



ePortfolio **FACULTY**

Startup Guide [2017-18]

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1. Course Template ePortfolios

[Click Here for Video Tutorial](#)

Course Template ePortfolios allow your students to create from an ePortfolio template within your course. This assures that student ePortfolios created from your course template will appear in your roster of ePortfolios viewable on your Course page, and that your student ePortfolios will begin with your expected sequence of topics and assignments.

1.0 Overview of Steps

1. Enter Course Page.
2. Click on “ePortfolios” tab.
3. Click “Add Portfolio”.
4. Search for your ePortfolio by name, then click “Add”.
5. Select “Yes” under the option to make it a template. Save.

1.1 Course Template or “From Scratch”?

Students also have the option of creating an ePortfolio “From Scratch.” Many instructors prefer this option because it grants greater freedom for students to create a unique design. Other instructors prefer the “Create from Template” option for the advantages listed above. Should you wish to allow your students to create from scratch, they may follow the instructions provided in the Video Tutorials to add your course in their “Additional Permissions” settings. This will add their ePortfolios to the course roster viewable on your Course page. (see Video Tutorials)

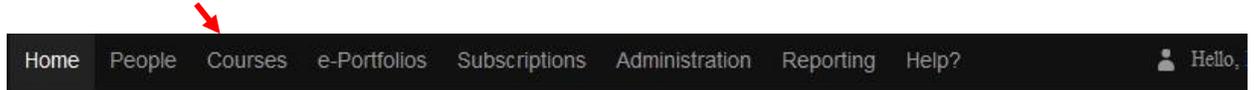
1.2 Setting an ePortfolio as Course Template

To set an ePortfolio as a Course Template, you will first have to create the portfolio in Digication. Make sure you set your permissions to at least “Private within the University”. Guides to ePortfolio creation can be found in both the Video Tutorials as well as the Quick Start Guide. Set up the ePortfolio structure that will serve as a template for your students. Once you have created your ePortfolio, follow the steps below:

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1.2a My Courses

There are two ways to access your courses. The first is at the top of your homepage. You can select “Courses”



The other option is located in the left-hand column on the homepage labeled “My Courses.” It is in the left column below the e-Portfolio section. Here you will see a list of current courses. Click on your desired course.

My Courses



ENG 201 F3

ENG 201 F3: 01/25/16 - 06/01/16

Writing 2

0 Posts 1 e-Portfolio

1.2b ePortfolio Tab

Find the “ePortfolios” tab in your Course page and click on it.



1.2c Adding Your Portfolio

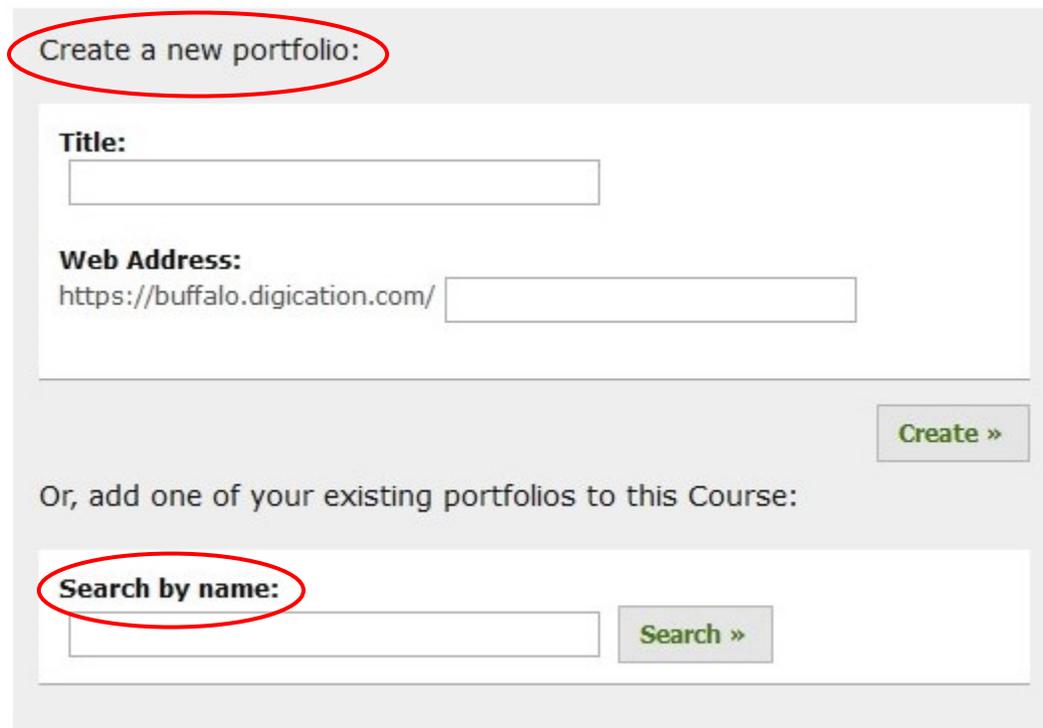
Next look for the “Add Portfolio” link. This will be located under the tabs once you are on the e-Portfolio Page. Click “Add Portfolio”.

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1.2d Search ePortfolios

On the Add Portfolio page you will see two options: “Create a new portfolio” or “Search by Name.”

A screenshot of the 'Add Portfolio' page. The page is divided into two main sections. The top section is titled 'Create a new portfolio:' and is circled in red. It contains two input fields: 'Title:' and 'Web Address:'. The 'Web Address:' field has a pre-filled URL 'https://buffalo.digication.com/' followed by an empty input box. Below these fields is a 'Create »' button. The bottom section is titled 'Or, add one of your existing portfolios to this Course:'. It contains a 'Search by name:' label circled in red, followed by an empty input field and a 'Search »' button.

Remember that your portfolio needs to have permissions set to “Private within the University,” otherwise it cannot be accessed. If searching by your exact title does not bring results, try searching the first few words of your title. Once you find the correct portfolio, click “Add”.

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Or, add one of your existing portfolios to this Course:

Search by name:

 **ENG 201 Template Portfolio**
Last Updated 20 seconds ago.
Hits: 3

1.2e Manage Portfolio Access

You will be directed to the Manage Portfolio Access page. In the drop down box under template, select “Yes” to offer the portfolio to your students and then click “Save”.

 **ENG 201 Template Portfolio**

Faculty:
Grant all faculty of this Course the following access to this portfolio:

Students:
Grant all students in this Course the following access to this portfolio:

Template:
Offer this portfolio to students as a template.

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1.2f Student Access

Students should now be able to access this portfolio as a template by going to the course page and clicking on the ePortfolio tab. From here they can click “Create e-Portfolio From Template” where they will then be directed to the portfolio Settings page and can begin to create their portfolio. Once they establish their settings and are directed to the ePortfolio creation page, their portfolio will begin from your template, where they may then proceed to individualize their content and display.

The screenshot shows the 'ENG 201 F3 > PORTFOLIOS' page. At the top, there is a navigation bar with tabs for 'Notifications', 'Assignments', 'Standards', 'Discussions', 'e-Portfolios', 'People', and 'Settings'. Below this, the 'e-Portfolios' tab is active, displaying a list of portfolios. The first portfolio is 'ENG 201 Template Portfolio (Template portfolio)'. It includes a small green icon, the text 'Last Updated 9 minutes ago.', 'Creator: Matthew Herzog Hits: 3', and 'Faculty access: Viewer Student access: None'. To the right of the portfolio name are three buttons: 'Manage Access >>', 'Remove From Course', and 'Create e-Portfolio From Template >>'. The 'Create e-Portfolio From Template >>' button is circled in red, with a red arrow pointing to it from the left. Above the list, there is a 'Sort By: Title' dropdown menu and an 'Add Portfolio' button with a green plus icon.

****IMPORTANT:** Please note that once a student creates from a course template, further changes you make to that template **do not apply updates to individual student ePortfolios**. Once created, student ePortfolios operate independently of the original template. However, you are welcome to instruct students to make any modifications they may need throughout the course (such as adding or deleting sections).

2. Creating Assignments within a Course

[Click Here for a Video Tutorial](#)

Assignments are instructor created spaces for students to hand in work. In Digication assignments are created through what Digication calls “Workflow Steps.” The software provides a number of different steps that can be used in different ways. This guide will focus on how to set up an assignment and the two most important steps: evidence and rubrics.

2.0 Overview of Steps

1. Enter Course Page.
2. Click on “Assignments” tab.
3. Click “Add Assignment”.
4. Give assignment a name and description. Save.
5. Click “Add Step” on the next page.
6. Select “Evidence” for the workflow step.
7. Give the step a name and description, then configure the due date and other settings.
8. Save. Add additional steps if desired.

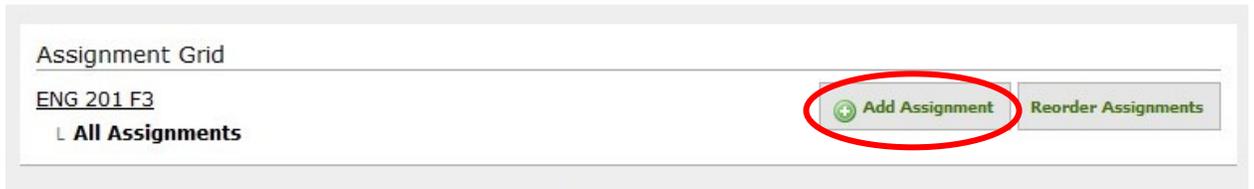
2.1 Assignments Tab

In the course page, click on the Assignments tab. At the top of the Assignments page is the Assignment Grid.



On the right is where you can begin to create assignments and also reorder them in the chart below. Before we can view the next options, we need to create an assignment. Click the “Add Assignment” tab.

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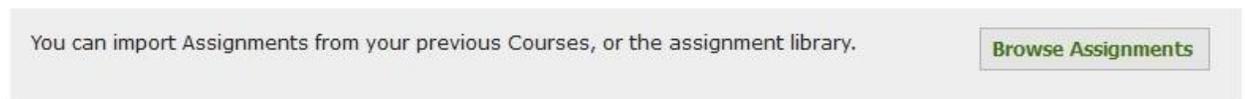


2.2 Create Assignments Page You should now be on the “Create Assignments” page. Pay careful attention as there is a specific process that you need to go through in order to access all elements of the page, which do not show up immediately.

2.2a Import Assignments

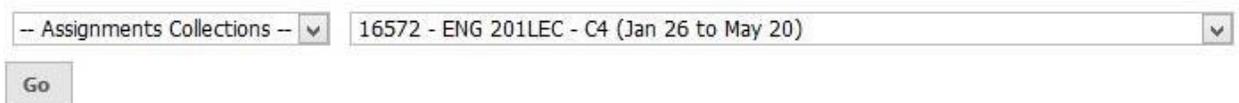
On the create assignments page you will see that there is an “Import Assignment” option. This will allow you to browse assignments from previous courses you have offered in DigiCation along with courses where you are listed as faculty.

Import Assignments



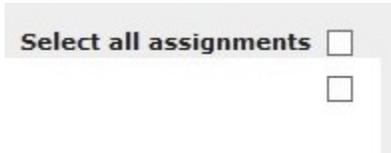
To import assignments you need to click “Browse Assignments,” then, in the Search for Assignments page, choose the previous course from the drop down menu.

Search For Assignments



The assignments for the course should come up. Off to the right you can choose either “Select all Assignments” or scroll through and choose individual assignments.

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With your assignment/s selected scroll down and click

Add

2.3b Creating a New Assignment:

Follow the instructions above to navigate to the Assignments tab within your course and then click “Add Assignments” to go to the Create Assignments page.

Assignment Grid

ENG 201 F3

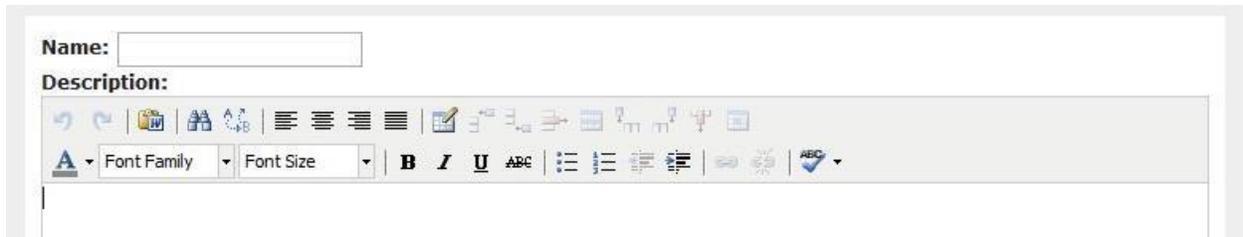
↳ All Assignments

 Add Assignment

Reorder Assignments

2.3b.1 Assignment Description To begin to create your assignment:

1. Enter the name of the assignment as well as the description you wish to provide for the assignment. It is also possible to paste from a Word file or to insert links in your description using the link icon in the editing ribbon.

A screenshot of a web form for creating an assignment. At the top, there is a "Name:" label followed by an empty text input field. Below that is a "Description:" label followed by a rich text editor. The rich text editor has a toolbar with various icons for text formatting (bold, italic, underline), alignment, and other functions. Below the text input and the rich text editor, there are "Save" and "Cancel" buttons.

2. Once you are finished, click “Save” below the description box.

Save or **Cancel**

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3. When you click “Save” you will be brought to the “Edit Assignment” Workflow Steps.

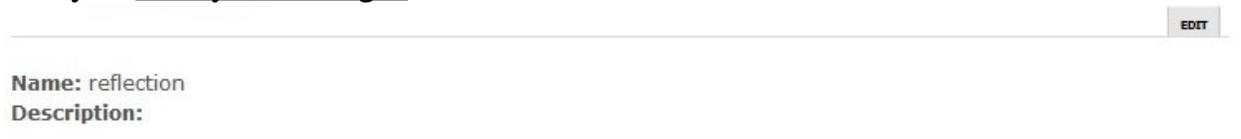
2.3b.2 Workflow Steps

Digication uses the concept of workflow steps to sequence the work students will do for the assignment. As they state, these are the building blocks for assignments.

On the Edit Assignment Workflow Steps page you will see the assignment’s place in the hierarchy of courses and assignments as well as the option to delete the assignment.

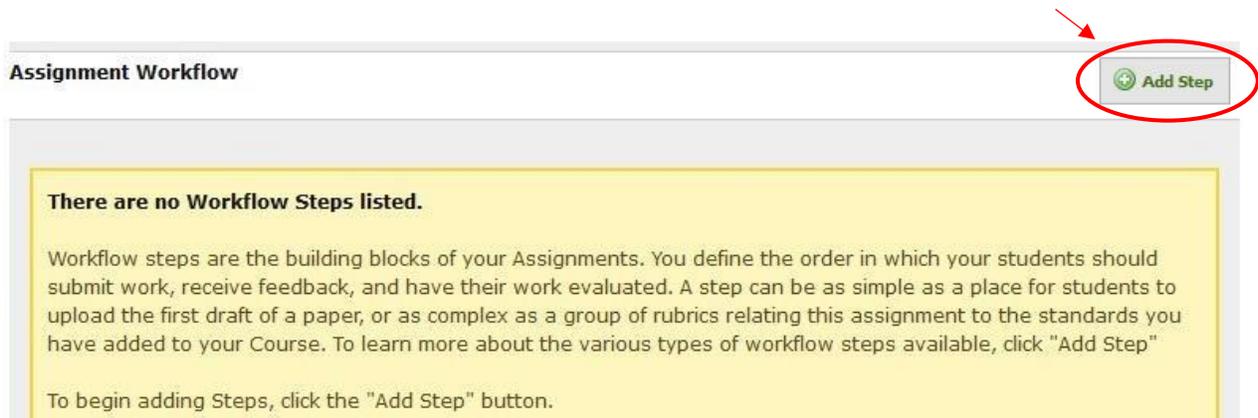


Slightly below this is your title and description with the possibility to edit. Remember that **Digication does not autosave!** Make sure that with each subsequent edit, you save your changes.



Finally, at the bottom of the page you will see the “Add Step” link as well as a brief description of Digication’s approach to workflow steps. To begin developing your assignment, click “Add Step”.

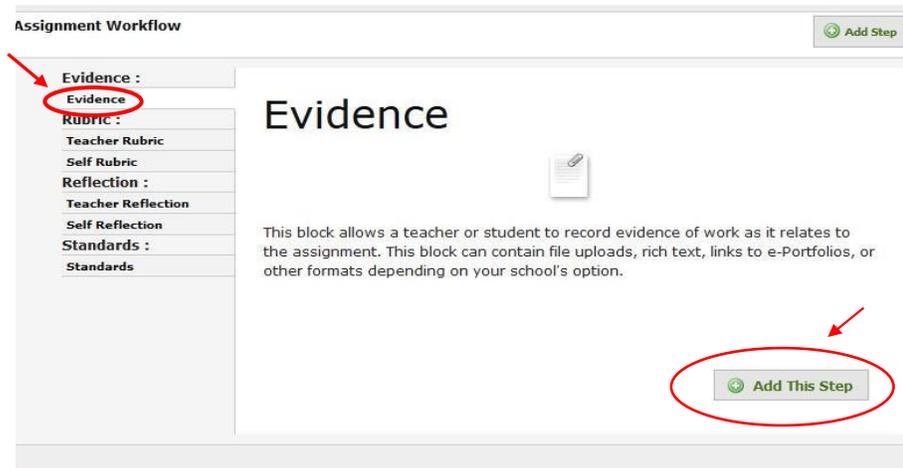
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2.4b.3 The Evidence Workflow Step

This will bring you to the Workflow Steps page. As you can see there are a number of different types of workflow steps that you can integrate based on your teaching preferences. You can also arrange them according to your teaching needs and course goals.

The Evidence workflow step is important, because it is **the step you need to add in order for students to be able to submit work**. However, the step can also serve other functions as well. An evidence step can be used by instructors to upload feedback on assignments depending on what program or software your students used to compose their assignments.



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Within the Assignment Workflow sections, click “My Evidence”, and then click “Add This Step” at the bottom.

2.4b.4 Basic Information and Step Options

1
Drag to reorder

My Evidence
No Description Edit

Basic Information

Name:
My Evidence

Description:

Step Options

This step will be available:

- After the previous step is completed
- On or after: Feb 4, 2016
- Immediately
- Only when manually opened by a teacher

This step will no longer be available:

- On or after: Feb 4, 2016 11:49am
- No deadline

Who can see this:

- Just student being assessed

After step is completed, should changes be allowed?

- Yes

Save or Cancel

[Delete this step](#)

There are two basic elements to the Evidence Step:

Basic Information – allows you to name the step. Click on the text box and delete “My Evidence” and type in your new title. For example an instructor setting up writing assignments may create four evidence steps naming them “Rough Draft,” “Feedback,” “Final Draft,” “Feedback.” The draft steps would be for the students to upload their work and the feedback steps would be for the instructor to upload assignments with feedback. Each time you add a step, whether “Evidence” or otherwise, you will have the ability to rename the step.

Step Options – These options establish the availability of the assignment.

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You can choose when it will be available and when it will not be available. Also, you can open the assignment to changes by students. For instructors who accept late work or want to avoid a barrage of emailed papers clogging their inbox, allow the step to be available with no deadline. You will still be able to see the date and time the student posted the assignment.

Once you are finished setting up your Basic Information and Step Options click “Save” at the bottom. To add multiple evidence steps, repeat the steps above (4b.3 and 4b.4) until you have put in all the steps for the assignment.

Note: *If you plan to use Digication only for students to hand in assignments, then you will only need one evidence step per assignment.*

2.4b.5 Editing an Assignment

After creating and saving your assignment, you are free to return to the “edit” screen at any time. To edit an existing assignment, click on “Assignments” in your course page, then click on the small editing icon below the name of the assignment on your assignment grid. This will return you to the editing page, where you can follow the steps for “Creating an Assignment within a Course.” Once you have finished editing your assignment, remember to scroll down and click “Save” to apply your changes.

3. Creating Assessment Rubrics

3.0 Overview of Steps

1. Enter Course Page.
2. Click on “Assignments” tab.
3. Begin creating new assignment or editing an existing one.
4. Add a “Teacher Rubric” workflow step.
5. Click “change” button under Basic Information for the workflow step settings.
6. Select “Create New Rubric” (or load an existing one).
7. Click “edit” tab to edit the Rubric Information.
8. Select options for Percent, Weighted, and Sum.
9. Configure rows and columns.
10. Save rubric, and save the workflow step.

3.1 The Teacher Rubric Workflow Step

Rubrics are another useful and important step that can be integrated into your workflow. Digication provides two different rubric steps: one for students and one for instructors. *Student Rubrics* can be used for self-assessment or peer review and *Teacher Rubrics* can be used for evaluating and grading.

3.1a Evidence and Rubric Workflow

If you are not providing students with extensive comments on drafts, then you can set up an assignment workflow consisting of an Evidence step for your students to submit assignments and a Teacher Rubric to evaluate their work. To begin this process, follow steps 1 – 4 for “Creating Assignments within a Course.”

3.1b Teacher Rubric Workflow Steps

Once you have reached the Edit Assignment Workflow Steps page, click “Add Step” at the top and then select “Teacher Rubric” and, finally, click “Add This Step” at the bottom.

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Assignment Workflow Add Step

Evidence :

Evidence

Rubric :

Teacher Rubric

Self Rubric

Reflection :

Teacher Reflection

Self Reflection

Standards :

Standards

Teacher Rubric

This block allows a teacher to complete summative assessment of each students' work. The teacher can select and score a rubric and enter comments on the work being assessed.

Add This Step

3.1c Basic Information and Step Options

Fill out the Basic Information and Step Options. Refer to Create Assignments 4b.3 for specific instructions on how to do this.

2 My Rubric FINAL RUBRIC Edit
No Description
Drag to reorder

Basic Information

Name:

Description:

This step assesses:

No Steps Selected. Click to choose assessment steps.

Rubric:

No Rubric Selected.

or

Delete this step

Step Options

This step will be available:

After the previous step is completed

On or after:

Immediately

Only when manually opened by a teacher

This step will no longer be available:

On or after:

No deadline

Who can see this:

Just student being assessed

Just faculty

After step is completed, should changes be allowed?

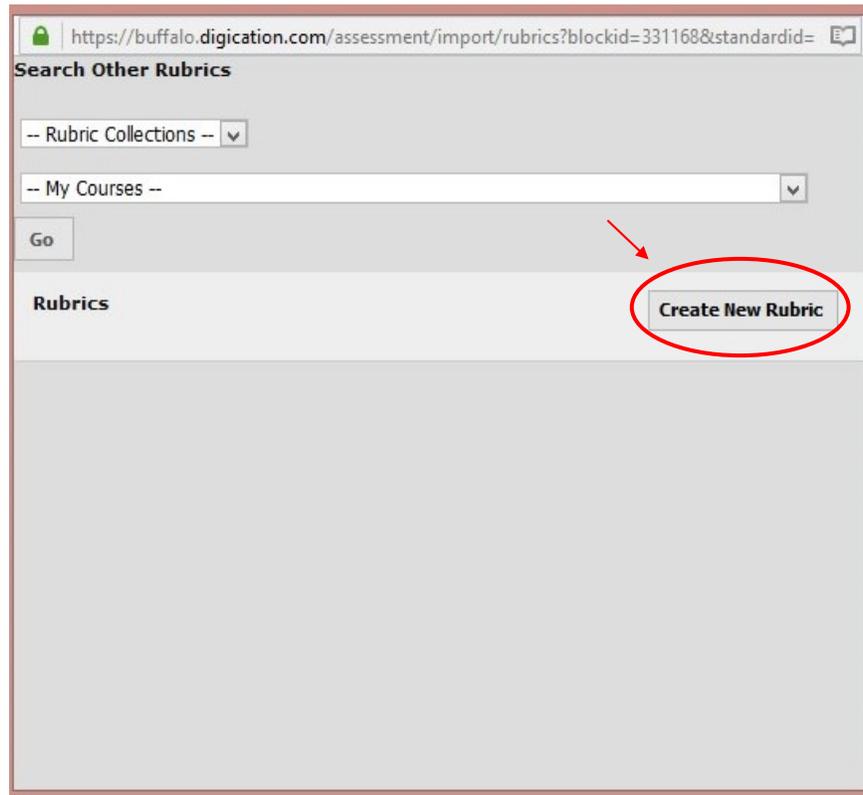
Yes

3.2 Creating your Rubric

Once you have filled out your information, click “Change” under Rubric to begin developing your rubric.

3.2a Search Other Rubrics

Clicking the “Change” link will bring you to the “Search Other Rubrics” page. This window allows you to search for prior rubrics used in Digication or to create your own. This walkthrough will show you how to create a new rubric. In turn, click “Create New Rubric”. You will be prompted with a message about past rubrics for the assignment. You can click “OK” as long as you have not used any other rubrics for your assignment, which should be the case if this is a new assignment.



3.2b The Rubric Creation Page

This is the page where you will begin to set up your own rubric. While Digication offers a number of ways to set up rubrics, this guide will show you how to set up a weighted percentage rubric that allows for the most flexibility when grading.

3.2c Rubric Information

To begin, click the “Edit” link next to “Rubric Information” at the very top of the page



First, select “Percent” for Score Type. You can also click the text box for “Name” and type in a title for your rubric.

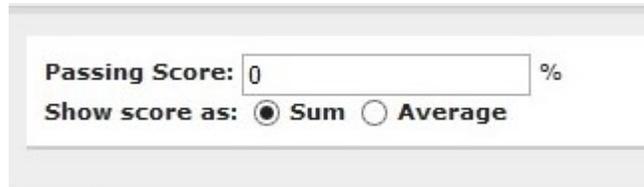
A screenshot of a form with a light gray background. It contains the following fields and options: "Name:" followed by a text box containing "My Rubric"; "Score Type:" followed by two radio buttons, "Points" (unselected) and "Percent" (selected); "Weighted?:" followed by an unchecked checkbox; and "Description:" followed by a text area.

Then, make sure the “Weighted” box is checked. With both of these completed click “Save”, located below the description box.

A close-up screenshot of the "Weighted?:" label and checkbox. The checkbox is checked, indicated by a small black checkmark inside the box.

Next, scroll to the bottom and make sure that “Sum” is selected and not “Average” for the “Show Score As” choices.

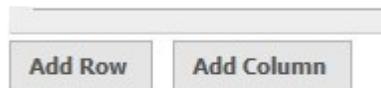
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Passing Score: %
Show score as: Sum Average

3.2d Setting up Rows and Columns

To add your rows and columns simply click Add Row and Add Column for the amount of either that you would like in your rubric.



The sections across the top of your columns will be for your evaluative categories.

Does Not Meet 50 %	Approaches 70 %	Meets 85 %	Exceeds 100 %
-----------------------	--------------------	---------------	------------------

To edit your column evaluative categories, you have to click on the text itself to bring up the edit section.



Label:
Value:
 or

Does Not Meet
50 %

Ap

The label stands for the evaluation categories. The value sections are important because the lowest and highest values you input will be the range

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between the highest and the lowest percentages possible for each of the evaluation criteria in your rows.

Does Not Meet 50 %	Approaches 70 %	Meets 85 %	Exceeds 100 %
-----------------------	--------------------	---------------	------------------

In this example, we can see the lowest score for an evaluation category is 50% and the highest 100%. The middle sections work as markers for students showing where an evaluative category begins, but they do not determine value ranges. This is to say that a student whose work falls into the “Approaches” category could earn between 70% and 84% (however, technically you can input any percentage between 50% and 100%). This allows for a flexible grading system.

Your rows will be where you write up your evaluation criteria and decide how much each criteria will be weighted in the overall grade.

Label: Effective Construction of
Weight: 40
Tags:
save or cancel
Effective Construction of a Research Blog
Weight: 40%
delete this row

Click the text to enter your criteria for the label and the weighted percentage you would like that criteria to hold. The weights for all your criteria should add up to 100%.

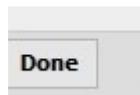
3.2e Evaluation Explanations

Finally, to enter your evaluation explanations click on the grid section you wish to enter an explanation within and type in your explanation.

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When your rubric is complete scroll to the bottom and click “Done,”



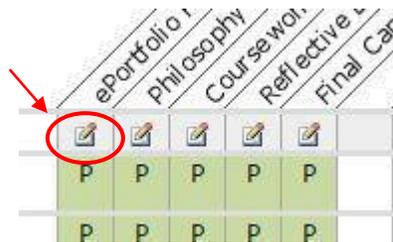
which will return you to the “Basic Information” screen. Remembering that **Digication does not autosave**, click “Save” to apply your changes.



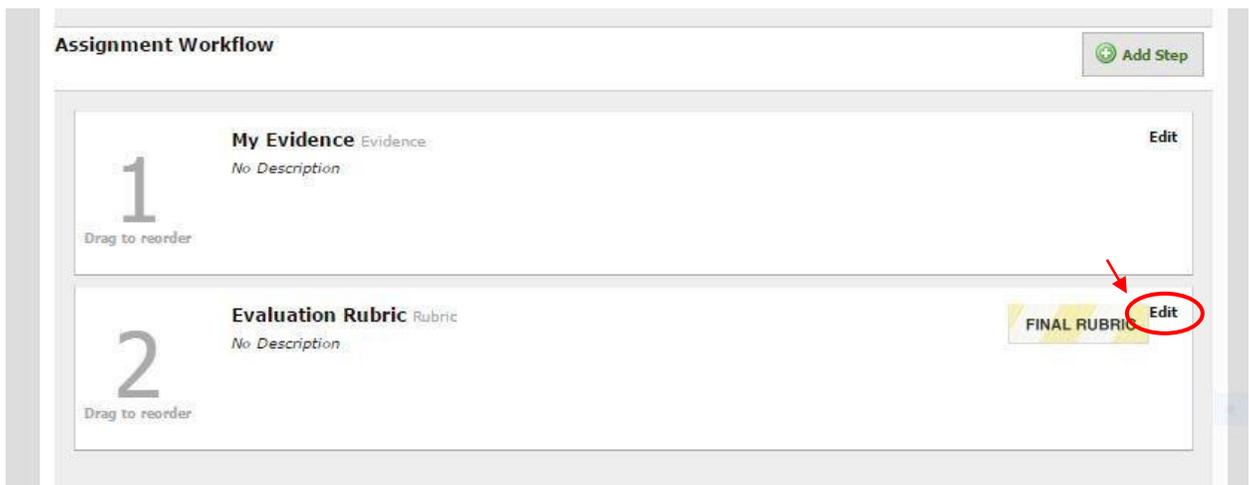
3.3 Editing and Saving Changes on an Existing Rubric

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1. If you wish to make changes to an existing rubric, enter your course and click on “Assignments,” then click on the small editing icon beneath the assignment you wish to edit.

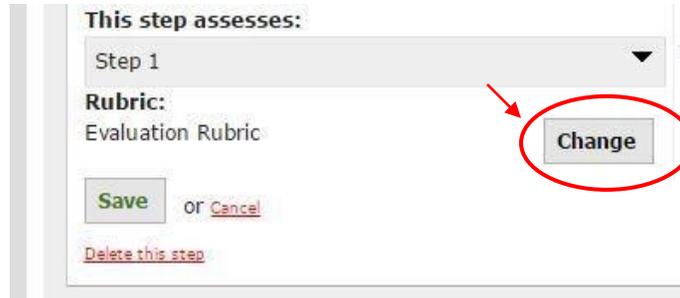


2. Scroll down to the Assignment Workflow section to “Evaluation Rubric.” Click on the “Edit” option to the right of “Final Rubric”.



3. In the “Basic Information” window, click on “Change”

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4. Above the top right of your rubric, click on “Edit This Rubric”



5. **IMPORTANT:** Note that each time you open your rubric for editing, you will have to reset your “Score Type” and “Weighted” options [Step 2c above], since opening the field restores the score type to original default settings.[Default settings are “Points” with no category weighting]. Once your Score Type is complete, click “Save”
6. You may now edit information in your columns and rows by clicking on the desired text. [Refer to steps 2d-e above].
7. Once you are done editing, click “Done”, which will return you to the “Basic Information” screen. Remembering that **Digication does not autosave**, click “Save” to apply your changes.



4. Viewing Student Submissions

Instructors have **several options** for viewing student submissions. As you continue to use the system, you will tend to use one option more regularly than the others, or a combination of methods depending upon whether you are working with an individual submission or a doing a general class overview.

4.0 Overview of Steps

1. Enter Course Page.
2. Click on “Assignments” tab.
3. Match the student and assignment in the assignment grid and click on the ‘F’ (or ‘S’ in some cases).
4. Click on link to view student submission (either “View e-Portfolio” or “Download File”).

4.1 Class View through Assignment Grid

To access a whole class view of progress on assignments, return to your Assignment Grid by clicking the “Assignments” tab at the top.

4.1a Status Key



The status key lets you know what each letter stands for in the Assignment Grid.

4.1b The Assignment Grid

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	Research Reflection	Research Review	Research Paper	
	S	S	S	
	S	S	S	
	S	S	S	
	S	S	S	

Under the Status Key is your actual Assignment Grid. At the top should be the title of the assignment. Below that, the small icon of a pencil writing on paper is the link to the “Edit Assignment” page. Below this is the actual grid where the status for each student’s assignment changes as they are uploaded.

****IMPORTANT:** an important difficulty that can be faced is that a student may upload an assignment, but it may still show up in the Assignment Grid as “S Waiting for Student.” This happens when a student has neglected to click “Save and Submit” after uploading work. (See p.24ff, section 5.2, “Submitting” above)

4.1c Accessing Student Assignments through the Assignment Grid

4.1c.1 Option One: individual student submissions

To go directly to an individual student’s submission, click on his/her status box below the assignment. This will open the student’s “Progress Toward” screen, allowing you once again to “View ePortfolio” or uploaded file, or to “Submit Assessment”.

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Progress Toward:

ePortfolio Home Page

✓ Step 1: My Evidence

e-Portfolio Evidence

UB Pilot Capstone e-Portfolio [View e-Portfolio](#)

e-Portfolio "UB Pilot Capstone e-Portfolio" submitted on Mar 12, 2016 at 5:11 pm by

✓ Step 2: Evaluation Rubric

Rubric Assessment

Score: 9pts / 16pts (8pts needed to pass) [Submit Assessment](#)

[View full rubric](#)

4.1c2 Option Two: whole class view

If you wish to open a **whole class view** on progress towards completion of all work flow steps on a specific assignment, click on the name of the assignment you wish to view, above the grid.

Once you have clicked on the assignment you will see the workflow steps appear in the grid for that assignment. You can scroll down through the assignment description and see your students' completion of these steps. To access **a specific student's work**, click on the box where the step and student intersect.

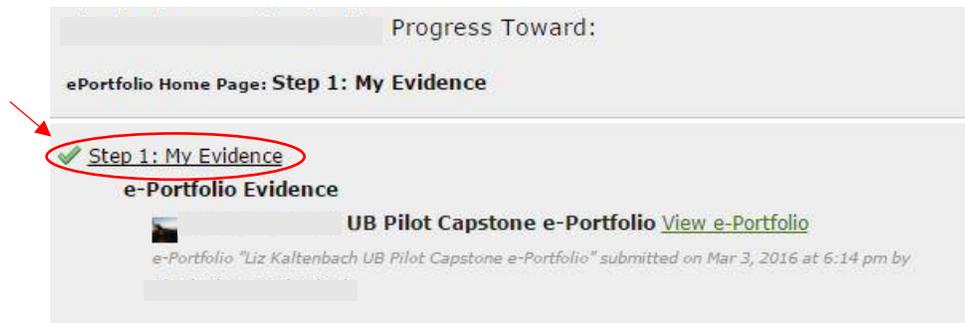
	1. Rough Draft	2. Draft Feedback	3. Final Draft	4. Draft Feedback
	S	S	S	S
	S	S	S	S
	S	S	S	S
	S	S	S	S

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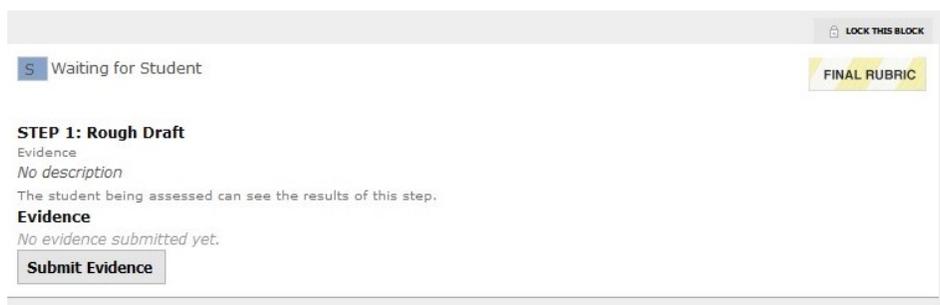
This will bring you to the Progress Towards screen, showing individual work flow steps.

Additional options for viewing individual student's work:

You may also click on “[Step 1: My Evidence](#)” (or other work flow step) in the “Progress Toward” screen to access the View Evidence/Assessment page -OR- click directly on the student's name in your roster for that assignment. Any of these options will open the View Evidence/Assessment Page.



Below is the “View Evidence/Assessment” page.



5. Instructor Comments and Feedback

[Click Here for a Video Tutorial](#)

Once you have accessed the student’s work you can comment on it in various ways, depending upon what sort of submission you have requested.

5.0 Overview of Steps

1. Enter Course Page.
2. Click on “Assignments” tab.
3. Match the student and assignment in the assignment grid and click on the ‘F’.
4. Click on link to view student submission (either “View e-Portfolio” or “Download File”).
5. If assignment is a portfolio page, use the Conversations feature to comment on the page or individual sentences.
6. If assignment is a submitted file, click on “Submit Assessment” and upload your feedback or type comments directly into the textbox. [**Note:** This step will also work with portfolio pages. However, you need to create a separate workflow step (Teacher Reflection or Teacher Rubric) in order to provide feedback to the student in this way.]

5.1 Commenting directly upon ePortfolio pages

With the “Conversations” feature, you will be able to offer feedback in a conversation bar that will open to the right of their ePortfolio page. You will be able to offer feedback on the page as a whole, or if they have composed text in a “Rich Text” module (writing directly onto the page), you will be able to offer comments by selecting specific passages with their text.

The “Conversations” icon appears as a chat bubble on the lower right of the ePortfolio page:



5.2 Commenting on an uploaded file

If the student assignment is in the form of an uploaded file, you will be able to download their files to your computer just as you would through an email attachment or other electronic submission. Once you have accessed the student work (see p. 26-30, section 6. Viewing Student Submissions), you will be able to download their file, enter and save your comments through the program you are using (for example Microsoft Word), and then upload your file with feedback through the following steps:

1. Once the file is saved with feedback, access the workflow for the individual assignment in the Assignment Grid or click on the student's name, as outlined in "Viewing Student Submissions". Click on the box where the "Draft Feedback" column and student name intersect, or on the appropriate work flow step as named for your assignment.

Research Reflection : Step 2: Draft Feedback

Step 2: Draft Feedback

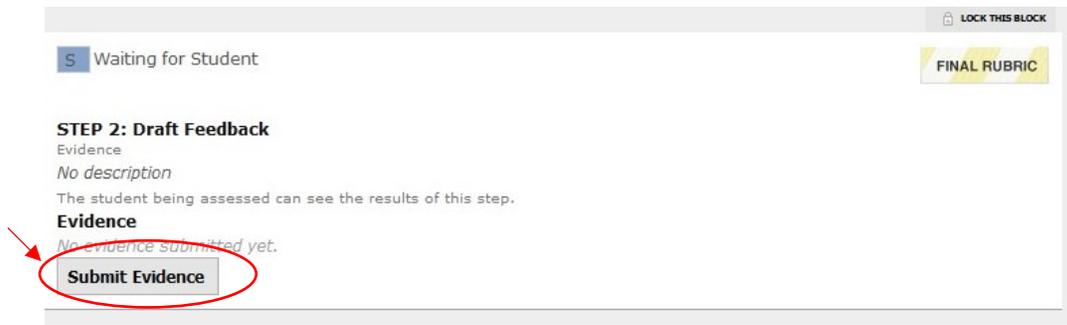
Evidence

No evidence submitted yet.

This will bring you to the "Progress Towards" page, but for "Draft Feedback" or your name for this workflow step in the assignment. To upload documents click on "Step 2: Draft Feedback" (or your name for this step).

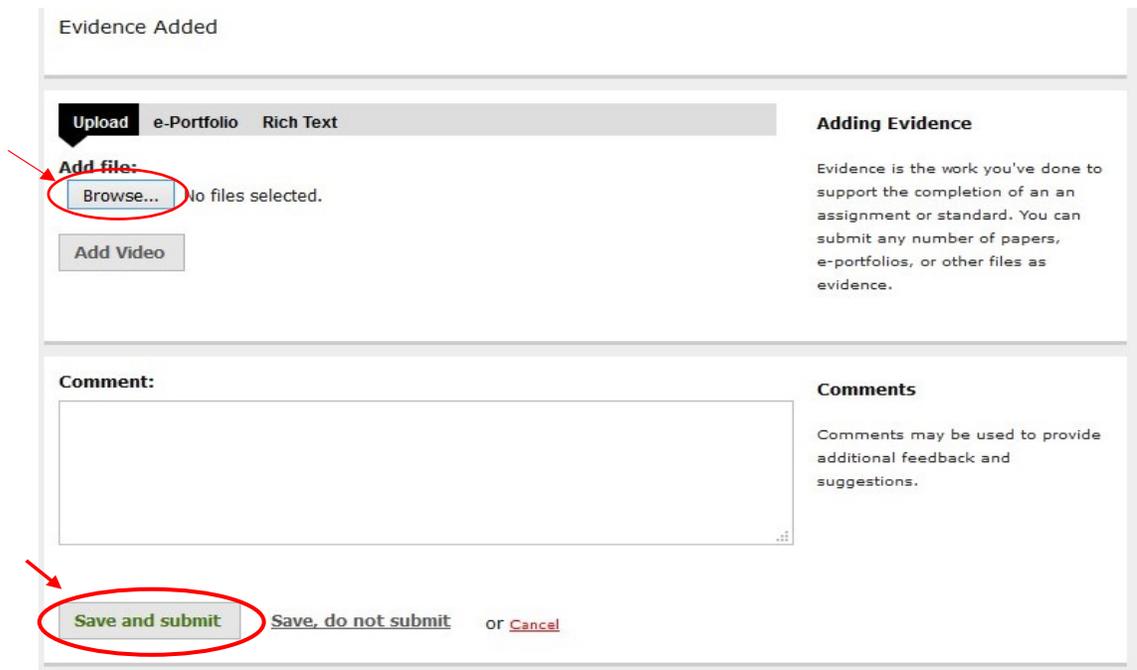
This will bring you to the "View Evidence/Assessment" page for Step 2. To Upload click "Submit Evidence".

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5.3 Uploading files with instructor comments

This brings you to the Submit Evidence/Assessment page. To upload your student's assignment with instructor comments click "Browse". For Mac users this might say "Choose Files" instead of "Browse". Then, find the file and click open. Your file will be uploaded.



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****IMPORTANT:** the step will not show up as completed on the Assignment Grid unless you click “Save and submit” at the bottom of the page.

****The process is the same for students** when uploading work and this is where problems ensue. A student may post an essay, but not hit “Save and submit.” In turn, you will be able to access their file, but the step in the assignment grid will not show up as completed. This can create confusion if the instructor only looks at the assignment grid. Make sure students hit “Save and submit” after uploading their work. Also, it could be a good practice to check the View Assignment/Assessment page if it appears students have not handed in work.

6. Using Assessment Rubrics

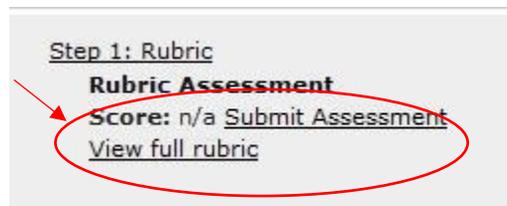
You are welcome to “Submit Assessments” to students in any way you wish through Digication, whether or not you make use of a rubric. The “Comment” box at the bottom of the Submit Evidence/Assessment page is a good place to offer assessment feedback to students, whether or not you also use the rubric feature (see p. 31-34, Instructor Comments and Feedback, above).

6.0 Overview of Steps

1. Enter Course Page.
2. Click on “Assignments” tab.
3. Match the student and assignment in the assignment grid and click on the ‘F’.
4. Click on the workflow step that includes the rubric you have made.
5. Scroll down and click on “Submit Assessment” to begin evaluating with the rubric.
6. Save when finished, or you will lose all assessment data.

6.1 Rubric Evaluations

To begin evaluating student work through use of a rubric, refer to the steps in “Viewing Student Submissions”. Once you navigate to the assignment grid for the workflow steps of the assignment, find the student you wish to grade, click on the intersection of your rubric step and the student. You should come to the “Progress Towards” screen. Here you may click “Submit Assessment” or “View full rubric.”



6.1a Submitting Evaluations and Assessment

Once you are on the Submit Evidence/Assessment page, you can begin to enter the percentages for each evaluation criteria. You have the option of clicking on the column for assessment level, which will assign the percent or

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numerical value for that level, OR entering a specific value in the “Value” box. This allows you to assign a percent or numeric value along a sliding scale: for example a “3.5” rather than a “3” or “4”.

6.1b Instructor Comments

You will notice there are two areas for Comments that allow you to offer feedback for each category, as well as general feedback in the Comments box below the rubric.

Effective Construction of a
Research Blog
Weight: 40 %

Value: %

Meets |

Comment area by category

Also, you have the choice to “Save and submit” or “Save, do not submit.” “Save and submit” will post assessment immediately for students to view. “Save, do not submit” will allow you to enter and save your assessment, but hold off publishing the grade. For students to view your completed assessment you will have to reopen

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the Submit Evidence/Assessment page and “Save and submit” each assessment.

Comment:

Comments

Comments may be used to provide additional feedback and suggestions.

Save and submit **Save, do not submit** or **Cancel**

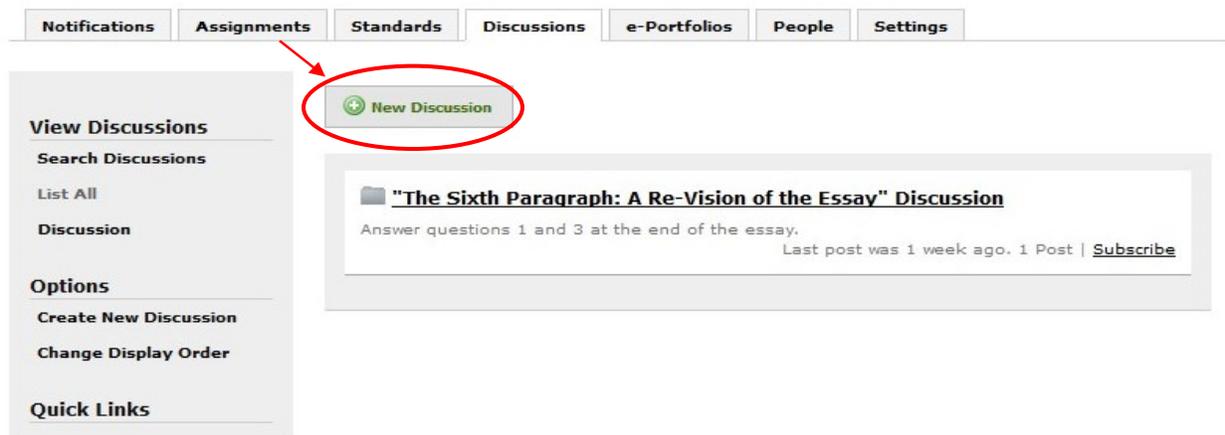
7. Creating Discussions Within a Course

Discussions have a number of uses in Digication. This guide will touch on two: discussion boards and uploads. The discussion tab allows you to create discussion boards as you would in UB Learns. However, it is also the space where Digication allows you to upload documents for your students to download. This allows you to upload a reading and have students respond to it within a discussion board.

7.0 Overview of Steps

1. Enter Course Page.
2. Click on “Discussions” tab.
3. Click “New Discussion”.
4. Choose a category for the post (optional).
5. Enter the title and body text.
6. Configure additional, optional settings (e.g. email to all students, attach files, etc.).
7. Click “Save” to post.

7.1 Discussion Tab



The discussions tab will show you all the discussions you have created as well as the link to create a new discussion. This guide will show you how to set up a discussion around an uploaded reading.

UB E-PORTFOLIO FACULTY STARTUP GUIDE

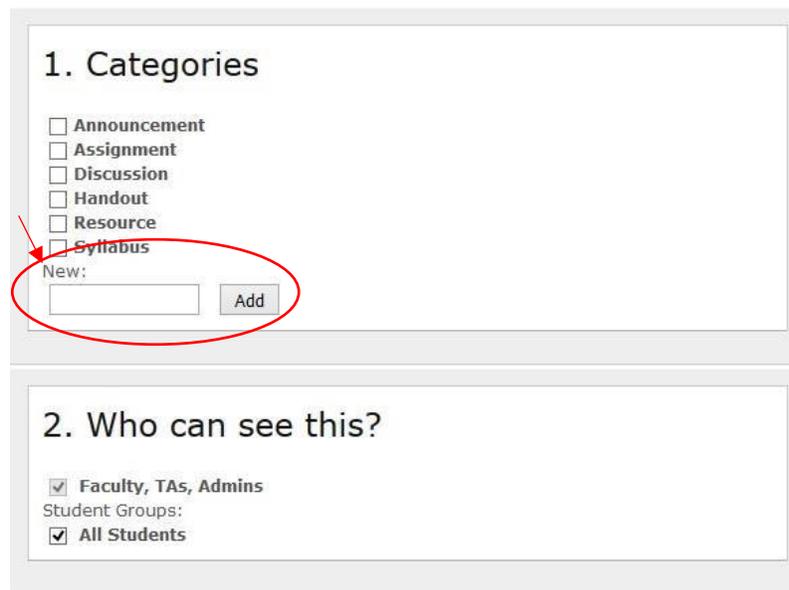
To create a new discussion click “New Discussion.”

7.3 Choose categories

At the top of the New Post page you will see the “Categories” section. This will be where you can categorize and provide access to your discussions. Click “Choose Categories.”



The first two selections you have are centered on how you will classify the discussion and who can see it. Check the boxes that you think apply, OR create a “New” category for your Discussion. You have the freedom to add as many “New” categories as needed for your Discussions board, such as weekly blogs, open student forums, or any other topic that suits your course needs.

A screenshot of a web form with two sections. The first section, titled "1. Categories", contains a list of checkboxes: "Announcement", "Assignment", "Discussion", "Handout", "Resource", and "Syllabus". Below these is a "New:" label, a text input field, and an "Add" button. A red circle highlights the "Syllabus" checkbox, the "New:" label, the input field, and the "Add" button. The second section, titled "2. Who can see this?", contains a checked checkbox for "Faculty, TAs, Admins" and a "Student Groups:" label with a checked checkbox for "All Students".

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The third section allows you to limit replies, grant students the ability to see other replies, and for the discussion to be graded and put in a gradebook. The Points and Weights elements do not need to be filled out. After filling out the “Choose Category” click “Back”.

3. Who can reply to this?

Faculty, TAs, Admins
 Students

If student can reply to this and you want to limit replies to a specific time, specify:

After:

mm/dd/yyyy

hh:mm am

Before:

mm/dd/yyyy

hh:mm am

Students can see others' replies Yes, this is gradable, add to gradebook

I want students to view their own grades

Maximum Points:

Relative Weight:

7.4 Title and Body

After returning to the “New Post” page you can enter the title and a description of what you wish your students to post in response.

7.5 Notifications, Permissions, Attachments

Under the Title and Body section you will find further options for your post.

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Notification:
 Notify everyone with view permission by email

Viewable by:
Faculty/Admin, All Students in Course
[Change View Permissions...](#)

Attachments:
Add file:
[Browse...](#) No files selected.

Note: maximum file size is currently **20MB**
(To use an older version of the uploader, click here: [\[10\]](#))

[Open Drawing Tool](#)
Use this tool as a whiteboard, or mark up an existing image.

[Settings...](#) [Save](#) [Cancel](#)

Notifications and Viewable options will be up to you. There is no Default setting for these.

7.6 Uploading the Reading

For our discussion post purposes you will want to click “Browse” (or “Choose File” for Mac) and upload your reading. Once you click “Browse,” find your file on your computer and click “Open” or “Choose” for Mac. We will not worry about the drawing tool. When everything is set click “Save”.

7.7 Discussion Post Page

After clicking save you will be brought to the discussion post page.

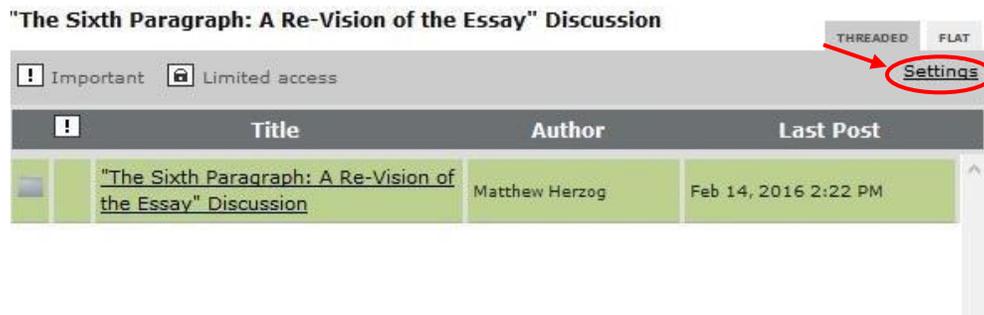
The screenshot shows a discussion post page titled "The Sixth Paragraph: A Re-Vision of the Essay" Discussion. The page has a sidebar on the left with navigation options like "View Discussions", "Search Discussions", "Options", "Create New Discussion", "Change Display Order", and "Quick Links". The main content area features a table with the following data:

!	Title	Author	Last Post
	"The Sixth Paragraph: A Re-Vision of the Essay" Discussion	Matthew Herzog	Feb 14, 2016 2:22 PM

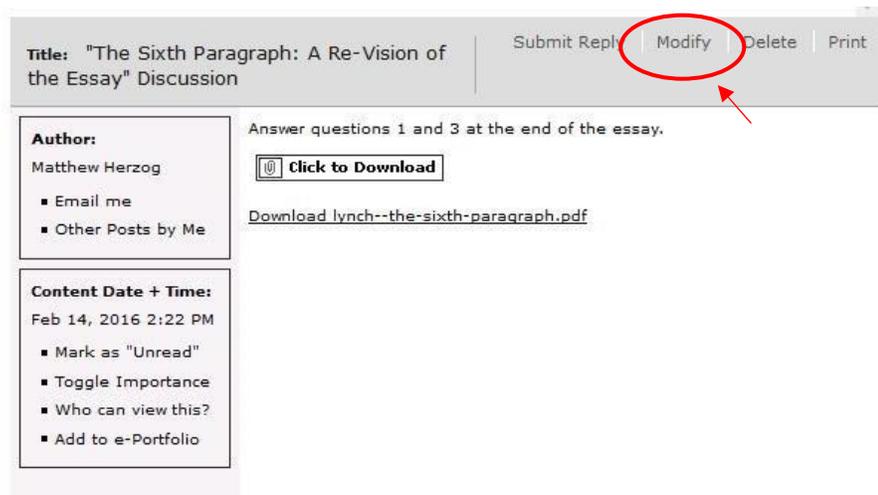
At the bottom of the page, there are buttons for "Submit Reply", "Modify", "Delete", and "Print". A red arrow points to the "THREADED" button in the top right corner of the discussion post area.

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At the top you will see the thread for the new post. As students respond to the discussion, you have the option of viewing a “Threaded” or “Flat” display. Notice “Settings” in the corner. This will return you to the “Choose Categories...” section from earlier.



Importantly, the “Modify” link takes you to the create a post page again. Below this you will see any description that you entered describing the nature of the post. You can also see the link to download the reading that was uploaded. Both “Click to Download” and the clickable file name bring you to the pdf of the reading.



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7.8 Replying to a thread

Also on this page is the “Submit Reply” link. This link will bring you to the reply page. On this page, students can rename the title of their reply or leave it as is. The Body section is where they can enter their reply.

Title:

Body:

Notification:
 Notify everyone with view permission by email

Below this they will find more posting options to decide whom to notify and who can view their post. They do not have to notify the instructor, only post the thread reply. They can also attach files. When they have fully edited their post they must click “Save” at the bottom.

Notification:
 Notify everyone with view permission by email

Viewable by:
 Faculty/Admin, All Students in Course
 Only me and _____ (make this message private)

Attachments:
Add file:
 No files selected.

Note: maximum file size is currently **20MB**
(To use an older version of the uploader, click here:)

Use this tool as a whiteboard, or mark up an existing image.

8. Creating Communities

Communities offer the possibility of bringing together a number of users on Digication. They serve as a way to group students outside of courses. You can use them to create another space within Digication for your class, or use a community to bring multiple sections of the same class together. Also, instructors teaching different classes can have their students interact and communicate through a shared community.

8.0 Overview of Steps

1. On the home page, scroll down to “Communities” in the left-hand panel and click on the green plus sign.
2. Add title, course number (if applicable), and description.
3. Configure settings (access, availability dates, tools).
4. Click “Create.”

8.1 My Courses

To begin to set up your community click “Courses” at the top and scroll down to “My Communities.”



You will see two links for Find and Create off to the side.

- Find – this allows for users to search for communities and to join them if possible.
- Create – Allows users to create communities.

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Click on “Create.”

8.2 The Community Creation Page

This is the page where you will set up the basic parameters of your community.

What are you creating?

Course Community (E.G. Study Group, Interest Group) Assessment Group

Title:

SyncID
Course Number:
If you don't have one, just leave it blank. You can always add this later.

Short Description: (200 character max)
Please keep this short. This text will show up under the title on the Home page listing.

Allow students to enroll themselves

Enter the Title; for example this could be based around a theme in your course. Next, enter the Course Number. This is your course designation plus section (ENG 201 F3). Finally, you can enter a Short Description.

The box at the bottom, though, is important. If you wish students to be able to enroll themselves you must check it. If not you will have to invite your students one by one to the community.

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Later on, you can set up a password for your community to let only certain students join your space. This avoids having to enter each student individually, but prevents students without your community password from joining your community.

When is this available?

Start Date indicates when students will first be able to access the course. End Date indicates when it will be moved to the 'Past Courses' section.

From: --- -- 2016 To: December 31 2017

What tools do I need?

Gradebook Attendance Discussions Portfolios Assignments Standards

What else do I need?

Don't worry, if you need to change this later, you can simply go to the "Settings" tab and go to "Administration > General Info".

[Create](#)

Below these settings, you can set up when the community will be available and which tools you want to be able to engage through it. Discussions and Portfolio are the most common uses, but Assignments can also be set up through communities as well.

Once everything is set, click Create.

8.3 Community Page

After clicking “Create” you will be brought to your community page. You will see the tabs for the tools you checked as well as tabs for People and Settings.

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The screenshot shows a course page with a top navigation bar containing tabs for Notifications, Discussions, e-Portfolios, People, and Settings. On the left is a sidebar with sections for Discussions (List All, Search Discussions), Quick Links, and a notification checkbox checked with the text "I would like to receive email notifications from this course." The main content area has a yellow background and contains a "Course Checklist" with a "Hide" link, "Adding Students" with a link to add students, and "Start Discussions" with a link to start a discussion. Below this is a message stating "There are currently no notifications. Check out the Discussion section."

Notice that the community page is very similar to the course page and follows many of the same procedures.

8.4 Setting a Password

To set a password or add students click the “Settings” tab. Once in the Settings tab you will see an administration side-bar off to the left. Click “User Access”.

The screenshot shows a vertical sidebar menu with the following sections: Administration (Status, General Info, Import & Merge, Delete), Users (User Access, User Log, Group Email), Discussions (Content Order, Categories, Groups, Export Discussions), and Quick Links (Edit Links). The "User Access" option under the "Users" section is circled in red, and a red arrow points to it from the left.

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8.4a Passwords

On the User Access page, under “Search for Users” and “Users and Groups” you have added to your course, you will see the options for students to enroll themselves or to create a password.

Student Signup
 Allow students to enroll themselves in this Course
 Require a password to enroll

Check “Require a password to enroll,” type your password in the box, and click “Save”.

8.4b Student Sign-Up

To enter your course students will now go to the “Courses” tab, scroll down to “Communities,” and click “Find.” They will be brought to the “Find Course” page.

FIND COURSE

<input type="text"/>	<input type="text"/>	Community ▾	<input type="text"/>	<input type="button" value="Search"/>
Title ↕	Course Number ▾	Type ▾	Date ▾	
CEI Learning Community in University Teaching		Community	01/11/2016 - 12/31/2021	<input type="button" value="View"/>
MOVIES: The View From the Seats	ENG 201	Community	01/28/2016 - 05/27/2016	<input type="button" value="View"/>
Teaching Practicum		Community	11/01/2015 - 12/31/2016	<input type="button" value="View"/>

Results per page: ≤ 1 of 1 ≥ Go to page:

They can search the title of the community or by course number.

Once they find the community they can click “View” and then type in the password to join.

Appendix I: How Students Submit Portfolio Assignments

AI.1 “Submitting” vs. “Publishing”

There can be a great deal of confusion for students and instructors when it comes to the difference between submitting and publishing.

AI.1a Submitting – submitting is the process students have to go through to hand in their final work, such as a section of their e-Portfolio or a final completed e-Portfolio. There are only two ways to submit.

AI.1b Publishing – publishing is the process that students need to go through in order to have the content of their portfolio appear on their actual ePortfolio. Publishing happens on each individual page within the e-Portfolio.

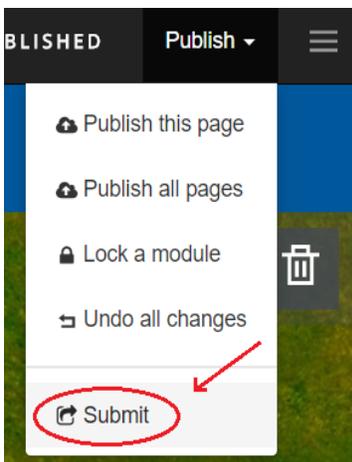
AI.2 Submitting

You must first start with an assignment for each element you wish to be submitted. If you would like e-Portfolio sections submitted, you must create assignments for them with at least one evidence step. Once you have created the assignment, students have **two options**.

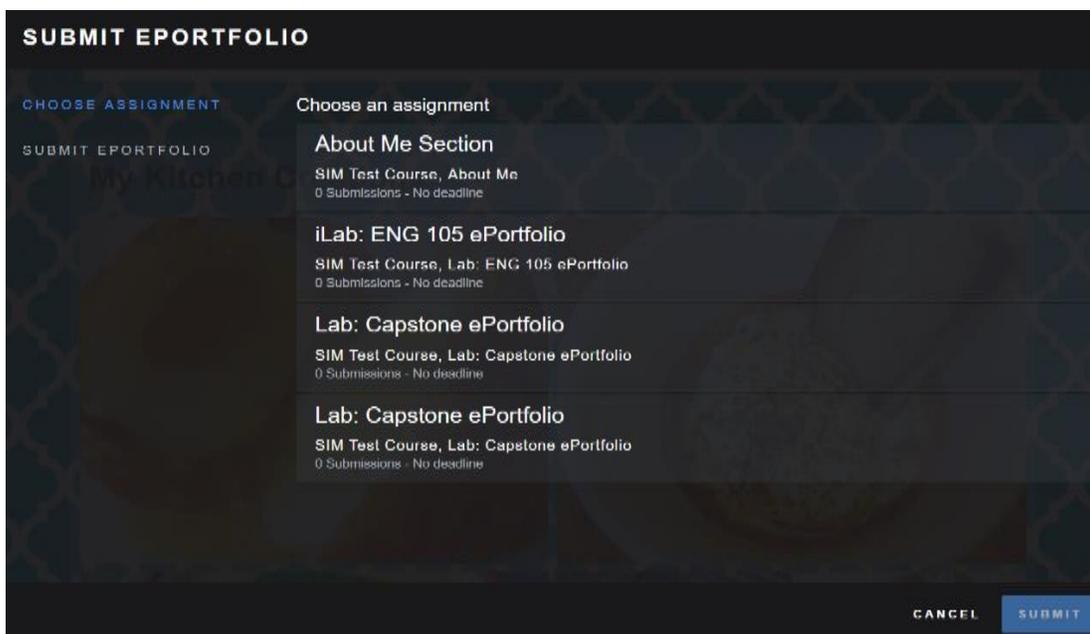
AI.2a Option One: Submitting through the ePortfolio

Submitting through the ePortfolio is a direct kind of submission for students working on portfolios. On their portfolio editing page they will click on the “Publish” drop down menu and click “Submit”.

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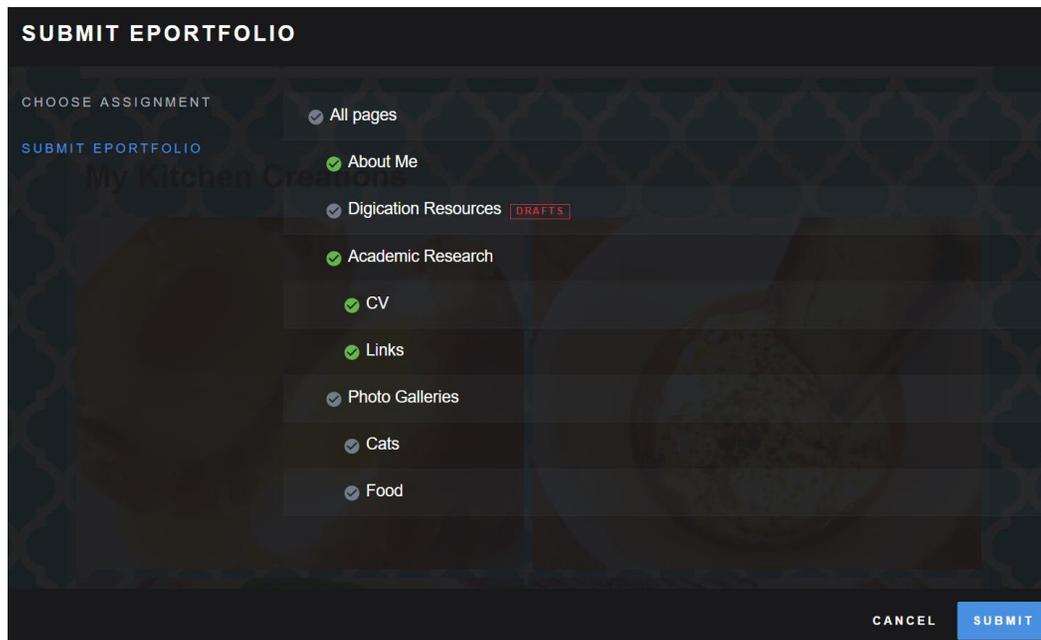
Here they will come to two further choices: “Choose Assignment” and “Submit e-Portfolio.” “Choose assignment” will be the default selection.



On this page, students will see the names of the assignments you have set up, along with the names of any other assignments in other courses using Digication they are currently enrolled in. They will scroll through their list of Digication assignments and select the correct assignment for your course,

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then select the elements of the portfolio they wish to submit for that assignment.

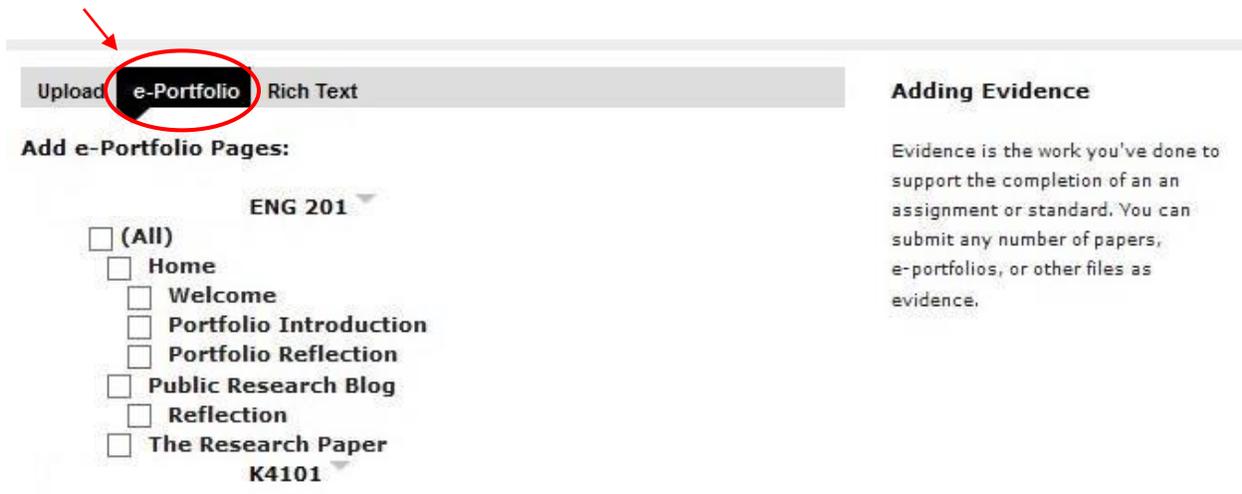


Note: Any unpublished pages will be marked with a “DRAFTS” tag next to the page.

AI.2b Option Two: Submitting Through the Assignment Grid

Students may also submit ePortfolio assignments through the assignment grid. You will first have to create an assignment within your course with at least one evidence step. Once this is set up students can follow the process to submit an assignment. However, instead of uploading an assignment students will have to click the “ePortfolio” selection in the middle.

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Upload **e-Portfolio** Rich Text

Add e-Portfolio Pages:

ENG 201 ▾

- (All)
- Home
 - Welcome
 - Portfolio Introduction
 - Portfolio Reflection
- Public Research Blog
 - Reflection
- The Research Paper

K4101 ▾

Adding Evidence

Evidence is the work you've done to support the completion of an assignment or standard. You can submit any number of papers, e-portfolios, or other files as evidence.

To submit the whole portfolio they will have to check the (All) box. Then, they have to make sure to scroll to the bottom and click **“Save and submit”**.



Save and submit

Appendix II: Student View of Assignments

AII.0 Overview of Steps

1. Enter Course Page.
2. Click on “Assignments” tab.
3. Click on the name of the student in the assignment grid.

AII.1 Student View

Like Blackboard/*UBLearns*, Digication gives you the option to see the assignment page from the perspective of a particular student. *Student view only exists for the assignment page*. This feature gives the instructor a better sense of the student’s process for submitting assignments. It also provides the opportunity to demonstrate to new users of Digication how to submit assignments.

One final benefit of student view is that you can see every workflow step of each assignment and whether a student has submitted to that step or not. In the assignment grid, if a student completes some but not all of the required workflow steps, the respective student-assignment box will display an ‘S’. This can be misleading since it seems to indicate that the student has not submitted anything for the assignment.

Student view can be accessed from the Assignments tab in your course page. In the assignment grid, find the name of the student from who’s perspective you wish to view.

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Notifications
Assignments
Standards
Discussions
e-Portfolios
People
Settings

Assignment Grid

Emerson Fall 2016 Site Training Course
[Add Assignment](#) [Reorder Assignments](#)

[All Assignments](#)

STATUS KEY: - N/A S Waiting for Student F Waiting for Faculty C Complete P Passed N Not Passed

	Personal Home Page	Weekly Reading Responses	Economic Recovery Plan	Political Action Statement										
Durgham Alyasiri	S	S	S	S										
Cheryl (Student) Emerson	S	S	S	S										
Lindsey Hallman	S	S	S	S										
Matthew Herzog	S	S	S	S										
Cheryl Kondrak	F	C	S	S										
Laura McGough	F	S	S	F										
Jake Nabasny	C	S	S	S										
Daniel Schweitzer	S	S	S	S										

Notice that the second assignment is marked with an ‘S’ as if the student has not completed it yet. To enter student view, click on the student’s name.

UB E-PORTFOLIO FACULTY STARTUP GUIDE

[Emerson Fall 2016 Site Training Course](#)

| [All Assignments](#)

| **My Assignments**

Summary View - All Assignments

Personal Home Page

C [Step 1: Personal Home Page \(info\)](#)

C [Step 2: Instructor Feedback \(info\)](#)

Weekly Reading Responses

C [Step 1: Week 1 \(info\)](#)

C [Step 2: Week 2 \(info\)](#)

S [Step 3: Week 3 \(info\)](#)

- [Step 4: Week 4 \(info\)](#)

Economic Recovery Plan

S [Step 1: My plan \(info\)](#)

- [Step 2: Self-critique of my plan \(info\)](#)

- [Step 3: Instructor Feedback \(info\)](#)

Here is how the student will see the Assignments tab on the course page. One can see which workflow steps the student has submitted to despite the overall status presented on the assignment grid. In this example, the student has completed two steps of “Weekly Reading Responses” even though this partial completion is not reflected on the assignment grid.