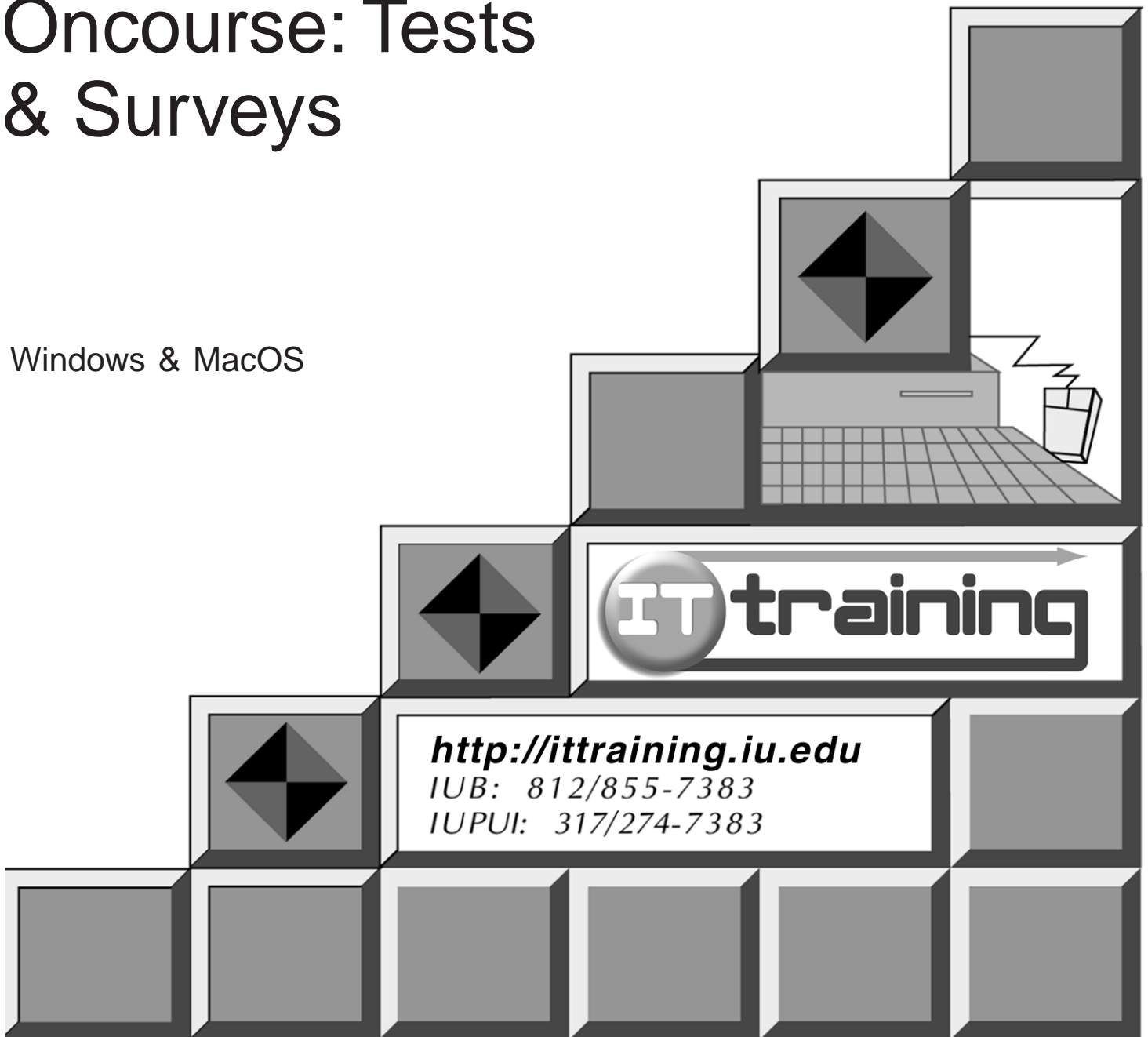


Oncourse: Tests & Surveys

Windows & MacOS



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The University Information Technology Services (UITS) IT Training & Education program at Indiana University offers instructor-led computing workshops and self-study training resources to the Indiana University community and beyond. We deliver training to more than 30,000 participants annually across all Indiana University campuses. Our staff is comprised of enthusiastic professionals who enjoy developing and teaching computing workshops. We appreciate your feedback and use it to improve our workshops and expand our offerings. We have received several national awards for our materials and they are being used at universities across the country. Please keep your questions, comments and suggestions coming!

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Contents

Welcome and Introduction	1	Feedback Settings	37
What You Should Already Know	1	Setting WWW Page Settings	38
What You Will Learn	1	Using Access Control Settings	39
What You Will Need to Use These Materials	1	Enabling the Test	39
Getting Started	2	Setting Access Times	40
Today's Project	3	Security Settings	40
Logging in to Oncourse	3	Gradebook Settings	41
Using the Test and Survey Tool	6	Import Settings	41
Setting Up a New Test	7	Viewing and Grading Results	41
Creating Question Items	10	Understanding the Response Menu	41
Exploring the Question Editor	11	Editing Ungraded Items	42
Question Editor Window	11	Grading Using "View All Responses"	43
Understanding Question Formats	12	Understanding the Report Menu	45
Creating Text with a Section Break	14	Using Response Review	46
Creating True-False Questions	15	Understanding the Export Menu	47
Adding Another Break	17	Exporting Test Grades	48
Creating a Fill-in-the Blank Question	18	Exporting Questions	49
Using HTML to Enhance questions	21	Importing Test or Survey Questions	50
Creating a Multiple-Choice Question	22	Creating a New Survey	51
Creating an Essay Question	25	Importing Questions	51
Creating a Short Answer Question	27	Editing Existing Questions	52
Creating a Matching Question	29	Setting WWW Settings	54
Editing Questions	34	Turning on the Survey	55
Adding Choices	34	Linking a Test to a Schedule Item	55
Adding a Comment	34	Copying the Destination URL	55
Changing Point Values	35	Linking to the Schedule Item	56
Setting Test Administration Information	36	Logging Out	57
General Settings	36	Wrapping Up	58
		Contributions to These Materials	59

Welcome and Introduction

Welcome to *Oncourse: Tests & Surveys*.

What You Should Already Know

You should have already attended *Oncourse: HTML & My Filemanager* or have the equivalent skills. Specifically, you should be able to:

- Use the My Filemanager storage space
- Alter advanced user settings
- Export and import course settings
- Take a test or survey

What You Will Learn

The workshop introduces advanced topics for Oncourse and provides hands-on practice with how to:

- Create a new test or survey
- Write and edit question items
- Import and export question items
- Use HTML to create multi-media question items
- Designate test settings
- Export grades to a gradebook

What You Will Need to Use These Materials

To complete this workshop successfully, you will need:

- Internet Explorer, version 5.0 or above
- An account for Oncourse
- The exercise file: **SampleSurvey.asp**

Getting Started

These materials assume you will begin work from the desktop.

Logging On

In some instances, you may need to log on to your computer before starting. If you need assistance logging on, please consult your instructor.

Starting an Application

These materials assume that you are able to launch an application. If you need help starting an application, please ask your instructor.

Finding Help

If you have computer related questions not answered in these materials, you can look for the answers in the UITS Knowledge Base, located at:

<http://kb.iu.edu/>

Online Training

Want to learn more? IT Training Online makes more than 800 self-study IT courses available to the statewide Indiana University campus community. To find out more, go to:

<http://ittraining.iu.edu/online/>

Members of the general public can purchase access to these courses through the CLN Continuing Studies program at IUPUI. For more information, go to:

<http://www.cln.iupui.edu/>

Getting the Exercise Files

Most of our workshops use exercise files, listed at the bottom of page 1 of the materials. In our computer-equipped classroom, these files are located in the eclass folder, which is on your desktop. If you are using our materials in a different location, you can obtain the exercise files from our Web site at:

IUB: <http://ittraining.iu.edu/iub/materials/>
IUPUI: <http://ittraining.iu.edu/iupui/materials/>

Once you are logged on and have the needed files or the eclass folder on your desktop, you are ready to proceed with the rest of the workshop.

Today's Project

In today's workshop we will be exploring the Test and Survey Tool in Oncourse. We will work as students and authors as we explore the tool from both perspectives. As a student, we will take a test that has already been created for us. This test brings together a variety of question items that represent a wide range of the tool's capabilities. Once we have taken the test as a student, we will go into our own section of the class, a math class, and see how to create the test we have just taken. We will also see, during an instructor-only demonstration, how tests are graded and how we can export test results to an Oncourse gradebook. Before ending this workshop, we will also learn how to import survey questions from an already existing survey and how to link this to a schedule item. While we will actually see a demonstration using survey questions, the process is the same for importing either test or survey questions.

Logging in to Oncourse

Let's start by accessing the Oncourse home page.

Though both Internet Explorer and Netscape Navigator browsers, versions 5.x and higher, support Oncourse, Internet Explorer (IE) provides a more effective, stable environment for authors because of the way it supports the forms used by the items in Oncourse editors, so these materials are written for use with this browser.

1. Launch Internet Explorer.

To enter Oncourse, we need to direct our browser to the appropriate Web address.

2. To open a new location,



NOTE: In Netscape,  Open Page.

Note for Macintosh Users -  File,  Open Location...

You see the Open dialog box.

3. To enter the Web address for Oncourse, in the Open field, type:

oncourse.iu.edu 

You see the Oncourse home page:



The screenshot shows the Oncourse home page with a dark header and a light sidebar. The header contains the Oncourse logo and the text "Log into Oncourse" with a "cas LOGIN" button. The sidebar has three sections: "Getting Help" with links to Instructor Resources, Student Resources, Oncourse Online Help, What is Oncourse?, and UITS Support Center; "News and Information" with links to Oncourse News, The Oncourse Story, System Requirements, Development Process, and Policies; and "IU Links" with links to Indiana University, IT News at IU, University Information, and Technology Services. The main content area has a "Search for Profiles" section with a "Name or Network ID:" input field and a "Search" button. Below this is a "Guest Access" section with a "Course:" input field and a "Search" button. The footer contains copyright information for 1999-2002 by The Trustees of Indiana University.

4. To begin logging into Oncourse



NOTE: In IT Training & Education workshops you'll log in using the Oncourse ID: username and password as directed by your instructor. If using these materials on your own, you'll log in using your own Network ID: username and password.

You see the CAS, Central Authentication Service, web page:

A screenshot of the Indiana University Central Authentication Service (CAS) login page. The page features the university's logo at the top, followed by the text 'INDIANA UNIVERSITY central authentication service'. Below this is a prompt: 'Please enter your username and password.' There are two input fields: 'Username:' and 'Password:'. A 'login' button is positioned below the password field. At the bottom of the page, there is a copyright notice: '© 2002, The Trustees of Indiana University'.

This service used by many IU services, such as Oncourse and OneStart, to globally authenticate your online presence. This will allow you to avoid having to retype your username and password every time you choose to activate a different service.

5. To enter the log in information, in the Network ID field type:

the appropriate user name

6. To enter the password, in the Password field type:

the appropriate password **Enter**

NOTE: If you are using Internet Explorer (IE), you may receive a message concerning passwords. To prevent IE from remembering your password, **Click** No. You may also see a message about leaving a secure site. To move past this message, **Click** Yes.

You see your Oncourse Profile.

Using the Test and Survey Tool

Before we work with a test as authors, let's take a test as a student to see what it is like to do so. In this way, we will see responses to the test that will be discussed by the instructor later in this workshop.

1. To enter the class,



2. To proceed to the main screen,



3. To see the available tests,



4. To start the quiz,



5. Answer the questions.

6. To submit the test,



7. To verify the submission,



8. To close the review screen,



Now that we've taken the test, we're ready to go into our own class as an author.

We can enter the class from the User Profile.

9. To return to the profile, in the upper right-hand corner,



You see your user profile.

Setting Up a New Test

Creating a new test involves several different tasks, including defining the new test or survey, creating question types, and setting administrative information such as when the test or survey will be available to students, for how long, and at what location. Authors can also control the amount and type of feedback the students will receive once the test has been submitted. We'll start by working with the general settings and then work with creating and editing questions. We'll learn about other types of settings, such as the Feedback, WWW Page, and Access Control settings later in this workshop.

Let's start by creating a new test in our own section of Math 153.

1. To enter the class,



NOTE: Depending on the settings for your account, you may see a request to have you list yourself in the class roster. If you see this message, you can select either option.

2. To view the Test and Survey Tool,



3. To start a new test or survey,



You see the **Create a New Test** screen:

Create New Test

Title

Time Auto submit when time expires.

Start with this test disabled. I will enable it when I am ready.

Scramble the order of test questions for each copy of the test.

Allow students to take this item as many times as they want.

I do not wish to know the identity of the students.

This section allows authors to set several basic menu settings. Many of these settings may be edited later in the General Settings field; however, currently the anonymity feature can only be set at this point. The following table summarizes the options available in both locations:

Setting	Function
Title	Allows author to name the test or survey
Time limit	Sets the time allowed for the students to take the test. To set no limit, leave this field blank or type zero.
Auto-submit	If selected, Oncourse will automatically submit all active tests or surveys.
Enabled/disabled	Allows authors to create the test before making it available to students.
Scramble order	If selected, question items will be scrambled within sections.
Attempts	Allows authors to set how many times a student can take the test or survey.

Setting	Function
Anonymity	If selected, the students' answers will be anonymous. This option can only be selected at this point.

An Important Note on Anonymity

Selecting the anonymity option for a test has certain implications including the following:

- To alter anonymity at a later point, you can import test settings from another test or survey with this option set, or export questions and recreate a new test or survey.
- The students do not receive a notice that the test or survey is anonymous (notice of this can be added in the survey or test in the Web page header, as inline text or as a section break item).
- Instructors will see the numbered IP address of each student's computer.
- Anonymous tests and surveys can be graded.
- These results cannot be exported to the gradebook.

Let's start by setting providing some basic information for this test.

1. To name the test, in the Title field, type:

Math 153 Pretest

2. Make sure that there is no time limit specified.
3. Make sure the auto-submit button is not selected.

We want to start with the test disabled, which means that students will immediately see the link for this test, but they will not be able to access it.

4. To start with the test disabled,

 the "Start with this test disabled" checkbox

We want to have the test questions scrambled.

5. To scramble the questions for the test,

 the "Scramble" checkbox

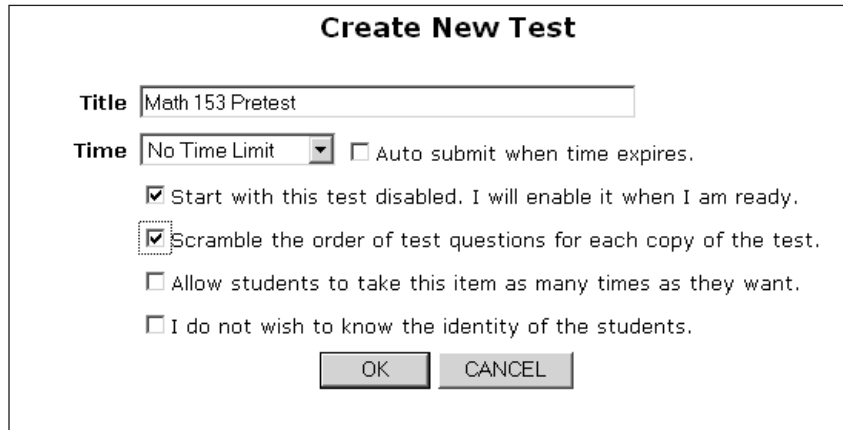
We only want the students to have one opportunity to take the test, so we will not select the multiple attempts option.

6. Leave the multiple attempt checkbox blank.

We will want to keep track of who is taking the test, so we will leave the option to keep the identities of the students anonymous unselected.

7. Make sure the identity information checkbox is not selected.

The settings should now look like:



Create New Test

Title Math 153 Pretest

Time No Time Limit Auto submit when time expires.

Start with this test disabled. I will enable it when I am ready.

Scramble the order of test questions for each copy of the test.

Allow students to take this item as many times as they want.

I do not wish to know the identity of the students.

OK CANCEL

8. To accept these settings,



Oncourse displays a message stating that the test was created successfully and you see options concerning questions.

Creating Question Items

Now that we have a new test we need to choose how to add content—by adding questions individually or by importing them from an existing quiz or survey.

We want to create our own questions using the Question Editor.

1. To select the question editor,



You see the Question Editor editor.

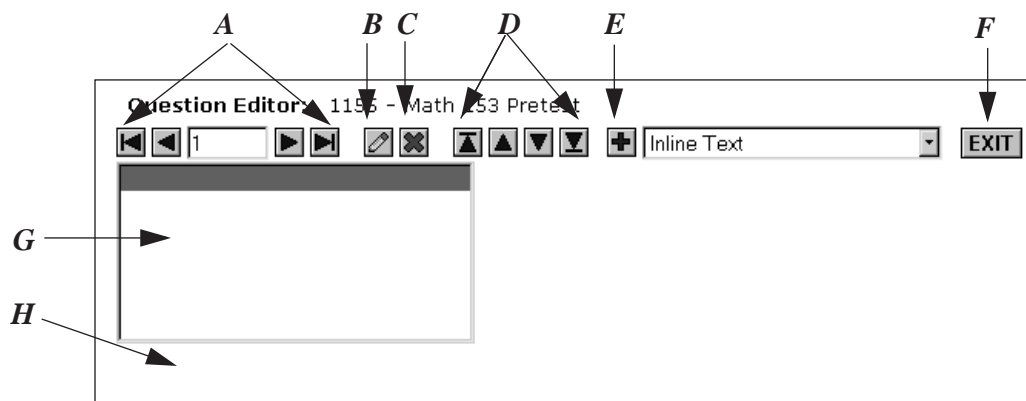
Exploring the Question Editor

In this section, we will go over features and functions provided in the Question Editor. The Oncourse Question Editor allows test authors to easily create, edit and delete questions in the currently selected test or survey

Question Editor Window

The Question Editor window displays all of the questions in the current test or survey. It includes toolbar buttons that allow the author to edit existing questions and create new ones.

When the Question Editor is selected for the first time, you see a blank Question Editor:



The following table explains the functions of the labeled areas:

Item	Name	Function
A	Move to Question	Allows author to move forward and back, to the end or beginning, or to a particular question
B	Edit icon	Allows author to edit an existing question
C	Delete Icon	Allows author to delete a question
D	Move Question	Allows author to change the location of a question in the list by moving it up or down, to the beginning or to the end
E	Add new question	Used in conjunction with the Item Type drop-down list, allows author to start creating a new question

Item	Name	Function
F	Exit button	Allows user to leave the Question Editor
G	Question list	Lists all the current question items
H	Viewing area	Displays the currently selected question in full

Understanding Question Formats

Now that we've seen the general interface, let's review the types of items we can create. Oncourse provides two formats that allow authors to insert text and logically group questions, plus thirteen different question formats. Seven of these questions are intended for tests and the other six are designed for surveys.

Each of these formats is described briefly in the table below:

General Items	Item Behavior
Inline Text	Used when test items are not scrambled to add text within a test or survey; authors can add either plain text or HTML
Section Break	Used when test items in each section will be scrambled; text will always precede items associated with it

Test Items	Gradeable Item Behavior
Multiple Choice	Presents the student with a question followed by a list of possible answers of which only one is correct; graded automatically
Multiple Correct Answer	Presents the student with a question followed by a list of possible answers of which several are correct; graded automatically
True or False	Presents the student with a statement that he or she must decide is either true or false; graded automatically

Test Items	Gradeable Item Behavior
Fill in the Blank	Presents the student with a question followed by a text box in which he or she enters an answer; the answer is compared to a list of allowed answers and graded automatically; answers are case-sensitive
Short Answer	Presents the student with a question followed by a single-line text box in which he or she enters an answer; the instructor must grade the student responses
Essay	Presents the student with a question followed by a multi-line text area in which he or she enters an answer; the instructor must grade the student responses
Matching	Presents the student with a series of terms and definitions; the student must match each term with its appropriate definition; graded automatically.

Survey Items	Non-gradeable Item Behavior
Text Box Field	Presents the student with a labeled single-line text box for entry of text such as name or phone number
Text Area Field	Presents the student with a labeled multiple-line text area for entry of long text items such as addresses or extended responses
Checkbox	Presents the student with a checkbox and description text; can be used to get yes-or-no responses from students
Multiple Selection	Presents the student with instructions and a list of items each of which has a checkbox; student can select all applicable items from the list by checking each item's box
Single Selection	Presents the student with instructions and a list of items each of which has a radio button; the student can choose only one of the listed items by checking its radio button

Survey Items	Non-gradeable Item Behavior
Rating	Presents the student with a question followed by a list of items that represent the scale of responses; rating items differ from single selection items in that options listed are part of a scale (1-5, best-worst, etc.)

Creating Text with a Section Break

Now that we've reviewed the various types of questions that can be included in a test or survey, we're ready to start using the Question Editor to create our own questions.

We'll start by creating several basic questions that use only text. Since we want our questions to be scrambled, we will want to add some text introducing our first section by creating a Section Break item. By using a *Section Break item*, we can be assured that the text will not be scrambled along with the other question items. Remember that, unlike Section Break items, Inline Text items will be scrambled along with other items.

NOTE: You can also add text or other information to the beginning or end of a test or survey by using the WWW Settings. For more information on using this feature, see "Setting WWW Page Settings" on page 38.

We need to start by selecting the item type we'll create.

1. To choose the Section Break item,



2. To create a Section Break item,



You see the **Section Break** question editor:

The image shows a dialog box titled "Question Editor (Section Break)". It contains a text area for "Section Heading Text", a text area for "Comments", and two radio button options: "Show all questions in this section." (which is selected) and "Show [input type='text'] random questions from this section." Below the options are "OK" and "CANCEL" buttons.

We will add the content in this field.

3. To add the content, in the Section Heading Text field, type:

Please choose true or false to complete the next question(s):

There are two additional options available in the Section Break editor. The first option will cause all questions associated with this section to be displayed. The second option will cause Oncourse to randomly select and display a subset of the questions provided. For example, an instructor may provide 8 true/false questions and have Oncourse randomly select 5 for each test.

In this example, we will keep the default, show all questions in this section.

4. To accept and save the Section Break item,



Creating True-False Questions

We will create two *True-False questions* that will be scrambled within this section. For each question, we will need to add the question content and then designate the correct answer. We can also set the point value and skill level for the item.

1. To select the question type, on the question-type drop-down list,



2. To create a True-False question,



The **True-False** Editor opens:

A screenshot of the "Question Editor (True - False)" form. It contains several fields: a large text area for the "Question"; three dropdown menus for "Answer" (set to "FALSE"), "Skill" (set to "0"), and "Points" (set to "1"); a text field for "Comments"; two text fields for "Category" and "Topic"; and two buttons at the bottom labeled "OK" and "CANCEL".

3. To add content to the question, in the question field, type:

The Pythagorean Theorem states that $A + B = C$.

The default answer is False, so we do not have to change it.

4. Make sure the answer is set to False.

Let's add points to this question. It will be worth 5 points.

5. To change the points, in the Points field,



For now, we will leave the rest of the fields blank.

NOTE: Though many of the question editors provide categories and topic options, these features are not currently active in the system.

6. To create and save the item,



Now we'll create the second True-False question. The correct question format is still selected.

7. To create a second True-False question,



8. To add content, in the question field, type:

The three prime trigonometry functions are sine, cosine and tangent.

9. To choose the correct answer, on the Answer drop-down list,



Let's add points to this question. It will be worth 5 points.

10. To change the points, in the Points field,



For now, we will leave the rest of the fields blank.

11. To create the question,



Your Question Editor should now display the two questions and the Section Break item.

Adding Another Break

We want to keep the True-False questions together and then provide other types of questions in the other section of the test. However, we want to make sure the True-False questions will be random in this section. In order to designate these two questions as a separate section, we need to add an additional section break.

1. To choose the Section Break item,



2. To add a new Section Break item,



You see the Section Break question editor.

We will add the content in this field.

3. To add the content, in the text box, type:

Answer the following questions to the best of your ability.

4. To accept and save the Section Break,



Creating a Fill-in-the Blank Question

There are two methods for creating a question that requires a student to type in a short response. If an instructor wants to review and grade an item, the best item type to use is the Short Answer. When this question type is chosen, all responses to that question are presented anonymously to the instructor or grader. On the other hand, if there are only a few acceptable answers to a question, consider using a Fill-in-the-blank item. With this item type, Oncourse can grade responses automatically and an instructor or grader can review the responses for accuracy in grading. These answers can be reviewed using the Report Menu. For more information about reviewing responses to individual questions, see “Using Response Review” on page 46.

The next question we will add will be Fill-in-the-blank. We’ll write the question and then designate acceptable answers. *Fill-in-the-blank* questions present the student with a question followed by a single-line text box in which she enters an answer. Her answer is compared to a list of allowed answers and graded automatically. Even though Oncourse will grade this type of question automatically, it is unable to identify all permutations of the response. Misspelled words or words with different capitalization can cause answers to be marked incorrect.

1. To choose the Fill-in-the-blank item,



2. To add the question,



The **Fill-in-the-blank** item editor opens:

Question Editor (Fill-in-the-Blank)

Question

Allowed Answers

Comments

Skill Points

Category Topic

OK CANCEL

Notice that many of the options here are identical to ones we saw earlier. The main difference here is that we need to designate one or more acceptable answers.

3. To add content, in the Question field, type:

_____ was an Egyptian woman known for her work on geometry.

Now we need to add the answers Oncourse will accept as correct. We need to remember that Oncourse is case sensitive, so, for example, if the answer to a question is entered as “King Henry IV,” the response “king Henry iv” would be marked incorrect by Oncourse.

- To add an acceptable answer, by the Allowed Answers field,



A prompt window opens.

- To add the first acceptable answer, in the prompt window, type:

Hypatia **Enter**

- To add another acceptable answer,



A prompt window opens.

- To add the second acceptable answer, in the prompt window, type:

The daughter of Theon **Enter**

For this message, let's add a comment that the student will see after he or she completes the quiz. This comment will appear to all students unless an instructor alters the comments within an individual test or survey.

- To add a comment, in the Comments field, type:

Hypatia edited Apolonius' work on cones.

NOTE: In order for comments to be displayed, the "Default and Custom Comments" option must be selected under "Feedback Settings" in the Settings Menu

Let's add a skill level to this question.

- To add a skill level, on the Level drop-down list,



We'll set the point value of this question to be equivalent to the first one.

10. To change the points, in the Points field,



11. To complete the question,




You see Question Editor with the new question in the preview pane.

Using HTML to Enhance questions

Images, video and sound can be added to most questions in the Test and Survey Tool by using HTML. Using HTML to format questions provides an author with flexibility that cannot be achieved when using only plain text. We will create several questions using a variety of HTML tags. We will use tags which allow us to alter various settings such as font and font size. We'll also have the browser view a page in a new window, and we will add images, to a question item.

The following table provides a reference list of the tags that we will use and explanations for what each tag does:

Tag	What it does
<code><body style="background-color: silver"></code>	Sets the background color for a page
<code>link name</code>	Creates a link from the existing document to another document
<code><img src="http://file_location/file_name"  /></code>	Displays an image inline. The image will display in its original form and size

Tag	What it does
target="_blank"	Used in conjunction with either tag indicated above, the attribute prompts the browser to display the page or image in a new window.
	Sets the font face, color, and size for the question

Creating a Multiple-Choice Question

In this exercise, we will create a multiple-choice item and we will use display an image with the question. The student will be asked to identify a particular area of a diagram.

1. To choose the Multiple Choice item,



2. To add a new Multiple Choice question,

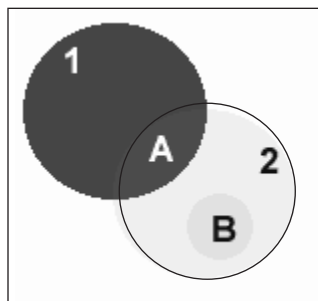


The **Multiple-Choice** Item Editor opens:

The screenshot shows a dialog box titled "Question Editor (Multiple Choice)". It contains a large text area for the "Question". Below this are two columns: "Choices" and "Comments". The "Choices" column has a plus icon, an edit icon, a delete icon, a checkmark icon, an up arrow icon, and a down arrow icon, followed by a text input field. The "Comments" column has an edit icon, a delete icon, and a text input field. Below these are three input fields for "Answer" (a dropdown menu), "Skill" (a dropdown menu with "0"), and "Points" (a text input with "1"). At the bottom are "Category" and "Topic" text input fields, and "OK" and "CANCEL" buttons.

Notice that many of the options are identical to ones we saw earlier. The main difference is that we need to designate one or more acceptable answer choices. We also have the ability to add comments based on which option the student selects.

We'll ask the students to choose the correct Boolean term represented by the following image:



3. To add content to the question, in the Question field, type:

Identify the area labeled A in the diagram.  src="http://ittraining.iu.edu/workshops/onco/trigexample.gif"
 />

Since we will be using variations on this long URL several more times for making subsequent questions, let's copy part of the address onto our Clipboard.

4. To select part of the URL, in the Question field,

 "http://ittraining.iu.edu/workshops/onco/"

5. To copy the selection, press:

 C

This portion of the URL can now be used for subsequent questions.

Now we need to add the correct answer as well as several distractors.

6. To add choices for the question, in the Choices area,

You see a prompt window

7. To add the first answer, type:

OR 

8. Repeat the steps 6 and 7 above to add answers for:

AND

NOT

We need to set the correct answer to this question.

9. To select the correct answer, in the answer list,



10. Set skill level to 1.

11. Set points to 5.

12. To create the question,



Creating an Essay Question

The *Essay* question item can be used to ensure a student understands important concepts. This type of question requires grading by the instructor. For this exam we will be presenting a concept using simple GIF animation. The student will be asked to click on the link to display the animated GIF. A similar process can be followed to add more complex multi-media files such as a Flash presentation, a movie, or a sound. However, keep in mind that the effectiveness of such media is limited by the available technology.

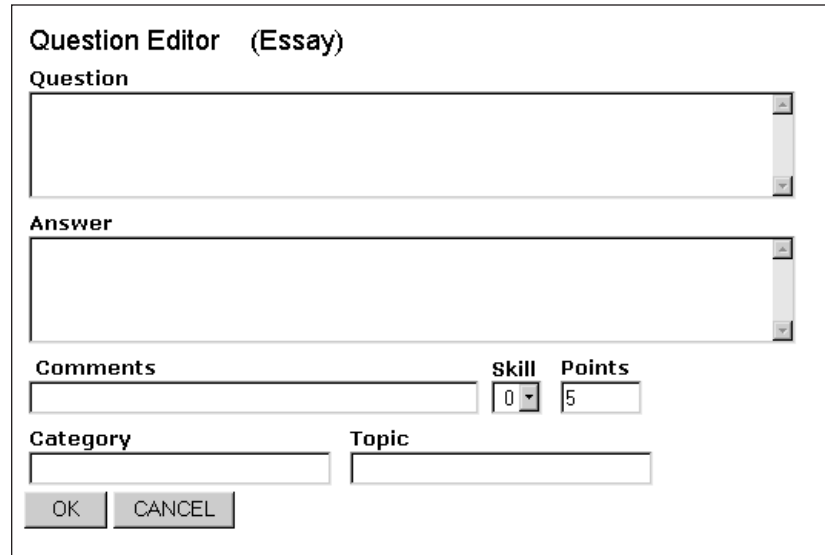
1. To select the question type, on the question-type drop-down list,



2. To add the question,



The **Essay Item** Editor opens:

A screenshot of a dialog box titled "Question Editor (Essay)". It contains several input fields: a large text area for "Question", another large text area for "Answer", a "Comments" text field, a "Skill" dropdown menu with "0" selected, a "Points" text field with "5", a "Category" text field, and a "Topic" text field. At the bottom are "OK" and "CANCEL" buttons.

NOTE: Many of the options are identical to ones we saw earlier. The main difference is that we can add content that guides the grading of the essay.

3. To add content to the question, in the question field, type:

Write a short essay describing the concept depicted in the following
following <br Space /> <a Space href=

We have part of the code necessary to create the question. Now we can use the portion of the URL we copied onto our Clipboard in an earlier question.

4. To paste the partial URL, with the cursor immediately following the equal sign,



You should see “**http://ittraining.iu.edu/workshops/onco/**” pasted into the question field.

Now we need to complete the URL.

5. To add the rest of the URL, in the question field after /onco/ type:

```
bool_animation.gif" Space target="_blank">animation.</a>
```

NOTE: Be careful as you name test files or your web addresses will give clues as to the correct answer.

The full text in the question field should read:

```
Write a short essay describing the concept
depicted in the following<br /><a
href="http://ittraining.iu.edu/workshops/onco/
bool_animation.gif"
target="_blank">animation.</a>
```

NOTE: To add a Flash demo instead of an animated .gif, use the following URL: http://ittraining.iu.edu/workshops/onco/boolean_sound.swf

6. To add some ideas for the answer, in the Answer field, type:

AND designates common points between two sets.

7. Add the following information in the remaining fields:

Field	Content
Comments	--
Skill	3
Points	15

8. To complete the question,



Creating a Short Answer Question

Short answer question items present the student with a question, followed by a field in which to type an answer. Remember that Short Answer and Essay items must be graded differently than items such as Fill-in-the-blank or Multiple choice, that are graded automatically by Oncourse. There are two ways to grade items; an instructor can either grade each individual submission or use the “Grade All Ungraded Items” utility from the Response Menu. The “Grade All Ungraded Items” utility displays all ungraded questions for the test. This means that only Essay and Short Answer items that have not been previously

graded will show up. For each item that has ungraded responses, the question and answer will be displayed once followed by all the responses to that question. For each student response, two fields are provided. A small field is provided so the instructor can enter the student's grade. A larger field is provided for comments. The “Grade All Ungraded Items” utility is used for grading Essay and Short Answer questions blindly, which means that the identity of the respondent is not known. For more information about grading these items, see “Viewing and Grading Results” on page 41.

1. To select the Short Answer item,



2. To add a new Short Answer item,



The **Short Answer** item editor opens:

Question Editor (Short Answer)

Question

Answer

Comments **Skill** **Points**

Category **Topic**

In *Oncourse: HTML & My Filemanager* we learned how to use HTML to add formatting to text items. In this example, let's add an image to the question content.

For this question, we will have the students write the answer to a simple geometry problem.

3. To add content to the question, in the question field, type:

Please find the area of the triangle for the following diagram:<img

 SRC=

We can again use the partial URL we copied earlier.

4. To paste the partial URL, after the equals sign in the question field,

 Edit  Paste

You see the partial URL: “http://ittraining.iu.edu/workshops/onco/

5. To complete the URL, after the /onco/ type:

areaproblem.gif”  />

We need to add the preferred correct answer, keeping in mind that we will grade this item ourselves.

6. To add the correct answer, in the Answer field, type:

36

Let’s add the remaining settings.

7. To complete the question, add the following information:

Field	Content
Comments	Tests how to solve a problem in reverse.
Skill	1
Points	5

8. To create the question,



Creating a Matching Question

A *Matching* question presents the student with a list of terms and definitions. The student uses a drop-down list feature to select the correct answer.

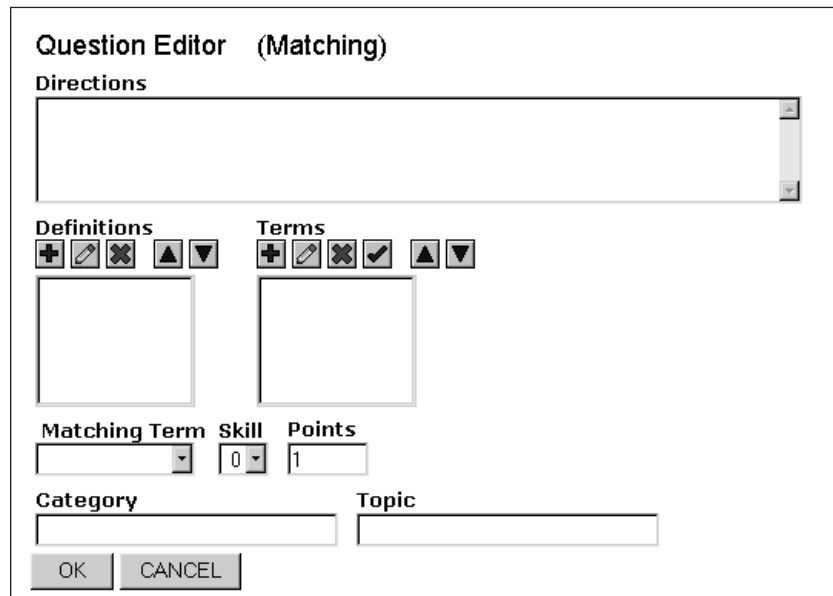
1. To select the question type, on the question-type drop-down list,



2. To add the question,



The **Matching Item** Editor opens:

A screenshot of the "Question Editor (Matching)" dialog box. It features a "Directions" text area at the top. Below it are two columns: "Definitions" and "Terms", each with a plus icon, an edit icon, a delete icon, and up/down arrow icons. Underneath these are two empty text boxes. At the bottom, there are fields for "Matching Term", "Skill" (set to 0), and "Points" (set to 1). There are also "Category" and "Topic" text boxes. "OK" and "CANCEL" buttons are at the bottom.

We need to create the definitions as well as the terms that will be matched with them. We also need to indicate which definition goes with which term.

We'll start by adding directions.

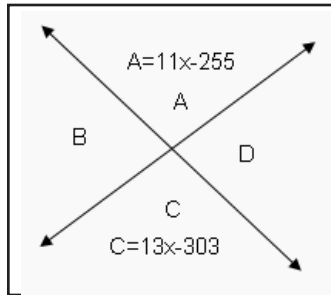
3. To add directions for the question, in the Directions field, type:

Match the following images to the correct answers by finding X for each:

4. To begin to add answers, in the Definitions area,



The first example we want to add is:



5. To create the first definition, in the prompt box, type:

```
<p></p>
```

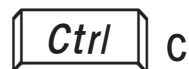
We can again save some time typing by copying this HTML code onto our Clipboard and pasting it in other areas of the question editor.

6. To select the code,



```
the definition: <p></p>
```

7. To copy the selection, press:



The code is copied to our Clipboard. We'll use this copied code in a moment. Now we will accept the first definition.

8. To accept the first definition,



9. To begin adding a term for the first definition, in the Terms area,

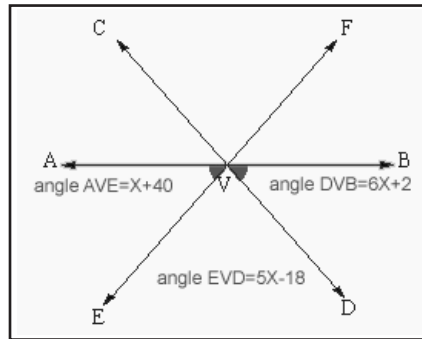


10. To enter the first term, in the script prompt box type:

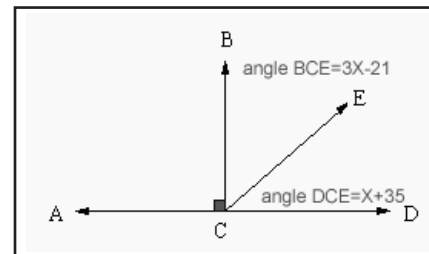
$X=24$

NOTE: Be aware that Oncourse does not force the test taker to select each term only once.

We need to add the HTML code for the remaining two images as definitions:



Example 2



Example 3

11. By pasting and editing, continue entering the following HTML code and equations to the definition and terms:

Definition	Term
<code><p><img src="http://ittraining.iu.edu/workshops/onco/example2.gif" <input type="text" value="Space"/> /></p></code>	$X=13$
<code><p><img src="http://ittraining.iu.edu/workshops/onco/example3.gif" <input type="text" value="Space"/> /></p></code>	$X=19$

NOTE: Since we copied the definition onto our Clipboard, we can simply click the blue plus sign, and in the prompt box, use + V to paste the URL, then change the example number.

Now that we've added the definitions and terms, we need to associate the correct terms. We will also want to scramble the order of the answers so they are not already matched.

12. To choose the correct term for Example 2, in the Definitions field,



13. To match the correct answer, on the Matching term drop-down list,



NOTE: The first item should already be set correctly by default.

14. To choose the correct term for example3, in the Definitions field,



15. To match the correct answer, if needed,



Now we need to scramble the answers.

16. To scramble the answers, in the Terms area,



Each image represents its own question and is worth the same number of points. Let's make each worth 4, so the total possible will be 12 points.

17. Set the points to 4.


18. To complete the question,



You return to the Question Editor.

Now we are ready to see how to edit questions once they have been created.

Editing Questions

Authors can edit questions after they have been created or after they have been imported from an existing survey. To edit a question, an author first selects a question from the list and then chooses the Edit Question button (). The question will then appear as it was originally displayed when it was created.

Questions should only be edited prior to releasing the test to students. If an author attempts to edit questions after students have taken the test, Oncourse displays a warning that the test may become corrupt.

Adding Choices

In some cases, an author may want to add additional answer options for a question

Let's add another possible answer to the multiple choice question.

1. To select the question in the question editor area, select

Identify the area labeled A...

2. To edit the question,



Let's add another answer choice.

3. To add another choice, in the choices area,



4. To accept the change,



Adding a Comment

Let's add a comment to the essay question.

1. To select the appropriate question,



2. To edit the question,



3. In the comment section, edit the comment to read:

Boolean logic explains how sets of items can be related.

4. To accept the change,



Data associated with any previously created question can be edited in the same manner--by selecting the question, selecting the edit option, changing information, and accepting the changes.

5. To exit the Question Editor,



You see the Questions menu.

Changing Point Values

While the points associated with an individual question can be updated through the Question editor, an instructor can also update all the points associated with a certain question type all at once.

Let's change both True-False questions so that they are each worth 4 points.

1. To select the correct question type, on the Update Point Values For... dropdown list,



2. To set the new value,

 Press & Drag the value, type: 4

3. To submit the change,

 Click UPDATE

4. To verify the change,

 Click OK,  Click OK

The points for all True-False question is now 4.

Now we need to return to the Test menu.

5. To return to the Test Menu, at the bottom of the page,

 Click Test Menu

You see the Test menu.

Setting Test Administration Information

When the author has completed adding questions to a test, he or she needs to set the parameters for its administration. We will start by going to the Settings Menu. The items on the Settings Menu allow the author to customize how a test or survey will look and function. There are four different settings pages. We will adjust the settings on each of these pages for the test we have been creating.

General Settings

The *General Settings* page allows the author to specify general test and survey settings such as the title, time limit and the number of times a student will be allowed to take the test or survey. We set all of the available fields correctly when we created the test, but we will view these settings.

1. To view General Settings, on the Test menu,

 Click Settings Menu,  Click General Settings

2. To return to the Settings menu,



Feedback Settings

The *Feedback Settings* page provides ways to allow feedback for individual students after they take a test or survey. An author can control what the students see when they are done with the test or survey. Some instructors may want to provide all of the questions and answers as well as comments to allow students to review their own work immediately. However, other instructors may prefer to provide this feedback at a later time or in class.

Let's see what types of feedback we can provide to the students.

1. To view Feedback settings,



For this section, we will provide all the options except having the students go to another URL. We will also add a custom message.

2. Make sure that the following options are selected:

- The Question text
- The Student's Responses
- The Correct Answers
- The Default and Custom Comments
- The Student's Score

Now let's add a custom message the students will see when they finish the test.

1. To start adding a custom message, check the checkbox for

A Custom Message

2. To add the comment, in the Message field, type:

I'll see you in class on Wednesday!

We do not want to set a URL.

3. Leave the URL setting blank.

4. To accept these settings,



Setting WWW Page Settings

The WWW Page Settings page allows the author to customize the look of the test or survey. The author can use the settings on this page to make the test or survey blend in with the rest of the class site. Many of these settings use HTML code.

1. To view the WWW Page Settings,



We'll want to put in a note about the content of this test in the header information.

2. To add the correct header information, in the HTML Head field, type:

Math 153 Pretest

Now let's set a background color.

3. To set a background color, in the BODY Tag Attributes field, type:

style="background-color: Space #ffffcc"

We'll want the students to see some general information about the test, and have this text stand out by changing its size and font.

The Page Header is used to identify the test, the instructor, the course and provide directions.

4. To add the introductory text, in the Page Header field, type:

```
<span Space style="font: Space 120% Space  
Arial; Space color: Space navy">This pretest will help the  
instructor organize the course. Good Luck!</span>
```

We can also alter the text of the buttons the students use. Let's change the text of the submit button.

5. To alter the submit button, in the SUBMIT Button Text field, type:

Submit Test

We'll leave the remaining buttons as they currently are.

6. To accept these changes,



Using Access Control Settings

Access Control Settings affect when and where the test will be made available. Oncourse has the ability to release the test on a specific date and at a selected time, in a specific location, and to a particular group of students.

Enabling the Test

Remember that even when a test is disabled, students can still see a link to the item--they just cannot access it.

We'll need to enable our test so students can have access to it.


1. To view the access settings,



When we first created this test, we had it disabled so students could not access it until we were finished working. Now we can allow them access to the test and to see their own results. Students can review results anytime after they have taken the test.

NOTE: When giving a test it would be important to only allow students access to test results after all students had finished taking the test. In addition it is also important that the grading of all test questions is complete, whether they are to be graded automatically OR by the instructor. Otherwise students will likely be confused and frustrated by tests that are only partially graded, misunderstanding the low grade they would likely see.

2. To enable the test and the results by deselecting options,

 the “Disable Student Access to Test” & the “Disable Student Access to Test Results” checkboxes

Both checkboxes should now be empty.

Setting Access Times

Instructors can control when students can access the test. These controls restrict only the time at which a student can begin to take the test or survey. If, for example, an instructor sets the end time for access to midnight, and a student begins the test at 11:59, she will be able to continue to take the test. However, no additional students will be able to begin the test after midnight.

Let’s give the students access to the test from today until this time next week. Remember that if we schedule the access date in the future, we will not be able to see the exam in student view.

1. To enable the Deny Access After setting,

 the “Deny Student Access After” checkbox

2. To specify an end time, in the “Deny Student Access After” area,

Set the time for one week from now, at midnight

NOTE: Midnight is represented by “0:00”.

Security Settings

Oncourse provides several ways to add security to taking tests and to limit who has access to it.

Though we will not limit access to this test, the following options are available:

- **Password setting:** A password for access to the test can be set.
- **IP Settings:** An author can designate the IP address (a unique identifier for a particular computer) so that only certain computers can be used to access the test, or certain computers can be blocked.

1. To accept the Access Control settings,



You return to the Test menu. Students can now access and take the test.

Gradebook Settings

We can have Oncourse automatically send scores of a test to an already created assignment in an existing gradebook. However, authors should be aware that, if the gradebook is viewable to students, the test results may be visible before the instructor has reviewed them. Also keep in mind that authors have more control over what aspects of the test results, i.e., whether or not students see the grades, the questions, the final score and comments, from within the test and survey tool itself.

We will not be using this feature today.

Import Settings

We can also have Oncourse import some test settings from tests or surveys we have created as well as those made accessible by others.

We will not be using this feature today.

Viewing and Grading Results

Now that we have set all the administrative settings for the test, it is ready for students to take. Unfortunately, since we do not have a body of students who can take the test so we can see the results, we will need to return to the sample test we took at the beginning of this workshop.

Each participant has taken the Math 153 Pretest as a student within the Survey class. For this Survey class, the instructor can view and grade the ungraded items, review the tests and work with the test results.

The following section will be done only by the instructor. Please follow along with the instructor. You will, however, be able to view many of the same features in your own test.

Understanding the Response Menu

The *Response Menu* provides several different options relating to the results of a given test. Let's start by reviewing these features.

1. To see the Response Options,



The table below summarizes the available items and their usage:

Item	Usage
Grade All Ungraded Items	Allows instructor to grade items that are not graded automatically by Oncourse, such as essay questions and short answers.
View All Responses	Presents a sortable list of students, their response time, the IP Address of the computer used and the time they took the test. Instructors can view the test and grade or edit the scores for the test.
View Responses where...	Allows instructors to search for a particular test by username, password, or IP address.
Delete All Responses	Allows instructors to delete all responses and erases the test.

Editing Ungraded Items

There are two ways to grade tests. An instructor can see the entire test and grade ungraded items (such as essays or short answer questions) by student, or view the ungraded items all at once, without knowing the identity of the students. For each item that has ungraded responses, the question and answer will be displayed once followed by all the responses to that question. For each student response, two fields are provided. The instructor grades the item in the smaller field while providing comments for feedback in the larger.

Watch as the instructor uses the “Grade All Ungraded Items” feature to grade several essay and short-answer questions associated with the Math 153 Pretest.

NOTE: Remember that if you want to review all answers given for a particular question that was graded automatically, such as a Fill-in-the-blank item, you can do this from the Report Menu.

1. To view the ungraded items,



The responses that students provided are listed. In this view, the responses are anonymous so the instructor does not see who provided a particular response.

2. Enter a grade and an optional comment for each response to an item.

An instructor can grade all ungraded items at once, or across several sessions. It is important to save any grading performed.

3. To save the changes,



Grading Using “View All Responses”

The *View All Responses* feature presents a list of students and information about the test they took. From this list, an instructor can request a response detail report, can grade or delete any submitted response, and can review the test as a whole. In addition, from the main report, the table of information can be sorted in ascending or descending order by the specified field. For example, if an instructor has assigned a survey for the first week of class and has been checking on who has responded, he or she might want to sort the information so that the individuals who have taken the survey most recently appear at the top.

Let's watch as the Instructor displays the report for this test.

1. To see the report,



You see a response menu similar to:

564 - Math 153 Pretest					
◀ Page 1 of 1 ▶					
	Name	User	Time	Returned	IP
<input type="checkbox"/>	CRITIC, ART	acritic*	N/A	Pending	24.178.188.206
<input type="checkbox"/>	DUFF, DAVID	dduff*	0 hr 4 min	8/31/2001 15:27	129.79.18.106

This report also provides the following options used to work with a particular response:

Button	Function
	Displays the response detail report for the specified response.
	Displays the response grading form for the specified response.
	Permanently deletes the specified response.

Let's take a look at all the responses for one student.

2. To view a student's responses, next to any student,



Let's make changes to the grading for question one.

3. To return to the previous page,



4. To begin to edit the value, next to any student's name,



5. To change the value, in the small text box above the text “4 MAX”

 the value, and enter a new value

6. To save the change,

Before leaving this view, let’s see how to sort this information.

We’ll sort by submission time.

7. To sort by submission time, on the returned column,

The results sort, showing the most recently submitted response at the top.

Since we will not be deleting responses or viewing them by a specific field, we can return directly to the Test Menu.

8. To return to the Test Menu,

 Test Menu

Understanding the Report Menu

The *Report Menu* provides tools that allow instructors to review the test history of a particular student, to view responses to the currently selected test by question, or to see results summarizing test data. Instructors can also see answers for a specific question such as fill-in-the-blank items.

1. To view the Report options,

 Report Menu

The following table summarizes the options available in this menu:

Tool	Description
User Reports	Provides information by student
Response Detail	Displays detailed response for the currently selected test or survey
Section Activity	Provides access to other tests and surveys the students has taken in this class
Test Reports	Provides information for the test as a whole
Grade Report	Displays grades for all students
Points Analysis	Displays summary of points earned out of points possible per questions.
Survey Reports	Provides information by question
Response Review	Displays a list of all questions, and provides a link so that the instructor can review all responses for that question
Rating Results	Provides a summary of responses for survey items using a rating scale.

Using Response Review

As we discussed earlier, it is recommended that instructors review answers provided to Fill-in-the-blank questions.

Let's see the responses the instructor can reveal for the Fill-in-the-blank item on the test we took earlier in this workshop.

1. To view the test by question,



You see the Response Review menu, which lists the questions in the test and provides hyperlinks to the results of each question.

The Fill-in-the-blank question, question number 3, is the question whose answers we'd like to review.

2. To review these answers,



You see the responses given.

Now we can return directly to the Test Menu.

3. To return to the Test menu,



Understanding the Export Menu

The *Text Export Menu* provides options for exporting all or part of the results of a test to external files or to the Gradebook. In addition, the questions created for this survey or test can be exported to be used later, or to share with other instructors.

Even though we have no responses to our own Pretest, we can still review the options and walk through how we would export grades to a gradebook. Before we look at how to export grades to a gradebook, let's review all the options, including several we won't be working with today.

Let's view the Export Menu.

1. To view the Export Menu,



The following table summarizes the options available from this Menu:

Item	Function
Test Grades	Allows instructor to export grades to a text file or to a gradebook item.
Points Earned	Creates a list, with an entry for each response, containing User ID, Date Submitted and Points Earned for Each Question
Text Responses	Creates a list, with an entry for each response, containing the text of their responses

Item	Function
Numeric Responses	Creates a list, with an entry for each response, containing numeric values representing the student's responses. For multiple choice questions 0=A, 1=B, etc.
Export Questions to File	Allows instructors to export the questions for use in another survey or test, or to provide these questions to other instructors.

Exporting Test Grades

The *Test Grades tool* allows instructors to export information from the current test or survey to a tab delimited file or to an assignment in the gradebook. By exporting responses to a tab delimited file, the information can be imported into an analysis package such as SPSS.

Let's start by viewing the options for exporting the grades.

1. To view the Test Grades option, from the Test Export menu,



If a test or survey can be taken multiple times by the same student, the instructor would have to choose which grade to export.

Since this test can only be taken once, we do not need to change this setting.

If we choose the "Export to Text File" option, Oncourse creates a list, with an entry for each response, containing User ID, Percent Grade, Raw Score, Possible Points, Elapsed Time, Date Submitted and IP Address

We want to use the last option, "Export to Gradebook".

Now that we have graded the Test or Survey test let's export it to our gradebook.

NOTE: If you have not graded all the ungraded items in your test you will receive the following warning: "WARNING! There is (are) xx ungraded item(s)! You should grade all ungraded items before exporting any grades."

We will first choose the grade book and assignment that the test should be exported to in the Oncourse gradebook

2. To choose a Gradebook, on the Gradebook drop-down list,



3. To choose an assignment, on the Assignment drop-down list,



4. To export the grades,



The grade book will open so that we can see how the grades were entered in the gradebook

5. To accept the grades as entered from the Export,



This saves the grades you have exported from the test and any changes you may want to make to the gradebook

Exporting Questions

We may want to save the content of this pretest for use later, or perhaps to allow other instructors to use it in their own classes.

Let's see how to export the questions for the pretest.

1. Return to the Test Menu for the Math 153 Pretest.
2. To view the export options,



3. To begin exporting, in the Text Export Menu,



You are asked to save or open the file.

We will want to save this file in its default format, .asp.

4. To save the file,



Note for Macintosh Users - To save,  Save Files as...

5. Move to the eclass folder.

6. To name the file, in the File name field, type:

Math153Pretest

7. To complete the save,



You are returned to Oncourse.

We are finished working with this test, so let's return to the Main Menu.

Note for Macintosh Users - If necessary, close the Download Manager window.

8. To complete the process,

close the Download Manager window.

9. To return to the Main menu,



Importing Test or Survey Questions

From the Question Menu, questions from a different test or survey, created by an author or someone else, can easily be imported into an existing test or survey. Using this feature, an author can easily create two versions of the same test or survey or simply add one or more questions from a test or survey created by someone else.

In the following exercise, we will create an empty survey which will serve to obtain “first day information” from students. Then we will import questions from an existing survey. Finally, we will edit the survey to meet our needs.

Creating a New Survey

We need to create an ‘empty’ survey before we import questions.

Go to the “Test Menu” for the test or survey you want to copy questions into.

1. To start a new survey,



You see the Create a New Test screen.

2. To name the survey, in the Title field, type:

First Day Information Survey

3. Make sure that there is no time limit specified.

We want to start with the test disabled.

4. Make sure the “Start with this test disabled. I will enable it when I am ready” option is selected.
5. Do not scramble the questions for your survey.
6. Make sure the Attempt options field allows multiple attempts.
7. Leave the option for making the survey anonymous unselected.
8. To create the survey,



Oncourse indicates that the survey has been created and you now have several ways to add questions.

Importing Questions

Now that we have the survey created, we’re ready to add new questions. We’ll import questions from a question file.

1. To begin importing questions,



Now we need to find the file to import.

2. To begin looking for the file,



3. Move to the epclass folder.

4. To select the correct file,



5. To upload this file,

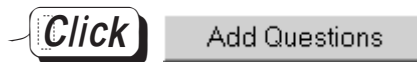


The questions from the question file are displayed. You can choose which ones you want to import.

We will deselect the questions pertaining to languages at the end of the survey.

6. To deselect the questions, deselect the last three checkboxes.

7. To add the remaining questions,



You see a display of the questions you just added.

8. To acknowledge these change,



You are returned to the Test Questions Menu.

Editing Existing Questions

Some of the questions we just added need to be edited to suit the class we are currently teaching, a math class.

We will go ahead and edit one of the questions we just imported.

1. To access the Question Editor,

 Question Editor

We want to edit the last question, which currently relates to writing ability.
We want to ask about mathematical abilities.

2. To see the correct question,

scroll down to the end of the list

3. To select the correct question to edit,

 the question “How would you rate”,  

We’ll change “writing” to “mathematical”.

4. To change the text,

 across “writing”, type: mathematical

We’ll also add one more option to the choices.

5. To add a new choice, in the Choices area,

6. To add the choice, type:

Exceptional 

To complete the question, we’ll move it so it is located above the “Average” option.

7. To move the option,

  three times

8. To accept these changes,



You are returned to the Question Editor.

We are done with the Question Editor, so we can return to the Test Questions Menu.

9. To exit the Question Editor,



Setting WWW Settings

Before we finish the survey, let's make a few changes to the WWW settings. We'll set a new background color for the survey and change the text of the Submit button.

1. To return to the Test Menu, at the bottom of the screen,



You return to the Test Menu.

2. To access the settings,



3. To alter the background color, in the BODY Tag Attributes field, type:

style="background-color: Space silver"

4. To alter the text, in the SUBMIT Button Text field, type:

Please submit your information.

5. To accept these changes,



You return to the Test Setting Menu.

Turning on the Survey

Now that we've finished the survey, let's enable it so the students will be able to access it.

We'll need to alter the access setting.

1. To access the control settings,

 [Access Control Settings](#)

2. To allow students access to the test and their results,

 the "Disable Student Access to Test" and "Disable Student Access to Test Results" checkboxes

3. To accept these changes,

You return to the Test Setting Menu.

Linking a Test to a Schedule Item

We are now done with the survey, but we can also link the survey to a schedule item.

Let's see how this is done.

Copying the Destination URL

Oncourse provides the instructor with the ability to link directly from the Schedule to an individual test or survey.

To do this we first have to switch to student mode so that we can copy the test location, since it does not display in the URL locator field.

1. To exit the Test and Survey tool, on the Navigation bar,

 [Tools](#)

We need to switch to the students view for the Test and Survey tool.

2. To switch to student mode,

 Oncourse Tests and Surveys (Students)

You see the main course screen.

We need to move to the Tools section to access tests and surveys.



3. To view the tests and surveys,

 Take Test or Survey

We need to select the destination URL associated with this link.

4. To copy the destination URL,

 First Day Information Survey,  Copy Shortcut

Note for Macintosh Users - Press: ,  the link,  Copy link to clipboard.

The URL we need has now been copied to the clipboard. Now we can create the schedule item.

This action copies the shortcut to the clipboard so that we can use it in our Schedule item.

Linking to the Schedule Item

Now now need to create a new Schedule item that will redirect students to the survey.

1. To view the Schedule Editor,

 Schedule,  Create/Edit Schedule

2. To add a new schedule item,

The Schedule Item editor opens.

3. To add an new category,

 , type: Tests and Surveys 

4. Set the due date a week from today and deselect the “No due date” checkbox.

5. To name the item, in the Title field, type:

Math 153: First Day Survey

6. To add the URL, in the URL field in the Advanced Settings area, press:

 v

Note for Macintosh Users - Press:  V.

7. To designate when the test will begin and end,

Set both the start and end date

8. To have Oncourse recognize these dates,

 the No end date checkbox

9. To complete the schedule item

10. To check your work,

 Schedule,  Math 153: First Day Survey

The survey is now linked to the schedule item.

Logging Out

Now that we’ve checked our work, we are ready to exit Oncourse and end our work session.

1. To exit Oncourse,



2. To close the browser, in the top right corner,



Wrapping Up

Please follow your workshop instructor's guidance and take a few moments to fill out the workshop evaluation form.


We've reached the end of today's workshop. Before leaving, we need to properly end our session. To do this, we'll use the Start menu.

1. To begin to logoff using the Start menu,



2. To view the options for ending your session,



Note for Macintosh Users - To access commands to close a session, **Click** the Apple menu, **Click** Log Out..., or press the key combination **Shift** +  + Q.

You see several shut down options. Depending on the environment, you will select one of the following commands:

- **Shut Down:** The system will close all open files and applications. On a Windows PC, a message will be displayed when it is safe to turn off the computer and monitor. On a Macintosh, the computer turns itself off when finished.
- **Restart:** The system will close all open files and applications and then restart the computer. This reloads initial commands and the operating system.
- **Log On as a Different User** (Windows only): This command will log you off but leave the computer positioned at the Begin Logon dialog box so the next user can log on.

NOTE: In the IU Bloomington Student Technology Centers, the Log On as a Different User command is listed as “Log off *username*”. There is also a Logoff shortcut on the IUB and IUPUI STC desktops.

Your instructor will tell you which command to execute.

Thank you for participating in
Oncourse: Tests & Surveys

Contributions to These Materials

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Where to Go From Here

You can use the resources listed below to further build your computing skills.

Taking Other IT Training & Education Workshops

UITs IT Training & Education offers hands-on instructor-led computing workshops aimed at a variety of skill levels, covering a broad range of topics. We teach over 1,000 workshops on more than 70 topics every year! For more information, to see a detailed workshop schedule, or to register for a workshop, contact IT Training & Education:

Web: <http://ittraining.iu.edu/>

E-Mail: (IUB) ittraining@indiana.edu; (IUPUI) ittraining@iupui.edu

Phone: (IUB) 812/855-7383; (IUPUI) 317/274-7383

Getting Help from Online Resources

IT Training Online - Self-paced IT courses you can take on your computer

<http://ittraining.iu.edu/online>

UITs Support Center - 24 hour-a-day virtual consulting

(IUB) <http://ithelp.indiana.edu/>

(IUPUI) <http://www.iupui.edu/~support/>

UITs Knowledge Base - Searchable database of computing questions

<http://kb.iu.edu/>

UITs On-line Documentation and Publications

<http://ithelp.indiana.edu/pubs.html>

Getting Help from Support Staff

(IUB & IUPUI) Consultants at the UITs Student Technology Centers

(IUB) The Lindley Hall central consultant station

phone: 812/855-3802 (24 hours a day)

(IUB) The UITs Support Center is now in two locations:

IMU M084 and Main Library Undergraduate Circulation Desk

For current hours, go to: <http://www.indiana.edu/~itsc>

phone support: 812/855-6789; e-mail support: ithelp@indiana.edu

(IUPUI) The UITs Support Center in ES 2126

For current hours, go to: <http://www.iupui.edu/~support/>

phone support: 317/274-HELP (4357); e-mail support: support@iupui.edu
