



Presenting **Content**

Blackboard Learn 9.1
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1.0 Workshop Overview

In this section, we look at the key concepts covered in this hands-on workshop. You are introduced to planning, organizing, and presenting content in the Blackboard Learn™ environment.

First, we look at how content is organized and presented as we progress through a course as a student. We will view content in Learning Modules sequentially and non-sequentially, as well as view terminology in the Glossary.

Next, turning to an instructor perspective, you will learn the skills necessary to integrate content and activities in online courses. The key concepts covered in this workshop include the following:

- Identifying course goals and objectives.
- Analyzing the audience and evaluating existing materials for online use.
- Using storyboards to depict the logical organization of a course.
- Creating usable and accessible web page designs.
- Relating pedagogical and practical issues to creating an online course that meets the needs of a broad and diverse audience.

Roadmap

2.0 Student Experience

- Access content sequentially and non-sequentially in Learning Modules.
- Search for keywords and definitions in the Glossary.

3.0 Planning Content

- Learn some tips for writing effective goals and objectives.
- Analyze your audience so you can tailor your online course to meet their diverse needs.
- Evaluate existing content to see how it can be reused in an online course. Create a storyboard to represent your course outline visually.

4.0 Creating Web-Friendly Content

- Explore effective page design: Learn the concepts behind designing web-friendly pages.
- Apply the elements that define well-designed web pages.

5.0 Building Learning Modules

- Create Learning Modules and add content and activities to them.
- Reorganize or delete content in Learning Modules and copy or move them to other locations.

6.0 Creating a Glossary

- Add one Glossary term at a time or update an existing Glossary.
- Upload a Glossary created outside of Blackboard Learn.

2.0 Student Experience

In this section, you view course content from the student perspective. You will see how content is presented in Learning Modules. In Blackboard Learn, Learning Modules are used to organize and package course content, such as lectures, images, assignments, and tests. You will also view and search for course terminology in a glossary. The information will provide some context for the decisions you make as an instructor.

Learning Outcomes

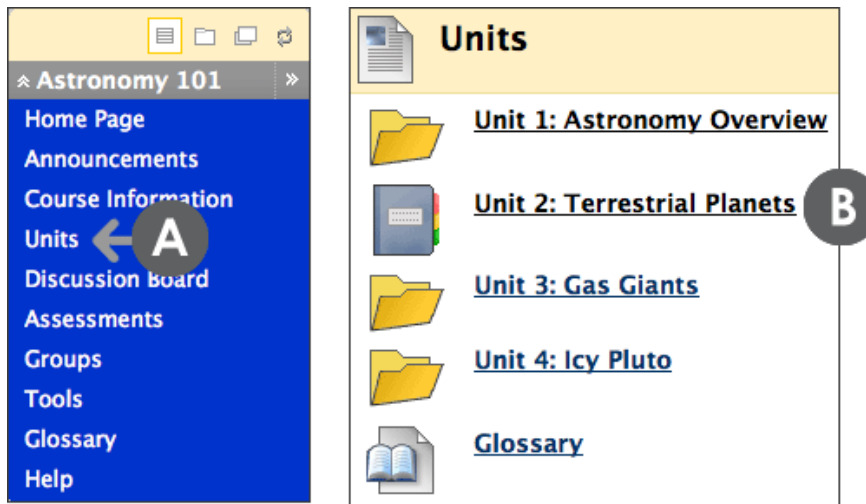
After completing this section, you will be able to:

- Access a Learning Module as a student.
- View content in a Learning Module.
- View a Glossary.

Accessing a Learning Module

Learning Modules are used to package and present content. A Learning Module is similar to a folder and allows instructors to organize related content together.

Students typically access Learning Modules from Content Areas.



- A. On the Course Menu above, click the Units Content Area that holds a Learning Module.
- B. An icon designates the Learning Module.

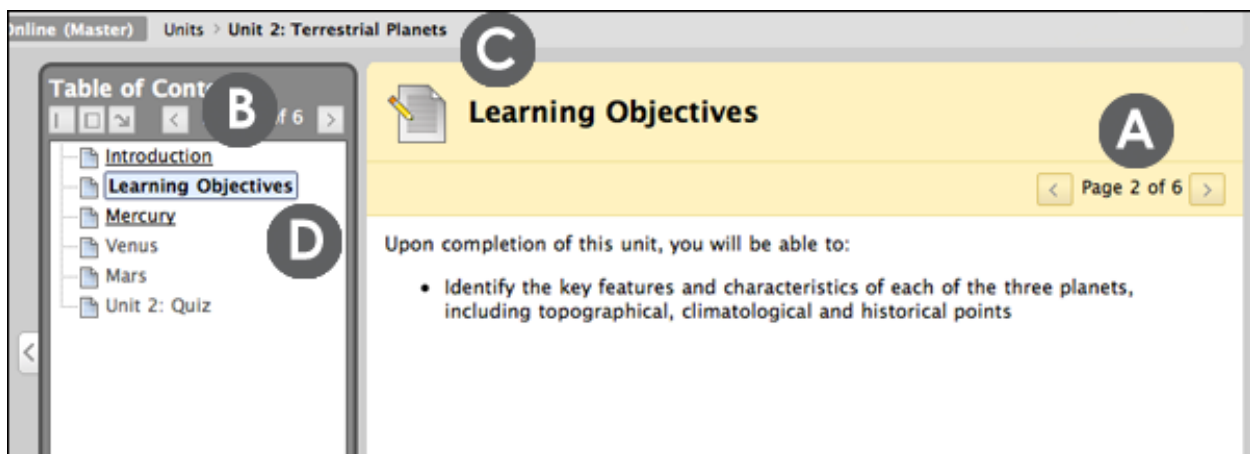
The Blackboard administrator at your school selects the icon set for your school so you may see different icons than shown above.


Viewing Content in a Learning Module

Depending on how an instructor sets up a Learning Module, students can view content in one of two ways:

- Sequentially: material is viewed in a specific order.
- Non-sequentially: material is viewed in any order.

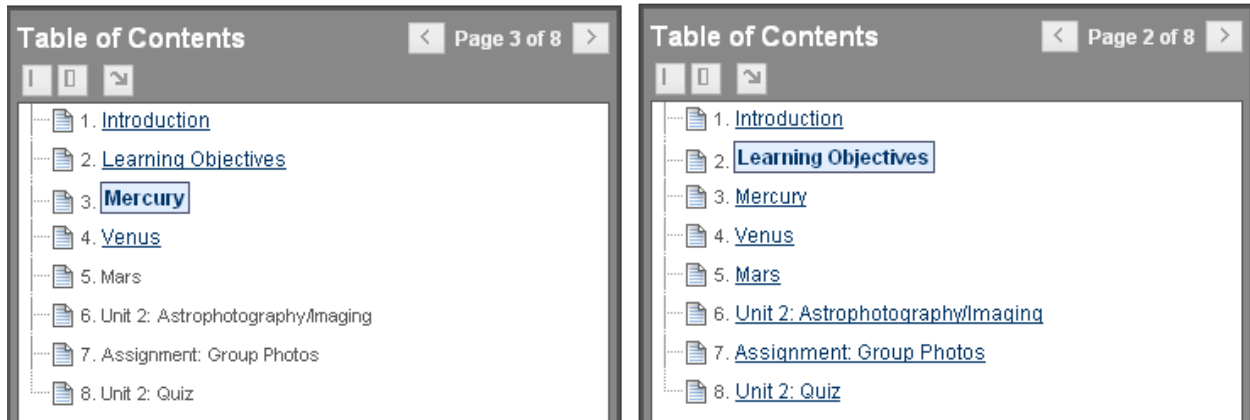
A table of contents is displayed on the left of the Learning Module. It can be moved to the bottom, expanded or collapsed using the icons on the Action Bar.



- On the Action Bar of the content page or the Table of Contents, use the arrows to page through content sequentially. As you progress through the pages, the current page is highlighted in the Table of Contents.
-  On the Action Bar of the Table of Contents, click the down arrow icon to change the position of the Table of Contents to the bottom. Click the collapse or expand icon to close or open the Table of Contents.
- Use the breadcrumbs to return to the Content Area.
- The current content page is highlighted and the available pages are links.

The Learning Module's Table of Contents allows students to quickly see a list of available items. A Learning Module can contain different content types, such as discussion forums, assignments, and tests.

Student Experience: Viewing Content in a Learning Module

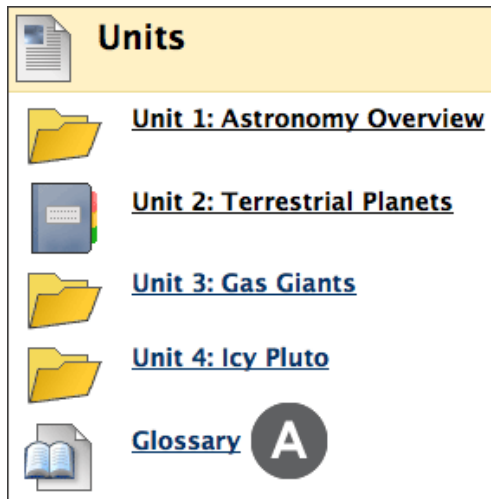


For non-sequential viewing, students can click any link in the Table of Contents. If an instructor has selected sequential viewing, the items in the Table of Contents are not links, and must be viewed in order using the next and previous arrow keys.

Viewing a Glossary

Specific terminology and vocabulary related to the course can be presented in a Glossary. A Glossary helps students find and learn definitions for course-related terms in one convenient location.


The Glossary is found in **Tools** on the Course Menu. You can also add a link to the Glossary directly on the Course Menu, within a Content Area, or within a Learning Module. The following Glossary has been added to a Content Area.



A. Click **Glossary** to open the Glossary page.

Glossary terms automatically appear in alphabetical and numerical order.

Student Experience: Viewing a Glossary



Glossary

The Glossary contains 18 terms in course Astronomy 101.

[A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#) **A**

A ↕

Term	Definition
Aurora	The aurora is a bright glow seen in the night sky. Auroras in the Northern Hemisphere are called aurora borealis or northern lights and in the Southern Hemisphere are called aurora australis or southern lights.

B ↕

Term	Definition
Black hole	A black hole is a region with powerful gravity, from which not even light can escape.

E ↕

Term	Definition
Eclipse	An eclipse occurs when one celestial body passes in front of another one blocking the light from view. Examples of an eclipse are the Lunar eclipse and Solar eclipse.
Event Horizon	An event horizon is a boundary in space-time, such as the area surrounding a black hole or a wormhole. Think of a black hole's surface as the event horizon. Inside the horizon the inward pull of gravity is overwhelming and no information about the black hole's interior can escape to the outer universe. Light emitted from inside the horizon can never reach the observer, and anything that passes through the horizon from the observer's side disappears.

A. To browse for a word, click its first letter.

Hands-on Activity



For this activity, use the Student Course.

Learning Modules

- On the Course Menu, select the **Units** Content Area.
- Navigate through the **Unit 2: The American Identity** Learning Module.
- From the last page of the Learning Module, compare the two **Ellis Island History** pages.

Which example is easier to read online? Why? Identify some key differences in the way the content is presented.

Glossary

- On the Course Menu, click **Glossary**. Locate terms starting with the letter S.

3.0 Planning Content

In this section, we turn to an instructor perspective and look at the planning phase of online course development. In this section, we examine the difference between course goals and course objectives, and learn how to write meaningful and measurable goals and objectives. Questions are posed about student demographics to help you design your online course with the broadest audience in mind. Then, the focus is on content organization as you consider the different ways of organizing your course material. Finally, we take a brief look at creating an example of a Learning Module.

Learning Outcomes

After completing this section, you will be able to:

- Write a course goal.
- Write a course objective.
- Analyze your audience.
- Evaluate your materials and resources for online use.
- Create a storyboard for your course.
- Create a Learning Module.

Identifying Course Goals and Objectives

The road to a successful online course starts with identifying your course goals and objectives. This is similar to planning content for a course in the traditional classroom, but in an online environment this step is even more critical. You can get caught up in using the technology and lose focus of what you are teaching and what your students need to learn. By clearly defining the goals and objectives of your course, you can stay on track.

Course Goals

A course goal is a general statement about learning outcomes.

EXAMPLE: Upon completion of this course, students will be able to describe the main differences between mammals, reptiles, amphibians, and birds.

Sometimes course goals are included in a syllabus or course description. If they are not, develop them before you begin designing your course. Course goals are useful in arranging content and sequencing instruction in a logical manner.

Course Objectives

The next step is to figure out exactly what your audience will achieve or be able to demonstrate as a result of taking your course. In other words, what are the objectives of the course? According to Merriam-Webster's Dictionary, an objective is "something toward which effort is directed: an aim, goal, or end of action." Objectives are statements of student behavior, not descriptions of what or how the student will be taught.

Course objectives serve many purposes. They drive content and activity choice, as well as help to determine the structure, sequencing, and pacing of the course. They also tell students what is expected of them.

Be as specific as possible when writing course objectives. Students need to clearly understand what is expected of them. Use verbs that are active and measurable. For example, you can test whether a student can write a mathematical proof to solve a problem. But you cannot easily test whether someone fully understands a concept or appreciates a topic.

Here is an example of a poorly written objective: Students will learn how to construct a mathematical proof of Fermat's Last Theorem.

Planning Content: Identifying Course Goals and Objectives

Here is an example of a better objective: Students will be able to use the Theory of Elliptical Functions to construct a proof of Fermat's Last Theorem.

To help you write effective course objectives, remember the acronym **SMART**:

Specific – define your goal and methods clearly.

Measurable – define your objectives numerically.

Achievable – your objectives must be realistic and attainable with the available resources.

Relevant – your objectives must address the stated need.

Timely – state the start and finish for your objectives.

Considering the Audience

So far, you have learned the difference between course goals and objectives. Now it is time to take a look at your audience.

When you are standing in front of students in a traditional classroom, you can tailor content and the presentation as you go along. You can slow down the pace or vary the explanations and examples. In your online course, it is equally important to remember the audience. But, because it is harder to adjust spontaneously, carefully consider the audience beforehand. Here are some questions to guide your audience analysis:

- What is the average age of your students?
- What is their educational background? Are they going to have more or less the same background knowledge? Will some need to catch up?
- Is the audience likely to be using older hardware or slower Internet connections? Will the average user's computer be able to support all of your course functionality?
- Will English be the second language for any of your students?
- Will any of your students be using assistive technology (Braille readers, screen readers, alternative keyboards) due to physical or learning disabilities?

If you are uncertain about your students' demographics, design your course with the broadest possible audience in mind.

Hands-on Activity



Discuss similarities and differences in the content presentation for two types of audiences.

Scenario: You are teaching an online history course titled *Emperors of Ancient Rome*

- Audience 1: Most students are on campus, and are history majors. The average age is 20, and a few have moderate learning disabilities (dyslexia and attention deficit disorder). One student is visually impaired.
- Audience 2: Students are a mixed-age group, and most are off-campus students logging in remotely. None of the students are history majors.

Gathering Materials

Before developing or reusing online materials, begin by examining how you teach your course in the traditional classroom. What sort of instructional methods do you use? How do these methods help you reach your course objectives? Do you use some teaching methods that will not work online?

After you have characterized your teaching style, you can start to recreate it online. First, assemble any materials that are web-ready or easily modified. For example, do you have any lectures in HTML format or Microsoft® PowerPoint® presentations? If you have images to include, are they digital files and optimized for the web? Do you have permission to distribute them online?

Sources of Content

Use the following Resource Checklist to create an inventory of your materials and determine which are ready to use online. For materials already developed, indicate their current format, such as Microsoft® Word, HTML, or handwritten.

Resource	Format	Need to Create	N/A
Lecture notes			
External web links			
Reading assignments			
Other assignments			
Tests			
Microsoft® PowerPoint®			
Course Cartridge			
Images			
Multimedia			

Organizing Content

As you begin to plan your content, consider the factors discussed so far:

- Course goals and objectives
- Audience characteristics
- Available resources

You are now ready to enter the final phase of the planning stage—organizing the content. Creating a logical organization for your course is vital for maximizing student learning and minimizing student frustration. The easiest way to visualize the flow of your course is to do what animators have done for years—create a storyboard.

Creating a Storyboard

Traditional storyboarding is a visual tool used originally in the film and animation industries. Storyboarding depicts how a scene is going to unfold. A storyboard consists of a series of boxes, each containing sketches or text. You can use a similar technique to organize your content before adding it to Blackboard Learn.

First, start by thinking about your course and the direction you want it to take. Take another look at your course goals and objectives, and consider the following:

- What is the best way to break your course into manageable sections supporting your objectives?
- Do you tend to teach in chronological order, by textbook chapter, or by subject area?
- How do you want students to move through your course material—sequentially, non-sequentially, or a mixture of both?

Next, bring all this information together in a visual representation of your course and its individual content pages. You may sketch a series of boxes, which represent events, and use directional arrows, which represent order.

- Planning Content
- Organizing Content
- Storyboard Examples

Planning Content: Organizing Content

We will look at three storyboard examples, each one representing a different way to organize a course about the history of British fashion. Here are the details about the course:

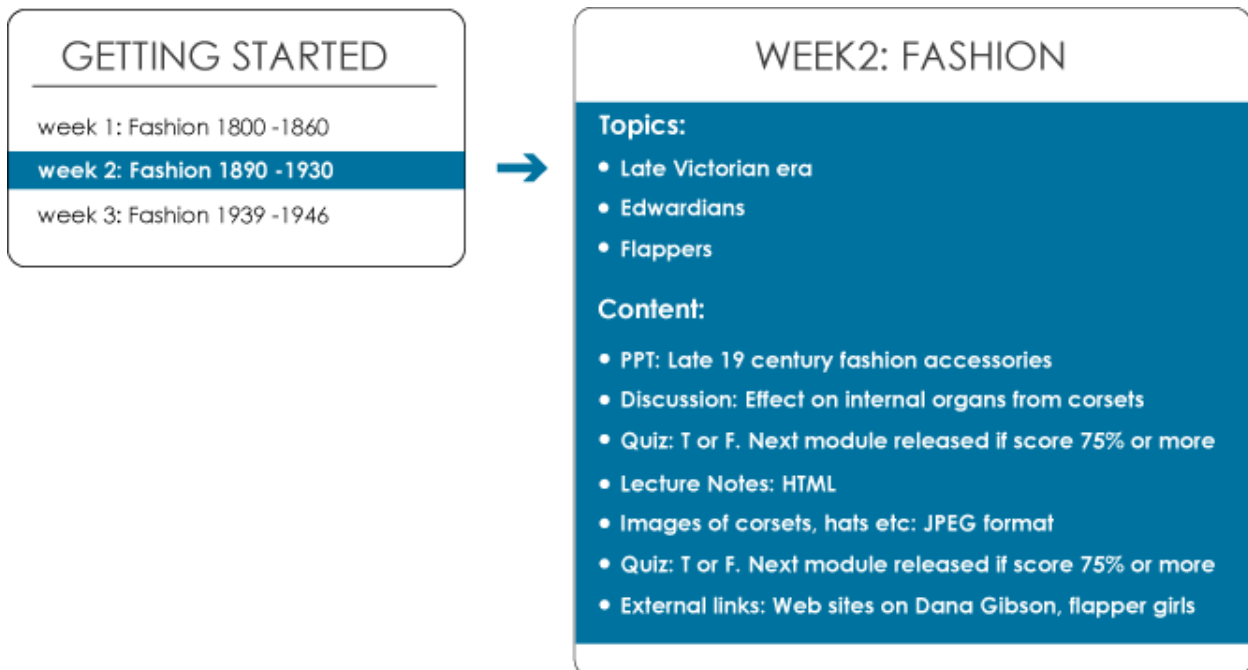
History of British Fashion 1800–1945

Course Goal: Upon completion of this course, students will be able to identify major fashion trends from 1800 to the end of World War II.

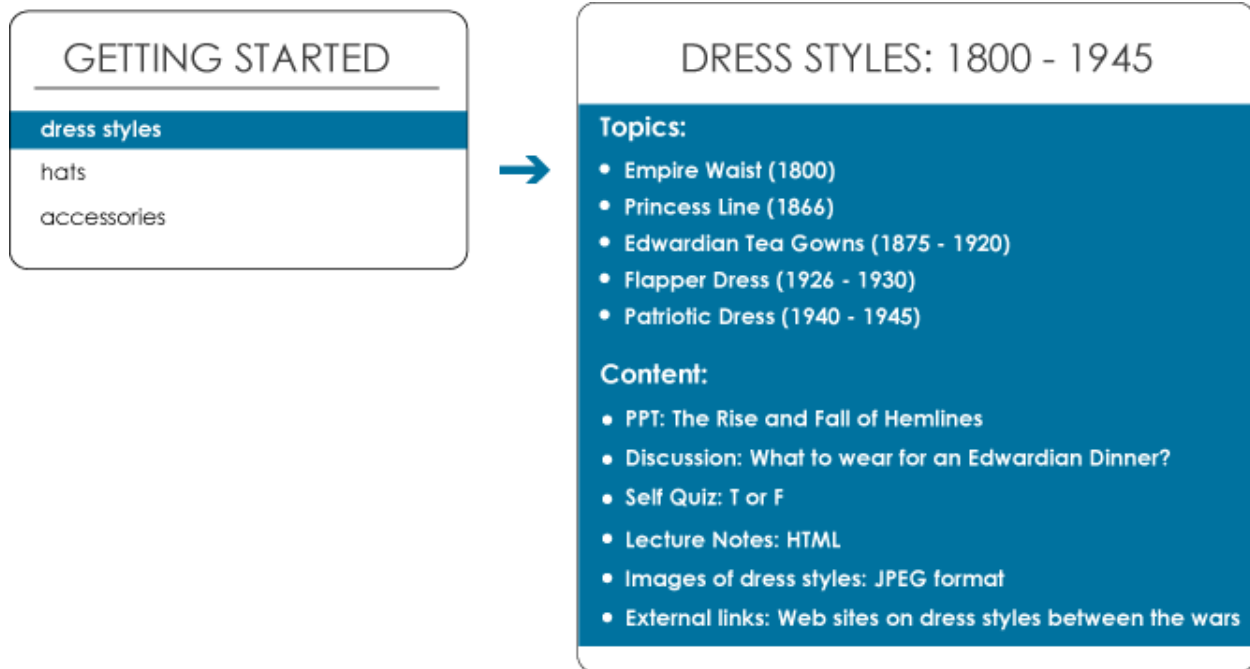
Course Objectives:

- Students will be able to identify important time periods with particular fashion trends and discuss the effect these trends had upon all levels of society.
- Students will be able to discuss the differences between dress styles and explain the reasons why certain fabrics were chosen for each. For example, fabrics may have been chosen because of availability of materials within England, cost of importing, the Industrial Revolution, and so on.
- Students will be able to pinpoint economic reasons that pushed fashion in certain directions within the middle and lower classes.

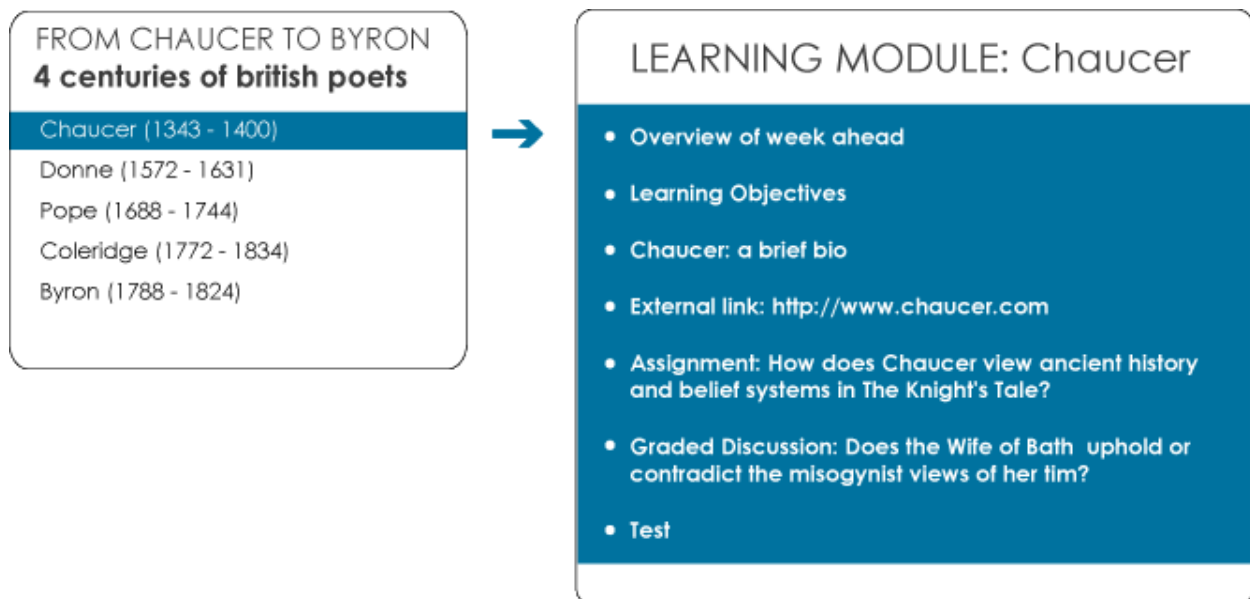
Example 1: Chronological Storyboard



Example 2: Subject Area Storyboard



Example 3: Content Type Storyboard



Mapping Your Content into Blackboard Learn

With a storyboard, the course's organizational flow can be represented visually. The last step in the planning phase is to map the content into the Blackboard Learn environment. In Blackboard Learn, you can use Learning Modules or Content Areas to organize a variety of content. In this workshop, we focus on creating Learning Modules.

If you have taken the Getting Started workshop, you may remember something about Content Areas. A Content Area allows course content to be organized into folders, files, graphics, assignments, tests, Web Links, and Blackboard Learn tools. You can create multiple Content Areas for your course and place them on the Course Menu.

Learning Modules are similar to Content Areas. The following table describes some of the key differences between them.

	Learning Module	Content Area
Location in a course	Learning Modules are created inside a Content Area.	Content Areas appear on the Course Menu.
Organizing content	Content can be viewed in a specified order—sequentially—or in any order—non-sequentially. You can set a Learning Module to open in a new browser window.	Content can be viewed in any order. Content Areas themselves appear in the content frame and cannot open in a new window.
Adaptive Release	You can apply Adaptive Release conditions to a Learning Module. Students must meet specified criteria before they can gain access.	You cannot apply Adaptive Release conditions to an entire Content Area. As long as the Content Area is available on the Course Menu, students will have access.
Table of Contents	Each Learning Module has a Table of Contents so students can easily see a list of content.	There is no Table of Contents for Content Areas.

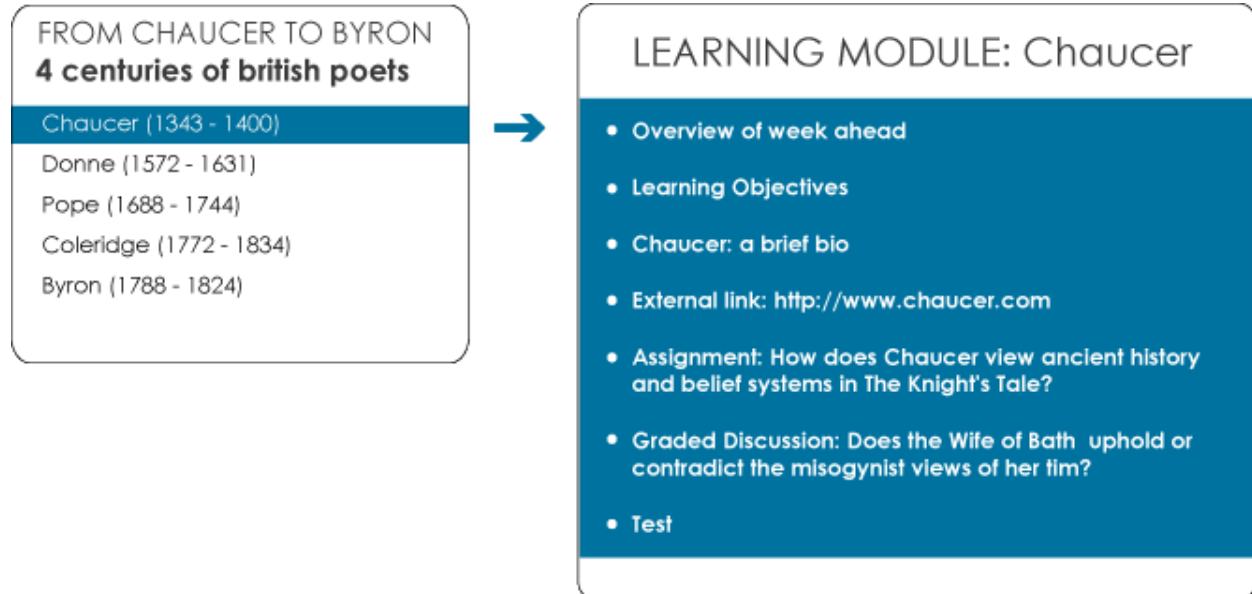
Learning Module Example

You can use this Learning Module example as a reference when planning Learning Modules for your course. The example is based on the following scenario:

You are teaching an online course titled From Chaucer to Byron: Four Centuries of British Poets. You have decided to organize the material by subject area and you want students to access the material sequentially.

The simplest strategy is to divide the course into Learning Modules, one for each poet. For each poet's section, you can include the following:

- Overview of the week ahead
- Learning objectives
- Lecture files
- One or more links to external websites
- One written assignment
- One graded discussion
- One test



Hands-on Activity



Create a Storyboard

- Take a few minutes to create a storyboard for your course. Use one of the three storyboard styles presented: Content Type, Subject Area, or Chronological Order.

4.0 Creating Web-Friendly Content

This section deals with the fundamental concepts behind effective page design and how to make an online course that is both usable and accessible. We discuss simple techniques that make your pages easier to read and more accessible to all students.

Learning Outcomes

After completing this section, you will be able to:

- Explain the meaning of accessibility.
- Create more accessible pages.
- Design web-friendly pages that make effective use of text, typography, layout, color, and graphics.

Effective Page Design

Effective web page design can create a more compelling and engaging showcase for your course material. More importantly, well-designed pages can help achieve the following:

- Ease of learning: How quickly can new students navigate through your course, learning the material?
- Efficiency of use: Once students are familiar with your course set-up, how quickly can they accomplish tasks?
- Subjective satisfaction: How much do the students enjoy working through your course material?
- Accessibility: Can students with different levels of ability, experience, knowledge, language skills, or concentration level use your course?

Accessibility is an especially important consideration in online course development. As defined by the World Wide Web Consortium: "Web accessibility means that people with disabilities can perceive, understand, navigate, and interact with the Web, and that they can contribute to the Web."

As an online instructor, keep in mind that students have different backgrounds and diverse needs. Some students may have a physical or learning disability. Some may be using older computer hardware and software, and others may be accessing your course from a dial-up connection.

Therefore, your online course needs to be accessible—be easy to use and easy to understand—for all students. Tim Berners-Lee, the inventor of the World Wide Web said it best: "The power of the Web is in its universality. Access by everyone—regardless of disability—is an essential aspect."

In the next section, we look at how to create effective web pages.

Ask Dr. C



In the following table, Dr. C, our Blackboard Learn expert discusses accessibility.

Your question	Dr. C's reply
<p>Designing an online course is a lot of work! Since I usually do not have students with disabilities in my course, do I need to worry about accessibility?</p>	<p>Chances are you will have students with disabilities in an online course. According to the School of Public Health and Health Professions, almost one in five Americans has some type of disability. Below is a list of recognized disabilities:</p> <ul style="list-style-type: none">• Visual: Visual impairments include blindness, low vision, poor eyesight, and color blindness.• Motor and Mobility: Difficulty or inability in moving the hands, head, or other body parts. Includes tremors, muscle slowness, and limited fine muscle control due to Parkinson's disease, muscular dystrophy, cerebral palsy, stroke, arthritis, youth, or age.• Cognitive and Intellectual: Developmental differences, learning differences, cognitive disabilities affecting memory and attention.• Auditory: Includes deafness or hearing impairments.• Seizures: Photo-epileptic seizures caused by visual strobe or flashing effects.

Students whose first language is not English, and students working with slow Internet connections, older computers, and outdated software plug-ins are also at a disadvantage. An accessible course provides a better learning experience for them as well.

Complying with Section 508 is another reason to be concerned with accessibility. Section 508 requires that electronic and information technology developed, procured, maintained, or used by the United States Federal government be accessible to people with disabilities.

Creating Your Own Effective Web Pages

Most well designed web pages have five elements in common:

- Text written for the web
- Simple typography
- Simple, straightforward layout
- Well-chosen color scheme
- Graphics that are worth a 1000 words
- Multimedia to add dimension and engagement

Reference: <http://www.webdesignfromscratch.com/current-style.cfm>

Using these elements help you create usable and accessible web pages.

Text Written for the Web

- Write in brief sentences. Studies have shown people rarely read web pages word by word. Instead, they skim the page, picking out individual words and sentences.
- Write as though you are having a conversation with your students. Keep the writing informal, yet informative.
- Avoid jargon and unnecessarily complex or technical language. Do not assume all of your students understand discipline-specific language.
- Start subheadings, paragraphs, and bullet points with keywords. This allows students to quickly see these keywords when skimming down the left side of the page. Studies indicate online users read the first two words of a line more often than the third word.
- Write paragraphs that focus on one idea. Keep paragraphs short and simple. Put the most important points in your first paragraph.
- Break down pages into subcategories. Try to avoid forcing students to scroll to see text. For information that is interesting, but not mandatory, provide a link to a separate file in a Further Reading section.
- Put your most important content at the top of the screen or in the region of the browser window that loads first. This portion of the web page is visible without scrolling.

Creating Web-Friendly Content: Creating Your Own Effective Web Pages

- Avoid using abbreviations or acronyms unless you provide a glossary of terms. Often abbreviations are rendered completely unintelligible when read by speech or Braille output software.
- Keep Web Links current. Nothing is more frustrating than clicking a link to a page that no longer exists.

Going Further for Accessibility

- To help students with learning disabilities, use graphics to convey textual information. Make sure icons are clear in their meaning. Always include a description of the graphic using the ALT attribute or the long description attribute.
- If additional information is in a new file on the page, warn blind users that a new window will open by adding the words New Window to the link text.
- Use the Adaptive Release tool in Blackboard Learn to release content gradually and avoid overwhelming students who need more time to process information.

Simple Typography

- Use no more than three font faces in your entire course. Be consistent with how you use them. For example, use Verdana for body copy text, but use Times New Roman for subheadings.
- Make sure the font faces you use are installed on most computer systems. Browsers substitute an available local font for one that is not available in the system.
- While font sizes smaller than 10 points are not recommended, if you need to, choose a simple sans-serif font like Verdana for your body text. Studies have shown sans-serif fonts are more legible on-screen when smaller sizes are needed.
- To make subheadings and titles stand out, apply bold to your body copy font, add color, or choose a complimentary serif font.
- Avoid underlining text for emphasis. Students think those words are links.
- Use italicized text sparingly; it is difficult to read online.
- Avoid CAPITALIZATION because it carries extra emphasis in a screen reader and may sound like shouting. Moreover, capitalized words in sentences and paragraphs are harder to read than lower case words. Capitalization causes problems for people with dyslexia.

Going Further for Accessibility

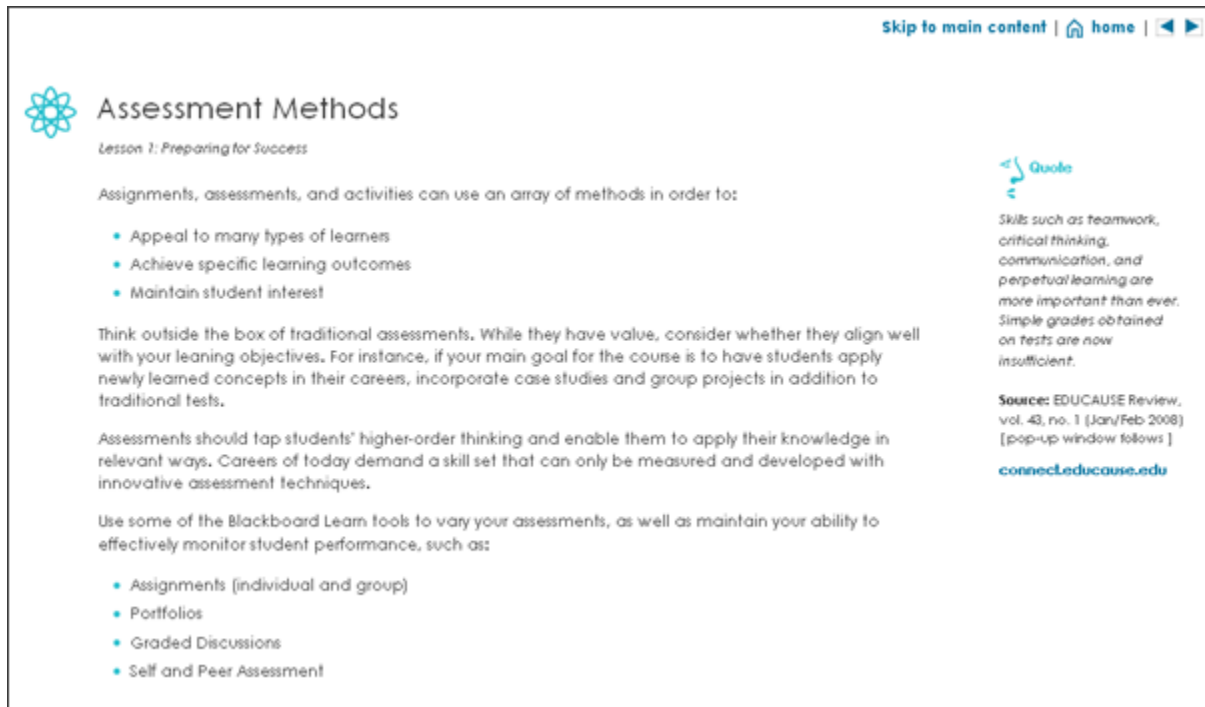
- It would be ideal if users could control text size in their web browsers. One way to do this is to use the em unit, which picks up the font size on a user's computer. For more information, go to: <http://www.w3.org/WAI/GL/css2em.htm>

Simple, Straightforward Layout

- Keep pages clean and uncluttered. Use plenty of white space to separate paragraphs, images, and other page elements. Nothing is more overwhelming than a web page filled with text, graphics, and animations.
- Use block style paragraphs. Leave a space between each paragraph and do not indent the first line.
- Be consistent. Keep the same fonts, colors, and table styles throughout your course pages. If Century Gothic typeface is used for subheadings on one page, do this for all pages.
- Use tables for presenting data, not for creating a page layout. Tables used for data can be tagged so screen readers can interpret header rows and cell data. If you are using tables to define the layout of your page, screen readers will have a more difficult time interpreting the information on the page.

Going Further for Accessibility

- If you know how to create a Cascading Style Sheet (CSS), use it for layout. This is the standard according to the World Wide Web Consortium.
- Build in flexibility wherever you can by using percentage (%) values for table size. This allows the layout to be resized relative to the screen resolution in which it is being viewed. If you use a fixed height for a table's row height, users who use larger text sizes may be unable to read a cell's content.
- If you must use tables for layout, do not use headers and captions. The HTML tags <TH> and <CAPTION> indicate a data table is present.



The screenshot shows a Blackboard course page for 'Assessment Methods'. At the top right, there are navigation links: 'Skip to main content', 'home', and a back arrow. The page title is 'Assessment Methods' with a blue flower-like icon to the left. Below the title is the sub-heading 'Lesson 1: Preparing for Success'. The main content area contains several paragraphs and bulleted lists. The first paragraph states that assignments, assessments, and activities can use an array of methods in order to:

- Appeal to many types of learners
- Achieve specific learning outcomes
- Maintain student interest

The second paragraph encourages thinking outside the box of traditional assessments, suggesting the use of case studies and group projects. The third paragraph notes that assessments should tap students' higher-order thinking. The fourth paragraph lists Blackboard Learn tools for monitoring student performance:

- Assignments (individual and group)
- Portfolios
- Graded Discussions
- Self and Peer Assessment

On the right side, there is a 'Quote' section with a blue icon. The quote reads: 'Skills such as teamwork, critical thinking, communication, and perpetual learning are more important than ever. Simple grades obtained on tests are now insufficient.' Below the quote is the source information: 'Source: EDUCAUSE Review, vol. 43, no. 1 (Jan/Feb 2008) [pop-up window follows]' and the URL 'connect.elsevier.com'. The overall layout is clean and professional, with a consistent color scheme of blues and greys.

In the page above, the simple layout consists of a simple heading, navigation in the top right corner, bulleted lists of key points and a sidebar containing links to further information.

Well-Chosen Color Scheme

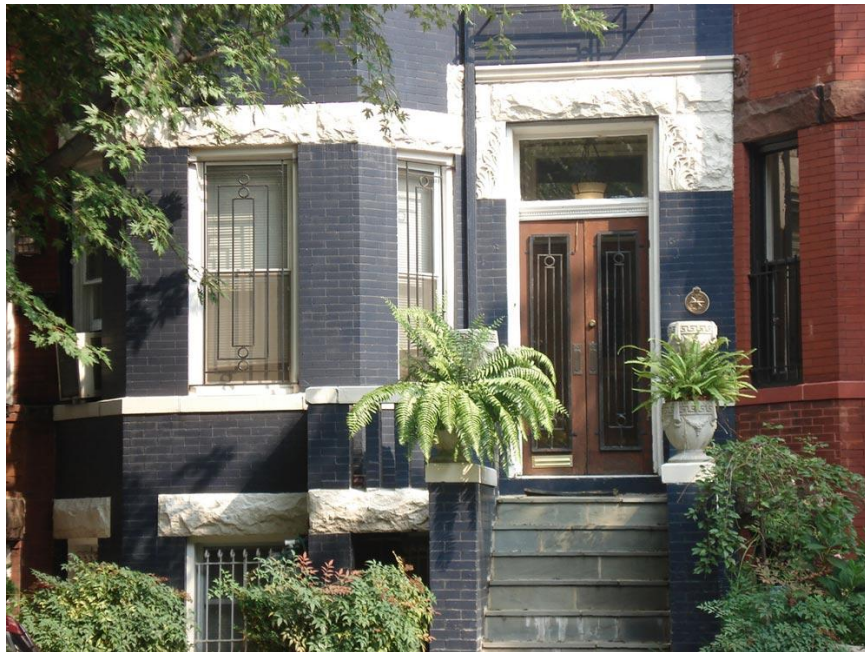
- Use a consistent color scheme. Use no more than five colors in your palette. Different shades of the same hue with one or two extra colors as accents work well.
- Choose a light shade for the background color. Dark text against a white background is the most readable combination. If you decide to use a non-white background, select a light color to maximize contrast. Avoid dark pages or loud glaring colors, such as bright red, green, or yellow. These cause eye fatigue and are hard to read.
- Choose different colors for each of the three link statuses: visited, active, and static. Keep these consistent throughout the course. Link colors should be dark enough to be easily visible on a white background.
- To enhance layout and readability, use alternating colors in rows or columns of a data table, especially one containing a lot of text.

Going Further for Accessibility

- Do not rely on color alone to relay key information. Make important text stand out by using bolding, using an asterisk (*) beside it, or using the emphasis tag. Use the ALT attribute on colored images to help convey information that is color dependent.
- Avoid placing red and green, and blue and brown together because these colors are hard to tell apart by people with color blindness.

Graphics That ARE Worth 1000 Words

- Make sure all graphics mean something. They are there for a reason, not just because they look good. You do not want design overtaking content, nor do you want to increase download time unnecessarily.
- Use simple graphics, which are often the most effective. Avoid lengthy text and lots of numbers within the graphic.
- Crop photos whenever possible to maximize impact and decrease download time. Compare the two photos of a fern. Which one has the greater impact?



Going Further for Accessibility

- Use animated images sparingly. They can cause the screen, or parts of it, to flicker and change rapidly. They can detract from the accessibility and usability of a page. Moving images also cause problems for students with cognitive

impairments and may be hard to interpret by students who have low vision. In any case, a textual description is necessary for concepts that use animation to illustrate their meaning.

- Provide alternative text using the ALT attribute. For detailed images like graphs or maps, use the long description attribute to provide more information. Screen readers and other text-to-speech software read the image's alternative text aloud to the user. If the image's alternative text is missing, the screen reader often reads the image file path or just says "image."

Multimedia adds dimension and engagement

- Use multimedia files to provide dimension to course content by selecting media that enhances and supports concepts and objectives. Multimedia also provides a way for learners to replay and review, augmenting and reinforcing content.
- Multimedia provides relief from long reading assignments and gives learners an opportunity to engage with the course in different ways, from controlling the playback functions to adding comments and opinions.
- Multimedia appeals to different learning styles, most especially audio and visual learners. Complex ideas and themes can often be demonstrated and clarified using video or animation.
- Place multimedia presentations strategically in the course to help learners get started with complex tasks.
- Keep multimedia presentations short so they do not interrupt the flow of the material. Short clips also take less time to download, reducing the chances of bandwidth problems for students with slower connections.
- It's not necessary to produce your own multimedia presentations. There are many available resources on the web that can be used within the course environment. The Mashups feature provides a way to search for video, photographs and slideshows inside the course while you are building content.

Going Further for Accessibility

- Make sure that video presentations are captioned for students who are deaf or have hearing impairments. Captions also assist students who are not native speakers.
- Audio presentations need to provide a transcript for students who are deaf or have hearing impairments.

Creating Web-Friendly Content: Creating Your Own Effective Web Pages

- Provide a long description of animations or other types of visual content such as slide presentations for students who have low vision or who are blind.
- Interactive multimedia needs to provide a way for users who do not use a mouse to navigate through the interaction or skip the interaction altogether. This can be accomplished by providing programmed keyboard shortcuts and keyboard navigation.

Ask Dr. C



In the following table, Dr. C explains how to add the ALT attribute.

Your question	Dr. C's reply
How do I add alternative text to images in my course pages?	<p>Add alternative text to all images that convey meaning in the content, navigation, or access to tools. Alternative text must impart the same information as the graphic. For example:</p> <pre data-bbox="509 726 1305 762"></pre> <p>Looking at the image in the context of the page and assessing its purpose will help you decide what alternative text to provide. You do not need to include the words "image" or "picture of" in the ALT attribute. If the image is photographic or has a relevant style, such as abstract or expressionistic, that can be included. Screen readers will identify an image element before they read the alternative text.</p> <p>Functional graphics must have alternative text that describes the function of the image. Functional images include images used as links.</p> <p>If an image is used for decoration only, leave the alternative text attribute empty (alt="").</p> <p>Structural images give structural meaning to the page, such as a graphic representation of a bullet. Use alt="bullet" or better yet, do not use an image, use an HTML list.</p>

Hands-on Activity



For this activity, use your Practice Course.

Based on the guidelines presented in the section, make simple changes to an existing content page to improve readability and visual appeal.

Access and update the content

- From the **Units** Content Area, available from the Course Menu, select the **Unit 1: Astronomy Overview** folder. Within the folder, select the **Planets** folder.
- In **Edit Mode**, access the **Planets Overview's** contextual menu and select **Edit**.
- Using the Text Editor, adjust the layout, add subheadings, put information into bulleted lists, incorporate tables, and add color so the article is easier to read online.

TIP: The **Workshop Resources** Content Area contains a multi-planet image you can incorporate into the content.

5.0 Building Learning Modules

Now that you have learned how to plan and prepare your content, we look at how to present it in a Learning Module.

Learning Objectives

After completing this section, you will be able to:

- Create a Learning Module in your course.
- Add content items, files, Web Links, and other tools to a Learning Module.
- Arrange and delete items within a Learning Module.
- Copy and move Learning Modules.

About Learning Modules

A Learning Module is an organized collection of content presented together. A Learning Module can support a course goal, a course objective, a subject, a concept, or a theme. Instructors can set a structured path through the content items using a storyboard or a set of dependencies. For example, a Learning Module can present the concept of magnets' fields before describing how speakers and microphones work. Understanding the first concept is dependent on understanding the second concept. Alternatively, you can allow students to explore the content in a Learning Module in any order, and at their own pace. For example, a Learning Module can present a series of images and descriptions of various animals in a genus. Students can view the images and descriptions in any order, as no order is required for understanding the whole.

Content within a Learning Module is added and managed just like in any folder in a Content Area. The Learning Module is a shell to which other content items such as files, folders and tools are added. Learning Modules can be modified like any other item within a Content Area.

The value of creating Learning Modules lies in the ability to integrate related content and activities, providing a rich, interactive learning experience for students. You can include the following in a Learning Module:

- Content Items
- Files
- Folders
- Web Links
- Mashups (multimedia)
- Tests and Surveys
- Assignments
- Discussion Board Forums
- Other Tools

Creating a Learning Module

First, you create a new Learning Module in a Content Area. This first step creates an empty shell. Content is added in the next step.

NOTE: In this workshop, the phrase "in Edit Mode" refers to **Edit Mode** being **ON**, showing all instructor functions.

QUICK STEPS: Adding a Learning Module

1. In **Edit Mode**, on the Course Menu, click an existing Content Area or create a new one.
2. On the Content Area's Action Bar, point to **Build Content** to access the drop-down list.
3. Select **Learning Module**.
4. On the **Create Learning Module** page, type in a **Name**. Students access the Learning Module by clicking the name you type.
5. Optionally, type a description in the **Text** box. You can use the Text Editor functions to format the text and include files, images, external links, multimedia, and Mashups. Any files uploaded from your computer are saved in Course Files or the Content Collection in the top-level folder.
6. Select **Availability** options.
7. Select **View** options.
8. Select **Table of Contents** options.
9. Click **Submit**.

Create Learning Module 9

★ Indicates a required field. Cancel Submit

1. Learning Module Information

★ Name 4

Color of Name Black

Text Text Editor is: ON

Normal 3 Arial B I U abc x₂ x² [List Icons]

This Learning Module provides an international overview of Space Exploration. 5

Path: body

2. Availability 6

Permit Users to View this Content Yes No

Select Date and Time Restrictions

Display After [Calendar Icon] [Clock Icon]

Display Until [Calendar Icon] [Clock Icon]

3. View

Enforce Sequential Viewing of the Learning Module? Yes No 7

Open in New Window Yes No

Track Number of Views Yes No

4. Table of Contents 8

Show Table of Contents to Users Yes No

Hierarchy Display

Selecting Options for a Learning Module

Availability

- **Permit Users to View the Content Item:** Select **No** to restrict users from seeing the Learning Module. This makes the Learning Module unavailable.
- **Select Date and Time Restrictions:** Learning Modules can be set to display on a specific date and time, and to stop displaying on a specific date and time. Display restrictions do not affect content availability, only the appearance of the Learning Module. You may see more or fewer content items in a Learning Module based on the date restrictions you select.

View

- **Enforce Sequential Viewing of the Learning Module:** Select **Yes** to force students to view the pages in order. If sequential viewing is not enforced, students can view the content in any order.
- **Open in New Window:** Select **Yes** if you want the Learning Module to be viewed in a separate window instead of in the content frame. Opening a Learning Module in a new window allows students to view the course and its contents at the same time as the Learning Module. They can navigate to other areas and keep the Learning Module open in the separate window.
- **Track Number of Views:** To turn on Statistics Tracking for the Learning Module, select **Yes**. Statistics Tracking records the number of times the Learning Module is viewed, when it is viewed, and by whom.

Table of Contents

- **Show Table of Contents to Students:** Select **Yes** to display a Table of Contents to students when they enter the Learning Module.
- **Hierarchy Display:** Select the way items in the Learning Module are labeled to denote their relative position in the Table of Contents. **Numbers**, differences, or **Roman Numerals** can be selected. If **None** is selected, the items are not labeled.

Adding Items to a Learning Module

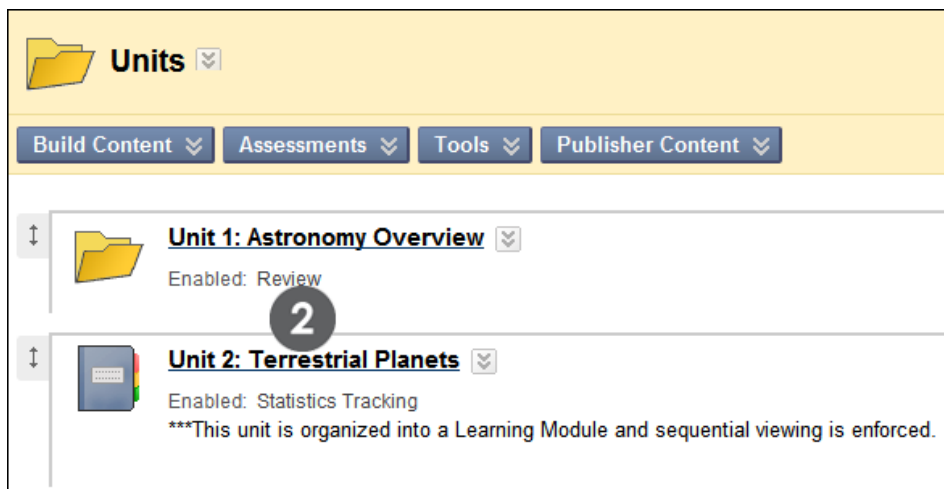
Now that you have created a Learning Module, it is time to add an item to it. An item can be any of the following:

- Text you type.
- An attached file in a variety of formats, including HTML, JPEG, or GIF.
- A series of files that are linked together such as a website.
- An embedded file, such as a Flash animation or YouTube video.
- A combination of options listed above.

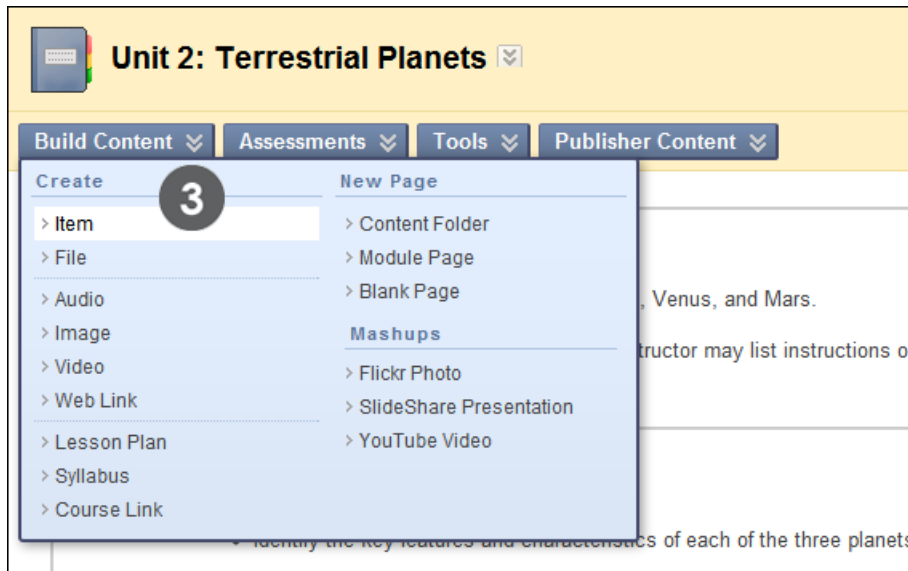
An item can be any type of formatted text, such as reference materials, directions, a reading list, or lecture notes. Images, external links, tables, bulleted lists, and file attachments can also be added.

QUICK STEPS: Adding items to a Learning Module

1. In **Edit Mode**, on the Course Menu, click the Content Area containing the Learning Module.
2. On the Content Area page, click the Learning Module's title.



3. On the Learning Module's Action Bar, point to **Build Content** and click **Item**.



4. On the **Create Item** page, type a **Name**. The **Name** appears in the Table of Contents in the Learning Module.
5. Type text in the **Text** box. You can use the Text Editor functions to format the text and include files, images, external links, multimedia, and Mashups. Any files uploaded from your computer are saved in Course Files or the Content Collection in the top-level folder.
6. Add an attached file.
 - If **Course Files** is the course's storage repository, click **Browse Course**.
 - OR-
 - If your school licenses content management, click **Browse Content Collection**.
7. Select the **Options** for availability, tracking, and date and time restrictions.
8. Click **Submit**.

Create Item

8

* Indicates a required field.

Cancel Submit

1. Content Information

Name 4

Color of Name Black

Text Text Editor is: ON

Normal 3 Arial B I U abc x₂ x² | [List Icons] [Link Icon] [Image Icon] [Table Icon] [Code Icon]

The V-2 rocket was the first man-made object to achieve sub-orbital spaceflight and is recognized as the progenitor of all modern rockets including the Saturn V moon rocket.

<http://www.v2rocket.com/banner-top-front.jpg> 5

Path: body > div > a

Save as Reusable Object

2. Attachments

Attach File

6

3. Options

Permit Users to View this Content Yes No

Track Number of Views Yes No 7

Select Date and Time Restrictions

Display After [Calendar] [Clock]

Display Until [Calendar] [Clock]

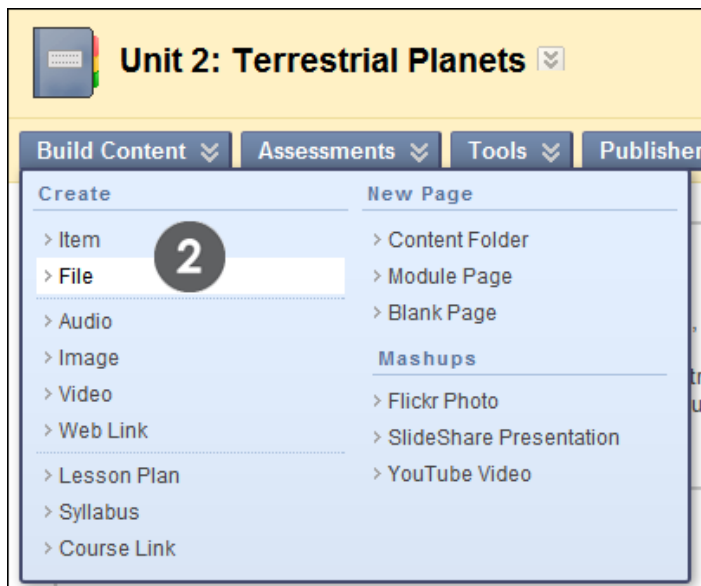
You can type a name for a file attachment, rather than use the file name. If you do not type a name, the file name is used.

Adding Files to a Learning Module

Adding files to the Learning Module is similar to adding items. The difference is that when you add a file, there is no text editor available to write a description of the file. Students will click the file name and open or download the file. The action is dependent on what type of file has been added. Files that open in a web browser, such as PowerPoint or PDF files, open in the main frame of the Learning Module or in a new window, depending on the file settings. Files that do not open in a web browser can be downloaded or opened in a separate application on your computer.

QUICK STEPS: Adding files to a Learning Module

1. In **Edit Mode**, access the Learning Module.
2. On the Learning Module's Action Bar, point to **Build Content** and click **File**.



3. On the **Create File** page, find the file to upload. Click **Browse My Computer** to upload a file from your computer, or locate the file in your course:
 - If **Course Files** is the course's storage repository, click **Browse Course**.-OR-
 - If your school licenses content management, click **Browse Content Collection**.
4. Type a **Name**. The **Name** appears in the Table of Contents in the Learning Module. If a name is not provided, the name of the file, including the file extension becomes the link in the Table of Contents.

5. To open the file in a new window, select **Yes**.
6. Select **Standard Options**.
7. Click **Submit**.

The screenshot shows the 'Create File' form with the following elements and callouts:

- 1. Select File**: A section header for the first part of the form.
- 2. Standard Options**: A section header for the second part of the form.
- 3**: Callout pointing to the 'Find File' section, which includes 'Browse My Computer' and 'Browse Content Collection' buttons.
- 4**: Callout pointing to the 'Name' text input field containing 'Four Rocket Systems'.
- 5**: Callout pointing to the 'Open in New Window' radio buttons, with 'No' selected.
- 6**: Callout pointing to the 'Permit Users to View this Content' radio buttons, with 'Yes' selected.
- 7**: Callout pointing to the 'Submit' button in the top right corner.

Other visible elements include a 'Cancel' button, a legend for required fields (marked with an asterisk), and a 'Selected File' section showing 'foursystems.png' with a 'Select a Different File' button. The 'Color of Name' is set to 'Black', and there are date and time restriction options at the bottom.

The file name or the name added to the Name of Link of File appears in the Table of Contents. If students are allowed to view content non-sequentially, they can click the file's name to gain access.

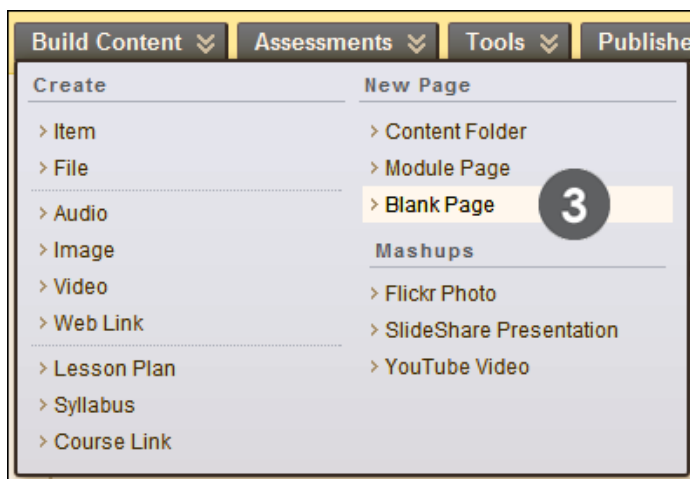
Adding a Blank Page to a Learning Module

Blank Pages present content in a different way than adding items. Blank pages can include Mashups, links to course content, and file attachments.

A Blank Page is different than a content item or folder in that there is no description that appears below the title of the page. For example, if you add Blank Pages to a Learning Module, the amount of scrolling can be limited, which streamlines the appearance of the Learning Module.

QUICK STEPS: Adding a Blank Page to a Learning Module

1. In **Edit Mode**, on the Course Menu, click the Content Area containing the Learning Module.
2. On the Content Area page, click the Learning Module's title.
3. On the Learning Module's Action Bar, point to **Build Content** and click **Blank Page**.



4. On the blank page, replace the "New Page" **Title** with a name for the page. This becomes the link in the Learning Module. This is the only information about the page that displays. It is important to add a descriptive name.
5. Add your content for the page using the Text Editor where you can include formatted text, links, and other multimedia content.
6. Add an attached file by clicking **Browse My Computer** or **Browse Course**. Document attachments appear as links.
7. Select the **Options** for availability, tracking, and date and time restrictions.
8. Click **Submit**.

4
* Terrestrial Planets
Black

* Indicates a required field.

Cancel
Delete Page
Submit

1. Content

Content Text Editor is: ON

Normal 2 Arial
B
I
U
abc
 x_2
 x^2

abc

Terrestrial Planets 5

A terrestrial planet, telluric planet or rocky planet is a planet that is primarily composed of silicate rocks and/or metals. Within the solar system, the terrestrial planets are the inner planets closest to the Sun. The terms are derived from Latin words for Earth (Terra and Tellus), so these planets are, in a certain way, "Earth-like".

Terrestrial planets are substantially different from gas giants, which might not have solid surfaces and are composed mostly of some combination of hydrogen, helium, and water existing in various physical states.

Structure

Terrestrial planets all have roughly the same structure: a central metallic core, mostly iron, with a surrounding silicate mantle. The Moon is similar, but lacks an iron core. Terrestrial planets have canyons, craters, mountains, and volcanoes. Terrestrial planets possess secondary atmospheres — atmospheres generated through internal volcanism or comet impacts, as opposed to the gas giants, which possess primary atmospheres — atmospheres captured directly from the original solar nebula.

Theoretically, there are two types of terrestrial or rocky planets, one dominated by silicon compounds and another dominated by carbon compounds, like carbonaceous chondrite asteroids. These are the silicate planets and carbon planets (or "diamond planets") respectively.

Solar terrestrial planets

Earth's solar system has four terrestrial planets: Mercury, Venus, Earth, and Mars. Only one terrestrial planet, Earth, is known to have an active hydrosphere.

During the formation of the solar system, there were probably many more (planetesimals), but they have all merged with or been destroyed by the four remaining worlds in the solar nebula.

Plutoids, objects like Pluto, are similar to terrestrial planets in the fact that they do have a solid surface, but are composed of more icy materials.

Path: [body](#) > [font](#)

2. Attachments

Attach a file from a local drive, Course Files, or the Content Collection. All attached files are saved in Course Files. Click **Do Not Attach** to remove the attachment. The file itself is not deleted.

Attach File 6

Browse My Computer
Browse Course

3. Options

Permit Users to View this Content Yes No 7

Track Number of Views Yes No

Select Date and Time Restrictions

Display After

Enter dates as mm/dd/yyyy. Time may be entered in any increment.

Display Until

Enter dates as mm/dd/yyyy. Time may be entered in any increment.

4. Submit
8

Cancel
Delete Page
Submit

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Presenting Content

Editing a Blank Page

When on the blank page with Edit Mode ON, the page contents are automatically opened in the Text Editor, and the title can be edited inline.

Deleting a Blank Page

There are two ways to delete a Blank Page.

1. Open the Content Area or Learning Module where the Blank Page exists.
2. Open the contextual menu and select **Delete**.

-OR-

1. When **Edit Mode** is **ON** when inside the Blank Page, open the contextual menu.
2. Select **Delete**.

Adding Folders to a Learning Module

Adding folders to a Learning Module provides a way to organize content in the Table of Contents that displays the relationship among items. Content placed within a folder becomes a sub-section of the Table of Contents hierarchy. Numbers or letters can be used to label the hierarchy to further illustrate the relationship among items.

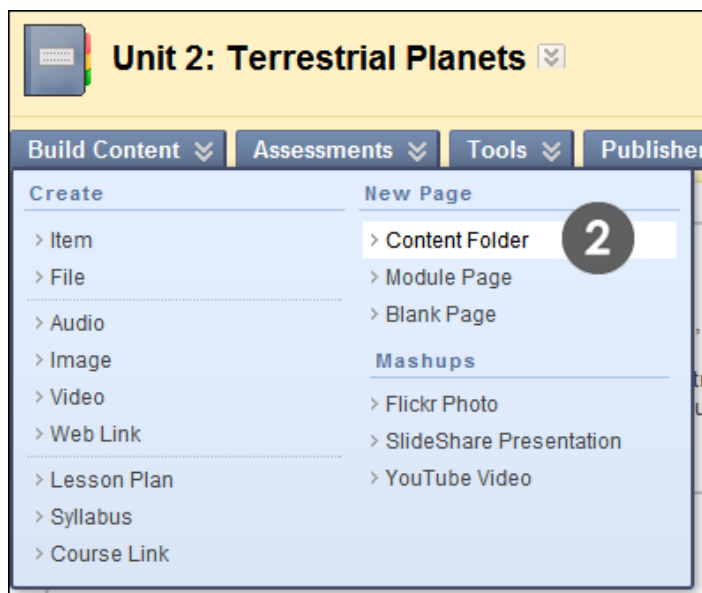
Folders can be nested, providing a way to display many levels of content. Be aware that when folders are used in sequential Learning Modules that are set to be, each folder, all nested folders, and the content within them, must be navigated through before the returning to an upper level in the hierarchy.

Each folder itself is a page in the Learning Module. It is important to provide a description or other content in the text editor when adding a folder so that the page does not appear blank to students navigating through the Learning Module.

When items in a Table of Contents are hidden, all nested items are also hidden. For example, if a folder is hidden, then none of its content is visible either.

QUICK STEPS: Adding folders to a Learning Module

1. In **Edit Mode**, access the Learning Module.
2. On the Learning Module's Action Bar, point to **Build Content** and click **Content Folder**.



Building Learning Modules: Adding Folders to a Learning Module

3. On the **Create Content Folder** page, type a **Name**. The **Name** appears in the Table of Contents in the Learning Module.
4. Type text in the **Text** box. It is important to add a description or other information here to that the page does not appear blank when students access it. You can use the Text Editor functions to format the text and include files, images, external links, multimedia, and Mashups. Any files uploaded from your computer are saved in Course Files or the Content Collection in the top-level folder.
5. Select the **Options** for availability, tracking, and date and time restrictions.
6. Click **Submit**.

The screenshot shows the 'Create Content Folder' form with the following elements:

- 1. Content Folder Information**
 - Name:** A text input field containing 'Early Research' with a circled '3' next to it.
 - Color of Name:** A dropdown menu set to 'Black'.
 - Text:** A rich text editor with a toolbar and a text area containing 'The earliest research into the development of rockets began with the development of projectile weapons that used a propellant.' with a circled '4' next to it.
 - Visual Editor:** A toggle switch set to 'ON'.
 - Path:** A breadcrumb trail showing 'body > p'.
- 2. Options**
 - Permit Users to View this Content:** Radio buttons for 'Yes' (selected) and 'No' with a circled '5' next to it.
 - Track Number of Views:** Radio buttons for 'Yes' and 'No' (selected).
 - Select Date and Time Restrictions:** Two rows of checkboxes for 'Display After' and 'Display Until', each followed by a date/time input field and a refresh button.
- 3. Submit** (indicated by a circled '6' next to the section header)

Buttons for 'Cancel' and 'Submit' are located at the top right and bottom right of the form.

Hands-on Activity



For this activity, use your Practice Course.

In this activity, build a new Learning Module for **Unit 3**. Your Practice Course already contains a **Unit 3** folder—your **Unit 3** Learning Module will demonstrate a different way to present some of the same content.

Create the Learning Module

- Add a new Learning Module titled **Unit 3: Gas Giants** to the **Units** Content Area. Select the options you want and make the Learning Module available.

Add an item

- Add an item titled: Introduction. Type the following text: Unit Overview: This unit explores Uranus, Saturn, Jupiter, and Neptune.

Add files

Add the following files from Course Files > **Unit 3**:

- uranus.htm, saturn.htm, jupiter.htm, neptune.htm

Add folders

Add the following folder under the file **jupiter.htm**:

- Folder Name: Moons of Jupiter
- Type the following folder description in the Text Editor: The content in this section discusses the moons of Jupiter. According to **Universe Today**, there are 63 confirmed moons of Jupiter. In the course, we will study the four largest moons.

Add the following folder under the file **saturn.htm**:

- Folder Name: Moons of Saturn
- Be sure to type a description.

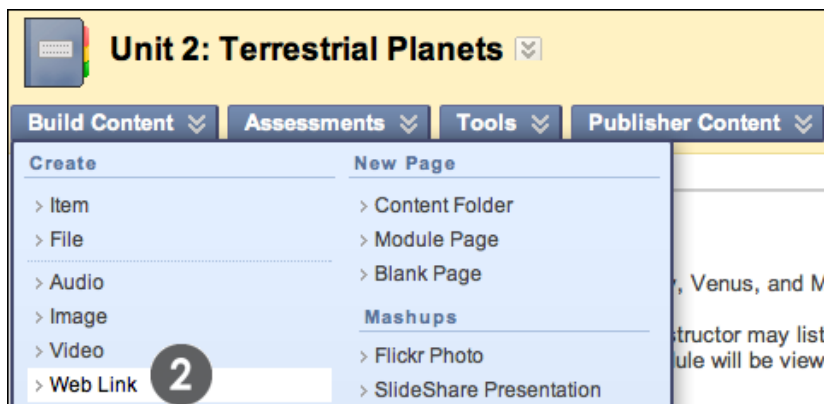
NOTE: If the files are not available from Course Files, you can download them from the **Workshop Resources** Content Area. The file name is **unit_resources.zip**.

Adding Web Links to a Learning Module

Websites and Internet resources can be included in Learning Modules by adding a Web Link. A Web Link is just a shortcut to a web resource. An image or document relevant to the Internet resource can be attached as well.

QUICK STEPS: Adding Web Links

1. In **Edit Mode**, access the Learning Module.
2. On the Learning Module's Action Bar, point to **Build Content** and select **Web Link**.



3. On the **Create Web Link** page, type a **Name**. The name must be less than 255 characters long.
4. Type the **Web Link**, including the protocol `http://`
5. Type a description or instructions in the **Text** box. You can use the Text Editor functions to format the text and include files, images, external links, multimedia, and Mashups. Any files uploaded from your computer are saved in Course Files or the Content Collection in the top-level folder.
6. Optionally, add an attached file by clicking **Browse My Computer** or **Browse Course**.
7. Select the **Options** for availability, tracking, and date and time restrictions.
8. Click **Submit**.

Open in New Window

Opening a Web Link in a new window allows students to see both the course material and the external content. Students will be aware that the Web Link is an outside resource.

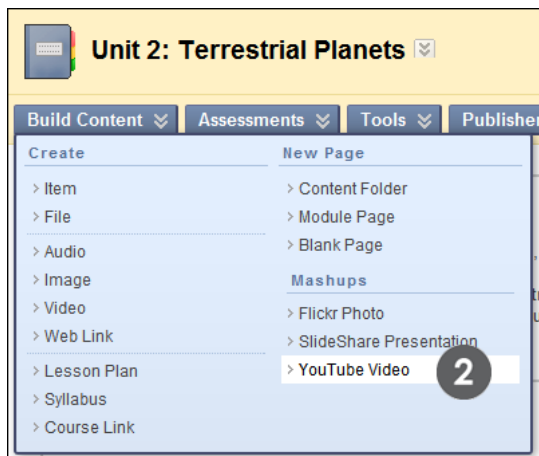
Opening a Web Link in the content frame keeps students within the course. Students can follow links and still remain in the frame. Students can click the breadcrumbs to navigate away from the Web Link and the link closes.

Adding Mashups to a Learning Module

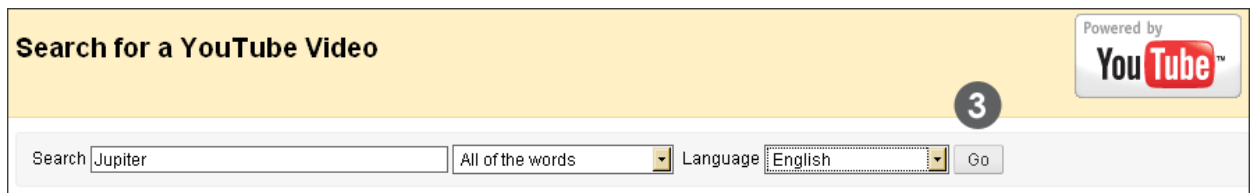
Mashups are a simple way to add multimedia to your course without having to create it yourself.

QUICK STEPS: Adding Mashups


1. In **Edit Mode**, access the Learning Module.
2. On the Learning Module's Action Bar, point to **Build Content** and click the type of Mashup to add. For this activity, select **YouTube Video**.



3. On the **Search for a YouTube Video** page, type search terms to locate a video, and click **Go**.




4. On the **Search Results** page, the YouTube Service determines the order of the videos so you may have to sort the results or scroll down to find what you want. Click **Preview** to watch the video before adding it to the Learning Module. Click **Select** to add the video to the Learning Module.

Search Results Powered by 

Search All of the words Language

Page of 4182

Displaying 1 to 10 of 41811 items Sort by



Jupiter sounds (so strange!) NASA-Voyager recording
Duration: (9:59)
User: hryzunik **Added:** 6/5/07
YouTube Rating: 4.753464 of 5 stars - 6206 Votes **View Count:** 2248828
YouTube URL: <http://www.youtube.com/watch?v=e3fgE01YYWs>

From an original CD: JUPITER NASA-VOYAGER SPACE SOUNDS (1990) BRAIN/MIND Research Fascinating recording of Jupiter sounds (electromagnetic "voices") by NASA-Voyager. The complex interactions of charged electromagnetic particles from the solar wind , planetary magnetosphere etc. create vibration "soundscapes". It sounds very interesting, even scary. Jupiter is mostly composed of hydrogen and helium. The entire planet is made of gas, with no solid surface under the atmosphere. The pressures ...

Preview
Select

5. Type text in the **Text** box to describe the video or provide any other information.
6. Select **Mashup Options**.
7. Optionally, attach or link other content.
8. Select the **Options** for availability, tracking, and date and time restrictions.
9. Click **Submit**.


Create Mashup Item Powered by YouTube

9

* Indicates a required field.

[Back](#) [Preview](#) [Submit](#)

1. Add YouTube Content to Class



Name

Color of Name Black

Duration: (10:00)
User: hryzunik - **Added:** 6/5/07
YouTube URL: <http://www.youtube.com/watch?v=e3foE01YYW>

Description Text Editor is: ON

From an original CD: JUPITER NASA-VOYAGER SPACE SOUNDS (1990) BRAIN/MIND Research Fascinating recording of Jupiter sounds (electromagnetic "voices") by NASA-Voyager. The complex interactions of charged electromagnetic particles from the solar wind, planetary magnetosphere etc. create vibration "soundscapes". It sounds very interesting, even scary. Jupiter is mostly composed of hydrogen and helium. The entire planet is made of gas, with no solid surface under the atmosphere. The pressures and temperatures deep in Jupiter are so high that gases form a gradual transition into liquid, which are gradually compressed into a metallic "plasma" in which the molecules have been stripped of their electrons. The winds of Jupiter are a thousand metres per second relative to the rotating interior. Jupiter's magnetic field is four thousand times stronger than Earth's, and is tipped by 11° degrees of axis spin. This causes the magnetic field to wobble, which has a profound effect on trapped electronically charged particles. This plasma of charged particles is accelerated beyond the

2. Mashup Options

View

Show YouTube URL Yes No

Show YouTube information Yes No

3. Attach or Link Content

Attach local file

4. Options

Permit Users to View this Content Yes No

Track Number of Views Yes No

Select Date and Time Restrictions

Display After

Display Until

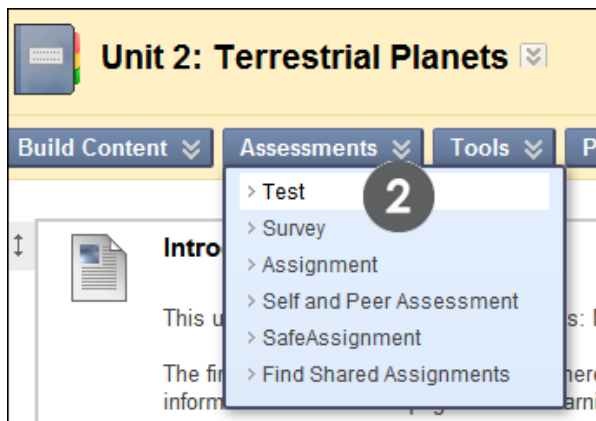
Adding Tests or Surveys to a Learning Module

You can also add a test or survey to a Learning Module. There are several advantages to putting an evaluation in a Learning Module. After students read and work through the material in the Learning Module, they can immediately take a test to assess their knowledge of what they just learned, or they can complete a survey to give you feedback.

After adding the test or survey to the Learning Module, you must make the link available so students can gain access. If there are any date and time restrictions on the test or survey, they will apply.

QUICK STEPS: Adding a Test or Survey

1. In **Edit Mode**, access the Learning Module.
2. On the Learning Module's Action Bar, point to **Assessments** and click **Test**.



3. Select **Create Test** or **Create Survey**. In this example, we will create a test.
4. On the **Add Test** page, either create a new test by clicking **Create**, or select one from the **Add Test** list.
5. Click **Submit**.

The screenshot shows a 'Create Test' interface with a yellow header bar containing a pencil icon and the text 'Create Test'. Below the header, there are two main sections. The first section, '1. Add Test', has a grey background and contains the text 'Create a new Test or select an existing Test. Any Test that has already been added will not be displayed.' Below this text are two options: 'Create a New Test' with a 'Create' button (marked with a circled '4') and 'Add Test' with a dropdown menu. The dropdown menu is open, showing '-- Select Test Below --', 'Unit 3 Self Test', and 'Unit 1 Test'. The second section, '2. Submit', also has a grey background and contains the text 'Click **Submit** to add this Test. Click **Cancel** to quit.' Below this text are 'Cancel' and 'Submit' buttons (marked with a circled '5'). At the top right of the main content area, there are 'Cancel' and 'Submit' buttons. At the bottom right of the main content area, there are also 'Cancel' and 'Submit' buttons.

6. The **Test Options** page automatically appears after the test has been added to the Learning Module. Select the desired options, which control instructions, availability, feedback, and presentation.
7. Click **Submit**.

Adding Other Content and Tools to a Learning Module

Now that you have learned how to add items, files, folders, Web Links, and assessments to a Learning Module, we look at adding activities and tools that promote interactive learning and collaboration.

For example, add assignments or group projects to give students an opportunity to apply what they have studied in a Learning Module. Or, add collaboration tools, such as blogs and Discussion Board forums, where students can brainstorm and share their ideas about topics presented in the Learning Module.

Hands-on Activity



For this activity, use your Practice Course.

Add content

In the **Unit 3: Gas Giants** Learning Module, add the following content.

- Add a Mashup. Search for and add a YouTube video.
- Add the **Diagnostic Quiz**. This test already exists; you do not need to create it.
- Add a Web Link: <http://www.nasa.gov>.
- Add a **Unit 3: Mass Objects** Discussion Board link.

Ask Dr. C



In the following table, Dr. C answers your question regarding the length of Learning Modules.

Your question	Dr. C's reply
How long should my Learning Module be?	Because so many factors influence course design, including your audience, subject matter, and teaching style, there is no formula appropriate for everyone. As a general rule, include approximately 8–14 items in a Learning Module. Units with too many items can appear daunting to students, whereas very short modules make for inefficient navigation. To promote continuity and consistency, try to make modules approximately the same length.

Changing the Content Order in a Learning Module

Content appears in the order it was added, but the order can be changed. The move icon appears as a double-tipped arrow, or handle next to a content item.

QUICK STEPS: Changing the order of items in a Learning Module

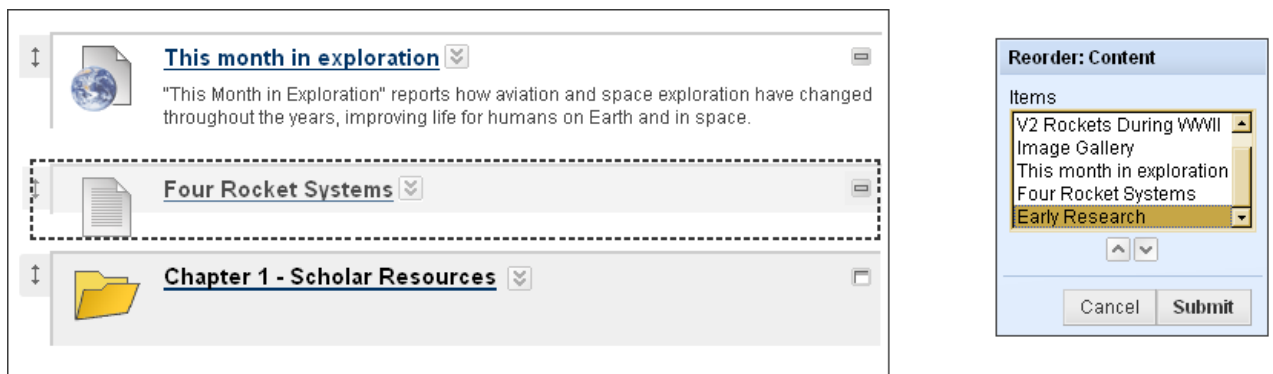
1. In **Edit Mode**, in the Learning Module, press the move icon next to the content item. The item is highlighted.
2. Drag the item into the new location in the Learning Module. The item is surrounded by dashes as it is being moved into its new position.

You can also reorder items using the Keyboard Accessible Reordering tool.

TIP: Use **Hide/Show Details** to collapse the descriptions of items in the Learning Module. The setting will stick after logging out of the system and logging back in. This does not affect how students view the information and they do not have the ability to hide or show details of an item.

QUICK STEPS: Using the Keyboard Accessible Reordering tool

1. In **Edit Mode**, in the Learning Module, click the Keyboard Accessible Reordering tool on the Action Bar.
2. In the list, select the item to move.
3. Use the up and down arrows below the title box to adjust the order.
4. Click **Submit**.




TIP: Change **Edit Mode** to **OFF** and navigate through the Learning Module to make sure the content order is ideal.

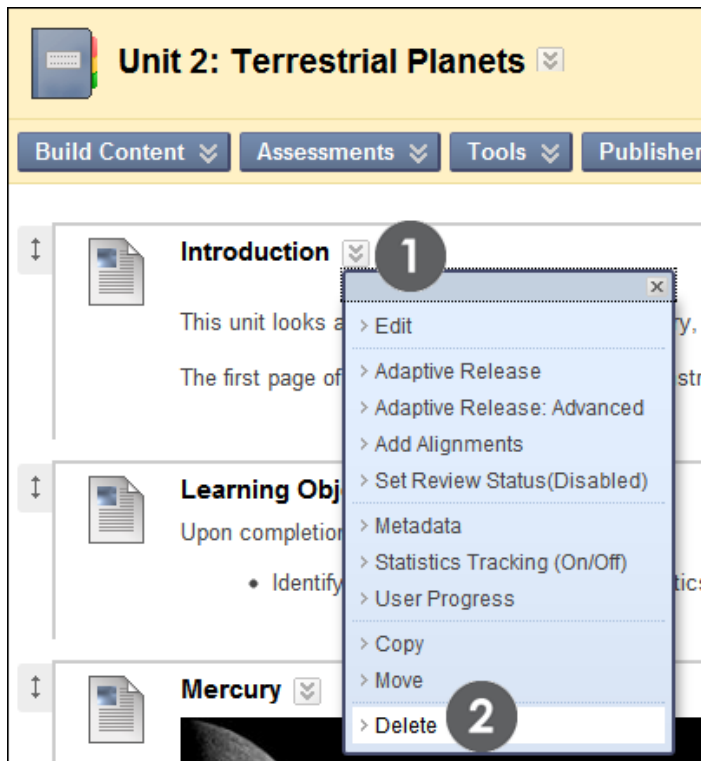
Deleting Content From a Learning Module

You can delete items and files that are no longer needed in your Learning Modules. Files that were added to the Learning Module using Course Files are not deleted from the system and you can add them again. When a test or survey is deleted, it remains available in the Tests tool and you can add it again later.

TIP: Keep copies of any content descriptions and notes in case they are needed later.

QUICK STEPS: Deleting Content From a Learning Module

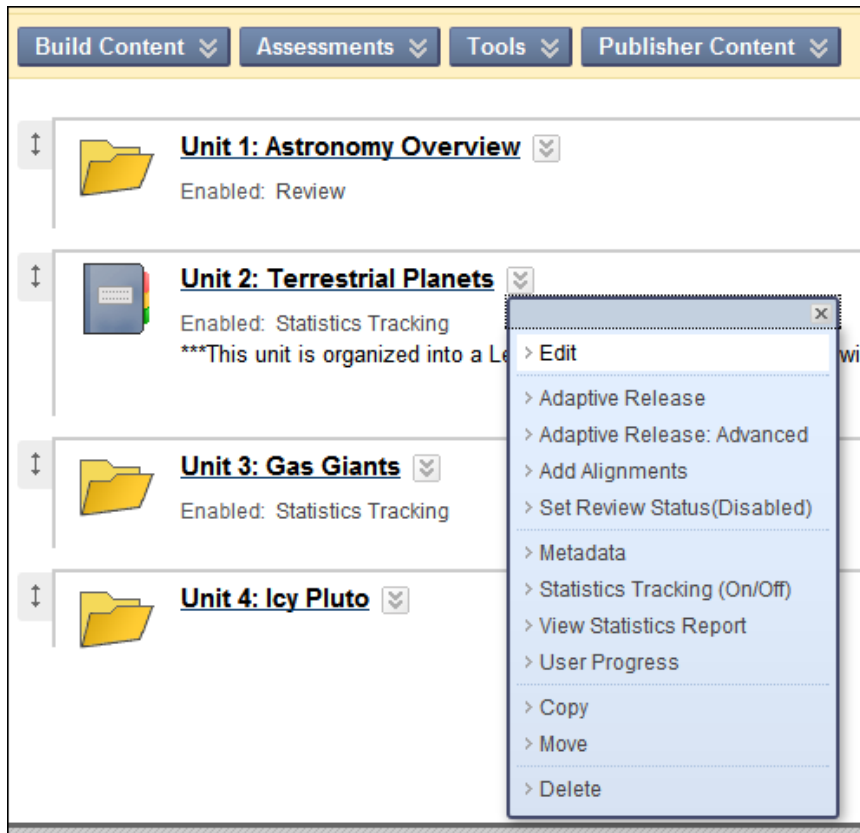
1. In **Edit Mode**, in the Learning Module, click the item's Action Link () to access the contextual menu.
2. Select **Delete**.



3. Click **OK** to delete the item.

Editing or Deleting a Learning Module

At any time, you can edit a Learning Module's name, description, and options. You can delete the entire Learning Module, which permanently deletes the Learning Module container including the Table of Contents. Items you added to the Learning Module from Course Files remain in Course Files and are not deleted from the system.



Copying or Moving a Learning Module

Content items, including Learning Modules, can be copied or moved from one area or course to another area or course. If copying or moving between courses, both courses must belong to you.


- Copying content does not delete the Learning Module from the original location in the course.
- Moving a Learning Module deletes it from its original location.

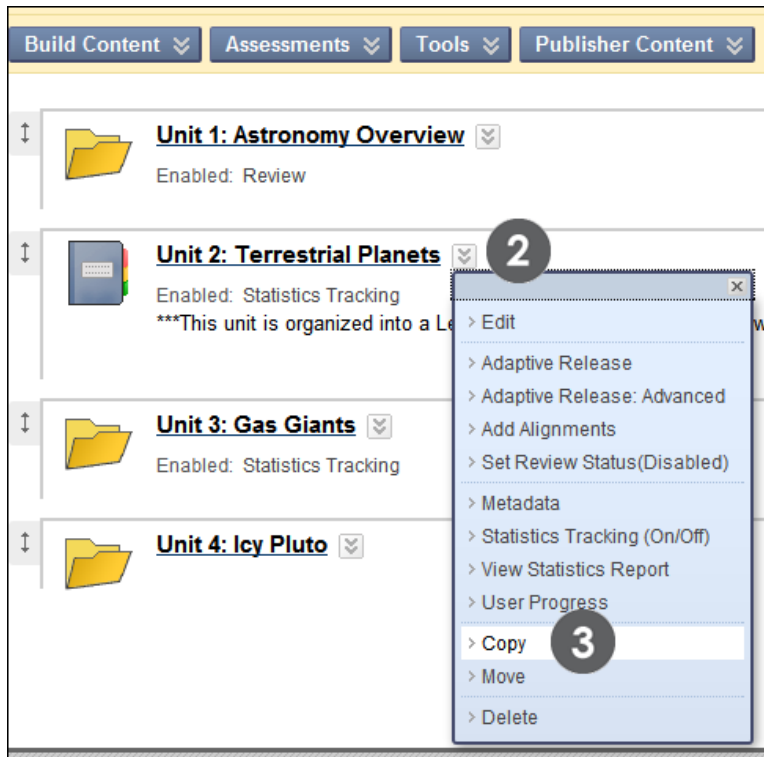
Some content items have copy and move restrictions. For example, Course Links can only be copied or moved to another area within the same course. Assignments, tests, and surveys cannot be copied, but can be moved within the same course.

If a Learning Module contains items that cannot be copied, such as a test, survey, or assignment, a link is created to it instead. After the copy action is complete, a message appears: "Some items copied. The following items were created as links:" and the specific items are listed.

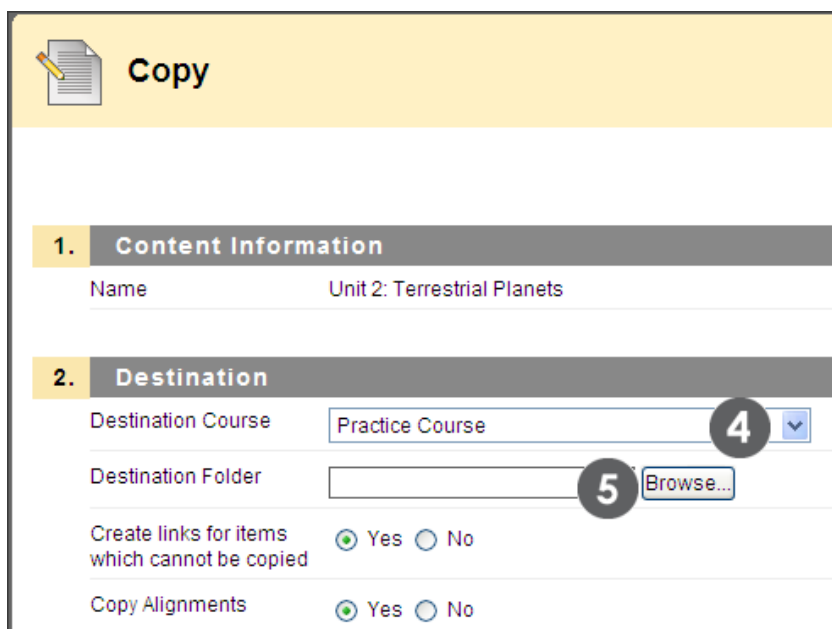
If an item, such as a Learning Module contains items that cannot be moved to another course, such as a test, a message appears: "The move operation has completed but the following items could not be successfully moved." The specific items are listed.

QUICK STEPS: Copying a Learning Module

1. Access the Content Area, Learning Module, Lesson Plan, or folder containing the Learning Module to copy.
2. In **Edit Mode**, in the Learning Module, click the item's Action Link () to access the contextual menu.
3. Select **Copy**.



- On the **Copy** page, select the **Destination Course** from the drop-down list. The default setting is the current course. Only courses where an instructor has a role permitting copying content appear in the list.
- Click **Browse** to select the **Destination Folder**.



- Select **Yes** or **No** for **Create links for items which cannot be copied**.

Building Learning Modules: Copying or Moving a Learning Module

7. Select **Yes** or **No** for the **Copy Alignments** option.
8. Click **Submit**.
9. For items that could not be copied, a message appears: "Some items copied. The following items were created as links:" and the specific items are listed.

NOTE: The same general process applies to moving Learning Modules; the **Move** page does not contain the options pertaining to copying.

Hands-on Activity



For this activity, use your Practice Course.

Within the **Unit 3: Gas Giants** Learning Module:

Delete a content item

- Delete the link to <http://www.nasa.gov>.

Reorder content

- Reorder the planet pages so they appear in alphabetical order.

Move a Learning Module

- Move a Learning Module to a different Content Area. Alternatively, if you had copied the Learning Module, would you have received any notices about items that were not able to be copied but were added as links instead?

6.0 Creating a Glossary

In this section, you learn how to add a Glossary to your course to present terms and definitions in alphabetical and numerical order. A Glossary is a useful teaching aid, allowing students to search for and learn important terms and concepts.

To create a Glossary, terms can be manually typed, or an existing file can be uploaded. We will take a closer look at these options on the next few pages.

Learning Objectives

After completing this section, you will be able to:

- Add individual Glossary terms.
- Upload an entire Glossary.
- Edit or delete Glossary terms.

Adding a Glossary Term

You can add glossary terms one at a time. This feature is especially useful for a short Glossary consisting of a few terms or for updating terms in an existing Glossary.


When the Glossary is ready for students to view, make sure the Glossary tool is available.

TIP: Use the **Check Spelling** function to make sure there are no misspellings in your terms and definitions.

QUICK STEPS: Adding a Term to the Glossary

1. On the **Control Panel**, expand the **Course Tools** section.
2. Select **Glossary**.
3. On the **Glossary** page, click **Create Term**.
4. On the **Create Term** page, type the **Term** and its **Definition** in the text boxes.
5. Click **Submit**.
6. On the **Course Menu**, click **Tools** and ensure the Glossary is available to students.





Create Term

5

* Indicates a required field.

Cancel Submit

1. Define Term

* Term **4**

* Definition

An event horizon is defined around general relativity's description of a black hole, a celestial object so dense that no matter or radiation can escape its gravitational field. This is described as the boundary within which the black hole's escape velocity is greater than the speed of light. A more accurate description is that within this horizon, all lightlike paths (paths that light could take), and hence all paths in the forward light cones of particles within the horizon, are warped so as to fall farther into the hole. Once a particle is inside the horizon, moving into the hole is as inevitable as moving forward in time (and can actually be thought of as equivalent to doing so, depending on the spacetime coordinate system used).

abc

The **Spell Check** function appears at the bottom of the **Definition** box.

Uploading a Glossary

If you plan to build a large Glossary, you can upload a file containing all, or most of the terms, and then update the Glossary by manually adding more terms. This is the most efficient way to create a large Glossary for a course.

To create a glossary file for uploading, type the terms and definitions in spreadsheet software, such as Microsoft® Excel®. Files must have one term and one definition per line, with the term in one column and the definition in the next column. Save the file as CSV (comma separated values).

Alternatively, you can use a simple text editor to create your glossary file. With one entry per line, separate the term from the definition by a comma or by a tab. Next, save the file in CSV format or TXT format.

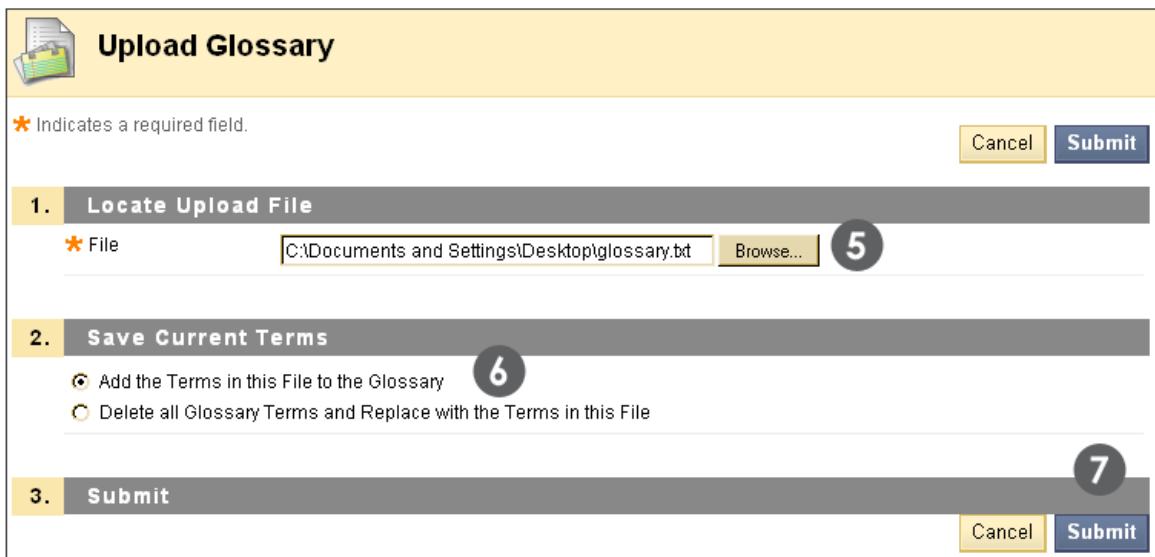
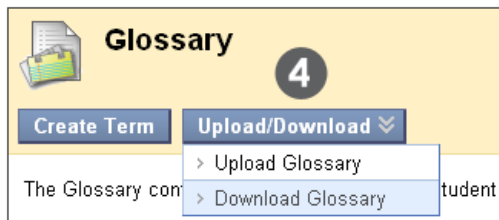
After you have created your glossary file, upload it using the Glossary tool. You have the option to either update an existing Glossary or replace it altogether. After the Glossary has been uploaded, you can make further updates by adding terms manually or uploading another file.

NOTE: If duplicate terms are in the uploaded file, they will replace those in the existing Glossary.

QUICK STEPS: Uploading a Glossary

1. Using spreadsheet software, type the terms in the first column, and type the definitions in the second column. A comma or a tab must separate the term and definition.
2. Save the file in the correct format, such as .csv.
3. Access the **Glossary** from the **Control Panel**.
4. On the **Glossary** page, on the Action Bar, click **Upload Glossary**.
5. On the Upload Glossary page, click **Browse** to locate and upload the file.
6. Select one of the upload file options.
7. Click **Submit**.

Creating a Glossary: Uploading a Glossary




NOTE: Change **Edit Mode** to **OFF** and view the Glossary to make sure the terms are correct before the Glossary is made available to students.

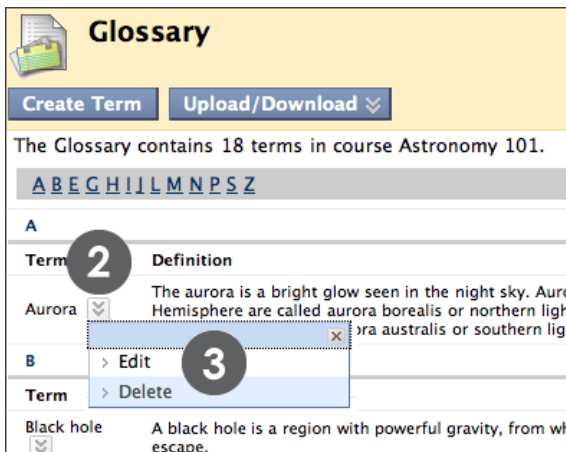
Editing or Deleting a Glossary Term

You can edit or delete Glossary terms one at a time.

For extensive updates to the Glossary, download it to your computer, make the updates, and then upload it again.

QUICK STEPS: Editing a Glossary term

1. Access the Glossary.
2. On the **Glossary** page, click the term's Action Link () to access the contextual menu.
3. Select **Edit**.
4. On the **Edit Glossary Term** page, make the changes.
5. Click **Submit**.



Glossary

Create Term Upload/Download

The Glossary contains 18 terms in course Astronomy 101.

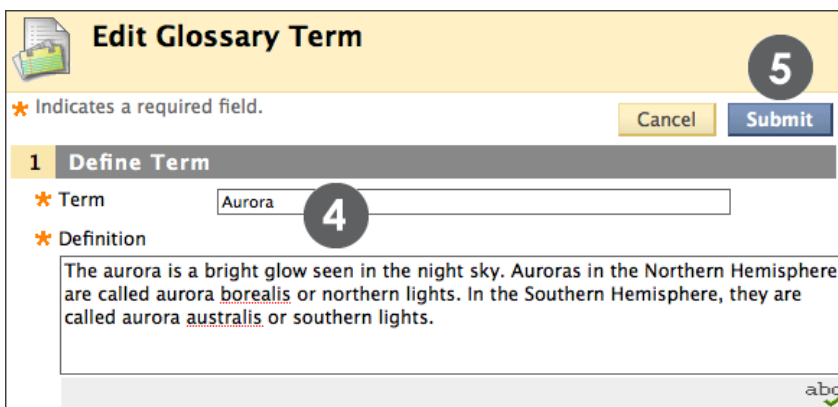
A B E C H I J L M N P S Z

A

Term	Definition
Aurora	The aurora is a bright glow seen in the night sky. Auroras in the Northern Hemisphere are called aurora borealis or northern lights. In the Southern Hemisphere, they are called aurora australis or southern lights.
Black hole	A black hole is a region with powerful gravity, from which nothing can escape.

2

3



Edit Glossary Term

5

* Indicates a required field. Cancel Submit

1 Define Term

* Term Aurora 4

* Definition

The aurora is a bright glow seen in the night sky. Auroras in the Northern Hemisphere are called aurora borealis or northern lights. In the Southern Hemisphere, they are called aurora australis or southern lights.

abc

To delete a term, select **Delete** from the term's contextual menu and when prompted, click **OK**.

Hands-on Activity



For this activity, use your Practice Course.

Add to the Glossary

- Upload the glossary file provided by the facilitator. This file is titled **spaceglossary.csv** and is also found in the **Workshop Resources** Content Area.
- Add the following term to the **Glossary**: Orbit – An orbit is a closed path an object takes as it revolves around another body. Orbits are generally elliptical, but may be altered by the presence of yet other bodies and even form unusual figures.

7.0 Workshop Wrap Up

The Workshop Wrap Up provides the opportunity to reflect on what has been learned by focusing your attention on the key concepts presented in the workshop. Also, the next page includes a storyboard for planning and organizing the content for your course.

In this workshop, you learned how to do the following:

- Write course goals and objectives.
- Analyze your audience.
- Evaluate your materials and resources for online use.
- Describe three ways to organize a storyboard.
- Explain the meaning of accessibility and create more accessible pages.
- Design web-friendly pages.
- Create a Learning Module and add content items.
- Arrange and delete items within a Learning Module.
- Copy and move Learning Modules.
- Add individual terms to a Glossary.
- Edit or delete terms in an existing Glossary.
- Upload an existing Glossary file.

Spotlight on Your Course

It is time to think about planning, organizing, and presenting the content in your course.

- First, remember to identify your course goals and course objectives.
- Next, gather your materials and make note of the resources that are web-ready, and those that still need to be developed.
- Then, decide how to break your course into manageable sections that support your objectives. Consider using a storyboard or another visual tool to depict the logical organization of your course.
- Finally, map your course's organizational flow into Learning Modules.

Using the following example, plan a Learning Module for a particular subject area in your course.

