

# Scholar Basics

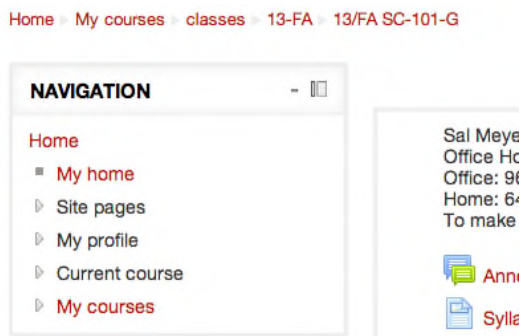
Fall 2016

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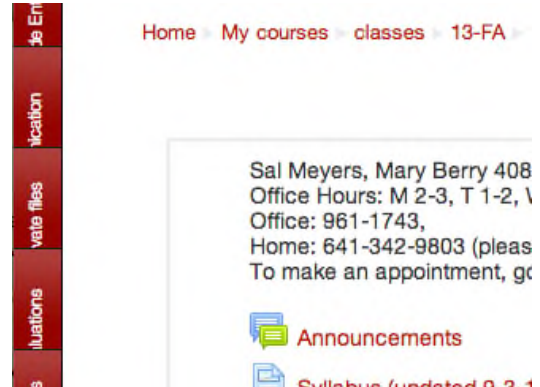
## Tips for Navigating Scholar


Scholar offers *many* menus on the left hand side of the window. You can create more screen space, by docking all the menus.

### Undocked menu



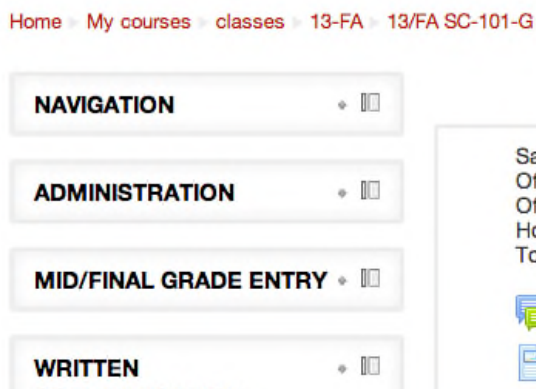
### Docked menus



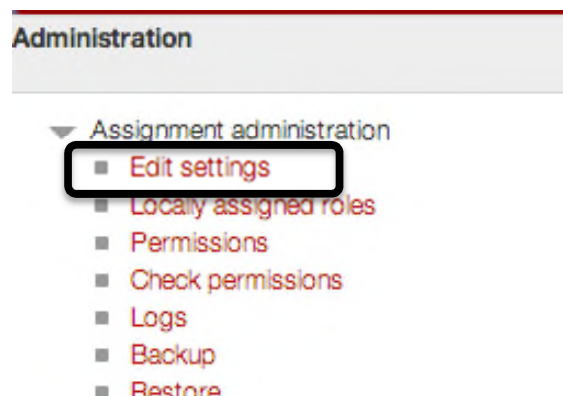
To dock a menu, click this icon:  .

You can also hide the contents of each menu. This uses less vertical space, but the same amount of horizontal space (see below). To hide a menu, click the – to the left of the docking icon.

### Hidden Menus

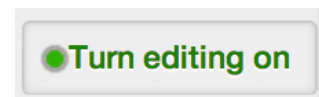


### Edit Settings on Administration Menu



### Turning Editing On

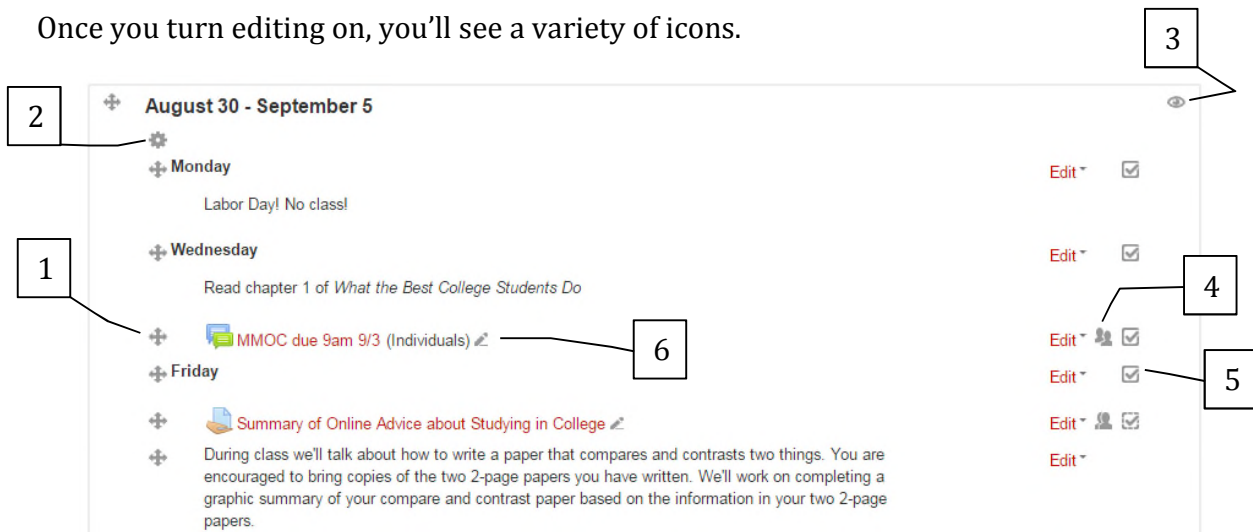
You can turn editing on by clicking the icon located in the upper right corner of the main page.










If you click on something and then realize that you have not yet turned editing on, you don't have to go back. Just click Edit settings on the Administration menu (see image above and on the right).

## What do the icons do?











Once you turn editing on, you'll see a variety of icons.



1		Hold down the mouse button on this icon and drag the item to a new location. Whenever you add an item to a section, it puts the new item at the bottom of the list. With this icon, you can drag the item further up during the week or to a completely different week. The icon that appears to the left of the section heading (August 30-September 5) will let you move the entire section to a different position. Clicking on this icon will bring up a list of locations; you can then click on the location where you want the item to appear.
2		Edit the section title and summary. Click this to change "August 30-September 5" to something else and/or to add a description at the top of the section.
3		Hide the section from the students. If you click the eye, the icon will change to  and the section will appear in light gray. You will still be able to see the section, but students will not. Clicking the crossed-out eye will make the item available to students again.
4		This indicates that the resource is set up to be used with groups. Using groups in Scholar is a little more complicated than it might appear at first.
5		This indicates that students will be able to check a box to indicate they have completed the item. This activity option is meant for students; it doesn't provide much of an advantage for instructors. If the box itself is made of dotted lines, the activity is set to be automatically checked as completed when something specific happens (e.g., the student posts a message or an assignment is graded).
6		The pencil icon lets you change the title of an item.


### What do the items on the drop-down menu do?

Once you turn editing on, you'll see a drop-down menu labeled Edit to the right of each item.

 Edit settings	Select this to change the settings that were originally set when you created the item. For an assignment, clicking this will take you to the place where you can change the assignment due date and any other assignment characteristics.
 Move right	<p>This will shift the item to the right. Indenting items helps organize the page for students. I've indented this assignment under the label Monday.</p> <p style="text-align: center;"><b>Monday</b></p> <div> Instructions for Writing the Cover Letter</div> <div> Final Draft of Paper 2</div>
 Move left	Clicking this shifts the item back to the left.
 Hide	Hide the item from the students. If you click the eye, the icon will change to  and the section will appear in light gray. You will still be able to see the item, but students will not. Clicking the crossed-out eye will make the item available to students again.
 Duplicate	Make a copy of the item. If you have worked hard to get all the settings right for one paper assignment and the next paper assignment has most of the same settings, copying the assignment and then changing a few things is faster than creating a whole new assignment. This is also helpful for duplicating headings that appear each week (e.g., Monday).
 Assign roles	This is a complicated option that you are unlikely to use. It's used to do things like giving a student forum moderator rights, enable a student to grade assignment submissions, and more.
 Delete	Delete the item. This cannot be undone. If you aren't sure whether you really want to delete it, consider hiding the item instead (see above).

## Options for the Course Format

**Weekly Format:** The default. The dates used in the heading appear automatically. The current week is automatically highlighted. In a 16 week course, this format involves a lot of scrolling.

 News forum

September 2 - September 8

September 9 - September 15

September 16 - September 22

September 23 - September 29


**Onetopic Format:** Avoids the need to scroll through a long list. I enter dates in place of the topics.

Topic 0	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6	Topic 7	Topic 8
Topic 9	Topic 10	Topic 11	Topic 12	Topic 13	Topic 14	Topic 15	Topic 16	

 News forum

Topic 1 ►

**Topics Format:** Useful if you only need a few topics.

 News forum

Topic 1

Topic 2

Topic 3

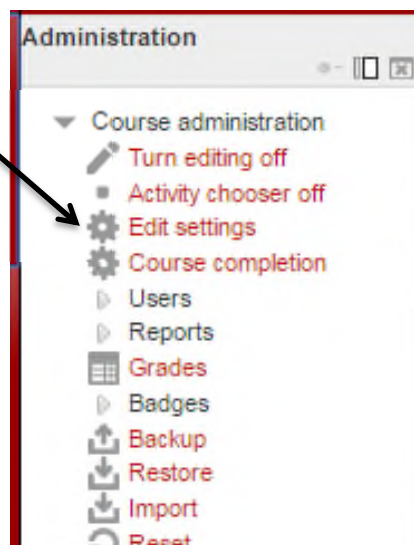
Topic 4

## Weekly Format: Adjusting the Dates

By default Scholar divides each term into weeks. The first week for MWF courses in Fall 2015 is September 2– September 8. September 2 is a Wednesday. I'd rather have my week start on Saturday. That way, every Saturday the upcoming week is highlighted as the current week.

To change the start date for the course, look at the Administration menu on the left side of the window.

Click on "Edit settings"



Change the course start date. To have each week in Fall 2015 start on Saturday, change the start date to August 29. To have each week start on Monday, change the date to August 31.

A screenshot of the 'General' settings page. The page has a 'General' tab selected. It contains several fields: 'Course full name\*' with the value '15/FA Research Methods (PSYC-214-A)', 'Course short name\*' with the value '15/FA PSYC-214-A', 'Course category' with a dropdown menu showing '15-FA', 'Visible' with a dropdown menu showing 'Hide', and 'Course start date' which is circled in red. The 'Course start date' field has three dropdown menus showing '29', 'August', and '2015', followed by a calendar icon.

Scroll to the bottom of the page and click "Save changes"

## Onetopic Format

To avoid all the scrolling, use the **onetopic format**. The onetopic format creates a tab for each section.

### Changing to the Onetopic Format

From the Administration menu on the left side of the window, select Edit Settings (see the image on the “Weekly Format: Adjusting the Dates” page).

Click on Course Format to open the menu. Under Format, select Onetopic Format.

If you want one tab for each week, leave “Number of sections” set to the default (for a semester-long course, it’s 16). If you want fewer tabs, change the number.

Scroll to the bottom of the page and click Save.

### Changing the Tab Labels

By default, the labels on the tabs are Topic 0, Topic 1, Topic 2, etc. Personally, I prefer to use dates, and I indicate which weeks have exams scheduled on the tabs (see below).



The labels on the tabs need to be changed one by one. To change a label, first make sure that editing is turned on. Then make sure you are on the page you want to change.

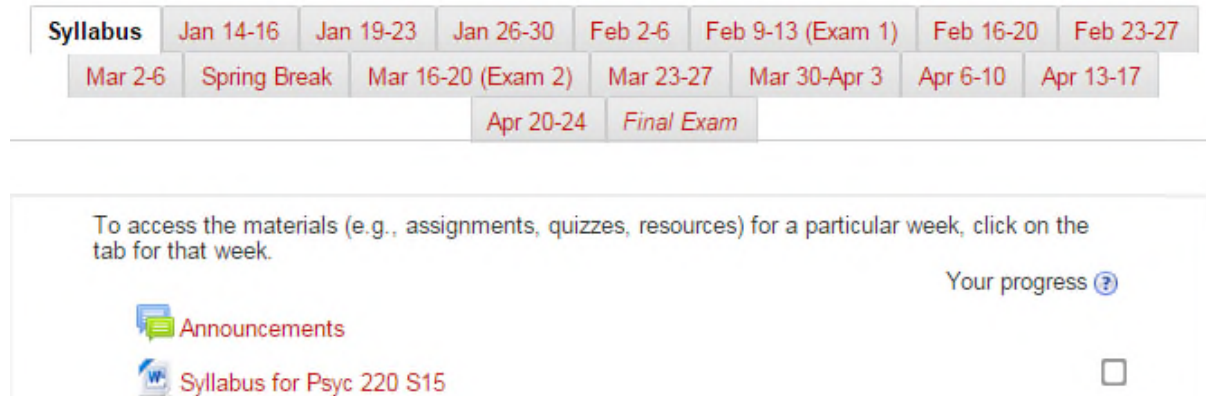


Click the gear icon.

Uncheck the box “Use default section name” and enter the name you want to have appear on the tab. If you want to have text appear at the top of the box, enter that text in the Summary box. For example, here’s what I entered for the “Topic 0” tab.

A screenshot of the 'General' settings panel for a tab. At the top is a tab labeled 'General'. Below it is a 'Section name' field containing the text 'Syllabus'. To the right of this field is a checkbox labeled 'Use default section name', which is currently unchecked. Below the 'Section name' field is a 'Summary' field with a help icon (?). The 'Summary' field has a rich text editor toolbar with buttons for Paragraph, Bold (B), Italic (I), Bulleted list, Numbered list, Link, Unlink, Image, Video, and Document. Below the toolbar is a text area containing the text: 'To access the materials (e.g., assignments, quizzes, resources) for a particular week, click on the tab for that week.'

I then changed the name of the News Forum to Announcements and uploaded a Word document containing the course syllabus. The resulting page looks like this:

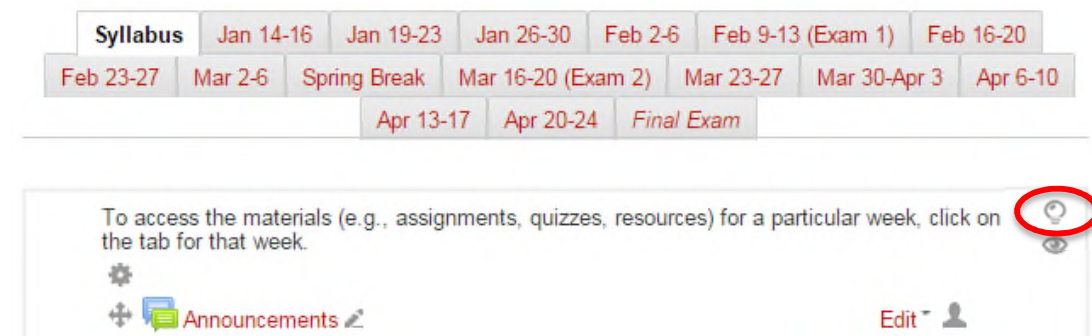


The screenshot shows a course page with a timeline of weeks at the top. The weeks are: Syllabus, Jan 14-16, Jan 19-23, Jan 26-30, Feb 2-6, Feb 9-13 (Exam 1), Feb 16-20, Feb 23-27, Mar 2-6, Spring Break, Mar 16-20 (Exam 2), Mar 23-27, Mar 30-Apr 3, Apr 6-10, Apr 13-17, Apr 20-24, and Final Exam. Below the timeline, there is a section titled "To access the materials (e.g., assignments, quizzes, resources) for a particular week, click on the tab for that week." To the right of this text is a link "Your progress ?". Below the text, there are two items: "Announcements" with a speech bubble icon and "Syllabus for Psyc 220 S15" with a Word document icon. A checkbox is visible to the right of the items.

### Highlighting the Current Week

If you use the Weekly Topics format, the current week is automatically highlighted. When you use the Onetopic Format, the highlighting is *not* automatic, but you can manually change the tab that is italicized (in the example below, "Final Exam" is italicized).

To do this, click on the tab you want to have highlighted so that you are looking at that section. Make sure editing is turned on. Then click the lightbulb in the right-hand corner of the section.



The screenshot shows a course page with a timeline of weeks. The weeks are: Syllabus, Jan 14-16, Jan 19-23, Jan 26-30, Feb 2-6, Feb 9-13 (Exam 1), Feb 16-20, Feb 23-27, Mar 2-6, Spring Break, Mar 16-20 (Exam 2), Mar 23-27, Mar 30-Apr 3, Apr 6-10, Apr 13-17, Apr 20-24, and Final Exam. The "Final Exam" tab is highlighted. Below the timeline, there is a section titled "To access the materials (e.g., assignments, quizzes, resources) for a particular week, click on the tab for that week." To the right of this text is a lightbulb icon circled in red. Below the text, there are two items: "Announcements" with a speech bubble icon and "Syllabus for Psyc 220 S15" with a Word document icon. An "Edit" button with a user icon is visible to the right of the items.



## Topics Format

If you aren't going to enter information for every week in the term, using the weekly format doesn't make much sense; you end up with a lot of unnecessary white space. Instead, organize the information by topics. For example, you could have one topic for the library articles you want students to read, one topic for all the quizzes students need to take, and one topic for all the paper assignments.

### Changing to the Topics Format

From the Administration menu on the left side of the window, select Edit Settings (see the image on the "Weekly Format: Adjusting the Dates" page).

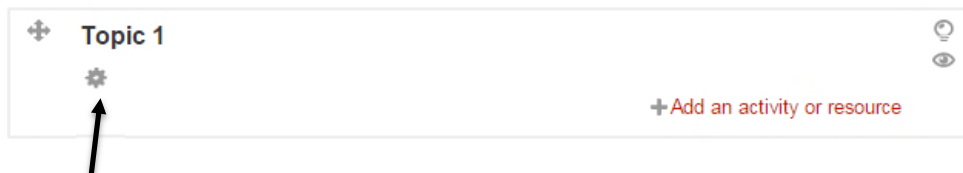
Click on Course Format to open the menu. Under Format, select Topics Format.

Change the "Number of sections" to the number of topics you want to have. In the example described above, there are three topics: readings, quizzes, and papers. Thus, set the number of sections to 3.

Scroll to the bottom of the page and click Save.

### Changing the Topics Headings

By default, the labels on the sections are Topic 1, Topic 2, etc. To change "Topic 1" to "Readings," first make sure editing is turned on.



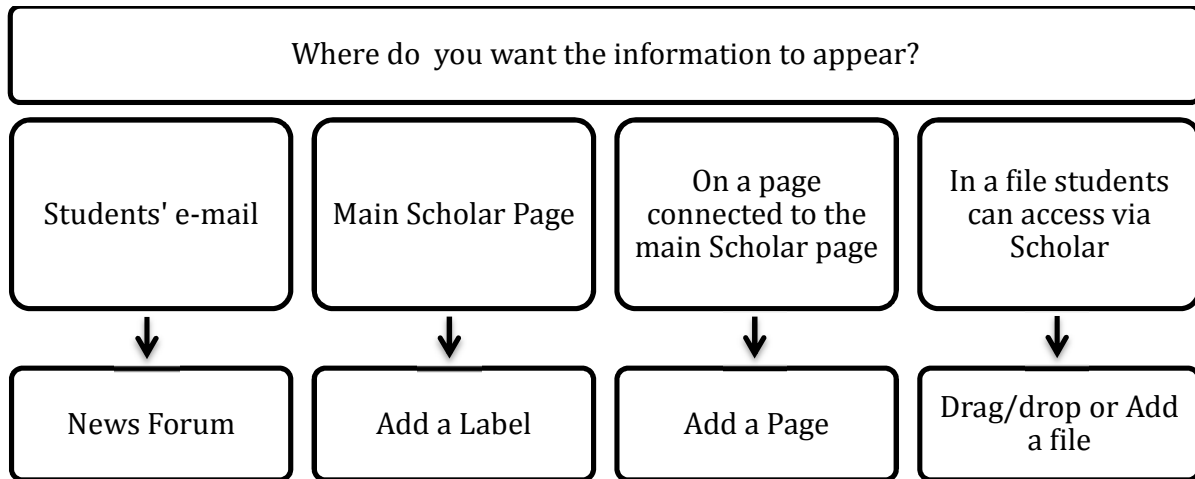
Click the gear icon beneath Topic 1.

Uncheck the box "Use default section name" and enter the name you want to have appear on the tab (e.g., Readings). If you want to have text appear at the top of the box, enter that text in the Summary box.

A screenshot of a 'General' settings tab. At the top, there's a 'Section name' label followed by a text input field containing the word 'Readings'. To the right of this field is a checkbox labeled 'Use default section name' which is currently unchecked. Below this is a 'Summary' label with a help icon. Under the 'Summary' label is a rich text editor with a toolbar containing icons for paragraph, bold, italic, bulleted list, numbered list, link, unlink, image, video, and document. The text area of the editor contains the following text: 'The links below will take you to the summary of an article available through Dunn Library. Once you click on the link and get to the EbscoHost page, you will need to click on the PDF file available there. Do not just read the abstract to the article; read the PDF file.'

Scroll to the bottom of the page and click Save.

## Sharing Information on Scholar



### News Forum

To send a message to all your students, click News Forum. Then click "Add a new topic." Write a message with a subject line the same way you would if you were sending an e-mail.

Scholar gives you 30 minutes to realize that you've made a mistake in your message and change it. If you want the message to be sent immediately, check the box labeled "Mail now" located just above the Post to forum button.

The message will be e-mailed to everyone in the course. In addition, a copy of it will remain in the News forum. That way, even if students delete the e-mail, they can still access the information from the forum.

You can **change the name** of the News forum to something else, such as Announcements. Just click the pencil icon on the right. You can change the title for anything in this manner.



The News forum is the only thing on Scholar that you cannot delete. Selecting delete from the dropdown menu will delete it temporarily, but as soon as you leave Scholar and return, the News forum will be back again. If you don't want to use the News forum, you can **hide it from your students**. Just click the eye so that it closes.


## Using Labels

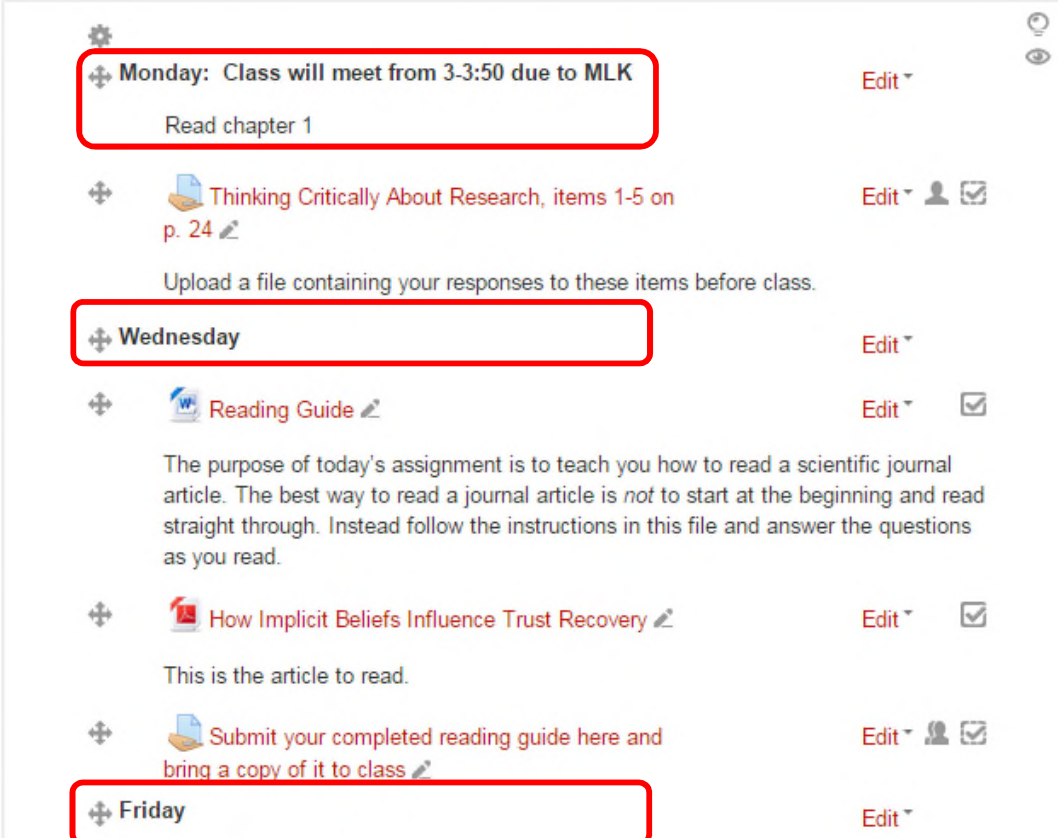
Labels allow you to add text to Scholar.

1. Turn editing on
2. Click “Add an activity or resource”
3. Select “Label” from the Resource section. And click “Add”
4. Type the text you want to have appear. You may need to click Show editing tools in order to be able to use bold, change the font color, add an image, etc.
5. Click “Save and return to course”

### Possible Uses of Labels

- Subdivide each week with three labels: Monday, Wednesday, and Friday (or two: Tuesday and Thursday).
- State the reading assignment for each day
- Use headings to organize resources
- Add information about office hours in the top-most section
- Add an image to the main page

The example below shows a week in January. Three labels (circled) have been added to this week. The first label starts “Monday.” Each label begins in black and is preceded by a . “Thinking Critically About Research” is an assignment. The black text beneath it “Upload a file...” is not a label but a description for the assignment.



The screenshot shows a course page with a list of activities. Three labels are circled in red: "Monday: Class will meet from 3-3:50 due to MLK", "Wednesday", and "Friday". Each label is preceded by a plus icon in a square. To the right of each label is an "Edit" button. Below the "Monday" label is a resource "Read chapter 1". Below the "Wednesday" label is a resource "Reading Guide" with a description: "The purpose of today's assignment is to teach you how to read a scientific journal article. The best way to read a journal article is *not* to start at the beginning and read straight through. Instead follow the instructions in this file and answer the questions as you read." Below the "Friday" label is a resource "Submit your completed reading guide here and bring a copy of it to class".

Label	Resource	Description
Monday: Class will meet from 3-3:50 due to MLK	Read chapter 1	
Thinking Critically About Research, items 1-5 on p. 24		Upload a file containing your responses to these items before class.
Wednesday	Reading Guide	The purpose of today's assignment is to teach you how to read a scientific journal article. The best way to read a journal article is <i>not</i> to start at the beginning and read straight through. Instead follow the instructions in this file and answer the questions as you read.
How Implicit Beliefs Influence Trust Recovery		This is the article to read.
Submit your completed reading guide here and bring a copy of it to class		
Friday		

## Add a Page

I often prefer to add a page rather than uploading a file, because pages open faster than files do.

If I want to communicate just a few quick instructions, I use a label. If I want to give longer instructions, I add a page.

To add a page,

1. First turn editing on.
2. Click Add an activity or resource.
3. Select Page and then click Add.

**General**

**Name\*** Enter the title you want to have on the main page

**Description\*** Show editing tools

Briefly describe the purpose of the page. Many people simply repeat the title here.

Display ☐ description on course page ?

**Content**

**Page content\***

Font family Font size Paragraph

**B I U** ABC x<sub>2</sub> x<sup>2</sup> [List Icons] [Link Icon] [Image Icon] [Table Icon] [Code Icon] [HTML Icon]

Enter the text you want to appear on the page here. Note that you can format your text, add images, and add links to web pages.

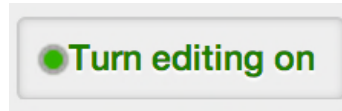
Path: p

4. Click “Save and return to course” or “Save and display”

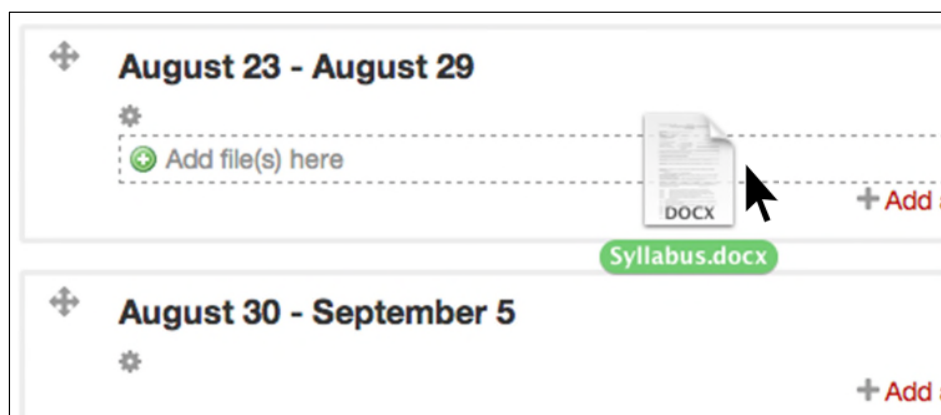
## Sharing Files

### Drag and Drop

1. Turn editing on



2. Drag the file to the area on Scholar where you want it to appear. The “Add file(s) here” box appears when the file is hovering over the webpage. Note that you can only drag and drop a file to the end of a section. Once it appears on the page, you can move it to a position higher up in the section.



### Alternative:

1. Turn editing on

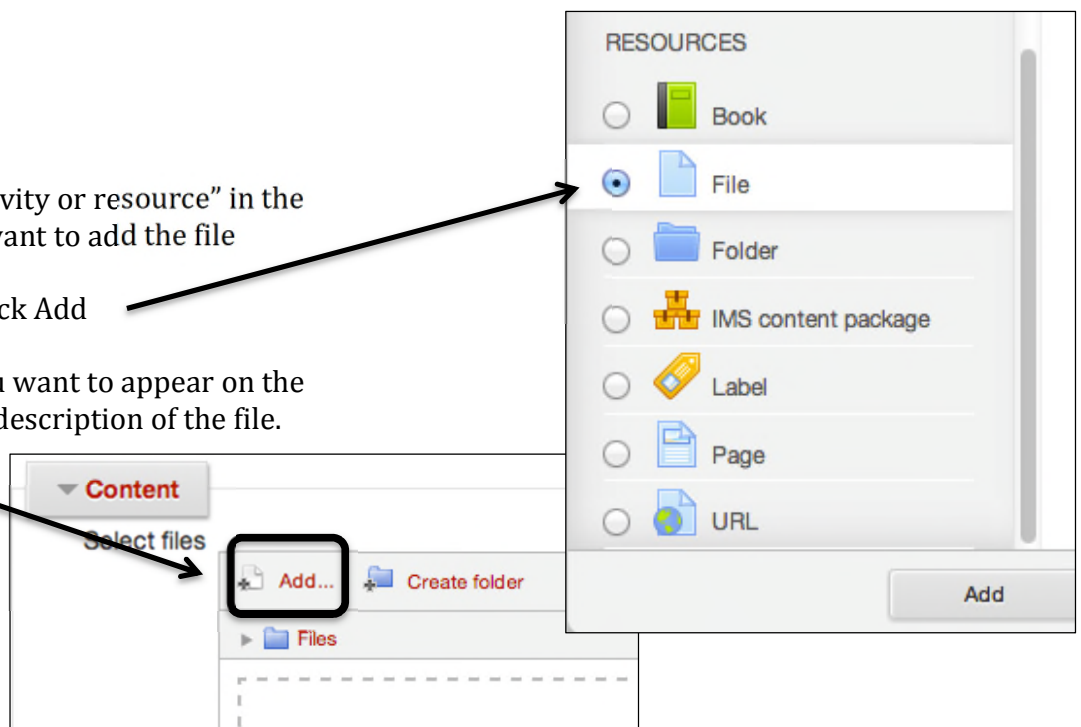
2. Click “Add an activity or resource” in the area in which you want to add the file

3. Select File and click Add

4. Enter the text you want to appear on the Scholar page and a description of the file.

5. Click “Add...”

6. Make sure “Upload a file” is selected on the left. Click “Choose File” in the center.



### **Tips for Sharing Files**

Remember that in order for students to be able to open a file, they usually need the same program that was used to create it. That is, if you share your syllabus as a Word file and one of your students does not have a version of Word that's as recent as yours, that student will not be able to open the file.

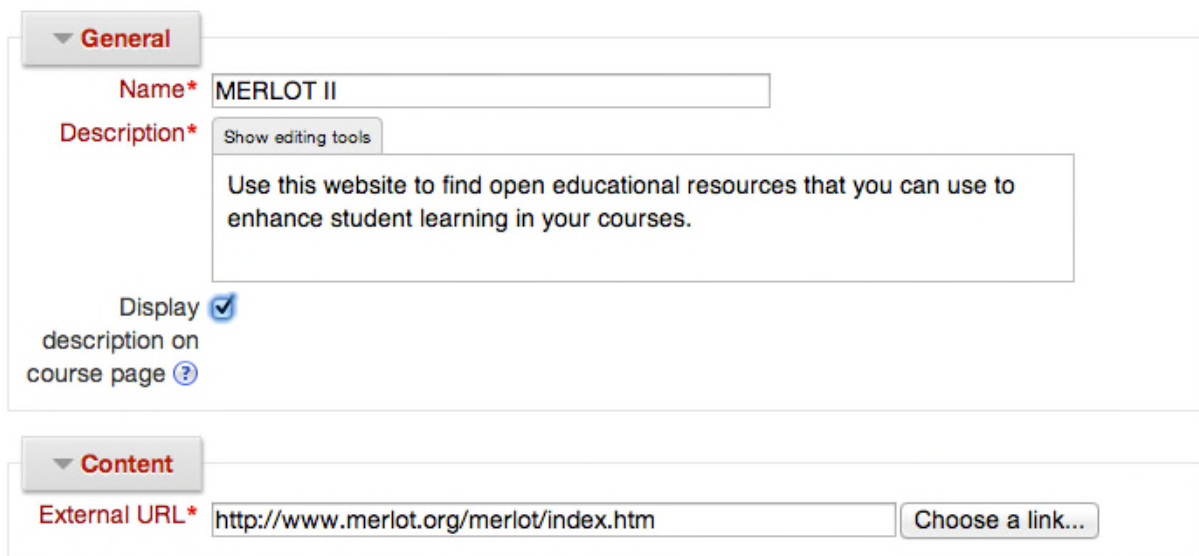
Consider saving Word documents as PDF files. To do this, use the "Save as" option instead of "Save." Then change the format of the file from "Word" to "PDF."

If you want students to be able to edit Word documents that you have uploaded to Scholar, consider first saving the file as a .doc file rather than a .docx file. That will save the file so that it can be opened by older versions of Word.

PowerPoint files *can* be uploaded as ppt files. If students do not have a copy of PowerPoint, they can download the free PowerPoint Viewer. The viewer lets people open, view, and print PowerPoint files, but does not let them edit those files.

## Linking to Websites

1. Turn editing on
2. Click Add an activity or resource
3. Select URL (it is located at the very bottom of the list) and click Add
4. Enter the name, description, and the URL. I recommend that you copy the link address from your browser and paste it in. Do not try to use the Choose a link... option.



The screenshot shows two tabs: 'General' and 'Content'. The 'General' tab is active and contains the following fields:

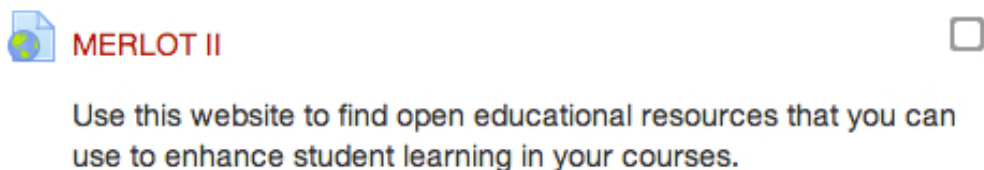
- Name\***: MERLOT II
- Description\***: A text area containing the text "Use this website to find open educational resources that you can use to enhance student learning in your courses." Above the text area is a small button labeled "Show editing tools".
- Display description on course page**: A checkbox that is checked, with a help icon (?) next to it.

The 'Content' tab is also visible and contains the following field:

- External URL\***: A text field containing the URL "http://www.merlot.org/merlot/index.htm" and a button labeled "Choose a link..."

5. Click Save and return to course

Note that I have checked the "Display description on course page" box. This results in the description I have entered appearing on the main page (see example below). Displaying descriptions that tell students what to do with that particular resource can be very helpful.

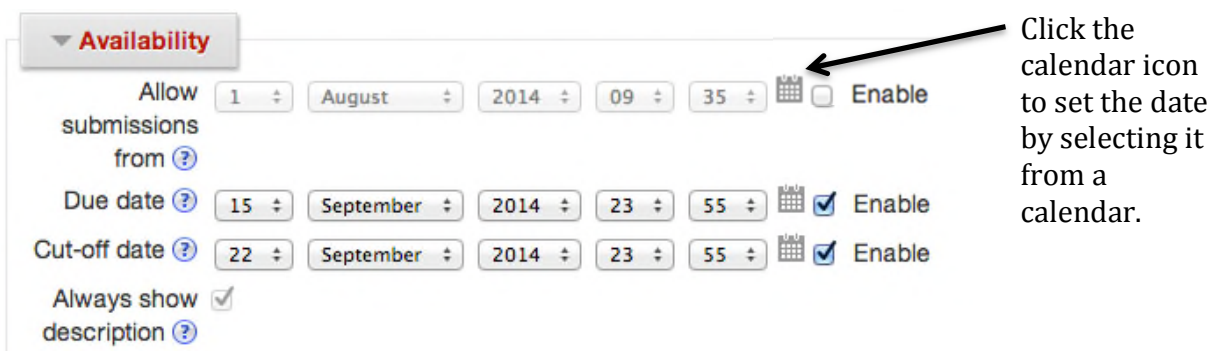


## Assignments

To have students submit papers or other assignments online, use the Assignment tool. Assignments are private. Only you as the instructor can view the materials students submit. Thus, if you want students to view each other's work, this is not the right tool to use; consider using a Forum instead.

1. Turn editing on
2. Select Assignment (located at the top of the list) and click Add.
3. In the General area, enter a name for the assignment and a description.
4. In the Availability area, set the assignment dates.
  - Allow submissions from: This date is the earliest date that a student can submit the assignment. If you don't want to set this date, just make sure that the box at the far right is not checked.
  - Due date: This is the date the assignment is due. Assignments submitted after this date are marked as late so that you can decide whether to penalize the student for late work.
  - Cut-off date: This is the last date an assignment can be submitted. If you don't want to accept any late work, set the cut-off date to the same thing as the due date.

The example below shows an assignment with no set start date (students can see the assignment as soon as it's added to the course site) and a due date of September 15. Students can submit the assignment up to a week late. As the instructor, I'll penalize students for late work, but they can turn it in up to a week late.



The screenshot shows the 'Availability' section of an assignment tool. It contains three rows of date pickers: 'Allow submissions from' (set to August 09, 2014, 09:35), 'Due date' (set to September 15, 2014, 23:55), and 'Cut-off date' (set to September 22, 2014, 23:55). Each row has a calendar icon to its right. An arrow points to the calendar icon for the 'Allow submissions from' field. To the right of the calendar icons are checkboxes for 'Enable'. The 'Always show description' checkbox is checked.

Click the calendar icon to set the date by selecting it from a calendar.

Notice that in this example, students have until 11:55 pm to turn in the assignment. This essentially gives them until the end of the day. Setting the time to midnight tends to confuse students because midnight at the end of September 15 is really 00:00 on September 16.



5. In the Submission types area, indicate whether you want students to type their response directly in Scholar (online text), upload one or more files, and/or enter submission comments (if you want students to be able to identify which file is the main file).

If you are asking students to submit file, be sure to set the maximum number of files and the submission size. Most papers have reasonably small file sizes, but PowerPoint files and documents containing images are often fairly large.

6. In the Feedback types area, check whether you want to type comments (Feedback comments), upload a file containing feedback, or use an Offline grading worksheet.

- Feedback files could be an edited version of the student's paper (e.g., you could open the file, add comments and/or revision marks in Word, and then upload the file again), an audio file containing comments and explanations for improvement, or any other sort of feedback file.
- If you select Offline grading worksheet, you'll be able to download an Excel file that provides you with a place to enter each student's grade and comments for that student.

7. In the Grade area, set the number of points you want the assignment to be worth. Values cannot be higher than 100. Do *not* select "Scale: 200 points." The options that begin "Scale" will end up with grades that cannot be included in the overall course average.

8. Click Save and return to course.

## Discussion Forums

To add a discussion forum, first turn editing on. Click “Add an activity or resource” in the area in which you want to add the forum. Select Forum and click Add.

The screenshot shows the 'General' tab of the Moodle Forum creation form. Five numbered callouts point to specific fields:

- 1** points to the **Forum name\*** field, which contains the text "Online Activity 1-1: Introduction Discussion Forum".
- 2** points to the **Description\*** field, which contains a rich text editor with a paragraph of introductory text and a bulleted list of questions for students.
- 3** points to the text within the description field: "In the subject line of your post, identify how long you've been at Simpson, your department, and a short descriptive phrase. For example, a new faculty member in the education department might write '1st year education prof, gardener and rose-lover'. Sal might write 'Psych prof starting 21st year, well on way to becoming a crazy cat lady.'"
- 4** points to the **Display description on course page ?** checkbox, which is currently unchecked.
- 5** points to the **Forum type ?** dropdown menu, which is currently set to "Standard forum for general use".

1. Enter the name of the forum that you want students to see on the main course page.
2. The text you put in the forum introduction, will appear at the top of the list of messages in the forum. People will also be able to read the text you put in the forum introduction when they are posting a new discussion topic. This makes the forum introduction a good place to put the specific instructions to students about how to use the discussion forum.
3. I recommend that when you give students instructions, you clearly indicate whether they should start a new discussion topic or reply to an existing topic. If you want them to create a new discussion topic, I recommend that you include instructions of what they should put in the subject line of the post.
4. Select the type of forum you want to use. For most purposes the standard forum for general use will work just fine.
5. To read a brief description of the various forum types click the circled question mark.

One of the advantages of using the discussion forum is the ability to grade students' postings. The default is to not grade messages. If you do want to grade students' posts, click Ratings to see the options. Under aggregate type, change "no ratings" to the way you want to have ratings for individual messages combined into the grade for that discussion forum. You can see the list of "Aggregate types" by clicking the question mark in the circle.

Scroll to the bottom and click "save and return to course."

## Using Forums for Individual Journals

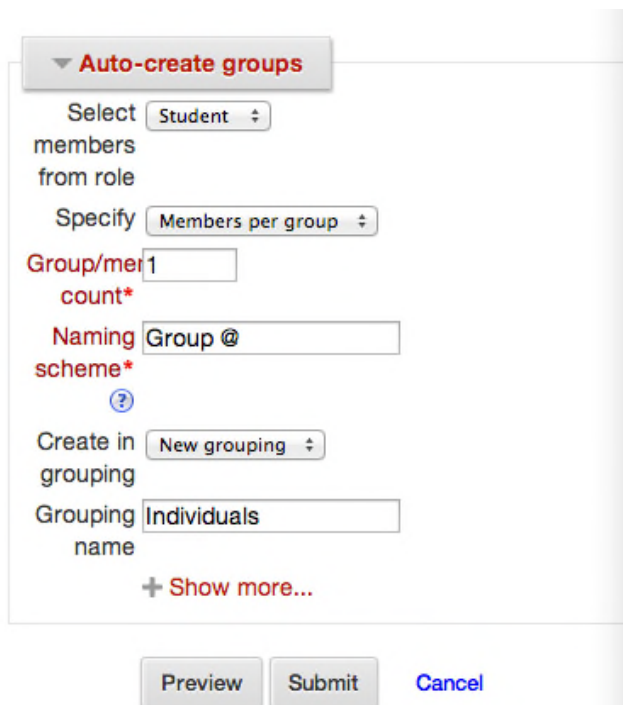
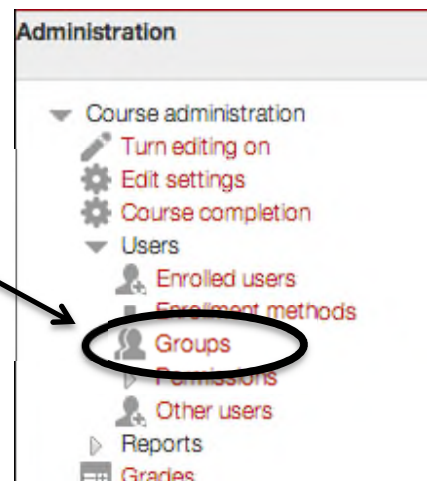
### Overview

1. Create groups so that each group has only one student. Be sure to put all those groups into a grouping
2. Create/edit a forum so that it uses groups and that specific grouping

*Warning:* You must use Groupings as well as Groups for everything to work correctly.

### Creating Groups of One in Scholar

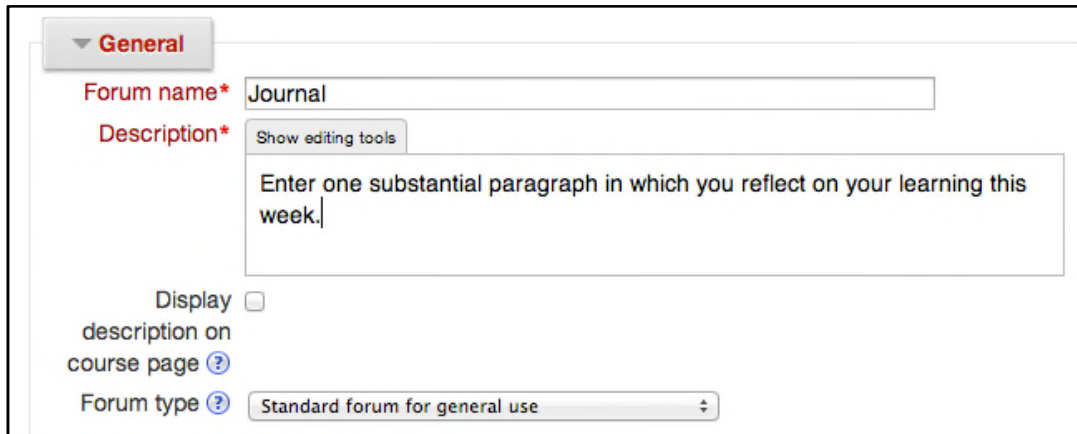
1. From the Course Administration menu, click on "Users" so that you can see the options within that category. Click on "Groups."
2. Click the button "Auto-create groups"
3. Next to "Specify," change "Number of groups" to "Members per Group"
4. Type 1 next to "Group/member count"
5. Next to "Create in grouping," change "No" to "New grouping"
6. Enter a Grouping name such as Individuals
7. Click "Submit"



Consider editing each group to change the generic labels (e.g., Group A) to the name of the student in that group.

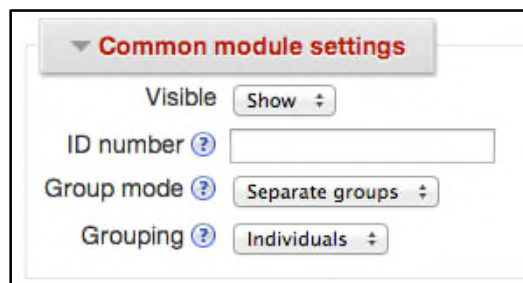
## Setting Up the Forum to use that Grouping

1. Turn editing on
2. Click “Add an activity or resource”
3. Select “Forum” and click “Add”
4. Enter a title and description for your forum



The screenshot shows the 'General' settings tab for a forum. The 'Forum name\*' field contains the text 'Journal'. The 'Description\*' field has a 'Show editing tools' button and a text area containing the text 'Enter one substantial paragraph in which you reflect on your learning this week.'. Below the description field, there is a 'Display description on course page' checkbox which is currently unchecked. At the bottom, the 'Forum type' dropdown menu is set to 'Standard forum for general use'.



5. Click on “Common module settings” to see the options beneath that heading
6. Next to “Group mode,” change “Visible groups” to “Separate groups”
7. Next to “Grouping,” change “None” to the name of the grouping you created earlier



The screenshot shows the 'Common module settings' tab. The 'Visible' dropdown is set to 'Show'. The 'ID number' field is empty. The 'Group mode' dropdown is set to 'Separate groups'. The 'Grouping' dropdown is set to 'Individuals'.

8. Click “Save and return to course”

### Additional Forum Options to Consider

Goal	Heading	Settings
Grade the entries	▷ Ratings	<p><b>Aggregate type</b> – Select the option that reflects how you want to grade</p> <ul style="list-style-type: none"> <li>• No ratings – No grade is given</li> <li>• Average of ratings - The mean of all ratings</li> <li>• Count of ratings - The number of rated items becomes the final grade. Note that the total cannot exceed the maximum grade for the activity.</li> <li>• Maximum - The highest rating becomes the final grade</li> <li>• Minimum - The smallest rating becomes the final grade</li> <li>• Sum - All ratings are added together. Note that the total cannot exceed the maximum grade for the activity.</li> </ul> <p><b>Scale</b> – Set the number of points you want the forum to be worth. Only the digits between 1 and 100 will result in grades that are included in students' course grade.</p>
Grade only entries posted by a specific date	▷ Ratings	<p>Check the box and then select the desired dates</p> <p>Restrict ratings to items <input checked="" type="checkbox"/></p> <p>with dates in this range:</p> <p>From 15 ▾ August ▾ 2014 ▾ 14 ▾ 25 ▾ </p> <p>To 15 ▾ September ▾ 2014 ▾ 14 ▾ 25 ▾ </p>
Show word count	▷ Attachments and word count	<p><b>Display word count</b> – Change “no” to “yes”</p> <p>This will <i>not</i> show students the word count while they are typing. It will show the word count along with the message after it has been posted. Students have 30 minutes from the time they first post a message to edit it, so if the word count is too low, students can edit and add to the post.</p>

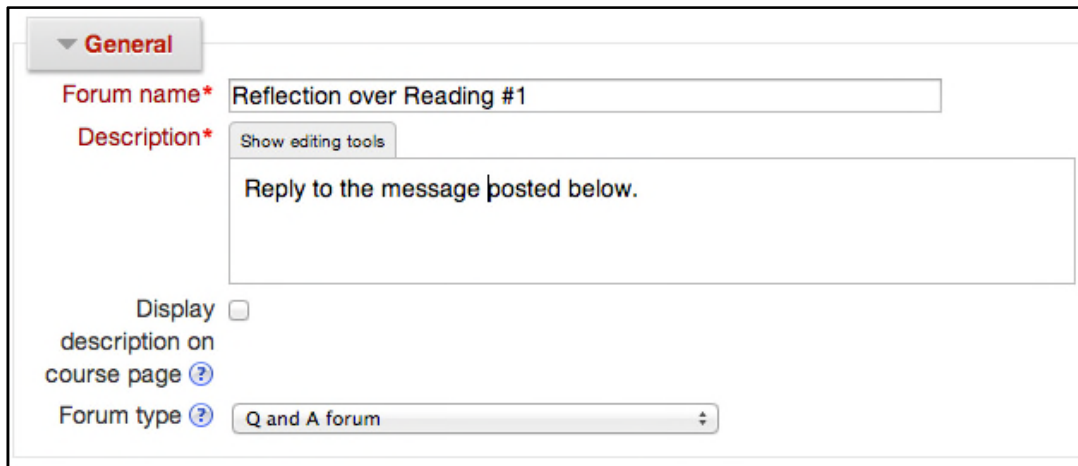
## Q and A Forum

This type of forum forces students to post their own response before they can read anyone else's response.

*Warning:* You need to post a message containing the discussion question and have students reply to that. If students click "Add a new question" instead of replying to the question you have posted, everyone will be able to read the response.

### Setting Up a Q&A Forum

1. Turn editing on
2. Click "Add an activity or resource"
3. Select "Forum" and click "Add"
4. Enter a title and description for your forum
5. Change "Forum type" from "Standard forum for general use" to "Q and A forum"



The screenshot shows the 'General' tab of a forum configuration page. The 'Forum name\*' field contains 'Reflection over Reading #1'. The 'Description\*' field contains 'Reply to the message posted below.' and has a 'Show editing tools' button above it. Below the description field, there is a 'Display description on course page' checkbox which is currently unchecked, with a help icon (?) next to it. At the bottom, the 'Forum type' dropdown menu is set to 'Q and A forum'.

6. Set any of the other forum settings you want to use
7. Click "Save and display"
8. Click the button "Add a new question"
9. Enter a Subject for the message (e.g., "Reply to this")
10. Enter the message (e.g., "Write one substantial paragraph in which you reflect on what you learned from today's reading assignment.")
11. Unless you want to receive each student's response in an e-mail, change "Subscription" to "I don't want email copies of posts to this forum"
12. Click button "Post to forum"



## Blog-Style Forum

This type of forum displays posts in a different format than the standard forum, but is otherwise no different. Simply set the “Forum type” to “Standard forum displayed in a blog-like format” instead of “Standard forum for general use.”


### Standard forum for general use:


[Add a new discussion topic](#)

Discussion	Started by	Group	Replies	Unread ✓	Last post
Chapter 4		PSYC-220-FD (CS29336)	2	0	Tue, Apr 2, 2013, 4:01 PM
Think Piece Chapter 4		PSYC-220-FD (CS29336)	1	0	Tue, Apr 2, 2013, 1:33 PM

### Standard forum displayed in a blog-like format:

[Add a new topic](#)





**Chapter 4**  
by  - Saturday, March 30, 2013, 5:36 PM


This chapter talked about gender stereotypes and how they are very similar across the nations. When we are born the first thing people want to know is 'is it a boy or a girl.' So right from the start we're classified into a group. From then on we learn about stereotypes by our environment, ...

[Read the rest of this topic \(185 words\)](#)

[Edit](#) | [Delete](#)  
[Discuss this topic \(2 replies so far\)](#)



**Think Piece Chapter 4**  
by  - Saturday, March 30, 2013, 6:55 PM

 [think piece chapter 4.docx](#)

[Chapter Four - Evaluative Aspects of Gender Stereotypes: Liking versus Respect](#)

**Chapter Summary**

The section of chapter four that I am reviewing shows that people across cultures associate men with attributes related with power and dominance, whereas woman are associated with ...

[Read the rest of this topic \(676 words\)](#)