ePortfolio **FACULTY**

Startup Guide [2016-17]

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1. <u>Introduction</u>

1.1 What is Digication?

Digication is UB's new educational software that will be implemented beginning fall, 2016, for use alongside other software already available such as Blackboard/UB Learns. Digication is UB's chosen platform to host student ePortfolios within the new UB Curriculum, in anticipation of the Capstone ePortfolio students will complete as the culmination of their UBC experience. In addition to the ePortfolios, Digication also offers a number of other course management features described in this startup guide. Similar to Blackboard/UB Learns, Digication allows instructors to post assignments, assess grades, upload course documents, host discussions, and create groups and communities, should you wish to make use of the platform in ways beyond the student ePortfolios.

1.2 What is an ePortfolio?

ePortfolios are a digital tool similar to blogs or simple websites. They are not a specific genre in themselves, but serve as a multi-media platform adaptable to a variety of instructional goals. A *Capstone ePortfolio*, for example, allows students to collect, synthesize, and reflect upon past work, developing skills of visual rhetoric and digital citizenship. In turn, individual course uses of ePortfolios can be used for multiple purposes. In a *Reflection ePortfolio,* students might gather work over the course of a semester to draw connections or to reflect upon growth. *Presentation ePortfolios* might host a specific course project or present a collection of a student's best work and achievements. *Group ePortfolios* allow multiple authors to collaborate on group projects or presentations. *Archival ePortfolios* might help students to store and organize their work for your course throughout the semester, also archiving your instructor feedback and comments upon student projects and assignments.

1.3 What other tools does Digication provide?

Aside from ePortfolios, Digication offers various course management tools. Instructors may use Digication for grading, creating rubrics, discussion boards, uploading files, and creating online communities outside of the classroom.

1.4 Do I have to set up my own course in Digication?

Instructors *do not* need to create their own courses. Courses in Digication are synched with UB registration and will be added to Digication for you, along with your student roster.

1.5 Where do I begin?

UB's own Digication site can be found at https://buffalo.digication.com. Use your UBIT name and password to log in.

1.6 How to use this guide:

This guide offers a broad overview and introduction to the various instructional and course management options available in Digication, should you wish to integrate them into your course. It is by no means an exhaustive technical manual, but only a reference to help you begin using whichever features you wish in your course. Please refer to the general Table of Contents and to the Appendix: Extended Outline of Topics to locate the section you need to get started.

2. <u>Course Template ePortfolios</u>

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.

2.1 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 Student Startup Guide to add your course in their "Custom Permissions" settings. This will add their ePortfolios to the course roster viewable on your Course page. (see Student Startup Guide)

2.2 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". <u>Guides to ePortfolio creation can be found in both the Startup Guide as well as the Visual Guide.</u> Set up the ePortfolio structure that will serve as a template for your students. Once you have created your ePortfolio, follow the steps below:

2.2a My Courses
There are two ways to access your courses. The first is at the top of your homepage. You can select "Courses"
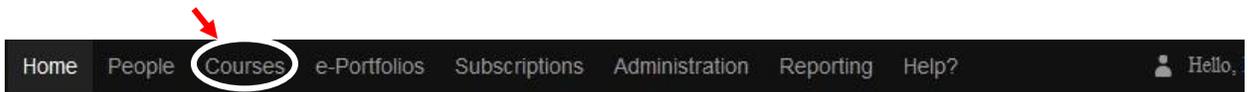
The other option is located in the left-hand column on the homepage labeled "My Courses." It is in the left column below the e-Portfolio section. Here you will see a list of current courses. Click on your desired course.

My Courses

ENG 201 F3
ENG 201 F3: 01/25/16 - 06/01/16
Writing 2

💬 0 Posts 📄 1 e-Portfolio

2.2b ePortfolio Tab
Find the "ePortfolios" tab in your Course page and click on it.

ENG 201 F3 › **COURSE NOTIFICATIONS**

| Notifications | Assignments | Standards | Discussions | e-Portfolios | People | Settings |

2.2c 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".

Portfolios

ENG 201 F3
  L **All Portfolios**   ⊕ Add Portfolio

2.2d Search ePortfolios
On the Add Portfolio page you will see two options: "Create a new portfolio" or "Search by Name."

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".

2.2e 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".
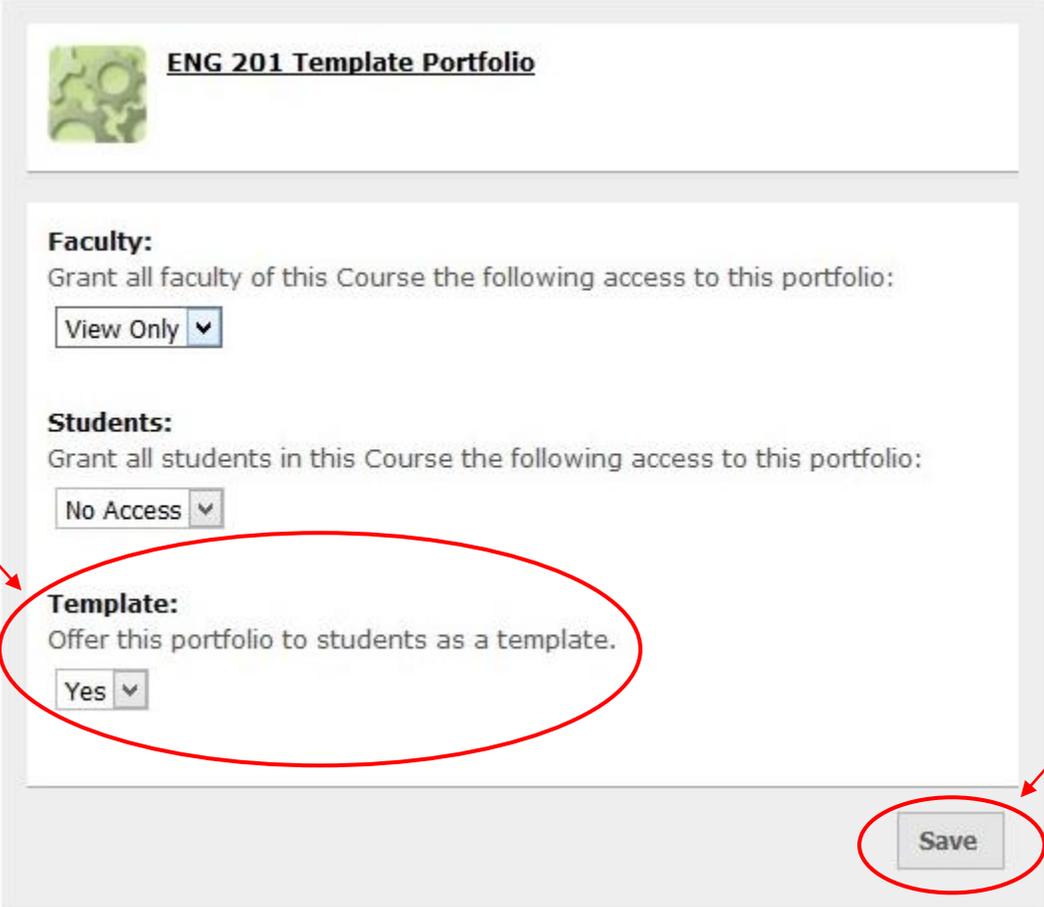
2.2f Student Access

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.

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 <u>independently</u> 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).

3. <u>Creating Assignments within a Course</u>

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.

**Note: to enable the student "Submit" option in Digication, it requires the creation of at least one workflow step, typically "Evidence"

3.1 My Courses
To set up an assignment you first need to go to your course for the assignment, by clicking on "Courses" in your top navigation bar or scrolling down to "My Courses" off to the side and select your course.

3.2 Course Page

At the top of the page, but below the UB header, you will find the tabs that allow you to access different course functions in Digication. Click the Assignments tab.

3.3 Assignments Tab

At the top of the Assignments Tab 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.
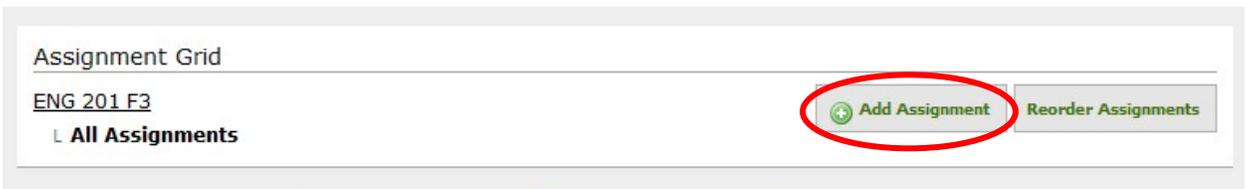
3.4 Create Assignments Page

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.

3.4a 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.
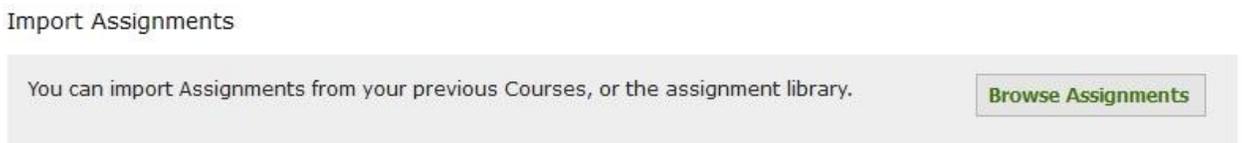
To import assignments you need to click "Browse Assignments," then, in the Search for Assignments page, choose the previous course from the drop down menu.

Search For Assignments

| -- Assignments Collections -- ∨ | 16572 - ENG 201LEC - C4 (Jan 26 to May 20) | ∨ |

Go

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.

Select all assignments ☐

☐

With your assignment/s selected scroll down and click **Add**

3.4b Creating a New Assignment:
Follow the instructions above to navigate to the Assignemnts tab within your course and then click "Add Assingments" to go to the Create Assignments page.

Assignment Grid

ENG 201 F3
  ∟ All Assignments
  ⊕ Add Assignment   Reorder Assignments

3.4b.1 Assignment Description
To begin to create your assignment:

1. Enter the name of the assignment as well as the desciption 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.
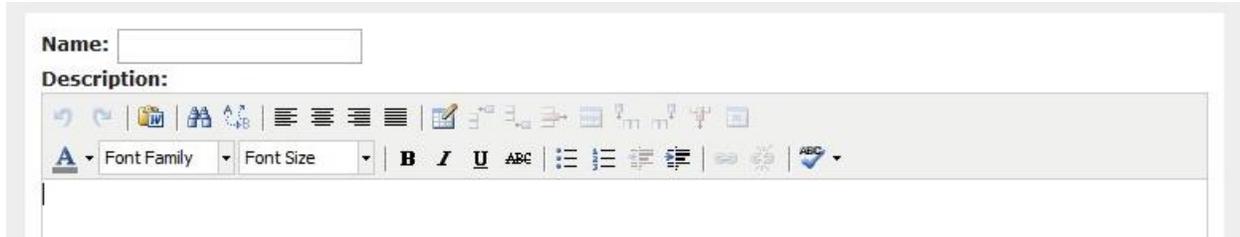
2. Once you are finished, click "Save" below the description box.

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

3.4b.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.

<mark>Note</mark>: you will have many options on how to set the "sequence," even ways to allow students to complete their steps in any order or to make changes to a submission after completion. You are welcome to add as few or as many steps, in either a strict or free-flowing order, as you wish, as well as to resequence and edit these workflow steps as needed!

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 <mark>Digication does not autosave</mark>! Make sure that with each subsequent edit, you <u>save your changes</u>.

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".
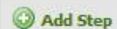
3.4b.3 The Evidence Workflow Step

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.

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

3.4b.4 Basic Information and Step Options

There are two basic elements to the Evidence Step:

Basic Information – allows you to name the step. Cick 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. 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.*

3.4b.5 Reorder Steps
Once you have all your steps set up, you can reorder them as you like by clicking and dragging them. As you can see below, under each number it says "Drag to reorder". Simply click and drag the step into the proper place in the order.This is an example of four evidence steps set up for handing in drafts and posting feedback.

3.4b.6 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.

4. <u>Creating Assessment Rubrics</u>

4.1 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-assessement or peer review and *Teacher Rubrics* can be used for evaluating and grading.

4.1a 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."

4.1b 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.

4.1c Basic Information and Step Options
Fill out the Basic Information and Step Options. Refer to Create
Assignments 4b.3 for specific instructions on how do do this.

4.2 Creating your Rubric
Once you have filled out your information, click "Change" under Rubric to begin
devloping your rubric.

4.2a 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 assginment, which should be the case if this is a new assignment.
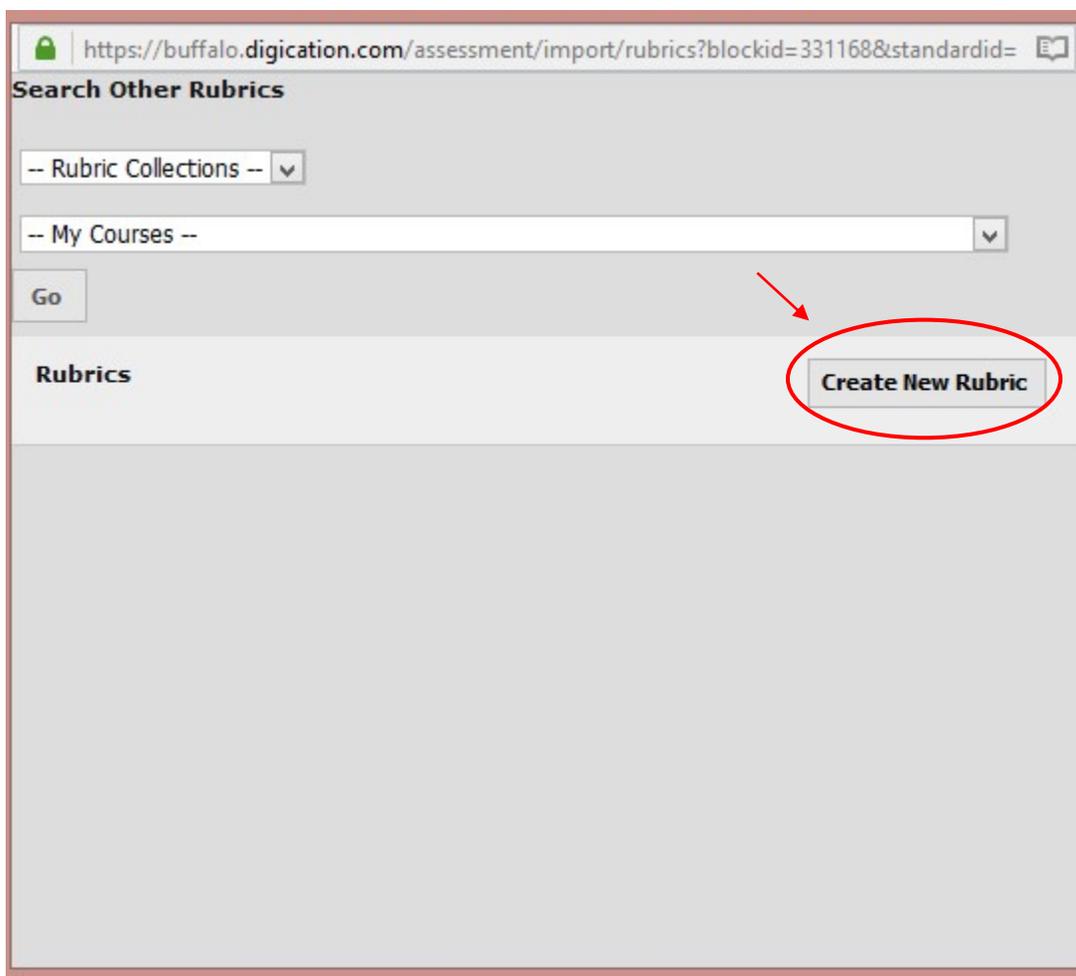
4.2b The Rubric Creation Page
This is the page where you will begin to set up your own rubric. While Digication offers a number of ways to set up rubrics, this guide will show you how to set up a weighted percentage rubric that allows for the most flexibility when grading.

4.2c Rubric Information
To begin, click the "Edit" link next to "Rubic Information" at the very top of the page
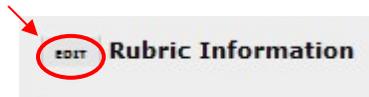
First, select "Percent" for Score Type. You can also click the text box for "Name" and type in a title for your rubric.
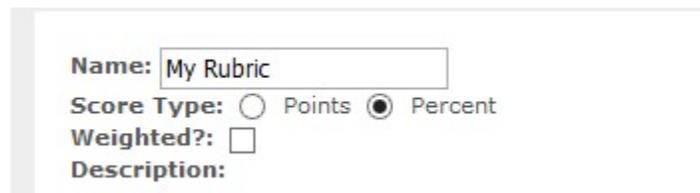
Then, make sure the "Weighted" box is checked. With both of these completed click "Save", located below the desciption box.

Next, scroll to the bottom and make sure that "Sum" is selected and not "Average" for the "Show Score As" choices.
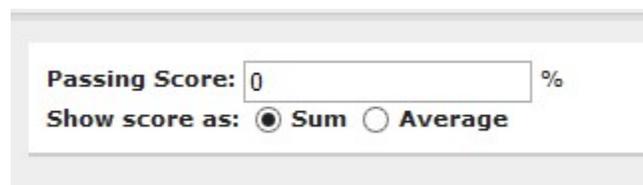
4.2d Setting up Rows and Columns

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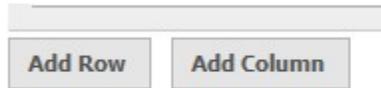
The sections across the top of your columns will be for your evaluative categories.

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

The label stands for the evaluation categories. The value sections are important because the lowest and highest values you input will be the range between the highest and the lowest percentages possible for each of the evaluation criteria in your rows.

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.

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%.
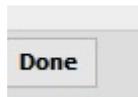
4.2e Evaluation Explanations
Finally, to enter your evaluation explanations click on the grid section you wish to enter an explanation within and type in your explanation.

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.
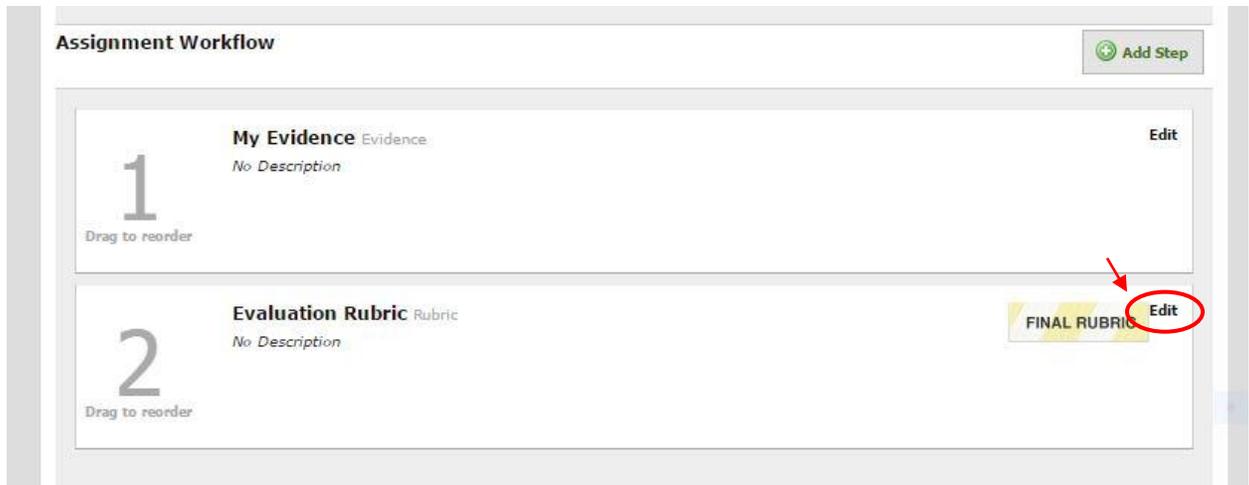

4.3 Editing and Saving Changes on an Existing Rubric

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"

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 colums 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 <mark>Digication does not autosave</mark>, click "Save" to apply your changes.

5. How Students Submit Portfolio Assignments

5.1 "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.

5.1a 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.

5.1b Publishing – publishing is the process that students need to go through in order to have the content of their portfolio appear on their actual e-Portfolio. Publishing happens on each individual section, page, and/or module within the e-Portfolio Creation Page.

5.2 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.**

5.2a Option One: Submitting through "Portfolio Tools"

Submitting through "Portfolio Tools "is a direct kind of submission for students working on portfolios. On their portfolio editing page they will click on the "Portfolio Tools" drop down menu and click "Submit".
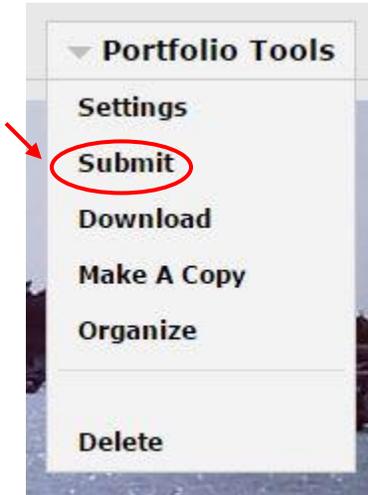
Here they will come to two further choices: "Choose Assignment" and "Submit e-Portfolio." "Choose assignment" will be the default selection.

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, then select the elements of the portfolio they wish to submit for that assignment.
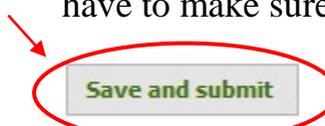
5.2b Option Two: Submitting Through the Assignment Grid

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.

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".**

6. 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.

6.1 Option One: link through instructor email notification

The first option is to navigate to the student's individual submission through the email notification you will receive each time a student has completed a work flow step.

The email link will bring you directly to the "Work Being Assessed" and allow you to "View ePortfolio" or uploaded file and to "Submit Assessment"

**Note: When you click on the link, it will open only those pages the student has submitted specifically for the individual assignment. If the student has submitted the final ePortfolio in its entirety, you will see the ePortfolio as completed at time of submission. Although students may continue to edit their ePortolios after submission, further edits will NOT appear unless their re-submit, which will NOT replace their previous submission, but appear with an additional time stamp.

6.2 Option Two: 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.

6.2a Status Key

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

6.2b The Assignment Grid

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)
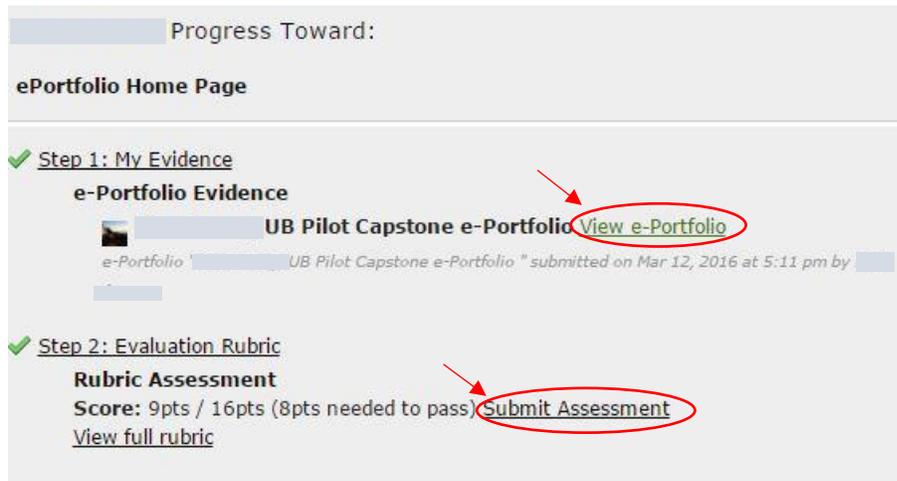
6.2c Accessing Student Assignments through the Assignment Grid

6.2c.1 Option One: individual student submissions
To go directly to an <u>individual student's submission</u>, 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".

6.2c2 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 acccess **a specific student's work**, click on the box where the step and student intersect.

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.
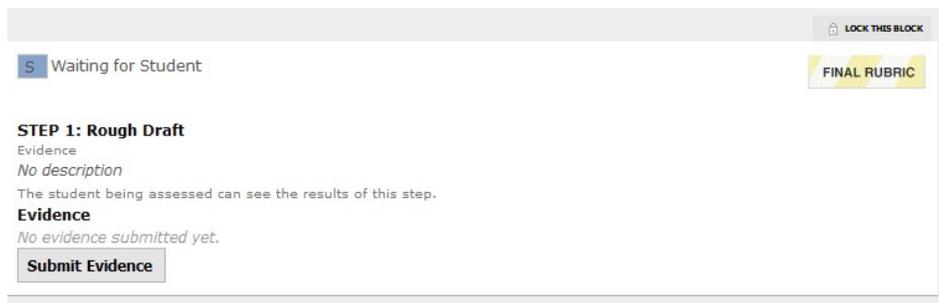
7. <u>Instructor Comments and Feedback</u>

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.

7.1 Commenting directly upon ePortfolio pages
If your students have activated the "**Conversations**" feature in their "Settings" (see Student Startup Guide), 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 in a tab to the upper right of the ePortfolio page:

If your students have activated the "**Allow Comments From**" feature in their "Settings," (see Student Startup Guide), you will also be able to offer feedback by scrolling to the lower right of the ePortfolio page and click on "**Show Comments and Tags**."

Show Comments (0) and Tags
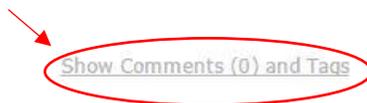
This will open the "Leave Feedback" page, which allows you to "Leave a Comment." After entering your text and email address, scroll down and click "Leave your comment" to post feedback.

7.2 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 they 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.

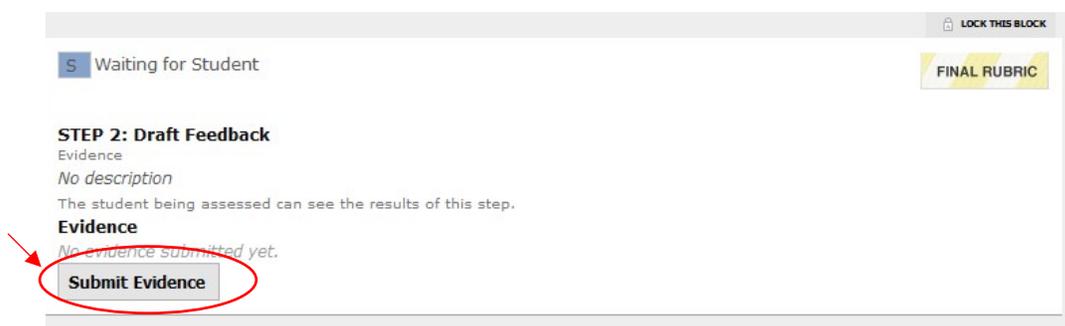Research Reflection : **Step 2: Draft Feedback**

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".

🔒 **LOCK THIS BLOCK**

S | Waiting for Student

FINAL RUBRIC

STEP 2: Draft Feedback
Evidence
No description
The student being assessed can see the results of this step.
Evidence
No evidence submitted yet.

Submit Evidence

7.3 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.

**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.

8. <u>Using Assessment Rubrics</u>

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).

8.1 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 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."
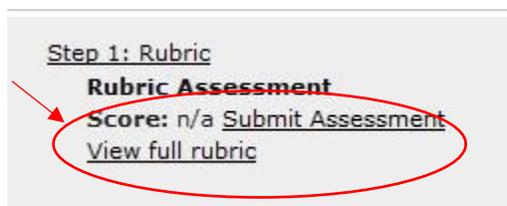
8.1a Submitting Evaluations and Assessment
Once you are on the Submit Evidence/Assessment page, you can begin to enter the percentages for each evaluation criteria. You have the option of clicking on the column for assessment level, which will assign the percent or numerical value for that level, OR 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".

8.1b 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.

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 re-open the Submit Evidence/Assessment page and "Save and submit" each assessment.

9. <u>Creating Discussions Within a Course</u>

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.

9.1 My Courses
Again, to begin to set up your discussion click on "Courses" in your top navigation bar or scroll through "My Courses" off to the side and select your course.

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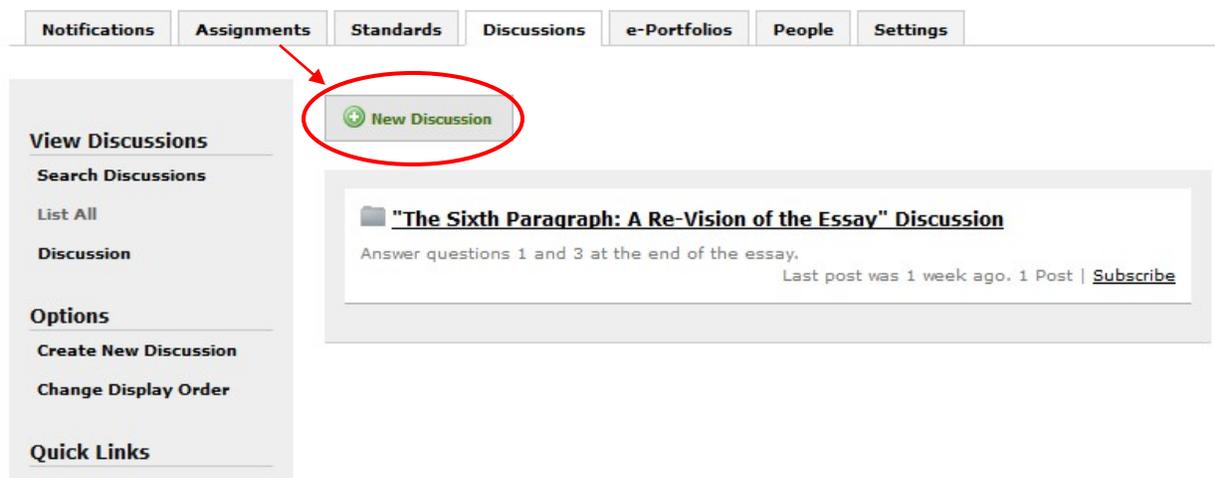
The discussions tab will show you all the discussions you have created as well as the link to create a new discussion. This guide will show you how to set up a discussion around an uploaded reading.

To create a new discussion click "New Discussion."

9.3 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.

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:
100
Relative Weight:
10

9.4 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.

Title:

Body:

9.5 Notifications, Permissions, Attachments

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

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

9.6 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".

9.7 Discussion Post Page

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

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.
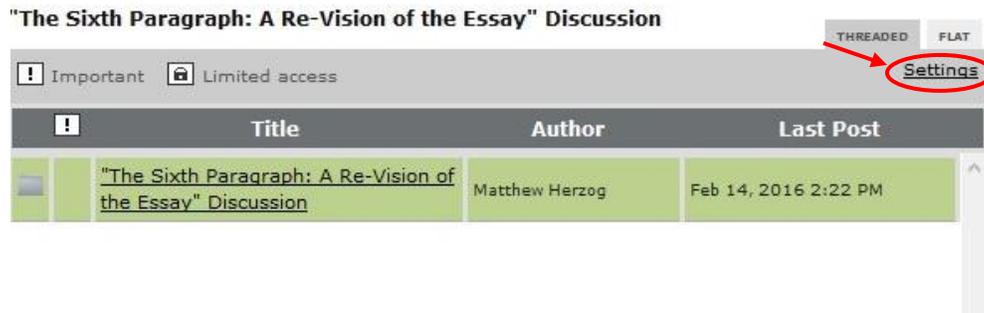
Importantly, the "Modify" link takes you to the create a post page again. Below this you will see any description that you entered describing the nature of the post. You can also see the link to download the reading that was uploaded. Both "Click to Download" and the clickable file name bring you to the pdf of the reading.
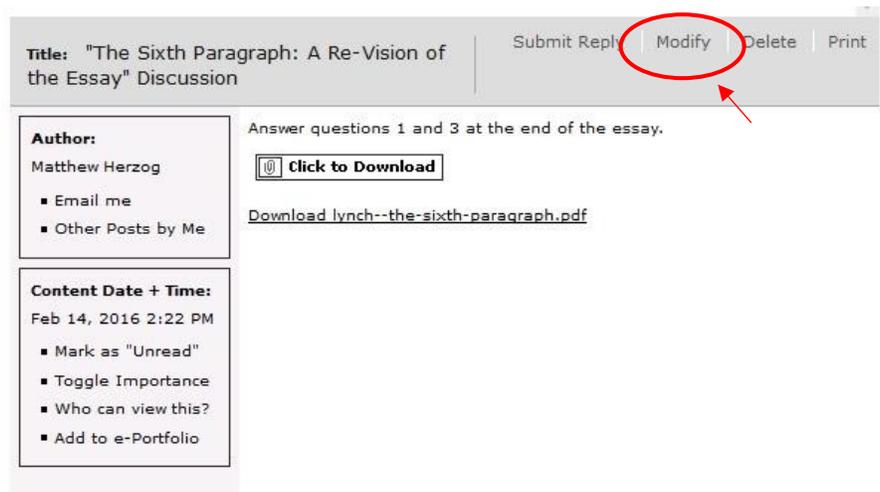
9.8 Replying to a thread
Also on this page is the "Submit Reply" link. This link will bring you to the reply page. On this page, students can rename the title of their reply or leave it as is. The Body section is where they can enter their reply.

Title:
Re: "The Sixth Paragraph: A Re-Vision of the Essay" Discussion

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:
Browse...   No files selected.

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

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

Save   Cancel

10.   Creating Communities

Communities offer the possibility of bringing together a number of users on Digication. They serve as a 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.

10.1 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.

Click on "Create."

10.2 The Community Creation Page
This is the page where you will set up the basic parameters of your community.

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.

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.

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.

10.3 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.

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

10.4 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".
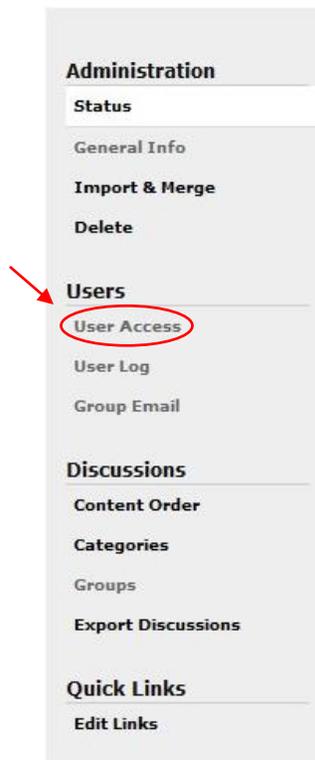
10.4a Passwords

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.

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

10.4b 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

		Community ▾		Search
Title △	**Course Number** ▷	**Type** ▷	**Date** ▷	
CEI Learning Community in University Teaching		Community	01/11/2016 - 12/31/2021	View
MOVIES: The View From the Seats	ENG 201	Community	01/28/2016 - 05/27/2016	View
Teaching Practicum		Community	11/01/2015 - 12/31/2016	View

Results per page: 20   « 1 of 1 » Go to page: [   ] Go

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.

<u>Appendix: Extended Outline of Topics</u>

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[*] **Note:** subheadings show only beginning page #