

Learning Edge A-Z User Guide

PGCERT SPLD (DYSLEXIA)

PCE000124 – DYSLEXIA

Learning Services • Learning Technology Development

Edge Hill University

STUDENT GUIDE

Learning Edge User Guide

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Introduction

Learning Edge is a suite of Edge Hill University systems which can be accessed online 24/7. At the heart of Learning Edge is Blackboard (version 9.1), which is where you will find Programme and Module course areas which have been specifically designed and built by your tutors to support your learning experience. As a student at Edge Hill University you will be provided with a whole range of learning opportunities and Learning Edge is just one of the tools you can expect to use throughout the course. You will access this virtual learning environment (VLE) frequently throughout your studies for information, communication, assessment and more.

This guide will show you how you can log into Learning Edge and give you a thorough understanding on how to navigate your way around your course pages on Blackboard. It will cover a series of areas such as the different links on the menu area and what they are, how to access your module content and personalise your learning module to suit your needs and how to use the discussion boards in different ways to suit your needs.

Browser Recommendation

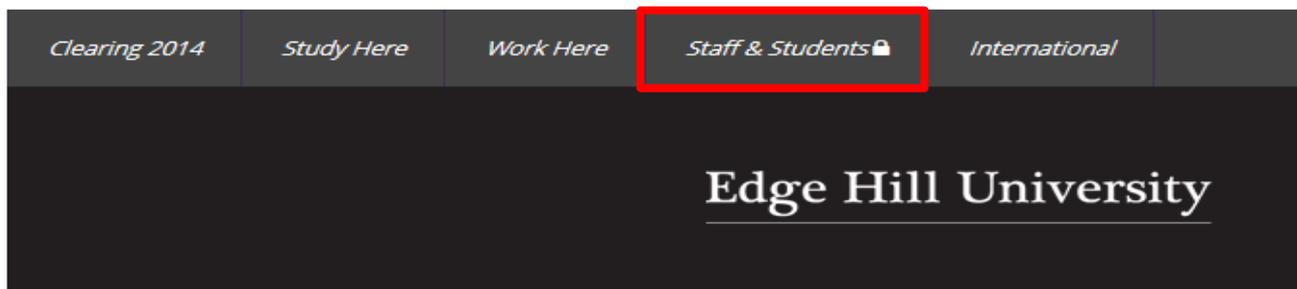
Blackboard can be accessed using a number of different browsers. Some browsers give a better navigation experience of using Blackboard than others. A recommendation would be to use Google Chrome or Mozilla Firefox. Both of these browsers are free and give a good experience when using Blackboard. Download links are shown below

[Google Chrome](#)

[Mozilla Firefox](#)

Logging into Learning Edge

To log into Blackboard you just first go to the Edge Hill Website. The website address is www.edgehill.ac.uk.



Click on "Staff & Students" at the top of the page.

Learning Edge User Guide

This will take you to the GO Homepage. Enter your username and password.



Login

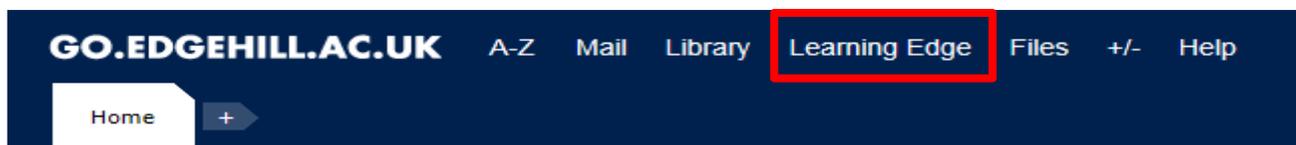
Username:

Password:

Login [Reset your password](#)

By logging in you are consenting to us using cookies to personally identify you.
[Find out more about our cookies.](#)

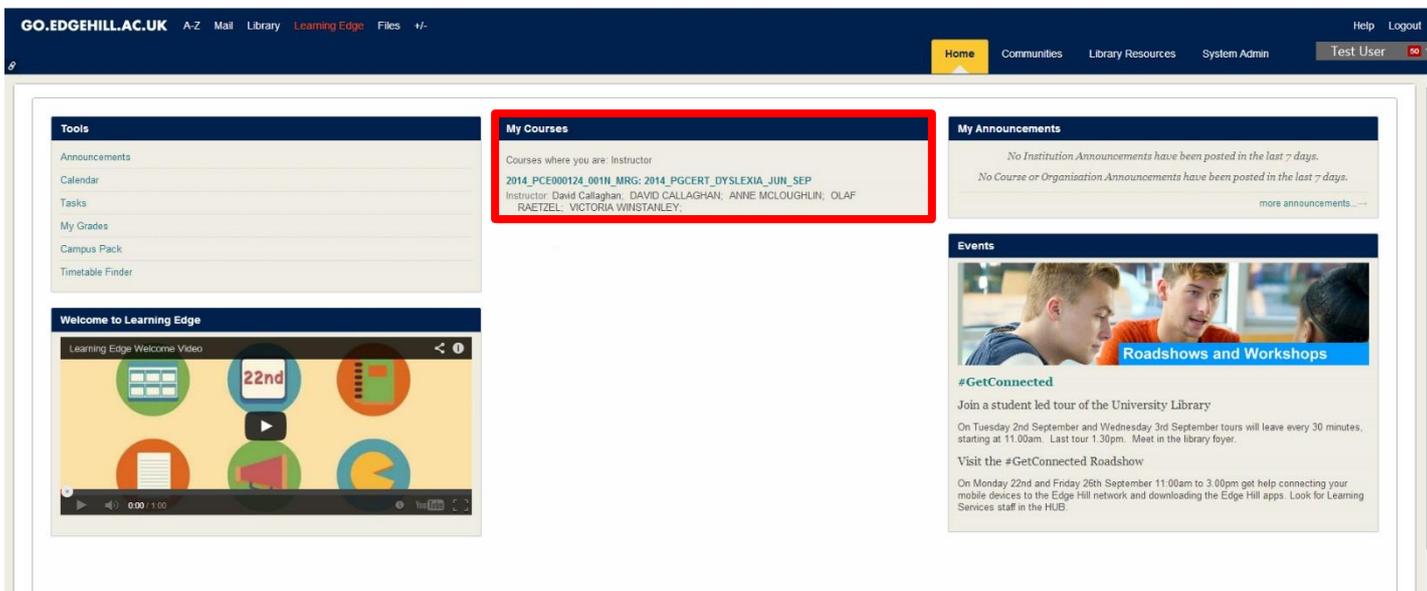
Once you have logged into GO Select Learning Edge from the link at the top of the page.



This will take you to the Home page. Your course can be found under My Courses.

Your course will be called:

2014_PCE000124_001N_MRG: 2014_PGCERT_DYSLEXIA_JUN_SEP



GO.EDGEHILL.AC.UK A-Z Mail Library Learning Edge Files +/- Help Logout

Home Communities Library Resources System Admin Test User

Tools

- Announcements
- Calendar
- Tasks
- My Grades
- Campus Pack
- Timetable Finder

Welcome to Learning Edge

Learning Edge Welcome Video

My Courses

Courses where you are: Instructor

2014_PCE000124_001N_MRG: 2014_PGCERT_DYSLEXIA_JUN_SEP
Instructor: DAVID CALLAGHAN, ANNE MCLOUGHLIN, OLAF RAETZEL, VICTORIA WINSTANLEY

My Announcements

No Institution Announcements have been posted in the last 7 days.
No Course or Organisation Announcements have been posted in the last 7 days.
[more announcements...](#)

Events

Roadshows and Workshops

#GetConnected

Join a student led tour of the University Library

On Tuesday 2nd September and Wednesday 3rd September tours will leave every 30 minutes, starting at 11.00am. Last tour 1.30pm. Meet in the library foyer.

Visit the #GetConnected Roadshow

On Monday 22nd and Friday 26th September 11.00am to 3.00pm get help connecting your mobile devices to the Edge Hill network and downloading the Edge Hill apps. Look for Learning Services staff in the HUB.

Username and Passwords

At Edge Hill University the username and password you will need to access Blackboard is the same network username and password which you use to login to other Edge Hill University services such as: Edge Hill campus computers, the GO Portal and Edge Hill email.

If you change your password or have forgotten it and reset it, it may take up to 20 minutes for the university systems to synchronise with the change. Please be patient when trying to access Blackboard after altering your password. For any queries relating to your username or password please contact the **Learning Services Helpdesk** (contact details are available at the end of this guide).

A banner for password reset. It features a dark blue header with the text "Reset Your Password" in white. Below the header is a large blue graphic of a circular arrow pointing clockwise, with the word "PASSWORD RESET" in a serif font to its right. Underneath the graphic, the text "Forgotten your password? Click link bellow to set a new one:" is displayed, followed by a blue underlined link that says "Request a new Password".

Reset Your Password

PASSWORD RESET

Forgotten your password? Click link bellow to set a new one:

[Request a new Password](#)

Personalise your profile

It is possible to personalise your profile by adding a picture and by providing some basic information about yourself.



Your Name (in this example “Frank Flintstone”) – Allows you to personalise your profile.

Home – Takes you back to the Learning Edge Home page.

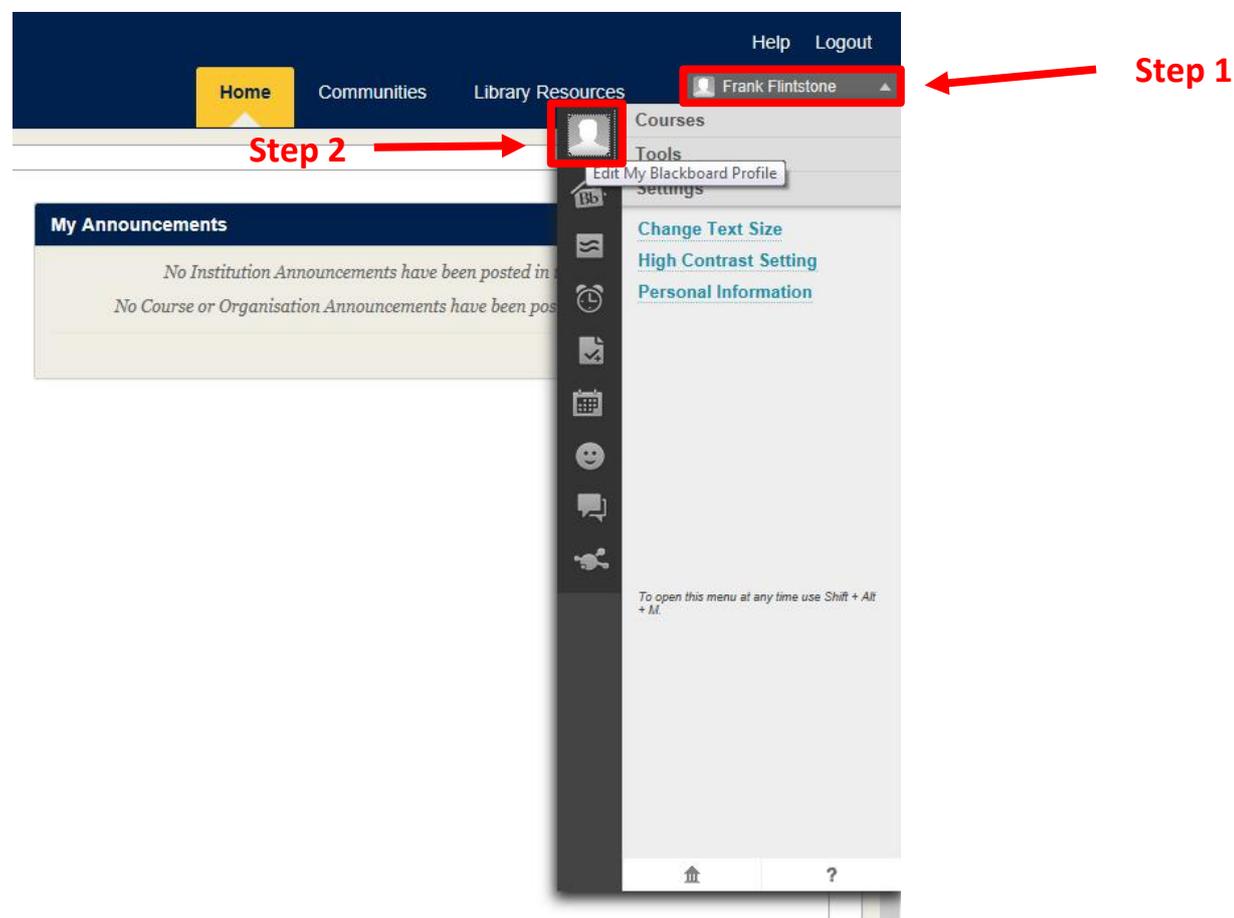
Communities – You can access a variety of special interest groups and areas for students here.

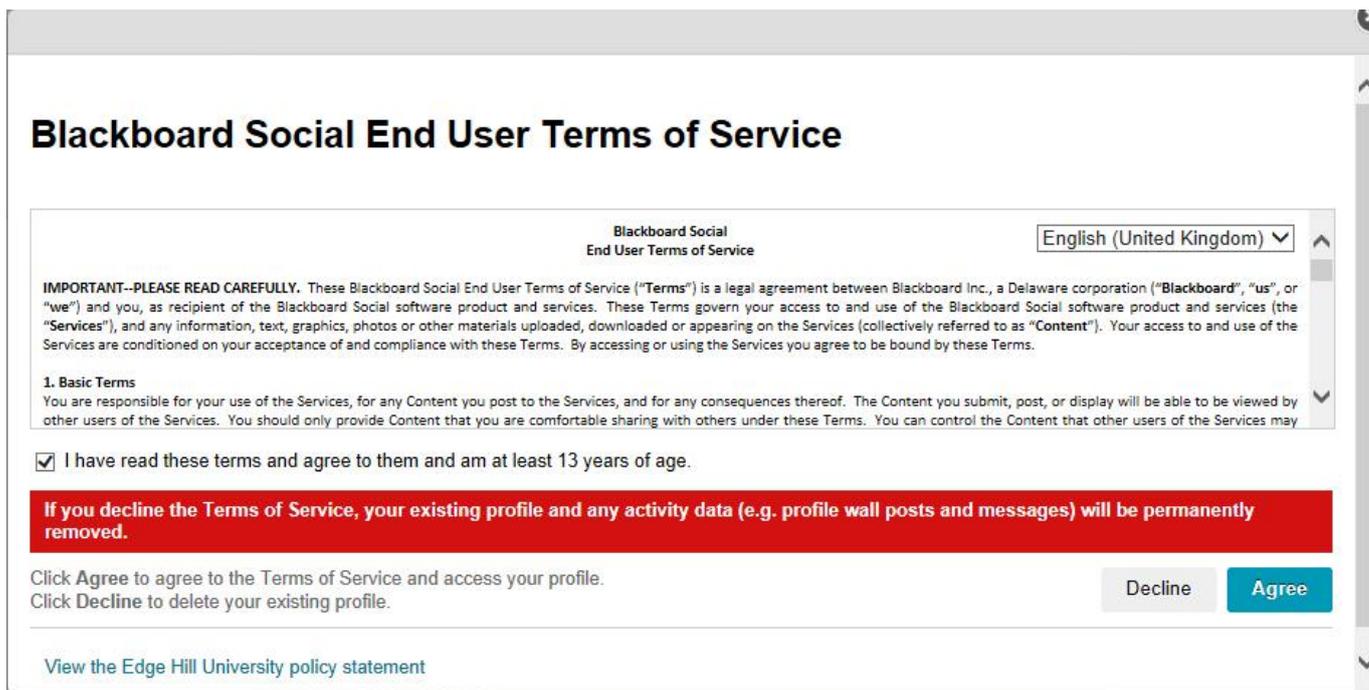
Library Resources – Links to electronic resources available through the library. (Note: This will soon be replaced with a dedicated Faculty of Education resources area).

Help – Blackboard Learn Help.

Logout – Logs you out of Blackboard.

To add a picture to your profile, click on your name, then click on the blank picture.

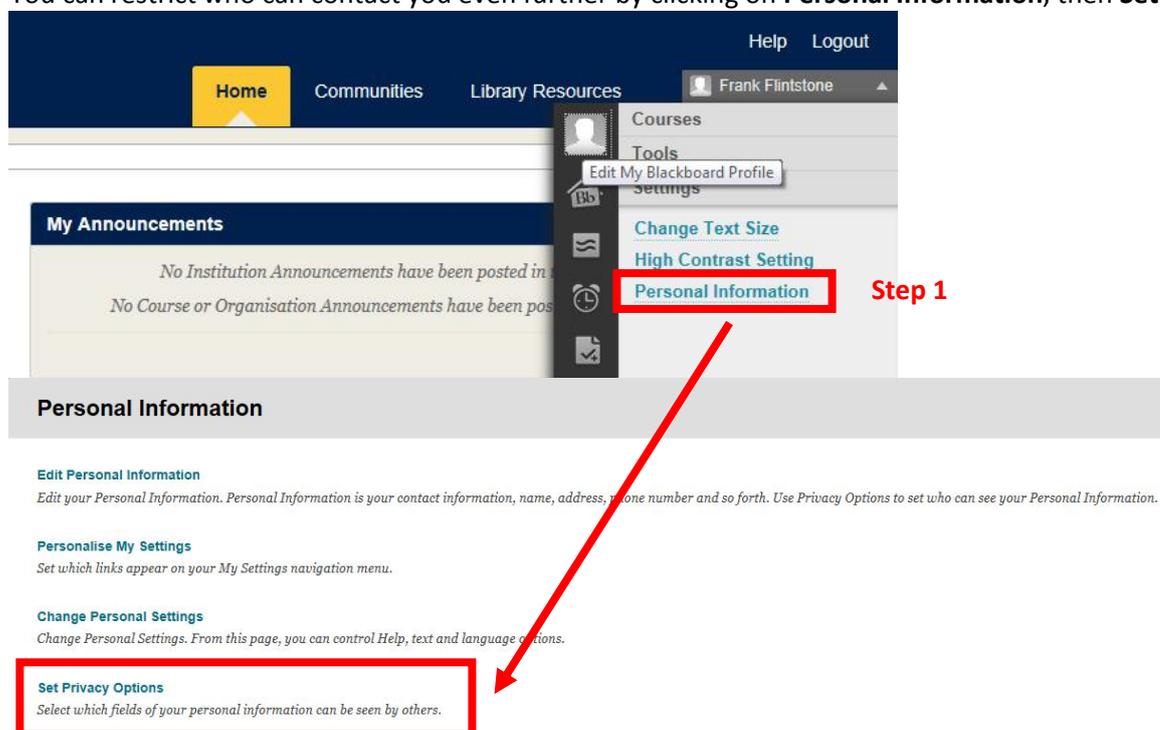




You are now able to set up a personal profile for use on your Blackboard courses. You can create one from scratch or you can import your avatar and details from Facebook or Twitter.

Note: Blackboard profiles are shared across all universities and institutions that use Blackboard – not just Edge Hill. We recommend that you set your Privacy Option to Private – this will ensure only the other students on your course can find you in the directory and message you.

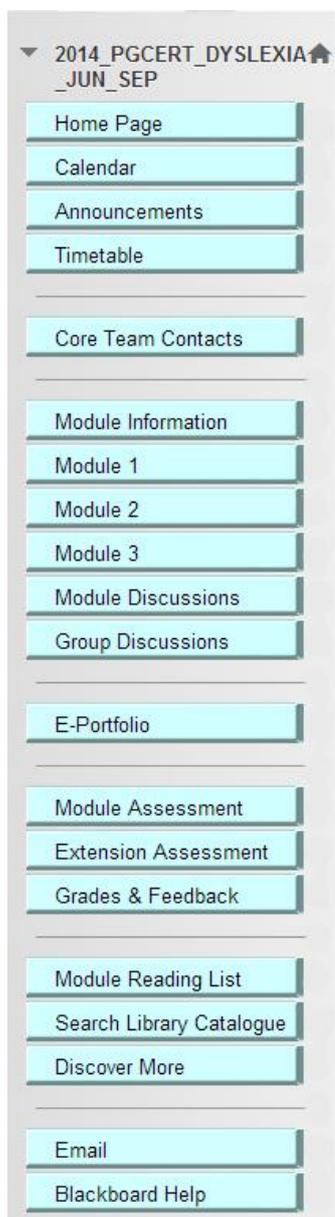
You can restrict who can contact you even further by clicking on **Personal Information**, then **Set Privacy Options**.



Step 2

Menu Area

Once you are on your course page you will have access to the Menu Area on the left hand side. This can be used to navigate to different areas in your course.



Home Page – Overview page for announcements, new discussion board activity and upcoming assessment deadlines.

Announcements – Any announcements made by your course tutors regarding the course can be seen down here.

Core Team Contacts – Will have details of core contacts for the SENCO team. Name, Email and Contact No. provided.

Module Information - This will contain your programme handbook and module information.

Module 1/2/3 – Where all the materials can be accessed (More Information Shown Below).

Module Discussions – To get access to the forums (More Information Shown Below).

Module Assessment – Dropboxes for your assessments, which have to be submitted electronically.

Grades & Feedback – Once your assignments have been marked you can see your grades and feedback here.

E-Portfolio – Electronic portfolio for uploading your evidence against the SENCo Standards.

Search Library Catalogue – This will take you to the library catalogue to search for books or journals.

Discover More – Search the library for electronic resources such as e-books and electronic journal articles.

Module Reading List – Lists the required reading for each module.

Blackboard Collaborate – Links to the online induction, teaching and tutorial sessions.

Module Content

Module 1

Session 1

Session 1

Titles

Session 2

Session 2

The module content area has been arranged into different areas. These can be accessed by clicking on the “Title”.

Each session will be further organised into different topic areas.

Session 1

The nature of dyslexia

 **The Nature of Dyslexia**

Profiling

 **Dyslexia Profiling**

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Learning Modules

The learning materials will be set up as a Learning Module as shown below.

The screenshot displays a Learning Module interface. On the left is a 'Table of Contents' sidebar with a tree view containing 'Introduction', 'Dyscalculia', 'Inchworms and Grasshoppers', and 'Maths Teaching'. The main content area is titled 'Introduction' and features a blue header. Below the header, a yellow background contains the following text:

This online session will explore dyslexia and maths, dyscalculia and how these differ from just being bad at maths. the session will cover:

- dyslexia and maths
- what is dyscalculia and how it differs from just being bad at maths
- Grasshoppers and Inchworms
- Importance of estimation
- mathematics as a language
- Using Key facts to derive facts
- Multiplication tables

Learners with dyslexia may have difficulties with maths. Consider the profile of a learner with dyslexia, they may have difficulties sequencing, with memory, language for example. These difficulties can affect mathematical learning.

Read [Mathematics and Dyslexia](#) by the British Dyslexia Association.

Read [Is the population really woefully bad at maths](#) by Steve Chinn

Discuss, why people may be bad at maths

The content provided will be colour coded making it easy to differentiate different areas of information.

Attachments to Documents, Links, Audio Clips, Videos, PowerPoints will be provided for you within

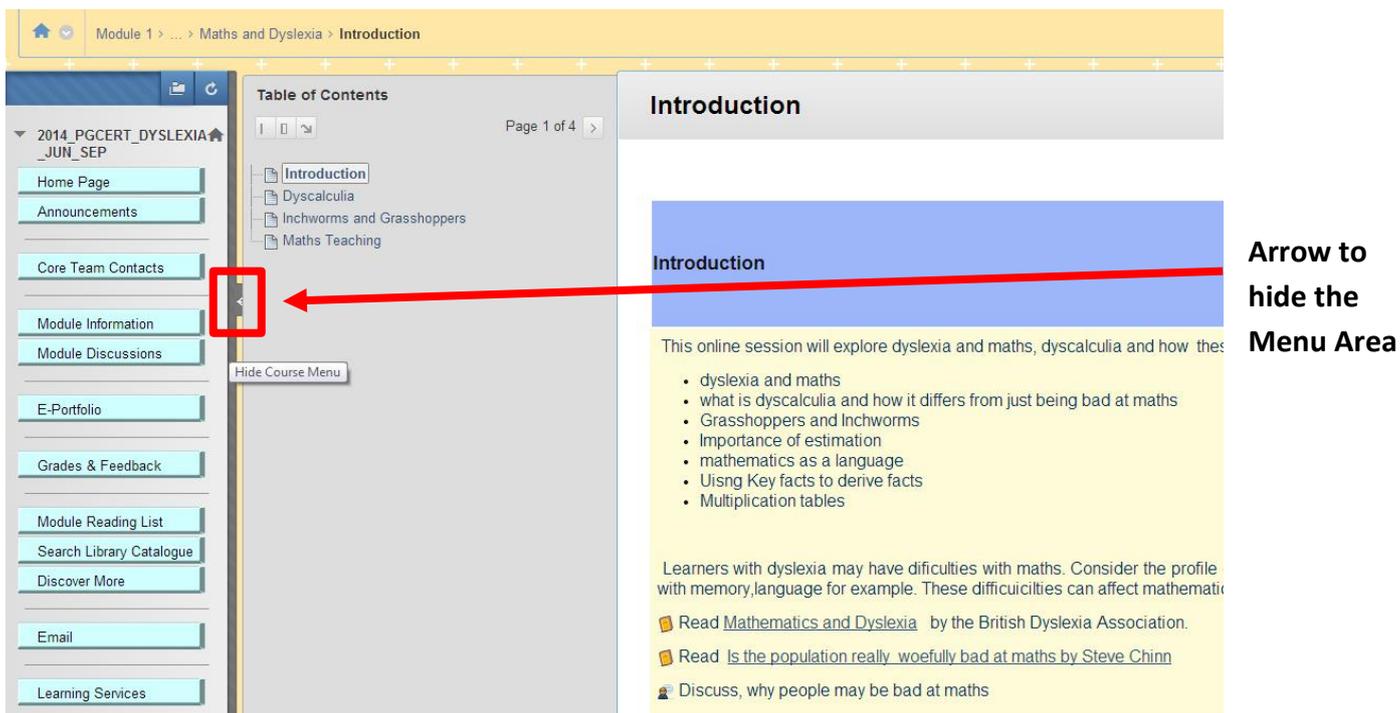
the different areas of the learning module to help with your learning.

Discussion forums will also be embedded within the learning module taking you straight to your discussion activity when required.

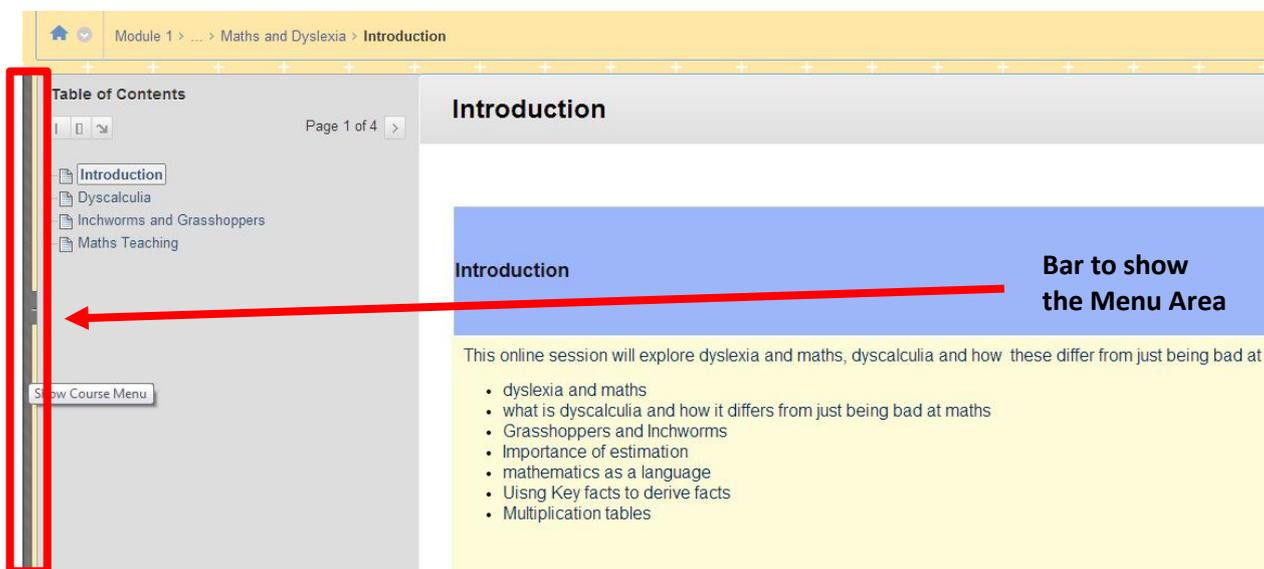
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Personalising the Learning Module

It is possible to personalise your learning space to suit your needs and give a better experience when viewing the material online. Different ways of personalising your learning space is shown below.



Once an area has been accessed you will see the screen as shown above. You can hide the menu area by clicking on the **arrow** icon half-way down the contents page.



This will make your content area screen bigger. If you wanted to see Menu Area again select the line across the left hand side of the page.

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You can also edit the contents by hiding it, maximising the width or moving it to the bottom of the page.



The **first icon** towards the left hides your table of contents.

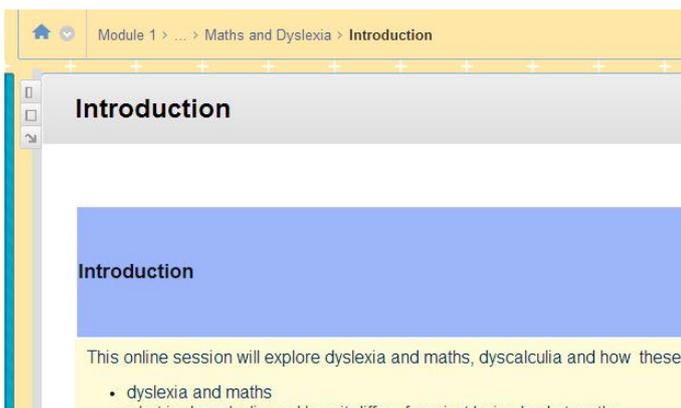
The **second icon** maximise the table of contents.

The **third icon** moves the table of content to the bottom of the page.

The **arrow icon** towards the right allows you to navigate through the content pages.

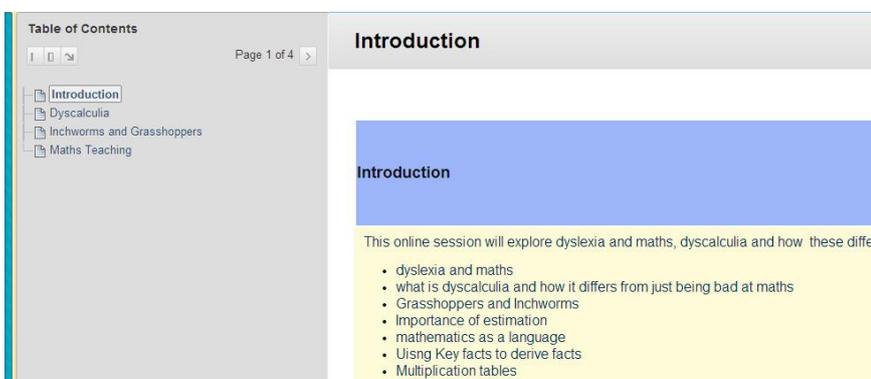
See examples below.

Hiding the Table of Contents



The table of contents has been hidden. To see the table of contents again click on the first icon.

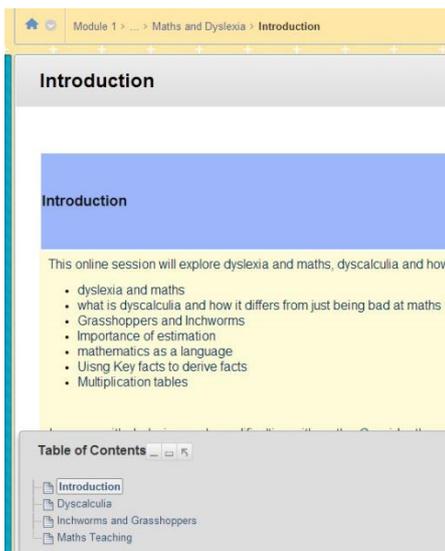
Maximising the Table of Contents



The content area has been maximised. This allows you to see the full title of a specific area if it cannot be seen. To go back to the default view click on the second icon.

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Moving the Table of Contents



The table of contents has been moved to the bottom of the page. To move it back to the left click on the third icon.

Accessing Learning Content on the Course Pages

Readings

A screenshot of a course page titled "Social and Emotional aspects of Dyslexia". Below the title, there is a sub-heading "Social and Emotional Aspects of Dyslexia" and a list of readings. The first two readings are "Social and Emotional Aspects of Dyslexia" and "Multiple Intelligences Questionnaire". The last three readings are enclosed in a red rectangular box: "How Dyslexic Teenagers Cope: An Investigation of Self-Esteem, Coping and Depression. (new)", "The impact of dyslexia on pupils' self esteem (new)", and "Embedding mental health support in schools (new)".

The core readings will be given throughout the learning module. You can access the article or book by clicking on the link.

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The link will take you to the library catalogue where you can view or download the article or e-book.

The screenshot shows the library catalogue interface. At the top, there are navigation links: "New Search", "Library Catalogue", and "A-to-Z Electronic Journals". Below this is the "DISCOVER MORE" logo and a search bar containing "Edge Hill University". The search results show a single entry for "Practices That Support Data Use in Urban High Schools" by Lachat, Mary Ann; Smith, Stephen. The source is "Journal of Education for Students Placed at Risk, v10 n3 p333-349 Jul 2005. 17 pp.". On the left-hand side, there is a "Detailed Record" link and a red-bordered button labeled "Find it @ Edge Hill".

Once you are on the library catalogue area you can view the full article by clicking on the link on the left hand side. You may see a link saying “Find it @ Edge Hill” as shown above. This will take you to the article’s website where you can view or download the article.

The screenshot shows the library catalogue interface. At the top, there are navigation links: "New Search", "Library Catalogue", and "A-to-Z Electronic Journals". Below this is the "DISCOVER MORE" logo and a search bar containing "Edge Hill University". The search results show a single entry for "Attitudes of Primary Initial Teacher Training Students to Special Educational Needs and Inclusion" by Mintz, Joseph. The source is "Support for Learning, v22 n1 p3-8 Feb 2007. 6 pp.". On the left-hand side, there is a "Detailed Record" link and a red-bordered button labeled "PDF Full Text".

With some journal articles access will be provided by clicking on “PDF Full Text”. This will allow you to view and save the article straightaway.

Edge Hill University

The screenshot shows the Edge Hill University library catalogue interface. At the top, there are navigation links: "My Library" and "Help". Below this is a search bar containing "improving schools developing inclusio". The search results show 2 results found, sorted by relevance. The author is Ainscow, Mel. The title is "Improving schools, developing inclusion / Mel Ainscow, Alan Dyson and Tony Booth." The publication info is "London : Routledge, 2006." On the right-hand side, there is a red-bordered button labeled "Connect to An electronic book from MyLibrary".

When a link to an e-book is provided you will be taken to the screen shown above. You can access the e-book by clicking on the link below “Connect to”.

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Links to Files

Links to attachments will be underlined as shown below. These will be provided in PDF format for easy viewing usually. If a document requires editing then this will be provided to you in Microsoft Word or PowerPoint.

The principles and Practice of Multisensory Teaching

[The Principles and Practice of Multisensory Teaching Presentation](#)

[Lesson Plan Template](#)

Links to Videos

Links to videos will also be provided throughout the learning module. These can be played within your course page on Blackboard by clicking on the Play Icon in the middle of the video. The screen can also be maximised by clicking on the four arrow icon on the bottom right hand corner of the video.

University of Reading

Player Controls

Child Development (University of Reading)



The player controls allow you to Play, Stop and Put Volume up or down or Mute the audio as shown below.



Assignment Submission

When your Tutor creates an assignment and adds it to your module area in Blackboard, you will be able to submit assignment files electronically.

This section shows you how to submit an assignment electronically.

- 1- Find the page where your Tutor has asked you to submit your assignment. This is called “**Module Assessment**” in Menu Area.
- 2- Select the title link of the assignment link and the Upload Assignment page will appear (in this case ‘**Presentation_PBM4015**’).

Module Assessment



[Module 2 Assignment London Cohort](#)

Attached Files: Assignment Template module 2.doc (123.5 KB)

This is the template for submission of your module 2 assignment.

Please submit on this drop box by 5pm on 6th October .

Important

If an Assignment Template has been provided then this must be used to type your assignment in.

So download the assignment template to your computer and use it to write the assignment in. Once you have finished working on the assignment you can then click on the assignment title link to upload and submit.

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Carefully read the instructions and other details entered by your tutor to ensure you meet all the shown requirements.

The screenshot shows the 'Upload Assignment' interface. At the top right, there are three buttons: 'Cancel', 'Save Draft', and 'Submit'. The 'Submit' button is highlighted with a red box. Below this is the 'ASSIGNMENT INFORMATION' section, which includes a 'Due Date' of 'Thursday, 31 July 2014 23:59' and 'Points Possible' of '3'. The 'ASSIGNMENT SUBMISSION' section has a 'Text Submission' field with a 'Write Submission' button. Below the text field is a rich text editor with a toolbar and a 'Path: p' field. At the bottom left, there is an 'Attach File' button and a 'Browse My Computer' button, both highlighted with a red box.

Do not use the text submission field to type or copy your assignment into. **Instead always use the Attach File option.**

If you wish to add a comment to supplement your submission please complete this within the 'Comments' field.

Once you are ready to submit click the **Submit** button to finish the process.

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Viewing Grades and Feedback

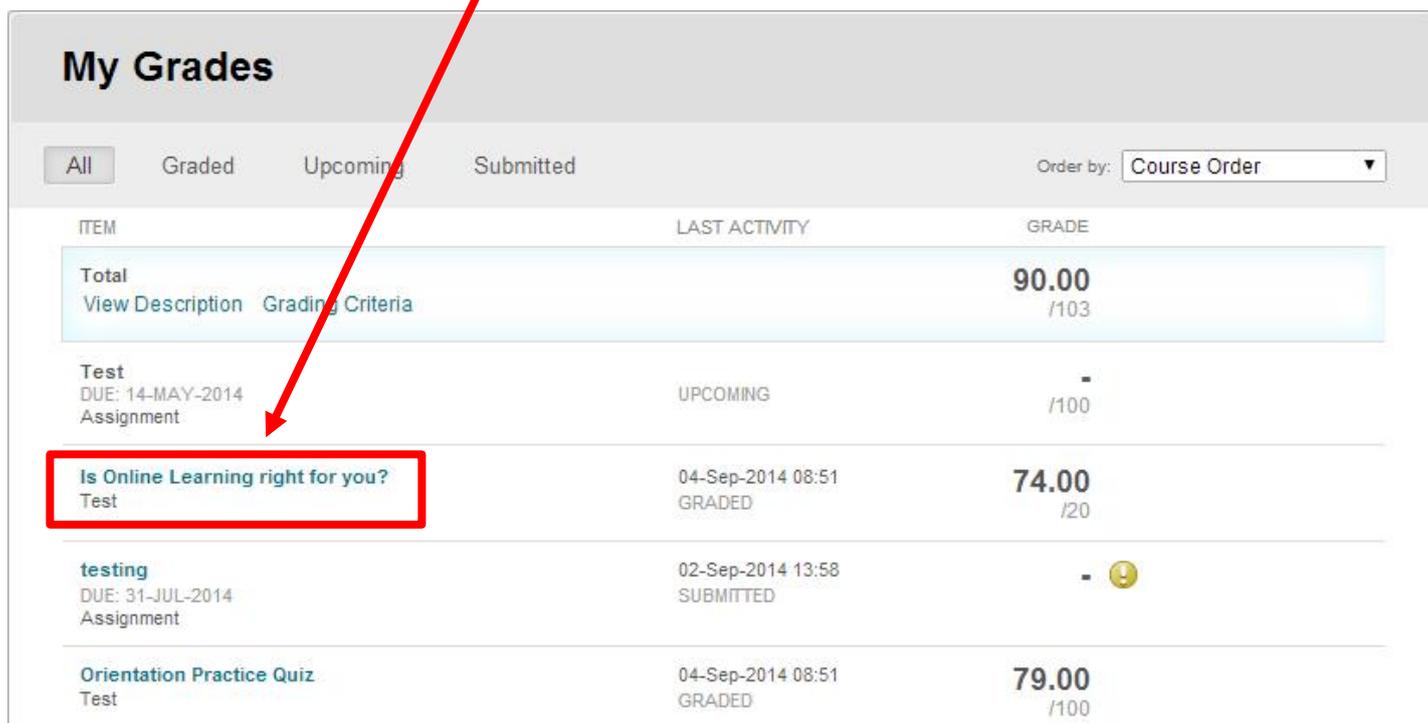
When your Tutor releases marks and feedback for an assignment you have submitted, you will receive a confirmation e-mail informing you that you can now access the mark and feedback within Blackboard.

NOTE: All students on a module receive this e-mail, even if they haven't submitted an assignment or it hasn't yet been marked, e.g. when it is a Late Approved submission. In that case you will need to speak to your Tutor to find out when the mark and feedback will be available in the Grade Centre.

Go to the “**Grades & Feedback**” section within your course area to view your grades.

A rectangular button with a light blue background and a dark blue border, containing the text "Grades & Feedback" in a dark blue font.

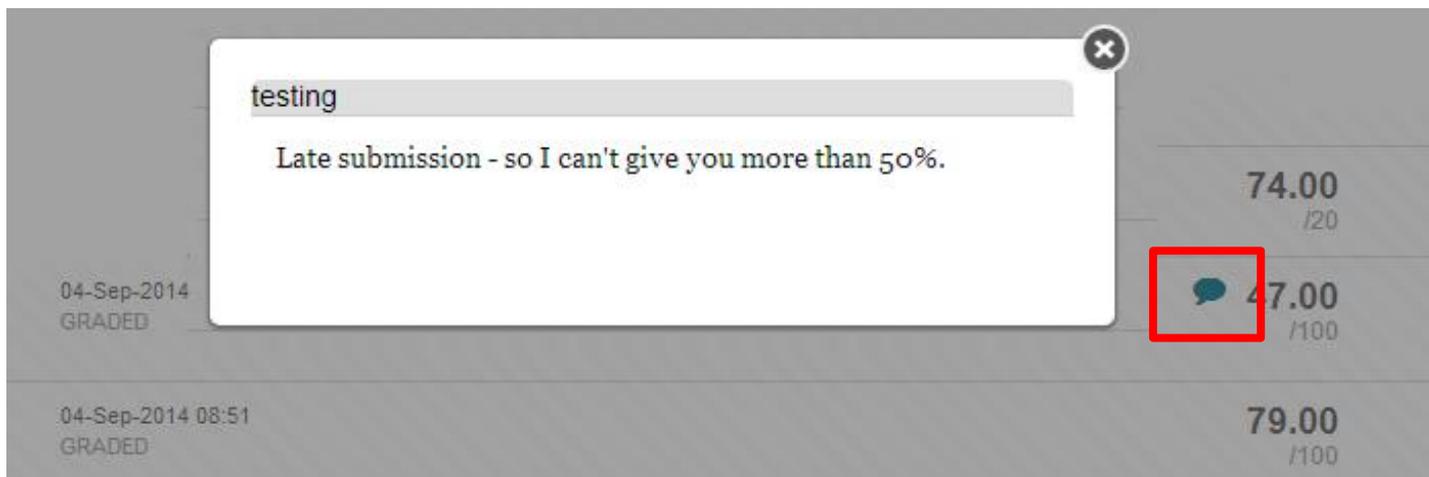
Marks and feedback comments can then be obtained in this area. To access your feedback for the given assignment, click on the blue title in the 'Item' column.

A screenshot of the "My Grades" section in Blackboard. The table has columns for ITEM, LAST ACTIVITY, and GRADE. A red arrow points from the text above to the blue title "Is Online Learning right for you?" in the ITEM column. The table contains several rows of data, including a total score of 90.00 and individual test scores.

ITEM	LAST ACTIVITY	GRADE
Total View Description Grading Criteria		90.00 /103
Test DUE: 14-MAY-2014 Assignment	UPCOMING	- /100
Is Online Learning right for you? Test	04-Sep-2014 08:51 GRADED	74.00 /20
testing DUE: 31-JUL-2014 Assignment	02-Sep-2014 13:58 SUBMITTED	- 
Orientation Practice Quiz Test	04-Sep-2014 08:51 GRADED	79.00 /100

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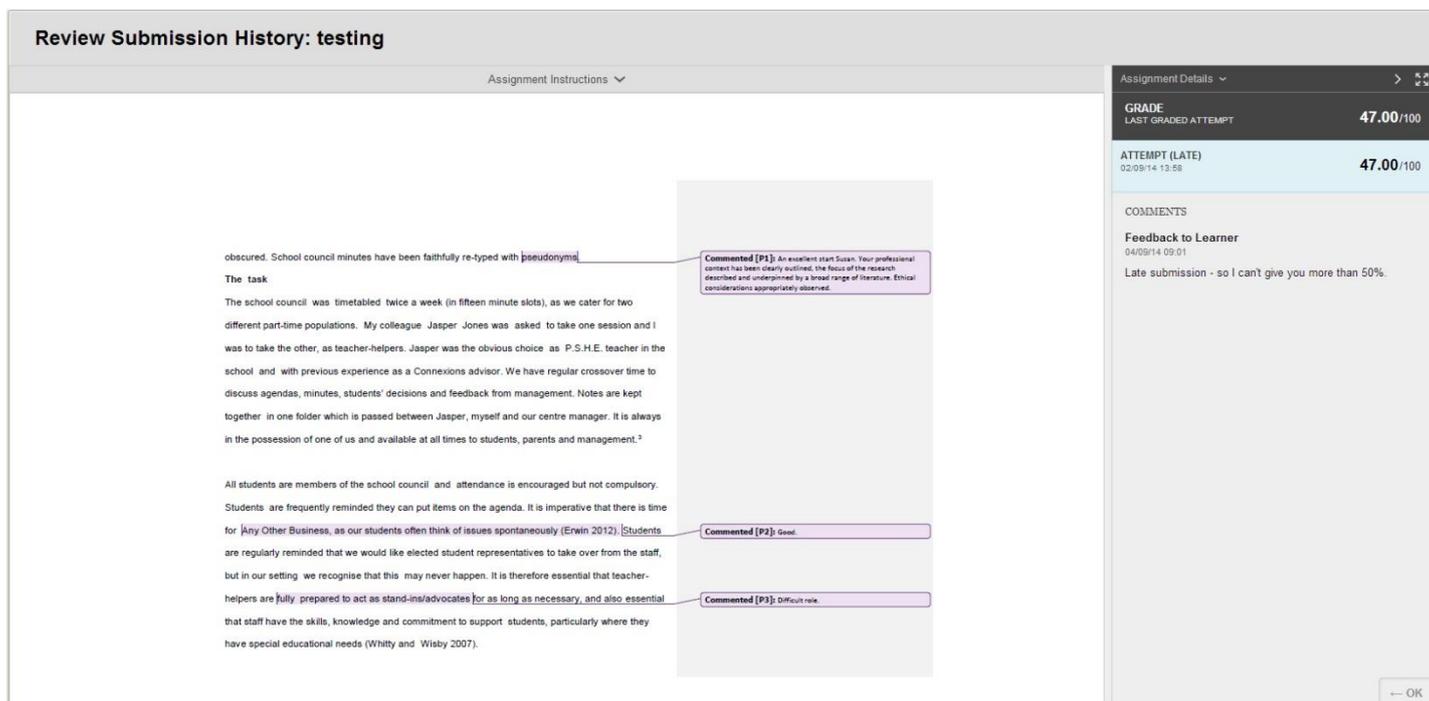
You can see the overall feedback that your tutor gave you by clicking on the little speech bubble next to the grade.



The screenshot shows a table of submission history. A white feedback popup is overlaid on the table, displaying the text: "testing" and "Late submission - so I can't give you more than 50%." The popup has a close button (X) in the top right corner. In the background, the table shows three rows of submission data. The second row has a grade of 47.00/100 and a speech bubble icon highlighted with a red box. The other rows show grades of 74.00/100 and 79.00/100.

Date	Status	Grade
04-Sep-2014	GRADED	74.00 /100
04-Sep-2014 08:51	GRADED	47.00 /100
04-Sep-2014 08:51	GRADED	79.00 /100

Alternatively, you can click on the blue title of the assignment and you'll see the overall comments as well as any comments made about individual sections of your assignment.



The screenshot shows the 'Review Submission History' page for the assignment 'testing'. The page is divided into two main sections: 'Assignment Instructions' and 'Assignment Details'. The 'Assignment Details' section on the right shows the current grade as 47.00/100 and the attempt as 'ATTEMPT (LATE)'. Below this, there is a 'COMMENTS' section with a 'Feedback to Learner' comment dated 04/09/14 09:01, which reads: "Late submission - so I can't give you more than 50%." The 'Assignment Instructions' section on the left contains the assignment text, which is partially obscured by a feedback popup. The popup shows three comments: 'Commented [P1]: An excellent start Susan. Your professional content has been clearly outlined, the focus of the research described and underpinned by a broad range of literature. Ethical considerations appropriately observed.', 'Commented [P2]: Good.', and 'Commented [P3]: Difficult note.'

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Discussion Boards

Discussion board play a key part in your learning experience. Each activity will be followed by a discussion board. The discussion boards are not marked in any way, however your interaction with discussion boards is strongly recommended if you are to gain the maximum value of this online course. Please share your thoughts and reflections with colleagues and also take some time to comment upon their postings too.



Use the discussion board to share your reflections around the legislation

- How many of these pieces of legislation were you previously aware of?
- Are these legislative imperatives evident in the classroom? If so, how; if not, why not?
- Which of these pieces of legislation do you think is most relevant to the young person that you are studying for this module

* The discussion board can be accessed by Selecting Module Discussions on the Menu on the Left - Your Group Name - Group Discussion Board

You will be asked to engage in discussion with your fellow peers throughout different activities in your learning module. This will be differentiated as shown above.

Discussion boards can be navigated can be accessed within the Learning Module or by using the discussion boards link from the Menu Area.

Accessing the Discussion Board using the Menu Area



Click on Module Discussions or Group Discussions from the Menu Area.

Groups

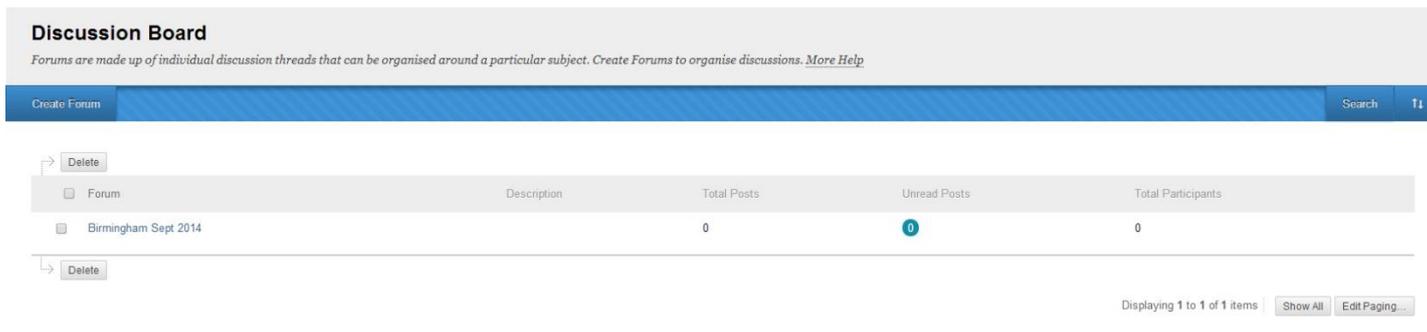
Birmingham Sept 2014

You will see the Group that you are part of. Click on your group name.



Click on Group Discussion Board.

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Discussion Board
Forums are made up of individual discussion threads that can be organised around a particular subject. Create Forums to organise discussions. [More Help](#)

Create Forum Search 11

Forum	Description	Total Posts	Unread Posts	Total Participants
Birmingham Sept 2014		0	0	0

Displaying 1 to 1 of 1 items Show All Edit Paging...

This will show you the forums for your group.

How to create thread on a forum



Forum: Birmingham Sept 2014 List View Tree View
Organise Forum Threads on this page and apply settings to several or all threads. Threads are listed in a tabular format. The Threads can be sorted by clicking the column title or the caret at the top of each column. [More Help](#)

Create Thread Search Display

No items found.

Help Option for Forums

Once a forum has been accessed you will see two icons at the top. They are “**create a thread**” and “**subscribe**”.

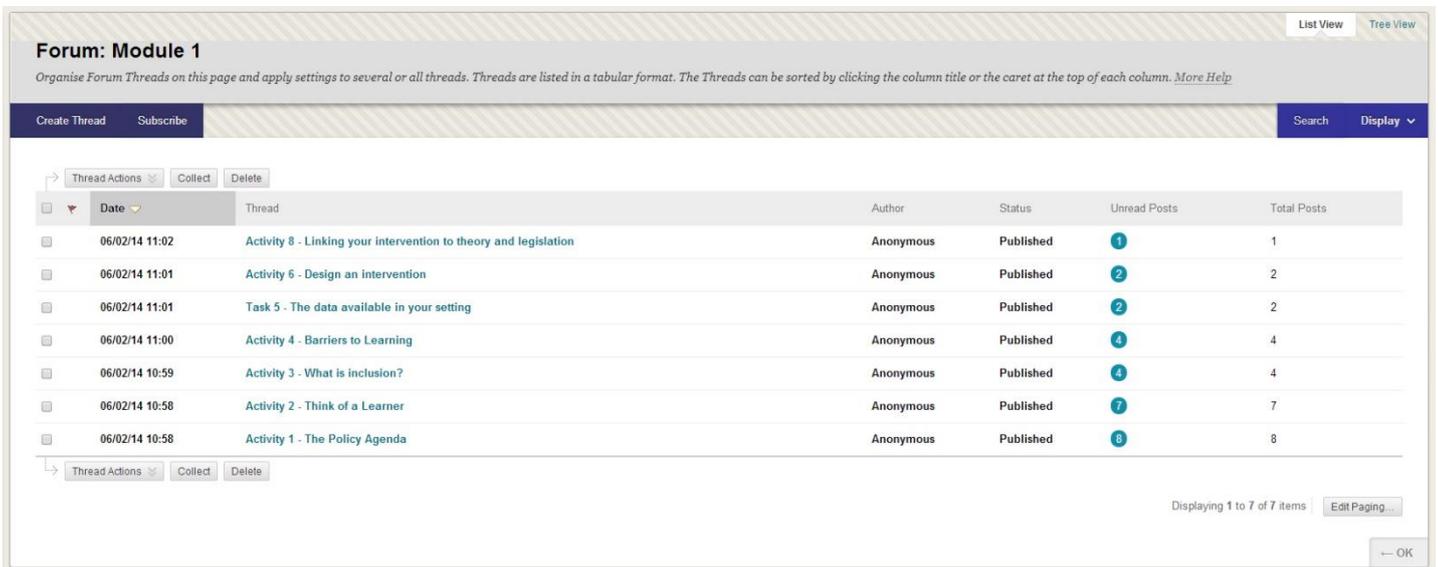
- **Create Thread** will allow you to create a new thread in the forum that you are in.
- **Subscribe** will allow you to subscribe to that forum. This means when a new post has put on this forum a message will be sent to your email notifying you that a message has been posted.

There is also a help option which gives more information about the different features available within the discussion forums.

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Viewing threads

There are different ways of viewing the threads within a forum.



Once you click into a forum you will see different threads created by different users. Click on the thread that you wish to view

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Thread: Activity 2 - Think of a Learner

Select: [All](#) [None](#)

Message Actions Expand All Collapse All

7 Posts in this Thread 5 Unread

Anonymous 6 months ago

Activity 2 - Think of a Learner

Use this thread to post a brief description of your focus child with high incidence SEN.

Identify what you believe to be the barriers to learning experienced by this child.

Read the descriptions posted by other members of your group and post comments and questions to help each other to think through all of the barriers to learning that might be experienced by each learner.

[Reply](#)

RACHAEL 6 months ago

RE: Activity 2 - Think of a Learner

EVELYN 6 months ago

RE: Activity 2 - Think of a Learner

LOUISE 5 months ago

RE: Activity 2 - Think of a Learner

You will see the different posts that have been made by different users for this thread. You can see the text of a post by clicking on it. To see more posts just scroll down the page.

You can reply to a specific post by clicking on the reply icon at the bottom of the post.

You can also search through a thread for particular posts.

Collecting posts for tagging

Thread: Activity 3 - What is inclusion?

Select: **All** None

Message Actions Expand All Collapse All

Read Unread Set Flag Clear Flag **Collect**

13 Posts in this Thread 11 Unread

6 months ago

inclusion?

Watch the video then use this thread to contribute your ideas to the debate with other students and your academic tutor.

Reply

Once you have found a thread you want to keep you can create a collection and tag the collection of posts with appropriate key terms.

1. Click on “All”.
2. Click on “Collect”.

Collection

Users can Collect posts into a printable, sortable format. Collections are a good way to organise posts for quick reading. A Collection must be created to tag posts. [More Help](#)

Print Preview Filter

Sort by Date of Last Post Order Descending

Select: All None

Mark Tag Text: Add

Thread: Activity 3 - What is inclusion? Posted Date: 11 March 2014 11:33
Post: RE: Activity 3 - What is inclusion? Status: Published
Author:

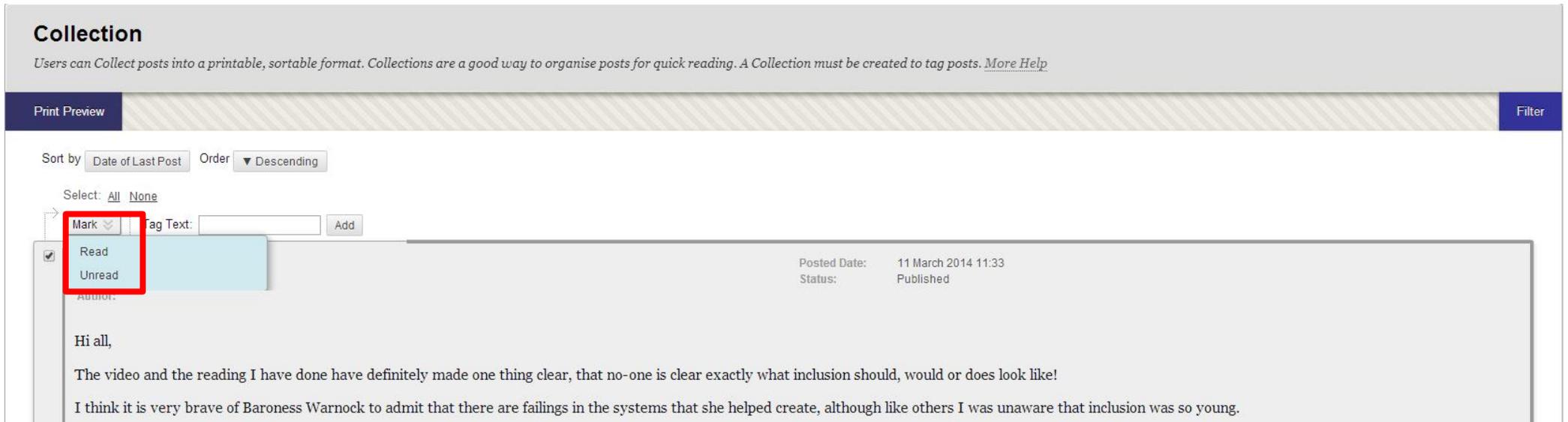
Hi all,

The video and the reading I have done have definitely made one thing clear, that no-one is clear exactly what inclusion should, would or does look like!

I think it is very brave of Baroness Warnock to admit that there are failings in the systems that she helped create, although like others I was unaware that inclusion was so young.

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You can see the list of all the posts and you can tag them with key terms to find them later on again. Once you have read the threads you can mark them as read as shown below.



Collection
Users can Collect posts into a printable, sortable format. Collections are a good way to organise posts for quick reading. A Collection must be created to tag posts. [More Help](#)

Print Preview Filter

Sort by: Date of Last Post Order: ▼ Descending

Select: All None

Mark ▼ Tag Text: Add

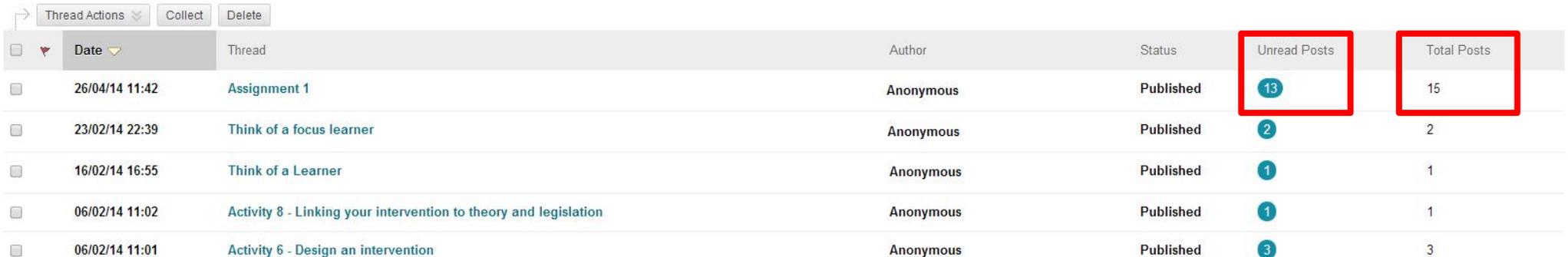
Read
 Unread

Posted Date: 11 March 2014 11:33
Status: Published

Author:

Hi all,
The video and the reading I have done have definitely made one thing clear, that no-one is clear exactly what inclusion should, would or does look like!
I think it is very brave of Baroness Warnock to admit that there are failings in the systems that she helped create, although like others I was unaware that inclusion was so young.

This means that when you go back into the discussion thread the new posts made by students will be highlighted.



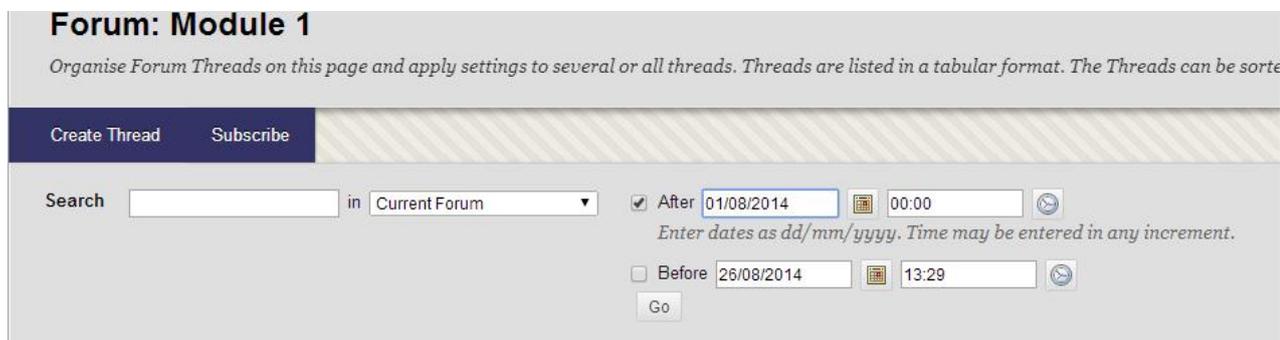
<input type="checkbox"/>	Date ▼	Thread	Author	Status	Unread Posts	Total Posts
<input type="checkbox"/>	26/04/14 11:42	Assignment 1	Anonymous	Published	13	15
<input type="checkbox"/>	23/02/14 22:39	Think of a focus learner	Anonymous	Published	2	2
<input type="checkbox"/>	16/02/14 16:55	Think of a Learner	Anonymous	Published	1	1
<input type="checkbox"/>	06/02/14 11:02	Activity 8 - Linking your intervention to theory and legislation	Anonymous	Published	1	1
<input type="checkbox"/>	06/02/14 11:01	Activity 6 - Design an intervention	Anonymous	Published	3	3

As you can see above the difference between read and not-read posts. The not-read posts are the numbers in the blue circle.

Learning Edge User Guide

Using the search feature in threads

Using the search feature allow you to search for posts within the thread, forum or discussion board. You can also specify the date and time that you would like to search for a post.

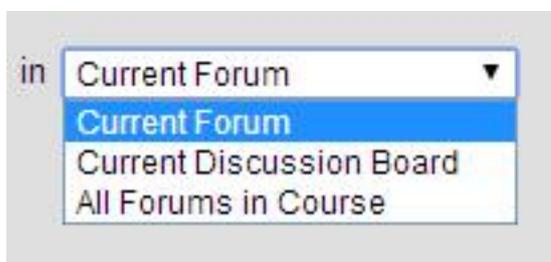


Forum: Module 1
Organise Forum Threads on this page and apply settings to several or all threads. Threads are listed in a tabular format. The Threads can be sorted

Create Thread Subscribe

Search in Current Forum After
Enter dates as dd/mm/yyyy. Time may be entered in any increment.

Before



Clicking on the drop down arrow next to the search box allows you to specify whether you want to search the Current Thread/Forum, Discussion Board or All Forums in Course.

Do the following when using the search box to find information:-

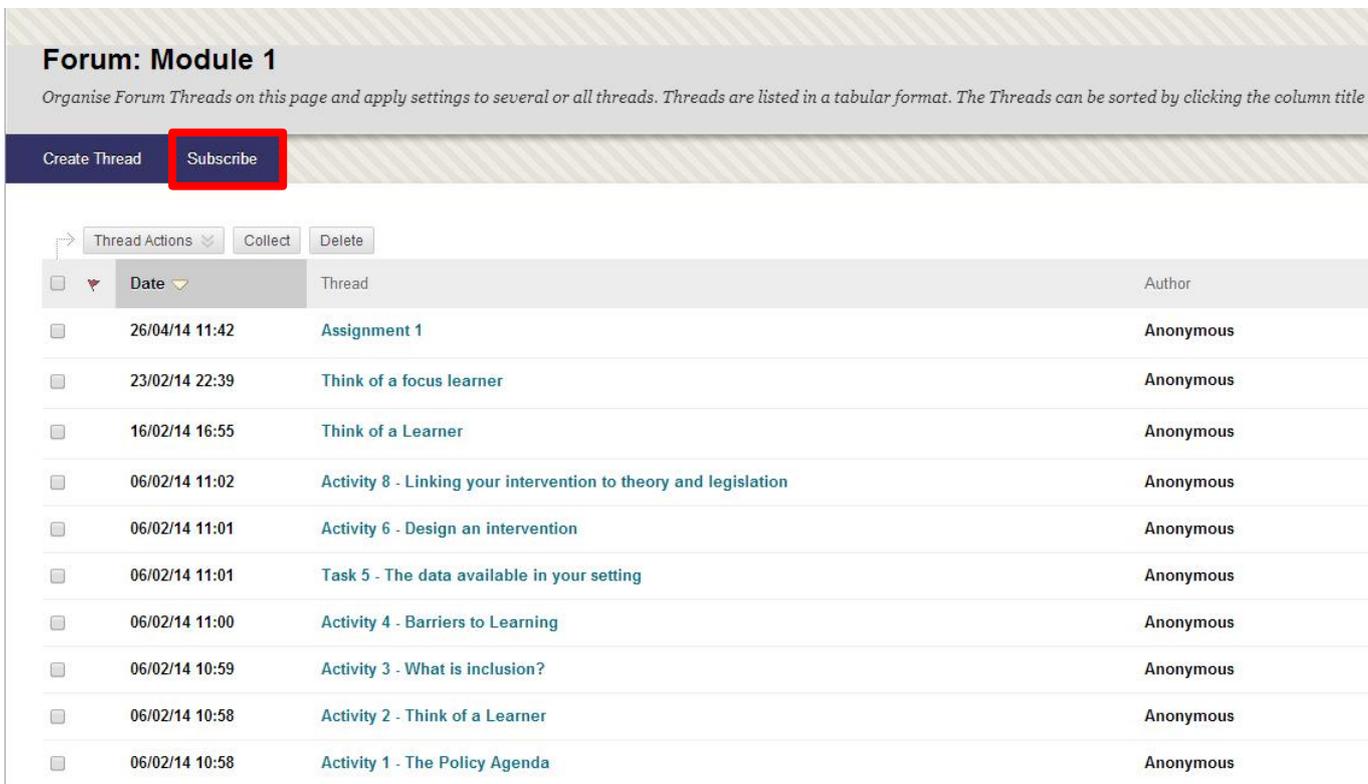
1. Enter Search term
2. Select where you want to search
3. Enter Date and Time
4. Click on Go

Once you have clicked on Go you will see the threads that have been found with the search criteria that have you have entered.

Learning Edge User Guide

Subscribe to a forum

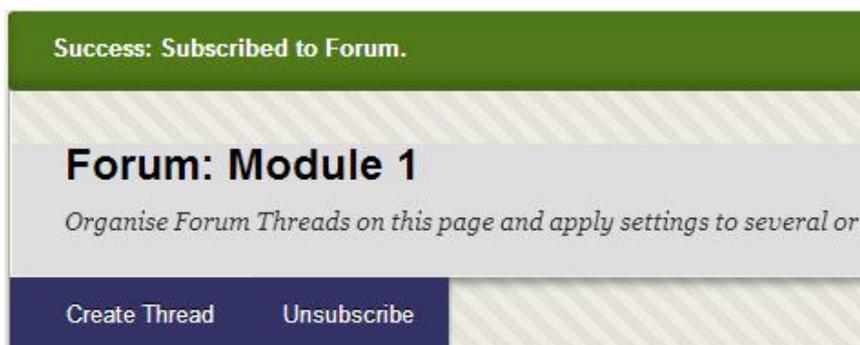
It is possible to subscribe to a forum to receive updates in your email when a new post has been made in that particular forum that you have subscribed to.



The screenshot shows the 'Forum: Module 1' interface. At the top, there is a header with the title 'Forum: Module 1' and a subtitle 'Organise Forum Threads on this page and apply settings to several or all threads. Threads are listed in a tabular format. The Threads can be sorted by clicking the column title'. Below the header, there are two buttons: 'Create Thread' and 'Subscribe'. The 'Subscribe' button is highlighted with a red box. Below the buttons, there is a table of forum threads. The table has columns for 'Date', 'Thread', and 'Author'. The threads listed are:

Date	Thread	Author
26/04/14 11:42	Assignment 1	Anonymous
23/02/14 22:39	Think of a focus learner	Anonymous
16/02/14 16:55	Think of a Learner	Anonymous
06/02/14 11:02	Activity 8 - Linking your intervention to theory and legislation	Anonymous
06/02/14 11:01	Activity 6 - Design an intervention	Anonymous
06/02/14 11:01	Task 5 - The data available in your setting	Anonymous
06/02/14 11:00	Activity 4 - Barriers to Learning	Anonymous
06/02/14 10:59	Activity 3 - What is inclusion?	Anonymous
06/02/14 10:58	Activity 2 - Think of a Learner	Anonymous
06/02/14 10:58	Activity 1 - The Policy Agenda	Anonymous

As seen above I am currently in the Forum for Module 1. If I wanted to receive updates in my email as soon as a new post was added in this forum I would click on the Subscribe button at the top.



The screenshot shows the 'Forum: Module 1' interface after a successful subscription. At the top, there is a green banner that says 'Success: Subscribed to Forum.'. Below the banner, there is a header with the title 'Forum: Module 1' and a subtitle 'Organise Forum Threads on this page and apply settings to several or'. Below the header, there are two buttons: 'Create Thread' and 'Unsubscribe'. The 'Unsubscribe' button is highlighted with a red box.

Once you have clicked on subscribe the button will change to Unsubscribe. This means you have successfully registered yourself to receive updates via email as soon as a new post has been made in this forum.

If you wish to unsubscribe then clicking on Unsubscribe will allow you to do so.

Learning Edge User Guide

Email

An email facility is available on Blackboard which allows you to send an email to your tutor or other students without knowing what their email address is. Files can also be attached when sending the email. Instructions on how to do this are shown below.

Sending Email



From the Menu Area under Tools select “**Email**”. Then select your option.

Send Email

Instructors can send email to all or selected individual Users, Students, Groups, Tec

- All Users**
Send email to all of the users in the Course.
- All Groups**
Send email to all of the Groups in the Course.
- All Associate Tutor (Module Tutor) Users**
Send email to all of the Associate Tutor (Module Tutor) users in the Course.
- All Student Users**
Send email to all of the Student users in the Course.
- All Instructor Users**
Send email to all of the Instructor users in the Course.
- All Observer Users**
Send email to all Observer users in the Course.
- Select Users**
Select which users will receive the email.
- Select Groups**
Select which Groups will receive the email.
- Single / Select Observer users**
Send an email to selected Observer users.

The option that you will mostly use is “**Select Users**”.

This will allow you to send information to your tutor or a fellow student in your course.

If you wanted to send a message to all students in your group you could use the “**Select Groups**” option.

Learning Edge User Guide

* Indicates a required field.

Cancel Submit

EMAIL INFORMATION

To

Available to Select	Selected
Anderson, Andrew Billington, Becky Chaplin, Charlie Dee, Deborah Flintstone, Frank Gopher, Gordon McLove, Erin	
Invert Selection Select All	Invert Selection Select All

From: OLAF RAETZEL (Raetzelo@edgehill.ac.uk)

Subject:

Message

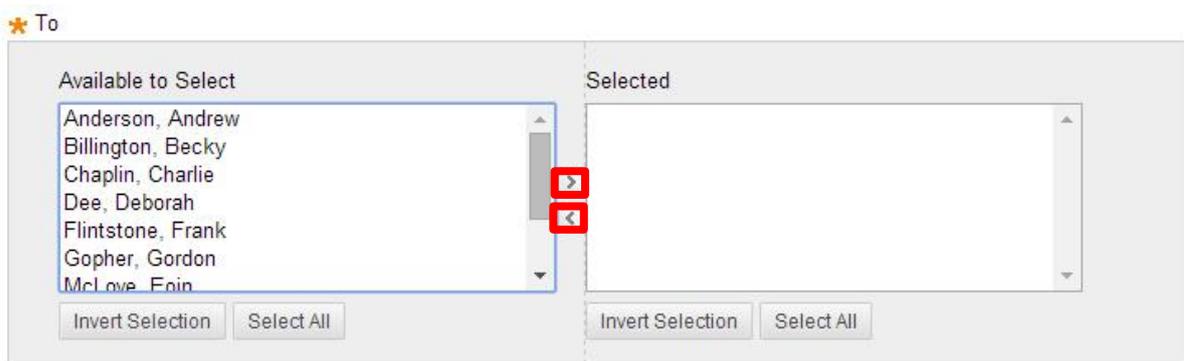
Path: p Words: 0

A copy of this email will be sent to the sender.
Return Receipt

Attachments [Attach a file](#)

Click Submit to proceed. Click Cancel to go back.

Cancel Submit



Select the user(s) you wish to send message to by clicking on the user name from available to select. Then use the right arrow to move it across into Selected.

You can also attach multiple files to the message using the attachments option below the message box.

Click on submit to send the message.

This message will then be sent to the users that you have selected.

Learning Edge User Guide

Viewing Email

An email sent to you by your tutor or a fellow student from Blackboard will be sent to your Edge Hill email account. This can be accessed from the GO Homepage.



Once you have logged into GO via the Edge Hill website there will be a series of links at the top of the page. To access your Edge Hill email click on “**Mail**”.

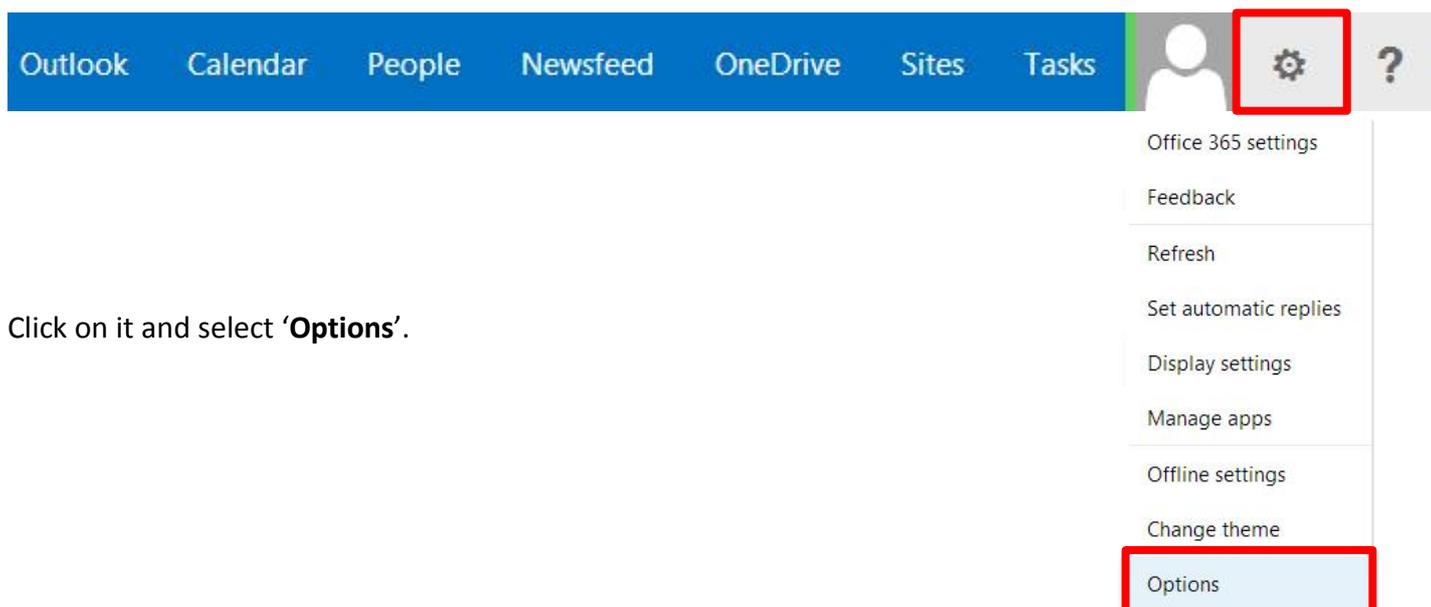
This will take you straight to your Edge Hill email account.

Forwarding Edgehill email to your personal account

You may choose to use your Edge Hill University email to manage your email communications whilst studying on this course, but you may also choose to use your own email account. If you currently access and manage your Edge Hill University email through Edge Hill Gmail via GO and you want to forward your emails from this account to another personal account follow these steps.

When you log in to your Edge Hill email account, you will be able to see your emails that have been sent to your student account.

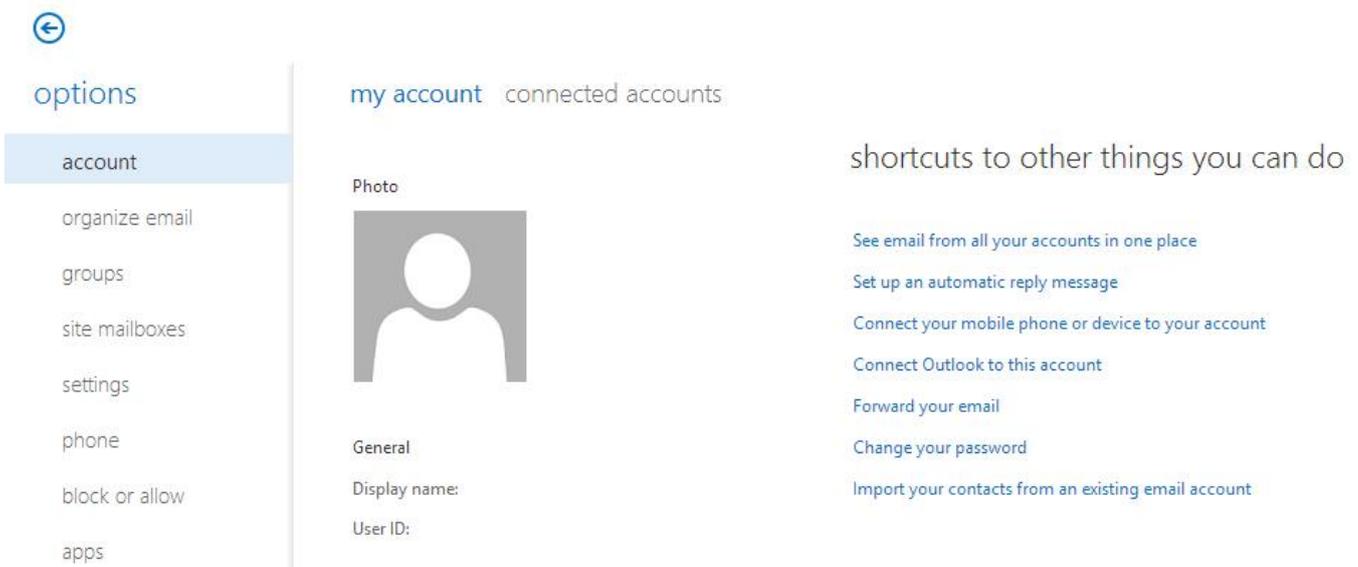
You will be able to see a ‘cog’ in the top right hand corner.



Click on it and select ‘**Options**’.

Learning Edge User Guide

The screen will change to look like below.



Click on **'Forwarding your email'**.

forwarding

Forward my email to:

Keep a copy of forwarded messages in Outlook Web App

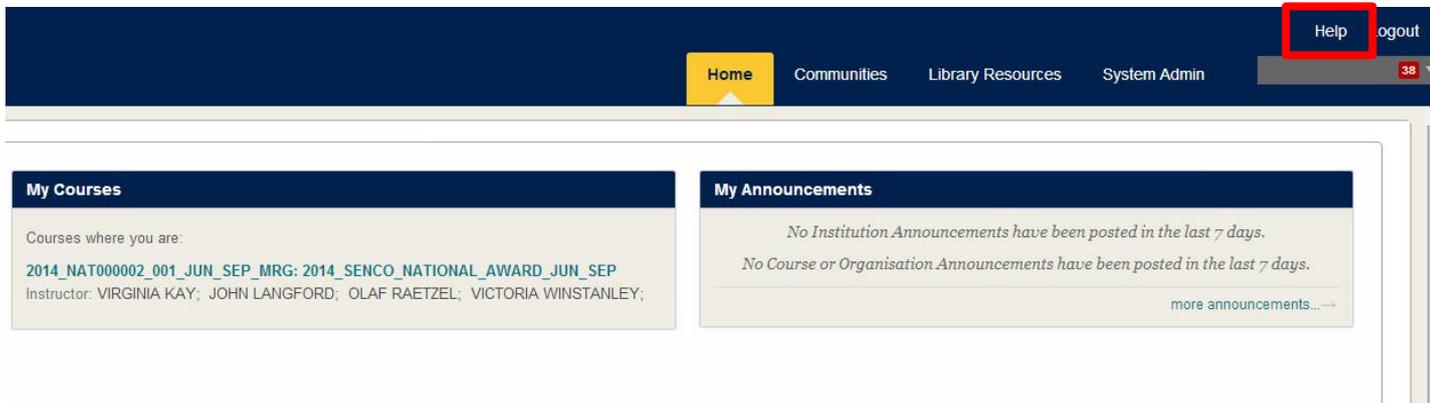
start forwarding

Type in your normal email address into the "Forward my e-mail to:" field and then click on the "start forwarding" button.

Once this process has been completed you should find that you will receive your email into your preferred inbox immediately.

Blackboard On Demand Help

Blackboard has provided a series of short video clips to get you familiarised with the different tools available on Blackboard. This can be accessed from the Home page as shown below.

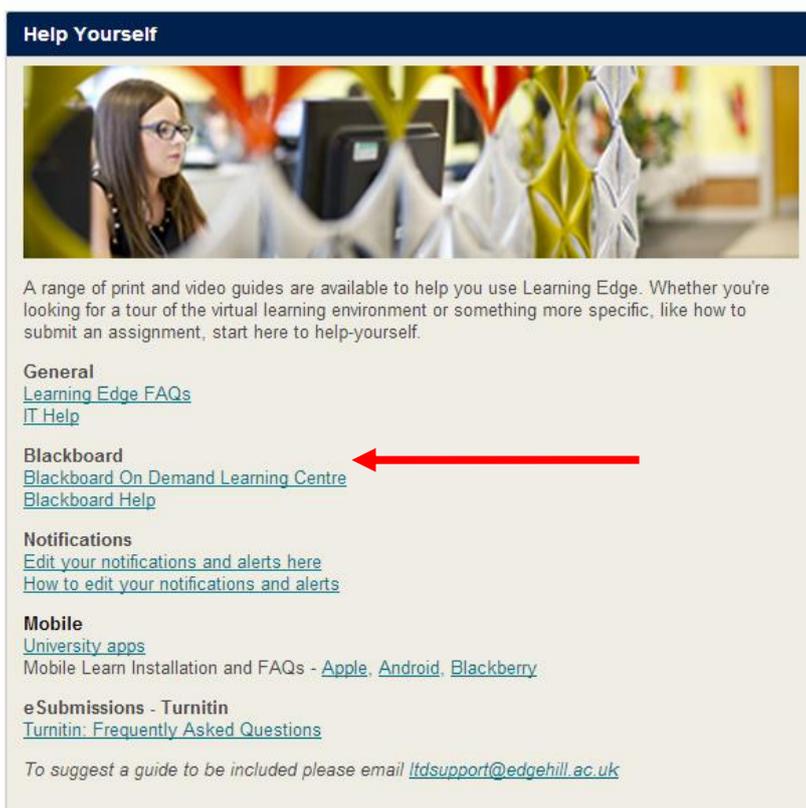


Select “Blackboard On Demand Learning Centre”.

This will take you to Blackboard’s On Demand Learning Centre website.

In the “Student On Demand Videos” section select “Blackboard Learn: For Students”.

There will be a series of short video clips covering a wide range of topics.



Student On Demand Videos

Blackboard Learn: For Students : The complete series of short video tutorials to help students use the various Blackboard Learn tools to be successful online.

Working in Your Course : A playlist to help students learn how to access course content, take tests, turn in assignments, and other course related activities.

Staying Organized and Communicating : A playlist to help students use course tools to communicate and manage course work.

Setting Your Preferences and Environment : A playlist to help students customize their Blackboard experience and set their preferences.

Accessing Blackboard on Mobile

It is now possible to access your course on Blackboard from your mobile. The application is called Blackboard Mobile Learn. The 'app' that delivers easy and convenient access to your courses whilst on the go can be accessed by anyone with a smartphone or tablet device (iPhone, iPod, iPad, Blackberry, Android).

The app gives you mobile 'friendly' access to your course dashboard, announcements, assignments, grades, discussions and handouts. You'll also be able to contribute to and comment on discussion and blog posts, and staff will be able to update announcements and journals and create new discussion threads.

Apple (iPad, iPhone, iPod Touch)

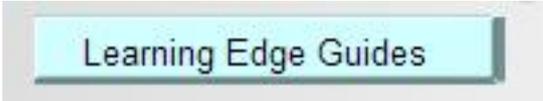
The Blackboard Mobile Learn app is available in the App store; search for Blackboard Mobile Learn to find it. There is one version for the iPhone/iPod touch, and a separate version for the iPad.

Android (HTC, Samsung)

The Blackboard Mobile Learn app is available in Google Play. Search for "Blackboard Mobile Learn" to find it.

Blackberry

BlackBerry devices with OS 4.3 or higher support Blackboard Mobile Learn. The Blackboard Mobile Learn app is available in the BlackBerry App World™. Search for "Blackboard Mobile Learn" to find it.



Learning Edge Guides

For further information on how to set up the Blackboard Mobile Learn App go onto Blackboard and Select Learning Edge Guides from the Menu Area and click on the Edge Hill University Apps link.

Learning Edge User Guide

Contact Details

If you have any difficulties accessing any materials on Blackboard or require any further help with anything mentioned in this guide then you contact me for further help. Contact details are shown below:

Name – Olaf Raetzel

Title - Learning Technology Development Officer

Email – raetzel@edgehill.ac.uk

Contact No – 01695 650844

Other Sources of Help and support for Students

The Help function within Learning Edge

Click the Help link above your name at the top right of the Learning Edge page to access 'Blackboard Help for Students'.

Learning Services Helpdesk

Contact the Learning Services Helpdesk if you need further assistance or have any further queries.

Telephone: 01695 650800 from 8.00am to 9.00pm Monday to Friday and 11.00am to 6.00pm at weekends, please check the [opening hours](#) pages outside of University term time.

Email: lsdesk@edgehill.ac.uk