



jblearning.com/navigate

1-978-443-5000

info@jblearning.com

NAVIGATE TRAINING MANUAL

INSTRUCTOR'S MANUAL

Instructor Manual Table of Contents

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COURSE ACCESS AND ENROLLMENT

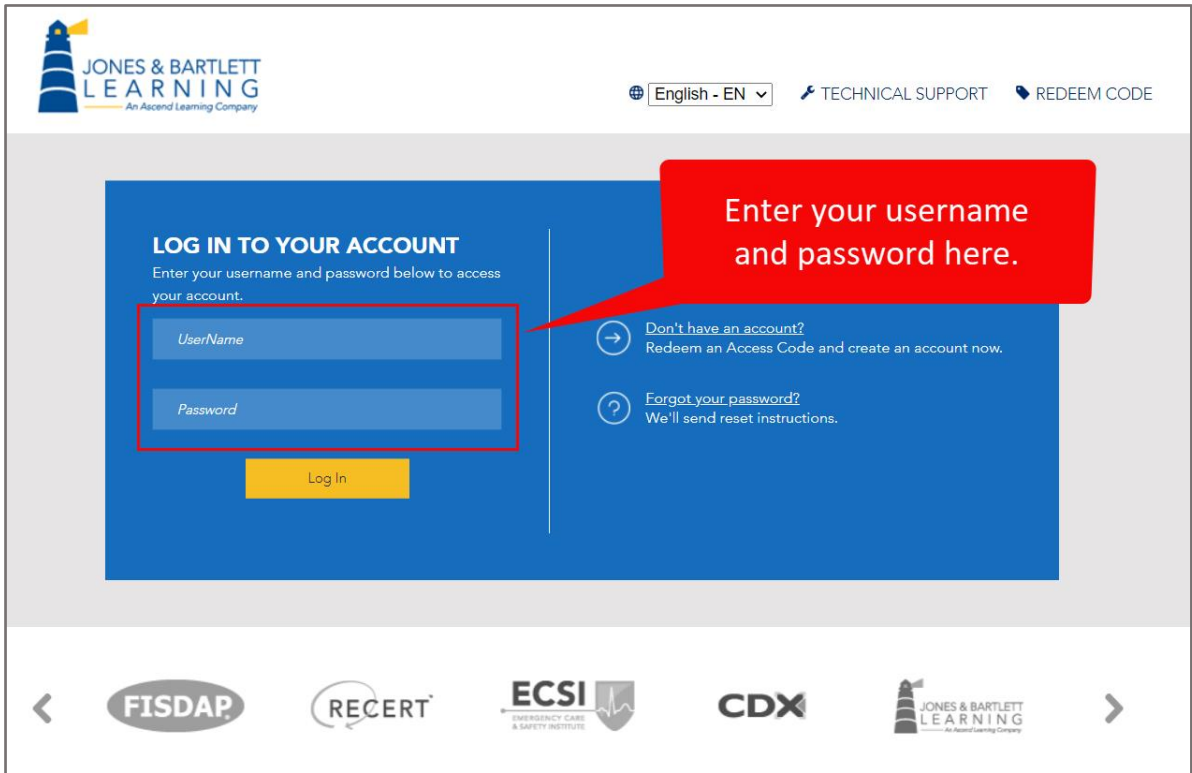
This section provides guidance with accessing courses and enrolling/unenrolling instructors and students in the course.

Logging in to Navigate

1. Open a new window or tab in your web browser and navigate to www.jblearning.com in the web address field.
2. Next, click on the **My Account** link at the top-right of the page.



3. A login page will open where you must enter your username and password in the fields provided before clicking the **Log In** button to proceed to your account page.



Technical Support: www.jblearning.com/techsupport | support@jblearning.com | 1-978-443-5000 | M-F 8:30am – 8:00pm

- Once you log in, you'll be directed to your account's homepage, which displays a list of your current active products/courses.

The screenshot shows the user account homepage for Jones & Bartlett Learning. At the top left is the logo with the text "JONES & BARTLETT LEARNING - An Ascend Learning Company". To the right are links for "English - EN", "TECHNICAL SUPPORT", and "REDEEM CODE". Below this is a navigation bar with "Jones | Log Out", "LEARNERS", "PRODUCTS" (highlighted), and "ACCOUNT".

Under the "PRODUCTS" tab, there are sub-tabs for "ACTIVE", "EXPIRED", and "NOTIFICATIONS". To the right are buttons for "Show/Hide Products" and "Redeem Access Code".

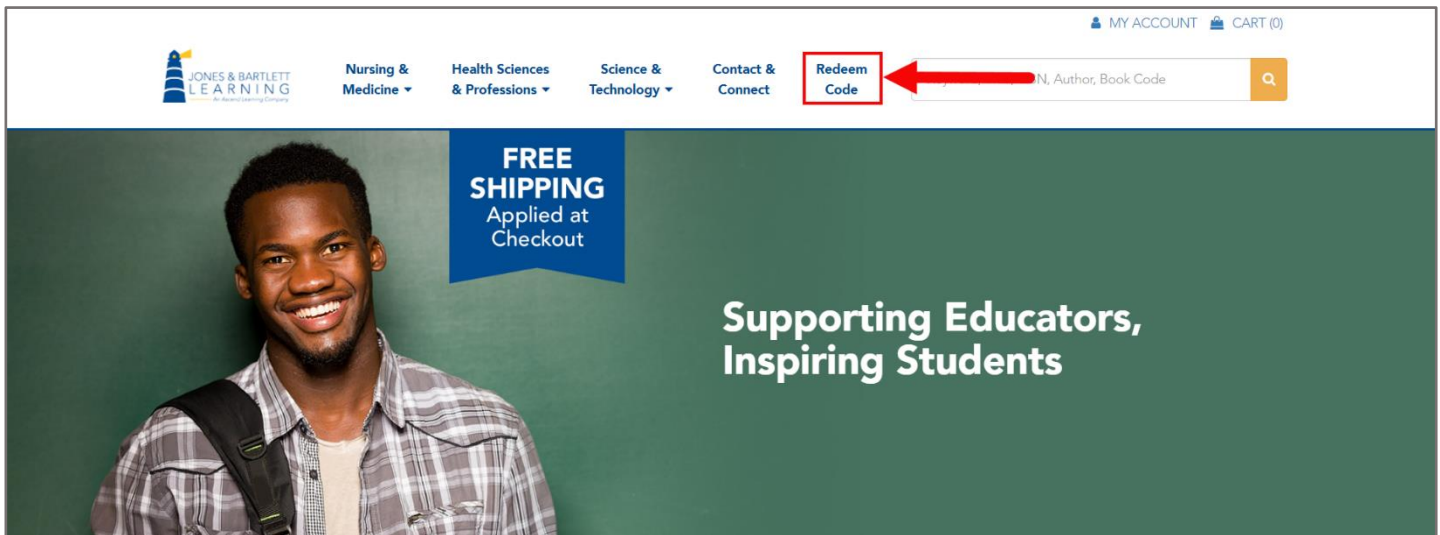
HIDE	PRODUCT ↓	NICKNAME ⓘ ↓	COURSE ID ↓	ALERT ↓
	ASE 0 CDX Preferred Access to Fundamentals of Automotive Technology, Second Edition	EMT 11e	82F383	
	Navigate 2 Essentials Access for Emergency Care and Transportation of the Sick and Injured		7763BD	

At the bottom, there is a carousel of logos: CDX, JONES & BARTLETT LEARNING, TARASCON™, PUBLIC SAFETY GROUP, and FISDAP.

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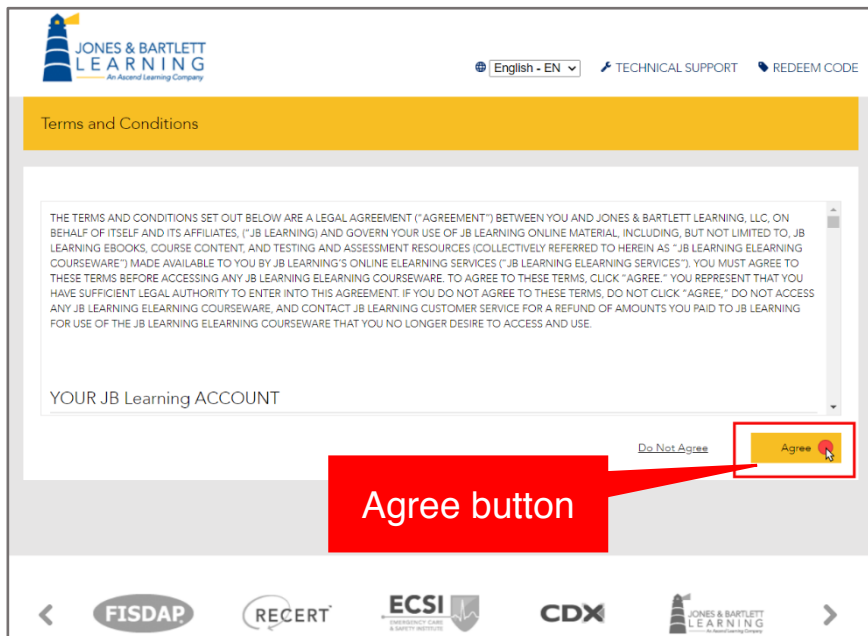
Redeeming an Access Code and Creating an Account

1. Open your web browser and navigate to www.jblearning.com. We generally recommend using either Firefox or Chrome browsers for an optimal user experience.
2. From the Jones & Bartlett homepage, click the **Redeem Code** option from the right of the horizontal menu at the top of the page.

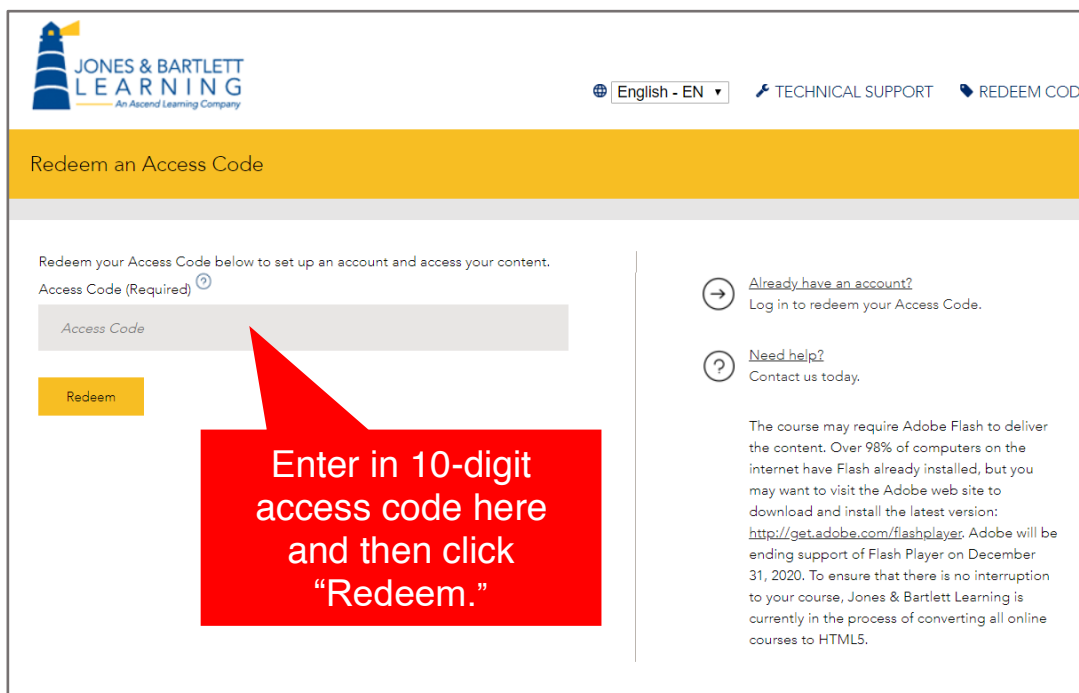


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3. Proceed by reading the Terms and Conditions page that opens. Scroll down as necessary, then click the **Agree** button to continue.



4. The **Redeem an Access Code** page opens where you must enter your 10-digit code in the **Access Code** field, then click the **Redeem** button.

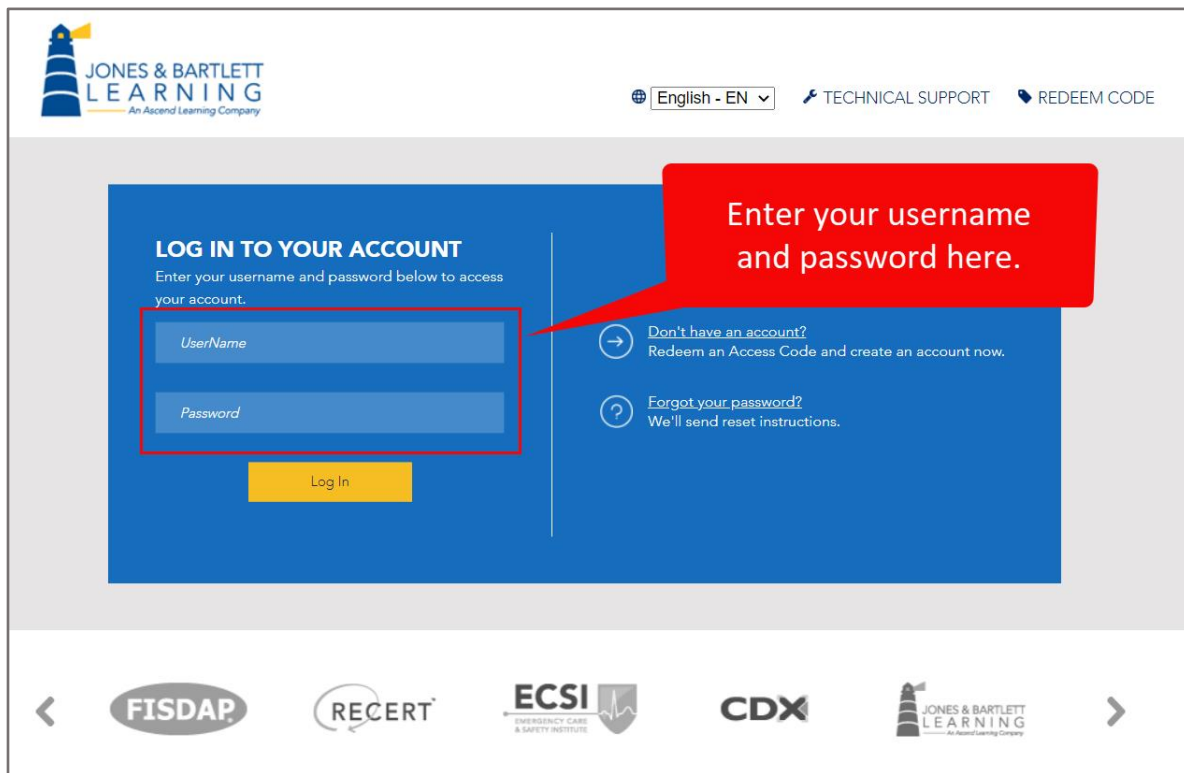


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5. The code is processed, and a new optional **Course ID** field will open if applicable. Course IDs are required in the event you are enrolling in an instructor-led course.
- If you know your course ID at this time, you may enter it in the **Course ID** field provided.
 - If not, you may leave it blank and click the Continue button as you can enroll in your course ID at any time.
 - If your access code has unlocked multiple products requiring course IDs, this page will not appear, and you will instead be directed to the page in the next step (#6). The option for entering your course IDs is covered in Step 9c of this document.

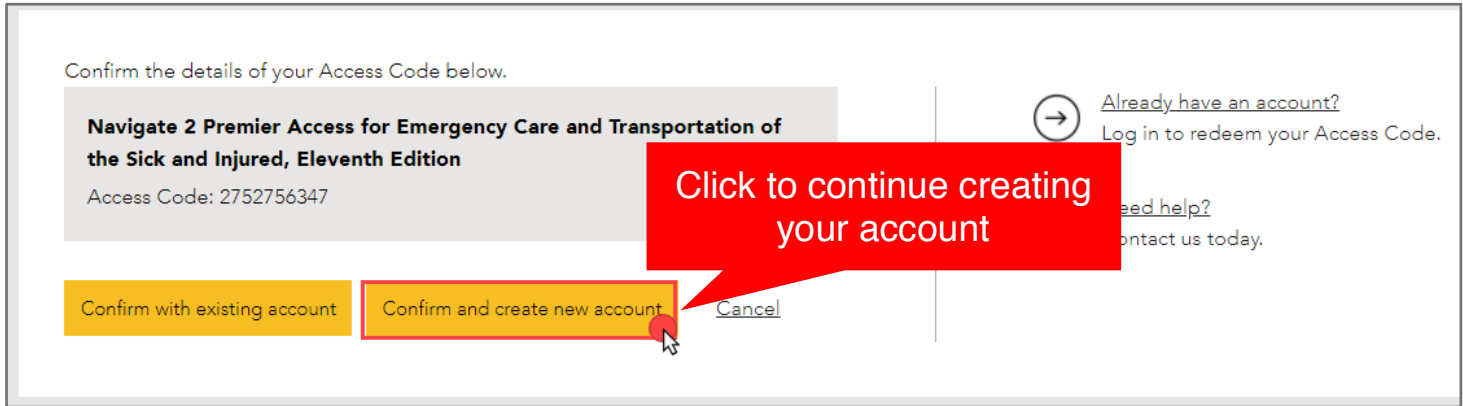
The screenshot shows a web form titled "Redeem an Access Code". At the top, there is a yellow header with the title. Below it is a green banner with a smiley face icon and the text: "If you have your Course ID enter it now, or leave this field blank and enter it after you have registered." The main form area has a light gray background. It contains the text "Redeem your Access Code below to set up an account and access your content." followed by two input fields: "Access Code (Required)" with a help icon and a text box containing "1234567890", and "Course ID (Optional)" with a help icon and a text box containing "Course Id". A yellow "Continue" button is located below the Course ID field. To the right of the form, there are two links: "Already have an account?" with a right arrow icon and "Log in to redeem your Access Code.", and "Need help?" with a question mark icon and "Contact us today.". Below these links is a paragraph of text: "The course may require Adobe Flash to deliver the content. Over 98% of computers on the internet have Flash already installed, but you may want to visit the Adobe web site to download and install the latest version: <http://get.adobe.com/flashplayer>. Adobe will be ending support of Flash Player on December 31, 2020. To ensure that there is no interruption to your course, Jones & Bartlett Learning is currently in the process of converting all online courses to HTML5." A red callout box with white text points to the "Course ID" field, containing the text: "If applicable, you may enter in your course ID at his time. Course IDs must be retrieved from your instructor."

3. A login page will open where you must enter your username and password in the fields provided before clicking the **Log In** button to proceed to your account page.



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- Review and confirm your product information on the following page, then click the **Confirm and create new account** button.



- On the next page, complete the fields required to create your personal user account, scrolling down as necessary. Please note, all fields under the **Account Information** and **Contact Information** sections are required unless otherwise identified as “Optional.”

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An Ascend Learning Company

English - EN | TECHNICAL SUPPORT | REDEEM CODE

Create an Account

All information is required unless otherwise noted.

Account Information

Email Address

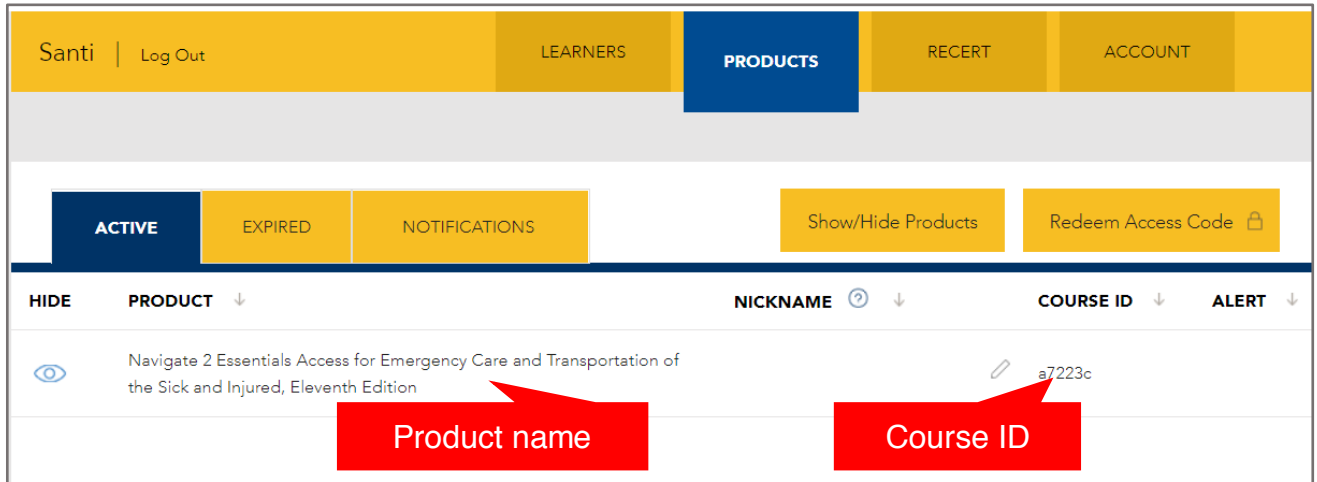
Re-enter Email Address

Password

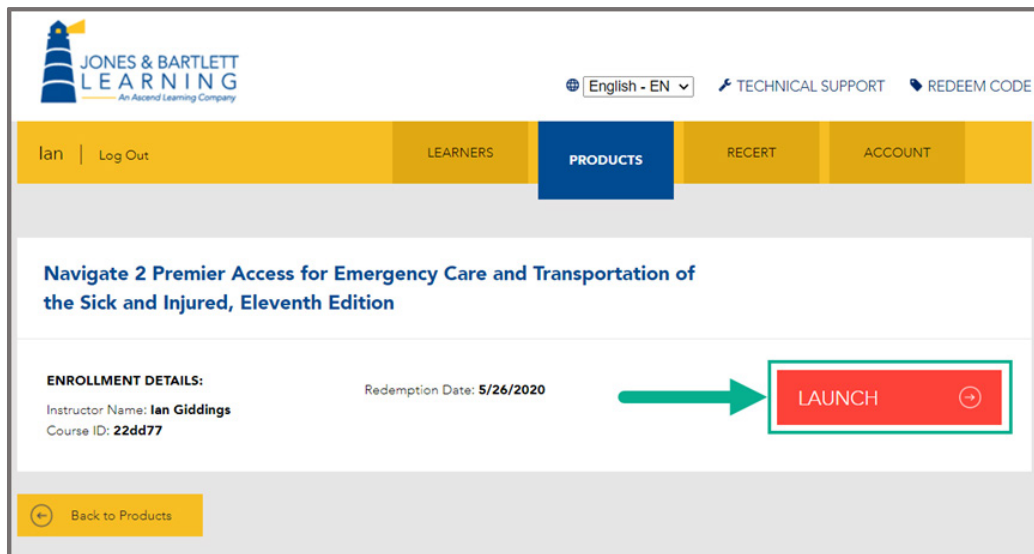
Re-enter Password

Technical Support: www.jblearning.com/techsupport | support@jblearning.com | 1-978-443-5000 | M-F 8:30am – 8:00pm

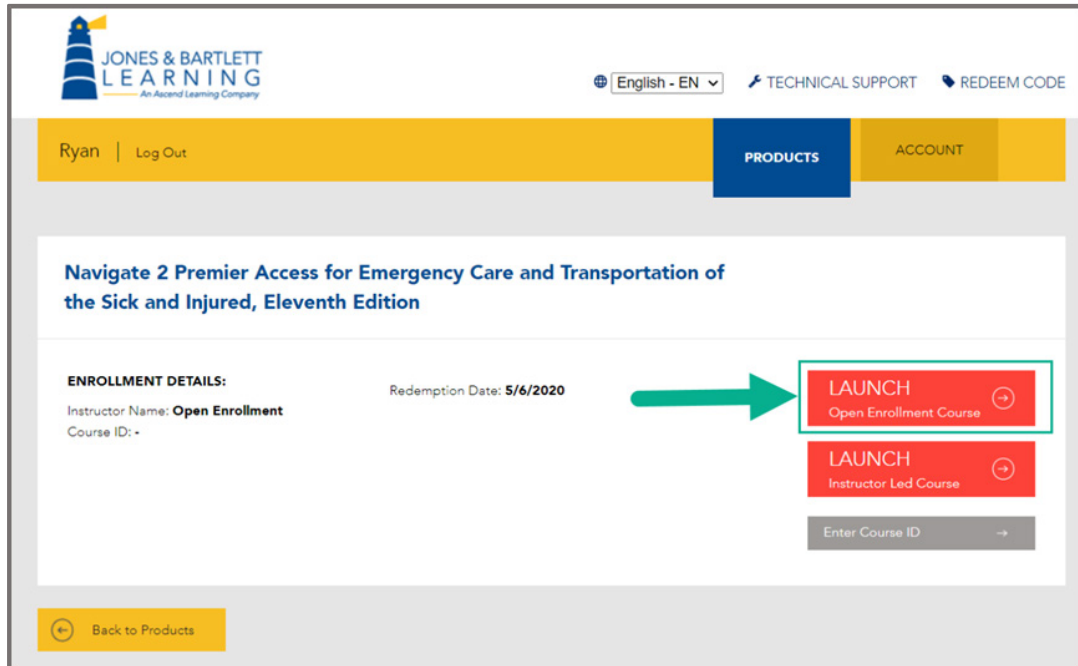
8. When you are done entering in the required details, click the **Create Account** button at the bottom of the page. Your My Account page will open, displaying your new product and Course ID if applicable.



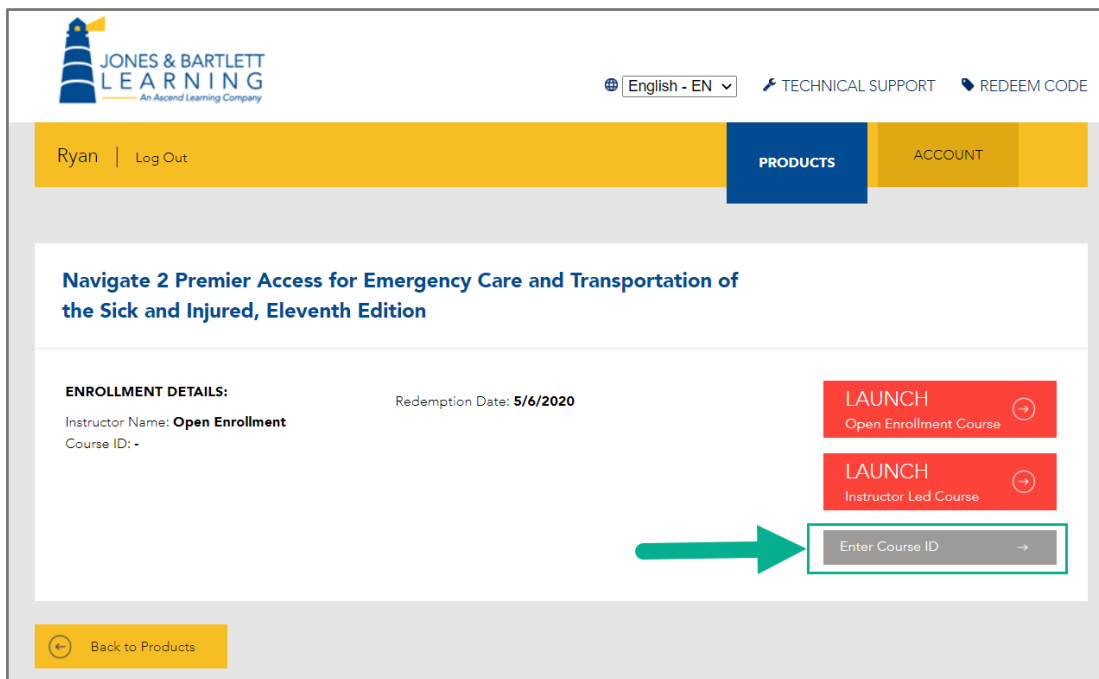
9. To open your product, click on its name. This takes you to a launch page for the first time, displaying various options depending on your product type.
- If you are accessing a standalone eBook, self-paced course, or if you previously entered your course ID during registration, you may click the red **LAUNCH** button to begin using your product.



- b. If you are accessing digital content independently and do not need to enroll in an instructor-led course, click the **LAUNCH Open Enrollment Course** button.



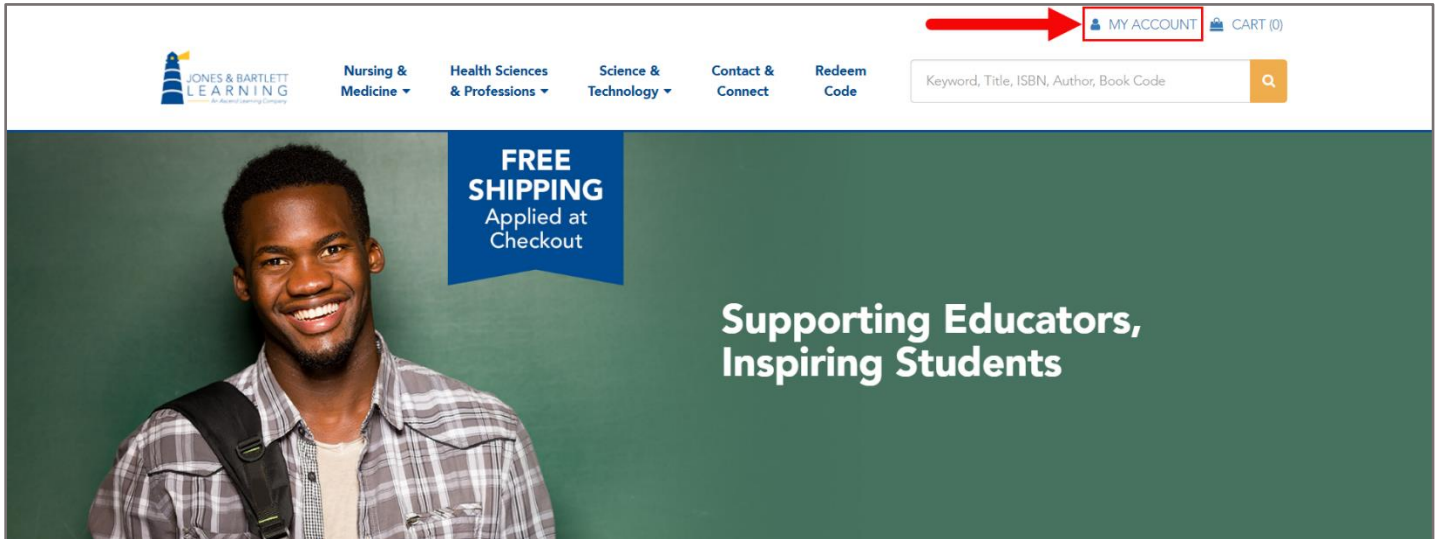
- c. If you are enrolling in an instructor-led course and have not yet entered a course ID, you may use the gray **Enter Course ID** button on this page to enter it and enroll in your course. If you don't know your Course ID, please consult your instructor or course administrator.



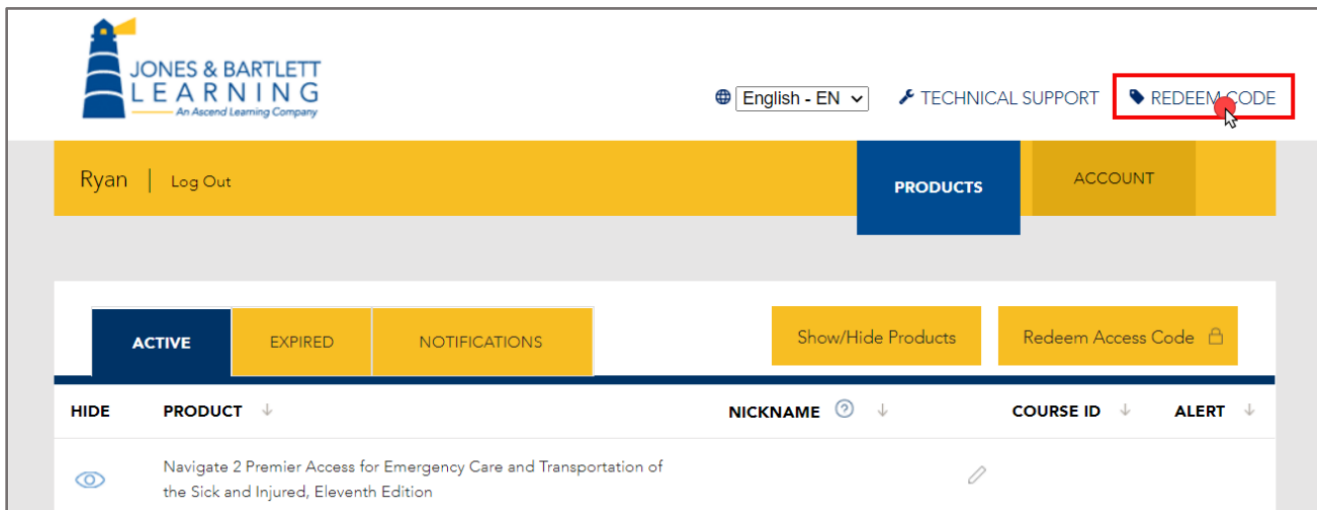
Technical Support: www.jblearning.com/techsupport | support@jblearning.com | 1-978-443-5000 | M-F 8:30am – 8:00pm

Redeeming an Access Code within an Existing Account

1. Begin by navigating to www.jblearning.com. Click on the **My Account** link at the top of the page, and login to your User Account using your current user credentials.

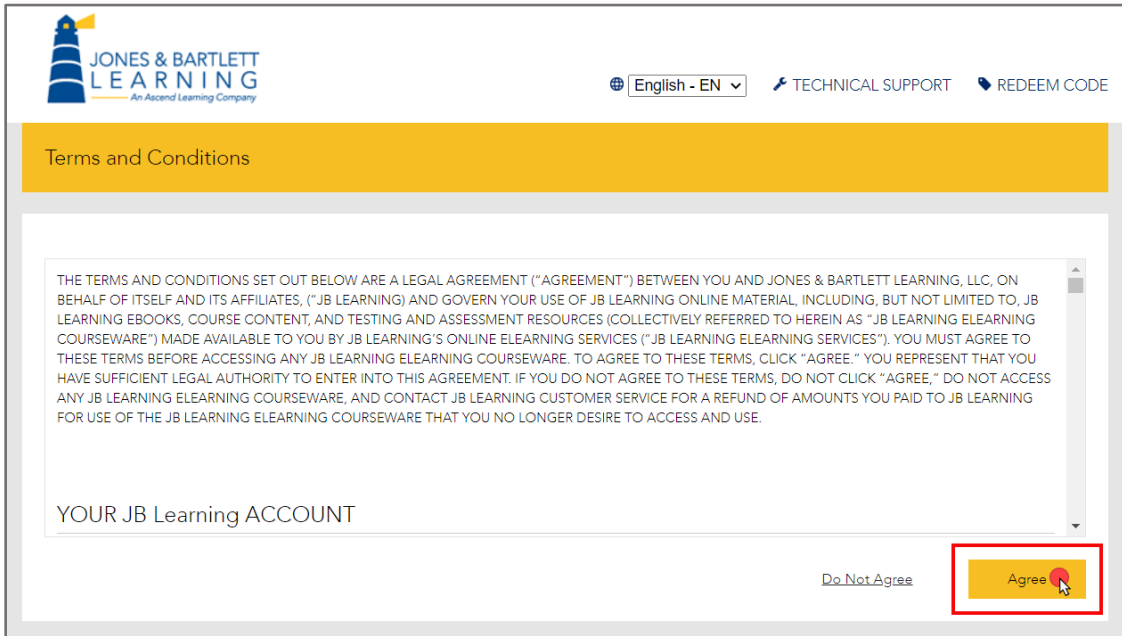


2. Once you have logged into your account, click on the **Redeem Code** option at the top right of the page.

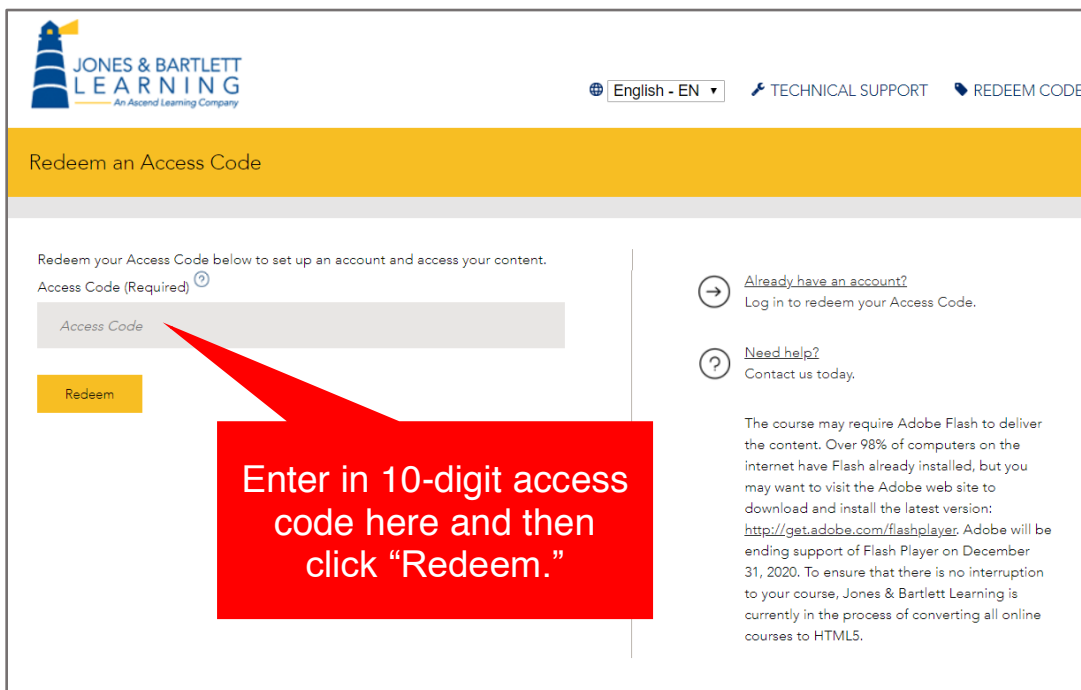


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3. Proceed by reading the Terms and Conditions page that opens. Scroll down as needed, then click the **Agree** button to continue.



4. The **Redeem an Access Code** page opens where you must enter your 10-digit code in the **Access Code** field, then click the **Redeem** button.



Technical Support: www.jblearning.com/techsupport | support@jblearning.com | 1-978-443-5000 | M-F 8:30am – 8:00pm

5. The code is processed, and a new optional **Course ID** field will open if applicable. Course IDs are required in the event you are enrolling in an instructor-led course.
- If you know your course ID at this time, you may enter it in the **Course ID** field provided.
 - If not, you may leave it blank and click the Continue button as you can enroll in your course ID at any time.
 - If your access code has unlocked multiple products requiring course IDs, this page will not appear, and you will instead be directed to the page in the next step (#6). The option for entering your course IDs is covered in Step 9c of this document.

Redeem an Access Code

If you have your Course ID enter it now, or leave this field blank and enter it after you have registered.

Redeem your Access Code below to set up an account and access your content.

Access Code (Required) ⓘ

Course ID (Optional) ⓘ

[Continue](#)

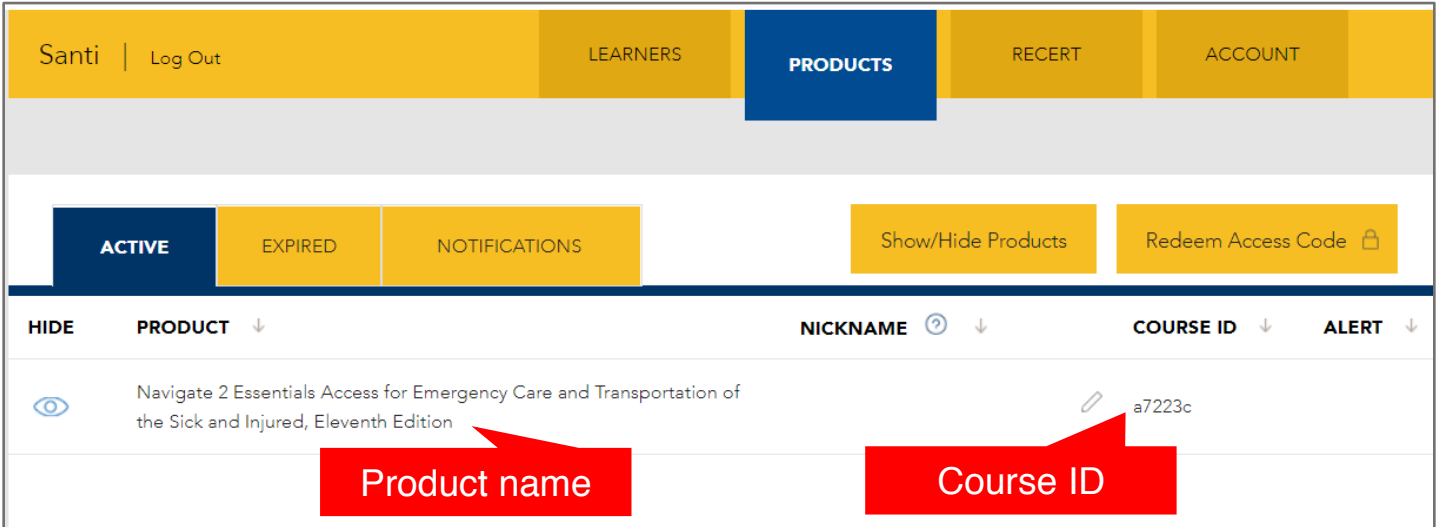
[Already have an account?](#)
Log in to redeem your Access Code.

[Need help?](#)
Contact us today.

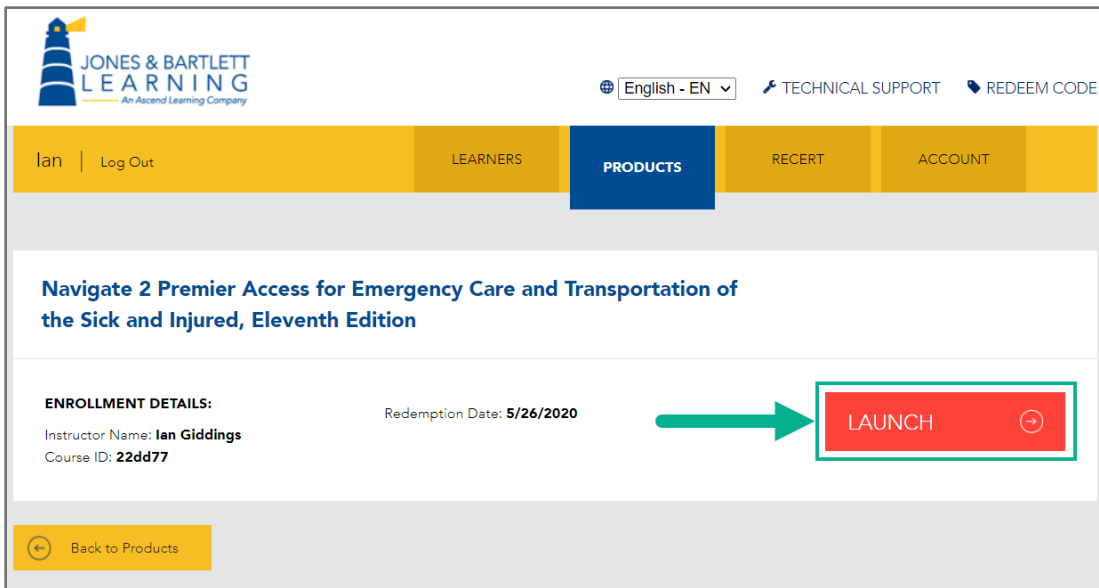
The course may require Adobe Flash to deliver the content. Over 98% of computers on the internet have Flash already installed, but you may want to visit the Adobe web site to download and install the latest version: <http://get.adobe.com/flashplayer>. Adobe will be ending support of Flash Player on December 31, 2020. To ensure that there is no interruption to your course, Jones & Bartlett Learning is currently in the process of converting all online courses to HTML5.

If applicable, you may enter in your course ID at this time. Course IDs must be retrieved from your instructor. Course IDs can also be added to your product later.

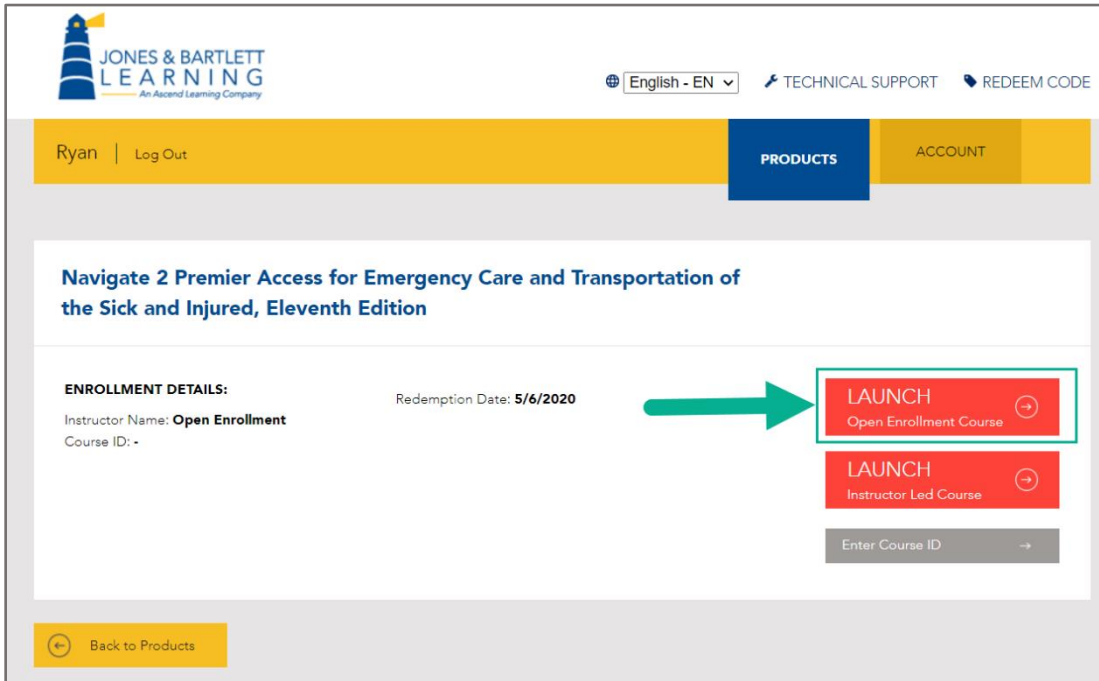
6. Your account's **Products** page will automatically refresh, displaying your new product and Course ID if applicable.



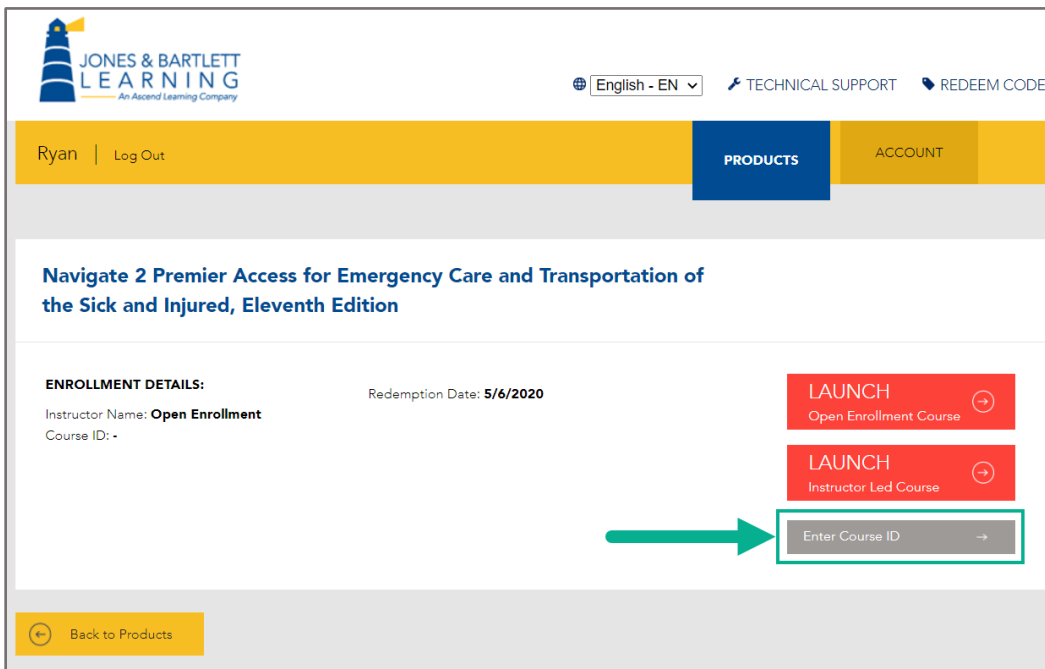
7. Click on the product name to open it. This takes you to a launch page for the first time, displaying various options depending on your product type.
- If you are accessing a standalone eBook or self-paced course, or if you previously entered your course ID during registration, you may click the red **LAUNCH** button to begin using your product.



- b. If you are accessing digital content independently and do not need to enroll in an instructor-led course, click the **LAUNCH Open Enrollment Course** button.



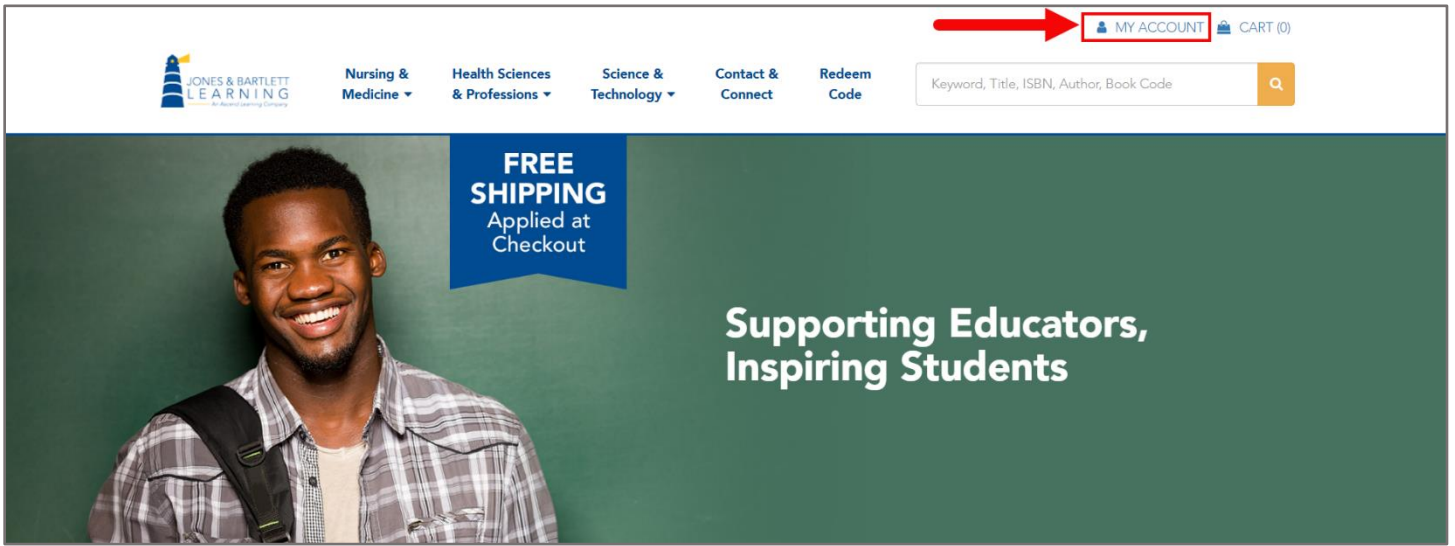
- c. If you are enrolling in an instructor-led course and have not yet entered a course ID, you may use the gray **Enter Course ID** button on this page to enter the course ID and enroll in your course. If you don't know your course ID, please consult your instructor or course administrator.



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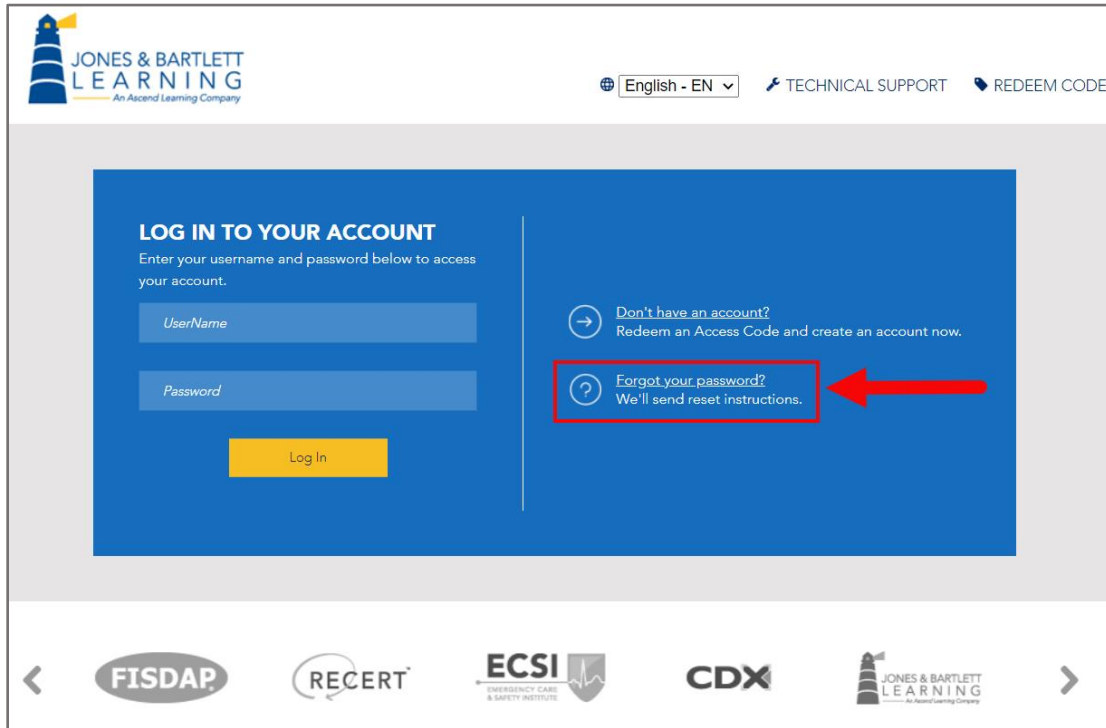
Resetting My Password

1. Open your web browser and navigate to www.jblearning.com in the web address field.
2. Next, click on the **My Account** link at the top-right of the page.

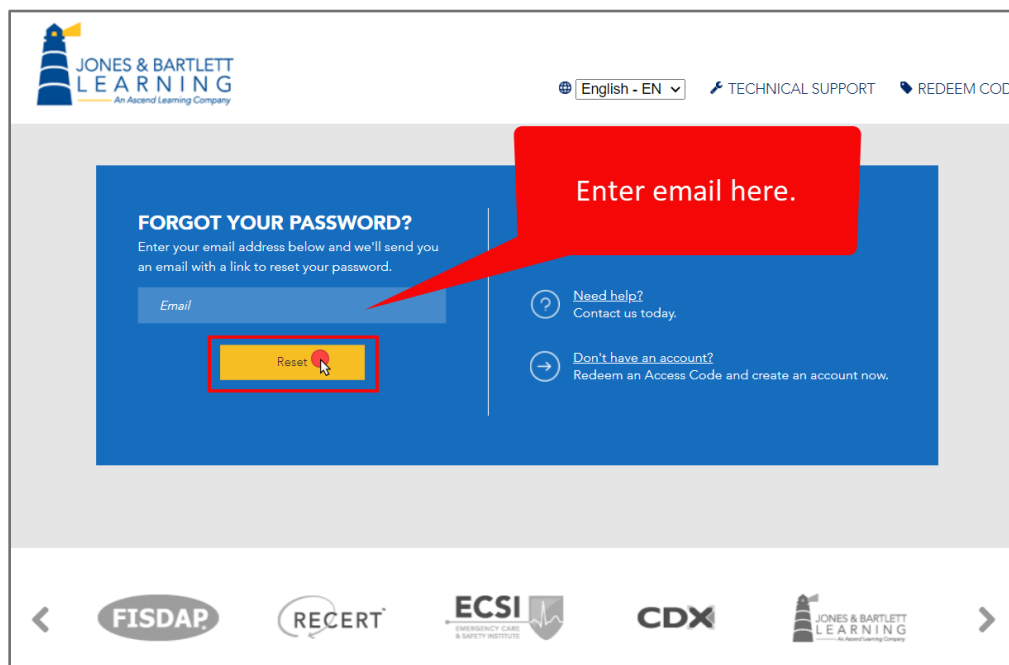


Technical Support: www.jblearning.com/techsupport | support@jblearning.com | 1-978-443-5000 | M-F 8:30am – 8:00pm

3. On the login page that displays, click on the **Forgot your password** link next to the question mark icon to the right.





4. Enter the email address on your account in the field provided on the next page, then click the **Reset** button.



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- Next, open your email account and find the message from noreply@jblearning.com with “Password Reset” in the subject line. Click on the hyperlink included in this email to open the **Create your new password** page.

 noreply@jblearning.com |  Ryan Poor 3:49

Password Reset

Jones & Bartlett Learning received a request to reset the account password associated with this e-mail address. If you made this request, please follow the instructions below.

Click the link below to reset your password using our secure server:

<https://www2.jblearning.com/register/forgotpassword/update?vk=7b09zkfHWe9GhKnd4AE17ZRmZl59w+reJ5/QkkiD6NtctrzeNgrzLiEJKoHwp4FUf2cl8sZqjKiItt3Q+qkuAe8yRZfx6Ya&cp=pr>

If you did not request to have your password reset you can safely ignore this email. Rest assured your customer account is safe.

If clicking the link doesn't seem to work, you can copy and paste the link into your browser's address window, or retype it there. Once you have returned to jblearning.com, we will give instructions for resetting your password.

Jones & Bartlett Learning will never e-mail you and ask you to disclose or verify your account password, credit card, or banking account number. If you receive a suspicious e-mail with a link to update your account information, do not click on the link--instead, report the e-mail to Jones & Bartlett Learning for investigation. Thank you.

6. Enter a new password of your choice in both fields provided on the reset page that opens, then click the **Reset** button.

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English - EN TECHNICAL SUPPORT REDEEM CODE

CREATE YOUR NEW PASSWORD

Password must contain minimum 8 characters, including one capital letter, one numeral, and one special character (example: !, #, %)

New Password

Confirm New Password

Reset

Need help?
Contact us today.

Don't have an account?
Redeem an Access Code and create an account now.

FISDAP RECERT ECSI CDX JONES & BARTLETT LEARNING

7. The **My Account** login page will now refresh, and you may enter your updated credentials to access your account.

JONES & BARTLETT LEARNING
An Ascend Learning Company

English - EN TECHNICAL SUPPORT REDEEM CODE

LOG IN TO YOUR ACCOUNT

Enter your username and password below to access your account.

UserName

Password

Log In

Don't have an account?
Redeem an Access Code and create an account now.

Forgot your password?
We'll send reset instructions.

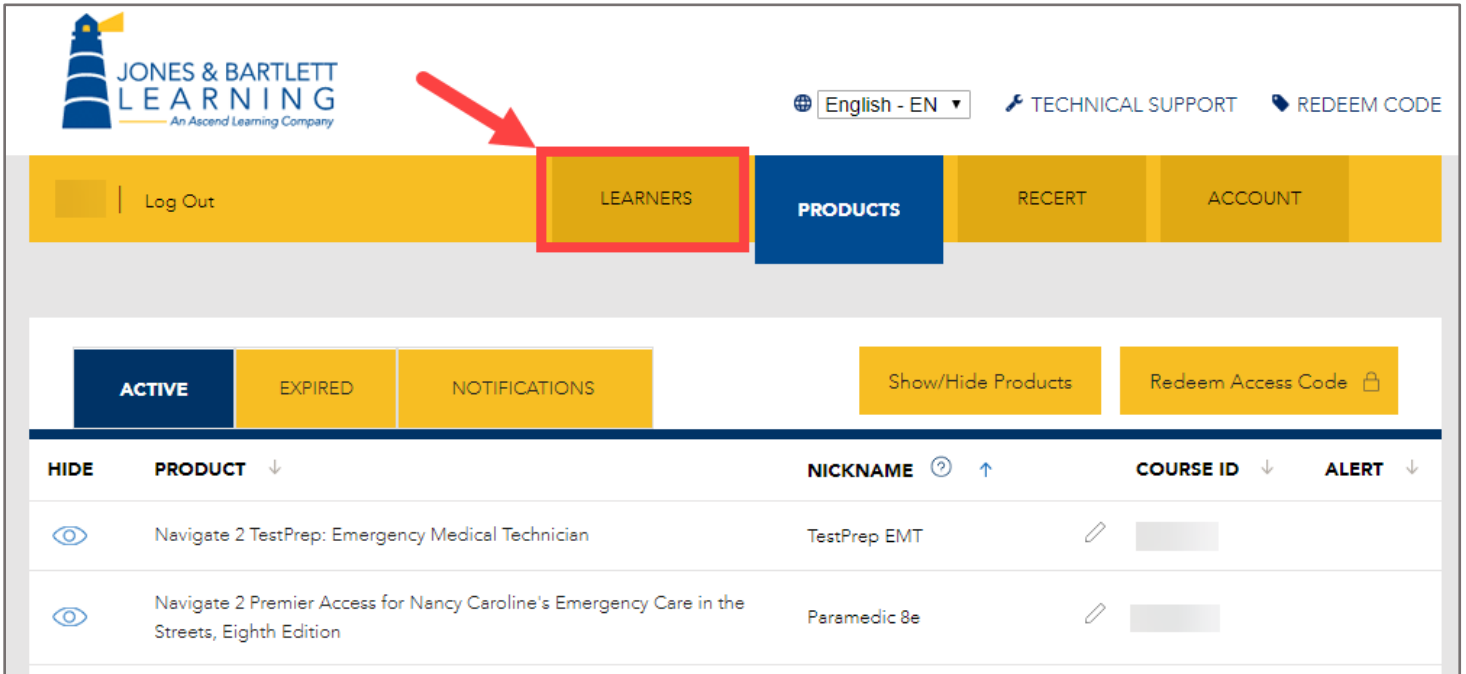
Enter new username and password.

PUBLIC SAFETY GROUP FISDAP RECERT ECSI CDX

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Adding Instructors to My Navigate Course

1. Once your colleagues have enrolled in your course ID as a student, the lead instructor must navigate to www.jblearning.com and login to their account.
2. Upon logging in, click on the **Learners** tab to view a roster of your courses' enrolled users.



The screenshot shows the user interface of the Jones & Bartlett Learning platform. At the top left is the logo and the text "JONES & BARTLETT LEARNING An Ascend Learning Company". To the right of the logo is a language dropdown menu set to "English - EN", and links for "TECHNICAL SUPPORT" and "REDEEM CODE". Below this is a navigation bar with several tabs: "Log Out", "LEARNERS" (highlighted with a red box and a red arrow pointing to it), "PRODUCTS", "RECERT", and "ACCOUNT". Below the navigation bar are several filter and action buttons: "ACTIVE", "EXPIRED", "NOTIFICATIONS", "Show/Hide Products", and "Redeem Access Code" with a lock icon. Below these buttons is a table with the following columns: "HIDE", "PRODUCT", "NICKNAME", "COURSE ID", and "ALERT". The table contains two rows of data:

HIDE	PRODUCT	NICKNAME	COURSE ID	ALERT
	Navigate 2 TestPrep: Emergency Medical Technician	TestPrep EMT		
	Navigate 2 Premier Access for Nancy Caroline's Emergency Care in the Streets, Eighth Edition	Paramedic 8e		

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- Under the **Learners** tab, locate and click on the name of the instructor you would like to promote in the applicable course ID. You may use the search field or filter options at the top of the page to help locate them. In addition, clicking a column heading will sort the roster in alphabetical order by that column.

The screenshot shows the 'LEARNERS' tab interface. At the top, there are navigation tabs: 'Log Out', 'LEARNERS', 'PRODUCTS', 'RECERT', and 'ACCOUNT'. Below the tabs is a search bar with the placeholder text 'Lookup by Access Code or Invoice #' and a magnifying glass icon. To the right of the search bar is a yellow button labeled 'Select Export CSV Style'. Below the search bar is a filter section with 'By Date Redeemed' (MM/DD/YYYY to MM/DD/YYYY) and 'By Product' (dropdown menu). A 'Clear Filters' button is also present. The main content is a table of learners with columns: 'FIRST NAME', 'LAST NAME', 'PRODUCT', and 'COURSE ID'. The first row is highlighted with a red box and contains the following data: Hector Bellerin, Navigate 2 Premier Access for Emergency Care and Transportation of the Sick and Injured, Eleventh Edition. Red arrows point to the search bar and the filter options.

FIRST NAME ↓	LAST NAME ↓	PRODUCT ↓	COURSE ID ↓
Hector	Bellerin	Navigate 2 Premier Access for Emergency Care and Transportation of the Sick and Injured, Eleventh Edition	
Santi	Carzola	Navigate 2 Premier Access for Emergency Care and Transportation of the Sick and Injured, Eleventh Edition	
Mesut	Ozil	Navigate 2 Premier Access for Emergency Care and Transportation of the Sick and Injured, Eleventh Edition	

4. Clicking on a user will display an enrollment page revealing their course access details. Under the **Product Actions** section here, you will find two options for granting the user instructor-level permissions in the course.
 - a. You may instate them as an **instructor**, granting the user the full editing rights to your course ID that you currently enjoy as the lead instructor.
 - b. Or you may promote them to a **non-editing instructor** role, providing them with read-only access to the full course without displaying as a student in the gradebook. This role is typically reserved for a Program Director, Department Chair, or course auditor.

Hector Bellerin
hbellerin@ascendlearning.com

SUBSCRIPTION DETAILS:

Product: **Navigate 2 Premier Access for Emergency Care and Transportation of the Sick and Injured, Eleventh Edition**

Course ID: [REDACTED]

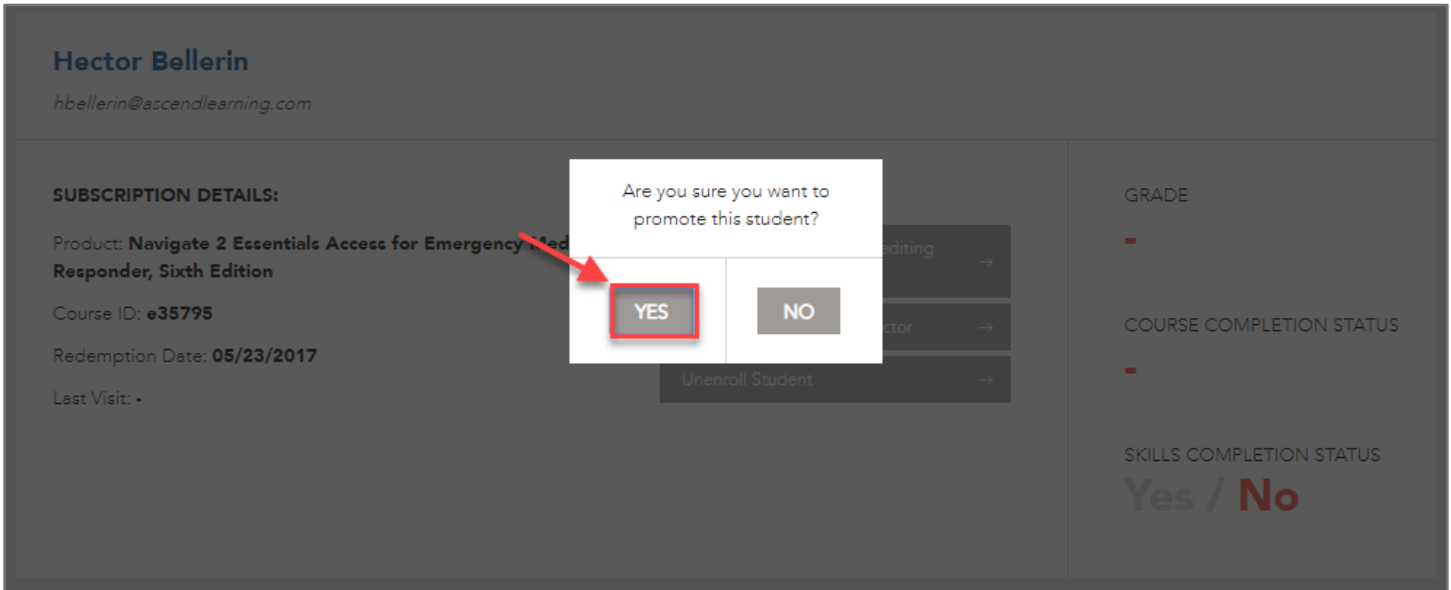
Redemption Date: **10/20/2016**

Last Visit: -

PRODUCT ACTIONS:

- Promote Student to Non-editing Instructor →
- Promote Student to Instructor →
- Unenroll Student →

5. After choosing the appropriate access you wish to grant the adjunct, click **Yes** to confirm their new role.



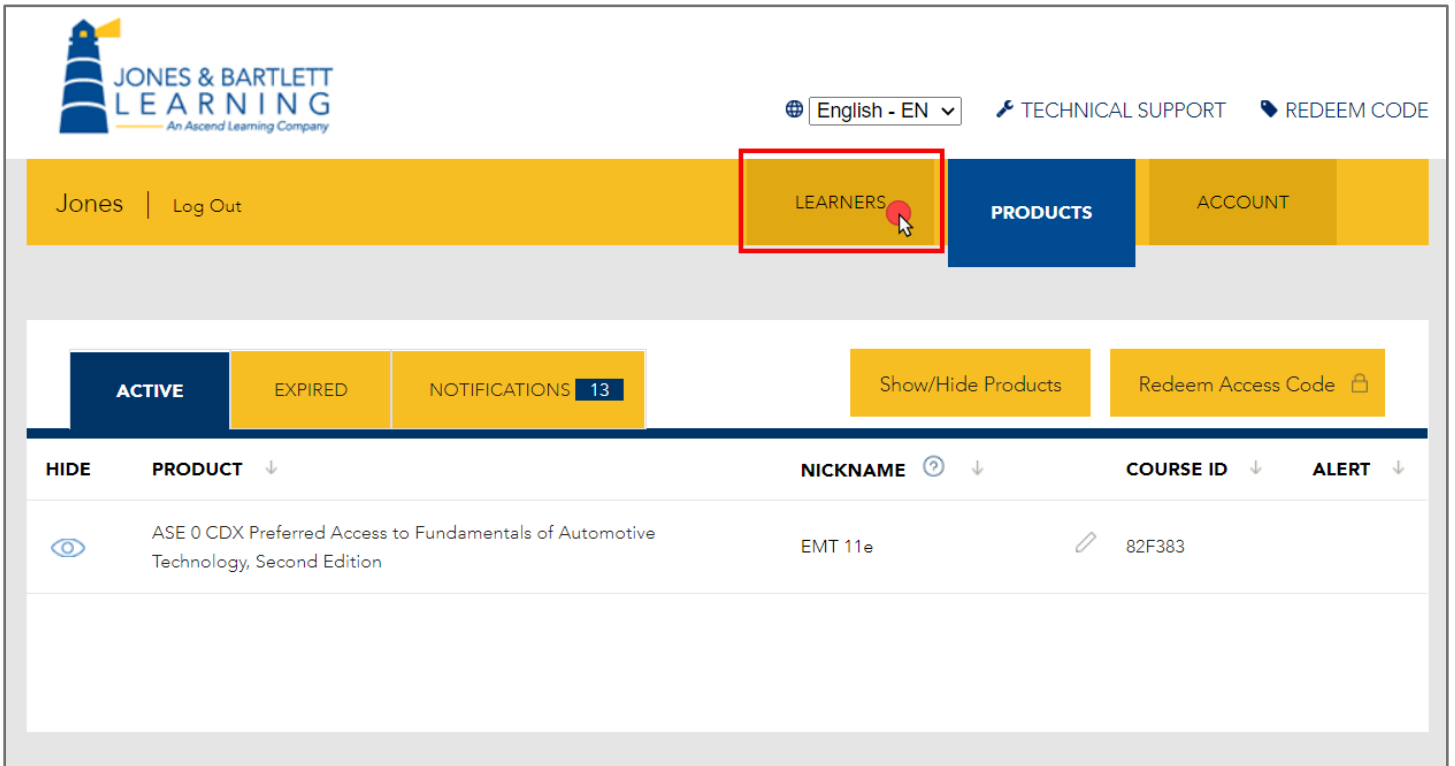
The screenshot shows a user profile for Hector Bellerin (hbellerin@ascendlearning.com). Under the 'SUBSCRIPTION DETAILS' section, the product is 'Navigate 2 Essentials Access for Emergency Medical Responder, Sixth Edition', with Course ID e35795 and a redemption date of 05/23/2017. A modal dialog box is overlaid on the page, asking 'Are you sure you want to promote this student?' with 'YES' and 'NO' buttons. A red arrow points to the 'YES' button. The background shows a list of roles with arrows, including 'Unenroll Student'.

6. Please note, the promoted individual will only display as an instructor within the course itself once they have subsequently launched the course from their account.

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Unenrolling Students from a Course

1. Begin by logging into your User Account at www.jblearning.com.
2. From within your account, click on the **Learners** Tab at the top of the page.



The screenshot shows the user account dashboard. At the top left is the Jones & Bartlett Learning logo. To the right are links for 'English - EN', 'TECHNICAL SUPPORT', and 'REDEEM CODE'. Below this is a navigation bar with 'Jones | Log Out', 'LEARNERS' (highlighted with a red box), 'PRODUCTS', and 'ACCOUNT'. Underneath is a secondary navigation bar with 'ACTIVE', 'EXPIRED', 'NOTIFICATIONS 13', 'Show/Hide Products', and 'Redeem Access Code'. The main content area is a table with columns: HIDE, PRODUCT, NICKNAME, COURSE ID, and ALERT.

HIDE	PRODUCT	NICKNAME	COURSE ID	ALERT
	ASE 0 CDX Preferred Access to Fundamentals of Automotive Technology, Second Edition	EMT 11e	82F383	

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- This page displays all the users enrolled in your courses. Find the student who you want to unenroll and click on their name. You may use the filter options at the top of the list and click on any column heading to sort the list as needed to help locate them in your roster.

By Date Redeemed <input type="text" value="MM/DD/YYYY"/> to <input type="text" value="MM/DD/YYYY"/> By Product By Course ID <input type="button" value="Clear Filters"/>			
Most recent shown first			
FIRST NAME ↓	LAST NAME ↓	PRODUCT ↓	COURSE ID ↓
		Navigate 2 Premier Access for Emergency Care and Transportation of the Sick and Injured, Eleventh Edition	22DD77
Smokey	Torino	Navigate 2 Premier Access for Fundamentals of Fire Fighting Skills	239538
		Preferred Access for Critical Care Transport, Second Edition	A56277
		Navigate 2 Essentials Access for Emergency Medical Responder, Sixth Edition	E35795
		Navigate 2 Premier Access for Fundamentals of Fire Fighting Skills	239538

- After opening the student's enrollment page, click the **Unenroll Student** button to remove the student from the Navigate course.

Santi Carzola
scarzola@ascendlearning.com

SUBSCRIPTION DETAILS:

Product: **Navigate 2 Premier Access for Nancy Caroline's Emergency Care in the Streets, Eighth Edition**

Course ID: **bf4bb6**

Redemption Date: **10/30/2017**

Last Visit: -

PRODUCT ACTIONS:

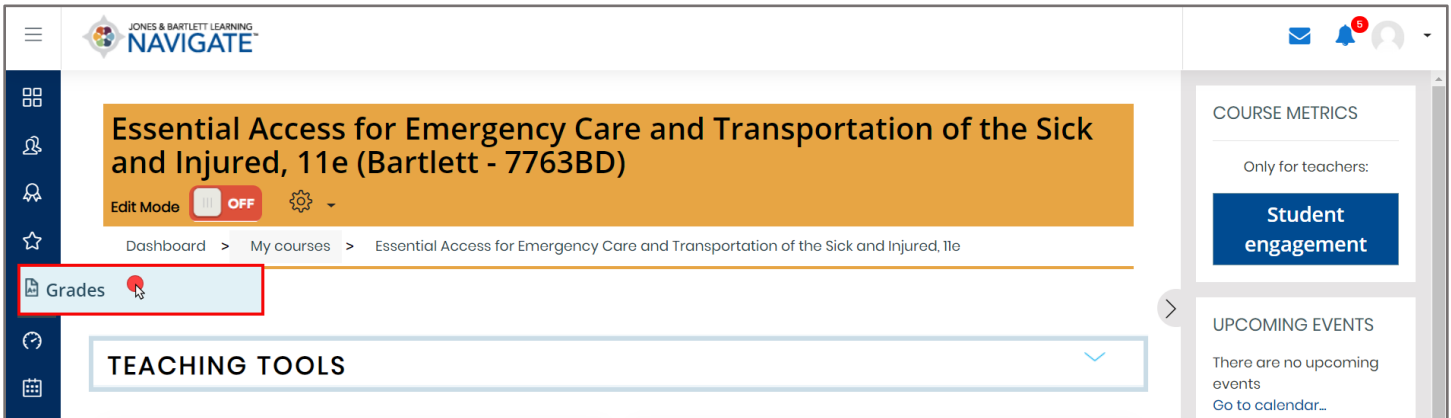
Promote Student to Non-editing Instructor →

Promote Student to Instructor →

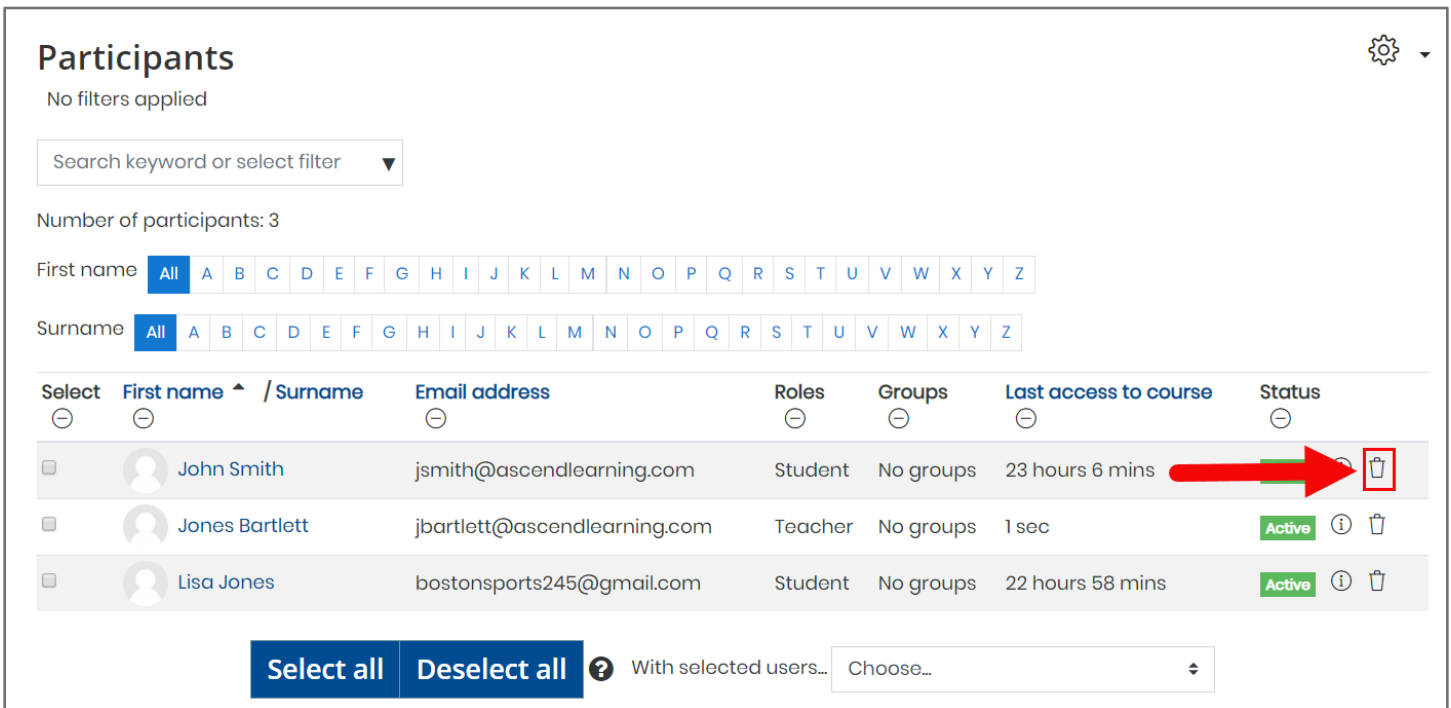
Unenroll Student →

- When the student next logs into their account, their access is no longer associated with the course ID from which they were unenrolled, and they will now have the option of entering a new course ID if they are required to switch to a different course.

- Unenrolling the student here will not automatically remove them or their records from your Navigate course **Grader Report**.
- If you wish to also delete the student and their records from within your course, launch the course ID and navigate to the **Participants** page through the **Navigation Drawer** to the left of the course page.

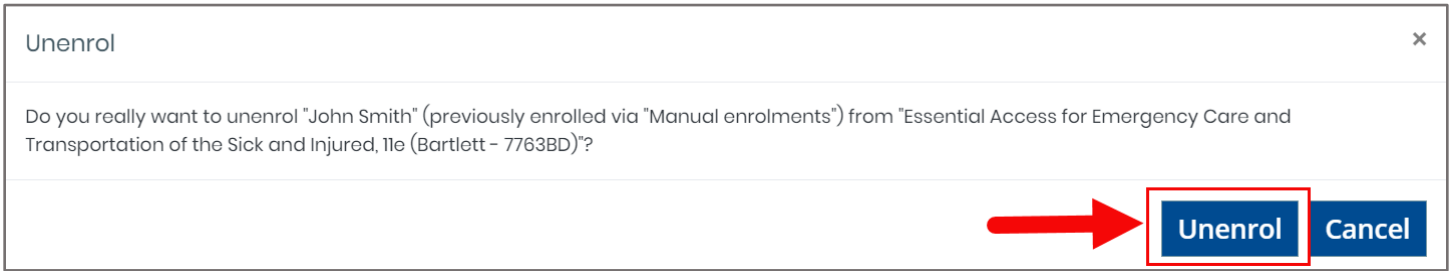


- This will display the course roster listing all participants currently tracked in the course. To permanently remove the student and their records from the course, click their corresponding **Trash** button underneath the **Status** column to the right.



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9. A popup window will display, asking you to confirm the removal of the student. Click **Unenroll** to remove the student from your course.



Requesting a Course Copy

1. Begin by logging into your **User Account** at www.jblearning.com.



Questions about distance-learning during COVID-19? [LEARN MORE](#)
We are here to help.

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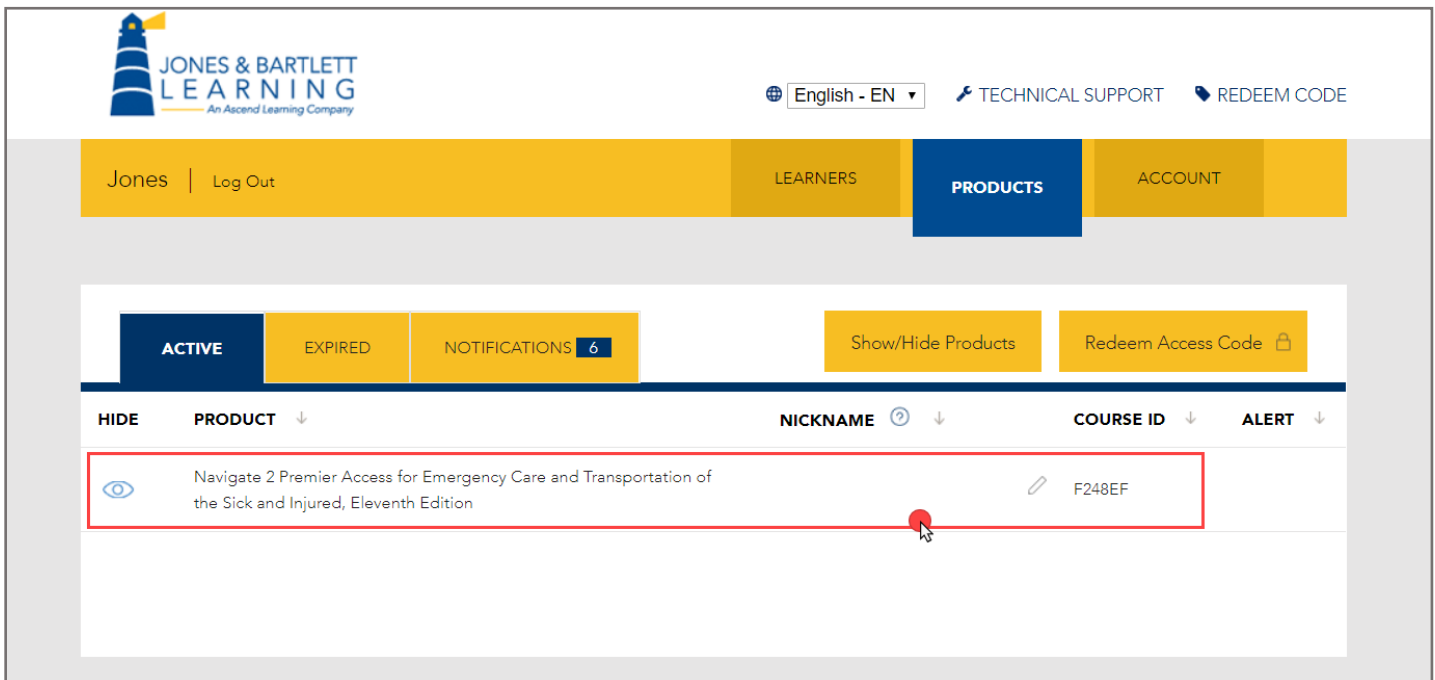
[MY ACCOUNT](#) [CART \(0\)](#)

Keyword, Title, ISBN, Author, Book Code

FREE SHIPPING
Applied at Checkout

Supporting Educators,
Inspiring Students

2. From your **Products** tab, click the course ID you would like to have copied.



JONES & BARTLETT LEARNING
An Ascend Learning Company

English - EN TECHNICAL SUPPORT REDEEM CODE

Jones | Log Out LEARNERS **PRODUCTS** ACCOUNT

ACTIVE EXPIRED NOTIFICATIONS 6 Show/Hide Products Redeem Access Code

HIDE	PRODUCT	NICKNAME	COURSE ID	ALERT
	Navigate 2 Premier Access for Emergency Care and Transportation of the Sick and Injured, Eleventh Edition		F248EF	

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- On the course launch page that opens, click on the **Request course copy** button directly underneath the **Launch** button. Please note, only the lead instructor of a course has access to the copy request function.

- On the next page, complete all fields of the course copy **Request form**.

Request copy for

Navigate 2 Premier Access for Emergency Care and Transportation of the Sick and Injured, Eleventh Edition

Complete this form to request a copy of your course instance for the next course that you are running. Please note that course copy requests typically take 3-5 business days to be fulfilled.

Course ID	Instructor	Instructor Email
F248EF	Jones Bartlett	Jonesbartlett@ascendlearning.com

New Course Name	Course Start Date	Copies
<input type="text"/>	<input type="text" value="MM/DD/YYYY"/>	1 <input type="text"/>

[Submit Course Copy Request](#)

Technical Support: www.jblearning.com/techsupport | support@jblearning.com | 1-978-443-5000 | M-F 8:30am – 8:00pm

- The **New Course Name** field is where you must enter the preferred name that you would like to use for the course title. Please note, this title will only appear within the course itself and will not affect the standard course naming displayed within your account under the **Products tab**.

Request copy for

Navigate 2 Premier Access for Emergency Care and Transportation of the Sick and Injured, Eleventh Edition

Complete this form to request a copy of your course instance for the next course that you are running. Please note that course copy requests typically take 3-5 business days to be fulfilled.

Course ID	Instructor	Instructor Email
F248EF	Jones Bartlett	Jonesbartlett@ascendlearning.com

Course Start Date

Copies

New Course Name

MM/DD/YYYY

1

Spring 2020 EMT

This field is required.

Enter preferred naming here

Submit Course Copy Request

- Next, enter the **Course Start Date** that applies to your copy.

Request copy for

Navigate 2 Premier Access for Emergency Care and Transportation of the Sick and Injured, Eleventh Edition

Complete this form to request a copy of your course instance for the next course that you are running. Please note that course copy requests typically take 3-5 business days to be fulfilled.

Course ID	Instructor
F248EF	Jones Bartlett

New Course Name

Spring 2020 EMT

Course Start Date

05/18/2020

Copies

1

Submit Course Copy Request

Technical Support: www.jblearning.com/techsupport | support@jblearning.com | 1-978-443-5000 | M-F 8:30am – 8:00pm

7. Finally, specify the number of course **Copies** you require. It is a recommended best practice to use one course ID per student cohort or class.

Request copy for

Navigate 2 Premier Access for Emergency Care and Transportation of the Sick and Injured, Eleventh Edition

Complete this form to request a copy of your course instance for the next course that you are running. Please note that course copy requests typically take 3-5 business days to be fulfilled.

Course ID	Instructor	Instructor Email
F248EF	Jones Bartlett	Jonesbartlett@ascendlearning.com
New Course Name	Course Start Date	Copies
Spring 2020 EMT	05/18/2020	2

Submit

8. When ready, click the **Submit Course Copy Request** button below.

Request copy for

Navigate 2 Essentials Access for Emergency Care and Transportation of the Sick and Injured

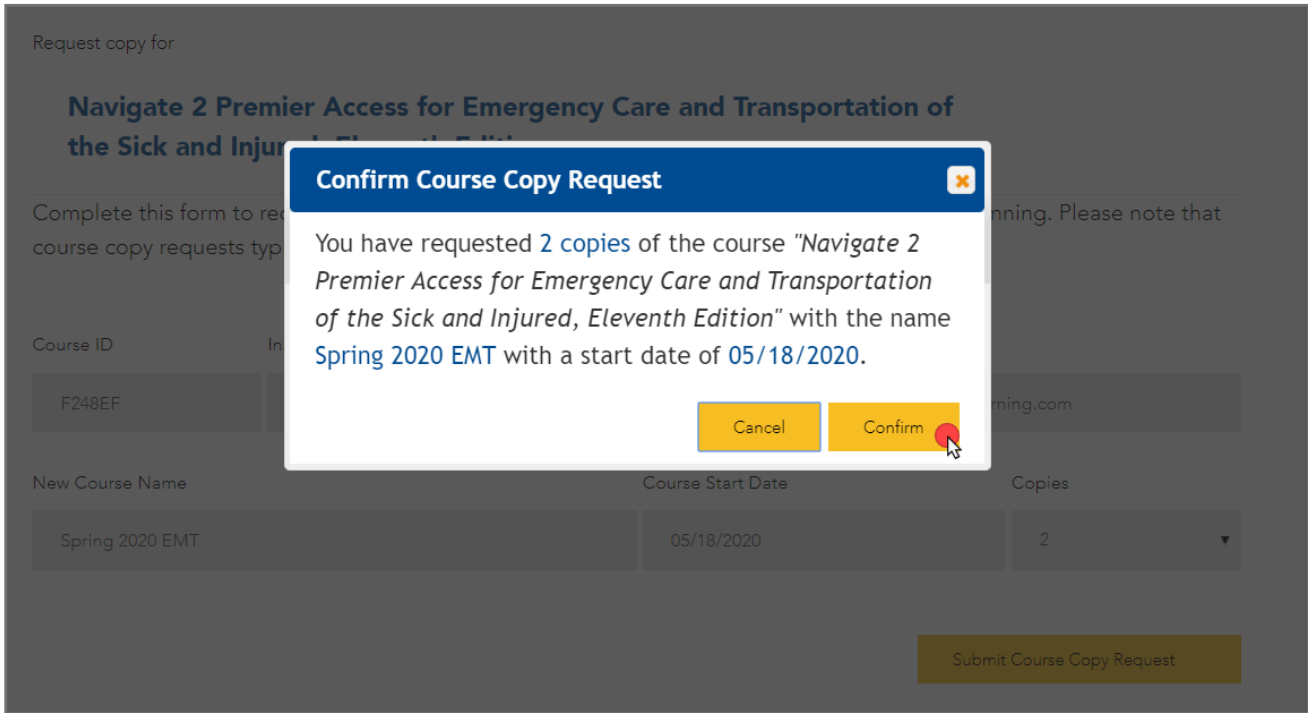
Complete this form to request a copy of your course instance for the next course that you are running. Please note that course copy requests typically take 3-5 business days to be fulfilled.

Course ID	Instructor	Instructor Email
7763BD	Jones Bartlett	jbartlett@ascendlearning.com
New Course Name	Course Start Date	Copies
Fall 2020 EMT	09/08/2020	2

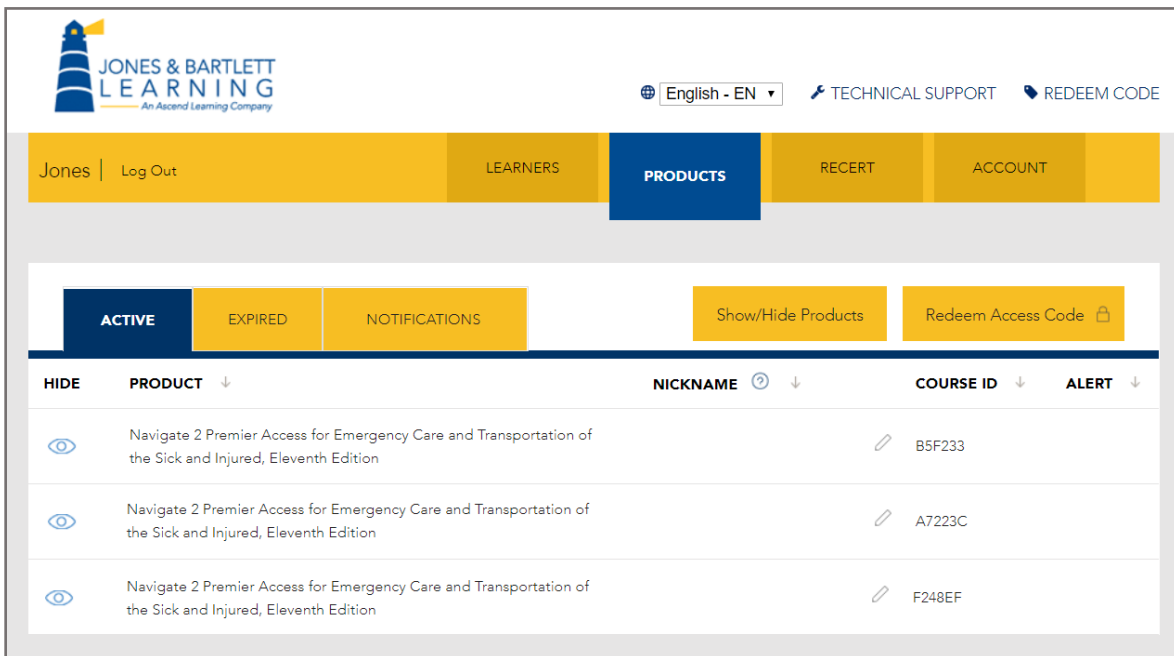
Submit Course Copy Request

Technical Support: www.jblearning.com/techsupport | support@jblearning.com | 1-978-443-5000 | M-F 8:30am – 8:00pm

- A popup window will display, which summarizes the information you have entered. If you are satisfied with your submission, click the **Confirm** button to finalize your copy request.



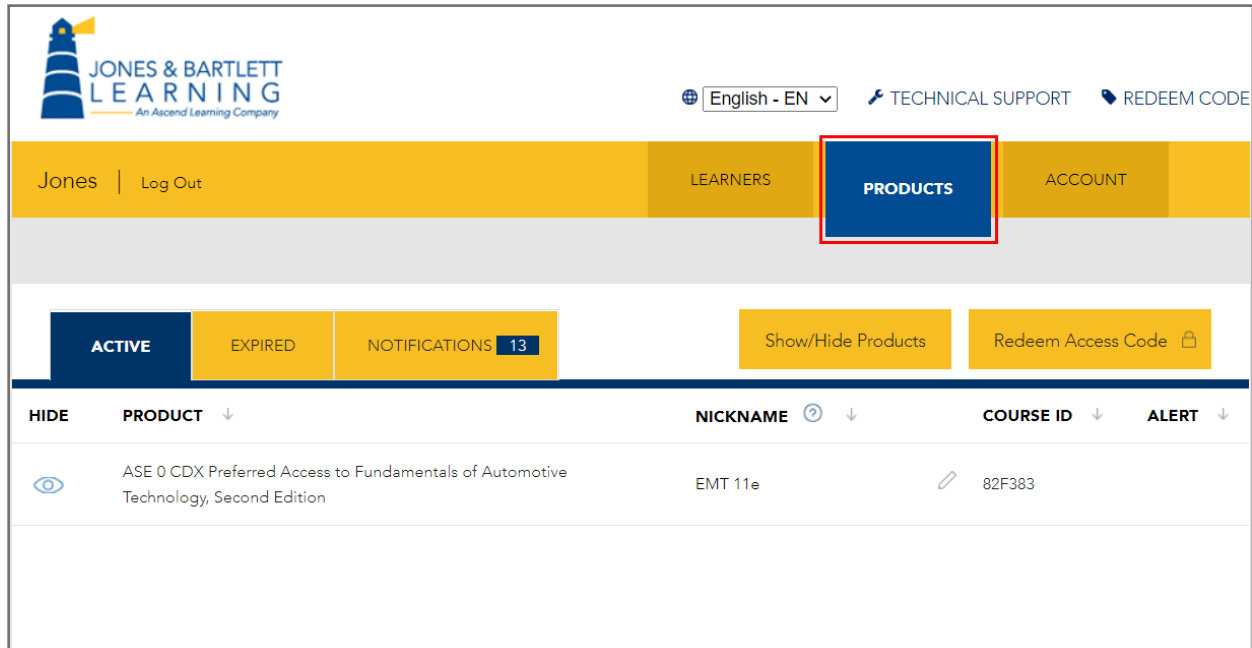
- Please allow 3-5 business days for your copy request to be fulfilled. You will receive a notification via email when your new course ID(s) is ready and available under your account **Products** tab.



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Personalizing and Managing My User Account.

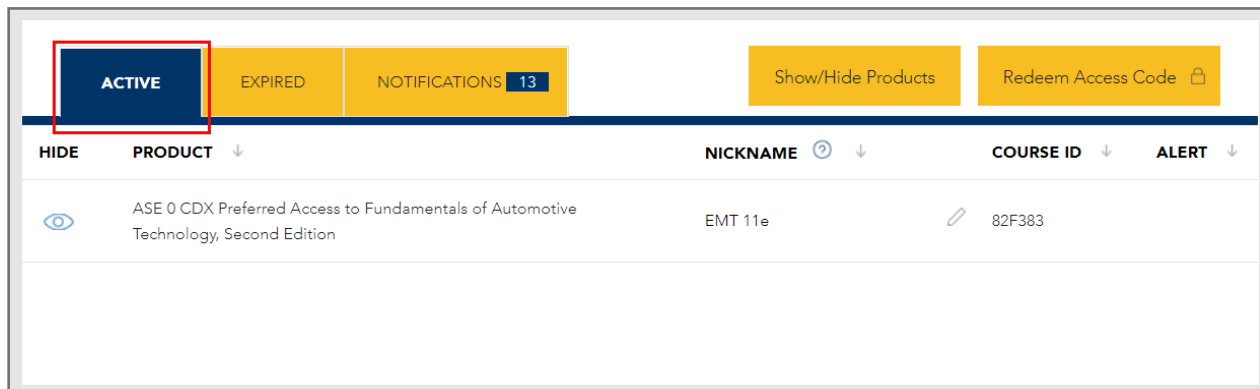
1. When you log in to your user account, the account page **Products** tab opens by default. This tab displays all courses, resources, and eBooks to which you currently have access.



The screenshot shows the user account interface. At the top left is the Jones & Bartlett Learning logo. To the right, there is a language dropdown set to 'English - EN', and links for 'TECHNICAL SUPPORT' and 'REDEEM CODE'. Below this is a navigation bar with tabs for 'Jones | Log Out', 'LEARNERS', 'PRODUCTS' (highlighted with a red box), and 'ACCOUNT'. Underneath the navigation bar are sub-tabs: 'ACTIVE', 'EXPIRED', and 'NOTIFICATIONS 13'. There are also buttons for 'Show/Hide Products' and 'Redeem Access Code'. Below the sub-tabs is a table with columns: 'HIDE', 'PRODUCT', 'NICKNAME', 'COURSE ID', and 'ALERT'. The table contains one row with the following data:

HIDE	PRODUCT	NICKNAME	COURSE ID	ALERT
	ASE 0 CDX Preferred Access to Fundamentals of Automotive Technology, Second Edition	EMT 11e	82F383	

2. The **Active** subtab lists all products that are currently available in a table displayed below.

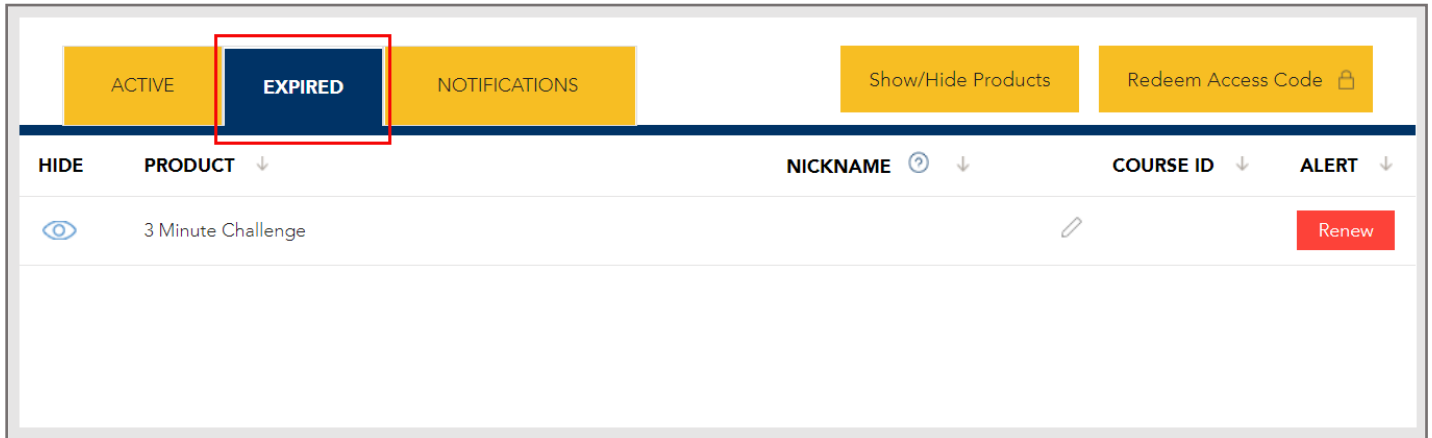


This screenshot is a closer view of the 'ACTIVE' subtab. The 'ACTIVE' subtab is highlighted with a red box. The table below it is identical to the one in the previous screenshot:

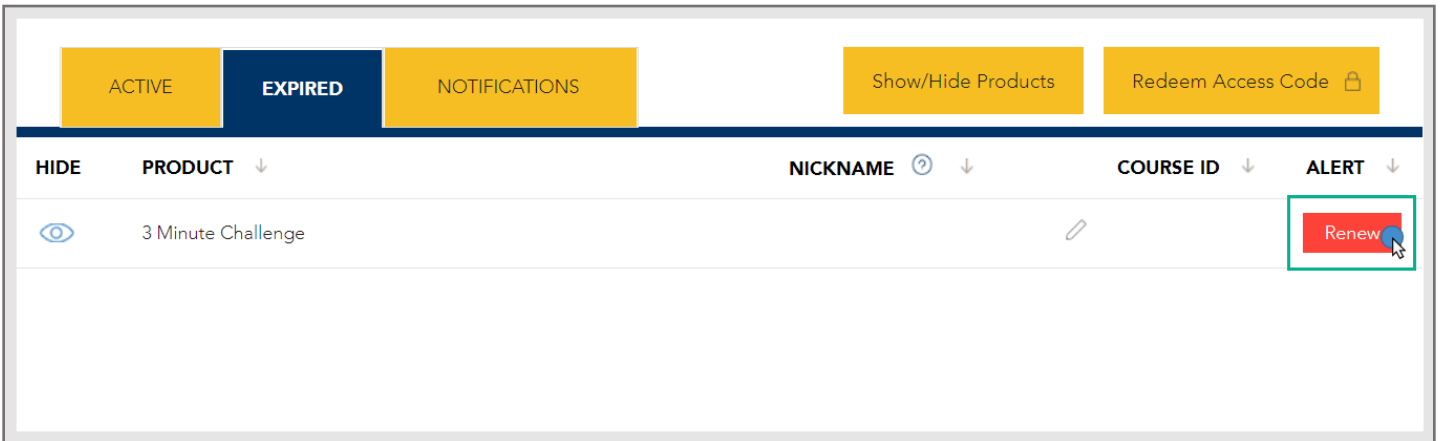
HIDE	PRODUCT	NICKNAME	COURSE ID	ALERT
	ASE 0 CDX Preferred Access to Fundamentals of Automotive Technology, Second Edition	EMT 11e	82F383	

Technical Support: www.jblearning.com/techsupport | support@jblearning.com | 1-978-443-5000 | M-F 8:30am – 8:00pm

3. Immediately to its right, the **Expired** subtab displays any products for which your access has lapsed.



4. On the **Expired** subtab, you may use the **Renew** button to the right of an expired product to repurchase and extend your access as needed.



5. The **Notifications** tab is where you may review communications which contain important information about your current courseware.

ACTIVE	EXPIRED	NOTIFICATIONS	Show/Hide Products	Redeem Access Code
ACTIVE	DELETED			
SUBJECT				DATE RECEIVED
COVID-19: Some answers to your distance learning questions				3/18/2020
Fire Officer: Principles and Practice, Fourth Edition. What's New?				2/18/2020
Recert: FAQ's and Help Documentation				5/29/2020
Helpful Resources for Your Fire Course				5/29/2020
Helpful Resources for Your EMS Course				5/29/2020

6. Under your default active **Products** tab, you may use the **Nickname** column to assign a custom name or label to any item of your choosing. Applying nicknames is an easy way to quickly pick out an eBook or specific course in the event you are teaching multiple classes or using several texts.

ACTIVE	EXPIRED	NOTIFICATIONS 13	Show/Hide Products	Redeem Access Code
HIDE	PRODUCT	NICKNAME	COURSE ID	ALERT
	ASE 0 CDX Advantage Access to Fundamentals of Automotive Technology, Second Edition			
	ASE 0 CDX Preferred Access to Fundamentals of Automotive Technology, Second Edition	EMT 11e		82F383
	Navigate 2 Essentials Access for Emergency Care and Transportation of the Sick and Injured			7763BD

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7. To assign a nickname, click on the **pencil icon** to the right of the product name under the **Nickname** column.

HIDE	PRODUCT	NICKNAME	COURSE ID	ALERT
	ASE 0 CDX Advantage Access to Fundamentals of Automotive Technology, Second Edition			
	ASE 0 CDX Preferred Access to Fundamentals of Automotive Technology, Second Edition	EMT 11e	82F383	
	Navigate 2 Essentials Access for Emergency Care and Transportation of the Sick and Injured		7763BD	

8. A fillable field will open to the left of the pencil, where you may type in a name of your choosing. When satisfied with the name, press the **Enter** key on your keyboard.

HIDE	PRODUCT	NICKNAME	COURSE ID	ALERT
	ASE 0 CDX Advantage Access to Fundamentals of Automotive Technology, Second Edition			
	ASE 0 CDX Preferred Access to Fundamentals of Automotive Technology, Second Edition			
	Navigate 2 Essentials Access for Emergency Care and Transportation of the Sick and Injured	EMT Class	7763BD	

9. You may remove or change the assigned nickname at any time by repeating these same steps.

10. If you wish to hide any product from view on your **Products** tab, begin by clicking the **eye icon** to its left. This will close the eye and gray-out the title of the course. Please note, you may designate multiple products for hiding at one time.

Click the eye to hide a product.

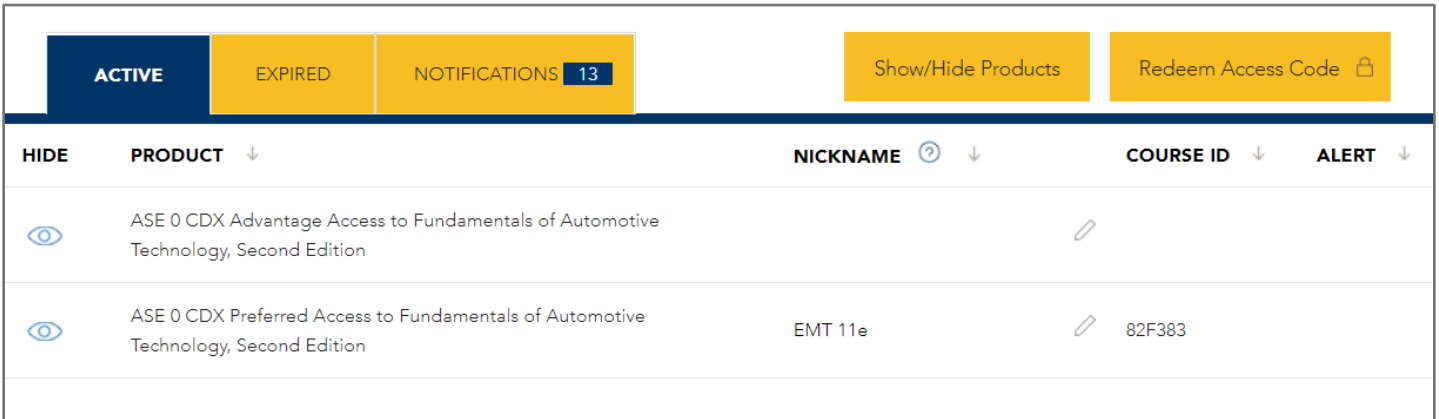
Eye appears shut when hidden



ACTIVE	EXPIRED	NOTIFICATIONS 13	Show/Hide Products	Redeem Access Code
HIDE	PRODUCT	NICKNAME	COURSE ID	ALERT
	ASE 0 CDX Advantage Access to Fundamentals of Automotive Technology, Second Edition			
	ASE 0 CDX Preferred Access to Fundamentals of Automotive Technology, Second Edition	EMT 11e	82F383	
	Navigate 2 Essentials Access for Emergency Care and Transportation of the Sick and Injured	EMT Class	7763BD	

11. Once the product is selected to be hidden using the eye button, you must then click the **Show/Hide Products** button at the top of your products table.

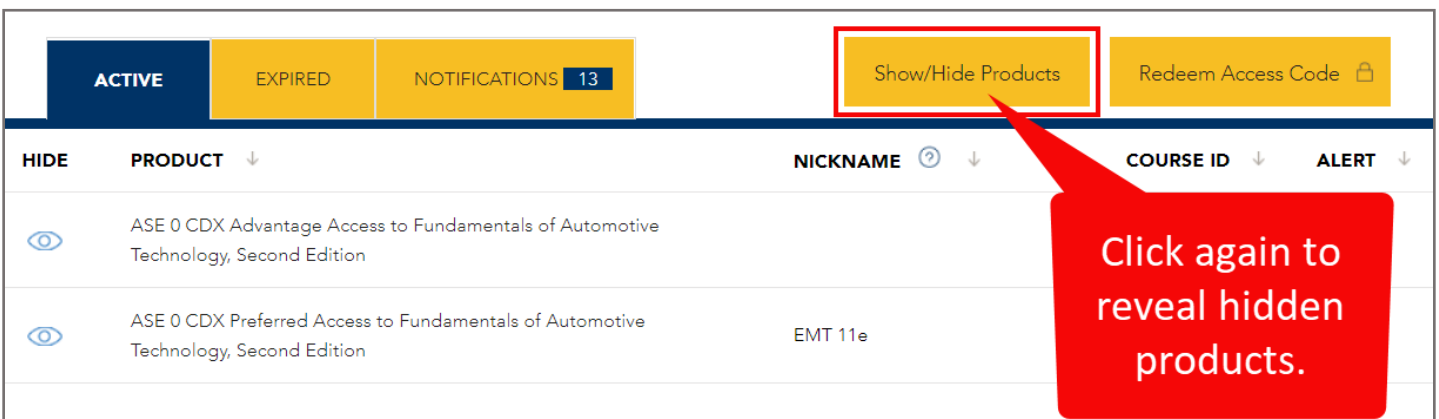
ACTIVE	EXPIRED	NOTIFICATIONS 13	Show/Hide Products	Redeem Access Code
HIDE	PRODUCT	NICKNAME	COURSE ID	ALERT
	ASE 0 CDX Advantage Access to Fundamentals of Automotive Technology, Second Edition			
	ASE 0 CDX Preferred Access to Fundamentals of Automotive Technology, Second Edition	EMT 11e	82F383	
	Navigate 2 Essentials Access for Emergency Care and Transportation of the Sick and Injured	EMT Class	7763BD	



12. Clicking this button will remove the hidden items from sight on your **Products** tab going forward. Please note, a hidden product will remain out of sight until it is manually unhidden.



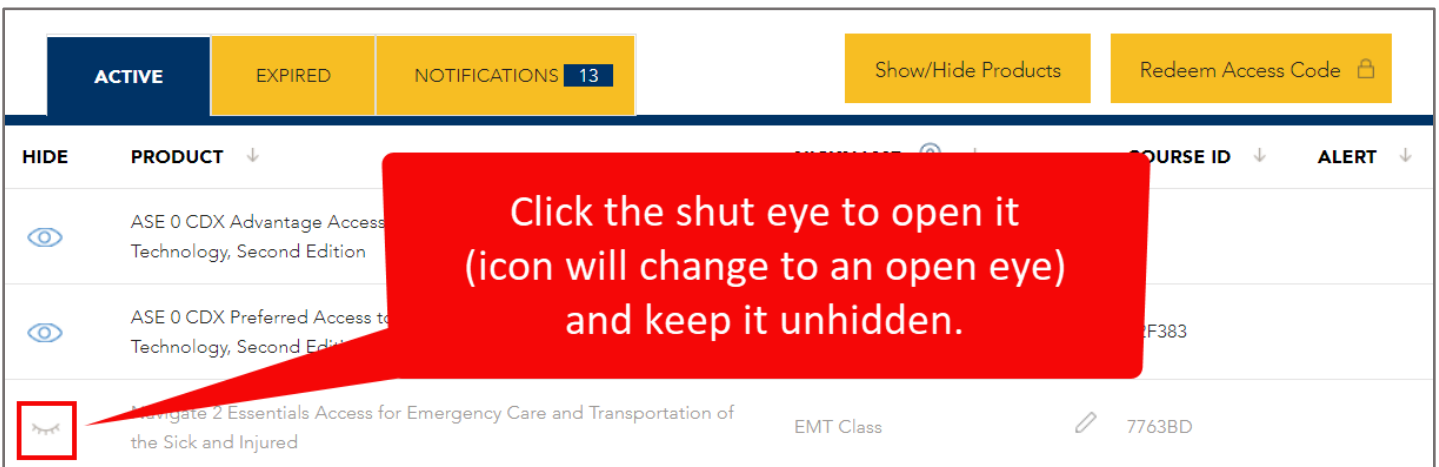
HIDE	PRODUCT	NICKNAME	COURSE ID	ALERT
	ASE 0 CDX Advantage Access to Fundamentals of Automotive Technology, Second Edition			
	ASE 0 CDX Preferred Access to Fundamentals of Automotive Technology, Second Edition	EMT 11e	82F383	




13. To restore the item back to your products list, simply click the **Show/Hide Products** button again for it to reappear. Then click the **eye icon** to its left to open it, ensuring the product remains unhidden in your subsequent sessions.



HIDE	PRODUCT	NICKNAME	COURSE ID	ALERT
	ASE 0 CDX Advantage Access to Fundamentals of Automotive Technology, Second Edition			
	ASE 0 CDX Preferred Access to Fundamentals of Automotive Technology, Second Edition	EMT 11e		

Click again to reveal hidden products.

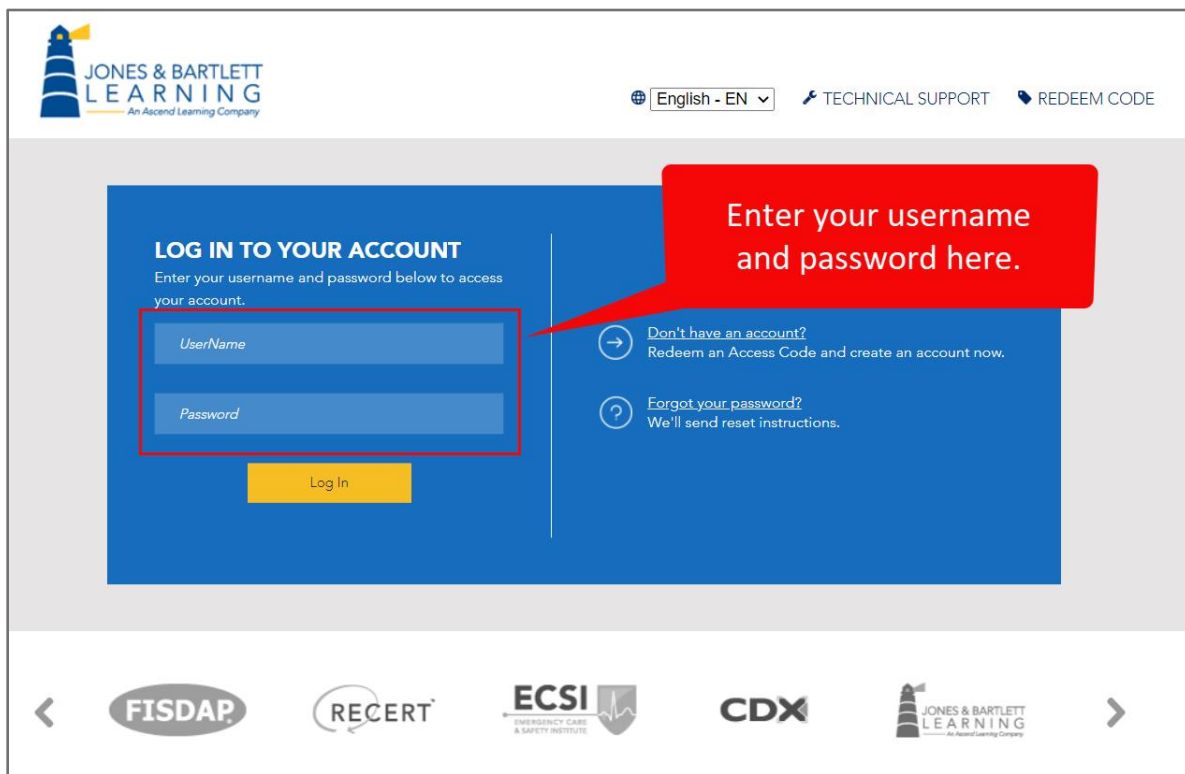


HIDE	PRODUCT	NICKNAME	COURSE ID	ALERT
	ASE 0 CDX Advantage Access to Fundamentals of Automotive Technology, Second Edition			
	ASE 0 CDX Preferred Access to Fundamentals of Automotive Technology, Second Edition		F383	
	Navigate 2 Essentials Access for Emergency Care and Transportation of the Sick and Injured	EMT Class	7763BD	

Click the shut eye to open it (icon will change to an open eye) and keep it unhidden.

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3. A login page will open where you must enter your username and password in the fields provided before clicking the **Log In** button to proceed to your account page.



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14. If you need to make changes to your account details or profile information, click on the **Accounts** tab at the top-right of the page.

The screenshot shows the top navigation bar with the Jones & Bartlett Learning logo, language selection (English - EN), and links for TECHNICAL SUPPORT and REDEEM CODE. The 'ACCOUNTS' tab is highlighted in red. Below the navigation bar, there are buttons for 'ACTIVE', 'EXPIRED', and 'NOTIFICATIONS 13', along with 'Show/Hide Products' and 'Redeem Access Code'. A table lists active products with columns for HIDE, PRODUCT, NICKNAME, COURSE ID, and ALERT.

HIDE	PRODUCT	NICKNAME	COURSE ID	ALERT
	ASE 0 CDX Advantage Access to Fundamentals of Automotive Technology, Second Edition			
	ASE 0 CDX Preferred Access to Fundamentals of Automotive Technology, Second Edition	EMT 11e	82F383	
	Navigate 2 Essentials Access for Emergency Care and Transportation of the Sick and Injured	EMT Class	7763BD	

15. Use the menu provided on the left side of your **Account** tab to locate the information that requires changes.

The screenshot shows the 'ACCOUNT' tab selected in the navigation bar. A left-hand menu is highlighted in red, containing 'Contact Information', 'Change Email', 'Change Password', and 'Invoices'. The main content area shows the 'Contact Information' form with fields for First Name, Last Name, and Country.

Contact Information

First Name: Jones
Last Name: Bartlett
Country: United States of America

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16. Then update the fields as needed before clicking the **Save Changes** button at the bottom of the page.

The screenshot shows a form with two input fields. The first field is labeled "Phone (Optional)" and contains the text "888-888-8888". The second field is labeled "Institution Name (Optional)" and is currently empty. Below these fields is a yellow button with the text "Save Changes" and a circular refresh icon. A red rectangular box highlights the "Save Changes" button. A mouse cursor is positioned over the refresh icon.

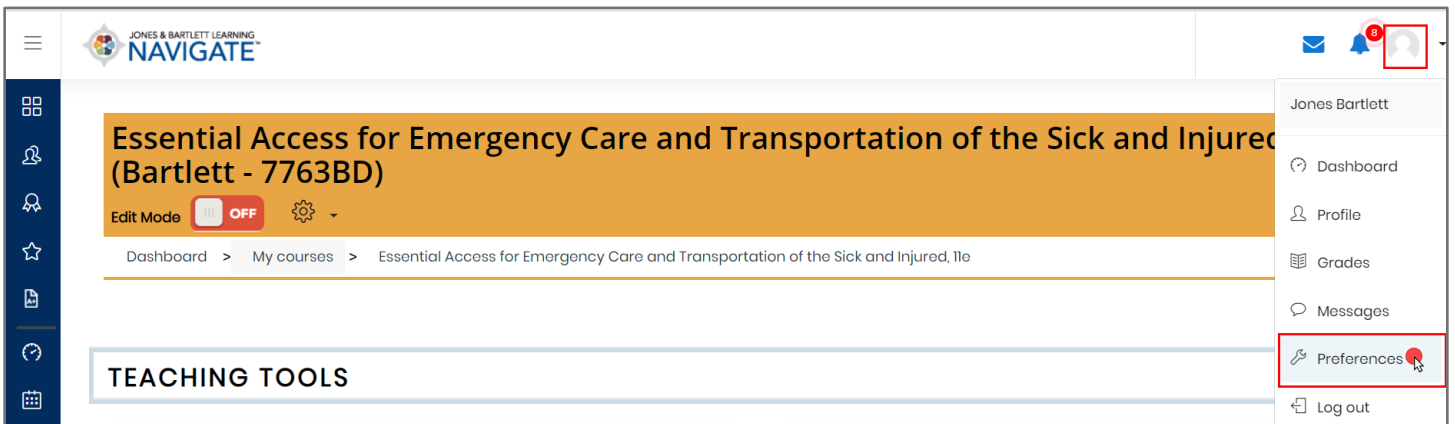
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COURSE SETUP & CUSTOMIZATION

This section provides guidance with course setup and customization, such as adding files or documents to a course, creating course topics and sections, embedding videos in a course, and more.

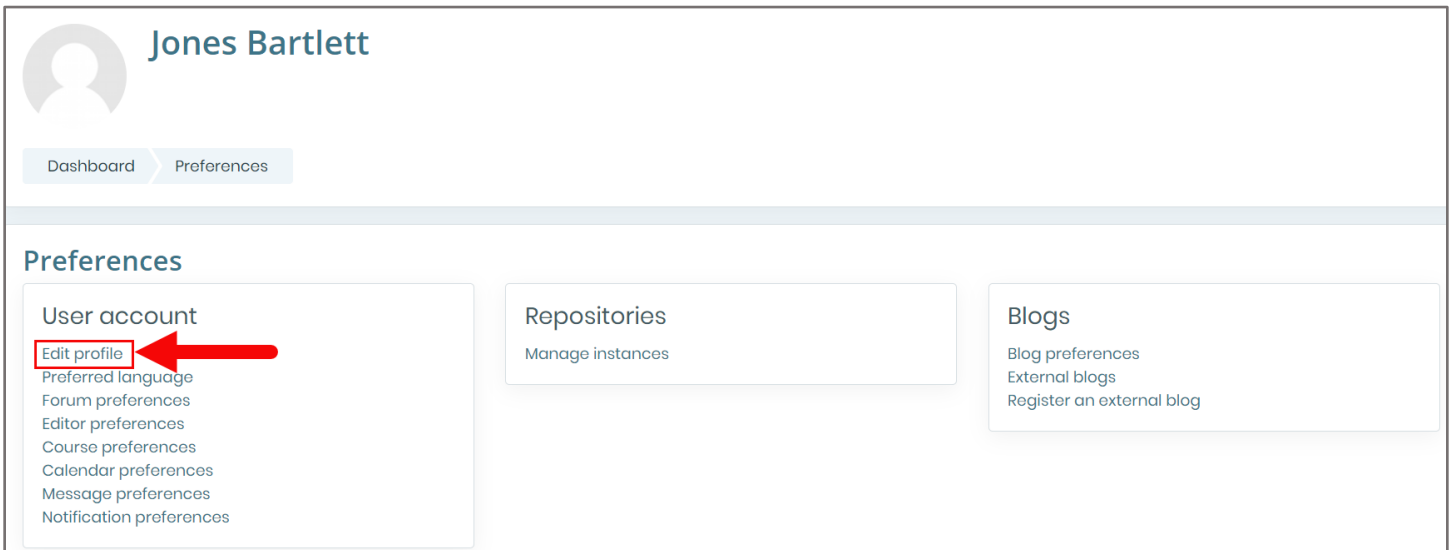
Changing My Time Zone

1. Your course time zone is set to Eastern Standard Time by default. If you are located in a different time zone, you must adjust the time setting within your course to correctly align with time restrictions that may be applied by your instructor.
2. On the course homepage, begin by clicking on the **profile picture button** at the top right of the screen. This will drop down a menu of options from which you should click **Preferences**.



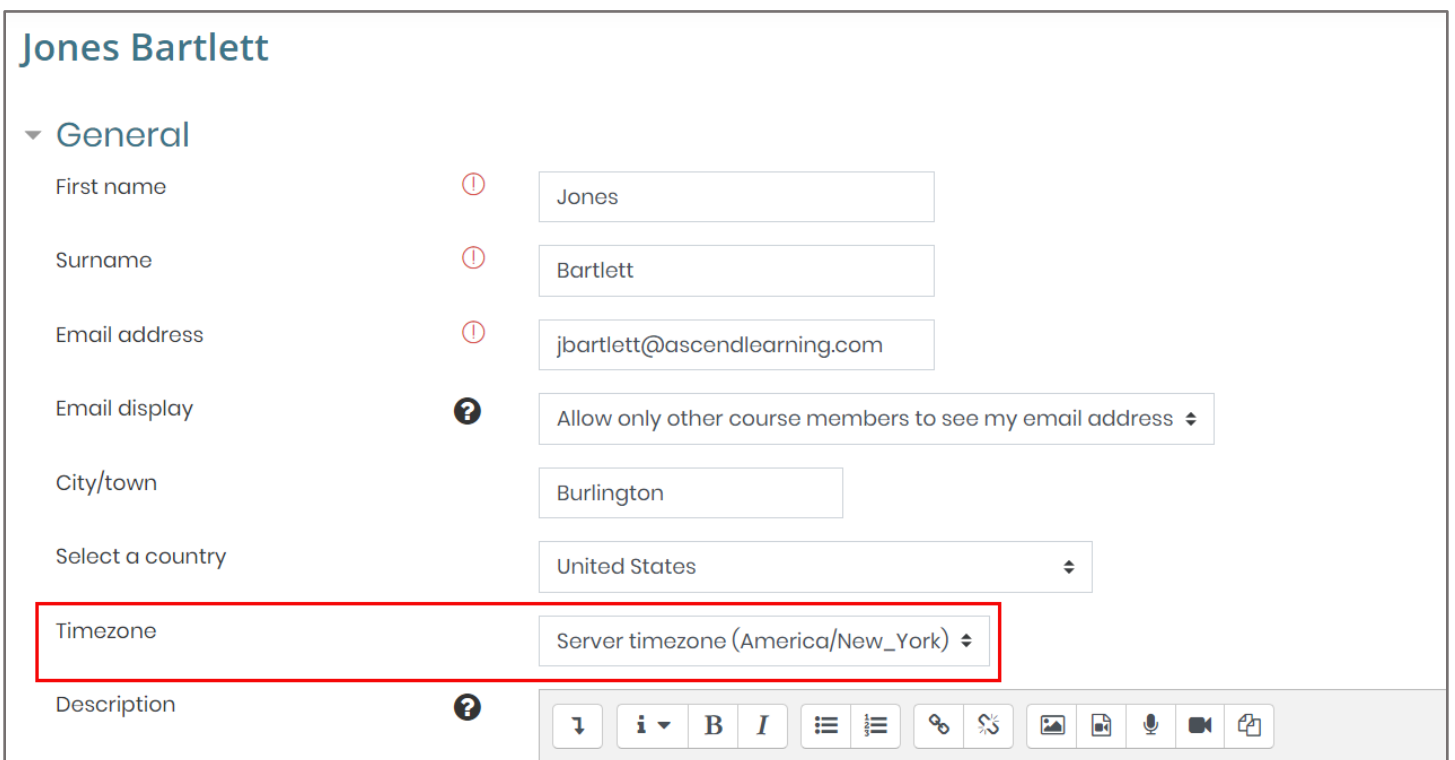
The screenshot shows the course homepage in the NAVIGATE system. The user's profile picture button is highlighted with a red box. A dropdown menu is open, showing options: Jones Bartlett, Dashboard, Profile, Grades, Messages, Preferences (highlighted with a red box and a mouse cursor), and Log out.

3. On the following page, look for the **User account** section and click on the first option here of **Edit profile**.



The screenshot shows the user profile page for Jones Bartlett. At the top, there is a navigation bar with 'Dashboard' and 'Preferences'. Below this, the 'Preferences' section is divided into three columns: 'User account', 'Repositories', and 'Blogs'. The 'User account' column contains a list of options: 'Edit profile', 'Preferred language', 'Forum preferences', 'Editor preferences', 'Course preferences', 'Calendar preferences', 'Message preferences', and 'Notification preferences'. A red box highlights the 'Edit profile' link, and a red arrow points to it from the right.

4. On the Edit profile page, scroll down until you find the **Timezone** setting. Click on the dropdown menu to the right of this label and select a location that matches your local time. **Hint:** *The options in this dropdown menu are in alphabetical order. Select a geographic location from this list that matches your local timezone.*



The screenshot shows the 'Edit profile' page for Jones Bartlett. The 'General' section is expanded, showing various fields for personal information. The 'Timezone' field is highlighted with a red box, and its dropdown menu is open, showing 'Server timezone (America/New_York)'. Other fields include 'First name' (Jones), 'Surname' (Bartlett), 'Email address' (jbartlett@ascendlearning.com), 'Email display' (Allow only other course members to see my email address), 'City/town' (Burlington), and 'Select a country' (United States). A rich text editor is visible at the bottom for the 'Description' field.

- When satisfied with your selection, scroll to the bottom of the page and click the **Update profile** button to save your changes.

▶ Additional names

▶ Interests

▶ Optional

Update profile Cancel

- Hover your mouse pointer over the **My courses** button in the **Navigation drawer** to the left of the page and click the name of your course in the dropdown menu to return to the course homepage.

Jones Bartlett

My courses

- ▶ Premier Access for Emergency Care and Transportation of the Sick and Injured, 11e

Board > Preferences > User account > Edit profile

Expand all

General

First name

Surname

Email address

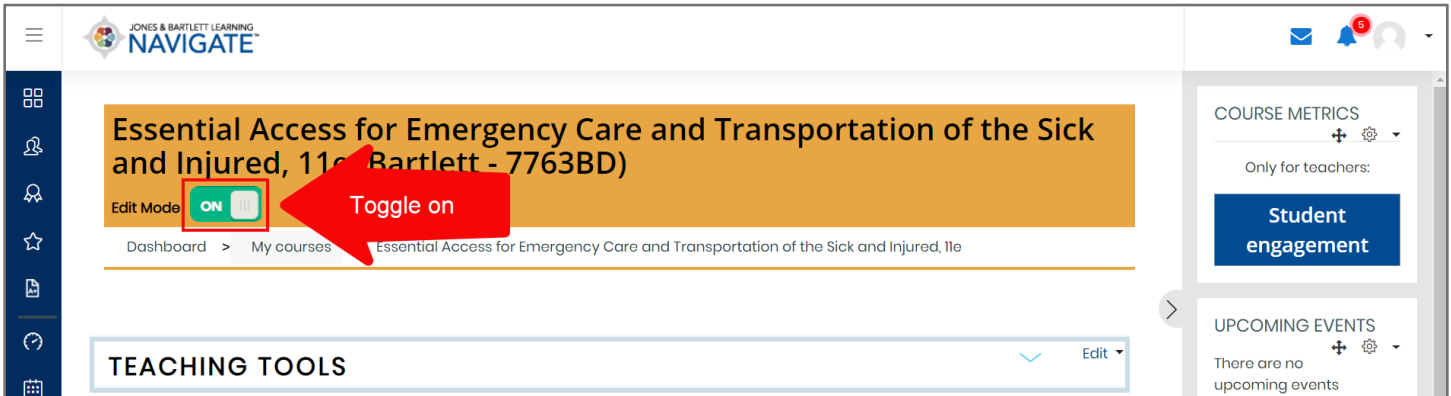
Email display

City/town

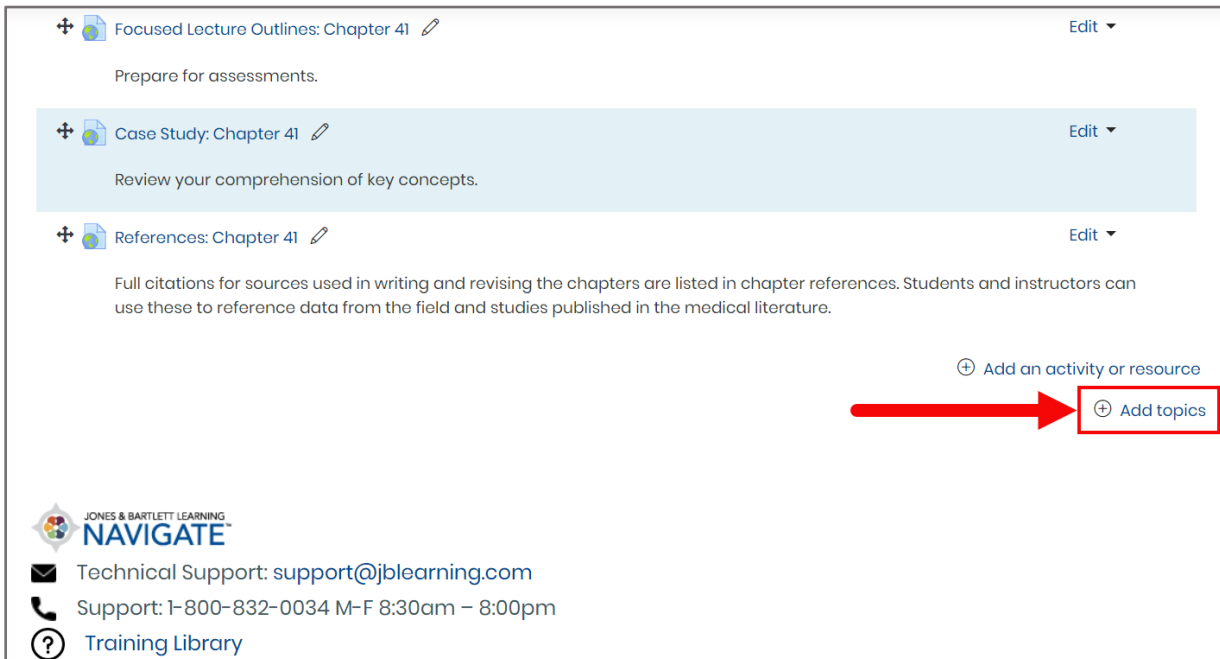
<https://qa-navigate2.jblearning.com/course/view.php?id=623>

Creating Topics and Sections in a Course

1. On the course homepage, toggle on the course **Edit Mode** using the button at the top of the page.

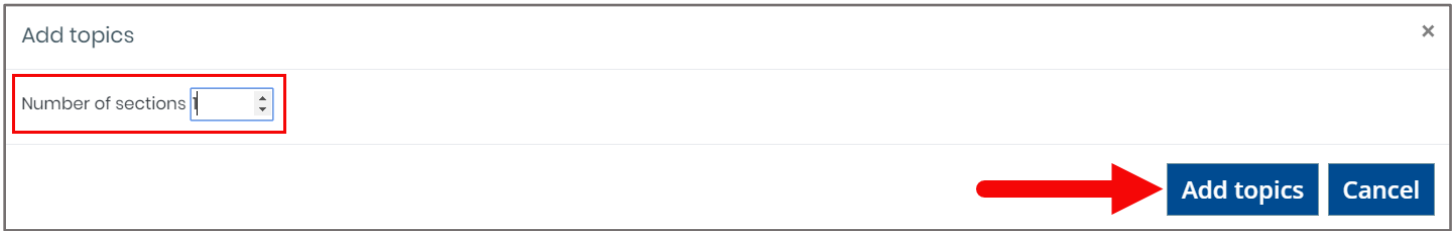


2. The page will refresh, displaying all editing options. Scroll down to the bottom of the page and click the **Add topics** to the right.

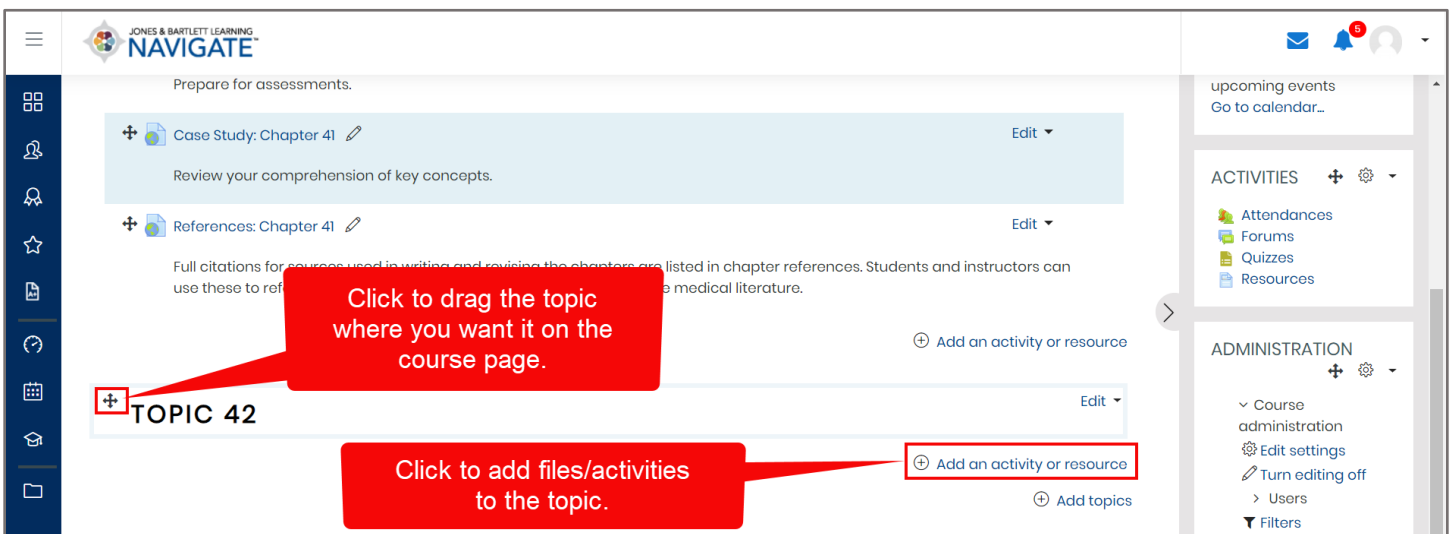


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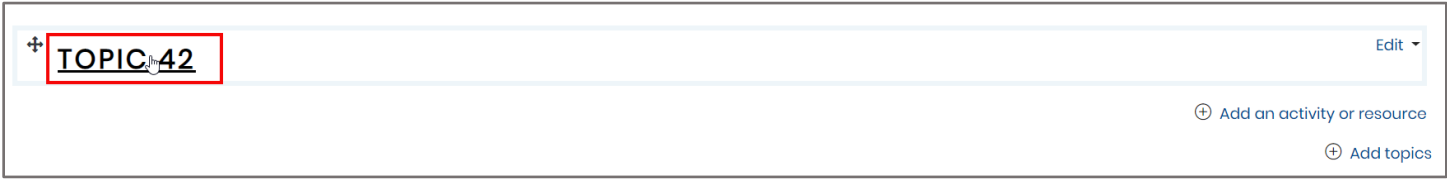
3. A popup window will display with a field in which you may enter the number of new topics you would like to create. When satisfied, click the **Add topics** button.



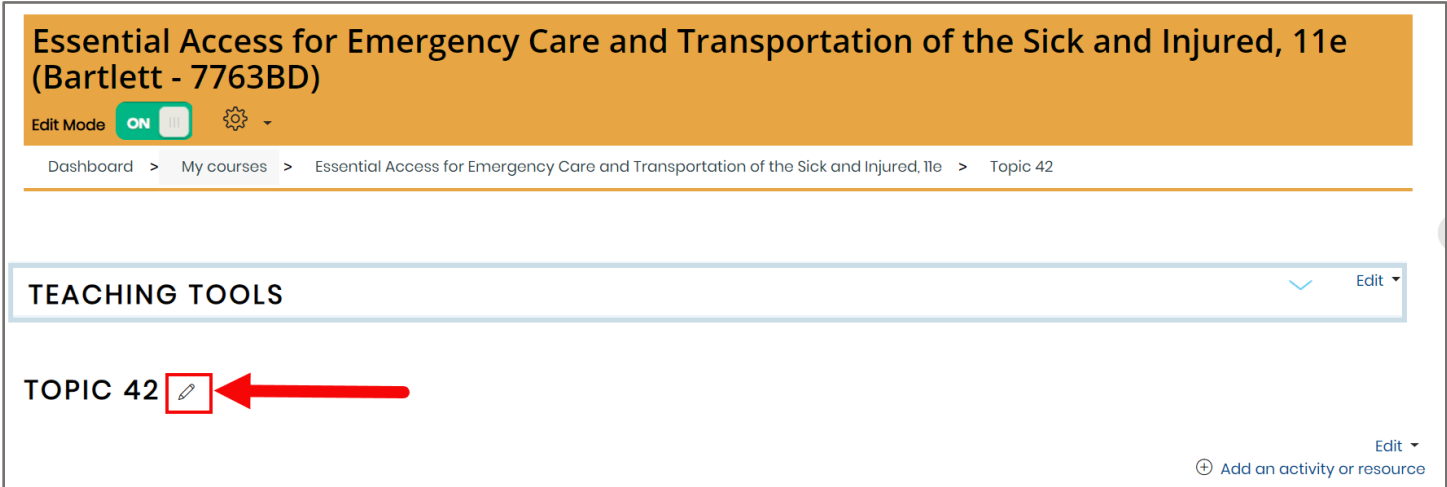
4. The page will refresh, displaying the new topics you have created. You may also use the **Compass arrow** to the left of the topic name to drag and drop the topic(s) to a preferred location within the course and begin adding your own files or resources to the topic as needed.




5. Click on the topic name and use the **Pencil icon** to rename the topic as needed. Press **Enter** on your keyboard when finished.



A screenshot of a user interface showing a text input field containing the text "TOPIC 42". The text is highlighted with a red rectangular box. To the right of the text is a small pencil icon. Below the input field, there are two buttons: "Add an activity or resource" and "Add topics".



A screenshot of a course page. At the top, there is a header with the text "Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)". Below the header, there is a navigation bar with "Dashboard > My courses > Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e > Topic 42". The main content area has a section titled "TEACHING TOOLS" with a dropdown arrow and an "Edit" button. Below this, there is a list item "TOPIC 42" with a pencil icon next to it. A red arrow points from the right towards the pencil icon. At the bottom right, there are buttons for "Add an activity or resource" and "Edit".



A screenshot of a text input field containing the text "EMS Procedures". Above the input field, there is a light blue banner with the text "ESCAPE TO CANCEL, ENTER WHEN FINISHED". A red callout box with a white border points to the input field and contains the text "Enter desired topic name here and press 'Enter'".

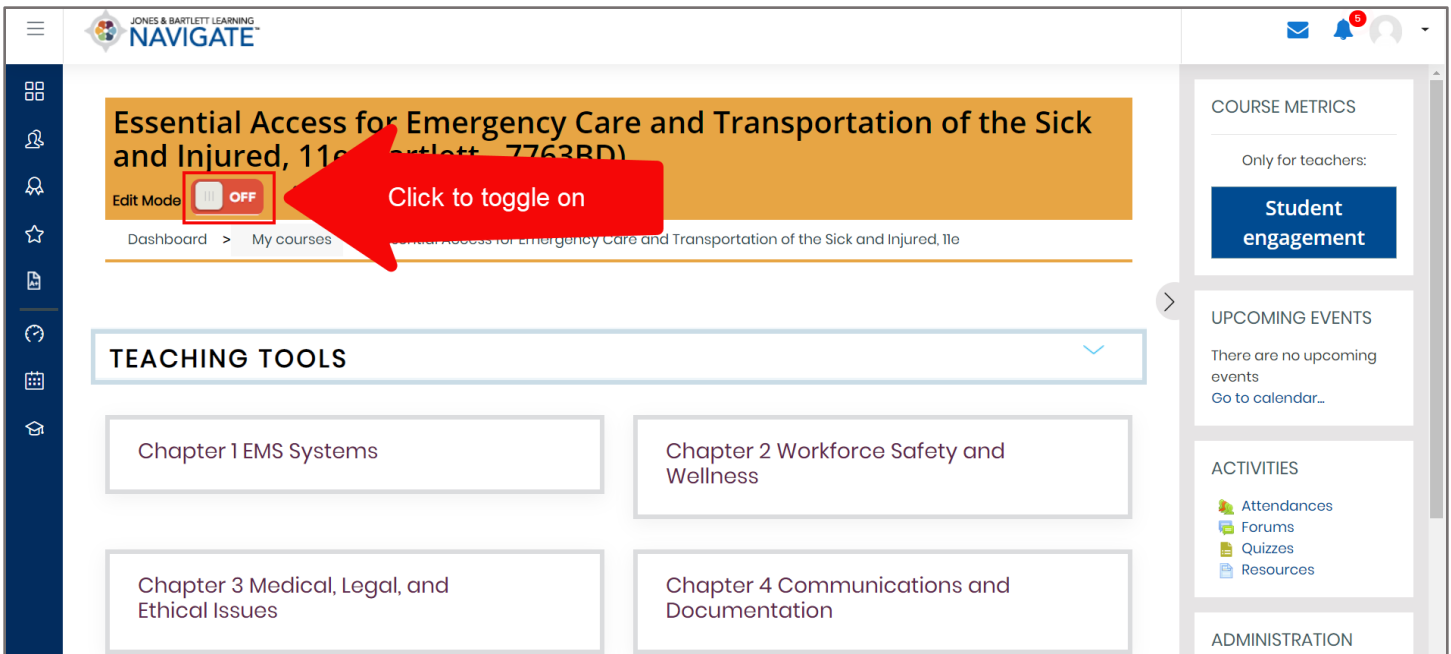
6. When finished, turn **Edit Mode** off at the top of the page, and review your changes.

The screenshot shows a course page with a title bar: "Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763P)". Below the title bar, there is an "Edit Mode" toggle switch currently set to "OFF". A red arrow points to the toggle with the text "Toggle off". Below the title bar is a breadcrumb trail: "Dashboard > My courses > Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e > EMS Procedures". The main content area has a blue-bordered box containing the text "TEACHING TOOLS" with a downward arrow on the right. Below this box, the text "EMS PROCEDURES" is visible.

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Moving and Rearranging Course Content

1. Begin by navigating to the course page for which you would like to relocate items. Then toggle on the course **Edit Mode** using the button at the top of the page.



The screenshot shows the course page for "Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett, 7763BD)". At the top, there is a navigation bar with the "NAVIGATE" logo and a user profile icon. Below the course title, there is a section for "Edit Mode" with a toggle switch currently set to "OFF". A red arrow points to this toggle with the text "Click to toggle on". Below the "Edit Mode" section, there is a "TEACHING TOOLS" section with four chapters listed: Chapter 1 EMS Systems, Chapter 2 Workforce Safety and Wellness, Chapter 3 Medical, Legal, and Ethical Issues, and Chapter 4 Communications and Documentation. On the right side, there are sections for "COURSE METRICS" (with a "Student engagement" button), "UPCOMING EVENTS" (with a "Go to calendar..." link), "ACTIVITIES" (with links for Attendances, Forums, Quizzes, and Resources), and "ADMINISTRATION".

2. Now, as you scroll down through the content, you will notice that a **compass icon** has appeared immediately to the left of each item.







The screenshot shows the course content for "CHAPTER 1 EMS SYSTEMS". There are three items listed, each with a red box highlighting a compass icon on the left and an "Edit" button on the right. The items are: "Audio Book: Chapter 1" (Listen to your reading assignments.), "Flashcards: Chapter 1" (Test your knowledge of key terms.), and "Comprehensive Slides: Chapter 1" (Review your comprehension of key concepts.).


3. To move any individual item, click and hold on its **compass icon**, then drag it to the location you wish to move it and release the mouse button to nest it in its new place.

TEACHING TOOLS Edit ▾


CHAPTER 1 EMS SYSTEMS Edit ▾

- Comprehensive Slides: Chapter 1 Edit ▾
- Review your comprehension of key concepts.
Focused Lecture Outlines: Chapter 1  Edit ▾
- Focused Lecture Outlines: Chapter 1  Edit ▾
Prepare for assessments.
- Comprehensive Lecture Outlines: Chapter 1  Edit ▾
Prepare for assessments.
- Case Study: Chapter 1  Edit ▾
Review your comprehension of key concepts.

4. You may also indent any item by selecting the **Edit** option to its right and clicking **Move right**.

Flashcards: Chapter 1  Edit ▾

- Test your knowledge of key terms.

Audio Book: Chapter 1  Edit ▾

- Listen to your reading assignments.

Edit ▾

- Edit settings
- Move right**
- Hide
- Delete

5. Alternatively, if you are moving items a significant distance within the course, click once on the item in question's **compass icon** to its left. This action will open a list displaying all the content found on this page in sequential order.

The screenshot shows the JBLearn NAVIGATE interface. A red callout box points to a compass icon on the left of the 'Comprehensive Lecture Outlines: Chapter 1' item. A modal window titled 'Move Comprehensive Lecture Outlines: Chapter 1 URL' is open, displaying a list of course items in sequential order. The first item in the list is 'To the top of section "Chapter 1 Lesson Outline File"', which is highlighted with a red box.

Click once on the compass icon to open the list.

Move Comprehensive Lecture Outlines: Chapter 1 URL

- To the top of section "Chapter 1 Lesson Outline File "
- After resource "Chapter 1 Lesson Outline File "
- After resource "Chapter 2 Lesson Outline File "
- After resource "Chapter 3 Lesson Outline File "
- After resource "eBook: Chapter 1 URL "
- After resource "eBook: Chapter 2 URL "
- After resource "eBook: Chapter 3 URL "
- After resource "Flashcards: Chapter 1 "
- After resource "News forum "
- After resource "Manage eBook Groups URL "
- To the top of section "Chapter 1 EMS Systems"
- After resource "Comprehensive Slides: Chapter 1 URL "
- After resource "Case Study: Chapter 1 URL "
- After resource "References: Chapter 1 URL "
- After resource "Audio Book: Chapter 1 URL "
- After resource "Attendance "
- After resource "Chapter 1 Quiz "
- After resource "Chapter 1 Discussion Forum "
- After resource "Test Quiz "
- After resource "Focused Slides: Chapter 1 URL "
- After resource "Course File "
- To the top of section "Chapter 2 Workforce Safety and Wellness"
- After resource "Audio Book: Chapter 2 URL "
- After resource "Flashcards: Chapter 2 "
- After resource "Comprehensive Slides: Chapter 2 URL "
- After resource "Focused Slides: Chapter 2 URL "
- After resource "Comprehensive Lecture Outlines: Chapter 2 URL "
- After resource "Focused Lecture Outlines: Chapter 2 URL "

6. Scroll down the list, if necessary, to find another item next to which you would like to place the item you are moving and click on it.

Click here to move the item to the top of the Chapter 1 section.

Move Comprehensive Lecture Outlines: Chapter 1 URL

- To the top of section "Chapter 1 Lesson Outline File"
- After resource "Chapter 1 Lesson Outline File "
- After resource "Chapter 2 Lesson Outline File "
- After resource "Chapter 3 Lesson Outline File "
- After resource " eBook: Chapter 1 URL "
- After resource " eBook: Chapter 2 URL "
- After resource " eBook: Chapter 3 URL "
- After resource " Flashcards: Chapter 1 "
- After resource " News forum "
- After resource " Manage eBook Groups URL "
- To the top of section "Chapter 1 EMS Systems"**
- After resource " Comprehensive Slides: Chapter 1 URL "
- After resource " Case Study: Chapter 1 URL "
- After resource " References: Chapter 1 URL "
- After resource " Audio Book: Chapter 1 URL "
- After resource " Attendance "
- After resource " Chapter 1 Quiz "
- After resource " Chapter 1 Discussion Forum "
- After resource " Test Quiz "
- After resource " Focused Slides: Chapter 1 URL "
- After resource " Course File "
- To the top of section "Chapter 2 Workforce Safety and Wellness"
- After resource " Audio Book: Chapter 2 URL "
- After resource " Flashcards: Chapter 2 "
- After resource " Comprehensive Slides: Chapter 2 URL "
- After resource " Focused Slides: Chapter 2 URL "
- After resource " Comprehensive Lecture Outlines: Chapter 2 URL "
- After resource " Focused Lecture Outlines: Chapter 2 URL "

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7. The popup window will close, and you will now find that the item has been moved directly after the content piece you have just selected from the list.

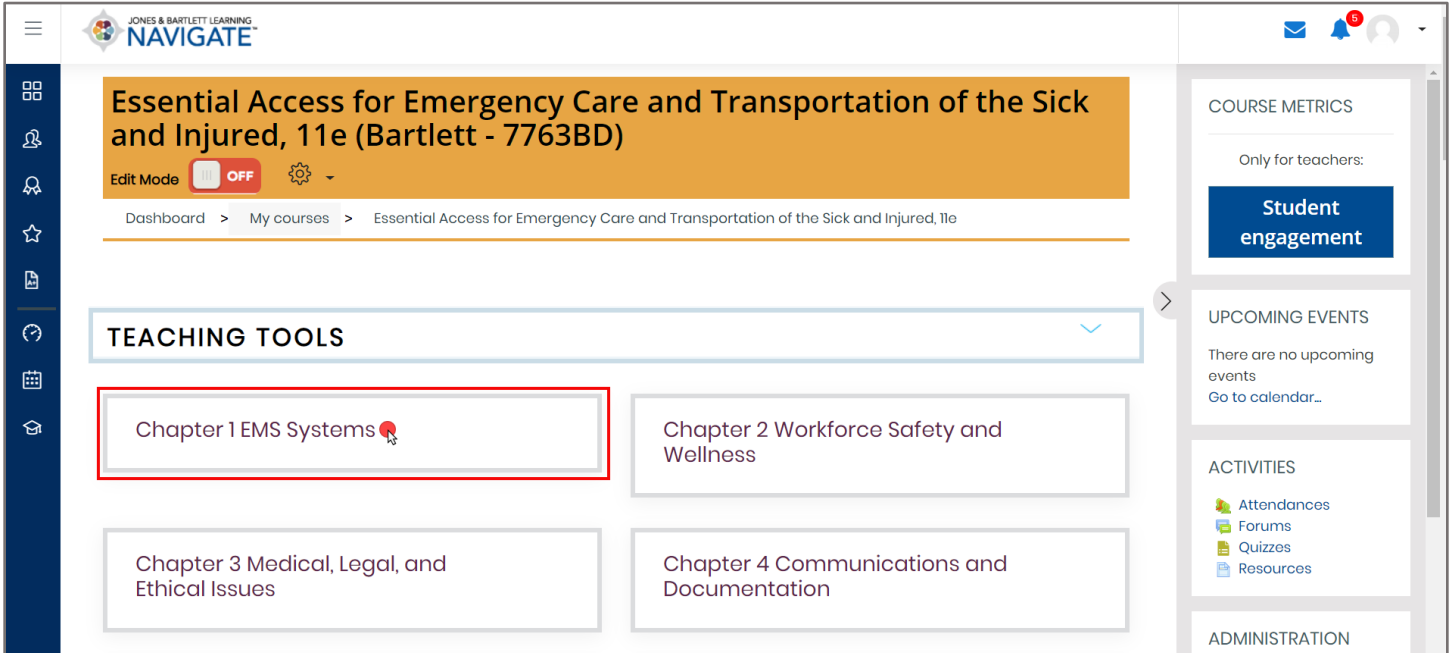
The screenshot displays a user interface for managing teaching tools. At the top, there is a header 'TEACHING TOOLS' with a dropdown arrow and an 'Edit' button. Below this is a section titled 'CHAPTER 1 EMS SYSTEMS', also with a dropdown arrow and an 'Edit' button. The main content area lists four items, each with a plus icon, a document icon, a title, a description, and an 'Edit' button:

- Comprehensive Lecture Outlines: Chapter 1** (highlighted with a red box and callout): Prepare for assessments.
- Comprehensive Slides: Chapter 1**: Review your comprehension of key concepts.
- Focused Lecture Outlines: Chapter 1**: Prepare for assessments.
- Case Study: Chapter 1**: Review your comprehension of key concepts.

The red callout box contains the text: "The comprehensive lecture outline is now at the top of the Chapter 1 section."

Adding Files or Documents to a Course

1. Begin by navigating to the page on which you would like to upload your own custom content.



Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)

Edit Mode OFF

Dashboard > My courses > Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e

TEACHING TOOLS

- Chapter 1 EMS Systems
- Chapter 2 Workforce Safety and Wellness
- Chapter 3 Medical, Legal, and Ethical Issues
- Chapter 4 Communications and Documentation

COURSE METRICS

Only for teachers:

Student engagement

UPCOMING EVENTS

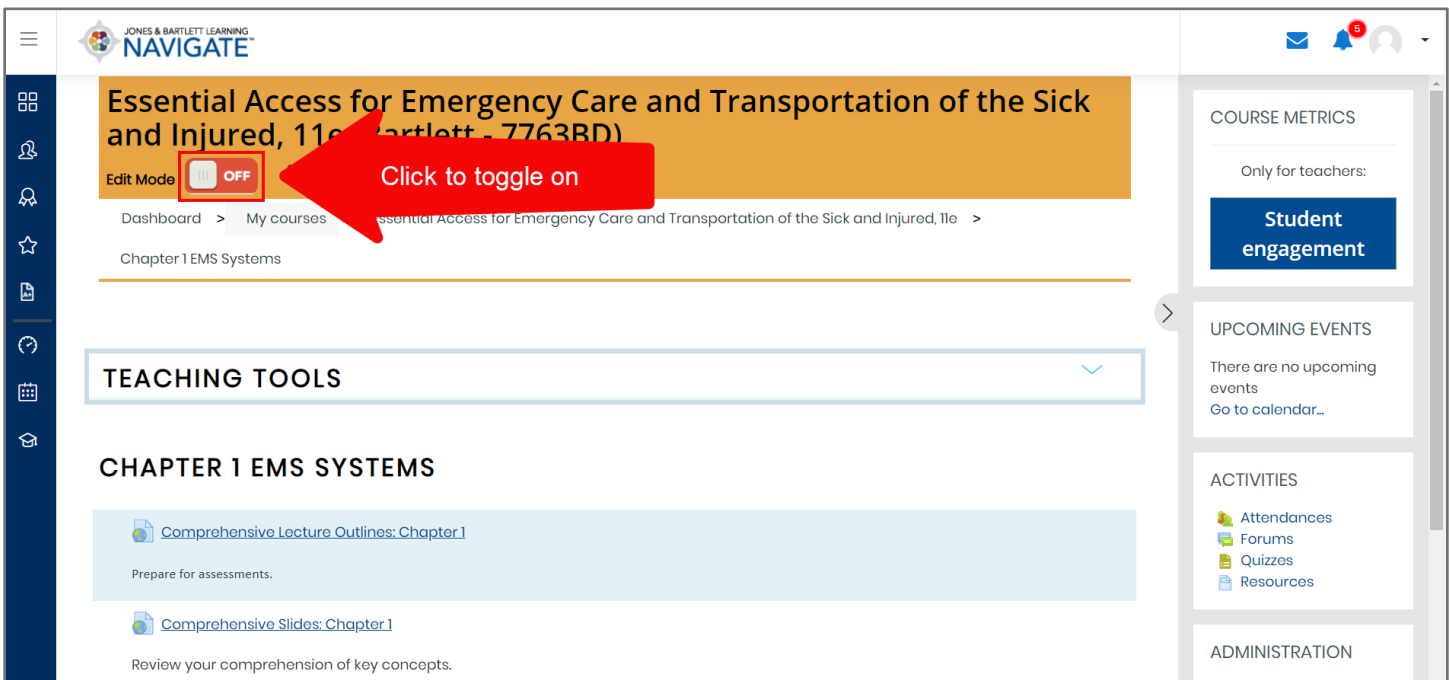
There are no upcoming events
Go to calendar...

ACTIVITIES

- Attendances
- Forums
- Quizzes
- Resources

ADMINISTRATION

2. At the top of this page, toggle on course **Edit Mode**.



Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)

Edit Mode ON

Dashboard > My courses > Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e > Chapter 1 EMS Systems

TEACHING TOOLS

CHAPTER 1 EMS SYSTEMS

- Comprehensive Lecture Outlines: Chapter 1
Prepare for assessments.
- Comprehensive Slides: Chapter 1
Review your comprehension of key concepts.

COURSE METRICS

Only for teachers:

Student engagement

UPCOMING EVENTS

There are no upcoming events
Go to calendar...

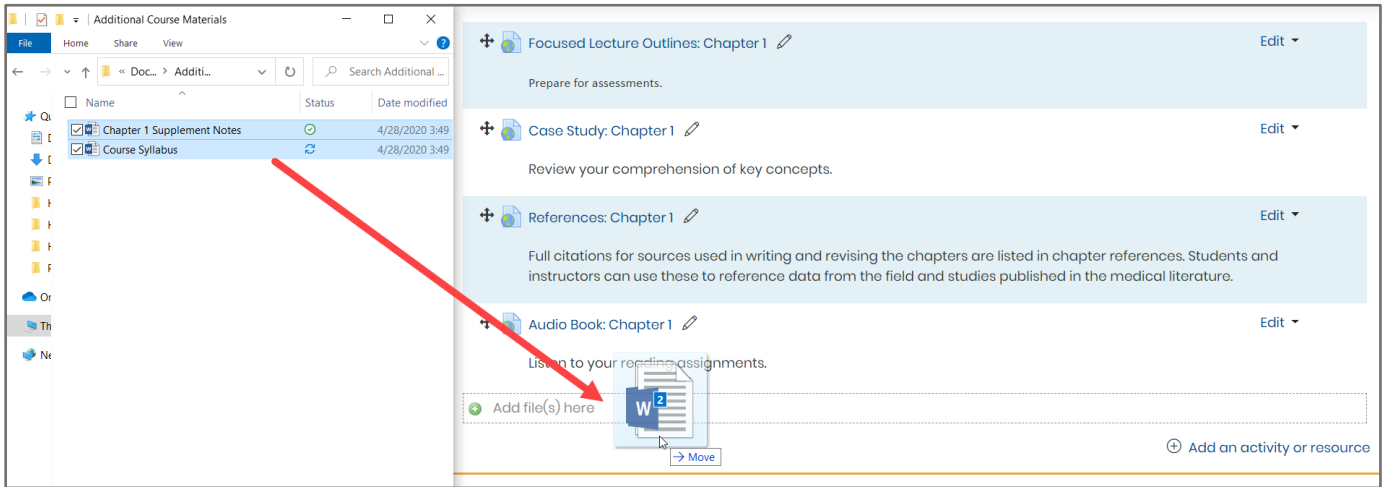
ACTIVITIES

- Attendances
- Forums
- Quizzes
- Resources

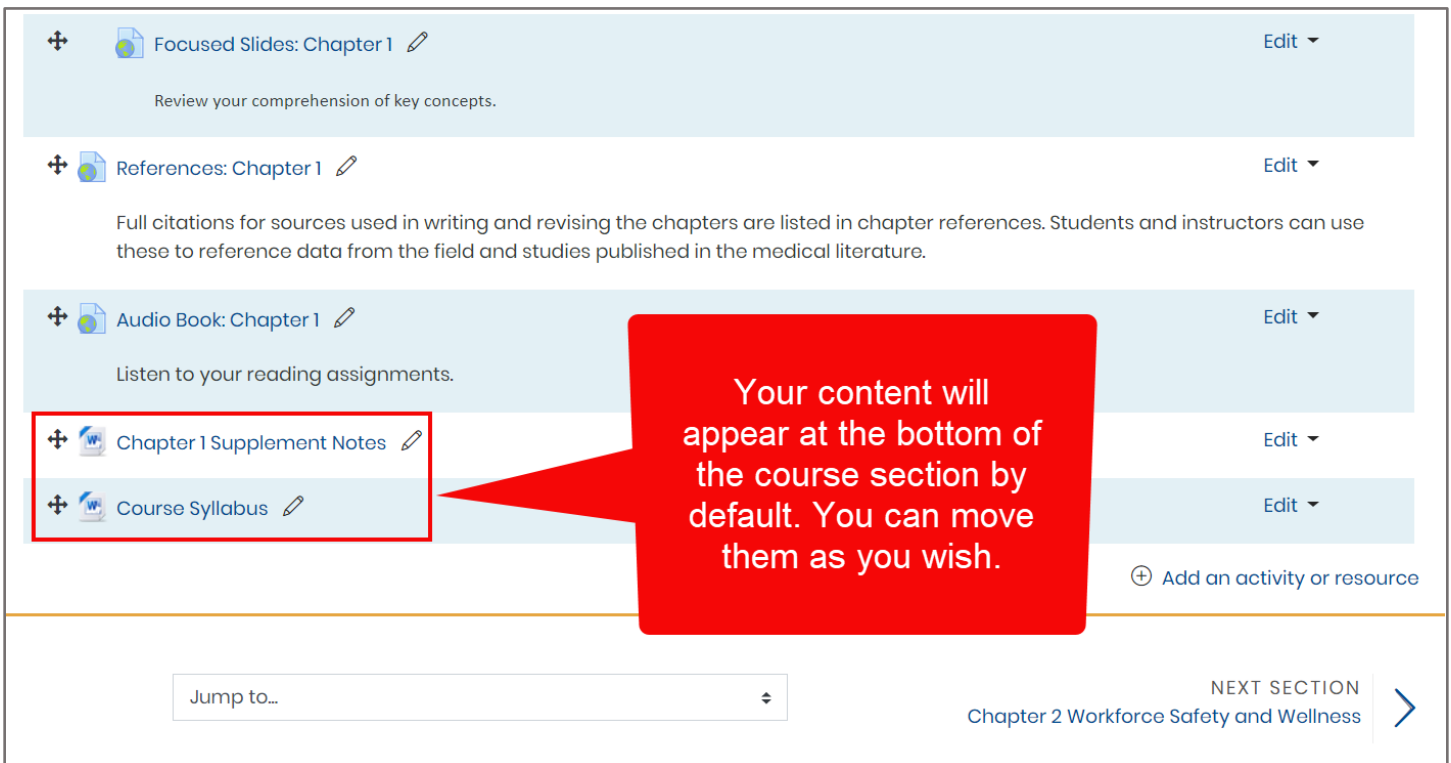
ADMINISTRATION

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3. Next, locate the file on your computer desktop. Click and hold this file, then drag and drop it directly into the course page displayed in your browser. You may upload multiple files at a time as needed.



4. Please note, any content you add will automatically be populated at the bottom of the course page or topic section. You will need to manually move the file to its desired location after uploading it, if you wish to place it elsewhere.



5. Alternatively, you may add files to the course by clicking the **Add an activity or resource** option under the section/chapter you wish to upload your content.

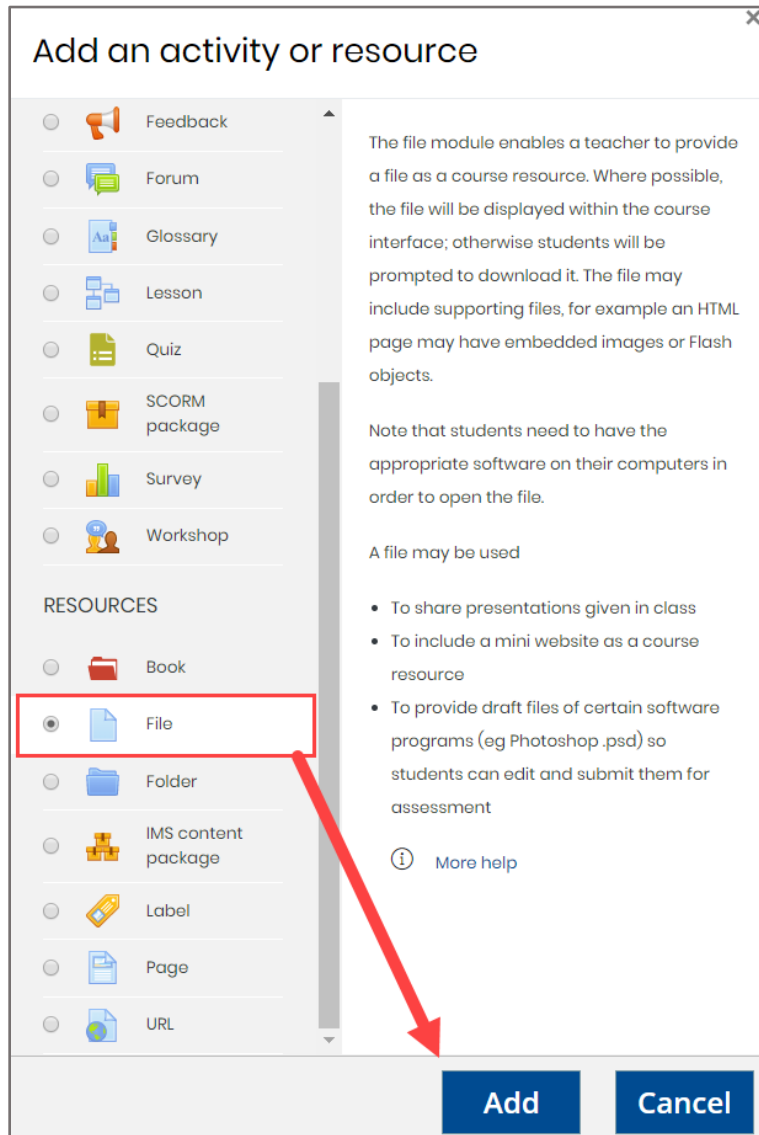
The screenshot displays a course management interface with a list of activities. Each activity entry includes a plus icon, a document icon, the activity name, an edit icon, and an 'Edit' dropdown menu. The activities listed are:

- Focused Slides: Chapter 1**: Review your comprehension of key concepts.
- References: Chapter 1**: Full citations for sources used in writing and revising the chapters are listed in chapter references. Students and instructors can use these to reference data from the field and studies published in the medical literature.
- Audio Book: Chapter 1**: Listen to your reading assignments.

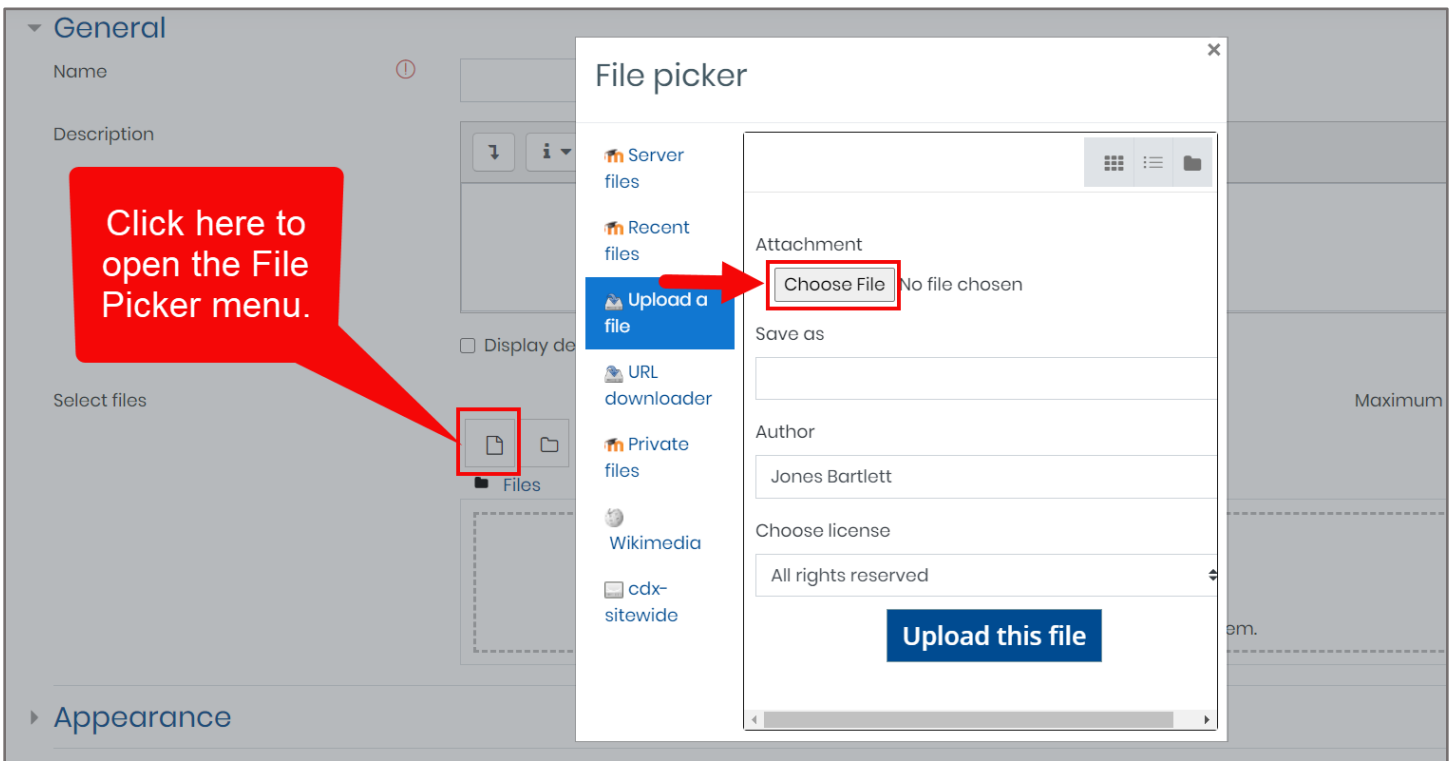
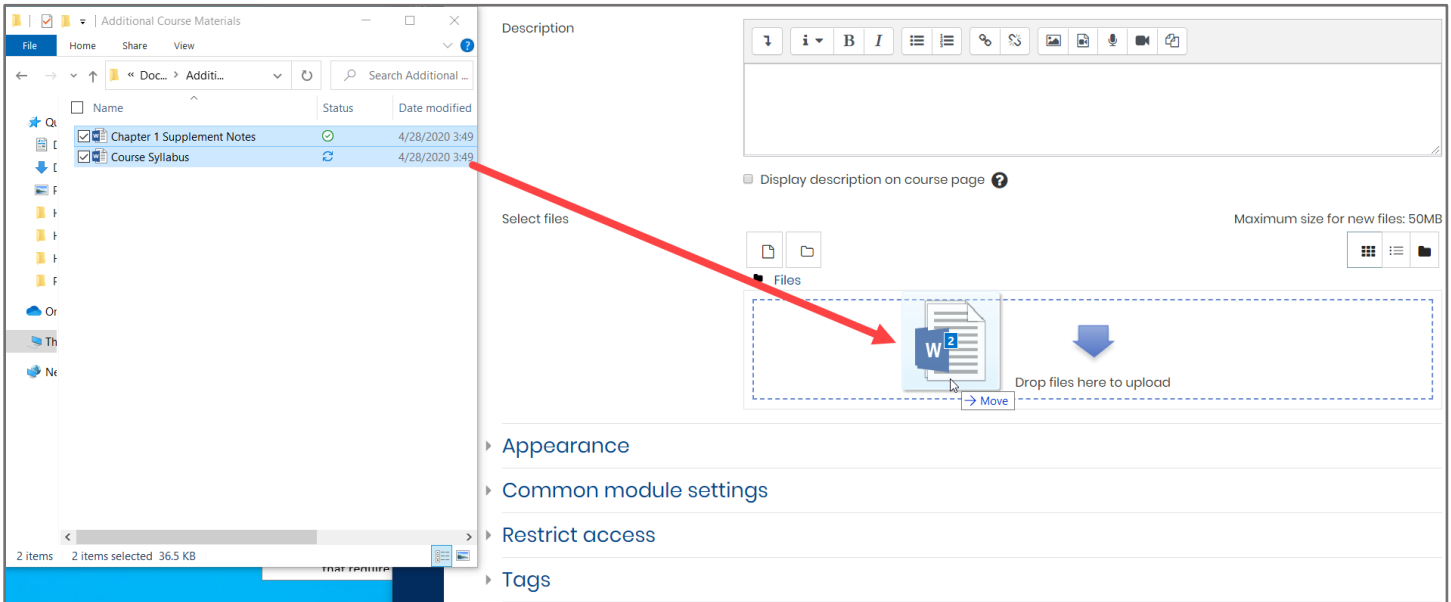
A red callout box with white text says: "Scroll to the bottom of the page to find this option." A red arrow points from this box to a button at the bottom right of the activity list, which is labeled "Add an activity or resource" and has a plus icon. The button is highlighted with a red border.

At the bottom of the interface, there is a "Jump to..." dropdown menu and a "NEXT SECTION" link with a right-pointing arrow, labeled "Chapter 2 Workforce Safety and Wellness".

6. In the window that pops up, scroll down under the **Resources** options, click the dial next to **File**, and click **Add**.




7. On the following page, you may drag and drop your files from your desktop directly into the submission box. Or you may click the **File picker** button, click **Choose File**, and then click the **Upload this file** button.





8. Adjust any additional settings you would like to apply to the content you have just added, then click the **Save and return to course** button at the bottom of the page.

Select files Maximum size for new files: 50MB



Files

Chapter 1 Course

▶ Appearance


▶ Common module settings

▶ Restrict access

▶ Tags

▶ Competencies

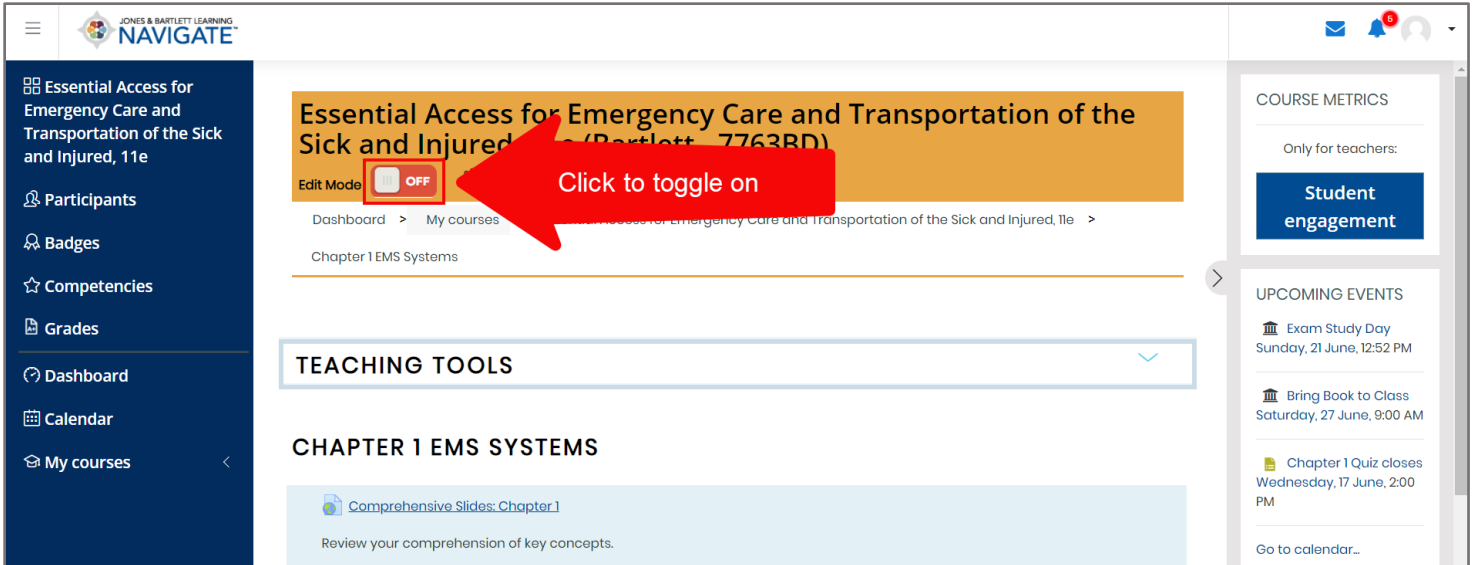
Save and return to course **Save and display** **Cancel**

There are required fields in this form marked .

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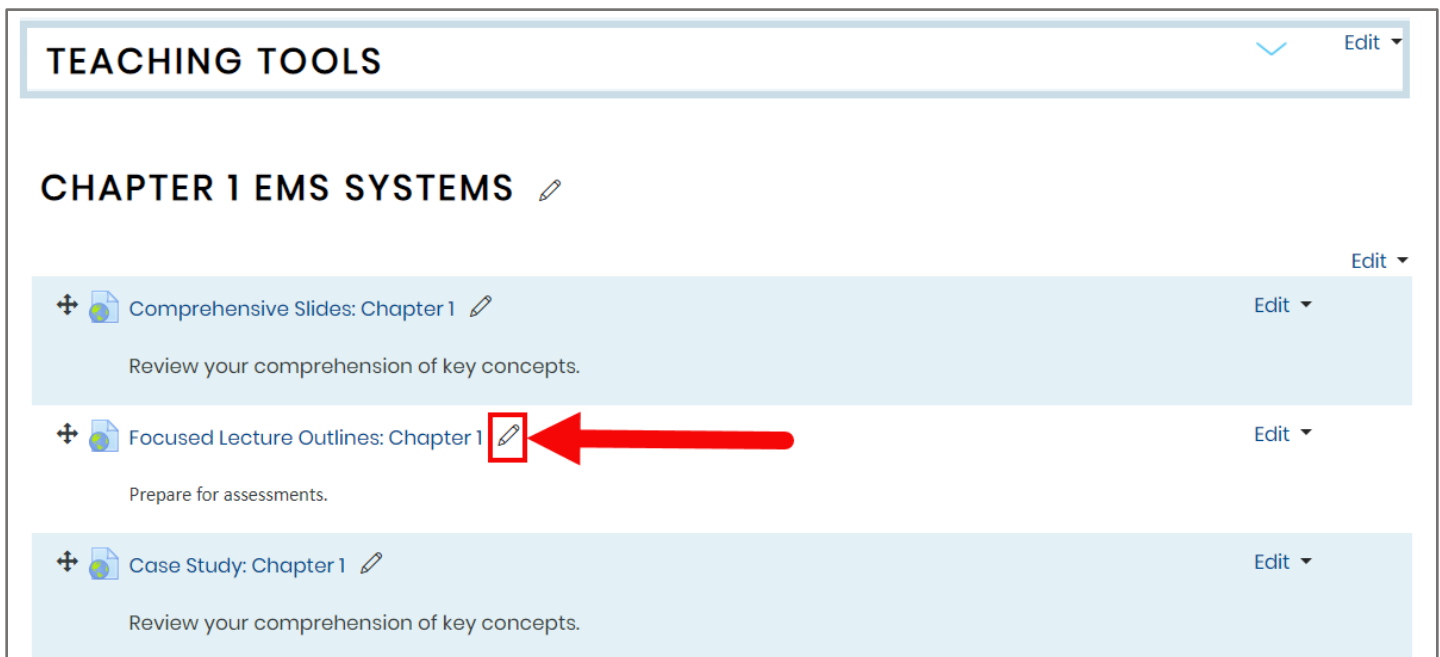
Editing Item Names and Labels

1. Navigate to the course page which contains the item that you would like to rename. Then toggle on the **Course Edit** mode using the button at the top of the page.



The screenshot shows the course page for 'Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e'. At the top, there is an 'Edit Mode' toggle switch currently set to 'OFF'. A red arrow points to this switch with the text 'Click to toggle on'. The page also shows a sidebar with navigation options like 'Participants', 'Badges', and 'My courses'. On the right, there are sections for 'COURSE METRICS', 'UPCOMING EVENTS', and 'Student engagement'.

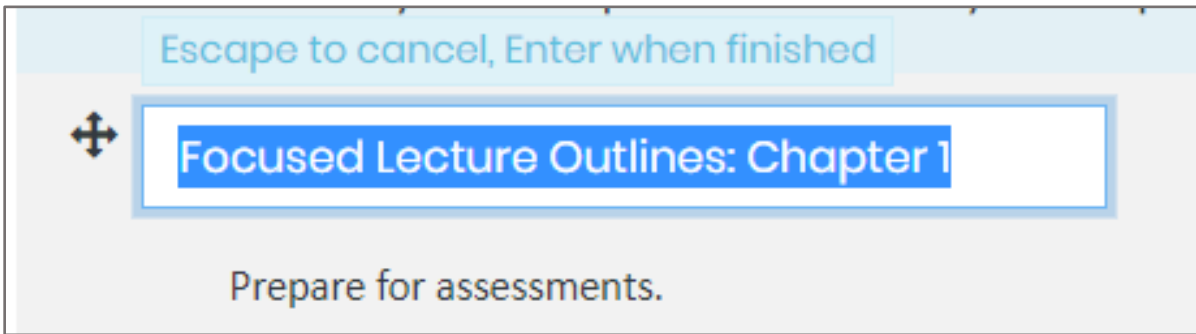
2. Scroll as needed to the item you wish to adjust and click the **pencil button** immediately to its right.



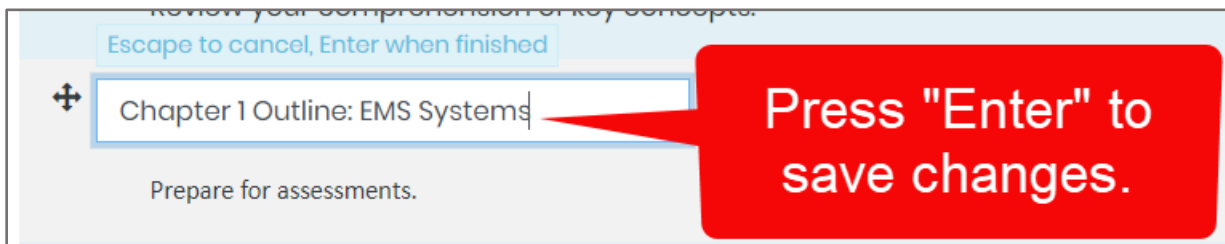
This close-up view shows the 'CHAPTER 1 EMS SYSTEMS' section. It lists three items: 'Comprehensive Slides: Chapter 1', 'Focused Lecture Outlines: Chapter 1', and 'Case Study: Chapter 1'. Each item has a pencil icon to its right for editing. A red arrow points to the pencil icon for 'Focused Lecture Outlines: Chapter 1'. The 'Edit' button is visible at the top right of the section.

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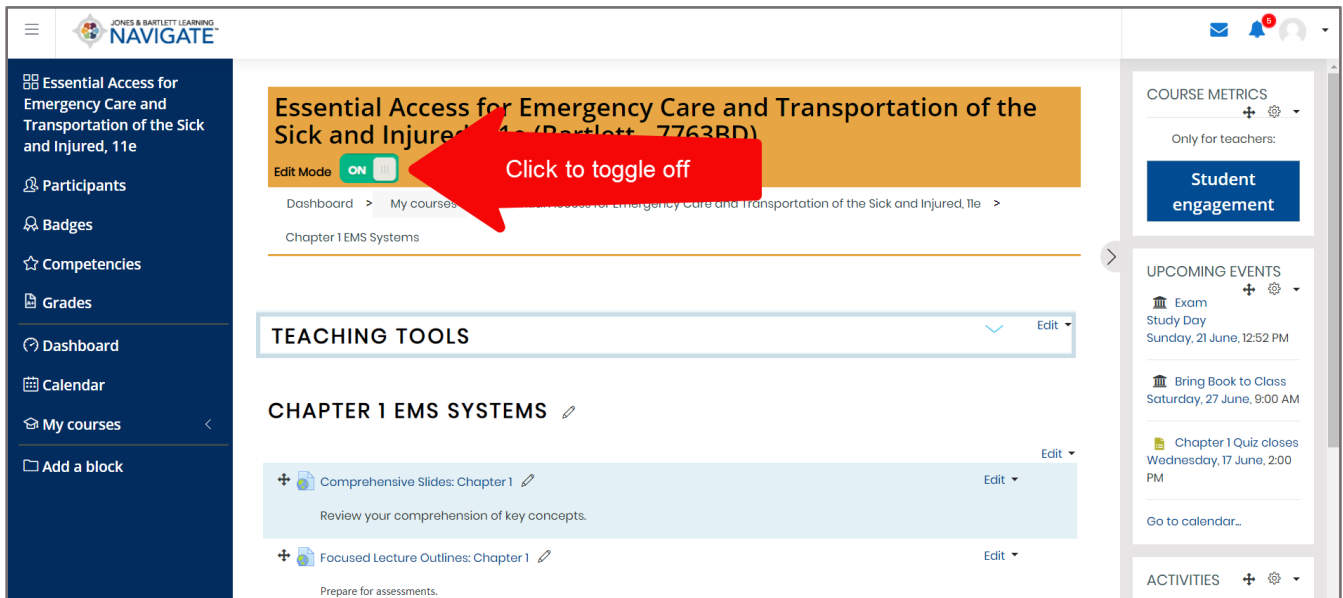
3. This action will change the item's naming into an editable field.



4. Proceed by implementing your changes here and then press the **Enter** key on your keyboard when satisfied.



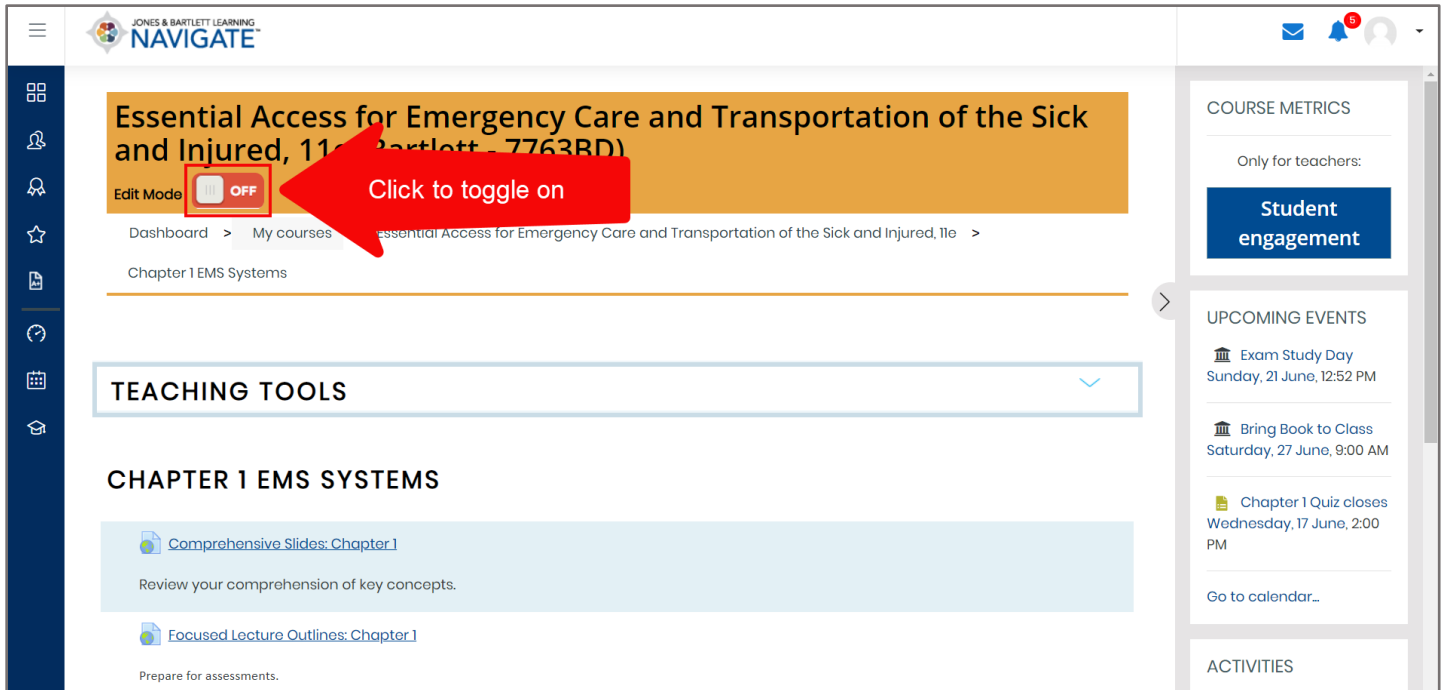
5. You may continue to update as many additional names on the page as needed following these same steps.
6. When you are finished making your desired edits, toggle off the Course **Edit Mode** to avoid making any unwanted changes.



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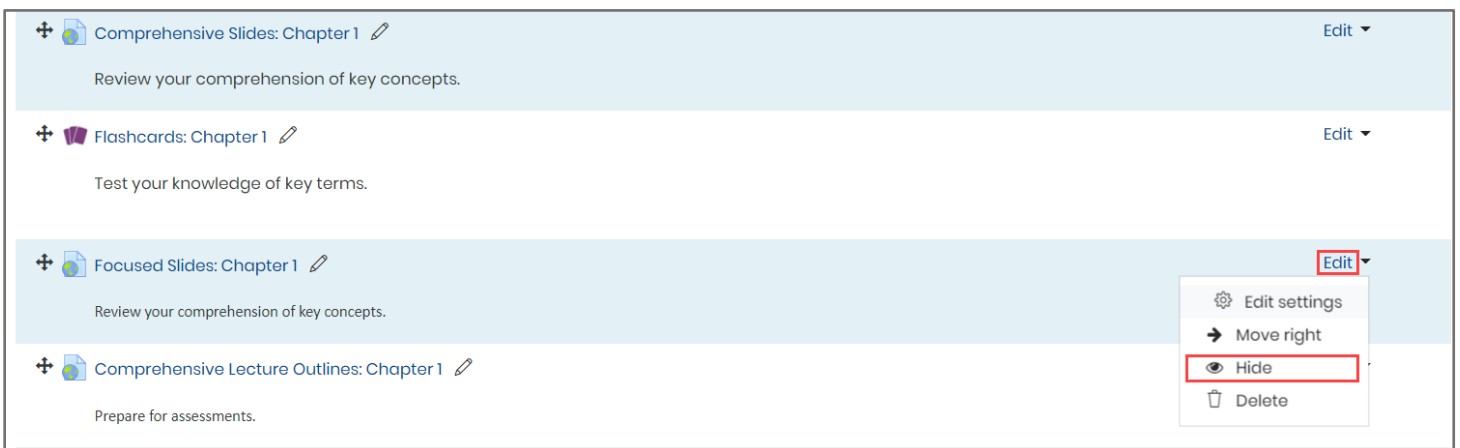
Hiding Course Items from My Students

1. Navigate to the course page which contains the items you would like to hide, then toggle on the course **Edit Mode** by clicking this switch at the top of the page.



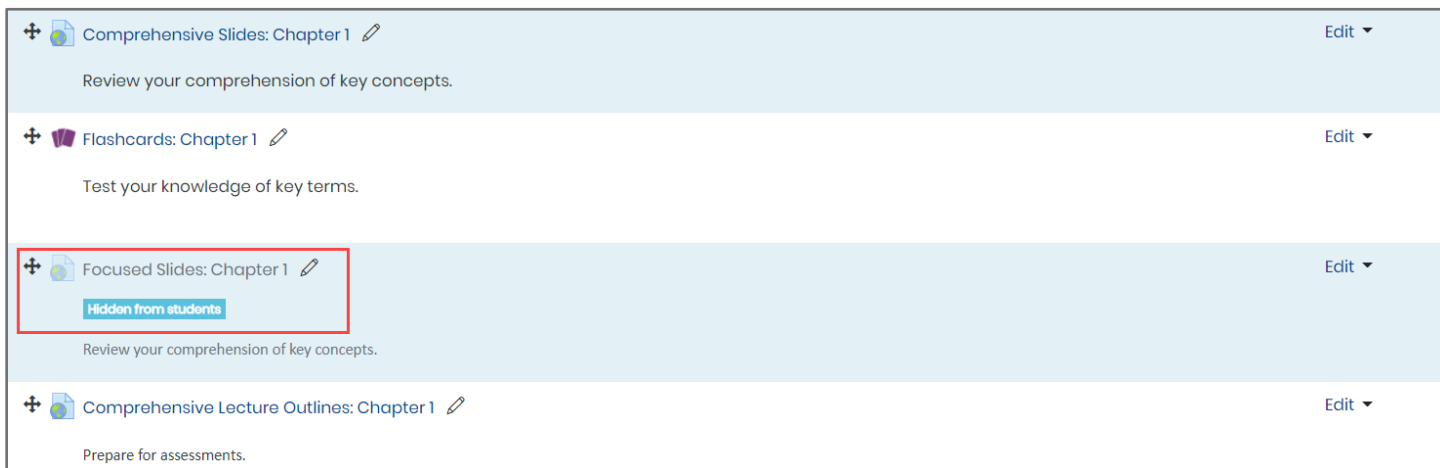
The screenshot shows the course page for "Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)". At the top, there is an "Edit Mode" toggle switch currently set to "OFF". A red arrow points to this switch with the text "Click to toggle on". The page also shows a sidebar with navigation icons, a "TEACHING TOOLS" section, and a "CHAPTER 1 EMS SYSTEMS" section with various learning resources. On the right, there are sections for "COURSE METRICS" (Student engagement), "UPCOMING EVENTS" (Exam Study Day, Bring Book to Class, Chapter 1 Quiz closes), and "ACTIVITIES".


2. To the right of the item, locate and click the **Edit** menu. Then click the **Hide** option.





The screenshot shows a list of course items under the "CHAPTER 1 EMS SYSTEMS" section. Each item has an "Edit" dropdown menu to its right. The "Edit" menu for the "Focused Slides: Chapter 1" item is open, showing options: "Edit settings", "Move right", "Hide", and "Delete". The "Hide" option is highlighted with a red box.


3. Hiding an item will remove it from students' view, both in the course and the gradebook (if it is a graded activity). Students will be prevented from accessing or completing the hidden resource or activity until you choose to reveal it.



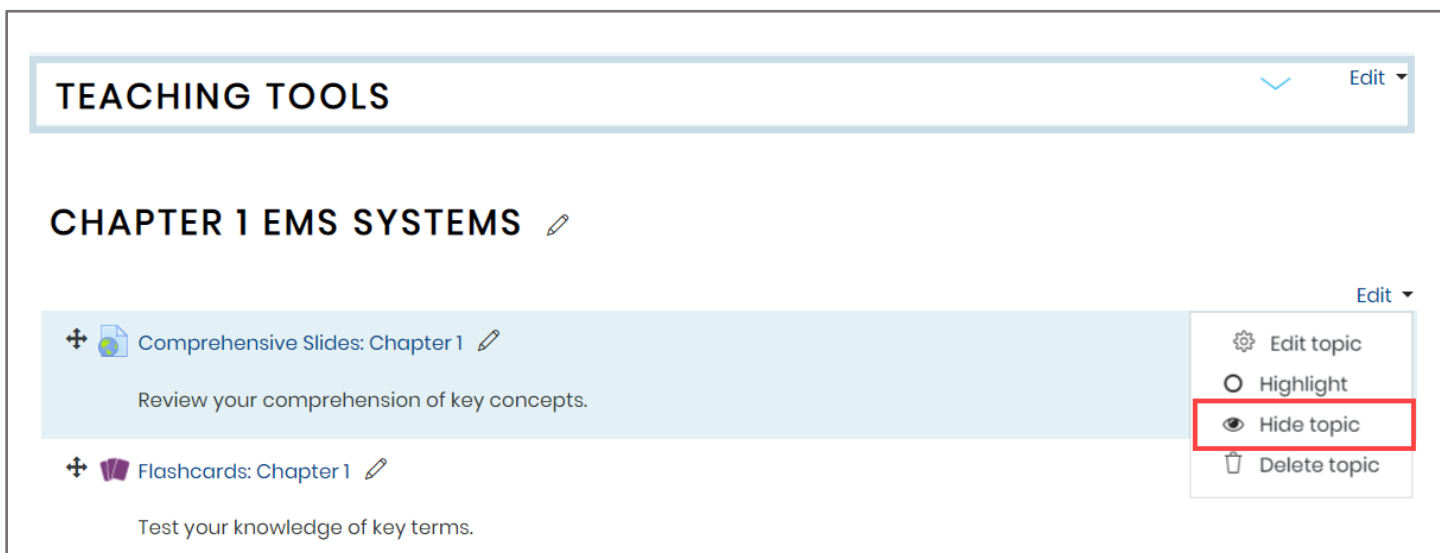
Comprehensive Slides: Chapter 1  Edit ▾
Review your comprehension of key concepts.


Flashcards: Chapter 1  Edit ▾
Test your knowledge of key terms.


Focused Slides: Chapter 1  Edit ▾
Hidden from students
Review your comprehension of key concepts.


Comprehensive Lecture Outlines: Chapter 1  Edit ▾
Prepare for assessments.


4. You may apply the **Hide** setting to any individual item or, to hide an entire topic full of content from the students, simply select the **Hide** option from the **Edit** menu of the applicable topic.







TEACHING TOOLS  Edit ▾

CHAPTER 1 EMS SYSTEMS 

Comprehensive Slides: Chapter 1  Edit ▾
Review your comprehension of key concepts.

Flashcards: Chapter 1  Edit ▾
Test your knowledge of key terms.

-  Edit topic
-  Highlight
-  **Hide topic**
-  Delete topic

5. When content is hidden, you will see that its title becomes opaque, and it displays a notice stating that it is hidden from your students. As an instructor, you may still access any hidden items as needed without ever revealing them to your students.

The screenshot shows the 'TEACHING TOOLS' section for 'CHAPTER 1 EMS SYSTEMS'. A blue box highlights the 'Hidden from students' label. Below it, there are two tool cards: 'Comprehensive Slides: Chapter 1' and 'Flashcards: Chapter 1'. An 'Edit' dropdown menu is open on the right, showing options: 'Edit topic', 'Highlight', 'Show topic', and 'Delete topic'.

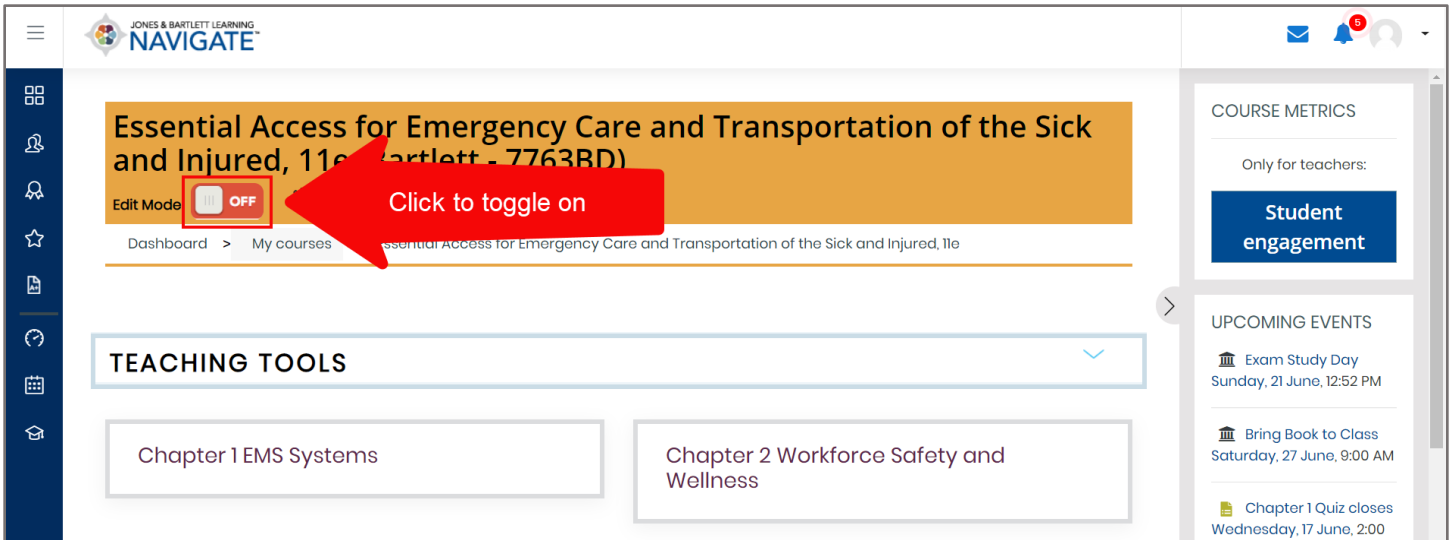
6. Should you decide to unhide any hidden item in the course, simply toggle on **Edit Mode** for the page displaying the hidden item, click the **Edit** menu to its right, and select the **Show topic** option to make it available again.

The screenshot shows the course page for 'Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7th Edition)'. A red arrow points to the 'Edit Mode ON' toggle. Below the breadcrumb trail, the 'TEACHING TOOLS' section for 'CHAPTER 1 EMS SYSTEMS' is shown. The 'Hidden from students' label is present. The 'Edit' dropdown menu is open, and the 'Show topic' option is highlighted with a red box.

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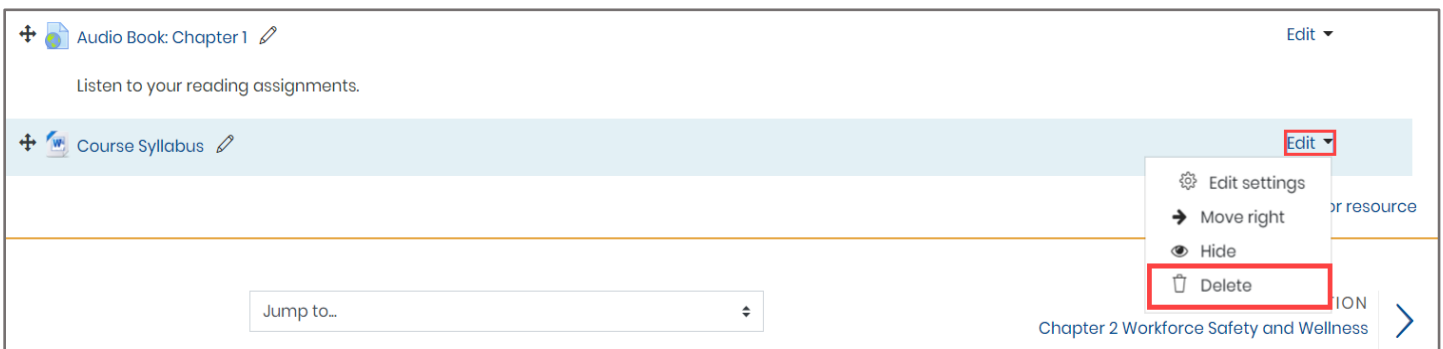
Deleting a Course Item

1. Navigate to the course page which contains the items you would like to remove from the course. Then toggle on the course **Edit Mode** using the button at the top of the page.



The screenshot shows the course page for "Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)". At the top left, there is a navigation menu. Below it, the course title is displayed. To the left of the title, there is an "Edit Mode" toggle switch currently set to "OFF". A red arrow points to this toggle with the text "Click to toggle on". Below the title, there is a "TEACHING TOOLS" section with two items: "Chapter 1 EMS Systems" and "Chapter 2 Workforce Safety and Wellness". On the right side, there are sections for "COURSE METRICS" (with a "Student engagement" button) and "UPCOMING EVENTS" (listing "Exam Study Day", "Bring Book to Class", and "Chapter 1 Quiz closes").

2. Scroll as needed to locate the item you wish to delete. Then, to the right of the item, click on the **Edit** menu. Select the **Delete** option and confirm in the following warning that you want to permanently remove this item from the course.

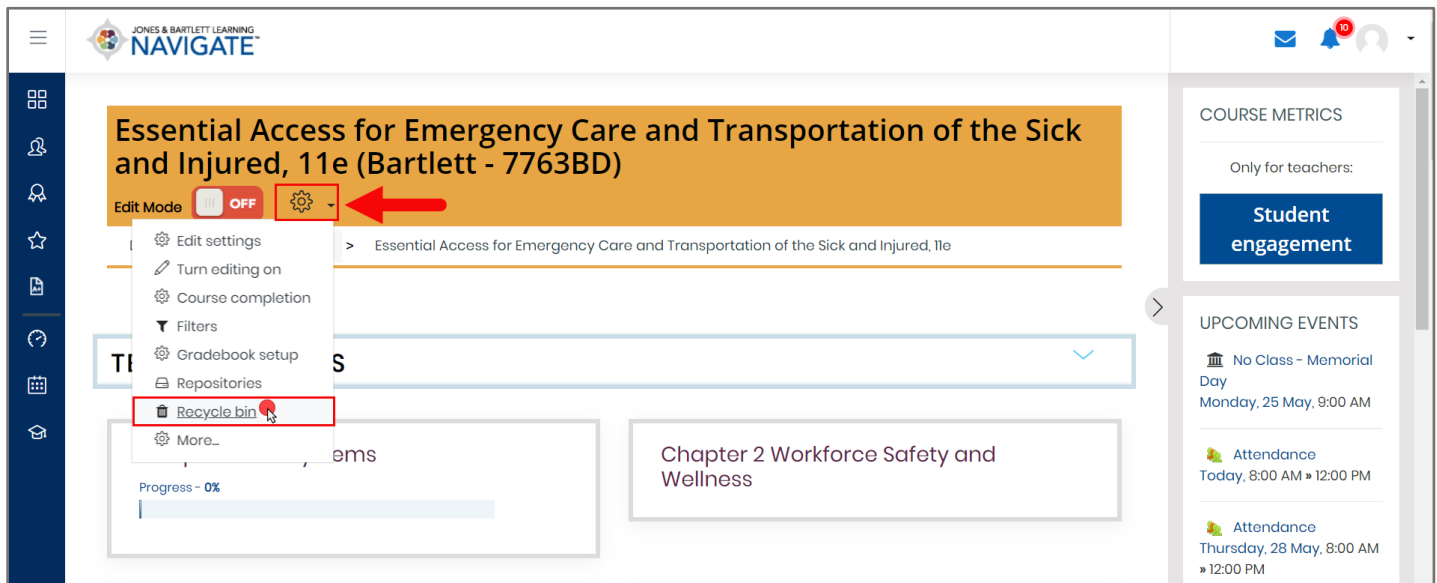


The screenshot shows a list of course items. The first item is "Audio Book: Chapter 1" with an "Edit" dropdown menu. The second item is "Course Syllabus" with an "Edit" dropdown menu. The "Delete" option in the "Course Syllabus" menu is highlighted with a red box. Below the list, there is a "Jump to..." search bar and a "Chapter 2 Workforce Safety and Wellness" section with a right arrow.

3. Please note, if the item contains larger-sized files, it may take additional processing time before the item is removed from the course completely. All deleted items will be placed within the course's **Recycle bin** for up to a week before being permanently removed.

Retrieving a Deleted File or Resource

1. On the course homepage, begin by clicking on **Actions** button in the course-naming banner at the top of the page. From the resulting dropdown menu, select **Recycle bin**. Please note, you can only access the Recycle bin when you have deleted course files, and it is within a 7-day period following the deletion. You may also experience a slight delay from the time an item is deleted to when it appears in the Recycle bin.







- The **Recycle bin** page displays a table of all course resources that have been deleted within the previous 7 days. To restore any item listed to its original location within the course, click the **up-arrow** button to the right of the item under the **Restore** column. Please note, depending on the size of item, the restore process may take a few moments.

Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD): Recycle bin

Dashboard > My courses > Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e > Recycle bin

Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD): Recycle bin

Contents will be permanently deleted after 7 days.

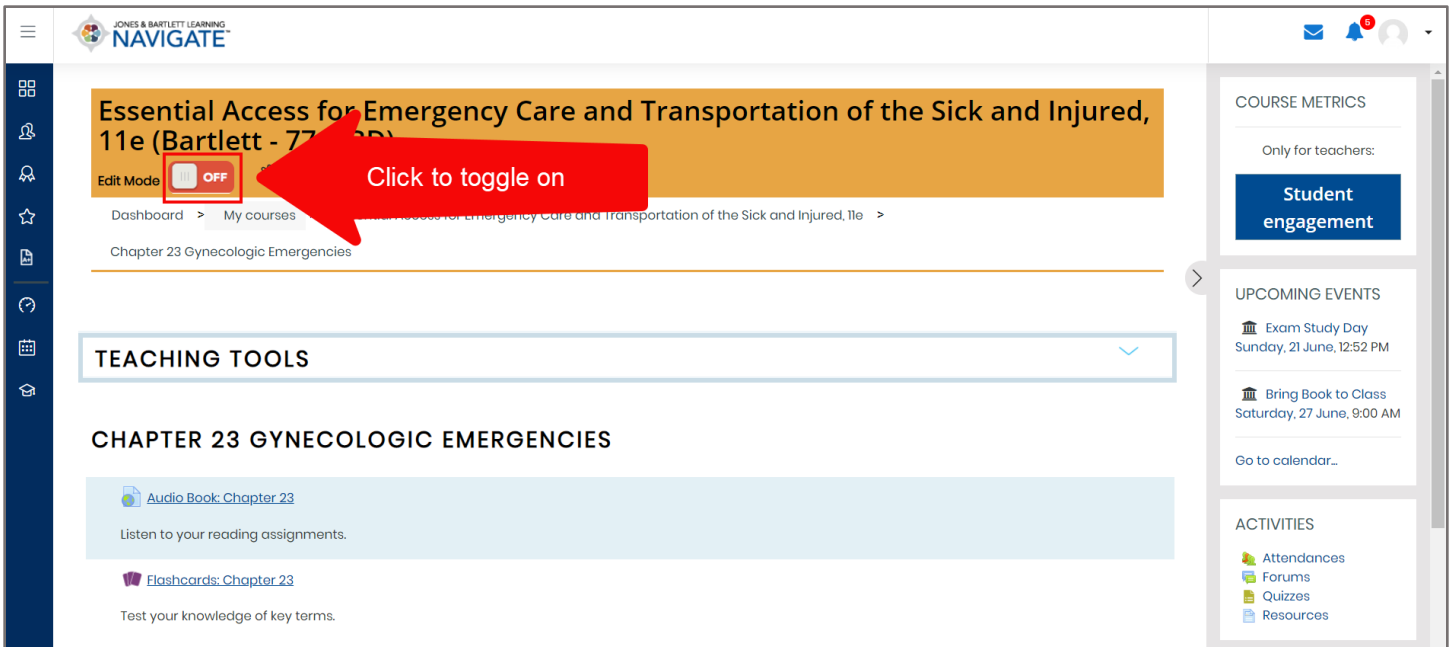
Activity	Date deleted	Restore	Delete
 Chapter 5 Quiz	Monday, 18 May 2020, 3:30 PM	 	

Delete all
[Back to Course: Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e \(Bartlett - 7763BD\)](#)

- When the system has completed the restore, you will receive a confirmation page and then be able to find and access the restored item in its original location prior to deletion.

Gating Student Progress and Applying Access Requirements

1. Navigate to the course page which contains the item that you would like to gate for students in the course. Toggle on Course **Edit Mode** using the button at the top of the page.



The screenshot shows the NAVIGATE interface for a course titled "Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 770 201)". The "Edit Mode" toggle switch is currently set to "OFF". A red arrow points to the switch with the text "Click to toggle on". The page includes a sidebar with navigation icons, a main content area with "TEACHING TOOLS" and "CHAPTER 23 GYNECOLOGIC EMERGENCIES", and a right-hand sidebar with "COURSE METRICS", "UPCOMING EVENTS", and "ACTIVITIES".

2. Scroll to the activity or resource for which you wish to apply an access restriction. Then click on the **Edit** menu to its right and select **Edit settings** from the dropdown menu.

The screenshot shows a course page titled "CHAPTER 24 TRAUMA OVERVIEW". It contains a list of resources:

- Audio Book: Chapter 24** (Listen to your reading assignments.) - The "Edit" dropdown menu is open, showing options: "Edit settings" (highlighted with a red box), "Move right", "Hide", and "Delete".
- Flashcards: Chapter 24** (Test your knowledge of key terms.)
- Comprehensive Slides: Chapter 24** (Review your comprehension of key concepts.)
- Focused Slides: Chapter 24** (Review your comprehension of key concepts.)
- Comprehensive Lecture Outlines: Chapter 24** (Prepare for assessments.)
- Focused Lecture Outlines: Chapter 24** (Prepare for assessments.)

3. Access restrictions will always be found towards the bottom of the item's settings page. Scroll to this section, labeled **Restrict access**, and click to expand it. Then click the **Add restriction** button to select your preferred gating method.

The screenshot shows the settings page for an item. The "Restrict access" section is expanded and highlighted with a red box. Below it, the "Add restriction..." button is also highlighted with a red box. At the bottom of the page, there are three buttons: "Save and return to course", "Save and display", and "Cancel".

4. You have several options for how you would like to apply access requirements to the course item. Please read the description of the access restrictions to its right for more information before choosing the type you would like to use. **Please note that what appears in these restriction options may vary depending on your course settings.**

Add restriction...

Date	Prevent access until (or from) a specified date and time.
Grade	Require students to achieve a specified grade.
User profile	Control access based on fields within the student's profile.
Restriction set	Add a set of nested restrictions to apply complex logic.

Cancel

Save and return to course | **Save and display** | **Cancel**

5. Restriction types

- A **Date restriction** allows you to apply an opening and/or end date and time to set a period in which students may access the given item.

▼ **Restrict access**

Access restrictions

Student match the following

👁 Date ✕

- A **Grade restriction** will allow you to require that the students achieve a score of your choosing on a different course activity before they will be able to open this item.

▼ **Restrict access**

Access restrictions

Student match the following

Grade

must be \geq %

must be $<$

- The **User profile restriction** can be used to restrict any student of your choosing from accessing the items.

▼ **Restrict access**

Access restrictions

Student match the following

User profile field

Other options include email address, ID number, phone number, and more.

- And, if you wish to apply multiple restrictions, the **Restriction set** button will allow you to continue creating additional restrictions for the given item.

Restrict access

Access restrictions

Student must match all of the following

Student must match all of the following

Grade Chapter 22 Quiz

must be ≥ 70 %

must be < %

and

Date until 1 June 2020 00 : 00

Add restriction...

and

User profile field Choose... doesn't contain John

Add restriction...

Allows for more complex restrictions to be created.

6. When satisfied with the restrictions you have applied, click the **Save and return to course** button at the bottom of the page.

Date until 1 June 2020 08 : 00

Add restriction...

Add restriction...

Activity completion

Tags

Competencies

Save and return to course Save and display Cancel

7. All course users will now see the information for these restrictions displayed under the title of the course item.

TEACHING TOOLS Edit ▾

CHAPTER 24 TRAUMA OVERVIEW ✎

Audio Book: Chapter 24 ✎ Edit ▾

Restricted Not available unless:

- The activity **Chapter 23 Quiz** is marked complete
- You achieve a required score in **Chapter 23 Quiz**
- It is before **1 June 2020, 8:00 AM**

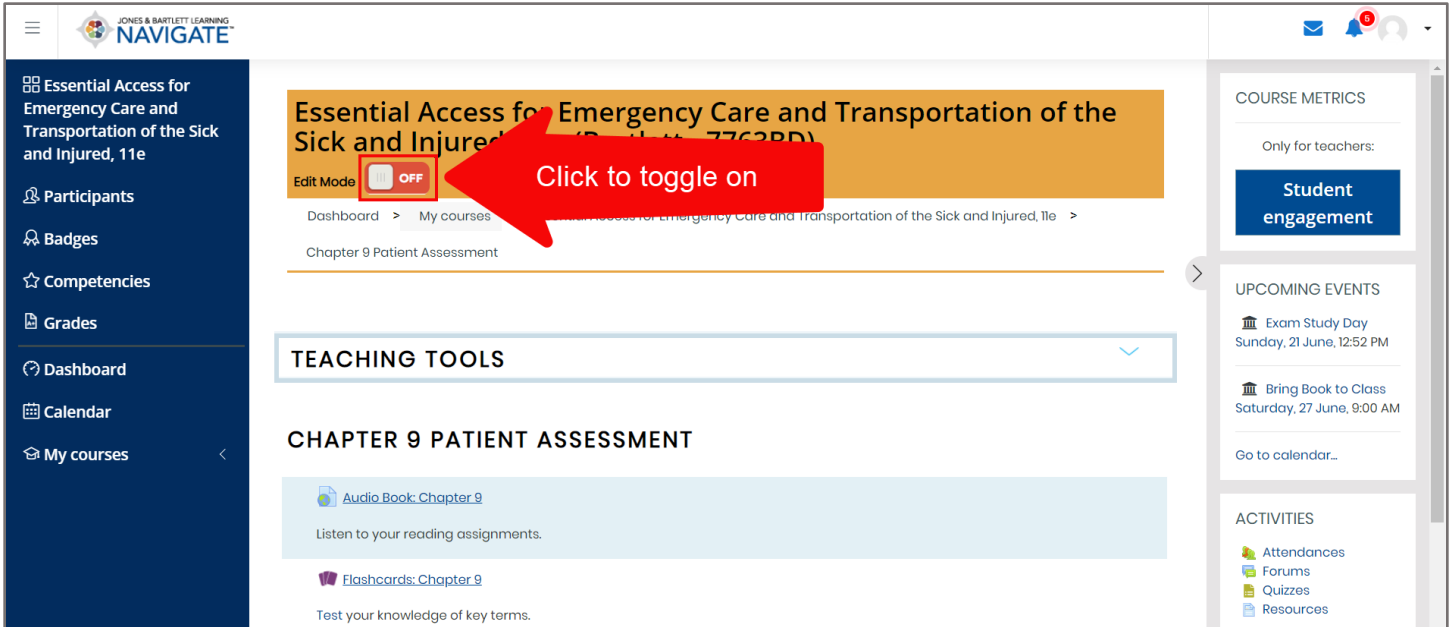
Listen to your reading assignments.

Flashcards: Chapter 24 ✎ Edit ▾

Test your knowledge of key terms.

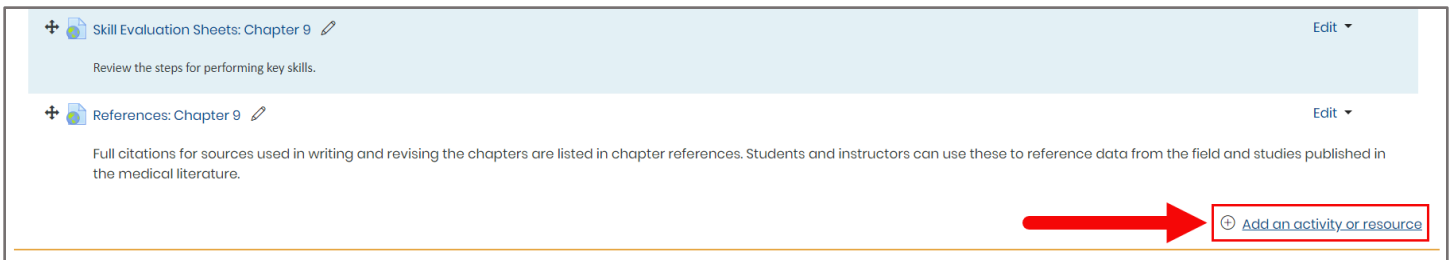
Embedding a Video in My Course

1. From the course homepage, navigate to the course section where you would like to add the video and toggle ON the course **Edit Mode** using the button at the top of the page.



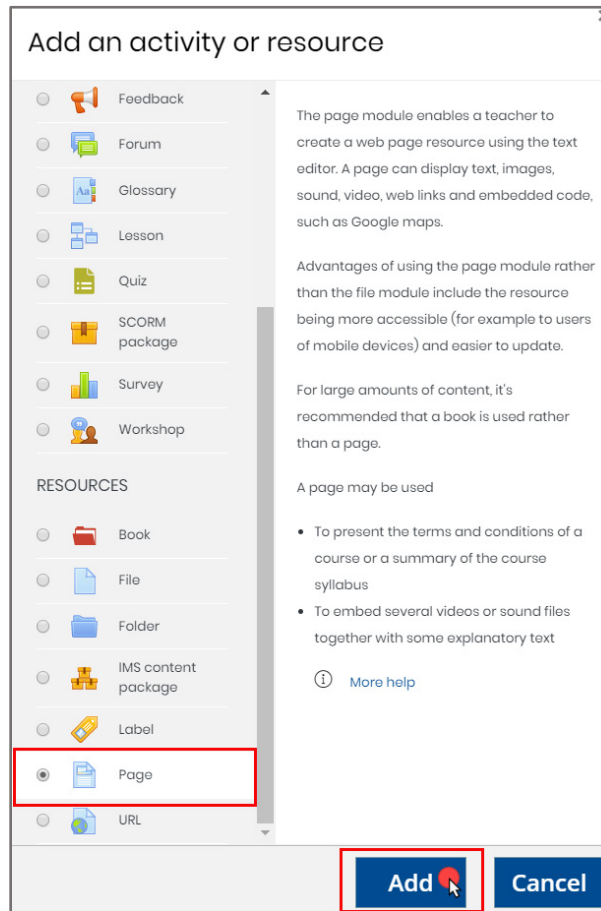
The screenshot shows the course homepage for 'Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e'. At the top, there is a banner with the course title and a breadcrumb trail: 'Dashboard > My courses > Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e > Chapter 9 Patient Assessment'. Below the banner, there is a section for 'TEACHING TOOLS' and 'CHAPTER 9 PATIENT ASSESSMENT'. Under 'CHAPTER 9 PATIENT ASSESSMENT', there are three items: 'Audio Book: Chapter 9', 'Flashcards: Chapter 9', and 'Test your knowledge of key terms.'. On the right side, there are sections for 'COURSE METRICS', 'UPCOMING EVENTS', and 'ACTIVITIES'. A red arrow points to the 'Edit Mode' toggle switch, which is currently set to 'OFF', with the text 'Click to toggle on'.

2. After the page refreshes to reveal editing options, scroll as needed to find and select the **Add an activity or resource** link below the section's contents.

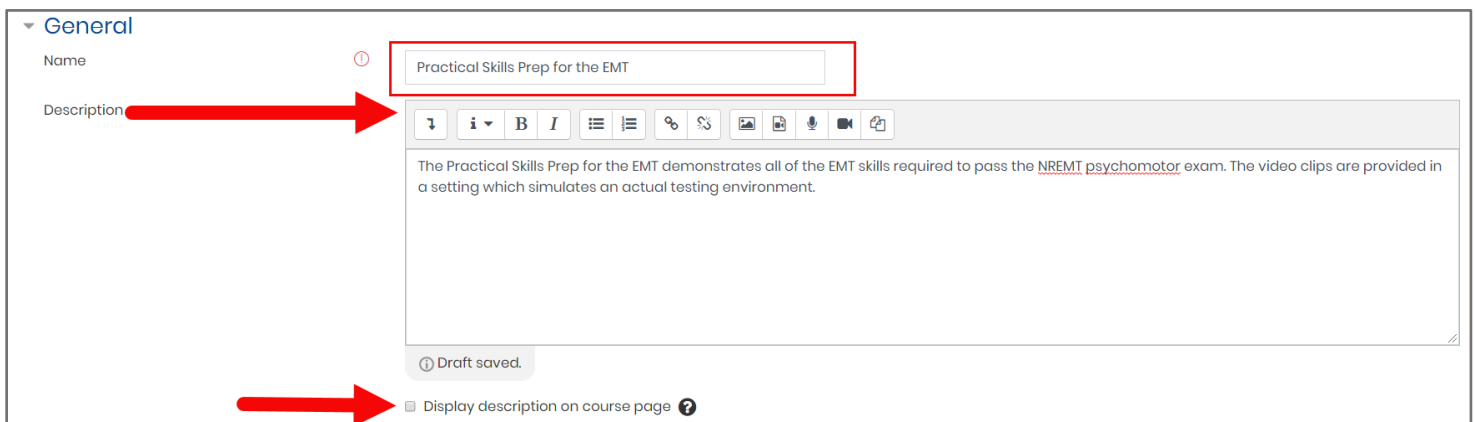


The screenshot shows the course content area with two items: 'Skill Evaluation Sheets: Chapter 9' and 'References: Chapter 9'. Below these items, there is a red arrow pointing to the 'Add an activity or resource' link.

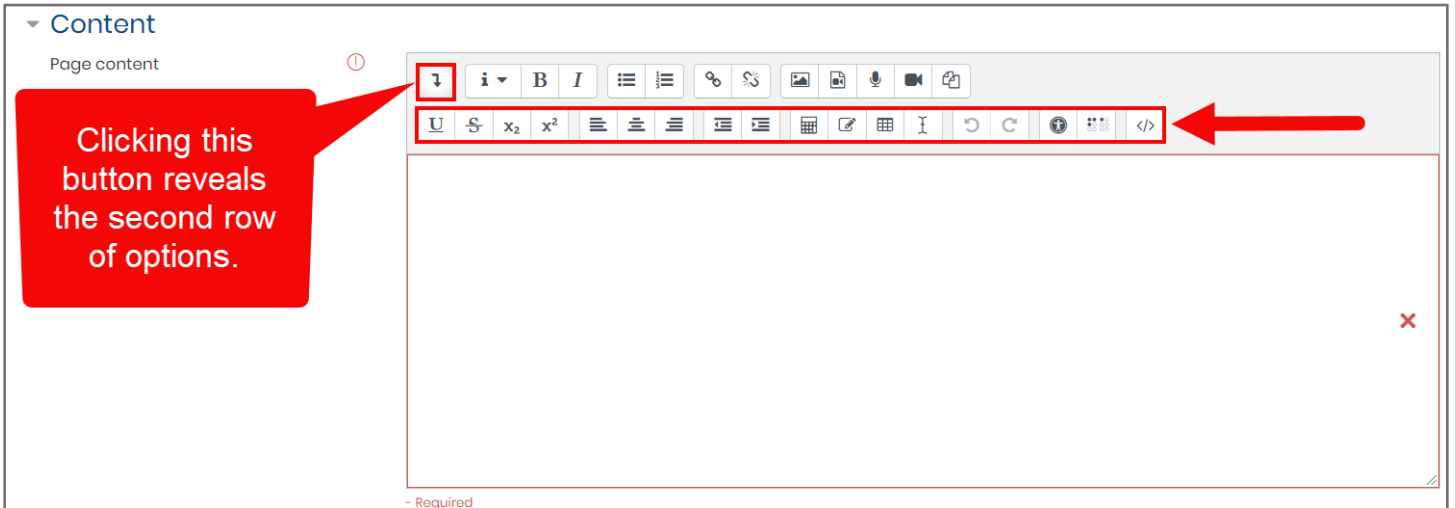
3. This action will open a popup window, listing the different Activity and Resource options available in the course. Under the **Resources** section, select the dial to the left of the **Page** option and click the **Add** button.



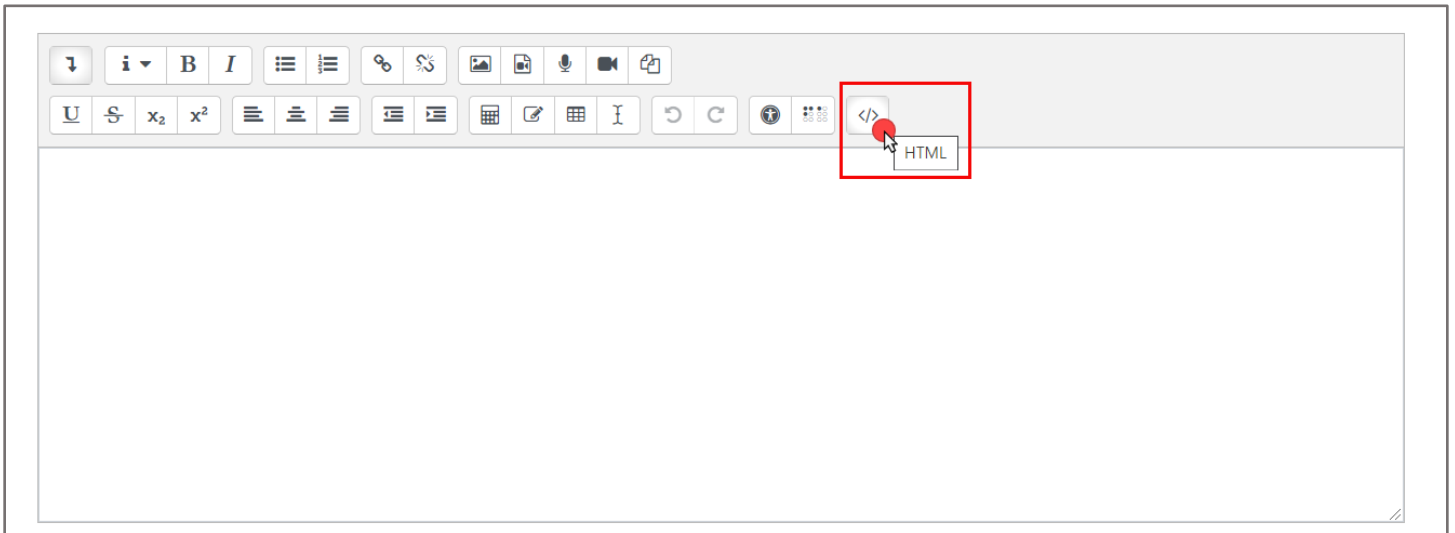
4. On the resulting settings page, proceed by entering an identifying name for the video in the **Name** field. You may also enter in a description in the **Description** field and choose whether to make this description visible on the course page by toggling the applicable checkbox directly below.



5. Next, scroll to the **Content** section and click the first button at the top to **Show/hide advanced buttons**.



6. Then click the **HTML** button to the right of the new set of options that displays below.



7. Open a new window or tab in your web browser and navigate to the webpage where your video is hosted. Look for and click the **Share** option, typically located below the video.



Assess distal motor, sensory, and circulatory functions.

Practical Skills Prep for the EMT

322 views • Aug 4, 2016

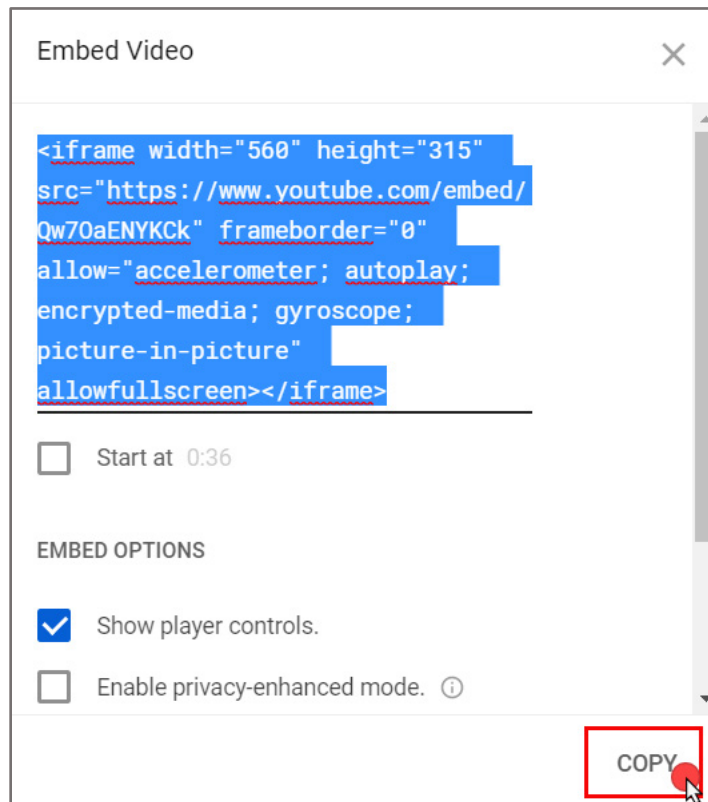
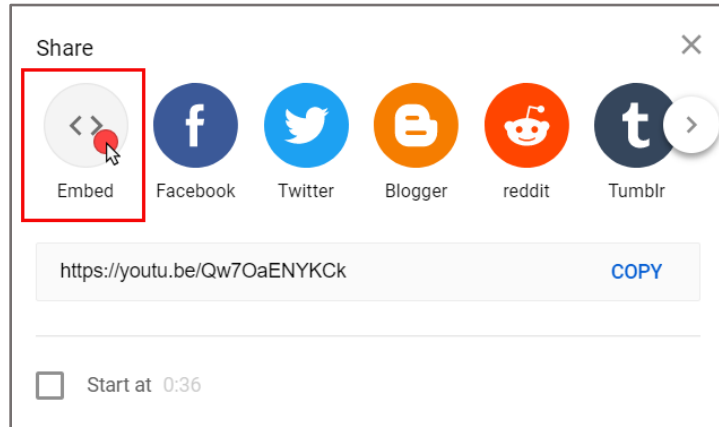
4 0 SHARE SAVE ...

Public Safety Group

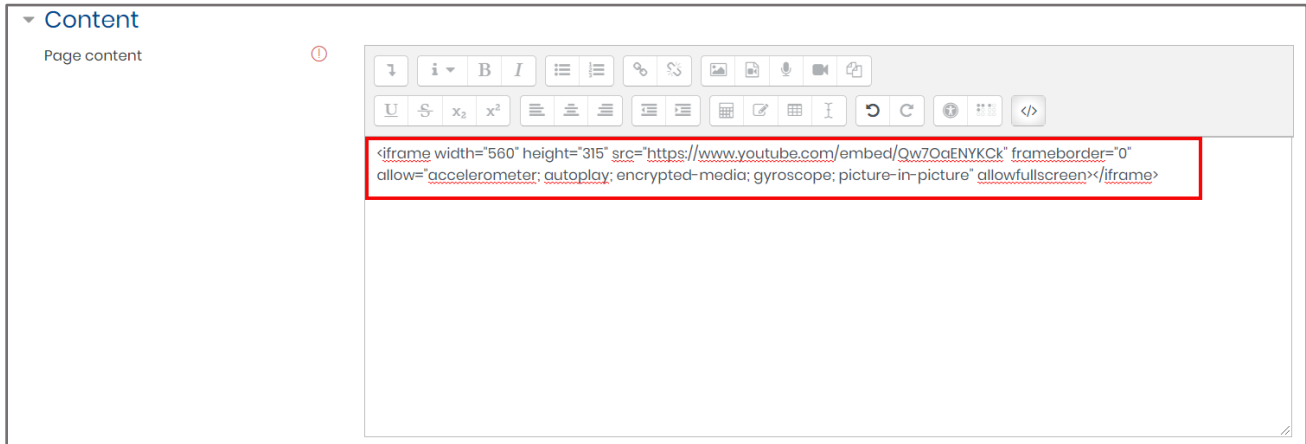
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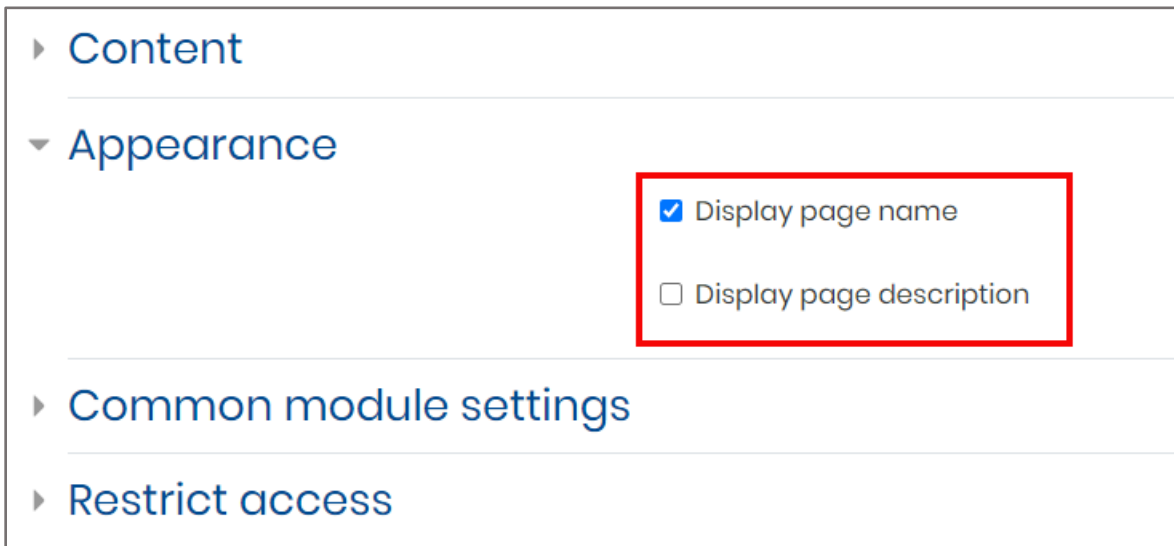
8. Then click the **Embed** option as your preferred method to share and copy the HTML text code that is provided.



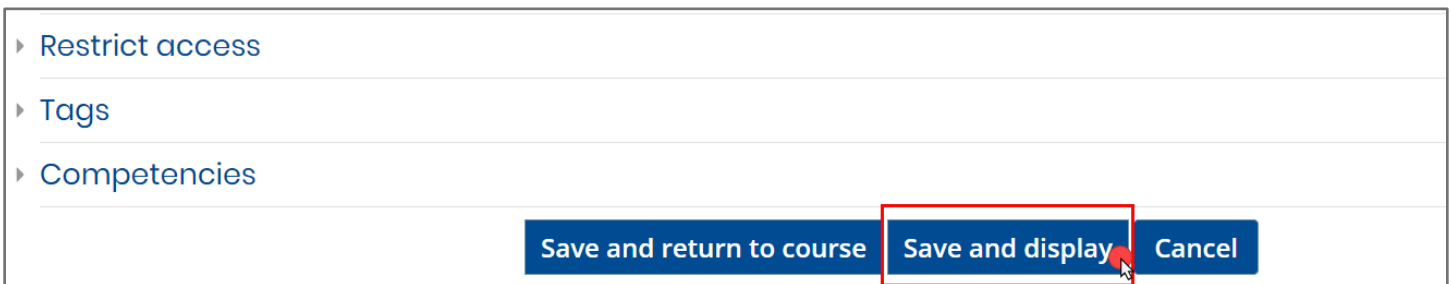
9. Return to the tab or window of your course and paste the copied text direction into the **Content** field.



10. Toggle the page display options under the **Appearance** section as needed.



11. Finally, scroll to the bottom of the page and select the **Save and display** button to review your newly added video.




12. If you would like to make further edits to the newly created page, such as a video caption, return to the **Page settings** using the **Actions menu** or gear icon and make changes to the **Content** section as desired.


Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)

Dashboard > My courses > Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e > Chapter 9 Patient Assessment >

Practical Skills Prep for the EMT

Practical Skills Prep for the EMT






- ... Edit settings
- ... Permissions
- ... Check permissions
- ... Filters
- ... Logs

The Practical Skills Prep for the EMT demonstrates all of the EMT skills required to pass the NREMT psychomotor exam. The video clips are provided in a setting which simulates an actual testing environment.

Content

Page content

The video now appears in the content section with the description underneath.

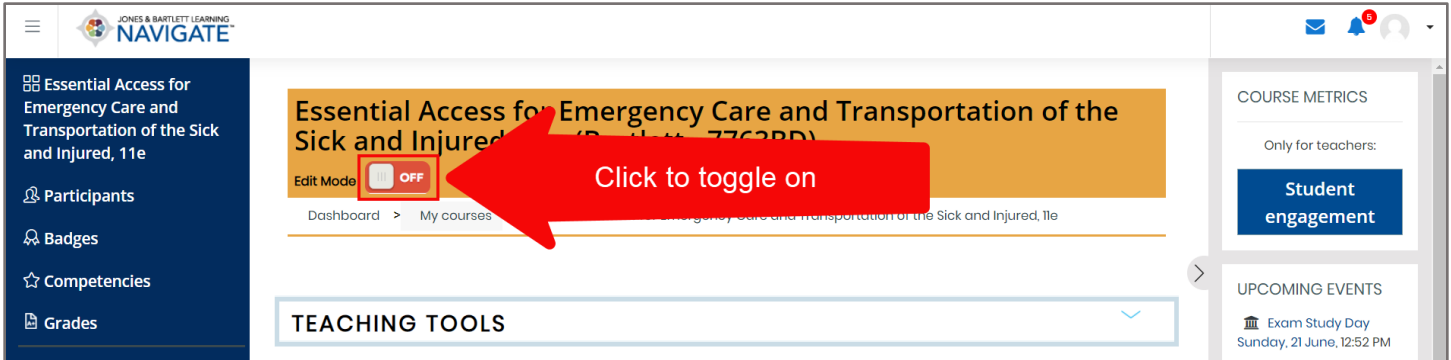


The Practical Skills Prep for the EMT demonstrates all of the EMT skills required to pass the NREMT psychomotor exam. The video clips are provided in a setting which simulates an actual testing environment.

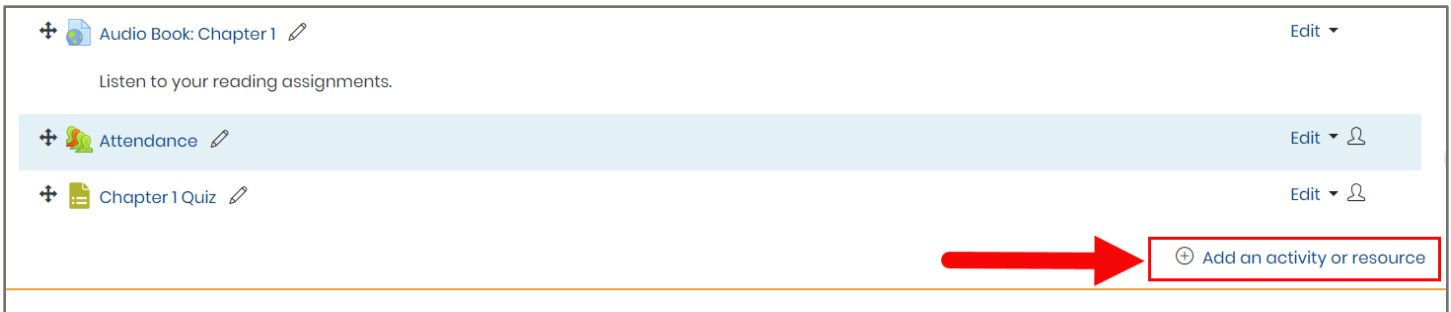
- Appearance
- Common module settings

Adding a Link to an External Website

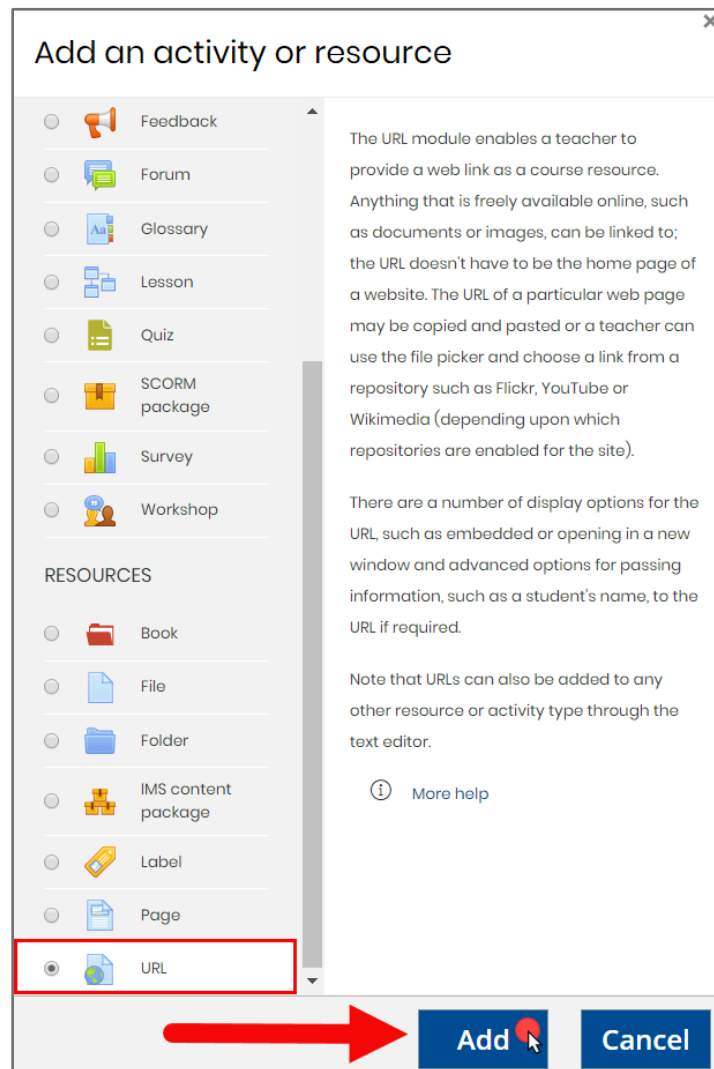
1. From the course homepage, navigate to the course section in which you would like to add the link and toggle ON the course **Edit Mode** using the button at the top of the page.



2. After the page refreshes to reveal editing options, scroll as needed to find and select the **Add an activity or resource** link below the section's contents.



3. This action will open a popup window listing the different Activity and Resource options available in the course. Under the **Resources** section, select the dial to the left of the **URL** option and click the **Add** button.



4. On the resulting settings page, proceed by entering the name which will display in the course within the **Name** field.

The screenshot shows the "General" settings section for a URL resource. The "Name" field is highlighted with a red box and contains the text "Jones and Bartlett Home". The "External URL" field is empty, and there is a "Choose a link..." button next to it.

5. Next, select the URL or hyperlink you would like to incorporate and copy and paste it into the **External URL** field below.

▼ **General**

Name ①

External URL ① Choose a link...


6. Optionally, you may also enter in a description in the **Description** field and choose whether to make this description visible on the course page by toggling the applicable checkbox directly below.

▼ **General**

Name ①

External URL ① Choose a link...

Description



This website is where you can order all the course textbooks.

Display description on course page ?

7. Use the **Display** dropdown menu within the **Appearance** section to determine how the external website will open when it is clicked on by your students.

▼ **Appearance**

Display ? ▾

Pop-up width (in pixels)

Pop-up height (in pixels)

Display URL description

- **Automatic** will typically launch the URL in the same window as the course immediately when it is clicked.

Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)

Dashboard > My courses > Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e > Chapter 1 EMS Systems > Jones and Bartlett Home

Jones and Bartlett Home

This website is where you can order all the course textbooks.

Click <https://www.jblearning.com/> link to open resource.

Clicking the link with "Automatic" appearance setting will open the URL within your current browser (either in your current tab or in a new tab or window, depending on the URL)

- **Embed** displays the linked URL page directly within the course itself.

Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)

Dashboard > My courses > Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e > Chapter 1 EMS Systems > Jones and Bartlett Home

Jones and Bartlett Home

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- **New window** opens the entered URL in a new page within the web browser when it is clicked from the course page where it displays.

Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)

Dashboard > My courses > Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e > Chapter 1 EMS Systems > Jones and Bartlett Home

Jones and Bartlett Home

This website is where you can order all the course textbooks.

Click <https://www.jblearning.com/> link to open resource.

Clicking the link will open the URL in a new page within your current browser.

< Chapter 1 Quiz Jump to... Audio Book: Chapter 2 >

- **Open** launches the URL immediately when it is clicked within the same window, taking the student away from the course and into the external site.

Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)

Dashboard > My courses > Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e > Chapter 1 EMS Systems > Jones and Bartlett Home

Jones and Bartlett Home

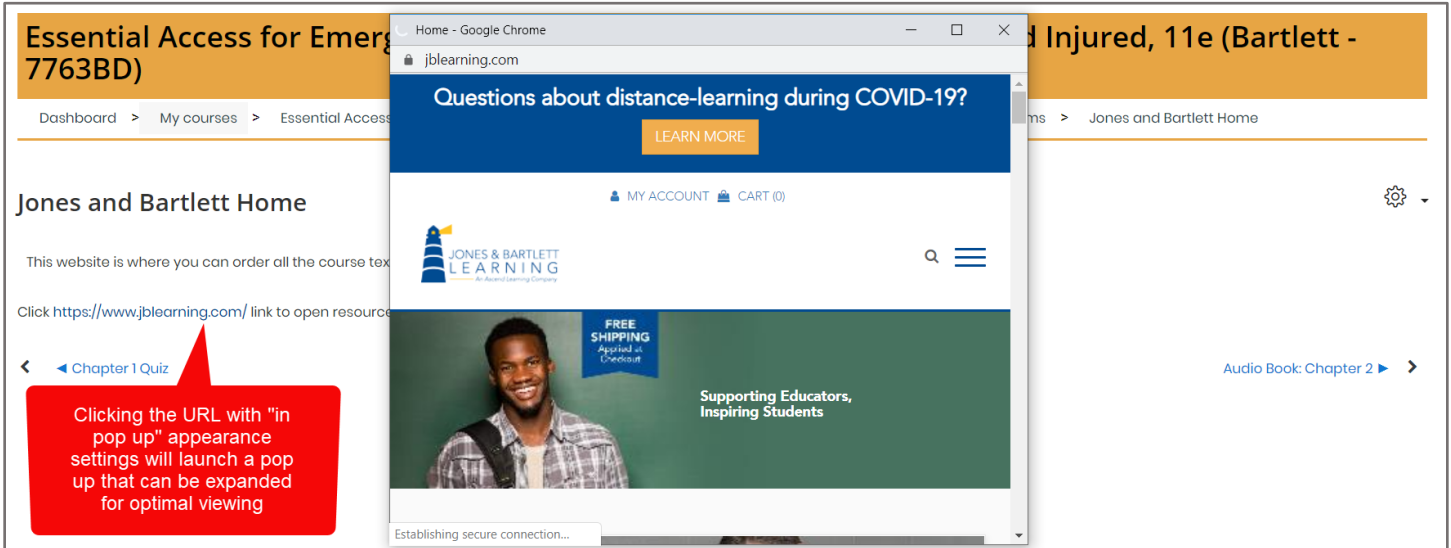
This website is where you can order all the course textbooks.

Click <https://www.jblearning.com/> link to open resource.

Clicking the URL on "Open" appearance settings will launch the link within your browser's current tab, taking you away from your course page.

< Chapter 1 Quiz Jump to... Audio Book: Chapter 2 >

- Finally, the **In-popup** option automatically opens the site in a new popup window of the web browser.



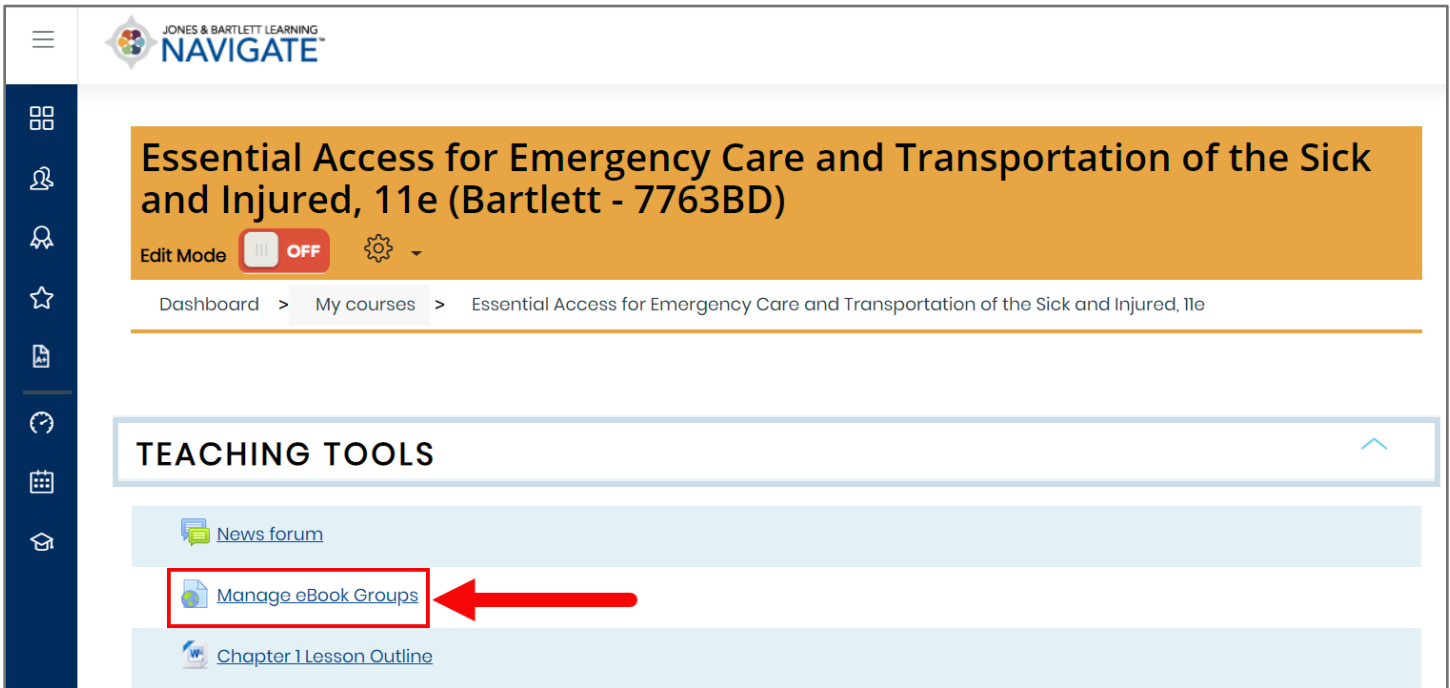
8. When satisfied with your selections, scroll to the bottom of the page and select the **Save and display** button to review your newly added video.



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Setting Up eBook User Groups for Note Sharing

1. As an instructor, you have the option of sharing your eBook notes with your students or adjuncts so that these display in their eBooks and can be viewed as they are reading. Your first step to begin sharing eBook notes is to create at least one eBook Group using the **Manage eBook Groups** tool found within the course's **Teaching Tools** section.



The screenshot shows the NAVIGATE interface for a course titled "Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)". The "Edit Mode" is currently "OFF". The breadcrumb trail is "Dashboard > My courses > Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e". Under the "TEACHING TOOLS" section, the "Manage eBook Groups" option is highlighted with a red box and a red arrow pointing to it. Other options visible are "News forum" and "Chapter 1 Lesson Outline".

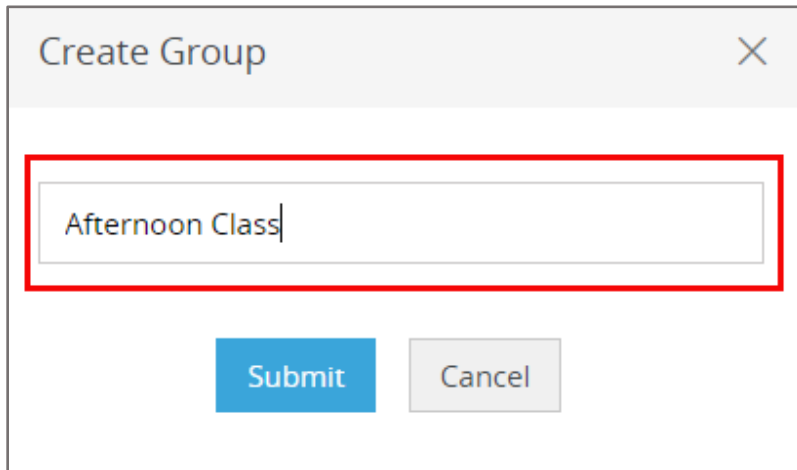
2. After launching the **Manage eBook Groups** tool, click the **Create Group** button in the top-right of the page.



The screenshot shows the "Manage eBook Groups" tool interface. At the top left, it says "Groups (4)". In the top right corner, the "Create Group" button is highlighted with a red box. Below this, there is a table listing existing groups:

Group Name	Edit	Delete
Morning Class		
Evening Class		
Premier Access for Nancy Caroline's Eme...		

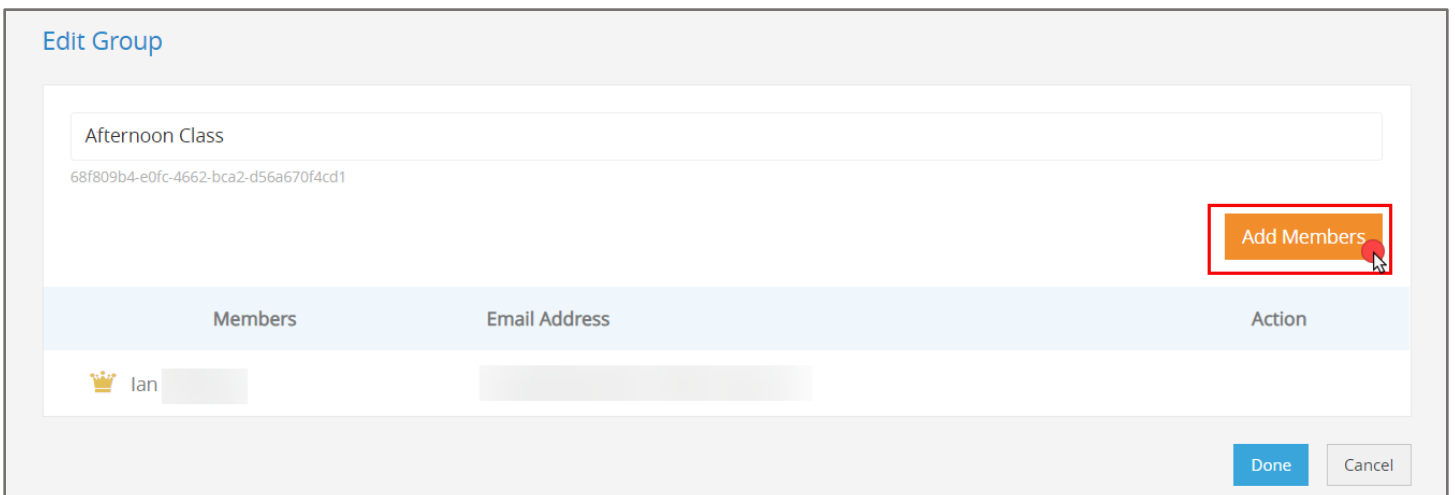
3. Enter in a naming of your choosing for the Group and click **Submit**.



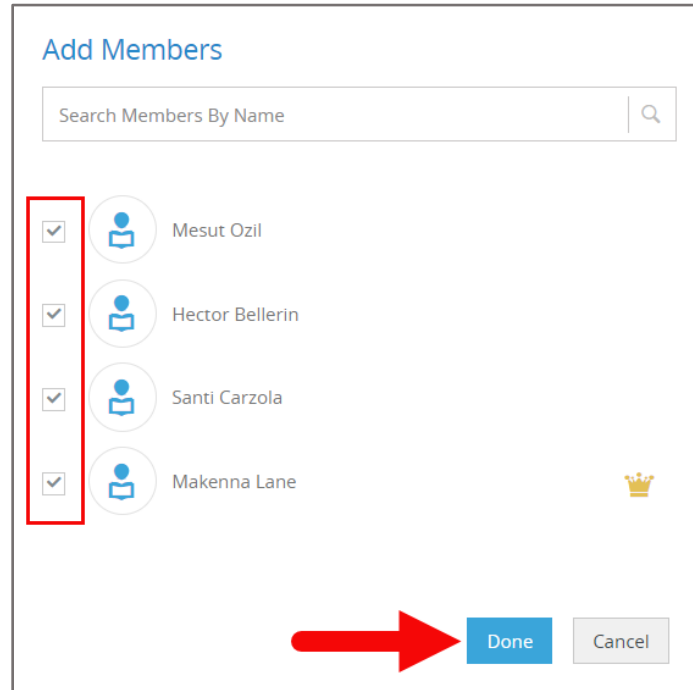
4. The created Group will now display on your page. Next, click the **Edit** option to its right to begin adding members.



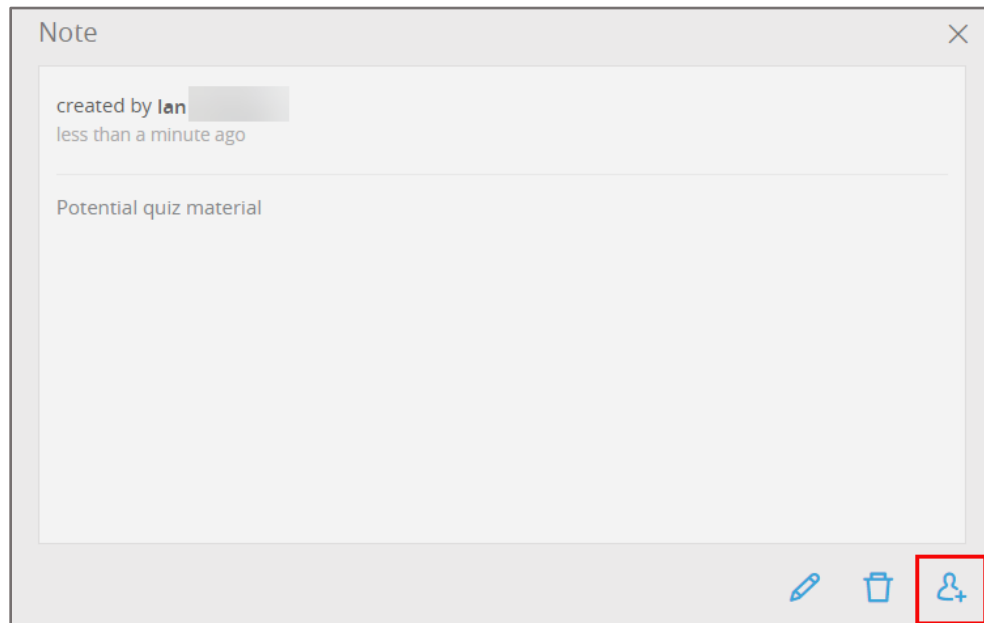
5. On the **Edit** page, click the **Add Members** button to the right.



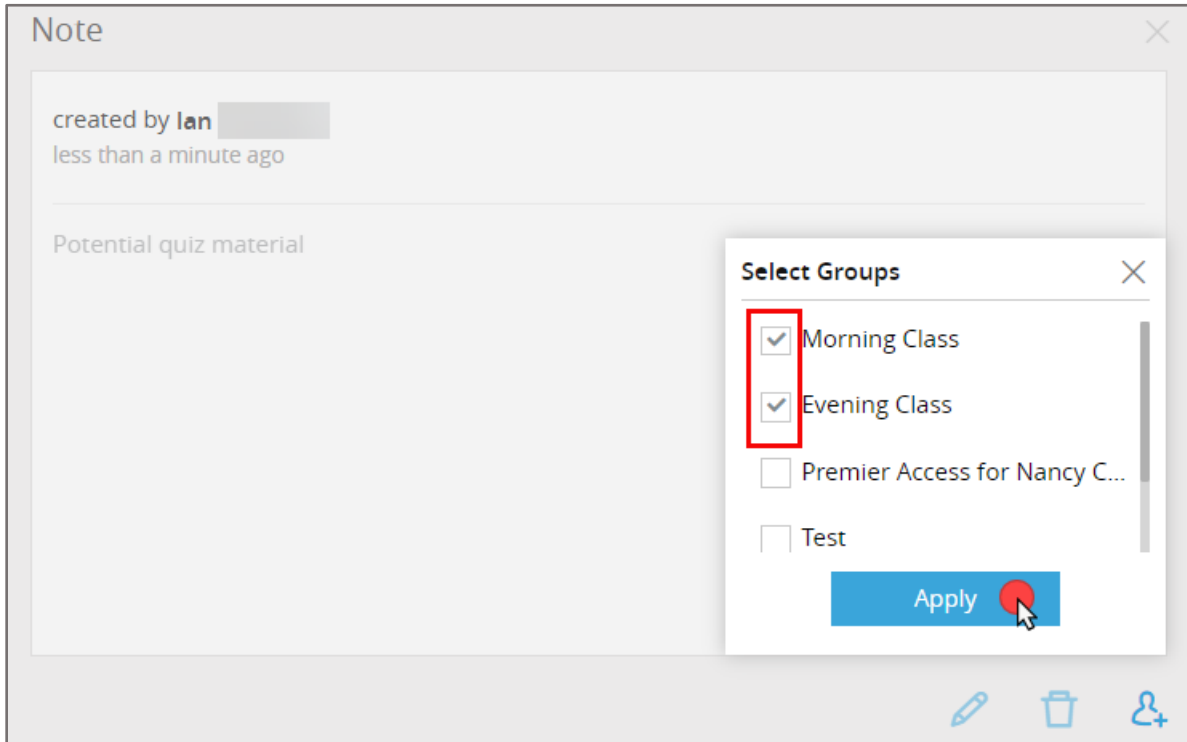
6. Proceed by selecting all individuals with whom you would like to share eBook notes within the resulting popup window. When finished, click **Done**.



7. As you create notes in your eBook, you may now share them individually by clicking on the note to open it and then selecting the **Share** button to the bottom right of the note window.



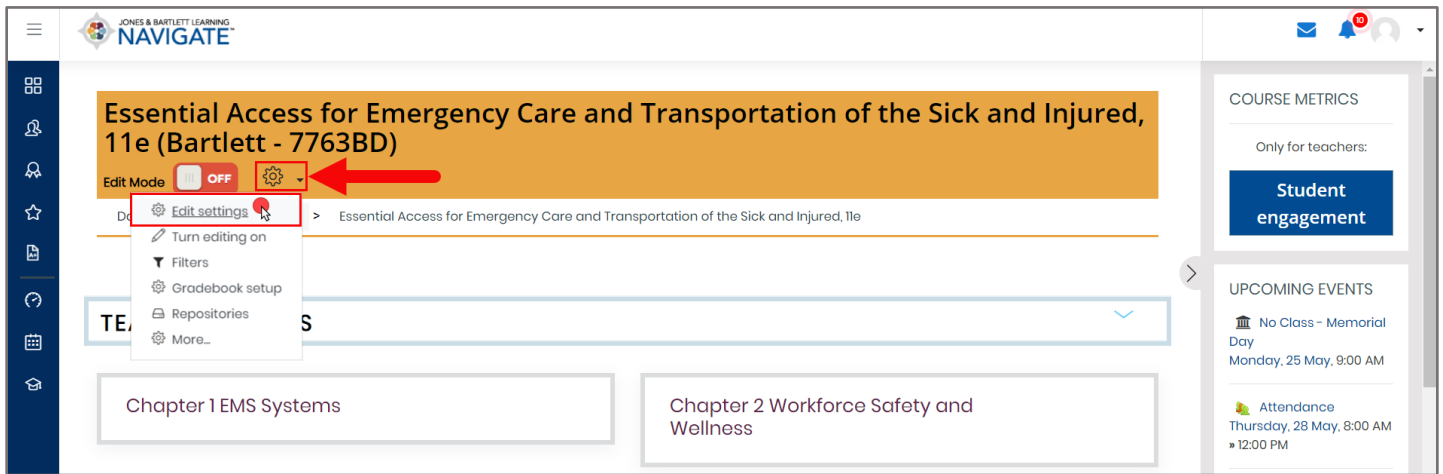
8. Select the user Group(s) with which to share the note from the **Select Groups** menu and click **Apply**. The individuals within the selected Group will now see the applicable note available for review within their eBooks.



Creating Student Groups

Please note: While the groups function is available, a recommended best practice is to use a one course ID per student cohort approach.

1. First, you need to enable groups. From your course homepage, click the action button at the top, then choose **Edit Settings**.



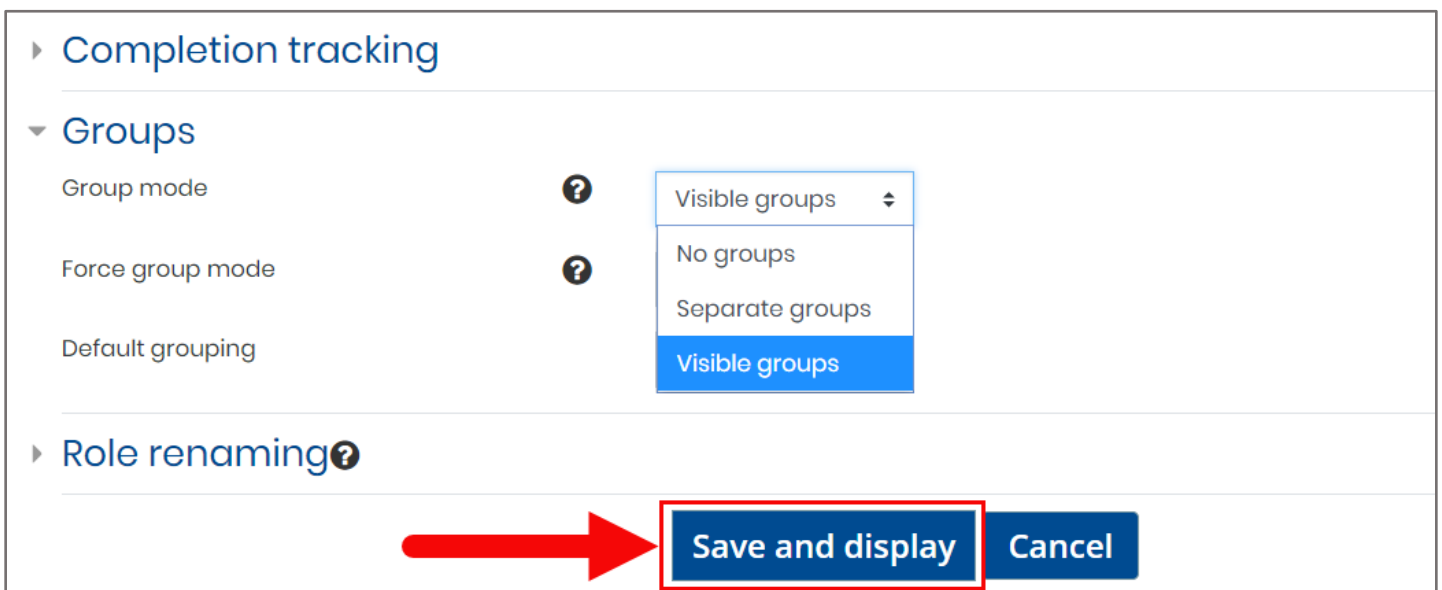
The screenshot shows the course homepage for "Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)". At the top, there is an "Edit Mode" toggle set to "OFF" and a gear icon. A red arrow points to the gear icon, which has a dropdown menu open. The dropdown menu includes the following options: "Edit settings" (highlighted with a red box), "Turn editing on", "Filters", "Gradebook setup", "Repositories", and "More...". Below the dropdown, there are two course sections: "Chapter 1 EMS Systems" and "Chapter 2 Workforce Safety and Wellness". On the right side of the page, there are sections for "COURSE METRICS" (with a "Student engagement" button), "UPCOMING EVENTS" (listing "No Class - Memorial Day" and "Attendance"), and a navigation arrow.

2. Scroll down to **Groups** and click to expand the section. To the right of **Group Mode**, choose either **separate groups** or **visible groups**. You can learn more about these options by clicking the question mark next to the dropdown.



The screenshot shows the 'Groups' section of a settings page. The 'Group mode' dropdown menu is open, displaying four options: 'Visible groups', 'No groups', 'Separate groups', and 'Visible groups'. A red callout box points to the question mark icon next to the dropdown, with the text 'Click here to learn more about the different group modes.' The 'Save and display' button is highlighted with a red box, and a mouse cursor is positioned over it.

3. Next, click **Save and Display** at the bottom of the page to save your settings and return to your course homepage.



The screenshot shows the 'Groups' section of a settings page. The 'Group mode' dropdown menu is open, displaying four options: 'Visible groups', 'No groups', 'Separate groups', and 'Visible groups'. A red arrow points to the 'Save and display' button, which is highlighted with a red box.

- Then, from the course homepage, click the **Participants** link in the **Navigate Drawer** to the left-hand side.

- You will be brought to a page listing all users currently enrolled in the course. From this page, click on the **Actions** button at the top-right, then select the **Groups** option from the menu dropdown.

Select	First name ^ / Surname	Email address	Roles	Groups	Last access to course	Status
<input type="checkbox"/>	David Williams	dwilliams@ascendlearning.com	Student	No groups	1 day 23 hours	Active
<input type="checkbox"/>	John Smith	jsmith@ascendlearning.com	Student	No groups	6 hours 32 mins	Active
<input type="checkbox"/>	Jones Bartlett	jbartlett@ascendlearning.com	Teacher	No groups	now	Active

6. On the following page, click the **Create group** button towards the bottom-left of the page. You may need to scroll down to find this button.

Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e Groups

Groups

Members of:

Edit group settings

Delete selected group

Create group

Auto-create groups

Add/remove users

7. You must now enter a **Group name** in the field provided for how you would like the group to be displayed and tracked in the course. Other fields, such as **Group description** and **New picture**, are optional. Upon entering the desired information, click the **Save changes** button at the bottom of the page.

General

Group name

Group ID number

Group description

6 PM Class

Enrolment key

Hide picture

New picture Maximum size for new files: 50MB

8. The **Group** you have just created will now be listed as an available group with which to assign participants in the course. To assign select students to this group, you must highlight its name in the **Groups** pickbox and then click the **Add/remove users** button to the bottom right of the page.

Groups Groupings Overview

Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e Groups

Groups

Members of: Night Class (0)

9. The next page will display two pickbox fields. The one on the left shows you **Group members** who are added to the group, and the box on the right displays the **Potential members** of course enrollees available to add to the group.

The screenshot shows the 'Night Class' interface for a '6 PM Class'. It features two pickbox fields: 'Group members' on the left and 'Potential members' on the right. The 'Group members' field is currently empty, showing 'None'. The 'Potential members' field contains a list of users categorized as 'Student (4)' and 'Teacher (1)'. The 'Add' button is highlighted with a red box. Below each pickbox is a search field and a 'Clear' button. A 'Search options' link is also present at the bottom left.

Night Class
6 PM Class

Group members

None

◀ Add

Remove ▶

Search Clear

[Search options ▶](#)

Potential members

Student (4)

- Lisa Adams (ladams@ascendlearning.com) (0)
- Michelle Doe (mdoe@ascendlearning.com) (0)
- John Smith (jsmith@ascendlearning.com) (0)
- David Williams (dwilliams@ascendlearning.com) (0)

Teacher (1)

- Jones Bartlett (jbartlett@ascendlearning.com) (0)

Search Clear

Selected user's membership:

10. Use your mouse pointer to select an individual you would like to add to this group. Please note, you may select multiple users at a time by holding down the Control button on your keyboard during your selections. After choosing the desired users' names, click the **Add** button to assign them to the group.

This screenshot is similar to the previous one, but the 'Add' button is now highlighted with a red box and a mouse cursor is pointing at it. In the 'Potential members' list, the names 'Lisa Adams' and 'John Smith' are highlighted with blue boxes, indicating they have been selected for addition to the group.

Night Class
6 PM Class

Group members

None

◀ Add

Remove ▶

Search Clear

[Search options ▶](#)

Potential members

Student (4)

- Lisa Adams (ladams@ascendlearning.com) (0)
- Michelle Doe (mdoe@ascendlearning.com) (0)
- John Smith (jsmith@ascendlearning.com) (0)
- David Williams (dwilliams@ascendlearning.com) (0)

Teacher (1)

- Jones Bartlett (jbartlett@ascendlearning.com) (0)

Search Clear

Selected user's membership:

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11. After clicking **Add**, you will see the student names move from the **Potential members** box to the **Group members** box, indicating that these students now belong to this group of participants.

Night Class
6 PM Class

Group members

Student (2)
Lisa Adams (ladams@ascendlearning.com)
John Smith (jsmith@ascendlearning.com)

← Add
Remove ►

Potential members

Teacher (1)
Jones Bartlett (jbartlett@ascendlearning.com) (0)
Student (2)
Michelle Doe (mdoe@ascendlearning.com) (0)
David Williams (dwilliams@ascendlearning.com) (0)

Selected user's membership:

Search Clear

Search Clear

Search options ►

12. When finished with your group additions, click the **Back to groups** button at the bottom of this page to continue to create groups as needed.

Group members

Student (2)
Lisa Adams (ladams@ascendlearning.com)
John Smith (jsmith@ascendlearning.com)

← Add
Remove ►

Potential members

Teacher (1)
Jones Bartlett (jbartlett@ascendlearning.com) (0)
Student (2)
Michelle Doe (mdoe@ascendlearning.com) (0)
David Williams (dwilliams@ascendlearning.com) (0)

Selected user's membership:

Search Clear

Search Clear

Search options ►

Back to groups ←

13. You may also manage your groups at any time from this Groups page by selecting the group you need to adjust and clicking the **Add/remove users** button again. You may also edit any other component of the group setup by clicking the **Edit group settings** button or removing the group entirely by clicking **Delete selected group**.

Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e Groups

Groups

Night Class (2)

Members of: Night Class (2)

Student
Lisa Adams
John Smith

Edit group settings

Delete selected group

Create group

Add/remove users

14. After setting up your groups, you will have the option of filtering out the group's results in your gradebook.

Grader report

View Setup Scales Letters Import Export

Grader report Grade history Outcomes report Overview report Quiz Analytics Single view User report

Visible groups All participants

All participants

First name All Night Class

Surname All

		Essential Access for Emer...			
		Exams			
First name / Surname	Email address	Module 1 Test	Chapter 2 Exam	Practical Exam	
Lisa Adams	ladams@ascendlearning.com	20.00	84.00	80.00	
Michelle Doe	mdoe@ascendlearning.com	-	-	90.00	
John Smith	jsmith@ascendlearning.com	-	86.00	86.00	
David Williams	dwilliams@ascendlearning.com	-	-	-	
Overall average		20.00	85.00	85.33	

15. You can also create group overrides for quizzes or assignments in order to apply exceptions for a select group of students.

Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)

Dashboard > My courses > Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e > Chapter 5 Medical Terminology >

Chapter 5 Quiz

Chapter 5 Quiz

Attempts allowed: 2

This quiz closed on Friday, 8 May 2020, 5:00 PM

Grading method: Highest grade

Attempts: 2

[Back to the course](#)

This option allows you to apply overrides to groups of your choosing.

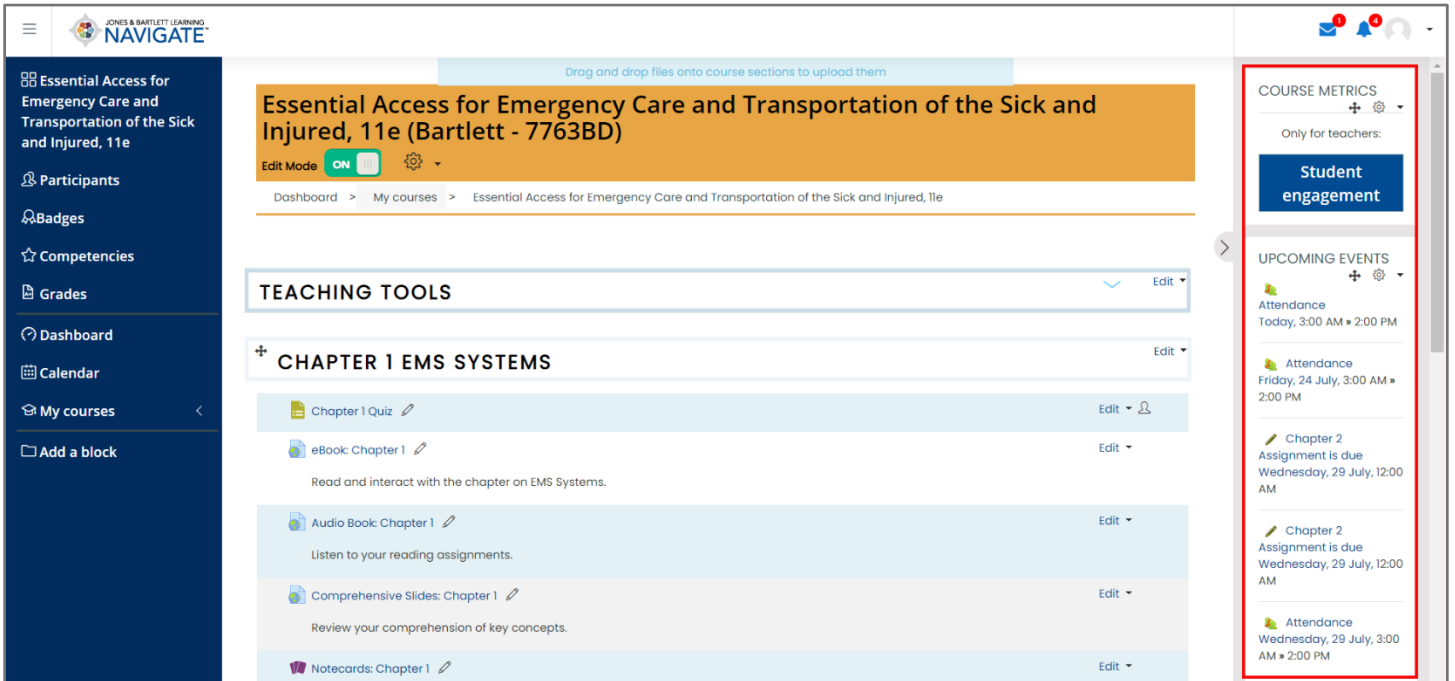
- ... Edit settings
- ... **Group overrides**
- ... User overrides
- Edit quiz
- Preview
- Results
 - Grades
 - Responses

Adding and Configuring Course Blocks

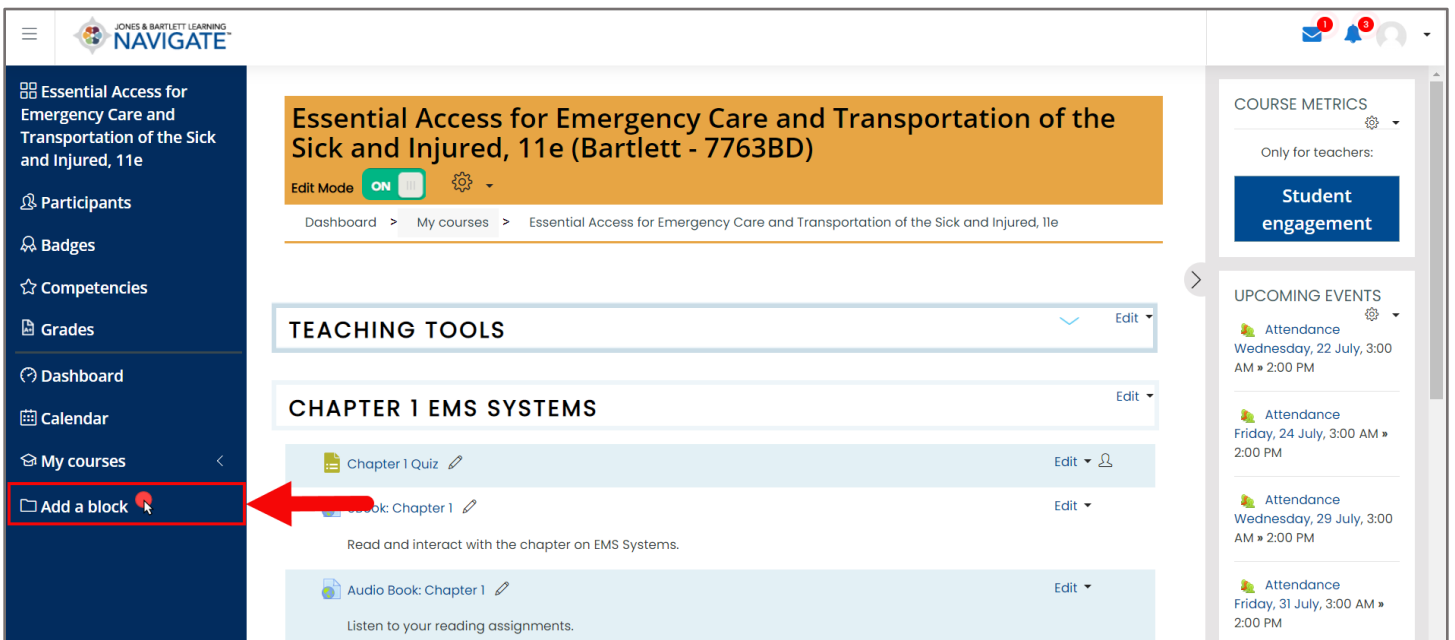
1. Toggle on the course **Edit mode** using the button at the top of the page.

The screenshot displays the JBL Navigate course interface. At the top, the course title is "Essential Access for Emergency Care and Transportation of the Sick and Injured, 11". Below the title, there is an "Edit Mode" toggle switch currently set to "OFF". A red arrow points to this toggle with the text "Click to toggle on". The interface includes a sidebar with navigation icons, a "TEACHING TOOLS" section with four chapter cards (Chapter 1 EMS Systems, Chapter 2 Workforce Safety and Wellness, Chapter 3 Medical, Legal, and Ethical Issues, and Chapter 4 Communications and Documentation), and a right-hand sidebar with "COURSE METRICS" (including a "Student engagement" button) and "UPCOMING EVENTS" (listing attendance events for Wednesday, 22 July, Friday, 24 July, Wednesday, 29 July, and Friday, 31 July).

2. Expand the **Course blocks** menu by clicking the menu's **arrow** button on the right side of the page to review your current blocks.

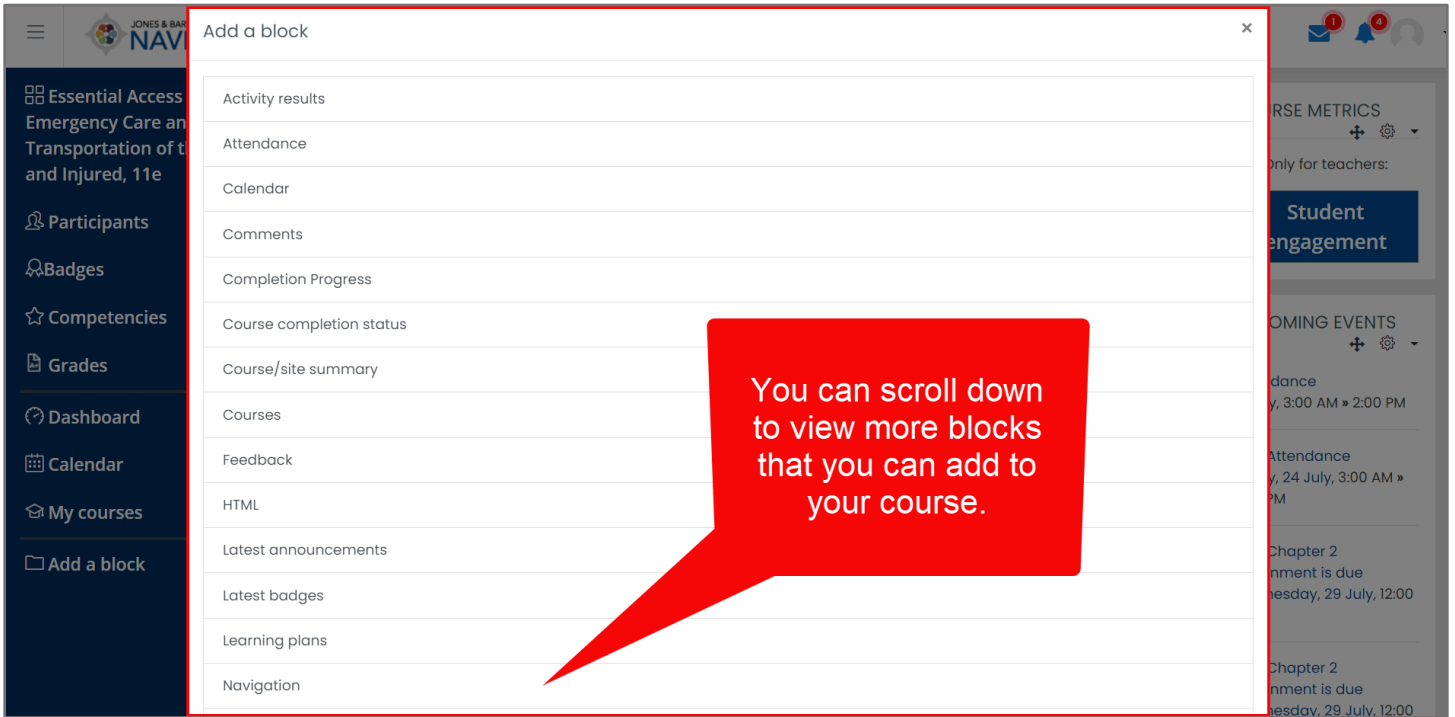


3. To add a new block to the menu, click the **Add a block** button from your **Navigation drawer** to the left of the page.



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4. This action opens a popup window from which you may select the desired block to add. Please note, blocks that are already in place are not listed here.



5. The **course blocks** that we recommend adding to your course are:

- Course metrics – A reporting tool providing data of individual users' time spent in the course, which is available to instructors only.
- Upcoming events – Displays a list of course activities and events scheduled to occur in the next three weeks.
- Activities – Filtered access to categorized course items such as Assignments, Forums, Quizzes, and Resources.
- Administration – Quick access menu to your comprehensive course settings in one place.

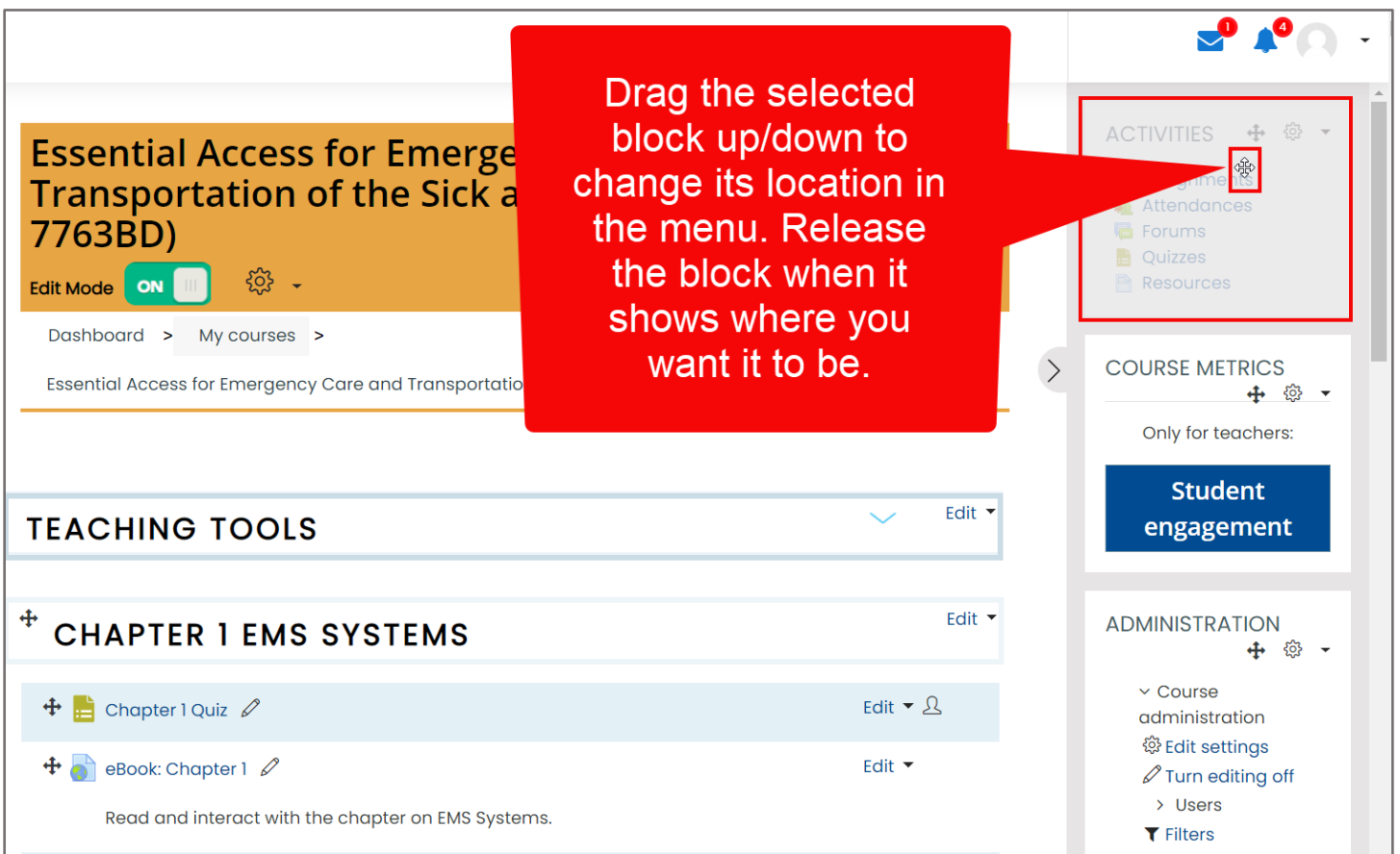
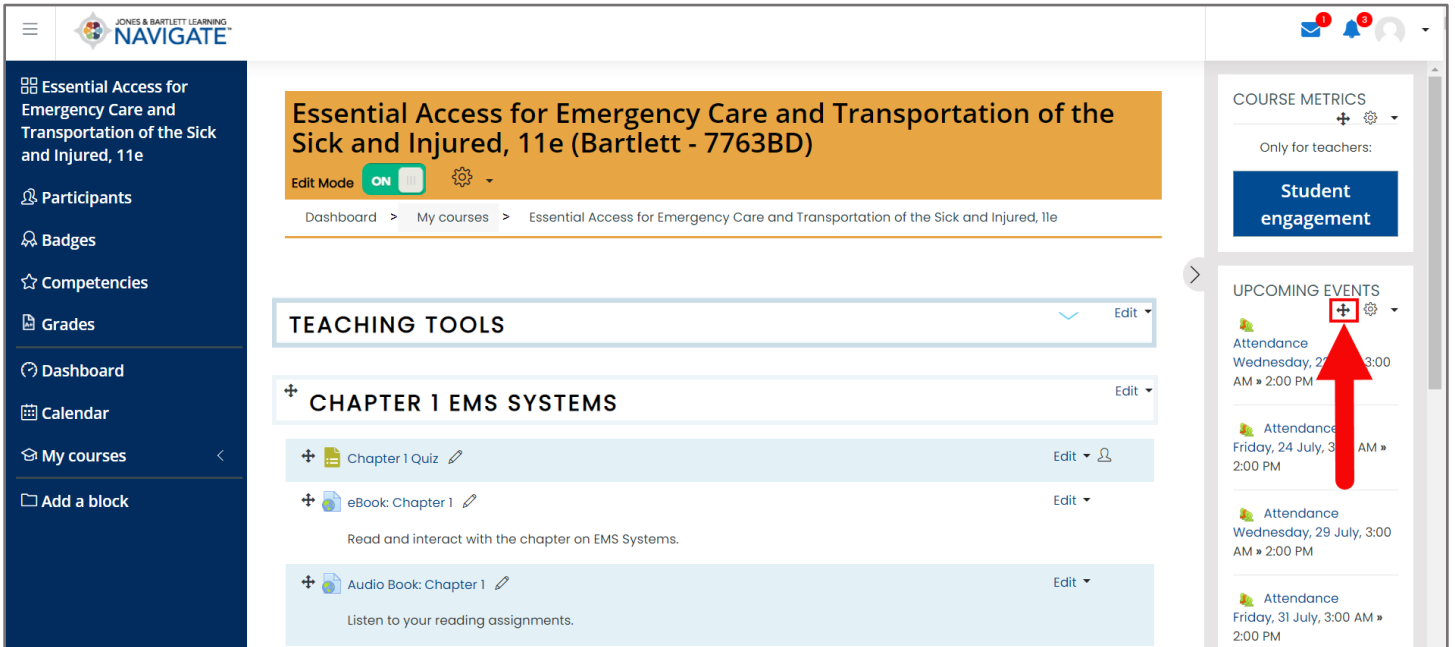
6. Once added, each block may be configured within its own settings. Click on the **Settings** button and then select **Configure block** from the dropdown menu to make any needed adjustments.

This screenshot shows the course page for 'Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)'. The left sidebar contains navigation options like 'Participants', 'Badges', and 'My courses'. The main content area features a 'TEACHING TOOLS' section with 'CHAPTER 1 EMS SYSTEMS' and its associated resources. On the right, the 'UPCOMING EVENTS' sidebar lists several attendance events. A red arrow points to the settings icon (gear) in the top right corner of the 'UPCOMING EVENTS' section.

This screenshot shows the same course page as above, but with the 'UPCOMING EVENTS' sidebar expanded to show configuration options. A red arrow points from the 'TEACHING TOOLS' section towards the 'Configure Upcoming events block' option, which is highlighted with a red box. Other options visible include 'Hide Upcoming events block', 'Permissions', and 'Delete Upcoming events block'.

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7. Each block may also be placed by clicking and holding its **move** button, and then dragging and dropping it to its desired location.



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8. To delete a block, expand on the **Settings** option of the block and select the **Delete block** option.

The screenshot shows the course editor interface. The main content area displays the course title "Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)" and the "Edit Mode" toggle, which is currently turned "ON". Below the title, there are navigation breadcrumbs: "Dashboard > My courses > Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e". The "TEACHING TOOLS" section is expanded to show "CHAPTER 1 EMS SYSTEMS". Under this chapter, there are three items: "Chapter 1 Quiz", "eBook: Chapter 1", and "Audio Book: Chapter 1". A red arrow points from the "Delete Upcoming events block" option in the "UPCOMING EVENTS" settings menu to the "Delete Upcoming events block" option in the "UPCOMING EVENTS" settings menu. The "UPCOMING EVENTS" settings menu is also highlighted with a red box.

9. Once you are satisfied with your adjustments, toggle off the course **Edit Mode**.

The screenshot shows the course editor interface. The main content area displays the course title "Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)". The "Edit Mode" toggle is now turned "OFF". A red arrow points to the "Edit Mode" toggle with the text "Click to toggle off". The "TEACHING TOOLS" section is expanded to show "CHAPTER 1 EMS SYSTEMS". Under this chapter, there are three items: "Chapter 1 Quiz", "eBook: Chapter 1", and "Audio Book: Chapter 1". The "eBook: Chapter 1" item has a description: "Read and interact with the chapter on EMS Systems." The "Audio Book: Chapter 1" item has a description: "Listen to your reading assignments." The "UPCOMING EVENTS" settings menu is also visible on the right side of the screen.

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TESTING & QUIZZING

This section provides guidance with creating, editing, and reviewing quizzes, as well as setting due dates and time limits.

Creating a Custom Quiz

1. Navigate to the topic within the course in which you would like to place your quiz or test.

Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)

Edit Mode OFF

Dashboard > My courses > Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e

TEACHING TOOLS

- Chapter 1 EMS Systems
- Chapter 2 Workforce Safety and Wellness
- Chapter 3 Medical, Legal, and Ethical Issues
- Chapter 4 Communications and Documentation

2. Next, toggle on the course **Edit Mode** using the button at the top of the page. The page is now enabled for editing, so you can rearrange elements, add activities or resources, and make other changes.

Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)

Edit Mode ON **Click to toggle on**

Dashboard > My courses > Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e > Chapter 1 EMS Systems

TEACHING TOOLS

CHAPTER 1 EMS SYSTEMS

- [Audio Book: Chapter 1](#)
Listen to your reading assignments.
- [Comprehensive Slides: Chapter 1](#)
Review your comprehension of key concepts.

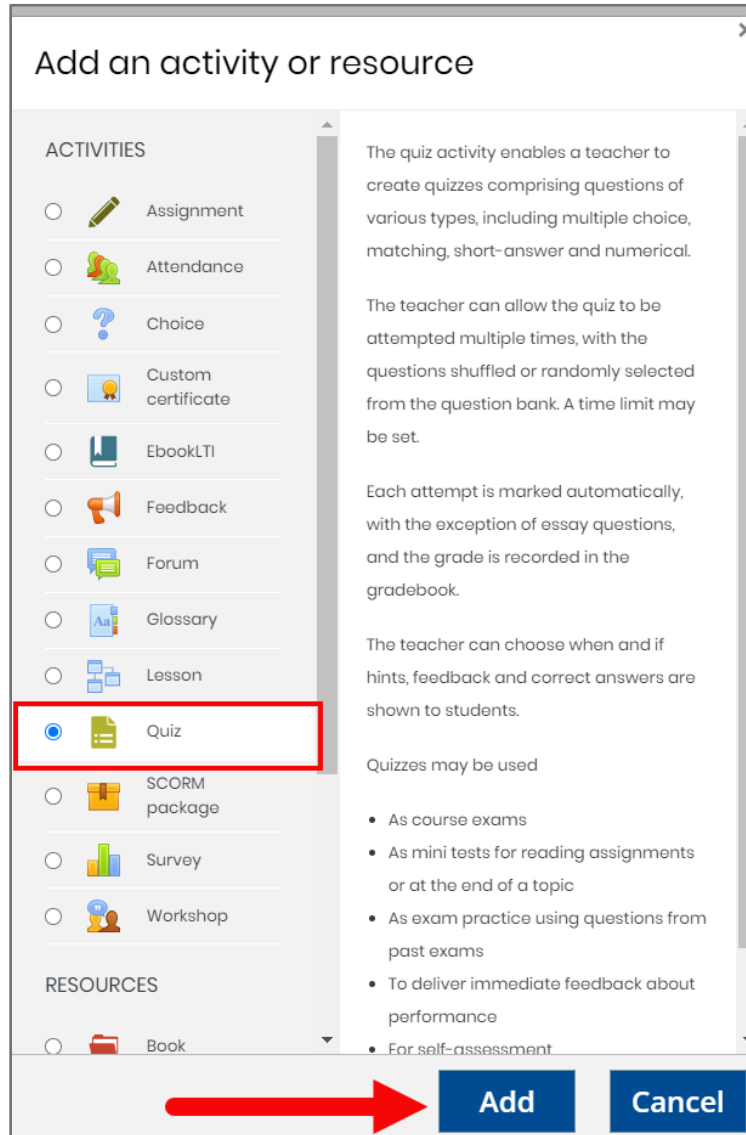
3. Scroll as needed to the bottom of the contents section and click **Add an activity or resource**.

The screenshot displays a list of course items in a light blue header area. Each item includes a plus icon, a document icon, the item name, an edit icon, and an 'Edit' dropdown menu. The items are:

- References: Chapter 1**: Full citations for sources used in writing and revising the chapters are listed in chapter references. Students and instructors can use these to reference data from the field and studies published in the medical literature.
- Focused Slides: Chapter 1**: Review your comprehension of key concepts.
- Test**

At the bottom right, a red arrow points to a button with a plus icon and the text **+ Add an activity or resource**.

4. A window opens, listing all the activities or resources you can add, with the Quiz option under **ACTIVITIES**. Select the **Quiz** option and click **Add**. A new quiz page opens, with the General section open by default.



- The first field, Name, displays a **Required icon**, indicating that you must complete this field to create the quiz. Enter a name for the quiz in the **Name** field. Enter a description, if desired, in the **Description field**. Use the toolbar at the top of the Description field to format the text and add hyperlinks, images, videos, or other media. If you want the description to appear on the course page, click the **Display description on course page checkbox** to add a checkmark.

Adding a new Quiz to Chapter 1 EMS Systems Expand all

General

Name ⓘ Chapter 1 Quiz

Description

Indicates a required field.

Chapter 1 quiz on EMS systems. Please complete after submitting your Chapter 1 assignment.

Display description on course page ?

Timing

Grade

- Continue by scrolling down the page and expanding each section on the quiz page to complete the desired fields as needed.
- For instance, to set timing options, such as when students can begin attempting the quiz, when they must complete it, and how long they are able to spend on each attempt, expand the **Timing section**. For each setting you wish to set, first click the **Enable** checkbox to its right, then make the desired changes.

Timing

Open the quiz ? 5 May 2020 08 00 Enable

Close the quiz 8 June 2020 20 00 Enable

Time limit ? 0 minutes Enable

When time expires ? Open attempts are submitted automatically

Submission grace period ? 1 days Enable

Grade

Layout

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8. To set the grade required for a student to pass the quiz, how many attempts they have for the quiz, and how to calculate each student's final score when more than one attempt is allowed, expand the **Grade** section.

Grade category: Quizzes

Grade to pass: 70

Attempts allowed: 2

Grading method: Highest grade

Layout

Question behaviour

Review options

9. To manage how and when students may review their results, expand the **Review options** section and toggle the options as needed. Please note, clicking the question mark bubbles for more information in this section is recommended, as there are many options to choose from. For more information about these options, please revisit the training library for a separate video on this specific topic.

Review options

During the attempt

- The attempt
- Whether correct
- Marks
- Specific feedback
- General feedback
- Right answer
- Overall feedback

Later, while the quiz is still open

- The attempt
- Whether correct
- Marks
- Specific feedback
- General feedback
- Right answer
- Overall feedback

After the quiz is closed

- The attempt
- Whether correct
- Marks
- Specific feedback
- General feedback
- Right answer
- Overall feedback

Appearance

Extra restrictions on attempts

10. Additional sections you can complete include:

Section...	Use to set...
Layout	How many questions should appear on each page of the quiz, and how students can navigate through questions.
Question behavior	Whether and how to provide feedback on student attempts on a question, whether to allow multiple attempts, whether to shuffle within questions, and whether each question builds on the previous one.
Review options	What feedback students can see, such as marks or the right answer, and when they can view the feedback, such as while attempting a quiz, after completing it, or after the quiz closes.
Appearance	Whether to show the user's picture, how to display decimal places in question grades, and whether to show blocks during attempts.
Extra restrictions on attempts	Password and security requirements for the quiz, including an enforced delay between attempts, browser security, and offline use with the mobile app.
Overall feedback	Feedback for each grade boundary you wish to set, up to 8 boundaries.
Common module settings	Whether to show the quiz on the course page or hide it from students, whether to include an ID number, and whether to group the quiz (including the option to add group access restriction).
Restrict access	Restrictions on activity completion (if a student must complete a prior activity in order to take the quiz), date, grade, user profile, and nested sets of additional restrictions.
Activity completion	Whether to track completion of the quiz, and whether multiple conditions must be met before the quiz

	attempt is considered complete, such as a passing grade.
Tags	Tags or labels for the quiz.
Competencies	Course competencies that are linked to the activity, and whether to attach evidence, send for review, or complete the competency upon activity completion.

11. Once you've specified the desired settings for this quiz, click **Save and display**. The quiz page appears, displaying basic information about the quiz and a message that no questions have yet been added.

▸ [Restrict access](#)

▸ [Tags](#)

▸ [Competencies](#)

Save and return to course
Save and display
Cancel

There are required fields in this form marked Ⓢ.

12. From there, click **Edit quiz**. A quiz content page will open, where you can add and work with questions.

Chapter 1 Quiz ⚙️

Chapter 1 quiz on EMS systems. Please complete after submitting the chapter 1 assignment.

Attempts allowed: 2

The quiz will not be available until Tuesday, 5 May 2020, 8:00 AM

This quiz will close at Friday, 8 May 2020, 10:00 PM

Grading method: Highest grade

No questions have been added yet ✕

Edit quiz
Back to the course

13. To the right of the page, click the blue **Add** button, then select your preferred method for selecting questions. Choose **a new question** if you want to create a new question from scratch, **from question bank** if you want to choose questions from the current course test bank, or **a random question** if you want to pull random questions from a specified category within the course test bank.

The screenshot shows a quiz editing interface for 'Chapter 1 Quiz'. At the top, it indicates 'Questions: 0 | Quiz closed (opens 5/05/20, 08:00)'. Below this, there are fields for 'Maximum grade' (set to 100.00) and 'Total of marks: 0.00'. A 'Save' button is in the top right. In the center, there are buttons for 'Repaginate' and 'Select multiple items'. On the right side, there is a 'Shuffle' button with a question mark icon, and below it, a blue 'Add' button. A red box highlights the dropdown menu of the 'Add' button, which contains three options: 'a new question', 'from question bank', and 'a random question'. A small pencil icon is visible on the left side of the interface.

14. For additional help on adding questions, please review the separate **Adding questions to a quiz** guide.

15. All questions you add will automatically be saved as they are populated to the body of the quiz. The **Save** button on the quiz page will only need to be selected in the event you choose to update the **maximum grade** field which limits the number of points the quiz is worth in the gradebook.

Editing quiz: Chapter 1 Quiz

Questions: 3 | This quiz is closed

Maximum grade 100.00 Total of marks: 3.00

Save

This only needs to be clicked if the "Maximum Grade" field is changed.

Repaginate Select multiple items

Shuffle

Page 1 **Add**

1 Match each of the items in the left column to the appropriate definition in the right column. Matc... 1.00

Page 2 **Add**

2 Match each of the items in the left column to the appropriate definition in the right column. Matc... 1.00

Page 3 **Add**

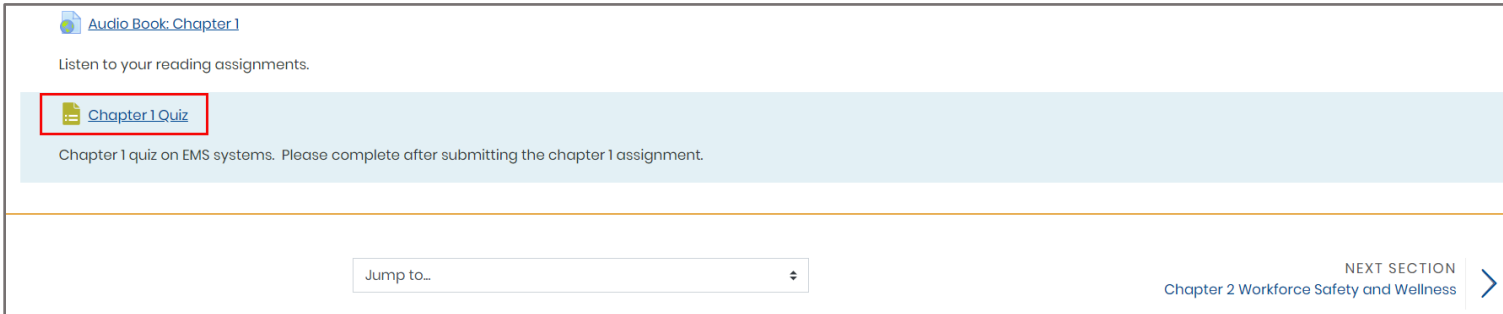
3 Match each of the items in the left column to the appropriate definition in the right column. Matc... 1.00

Add

16. When you are satisfied with the questions you have added, you may return to any course page and continue your work.

Editing a Quiz

1. Navigate to the course page where the quiz is located and click on it.



Audio Book: Chapter 1

Listen to your reading assignments.

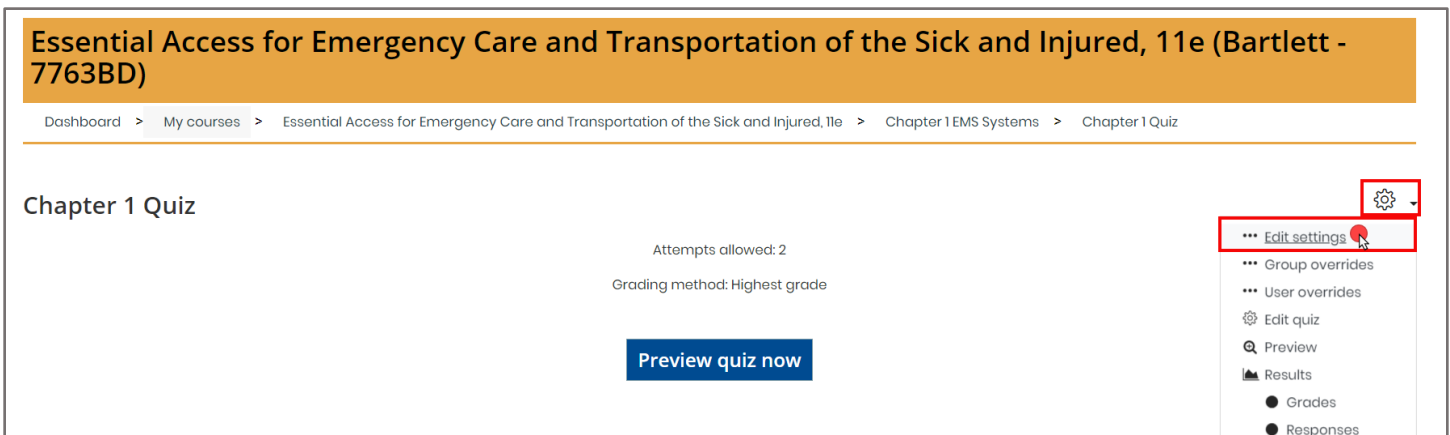
Chapter 1 Quiz

Chapter 1 quiz on EMS systems. Please complete after submitting the chapter 1 assignment.

Jump to...

NEXT SECTION
Chapter 2 Workforce Safety and Wellness

2. On the following page, click the **gear icon** to the right of the page. This will display a dropdown menu with a host of action items associated with the quiz. To adjust the quiz settings, select the **Edit settings** option.



Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)

Dashboard > My courses > Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e > Chapter 1 EMS Systems > Chapter 1 Quiz

Chapter 1 Quiz

Attempts allowed: 2

Grading method: Highest grade

Preview quiz now

- ... Edit settings
- ... Group overrides
- ... User overrides
- Edit quiz
- Preview
- Results
 - Grades
 - Responses

3. The settings page will load, enabling you to make any changes that are needed.

Updating Quiz in Chapter 1 EMS Systems ? Expand all

General

Name ⓘ Chapter 1 Quiz

Description

Chapter 1 quiz on EMS systems.

Display description on course page ?

Timing

Grade

Layout

Question behaviour

Review options ?

Drop down and edit settings as needed.

4. After making your changes, scroll down and select either the **Save and display** or **Save and return to course** buttons.


Restrict access

Tags

Competencies

Save and return to course **Save and display** **Cancel**

There are required fields in this form marked ⓘ.

 JONES & BARTLETT LEARNING
NAVIGATE

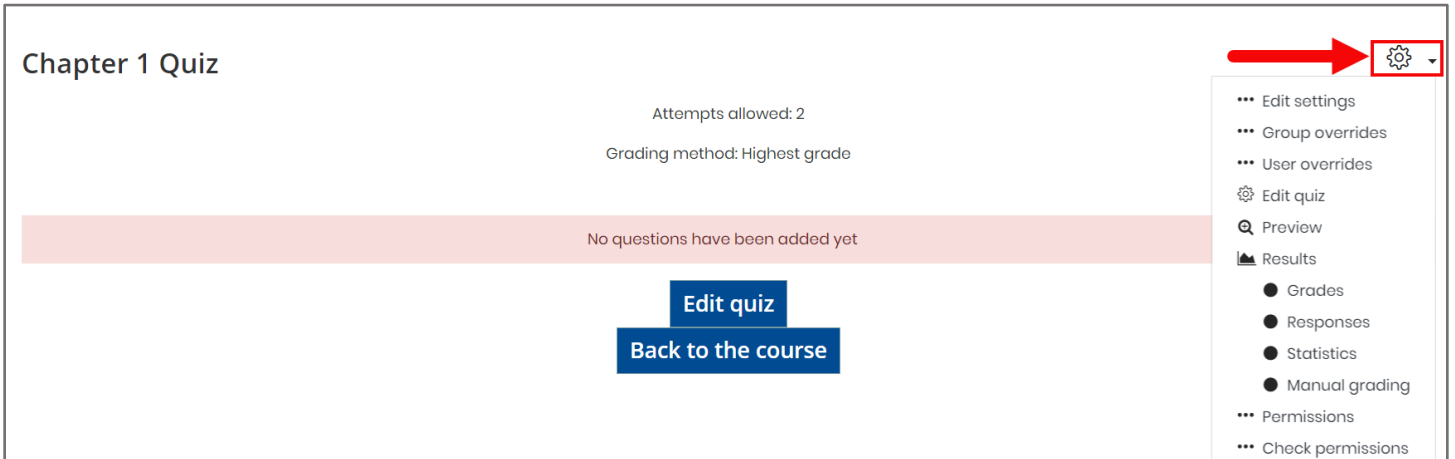
✉ Technical Support: support@jblearning.com

☎ Support: 1-800-832-0034 M-F 8:30am – 8:00pm

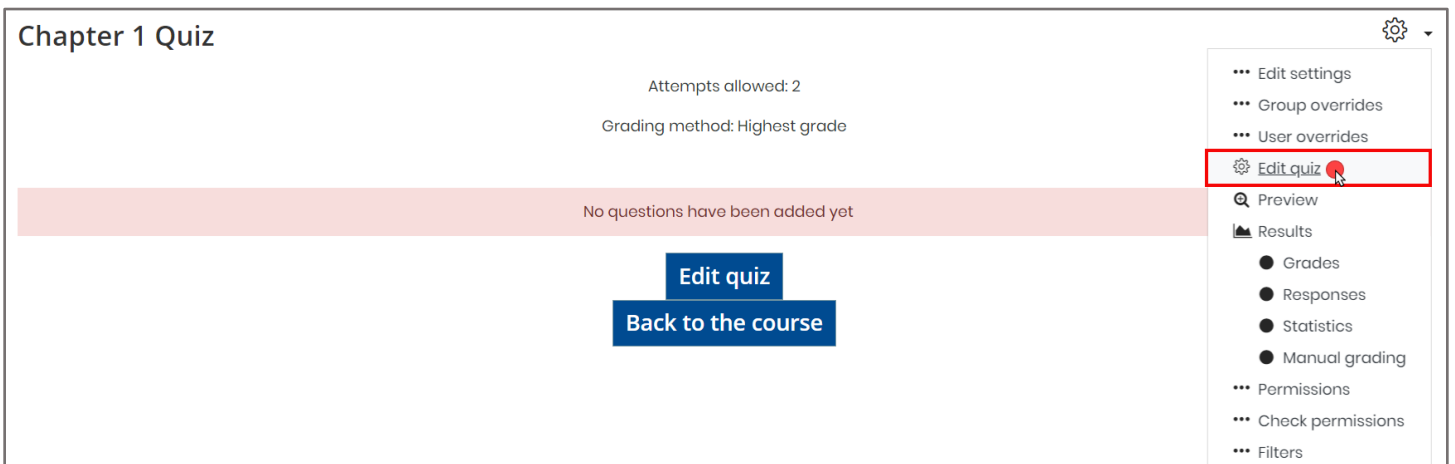
❓ Training Library

Technical Support: www.jblearning.com/techsupport | support@jblearning.com | 1-978-443-5000 | M-F 8:30am – 8:00pm

5. To edit the content or questions within the quiz, click on the quiz to open it, and select the **gear icon** to display the dropdown menu of action items.



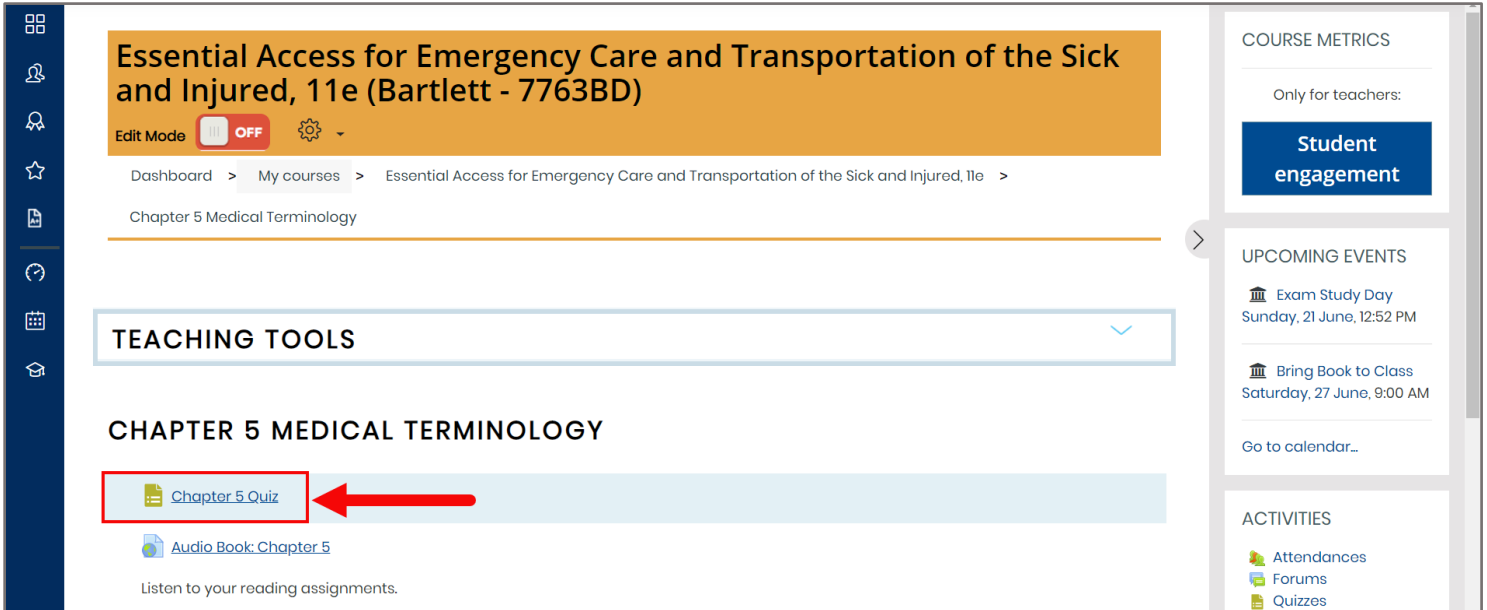
6. Select the **Edit quiz** option to open the quiz contents and add, remove, or adjust questions as needed.



7. Please note, you may not make any changes to the quiz contents in the event a student has attempted the quiz previously.
8. Your changes to the contents on this page will automatically save and you may navigate away to another course page whenever you are satisfied with your adjustments.

Reviewing and Making Changes to Students' Quiz Results

1. Begin by launching your course and navigating to the location of the quiz for which you would like to review or make changes to the attempts, then click on the quiz to open it.



Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)

Edit Mode **OFF** ⚙️

Dashboard > My courses > Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e >

Chapter 5 Medical Terminology

TEACHING TOOLS

CHAPTER 5 MEDICAL TERMINOLOGY

[Chapter 5 Quiz](#)

[Audio Book: Chapter 5](#)

Listen to your reading assignments.

COURSE METRICS

Only for teachers:

Student engagement

UPCOMING EVENTS

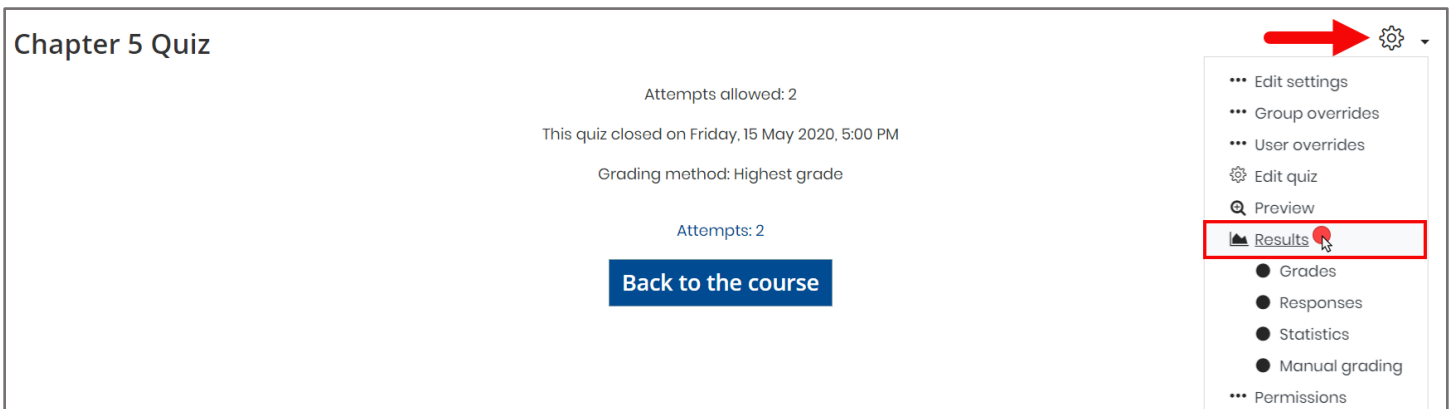
- Exam Study Day
Sunday, 21 June, 12:52 PM
- Bring Book to Class
Saturday, 27 June, 9:00 AM

Go to calendar...

ACTIVITIES

- Attendances
- Forums
- Quizzes

2. Click on the **Actions menu** in the righthand side of the quiz page and select the **Results** option from the dropdown menu displayed.



Chapter 5 Quiz

Attempts allowed: 2

This quiz closed on Friday, 15 May 2020, 5:00 PM

Grading method: Highest grade

Attempts: 2

[Back to the course](#)

Actions menu:

- ⋮ Edit settings
- ⋮ Group overrides
- ⋮ User overrides
- ⚙️ Edit quiz
- 🔍 Preview
- 📊 Results**
- Grades
- Responses
- Statistics
- Manual grading
- ⋮ Permissions

3. On the following page, you may use settings in the **What to include in the report** and the **Display options** sections to customize your view if necessary. After that, scroll down and click **Show report** to apply your filters to the results displayed below.

Chapter 5 Quiz

Attempts: 2

▼ **What to include in the report**

Attempts from

Attempts that are In progress Overdue Finished Never submitted

Show at most one finished attempt per user (**Highest grade**)

Show only attempts that have been regraded / are marked as needing regrading

▼ **Display options**

Page size

Marks for each question

Show report

4. By default, you may immediately scroll further down this page without making any filter adjustments to see all your students' attempts to date, including when the attempt was made, how long they spent, their overall quiz grade, and the points they received for each question.

	First name / Surname	Email address	State	Started on	Completed	Time taken	Grade/100.00	Q.1 /20.00	Q.2 /20.00	Q.3 /20.00	Q.4 /20.00	Q.5 /20.00
<input type="checkbox"/>	Santi Carzola Review attempt	scarzola@ascendlearning.com	Finished	26 January 2019 12:28 PM	26 January 2019 12:28 PM	17 secs	60.00	✗ 0.00	✓ 20.00	✓ 20.00	✗ 0.00	✓ 20.00
<input type="checkbox"/>	Santi Carzola Review attempt		Finished	5 April 2019 3:32 PM	5 April 2019 3:32 PM	24 secs	60.00	✗ 0.00	✗ 0.00	✓ 20.00	✓ 20.00	✓ 20.00
<input type="checkbox"/>	Mesut Ozil Review attempt	mozil@ascendlearning.com	Finished	15 August 2019 12:23 PM	15 August 2019 12:24 PM	23 secs	40.00	✗ 0.00	✗ 0.00	✗ 0.00	✓ 20.00	✓ 20.00
<input type="checkbox"/>	Mesut Ozil Review attempt		Finished	15 August 2019 12:24 PM	15 August 2019 12:25 PM	22 secs	20.00	✗ 0.00	✓ 20.00	✗ 0.00	✗ 0.00	✗ 0.00
Overall average							45.00 (4)	0.00 (4)	10.00 (4)	10.00 (4)	10.00 (4)	15.00 (4)

5. To make changes to an individual quiz attempt, click the **Review attempt** option under the applicable student's name underneath the **First name/surname** column.

	First name / Surname	Email address	State	Started on
<input type="checkbox"/>	Santi Carzola Review attempt	scarzola@ascendlearning.com	Finished	26 January 2019 12:28 PM

6. This action opens the quiz exactly as it was attempted by the student, along with detailed information on how they answered each question. To add comments or modify the points received for a question, click **Make comment or override mark** below the applicable question.

The screenshot displays a quiz interface with the following components:

- Quiz Summary Table:**

Attempts	1, 2
Started on	Saturday, 26 January 2019, 12:28 PM
State	Finished
Completed on	Saturday, 26 January 2019, 12:28 PM
Time taken	17 secs
Marks	3.00/5.00
Grade	60.00 out of 100.00
- Question 1:** Automotive air-conditioning service and repair technicians need to have a special license called the _____.
- Options:**
 - A. EPA 609 license
 - B. MVAC license
 - C. HVAC license ✘
 - D. DOT license
- Feedback:** The correct answer is: EPA 609 license
- Comment Section:** A text input field with the placeholder "Make comment or override mark" is highlighted with a red box and a red arrow pointing to it.
- QUIZ NAVIGATION:** Shows the user's name "Santi Carzola" and progress indicators for five questions. Questions 1, 4, and 5 are marked correct (green checkmarks), while questions 2 and 3 are marked incorrect (red X).

7. This action will open a popup window where, below the question, you may use the **Comment** and **Mark** fields respectively to enter a comment and/or change the points the student will receive for the given question.

Automotive air-conditioning service and repair technicians need to have a special license called the _____.

Select one:

- A. EPA 609 license
- B. MVAC license
- C. HVAC license
- D. DOT license

Comment

↵ ⓘ **B** *I* ☰ ☰ 🔗 🔄 🖼️ 📄 🎤 📺 📎

Agree with misleading wording in original question, credit is granted and your score will be updated. |

Mark

out of 1.00

8. When you're finished with your changes, scroll down and click **Save**. You will return to the quiz details page, where you may continue to make additional changes or return to the course.

Mark

out of 1.00


Response history

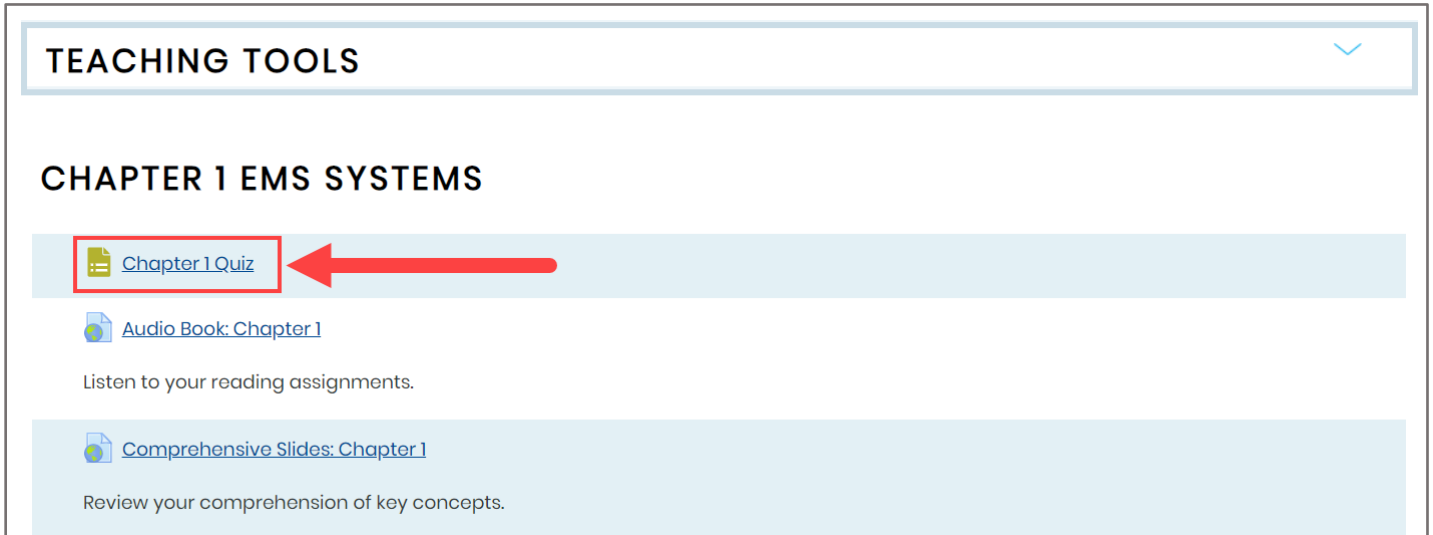
Step	Time	Action	State	Marks
1	26/01/19, 12:28	Started	Not yet answered	
2	26/01/19, 12:28	Saved: HVAC license	Answer saved	
3	26/01/19, 12:28	Attempt finished	Complete	0.00
4	27/08/19, 11:43	Manually graded 1 with comment:	Complete	1.00

Save
Cancel

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Setting Quiz Due Dates and Time Limits


1. Begin by navigating to and clicking on the quiz you'd like to schedule or assign. On the next page, click the **Actions menu**  on the righthand side and select **Edit settings** from the dropdown menu.




TEACHING TOOLS

CHAPTER 1 EMS SYSTEMS

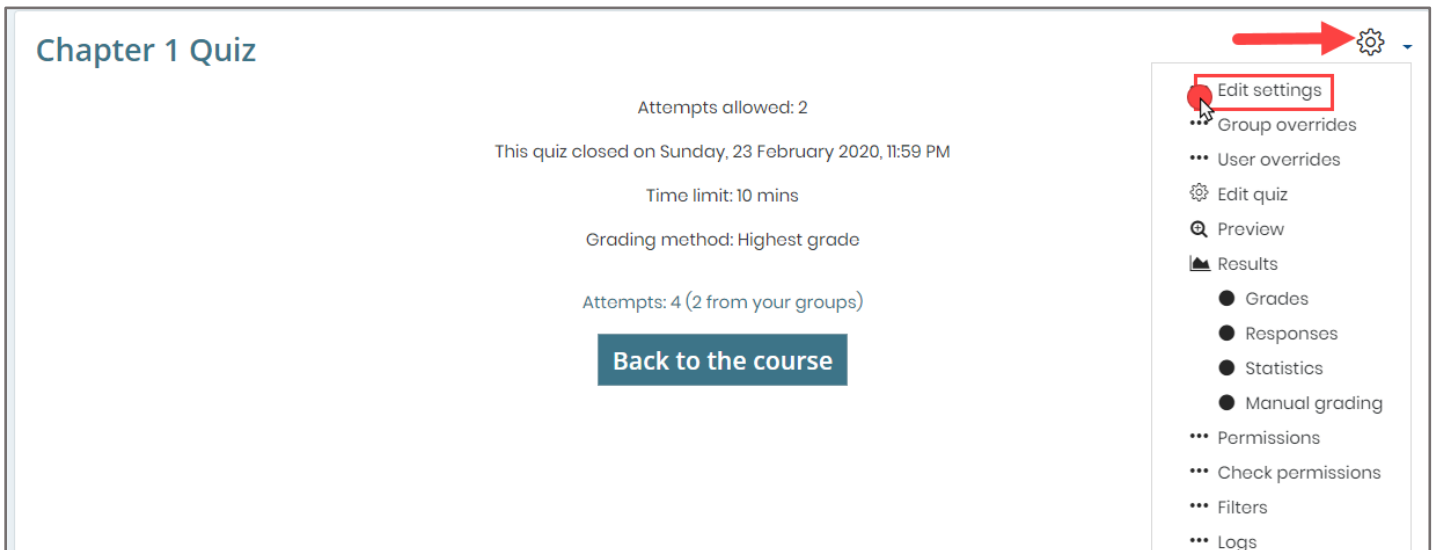
 [Chapter 1 Quiz](#) 

 [Audio Book: Chapter 1](#)

Listen to your reading assignments.

 [Comprehensive Slides: Chapter 1](#)

Review your comprehension of key concepts.



Chapter 1 Quiz

Attempts allowed: 2


This quiz closed on Sunday, 23 February 2020, 11:59 PM

Time limit: 10 mins

Grading method: Highest grade

Attempts: 4 (2 from your groups)

[Back to the course](#)

-  **Edit settings**
- Group overrides
- User overrides
- Edit quiz
- Preview
- Results
 - Grades
 - Responses
 - Statistics
 - Manual grading
- Permissions
- Check permissions
- Filters
- Logs

- The quiz settings page will open, displaying parameters to manage how the quiz functions. To apply a deadline, set a window of opportunity in which students can complete the quiz, or apply any time limitations, then scroll down and expand the **Timing** section.

Timing

Open the quiz Enable 15 July 2019 09 00

Close the quiz Enable 23 February 2020 23 59

Time limit Enable 10 minutes

When time expires Open attempts are submitted automatically

Submission grace period Enable 0 minutes

- Choose a date and time for when students can first access the quiz by clicking the **Enable** checkbox to the right of the **Open the quiz** option, and then use the corresponding dropdown menus and/or calendar icon to select the desired timing.

Timing

Open the quiz Enable 4 May 2020 09 00

Close the quiz Enable 23 January 2020 23 59

- When satisfied with the quiz opening time, click the **Enable** checkbox to the right of the **Close the quiz** setting on the next row and select the date and time you want to the quiz to be closed or locked, effectively applying a due date and time. Please note, you must always leave the **Enable** status box checked to apply the selected timing.

Open the quiz Enable 4 May 2020 09 00

Close the quiz Enable 4 May 2020 23 59

5. You may also choose to apply a time limit to the quiz within the same **Timing** section of the quiz settings page. To do so, click the **Enable** checkbox to the right of the **Time limit** option and then use the applicable dropdown menus to specify the period of time in which your students must complete the quiz once they have opened it.

Time limit	?	30	minutes	<input checked="" type="checkbox"/> Enable
When time expires	?	Open attempts are submitted automatically	weeks	submitted automatically
Submission grace period	?	0	days	
			hours	<input type="checkbox"/> Enable
			minutes	

6. Next, you may adjust the automated action if and when the set limit expires before the student has completed their quiz. Use the **When time expires** dropdown to select your preference. We recommend leaving the default setting as **Open attempts are submitted automatically**, which means that the student's quiz will automatically submit for them when the time limit expires so that they will receive credit for their progress until that point.

Time limit	?	30	minutes	<input checked="" type="checkbox"/> Enable
When time expires	?	Open attempts are submitted automatically		

7. When finished, scroll to the bottom of the page and select **Save and return to course** to return to your course homepage, or click the **Save and display** button to review the quiz and verify your settings changes.

▶ Common module settings

▶ Restrict access

▶ Tags

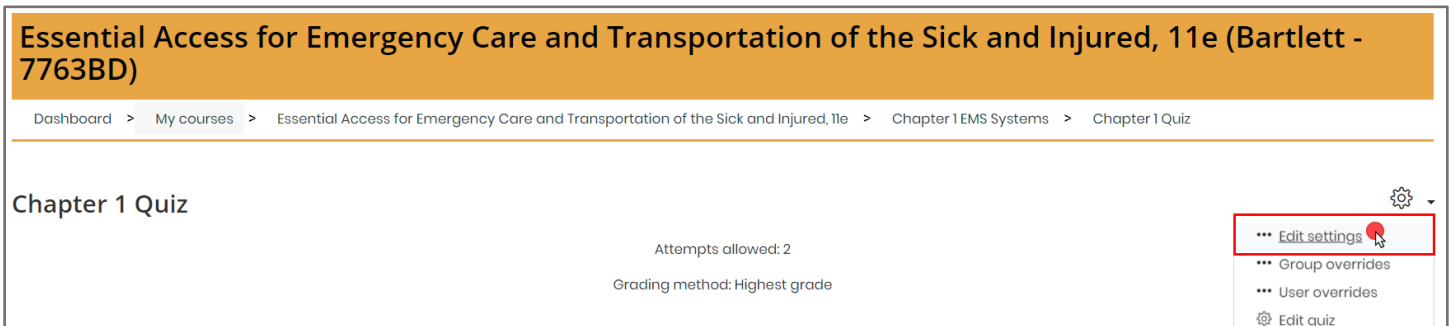
▶ Competencies

Save and return to course Save and display Cancel

There are required fields in this form marked [red circle with exclamation mark].

Changing the Way Quiz Questions Are Displayed to Students

1. Most quiz formatting options can be found in the quiz's **Settings**. Settings may be toggled while you are creating the quiz or subsequently adjusted at any time by clicking the quiz and clicking the **Edit settings** option from the **Actions menu**.



Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)

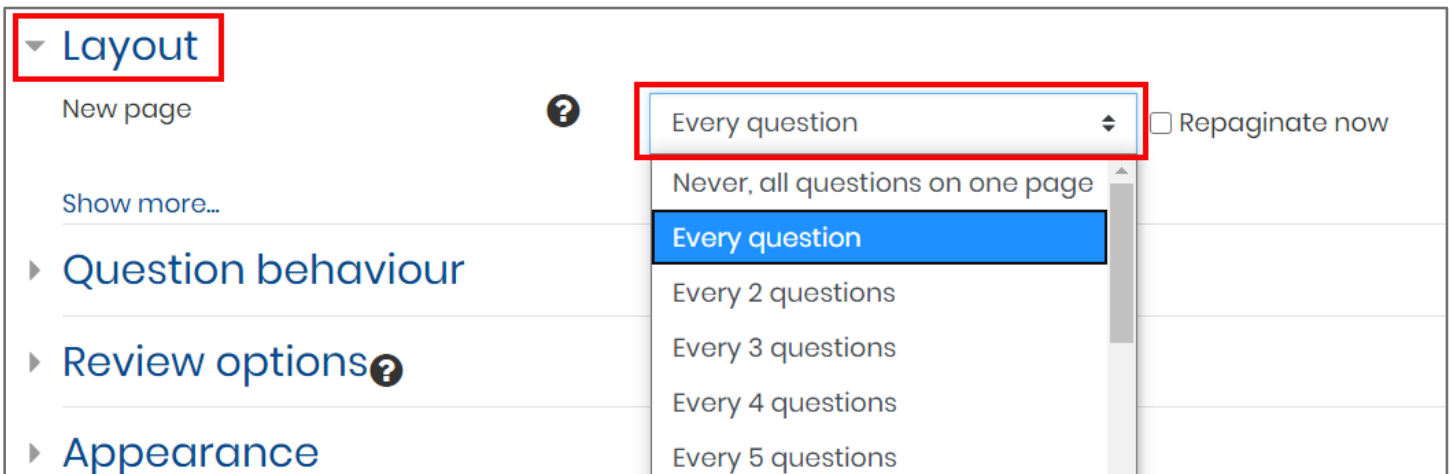
Dashboard > My courses > Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e > Chapter 1 EMS Systems > Chapter 1 Quiz

Chapter 1 Quiz

Attempts allowed: 2
Grading method: Highest grade

... Edit settings
... Group overrides
... User overrides
Edit quiz

2. On the settings page, scroll down and expand the **Layout** section. Use the **New page** dropdown menu here to select how many questions will be displayed on each page of the quiz. The default is “Every question,” which means one question per page.



Layout

New page Repaginate now

Never, all questions on one page

Every question

Every 2 questions

Every 3 questions

Every 4 questions

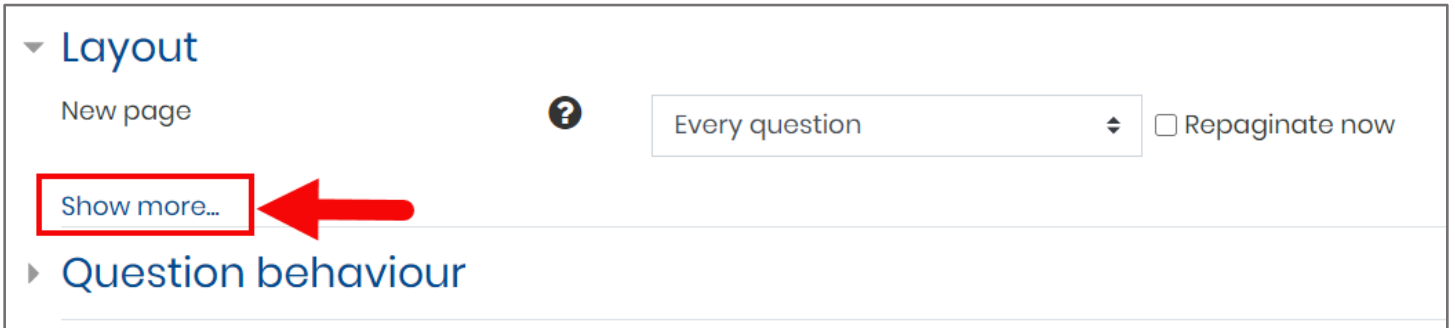
Every 5 questions

Question behaviour

Review options

Appearance

3. To control how students can navigate between questions, click the **Show more...** link at the bottom of the **Layout** section to reveal the **Navigation method** dropdown menu.



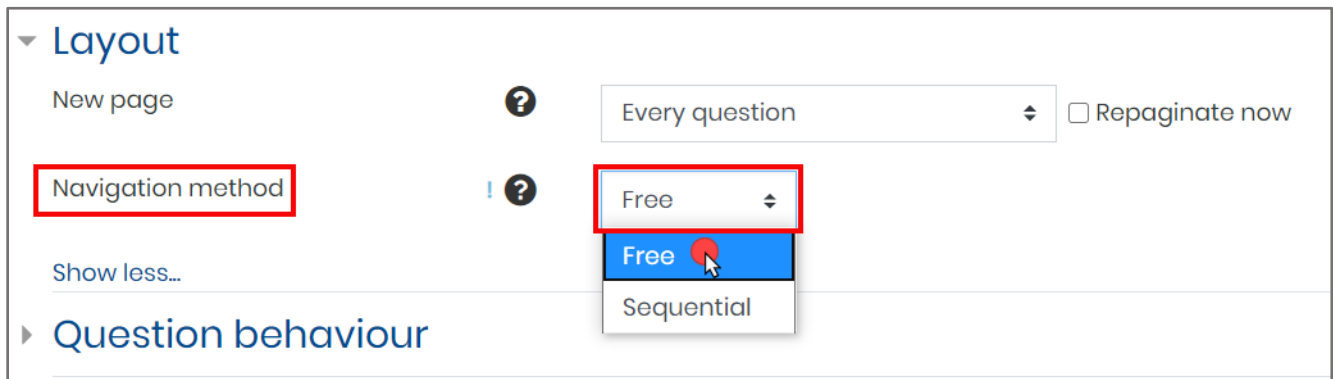
Layout

New page ? Every question Repaginate now

Show more...

Question behaviour

4. Use the **Navigation method** dropdown to choose a preferred option of **Free**, meaning the students may skip and revisit questions, or **Sequential**, meaning the students must answer questions in the order they are received and cannot skip or revisit.



Layout

New page ? Every question Repaginate now

Navigation method ! ? Free Sequential

Show less...

Question behaviour

5. If your quiz will contain multiple choice or matching questions, you may choose to automatically shuffle each question's answer choices so that they appear in a random sequence for each student attempt. To institute this behavior, expand the **Question behavior** section and adjust the dropdown menu for the **Shuffle within questions** setting to "Yes."

▶ **Layout**

▼ **Question behaviour**

Shuffle within questions  Yes ▾

How questions behave  Deferred feedback ▾

[Show more...](#)

▶ **Review options** 

6. When finished, scroll to the bottom of the quiz settings page and click **Save and display** to return to the quiz page or **Save and return to course** to apply your changes and return to the course homepage.

▶ **Tags**

▶ **Competencies**

Save and return to course **Save and display** **Cancel**

7. You may determine whether to shuffle quiz questions by toggling the applicable setting within the **Edit quiz** page. The shuffle behavior is typically set when selecting which questions to include on the quiz and can be adjusted at any time. On the **Quiz** page, click the **Actions menu** to the top right and select the **Edit quiz** option.

JONES & BARTLETT LEARNING
NAVIGATE

Premier Access for Emergency Care and Transportation of the Sick and Injured, 11e

Home > My courses > Premier Access for Emergency Care and Transportation of the Sick and Injured, 11e > Chapter 1 EMS Systems > Chapter 1 Quiz

Chapter 1 Quiz

Grading method: Highest grade

Preview quiz now

- Edit settings
- Group overrides
- User overrides
- Edit quiz**
- Preview
- Results
- Grades
- Responses

8. To turn shuffling on, click the checkbox to the left of **Shuffle** so that it is checked. When Shuffle is enabled, each student attempt will see a different and random sequence of questions.

JONES & BARTLETT LEARNING
NAVIGATE

Editing quiz: Chapter 1 Quiz

Questions: 1 | This quiz is open

Maximum grade: 100.00 Total of marks: 1.00

Repaginate Select multiple items

Shuffle ?

Page 1

1 _____ is a sign of hypoxia to the brain. _____ is a sign of hypoxia to the brain. 1.00

9. If you want every student to receive the quiz questions in the same sequence for every attempt, ensure that the **Shuffle** option is deselected.

JONES & BARTLETT LEARNING
NAVIGATE

Editing quiz: Chapter 1 Quiz

Questions: 1 | This quiz is open

Maximum grade: 100.00 Total of marks: 1.00

Save


Repaginate Select multiple items

Shuffle



Page 1

1 _____ is a sign of hypoxia to the brain. _____ is a sign of hypoxia to the brain. 1.00


Setting the Number of Attempts for a Quiz and How It Is Graded

1. Begin by navigating to and clicking on the quiz for which you would like to adjust permitted student attempts. On the next page, click the **Actions menu**  on the righthand side and select **Edit settings** from the dropdown menu.


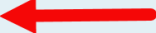
Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)


Edit Mode  OFF 

Dashboard > My courses > Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e > Chapter 1 EMS Systems


TEACHING TOOLS 

CHAPTER 1 EMS SYSTEMS

 **Chapter 1 Quiz** 










 Audio Book: Chapter 1

Listen to your reading assignments.

Chapter 1 Quiz 

Attempts allowed: 2
Grading method: Highest grade

[Preview quiz now](#)

-  **Edit settings** 
-  Group overrides
-  User overrides
-  Edit quiz
-  Preview
-  Results
 -  Grades
 -  Responses

2. Scroll down the settings page and expand the **Grade** section.

▶ Timing

▼ **Grade**

Grade category ? Uncategorised

Grade to pass ? 0.00

Attempts allowed 2

Grading method ? Highest grade

▶ Layout

3. If applicable, use the **Grade category** dropdown menu to select the category in your gradebook in which to locate the quiz to ensure it is appropriately calculated into the students' total score. You may refer to the gradebook setup video in the Training Library for guidance on setting up your gradebook.

▼ **Grade**

Grade category ?

Grade to pass ?

Attempts allowed

Grading method ?

▶ Layout

Uncategorised

Uncategorised

Assignments

Attendance

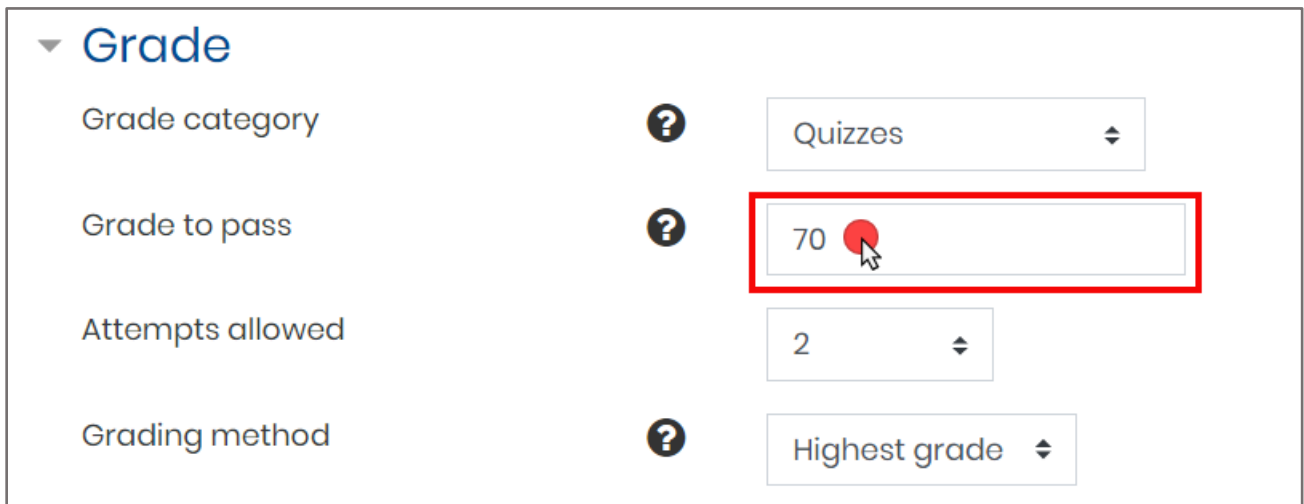
Exams

Exams 2

Forum Participation

Quizzes

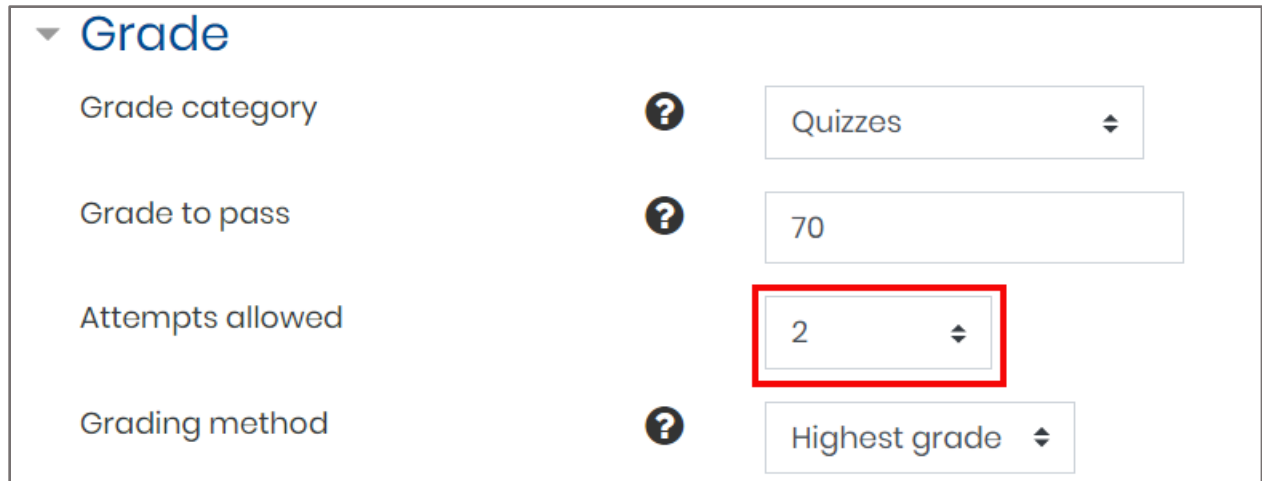
4. The **Grade to pass** field is an option for you to assign a passing grade threshold to the quiz. Inputting a passing grade requirement here will display all failing students' scores in the gradebook as red and passing scores as green. A passing grade may also be used as part of completion tracking if you have enabled this feature within your course.



The screenshot shows the 'Grade' settings section with four rows. The 'Grade to pass' field is highlighted with a red box and contains the value '70'. A mouse cursor is pointing at the '70'. The other fields are: 'Grade category' (Quizzes), 'Attempts allowed' (2), and 'Grading method' (Highest grade).

Field	Value
Grade category	Quizzes
Grade to pass	70
Attempts allowed	2
Grading method	Highest grade

5. Within this section, you will also find an **Attempts allowed** option where you may use the respective dropdown menu to choose the desired number of tries that you want to allow each student for the quiz.



The screenshot shows the 'Grade' settings section with four rows. The 'Attempts allowed' field is highlighted with a red box and contains the value '2'. The other fields are: 'Grade category' (Quizzes), 'Grade to pass' (70), and 'Grading method' (Highest grade).

Field	Value
Grade category	Quizzes
Grade to pass	70
Attempts allowed	2
Grading method	Highest grade

6. In the event you allow your students more than 1 attempt, you should choose how their final grade for the quiz will be calculated across multiple attempts by using the **Grading method** dropdown.

Grade

Grade category ? Quizzes

Grade to pass ? 70

Attempts allowed 2

Grading method ? Highest grade

- Highest grade
- Average grade
- First attempt
- Last attempt

Layout

Question behaviour

7. When finished, scroll to the bottom of the page and select **Save and return to course** to return to your course homepage, or click the **Save and display** button to review the quiz and verify your settings changes.


Restrict access

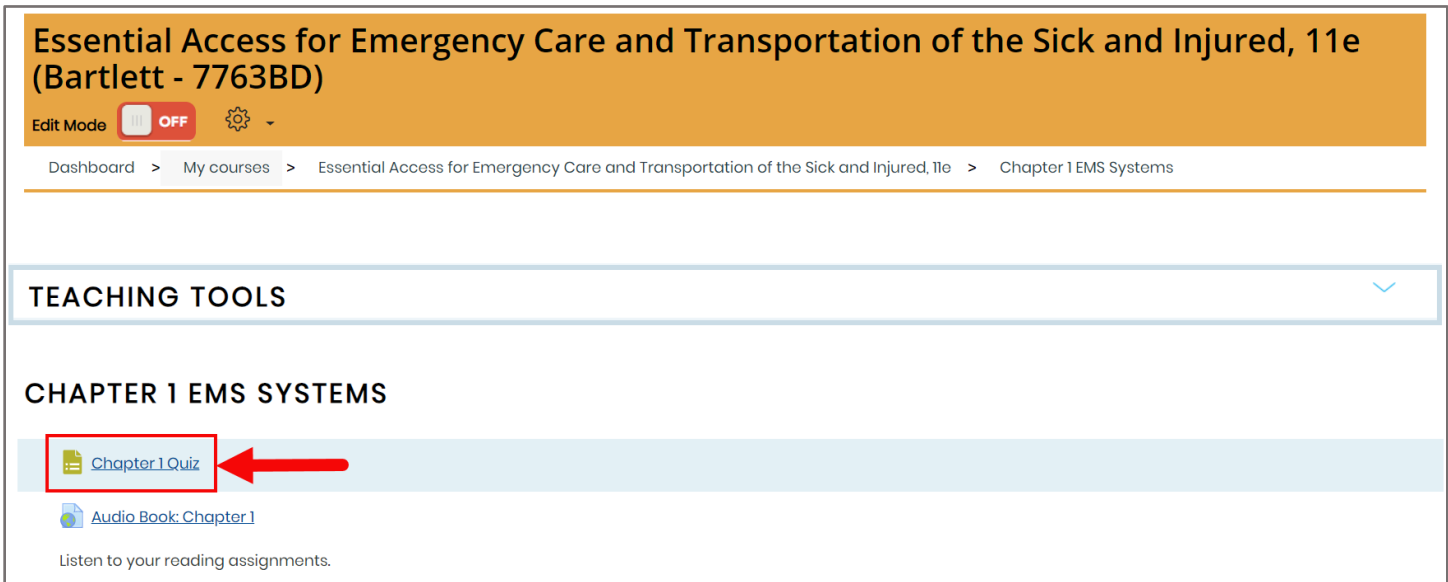
Tags

Competencies



Save and return to course Save and display Cancel

Managing the Way Students Review Quiz Results and Feedback

1. Begin by navigating to and clicking on the quiz you'd like to adjust review options for. On the next page, click the **Actions** menu  on the righthand side and select **Edit settings** from the dropdown menu.




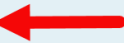
Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)


Edit Mode  OFF 

Dashboard > My courses > Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e > Chapter 1 EMS Systems

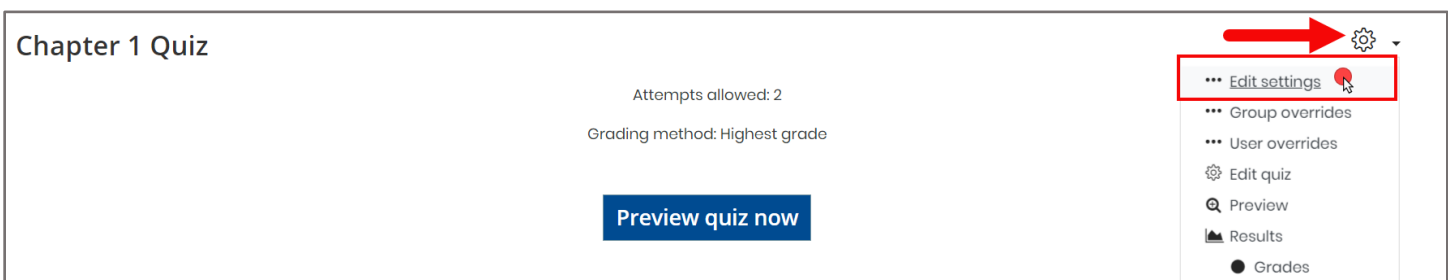
TEACHING TOOLS

CHAPTER 1 EMS SYSTEMS

 Chapter 1 Quiz 

 Audio Book: Chapter 1

Listen to your reading assignments.













Chapter 1 Quiz

Attempts allowed: 2

Grading method: Highest grade

[Preview quiz now](#)

-  [Edit settings](#) 
-  Group overrides
-  User overrides
-  Edit quiz
-  Preview
-  Results
-  Grades

2. Scroll down the page and click to expand the **Review options** section. There are four checkbox lists where you may toggle on or off to manage the results and feedback that students are able to review and the timing for when they may do so.

Review options ?

<p>During the attempt</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> The attempt ? <input type="checkbox"/> Whether correct ? <input type="checkbox"/> Marks ? <input type="checkbox"/> Specific feedback ? <input type="checkbox"/> General feedback ? <input type="checkbox"/> Right answer ? <input type="checkbox"/> Overall feedback ? 	<p>Immediately after the attempt</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> The attempt <input checked="" type="checkbox"/> Whether correct <input checked="" type="checkbox"/> Marks <input checked="" type="checkbox"/> Specific feedback <input checked="" type="checkbox"/> General feedback <input checked="" type="checkbox"/> Right answer <input checked="" type="checkbox"/> Overall feedback 	<p>Later, while the quiz is still open</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> The attempt <input checked="" type="checkbox"/> Whether correct <input checked="" type="checkbox"/> Marks <input checked="" type="checkbox"/> Specific feedback <input checked="" type="checkbox"/> General feedback <input checked="" type="checkbox"/> Right answer <input checked="" type="checkbox"/> Overall feedback 	<p>After the quiz is closed</p> <ul style="list-style-type: none"> <input type="checkbox"/> The attempt <input type="checkbox"/> Whether correct <input type="checkbox"/> Marks <input type="checkbox"/> Specific feedback <input type="checkbox"/> General feedback <input type="checkbox"/> Right answer <input type="checkbox"/> Overall feedback
--	---	---	---

3. The title above each column refers to the timing for when the selected feedback options below will apply. Each checkbox option represents the type of feedback that may be enabled or disabled under the respective timing.

Specific details shared with students at the listed time

Review options ?

During the attempt

- The attempt ?
- Whether correct ?
- Points ?
- Specific feedback ?
- General feedback ?
- Right answer ?
- Overall feedback ?

Timing of when selected information below is shared

4. For example, **During the attempt**, or as students are actively completing the quiz, all feedback options are restricted by default. This is because in most testing instances instructors will not want students distracted with real-time results as they are completing a quiz.

Feedback options are restricted by default

Review options?

During the attempt

- The attempt ?
- Whether correct ?
- Marks ?
- Specific feedback ?
- General feedback ?
- Right answer ?
- Overall feedback ?

5. The **Immediately after the attempt** and **Later, while the quiz is still open** columns can be used to limit the feedback students can review upon or after completing their quiz. Review options in the last column, **After the quiz is closed**, will only be available in the event you have applied a deadline for when the quiz closes in the **Timing section**.

Immediately after the attempt	Later, while the quiz is still open
<input checked="" type="checkbox"/> The attempt	<input checked="" type="checkbox"/> The attempt
<input checked="" type="checkbox"/> Whether correct	<input checked="" type="checkbox"/> Whether correct
<input checked="" type="checkbox"/> Points	<input checked="" type="checkbox"/> Points
<input checked="" type="checkbox"/> Specific feedback	<input checked="" type="checkbox"/> Specific feedback
<input checked="" type="checkbox"/> General feedback	<input checked="" type="checkbox"/> General feedback
<input checked="" type="checkbox"/> Right answer	<input checked="" type="checkbox"/> Right answer
<input checked="" type="checkbox"/> Overall feedback	<input checked="" type="checkbox"/> Overall feedback

Students have 2 minutes to review the selected results after completing the quiz

Students can review the selected results until the quiz is closed or locked

6. Using each column in the **Review options** section, you may toggle precise feedback your students can see at the given times. By default, students may review their comprehensive results immediately after finishing the quiz.

7. If you have enabled a **Close the quiz** setting in the **Timing** section and would like your students to review feedback beyond this deadline, ensure that you have selected the applicable options under the **After the quiz is closed** column.

Later, while the quiz is still open	After the quiz is closed
<input checked="" type="checkbox"/> The attempt	<input checked="" type="checkbox"/> The attempt
<input checked="" type="checkbox"/> Whether correct	<input checked="" type="checkbox"/> Whether correct
<input checked="" type="checkbox"/> Points	<input checked="" type="checkbox"/> Points
<input checked="" type="checkbox"/> Specific feedback	<input type="checkbox"/> Specific feedback
<input checked="" type="checkbox"/> General feedback	<input type="checkbox"/> General feedback
<input type="checkbox"/> Right answer	<input checked="" type="checkbox"/> Right answer
<input checked="" type="checkbox"/> Overall feedback	<input checked="" type="checkbox"/> Overall feedback

8. For more details about what each setting entails, click the question bubbles of the option.

▶ **Grade**

▶ **Layout**

▶ **Question behavior**

▼ **Review options** ?

During the attempt

- The attempt ?
- Whether correct ?
- Points ?
- Specific feedback ?
- General feedback ?
- Right answer ?
- Overall feedback ?

These options control what information students can see when they review a quiz attempt or look at the quiz reports.

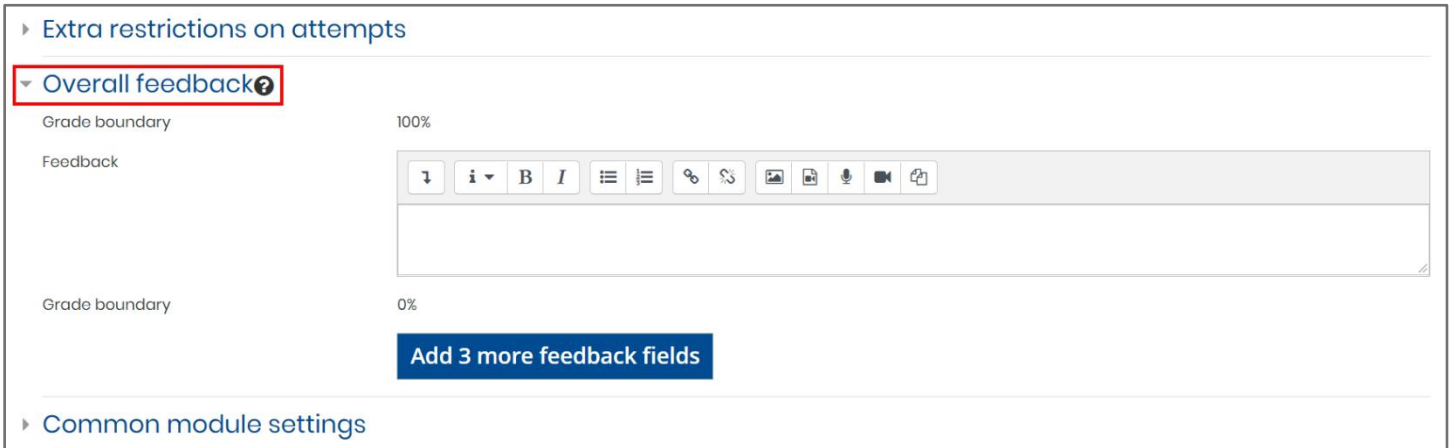
During the attempt settings are only relevant for some behaviors, like 'interactive with multiple tries', which may display feedback during the attempt.

Immediately after the attempt settings apply for the first two minutes after 'Submit all and finish' is clicked.

Later, while the quiz is still open settings apply after this, and before the quiz close date.

After the quiz is closed settings apply after the quiz close date has passed. If the quiz does not have a close date, this state is never reached.

9. Scroll down the settings page to the **Overall feedback** section. Here, you have the option of writing your own custom feedback for the students depending on their achieved score.



▶ Extra restrictions on attempts

▼ Overall feedback?

Grade boundary 100%

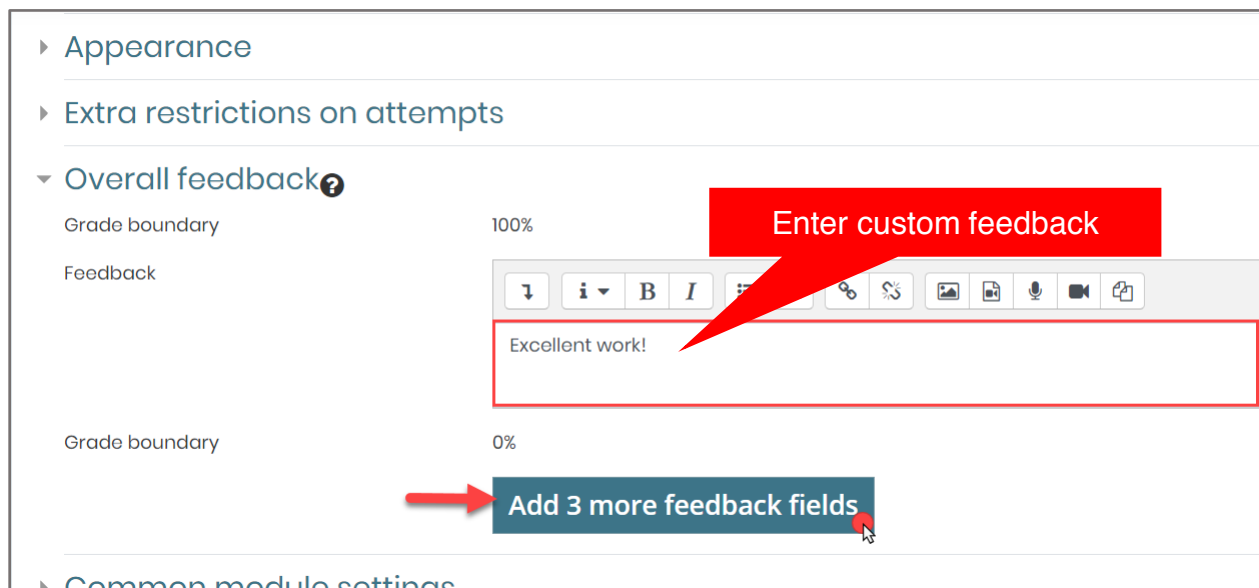
Feedback

Grade boundary 0%

Add 3 more feedback fields

▶ Common module settings

10. Enter the feedback you wish to automatically provide in the **Feedback** field, click the **Add 3 more feedback fields** button, and then specify the grade cutoff to define the bottom of the range for students who will receive this feedback.



▶ Appearance

▶ Extra restrictions on attempts

▼ Overall feedback?

Grade boundary 100%

Feedback

Grade boundary 0%

Add 3 more feedback fields

▶ Common module settings

11. In this example, all students who achieve a 90% or higher will receive the same feedback of “Excellent work!” Using the new fields added, we have also specified that students who achieve between an 80 and 90 will automatically receive the feedback of “Great job!”

▶ Extra restrictions on attempts

▼ Overall feedback

Grade boundary 100%

Feedback

Grade boundary 90

Feedback

Grade boundary 80

Grade range for receiving feedback specified

12. When finished, scroll to the bottom of the page and select **Save and return to course** to return to your course homepage, or click the **Save and display** button to review the quiz and verify your settings changes.

▶ Restrict access

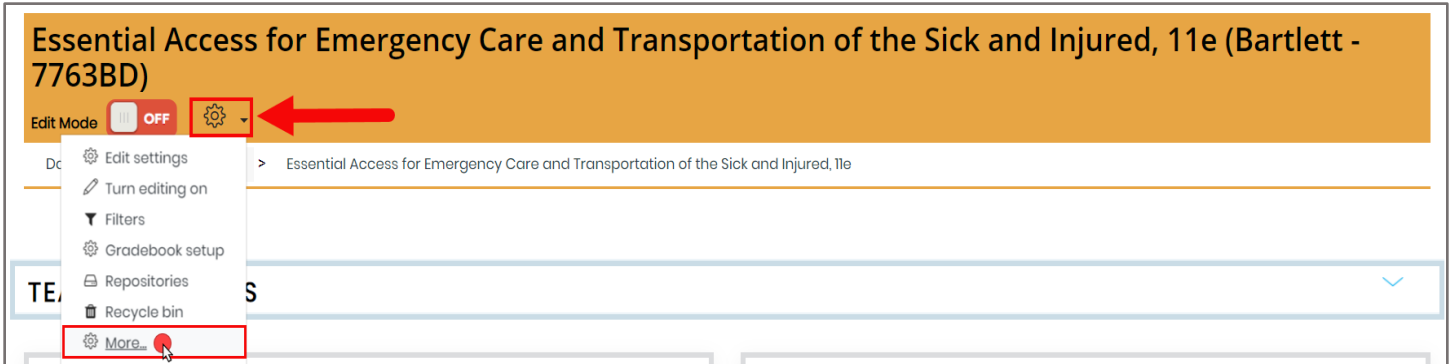
▶ Tags

▶ Competencies

Save and return to course Save and display Cancel

Creating Custom Quiz Questions

1. On the course homepage, click the **Actions** button at the top of the page and select the **More...** option.



2. Your course administration page will open, displaying a series of course settings and action items. Scroll to the bottom of the page to the **Question bank** section and click **Questions**.

The screenshot shows the 'Course administration' page with a navigation bar containing 'Course administration' and 'Users'. The main content area is divided into sections: 'Edit settings' (with sub-links: Turn editing on, Filters, Gradebook setup, Repositories, Recycle bin), 'Reports' (with sub-links: Competency breakdown, Logs, Live logs, Activity report, Course participation), 'Badges' (with sub-links: Manage badges, Add a new badge), and 'Question bank' (with sub-links: Questions, Categories, Import, Export). The 'Question bank' section and its 'Questions' link are highlighted with a red box, and a red arrow points from this box to the 'Questions' link in the adjacent list.

3. To help keep your custom questions organized and separate from the default course question bank, it is recommended that you store your custom questions in a custom category. To set up a category, click the **Categories** tab.

The screenshot shows the 'Question bank' page for the course 'Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)'. The breadcrumb trail is 'Dashboard > My courses > Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e > Question bank > Questions'. The page has tabs for 'Questions', 'Categories', 'Import', and 'Export'. The 'Categories' tab is highlighted with a red box and a mouse cursor. Below the tabs, there is a 'Question bank' section with a dropdown menu for 'Select a category:' (currently set to 'Default for Emergency Care and Transportation of the Sick and Injured, Eleventh') and a 'Filter by tags...' dropdown.

4. Scroll down to the bottom of the Categories tab to the **Add category** section. Leave the parent category set to the default and enter in a title of your choosing in the **Name** field. Then click the **Add category** button below.

▼ Add category

Parent category ? Default for Emergency Care and Transportation of the Sick and Injured, Eleventh (2) ▾

Name **→** EMS Terminology

Category info

↵ i ▾ B I ☰ ☷ 🔗 🔗 🖼

Add category

5. After the page refreshes, click back to the **Questions** tab.

Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)

Dashboard > My courses > Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e > Question bank > Categories

Questions Categories Import Export

Edit categories ?

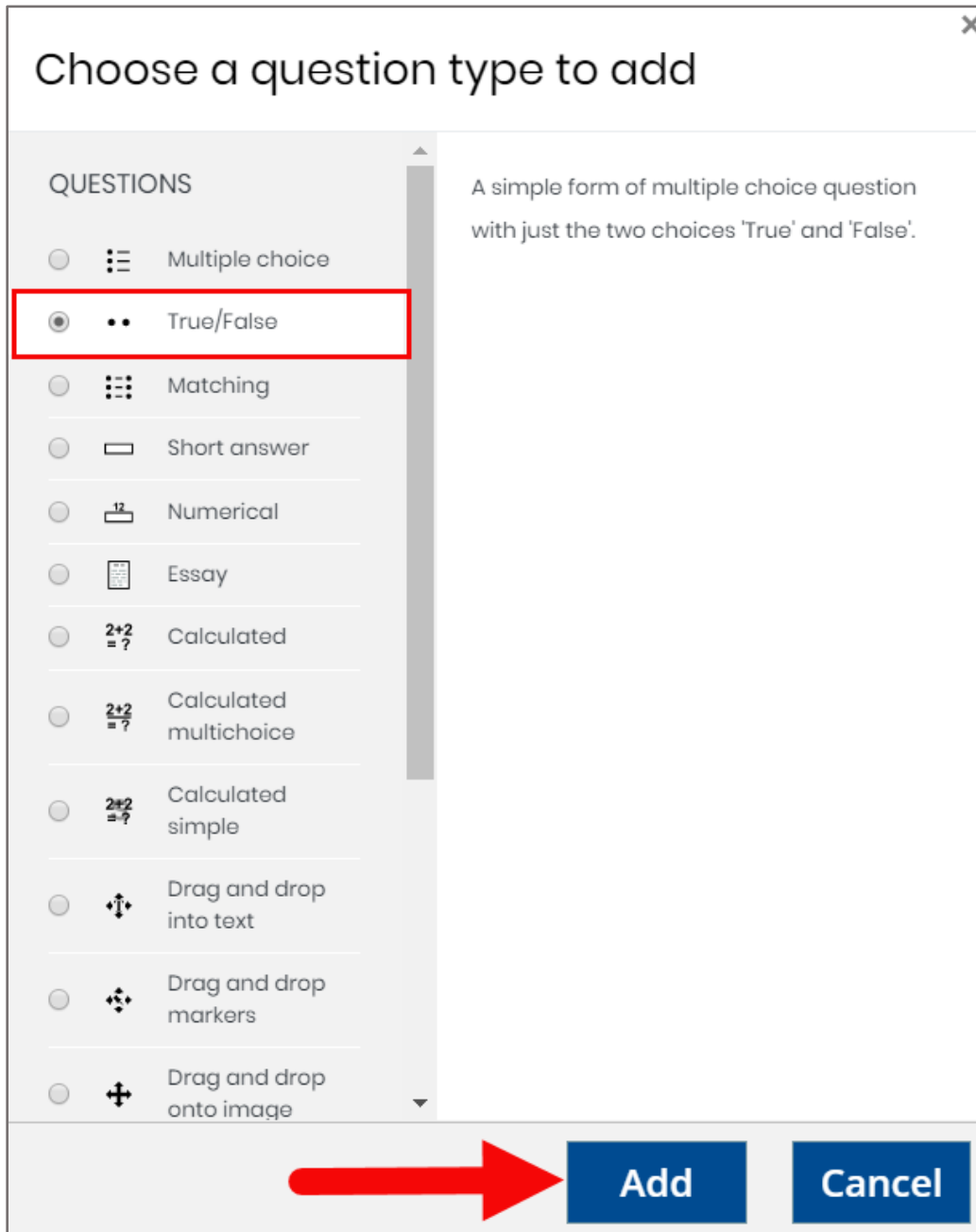
6. Use the **Select a category** dropdown menu to select your new custom question bank category, which will be listed at the bottom of the menu by default. This category will be where your custom question is found after you add it to a quiz.

The screenshot shows the 'Select a category' dropdown menu in the Question Bank interface. The menu is open, displaying a list of categories. The 'EMS Terminology' category is highlighted in blue and has a red box around it. Below the list, the default category is shown: 'Default for Emergency Care and Transportation of the Sick and Injured, Eleventh'. The interface also shows a sidebar with 'Essential 7763BD)' and 'Dashboard >' and 'Questions >' buttons. The main content area shows 'Question bank > Questions' and 'No tag filters applied'.

7. Next, click the **Create a new question...** button.

The screenshot shows the 'Question bank' interface. The 'Categories' tab is selected, and the 'Select a category' dropdown menu is set to 'EMS Terminology'. Below the dropdown, there is a 'Filter by tags...' dropdown and several checkboxes: 'Show question text in the question list', 'Also show questions from subcategories' (checked), and 'Also show old questions'. The 'Create a new question...' button is highlighted with a red box and has a red circle around it.

8. In the popup window, select the type of question you would like to create, then click **Add**.



9. On the next page, populate the required fields marked with a red circle, along with other fields or options that may apply. The below example covers adding a true or false question.

Adding a True/False question Expand all

General

Category: EMS Terminology

Question name: (marked with a red circle)

Question text: (marked with a red circle)

Default mark: (marked with a red circle and a red arrow pointing to it)

General feedback:

Correct answer: (boxed with a red border)

10. When satisfied with the content of your question, click the **Save changes** button at the bottom of the page.

Multiple tries

Tags

Save changes and continue editing

(The "Save changes" button is boxed with a red border and has a red arrow pointing to it)

Technical Support: www.jblearning.com/techsupport | support@jblearning.com | 1-978-443-5000 | M-F 8:30am – 8:00pm

11. Upon saving, you will be brought back to the Question bank page, which displays your new question. From here, you may select the magnifying glass to preview it.

Question bank

Select a category: EMS Terminology (1)

No tag filters applied

Filter by tags...

Show question text in the question list

Search options ▾

Also show questions from subcategories

Also show old questions

Create a new question ...

Question

	Created by First name / Surname / Date	Last modified by First name / Surname / Date
•• The meaning of CPR	Jones Bartlett 18 May 2020, 2:07 PM	Jones Bartlett 18 May 2020, 2:07 PM

With selected:

Delete **Move to >>** EMS Terminology (1)

12. You may also create your own custom questions while viewing the Quiz Edit page and selecting questions to include in the quiz. On the Edit Quiz page, click **Add**, select the **new question** option, and proceed by building your question.

Chapter 5 Quiz

Attempts allowed: 2

Grading method: Highest grade

No questions have been added yet

- Edit settings
- Group overrides
- User overrides
- Edit quiz**
- 🔍 Preview
- 📊 Results

Editing quiz: Chapter 5 Quiz

Questions: 0 | This quiz is open

Maximum grade: 100.00 Total of marks: 0.00


Save

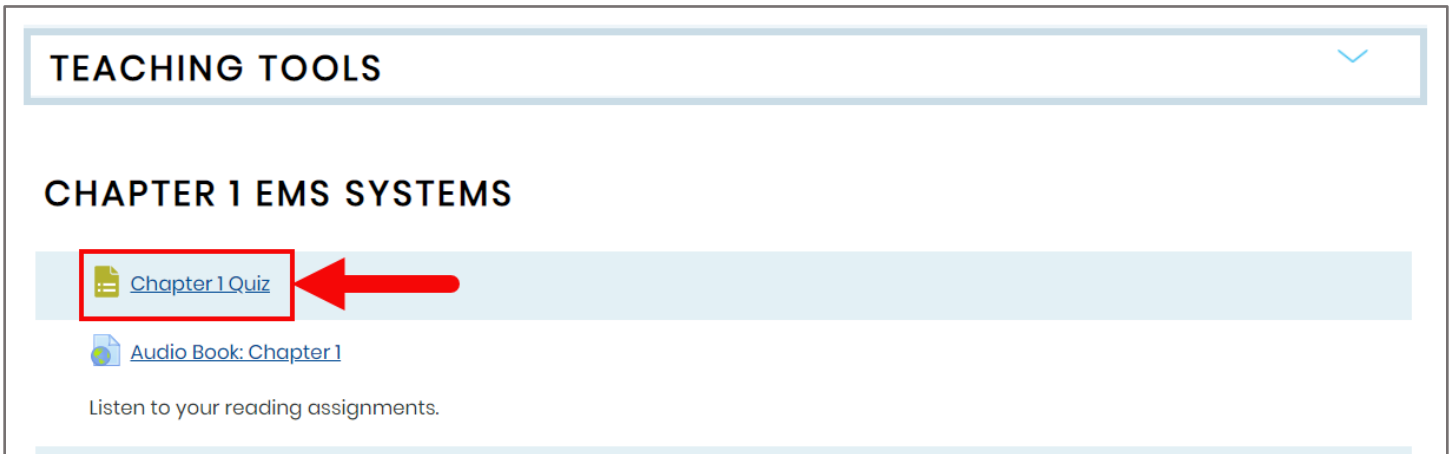
Repaginate **Select multiple items**

Shuffle ? **Add**

- ⊕ a new question**
- ⊕ from question bank
- ⊕ a random question


Applying Exceptions to Quizzes for Individual Students


1. Begin by navigating to and opening the quiz for which you would like to apply a student exception or exemption. On the quiz page, click the **Actions menu**  on the righthand side and select **User Overrides** from the resulting dropdown menu.



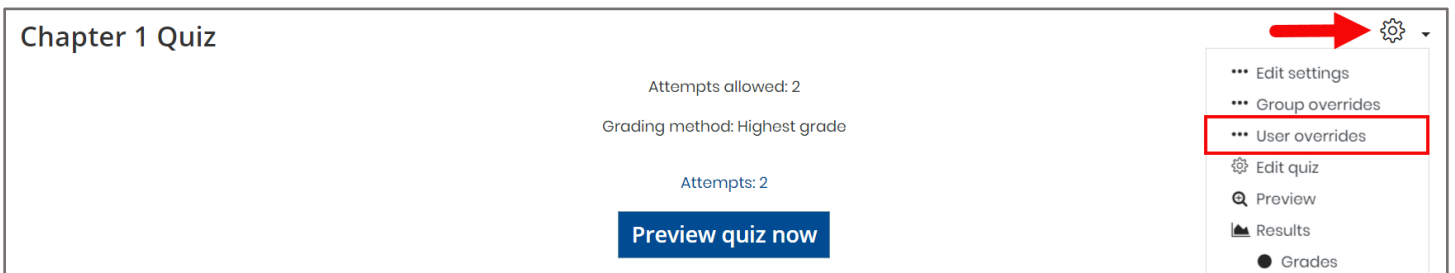
TEACHING TOOLS

CHAPTER 1 EMS SYSTEMS

 [Chapter 1 Quiz](#)

 [Audio Book: Chapter 1](#)

Listen to your reading assignments.



Chapter 1 Quiz

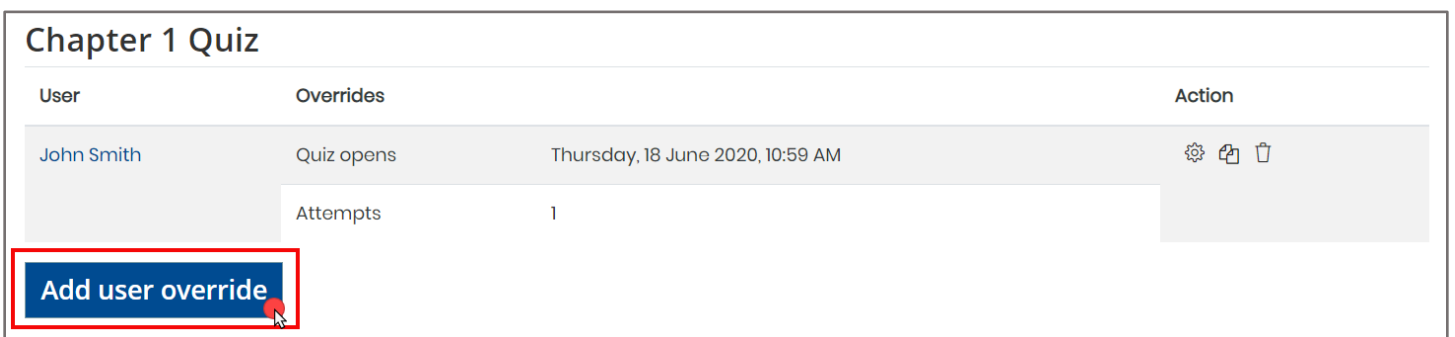
Attempts allowed: 2
Grading method: Highest grade

Attempts: 2




[Preview quiz now](#)

- ... Edit settings
- ... Group overrides
- ... User overrides**
- ... Edit quiz
- ... Preview
- ... Results
- ... Grades

2. The following page displays any student exceptions currently applied and options for adjusting them. To create a new exception, click the **Add user override** button.



Chapter 1 Quiz

User	Overrides	Action
John Smith	Quiz opens Thursday, 18 June 2020, 10:59 AM	  
	Attempts: 1	

[Add user override](#)

3. Next, use the **Override user** dropdown selector to choose the student to whom you'd like to apply your exceptions.

Chapter 1 Quiz

▼ **Override**

Override user ⓘ **No selection**

Require password ⓘ

Open the quiz

Close the quiz

Search ▼

- Lisa Adams, ladams@ascendlearning.com
- Michelle Doe, mdoe@ascendlearning.com
- John Smith, jsmith@ascendlearning.com
- David Williams, dwilliams@ascendlearning.com

18 June 2020 11 01 Enable

01 Enable



4. Proceed by adjusting the options to apply exceptions for the selected student as needed. You may require that a unique password must be used by the student to access the quiz, set a quiz window of availability that applies to only the selected student, apply an individual time limit, and/or set an individual number of allowed attempts. If you are not sure what the original quiz settings are, click the **Revert to quiz defaults** button, and the options on the override page will reflect those currently applied to the quiz.


Chapter 1 Quiz


▼ **Override**

Override user ⓘ **Lisa Adams, ladams@ascendlearning.com**

Search ▼


Require password ? *Click to enter text*  

Open the quiz  Enable

Close the quiz  Enable

Time limit ? Enable

Attempts allowed ?

 **Revert to quiz defaults**

Save **Save and enter another override** **Cancel**


All settings chosen and saved here will apply to the specified user only


5. When satisfied with your selections, click the **Save** button or **Save and enter another override** to continue applying more exceptions to additional students.

Time limit ? Enable

Attempts allowed ?

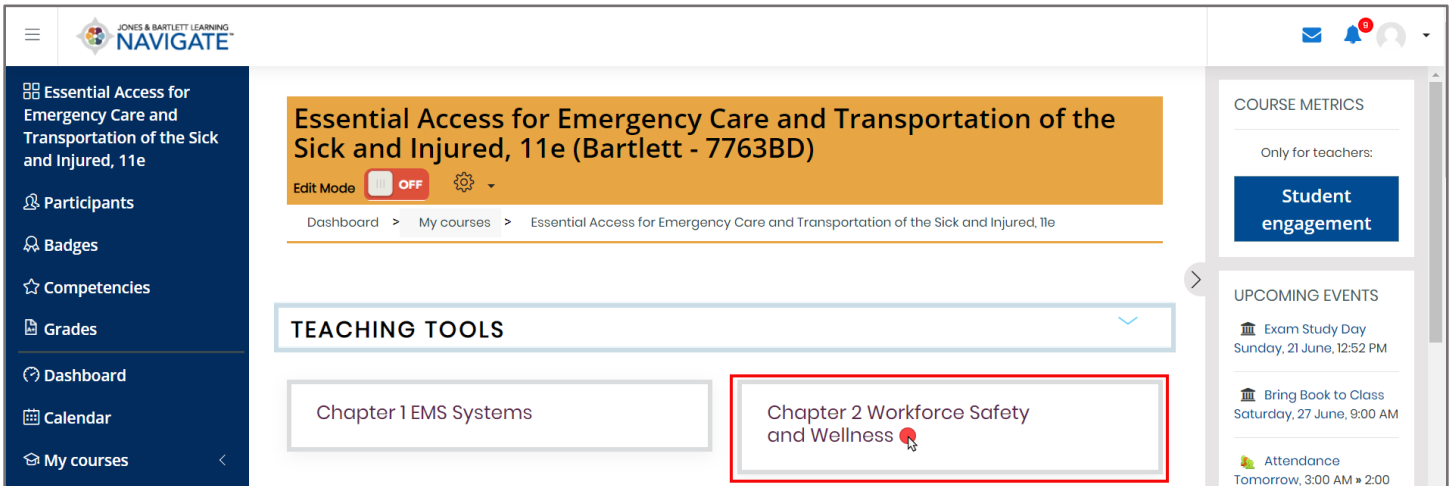
Revert to quiz defaults

 **Save** **Save and enter another override** **Cancel**

There are required fields in this form marked  .

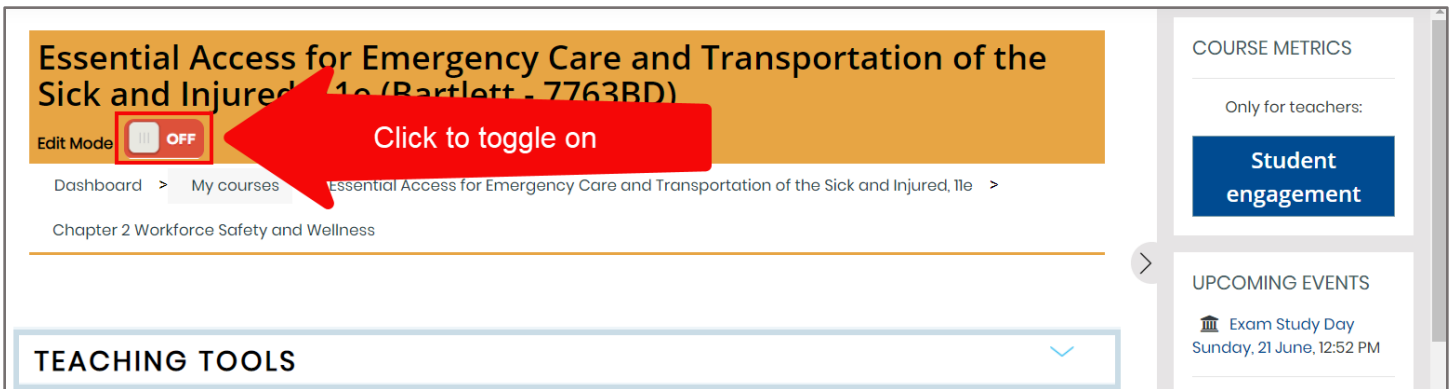
Printing a Quiz

1. Click on any topic in your course in which you would like to create your quiz. If your preference is to build a paper quiz only, you may hide or delete the quiz after you have built and printed it to ensure your students do not mistakenly complete it online.



The screenshot shows the course page for 'Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)'. The 'Edit Mode' is currently 'OFF'. Under the 'TEACHING TOOLS' section, 'Chapter 2 Workforce Safety and Wellness' is highlighted with a red box. The right sidebar shows 'COURSE METRICS' with a 'Student engagement' button and 'UPCOMING EVENTS' including 'Exam Study Day' and 'Bring Book to Class'.

2. Next, toggle on the **Course Edit Mode** using the button at the top of the page.



This screenshot is a zoomed-in view of the top of the course page. The 'Edit Mode' button, which is currently 'OFF', is highlighted with a red box. A large red arrow points from the text 'Click to toggle on' to the 'Edit Mode' button. The course title and breadcrumb navigation are visible above the button.

3. Scroll down as needed and click the **Add an activity or resource** option to the bottom right of the topic's content.

+

Skill Evaluation Sheets: Chapter 2 Edit ▾

Review the steps for performing key skills.

+

References: Chapter 2 Edit ▾

Full citations for sources used in writing and revising the chapters are listed in chapter references. Students and instructors can use these to reference data from the field and studies published in the medical literature.

+ Add an activity or resource

PREVIOUS SECTION Chapter 1 EMS Systems

NEXT SECTION Chapter 3 Medical, Legal, and Ethical Issues

4. Select the **Quiz** option under **Activities** and then click the **Add** button.

Add an activity or resource

ACTIVITIES

- Assignment
- Attendance
- Choice
- Custom certificate
- EbookLTI
- Feedback
- Forum
- Glossary
- Lesson
- Quiz**
- SCORM package
- Survey
- Workshop

RESOURCES

The quiz activity enables a teacher to create quizzes comprising questions of various types, including multiple choice, matching, short-answer and numerical.

The teacher can allow the quiz to be attempted multiple times, with the questions shuffled or randomly selected from the question bank. A time limit may be set.

Each attempt is marked automatically, with the exception of essay questions, and the grade is recorded in the gradebook.


The teacher can choose when and if hints, feedback and correct answers are shown to students.


Quizzes may be used

- As course exams
- As mini tests for reading assignments or at the end of a topic
- As exam practice using questions from past exams
- To deliver immediate feedback about


Add **Cancel**

5. Enter a name for your quiz in the **Name** field, scroll to the bottom of the page, and click **Save and display**.

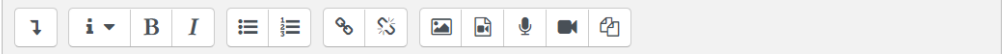
Adding a new Quiz to Chapter 2 Workforce Safety and Wellness 


Expand all 

General

Name  Printed Chapter 2 Quiz

Description





Display description on course page 

Restrict access


Tags

Competencies

Save and return to course Save and display  Cancel


There are required fields in this form marked  .


6. Next, click the **Edit quiz** button.

Printed Chapter 2 Quiz 

Attempts allowed: 2

Grading method: Highest grade

No questions have been added yet 

Edit quiz 

Back to the course

7. Proceed by clicking the **Add** button to the right to build out your quiz as needed.

Editing quiz: Printed Chapter 2 Quiz ?

Questions: 0 | This quiz is open

Maximum grade Total of marks: 0.00

Save

Repaginate Select multiple items

Shuffle ?

Add

- + a new question
- + from question bank
- + a random question

8. Make sure that you leave the **Shuffle** checkbox deselected. Electing to shuffle questions here will print your quiz question numbers out of sequence. Instead, you may manually determine the sequence of questions using the compass arrow to the left of each question to drag and drop it as needed.

Repaginate Select multiple items

Use compass arrow to drag and drop questions into your desired order.

Leave unchecked.

Shuffle ?

Page 1

1 After assessing a patient's blood glucose level, you accidentally stick yourself with the contaminated lancet. You ... 1.00

Page 2

2 Common factors that influence how a patient reacts to the stress of an illness or injury include all of the followin... 1.00

Page 3

3 General adaptation syndrome is characterized by which of the following phases? General adaptation syndrome... 1.00

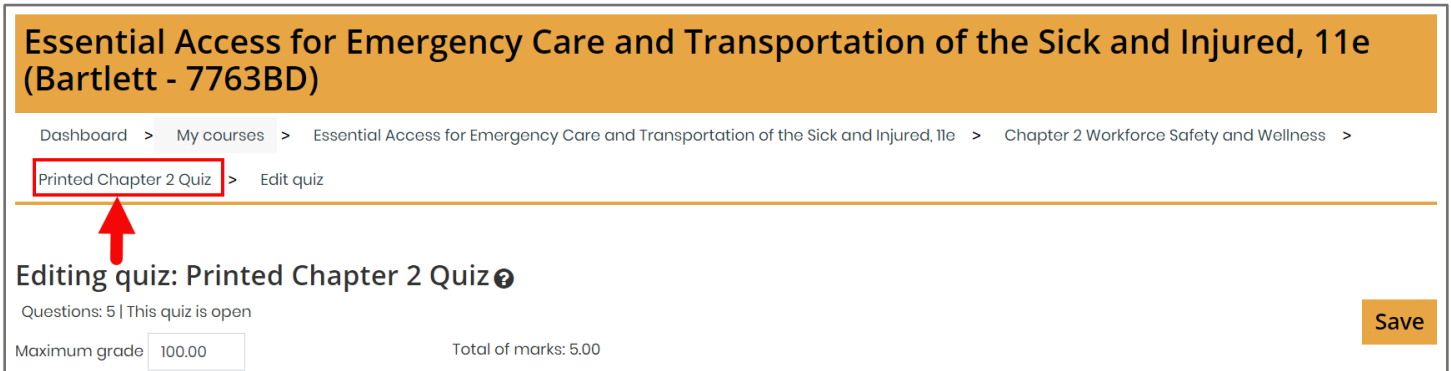
Page 4

4 The EMT's first priority is _____. The EMT's first priority is _____ 1.00

Page 5

5 The MOST serious consequence of drug or alcohol abuse among EMS personnel is: The MOST serious consequenc... 1.00

9. When ready, select the name of your quiz from the breadcrumb trail of links at the top of the page to return to your quiz page.



Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)

Dashboard > My courses > Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e > Chapter 2 Workforce Safety and Wellness > Printed Chapter 2 Quiz > Edit quiz

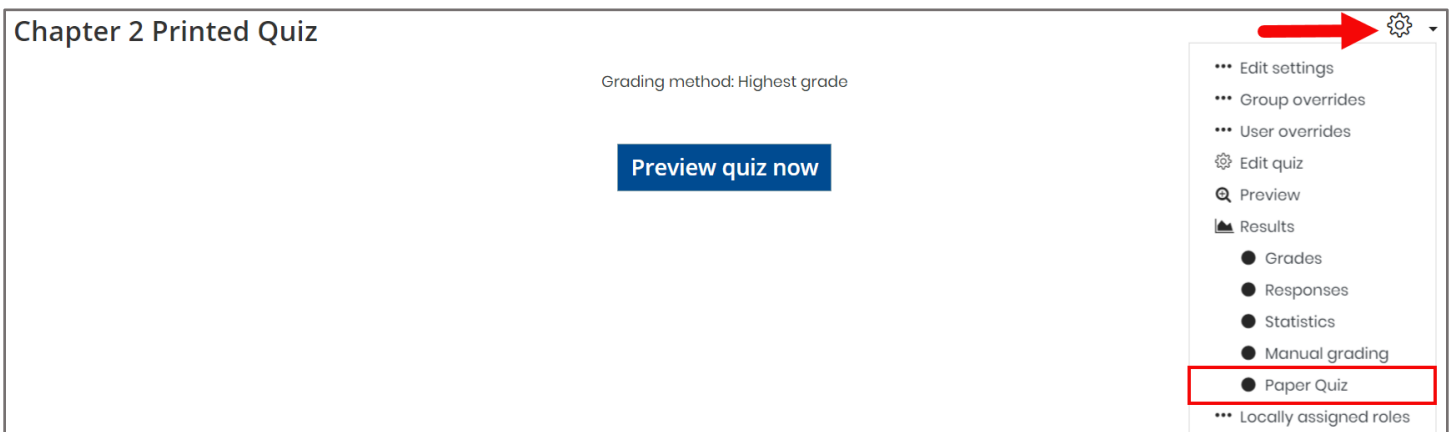
Editing quiz: Printed Chapter 2 Quiz

Questions: 5 | This quiz is open

Maximum grade: 100.00 Total of marks: 5.00

Save

10. Then click the **Actions menu** button and select the **Paper quiz** option.



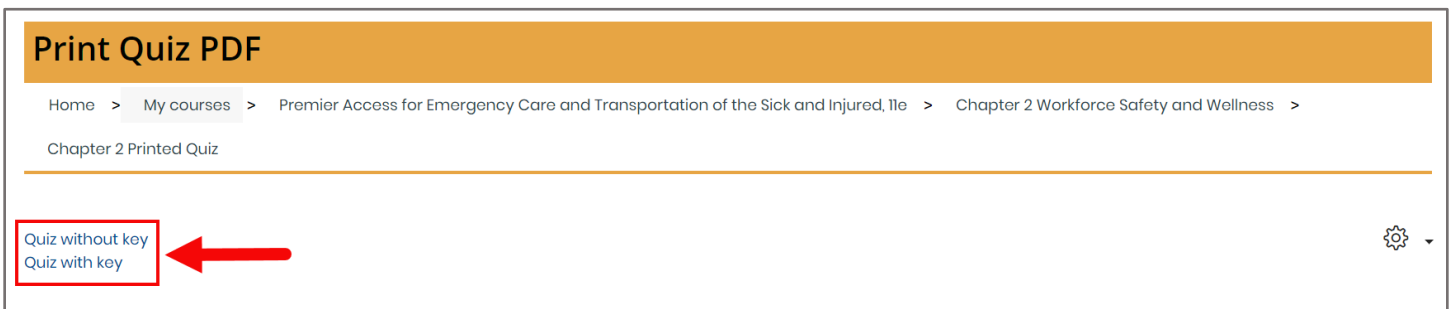
Chapter 2 Printed Quiz

Grading method: Highest grade

Preview quiz now

- Edit settings
- Group overrides
- User overrides
- Edit quiz
- Preview
- Results
 - Grades
 - Responses
 - Statistics
 - Manual grading
 - Paper Quiz**
- Locally assigned roles

11. You have two options for generating a printed version. You may print the quiz with or without an answer key. Please note, the printed version with an answer key will display individual answers immediately below each question and includes a separate page compiling all answers in one place.



Print Quiz PDF

Home > My courses > Premier Access for Emergency Care and Transportation of the Sick and Injured, 11e > Chapter 2 Workforce Safety and Wellness > Chapter 2 Printed Quiz

Quiz without key
Quiz with key

12. Click on the version you would like to print to automatically open a PDF of the quiz in your browser.

Chapter 2 Printed Quiz

Question 1

After assessing a patient's blood glucose level, you accidentally stick yourself with the contaminated lancet. You should:

Select one:

- A. report the incident to your supervisor after the call.
- B. get immunized against hepatitis as soon as possible.
- C. discontinue patient care and seek medical attention.
- D. immerse your wound in an alcohol-based solution.

The correct answer is: report the incident to your supervisor after the call.

Question 2

Common factors that influence how a patient reacts to the stress of an illness or injury include all of the following, EXCEPT:

Select one:

- A. assessment by the EMT.
- B. mental disorders.
- C. history of chronic disease.
- D. fear of medical personnel.

The correct answer is: assessment by the EMT.

Question 3

General adaptation syndrome is characterized by which of the following phases?

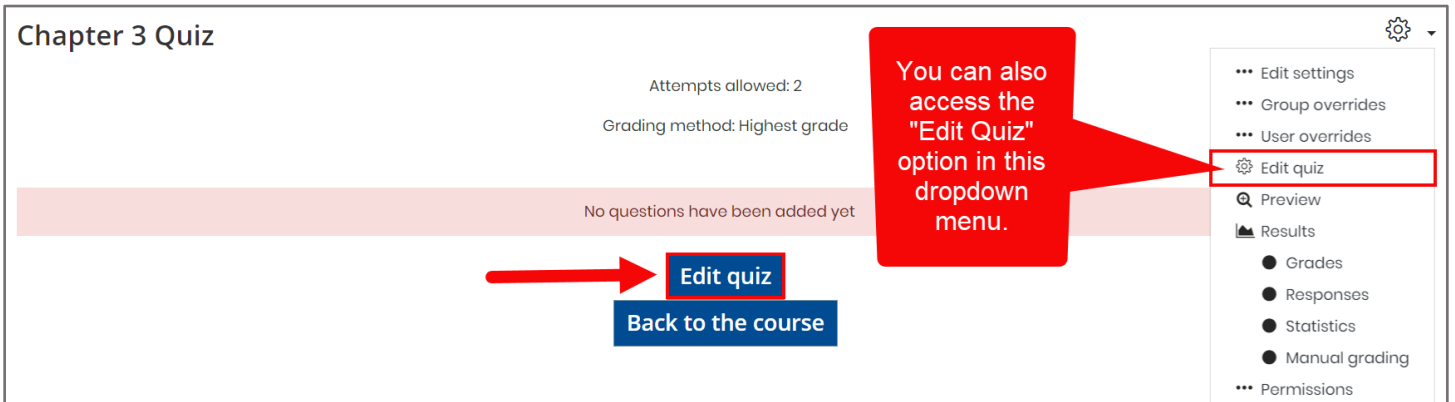
Select one:

This is the "Quiz with Key" version.

13. While you may use the print option in your browser to print the quiz at this time, your printout may have questions cut off midway between pages. We recommend that you select all questions displayed in the PDF and then copy and paste them into a word processing document. Then you may make spacing adjustments and include custom additions.

Adding Questions to a Quiz

1. Begin by navigating to and clicking on the quiz for which you'd like to add questions. After the quiz page loads, click the **Edit quiz** button at the bottom of the page. Please note, you will not be able to make any question changes to the contents if a student has previously completed the quiz.



Chapter 3 Quiz

Attempts allowed: 2
Grading method: Highest grade

No questions have been added yet

Edit quiz
Back to the course

You can also access the "Edit Quiz" option in this dropdown menu.

- ... Edit settings
- ... Group overrides
- ... User overrides
- Edit quiz**
- Preview
- Results
 - Grades
 - Responses
 - Statistics
 - Manual grading
- ... Permissions

2. To begin adding questions, click on the **Add** button to the right of the page. You have three different options from the resulting dropdown menu, including [add] **a new question**, [add] **from question bank**, and [add] **a random question**.



Editing quiz: Chapter 3 Quiz

Questions: 0 | This quiz is open

Maximum grade: 100.00 Total of marks: 0.00

Save

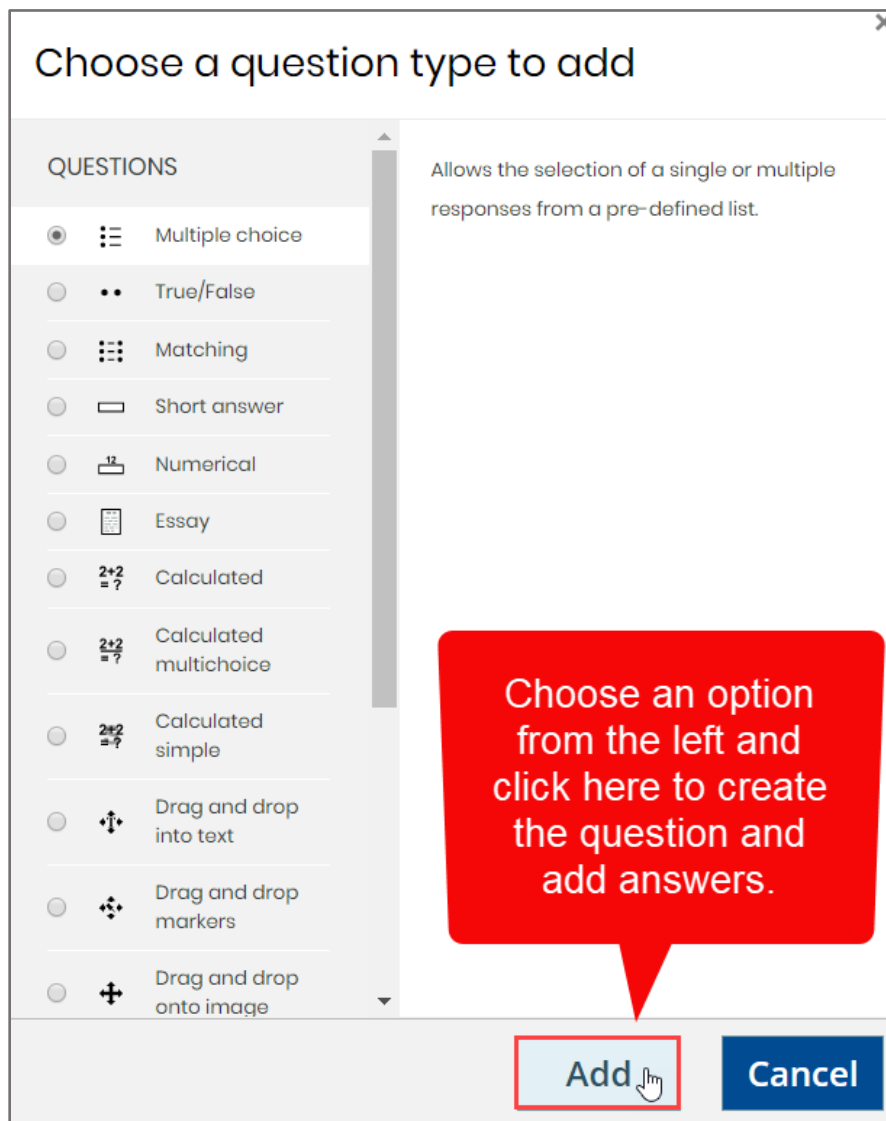
Repaginate Select multiple items

Shuffle ?

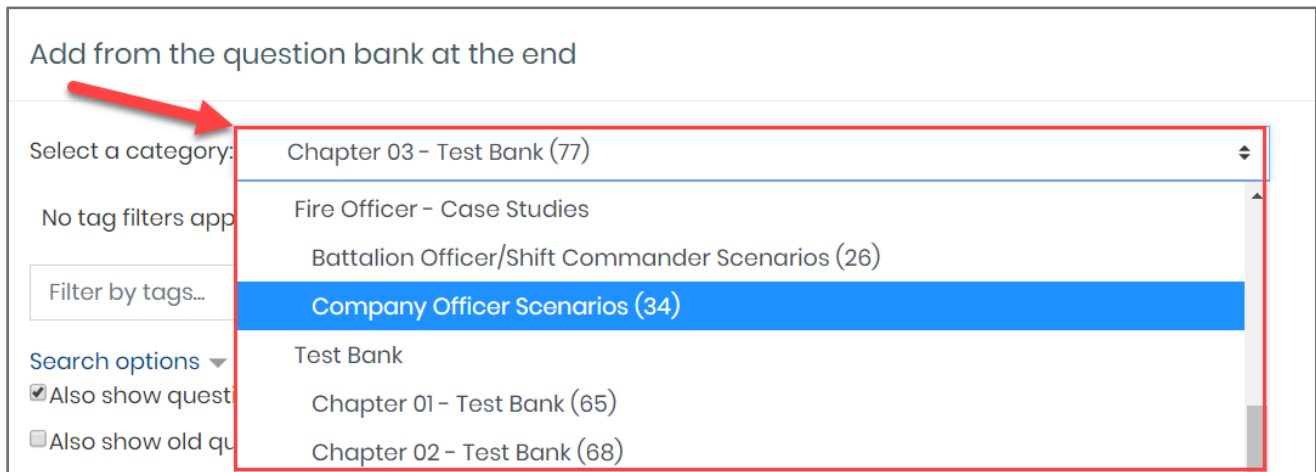
Add

- a new question
- from question bank
- a random question

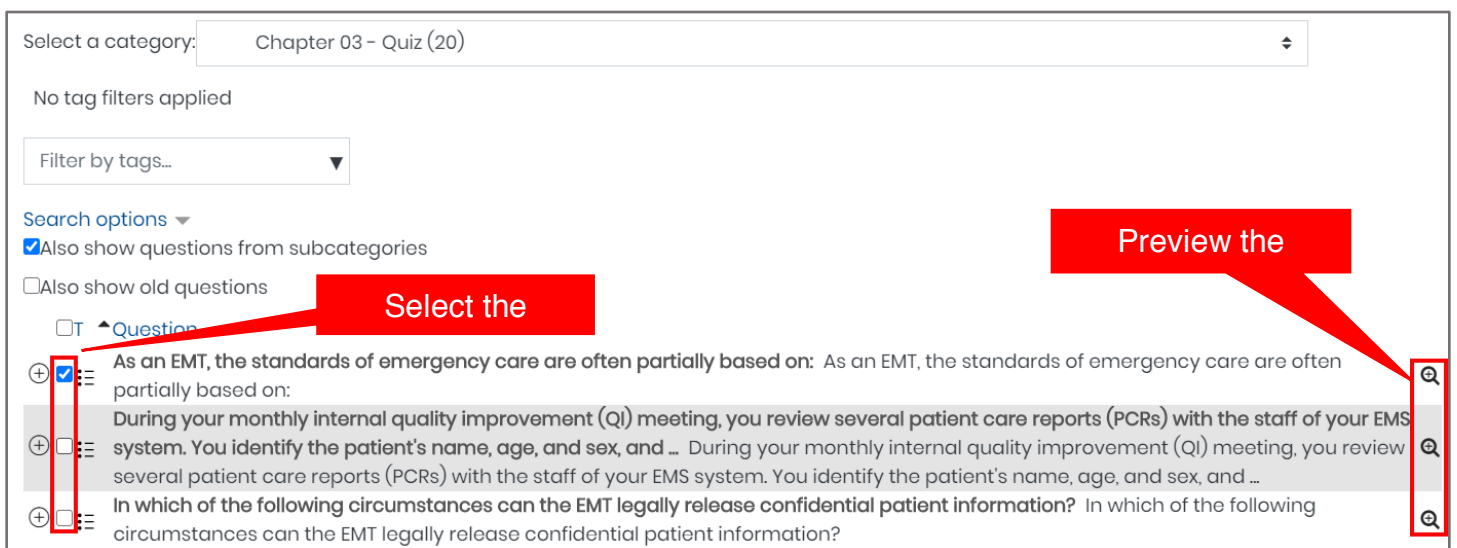
3. Adding a **new question** will allow you to create a custom question from scratch. You may select the question type from the popup window and proceed by building the question. If you choose this option, make sure you save your custom questions to a category location in the course test bank where you may easily keep track of them.



4. Using the [add] **from question bank** option will open a popup window where you may choose a test bank category from which to add questions by using the **Select a category** dropdown menu. Categories are typically organized by chapter, lesson, and/or assessment type. You can see how many questions are available in each category by viewing the number in the parentheses directly to its right. By default, all questions are unique to each category and do not repeat elsewhere in the test bank.



5. Selecting a category will display its question contents below in the same window. Use the checkboxes to the left of the questions to select them. To view a question in full detail, click the **preview** button or magnifying glass to its right.



6. To quickly select all questions on the page at one time, click on the **Select all** checkbox at the top of this list. When satisfied with your selections, scroll down and click the **Add selected questions to the quiz** button.

Select all questions on

Why can't fire department A speak to fire department B on the radio?" is an example of which type of customer expectation as described by the Center for Public Safety Excellence? "Why can't fire department A speak to fire department B on the radio?" is an example of which type of customer expectation as described by the Center for Public Safety Excellence?

A CERT course consists of _____ training sessions. A CERT course consists of _____ training sessions.

Age, language, and religion are examples of _____ classifications. Age, language, and religion are examples of _____ classifications.

As a result of CERT oversight by the Citizen Corps, increased emphasis has been placed on: As a result of CERT oversight by the Citizen Corps, increased emphasis has been placed on:

Add selected questions to the quiz

7. To add a specified number of questions to the quiz at random, choose the third **Add** option for [adding] a **random question**.

Repaginate Select multiple items

Shuffle ?

Page 1

1 As an EMT, the standards of emergency care are often partially based on: As an EMT, the standar...

Page 2

2 During your monthly internal quality improvement (QI) meeting, you review several patient care ...

Page 3

1.00

a new question

from question bank

a random question

8. Use the **Category** dropdown menu from the resulting popup window to select the bank's category from which you wish to draw the random questions. Then specify the number of questions you wish you to randomly select from the designated category by using the **Number of random questions** dropdown. Make sure you do not choose a number that exceeds the number of questions available in the selected category.

Add a random question at the end

Existing category | New category

Category: Chapter 03 - Test Bank (77)

Include questions from subcategories too

Tags: Any tags

Number of random questions: 30

Questions matching this filter: 77

« 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 »

9. After making the desired selections, scroll down and click the **Add random question** button. Please note, any random question added functions as a placeholder for a question that will be randomly selected from the designated category for each student attempt. In other words, the questions will vary between attempts.

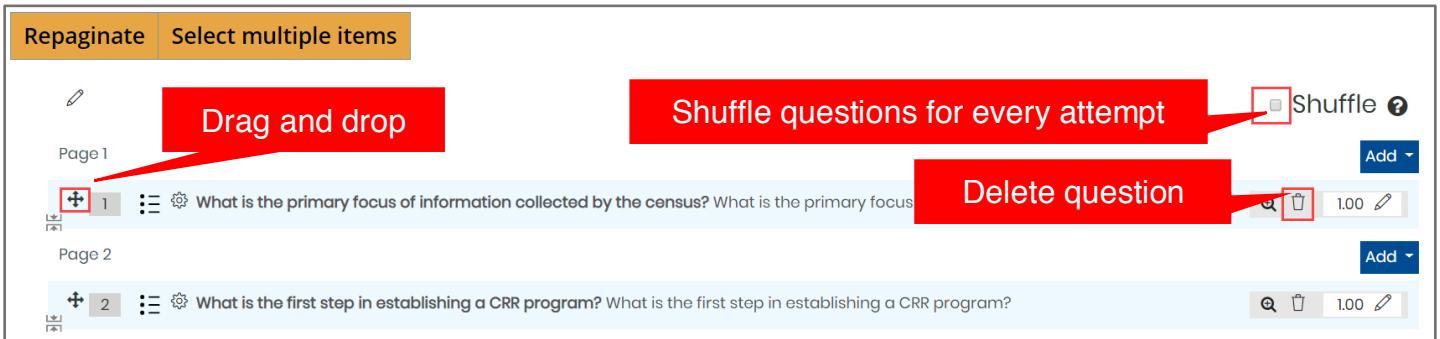
Questions matching this filter: 77

« 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 »

- ☰ The communication process is best described as:
- ☰ The method used to convey the message from the sender to the receiver is the:
- ☰ Which phrase best describes the receiver's responsibility during the communication process?
- ☰ As part of active listening, when should the listener interrupt the speaker?
- ☰ Which method is suggested by the text for keeping a conversation on the topic at hand?

Add random question | Cancel

10. Continue adding questions to the quiz as needed using your preferred option. When finished, you may choose whether to shuffle the selected questions' sequence within each individual attempt by toggling the **Shuffle** checkbox. You may also **Delete** questions using the trash button to its right and drag and drop individual questions to adjust their sequence using the **compass arrow** its left. If you do rearrange question sequence, make sure you click the **Repaginate** button when done to evenly distribute them according to the quiz page settings.



11. The question contents of the quiz are automatically saved as they are added, and you may close out of Navigate to any other course page when finished.

ASSIGNMENTS

This section provides guidance with creating and grading assignments in a course.

Creating an Assignment

1. Begin by navigating to the course section or topic in which you wish to create the new assignment. Next, use the editing button at the top of the page to toggle ON **Edit Mode**.

TEACHING TOOLS ▼

Chapter 1 EMS Systems	Chapter 2 Workforce Safety and Wellness
Chapter 3 Medical, Legal, and Ethical Issues	Chapter 4 Communications and Documentation
Chapter 5 Medical Terminology	Chapter 6 The Human Body

Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)

Edit Mode OFF

← Click to toggle on

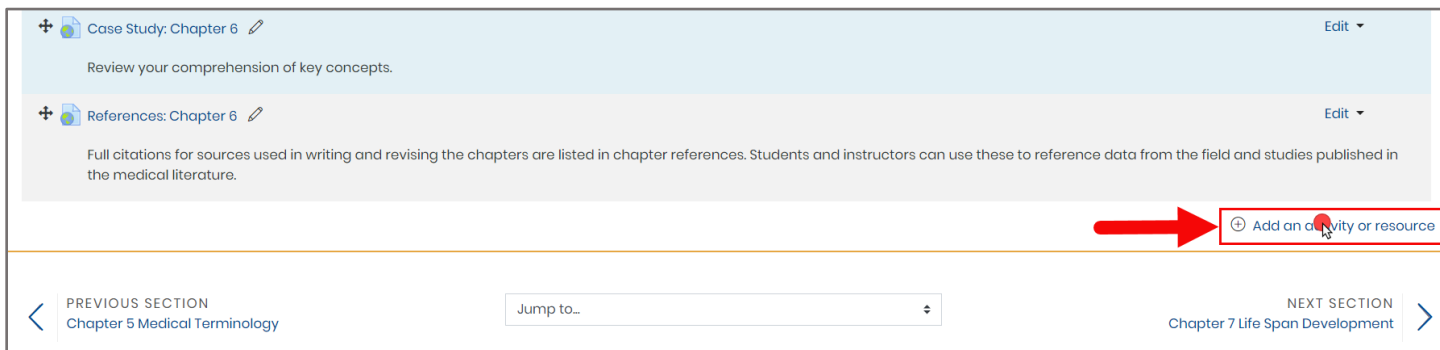
Dashboard > My courses > Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e >

Chapter 6 The Human Body

TEACHING TOOLS ▼

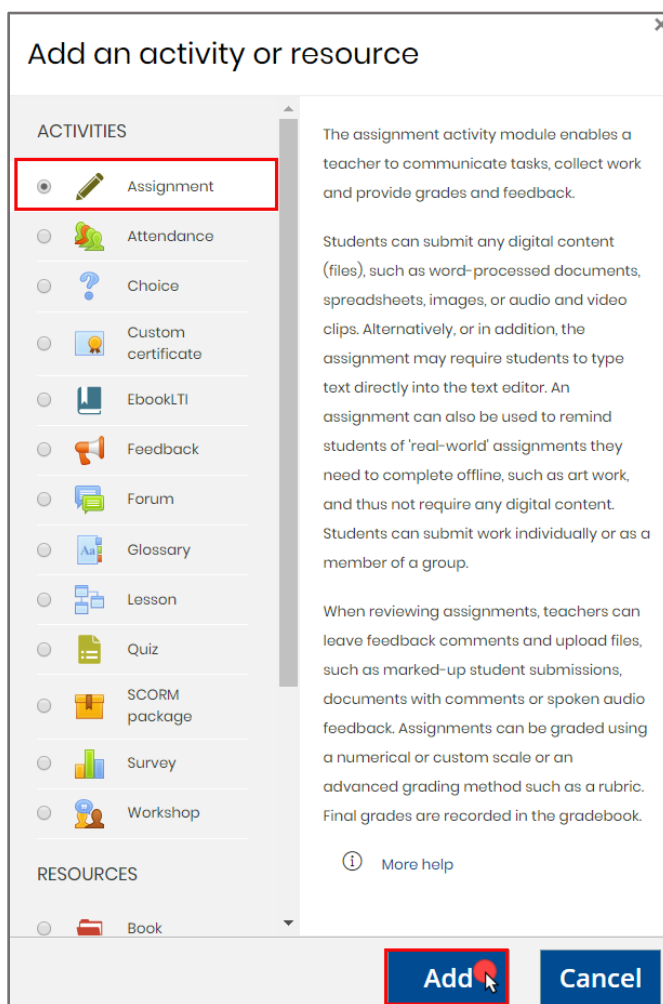
CHAPTER 6 THE HUMAN BODY

2. With course editing turned on, scroll as needed and click the **Add an activity or resource** option to bottom right.



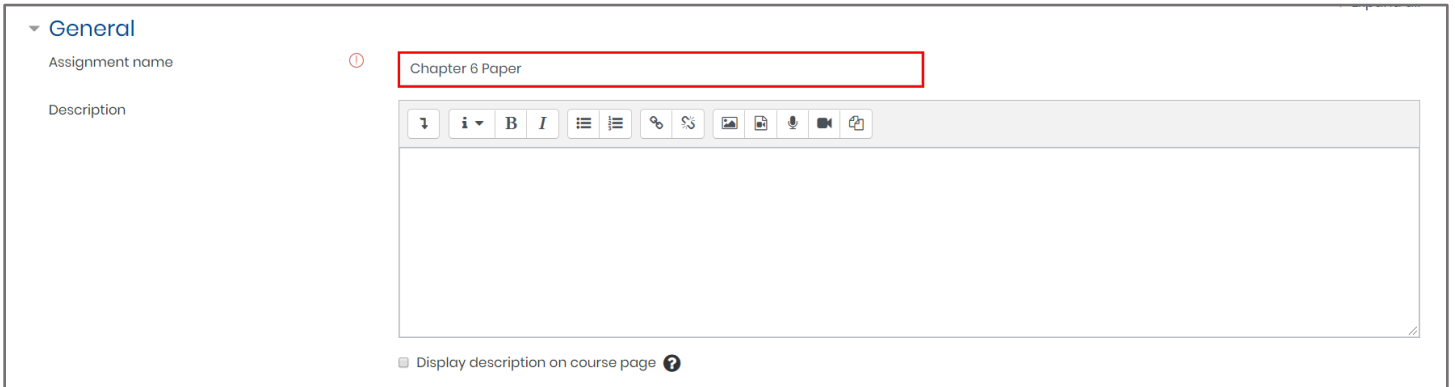
The screenshot shows a course interface with two sections. The first section is 'Case Study: Chapter 6' with the description 'Review your comprehension of key concepts.' The second section is 'References: Chapter 6' with the description 'Full citations for sources used in writing and revising the chapters are listed in chapter references. Students and instructors can use these to reference data from the field and studies published in the medical literature.' A red arrow points to the 'Add an activity or resource' button located in the bottom right corner of the page.

3. In the pop-up window that appears, select the **Assignment** option at the top of the **ACTIVITIES** list and then click the **Add** button.



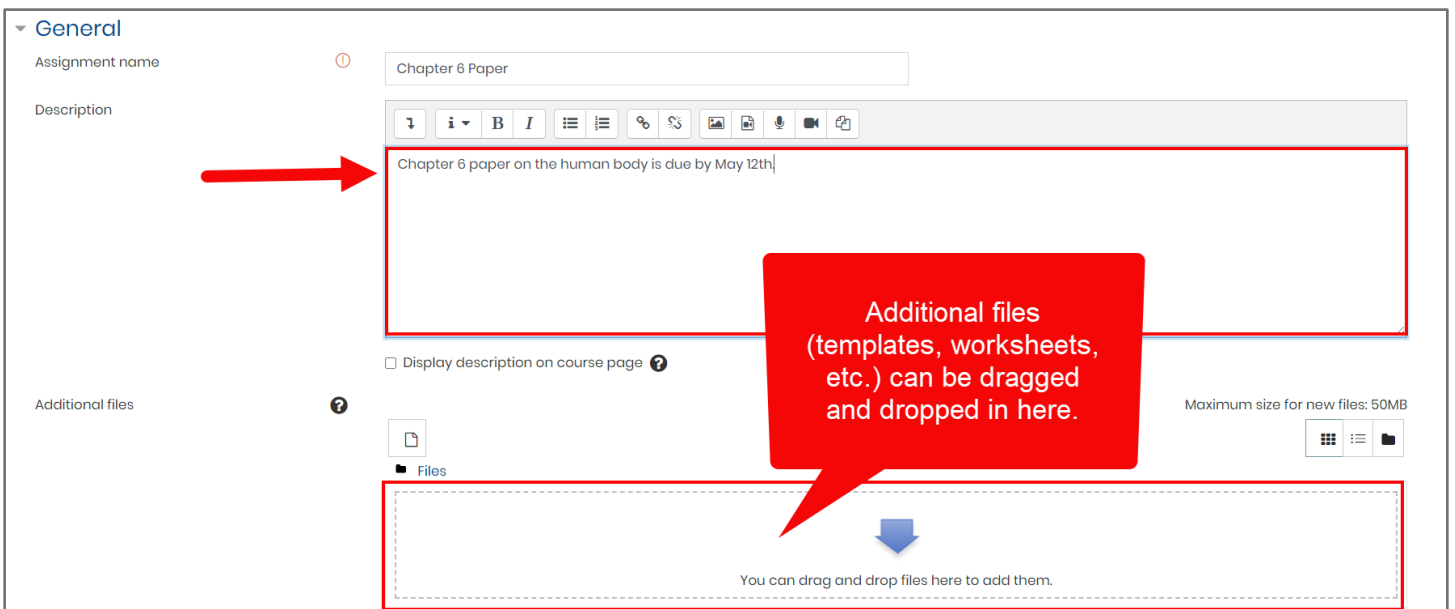
The screenshot shows the 'Add an activity or resource' pop-up window. The 'ACTIVITIES' list is visible, with 'Assignment' selected. The 'Add' button is highlighted with a red box. The 'RESOURCES' list is also visible, with 'Book' selected. The 'Add' button is located at the bottom right of the window.

4. The assignment's settings page will open, displaying all parameters you will need to create your assignment. Start by entering a name in the **Assignment name** field.



The screenshot shows the 'General' settings for an assignment. The 'Assignment name' field is highlighted with a red box and contains the text 'Chapter 6 Paper'. Below it is a large text area for the 'Description' with a rich text editor toolbar. At the bottom, there is a checkbox labeled 'Display description on course page' which is currently unchecked.

5. Then, in the **Description** field underneath, enter in the details and requirements for this assignment to share with your students. If the assignment requires a separate template, worksheet, or other supporting files, these may be dragged and dropped from their location on your desktop directly into the **Additional files** assignment drop box. This action will upload your selected files and make them available on the Assignment page for your students.



This screenshot shows the 'Description' field filled with the text 'Chapter 6 paper on the human body is due by May 12th'. A red arrow points to the text. Below the description is the 'Additional files' section, which is a dashed-line drop box. A red callout box with a blue arrow pointing down into the drop box contains the text: 'Additional files (templates, worksheets, etc.) can be dragged and dropped in here.' The drop box also contains the text 'You can drag and drop files here to add them.' and a blue arrow icon. To the right of the drop box, it says 'Maximum size for new files: 50MB'.

6. In the **Availability** section, you may use the dropdown menus to set the due date parameters that will apply to this assignment. Make sure you check the **Enable** box to the right of the setting to apply your date and time selections.

▼ **Availability**

Allow submissions from	?	5	May	2020	08	00	?	<input checked="" type="checkbox"/> Enable
Due date	?	12	June	2020	23	00	?	<input checked="" type="checkbox"/> Enable
Cut-off date	?	18	June	2020	16	58	?	<input type="checkbox"/> Enable
Remind me to grade by	?	2	July	2020	00	00	?	<input type="checkbox"/> Enable

Always show description ?

- The **Allow submissions from** is an option to prevent students from submitting their work until a date and time of your choosing.

Allow submissions from ? 5 May 2020 08 00 ? Enable

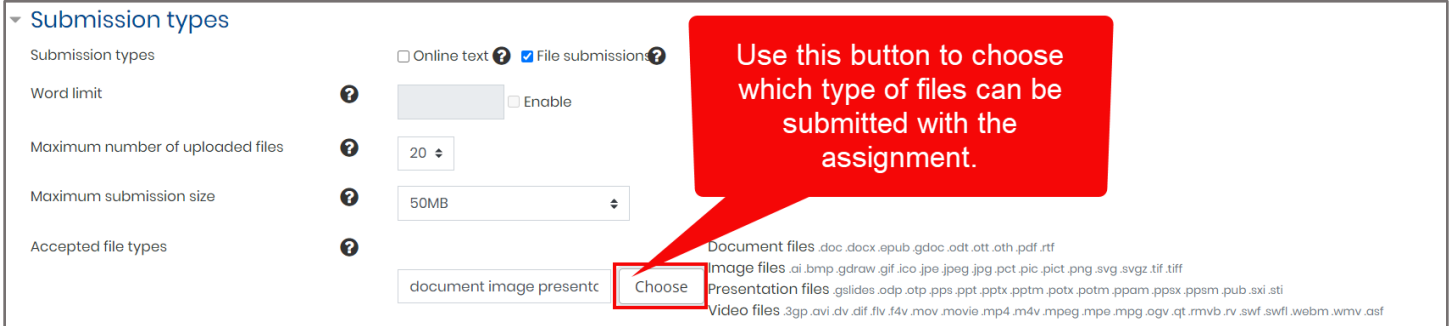
- The **Due date** settings is used to determine when students are expected to submit their work. If enabled, this setting will not prevent students from submitting late work. However, it will identify which student submissions are past due.

Due date ? 12 May 2020 20 00 ? Enable

- If you want to prevent students from submitting work that is past due, enable and specify a **Cut-off date**. Please note, you may manually grant individual extensions when enabling a cut-off date.

Cut-off date ? 12 May 2020 20 00 ? Enable

7. Use parameters within the **Submission types** section to apply any limitations on what files or work the student is allowed submit for the assignment, such as plain text versus file, number of files allowed, or even file formats.



Submission types

Submission types Online text File submissions

Word limit Enable

Maximum number of uploaded files 20

Maximum submission size 50MB

Accepted file types

document image presentc

Document files .doc .docx .epub .gdoc .odt .ott .oth .pdf .rtf

Image files .ai .bmp .ddraw .gif .ico .jpe .jpeg .jpg .pct .pic .pict .png .svg .svgz .tif .tiff

Presentation files .gslides .odp .otp .pps .ppt .pptx .pptm .potx .potm .ppam .ppsx .ppsm .pub .sxi .sti

Video files .3gp .avi .dv .dif .flv .f4v .mov .movie .mp4 .m4v .mpeg .mpe .mpg .ogv .qt .rmvb .rv .swf .swfl .webm .wmv .asf

8. Within the **Submission settings** section, find and use the **Attempts reopened** dropdown to determine the options you have when allowing students subsequent submissions for the same assignment.



Submission settings

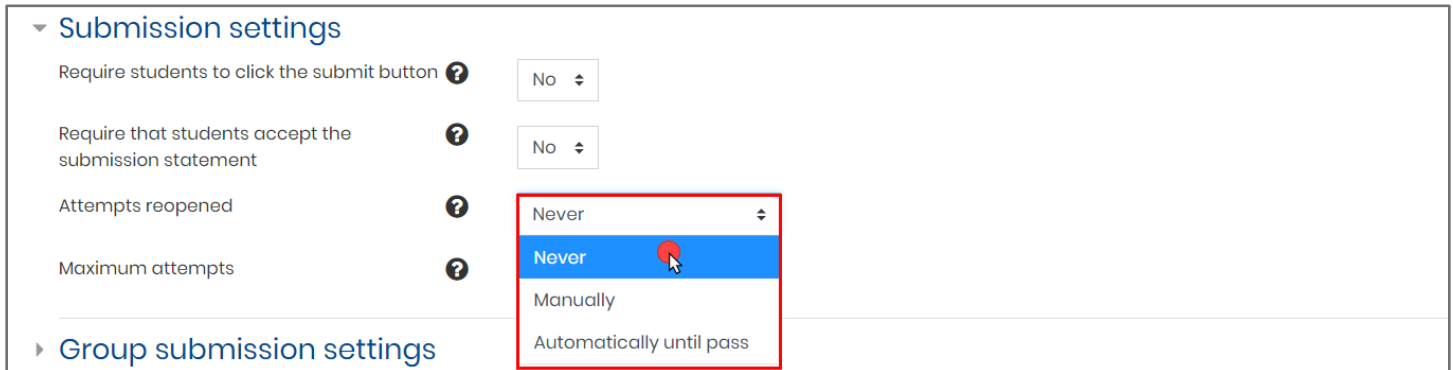
Require students to click the submit button No

Require that students accept the submission statement No

Attempts reopened Never

Maximum attempts Unlimited

9. The **Never** option will only accept one submission from the student total, while setting it to **Manually** will enable you to grant any individual student a subsequent submission in the event their first attempt did not meet the assignment requirements. The **Automatically reopened** option will programmatically afford the student additional submission attempts in the event their achieved grade is below the passing grade required for the assignment. A passing grade for the assignment may be set within the **Grade** section of this page.



Submission settings

Require students to click the submit button

Require that students accept the submission statement

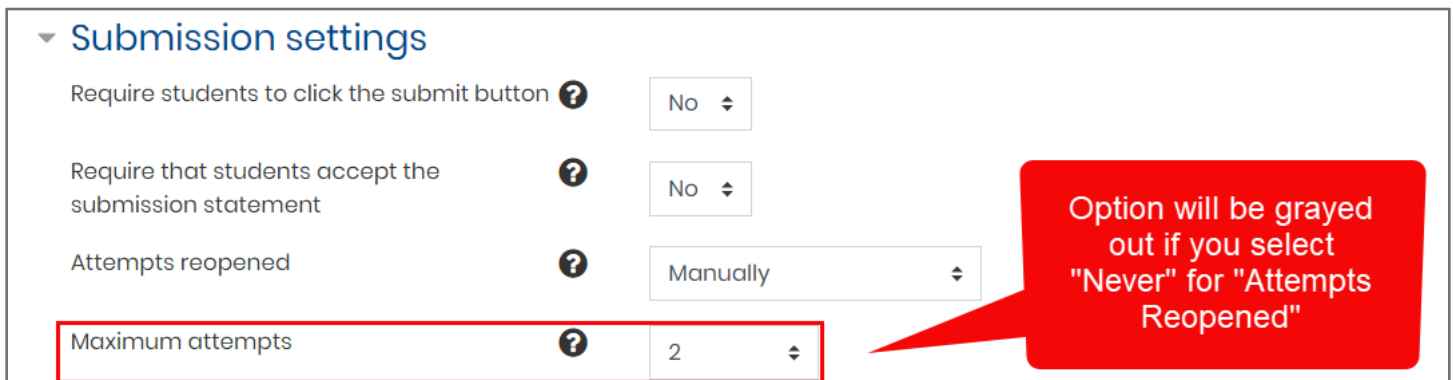
Attempts reopened

- Never
- Never
- Manually
- Automatically until pass

Maximum attempts

Group submission settings

10. Provided you do not select the **Never** option from the **Attempts reopened** field, you may also specify the exact number of submission attempts afforded to the students within the **Maximum attempts** dropdown.



Submission settings

Require students to click the submit button

Require that students accept the submission statement

Attempts reopened

Maximum attempts

Option will be grayed out if you select "Never" for "Attempts Reopened"

11. Further down the settings page, the **Grade** section should be expanded and used to determine how the assignment will be graded. For example, you may prefer to use a **Point** or **Scale** grading approach in the **Grade** options.

The screenshot shows the 'Grade' settings section. It includes a 'Type' dropdown menu with 'Point' selected, a 'Scale' dropdown menu with 'CVTech 0-4 Scale' selected, and a 'Maximum grade' text input field with '100'. Below these are several other settings: 'Grading method' (Simple direct grading), 'Grade category' (Uncategorised), 'Grade to pass' (empty), 'Blind marking' (No), 'Use marking workflow' (No), and 'Use marking allocation' (No). Two red callout boxes provide additional information: one points to the 'Type' dropdown with the text 'Options: Point, Scale, None (if the assignment is not graded)', and another points to the 'Scale' dropdown with the text 'Grayed out unless "Scale" is chosen for grade type.'

Grade	Type	Point
	Scale	CVTech 0-4 Scale
	Maximum grade	100
Grading method		Simple direct grading
Grade category		Uncategorised
Grade to pass		
Blind marking		No
Use marking workflow		No
Use marking allocation		No

12. You may then use the **Grade category** to select the location within the gradebook to locate and score the aggregate of the assignment scores accordingly. This may be adjusted at any time in the future. If you would like to learn more about how to set up your gradebook, please review the gradebook setup video within our Training Library.

Grade configuration interface showing the following settings:


- Grade: ?
- Type: Point
- Scale: CVTech 0-4 Scale
- Maximum grade: 100
- Grading method: ? Simple direct grading
- Grade category: ? **Uncategorised** (dropdown menu open showing: Uncategorized, Exams, **Papers**, Quizzes)
- Grade to pass: ?
- Blind marking: ?
- Use marking workflow: ?
- Use marking allocation: ? No

13. You have the option of applying a passing grade requirement in the **Grade to pass**. If applied, this will work in conjunction with the **Automatically reopened** attempts option previously discussed and/or will function as a quick visual indicator in your gradebook for students who have received either passing or failing scores.

Grade configuration interface showing the following settings:

- Grade category: ? Papers
- Grade to pass: ? 70
- Blind marking: ? No

14. You may also set **Blind marking** to **Yes** if you wish to review student submissions anonymously as they are graded.

Blind marking	?	Yes ▾
Use marking workflow	?	No
Use marking allocation	?	Yes 
		No ▾

15. Once you are satisfied with the content and settings of your assignment, click the **Save and return to course** button at the bottom of this page or **Save and display** to preview your new assignment.

▶ [Common module settings](#)

▶ [Restrict access](#)

▶ [Tags](#)

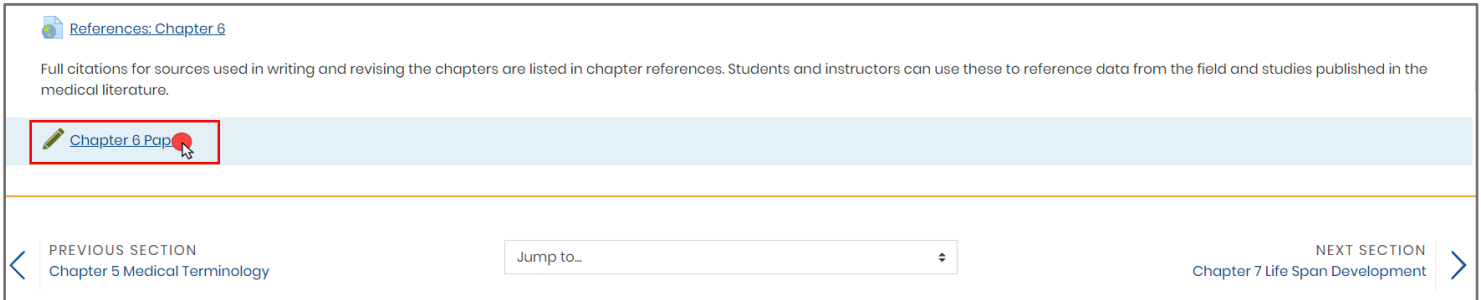
▶ [Competencies](#)

[Save and return to course](#) [Save and display](#) [Cancel](#)

There are required fields in this form marked ⓪.

Grading an Assignment

1. Begin by navigating to and clicking on the assignment you wish to grade.



References: Chapter 6

Full citations for sources used in writing and revising the chapters are listed in chapter references. Students and instructors can use these to reference data from the field and studies published in the medical literature.

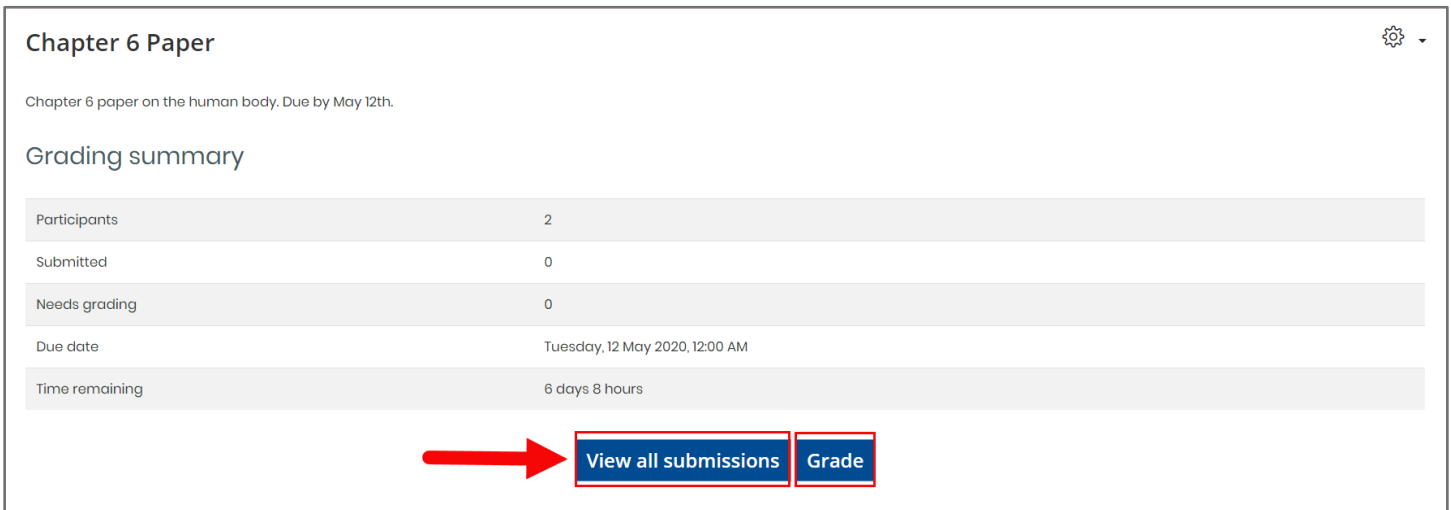
[Chapter 6 Paper](#)

PREVIOUS SECTION
Chapter 5 Medical Terminology

Jump to...

NEXT SECTION
Chapter 7 Life Span Development

2. On the Assignment page, you may select one of two options: **View all submissions** or **Grade**.



Chapter 6 Paper

Chapter 6 paper on the human body. Due by May 12th.

Grading summary

Participants	2
Submitted	0
Needs grading	0
Due date	Tuesday, 12 May 2020, 12:00 AM
Time remaining	6 days 8 hours

[View all submissions](#) [Grade](#)

3. Clicking **View all submissions** will display a list of students enrolled in your course, their submission status, and their submissions, which may be clicked on to download and review in the event student submitted their own files.

Chapter 6 Paper

Grading action Choose...

Select	Identifier	Status	Grade	Edit	Last modified (submission)	File submissions	Submission comments	Last modified (grade)	Feedback comments	Final grade
<input type="checkbox"/>	Participant 1960	No submission	Grade	Edit	-		+ Comments (0)	-		-
<input type="checkbox"/>	Participant 1963	No submission	Grade	Edit	-		+ Comments (0)	-		-
<input type="checkbox"/>	Participant 1961	Submitted for grading Graded	Grade 80.00 / 100.00	Edit	Wednesday, 17 June 2020, 3:06 PM	paper.docx	+ Comments (0)	Wednesday, 17 June 2020, 3:20 PM	Nice Job!	-
<input type="checkbox"/>	Participant 1962	No submission	Grade	Edit	-		+ Comments (0)	-		-

With selected... Lock submissions Go

4. You may click on one student's submission at a time to review, or you may use the **Grading action** dropdown menu to download all submissions at once.

Chapter 6 Paper

Grading action Choose...

Click to download all submissions at once.

Select	Identifier	Status	Grade	Edit	Last modified (submission)	File submissions	Submission comments	Last modified (grade)	Feedback comments	Final grade
<input type="checkbox"/>	Participant 1960	No submission	Grade	Edit	-		+ Comments (0)	-		-
<input type="checkbox"/>	Participant 1963	No submission	Grade	Edit	-		+ Comments (0)	-		-
<input type="checkbox"/>	Participant 1961	Submitted for grading Graded	Grade 80.00 / 100.00	Edit	Wednesday, 17 June 2020, 3:06 PM	paper.docx	+ Comments (0)	Wednesday, 17 June 2020, 3:20 PM	Nice Job!	-
<input type="checkbox"/>	Participant 1962	No submission	Grade	Edit	-		+ Comments (0)	-		-

Click to download submission.

With selected... Lock submissions Go

Technical Support: www.jblearning.com/techsupport | support@jblearning.com | 1-978-443-5000 | M-F 8:30am – 8:00pm

- Alternatively, you may select any number of students by checking the pick boxes under the **Select** column and using the **With selected...** dropdown menu to choose “Download selected submissions.” Then click **Go** to only download submissions from the selected students.

Chapter 6 Paper

Grading action Choose...

Select	Identifier	Status	Grade	Edit	Last modified (submission)	File submissions	Submission comments	Last modified (grade)	Feedback comments	Final grade
<input checked="" type="checkbox"/>	Participant 1949	Submitted for grading	Grade	Edit	Tuesday, 5 May 2020, 5:38 PM	John Smith- Ch 6 Paper.docx	Comments (0)	-	-	-
<input type="checkbox"/>	Participant 1950	No submission	Grade	Edit	-	-	-	-	-	-

With selected...

Lock submissions
 Unlock submissions
 Download selected submissions
 Grant extension
 Allow another attempt
 Download selected submissions

Go

- Upon reviewing their work, you may then click the corresponding **Grade** button to enter or select a score for one student’s submission at a time.

Chapter 6 Paper

Grading action Choose...

Select	Identifier	Status	Grade	Edit	Last modified (submission)	File submissions	Submission comments	Last modified (grade)	Feedback comments	Final grade
<input checked="" type="checkbox"/>	Participant 1949	Submitted for grading	Grade	Edit	Tuesday, 5 May 2020, 5:38 PM	John Smith- Ch 6 Paper.docx	Comments (0)	-	-	-
<input type="checkbox"/>	Participant 1950	No submission	Grade	Edit	-	-	-	-	-	-

With selected...

Lock submissions

Go

7. You may enter a grade for each student on this page by clicking on the **Quick grading** box under the **Options** section. After waiting for the page to refresh, enter in each student's score achieved before clicking the **Save all quick grading changes** button.

Options

Assignments per page 10

Filter No filter

- Quick grading ?
- Show only active enrolments ?
- Download submissions in folders ?

Chapter 6 Paper

Grading action Choose_

Select	Identifier	Status	Grade	Edit	Last modified (submission)	File submissions	Submission comments	Last modified (grade)	Feedback comments	Final grade
<input type="checkbox"/>	Participant 1949	Submitted for grading	Grade 85 / 100.00	Edit	Tuesday, 5 May 2020, 5:38 PM	John Smith- Ch 6 Paper.docx	Comments (0)	-		-
<input type="checkbox"/>	Participant 1950	No submission	Grade / 100.00	Edit	-			-		-

Notify students Yes

Save all quick grading changes

8. Depending on your selections within the **Submission settings** for the Assignment, you may select students and use the **With selected...** dropdown to perform various actions, such as granting extensions or preventing subsequent submissions.

Chapter 6 Paper

Grading action Choose...


Select	Identifier	Status	Grade	Edit	Last modified (submission)	File submissions	Submission comments	Last modified (grade)	Feedback comments	Final grade
<input checked="" type="checkbox"/>	Participant 1949	Submitted for grading	Grade	Edit	Tuesday, 5 May 2020, 5:38 PM	John Smith- Ch 6 Paper.docx	Comments (0)	-	-	-
<input checked="" type="checkbox"/>	Participant 1950	No submission	Grade							

With selected...

- Lock submissions
- Unlock submissions
- Download selected submissions
- Grant extension
- Allow another attempt
- Grant extension

Go


9. Alternatively, clicking the **Grade** button on the assignment page will display a submission and grading page for one individual student at a time. On this page, you can download their file submission, then input their achieved score and any qualitative feedback needed before clicking **Save and show next** to move on to the next submission.

Chapter 6 Paper 

Chapter 6 Paper on the Human Body. Due by July 12th.


Grading summary


Participants	4
Submitted	1
Needs grading	0
Due date	Sunday, 12 July 2020, 12:00 AM
Time remaining	23 days 6 hours

[View all submissions](#) [Grade](#) 


Submission

Submitted for grading
Not graded
5 days 7 hours remaining
Student can edit this submission

 John Smith- Ch 6 Paper.docx

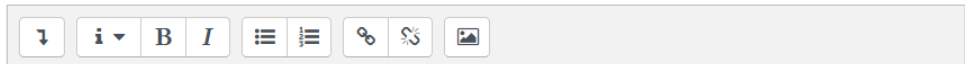
 Comments (0)

Grade

Grade out of 100 

Current grade in gradebook

Feedback comments



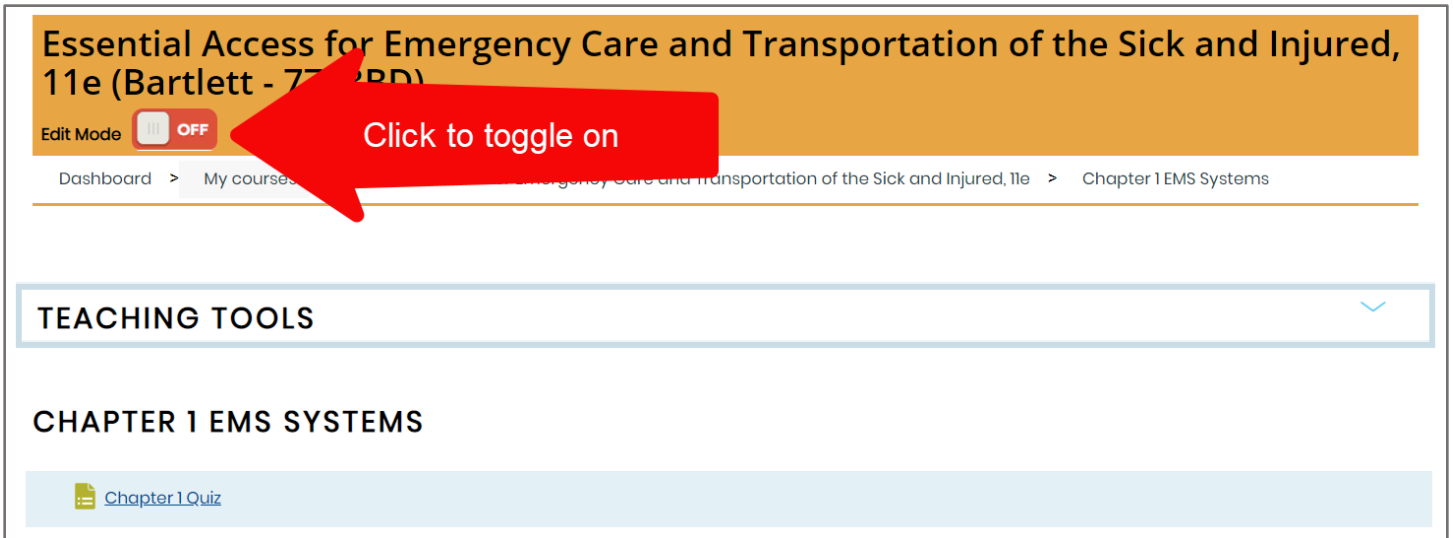
Notify students [Save changes](#) [Save and show next](#) [Reset](#)

DISCUSSION FORUMS

This section provides guidance with setting up online discussion forums within a course.

Setting Up Online Discussion Forums

1. Navigate to the course topic or section in which you would like to locate the forum. Then use the button at the top of the page to toggle on the course **Edit Mode**.



Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7722RD)

Edit Mode OFF **Click to toggle on**

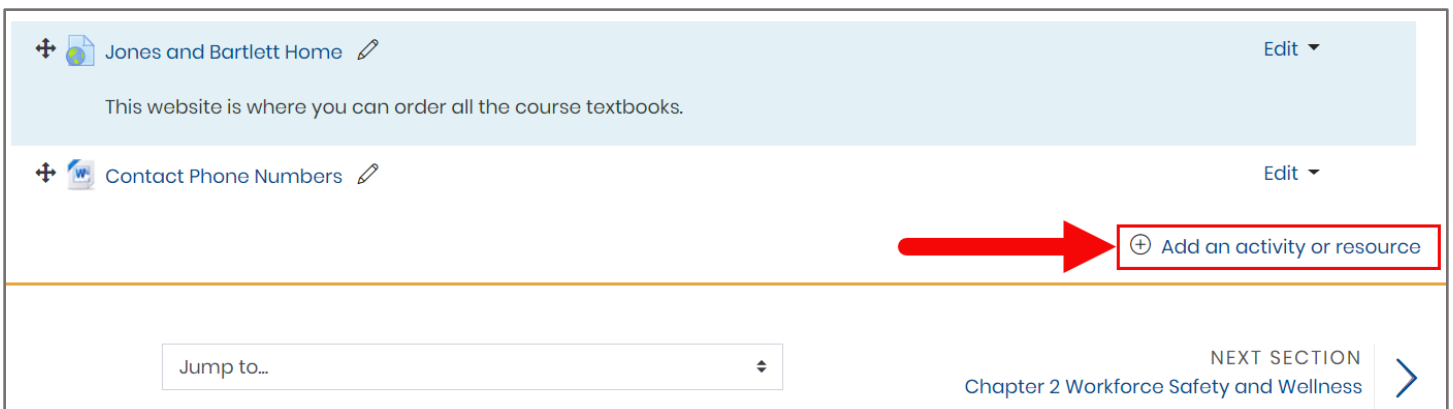
Dashboard > My courses > Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e > Chapter 1 EMS Systems

TEACHING TOOLS

CHAPTER 1 EMS SYSTEMS

Chapter 1 Quiz

2. Next, scroll as needed to find and select the **Add activity or resource** option at the bottom of the page contents.



Jones and Bartlett Home Edit ▾

This website is where you can order all the course textbooks.

Contact Phone Numbers Edit ▾

⊕ Add an activity or resource

Jump to... ▾

NEXT SECTION
Chapter 2 Workforce Safety and Wellness >

3. Under the **Activities** section of the resulting popup window, select the dial to the left of **Forum** and click the **Add** button below.

Add an activity or resource

ACTIVITIES

- Assignment
- Attendance
- Choice
- Custom certificate
- EbookLTI
- Feedback
- Forum**
- Glossary
- Lesson
- Quiz
- SCORM package
- Survey
- Workshop

RESOURCES

The forum activity module enables participants to have asynchronous discussions i.e. discussions that take place over an extended period of time.


There are several forum types to choose from, such as a standard forum where anyone can start a new discussion at any time; a forum where each student can post exactly one discussion; or a question and answer forum where students must first post before being able to view other students' posts. A teacher can allow files to be attached to forum posts. Attached images are displayed in the forum post.

Participants can subscribe to a forum to receive notifications of new forum posts. A teacher can set the subscription mode to optional, forced or auto, or prevent subscription completely. If required, students can be blocked from posting more than a given number of posts in a given time period; this can prevent individuals from dominating discussions.

Forum posts can be rated by teachers or

Add **Cancel**

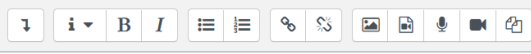
4. On the settings page that opens, begin by entering a name of your choosing in the **Forum name** field to determine how the forum is labelled in the course.


Adding a new Forum to Chapter 1 EMS Systems  ▶ Expand all

▼ General


Forum name ⓘ

Description



Display description on course page 

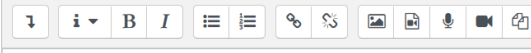
5. Next, use the **Description** field below to enter the topic for discussion, your expectations for your students, and any additional information they may need.

Adding a new Forum to Chapter 1 EMS Systems  ▶ Expand all


▼ General

Forum name ⓘ

Description



Please use this forum to share your chapter 1 takeaways, as discussed in class.

Display description on course page 

6. If you would like to display this text on the course page in line with the forum, check the **Display description on course page** box below.

Adding a new Forum to Chapter 1 EMS Systems ? Expand all

General

Forum name ? Chapter 1 Discussion

Description

Please use this forum to share your chapter 1 takeaways, as discussed in class.

Display description on course page ?

7. Next, consider and use the **Forum type** dropdown menu to select the best format or type of online discussion in which your students will participate. There are five types of forums to choose from:
- Standard forum for general use – An open forum where anyone can start a new discussion at any time.
 - A single simple discussion – A single discussion topic which everyone can reply to (this cannot be used with separate groups).
 - Each person posts one discussion – Allows each student to post exactly one new discussion topic, which everyone can then reply to in the course.
 - Q&A forum – Requires students to first post their perspectives before viewing other students' posts.
 - Standard forum displayed in a blog-like format – An open forum where anyone can start a new discussion at any time, and in which discussion topics are displayed on one page with “Discuss this topic” links.

Forum type ?

Standard forum for general use

A single simple discussion

Each person posts one discussion

Q and A forum

Standard forum displayed in a blog-like format

Standard forum for general use

Attachments and word count

Subscription and tracking

Discussion locking

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8. Click the corresponding **Question Mark** bubble next to the **Forum type** setting for an explanation of each format option available before making your decision.

JONES & BARTLETT LEARNING
NAVIGATE

Click to display descriptions for each forum type.

Forum type

- ▶ Attachments and word count
- ▶ Subscription and tracking
- ▶ Discussion locking
- ▶ Post threshold for blocking

- A single simple discussion - A single discussion topic which everyone can reply to (cannot be used with separate groups)
- Each person posts one discussion - Each student can post exactly one new discussion topic, which everyone can then reply to
- Q and A forum - Students must first post their perspectives before viewing other students' posts
- Standard forum displayed in a blog-like format - An open forum where anyone can start a new discussion at any time, and in which discussion topics are displayed on one page with "Discuss this topic" links
- Standard forum for general use - An open forum where anyone can start a new discussion at any time

page

9. Students will be able to upload file attachments as part of their responses, if necessary. Review the settings in the **Attachments and word count** section to adjust any upload limitations you wish to set. If you have any specific word count requirements, you may also toggle on or off the **Display word count** setting here to help you quickly check your students' responses as needed.

▶ **Attachments and word count**

Maximum attachment size 500KB

Maximum number of attachments 9

Display word count No

▶ Subscription and tracking

10. Next, under the **Subscription and tracking** section, use the **Subscription mode** dropdown to determine how course participants may be notified of any forum activity by their peers. Click the **Question mark** help button next to it for an explanation of each subscription option.

Subscription and tracking

Subscription mode ? Optional subscription ▾

Read tracking ?

Optional subscription

Forced subscription

Auto subscription

Subscription disabled

Click the question mark to the left to learn about each mode.

11. Under the **Discussion locking** section, you have the option to automatically close the forum for any subsequent participation after a selected period of inactivity.

Discussion locking

Lock discussions after period of inactivity ? Do not lock discussions ▾

Do not lock discussions

1 day

1 week

2 weeks

1 month

2 months

3 months

6 months

1 year

12. Similarly, settings parameters under the **Post threshold for blocking** section may be adjusted as needed to manage how often students may contribute or participate in the discussion. For instance, you may set a maximum of 4 posts every 2 days per student.

▼ Post threshold for blocking

Time period for blocking	?	<input type="text" value="2 days"/>
Post threshold for blocking	?	<input type="text" value="4"/>
Post threshold for warning	?	<input type="text" value="0"/>

Click the question marks for more info on each option.

13. Under the **Grade** section, you may use the **Grade category** dropdown to determine how to aggregate students' forum scores in your gradebook, should you wish to make the forum a graded activity. If you haven't set up your gradebook yet, you may skip this step and revisit any time in the future.

▶ Post threshold for blocking

▼ Grade

Grade category	?	<input type="text" value="Forum Participation"/>
Grade to pass	?	<input type="text" value="0.00"/>

▶ Ratings

14. Next, your grading approach to the forum is determined under the **Ratings** section. Forum grades will be calculated based on the ratings you apply to each student's post. Use the **Aggregate type** menu to choose your preference for how multiple ratings will be aggregated to reflect their final score in the gradebook.

▼ Ratings

Roles with permission to rate ? Capability check not available until activity is saved

Aggregate type ?

Scale ?

Click the question mark to learn more about each aggregate type.

- No ratings
- No ratings
- Average of ratings
- Count of ratings
- Maximum rating
- Minimum rating
- Sum of ratings

Restrict ratings to items with dates in this range:

From 21 May 2020 09 25

To 21 May 2020 09 25

15. Then use the **Scale** settings to choose the type of rating method you wish to use when scoring students' contributions to the discussion. For ease of use, the **Point** approach is recommended together with the default **Maximum grade** of 100.

▼ Ratings

Roles with permission to rate ? Capability check not available until activity is saved

Aggregate type ? Average of ratings ▾

Scale ?

Type Point ▾

Scale CVTech 0-4 Scale ▾

Maximum grade 100

Restrict ratings to items with dates in this range:

From 21 ▾ May ▾ 2020 ▾ 09 ▾ 25 ▾ 📅

To 21 ▾ May ▾ 2020 ▾ 09 ▾ 25 ▾ 📅

Click to learn more about the different types of scales.

16. If you wish to leave the forum open to ongoing discussion, but also prefer to limit the scope of your grading to a specified time period aligned with expectations for the assignment, check the **Restrict rating to items with dates in this range** box and use the **From** and **To** time menus to define these limitations.

▼ Ratings

Roles with permission to rate ? Capability check not available until activity is saved

Aggregate type ? Average of ratings ▾

Scale ?

Type Point ▾

Scale CVTech 0-4 Scale ▾

Maximum grade 100

Restrict ratings to items with dates in this range:

From 21 ▾ May ▾ 2020 ▾ 08 ▾ 00 ▾ 📅

To 28 ▾ May ▾ 2020 ▾ 17 ▾ 00 ▾ 📅

Adjust the dates as needed.

17. Adjust any other optional settings as needed, then scroll to the bottom of the page and click either the **Save and return to course** or **Save and display** button.

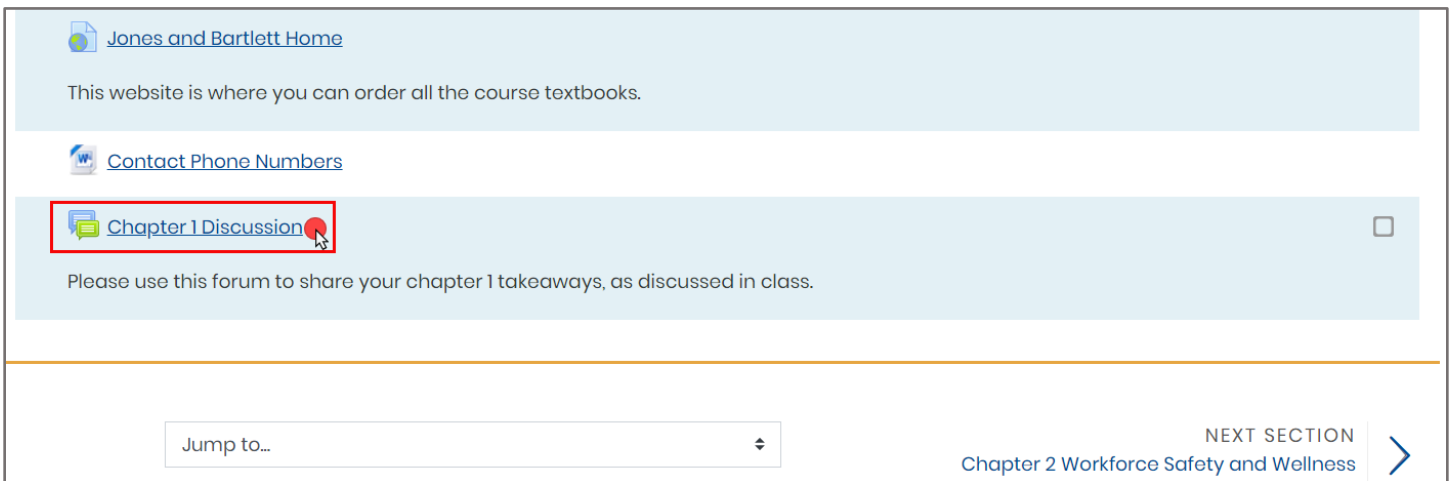
▶ Activity completion

▶ Tags

▶ Competencies

Save and return to course **Save and display** **Cancel**

18. If you set up a **Forum** to be graded and are ready to rate your students' responses, navigate to the forum's location in the course and click on it. Please note, depending on the forum type you selected, navigating through the responses will vary. In this example, we use a **single simple discussion** type.

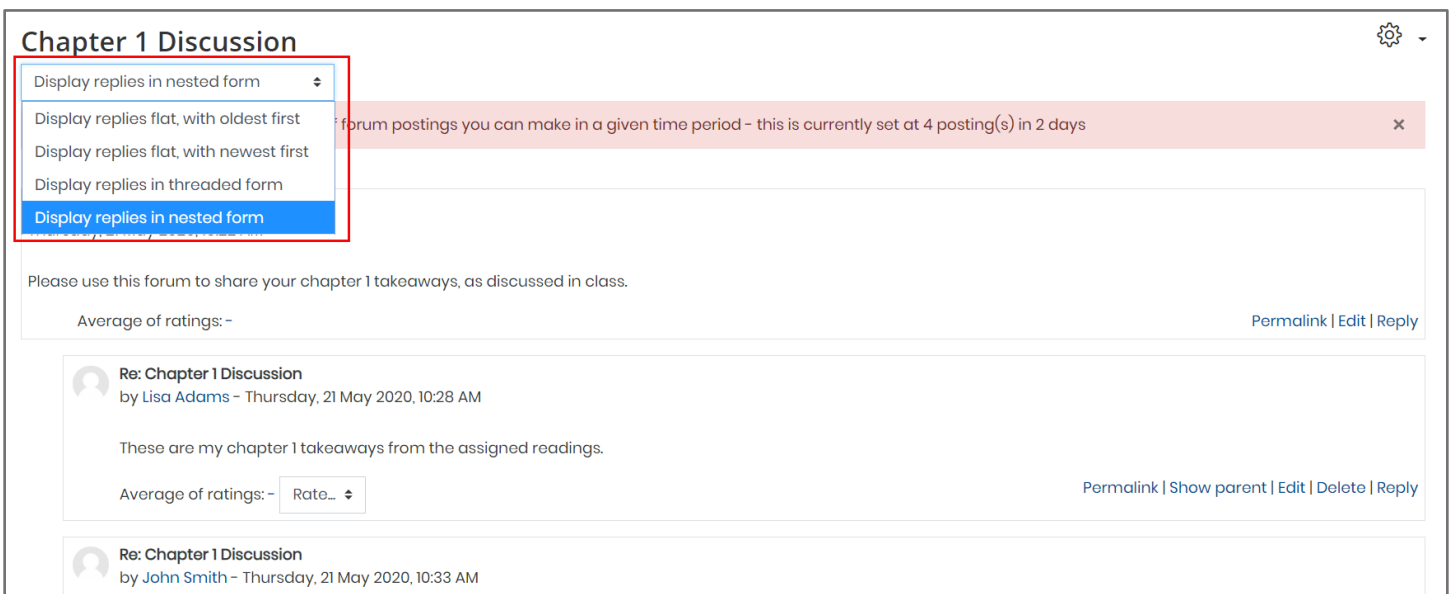


The screenshot shows a course navigation menu with the following items:

- Jones and Bartlett Home
- Contact Phone Numbers
- Chapter 1 Discussion** (highlighted with a red box)

Below the menu, there is a description: "Please use this forum to share your chapter 1 takeaways, as discussed in class." At the bottom right, there is a "NEXT SECTION" link for "Chapter 2 Workforce Safety and Wellness".

19. Under the forum name, you may use the dropdown menu to adjust how your class's responses are displayed.



The screenshot shows a forum post titled "Chapter 1 Discussion". A dropdown menu is open under the title, showing the following options:

- Display replies in nested form (selected)
- Display replies flat, with oldest first
- Display replies flat, with newest first
- Display replies in threaded form
- Display replies in nested form

The forum post content includes:

- Average of ratings: -
- Re: Chapter 1 Discussion by Lisa Adams - Thursday, 21 May 2020, 10:28 AM
- These are my chapter 1 takeaways from the assigned readings.
- Average of ratings: - Rate...
- Re: Chapter 1 Discussion by John Smith - Thursday, 21 May 2020, 10:33 AM


20. If you have enabled **Ratings** for the forum, you will find the aggregation method you selected listed directly below each student's response, followed by a dropdown menu displaying the word **Rate**. Use this menu to apply the rating you wish to apply to the student's contribution. The rating will automatically apply to their score as it is selected and you may adjust the ratings at any time if necessary.

The screenshot shows a forum thread titled "Chapter 1 Discussion" from Thursday, 21 May 2020, 10:22 AM. The main post asks for chapter 1 takeaways. Below it are two replies. The first reply is by Lisa Adams, dated Thursday, 21 May 2020, 10:28 AM, with the text "These are my chapter 1 takeaways from the assigned readings." and a rating dropdown menu showing "Rate...". The second reply is by John Smith, dated Thursday, 21 May 2020, 10:33 AM, with the text "My chapter 1 takeaways are in the attached word document." and a link to "Chapter 1 Takeaways.docx" and a rating dropdown menu showing "Rate...". A red callout box with a white border and a red arrow points to the "Rate..." dropdown in the first reply, containing the text: "Click to choose the rating you want to give each student's contribution." Other interface elements include "Average of ratings: -" and action links like "Permalink | Edit | Reply" for the main post and "Permalink | Show parent | Edit | Delete | Reply" for the replies.

21. To the right of each student's response, you will have an option for generating a **permalink**. When clicked, the post will highlight to the left, and the URL in your browser address bar will display a link which can be copied and pasted. This is a convenient way for you to save a link that takes you directly back to the targeted link, which may be helpful when sharing student responses with your adjuncts or with the rest of the class.

This screenshot shows the same forum thread as above, but with red boxes highlighting the "Permalink" link in the action menu of each reply. The first reply by Lisa Adams has a "Permalink" link highlighted, and the second reply by John Smith also has a "Permalink" link highlighted. The rest of the interface elements, including the text of the posts and the rating dropdowns, are identical to the previous screenshot.


22. The **show parent** option will jump you back to the original topic of the discussion thread, where you may also **Edit, Delete, or Reply** to the individual post as needed.

 **Re: Chapter 1 Discussion**
by Lisa Adams - Thursday, 21 May 2020, 10:28 AM


These are my chapter 1 takeaways from the assigned readings.

Average of ratings: -

Permalink [Show parent](#) [Edit | Delete | Reply](#)

 **Re: Chapter 1 Discussion**
by John Smith - Thursday, 21 May 2020, 10:33 AM

My chapter 1 takeaways are in the attached word document.

 [Chapter 1 Takeaways.docx](#)

Average of ratings: -

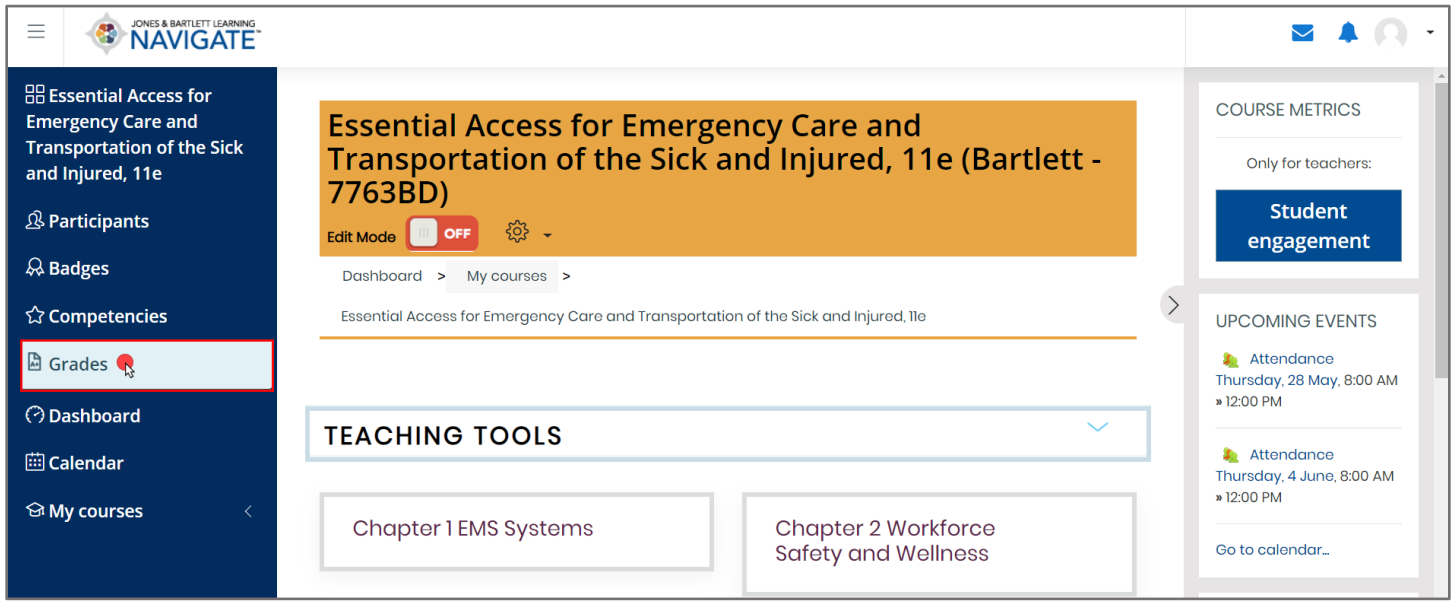
Permalink [Show parent](#) [Edit | Delete | Reply](#)

GRADEBOOK

This section provides guidance with setting up and managing the gradebook and gradebook activities.

Viewing the Gradebook

1. After launching your course, click on the **Grades** link in the Navigation drawer on the left side of the course homepage.



The screenshot displays the course homepage interface. On the left, a dark blue navigation drawer contains several menu items: 'Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e', 'Participants', 'Badges', 'Competencies', 'Grades' (highlighted with a red box), 'Dashboard', 'Calendar', and 'My courses'. The main content area features a course title banner, an 'Edit Mode OFF' toggle, and a breadcrumb trail: 'Dashboard > My courses > Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e'. Below this is a 'TEACHING TOOLS' section with two buttons: 'Chapter 1 EMS Systems' and 'Chapter 2 Workforce Safety and Wellness'. The right sidebar includes 'COURSE METRICS' with a 'Student engagement' button and 'UPCOMING EVENTS' listing two attendance events: 'Thursday, 28 May, 8:00 AM » 12:00 PM' and 'Thursday, 4 June, 8:00 AM » 12:00 PM', with a 'Go to calendar...' link.

- The gradebook opens in the **Grader report** view, displaying all students and assignments in a grid format. Participant names and email addresses appear vertically on the left, and assignments are listed horizontally across the top.

Grader report

View Setup Scales Letters Import Export

Grader report Grade history Outcomes report Overview report Quiz Analytics Single view User report

Visible groups All participants ▾

All participants: 4/4

First name All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Surname All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Students are listed here.

Graded assignments appear here and extend horizontally across the top of the page.

First name / Surname		Email address	Module 1 Test	Chapter 2 Exam	Practical Exam
Lisa Adams	ladams@ascendlearning.com	20.00	84.00	80.00	
Michelle Doe	mdoe@ascendlearning.com	-	-	90.00	
John Smith	jsmith@ascendlearning.com	-	86.00	86.00	
David Williams	dwilliams@ascendlearning.com	-	-	-	
Overall average			20.00	85.00	85.33

3. You may click on any letters in the **First name** and **Surname** rows above the grid to filter the students displayed based on the selected parameters.

Grader report

View Setup Scales Letters Import Export

Grader report Grade history Outcomes report Overview report Quiz Analytics Single view User report

Visible groups All participants ▾

All participants: 1/4

First name All A B C D E F G H I **J** K L M N O P Q R S T U V W X Y Z

Surname All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

		Essential Access for Emer... ⌵		
		Exams ⌵		
First name / Surname ▲	Email address	Module 1 Test ⌵ ✎	Chapter 2 Exam ⌵ ✎	Practical Exam ⌵ ✎
John Smith	jsmith@ascendlearning.com	- 🔍	86.00	86.00
Overall average		20.00	85.00	85.33

4. Click **All** in the same rows to remove the filter and display all students.

Grader report

View Setup Scales Letters Import Export

Grader report Grade history Outcomes report Overview report Quiz Analytics Single view User report

Visible groups All participants ▾

All participants: 4/4

First name All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Surname All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

		Essential Access for Emer... ⌵		
		Exams ⌵		
First name / Surname ▲	Email address	Module 1 Test ⌵ ✎	Chapter 2 Exam ⌵ ✎	Practical Exam ⌵ ✎
Lisa Adams	ladams@ascendlearning.com	20.00 🔍	84.00	80.00
Michelle Doe	mdoe@ascendlearning.com	- 🔍	-	90.00
John Smith	jsmith@ascendlearning.com	- 🔍	86.00	86.00
David Williams	dwilliams@ascendlearning.com	- 🔍	-	-
Overall average		20.00	85.00	85.33

5. Your course name is the default name of your gradebook displayed at top of the Grader report. If you create gradebook categories to group and/or weight specific course activities, these will be labeled horizontally across the top and list their child activities below.

Essential Access for Emer... ⊖							
Exams ⊖					Forum Participation ⊖		
First name / Surname ▲	Module 1 Test ↕ ✎	Chapter 2 Exam ↕ ✎	Practical Exam ↕ ✎	Σ Exams total ↕ ✎	Chapter 1 Discussion ↕ ✎	Σ Forum Participation tot... ↕ ✎	
Lisa Adams	20.00 🔍	84.00	80.00	184.00	-	-	-
Michelle Doe	- 🔍	-	90.00	90.00	-	-	-
John Smith	- 🔍	86.00	86.00	172.00	-	-	-
David Williams	- 🔍	-	-	-	-	-	-
Overall average	20.00	85.00	85.33	148.67	-	-	-

6. The category totals will be displayed to the right of the graded items which they contain in a dedicated column, just as the **Course total** is revealed at the far right of the Grader report.

Attendance ⊖				
Attendance ↕ ✎	Attendance ↕ ✎	Σ Attendance total ↕ ✎	Course total ↕ ✎	
-	100.00	100.00	86.83	
-	-	-	90.00	
-	0.00	0.00	37.18	
-	-	-	-	
-	50.00	50.00	71.33	





Category totals are at the end of each category section.


Course total is at the very end of the grader report.

7. You may collapse and expand any individual category's items and/or total by clicking the button immediately to the category title's right. This can help in reducing the number of graded items you must scroll through at a time. Please note, the collapsed view of a category will remain saved for your subsequent sessions and must be manually readjusted when required.

		Essential Access for Emer... ☯				
		Exams ☯	Module 1 Test	Chapter 2 Exam	Practical Exam	Exams total
First name / Surname ^	Email address		Module 1 Test	Chapter 2 Exam	Practical Exam	Exams total
Lisa Adams	ladams@ascendlearning.com		80.00	84.00	80.00	81.33
Michelle Doe	mdoe@ascendlearning.com		-	-	90.00	90.00
John Smith	jsmith@ascendlearning.com		-	86.00	86.00	86.00
David Williams	dwilliams@ascendlearning.com		-	-	-	-
Overall average			80.00	85.00	85.33	85.78

8. Scrolling in search of specific results you need can become cumbersome. To the right of each student's name, you will find two button options for individual grading review. The gradebook button will open the **User report** for the student, which is the individual gradebook that the student sees.

Essential Access for Emer... ⌵		Exams ⌵			
First name / Surname ▲	Email address	Module 1 Test ⌵	Chapter 2 Exam ⌵	Practical Exam ⌵	Exams total ⌵
Lisa Adams 	ladams@ascendlearning.com	80.00	84.00	80.00	81.33
Michelle Doe 	mdoe@ascendlearning.com	-	-	90.00	90.00
John Smith 	jsmith@ascendlearning.com	-	86.00	86.00	86.00
David Williams 	dwilliams@ascendlearning.com	-	-	-	-
Overall average		80.00	85.00	85.33	85.78





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View Setup Scales Letters Import Export

Grader report Grade history Outcomes report Overview report Quiz Analytics Single view User report

Visible groups All participants Select all or one user Lisa Adams

View report as User

Grade item	Calculated weight	Grade	Range	Percentage	Feedback	Contribution to course total
Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)						
Exams						
 Module 1 Test	33.33 %	80.00	0-100	80.00 %		6.67 %
<input type="checkbox"/> Chapter 2 Exam	33.33 %	84.00	0-100	84.00 %		7.00 %
<input type="checkbox"/> Practical Exam	33.33 %	80.00	0-100	80.00 %		6.67 %
 Exams total	25.00 %	81.33	0-100	81.33 %		-
Simple weighted mean of grades.						

9. The pencil button to the right of the student's name in the Grader report will open a **Single view** of that student's scores automatically. The Single view is an easy way to review his/her scores, and it provides the option of manually editing any scores as needed.

Essential Access for Emer...		Exams				Quizzes	
First name / Surname	Email address	Module 1 Test	Chapter 2 Exam	Practical Exam	Exams total	Chapter 1 Quiz	
Lisa Adams	ladams@ascendlearning.com	80.00	84.00	80.00	81.33	41.94	
Michelle Doe	madoe@ascendlearning.com	-	-	90.00	90.00	-	
John Smith	jsmith@ascendlearning.com	-	86.00	86.00	86.00	28.13	
David Williams	dwilliams@ascendlearning.com	-	-	-	-	-	
Overall average		80.00	85.00	85.33	85.78	35.03	

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View
Setup
Scales
Letters
Import
Export

Grader report
Grade history
Outcomes report
Overview report
Single view
User report

Michelle Doe

Visible groups: All participants
Select grade item...
Select user...

Save

Grade item	Grade category	Range	Grade	Feedback	Override All / None	Exclude All / None
Module 1 Test	Exams	0.00 - 100.00	80.00		<input type="checkbox"/>	<input type="checkbox"/>
Chapter 2 Exam	Exams	0.00 - 100.00	84.00		<input type="checkbox"/>	<input type="checkbox"/>
Practical Exam	Exams	0.00 - 100.00	80.00		<input type="checkbox"/>	<input type="checkbox"/>
Exams total	Exams	0.00 - 100.00	81.33		<input type="checkbox"/>	<input type="checkbox"/>

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10. After reviewing an individual's User report or scores, you may return to the **Grader report** by clicking the respective tab at the top of the page.

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View Setup Scales Letters Import Export

Grader report Grade history Outcomes report Overview report Quiz Analytics Single view User report

Michelle Doe ▾

Visible groups All participants ▾

Select grade item... ▾ Select user... ▾

Save

Grade item	Grade category	Range	Grade	Feedback	Override All / None	Exclude All / None
Module 1 Test	Exams	0.00 - 100.00	80.00	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Chapter 2 Exam	Exams	0.00 - 100.00	84.00	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Practical Exam	Exams	0.00 - 100.00	80.00	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exams total	Exams	0.00 - 100.00	81.33	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. The two tiers of tabs displayed across the top of the Grade page persist throughout the gradebook and provide options for navigating and managing it.

Grader report

View Setup Scales Letters Import Export

Grader report Grade history Outcomes report Overview report Quiz Analytics Single view User report

Visible groups All participants ▾

All participants: 4/4

First name **All** A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Surname **All** A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

12. Clicking on the activities themselves within the Grader report will bring you to directly to the item's results page. For example, you may quickly review individual student quiz attempts by clicking on a graded quiz.

		Essential Access for Emer... ⊖			
		Exams ⊖			
First name / Surname ▲	Email address	Module 1 Test 📄 🔍	Chapter 2 Exam ⬇ 🔍	Practical Exam ⬇ 🔍	Exams total ⬇ 🔍
Lisa Adams	ladams@ascendlearning.com	80.00 🔍	84.00	80.00	81.33
Michelle Doe	mdoe@ascendlearning.com	- 🔍	-	90.00	90.00
John Smith	jsmith@ascendlearning.com	- 🔍	86.00	86.00	86.00
David Williams	dwilliams@ascendlearning.com	- 🔍	-	-	-
Overall average		80.00	85.00	85.33	85.78

13. When you are finished viewing the Gradebook, click the course name at the top of the **Navigation drawer** to return to the homepage.

Premier Access for Emergency Care and Transportation of the Sick and Injured, 11e: View: Preferences: Grader report

Home > My courses > Premier Access for Emergency Care and Transportation of the Sick and Injured, 11e > Grades >

Grade administration > Grader report

Turn editing on

Grader report

All participants: 2/2

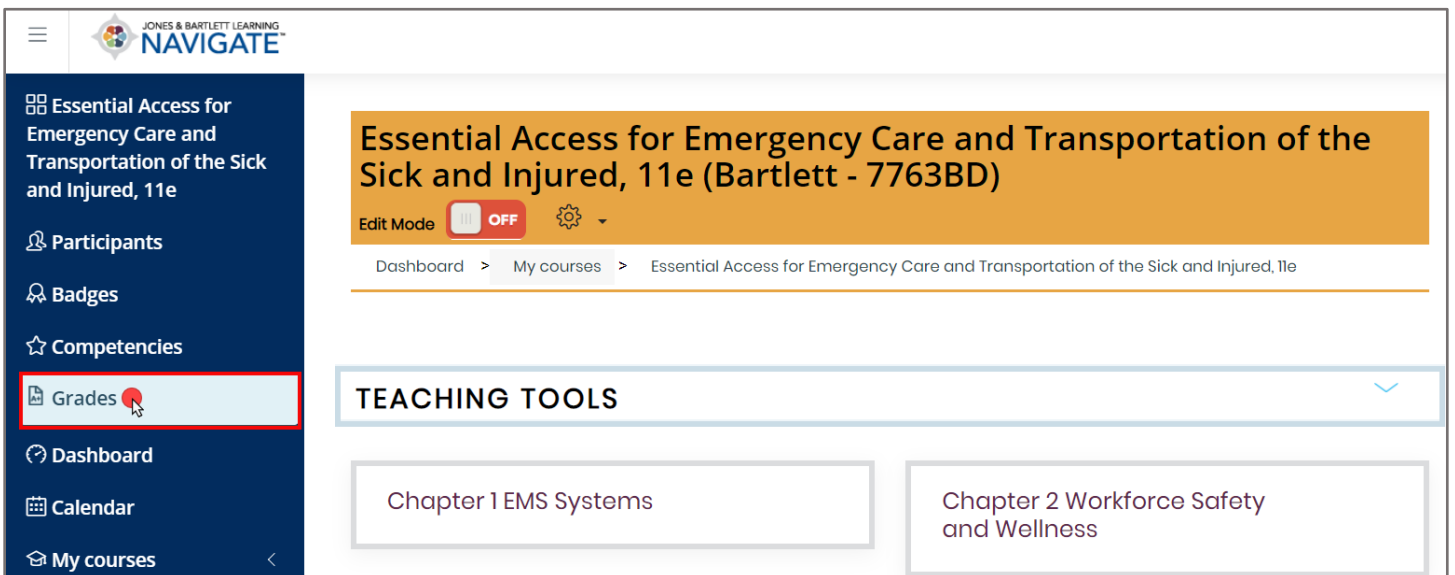
First name All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Surname All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

		Premier Access for Emerg... ⊖			
First name / Surname ▲	Email address	Chapter 1 Quiz ⬇ 🔍	Allergic Reaction ⬇ 🔍	Lecture: Chapter 1 ⬇ 🔍	Atter ⬆
Lisa Adams	ljones@ascendlearning.com	40.00 🔍	-	-	- 🔍
John Smith	ismith@ascendlearning.com	80.00 🔍	-	-	- 🔍
Overall average		60.00	-	-	-

Manually Entering or Changing Grades in the Gradebook

1. There are two options for manually adjusting or entering grades in the course's gradebook. Both are covered in this document.
2. On the course page, click the **Grades** button in the **Navigation drawer** on the left side of the screen.




The screenshot displays the course interface. On the left, a dark blue navigation drawer contains several menu items: 'Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e', 'Participants', 'Badges', 'Competencies', 'Grades' (highlighted with a red box and a mouse cursor), 'Dashboard', 'Calendar', and 'My courses'. The main content area features a header for the course 'Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)' with an 'Edit Mode OFF' toggle and a settings gear icon. Below the header is a breadcrumb trail: 'Dashboard > My courses > Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e'. A 'TEACHING TOOLS' section is visible, containing two boxes: 'Chapter 1 EMS Systems' and 'Chapter 2 Workforce Safety and Wellness'.

- To make changes to the **Grader report**, click the **Turn editing on** button in the top-right corner of the page. The page will refresh and display editable fields for entering or changing each student's score for any graded activity.

Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD): View: Preferences: Grader report

Dashboard > My courses > Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e > Grades >

Grade administration > Grader report

 **Turn editing on**

Grader report

View Setup Scales Letters Import Export

Grader report Grade history Outcomes report Overview report Quiz Analytics Single view User report

All participants: 4/4

First name **All** A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Surname **All** A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

4. Locate the grade you want to enter or change by scrolling vertically to locate the desired student's name, then scroll horizontally to display the desired activity. Both the student name column and activity name row remain fixed, so you always see the naming when scrolling to locate an individual grade. You may also click the letters to the right of **First name** or **Surname** at the top of the Grader report to help narrow your scope.

Grader report

View Setup Scales Letters Import Export

Grader report Grade history Outcomes report Overview report Quiz Analytics Single view User report

All participants: 2/2

First name All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Surname All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Use to help narrow down the displayed names.

Manually enter grades here

Essential Access for Emer...	Quizzes		
	<input type="checkbox"/> Chapter 1 Quiz	<input type="checkbox"/> Chapter 2 Quiz	<input type="checkbox"/> Quizzes total
	85		
	90		
Overall average	-	-	-

Save changes

- To edit or enter a grade, click in the grade field for the desired student and activity, and type in the desired score.

First name / Surname ^		Email address	Chapter 1 Quiz	Chapter 2 Quiz	Quizzes total
Controls					
Lisa Adams	ladams@ascendlearning.com	85.00	92	85.00	
John Smith	jsmith@ascendlearning.com	90.00	87	90.00	
Overall average			87.50	-	87.50

- When you are satisfied with your entries or changes, scroll to the bottom of the grader report, if necessary, and click **Save Changes**. Your changes will be saved to the gradebook.

First name / Surname ^		Email address	Chapter 1 Quiz	Chapter 2 Quiz	Quizzes total
Controls					
Lisa Adams	ladams@ascendlearning.com	85.00	92	85.00	
John Smith	jsmith@ascendlearning.com	90.00	87	90.00	
Overall average			87.50	-	87.50

Save changes

- Finally, click the **Turn editing off** button to close the editing mode.

Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD): View: Preferences: Grader report

Dashboard > My courses > Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e > Grades > Grade administration > Grader report

Turn editing off

Grader report

View Setup Scales Letters Import Export

8. Alternatively, you may click on the **Single view** tab on the **Grades** page and use the dropdown for **Select grade item...** or **Select user...** to jump to a specific activity or student respectively.

Grade user or grade item

View Setup Scales Letters Import Export

Grader report Grade history Outcomes report Overview report Quiz Analytics **Single view** User report

Items per page 100

Select grade item... Select user...
 Select user...
 Lisa Adams
 John Smith

Sort by grade item or student with these dropdowns

9. Click the checkbox to the right of the student's or activity's name under the **Override** column. This will unlock the field under the **Grade** column, where you may now enter in a score of your choosing.

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View Setup Scales Letters Import Export

Grader report Grade history Outcomes report Overview report Quiz Analytics **Single view** User report

John Smith Select grade item... Select user... Save

Grade item	Grade category	Range	Grade	Feedback	Override All / None	Exclude All / None
<input type="checkbox"/> Chapter 1 Quiz	Quizzes	0.00 - 100.00	85.00		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Chapter 2 Quiz	Quizzes	0.00 - 100.00	92.00		<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Quizzes total	Quizzes	0.00 - 200.00	88.50		<input checked="" type="checkbox"/>	<input type="checkbox"/>

With Override box checked, this field is now editable

10. Continue to make any additional changes as needed and then click the **Save** button to apply your changes.

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View Setup Scales Letters Import Export

Grader report Grade history Outcomes report Overview report Quiz Analytics Single view User report

Select grade item... Select user... John Smith

Save

Grade item	Grade category	Range	Grade	Feedback	Override All / None	Exclude All / None
Chapter 1 Quiz	Quizzes	0.00 - 100.00	85.00		<input type="checkbox"/>	<input type="checkbox"/>
Chapter 2 Quiz	Quizzes	0.00 - 100.00	92.00		<input type="checkbox"/>	<input type="checkbox"/>
Quizzes total	Quizzes	0.00 - 200.00	88.50		<input checked="" type="checkbox"/>	<input type="checkbox"/>

11. You may also choose to automatically assign a score to all students or activities on the page by scrolling down and checking the **Perform bulk insert** checkbox.

Chapter 3 Quiz

Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)

0.00 - 100.00

Course total

Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)

0.00 - 1003.00

124.00

Perform bulk insert

For Insert value

Save

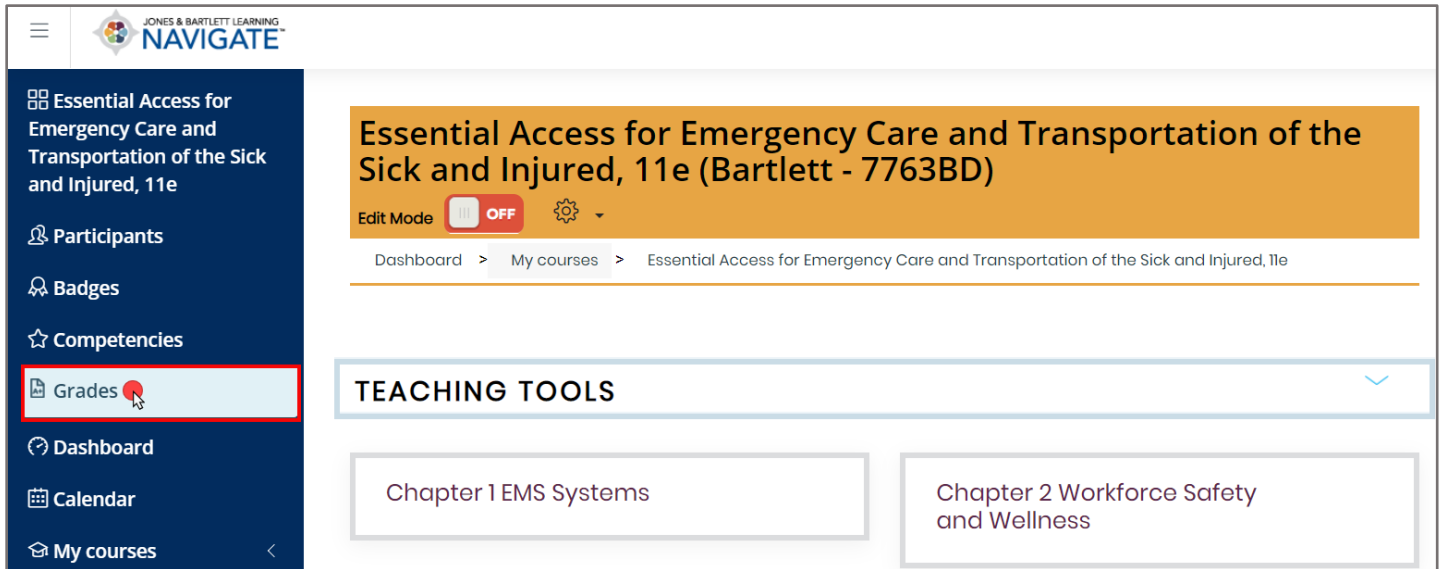
Select grade item... Select user... Michelle Doe

12. Use the **For** dropdown menu to choose whether the change should apply to “empty grades” only or “all grades,” enter the desired score in the **Insert value** field, and then click the **Save** button to apply your entry to the applicable students or activities on the page.

The screenshot shows a web interface for a bulk insert operation. At the top left, there is a checked checkbox labeled "Perform bulk insert". Below it, a "For" dropdown menu is open, showing three options: "Empty grades" (selected and highlighted in blue), "All grades", and "Empty grades". To the right of the dropdown is an "Insert value" text input field containing the number "85". Further to the right is a blue "Save" button. Below the "Save" button are two more dropdown menus: "Select grade item..." and "Select user..." which is currently set to "John Smith". A red arrow points from the "Save" button towards the right.

Setting Up the Gradebook

1. From your course homepage, click the **Grades** button in the **Navigation drawer** to the left of the page.



The screenshot shows the course homepage in the NAVIGATE system. The navigation drawer on the left is open, and the 'Grades' button is highlighted with a red box. The main content area shows the course title 'Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)' and a 'TEACHING TOOLS' section with two buttons: 'Chapter 1 EMS Systems' and 'Chapter 2 Workforce Safety and Wellness'.

- Once your **Grader report** page loads, click the **Setup** tab to customize how the gradebook is structured and how scores are aggregated.

Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD): View: Preferences: Grader report

Dashboard > My courses > Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e > Grades >

Grade administration > Grader report

Turn editing on

Grader report

View **Setup** Scales Letters Import Export

Grader report Grade history Outcomes report Overview report Quiz Analytics Single view User report

All participants: 4/4

First name **All** A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Surname **All** A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

- On the Setup tab, graded items are organized within a grade folder or category labeled with the name of your course. Graded items display vertically on the left and show their corresponding settings options and assigned scores and/or weights under columns on the right.

Gradebook setup

View **Setup** Scales Letters Import Export

Gradebook setup Course grade settings Preferences: Grader report

Name	Weights ?	Max grade	Actions	Select
Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)		-	Edit	All / None
<ul style="list-style-type: none"> Quizzes <ul style="list-style-type: none"> Chapter 1 Quiz Chapter 2 Quiz Quizzes total Exams <ul style="list-style-type: none"> Chapter 1 Exam Chapter 2 Exam Exams total 	<ul style="list-style-type: none"> 50.0 50.0 	<ul style="list-style-type: none"> 100.00 100.00 200.00 	<ul style="list-style-type: none"> Edit Edit Edit 	<ul style="list-style-type: none"> All / None

Weights for each grade item

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- Begin by clicking the **Edit** menu under the **Actions** column to the right of the master course gradebook category at the top of the page and select **Edit Settings**.

Gradebook setup

View Setup Scales Letters Import Export

Gradebook setup Course grade settings Preferences: Grader report

Name	Weights ?	Max grade	Actions	Select
Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)		-	Edit Edit settings Hide Reset weights	All / None
Exams	29.91	-		All / None

- This settings page is where you may enter a custom name for the gradebook category and choose the overall aggregation method you wish to use to calculate the total course score. Click the **Aggregation** dropdown menu to select how course activities and/or subcategories will be calculated. Use the **Question** bubble to the left of the dropdown for additional information on the aggregation types available.

Grade category

Category name

Aggregation

Show more...

Category type

Grade type

Scale

Maximum grade

Minimum grade

Aggregation options:

- Natural
- Mean of grades
- Weighted mean of grades
- Simple weighted mean of grades
- Mean of grades (with extra credits)
- Median of grades
- Lowest grade
- Highest grade
- Mode of grades

Click for more info on aggregation

- The recommended approach is **Natural**, meaning that the gradebook total is determined by the sum of all grade values, scaled by weight. In other words, each item will be naturally weighted in relation to others based on their maximum point value. While weighting is automatically and naturally assigned to begin with, you will always have the option to manually adjust any of the individual natural weights as needed under the Setup tab.
- After selecting your preferred gradebook aggregation method, click the **Show more...** link below this setting to determine whether to include empty grades in the overall gradebook calculation.

Grade category

Category name

Aggregation ?

[Show more...](#)

- If you choose to **Exclude empty grades** by leaving the box checked, any course activities that students have not yet attempted will be omitted from the total course score. Please note, if you elect to include empty grades, student's scores will be negatively impacted by any graded activities for which they have not yet recorded a score.

Grade category

Category name

Aggregation ?

Exclude empty grades ?

Drop the lowest ! ?

[Show less...](#)

9. If you have elected to use a gradebook aggregation type that is not **Natural**, you may adjust the available parameters under the **Category total** settings section as needed.

The screenshot shows a configuration interface for a grade category. It is divided into two main sections: 'Grade category' and 'Category total'.

- Grade category:** Includes a text input for 'Category name', a dropdown for 'Aggregation' (set to 'Median of grades'), and a 'Show more...' link.
- Category total:** Includes:
 - 'Grade type': A dropdown menu set to 'Value'.
 - 'Scale': A dropdown menu set to 'Use no scale'.
 - 'Maximum grade': A text input set to '100'.
 - 'Minimum grade': A text input set to '0'.
 - 'Hidden': A checkbox.
 - 'Locked': A checkbox.

A red callout box points to the 'Category total' section with the text: "These options are editable if aggregation is not set to 'natural.'"

At the bottom of the form are two buttons: 'Save changes' and 'Cancel'.

10. When satisfied, click the **Save changes** button to apply your settings and then click **Continue** to return to the Setup tab.

Minimum grade ?


Hidden ?

Locked ?

[Show more...](#)

Save changes **Cancel**

Recalculating grades


100%

Continue

11. You will see a **Weights** column to the right of the Setup tab listing the naturally assigned weights for each graded item. By default, weights are naturally adjusted against a 100-point scale and, unless customized, will automatically adjust accordingly as graded activities are added or removed.

Gradebook setup

View Setup Scales Letters Import Export

Gradebook setup Course grade settings Preferences: Grader report

Name	Weights ?	Max grade	Actions	Select
Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)		-	Edit ▾	All / None
Quizzes		-	Edit ▾	All / None
Chapter 1 Quiz	50.0	100.00	Edit ▾	<input type="checkbox"/>
Chapter 2 Quiz	50.0	100.00	Edit ▾	<input type="checkbox"/>
Quizzes total		200.00	Edit ▾	
Exams		-	Edit ▾	All / None
Chapter 1 Exam	50.0	100.00	Edit ▾	<input type="checkbox"/>
Chapter 2 Exam	50.0	100.00	Edit ▾	<input type="checkbox"/>
Exams total		200.00	Edit ▾	

12. Next, consider if you need to create distinct gradebook categories in which to group select graded items that in turn should collectively represent an assigned weighted portion of the overall course grade, such as class exams, quizzes, or homework. To create a Category, scroll down to the bottom of the gradebook setup page and click **Add category**.

Chapter 3 Quiz	9.97	100.00	Edit ▾	<input type="checkbox"/>
Course total		1003.00	Edit ▾	

Save changes

Move selected items to Choose...

Add category Add grade item

13. Enter a preferred name for the Category and then use the **Aggregation** dropdown menu to select how the activities within this individual category will be calculated. As for the overall gradebook aggregation, applying a **Natural** approach for the category is recommended.

Grade category

Category name ⓘ Exams

Aggregation ⓘ ?

Aggregation dropdown menu:

- Natural
- Mean of grades
- Weighted mean of grades
- Simple weighted mean of grades
- Mean of grades (with extra credits)
- Median of grades
- Lowest grade
- Highest grade
- Mode of grades
- Natural

Show more...

Category total

Parent category

There are required fields in this form marked ⓘ .

Natural is recommended.

14. Under the **Category total** section of the Category settings, choose to either automatically and naturally weigh this category against existing weights in the gradebook by default, or deselect the **Weight adjusted** checkbox and enter an assigned weight of your choosing to this category.

Parent category

Weight adjusted ⓘ

Weight ⓘ ? 0

Parent category Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD) ⌵

Save changes Cancel

15. When finished, click the **Save changes** button at the bottom of the page, then **Continue** after the gradebook recalculates.

Parent category

Weight adjusted ?

Weight ? 0

Parent category Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD) ↓

Save changes **Cancel**

16. Now, back on the **Gradebook setup** tab, you can identify your new Category by looking for the folder icon to the left of its name. You will also now find this new Category available for selection in the settings page of any graded course activity you subsequently create or edit to ensure it is aggregated in the appropriate grade category.

Gradebook setup

View Setup Scales Letters Import Export

Gradebook setup Course grade settings Preferences: Grader report

Name	Weights ?	Max grade	Actions	Select
Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)		-	Edit ▾	All / None
↑ Exams	<input checked="" type="checkbox"/> 25	-	Edit ▾	All / None

17. You may move select items in or out of Categories at any time by checking the selection box to the right of the activity, or activities, under the **Select** column, scrolling to the bottom of the page, and using the **Move selected items to** dropdown menu at the bottom of the pages to select the appropriate Category. Upon selecting the parent category, your page will automatically refresh to reflect your changes.

Chapter 1 Exam	<input type="checkbox"/>	0.0	100.00	Edit	<input checked="" type="checkbox"/>
Chapter 2 Exam	<input type="checkbox"/>	0.0	100.00	Edit	<input checked="" type="checkbox"/>
Papers	<input checked="" type="checkbox"/>	14.286	-	Edit	All / None
Papers total			0.00	Edit	
Attendance	<input checked="" type="checkbox"/>	71.428	100.00	Edit	<input type="checkbox"/>
Attendance	<input type="checkbox"/>	0.0	100.00	Edit	<input type="checkbox"/>
Exams	<input checked="" type="checkbox"/>	0.0	-	Edit	All / None
Exams total			0.00	Edit	
Course total			300.00	Edit	

Save changes

Move selected items to: Exams

Add category | Add grade item

Exams

- Chapter 1 Exam
- Chapter 2 Exam

Exams total

Exams appear under the "Exam category" now

18. Alternatively, you may move any individual gradebook item by clicking the **Arrow** or Move button to its left. The **Setup** page will refresh, displaying slot locations above and below each gradebook item to which you may click to move the applicable item.

The screenshot shows a gradebook setup page with a list of items. At the top, there is a header "Name" and a sub-header "Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)". Below this, there are several items, each with a small square icon containing an arrow to its left. The items are grouped into folders: "Quizzes" (containing "Chapter 1 Quiz" and "Chapter 2 Quiz") and "Papers". At the bottom, there is an "Attendance" item. Two red callout boxes with arrows pointing to the move buttons provide instructions. The first callout box says: "After clicking the arrow/move button to the left of Chapter 1 Quiz, click on any of the slot locations (highlighted) to move the item to that particular space." The second callout box says: "Clicking here would move the Chapter 1 Quiz below the Chapter 2 quiz." A large red arrow points from the first callout box down to the second callout box.

19. When using the **Natural** aggregation approach, you can adjust any individual activities' or categories' **Weights** at any time by clicking the checkbox to the left of its weight field to unlock it, entering in the desired value, and then clicking **Save** at the bottom of the page.

The screenshot shows a course setup page for 'Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)'. Under the 'Quizzes' category, there are two items: 'Chapter 1 Quiz' and 'Chapter 2 Quiz', both with a weight of 50.0. The 'Quizzes' category itself has a weight of 20.0, which is highlighted with a red box. A 'Save changes' button is also highlighted with a red box and a mouse cursor. Below the list, there are buttons for 'Add category' and 'Add grade item'.

20. As you add more Categories and move activities into them, here are a few tips to help you visually track and validate your adjustments. The name of your course is the default name of your gradebook, always shown at the top of the **Grade** setup page. Any activity or category within your gradebook displays indented and underneath the course name.

The screenshot shows the 'Gradebook setup' page for the same course. The course name is displayed at the top in an orange box. Below it, there are tabs for 'View', 'Setup', 'Scales', 'Letters', 'Import', and 'Export'. The 'Setup' tab is selected. Underneath, there are sub-tabs for 'Gradebook setup', 'Course grade settings', and 'Preferences: Grader report'. A table below shows the course name, weights, max grade, and actions for the course and its sub-items. The course name is highlighted in a red box, and a red arrow points from this box down to the course name in the table below, which is also highlighted in a red box.

Name	Weights ?	Max grade	Actions	Select
Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)		-	Edit	All / None
Quizzes	<input checked="" type="checkbox"/> 20	-	Edit	All / None

21. If you have Categories created within the **Grader report**, you can visually discern it and its contents by hovering your mouse pointer over the name of the Category. This highlights its border, revealing where it begins and ends in addition to the activities that it contains.

Quizzes		20	-	Edit	All / None
Chapter 1 Quiz	50.0	100.00	Edit		
Chapter 2 Quiz	50.0	100.00	Edit		
Quizzes total		200.00	Edit		

Quizzes		20	-	Edit	All / None
Chapter 1 Quiz	50.0	100.00	Edit		
Chapter 2 Quiz	50.0	100.00	Edit		
Quizzes total		200.00	Edit		

22. The same sequence of categories and items adjusted within the Settings tab will always reflect within your **Grader report** and individual student **User reports**.

Grader report | Grade history | Outcomes report | Overview report | Quiz Analytics | Single view | User report

All participants: 2/2

First name: All | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z

Surname: All | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z

Essential Access for Emer...

Quizzes | Papers

First name / Surname	Email address	Chapter 1 Quiz	Chapter 2 Quiz	Quizzes total	Papers total
Lisa Adams	ladams@ascendlearning.com	85.00	92.00	88.50	-
John Smith	jsmith@ascendlearning.com	90.00	87.00	88.50	-
Overall average		87.50	89.50	88.50	-

Grader report | Grade history | Outcomes report | Overview report | Quiz Analytics | Single view | User report

Select all or one user: Lisa Adams

View report as: User

Grade item	Calculated weight	Grade	Range	Percentage	Feedback	Contribution to course total
Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)						
Quizzes						
Chapter 1 Quiz	100.00 %	85.00	0-100	85.00 %		85.00 %
Chapter 2 Quiz	0.00 % (Empty)	92.00	0-100	92.00 %		0.00 %
Quizzes total	100.00 %	88.50	0-200	44.25 %		-
Papers						
Papers total	0.00 % (Empty)	-	0-0	-		-

23. Should you wish to calculate any individual grade item as extra credit only, you may specify this within the item's settings by clicking the **Edit** menu to its right and selecting **Edit settings**.

Chapter 1 Quiz	50.0	100.00	Edit
Chapter 2 Quiz	50.0		<ul style="list-style-type: none"> Edit settings Edit calculation Delete Hide
Quizzes total			

24. Scroll as needed to the **Parent category** section and select the checkbox to the left of **Extra credit**. After you make this selection, the item's maximum points or weight will not be included in the gradebook's or category's total, and any achieved points on behalf of your students will be considered as extra or bonus points.


▼ Parent category

Weight adjusted ?

Weight ?

Extra credit ?

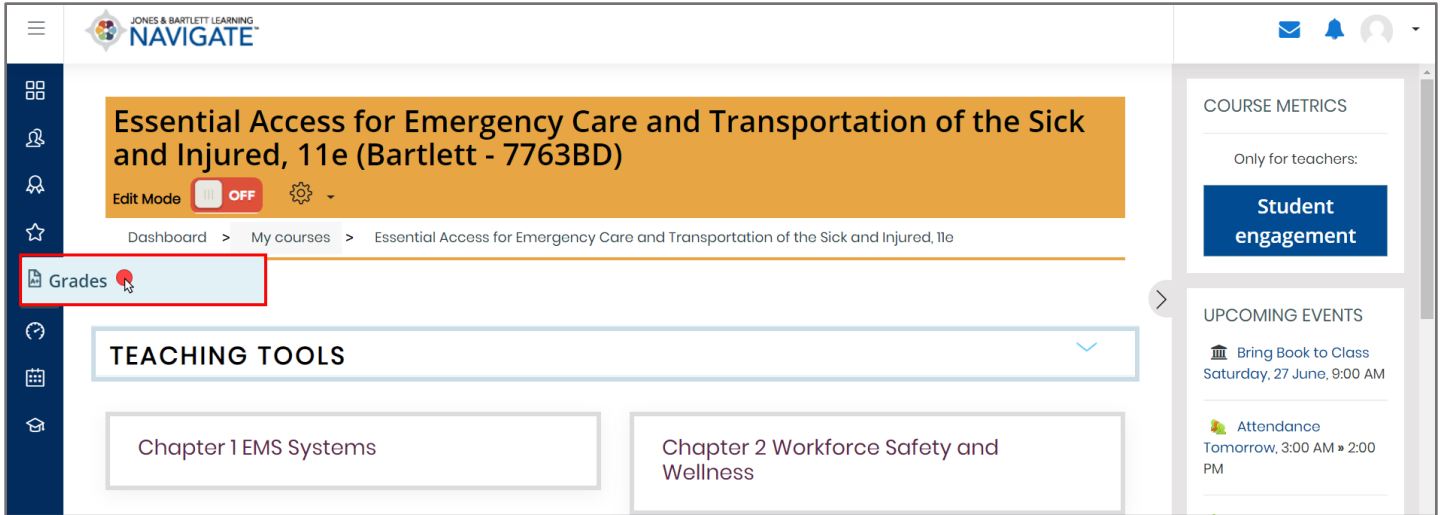
Grade category Quizzes



25. The gradebook can be a complex tool to use. If you need further assistance, please do not hesitate to contact our Technical Support team.

Creating a Manually Graded Activity

1. On the course page, click the **Grades** button from the navigation drawer. When the resulting Grader Report loads, click the **Setup** tab.



Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)

Dashboard > My courses > Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e

Grades

TEACHING TOOLS

Chapter 1 EMS Systems

Chapter 2 Workforce Safety and Wellness

COURSE METRICS

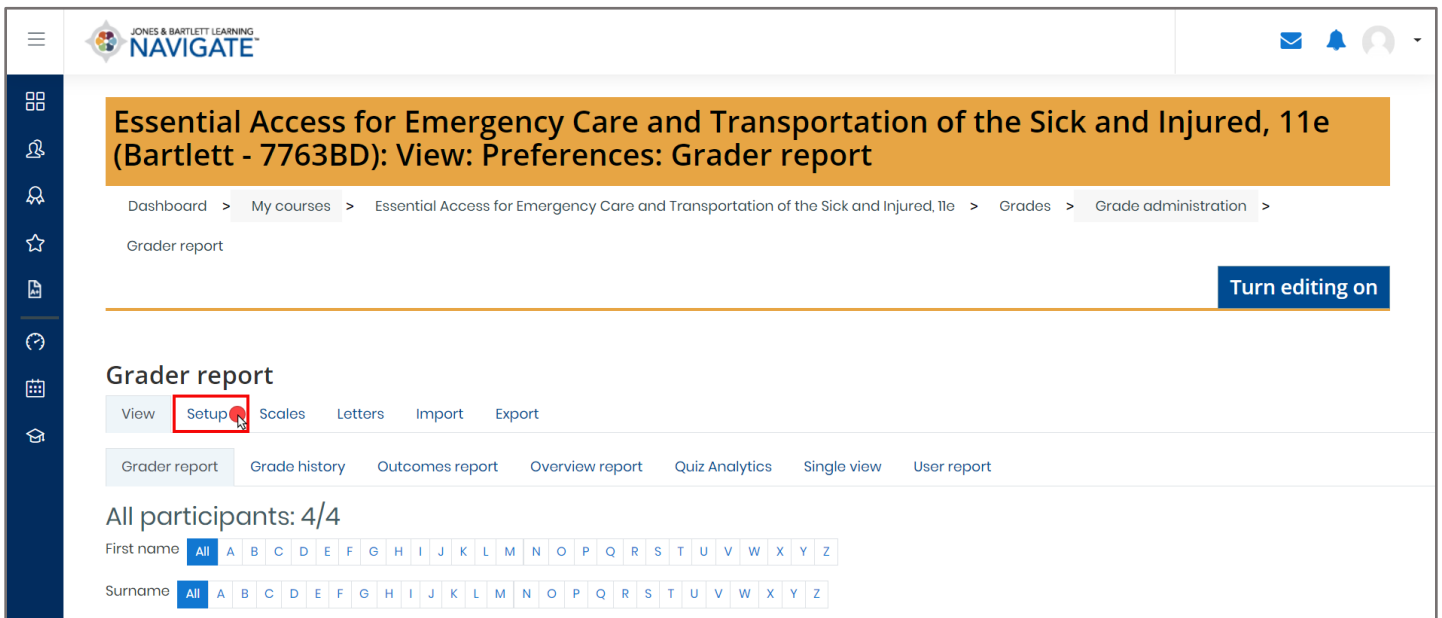
Only for teachers:

Student engagement

UPCOMING EVENTS

Bring Book to Class Saturday, 27 June, 9:00 AM

Attendance Tomorrow, 3:00 AM » 2:00 PM



Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD): View: Preferences: Grader report

Dashboard > My courses > Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e > Grades > Grade administration >

Grader report

Turn editing on

Grader report

View Setup Scales Letters Import Export

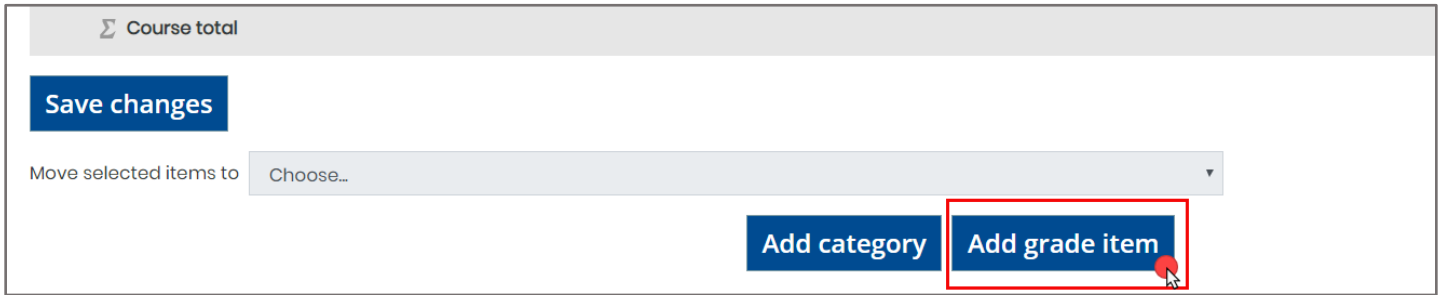
Grader report Grade history Outcomes report Overview report Quiz Analytics Single view User report

All participants: 4/4

First name All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Surname All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

2. Scroll to the bottom of the Grader report setup page and click the **Add Grade Item** button. The New grade item page will open, ready for you to name the new activity, specify how it is graded, and select a Category in which to place it within the Grader Report if applicable.



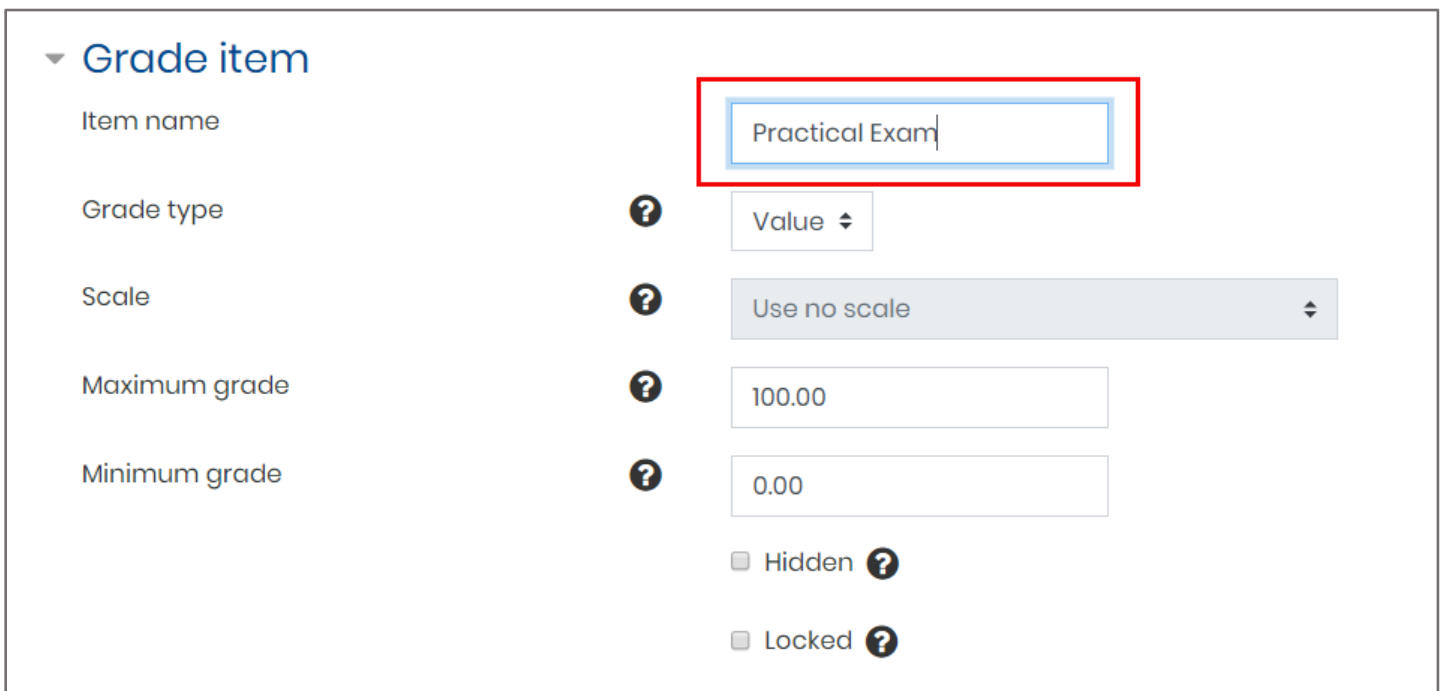
Σ Course total

Save changes

Move selected items to Choose...

Add category Add grade item

3. Enter a name for the activity in the **Item name** field.



Grade item

Item name Practical Exam

Grade type Value

Scale Use no scale

Maximum grade 100.00

Minimum grade 0.00

Hidden

Locked

4. Use the **Grade type** dropdown menu to set your grading preference for the activity. Choose **Value** to assign a numerical point value, **Scale** to use a preset grade scale, or **Text** to provide feedback only.

Grade item configuration form showing the 'Grade type' dropdown menu. The dropdown is open, showing options: Value, Value, Scale, and Text. The 'Value' option is highlighted with a red circle and a mouse cursor. The form includes fields for 'Item name' (Practical Exam), 'Scale', 'Maximum grade', 'Minimum grade' (0.00), and checkboxes for 'Hidden' and 'Locked'.

5. Next, under the **Parent category** section, use the **Grade category** dropdown menu to assign the item to a specific Category if applicable.

Parent category configuration form showing the 'Grade category' dropdown menu. The dropdown is open, showing options: Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD), Quizzes, Papers, and Exams. The 'Exams' option is highlighted with a red circle and a mouse cursor. A red arrow points to the dropdown menu.

6. If you leave the **Weight adjusted checkbox** clear, the item grade will be assigned a natural weight calculated relative to other activities within the gradebook or selected category. If you click to add a checkmark, you can manually specify a value used to adjust the weighting.

The screenshot shows a form titled "Parent category" with the following elements:

- Weight adjusted**: A checkbox that is checked, highlighted with a red box.
- Weight**: A text input field containing "0.0", with a red callout box pointing to it that says "Box will become editable if you check the 'weight adjusted' option".
- Extra credit**: An unchecked checkbox.
- Grade category**: A dropdown menu currently set to "Exams".
- Buttons**: "Save changes" and "Cancel" buttons at the bottom.

7. When finished, click the **Save changes button** on this page.

This screenshot is identical to the one above, but with the "Save changes" button highlighted by a red box and a mouse cursor hovering over it.

8. You will now find the manually graded activity listed as a grade column within your **Grader Report**, and you may turn editing on to manually enter or adjust scores as needed.

Turn editing on

Grader report

View Setup Scales Letters Import Export

Grader report Grade history Outcomes report Overview report Quiz Analytics Single view User report

All participants: 4/4

First name All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

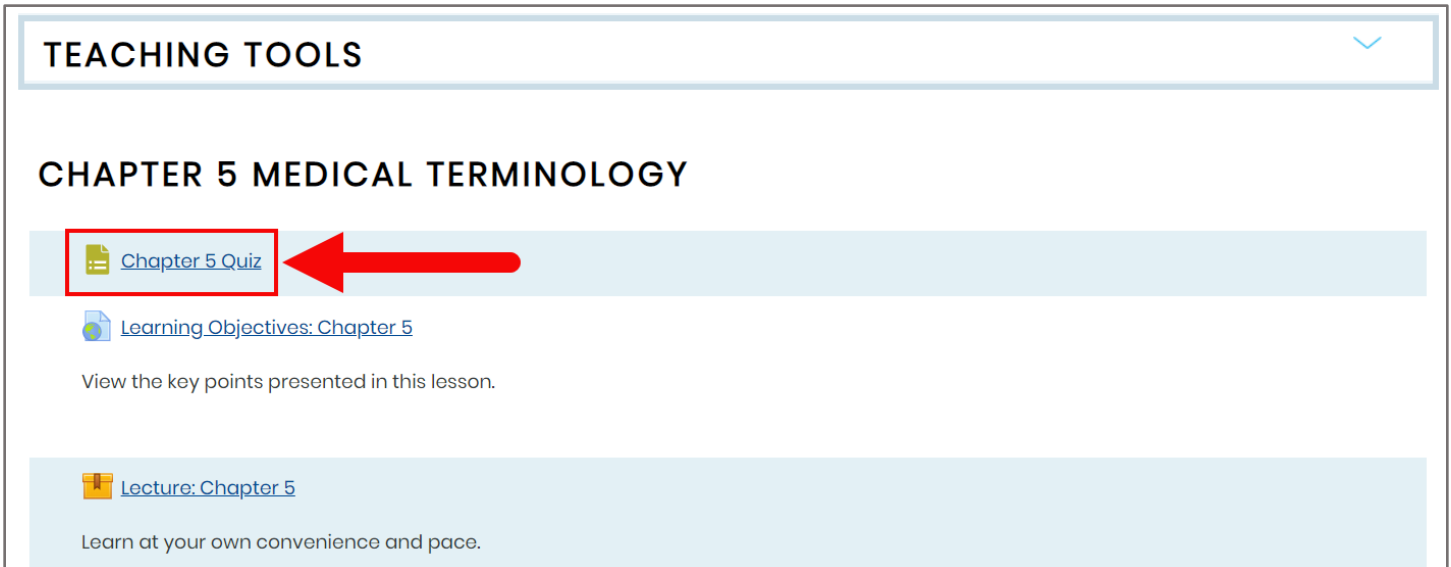
Surname All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

		Essential Access for Emer... ⊖			
		Exams ⊖			
First name / Surname ▲	Email address	Module 1 Test ⬇ ✎	<input type="checkbox"/> Chapter 2 Exam ⬇ ✎	<input type="checkbox"/> Practical Exam ⬇ ✎	Σ Exams total ⬇ ✎
Lisa Adams	ladams@ascendlearning.com	90.00 🔍	86.00	-	72.00
Michelle Doe	mdoe@ascendlearning.com	- 🔍	79.00	-	79.00

Turn on to edit scores within the Grader Report.


Reviewing Test Item Analysis of Students' Quiz Results


1. Begin by navigating to and clicking on the quiz for which you would like to review a statistical analysis.




TEACHING TOOLS

CHAPTER 5 MEDICAL TERMINOLOGY

 [Chapter 5 Quiz](#)

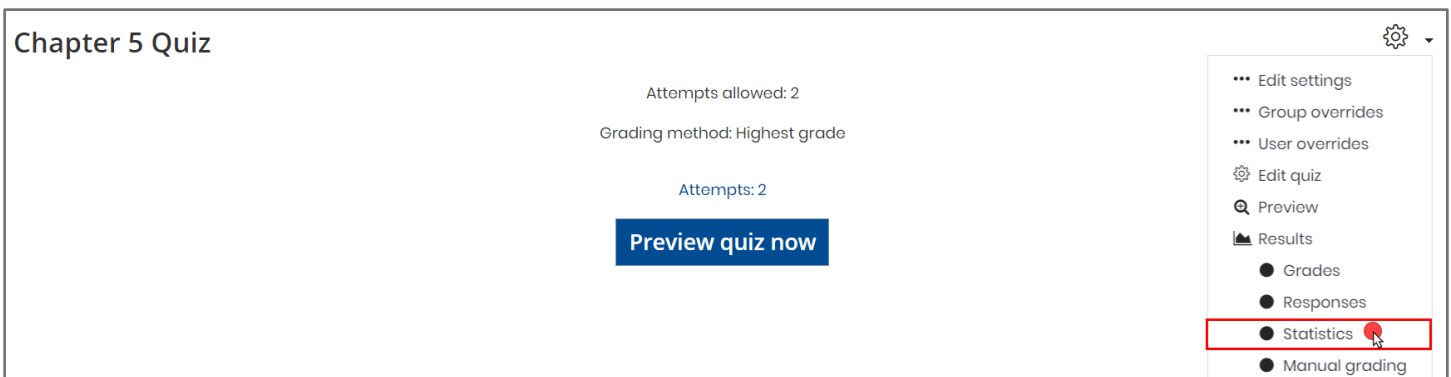
 [Learning Objectives: Chapter 5](#)

View the key points presented in this lesson.

 [Lecture: Chapter 5](#)

Learn at your own convenience and pace.

2. On the Quiz page, click the **Actions menu** and look for the **Results** section. Click on the **Statistics** option from the dropdown menu.



Chapter 5 Quiz

Attempts allowed: 2
Grading method: Highest grade

Attempts: 2

[Preview quiz now](#)

- Edit settings
- Group overrides
- User overrides
- ⚙ Edit quiz
- 🔍 Preview
- 📊 Results
 - Grades
 - Responses
 - **Statistics**
 - Manual grading

- The statistics page displays, beginning with the **Calculate statistics from** option, which allows you to specify which quiz attempts to include in your analysis.

Chapter 5 Quiz

▼ **Statistics calculation settings**

Calculate statistics from

highest graded attempt ▾

highest graded attempt

all attempts

first attempts

last attempt

Quiz information


- The **Quiz information** section below reveals a summary of the all scores achieved by the collective class so far. These statistics include figures such as the total number of graded attempts and student averages across the attempts.

Quiz information

Download full report as Comma separated values (.csv) Download

Quiz name	Chapter 5 Quiz
Course name	Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)
Open the quiz	Monday, 11 May 2020, 8:00 AM
Close the quiz	Friday, 15 May 2020, 5:00 PM
Open for	4 days 9 hours
Number of complete graded first attempts	2
Total number of complete graded attempts	2
Average grade of first attempts	85.00%
Average grade of all attempts	85.00%
Average grade of last attempts	85.00%
Average grade of highest graded attempts	85.00%
Median grade (for highest graded attempt)	85.00%
Standard deviation (for highest graded attempt)	7.07%

5. The **Quiz structure analysis** section displays a list of all questions attempted by your students for the quiz, along with pertinent data and analysis in a grid format.

Quiz structure analysis 

Download table data as: Comma separated values (.csv) **Download**

Q#			Question name	Attempts	Facility index	Standard deviation	Random guess score	Intended weight	Effective weight	Discrimination index	Discriminative efficiency
1	☰	🔍	"Chondro" in the word chondritis means:	2	100.00%	0.00%	25.00%	10.00%	0.00%		
2	☰	🔍	"Gastro" in the word "gastroenteritis" means:	2	100.00%	0.00%	25.00%	10.00%	0.00%		
3	☰	🔍	"Myo" in the word myocarditis means:	2	100.00%	0.00%	25.00%	10.00%	0.00%		
4	☰	🔍	A 5-year-old boy has fallen and has a severe deformity of the forearm near the wrist. He has possibly sustained a fracture of the _____ forearm.	2	50.00%	70.71%	25.00%	10.00%	50.00%		
5	☰	🔍	A diabetic patient has polydipsia. This means that she:	2	100.00%	0.00%	25.00%	10.00%	0.00%		
6	☰	🔍	EMTs should have a strong working knowledge of medical terminology in order to:	2	100.00%	0.00%	25.00%	10.00%	0.00%		

Technical Support: www.jblearning.com/techsupport | support@jblearning.com | 1-978-443-5000 | M-F 8:30am – 8:00pm

6. Importantly, the **Question name** column lists the body of each question, the **Attempts** column shows the collective number of times your students submitted an answer for the question, and the **Facility Index** column reveals the percentage of the submitted answers which were correct.

Quiz structure analysis

Download table data as Comma separated values (.csv) Download

Q#		Question name	Attempts	Facility index	Standard deviation	Random guess score	Intended weight	Effective weight	Discrimination index	Discriminative efficiency
1		"Chondro" in the word chondritis means:	2	100.00%	0.00%	25.00%	10.00%	0.00%		
2		"Gastro" in the word "gastroenteritis" means:	2	100.00%	0.00%	25.00%	10.00%	0.00%		
3		"Myo" in the word myocarditis means:	2	100.00%	0.00%	25.00%	10.00%	0.00%		
4		A 5-year-old boy has fallen and has a severe deformity of the forearm near the wrist. He has possibly sustained a fracture of the _____ forearm.	2	50.00%	70.71%	25.00%	10.00%	50.00%		
5		A diabetic patient has polydipsia. This means that she:	2	100.00%	0.00%	25.00%	10.00%	0.00%		
6		EMTs should have a strong working knowledge of medical terminology in order to:	2	100.00%	0.00%	25.00%	10.00%	0.00%		

7. If you included randomly selected questions in the quiz, a placeholder for the randomly selected question is labeled as **"Random."** This label is followed in parentheses by the test bank category from which it was selected.

10		Random (Chapter 05 - Quiz)	2	50.00%	70.71%		10.00%	50.00%		
10.1		After applying a tourniquet, the injury from a patient's leg stops bleeding. This is called:	1	100.00%			25.00%	10.00%		
10.2		The term "pericardiocentesis" means:	1	0.00%			25.00%	10.00%		

8. Each unique randomly selected question which was attempted by a student is then listed below the random question placeholder with an iterative identifier under the **Q#** (question number) column, such as 2.1, 2.2, 2.3 etc., to indicate that it is a variation of this question.

10			Random (Chapter 05 - Quiz)	2	50.00%	70.71%	10.00%	50.00%
10.1			After applying a tourniquet, the injury from a patient's leg stops bleeding. This is called:	1	100.00%	25.00%	10.00%	
10.2			The term "pericardiocentesis" means:	1	0.00%	25.00%	10.00%	

9. The quiz in this example included one randomly selected question from the Chapter 5 – Quiz category. I can see from the report that two of my students attempted this question and that there were two unique questions which were answered. In this case, one student answered his/her question correctly, while the other student answered his/her question incorrectly.

10			Random (Chapter 05 - Quiz)	2	50.00%	70.71%	10.00%	50.00%
10.1			After applying a tourniquet, the injury from a patient's leg stops bleeding. This is called:	1	100.00%	25.00%	10.00%	
10.2			The term "pericardiocentesis" means:	1	0.00%	25.00%	10.00%	

Answered correctly

100.00%

Answered inccorectly

0.00%

10. You may click on any individual question for additional class performance data for the specific item. The **Question information** section displays the question content, followed by the **Question statistics** section, which reveals the same calculations displayed for the question in the table shown on the Quiz statistics page.



Quiz structure analysis

Download table data as Comma separated values (.csv) Download

Q#	Question name	Attempts	Facility index	Standard deviation	Random guess score	Intended weight	Effective weight	Discrimination index
1	"Chondro" in the word chondritis means:	2	100.00%	0.00%	25.00%	10.00%	0.00%	
2	"Gastro" in the word "gastroenteritis" means:	2	100.00%	0.00%	25.00%	10.00%	0.00%	

Note: A red callout bubble points to the question name in row 1, stating: "Click to view performance data for this question."

Question information

Quiz	Chapter 5 Quiz
Question name	"Chondro" in the word chondritis means:  
Question type	☰ Multiple choice ☰
Position(s)	1

Note: A red callout bubble is overlaid on the table, stating: "This page will appear next, displaying question information and statistics."

"Chondro" in the word chondritis means:

Question statistics

Attempts	2
Facility index	100.00%
Standard deviation	0.00%
Random guess score	25.00%
Intended weight	10.00%
Effective weight	0.00%
Discrimination index	
Discriminative efficiency	

11. Below, in the **Analysis of responses** section, you will see data showing the count and frequency of the different responses that were submitted for this question.

Analysis of responses			
Model response	Partial credit	Count	Frequency
tendon.	0.00%	0	0.00%
rib.	0.00%	0	0.00%
cartilage.	100.00%	2	100.00%
joint.	0.00%	0	0.00%
[No response]	0.00%	0	0.00%

[Back to main statistics report page.](#)

12. The **Model response** column lists the available answer choices for the question. The adjacent **Partial credit** column reveals the credit given to the student based on any chosen answer.

Analysis of responses			
Model response	Partial credit	Count	Frequency
tendon.	0.00%	0	0.00%
rib.	0.00%	0	0.00%
cartilage.	100.00%	2	100.00%
joint.	0.00%	0	0.00%
[No response]	0.00%	0	0.00%

[Back to main statistics report page.](#)


13. Under the **Count** column, you will see the number of times each unique answer choice was submitted, while the **Frequency** column lists the percent of respondents in the class who selected each answer choice.

Analysis of responses			
Model response	Partial credit	Count	Frequency
tendon.	0.00%	0	0.00%
rib.	0.00%	0	0.00%
cartilage.	100.00%	2	100.00%
joint.	0.00%	0	0.00%
[No response]	0.00%	0	0.00%

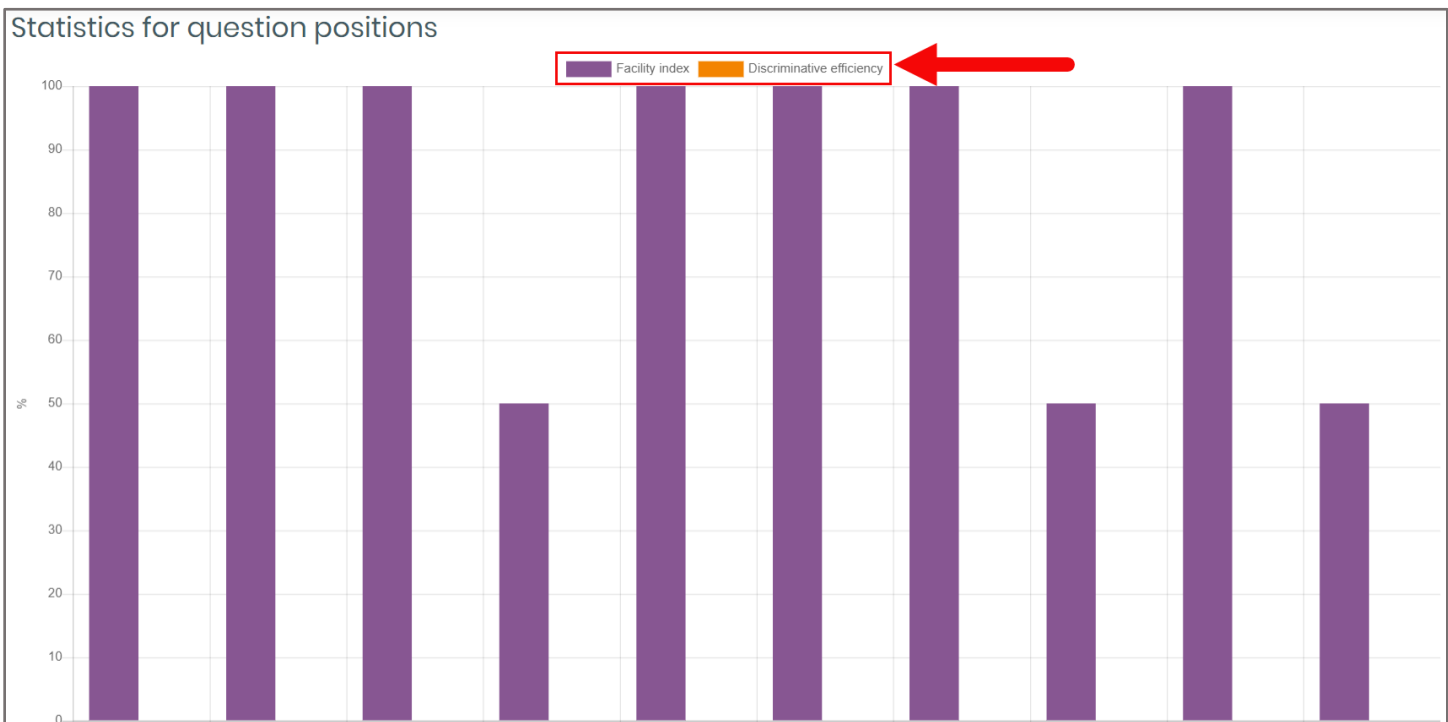
[Back to main statistics report page.](#)

14. Click the **Back to main statistics report page** link at the bottom of this page to return to the general quiz statistics and continue your analysis.

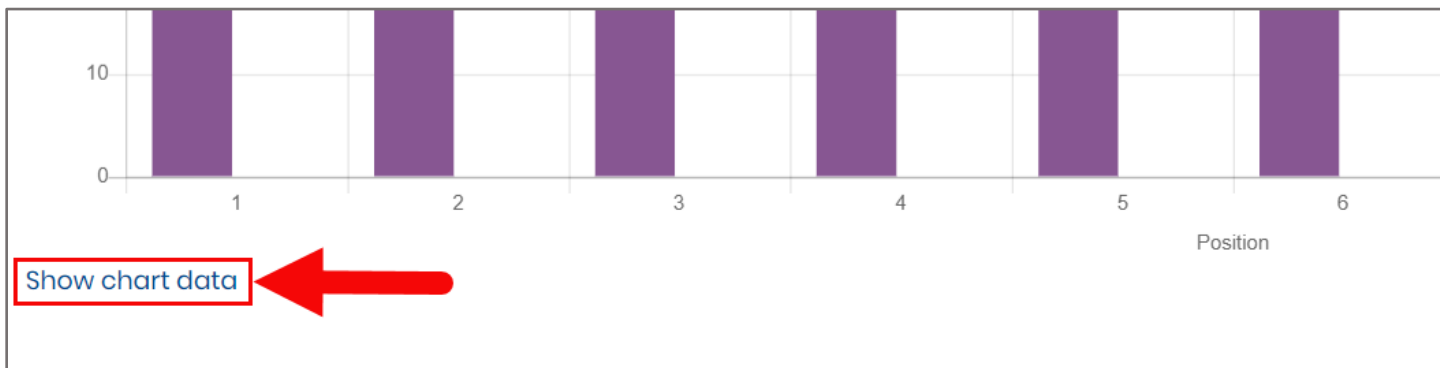
Analysis of responses			
Model response	Partial credit	Count	Frequency
tendon.	0.00%	0	0.00%
rib.	0.00%	0	0.00%
cartilage.	100.00%	2	100.00%
joint.	0.00%	0	0.00%
[No response]	0.00%	0	0.00%


[Back to main statistics report page.](#)

15. The graphical chart at the bottom of the **Quiz statistics** page reveals the **Facility Index** and **Discriminative Efficiency** for each question. Each statistic may be hidden or revealed in the chart by clicking on it from the graph key.



16. Click the **Show chart data** link below the graph to reveal the same statistics shown in the graph in a numerical format below.



17. When finished, use the **Navigation path** at the top of the page to retrace your steps back to the quiz page, or click the course homepage button in the **Navigation drawer** to the left to return to the main course page.

Click to return to the main course page.

Click to return to the quiz page.

Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e

Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)

Dashboard > My courses > Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e > Chapter 5 Medical Terminology > **Chapter 5 Quiz** > Results > Statistics

Chapter 5 Quiz

Statistics calculation settings

Calculate statistics from highest graded attempt

Show report

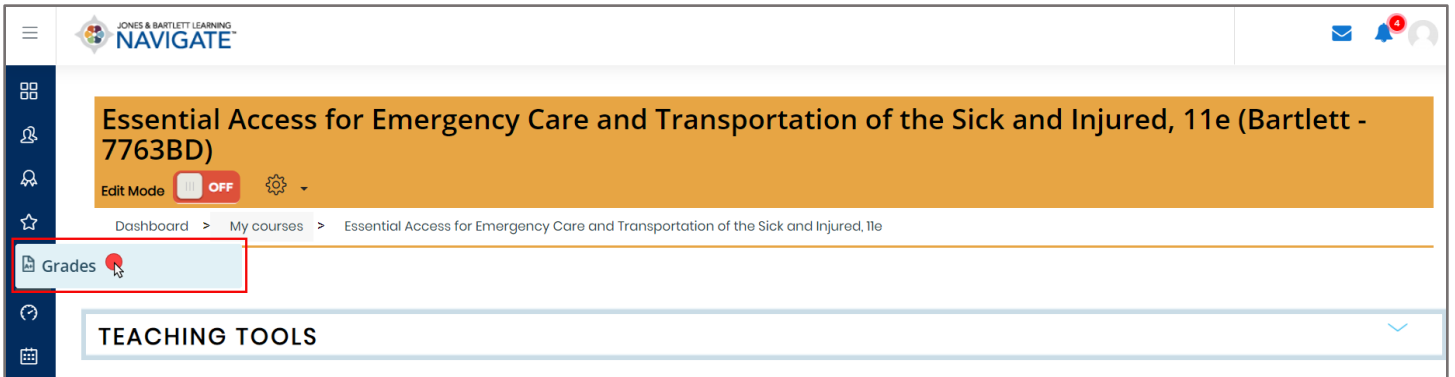
Quiz information

Download full report as Comma separated values (.csv) Download

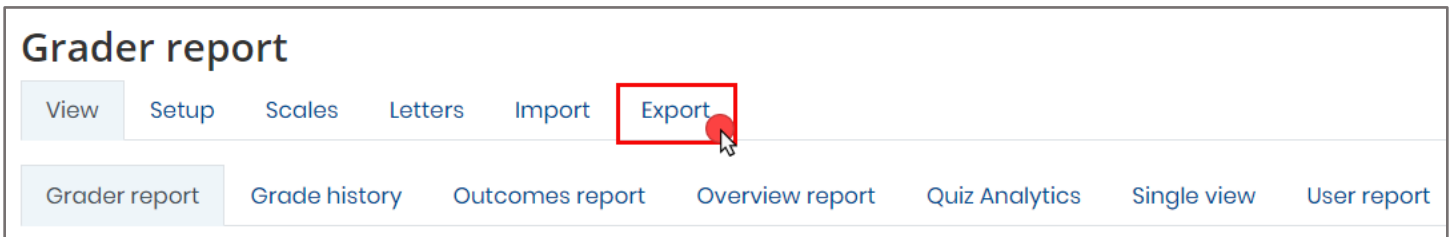
Quiz name	Chapter 5 Quiz
-----------	----------------

Exporting the Gradebook

1. Upon logging in, navigate to the gradebook by clicking the **Grades** button in the **Navigation drawer**.



2. Once your **Grader report** loads, click the **Export** tab.



3. The Export tab displays options for specifying the export file format, selecting the grade items you wish to include, and making additional formatting decisions. Available file formats are displayed in tabs across the top. Grade items are listed under Grade items to be included, which is expanded by default.

The screenshot shows the 'Export' tab interface. At the top, there are four tabs: 'OpenDocument spreadsheet', 'Plain text file', 'Excel spreadsheet', and 'XML file'. Below the tabs is a section titled 'Grade items to be included' with a dropdown arrow. To the right of this section is a red callout box labeled 'File options'. The list of grade items includes:

- Chapter 1 Quiz
- Chapter 2 Quiz
- Category total
- Category total
- Attendance
- Attendance
- Practical Exam

4. Choose the preferred file export format by clicking the desired tab. For example, to export to an Excel spreadsheet, click the **Excel spreadsheet** tab.

Export to OpenDocument spreadsheet

View Setup Scales Letters Import **Export**

OpenDocument spreadsheet Plain text file **Excel spreadsheet** XML file

▼ Grade items to be included

- Module 1 Test
- Chapter 2 Exam
- Practical Exam
- Category total

5. Review the list under **Grade items to be included** and deselect any items you wish to exclude from the exported file.

▼ Grade items to be included

De-select any items you don't want included in the exported file

- Chapter 1 Quiz
- Chapter 2 Quiz
- Category total
- Category total
- Attendance
- Attendance
- Practical Exam
- Chapter 1 Exam
- Chapter 2 Exam
- Category total

6. You may scroll down and click the **Select all/none** link at the bottom of the list to quickly deselect all items and return to choose only those you wish you capture in the export.

Course total


Select all/none

► Export format options

7. Click the **Export format options** heading to expand and review additional formatting options for the exported report.

▼ **Export format options**

Include feedback in export

Exclude suspended users 


Grade export display types Real Percentage Letter

Grade export decimal points

8. From this section, you may choose to include instructor feedback, exclude suspended users, choose the grade display type, and pick the number of decimal points to include in any numeric grades.

▼ **Export format options**

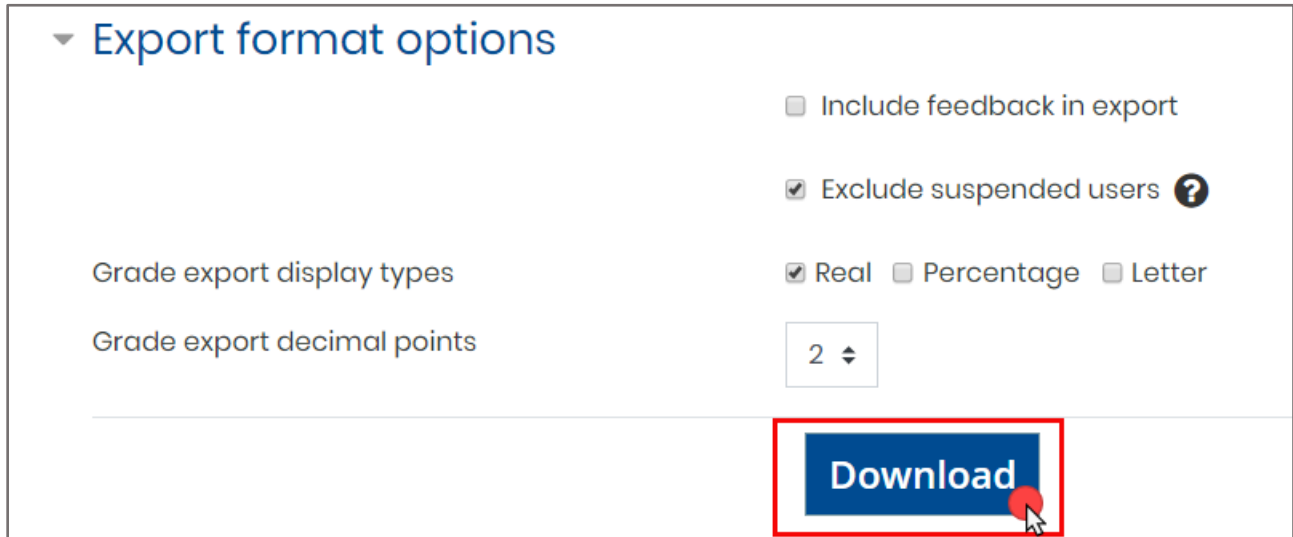
Include feedback in export

Exclude suspended users 

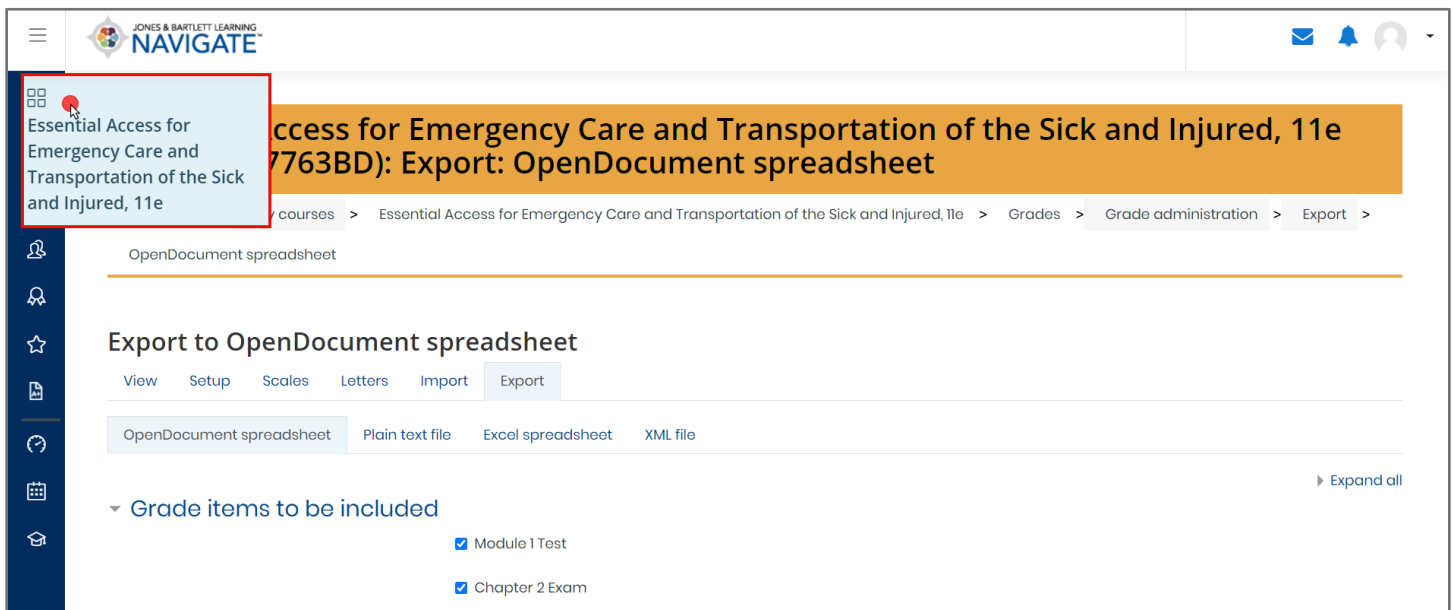
Grade export display types Real Percentage Letter

Grade export decimal points

9. When you are ready, click the **Download** button. Depending on your operating system and browser settings, the file may download automatically or a dialog box will open with options for specifying the save location.



10. When finished, click the course **Homepage** button in the **Navigation drawer** to return to your course.

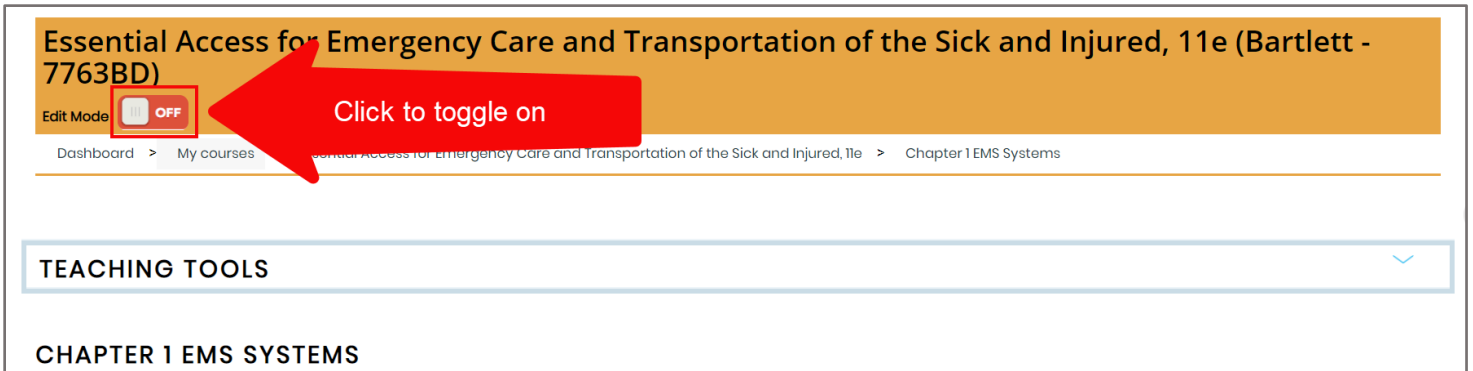


REPORTING & TRACKING

This section provides guidance with all activities related to reporting and tracking in Navigate, such as setting up online attendance tracking, record student attendance, tracking student course activity, and reviewing eBook analytics.

Setting Up Online Attendance Tracking

1. Navigate to the course section in which you wish to house your **Attendance** activity and turn the course **Edit Mode** ON by toggling the button at the top of the page.



Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)

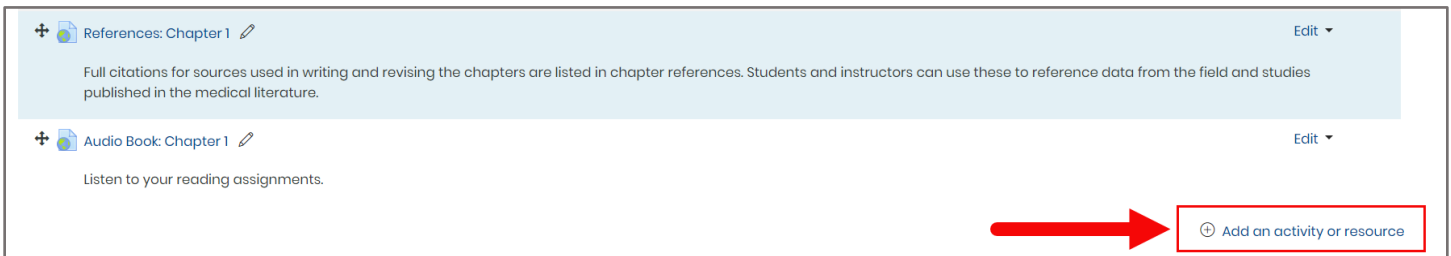
Edit Mode OFF **Click to toggle on**

Dashboard > My courses > Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e > Chapter 1 EMS Systems

TEACHING TOOLS

CHAPTER 1 EMS SYSTEMS

2. Scroll as needed to find the **Add an activity or resource** option and click on it.



+ References: Chapter 1 Edit ▾

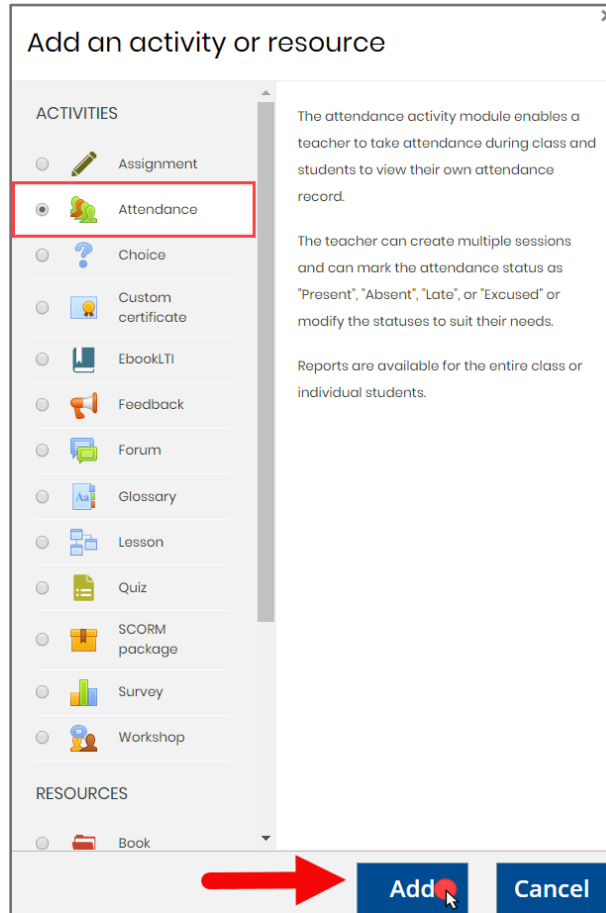
Full citations for sources used in writing and revising the chapters are listed in chapter references. Students and instructors can use these to reference data from the field and studies published in the medical literature.

+ Audio Book: Chapter 1 Edit ▾

Listen to your reading assignments.

Add an activity or resource

3. From the resulting popup window, select the **Attendance** option under **ACTIVITIES** and click **Add**.



4. The Attendance settings page will open, where you may choose the general rules for governing student tracking within the tool.

The screenshot shows the "Adding a new Attendance" settings page. The page has a title bar with a back arrow and a help icon. Below the title bar, there is a "General" section that is expanded. It contains a "Name" field with the text "Attendance" and a "Description" field with a rich text editor toolbar. Below the "Description" field, there is a checkbox labeled "Display description on course page". At the bottom of the page, there are three expandable sections: "Grade", "Common module settings", and "Restrict access".

5. Use the **Grade** section options to determine whether to incorporate student attendance as a graded component within the gradebook. Use the **Type** dropdown menu to select your preference and adjust the **Maximum grade** point value as desired.

Grade

Type Point

Scale
CVTech 0-4 Scale

Maximum grade
100

Point or scale types available. You can also choose "None" if you don't want graded attendance

6. Next, use the **Grade category** dropdown to select the appropriate category in your gradebook to track the Attendance component, if applicable. Please refer to the gradebook setup page for more information.

Grade category

Grade to pass

Common module settings

Restrict access

Uncategorised

Uncategorised

Attendance

Exams

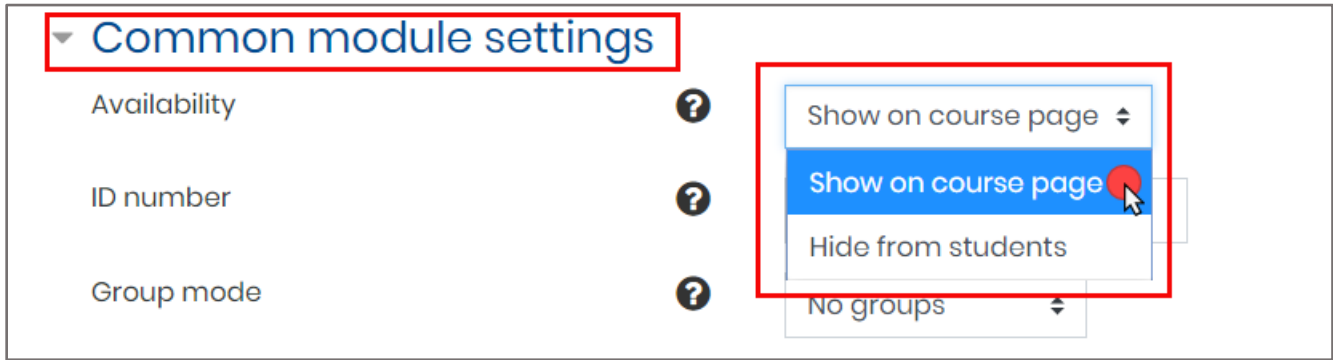
Papers

Quizzes

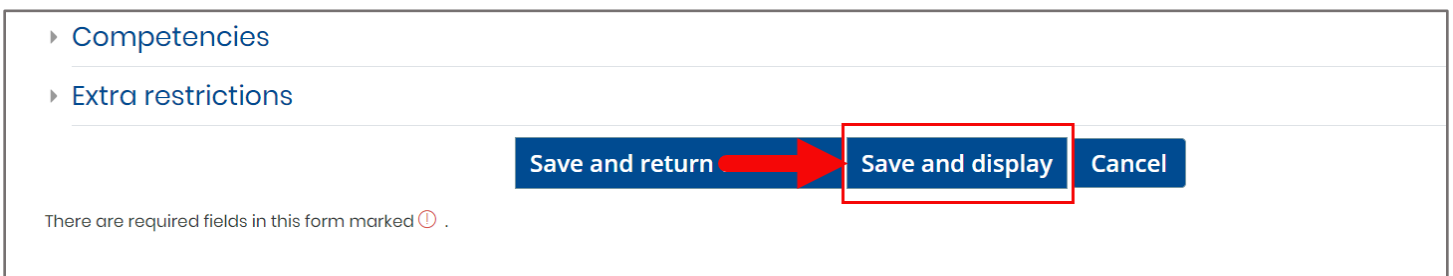
7. A passing grade may be specified in the **Grade to pass** field. This will function as a visual indicator in your gradebook, displaying all failing student grades for Attendance as red and passing scores as green.

Grade to pass

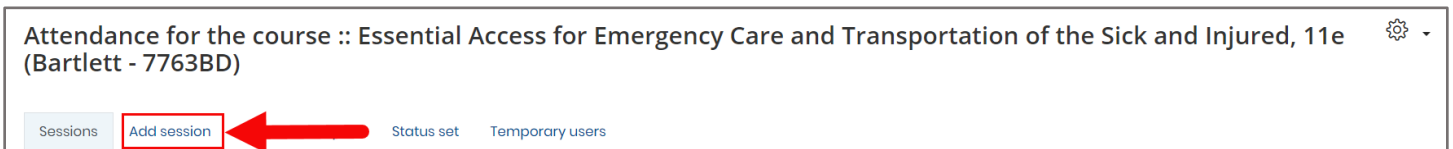
8. Under **Common module settings**, toggle the **Availability** dropdown menu to choose whether you would like to make the Attendance activity visible to or hidden from students in the course.



9. When satisfied with your selections, scroll down and click the **Save and display** button.



10. The next step will be to create the sessions for which you wish to record student attendance. Click the **Add session** tab at the top of the page.



11. Use the **Date** fields within the **Add session** section here to pick the time and date of your first class, then use the **Time** fields to enter in a start and end time of the class.

The screenshot shows the 'Add session' form. The 'Type' dropdown is set to 'All students'. The 'Date' field is highlighted with a red box and a red arrow pointing to it. The 'Time' field is also highlighted with a red box and a red arrow pointing to it. The date is set to '1 September 2020' and the time is set to 'from: 08:00 to: 12:00'.

12. You may then choose whether to automatically populate your students' calendars with the session(s) by toggling on or off the **Create calendar event for session**.

The screenshot shows the 'Add session' form with the 'Create calendar event for session' checkbox checked. A red arrow points to this checkbox. The date is set to '1 September 2020' and the time is set to 'from: 08:00 to: 12:00'.

13. Next, the **Multiple sessions** section can be used to determine whether the session is recurring and, if so, when it repeats.

The screenshot shows the 'Multiple sessions' section of the 'Add session' form. The 'Multiple sessions' dropdown is highlighted with a red box and a red arrow pointing to it. The 'Repeat the session above as follows' checkbox is checked. The 'Repeat on' field is set to 'Monday'. The 'Repeat every' field is set to '1 week(s)'. The 'Repeat until' field is set to '5 May 2020'.

14. If your session is recurring, check the **Repeat the session above as follows** checkbox, and then select the days of the week on which the session occurs by ticking the corresponding check boxes next to the day on the **Repeat on** setting.

▼ Multiple sessions

Repeat the session above as follows ?

Repeat on Monday Tuesday Wednesday Thursday Friday Saturday Sunday

Repeat every 2 week(s)

Repeat until 1 September 2020

15. Use the **Repeat every** setting to select the sequence of weeks the sessions repeat. For example, if your class meets at the same time every other Wednesday, you should select **Repeat every 2 week(s)**.

▼ Multiple sessions

Repeat the session above as follows ?

Repeat on Monday Tuesday Wednesday Thursday Friday Saturday Sunday

Repeat every 2 week(s)

Repeat until 1 September 2020

16. Then make sure you use the **Repeat until** date fields to set a date for the last class within this sequence. Please note, if you have staggered class times which are not recurring, you must add separate sessions to account for those sessions as needed.

▼ Multiple sessions

Repeat the session above as follows ?

Repeat on Monday Tuesday Wednesday Thursday Friday Saturday Sunday

Repeat every 2 week(s)

Repeat until 1 November 2020

17. Finally, choose whether students are to be responsible for recording their own attendance for the sessions using the **Allow students to record own attendance** checkbox. If you check the box, two more options will pop up.

▼ Student recording

Allow students to record own attendance ?

Automatic marking ? Disabled

Student password ? Random password

Automatically select highest status available ?

- **Automatic marking** allows marking to be completed automatically. If “Yes” is selected, students will be automatically marked depending on when a student first accesses the course. If “Set unmarked at end of session” is selected, any students who have not marked their attendance will be set to the unmarked status selected. You may also leave this as “Disabled” if you do not wish to use automatic marking.

▼ Student recording

Allow students to record own attendance ?

Automatic marking ? Disabled

Student password ? Random password

Automatically select highest status available ?

Disabled

Disabled

Yes

Set unmarked at end of session

- **Student password**, if set, requires students to enter a password of your choosing before they can set their own attendance for the session. If left empty, no password is required. You may also generate a random password by checking the appropriate box on the right of the password box.

▼ **Student recording**

Allow students to record own attendance ?

Automatic marking ?

Student password ? Random password

Automatically select highest status available ?

- You can also check **Automatically select highest status available** if you wish for students to receive the highest grade possible for attendance.

▼ **Student recording**

Allow students to record own attendance ?

Automatic marking ?

Student password ? Random password

Automatically select highest status available ?

18. Once you are satisfied with your settings, click **Add**.

▶ Multiple sessions

▶ Student recording

19. You will now see a list of all the individual class sessions generated under the **Sessions** tab.

#	Date	Time	Type	Description	Actions
1	Wed 2 Sep 2020	8AM - 12PM	All students	Regular class session	▶ ⚙️ 🗑️
2	Wed 16 Sep 2020	8AM - 12PM	All students	Regular class session	▶ ⚙️ 🗑️
3	Wed 30 Sep 2020	8AM - 12PM	All students	Regular class session	▶ ⚙️ 🗑️
4	Wed 14 Oct 2020	8AM - 12PM	All students	Regular class session	▶ ⚙️ 🗑️
5	Wed 28 Oct 2020	8AM - 12PM	All students	Regular class session	▶ ⚙️ 🗑️

20. Click on the **Status set** tab to review the default attendance tracking options to use for each student per session.

Changes to status sets will affect existing attendance sessions and may affect grading.

Status set 1 (P L E A) ▾

#	Acronym	Description	Points	Available for students (minutes) ?	Automatically set when not marked ?	Action
1	P	Present	2.00	<input type="text"/>	<input type="radio"/>	👁️ 🗑️
2	L	Late	1.00	<input type="text"/>	<input type="radio"/>	👁️ 🗑️
3	E	Excused	1.00	<input type="text"/>	<input type="radio"/>	👁️ 🗑️
4	A	Absent	0.00	<input type="text"/>	<input type="radio"/>	👁️ 🗑️
*	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="radio"/>	<input type="button" value="Add"/>

21. You may make any custom adjustments to these options as needed by updating the applicable field and then clicking the **Update** button.

Sessions Add session Report Export Status set Temporary users

Changes to status sets will affect existing attendance sessions and may affect grading.

Status set 1 (P L E A) ▾

#	Acronym	Description	Points	Available for students (minutes) ?	Automatically set when not marked ?	Action
1	P	Present	2.00		<input type="radio"/>	
2	L	Late	1.00		<input type="radio"/>	
3	E	Excused	1.00		<input type="radio"/>	
4	A	Absent	0.00		<input type="radio"/>	
*						

Add

Update

22. Navigate back to the Main Course Page and turn the course **Edit Mode** OFF by toggling the button at the top of the page. You may now access the Attendance activity listed in the course section in which it was created.

Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)

Edit Mode OFF **Toggle off**

Dashboard > My courses > Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e

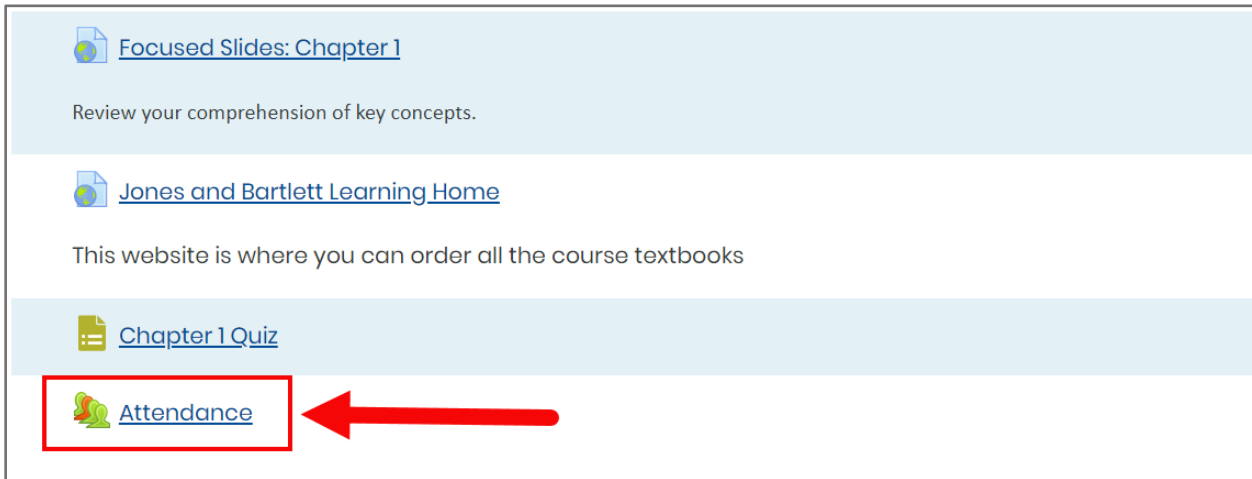
TEACHING TOOLS

News forum

Attendance

Recording Student Attendance by Class

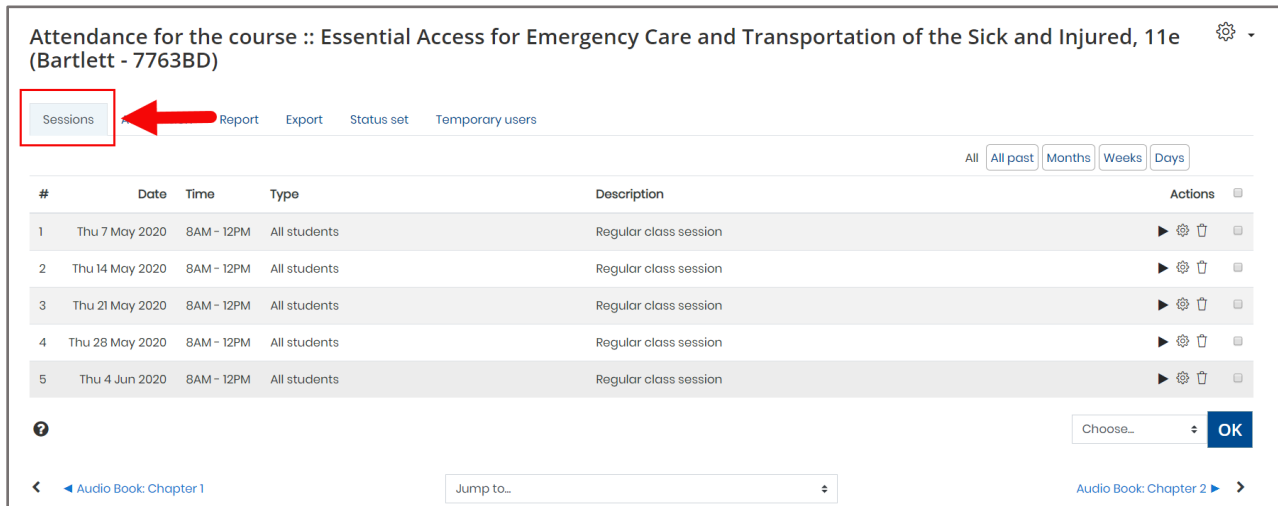
1. Before starting, make sure that you have set up your class sessions within the **Attendance** activity prior to recording student attendance for a class. Navigate to and click on the **Attendance** item within your course.



The screenshot shows a course navigation menu with the following items:

- [Focused Slides: Chapter 1](#)
Review your comprehension of key concepts.
- [Jones and Bartlett Learning Home](#)
This website is where you can order all the course textbooks
- [Chapter 1 Quiz](#)
- [Attendance](#)** (highlighted with a red box and a red arrow pointing to it)

2. The **Attendance** tool will open on the **Sessions** tab by default, displaying all the current sessions for which you may track attendance.



The screenshot shows the Attendance tool interface for the course: "Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)". The "Sessions" tab is selected and highlighted with a red box and a red arrow. The interface includes a navigation bar with "Sessions", "Report", "Export", "Status set", and "Temporary users". Below the navigation bar, there are filters for "All", "All past", "Months", "Weeks", and "Days". A table displays the following data:

#	Date	Time	Type	Description	Actions
1	Thu 7 May 2020	8AM - 12PM	All students	Regular class session	▶ ⚙️ 🗑️
2	Thu 14 May 2020	8AM - 12PM	All students	Regular class session	▶ ⚙️ 🗑️
3	Thu 21 May 2020	8AM - 12PM	All students	Regular class session	▶ ⚙️ 🗑️
4	Thu 28 May 2020	8AM - 12PM	All students	Regular class session	▶ ⚙️ 🗑️
5	Thu 4 Jun 2020	8AM - 12PM	All students	Regular class session	▶ ⚙️ 🗑️

At the bottom of the interface, there is a "Choose..." dropdown menu with an "OK" button, and a "Jump to..." field with a dropdown arrow.

- Use the timing buttons in the top-right of this tab to narrow the scope of the sessions you would like to view on the current page, and then use the **Choose date** button that appears to jump to the range of time for which you would like to view your available sessions.

Attendance for the course :: Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)

Sessions Add session Report Export Status set Temporary users

◀ May 4 - May 10 ▶

All All past Months Weeks Days

#	Date	Time	Type	Description	Actions
1	Thu 7 May 2020	8AM - 12PM	All students	Regular class session	▶ ⚙️ 🗑️

Choose... OK

◀ Audio Book: Chapter 1 Jump to... Audio Book: Chapter 2 ▶

Use the arrows to scroll between weeks/months/days or click the button to manually choose a date (or date range) to view

- Click on the **Take attendance** button ▶ to the right of the targeted session under the **Actions** column.

Sessions Add session Report Export Status set Temporary users

◀ May 4 - May 10 ▶

All All past Months Weeks Days

#	Date	Time	Type	Description	Actions
1	Thu 7 May 2020	8AM - 12PM	All students	Regular class session	▶ ⚙️ 🗑️

Choose... OK

◀ Audio Book: Chapter 1 Jump to... Audio Book: Chapter 2 ▶

A red arrow points to the play button icon in the Actions column of the session row.

- A tracking page will display your current student roster and their respective attendance status options. Please note, while still applicable for recording student attendance, the following steps assume you have not made custom changes to the **Status set** tracking options.

Attendance for the course :: Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)

Sessions Add session Report Export **Status set** Temporary users

7 May 2020 8AM - 12PM
Regular class session

Page 1 of 1
View mode
Sorted list
25

The next steps in this document assume you have not made changes to the "status set" tracking options

#	First name / Surname	Email address	P	L	E	A	Remarks
Set status for all users <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>							
1	Lisa Adams	ladams@ascendlearning.com	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
2	John Smith	jsmith@ascendlearning.com	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

Save attendance

- As most students are likely to be **Present** for each class, begin by clicking the P (for Present) option next to the **Set status for all users** line item.

Attendance for the course :: Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)

Sessions Add session Report Export Status set Temporary users

7 May 2020 8AM - 12PM
Regular class session

Page 1 of 1
View mode
Sorted list
25

Click here to set all students as "Present"

#	First name / Surname	Email address	P	L	E	A	Remarks
Set status for all users <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>							
1	Lisa Adams	ladams@ascendlearning.com	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
2	John Smith	jsmith@ascendlearning.com	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

Save attendance

7. This will automatically set each student's status to recorded as Present. Next, scroll as needed to the students who are not Present and adjust their statuses as needed.

Attendance for the course :: Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)

Sessions Add session Report Export Status set Temporary users

7 May 2020 8AM - 12PM
Regular class session

Page 1 of 1
View mode
Sorted list
25

L = Late
E = Excused
A = Absent

#	First name / Surname	Email address	P	L	E	A	Remarks
Set status for all users <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>							
1	Lisa Adams	ladams@ascendlearning.com	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
2	John Smith	jsmith@ascendlearning.com	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text"/>

Save attendance

8. When finished, click the **Save attendance** button at the bottom of the page to save your tracking records for this session.

Attendance for the course :: Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)

Sessions Add session Report Export Status set Temporary users

7 May 2020 8AM - 12PM
Regular class session

Page 1 of 1
View mode
Sorted list
25

#	First name / Surname	Email address	P	L	E	A	Remarks
Set status for all users <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>							
1	Lisa Adams	ladams@ascendlearning.com	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
2	John Smith	jsmith@ascendlearning.com	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text"/>

Save attendance





9. The **Sessions** tab will reload, reflecting your recent changes.

10. You may adjust recorded attendance at any time by clicking directly on the session or selecting the **Change attendance** button to its right.

Attendance for the course :: Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)

Sessions Add session Report Export Status set Temporary users

May 4 - May 10 All All past Months Weeks Days

#	Date	Time	Type	Description	Actions
1	Thu 7 May 2020	8AM - 12PM	All students	Regular class session	   

Choose... OK

Change attendance

11. The **Report** tab will display a comprehensive Attendance report with filter buttons to conveniently display the specific records you would like to review.

Attendance for the course :: Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)

Sessions Add session **Report** Export Status set Temporary users

May 4 - May 10 Page 1 of 1 All All past Months Weeks Days Below 100% Summary

Users	Sessions	Status set 1	Over taken sessions
First name / Surname	May 7 8AM All students	P L E A	Sessions Points Percentage
Email address			
Lisa Adams ladams@ascendlearning.com	P (2/2)	1 0 0 0	1 2 / 2 100.0%
John Smith jsmith@ascendlearning.com	A (0/2)	0 0 0 1	1 0 / 2 0.0%
Summary	Present: 1 Late: 0 Excused: 0 Absent: 1		

Users: 2

12. You may click on any individual session's date displayed in the **Report** tab to adjust any records as needed.

May 11 - May 17 | Page 1 of 1 | All | All past | Months | Weeks | Days | Below 100% | Summary

Users	Sessions	Status set 1				Over taken sessions		
		P	L	E	A	Sessions	Points	Percentage
<ul style="list-style-type: none"> First name / Surname Email address 	<ul style="list-style-type: none"> May 14 8AM All students 							
<ul style="list-style-type: none"> Lisa Adams ladams@ascendlearning.com John Smith jsmith@ascendlearning.com 	?	0	0	0	0	0	0 / 0	0.0%
Summary	Present: 0 Late: 0 Excused: 0 Absent: 0							

Users: 2

13. In addition, the **Export** tab may be used to create an exportable digital copy of your Attendance report to print and/or store locally.

Sessions | Add session | Report | **Export** | Status set | Temporary users

▼ Export

Group: All participants

Export specific users: No

Users to export: Lisa Adams, John Smith

Identify student by:

- Student ID
- Username
- ID number
- Institution
- Department

Select all sessions: Yes

Include not taken sessions: Yes

Include remarks: Yes

Start of period: 18 | January | 2016

End of period: 7 | May | 2020

Format: Download in Excel format

OK

14. You may adjust the settings on this tab to select specific students or date ranges to capture in the report, choose a desired file **Format**, and then click the **OK** button at the bottom of the page to download your custom report.

▼ Export

Group: All participants

Export specific users: No

Users to export: Lisa Adams, John Smith

Identify student by: Student ID, Username, ID number, Institution, Department

Select all sessions: Yes

Include not taken sessions: Yes

Include remarks: Yes

Start of period: 18 January 2016

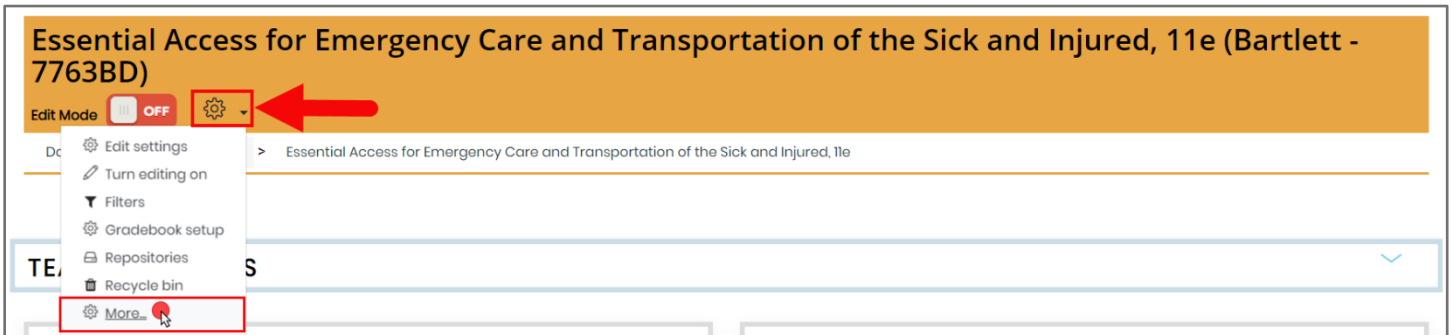
End of period: 30 May 2020

Format: Download in Excel format

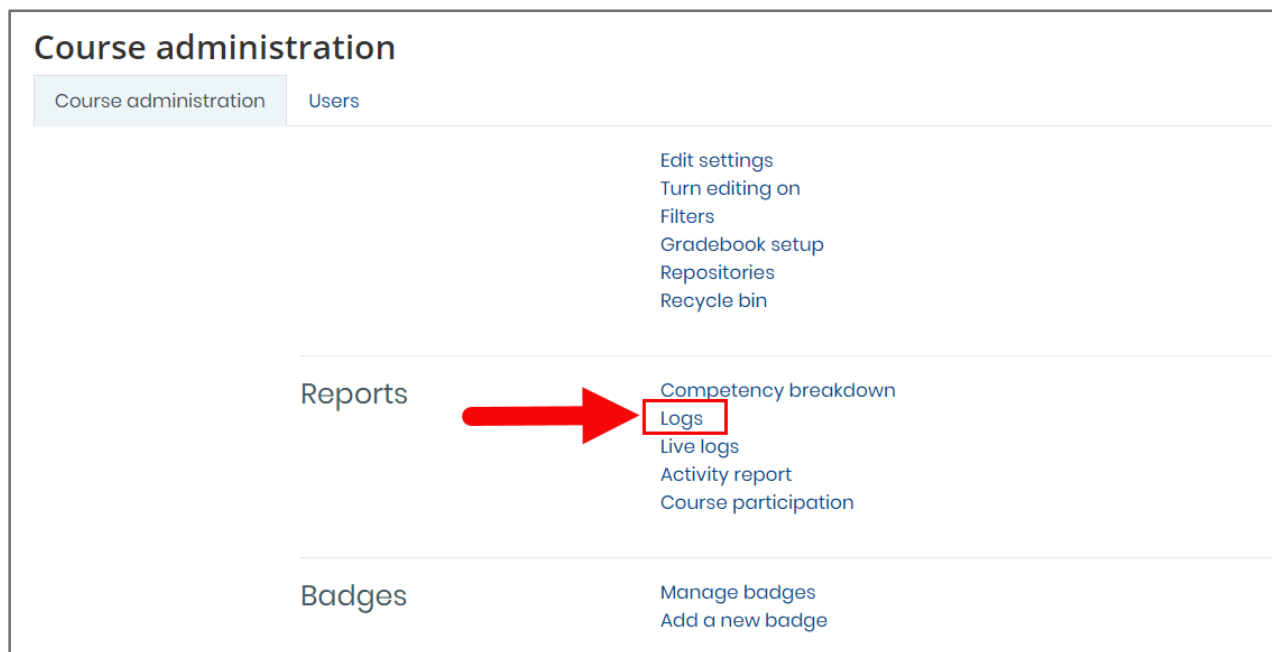
OK

Tracking Individual Student Online Activity

1. Outside of the Gradebook, your primary source of truth for all student online course activity are the course **Logs**. Course logs record individual actions taken by a student within your online course and provides the timing and type of activity. To access these logs, click the **Actions menu** button at the top of any course content page and select **More...** from dropdown list.



2. On the next page, click **Logs** under the **Reports** section.



- Use the dropdown menu options at the top of the page as needed to display an activity report filtering the specific results you are searching for.

Choose which logs you want to see:

Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD) All participants All days

All activities All actions All sources All events ? Get these logs

- For example, if you want to see what actions an individual student completed on a given day, select the student's name from the **All participants** dropdown menu. Then use the **All days** menu to limit the log reports for this student to a specific date.

Choose which logs you want to see:

Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD) John Smith All days

All activities All actions All sources All events ? Get these logs

All days
Today, 14 May 2020
Wednesday, 13 May 2020
Tuesday, 12 May 2020
Monday, 11 May 2020

- To view the report based on your filter selections, click the **Get these logs** button.

Choose which logs you want to see:

Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD) John Smith Wednesday, 13 May 2020

All activities All actions All sources All events ? Get these logs

6. Course activity logs will display below, revealing details of each applicable action, such as when the action was taken under the **Time** column, the specific resource affected under the **Event context** column, the content type under the **Component** column, and details of what action was taken under the **Event name** and **Description** columns.

Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD) | John Smith | Wednesday, 13 May 2020


All activities | All actions | All sources | All events | [Get these logs](#)

Time	User full name	Affected user	Event context	Component	Event name	Description	Origin	IP address
13 May 2020, 3:39 PM	John Smith	-	Course: Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)	System	Course viewed	The user with id '1769' viewed the course with id '529'.	web	10.182.197.119
13 May 2020, 3:20 PM	John Smith	-	Quiz: Chapter 3 Quiz	Quiz	Course module viewed	The user with id '1769' viewed the 'quiz' activity with course module id '120927'.	web	10.182.197.119
13 May 2020, 3:20 PM	John Smith	-	Quiz: Chapter 3 Quiz	Quiz	Course module viewed	The user with id '1769' viewed the 'quiz' activity with course module id '120927'.	web	10.182.197.119

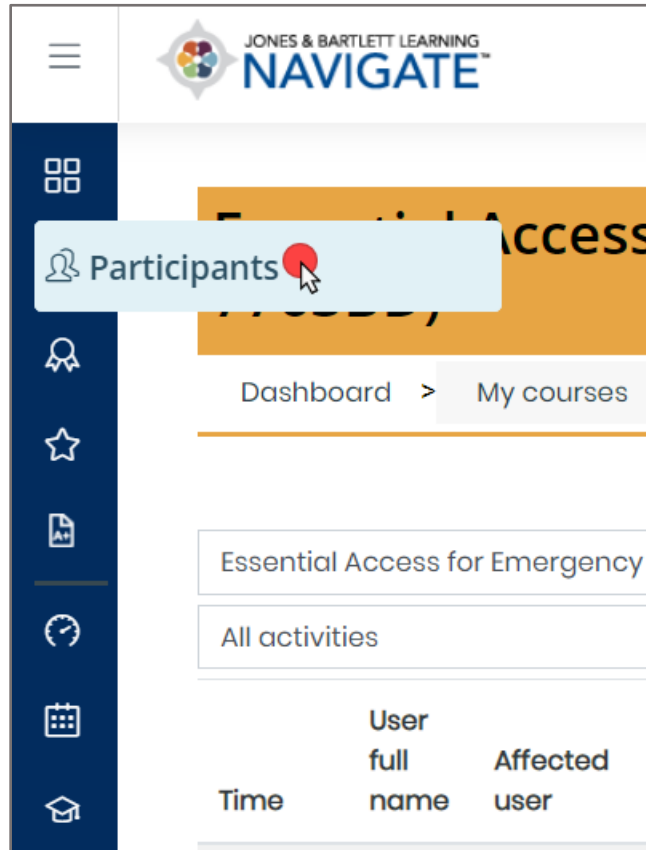
7. Your custom activity log reports generated here may be downloaded in a file type of your choosing using the **Download** button at the bottom of the page.

13 May 2020, 12:51 PM	John Smith	John Smith	Course: Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)	User report	Grade user report viewed	The user with id '1769' viewed the user report in the gradebook.	web	10.182.197.119
13 May 2020, 12:50 PM	John Smith	-	Course: Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)	System	Course viewed	The user with id '1769' viewed the course with id '529'.	web	10.182.197.119

Download table data as [Download](#)



8. Additional options for reviewing student activity are individual reports available within their **Profiles**. To find these, click the **Participants** button in the **Navigation drawer** to the right of the page.



9. Then click on the name of the student for whom you wish to review usage reports.

Participants
No filters applied

Search keyword or select filter ▼

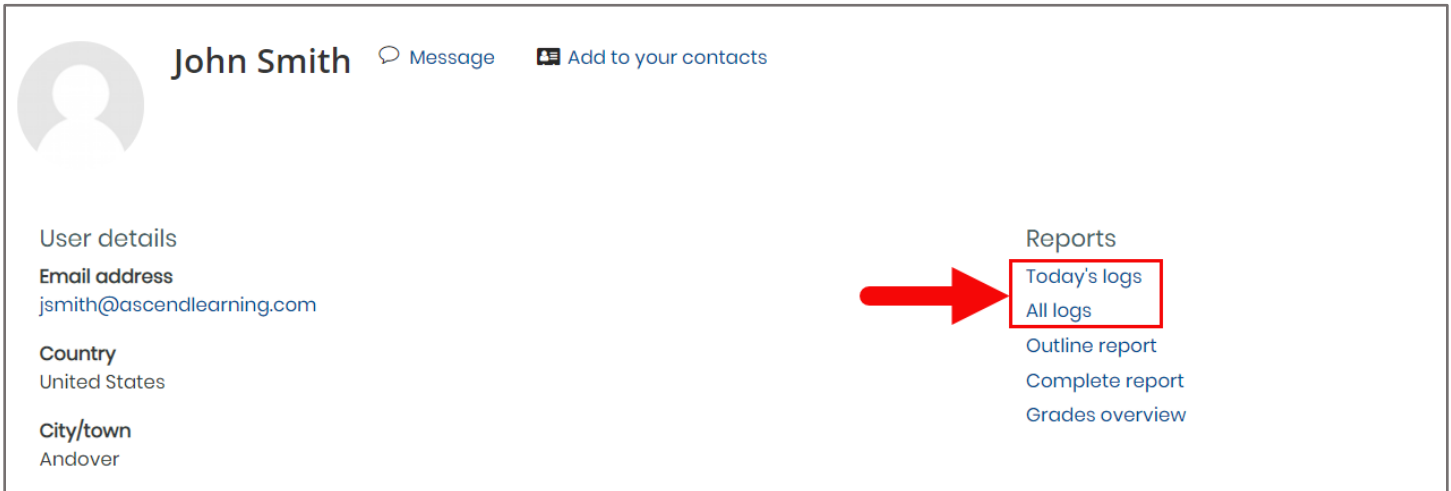
Number of participants: 3

First name **All** A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Surname **All** A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Select	First name ^ / Surname	Email address	Roles
<input type="checkbox"/>	John Smith	jsmith@ascendlearning.com	Student
<input type="checkbox"/>	Jones Bartlett	jbartlett@ascendlearning.com	Teacher
<input type="checkbox"/>	Lisa Adams	ladams@ascendlearning.com	Student

10. Under the **Reports** section within the student Profile page, you may choose between either **Today's logs** or **All logs** to review a visual chart that captures the number of student online student course actions for the given day or historically, respectively.



John Smith [Message](#) [Add to your contacts](#)

User details

Email address
jsmith@ascendlearning.com

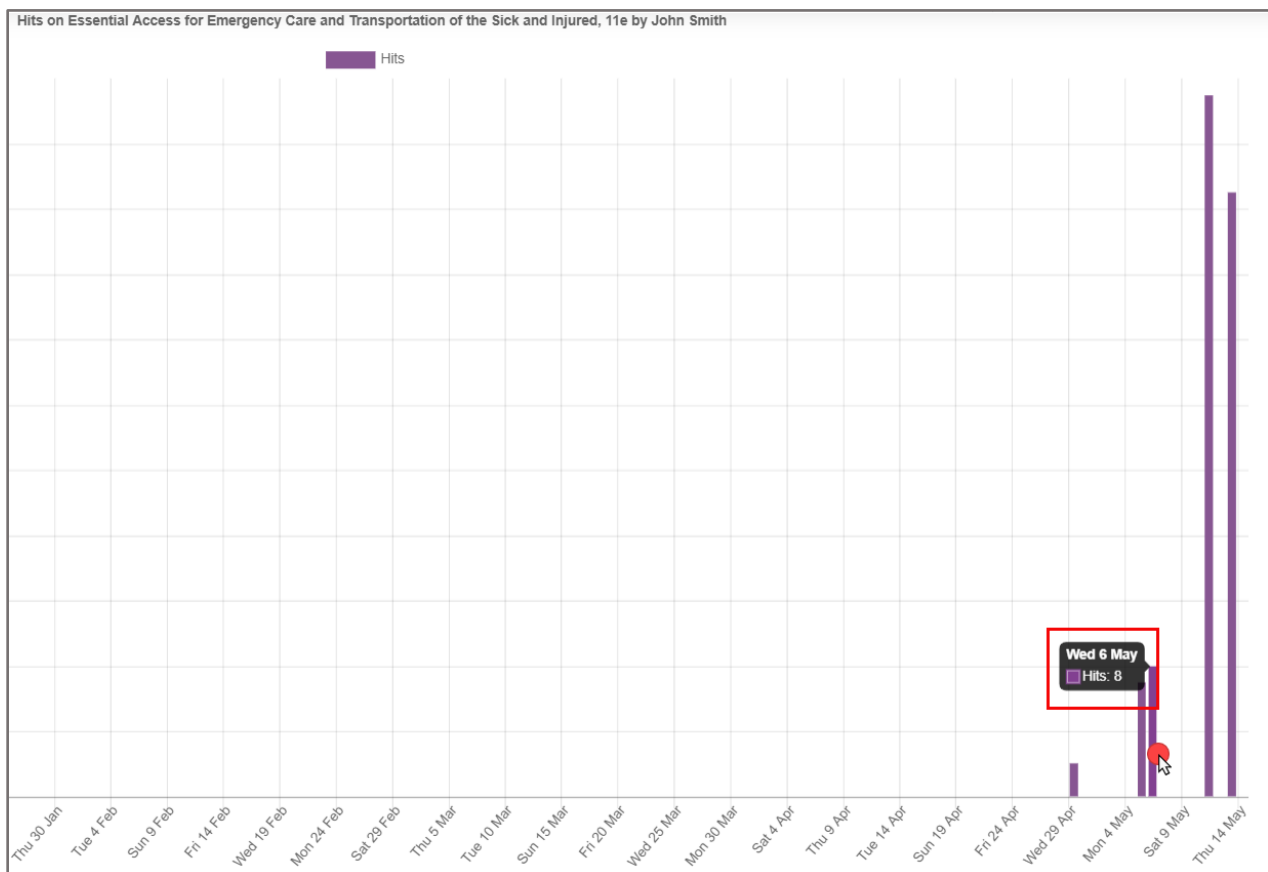
Country
United States

City/town
Andover

Reports

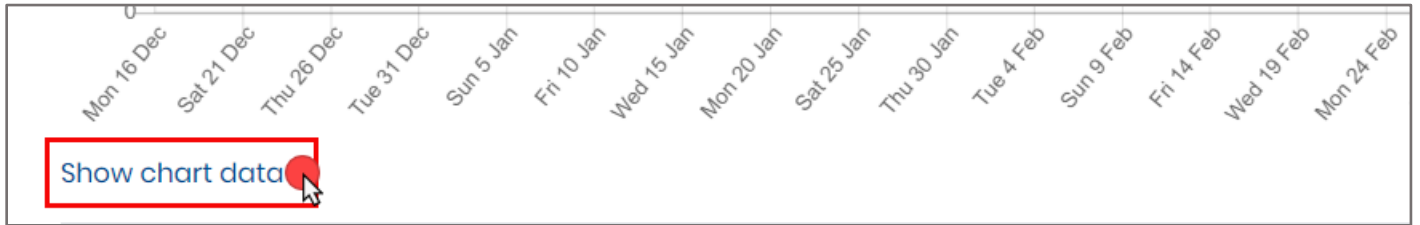
- Today's logs
- All logs
- Outline report
- Complete report
- Grades overview

11. When viewing either chart, use your mouse to hover over any **Hits** to display the exact number of actions taken by the student online at the given time. This is an easy way to determine how active your student has been in the course and when their activity has occurred.



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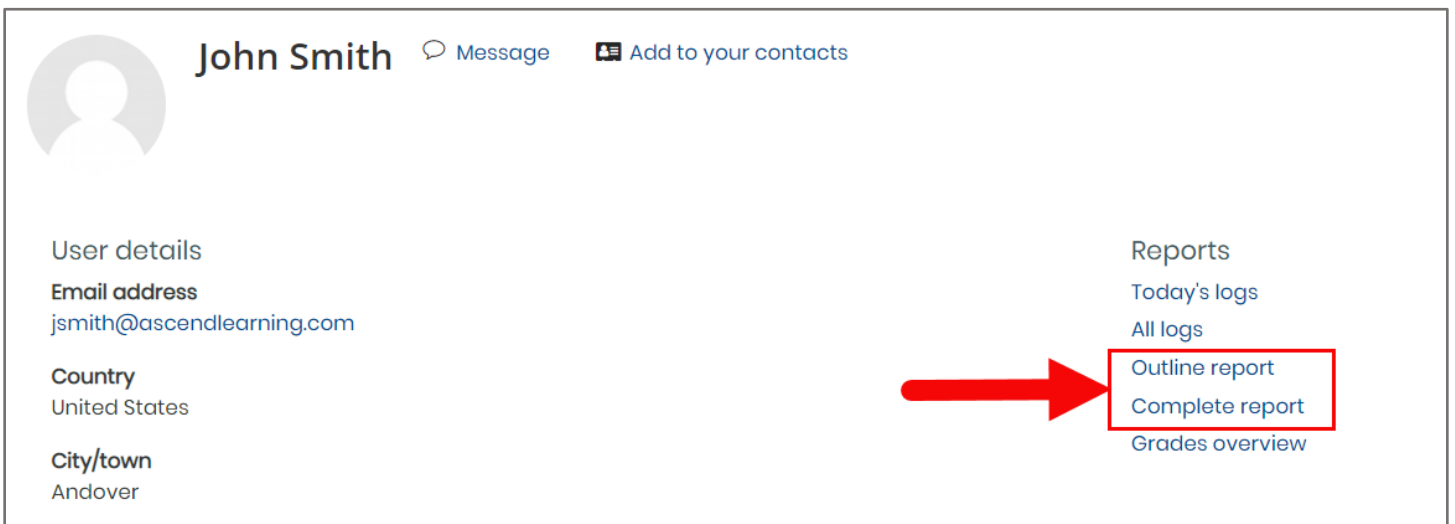
12. You may click **Show chart data** below the graph to review the data in a report format as needed.



13. Use the breadcrumb trail of links at the top of the course report page to select the name of the student and return to their **Profile**.

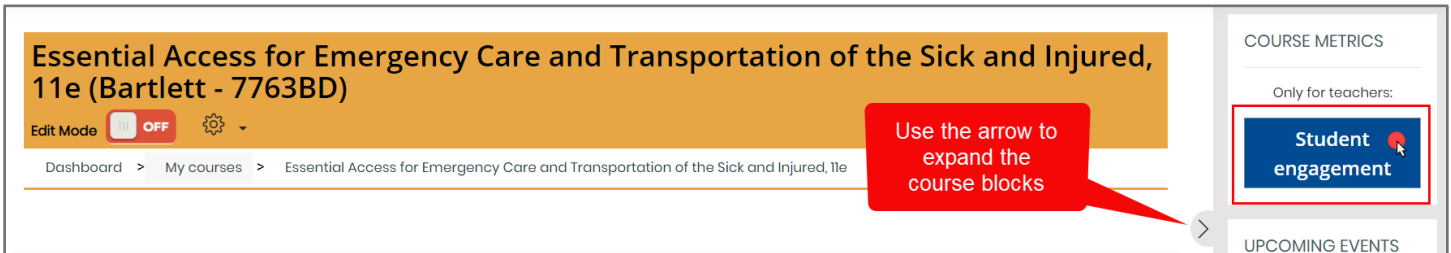


14. Within the Profile **Reports** section, you will also find the **Outline** and **Complete** reports, both of which provide a comprehensive overview of course activities the individual student has completed since enrolling.



Tracking Students' Online Course Activity Time

1. From the course homepage, click on the **Student engagement** button from the Course Blocks tab on the right side of the page. Please note, this tab will need to be expanded to access the tool.



Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)

Edit Mode OFF

Dashboard > My courses > Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e

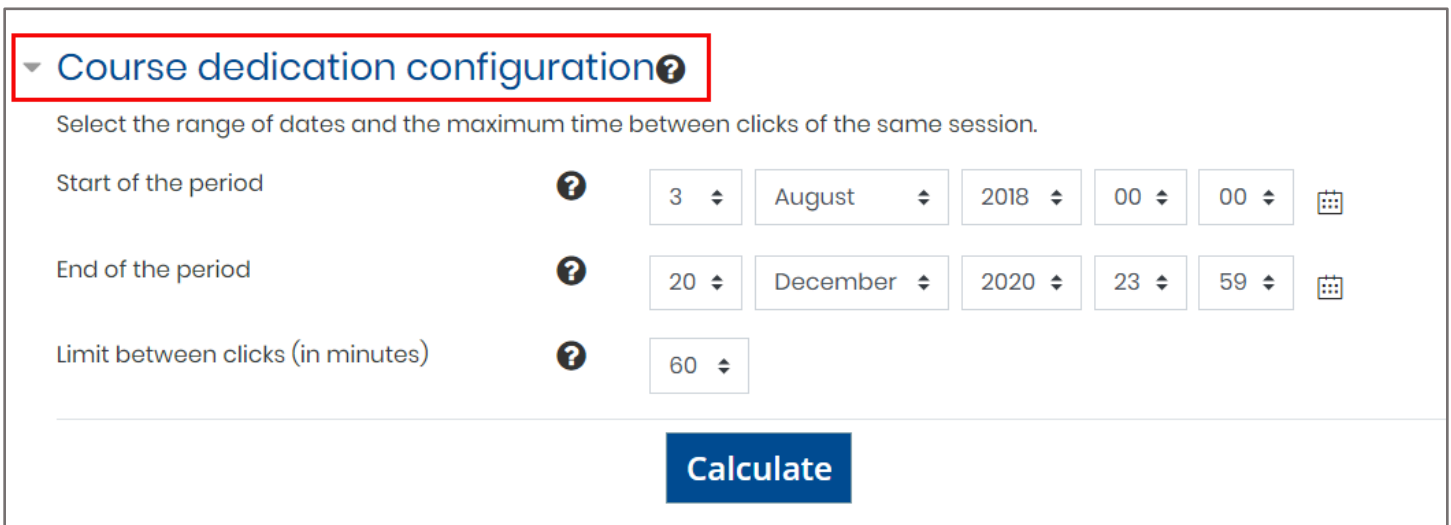
COURSE METRICS

Only for teachers:

Student engagement

UPCOMING EVENTS

2. The next page will display the **Course dedication configuration** section, where you may customize the parameters used for capturing your students' time.



▼ **Course dedication configuration?**

Select the range of dates and the maximum time between clicks of the same session.

Start of the period ? 3 August 2018 00 00

End of the period ? 20 December 2020 23 59

Limit between clicks (in minutes) ? 60

Calculate

3. **Start of the period** is the date and time you would like to begin capturing student activity, and **End of the period** is the date and time you wish to stop capturing student activity in the report. The period between the two is a window of time in which student activity will be reported when the report is calculated.

▼ **Course dedication configuration** ?

Select the range of dates and the maximum time between clicks of the same session.

Start of the period	?	1	January	2020	00	00	📅
End of the period	?	22	June	2020	17	00	📅
Limit between clicks (in minutes)	?	60					

Calculate

4. The **Limit between clicks** setting enables you to define what is constituted as a single session of online activity in the report. For example, if the limit is set to 60 minutes, the report will display two distinct sessions of activity in the event a student has been active and then logged out or stepped away from their computer for a period of 60 minutes or more before returning, at which point the subsequent activity captured will report as a separate session.

▼ **Course dedication configuration** ?

Select the range of dates and the maximum time between clicks of the same session.

Start of the period	?	1	January	2020	00	00	📅
End of the period	?	22	June	2020	17	00	📅
Limit between clicks (in minutes)	?	60					

Calculate

5. When satisfied with your settings, click the **Calculate** button to run the report.

▼ **Course dedication configuration** ?

Select the range of dates and the maximum time between clicks of the same session.

Start of the period ? 1 January 2020 00 00

End of the period ? 22 June 2020 17 00

Limit between clicks (in minutes) ? 60

Calculate

6. The report will display below, revealing the length of time for which you have captured data next to **Elapsed time**, the **Total dedication** time all course participants have been active within the defined period, and the calculated average of activity per person, or **Mean dedication**.

All course members dedication. Click on any name to see a detailed course dedication for it.
Period since *Wednesday, 1 January 2020, 12:00 AM* to *Monday, 22 June 2020, 5:00 PM*

Elapsed time: 173 days 16 hours
Total dedication: 124 hours 53 mins
Mean dedication: 24 hours 58 mins

Download in Excel format

First name	Surname	Group	Course dedication	Connections per day
Lisa	Adams	Night Class	4 hours 53 mins	0.08
Jones	Bartlett		115 hours 50 mins	0.24
Michelle	Doe		31 mins 13 secs	0.01
John	Smith	Night Class	3 hours 22 mins	0.06
David	Williams		16 mins 16 secs	0.01


7. Below this section, you will find a list of course participants and their individual duration of online activity, or student engagement, within the defined time frame.

All course members dedication. Click on any name to see a detailed course dedication for it.
 Period since *Wednesday, 1 January 2020, 12:00 AM to Monday, 22 June 2020, 5:00 PM*
Elapsed time: 173 days 16 hours
Total dedication: 124 hours 53 mins
Mean dedication: 24 hours 58 mins

[Download in Excel format](#)

First name	Surname	Group	Course dedication	Connections per day
Lisa	Adams	Night Class	4 hours 53 mins	0.08
Jones	Bartlett		115 hours 50 mins	0.24
Michelle	Doe		31 mins 13 secs	0.01
John	Smith	Night Class	3 hours 22 mins	0.06
David	Williams		16 mins 16 secs	0.01

8. You may click on any individual's name to gain further insight into their activity details, including when their activity occurred and the duration of each of their sessions.

Detailed course dedication of  *Lisa Adams*.
 Period since *Wednesday, 1 January 2020, 12:00 AM to Monday, 22 June 2020, 5:00 PM*
Elapsed time: 173 days 16 hours
Total dedication: 4 hours 52 mins
Mean dedication: 22 mins 30.384615384615 secs

[Download in Excel format](#)

Session start	Duration	IP
Monday, 11 May 2020, 11:35 AM	4 mins 45 secs	10.182.197.119, 10.160.246.43
Monday, 11 May 2020, 2:53 PM	4 mins 31 secs	10.182.197.119
Wednesday, 13 May 2020, 9:04 AM	21 mins 40 secs	10.182.197.119
Monday, 18 May 2020, 2:38 PM	32 mins 58 secs	10.182.197.235
Monday, 18 May 2020, 4:21 PM	51 mins 4 secs	10.182.197.235
Thursday, 21 May 2020, 10:27 AM	1 min 31 secs	10.182.197.235
Thursday, 28 May 2020, 4:20 PM	1 hour 21 mins	10.182.197.119, 10.182.197.236
Friday, 29 May 2020, 11:13 AM	1 hour 12 mins	10.182.197.236
Wednesday, 3 June 2020, 5:48 PM	8 mins 11 secs	10.160.245.72, 10.182.197.236
Friday, 12 June 2020, 2:55 AM	1 min 16 secs	10.182.196.23
Wednesday, 17 June 2020, 3:02 PM	2 mins 55 secs	10.182.197.119
Monday, 22 June 2020, 11:52 AM	1 min 35 secs	10.182.197.119
Monday, 22 June 2020, 3:22 PM	8 mins 40 secs	10.182.197.119

This information is displayed after clicking the student's name on the main report page.

9. You may download the results of your report at any time by clicking the **Download in Excel Format** button.



All course members dedication. Click on any name to see a detailed course dedication for it.
Period since *Wednesday, 1 January 2020, 12:00 AM* to *Monday, 22 June 2020, 5:00 PM*

Elapsed time: 173 days 16 hours

Total dedication: 124 hours 53 mins

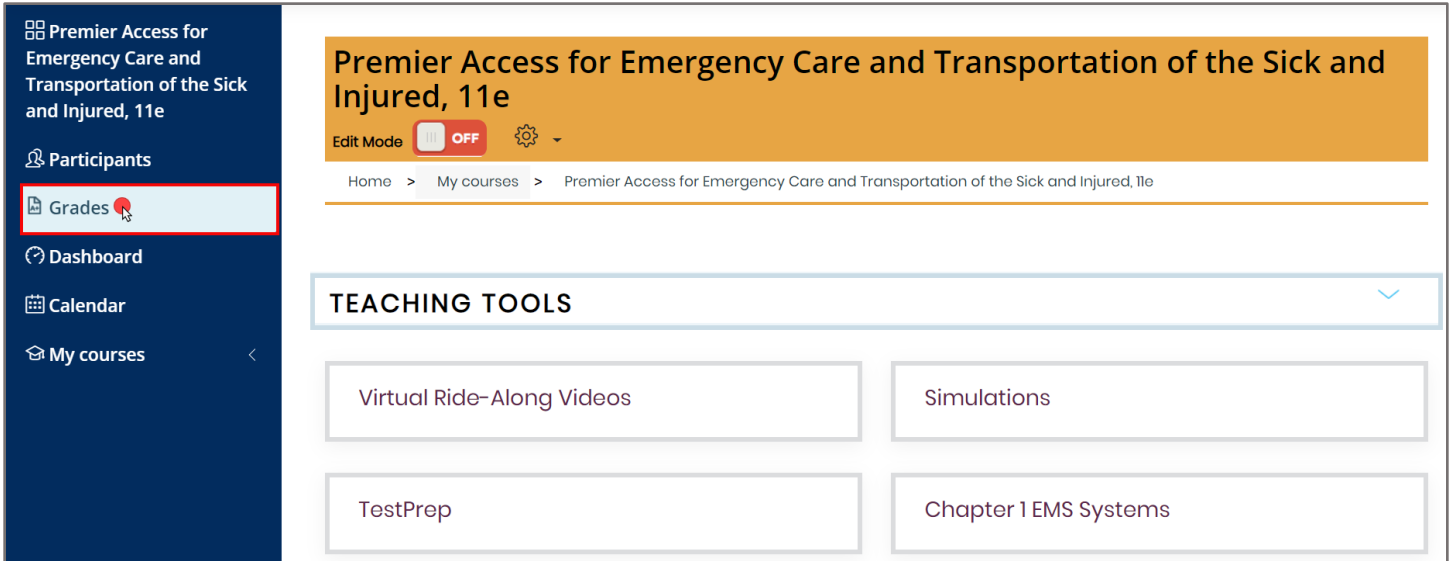
Mean dedication: 24 hours 58 mins

[Download in Excel format](#)

	First name	Surname	Group	Course dedication	Connections per day
	Lisa	Adams	Night Class	4 hours 53 mins	0.08
	Jones	Bartlett		115 hours 50 mins	0.24
	Michelle	Doe		31 mins 13 secs	0.01
	John	Smith	Night Class	3 hours 22 mins	0.06
	David	Williams		16 mins 16 secs	0.01

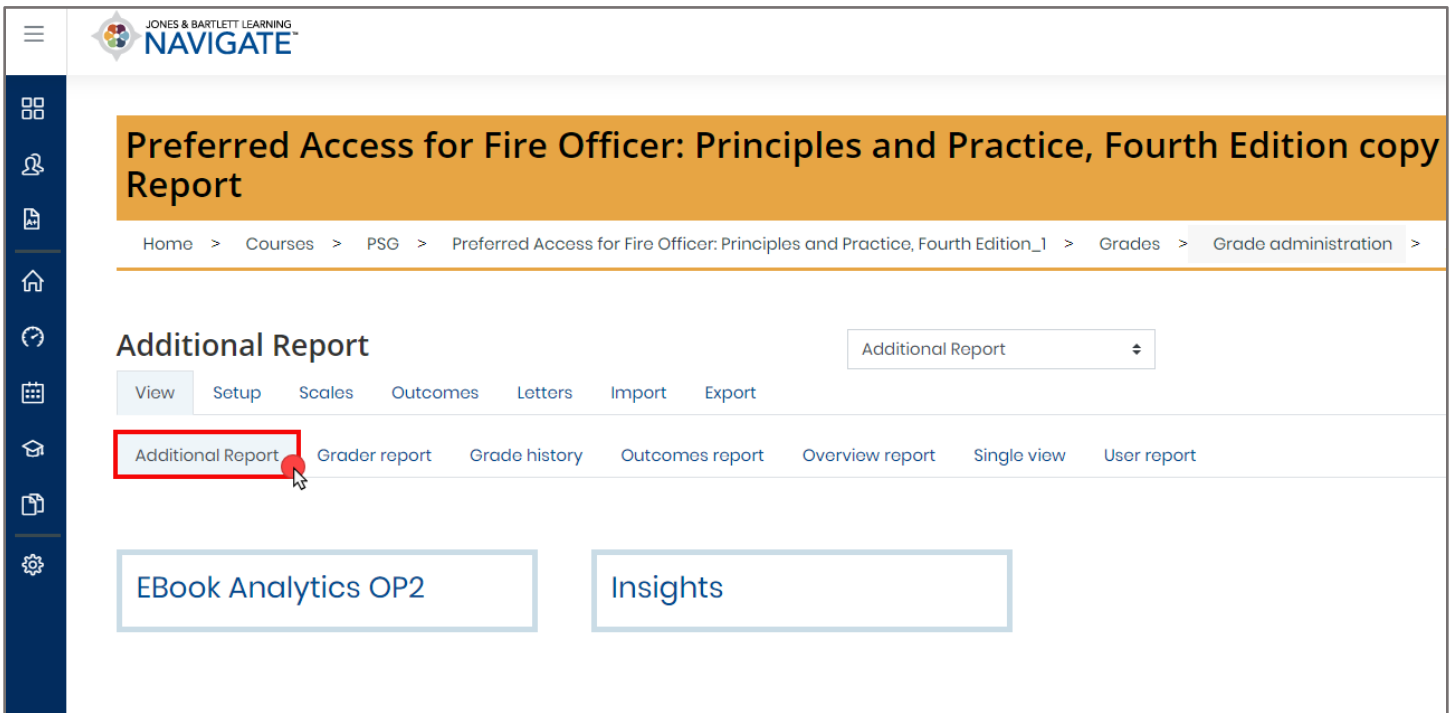
Reviewing eBook Analytics

1. From your course homepage, click on the **Grades** option from the **Navigation Drawer** to the left of the page.



The screenshot shows the course homepage for 'Premier Access for Emergency Care and Transportation of the Sick and Injured, 11e'. On the left, a dark blue navigation drawer contains several options: 'Premier Access for Emergency Care and Transportation of the Sick and Injured, 11e', 'Participants', 'Grades' (highlighted with a red box), 'Dashboard', 'Calendar', and 'My courses'. The main content area has a title bar with the course name and an 'Edit Mode OFF' button. Below the title bar is a breadcrumb trail: 'Home > My courses > Premier Access for Emergency Care and Transportation of the Sick and Injured, 11e'. A 'TEACHING TOOLS' section is visible, containing four buttons: 'Virtual Ride-Along Videos', 'Simulations', 'TestPrep', and 'Chapter 1 EMS Systems'.

2. Next, under the default **View** tab, select the **Additional Report** subtab.



The screenshot shows the 'Additional Report' subtab in the 'Grade administration' section. The breadcrumb trail is 'Home > Courses > PSG > Preferred Access for Fire Officer: Principles and Practice, Fourth Edition_1 > Grades > Grade administration >'. The 'Additional Report' subtab is highlighted with a red box. Below the subtab are several tabs: 'View', 'Setup', 'Scales', 'Outcomes', 'Letters', 'Import', and 'Export'. Below these tabs are several report options: 'Additional Report' (highlighted with a red box), 'Grader report', 'Grade history', 'Outcomes report', 'Overview report', 'Single view', and 'User report'. The main content area shows two buttons: 'EBook Analytics OP2' and 'Insights'.

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3. Click on the **Ebook Analytics** option displayed below to launch the tool in a new window.

The screenshot shows the JBLearn NAVIGATE interface. At the top, the logo for JONES & BARTLETT LEARNING NAVIGATE is visible. Below the logo, a breadcrumb trail reads: Home > Courses > PSG > Preferred Access for Fire Officer: Principles and Practice, Fourth Edition_1 > Grades > Grade administration >. The main heading is "Preferred Access for Fire Officer: Principles and Practice, Fourth Edition copy Report". Below this, there is a section titled "Additional Report" with a dropdown menu set to "Additional Report". Underneath, there are tabs for "View", "Setup", "Scales", "Outcomes", "Letters", "Import", and "Export". A secondary row of tabs includes "Additional Report", "Grader report", "Grade history", "Outcomes report", "Overview report", "Single view", and "User report". At the bottom of the main content area, there are two buttons: "EBook Analytics" (highlighted with a red box and a mouse cursor) and "Insights" (highlighted with a light blue box).

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4. Across the top of the page are the report filters. If you currently teach multiple courses, you may use the **Select Book** dropdown menu to choose a different eBook and the **Select Group** dropdown to capture data for specific groups of students which you may have created previously using the Manage eBook Groups tool.

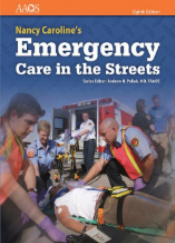
Home > Teacher Reports

Teacher Reports

SELECT BOOK
Nancy Caroline's Emer... ▼

SELECT GROUP
All Groups ▼

DURATION
Jan 1, 2017 - Jul 9, 2020 ▼

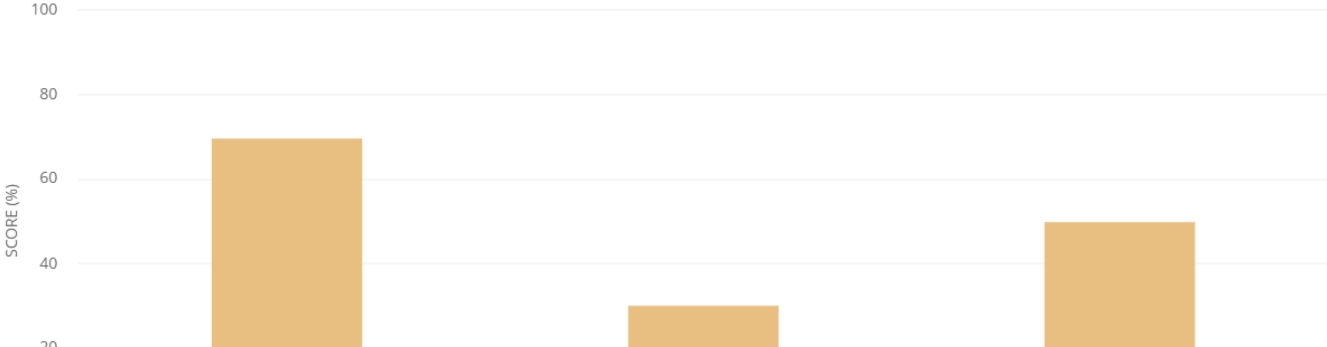


Nancy Caroline's Emergency Care in the Streets
By Andrew N. Pollak
Publisher : Jones and Bartlett Learning
ISBN : 9781284457308

62 Chapters | 2451 Enrichments

3.9 Time Spent (Hours)	11 Annotations Created	10 Enrichment Views	50% Average Score
----------------------------------	----------------------------------	-------------------------------	-----------------------------

Chapter-wise Class Performance



SCORE (%)

Chapter 1	70%
Chapter 2	30%
Chapter 3	50%

5. The **Duration** dropdown menu should be used to determine the period of time for which you wish to report the eBook usage date.
 - a. You may use the preset options by clicking one of **Last 7 days**, **Month to Date**, or **Year to Date** options
 - b. Alternatively, you may use the interactive calendar displayed by navigating to a start date of your choosing, clicking on it, and then finding and clicking on an end date. The days for which eBook data will be reported are then highlighted in gray.
 - c. When satisfied with your filter selections in the **Duration** dropdown, click **Apply**.

The screenshot shows the 'Teacher Reports' interface. At the top, there are three dropdown menus: 'SELECT BOOK' (Nancy Caroline's Emer...), 'SELECT GROUP' (All Groups), and 'DURATION' (Jan 1, 2017 - Jul 9, 2020). Below these is a book card for 'Nancy Caroline's Emergency Care in the Streets' by Andrew N. The interface features two calendar views: 'June 2020' and 'July 2020'. A red callout box labeled 'Preset options' points to a menu with 'Last 7 Days', 'Month to Date', and 'Year to Date'. Another red callout box labeled 'Switch between months using the arrows.' points to the left and right navigation arrows on the calendar headers. At the bottom right, there is an 'Apply' button and a 'Clear' button.

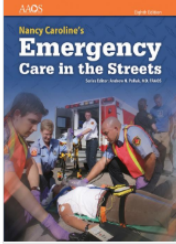
- The first section of the report to the right of the title cover will display the **Time Spent**, or total time spent by all course users in the eBook, the total number of **Annotations Created**, the total number of **Enrichment Views**, such as videos and animations, and the **Average Score** your class has achieved in eBook quizzes, if applicable.

Teacher Reports

SELECT BOOK

SELECT GROUP

DURATION



Nancy Caroline's Emergency Care in the Streets

By Andrew N. Pollak

Publisher : Jones and Bartlett Learning
ISBN : 9781284457308

62 Chapters
2451 Enrichments

3.9

Time Spent
(Hours)

11

Annotations
Created

10

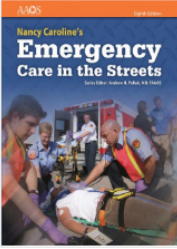
Enrichment
Views

50%

Average
Score

Chapter-wise Class Performance

7. Below, the **Chapter-wise Class Performance** bar graph displays the average score your class has achieved in the given chapters, if applicable.



Nancy Caroline's Emergency Care in the Streets
By Andrew N. Pollak
Publisher : Jones and Bartlett Learning
ISBN : 9781284457308

62 Chapters | 2451 Enrichments

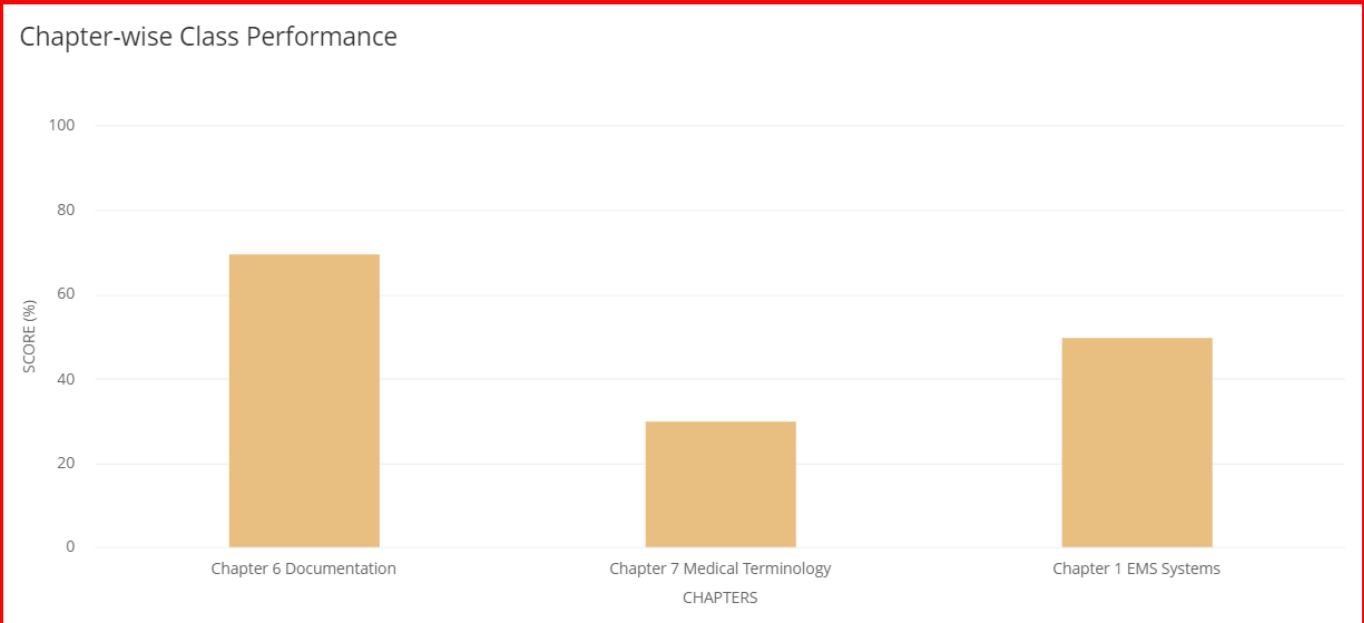
3.9
Time Spent
(Hours)

11
Annotations
Created

10
Enrichment
Views

50%
Average
Score

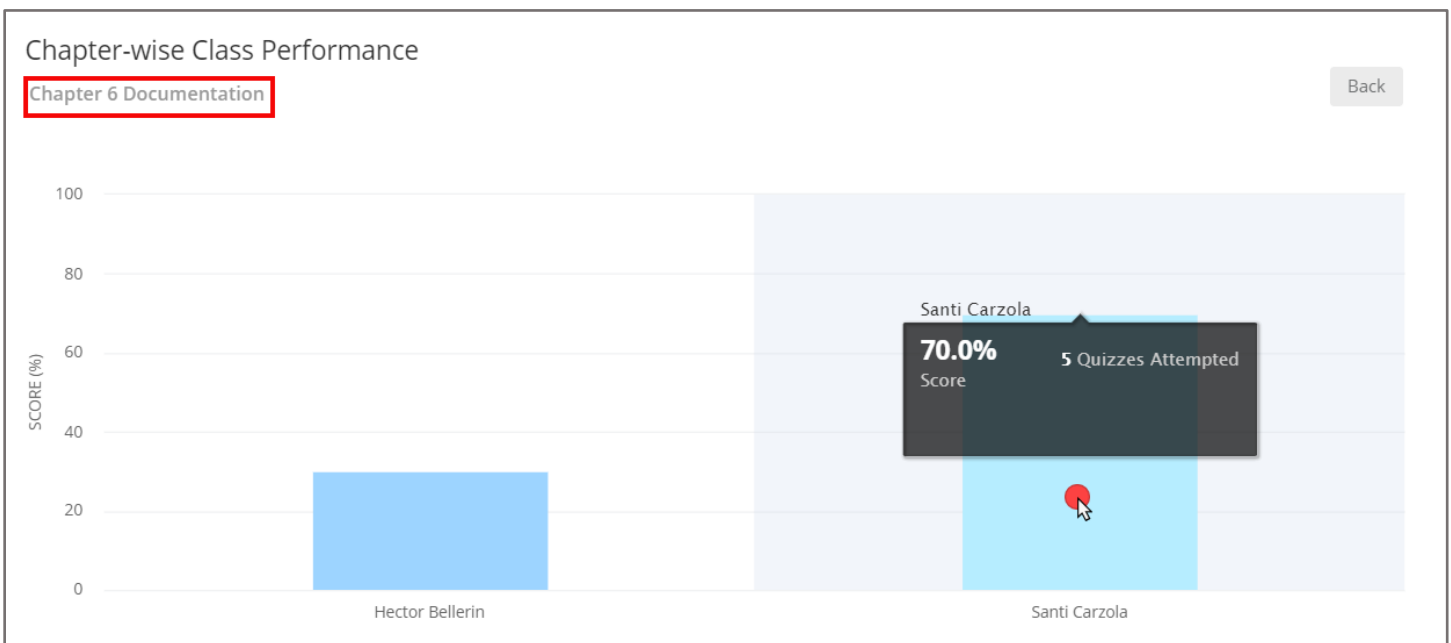
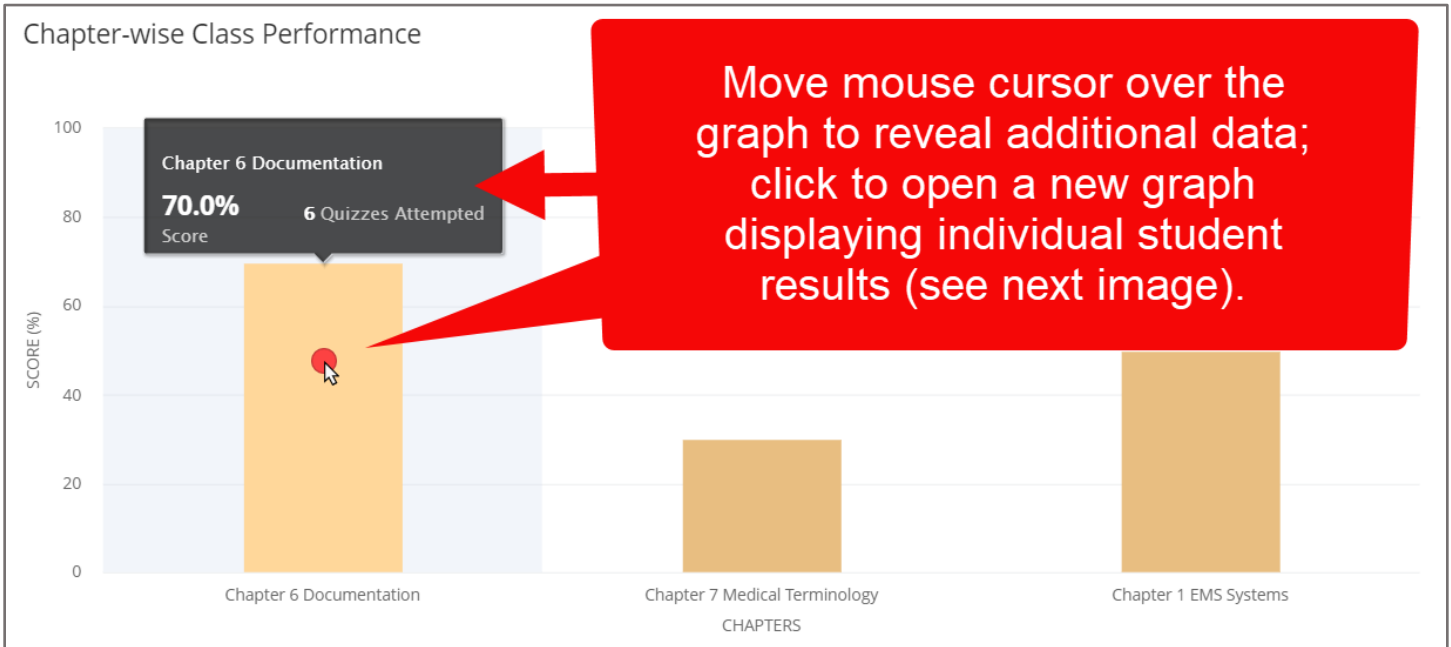
Chapter-wise Class Performance



Chapter	Average Score (%)
Chapter 6 Documentation	70
Chapter 7 Medical Terminology	30
Chapter 1 EMS Systems	50

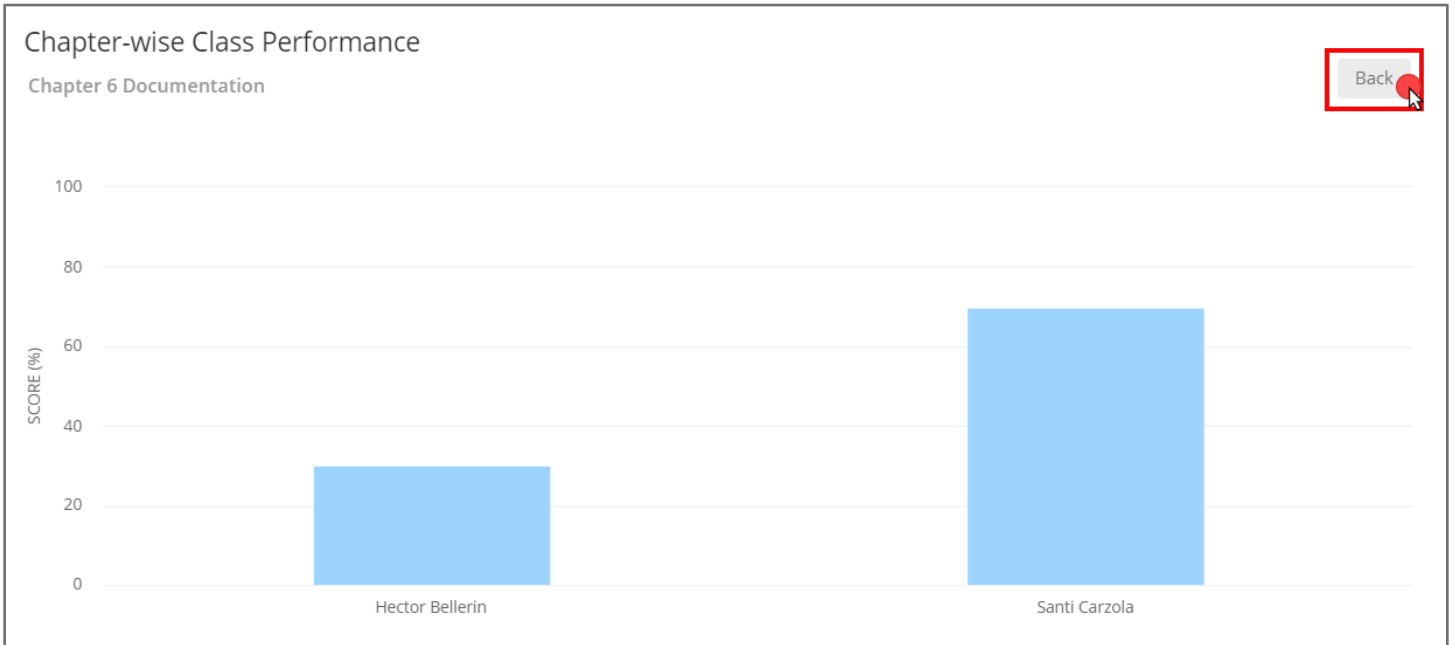
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8. You may hover your mouse over each bar to reveal the associated numerical data and click to reveal a new graph displaying individual student's results.



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9. Click the **Back** button in the top right of the individual results graph to return to the original graph.

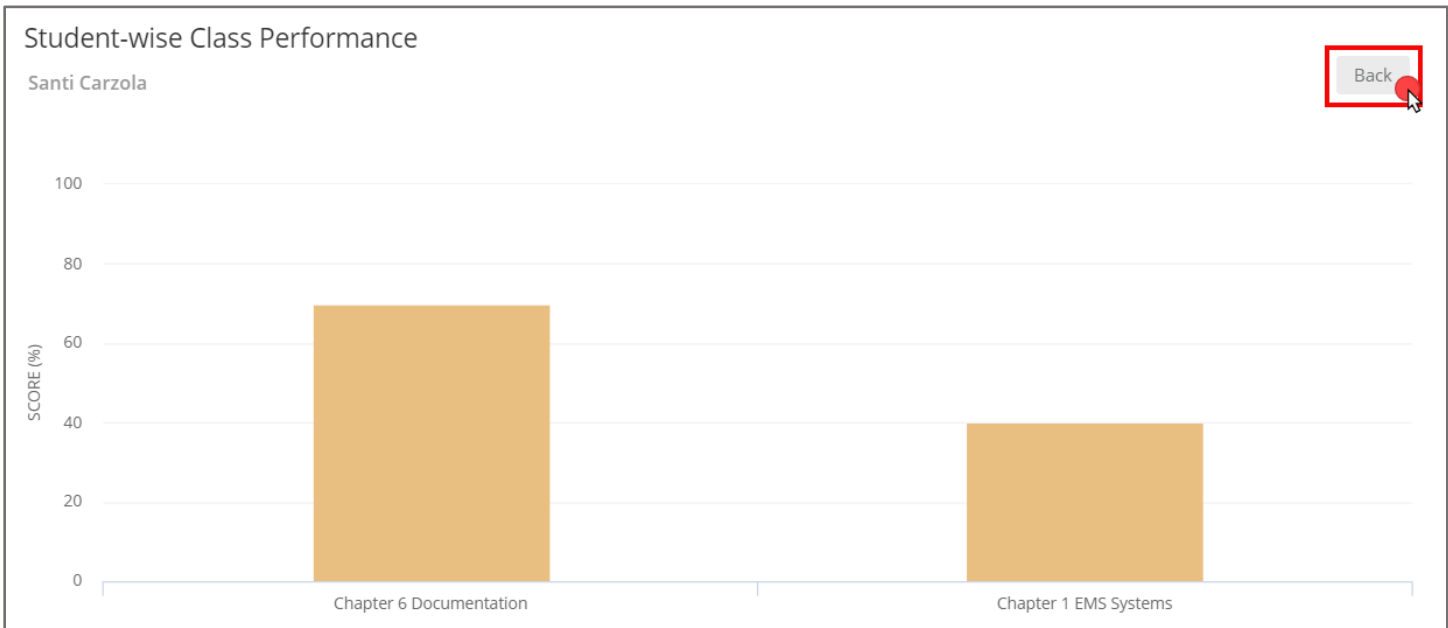


10. Next, the **Student-wise Class Performance** chart displays average eBook quiz scores by student, if applicable. Like the above, these bars are also interactive and may be clicked to reveal a breakdown of each of the student's attempts by chapter.



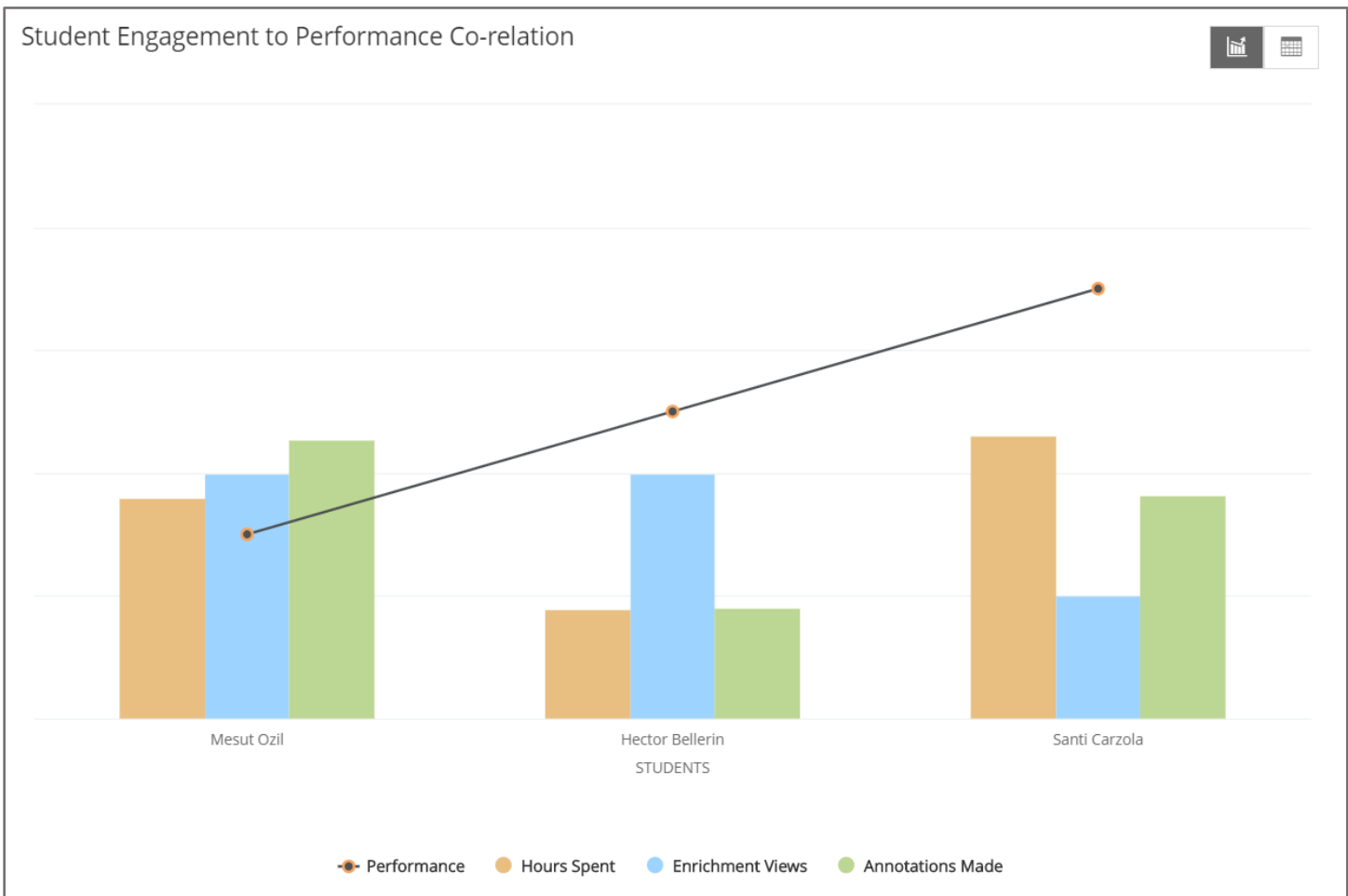
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11. Click the **Back** button at the top left of the section to return to the original graph.



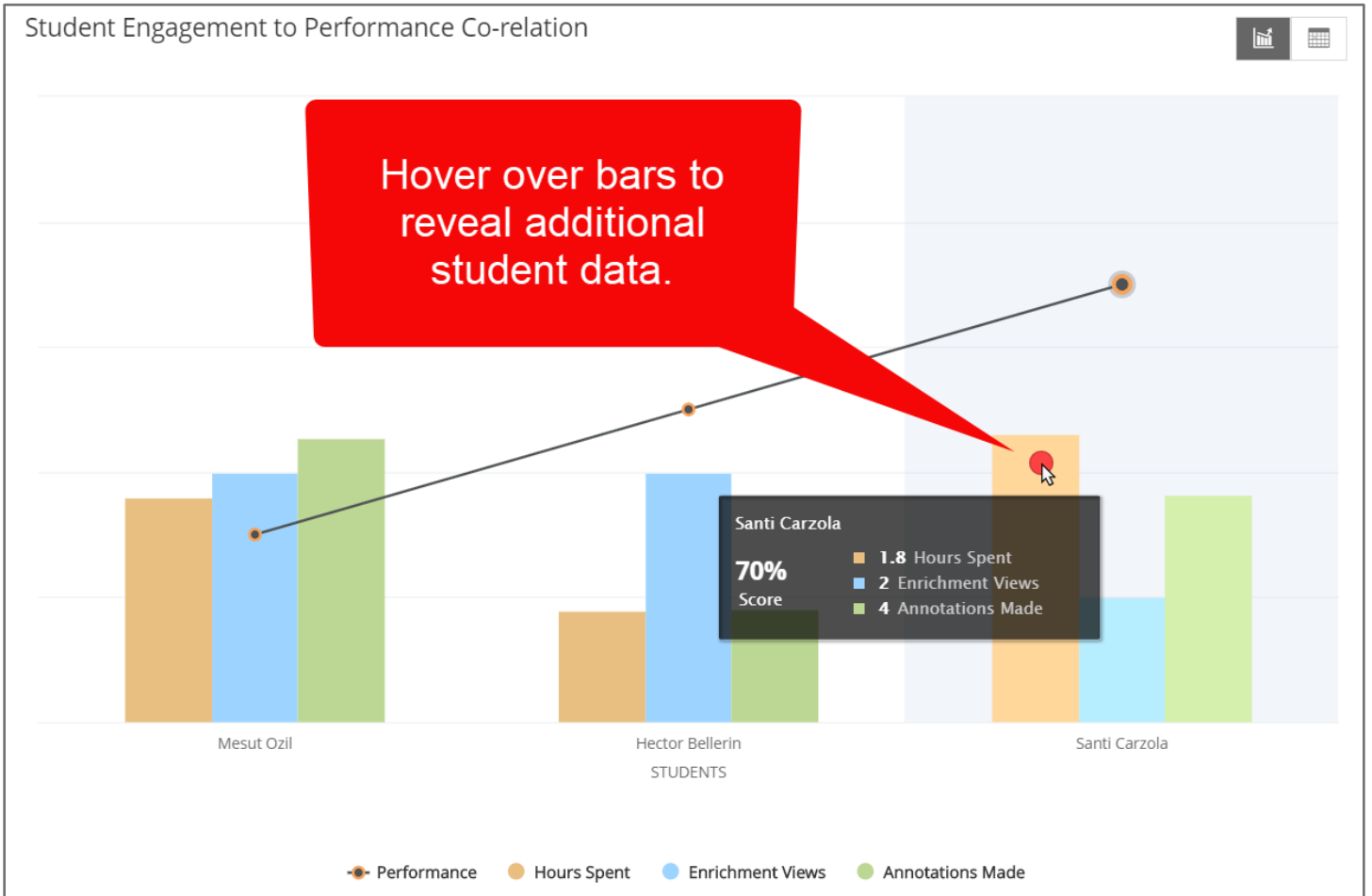
Technical Support: www.jblearning.com/techsupport | support@jblearning.com | 1-978-443-5000 | M-F 8:30am – 8:00pm

12. Finally, the **Student Engagement to Performance Co-relation** chart compiles each of your student's reading time in correlation with their eBook quiz performance. Please note, if your eBook does not include quizzes, the chart will only reveal time spent reading and engaging supplemental resources in the e-text.



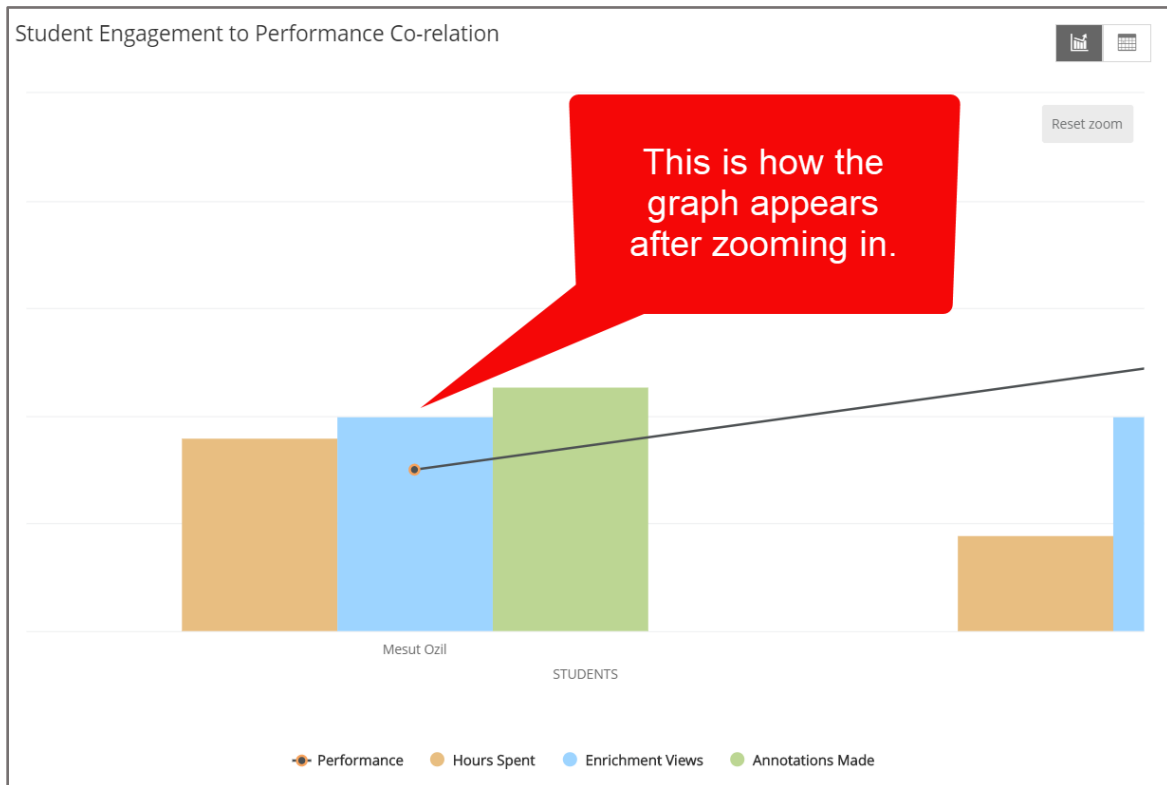
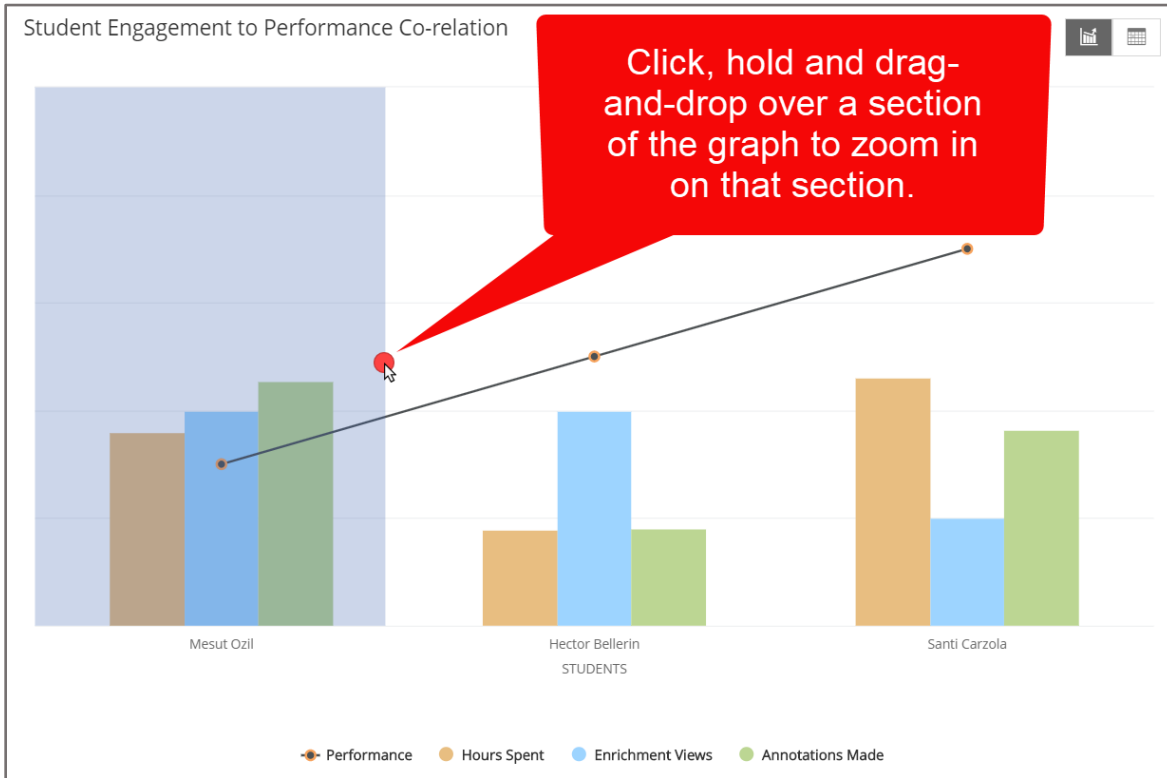
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13. Hover over any of the student's bars to reveal his or her numerical data and performance score.



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14. If you have a large class and the graph is difficult to read, you may click, hold and drag-and-drop to zoom into any targeted section for a closer look.



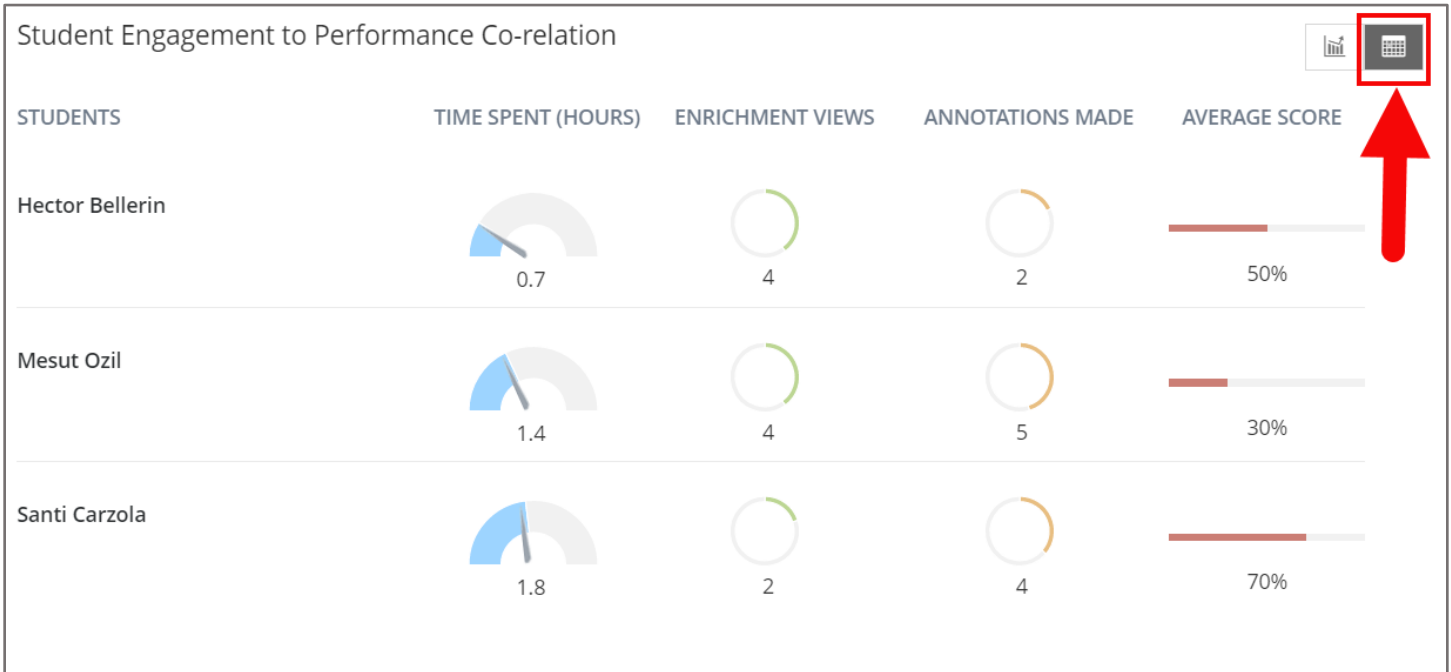
Technical Support: www.jblearning.com/techsupport | support@jblearning.com | 1-978-443-5000 | M-F 8:30am – 8:00pm

15. You may then click the **Reset zoom** button to return to your default view.



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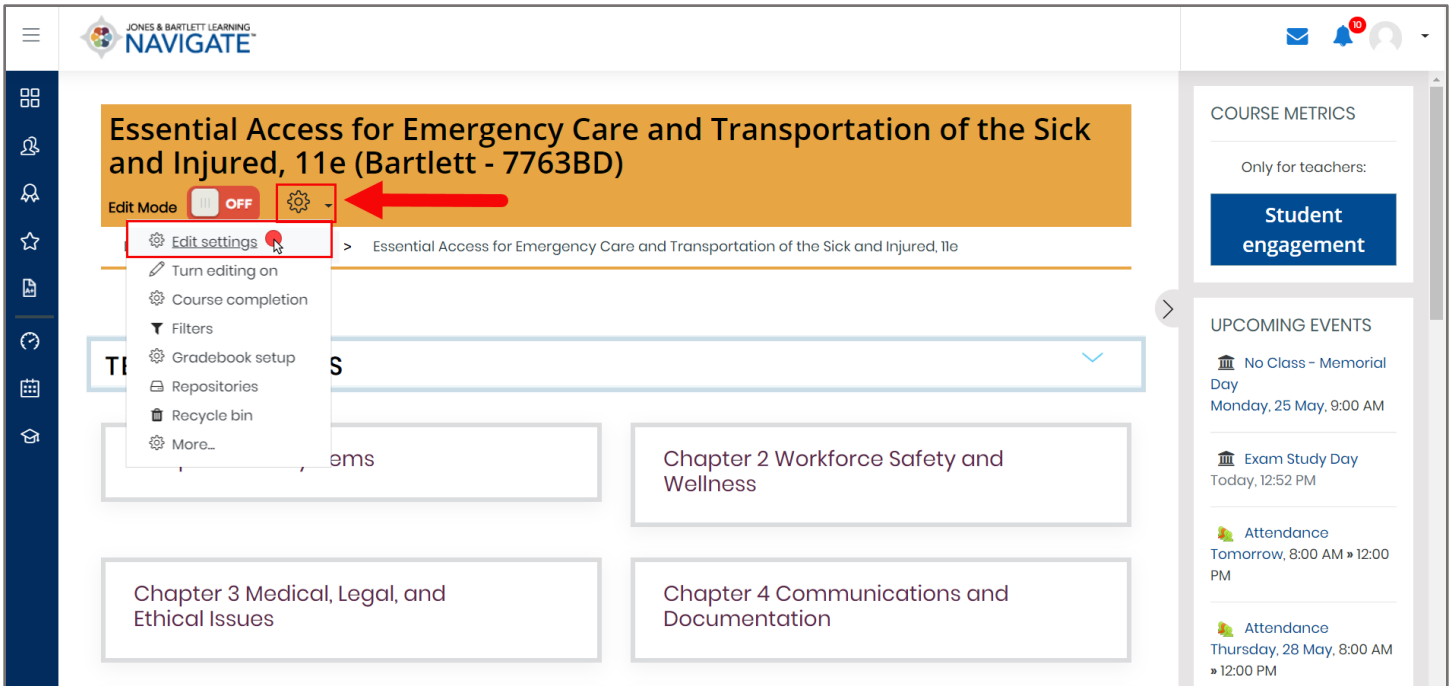
16. Click the **table** button in the top right of the chart to change to a clean dashboard view which lists each student vertically and their respective activity data and scores horizontally.



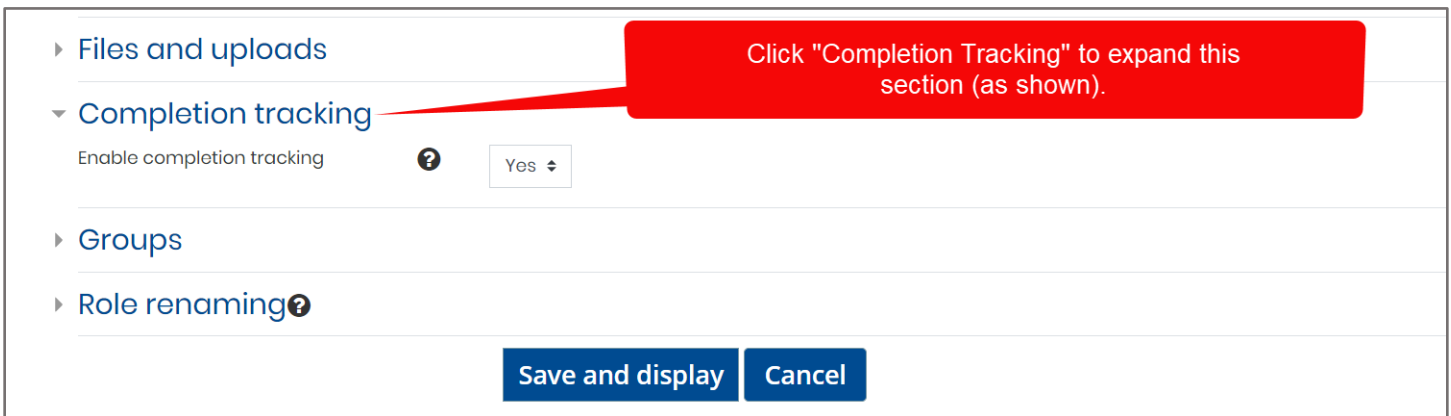
17. When finished, you may close the report window and continue working in your course.

Setting Up Course Activity Completion Tracking

1. Your first step will be to enable course completion tracking. On your course homepage, click the **Actions** menu button at the top and select **Edit settings** from the dropdown list.



2. Scroll down the Settings page that opens and expand the **Completion tracking** section.



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3. Then use the dropdown menu to the right of the **Enable completion tracking** option to select **Yes**.



Completion tracking

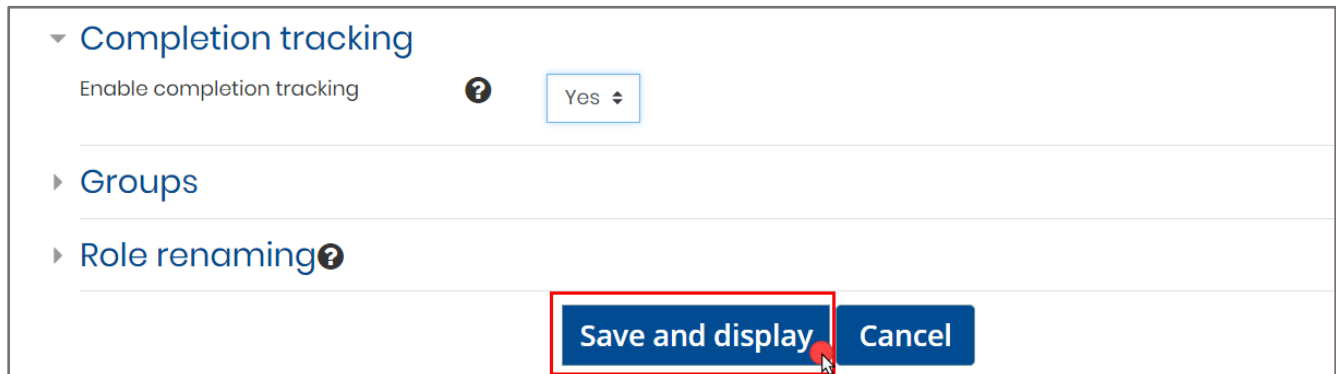
Enable completion tracking ? Yes ▾

No

Yes

Groups

4. Last, click the **Save and display** button at the bottom of the page to apply your changes. Completion tracking has now been enabled, allowing you to apply completion requirements to any individual activity and track your students' progress.



Completion tracking

Enable completion tracking ? Yes ▾

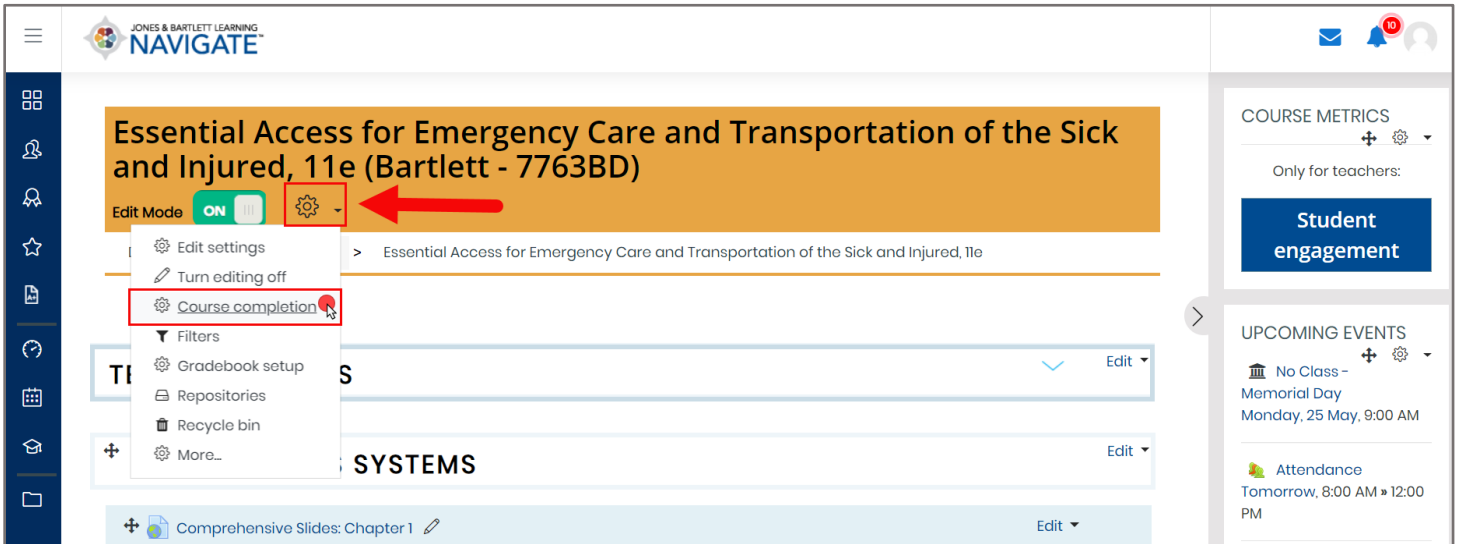
Groups

Role renaming ?

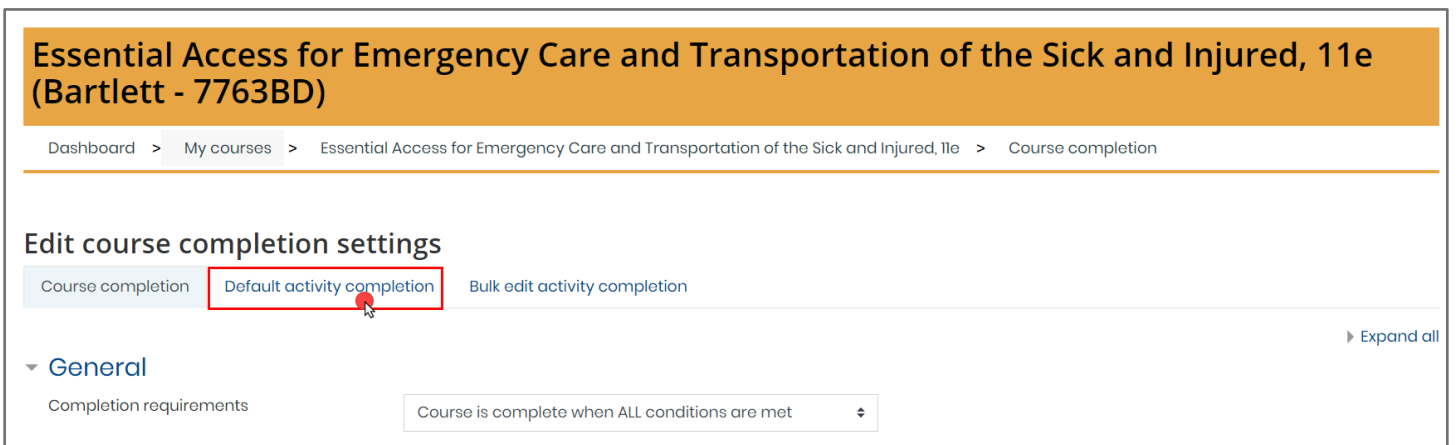
Save and display Cancel

5. Your next step will be to determine which course activities you would like to track for completion and to specify the requirements that students must meet to complete the tracked items. You have two options for applying activity completion conditions to course items. Your options include doing so within each individual items' settings or using the Course Completion settings page.

6. Your most efficient option is the Course Completion page. To get here, click on the **Actions menu** at the top of your course page and select **Course completion** from the dropdown menu.



7. When the page loads, start by setting your preferred completion tracking defaults to use throughout the course under the **Default activity completion** tab. This will help save you time later by prefilling the activity completion settings for any new activity type you create.



8. For example, to set completion tracking defaults for my quizzes, I can scroll down and select the checkbox to the left of **Quizzes**, then continue down the page and click the **Edit** button to set my default completion tracking parameters for any new quiz I create.

<input checked="" type="checkbox"/>	Quizzes	<input checked="" type="checkbox"/> Manual
<input type="checkbox"/>	Files	<input checked="" type="checkbox"/> Manual
<input type="checkbox"/>	SCORM packages	<input checked="" type="checkbox"/> Manual
<input type="checkbox"/>	Surveys	<input checked="" type="checkbox"/> Manual
<input type="checkbox"/>	URLs	<input checked="" type="checkbox"/> Manual
<input type="checkbox"/>	Workshops	<input checked="" type="checkbox"/> Manual

Edit

9. The **Completion tracking** dropdown menu is used to determine how you want the item to be tracked for completion. Please note, completion tracking options will vary by resource or activity type.

Default activity completion

Course completion **Default activity completion** Bulk edit activity completion

Modify the actions you wish to bulk edit

Completion tracking ? Students can manually mark the activity as completed ▾

Require view Student must view this activity to complete it

Require grade Student must receive a grade to complete this activity ?

Require passing grade ? Require passing grade Or all available attempts completed

Expect completed on ? 20 ▾ May ▾ 2020 ▾ 14 ▾ 39 ▾ Enable

Save changes
Cancel

10. When using the **Students can manually mark the activity as completed** approach, responsibility is always placed on the student to indicate they have viewed or completed the item by manually checking a box to its right on the course page.

Completion tracking ? Students can manually mark the activity as completed ▾

Require view Do not indicate activity completion

Require grade Students can manually mark the activity as completed

Require passing grade ? Require passing grade Or all available attempts completed

Expect completed on ? 20 ▾ May ▾ 2020 ▾ 14 ▾ 39 ▾ Enable

Save changes
Cancel

11. Your second option for Completion tracking is to **Show activity as complete when conditions are met**. This approach allows you to specify the conditions that must be satisfied for the student to be considered as having completed the activity.

Modify the actions you wish to bulk edit

Completion tracking	?	<div style="border: 1px solid #ccc; padding: 2px;"> Show activity as complete when conditions are met ▾ </div> <div style="border: 1px solid #ccc; padding: 2px; margin-top: 2px;"> Do not indicate activity completion </div> <div style="border: 1px solid #ccc; padding: 2px; margin-top: 2px;"> Students can manually mark the activity as completed </div> <div style="border: 2px solid red; padding: 2px; margin-top: 2px; background-color: #e0f0ff;"> Show activity as complete when conditions are met </div>
Require view		
Require grade		
Require passing grade	?	<input type="checkbox"/> Require passing grade <input type="checkbox"/> Or all available attempts completed
Expect completed on	?	20 ▾ May ▾ 2020 ▾ 14 ▾ 39 ▾ <input type="checkbox"/> Enable

Save changes
Cancel

12. If the course item is ungradable, such as a PDF, PowerPoint file, or external URL, your option for tracking completion is limited to **Require view**. As indicated, this means your students will be tracked as completing the item immediately upon opening it.

Default activity completion

Course completion
Default activity completion
Bulk edit activity completion

This is how this page appears for ungradable items (like URLs, PowerPoints, etc.)

Modify the actions you wish to bulk edit

Completion tracking	?	<div style="border: 1px solid #ccc; padding: 2px;"> Students can manually mark the activity as completed ▾ </div>
Require view		<div style="border: 2px solid red; padding: 2px; background-color: #e0f0ff;"> <input checked="" type="checkbox"/> Student must view this activity to complete it </div>
Expect completed on	?	20 ▾ May ▾ 2020 ▾ 14 ▾ 53 ▾ <input type="checkbox"/> Enable












Save changes
Cancel

The changes will affect the following 1 activities or resources:

URLs

13. If the course item is gradable, you may require that students must receive a grade to reflect that they have completed the assignment. To do so, click the checkbox to the right of the **Require grade** option to ensure **Students must receive a grade to complete this activity**.












Modify the actions you wish to bulk edit

Completion tracking		Show activity as complete when conditions are met 
Require view	<input checked="" type="checkbox"/>	Student must view this activity to complete it
Require grade	<input checked="" type="checkbox"/>	Student must receive a grade to complete this activity 
Require passing grade		<input type="checkbox"/> Require passing grade <input type="checkbox"/> Or all available attempts completed
Expect completed on		20  May  2020  14  56   <input type="checkbox"/> Enable

Save changes **Cancel**

14. In addition, you may use the **Require passing grade** checkboxes to mandate that the student must achieve a passing grade, set within the **Grade** section of the activity's settings page, or that they exhaust all available attempts allowed.

Modify the actions you wish to bulk edit

Completion tracking		Show activity as complete when conditions are met 
Require view	<input checked="" type="checkbox"/>	Student must view this activity to complete it
Require grade	<input checked="" type="checkbox"/>	Student must receive a grade to complete this activity 
Require passing grade		<input checked="" type="checkbox"/> Require passing grade <input type="checkbox"/> Or all available attempts completed
Expect completed on		20  May  2020  14  56   <input type="checkbox"/> Enable

Save changes **Cancel**

15. If you wish to require that students complete an activity by a certain date and time, click the **Enable** checkbox next to the **Expect completed on** field and select your desired timing. The expected completion date functions as a soft deadline, as the due date will appear on the students' calendar but will not prevent them from completing the assignment after or prior to the expected completion date.

Default activity completion

Course completion | **Default activity completion** | Bulk edit activity completion

Modify the actions you wish to bulk edit

Completion tracking	?	Students can manually mark the activity as completed ▾					
Require view		<input checked="" type="checkbox"/> Student must view this activity to complete it					
Require grade		<input checked="" type="checkbox"/> Student must receive a grade to complete this activity ?					
Require passing grade	?	<input type="checkbox"/> Require passing grade <input type="checkbox"/> Or all available attempts completed					
Expect completed on	?	22 ▾	May ▾	2020 ▾	17 ▾	00 ▾	<input checked="" type="checkbox"/> Enable

Adjust the date as needed if enabled.

Save changes **Cancel**

16. When satisfied with your adjustments to the activity's completion tracking defaults, click the **Save changes** button to apply your preferences and continue setting other items' default completion settings as needed.

Modify the actions you wish to bulk edit

Completion tracking	?	Show activity as complete when conditions are met ▾					
Require view		<input checked="" type="checkbox"/> Student must view this activity to complete it					
Require grade		<input checked="" type="checkbox"/> Student must receive a grade to complete this activity ?					
Require passing grade	?	<input type="checkbox"/> Require passing grade <input type="checkbox"/> Or all available attempts completed					
Expect completed on	?	20 ▾	May ▾	2020 ▾	14 ▾	56 ▾	<input checked="" type="checkbox"/> Enable

Save changes **Cancel**

17. You may also access and use the **Bulk edit activity completion** tab on this page to concurrently select one or more targeted course activities for which to bulk-adjust completion tracking requirements.

Bulk edit activity completion

Course completion Default activity completion **Bulk edit activity completion**

Select the activities you wish to bulk edit.

Edit

<input type="checkbox"/> Activities / resources	Completion tracking ?
<input type="checkbox"/> Teaching Tools	
<input type="checkbox"/> News forum	None
<input type="checkbox"/> Manage eBook Groups	None
<input type="checkbox"/> Plan IG	None

18. For example, I only want to ensure every student has taken their first two quiz assignments by September 1st. I will be applying hard deadlines to all subsequent quizzes, but I'd like to give my students a little more flexibility at the start provided they complete the quizzes before my September 1st deadline.

<input type="checkbox"/> Attendance	None
<input checked="" type="checkbox"/> Chapter 1 Quiz	None
<input type="checkbox"/> Jones and Bartlett Home	None
<input type="checkbox"/> Contact Phone Numbers	None
Chapter 2 Workforce Safety and Wellness	
<input type="checkbox"/> Audio Book: Chapter 2	None

Check the boxes next to individual activities you want to bulk adjust, then scroll down and hit "Edit" to adjust their completion tracking settings.

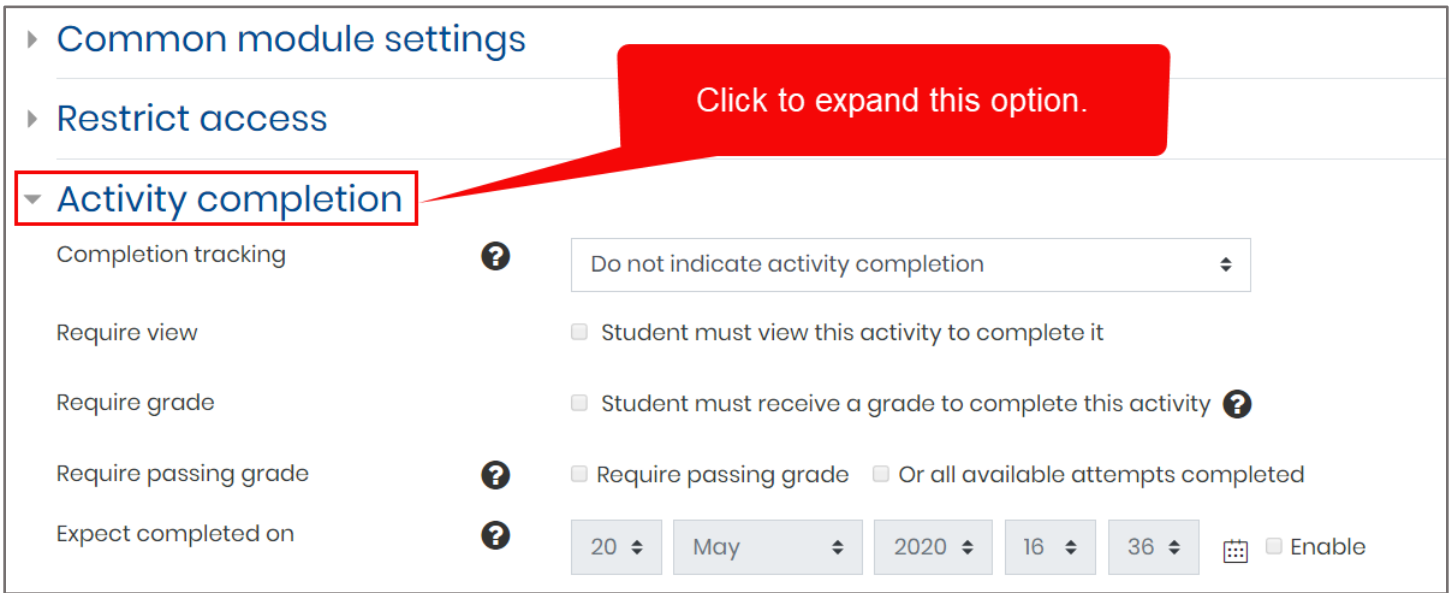
19. You may also set completion requirements for an individual item at any time within its Settings. Navigate to the location of a course item for which you wish to apply activity tracking to. Once you are on the page where it is located, turn on the course **Edit mode** using the button at the top of the page.

The screenshot shows the NAVIGATE course interface. At the top, the course title is "Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 77638D)". Below the title, there is an "Edit Mode" toggle switch set to "ON". A red arrow points to this toggle with the text "Click to toggle on". The interface includes a sidebar with navigation icons, a top navigation bar with the course title, and a right sidebar with "COURSE METRICS" and "UPCOMING EVENTS" sections.

20. After the page refreshes, scroll to the item as needed, click the **Edit** menu to its right, and select **Edit settings** from the resulting dropdown menu.

The screenshot shows a list of course items. The items are: "Attendance", "Chapter 1 Quiz", "Jones and Bartlett Home", and "Contact Phone Numbers". Each item has an "Edit" dropdown menu to its right. A red arrow points to the "Edit" dropdown menu for the "Jones and Bartlett Home" item, which is open, showing options: "Edit settings", "Move right", "Hide", and "Delete".

21. On the item's Settings page, scroll down to and expand the **Activity completion** section.



▶ Common module settings

▶ Restrict access

▼ **Activity completion**

Completion tracking ? Do not indicate activity completion

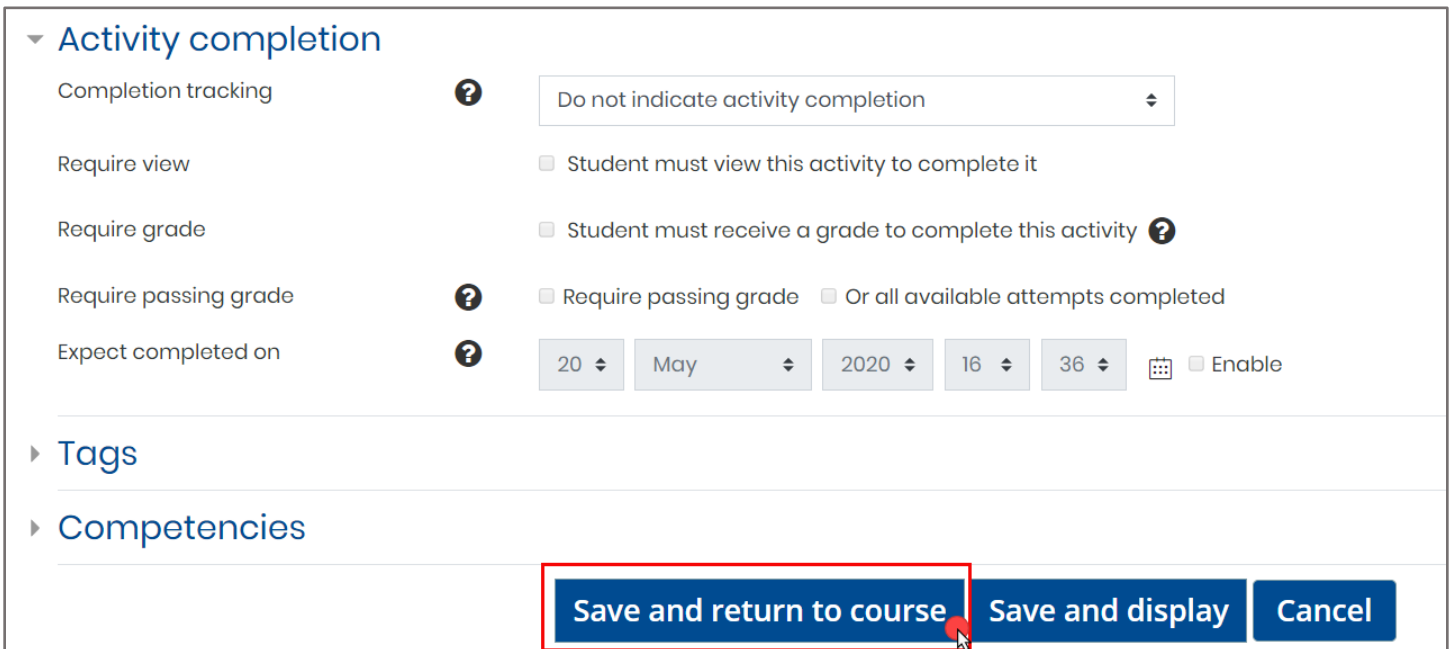
Require view Student must view this activity to complete it

Require grade Student must receive a grade to complete this activity ?

Require passing grade ? Require passing grade Or all available attempts completed

Expect completed on ? 20 May 2020 16 36 Enable

22. After adjusting the activity completion settings as needed, click **Save and return to course** at the bottom of the page.



▼ **Activity completion**

Completion tracking ? Do not indicate activity completion

Require view Student must view this activity to complete it

Require grade Student must receive a grade to complete this activity ?

Require passing grade ? Require passing grade Or all available attempts completed

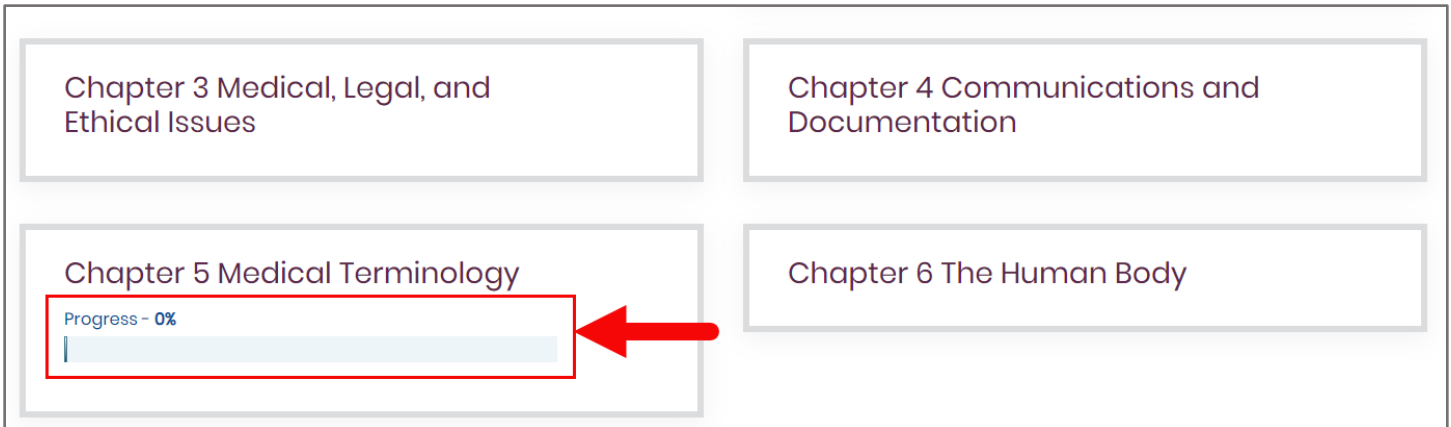
Expect completed on ? 20 May 2020 16 36 Enable

▶ Tags

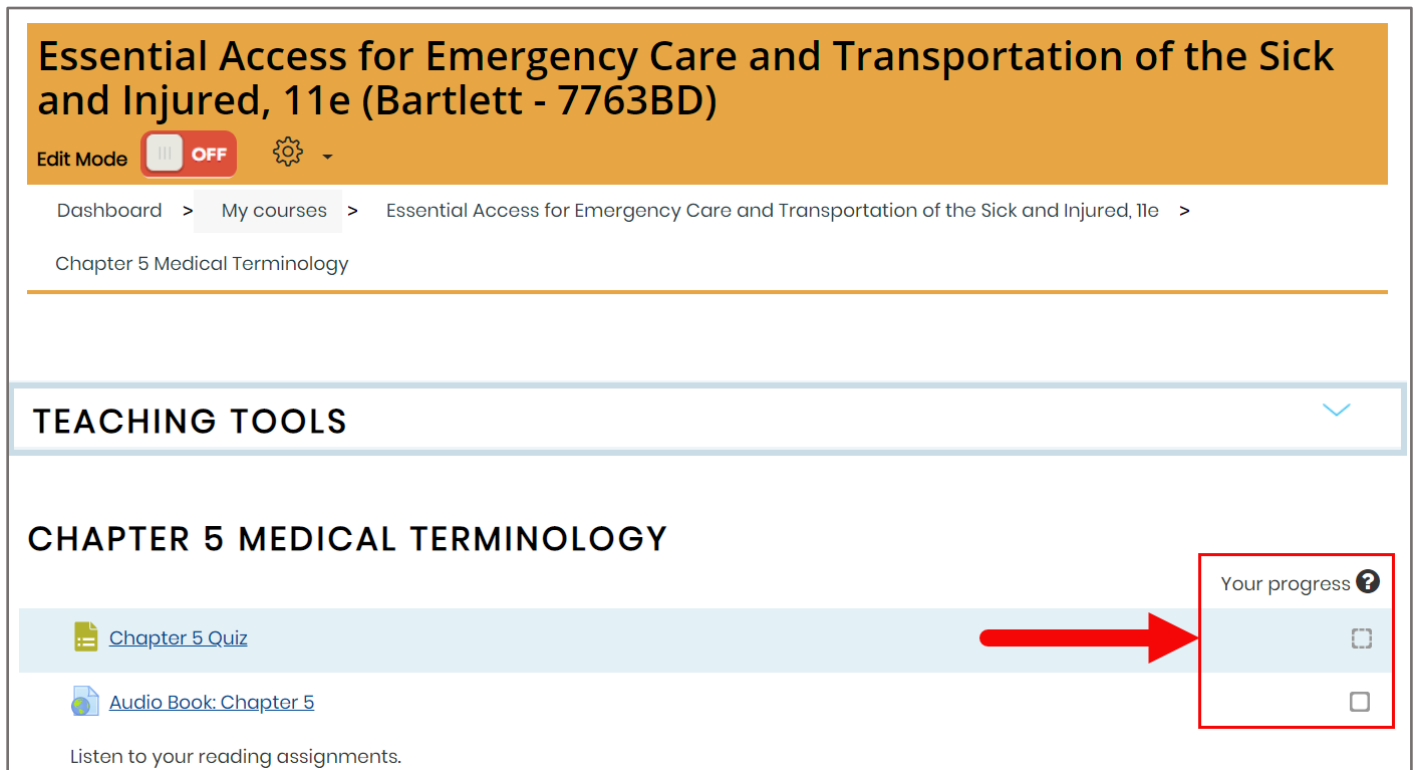
▶ Competencies

Save and return to course **Save and display** **Cancel**

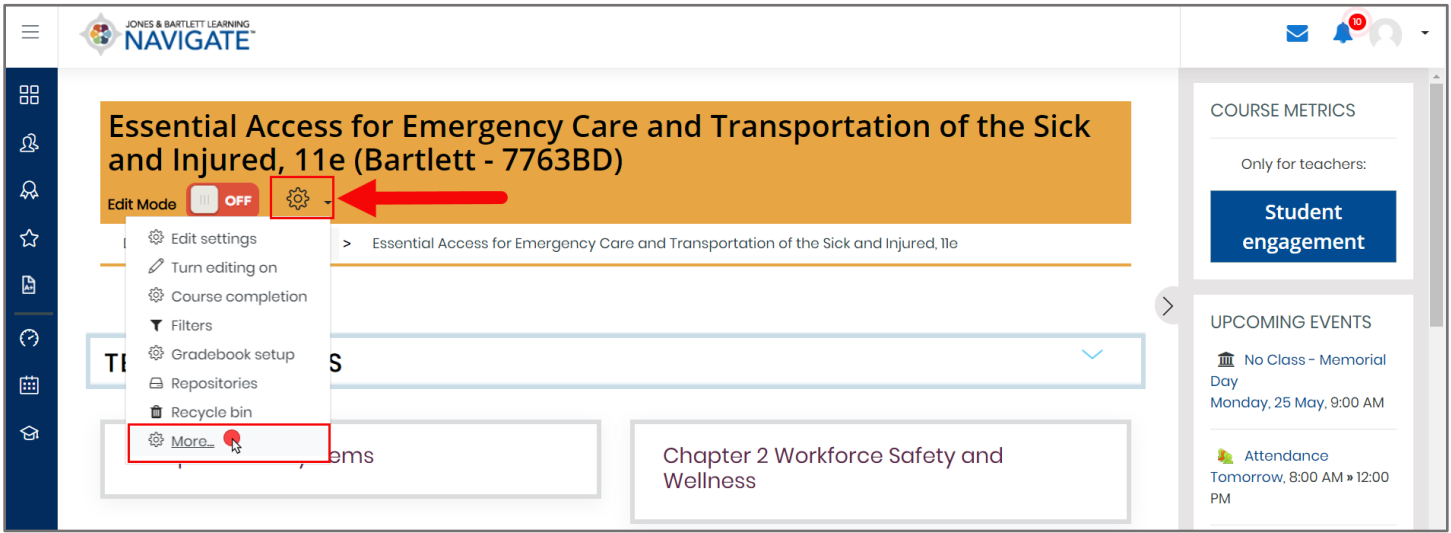
23. When activity completion tracking has been applied, the course section or topic hosting the item being tracked will display a completion meter, revealing the student's progress in completing items being tracked within the given section. Please note, the meter displayed on the sections within your course will reflect your individual progress and not that of your students.



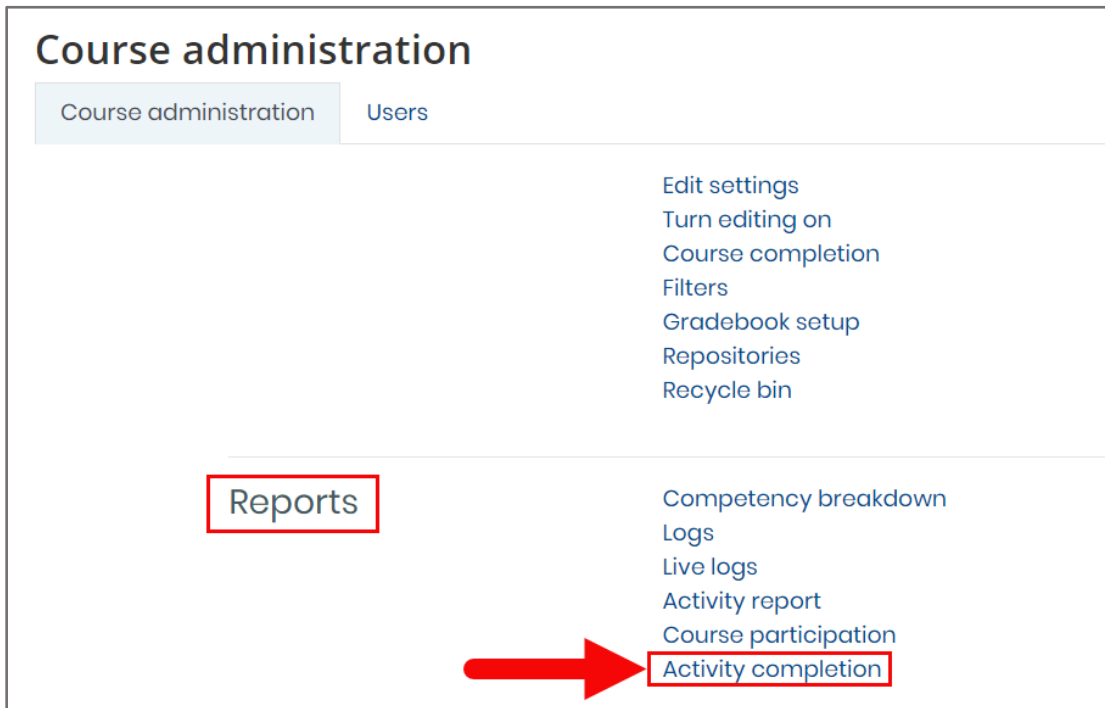
24. Within the topic itself, students will find a new column to the right named **Your progress** and checkboxes below revealing their completion status for the items. A solid checkbox denotes that the item is manually tracked for completion, and a checked or dotted checkbox indicates the item is automatically tracked for completion.



25. For a detailed report on students' progress, you may refer to the course **Activity Completion** report. This report is accessed from the course homepage, where you can click the **Actions** menu and then select the **More...** option.



26. Under the **Course administration** tab that opens, find the **Report** section and click the last option of **Activity completion**.



27. The course Activity report will open, presenting a comprehensive report of all course items that are tracked for completion and each student's status against the respective requirements. The report presents the students' names and email addresses vertically on the left and displays the course item names that are being tracked for completion horizontally across the top. Together, these form a grid which you can use to track whether an activity has been completed by the individual student.

First name **All** A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Surname **All** A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

First name / Surname	Email address	Chapter 5 Quiz	Audio Book: Chapter 5
Lisa Adams	ladams@ascendlearning.com	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michelle Doe	mdoe@ascendlearning.com	<input type="checkbox"/>	<input type="checkbox"/>
John Smith	jsmith@ascendlearning.com	<input checked="" type="checkbox"/>	<input type="checkbox"/>
David Williams	dwilliams@ascendlearning.com	<input type="checkbox"/>	<input type="checkbox"/>

Download in spreadsheet format (UTF-8 .csv)
Download in Excel-compatible format (.csv)

28. You may filter the report to individual students based on the first letters of their last and/or first names.

First name **All** A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Surname **All** A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

First name / Surname	Email address	Chapter 5 Quiz	Audio Book: Chapter 5
Lisa Adams	ladams@ascendlearning.com	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michelle Doe	mdoe@ascendlearning.com	<input type="checkbox"/>	<input type="checkbox"/>
John Smith	jsmith@ascendlearning.com	<input checked="" type="checkbox"/>	<input type="checkbox"/>
David Williams	dwilliams@ascendlearning.com	<input type="checkbox"/>	<input type="checkbox"/>

Download in spreadsheet format (UTF-8 .csv)
Download in Excel-compatible format (.csv)

29. As students complete tracked activities in the course, their respective checkboxes will be populated to reflect the activity's completion status.

First name	All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z																										
Surname	All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z																										
First name / Surname	Email address																									Chapter 5 Quiz	Audio Book: Chapter 5
Lisa Adams	ladams@ascendlearning.com																									<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michelle Doe	mdoe@ascendlearning.com																									<input checked="" type="checkbox"/>	<input type="checkbox"/>
John Smith	jsmith@ascendlearning.com																									<input checked="" type="checkbox"/>	<input type="checkbox"/>
David Williams	dwilliams@ascendlearning.com																									<input type="checkbox"/>	<input type="checkbox"/>

[Download in spreadsheet format \(UTF-8 .csv\)](#)
[Download in Excel-compatible format \(.csv\)](#)

30. As an instructor, you may manually override any item's completion status for a student by clicking in the desired checkbox. This can be useful if you want to help students with their course progress by checking off items they have yet to address or if you need to indicate that the student must redo a task they had previously completed. Please note, overriding a student's completion status will not automatically grant them a subsequent attempt on their assignment or quiz. This must be done manually.

First name / Surname	Email address																										Chapter 5 Quiz	Audio Book: Chapter 5
Lisa Adams	ladams@ascendlearning.com																									<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Michelle Doe	mdoe@ascendlearning.com																									<input checked="" type="checkbox"/>	<input type="checkbox"/>	
John Smith	jsmith@ascendlearning.com																									<input checked="" type="checkbox"/>	<input type="checkbox"/>	
David Williams	dwilliams@ascendlearning.com																									<input type="checkbox"/>	<input type="checkbox"/>	

Click to manually change the status of a course item.

31. Any overridden item will display with a red box indicating it has been manually updated.

First name / Surname	Email address	Chapter 5 Quiz	Audio Book: Chapter 5
Lisa Adams	ladams@ascendlearning.com	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Michelle Doe	mdoe@ascendlearning.com	<input type="checkbox"/>	<input type="checkbox"/>
John Smith	jsmith@ascendlearning.com	<input type="checkbox"/>	<input type="checkbox"/>
David Williams	dwilliams@ascendlearning.com	<input type="checkbox"/>	<input type="checkbox"/>

32. You may also download this report at any time by selecting the file format of your preference.

First name:

Surname:

First name / Surname	Email address	Chapter 5 Quiz	Audio Book: Chapter 5
Lisa Adams	ladams@ascendlearning.com	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Michelle Doe	mdoe@ascendlearning.com	<input type="checkbox"/>	<input type="checkbox"/>
John Smith	jsmith@ascendlearning.com	<input type="checkbox"/>	<input type="checkbox"/>
David Williams	dwilliams@ascendlearning.com	<input type="checkbox"/>	<input type="checkbox"/>

COMMUNICATIONS

This section provides guidance with all communication-related activities, including managing course notifications, messaging students, posting course announcements, using the course calendar, and setting up course live chat.

Managing Course Notifications

1. On the front page of the course, click the bell icon in the top right of the screen to open the notifications menu. Then click the gear icon in the top right to open the notification preferences.

The screenshot shows the course front page for "Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)". The page features a navigation bar with the course title and an "Edit Mode" toggle set to "OFF". Below the title is a "TEACHING TOOLS" section with four chapter cards: "Chapter 1 EMS Systems", "Chapter 2 Workforce Safety and Wellness", "Chapter 3 Medical, Legal, and Ethical Issues", and "Chapter 4 Communications and Documentation". In the top right corner, a notification bell icon is highlighted with a red box, and a red arrow points to a gear icon in the notification dropdown menu, which is also highlighted with a red box. The notification dropdown shows a list of notifications, including "Lisa Adams has completed Chapter 5 Quiz" and "John Smith has completed Chapter 5 Quiz", each with a "View full notification" link. The time is displayed as 12:00 PM, and there is a "Go to calendar..." link at the bottom of the dropdown.

2. This page will display course notification options vertically on the left-hand side and two columns to the right, where you may toggle the individual notifications on or off to select how and when you receive them.

Notification preferences






Disable notifications

	Web		Email	
Assignment	Online 	Offline 	Online 	Offline
Assignment notifications				
Feedback	Online	Offline	Online	Offline
Feedback notifications				
Feedback reminder				
Forum	Online	Offline	Online	Offline
Subscribed forum posts				
Subscribed forum digests				

3. There are two methods of receiving notifications: within the course itself and through the email address listed on your account.

	Web		Email	
	Online 	Offline 	Online 	Offline

4. For either notification method, you may also choose whether you would like to be notified when you are logged into the course and/or when you are offline.

Web		Email 	
Online 	Offline 	Online 	Offline 
<input checked="" type="checkbox"/> On	<input checked="" type="checkbox"/> On	<input type="checkbox"/> Off	<input type="checkbox"/> Off

5. For example, if you prefer not to receive email notifications when your students complete quizzes, but you would like to be notified in the course upon launching it, scroll to the quiz section and click the buttons to the right to reflect these preferences.

Quiz	Online	Offline	Online	Offline
Notification of quiz submissions	<input checked="" type="checkbox"/> On	<input checked="" type="checkbox"/> On	<input type="checkbox"/> Off	<input type="checkbox"/> Off

6. When satisfied with your changes, you may navigate away from this page at any time and your changes will automatically be saved.

7. To return to the course homepage, find and select the **My courses** dropdown in the navigation drawer to the left of the page and click the name of your course.

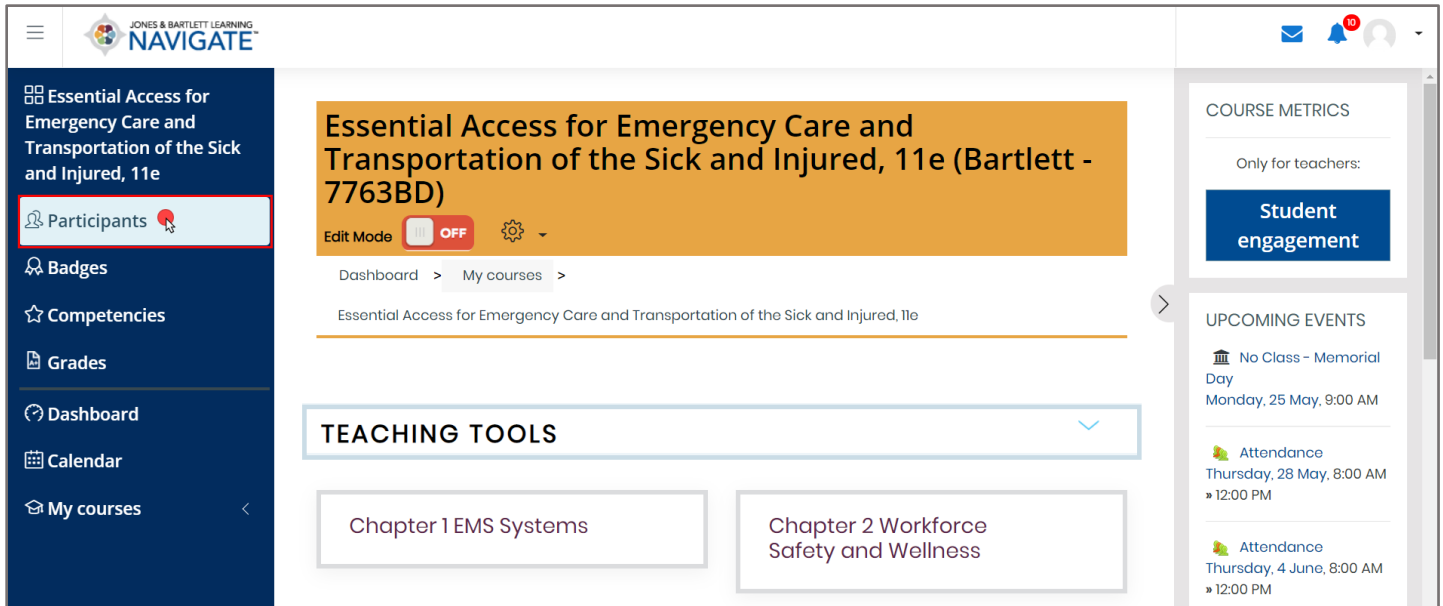
The screenshot shows the JBLearn NAVIGATE user interface. At the top, the user is identified as Jones Bartlett. A navigation drawer on the left contains a 'My courses' dropdown menu, which is highlighted with a red box. The dropdown menu lists a course: 'Premier Access for Emergency Care and Transportation of the Sick and Injured, 11e'. Below the navigation drawer, the page title is 'Notification preferences'. A table below shows notification settings for 'Assignment' and 'ebook Quiz'.

	Web		Email	
Assignment	Online ?	Offline ?	Online ?	Offline ?
Assignment notifications	Off	Off	On	On
ebook Quiz	Online	Offline e	Online	Offline e

Technical Support: www.jblearning.com/techsupport | support@jblearning.com | 1-978-443-5000 | M-F 8:30am – 8:00pm

Messaging Students

1. On the course homepage, click on the **Participants** button from the **Navigation Drawer** on the left-hand side of the page.



The screenshot displays the course interface. On the left, the navigation drawer lists various options, with 'Participants' highlighted. The main content area shows the course title and an 'Edit Mode' toggle set to 'OFF'. Below this, a 'TEACHING TOOLS' section contains two buttons for 'Chapter 1 EMS Systems' and 'Chapter 2 Workforce Safety and Wellness'. On the right, a sidebar provides 'COURSE METRICS' (including a 'Student engagement' button) and 'UPCOMING EVENTS' (listing Memorial Day and two attendance events).

- Next, choose the student you would like to send a message to by ticking the checkbox to left of the individual's name under the **Select** column. Please note, you may select more than one student as your message recipients.

Participants ⚙️

No filters applied

Search keyword or select filter

Number of participants: 5

First name All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Surname All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Select	First name ^ / Surname	Email address	Roles	Groups	Last access to course	Status
<input type="checkbox"/>	David Williams	dwilliams@ascendlearning.com	Student	No groups	2 days 17 hours	Active
<input checked="" type="checkbox"/>	John Smith	jsmith@ascendlearning.com	Student	Night Class	1 day	Active
<input type="checkbox"/>	Jones Bartlett	jbartlett@ascendlearning.com	Teacher	No groups	1 sec	Active
<input checked="" type="checkbox"/>	Lisa Adams	ladams@ascendlearning.com	Student	Night Class	20 hours 1 min	Active
<input type="checkbox"/>	Michelle Doe	mdoe@ascendlearning.com	Student	No groups	2 days 16 hours	Active

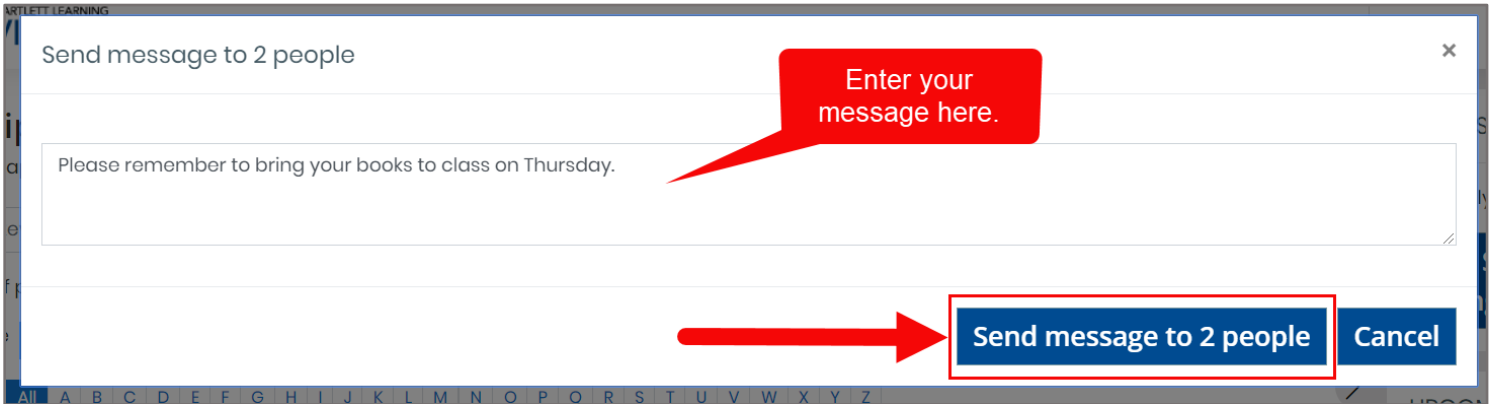
Select all Deselect all ? With selected users...


- Below your class roster, click on the dropdown menu to the right of the **With selected users...** and choose the **Send a message** option.

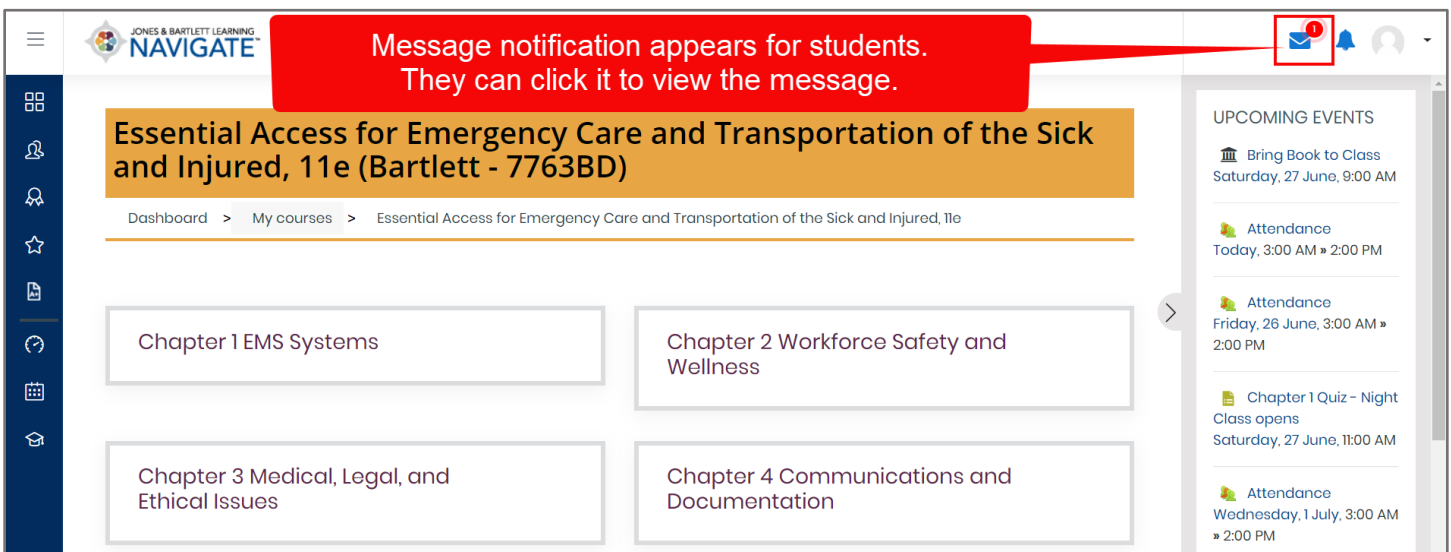
Select	First name ^ / Surname	Email address	Roles	Groups	Last access to course	Status
<input type="checkbox"/>	David Williams	dwilliams@ascendlearning.com	Student	No groups	2 days 17 hours	Active
<input checked="" type="checkbox"/>	John Smith	jsmith@ascendlearning.com	Student			Active
<input type="checkbox"/>	Jones Bartlett	jbartlett@ascendlearning.com	Teacher			Active
<input checked="" type="checkbox"/>	Lisa Adams	ladams@ascendlearning.com	Student			Active
<input type="checkbox"/>	Michelle Doe	mdoe@ascendlearning.com	Student			Active

Select all Deselect all ? With selected users...

4. This action will promptly open a messaging popup window. Enter your message in the field provided, and then click the **Send message to** button when satisfied.

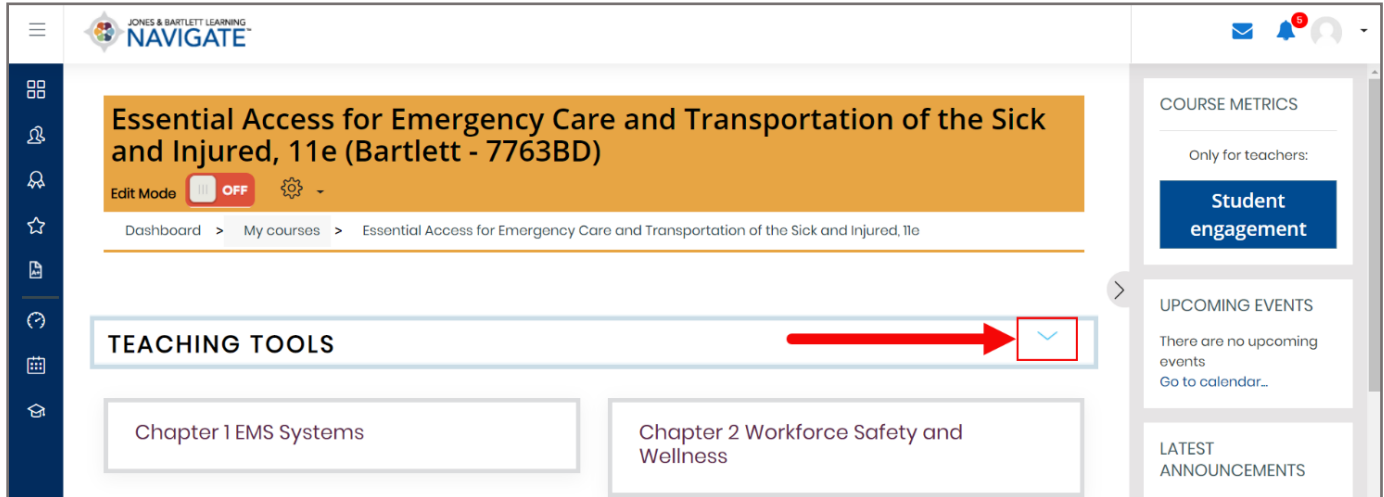


5. Your message recipient(s) will see a flashing red notification near their mailbox at the top right of the course page . They may click on this icon at any time to open, read, and respond to your message.

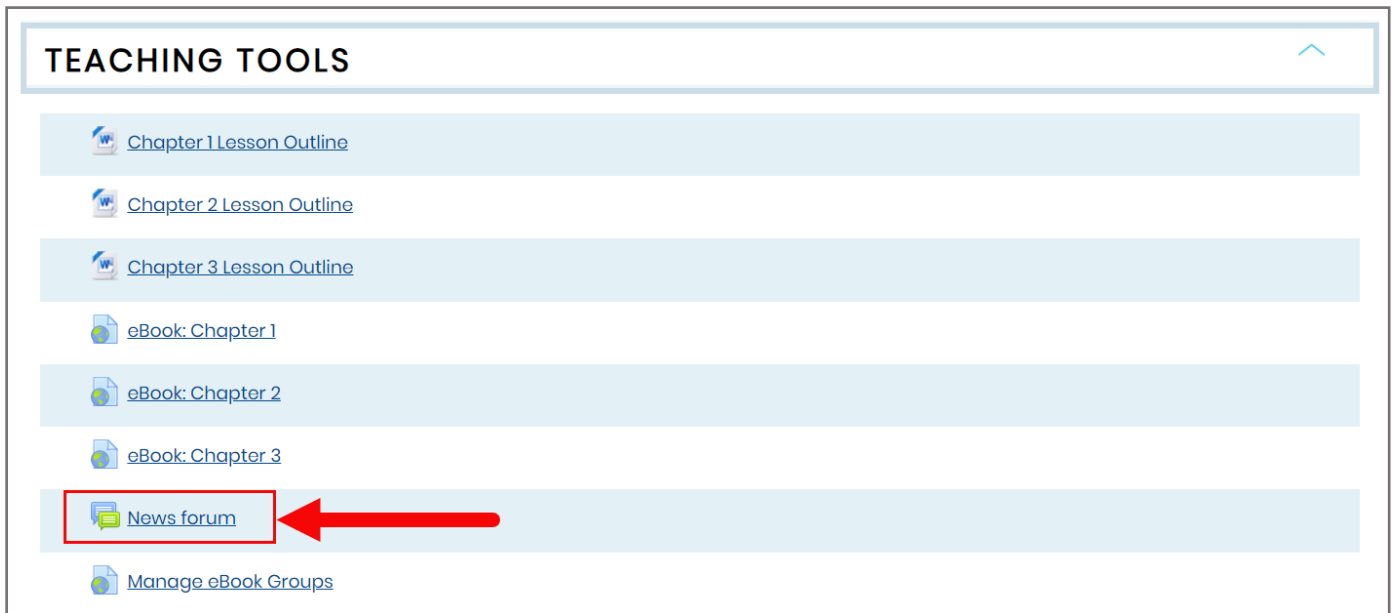


Posting Course Announcements


1. From the course homepage, expand the **Teaching Tools** topic at the top by clicking the dropdown arrow to its right.



2. Then select the **News forum** item from the list displayed.



3. On the next page, click the button to **Add a new topic**.



News forum

General news and announcements

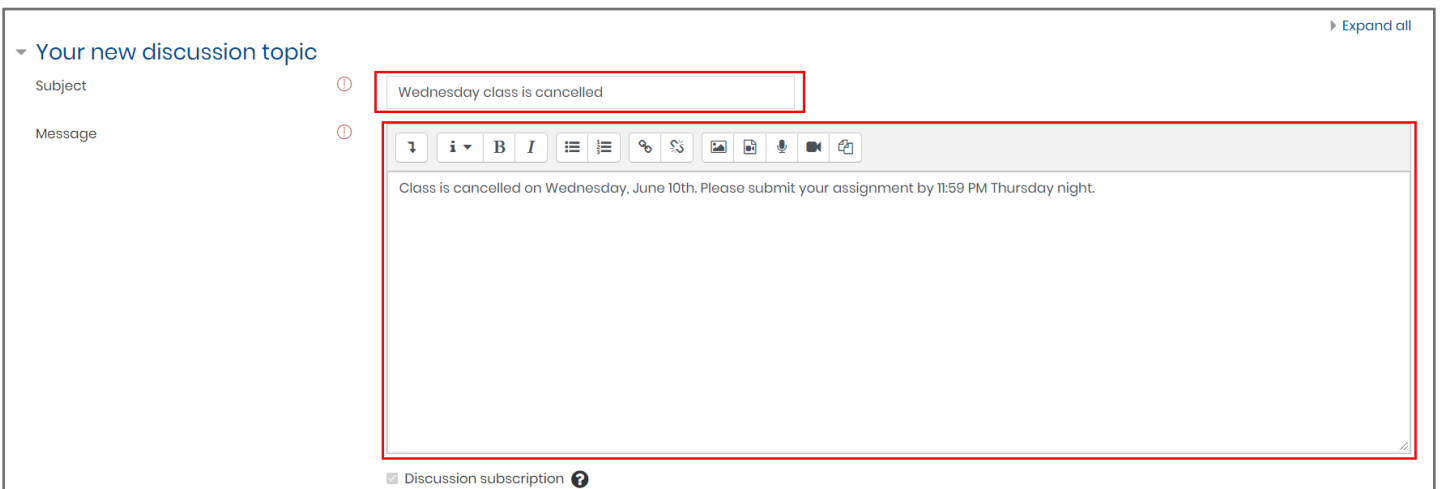
Add a new topic

(No announcements have been posted yet.)

< eBook: Chapter 3

Jump to...

4. On the announcement settings page that opens, enter in the topic of the announcement in the **Subject** field. Then type the details of the memo you wish to communicate to all participants in the class in the **Message** field.



Expand all

▼ Your new discussion topic

Subject

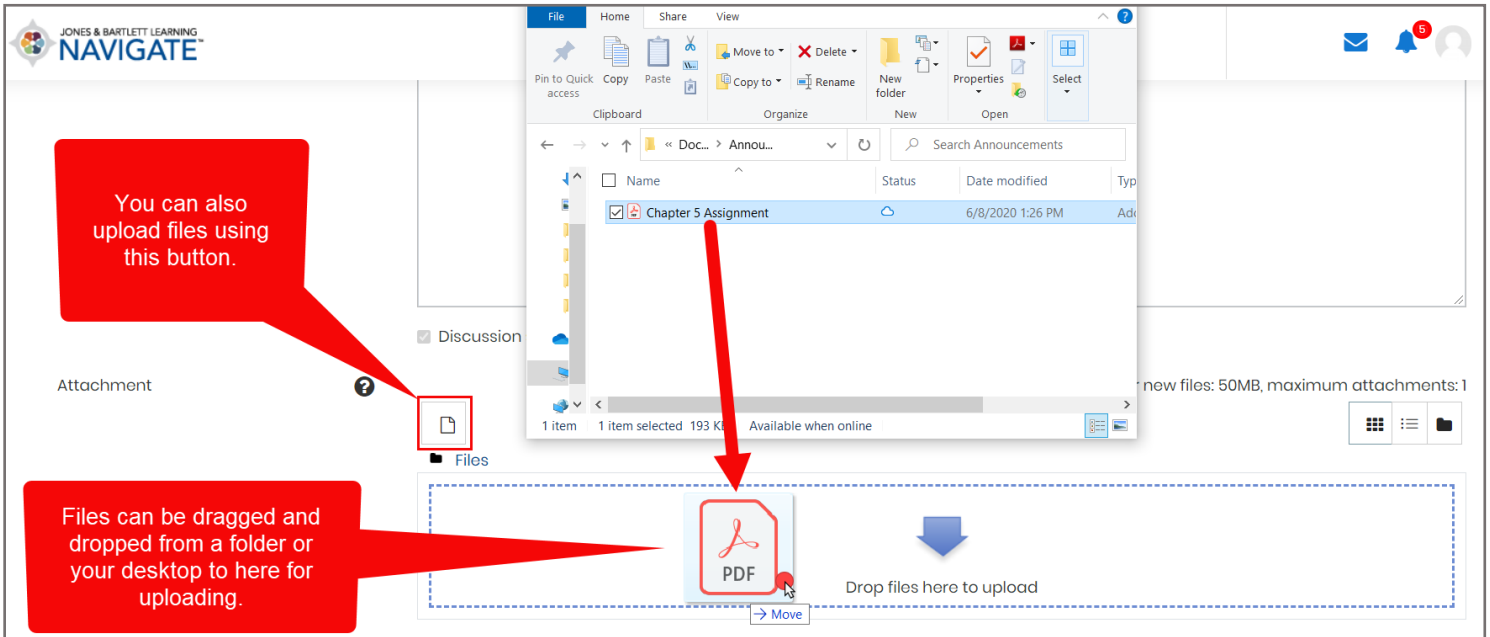
Message

Wednesday class is cancelled

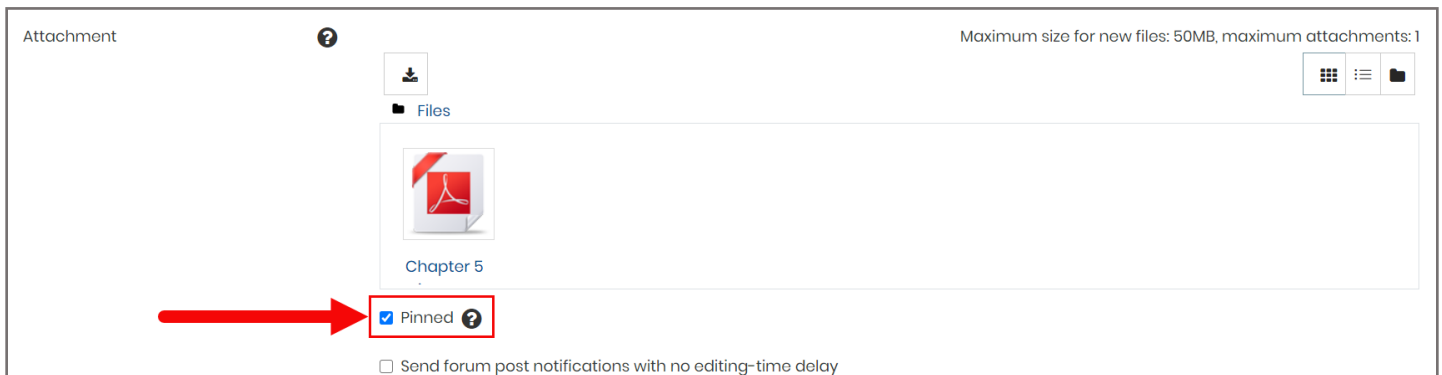
Class is cancelled on Wednesday, June 10th. Please submit your assignment by 11:59 PM Thursday night.

Discussion subscription ?

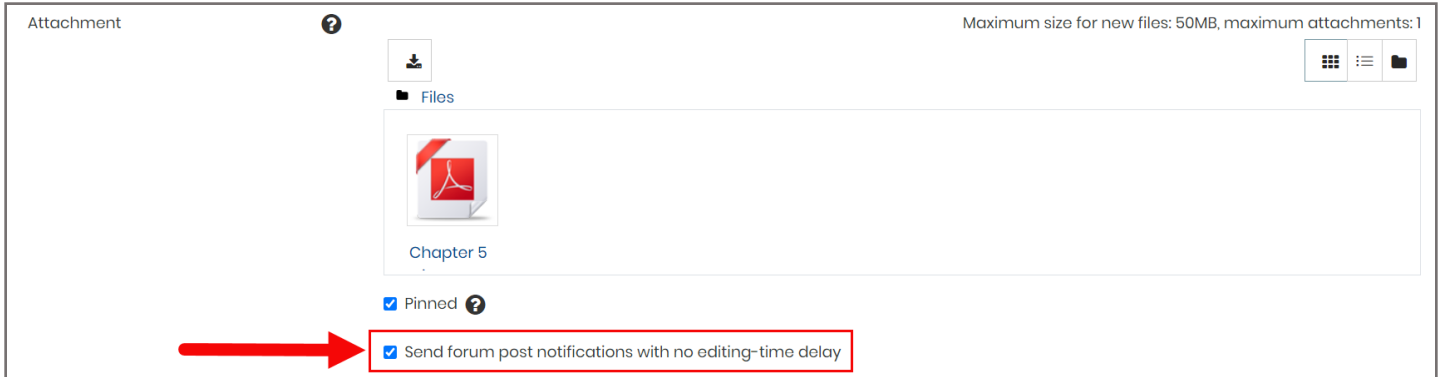
5. If you wish to attach or upload a file to be associated with this announcement, you may drag and drop the file from its location on your Desktop directly into the **Attachment** dropbox available on the course page.



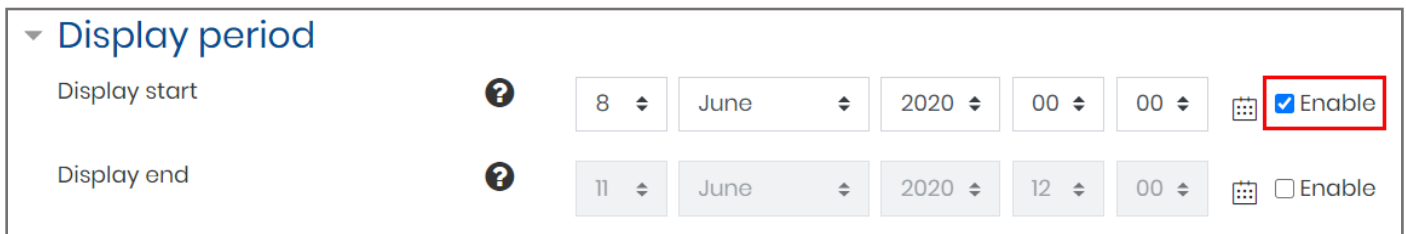
6. You may post or plan to post multiple course announcements. In this case, you can always ensure the latest post is pinned at the top of the announcements list by default by selecting the **Pinned** checkbox.



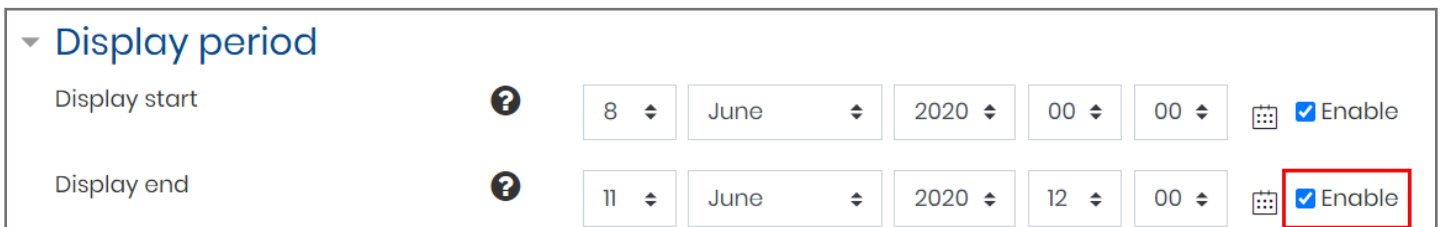
- When you post an announcement, the system will grant you an automatic grace period of 30 minutes in which you can make changes before notifying course participants of the new announcement. If you wish to bypass this grace period and notify participants immediately as you submit your post, check the box next to the **Send forum post notifications with no editing-time delay** option.



- Under the **Display period** section, you may choose to select a specific length of time for which you wish the announcement to be available for the course participants to view. To apply a date and time for when you would like your announcement to be visible, click the **Enable** checkbox next to **Display start** and then select the timing parameters.



- If you wish to apply an expiration time and date for when the announcement should be automatically removed from course participants' view, click the **Enable** checkbox next to the **Display end** option and then select the desired timing.



10. Once you are satisfied with your settings, click the **Post to forum** button.

▼ **Display period**

Display start ? 8 June 2020 00 00 Enable

Display end ? 11 June 2020 12 00 Enable

► **Tags**

Post to forum **Cancel**

11. Your announcement will go out either immediately or after 30 minutes (depending on whether you checked the “no editing time delay” option during setup). The announcement will appear on the news forum page after it is posted.

This post will be mailed out immediately to all forum subscribers. ✕ ⚙️

News forum

General news and announcements

Add a new topic

Discussion	Started by	Replies	Last post
Wednesday class is cancelled	Jones Bartlett	0	Jones Bartlett Mon, 8 Jun 2020, 1:43 PM

◀ eBook: Chapter 3 ▶ Manage eBook Groups ▶

Using the Course Calendar

1. On the course homepage, find and click the **Calendar** option from the **Navigation Drawer** on the left side of the page. This will bring you to your course calendar where you will see all scheduled events displayed.

The screenshot displays the course homepage interface. On the left, a dark blue navigation drawer is open, listing various course management options. The 'Calendar' option, represented by a calendar icon, is highlighted with a red rectangular box, and a red arrow points from this box towards the center of the page. The main content area features a header for the course 'Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)' with an 'Edit Mode OFF' indicator. Below this, a breadcrumb trail shows 'Dashboard > My courses >'. The 'TEACHING TOOLS' section is expanded, showing two tool cards: 'Chapter 1 EMS Systems' and 'Chapter 2 Workforce Safety and Wellness'. On the right side, a sidebar contains 'COURSE METRICS' with a 'Student engagement' button and 'UPCOMING EVENTS' listing two attendance events: 'Thursday, 28 May, 8:00 AM' and 'Thursday, 4 June, 8:00 AM'. A 'Go to calendar...' link is also present at the bottom of the sidebar.

- If you are currently enrolled in more than one course, you may use the **Detailed month view** for dropdown as needed to view all or only select course's events.

Calendar

Detailed month view for: Essential Access for Emergency Care and Transportation of the Sick and Injured, 1le ← New event

◀ April 2020 May 2020 June 2020 ▶

MON	TUE	WED	THU	FRI	SAT	SUN
				1	2	3
4 Chapter 4 Quiz op...	5	6	7 Attendance	8 Chapter 4 Quiz clo...	9	10
11 Chapter 5 Quiz op...	12 Bring Book to Class	13	14 Attendance	15 Chapter 5 Quiz clo...	16	17
18	19	20 Exam Study Day	21 Attendance	22 Ch. 3-5 Exam opens	23	24
25 No Class - Memori...	26	27	28 Attendance	29	30	31

Export calendar
Manage subscriptions

- Use the **arrows** in the upper left or right of the Calendar page to switch your view from month to month or jump to any date by clicking it from the **MONTHLY VIEW** block in the right-hand side bar.

Calendar

Detailed month view for: Essential Access for Emergency Care and Transportation of the Sick and Injured, 1le New event

◀ April 2020 May 2020 June 2020 ▶

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25 No Class - M...	26	27	28 Attendance	29	30	31

EVENTS KEY

- 👁 🌐 Hide global events
- 👁 🗂 Hide category events
- 👁 📖 Hide course events
- 👁 👤 Hide group events
- 👁 👤 Hide user events

MONTHLY VIEW

April 2020

Mo	Tue	We	Thu	Fri	Sat	Sun
n		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2020

Mo	Tue	We	Thu	Fri	Sat	Sun
n						

Click the arrow to collapse/expand the events key and monthly view tabs

Export calendar
Manage subscriptions

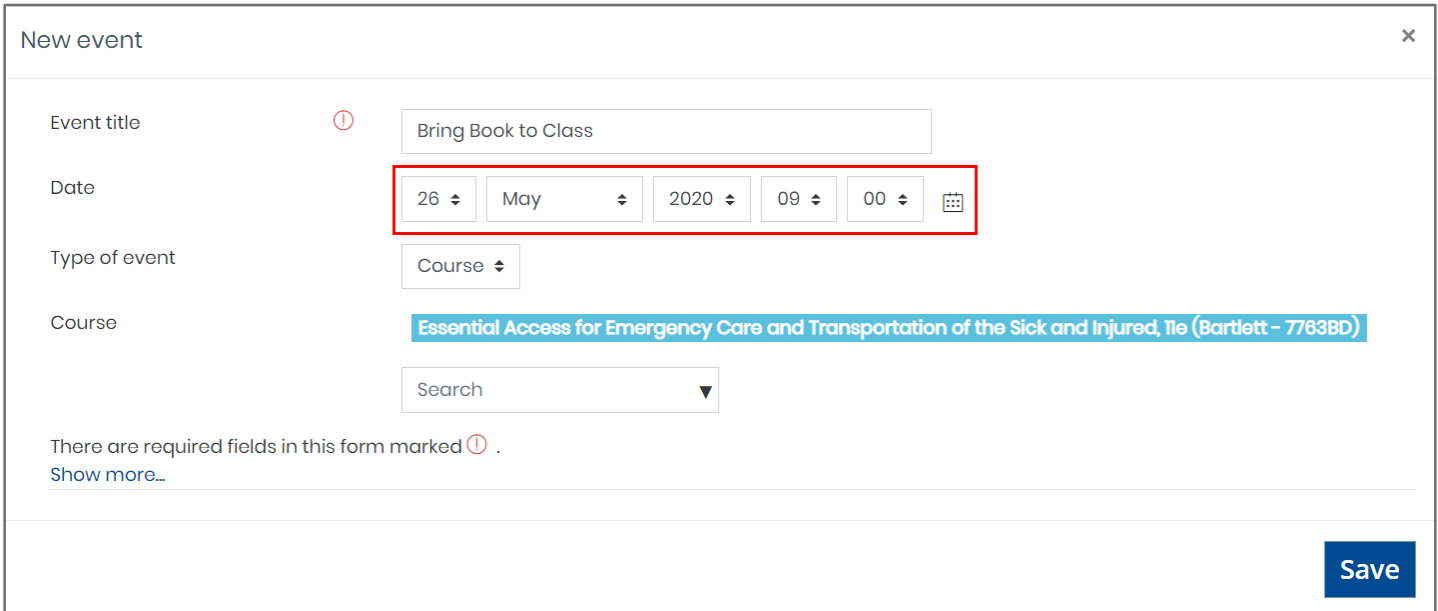
4. To add a custom course event, click the **New Event button** or simply click on any day. A **New event** popup opens, providing you with informational fields to complete for this event.

The screenshot shows a calendar for May 2020. At the top right, a blue button labeled "New event" is highlighted with a red rectangular box. Below the calendar, there are event cards for "Chapter 4 Qu..." on May 4th and 8th, and "Attendance" on May 7th. The calendar header shows "Detailed month view for: Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e".

5. Begin by entering a name in the **Event title** field.

The screenshot shows the "New event" form. The "Event title" field contains the text "Bring Book to Class" and is highlighted with a red rectangular box. Other fields include "Date" (26 May 2020 10:45), "Type of event" (Course), and "Course" (Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)). A "Save" button is located at the bottom right.

6. Then use the **Date** options or calendar icon to its right to adjust the date and time for the event as needed.

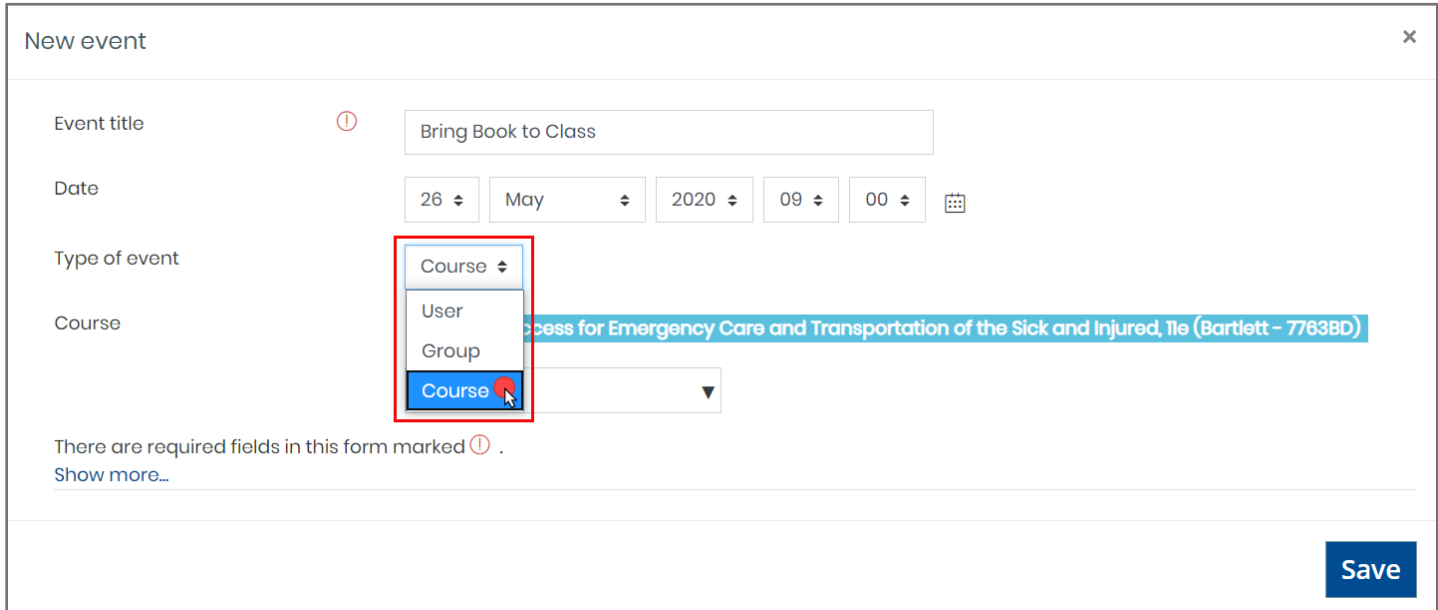


The screenshot shows a 'New event' form with the following fields:

- Event title: Bring Book to Class
- Date: 26, May, 2020, 09, 00 (highlighted with a red box)
- Type of event: Course
- Course: Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)

There are required fields in this form marked with a red circle and exclamation point. A 'Show more...' link is visible below the course field. A 'Save' button is located at the bottom right.

7. Use the **Type of event** dropdown menu to determine who the event will apply or be visible to. A **User** event will function as a self-reminder and only be visible to you, whereas **Course** events will be shared with all enrolled users.



The screenshot shows the 'New event' form with the 'Type of event' dropdown menu open. The options are:

- Course
- User
- Group
- Course (highlighted with a red box)

The 'Course' option is selected. The other fields in the form are the same as in the previous screenshot. A 'Save' button is located at the bottom right.

8. When creating a **Course** event, you must use the resulting **Course** dropdown menu to confirm the course in which to create it. Please note, you may also create events that are specific to subsets within your cohort if you have created course Groups.

New event ✕

Event title ⓘ

Date

Type of event

Course

There are required fields in this form marked ⓘ .
[Show more...](#)

9. To specify more options, such as entering event details and setting its duration, click the **Show more link** and make the needed adjustments.

New event ✕

Event title ⓘ

Date

Type of event


Course


There are required fields in this form marked ⓘ .

10. When you are finished, click the **Save** button.

Course **Essential Access for Emergency Care and Transportation of the Sick and Injured, 1e (Bartlett - 7763BD)**

Search

There are required fields in this form marked  .
[Show more...](#)


Save 

11. To view the details of your custom event and make any changes to it, click on the event as shown in the Calendar.

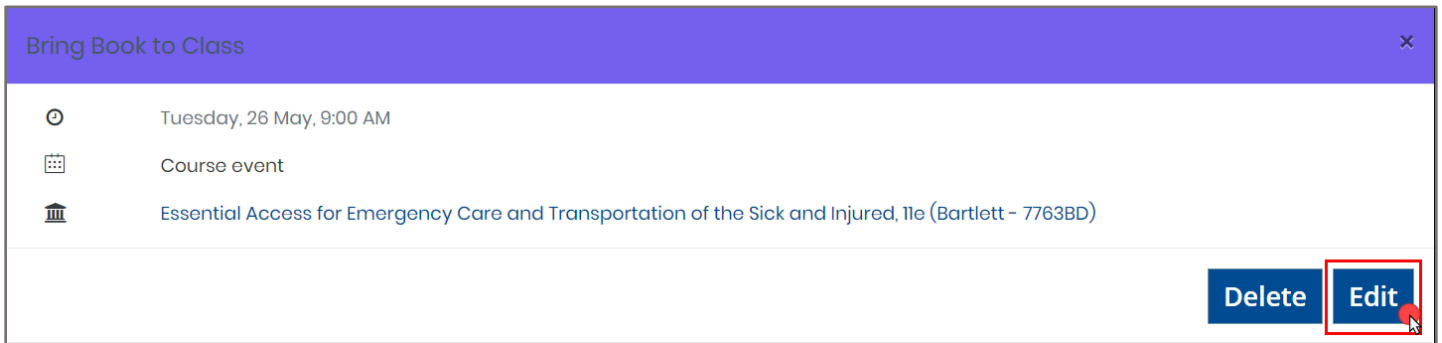
◀ April 2020 **May 2020** June 2020 ▶

MON	TUE	WED	THU	FRI	SAT	SUN
				1	2	3
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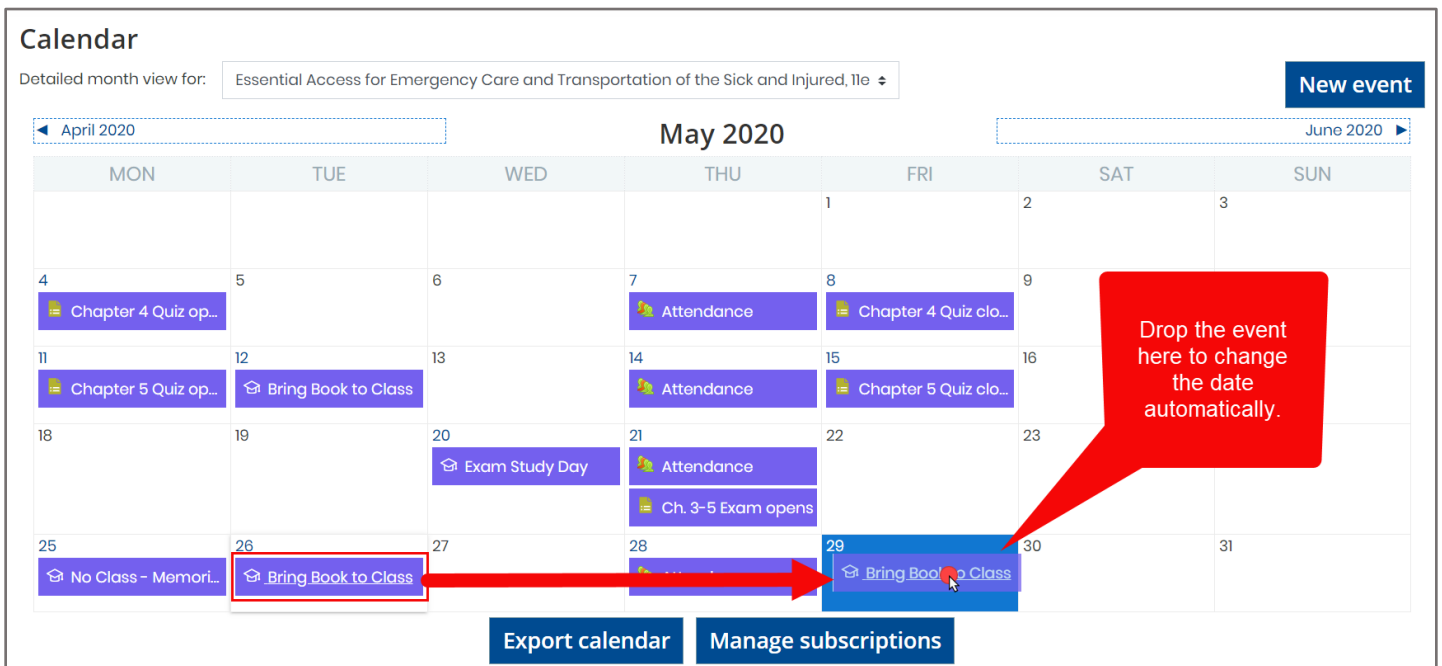
Export calendar **Manage subscriptions**



12. Then click the **Edit button** to begin making your changes and click **Save** when finished.



13. To easily reschedule any event to a different date, hover your pointer over the event displayed until your mouse arrow changes to a **compass arrow** icon, then click and hold to drag the event to its new date.



14. Any time restrictions or deadlines applied to quizzes, assignments, or other course activities will automatically populate the respective items within your course calendar. Once populated, you may then conveniently drag and drop the activities as needed to make any date changes on the fly. Please note, drag and drop changes will only affect the activity's date and not time. Also note, while students' calendars will reflect your date changes, they will not receive a notification of the changes.

15. To export the calendar details to your personal Google, Outlook, or other calendar application, click the **Export Calendar** button at the bottom of the calendar page. Specify which events to export and the desired time period (up to 60 days), then click the **Export** button. The exported calendar file is saved to your Downloads folder.

Calendar

Detailed month view for: Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e

◀ April 2020 May 2020 ▶ June 2020

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Export calendar Manage subscriptions

16. When you're finished working in your calendar, click the **course icon** or your course name in the system drawer to return to your course front page.

JONES & BARTLETT LEARNING
NAVIGATE

Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e

Participants
Badges
Competencies
Grades
Dashboard
Calendar
My courses

Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)

Dashboard > My courses > Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e

Calendar

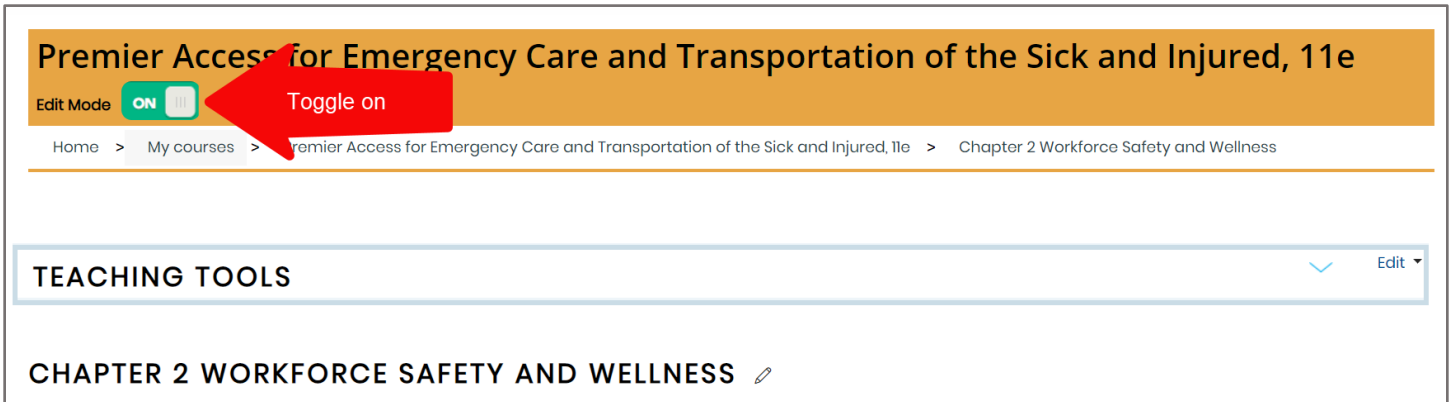
Detailed month view for: Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e

◀ April 2020 May 2020 ▶ June 2020

MON	TUE	WED	THU	FRI	SAT	SUN
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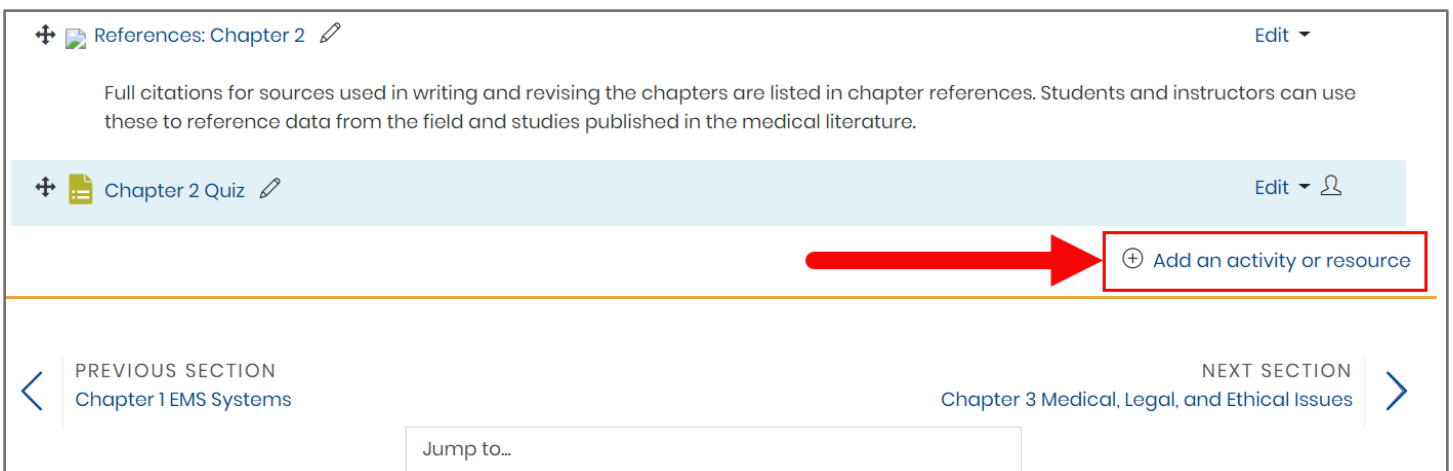
Setting Up a Live Course Chat

1. From the course homepage, navigate to the course section you wish to locate the live Chat activity. Then use the **Edit Mode** button at the top of the page to turn editing ON.



The screenshot shows the top of a course page. The title is "Premier Access for Emergency Care and Transportation of the Sick and Injured, 11e". Below the title, there is an "Edit Mode" button with a green "ON" indicator. A red arrow points to this button with the text "Toggle on". Below the title bar, there is a breadcrumb trail: "Home > My courses > Premier Access for Emergency Care and Transportation of the Sick and Injured, 11e > Chapter 2 Workforce Safety and Wellness". Below the breadcrumb, there is a "TEACHING TOOLS" section with an "Edit" dropdown menu. Below that, the chapter title "CHAPTER 2 WORKFORCE SAFETY AND WELLNESS" is displayed with an edit icon.

2. Then scroll down the page and click the **Add activity or resource** option below the page contents.



The screenshot shows the content area of the course page. It includes a "References: Chapter 2" section with an "Edit" dropdown. Below that is a "Chapter 2 Quiz" section with an "Edit" dropdown and a user icon. A red arrow points to a button labeled "⊕ Add an activity or resource". At the bottom of the page, there are navigation links for "PREVIOUS SECTION" (Chapter 1 EMS Systems) and "NEXT SECTION" (Chapter 3 Medical, Legal, and Ethical Issues), along with a "Jump to..." search box.

3. From the resulting popup window, select the dial to the left of the **Chat** option and click the **Add** button.

Add an activity or resource

ACTIVITIES

- Assignment
- Attendance
- Chat
- External tool
- Forum
- Lesson
- Questionnaire
- Quiz
- SCORM package

RESOURCES

- eBook chapter
- File
- Folder
- Label

The chat activity module enables participants to have text-based, real-time synchronous discussions.

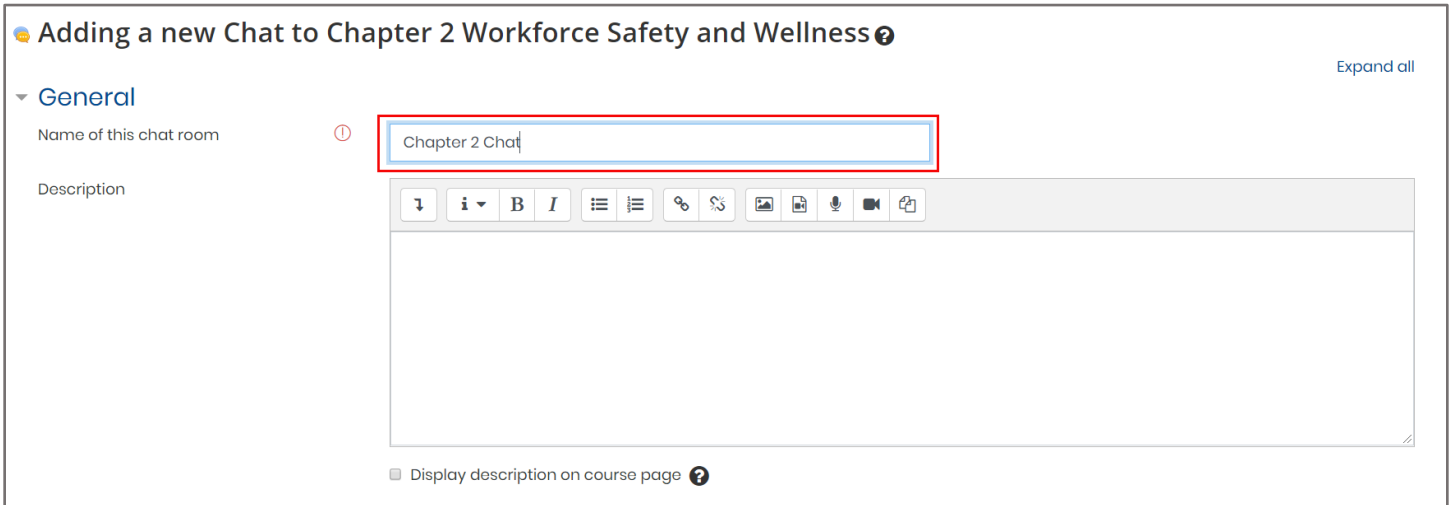
The chat may be a one-time activity or it may be repeated at the same time each day or each week. Chat sessions are saved and can be made available for everyone to view or restricted to users with the capability to view chat session logs.

Chats are especially useful when the group chatting is not able to meet face-to-face, such as

- Regular meetings of students participating in online courses to enable them to share experiences with others in the same course but in a different location
- A student temporarily unable to attend in person chatting with their teacher to catch up with work
- Students out on work experience getting together to discuss their experiences with each other and their

Add **Cancel**

4. The resulting page displays all settings available to create and manage your new **Chat** activity. Start by entering a title for the Chat session in the **Name of this chat room** field.



Adding a new Chat to Chapter 2 Workforce Safety and Wellness Expand all

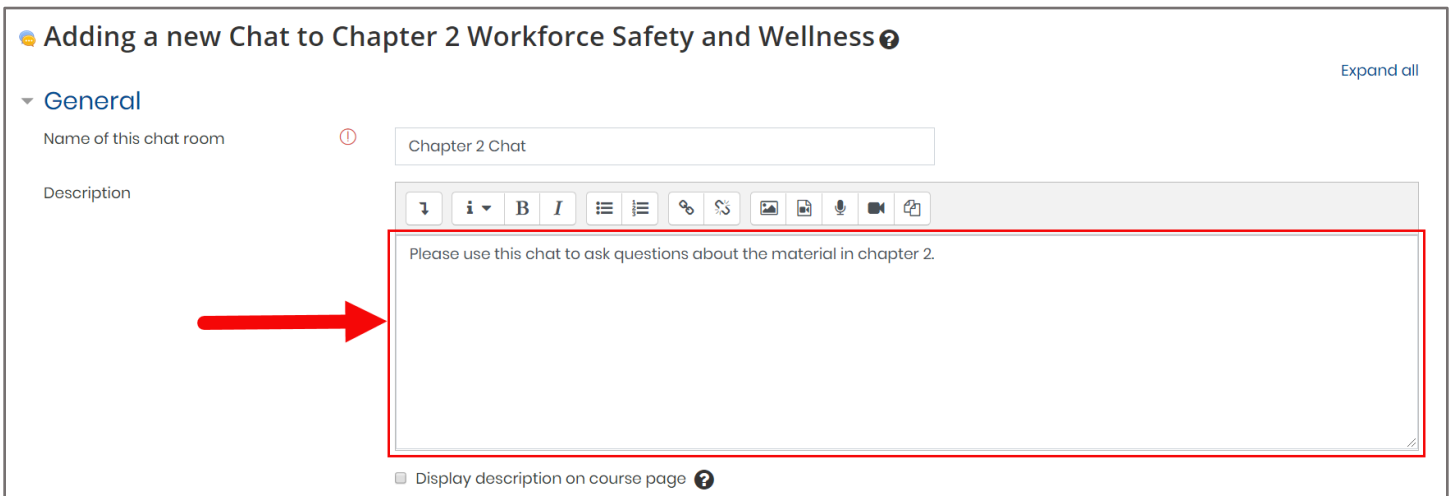
General

Name of this chat room ⓘ Chapter 2 Chat

Description

Display description on course page ?

5. Next, you may enter a description for the chat in the **Description** field, which may include the purpose of the discussion and your expectations for participation.



Adding a new Chat to Chapter 2 Workforce Safety and Wellness Expand all

General

Name of this chat room ⓘ Chapter 2 Chat


Description

Please use this chat to ask questions about the material in chapter 2.

Display description on course page ?


6. Under the **Chat sessions** setting section, you may use the **Next chat time** field to set the timing for when the chat activity should be accessed. Please note, setting a time will not prevent students from opening and participating in the chat thread before or after the designated time.

▼ Chat sessions

Next chat time 


Repeat/publish session times

Save past sessions

Everyone can view past sessions 


7. The **Repeat/publish session times** menu below should be used to set how to communicate the discussion time to your students. It may also be used to create repeating chat sessions on a regular cadence of daily or weekly. If you choose a recurring approach, only the Chat time and date of the next upcoming session will populate to your class calendar on a continuous basis.

▼ Chat sessions

Next chat time 

Repeat/publish session times

Save past sessions

Everyone can view past sessions 

8. Select a desired period of time for the **Save past sessions** menu if you wish to automatically remove a previous discussion from this chat room. If you want the chat room to retain all threads of participation, you may leave the default of **Never delete messages**.

The screenshot shows a settings form for chat sessions. At the top, there are fields for 'Next chat time' (28 May 2020 17:00) and 'Repeat/publish session times' (Don't publish any chat times). The 'Save past sessions' dropdown menu is open, showing options: 'Never delete messages' (highlighted in blue), '365 days', '180 days', '150 days', '120 days', '90 days', '60 days', '30 days', '21 days', '14 days', '7 days', and '2 days'. Below the dropdown are buttons for 'return to course', 'Save and display', and 'Cancel'. A red box highlights the dropdown menu.

9. When satisfied with your selections, scroll to the bottom of the page and click the **Save and return to course** or **Save and display** buttons.

The screenshot shows the same settings form as above, but with the 'Save and return to course' button highlighted by a red arrow and a red box. The 'Save past sessions' dropdown is now closed and shows 'Never delete messages'. The 'Everyone can view past sessions' dropdown is set to 'No'. The 'Save and return to course', 'Save and display', and 'Cancel' buttons are visible at the bottom.

Technical Support: www.jblearning.com/techsupport | support@jblearning.com | 1-978-443-5000 | M-F 8:30am – 8:00pm

10. Chat activities may be launched and participated in at any time by you and your students (unless it is subsequently hidden or restricted from students). There is no limit to how many separate Chat threads you may create within your course.

Technical Support: www.jblearning.com/techsupport | support@jblearning.com | 1-978-443-5000 | M-F 8:30am – 8:00pm

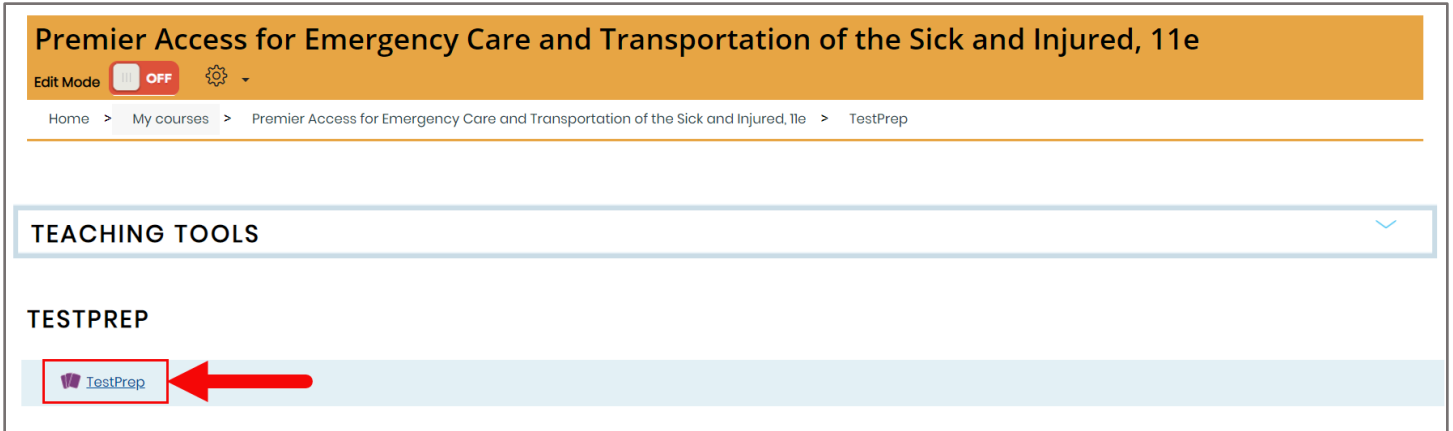


SPECIAL COURSE RESOURCES

This section provides guidance with learning how to use special course resources, such as the eBook and TestPrep.

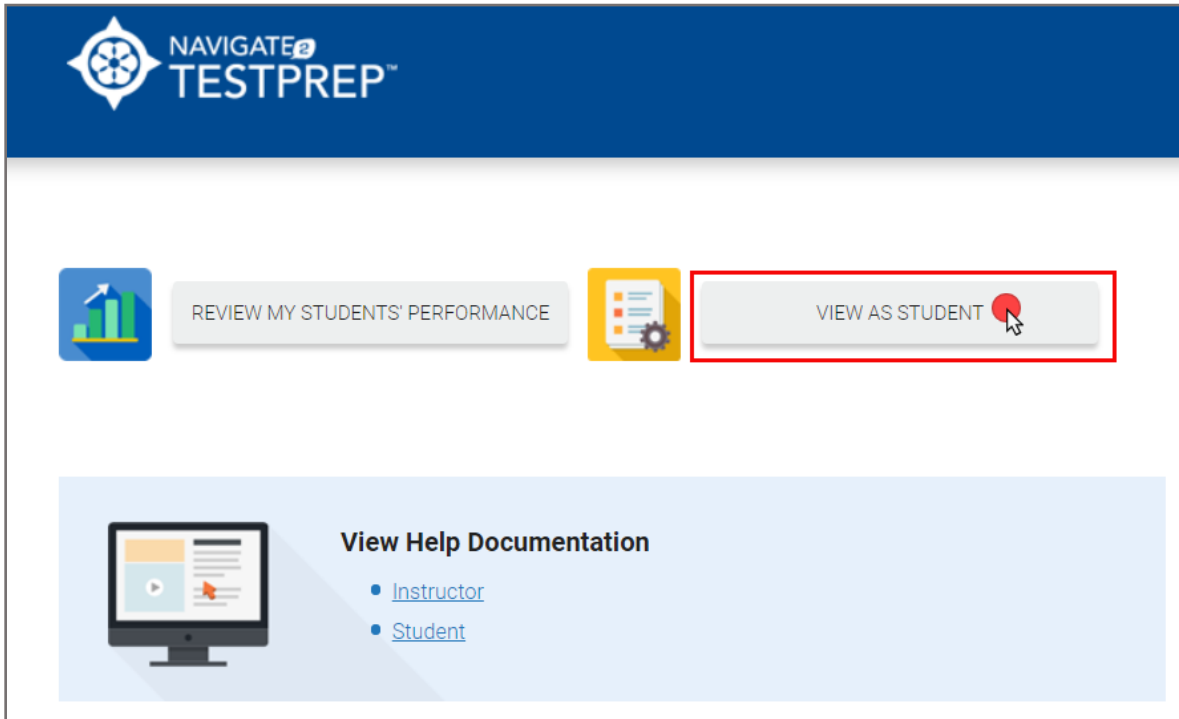
Reviewing and Analyzing Students' Proficiency with TestPrep

1. Navigate to and launch **TestPrep** by clicking on the tool from its location in the course. TestPrep will open in a new tab within your browser.

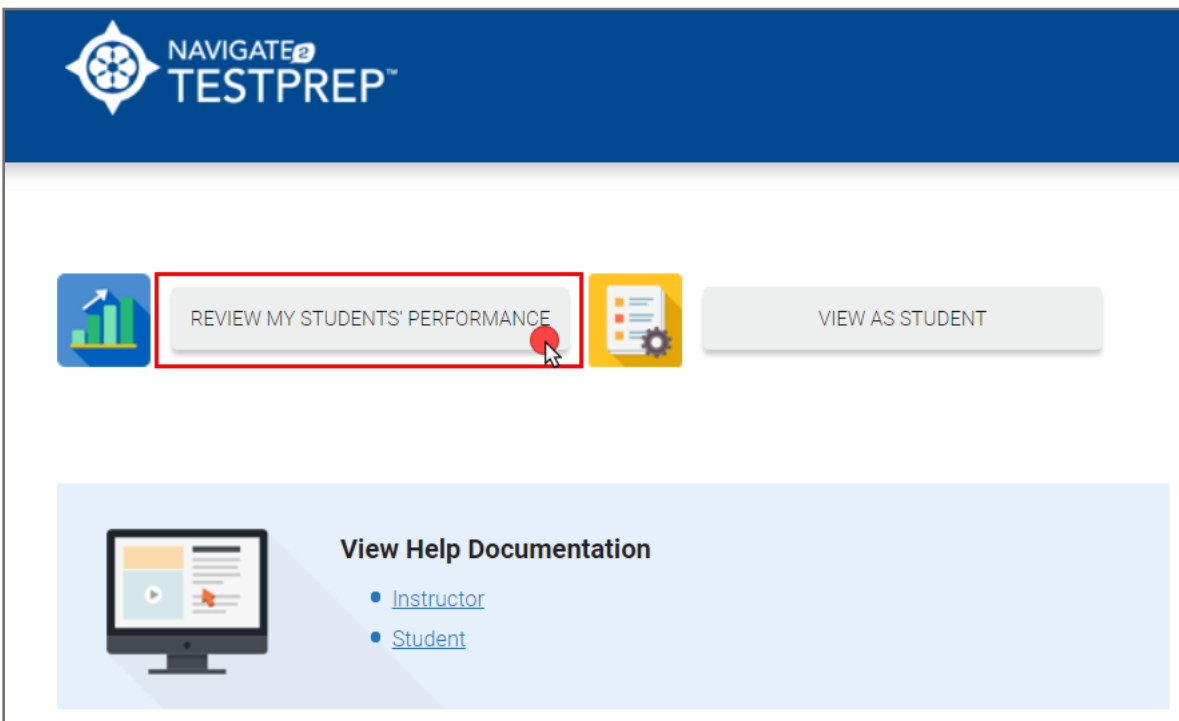


2. As an instructor, you have two options. You may review and track your students' use of and performance in the tool or you may use TestPrep in student mode.

3. To explore TestPrep as a student, click the **View as Student** button on the launch page. Refer to the student tutorial video for TestPrep in the Library for further guidance.



4. When you are ready to review your students' practice test or exam results, click the **Review My Students' Performance** button.



Technical Support: www.jblearning.com/techsupport | support@jblearning.com | 1-978-443-5000 | M-F 8:30am – 8:00pm

5. The next page will display filter options across the top, followed by your students' names and performance in a table below. Please note, students who have not yet completed practice tests in the tool will not populate in the reports.

<< BACK

By student Practice Tests All results Edit filters

Students (5)

Last name	First name	Practice (times taken)	Average Score
Carzola	Santi	6	40.00%
Lane	Makenna	7	16.00%
Ozil	Mesut	6	19.67%
Bellerin	Hector	2	10.00%

◀ 1 2 ▶

6. Begin by clicking the **Edit filters** option above the report section.

<< BACK

By student Practice Tests All results Edit filters

Students (5)

Last name	First name	Practice (times taken)	Average Score
Carzola	Santi	6	40.00%
Lane	Makenna	7	16.00%
Ozil	Mesut	6	19.67%
Bellerin	Hector	2	10.00%

◀ 1 2 ▶

7. Then use the dials under the filter criteria as needed to determine which results to include in the report below. If you wish to review individual student's results, select the **By Student** dial. Then determine which practice test results to include in the report followed by the period of time to examine.

By student
 By subject

Practice Tests
 Assessment Tests
 Both

Last 3 days
 Last 7 days
 Last 30 days
 All results

Show report

8. When satisfied with your filter selections, click the **Show report** button.

By student
 By subject

Practice Tests
 Assessment Tests
 Both

Last 3 days
 Last 7 days
 Last 30 days
 All results

Show report

9. The table displays four columns, including each student's last and first name, the number of practice tests they have completed, and their average score across all practice tests.

Students (5)

Last name	First name	Practice (times taken)	Average Score
Carzola	Santi	6	40.00%
Lane	Makenna	7	16.00%
Ozil	Mesut	6	19.67%
Bellerin	Hector	2	10.00%

◀ 1 2 ▶

10. Click a student's name to review their detailed results.

Students (5)

Last name	First name	Practice (times taken)	Average Score
Carzola	Santi	6	40.00%
Lane	Makenna	7	16.00%
Ozil	Mesut	6	19.67%
Bellerin	Hector	2	10.00%

11. The student's **User Report** page displays a **Practice Test Review** bar graph revealing the scores achieved on his/her previous 4 practice tests. Use your mouse pointer to hover over each test instance on the left to populate the **Questions Attempted** pie chart to the right to display the number of questions answered correctly, incorrectly, skipped, and/or not seen for that testing instance.

User Reports – Santi Carzola(18682) PRACTICE TESTS ASSESSMENT TESTS

Practice Test Review Questions Attempted - 4/14/2020 9:17:49 AM

Shows number of correct/incorrect answers when you hover over a selection in the practice test chart (to the left).

Test	Mode	Subject	Overall % Correct	Time Spent On Test (HH:MM:SS)	Average Time Per Item (HH:MM:SS)
4/14/2020 9:17:49 AM	Tutorial	Airway and Breathing	100%(1/1)	00:00:09	00:00:09
4/14/2020 9:17:11 AM	Test	Airway and Breathing	0%(0/1)	00:00:25	00:00:25
5/14/2018 3:22:15 PM	Tutorial	Trauma	0%(0/5)	00:01:43	00:00:21
5/14/2018 3:17:34 PM	Tutorial	Cardiology	40%(2/5)	00:01:33	00:00:19

Legend: Correct Incorrect Skipped Not Seen

Navigation: 1 2

12. Regardless of the testing modes you previously selected in the report's filter options, you must use the respective buttons to the right of the page to toggle between **Practice Tests**' or **Assessment Tests**' results. You cannot view both modes' results simultaneously within the same report.

- a. When viewing student **Practice Tests**, the table below the charts displays columns for the timestamp of each practice test taken, the practice test mode chosen, the chapter or subject the questions were from, the student scores, their time spent on the test, and their average time spent answering each question.

Test	Mode	Subject	Overall % Correct	Time Spent On Test (HH:MM:SS)	Average Time Per Item (HH:MM:SS)
4/14/2020 9:17:49 AM	Tutorial	Airway and Breathing	100%(1/1)	00:00:09	00:00:09
4/14/2020 9:17:11 AM	Test	Airway and Breathing	0%(0/1)	00:00:25	00:00:25
5/14/2018 3:22:15 PM	Tutorial	Trauma	0%(0/5)	00:01:43	00:00:21
5/14/2018 3:17:34 PM	Tutorial	Cardiology	40%(2/5)	00:01:33	00:00:19

◀ 1 2 ▶

- b. Click on any individual timestamp under the **Test** column for an itemized review of their results.

Test	Mode	Subject	Overall % Correct	Time Spent On Test (HH:MM:SS)	Average Time Per Item (HH:MM:SS)
4/14/2020 9:17:49 AM	Tutorial	Airway and Breathing	100%(1/1)	00:00:09	00:00:09
4/14/2020 9:17:11 AM	Test	Airway and Breathing	0%(0/1)	00:00:25	00:00:25
5/14/2018 3:22:15 PM	Tutorial	Trauma	0%(0/5)	00:01:43	00:00:21
5/14/2018 3:17:34 PM	Tutorial	Cardiology	40%(2/5)	00:01:33	00:00:19

◀ 1 2 ▶

- c. A second table lists each individual question attempted, whether it was answered correctly, its subject or chapter, the percent of the class who have answered the same question correctly, the student's confidence rating if applicable, and the time they spent answering the question. Click on any individual question under the **Item** column to review the question as it was answered by the student.

Test Name : 5/14/2018 3:17:34 PM Export

Click to review the question as answered by the student.

✔ Correct
✘ Incorrect
🚫 Skipped
👁 Not Seen

Item	Item Status	Subject	Class Average % Correct	Confidence Rating	Time Spent Per Item (HH:MM:SS)
EMT-175	✔	Cardiology	100.00%	0	00:00:25
EMT-161	✘	Cardiology	0.00%	0	00:00:15
EMT-172	✘	Cardiology	0.00%	0	00:00:24
EMT-181	✔	Cardiology	100.00%	0	00:00:16
EMT-154	✘	Cardiology	0.00%	0	00:00:13

d. Then click **Back to Reports** to return to the results page.

Practice Test May 14 2018 3:17 PM

← → Question 2 of 5

◀ BACK TO REPORTS

1
2
3
4
5

A 66-year-old female presents with an acute onset of confusion, slurred speech, and an inability to move her right arm and leg. Her airway is patent and she is breathing adequately. Which of the following is the MOST important initial information to obtain about this patient?

A) Her initial blood pressure reading

B) What she was doing when this began

C) When she was last seen normal

D) Whether or not her pupils are equal

Feedback :

This patient is experiencing signs of an acute ischemic stroke. She may be a candidate for fibrinolytic therapy (drugs that dissolve blood clots) if her symptoms are of less than 3 hours' duration. Some patients may be candidates for fibrinolytic therapy for up to 4.5 hours after the onset of symptoms. It is vital to determine exactly (or as close to as possible) when the patient was last seen normal, and pass this information along to the receiving facility. The treatment options for stroke are severely limited if more than 3 hours have past since the symptoms began. Even if 3 hours have passed, prompt action on your part is essential. Assessment of the patient's blood pressure, pupils, and events that preceded the symptoms is important; however, identifying the patient as a candidate for an intervention that may reverse the stroke is critical and will afford her the greatest chance for a positive outcome.

e. A third and last **Proficiency by Subject** table at the bottom of the User Report page reveals the student's performance by subject or chapter for the given practice test.

Proficiency by Subject

Subject	Correct	Incorrect	My % Correct
Cardiology	2	3	40%

- f. When reviewing the student's results for the comprehensive **Assessment Tests**, the first table below the charts will reveal the timestamp of their completed tests, their final score, time spent on the test, and their average time spent answering each question.

User Reports – Santi Carzola(18682)

PRACTICE TESTS
ASSESSMENT TESTS

Assessment Test Review

Questions Attempted - Assessment Test 11/3/2017 11:23:20 AM

Test	Overall % Correct	Time Spent On Test (HH:MM:SS)	Average Time Per Item (HH:MM:SS)
Assessment Test 11/3/2017 11:23:20 AM	13%(15/120)	00:02:10	00:00:02
Assessment Test 11/3/2017 11:17:35 AM	11%(13/120)	00:01:32	00:00:02

[View Past Results](#)

- g. Click on any individual timestamp under the **Test** column for an itemized review of their results.

Test	Overall % Correct	Time Spent On Test (HH:MM:SS)	Average Time Per Item (HH:MM:SS)
Assessment Test 11/3/2017 11:23:20 AM	13%(15/120)	00:02:10	00:00:02
Assessment Test 11/3/2017 11:17:35 AM	11%(13/120)	00:01:32	00:00:02

- h. A second table lists each individual question attempted, whether it was answered correctly, its subject or chapter, the time the student spent answering the question, and the average score of all students in the class who have answered the same question.

✔ Correct ✘ Incorrect 🕒 Skipped 👁 Not Seen

Item	Item Status	Subject	Time Spent Per Item (HH:MM:SS)	Average Time Per Item (HH:MM:SS)	Class Average % Correct
EMT-009	✘	Airway and Breathing	00:00:02	00:00:02	0.00%
EMT-449	✘	Operations	00:00:02	00:00:02	0.00%
EMT-032	✘	Airway and Breathing	00:00:01	00:00:01	0.00%
EMT-130	✘	Cardiology	00:00:02	00:00:02	0.00%
EMT-453	✘	Operations	00:00:02	00:00:02	0.00%
EMT-421	✘	Operations	00:00:02	00:00:02	0.00%
EMT-025	✘	Airway and Breathing	00:00:01	00:00:01	0.00%
EMT-248	✘	Medical	00:00:02	00:00:02	0.00%
EMT-368	✘	Obstetrics and Pediatrics	00:00:02	00:00:02	0.00%
EMT-170	✘	Cardiology	00:00:02	00:00:02	0.00%
EMT-061	✘	Airway and Breathing	00:00:02	00:00:02	0.00%
EMT-541	✔	Trauma	00:00:02	00:00:02	100.00%
EMT-102	✔	Airway and Breathing	00:00:02	00:00:02	100.00%
EMT-569	✔	Trauma	00:00:01	00:00:01	100.00%
EMT-307	✔	Obstetrics and Pediatrics	00:00:02	00:00:02	100.00%

- i. Click on any individual question under the **Item** column to review the question as it was answered by the student. If the item is not clickable, that indicates that the student never viewed the question before submitting the test.

Item	Item Status	Subject	Time Spent Per Item (HH:MM:SS)	Average Time Per Item (HH:MM:SS)	Class Average % Correct
EMT-009	✘	Airway and Breathing	00:00:02	00:00:02	0.00%
EMT-449	✘	Operations	00:00:02	00:00:02	0.00%

j. Click the **Back to Reports** button to return to the results page when finished.

Assessment Test

← → Question 1 of 120

BACK TO REPORTS

Which of the following would MOST likely cause a reduction in tidal volume?

- A) Flaring of the nostrils
- B) Accessory muscle use
- C) Unequal chest expansion
- D) Increased minute volume

Feedback :

Unequal (asymmetrical) or minimal expansion of the chest results in a decrease in the amount of air inhaled per breath (tidal volume). Accessory muscle use and nasal flaring are signs of increased work of breathing, which represents an attempt to maintain adequate tidal volume (and therefore, minute volume). An increase in tidal volume, respiratory rate, or both would result in an increase in minute volume. It should be noted, however, that a markedly fast respiratory rate would cause a natural decrease in tidal volume. For example, a patient breathing at a rate of 45 breaths/min would likely only inhale air into the anatomic dead space before promptly exhaling it.

k. Towards the bottom of the User Reports page, a third table will reveal the student's **Proficiency by Subject** based on this individual exam's results. The information displayed in the table includes the **Subject** or chapter, the number of questions answered correctly and incorrectly, the percent of questions answered correctly, and the average proficiency of the class in the subject or chapter.

Proficiency by Subject

Subject	Correct	Incorrect	My % Correct	Class Average % Correct
Medical	1	6	1%	1%
Trauma	3	8	1%	1%
Airway and Breathing	6	13	1%	1%
Obstetrics and Pediatrics	2	9	1%	1%
Cardiology	1	6	1%	1%
Operations	2	10	1%	1%

13. To return to the TestPrep homepage, scroll up as needed and click the **Back** button in the top left of the page.

14. To review your overall classes' performance by subject or chapter, click the **Edit filters** option and select the **Subject** dial. Then choose your preferences for the remaining filters and click **Show Report**.

15. The first column in the table below displays the subject or chapter, followed by the total number of questions answered correctly and incorrectly to date. The classes average score for the subject is shown under the last column.

Practice Tests	Subject/chapter	5 students	Answers correct/incorrect	Average score : 21.36%
▶	Airway and Breathing	✓ 7	✗ 26	21.21%
▶	Cardiology	✓ 11	✗ 24	31.43%
▶	Medical	✓ 1	✗ 7	12.50%
▶	Obstetrics and Pediatrics	✓ 2	✗ 6	25.00%
▶	Operations	✓ 1	✗ 7	12.50%
▶	Trauma	✓ 0	✗ 11	0.00%

16. Click on any listed chapter to expand it and see a breakdown of the number of students whose scores are above, at, and below average for the class.

Practice Tests 5 students Average score : 21.36%

▶ Airway and Breathing	✔ 7	✘ 26	21.21%
▼ Cardiology	✔ 11	✘ 24	31.43%

Click to dropdown the below information.

Above Average Below

0	2	2
---	---	---

Student Test Scores

- 0.00% Students Above Average [VIEW](#)
- 50.00% Students Near Average [VIEW](#)
- 50.00% Students Below Average [VIEW](#)

▶ Medical ✔ 1 ✘ 7 12.50%

17. You may select the **View** option to the right of each of these brackets to view which individual students fall into the respective average juxtaposed with their average scores in the subject.

▼ Cardiology ✔ 11 ✘ 24 31.43%

Above Average Below

0	2	2
---	---	---

Student Test Scores

- 0.00% Students Above Average [VIEW](#)
- 50.00% Students Near Average [VIEW](#)
- 50.00% Students Below Average [VIEW](#)

This table appears after clicking "View," showing individual students in the respective category.





Last name	First name	Practice (times taken)	Average Score
Carzola	Santi	6	33.33%
Ozil	Mesut	6	22.58%

Using the eBook

1. eBooks may be available as a standalone product launched directly either from within your user account or from within your Navigate course by clicking on an eBook chapter link.
2. To open the eBook within a Navigate course, launch your course and click on a chapter for which you want to open the **eBook**. Next, click on the eBook link displayed as part of the chapter's resources.

TEACHING TOOLS

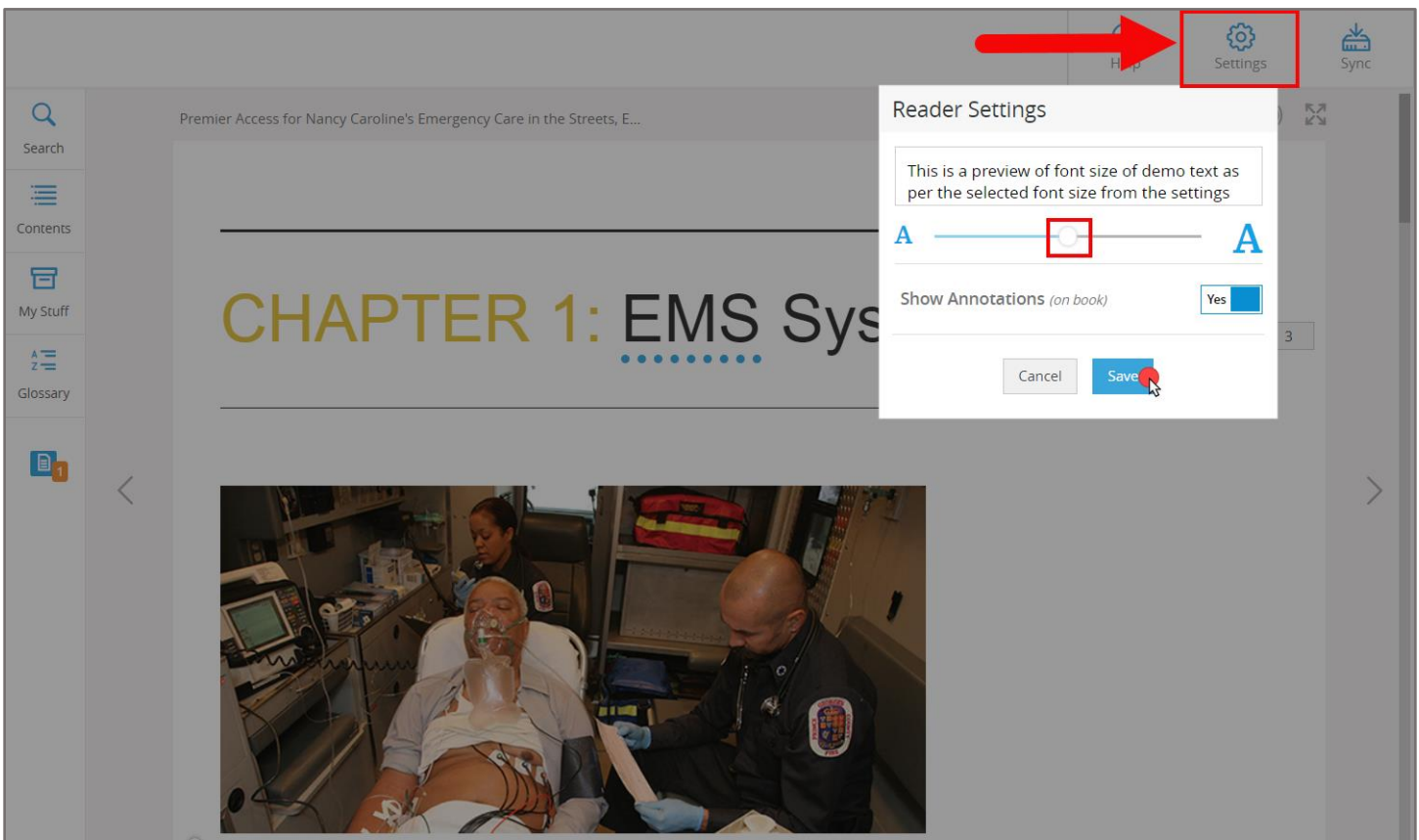
CHAPTER 1 EMS SYSTEMS


-  [Chapter 1 Quiz](#)
-  [eBook: Chapter 1](#) 
-  [Audio Book: Chapter 1](#)

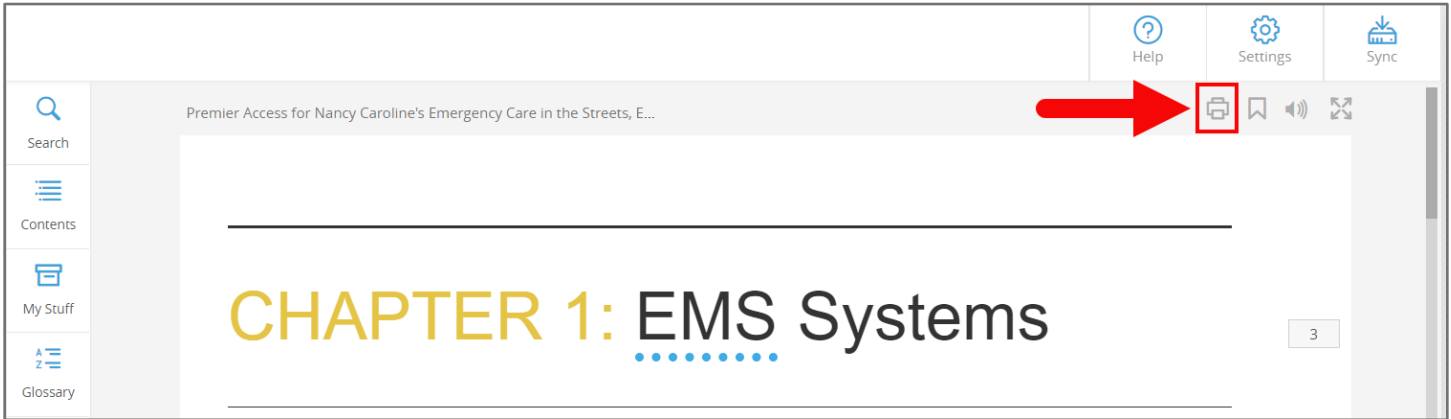
Read and interact with the chapter on EMS Systems.


Listen to your reading assignments.

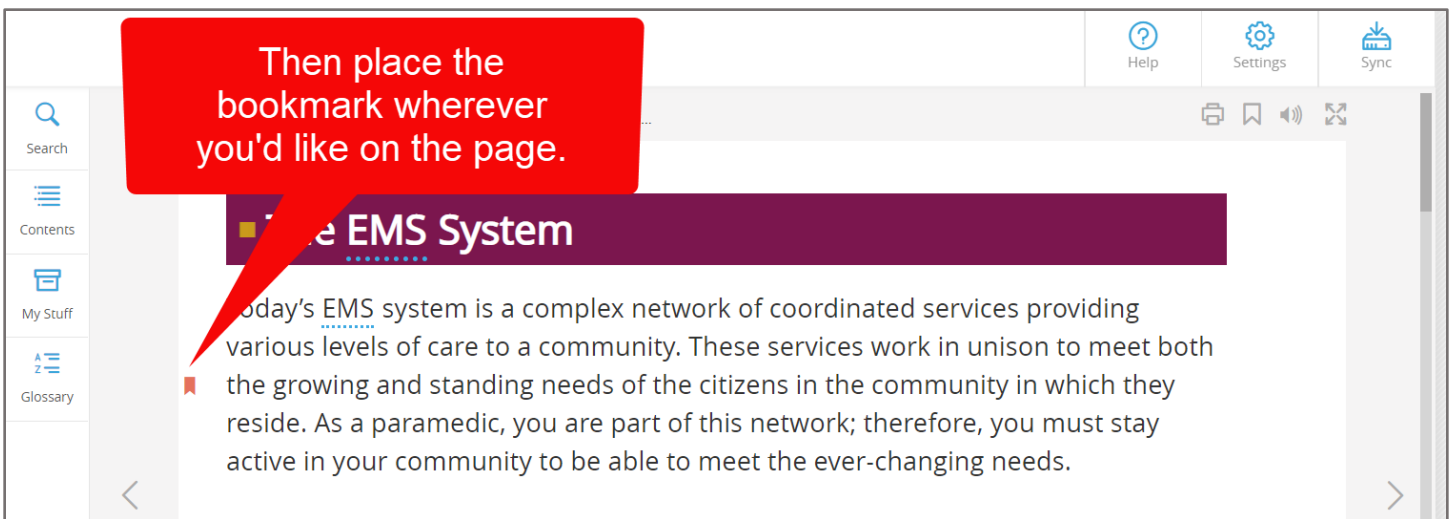
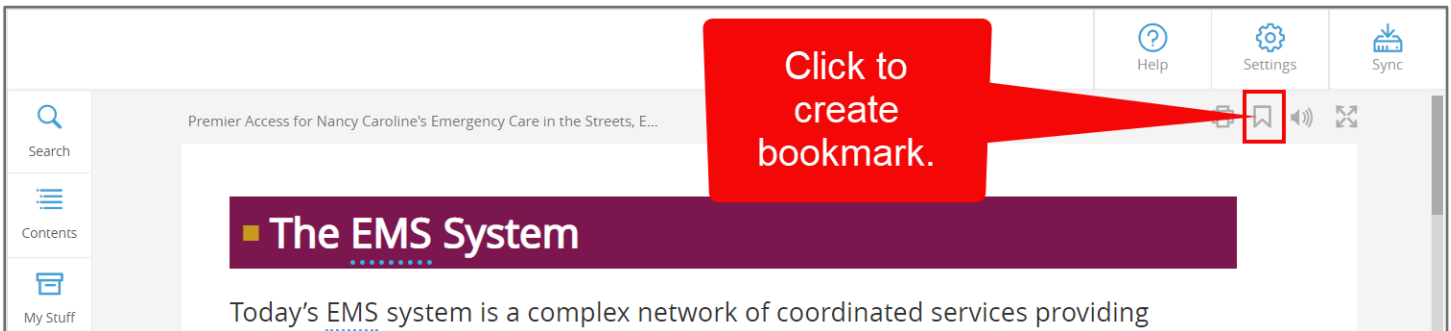
3. Clicking the eBook chapter will load the first page of selected chapter in a new tab in your web browser. If this is your first time opening the eBook, take a moment to explore and learn about the features available using the tour overlay.
4. The **Settings** button in the top-right provides you with the option to expand or reduce text size to suit your reading preference. To toggle the text size, click and drag the button on the scale left or right while viewing the text size in the preview section provided, then click **Save** to apply the adjusted size.



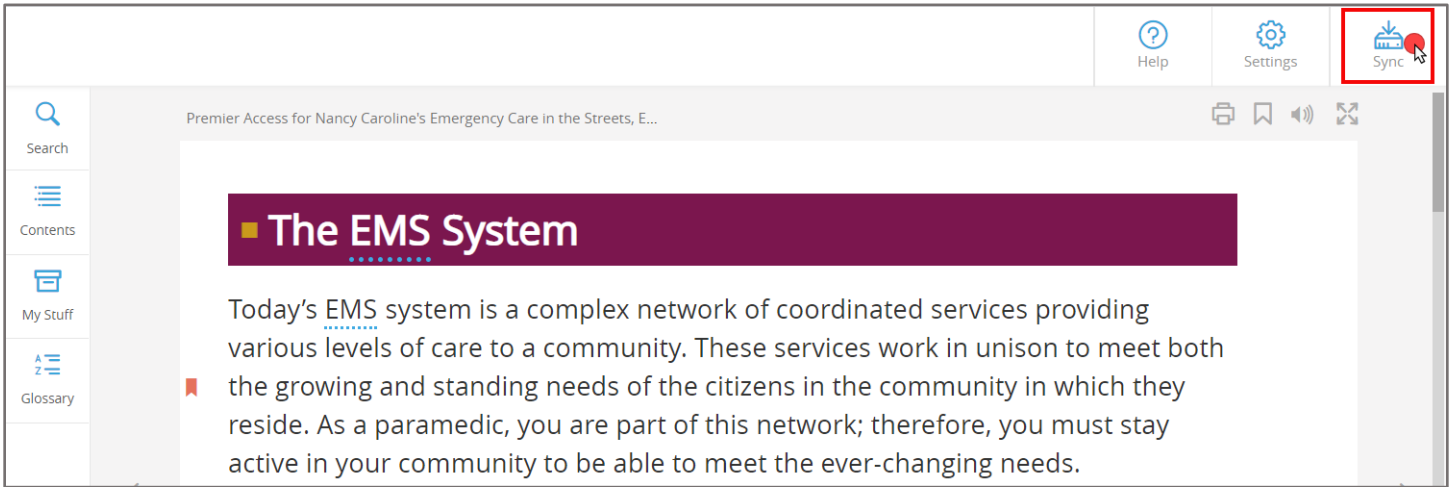
5. The **Print** button  may be used to print the desired pages of the chapter section you are viewing.




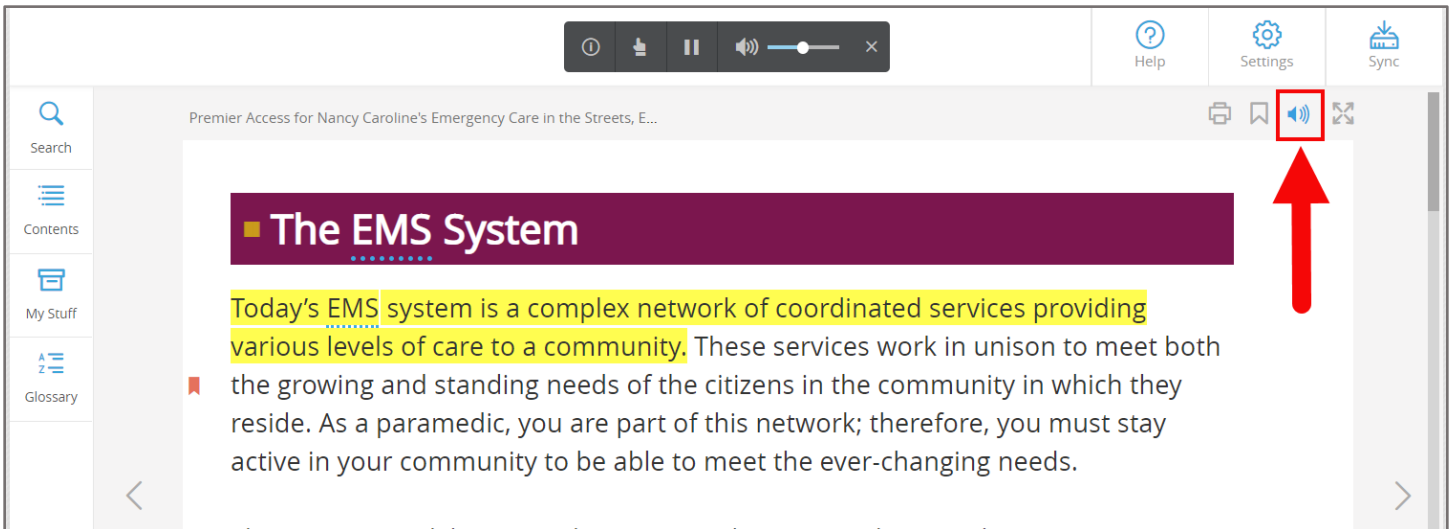
6. The **Bookmark** button is a tool used to save a reference point on the page, providing you with a quick link to return to the exact location that was chosen. To create a bookmark, click the  button first and then click on the desired location of the page to apply it.



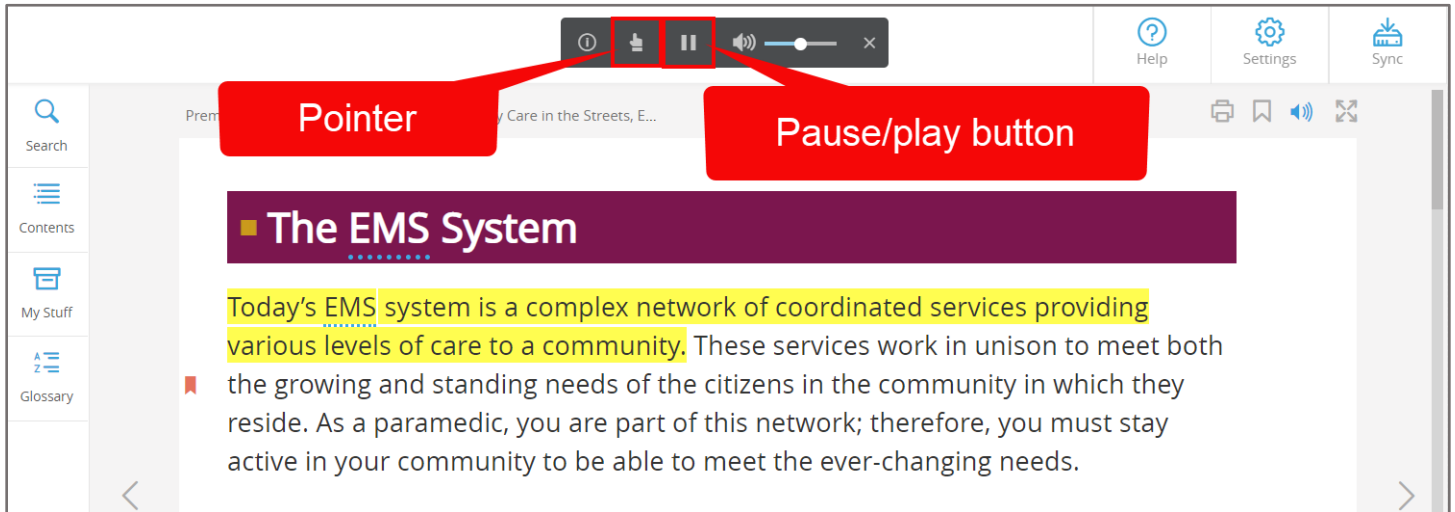
7. Next, click the **Sync** button at the top right of the page to save your progress.




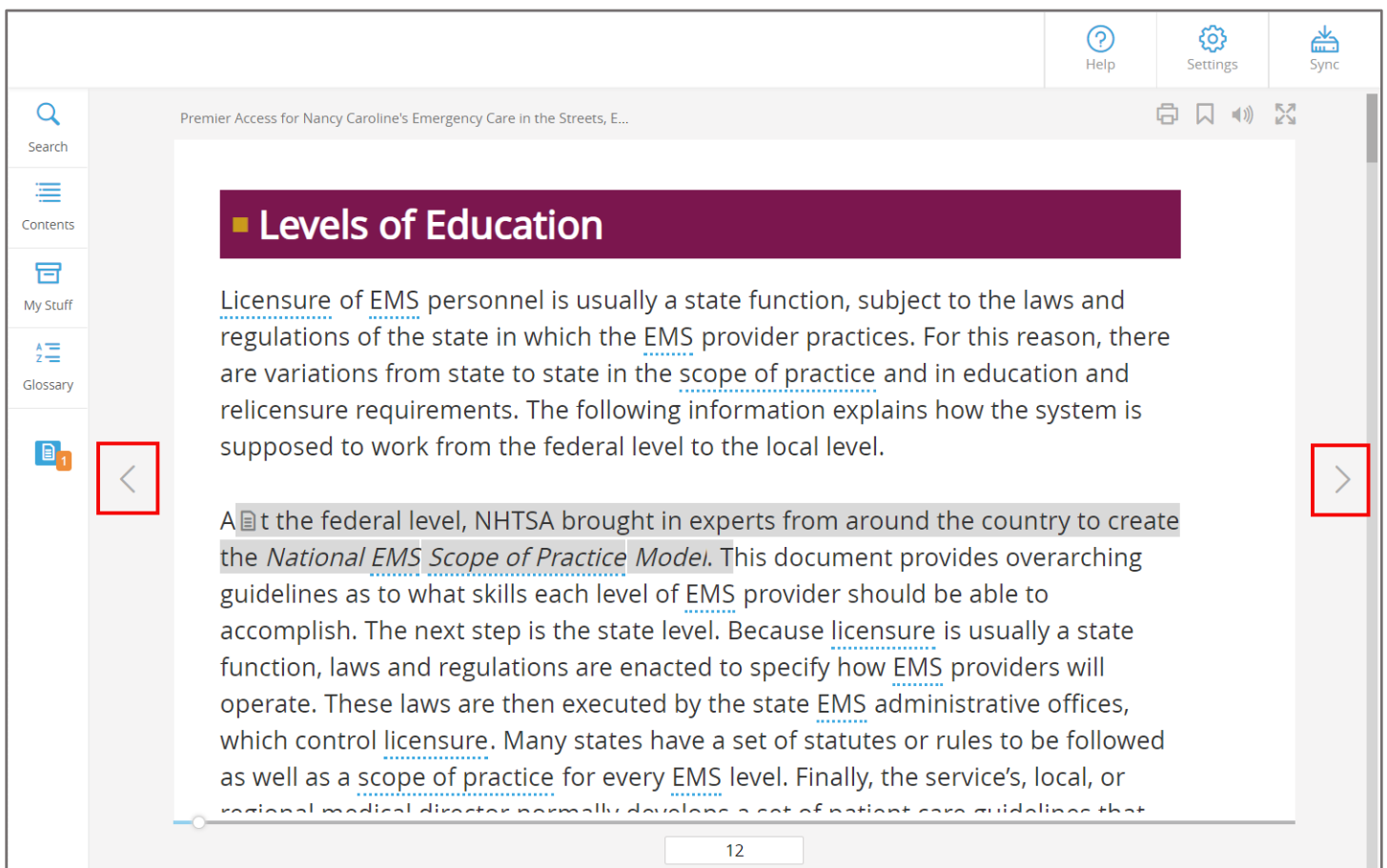
8. The **Listen** button  will enable the eBook screen-reader and highlight text as it is read aloud.



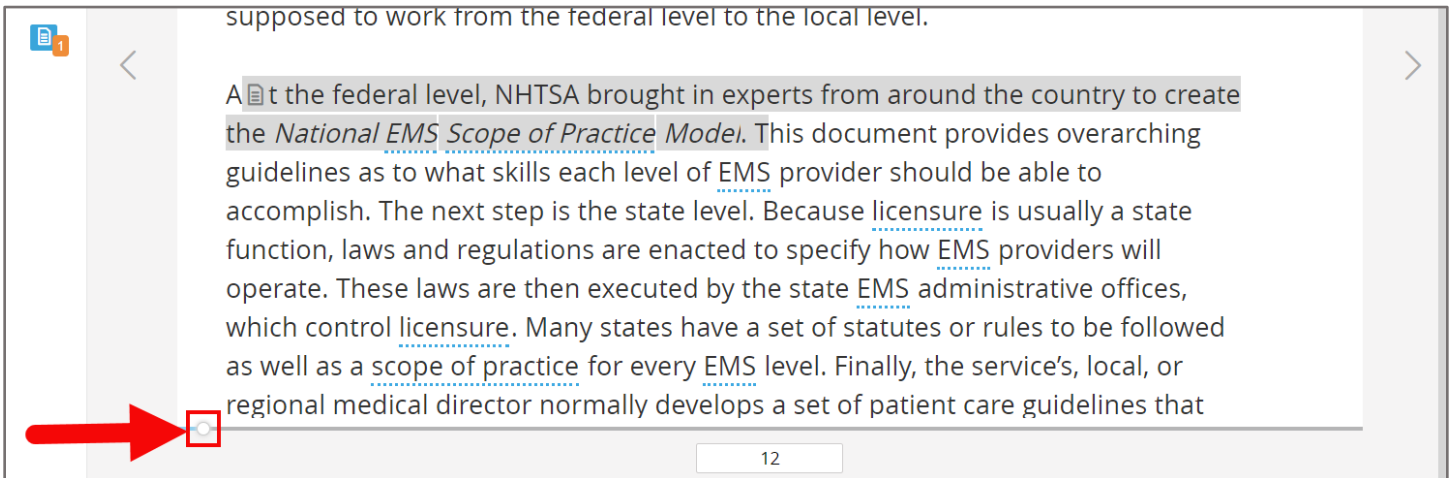
9. The reading may be paused at any time using the **Text-to-speech toolbar** displayed at the top of the page. The **Pointer** button within the toolbar may be selected and then used to click on a specific sentence for it to be read aloud.



10. Use the **Arrow** buttons  to the left and right of the page to navigate from page to page.



11. Alternatively, you may use the **Scrollbar** at the bottom of the page to jump to any desired section of the eBook, and you can refer to the scrollbar as an indicator of your progress.



12. As you read, you may encounter underlined glossary terms within the text, which you can click on to view their definition in the resulting popup window.

Examples of patients in injuries or illnesses:

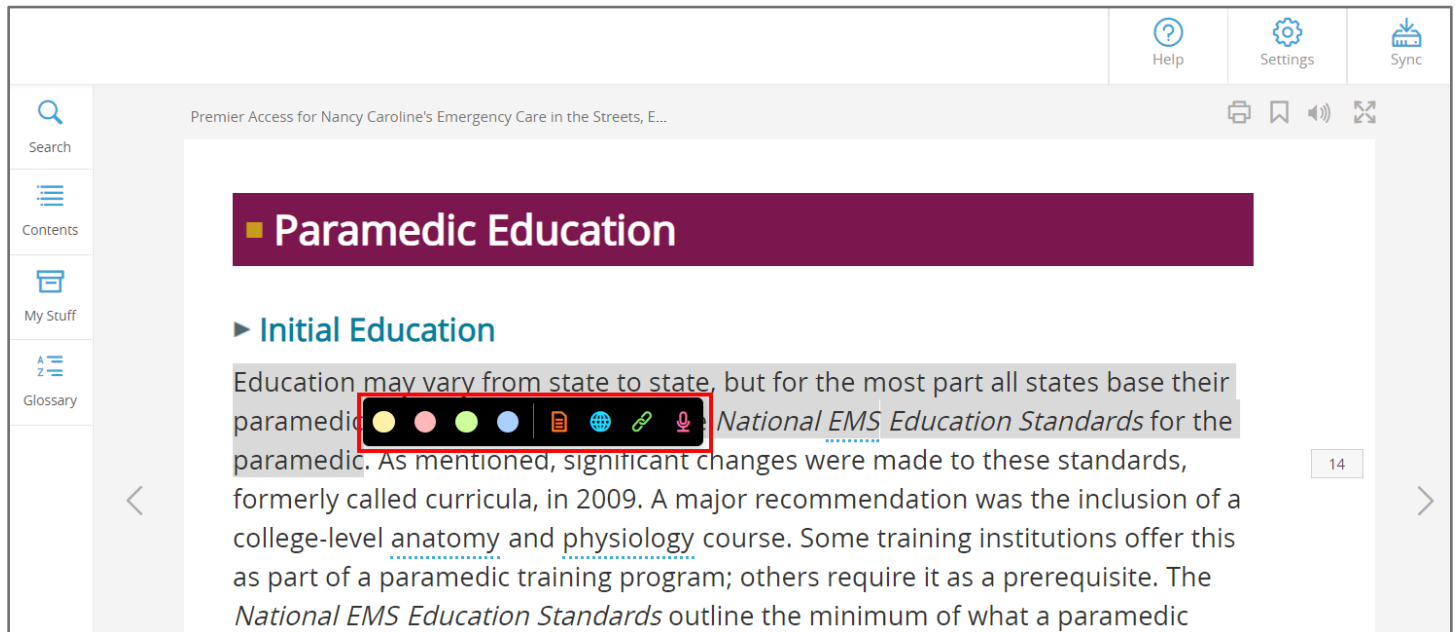
- Serious multisystem trauma
- Acute presentations of “first-time” medical events
- Multiple disease etiologies

include those with the following

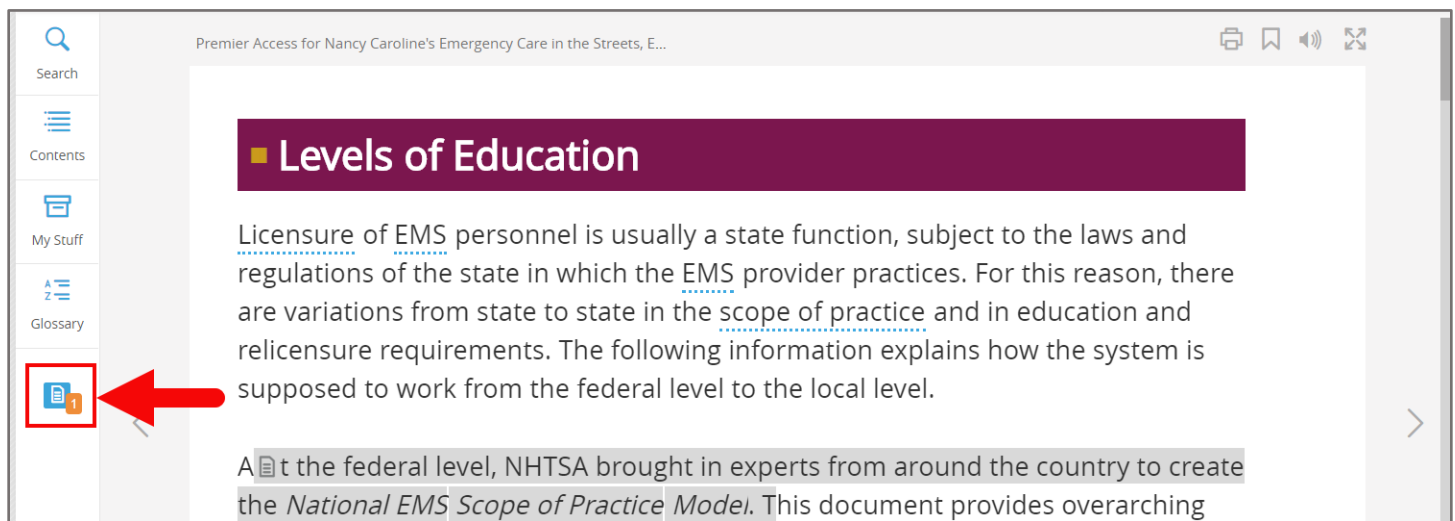
multisystem trauma

Trauma caused by generalized mechanisms which affect numerous body systems.

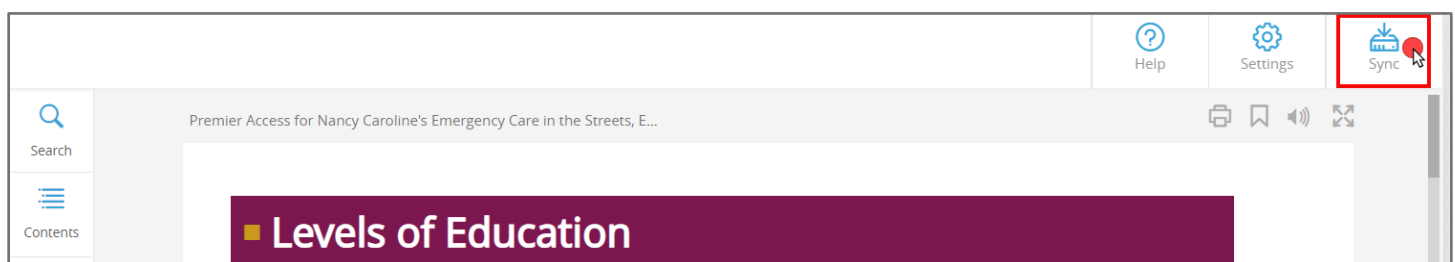
13. Highlighting any section of text with your cursor will open an **Annotation Toolbar**, which may be used to highlight the eBook text or create either written or recorded audio notes.



14. When you leave a note, the selected text will highlight in grey and will also display a notation icon at the beginning of the section, which indicates a note is available to review for the highlighted text. A note icon at the bottom of the left-hand toolbar will reveal the presence and number of notes created on a given page.

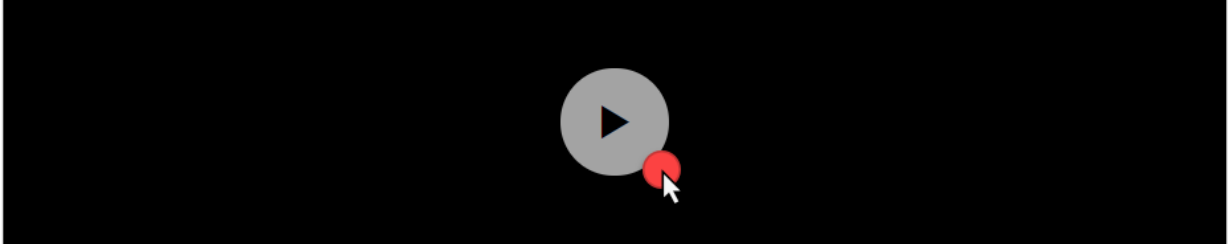


15. After creating annotations and before closing the eBook, it is important to click the **Sync** button at the top right of the page to ensure all changes are saved for your next session.



16. All supporting media resources (images, videos, animations, and audio) are embedded in-line with the text where applicable and may be launched or played with a click of your mouse.

Body Mechanics



Patient Lifting

As a paramedic, you will be required to lift and move a variety of patients. Some patients are small and lightweight, whereas others may have significant obesity. You can develop a number of habits to prepare yourself to safely lift most weight ranges, including the following actions:

17. Select titles have **Knowledge Check** questions in the concluding chapter sections. These questions can be used to self-evaluate reading comprehension. Knowledge Checks are not graded and may be attempted an unlimited number of times.

Epidemiology involves:

- watching over society and collecting and analyzing data.
- measures of the number of nonfatal injuries and subsequent disability.
- information regarding the number and nature of medical calls compare to the expected volume of calls.
- the study of the causes, patterns, prevalence, and control of disease in groups of people.

Reset Check

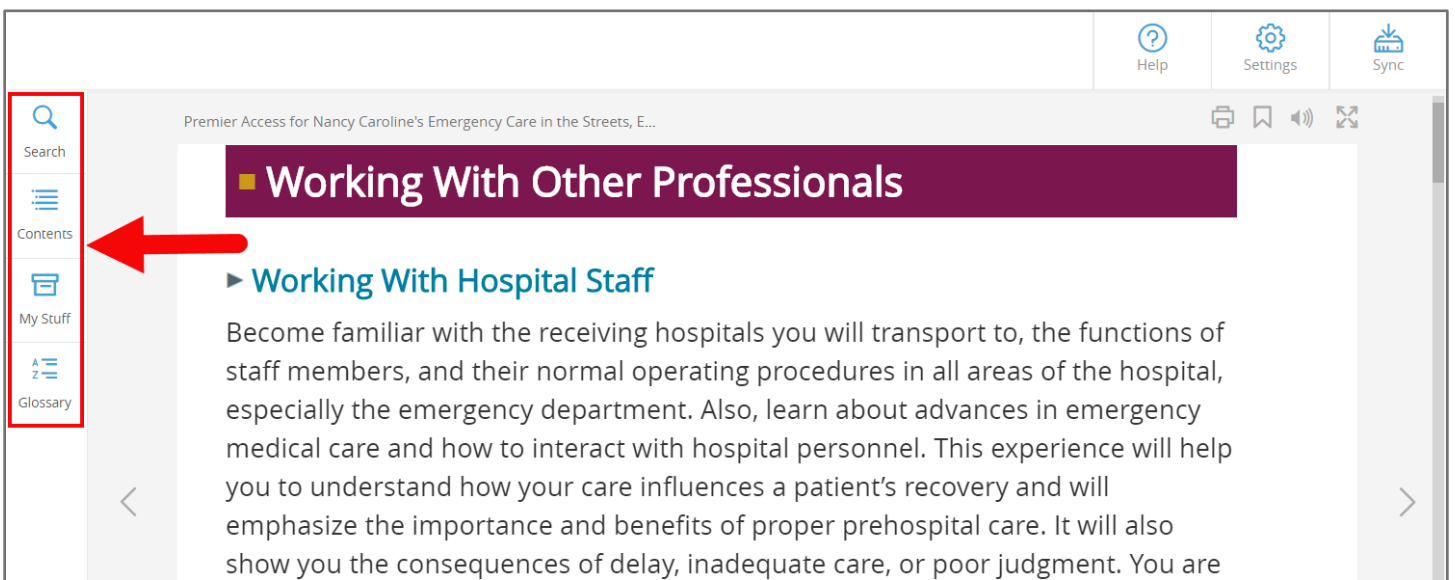
? Knowledge Check 3.11

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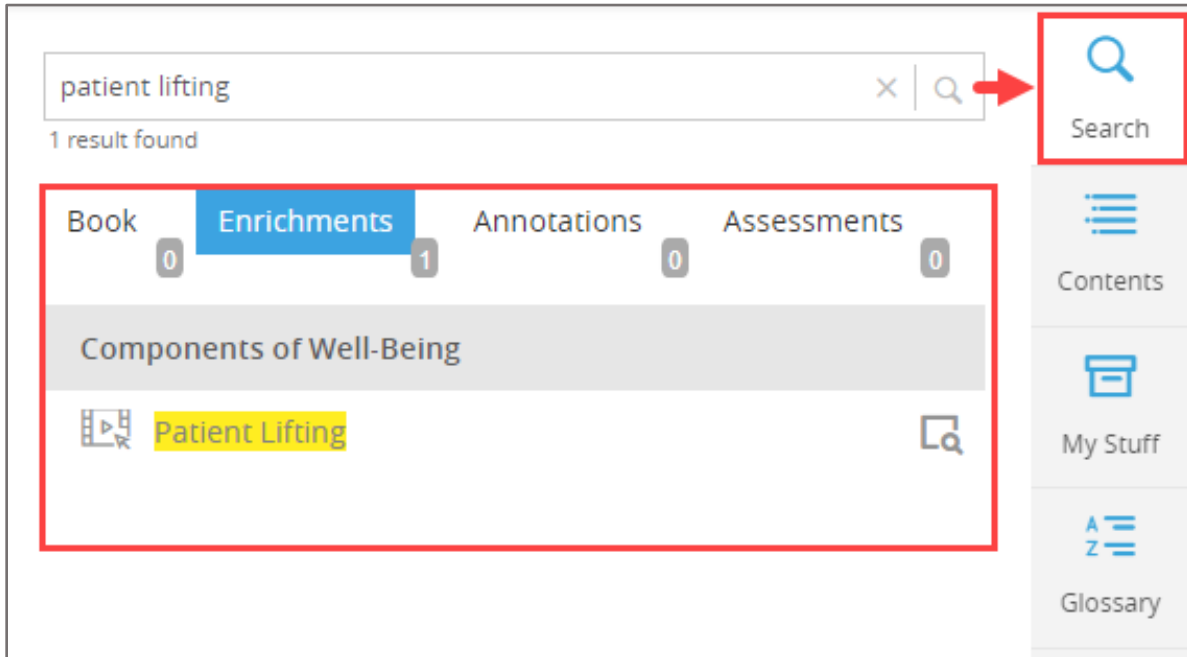
18. Select titles have a comprehensive **eBook Quiz** at the end of each chapter. This quiz allows five attempts total, the highest of which will report to the Navigate Gradebook.



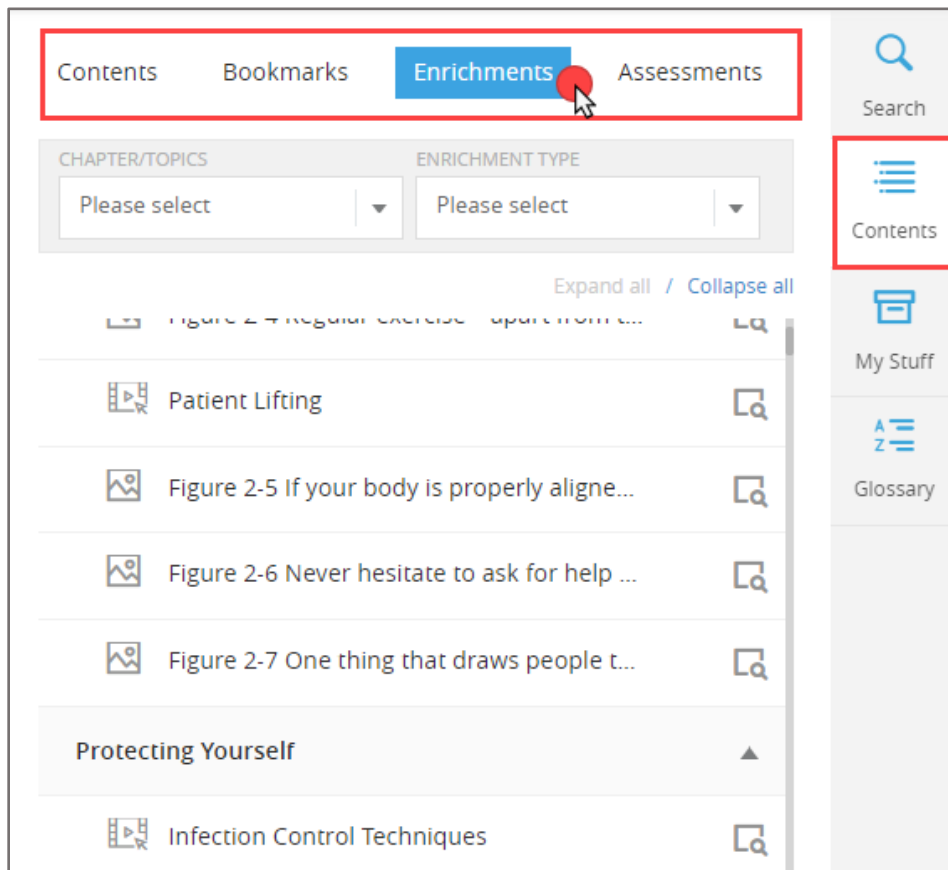
19. The left side of the page hosts additional navigation tools.





20. The **Search** option may be used to locate key terms found in the eBook text, enrichments (media), user annotations, or quizzes.

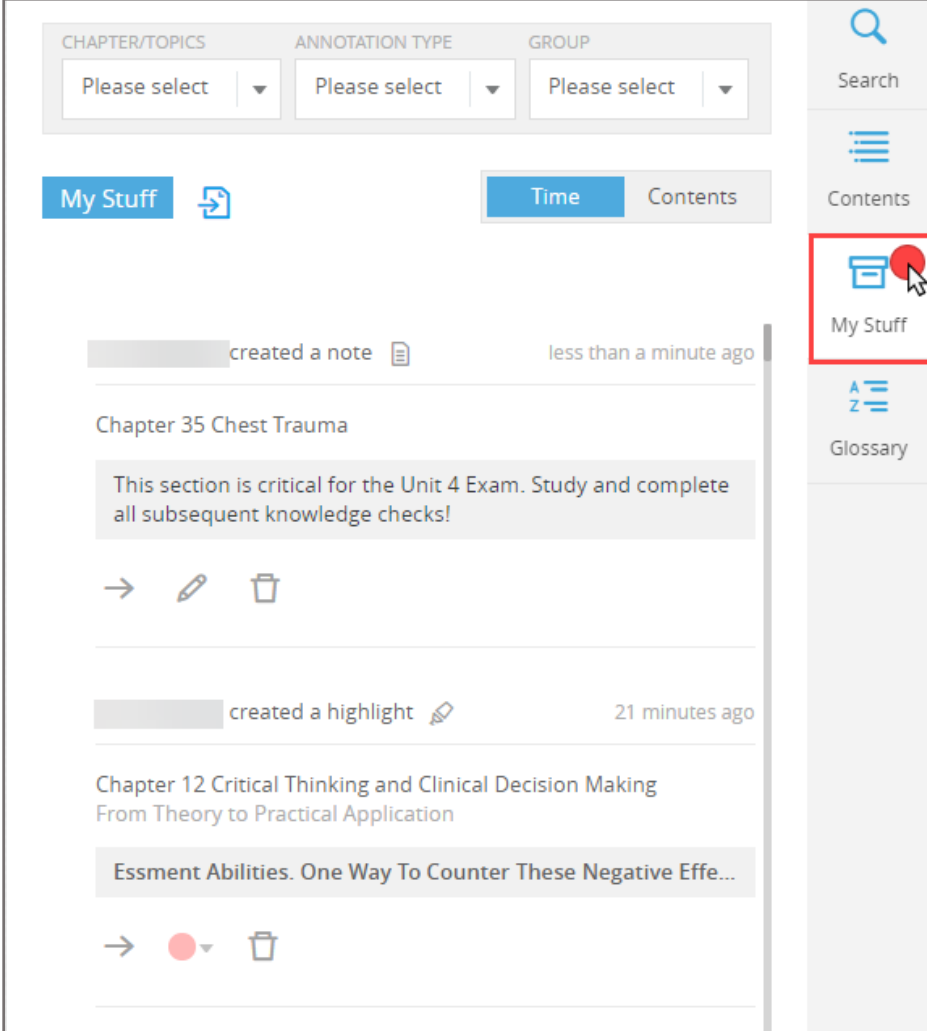


21. The **Contents** tab allows you to search a catalogue of eBook content and features.



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22. The **My Stuff** tab provides a catalogue of all your annotations, including all highlights and notes taken. These may be browsed and clicked on to jump directly to them. You may also delete  or edit  your annotations from this tab as needed.



CHAPTER/TOPICS: Please select

ANNOTATION TYPE: Please select

GROUP: Please select

My Stuff

Time Contents

Search

Contents

My Stuff

Glossary

created a note less than a minute ago

Chapter 35 Chest Trauma

This section is critical for the Unit 4 Exam. Study and complete all subsequent knowledge checks!

→ ✎ 🗑

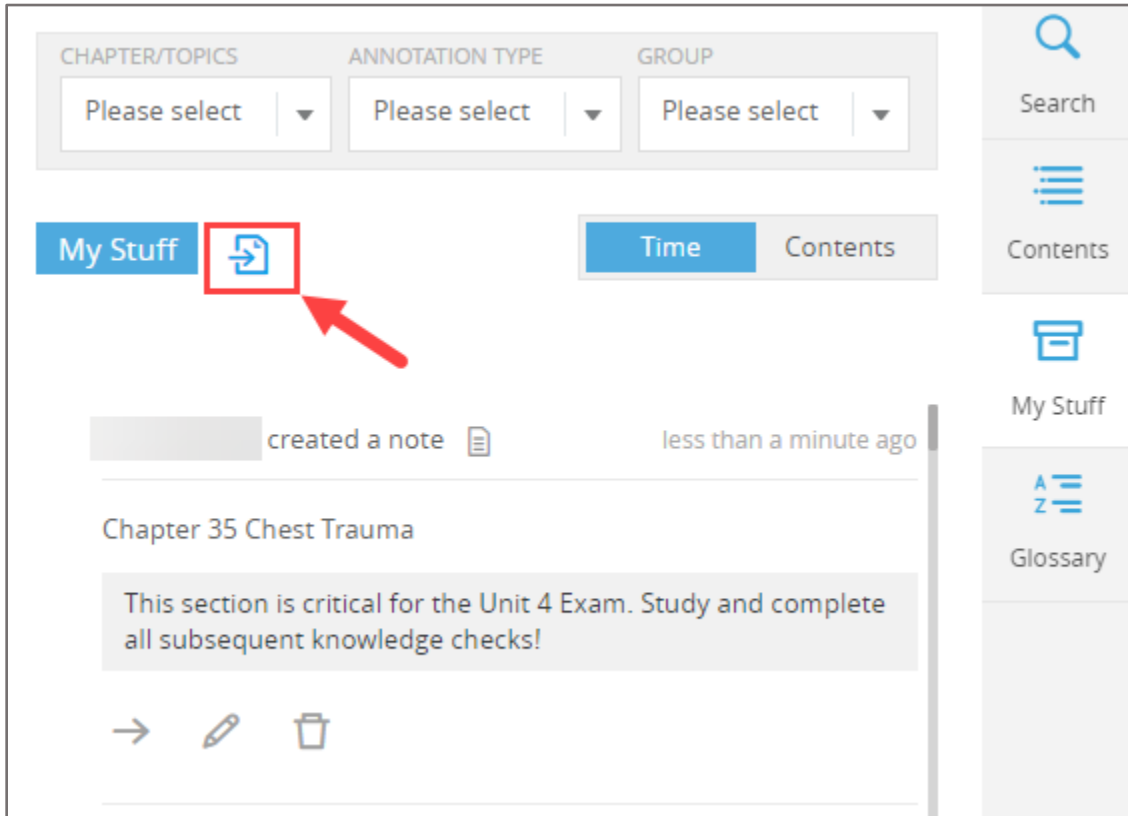
created a highlight 21 minutes ago

Chapter 12 Critical Thinking and Clinical Decision Making
From Theory to Practical Application

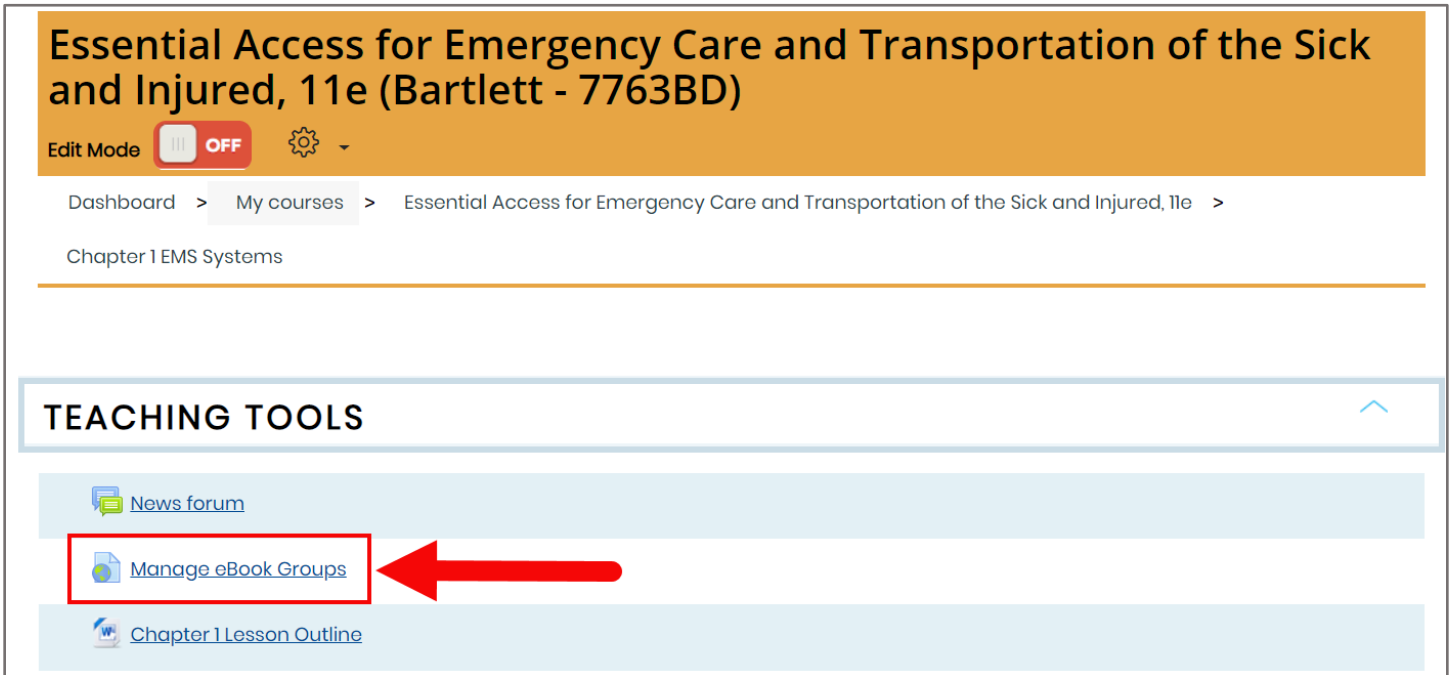
Essment Abilities. One Way To Counter These Negative Effe...

→ ● 🗑

23. All annotations can be exported to an external document by clicking the **Export** button within the **My Stuff** tab. The file can be saved to your computer and/or printed.



24. As an instructor, you have the capability of creating notes and sharing them with your students so that they display in your students' eBooks. To do this, you must first create at least one eBook Group using the **Manage eBook Groups** tool, found within the course's **Teaching Tools**.



The screenshot shows the course interface for "Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e (Bartlett - 7763BD)". At the top, there is an "Edit Mode" toggle set to "OFF" and a settings gear icon. Below this is a breadcrumb trail: "Dashboard > My courses > Essential Access for Emergency Care and Transportation of the Sick and Injured, 11e > Chapter 1 EMS Systems". A "TEACHING TOOLS" section is visible, containing three items: "News forum", "Manage eBook Groups" (highlighted with a red box and a red arrow pointing to it), and "Chapter 1 Lesson Outline".

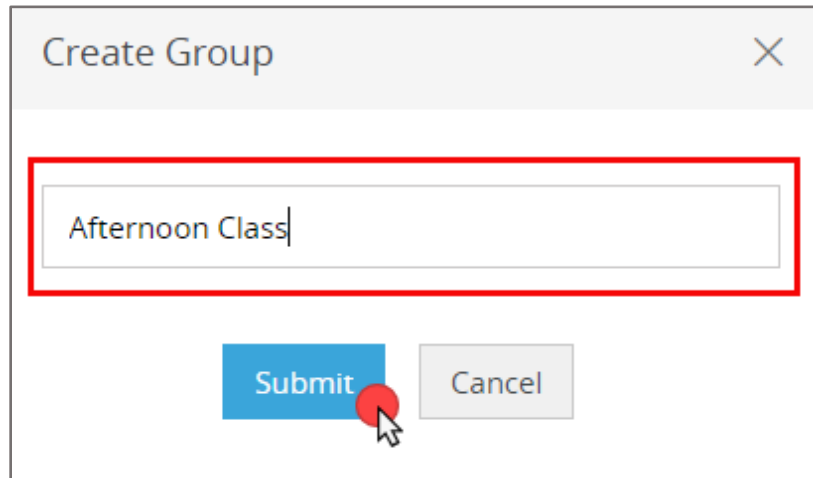
25. After launching the **Manage eBook Groups** tool, click the **Create Group** button in the top right of the page.



The screenshot shows the "Manage eBook Groups" tool interface. At the top left, it says "Groups (4)". In the top right corner, there is a "Create Group" button highlighted with a red box. Below this, there is a table listing existing groups:

Group Name	Edit	Delete
Morning Class	 Edit	 Delete
Evening Class	 Edit	 Delete
Premier Access for Nancy Caroline's Eme...	 Edit	 Delete

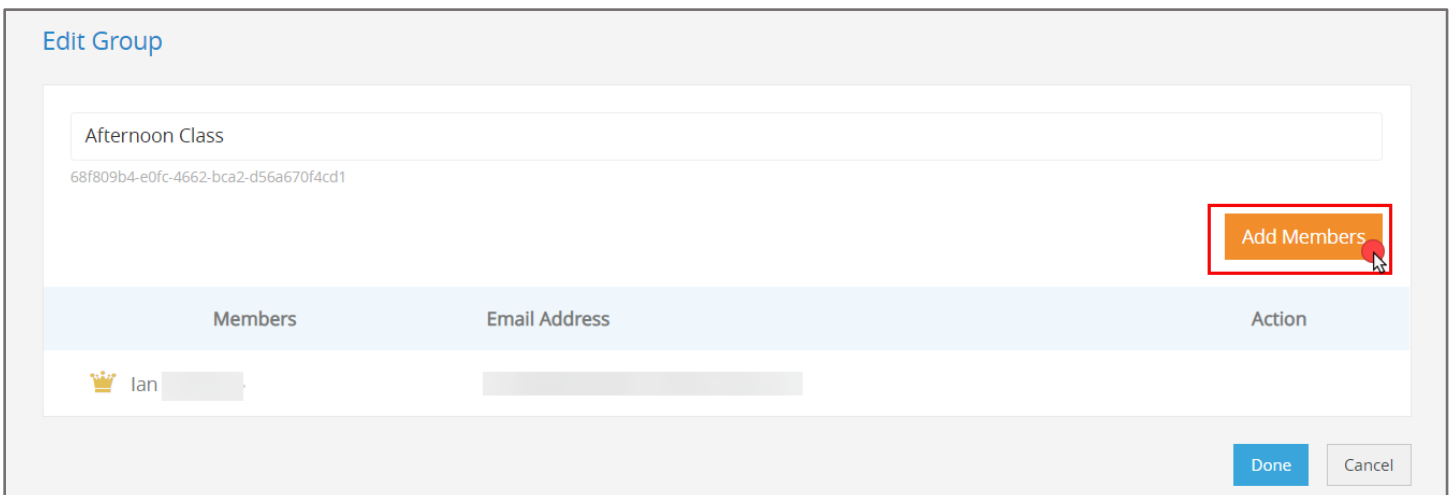
26. Enter in a name of your choosing for the Group and click **Submit**.



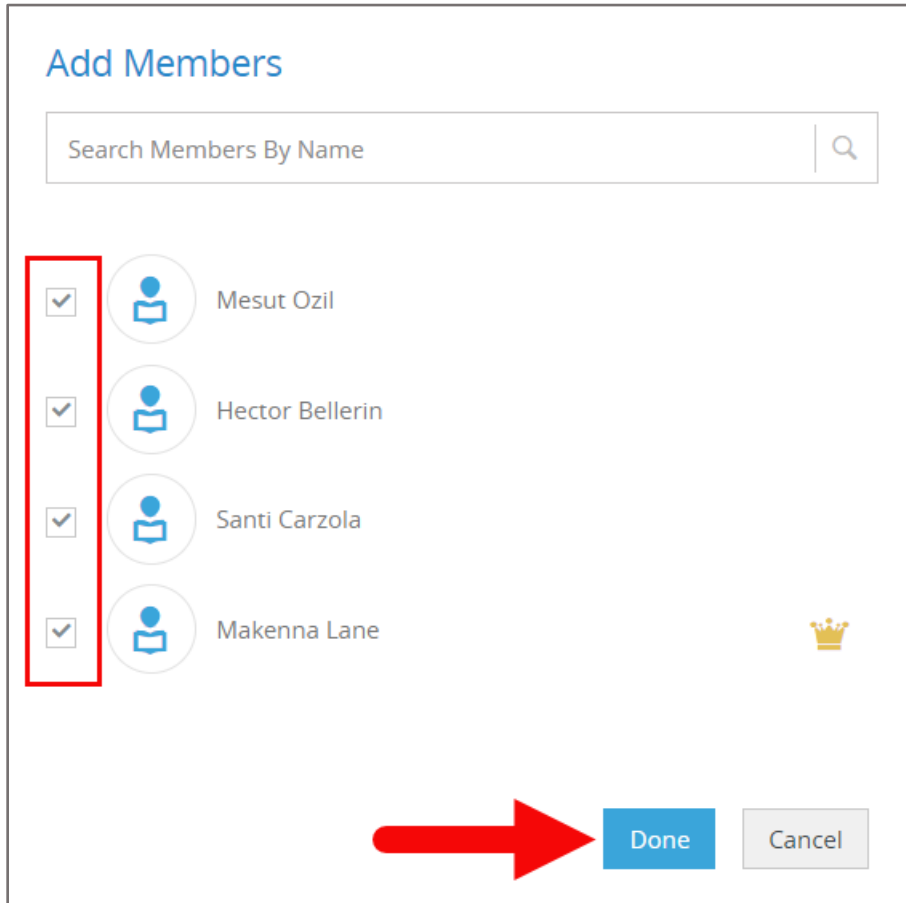
27. The created Group will now display on your page. You must click the **Edit** option to its right to begin adding members.



28. On the **Edit** page, click the **Add Members** button to the right.

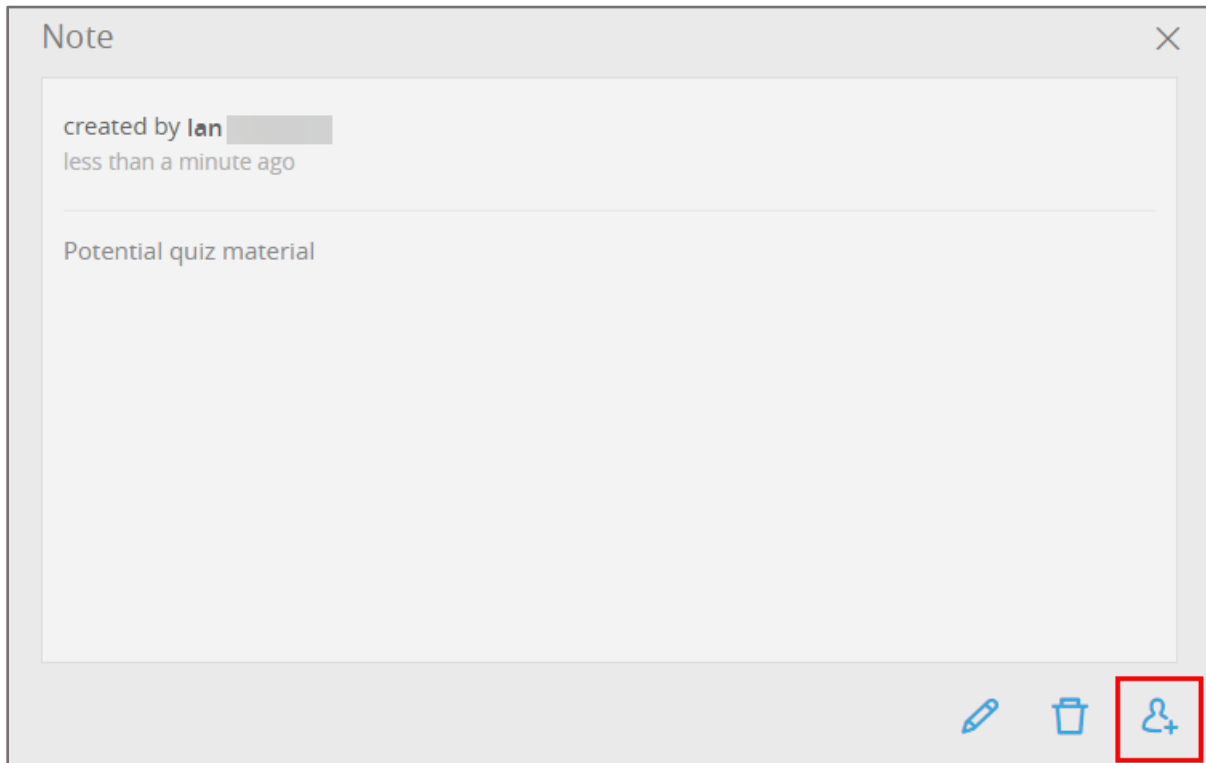


29. Proceed by selecting all individuals with whom you would like to share eBook notes within the resulting popup window. When finished, click **Done**.



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30. As you create notes in your eBook, you may now share them individually by clicking on the note to open it and then selecting the **Share** button to the bottom right of the note window.



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31. Select the user Group(s) with which to share the note from the **Select Groups** menu and click **Apply**. The individuals within the Group will now see your selected note available in their eBooks.

