Blackboard Ultra Workbook

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1. Welcome to this Blackboard Ultra workbook

About this workbook

This workbook will help you get to grips with Blackboard Ultra, the University's new virtual learning environment. The workbook has four sections that will go through the most common tasks that you may currently carry out in the current version of Blackboard.

The workbook also suggests tasks for you to complete that we believe will help you to get the most from Ultra and we recommend that you complete these at each stage before moving on to the next part of the workbook.

Before you begin please watch this [video](#) which is made by Blackboard. It is promotional in nature but does highlight the major benefits of Ultra both you and your students.

To help you navigate through this workbook we have added some 'signposts' as explained below:

Quick Tip - Some information that will save you time.

FYI - For your information.

Tasks: - This will help you get the most out of what you have read.

2. Your Blackboard module site template

We have created a template (*fig. 1*) that you will find when you first access any new Blackboard module site.
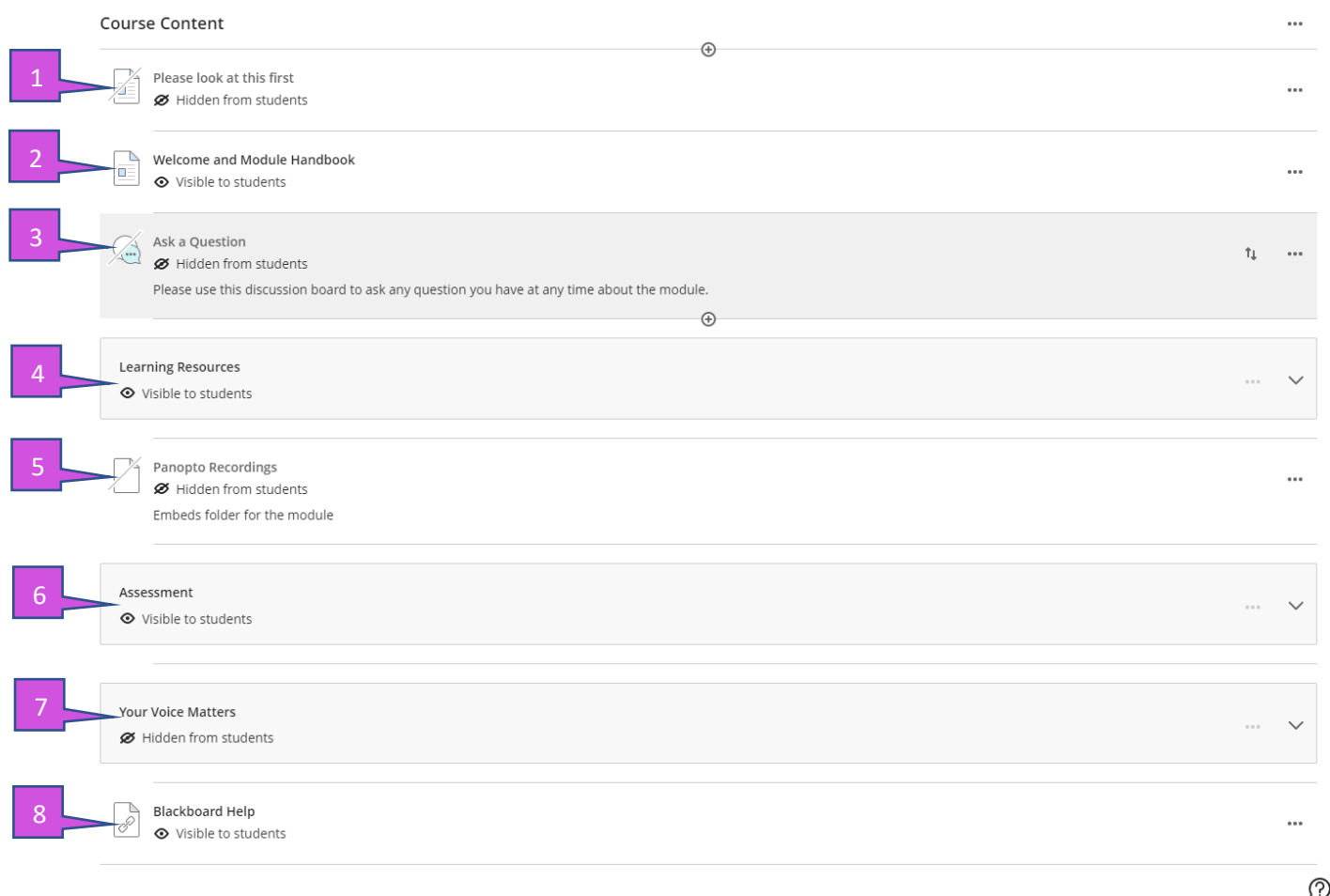
Fig. 1. Template of a blank module

The template is to help you build up content on your site but also to help provide students with a consistent layout across their Blackboard sites.

A breakdown of what is included in the template is as follow:

1. **Introduction to Ultra for Academics** – a short welcome from us about the big advantages of Ultra and a suggested way to organise site content. You can delete this section from the site whenever you wish.
2. **Welcome and Module Handbook** – An allocated area for a description of the module along with the module handbook
3. **Discussion Forum** – An area to start a discussion with your students.
4. **Learning Resources** – An area where module materials are kept, this has been created as learning module and is explained further within the workbook.
5. **Module Recordings** – An area to store Panopto recordings
6. **Assessment** – An allocated space with a folder for both assessment details and one for coursework submission through either Turnitin or Blackboard Assignment.
7. **Your Voice Matters** – Feedback from students.
8. **Blackboard Help** – Resources for your students with helpful guides on how to use blackboard.

3. Accessibility

The United Kingdom's legislation regarding accessibility has changed. It is therefore important that when thinking about adding content to Blackboard sites, you consider that the content is as accessible as possible. Several tools have been provided in both Blackboard and Microsoft Office to help you with this. The checklist and guide links below will help you further.

Ally Accessibility checklist

Microsoft Accessibility Guide

For more detail and guidance on how to make your content more accessible please see Appendix 1.

4. Organising Content in a Blackboard Ultra Site

All Content in a Blackboard site (files, multimedia, discussion boards etc) are accessed in the right-hand pane of a Blackboard Ultra site page, the 'Course Content' area. Within this area content can be toggled between 'visible' and invisible to students.

There are two types of container within an Ultra site that you can use to organise/curate content within the Course Content area. These are Folders and Learning Modules. A folder is to some extent self-explanatory as to each nature and works pretty much like a folder on one's own computer.

Learning Modules in contrast let students navigate from one content item to the next without distractions or extra clicks. A learning module can help immerse students in the topic or concept you're teaching.
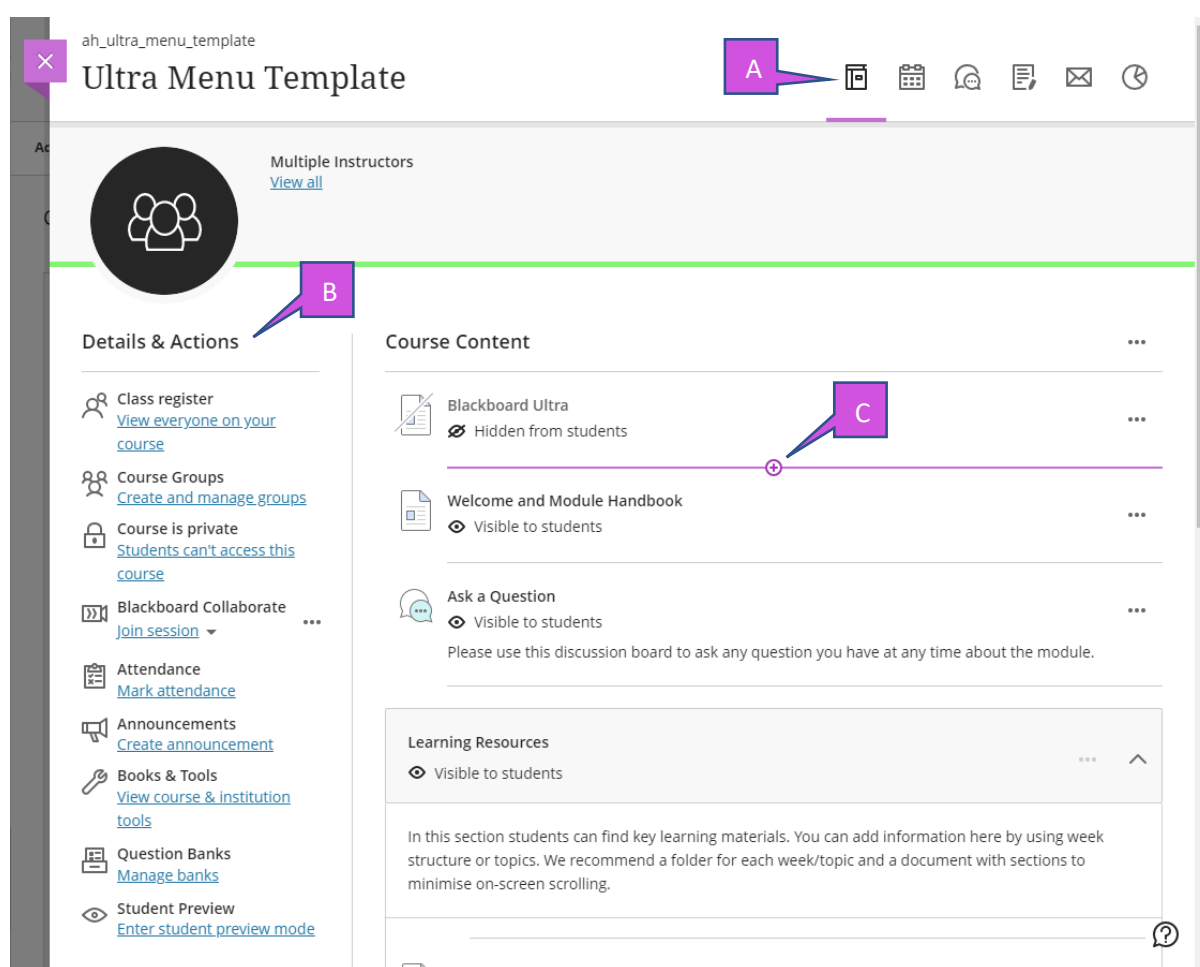
Fig. 2. Student view of module

A. **Navigation bar**: Open frequently used tools in one step. Select an icon to check the course calendar, respond to class discussions, access the course gradebook, and send a message.

B. **Details & Actions**: Manage your course with these options:
   • **Class Register**: View your class list. You can see who is on your module.

- **Course availability**:
    - **Open:** Open a course when you're ready for students to participate.
    - **Private**: Make a course private while you add or experiment with content, and then open it to students when you're ready. Students see private courses in their course lists, but they can't access them.
  - **Blackboard Collaborate**: Use the open Blackboard Collaborate session as a convenient launch point for scheduled and impromptu meetings. The icon appears in purple to show you and other course members when people are active in the Collaborate room.
  - **Attendance**: Mark attendance grades.
  - **Announcements**: Create or schedule course announcements for all course members to view.
C. **Add content**: Select the purple '**+**' sign wherever you want to add content, the purple '**+**' sign will appear on any line within the course content area.

5. About Learning Modules

5.1 - Watch a video about Learning Modules

The following narrated video provides a visual and auditory representation of some of the information included on the following pages. For a detailed description of what is portrayed in the video, open the video on YouTube, navigate to More actions, and select Open transcript.

Task: Watch a video about learning modules

Please click and watch the video link

Video: learning modules explains how to create a learning module and set its visibility in the Ultra Course view.

5.2 - Learning Module Navigation

Below *(fig. 3)* is a sample of what can be added to a learning module.
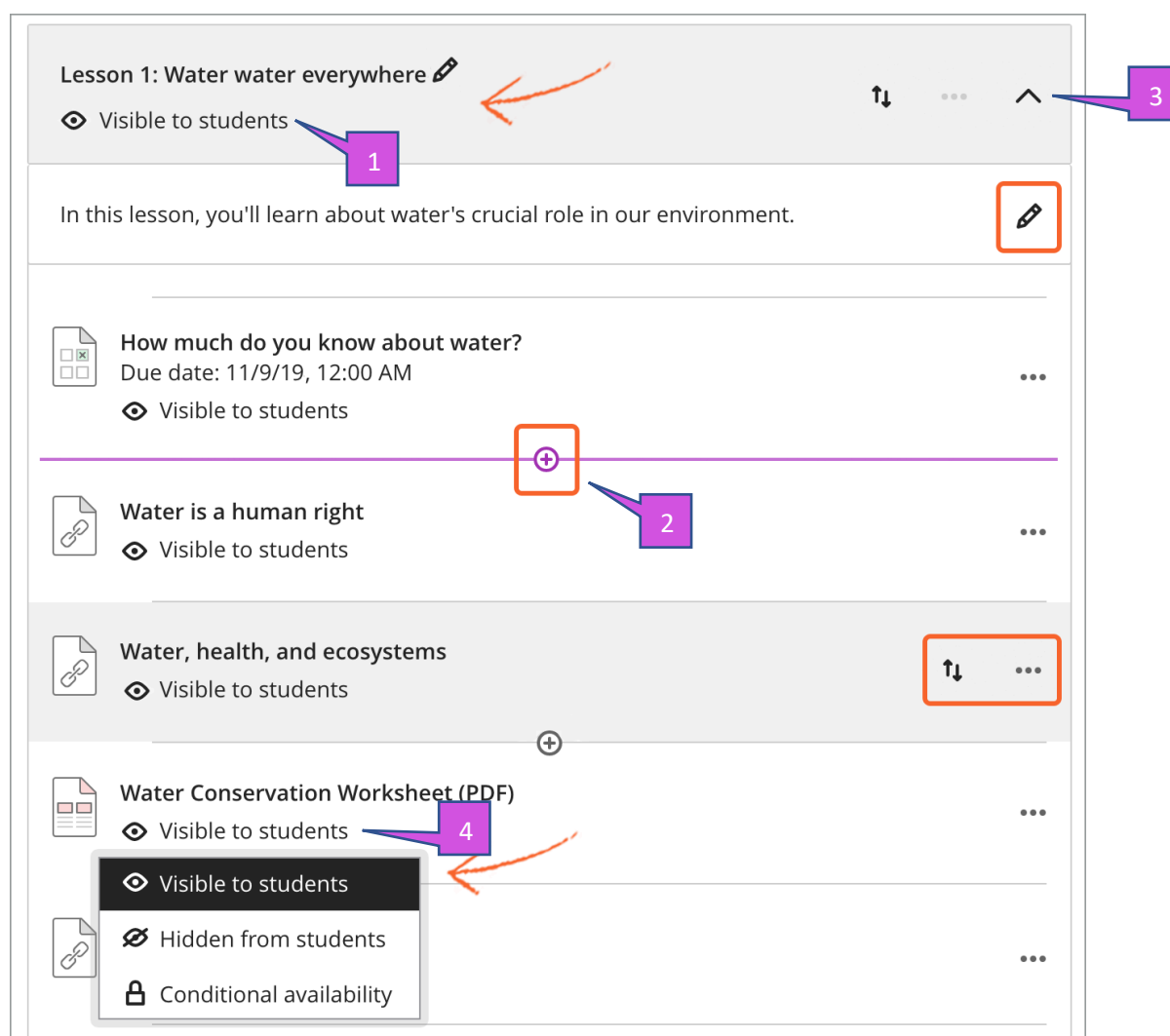
Fig. 3. Sample of learning Module

1. **Change module visibility**. You can show or hide the module to students. You can also select conditional availability. You can set the module availability for a certain date if you wish.
2. **Add and create module content**. Drag content from the Course Content page into the module or create content directly within it.
3. **View and organize content**. Select the arrow to expand the module and view all content. Reorder content in the order you want students to access it.
4. **Change content visibility**. You can select visibility for individual items within the learning module.

Warning If you delete a learning module with content, the content is also removed from the Course Content page.

5.3 - Add Folders to Learning Modules

You can add folders to a learning module to further organise content. ***Folders in learning modules can only contain content items, not other folders.***

6. Adding Content to a Blackboard Ultra Site

There are a number of ways to add content into a learning module or folder or simply into the main Course Content area of a Blackboard Ultra site. These include:

- Documents
- Links
- Discussions
- Assignments
- Tests

6.1 - Create a Document

Within Blackboard a 'Document' is a blank page to which you can add multiple items and file types.

On the Course Content page, you can create a 'Document' in an Ultra site to present a combination of content. For example, you can include introductory text for a topic or session, an audio file, a video or an image. When students select the document title, the materials you added are all presented together on one page. Students see the content just as you see it, without the editing options.

Adding content in Blackboard ultra is a very easy process, firstly you need to look for a line within the course content area, as shown in *(fig. 4)*, then click on the purple '+' sign.
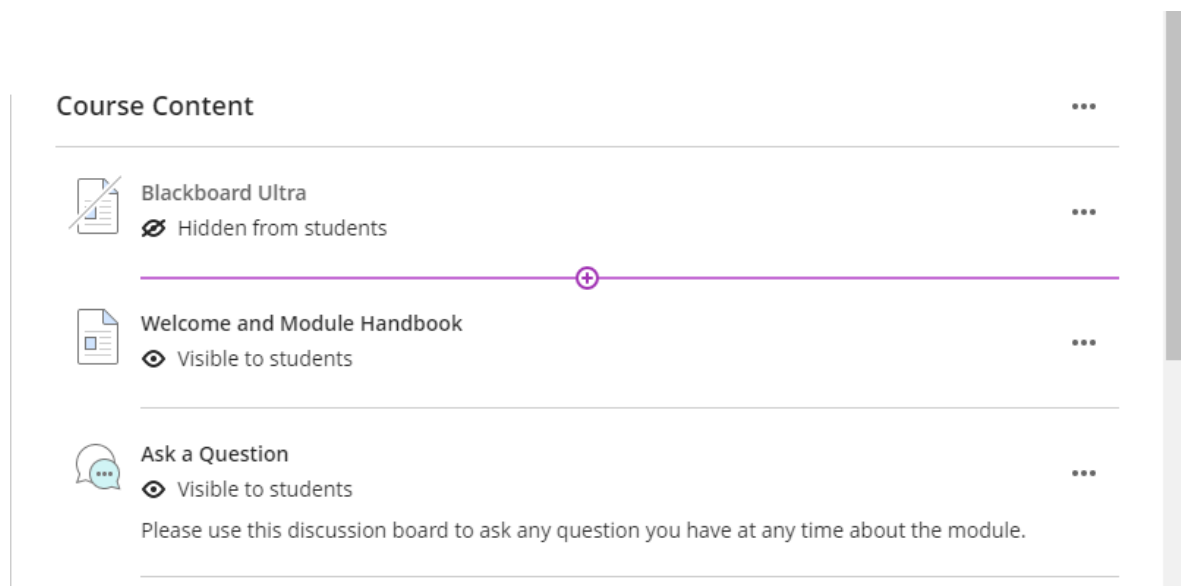
Fig. 4 Adding content using the + symbol

This will in turn change into a purple 'x' with a drop-down menu which is shown in fig.5 within that menu, select 'Create' to open the Create Item panel and select Document. The New Document page opens.

You can also expand or create a folder or learning module and add a document.
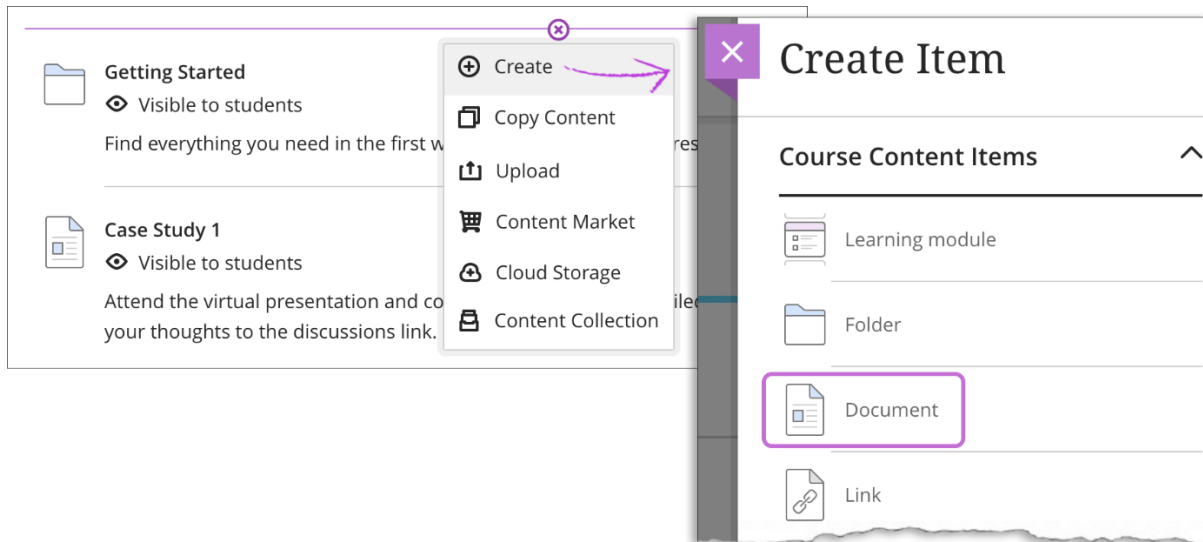
Fig. 5. Drop down list option for adding content

6.2 - Video about creating a document

Task: Watch a video about creating a document

Please click and watch the video about creating a document.

The following narrated video provides a visual and auditory representation of some of the information included on this page. For a detailed description of what is portrayed in the video, open the video on YouTube, navigate to More actions, and select Open transcript.

Video: Create a document explains how to create a document page in the Ultra module view.

6.3 - Adding Items to a New Document page

On the New Document page, use the options at the bottom of the page to add content. You can add as many text blocks and files as you want.
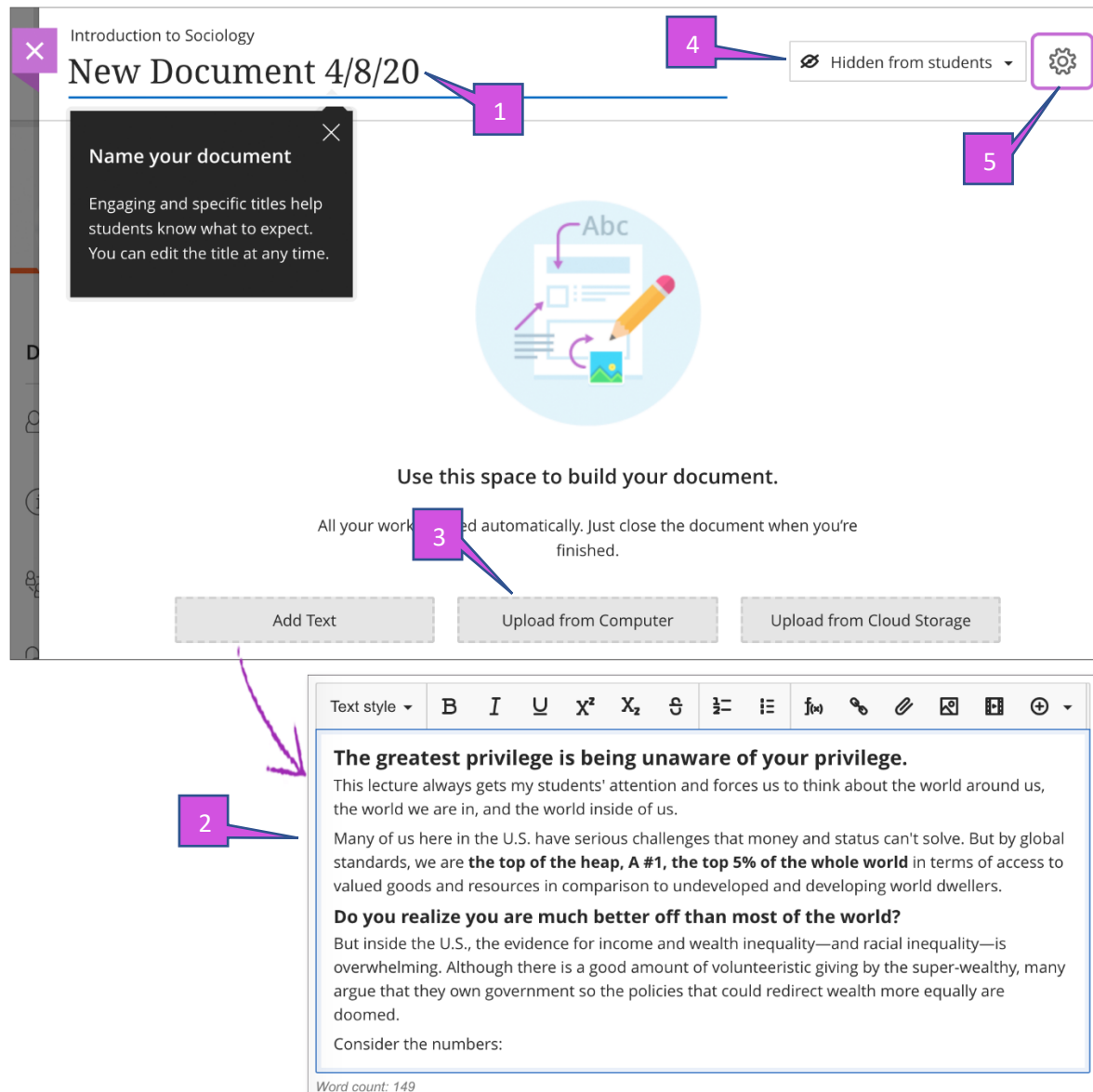
Fig.6 adding new items to a document

1. **Type a title**. *(fig. 6)* When adding a new document, the title appears as the link students select to view the materials. If you don't add a title, New Document and the date appear in the content list.
2. **Add text blocks**. *(fig. 6)* Select Add Text to open the editor. You can also paste text from a Word doc.

Quick Tip You can also use the editor to embed images and attach files along with your text. To use your keyboard to jump to the editor toolbar, press ALT + F10. On a Mac, press Fn + ALT + F10. Use the arrow keys to select an option, such as a numbered list.

3. **Add files**. Select Upload from Computer and browse for or drag files from your computer, such as a Word doc or an audio file. ***You cannot add a folder of items.*** More on how media files appear

Upload from Cloud Storage: You can upload files from cloud storage, such as OneDrive® and Google Drive™. When you add a file from cloud storage, the system makes a copy of the file in the Blackboard site. Any change you may make to a file within your Blackboard will not apply to the file in cloud storage and vice versa. If your browser allows, media files display inline.

Task: Create a document and add some text.

Using the information above and what you have seen in the video please create a 'Document' and add some text.

4. **Show or hide the document**. *(fig. 6)* Students can't see a document until you choose to show it. You can create all your content ahead of time and choose what you want students to see based on your schedule. You can also set availability conditions based on date and time. On the Course Content page, students can see when a Document is set to be available.
5. **Allow class conversations**. *(fig. 6)* What if your students have questions? You can allow conversations within a document, and anyone can contribute. Select the Settings icon to open the Document Settings panel and select the conversations check box. As the conversation develops, it appears only within the document.

More on conversations

- **Add an optional description**. The description appears within the document title on the Course Content page shown in *fig 7*. Content item descriptions are limited to 250 characters.

Fig. 7. Optional description in document settings

6.4 - Adding more content to a Document

After you have added your first piece of content to your document, select the purple '+' sign wherever you want to add more content, this can be done by clicking on any line within your document. Once you click on the line the sign will change to 'x' with a drop-down menu as shown *(fig. 8)*. You can add as many text blocks and files as you want, wherever you want.
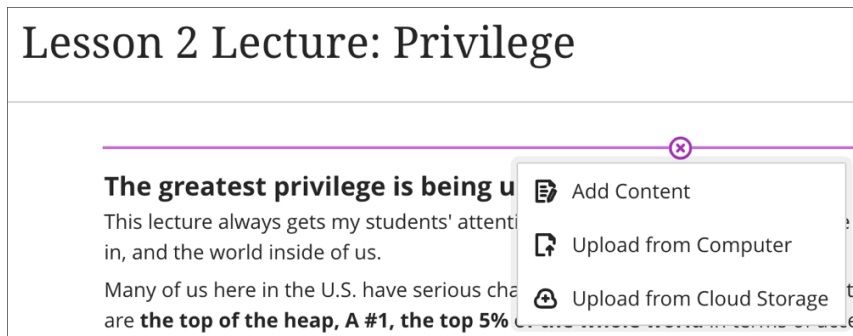
Fig. 8. Adding more content to a document

Saving a Document

After you save a document, it will appear in the content list under 'Course Content'. You can change the document's content at any time and change the order of the items you added to the document *(fig. 9)*.

In their activity streams, students are notified a new document is available.
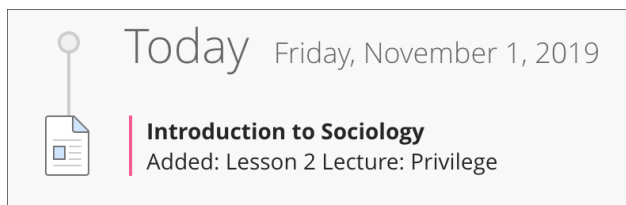
Fig. 9. Activity stream

Edit, reorder, and delete documents

You can make changes to existing documents and change where they appear on your Course Content page. Press the Move icon in a document's row *(fig. 10)* and move it to a new location. You can also move a document into an expanded folder.

To the right of a Document's name, *(fig. 10)* click on the 3 small dots to open a menu to select Edit, Conversations, and Delete.
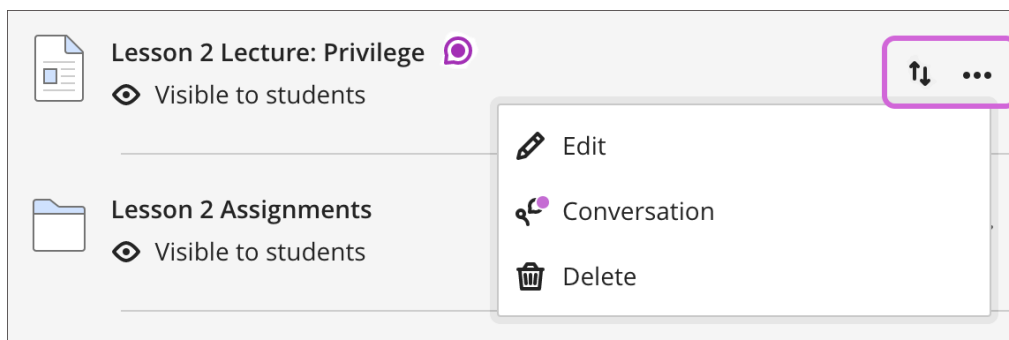
Fig. 10. Edit, Reordering or deleting a document

Delete documents

You can delete a document from the site or hide it from students to preserve the information. Students can't access hidden documents on the Course Content page.

Add files, images, audio, and video

On the Course Content page, you can browse for files in cloud storage or on your computer. In some cases, students select the file name to download and open it. If permitted by the settings in a browser, some media files open in a new window or tab. Students are notified in their activity streams when you add content.

Supported file types include DOC, DOCX, HTM, HTML, MP3, MPG, PDF, PPT, PPTX, XLS, XLSX, RTF, TXT, ZIP, and most image types.
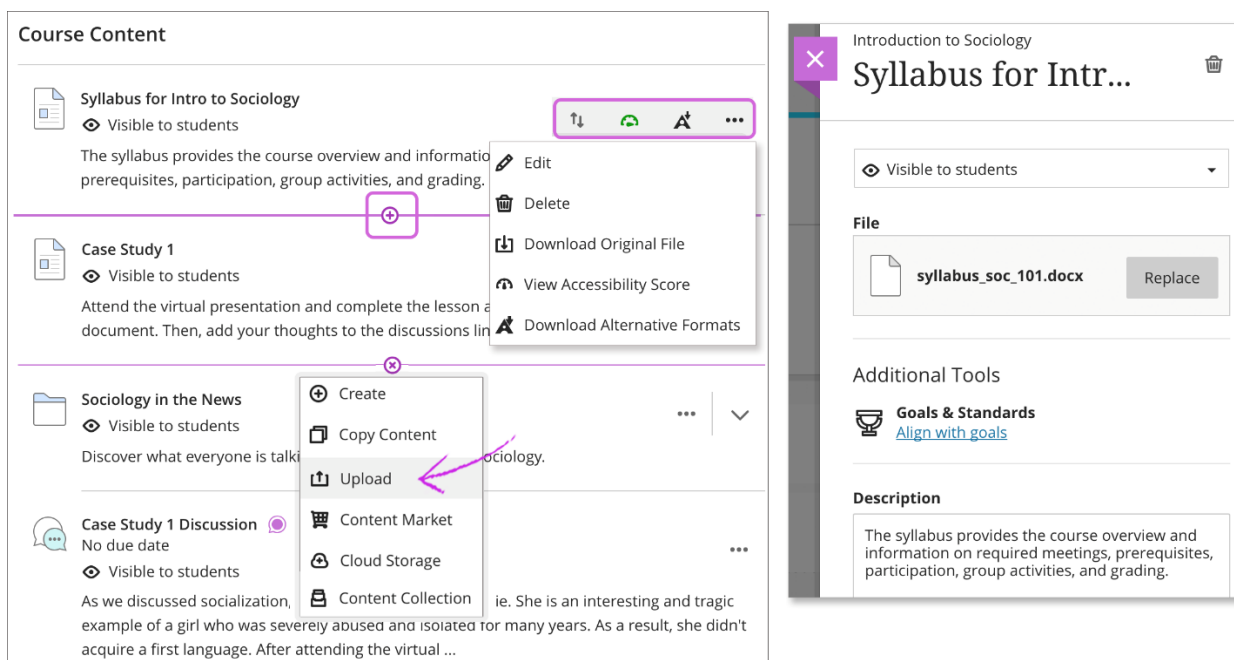
Fig. 11. Uploading files, images, audio and video

Upload files. Select the purple '+' sign *(fig. 11)* wherever you want to upload files. In the menu, select Upload to browse for files on your computer. The files appear in the content list.

Open a file's menu to edit the file name, align with goals, replace the file, or add a description. You can also expand or create a folder or learning module and then upload files.

At Westminster you can use Blackboard Ally to be sure your content is more accessible. Accessibility score indicators and alternative formats appear next to files. You can more information regarding Ally in Appendix 2.

Add files from cloud storage. If you already have files stored in the cloud, such as in OneDrive® and Google Drive™, you can add them to your module. You may choose multiple files from cloud storage to add to your Course Content page in one action. The files you add are copies. If you make a change to a file in cloud storage, you need to upload a new copy in your module.

Reorder, edit, and delete content easily. Point to an item to reveal the Move icon and drag the item to a new location in the content list. Open the menu and select Edit or Delete. For example, in the panel, you can change a file's name, type a description that appears with the file on the Module Content page, or replace the file.

Quick Tip With your keyboard, you can move an item to a new location, move an item into an expanded folder, and move a folder into another expanded folder.

Zip files

On the Course Content page, you can upload a compressed package of files, also called a ZIP file. Students select the ZIP file to download it to their computers and unzip it to access the contents. In the menu, select Upload to browse for the file on your computer.

7. Communication

7.1 - Announcements

Announcements help you share important information with others in your module. Announcements render differently in Blackboard ultra than in the old version of Blackboard Unlike messages, announcements *(fig 12)* appear immediately when a student opens a module.

Students are less likely to ignore the information you share in an announcement because it demands attention. They need to dismiss the notification before they can view other content in the site.
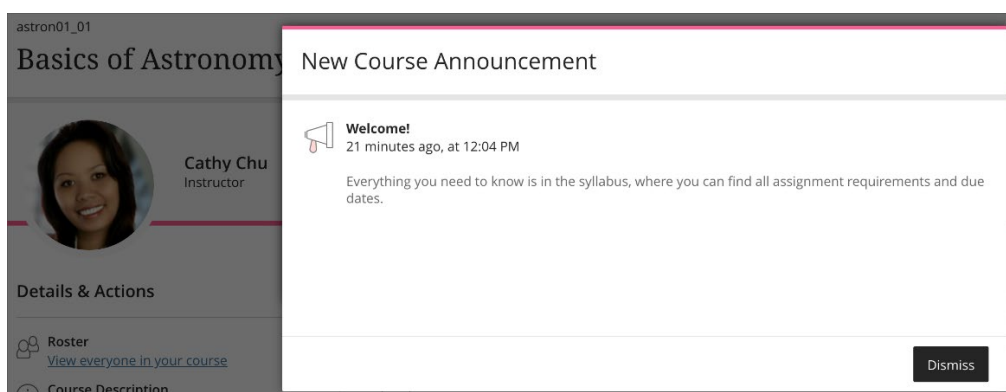
Fig. 12. New course announcement notification

7.2 - Course Announcements page

Find course announcements in the Details & Actions pane.

The Course Announcements page lists all announcements in your Blackboard Ultra site, including each announcement's status and number of viewers. You can create, copy, edit, and delete announcements on this page.
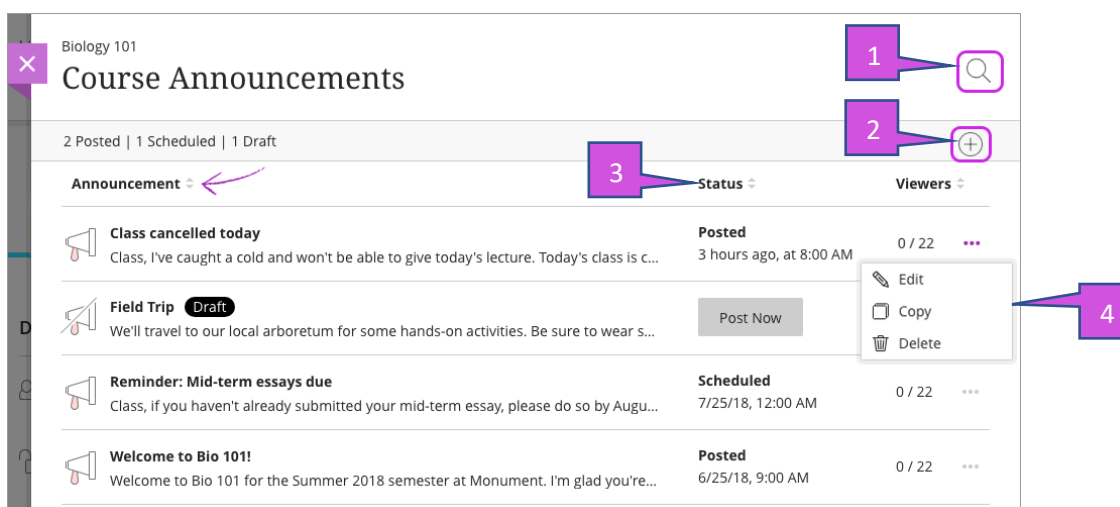
Fig. 13. Course announcement

1. **Search or sort the list**. *(fig. 13)* You can sort announcements by the title, status, or the number of viewers. You can use the search function to find announcements by title or message content.
2. **Create a new announcement**. *(fig. 13)* You can create a blank announcement or copy an existing announcement to use as a template.
3. **View the status**. *(fig. 13)* Announcements have three states: Posted, Scheduled, and Drafted. An announcement's status appears with its content. You can also view the number of module announcements by status at the top of the page.
4. **Manage announcements**. *(fig. 13)* You can edit or delete announcements from this page.

You can create an announcement for a future event, such as a reminder about a module event or exam. You can schedule announcements to post automatically in your module on the date and time you specify. You can also use the schedule feature to hide an announcement when it's no longer relevant.

As you create an announcement, select Schedule announcement. Choose a date and time to start and stop the display of the announcement to students.

Quick Tip Use the date picker for scheduling announcements. If you type a date, it reverts to the default date when you save the announcement.

7.3 - Watch a video about creating announcements

Task: Watch a video about creating an announcement

Please click and watch the video on creating an announcement.

The following narrated video provides a visual and auditory representation of some of the information included on this page. For a detailed description of what is portrayed in the video, open the video on YouTube, navigate to More actions, and select Open transcript.

Video: Create announcements shows how to create an announcement in a Blackboard Ultra site.

7.4 - Create an announcement

Select Create announcement found on the Details and Action pane to get started. The New Announcement page appears.

Type a title and message text for the announcement as shown *(fig. 14)*. You can include up to 256 characters in the title. Select Save to save your announcement draft. Select Post in the Status column of the Course Announcements page to post the announcement immediately.

You can also schedule announcements to start and end at certain times.

Fig. 14. Creating an announcement

After you've created and posted announcements in your course, the count of posted and total announcements updates on the Details and Action pane *(fig. 15).*

Fig. 15. Announcement posted and total count

7.5 - Schedule an announcement

You can create an announcement for a future event, such as a reminder about a module event or exam. You can schedule announcements to post automatically in your module on the date and time you specify. You can also use the schedule feature to hide an announcement when it's no longer relevant.

As you create an announcement, select Schedule announcement. Choose a date and time to start and stop the display of the announcement to students.

Task: create an announcement and add some text.

With the information above, create an announcement and post it.

7.6 - Edit or delete an announcement

You can edit any announcement in your module, including past, active, and scheduled announcements. On the Course Announcements page, select the menu to manage an announcement. The following information can be found in the Course Announcement section found on *page 22*.

- Select Edit to change an announcement's title or message *(fig. 13)*. You can also edit the announcement's scheduled posting.
- Select Delete to permanently remove the announcement from your module.
- Select Copy to copy the announcement. You can create a template announcement and copy it for announcements that use a similar format.

Task: Edit or delete the announcement

With the information above, edit or delete the announcement you have created.

7.7 - Where announcements appear

Active module announcements appear the first time each student enters the module after the announcement is posted. Announcements appear before the student can access the module Content page. After the student dismisses the announcement, it won't appear immediately when the student accesses the module in the future.

Active announcements also appear in the Today and Recent sections of the activity stream. The announcement disappears from the activity stream when the student dismisses it within the module.

If an announcement is still active, students can access the announcements they've dismissed. On the Module Content page, students can select View archive to read past, active announcements in the module

7.8 - Messages page

You may have noticed that with announcements no rich media can be added as in the old version of Blackboard. If you need to send rich media, you will need to send a message instead. If a message is sent this is then delivered to in a module, access the Messages page on the navigation bar. All your module messages and responses appear. You can easily scan the entire list and open a message to read all the responses.

Any unread messages appear first in the list. Each message displays the profile picture of the author. Under the author's name, you can view how many participants are included or if the message is for the whole class.
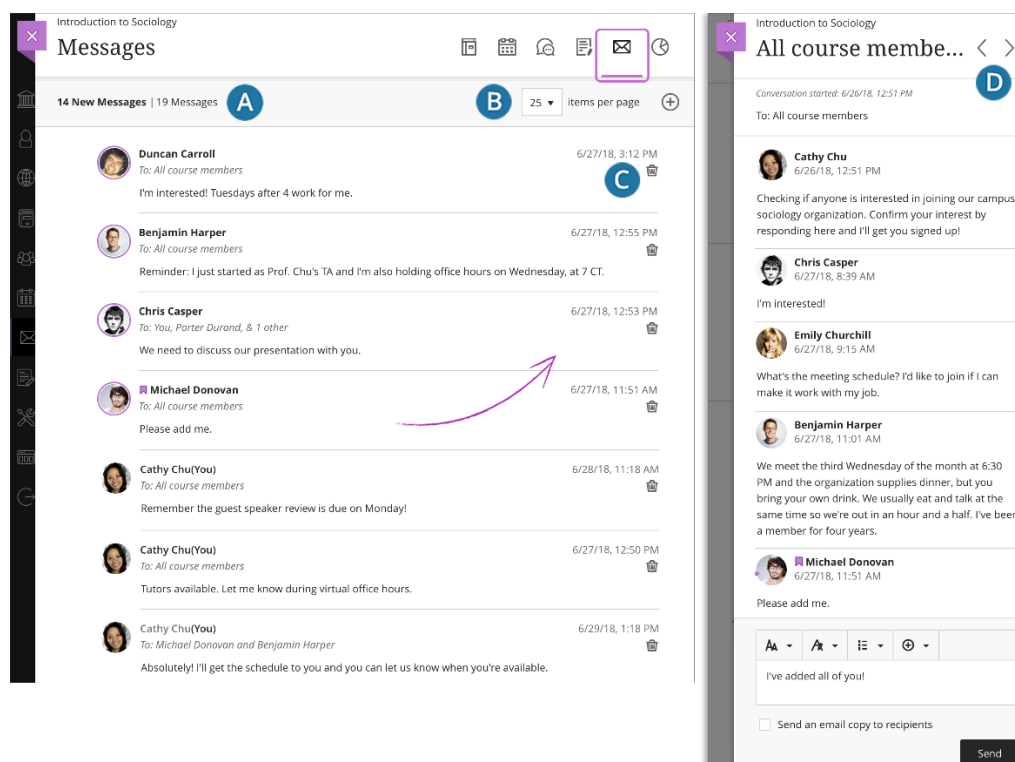
Fig. 16. Messages page

- A. **Easily view what's new**. A count of messages appears above the list. New responses appear with a bold font.
- B. **Send a message**. Select the New Message icon to send a message. Send to one person, multiple people, or the entire class.

  Quick Tip *If you have many messages, select the number of messages you want to see per page to narrow your focus.*

- C. **Delete a message**. Use the Delete icon to delete a message. If more responses come in, you'll get them. You can't edit or delete individual responses in a message.
- D. **Navigate to another message**. Messages open in a panel with all the responses. Use the View Previous Messages and Next Message icons at the top to view the previous or next message in the list.

When you create or respond to a message, select the Add Participants icon highlighted in *fig. 17* to add additional people unless the message was sent to the entire class. The original recipients see a note in the next message that you added new people or the whole class. The new recipients see the message from the point they were added.
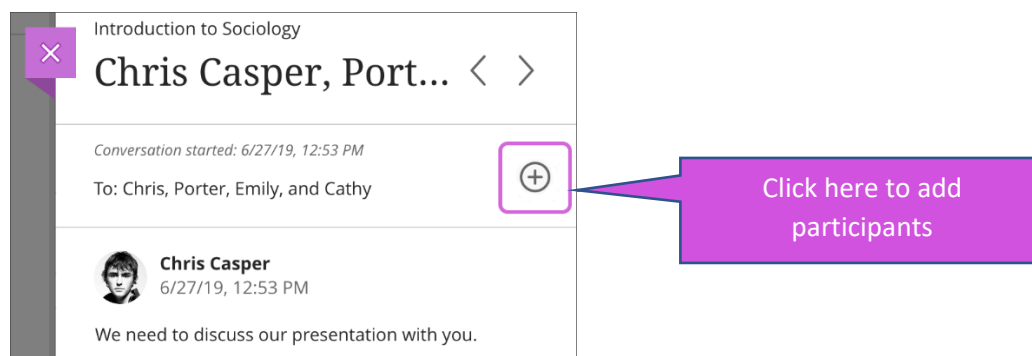
Fig. 17. Adding participants to messages

7.9 - Send a message

When you select the New Message icon on the Messages page, the New Message panel opens.
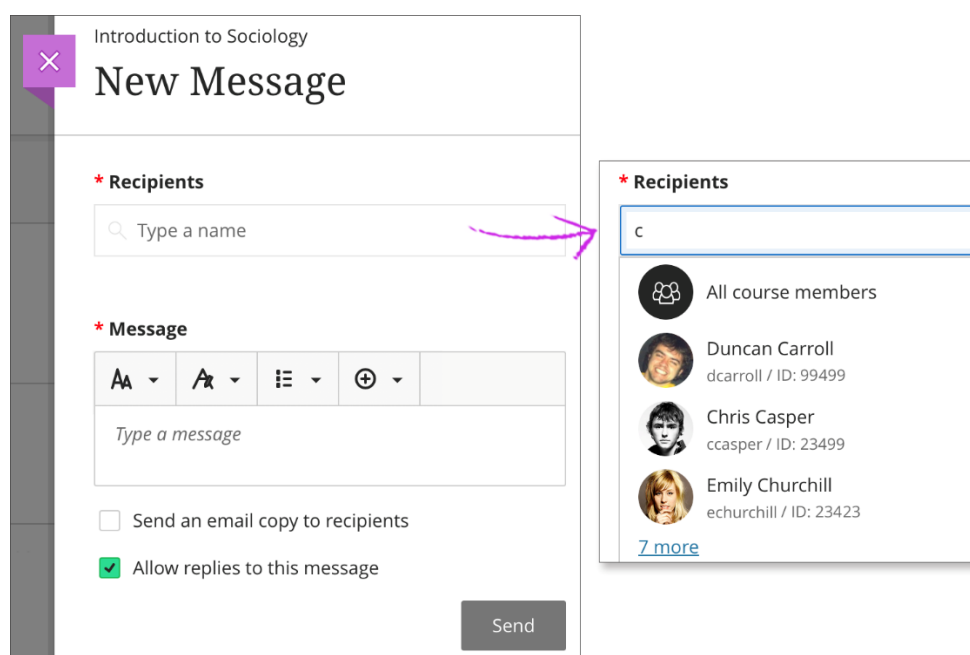
Fig. 18. Sending a new message

Start typing to add recipients. As you type, matching recipient names appear in a menu for easy selection *(fig.18)*. You can continue to add as many names as you want or send to the whole class.

Lead with the most important info. Messages don't have titles. Recipients need to rely on the first part of your message as they choose what to read. Use the options in the editor to format your text.

Quick Tip To use your keyboard to jump to the editor toolbar, press ALT + F10. On a Mac, press Fn + ALT + F10. Use the arrow keys to select an option, such as a numbered list.

Send an email copy. You can send an email copy of a module message. Students might see, read, and act on important announcements and module messages when they receive a copy in their inboxes. Email copies are only delivered if recipients have valid email addresses in their Blackboard Learn profiles. When you select this option, all recipients of the message receive an email copy.

FYI *Recipients can view your message in their email inboxes but won't be able to send an email to reply.*

Allow or disallow replies. You may choose not to allow replies for messages you create. If you choose to send a message to the whole class, no one is allowed to reply by default.

When module messages are read-only for students, you're alerted when you create a message. The Allow replies to this message check box applies to the roles within a site allowed to reply to and create messages, such as other instructors and teaching assistants.

Task: Send a message

With the information above, send a message to your colleague

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8. Assignments

8.1 - Create a Blackboard assignment

You can create assignments alongside other content. Students can access their work next to the content they need, right when they need it. You can also create a group assignment and release it to one or more groups in your course.

[More on creating assignments for groups of students](#)
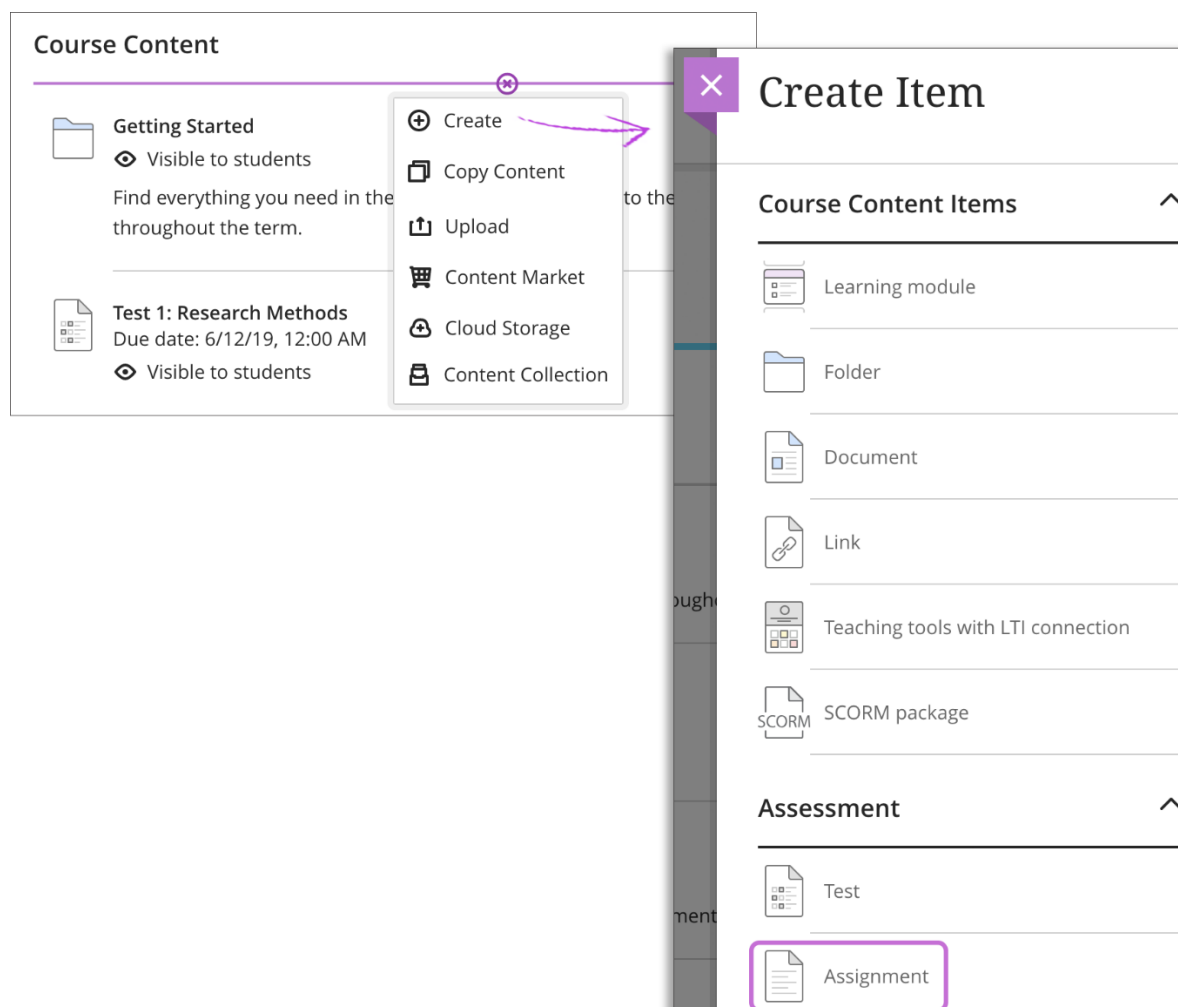
Fig. 19. Creating a Blackboard Assignment in the course content area

In the menu *(fig. 19)*, select Create to open the Create Item panel and select Assignment. The New Assignment page opens.

You can also expand or create a folder and add an assignment.

When you create an assignment, a gradebook item is created automatically.

After you post assignment grades, students can view their scores on their grades pages or in the activity stream. They can also access an assignment, their submissions, your feedback, rubrics, and their grades from the assignment link on the Course Content page.

8.2 - Watch a video about creating Blackboard assignments

The following narrated video provides a visual and auditory representation of some of the information included on this page. For a detailed description of what is portrayed in the video, open the video on YouTube, navigate to More actions, and select Open transcript.

Video: Create an assignment shows how to create an assignment with simplified workflows.

Task: Watch the video on how to create an assignment

Please click and watch the video on create an assignment

8.3 - Creating a Blackboard Assignment

Selecting 'Assignment' from the create item menu will allow you to create a Blackboard assignment. Over the next few pages a detailed description will explain the image *fig. 22*.

Fig. 20. How to create a blackboard assignment.

To set up the assignment complete the following:

1. **Add the assignment essentials**. *(fig. 20)* Provide an intuitive assignment title so students can easily find the assignment among your course content. On the Course Content page, the title appears as the link students select to view the materials. If you don't add a title, "New Assignment" and the date appear in the content list. If you don't add content, the assignment won't appear on the Course Content page.

2. **Add text, files, and questions**. *(fig. 20)* Select the plus sign to open the menu and make a selection. You can choose a question type, add a question pool, or reuse questions and content from existing assessments. You can add files and text, such as instructions for the assignment. You can also add files from cloud storage, such as OneDrive® and Google Drive™.

3. **Show or hide the assignment**. *(fig. 20)* Students can't see an assignment until you choose to show it. You can create all your content ahead of time and choose what you want students to see based on your schedule. You can also set availability conditions based on date, time, and performance on other items in the course gradebook. On the Course Content page, students can see when you set the assignment to show.

4. **Apply assignment settings**. *(fig. 20)* Select the Settings icon to open the panel where you provide the assignment's details and information.

5. **Provide a due date**. *(fig. 20)* Due dates appear on the calendar and in the activity stream. Late submissions appear with a Late label in the course gradebook. Encourage students to review what's due now and what's ahead so they can ask questions as soon as possible.

6. **View accommodations**. *(fig. 20)* You can set accommodations for students and make them exempt from certain course requirements, such as assignment due dates and time limits. To select accommodations, go to the Class Register and open a student's menu. The number of accommodations you've made appears on the assignment page in the Assignment Settings section. More on accommodations

7. **Allow class conversations**. *(fig. 20)* What if your students have questions about an assignment? You can allow conversations within an assignment, and anyone can contribute. As the conversation develops, it appears only with the relevant assignment. More on conversations

8. **Collect submissions offline**. *(fig. 20)* You may want to grade student work that doesn't require students to upload a submission. For example, you can add grades to your gradebook for oral presentations, science fair projects, acting performances, and artwork delivered in person. More on collecting submissions offline

9. **Change the grade category**. *(fig. 20)* You can change the assignment's grade category to be part of one of the custom gradebook categories you set up in your course. You can create new categories to customize how coursework is grouped in your course. Custom categories can be useful when you set up the overall grade.

10. **Determine the number of attempts**. *(fig. 20)* You can let your students submit more than one attempt at an assignment. When you allow multiple attempts, you can also choose how the final grade is calculated.

11. **Select the grading schema**. *(fig. 20)* From the Grade using menu, select an existing grading schema such as Points. You can change the grading schema at any time and the change will show to students and in your gradebook.

12. **Enable anonymous grading**. *(fig. 20)* When you create an assignment without questions, you can enable anonymous grading, so student names are hidden while you grade. You may only add text and files to anonymously graded assignments. More on anonymous grading

13. **Enable parallel grading**. *(fig. 20)* You can enable parallel grading and assign graders when you create an assignment. You can also enable parallel grading even after students make submissions. The system randomly assigns graders you choose so each student has two graders for the assignment. The grading workload is distributed evenly among the graders. Graders can only open the submissions for the students assigned to them. Instructors or reconcilers determine the final grades for students. More on parallel grading

14. **Make a group assignment**. *(fig. 20)* You can create an assignment for one or more groups of students. By default, you assign a grade to each group as a whole, but you can change a group member's individual grade.

15. **Enable SafeAssign**. *(fig. 20)* You can use SafeAssign to check for potential plagiarism in student submissions. You can enable the SafeAssign Originality Report any time, even after students have started their submissions, but submissions are only checked when SafeAssign is enabled.

16. **Add an optional description**. *(fig. 20)* The description appears with the assignment title on the Course Content page.

8.4 - Add files and text blocks to Blackboard assignments

Setting the Blackboard assignment brief can be done by either putting in some text via the text blocks or adding a file such as a word document. To begin select the purple '**+**' sign to open the menu wherever you want text, or a file *(fig.20)*. You can add as many text blocks and files as you want.

Add text blocks. Select Add text to open the editor. You can include instructions for a section of the assignment or introductory text for an audio file or image. You can also paste text from a Word doc.

Quick Tip *You can also use the editor to embed images and attach files along with your text.*

If you create an assignment that includes only text blocks, you can manually change the Maximum score in the Assignment Settings.

Add files. Select Add local file to browse for a file on your computer. Your institution controls the maximum file size you can upload. You can't add a folder of files.

Add file from Cloud Storage: You can instantly connect to multiple web apps where you store files, such as OneDrive. The files you add are copies. If you make a change to a file in cloud storage, you need to upload a new copy in your course. If your browser allows, media files you add from cloud storage display inline.

More on cloud storage

8.5 - Edit, reorder, and delete Blackboard assignments

You can make changes to existing assignments and change where they appear on your Course Content page. Be aware that if you change an existing assignment that students can access, some students may have started their submissions. You can't change the grading schema if you've already started grading.

Press the Move icon highlighted in *fig. 21* in an assignment's row and move it by dragging it to a new location. You can also move an assignment into a folder, this again can be done by dragging it into a folder.

In an assignment's row, open the menu to select the Edit and Delete functions.
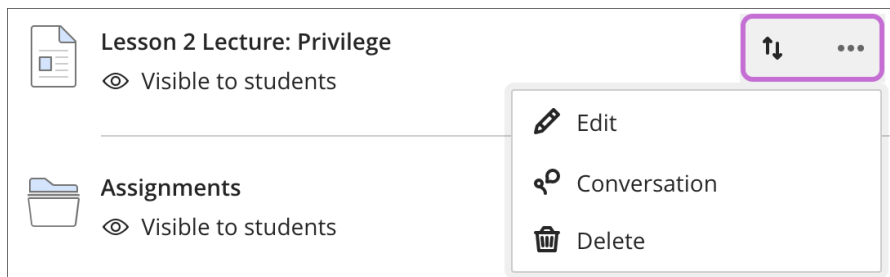
Fig. 21. Moving a Blackboard assignment

Delete assignments

You can delete an assignment from your course and if no student submissions exist, the gradebook item is also deleted. For assignments with submissions, you must confirm that you want to permanently remove the assignment, all submissions, and grades from your course.

Or, you can hide the assignment from students to preserve the submissions and the scores in the gradebook. Students can't access hidden assignments on the Course Content page or on their grades pages even if you have graded submissions.

8.6 - Blackboard Assignments and the activity stream

When you create an assignment and make it visible to students, they're notified in their activity stream.
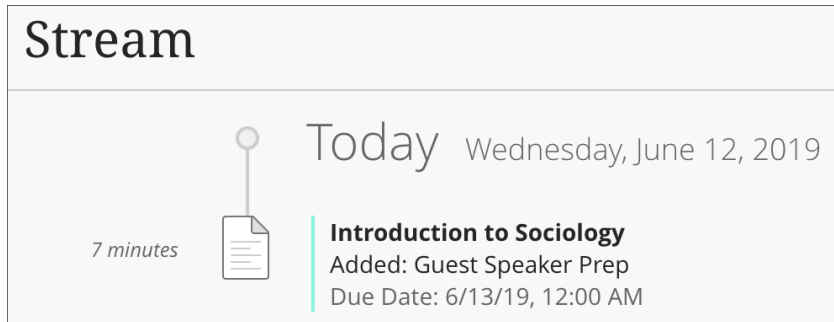
Fig. 22. Blackboard Assignment stream view for students

You'll see an alert in the stream when you have submissions to grade. Select the assignment title to begin grading on the assignment submissions page.
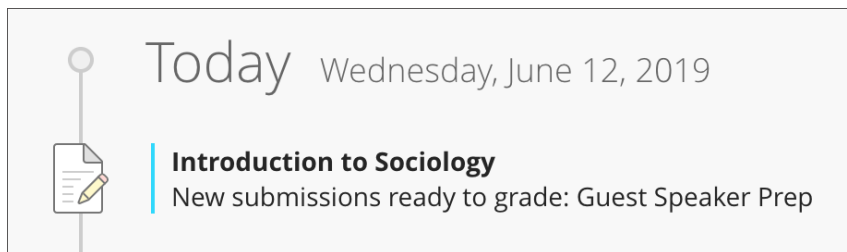
Fig. 23. Blackboard Assignment new submission stream view for staff

More on the activity stream

Task: create a blackboard assignment

With the information above, create a blackboard assignment.

8.7 - Creating a Turnitin assignment

The other type of assignment offered at the university is Turnitin, as this is a 3rd party addon it is accessed in a different manner to that of the Blackboard assignment option. To begin please follow the instructions below:

1. Navigate to the Content Market in the Blackboard module page.
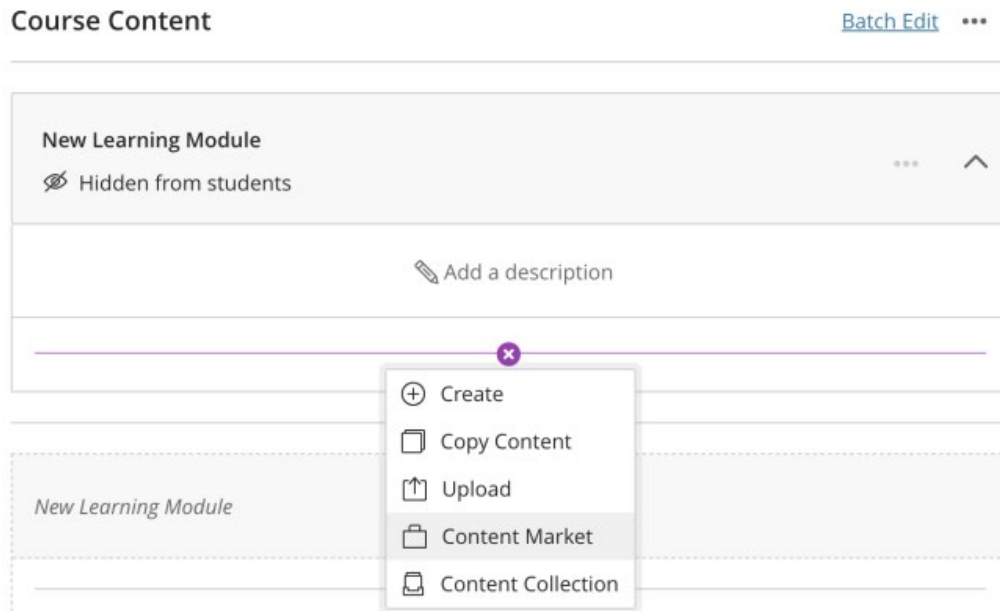
Fig. 24. Adding a Turnitin Assignment through Content Market

2. Select the Turnitin tool shown below.
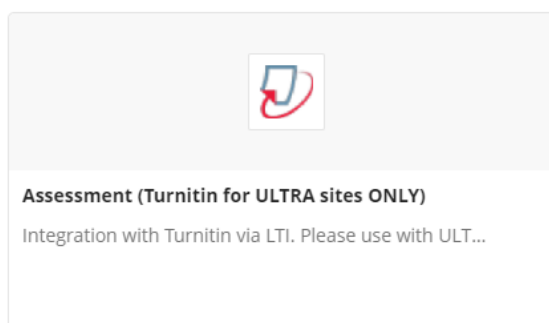
Fig. 25. LTI (Learning Tools Interoperability) for Turnitin found in the content market

3. Fill out the Turnitin assignment settings along with the following:

   - **Max grade**
     Set a point value for the assignment to allow a grade to be set by rubrics (if used) and be sent to the grade book. For example, if you set the max grade as 100, this is the highest grade your student can receive.
   - **Start date**
     The start date is the date and time students can begin submitting to the assignment.

- **Due date**
  The due date is the date and time students' papers are due for the assignment.

- **Feedback release date**
  The feedback release date is the date and time students can begin viewing the comments and grades you have left on their papers. Feedback can only be released after the due date.

Fig. 26. Turnitin submission setting.

4. Click on **Optional settings**. The information below will help you to understand the settings available and correctly customize the assignment.

- **Submission storage options**

  - **Standard paper repository**
    Student papers will be checked against other institutions' student submissions.
  - **Institution paper repository**
    Student papers will only be checked against other student papers within your institution. With this setting enabled, if a student from your institution submits a paper matching a paper of a student from another institution, Turnitin will not identify this match.
  - **Do not store the submitted papers**
    A similarity report will still be generated for paper submissions, but your students' papers will not be stored in the Turnitin standard paper repository or the institution's paper repository for future comparison.
  - **Student's choice of paper repository**
    Students have the freedom to choose where they would like their paper to be saved. It is advised that this setting is only used if you do not intend to use Turnitin to assess originality.

- **Allow submissions of any file type**
  Select the checkbox to allow all file types - even those that are not supported for generating a Similarity Report. This includes files that include media.

- **Allow late submissions**
  Select the checkbox to allow late submissions for the assignment; students will be able to submit papers after the due date.

- **Enable anonymous marking**
  Select the checkbox to obscure student names within the assignment inbox, Similarity Report and online grading until the assignment's feedback release date. Student names may be revealed for an assignment by clicking on the **anonymous marking enabled** button to reveal the author's name for the paper.

- **Compare against**
  These search options allow you to select the repositories that students' submissions will be checked against when processing Similarity Reports for papers. The similarity score may decrease if a repository option is deselected.

- **Report generation and resubmissions**

  - **Generate reports immediately (resubmissions are not allowed)**
    Originality Reports for all submissions will be generated immediately. Students cannot resubmit papers. If, for any reason, a resubmission is required when this setting is selected, you must manually delete a student's submission from the assignment inbox to allow the student to submit again.

  - **Generate reports immediately (resubmissions are allowed until due date). After 3 resubmissions reports generate after 24 hours.**
    This option is typically used when students are self-reviewing and revising their submissions and able to view the Similarity Report. Similarity Reports will be generated immediately for each student's initial submission to this assignment.

  - Students may resubmit as often as they wish until the assignment's due date.

  - Similarity Reports for a second or subsequent submission will generate after 24 hours of submission.

  - As all previous submissions are removed upon resubmission, only the latest submission is available to both you and the student.

  - Similarity Reports will regenerate within an hour of the due date and time to allow student submissions to compare against one another within the assignment.

- **Generate reports on due date (resubmissions are allowed until due date)**
  Originality Reports will not be generated for any submission until the due date and time of the assignment is reached. Students may resubmit as many times as needed until the due date and time but will not receive reports during this period. No resubmissions are allowed after the due date and time of the assignment

- **Allow students to view Similarity Reports**
  Select the checkbox to allow your students to view their Similarity Reports for submissions to this assignment. This option gives you more flexibility and control when creating assignments.

- **Exclude bibliographic materials**
  Select the checkbox to exclude text appearing in the bibliography, works cited, or references sections of student papers from being checked for matches when generating Originality Reports. You can overwrite this setting in individual Similarity Reports.

- **Exclude quoted materials**
  Select the checkbox to exclude quotations from being checked for matches when generating Similarity Reports. You can overwrite this setting in individual Similarity Reports.

- **Exclude small sources**
  Select the checkbox to exclude matches that are not of sufficient length (determined by you) from being considered when generating Similarity Reports. A box will appear, where you can exclude matches by word count or by percentage.

5. After you have set your assignment, then select submit

Task: create a Turnitin assignment

With the information above, create a Turnitin assignment.

9. Interaction and Activity in a Blackboard Ultra Site

9.1 - Discussions page

Discussions are one way to engage students in activity in a Blackboard site. They broaden communication and foster strong connections among the group and help with the development of a learning community.
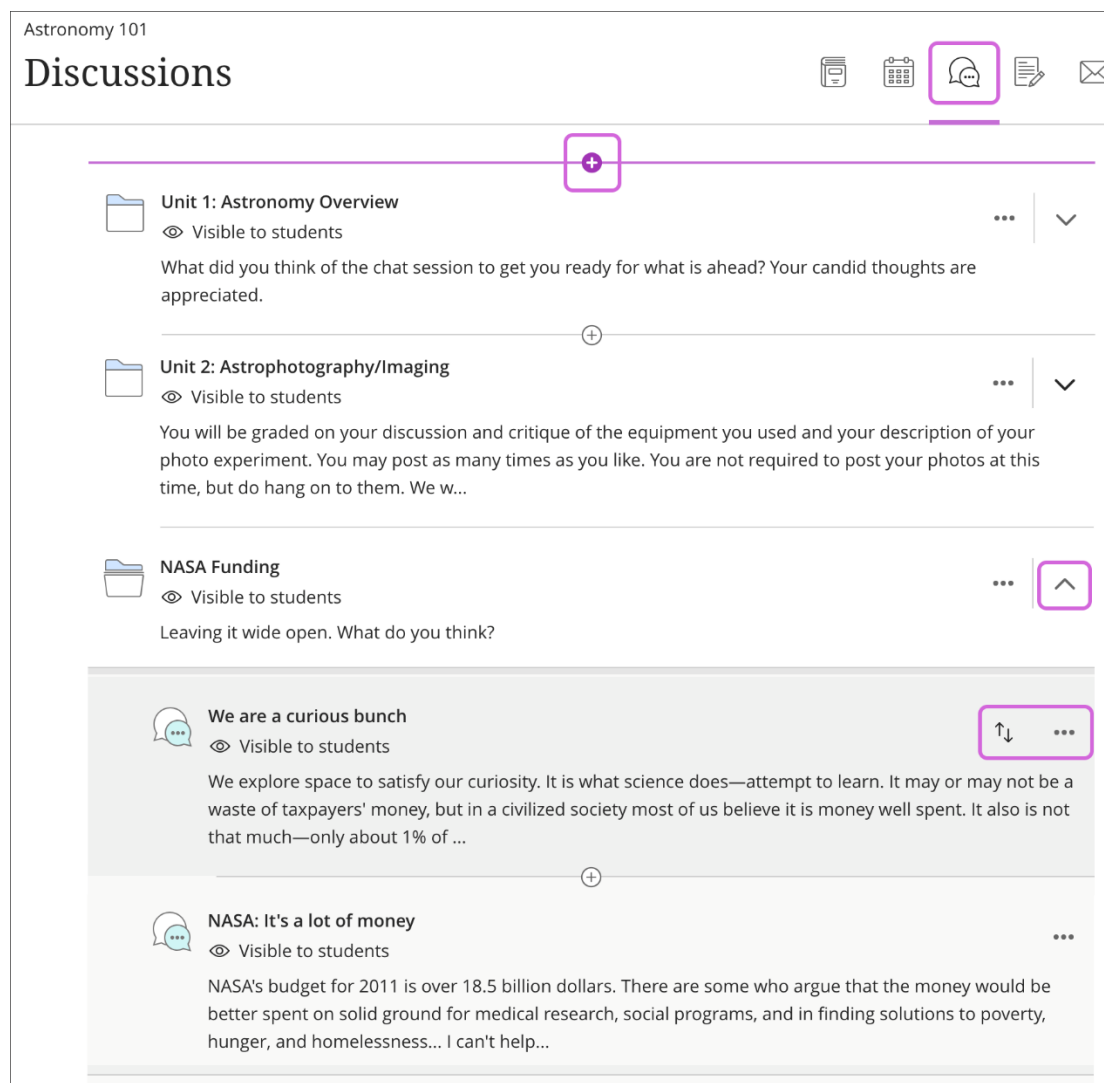
Fig. 27. Adding a discussion to course content

Create opportunities for interaction right where you need them. On your Course Content, just select the purple '**+**' sign or the Discussions icon from the Navigation Bar to add a discussion.

Use the activity stream to your advantage. Review student contributions and respond directly from the activity stream. Or, you can jump to the full course discussion from the activity stream.

You own discussions. Not ready to share a new discussion? Hide it. Want to make it simpler? Create folders to organize discussions. You can also rearrange the order or delete an entire discussion or specific response. New discussions are hidden from students by

default. When you're ready to start, make your discussions visible to get your students talking!

9.2 - Discussions or conversations?

While you can use class discussions to develop or share ideas, you can also use conversations for quick exchanges on specific content. For example, when you create assignments, you can enable conversations. Anyone can make a contribution to the assignment conversation—ask for help, share sources, or answer questions others have. Everyone can read the conversations while they view the assignment.

FYI Conversations appear only with the relevant content item and don't appear on the discussions page.

9.3 - Create a discussion

On the Course Content page, select the purple '+' sign wherever you want to add a discussion. Select Create > Participation and Engagement > Discussion.

Fig. 28. Creating a Discussion

Type a meaningful title to help students find the right discussion in the content list. If you don't add a title, "New Discussion" and the date appear on the main discussion page.

Make an initial post to start the discussion. Include guidelines and expectations to get students off to a good start. You can use the options in the editor to format your text.

Quick Tip To use your keyboard to jump to the editor toolbar, press ALT + F10. On a Mac, press Fn + ALT + F10. Use the arrow keys to select an option, such as a numbered list.

You can show or hide the discussion from your students. You can edit this option at any time. New discussions are hidden by default.

Select the Edit Discussion Settings icon to open the settings panel. Select the options that work best for your discussion.

- **Bring your discussion to the surface**. Select the Display on the Course Content page check box to include the discussion alongside other content items on the Course Content page.
- **Grade the discussion**. To motivate students to post insightful contributions, you can make the discussion count for a grade.
- **Assign a rubric**. After you select Graded discussion, you can choose to create or add an existing rubric. You may associate only one rubric to each discussion.
- **Require students to post first**. Discussions can be a great way to get a conversation going, but some students may rely too much on the thoughts of others when drafting a response. To encourage critical and original thinking, you can require students to post a response before they can view activity in a discussion. Hidden responses and replies can help students cultivate their own ideas on your initial discussion topic. Select Post First to hide discussion activity from students until they respond to the discussion. When you want to use both post first and discussion groups, select Post First before you assign groups.

Task: Create a Discussion

With the information above, create a discussion

9.4 - Course groups

You can use course groups and group sets and apply them to graded content, such as group assignments, tests, and discussions.

More on creating group assignments and tests

More on creating group discussions

At this time, though students can access course groups, they can't view the membership on the Groups page. You can send out a starter message to each group and the members can then view their groups' membership and send messages. You're included in the group messages.

9.5 - Accessing course groups

In the Details & Actions section under Course Groups, select Create and manage groups (*fig. 29)*. If you've already set up course groups, the menu shows the number of sets and groups.
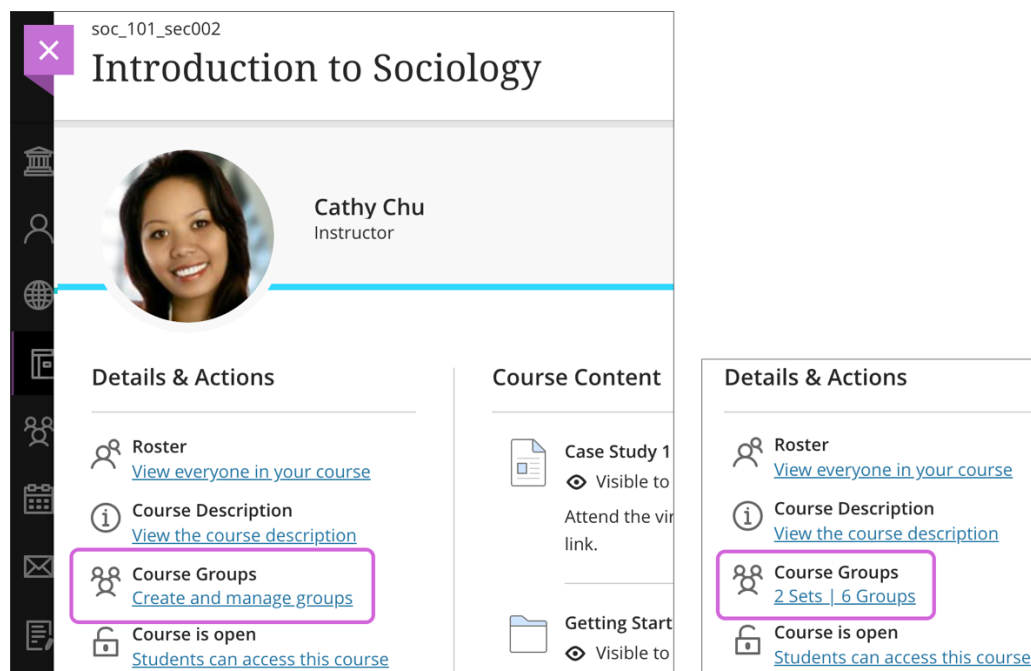
Fig. 29. Accessing course groups

9.6 - Create course groups

With a group set, you can create multiple groups around a theme, such as volunteering. Or, just create course groups you can use later when you create group assignments and discussions. You can pair students based on certain attributes, situations, or tasks.

When you create course groups for the first time or want to add a new group set, a partial list of your students appears on the New Group Set page in the Unassigned student's section. Select Show All to view the entire list.

Optionally, provide a descriptive title for the group set. If you don't add a title, New Group Set and the date appear on the Course Groups page.

FYI *You can create up to 99 groups in a group set.*

You can also select the purple '+' sign below the graphic to create a custom group and add students.

Fig. 30. Creating a new group.

If you already have course groups, select New Group Set on the Course Groups page.

Fig. 31. Creating a new group set

You can divide your students among groups in these ways:

- Custom
- Randomly assign
- Self-enrolment
- Reuse groups

9.7 - Custom groups

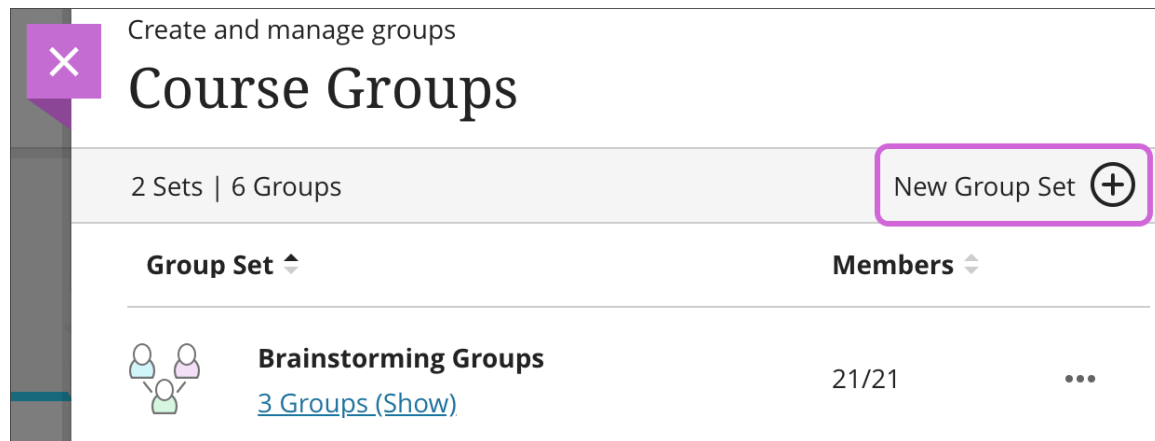You can create a single, custom group or as many groups as you want, with any number of students in each group.
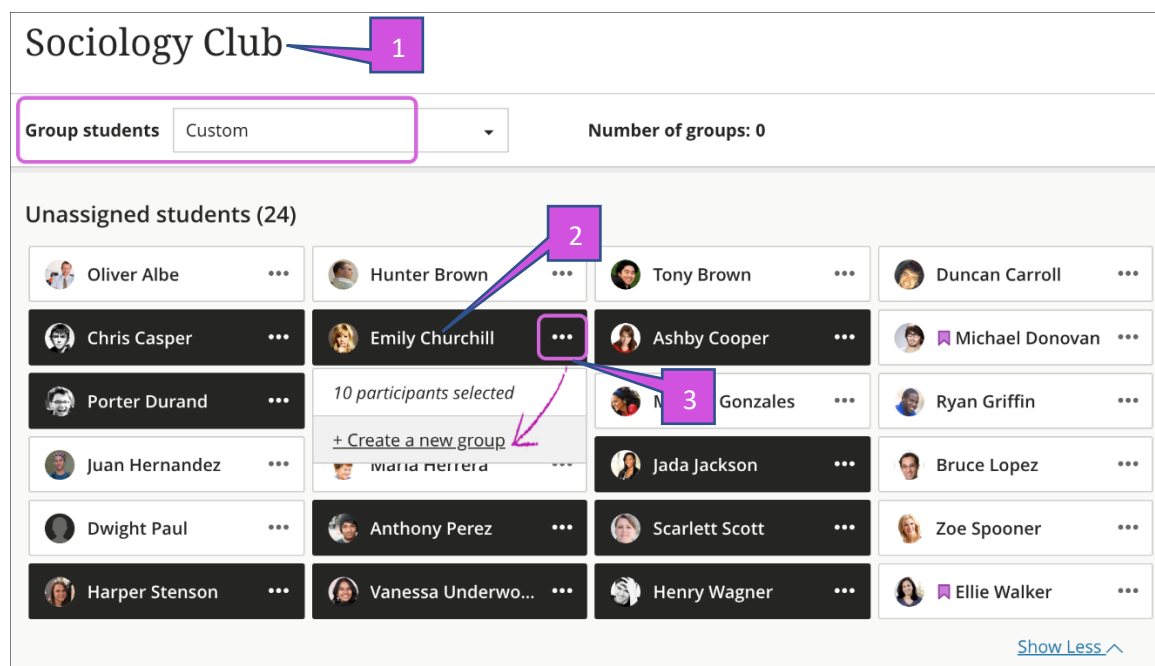

Fig. 32. Create custom group sets

1. In the Group student's menu, *(fig. 32)* select Custom and provide a name at the top of the page.
2. Select each student's name to select them at the same time *(fig. 32)*. Select a student's name again to remove the selection.
3. After you select the students, open the menu next to one of their names and select Create a new group *(fig. 32)*. You can also move multiple students to a group listed in the menu.
4. Edit the group name if you want to change the default naming *(fig. 33)*.
5. Optionally, provide a group description *(fig. 33)* that also appears to members of that group. You have no limit on the number of characters.

Fig. 33. New custom group creation

6. Select the plus sign wherever you want to add another group. You can also repeat steps 2-5.
7. *At this time, if you save a Custom group set, return to the group set, and select Custom again, your groups are deleted.*

9.10 - Randomly assign

Students are randomly assigned to the number of groups you choose.

Fig. 34. Randomly assigning a group

1. In the Group student's menu, select Randomly assign and provide a name at the top of the page.
2. In the Number of groups menu, select how many groups to create. Students are equally assigned to the number of groups you choose.
3. To remove all students from the current group set, select Unassign All at the top of the page. The setting changes to Custom if you move students to different groups after they're grouped and before you save.

Reminder: You can create up to 99 groups in a group set.

4. Edit each group name if you want to change the default naming as shown previously *(fig. 33)*.
5. Optionally, provide group descriptions as shown previously *(fig. 33)* that are shown to group members. You have no limit on the number of characters.

Select the plus sign wherever you want to create a group in addition to the groups the system created.

9.11 - Self-enrolment

You can ask students to self-enrol in course groups. Only students may join. Students receive a course announcement and an activity stream notification about groups they need to join.

Students see Join a group and New in the Details & Actions panel on the Course Content page. You can also add an enrolment period. Students are notified when the enrolment deadline approaches. When the enrolment period ends, students can no longer join groups, and they're enrolled automatically.

On the groups page, you can create as many course groups as you want, with any number of students in each group. You can also create new course groups or remove course groups.

A partial list of your students appears in the Unassigned student's section. Select Show All to view the entire list.

Self-enrolment group option show in *(fig. 35)*.

Fig. 35. Setting up self-enrolment group

1. In the Group student's menu, select Self-enrolment *(fig. 35)*.
2. Your students are evenly divided among the groups listed next to Number of groups *(fig. 35)*. You need to create at least two self-enrolment course groups.
3. Select the plus sign *(fig. 35)* wherever you want to add another group. The Number of groups updates automatically. You can add and delete groups even after students have started to join. If you delete a group that students have already joined, they're moved to the unassigned list. You'll need to notify them to join one of the remaining

groups or add them to a group. **Reminder**: If you add an enrolment period, unassigned students are enrolled automatically when the period ends.

4. Optionally, add an enrolment start and end date *(fig. 35)*. Select the arrow next to Advanced options to collapse the enrolment section.

5. Optionally, change or clear the Maximum number of members per group that appears by default *(fig. 35)*. The optional maximum must be 2 or greater. If you added or deleted groups, the maximum number doesn't update.

Warning Pay attention to the maximum members per group and the number of groups. For example, if you lower the maximum number, some students won't be allowed to enrol in a group at the end of the enrolment period. You'll need to create new groups and enrol the students.

To allow unlimited members per group, leave blank. Students see the maximum number allowed when they make their group selections. If you allow an unlimited number per group, students see the total number of students in their class.

You can override the maximum membership for a group. For example, you can add a newly enrolled student to a group.

6. Select the Hide enrolled members check box *(fig. 35)* if you don't want students to see who's already joined.
7. Edit each group name *(fig. 35)* if you want to change the default naming.
8. Add optional group descriptions *(fig. 35)*. You can add information to help students choose a group. You have no limit on the number of characters.
9. Open the menu next to a group *(fig. 35)* to access the management options.

Learn about the student view of self-enrolling in course groups—use your browser's back function to return to this topic

9.12 - Reuse groups

You can reuse an existing course group or group set.

FYI If you make changes to a group set you've re-used, those changes affect any group assignments and discussions based on that group set. *Learn more about how group set changes affect the linked content items.*
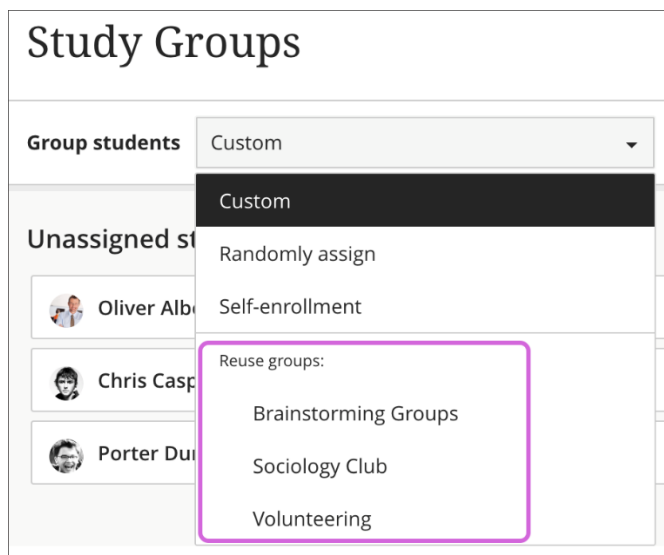
Fig. 36. Reusing a group

1. In the Group student's menu, select a title from the Reuse groups section. Groups with no members also appear in the list.
2. Provide a name at the top of the page, edit the individual group names, and add optional group descriptions that are shown to group members. You have no limit on the number of characters.

The same students are added to your new group or group set. You may need to add new students added to your course to your new groups.

9.13 - Watch a video about creating course groups

The following narrated video provides a visual and auditory representation of some of the information included on this page. For a detailed description of what is portrayed in the video, open the video on YouTube, navigate to More actions, and select Open transcript.

Video: Create course groups explains how to create course group sets in the Ultra Course view.

Task: Watch the video on how to create course groups

Please click and watch the video on how to create course groups

9.14 - Manage individual groups

After you create a group, or a group set, you can add or delete individual groups, and manage student membership. You can also edit group names, add or edit group descriptions, and send messages to your groups to kick off collaboration!

Reminder: At this time, if you save a Custom group set, return to the group set, and select Custom again, your groups are deleted.
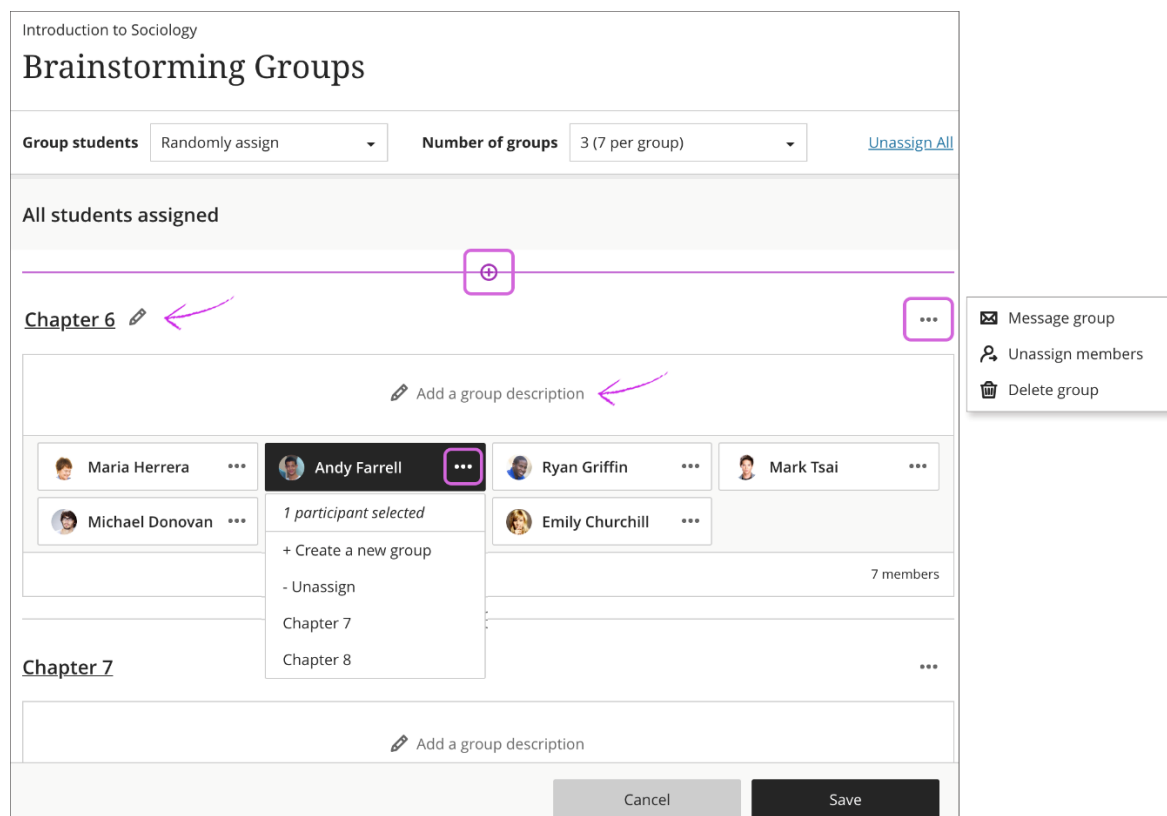

Fig. 37. Managing individual groups

9.15 - Add and delete groups

Select the purple '**+**' sign *(fig 37)* wherever you want to add a group.

If you no longer need a group, open the group's menu and select Delete group *(fig 37)*. The students in that group are unassigned automatically and appear at the top of the page. You can manually assign these students to new groups. Or, you can randomly assign **all students**—not only the students you unassigned—to the number of groups you choose.

Ramifications

- If you add or delete a group in a group set used to create a new group set, the new group set is unaffected.
- If you add or delete a group in a group set that you used to create a group assessment or discussion, that content item's groups are updated. Edits to group titles and descriptions also affect the content items.
- If you add or delete a group in a group assessment or discussion that's based on a course group set, the course group set is updated. Edits to group titles and descriptions also affect the course group set.

- If you delete a group set used to create a new group set, the new group set is unaffected.
- If you delete an entire group set used to create a group assessment or discussion, the content item's groups are removed.
- If you delete a group assessment or discussion based on a course group set, the group set is unaffected.

9.16 - Manage student membership

Open the menu next to a student's name to access these options:

- Start a new group with the student as a member.
- Select Unassign to remove the student from the group. Unassigned students appear at the top of the page.
- Assign the student to a different group that already exists. Select the group's name in the menu. Groups with no members don't appear.

You can also move multiple students to a different group in one action, create a new group for them, or unassign them all from the group.

To remove all students from all groups, select Unassign All at the top of the page.

Ramifications
- Membership changes in a group set affect the content-level items where the groups are used, such as in group discussions and assessments.
- Membership changes in a content-level item based on a course group set affect the course group set.
- Membership changes in a group set do NOT affect other group sets that are based on the group set.

9.17 - Course Groups page

All groups you've created appear on the Course Groups page. Group sets with no members also appear. At the top of the page, the numbers of groups set and individual groups are listed.

You can also create a new group set.

Fig. 38. Course group page.

A. Select a heading to sort your groups or the number of members in ascending or descending order.
B. Show or hide the groups in a group set.
C. Open a group set's menu to edit or delete the group.
D. View the number of members in each group out of the total number of students in the course.

9.18 - Course groups and conversion

If you have course groups and group sets in your Original Course View and convert to the Ultra Course View, the group sets appear on the Course Groups page. Groups not part of a group set don't appear on the Course Groups page. Also, self-enrol signup sheets don't convert.

9.19 - Blackboard Collaborate

Blackboard Collaborate is a real-time video conferencing tool that lets you add files, share applications, and use a virtual whiteboard to interact. Collaborate with the Ultra experience opens right in your browser, so you don't have to install any software to join a session.

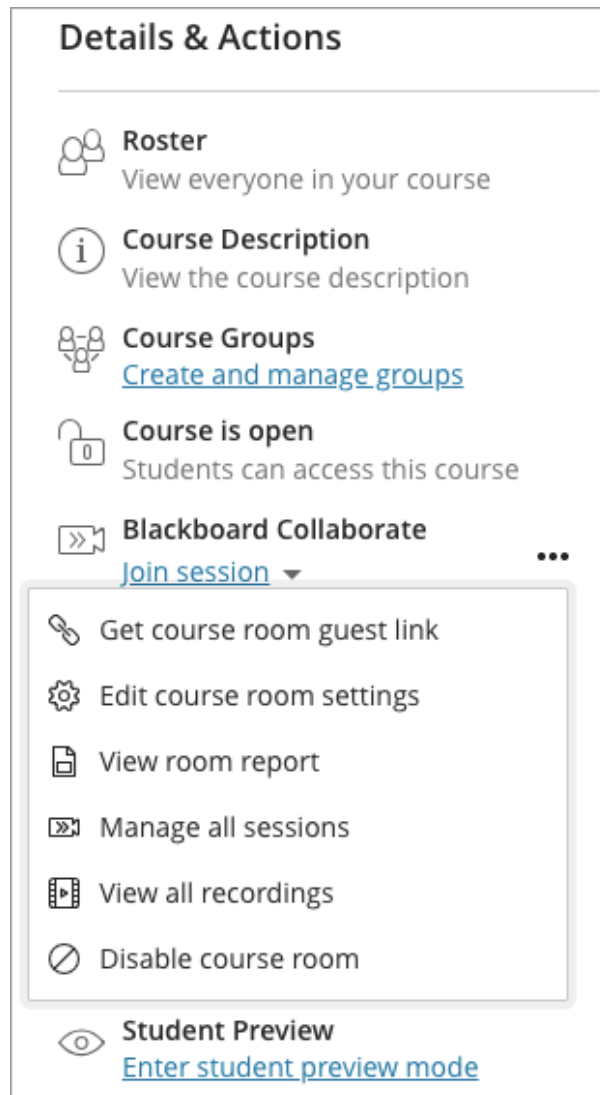## 9.20 - Access Blackboard Collaborate

Fig. 39. Accessing Blackboard Collaborate.

You can find Blackboard Collaborate under your course Details & Actions. Next to Blackboard Collaborate, open the More options for Collaborate menu.

From this menu you can get the course room guest link, edit the course room settings, view the course room attendance report, and disable the course room.

You can also view all scheduled sessions and watch recordings.

*Quick Tip*Collaborate is only visible when the course is available to students. If you don't see Blackboard Collaborate, you may need to make the course available to students.
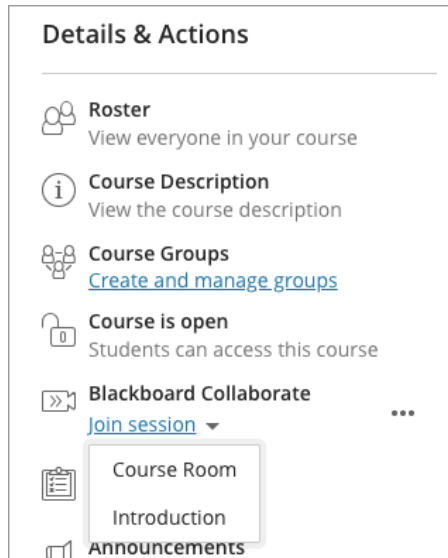
9.21 - Join sessions

Fig. 40. Joining a Blackboard Collaborate session.

In Blackboard Collaborate Ultra a unique session link is generated to help each session identify you. Each link is associated with an individual session and a specific user in that session. This means that the link only works for you in that moment. You are not able to use the link to join session again or share your link with another user. Session links expire after 5 minutes.

You can use the telephony feature to communicate with other users. To learn more, see Join by Collaborate Teleconference.

1. From under your course Details & Actions, select Join session *(fig. 40)*.
2. Select the session you want to join.
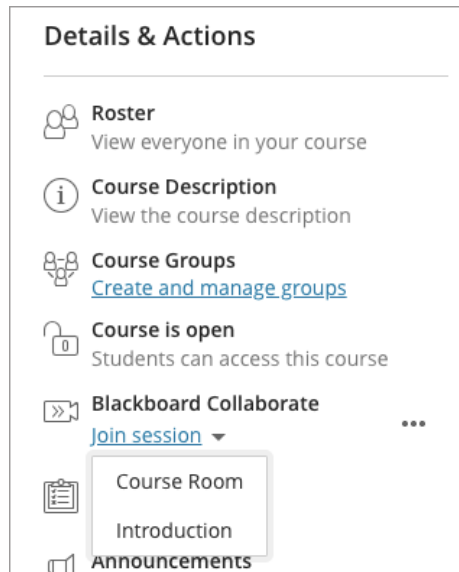
9.22 - Course room

Fig. 41. Joining the Blackboard Collaborate course room.

The Course Room is an open Collaborate session dedicated to your course. This makes it easier for you to use Collaborate with the Ultra experience in your courses. It also provides you and your students a convenient launch point for classes or impromptu meetings.

The room is on by default. The Collaborate camera icon appears in purple to show you and other course members when people are active in the Collaborate room.

Select Join session and Course Room to join the session *(fig. 41)*. This generates a unique link to help the session identify you.

Each link is unique to an individual session and a user in that session. This means that the link only works for you in that session. You are not able to use the link to join session again or share your link with another user. Session links expire after 5 minutes.
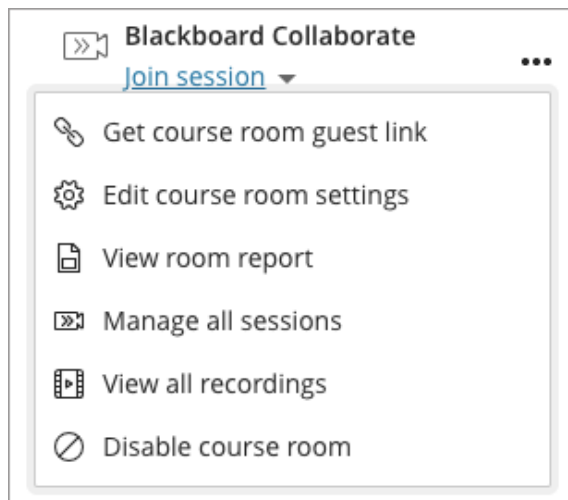
9.23 - Turn off the course room

Fig. 42. Disabling the Blackboard Collaborate course room.

To disable the course room, open the More options for Collaborate menu. Select Disable course room *(fig. 42)* to prevent your students and other course members from accessing it. The Join session link changes to say Room disabled. You can re-enable the course room from this same menu.

Task: Turn course room off then back on

With the information above, try turning your course room off then back on.
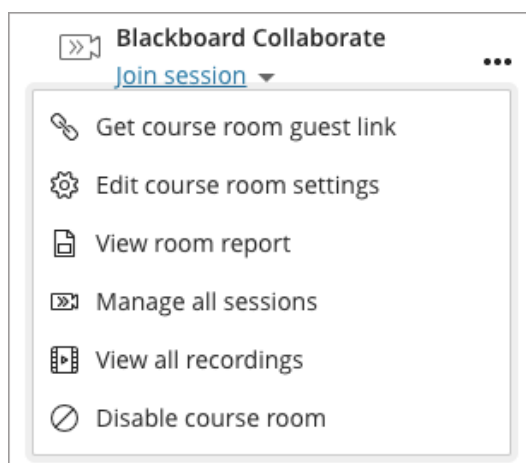
9.24 - Add sessions to course content

Fig. 43. Adding a session to course content.

1. From the More options for Collaborate menu, select Manage all sessions.
2. Find the session you want and open the Session options menu.
3. Copy the session guest link.
4. From your Course Content, select Add.
5. Select Create and select Link.
6. Name the link and paste the session link in the Link URL field.
7. Select Save.

Task: create a new session in collaborate

With the information above, create a new session in collaborate.

9.25 - View session recordings

You can find your session recordings in the menu *(fig. 44)*. Open the More options for Collaborate menu and select View all recordings.
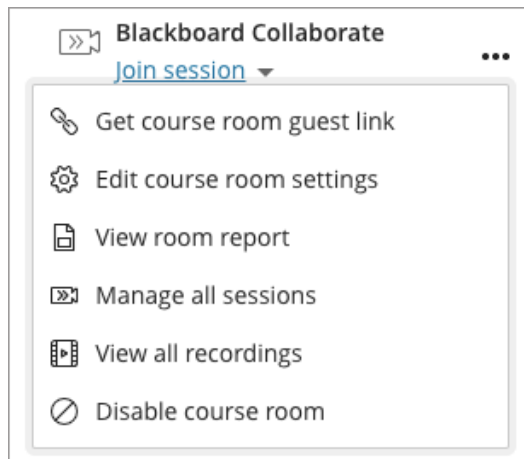

Fig. 44. View session recordings

10. Appendices

10.1 - Appendix 1 - Accessibility

Accessible writing is good writing and will help your reader absorb more of the information. Here are some tips on how to write with accessibility in mind.

10.1.1 - Write plainly

Documentation is only as good as what people can get out of it. If the writing is too complicated, they won't be able to use it. Plain language improves accessibility.

Keep your writing simple and concise with these tips:

- Keep sentences short. They should be around 20-25 words at most.
- Use simple words. Use words (or combinations of words) with 1-2 syllables when possible. For example, use "to" instead of "in order to". Use sites like these to find simple words to use:
  o Simple word list on PlainLanguage.gov
  o List of plain English words and phrases from Wikipedia Republished
- Use contractions.
- Use tools like Hemmingway Editor to measure the readability of your text.

10.1.2 - Heading structure

Headings are critical when creating accessible content. They provide screen reader users with the ability to jump directly to specific content, which can save them time.

Work with the system you are writing in. All popular tools, like Microsoft Word, PowerPoint, and Open Office provide style and formatting options to help you build the proper structure into your documents. Use the styles and formatting options provided in your chosen content editor tool.

Example: Heading 1

The numbers in the heading style create structural context for the screen reader and help non-visual users understand the content even when they cannot see the visual breaks in the document.

Use the built-in heading styles in your word processing software.

- Use the Microsoft® Word built-in headings
- Google™ Docs headings

Always choose "Heading 1" for level 1 headings, "Heading 2" for section headings, "Heading 3" for subsection headings, and so on. "Normal" is used for paragraphs.

10.1.3 - Emphasizing content

Screen readers do not identify font styles including the following:

- Colour
- Bold
- Italics
- Underline
- Strikethrough

Use these styles to provide visual breaks. **Do not use them as the only way to indicate importance or convey information.**

Example: Red text looks like an alert. Users of screen readers will not know the text is red. They miss the cue and don't know it's an alert.

When you need to give a strong visual cue, make sure that you use an accessible alternative. Use an exclamation mark at the end of your sentence if it is important. Screen readers intonate exclamation and question marks. This means the tool will not read "question mark"—instead, it will lend a questioning tone as it reads a question aloud.

Example: Again, don't use font styles alone to indicate importance!

10.1.4 - Images

Ask yourself what the purpose of an image is. Is it to give a page visual appeal? Or to give a sighted user a visual reference of what to expect? Is the image something all users need to consume to understand your content?

If you don't know the meaning or purpose of the image, don't use it! It is clutter and will be overwhelming to those with learning disabilities.

If you don't want the screen reader to skip the image, include alt text in your images. You don't need to say "Image of" as the assistive tools already know it is an image. Be concise, clear, and descriptive.

Do not use the same alt text for every image, such as "Image illustrating associated text." It is meaningless and adds clutter.

For complex images, keep the alt text short 6 or 7 characters and include a caption under the image that is visible to everyone and provides a clear description.

10.1.5 - Text in images

Ideally text should not be included as part of an image. Explain the image in text on the page instead.

Add the alternative text in your word processing software.

- [Microsoft Office 365 alternative text](#)
- [Microsoft Office 2016 alternative text](#)
- [Google Docs alternative text](#)

Quick Tip *Microsoft Word has two fields for text, Title and Description. Type your alt text in the Description text box so that when you convert Word documents to PDF or HTML the alt text is converted to the new format. Titles are not converted to other formats, so you would have to enter them again in the new format.*

10.1.6 - Links

It is critical to make your links descriptive. Every link should describe what the user can expect to find when they click it. This is key for the Links List tool that screen readers provide. This tool only list the links on a page, nothing else. There is no additional context for the link.

Example: On this page the Links List tool would read the following: "See an example of describing an image on the page," "example of an infographic with a text alternative," and so on. Each describe what you can expect to find when you select them.

- **Avoid using generic phrases such as "click here" or "see more."** The Links List tools will read the text of the link exactly as entered. When the same link is repeated (imagine hearing "click here, click here, click here" repeated multiple times) it creates chaos and confusion for users. They need to understand where the link goes and why they should click here? Descriptive links provide this context.
- **Web addresses or URLs are not considered informative and should not be used.** The screen reader reads each letter individually. Instead make the text descriptive.
- **Opening links in a new window can be disorienting.** Keep them to a minimum. Tell your users when you are using a new window.

Add descriptive links in your word processing software.

- [Add links in Microsoft Word](#)
- [Google Docs links](#)

10.1.7 - Lists and tables

Let the tools you are creating content in do the work. Use the bullet, numbered list, and table tools in the content editor.

10.1.7.1 - Lists

Properly created bulleted lists inform screen reader users how many items are in the bulleted list.

Properly created numbered lists inform the screen reader user how many items are in the numbered list and read the number for each item.

10.1.7.2 - Tables

Use lists over tables when you can! Tables can be made accessible, but screen reader users need to know advanced keystroke commands to navigate and understand them.

Use column headers. This causes the screen reader to re-announce the column heading for each cell as the user navigates through. This gives the user context for each cell content. Consider how each cell will read when naming the columns and adding information to the cell.

Never use tables to create visual layout of content.

Use your word processing software built-in lists.

- Microsoft Word built-in lists
- Google Docs lists

10.1.8 - Making PDF documents accessible

Although keeping your content in the original source file is the best way to ensure the document remains accessible, many instructors prefer to export their documents and presentations as Portable Document Format (PDF) files.

PDF is an open standard file format that presents content consistently. It doesn't matter if you print it or view it on a device. The formatting remains the same.

When exporting a document as PDF, it's important to check the export settings to make sure that the PDF is tagged. A Tagged PDF uses tags and elements—such as blockquote, paragraph, and headings—to add meaning to a page. It aids screen reader users with good content structure. This makes sure the PDF is easy to navigate.

10.1.9 - Save documents as tagged PDFs

1. Start with a text document that is accessible.
2. Save the document as an accessible PDF.
   - **Microsoft Word**: Select File and Save As. Select PDF from the File Format menu. Select Best for electronic distribution and accessibility and select Export. To learn more, see Save a Word document as an accessible PDF.

Warning Don't use Print to PDF.

10.2 - Appendix 2 - ALLY

10.2.1 - Improve the usability and accessibility of your content

Your class is full of diverse students with unique learning abilities. Providing them with more accessible original content means they can choose formats that work best for them: HTML for improved reading on mobile phones, Electronic Braille for the visually impaired, and Audio for learning on the go. Ally automatically scans your original content and performs a series of steps to make them more accessible.

- Generate alternative formats for students to download
- Provide accessibility scores
- Give instructor feedback on how to improve your accessibility score

Typically, you should see your accessibility score within 15-90 seconds. This may take longer if your content is complex, or if you have a lot of course content and it is being assessed all at once.

10.2.2 - Alternative formats

Ally creates alternative formats of your course files based on the original. These formats are made available with the original file so students can find everything in one convenient location.

You don't need to do anything. The alternative formats are created for you. If you want, you can disable alternative formats for any individual content item for whatever reason.

Select the menu beside your file and select Alternative formats to see the different formats available and to disable them.

More on alternative formats for students

10.2.3 - Accessibility score indicators

Ally measures the accessibility of each file attached to your course and shows you at-a-glance how it scores. Scores range from Low to Perfect. The higher the score the fewer the issues.

- **Low**: File is not accessible and needs immediate attention.
- **Medium**: File is somewhat accessible and could use improvement.
- **High**: File is accessible but could be improved.
- **Perfect**: File is accessible. No improvement needed.

For files with Low to High scores, Ally shows you the issues and gives a step-by-step guide on how to fix them.

Find a file and select the Accessibility score. Follow the steps in front of you to go step-by-step. Select All issues to see every issue in the file and decide what issues to fix first.

Select All issues if you want to see how much each fix will improve the accessibility of the file.

More on accessibility scores

10.2.4 - Instructor feedback

Ally provides you detailed feedback and support to help you become an accessibility pro. Learn about accessibility issues, why they matter, and how to fix them. Green is the goal!

Select the Accessibility score to open the instructor feedback. Follow the steps in front of you to go step-by-step. Select All issues to see every issue in the file and decide what issues to fix first.

Select All issues if you want to see how much each fix will improve the accessibility of the file.

Fig. 45. Accessibility Score generated by Blackboard Ally.

10.2.5 - Course accessibility report

The course accessibility report acts as a complement to the existing accessibility indicators. It provides an accessibility summary and overview at the course level.

The report shows instructors this useful information:

- Accessibility score for the course
- Distribution of course content by content type
- List of all issues identified in the course

Instructors see their course content items that have issues. Instructors can then access the instructor feedback from the report to fix the issue.

The report helps instructors determine priority and gives options for order of fixing. For example, content with most severe issues first or start with content that's easiest to fix.
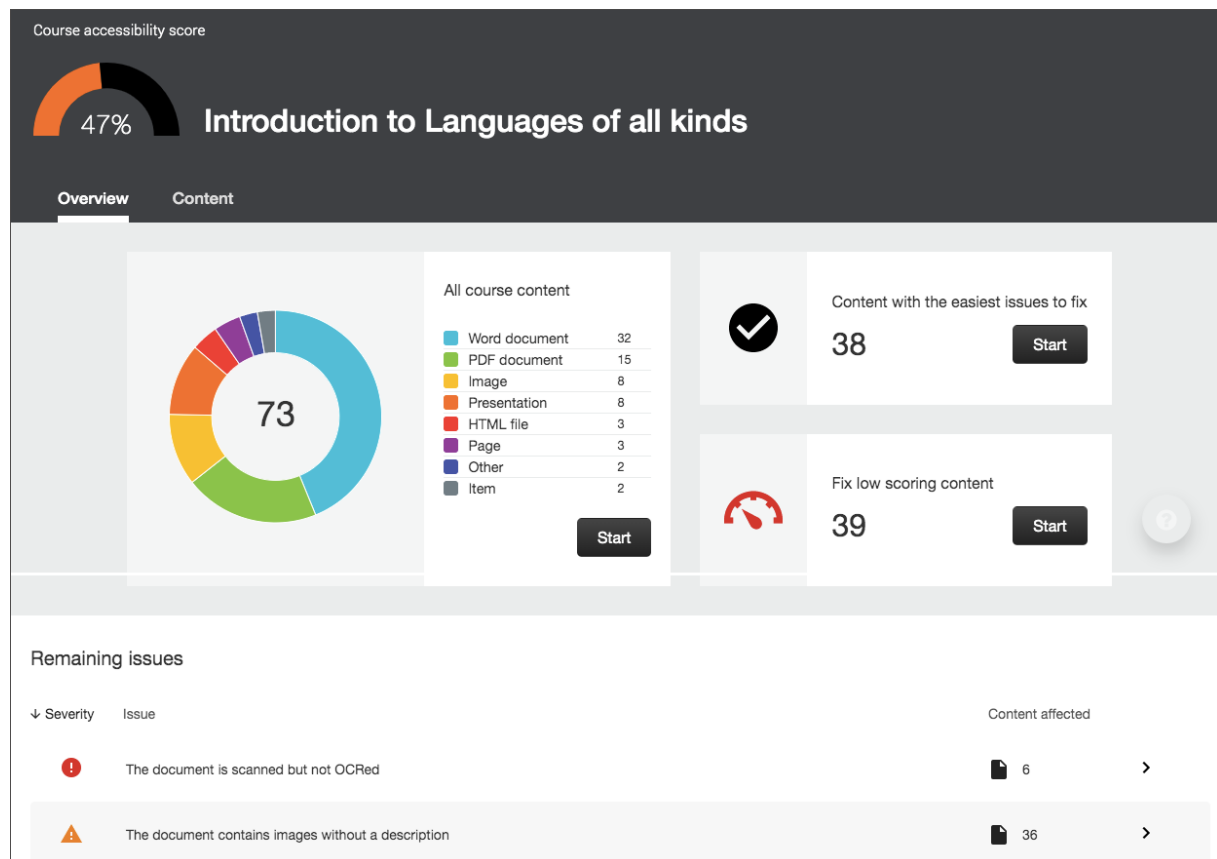
More on the course accessibility report

Fig. 46. Accessibility Score generated by Blackboard Ally for Module.

10.2.6 - Watch an overview video about Ally

The following narrated video provides a visual and auditory representation of some of the information included on this page. For a detailed description of what is portrayed in the video, open the video on YouTube, navigate to More actions, and select Open transcript.[SEP]

Video: Overview for Instructors provides an overview of Ally for learning management systems.

For more information regarding Ally please contact us on Blackboard-Support@westminster.ac.uk

Additional Help

Thank you for going through this workbook.

This workbook has been created to help you get started with Blackboard Ultra. Additional help can be found within the Blackboard environment by looking for the following sign ⓘ

Should you need any personal help with Blackboard Ultra or any other online tool then please email us on Blackboard-Support@westminster.ac.uk .