	Batterjee Medical College Jeddah, Saudi Arabia	Division: e-learning Unit	Number: SS 001
MANUAL: Academic Affairs		Issue Date: 03/21/2023	Revision No: 01
TITLE: Blackboard Policies & Procedures			
1. CONTENT: This P&P describe Learning Management System, Privacy and Right of Access, Creation of Blackboard Users, BMC Institution Roles in Blackboard, User Roles in Courses, Sign in to Blackboard System, Creation of Blackboard Courses, Course Template and Contents, Course Availability, Course Archiving, Copy of Contents, Support for Instructors, Support for Students.			
2. DEFINITIONS: 2.1 ELU: It is an e-learning unit which provides services for faculty members and students whenever they face issues that are related to e-learning systems. Moreover, It supports any methodology that leads to enhance educational process in e-learning approach. 2.2 LMS: It stands for Learning Management System. There are many e-learning management systems and Blackboard is one of them.			
3. APPLICATION OF P&P: Academic affairs, Student affairs, faculty members, and students.			
4. PURPOSE: 4.1 To organize the work process of e-learning unit with other departments. 4.2 To circulate the P&P to all concerned parties to clarify responsibilities of each. 4.3 To identify everyone's role in the institution and give the right access according to the permissions.			
5. POLICY STATEMENTS 5.1 Learning Management System: Batterjee Medical College (BMC) uses blackboard system as a learning management system. The purpose of these policies and procedures are to ensure the proper of use. All blackboard users with different roles have the responsibility to use it in ethical and lawful manner. Blackboard is primarily used to support education purpose and facilitate the communication between instructors, students, IT support, and e-learning unit. Furthermore, It helps to manage courses and use various tools such as assessments, discussions, and journals to evaluate students understanding of lectures. 5.2 Privacy and Right of Access: Under some circumstances, e-learning team and IT team need to access some courses or users in Blackboard to ensure many things such as system efficiency, courses availability, users, and solving issues that may face instructors and students. 5.3 Creation of Blackboard Users: Instructors and students are created and enrolled to their courses using integration script between Blackboard and PeopleSoft. Whereas, staff and admin users have been created through the system. 5.4 Institution Roles in Blackboard: ELU has a strategy to divide BMC users according to their branches and their programs which they belong to. BMC institution roles have been divided as following: <ul style="list-style-type: none"> • S_JC_Medicine: This role belongs to Medicine students in Jeddah branch. • S_JC_Dentistry: This role belongs to Dentistry students in Jeddah branch. • S_JC_Pharmacy: This role belongs to Pharmacy students in Jeddah branch. • S_JC_Respiratory_Therapy: This role belongs to Respiratory Therapy students in Jeddah 			

branch.

- S_JC_Physical_Therapy: This role belongs to Physical Therapy students in Jeddah branch.
- S_JC_Occupational_Therapy: This role belongs to Occupational Therapy students in Jeddah branch.
- S_JC_Radiology: This role belongs to Radiology students in Jeddah branch.
- S_JC_Nursing: This role belongs to Nursing students in Jeddah branch.
- S_JC_Health_Care_Administration: This role belongs to Health Care Administration students in Jeddah branch.
- S_JC_Preparatory_Year: This role belongs to Preparatory Year students in Jeddah branch.
- P_JC_Medicine: This role belongs to Medicine instructors in Jeddah branch.
- P_JC_Dentistry: This role belongs to Dentistry instructors in Jeddah branch.
- P_JC_Pharmacy: This role belongs to Pharmacy instructors in Jeddah branch.
- P_JC_Respiratory_Therapy: This role belongs to Respiratory Therapy instructors in Jeddah branch.
- P_JC_Physical_Therapy: This role belongs to Physical Therapy instructors in Jeddah branch.
- P_JC_Occupational_Therapy: This role belongs to Occupational Therapy instructors in Jeddah branch.
- P_JC_Radiology: This role belongs to Radiology instructors in Jeddah branch.
- P_JC_Nursing: This role belongs to Nursing instructors in Jeddah branch.
- P_JC_Health_Care_Administration: This role belongs to Healthcare Administration instructors in Jeddah branch.
- P_JC_Preparatory_Year: This role belongs to Preparatory Year instructors in Jeddah branch.
- S_AC_Preparatory_Year: This role belongs to Preparatory Year students in Asir branch.
- S_AC_Medicine: This role belongs to Medicine students in Asir branch.
- S_AC_Nursing: This role belongs to Nursing students in Asir branch.
- S_AC_Respiratory_Therapy: This role belongs to Respiratory Therapy students in Asir branch.
- S_AC_Health_Care_Administration: This role belongs to Health Care Administration students in Asir branch.
- P_AC_Preparatory_Year: This role belongs to Preparatory Year instructors in Asir branch.
- P_AC_Medicine: This role belongs to Medicine instructors in Asir branch.
- P_AC_Nursing: This role belongs to Nursing instructors in Asir branch.
- P_AC_Respiratory_Therapy: This role belongs to Respiratory Therapy instructors in Asir branch.
- P_AC_Health_Care_Administration: This role belongs to Healthcare Administration instructors in Asir branch.

5.5 User Roles in Courses: There are many user roles that provide by blackboard system in courses and ELU uses some of them as the following:

- P: As an instructor role.
- S: As a student role.
- T: As a teaching assistant role.

5.6 Sign in to Blackboard System: All users such as instructors, students, staff, and administrators sign in with a third-party account which is office 365 to login to blackboard.

5.7 Creation of Blackboard Courses: All courses are created using integration script between Blackboard and PeopleSoft except courses that may be created for training, testing, and specific purposes.

5.8 Course Template and Contents:

- Welcome message
- Instructor Information
- Office hours

- Course Headings
 - Course Identification
 - Course Description
 - Course Main Objectives
 - Distribution of grades
 - Course Roadmap
- Learning Resources
 - Required Textbooks
 - Recommended Textbooks
 - Other References (e.g., research material, scientific or professional journals)
 - Electronic Resources (e.g., digital references, multimedia, software)
 - Databases
 - Electronic Systems
 - Textbooks Images
- Learning Outcomes
 - Knowledge
 - Skills
 - Values
- BMC Grading System
- Course Index
- Chapters
 - Introduction
 - Objectives
 - Document
 - Assessment or Discussion

5.9 Course Availability: Courses for a new semester will be available for all. but, courses for two previous semesters will be only available for instructors. Courses remain on Blackboard system for a year then will be purged.

5.10 Course Archiving: Course archiving is the instructor's responsibility. Instructor should download the course package when the semester ends.

5.11 Copy of Contents: Instructor has the option to copy course contents from a course to another.

5.12 Programs Coordinators: ELU has assigned some responsibilities for the program's coordinator and the main goal of these responsibilities is to enhance the course quality and reach digitalization, and standardization.

5.13 Support for Instructors: There is a module named Instructor guidelines in institution page which include the following:

- Blackboard Ultra (Ultra Course View).
- Blackboard Ultra (Course Content Items).
- Blackboard Ultra (Assessment).
- Blackboard Ultra (Participation and Engagement).
- Blackboard Ultra Collaborate Ultra.
- Mechanism of Teaching and Evaluation.

Each one of the above, clarify the view of blackboard system and different tools that instructors may use to construct their courses.

Also, there is a module named Keep in touch with ELU in institution page which include the following:

- Service request.
- Training request.
- wehelp@bmc.edu.sa

Service request is a Microsoft form where instructors may fill it up whenever they need a

service. The service request has been designed as following:

- Program name.
- Full name.
- Employee ID.
- Cell phone or office extension.
- Course ID.
- Which service would you like to request (Add a training course to my course list, Add a coordinator [* This service need a head of program approval letter], Merge courses [* This service need a head of program approval letter], Check “Assessment setting”, Check “Participation and engagement settings”, “Check an online attendance settings which related to a virtual classroom”, and other).

Training request is a Microsoft form where instructors may fill it up whenever they need training. The training request has been designed as following:

- Program name.
- Full name.
- Employee ID.
- Cell phone or office extension.
- Which type of training would you prefer (Face to face in campus, or Online).
You can request training as (personal or on behalf of group) which one of them would you like to select? (Personal, or on behalf of group “If this choice is selected, then another option will show up which is, How many members”).
- Select a training topic that you are interested in (Course Content Items, Assessment, Participation and Engagement, and Collaborate [Virtual classroom]).
wehelp@bmc.edu.sa is an email for supporting instructors’ needs and solve the issues that may face them while using blackboard system.

5.14 Support for Students: There is a module named Student's Handbook & student's support email for Blackboard System in institution page which include the following:

- Blackboard Ultra Student Handbook.
- weassist@bmc.edu.sa
weassist@bmc.edu.sa is an email for supporting students’ needs and solve the issues that may face them while using blackboard system.

Furthermore, the new students will be enrolled in Introductory Course to give them a glance about learning management system and how to use it.

6. PROCEDURE:

S. No.	Procedures	Responsibility
6.1	Learning Management System	
6.1.1	Open the system daily and navigate in all its tabs and tools to ensure system stability.	ELU
6.1.2	Open a case with Behind the Blackboard whenever there is an issue that is related to system functionality and cannot be solved from our side.	ELU & IT
6.1.3	Open a case with Class support team whenever there is an issue that is related to collaborate tool.	
6.2	Privacy and Right of Access	
6.2.1	If blackboard user faces any issue that is related to system functionality, the user should send an email/visit ELU to clarify the issue.	ELU & Bb users
6.2.2	If blackboard user faces any issue that is related to system accessibility, the user should send an email to IT department	IT & Bb users

	for clarifying the issue.	
6.3	Creation of Blackboard Users	
6.3.1	Users such as Instructors and students would be created using integration script between Peoplesoft and Blackboard.	IT
6.3.2	Users such as staff and admins would be created through Blackboard system.	ELU
6.4	Institution Roles in Blackboard	
6.4.1	Create the institution roles and link them with BMC branches.	ELU
6.4.2	Publish an announcement according to a specific role.	ELU
6.4.3	Create a report for a specific program or branch.	ELU
6.5	User Roles in Courses	
6.5.1	Enroll a blackboard user as instructor.	ELU
6.5.2	Enroll a blackboard user as student.	ELU
6.5.3	Enroll a blackboard user as teaching assistant.	ELU
6.6	Sign in to Blackboard System	
6.6.1	All users would use Single sign on (SSO) as office 365 to sign on to blackboard system.	IT
6.7	Creation of Blackboard Courses	
6.7.1	All courses that are transferred from Peoplesoft to blackboard using an integration script.	ELU & IT
6.7.2	Courses are created for specific purposes, training, or testing.	ELU
6.8	Course Template and Contents	
6.8.1	The course's template is already created in Blackboard system. Whenever a new course is added to the system and linked to it, the new course will match the template.	ELU
6.9	Course Availability	
6.9.1	Controlling courses availability on Blackboard will be under ELU and IT strategies.	ELU & IT
6.10	Course Archiving	
6.10.1	Downloading the course package by the end of each semester would give the instructor an opportunity to use the contents again in a new course.	Instructors
6.11	Copy of Contents	
6.11.1	Copy course contents from one course to another whenever it is needed. in condition, both courses must be assigned to the instructor.	Instructors
6.12	Programs Coordinators	
6.12.1	Coordinators are the communication link between (ELU, HoPs, and programs' professors for any decision that would be taken by the highest management.	Coordinators
6.12.2	Explain the course contents to programs' professors.	Coordinators
6.12.3	Follow up with professor continuously.	Coordinators
6.12.4	Evaluate each course independently.	Coordinators
6.12.5	The evaluation should be sent to ELU and quality department by the end of each semester. (Attachment #8.1)	Coordinators
6.12.6	Coordinators must delegate all the tasks that related to e-learning to another person, whenever they have a vacation, or any reason that may not allow them to complete the missions.	Coordinators

6.13 Support for Instructors		
6.13.1	Update and reconstruct the contents in "Instructor guidelines" module.	ELU
6.13.2	Read and practice as the way instructor guidelines dictate. (Attachment #8.2, 8.3, 8.4, 8.5, 8.6, and 8.7)	Instructors
6.13.3	Update and reconstruct the contents in "Keep in touch with ELU" module.	ELU
6.13.4	Use the advantages in "Keep in touch with ELU" module. (Attachment #8.8, and 8.9)	Instructors
6.14 Support for Students		
6.14.1	Update and reconstruct the contents in "Student's Handbook & student's support email for Blackboard System" module.	ELU
6.14.2	Read and practice as the way Student's Handbook dictates. (Attachment #8.10)	Students
6.14.3	Send any issue that may be faced while using Blackboard system to the email that is mentioned in the module.	Students

7. SUPPORTING DOCUMENTS: Nil

8. ATTACHMENTS



- 8.1 Evaluation Template
- 8.2 Blackboard Ultra (Ultra Course View)
- 8.3 Blackboard Ultra (Course Content Items)
- 8.4 Blackboard Ultra (Assessment)
- 8.5 Blackboard Ultra (Participation and Engagement)
- 8.6 Blackboard Ultra Collaborate Ultra
- 8.7 Mechanism of Teaching and Evaluation
- 8.8 Blackboard Services
- 8.9 Blackboard Training
- 8.10 Blackboard Ultra Student's Handbook

9. DISTRIBUTION:

- 9.1 BMC Instructors.
- 9.2 BMC Students.
- 9.3 Upload on LMS.

10. REFERENCES: Nil

SIGNATORIES FOR POLICY AND PROCEDURE:

Person:	Signature:	Date:	Job Title:
Prepared by: Mr. Fahad Alahmari		7/09/2023	e-learning Specialist
Approved by: Dr. Basem Abuzenada		7/09/2023	Head of dentistry program

Note: All above said section of P&P are mandatory; however any additional section may be included if needed.

Program's name			
Instructor Name		Head of Program	
Course Name		Coordinator Name	
Course ID			

Week	Date	Evaluation Percentage					Total
		EV1 20%	EV2 40%	EV3 25%	EV4 10%	EV5 5%	
1		1	1	1	1	0	
2		0	1	1	1	0	
3		0	1	1	1	0	
4		0	1	1	1	0	
5		0	1	1	1	0	
6		0	1	1	1	0	
7		0	0	0	0	1	
8		0	1	1	1	0	
9		0	1	1	1	0	
10		0	1	1	1	0	
11		0	1	1	1	0	
12		0	1	1	1	0	
13		0	1	1	1	0	
14		0	1	1	1	0	
15		0	0	0	0	1	
Total		20	40	25	10	5	100%

Instructor
Guideline

E-LEARNING

Blackboard Ultra

Ultra Course View



Contents







Overview	1
Tips for Getting Started	1
Original and Ultra Course View	2
Original course view.....	2
Ultra course view.....	2-3
Content Area Explorance	3-4
Create Item	4-5
Course Content Items.....	4-5
Assessment.....	4-5
Participation and Engagement.....	4-5

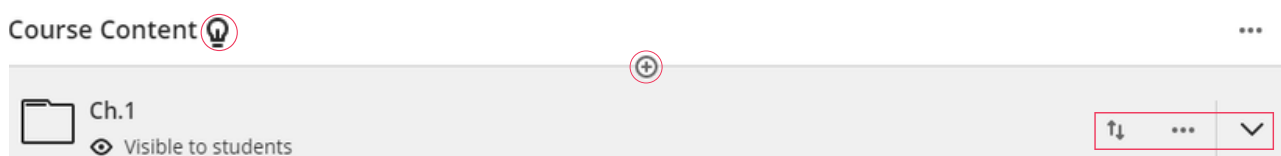
Overview

This guide is designed to help you develop your course in Blackboard Ultra instead of Blackboard Original. Also, It would give you a comprehensive of using course tools and items.

If you have not used Blackboard much in the past, now is a great opportunity to learn. We are all in this transition together with the goal of providing BMC students with consistent quality experiences.

Tips for Getting Started

For starters, It is extremely helpful to know some symbols meaning in your course such as  which mean you're about to create an item.  ellipsis which mean more options for your course or your item.  double arrows which mean you can move your item to any desired location.  down arrow which mean there are some items hidden, to show them up you must click on it.  lamp which mean a hint or note about something.  student preview which mean you can give a look at what you have done in your course from student perspective.



Original and Ultra Course View

As been mentioned earlier, There is an original course view and ultra course view. Let's look how each one of them looks like:

Original course view

The screenshot shows the 'Original course view' for 'Math COURSE (ABA) (10045)'. The interface includes a left-hand navigation menu with options like Home Page, Information, Content, Discussions, Groups, Tools, and Help. Below this is a 'Course Management' section with a 'Control Panel' containing Content Collection, Course Tools, Evaluation, and Grade Center. The main content area is titled 'Home Page' and features several widgets: 'My Announcements' (no announcements in the last 7 days), 'My Tasks' (no tasks due), and 'What's New'. On the right side, there is a 'To Do' section with 'What's Past Due' (All Items: 0), 'What's Due' (Select Date: 05/09/2022), and a 'Today' section (Nothing Due Today). The interface also includes an 'Add Course Module' button and a 'Customize Page' option.

Ultra course view

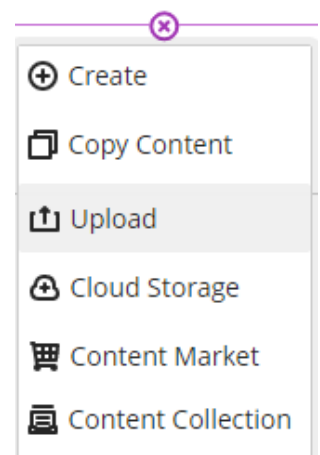
The screenshot shows the 'Ultra course view' for 'Chem COURSE (AAD) (10048)'. The interface features a top navigation bar with tabs for Content, Calendar, Discussions, Gradebook, Messages, and Analytics, along with a 'Student Preview' button. The left sidebar includes 'Course Faculty' (Fahad Alahmari, INSTRUCTOR), 'Details & Actions' (Roster, Course Groups, Course Image, Course is open, Blackboard Collaborate), and a 'Course Content' section. The main content area is titled 'Course Content' and displays a large graphic with the text 'Get started!' and the instruction 'Use this space to build your course. Select the plus to begin!'. The interface also includes a 'Content' tab and a 'Student Preview' button.

The ultra course view is more coordinated and obvious. In the top roster (*Content, Calendar, Discussions, Gradebook, Messages, and Analytics*) which deal and interact directly with things you made such as (Content items, and discussions). Whereas, In the left roster ("**Course Faculty**" and "**Details & Actions**"), Course faculty is only for displaying instructor name While details and actions contains (*Roster: viewing everyone who has enrolled to your course, Course Groups: create groups for a specific goal or demand, Course Image: Add an image that describe your course, Course is open: set course availability, Blackboard Collaborate: The entrance of virtual classroom, Attendance: Viewing electronic attendance thad made in virtual classroom settings, Announcements: Post an announcement to your students, Books & Tools: Books and tools that are made available by the institution, Question Banks: Importing pool questions where you can use them to create an assessments, Add course schedule: Add date and time for your virtual classroom as a text note*).

Content Area Explorance

The content area is the place where you add course syllabus, chapters, power point, pdf, images, videos, and activities such as (assignment, assessment, and discussion board). To be able to add a content press on + sign and choose from the list:

- ⊕ **Create**
- 📄 **Copy content**
- 📁 **Upload**
- ☁ **Cloud storage**
- 🛒 **Content market**
- 📚 **Content collection**



⊕ **Create:** For creating an item, assessment, participation and engagement.

📄 **Copy content:** Copying any content in your course and paste it in another course.

📁 **Upload:** Uploading content from your computer to your course.

☁ **Cloud storage:** Importing content from the cloud service to your course.

🌐 **Content market:** Selecting content from any content provider

📖 **Content collection:** Browsing items in the Content Collection and add them to your Course Content.

Create Item

Course Content Items



Learning module



Folder



Document



Link



Teaching tool



SCORM package

Learning module: Works as a container for organized collection of content, and enforce sequential viewing of the items.

Folder: Works as a container for items.

Document: Using it when you are about to build a content by using one of the following (add content "using text editor", add HTML "writing a html code", upload from computer, upload from cloud storage).

Link: Insert a link that related to an external content.

Teaching tool: Integrate third-party resources into the course.

SCORM package: a ZIP file that contains specific contents defined by the SCORM standard.

Assessment



Assignment



Test

Assignment: create an assignment according to the type of activities, usually used for an assignment, homework, and presentation.

Test: create a test according to the type of activities, usually used for a test, exam, and quiz.

Note: The grade category for both of them are the same (Assignment, Test, Exam, Homework, presentation, and quiz).

Participation and Engagement



Discussion



Journal

Discussion: It's a good manner to communicate and engage with your students via online discussions even in general topic or specific lesson in your course.

Journal: It's alternative way to communicate and engage with your students but in private.

Note: (Course Content Items, Assessment, Participation and Engagement) will be well describe in a separated guideline for each one of them.

— Instructor
Guideline

E-LEARNING

Blackboard Ultra

Course Content Items



Contents







Overview	1
Tips for Getting Started	1
Course Content Items	2
Learning module.....	2-4
Folder.....	5-6
Document.....	7-9
Link.....	10-11
Teaching tool.....	12-13
SCORM package.....	14-15

Overview

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Course Content Items



Learning module

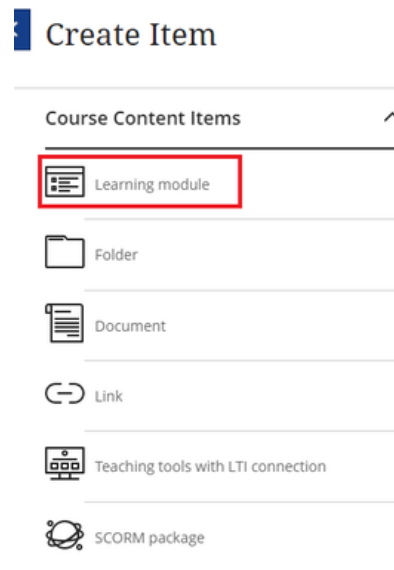
When should you use a learning module?

You should use a learning module when you need to build a content that need to follow a certain sequence E.g. (In the first rank, You want the students to look at a Pdf or powerpoint. Second, You want them to watch a video. Third, You want them to submit an assignment. Forth, You want them to submit an assessment.

How can you build it?

- 1- Click on ⊕ in the content area to show up the list.
- 2- Click on ⊕ Create for creating an item.

3- Click on Learning module in Course Content Items list.



4- Type a title for the module.

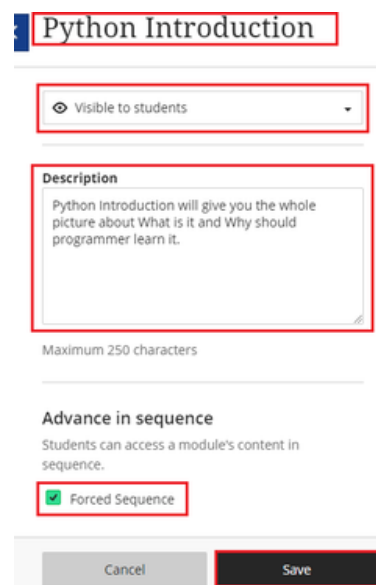
5- Determine the module visibility from students perspective.



6- Type a description for the module.

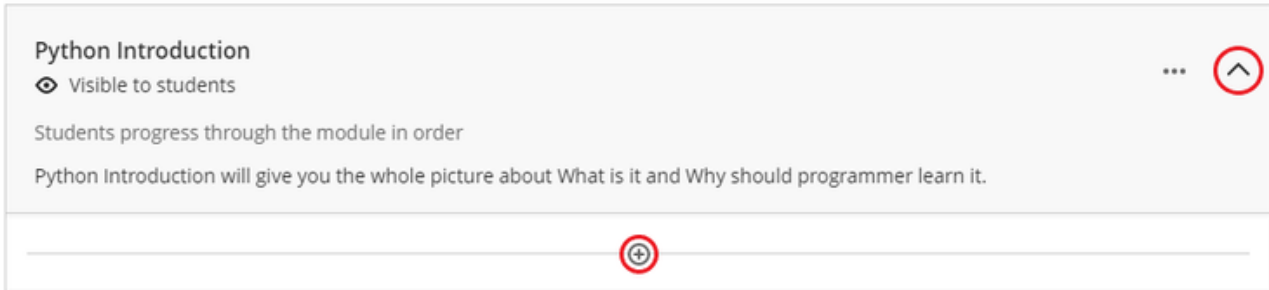
7- Select forced sequence if you need students to access module materials in a specific order.

Note: You can't reapply the sequence or add a new item once students have started working in the module .

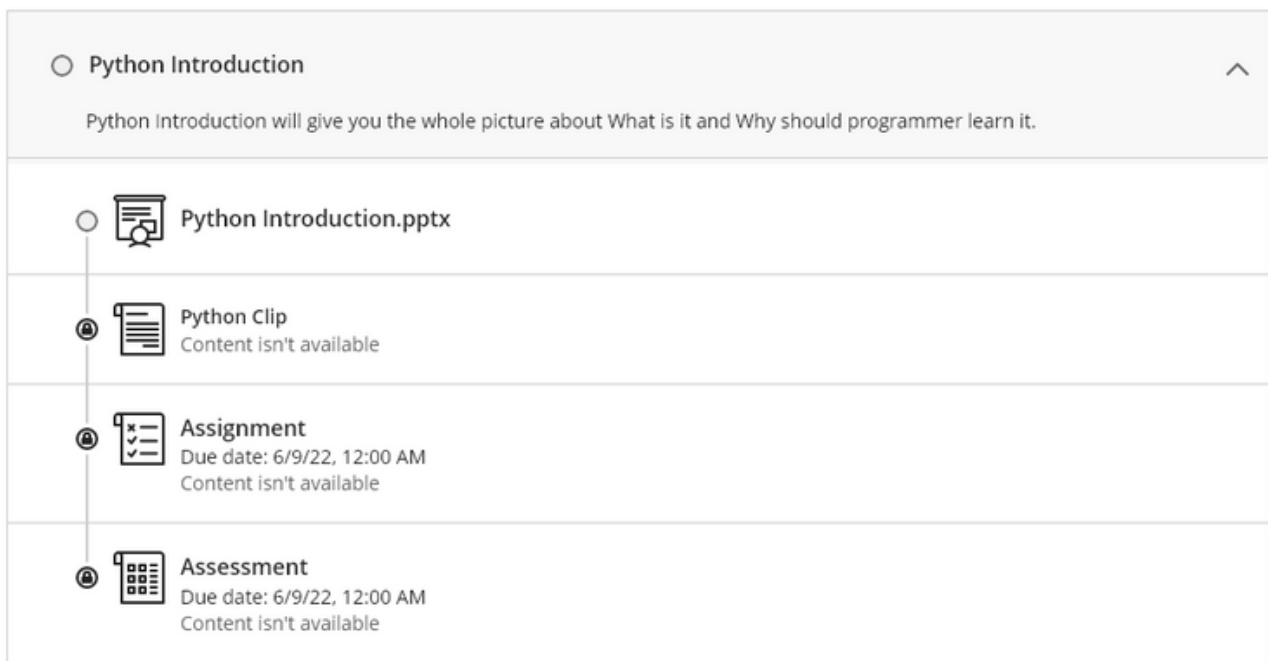
8- Click on Save button.



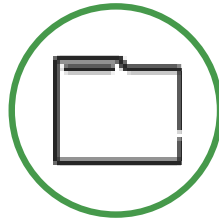
9- Click on  to expand the module then click on  to add a new items.



10- Add whatever item you like but in this example the items have been added (Python Introduction, Python Clip, Assignment, and Assessment).



Students can NOT open any item that is under python introduction unless they follow the sequence set by the instructor as you can see in image above which has been taken from student perspective.





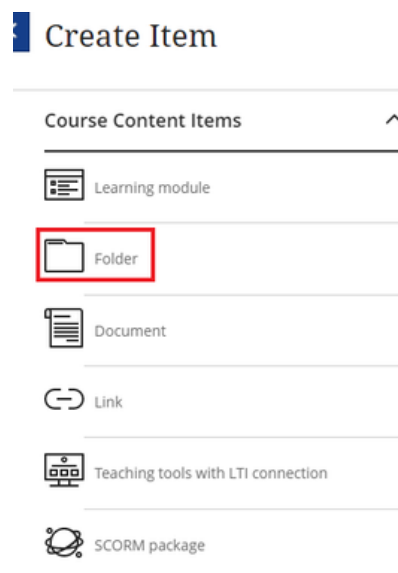
Folder

When should you use a folder?

You should use a folder when you need to organize the chapters or subjects.

How can you build it?

- 1- Click on  in the content area to show up the list.
- 2- Click on  Create for creating an item.
- 3- Click on Folder in Course Content Items list.



- 4- Type a title for the folder.
- 5- Determine the folder visibility from students perspective.
- 6- Type a description for the folder.
- 7- Click on Save button.

Training Course



Chapter 1

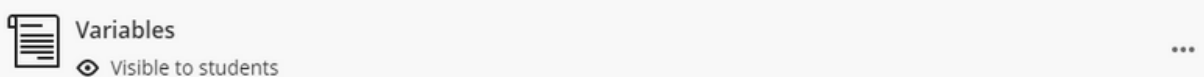
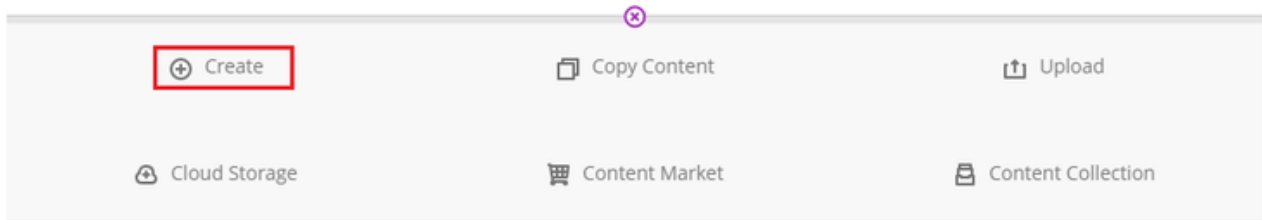
Visible to students

Description

Python Variables

Cancel Save

- 8- Click on  to expand the folder then click on  Create to add a new items inside the folder.





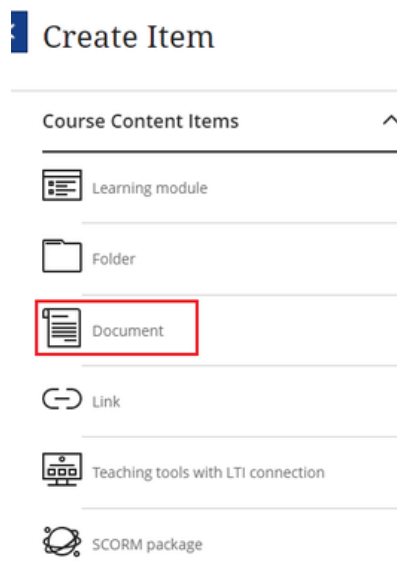
Document

When should you use a document?

You should use a document when you need to write a paragraph, add an image, add a video, add a link, and attach a file inside the document using the text editor.

How can you build it?

- 1- Click on ⊕ in the content area to show up the list.
- 2- Click on ⊕ Create for creating an item.
- 3- Click on Document in Course Content Items list.



- 4- Type a title for the document.
- 5- Determine the document visibility (Visible to students: Which mean the document will be visible all the time, Hidden from students: Which mean the document will be hidden all the time, Release conditions: Which mean the document will be visible depend on instructor conditions such as (Selecting all students or some of them, setting date and time to show on and hide after, and students grades in a specific assignment or assessment)).
- 6- Click on Add Content.

Training Course

Variables

Visible to students

Visible to students

Hidden from students

Release conditions

Abc

Use this space to build your document.

All your work is saved automatically. Just close the document when you're finished.

Add Content

- 7- Create your own content using text formats.

Word count: 0

Math

Image

Media

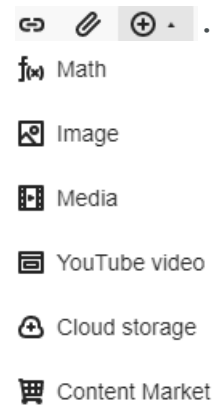
YouTube video

Cloud storage

Content Market

Save

- 8- Use tools to insert a link, or to upload a file
- 9- Insert a math formula.
- 10- Insert an image link.
- 11- Insert a media link.
- 12- Insert a YouTube video.
- 13- Upload a file from the cloud storage.
- 14- Add content from content market.



Insert math formula

$$x = \frac{-b + \sqrt{b^2 - 4ac}}{2a}$$

Cancel

Insert

Search YouTube

Search for a video

Filter results

What is Python? Why Python is So Popular?
 User: Programming with Mosh Added: 10/23/2018
 What is Python? This short video explains it in 4 minutes. Python Tutorial for Beginners: https://youtu.be/_uQrJ0TkZlc Python ...
 Preview on YouTube: <https://www.youtube.com/watch?v=Y8Tko2YC5hA>

What is Python? | Python Programming For Beginners | Python Tutorial | Edureka
 User: edureka! Added: 10/22/2019
 Edureka Python Certification Training (Use Code "YOUTUBE20"): ...
 Preview on YouTube: <https://www.youtube.com/watch?v=WvhQh4n6b8>

YouTube

Cancel



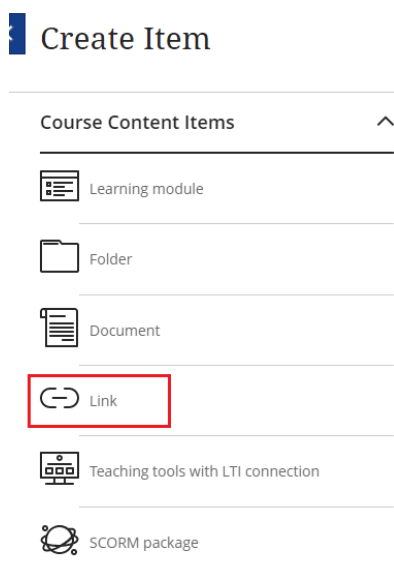
Link

When should you use a link?

You should use a link when you need to add a content from external resources.

How can you add it?

- 1- Click on ⊕ in the content area to show up the list.
- 2- Click on ⊕ Create for creating an item.
- 3- Click on Link in Course Content Items list.



- 4- Type a title for the link.
- 5- Determine the link visibility (Visible to students: Which mean the link will be visible all the time, Hidden from students: Which mean the link will be hidden all the time, Release conditions: Which mean the link will be visible depend on instructor conditions such as (Selecting all students or some of them, setting date and time to show on and hide after, and students grades in a specific assignment or assessment)).
- 6- Paste URL (Uniform Resource Locators).
- 7- Link it with goals.
- 8- Type a description for the link.
- 9- Click on Save button.

Python history

Visible to students


* Link URL
[https://en.wikipedia.org/wiki/Python_\(program\)](https://en.wikipedia.org/wiki/Python_(program))

Additional Tools

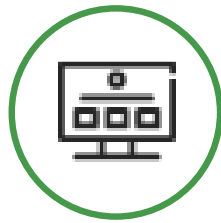
Goals & standards
You need to save the link before you can edit the aligned goals. Save the link and return.

Description
This is an external resource.

Cancel Save

 Python history
Visible to students
This is an external resource.

...



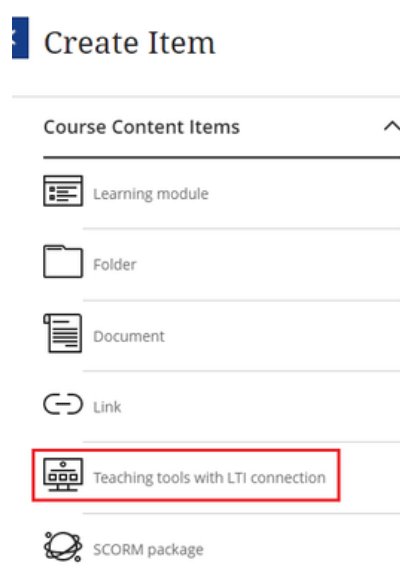
Teaching tool

When should you use a teaching tool?

You should use a teaching tool when you need to add a content from external resources with the configuration URL that has been given from tool provider. Note that some configuration URLs require a key or a shared secret.

How can you add it?

- 1- Click on ⊕ in the content area to show up the list.
- 2- Click on ⊕ Create for creating an item.
- 3- Click on Teaching tools with LTI connection in Course Content Items list.



- 4- Type a title for the teaching tool.
- 5- Determine the teaching tool visibility (Visible to students: Which mean the teaching tool will be visible all the time, Hidden from students: Which mean the teaching tool will be hidden all the time.
- 6- Paste the configuration URL (Uniform Resource Locators).
- 7- Check open in the new window checkbox once you want the content to be opened in a new window, check allow class conversations checkbox if it needed.
- 8- Link the teaching tool with goals.
- 9- Type a description for the teaching tool.
- 10- Click on Save button.

DNAX

Visible to students

LTI Link Details

You'll need this information to establish an LTI connection. Check with your tool provider if you can't find these:


*** Configuration URL**

https:// Format: mywebsite.com

Open in new window

Allow class conversations

Additional Tools

 **Goals & standards**
You need to save the LTI link before you can edit the aligned goals. Save the LTI link and return.

Description

Type an optional description

Cancel Save



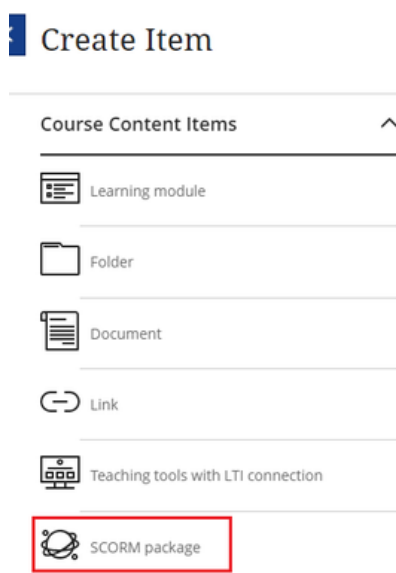
SCORM package

When should you use a SCORM package?

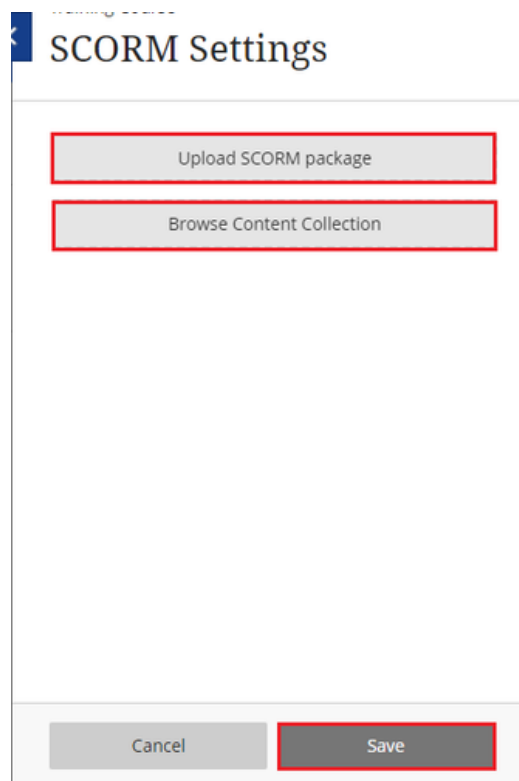
You should use a SCORM package when you build and design a course content using any application such as Articulate storyline 360, after that you want to share it with any learning management system such as blackboard.

How can you add it?

- 1- Click on ⊕ in the content area to show up the list.
- 2- Click on ⊕ Create for creating an item.
- 3- Click on SCORM package in Course Content Items list.



- 4- Click on Upload SCORM package to browse the files in your local device, then choose the SCORM package.
- 5- Click on Browse Content Collection to browse the files in institution content management once the institution adds some SCORM packages , then choose the SCORM package and add it to your course.
- 6- Click on Save button.



Instructor
Guideline

E-LEARNING

Blackboard Ultra

Assessment



Contents







Overview	1
Tips for Getting Started	1
Assessment	2-4
Add Calculated Formula question..	5-7
Test Settings.....	8-15
Add Calculated Numeric question....	16
Add Essay question.....	17
Add Fill in the Blank question.....	17-18
Add Matching question.....	18-19
Add Multiple Choice question....	19-20
Add True/False question.....	20
Reuse question.....	21
Add question Pool.....	21-22
Add text.....	22
Add Local file.....	22-23

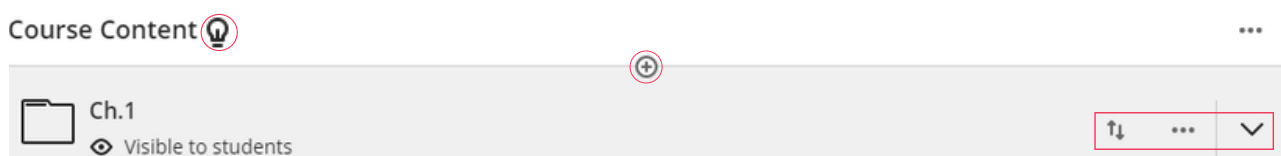
Overview

This guide is designed to help you develop your course in Blackboard Ultra instead of Blackboard Original. Also, It would give you a comprehensive of using course tools and items.

If you have not used Blackboard much in the past, now is a great opportunity to learn. We are all in this transition together with the goal of providing BMC students with consistent quality experiences.

Tips for Getting Started

For starters, It is extremely helpful to know some symbols meaning in your course such as  which mean you're about to create an item.  ellipsis which mean more options for your course or your item.  double arrows which mean you can move your item to any desired location.  down arrow which mean there are some items hidden, to show them up you must click on it.  lamp which mean a hint or note about something.  student preview which mean you can give a look at what you have done in your course from student perspective.



Assessment



Test



Assignment

When should you use an assessment?

You should use an assessment when you need to build a test or assignment. Both of them have the same properties and grade category. It's recommended to use (Test, Exam, Quiz) with a test and (Homework, and Presentation) with an assignment.

How can you build it?

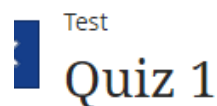
- 1- Click on ⊕ in the content area to show up the list.
- 2- Click on ⊕ Create for creating an assessment.

The screenshot displays the Blackboard interface. On the left, the 'Course Faculty' section shows 'Fahad Alahmari' as the instructor. Below it, the 'Details & Actions' section includes links for 'Roster', 'Course Groups', 'Course Image', 'Course is private', and 'Blackboard Collaborate'. The main area is 'Course Content', which is currently empty. A plus sign icon (⊕) is visible in the content area, and a dropdown menu is open, showing options: 'Create', 'Copy Content', 'Upload', 'Cloud Storage', 'Content Market', and 'Content Collection'. The 'Create' option is highlighted with a red box. Below the menu, there is a prompt: 'Use this space to the plus to begin!'.

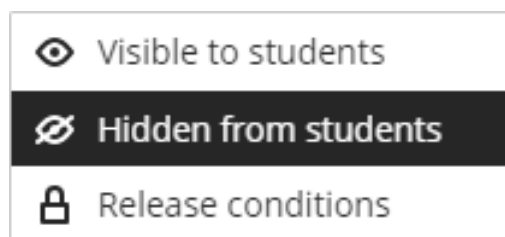
- 3- Click on Test for creating test, exam, or quiz. Click on Assignment for creating Homework, or presentation.



- 4- Type a title for the assessment.



- 5- Determine the assessment visibility (Visible to students: Which mean the assessment will be visible all the time, Hidden from students: Which mean the assessment will be hidden all the time, Release conditions: Which mean the assessment will be visible depend on instructor conditions such as (Selecting all students or some of them, setting date and time to show on and hide after, and students grades in a specific assignment or assessment)).



- 6- Specify the assessment points. 5 points

7- Click on  to choose type of questions















Use this space to build your test.

You can save your changes along the way.
Just close the test when you're finished.



8- There are seven types of questions (Calculated Formula, Calculated Numeric, Essay, Fill in the Blank, Matching, Multiple Choice, and True/False)

-  Add question pool
-  Add Calculated Formula question
-  Add Calculated Numeric question
-  Add Essay question
-  Add Fill in the Blank question
-  Add Matching question
-  Add Multiple Choice question
-  Add True/False question
-  Reuse questions
-  Add text
-  Add local file
-  Add file from Cloud Storage

⊕ Add Calculated Formula question:

Step 1: Type the question text and use letters in brackets [] to define variables in the text editor as shown below:

STEP 1 OF 3: Question text and formula

*** Write the question text**

Use letters in brackets to define variables. Include instructions for units required and notation style.

Calculate the mean of the following three numbers:
[X],[Y], and [Z]

Step 2: Use the editor to create the formula for your equation

*** Enter the answer formula**

Use the editor to create the formula for your equation.

$$\frac{(X+Y+Z)}{3}$$

Display formula to students

Next >

Tick the checkbox (Display formula to student), If you want the formula to be shown for students. Then, Press on next to move on.

Determine the answer format (Normal, Exponential). Then, choose from the drop down list the rounding (Decimal, or significant figures). On the precision scoring options, tick on to allow for full or partial credit if the answer is within a chosen range. Also, There is an answer unit where you have to determine it if you tick on this option. Moreover, You need to determine the minimum and maximum variable ranges and the number of answer sets and click on next to move on to step 3.

Answer format
 Normal Exponential

Rounding
 Decimal places 0
 Display place settings or significant figures

Precision scoring options
 Allow full credit if answer is within a chosen range
 Allow partial credit if answer is within a chosen range

Answer units
 Required

Variable ranges

	MINIMUM	MAXIMUM	DECIMAL PLACES
X	100	999	0
Y	100	999	0
Z	100	999	0

* Number of answer sets
100

Step 3: Variables value and answers will be calculated automatically.

Repopulate answer set ↻ Calculate answers

	X	Y	Z	Answer
1	801	595	867	754
2	927	570	815	771
3	901	685	983	856
4	827	972	781	860
5	963	977	173	704

[← Back](#)

Automated Feedback Available after submission

Cancel Save

Enable automated feedback to announce students about the right answer or type a phrase that shows the answer is correct or incorrect. Then, click on save button

Note: It's instructor's option to enable/disable it.

Automated Feedback Available after submission ⓘ

CORRECT ANSWER FEEDBACK

Excellent, your answer is correct

INCORRECT ANSWER FEEDBACK
This feedback also applies to partial credit answers

Unfortunately, your answer is not correct

Allow students to add content at end of assessment, It's instructor's option.

Test Content

Question 1

5 points ...

Calculate the mean of the following three numbers:

[X],[Y], and [Z]

$$\frac{(X + Y + Z)}{3}$$

Show answer settings




Allow students to add content at end of assessment


Additional Content

Students can add text, images, and files here.


Test Settings:

Click on settings icon to determine test settings


Test Settings





Due date
[8/4/22, 1:25 PM \(UTC+3\)](#)




Grade category
[Test](#)



Grading
[Points](#) | [5 maximum points](#)
 Post grades automatically when assessment is graded. [Change grade posting setting.](#)



Attempts allowed
[1 attempt](#)



Originality Report
[Enable SafeAssign](#)

Details & Information:

Set "**Due date**" of assessment, Tick "**Prohibit late submissions**" when you want the system to submit automatically all in progress attempts at the due date and time, Tick "**Prohibit new attempts after due date**" when you don't want to allow students to be able to have attempts after due date, Tick "**Allow class conversations**" when want to have a conversations with students during the test or assignment, Tick "**Display one question at a time**" when you want one question to be shown to students instead of all questions at once, Tick "**Prohibit backtracking**" when you don't want students to be able to go back to question once they pass it, Tick "**Randomize questions**" when you don't

want questions to be shown at the same sequence for each student, Tick "Randomize answers" when you don't want answers to be shown at the same sequence for each student, and Tick "**Collect submissions offline**" when you want to add a topic in a text format which will be graded manually after students participate in it such as oral presentations.

Details & Information

Due date





- Prohibit late submissions
In progress attempts will be submitted automatically at the due date and time
- Prohibit new attempts after due date
Students can't start new attempts once the due date and time has passed
- Allow class conversations
- Display one question at a time
- Prohibit backtracking
- Randomize questions
- Randomize answers
Multiple Choice and Matching answer choices are randomly ordered for students
- Collect submissions offline
You can't collect submissions offline for an assessment with questions

Grading & Submissions:

"Grade category" allows you to choose one of the following (Assignment, Test, Discussion, Journal, Exam, Homework, presentation, and Quiz) from the drop down list.

"Attempts allowed" allows you to choose one of the following (1 - 10 attempts , or unlimited attempts) from the drop down list, if the chosen is more than 1 then **"Grade attempts"** will show up with following choices (Average of all attempts, First attempt with a grade, Attempt with highest grade, Last attempt with a grade, and Attempt with lowest grade).

"Grade using" allows you to choose type of grade (Letter such as A+ A B+ B..etc, Percentage, or points), If you choose points **"Maximum points"** will be activated to determine maximum points.

"Anonymous grading" By ticking this option, you decide to hide student names in the assessment. Usually, instructors would do that to make the assessment acts as a survey.

"Evaluation options" Tick "2 graders per student" whenever you want to assign a user in your course who has grader privileges.

"Assessment grade" Tick "Post assessment grades automatically" whenever you need the system to post grades on behalf of you.

Grading & Submissions

Grade category

Attempts allowed

Grade using

Maximum points

You can't edit the maximum points for an assessment that contains individually scored questions

Anonymous grading

Hide student names

You can't hide student names for an assessment with questions

Evaluation options

2 graders per student

You can't turn on parallel grading for an assessment with questions

Peer review

You can't turn on peer review for an assessment with questions

Assessment grade

Post assessment grades automatically **NEW**

Automatically posts the grade when the assessment is graded. The feature covers automatically and manually graded assignments, and tests with auto-graded question types. Turn the setting off if you want to manually control grade publication.

Assessment results:

"Submission View" Instructor can choose one of the following choices (After submission, After individual grade is posted, After due date, After all grades are posted, or On specific date) once Instructor ticks "Allow students to view their submission".

"Automated Question Feedback" Instructor can choose one of the following choices (After submission, After due date, After all grades are posted, or On specific date) once Instructor ticks "Show automated feedback".

"Question Scores" Instructor can choose one of the following choices (After individual grade is posted, After due date, After all grades are posted, or On specific date) once Instructor ticks "Show question scores"

"Correct Answers" Instructor can choose one of the following choices (After individual grade is posted, After due date, After all grades are posted, or On specific date) once Instructor ticks "Show correct answers"

Note: When Instructor ticks "Show correct answers" automatically "Show question scores" will be ticked too.

Assessment results

Automated feedback, scores and answers availability conditions will apply after the student submission is visible.



Submission View

[Available after submission](#)



Automated Question Feedback

[Available after submission](#)



Question Scores

[Available after all grades are posted](#)



Correct Answers

[Turn on setting](#)

Assessment security:



"**Access code**" Instructor can add access code to an assessment to prevent accessibility for students who haven't the access code.

Assessment security



Access code

[Add access code](#)

Note: Click on  to copy access link, and click on  to refresh access code. Once you refresh the access code, the old access code will not work.

 On

823935




Additional Tools:


- "Time limit"** Instructor can add a time limit for an assessment once the time limit expires, there are two submission rules that are instructor optional to choose between them (First rule: Work is automatically saved and submitted when time expires, and Second rule: Students have extra time to work after the time limit expires). If instructor chooses the second rule, Extra time option will show up and let instructor decides to select one of the following choices (50% of time limit which has been added, 100%, or unlimited).
- "Use grading rubric"** Instructor can use rubrics to grade the essay assessment.
- "Goals & standards"** Instructor can determine goals for an assessment, but goals must be added via blackboard administrator.
- "Assigned groups"** Instructor can assign the assessment to a group.
- "Originality Report"** Instructor can enable SafeAssign to check plagiarism for students submissions when type of assessment is essay. Once instructor enables it, there are two options for instructor to tick them (Allow students to view the SafeAssign Originality Report for their attempts, and Exclude submissions from the institutional and Global Reference Databases). It's recommended to tick the second option.

"Description" Instructor can Type a description of assessment.

Click on save button to save all settings that have been made.

Additional Tools

 **Time limit**
[Add time limit](#)

 **Use grading rubric**
You can't add a rubric to an assessment with questions

 **Goals & standards**
[Align with goals](#)

 **Assigned groups**
[Assign to groups](#)

 **Originality Report**
[Enable SafeAssign](#)

Description

Add a description

Maximum 750 characters

Cancel

Save

⊕ Add Calculated Numeric question:

- Type the question text inside the text editor.
- Specify an exact numeric answer in text box below Correct Answer.
- Tick "Allow an answer range" to specify an allowable range.
- Click on save button to save question.
- To determine test settings, Please look back at pages from 8 to 15.

Question 1

1 points

* Write the question text

What is the sum of $10 + 20 =$

* Correct Answer ⓘ

30

Integer, decimal, or E notation allowed
Maximum 16 digits

Allow an answer range

When activating this option, the answer range will be requested.

Automated Feedback

Available after submission ⓘ

Cancel

Save

⊕ Add Essay question:

- Type the question text inside the text editor.
- Click on save button to save question.
- To determine test settings, Please look back at pages from 8 to 15.

Question 1

5 points

What are the 7 functions of the heart?

Cancel

Save

⊕ Add Fill in the Blank question:

- Type the question text inside the text editor.
- Type the answer inside brackets [].
- Click on [Next Step](#) to specify options.

Question 1

1 points

To format your question, type brackets around the answer and separate multiple answers with a semicolon. For example: One of the primary colors is [red; blue; yellow]. You may also use a regular expression. Only one expression per blank will be recognized. For example: `[[a-zA-Z]]` is any letter in the alphabet.

The human heart is an organ that pumps blood throughout the body via the [circulatory system].

[Next Step](#)

- Choose from drop down list "Exact match".
- Tick Case sensitive, if the answer must be typed in a certain pattern such as standards ISO, ANSI.
- Click on save button to save question.
- To determine test settings, Please look back at pages from 8 to 15.

The human heart is an organ that pumps blood throughout the body via the [Blank 1].

Blank 1

circulatory system

Response type Exact match ▼ Case sensitive

[Previous Step](#)

Automated Feedback

Available after submission ⓘ

Cancel

Save

⊕ Add Matching question:

- Type the question text inside the text editor.
- Specify prompts and their answers.
- Click on [Add Pair](#) to add a new fields.
- Click on [Add answer](#) for adding additional answers.
- If there are no additional answers, then delete the field.
- Select scoring options from the drop down list ("Allow partial Credit", "All or nothing", "Subtract points for incorrect matches, but question score can't be negative", "Allow negative question score").
- Click on save button to save question.
- To determine test settings, Please look back at pages from 8 to 15.

Question 1

3 points

Add at least 1 prompt and 2 answers. Delete empty answers and pairs before you can save.

Link each country with ISO code:


* Prompts	* Answers
1. <input type="text" value="United States"/>	<input type="text" value="USD"/> ...
2. <input type="text" value="Turkey"/>	<input type="text" value="TRY"/> ...
3. <input type="text" value="China"/>	<input type="text" value="CNY"/> ...

[Add Pair](#) All answers will be ordered randomly

Additional answers
[Add Answer](#)

Scoring options

Automated Feedback

Available after submission 

Cancel

Save

⊕ Add Multiple Choice question:

- Type the question text inside the text editor.
- Type the answers and tick the right answer between them.
- If you tick more than one answer, you should notify students by typing "This question is multiple answers" next to your question.
- Click on [Add Choice](#) for adding additional answers.
- Select scoring options from the drop down list ("Allow partial Credit", "All or nothing", "Subtract points for incorrect matches, but question score can't be negative", "Allow negative question score").

- Click on save button to save question.
- To determine test settings, Please look back at pages from 8 to 15.

Question 1

2 points

Fathometer is used to measure

Choose at least one correct answer

Earthquakes

Rainfall

Ocean depth

Sound intensity

[Add Choice](#)

Automated Feedback

Available after submission ⓘ

Cancel

Save

+ Add True/False question:

- Type the question text inside the text editor.
- Specify the correct answer.
- Click on save button to save question.
- To determine test settings, Please look back at pages from 8 to 15.

Question 1

0.5 points

Electrons move faster than the speed of light.

True

False

Automated Feedback

Available after submission ⓘ

Cancel

Save

⊕ Reuse question:

- Filter questions according to specific sources or specific question types.
- Tick all questions that you need to reuse.
- Edit question points.
- Click on Copy Questions button.

Note: Instructor can reuse questions in two ways:

First way: Reuse questions that already created in the course.

Second way: Copy assessment of another course and reuse its questions.

The screenshot displays a question selection interface. On the left, there is a 'Filter Criteria' sidebar with sections for 'Keyword Search' (with a search input field), 'Sources' (with checkboxes for 'Chapter 1' and 'Chapter 2'), and 'Question Types' (with checkboxes for 'Multiple Choice' and 'True/False'). The main area shows a list of questions under 'Chapter 1' and 'Chapter 2'. Each question has a checkbox, a description, and a point value with a dropdown arrow. The questions are:

- Chapter 1, True/False:** 0.5 points. Question: "If you are a type-A personality you are probably effective under stress."
- Chapter 1, True/False:** 0.5 points. Question: "You can change your personality type."
- Chapter 1, True/False:** 0.5 points. Question: "An ISTP personality stands for introverted, sensual, thoughtful, and proactive."
- Chapter 2, Multiple Choice:** 1 points. Question: "Is body language conscious or subconscious?"

At the bottom, a status bar shows "0 questions will be copied" and buttons for "Cancel" and "Copy Questions".

⊕ Add question Pool:

- Filter questions according to specific sources or specific question types.
- Tick all questions that you need to use.
- Click on Add Questions button.

Filter Criteria
Clear all

Keyword Search ▾

Sources ▾

Assessments

Chapter 1

Chapter 2

Question Types ▾

[Select all](#) | [Clear all](#)

Chapter 1

True/False 0.5 points ↓

If you are a type-A personality you are probably effective under stress.

True/False 0.5 points ↓

You can change your personality type.

True/False 0.5 points ↓

An ISTP personality stands for introverted, sensual, thoughtful, and proactive.

Chapter 2 ?

7 questions will be added

Cancel
Add Questions

- Specify question points each .
- Determine number of questions In the text box which is below "Number of questions to display to students".
- Click on save button.
- To determine test settings, Please look back at pages from 8 to 15.

Note: In each attempt, question pool will display a different set of questions.

Question Pool

2 points each

7 questions in this pool

[View questions](#)

Number of questions to display to students

2

Cancel
Save

Add text:

Instructor may add a text between blocks of questions or in beginning of assessment as instructions.

3rd Section: Vocabulary ...

Add Local file:

Instructor may add a file between questions or in the top of assessment. e.g. Adding an equations reference for students.

- Browse local files.
- Click on the desired file, then click on an open button.
- If the desired file is an image, Tick "This image is decorative and doesn't require alternative text".
- Specify file option (View and download, View only, Download only).
- Click on a save button.

Edit File Options
×

*** Display Name**

Image Type

This image is decorative and doesn't require alternative text

File Options

View and download

View only

Download only

Close
Save

- Check how the desired file looks like in the test content.
- Click on a save button.

1.	Pythagoras's Theorem	$a^2 + b^2 = c^2$	Pythagoras, 530 BC
2.	Logarithms	$\log xy = \log x + \log y$	John Napier, 1610
3.	Calculus	$\frac{df}{dt} = \lim_{h \rightarrow 0} \frac{f(t+h) - f(t)}{h}$	Newton, 1668
4.	Law of Gravity	$F = G \frac{m_1 m_2}{r^2}$	Newton, 1687
5.	The Square Root of Minus One	$i^2 = -1$	Euler, 1750
6.	Euler's Formula for Polyhedra	$V - E + F = 2$	Euler, 1751
7.	Normal Distribution	$\Phi(x) = \frac{1}{\sqrt{2\pi\rho}} e^{-\frac{(x-\mu)^2}{2\rho^2}}$	C.F. Gauss, 1810
8.	Wave Equation	$\frac{\partial^2 u}{\partial t^2} = c^2 \frac{\partial^2 u}{\partial x^2}$	J. d'Alembert, 1746

Cancel

Save

— Instructor
Guideline

E-LEARNING

Blackboard Ultra

Participation and
Engagement



Contents







Overview	1
Tips for Getting Started	1
Participation and Engagement	2
Discussion.....	3-5
Journal.....	6-8

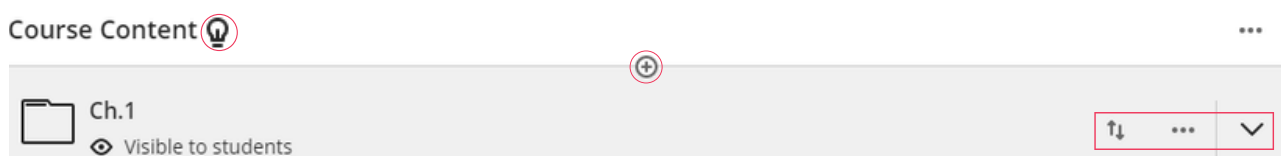
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Participation and Engagement



Discussion



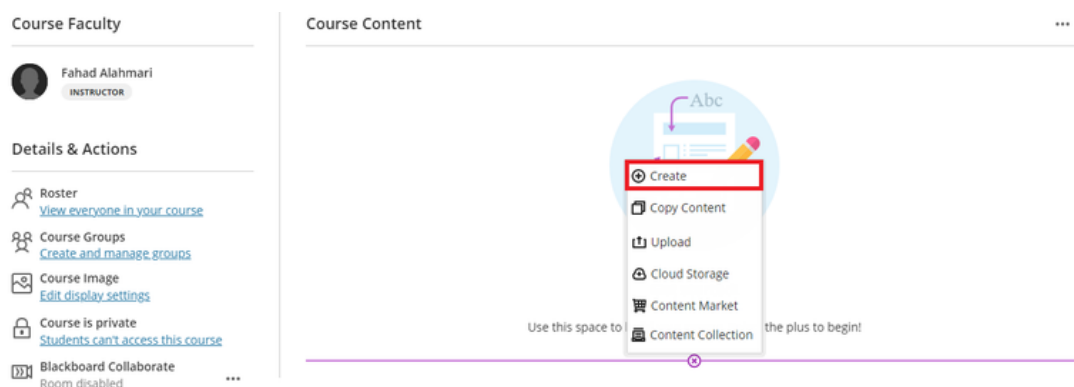
Journal

When should you use participation and engagement?

You should use participation and engagement when you need to build a discussion. There are two ways, First: using a discussion. Second: using a journal. The different between both of them is that, discussion usually allows instructor to discuss with all students and students can see the responses of each other. Whereas, journal allows instructor to discuss with students independently and privately and students can't see the responses of each other.

How can you build it?

- 1- Click on ⊕ in the content area to show up the list.
- 2- Click on ⊕ Create for creating participation and engagement.



Discussion:

- Click on Discussion for creating a discussion.
- Type a title for the discussion.
- Determine the discussion visibility (Visible to students: Which mean the discussion will be visible all the time, Hidden from students: Which mean the discussion will be hidden all the time, Release conditions: Which mean the discussion will be visible depend on instructor conditions such as (Selecting all students or some of them, setting date and time to show on and hide after, and students grades in a specific assignment or assessment)).

Training Course

Discussion about general principles of geriatric care

Visible to students

- Type your topic which you want to talk about inside the text editor, then click on a save button.



Use this space to start a discussion!

Make an initial post to start a discussion. Participants can add responses and replies.

T · ... · ¶ · ↶ · ↷ · 🗑️ · 🌐

What are the general principles of geriatric care?

Save

- Click on settings icon to determine discussion settings.

Discussion Settings



Grading

[Discussion isn't graded](#)

- Tick "**Display on Course Content page**" when you need the discussion appears in content area.
- Tick "**Post first**" when you need to hide discussions of students until student post his/her participation.
- Tick "**Grade discussion**" when you need the discussion to be graded. There are other options will appear, such as "**Participate by**" which mean same as due date, "**Grade category**" leave it as it is Discussion, and "**Grade using**" which allows you to choose type of grade (Letter such as A+ A B+ B..etc, Percentage, or points), If you choose points "Maximum points" will be activated to determine maximum points.
- There are additional tools which are related to instructor options such as "**Use grading rubric**" that allows instructor to use rubrics to grade the discussion, "**Goals & standards**" that allows instructor to determine goals for the discussion, but goals must be added via blackboard administrator, and "**Group discussion**" that allows instructor to assign the discussion to group.

Note: "**Use grading rubric**" will not appear unless you tick "**Grade discussion**".


Discussion about general principles of geriatric care

Discussion Settings

Details & Information

- Display on Course Content page
-
- Post first
Hide discussion activity until student responds
-
- Grade discussion
This discussion counts for a grade
-

Additional Tools

 **Goals & standards**
[Align with goals](#)

 **Group discussion**
[Assign to groups](#)

Cancel

Save

Journal:

- Click on Journal for creating a journal.
- Type a title for the journal.
- Determine the journal visibility (Visible to students: Which mean the journal will be visible all the time, Hidden from students: Which mean the journal will be hidden all the time, Release conditions: Which mean the journal will be visible depend on instructor conditions such as (Selecting all students or some of them, setting date and time to show on and hide after, and students grades in a specific assignment or assessment)).

Training Course

Geriatric nursing

Visible to students

- Type your topic which you want to talk about inside the text editor, then click on a save button.

Journal Prompt

Why do you want to be a geriatric nursing?

Cancel Save

- Click on settings icon to determine journal settings.

Journal Settings



Grading

Journal isn't graded

- Tick "**Grade journal**" when you need the journal to be graded. There are other options will appear, such as "**Due date**", "**Grade category**" leave it as it is Journal, and "**Grade using**" which allows you to choose type of grade (Letter such as A+ A B+ B..etc, Percentage, or points), If you choose points "**Maximum points**" will be activated to determine maximum points.
- Tick "**Allow users to edit and delete entries**", if you want to give students option to edit and delete their posts.
- Tick "**Allow users to edit and delete comments**", if you want to give students option to edit and delete their comments.
- There is an additional tool which is related to instructor option "**Use grading rubric**", It allows instructor to use rubrics to grade the journal.

Note: "**Use grading rubric**" will not appear unless you tick "**Grade journal**".

Journal Settings

Details & Information

- Grade journal
This journal counts for a grade
 - Allow users to edit and delete entries
 - Allow users to edit and delete comments
-

Participation & Grading

Due date



Grade category



Grade using



Maximum points

Additional Tools



Use grading rubric

[Add grading rubric](#)

Cancel

Save

Instructor
Guideline

E-LEARNING

Blackboard Ultra

Collaborate Ultra



Contents







Overview	1
Tips for Getting Started	1
Collaborate Ultra	2
Event Details Formula question.....	3-4
Session Settings.....	5-6
Attendance Reporting.....	7-8
Virtual Classroom	9-10
Audio and Video Settings.....	10
Notification Settings.....	10
Session Settings.....	11-12
Share content.....	13-15
Attendees.....	16
Chat.....	17
Synchronous session & Asynchronous session	19-21

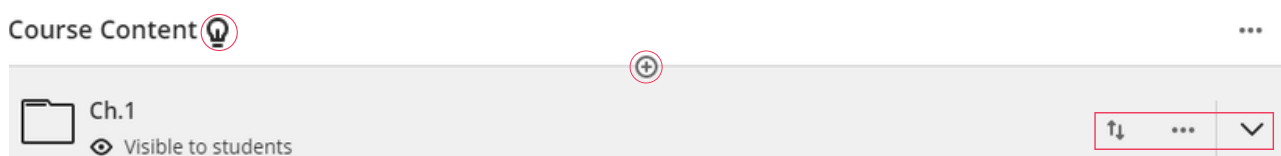
Overview

This guide is designed to help you develop your course in Blackboard Ultra instead of Blackboard Original. Also, It would give you a comprehensive of using course tools and items.

If you have not used Blackboard much in the past, now is a great opportunity to learn. We are all in this transition together with the goal of providing BMC students with consistent quality experiences.

Tips for Getting Started

For starters, It is extremely helpful to know some symbols meaning in your course such as  which mean you're about to create an item.  ellipsis which mean more options for your course or your item.  double arrows which mean you can move your item to any desired location.  down arrow which mean there are some items hidden, to show them up you must click on it.  lamp which mean a hint or note about something.  student preview which mean you can give a look at what you have done in your course from student perspective.



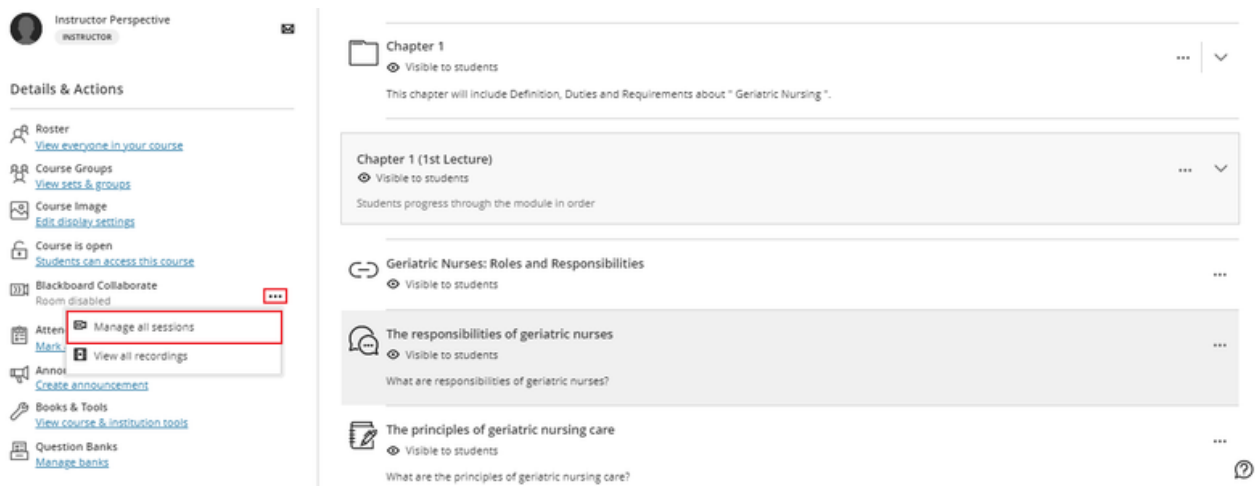
Collaborate Ultra

When should you use a Collaborate Ultra?

You should use a Collaborate Ultra when you need to create/schedule a session in blackboard system. It allows you to engage with your students in synchronous and asynchronous manner.

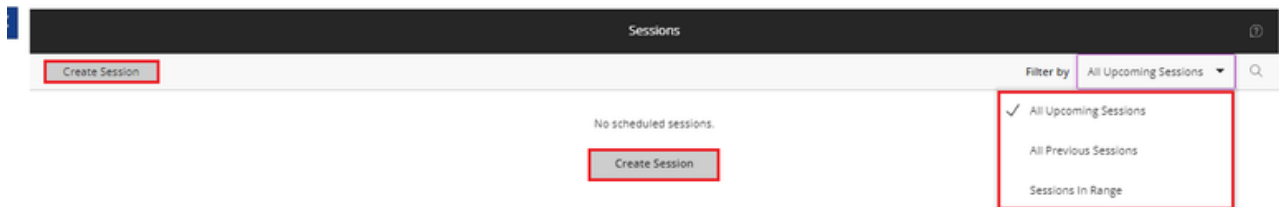
How can you create/schedule a session?

- Click on ellipsis which is next to "Blackboard Collaborate" tab that exists in the left side of the course roster.
- Click on "Manage all sessions" from the list.



The screenshot displays the Blackboard Collaborate interface. On the left, the 'Details & Actions' sidebar is visible, with the 'Blackboard Collaborate' section highlighted. A red box highlights the 'Manage all sessions' option. The main content area shows a list of sessions, including 'Chapter 1 (1st Lecture)', 'Geriatric Nurses: Roles and Responsibilities', 'The responsibilities of geriatric nurses', and 'The principles of geriatric nursing care'. Each session has a visibility icon and a three-dot menu icon.

- You've the option to filter your sessions by (All upcoming sessions, All previous sessions, or sessions in range). keep in mind the sessions in range requires a specific date (from - to).



- To create/schedule a session, click on Create Session button.

Event Details

- Type a name for your session.
- Set when your lecture is going to start and end by determining date and time.
- Tick "No end (open session)", If you need your session to keep running. It's not preferred to be selected.
- Tick "Repeat session", If you need your session to be repeated. Once you tick it, other options will appear such as (Repeat daily, Repeat weekly, Repeat monthly) and duration of repetition (Every week, 2 weeks, ... 10 weeks) also, you have to determine days (S,M,T,W,T,F,S). Moreover you must choose when to end it up according to (number of occurrences, or date).
- Select from the drop down list that belongs to Early Entry, "No early entry".
- Type a description for your session.

*** Session Name**

1st Lecture. General information about geriatric nurs

Event Details

Guest access

Start

10/3/22



1:00 PM



End

10/3/22



2:00 PM



No end (open session)

Repeat session

Early Entry

No early entry



[Provide a description](#)

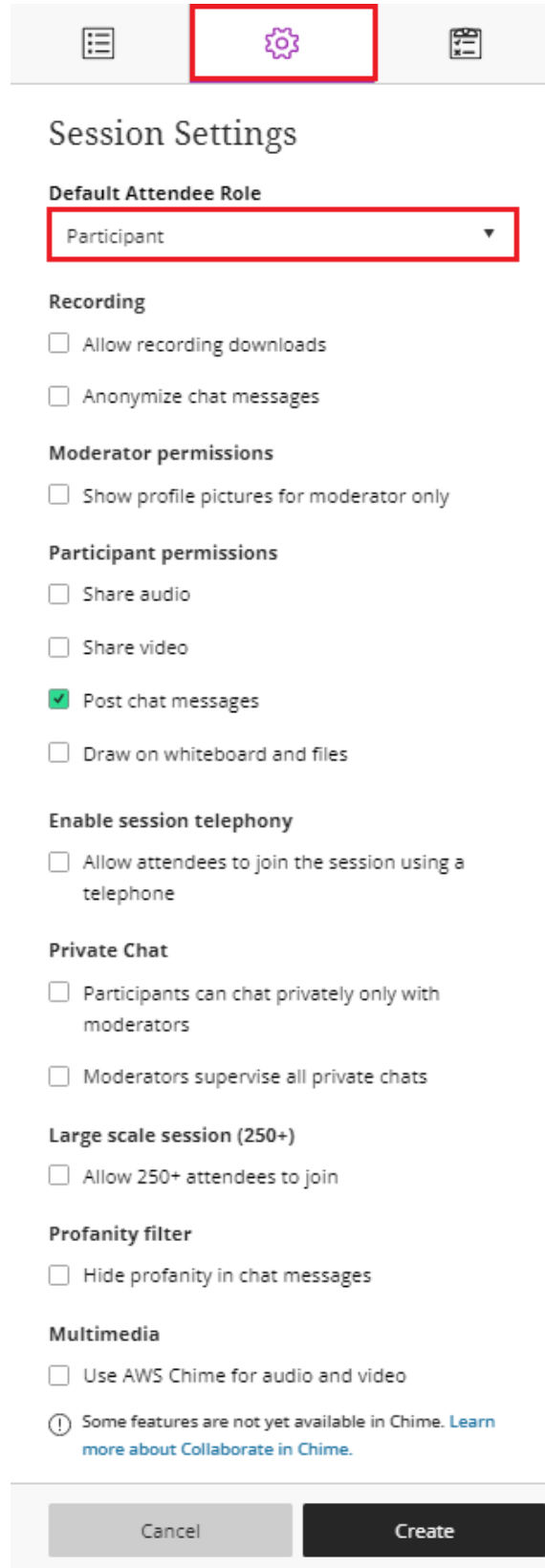
Cancel

Create

Session Settings

- Select default attendee role from the drop down list (Participant, Presenter, Moderator). Keep in mind moderator role belongs only to instructors.
- Tick "Allow recording downloads", If you want to allow students to download the lecture.
- Tick "Anonymize chat messages", If you want to anonymize students' names in session recording.
- Tick "Show profile pictures for moderator only", Which means no profile pictures are seen for anyone in the session except profile pictures for moderators.
- Tick (Share audio, Share video, Post chat messages, and Draw on whiteboard and files), whenever you want to permit participants to share.
- Tick "Allow attendees to join the session using a telephone", whenever you let participants to use telephone to share audio by dialing-in on the number that appears in the session. Keep in mind the maximum number of participants who can dial-in 25.
- Tick "Participants can chat privately only with moderators", If you don't want to let participants to chat with each other privately.
- Tick "Moderators supervise all private chats", If you want private chat to be supervised. Notice that, there is an alert appears at the top of the private chat informing participants that the chat is supervised.
- Tick "Allow 250+ attendees to join", whenever you need to scale up the number of attendees. Keep in mind the number of attendees by default is 250.
- Tick "Hide profanity in chat messages", to prevent profanity.

- Tick "Use AWS Chime for audio and video", to have a better audio, video and shared content experience.



Session Settings

Default Attendee Role

Participant

Recording

- Allow recording downloads
- Anonymize chat messages

Moderator permissions

- Show profile pictures for moderator only

Participant permissions

- Share audio
- Share video
- Post chat messages
- Draw on whiteboard and files

Enable session telephony

- Allow attendees to join the session using a telephone

Private Chat

- Participants can chat privately only with moderators
- Moderators supervise all private chats

Large scale session (250+)


- Allow 250+ attendees to join

Profanity filter

- Hide profanity in chat messages

Multimedia

- Use AWS Chime for audio and video

 Some features are not yet available in Chime. [Learn more about Collaborate in Chime.](#)

Cancel Create

Attendance Reporting

- Tick "Share attendance information with LMS", whenever you need the system to take the attendance on behalf of you.
- Determine when the participants will be considered late, and absent.
- Specify "Required time in session", recommended range is 60%.
- Click on create button, then click on save button.

Attendance Reporting

Share attendance information with LMS

How late can attendees join before they're marked late or absent?

* **Late after**
10 minutes

* **Absent after**
15 minutes

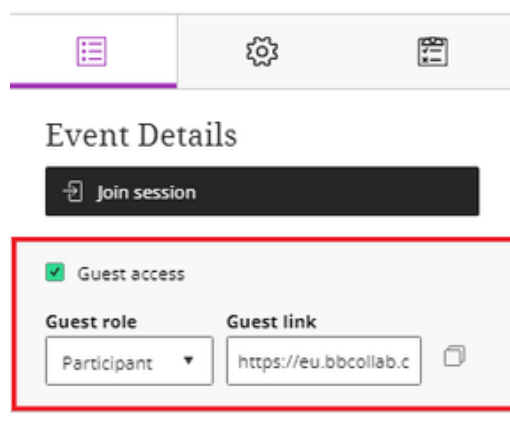
Required time in session
0% 100%

Attendees must be present for at least 60% of the session running time or they're marked as absent.

Cancel Create

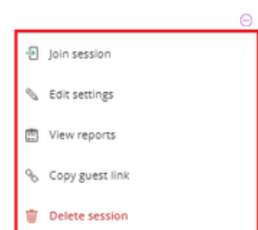
Click on "Join session" button, to join it directly. In some cases, you need to send a guest link to invite participants who can't join the session directly, because they are not enrolled in your course. To create a guest link, please follow steps below:

- Tick "Guest Access".
- Determine the "Guest role".
- Click on create button to be able to get the link.
- Click on the double squares next to "Guest link" to copy the link.



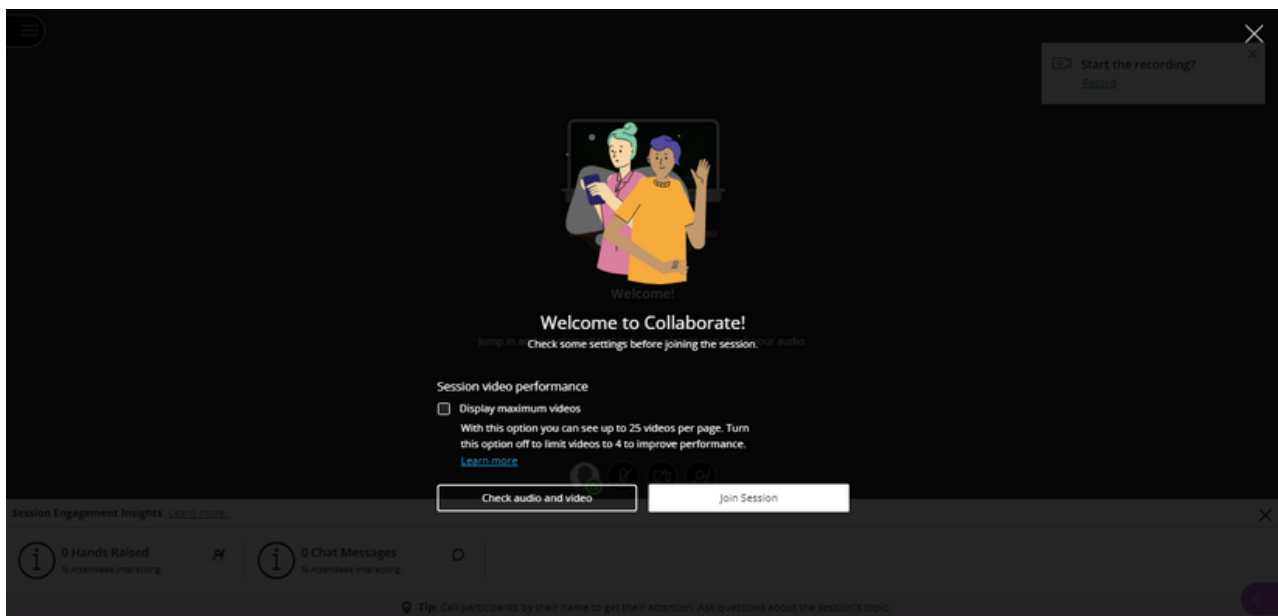
Once the created session appear in scheduled sessions panel and you move your mouse over it, notice that ellipsis show up at the end. If you click on it, some choices will show up such as (Join session, Edit session, View reports, Copy guest link, and Delete session).

1st Lecture. General information about geriatric nursing.
10/3/22, 1:00 PM - 10/3/22, 2:00 PM (in progress)

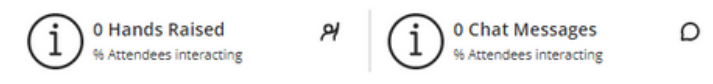


Virtual Classroom

- Tick "Display maximum videos", whenever you and your colleagues need to share videos. Keep in mind the maximum videos to see is 25 per page. It's not recommended to select it, because It leads to performance deteriorates.
- Click on "Check audio and video", to test them before you join the session.
- Click on "Join Session" to join it.

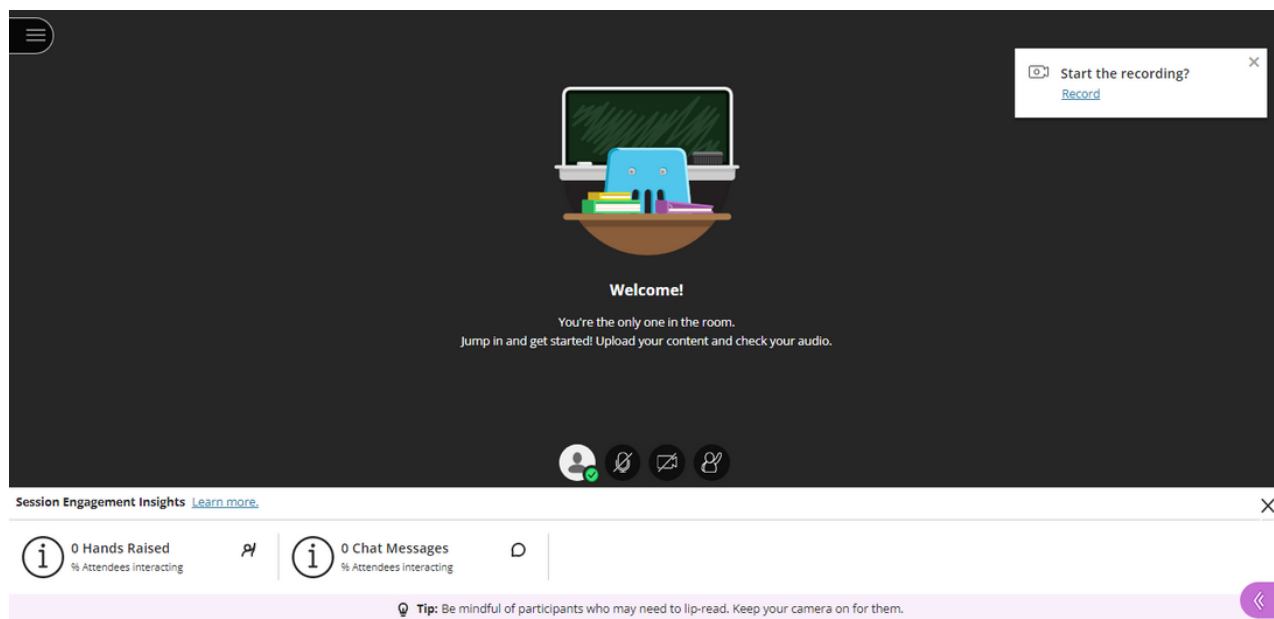


- Session engagement insights is a small dashboard that indicate participants' actions.



- Click on (Mic to mute/unmute, Camera to open/close, and Hand to raise/put it down).





- Click on  to control (My settings, share content, attendees, chat). 

Audio and Video Settings:

- Adjust your speaker volume to 100% whenever you feel the voice is low.
- "Display maximum video", It has mentioned before and explained well.

Notification Settings:


You have the option to unselect (Collaborate pop-up notification, Audio notification, and browser pop-up notification), in some cases such as (Someone joined or left the breakout group or session, Someone posts a chat message, and when someone raises hand). Whenever the audio annoys you.

Session Settings:


- Click on "Default language", to select a language from the drop down list. By default, it takes your browser language.
- Select which one of gallery view would you prefer (Enable for everyone, Enable for moderators, and Disable gallery view).

The other settings have been mentioned before and explained well.

Audio and Video Settings

 Set up your camera and microphone

Speaker Volume

0%  100%

Display Closed Captions (when available)

Session video performance

Display maximum videos

With this option you can see up to 25 videos per page. Turn this option off to limit videos to 4 to improve performance.

[Learn more](#)

Notification Settings



Someone joined or left the breakout group or session

- Collaborate pop-up notification
- Audio notification
- Browser pop-up notification

Someone posts a chat message

- Collaborate pop-up notification
- Audio notification
- Browser pop-up notification

When I'm mentioned in chat

- Special audio notification

Closed captioning available

- Collaborate pop-up notification

Someone raises their hand

- Collaborate pop-up notification
- Audio notification
- Browser pop-up notification

Session Settings



- Only show moderator profile pictures

Default Language

Browser default (English) ▼

Gallery View

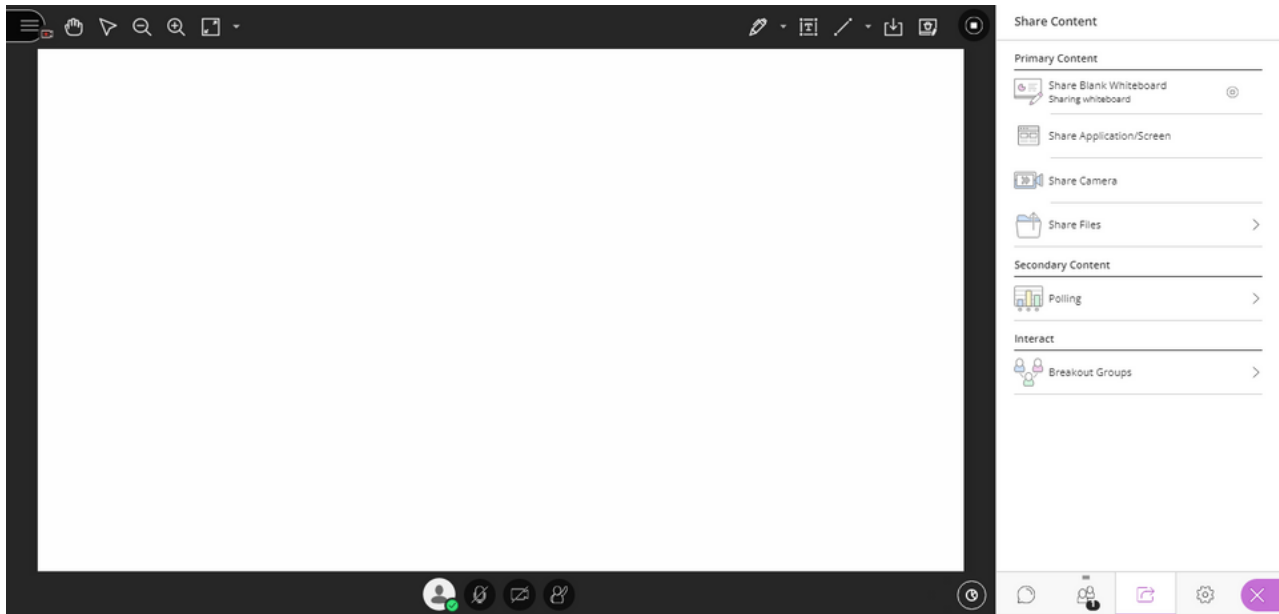
- Enable for everyone
 - Enable for moderators
 - Disable gallery view
- When you disable gallery view, up to 4 videos are visible. Attendees can't choose to see more.

Participant permissions

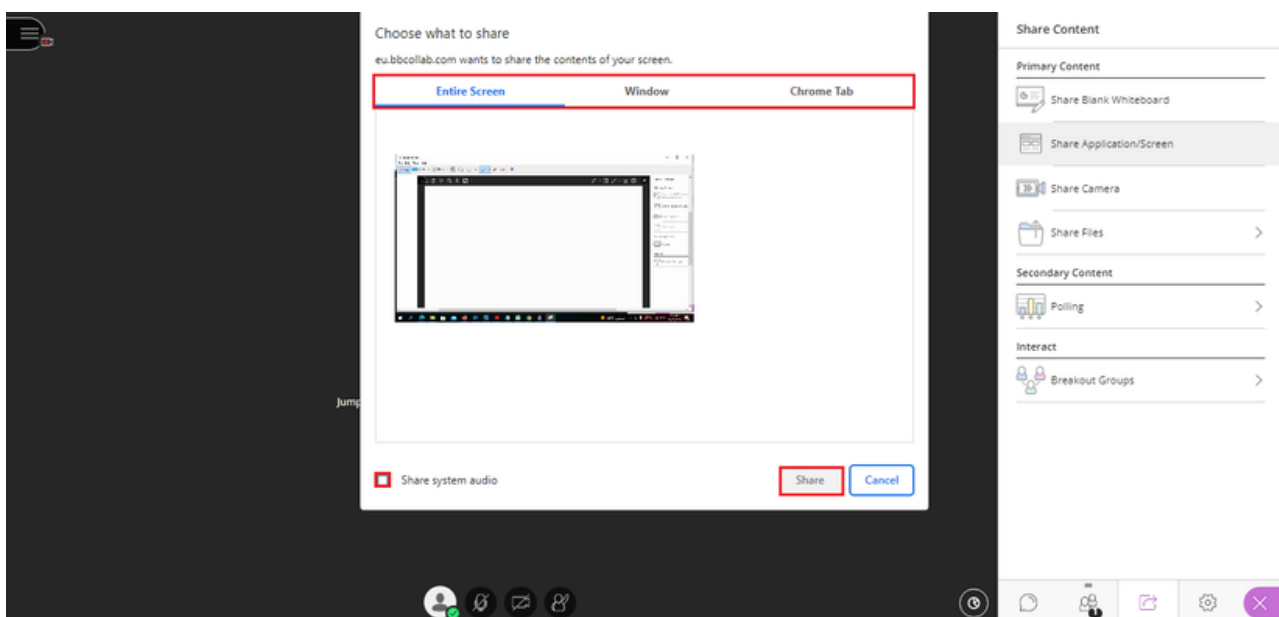
- Share audio
- Share video
- Post chat messages
- Draw on whiteboard and files

Share content:

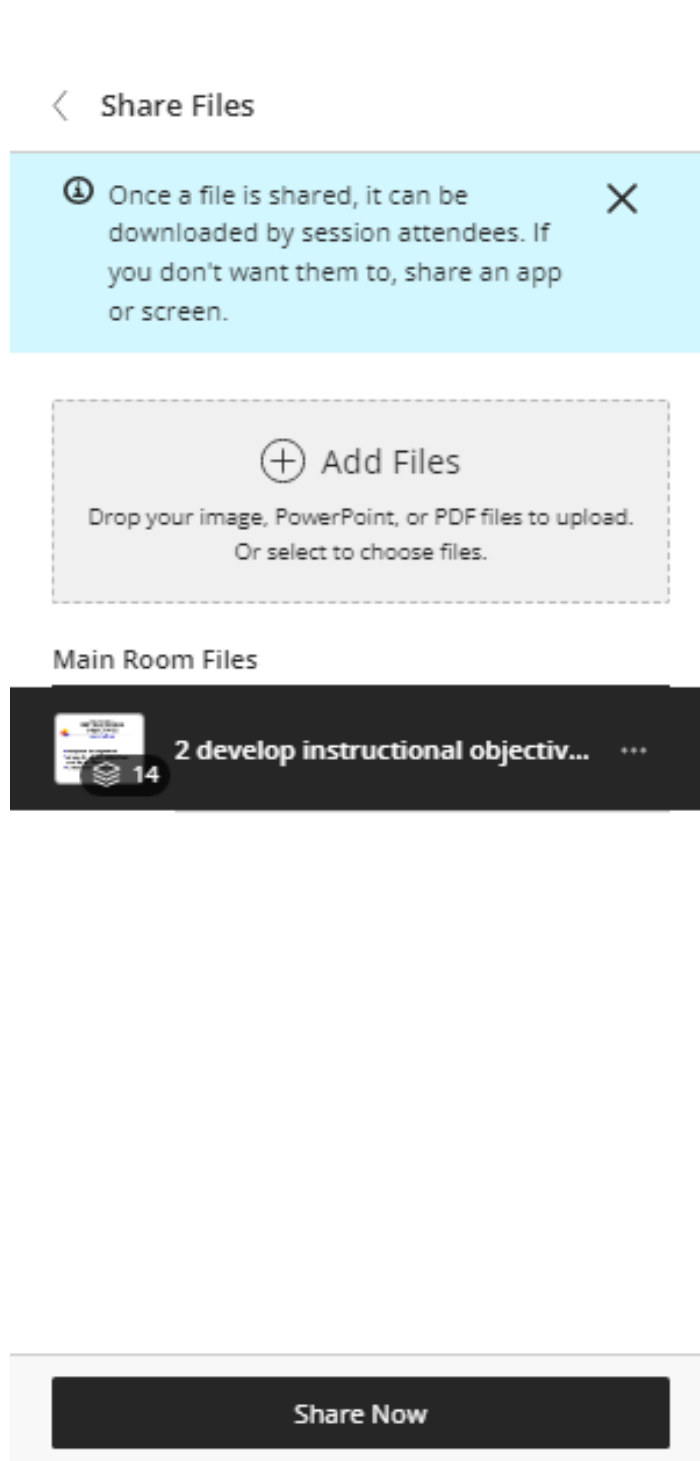
- Share blank whiteboard and use the tools in the top to write or point in something.



- Share Application/screen, Allows you to share your entire screen, window, or tab. If you need to share audio too, you must tick "Share system audio". then Click on Share button.



- Share files, Allows you to share files from your local device. Once your file has uploaded, click on it then click on share now button.



- Polling, Allows you to send a question such as Yes/No choices, or multiple choice. Then, click on Start button to pop up the question for participants.

Note: This pop up will help instructor to evaluate the participants' understanding of the lecture.

< Polling

Multiple Choice

Yes/No Choices

< Polling

Ask a question

Type poll question

First answer choice

① 

Second answer choice

② 

[Add choice](#)

Cancel

Start

< Polling

Ask a question

Type poll question

① Yes

② No

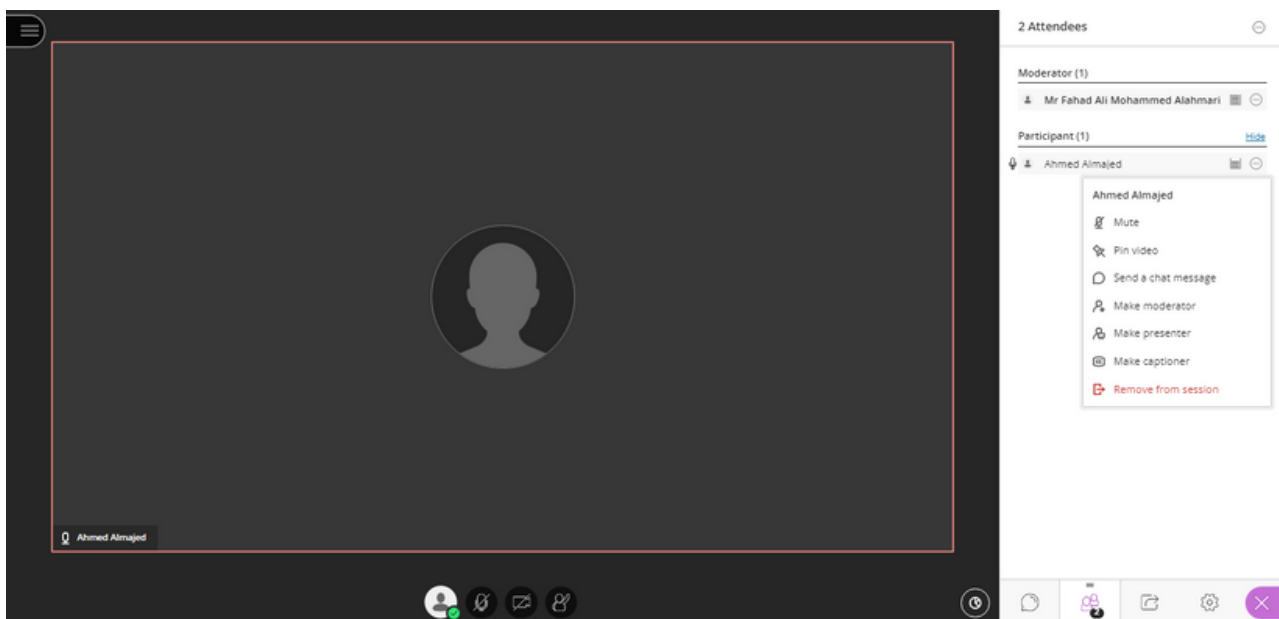
Cancel

Start

- Breakout Groups, Allows you to divide the participants into a subgroups which give you an option to discuss with each group individually.

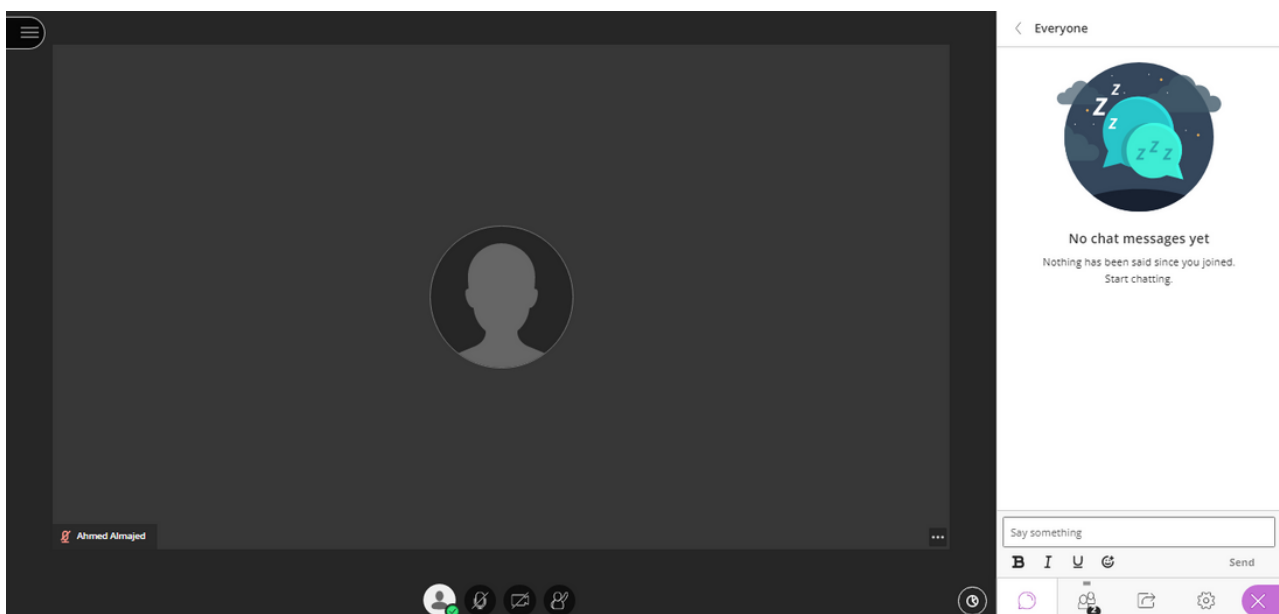
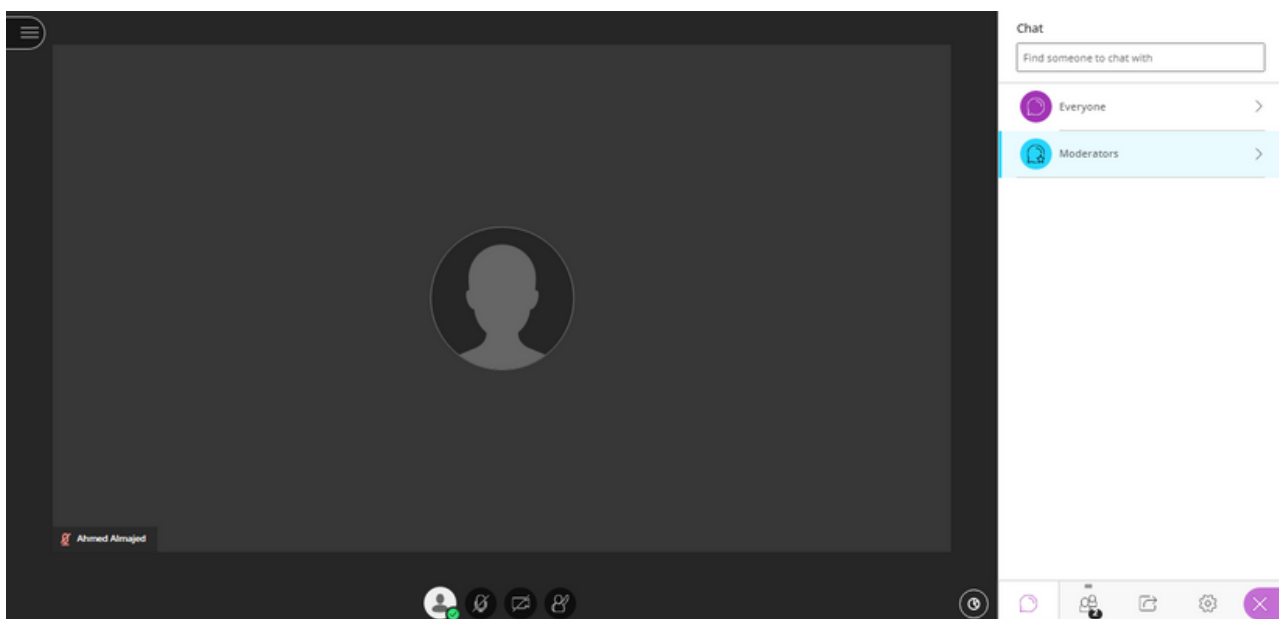
Attendees:


- Click on ellipsis which is in the right side of participant name.
- Select (Mute, Pin video, Send a chat message, Make moderator, Make presenter, Make captioner, and Remove from the session)

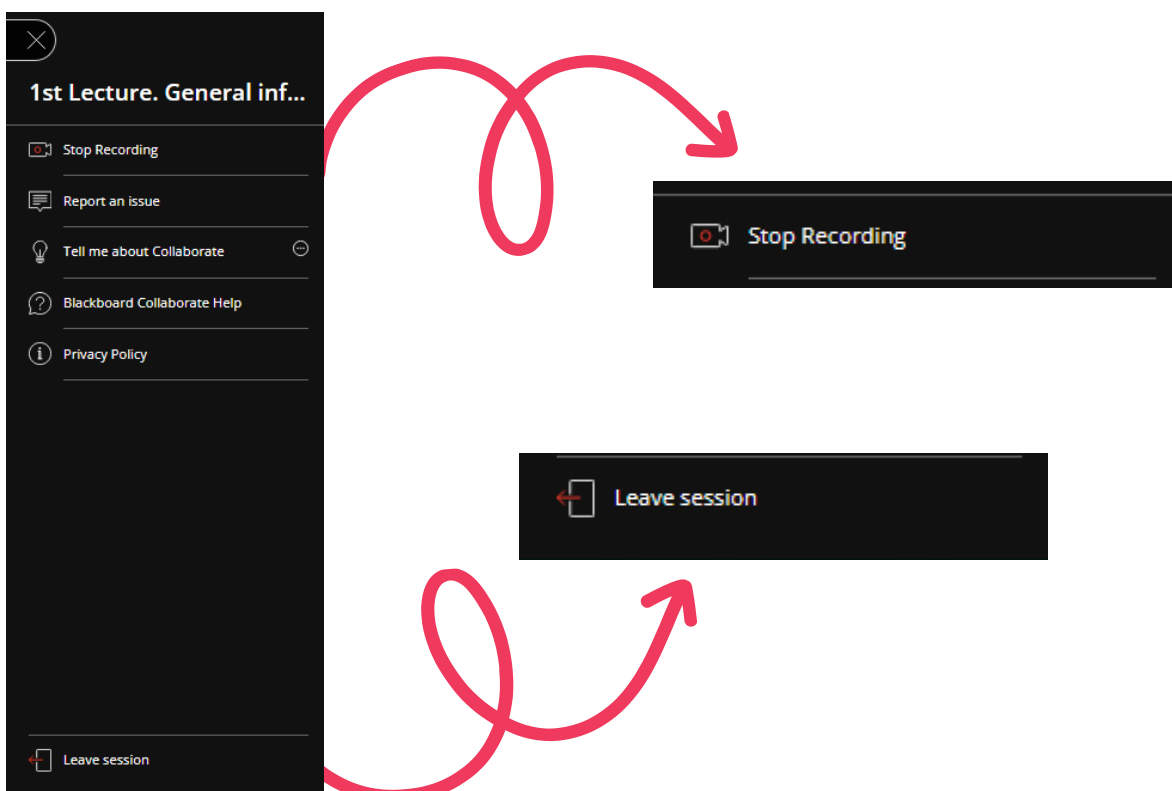
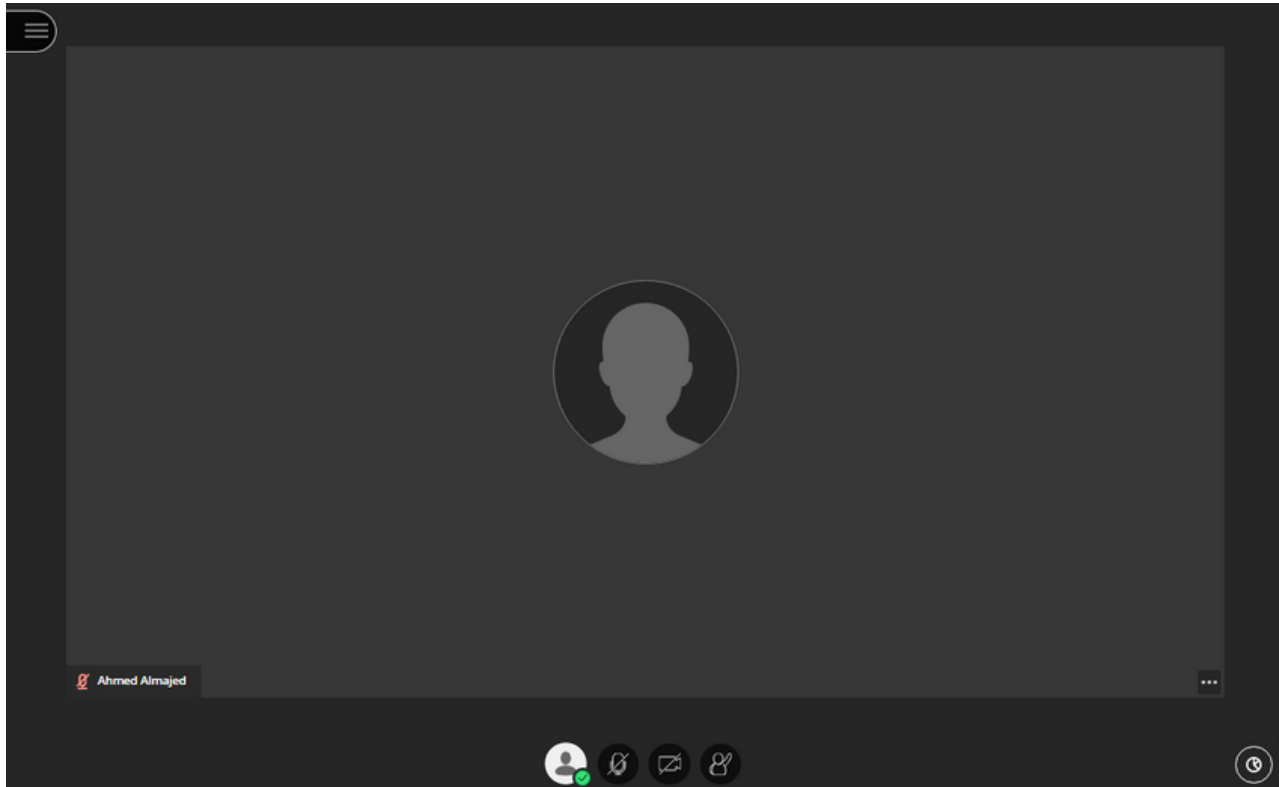


Chat:

- Enter a username in the textbox, whenever you need to search for a certain participant.
- There are two methods to use in chat, Everyone: which mean whatever you type will be shown for all. On the other hand, Moderators: which mean whatever you type will be shown only for moderators.



- Click on  to show up the panel which allows you to stop the recording, and leave the session.



Synchronous session & Asynchronous session:

Whenever instructor creates a session and meets with students virtually that called a synchronous session. Whereas, creating a session and record it and make it available for students to watch it whenever they like that called an asynchronous session. Moreover, using applications or browsers' extensions which allow to record your computer's screen and share it with students by uploading it to blackboard system that also called an asynchronous session. In the previous pages, We mentioned how to create a synchronous session.

Now, let's move on to learn how to manage the lecture to make it available in the content area as an asynchronous session:

- Click on ellipsis which is next to "Blackboard Collaborate" tab that exists in the left side of the course roster.
- Click on "View all recordings" from the list.

The screenshot displays the Blackboard course interface. On the left, the 'Course Faculty' section lists 'Fahad Alahmari' as the instructor. Below this, the 'Details & Actions' section contains various course management options. The 'Blackboard Collaborate' option is highlighted with a red box, and its dropdown menu is open, showing 'View all recordings' also highlighted with a red box. The main 'Course Content' area on the right shows a list of course items, including 'Course Objectives', 'Chapter 1', 'Chapter 1 (1st Lecture)', 'Geriatric Nurses: Roles and Responsibilities', 'The responsibilities of geriatric nurses', and 'The principles of geriatric nursing care'. Each item has a visibility icon and a three-dot menu icon.

- Click on ellipsis and select "Recording settings".

Session name / Recording name	Start date	Duration	Access ⓘ	Closed Captions
1st Lecture. General information about geriatric nursing. / recording_1	10/3/22, 2:26 PM	00:21:27	Course members only	No captions ⓘ

- ▶ Watch now
- ⬇️ Download
- ⚙️ Recording settings
- 🔗 Copy link
- 🗑️ Delete

- Click on ellipsis and select "Recording settings".
- Click on the drop down list which belongs to access. Then, select "Public".
- Click on Save button.

Recording settings

Details & Information

* Recording name

Access

Public

Public

Course members only

Upload your own caption file source.

Video Text Tracks (VTT) and SubRip Subtitle (SRT) files are supported.

[Download example file](#)

Enable captions

[Upload/Overwrite captions](#)

Cancel

Save

- Click on ellipsis. Then click on Copy link.

Session name / Recording name	Start date	Duration	Access	Closed Captions
1st Lecture. General information about geriatric nursing. / recording_1	10/3/22, 2:26 PM	00:21:27	Public	No captions

- ▶ Watch now
- ⬇ Download
- ⚙ Recording settings
- 🔗 Copy link
- 🗑 Delete

Once the link has been copied, you have the option to paste it anywhere in the content area.

INSTRUCTOR

Details & Actions

- Roster
[View everyone in your course](#)
- Course Groups
[View sets & groups](#)
- Course Image
[Edit display settings](#)
- Course is open
[Students can access this course](#)
- Blackboard Collaborate
Room disabled
- Attendance
[Mark attendance](#)
- Announcements
[Create announcement](#)
- Books & Tools
[View course & institution tools](#)
- Question Banks
[Manage banks](#)

Add course schedule
[Skip](#)

Chapter 1
Visible to students
This chapter will include Definition, Duties and Requirements about " Geriatric Nursing ".

Chapter 1 (1st Lecture)
Visible to students
Students progress through the module in order

Geriatric Nurses: Roles and Responsibilities
Visible to students

The responsibilities of geriatric nurses
Visible to students
What are responsibilities of geriatric nurses?

The principles of geriatric nursing care
Visible to students
What are the principles of geriatric nursing care?

1st Lecture. General information about geriatric nursing
Visible to students

Instructor
Guideline

E-LEARNING

Blackboard Ultra

Mechanism of Teaching
and Evaluation



Contents

Overview.....	1
Mechanism of teaching and evaluation for 1st semester 2023.....	2
Teaching and content.....	2
Students evaluation.....	2-3
Course evaluation.....	4-5
e-learning patterns.....	6
Regulations for presenting lectures and adding course contents.....	6
Important instructions to keep in mind.....	7-8

Overview

This guide is designed to clarify the mechanism of teaching and evaluation in e-learning courses at BMC. Moreover, It will explain the e-learning patterns that may use in your course according to your department aspirations. Furthermore, It will be mentioned the regulations for presenting lectures and adding course contents, and important instructions.

Mechanism of teaching and evaluation for 1st semester 2023

Teaching and content

- Fill up all folders and items that have been created in your course from e-learning unit and don't change its sequence. e.g. (Welcome message, Instructor Information, Office hours, Course Headings, Learning Resources, Learning Outcomes, Course Index, 1st Lecture: Topic name).
- Follow the same manner for creating a new course content items. e.g. (2nd Lecture: Topic name, 3rd Lecture: Topic name, and so on until the end of lectures).
- Create a virtual session according to lectures scheduling in Student Information System (SIS) and the session should be recorded.
- Add a learning resource e.g. (Video, pdf, powerPoint, or link) as a self-study, This method should not exceed more than three lectures in the whole semester.
- Construct an assessment e.g. (Test: "It must be three to five questions", Assignment: "It must be three to five questions or one to two pages for essay"), or participation and engagement e.g. (Discussion, Journal) to measure students understanding for what has been introduced in the lecture.

Students evaluation

- Students evaluation will be managed according to each course specification which mention clearly in course headings (Distribution of grades).

- Student must show up the proof of identity to attend the midterm exam and final exam.
- Students attendance will be count automatically once instructor activates the attendance reporting and determines when students will be late, absence, and how long they must stay in virtual classroom. Regardless to session duration, students will be "Late after" 10 minutes and "Absent after" 15 minute whereas "Required time in session" is 70% as shown in figure 1. Session duration settings.

Attendance Reporting

Share attendance information with LMS

How late can attendees join before they're marked late or absent?

* **Late after**
 minutes

* **Absent after**
 minutes

Required time in session
 0% 100%

Attendees must be present for at least 70% of the session running time or they're marked as absent.

ⓘ Please type a session name before you save.

Figure 1. Session duration settings

- Student will be deprived if the total of absence exceed more than 25% of total lectures.
- Assessment, or participation and engagement tool is a good indicator to measure students understanding for what has been introduced in the lecture.

Course evaluation

- **Ev1:** Instructor should create a session via Blackboard Collaborate, record the session and add it to the content area as a link, or add a learning resource e.g. (Video, pdf, or powerPoint). Whatever mechanism will be used to introduce the lecture, It must follow the scheduling in Student Information System (SIS).
- **Ev2:** Instructor should construct an assessment e.g. (Test, Assignment), or participation and engagement e.g. (Discussion, Journal) per lecture.
- **Ev3:** Instructor should reply to students' responses in discussions and journals.
- **Ev4:** Instructor should send a reminder using an announcement tab in blackboard for the midterm exam and the final exam. The announcement should Include (Date, time, and venue) of the exam.

The evaluation will be related to (EV1,EV2,EV3, and EV4) for the whole semester as shown in Figure 2.Course evaluation.

Program's name							
Instructor Name					Head of Program		
Course Name					Coordinator Name		
Course ID							
Week	Date	Subject	Percentage				Total
			50%	30%	10%	10%	
1		EV1					
		EV2	1	1	1	0	
		EV3					
2		EV1	1	1	1	0	
		EV2					
		EV3					
3		EV1	1	1	1	0	
		EV2					
		EV3					
4		EV1	1	1	1	0	
		EV2					
		EV3					
5		EV1	1	1	1	0	
		EV2					
		EV3					
6		EV1	1	1	1	0	
		EV2					
		EV3					
7		EV4	0	0	1	1	
8		EV1	1	1	1	0	
		EV2					
		EV3					
9		EV1	1	1	1	0	
		EV2					
		EV3					
10		EV1	1	1	1	0	
		EV2					
		EV3					
11		EV1	1	1	1	0	
		EV2					
		EV3					
12		EV1	1	1	1	0	
		EV2					
		EV3					
13		EV1	1	1	1	0	
		EV2					
		EV3					
14		EV1	1	1	1	0	
		EV2					
		EV3					
15		EV4	0	0	1	1	
Total			50	30	10	10	100%

Figure 2. Course evaluation

e-learning patterns

- **e-learning:** The method of teaching will be a traditional education in campus but the difference you would be able to use electronic resources such as smart board, virtual reality, and learning management system for supporting educational process.
- **Full Online:** The method of teaching, lectures, course contents, activities, and communication with students will be online via learning management system such as blackboard.
- **Blended learning/Hybrid learning:** The method of teaching is a combine between the traditional education and electronic learning. In this pattern 75% would be a traditional education which would be taken in campus whereas 25% would be online.

Regulations for presenting lectures and adding course contents

- Instructor should add the course contents weekly, or add the whole course contents at the beginning of semester but He/She needs to be sure the content will not be visible to students until the due date for the next content has arrived.
- Instructor must create a virtual classroom at least ten times through the whole semester.
- If an unplanned vacation or a long weekend, Instructor have to make up a lecture or add a content once vacation is over. The lecture name should be (a compensatory lecture: Topic name).
- The learning resources must be taken from trusted educational resources.
- Each activity should be corrected before constructing a new activity.

Important instructions to keep in mind

- The evaluation will be counted from the beginning of semester.
- The instructor needs to be committed by adding the course contents according to program plan.
- Academic advisor should notify students who are being deprived that they wouldn't be able to take the final exam because they have exceeded the allowed absence rate.
- The instructor should give student another attempt to submit the activity when there is an accepted excuse by the excuse committee in college.
- The instructor should change type of activities according to subject.
- Use a font type (Open Sans) when you write in blackboard text editor.
- Font size should be 14 for a paragraph, 14 bold when you need students attention on something, and 12 for tables.
- Text style should be used according to the right formatting in your content (Title, Header, Subheader, Paragraph).
- The image attached in your content should be clear and readable.
- If you need to share any learning resources with students, don't forget to add the resource reference at the end.
- The percentage of virtual classrooms through the whole semester should be 67% which roughly equal to ten weeks.
- The percentage of self-learning through the whole semester should be 20% which roughly equal to three weeks.

- The percentage of midterm exam and final exam through the whole semester should be 13% which roughly equal to two weeks.
- The last date to present a lecture or adding a content (MM-DD-YYYY | 05-05-2023).
- Contents and activities will not be counted after (MM-DD-YYYY | 05-05-2023).

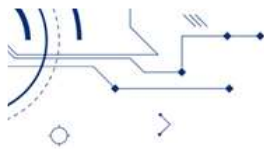


Batterjee medical college



* Required

* This form will record your name, please fill your name.



Blackboard Services

This form is designed to help instructors to send a service request which related to Blackboard system.



1

Program Name: *

2

Full Name: *

3

Employee ID: *

4

Cell Phone Number or office extension: *

5

Course ID *

6

Which service would you like to request? *

- Add a training course to my courses list
- Add a coordinator
- Merge Courses
- Check "Assessment settings"
- Check "Participation and engagement settings"
- Check an online attendance settings which related to a virtual classroom
- Other

7

Please upload, HoP approval letter: *

 **Upload file**

File number limit: 1 Single file size limit: 100MB Allowed file types: Word, Excel, PPT, PDF, Image, Video, Audio

This content is neither created nor endorsed by Microsoft. The data you submit will be sent to the form owner.

 Microsoft Forms

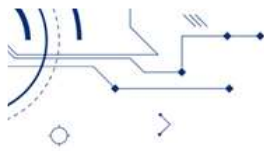


Batterjee medical college



* Required

* This form will record your name, please fill your name.



Blackboard Training

This form is designed to help instructors to request a training on Blackboard system.



1

Program Name: *

2

Full Name: *

3

Employee ID: *

4

Cell Phone Number or office extension: *

5

Which type of training would you prefer? *

- Face to face in campus
- Online

6

You can request a training as (personal or on behalf of group) which one of them would you like to select? *

- Personal
- On behalf of group

7

How many members: *

8

Select a training topic that you are interested in *

- Course Content Items
- Assessment
- Participation and Engagement
- Collaborate (Virtual classroom)

This content is neither created nor endorsed by Microsoft. The data you submit will be sent to the form owner.





Student Guideline

E-LEARNING

Blackboard Ultra

Student Handbook



Contents

Overview	1
Blackboard Learn and Collaborate Ultra	1
Login to Blackboard	2-3
Institution tabs	4-12
Course tabs	13
Course tabs in the top.....	13
Course tabs in the left side.....	14
Browse the course content area.....	15-24
Blackboard Application	25-31
Compatible Devices with Blackboard	32
Recommended Browsers	33

Overview

This guide is designed to help you learning about blackboard system tabs, and course tabs. Also, It will give you a comprehensive view in how to participate in course tools and items.

If you have not used Blackboard much in the past, now is a great opportunity to learn. We are all in this transition together with the goal of earning a high quality experiences.

Blackboard Learn and Collaborate Ultra



Blackboard

Blackboard learn

Blackboard Learn is an application for online teaching, learning, community building, and knowledge sharing. [ref]

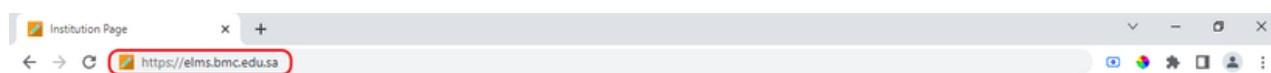


Collaborate

Blackboard collaborate ultra is a tool that allows instructors to communicate a synchronously or an asynchronously with students via camera and mic. Moreover, it has some advantages such as share files same as pdf, and powerpoint or share applications to reach a high level of educational process.

Login to Blackboard

- Click on the direct link elms.bmc.edu.sa, or type it in the Url area in your browser and click on enter button from keyboard.

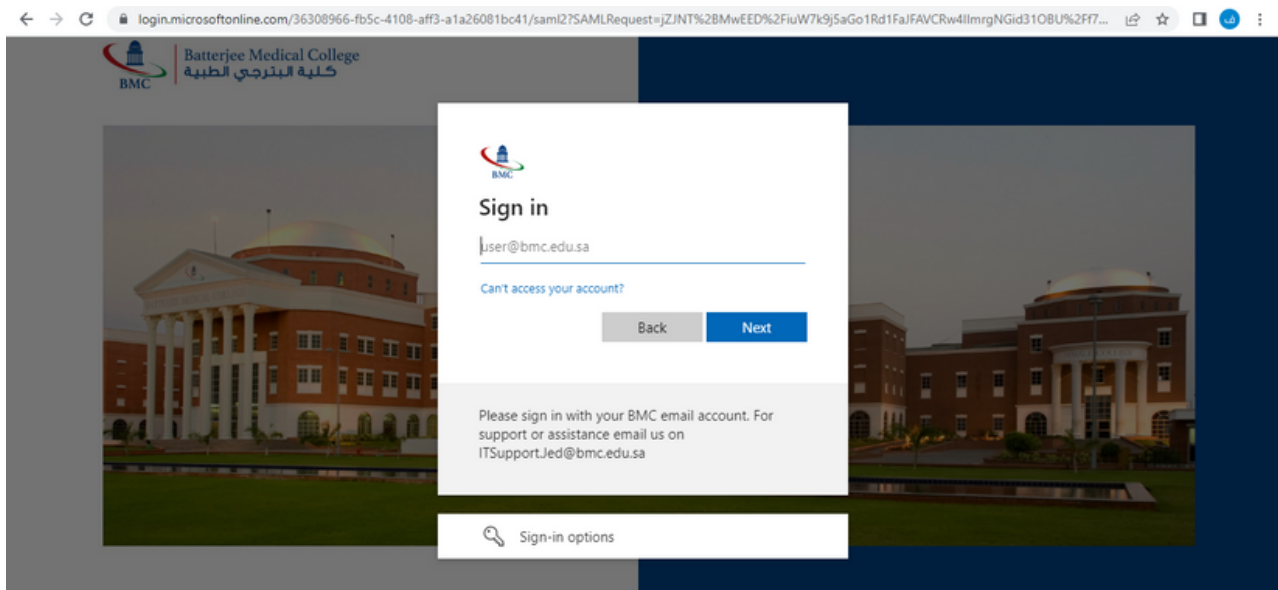


Note: You don't have to type https://, because once you press enter button, browser will handle it automatically.

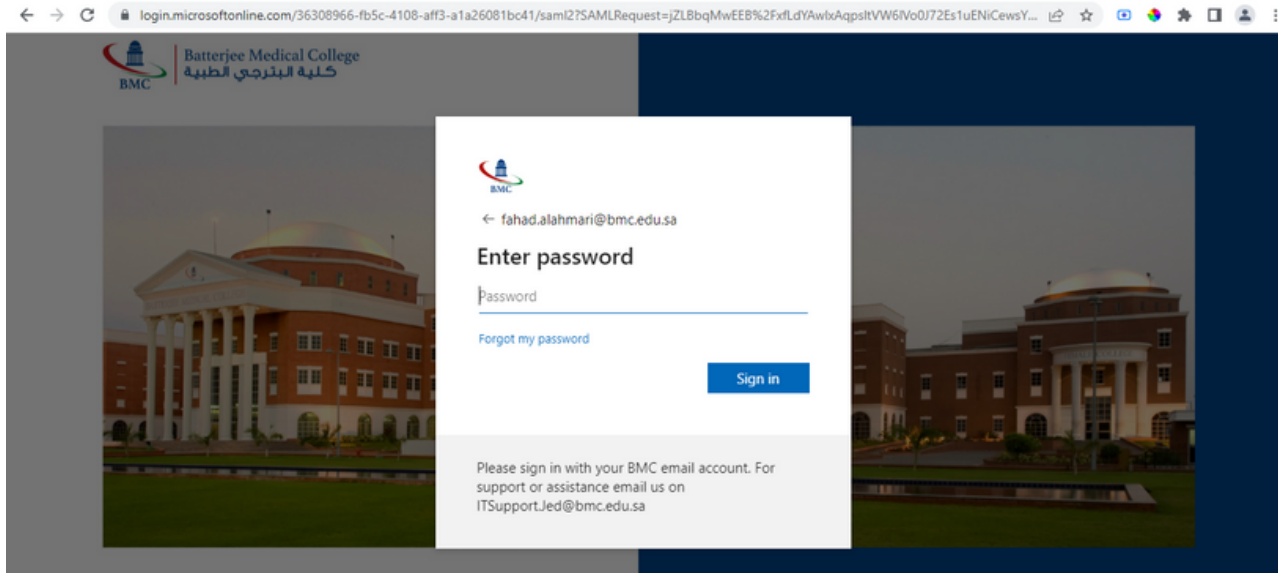
- Once blackboard login page appears, Click on "Sign in with third-party account" then click on "Login in using college email@bmc.edu.sa".

A screenshot of the BMC Blackboard login page. At the top is the BMC logo, which includes a building icon and the text "BMC Batterjee Medical College" and "كلية البترجي الطبية". Below the logo are two input fields: "Username" and "Password". A "Sign In" button is located below these fields. To the right of the "Sign In" button is a link that says "Forgot Password?". Below the "Sign In" button is a dropdown menu labeled "Sign in with third-party account". The dropdown menu is open, showing two options: "Login using college email" and "@bmc.edu.sa". Both options in the dropdown menu are highlighted with a red rectangle.

- Type your email@bmc.edu.sa, then click on next button.



- Type your password, then click on sign in.



Institution tabs

- **Institution page:** In this tab, Important announcements will be published from institution (College), or programs. Moreover, Modules such as guidelines, social media, library, and student's handbook will be available and accessible.

The screenshot displays the 'Institution Page' tab selected in the navigation menu. The main content area features the 'BMC Online Library' interface, which includes a search bar, a 'Browsing Medical' section with book covers, and a 'BMC Social Media' section with links to Instagram and Facebook. The footer includes social media icons and the handle @bmcjed.

- **Student name:** In this tab, students can navigate through Basic Information such as (Full Name, Email Address, Student ID, and Password), Additional Information such as (Gender, Additional Name, Birthday, Education Level, and Website), Contact Information such as (Mailing Address, Phone Number, and Business Fax Number), Job Information such as (Company, Job Title, and Department), and System Settings such as (Language, Privacy Settings, and Global Notification Settings).

Student perspective
0007123

Basic Information

Full Name	Student perspective
Email Address	Add email address
Student ID	Add student ID
Password	Change password

System Settings

Language	System Default (English (United States))
Privacy Settings	Only instructors can view my profile information
Global Notification Settings	Stream notifications Email notifications Push notifications

Additional Information

Gender	Add gender
--------	----------------------------

You're free to fill up any further information, but we should notify you about the most important thing in this tab which is " Global Notification Settings ". It includes three notifications type (Stream Notifications, Email Notifications, and Push Notifications), each one of them has choices determined by default. You can determine them by ticking/unticking the checkboxes beside each one of them.

Profile
Notification Settings

Stream Notifications

You can configure which notifications appear in your activity stream

- My grades and activity (7) ↓
- New calendar event
- Blog activity (2) ↓
- Journal activity (2) ↓
- Wiki activity (3) ↓

Cancel Save

Profile
Notification Settings

Email Notifications

Email me right away
 Email me once a day

Notify me by email about these activities

- New grades and feedback
- New messages
- New discussion messages
- New content added
- New and upcoming due dates
- Past due items
- New courses available

Cancel Save

Profile
Notification Settings

Push Notifications

Notifications for due dates always appear in the app

Also notify me in the app about these activities:

- New content and discussions
- New discussion responses
- New grades and feedback
- New and upcoming due dates
Also, remind me 1 day in advance
[Edit reminders](#)

Cancel Save

- **Activity Stream:** All "Content items", and activities such as "Assessment" which is including (Tests, and Assignments) and "Participation and Engagement" which is including (Discussions, and Journals) will appear in this tab as a notification once instructor creates one of them.

- **Courses:** This tab contains all courses that you have enrolled in, and you have the option to display the courses layout as grid or linear. Also you have the option to filter them as (All courses, Courses I am taking, Open courses, and Completed courses). Furthermore, you can mark some of your courses as favorite courses by clicking on the star, and you can access your course by clicking on it.

The screenshot shows the 'Courses' page of the Batterjee Medical College (BMC) LMS. The left sidebar contains navigation options: Institution Page, Student perspective, Activity Stream, Courses (highlighted), Organizations, Calendar, Messages, Grades, Tools, and Sign Out. The main content area is titled 'Courses' and has a sub-header 'Current Courses'. A search bar is present with the text 'Search your courses'. A 'Filter' dropdown menu is open, showing options: 'All Courses', 'All courses', 'Courses I am taking', 'Open courses', and 'Completed courses'. The 'All courses' option is highlighted. Below the filter, there is a section for 'Assorted Dates' with a card for a 'Training Course' and a 'More info' link. The page also shows 'Upcoming Courses' and '25 items per page'.

This screenshot shows the same 'Courses' page as above, but with the filter dropdown menu closed. The 'Filter' dropdown now only shows 'All Courses'. The 'Assorted Dates' section now displays a single card for the 'Training Course' with a 'More info' link and a star icon. The rest of the page layout remains the same.

- **Organizations:** If you're enrolled to any organization such as student council, leaders, or volunteers. the organization will appear in this tab.

- **Calendar:** Enable you to add an event or add a reminder for your personal calendar by clicking on plus ⊕ icon. Whereas, settings ⚙ icon allows you to determine what you would prefer to be displayed in it such as (your personal calendar, your courses, and institution). Moreover, you can specify certain choices for showing information such as ([Schedule, or Due dates], [Day, ,Month, Today]).

Calendar Settings

Select the calendars you want to display:

Calendars

[Clear All](#) | [Select All](#)

- My Personal Calendar
- Training_Course: Training Course
- Institution

- **Calendar:** Enable you to add an event or add a reminder for your personal calendar by clicking on plus ⊕ icon. Whereas, settings ⚙ icon allows you to determine what you would prefer to be displayed in it such as (your personal calendar, your courses, and institution). Moreover, you can specify certain choices for showing information such as ([Schedule, or Due dates], [Day, ,Month, Today]).

Calendar Settings

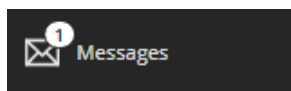
Select the calendars you want to display:

Calendars

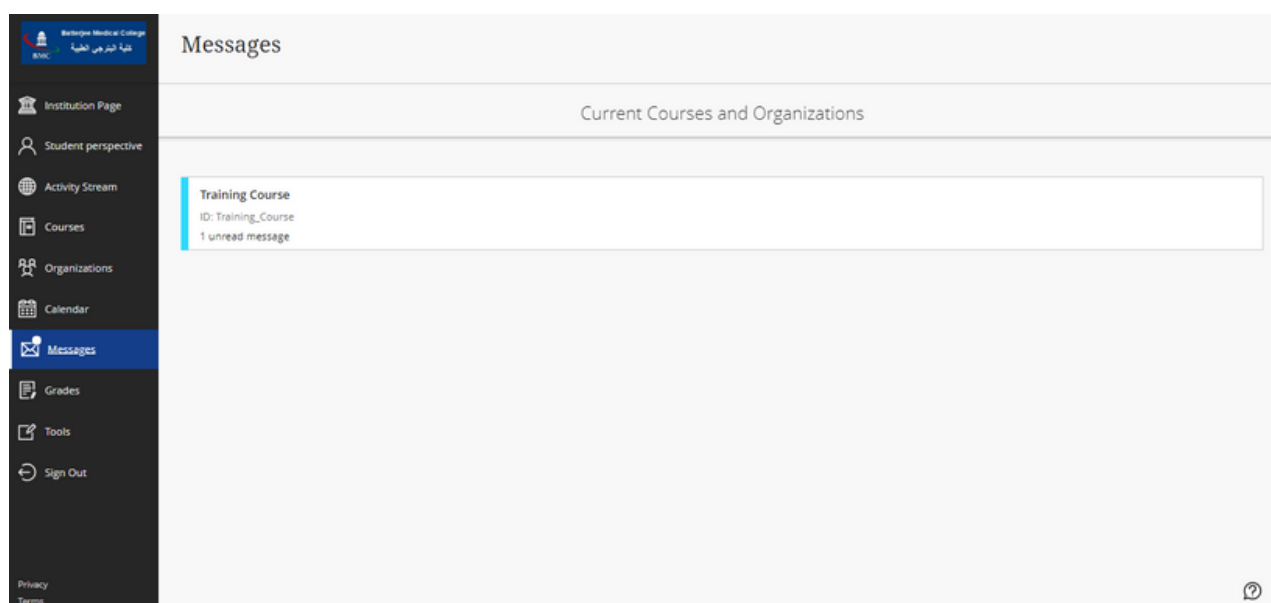
[Clear All](#) | [Select All](#)

- My Personal Calendar
- Training_Course: Training Course
- Institution

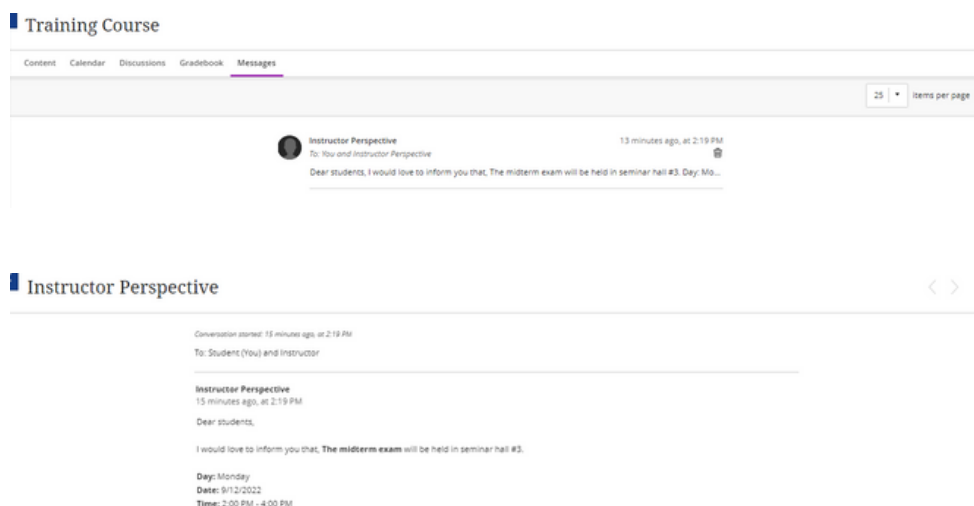
- **Messages:** This tab will show you list of courses where its instructors have sent you an important messages.
 - The notifications number of unread messages that appears on messages tab is a good sign to get your attention.



- Click on messages tab, then click on the course.



- Click on the message to expand it.



- **Grades:** This tab will show up your submission grades in list of courses which you enrolled in.
- Click on the course to show up the list of assessments or discussions.

The screenshot shows the 'Grades' section of a learning management system. The left sidebar contains navigation icons and labels: Institution Page, Student perspective..., Activity Stream, Courses, Organizations, Calendar, Messages, Grades (highlighted in blue), Tools, and Sign Out. The main content area is titled 'Grades' and 'Current Courses and Organizations'. It displays a list of recent grades for 'El_Course':

Assessment	Score
Exam 1	3 / 3
Discussion about Ch.1	1.5 / 2
Quiz 1	4.5 / 5
Quiz 2	0.75 / 1
J-Topic (Content isn't available yet.)	2 / 2

A link 'View all work (10)' is located at the bottom right of the list.

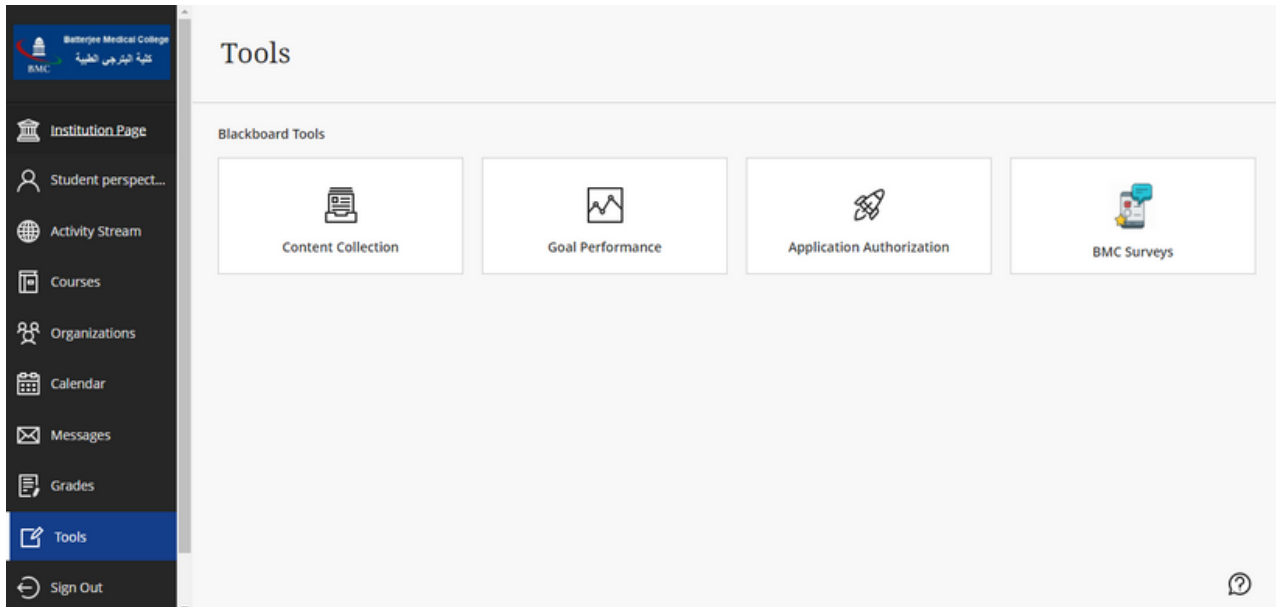
- Click on a specific assessment/discussion to view the submission grade.

The screenshot shows the 'Grades' section with a detailed view of 'Exam 1' overlaid. The background shows the same 'Grades' list as the previous screenshot. The overlay window for 'Exam 1' shows 'Details & Information':

- Assessment due date: 11/7/22, 12:00 AM
- Attempts: 0 attempts left
- Grading: Your Grade 3/3
- Assessment Results: Submission View Available now

A 'View submission' button is located at the bottom of the overlay.

- **Tools:** This tab will show you list of tools which are available by blackboard system or BMC.



- **Tools:** This tab will show you list of tools which are available by blackboard system or BMC.
- **Sign out:** Click on sign out tab whenever you would like to log out and be sure you end the session once you use non-personal device.

Course tabs

Course tabs in the top

- **Content:** This tab will show you all the contents that related to your course such as items, participation and engagement, and assessment.
- **Calendar:** This tab will show you what have been scheduled for you, due date for assessments and discussions that related to this course.
- **Discussions:** This tab will show you discussions that created by the instructor and you should open and participate in all of them.
- **Gradebook:** This tab will show up your submissions grade in each activity.
- **Messages:** This tab will show up the messages that sent by the instructor.

The screenshot displays the LMS interface for a 'Training Course'. At the top, the course title 'Training Course' is shown. Below it, a navigation bar contains five tabs: 'Content', 'Calendar', 'Discussions', 'Gradebook', and 'Messages'. The 'Content' tab is currently selected and highlighted with a red border. Below the navigation bar is a banner image with the text 'Training Course' and 'Here we learn'. The main content area is divided into two columns. The left column, titled 'Course Faculty', shows 'Instructor Perspective' with a profile picture and 'Details & Actions' with a 'Roster' link. The right column, titled 'Course Content', shows 'Course Objectives' and 'Chapter 1' with a description: 'This chapter will include Definition, Duties and Requirements about " Geriatric Nursing "'. A help icon is visible in the bottom right corner of the content area.

Course tabs in the left side

- **Roster:** This tab will show up everyone who has enrolled to this course.
- **Blackboard Collaborate:** This tab will allow you to join the virtual classroom which has been created by the instructor.
- **Attendance:** This tab will show your attendance in the virtual classroom once your instructor enable it.
- **Groups:** This tab will show up groups that may create by the instructor directly or the instructor may leave it as a self-enrollment.
- **Announcements:** This tab will show up all the important announcements from your instructor.
- **Books & Tools:** This tab will show the available tools by BMC.

The screenshot displays the Blackboard course interface. On the left, the 'Course Faculty' section shows the instructor's profile. Below it, the 'Details & Actions' menu is highlighted with a red box, listing the following options:

- Roster** (with a red box around the icon and text): [View everyone in your course](#)
- Blackboard Collaborate**: Room closed
- Attendance**: [View your attendance](#)
- Groups**: [View groups to join](#)
- Announcements**: No announcements
- Books & Tools**: [View course & institution tools](#)

The main 'Course Content' area on the right shows the following structure:

- Course Objectives
- Chapter 1 (with a dropdown arrow)
 - This chapter will include Definition, Duties and Requirements about " Geriatric Nursing ".
 - Chapter 1 (1st Lecture) (with a dropdown arrow)
- Geriatric Nurses: Roles and Responsibilities
- The responsibilities of geriatric nurses
 - What are responsibilities of geriatric nurses?
- The principles of geriatric nursing care (with a help icon)

Browse the course content area

- **Browse the document item:** Document item may include the explanation of the lecture in multi methods such as (Typing, Powerpoint, pdf, word).



Document

- Click on the document to open it.



What Is Geriatric Nursing? Definition, Duties and Requirements

Training Course

What Is Geriatric Nursing? Definition, Duties and Requirements

By Indeed Editorial Team

Updated September 30, 2021 | Published February 25, 2020

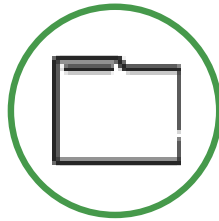
What is a geriatric nurse?

Geriatric nurses are registered nurses (RNs) who are educated and trained to care for elderly patients and understand their specific health needs. They are also called "gerontology or gerontological nurses." Geriatric nurses provide patient-focused care to a vulnerable population with the ability to greatly improve their patients' quality of life. They understand that conditions regarded as minor in a younger adult can quickly become serious or even life-threatening for an elderly person.

Mental and emotional well-being

Geriatric nurses care not only for the physical needs of their patients, but also for their mental and emotional well-being. They need to be a friend to their patient and provide compassion and understanding, especially if the patient is alone most of the time. Geriatric nurses need to be able to identify when their patients are becoming stressed, therefore being positive even at potentially difficult times.

- **Browse the folder item:** Folder item may include documents, assessments, assignments, links, discussions, and journals.



Folder

- Click on the folder to expand it.




This chapter will include Definition, Duties and Requirements about " Geriatric Nursing ".


- **Browse the learning module item:** It's same as folder item but the only difference is that, you must follow the sequence.



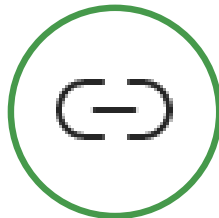
Learning module

○ Chapter 1 (1st Lecture) ^

○  Geriatric Nursing Vulnerable Adult


Ⓜ  Write an essay for violations of personal rights that relate to elderly
Due date: 9/5/22, 12:00 AM
Content isn't available

- **link item:** It's a link which may take you to another webpage, learning resource, or asynchronous session.



Link

- Click on the link to discover its content.

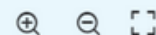
 Geriatric Nurses: Roles and Responsibilities

Roles and responsibilities of geriatric nursing?

- Integrate advanced knowledge and experience in delivering safe, effective quality care to geriatric clients in primary care.
- Demonstrate competence in managing the health/illness status of geriatric clients in primary care.
- Manage and negotiate within the health care delivery system on behalf of geriatric clients in primary care.
- Monitor and ensure quality health care for geriatric clients in primary care.
- Incorporate an understanding of trends in aging in planning and providing primary health care for clients.
- Demonstrate leadership and competence in implementing the role of the



< 1 of 7 >



Roles and responsibilities of geriatric nursing

 Download Now

- **SCORM package:** It's an item that allows instructor to present the content in various formats.



SCORM package

- Click on the SCORM package in the content area.
- Click on start attempt button to browse the content.
- Content in SCORM package may lead you to browse the content, participate in it as an assessment, or both of them at the same time.



Anatomy of a human heart
Due date: 11/15/22, 3:24 PM

Training Course

Anatomy of a human h...

Details & Information



Assessment due date
11/15/22, 3:24 PM



Attempts
1 attempt left

Grading

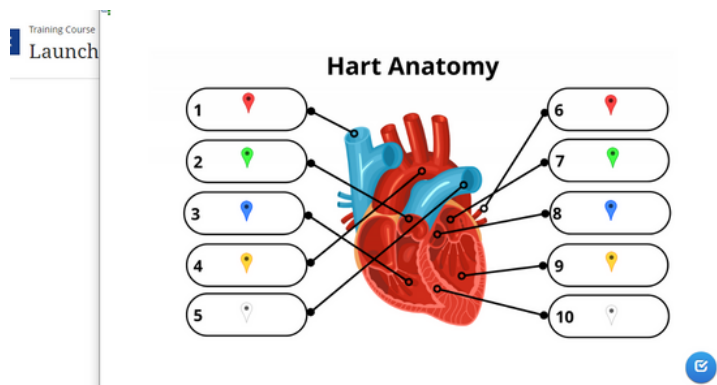
Anatomy of a human heart



Maximum points

10 points

Start attempt

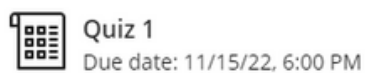


- **Assessment (Test):** The assessment tool is used to evaluate your understanding of lecture.



Test

- Click on Quiz 1 to open assessment navigation panel.
- Click on view assessment button to open it.





Training Course

Quiz 1


← B→

Details & Information

 **Assessment due date**
11/15/22, 6:00 PM

 **Attempts**
1 attempt left

Grading

 Maximum points	2 points
--	----------

[View assessment](#)

- Answer the questions.
- Click on submit button for submitting the assessment.

Quiz 1

0 OF 1 QUESTIONS REMAINING

Test Content

Question 1 2 Points

Addressing questions to a young adult about the older adult in his presence or making wrong assumptions that an older adult is not mentally competent. It's an example of violation of personal rights.

A True

B False

Details & Information

Assessment due date
11/15/22, 6:00 PM (UTC+3)

Attempts
1 attempt left

Grading

Maximum points	2 points
----------------	----------

Additional content

Last saved 3:33:27 PM

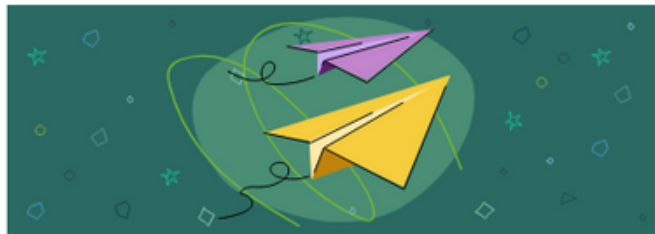
Questions Filter (1) ▾

Save and Close

Submit ?

- Download your submission receipt as an evidence of your submission.

Your submission was successful! ✕



Submission date:
11/15/22, 3:34 PM

Confirmation number:
6860ba5497a34a8fbf93d598f8f29714

You'll receive an email confirmation shortly.
You can also download your submission receipt (.txt).

Close


Download

- **Assessment (Assignment):** The assessment tool is used to evaluate your understanding of lecture.



Assignment


- Click on Write an essay for violations of personal rights that relate to elderly to open assessment navigation panel.
- Click on view assessment button to open it.

 Write an essay for violations of personal rights that relate to elderly
Due date: 11/16/22, 6:00 PM

Write an essay for vio...




Details & Information

 **Assessment due date**
11/16/22, 6:00 PM

 **Attempts**
1 attempt left

 **Originality Report**
SafeAssign enabled

Grading

 Maximum points	5 points
--	----------

[View assessment](#)

- Type your answer directly inside the text editor or attach it as a Word/Pdf file.
- Click on submit button for submitting the assessment.

■ Write an essay for violations of personal rights that relate to elderly

1 OF 1 QUESTIONS REMAINING

Assignment Content

Question 1 5 Points

Write at least three violations of personal rights that relate to elderly from your perspective, and explain why do you think they are violations.

Use the editor to format your answer

Word count: 0

Details & Information

Assessment due date
11/16/22, 6:00 PM (UTC+3)

Attempts
1 attempt left

Originality Report
[SafeAssign enabled](#)

Grading

Maximum points	5 points
----------------	----------


Additional content

Questions Filter (1) ▾

Save and Close Submit

- Download your submission receipt as an evidence of your submission.

Your submission was successful! ✕



Submission date:
11/16/22, 12:26 PM

Confirmation number:
f38f919f33ea437081d5d6c3ca00605d

You'll receive an email confirmation shortly.
You can also download your submission receipt (.txt).

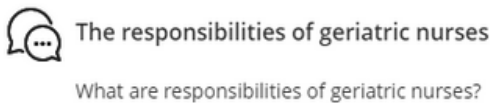
Close
Download

- **Participation and Engagement (Discussion):** The discussion tool is used to allow instructor and students to discuss a certain topic. Everyone can participate and reply to the participation of others.



Discussion

- Click on The responsibilities of geriatric nurses to open the discussion.



- Type your response directly inside the text editor or attach it as a Word/Pdf file.
- Click on Respond button to send your response.

The responsibilities of geriatric nurses

Discussion Topic

↻

What are responsibilities of geriatric nurses?

Responses (0)

Author

Fahad Alahmari
(Creator)

No Responses | No Replies

Find participants

Student perspective

No Responses | No Replies

Instructor Perspective

No Responses | No Replies

Participant 1

Type a response

Word count: 0

[Save Draft](#)

Cancel

Respond

- **Participation and Engagement (Journal):** The journal tool is used to allow instructor and students to discuss a certain topic. Student's post isn't shareable with other students.



Journal

- Click on The principles of geriatric nursing care to open the journal.



The principles of geriatric nursing care

What are the principles of geriatric nursing care?

- Type your post directly inside the text editor or attach it as a Word/Pdf file.
- Click on Post button to send your response.

Journal Prompt

What are the principles of geriatric nursing care?

Entries

5 items per page



Rich text editor toolbar with icons for bold, italic, underline, link, unlink, and other formatting options.

type an entry

Word count: 0

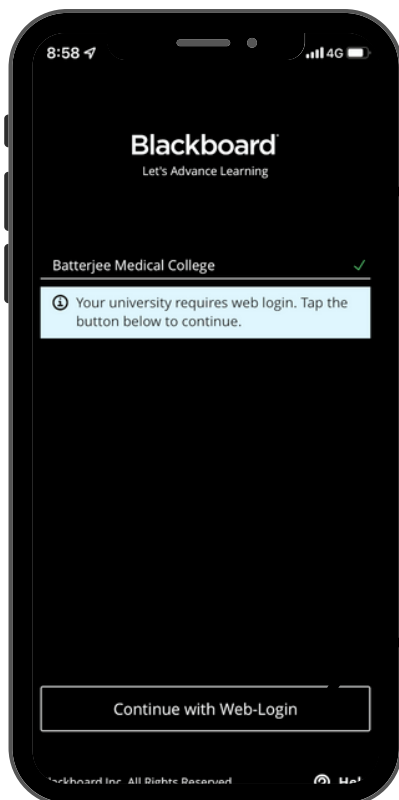
Cancel

Post

Blackboard Application



- Steps to open Blackboard App:



Enter Batterjee Medical College

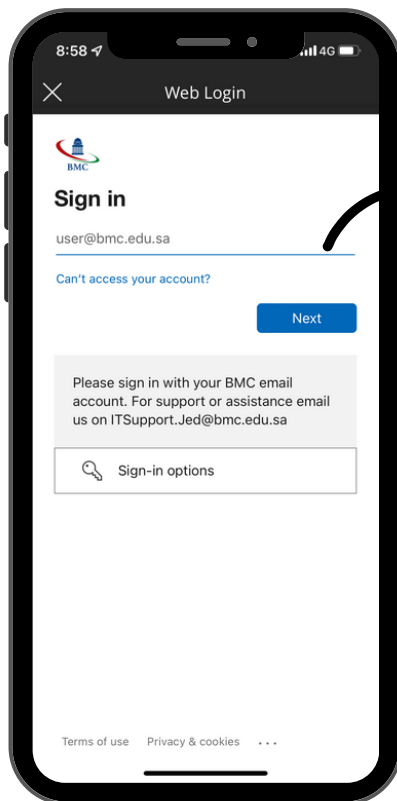
Tap on Continue with web-login



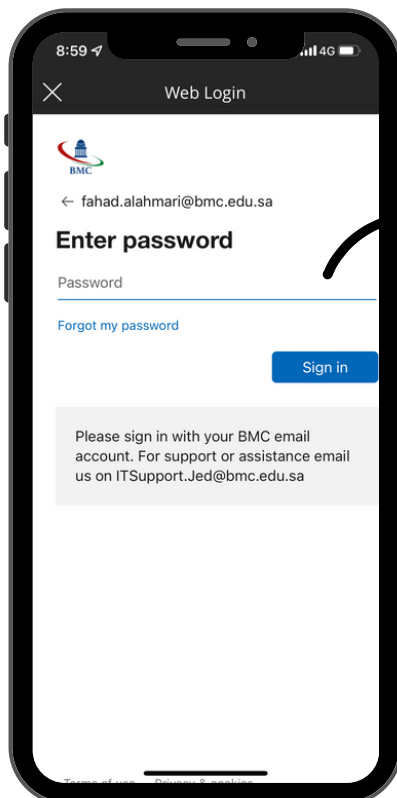
Tap on Sign in with third-party account



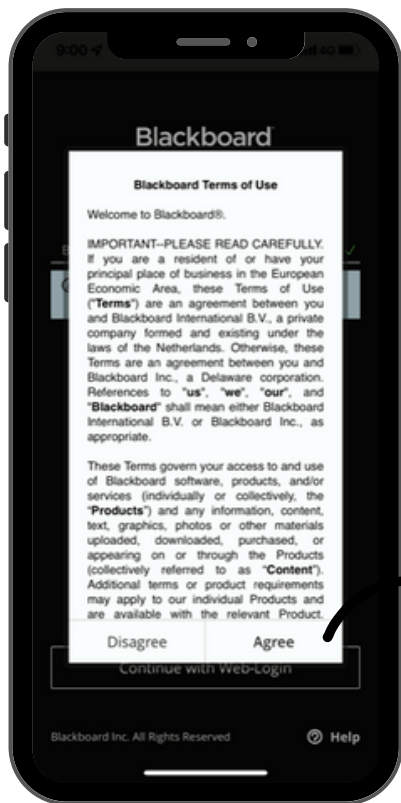
Tap on Login using college email @bmc.edu.sa



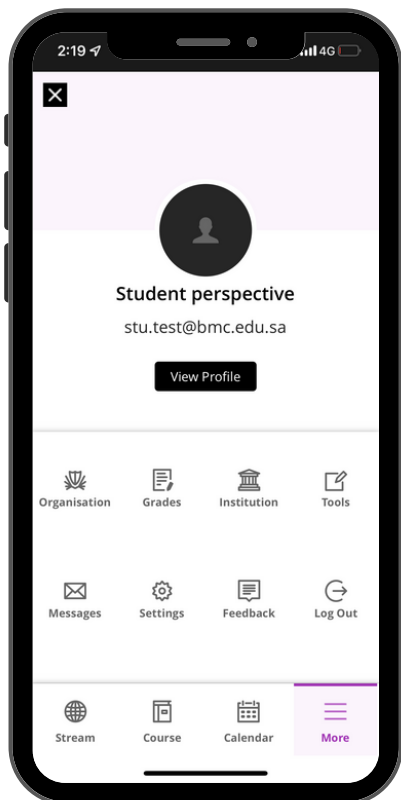
Enter your email@bmc.edu.sa



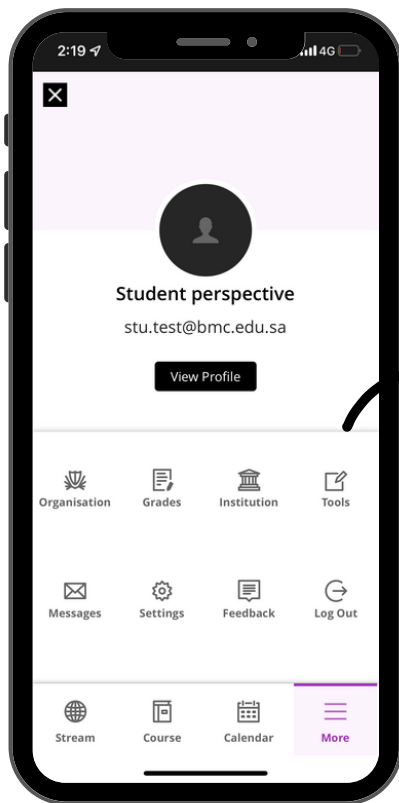
Enter your password



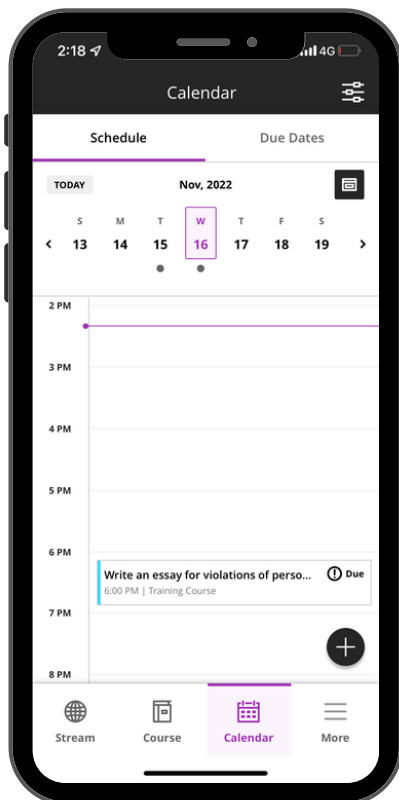
Tap on Agree



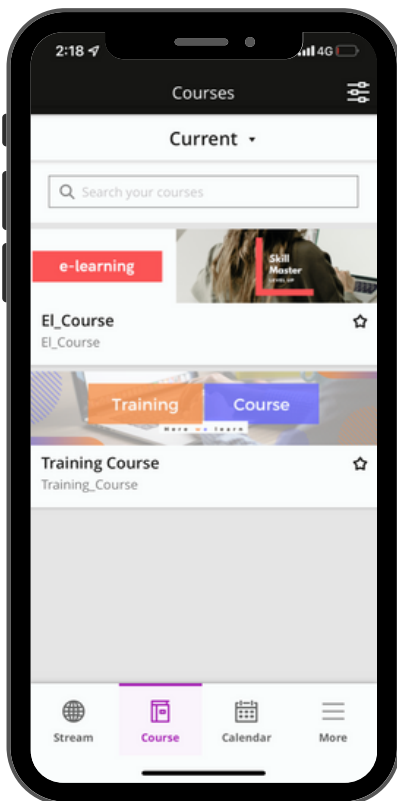
Welcome to Blackboard Application



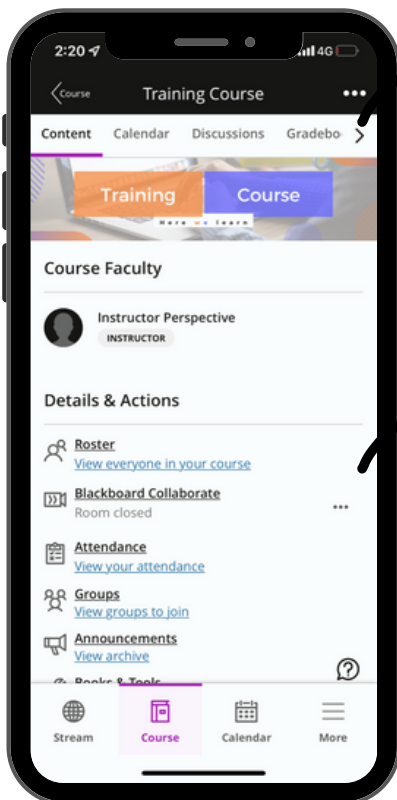
Institution tabs (Explained from P.4-P.12)



Calendar (Explained in P.9)

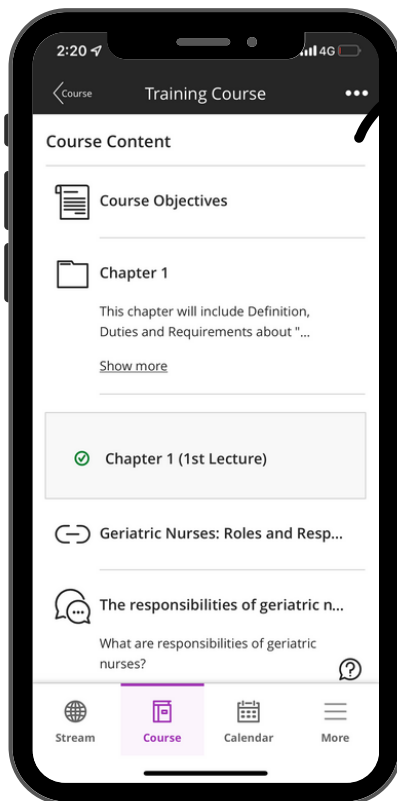


Tap on the course to open it
(Explained in P.6)

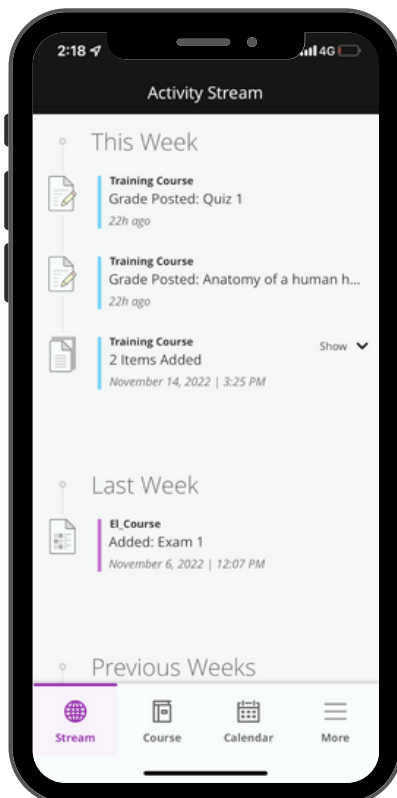


Course tabs in the top
(Explained in P.13)

Course tabs in the left side
(Explained in P.14)

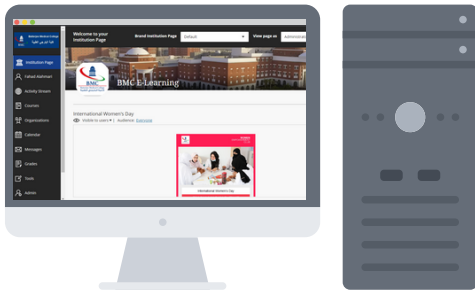


Browse the course content area
(Explained from P.15-P.24)

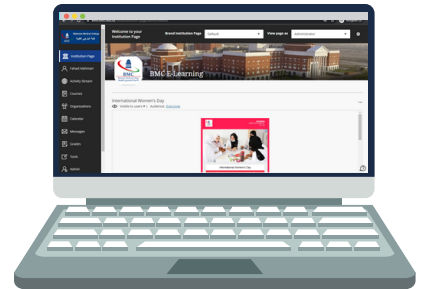


Activity Stream (Explained in P.6)

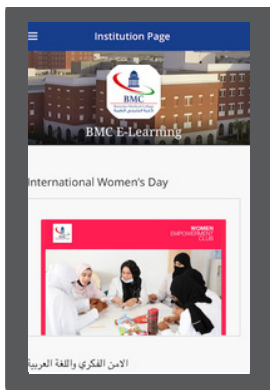
Compatible Devices with Blackboard



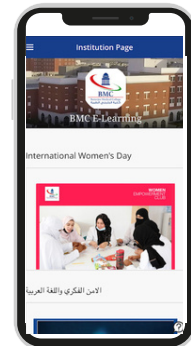
Desktop



Laptop



Tablet



Smartphone

Recommended Browsers



Google chrome
for Windows



Safari
for MAC

Blackboard System

Policies & Procedures

31-05-2022