

keeping **students on track**

Blackboard Learn 9.1
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1.0 Workshop Overview

In this section, we will look at the key concepts covered in this workshop. From the student and instructor perspectives, you will be introduced to the teaching and learning features of Blackboard Learn™.

This workshop provides a hands-on introduction for the tools that help you to keep students on track. You will learn to customize the release of content, monitor student progress, and view course statistics.

We will look at how to use the Adaptive Release, Review Status, Performance Dashboard, and Statistics tools. These tools play an important role in the retention and success of students in your course. They also allow you to control the release of content, as you do in a face-to-face course.

First, you will explore some of these tools from the student perspective. Turning to the instructor perspective, you will learn to use the tools to control when content is available to students and then track their progress.

Throughout the workshop, pedagogical issues related to teaching and learning online will be introduced.

Roadmap

2.0 Student Experience

Review content items

Learn to mark content as reviewed.

Experience content release

Experience some of the ways in which Adaptive Release can be used to release content.

3.0 Using Adaptive Release

Learn about rules and criteria

Learn the four types of criteria that can be used to release content to students.

Create basic rules

Create one rule to release content to students.

Create advanced rules

Create rules with multiple criteria to release content to students.

Edit rules

Change or add to basic or advanced rules.

Manage rules

Learn how to use the copy, rename, and delete functions.

4.0 Monitoring Student Progress

Monitoring an item's status

See which students can access a content item and who has reviewed it.

Monitoring student performance

Check availability, Review Status, and grades for students.

5.0 Viewing Usage Statistics

Course reports

Learn about the three types of course usage reports and how to run them.

Content reports

View statistics for specific content items.

2.0 Student Experience

In this section, as a student, you will be introduced to a feature allowing students to mark content as reviewed as they progress through their courses.

You will also see how this and other criteria can affect the release of content in your course.

Learning Outcomes

After completing this section, you will be able to:

- Mark course content as reviewed
- Experience customized content release from the student perspective

Marking Items as Reviewed

Within their online courses, students may see Mark Reviewed buttons next to content items, such as learning modules, assignments, and course documents. Clicking the link changes it from Mark Reviewed to Reviewed.

This link appears when the instructor has enabled the Review Status tool for the item. The Review Status tool can serve as a bookmark for the student, as well as a progress tracker for the instructor.

► QUICK STEPS: marking items as reviewed

1. Access the Content Area where the item appears.
2. Under the item, click the **Mark Reviewed** link.
3. The item will appear **Reviewed**.

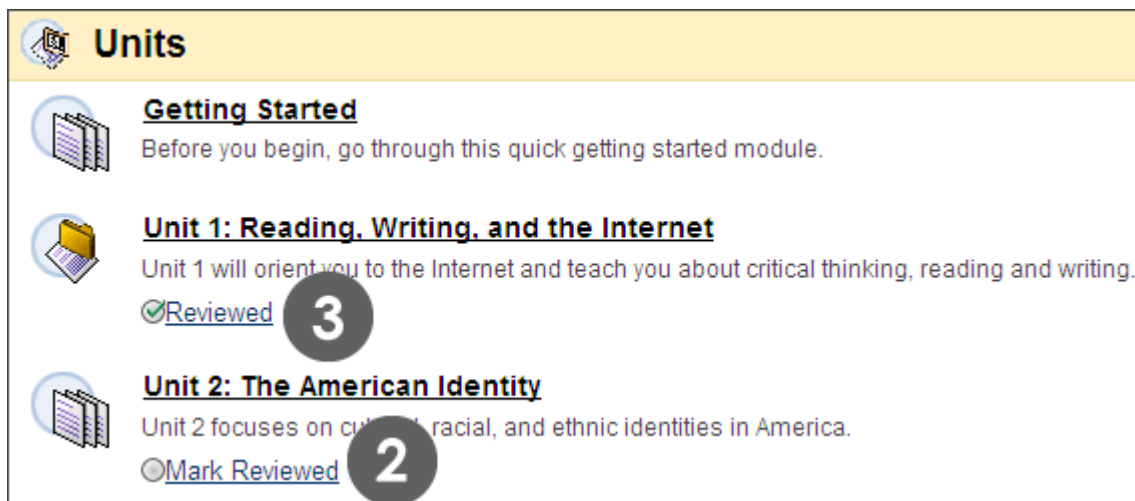


Figure 1

TIP: The link is an on and off toggle. Students can reset the toggle from Reviewed to Mark Reviewed in order to remind themselves to review content before a midterm or final exam.

How Content is Released

Course content does not have to be released all at once, but can be released gradually as students complete the course. Instructors can make content available based on the following:

- Date – on, until, or between specific dates
- Membership – to a specific student or group of students
- Grade – to students who have submitted an assignment, attempted a test, or received a certain grade
- Review Status – to students who have reviewed a content item

Assignments

Assignment Guidelines
Attached Files [General Assignment Guidelines](#) (964.5 Kb)

A Your first assignment will not be available until you have read these guidelines and mark this item as reviewed.
 [Mark Reviewed](#)

Assignments

Assignment Guidelines
Attached Files [General Assignment Guidelines](#) (964.5 Kb)

B Your first assignment will not be available until you have read these guidelines and mark this item as reviewed.
 [Reviewed](#)

Introductions
Using Word, write a brief paragraph about yourself. Include:
--interesting tidbits about yourself
--your major course of study
--why you are enrolled in this course
Please use the Comments box, rather than upload a file.
 [Mark Reviewed](#)

Figure 2

► Take Note

- A. The item's description can be used to indicate other content will be released after the item is reviewed. Currently, only Assignment Guidelines appears in the Content Area.
- B. When the Assignment Guidelines item is marked as Reviewed, the next assignment is released.

Hands-on Activity

For this activity, use your Student Course.

The Review Status tool is one way items are released to students.

Release criteria: Not satisfied = Quiz not released

- Go to the **Assessments** Content Area. Notice that the **Unit 1 Quiz** is not visible.
- You remember you did not mark the related content page as reviewed.

Mark item Reviewed

- Go to the **Units** Content Area and mark the **Unit 1: Reading, Writing, and the Internet** folder as reviewed.

Quiz released

- Now, go back to the **Assessments** Content Area.
- Since the only Adaptive Release criterion attached to this quiz was based on the review of the content page, the **Unit 1 Quiz** appears.

Best Practice: Explaining Content Release

Adaptive Release allows distribution of content as the course progresses, same as in a traditional course. However, unlike in the face-to-face environment, students will not see this process, and without a bit of explanation, they may be confused when items suddenly appear, or wonder why some students see different items than they do. Since no placeholder exists for items hidden due to Adaptive Release criteria, students have no way of knowing where items may appear unless you tell them.

To eliminate such confusion, we suggest you explain to students that content may be released based on the date, the group they are a member of, the grades they receive, or their progress through course content.

For example, consider adding the following explanation to your course outline:

About Your Course: Accessing Content

Students access content using the Course Documents link on the Course Menu. This course uses the Adaptive Release tool to release content based on the following:

- Date criteria: Content will be assigned a default release date, on which date it will be available to all students.
- Review Status criteria: Students, who are progressing through course content quickly and marking the content as reviewed, will see content before the default release date.
- Membership criteria: For group projects, the class will be divided into several groups. Different material will be released to each group.
- Grade criteria: Students who receive less than 65% on their Midterm Exam will see additional review materials.

3.0 Using Adaptive Release

In this section, you will use the Adaptive Release tool to customize the release of content, creating a course that is more interactive and tailored to the needs of individual students. With Adaptive Release, you can control when and to whom course content is available.

Learning Outcomes

After completing this section, you will be able to:

- Explain the rules and name the four types of criteria that can be used for Adaptive Release
- Set a Basic Adaptive Release rule
- Explain the difference between Basic and Advanced Adaptive Release rules
- Set an Advanced Adaptive Release rule with multiple requirements for release
- Set multiple advanced rules to create options for release
- Perform some basic troubleshooting to find out why items are not visible
- Edit and copy rules
- Rename and delete rules

About Rules and Criteria

To apply Adaptive Release to a content item, create a rule that contains release criteria. There are four types of criteria.

The following table describes each criterion and gives an example of how each can be used.

▼ Criteria	▼ Item released only	▼ For example
Date	On, until, or between specific dates and times	<p>Content will be covered in a specific order, and you want content available only after it has been discussed in class.</p> <p>You have created the Midterm Exam for your class, but you want to release it only during the date and time specified by your institution.</p>
Membership	To specific users or groups of users	<p>You divided your class into four groups and created different assignments for each group.</p> <p>Specific students have requested more information on a topic.</p>
Grade	If a graded item was attempted or received a certain score, for example, less than, greater than, equal to, or between	<p>You have created multiple review packages. One set for students who received 70% or over on the Midterm Exam, and another set for students who received 69% or under on the Midterm Exam.</p>
Review Status	If a content item is marked as reviewed	<p>You want content to be released only after students have reviewed a related content item.</p>

The number of rules you can create and the criteria the rules can contain, depend on whether you are using Basic or Advanced Adaptive Release. We will start by looking at Basic Adaptive Release.

Setting a Basic Adaptive Release Rule

With Basic Adaptive Release, you can apply one rule to a content item. This rule can contain all four types of criteria, but not multiple instances of the same type. All criteria in the rule must be satisfied before the item is released. The more criteria added to a rule, the more restrictions on the release of that item, making it more difficult for users to gain access.

BASIC ADAPTIVE RELEASE



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

► QUICK STEPS: setting a basic rule

1. In **Edit Mode**, in the Content Area, click the item's Action Link to access the contextual menu.
2. Select **Adaptive Release**.
3. Select any of the four types of criteria by filling in the information for each one. Each will be discussed in the next pages.
4. Click **Submit**.

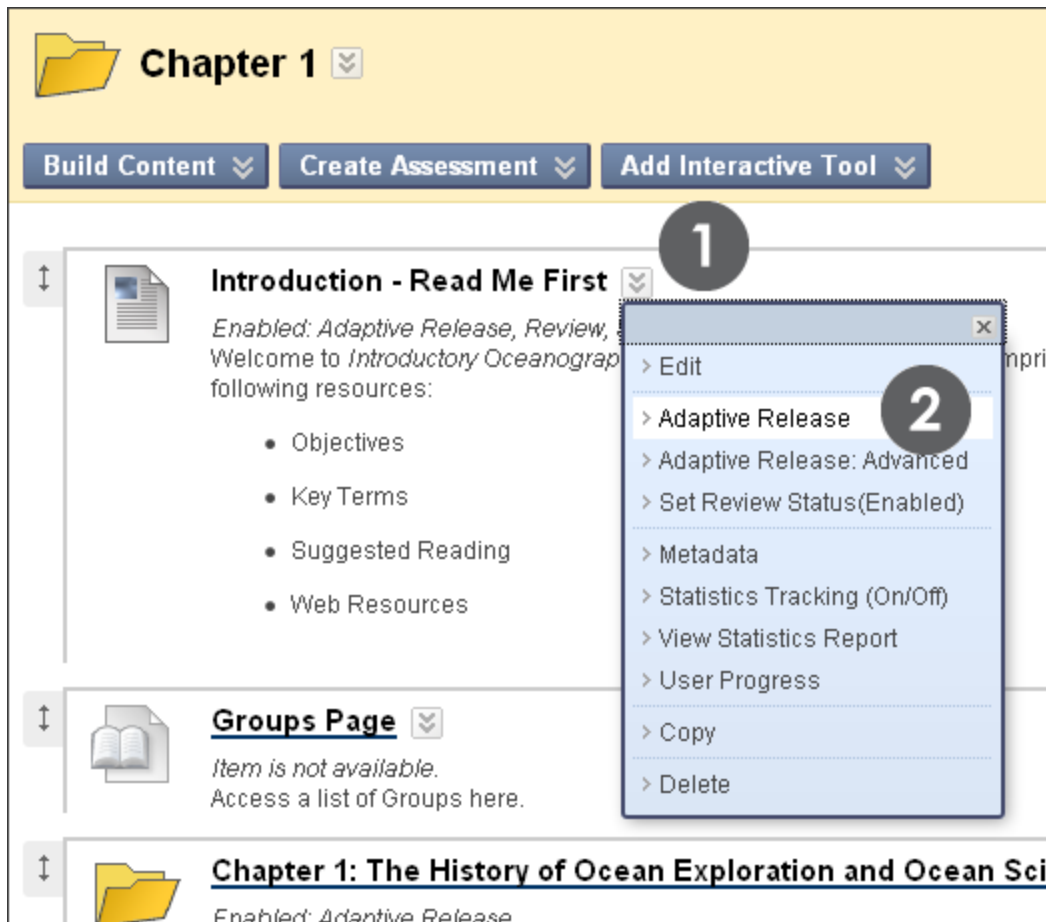


Figure 1.1

To limit availability by Date:

- Select the check box next to **Display After**, **Display Until**, or both.
- Next to **Display After** and **Display Until**, either type the date in the format provided or click the interactive calendar icon.
- To set a time, type a time in any increment or click the clock icon and select a time from the list.

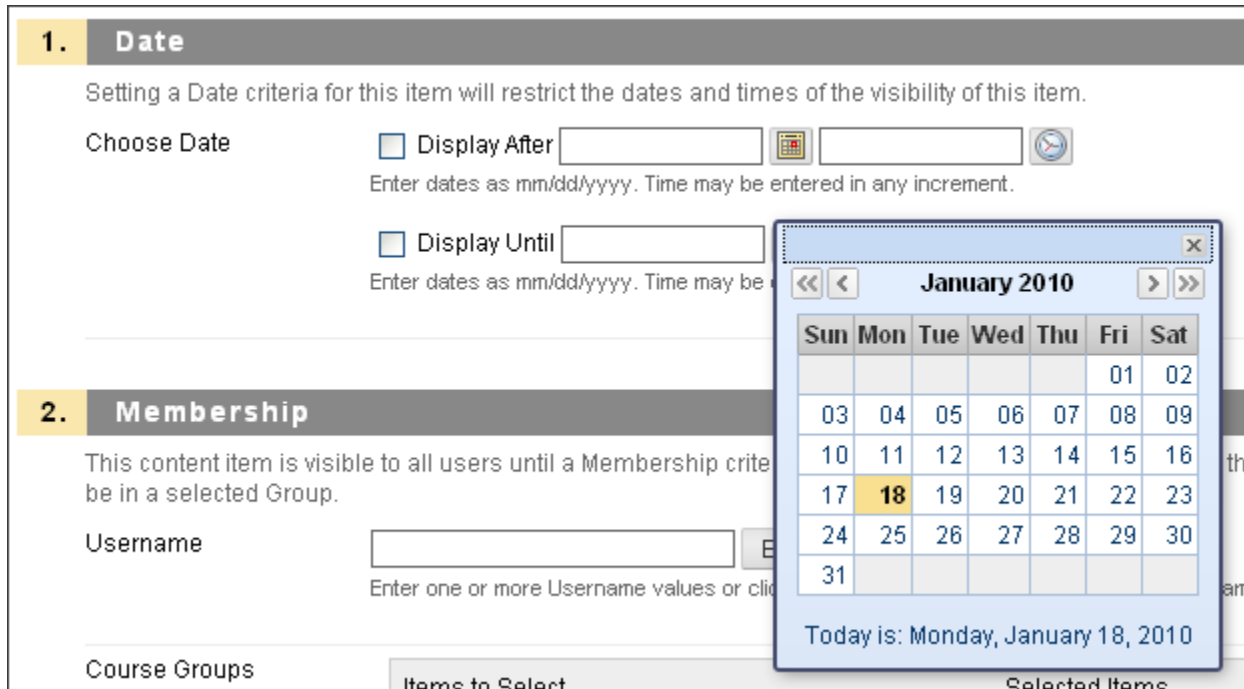


Figure 1.2

To limit availability by Membership for individual users:

- Click **Browse** next to the **Username** text box. A separate window will open to search for users. To list all members in the course, click **Go**.
- Select users by selecting the check boxes adjacent to their names. Click **Submit**.

To limit availability by Membership for Groups:

- In the **Items to Select** box, click a group to select it.
- Click the right-pointing arrow.
- Click **Submit**. The Group is moved into the **Selected Items** box.

Groups and individual users can be combined.

2. Membership

This content item is visible to all users until a Membership criteria is created. Users must be specified in the Username field to be in a selected Group.

Username

Enter one or more Username values or click **Browse** to Search. Separate multiple Username values with commas.

Course Groups

Items to Select

- Oceanography Group #2
- Oceanography Group #3
- Self-Enroll Group allowed on Groups Area
- Self-Enroll Group NOT allowed on Groups Area
- Unit of Study - Country 1
- Unit of Study - Country 2
- Unit of Study - Country 3
- Unit of Study - Country 4

Selected Items

- Oceanography Group #1

Figure 1.3

You can select the grade for an assignment or test that must be reached before another content item is released.

To limit availability by Grade:

- In the **Select a Grade Center column** drop-down list, select a graded item. Possible points for the item are listed in brackets beside the name.
- Select the condition:
- User has at least one attempt for this item.
- Select a Score condition: [Less than or equal to], [Greater than or equal to], or [Equal to], and then enter the score in the adjacent text box.
- Score Between, and then type the scores in the two text boxes.

Using Adaptive Release: Setting a Basic Adaptive Release Rule

3. Grade

This content item is visible to all users until a Grade criteria is created. Possible points on brackets beside the name. The score entered must be numeric.

Select a Grade Center column: Lab Journal[15]

Select Condition:

- User has at least one attempt for this item
An attempt is recorded in the Grade Center when the user submits a Test is entered or edited.
- Score Less than or equal to 12
- Score Between [] and []

Figure 1.4

To apply Review Status to a content item:

- Click **Browse** and select the content item from the pop-up Course Map window.

NOTE: The Review Status tool is automatically enabled for the item selected.

4 Review Status

Select an item: /Chapter 1/Introduction - Read Me First **Browse...** **Clear**

Select Content: Introduction to Oceanography

- Syllabus
- Chapter 1
 - Introduction - Read Me First
 - Groups Page
 - History of Ocean Exploration
- Chapter 2: Beginnings of the
 - Chapter 2 Assignment
 - Objectives

Figure 1.5

Examples of Using Basic Adaptive Release

Here are a few ideas of when to use Basic Adaptive Release.

To release content on a specific date:

Use a Date rule to keep students focused, and to control when content is released as the term progresses rather than releasing all course content at the beginning of the term.



To release content on a specific date, but only to students who have received a certain grade:

Use a Date rule and a Grade rule together. For example, allow students to take review tests an unlimited number of times. However, you do not want the review tests to appear until the end of the unit, and only to students who have achieved 65% or over on the previous test.



To release different content to a group of students:

Use a Membership rule to release different versions of assignments or tests to different groups of students, or to provide additional or customized content items to different groups.



To release content to specific students:

Use a Membership rule to make additional review material available to students who request it.



To release content according to the speed each individual student is working through the course:

Use a Review Status rule to allow students to work at their own pace, so as not to overwhelm them or hold them back. Content can be released after it is reviewed by each student.



Hands-on Activity



For this activity, use your Practice Course.

Apply Membership Criteria

Create a rule that releases content only to selected students:

- From the **Assignments** Content Area, access **Adaptive Release** for the **Extra Credit Assignment**.
- Make the assignment available to **Javier Perez** and **Sandra Scott**.
- The assignment's status is unavailable, so even though it is adaptively released to select students, they will not see it until you make the assignment available. Select **Edit** in the assignment's contextual menu to make it available. Only students who meet the criteria you set can view the assignment.

Apply Date and Grade Criteria

Create a rule that releases content between specific dates, if a certain grade has been achieved:

- From the **Assessments** Content Area, access **Adaptive Release** for the **Unit 5 Quiz**.
- Make the quiz available between two dates spanning two weeks to students who received a score of 25 or higher on the **Unit 4 Quiz**.

Best Practice: Approaches to Adaptive Release

Adaptive Release can provide structure to your course in the following ways.

Apply Review Status criteria as the student progresses

Your course is divided into sections, each containing an overview, readings, and a quiz. You want content to be released as the student progresses through content and marks items as reviewed.

- You want the overview to always be visible, so you apply no criteria.
- You want the readings to be available after the overview has been reviewed, so you apply a Review Status rule to each of the readings, selecting the overview.
- You want the quiz to be available after the final reading has been reviewed, so you apply a Review Status rule to the quiz, selecting that reading.

Apply Date criteria as the term progresses

Your course is divided into three sections. You want the sections available on specific dates throughout the term.

- You want the first section to always be visible, so you apply no criteria.
- You want the second section to be available after February 1st, so you apply a Date rule to each item in the section.
- You want the third section to be available after March 1st, so you apply a Date rule to each item in the section.

Apply Grade criteria for remedial purposes

You created additional course material for remedial purposes.

- You want the remedial material to be available to students who receive 65% or less on their Midterm Exams, so you apply a Grade rule to the material based on this test score.

About Advanced Adaptive Release

We have looked at creating a Basic Adaptive Release rule, containing only one instance of each of the four types of criteria. There may be times when you want to set more complex Adaptive Release criteria. For instance, you can add more criteria to a rule, or you can specify different options for releasing the content. To accomplish this, you will use Advanced Adaptive Release.

With Advanced Adaptive Release, you can add the following:

- Multiple instances of the same type of criteria to a rule, such as two Grade requirements
- Multiple rules. When multiple rules are added, only one rule must be satisfied, allowing you to create different options for releasing the content. For example, content is released to some students based on submitting an assignment, and to others based on having marked content as reviewed.

Choosing Basic or Advanced Adaptive Release

Use the following table to determine which type of rule, Basic or Advanced Adaptive Release, to create.

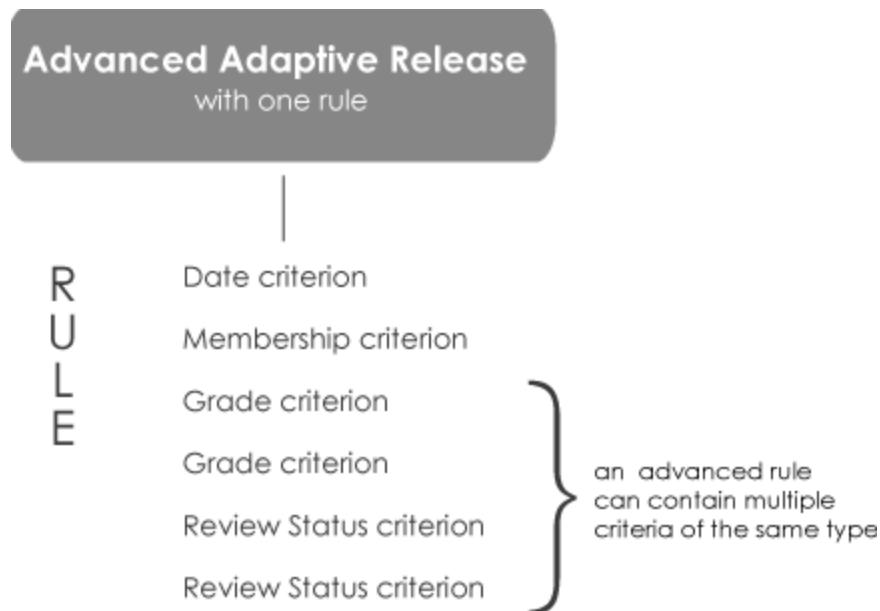
Type	Number of Rules	Number of Criteria or Rules	Advantages
Basic	One The rule must be satisfied.	Up to four, but only one of each type. All criteria in the rule must be satisfied, narrowing the availability of the content item to students.	You can set all four types of criteria from one page. If you choose later to add release criteria, access your basic rule from the Adaptive Release: Advanced page and build on it.
Advanced	Unlimited Only one of the rules must be satisfied.	Unlimited All criteria in one of the rules must be satisfied.	You can add multiple instances of the same type of criteria to a rule. You can add multiple rules.

Creating an Advanced Rule

Like Basic Adaptive Release, you can add Date, Membership, Grade, and Review Status criteria to a rule. But with Advanced Adaptive Release, you can add multiple criteria of the same type.

For example, make extra readings available only to students who receive 85% or greater on both their Midterm Exams and their first term assignments. To do this, add two Grade criteria.

TIP: You do not need to add multiple Membership rules, because you can select multiple students within a single criterion. You can also select both a start and end date within a single Date criterion.



► **QUICK STEPS: creating an advanced rule**

1. In **Edit Mode**, in the Content Area, click the item's Action Link to access the contextual menu.
2. Select **Adaptive Release: Advanced**.
3. On the Adaptive Release: Advanced page, click Create Rule on the Action Bar.
4. On the **Add Rule** page, enter a **Rule Name**.
5. Click **Submit**.
6. On the **Manage Criteria** page, click **Create Criteria** on the Action Bar to access the drop-down list.
7. On the specific criteria page, enter the information required for the rule.
8. Click **Submit**.

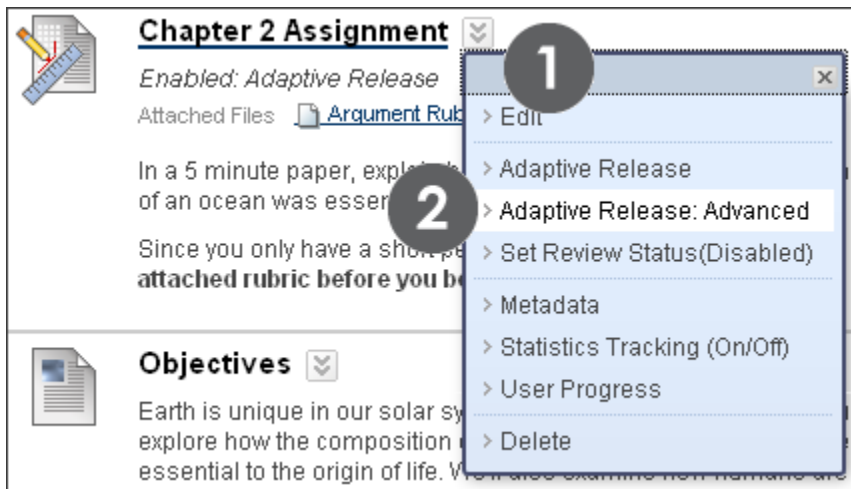


Figure 2.1

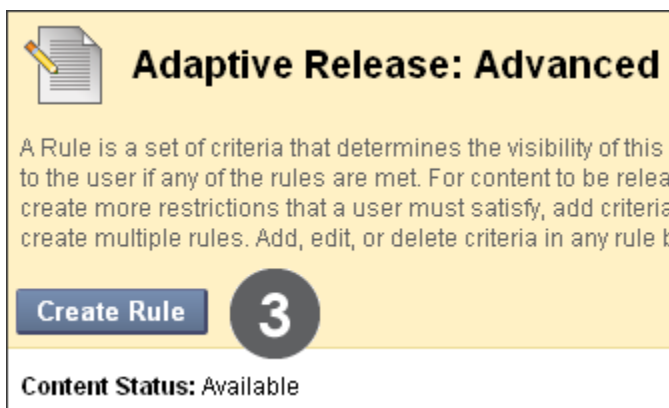


Figure 2.2

Add Rule

Instructors can create release criteria for a Content Item. [More Help](#)

* Indicates a required field.

Cancel Submit

1. Rule Name

Provide a name for this rule

* Rule Name

Figure 2.3

Manage Criteria: Need Review

Create release criteria for this item using the rule types above. If the content item is unavailable, all rules will be ignored. rules set on this page.

Create Criteria Review Status

- > Date
- > Grade
- > Membership

not provide access to this content

Figure 2.4

You are returned to the Manage Criteria page where you can add another requirement to the rule by repeating steps 6–8.

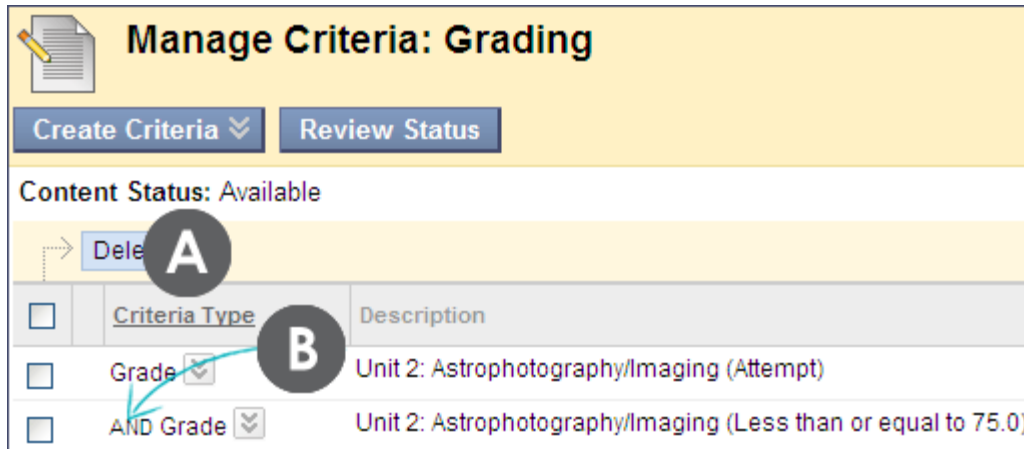


Figure 2.5

► **Take Note**

- A. When multiple criteria are added to a rule, the criteria are listed in the Criteria Type column. Two requirements have been added in the example above.
- B. The word AND appears between each criterion, meaning all of the rule's criteria must be met before the item is released.

Click OK at the bottom of the page to return to the Adaptive Release: Advanced page.

When you are returned to the Adaptive Release: Advanced page, the rule with its criteria is listed.

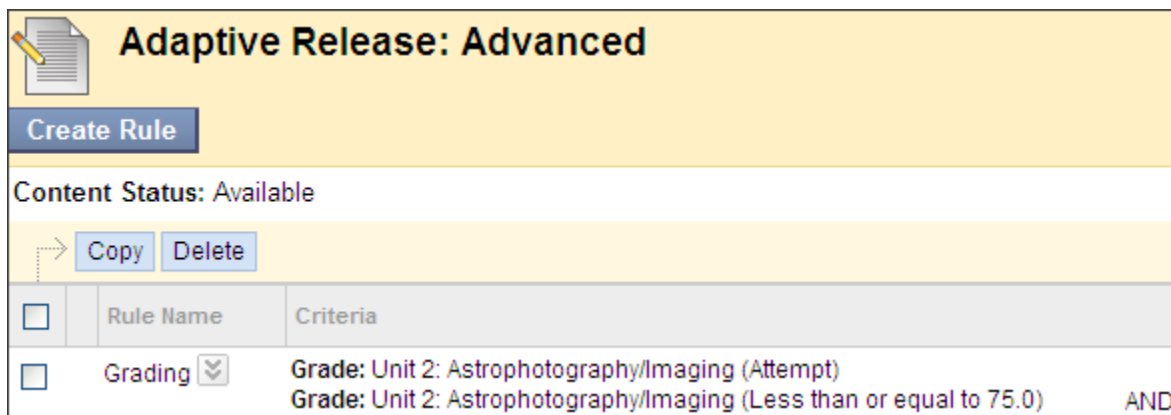


Figure 2.6

Once Adaptive Release is applied to a content item, it is listed under the item with any other enabled tools.

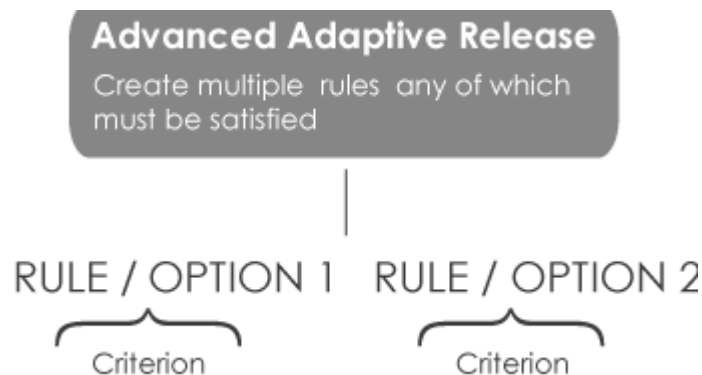
Using Adaptive Release: Creating an Advanced Rule



Figure 2.7 – View of a Content Area

Creating Multiple Rules

With Advanced Adaptive Release, different options or paths for releasing a content item to students can be created. This is accomplished by creating multiple rules for the item. If any one of the rules is satisfied, the content is released. You can add an unlimited number of rules.



Example: You can create one rule that will release Unit 2 content to students who submit their Unit 1 assignments, and another rule to release it to students who mark Unit 1 content as reviewed. To do this, add one rule with a Grade criterion and a second with a Review Status criterion.

When multiple rules are added, the rules are listed on the Adaptive Release: Advanced page, in the Rule Name column. The word OR appears between each rule, meaning only one of the rules must be satisfied for the item to be released.

The screenshot shows the "Adaptive Release: Advanced" interface. At the top left is a document icon. Below it is a "Create Rule" button. The "Content Status" is set to "Available". There are "Copy" and "Delete" buttons. Below these is a table with three columns: "Rule Name", "Criteria", and a column for logical operators. The table contains three rows of rules.

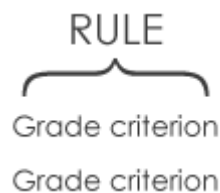
<input type="checkbox"/>	Rule Name	Criteria	
<input type="checkbox"/>	Grading <input type="text" value="v"/>	Grade: Unit 2: Astrophotography/Imaging (Attempt) Grade: Unit 2: Astrophotography/Imaging (Greater than or equal to 75.0)	AND
<input type="checkbox"/>	OR Release Date <input type="text" value="v"/>	Date: Display After Nov 17, 2008 10:00 AM	
<input type="checkbox"/>	OR Review Unit 2 <input type="text" value="v"/>	Review Status: Unit 2: Terrestrial Planets	

Figure 3

Examples of Using Advanced Adaptive Release

To release content based on multiple grade columns, add two or more Grade criteria to a rule:

For example, if you have advanced readings for students who receive 85% or greater on both their first term assignments and their midterm exams, set up Grade criteria for both items. This makes the path to this content narrower because both criteria must be satisfied.



To release content when students have reviewed multiple content items, add two or more Review Status criteria to a rule:

For example, make a unit quiz available when students review the three content items in the unit, by adding three Review Status criteria, one for each content item. This makes the path to this content narrower because students must satisfy all three criteria for the rule.



To release content in different ways, add two or more rules to the same content item:

For example, you can make a content item available to all students in Week 5, but also make it available sooner to students who mark all previous content items as reviewed, by adding one rule with Review Status criterion and a second rule with Date criterion. This creates two different paths students can take to gain access to the content item because they only have to satisfy one rule.

Using Adaptive Release: Examples of Using Advanced Adaptive Release



To release content on two dates or date ranges, add two Date rules:

For example, if you want to make a study guide available the week before both the Midterm and Final Exams, add two Date rules, one for each week. This creates two different paths to the same content item, controlled by date.



Hands-on Activity



For this activity, use your Practice Course.

Add Multiple Grade Criteria

For the **Unit 3: Gas Giants** content item, create a rule to release the item to students who have both:

- Achieved a score of 20 or higher on the **Unit 2 Quiz**
- AND submitted the **Planet Paper** assignment

Add Multiple Rule

For the **Unit 4: Icy Pluto** content item, create rules to release the item either:

- After a date in the near future
- OR submitted the **Planet Paper** assignment

Ask Dr. C



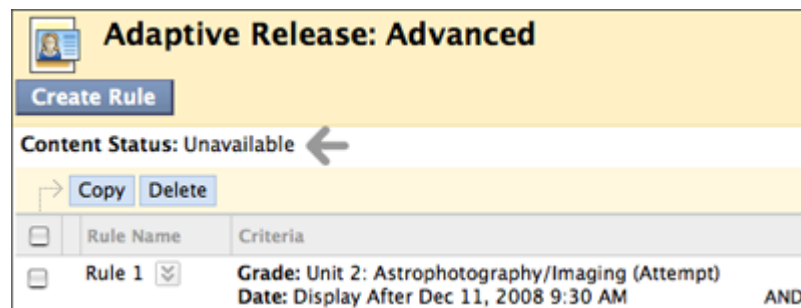
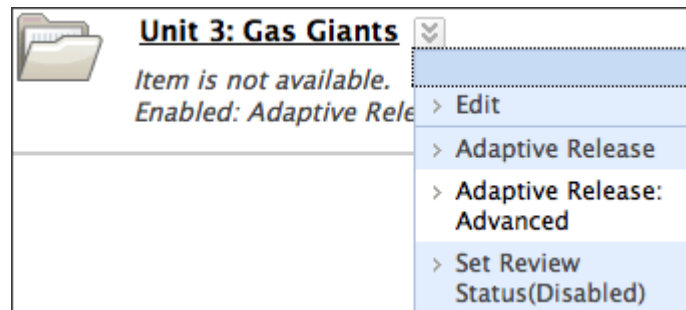
In the table below, our Blackboard Learn expert, Dr. C, discusses troubleshooting for the Adaptive Release tool.

▼ Your Question

Students who satisfy all Adaptive Release criteria are reporting they cannot see the item. What should I check?

▼ Dr. C's Reply


Verify the item is available and there are no date restrictions that conflict with the current release criteria. Check both of these from the Adaptive Release: Advanced page.



If there is a conflict between availability and the criteria of the rule for releasing the content, change the availability of the content item by selecting Edit from the content item's contextual menu.

▼ Your Question

▼ Dr. C's Reply

	Unit 3: Gas Giants ▼
<i>Item is not available.</i>	
<i>Enabled: Adaptive Release</i>	
	> Edit
	> Adaptive Release
	> Adaptive Release: Advanced
	> Set Review Status(Disabled)

Editing Rule Criteria and Rule Names

Rules can be edited to change or add criteria, and to rename them.

- To edit the criteria for a basic rule, access the content item's contextual menu and select Adaptive Release.
- To edit the name of a rule, access the content item's contextual menu and select Adaptive Release: Advanced. Then, access the rule's contextual menu, and select Manage. Rename the rule and click Submit.
- To edit the criteria for an advanced rule, follow the steps below.

► QUICK STEPS: editing the criteria for an advanced rule

1. In **Edit Mode**, in the Content Area, click the item's Action Link to access the contextual menu.
2. Select **Adaptive Release: Advanced**.
3. On the **Adaptive Release: Advanced** page, click the rule's Action Link to access the contextual menu.
4. Select **Edit Criteria**.
5. On the **Manage Criteria** page, click the rule's Action Link to access the contextual menu.
6. Select **Edit**.
7. On the next page, make the changes.
8. Click **Submit**.

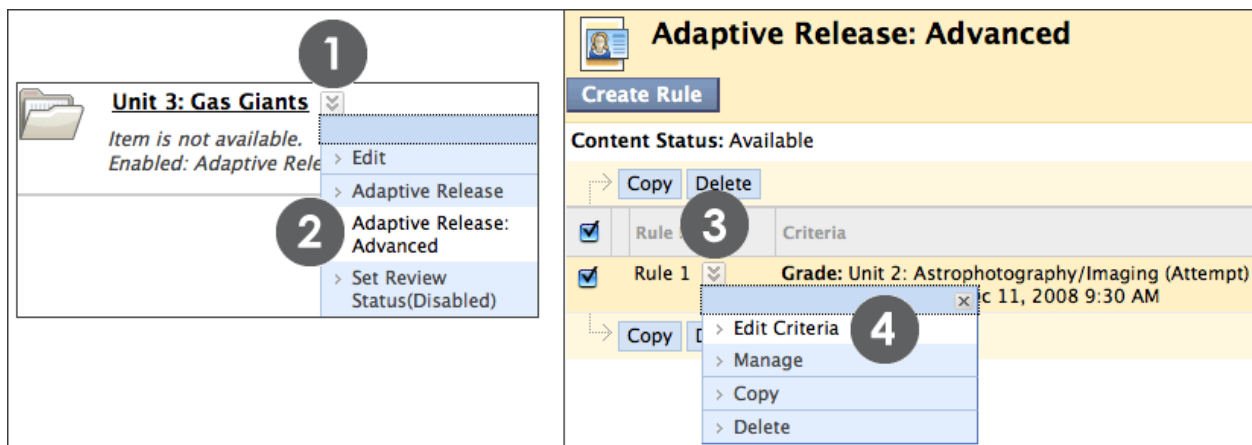


Figure 4.1

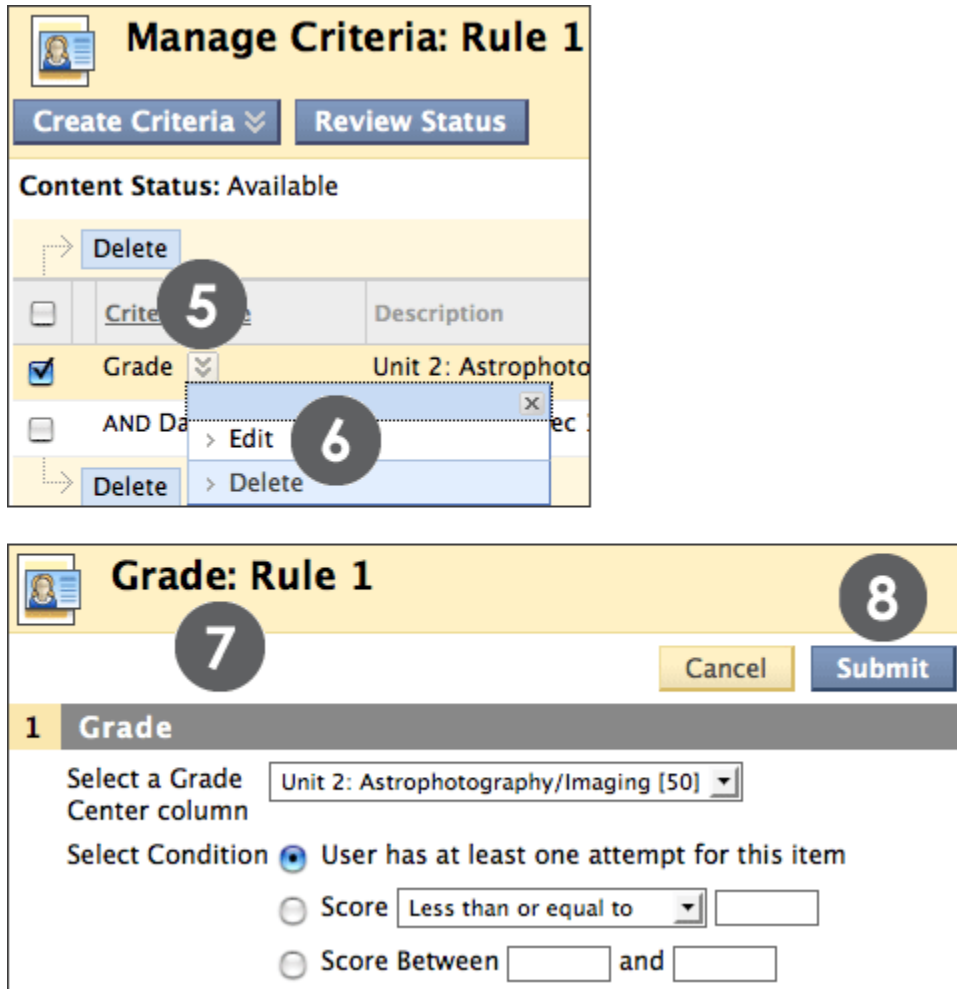


Figure 4.2

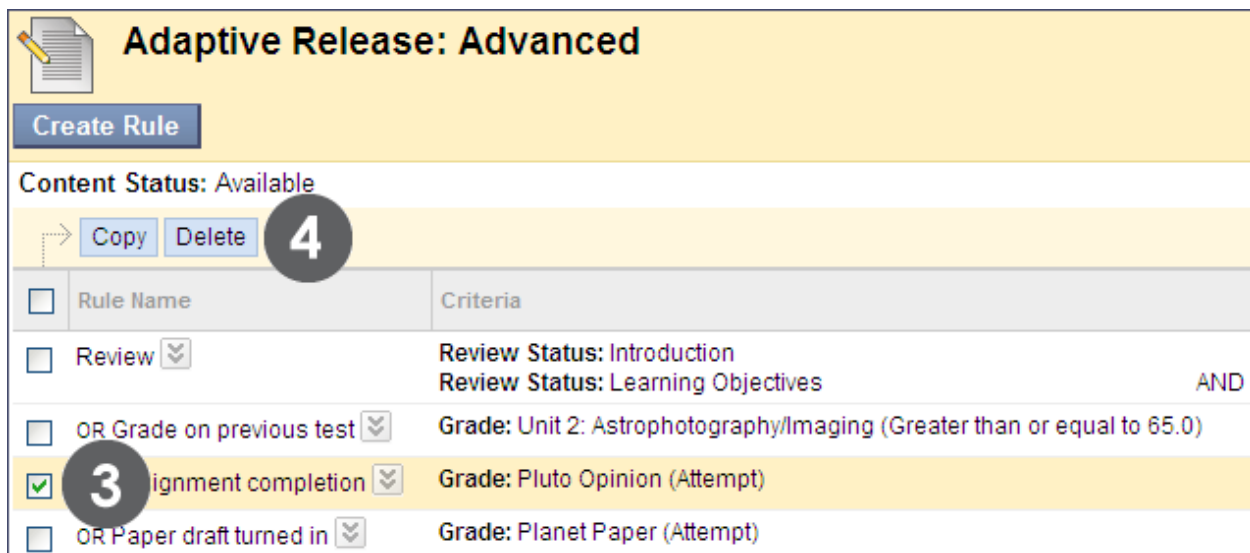
Copying and Deleting Rules

On the Adaptive Release: Advanced page, you can also copy and delete rules. Select Copy to create a rule with similar criteria. Select Delete to remove a rule. When a rule is deleted, the options for releasing content are removed.

► QUICK STEPS: copying or deleting rules

1. In **Edit Mode**, in the Content Area, click the item's Action Link to access the contextual menu.
2. Select **Adaptive Release: Advanced**.
3. On the **Adaptive Release: Advanced** page, click the check boxes to select one or more rules.
4. On the Action Bar, click **Copy** or **Delete**.
5. Click **OK**.

If a rule is copied, select **Manage** from its contextual menu to rename it.



The screenshot shows the 'Adaptive Release: Advanced' interface. At the top, there is a 'Create Rule' button. Below it, the 'Content Status' is set to 'Available'. An action bar contains 'Copy' and 'Delete' buttons, with a circled '4' next to the 'Delete' button. A table lists several rules with checkboxes and criteria. The third rule, 'Assignment completion', is selected with a checkmark and has a circled '3' next to its checkbox. The criteria for this rule are 'Grade: Pluto Opinion (Attempt)'. Other rules include 'Review' (with criteria 'Introduction' and 'Learning Objectives'), 'OR Grade on previous test' (with criteria 'Unit 2: Astrophotography/Imaging'), and 'OR Paper draft turned in' (with criteria 'Planet Paper').

<input type="checkbox"/>	Rule Name	Criteria
<input type="checkbox"/>	Review	Review Status: Introduction Review Status: Learning Objectives AND
<input type="checkbox"/>	OR Grade on previous test	Grade: Unit 2: Astrophotography/Imaging (Greater than or equal to 65.0)
<input checked="" type="checkbox"/>	Assignment completion	Grade: Pluto Opinion (Attempt)
<input type="checkbox"/>	OR Paper draft turned in	Grade: Planet Paper (Attempt)

Figure 5

Hands-on Activity



For this activity, use your Practice Course.

Edit basic rule

For the **Unit 5 Quiz**, change the **Display Until** date:

- Extend the date.

Edit advanced rule

For the **Unit 3: Gas Giants** content item, edit one of the Grade criteria:

- For the criterion that says to release the item to students who have achieved a score of 20 or higher on the **Unit 2 Quiz**, edit it to release the item only to students who scored 30 points.

Add and then rename advanced rules

For the **Unit 4: Icy Pluto** content item, add a rule and rename an existing rule:

- Add a rule that also releases the item to students who have reviewed the **Unit 2: Terrestrial Planets** content item.
- Now, rename the Review Status rule added earlier.

4.0 Monitoring Student Progress

In this section, you will learn how instructors use the Review Status and Performance Dashboard tools to monitor student progress.

Student progress can be monitored by item, by checking which students can access a specific item, and who has reviewed it. With the Performance Dashboard, you can monitor progress by student, easily tracking student progress, participation, and performance in the course.

Learning Outcomes

After completing this section, you will be able to:

- Enable the Review Status tool to track student review of an item
- Monitor the release and Review Status of content items
- Monitor each student's overall performance with the Performance Dashboard

Enabling Review Status for an Item

To monitor student review of a content item, Review Status for the item must be enabled, unless it has already been applied using Adaptive Release with Review Status criteria.

When Review Status is enabled, there are benefits for you and your students. As an instructor, you can check who has reviewed the item, while students can use the feature to keep track of which content they have reviewed. This is especially useful when students review content in a non-linear fashion.

► QUICK STEPS: setting the review status for an item

1. In **Edit Mode**, in the Content Area, click the item's Action Link to access the contextual menu.
2. Select **Set Review Status**.
3. On the **Review Status** page, select the radio node for **Enable**.
4. Click **Submit**.

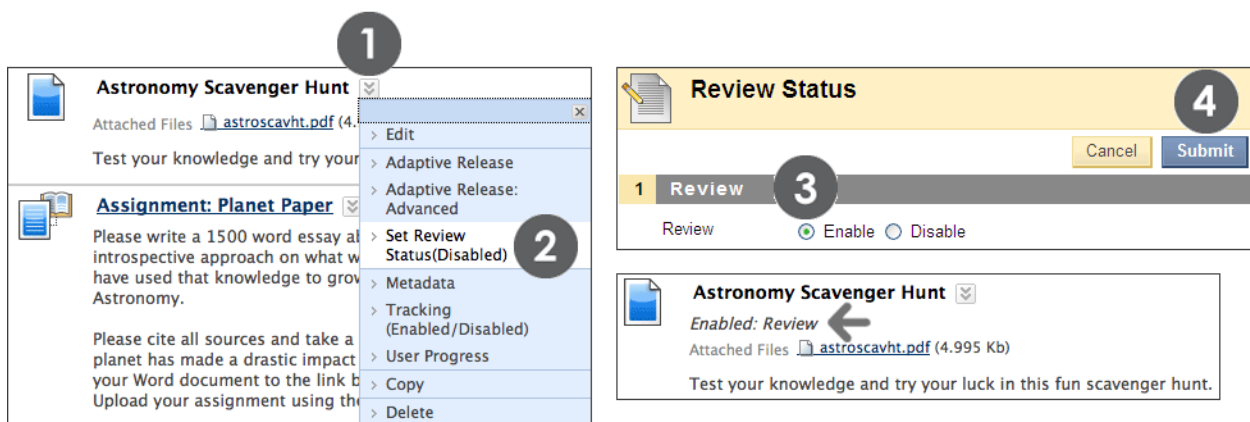


Figure 1

Note: Enabled Review will appear under a content item's title once the tool is enabled.

Monitoring an Item's Release and Review Status

You can check content items to see if students can access them. This is particularly helpful if you have set Adaptive Release criteria for an item.

If Review Status is enabled for an item, it is possible to check which students have reviewed the item.

► QUICK STEPS: monitoring an item's release and review status

1. In **Edit Mode**, in the Content Area, click the item's Action Link to access the contextual menu.
2. Select **User Progress**.
3. The **User Progress** page displays the item's visibility and who has reviewed it.
4. When you have finished the review, use the breadcrumbs to navigate to a previous page.

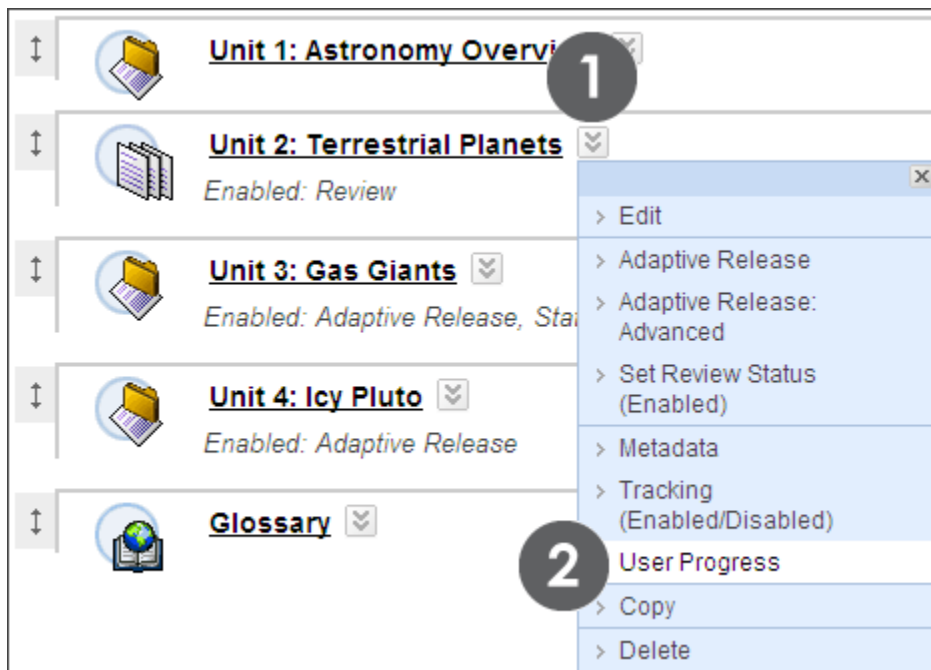


Figure 2.1

The **User Progress** page lists any existing rules that affect visibility of the item, and whether course members have reviewed the item. If it was reviewed, the date and time of the review is listed.










User Progress						
Rule: Rule 1 (Grade)						
Last Name	First Name	Username	Course Role	Visibility	Reviewed	Date Reviewed
Chu	Cathy	cchu	Instructor		<input type="radio"/>	
Akbar	Mina	makbar	Student		<input checked="" type="checkbox"/>	Oct 20, 2008 9:1
Brown	Tony	tbrown	Student		<input checked="" type="checkbox"/>	Oct 25, 2008 2:2
Casper	Chris	ccasper	Student		<input checked="" type="checkbox"/>	Oct 28, 2008 9:1
Dubois	Alyssa	adubois	Student		<input type="radio"/>	
Farrell	Andy	afarrell	Student		<input type="radio"/>	
Freedman	David	dfreeman	Student		<input checked="" type="checkbox"/>	Oct 20, 2008 5:1
Gonzales	Monica	mgonzales	Student		<input type="radio"/>	
Hernandez	Juan	jhern	Student		<input type="radio"/>	

Figure 2.2

► **Take Note**

- A. The existing Adaptive Release rule that affects visibility of the item is listed under the page title.
- B. An open eye icon in the **Visibility** column indicates the item is visible to users.
- C. An eye with a slash icon in the **Visibility** column indicates the item is not visible to users because of an Adaptive Release rule or the item's availability settings.
- D. A check mark icon in the **Reviewed** column indicates the item has been reviewed and the student has clicked the item's **Mark Reviewed** link.
- E. An unselected circle icon in the **Reviewed** column indicates the item has not been reviewed.
- F. The date and time of the review are listed in the **Date Reviewed** column.

Monitoring Student Performance

The Performance Dashboard is a valuable tool used to monitor student progress throughout the course and help keep them on track. A summary of access and progress for each student appears in a table format.

Access the **Performance Dashboard** from the **Evaluation** section of the Control Panel.

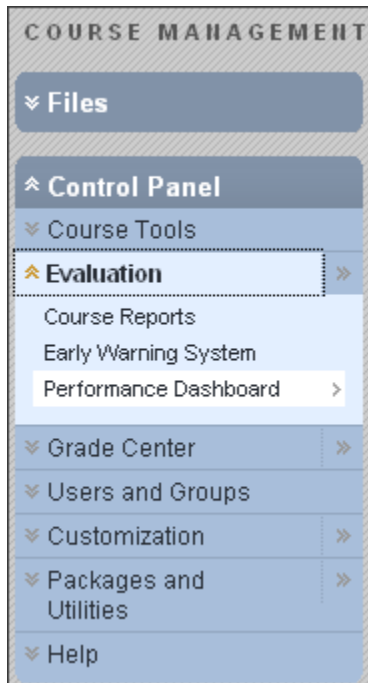


Figure 3.1

Use the Performance Dashboard at the beginning of a term to check that all students have successfully accessed the course. As the term progresses, you can quickly see if students are accessing the course regularly, reviewing course content, and contributing to the Discussion Board. If you are concerned about the progress of a particular student, click the Adaptive Release icon to verify the visibility of content for the student, or click the View Grades icon to see recorded grades.

Monitoring Student Progress: Monitoring Student Performance

Performance Dashboard											
Last Name	Username	Role	Last Course Access	Days Since Last Course Access	Review Status	Adaptive Release	Discussion Board	Early Warning System	View Grades		
Akbar	Mina	makbar	Student	Nov 19, 2008 2:04:27 PM	2	1	3	2/3			
Brown	Tony	tbrown	Student	Nov 20, 2008 9:10:09 PM	0	1	2	1/3			
Casper	Chris	ccasper	Student	Oct 28, 2008 2:58:58 PM	24	0	3	2/3			
Chu	Cathy	cchu	Instructor	Nov 20, 2008 9:10:09 PM	0	0	3	=			
Dubois	Alyssa	adubois	Student	Nov 13, 2008 2:04:27 PM	8	1	0	2/3			
Farrell	Andy	afarrell	Student	Oct 28, 2008 3:10:17 PM	2	1	0	2/3			
Freedman	David	dfreeman	Student	Never	Never	0	2	1/3			
Gonzales	Monica	mgonzales	Student	Nov 17, 2008 2:04:27 PM	4	1	0	1/3			
Hernandez	Juan	jhern	Student	Nov 20, 2008 9:10:09 PM	0	0	4	1/3			

Figure 3.2

► Take Note

- Click the caret to sort the contents of a column. If the caret is not visible, click the column title.
- View the last date students accessed the course in the Last Course Access column.
- Click the icon in the Adaptive Release column to display a pop-up Course Map. The Course Map in the following image indicates which items are available to the specific student and which items have been reviewed.
- View how many Discussion Board posts are authored by the student. The link includes links to the posts, as well as other statistics, such as length of each post, date of the last post, and the Grade, if enabled.
- Click the icon in the View Grades column for a direct link to the Grade Center.

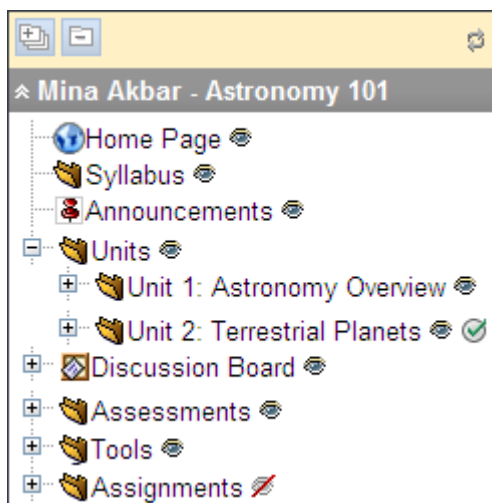


Figure 3.3

The Early Warning System Column

If the Early Warning System is enabled, the number in the column reflects the number of early warning criteria the student has met. The number also links to the Review User Status page for the individual user. This page displays detailed information about content items that have rules and displays information about each rule. At a glance, you can see if a student has met the criteria.

Available	Name	Type	Meets Criteria	Detailed Status	Last Notification Date
Yes	Attendance	Course Access	No	Rule Criteria: Days since last access greater than 7	Never
Yes	Planet Paper	Grade	Yes	Rule Criteria: Planet Paper - Score less than or equal to 70 Score: 69	Never
Yes	Unit 1 Quiz	Grade	Yes	Rule Criteria: Unit 1 Quiz - Score less than or equal to 30 Score: 20	Oct 28, 2008 7:07 PM

Figure 3.4

After viewing information in the Performance Dashboard, use the breadcrumbs to navigate to a previous page in the course.

Hands-on Activity



For this activity, use your Practice Course.

Monitor students' progress by item

- From the **Units** Content Area, check the **User Progress** for **Unit 1: Astronomy Overview**. Has it been reviewed by all students?

Monitor individual student progress from the Performance Dashboard

- You have a meeting with **Porter Durand**. Before the meeting, review the student's performance in the course.
- **Mark Tsai** and **Ryan Johnson** notify you that they cannot see the **Astrophotography Rounds 1 and 2** assignment. Verify this from the Adaptive Release column.

5.0 Viewing Usage Statistics

In this section, you will learn to view statistics for both your course and for specific content items within your course. Viewing statistics can help you meet course usage and performance goals.

Learning Objectives

After completing this section, you will be able to:

- Explain the types of course statistics reports and when to use them
- Run the Overall Summary of User Activity report
- Explain uses for each section of the Overall Summary of User Activity report
- Enable tracking by content item
- Run content item usage reports
- Print and save statistics

About Course Usage Reports

Statistics for your course can be displayed in course usage reports. Statistics include how often areas of your course are accessed, when, and by which students. This information can help you determine the following:

- Which course areas need highlighting or reorganizing
- Which topics to use for a class discussion
- Which students need assistance

Four types of reports are available, and your choice depends on the type of course statistics you want to view.

The following table describes each of the four reports.

▼ Report	▼ Use
User Activity in Content Areas	<ul style="list-style-type: none">• Check to see if students who performed poorly accessed the related Content Area.• Check to see which Content Areas are accessed and how often. <p>TIP: Consider whether the location of the Content Area within the course structure affects access.</p>
User Activity in Forums	<ul style="list-style-type: none">• Check which discussion forums are most popular.
User Activity in Groups	<ul style="list-style-type: none">• Check if all members of a Group have accessed their Group Homepage.
Overall Summary of User Activity	<ul style="list-style-type: none">• Check which pages are accessed and how often.• Check course access for specific students.

Accessing the Course Summary Report

The Overall Summary of Usage report is used to display an overview of course access. The report can be limited to specific dates and users. In this report, hits to the course are divided into sections:

- Course Area or Tool
- Date
- Hour of Day
- Day of Week

These access areas are explained in detail in the next pages.

► **QUICK STEPS: running the Overall Summary of User Activity report**

1. On the **Control Panel**, under **Evaluation**, click **Course Reports**.
2. On the **Course Reports** page, click the Action Link for **Overall Summary of User Activity** to access the contextual menu.
3. Select **Run**.
4. On the **Run Reports** page, select the **Report Specifications**, including output format, users, and start and end dates.
5. Click **Submit**.

Viewing Usage Statistics: Accessing the Course Summary Report

The image shows two parts of the Blackboard interface. On the left is the 'COURSE MANAGEMENT' sidebar with a '1' over the 'Evaluation' menu. On the right is the 'Course Reports' page with a search bar and a list of reports. A '2' is over the 'Overall Summary of User Activity' report, and a '3' is over its 'Run' button.

COURSE MANAGEMENT

- Files
- Control Panel
 - Course Tools
 - Evaluation** (1)
 - Course Reports
 - Early Warning System
 - Performance Dashboard
 - Grade Center >>
 - Users and Groups
 - Customization >>
 - Packages and Utilities >>
 - Help

Course Reports

Course Reports provides different ways to view information about student activity, content usage, and course objectives. [More Help](#)

Search: Name [v] Contains [v] [] Go

- User Activity in Content Areas** [v]
This report displays a summary of user activity in Content Areas for the course.
> Last Run: > Scheduled: No
- User Activity in Forums** [v]
This report displays a summary of user activity in Discussion Board Forums for the course.
> Last Run: Thursday, January 14, 2010 2:25:24 AM EST > Scheduled: No
- User Activity in Groups** [v]
This report displays a summary of user activity in Groups for the course.
> Last Run: Friday, January 8, 2010 1:06:25 AM EST > Scheduled: No
- Overall Summary of User Activity** [v] (2)
The report displays user activity for all areas of the course.
> Last Run: Friday, January 8, 2010 4:33:19 AM EST > Run (3)

Figure 1.1

Run Reports

* Indicates a required field.

Cancel
Submit

1. Report Information

Name	Overall Summary of User Activity
Description	The report displays user activity for all areas of the course, as well as activity dates, times and days of the week.
Elapsed Time of Last Run	5.344 seconds

2. Report Specifications

Select Format A

Select Users

Akbar, Mina (makbar)
 Brown, Tony (tbrown)
 Casper, Chris (ccasper)
 Chu, Cathy (cchu)
 Drama, Dan (ddrama1)

B

* Select a Start Date C
Enter dates as mm/dd/yyyy

* Select an End Date D
Enter dates as mm/dd/yyyy

Figure 1.2

► **Take Note**

- A. Select the format for the report. Available formats include: PDF, HTML, Excel, and Word. A new window will open with the results. Be sure to enable pop-ups to view the report results.
- B. Select users to include in the report. Hold down Shift and click (SHIFT + click) to select multiple users in a row. Hold down the Control Key and click (CTRL + click) to select users out of sequence.
- C. Select an End Date for the report first.
- D. Select a Start Date for the report last.

Reading the Course Summary Report

Access / Application Section of the Overall Summary of User Activity Report

The report is divided into sections. The Access / Application section displays the number and percentage of hits to each course area or tool, followed by a breakdown of hits by user. Consult this section to see which tools have had limited access.

For example, if the My Grades tool has not had many hits, post an announcement reminding students their assignment grades are now available in My Grades. Also, look at course access for students whose grades are below average in the course. If their access is low, contact them to offer additional support.

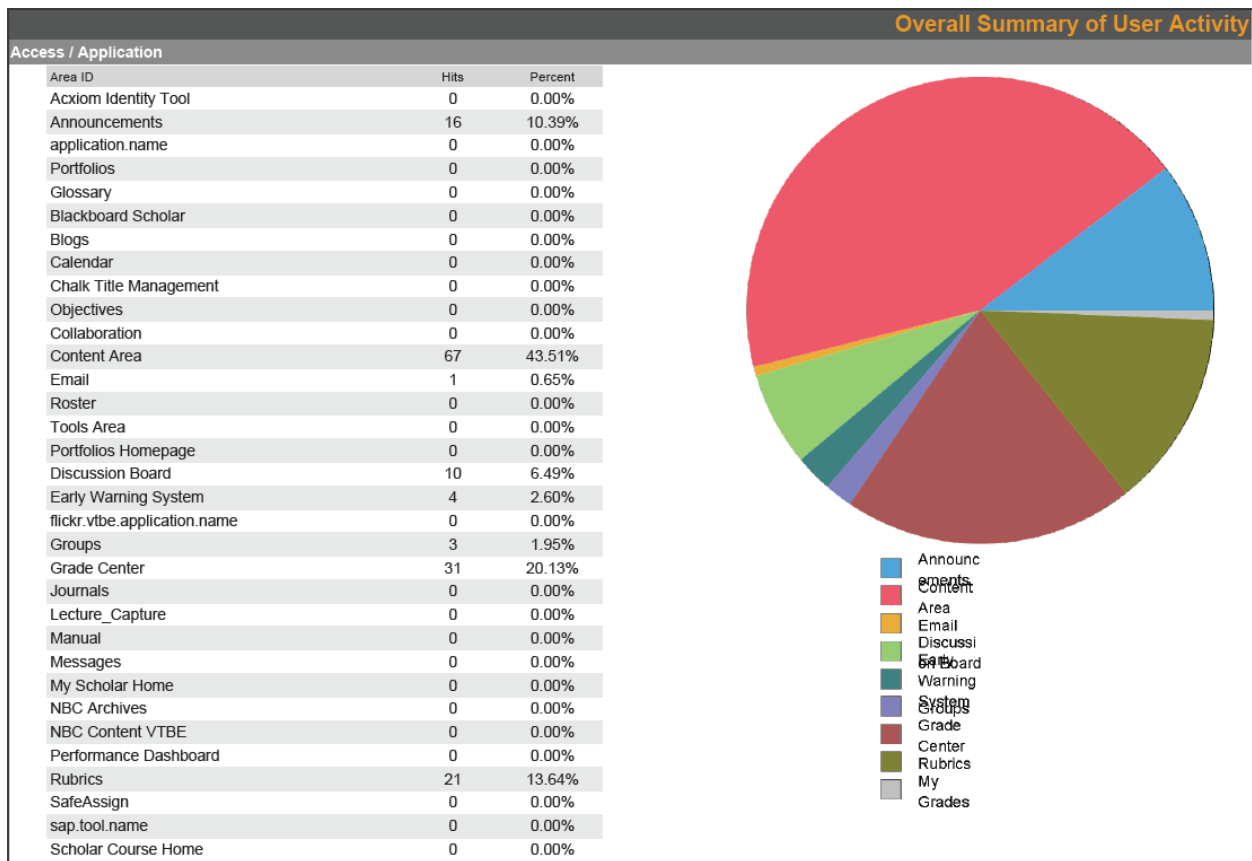


Figure 1.3

The Access / Date Section

The Access / Date section displays a bar graph displaying the users' access during the specified date range, followed by a breakdown of hits by user in tables. These tables can get long, depending on the date range selected. Consult this section to see trends in course access, and to see dates a specific user accessed the course.

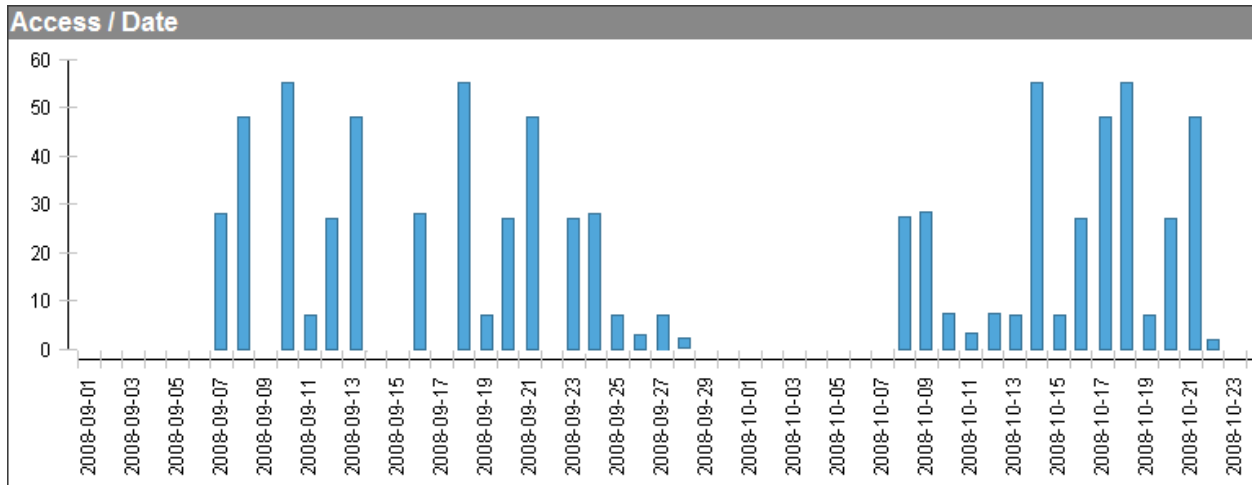


Figure 1.4

The Access / Hour of Day Section

The Access / Hour of Day section displays the number and percentage of hits for each hour of the day. Consult this section for the time of day the course receives the most access. Use this information to set up a chat session or other activity. See what time of day the course is not usually accessed. Consider making updates to the course during these times.

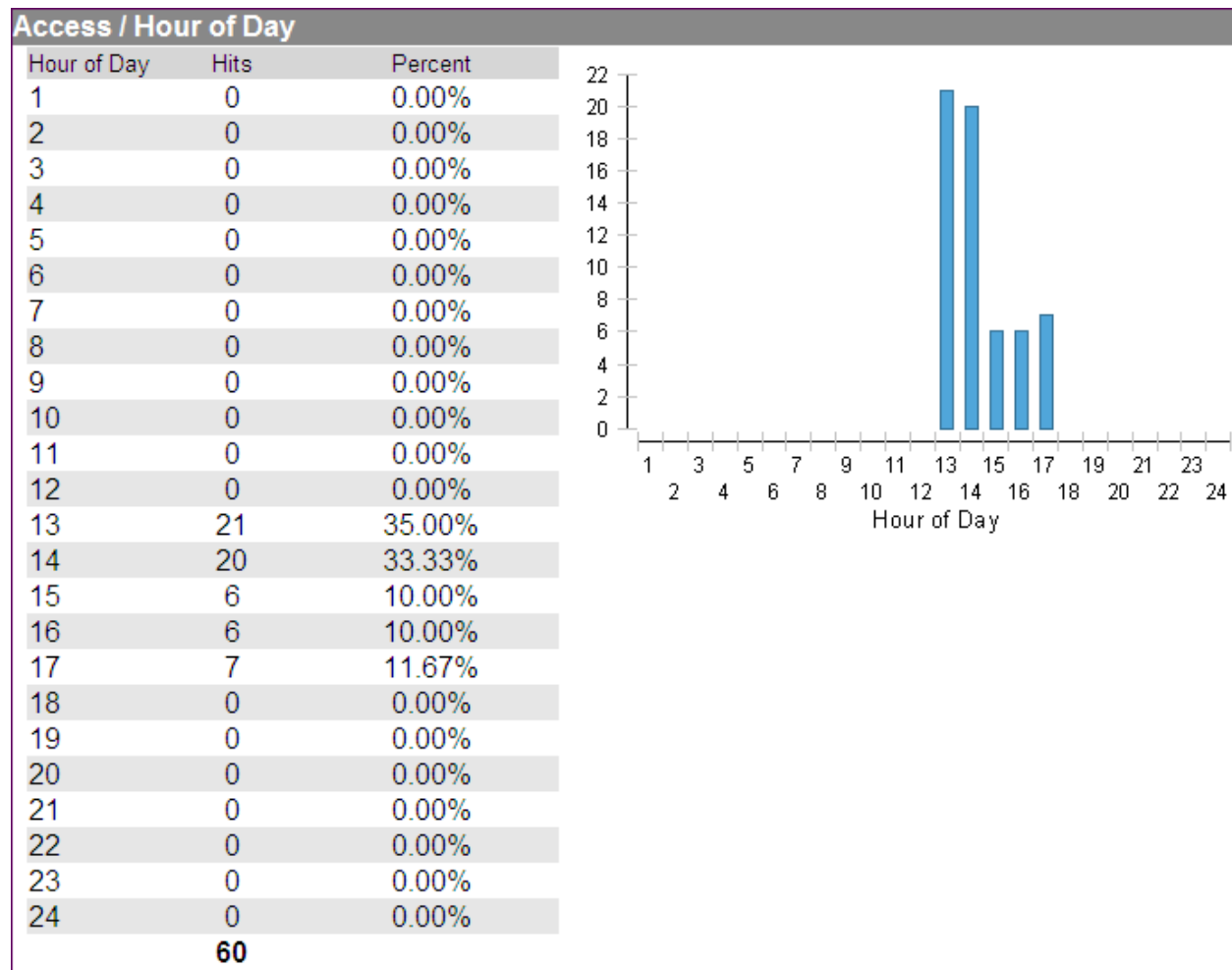


Figure 1.5

The Access / Day of Week Section

The Access / Day of Week section displays the number and percentage of hits for each day of the week. Consult this section to see which days of the week receive the most access. Use this information, along with the Access by Hour of Day statistics to schedule virtual office hours. Consider releasing content on the days with the least access to encourage students to access the course on those days.

Viewing Usage Statistics: Reading the Course Summary Report

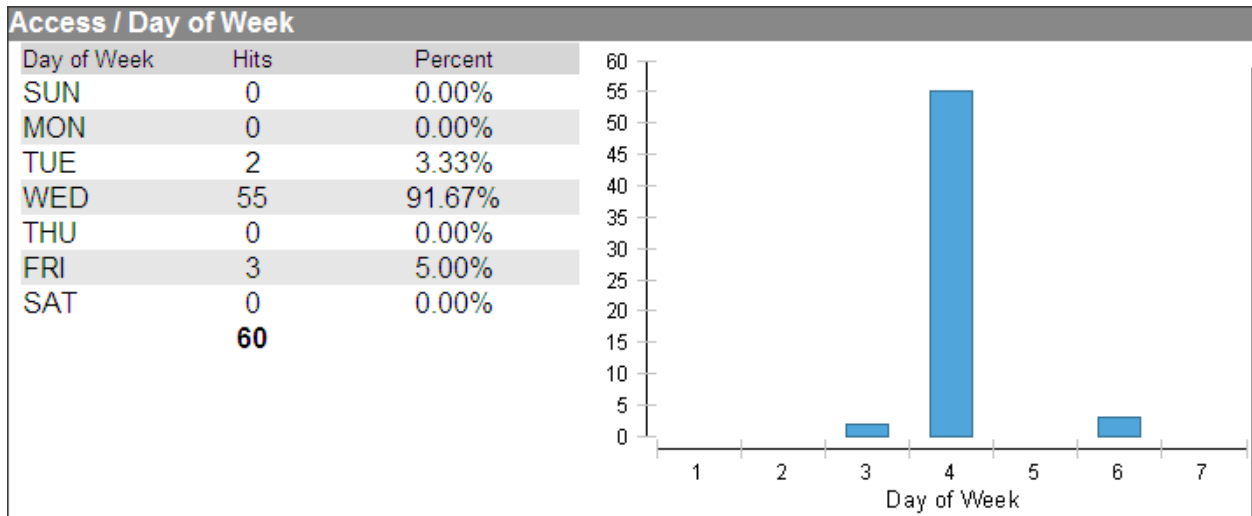


Figure 1.6

Enabling Content Statistics Tracking

Statistics Tracking must be enabled in order to generate statistics for a content item. Statistics Tracking can be enabled at any time, and will begin collecting data from the moment it is enabled.

► **QUICK STEPS: enabling statistics tracking for a content item**

1. In **Edit Mode**, in the Content Area, click the item's Action Link to access the contextual menu.
2. Select **Statistics Tracking**.
3. On the **Statistics Tracking** page, select **Enable**.
4. Click **Submit**.

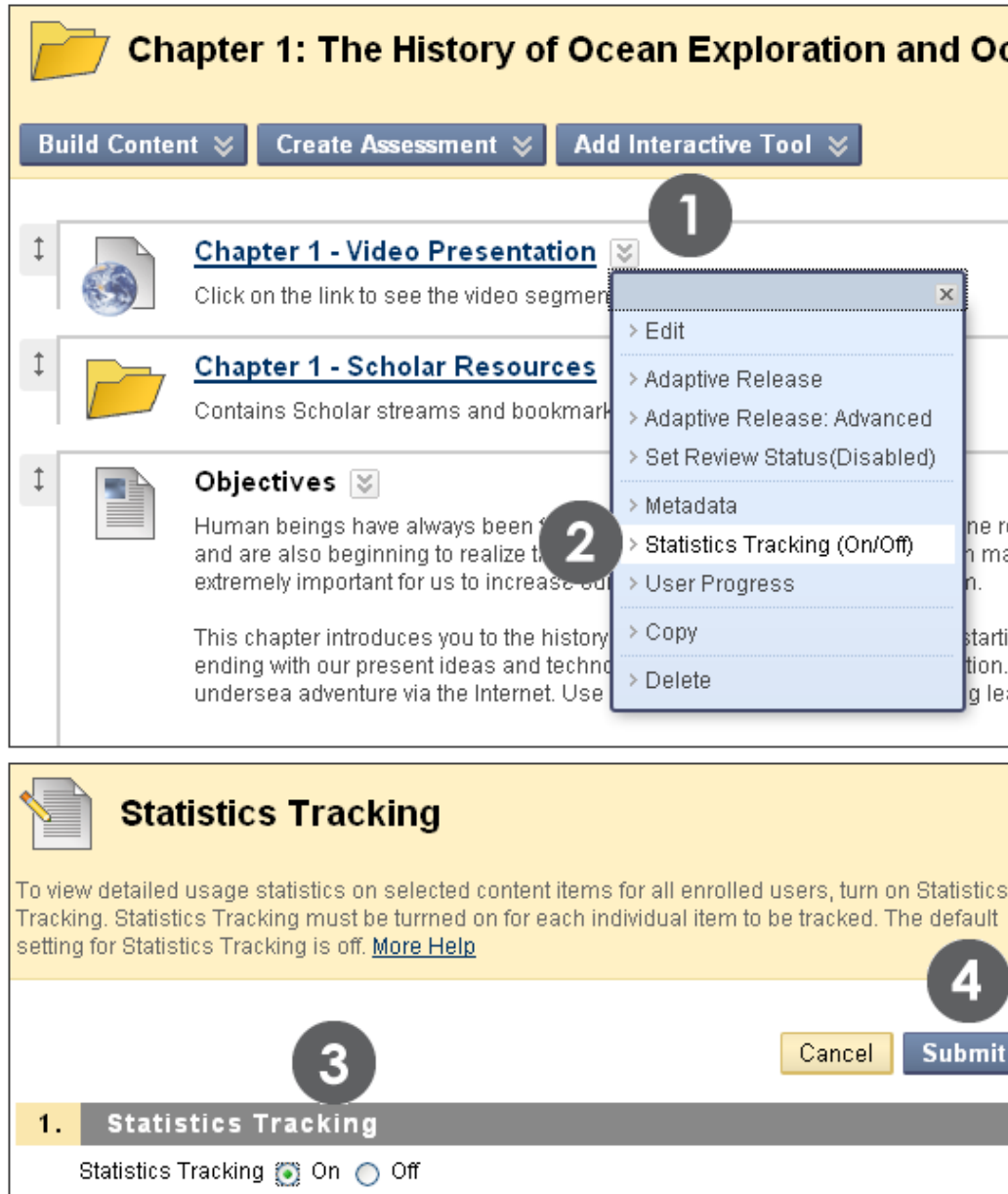


Figure 2.1

NOTE: Enabled: Statistics Tracking will appear under a content item's title once the tool is enabled, as shown in the following image.



Figure 2.2

Running Content Usage Reports

When Statistics Tracking is enabled, statistics for a specific content item within your course can be viewed. This is called a Content Usage report.

The reports are divided into sections:

- Date
- Hour of Day
- Day of Week

► **QUICK STEPS: running a content item usage report**

1. In **Edit Mode**, in the Content Area, click the item's Action Link to access the contextual menu.
2. Select **View Statistics Report**.
3. On the **Course Reports** page, click the Action Link for **Content Usage** to access the contextual menu.
4. Select **Run**.
5. On the **Run Reports** page, select the **Report Specifications**.
6. Click **Submit**.

Viewing Usage Statistics: Running Content Usage Reports

The screenshot displays a Blackboard course page with several sections. The top section is 'Chapter 1 - Video Presentation' with a globe icon and a dropdown arrow. Below it is 'Chapter 1 - Scholar Resources' with a folder icon. The 'Objectives' section has a document icon and a dropdown arrow. A yellow 'Course Reports' box is overlaid on the page, containing a bar chart icon, the title 'Course Reports', and a description: 'Course Reports provides different ways to view information about course content. For more information, see [More Help](#).' Below this is a search bar with 'Name' and 'Contains' dropdowns. The 'Content Usage Statistics' report is selected, showing a description: 'This report displays usage statistics for content in the course.' and a 'Last Run' date: 'Monday, January 18, 2010'. A dropdown menu is open over the 'Content Usage Statistics' section, listing options: '> Edit', '> Adaptive Release', '> Adaptive Release: Advanced', '> Set Review Status(Disabled)', '> Metadata', '> Statistics Tracking (On/Off)', and '> View Statistics Report'. A 'Run' button is visible at the bottom right of the report section.

1

2

3

4

Figure 3

Printing and Saving Statistics

After running a report, it can be saved in the Content Collection or on a local drive. Saved reports can be printed for distribution.

▼ After running a report	▼ Click
Save the file to the Content Collection. A series of usage reports taken at intervals during the length of the course and stored in the Content Collection can provide data to analyze for future scheduling and planning.	Save to the Content Collection
Download the report to a local drive.	Download Report
Run a new report using different criteria. TIP: Use this option to run the same report, but with a different type of file output.	Run a new Report

Hands-on Activity



For this activity, use your Practice Course.

Course Usage Report

- Run the **Overall Summary of User Activity** report for all your students. Select or type the Start and End dates: March 15, 2010 to March 23, 2010.
- Which areas of your course are used most often?

6.0 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 worksheet for brainstorming some ideas about how to monitor student progress and use statistics in your online course.

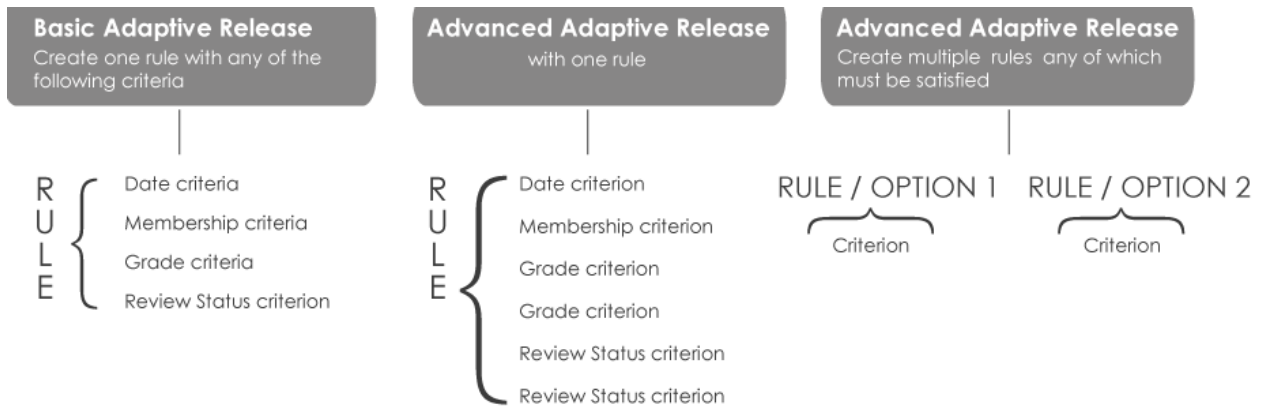
In this workshop, you learned how to do the following:

- Explain the four types of criteria used for Adaptive Release
- Explain the difference between Basic and Advanced Adaptive Release rules
- Set a Basic Adaptive Release rule
- Set an Advanced Adaptive Release rule with multiple requirements for release
- Set multiple advanced rules to create options for release
- Perform some basic troubleshooting to find out why items are not visible
- Edit, copy, rename, and delete rules
- Enable the Review Status tool and monitor the release and Review Status of content items
- Monitor each student's overall performance from the Performance Dashboard
- Explain the types of course statistics reports and when to use them
- Run the Overall Summary of User Activity report and explain uses for each section of the report
- Enable tracking by content item and run content item usage reports
- Print and save statistics

Spotlight on YOUR Course

From what you have learned in this workshop, do you have some ideas for using these tools in your course? Use the following worksheet to record ideas.

Will you use Adaptive Release?



- Will you take a course-wide approach based on student review and term dates to release content? Or will you apply it to selected items only?
- Will you make content available at different times? Will you make different content available to different students?

How will you monitor student progress?

Performance Dashboard										
Last Name	First Name	Username	Role	Last Course Access	Days Since Last Course Access	Review Status	Adaptive Release	Discussion Board	Early Warning System	View Grades
Casper	Chris	ccasper	Student	Nov 19, 2008 2:04:27 PM	2	1		1	2/3	
Chu	Cathy	cchu	Instructor	Nov 20, 2008 9:10:09 PM	0	1		0	=	
Freedman	David	dfreeman	Student	Oct 28, 2008 3:12:45 PM	24	0		0	2/3	
Johnson	Diane	djohnson	Student	Never	Never	0		0	1/3	
Lopez	Bruce	blopez	Student	Oct 28, 2008 2:58:58 PM	24	1		1	2/3	
Paul	Dwight	dpaul	Student	Oct 28, 2008 3:10:17 PM	24	1		0	=	
MacNeil	Debra	debra	Student	Never	Never	0		0	1/3	
Smith	Charles	csmith	Student	Oct 28, 2008 3:06:45 PM	24	1		0	1/3	
Wei	Chih-haw	cwei	Student	Never	Never	0		0	1/3	
Wong	Cathy	cwong	Student	Never	Never	0		0	1/3	

- For which content items will you enable Review Status?
- When will you use the Performance Dashboard?

How will you use statistics?

Course Reports

Course Reports provides different ways to view information about student activity, content usage, and learning objectives. [More Help](#)

Search

- User Activity in Content Areas**
This report displays a summary of user activity in Content Areas for the course.
> **Last Run:** > **Scheduled:** No
- User Activity in Forums**
This report displays a summary of user activity in Discussion Board Forums for the course.
> **Last Run:** Thursday, January 14, 2010 2:25:24 AM EST > **Scheduled:** No
- User Activity in Groups**
This report displays a summary of user activity in Groups for the course.
> **Last Run:** Friday, January 8, 2010 1:06:25 AM EST > **Scheduled:** No
- Overall Summary of User Activity**
The report displays user activity for all areas of the course, including Content Areas, Discussion Board Forums, Groups, and Journals.
> **Last Run:** Friday, January 8, 2010 4:33:19 AM EST >

- What course usage reports will you use? At what points in your course will you run them?
- For which content items in your course will it be useful to run content usage reports? Why?