



# *Getting Started* Tutorial

*for WebCT Version 2.0*

<http://about.webct.com/>



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# 1

# GETTING STARTED

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## *Welcome to the WebCT Tutorial*

This tutorial explains the procedures for using the main features of WebCT. The tutorial is designed to supplement the online Help by providing a step by step guide to carrying out essential tasks such as adding course content, using course tools, and more.

WebCT can be used to create entire online courses, or to publish materials that supplement a classroom-based course. WebCT allows you to create pedagogically effective Web-based educational environments. It does so in three ways:

1. By providing educational tools that foster communication between you and your students.
2. By giving you the ability to customize course elements which include a sophisticated quiz tool, features that allow you to make searchable indexes and glossaries, and a way to structure the way your students move through course material.
3. By providing administrative tools to assist you in the management of your course.

WebCT requires minimal technical expertise on the part of the course designer, who may be the instructor, a Teaching Assistant, an instructional designer, or a system administrator. WebCT is also easy for students to use. In the following chapters you will be guided through the steps required to set up a basic course. The topics to be covered include:

- Customizing your course *Homepage*
- Creating a *Welcome Page*
- Uploading files to WebCT
- Adding WebCT tools and course content
- Creating a glossary
- Creating an index
- Adding student accounts to your course
- Working with the WebCT communication tools
- Creating a quiz

If you want to learn how to use only the core features of WebCT, you can work through the Tutorial chapters in the following order:

- Chapter 1, *Getting Started*
- Chapter 2, *Homepage Design*
- Chapter 3, *Using the WebCT File Manager*
- Chapter 5, *Ordering and Sequencing Content*
- Chapter 6, *Modifying Course Content Pages*
- Chapter 11, *Using the Quiz and Survey Features*
- Chapter 14, *Student Management*
- Chapter 15, *Bulletin Board*

If you are not using WebCT to distribute course content and wish to learn about the *Quiz* and discussion features, you can work through the following chapters:



- Chapter 1, *Getting Started*
- Chapter 2, *Homepage Design*
- Chapter 11, *Using the Quiz and Survey Features*
- Chapter 14, *Student Management*
- Chapter 15, *Bulletin Board*

## Conventions

You will find this tutorial easy to use if you remember these conventions:

- **Boldface type** is used to designate items that you need to click.
- *Type in Italics* refers to a feature of WebCT such as the *Homepage*, the name of a toolbar, or the name of an option.
- **Courier type** indicates text which a user has to type into WebCT, as well as the names of files.
- The arrow symbol (→) indicates steps in a sequence of commands. For example, if you are asked to click **Organize Icons → Add → WebCT Tools**, you need to click the **Organize Icons** button, then the **Add** button, followed by the **WebCT Tools** button.
- Throughout this tutorial the terms “student view” and “designer/instructor view” will be used to refer to the appearance of the course. WebCT looks slightly different to you as a course designer than it does to your students. For example, the toolbars which allow you to control the features of the course and manipulate course content are not seen by your students.

## What you need to use the tutorial

The following is a checklist of things you will need in order to complete this tutorial:

- A browser supported by WebCT. WebCT supports Netscape (version 3.0 or higher) and Microsoft Internet Explorer (version 4.0 or higher)
- A new WebCT course created using the *Default* template
- JavaScript enabled on your Web browser
- The sample tutorial files, which can be downloaded from the WebCT site at <http://about.webct.com/v2/>.

Detailed instructions regarding how to download the files you need to complete the tutorial can be found in Chapter 3, *Using the WebCT File Manager*. You do not need these files until you begin work on Chapter 3.

WebCT is a client/server application. This means that the program resides on a server, which is connected to your computer via a network connection. You access this computer by means of a client (in this case, a Web browser). The client/server model allows students and instructors to use WebCT without installing any additional software. All the WebCT software resides on the server, which means that any changes you make to your course are immediately available to students.

To be able to view changes that you make while designing your course, it is important that you set the cache settings of your browser to display the latest version of a Web document. If you have not made this change, your Web browser will display a previous

version of the document which it has stored on your computer. The following table explains how to properly set the cache of your browser.

Browser	Directions
Netscape Navigator 3	Select <i>Options</i> → <i>Network Preferences</i> → <i>Cache</i> . For <i>Verify Documents</i> check <i>Every Time</i> .
Netscape Navigator 4 and Netscape Communicator 4+	Select <i>Edit</i> → <i>Preferences</i> → <i>Advanced</i> . Expand <i>Advanced</i> by clicking <b>+</b> , then select <i>Cache</i> . In the section where it asks about comparing the cached document to the network document, select <i>Every time</i> .
Internet Explorer 4+	Select <i>View</i> , <i>Internet Options</i> , then <i>General</i> . In the section titled <i>Temporary Internet Files</i> , click <i>Settings</i> . Check <i>Every visit to the page</i> .

### User IDs and Global IDs

There are two kinds of IDs in WebCT: a User ID and a Global ID. A **User ID** is utilized for accessing a course before a Global ID has been assigned by the system administrator, or chosen by the user. Students will need a User ID for every course in which they are registered. Instructors also need a User ID. A **Global ID** is used by the WebCT server to authenticate users within **my WebCT**, which is a central location where users can see a list of courses in which they are registered. The advantage of using **my WebCT** is that it allows instructors and students to combine all their User IDs into a single Global ID.

All WebCT courses are password protected. If you are using a course at your own institution, your WebCT administrator will create a course for you and designate a Global ID and password.

If you have created a course for yourself on one of the WebCT servers, you have specified a User ID and password yourself. Users who have created such a course will be prompted to enter their User ID and password when they access their course.

Students who are registered in a WebCT course will be prompted to set up a **my WebCT** profile which allows them to replace all course-specific User IDs with a single Global ID. This Global ID will then work for all the WebCT courses in which a student is registered.

WebCT automatically detects whether you are a student or an instructor based on the Global ID or User ID that you provide. When you enter your ID and password correctly, WebCT will present you with the instructor's view of your course *Homepage*.

### **my WebCT**

As mentioned above, **my WebCT** is a central location where students can see a list of courses in which they are registered and instructors can see a list of courses they are teaching. The **my WebCT** area allows you to access all of your courses from one page. Clicking on a particular course allows you to access that course without re-entering your username and password. You may still have access to the previous semester's courses if they have not been removed from the server. However, you have the option of hiding courses that are not active. In addition to the customized list of courses, **my WebCT** also features the following links and functions:

**Tip:** Remember that WebCT IDs and passwords are case-sensitive — you must type them exactly as they were originally specified.

- Announcements about recent changes and additions to your course
- Direct links to tools within certain courses
- Links to university-wide resources, such as libraries and campus services
- The ability to link to the WebCT *Learning Hub*, which contains additional resources for both students and instructors
- Password modification for **my WebCT** and all of your courses

### ***The Default Course Settings***

Every new course created with WebCT which is based on the default template contains settings which you can modify. These default settings include links to WebCT tools, sample content pages, and sample glossary entries. Later chapters of the tutorial will show you how to add and modify these course elements, and how to remove those that you have no use for.

### ***WebCT Paths***

As you construct your course, you may use *Paths* to organize the content of your course. Paths allow you to classify pages of course content hierarchically according to a topic and subtopic structure. It's helpful to think of a WebCT course *Path* as a trail that will lead your students from the course introduction to its final assignment, with frequent stops along the way to study the content of pages, take quizzes, and participate in online discussions.

A path consists of a sequence of related content pages which students work through one step at a time. A path can be made up of course material related to the lectures you give during a term (if you are using WebCT to supplement a classroom-based course), a set of assignments, and a sequence of labs or tutorials.

*Paths* support numerous WebCT learning tools such as the *References* feature, which lets you add references to textbooks, articles, and URLs to individual course pages. A more detailed discussion of how *Paths* help you to organize course content is given in Chapter 5, *Ordering and Sequencing Content*.

### ***Accessibility***

Users of WebCT include an increasing number of students with sensory, physical or learning disabilities. Adaptive technologies can provide these students with a gateway to information and education. Legislation in both Canada and the USA reflects the importance of accessible standards for Web-based resource development. Accommodation of learners with special needs is part of the process of ensuring that high quality educational experiences are available to every individual. WebCT is working to address accessibility issues for version 3.0, which will be released in the Summer of 2000.

### ***Languages***

At this time, English is the only language which is supported by WebCT. However, WebCT is currently being translated into the following languages: French, Finnish, Dutch, German, Greek, Russian, and Spanish. When these translations are available you will be able to select a language for the student view of the course using the *Languages* tool. Please check the WebCT Homepage at <http://about.webct.com/> for information regarding the release of language updates for WebCT.

Language settings apply only to the WebCT course interface. WebCT cannot translate course content created by instructors. To allow students to choose a language, you must add an icon to the student view of the course. To do so, go to your *Homepage* and

click **Organize Icons** → **Add** → **WebCT Tool**. Select the option button beneath the *Languages* icon, type a title in the *Title* text entry box, and click **Add**.

# 2

# HOMEPAGE DESIGN

## Overview

When you first log on to your course, WebCT displays a default *Homepage* which you can modify to suit your needs. Figure 2-1 shows the initial layout of the *Homepage*:

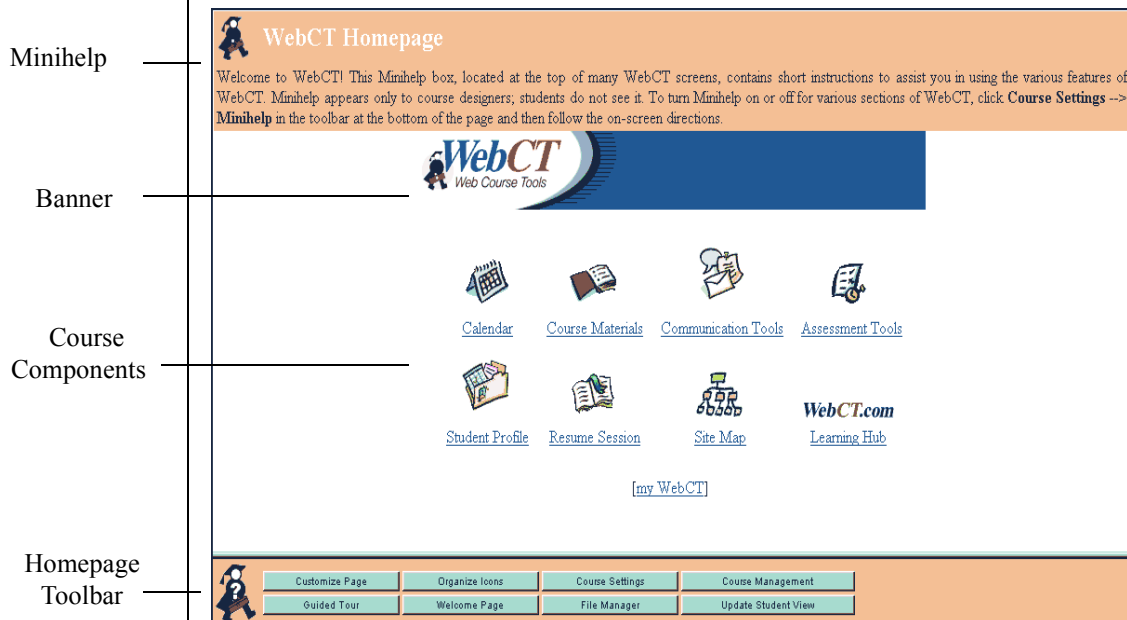


Figure 2-1 Course homepage

The *Homepage* is divided into two frames. The top frame displays the view of the *Homepage* seen by your students. This is called the *Student View*. The bottom frame contains the *Homepage* toolbar, which gives you access to the options for this page. WebCT contains many toolbars. These toolbars give you control over the features you will use to create and manage your WebCT course. Toolbars are not visible to students who are logged on to your course.

**Note:** Visual design consultants have developed the look of this default course. Although this chapter gives you instructions on how to change the appearance of the course, such changes might reduce the usability of WebCT.

## WebCT Homepage Elements

The following is a description of the *Homepage* elements, some of which are shown above in Figure 2-1.

- **Minihelp:**

*Minihelp* provides a context-sensitive overview of many WebCT features. It appears in text boxes at the top of many WebCT screens. *Minihelp* is not visible to students. In order to present as clear a view of the course as possible, illustrations have been taken with *Minihelp* disabled (with the exception of Figure 2-1). We recommend, however, that you keep *Minihelp* on while you work through the tutorial. If you want to turn *Minihelp* off, click **Course Settings** on the *Homepage* toolbar, then click **Minihelp** on the *Settings* toolbar and **Mark None → Update**. To return to the *Homepage*, click **Home**.



**Tip:** Click on Dr. C in the *Homepage* toolbar to access context-sensitive online Help.

- **Banner:**  
The banner identifies your course. The banner can be an image which has been saved as a .gif or .jpg file, or text. We'll learn how to customize the banner later.
- **Header:**  
The header is placed below the banner. The header can be formatted in HTML and can include images. There is no header in the default course, but you can easily create one.
- **Course Components:**  
The *Homepage* is the access point for the course. The course components area contains links to *Calendar*, *Course Materials*, *Communication Tools*, *Assessment Tools*, *Student Profile*, *Resume Session*, and *Site Map*. *Site Map* is new to this version of WebCT. The *Site Map* tool displays the contents of the course in hyperlinked form, allowing users to navigate easily through the different pages of course content. These and other components will be discussed in later chapters of the tutorial.
- **Footer:**  
The footer is placed directly below the *Course Components* section. While there is no footer on the default course *Homepage*, one can easily be created by clicking **Customize Page** → **Footer**. Like the header, the footer can be formatted in HTML and can include images.
- **Counter:**  
The counter displays the number of times the *Homepage* has been visited. The counter can be placed either above the header or below the footer. While there is no counter on the default course *Homepage*, you will learn how to add one in the following section.
- **Icons:**  
WebCT icons, which are visible on the *Homepage* and on *Toolpages*, graphically represent course components, tools, and course content pages. Icons are linked to the features or course pages they represent. For example, clicking on the *Calendar* icon starts this feature.

### What you will learn in this chapter

In this chapter of the tutorial you will learn how to change the look of *Homepage* elements such as the header, the counter, and the *Homepage* colour scheme. You will also learn how to reorder icons that appear on the *Homepage* and how to set the attributes that control their layout.

### Customizing the Homepage

Let's begin by changing the look of the default course *Homepage*. To modify the *Homepage*, click **Customize Page** on the *Homepage* toolbar. The following toolbar will appear:



Figure 2-2 Customize homepage toolbar

Background Image Editor: [Local](#)

Current background image:  
None

Select the background image:

☐ Filename:

☒ Global Default

☐ None

Figure 2-3 Background selector

### Background Image

To change the background of the *Homepage*, click **Bg. Image** on the *Customize* toolbar. The main frame displays the background selection menu for the *Homepage* (see Figure 2-3).

The current background image is displayed at the top of the *Background Image Editor*. The *Global Default*, which is the default setting, displays no image. The *Global Default* can be changed by clicking **Course Settings** on the *Homepage* toolbar → **Bg. Image**. Below the image are three option buttons. Select the top button to use a file of your choice for the

Colour Set Editor

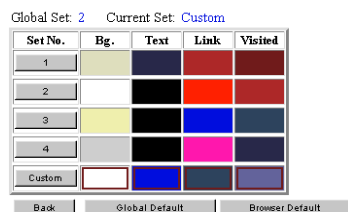


Figure 2-4 Colour selector

Banner Design

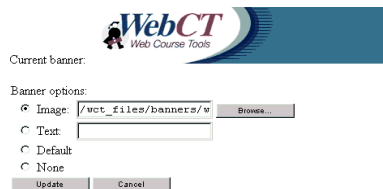


Figure 2-5 Banner selector



Figure 2-6 Text banner

background image. You can also choose to have no background image by clicking **None**. The text box allows you to enter the name of the image file. The **Browse** button lets you search for files you want to use.

For now, select **None** and press **Update** to return to the *Homepage*. If you press **Cancel**, the settings will remain the same. The *Homepage* background now reverts to the colour specified in the colour selection menu. Let's modify these colours.

### Colour Schemes

*Homepage* colours are changed by clicking **Colours** on the *Customize* toolbar. Clicking this button displays the colour schemes which you can apply to the *Homepage* (see Figure 2-4).

There are four schemes to choose from, as well as a custom colour set which you define by clicking on the colour boxes. The *Custom* button is hyperlinked to the *Custom Colour Editor*, which opens when you click any box in the custom colour set. Each scheme consists of a colour for background, text, links and visited links. The default colour set and the currently selected colour scheme are displayed above the *Colour Set Editor* window.

When you initially view the *Colour Set Editor*, the custom set has a white background, black text, blue hyperlinks, and purple visited links. Let's change this by clicking the button labelled **2**. The *Homepage* will still have a white background, but the colour of the hyperlinks will change. Click *Global Default* on the *Colour Set Editor* screen to restore the original colour and return to the *Homepage*.

### Banner

Let's change the banner displayed at the top of the *Homepage*. Click **Customize Page** on the *Homepage* toolbar. Next, click **Banner** on the *Customize* menu. The top frame now displays the *Banner Design* screen.

The current banner is shown in Figure 2-5. This banner is an image file distributed with WebCT. The complete path to the file is shown in the text box beside the *Image* option button. Instead of using an image file, you can select the *Text* option button and type the name of your course. This information will be formatted in a large font and will be accompanied by the WebCT logo.

Let's change the banner to "Introduction to Vectors." To do so, select the *Text* option button, type **Introduction to Vectors**, and click **Update**. The resulting banner is shown in Figure 2-6.

Your WebCT system administrator has the option of creating a title for your course in the course description field. The Course ID will be used if no description is entered. If you select *Default* for the banner type, this title is used on the *Homepage* and is formatted in the same way as the *Text* option. If you decide not to place a banner on your *Homepage*, select the option button labeled **None** on the *Banner Design* screen.

If you have already prepared a banner image and uploaded it to WebCT (see Chapter 3, *Using the WebCT File Manager*), you can replace the default image with one of your choice by typing the name of the image file in the text box beside the *Image* option button. If you can't remember the filename, click **Browse**. This will open the WebCT *File Browse* feature.

### Header

The header and footer areas on the *Homepage* can be used to welcome students to your course, alert them to changes to assignments, or to issue reminders about impending deadlines. Click **Header** now.

Header/Footer Editor

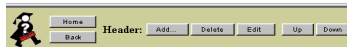


Figure 2-7 Header elements

Text/Image Component Editor

Layout  
Bg colour:

Text Heading  
Alignment: ☐ Left ☒ Center  
Style: ☒ Bold ☐ Italic ☐ Underline  
Colour:  Size:   
Text:

Text  
Alignment: ☐ Left ☒ Center  
Style: ☐ Bold ☐ Italic ☐ Underline  
Colour:  Size:   
Text:

Figure 2-9 Header/Footer Editor

Text Heading  
Alignment: ☐ Left ☒ Center  
Style: ☒ Bold ☐ Italic ☐ Underline  
Colour:  Size:   
Text:

Figure 2-10 Text heading

Text  
Alignment: ☐ Left ☒ Center  
Style: ☐ Bold ☐ Italic ☐ Underline  
Colour:  Size:   
Text:

Figure 2-11 Text body

WebCT now displays the *Header/Footer Editor* screen. The screen is divided into two sections. The top frame shows the header element and its associated option button (see Figure 2-7), while the *Header* toolbar shows the available options (see Figure 2-8).

Select the option button associated with the header and click **Edit** to open the *Text/Image Component Editor*. This feature allows you to create and format text as HTML without requiring you to know HTML commands.

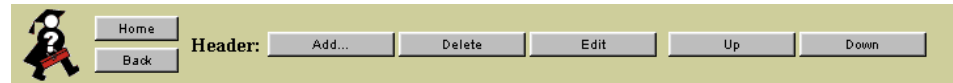


Figure 2-8 The Header toolbar

The top frame now displays the options you can use to modify the header. We'll concentrate on the *Text Heading* and *Text* sections (see Figure 2-9). The header message is visible in the *Text* section of the *Component Editor*. You can use HTML tags within this section if you want more control over the layout of the header than the *Component Editor* options provide.

Let's use the options in the *Text Heading* section to create a descriptive first line for your header.

Type the following in the *Text Heading* text box: **Welcome to Physics 101**. To make the heading text stand out, choose *Maroon* from the *Colour* drop-down menu. Next, select the *Bold* check box in the *Style* section and select the *Center* option in the *Alignment* section (Figure 2-10). Increase the size of the text from 5 to 6 by using the *Size* drop-down menu.

Type the following header in the text box of the *Text* section: **Remember to check the Bulletin Board for Class Announcements and Discussions**. Select the *Center* option and choose *Default* as the colour. The *Default* colour setting uses the *Homepage* colour scheme. Set the size of the text to 3 by using the *Size* drop-down menu (see Figure 2-11). Once you've made the changes, scroll to the bottom of the frame and click **Update** to save them. The top frame will display the new header in the *Header/Footer Editor* screen. Click **Home** on the *Header* toolbar to return to the *Homepage*, which should now resemble Figure 2-12 below.

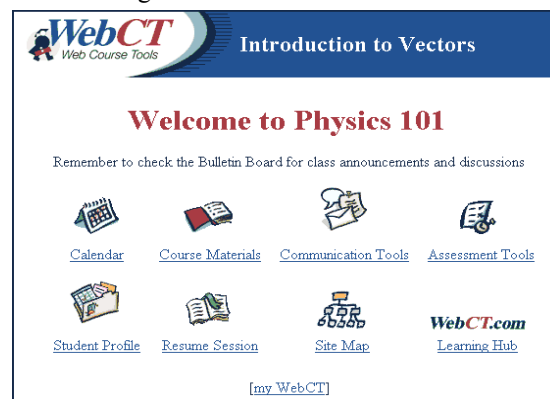


Figure 2-12 Homepage after replacing image with text banner

## Counter

Counters give you and your students an indication of how much your course is being used. A counter has been added to the *Course Materials* page of the default course. You can customize a number of the counter elements. To do so, open the *Counter Editor* by clicking **Counter** on the *Customize* toolbar. The *Counter Editor* provides you with four options for





Figure 2-13 The Counter Editor

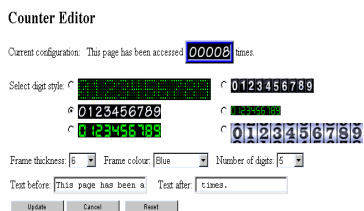


Figure 2-14 Counter options

**Tip:** You can place <BR> or <P> HTML tags into the *Text Before* and *Text After* boxes to make the text appear above or below the counter.



Figure 2-15 Counter after update

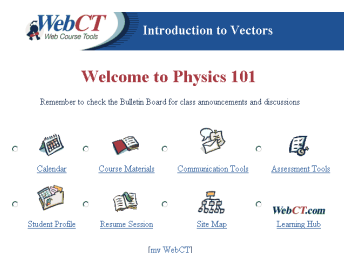


Figure 2-17 Links with option buttons displayed

selecting the position of the counter on the *Homepage* (see Figure 2-13). The current setting, *Bottom*, is selected by default. If you select *Top*, the counter will be placed below the banner but above the header. Selecting *None* will remove the counter from the *Course Materials* page.

The asterisk beside the *None* option indicates that it is the default setting. A sample of the current counter is displayed above the option buttons. Change the counter now by clicking **Configure**. When you click this button, the top frame displays the *Counter Editor* screen (see Figure 2-14) which shows the selection of counters. The current counter is displayed at the top of the frame. You can set the following options in the *Counter Editor* screen:

- **Digit Style**  
This option controls the style of the counter digits. Choose one of the six digit styles shown by selecting the corresponding option button.
- **Frame Thickness**  
This option controls the thickness of the border surrounding the counter. If you don't want a frame around the counter, choose a frame thickness of 0.
- **Frame colour**  
This option controls the colour of the border surrounding the counter. Choose one of the available choices in the drop-down menu.
- **Number of Digits**  
This option allows you to set the number of digits in the counter.
- **Text Before**  
This text box can be used to create text that will appear before the counter.
- **Text After**  
This text box can be used to create text that will appear after the counter.

Let's select the large odometer-style digit by choosing the following values:

- ☞ *Frame Thickness:* 8
- ☞ *Frame colour:* Black
- ☞ *Number of Digits:* 8
- ☞ *Text Before:* <b>Accessed
- ☞ *Text After:* times</b>

Typing <b> and </b> in the *Text Before* and *Text After* boxes puts the text you type in **bold** lettering. Press **Update** to save your changes and return to the *Counter Editor* screen. The resulting counter is shown in Figure 2-15. Click **Home** on the Customize toolbar when you have finished these steps.

## Reorganizing the Homepage

There are currently eight icons on the *Homepage*. As mentioned in the discussion of WebCT *Homepage* elements, some of these icons link to built-in WebCT tools, while the *Course Materials* icon leads to the *Course Content* icon, among others. You will learn how to add your own content in a later chapter. First, however, let's look at how to change the placement of these icons on the *Homepage*.

Click **Organize Icons** on the *Homepage* toolbar to display the *Organize* toolbar.

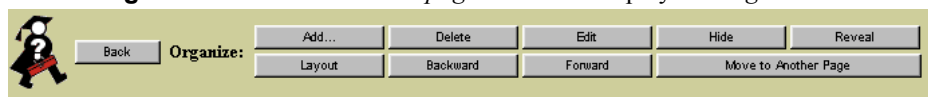


Figure 2-16 Organize icons menu

The screen displays option buttons beside each icon that exists on the *Homepage* (see Figure 2-17). To use any of the *Organize* toolbar functions on an icon, you must first select

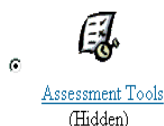


Figure 2-18 Hiding the Quiz icon

### Icon Layout Editor

<b>Label Attributes</b>	
Label position:	Below icon
Text alignment:	Centre
<b>Table Attributes</b>	
Number of columns:	4
Equalize column widths:	No
Table border width:	0
Table spacing:	2
Table padding:	0
Table bg. colour:	None
<input type="button" value="Update"/>	<input type="button" value="Cancel"/>

Figure 2-19 The Icon Layout Editor

the option button associated with the icon, then click the button on the toolbar. The *Organize* toolbar contains the following buttons:

- *Add*  
This section will be discussed in the “Tool pages and Adding Tools” section of Chapter 4, *Types of Course Content*.
- *Delete*  
Pressing this button deletes the selected icon from the *Homepage*.
- *Edit*  
Pressing this button allows you to edit the text-label associated with the icon and set the time and date when you want the icon to be visible to students in your course.
- *Hide*  
This option hides an item on the *Homepage* from students. This option is useful if a particular section of the course is under construction and not yet ready for release to your students. If you hide the *Assessment Tools* icon, for example, it will appear on your *Homepage* in the form seen in Figure 2-18 but will not be visible to your students.
- *Reveal*  
This button makes a hidden item visible to students.
- *Layout*  
This button is discussed in detail below.
- *Backward*  
Clicking *Backward* moves the selected icon backward on the *Homepage*.
- *Forward*  
Clicking *Forward* changes the position of the selected icon by moving it forward on the *Homepage*. In the four-column layout, moving an item forward will move it to the right if the item is currently in one of the first three columns. If the item is in the rightmost column, the item will be moved down one row and into the leftmost column. Moving the last item on the *Homepage* forward will place it in the first position on the *Homepage*.
- *Move To Another Page*  
This button allows you to move an icon from the current page to a *Tool page*, if one has been created. We’ll talk about *Tool pages* in Chapter 4, *Types of Course Content*.

### Layout

Clicking the **Layout** button displays the *Icon Layout Editor* screen (see Figure 2-19). This screen contains a series of drop-down menus which allow you to choose a column format for icons and set other attributes for the layout of icons on the *Homepage*.

The default format is four columns with labels appearing below the icons. Let’s change this by selecting a one-column layout. Press **Update** to save the change and return to the *Homepage*. The icon layout now resembles that shown in Figure 2-20. Since a one-column layout takes up a lot of vertical space, use it only when you have a small number of icons. Click **Layout** again and select **4** in the *Number of columns* drop-down menu.

Before advancing to the next section of the tutorial, click **Update** to save the change and return to your *Homepage*.

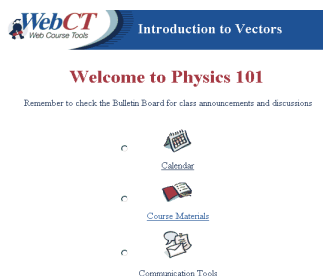


Figure 2-20 One-column layout

# 3

# USING THE WEBCT *FILE* *MANAGER*

## Overview

When a course is created on the WebCT server, a directory is established for the files that you use in your course. The *File Manager* gives you access to that directory, and to the tools you need to work with your files. The *File Manager* allows you to do the following:

- Upload files from your computer to your course on the WebCT server
- Move multiple files from your computer to the server by using the WebCT **zip** and **unzip** commands (compatible with WinZip, ZipIt, and UNIX zip applications)
- Browse and select the files which make up your course
- Browse and select the WebCT built-in files and images
- Perform standard file operations like copying, moving and deleting files and directories
- Edit text and HTML files directly on the server

## What you will learn in this chapter

In this chapter of the tutorial you will learn how to use the basic features of the *File Manager*, including how to upload files to the WebCT server so that you can start building your course. You will also learn how to view file contents, how to create a directory, and how to zip and unzip (compress and decompress) files. This chapter also contains instructions on how to download the sample files you need to complete this tutorial, and how to upload them to the WebCT server so you can use them in your course.

*Note:* The *File Manager* is a tool which you will work with frequently in this tutorial, and in the actual construction of your course.

## The File Manager screen

To review or upload files to the WebCT server, click **File Manager** on the *Homepage* toolbar. A new browser window will open which displays the *Directories* frame, the *Files* frame, and the *File Manager* toolbar (see Figure 3-1). The *Directories* frame lists

## Directories

### [WEBCT BUILT-IN FILES]

- [background](#)
- [banners](#)
- [clip\\_art](#)
- [icons](#)
  - [other](#)
  - [webct\\_casual](#)
    - [notext](#)
  - [webct\\_casual\\_trans](#)
    - [notext](#)
  - [webct\\_formal](#)
    - [green](#)
      - [notext](#)
    - [mustard](#)
      - [notext](#)
    - [teal](#)
      - [notext](#)
  - [webct\\_wild](#)
- [rules](#)
- [tutorial](#)

Figure 3-2 WebCT Built-In Files

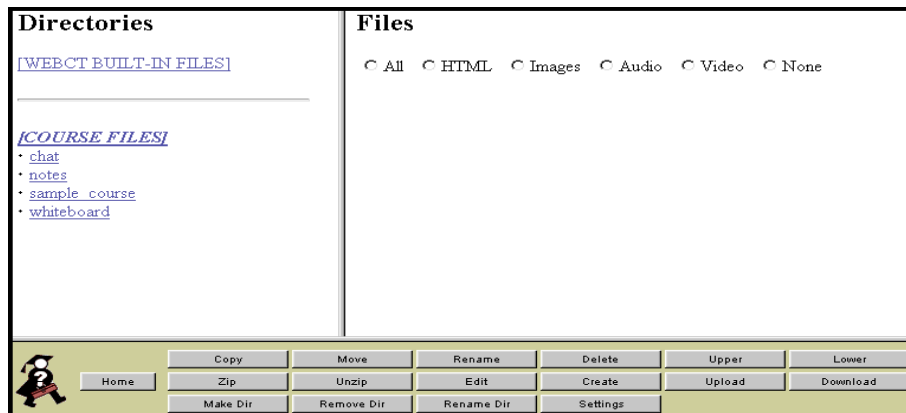


Figure 3-1 The File Manager screen

the *WebCT Built-In Files* directory and its subdirectories (see Figure 3-2). Directories



Figure 3-3 Casual vs. Formal Icons

## Files

<input type="checkbox"/> All	<input type="checkbox"/> HTML	<input type="checkbox"/> Images	<input type="checkbox"/> Audio	<input type="checkbox"/> Video	<input type="checkbox"/> None
<input type="checkbox"/> assignment.gif	1540	Tue Jul 02 96	08:37:06		
<input type="checkbox"/> assignment.gif	1548	Tue Jul 02 96	08:37:07		
<input type="checkbox"/> assignment-singl.gif	1574	Tue Jul 02 96	08:37:08		
<input type="checkbox"/> audio.gif	1855	Tue Jul 02 96	08:37:09		
<input type="checkbox"/> audio.gif	2545	Wed Nov 20 96	13:30:16		
<input type="checkbox"/> back.gif	1591	Sat Jul 20 96	21:54:28		
<input type="checkbox"/> bulletin.gif	1413	Tue Jul 02 96	08:37:10		
<input type="checkbox"/> bulletin.gif	2031	Wed Nov 20 96	13:30:19		
<input type="checkbox"/> bulletin_new.gif	1635	Thu Oct 17 96	10:49:38		
<input type="checkbox"/> calendar.gif	1678	Wed Jun 25 97	14:07:07		
<input type="checkbox"/> calendar_new.gif	1206	Wed Dec 24 97	12:00:15		
<input type="checkbox"/> cdrom.gif	591	Wed May 20 98	00:02:41		
<input type="checkbox"/> chat.gif	1649	Tue Jul 02 96	08:37:11		
<input type="checkbox"/> chat.gif	2325	Wed Nov 20 96	13:30:22		
<input type="checkbox"/> cn.gif	1656	Tue Sep 03 96	08:33:22		
<input type="checkbox"/> compile.gif	1525	Fri Aug 23 96	10:44:49		
<input type="checkbox"/> contents.gif	1548	Tue Jul 02 96	12:08:23		
<input type="checkbox"/> coursenotes.bak	1648	Tue Jul 02 96	08:37:13		
<input type="checkbox"/> coursenotes.gif	1648	Tue Sep 03 96	08:36:27		
<input type="checkbox"/> cursing.gif	1753	Tue Jul 02 96	08:37:14		
<input type="checkbox"/> example.gif	1769	Tue Jul 02 96	08:37:15		

Figure 3-4 File Listing



Figure 3-5 Preview of audio.gif

Make Directory

Create a directory named  within the directory **COURSE FILES**

Figure 3-6 Creating a directory

that you create will be listed as well. Initially, the *Course Files* directory is the only one that exists. This directory is the repository for your course content pages. The *Files* frame lists the files contained in the currently selected directory. The currently selected directory is indicated by **bold-italicized** text in the *Directories* frame. The *File Manager* toolbar in the bottom frame contains the buttons which start the *Copy*, *Move*, *Zip* and *Unzip* features, among others.

## WebCT Built-in Files

The *File Manager* allows you to locate and use the built-in files which are pre-loaded on the WebCT server. These files include the WebCT icons, additional icons, sample banners, and page backgrounds. The subdirectories that contain these files are organized beneath the *WebCT Built-in Files* directory shown in the *Directories* frame. If you click on this link to make it the current directory, it will expand to show its subdirectories. The fully expanded *WebCT Built-in Files* directory is shown in Figure 3-2.

All of the WebCT icons are located in the icons directory. This directory is divided into **other**, **webct\_casual**, **webct\_casual\_trans**, **webct\_formal**, and **webct\_wild** subdirectories. These icons are used for WebCT tools on the homepage and toolpages, and on the button bars of individual pages. The difference in style between the formal and casual icons is shown in Figure 3-3. WebCT currently supports only the casual and formal icon styles on a course-wide basis. You will learn how to switch between these styles later.

The transparent casual icons allow the background of the page to show, while the formal icons are set on a white background. There are two full sets of the *Formal* and *Casual* course icons. One set of icons has a text label bearing the name of the tool the icon represents. The other set has no text beneath the icons. If you want to use an icon without a text label, choose it from the **notext** subdirectory. All the *Wild* icons have text labels.

Click on the **webct\_casual\_trans** directory now to display its contents in the *Files* frame (see Figure 3-4).

## Viewing File Contents

The *Files* frame shows each file in the current directory. To perform an operation on a file you first select its check box. The name of the file is hyperlinked, which allows you to preview its contents. Since you have already opened the **webct\_casual\_trans** directory, click on the file called **audio.gif** to see what it contains.

A new browser window will open that is divided into a left and right frame. The left frame contains the *Editor/Viewer* which displays the names of the files in the current directory. You can see the contents of files in the right frame. If you selected the **audio.gif** file it should appear in the right frame, as shown in Figure 3-5. You can now select the option buttons for other files in the directory which you want to preview. To return to the *File Manager* window, click **Back**.

Now that you know where the built-in files are located, let's upload some course content to the server.

## Creating a New Directory

Instead of uploading files into the **Course Files** directory, we'll create a new directory within **Course Files** called **notes**.

To do so, click **Course Files** to make it active, then click **Make Dir** on the toolbar. Now you can specify the name of the directory you want to create. Type **notes** in the text-entry box (see Figure 3-6), then click **Continue** to create the directory. If the operation is

## Directories

### [WEBCT BUILT-IN FILES]

#### [COURSE FILES]

- [chat](#)
- [notes](#)
- [sample course](#)
- [whiteboard](#)

Figure 3-7 The notes directory



Figure 3-8 Uploading a file

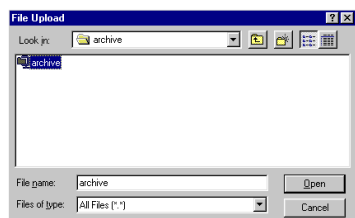


Figure 3-9 Windows 95™ File Upload dialog box

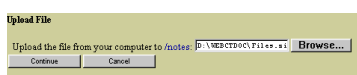


Figure 3-10 Upload after file selection

## Files

☐ All
 ☐ HTML
 ☐ Images
 ☐ Audio
 ☐ Video
 ☐ None

☒ [archive.zip](#)
 22783
 Fri Oct 15 1999
 15:40:05

Figure 3-11 Uploaded file



Figure 3-12 Unzipping a file

successful, a status message will confirm that the directory has been created. Click **Continue** again to return to the main *File Manager* page. The newly created directory should now appear in the directory listing under *Course Files* (see Figure 3-7).

## Downloading the sample tutorial files to your computer

Let's download the sample files you need to complete the tutorial and set them up for use in your course. In addition to explaining how you transfer the sample tutorial files, the following sections apply to transferring course content you have authored from your computer to the WebCT server, something you will do when you set up your course.

As mentioned in Chapter 1, the tutorial files reside on the *Tutorial Data Files*, which you reach from the WebCT homepage. The URL for this page is <http://about.webct.com/>. Click on the hyperlink in the previous sentence to open this page now. Next, find the link to the tutorial data files and click it. There are two groups of files to choose from. One is named **archive.tar** (for Unix users) and the other **archive.zip**.

Click the name of the tutorial file set which you want to download to your computer. When you do so, a *Save As* or an *Unknown File Type* dialogue box will appear. If a *Save As* dialogue box appears, select a location on your computer where you want to save the files. If an *Unknown File Type* dialogue box appears, click **Save File**. A *Save As* dialogue box will appear, allowing you to save the files. On a Macintosh computer the *Download Manager* will open and save the file to your computer. In either case, save the files in a location which you can easily access later.

When you download **archive.zip**, which contains the four required tutorial files, you need to use the *Unzip* feature that is included with WebCT to decompress it. The *Unzip* feature is accessed from the *File Manager*. The remaining sections of this chapter of the tutorial show you how to upload **archive.zip** to the WebCT server, and how to decompress it using the *Unzip* feature.

## Uploading the tutorial files to the WebCT server

Now we're ready to upload the **archive.zip** file to the WebCT server. Click **notes** in the *Directories* frame to make it the current directory. Next, click **Upload** on the toolbar. The screen shown in Figure 3-8 will appear. Click **Browse** to search for **archive.zip** on your computer. An example of a *File Upload* dialogue box is shown in Figure 3-9, although the title of the dialogue box will depend on the web browser you are using to access WebCT. Click **Open** when you have selected the file. Other platforms may require you to click **OK**. Consult your operating system manual on how to browse and select files if you're unsure about how to perform this task.

The **archive.zip** file should now appear in the *Upload File* text-entry box (see Figure 3-10). Ensure that the file name is correct and click **Continue**. The amount of time it takes the file to upload will depend on the speed of your connection to the WebCT server. A status message will confirm a successful upload. Press **Continue** to return to the main *File Manager* page. The uploaded file will now appear in the *Files* frame (Figure 3-11).

## Unzipping the tutorial files

Now that the zipped file is on the server it needs to be unzipped. This can be done using the *Unzip* feature. If the check box beside **archive.zip** is not already selected, select it now. Now click **Unzip** on the toolbar. A confirmation message will appear (see Figure 3-12) asking you to select the directory where you want to place the unzipped files. Since we need to put the files in the current directory, make sure that the **notes** directory is selected, and click **Continue**. If the files are extracted correctly, a message to this effect will appear on the toolbar. Press **Continue** again to return to the toolbar. Now repeat this procedure on the

file named **files.zip**, which is contained in the **archive.zip** file. The file listing should now show all of the files which were contained in the original zip file (see Figure 3-13).

The *Zip* and *Unzip* features of *File Manager* are very useful. When your course consists of a large number of files, having the ability to transfer them to the server in one batch can save a great deal of time. The *Zip* and *Unzip* features are compatible with Windows 95™ and Mac file compression programs. This means that you can use WinZip or ZipIt to create an archive, and then use the *Unzip* feature of WebCT to restore the files to their original form.

Files			
<input type="radio"/> All <input type="radio"/> HTML <input type="radio"/> Images <input type="radio"/> Audio <input type="radio"/> Video <input type="radio"/> None			
<input type="checkbox"/>	<a href="#">Angle.gif</a>	53410	Wed Jun 17 98
<input type="checkbox"/>	<a href="#">Angle1.gif</a>	151410	Wed Jun 17 98
<input type="checkbox"/>	<a href="#">Angle1.htm</a>	48338	Wed Jun 17 98
<input type="checkbox"/>	<a href="#">Angle2.gif</a>	120948	Wed Jun 17 98
<input type="checkbox"/>	<a href="#">Angle2.htm</a>	86562	Wed Jun 17 98
<input type="checkbox"/>	<a href="#">Angle3.gif</a>	202068	Wed Jun 17 98
<input type="checkbox"/>	<a href="#">Angle4.gif</a>	32866	Wed Jun 17 98
<input type="checkbox"/>	<a href="#">Cmpnt1.gif</a>	264102	Wed Jun 17 98
<input type="checkbox"/>	<a href="#">Cmpnt2.gif</a>	59578	Wed Jun 17 98
<input type="checkbox"/>	<a href="#">Component.htm</a>	57642	Wed Jun 17 98
<input type="checkbox"/>	<a href="#">Coord.gif</a>	216024	Wed Jun 17 98

Figure 3-13 After unzipping

Before you continue with the tutorial, click **Home** to return to the course *Homepage*.

# 4

# TYPES OF COURSE CONTENT

## ***Overview***

Now that you've learned how to modify your course *Homepage* and how to transfer files from your computer to the WebCT server, let's look at some of the other course components. A WebCT course consists of a combination of the following elements:

## ***Homepage***

- Your course *Homepage* contains links to other course components.

## ***Paths of content***

- As you construct your course, you will use *Paths* to organize the contents of your course. Paths allow you to classify pages of course content hierarchically according to a topic and subtopic structure. A path consists of a sequence of related content pages which students work through one step at a time. For example, a path can be made up of a series of course notes related to the lectures you give during a term, a set of assignments, or a sequence of labs or tutorials. A detailed discussion of how *Paths* help you to organize course content is given in Chapter 5, *Ordering and Sequencing Content*.

## ***Welcome Page***

- The course *Welcome Page* resides in a public area of the WebCT server which does not require a password for access. *Welcome* pages are used to display a brief synopsis of the course, as well as the instructor's contact information for those interested in signing up for the course.

## ***Single pages***

- Single pages of content allow the instructor to place links to HTML pages onto the course *Homepage*. Single pages of content are used for course information or outlines which typically do not exceed one page in length.

## ***Tool pages***

- *Tool pages* are identical in structure to the *Homepage*. *Tool pages* can also be used to group frequently accessed course elements on one page. By using *Tool pages*, you can keep the main *Homepage* less cluttered, making it easier for students to find what they are looking for.

## ***WebCT tools***

- Tools can be added to any *Homepage* or *Tool page*. These tools include communication features such as *Bulletin Board* and *Chat*, the *Glossary* and *Index* tools, search functions, and many others.

## ***What you will learn in this chapter***

In this chapter of the tutorial you will learn how to add a *Welcome Page* and single pages of content to your course. You will also learn about *Tool pages* and individual course *Tools* and how to add them to your course.



## Adding a Welcome Page

To begin this procedure click **Welcome Page** on the *Homepage* toolbar. Since your course has a default *Welcome Page*, the top frame displays the WebCT banner and the **Login** and **Cancel** buttons and the bottom frame displays the *Welcome Page* toolbar (see Figure 4-1).

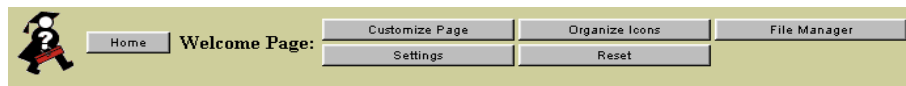


Figure 4-1 Welcome Page editing

Next, click **Customize Page**. The *Customize* toolbar you used to design your *Homepage* in Chapter 2 will appear. For the moment, we'll edit the banner, header, and footer.

Click **Banner** and select the *Text* option button. Now type the following into the adjacent text box:

**Introduction to Vectors**

When you are finished, press **Update** to return to the *Welcome Page*. The new banner is now displayed in the top frame along with the **Login** and **Cancel** buttons.

Now click **Header** in the bottom frame to open the *Header/Footer Editor*. To edit the header select the option button beside the header and click **Edit** on the *Header* toolbar. The *Text/Image Component Addition* screen will appear. The options on this screen allow you to set the elements of the header. Let's add a brief message that tells students with a User ID how to log on to the course. First, scroll down in the top frame until you see the *Text Heading* section (see Figure 4-2). Choose *Center* alignment, *Bold* style, *Blue* colour and type the following in the text box:

**Click on Login if you already have an account**

Next, scroll down to the bottom of the top frame and click **Update**. The *Header/Footer Editor* will appear, along with the new header. If you are happy with the resulting header and footer, click **Back** on the toolbar to return to the *Welcome Page*, which should now resemble Figure 4-3.

WebCT automatically places a **Login** button on the *Welcome Page* to give current users of the course an easy to use point of access. Another advantage of the *Welcome Page* is that its Uniform Resource Locator (its Web address) is a simple one to distribute to your students. The URL (Uniform Resource Locator) to your *Welcome Page* is the server name and port number followed by **public/course\_ID/**. Substitute your designer User ID for **course\_ID**. A *Welcome Page* URL would follow the format of this example: **http://www.webct.com:8900/public/eng306/** (assuming that the designer User ID is **eng306**).

To continue, click **Home**.

## Single Pages of Content

This feature allows you to link an HTML page directly to your *Homepage*. Let's add a link so that it displays a page of course content. Before you do this, however, you need to transfer the appropriate files to your computer from the WebCT *Tutorial Data Files* Web page, and upload them to the WebCT server. The required files are **outline.html** and **info.html**. If you did not download these files to your computer and upload them to the server as outlined in Chapter 3, then complete this procedure now. When you are finished, click **Home** to return to the *Homepage*. If you have completed the file download and upload discussed in Chapter 3, continue to the next section.



Figure 4-2 Adding a header

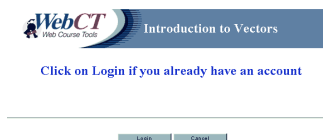


Figure 4-3 Completed Welcome page



To begin the next step of this lesson, click the **Organize Icons** button on the *Homepage* toolbar. The *Organize* toolbar seen in Figure 2-16 will appear. We want to add a link to a single page. To do so, click **Add → Single Page** to open the *Add Link to Single Page* screen (see Figure 4-4).

Figure 4-4 The Add Link to Single Page screen

First let's create a title for the link that you are adding. In the *Title* text box type **Course Information**. To pick an icon click **Browse** to the right of the *Icon Filename* text box. Your browser will open a new window displaying the *File Manager*. Locate the file **info.gif** in the icons directory. Select the option button beside this file and click **Pick** in the top frame. To reference the **info.html** file you can now type **notes/info.html** in the *Page filename* text box. If you ever need to look for a file you don't know the name or location of, you can locate it by clicking **Browse** to the right of the text box.

Once the information has been entered, click **Add**. The *information* icon should now resemble Figure 4-5



Figure 4-5 The Information icon

Click **Home** to return to the *Homepage*.

### Adding Tool pages and tools

*Tool pages* are like secondary *Homepages* in that they give you additional space in which to organize elements of your course. This reduces the number of icons on the *Homepage* and allows you to group commonly used course elements in more than one location. Your default course includes four *Tool pages*: *Course Materials*, *Communication Tools*, *Assessment Tools*, and *Student Profile*. Two of the *tool page* icons are shown in Figure 4-6. The icons on *Tool pages* can be edited in the same manner as those on the *Homepage* (see Chapter 2, *Homepage Design*).

Click *Communication Tools* now to view this *Tool page*. The top frame changes to display the *Tool page* while the bottom displays the toolbar shown in Figure 4-7.



Figure 4-6 The default tool page icons



Figure 4-7 The tool page menu bar

Next, click **Organize Icons** to display the *Organize* toolbar. For now, we'll add a new tool to the *Tool page*. To do this, click **Add** on the *Organize* toolbar. The bottom frame changes to display the *Add* toolbar.



Figure 4-8 Adding a WebCT Tool

All the elements which you can add to the *Homepage* can be added to a *Tool page*. You even have the option of adding a link to another *Tool page*, which gives you the option of creating an easily navigable set of tool pages.

Next, click **WebCT Tool** to open the *Add Link to WebCT Tool* screen (see Figure 4-9).

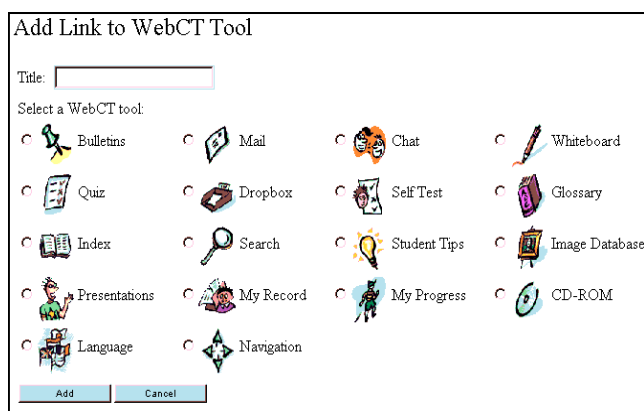


Figure 4-9 The Add Link to WebCT Tool screen

The *Add Link* screen shows only those tools which have not been added to the current *Tool page*. Let's include a link to *Presentations* on the current *Tool page*.

Select the option button for the *Presentations* tool. Type **Presentations** in the *Title* text box and click **Add** in the top frame. The icons on the *Tool page* should now resemble Figure 4-10.

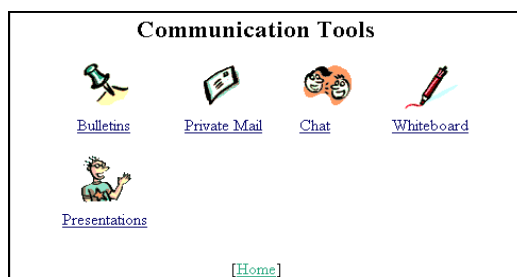


Figure 4-10 An updated tool page

If you wish, you can reposition the *Presentation* icon by following the instructions for moving icons on the *Homepage* that are given in Chapter 2, *Homepage Design*. Click **Home** on the *Add* toolbar to return to the *Homepage*.

# 5

# ORDERING AND SEQUENCING CONTENT

- ▼ 1. All About Vectors
  - 1.1. [What is a Vector?](#)
  - 1.2. [What Can a Vector Do for Me?](#)
  - 1.3. [Vector Review](#)
- ▼ 2. [How do we Describe Vectors?](#)
  - 2.1. [Graphical Vector Arithmetic](#)
  - 2.2. [Kinematics in Two Dimensions](#)
  - ▶ 2.3. [Describing Vectors in Terms of Their Components](#)
- 3. [Course Information](#)

Figure 5-1 A sample path

- ▶ 1. All About Vectors
- ▶ 2. [How do we Describe Vectors?](#)

Figure 5-2 Subtopics hidden

- ▶ 1. All About Vectors
- ▼ 2. [How do we Describe Vectors?](#)
  - 2.1. [Graphical Vector Arithmetic](#)
  - 2.2. [Kinematics in Two Dimensions](#)
  - ▶ 2.3. [Describing Vectors in Terms of Their Components](#)

Figure 5-3 Sub-topics visible

## Overview

A WebCT Path gives you a way to organize the content of your course and represent its parts visually in an easy-to-use outline format. If you want your students to see an outline wherever they go in your path, you can choose to show the *Content Listing* of your course by selecting this option in the *Configure Path* screen. This screen is reached by clicking *Course Materials* → *Course Content* → **Settings**. Select the *To the left of each page* option button in the *Content Listing Location* area. Your *Course Content* outline will be displayed to the left of all your course pages. Because each topic name in the *Course Content* listing is hyperlinked to the page it represents, your students can navigate easily between them (see Figure 5-1).

Paths allow you to classify pages of course content hierarchically according to a topic and subtopic structure. The WebCT *Path Editor* allows you to sequence the information which makes up your course. This information can consist of a large number of individual pages of content, which in addition to pages of lecture material, can be comprised of assignments, quizzes, and references to books and articles. You can also set the time and date for the release of individual pages of course material on a Path. To keep your content easily accessible to your students, WebCT recommends that you set up multiple paths which contain different modules of content.

## What you will learn in this chapter

In this chapter of the tutorial you will learn how to add topics to a path, as well as how to add content files to them. You will also learn how to delete topics from a path, how to rearrange them, and how to change topics into subtopics. You will also learn about the subtopic numbering system used in WebCT, as well as how to replace a content file, and how to browse for a file. Lastly, you will be introduced to the *Navigation Window* tool.

## Organizing Topics and Subtopics

In any hierarchy of course pages that you create, subtopics can be shown or hidden by clicking the blue arrow next to the topic heading. When you click on a blue arrow which points to the right, the subtopics listed under the corresponding topic are displayed and the direction of the arrow changes, pointing toward the bottom of the page. To hide subtopics, click the arrow again. Figure 5-2 shows two headings with their subtopics hidden.

Clicking on a forward-facing arrow beside the second topic expands it and displays its subtopics (see Figure 5-3). If a topic does not have any subtopics, no arrow is displayed.

From the *Homepage* click the icon labelled *Course Materials* and then *Course Content*, which links to the path in the default course. The *Path Editor* screen is divided into two frames. The top frame shows the current path, which in the default course consists of four topics, none of which have sub-topics. The bottom frame contains the *Path Editor* toolbar shown in Figure 5-4.

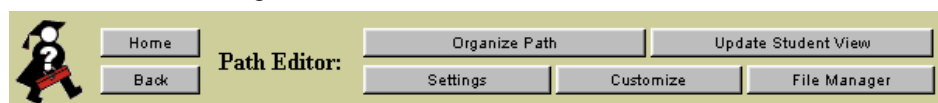


Figure 5-4 Path Editor designer toolbar

## Reorganize Functions

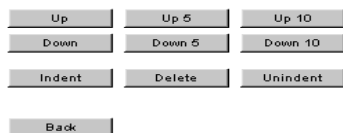


Figure 5-5 The reorganize buttons

## Deleting Topics

Before deleting the default topics you may find it valuable to read the information that they contain. When you are finished with the default topics, delete them. To delete a topic on a path, click **Organize Path** on the *Path Editor* toolbar, then click **Reorganize** on the *Organize Path* toolbar. The top right frame will now display the *Reorganize Functions* screen (see Figure 5-5). Next, select the topic to be deleted by clicking its option button and click **Delete** in the *Reorganize Functions* window. A confirmation message will appear. Click **OK**. If a deleted topic has subtopics, they will move up to the level of the deleted topic. Select each of the four default topics and delete them.

## Adding topic headings and content to a Path

The *Path Editor* allows you to add pages to a course path which you have previously uploaded to directories contained in the *Course Files* directory. Let's now add the pages we uploaded to the WebCT server in Chapter 3, *Using the WebCT File Manager*.

You first need to create topics for your path before you add the files that make up their content. Click **Add Section** on the *Organize Path* toolbar to open the *Section Addition* screen in the top right frame. Now type the following topic name in the text box:

All About Vectors

When you are finished click **Insert Section**. Content is then added to the section by using the **Add File** option, which is discussed below.

To add files to a topic, select the option button beside the topic then click **Add File** on the *Organize Path* toolbar. When you click **Add File**, the right frame will display the *File Addition* screen (see Figure 5-6), which contains a list of the files in your *Course Files* directory—including any subdirectories you may have created. We want to add the files that we uploaded in Chapter 3, *Using the WebCT File Manager* to the *Course Content* path we are currently working on. These files reside in the *notes* directory.

Select a file to add:

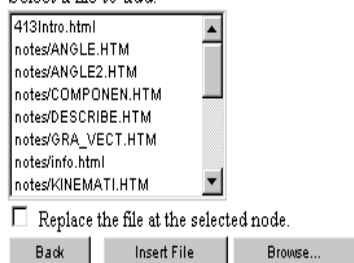


Figure 5-6 List of existing files

1. ☐ All About Vectors
2. ☒ [Vector Angle](#)

Figure 5-7 Adding a topic

Select the file *notes/ANGLE.HTM* from the list by clicking once on the file name. Any new file that you add will appear below the topic whose option button you select. Because the *ANGLE.HTM* file contains information about vectors, select the option button next to the topic *All About Vectors*. Click **Insert File** to complete the procedure.

The *Path Editor* window will now display the title of the added file in the position below the topic whose option button you selected (see Figure 5-7). The page title that is displayed comes from the HTML `<TITLE>` tag in the file.

Let's add another page to the list of topics for this *Path*. Select the file *ANGLE2.HTM* from the list in the *File Addition* screen. Choose a selection point and click **Insert File**. The new file now appears below the previously added file.

Let's now add the remaining files that have an *.htm* extension in the *notes* subdirectory in the order in which they appear in the listing. When you are finished, you should have twelve files in the path listing (see Figure 5-8). We want the final order of the files to look a little different, so let's rearrange the path.

## Creating Subtopics

To make one topic a subtopic of another, select the option button next to the topic you want to change to a subtopic and click **Indent**. As soon as you create a subtopic, a downward-pointing blue triangle will appear beside the initial topic. When you click the triangle, subtopics are hidden, making the path easier to read. When subtopics are hidden, the triangle points to the right.

1. ☐ All About Vectors
2. ☐ [Vector Angle](#)
3. ☐ [Vector Angle - Part Two](#)
4. ☐ [Describing Vectors in Terms of Their Components](#)
5. ☐ [How do we Describe Vectors?](#)
6. ☐ [Graphical Vector Arithmetic](#)
7. ☐ [Course Information](#)
8. ☐ [Kinematics in Two Dimensions](#)
9. ☐ [Vector Length](#)
10. ☐ [Physics 101 Course Outline](#)
11. ☐ [Vector Review](#)
12. ☐ [What Can a Vector Do for Me?](#)
13. ☐ [What is a Vector?](#)

Figure 5-8 Adding all files to the path

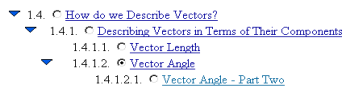


Figure 5-9 Moving a topic with sub-topics



Figure 5-10 Proper topic order

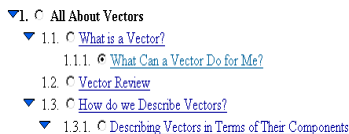


Figure 5-11 Sub-topic numbering

### Configure Path

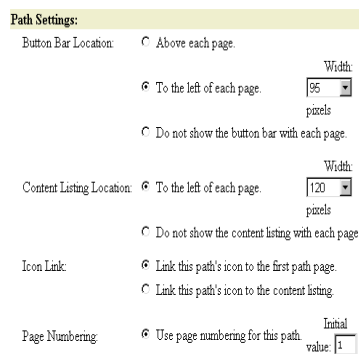


Figure 5-12 The Configure Path screen

If you move a topic which has sub-topics, its sub-topics will be moved as well. For example, if you move the *Vector Angle* topic down one position, its subtopic *Vector Angle - Part Two* will also be moved (see Figure 5-9).

## Rearranging Topics

To rearrange the topics on a path, click **Reorganize** on the *Organize Path* toolbar. The top right frame now displays the *Reorganize Functions* buttons shown in Figure 5-5. These buttons allow you to delete, move, and indent and unindent individual topics that appear on a path. For example, to move a particular topic up one position, select the option button beside the topic, then click **Up**. The new order of the path will then be displayed.

A sample order for the different topics is shown in Figure 5-10. Use the *Reorganize Functions* buttons to move the topics in the listing to reflect the example shown.

## Subtopic Numbering

When you move topics the topic numbering scheme changes. If you indent the topic *What Can a Vector Do for Me?* it becomes a subtopic of *What is a Vector* and is renumbered 1.1.1 (see Figure 5-11). Because of this change to the organization of topics on the path, the topic named *Vector Review*, which was previously in the third position (see Figure 5-10), is now in the second position.

## Replacing a File

You can replace the file contained in a topic on a path without deleting the existing topic. This feature allows you to avoid reconstructing the order of topics and subtopics on a path that would be required if you deleted a topic, which acts as a placeholder for the course files. For example, if you delete the third topic in Figure 5-11, the numbering of its subtopics will change. To avoid this potential problem when replacing a file, click **Add File** and then select the *Replace the file at the selected node* checkbox in the *File Addition* frame. Next, select the option button of the topic whose file you want to change. Click once on the file you want to add in the *Select a File to Add* drop-down menu and click *Insert File*. This will replace the file at the selected node with the new file, while maintaining the existing order of topics and subtopics.

Click **Back** on the *Organize Path* toolbar to return to the *Path Editor* toolbar.

## Configuration Options

Click **Settings** on the *Path Editor* toolbar to open the *Configure Path* screen (see Figure 5-12). The *Configure Path* options give you control over the way a course path displays content. You can modify the following elements with the *Configure Path* feature:

- **Button Bar Location:** You can display the button bar (see Figure 6-3 for an example of a button bar) at the top of course content pages, or vertically to the left of a page. You can also set the width of the frame surrounding the button bar.
- **Content Listing Location:** Choosing this feature displays a *Course Content* window which shows the contents of the path in a frame to the left of each course

page. You can also select the width of the frame surrounding the *Course Content* window.

- *Icon Link*: If the first option is selected, the student is presented with the first page of content on a path. If the second option is selected, a listing of the entire path is displayed.
- *Page Numbering*: This option lets you choose whether or not to number the pages on a course path.

The customization of content pages will be discussed further in Chapter 6, *Modifying Pages of Content*. Click **Home** on the *Path Editor* toolbar to return to the *Homepage*.

# 6

# COURSE CONTENT PAGE

**Reminder:** The appearance of course pages can be modified by clicking **Course Settings** on the *Homepage*. This allows you to define the settings for colours, counters, and button bars in your entire course.

## Overview

You can modify the course pages you have added to a path in the following ways:

- Linking words that appear in the text of a page to the course *Glossary* and the index
- Creating self-test questions for students to test their knowledge of the current topic
- Creating references to Web sites, textbooks, and journal articles
- Creating links to multimedia files
- Defining learning goals for the current topic
- Editing the HTML or text of the page
- Modifying the appearance of the page by changing the colour scheme or background
- Adding links to WebCT tools to the button bar

## What you will learn in this chapter

In this chapter you will learn how to use the *Button Bar* and some of the *Configure Path* layout options. You will also learn how to add the *Navigation Window* tool to your *Homepage*.

## The Elements of Course Content Pages

The *Page* toolbar is displayed when you view a page on a path. It contains the *Index* and *Glossary* buttons. These tools are described in the following chapters. To view a page on a path now, click the *Course Materials* icon on the *Homepage* and then *Course Content*. Next, click the topic *What Can a Vector Do For Me?* in the *Path Editor*. Your browser window will be divided into four frames (see Figure 6-2).

The top frame contains the button bar, the left frame contains the content listing, the right frame contains the content of the page, and the bottom frame contains the *Page* toolbar. The center frame displays the content of the page as viewed by your students. It can contain links to other pages in your course and links to other sites on the Web. Hyperlinked text which is connected to the *Glossary* can also appear on content pages. Let's have a closer look at the elements contained in each frame.

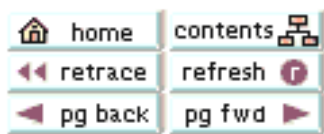


Figure 6-1 Page Editor navigation buttons

## The Button Bar

The *Button Bar* allows students to navigate through the pages on a path, return to the *Homepage*, and access WebCT tools. The *Button Bar* is made up of the navigation-button panel, global tools, and page-specific tools.

The navigation options are located on a six-button panel on the left side of the *Button Bar* (see Figure 6-1). These buttons are described below:

- *home* - takes the student to the *Course Materials* page for the current path
- *contents* - takes the student to the *Path Editor* and displays the current path
- *retrace* - takes the student to the previous page they were viewing
- *refresh* - refreshes the current page of content
- *pg back* - displays the previous page on the current path
- *pg fwd* - displays the next page on the current path

**Tip:** try to keep the number of icons in the button bar to a minimum so that your students don't get overwhelmed with choices.



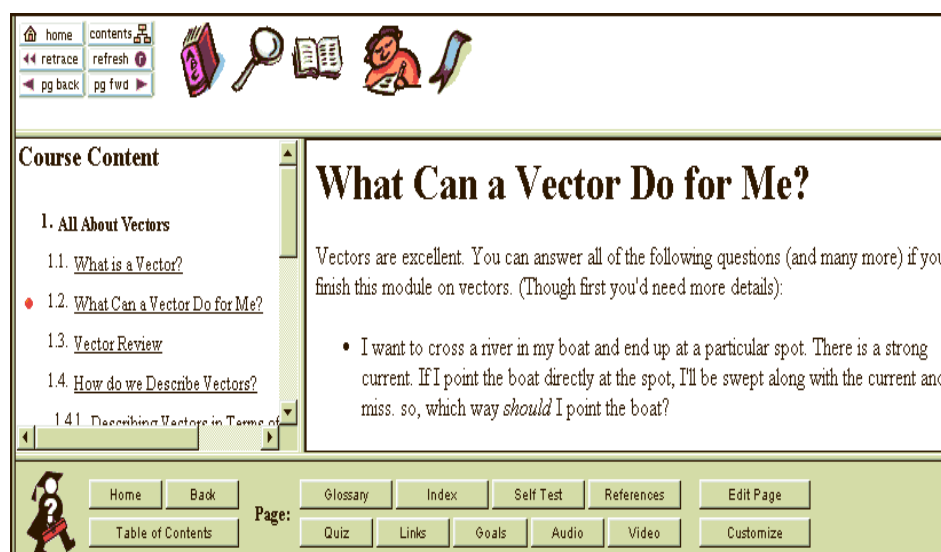


Figure 6-2 Page Editor full screen

Global tools are those which relate to all pages. For example, the *Glossary*, the *Index*, the *Search* facility, and the *Chat* feature are global tools. These buttons appear to the right of the navigation buttons. You can choose which tools you would like to include on the *Button Bar* by clicking **Course Settings** on the *Homepage* toolbar and then clicking **Button Bar** on the *Settings* toolbar.

The buttons for page-specific tools appear to the right of those tool buttons which apply to all pages. Page-specific buttons are only shown when that particular option is available for the current page. For example, if the current page does not have any self-test questions associated with it, the *self-test* icon is not displayed on the button bar.

A sample *Button Bar* is shown below. It contains three icons which apply to all pages (*Glossary*, *Search*, and *Index*) and two icons which are page-specific (*My Notes* and *Bookmarks*).



Figure 6-3 Sample button bar

**Note:** The *Bookmarks* feature is a new tool in this version of WebCT. This tool enables you and your students to bookmark pages of content within your course.

To use the *Bookmarks* feature you must first add the *Bookmarks* icon to one or all of your pages of content. Currently, the *Bookmarks* tool is available on all of your pages of content. You can change the setting by clicking **Course Settings** on the *Homepage* toolbar and then clicking **Button Bar** on the *Settings* toolbar. You can add the *Bookmarks* icon to an individual page of content by clicking on that page of content and bringing up the *Page* toolbar. Click **Customize** → **Button Bar** to display the *Button Bar Editor* screen.



## Using the Navigation Window

The *Navigation Window* tool allows instructors and students to place a set of frequently used icons in a window that stays open as they navigate through a course. The tool consists of a feature that allows the user to choose which icons to display in the window, and an option that controls how the *Navigation Window* will reopen if the user closes it during a WebCT session.

Instructors need to add an icon for the *Navigation Window* tool to the *Homepage* or a *Tool page* before it can be used by students. To add the tool, instructors click **Organize Icons** on the *Homepage* toolbar, then click **Add** → **WebCT Tool**. Next, select the option button below the *Navigation Window* icon (roll your mouse over each icon to see its name), type a title for the tool (optional), and click **Add**. Once this has been done, students and instructors can configure the tool to suit their needs.

## Layout Options

In Chapter 5, *Ordering and Sequencing Content* (in the *Configuration Options* section), there was a brief description of how the default layout of content pages can be modified using the **Settings** button on the *Path Editor* toolbar. Let's use this feature now to change the appearance of a content page.

When you click **Settings** the *Configure Path* screen appears (see Figure 6-4). In the *Content Listing Location* section, click the option button beside *To the left of each page* and change the width to 250 pixels. This will make the *Course Content* listing window wide enough to display the course path. You can also select the location of the *Button Bar* in the *Button Bar Location* area, or choose to hide it. Figure 6-5 and Figure 6-6 show the *Button Bar* in different locations. Click **Update** now and then click the topic *What Can a Vector Do for Me?*

### Configure Path

**Path Settings:**

Button Bar Location: ☒ Above each page.  
☐ To the left of each page. Width:  pixels  
☐ Do not show the button bar with each page.

Content Listing Location: ☒ To the left of each page. Width:  pixels  
☐ Do not show the content listing with each page.

Icon Link: ☐ Link this path's icon to the first path page.  
☒ Link this path's icon to the content listing.

Page Numbering: ☒ Use page numbering for this path. Initial value:   
☐ Do not use page numbering for this path.

Figure 6-4 The Configure Path screen

The screenshot shows a WebCT interface. At the top is a navigation bar with icons for home, contents, retrace, refresh, pg back, and pg fwd. Below this is a sidebar titled 'Course Content' containing a list of topics: 1. All About Vectors, 1.1. What is a Vector?, 1.2. What Can a Vector Do for Me? (highlighted), 1.3. Vector Review, 1.4. How do we Describe Vectors?, 1.4.1. Describing Vectors in Terms of, 1.4.1.1. Vector Length, 1.4.1.2. Vector Angle, 1.4.1.2.1. Vector Angle - Part Two, 1.5. Graphical Vector Arithmetic, and 1.6. Kinematics in Two Dimensions. The main content area is titled 'What Can a Vector Do for Me?' and contains text about vectors and a diagram of a boat crossing a river with a current. The diagram shows a dashed line for the 'DESIRED PATH' and a solid line for the 'CURRENT'.

Figure 6-5 Sample layout with content listing

The Course Content listing window is now wide enough to indicate the presence of subtopics on the path. Note also that a dot indicates the currently selected topic. Figure 6-6 shows the course page layout with the *Course Content* listing hidden.

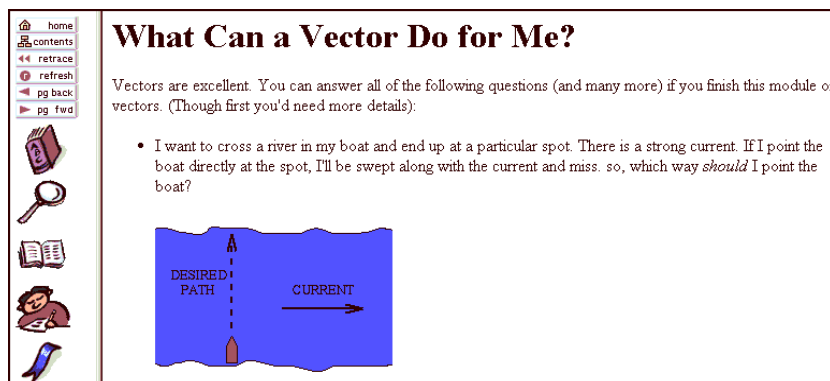


Figure 6-6 Sample layout with vertical button bar

Now that you have learned about the basic aspects of course page content, and how to modify pages, return to the *Homepage* by clicking **Home** to prepare for the next chapter, *Creating a Glossary*.

# 7

# CREATING A GLOSSARY

## Overview

WebCT allows you to create a searchable glossary for your course. The glossary can contain text and images. Your students can open the course glossary in two ways:

1. An icon for the *Glossary* tool can be placed on the *Homepage*, on a *toolbar*, or onto the *Button Bar*.
2. Individual glossary definitions can be hyperlinked to words contained in course content pages. When a student clicks a hyperlinked word, its definition will be displayed.

Using the *Glossary* tool, students can:

- List glossary entries by starting letter
- List the whole glossary
- Search the glossary by keyword

Some instructors assign their students the task of creating the course glossary. Students choose the terms they think should be included, work singly or collaboratively to develop definitions, and then submit them to the instructor for vetting and possible inclusion in the course.

## What you will learn in this chapter

This chapter describes how to add terms to the glossary, how to link these terms to images and text in your course content pages, and how to upload a file to WebCT that contains glossary keywords and definitions.

## Opening the Glossary Editor

To access the *Glossary Editor* click the *Glossary* icon if you have placed one on the *Homepage* or on a *Tool page*. Opening the *Glossary* in this way takes you to the *Glossary Editor*. To work with glossary entries for a specific page of content, open that page (in this chapter we will use the page titled *What Can a Vector do for Me?*). Open this page now and click **Glossary** on the *Page toolbar*.

## Adding keywords and definitions to the Glossary

When you click **Glossary**, the *Glossary Editor* will open and the bottom frame will display the *Glossary toolbar* as shown in Figure 7-1 below.



Figure 7-1 Glossary designer toolbar

Let's add some terms to the *Glossary*.

Click **Add** on the *Glossary toolbar* to open the *Keyword Addition* screen. This screen contains text boxes for the new keyword and its definition (see Figure 7-2 on the left). Type **vector** in the *Keyword* text box and **a vector is a quantity consisting of a direction and a magnitude** in the *Definition* text box. Click **Add** to add this entry to the *Glossary*. The center frame now displays the *Glossary Editor* (see Figure 7-3 on the left).

### Keyword Addition

Keyword:   
Definition:

### Glossary Editor

Glossary keywords:

Keyword
<input type="checkbox"/> boat
<input type="checkbox"/> compass
<input type="checkbox"/> distance
<input type="checkbox"/> hike
<input type="checkbox"/> plane
<input type="checkbox"/> velocity
<input type="checkbox"/> WebCT

Figure 7-3 The Glossary Editor

Note that the *Glossary* toolbar contains a **Designer View** button, and a button called **Student View**. Click the **Student View** button to view the glossary from your students' perspective. When you are finished, click **Designer View**.

The *Glossary* toolbar allows you to delete or edit glossary keywords and definitions. You'll learn how to edit a glossary definition later in this chapter.

Now that you've added the entry for *vector*, it can be viewed by your students. Let's add a few more entries. Following the procedure outlined above, enter the keywords and definitions below for the *What is a Vector?* page.

Keyword	Definition
velocity	a vector containing both speed and directional information
compass	a device used to determine direction
boat	a small craft used to navigate on water
distance	the space between two points

### Creating hyperlinked keywords

The *Glossary* feature lets you create a hyperlink between a keyword on a content page and its definition. You control this feature through the **Page Links** button on the *Glossary* toolbar. To use this feature, start at the *Page* toolbar and click **Glossary**. The *Glossary Editor* will appear. Next, click **Page Links**. An option button now appears next to each word on the page that appears in the glossary (see Figure 7-4).

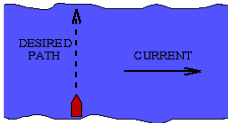
Edit Links: [notes/WHAT\\_CAN.HTM](#)

---

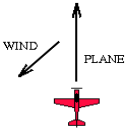
### What Can a Vector Do for Me?

Vectors are excellent. You can answer all of the following questions (and many more) if you finish this module on vectors. (Though first you'd need more details).

- I want to cross a river in my boat and end up at a particular spot. There is a strong current. If I point the boat directly at the spot, I'll be swept along with the current and miss. so, which way *should* I point the boat?



- You started out on a hike from camp. You took a compass and kept track of each leg of your hike (distance and direction). You now want to return to camp. In which direction and how far away is camp?
- I am flying in a plane that can travel at 150 mph (with respect to the air). There is a southwest wind of 80 mph. In which direction should I travel to head directly north, and what will my resultant velocity be, with respect to the ground?



**Unlinked Keywords:**

☐ boat
☐ compass
☐ distance
☐ vector
☐ velocity

Figure 7-4 The Edit Links screen

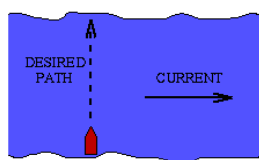
To create a hyperlink between a word and the glossary, select the option button next to the word in the body of the text and click **Update**. To avoid creating redundant links, you can link only one instance of a particular word. While the word *Vector* appears three times in the text, only one option button may be selected.

Select the option buttons beside *distance* and *velocity*, then click **Update** at the bottom of the center frame. The page reverts to the *Glossary Editor*. Click *What Can a Vector Do for Me?* in the left frame to see the new glossary hyperlinks that have been created in the page (see Figure 7-5 below).

## What Can a Vector Do for Me?

**Vectors** are excellent. You can answer all of the following questions (and many more) if you finish this module on vectors. (Though first you'd need more details):

- I want to cross a river in my boat and end up at a particular spot. There is a strong current. If I point the boat directly at the spot, I'll be swept along with the current and miss. so, which way *should* I point the boat?



- You started out on a hike from camp. You took a compass and kept track of each leg of your hike ([distance](#) and direction). You now want to return to camp. In which direction and how far away is camp?
- I am flying in a plane that can travel at 150 mph (with respect to the air). There is a southwest wind of 80 mph. In which direction should I travel to head directly north, and what will my resultant [velocity](#) be, with respect to the ground?

Figure 7-5 The updated page with glossary links

Click the hyperlinked word *distance* to view the definition for that entry (see Figure 7-6 on the left).

If you wish to unlink a word, scroll down to the bottom of the page to the *Unlinked Keywords* listing. Select the option button beside the word whose keyword you want to disconnect from its glossary definition. For example, select the option button beside *boat* and click **Update** to delete the link to the glossary definition for *boat* from the page.

## Using the Keyword Editor

To edit a glossary definition, select the check box beside the entry you want to change in the *Glossary Editor*. For example, check the box next to *boat*. Now click **Edit** to open the *Keyword Editor*, which displays a text box containing the existing definition (see Figure 7-7 on the left). You can now edit the keyword and its definition. Click **Update** when you are finished.

## Updating the Glossary from a File

The *Glossary* tool gives you the ability to upload a file containing multiple glossary terms and definitions. These files must be created in a plain text format. Each glossary term should be on a single line preceded by a colon, with the definition on the subsequent lines. Glossary terms should not include HTML tags; however, you can include HTML tags in definitions.

To import a glossary file, click **Import** on the *Glossary* toolbar. The middle frame now displays the *Glossary File Import* screen. This screen contains a text box in which you can type the name of the file you want to import. Click **Browse** and then locate the file **glossary.txt** in the **notes** directory. Select the option button beside this file and click **Pick**. Next, click **Continue** in the main window.

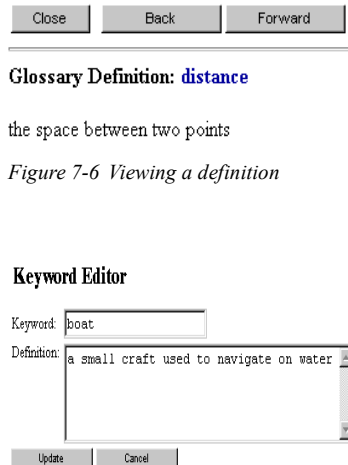
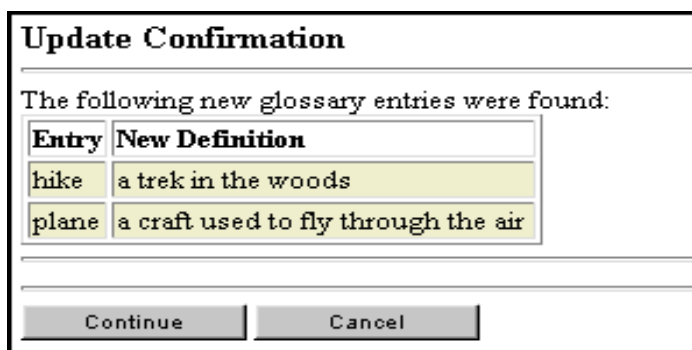


Figure 7-7 Editing a definition

The *Update Confirmation* screen shown below will appear in the center frame:



The **Update Confirmation** screen displays the following new glossary entries:

Entry	New Definition
hike	a trek in the woods
plane	a craft used to fly through the air

At the bottom of the screen are two buttons: **Continue** and **Cancel**.

Figure 7-8 The *Update Confirmation* screen

If the **glossary.txt** file contained entries for existing glossary terms such as *boat*, the *Update Confirmation* screen would display a list of the existing glossary keyword definitions, as well as the new definitions contained in the uploaded glossary file.

Click **Continue** to finish this procedure. The center frame will now display the *Glossary Editor*. You can now link the new glossary terms to the page text using the **Page Links** button.

### ***Resetting the Glossary***

You can erase all glossary entries by clicking **Reset**.

# 8

# CREATING AN INDEX

## Course Index

**coordinate graph**  
[Describing Vectors in Terms of Their Components](#)  
[How do we Describe Vectors?](#)

**examples**  
vector applications [What Can a Vector Do for Me?](#)

**illustrations**  
plane [What Can a Vector Do for Me?](#)  
river and boat [What Can a Vector Do for Me?](#)

**scalar**  
[What is a Vector?](#)

**vector**  
angle [Vector Angle - Part Two](#)  
applications [What Can a Vector Do for Me?](#)  
arithmetic [Graphical Vector Arithmetic](#)  
components [Describing Vectors in Terms of Their Components](#)  
definition [What is a Vector?](#)  
deriving length [Vector Length](#)  
displacement [How do we Describe Vectors?](#)  
real-world applications [What Can a Vector Do for Me?](#)

Figure 8-1 Sample Index

## Overview

The *Index Editor* allows you to build an index based on the content of the path pages in your course. The *Index* feature allows you to designate main index entries and subentries. Subentries are optional. When you compile a course index, WebCT automatically creates hyperlinks between your index entries and the content pages on which they appear. This feature allows students to jump directly from index entries to associated content pages. A WebCT course index is shown in Figure 8-1.

Main index entries can have subentries, which indicate the subject of a page, and hyperlinks to content pages. If no subentries have been specified, only the hyperlinked content page title appears. If subentries are specified, they are listed to the left of the hyperlinked content page title, as is the case for all the index entries for *vector* in Figure 8-1. When you click a hyperlink, a new browser window will display the page where the indexed word appears.

## What you will learn in this chapter

In this chapter you will learn how to add, edit, and delete *Index* entries.

## Using the Index Editor

The *Index Editor* is accessed by clicking **Index** on the *Page* toolbar. If you are continuing from the previous chapter, click **Back** on the *Glossary* toolbar to reach the *Page* toolbar, and click **Index**. Otherwise, go to the course *Homepage* by clicking **Home**. Click the *Course Materials* icon → *Course Content* → *What Can a Vector Do for Me?* → **Index**. The bottom frame will display the *Index* toolbar (see Figure 8-2), and the center frame will show the indexed words already defined for this page. Since you have just started building the index, no indexed words are visible.

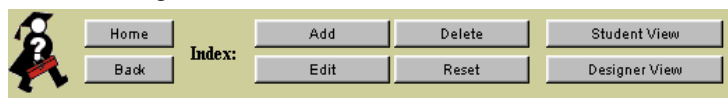


Figure 8-2 Index Editor toolbar

## Index Entry Addition

Index Entry:

Subentry (opt):

Page: 

What Can a Vector Do for Me?  
Describing Vectors in Terms of Their Components  
Graphical Vector Arithmetic  
How do we Describe Vectors?

Figure 8-3 Adding a new keyword

## Adding Index Entries

Click **Add** on the *Index* toolbar. The center frame now displays the *Index Entry Addition* screen, which contains two text boxes and a list box (see Figure 8-3). The page *What Can a Vector Do for Me?* is highlighted in the list box, telling you that you are adding index entries to this content page. Later in this lesson you will need to select pages from the list in order to add other index entries. The empty text box at the top is for the index entry itself. Type *vector* into the top box. The second text box is for the subentry. Type *applications* there. Below the text boxes there is an **Add** button. Click it to link the new index entry to the current page. The center frame now displays the new entry (see Figure 8-4).

Index Editor		
Index entries:		
Entry	Subentry	Page
<input type="checkbox"/> vector	applications	What Can a Vector Do for Me?

Figure 8-4 Adding one keyword

Index entries:

Entry	Subentry	Page
<input type="checkbox"/> examples	vector applications	What Can a Vector Do for Me?
<input type="checkbox"/> illustrations	plane	What Can a Vector Do for Me?
<input type="checkbox"/> illustrations	river and boat	What Can a Vector Do for Me?
<input type="checkbox"/> vector	applications	What Can a Vector Do for Me?

Figure 8-5 After adding all keywords

### Course Index

#### examples

vector applications [What Can a Vector Do for Me?](#)

#### illustrations

plane [What Can a Vector Do for Me?](#)

river and boat [What Can a Vector Do for Me?](#)

#### vector

applications [What Can a Vector Do for Me?](#)

Figure 8-6 Course Index

Let's add a few more index entries for this page:

Entry	Subentry
<b>examples</b>	<b>vector applications</b>
<b>illustrations</b>	<b>river and boat</b>
<b>illustrations</b>	<b>plane</b>

The *Index Editor* should now resemble Figure 8-5. To get a better idea of what the index will look like to students, click **Student View** on the *Index* tool bar.

The *Student View* of the index is shown in Figure 8-6. To return to the view of the index that allows you to add, edit, and delete entries, click **Designer View**.

You can now practice creating additional index entries using Figure 8-1 as a guide. This figure shows index entries from the course path used in this tutorial. Click **Add** and select *How do we Describe Vectors?* from the list box containing the available content pages. Next, type **vector** in the top text box and **displacement** in the subentry text box. Then click the small **Add** button below the text boxes. The center frame will display the *Designer View* of the index. Click **Student View** to compare the index you are creating with Figure 8-1. Follow these steps until the student view of the index resembles Figure 8-1.

### Deleting Index Entries

To delete index entries, select the *Index Editor* check box to the left of the entry you wish to delete (see Figure 8-5) and click **Delete** on the *Index* toolbar.

The *Index* is a powerful tool that is an essential element of courses which contain a large number of pages. If you create an index, students can use the WebCT *Search* tool to perform keyword searches of the index. This feature can also be used to search the full text of a course.



# 9

# ADDING RESOURCES & REFERENCES

## Overview

WebCT's *Reference Editor* allows you to associate your course content with references that direct students to supplementary information on the current topic. The types of references you may provide are:

- Textbook references
- Article references
- URL links

## What you will learn in this chapter

In this chapter you will learn to add textbook, article, and URL references to your course.

## Resources and References

To begin adding references to your course, click **Home** → *Course Materials* icon → *Course Content* icon → *What Can a Vector Do for Me?* Click **References** to go to the *Reference Setup* screen.

The *Reference Setup* screen displays a list of references that are defined for the current path. Since you have not yet defined any references for this path, WebCT displays a message to this effect. The bottom frame contains the *References* toolbar (see Figure 9-1 below).



Figure 9-1 References toolbar

## Creating a Resource

Before you can add a reference, you must create a resource. A resource contains essential information about a reference, such as its title, author, publisher, and the relevant page numbers. Let's create a new resource.

Click **Resources** on the *References* toolbar, then click **Add**. The *Reference Addition* screen appears, which displays a list box containing available resource types (see Figure 9-2 at the left). You can choose *Book*, *Article*, or *URL* in the list box. In this lesson you will create a *Book* resource first.

Choose the *Book* option and click **Continue**. The screen now displays a series of text boxes in which you can enter information about the resource. An asterisk to the left of a field name means that this information is required.

Figure 9-3 Adding a Book resource

### Resource Addition

Figure 9-2 Selecting a resource type

The following list explains each of the *Resource Addition* fields for books. The fields for articles contain entry fields appropriate to that type of resource. Later in this lesson you will learn how to add a reference to a page, and how to create a URL resource.

- ☞ **Keyword:** (required) The keyword identifies your resources. The keyword can contain letters and numbers, but not spaces.
- ☞ **Title:** (required) This field identifies the title of the book, article, or web page.
- ☞ **Publisher:** (optional) This field identifies the book's publisher.
- ☞ **Field Value** (optional) This field allows you to create your own category and give the current resource a value within it. For example, you could create a field to indicate whether a course text is required or optional.
- ☞ **Image:** (optional) This field allows you to display an image with a resource. For example, you can display a picture of the cover of a book you designate as a resource. If the image is omitted, WebCT inserts a default icon, representing the type of reference added (book, journal, or URL).
- ☞ **Author:** (required) This field identifies the author of the book.
- ☞ **Year:** (optional) This field identifies the year of publication.
- ☞ **Edition:** (optional) This field identifies the edition of the work you want to reference.

Now that you know what each field signifies, let's add information about a resource. Enter the following book information into the text boxes:

**Keyword:** Resnick  
**Title:** Fundamentals of Physics  
**Publisher:** John Wiley and Sons  
**Author:** Halliday & Resnick  
**Year:** 1988  
**Edition:** 3

Click **Add** to save the information and go to the *Resource Setup* screen. On this screen you can change the information for the resource you have just entered. If you make a mistake typing the resource information, select the check box to the left of the resource keyword you want to change and click **Edit** on the toolbar.

To delete the resource, select its check box and click **Delete**. The Delete command removes all references to the resource throughout the course. If you delete the Resnick resource in the process of trying these features, re-enter the book information as outlined above.

You are now ready to link the resource to a reference, which can be placed on any course page.

### Adding a Reference to a Page

Let's add a reference to the Resnick book to a course page. Click **Back** on the *Resources* toolbar. The *Reference Setup* screen appears in the center frame. Since you have not yet added any references, the screen displays a message telling you that there are no references defined for this page. Click **Add** on the *References* toolbar in the bottom frame. The center frame now displays a list box from which you can select the resource which you want to link to your new reference (see Figure 9-4). The list box specifies the available resources by keyword. Since you've only added one resource so far, the Resnick keyword is the only choice. Click **Continue**.

A second *Reference Addition* screen now appears (see Figure 9-5). This screen gives you the choice of referring to Page(s), Section(s), Chapter(s), or Unit(s). You can specify page or

#### Reference Addition

Select a resource for this reference: Resnick ▼  
 Continue Cancel

Figure 9-4 Adding a reference to a page

#### Reference Addition

Resource: Keyword: Resnick Image:  
 Title: Fundamentals of Physics Author: Halliday & Resnick  
 Publisher: John Wiley and Sons Year: 1988 Edition: 3  
 Field Name: Field Value:  
 Reference: Page(s) ▼  
 Add Cancel

Figure 9-5 Specifying reference types

## References: What Can a Vector Do for Me?

Title: Fundamentals of Physics  
 Author: Halliday & Resnick  
 Publisher: John Wiley and Sons  
 Year: 1988  
 Edition: 3  
*See Page(s) 36*



Figure 9-6 Student view of a new reference



references

Figure 9-7 References icon

## References: What Can a Vector Do for Me?

Title: Fundamentals of Physics  
 Author: Halliday & Resnick  
 Publisher: John Wiley and Sons  
 Year: 1988  
 Edition: 3  
*See Page(s) 36*



Title: UBC Physics Homepage  
 URL: <http://www.physics.ubc.ca>



Figure 9-8 Student view of references

chapter numbers for the reference by typing that number in the text box to the right of the *Reference* list box.

For our example, let's refer to page 36 in the Resnick book. Choose Page(s) from the *Reference* list box and type **36** into the text box. Click **Add** beneath the Reference list box to add the reference to the page (**do not** click **Add** on the *References* toolbar). The center frame now displays the *Reference Setup* screen, which shows the page reference you just added.

Click **Student View** on the *References* toolbar to view the resource as it will appear in your course (see Figure 9-6). Note that WebCT displays a book icon at the right of the screen to give students a visual clue that this is a book reference. When you create a reference for your course, WebCT places a *References* icon on the student Button Bar (see Figure 9-7), which students can click to view your references. If you delete a reference from the page, the *References* icon will disappear from the Button Bar.

If you want to change the page number for the reference or specify a different reference type, click **Designer View** on the *References* toolbar. The *Reference Setup* screen will appear. Select the check box to the left of the resource you want to change, then click **Edit** to display the *Reference Editor*. This screen allows you to change the page number, section, chapter, or unit. If you want to experiment with this feature, enter a new number or reference type and click **Update**.

To remove a reference, go to the *Reference Setup* screen (*Homepage* → *Course Materials* → *Content* → path name → **References**). Select the check box to the left of the reference you want to remove and click **Delete** on the *References* toolbar. To remove all references from the page, click **Reset**.

## Creating a URL Resource

Now let's create a URL resource and add it to the current page. To do so, follow the same steps you used to create the book resource. Click **Resources** on the *References* toolbar, then click **Add**. Select URL from the resource options list box and click **Continue**. URL resources require *Keyword*, *Title*, and *URL* information; the rest of the fields are optional. Type the following values:

Keyword: **UBC**

Title: **UBC Physics Homepage**

URL: **<http://www.physics.ubc.ca>**

Click **Add** below the text boxes to save these changes (**do not** click the **Add** button on the *Resources* toolbar). To add a reference to this URL to the current page, click **Back** on the *Resources* toolbar. The *Reference Setup* screen will appear. Click **Add**. Now select **UBC** from the keyword list box and click **Continue**. The *Reference Addition* screen will appear. Since *pages*, *sections*, *chapters* and *units* are not relevant for URLs, select *None* from the *Reference* list box. Type keyword **UBC** in the text box and then click **Add**.

Now click **Student View** on the *References* toolbar. The center frame displays the reference information, as seen in Figure 9-9. The new reference to the UBC Physics homepage will appear below the Resnick reference you added earlier. Note that the URL reference is hyperlinked. Clicking on the hyperlink will open a new Browser window and load the URL.

Now that you have finished adding these resources and references, go to the course homepage and click **Update Student View**.

# 10

## SELF-TEST QUESTIONS

### Overview

Self-tests are questions that you can incorporate into your course to reinforce concepts. WebCT automatically corrects these tests as the student completes them, but no grades are recorded. Most students appreciate the opportunity to test their understanding of the course material in this self-study fashion.

The self-test question format is multiple-choice. Each page of content can contain an unlimited number of self-test questions, and each question can have an unlimited number of answer choices. However, you can only specify one correct answer per question. You can also add self-tests to Tool Pages. Click Assessment Tools or the eHomepage and then Self-Test to view a test added in this manner.

### What you will learn in this chapter


In this chapter you will learn how to add self-test questions to your course and how to add images to self-test questions and answers. You will also learn how to create answer choices for questions and how to indicate the correct answer choice.

### Adding a question

The question window is divided into two frames. An example of a self-test question from a Computer Operating Systems course appears below:

**Question 1**  
Which of the following definitions best fits the word process?

- ☐ A thread of execution, controlled directly by the operating system kernel.
- ☐ A thread of execution within a user program, controlled by the program.
- ☐ A user program.



Processes are controlled only by the kernel and constitute the only (main) threads of execution in the system outside of the kernel.

Figure 10-1 A sample self-test question

Questions appear in the top frame, with each choice denoted by a green bullet. When the student clicks on a bullet, it turns red, and an indication of whether the choice is correct or incorrect is displayed in the bottom frame. The instructor has the option of placing explanatory text in the bottom frame to indicate why an answer choice is correct or incorrect.

Let's add a self-test question to our page of content. As with other page-specific tools (such as the *Index Editor*), you must be on a page within a path in order to use the *Self-Test* feature. We'll continue to add to the *What Can a Vector Do For Me?* page. Click **Self Test** on the *Page* toolbar if you are currently viewing that page of notes. If you are not on this page, Click **Home** → *Course Materials* icon → *Course Content* icon → *What Can a Vector Do for Me?* → **Self Test** (on the *Page* toolbar). The bottom frame displays the *Questions* toolbar (see Figure 10-2).

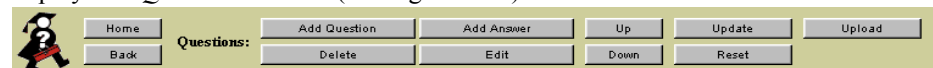


Figure 10-2 The Questions designer toolbar

The center frame displays the question list, which is now empty. Click **Add Question**. The *Question Editor* will appear (see Figure 10-3 below):

Figure 10-3 Adding question text

The question must be formatted with HTML tags. You may include images in your questions and your answer choices. To demonstrate, let's add an image to this question. Type the following into the text box:

```
<p>In which direction is the plane below flying?</p>
<IMG SRC="PLANE.GIF" alt="Plane Test">
```

**Note:** `PLANE.GIF` must be typed in uppercase letters since file names are case sensitive. To view the results, click **Update** below the text box. The center frame now displays the new question and image (see Figure 10-4 below).

Figure 10-4 A new self-test question

## Including Images in Questions

To display an image in a self-test question, you must include the file name and its path relative to the current page of content. For example, in Chapter 2 you placed all of your files into the **notes** subdirectory. Since the image file, `PLANE.GIF`, is located in the same directory as the *What Can a Vector Do For Me?* page (`WHAT_CAN.HTM`), you can refer to the file without having to specify a directory name.

If you had created an **images** directory within the **notes** directory and placed the `PLANE.GIF` file there, you would need to refer to the file as `images/PLANE.GIF`. If you created an **images** directory within the **COURSE\_FILES** directory, the **images** and **notes** directories would be on the same level. In this case, you would refer to the image as `../images/PLANE.GIF`.

Figure 10-5 Adding questions

## Adding Answers

Let's add answer choices for this question. Click **Add Answer** on the *Questions* toolbar. You will be presented with two text boxes (as seen in Figure 10-5 on the left). The first box is for the answer choice text, while the second box is for text that explains why the choice is correct or incorrect.

## Multiple Choice Questions

Select a question or answer:

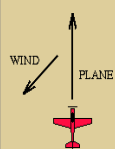
<input type="radio"/>	<b>Question 1</b>	In which direction is the plane below flying?
		
<input type="radio"/>	<b>Answer 1</b>	South-West
	<b>Reason</b>	No - that is the direction of the wind.
<input checked="" type="radio"/>	<b>Answer 2</b>	North
	<b>Reason</b>	Yes - that is correct.

Figure 10-6 After adding two possible answers



Figure 10-7 Self-Test icon in the Button Bar

Type in the following text for the first answer choice:

**South-West**

and the following for the reason that the answer is incorrect:

**No - that is the direction of the wind.**

Click **Update**. The new answer choice appears in the center frame. Let's add another choice. Using the procedure outlined above, type the following:

Answer:

**North**

Reason:

**Yes - that is correct.**

The question and the two answers now appear in the center frame (see Figure 10-6).

### Setting the Correct Answer

To set the correct answer, select the option button to the right of the appropriate answer choice. In this case, select the option button to the right of the second answer. Next, click **Update** on the *Questions* toolbar. WebCT has now recorded the correct answer choice and will display a green checkmark when students select it. If students select the first answer, which is incorrect, a red X will appear.

### Reordering, Editing, and Deleting Questions and Answers

To change the order of the questions, select the option button to the left of a question and click **Up** or **Down** on the *Questions* toolbar. To delete a question or an answer, select the option button to its left and click **Delete** on the *Questions* toolbar. You can also edit the text of questions and answers. To do so, select the option button to the left of the question or answer you want to change and click **Edit**.

### Previewing Self-Test Questions

WebCT placed a *Self-Test* icon on the *Button Bar* at the top of the page when you added the first question to the current page (see Figure 10-7)). You can click on this icon to see the questions from the perspective of your students and to ensure that the questions and answers are formatted correctly. If you delete a *Self-Test* from a page, the *Self-Test* icon will disappear from the *Button Bar*.

### Batch Uploading Self-Test Questions

While it is beyond the scope of this tutorial to describe this feature in detail, you can prepare a text file of self-test questions on your own computer and upload them to your course. For information on how to do so, see the WebCT *Online Help* entry titled *Self-Test Questions, Uploading Questions*.

---

# 11

## USING THE QUIZ AND SURVEY TOOLS

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### ***Overview***

The *Quiz* and *Survey* tools give you the ability to create and administer online tests which can be marked by you, a grader, or the WebCT software. The *Quiz* tool allows you to perform statistical analysis of individual and class results.

The *Quiz* and *Survey* tools also allow you to present students with survey questions. Survey results are tabulated and summarized by WebCT. Because student names are not attached to survey results, the *Survey* tool is ideal for course evaluations. You can also use the survey tool to canvass students for their opinions on issues you discuss in your class. You can generate basic statistics from survey results by using the *Details*, *Statistics*, and *Reports* features of the *Survey* tool.

### ***What you will learn in this chapter***

In this chapter of the tutorial you will learn how to create questions in the *Question Database*, how to generate a quiz based on these questions, and how to release a quiz or survey to your students. You will also learn how to analyze the results using WebCT's statistical reporting capabilities and how to create a survey. Finally, you will learn about the Assignment Dropbox tool, which allows instructors to distribute course assignments to students and provides a place for students to submit assignments electronically once they are complete.

The following *Quiz/Survey* features will be discussed in this lesson:

- A *Quiz/Survey Management* tool with which you create quizzes and surveys, set their parameters, and view quiz and survey results.
- A *Question Database* which allows you to create and store the questions that are used in quizzes.
- A *Quiz Editor* which allows you to pick questions from the *Question Database*.
- A *Grader* interface which allows you and your graders to evaluate short-answer questions, which cannot be marked by WebCT.
- Tools which generate detailed statistics and reports about the quizzes and surveys submitted by your students.

### ***Adding the sample student information files***

You need to add the sample student information files to your course in order to complete this chapter of the tutorial. To do so, complete the sections titled *Adding A Student to the Course* and *Creating Accounts from a File* in [Chapter 14, Student Management](#). When you have completed these sections, return here and complete this chapter.



## The Quiz/Survey Management Screen

Click *Assessment Tools* on the *Homepage* and then click the *Quiz* icon. The *Quiz/Survey Management* screen opens (see Figure 11-1 below).

Figure 11-1 Quiz/Survey Management screen

### Quiz Editor: Default Quiz

No.	Points	Select	Questions
<input type="checkbox"/> 1	25	---	<a href="#">Calculated Answer Question</a>
<input type="checkbox"/> 2	25	---	<a href="#">Short Answer Question</a>
<input type="checkbox"/> 3	25	---	<a href="#">Multiple Choice Question</a>
<input type="checkbox"/> 4	25	---	<a href="#">Matching Rock</a>
Total: 100		<a href="#">Update Total</a>	

Figure 11-2 The Quiz Editor screen

The following section describes the column headings in the *Quiz/Survey Management* screen:

- **Title:** Each quiz or survey is identified by a title which is specified when the quiz or survey is created. When you click a quiz title, the *Quiz Editor* (see Figure 11-2) opens. The *Quiz Editor* works in conjunction with the options available on the *Quiz/Survey Management* screen, allowing you to add and delete questions, and more. When you click the magnifying glass the corresponding question appears.
- **Availability:** The *Availability* column displays the time and date your quiz will be available to your students, as well as when the quiz will end. If a start date has not been specified, the message *Unavailable* will appear. If no end date for the quiz has been specified, the word *Unlimited* will appear in the *To* field. To change the availability settings, click the hyperlinked name of the quiz you want to change, then click **Settings**. For a discussion of how to use the advanced aspects of the *Availability* feature, see the section below on *Selective Release*.
- **Duration:** The duration column indicates the length of each quiz. To change the duration of a quiz, click on the appropriate hyperlinked quiz or survey name to access the *Quiz/Survey Editor* and click **Settings**. You can then change the duration in the *Basic Settings* section. Refer to the online Help section *Editor: Quiz Settings* for more information.
- **Mark:** This column works in conjunction with quizzes only. The number in this column indicates the highest possible score for the quiz as specified in the *Quiz/Survey Editor*.
- **Results:** This column contains two links for a survey and four for a quiz. *Submissions* links you to the *Submissions* page, which indicates whether your students have completed the corresponding quiz/survey. *Detail* links you to a report on the quiz/survey results. *Reports* (quizzes only) will provide you with a report of all the quiz responses. *Summary* (quizzes only) will provide a statistical breakdown of responses to the quiz. Click the hyperlink for *Default Quiz* now to open the *Quiz Editor*.

## Creating Quiz Questions

Now that you have been introduced to the basic features of the *Quiz* and *Survey* tools, let's create some questions and then add them to a quiz. Click **Questions** on the *Quiz* toolbar to open the *Question Database* screen.



## Category Addition

Figure 11-3 Adding a Category

### Multiple Choice Question

Figure 11-4 Creating a multiple choice question

## Adding Categories

All questions must belong to a category. You can create any number of categories with which to organize the *Question Database*. The left frame of the *Question Database* screen shows the existing category titles. Clicking on a category title will display the questions assigned to it in the *Questions* frame on the right side of the screen. Clicking *All Categories* will display all the questions in the database.

Click *Add Category* on the *Database* toolbar. The *Category Addition* screen will open (see Figure 11-3). Type **Vectors** in the *Name* text box and click **Add**. Next, click **Vectors** in the *Categories* listing. Note that the category name now appears in the *Questions* window. Any questions you now create will be placed in the *Vectors* category.

## Creating Individual Questions

Now that we have created a category for the question, click **Add Question** and then **Multiple Choice** on the *Add* toolbar. The *Multiple Choice Question* screen will open (see Figure 11-4). Note that *Vectors* is listed in the *Category* drop-down menu because this is the category which you chose in the previous step.

The most commonly used settings of the *Multiple Choice Question* screen seen in Figure 11-4 are found in the area between the *Category* and *Settings* sections. The settings in this area are common to all five question types you can use in a quiz. For the purposes of this lesson you will learn how to create multiple choice questions.

When creating a multiple choice question, you have the option of specifying whether your students are allowed to choose only one of the possible answers, or whether multiple answers are correct to varying degrees. If the latter option is used, the scores for all answers that the student has selected will be added to generate a total score for the question.

The *Answer Layout* option buttons allow you to specify whether the answers should be shown horizontally across the page (five answers per row), or vertically in one column. For new questions, five answer boxes are provided. If more answer boxes are needed, click *More Answers* at the bottom of the screen.

If the question makes use of an image, type the name of the image file in the *Image* text box. If you do not know the file name, click **Browse** to open the WebCT *Browse* utility (see *File Manager - Browsing for Files* in the online Help for more information on this feature). The WebCT *Browse* utility allows you to pick an image from either the [WEBCT BUILT-IN FILES] directory or your [COURSE FILES] directory.

Type **What Can a Vector Do for Me?** in the *Title* text box. Type the following in the *Question* text box: **What is a Vector?** The question text can be displayed as unformatted text or as HTML. You do not need to include HTML tags in your text in order to use the HTML option. The question's appearance will be better if you choose this option. Type the following in the *Answer 1* text box: **A physical quantity that has magnitude and direction.** Select the *HTML* option button in the *Format* area below the *Question* text-box if it is not already selected. You have the option of typing a response in the *Feedback* text box that will be displayed when a student picks an answer choice. Students find it helpful to be given feedback on why a particular response is wrong, or where they might look for resources to help them answer the question. Correct answers can be followed by related information that extends their knowledge.

Next, create a second answer choice. Scroll down to *Answer 2* and type the following: **A Vector is an angle.**

As mentioned above, multiple choice questions in WebCT can have one or more correct answers. There are two ways to designate which answer choice is the right one. You can tell WebCT which answer choice is correct by selecting the check box to the left of the answer.

When you do this, WebCT automatically calculates the value of the answer. For example, if only one correct answer check box is selected, a value of 100% will be assigned to that answer. If more than one check box is selected, WebCT assigns equal weight to each of the answers you designated as correct. Click the check box beside *Answer 1* to choose it as the correct answer.

The second way to indicate which answer choice is correct requires that you enter a percentage value in the *Value* text box. If you choose this method you must assign both incorrect and correct answers a value between zero and one hundred percent. If a particular answer is correct, enter **100** into the *Value* field. Entering a value of **0** (or leaving the *Value* field blank) indicates to WebCT that the answer is incorrect. Percentage values override the *Answer* check boxes. Since you have already indicated the correct answer by selecting the check box to the left of the correct answer choice you don't have to enter anything into the *Value* field. Click **Save** at the top of the screen to continue. The question has now been added to the *Question Database*.

Let's create a second question. Using the steps described above create another multiple choice question in the *Vectors* category. Type **Vectors and Projectiles** for the title of the question. Type **Can the study of vectors help in determining the motion of projectiles?** in the *Question* text box. Type **Yes** in the *Answer 1* text box and click the *Answer 1* check box to indicate that this is the correct response. Type **No** in the *Answer 2* text box. Click **Save** when you have completed these steps.

The other question types are:

- **Matching:** students are required to match items in one column to an item listed in a second column.
- **Short Answer:** students provide short answers in response to a question. These questions are marked as an exact match, so students must type in the response that you specify.
- **Paragraph:** students are required to provide a paragraph-length answer. These questions must be graded manually by either you or your grader.
- **Calculated:** each calculated question consists of a formula containing one or more variables, as well as a range of values for each variable.

Detailed information regarding how to use these question types can be found in the *Question Database* section of the online Help.

### Uploading Questions

WebCT gives you a way to upload questions to the *Question Database* from your personal computer. This feature allows you to create quizzes and surveys which have a large number of questions, eliminating the need to use WebCT's question forms.

You can upload questions to the *Question Database* by downloading a question you have created (using the *Multiple Choice Question* screen shown in Figure 11-4) and using that question's format as a template. This allows you to substitute a new question for the one you downloaded and then upload it to the *Question Database*.

Detailed information about this method of uploading questions is included in the online Help. Click Dr. C in the lower left corner of your screen to access the online Help.

### Using Quiz Editor

Now that you have created a few questions, click **Back** on the *Add* toolbar until you return to the *Quiz/Survey Management* page. Next, click **Add Quiz** to open the *Quiz Addition* screen. Type *Vectors* in the *Quiz Title* text box. Select the *Do not use another quiz or survey as a*

*template* option button and click *Add*. The *Quiz/Survey Management* screen opens. The hyperlinked title of the new quiz now appears. Note, however, that the quiz is listed as *Unavailable* in the *Availability* column.

Click the title of the new quiz to open the *Quiz Editor*. When the *Quiz Editor* opens, click **Add Question(s)** to pick questions from the *Question Database*. Click the *Vectors* category to pick questions for the quiz. Next, select the check box next to the questions you want to add to your quiz. Now click **Pick** on the toolbar. The *Quiz Editor* presents you with a *Points* text box which gives you a way to fill in the point value for each question. Click **Update Total** to finish this process.

### The Student's View of a Quiz

Your students need to click on the *Assessment Tools* icon on their *Homepage* then on the *Quiz/Tests* icon to take a quiz. If you will be using the *Quiz* and *Survey* tools extensively in your course, you may want to move the *Quiz* icon to the course *Homepage* so that it is more accessible to students. Students click **Save Answer** to save each question, and then click **Finish** to submit their quiz. Instructors should remind their students to read the on-screen instructions that accompany the quiz. If the quiz does not contain any long-answer questions, it will be graded automatically by WebCT. Once a quiz has been graded, you can open the *Quiz/Survey Management* page and click *Submissions* to see the results of the quiz. If the quiz was automatically graded, each student's grade is listed next to their name. Students can also view their graded quiz by using the *My Grades* tool (see Chapter 17, *Student Tools* for more information on this tool).

### The Settings Screen

The options on the *Settings* screen play a central role in the creation of quizzes and surveys. Let's look at the most commonly used options. Click the hyperlinked *Default Quiz* on the *Quiz/Survey Management* screen, then click **Settings** on the *Edit* toolbar. The *Quiz Settings* screen will open.

The *Quiz Settings* screen is divided into six areas: *Basic Settings*, *Availability*, *Selective Release*, *Security*, *Submission*, and *Results*. The following section discusses the first three of these areas. For detailed information on how to use the options available in the *Security*, *Submission*, and *Results* areas, see the online Help.

**Basic Settings:**

Quiz Title:

Question Titles: ☐ Show the question titles when students view the quiz.

Question Delivery: ☒ Deliver all the questions at once.  
☐ Deliver one question at a time, where any question can be revisited.  
☐ Questions will appear one at a time. Students must answer or skip each question before proceeding. Once a question has been answered or skipped it cannot be revisited.

Quiz Duration:  minute(s) ☐ (Disallow answer submission if time has expired.)

Attempts Allowed:

Attempts Separation: A minimum of  minute(s)

**Availability:**

Available After:  /  /   :

Available Until:  /  /   :

**Selective Release:**

Release To:

Release Based On:

Hide: ☐ On the main quiz page, remove this quiz from the listing for students who do not meet the selective release criteria.

Figure 11-5 The Settings screen

## Member Selection

Update		Cancel	
Clipboard		All	None

Status	Name	User ID
<input type="checkbox"/>	Henry Chan	chan
<input type="checkbox"/>	Sam Cheng	cheng
<input type="checkbox"/>	Murray Goldberg	goldberg
<input type="checkbox"/>	Sasan Salari	sasan

Update		Cancel	
--------	--	--------	--

Figure 11-6 The Member Selection screen

### Basic Settings

The *Basic Settings* area contains a text box for the quiz title and a check box that allows you to choose whether or not question titles are visible to students taking a quiz. Below this are the *Question Delivery* options. These options allow you to choose whether to deliver all the questions at once, or one at a time. The *Basic Settings* area also allows you to set the duration of the quiz and the number of times a student can attempt a quiz.

### Availability

The settings in the *Availability* area allow you to set a time and a date for the release of a quiz or survey to your students. If you want to release a quiz immediately, click **Allow Access Now**. If you want to set the dates and times the quiz will be available, set this in the *Available After* and *Available Until* fields. You can manually terminate access to a quiz by clicking the **Deny Access** now button.

### Selective Release

*Selective Release* allows you to set a time and date for the appearance of a quiz icon on the *Homepage* or on a *Tool page*. These settings work in conjunction with the *Availability* settings, which must be configured in order for the *Selective Release* settings to work properly.

While this discussion of *Selective Release* is confined to illustrating the release of a quiz, it is important to remember that this feature of WebCT can also be used to control the distribution of URLs, individual course tools, *Tool pages*, and single pages of content.

**Note:** Before you use *Selective Release*, you must create the quiz whose distribution you want to control.

The following *Selective Release* options give you control over the distribution of quizzes:

- **Release To:** This option permits you to select the students who will have access to the quiz (see Figure 11-5 on the previous page). If no students are listed in the text box, then all students have access to the quiz. To select a group of students from a list, click **Browse**.
- **Browse:** When you click **Browse**, the *Member Selection* window appears (see Figure 11-6). This screen allows you to release a quiz to a particular group of students. To do so, select the check boxes next to the appropriate student names and click **Update**.
- **Release Based On:** This option allows you to make a quiz icon visible to students based on criteria which are set in the *Release Based On* drop-down menus, and the accompanying text box. If the first selection box is set to none, then all of the students have access to the quiz. If you make an icon accessible with *Selective Release*, it can only be seen when all of the requirements you have specified in the drop-down menus, and the text-entry field, are met. For example, using these fields you can limit the release of a quiz to students who have achieved a grade greater than 70 on a previous assignment. To set these criteria, choose an assignment from the first column, *Greater than* from the second column, and type 70 in the text box. You can also choose to base the release of a quiz on a first name, last name, User ID, or student number. When you have made your changes, click **Update** to save them.
- **Hide:** Select this check box if you wish to remove the quiz from the student view of your quiz listing.

## Creating a Survey

Surveys and quizzes are created in similar ways. Click **Back** on the *Edit* toolbar to return to the *Quiz/Survey Management* screen. To add a survey to the listing in the *Quiz/Survey Management* screen, click **Add Survey** on the *Quiz* toolbar. The *Survey Addition* screen will appear (see Figure 11-7).

**Survey Addition**

Survey title:

Template: ☒ Do not use another quiz or survey as a template.

☐ Use  as the template.

Figure 11-7 The Survey Addition screen

Enter a title and press *Add*. If you want to use an existing quiz or survey as a template for the new survey, select the second option button and choose an existing quiz or survey. When you do so, WebCT will copy the quiz or survey that you have selected from the drop-down menu into your new survey. Click **Add** to finish the procedure. You now need to create questions for your survey, which you do in the same way as with quiz questions. If you had prepared questions for your survey and added them to the question database in advance, you would now add them to the survey.

After the deadline for survey completion passes, click the *Submissions* link on the *Quiz/Survey Management* page to see which students have finished the survey and to review survey results. For more detailed information on administering surveys, see the WebCT online Help. While you will be able to tell which students completed the *Survey*, WebCT **does not** associate a student's answers with their name.

## The Submissions and Summary tools

The following section discusses the *Submissions* and *Summary* tools. The default course does not include a quiz which has been completed by a student. Because of this, the following section does not discuss the use of these tools in a step by step fashion. Instead, the following section gives you an overview of the main elements of the *Submissions* and *Summary* features. For more detailed information on these, and other statistically oriented aspects of the *Quiz* tool, see the online Help section titled *Quiz and Survey Module - Details, Statistics and Reports*.

The *Submissions* and *Summary* tools are found in the *Results* column on the *Quiz/Survey Management* screen (see Figure 11-8). If students have completed a quiz, clicking *Submissions* opens the screen shown below in Figure 11-9. The *Submissions* tool allows you to grade and view quizzes completed by your students. The *Submissions* screen contains a table containing the names of your students. If a quiz has already been graded (either by WebCT or by a grader), the score is shown in the *Grade* column.

A breakdown of quiz data is listed in the *Attempts* section. Each attempt by a student is accompanied by their score, and the time spent on the quiz. The rest of the information in the columns shows whether the student has started the quiz, whether the attempt has been graded, or whether the attempt is still ungraded.

By default, only the first 15 students are shown. If the class consists of more students, the grader can use the *Next Page* and *Prev Page* hyperlinks. When there are more than 15 students, a drop-down menu is located beside the hyperlinks, allowing the grader to jump to a different page of information.

### Quiz/Survey Management

Current date:  
Oct 20, 1999 16:20

Title	Availability	Duration	Mark	Results
<input checked="" type="radio"/> <a href="#">Default Quiz</a>	From: Sep 10, 1999 00:00 To: Jan 10, 2004 00:00	10 min	/100	<a href="#">[Submissions]</a> <a href="#">[Detail]</a> <a href="#">[Reports]</a> <a href="#">[Summary]</a>

Figure 11-8 Quiz/Survey Management screen

If you had students who had completed the quiz, clicking the numeral **1** in the **No.** column (shown in Figure 11-9 below) would open the completed *Default Quiz*. When you do this, the top of the submitted quiz page shows the student's information. Included in this information is the student's name, the attempt number, the maximum number of available marks, and the time when the student started and finished the quiz (see Figure 11-10).

If the student exceeds the time limit specified by the designer, a message indicates this. The grader may then assign penalty marks by entering the new score in the *Override Mark* and *Quiz Mark Adjustments* areas (not shown). Adjustments are made to quiz grades by typing a revised grade into the grade box. Instructors can also click the *Time Spent* hyperlink (shown in Figure 11-10) to see how often the quiz was accessed and saved.

[Submissions] [Detail] [Reports] [Summary]						
<b>Submissions: Default Quiz</b>						
Page: [All] [Prev Page] [Next Page]						
Personal Info		Grade (/100)	Attempts			
User ID	Name		No.	Score	Time	Status
<input type="checkbox"/> chan	Henry Chan		<u>1</u>		<u>0:52</u>	Ungraded
<input type="checkbox"/> cheng	Sam Cheng					
<input type="checkbox"/> goldberg	Murray Goldberg					
<input type="checkbox"/> sasan	Sasan Salari		<u>1</u>		<u>1:51</u>	Ungraded
			<u>2</u>			

Figure 11-9 The Submissions screen

Once all of the scores and comments have been entered, the instructor clicks *Update Grade* at the top or bottom of the page in order to save any modifications that have been made.

Default Quiz		
Name: <a href="#">Henry Chan</a>	Attempt: 1 / Unlimited	Max. Score: 100
Started: <a href="#">Nov 01, 1999 10:46</a>	Finished: <a href="#">Nov 01, 1999 10:47</a>	<a href="#">Time Spent: 52 sec.</a>
Henry Chan finished 9 min., 8 sec. ahead of the 10 minute time limit.		
<a href="#">Update Grade</a>	<a href="#">Reset Attempt</a>	<a href="#">Cancel</a>

Figure 11-10 The Submissions screen for a submitted quiz

Clicking back on the *Submissions* toolbar returns you to the *Quiz/Survey Management* screen. Clicking *Summary* opens the screen shown in Figure 11-11.

**Summary: Default Quiz**

Add to Global Stats





Title	N	% Correct Of:			Discrimination	Score	
		Whole Group	Upper 25%	Lower 25%		Mean	SD
 Calculated Answer Question	1	100	100	0	0.00	100.0%	0.0
 Short Answer Question	1	0	0	0	0.00	0.0%	0.0
 Multiple Choice Question	1	100	100	0	0.00	100.0%	0.0
 Matching Rock	1	0	0	0	0.00	68.0%	0.0
Overall Mean:						67.0%	

Figure 11-11 The Summary screen

The *Summary* table contains the following:

- **Title:** The title of the question. Use the magnifying glass icon to preview the question.
- **N:** The number of student responses for this question.
- **% Correct of:** The columns in this group break down the responses to the questions in a given category. The *Whole Group* column lists the percentage of all students who answered the question correctly. The *Upper 25%* column lists the percentage of students in the upper 25% of quiz scores who answered this question correctly, while the *Lower 25%* column lists the percentage of students in the lower 25% of quiz scores who answered this question correctly.
- **Discrimination:** A positive value in this column indicates that higher scoring students performed better on this question. A negative value indicates that the lower-scoring portion of the class performed better on this question.
- **Mean:** The percentage of students who answered the question correctly.
- **SD (Standard deviation):** The amount by which the result for this question differs from the average score.

The above information may help you to decide whether students found the course content in an area understandable, or whether it was too easy

### Using the Assignment Dropbox Tool

The *Assignment Dropbox* tool is new in version 2.0 of WebCT. Because the tool shares features with the *Quiz* and *Survey* tools, and is used to distribute and collect assignments, a brief overview is included here.

The *Assignment Dropbox* tool has the following elements:

- A *Settings* area which instructors use to describe the assignment and set its maximum grade. This area also contains a feature with which instructors can set a date and time for the release of the assignment to students
- A utility which allows instructors to attach files to an assignment that contain related material such as photographs and spreadsheets
- A feature that allows instructors to grade and comment on submitted assignments

The *Assignment Dropbox* shares certain elements (such as the *Submissions* feature) with the *Quiz* and *Survey* tools. This feature works the same way in both tools. To open the *Assignment Dropbox* tool, click *Assessment Tools* on the *Homepage* and then click the *Assignments*

icon. In the default course you will see the following screen. Click on the sample assignment to see two different ways of using the *Assignment Dropbox*.

Assignment Dropbox Management			
Current date: Oct 20, 1999 12:40			
Title	Availability	Grade	Results
<input type="radio"/> <a href="#">Moby Dick essay</a>	From: Immediately To: Unlimited	/ 30	<a href="#">[Submissions]</a>
<input type="radio"/> <a href="#">Plant breeding question</a>	From: Immediately To: Unlimited	/ 10	<a href="#">[Submissions]</a>

Figure 11-12 The Assignment Dropbox Management screen

Please return to the *Homepage* to prepare for the next chapter of the tutorial.



# 12

## USING THE LEARNING GOALS TOOL

### Overview

WebCT allows you to define *Learning Goals* for a particular page of course content. This tool can be used to:

- Summarize the current page of content for students
- Help students identify learning objectives for the current page
- Pose questions about material on the current page

### What you will learn in this chapter

In this chapter you will learn how to add a learning goal to a page of course content and how to change its text using the *Edit* feature.

Students access the *Learning Goals* for a particular page by clicking the *Targets* icon on the *Button Bar* (see Figure 12-1). The icon is visible only when you have set a *Learning Goal* for a particular page. When a student clicks the *Target* icon the *Learning Goal* for that page is displayed in the center frame (see Figure 12-2).



Figure 12-1 The Targets icon

### Goal Editor: What Can a Vector Do for Me?

Goals added:

**Goal Text**

Think of three practical applications of vectors

Figure 12-2 Sample learning goals for a content page

### Adding Learning Goals

To add goals to a page of content, the page must be located on a WebCT Path. To create a learning goal, you need to open the page to which you want to add a goal. As in previous tutorial chapters, we'll work with the *What Can a Vector Do For Me?* content page. To reach this page from the *Homepage* click the *Course Materials* icon → *Course Content* icon → *What Can A Vector Do for Me*, then click **Goals** on the *Page* toolbar. The *Goal Editor* will open.

The center frame now displays the *Goal Editor* and the *Goals* toolbar (see Figure 12-3). Click **Add**. Whatever you type in the *Goal Addition* text box will be formatted as HTML, so if you would like to include special formatting such as bullets, the HTML code must be inserted manually.

**Goal Editor: What Can a Vector Do for Me?**

There are no goals for this page.

Home	<b>Goals:</b>	Add	Reset	Student View
Back				Designer View

Figure 12-3 Entering a learning goal

Click **Add** on the *Goals* toolbar and type the following learning goal in the *Goal Addition* screen:

**Think of three practical applications of vectors**

When you are finished, click **Update** to save the learning goal and return to the *Goal Editor*. The *Add* button will be replaced by the *Edit* button when you do this. If you'd like to see what the formatted text looks like, click **Student View**.

**Note:** As soon as you add a learning goal, WebCT automatically places the *Targets* icon on the *Button Bar*.

***Editing and Deleting Learning Goals***

If you would like to edit an existing learning goal, click **Edit** on the *Goals* toolbar. The text box will display the current goal, which you can now change (see Figure 12-4).

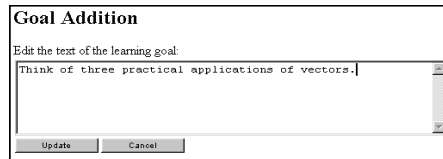


Figure 12-4 Editing a learning goal

In preparation for the next chapter of the tutorial, please return to the *Homepage*.

# 13

## EDITING COURSE CONTENT IN WEBCT

### Overview

The most common way to update course content is to transfer a copy of your content pages, which are formatted using HTML, from your computer to the WebCT server. The next step is to place them in your course using the tools on the *Path Editor* toolbar discussed in Chapter 5, *Ordering and Sequencing Content*. This allows you to use an HTML editor to make any necessary changes to your content pages. After doing so, you use the *Upload* feature of the WebCT *File Manager* to update the course page file that exists in your WebCT course.

You may find, however, that in certain cases it is faster to make changes to the content of your pages directly within WebCT. For example, you might detect a spelling mistake you want to correct, or make a small change to the text of a page.

You can edit the content of your pages using two WebCT tools. When you are viewing a page of content which lies on a path you can use the *Page Editor* to make changes. You can also use the *Edit* function in the *File Manager*.

### What you will learn in this chapter

In this chapter you will learn how to use the *Page Editor* and the *Edit* function of *File Manager* to edit course content pages.

### Editing Course Content with the Page Editor

You can use the **Edit Page** button on the *Page* toolbar to open a text box which contains the HTML-formatted page text as shown in Figure 13-1. To reach the *Page* toolbar from the

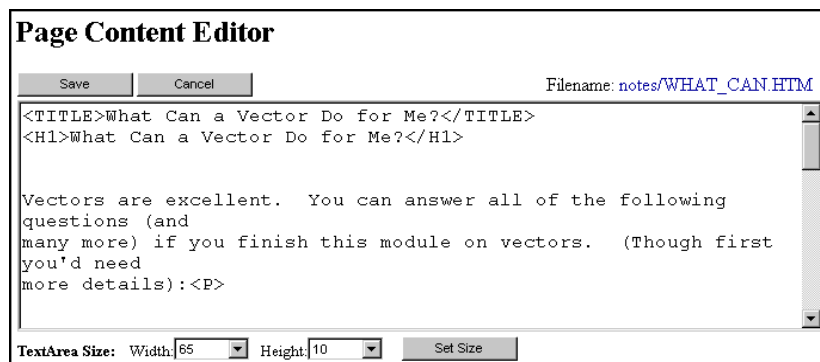


Figure 13-1 The Page Content Editor

*Homepage* click *Course Materials* → *Course Content*. Next, click the hyperlinked title of the content page you want to change.

Click *Edit Page*. You can now type new text, or make changes to the text in the *Page Content Editor* window. Press **Save** when you are finished making your changes. WebCT will now display the new course page.

### Editing Course Content with the File Manager

As mentioned above, you can edit your course content with the *Edit* function of the *File Manager*. To use this feature, click **File Manager** on the *Homepage* or on a *Tool page* and choose the file you want to edit by selecting the check-box to the left of the file and clicking **Edit** (see Figure 13-2 below).

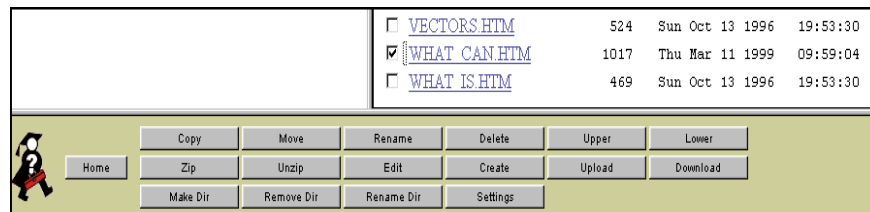


Figure 13-2 A selected file and the Edit button on the File Manager toolbar

When you click **Edit**, the *File Manager* displays a listing of the current directory's files in the left frame, while the right frame shows a text box containing the text of the file to be edited (see Figure 13-3).

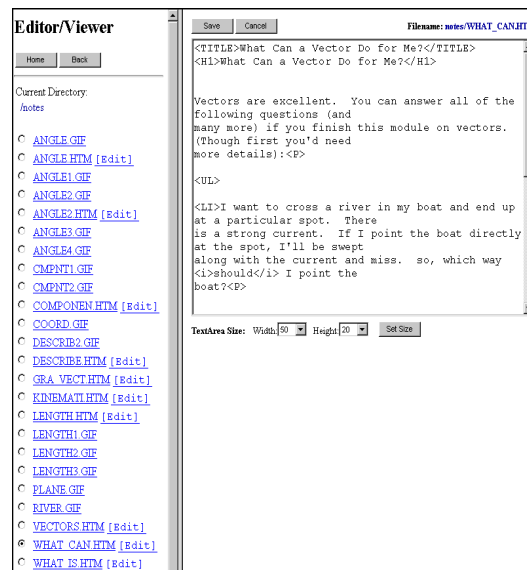


Figure 13-3 Editing using the File Manager

When you are finished editing a file, click **Save**. Keep in mind that you can also edit files by clicking the *Edit* links which follow the filenames in the left frame. The advantage of using the *File Manager* to edit files is that it gives you access to all your files, while the *Page Editor* allows you to edit only the currently open page of course content.

You are now done with this lesson. Return to the main *File Manager* menu by clicking **Back** at the top of the left frame.

# 14

## USING THE STUDENT MANAGEMENT TOOLS

### Overview

WebCT's *Student Management* tools allow you to create and track student accounts, including their grades for both online and other work. It also allows you to release this electronic gradebook to your students. Some instructors find the gradebook feature to be one of the most powerful aspects of WebCT. They can post student grades knowing that students see only their own gradebook. In addition, access to WebCT's powerful statistical reporting tools provide both instructors and students with valuable analyses.

WebCT's *Student Management* tools let you do the following:

- Create columns in which to store student data
- Share data with the *Quiz* feature to record grades
- Upload and download grade information
- Create calculated columns based on other columns
- Enable or prohibit *Guest Account* creation
- Share data with *Student Tracking* and the *Mail* tool through the *WebCT Clipboard*

### What you will learn in this chapter

In this chapter of the tutorial you will learn how to add and delete student accounts from your course. You will also learn how to set a field, such as User ID, which your students may use as their initial password. In addition, you will learn how to use the tools found on the *Student Management* toolbar, including how to add, move, and calculate columns within student record tables.

### The Management and Student Management Toolbars

To access the *Management* toolbar, click **Course Management** on the *Homepage* toolbar. The *Management* toolbar gives you access to WebCT's administrative tools (see Figure 14-1).



Figure 14-1 Course Management toolbar

Click **Student Mgmt**. If you have already created student accounts, you will see a table containing the records for these students. If you have not created any student accounts, a message states that there are no students in the database. The bottom frame contains the **Student Mgmt** toolbar (see Figure 14-2).

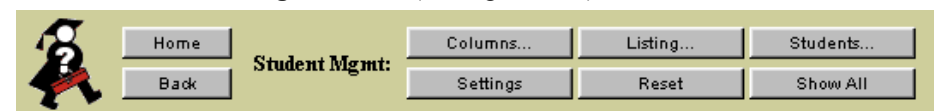


Figure 14-2 Student Management toolbar

The following describes the functions controlled by the **Columns**, **Listing**, and **Students** buttons.

- **Columns** allows you to define new fields for the student records database and to rearrange the fields.
- **Listing** allows you to use the spreadsheet functions of *Student Management* on tables of student records, as well as to import and export files with the *Clipboard* feature.
- **Students** allows you to add students to the course or to upload student information.

### Adding a Student to the Course

Since you don't have any students in the course yet, let's add one. Click **Students** to display the *Students* toolbar (see Figure 14-3).



Figure 14-3 The Students toolbar

Click **Add** on the *Student* toolbar. The *Student Addition* screen will open (see Figure 14-4). This screen contains fields for the student's first name, last name, User ID, and initial password. These fields are required when adding students. The first and last name field information is used by the *Bulletin Board*, *Mail*, *Student Tracking*, and *Group Presentation* tools. You may add other required fields, such as one for student numbers.

It is important to remember that User IDs must be unique. They are used to identify each student when they log on to the course. If you try to assign the same User ID to more than one student, WebCT will display a warning message and disallow the operation.

Now add the first student to your course by typing the following information in the *Student Addition* screen:

- First Name: **Sasan**
- Last Name: **Salari**
- User ID: **sasan**
- Initial Password: **sasan**

The initial password, like all passwords in WebCT, is encrypted. Once the password has been set, it cannot be changed from within *Student Management*, unless the system administrator enables this function.

After you've entered the above information, click **Add**. The top frame will now display the newly created student account. WebCT automatically includes columns for *User ID*, *First Name*, *Last Name*, and other options, although they are not required when registering the student (see Figure 14-5). You can edit the information in these optional fields by clicking the corresponding *Edit* hyperlink.


First Name	Last Name	User ID	Default Quiz	Moby Dick essay
<a href="#">Edit</a>	<a href="#">Edit</a>		<a href="#">Submissions</a> <a href="#">Graph</a> Out of 100	<a href="#">Submissions</a> <a href="#">Graph</a> Out of 30
 <b>Sasan</b>	Salari	sasan	--	---

Figure 14-5 A new student record

### Creating Accounts from a File

While creating student accounts one at a time is easy for small classes, this operation quickly becomes tedious when your class is large. For this reason, WebCT provides you with the ability to upload student information from a file you have created.

### Student Addition

First Name\*:

Last Name\*:

User ID\*:

Initial password\*:   
(\* Required fields)

Figure 14-4 Adding a single student

The first line of the file tells WebCT about the column structure. Each subsequent line contains a single student record. You have a choice of space-delimited, tab-delimited, or comma-delimited formats. One of the sample files you downloaded is called **class-list.txt**. The contents of the file are shown below:

```
First Name,Last Name,User ID,Project 1,Project 2
Sasan,Salari,sasan,10,5
Murray,Goldberg,goldberg,8,10
Henry,Chan,chan,9,8
Sam,Cheng,cheng,7,8
```

The first line of the file tells WebCT that it needs to create five columns: one for first names, one for last names, one for each student's User ID, one for project 1, and one for project 2. The first line of the file also tells WebCT that the fields containing the information will be separated by a comma. The next four lines contain the student data. Notice that each field is separated by a comma, following the comma-delimited format specified in the first line.

**Note:** It is important to remember that the comma-delimited format prohibits the use of spaces after commas.

Placing the student information file into your course database is a two step process. You can accomplish both of these tasks using the tools available in the *File Import* screen. First, you must upload the file to the WebCT server. Once you have uploaded the file into your course directory you move the uploaded file into your student database.

Click **Import from File** on the *Students* toolbar to open the *File Import* screen.

The *File Import* screen contains a text box in which you enter the file name, and a drop-down menu that allows you to choose the form of field separator you want to use. The choices are *comma*, *space*, and *tab* (see Figure 14-6).

#### File Import

Figure 14-6 File Import screen

To begin uploading the student file click **Browse** to the right of the *Filename* text box. The *File Manager* will open. Click the blue arrow next to the *Course Files* directory heading to display the files that you uploaded in Chapter 3. A list of the files contained in the directory will appear. Select the option button to the left of the **classlist.txt** file and click **Pick**. The *File Manager* will close and the *File Import* screen will reappear. The **class-list.txt** file name will now be listed in the *Filename* text entry box.

The next step is to specify the separator you want to use for the fields in the file. The comma-delimited format is supported by most spreadsheet and database programs and is used in this example. Select **comma** from the *Separator* drop-down menu.

If you wish to view the contents of the file before we proceed to the next step, click **Preview**. The *Preview* screen will display the data found in the file using the field separator you have specified (see Figure 14-7).

Figure 14-7 Previewing a file

### New Column Resolution

The field **Project 2** was found in classlist.txt. This column does not exist in the database. Please choose to:

- use an existing column for this field, **or**
- create a new column for this field in the database, **or**
- ignore this field

Field Name: **Project 2**

Select: **Create New**

Figure 14-8 Creating a new column

### Field Names Resolved

The following fields have been found in classlist.txt:

Field in classlist.txt	Field in Database
First Name	First Name
Last Name	Last Name
User ID	User ID
Project 1	Project 1
Project 2	Project 2

Figure 14-9 Listing of resolved columns

### Final Confirmation

Please ensure the information below is correct before pressing the **Continue** button.

#### New Fields

The following fields will be created for you in the database. Please select the type for each field:

Assignment 1: **Numeric**

Assignment 2: **Numeric**

#### Update Records

The following records will be updated with the information below:

First Name	Last Name	User ID	Project 1	Project 2
Sasan	Salari	sasan	10	5

#### New Records

The following records are new and will be added to the database. Please select a field to be used as the initial password for the new records:

Select: **User ID**

First Name	Last Name	User ID	Project 1	Project 2
Sasan	Salari	sasan	10	5
Murray	Goldberg	goldberg	8	10
Henry	Chan	chan	9	8
Sam	Cheng	cheng	7	8

Figure 14-10 Final Confirmation screen

You can change the data in the file by clicking **Edit** at the top of the *Preview* screen. When you have finalized the file, close the *Preview* screen by clicking **Close**.

Next, click **Continue**. WebCT will now guide you through the process of adding the records in the new file to the *Student Database*. The first thing WebCT does is look at the column structure using the specifications contained in the first line of the file. The program then tries to match that structure with the one that exists in the database. Remember that WebCT automatically creates columns for *First Name*, *Last Name*, and *User ID* columns. If WebCT finds a column name in the new file which does not exist in the database, it displays the *New Column Resolution* screen (see Figure 14-8). This screen gives you two options:

- You can create a new column in the database for the new column in the file
- You can ignore the column in the file

For example, the file **classlist.txt** contains two columns which do not exist in the database: **Project 1** and **Project 2**. Because the columns are new, WebCT asks you how it should handle them by presenting you with the *New Column Resolution* screen. The *Select* drop-down list which is shown on this screen contains the following choices: *Create New* and *Ignore*. Select **Create New** for both new columns and click **Continue**.

Because the new file and the database both contain *First Name*, *Last Name*, and *User ID* fields, the other columns in the file can be resolved.

WebCT now displays the *Field Names Resolved* screen which shows that the fields contained in the new file match those contained in the database (see Figure 14-9). Click **Continue** to proceed to the next step.

The *Final Confirmation* screen will appear. WebCT reads the new file and shows you how the records will appear in the database. This screen also allows you to check for errors in the file.

The page is divided into the following sections:

- **New Fields:** this section displays the new columns that WebCT will create. You need to choose the type of input allowed in the new fields (see Figure 14-10). The choices are *Alphanumeric* or *Numeric*. Select *Numeric* for both of the new *Project* fields (see Figure 14-10).
- **Update Records:** this section displays the students whose User IDs already exist in the student database and will have their information updated to reflect the data in the uploaded file. If the student database contains columns which do not appear in the uploaded file, those columns will be left unmodified.
- **New Records:** this section shows the student accounts which will be created. The *New Records* area contains the *Select* drop-down menu with which you choose the field to use as the initial student password. This means that you can choose to make a student's User ID, first name, or last name their initial password. For this lesson, choose the User ID column as the initial password for the new accounts.



Press **Continue** to add the records to the database. Figure 14-11 shows the new student listing as it appears in your course. The plus sign that appears next to the User IDs indicates that a Global ID has not been assigned by the system administrator or chosen by the student in **my WebCT**.

First Name <a href="#">Edit</a>	Last Name <a href="#">Edit</a>	User ID	Default Quiz <a href="#">Submissions</a> <a href="#">Graph</a> Out of 100	Moby Dick essay <a href="#">Submissions</a> <a href="#">Graph</a> Out of 30	Plant breeding question <a href="#">Submissions</a> <a href="#">Graph</a> Out of 10	Project 1 <a href="#">Edit</a> <a href="#">Graph</a> Out of 10	Project 2 <a href="#">Edit</a> <a href="#">Graph</a> Out of 10
Sam	Cheng	cheng +	---	---	---	9	8
Murray	Goldberg	goldberg +	---	---	---	8	10
Henry	Chan	chan +	---	---	---	7	8
Sasan	Salari	sasan +	---	---	---	10	5

+ The user does not have a Global ID

Figure 14-11 Records added/updated from file

**Caution:** Make sure you write down which field you set as the initial student password. Your students require this information in order to log on to the course.

### Sorting a Column

To sort the contents of a particular column, click the column's title button. Click **Project 1** to sort this column. The results are shown in Figure 14-12.

Student Management							
Page: [1 [7, 10] ] [Prev Page] [Next Page]			Displaying records 1 - 4 of 4				
First Name <a href="#">Edit</a>	Last Name <a href="#">Edit</a>	User ID	Default Quiz <a href="#">Submissions</a> <a href="#">Graph</a> Out of 100	Moby Dick essay <a href="#">Submissions</a> <a href="#">Graph</a> Out of 30	Plant breeding question <a href="#">Submissions</a> <a href="#">Graph</a> Out of 10	Project 1 <a href="#">Edit</a> <a href="#">Graph</a> Out of 10	Project 2 <a href="#">Edit</a> <a href="#">Graph</a> Out of 10
Sam	Cheng	cheng +	---	---	---	7	8
Murray	Goldberg	goldberg +	---	---	---	8	10
Henry	Chan	chan +	---	---	---	9	8
Sasan	Salari	sasan +	---	---	---	10	5

Figure 14-12 Listing sorted on Project 1

WebCT gives you the ability to link the sorting of columns. This feature is useful if you wish to alphabetize a class list using the student's last name and want to use the first name as the deciding factor in cases where the last name is the same. You accomplish this by clicking the **First Name** button, then the **Last Name** button. When WebCT encounters two identical last names they will be sorted according to the first letter of the student's first names.

Project 1

Out of

7

8

9

10

Figure 14-13 Editing an entire column

### Editing Student Data

You can make modifications to the data in the table in two ways. To change the values for a vertical column such as *First Name*, click the **Edit** link below the column button. The only columns which do not have an **Edit** link are the *User ID*, *Quiz*, and *Assignment Dropbox* columns.

When you click the **Edit** link, the information contained in the cells of the table are displayed in a text box which allows you to change the information. Click the **Edit** link below the **Project 1** button to see what this looks like (see Figure 14-13). Numeric columns such as **Project 1** and **Project 2** also have an *Out of* field which allows you to specify a maximum value for the column. Enter 10 in the *Out of* field. Click **Update** to complete the operation.

The list now displays the maximum value for the column. Repeat the same procedure for the **Project 2** column.

You can also modify the data in a table by editing the student records held in the horizontal rows of the table. To do so, click the hyperlinked name in the first column of the row of information whose information you want to change. In this table, the entries in the **First**

**Name** column are highlighted. Click “Murray” to edit the marks for that student (see Figure 14-14).

First Name	Last Name	User ID	Default Quiz <a href="#">Submissions</a>	Moby Dick essay <a href="#">Submissions</a>	Plant breeding question <a href="#">Submissions</a>	Project 1	Project 2
Murray	Goldberg	goldberg	---	---	---	8	10
Update	Delete	Cancel	Change Password	Deny Access			

Figure 14-14 Editing a single student record

You can now edit the entries for this student (except for the User ID, *Quiz*, and *Assignment Dropbox*). You can also delete the student’s record by clicking **Delete**. Click **Cancel** to return to the student listing.

## Manipulating Columns

At some point you may need to reorder columns, hide them, or add a new column. These operations are performed with the *Column Editor*. Click **Columns** on the *Student Management* toolbar. WebCT now displays a table containing the columns (see Figure 14-15).

Select:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Label:	First Name	Last Name	User ID	Default Quiz	Moby Dick essay	Plant breeding question	Project 1	Project 2
Type:	A	A	A	Q	E	E	N	N
Alignment:	Center	Center	Center	Right	Right	Right	Right	Right
Hidden:	N	N	N	N	N	N	N	N
Released:	N	N	N	N	N	N	N	N
Statistics:	---	---	---	None	None	None	None	None
Decimals:	---	---	---	All	All	All	All	All
Account Creation:	Required	Required	Required	---	---	---	Not Shown	Not Shown

Figure 14-15 Column editor

Figure 14-16 shows the column options and the tools that can be used with them.

Home	Column:	Add	Delete	Edit	Convert	Move Left	Move Right
Back	Toggle:	Alignment	Hidden	Released	Statistics	Decimals	Accounts

Figure 14-16 Column editor options

The following describes the function of each row in the *Column Editor*:

- *Select*: this check box allows you to select the column or columns on which you want to perform an operation.
- *Label*: the title of a column
- *Type*: the type of data contained in the column. The different data types will be explained when we add a new column later in this chapter.
- *Alignment*: allows you to specify the alignment of the text displayed in each column of the *Student Management* table.
- *Hidden*: allows you to hide a column from view. This option is useful if your listing contains many columns and you want to work on a small portion of the table.
- *Released*: allows you to specify whether students are allowed to see their own values for a column.
- *Statistics* (numeric, quiz and calculated columns only): gives you the choice of releasing full, partial, or no statistics for a particular column to your students.
- *Decimals* (numeric, quiz and calculated columns only): lets you specify the number of decimal places to show, which is useful for calculated columns which do not generate whole numbers.

- *Account Creation*: lets you specify whether information in particular columns is required, optional or not shown when you set up student accounts. For example, if you want the *Last Name* to be a required field for account creation, select that column and click **Accounts** on the bottom row of the toolbar to toggle to *Optional* from *Required*.

You can easily reorder columns in WebCT. Let's move the User ID column one position to the left. To do so, select the check box above User ID, and click **Move Left** on the toolbar. The resulting screen is shown in Figure 14-17.

Select:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Label:	First Name	User ID	Last Name	Default Quiz	Moby Dick essay	Plant breeding question	Project 1	Project 2
Type:	A	A	A	Q	E	E	N	N
Alignment:	Center	Center	Center	Right	Right	Right	Right	Right
Hidden:	N	N	N	N	N	N	N	N
Released:	N	N	N	N	N	N	N	N
Statistics:	---	---	---	None	None	None	None	None
Decimals:	---	---	---	All	All	All	All	All
Account Creation:	Required	Required	Required	---	---	---	Not Shown	Not Shown

Figure 14-17 Moving a column to the left

### Adding a New Column

New columns will be placed at the end of the column listing. To specify an insertion point for the column, select a check box at the top of a column and then click **Add**. The new column will be inserted to the left of the selected column. You can add six different column types using the *Column Addition* feature.

- *Alphanumeric*: a short text field (such as Last Name or Section)
- *Calculated*: a field whose value is based on the values of other columns
- *Numeric*: a number field which is useful for grades
- *Selection Box*: a field which enables you to pre-program a choice of entries for a field so as to make column editing easier and more efficient.
- *Letter Grade*: a field for assigning a letter grade to a student assignment or test rather than showing a numerical grade.
- *Text*: a field for text-based information about a student. Text fields are not shown inside the table. You must click a separate button for each student to view associated text.

Two other column types, *Quiz (Q)* and *Assignment Dropbox (E)*, can also appear in the column listing. The *Quiz* and *Assignment Dropbox* columns are automatically created whenever you add these items to your course. Grades from the quizzes and assignment dropbox are automatically updated in the *Student Management* module. However, you cannot edit quiz or assignment dropbox grades from *Student Management*. You can edit these grades from within the tool itself.

#### Column Addition

Label:

Type:

Figure 14-18 Adding a column

To add a new column, click **Add** on the *Column Editor* toolbar. The *Column Addition* screen will open (see Figure 14-18). In this lesson, we want to create a column to add up the two project grades. Enter **Total** in the *Label* text box in the *Column Addition* screen. Choose *Calculated* from the *Type* drop-down menu and click **Add** in the *Column Addition* screen. The new column will appear. To move the *Total* column, click the check box above *Total* and then either the **Move Right** or **Move Left** button. When you are finished, click

**Back** in the bottom frame to return to the student listing, which should now resemble Figure 14-19.

First Name	User ID	Last Name	Default Quiz	Moby Dick essay	Plant breeding question	Project 1	Project 2	Total
<a href="#">Edit</a>		<a href="#">Edit</a>	<a href="#">Submissions</a> <a href="#">Graph</a> Out of 100	<a href="#">Submissions</a> <a href="#">Graph</a> Out of 30	<a href="#">Submissions</a> <a href="#">Graph</a> Out of 10	<a href="#">Edit</a> <a href="#">Graph</a> Out of 10	<a href="#">Edit</a> <a href="#">Graph</a> Out of 10	<a href="#">Formula</a> <a href="#">Graph</a> Out of --
Sam	cheng +	Cheng	---	---	---	7	8	
Murray	goldberg +	Goldberg	---	---	---	8	10	
Henry	chan +	Chan	---	---	---	9	8	
Sasan	sasan +	Salari	---	---	---	10	5	

Figure 14-19 The new Total column

## Calculated Columns

Now that we've added a calculated column we must enter a formula in order for WebCT to compute its value. Return to the *Student Management* screen by clicking **Back** on the *Column Editor* toolbar. Next, click **Formula** below the **Total** button to open the *Calculation Editor*, which is shown below in Figure 14-20.

**Calculation Editor: Total**

Formula:

( ) / C

7 8 9 \* CE

4 5 6 -

1 2 3 +

0 .

Column: Default Quiz

Function: maximum

Figure 14-20 Column calculator

The *Calculation Editor* is divided into three parts. The top text box is the *Output* window which shows the current formula. The left side contains a keypad similar to that of a calculator. The right side contains buttons which allow you to insert columns and mathematical functions into the formula.

Follow the steps below to add the numbers in the two *Project* columns:

- Select **Project 1** from the drop-down list of column names, and click **Insert**. The column name will appear in the *Output* window.
- Click the **+** button.
- Select **Project 2** from the drop-down list and press **Insert**.

The *Output* box should now resemble Figure 14-21.

[Project 1] + [Project 2]

Figure 14-21 Output box displaying columns for addition

If you make a mistake, clicking **CE** undoes the last operation. Pressing **C** clears the *Output* box so that you can start from scratch. When you are finished, click **Update** to return to the student listing.

The *Total* column now contains the values which have been calculated by WebCT (see Figure 14-22). Notice that the *Out of* section in the new column reflects the aggregate maximum score of the two projects.

First Name <a href="#">Edit</a>	User ID	Last Name <a href="#">Edit</a>	Default Quiz <a href="#">Submissions</a> <a href="#">Graph</a> Out of 100	Moby Dick essay <a href="#">Submissions</a> <a href="#">Graph</a> Out of 30	Project 1 <a href="#">Edit</a> <a href="#">Graph</a> Out of 10	Project 2 <a href="#">Edit</a> <a href="#">Graph</a> Out of 10	Total <a href="#">Formula</a> <a href="#">Graph</a> Out of 20
<a href="#">Henry</a>	chan	<b>Chan</b>	---	---	7	8	15
<a href="#">Sam</a>	cheng	<b>Cheng</b>	---	---	8	10	18
<a href="#">Murray</a>	goldberg	<b>Goldberg</b>	---	---	9	8	17
<a href="#">Sasan</a>	sasan	<b>Salari</b>	---	---	10	5	15

Figure 14-22 Automatically calculated total column

### Viewing Column Statistics

WebCT generates statistics for numeric, calculated and quiz columns, as well as a distribution of grades. Click on the **Graph** link at the top of the **Total** column. WebCT now displays the statistics for this column (see Figure 14-23).

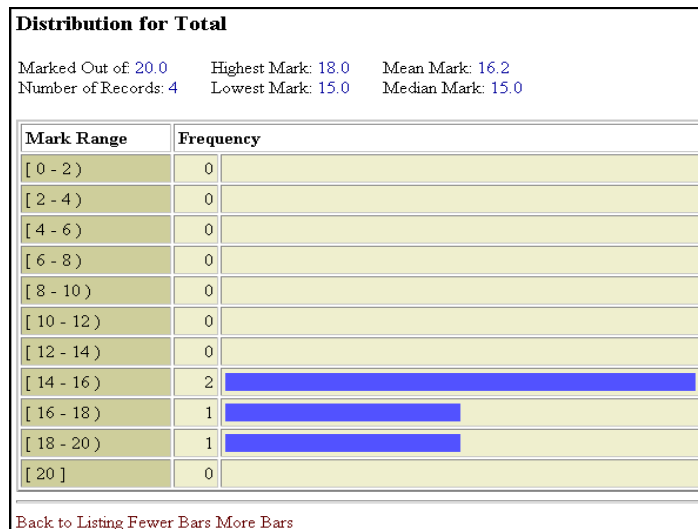


Figure 14-23 Viewing column statistics

The text at the top of the screen conveys statistical information about the values, while the lower half of the screen graphically displays the distribution of grades. To view the results in greater or lesser detail, click **More Bars** or **Fewer Bars**. Students can also view statistical information for a quiz from the student view of the *Quiz Page*. Click **Back to Listing** to return to the student listing.

### Viewing a Subset of Students

The following list describes some of the situations in which you may find it useful to view a subset of the class.

- You are entering the grades for a particular lab section, and want to view the records of a group of students who are working together.
- You want to see which students have a passing grade for Project 1, but a failing grade for Project 2

WebCT lets you select a subset of students in two different ways:

- *Query* allows you to isolate students based on search criteria. Queries can be done on the whole class or on the results of a previous query.
- *Select* allows you to choose a subset of the students shown in the student listing. This operation can be used in conjunction with query and is useful when a query does not return the kind of results you are expecting.

The *Query* and *Select* functions are accessed through the **Listing** button on the *Student Management* toolbar. Clicking this button displays the *Listing* toolbar (see Figure 14-24).

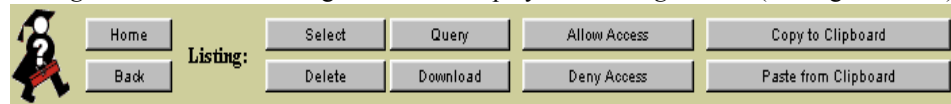


Figure 14-24 The Listing toolbar

All the buttons on the *Listing* toolbar act on the records of students currently displayed in the top frame. If you have a subset of students listed, the **Delete** button erases only those students' accounts.

Let's conduct a simple query to illustrate how to display a subset of students. Click **Query** to display the following search options in the bottom frame (see Figure 14-25):



Figure 14-25 Specifying query criteria

You can choose from the following options:

- *Column Name*: chooses a column to query.
- *Comparator*: compares elements such as *Equals*, *Contains*, and *Less Than*.
- *Value*: specifies the value to which you would like to compare each student record.
- *Selection Set*: allows you to query the whole class, or only those records currently displayed.

For this particular query, let's find out who did worse than 80% (16 out of 20) on the combined projects. Choose the **Total** column from the first drop-down menu, then choose **Less Than** from the *Comparator* drop-down menu. Type **16** into the text box and select **Whole Class** from the last drop-down menu and click **Search**. The results of the query appear in the top frame. Students matching the query criteria are shown in Figure 14-26.

First Name	User ID	Last Name	Default Quiz	Moby Dick essay	Plant question	Project 1	Project 2	Total
<a href="#">Edit</a>		<a href="#">Edit</a>	<a href="#">Submissions</a> <a href="#">Graph</a> Out of 100	<a href="#">Submissions</a> <a href="#">Graph</a> Out of 30	<a href="#">Submissions</a> <a href="#">Graph</a> Out of 10	<a href="#">Edit</a> <a href="#">Graph</a> Out of 10	<a href="#">Edit</a> <a href="#">Graph</a> Out of 10	<a href="#">Formula</a> <a href="#">Graph</a> Out of 20
Sam	cheng +	Cheng	---	---	---	7	8	15
Sasan	sasan +	Salari	---	---	---	10	5	15

Figure 14-26 Results of the query

If you want to perform another query on the two students listed in the query result, you can specify the new criteria in the bottom frame and select **Listed Students** instead of **Whole Class** in the rightmost drop-down box.

Instead of conducting another query, let's select one of the students in the listing. First, click **Back** to return to the *Listing* toolbar and then click **Select**. The top frame now shows

the same records with a check box to the left. By default, the check boxes are selected (see Figure 14-27).

First Name	Last Name	User ID	Default Quiz	Moby Dick essay	Plant breeding question	Project 1	Project 2	Total
<a href="#">Edit</a>	<a href="#">Edit</a>		<a href="#">Submissions</a> <a href="#">Graph</a> Out of 100	<a href="#">Submissions</a> <a href="#">Graph</a> Out of 30	<a href="#">Submissions</a> <a href="#">Graph</a> Out of 10	<a href="#">Edit</a> <a href="#">Graph</a> Out of 10	<a href="#">Edit</a> <a href="#">Graph</a> Out of 10	<a href="#">Formula</a> <a href="#">Graph</a> Out of 20
<input checked="" type="checkbox"/> <a href="#">Sam</a>	Cheng	cheng	---	---	---	7	8	15
<input checked="" type="checkbox"/> <a href="#">Sasan</a>	Salari	sasan +	---	---	---	10	5	15

Figure 14-27 Selecting a subset of students

The bottom frame displays the *Select* toolbar. If you click **Select Marked**, the student listing will display only those records which were checked. This feature exists to give you a way to use the functions contained on the *Listing* toolbar on a selected set of student records. Deselect the check box beside the student named “Sam” and press **Select Marked**. The bottom frame now displays the *Listing* toolbar, while the top frame displays the single record selected on the previous screen.

### Using the Student Clipboard

WebCT allows you to temporarily save a set of student records on its *Clipboard*. The *Clipboard* is available to you from within many of the WebCT tools. Student records which are copied to the clipboard in one tool may be pasted from the clipboard to another tool. The following list presents cases in which using the *Clipboard* is the most efficient way to complete a task:

- **Task:** You are working with a subset of students. You don’t want to lose the set of students, but have to look at the records of your whole class. **Solution:** Copy the students to the clipboard, using the **Copy to Clipboard** button on the *Listing* toolbar. You can then view the records for the whole class. When you are finished, click **Paste from Clipboard** to again work with the subset of students.
- **Task:** You notice that some of your students have performed poorly on the midterm and want to see whether they’ve been accessing the course material. However, the class is large, and it would be time-consuming to write down all of the applicable student IDs and search for them in the *Student Tracking* module on the *Management* toolbar. **Solution:** Perform a query to display only those students whose grade was less than 50 on the midterm. Copy these students to the clipboard. Now open the *Student Tracking* module from the *Course Management* toolbar, and paste the student records from the *Clipboard* to display the tracking information for those students.
- **Task:** You wish to send a congratulatory message to all students who received a perfect score on the last assignment. **Solution:** Perform a query for all students who received a perfect score on the assignment and copy the students to the *Clipboard*. In the *Mail* module, click **Clipboard** when composing the message to automatically paste the User IDs into the *Send To* box.

### Downloading Student Information

For more sophisticated calculations than are possible with WebCT, you may wish to download the student information to your computer and import the records into a spreadsheet or database program. This can be accomplished by using the **Download** option on the *Listing* toolbar. When you click this button, you will be prompted to enter a file name, and the student data listed in the top frame will be saved to your local computer in a comma-delimited format. All commonly-used spreadsheets support this format. Even if you do not use a spreadsheet, you may wish to download student information for safekeeping.

**Caution:** When you upload student information files to the WebCT server using the *File Manager*, delete the uploaded file from the WebCT directory once the information has been updated in the *Student Management* module. Although your students cannot upload files onto the WebCT server, anyone with a student password has access to your course directory. Student privacy can be compromised if you do not remove the uploaded file after performing the *File Import* operation.

You have reached the end of the lesson. Return to the *Homepage* in preparation for the next chapter of the tutorial.



# 15

# USING THE BULLETIN BOARD

## Overview

The *Bulletin Board* allows students and instructors to compose messages and electronically “post” them. The *Bulletin Board* is one of WebCT’s main discussion tools. It supports threaded discussion groups, which means that messages posted to the *Bulletin Board* are available for all users to read. Some instructors divide students into working groups and create private discussion areas (forums) for each group. Students can then work collaboratively on case studies, for example, taking different roles such as participant, discussion facilitator, or final report writer for different cases.

Using the *Bulletin Board*, you can:

- Show all messages, or show only unread messages
- Compile messages you have selected and download them
- Search for messages by subject, date, and author

## What you will learn in this chapter

In this chapter you will learn how to read and reply to *Bulletin Board* messages. You will also learn how to display message threads, how to navigate through messages, and how to compile messages for downloading to your computer. Finally, you will find out how to create attachments and how to view them.



### Bulletins

Figure 15-1 The Bulletin Board icon

## Accessing the Bulletin Board

You access the *Bulletin Board* by clicking *Communication Tools* → *Bulletins* (see Figure 15-1). The icon shown in Figure 15-1 is yellow when viewed on screen, indicating that there are no new messages. If there are new messages waiting on the *Bulletin Board*, the icon is green. Click the icon now.

The *Bulletin Board* screen is divided into three frames, as shown in Figure 15-2 below.

<a href="#">Home</a>	Forum: All Show: Unread
<a href="#">Back</a>	
<a href="#">Help</a>	
<a href="#">Compose</a>	<a href="#">Welcome!</a> [Forum: Main]
<a href="#">Forum</a>	<input type="checkbox"/> 1. <a href="#">Instructor</a> (Mon, Oct. 25, 1999, 15:24) <b>NEW</b>
<a href="#">Show All</a>	
<a href="#">Catch Up All</a>	
<a href="#">Update Listing</a>	
<a href="#">Search</a>	
<a href="#">Hide Menu</a>	
<a href="#">Select All</a>	
<a href="#">Select None</a>	
<a href="#">Compile</a>	
<a href="#">Mark Read</a>	
<a href="#">Mark Unread</a>	
<a href="#">Move</a>	
<a href="#">Delete</a>	
<a href="#">Hide Menu</a>	
<a href="#">Unthreaded</a>	
<a href="#">Settings</a>	
<a href="#">Forum Mgmt</a>	
<a href="#">Reset</a>	

Forum	Unread	Total	Status
<a href="#">All</a>	1	1	--
<a href="#">Main</a>	1	1	--
<a href="#">Notes</a>	0	0	--

Figure 15-2 The Bulletin Board main screen

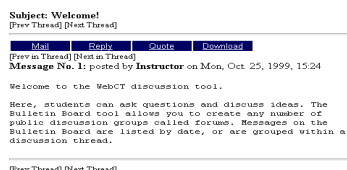


Figure 15-3 The message screen

The left frame contains the navigation links. The top right frame displays the available forums, and the subject and author of the messages. The bottom frame lists the forums.

By default, the *Bulletin Board* displays all unread messages in all forums. As you can see, there is only one unread message on the *Bulletin Board* when you first open the tool. The subject of the message appears in large text and is hyperlinked to the message. The name of the forum is listed in square brackets next to the subject. The second line includes a checkbox, the name of the person who posted the message, the date and time the message was sent, and an icon that marks the message as new.

## Reading Messages

Clicking the hyperlinked name of the author displays the message. In this case, the only message is a default message from the system. Click the hyperlinked name of the sender. The bottom frame now shows the full message (see Figure 15-3).

## Replying to Messages

To reply to this message, click the **Reply** button at the top of the message screen. A new browser window opens which contains the reply screen seen below in Figure 15-4.

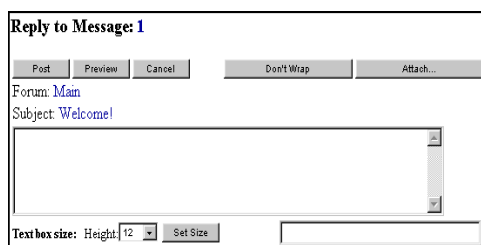


Figure 15-4 The reply screen

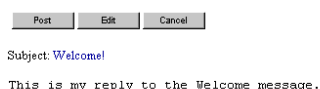


Figure 15-5 The preview screen



Figure 15-6 Bulletin Board choices

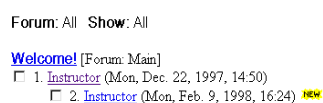


Figure 15-7 Viewing a message thread

If you had clicked on the **Quote** link, you would have seen the same screen as above except that the text of the original message would have appeared in the textbox, with each line prefaced by a “>” character. The *Quote* function allows users to refer back to specific parts of a message, helping those who are reading the reply by providing some context.

The reply screen lists the subject of the message to which you are replying, as well as the forum to which it was posted. In addition to posting your reply, you can preview your reply, cancel it, control whether or not you want the lines of your reply to wrap in the text-box or not, and attach files to your reply. For now, we will concentrate on the reply function itself.

Position the cursor in the textbox and type the following: This is my reply to the Welcome message. In order to ensure that your message is correctly typed, click the **Preview** button. The preview screen appears, as shown in Figure 15-5. From here, you can return to the reply screen by clicking **Edit** or cancel your post by clicking **Cancel**. Since we want to post the message, click **Post**. The browser window containing the preview screen closes and you are returned to the main *Bulletin Board* window.

## Refreshing the Bulletin Board display

Because we have not refreshed the display, nothing has changed. We want to be able to see our reply and the original posting. To do this, click **Update Listing** and then the **Show All** link (see Figure 15-6). The top frame now displays the original message and your reply, as seen in Figure 15-7.

Because you have posted a reply, the line displaying our message is indented from the original message.

The first message no longer has a *New* icon after it (because you have read it). Instead, the reply is followed by the *New* icon.

In addition, the **Forum: All** and **Show: Unread** indicators now read **Forum: All** and **Show: All**.

### ***Displaying a Thread***

A “thread” consists of a message and all its replies. The only thread currently on the *Bulletin Board* is the “Welcome!” thread, which consists of the default message and our reply to it. To display a thread, click on the thread subject. Display the “Welcome!” thread now by clicking on the Welcome! hyperlink.

The bottom frame changes to display all the messages in the thread. By scrolling down, you can view the entire thread, which in this case consists of the original message and your reply.

### ***Composing a New Message***

To compose a new message and start a new thread, use the *Compose* function. Click the **Compose** link in the left frame now. A new browser window will open which contains the *Compose* screen:

Figure 15-8 Composing a new message

This screen is similar to the *Reply* screen, except for the presence of a drop-down box you use to select the forum you wish to post to, and a textbox you use to enter a subject for your message.

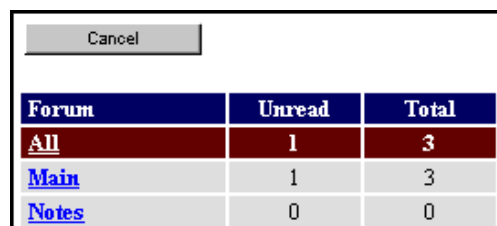
Since we have not created any additional forums, we will have to post to the *Main* forum. In the **Subject:** box, type *Physics 101 Synopsis*. In the text box, enter the following text:

Welcome to Physics 101. The course synopsis will be online shortly. Until then, check the Bulletin Board for upcoming topics.

Click the **Post** button to post your message. The browser window will close and you will be returned to the main screen of the *Bulletin Board*. Although your new message has been posted, the *Bulletin Board* screen still appears as it does in Figure 15-7. We now need to refresh the display in order for you to be able to view your new message.

## Listing Forums

There are several ways to refresh the *Bulletin Board* to view new messages you have posted. Earlier in this chapter we used **Update Listing**. Now we will use a different approach. Click on the *Forum* link in the *Bulletin Board* menu bar (see Figure 15-6). The bottom frame changes to display the list of forums in the *Bulletin Board*, as seen in Figure 15-9. The first column of the display lists the names of the forums. “All” is not a forum, but a record of the number of messages on the entire *Bulletin Board*. Both “Main” and “Notes” are default forums which are created for every course. The first column lists the forum names, the second column lists the number of unread messages in each forum, while the third column lists the total number of messages in each forum.



Forum	Unread	Total
<a href="#">All</a>	1	3
<a href="#">Main</a>	1	3
<a href="#">Notes</a>	0	0

Figure 15-9 The list of forums

Clicking on any of the forum names causes the message threads in that forum to be displayed in the top frame. Clicking the **Cancel** button will clear the bottom frame by removing the forum listings.

We want to view new message, so click [All](#). The top frame will change to display all the messages in all the forums (see Figure 15-10) while the bottom frame will be cleared of the forums list. There are now two message threads displayed in the top frame: the “Welcome!” thread and the “Physics 101 Synopsis” thread. The single message in this last thread is marked *New*.

Forum: All Show: All

[Welcome!](#) [Forum: Main]  
☐ 1. [Instructor](#) (Mon, Dec. 22, 1997, 14:50)  
☐ 2. [Instructor](#) (Mon, Feb. 9, 1998, 16:24)

[Physics 101 Synopsis](#) [Forum: Main]  
☐ 3. [Instructor](#) (Mon, Feb. 9, 1998, 17:47) **new**

Figure 15-10 Listing all forums

## Message Navigation

Before we view our newly posted message, you need to learn how to navigate through messages. Click the sender link (Instructor) of the first message in the “Welcome!” thread. The bottom frame will display the message screen shown in Figure 15-3.

Directly under the **Listing, Reply, Quote**, and **Download** links you will see the following labels:

[Prev Thread] [[Next Thread](#)] [Prev in Thread] [[Next in Thread](#)]

Because we are looking at the first message in the first thread, only [[Next Thread](#)] and [[Next in Thread](#)] are hyperlinked. These four labels can be used to navigate through forum messages. If it is available, clicking on [Prev Thread] will cause the first message of the previous thread to display in the bottom frame. Clicking [[Next Thread](#)] will cause the first message of the next thread to display in the bottom frame. Clicking [[Next in Thread](#)] will display the first reply to the current message, while clicking [Prev in Thread] will display the message to which the current message replies.

To learn how to navigate through messages, click [Next in Thread]. The bottom frame changes to display your reply to the first message, as seen in Figure 15-11

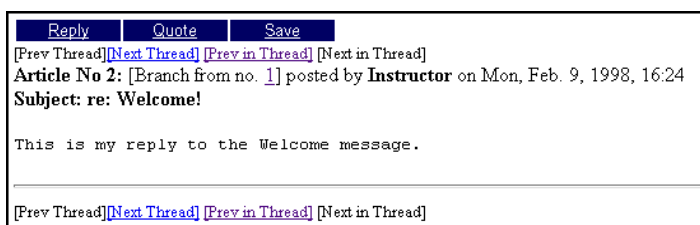


Figure 15-11 Demonstrating message navigation

The message navigation links are also duplicated at the bottom of each message. Notice that you can now click [Prev in Thread] because this message is a reply, whereas you can no longer click [Next in Thread] because there are no replies to it.

Now let's look at the first message we composed: click on the [Next Thread] link. The bottom frame changes to display this message shown in Figure 15-12.

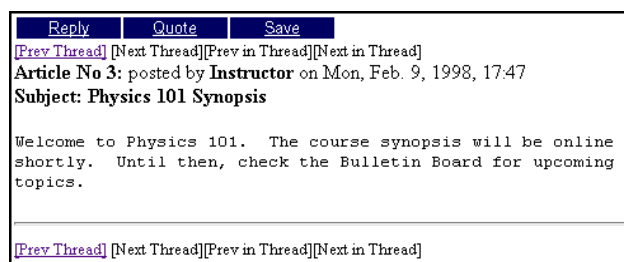


Figure 15-12 The Physics 101 Synopsis message

## Bulletin Board Viewing Options

The *Bulletin Board* can be viewed in three modes: *Split Screen*, *Full Screen*, and *No Frames*. The default mode is *Split Screen*. In this view the right-hand column is divided into a top and bottom frame. In *Full Screen* mode, the right-hand column is not divided. *Full Screen* mode is useful when using the *Bulletin Board* on small screens or at a low resolution.

The *No Frames* mode uses the whole screen. This viewing option can be used with non-visual browsers (screen readers). When you click the hyperlinked forum in this view, which resembles Figure 15-9, the selected forum opens and the options are displayed across the top of the screen (as seen in Figure 15-13).

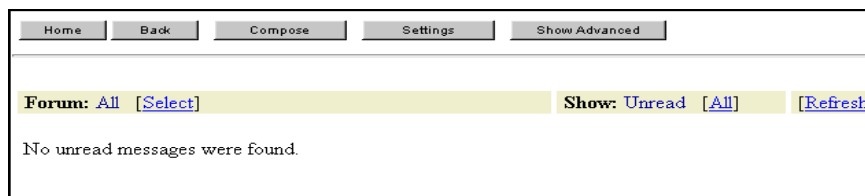


Figure 15-13 The No-Frames view of Bulletin Board

To change to *Full Screen* mode, click **Settings Menu** in the left frame. The *Bulletin Board* menu expands to reveal more choices, as seen in Figure 15-14. Next, click **Settings**.

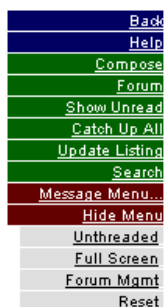


Figure 15-14 The expanded menu

The *Settings* screen opens. Click **Full Screen** and then click **Update**. The right-hand column now displays the message thread list as shown below:

Forum: All Show: All

[Welcome!](#) [Forum: Main]

☐ 1. [Instructor](#) (Mon, Dec. 22, 1997, 14:50)
☐ 2. [Instructor](#) (Fri, Mar. 12, 1999, 12:58)

[Physics 101 Synopsis](#) [Forum: Main]

☐ 3. [Instructor](#) (Fri, Mar. 12, 1999, 15:19)

Figure 15-15 The message thread in Full-Screen view

Forum: All Show: All

[Welcome!](#) [Forum: Main]

☒ 1. [Instructor](#) (Mon, Dec. 22, 1997, 14:50)
☒ 2. [Instructor](#) (Fri, Mar. 12, 1999, 12:58)

Figure 15-16 Preparing to compile

## Compiling Messages

Compiling is an easy way to save several *Bulletin Board* messages in a single file. Having copies of messages makes printing and reviewing course discussions and comments easy for students and instructors alike.

Click the check boxes associated with the messages in the “Welcome!” thread. Your right frame should now resemble Figure 15-16.

Click **Compile** (see Figure 15-17). The right-hand column now displays the following screen which lists all the articles you have selected for compilation:

Compiled Messages

Listing Download

Message No. 1: posted by **Instructor** on Mon, Oct. 25, 1999, 15:24  
Subject: **Welcome!**

Welcome to the WebCT discussion tool.

Here, students can ask questions and discuss ideas. The Bulletin Board tool allows you to create any number of public discussion groups called forums. Messages on the Bulletin Board are listed by date, or are grouped within a discussion thread.

Figure 15-18 The Compiled Message screen

Figure 15-18 only shows the top of the screen. Your view of the compiled messages will include all the messages you marked for compilation. Click **Download**. This will open a *Save File* dialogue box which will vary in appearance depending on your operating system. Click the **Save File** button on the dialogue box and type a name for the file in the *Save As* dialogue box that appears. The compiled messages are now saved on your computer.

Hide Menu

Select All
Select None
Compile
Mark Read
Mark Unread
Move
Delete

Figure 15-17 The expanded Message Menu

homebrew.cs.ubc.ca:8900 - [JavaScript Application]

The selected messages will be marked as unread. Proceed?

OK Cancel

Figure 15-19 The Confirm Mark Unread dialog

Forum: All Show: All

[Welcome!](#) [Forum: Main]

☐ 1. [Instructor](#) (Mon, Dec. 22, 1997, 14:50) **new**
☐ 2. [Instructor](#) (Mon, Feb. 9, 1998, 16:24)

[Physics 101 Synopsis](#) [Forum: Main]

☐ 3. [Instructor](#) (Mon, Feb. 9, 1998, 17:47) **new**

Figure 15-20 After marking unread

## Marking Messages as Read or Unread

Sometimes it is useful to change the status of a message from read to unread, or vice versa. For example, if you want to mark the first message in each of the two threads in the *Bulletin Board* as unread, first select the messages by clicking their checkboxes. Now click **Mark Unread**. A dialogue box such as the one in Figure 15-19 will open. Click **OK**. The messages you selected, which appear in the right-hand column, will be marked with the *New* icon (see Figure 15-20). A similar procedure is used to mark messages as read. You can mark all the articles you have listed as read by clicking the **Catch Up All** link.

## Attachments

One of the most useful features of the *Bulletin Board* is the ability to include files with the messages you post. The *Attachments* feature supports most sound, graphics, word processing, and spreadsheet files.

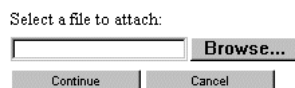


Figure 15-22 The attach file screen

Filename	Size (KB)
<input type="checkbox"/> <a href="#">info.html</a>	1.5

Figure 15-23 Attached files listing

Filename	Size (KB)
<input type="checkbox"/> <a href="#">info.html</a>	1.5
<input type="checkbox"/> <a href="#">outline.html</a>	0.8

Figure 15-24 Updated attached files listing

Forum: All Show: All

[Welcome!](#) [Forum: Main]

☐ 1. [Instructor](#) (Mon, Dec. 22, 1997, 14:50)

☐ 2. [Instructor](#) (Fri, Mar. 12, 1999, 12:58)

[Physics 101 Synopsis](#) [Forum: Main]

☐ 3. [Instructor](#) (Fri, Mar. 12, 1999, 15:19)

☐ 4. [Instructor](#) (Mon, Mar. 15, 1999, 12:03) **new**

Figure 15-25 Updated message list

[Listing](#) [Reply](#) [Quote](#) [Save](#)

[\[Prev Thread\]](#) [\[Next Thread\]](#) [\[Prev in Thread\]](#) [\[Next in Thread\]](#)

Article No 4: [Branch from no. 3] posted by [Instructor](#)

Subject: re: Physics 101 Synopsis

Attachments

I am sending you two attachments.

[\[Prev Thread\]](#) [\[Next Thread\]](#) [\[Prev in Thread\]](#) [\[Next in Thread\]](#)

Figure 15-26 A message with attachments

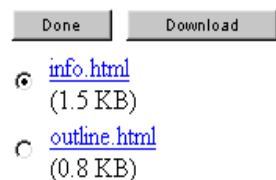


Figure 15-27 The list of attachments

In order to explore how attachments work, we need to compose a message. Let's reply to one of the existing messages. Click the sender link for the "Physics 101 Synopsis" message. Now click the **Reply** link. You will notice that there is an extra menu link in the message screen called **Listing**. This link is only present when you are in *Full Screen* mode. Clicking it will return you to the list of messages.

Type the following text in the reply screen:

I am sending you two attachments.

Instead of clicking **Post**, click **Attach**. A new browser window will open (see Figure 15-20).



Figure 15-21 Viewing the attachments window

The *Attachments* window is divided into two frames: the top frame consists of command buttons while the bottom frame consists of a message stating that there are no files attached to your message.

Click the **Attach** button. The bottom frame displays a screen from which you can select the name of the file you want to attach (see Figure 15-22). If you know the full path and filename, you can type it into the textbox; otherwise, click **Browse**.

Clicking **Browse** opens a file browser whose appearance will vary depending on the operating system you are using.

When you downloaded the WebCT tutorial, you also downloaded two files called `info.html` and `outline.html`. By either typing in the location of the `info.html` file or by using the file browser, select this file to attach to your message. Once you have the correct path and filename in the *Attach File* screen, click **Continue**.

The bottom frame will display a list of files you have selected to attach to your message (see Figure 15-23). In addition, this list will also include the size of each attached file and the name of the file will be hyperlinked to its contents.

Clicking on the name of a file will open that file in the bottom frame. To return to the attached files listing, click the **List** button in the top frame.

Following the same procedure you used to attach the `info.html` file, attach the `outline.html` file to your message. Your listing of attached files should resemble Figure 15-24.

If you decide to delete a file you previously attached, you need to select the file by clicking its checkbox and then clicking **Delete**. You can use the checkboxes to select multiple files to delete.

Now that you have finished choosing the files to attach to the message, click **Done**. The *Attach Files* browser window will close and you will be returned to the *Reply* screen. Now click **Post**. You will be returned to the main *Bulletin Board* screen. To view the new reply and its attachments, first click **Forum** in the left frame then click **All** in the right frame. The right frame displays the list of messages (as seen in Figure 15-25). Click the sender link of the new message. The right frame now displays your new reply (see Figure 15-26).

Click **Attachments**. A new browser window opens with a left and right frame. In the left frame is a list of the files attached to this message (see Figure 15-27). The first of these files is displayed in the right frame.

You can display an attachment in the right frame by clicking its filename or its option button in the left frame. In addition, you can save an attachment by first selecting it and then clicking the **Save** button. This will cause a *Save File* dialogue box to open, allowing you to select the location and a filename for the attachment. When you are finished viewing and saving attachments, exit the *View Attachments* window by clicking **Done**. Click this button now and return to the *Homepage* by clicking **Home**.



# 16

## BULLETIN BOARD ADMINISTRATION

As the instructor, you can use the *Bulletin Board* to do the following:

- Create forums with specific topics (such as Assignments and Projects)
- Create forums which only subscribed members may access
- Create forums that allow anonymous postings

### Forum Management

To access the *Forum Management* feature, click **Forum Mgmt** which is near the bottom of the *Bulletin Board* menu bar. If the *Forum Mgmt* link is not visible, click **Settings Menu**. The *Forum Management* screen will appear in a new browser window. The screen is split into three frames. The *Forum Management* toolbar is located in the bottom frame as shown below:

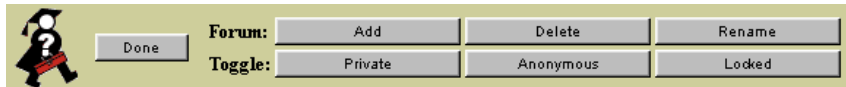


Figure 16-1 Forum Management menu buttons

WebCT has both private and public forums. All members of a course can access a public forum. Any course member can read or post messages to such a forum. A private forum can only be viewed by members of the class who have been assigned to that forum by the instructor. A private forum is invisible to course members who have not been assigned to it by the instructor.

Private forums are useful when a class has been divided into presentation groups. The instructor can create a private section of the *Bulletin Board* in which each group can exchange information and ideas.

By default, WebCT sets up private and public forums so that the name of the person who posted the message is attached to the message. There are occasions, however, when participants may wish to post messages anonymously. An instructor can configure one or more of the forums in the *Bulletin Board* to allow anonymous postings. If this is done, the student can select the *Anonymous* check box when composing a message.

Let's start by creating a new public forum. Click **Add**. The right frame changes to display the *Forum Addition* screen (see Figure 16-2). In the *Title* text box, type **Assignment 1** then click **Continue**. Leave the default settings in place for this forum.

You will see a message indicating you were successful in creating a new forum. The left frame, which shows a listing of all forums and their type (private or public), has changed to reflect the existence of the new forum and the type of postings allowed (see Figure 16-3).

Now let's create a private forum. Follow the instructions above for displaying the *Forum Addition* screen. Type **Group 1** in the *Title* text box. Deselect the *Include Instructor as a member of a private forum* check box and select *Private* access. Click **Continue**. If you leave the *Instructor* check box selected you will appear on the forum member list.

The updated forums listing now shows two forums: the **Assignment 1** forum, which is public, and the **Group 1** forum, which is private. Neither forum accepts anonymous postings (see Figure 16-4).

### Forum Addition

Title:

Anonymous: ☒ Not Allowed ☐ Allowed

Access: ☒ Public ☐ Private

☐ Include Instructor as a member of private forum

Figure 16-2 The Forum Addition screen

### Forum Management

	Title	Private	Anonymous	Locked
<input checked="" type="radio"/>	Assignment 1	No	No	No

Figure 16-3 The forums listing

### Forum Management

	Title	Private	Anonymous	Locked
<input checked="" type="radio"/>	Assignment 1	No	No	No
<input checked="" type="radio"/>	Group 1	Yes	No	No

Figure 16-4 Adding a private forum

## Private Forum: Group 1

This forum has no members.



Figure 16-5 Group 1 members list

## Member Selection

Status	Name	User ID
<input type="checkbox"/>	Henry Chan	chan
<input type="checkbox"/>	Sam Cheng	cheng
<input type="checkbox"/>	Murray Goldberg	goldberg
<input type="checkbox"/>	Instructor	bondo
<input type="checkbox"/>	Sasan Salari	sasan

Figure 16-6 Selecting forum members



Figure 16-7 The Delete Message confirmation dialog

Click the option button to the left of **Group 1**. The right frame changes to display the list of members for this forum (see Figure 16-5). The list only appears for private forums. If you select the **Assignment 1** forum by clicking its option button, the right frame is blank, since all registered users are added to public forums.

To add members to a private forum click the **Select Members** button in the members list, which is now replaced by a list of students in the course (see Figure 16-6).

To select forum members, click the check boxes of all the students whom you want to add to a forum and click **Update**. You can also use the *Clipboard* to select students, which you learned about in Chapter 14, *Student Management*. Once you have selected students using the clipboard, you can add them to a forum by clicking **Clipboard**.

For now, select forum members manually. Click the check box next to Murray Goldberg and Sam Cheng and click **Update**. The right frame refreshes to display the new member of the forum. As you can see, the new student is now a member of the **Group 1** forum.

We're now done learning about *Forum Management*. Click the **Done** button in the bottom frame to close the *Forum Management* screen.

## Deleting Messages

As the instructor, you have the ability to delete messages posted to the *Bulletin Board*. There are many reasons to delete messages, the most common being that erroneous information has been posted. What follows is the procedure for deleting a message.

First, view the articles by article number rather than by thread subject. Click **Unthreaded** in the left frame. The right frame changes to display the existing messages in article number order. You may have to click *Show All* to display your message.

To delete a message, click the check box beside each message to select it. Next, click the **Delete** link in the left frame. A dialogue box will open which requires you to confirm that you want to delete the selected messages (see Figure 16-7). Click **OK**. The right frame refreshes to show the updated message listing.

## Resetting the Bulletin Board

When a Bulletin Board session is over, you may want to re-use the course materials for the next session. The *Reset* function allows the instructor to completely erase the *Bulletin Board*. You will find the **Reset** button at the bottom of the list of links in the left frame. When you click **Reset** you will be presented with *two* dialogue boxes because resetting the *Bulletin Board* erases all the messages posted there. For the purposes of this tutorial, we will not reset the *Bulletin Board* at this time.

You are now finished working with the *Bulletin Board* administration tools. Please click *Home* in the left frame to return to the *Homepage*.

# 17

## STUDENT TOOLS

### Overview

In this chapter of the tutorial you will be introduced to some of the student tools in WebCT. It is important that you become familiar with these tools in order to understand how students use the course, and so that you are able to answer inquiries from your students about how to use them. The following tools are covered in this chapter:

- *Compile Notes*
- *My Notes*
- *My Progress*
- *My Grades*
- *Self-Test*
- *Student Homepage*
- *Presentations*
- *CD-ROM*

### What you will learn in this chapter

You will learn how to create a collection of course content pages using the *Compile Notes* feature, and how to take notes in WebCT with *My Notes*. You will learn how students can track their progress in your course with the *My Progress*, *My Grades*, and *Self-Test* tools. You will also learn how students can customize the *Student Homepage* and share information with other students using the *Presentations* tool, and how they can use a CD-ROM to access course materials.

### Compile Notes

The *Content Compiler* allows your students to compile a collection of course content pages that they find useful. This collection of content pages can then be printed or viewed online.

The *Content Compiler* is present in the default course. From the course *Homepage* click the *Course Materials* icon, then click the *Content Compiler* icon, which is labeled “Print Notes” (see Figure 17-1 on the left). If there is more than one path of notes in your course, you will see a screen similar to the one shown in Figure 17-2 below.



Figure 17-1 Content Compiler icon

**Content Compiler: Course Content**

Home Continue Mark All Mark None

Click the check box of the pages you want to compile, click Continue, then you can use your Web browser to print them.

- ☐ [What is a Vector?](#)
  - ☐ [What Can a Vector Do for Me?](#)
- ☐ [Vector Review](#)
- ☐ [How do we Describe Vectors?](#)
  - ☐ [Describing Vectors in Terms of Their Components](#)
    - ☐ [Vector Length](#)
      - ☐ [Vector Angle - Part Two](#)
    - ☐ [Vector Angle](#)
- ☐ [Graphical Vector Arithmetic](#)
- ☐ [Kinematics in Two Dimensions](#)

Figure 17-2 Content Compiler screen

Select the check box next to the course content path you want to add to your collection. You may select more than one path. Clicking **Mark All** selects all the course pages, which allows you to print all the notes on a path or easily scroll through them. **Note:** You

can only select content from a course content path. You cannot select single pages of content created with the *Single Page* feature on the *Add* toolbar.

Click **Continue** to display the *Content Compiler* screen for the path(s) you have selected. To print your collection of content pages, use the print feature in your Web browser.

## My Notes



Figure 17-3 My Notes icon

*My Notes* is a feature that allows students to annotate individual pages of your course, making notes for themselves as they progress through content pages. An icon for *My Notes* (see Figure 17-3) is added to the student button bar by WebCT when you first post a page of content on a WebCT path in your course.

To use *My Notes*, you must be accessing a content page in a path. You can get to a content page from the course *Homepage* by clicking the *Course Materials* icon → *Course Content* icons. Click on a path name, then a course content page. The *My Notes* icon appears on the button bar in the top frame of the content page. When a student clicks the *My Notes* icon, a new screen appears which contains five buttons (see Figure 17-4 below).

Notes: **What Can a Vector Do for Me?**

---

There are no notes for this page.

Figure 17-4 Adding and editing notes

To make notes on the current content page, click **Add**. A text box appears in which you can type your notes. When you finish typing, click **Update**. To edit your notes, click **Edit**. To see all the notes you have entered for a path, click **View All** (see Figure 3 below).

List of All Notes

---

**What is a Vector?**

Read articles that have been assigned for this topic.

---

**What Can a Vector Do for Me?**

See handout on Vectors for more info on this subject.

---

**Graphical Vector Arithmetic**

Head-to-tail subtraction of vectors:  $A - B = A + (-B)$

Figure 17-5 Complete list of notes

You can also click **Page List** to display all the content pages. This feature allows you to add notes to other course pages directly from *My Notes*. To remove course notes, click **Delete**.



Figure 17-6 My Progress icon

## My Progress

The *My Progress* tool allows students to see the number of different pages they have visited, as well as the names of those pages. To use the tool, click the *Student Profile* icon on the course *Homepage*, then click the *My Progress* icon, which is labeled “Tracking Record” (see Figure 17-6 on the left).

When you access *My Progress*, you will see a list of students in your course (see Figure 17-7 below).

Student Tracking						
Page: <span>All</span> <span>[Prev Page]</span> <span>[Next Page]</span>						
Personal Information		Access Information			Articles	
Full Name	User ID	First Access	Last Access	Hits	Read	Posted
<a href="#">Chan, Henry</a>	chan	---	---	0	0	0
<a href="#">Cheng, Sam</a>	cheng	Wed, 10 Nov 3:51:19 1999	Wed, 10 Nov 3:51:48 1999	3	0	0
<a href="#">Goldberg, Murray</a>	goldberg	---	---	0	0	0
<a href="#">Salari, Sasan</a>	sasan	---	---	0	0	0

Figure 17-7 Designer view of Student Tracking screen

Click on a student's name to view the *Student Profile* screen for that student (see Figure 17-8 below). This screen summarizes the student's visits to different types of pages.

Student Profile	
Full Name: <a href="#">Sam Cheng</a>	User ID: <a href="#">cheng</a>
First login: <a href="#">Fri, 16 Jul 14:23:56 1999</a>	Last login: <a href="#">Mon, 19 Jul 11:07:26 1999</a>
Total number of accesses: 35	Last page visited: <a href="#">Homepage</a>
<a href="#">Show History of Content Pages Visited</a>	
<b>Distribution of Visits for Sam Cheng (cheng)</b>	
Page	Count
Homepage	16
Tool Pages	10
Content Pages	8
Glossary	1
<b>Number of Content Pages Visited by Sam Cheng (cheng)</b>	
Number of different pages visited: 6	
Total number of pages: 11	

Figure 17-8 Student Profile screen

Students see only their own profiles. When a student accesses the *My Progress* tool, the *Student Profile* screen for that tool appears (see Figure 17-8 above). Students do not see the *Student Tracking* screen shown in Figure 17-7.

At the *Student Profile* screen, click **Show History of Content Pages Visited** to display a chart of the specific path pages a student has visited, as well as the date those pages were accessed (see Figure 17-9 below).

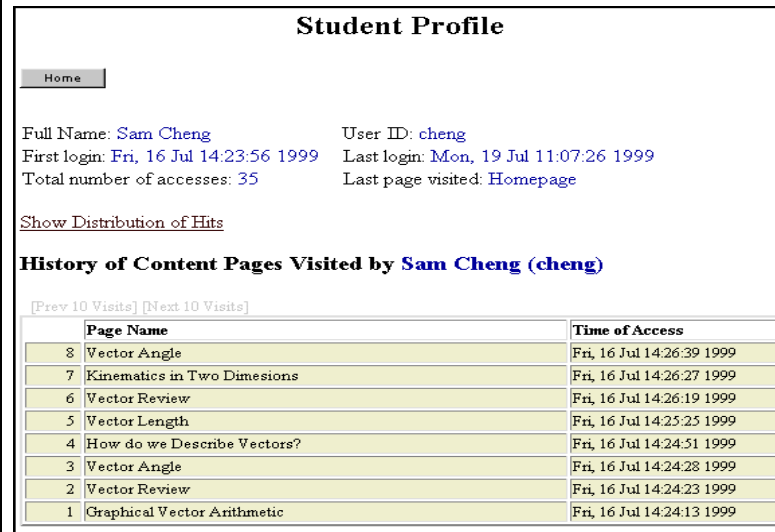


Figure 17-9 History of path pages visited by a student

## My Grades



Figure 17-10 My Grades icon

*My Grades* allows students to view their grades in your course. The grades could be the results from a WebCT online quiz, a paper midterm that you later inserted into your WebCT gradebook with the *Student Management* tool, or a calculated mark based on quizzes.

To use the tool, click **Student Profile** on the course *Homepage*, then click the *My Grades* icon, which is labeled “Check Your Grades” (Figure 17-10 on the left).

Students see only their own grades. Click the *My Grades* icon. WebCT displays a chart outlining the student’s grades (Figure 17-11 below). To view statistics for a particular course component, such as a midterm, click on the component’s hyperlinked column heading.

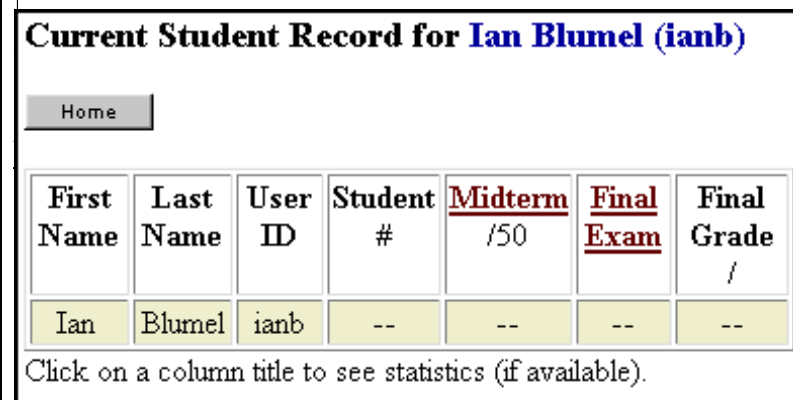


Figure 17-11 A student view of My Grades



Figure 17-12 self-test icon

### Self-Test

If a course content page contains a *Self-Test*, the *Self-Test* icon will appear in the student toolbar (see Figure 17-12). The student can click this icon to view the self-test question(s) for the page.

A *Self-Test* question consists of two parts: the question itself and a set of answer choices (Figure 17-13 below). Each answer choice also consists of two parts: the text of the answer itself, and a reason stating why an answer choice is right or wrong. When a student selects an answer they are told whether it is right or wrong, and why.

### Multiple Choice Questions

**1** In which direction is the plane below flying?

☐ South-West

☐ North

← Answer choices

Figure 17-13 A Self-Test question.

Students select an answer by clicking the green option button next to the answer of their choice. Please refer to *Chapter 10: Self-Test Questions* for more information on this feature.

### CD-ROM



Figure 17-14 CD-ROM icon

The *CD-ROM* tool allows students to access specific course files from a CD-ROM at their own computer instead of downloading them from the Internet, which can be time-consuming. When students encounter a reference to a multimedia element in a course file, they can click on the reference's hyperlink to view the element on the CD-ROM. For students to be able to use the CD-ROM tool, the instructor must provide a copy of the required CD-ROM to the students and add the CD-ROM tool to the course.

To add the CD-ROM to your course, please refer to the online Help. Click on *Dr. C* in the lower left of the designer screen in the toolbar, and then click **Help Index** to reach the table of contents for online Help. Your students can access online Help for the *CD-ROM* tool by clicking the **Help** button on the *CD-ROM Selection* screen.

When students click on the *CD-ROM* icon, the *CD-ROM Selection* screen appears (see Figure 17-15 below) in which students must specify the path for the CD-ROM and the files to be used. If a student does not have a copy of the CD-ROM (and you have copied the files to the WebCT server), the student should click **None** to tell WebCT that the files will not be accessed locally from a CD-ROM.

### CD-ROM Selection

<b>Current CD-ROM in your machine</b> Audio	<b>Path/Drive to the CD-ROM (eg. 'd:\')</b> d:\audio
<input type="button" value="Update"/> <input type="button" value="None"/> <input type="button" value="Cancel"/> <input type="button" value="Help"/>	

Figure 17-15 CD-ROM Selection screen



Figure 17-16 Student Homepage icon

## Student Homepage

The *Student Homepage* allows a student to create a personalized *Homepage* which contains personal and academic information. Instructors have found that having student photos and interests on the students' personal homepages helps develop a sense of community within the class. To give students access to this feature, the *Student Homepage* icon (Figure 17-16 on the left) must be placed on the course *Homepage* or a *Tool page*. This tool can be accessed in the default course by clicking **Student Profile** on the course *Homepage*, then clicking the *Student Homepage* icon.

The *Student Homepage* screen has three parts. On the left is a hyperlinked list of students in the course. Clicking on a hyperlinked name takes you to that student's homepage. If a student has not created a *Homepage*, the name will be followed by the word "blank." The center frame, which is initially empty, will display the student's completed *Homepage*. The bottom part of the screen contains the *Student Homepage* toolbar. Students can click on the Dr. C link to view detailed online Help for this feature.



Figure 17-17 Presentations icon

## Presentations

The WebCT *Student Presentation Tool* makes students into course authors by allowing them to place material onto the WebCT server which you and other students can then access. The *Student Presentation* tool can be used to have students engage in writing projects, develop research proposals, or create multimedia Web presentations on particular course topics, either singly or in groups.

You can choose to divide the class into groups of one or more students, who may then collaborate on a project. You can generate groups manually, or groups can be generated randomly with the WebCT group generator. To give students access to the *Student Presentation* tool, the *Presentations* icon must be placed on the course *Homepage* or on a *Tool page*. To do so, go to the *Homepage* or a *Tool page* and click **Organize Icons → Add → WebCT Tool**.

Clicking on the Presentations icon opens the Student Presentations screen (Figure 17-18 below), which consists of two frames. The large, top frame displays a chart listing projects and the groups assigned to them. When the hyperlinked group name is clicked, the member names will be displayed in the bottom frame.

### Student Presentations

[Home](#)

**Instructions:** To view a project, click on its linked title in the **Project** column. (If the title is not linked, then the **index.html** file is not yet in place.) To view the members of a group, click on the name of the group in the **Group** column. Your project is indicated by the highlighted row. Click on the **[Edit Files]** link to enter the File Manager. You may send mail to all of the members of a group by clicking on the mail icon in the **Mail** column.

NOTE: Please remember to rename your starting file to **index.html**

Mail	Group	Project
✉	<a href="#">Group A</a>	This group will focus on vectors.
✉	<a href="#">Group B</a>	This group will conduct research.

**Group Members**

**Group\_B:** [Student2](#), [Student3](#)

Figure 17-18 Student Presentations screen

When a student views the Student Presentations screen, the project(s) to which the student is assigned will be highlighted. To send an email announcement to all members of a



group, students can click the letter icon in the Mail column. The *Compose a new message* screen will appear (Figure 17-19 below).

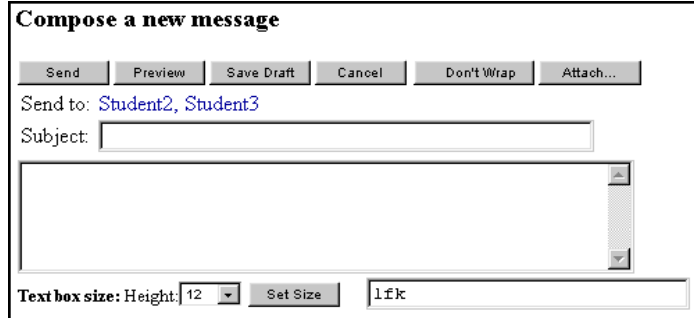
The screenshot shows a 'Compose a new message' dialog box. At the top, there is a title bar with the text 'Compose a new message'. Below the title bar is a row of buttons: 'Send', 'Preview', 'Save Draft', 'Cancel', 'Don't Wrap', and 'Attach...'. Under the buttons, there is a 'Send to:' field containing the text 'Student2, Student3'. Below that is a 'Subject:' field which is empty. The main body of the dialog is a large text area for composing the message. At the bottom, there is a 'Text box size:' section with a 'Height' dropdown set to '12', a 'Set Size' button, and a 'Width' dropdown set to '1fk'.

Figure 17-19 Sending a message to a group

Further information on the *Student Presentations* feature can be found in the online Help for course designers. Click on *Dr. C* in the lower left of the designer screen in the toolbar, and then click **Help Index** to reach the table of contents for online Help.