condition	s should the users selected above be included in this Agent?

5. A summary for the agent will be displayed at the bottom of the screen. Click **Next** to continue.

-Agent S	ummary			
Content A	gent "Module	e 3" will run for	All users when Exam	1 is graded
Add Anoth	er User Sele	ection		
	lei Osei Seit			
Cancel	Previous	Next		

6. 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**.



1. 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 anyone who 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.)

Choose Actio	n Type ———
Select the action ye clicking the "Add A	ou'd like to run base Additional Actions" b
Unlock	💽 Action
Configure Act	tion
	STOLL
telease password-j	protected content to
elease password-j Jnlock content	protected content to : for
elease password-j Jnlock content Event Originator All Filtered Users	protected content to
telease password- Jnlock content Event Originator All Filtered Users Filter: All Users All Faculty	protected content to

2. Finish this section by putting supplying the password that will unlock the Module 3 folder.

Select the actio	on you'd like to run base
clicking the "A	dd Additional Actions" b
Unlock	💌 Action
Configure	Action —
Release massive	ord-protected content to
Kelegge baggaac	the but many and many many contract of
ivelease passive	
Unlock cont	ent for
Unlock cont	ent for ator
Unlock cont Event Origin All Filtered Use	ent for ator sers vs
Unlock cont Event Origin All Filtered U: Filter: All Use All Faculty	ent for ator sers rs
Unlock cont Event Origin All Filtered U Filter: All Use All Faculty	ent for ator sers ers Originator''
Unlock cont Event Origin All Filtered U: Filter: All Use All Faculty Add -> "	ent for ator sers srs Originator''
Unlock cont Event Origin: All Filtered U: Filter: All Use All Faculty Add -> " Password(s	ent for ator sers ers Originator''

)÷

100 L

Tip: 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!

3. The summary appears at the bottom of the page. Click **Save** to complete the procedure.

assword(s)					
mod3						
Agent Su	mmary —					
ontent Ag	jent "Module	3" will run	for All Us	ers when B	xam 1 is gra	aded.
	1	212 - 1999-1942				
dd Anoth	Action					
	arAccon					
	and the second se					

Note: You could add more than one password if you had several content items to be released based on the action set.

4. The final page allows for any changes to be made. Click **Save** to activate the agent.

ser Filter and Action settings.	
kgent Name	
Module 3	
ligent Type	
Content Agent	
Jser Selection	
All Users	All Users
Action	
Unlock	Unlock Content
	Password: Imod3

The agent has now been added to the **Agents Console**.

Add New Agent							Refre
		Show all	~	Show all		Show Retired	
Title	Category	Туре		Last Status	12	Last Run	Next Ru
Module 3	Content Agent	On grade		N/A		N/A	N/A

Tip: This same procedure can be used to open remedial content by setting different grade criteria and unlocking other content items.

Previewing Your Course as a Student

When developing a course, it is a good idea to view the course as a student would see it. In the upper-right corner of each screen is a label with the name of the user displayed as well as an icon resembling a pair of eyeglasses.

1. Click the label in the upper right corner of the screen with the username and a graphic icon of a pair of eyeglasses on it.

OO Sand	da Hill 🔻

2. On the following screen, select the user level for the preview. The default is **Student**. Click the **Begin Preview** button.

Rights		
🔿 Anonymous User	O Authenticated Guest	 Student
🔾 Team Leader	Course Mentor	🔘 Course Assistan
🔿 Course Editor 🛛 🦯		

3. The label will change to indicate the **Student** view and the "eyeglasses" are now colored. The tabs across the top no longer display the Automate or Manage pages.

(00 si	tudent 🛡				
Course	Calendar	Lessons	Resources	Communicate	Report
Home > Cour	se	-			

4. To return to Course Editor view, click the eyeglasses again and then click the **Cancel Preview** button on the following screen.

Gradebooks and Grading

When setting up the Gradebook, you must first decide how all 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 expressed as a fraction (875/1000) or a percentage (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 toward 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.

Setting Up Gradebook Preferences

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

1. Go to Manage > Gradebook > Preferences.

Note: 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.

Grad	ebook
View	
View Vi	All Grades ew all the grades in all the categories.
View	Grades
1	All Categories 🛛 💉
1	All Users 🛛 🖌 🔽
Print G gr Enter, By As Er	Grades eate a printer-friendly PDF View of the adebook. /Edit Grade ssignment iter grades on a per assignment basis.
By Us	er Iter grad <mark>es</mark> on a per user basis,
Grade	book Setup
Prefe M	rences sintain overall preferences of the gradebox
Impo In	rt Grades aport grades from an external file.
	to a hard a set of the set of the

2. Add the options needed.

ieneral —	s rrom another	r course, use the \underline{Cop}	y Gradebook Settings f
Defau	t Display Form	at: Score (Percent)	a
	Options:	reat Ungraded Items	as Zero 🕒
		imit Course Assistant xclude Instructors fro	s by Team m Averages
Gradeboo	k Mode: Perc	entage (e)	
verage Se	ttings		
and all a			0
	a second s	VICIONAL OVORAL 6V	0/3/00 1
	options:	Colopiat Overall At	ci aya

- a. Set the **Default Display Format** for the way 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).
- b. Treat Ungraded Items as Zero. Enters a 0 as a grade for all assignments that have not been graded.
- c. **Limit Course Assistants by Team.** Allows only persons with Course Assistant rights to see grades (and enter grades) for students with the same team membership.
- d. **Exclude Instructors from Averages.** Displays a class average that does not include any Instructor submissions.
- e. **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.

Average Settings in Preferences contains options for the final grade display.

- f. 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.
- g. **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.
- h. Click **Save** to keep all preferences as set.

Setting Up Grading Scale (Letter Grade Scale)

Next, a good step is 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.



<u>))|////</u>=

Tip: 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.



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.

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 when using the Gradebook Wizard, by adding them within the Gradebook, or during the process of creating an assignment when setting up a content item within lessons.

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. If you skip the wizard, it will not be accessible again unless you have not created any categories.

- 1. Go to Manage > Gradebook. The Gradebook Wizard will appear.
- 2. In the first example shown in the following figure, a points-based system is selected.

Gradebook Setup - Step 1	
TIP : <u>Click Here</u> to learn more about the gr features.	adebook setup wizard and other commonly used
Gradebook Mode:	
Points This option enables simple points-based only. O Percentage This option enables recreations-based	d grading. Formulas are available at the assignment leve
inis option of dates proceedings ended i	
Title	Calculation
Homework.	Use all assignments M
Quizzes	Use all assignment: 🛩
And the state of t	ALON

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

Calculation
Use all assignments

4. Here you are changing the **Homework** category to **Discussions**. 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.

Title	Calculation
Discussions	Use all assignments
Quizzes	Use all assignments
Exams	Use highest: Use all assignments

5. If using a percentage-based system, you would also see a **Weight** column for inputting the weighted value of that category.

Little Weight	11010	inde interest
---------------	-------	---------------

6. Continue with the rest of the wizard to set up assignments and other options.

Setting Up Categories Within the Gradebook

This can be used 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.
- You will first use a percentage-based system. Note that there is one category (Default) already listed. It has 0 Weight.
- 3. At the bottom of the **Categories** section, click the **Add New** button.

Categories	i Titla
	nue (
	Delauit
Add New	Show Tasks

The **Category Editor** section will open beneath the row of buttons.

Category Editor View Shomal O Advanced	Description:
Calculation: 2 Use all assignments Drop lowest Use highest 1 grades	Bxtra Credit Weight: 30 Auto-calculate Percent Overall: 100%
Sare Cancel	and the sub-sub-the sub-sub-sub-sub-sub-sub-sub-sub-sub-sub-

- 1. Enter a title for the category you are creating.
- 2. Add the calculation information. In this example, all assignments contribute toward the total grade for the category.
- 3. 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 add some descriptive information.
- 4. 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).

 Ouse all assignments Ouse highest 3]grades
	 Ouse all assignments O Drop lowest O Use highest

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.** If you leave the Title blank, it will keep the name of the content item as the assignment. If no categories have been created yet, the only option is **Default**. Click the **other** button to add a category that is not listed.

Assignment	(New Assignment) 💌
Title	Dropbox1
Category	Default 💌 other
Painte Passilata	Default

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

New C	ategory
Title	Research Paper
Weight	20 auto calculate

5. Complete the rest of the information to set up the assignment and then click **Save**, as shown in the following figure. (This process will be discussed in more detail later.)

Assignment	(New Assignment)	
Title	Dropbox1	
Category	Research Paper 💌	
Points Possible	100	
Calculation Type	First submission 💌	
Elisplay Format	Course Default	
Dhide gradebook	< assignment from stu	

6. If you need to add other options to the category, such as **Drop the lowest** ____ **grade**, you need to edit it within the Gradebook by going to **Manage** > **Gradebook** > **Categories**.

Tip: With all these methods available, which is the best to use? It is	often most officient to create the
The with an these methods available, which is the best to use: It is	
categories in the Gradebook so they are already available when creating a	n assignment within a content item.
	·······

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 setup.

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



Reference: 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 "Automate Tab" for information.

Setting Up Assignments Within a Content Item

1. When adding a content item that is to be graded and viewed within the Gradebook, you would begin with the procedure outlined previously ("Setting Up Categories while Creating Assignments in Lessons"). Continue with the creation of an assignment by inputting the number of points to be awarded and how the grade will be calculated within the Gradebook.



- **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, not through the content item.
- 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.



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.

- 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.

Ţ	itle: Pres	entation	
Descript	ion:		

4. Continue completing the fields. Select the appropriate **Category** for the assignment. Note that the **Calculation Type** must be **Manual** because it is not associated with any content items and is graded outside of ANGEL.



Adding a Grading Rubric

Г

Student assignments that are submitted to a drop box can be graded using a grading rubric. Before adding a drop box assignment, you may want to create a corresponding rubric first.



1. Go to Manage > Rubric Manager.



2. On the following screen, select Add and then Create new rubric on the window that appears.



3. On the following screen, begin setting up the rubric:

Create Rubric Wizard (step 1 of 3): Name, Rows & Columns				
Enter a rubric name and set up columns and rows for your rubric (you can change in step 2 if needed).				
Rubric Settings				
Rubric Name (a) Orientation				
Achievement Column Settings				
Number of columns 4 💌 (b)				
Column Ordering Order low to high Order high to low				
Column Weighting 1 2 3 4				
Column Label Achievement Level				
Weights define the lowest score needed to attain an achievement level.				
Criteria Row Settions				
- citeria row Securgs				
Enter rows (e) Create 3 blank criteria rows				
 C Create and align criteria rows from standards and objectives Calent Standard(a) Calent Objective (a) 				
Select Standard(s)Select Collective(s) .				
Row label Criteria				
Next Step Cancel				
The set of the second design of the second difference of the				

- a. Add a descriptive name for the rubric.
- b. Select the number of columns needed for the point values.
- c. Input the minimum percentage weights for each column. The weight input is the lowest score needed for that level/point value.
- d. Add a label for the column. The default is **Achievement Level**.
- e. Enter the number of criteria needed. You can also have the rows created from selected standards and objectives

f. Add a label for the rows. The default is **Criteria**.

4. Then click **Next Step**.

5. On the next screen, set up the values for each **Criteria** and **Achievement Level**. The HTML editor is available for formatting, if needed. Click **Next Step** to finish.

Criteria	Achievement Les			
	Achievement Level 1 0%	Achievement Level 2 33%	Ach	
Goals (34% Weighting)	0 percent Paragraph does not include any goals	11.22 percent Only one goal included or goals not relevant to course	22.78 percent 2 Goals for co	
Formatting (33% Weinhtinn) Cell Description: File upload	0 percent Not to narranch format and/or 5 or more	10.89 percent Barancarib is not well consisted and/or (22.11 percent In paragraph grammatical e	
TML Editor			22.11 percent Paragraph su submitted 1-2	
Align Standard(s) Align Objactive(s). Criterion Weighting % : 33 Save Save & Edit Next Cancel				

6. The final step allows you to review the rubric and make any revisions needed. Click **Previous** to make corrections or **Save** to finish.

every your robins. If it is on, click the save button, if you need to make changes, click t				
Criteria				A
	Achievement Level 1 0%	Achievement Level 2 33%	Achievement Level 3 67%	Achievement Level 4 100%
Goals % Weighting)	0 percent Paragraph does not Include any goals	11.22 percent Only one goal Included or goals not relevant to course	22.78 percent 2 Goals for course listed, relevant to course	34 percent 3 or more goals listed, all are relevant to course
Formatting 13% Weighting)	0 percent Not in paragraph format and/or 5 or nore spelling, grammatical errors	10.89 percent Paragraph is not well organized, and/or 3-4 spelling and grammatical errors	22.11 percent In paragraph format; 1-2 spelling, grammatical errors.	33 percent In good paragraph form; no spelling or grammatical errors
File upload 13% Weighting)	0 percent Paragraph not submitted on first try; had to be resubmittyped paragraph in Vissage box instead of upbading a file, OR submitted more than 5 days late.	10.89 percent Paper not in correct file format; had to resubmit after reminder OR submitted 3-5 days late.	22-11 percent Paragraph submitted correctly but submitted I-2 days late	33 percent Paragraph submitted on time and in correct format.

Grading a Drop Box Assignment

Students will submit the assignment by uploading a file. The message box is best for very short assignments or for information about the uploaded assignment.

The procedure for students to upload an assignment is as follows:

	🖲 Associated Files - Mozilla Firefox 💦 🗖 💽
teview: Full, Anonymous: No	http://ft74.angelearning.com/section/Conter 🏠 📑
Submit a one paragraph paper listing at least 3	
Instructions: Enter or paste your written work	Attachments Upload a File
Title	Browse.
KFride-Orientation ①	Upload File Drag-n-Drop
Message	Uploaded Files
[Attachments]	Kride_guars.docx
kfride_goals.docx (10066 bytes)	6

- 1. Enter a title for the assignment.
- 2. To begin the upload, click the **Attachments** button.
- 3. A window will appear for the file upload. Click the **Browse** button to find the file.
- 4. When the file is located, click Upload File. Once uploaded, the file will appear in the Uploaded Files window.
- 5. Click the **Finished** button.
- 6. The window will disappear and the filename will appear above the **Submit** button. The **Submit** button has to be clicked to finish.
- If a grading rubric is associated and available for students to view, it will appear beneath the **Submit** button.
 Once submitted, a message will display, confirming that the assignment has been submitted.



When students open the drop box after submitting an assignment, they will also see anything they have submitted listed. Once graded, the grade and any comments will also appear here.

Review: Full, Anonymous: No					
Submit a one paragraph paper listing at least 3 goals for this co					
Wiew Grading Rubric					
User Review Enabled					
Subject	Grade (10 pts)	Comments			
KFride-Orientation submitted 12/13/2008 6:54:06 PM					
Pages: Previous Next 1					
and a second					

Grading the assignment:

1. Instructors can see whether there are assignments to be graded. An ungraded item icon will appear under the course name on the ANGEL Home page.



2. The **What's New** option and the **Tasks** option on the guide will also show ungraded items. Expanding the **Ungraded Items** will display the assignments to be graded; clicking the link will allow direct access to the assignment.

W	hat's New	
	st logon 💌 🏢 Calendar (1) Content (2) Submissions (2) д Orientation Drop Box	
	Tasks	^
	 Milestones (1) Personal Tasks (0) Unread Mail (0) Ungraded Items (2) Orientation Drop Box Fride, Karen 12/13/2008 6:54:07 PM Winkler, Rick 12/13/2008 7:00:36 PM 	
Ι.,	- Constant - Constant	M

3. Opening up the content item will display a list of all submitted assignments.

Due January 19 Settings Reports Utilities Delete						
Submit a one paragraph paper listing at least 3 goals for this course. Paper						
Instructions: Enter or paste your	written work and/or clic	k "Attachments" ti				
Title	Title					
Message						
Attachments						
Submit						
Subminister						
Subject / Submitted	User	Grade (10 pts)				
R. Winkler- Goals submitted 12/13/2008 7:00:35 PM	Winkler, Rick (rwinkler)					
KFride-Orientation submitted 12/13/2008 6:54:06 PM	Fride, Karen (kfride)					
Pages: Previous Next 1.1						

4. Click the link to access the submitted assignment. On the following screen, click the individual file to open the assignment.
| Grade points (20.00 max.) | | | | | | | |
|---|--|--|--|--|--|--|--|
| Remarks | | | | | | | |
| Attachments Send as mail message to user | | | | | | | |
| Send as mail message to user CK Cancel K. Fride Submitted by Fride, Karen (kfride) On 1/4/2009 2:45:36 PM | | | | | | | |
| Submitted Files
goals.docx (9872 bytes) | | | | | | | |

5. Add a grade for the assignment and add any comments about the paper in the **Remarks** window. You can also upload a corrected paper by making corrections on the paper, saving it, and then uploading it by clicking the **Attachments** button. Clicking the **Send as mail message to user** will send the grade and comments to the student via ANGEL mail. Click **OK** to finish.

0					poin	ts (2	0.00	max	c.)						
emar	ks														
	名	B	•	B	1	Ū		2	-	G	Σ	•	扫	IΞ	Font
Good	job!	(
	đ. 1999														

6. Once submitted, the **View**, **Grade**, or **Delete** submissions screen appears. This can also be accessed directly through the **Utilities** link and is another way to grade the assignment.

Due January 19 Utilities > Submissions										
Display Filters Submitted after:	Display Filters Submitted after: December V 13 V 2008 V Submitted before: December V 13 V 2008 V Apply Filter Clear Filters									
					View: 25					
(1)	User	Subject	Grade (10.00 pts)	Submitted w	IP Address					
View Grade Delete	Winkler, Rick (rwinkler)	R. Winkler- Goals		12/13/2008 7:00:35 PM	172.20.0.15					
View Grade Delete	Fride, Karen (kfride)	KFride-Orientation	8.91	12/13/2008 6:54:06 PM	172.20.0.15					

- 1. Clicking the **Grade** button for the next submission will allow you to grade it. **View** allows you to view but not grade the submission, and **Delete** allows you to remove it.
- 2. Note that expanding the **Display Filters** option allows you to add a date filter so that you can narrow the viewable list to see only assignments submitted before and/or after specified dates. One way to use this is to see assignments submitted by the due date or those submitted late.

Tip: Downloading submissions for offline grading can be a great time-saver when grading papers and
projects, particularly for faculty who like to mark up papers using the comment feature and send grade remarks back to the student as a file attachment.

Grading a Drop Box Submission Using the Grading Rubric

Once you have determined that a submission is available to be graded, follow these steps:

1. Click the link to access the submitted assignment On the following screen, click the individual file to open it, and also click the **Use Grading Rubric** link to access the rubric and use it to grade the assignment.



2. Submit the point values for each criterion on the rubric and then click **Save**.

					la la				
						O Nancy Edward			
	🔨 Display	Rubric - Mo	zilla Firefox			_ 🗆 🔀			
	http:/	/lft74.angelear	ning.com/Section/R	RubricManager/Gr	adeRubric.aspx?ru	bricId= 😭 💼			
I have several goals for taking t will be easy for students to use. Bubric Scores, for Orientation Drop Boy									
realizing that it canot be totally	IVE RUDRIC SCORES FOR ORIENTATION DROP BOX								
grade it.	Score	Criteria		Achieven	ient Level				
0			Achievement Level 1 0%	Achievement Level 2 33%	Achievement Level 3 67%	Achievement Level 4 100%			
	3.4	Goals	0 points Paragraph does not include any goals	1.12 points Only one goal included or goals not relevant to	2.20 points 2 Goals for course included; relevant to course	3.40 points 3 or more goals are included; all are relevant to the			
	3.40 max			course		course.			
	2.21	Formatting	0 points Not in paragraph format and/or 5 or more spelling	1.03 points Paragraph is not well organized and or 3-4	2.21 points In good paragraph form; 1-2 spelling or	3.30 points In good paragraph form; no spalling or			
	3.30 max		or grammatical errors	spelling or grammatical errors	grammatical errors.	grammatical errors			
	3.3	File Upload	0 points Paragraph typed into Message box instead of	1.09 points Paper not in correct file format and had to	2.21 points Paragraph submitted correctly but 1-2	3.30 points Paragraph submitted on time and in correct			
Page: 1 of 1 Words: 64	3.30 max		uploading a file OR submitted more than 5 days late	resubmit after reminded OR submitted 3-5 days late	days late	format.			
Submitted Files kfride_goals.docx (10066 bytes)	8.91 Tota Save	Points (10.0 Cancel	0 points max)						
and a second	Dage of the		B						

3. On the following screen, the grade assigned by the rubric displays. Add any comments about the paper in the **Remarks** window. You can also upload a corrected paper by making corrections on the paper, saving it, and then uploading it by clicking the **Attachments** button. Click **OK** to finish.

Conicios > Copinissions > C	rade sabilitission by that, ikaren (kinae) on 12/13/8
Grade	1
8.91	points (10.00 max.) 🚾 Edit Rubric Scores)
Clear rubric score	
	1
Deer order	
Remarks	
🛓 🔲 🖄 🛍 🔹	B Z 🗓 🍃 🌭 🔜 G Σ 🔹 🗄
This was done well	; you did have 2 spelling errors.
	3
Attachments	
🗌 Send 🦝 mail mes	ssage to user
	-
OK Cancel	1
KFride-Orientation	
Submitted by Fride, K	(aren (kfride) On 12/13/2008 6:54:06 PM 🏅
A contract of the second	with states a second to a second state of the second

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Grading by Question for Essay or Short Answer Questions in Assessments

ANGEL allows you to grade essay and short answer questions in assessments 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 in to your course and check the **Tasks** menu, you can see whether you have any answers to be graded. In this example, you have three **Ungraded Items**.

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

Tasks		U
🛨 Miles	stones (3)	-1
+ Pers	<u>onal Tasks</u> (0)	1
H Unre	ead Mail (O)	1
Ung	raded Items (3)	
E	xam 1	
1000	Martin, Alice 3/8/2008 2:20:59 PM	
	Winkler, Rick 3/8/2008 2:24:32 PM	
	Hart, Ross 3/8/2008 2:25:37 PM	and the second se
<u>s</u>]		- 7
Content	ts	
what's	New	
T dSKS		1
ocarci,	and the second second	and !

E

2. To grade by question, go to the proper assessment (in this case Exam 1, as noted in your **Tasks** menu) and click **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 the response number (in this case, **3**).

4	
Exam 1	
Ungraded Submissions	Questions
<u>3</u> Describe	the 3 stages of General Ad
	And a start of the start of the start

4. Scrolling down the next page, you can see all 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.

Exam 1 View submis	sions: 25	Go] 🗆 v	/iew stu	dent na	mes 🗌	View and	swer text
Question 1 Describe the	ext e 3 stages o	f General /	Adaptat	tion Syr	drome.			
Response The three s while things soping with At this point	tages of the like blood the ongoin the smalle	GAS are a pressure ar stressor. st thing cou	alarm, r nd horr Exhaus uld cau	resistan monal a stion oci se a bro	ce, and ctuvity n curs whe eakdowr	exhaus nay incr en the r	tion. Alarr ease. Res Iormal fun	m is wher sistance is itioning is
Score (Comments							
3 points max								

5. 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.

Resistanc	e- If the stress continues, the body may try to sustair
as possib	le. 3. Exhaustion- Too much stress can lead to a brea
Score	Comments
3	Very good.
3 points max	
	UTM Film
	PI I WIL E DICOF
Respons	e
Respons : Alarm:V	e When a stress first occurs and the body reacts by incr & Resistance: The stress continues and the body trie
Respons : Alarm:V hormones as norma	e When a stress first occurs and the body reacts by incr s. Resistance: The stress continues and the body trie Ily as possible. Exhaustion: The body can no longer o
Respons : Alarm:V hormones as norma the stress death	e When a stress first occurs and the body reacts by incr s. Resistance: The stress continues and the body trie Ily as possible. Exhaustion: The body can no longer o continues or worsens the physical demands on the i
Respons : Alarm:V hormones as norma the stress death.	e When a stress first occurs and the body reacts by incr s. Resistance: The stress continues and the body trie Ily as possible. Exhaustion: The body can no longer o s continues or worsens the physical demands on the i
Respons : Alarm:V hormones as norma the stress death. Score	e When a stress first occurs and the body reacts by incr a. Resistance: The stress continues and the body tries Ily as possible. Exhaustion: The body can no longer of continues or worsens the physical demands on the f Comments
Respons : Alarm:V hormones as norma the stress death. Score 3	e When a stress first occurs and the body reacts by incr s. Resistance: The stress continues and the body trie Ily as possible. Exhaustion: The body can no longer of continues or worsens the physical demands on the in Comments Very complete answer.

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

Applying Grades for Manually Graded Assignments

Grades for assignments that are graded outside of the ANGEL environment are graded within the Gradebook. They might include an oral report or other presentation done in class, papers that are not electronically submitted, or a paper/pencil test.

Video: "<u>Manually Grade Assignments</u>."

1. Go to Manage > Gradebook > Enter/Edit Grade > Grade by Assignment.

Gradebook
View
View All Grades View all the grades in all the categories.
View Grades All Categories All Users Go
Print Grades Create a printer-friendly PDF View of the gradebook.
Enter/Edit Grade
By Assignment Entelades on a per assignment basis.
Rullser

2. On the next screen, select the assignment to be graded from the drop-down menu and then click **Go**. Note that the assignment appears indented beneath its category. In the example shown in the following figure, **Final Project** is the category, and **Project** is the actual assignment to be graded.

Enter Grades By	Assignment 💦 💊	- Į
Selected Assignment:	Select an Assignment 🕑 😡	
Done	Select an Assignment Assignment Orientation Drop Box Discussion Introduce yourself Final Project	
	Project Quizzes	- 1
		الكنين

3. Enter grades for each student, click **Save Changes**, and then click **Done**.

Selected Assignment: Pro	ject 🔟 🙆		1		
	Project		- 1		
Max Points: 100	Overall Course Avera	ge:	1		
Category: Final Project	Calculation Method: N	fanual			
Show: All Users 💌 🔲 On	ly Students Display 25 M	Go View: 0	Full O Conde		
Name	Percentage	Points Lo	cked		
Eride, Karen (kfri	Sparrow, Sall (asparrow)	87	87		
Giosani, Anne (agio	Winkler, Rick (numkler)	90	90	۲	
	Batch Update				
	Default for Displayed Users				
	Page 1 of 1 Previous Page Next Page 1		I		
			6	Save Chang	8

Grading a Discussion Forum

A number of factors can be used to grade a discussion forum. Rubrics can be set up to automatically add one grading factor. The instructor can apply a score to any post by clicking within the **Score** column. A maximum score for each post can be set when applying settings to the forum.

•• Video: " <u>Grade a Discuss</u>	ion Forum."			
Post Title	Flag	Score	Author	-
Karen's Introduction	~	3	Fride, Karen	1
irections 🗗 t an introduction to yourself and then r	espond to at least 2 othe	Score B	of 3 max	<u> </u>
ost Title	Flag	Includ	e quick reply	
aren's Introduction	8	3	Fride, Karen	12/14/20

A peer review score can also be applied to posts, if applicable.

Flag	Score	Author	Date Posted 🔻	Replie	s Rating	h	1
						^	
elete					Mark as read	L	l
	3	Fride, Karen	12/14/2008	1	****		1
	others is a local		the second state and second states and second		م دامینی میکند.		

These factors can all be considered when applying a grade for any student.

1. To grade a discussion forum, go to **Utilities** > **Grade forum**.

Introduce yourself
Utilities menu
Grade forum
Associated file manager Upload and manage files associated wit
Move item Move this item to another folder
Subscribe Subscribe to this forum
Done

2. On the following screen, all factors are noted so that a grade can be applied.

Eride, Karen 3 1 2 1 3 9 / P / 100% 100% 5 Good job Submit grades Export page Copy rubric scores to grades Cancel Cancel	User name	Total posts	Posts	Replies	Peer replies	Average Peer Rating	Earned / Possible / %	Scoring rubric percent	Gradebook Grade (#/5)	Comments
Submit grades Export page Copy rubric scores to grades Cancel	Fride, Karen	3	1	2	1	3	9/]2/100%	100%	5	Good job
	Submit grades	Export	page	Cop	y rubric so	ores to grade	s Cancel			

- In this example, the student has 3 posts: one "top-level" post and two replies.
- One classmate has replied to a post
- The average score from peers is 3.
- The instructor has awarded 9 points out of a possible 9 points (3 points per post).
- The scoring rubric awarded 100% because it was set to award 100% if there was at least one top-level post and two replies.
- The Gradebook assignment was set to award a maximum of 5 points overall. The instructor awarded full credit for the student.
- **Comments** allows for the instructor to add any additional comments about the posts.
- 3. You can read all posts from one student by clicking the student's name.



4. To submit the grades so that they will be entered into the Gradebook, click **Submit Grades**. You can also export the grades to a spreadsheet (**Export page**) and/or use the rubric to assign the total grade (**Copy rubric scores to grades**).

Using Mail and Discussions

Viewing Mail

The course mail system is accessed through the **Communicate** tab. The component may also be added to other course pages.

1. Access messages by clicking **View Inbox**. You can also access any messages displayed in the **Unread Messages** section.

Communicate	
lit Page	
Course Mail	
View Inbox View, read, and compose messages	Quick Message Skip the inbox and start your message.
Unread Messages	
Intro course	1 messages
Personal	1 messages

2. On the next screen, all messages from the course will be displayed. You can access any messages from other ANGEL courses by using the drop-down menu in **Source Filter**.

Course Mail				Prefer
	Action	Search	Source Filter	
Compose Message	Delete	V Go	Search Course: Intro course	se (1 new) 🗸 😡
Options	🖌 🕞 🖬	! From	Subject	▼ Date
Group by Source		Mills, Gary	Question about assignment	12/18/2008 12:11 AM

3. Choosing Show All will display all messages from anywhere in ANGEL.

Ad	tion —			Search		Source Filter	
Del	ete		×	Go	Search	Show All	✓ G0
~	9	ű	1	From	Subject	Source	▼ Date
				Mills, Gary	Question about assignment	Course: Intro course	12/18/2008 12:11 AM
				Fride, Karen	Late work	Personal	12/18/2008 12:06 AM
	Ad Del	Action - Delete	Action Delete	Action Delete	Action Search	Action Search Se	Action Search Source Filter Delete Go Search Show All Image: Search Image: Search Show All Image: Search Image: Search Show All Image: Search Image: Search Source Image: Search Image: Search Source Image: Search Image: Search Source Image: Search Mills, Gary Question about assignment Course: Intro course Image: Image: Search Image: Search Late work Personal

4. Click a message to read it. Note that there are options to **Reply**, **Reply All**, and **Forward** from this screen.

Reply	Reply All Forward Action: Delete 🗸 Go
Date:	12/18/2008 12:11:07 AM
From:	Mills, Gary
To:	Hill, Sanda
Subject:	: Question about assignment
Could yo	u explain more about this week's assignment? I wasn't sure where I was

Composing a Message

1. You can compose a message when accessing the **View Inbox** screen or you can use **Quick Message** to bypass the **Inbox** screen.

Course Mail	
View Inbox View, read, and compose messages	Quick Message Skip the inbox and start you message.
🐑 Unread Messages	
Intro course	0 messages
Personal	1 messages

2. On the next screen, click **To**.

Compose Message	-
To:	
	0
Subject:	
a and a set of the set	

3. The next screen will allow you to add the recipients for the message.

Select Message Recipients			
Search: All a		Source: Course: Int	ro course 🔥
Quick Search C Groups Teams All Members A B C D E	EGH	IJKLM	NOPOBSIUVWXYZ
User (d)	Туре		To->>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>
All course faculty (633647826469335811)	Group		C
All course individuals (633647826469335811)	Group		
All course students (633647826469335811)	Group		
		3	
			Cc->
			Bcc->
0			
OK Cancel		and an and an arr	Remove d

- a. In the **Search** window, you can search by first or last name.
- b. The **Source** window allows you to indicate which course is to be used or even a global search of all ANGEL users, if activated.
- c. Using the **Quick Search** allows for listing of all members, specific teams, or by initial of first or last name.
- d. All users selected through searching will appear in the **Users** window to allow for the selection of the specific recipients. The default is to list **All course faculty**, **All course individuals**, and **All course students**. Check the box next to the desired recipient.
- e. Click **To** to add the recipient(s). In this instance, **All course individuals** were selected.
- f. Click **OK** to finish.
- 4. Create the message and send it:

To: Al course individuals (Intro course);	
Subject: Nextweek	Remove selected recipients
	• Torret • Style • Format • For
The assignments for next week have been posted.	
Attachments d	
Attach files to this message I Send a copy to each re	cipient's Internet e-mail cipient's mentor if known
Send Save Draft Cancel	and a support of the second second

- a. Add the subject.
- b. Create the message. Note that the HTML Editor is accessible here for formatting and other options.
- c. You can send the message to the user's Internet e-mail, as entered in the user profile, and a copy can be sent to the student's mentor, if any.
- d. You can upload an attachment by clicking the **Attach files** link.
- e. Click Send to send it or click Save Draft if you want to return and edit it later.

Viewing and Posting to a Discussion Forum

The discussion forum allows students and instructor to post responses to a topic or questions.

🗭 Introduce yourself						
Second Reports Litities Delete		Navio	ate:		My Nob	
Directions 🕫 : Post an introduction to yourself and then respond	to at least 2 other	posts.				
[+] Post Title	Flag	Score	Author	Date Posted 🔻	Replies	Rating
Karen's Introduction			Fride, Karen	12/14/2008	1	00000
a second deally seeks and a set of a			under			

- a. Click **New Post** to post a top-level post or topic.
- b. The drop-down menu allows you to choose the type of view to display. In this example, **Threaded View** has been chosen.
- c. Navigation back buttons allow you to bring up earlier posts, based on the criteria set in the next dropdown menu.
- d. The drop-down menu allows you to choose which posts will display. The default is set for **All posts**; some of the other criteria that can be chosen include **Read**, **Unread**, **My Posts**, **Draft**, and **Flagged**.
- e. Navigation forward buttons allow you to navigate forward through posts.
- f. Allows you to save the current formatting to be the default view.
- g. Allows you to preview posts for printing, print the posts, or save as a PDF file.
- h. Refreshes the view so that new posts will display.
- i. Directions for the discussion forum. Clicking the + next to **Directions** will expand the text area.
- 1. Notice that one post already displays. The + next to the post indicates that there are replies to that post.

2. To create a new topic/post, click **New post**.

Dect an introduction to yourself and then receased to at least 3 other pacts
Post an introduction to yourself and then respond to at least 2 other posts.
New post Post title: (a) My introduction
$\square \ \textcircled{2} \ \end{array}{2} \ \textcircled{2} \ \textcircled{2} \ \textcircled{2} \ \textcircled{2} \ \textcircled{2} \ \end{array}{2} \ \textcircled{2} \ \end{array}{2} \ \textcircled{2} \ \textcircled{2} \ \textcircled{2} \ \textcircled{2} \ \end{array}{2} \ \textcircled{2} \ \textcircled{2} \ \textcircled{2} \ \end{array}{2} \ \textcircled{2} \ \textcircled{2} \ \end{array}{2} \ \textcircled{2} \ \textcircled{2} \ \end{array}{2} \ \textcircled{2} \ \textcircled{2} \ \textcircled{2} \ \end{array}{2} \ \textcircled{2} \ \end{array}{2} \ \textcircled{2} \ \rule{2} \ \end{array}{2} \ \rule{2} \ \rule{2} \ 2$
background is in Instructional Technology
background is in instructional recliniciogy.
Attachments (add a file) O
Send replies to course mail 🕢 🗌 Sticky post
Save as draft Do not allow replies
Hide post as draft until: December 💌 17 💌 2008 💌 🔳 PM 9 💌: 55 💌
Hide post as draft after: December 💌 17 💌 2008 💌 🛄 PM 8 💌: 55 💌
Save Cancel

- a. Add a title for the post.
- b. Input the post. Note that the HTML Editor is available so that the post can be formatted and spellchecked.
- c. If enabled, a file can be uploaded by clicking **add a file**.
- d. Advanced message options include having replies sent to your course mail, saving the post as a draft until a specified date or hiding it on a specific date, making the post a "sticky post" so that the post is always on top, and/or not allowing replies.
- e. Click **Save** to finish.
- 3. If **Threaded View** is the display, the title for all posts will display. Clicking the blue + next to any **Post Title** will expand all the titles at once.

[+] Post Title	Flag	Score	Author	Date Posted 🔻	Repf
My introduction			Hill, Sanda	12/17/2008	0
🖻 Karen's Introduction			Fride, Karen	12/14/2008	1
RE: Karen's Introduction			Sparrow, Salli	12/14/2008	0
فستعتب بالاستنبار روون بالاطار فيحقب فتصبب بالاحتماد فتطريها	-10- au	and a state of the	والمعدية والمحاجة المحاصة المحا	a canada ca addina	and.

4. To read any post, click the title.

	Fine You can part by any of the column headings by clicking that heading
9	IIP: You can sort by any of the column headings by clicking that heading.



- Editing options available for the post include **Reject** (if moderated will prevent post from being read by students), **Move** to move the post to a different discussion forum if it was posted in the wrong forum, **Make Sticky** to keep the post on top of all posts, **Lock** to prevent any replies to it, and **Delete** to delete the post. These options are open only to course editors or moderators.
- b. Links to **Reply**, **Edit**, **Print**, **Email author**, or **Delete** the post. Students have only the option to **Reply**, **Print**, or **Email author**. If allowed, students may also be able to edit their own post.
- c. The **Return to Post List** button will allow access to the other posts in the forum.
- 5. If the display is set to **Nested View**, all top-level posts are displayed, including the text for the posts. If there are replies to a post, and the post is expanded, the replies will display as well. The options for editing and replying appear under each post.

New Post Nested View M			Navigate: 📕	All posts
[-] Directions 🗗				
Post an introduction to yourself and then resp	ond to at least 2 othe	er posts.		
[+] Post Title	Flag	Score	Author	Date Poste
My introduction	7		Hill, Sanda	12/17/2008
Selectione 💌 🚱 Reply Edit Print Em	ail author Delete		Fride, Karen	12/14/2008
En Karen's Introduction			Fride, Karen	12/14/2008
This is my first time learning about ANGEL. teaching online. I have a BA and MA from th and 2 birds.	I have been teaching he University of Michi	gan. I li	for 10 years at a co ve with my husband	ommunity college d of 24 years, 2 t
Selectione Go Reply Edit Print Em	ail author Delete			
RE: Karen's Introduction			Sparrow, Salli	12/14/2008

Tip: To view posts in an unthreaded manner, select the **Search View** and press the **Search** button without entering any criteria. All posts will then be displayed unthreaded and can be sorted chronologically if desired.

Administering Your Course

Maintaining the Roster

The **Roster** tool, within the **Manage** section, enables you to add, edit, or delete users in a course or group. (Note that institutional policy will determine the functions that are available to course editors.)

Adding a User

If available, you may be able to add a user to your course/group. This might be another instructor who is teamteaching a course with you, a peer reviewer who is observing your course, or a new student.

1. Go to Manage > Roster > Add a User.

sons Resources Communicate Report Automate nsole Management Console EdR Page	Manage	
Course Manageme Gradebook Manageboth on-tr Roster Manageboth on-tr Manageboth on-tr Manageb	Roster Synchron it Roster Editor	nization
There are currently 6 enrolled users.		1
Name	Login Name	Rights
Edit Delete Fride, Karen	kfride	Student
Edit Delete Gionani, Anne	agionani	Student :
Edit Delete Hill, Sanda	shill	Course Ed
La Edita Dalata and Anthene Reports and	amilla	Student-

2. Enter the last name into the Account Search field and then click Search. Select the name from the list.

Add a User	
To enroll an existing user, search for the user by entering account does not already exist for the user, click the "Cr	g the user eate New
Account Search	
Results of search for "ingraham"	
The following accounts match the information you speci the user.	fied. If the
Select 1. Ingraham, Dinah (dingraham) E-mail: dingraham@angelu.edu	

3. On the next screen, choose the rights and title for that user from the drop-down list. The default for both **Rights** and **Title** is **Student**. In this case, we want the user to be another faculty member within the course, so the **Rights** and **Title** have been changed to reflect that.

Enrollment Settings					
User Settings Permissions 📀					
User Setti	User Settings				
Login Name	e kfride				
Rights	Student 💌				
Title	Student 💽 Other				
Hidden	No 🔽 🔕				
Disabled	No 🔽 🔥				
	No				
	The lot of account ch				
0					
Save Can	cel				
And the second second	and the second s				

- a. If set to **Yes**, **Hidden** will hide the username from students and it will not appear within Course Mail, Course Roster, or other sections in which students can see member names.
- b. If set to **Yes**, the **Disabled** setting would keep the user on the roster, but the user would not be able to access the course.
- c. The **Permissions** tab allows for the some of the rights for the user to be revised so that the user would not have all of the default rights of a course editor. For example, the user might have all of the usual course editing rights except the ability to access the Gradebook.
- d. Click **Save** to finish.

Editing a User

To change the settings for any user, click the **Edit** button next to the username within the Roster Editor and then make the changes on the screen shown in the following figure. Click **Save** to finish.

Roster Editor Add a User Batch Enrol Roster Search	Export Print	Roster Synchron	ization
Name		Login Nam	ie Rights
Edit Delete Fri	de, Karen	kfride	Student
Edit Delete G	Enrollmen	t Settings	
Edit Delete Ir	User Settin	gs Permission	ns
Edit Delete K Edit Delete S Edit Delete V	User Setti Login Nam Rights	ings ekfride Student	~
	Title	Student	V Other
Delete Selected	Hidden	No 💌	
- and the state of	Disabled	No No Yestify us	er of account c
l	Save Car	icel	and a state of the second

Deleting a User

From the Roster Editor screen, click the **Delete** button to delete any user from the course. If you needed to delete several users, check the box next to each user and then click **Delete Selected** at the bottom of the screen.

Roster Editor Add a User Batch Enroll Export Print Roster Synchronization				
There are currently 7 enrolled users.	oster Editor			
Name	Login Name	Rig		
Edit Delete Fride, Karen	kfride	Stý		
Edit Delete Gionani, Anne	agionani	Sti		
Edit Delete Hill, Sanda	shill	Co		
Edit Delete Ingraham, Dinah	dingraham	Co		
Edit Delete Mills, Gary	gmills	St		
Edit Delete Sparrow, Salli	ssparrow	Sta		
Edit Delete Winkler, Rick	rwinkler	St		
Delete Selected Exit Roster Edit	or .			

Understanding Course Rights

ANGEL allows different levels of access rights within a course or group. Many of the content items and other areas within a course or group can be restricted according to the access rights granted to your users. You can edit the rights of students in your class via the **Manage** > **Roster** > **Edit User** tool.

• 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 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 authenticated 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.

- **Student.** Most of the enrollees in the course will have student rights. Students normally have access to the course, calendar (if used), lessons, resources, communicate, and reports sections. They have only 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 has responsibility only for a specific group of students and not the entire class, you can restrict them to only grading students within that group.

• **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.

Copying a Course

If you are teaching several sections of the same course or want to copy all the course content into a course shell for a new semester or school year, you can do a Copy Course. You must be a course editor within *both* courses.

1. Within the *new* course, go to **Manage** > **Import Console** > **Copy Course**.



2. On the next screen, choose the course that is to be copied *from* the drop-down menu.



It is a good idea to keep **Backup courses before import** checked. You may not need to check **Replace all existing content** if the course that is being copied *over* has no content within it.

3. Click **Copy** to finish.

You will see a confirmation screen that tells you that the course is being copied and that you will receive an email to the Internet e-mail address specified for you within ANGEL when the process has completed.

****	Course Copy Copy all of the contents from another course or group into this course
	The course copy is processing. You may browse away from this page while this content is copied. Your content will be processed in the order it was submitted. An email will be sent to shill@angelu.edu when your content has been processed.
l,	Exit

4. Once the course has been copied, the Import History screen will display a record of the import.

<u>Copy: Course</u> Initialize the course based on another course or group in which you are an editor							
Import History						View: 20 💌	
Eile Name	Size	Imported by	Date Imported	Status			
633651815647912687.zip	10.8(KB)	Hill, Sanda	12/18/2008 7:28 AM	OK (details)	Re-Import	Delete	
- and the second second second				ander an billing an and	- deads.		

Backing Up a Course

Good practice dictates that courses need to be backed up on a regular basis. If content is accidentally deleted, or if other data is lost, it can be restored if a backup is available. It can be restored only within ANGEL; content cannot be accessed if opened outside the ANGEL environment.



When should you back up your course?

- After adding content or grading assignments
- Before deleting content

Note: Your institution may set up a schedule for automatically creating backups.

1. Go to Manage > Backup and Restore within the Data Management component.

Manage	
	G
e Settings	Data Management
ral Course Settings odify settings such as title and URL for this ction. se Theme Selector	Course Files Manager Manage Course files Backup and Restore Backup and restore course date apr

2. On the following screen, click **create new backup**. The **Scheduled Automatic Backup** would be set by your administrator.



3. When finished, the backup information will display. You will have the option to download the backup to your hard drive or removable media, which will add an additional measure of security for your course data. If you ever need to restore a course with the most current backup, click the **Restore Backup** button.

