



University  
of Rochester

# Ultra Courses Creating Content Course Organization

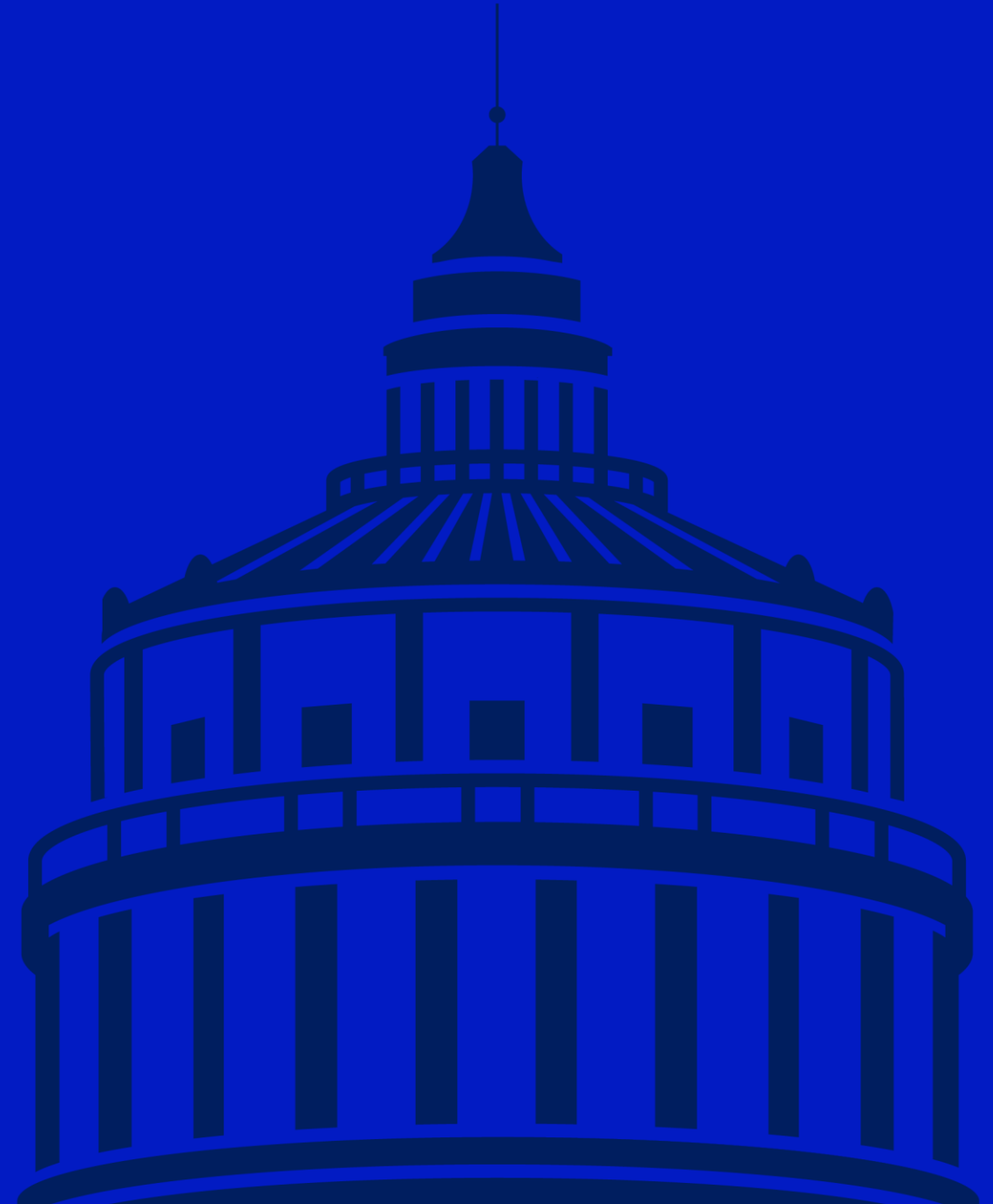
**Eric Fredericksen, EdD**

Associate Vice President for Online Learning  
Professor in Educational Leadership

**Lisa Brown, EdD**

Assistant Director

University IT & URMCI Institute for Innovative Education



# Workshop Learning Objectives

## Participants will be able to...

Define new terminology in Ultra courses

Describe the general structure of an Ultra course

Summarize how Learning Modules and Folders work

Create Content in a course

Edit Content in a course

Copy content from a previous course into an Ultra course



# Terminology in Ultra

# Comparison

Course is Unavailable → Course is Closed

Course is Available → Course is Open

Content is Available → Content is Visible to Students

Content is Unavailable → Content is Hidden from Students

Adaptive Release → Release Conditions

Item → Document

# Comparison

Tools menu	→	Books and Tools
Build Content menu	→	Content Market
Users menu	→	Roster
Email	→	Messages
Course Reports	→	Progress Tracking, Analytics
Grade Center	→	Gradebook



# Ultra Course Structure

# The CONTENT Area

ED528.1.FALL2024WSE Course Settings

## Using Quantitative Data Analysis Software (1 credit) (ED528.1.FALL2024WSE)

[Content](#) [Calendar](#) [Announcements](#) [Discussions](#) [Gradebook](#) [Messages](#) [Analytics](#) [Groups](#) [Achievements](#) Student Preview

**Course Content**

- Important - Read This! About Blackboard Ultra**  
Visible to students
- Start Here - Course Overview - Complete by October 21**  
Visible to students  
To get started, review the information in this module. Complete by October 21 at the latest. Recommended to complete by October 11.

**Course Faculty**

Lisa Brown  
INSTRUCTOR

**Details & Actions**

- Roster  
[View everyone in your course](#)
- Progress Tracking  
[Turn off](#)
- Course Image  
[Edit display settings](#)

# The CONTENT Area – Coming January

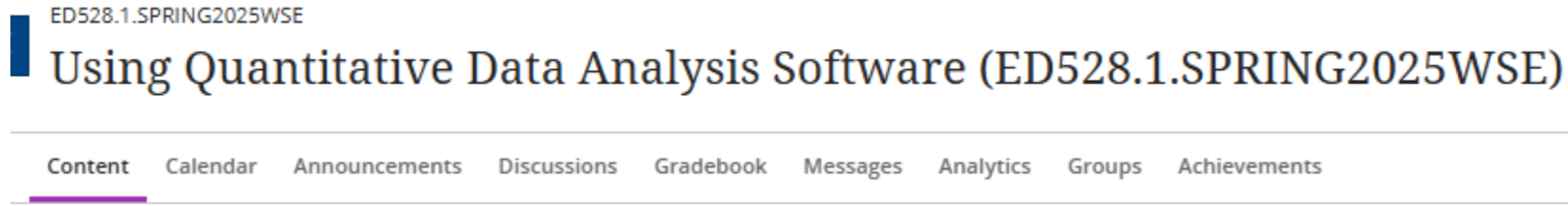
The screenshot displays the Blackboard course interface for 'Test Ultra Course - Lisa 2023 • Ultra.Lisa.2023'. The top navigation bar is highlighted with a red box, showing the 'Content' tab selected. Below this, the course banner features a medical image and the text 'HSF Human Structure and Function'. The course name and ID are also visible on the banner. A red box highlights the 'Course Content' section, which includes a 'View All' button and a close 'X' button. The 'Recent Courses' section shows a course titled 'Testing for Workshop - Blackboard AI Features' with a blue image of a person's face.

Course Content

Course Name and ID located ON Banner image



# Top Menu -Content



All of your Course Content will be in this space

Focus of Workshop #1

# Top Menu -Calendar

ED528.1.SPRING2025WSE

## Using Quantitative Data Analysis Software (ED528.1.SPRING2025WSE)

Content Calendar Announcements Discussions Gradebook Messages Analytics Groups Achievements



This is the calendar associated with the course

If you create a Course Schedule, it will populate in the Calendar

If your assignments and tests have Due dates, it will populate in the Calendar

# Top Menu - Announcements

ED528.1.SPRING2025WSE

Using Quantitative Data Analysis Software (ED528.1.SPRING2025WSE)

Content Calendar Announcements Discussions Gradebook Messages Analytics Groups Achievements



This is the page where your announcements will be visible

It is also where you go to create course Announcements

Covered in Workshop #3

# Top Menu- Discussions

ED528.1.SPRING2025WSE

## Using Quantitative Data Analysis Software (ED528.1.SPRING2025WSE)

Content Calendar Announcements Discussions Gradebook Messages Analytics Groups Achievements



All discussion boards (Blackboard) will be accessible here, regardless of how they are created

Covered in Workshop #2

# Top Menu - Gradebook

ED528.1.SPRING2025WSE

Using Quantitative Data Analysis Software (ED528.1.SPRING2025WSE)

Content Calendar Announcements Discussions Gradebook Messages Analytics Groups Achievements



This is where you will access the Gradebook

It is also where students will access their grades

Covered in Workshops #2 and #3

# Top Menu - Messages

ED528.1.SPRING2025WSE

## Using Quantitative Data Analysis Software (ED528.1.SPRING2025WSE)

Content Calendar Announcements Discussions Gradebook Messages Analytics Groups Achievements



This is a space for Course Messages

This is the equivalent to Email, but records of messages are kept here.

Covered in Workshop #3

# Top Menu - Analytics

ED528.1.SPRING2025WSE

## Using Quantitative Data Analysis Software (ED528.1.SPRING2025WSE)

[Content](#) [Calendar](#) [Announcements](#) [Discussions](#) [Gradebook](#) [Messages](#) [Analytics](#) [Groups](#) [Achievements](#)



This is an instructor only space  
You can see Analytics about your course

Covered in Workshop #3

# Top Menu - Groups

ED528.1.SPRING2025WSE

## Using Quantitative Data Analysis Software (ED528.1.SPRING2025WSE)

[Content](#) [Calendar](#) [Announcements](#) [Discussions](#) [Gradebook](#) [Messages](#) [Analytics](#) [Groups](#) [Achievements](#)



This is where you can manage course group sets.

Every group is part of a set in Ultra

[Contact us for assistance with Groups](#)



# Top Menu - Achievements

ED528.1.SPRING2025WSE

## Using Quantitative Data Analysis Software (ED528.1.SPRING2025WSE)

[Content](#) [Calendar](#) [Announcements](#) [Discussions](#) [Gradebook](#) [Messages](#) [Analytics](#) [Groups](#) [Achievements](#)



This is for Achievements.

If you decide to use them, you will create them here. And students will access them here as well.

[Contact us for assistance with Achievements](#)

# Course Menu - Roster

View your Roster

View individual member cards

- Name pronunciation
- Pronouns (from UR Student)


Add people to your course



User List





### Course Faculty





Lisa Brown  
INSTRUCTOR


### Details & Actions


 Roster  
[View everyone in your course](#)

 Course Image  
[Edit display settings](#)

 Attendance  
[Mark attendance](#)

 Books & Tools  
[View course & institution tools](#)

 Question Banks  
[Manage banks](#)

 Quickly Attendance  
[Launch](#)

# Course Menu – Course Image


Add a banner image to your course

- Upload your own
- Choose from royalty free options
- Generate with AI

Banner Image →




### Course Faculty




Lisa Brown  
INSTRUCTOR


### Details & Actions

 Roster


[View everyone in your course](#)

 Course Image


[Edit display settings](#)

 Attendance


[Mark attendance](#)

 Books & Tools

[View course & institution tools](#)

 Question Banks

[Manage banks](#)

 Quickly Attendance

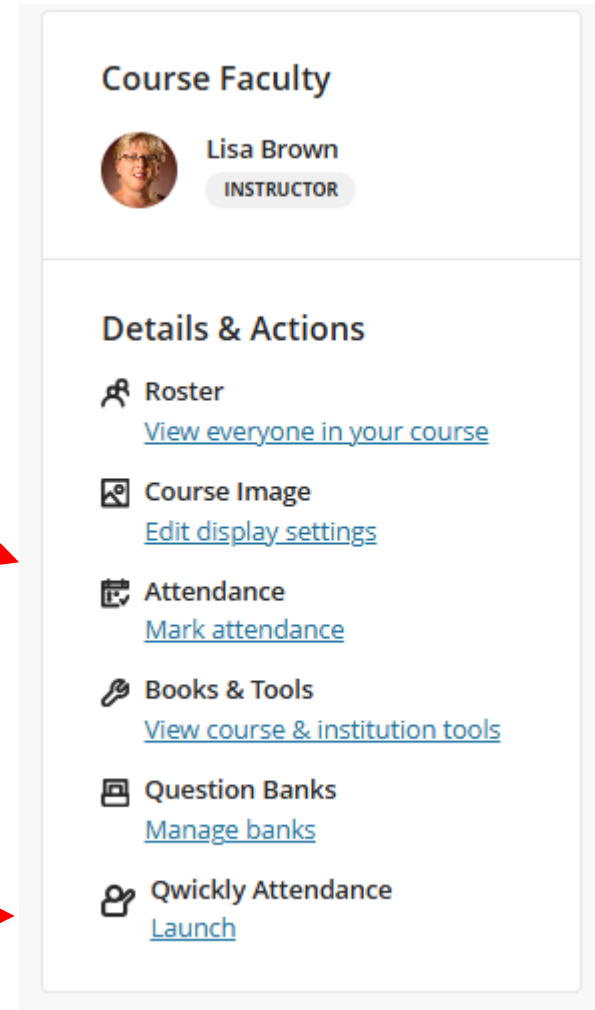
[Launch](#)

# Course Menu - Attendance

Blackboard tool for Attendance taking


List Only

If you need more advanced Attendance, use  
Qwickly Attendance









The screenshot shows the Blackboard Course Menu interface. At the top, under 'Course Faculty', there is a profile for Lisa Brown, INSTRUCTOR. Below this, the 'Details & Actions' section lists several tools: Roster (with a link 'View everyone in your course'), Course Image (with a link 'Edit display settings'), Attendance (with a link 'Mark attendance'), Books & Tools (with a link 'View course & institution tools'), Question Banks (with a link 'Manage banks'), and Qwickly Attendance (with a link 'Launch'). Two red arrows point from the text on the left to the 'Attendance' and 'Qwickly Attendance' links in the menu.

Course Faculty

 Lisa Brown  
INSTRUCTOR

Details & Actions

-  Roster  
[View everyone in your course](#)
-  Course Image  
[Edit display settings](#)
-  Attendance  
[Mark attendance](#)
-  Books & Tools  
[View course & institution tools](#)
-  Question Banks  
[Manage banks](#)
-  Qwickly Attendance  
[Launch](#)

# Course Menu – Books & Tools

Some tools integrated with Blackboard are available here.

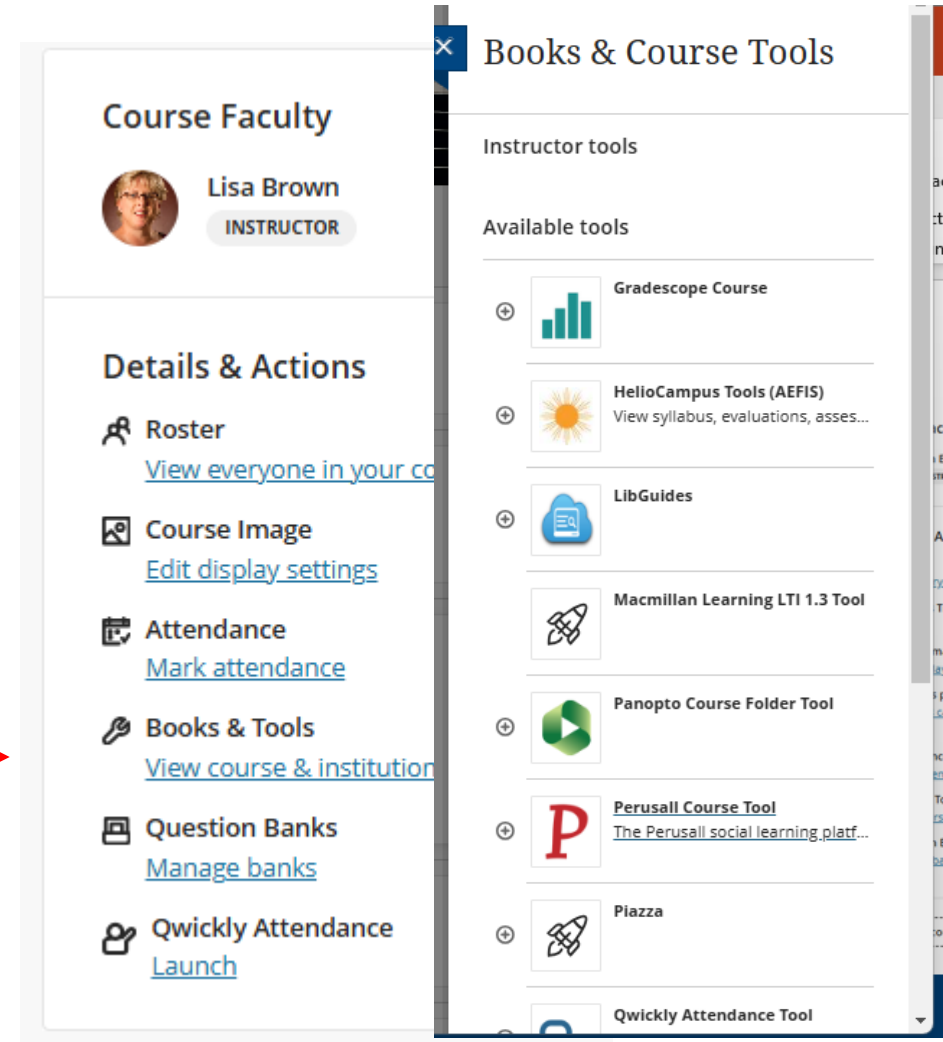
Course-based tools

Examples:

Panopto, Gradescope

Can also be accessed from Content Market  
(recommended)

Integrated Tools →



The screenshot displays the Blackboard Course Menu interface. On the left, the 'Course Faculty' section shows Lisa Brown as the instructor. Below this, the 'Details & Actions' section lists various tools: Roster, Course Image, Attendance, Books & Tools (highlighted with a red arrow), Question Banks, and Qwicky Attendance. On the right, the 'Books & Course Tools' panel is open, showing a list of available tools including Gradescope Course, HelloCampus Tools (AEFIS), LibGuides, Macmillan Learning LTI 1.3 Tool, Panopto Course Folder Tool, Perusall Course Tool, Piazza, and Qwicky Attendance Tool.


# Course Menu – Question Banks

Access your Test Question Banks here

Question Banks




### Course Faculty




**Lisa Brown**  
INSTRUCTOR


### Details & Actions




Roster  
[View everyone in your course](#)




Course Image  
[Edit display settings](#)




Attendance  
[Mark attendance](#)



Books & Tools  
[View course & institution tools](#)



Question Banks  
[Manage banks](#)



Quickly Attendance  
[Launch](#)

# Course Menu – Course Schedule


Create a course schedule  
Automatically added to the calendar

Note, it is not easy to remove dates from recurring  
schedules.


Course Schedule





### Course Faculty


 Lisa Brown  
INSTRUCTOR


### Details & Actions


 Roster  
[View everyone in your course](#)

 Course Image  
[Edit display settings](#)

 Attendance  
[Mark attendance](#)

 Books & Tools  
[View course & institution tools](#)

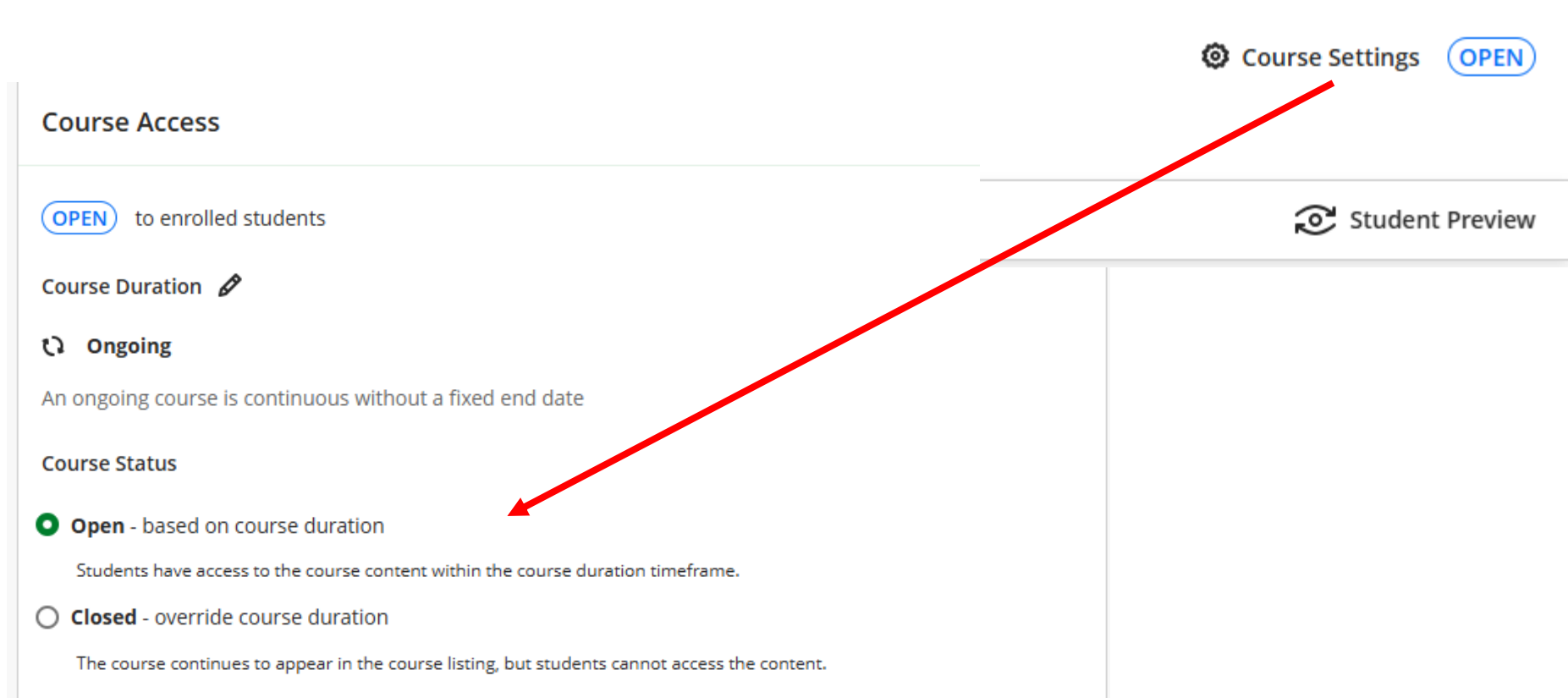
 Question Banks  
[Manage banks](#)

 Quickly Attendance  
[Launch](#)

Add course schedule

[Skip](#)

# Additional – Course Settings




The screenshot shows the 'Course Settings' interface. At the top right, there is a 'Course Settings' header with a gear icon and an 'OPEN' button. Below this, on the right side, is a 'Student Preview' button with a magnifying glass icon. The main content area is titled 'Course Access'. Under 'Course Access', there is a section for 'Course Duration' with a pencil icon, showing 'Ongoing' and a description: 'An ongoing course is continuous without a fixed end date'. Below this is the 'Course Status' section, which has two radio button options: 'Open - based on course duration' (which is selected with a green dot) and 'Closed - override course duration'. A red arrow points from the 'OPEN' button at the top right to the 'Open' radio button in the 'Course Status' section.


Course Settings **OPEN**

Student Preview

**Course Access**

**OPEN** to enrolled students

Course Duration 

 **Ongoing**

An ongoing course is continuous without a fixed end date

**Course Status**

☒ **Open** - based on course duration

Students have access to the course content within the course duration timeframe.

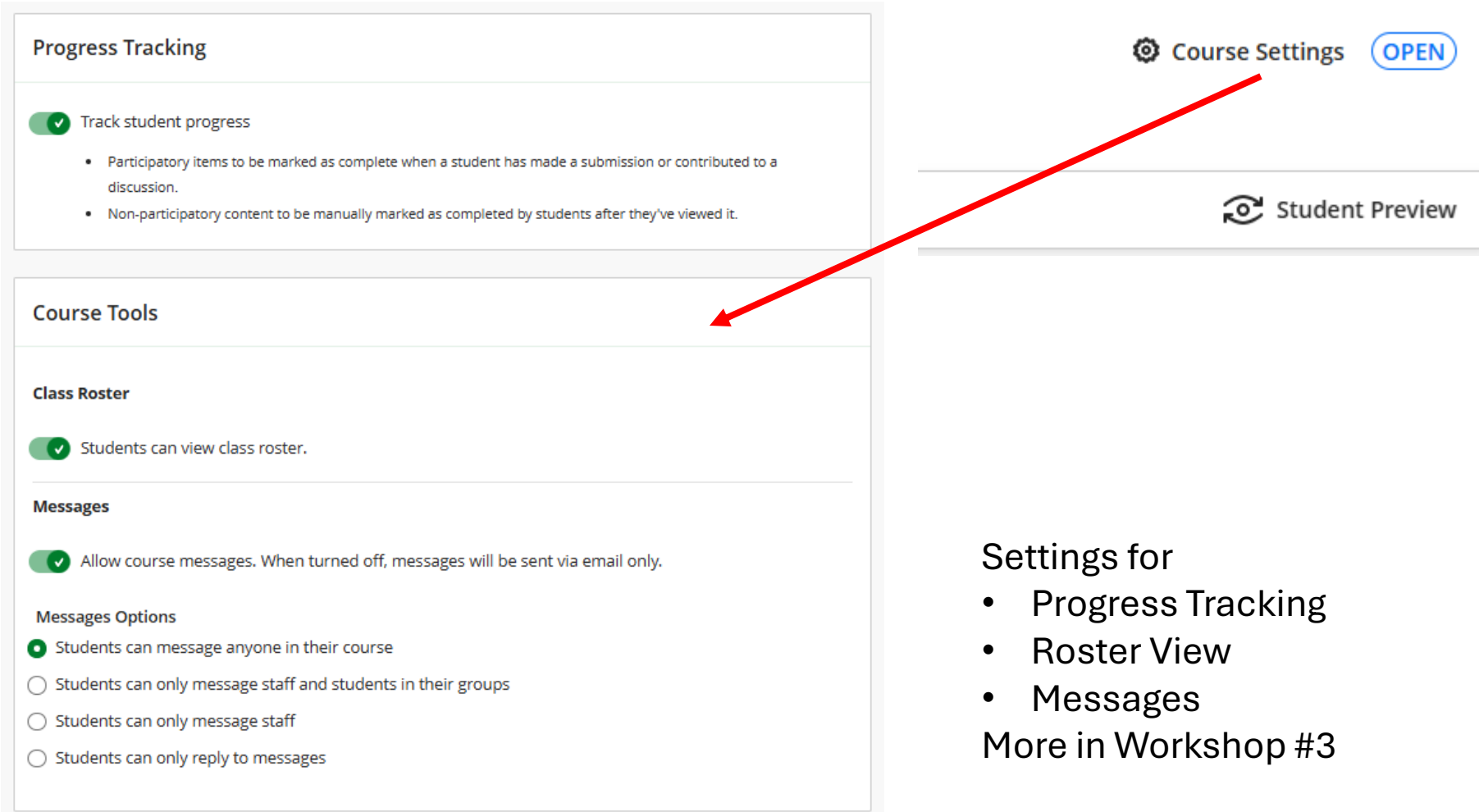
☐ **Closed** - override course duration

The course continues to appear in the course listing, but students cannot access the content.

This is where you go to Open your Course  
More in Workshop #3



# Additional – Course Settings



The screenshot displays the 'Course Settings' interface. At the top right, there is a 'Course Settings' button with a gear icon and an 'OPEN' button. Below it is a 'Student Preview' button with an eye icon. A red arrow points from the 'Course Settings' button to the 'Course Tools' section on the left. The 'Course Tools' section includes 'Class Roster' and 'Messages' settings.

**Progress Tracking**

- ☒ Track student progress
  - Participatory items to be marked as complete when a student has made a submission or contributed to a discussion.
  - Non-participatory content to be manually marked as completed by students after they've viewed it.

**Course Tools**

**Class Roster**

- ☒ Students can view class roster.

**Messages**

- ☒ Allow course messages. When turned off, messages will be sent via email only.

**Messages Options**

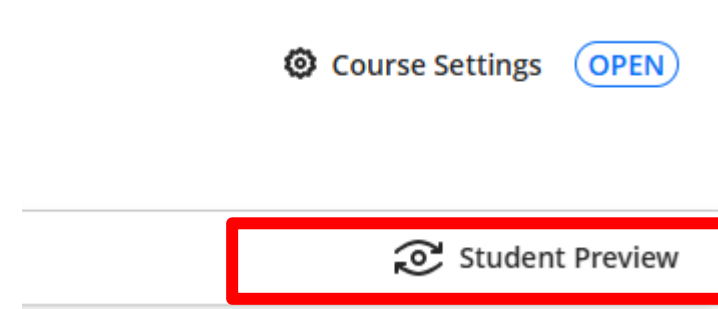
- ☒ Students can message anyone in their course
- ☐ Students can only message staff and students in their groups
- ☐ Students can only message staff
- ☐ Students can only reply to messages

Settings for

- Progress Tracking
- Roster View
- Messages

More in Workshop #3

# Student Preview



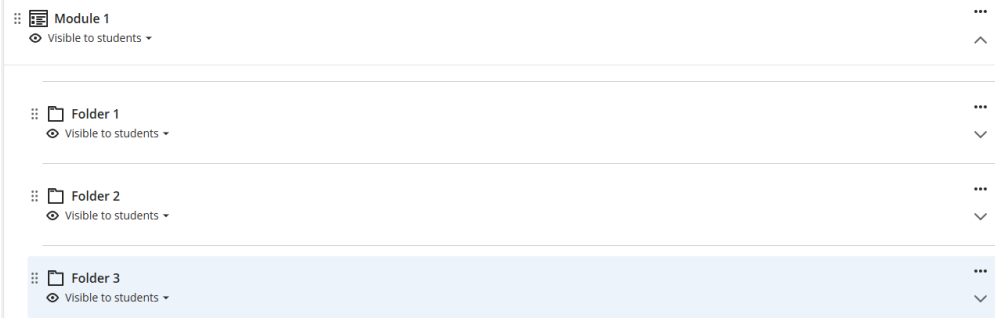
Student Preview to View Course as a Student

Do NOT use this to test Integrated Tools!

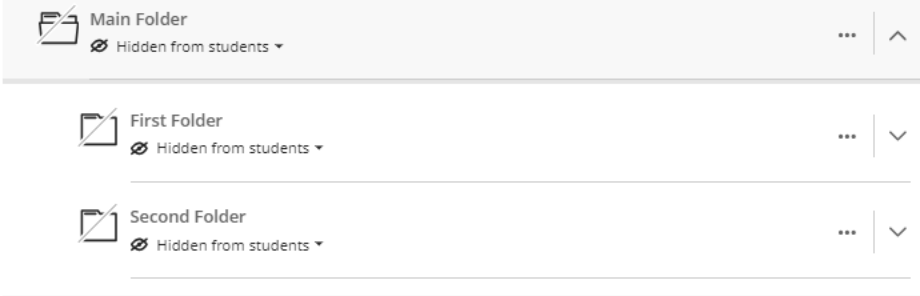
More in Workshop #3

# Nested Content in Ultra

Ultra only allows 2 levels DEEP



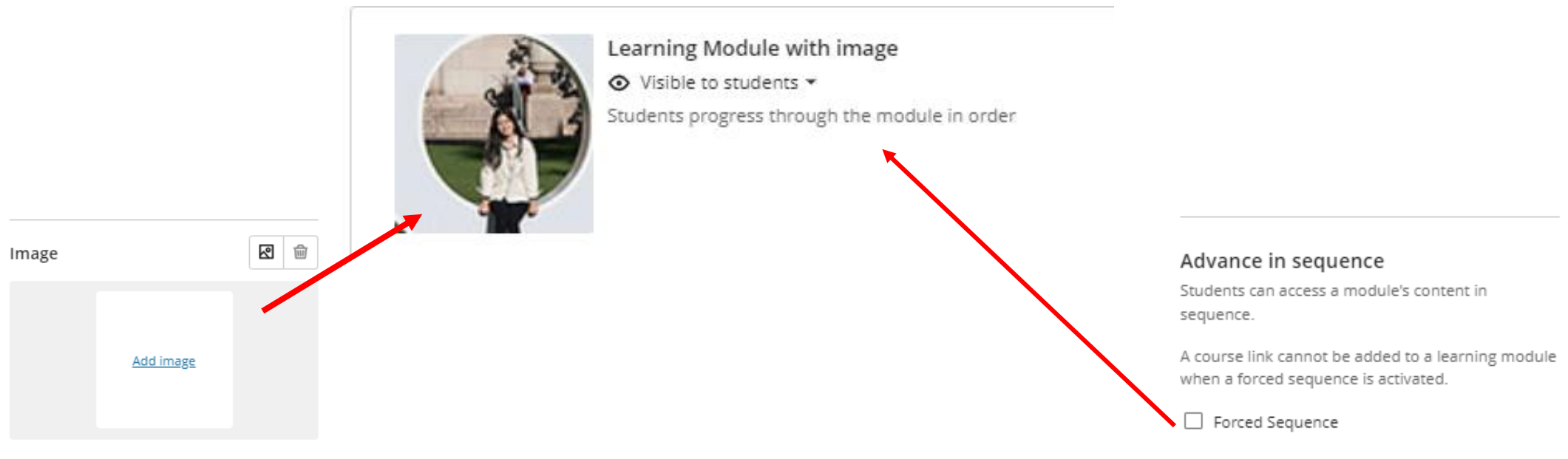
Folders inside a Learning Module



Folders inside a Folder

# Learning Modules vs. Folders

- Both are containers for content
- Difference is in how students navigate and progress through content
  - Paging available in Learning Modules
- Additional features on Learning Modules



The screenshot displays a user interface for creating or editing a Learning Module. On the left, there is an 'Image' section with a placeholder box containing the text 'Add image'. A red arrow points from this placeholder to a circular image of a person in a white jacket. To the right of the image is a card titled 'Learning Module with image'. This card includes a toggle switch labeled 'Visible to students' which is currently turned on, and a text description: 'Students progress through the module in order'. Another red arrow points from the 'Advance in sequence' section below to the 'Learning Module with image' card. The 'Advance in sequence' section has a title, a description 'Students can access a module's content in sequence.', a note 'A course link cannot be added to a learning module when a forced sequence is activated.', and an unchecked checkbox labeled 'Forced Sequence'.

Image

[Add image](#)

Learning Module with image

Visible to students

Students progress through the module in order








**Advance in sequence**

Students can access a module's content in sequence.

A course link cannot be added to a learning module when a forced sequence is activated.

☐ Forced Sequence

# Limitation on Text

 <div>Module 2 - Experience as Learners - September 4 - 10 Visible to students In person class on September 6</div>	Module Name
	Description (750 chars)
 <div>Welcome to Module 2 Visible to students</div>	Document Name
 <div>Module Overview Visible to students</div>	
 <div>Module 2 Content Visible to students</div>	Folder Name
 <div>Conversations about Online Learning - Yellowdig Visible to students</div>	
 <div>Review of Example Lessons (M2) Due date: 9/10/23, 11:59 PM Visible to students</div>	Assignment Name
	Due date
 <div>Reflection - Why e-learning is killing education   Aaron Barth   TEDxKitchenerED (M2) Due date: 9/10/23, 11:59 PM Visible to students Why e-learning is killing education   Aaron Barth   TEDxKitchenerED</div>	Description (750 chars)

# Recommendations

- Use Learning Modules structure as your main containers
- Use Folders within Learning Modules for further organization
- Use thoughtful naming conventions
- Be concise in descriptions
  - 750 chars, no line breaks

# Implications

- Organization of your course may need to be reconsidered if you use the left hand menu for a lot of different content areas and links
- Ask for help about how to best organize your course!

# How to Create Containers



# Creating Content



The screenshot displays the Blackboard Ultra Course Content interface. On the left, a list of course content items is shown. The first item, "Important - Read This! About Blackboard Ultra", is selected, and a context menu is open, showing options: "Create", "Auto-Generate Modules", "Copy Content", "Upload", "Content Market", and "Content Collection". A red arrow points to the "Create" button. The right sidebar contains the "Course Faculty" section, listing "Lisa Brown" as the instructor, and the "Details & Actions" section, which includes links for "Roster", "Progress Tracking", "Course Image", "Course is open", "Attendance", "Books & Tools", and "Question Banks".

Course Content

Important - Read This! About Blackboard Ultra

Visible to students

Create

Auto-Generate Modules

Copy Content

Upload

Content Market

Content Collection

Course Faculty

Lisa Brown  
INSTRUCTOR

Details & Actions

Roster  
[View everyone in your course](#)

Progress Tracking  
[Turn off](#)

Course Image  
[Edit display settings](#)

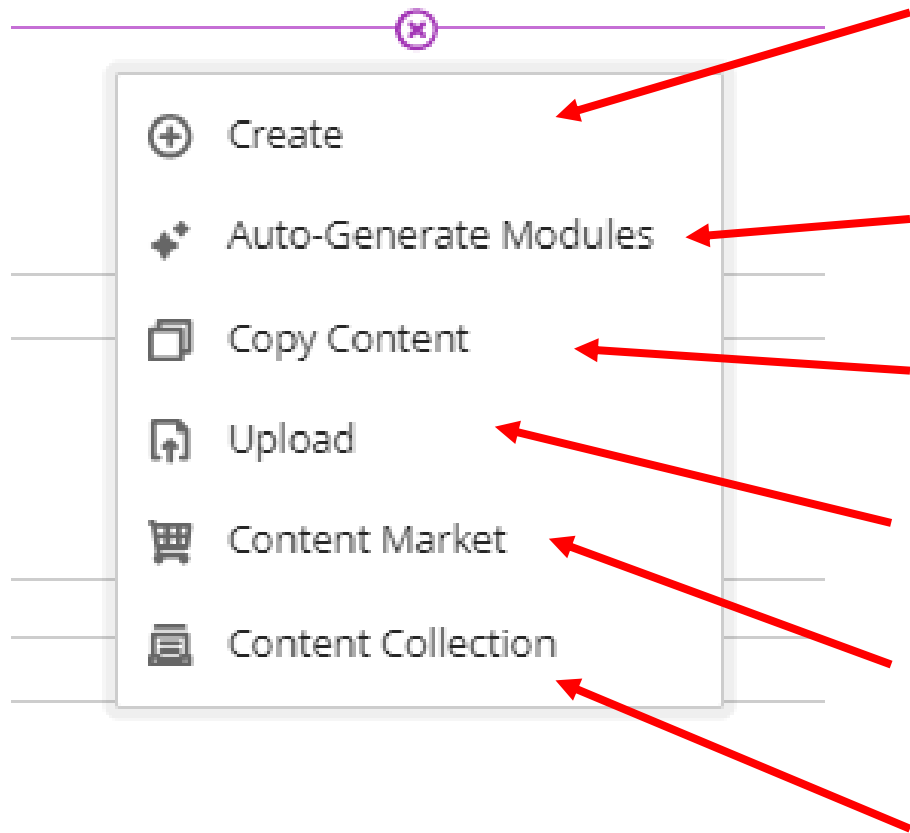
Course is open  
[Students can access this course](#)

Attendance  
[Mark attendance](#)

Books & Tools  
[View course & institution tools](#)

Question Banks  
[Manage banks](#)

# Options on Create



Blackboard Basic Building Tools objects

AI Generated Modules

Copy from another course

Upload from your computer

Integrated Tools

Blackboard Content Collection

# Auto-Generated Modules

## Auto-Generate Learning Modules

### Define Learning Modules

#### Description

Enter course description or learning objectives...

Select course items

Selected course items will be used to help improve suggestions.

#### Title prefix

None

☒ Include images


#### Complexity

Low  High

#### Number of Learning Modules

1  20

Generate

 This is auto-generated content and needs to be checked for accuracy and bias.



#### Understanding Online Learning

Explore the benefits and challenges of online learning. Learn about different online learning platforms and the role of technology in creating an effective online learning experience.



#### Planning Course Objectives

Learn how to set clear and measurable learning objectives for online courses. Understand the importance of aligning course objectives with assessments and instructional materials.



#### Designing Engaging Content

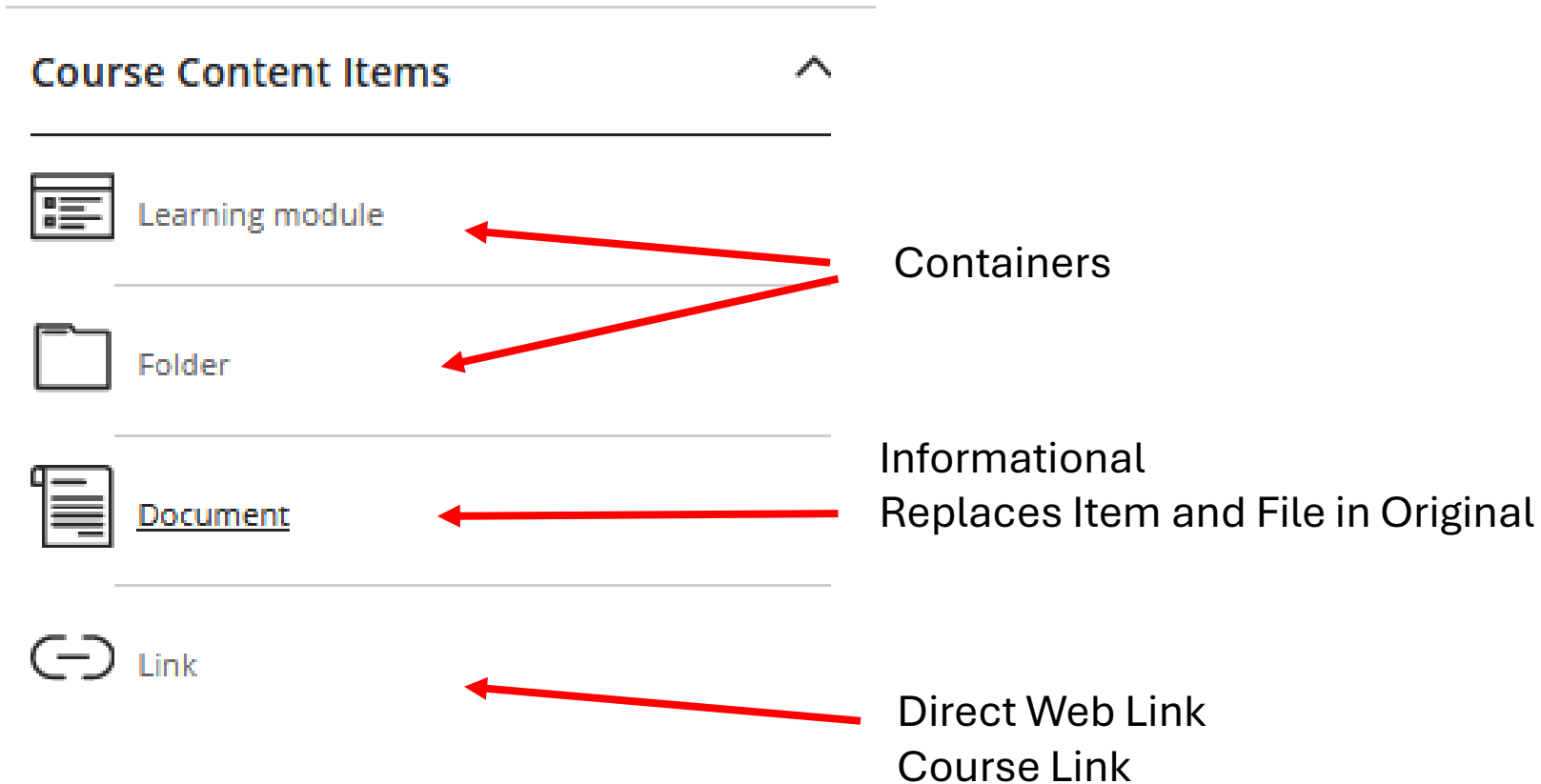
Discover strategies for creating interactive and engaging online learning content. Explore multimedia tools and techniques to enhance learner engagement and participation.




#### Building Effective Assessments

Learn how to design assessments that effectively measure student learning in online courses. Explore different types of assessments and assessment strategies to provide valuable feedback to students.

# Basic Tools for Content



# Container Options




**Learning Module with image**

👁 Visible to students ▼

Students progress through the module in order

Learning Module with Image




**Module 2 - Creating Datasets in SPSS - Complete by June 9**

👁 Visible to students ▼

Learn how to organize your data in preparation for use in SPSS. Time required: About 2 hours.

Learning Module



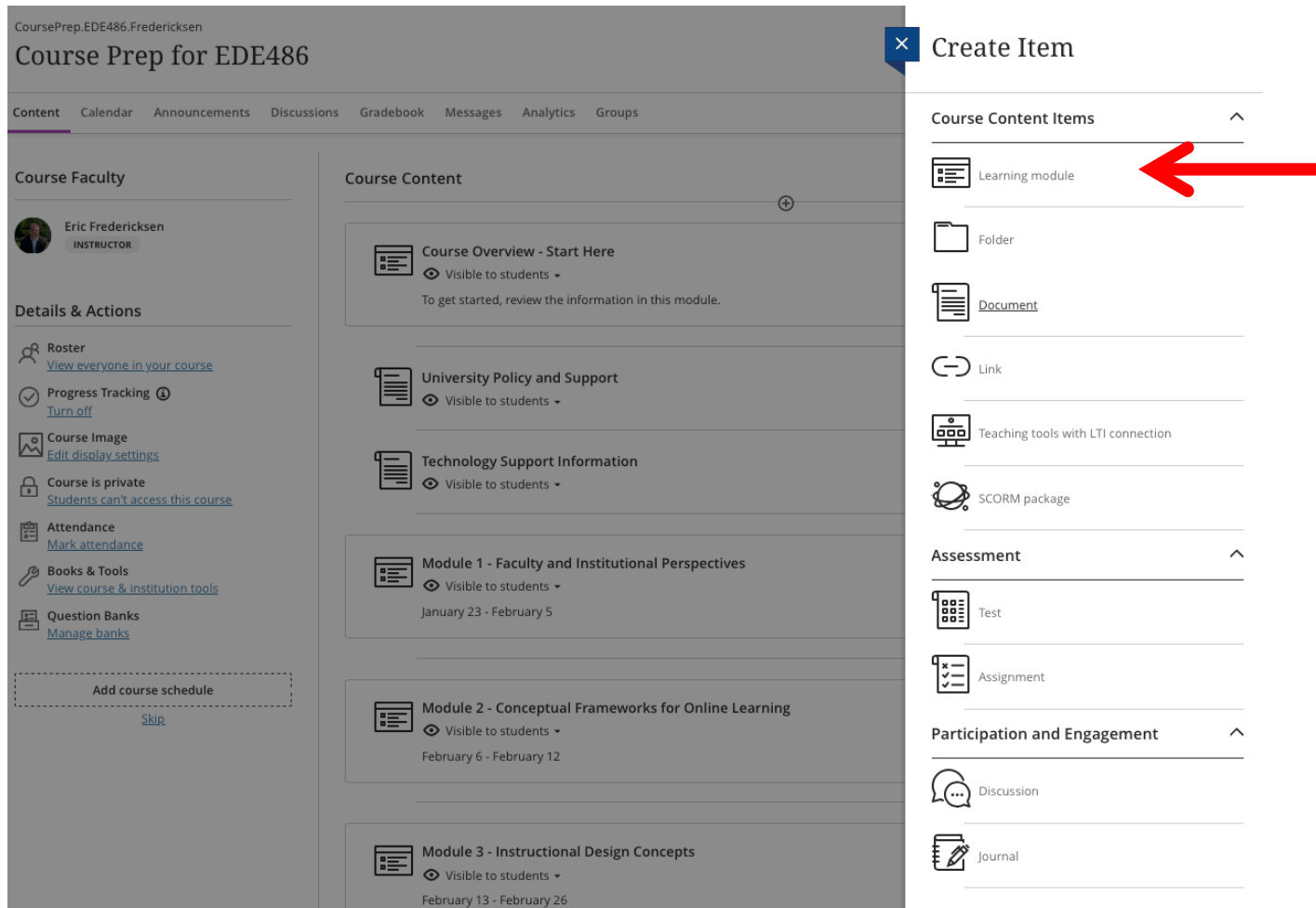
**Module 2 - Experience as Learners**

👁 Visible to students ▼

Please complete the activities in this module prior to our face-to-face session on September 6.

Folder

# Create – Learning Module



The screenshot displays the Canvas LMS interface for a course titled "Course Prep for EDE486". The left sidebar shows the course faculty (Eric Fredericksen, INSTRUCTOR) and details & actions (Roster, Progress Tracking, Course Image, Course is private, Attendance, Books & Tools, Question Banks). The main content area shows the course content, including "Course Overview - Start Here", "University Policy and Support", "Technology Support Information", "Module 1 - Faculty and Institutional Perspectives", "Module 2 - Conceptual Frameworks for Online Learning", and "Module 3 - Instructional Design Concepts". A "Create Item" dialog box is open on the right, showing a list of options: "Learning module", "Folder", "Document", "Link", "Teaching tools with LTI connection", "SCORM package", "Assessment" (Test, Assignment), and "Participation and Engagement" (Discussion, Journal). A red arrow points to the "Learning module" option.

CoursePrep.EDE486.Fredericksen

## Course Prep for EDE486

Content Calendar Announcements Discussions Gradebook Messages Analytics Groups

### Course Faculty

Eric Fredericksen  
INSTRUCTOR

### Details & Actions

- Roster  
[View everyone in your course](#)
- Progress Tracking ⓘ  
[Turn off](#)
- Course Image  
[Edit display settings](#)
- Course is private  
[Students can't access this course](#)
- Attendance  
[Mark attendance](#)
- Books & Tools  
[View course & institution tools](#)
- Question Banks  
[Manage banks](#)

Add course schedule  
[Skip](#)

### Course Content

- Course Overview - Start Here  
Visible to students ▾  
To get started, review the information in this module.
- University Policy and Support  
Visible to students ▾
- Technology Support Information  
Visible to students ▾
- Module 1 - Faculty and Institutional Perspectives  
Visible to students ▾  
January 23 - February 5
- Module 2 - Conceptual Frameworks for Online Learning  
Visible to students ▾  
February 6 - February 12
- Module 3 - Instructional Design Concepts  
Visible to students ▾  
February 13 - February 26

### Create Item

#### Course Content Items

- Learning module
- Folder
- Document
- Link
- Teaching tools with LTI connection
- SCORM package

#### Assessment

- Test
- Assignment

#### Participation and Engagement

- Discussion
- Journal


# Setting up a Learning Module

CoursePrep.EDE486.Fredericksen








## Course Prep for EDE486

Content Calendar Announcements Discussions Gradebook Messages Analytics

**Course Faculty**

 Eric Fredericksen  
INSTRUCTOR

**Details & Actions**

-  Roster  
[View everyone in your course](#)
-  Progress Tracking ⓘ  
[Turn off](#)
-  Course Image  
[Edit display settings](#)
-  Course is private  
[Students can't access this course](#)
-  Attendance  
[Mark attendance](#)
-  Books & Tools  
[View course & institution tools](#)
-  Question Banks  
[Manage banks](#)

[Add course schedule](#)

Course Prep for EDE486

### New Learning Module

☒ Hidden from students

**Description**

Add a description

Maximum 750 characters



**Advance in sequence**

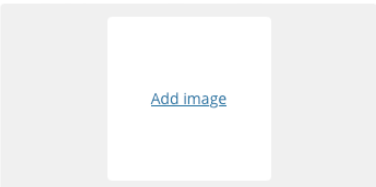
Students can access a module's content in sequence.

A course link cannot be added to a learning module when a forced sequence is activated.

☐ Forced Sequence

**Image**



[Add image](#)

Name

Visibility

Description  
Limit 750  
characters  
No line breaks or  
formatting

# Learning Module – Additional Options

CoursePrep.EDE486.Fredericksen

## Course Prep for EDE486

Content Calendar Announcements Discussions Gradebook Messages Analytics

**Course Faculty**

Eric Fredericksen  
INSTRUCTOR

**Details & Actions**

- Roster  
[View everyone in your course](#)
- Progress Tracking ⓘ  
[Turn off](#)
- Course Image  
[Edit display settings](#)
- Course is private  
[Students can't access this course](#)
- Attendance  
[Mark attendance](#)
- Books & Tools  
[View course & institution tools](#)
- Question Banks  
[Manage banks](#)

[Add course schedule](#)

**Course Content**

- New Learning Module**  
Hidden from students
- Course Overview - Start Here**  
Visible to students  
To get started, review the information in this
- University Policy and Support**  
Visible to students
- Technology Support Information**  
Visible to students
- Module 1 - Faculty and Institutional P**  
Visible to students  
January 23 - February 5

## New Learning Module 10/2

Hidden from students

### Description

Add a description

Maximum 750 characters

### Advance in sequence

Students can access a module's content in sequence.

A course link cannot be added to a learning module when a forced sequence is activated.

☐ Forced Sequence

### Image

[Add image](#)

Cancel

Save

Forced Sequence  
Students must advance through in order

### Insert image

Image Source

[Upload from Device](#)

[Upload from Device](#)

[Stock images from Unsplash](#)

[Generate images](#)

Maximum size: 1000 MB

or

[Upload file](#)



# Create a Folder

CoursePrep.EDE486.Fredericksen

Course Prep for EDE486

ContentCalendarAnnouncementsDiscussionsGradebookMessagesAnalyticsGroups

Course Faculty

Eric Fredericksen

INSTRUCTOR

Details & Actions

Roster

[View everyone in your course](#)

Progress Tracking

[Turn off](#)

Course Image

[Edit display settings](#)

Course is private

[Students can't access this course](#)

Attendance

[Mark attendance](#)

Books & Tools

[View course & institution tools](#)

Question Banks

[Manage banks](#)

Add course schedule

[Skip](#)

Course Content

Course Overview - Start Here

Visible to students

To get started, review the information in this module.

University Policy and Support

Visible to students

Technology Support Information

Visible to students

Module 1 - Faculty and Institutional Perspectives

Visible to students

January 23 - February 5

Module 2 - Conceptual Frameworks for Online Learning

Visible to students

February 6 - February 12

Module 3 - Instructional Design Concepts

Visible to students

February 13 - February 26

Create Item

Course Content Items

Learning module

Folder

Document

Link

Teaching tools with LTI connection

SCORM package

Assessment

Test

Assignment

Participation and Engagement

Discussion

Journal

# Setting up a Folder

Course Prep for EDE486

Content Calendar Announcements Discussions Gradebook Messages Analytics

Course Faculty

Eric Fredericksen  
INSTRUCTOR

Details & Actions

Roster  
[View everyone in your course](#)

Progress Tracking ⓘ  
[Turn off](#)

Course Image  
[Edit display settings](#)

Course is private  
Students can't access this course

Course Content

New Folder 10/26/23  
Hidden from students ▼

Course Overview - Start Here  
Visible to students ▼  
To get started, review the information in this course

University Policy and Support  
Visible to students ▼

Course Prep for EDE486

New Folder 10/26/23

Hidden from students ▼

Description

Add a description

Maximum 750 characters

Cancel Save

Name

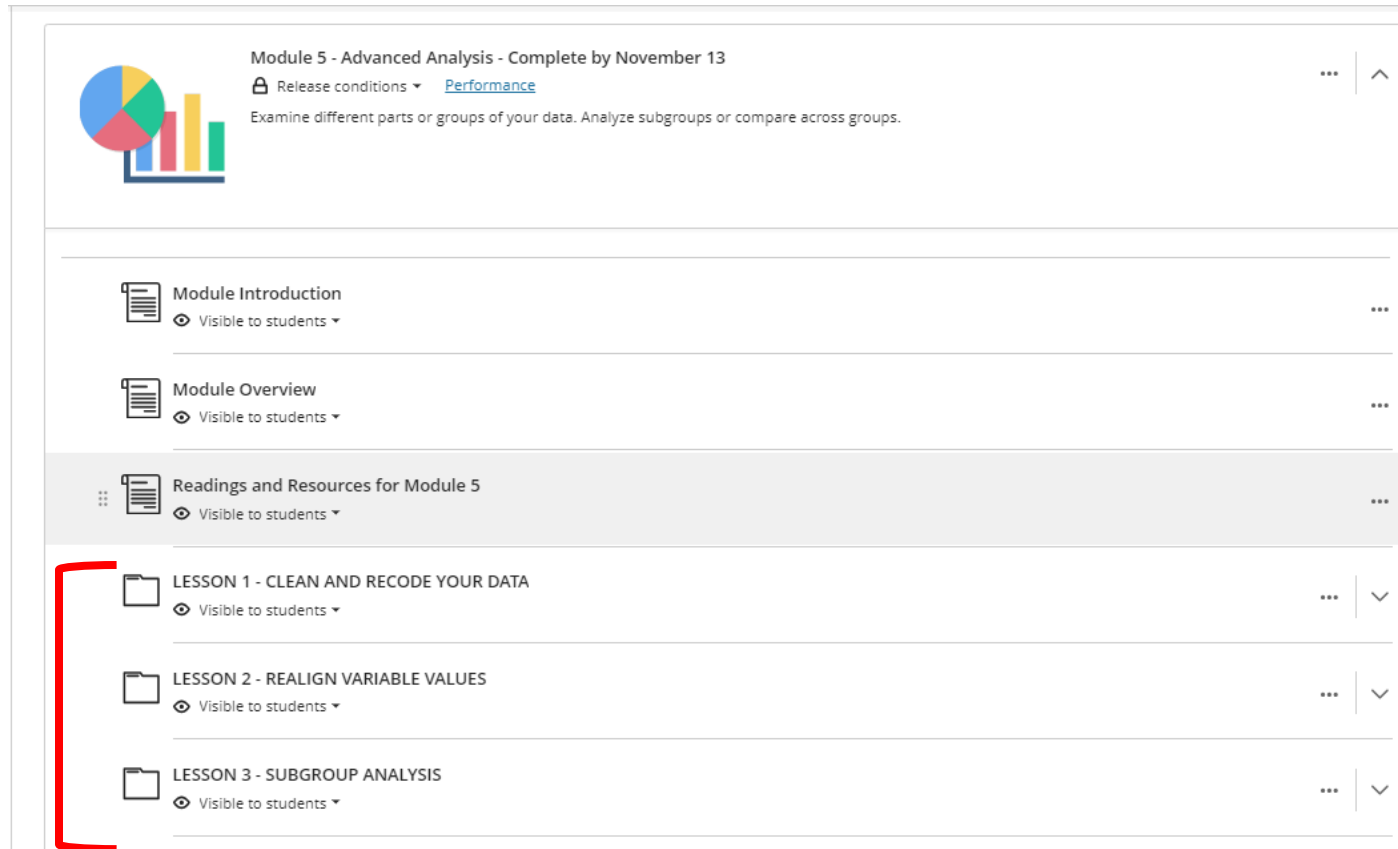
Visibility

Description  
Limit 750  
characters  
No line breaks or  
formatting

# Recommendations

- Use Learning Modules for your Main Containers
  - Allow easy student navigation
- Use a Folder within a Learning Module
  - Nice for grouping things in the content view

# Example – Folders within Learning Modules



The screenshot displays a learning module interface. At the top, a header bar contains a colorful pie and bar chart icon on the left. To its right, the text reads "Module 5 - Advanced Analysis - Complete by November 13". Below this, there is a "Release conditions" dropdown menu set to "Performance" and a link to "Performance". A descriptive sentence follows: "Examine different parts or groups of your data. Analyze subgroups or compare across groups." On the far right of the header bar are three dots and an upward-pointing arrow.

Below the header bar is a list of module components, each with a document icon, a title, a visibility status, and a three-dot menu:

- Module Introduction  
Visible to students
- Module Overview  
Visible to students
- Readings and Resources for Module 5  
Visible to students
- LESSON 1 - CLEAN AND RECODE YOUR DATA  
Visible to students
- LESSON 2 - REALIGN VARIABLE VALUES  
Visible to students
- LESSON 3 - SUBGROUP ANALYSIS  
Visible to students

A red bracket on the left side of the interface groups the three lesson items (LESSON 1, LESSON 2, and LESSON 3) together, highlighting them as folders within the learning module.

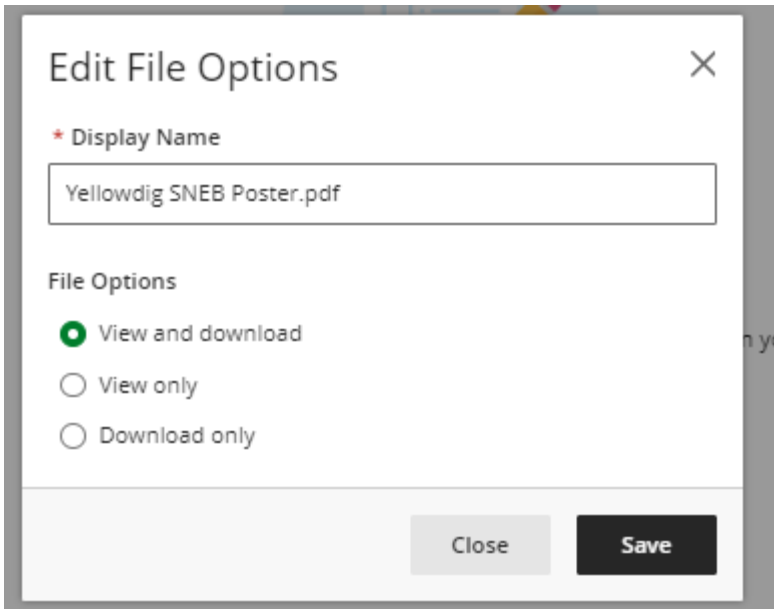
# How to Create Informational Content

# Adding Content from Files



The screenshot displays the Blackboard Course Content interface. On the left, a dropdown menu is open, showing options: Create, Auto-Generate Modules, Copy Content, Upload (highlighted with a red box), Content Market, and Content Collection. A red arrow points to the 'Upload' option. The main content area shows a list of items, including 'Important - Read This! About Blackboard Ultra' and 'Review - Complete by October 21'. On the right, the 'Course Faculty' section lists Lisa Brown as the instructor. Below it, the 'Details & Actions' section includes links for Roster, Progress Tracking, Course Image, Course is open, Attendance, Books & Tools, and Question Banks.

# File Upload Options



Edit File Options

\* Display Name

Yellowdig SNEB Poster.pdf

File Options

☒ View and download

☐ View only

☐ Download only

Close Save

New feature to restrict how students view/access your files.

View and Download

View Only

Download Only

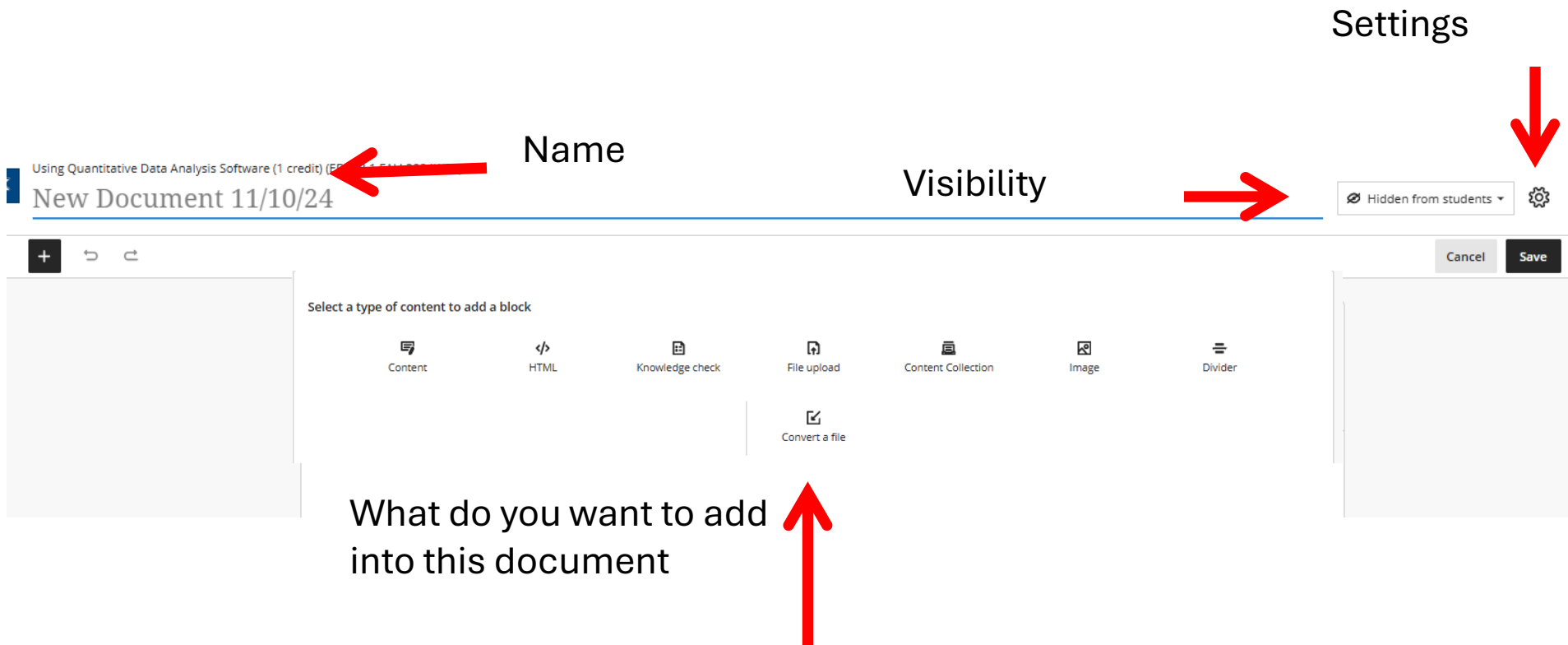
# Create a “Document”

The image is a composite of three screenshots from the Blackboard Ultra interface, illustrating the steps to create a document in a course.

- Left Screenshot:** Shows the 'Course Content' area. A red arrow points to the 'Create' button (a plus icon in a circle) in the left-hand menu. Below it, a dropdown menu is visible with options: 'Auto-Generate Modules', 'Copy Content', 'Upload', 'Content Market', and 'Content Collection'.
- Middle Screenshot:** Shows the main course page for 'Course Prep for EDE486'. The 'Course Content' section on the right lists several items, including 'Course Overview - Start Here', 'University Policy and Support', 'Technology Support Information', and three modules. A red arrow points to the 'Document' option in the 'Course Content Items' list on the right.
- Right Screenshot:** A close-up of the 'Create Item' dialog box. It shows a list of content types: 'Learning module', 'Folder', 'Document', 'Link', 'Teaching tools with LTI connection', and 'SCORM package'. A red arrow points directly to the 'Document' option.



# Setting up a “Document”



# Add Text to Document

Using Quantitative Data Analysis Software (1 credit) (ED528.1.FALL2024WSE)

New Document 11/10/24

Hidden from students

Cancel Save

Select a type of content to add a block

Content HTML Knowledge check File upload Content Collection Image Divider Convert a file

Add text directly

link

image

attachment

Special add-ins

Content Editor

Word count: 0

Cancel

Math

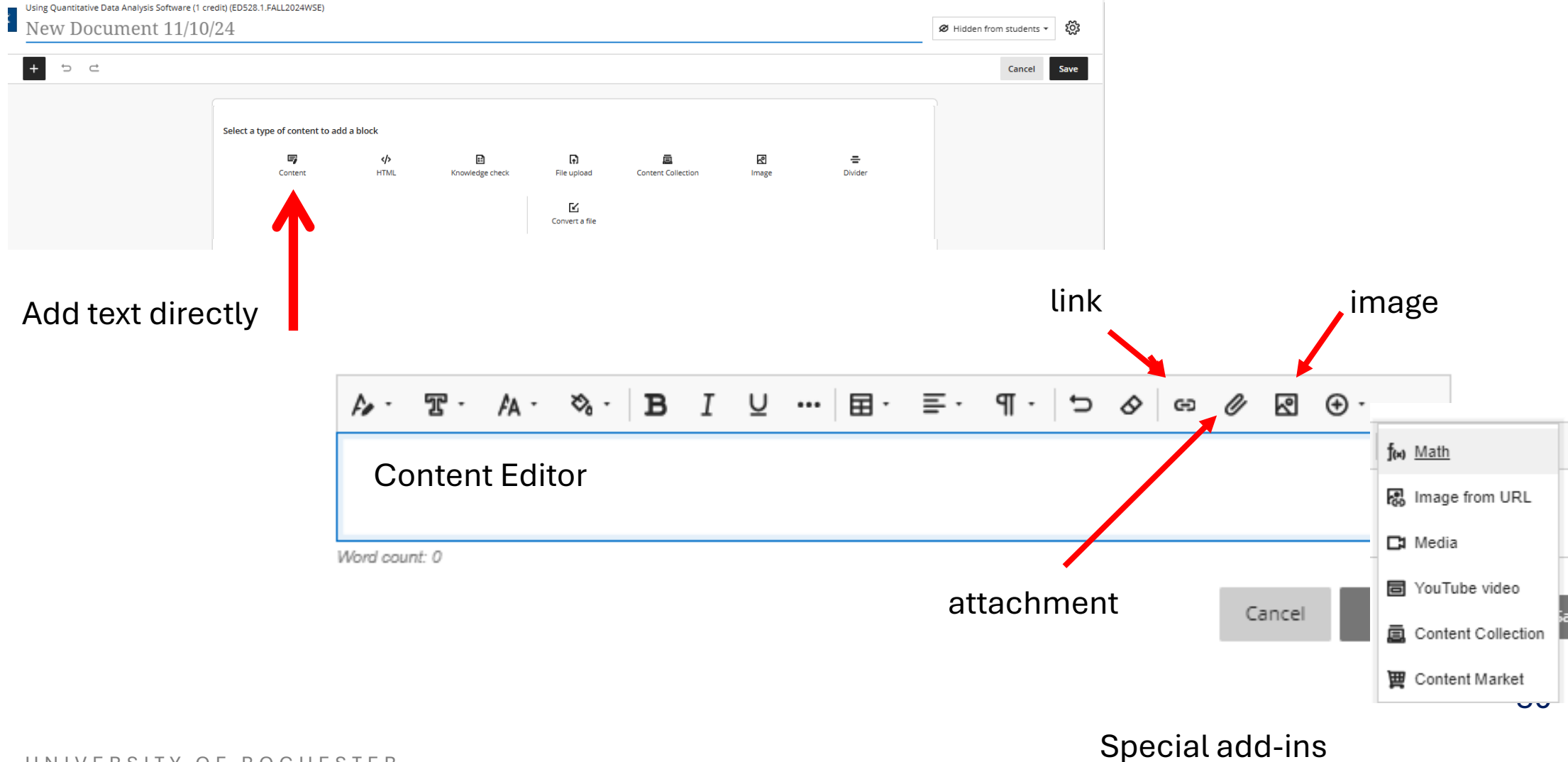
Image from URL

Media

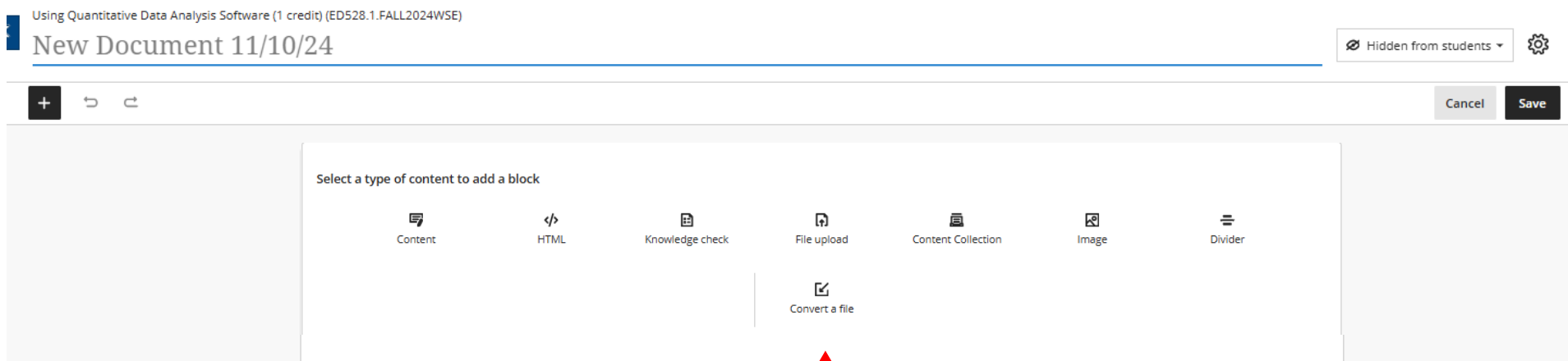
YouTube video

Content Collection

Content Market

The image is a screenshot of a web-based document editor. At the top, there's a header with the course name 'Using Quantitative Data Analysis Software (1 credit) (ED528.1.FALL2024WSE)' and the document title 'New Document 11/10/24'. Below the header is a toolbar with icons for adding content, undo, redo, and saving. A dropdown menu is open, showing options to 'Select a type of content to add a block'. The options are: Content, HTML, Knowledge check, File upload, Content Collection, Image, Divider, and Convert a file. A red arrow points to the 'Content' option with the label 'Add text directly'. Below the dropdown is a 'Content Editor' box with a text area and a 'Word count: 0' indicator. Above the text area is a rich text toolbar with icons for bold, italic, underline, text color, background color, bulleted list, numbered list, link, unlink, image, and attachment. Red arrows point to the 'link', 'image', and 'attachment' icons with labels 'link', 'image', and 'attachment' respectively. A red arrow points to the 'attachment' icon with the label 'Special add-ins'. A dropdown menu is open for the 'attachment' icon, showing options: Math, Image from URL, Media, YouTube video, Content Collection, and Content Market.

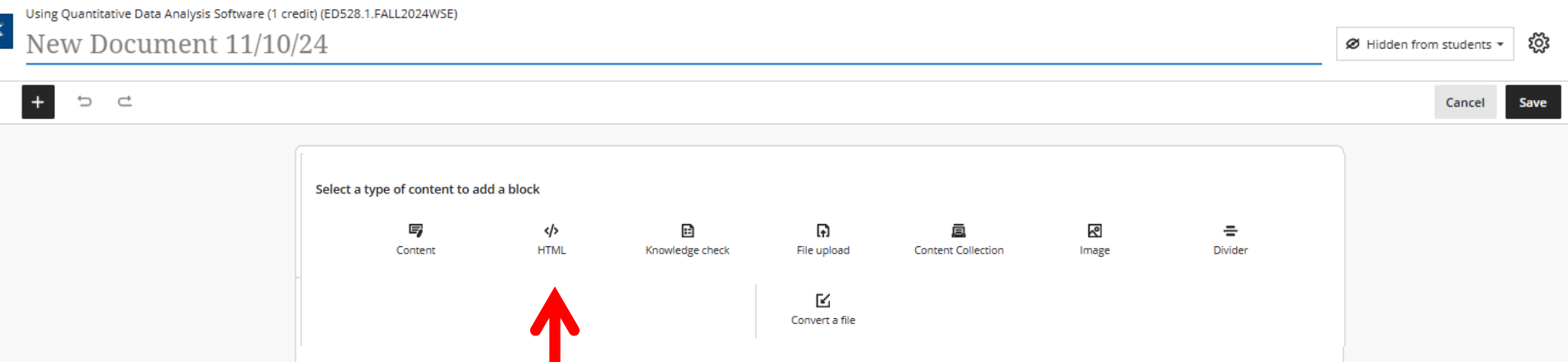
# Import Text from a File



Supports:  
PDF  
Word  
Powerpoint

Import a File as Text

# Add HTML Code



# Add Images

Using Quantitative Data Analysis Software (1 credit) (ED528.1.FALL2024WSE)

New Document 11/10/24

Hidden from students

Cancel Save

Select a type of content to add a block

Content HTML Knowledge check File upload Content Collection Image Divider

Convert a file

Add Images

Insert image

Image Source

Upload from Device

Drag files here

Supports: JPEG, PNG

Maximum size: 1,000 MB

or

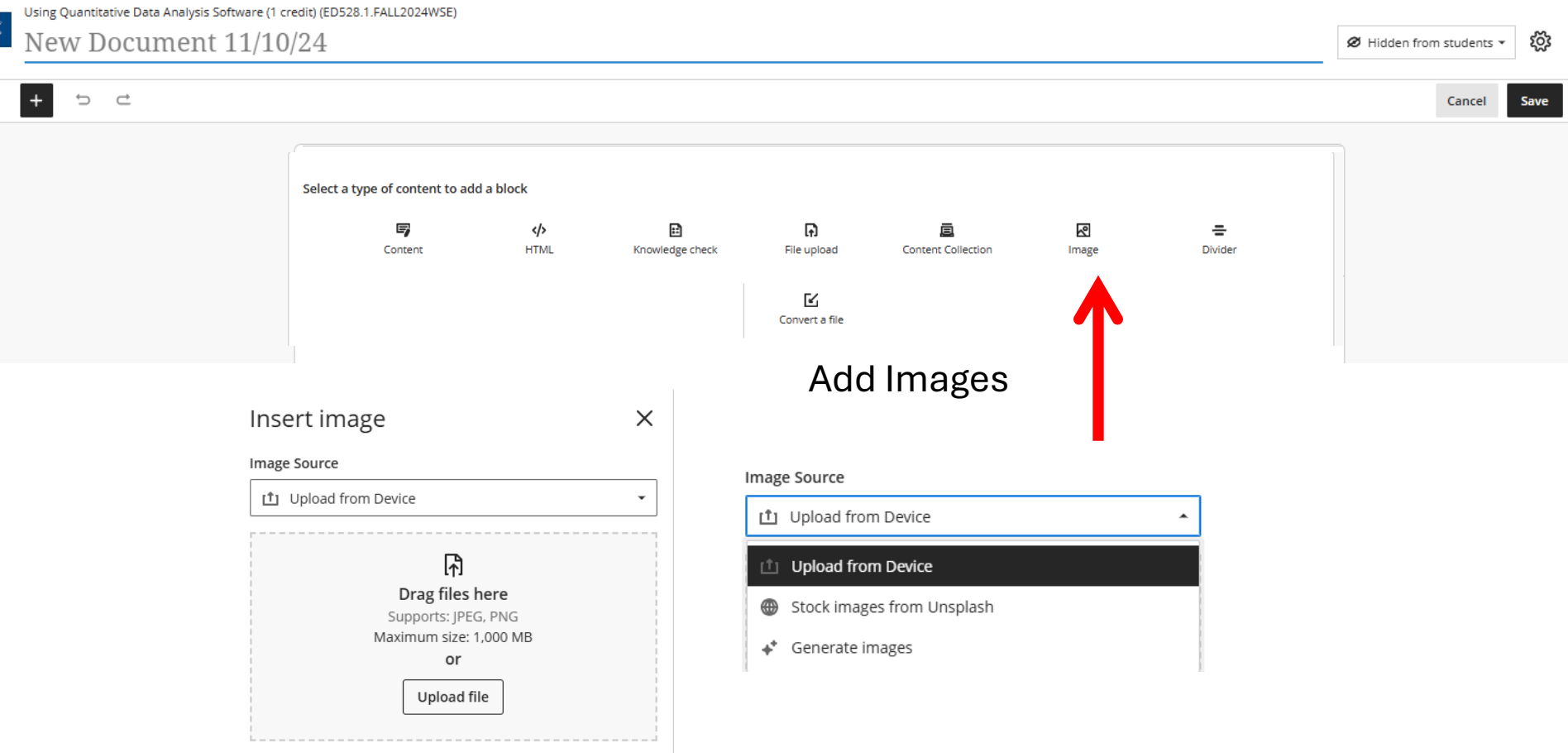
Upload file

Image Source

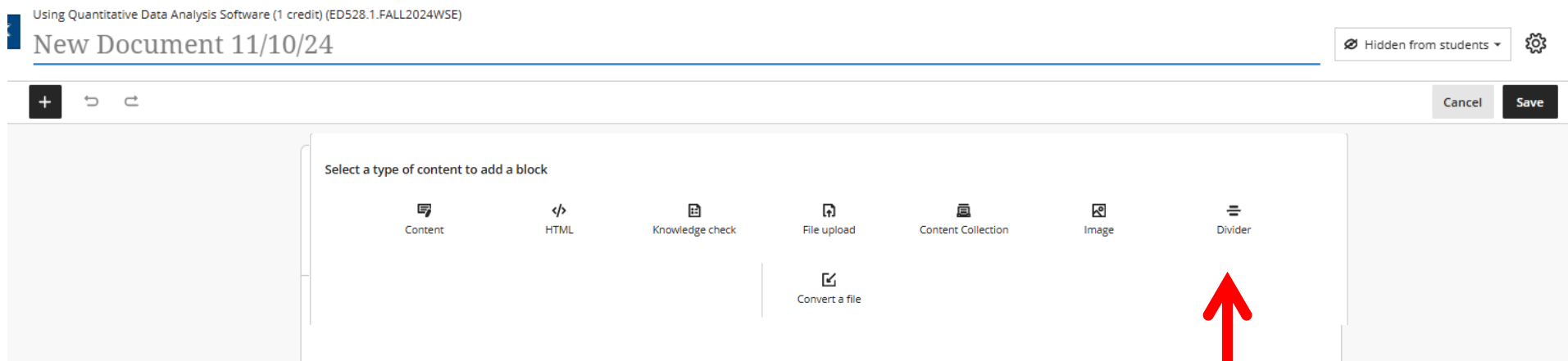
Upload from Device

Stock images from Unsplash

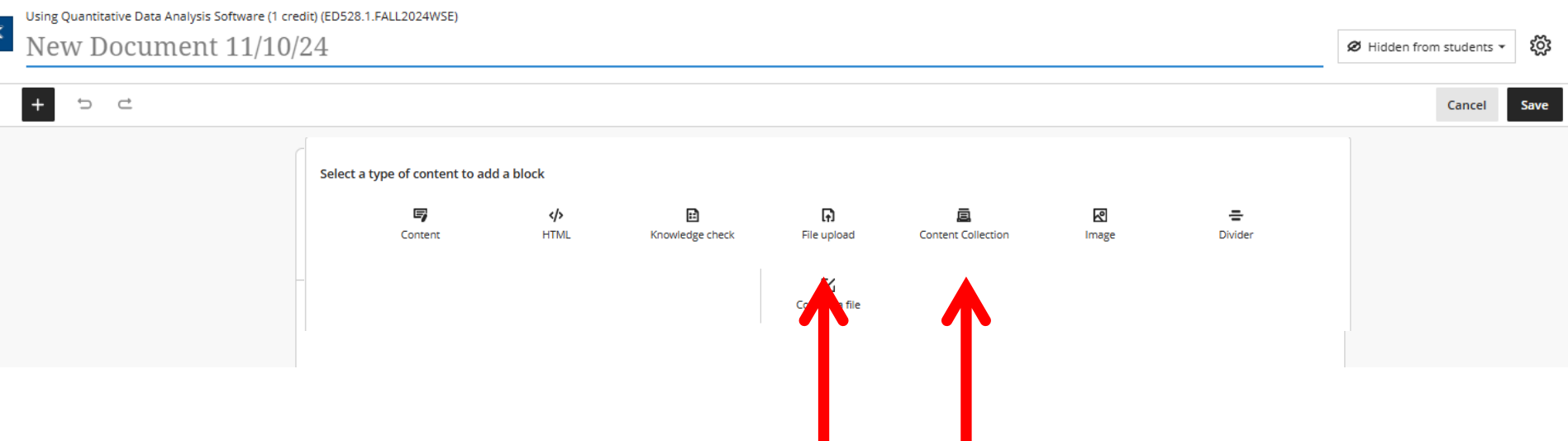
Generate images



# Add Divider

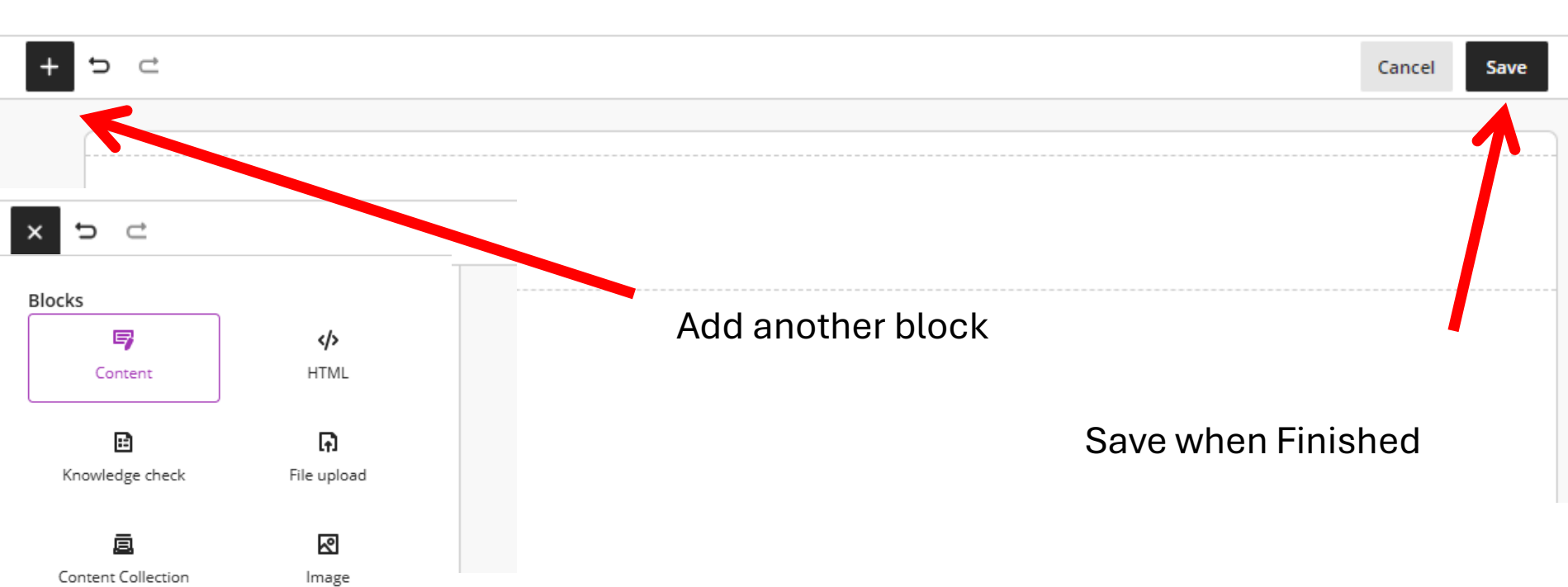


# Add File Attachments



Upload or from Content Collection

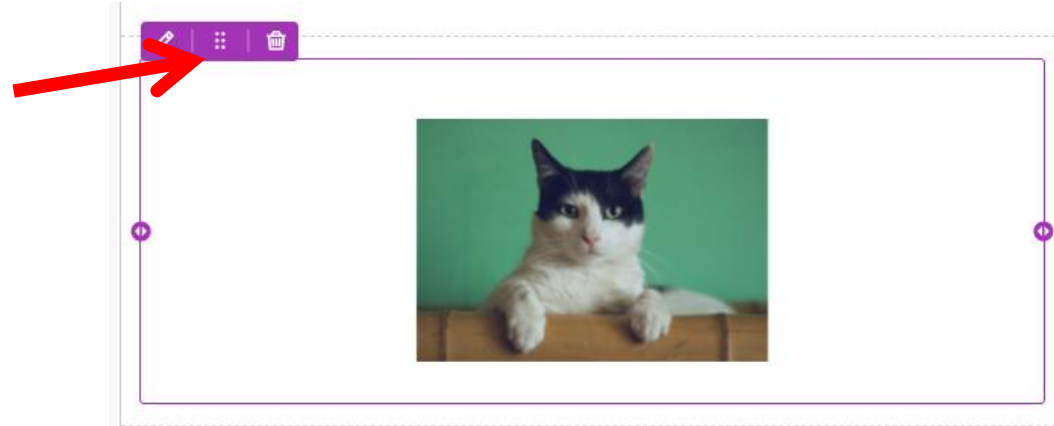
# Add Additional Content Types





# Rearrange Layout

Hold and Drag into space



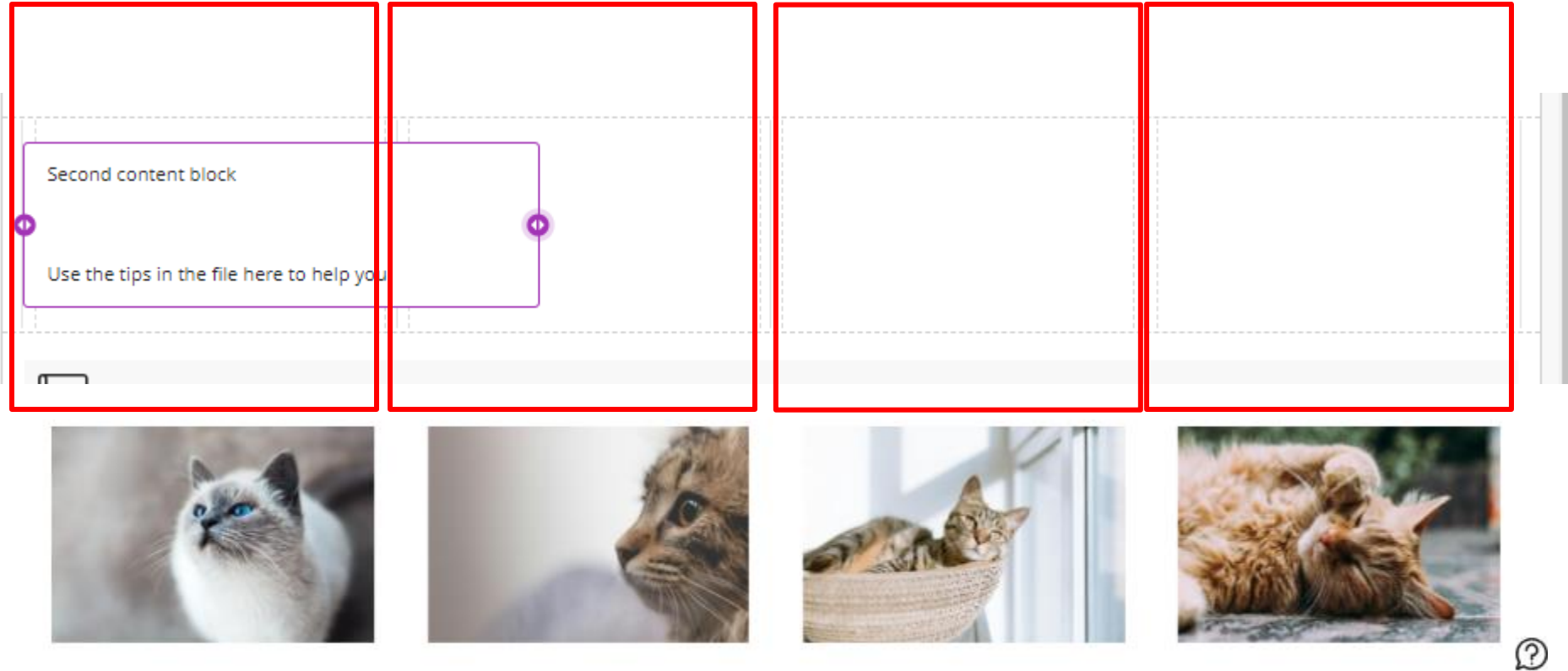
First content block

About the cat

New Layout



# Layout Option – Four Blocks Across



# Layout Option – Two double blocks


T · ... ¶ · ↶ ↷ ⊕ ·

First content block About the cat New Layout More information

More information about the cat

Word count: 15

✎ · · · · 🗑



# Layout Option – One/Three Blocks

Second content block

Watch the video



# Add Knowledge Check

Using Quantitative Data Analysis Software (1 credit) (EDS28.1.FALL2024WSE)

New Document 11/10/24

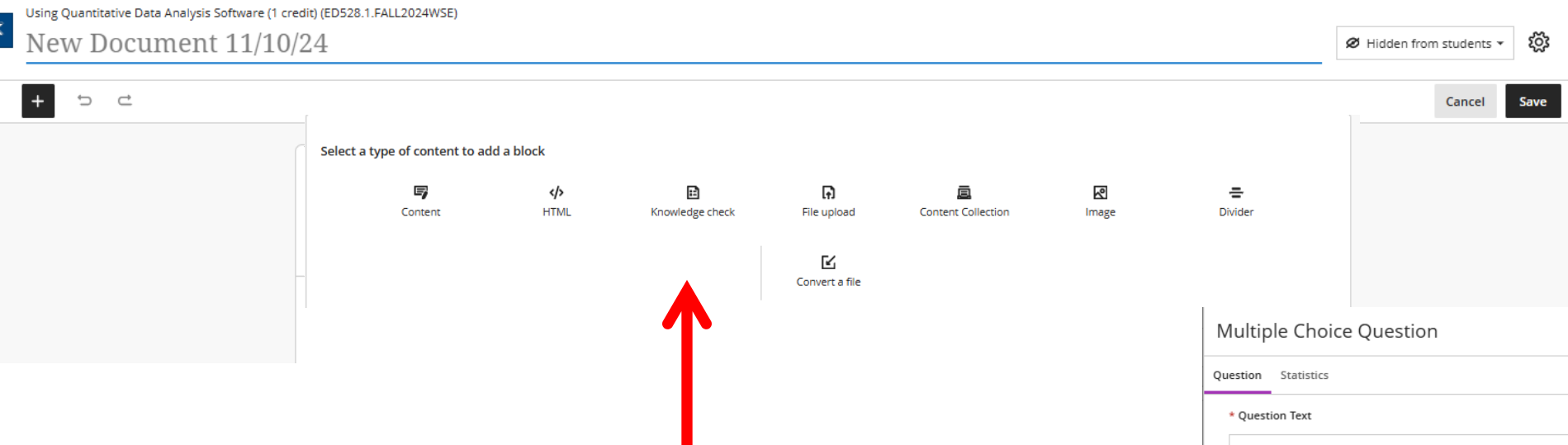
Hidden from students

Cancel Save

Select a type of content to add a block

Content HTML Knowledge check File upload Content Collection Image Divider

Convert a file



Create Ungraded Multiple Choice questions associated with this content

Multiple Choice Question

Question Statistics

\* Question Text

Enter question text

\* Set up the options. Choose one or multiple correct answers.

Options

☐ Enter option text

☐ Enter option text

[Add Option](#)

\* CORRECT ANSWER FEEDBACK

That's correct!

\* INCORRECT ANSWER FEEDBACK

That's incorrect. Please try again.

Cancel Save

# Statistics Available to Instructors

## Knowledge Check results

**1**/<sub>4</sub>

STUDENTS

**2**

OVERALL ATTEMPTS

**2**

AVG. ATTEMPTS TO CORRECT ANSWER

**2**

MAX. ATTEMPTS TO CORRECT ANSWER

**Medium**

DIFFICULTY

Which is not a plant fiber yarn?

**(A)** Cotton

0%

**(B)** Wool

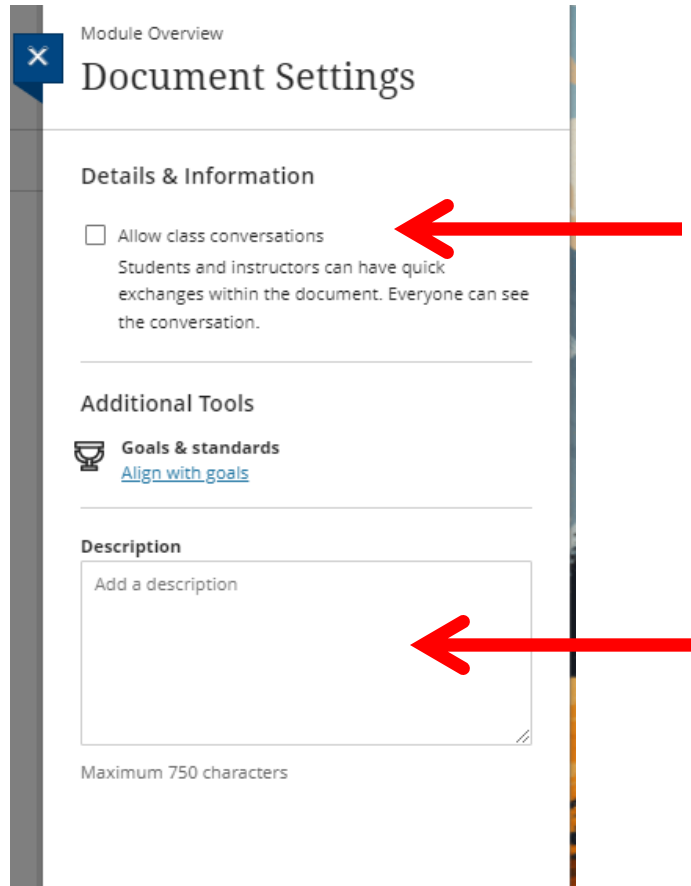
Correct answer

50%

**(C)** Hemp

50%

# Settings for Document




Module Overview

## Document Settings

**Details & Information**

☐ Allow class conversations  
Students and instructors can have quick exchanges within the document. Everyone can see the conversation.

**Additional Tools**

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

**Description**

Add a description

Maximum 750 characters

Class Conversations  
Ad hoc discussion board  
attached to this content

Description  
Limit 750  
characters  
No line breaks or  
formatting

# Considerations

- Documents are a place for sharing content in your course or general instructions
- Do not use them for test, assignment or discussion instructions – put those on the actual graded item.
- May want to group multiple items together on a single document “page”



# Recommendations

- A document can also be used to replace a folder that contained Files or Items.
- Consider placing all of those files or items in a single document, rather than inside a folder or directly in Content space.
- **Exceptions: Progress Tracking needs**

# Create a Web Link

Course Content

Important - Read This! About Blackboard Ultra

Visible to students

+

Create

Auto-Generate Modules

Copy Content

Upload

Content Market

Content Collection

Course Faculty

Lisa Brown

INSTRUCTOR

Course Prep for EDE486

Content Calendar Announcements Discussions Gradebook Messages Analytics Groups

Course Faculty

Eric Fredericksen

INSTRUCTOR

Details & Actions

Roster

View everyone in your course

Progress Tracking

Turn off

Course Image

Edit display settings

Course is private

Students can't access this course

Attendance

Mark attendance

Books & Tools

View course & institution tools

Question Banks

Manage banks

Add course schedule

Skip

Course Content

Course Overview - Start Here

Visible to students

To get started, review the information in this module.

University Policy and Support

Visible to students

Technology Support Information

Visible to students

Module 1 - Faculty and Institutional Perspectives

Visible to students

January 23 - February 5

Module 2 - Conceptual Frameworks for Online Learning

Visible to students

February 6 - February 12

Module 3 - Instructional Design Concepts

Visible to students

February 13 - February 26

Create Item

Course Content Items

Learning module

Folder

Document

Link

Teaching tools with LTI connection

SCORM package

Assessment

Test


Assignment

Participation and Engagement

Discussion

Journal

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# Setting up a Web Link

Course Prep for EDE486

## New Link

Web Link Course Link


☐ Hidden from students

\* Display Name

\* Link URL

☒ Open in a new window

Additional Tools

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

Description

Add a description

Cancel Save

← Visibility

← Name

← URL

Description  
Limit 750  
characters  
No line breaks or  
formatting

←

# Settingup a Course Link

Lisa Ultra Test course

New Link

Web Link

Course Link

Search Criteria

Clear all

Keyword

Type a keyword

Categories

☐ Document

☐ Assessments (all types)

☐ SCORM

☐ File

☐ LTI

☐ Journal

☐ Folder

☐ Learning Module

Search Results: 67 found, 10/67 loaded

Select one to create a course link

Name	Category
<input type="radio"/> Example Document 1 Hidden from students	Document
<input type="radio"/> Example Document Visible to students	Document
<input type="radio"/> Assignment Overview - Module 2 Visible to students	Document

☒ Assignment Overview - Module 2  
Visible to students

\* Display Name

Assignment Overview - Module 2

Name

Description

Add a description

Maximum 750 characters


Description


Limit 750 characters



No line breaks or formatting




# How to Edit Existing Content Items


# Edit or Delete


 Module Introduction  
Visible to students ▼



 Module Overview  
Visible to students ▼






-  Edit
-  Student Progress
-  Delete

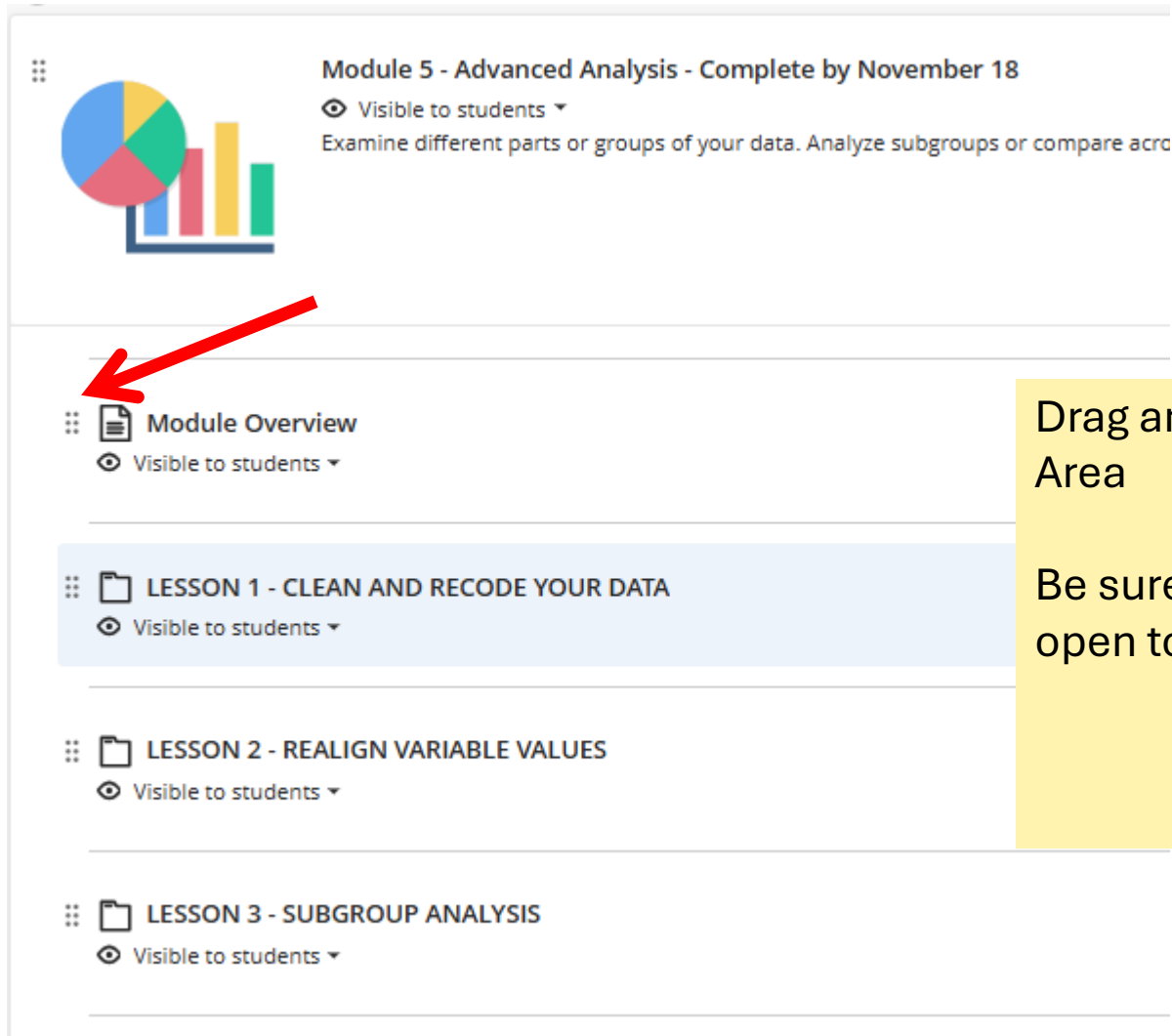
 Module Introduction  
Visible to students ▼

 Module Overview  
Visible to students ▼



-  Edit
-  Student Progress
-  Delete

# Move and Reorder



The screenshot shows a course interface with a sidebar on the left. The sidebar contains a header for 'Module 5 - Advanced Analysis - Complete by November 18' with a pie chart icon. Below the header are four items: 'Module Overview', 'LESSON 1 - CLEAN AND RECODE YOUR DATA', 'LESSON 2 - REALIGN VARIABLE VALUES', and 'LESSON 3 - SUBGROUP ANALYSIS'. Each item has a folder icon and a 'Visible to students' toggle. A red arrow points to the 'Module Overview' item.

Module 5 - Advanced Analysis - Complete by November 18  
Visible to students  
Examine different parts or groups of your data. Analyze subgroups or compare across

Module Overview  
Visible to students

LESSON 1 - CLEAN AND RECODE YOUR DATA  
Visible to students

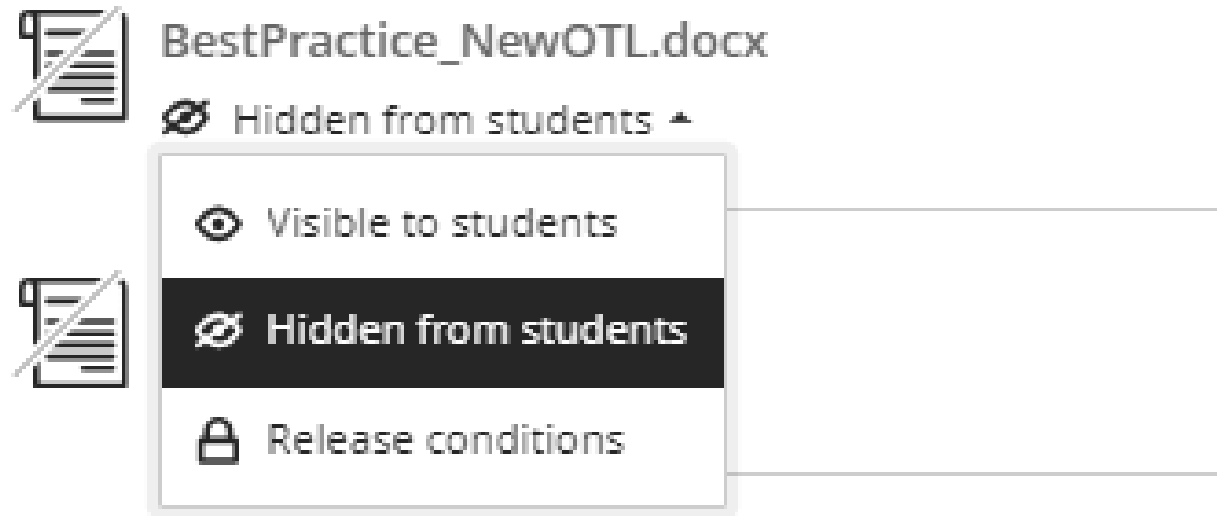
LESSON 2 - REALIGN VARIABLE VALUES  
Visible to students

LESSON 3 - SUBGROUP ANALYSIS  
Visible to students

Drag and Drop Anything in the Content Area

Be sure a Folder or Learning Module is open to move things INTO them

# Setting Student Visibility





# Setting Release Conditions (adaptive release)

Main Learning Module

## Release Conditions

Limit access to this content by creating rules with one or more conditions. Course members will need to satisfy the conditions for at least one rule before content is released. Changes to the visibility or release conditions apply to the linked item and all associated course links.

Add new rule

### Rule 1


#### Select members

Choose which course members and groups will have access to this content

- ☒ All members
- ☐ Specific members or groups

- ☐ Date/Time
- ☐ Performance

# Release Rules / Criteria

Rule 1 

---



**Select members**  
Choose which course members and groups will have access to this content

☒ All members



☐ Specific members or groups

☒ **Date/Time**

☐ Access from


8/4/24  2:13 PM 


☐ Access until

8/5/24  2:13 PM 


☒ **Performance**

Gradable item

Choose item 

 Add performance criteria

**Requirement**

Select a requirement 

Select a requirement

Opened

Attempt submitted

Custom range

1 point or higher

Release to student members or groups only

Release based on date/time

Release based on course performance

- Opened
- Submitted
- Grade

# Appearance to Students

The diagram illustrates how course settings are translated into student-facing content availability. On the left, a settings panel titled "When will content appear?" allows the instructor to choose between "Show" (selected) and "Hide". The "Show" option means all course members can see the item, but they can't open it until all release conditions are met. Below this, "Rule 1" states: "Students must earn 90 points or higher on Homework 1 to access this content". "Rule 2" states: "Access from: 8/21/24". A red arrow points from the "Show" option to the "Main Learning Module" student view, and another red arrow points from "Rule 2" to the "Main Folder" student view.

**When will content appear?**

Choose if you want the content to appear **before** course members meet the release conditions

☒ **Show** All course members can see this item in the content list, but they can't open it until all release conditions are met

☐ **Hide**

**Add new rule**

**Rule 1**

Students must earn 90 points or higher on Homework 1 to access this content

**Rule 2**

Access from: 8/21/24

**Main Learning Module**  
Content isn't available

You must earn 90 points or higher on Homework 1 to access this content  
+ 1 more rule

**Main Folder**  
Content isn't available

You can access this content after 8/21/24, 2:19 PM  
+ 1 more rule

# How to Copy Content from Previous Course

# Recommendation

- Be selective and rebuild your course with intention
- Do not copy everything at once
- Make new Learning Modules and copy only the content for that module

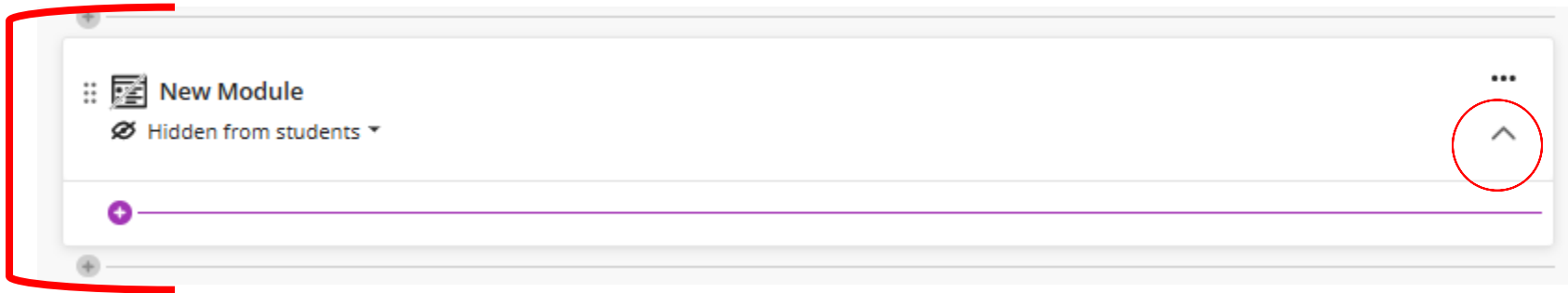
Note: This is for moving from Original to Ultra

# 1. Create your Learning Modules

The image consists of three sequential screenshots from the Blackboard Ultra interface, illustrating the process of creating a learning module. Red arrows highlight the specific actions to be taken in each step.

- Course Content Screenshot:** Shows the 'Course Content' area on the left. A red arrow points to the 'Create' button, which is the first option in the dropdown menu.
- Create Item Screenshot:** Shows the 'Create Item' dialog box. A red arrow points to the 'Learning module' option, which is the first item listed under 'Course Content Items'.
- New Learning Module Screenshot:** Shows the 'New Learning Module' form. A red arrow points to the 'Title' field, which contains the text 'New Learning Module 10/3'.

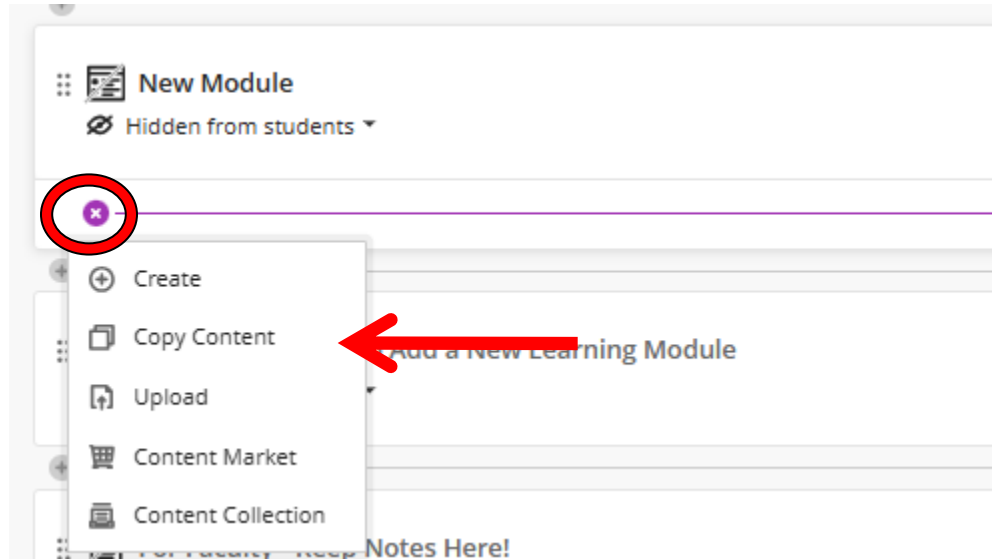
## 2. Open the Module



**IMPORTANT**

Click on the Module to Open it

# 3. Add INTO the Module



**IMPORTANT**

Click on the + within the Module



# 4. Find the Course you want to copy FROM

Course Prep for EDE486

**Copy Items**

Enter here to help narrow list of courses

Courses Organizations

Search by course name or ID  
Designing Online Courses

Courses 1-10 of 24 10 items per page Page 1 of 3

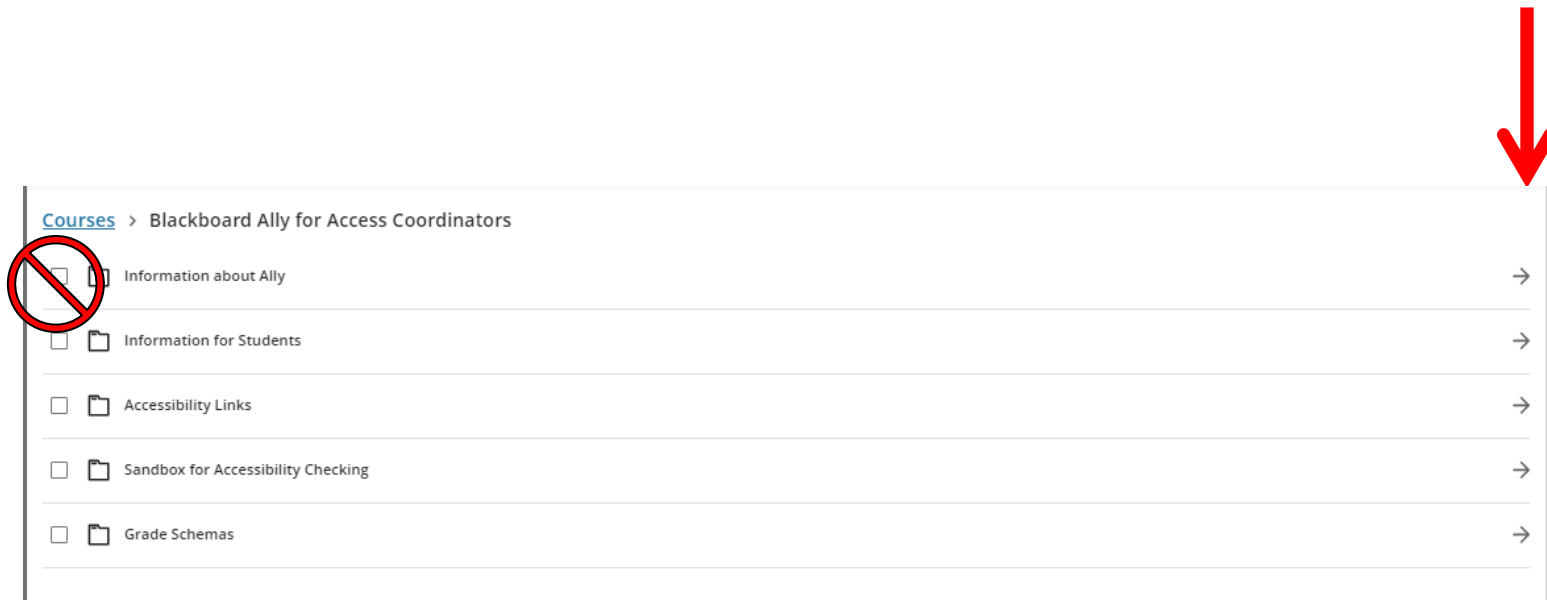
☒ Designing Online Courses (EDE486.1.FALL2023WSE)  
EDE486.1.FALL2023WSE

☐ Designing Online Courses (EDE486.1.SPRING2023WSE)  
EDE486.1.SPRING2023WSE

→

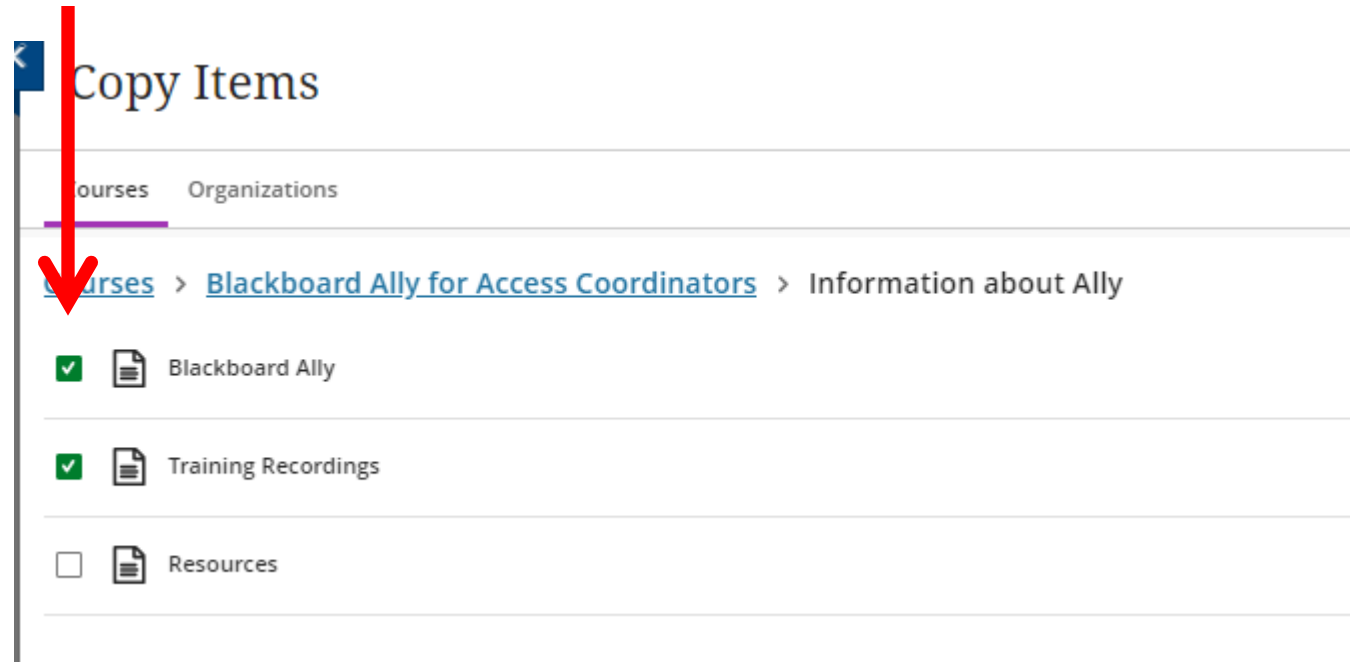
Click here to open the course

# 5. Navigate into the Appropriate Content Area

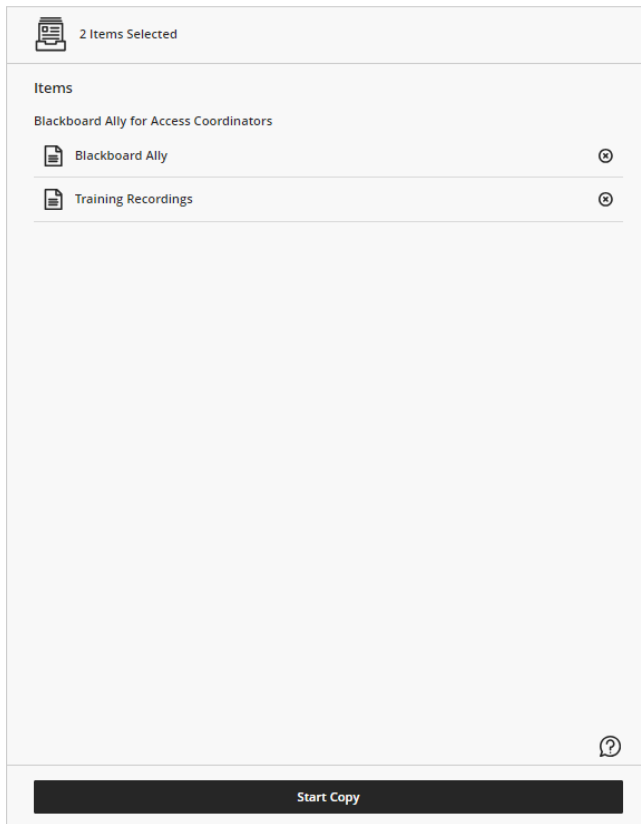


Unless you want everything in the content area!

# 6. Select Specific Items to Copy



# 7. Review List and Start Copy



# 8. Review Exception List

Course Content

!

There were 11 exceptions with your copy.  
[View Exceptions](#)

Clinical Teaching in Health Care Professions Educatio...

Exception Report

Select a category to view exceptions during the copy, import, or conversion process.

Content from Clinical Teaching in Health Care Professions Education: Teaching and Instructional Methods  
(EDU581.1.SPRING2023WSE)

Content

11 exceptions to review

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# Examples of Exceptions

Shortened Descriptions

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## **Content: Lectures and Video Module 3**

The folder description was shortened or lost formatting.

---

Loss of formatting

---

## **Problem Based Learning**

You may see a loss of formatting for text or files that you added in the text editor.

---

Attachments changed to Files

---

## **Lecture Slides**

Files that you added as attachments are grouped together in alphabetical order at the end of the content.

---

---

## **Lecture Slides**

You may see a loss of formatting for text or files that you added in the text editor.

---

# 9. Review and Edit your Content

Module 3 - Instructional Design

Hidden from students

Weeks 4 & 5 - February 13- February 26

Module Overview

Hidden from students

Required Reading Assignments

Hidden from students

Optional Reading Assignments - For Your Reference

Hidden from students

Writing Learning Objectives

Hidden from students

Here is some guidance on how to write learning objectives.

Model LOT Assignments

Hidden from students

Taxonomies - Cognitive Affective Psychomotor

Hidden from students

Quiz - Module 3

Due date: 10/9/23, 11:59 PM

Hidden from students

Here is the Quiz for Module 3 that is due by the last day of the module.

Learning Objectives Table Assignment and Peer Discussion

Due date: 10/7/23, 11:59 PM

Release conditions - [Date/time](#)

Please post your Learning Objectives Table Assignment in this discussion area. Please review the assignments from your classmates and provide them with constructive and supportive feedback by the last day of the module.

Journal - Module 3

Due date: 10/9/23, 11:59 PM

Hidden from students

The reflection journal is done last after you have completed all of the other assigned activities. Please be concise and contribute no more than two paragraphs for each Reflection Journal and submit it on the last day of the module. The first paragraph in your journal should be reflective of the readings, discussions, class activities, and projects from this module and should capture the most meaningful and important elements of the module for you. The second paragraph should capture your thoughts about the design of learning activities that will be in the course you are developing. What specific activities are you planning? What will be a unique affordance and what will be a challenge?

# Additional Workshop

- Setting up Graded Items in Ultra Courses
  - December 11, 12 noon
- Teaching in Ultra Courses
  - December 18, 12 noon







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Questions?

