



University
of Rochester

Supporting Student Engagement and Assessment in Ultra

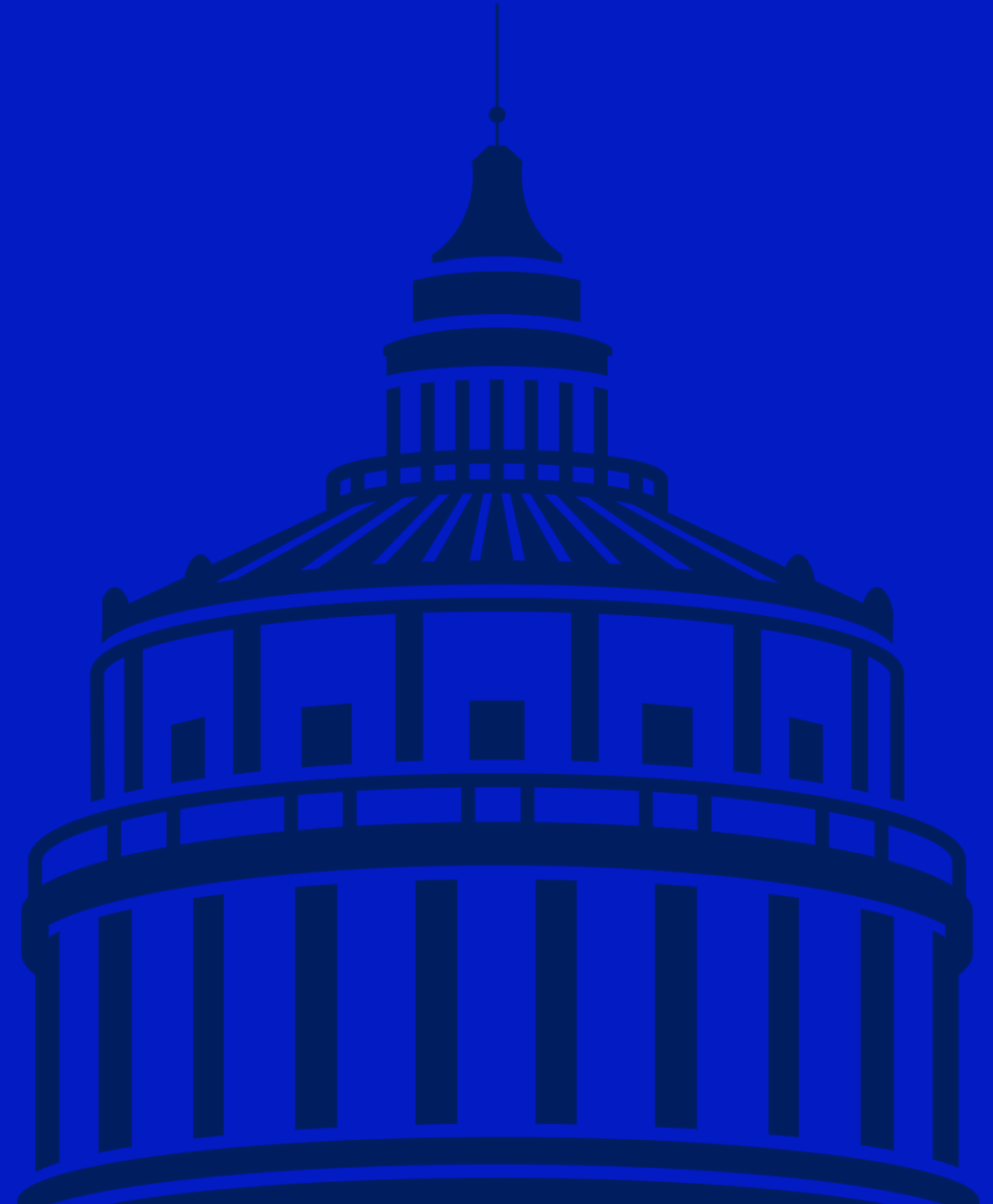
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Workshop Learning Objectives

Participants will be able to...

Identify strategies that promote meaningful student engagement.

Align activities and assessments with learning objectives.

Select the appropriate Ultra tool for different learning purposes.

Design effective assignments, tests, discussions, and journals.

Create opportunities for practice, reflection, interaction, and application.

Use feedback mechanisms to support and advance student learning.

Design for Engagement

What makes an Engaging Learning Experience?

- Engagement is more than participation
- Consider active learning
- Include Interaction with content, instructor, and peers
- Create opportunities to practice and apply
- Connect activities to learning objectives
- Make expectations clear

What do you want students to DO with what they're learning?

7 Principles of Good Practice in Education – Chickering & Gamson (1987)

1. Encourage contact between students and faculty
2. Develop reciprocity and cooperation among students
3. Use active learning techniques
4. Give prompt feedback
5. Emphasize time on task
6. Communicate high expectations
7. Respect diverse talents and ways of learning

Recommended Steps to Course Design

1. Contribute the basic course information
2. Chunking - Identify and name the Modules
3. Articulate your Module Overviews
4. Build the content / activities / assessments
5. Reconcile the gradebook



Start with the Learning Goal Choose the Right Activity

Reasons for Instructional Activities

- Formative vs. Summative assessment
- Assessment FOR learning vs. Assessment OF learning
- Low-stakes practice
- Frequent opportunities for practice

PRACTICE, FEEDBACK, ACCOUNTABILITY, GRADES

Learning Objectives Table

Learning Objectives	Assessment	Instructional Activities

<https://www.rochester.edu/online-learning/faculty/index.html>



Focus on Learning Objectives

Learning Objectives Stage 1	Assessment Stage 2	Instructional Activities Stage 3
<i>Module 3 - Demonstrate and use basic instructional design concepts.</i> ALIGNMENT	Online Quiz Contributions to class discussions Learning Objectives Table Assignment Contributions to Peer review discussion Reflection Journal	Read Selected chapters from Textbook and assigned articles Participate in Synchronous Class Discussions Participate in Asynchronous Class Discussions Apply instructional design concepts to student's course project Peer Review of classmate assignments Reflect on readings, discussions, class activities, and projects from this module

If you want students to...

	Consider
Demonstrate what they can do	Assignment
Check their understanding	Test
Reflect on their learning	Journal
Explore ideas with others	Discussion

Examples

- Students should compare two theories and defend which one they think is more useful - **Discussion**
- Students should apply the principles from the course to analyze a real-world case - **Assignment**
- Students should think about how their understanding has changed - **Journal**
- Students should demonstrate their understanding of key concepts - **Test**



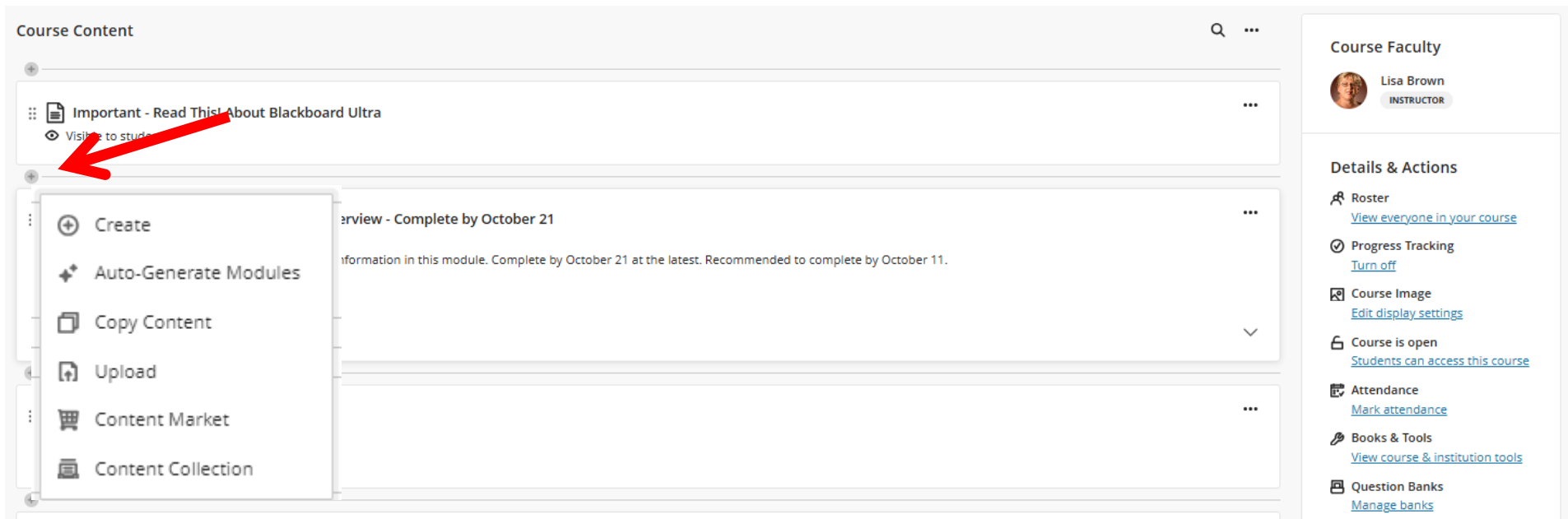
Design Effective Assignments



What makes a good assignment?

- Give students an authentic task
- Provide a clear purpose
- Explain what a successful submission looks like
- Break complex assignments into steps
- Use rubrics when appropriate

Reminder - Create



The screenshot displays the Blackboard Ultra interface for a course. On the left, the 'Course Content' sidebar is visible, featuring a search icon and a list of items. The first item is 'Important - Read This! About Blackboard Ultra', which is marked as 'Visible to students'. A red arrow points to the 'Create' button in the sidebar menu. Below 'Create' are other options: 'Auto-Generate Modules', 'Copy Content', 'Upload', 'Content Market', and 'Content Collection'. The main content area shows a list of course items, including 'Interview - Complete by October 21' and 'Information in this module. Complete by October 21 at the latest. Recommended to complete by October 11.' On the right, the 'Course Faculty' section lists 'Lisa Brown' as the 'INSTRUCTOR'. Below this, the 'Details & Actions' section provides links for various course management tasks: '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), and 'Question Banks' (Manage banks).

Create an Assignment

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

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Setting Up an Assignment

Test Ultra Course - Lisa 2023

Name **AI Design**

New Assignment 8/5/24

Auto-generate assignment

Visibility: Hidden from students

Content and Settings Submissions (0) Student Activity

Instructions

Include everything students need to know!

Attach samples/exemplars!

Assignment Settings

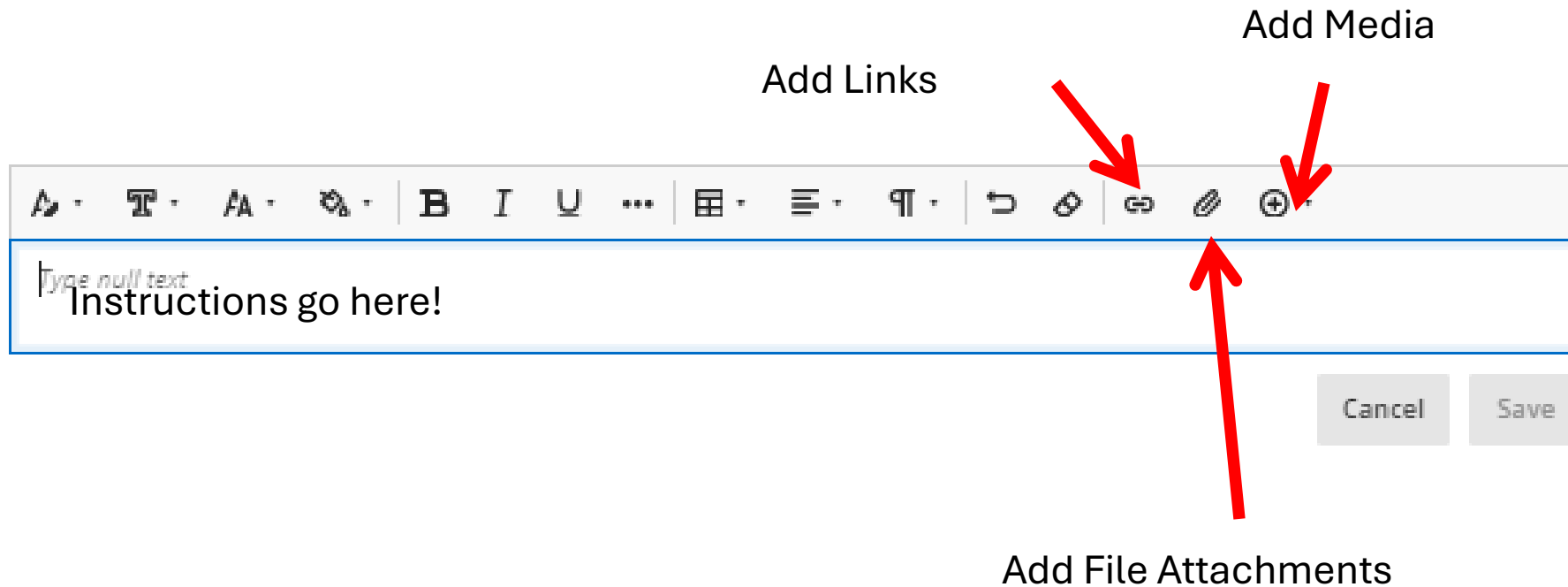
Due date: Tomorrow
Tue Aug 6, 2024 11:59 PM (EDT)

Grade category: Assignment

Grading: Points | 100 maximum points
Post grades manually when assessment is graded. [Change grade posting setting.](#)

Attempts allowed: 1 attempt

Add Text Instructions to Assignment



Assignment Settings Details & Information

Details & Information

Due date





☐ No due date

☐ Prohibit late submissions
In progress attempts will be submitted automatically at the due date and time

☐ Prohibit new attempts after due date
Students can't start new attempts once the due date and time has passed

☐ Allow class conversations

Due Date

Check to not allow late.
In progress will Auto-submit

Check to keep students from starting
after the due date

Create a discussion associated with this
assignment

Submission Type

Submission Details

Submission method

Online submissions

* Allowed format for online submissions

☒ File upload

Permitted file types

No restrictions

☒ Text entry

Determines if students can upload a file, type into a text box, or both.

ONLINE - Students will make a submission in Blackboard.

Permitted file types

No restrictions

Filter or add a custom extension

Word (.doc, .docx)

Excel (.xls, .xlsx)

Images (.jpg, .jpeg, .png)

PowerPoint (.ppt, .pptx)

Compressed Files (.zip)

Coming Sept 2026

Submission Details

Submission method

Offline submissions

OFFLINE – Students do NOT make a submission in Blackboard

Manual Column that has Due Date and allows Rubric grading

Assignment Settings

Grading & Submissions

Grading & Submissions

Grade category
Assignment - ← Gradebook category

Attempts allowed
1 - ← Attempts Allowed (can be changed)

Grade using
Points - ← Display as

Maximum points
100 - ← Points in Gradebook

Anonymous grading
☐ Hide student names ← Grading and Review Options

Evaluation options
☐ 2 graders per student
☐ Peer review
☐ Delegated Grading

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

About Grade Posting

If this is NOT checked,
students will not see grades
until you POST them

Assessment grade

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

Assignment Settings

Additional Tools

Additional Tools

 Time limit
[Add time limit](#)

 Use grading rubric
[Add grading rubric](#)

 Assigned groups
[Assign to groups](#)

← Time Limit

← Grading Rubric

← For Group Assignment

 Time limit 

Add time limit

minutes

Submission rules

☒ Work is automatically saved and submitted when time expires

☐ Students have extra time to work after the time limit expires

Assignment Settings

Description

Description

Add a description

Maximum 750 characters



Text that will appear on
content page

750 chars
No formatting

Important

- Once a student opens an Assignment or Test item, you are unable to make changes to that item.
- Keep **Hidden from Students** until ready to have students see this!

Student View of Assignment

The screenshot displays the 'New Assignment 8/5/24' interface. On the left, a sidebar contains a 'Details & Information' section with an 'Assessment due date' of 8/6/24, 11:59 PM and 'Attempts' showing 1 attempt left. Below this is a 'Grading' section with a table showing 'Maximum points' as 100. The main content area is titled 'New Assignment 8/5/24' and includes 'Assignment Instructions' which describe the task of creating an SPSS dataset. It lists three files for download: 'HOMEWORK - Module 2.pdf', 'Homework2_GradingRubric.pdf', and 'CooperatingTeacherSurvey_Codebook.doc'. A section titled 'About these files:' provides details for each. At the bottom of the main area is a 'Submission' box with the text 'Drag and drop files here or click to add text'. On the right, a 'Details & Information' sidebar repeats the due date and attempts information, and includes a 'Grading' section with a table showing 'Maximum points' as 100. A red arrow points from the 'View instructions' button in the sidebar to the 'Submission' box. Another red arrow points from the text 'If timed, this will say “Start Attempt”' to the 'View instructions' button.

Test Ultra Course - Lisa 2023

New Assignment 8/5/24

Details & Information

Assessment due date
8/6/24, 11:59 PM

Attempts
1 attempt left

Grading

Maximum points	100 points
----------------	------------

Assignment Instructions

Use the Homework instructions and create your own SPSS dataset from the survey responses and codebook provided. After you have completed adding the 10 responses, append 20 more cases from an existing SPSS dataset.

A Grading Rubric is below so that you can see if you have completed all of the components of this assignment.

HOMEWORK - Module 2.pdf ...

Homework2_GradingRubric.pdf ...

About these files:
CooperatingTeacherSurvey_Codebook.doc - The codebook describing the variables in this dataset
CooperatingTeacherResponses.pdf - The first 10 survey responses that you must enter into the dataset
AppendCases.sav - and SPSS dataset created by your fellow research assistant. Append these to your dataset

CooperatingTeacherSurvey_Codebook.doc ...

Submission

Drag and drop files here or click to add text

Details & Information

Assessment due date
8/6/24, 11:59 PM (EDT)

Attempts
1 attempt left

Grading

Maximum points	100 points
----------------	------------

View instructions

If timed, this will say “Start Attempt”

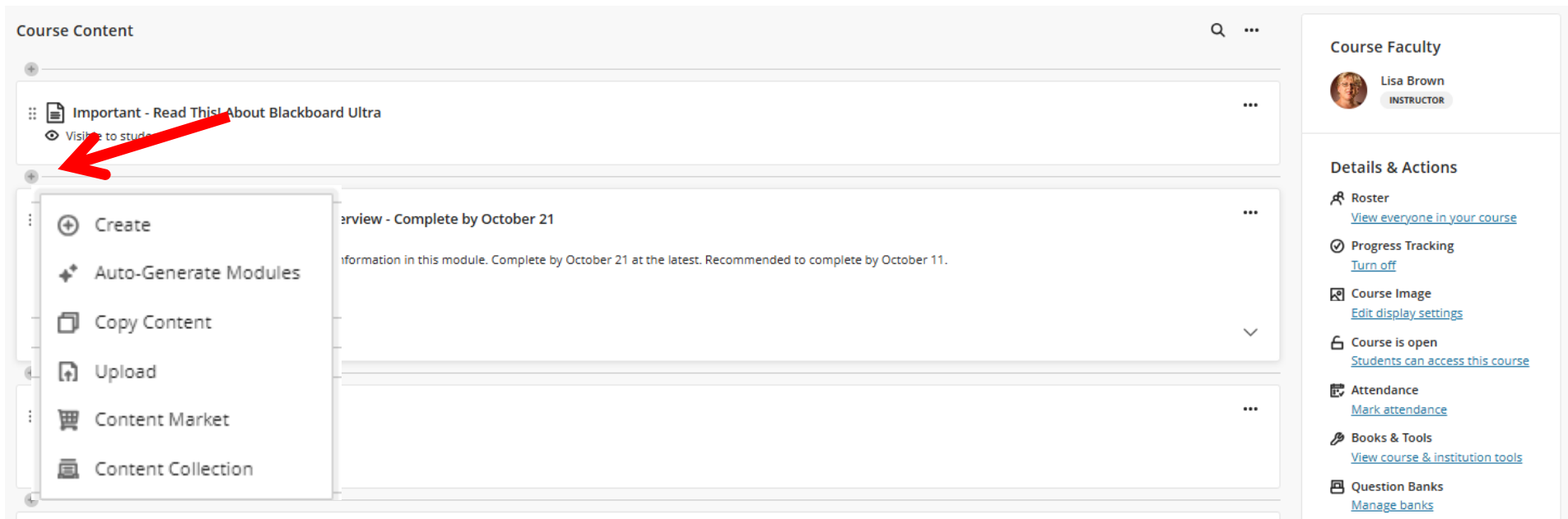
Use Tests for More than Exams

Why use a test?

- Information Retrieval Practice
- Low-stakes quizzes
- Pre-assessments
- Self-Checks
- Formative Assessment

A quiz can be an opportunity to learn, not just an opportunity to earn points.

Reminder - Create



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Create a Test

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

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February 13 - February 26

Create Item

Course Content Items

Learning module

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Document

Link

Teaching tools with LTI connection

SCORM package

Assessment

Test

Assignment

Participation and Engagement

Discussion

Journal

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Setup a Test

The screenshot shows the 'New Test' setup page in Canvas LMS. The page title is 'Course Prep for EDE486' and the test name is 'New Test 10/26/23'. A red arrow points to the test name with the label 'Name'. Another red arrow points to the 'Hidden from students' dropdown menu with the label 'Visibility'. A third red arrow points to the 'Settings' gear icon in the 'Test Settings' panel with the label 'Settings'. A fourth red arrow points to the plus icon in the 'Create your assessment' section with the label 'Instructions and Questions'. A fifth red arrow points to the 'Allow students to add content at end of assessment' checkbox with the label 'Instructions and Questions'. A black tooltip box titled 'Name your test' is visible, stating: 'Engaging and specific titles help students know what to expect. You can edit the title at any time.' The 'Test Settings' panel on the right includes sections for 'Due date' (10/27/23, 12:00 AM (EDT)), 'Grade category' (Test), 'Grading' (Points | 100 maximum points, Post grades automatically when assessment is graded. Change grade posting setting.), and 'Attempts allowed' (1 attempt).

Course Prep for EDE486

New Test 10/26/23

Hidden from students

Name

Visibility

Name your test

Engaging and specific titles help students know what to expect. You can edit the title at any time.

Student Activity Question Analysis

Create your assessment

Select the plus icon to get started

Allow students to add content at end of assessment

Students can add text, images, and files here.

Instructions and Questions

Test Settings

Due date

10/27/23, 12:00 AM (EDT)

Grade category

Test

Grading

Points | 100 maximum points

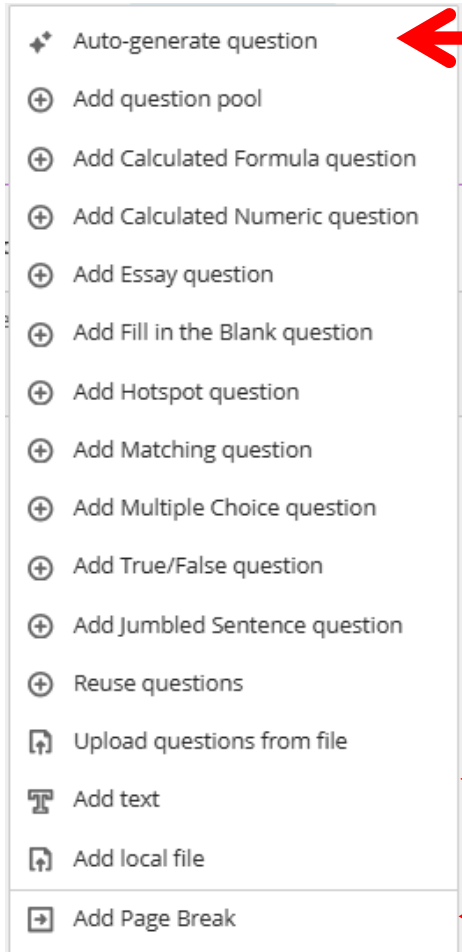
Post grades automatically when assessment is graded. [Change grade posting setting.](#)

Attempts allowed

1 attempt

Settings

Add Items to Test



AI Design – Generate Question

Create TEST questions

Use Question Bank or File Upload

Add TEXT and/or LOCAL FILE
Instructions

Page Break

- ✦ Auto-generate question
- ⊕ Add question pool
- ⊕ Add Calculated Formula question
- ⊕ Add Calculated Numeric question
- ⊕ Add Essay question
- ⊕ Add Fill in the Blank question
- ⊕ Add Hotspot question
- ⊕ Add Matching question
- ⊕ Add Multiple Choice question
- ⊕ Add True/False question
- ⊕ Add Jumbled Sentence question
- ⊕ Reuse questions
- 📁 Upload questions from file
- 📄 Add text
- 📁 Add local file
- ➡ Add Page Break

Add Text or File

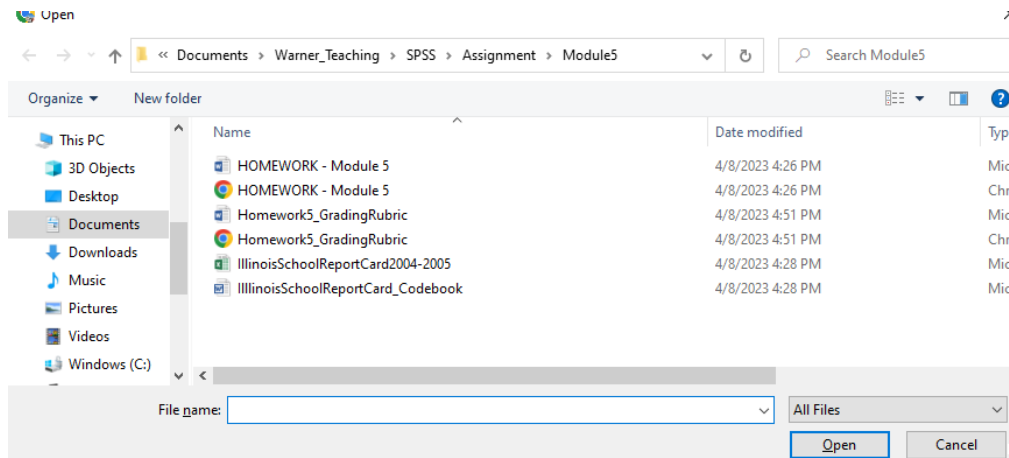


Type null text

Instructions go here!

Cancel

Save



Edit File Options

* Display Name

HOMEWORK - Module 5.pdf

File Options

☒ View and download

☐ View only

☐ Download only

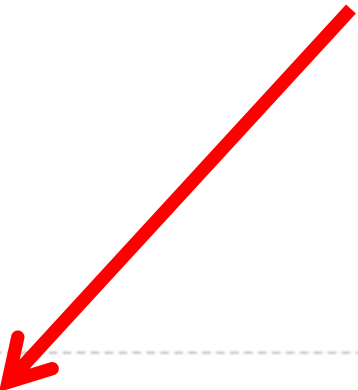
Close

Save

End of Test Submission Area

IMPORTANT – May want to turn this OFF

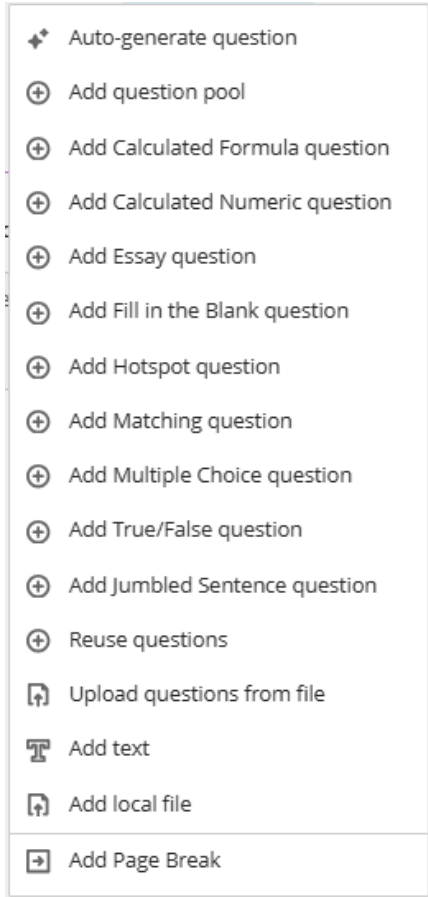
There are NO points associated with items submitted here in a TEST



Students can add text, images, and files here.

For a timed test that includes only a file upload - Use Assignment instead.

Add Questions - Types



Calculated Formula
Calculated Numeric
Essay Question
Fill in the Blank
Hotspot
Matching
Multiple Choice
True/False
Jumbled Sentence

See Video on Creating each Type or see Bb Help

https://help.blackboard.com/Learn/Instructor/Ultra/Tests_Pools_Surveys/Question_Types#ultra_types

AI Design – Auto-Generate Questions

Magic Tricks Testing 🎩

Auto-Generate Questions

Define questions

Description

Enter a short description, learning objectives, or topic...

Select course items

Selected course items will be used to help improve suggestions.

Question Type

Inspire me!

Complexity

Low High

Number of questions

1 10

Advanced options

Generate

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

Question 1

Which one of the following magic tricks is also known as 'the French drop'?

(A) Levitation Trick

(B) Sawing a Person in Half Trick

(C) Rabbit from a Hat Trick

(D) Vanishing Coin Trick Correct answer

Question 2

True or False: Houdini was known for his escapology acts.

True Correct answer

False

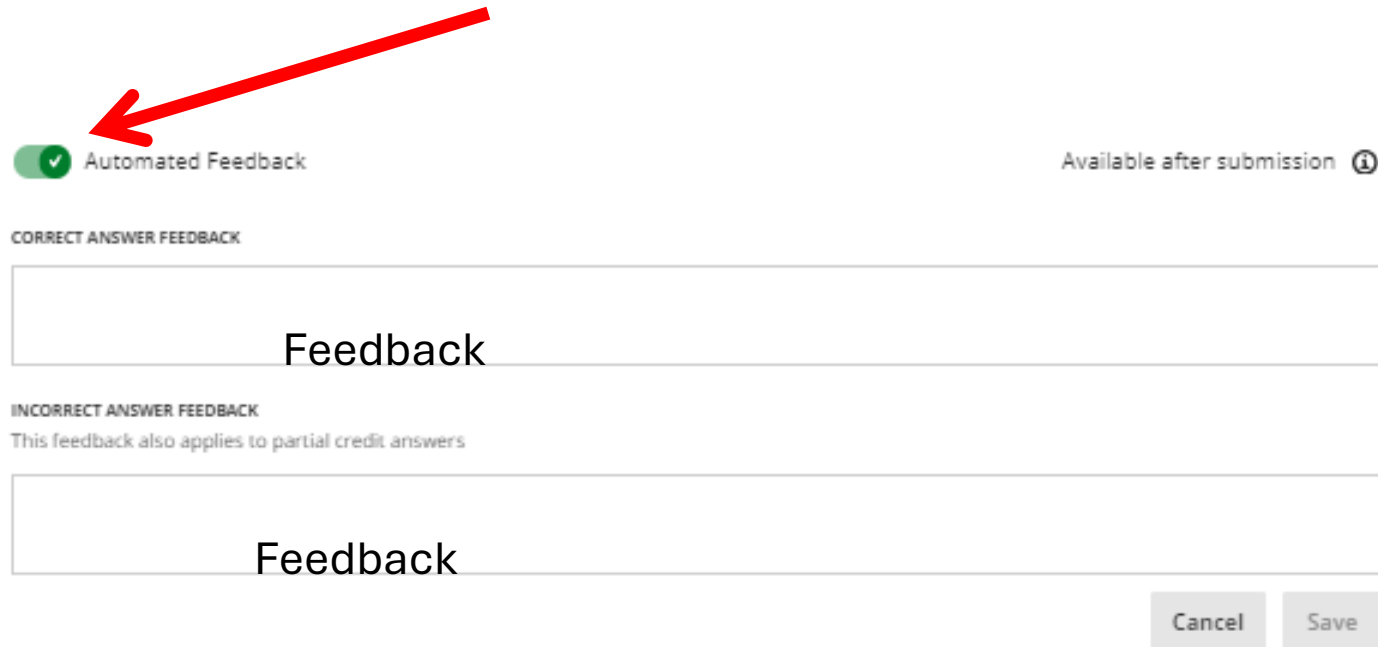
Question 3

Explain the concept of misdirection in magic tricks and provide an example.

Example of a correct response

Misdirection in magic refers to the technique of diverting the audience's attention away from the secret move or method used to

Automated Feedback on Questions



☒ Automated Feedback Available after submission ⓘ

CORRECT ANSWER FEEDBACK

Feedback

INCORRECT ANSWER FEEDBACK
This feedback also applies to partial credit answers

Feedback

Cancel Save

Provides students with an opportunity to learn from the test.

Student View

Autograded Test

Details & Information

 **Assessment due date**
11/13/23, 12:00 AM

 **Attempts**
0 attempts left

Grading

 **Your Grade** **60 / 80**

Assessment Results

 **Submission View**
Available now

 **Automated Question Feedback**
Available now

 **Question Scores**
Available now

 **Correct Answers**
Available now

Score or Grade

Feedback options

Correct Answers

Question 1 10/10

Earth is the fourth planet from the sun.

☐ True

☒ False Correct answer

 Feedback
Great job

Question 2 10/10

If $5x + 32 = 4 - 2x$, what is the value of x ?

Show answer choices ▾

 Feedback
Great job

Incorrect Answers

Question 7 0/10

If a small glass can hold 10 ounces of water, and a large glass can hold 24 ounces of water, what is the total number of ounces in 4 large and 3 small glasses of water?

Round your answer to 0 decimal places.

Your Answer: 136

Incorrect
The answer is 126.

 Feedback
Review your math.

Question 8 0/10

If the average human body temperature under normal conditions ranges between 36.5 and 37.5 degrees Celsius, what is the average human body temperature in degrees Fahrenheit?

Your Answer: 100

Incorrect
The answer is 98.6 ± 0.5 .

 Feedback
Review your Celsius to Fahrenheit formula

Test Settings

Details & Information

Details & Information

Due date





Due Date

☐ No due date

☐ Prohibit late submissions
In progress attempts will be submitted automatically at the due date and time

Check to not allow late.
In progress will Auto-submit

☐ Prohibit new attempts after due date
Students can't start new attempts once the due date and time has passed

Check to keep students from starting after the due date

☐ Allow class conversations

Create a discussion associated with this test

Test Settings

Presentation Options

Presentation Options

☐ Display one question at a time

☐ Prohibit backtracking

☐ Randomize questions

☐ Randomize answers

Multiple Choice answer options are randomly ordered for students

☐ Randomize pages

☐ Do not randomize first page

← Presentation options for test questions

← Note – this is for all MC questions!

Test Settings

Grading & Submissions

Grading & Submissions

Grade category



Gradebook category

Attempts allowed



Attempts Allowed (can be changed)

Grade using



Display as

Maximum points



Points in Gradebook –As calculated by Questions

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

Anonymous grading

☐ Hide student names

You can't hide student names because automatic grade posting is turned on.



Grading and Review Options

Evaluation options

☐ Delegated Grading



Grade Posting Options

Assessment grade

☒ Post assessment grades automatically

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



Test Settings

Assessment Results

Assessment results

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

 **Submission View**
[Available after submission](#)

 **Automated Question Feedback**
[Available after submission](#)

 **Question Scores**
[Available after individual grade is posted](#)

 **Correct Answers**
[Available after individual grade is posted](#)

Students can see what they submitted – When?

Students can see the feedback

Students can the scores per question

Students can see the correct answers

Options for Assessment Results

☒ Allow students to view their submission

After submission

After submission

After individual grade is posted

After due date

After all grades are posted

On specific date

One time

☒ Show question scores

After all grades are posted

After individual grade is posted

After due date

After all grades are posted

On specific date

Submission feedback settings

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

☒ Show question feedback

After submission

After submission

After due date

After all grades are posted

On specific date

☒ Show correct answers ⓘ

After all grades are posted

After individual grade is posted

After due date

After all grades are posted

On specific date

Test Settings

Additional Tools

Additional Tools

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

← Time Limit

 **Time limit** 

Add time limit

minutes

Submission rules

☒ Work is automatically saved and submitted when time expires

☐ Students have extra time to work after the time limit expires

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

← For Group Test
This is not Released to Group –
this is single submission per
group!

Test Settings Description

Description

Add a description

Maximum 750 characters



Text that will appear on
content page

750 chars
No formatting

Create Meaningful Discussions

What makes a good discussion?

- Ask questions that require interpretation, application, or synthesis
- Give students something to respond *to*
- Make peer interaction meaningful
- Use discussions as preparation for another activity
- Focus on Smaller groups vs. whole-class discussion
- Provide instructor presence without dominating the conversation

Write Good Prompts

Instead of

What did you think about this week's reading?

Try this instead

The author argues that _____. Identify one assumption behind this argument and explain whether you agree or disagree. Use an example from the reading to support your position. Then respond to one classmate whose interpretation differs from yours.

AI Design Assistant Can Help

Auto-Generate Discussion

Define the discussion

Description

include instructions about how to engage students with their peers effectively as a numbered list

Select course items

Selected course items will be used to help improve suggestions.

Desired cognitive level

Inspire me!

Complexity

Low High

☐ Generate discussion title

Advanced options

Generate

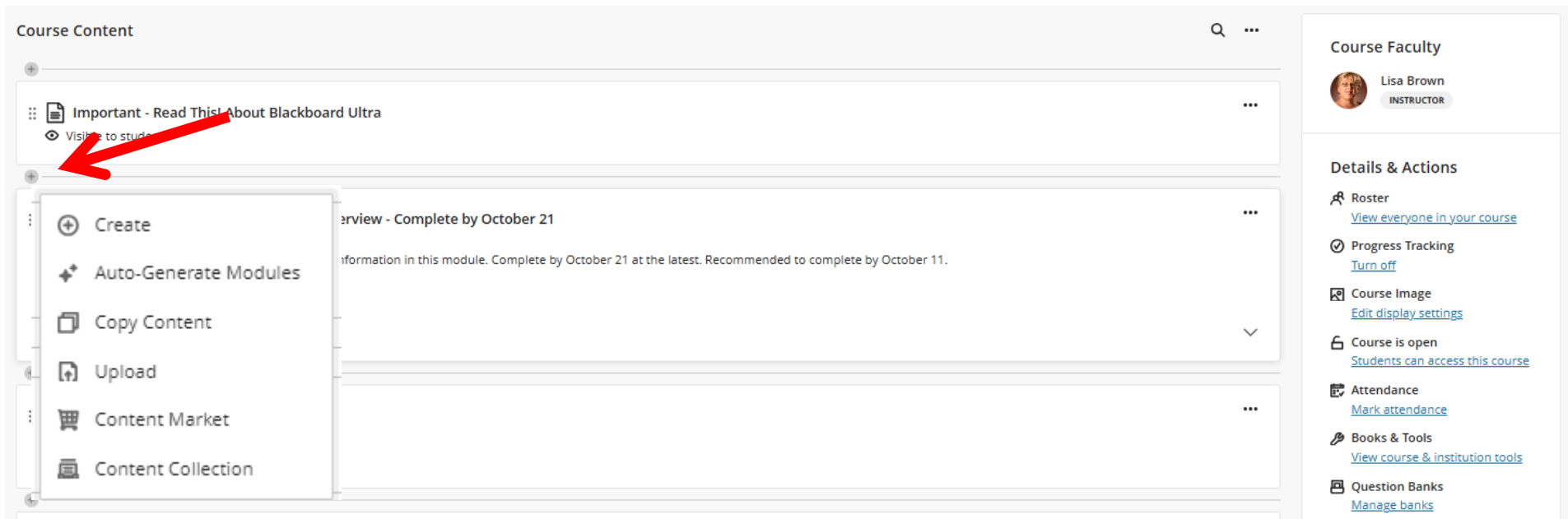
This is auto-generated content and needs to be checked for accuracy and bias

- In this discussion, reflect on how we construct meaning from information that isn't neatly labeled as right or wrong. Consider a recent decision you faced where the reasoning process was more about interpretation than about finding a single correct answer. To deepen the discussion, include at least one of the authentic elements: a diagram that maps the factors you weighed, an interview with someone who challenged your perspective, a mock scenario that tests your decision path, a photograph capturing the moment you made the choice, a podcast or speech you listened to that influenced you, a real-life experience you drew from, a reference list of sources you consulted, a video that helped you visualize the trade-offs, or a work-related experience that mirrors your own situation. Your post should explore how context, bias, and uncertainty shape what we consider valid evidence and how this affects metacognitive awareness—not just the outcome. Describe the cognitive steps you took, the assumptions you questioned, and how you would improve the process in the future. In your response, engage with peers by asking clarifying questions, offering a counterexample, and suggesting a revised approach. Please use the following instructions to engage effectively: 1) read others' posts carefully and summarize their main claim in your opening sentence; 2) identify at least one implicit assumption and label it; 3) propose an alternative perspective or method and justify it with reasoning; 4) respond to at least two peers with constructive feedback and a concrete next step; 5) include one concrete source or reference if applicable when you discuss conceptual ideas.

Cognitive level: Create

include instructions about how to engage students with their peers effectively as a numbered list

Reminder - Create



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Create a Discussion

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

UNIVERSITY OF ROCHESTER



MELIORA

51

Setting up a Discussion Board

Magic Tricks Testing

New Discussion 4/14/2025

Auto-generate discussion

Hidden from students

Discussion Settings

Grading
Discussion isn't graded

Use this space to start a discussion!
Make an initial post to start a discussion. Participants can add responses and replies.

What do you want to talk about?

Initial Prompt

Save

Visibility

Settings

Edit Prompt

Discussion Topic



Follow

prompt

Post a response to the discussion

Post



No posts yet.

Posts and replies will show up here.

Discussion Settings

New Discussion 4/14/24

Discussion Settings

Details & Information

☒ Display on Course Content page



Uncheck to only make available on Discussion menu

☐ Post first
Hide discussion activity until student responds



Check to make this “post first” required

☐ Prevent editing
Students cannot edit or delete published posts



Check to prevent students from editing or deleting

☐ Allow anonymous responses and replies
It is not possible to grade a discussion with anonymous posts



Check to allow anonymous posts and replies

☐ Grade discussion
This discussion counts for a grade



Check to make this graded and open new options

Grading Settings for Discussion

☒ **Grade discussion**

This discussion counts for a grade

Grading and Participation

Due Date

4/6/26



3:29 PM



Add due date

☒ **Participation Requirement**

1



Post or Reply



Participation type

☐ **Second Due Date**

Adds a second due date requiring students to contribute new posts and/or replies after the initial deadline

☐ **Stop discussion activity after due date**

After the due date, students cannot reply or edit posts

Grading Settings for Discussion

☒ **Second Due Date**
Adds a second due date requiring students to contribute new posts and/or replies after the initial deadline

4/7/26

3:34 PM

☒ **Participation Requirement**

1

Post or Reply

☐ **Stop discussion activity after last due date**
After the due date, students cannot reply or edit posts



Add second due date



Type of Participation category



Freeze discussion after due date



Grade Settings for Discussion

Grade category

Discussion

Grade using

Points

*** Maximum points**

100

Additional Tools



Use grading rubric

[Add grading rubric](#)

Group discussion

[Assign to groups](#)



Gradebook category



Display as



Points in Gradebook



Assign Rubric



Assign to Groups

Groups in Discussion Boards

Additional Tools



Goals & standards

[Align with goals](#)



Group discussion



Assign to visible groups



Group discussion

Description

Discussion Settings

Description

Description

Add a description

Maximum 750 characters

Text that will appear on
content page

750 chars
No formatting

Follow Discussions

Discussion Topic

   Follow

prompt

Post a response to the discussion

Post

 Notifications have been enabled for this discussion. You can change your preferences in the [notification settings](#)

prompt

Post a response to the discussion

Post

No posts yet.

Posts and replies will show up here.

Recommended Email Notification Settings

Suggested

Profile
Notification Settings

Email Notifications

☒ Email me right away
☐ Email me once a day

Notify me by email about these activities

☐ Discussion activity (5) ↑

- ☐ Activity on my responses
- ☐ Activity on responses I have replied to
- ☐ Responses from instructors
- ☒ Responses for followed discussions
- ☒ Replies for followed discussions
- ☒ New gradable items
- ☐ New grades and feedback
- ☒ New messages
- ☐ New content added
- ☐ New and upcoming due dates
- ☐ Past due items
- ☐ New courses available

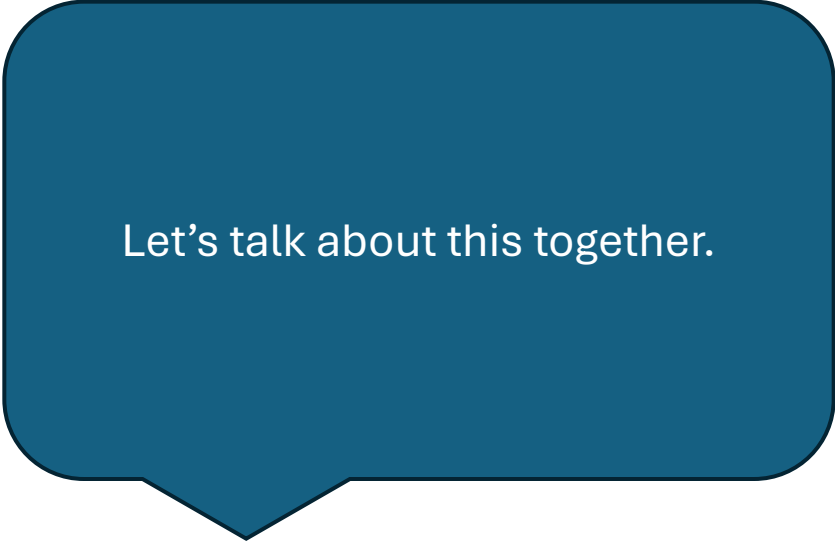
Cancel Save

Support Reflection and Metacognition

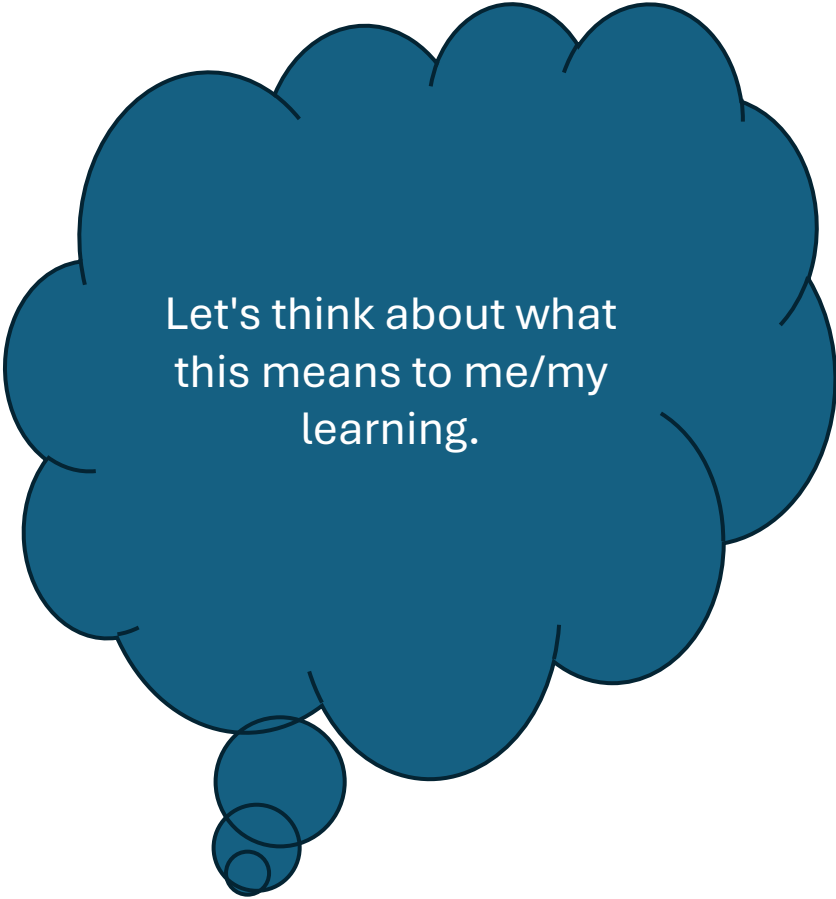
Why a Journal?

- Reflection
- Metacognition
- Connecting theory and practice
- Learning from mistakes
- Professional reflection
- Private vs. Public

Discussion versus Journal

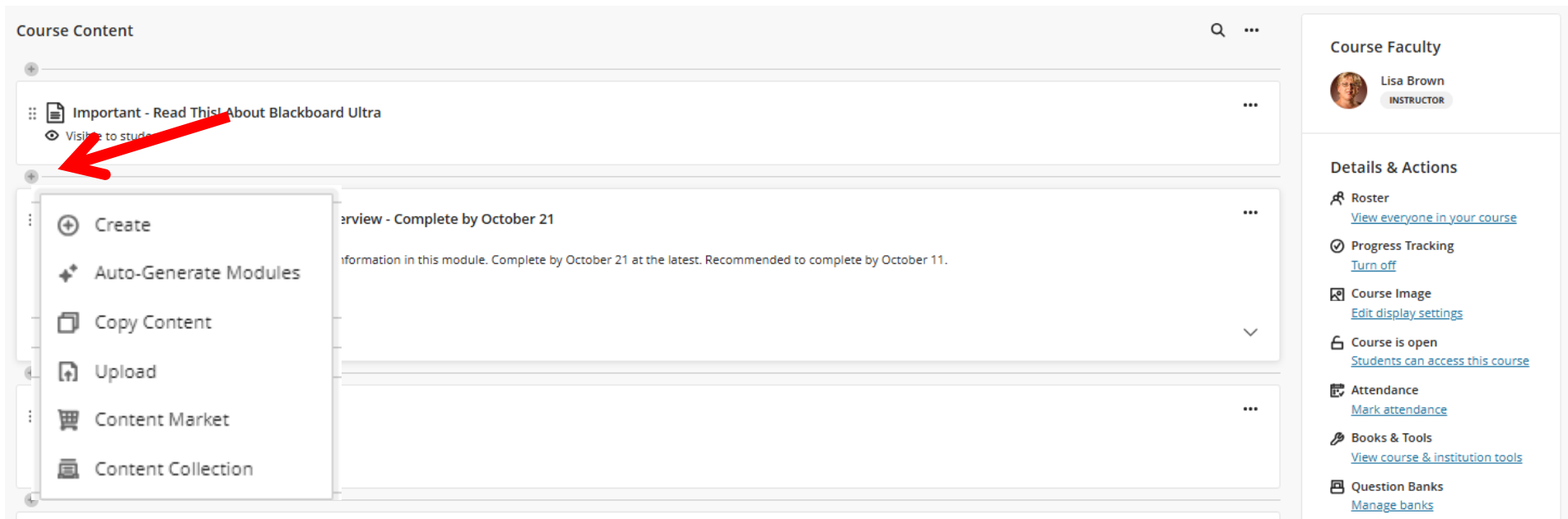


Let's talk about this together.



Let's think about what
this means to me/my
learning.

Reminder - Create



The screenshot displays the Blackboard Ultra interface for a course. On the left, the 'Course Content' sidebar is visible, featuring a search icon and a list of items. The first item is 'Important - Read This! About Blackboard Ultra', which is marked as 'Visible to students'. A red arrow points to the 'Create' button in the sidebar menu. Below 'Create' are other options: 'Auto-Generate Modules', 'Copy Content', 'Upload', 'Content Market', and 'Content Collection'. The main content area shows a list of course items, including 'Interview - Complete by October 21' and 'Information in this module. Complete by October 21 at the latest. Recommended to complete by October 11.' On the right, the 'Course Faculty' section lists 'Lisa Brown' as the 'INSTRUCTOR'. Below this, the 'Details & Actions' section provides links for various course management tasks: '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), and 'Question Banks' (Manage banks).

Create a Journal

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 ▾
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Create Item

Course Content Items

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UNIVERSITY OF ROCHESTER

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Setting up a Journal

Magic Tricks Testing

New Journal 4/14/24

Journal Participation



Journals are a personal space for students to communicate privately with you.
Create a prompt to get students started with their journal entries.

T · ... · ¶ · ↶ ↷ ⊕ ·

What do you want students to focus on?

Save

AI Design

Auto-Generate Journal

Hidden from students

Journal Settings

Grading
Journal isn't graded

Visibility

Settings

Edit Prompt

Journal Topic ...

prompt

 Edit

 Delete

Example prompt

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 part of 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 part of your journal should...

Do not submit this as a Word document attachment, please type directly into the journal entry space.

AI Design Assistant Can Help

✕

Auto-Generate Journal

Define the journal

Description

Enter a description or set of keywords...

Select course items

Selected course items will be used to help improve suggestions.

Desired cognitive level

Inspire me!

Complexity

Low

High

☐ Generate journal title

Advanced options

⌵

Generate

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

☐ Frequency: Weekly As you reflect on your learning journey in Ultra Test course, describe how you define "skill development" beyond memorizing formulas or rules. Consider a moment when you realized a threshold in your thinking—perhaps a concept that once felt rigid now feels flexible, or a problem that initially seemed straightforward became a puzzle requiring new approaches. Your entry should explore the metacognitive nature of learning: how you decide what to focus on, how you monitor your own understanding, and how your approach to problem-solving shifts over time. Include at least one element from the following list to enrich your reflection: A Diagram, An Interview, A mock scenario, A Photograph, A Podcast/Speech, A real-life experience, A Reference List, A Video, A work-related experience. You might diagram a decision-making process you used during a recent study session, capture a photo of a workspace that helped you think differently, or summarize a short interview with a peer about a breakthrough moment. Your writing should move beyond facts to examine assumptions, biases, and the quality of your thinking. Each weekly entry should build a coherent thread that shows how your strategies for evaluating your own progress evolve over the course of the semester.

Cognitive level: Analyze

☐ Frequency: Bi-weekly In this prompt, you are invited to evaluate how collaboration shapes your personal learning outcomes and how you contribute to group efforts in ways that align with your own values and strengths. Think about a recent group activity, project, or discussion where multiple perspectives emerged. Rather than simply recounting what happened, assess the dynamics: when did collaboration enhance understanding, and when did it hinder progress? How did you decide what to contribute, and how did you listen to others' ideas? Create a framework or set of criteria you can apply to future collaborations to decide when to lead, when to support, and when to step back. Include one or more authentic elements from the list to deepen the analysis: A Diagram, An Interview, A mock scenario, A Photograph, A Podcast/Speech, A real-life experience, A Reference List, A Video, A work-related experience. For example, you could design a mock scenario in which a teammate has conflicting priorities and analyze possible outcomes, or conduct a short interview with a classmate about how they perceive your collaborative style. Your entry should challenge you to move from descriptive reporting to an evaluative stance about the quality and impact of your collaborative choices.

Cognitive level: Evaluate

Cancel

Add

UNIVERSITY OF ROCHESTER

MELIORA

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Journal Settings

New Journal 11/12/23

Journal Settings

Details & Information

☐ Grade journal
This journal counts for a grade

☒ Allow users to edit and delete entries

☒ Allow users to edit and delete comments

Additional Tools

Check to make this graded and open new options

Uncheck to prevent students from editing or deleting

Grading Settings for Journal

Details & Information

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

Participation & Grading

Due date

11/13/23  2:59 PM 

Grade category

Journal ▾

Grade using

Letter ▾

Maximum points

100

Additional Tools

 Use grading rubric
[Add grading rubric](#)

← Add due date

← Gradebook category

← Display as

← Points in Gradebook

← Assign Rubric

Journal Settings

Description

Description

Add a description

Maximum 750 characters



Text that will appear on
content page

750 chars
No formatting



Use Rubrics to Guide Learning



Why Rubrics?



For the Student

- Help students understand what success looks like.
- Help students monitor their own work.
- Help students see where they can improve.

For the Faculty

- Supports consistent evaluation
- Provide Focused feedback
- Efficiency in grading process

Sharing with students can impact performance

Assignment Rubrics

Designing Online Courses (EDE486.01.FALL2026WSE)

New Assignment 7/31/26

Content and Settings

Submissions (0)

Student Activity

Instructions

Click to add text or drag and drop files here

Print

Assignment Settings

Due date

Tomorrow

Sat Aug 1, 2026

Grade category

Assignment

Submission Display

File upload and

Grading

Points | 100 m

Post grades m

assessment is

Change grade

Attempts allowed

1 attempt

Grade using

Points

Maximum points

100

Anonymous grading

☐ Hide student names

Evaluation options

☐ 2 graders per student
 ☐ Peer review
 ☐ Delegated Grading

Assessment grade

☐ Post assessment grades automatically

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

Assessment security

Access code

Add access code

Proctored assessment

Configure proctoring settings

Additional Tools

Time limit

Add time limit

Use grading rubric

Add grading rubric

Assigned groups

None

Description

Add a description

Maximum 750 characters

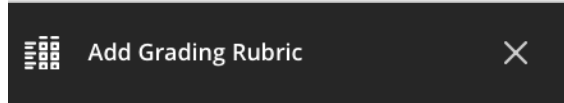
Cancel

Save



Assignment Rubrics

Assignment Settings



Course Rubrics

Your rubric can be percentage-based or point-based. For point-based rubrics, select the checkbox to assign the rubric's possible points to the maximum points of the content.

[Show more](#)

Create

Generate



Course Profile

Possible Points: 5 [View](#) [Add](#)

☐ Use rubric's possible points

Final Project

Possible Points: 10 [View](#) [Add](#)

☐ Use rubric's possible points

Instructional Resources and Tools assignment

Possible Points: 5 [View](#) [Add](#)

☐ Use rubric's possible points

LOT Assignment

Possible Points: 10 [View](#) [Add](#)

☐ Use rubric's possible points

Assignment Rubrics

Rubric Type ✓ Percentage Percentage Range Points Points Range No Points				
Criteria		Satisfactory	Unsatisfactory	Poor
Criterion 1	Type a description	75% Type a description	50% Type a description	25% Type a description
25% of total grade				
Criterion 2	100% Type a description	75% Type a description	50% Type a description	25% Type a description
25% of total grade				
Criterion 3	100% Type a description	75% Type a description	50% Type a description	25% Type a description
25% of total grade				
Criterion 4	100% Type a description	75% Type a description	50% Type a description	25% Type a description
25% of total grade				



Assignment Rubrics

Generate Rubric

Define rubric

Description

Enter a short description, learning objectives, or topic for this rubric.

Rubric Type

Percentage

Complexity

Low High

Columns

2 5

Rows

2 7

Advanced options



✦ Generate

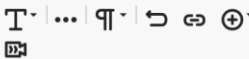


Generating rubric

Using Assignment Rubrics when Grading

>

 Overall Feedback ^



Enter your feedback

Cancel Save Changes

 Grading Rubric ^

Submission
Maximum Score: 10 points -- / 10 ⓘ

☒ Show descriptions

Course Content Page
2 possible points (20%) - + ↑

Unacceptable	0
Acceptable	1
Excellent	2

Course Information
2 possible points (20%) - + ↑

Unacceptable	0
Acceptable	1
Excellent	2

Module Chunking
2 possible points (20%) - + ↑

Unacceptable	0
Acceptable	1
Excellent	2

Additional Workshops

- Teaching in Ultra Courses (STEP 5)
 - August 25, 12noon





University
of Rochester

Questions?

