



CDX Learning Systems™

NAVIGATE Training Manual

INSTRUCTOR'S MANUAL



JONES & BARTLETT LEARNING
NAVIGATE™

jblearning.com/navigate | info@jblearning.com | 978-443-5000

Contents

1	Course Access and Enrollment	4
	Logging in to Navigate	5
	Redeeming an Access Code and Creating an Account	8
	Redeeming an Access Code within an Existing Account	14
	Redeeming a FISDAP Access Code and Creating a FISDAP Profile	21
	Resetting My Password	28
	Adding Instructors to My Navigate Course	32
	Unenrolling Students from a Course	36
	Requesting a Course Copy	40
	Personalizing and Managing My User Account	46
2	Course Setup and Customization	54
	Changing My Time Zone	55
	Creating Topics and Sections in a Course	58
	Moving and Rearranging Course Content	60
	Adding Files or Documents to a Course	63
	Deleting a Course Item	68
	Retrieving a Deleted File or Resource	70
	Hiding Course Items From My Students	72
	Applying Access Restrictions or Gating Student Progress	74
	Editing Item Names or Labels in The Course	79
	Embedding a Video in My Course	80
	Adding a Link to an External Website	87
	Setting Up eBook User Groups for Note Sharing	93
	Creating Student Groups	97
	Adding and Configuring Course Blocks	106
3	Testing and Quizzing	112
	Creating a Custom Quiz	113
	Editing a Quiz	127
	Reviewing and Making Changes to Students' Quiz Results	130
	Setting Quiz Due Dates and Time Limits	135
	Changing the Way Quiz Questions are Displayed to Students	138
	Setting the Number of Attempts for a Quiz and How It Is Graded	142
	Managing the Way Students Review Quiz Results and Feedback	144
	Creating Custom Quiz Questions	149
	Applying Exceptions to Quizzes for Individual Students	153
	Printing a Quiz	158

3	Testing and Quizzing (continued)	
	Using the Regrade Function	165
	Adding Questions to a Quiz	170
	Editing Quiz Activity Settings in Bulk	178
4	Assignments	183
	Creating an Assignment	184
	Grading an Assignment	194
	Bulk Editing Assignment Activity	201
	Grading Assignments with the Annotation Tool	205
5	Discussion Forums	211
	Setting Up Online Discussion Forums	212
6	Gradebook	223
	Setting Up the Gradebook	224
	Navigating the Gradebook	238
	Manually Entering or Changing Grades in the Gradebook	246
	Setting Up a Weighted Gradebook	254
	Creating a Manually Graded Activity	263
	Exporting the Gradebook	267
	Reviewing Test Item Analysis of Students' Quiz Results	270
	Interpreting Test Item Analysis Results	278
7	Reporting and Tracking	285
	Setting Up Online Attendance Tracking	286
	Recording Student Attendance By Class	297
	Enabling and Applying Course Activity Completion Tracking	302
	Verifying or Tracking Individual Student Online Activity	314
	Reporting Time That My Students Spend in The Course	319
	Reviewing eBook Analytics	324
8	Communications	339
	Sending My Students Messages	340
	Using The Course Calendar	343
	Managing Course Notifications	351
	Setting Up a Live Course Chat Session	353
	Posting a Course Announcement	358
9	Special Course Resources	365
	Using TestPrep	366
	Using the eBook	379
	Accessing the eBook on a Mobile Device and Offline	397

1

Course Access and Enrollment

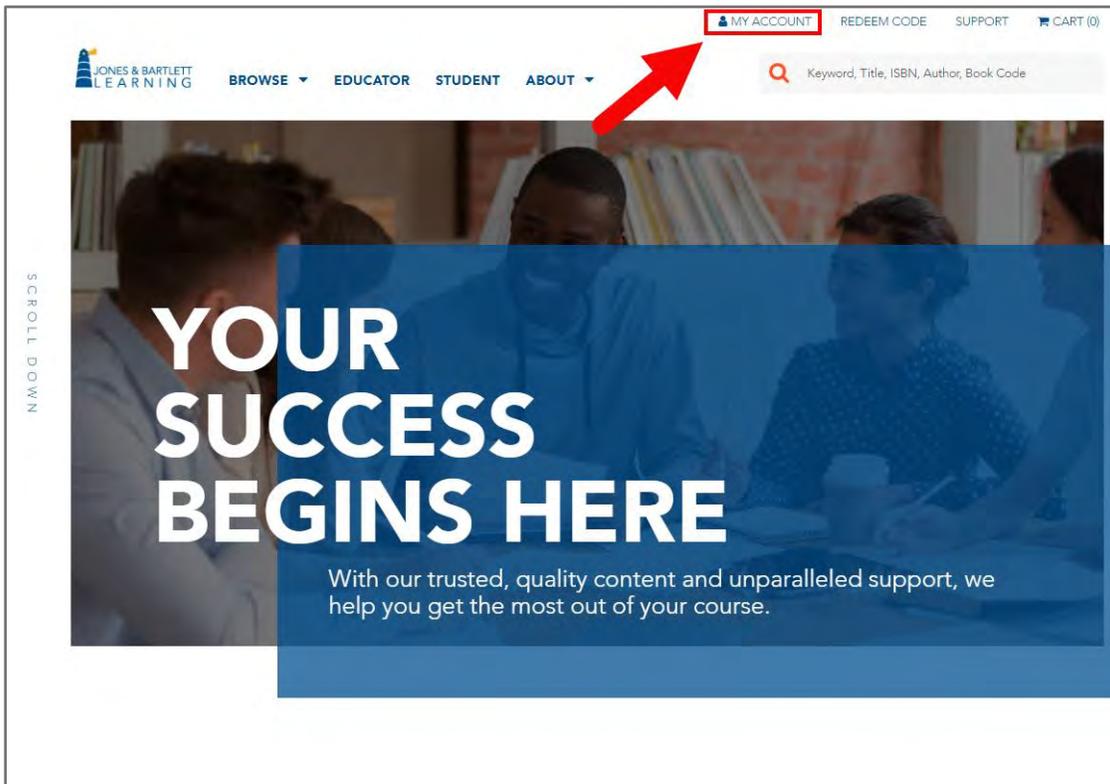
This section provides guidance with accessing courses and enrolling/unenrolling instructors and students in the course.



How to Log in to Navigate

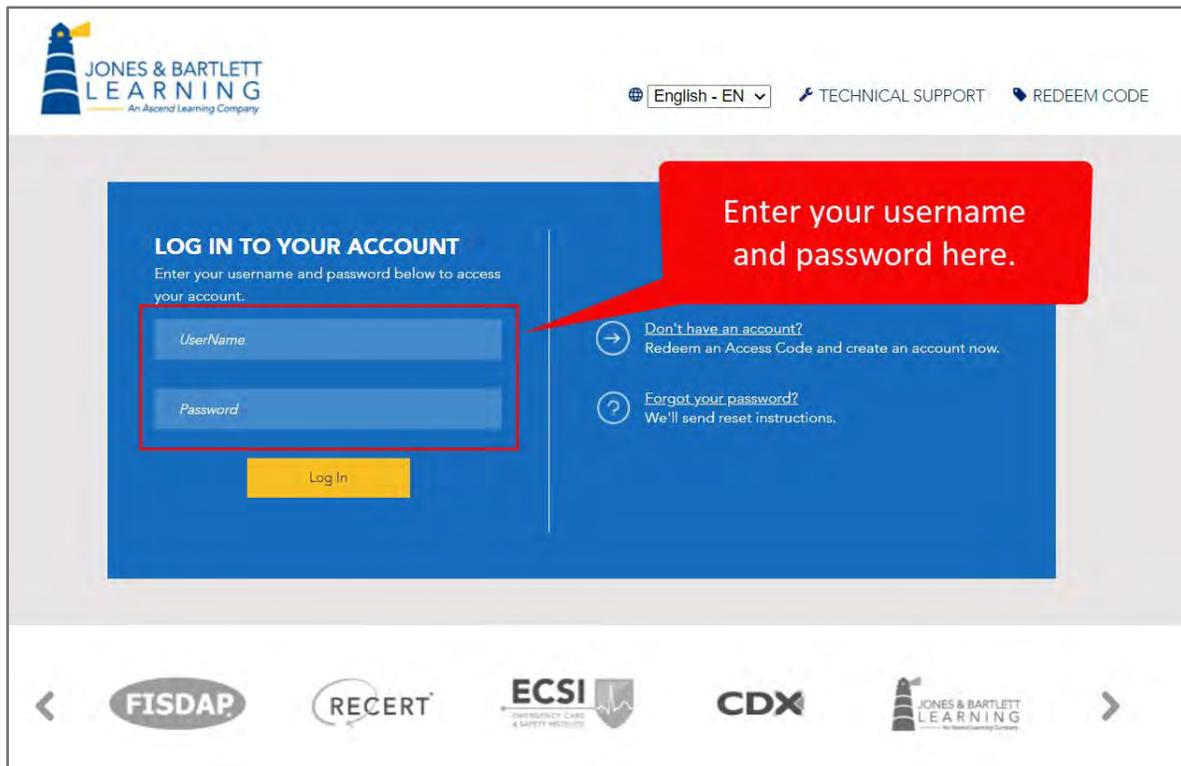
This document contains instructions to help you log in to Navigate.

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.



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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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- 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 interface of the Jones & Bartlett Learning account. At the top left is the logo for Jones & Bartlett Learning, with the tagline "An Ascend Learning Company". To the right of the logo are links for "English - EN", "TECHNICAL SUPPORT", and "REDEEM CODE". Below the logo is a navigation bar with "Jones | Log Out", "LEARNERS", "PRODUCTS" (highlighted in blue), and "ACCOUNT".

Below the navigation bar is a section with tabs for "ACTIVE", "EXPIRED", and "NOTIFICATIONS". To the right of these tabs are buttons for "Show/Hide Products" and "Redeem Access Code".

The main content area is a table with the following columns: HIDE, PRODUCT, NICKNAME, COURSE ID, and ALERT. The table contains two rows of active products:

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 of the page is a footer with logos for CDX, Jones & Bartlett Learning, TARASCON, PUBLIC SAFETY GROUP, and FISDAP.

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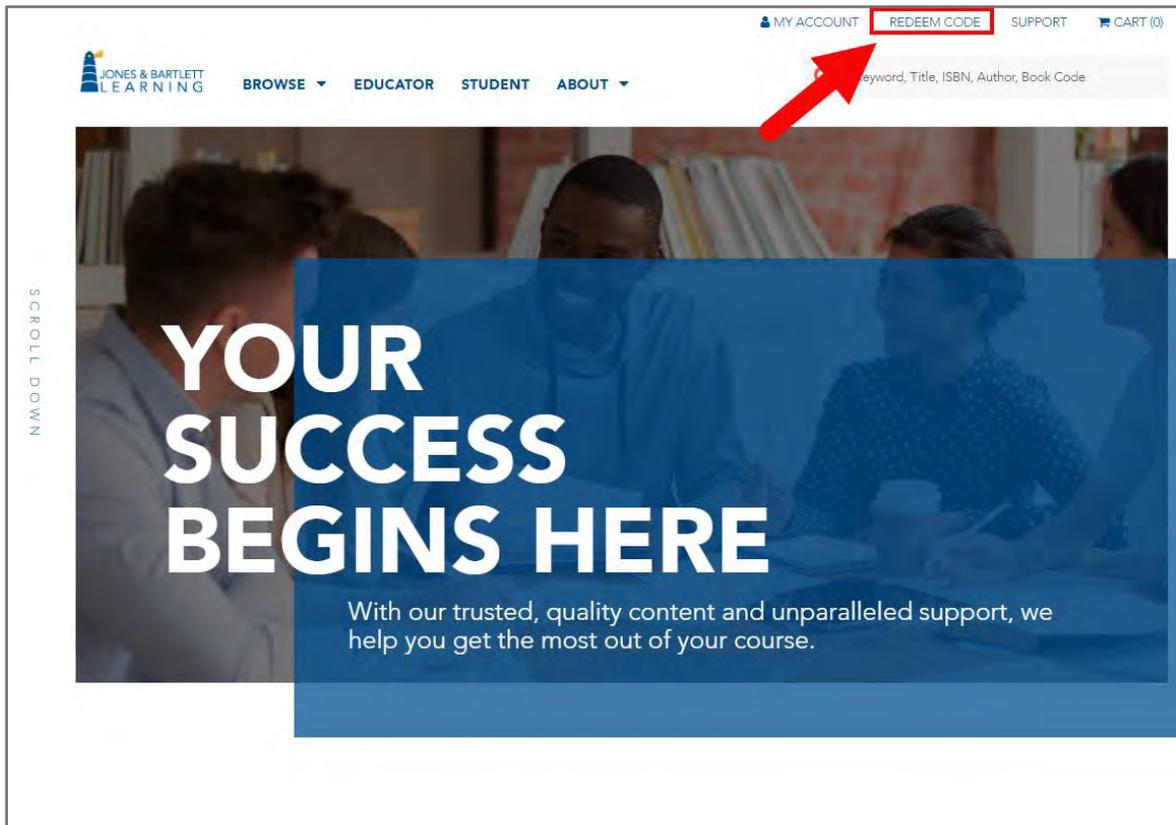


CDX Learning Systems

How to Redeem an Access Code and Create an Account

This document contains instructions on how to redeem a 10-digit access code and create a new user account to start your access to a Jones & Bartlett Learning digital product.

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.

The screenshot shows a 'Terms of Use' page with a yellow header. Below the header, it says 'Please read and accept the following terms to continue.' There are two sections: 'Terms & Conditions' and 'Privacy Policy'. Each section has a date, a link to the policy, and a checked checkbox for agreement. A red callout bubble points to the 'Terms & Conditions' link with the text 'Read the linked policies'. Another red callout bubble points to the checkboxes with the text 'Check the agreement boxes'. At the bottom right, there are two buttons: 'Do Not Agree' and 'Agree'.

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.

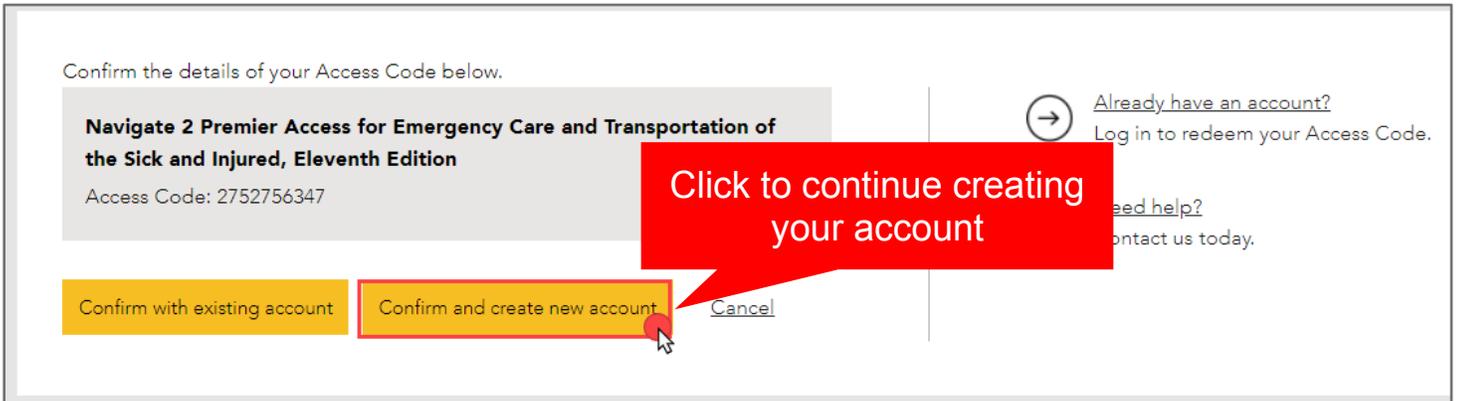
The screenshot shows the 'Redeem an Access Code' page. At the top left is the Jones & Bartlett Learning logo. At the top right are links for 'English - EN', 'TECHNICAL SUPPORT', and 'REDEEM CODE'. The main heading is 'Redeem an Access Code'. Below it, it says 'Redeem your Access Code below to set up an account and access your content.' There is a text input field labeled 'Access Code (Required)' with a question mark icon. A red callout bubble points to this field with the text 'Enter in 10-digit access code here and then click "Redeem."'. Below the input field is a yellow 'Redeem' button. To the right, there are two help links: 'Already have an account?' and 'Need help?'. At the bottom right, there is a paragraph of text about Adobe Flash support.

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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 page 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 content area has a light gray background. On the left, there is a form with the heading "Redeem your Access Code below to set up an account and access your content." Below this heading are two input fields: "Access Code (Required)" with a help icon and a value of "1234567890", and "Course ID (Optional)" with a help icon and a placeholder "Course Id". A yellow "Continue" button is located below the Course ID field. 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." On the right side of the form, there are two links: "Already have an account?" with a right arrow icon and the text "Log in to redeem your Access Code.", and "Need help?" with a question mark icon and the text "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."

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



7. 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.”

JONES & BARTLETT LEARNING
An Ascend Learning Company

English - EN TECHNICAL SUPPORT REDEEM CODE

Create an Account

All information is required unless otherwise noted.

Account Information

Email Address

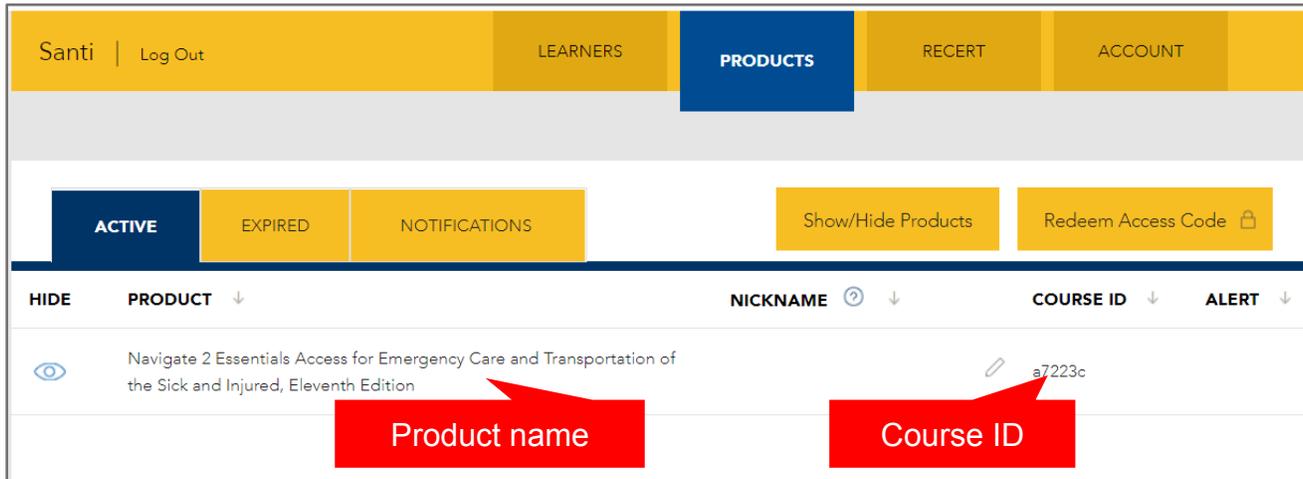
Re-enter Email Address

Password

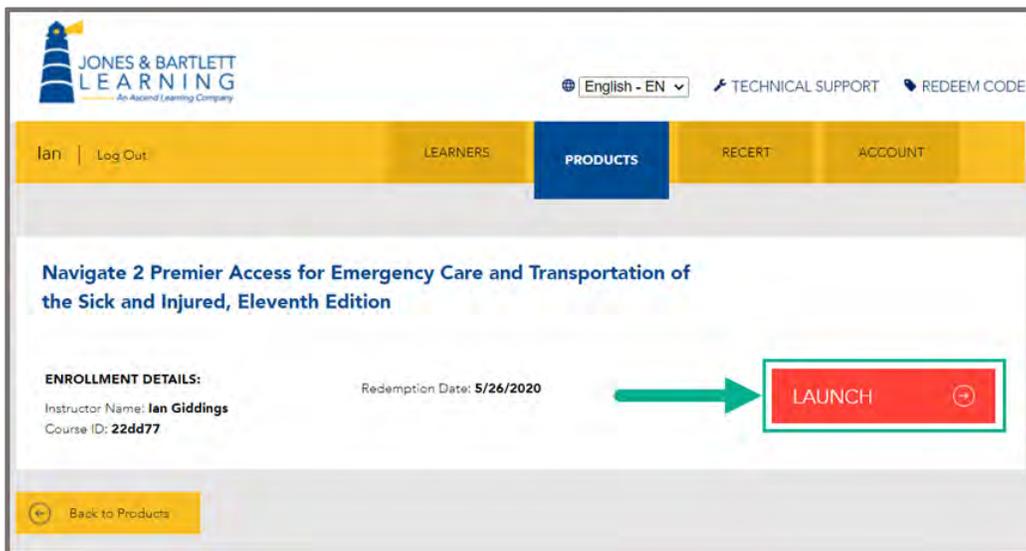
Re-enter Password

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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.

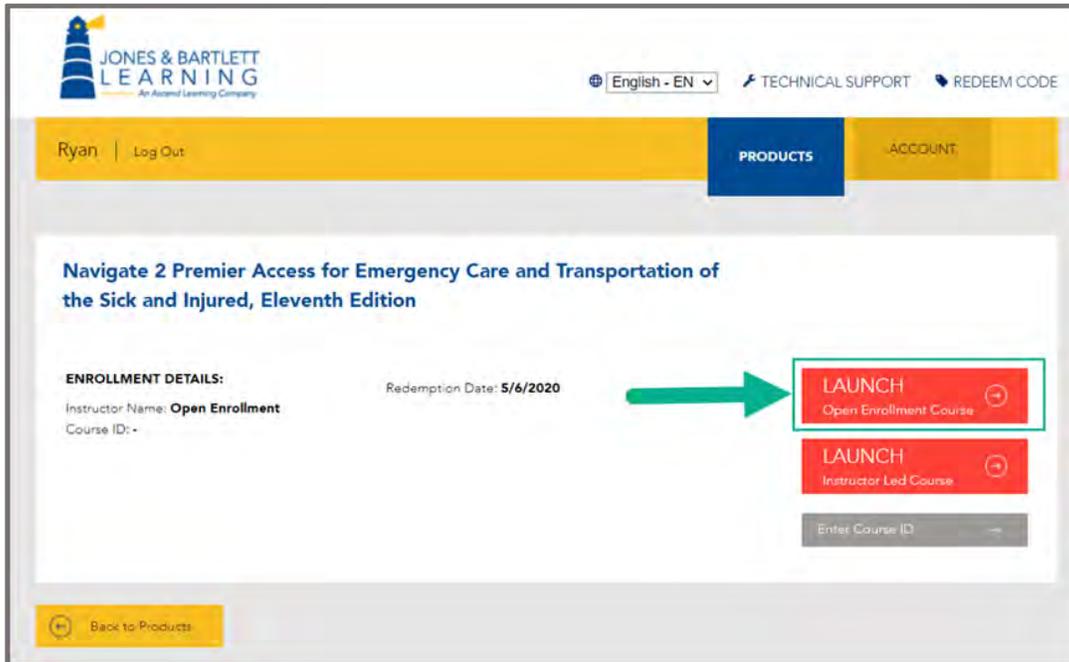


9. To open your product, click on its name. This takes you to a launch page for the first time, displaying various options depending on your product type.
- If you are accessing a standalone eBook, self-paced course, or if you previously entered your course ID during registration, you may click the red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

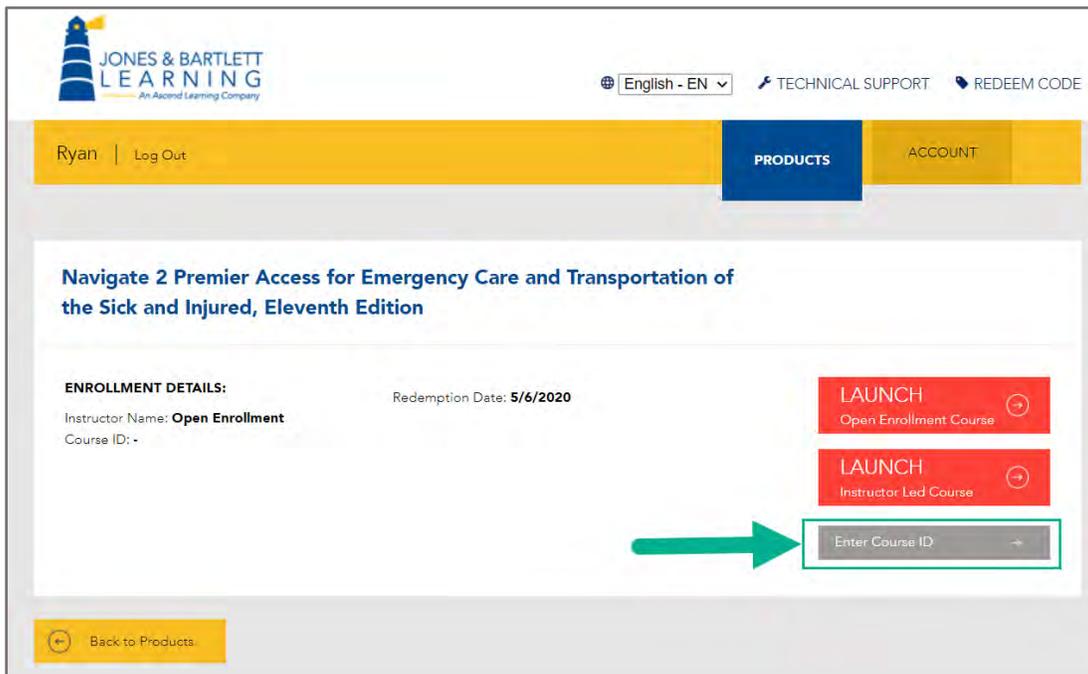


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- b. If you are accessing digital content independently and do not need to enroll in an instructor-led course, click the **LAUNCH Open Enrollment Course** button.



- 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.

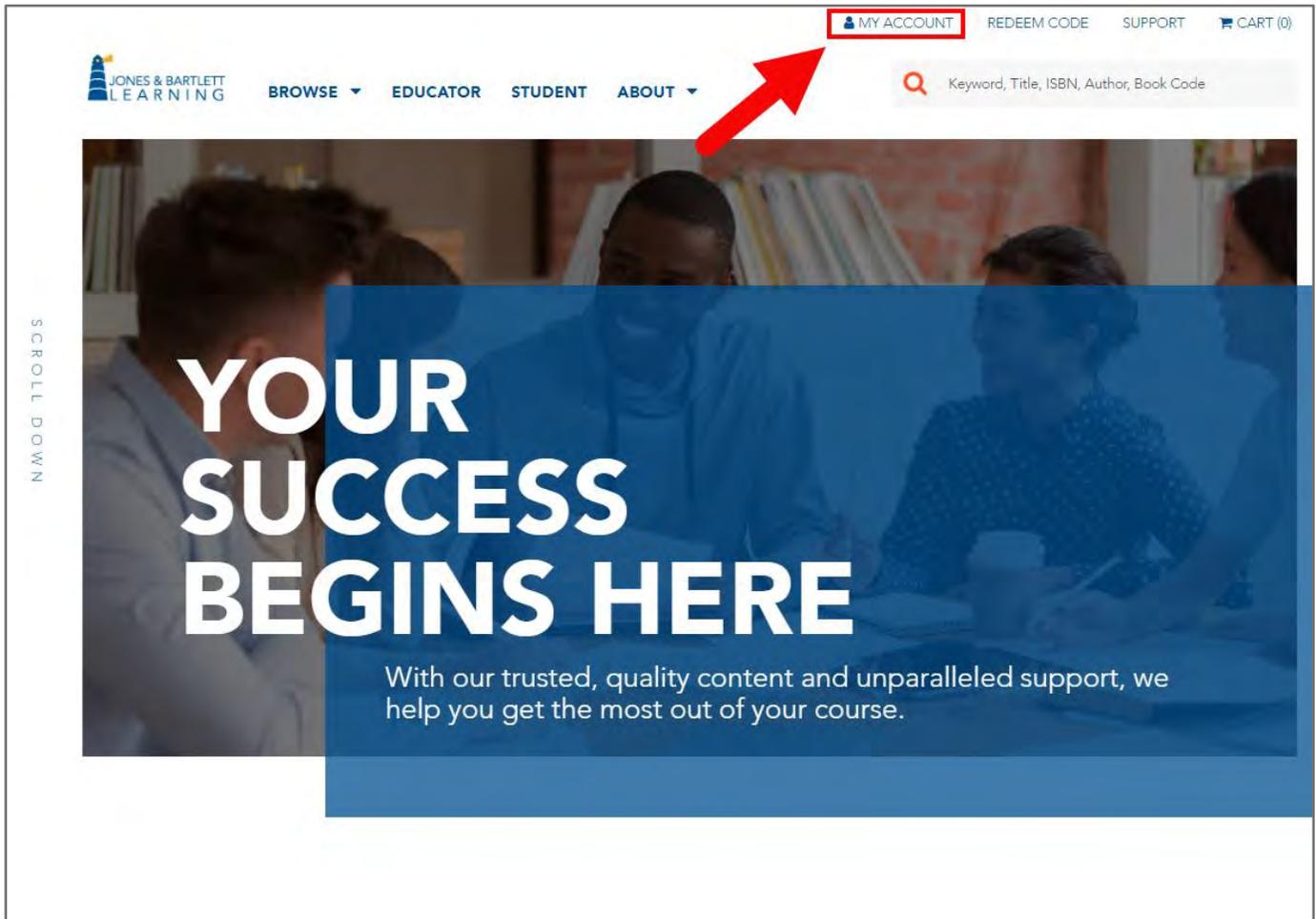


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How to Redeem an Access Code within an Existing Account

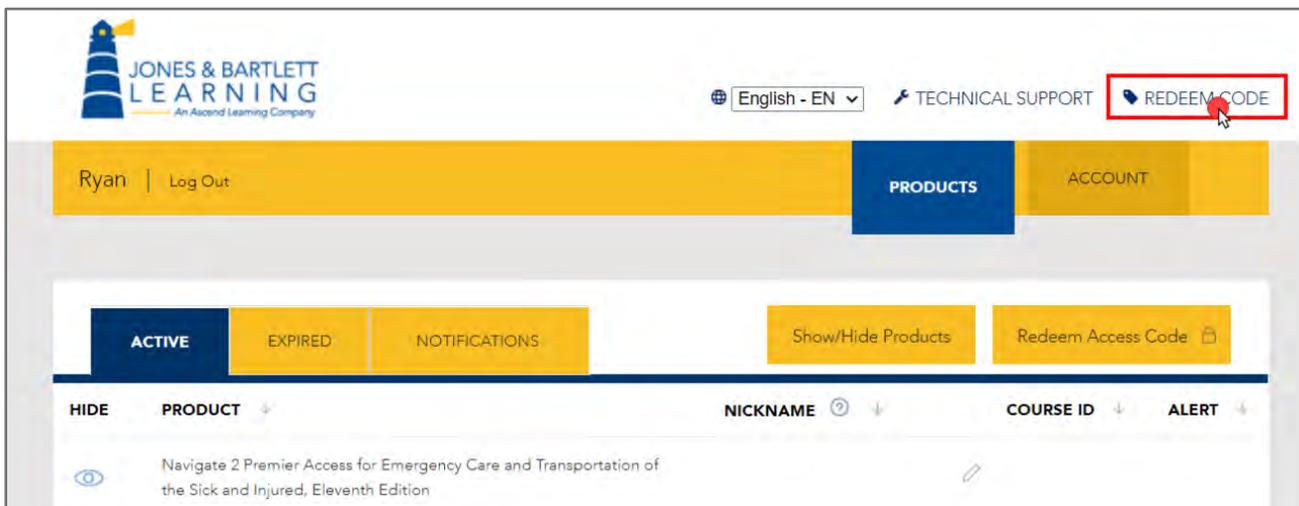
This document contains instructions for redeeming a Jones & Bartlett Learning access code within an existing User Account online.

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.

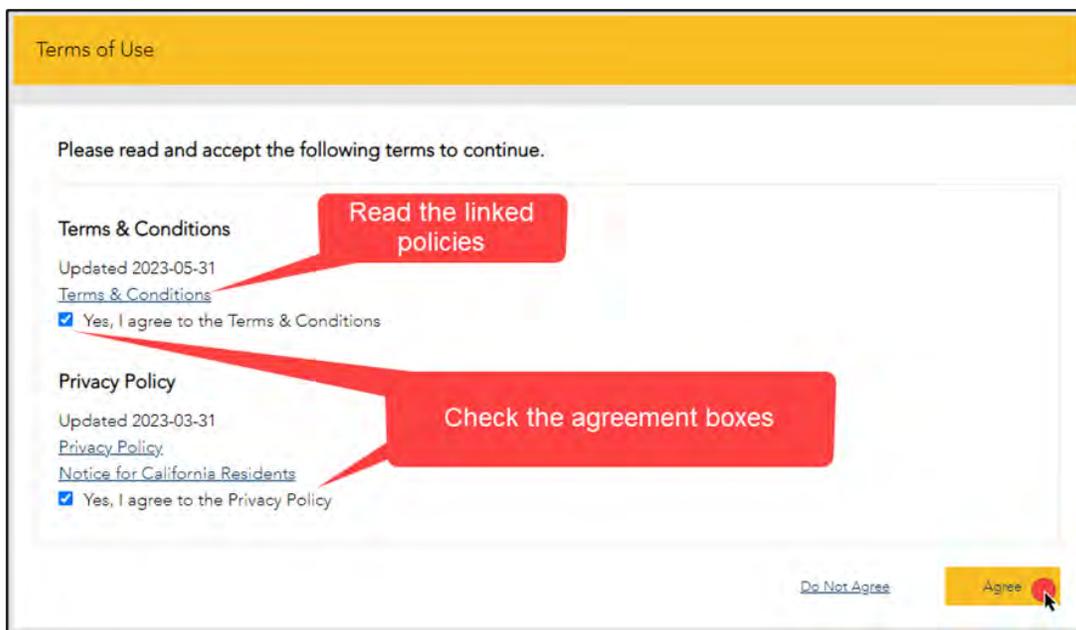


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- Once you have logged into your account, click on the **Redeem Code** option at the top right of the page.



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



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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.

The screenshot shows the 'Redeem an Access Code' page. At the top left is the Jones & Bartlett Learning logo. To the right are links for 'English - EN', 'TECHNICAL SUPPORT', and 'REDEEM CODE'. Below the header is a yellow bar with the title 'Redeem an Access Code'. The main content area contains the following text: 'Redeem your Access Code below to set up an account and access your content.' Below this is the label 'Access Code (Required)' with a question mark icon. A text input field labeled 'Access Code' is present. Below the input field is a yellow 'Redeem' button. To the right of the form are two help links: 'Already have an account?' with a right arrow icon and 'Need help?' with a question mark icon. 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.'

Enter in 10-digit access code here and then click "Redeem."

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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.

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) ⓘ

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

[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.

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

HIDE	PRODUCT	NICKNAME	COURSE ID	ALERT
	Navigate 2 Essentials Access for Emergency Care and Transportation of the Sick and Injured, Eleventh Edition		a7223c	

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.

ENROLLMENT DETAILS:
Instructor Name: Ian Giddings
Course ID: 22d77
Redemption Date: 5/26/2020

LAUNCH

Back to Products

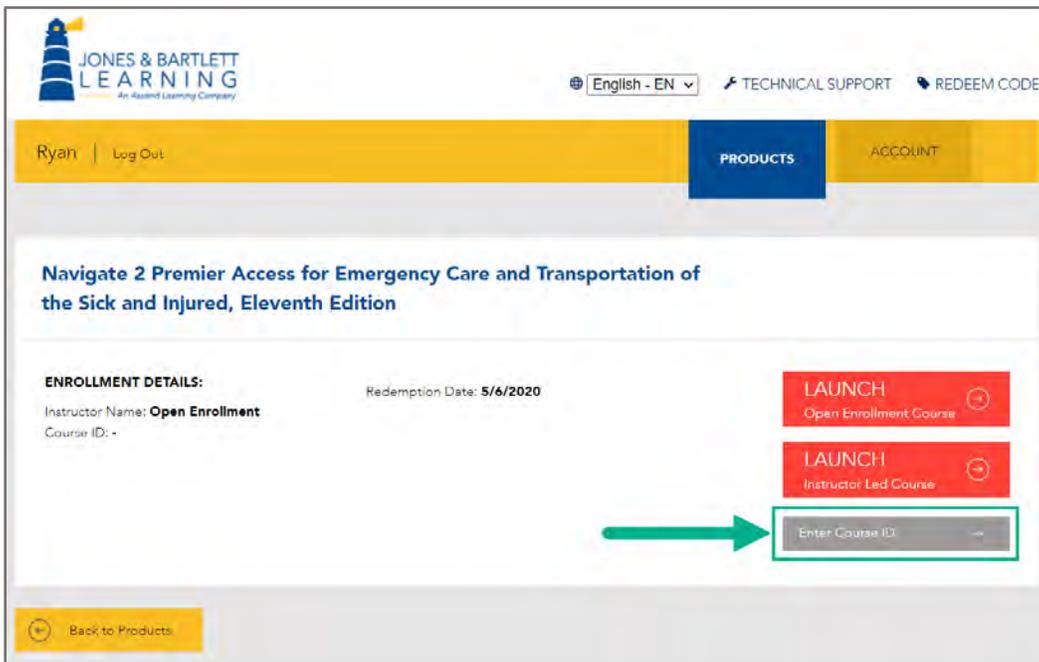
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- b. If you are accessing digital content independently and do not need to enroll in an instructor-led course, click the **LAUNCH Open Enrollment Course** button.

The screenshot displays the Jones & Bartlett Learning website interface. At the top left is the logo for Jones & Bartlett Learning, with the tagline "An Ascend Learning Company". To the right of the logo are links for "English - EN", "TECHNICAL SUPPORT", and "REDEEM CODE". Below the header, a navigation bar shows the user's name "Ryan" and a "Log Out" link, followed by "PRODUCTS" and "ACCOUNT" buttons. The main content area features a title for "Navigate 2 Premier Access for Emergency Care and Transportation of the Sick and Injured, Eleventh Edition". Underneath, the "ENROLLMENT DETAILS" section lists "Instructor Name: Open Enrollment" and "Course ID: -". A "Redemption Date: 5/6/2020" is also displayed. A green arrow points from the redemption date to a red button labeled "LAUNCH Open Enrollment Course". Below this is another red button labeled "LAUNCH Instructor Led Course" and a grey button labeled "Enter Course ID". At the bottom left, there is a "Back to Products" button.

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- 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.

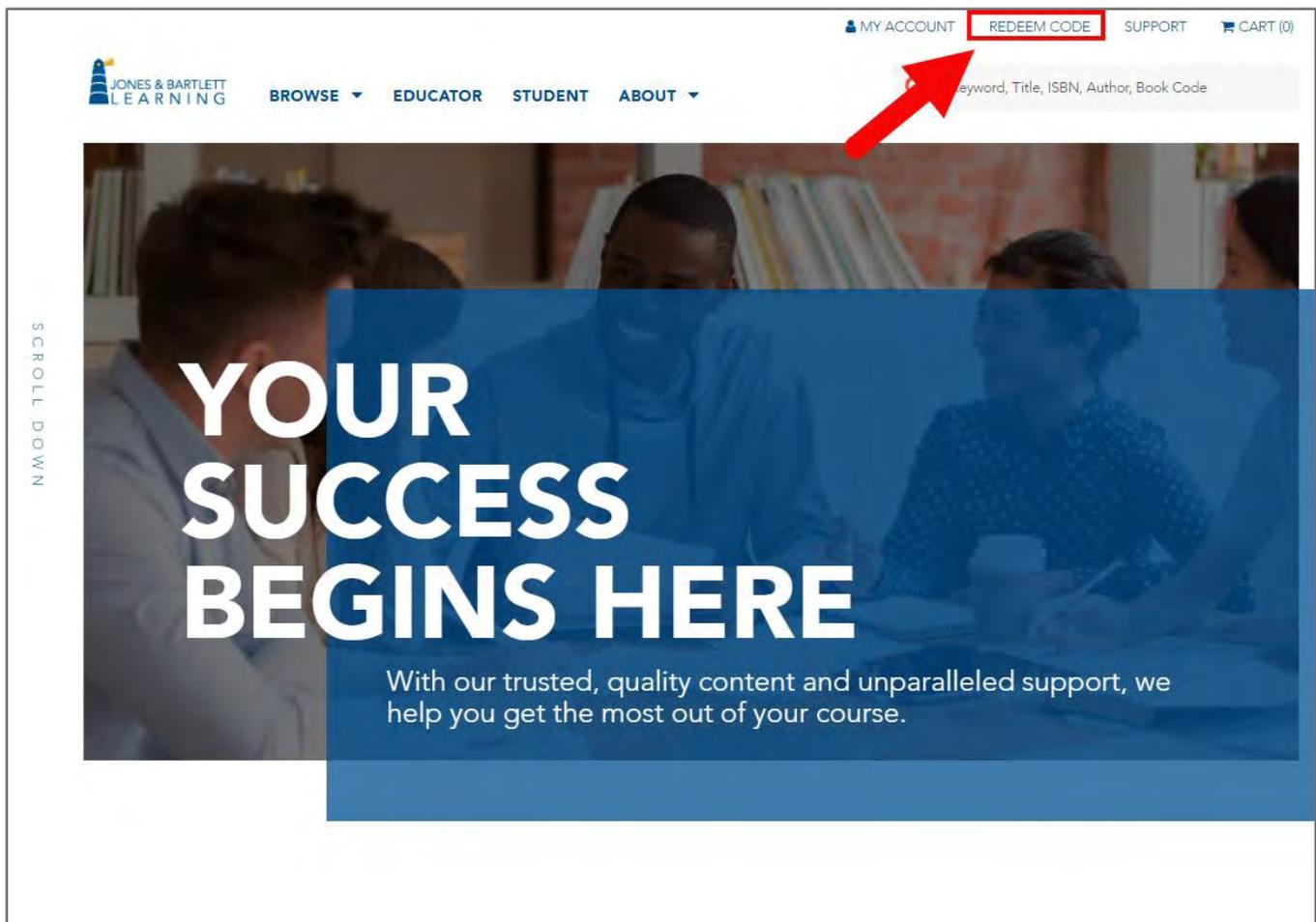


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How to Redeem a FISDAP Access Code and Create a FISDAP Profile

This document contains instructions on how to redeem a 10-digit access code to create a new FISDAP user account and register in your program.

1. Open your web browser and navigate to www.jblearning.com. We 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. Read both the **Terms and Conditions** and **Privacy Policy** linked on the following page. Acknowledge your acceptance by checking the respective checkboxes under each, then click the **Agree** button to continue.

The screenshot shows a 'Terms of Use' page with a yellow header. Below the header, it says 'Please read and accept the following terms to continue.' There are two sections: 'Terms & Conditions' (updated 2023-05-31) and 'Privacy Policy' (updated 2023-03-31). Each section has a link to the respective document and a checked checkbox indicating agreement. A red callout bubble points to the links with the text 'Read the linked policies'. Another red callout bubble points to the checkboxes with the text 'Check the agreement boxes'. At the bottom right, there are two buttons: 'Do Not Agree' and 'Agree' (highlighted with a red circle).

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.

The screenshot shows the 'Redeem an Access Code' page. At the top left is the Jones & Bartlett Learning logo. At the top right are links for 'English - EN', 'TECHNICAL SUPPORT', and 'REDEEM CODE'. The main heading is 'Redeem an Access Code'. Below it, it says 'Redeem your Access Code below to set up an account and access your content.' There is a text input field labeled 'Access Code (Required)' with a help icon. Below the field is a yellow 'Redeem' button. A red callout bubble points to the input field with the text 'Enter in 10-digit access code here and then click "Redeem."'. To the right of the input field, there are two links: 'Already have an account?' (with a right arrow icon) and 'Need help?' (with a question mark icon). Below these links is a paragraph of text about Adobe Flash support.

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5. The code is processed, and a new optional **Course ID** field opens:

- 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 unlocks 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 steps for entering your course IDs is covered in Step 9b of this document.

The screenshot shows a web form titled "Redeem an Access Code". At the top, a yellow banner contains the title. Below it, a green banner with a smiley icon contains the instruction: "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 grey background and contains the text: "Redeem your Access Code below to set up an account and access your content." Below this are two input fields: "Access Code (Required)" with a help icon and a value of "1234567890", and "Course ID (Optional)" with a help icon and a placeholder "Course Id". A yellow "Continue" button is positioned 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 about Adobe Flash support ending on December 31, 2020, and a link to <http://get.adobe.com/flashplayer>. A red callout box with white text points to the Course ID field, stating: "If applicable, you may enter in your course ID at his time. Course IDs must be retrieved from your instructor."

6. Review your Fisdap product information on the following page, then choose whether to create a new PSG user account or to redeem Fisdap access within an existing account.

Confirm the details of your Access Code below.

Fisdap Internship Package: Paramedic
Access Code: 8266524299

[Confirm with existing account](#) [Confirm and create new account](#) [Cancel](#)

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

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

7. 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.”

 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

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8. Once you have entered in the required information, 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 previously entered during registration.

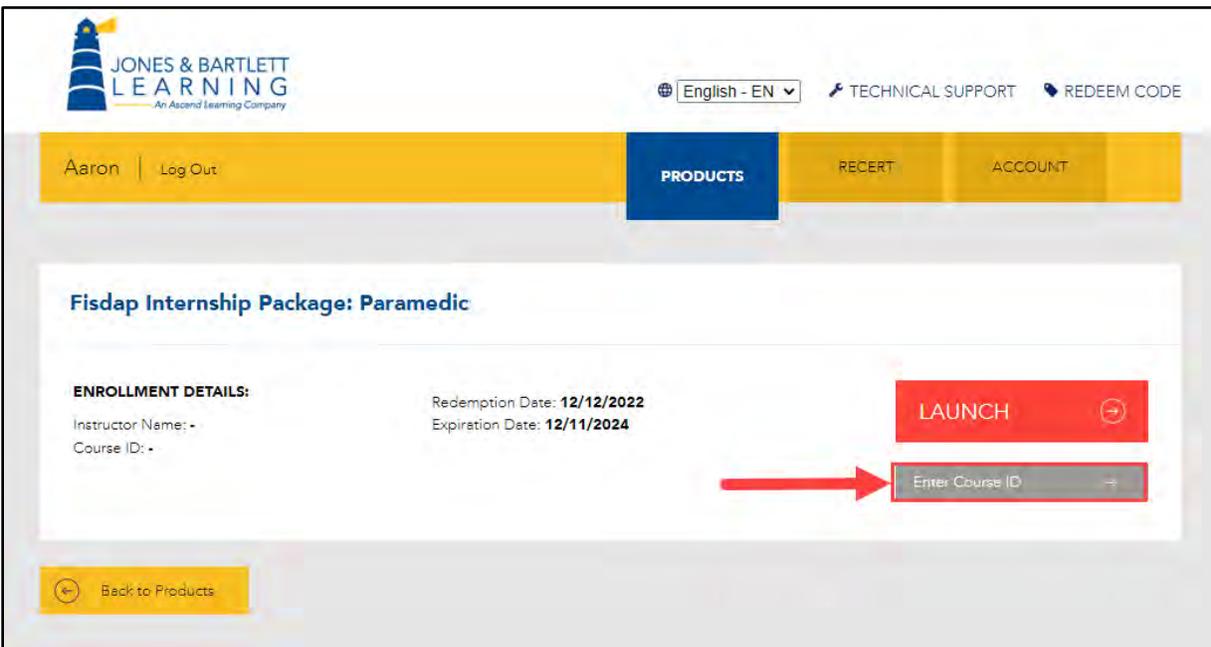
The screenshot shows a user account page with a navigation bar at the top containing 'Aaron | Log Out', 'PRODUCTS', 'RECERT', and 'ACCOUNT'. Below the navigation bar are tabs for 'ACTIVE', 'EXPIRED', and 'NOTIFICATIONS', along with buttons for 'Show/Hide Products' and 'Redeem Access Code'. A table lists products with columns for 'HIDE', 'PRODUCT', 'NICKNAME', 'COURSE ID', and 'ALERT'. The first product listed is 'Fisdap Internship Package: Paramedic' with a course ID of 'B34CC2'. Red arrows point from the product name and course ID to labels 'Product name' and 'Course ID' respectively.

9. Click on the FISDAP product listed. This takes you to a launch page for the first time.
- If you previously entered your course ID during registration, you may click the red **LAUNCH** button to access the program.

The screenshot shows the launch page for the 'Fisdap Internship Package: Paramedic' product. The page features the Jones & Bartlett Learning logo and navigation options like 'English - EN', 'TECHNICAL SUPPORT', and 'REDEEM CODE'. The main content area displays the product title and enrollment details: 'ENROLLMENT DETAILS: Instructor Name: Tashi Wangmo, Course ID: B34CC2, Redemption Date: 12/12/2022, Expiration Date: 12/11/2024'. A prominent red 'LAUNCH' button is visible, with a red arrow pointing to it. A 'Back to Products' button is located at the bottom left.

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



10. When launching your FISDAP program, read the **Research Consent** form and select your desired preferences. Then click **Submit**.

Research Consent

Dear EMS student:

The Field Internship Student Data Acquisition Project (Fisdap) is a computerized system that tracks your experiences during your internships and clinicals. The data that you enter is meant to help measure your learning and provide your instructors with a better tool to assist you in improving and measuring your clinicals and field experiences. The data that you enter is confidential and can only be viewed by your instructor(s) and preceptor(s).

Inver Hills Community College would like your permission to anonymously use your data for research purposes. Your name and other identifying information will not be linked in any way to your data, so your privacy is protected. Only the Fisdap computer programmer(s), your instructor(s), and preceptor(s) will know your name.

Participation in this research will not cost you anything and does not pose any foreseeable risk to your physical or psychological safety, but will be critical in the improvement of EMS education programs. There is a pressing need for more research in EMS education. Instructors are making decisions about your and future EMS education programs without having good research to substantiate those choices.

Your consent to allow us to use your anonymous data in this research is voluntary. Your refusal to allow us to use your data will involve no penalty or loss of any privileges/benefits to which you are currently entitled. You are free to withdraw your consent at any time.

I do not consent to having my anonymous data used for research purposes.
 I consent to having my anonymous data used for research purposes.

Inver Hills Community College would also like to obtain your permission to release your anonymous data to other person(s) or college(s) who may want to do research. The release of this anonymous data would involve no cost to you or the researching person(s) or college(s).

I do not consent to having my anonymous data released to other person(s) or college(s) for research purposes only.
 I consent to having my anonymous data released to other person(s) or college(s) for research purposes only.

Student Name: Aaron Ramsdales
 Date: December 12, 2022

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

11. Within Fisdap, take a moment to update your profile information under the **Account** tab to ensure all your individual information is reflected correctly within your program.

The screenshot shows the Fisdap user interface. At the top, the user is logged in as Aaron! (aramsdale@jblearning.com) | Paramedic student at Prince Sultan bin Abdul Aziz College for EMS. The navigation bar includes tabs for MyFisdap, Shifts, Learning Center, Reports, Account (highlighted in red with a red arrow), Community, and Help. Below the navigation bar, the 'Account' section is visible, containing 'My Account' with sub-sections: 'Account Information' (highlighted in red with a red arrow), 'Upgrade', 'Program Evaluations', and 'Research Consent Form'. The footer contains contact information: 651-690-9241 | info@fisdap.net.

12. If you need to redeem access to additional Fisdap products, click the **Redeem Code** button from within your **JB Learning User Account** and follow the on-screen prompts.

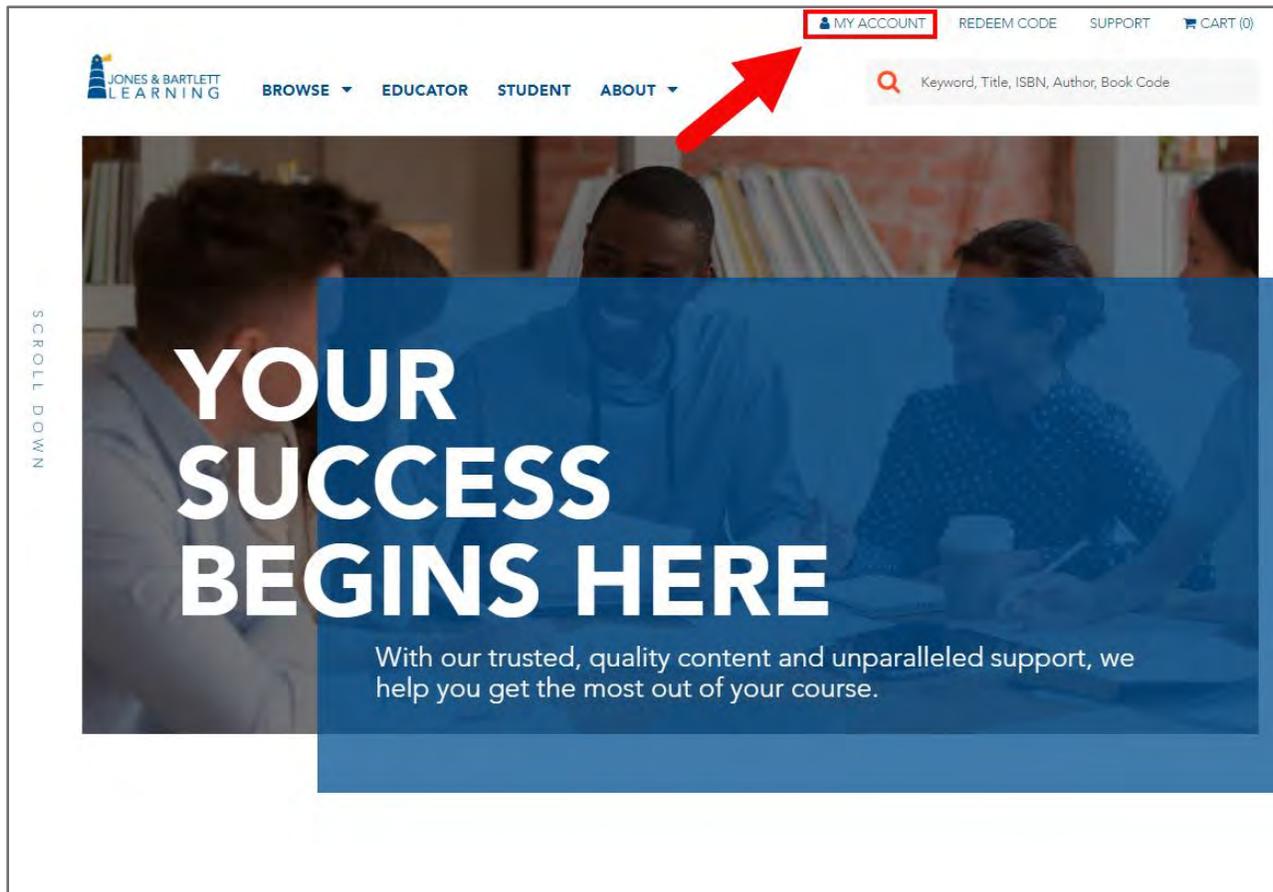
The screenshot shows the JB Learning user interface. The top navigation bar includes the Jones & Bartlett Learning logo, a language dropdown set to English - EN, a TECHNICAL SUPPORT link, and a REDEEM CODE button (highlighted in red with a red arrow). Below the navigation bar, the user's name 'Aaron' and 'Log Out' link are visible. The main content area features a 'PRODUCTS' tab (highlighted in blue) and a 'REDEEM CODE' button (highlighted in red with a red arrow). Below the 'PRODUCTS' tab, there are buttons for 'ACTIVE', 'EXPIRED', and 'NOTIFICATIONS', along with 'Show/Hide Products' and 'Redeem Access Code' buttons. A table of products is displayed below, with columns for HIDE, PRODUCT, NICKNAME, COURSE ID, and ALERT. The table contains one row: 'Fisdap Internship Package: Paramedic' with a course ID of 'B34CC2'.

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

How to Reset Your Password

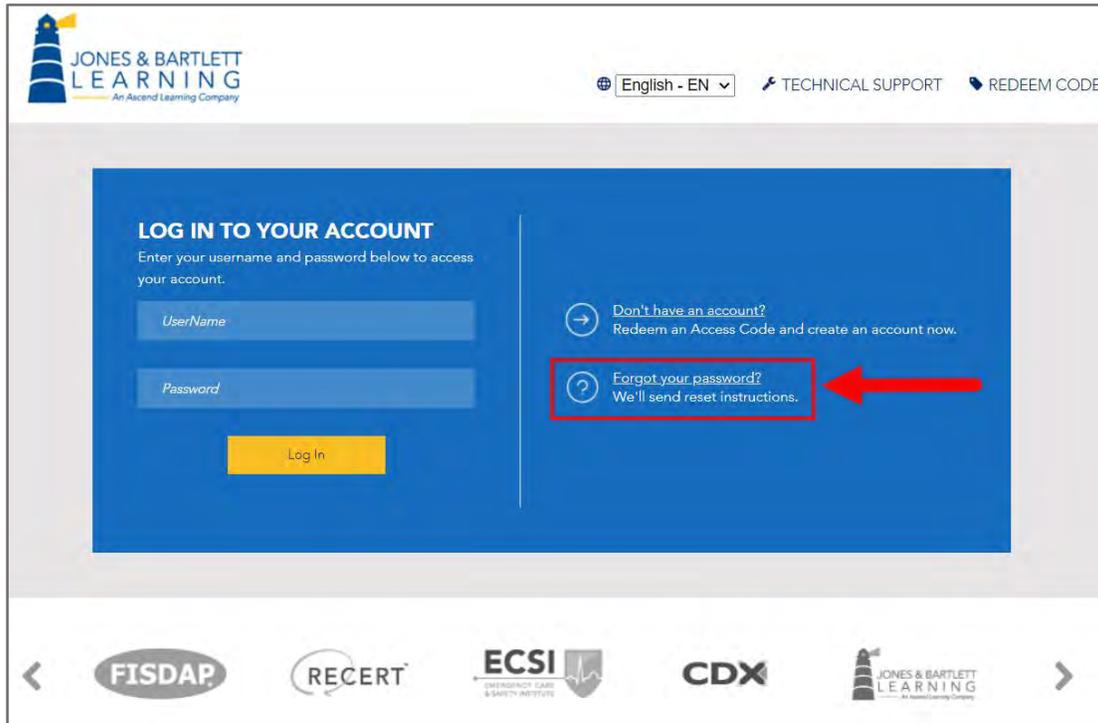
This document contains instructions for resetting a forgotten password for your Navigate user account. The process is the same for both students and instructors.

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.

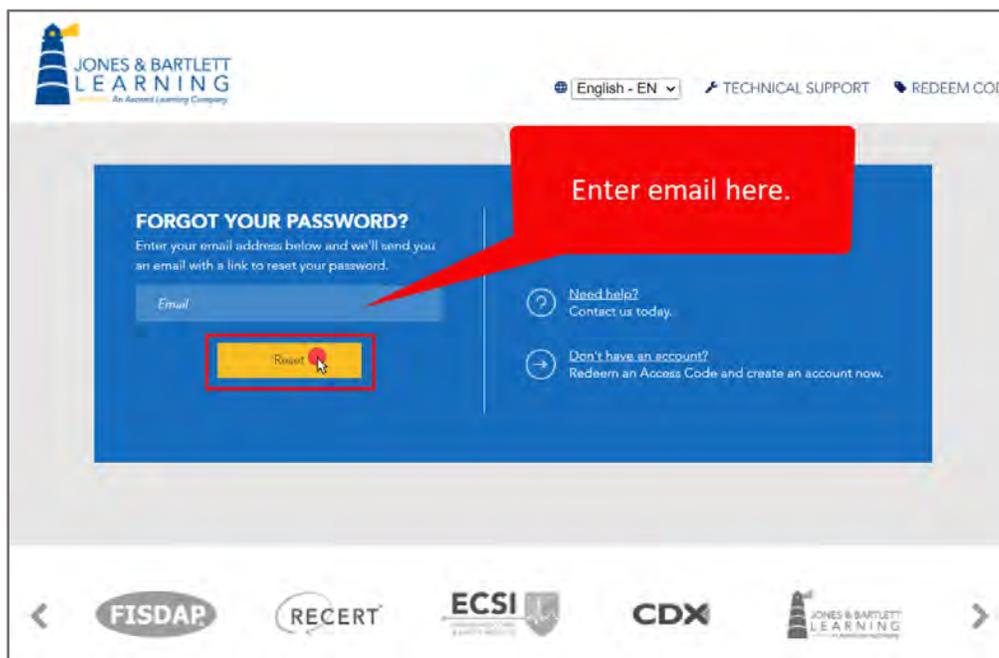


Technical Support: www.jblearning.com/techsupport | support@jblearning.com | 1-978-443-5000 | M-F 8:30am – 8:00pm

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.



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

5. 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/QkkiD6NtctrzeNgrzLiEJKoHwp4FUf2cl8sZqjKilTt3Q+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.

JONES & BARTLETT LEARNING
An Ascend Learning Company

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.

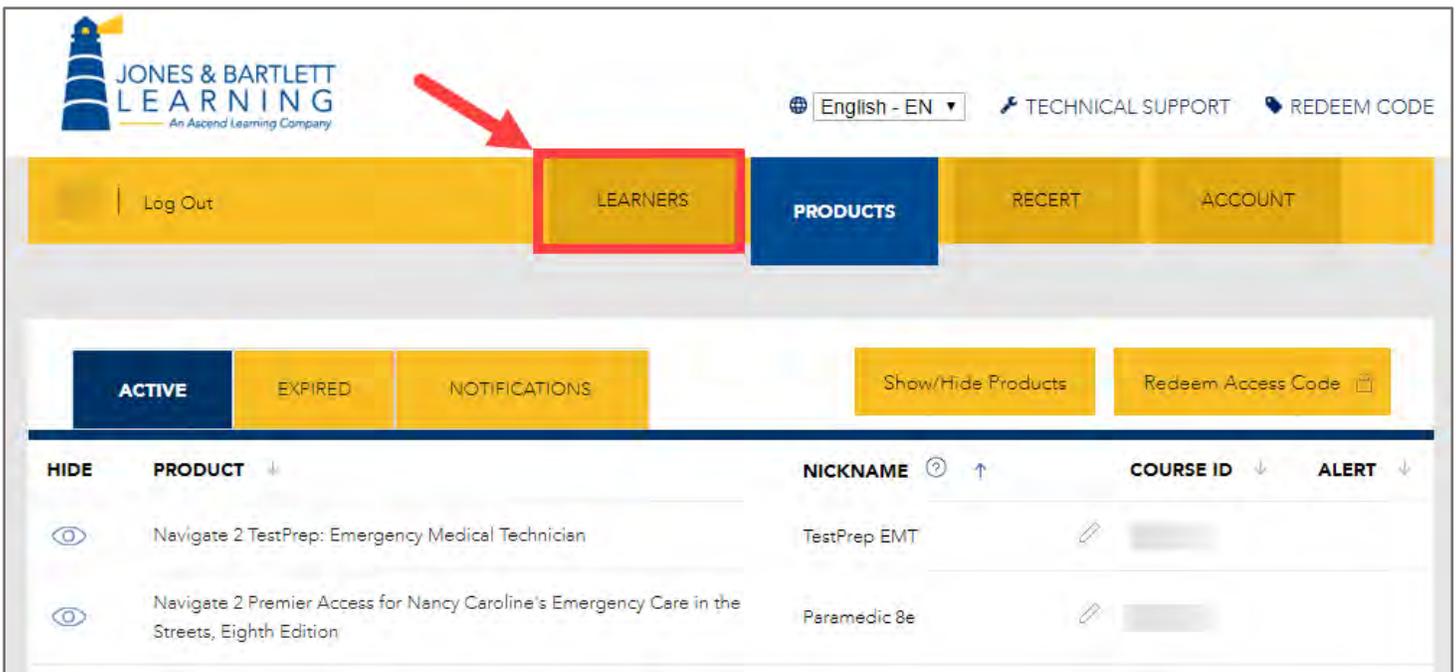
PUBLIC SAFETY GROUP FISDAP RECERT ECSI CDX

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

How to Add Instructors to Your Navigate Course

Each additional instructor must redeem an access code to create an individual User Account and enroll in the course ID as a student. To retrieve complimentary access codes for your staff, please contact our Technical Support Team at support@jblearning.com or call 800-832-0034 (option #5). Once they have enrolled in the course ID as a student, the course's lead instructor must then upgrade them to an instructor role from the lead's User Account.

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 JBLearning user interface. At the top left is the logo for Jones & Bartlett Learning. To the right of the logo is a language dropdown menu set to 'English - EN', a 'TECHNICAL SUPPORT' link, and a 'REDEEM CODE' link. Below this is a navigation bar with several tabs: 'Log Out', 'LEARNERS' (highlighted with a red box and a red arrow), 'PRODUCTS', 'RECERT', and 'ACCOUNT'. Below the navigation bar are several filters and buttons: 'ACTIVE', 'EXPIRED', 'NOTIFICATIONS', 'Show/Hide Products', and 'Redeem Access Code'. At the bottom 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		

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

- 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 displays the 'LEARNERS' tab in a management system. At the top, there are navigation tabs: 'Log Out', 'LEARNERS' (active), 'PRODUCTS', 'RECERT', and 'ACCOUNT'. Below these 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 dropdown menu 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), along with a 'Clear Filters' button. 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 a red dot, showing 'Hector Bellerin' with the product 'Navigate 2 Premier Access for Emergency Care and Transportation of the Sick and Injured, Eleventh Edition'. The second row shows 'Santi Carzola' and the third row shows 'Mesut Ozil', both with the same product.

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]

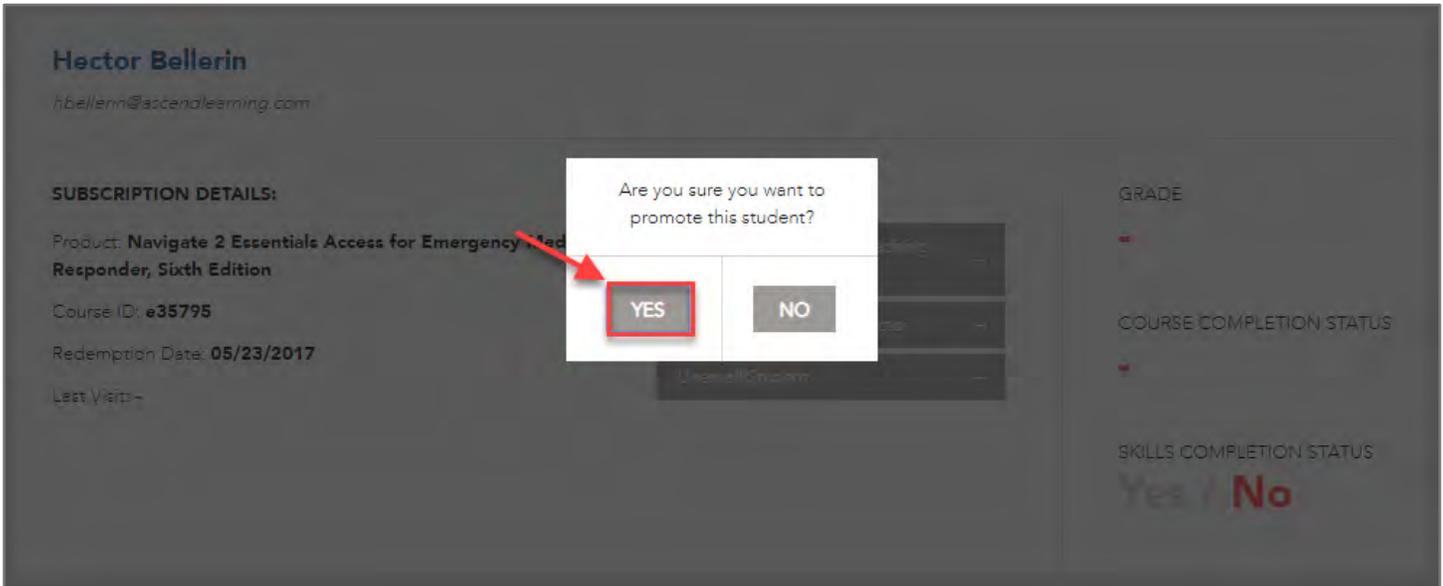
Redemption Date: **10/20/2016**

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.



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.

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

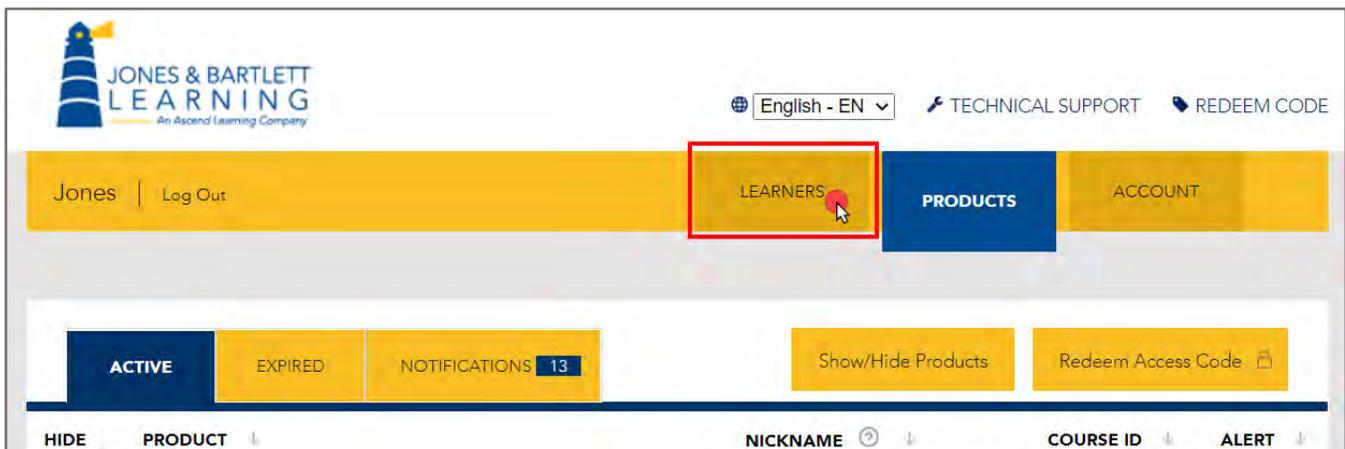
How to Unenroll Students from a Course

This document contains instructions for how to unenroll students from one of your courses, including removing their records from your Grader Report.

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.



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

- 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		MM/DD/YYYY	to	MM/DD/YYYY	By Product	By Course ID	Clear Filters
<i>Most recent shown first</i>							
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.

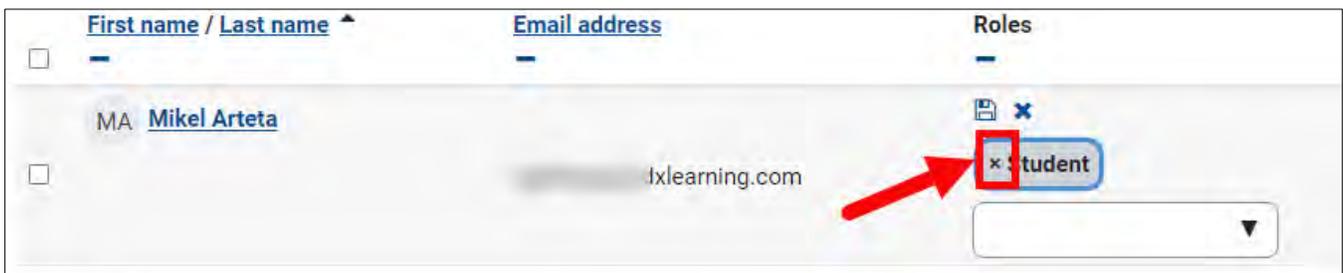
- Unenrolling the student from My Account will not automatically remove them from your Navigate course **Grader Report**. It will also not prevent them from enrolling in your course again. This action alone will disassociate your course ID from their access, which allows the student to enroll in a different course ID when they next login to their account.
- If you wish to also remove the student and their records from within your course, and restrict them from accessing your course again, launch the course and navigate to the **Participants** page through the **Navigation Bar** at the top of the course page.



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

Name	Email address	Roles	Groups	Last access to course
[Redacted]	[Redacted]@ing.com	Student 	No groups 	7 days
[Redacted]	[Redacted]@cdx.com	Teacher 	No groups 	1 year 119 days

- This action enables editing of the individual's role, highlighting their current role in blue, and displays an **"X" button** immediately to its left. Click this button to remove the student's role.



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

10. Next, after their role has been removed, click the **Save** (floppy disk) button to save your changes.

<input type="checkbox"/>	First name / Last name ▲	Email address	Roles
<input type="checkbox"/>	MA Mikel Arteta		No selection
<input type="checkbox"/>		xlearning.com	

11. The student status under the **Role** column should display as “No roles” and the student will no longer display in your course reports or grades. Quick tip, if you restore the student’s role later, their records will reappear and they may reenroll in the course.

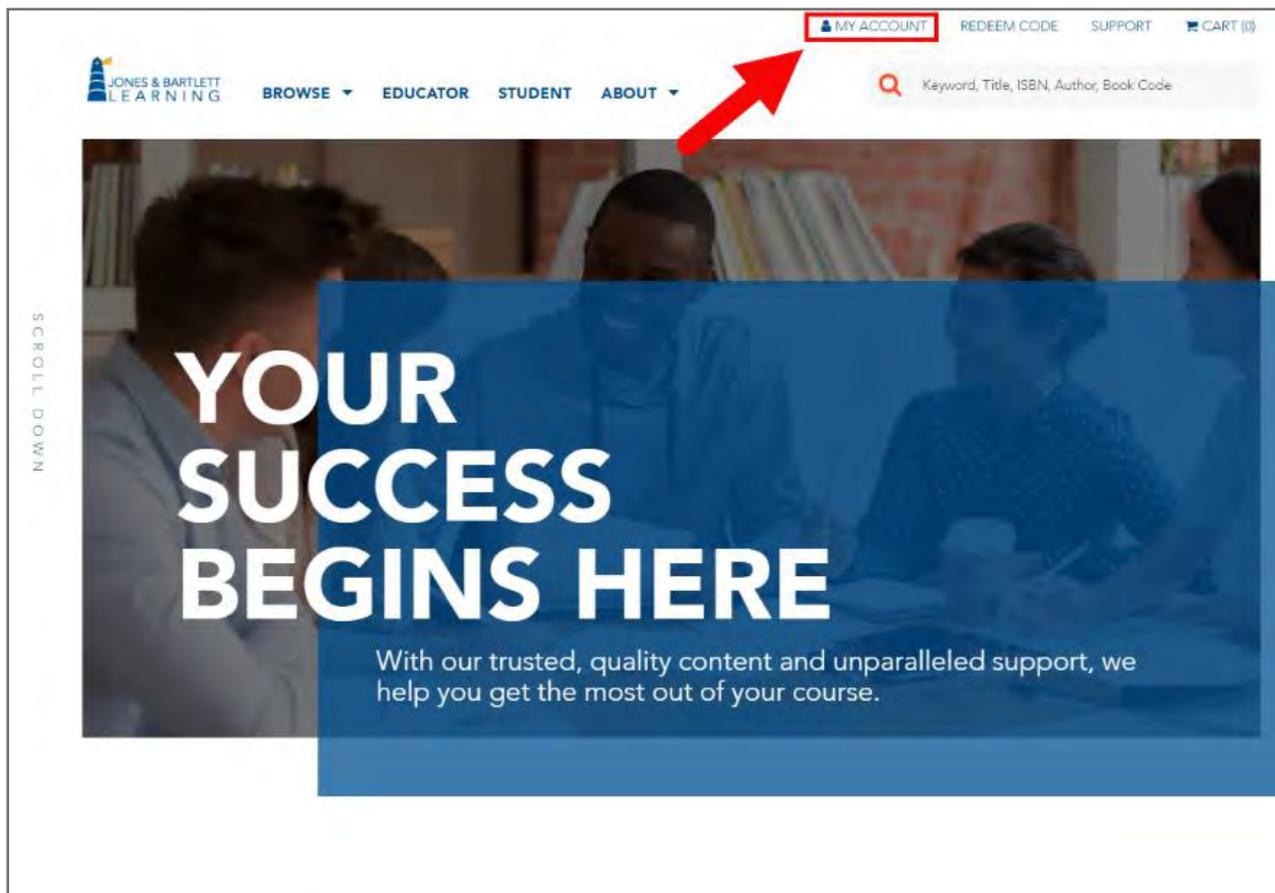
<input type="checkbox"/>	First name / Last name ▲	Email address	Roles
<input type="checkbox"/>	MA Mikel Arteta	learning.com	No roles 

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

How to Request a Course Copy

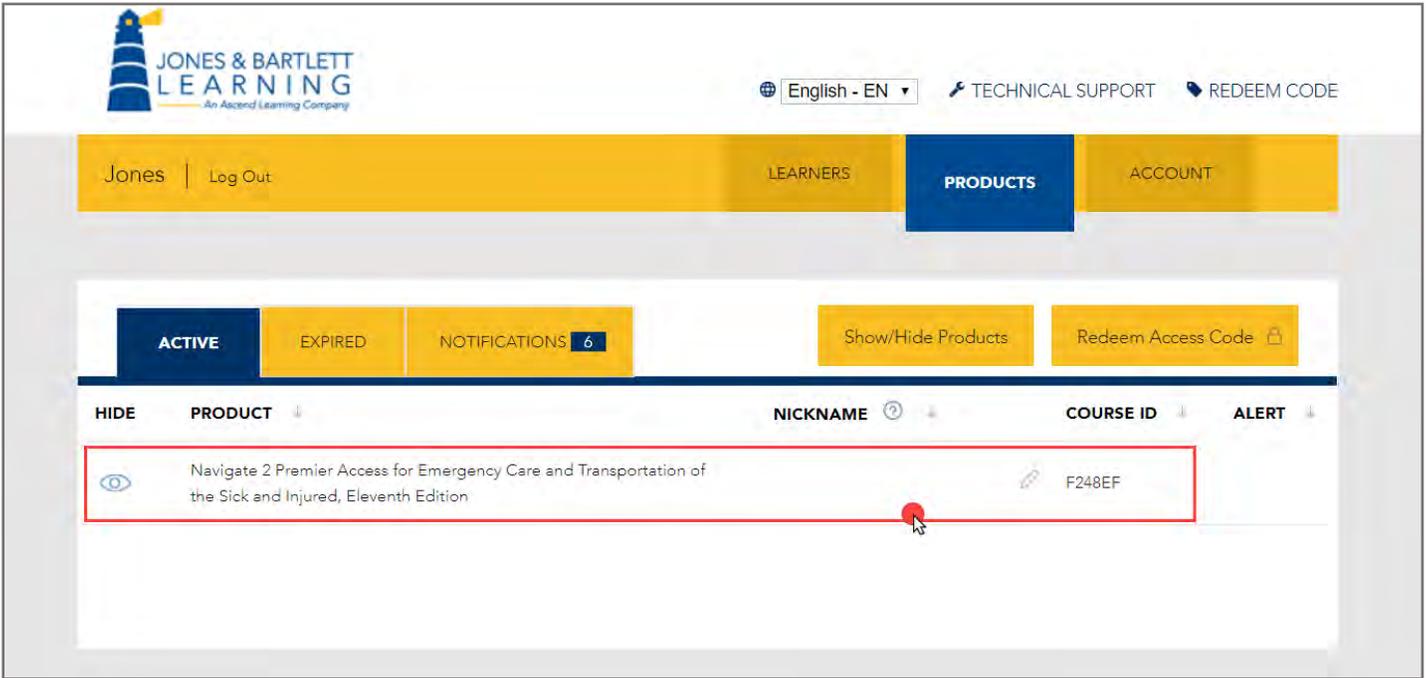
This document contains instructions on requesting a copy of a current course ID of your choosing. A course copy is a replica of an existing course ID, which will include manual customizations, such as reorganized content, uploaded files, and quizzes and assignments. There is a standard 3-5 business day waiting period for a new course copy. The copy will display as a new course ID within your products tab when your request is completed, and you will receive a notification via email.

1. Begin by logging into your User Account through the **My Account** button at www.jblearning.com.

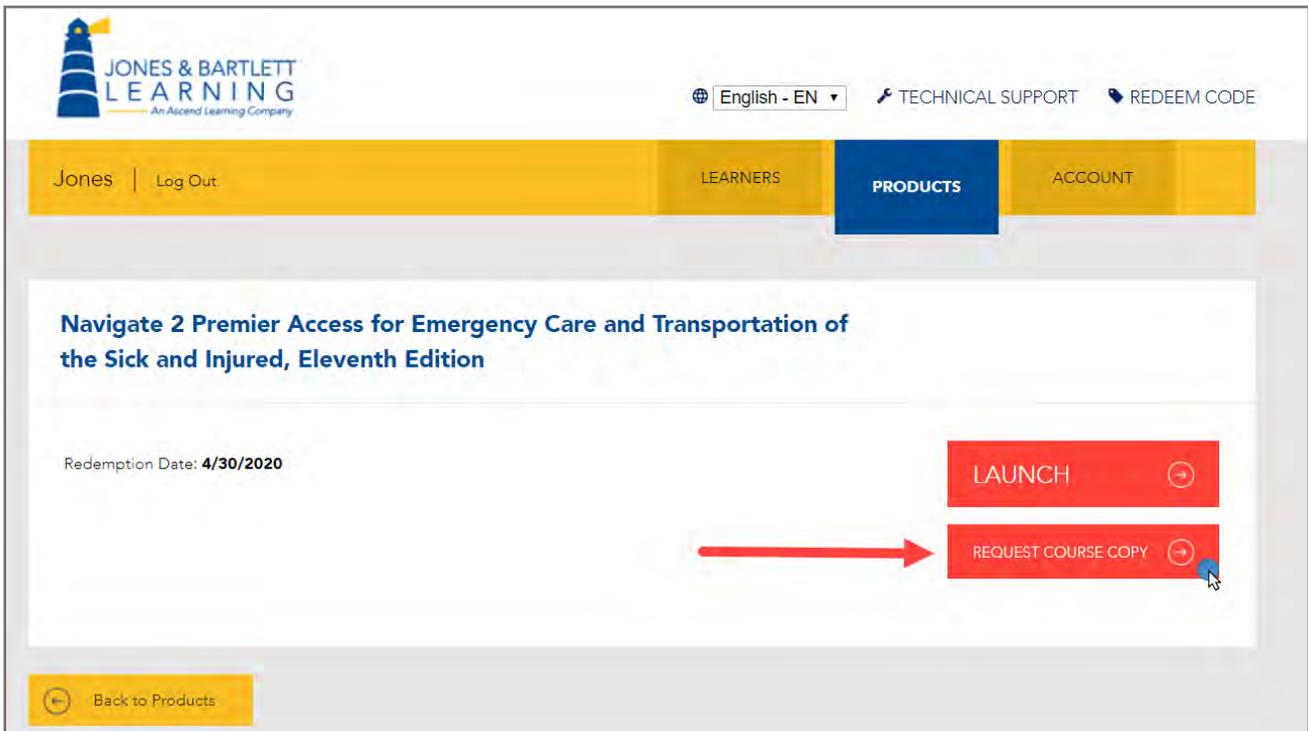


Technical Support: www.jblearning.com/techsupport | support@jblearning.com | 1-978-443-5000 | M-F 8:30am – 8:00pm

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



3. 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.



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

4. 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
	MM/DD/YYYY	1

Submit Course Copy Request

5. 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
New Course Name	Course Start Date	Copies
Spring 2020 EMT	MM/DD/YYYY	1

This field is required.

Enter preferred naming here

Submit Course Copy Request

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



6. 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

05/18/2020

1

Submit Course Copy Request

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

Spring 2020 EMT

Course Start Date

05/18/2020

Copies

2

Submit

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

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

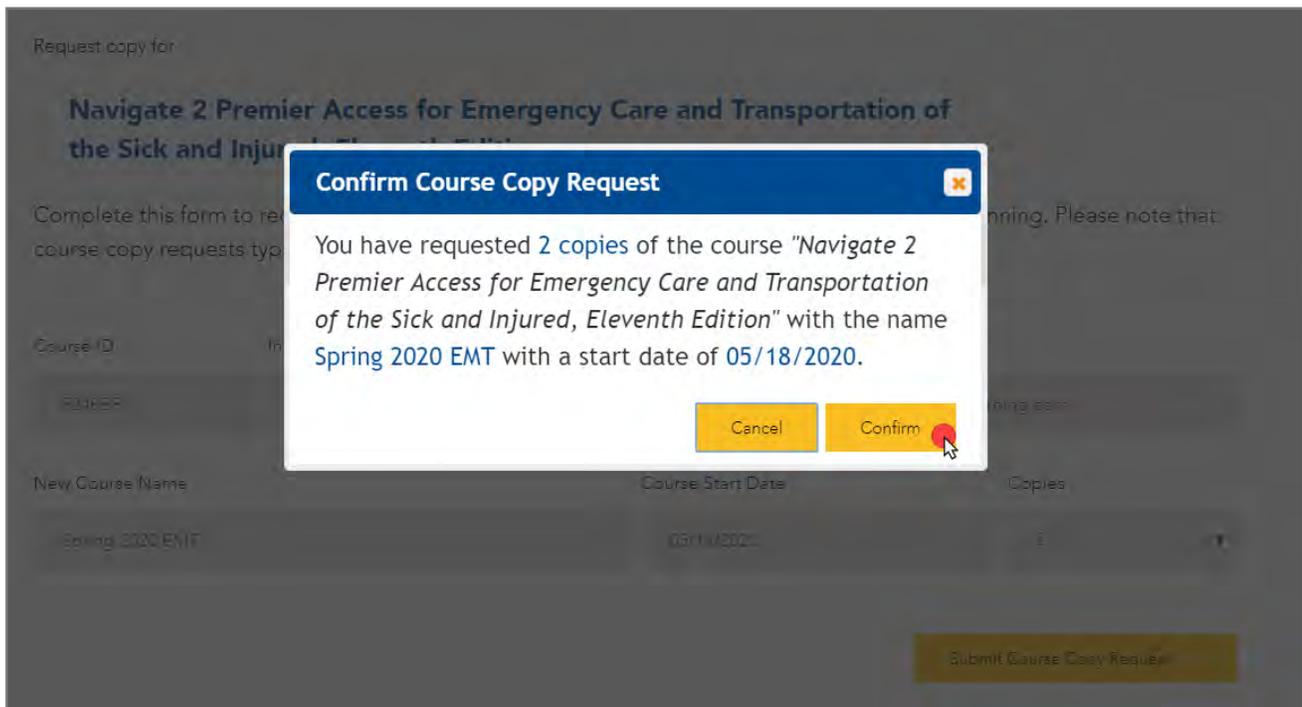
Complete this form to request a copy of your course instance for the next course that you are running. Please note that course copy requests typically take 3-5 business days to be fulfilled.

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

9. 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.



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

10. 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.**

The screenshot displays the 'Products' tab in the Jones & Bartlett Learning user interface. At the top, there is a navigation bar with 'PRODUCTS' highlighted in blue. Below this, a secondary navigation bar contains tabs for 'ACTIVE', 'EXPIRED', and 'NOTIFICATIONS', with 'ACTIVE' selected. To the right of these tabs are buttons for 'Show/Hide Products' and 'Redeem Access Code'. The main content area features a table with the following columns: 'HIDE', 'PRODUCT', 'NICKNAME', 'COURSE ID', and 'ALERT'. Three rows of product data are visible, all for 'Navigate 2 Premier Access for Emergency Care and Transportation of the Sick and Injured, Eleventh Edition'.

HIDE	PRODUCT	NICKNAME	COURSE ID	ALERT
	Navigate 2 Premier Access for Emergency Care and Transportation of the Sick and Injured, Eleventh Edition		B5F233	
	Navigate 2 Premier Access for Emergency Care and Transportation of the Sick and Injured, Eleventh Edition		A7223C	
	Navigate 2 Premier Access for Emergency Care and Transportation of the Sick and Injured, Eleventh Edition		F248EF	

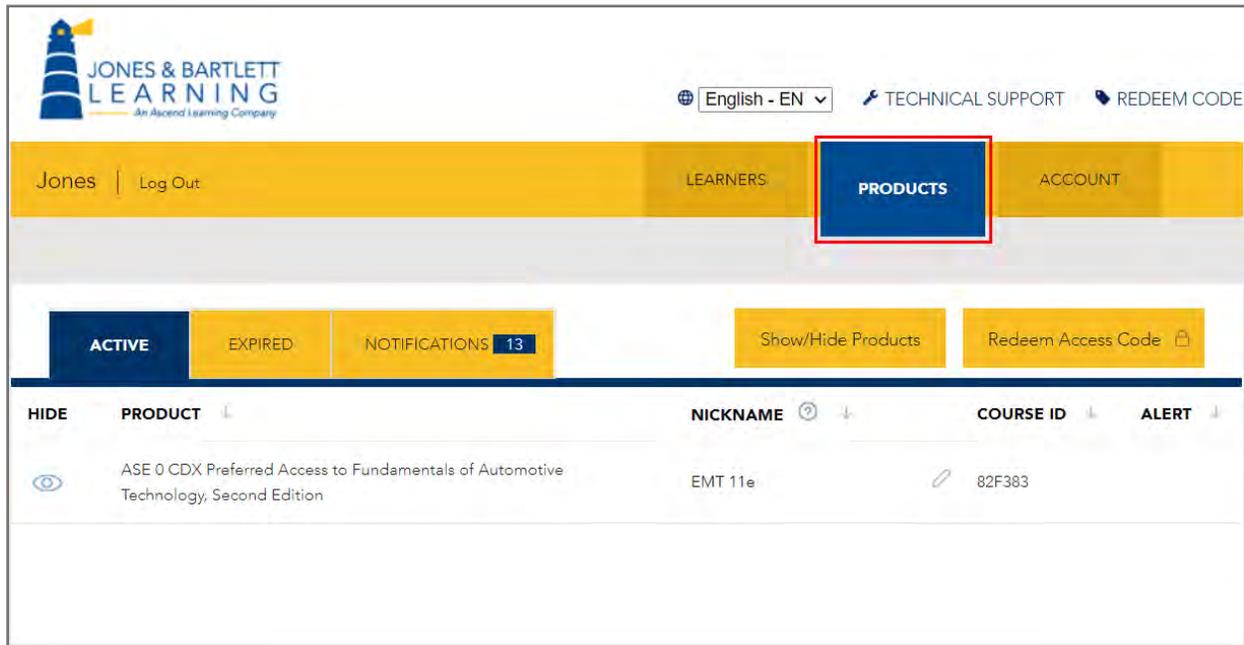
Technical Support: www.jblearning.com/techsupport | support@jblearning.com | 1-978-443-5000 | M-F 8:30am – 8:00pm



How to Personalize and Manage Your User Account

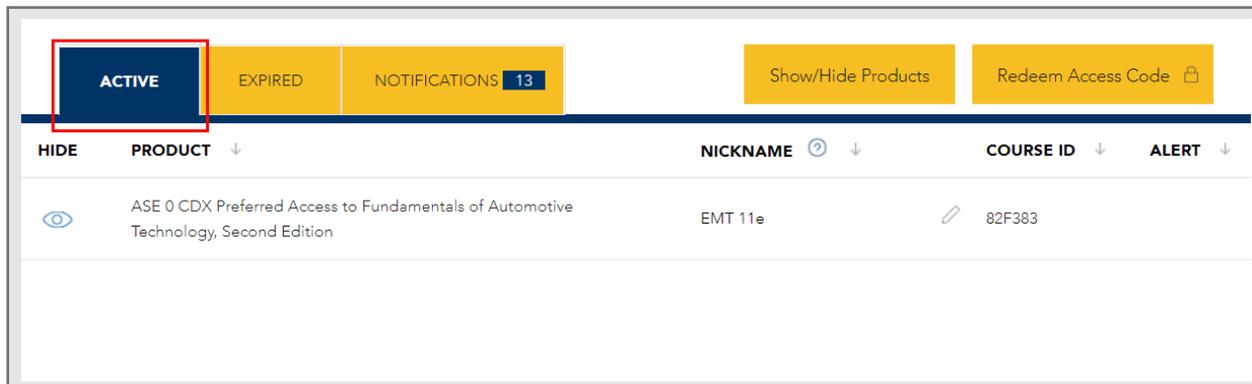
This document provides an overview of options for managing your personal JBL user account. It covers navigating your account tabs, nicknaming and hiding products and courses, and changing your contact information.

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 are language settings (English - EN), technical support, and a redeem code link. Below this is a navigation bar with 'Jones | Log Out', 'LEARNERS', 'PRODUCTS' (highlighted with a red box), and 'ACCOUNT'. Underneath are sub-tabs: 'ACTIVE', 'EXPIRED', and 'NOTIFICATIONS 13'. There are also buttons for 'Show/Hide Products' and 'Redeem Access Code'. A table below lists products with columns for 'HIDE', 'PRODUCT', 'NICKNAME', 'COURSE ID', and 'ALERT'. One product is listed: 'ASE 0 CDX Preferred Access to Fundamentals of Automotive Technology, Second Edition' with nickname 'EMT 11e' and course ID '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, showing the product 'ASE 0 CDX Preferred Access to Fundamentals of Automotive Technology, Second Edition' with nickname 'EMT 11e' and course ID '82F383'.

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

HIDE	PRODUCT	NICKNAME	COURSE ID	ALERT
	3 Minute Challenge			Renew

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.

HIDE	PRODUCT	NICKNAME	COURSE ID	ALERT
	3 Minute Challenge			Renew

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

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

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		

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.

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				
	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

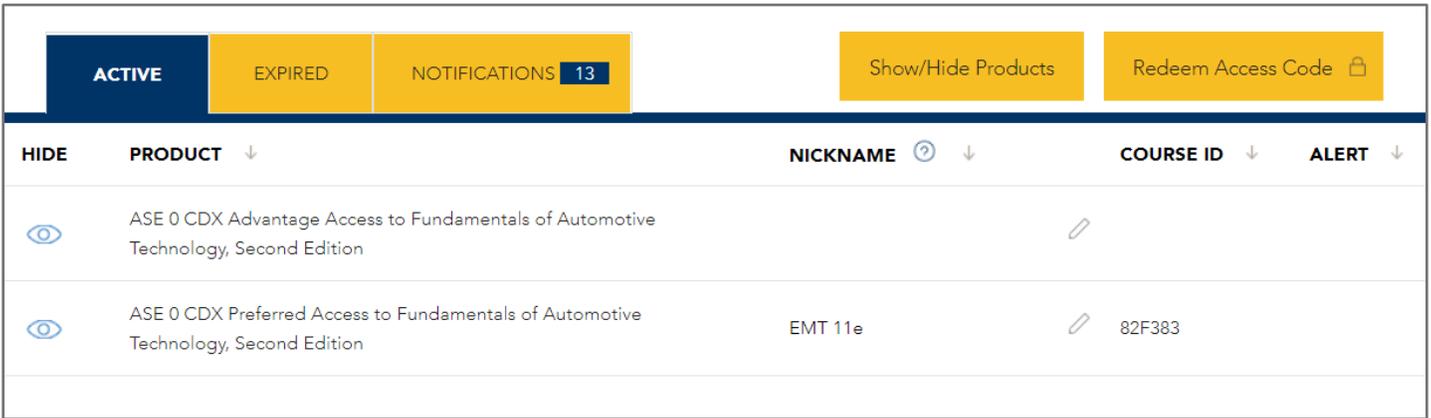
HIDE	PRODUCT	NICKNAME	COURSE ID	ALERT
	ASE 0 CDX Advantage Access to Fundamentals of Automotive Technology, Second Edition			
	ASE 0 CDX Preferred Access to Fundamentals of Automotive Technology, Second Edition	EMT 11e	82F383	
	Navigate 2 Essentials Access for Emergency Care and Transportation of the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

Show/Hide Products

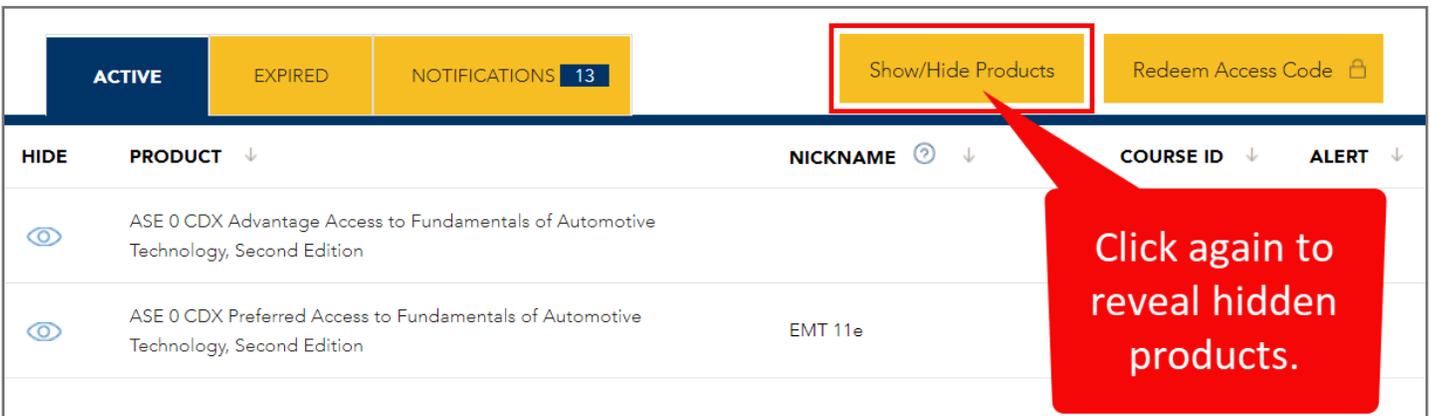
HIDE	PRODUCT	NICKNAME	COURSE ID	ALERT
	ASE 0 CDX Advantage Access to Fundamentals of Automotive Technology, Second Edition			
	ASE 0 CDX Preferred Access to Fundamentals of Automotive Technology, Second Edition	EMT 11e	82F383	
	Navigate 2 Essentials Access for Emergency Care and Transportation of the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



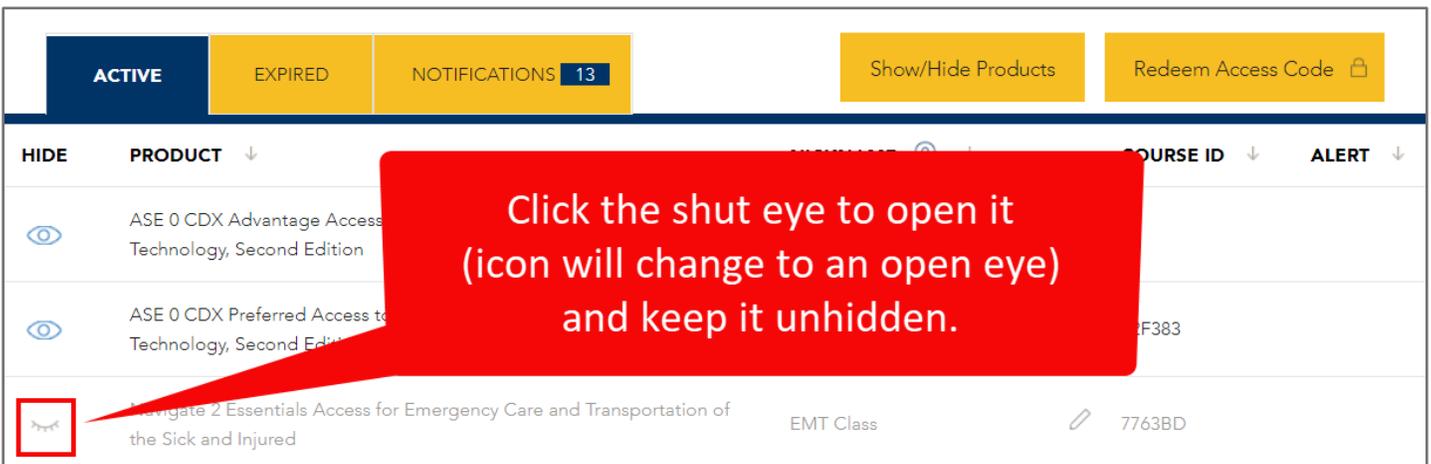
HIDE	PRODUCT	NICKNAME	COURSE ID	ALERT
	ASE 0 CDX Advantage Access to Fundamentals of Automotive Technology, Second Edition			
	ASE 0 CDX Preferred Access to Fundamentals of Automotive Technology, Second Edition	EMT 11e	82F383	

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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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 of the Jones & Bartlett Learning website. The logo is on the left, followed by a language dropdown set to 'English - EN', and links for 'TECHNICAL SUPPORT' and 'REDEEM CODE'. Below this is a yellow navigation bar with 'Jones | Log Out', 'LEARNERS', 'PRODUCTS', and 'ACCOUNT'. The 'ACCOUNT' tab is highlighted with a red box and a mouse cursor. Below the navigation bar is a secondary 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 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 top navigation bar. On the left, a sidebar menu is visible with 'Contact Information' highlighted in blue. Below this, the 'Contact Information' form is displayed with fields for First Name (Jones), Last Name (Bartlett), and 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 image 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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2

Course Setup and Customization

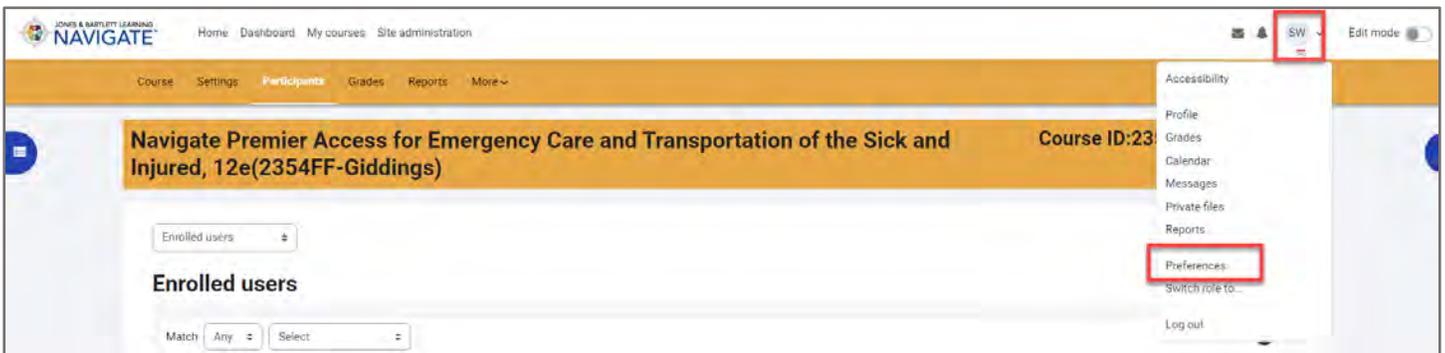
This section provides guidance with course setup and customization, such as adding files or documents to a course, creating course topics and sections, embedding videos in a course, and more.



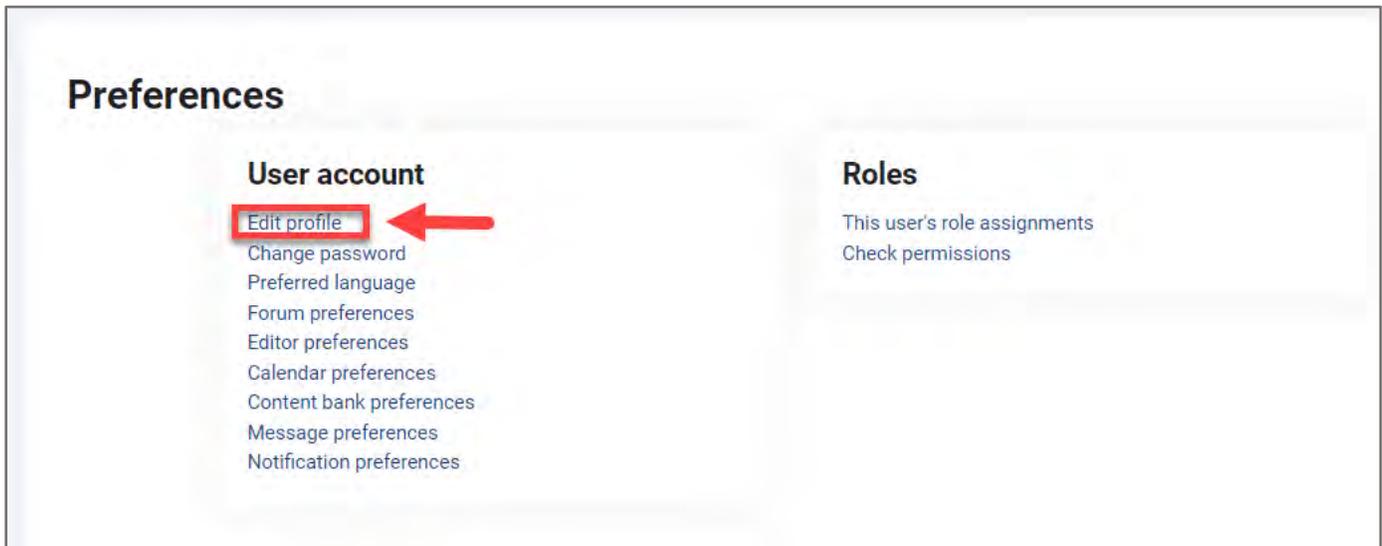
How to Change My Time Zone

*This document contains instructions for how to change the time zone setting of your profile to ensure that the course clock is in sync with your local time. **Please Note:** The default time zone setting for your profile is set to Eastern Standard Time (US).*

1. Your default course time zone is set to Eastern Standard Time. If you teach in a different time zone, you must adjust the time settings within your course to accurately apply any timing restrictions within the course.
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**.



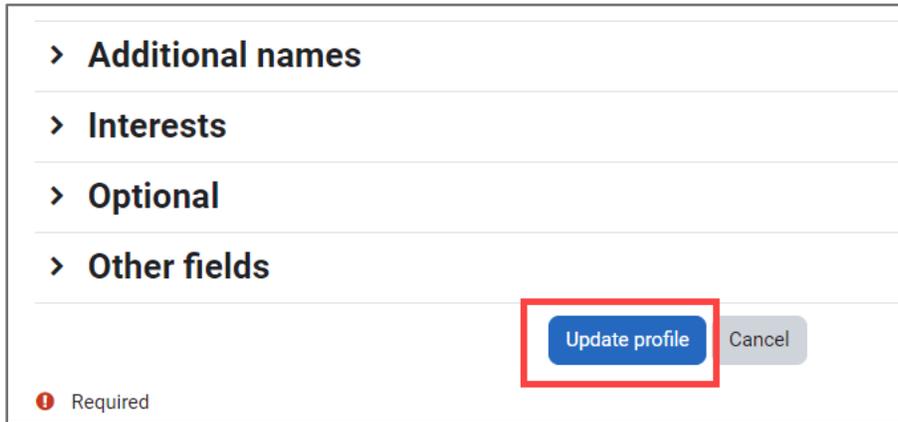
3. On the following page, look for the **User account** section and click on the first option here of **Edit profile**.



4. On the Edit profile page, scroll down to 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 time zone.*

The screenshot shows the 'General' section of the 'Edit profile' page. It contains several form fields: 'First name' (Steve), 'Last name' (Webster), 'Email address' (swebster@jblearning.com), 'Email visibility' (Visible to course participants), 'City/town' (empty), 'Select a country' (Select a country...), and 'Timezone' (Server timezone (America/New_York)). The 'Timezone' field and its dropdown menu are highlighted with a red rectangular box. Below the form fields is a rich text editor toolbar with various icons for text formatting and media insertion.

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



A screenshot of a profile update form. The form contains four expandable sections: 'Additional names', 'Interests', 'Optional', and 'Other fields'. At the bottom right, there is a blue 'Update profile' button and a grey 'Cancel' button. The 'Update profile' button is highlighted with a red rectangular box. In the bottom left corner, there is a red circle with an exclamation mark and the text 'Required'.

6. Hover your mouse pointer over the **My courses** button in the **Menu** to return to your course.



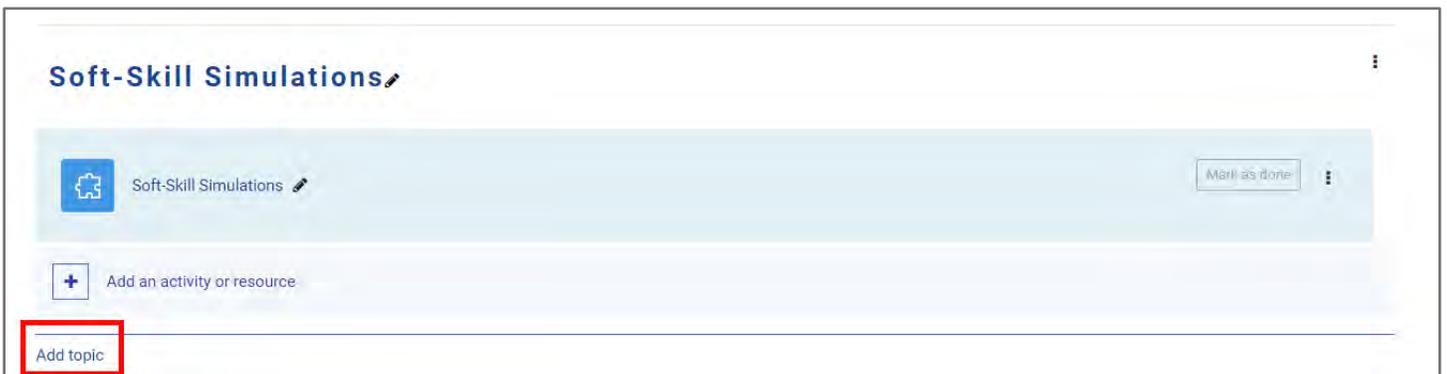
How to Create Topics and Sections in a Course

This document contains instructions for creating your own topics or sections in your course through Navigate's Edit Mode.

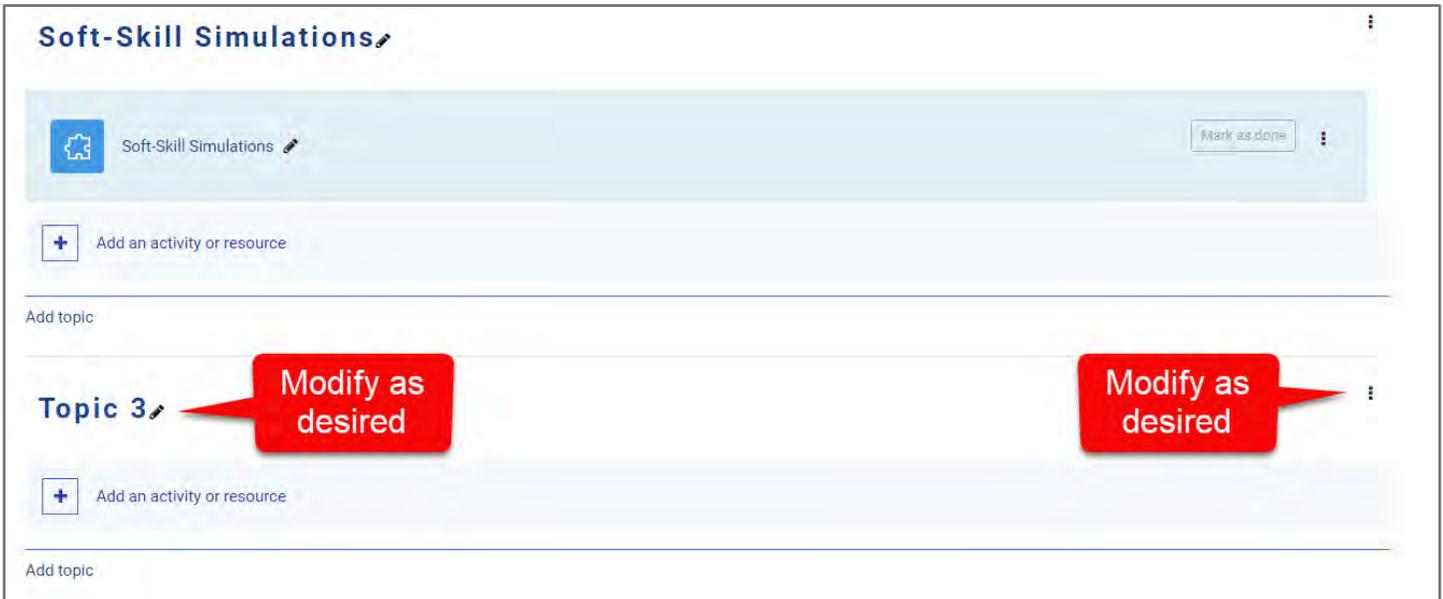
1. On the course homepage, toggle on the course **Edit Mode** using the button at the top of the page.



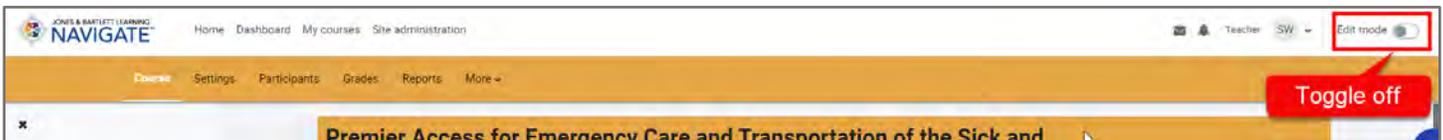
2. The page will refresh, displaying all editing options. Scroll to the desired location of the new topic and click **Add topic** to create a new topic beneath the current topic.



3. The page will refresh, displaying the new topic you have created. Modify name and properties of the new topic as desired and add activity or resource as desired.
 - a. Click on the topic name and use the **Pencil icon** to rename the topic as desired. Click **Enter** when finished.
 - b. Click on the topic menu to modify other attributes as desired.



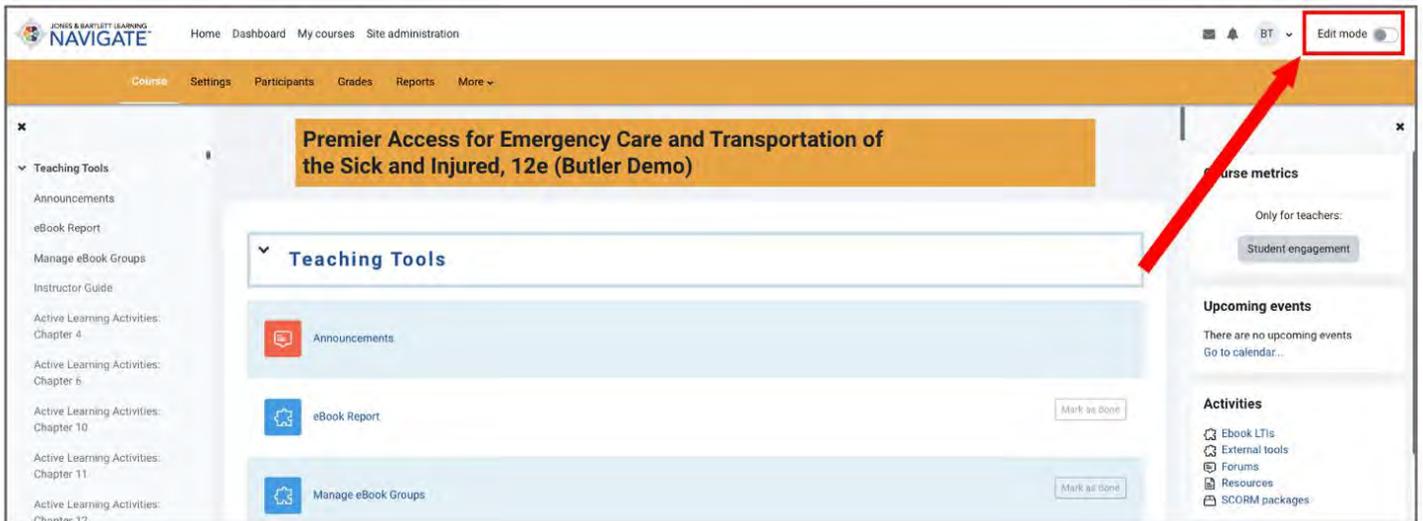
4. When finished, turn **Edit Mode** off at the top of the page and review your changes.



How to Move and Rearrange Course Content

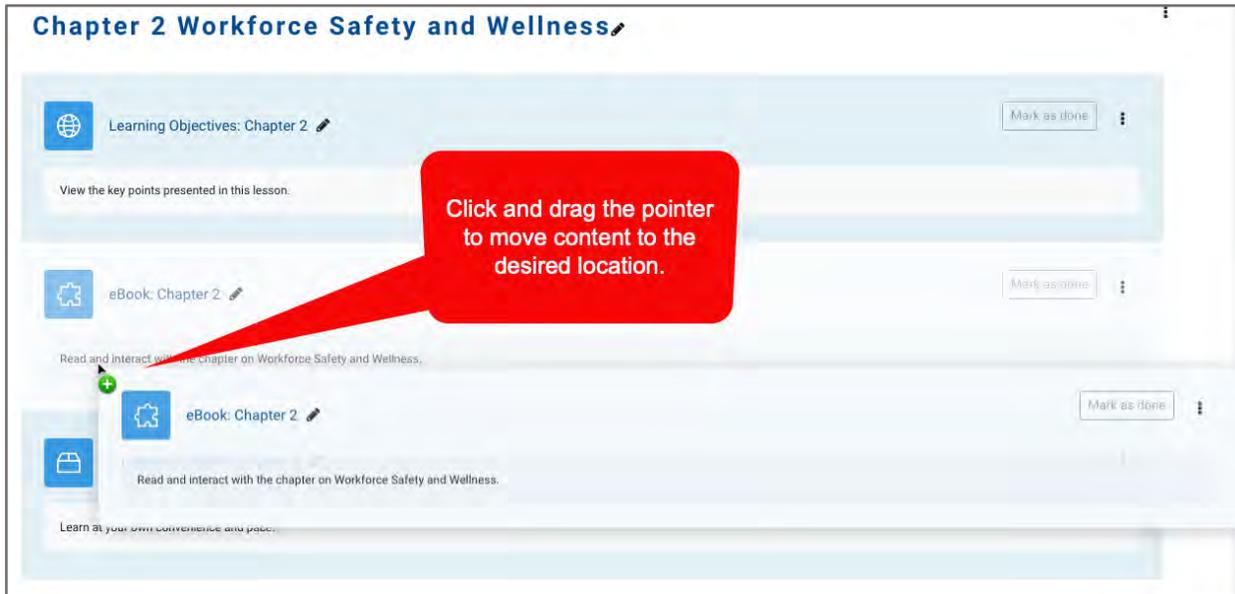
This document contains instructions for how to rearrange course content to fit your personal preferences.

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.



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2. Scroll as needed to locate the item you wish to move. As you hover over the item, you will notice the mouse button changes into a **compass icon**. Then, click and hold on the item, drag it to the location you wish to move, and release the mouse button to nest it in its new place.

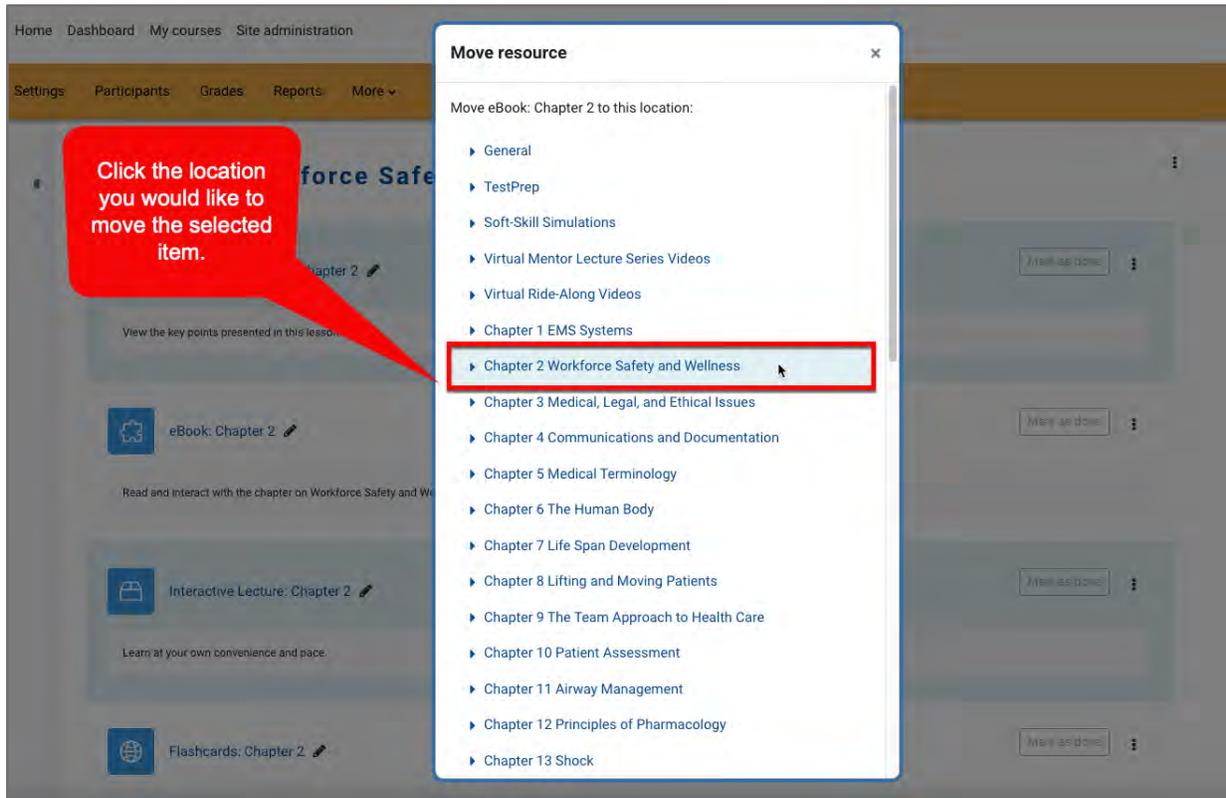


3. Alternatively, if you are moving items a significant distance within the course, click on the menu option to the right of the item, then select the **Move** settings.

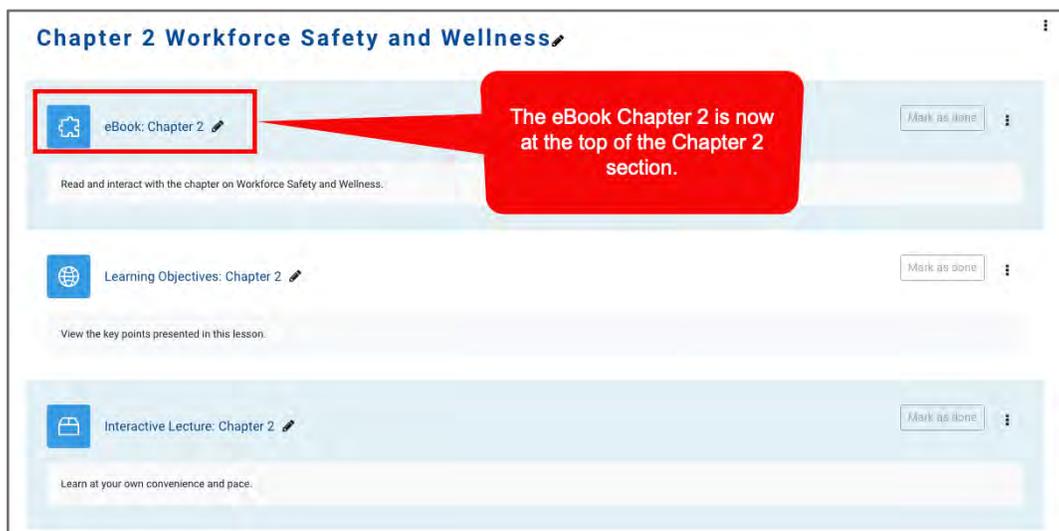


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4. Next, you will see a list displaying all the content found on this page in sequential order. Scroll down the list, if necessary, and choose the location you would like to place the item you are moving and click on it.



5. 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.



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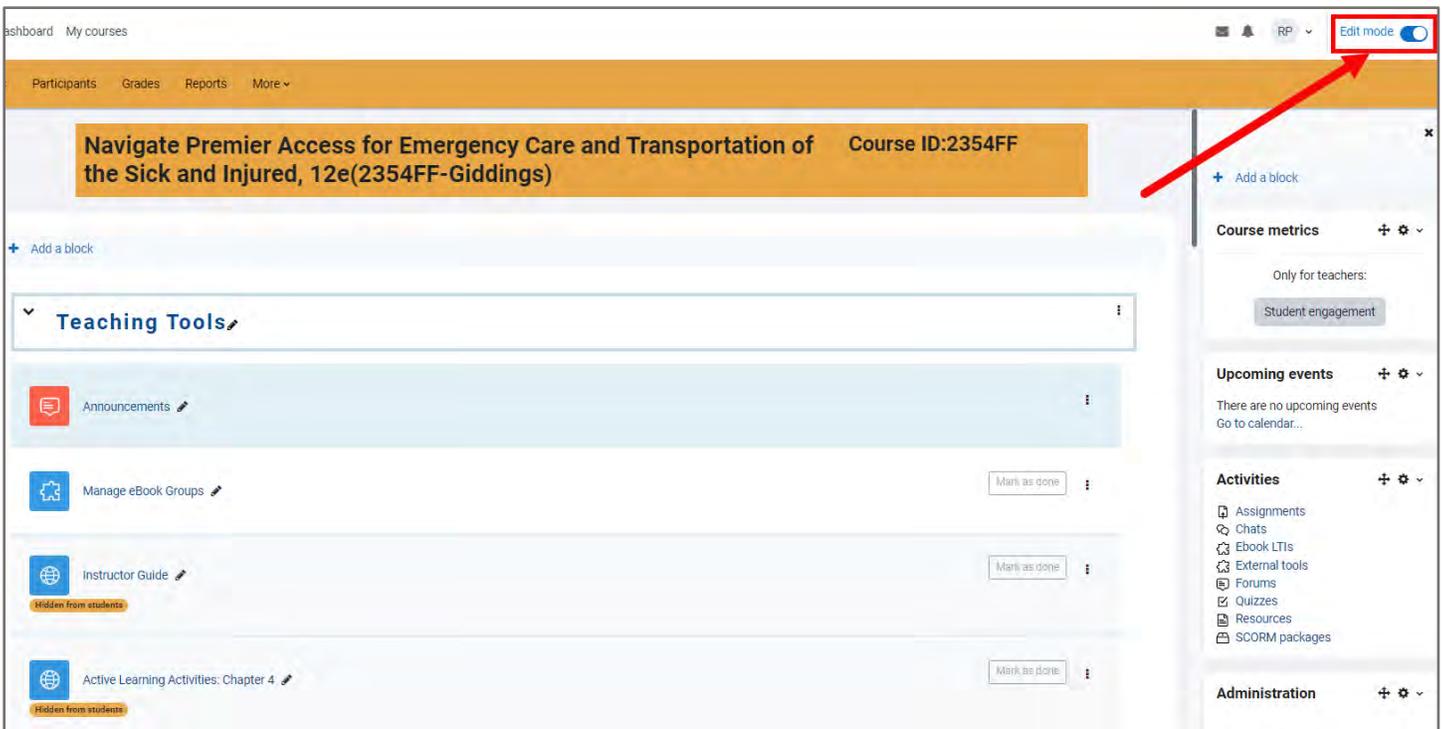
How to Add My Own Documents and Files

This document provides instructions on uploading your own local PC files (PDFs, PowerPoints, etc.) to a course in Navigate online.

1. Begin by navigating to the course section or topic in which you would like to upload your own custom content.

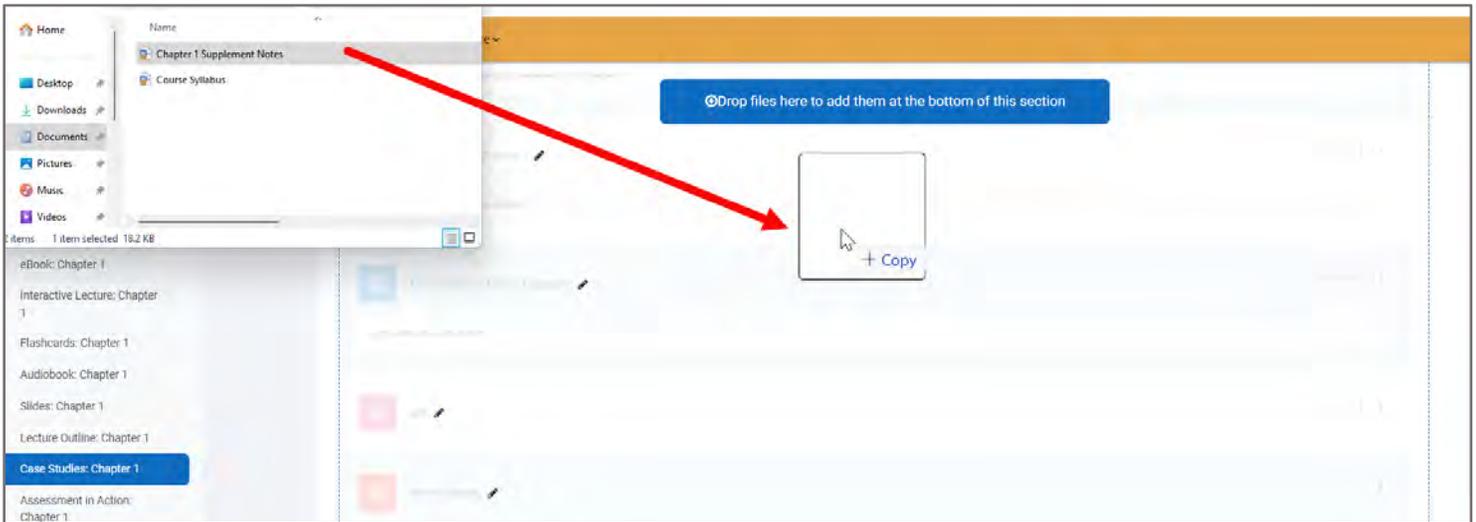


2. Toggle on the course **Edit Mode** if it is not on already.

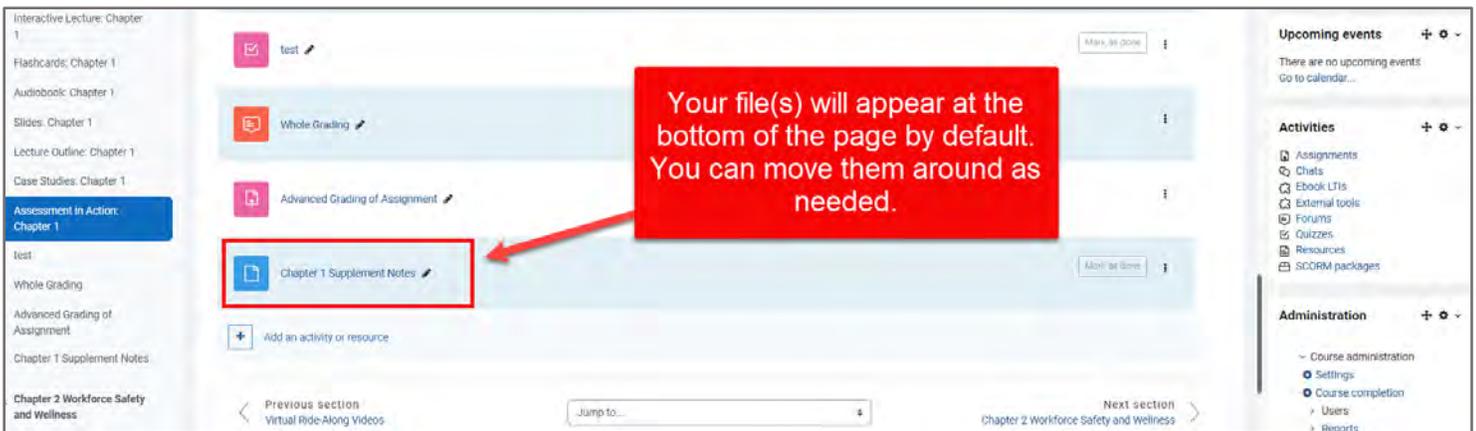


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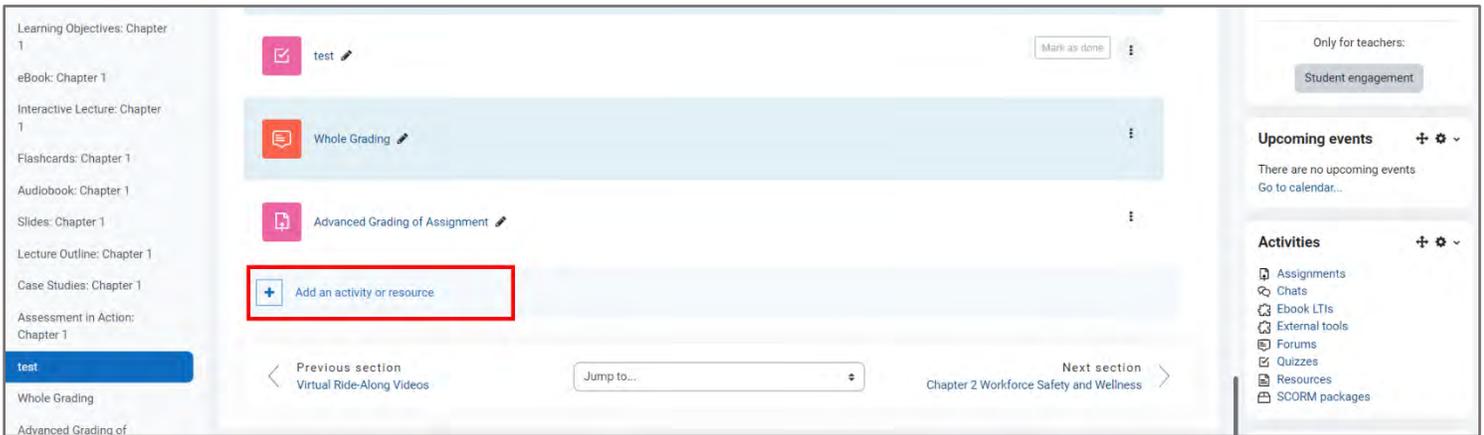
- Next, locate the file on your computer's desktop. Click and hold on this file and then drag and drop it directly into the course page displayed in your browser where a "Drop files here to add them at the bottom of this section" notification displays. You may upload multiple files at a time as needed.



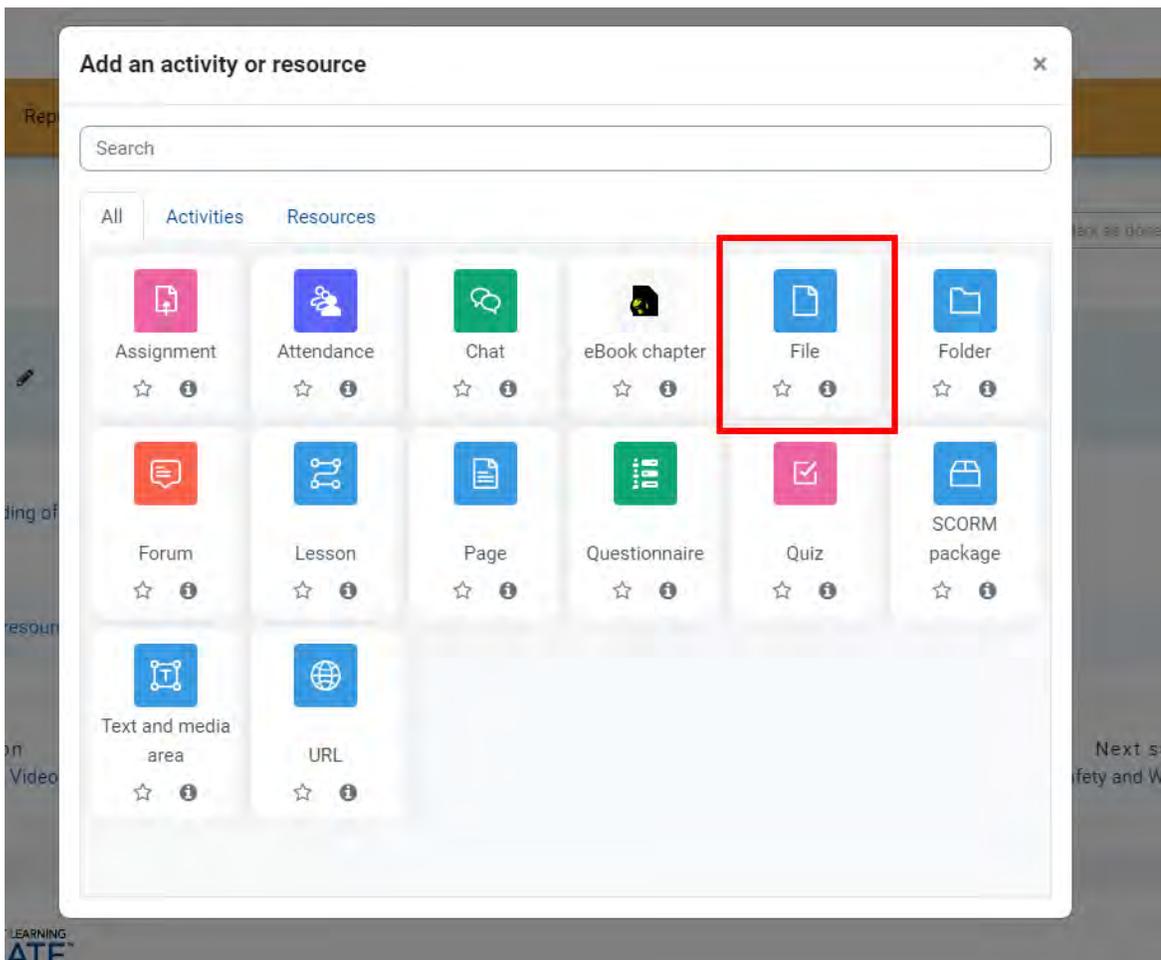
- Note, files you upload are automatically added to the bottom of the course section's content. You must manually move the file to its desired location after uploading it if you wish to place it elsewhere.



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 to.

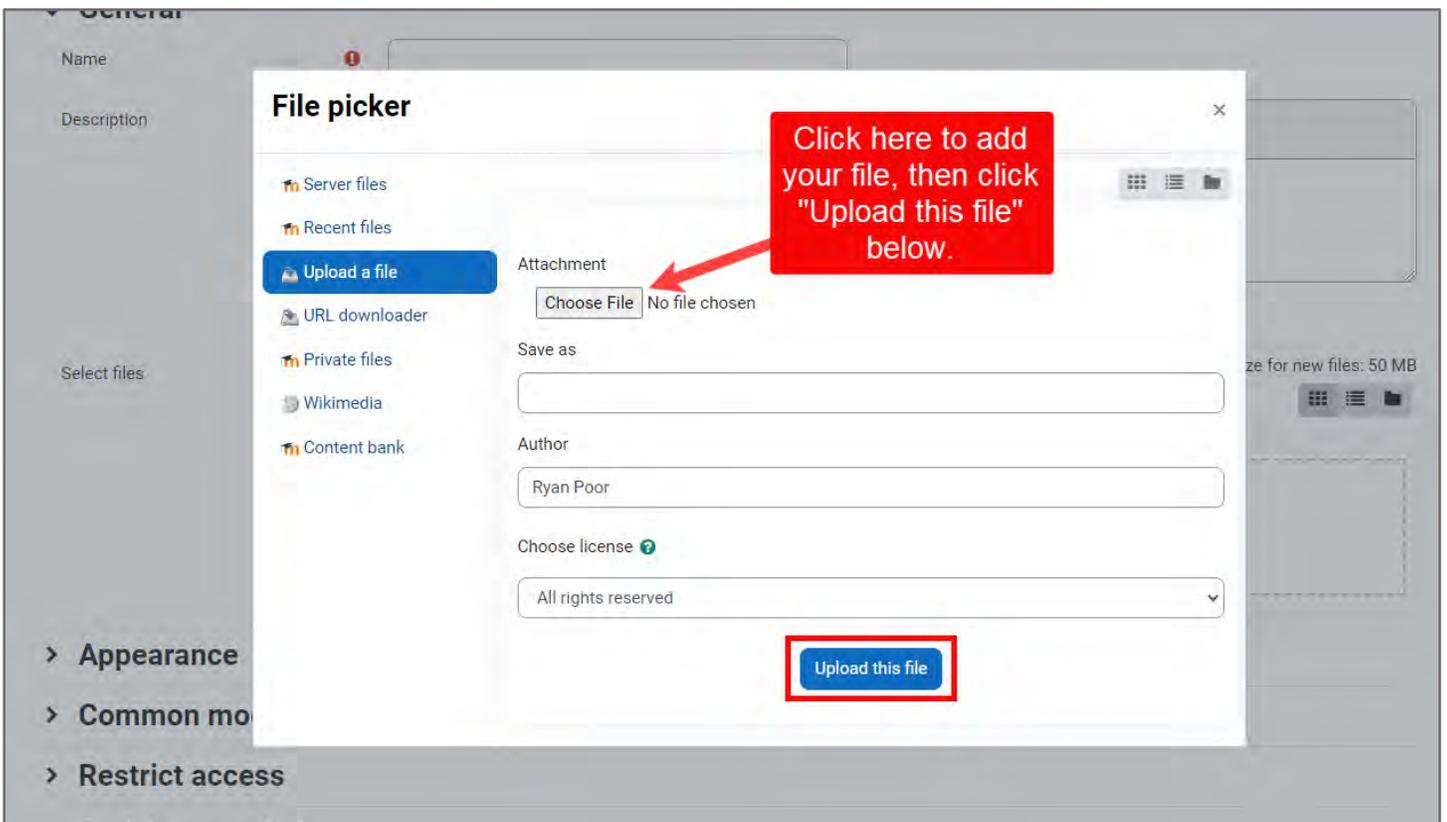
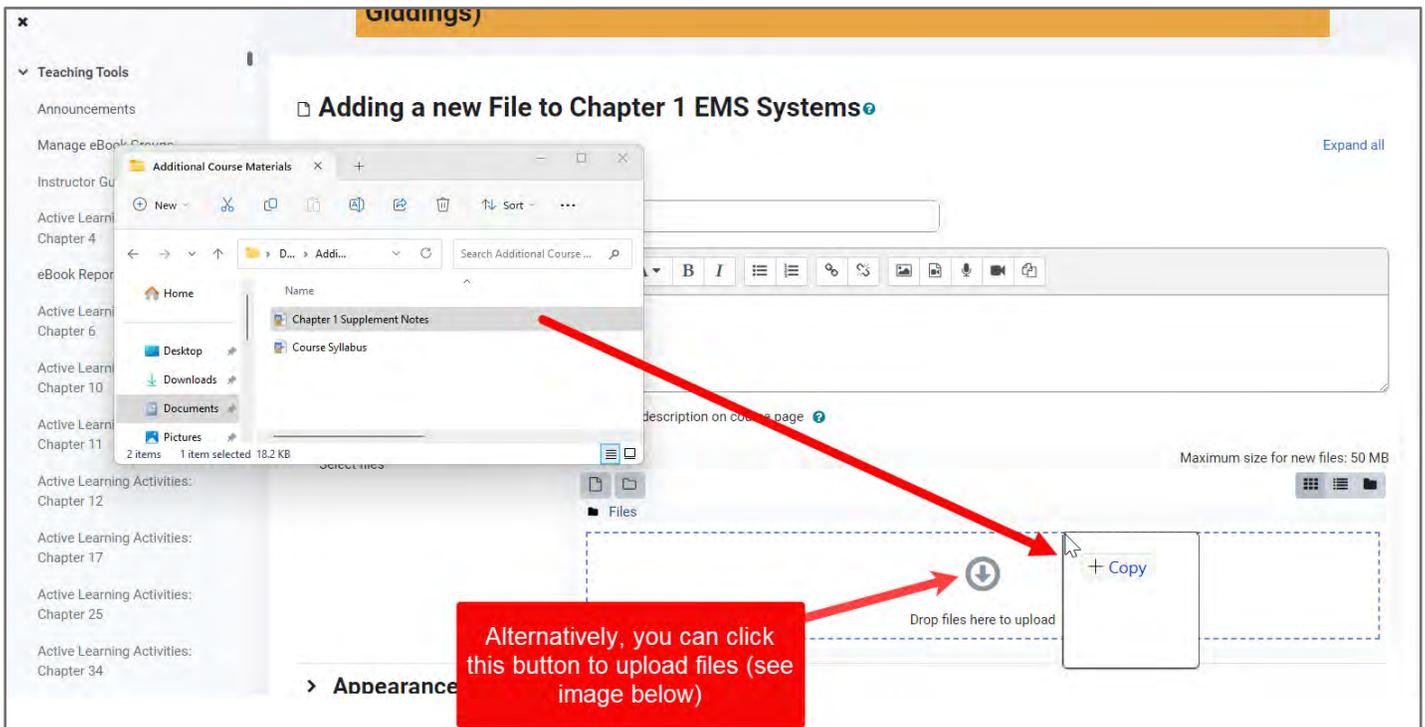


6. In the window that pops up, click **File**.



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7. On the following page, you may drag and drop your files from your desktop directly into the submission box (pictured below), or you may click the **File picker** button, click **Upload a File**, and then click the **Upload this file** button after choosing your file.



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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.

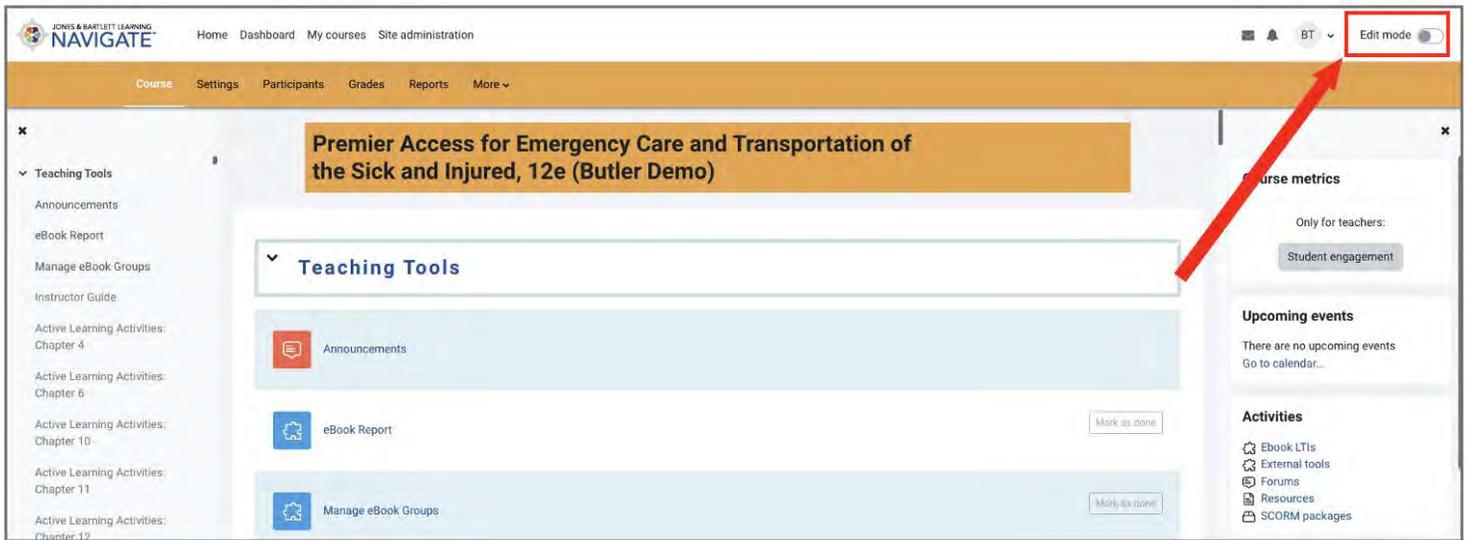
The screenshot displays a user interface for managing course content. At the top, there is a checkbox labeled "Display description on course page" with a help icon. Below this is a "Select files" section with a "Maximum size for new files: 50 MB" limit. A "Files" section shows a single file icon for "Chapter 1 Su...". Below the file list are several expandable settings sections: "Appearance", "Common module settings", "Restrict access", "Activity completion", and "Tags". At the bottom, there is a checkbox for "Send content change notification" and three buttons: "Save and return to course" (highlighted with a red box), "Save and display", and "Cancel". A "Required" indicator is visible in the bottom left corner.

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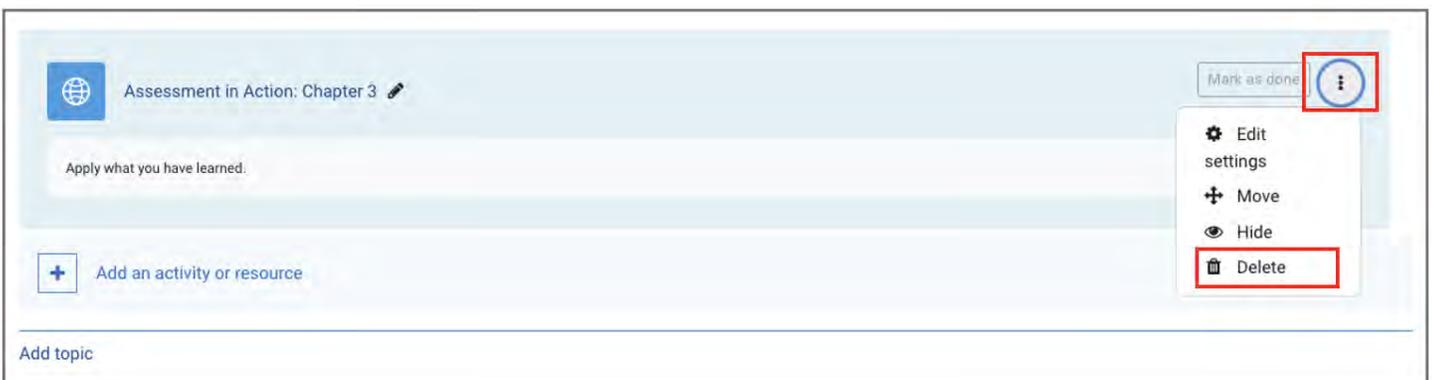
How to Delete a Course Item

Below are steps to follow for deleting select content (assignments, quizzes, PDFs, etc.) from your Navigate course.

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



2. Scroll as needed to locate the item you wish to delete. Next, click on the **Edit** dropdown menu to the right of the item, select the **Delete** option, and confirm in the resulting popup warning that you want to permanently remove it from the course by clicking “Yes.”



3. Note, if the item contains larger-sized files, it may take additional processing time before the content is removed from the course completely. All deleted items are retrievable from within the course's **Recycle bin** for 7 days before being permanently removed.

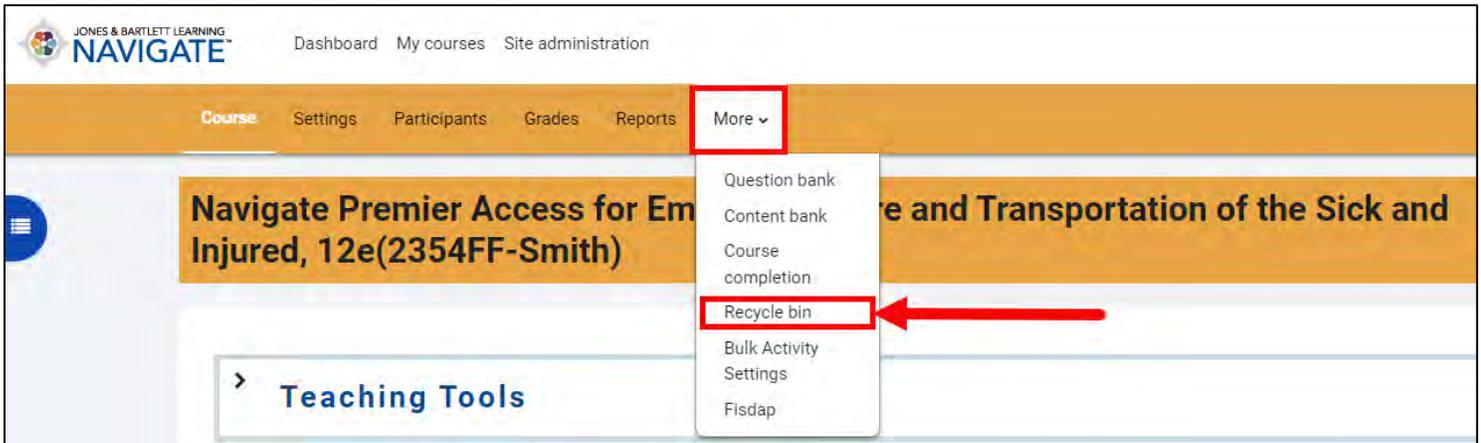
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How to Retrieve a Deleted File or Resource

This document provides directions for how to restore a deleted file or resource in a course. Note, you may only restore deleted items in a course within 7 days of the time of its deletion. Deleted contents may require up to 15 minutes before displaying in the course's Recycle bin.

1. From the course homepage, begin by clicking on **More** from the course navigation menu at the top of the page and select the **Recycle bin**. Note, the Recycle bin may require up to 15 minutes after the deletion of content to display in this menu. It remains available for 7 days, at which time the deleted content is permanently removed from the course.



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

Navigate Premier Access for Emergency Care and Transportation of the Sick and Injured, 12e(2354FF-Smith): Recycle bin

Contents will be permanently deleted after 7 days.

Activity	Date deleted	Restore	Delete
Send me your questions	Monday, 31 July 2023, 10:31 AM	⬆️	🗑️
Learning Objectives: Chapter 37	Monday, 31 July 2023, 10:31 AM	⬆️	🗑️

[Delete all](#)
[Back to Course: Navigate Premier Access for Emergency Care and Transportation of the Sick and Injured, 12e\(2354FF-Smith\)](#)

- When the system has completed the restore process, a confirmation notice is displayed at the top of the Recycle bin page.

Learning Objectives: Chapter 37 has been restored.

Navigate Premier Access for Emergency Care and Transportation of the Sick and Injured, 12e(2354FF-Smith): Recycle bin

Contents will be permanently deleted after 7 days.

Activity	Date deleted	Restore	Delete
Send me your questions	Monday, 31 July 2023, 10:31 AM	⬆️	🗑️

- The restored item is automatically restored to the bottom of its original Topic's contents.

Chapter 37 Patients With Special Challenges

- eBook: Chapter 37
- Interactive Lecture: Chapter 37
- Flashcards: Chapter 37
- Audiobook: Chapter 37
- Slides: Chapter 37
- Lecture Outline: Chapter 37
- Case Studies: Chapter 37
- Assessment in Action: Chapter 37
- Learning Objectives: Chapter 37

Assessment in Action: Chapter 37

Apply what you have learned.

Learning Objectives: Chapter 37

View the key points presented in this lesson.

Previous section: Chapter 36 Geriatric Emergencies

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How to Hide Course Items from My Students

This document contains instructions for how to hide course items (assignments, slides, lecture outlines, etc.) from students so that they cannot see or complete hidden resources and activities until you choose to reveal them.

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.



2. To the right of the item you wish to hide, locate and click the **Edit** menu. Then click the **Hide** option from the dropdown list.



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.



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.



5. When content is hidden, 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.



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.

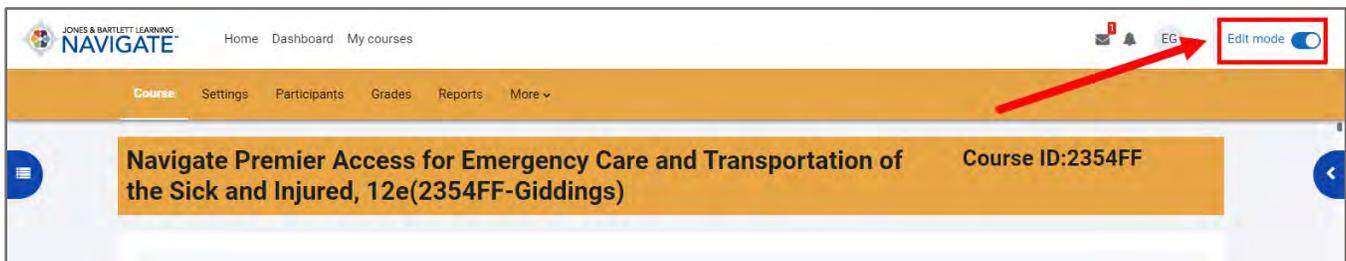


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How to Apply Access Restrictions or Gate Student Progress

This document contains instructions on how to add access restrictions to resources or activities within your course. Access restrictions may be used to limit which students may access individual items based on a criterion of your choosing, including dates or previously achieved scores.

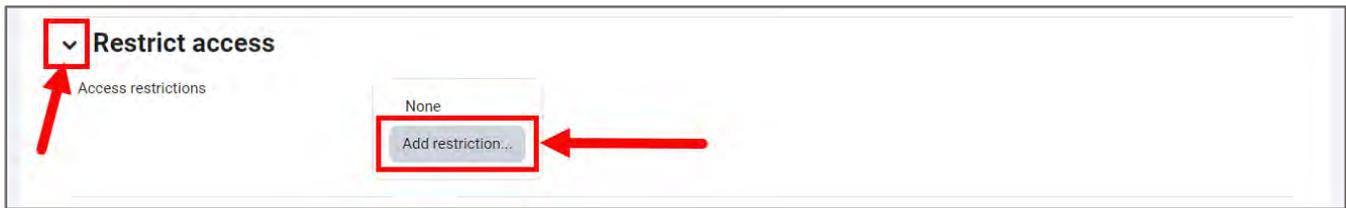
1. Navigate to the course page which contains the item on which you would like to place restrictions for students in the course. Toggle **Edit mode** on using the button at the top of the page.



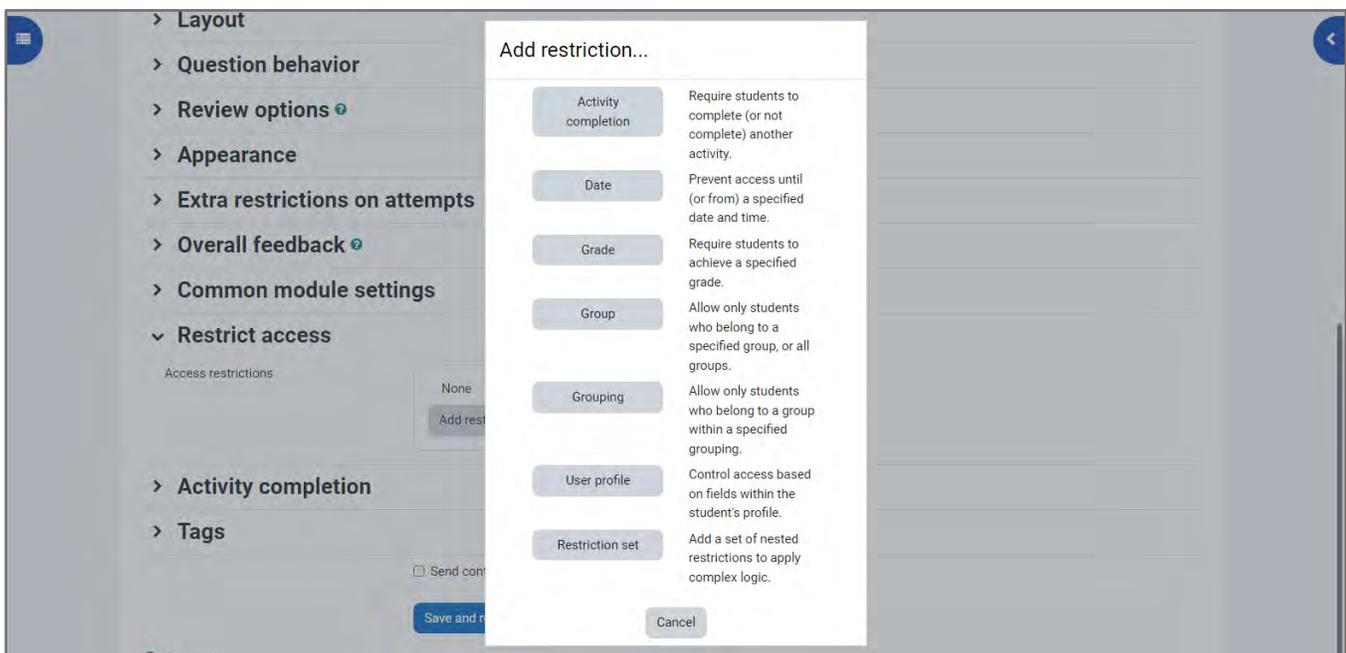
2. Scroll to the activity or resource for which you wish to apply an access restriction. Then click on the Edit menu to its right and select **Edit settings** from the dropdown menu.



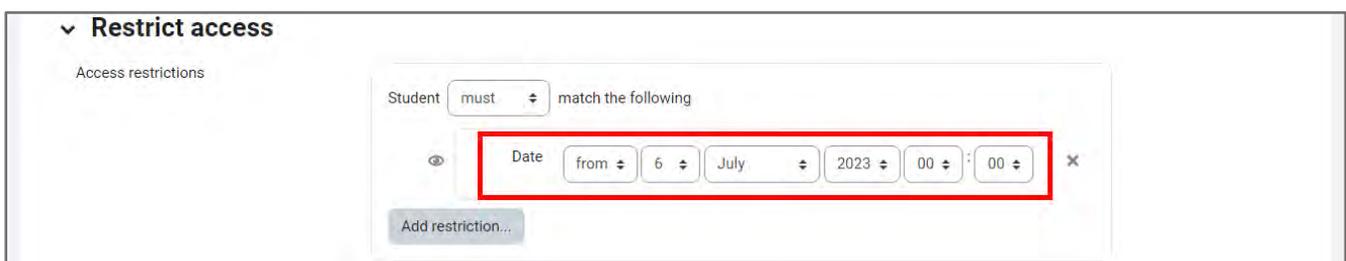
3. Access restrictions will always be found towards the bottom of the item's settings page. Scroll to this section, labelled **Restrict access**, and click to expand it. Next, click the **Add restriction** button to select your preferred gating method.



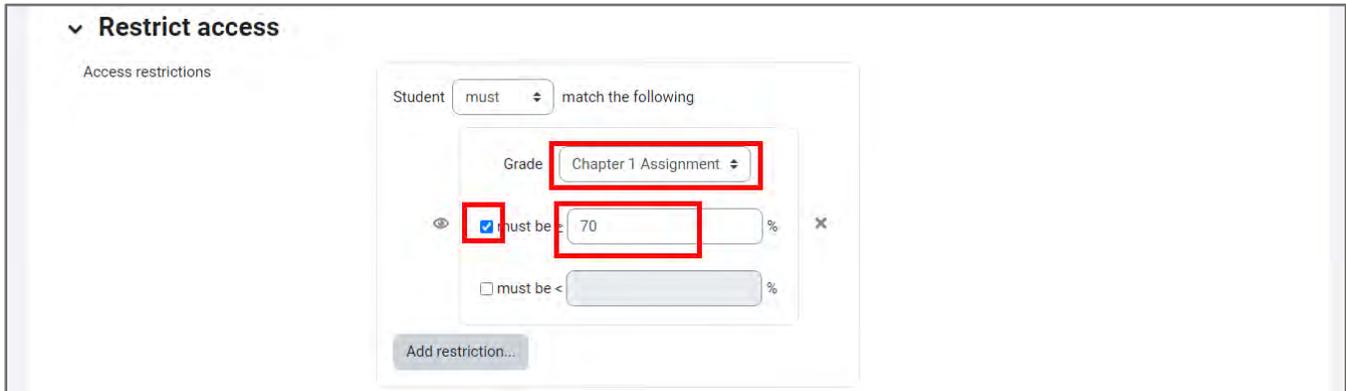
4. You have several options for how you would like to apply access requirements to the course item. Please read the description of the access restrictions to its right for more information before choosing the type you would like to use.



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

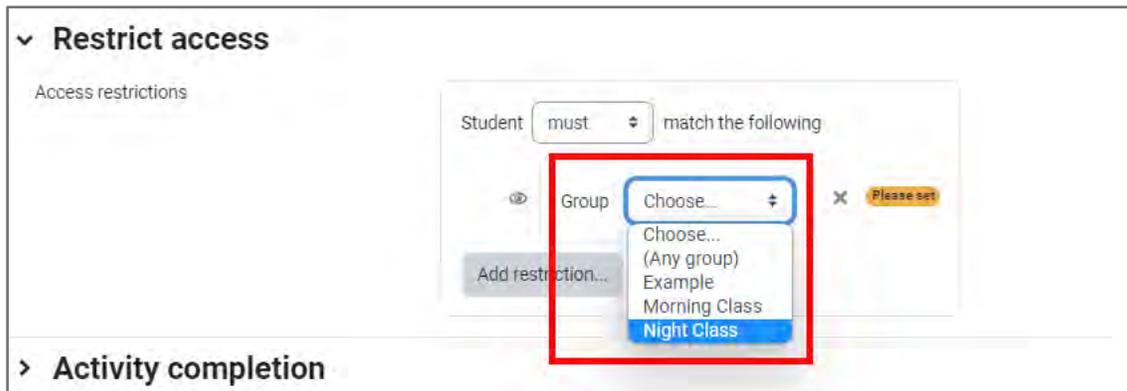


6. A **Grade** restriction will allow you to require that the students achieve a score of your choosing on a different course activity before they will be able to open this item.



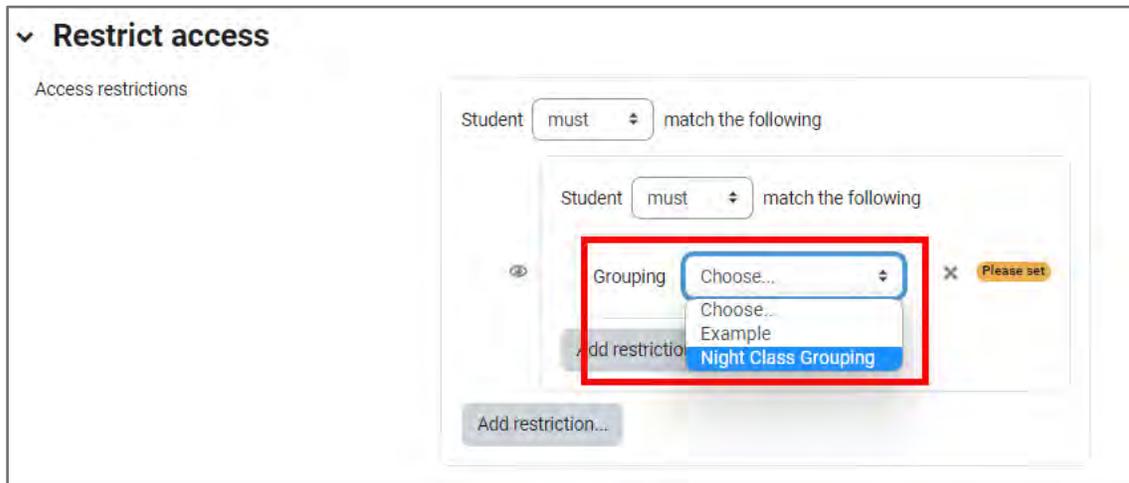
The screenshot shows the 'Restrict access' section with 'Access restrictions' expanded. Under 'Student', the condition is set to 'must match the following'. A dropdown menu for 'Grade' is open, showing 'Chapter 1 Assignment' selected. Below this, a checkbox is checked, and the text 'must be > 70 %' is displayed. There is also an unchecked checkbox for 'must be < %'. An 'Add restriction...' button is at the bottom.

7. A **Group** restriction will allow only students who belong to a specified group, or all groups, to access the item. Note that you need to set up groups for this option to work properly (see the “How to Create Student Groups” support document/video for more information on this).



The screenshot shows the 'Restrict access' section with 'Access restrictions' expanded. Under 'Student', the condition is set to 'must match the following'. A dropdown menu for 'Group' is open, showing options: 'Choose...', '(Any group)', 'Example', 'Morning Class', and 'Night Class'. A 'Please set' button is visible to the right. Below the restriction settings, there is a section for '> Activity completion'.

8. A **Grouping** restriction allows only students who belong to a group within a specified grouping to access the item.



The screenshot shows the 'Restrict access' configuration interface. Under the 'Access restrictions' section, there is a configuration for 'Student' with the operator 'must' and the text 'match the following'. Below this, a 'Grouping' dropdown menu is open, showing options: 'Choose...', 'Example', and 'Night Class Grouping'. The 'Night Class Grouping' option is highlighted in blue. A red box highlights the 'Grouping' dropdown and its options. There is also a 'Please set' button and an 'Add restriction...' button at the bottom.

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



The screenshot shows the 'Restrict access' configuration interface. Under the 'Access restrictions' section, there is a configuration for 'Student' with the operator 'must' and the text 'match the following'. Below this, a 'User profile field' dropdown menu is open, showing options: 'First name', 'is equal to', and 'John'. The 'First name' option is highlighted in blue. A red box highlights the 'User profile field' dropdown and its options. There is also an 'Add restriction...' button at the bottom.

10. The **Restriction set** button will allow you to add a set of nested restrictions to apply complex logic.

▼ **Restrict access**

Access restrictions

Student must match all of the following

Student must match all of the following

Date from 6 July 2023 00:00

and

Grade Choose...

must be \geq 70 % ⓧ Please set

must be $<$ %

Add restriction...

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

Send content change notification ⓘ

Save and return to course Save and display Cancel

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

Chapter 1 Quiz Mark as done

Not available unless:

- All of:
 - It is on or after July 6, 2023
 - You achieve higher than a certain score in Chapter 1 Assignment
 - Your Last name starts with G

How to Edit Item Names and Labels

This document contains instructions for how to change the name of any individual resource or activity displayed within your course.

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.



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



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



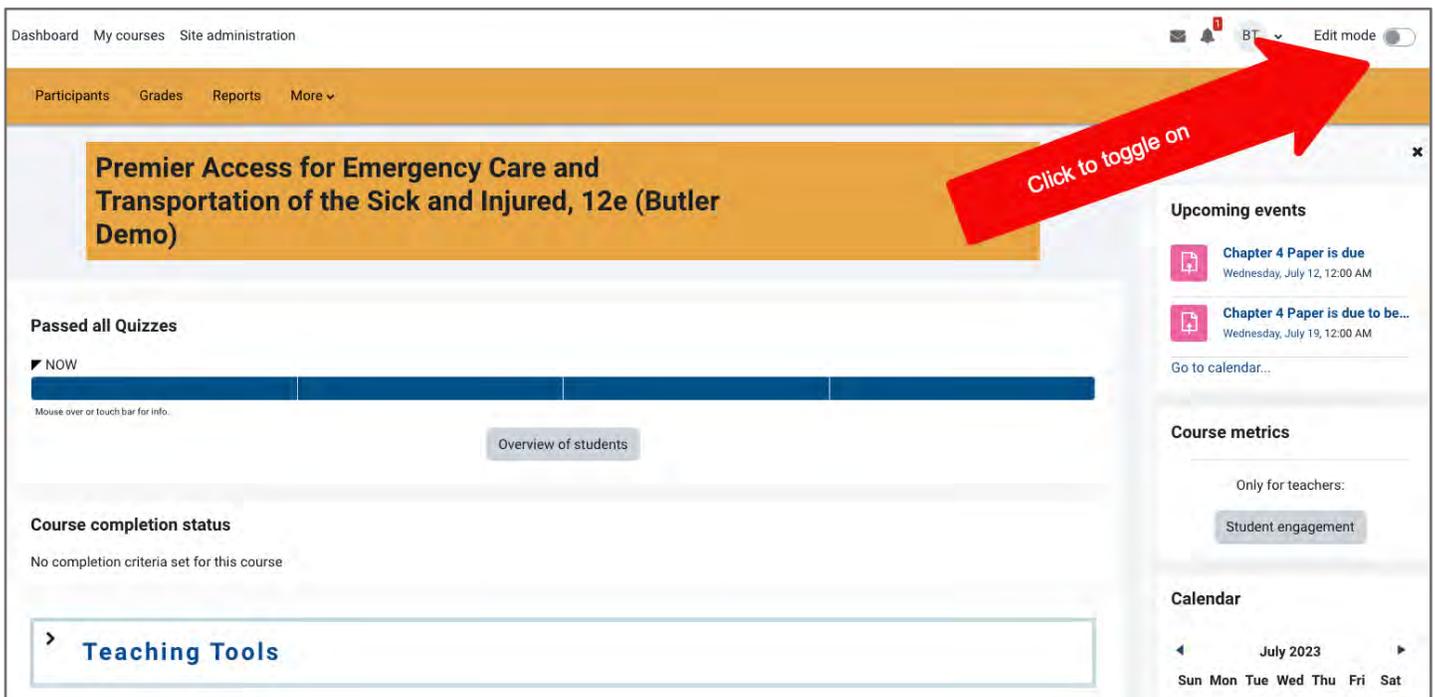
4. Proceed by implementing your changes here and then press the **Enter key** on your keyboard when satisfied. You may continue to update as many additional names on the page as needed following these same steps.
5. When you are finished making your desired edits, toggle off the Course **Edit Mode** to avoid making any unwanted changes.



How to Embed a Video in My Course

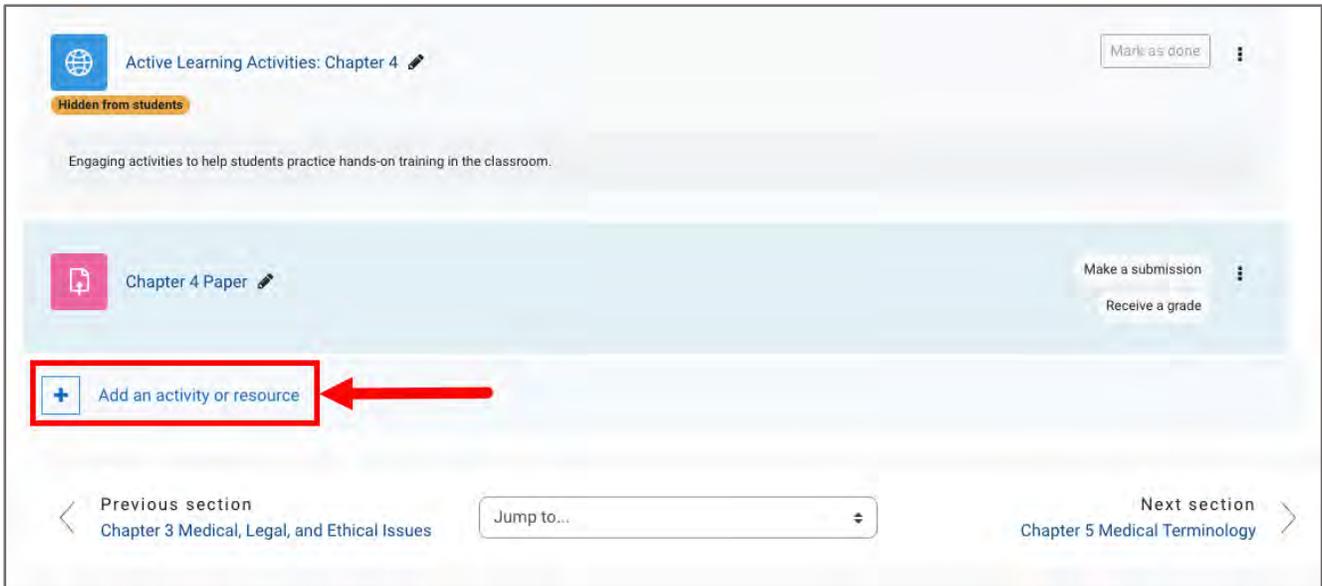
This document provides instructions on how to embed an external video within your Navigate course. Please note: Due to file size limitations, a prerequisite for embedding a video will be to upload the file to an online media sharing site, such as YouTube or Vimeo. The following example demonstrates embedding a video using YouTube.

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.

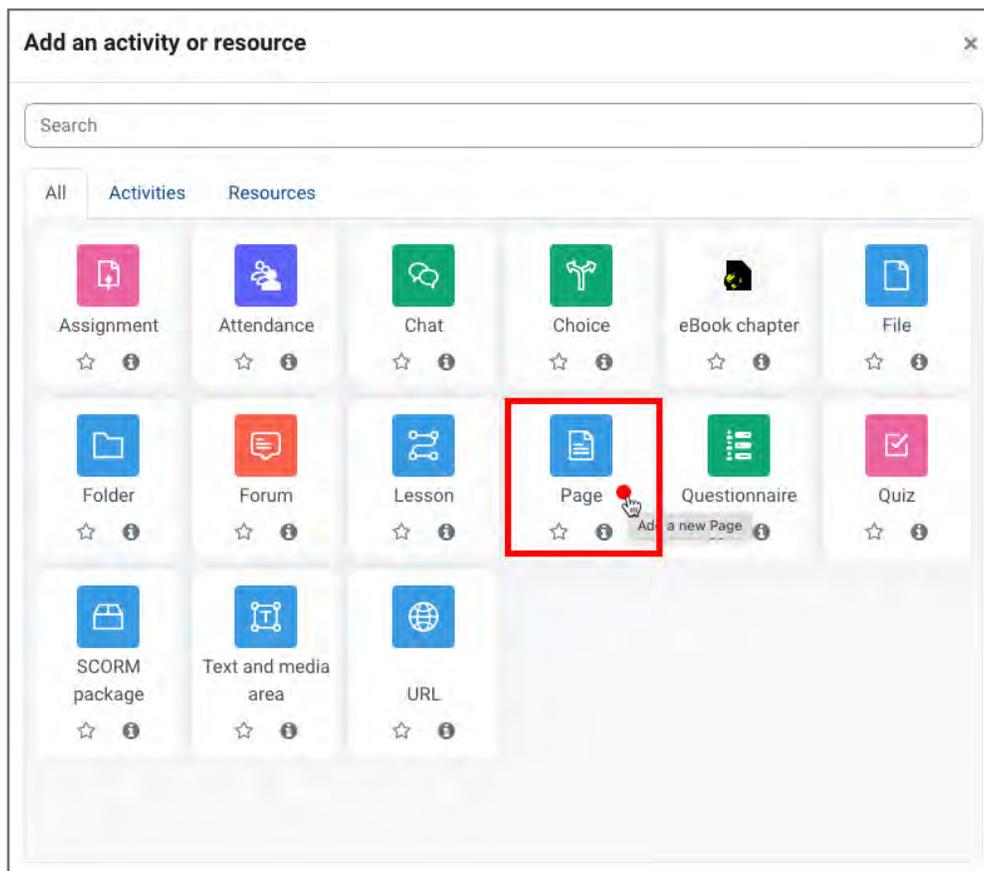


The screenshot shows the course homepage for "Premier Access for Emergency Care and Transportation of the Sick and Injured, 12e (Butler Demo)". At the top right, there is a navigation bar with "Dashboard", "My courses", and "Site administration". To the right of this bar is a user profile icon "BT" and an "Edit mode" toggle switch. A red arrow points to the "Edit mode" toggle with the text "Click to toggle on". Below the navigation bar are tabs for "Participants", "Grades", "Reports", and "More". The main content area includes a "Passed all Quizzes" section with a progress bar, a "Course completion status" section, and a "Teaching Tools" button. On the right side, there are sections for "Upcoming events" (listing "Chapter 4 Paper is due"), "Course metrics" (with a "Student engagement" button), and a "Calendar" for July 2023.

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. Then, select the **Page** option.



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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.

General

Name

Description

Display description on course page

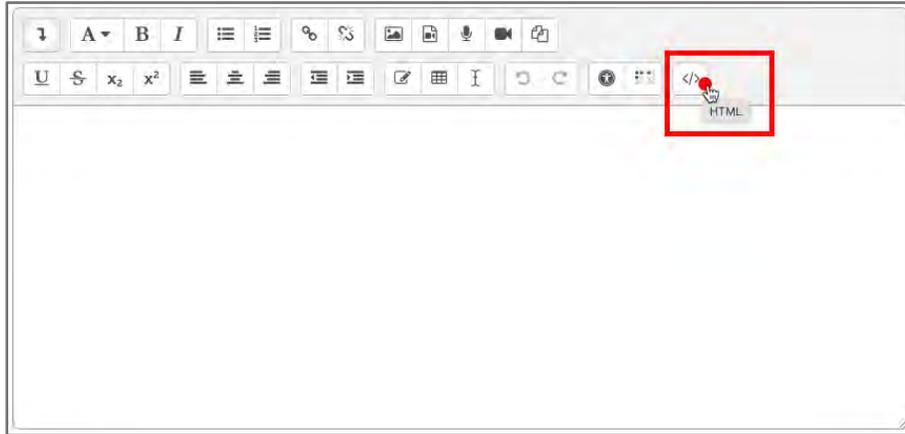
5. Next, scroll to the **Content** section and click the first button at the top to **Show/hide advanced buttons**.

Content

Page content

Clicking this button reveals the second row of options.

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

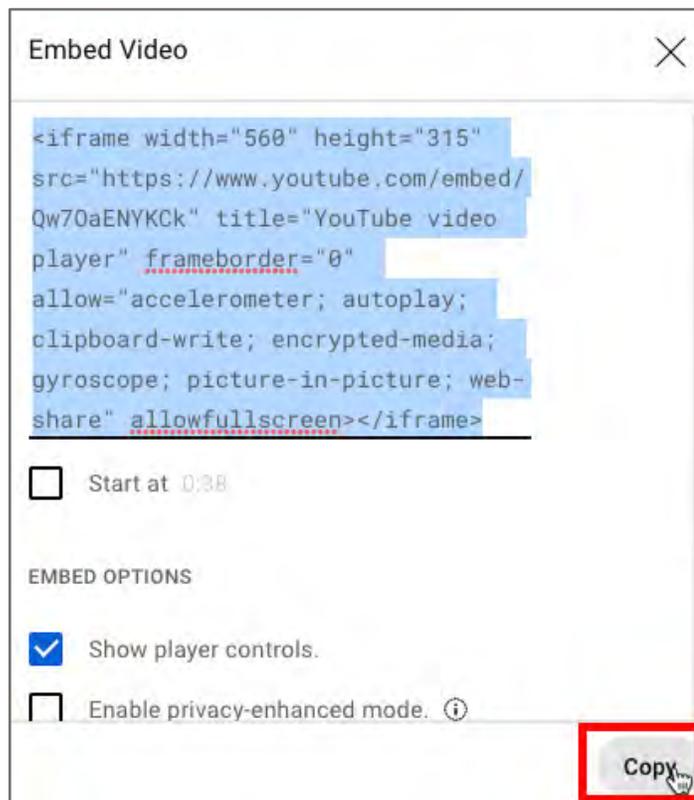


7. Open a new window or tab in your web browser and navigate to the webpage where your video is hosted. Look for and click the **Share** option, typically located below the video.

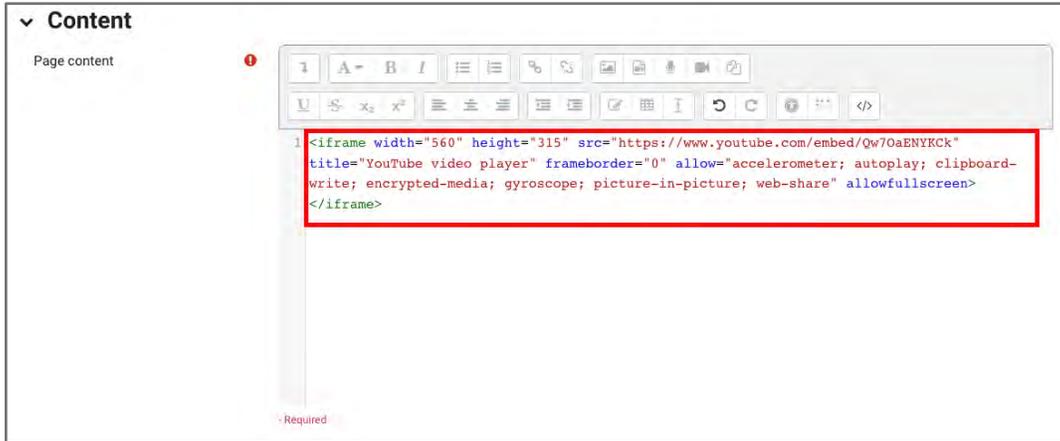


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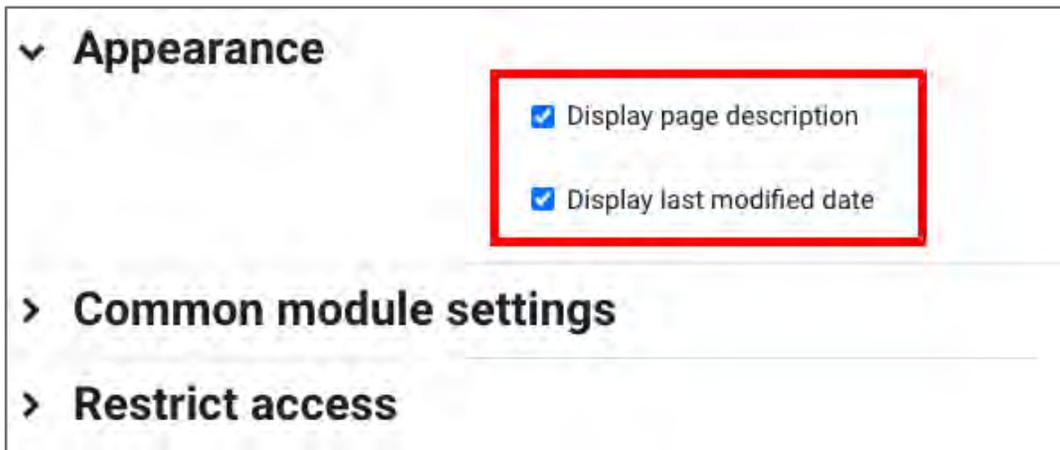
8. Then click the **Embed** option as your preferred method to share and copy the HTML text code that is provided.



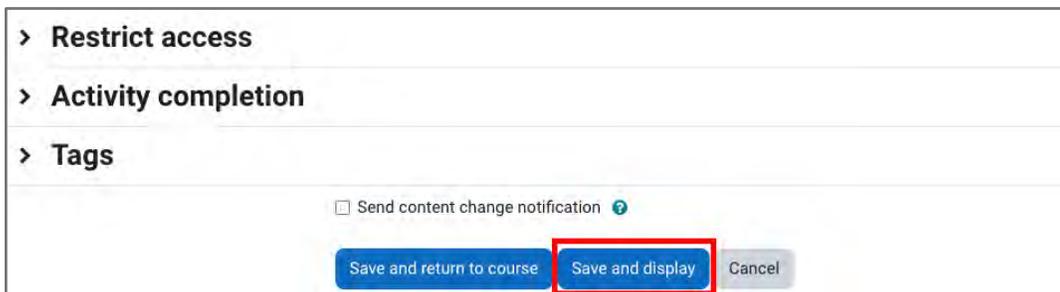
9. Return to the tab or window of your course and paste the copied text direction into the **Content** field.



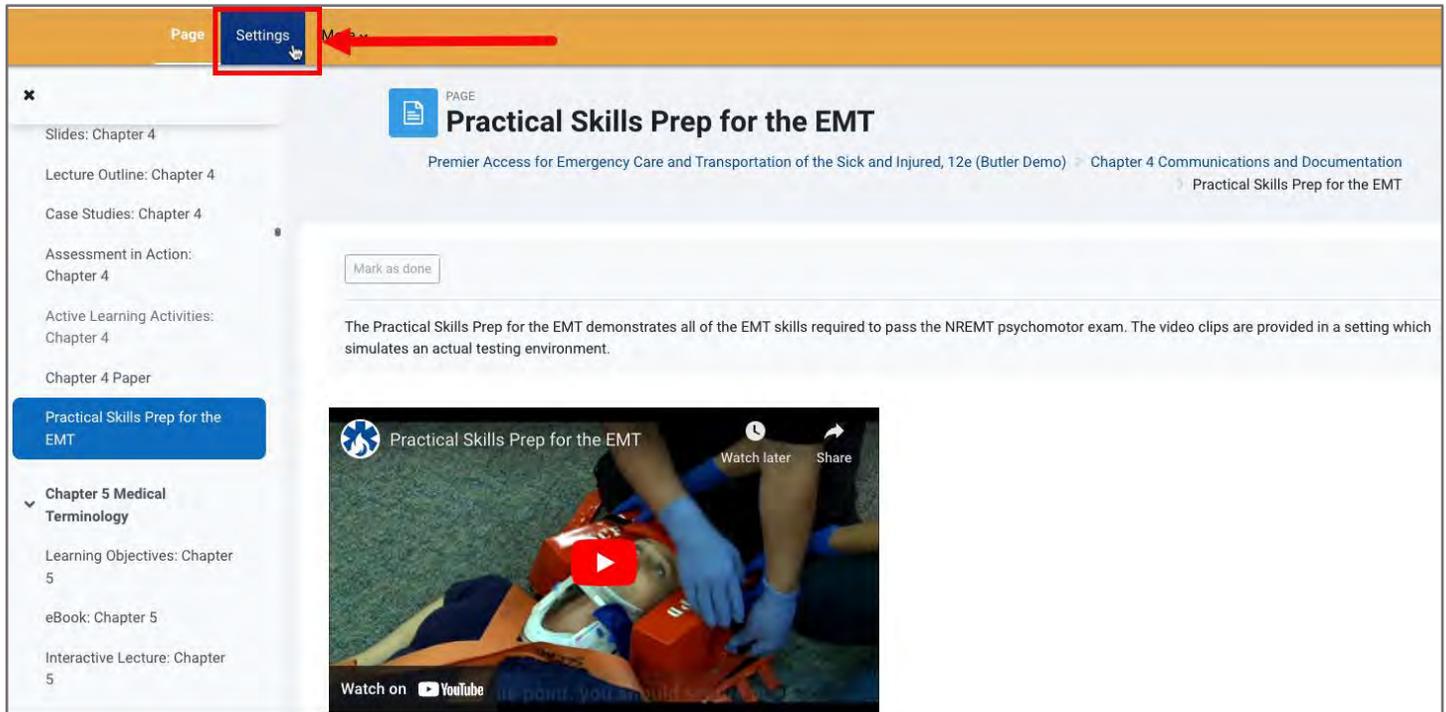
10. Toggle the page display options under the **Appearance** section as needed.



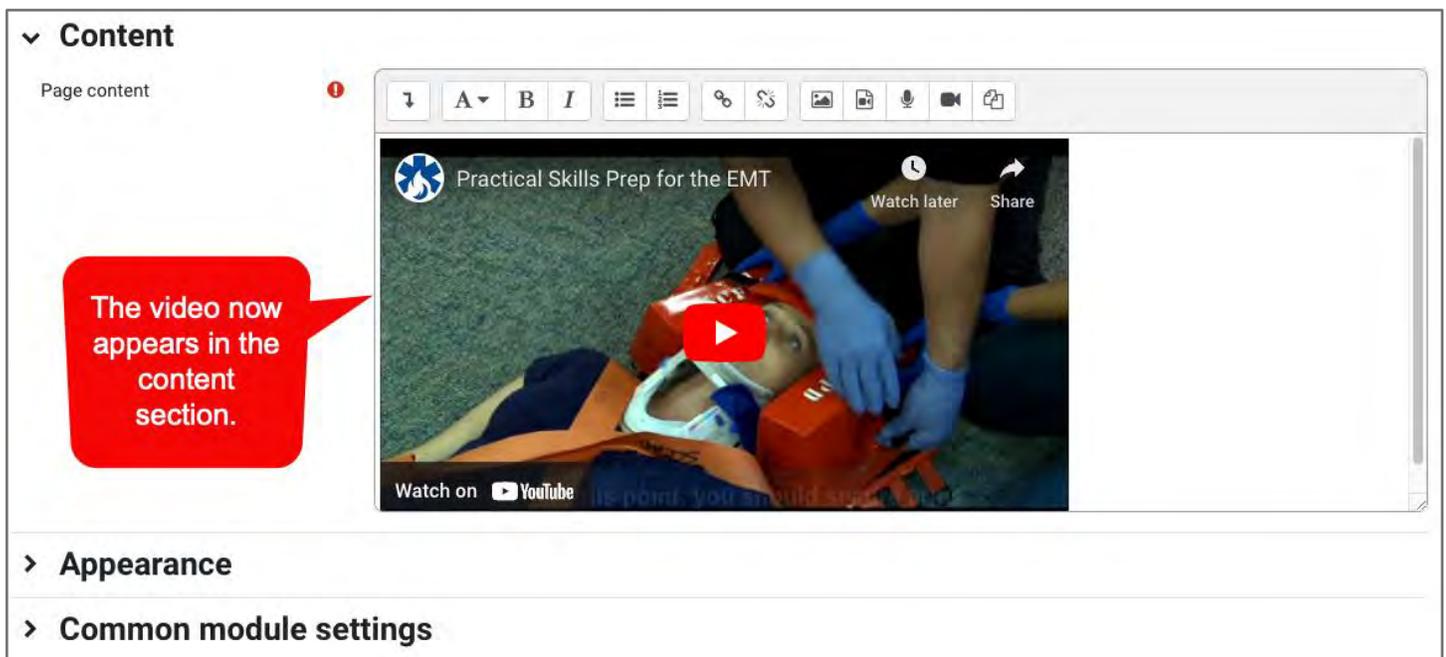
11. Finally, scroll to the bottom of the page and select the **Save and display** button to review your newly added video.



12. If you would like to make further edits to the newly created page, such as a video caption, return to the **Settings** menu option at the top of the page.



The screenshot shows a course page titled "Practical Skills Prep for the EMT". At the top, there is a navigation bar with "Page" and "Settings" options. The "Settings" option is highlighted with a red box and a red arrow pointing to it. Below the navigation bar, there is a sidebar on the left with a list of course items, including "Practical Skills Prep for the EMT" which is highlighted in blue. The main content area shows a video player with the title "Practical Skills Prep for the EMT" and a red play button. The video shows a person in a blue uniform performing a procedure on a patient lying on a stretcher.



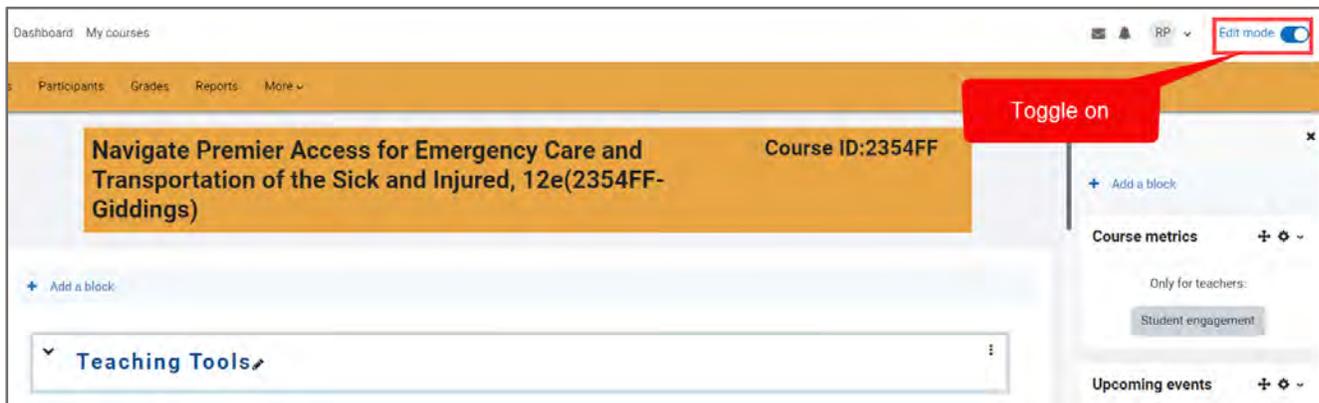
The screenshot shows the "Content" section of the course page. The "Content" section is expanded, showing a list of items under "Page content". The video player is visible in the content section. A red speech bubble points to the video player with the text "The video now appears in the content section." Below the content section, there are two expandable sections: "Appearance" and "Common module settings".

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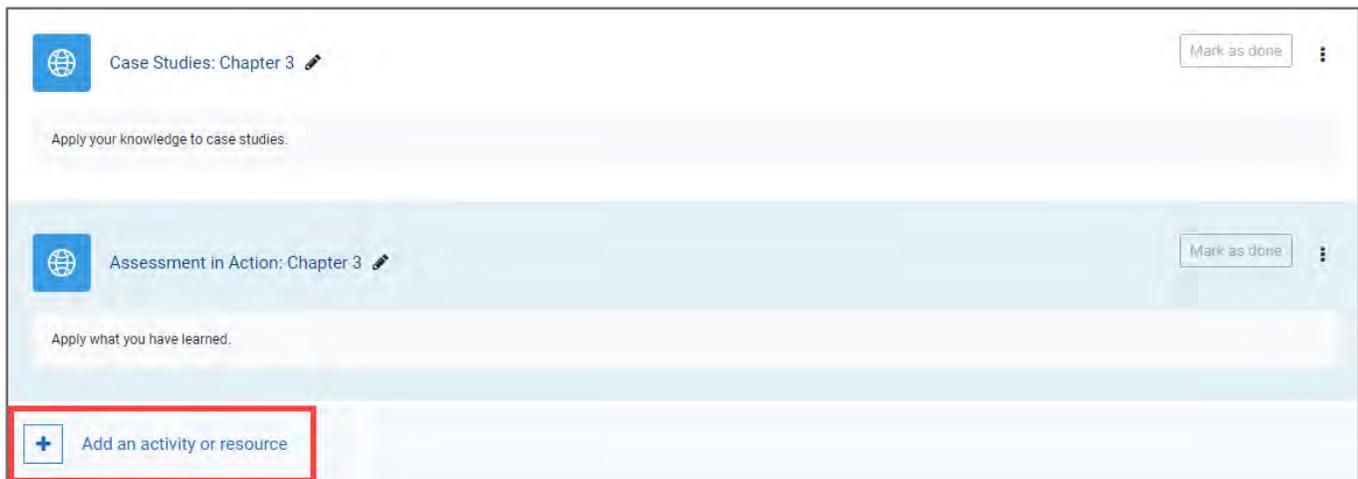
How to Add a Link to an External Website

This document provides instructions for how to add a hyperlink or URL to an external webpage within your course.

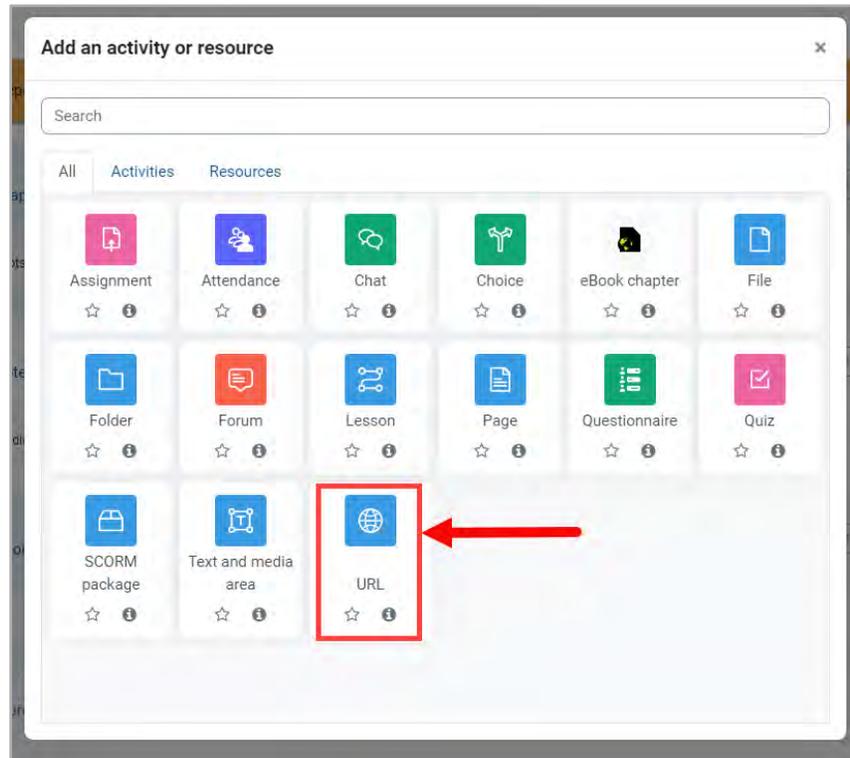
1. From the course homepage, navigate to the course section in which you would like to add the link and turn on the course **Edit Mode** using the button at the top of the page.



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.



- This opens a popup window listing the different Activity and Resource options available to use in the course. Select the **URL** option.



- On the URL settings page, proceed by entering the name under which the link will display in the course within the **Name** field.

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

Adding a new URL to Chapter 3 Medical, Legal, and Ethical Issues Expand all

General

Name ! Jones and Bartlett Learning Homepage

External URL ! Choose a link...

Description

Display description on course page ?

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

General

Name ! Jones and Bartlett Learning Homepage

External URL ! Choose a link...

Description

This website is where you can order 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 or accessed.

Appearance

Display ? Automatic ▾

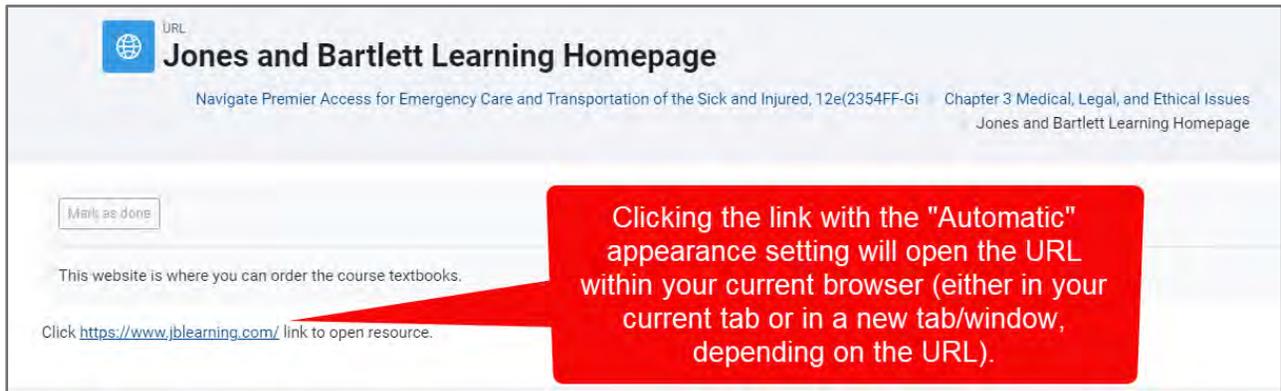
- Automatic
- Embed
- In frame
- New window
- Open
- In pop-up

> URL variables

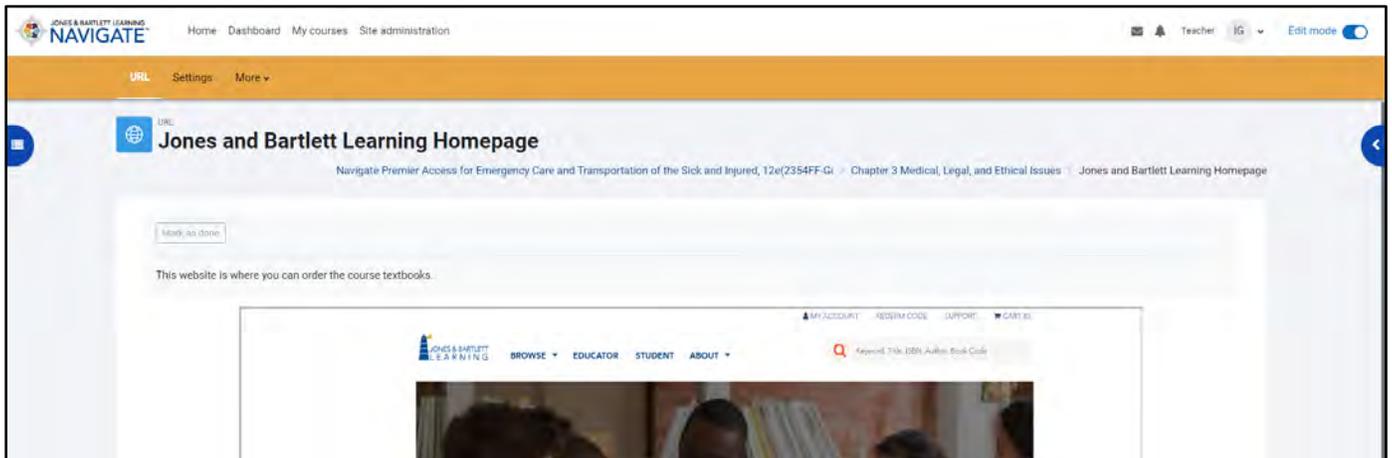
> Common module settings

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- **Automatic** displays the hyperlink on a dedicated URL page along with its description (if applicable) where the student must click on the link to open it, typically loading in the same window as the course, which navigates the user away from the course and into the linked page.



- **Embed** displays the linked URL page within an iframe directly on the course page itself, giving the user a sense that they are not leaving the course to review the URL's contents.



- **In frame** is similar to the above, however it removes most of the course menus and navigation options while displaying the iframed URL at a greater scale.



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

Navigate Premier Access for Emergency Care and Transportation of the Sick and Injured, 12e(2354FF-Giddings) Course ID:2354FF

> Teaching Tools

Chapter 3 Medical, Legal, and Ethical Issues

Jones and Bartlett Learning Homepage Mark as done

This website is where you can order the course textbooks.

Clicking the item from the contents page opens the linked URL within a new tab within your web browser.

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

JONES & BARTLETT LEARNING NAVIGATE

Home Dashboard My course

Course Settings Participants

Navigate Premier Access for Emergency Care and Transportation of the Sick and Injured, 12e(2354FF-Giddings)

> Teaching Tools

Chapter 3 Medical, Legal, and Ethical Issues

Jones and Bartlett Learning

This website is where you can order the course textbooks.

Learning Objectives: Chapter 3

Jones & Bartlett Learning | Learning Resources and Tools - Google Chrome

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AGREE & DISMISS

JONES & BARTLETT LEARNING

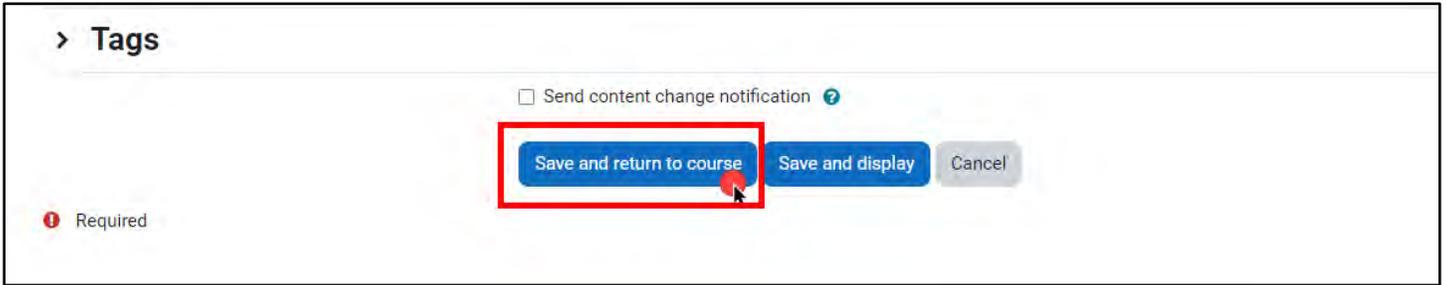
YOUR SUCCESS BEGINS HERE

With our trusted, quality content and unparalleled support, we help you get the most out of your course.

Clicking the link with the "In pop-up" option applied launches a pop-up window that be expanded for optimal viewing.

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8. When satisfied with your selections, scroll to the bottom of the page and select the **Save and return to course** button to review your newly added external URL.

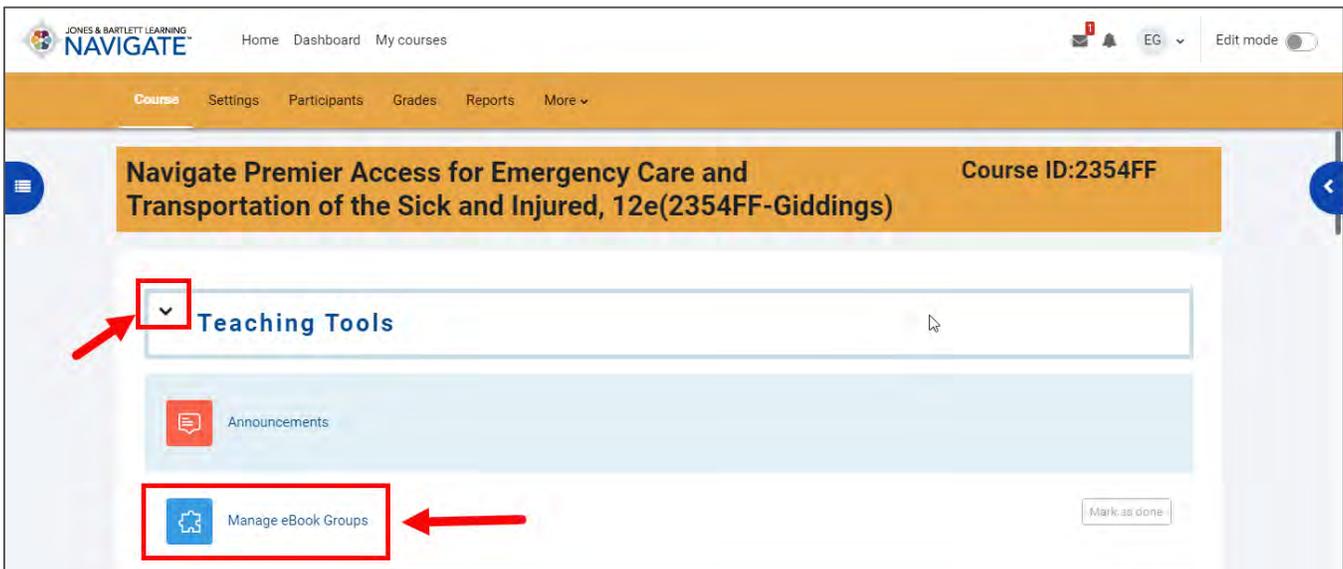


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How to Set Up eBook User Groups for Note Sharing

This document provides instructor directions on how to create user groups within your eBook. With this option, you can automatically share your eBook notes with sets of specific students in the class.

1. As an instructor, you have the option of sharing your eBook notes with your students or adjuncts so that these are displayed 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.

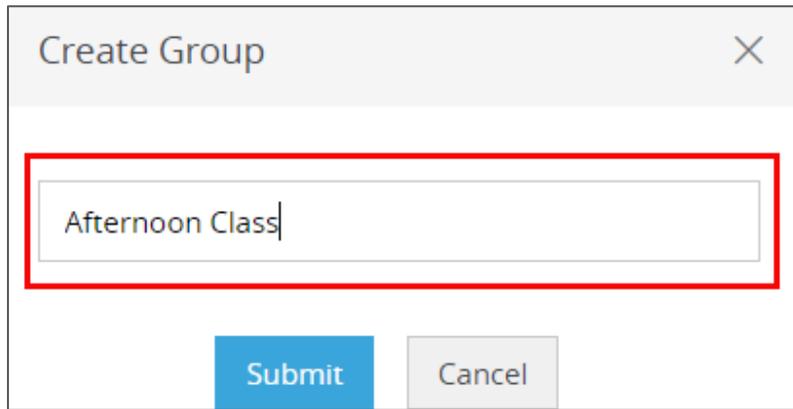


2. After launching the **Manage eBook Groups** tool, click the **Create Group** button in the top-right of the page.



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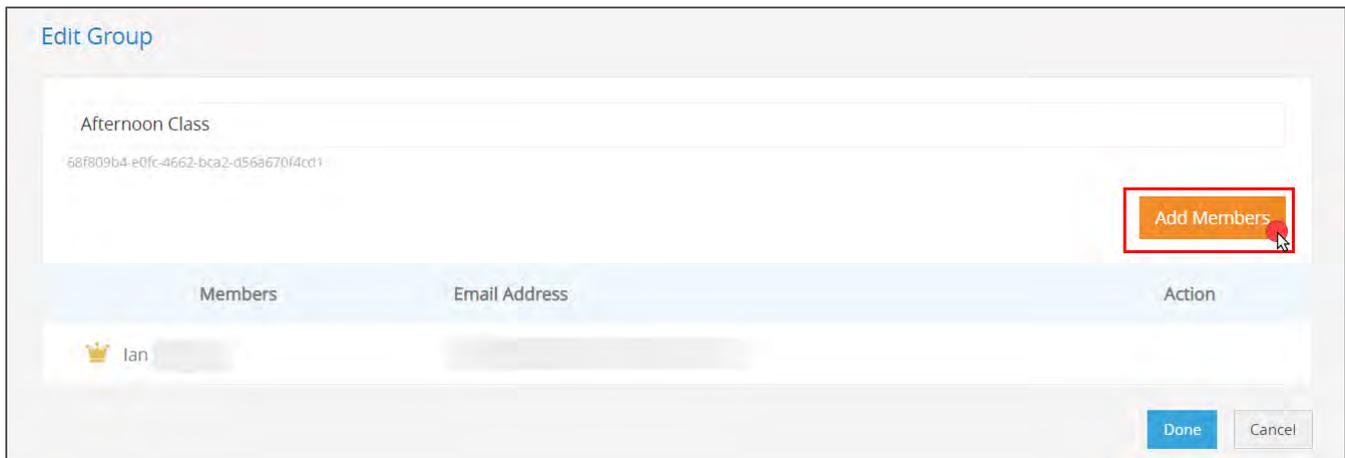
3. Enter in a name of your choosing for the Group and click **Submit**.



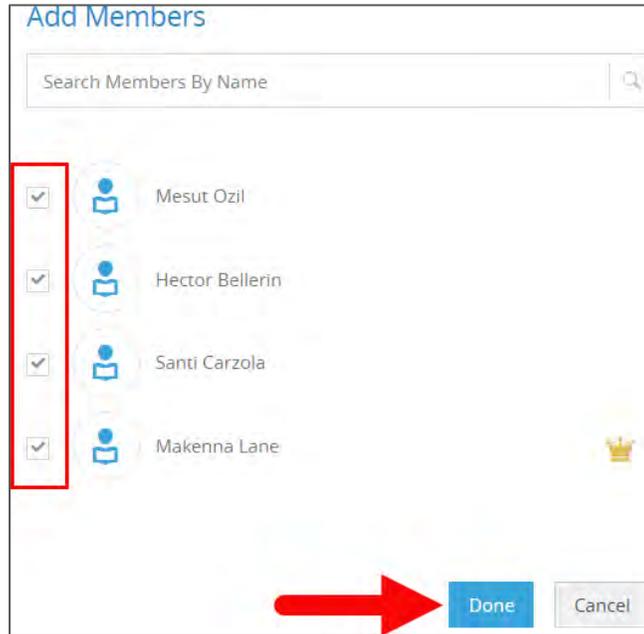
4. The created Group will now display on your page. Next, click the **Edit** option to its right to begin adding members.



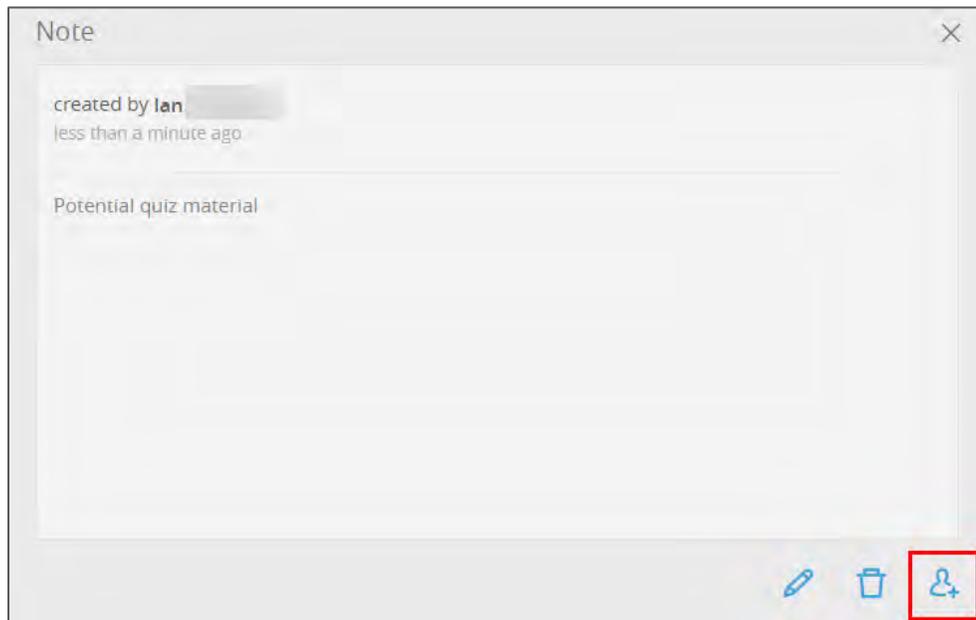
5. On the **Edit** page, click the **Add Members** button to the right.



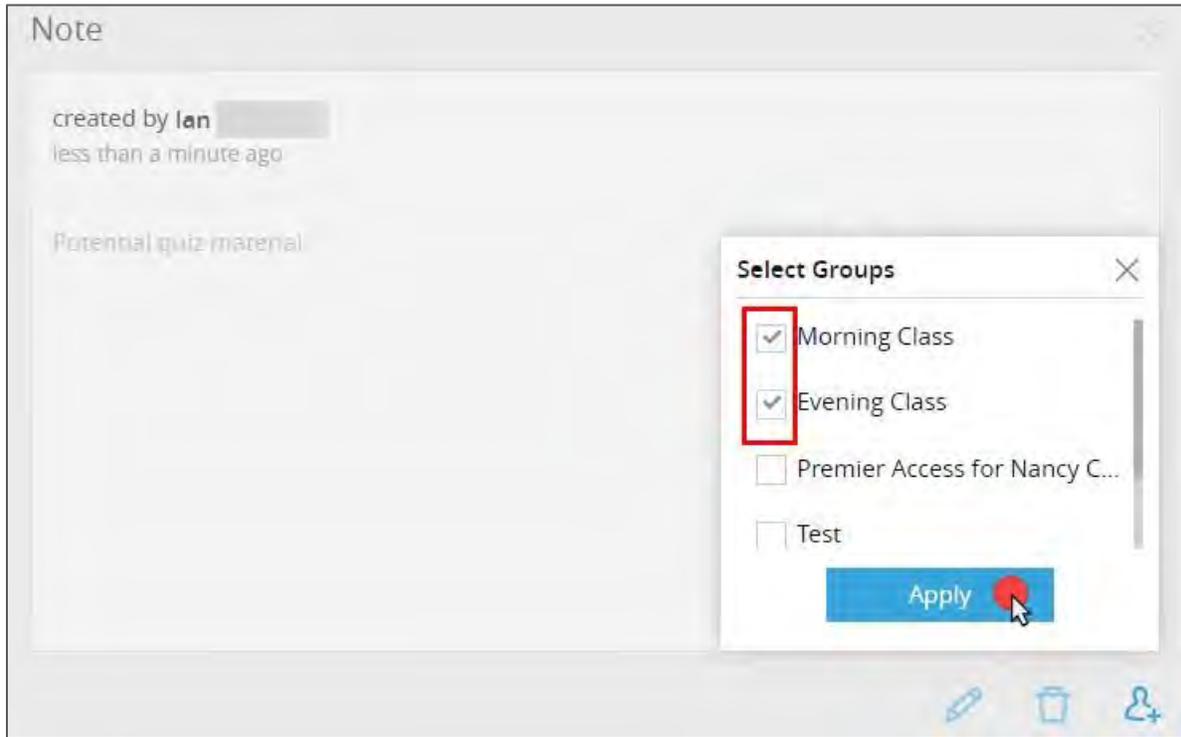
6. Proceed by selecting all individuals with whom you would like to share eBook notes within the resulting popup window. When finished, click **Done**.



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(s) will now see the applicable note available for review within their eBooks.

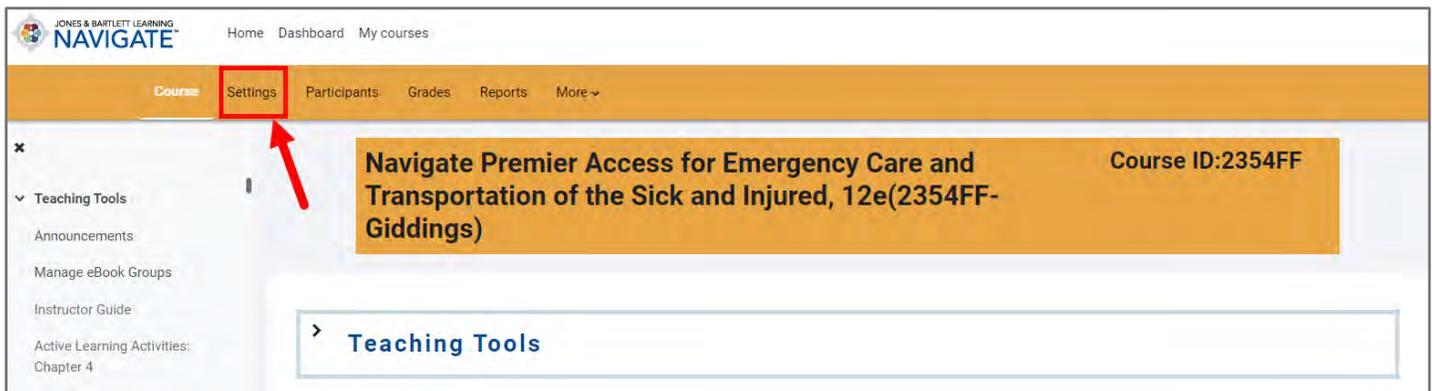


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How to Create Student Groups

*This document provides instructions on organizing students into designated groups as a means of tracking and managing separate cohorts within a single course. **Note:** While the Group feature may be used for various organizational purposes, a recommended best practice is to use a one course ID per student cohort approach.*

1. First, you need to enable the Groups option within your course settings. From the course homepage, click **Settings** in the menu bar at the top.

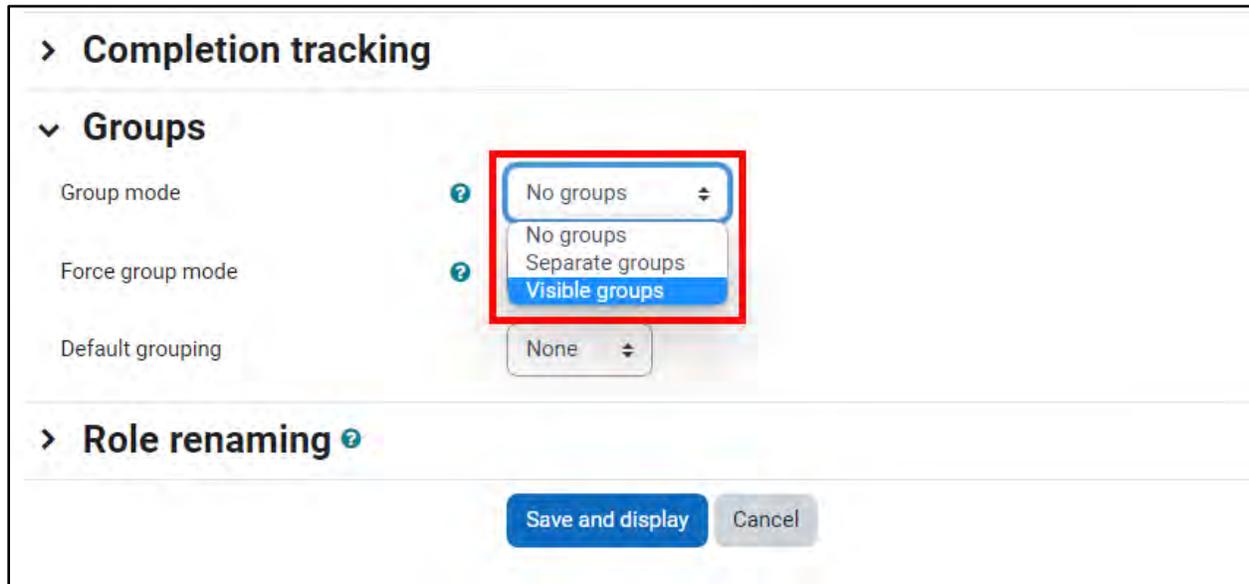


The screenshot shows the course homepage in the NAVIGATE system. The top navigation bar includes 'Home', 'Dashboard', and 'My courses'. Below this, a secondary navigation bar contains 'Course', 'Settings', 'Participants', 'Grades', 'Reports', and 'More'. The 'Settings' option is highlighted with a red box and a red arrow. The main content area displays the course title 'Navigate Premier Access for Emergency Care and Transportation of the Sick and Injured, 12e(2354FF-Giddings)' and the course ID '2354FF'. A 'Teaching Tools' section is visible below the course information.

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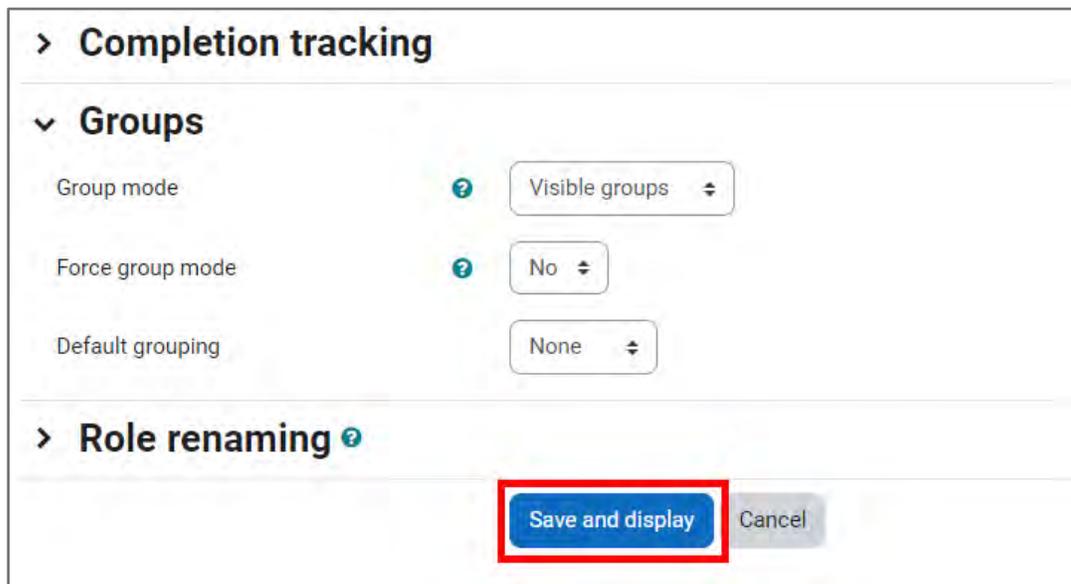
2. Scroll down to **Groups** and click to expand the section. To the right of **Group Mode**, choose either **separate groups** or **visible groups**. You can learn more about these options by clicking the question mark next to the dropdown.

- **Separate groups** – Each group member can only see their own groups. Other groups for which they are not a member are invisible to them.
- **Visible groups** – Each group member is tracked and works within in their own group, but can also see other groups in the same course.



The screenshot shows the 'Groups' section of a settings page. The 'Group mode' dropdown menu is open, showing three options: 'No groups', 'Separate groups', and 'Visible groups'. The 'Visible groups' option is highlighted in blue. The 'Force group mode' dropdown is set to 'No', and the 'Default grouping' dropdown is set to 'None'. The 'Save and display' button is highlighted with a red box.

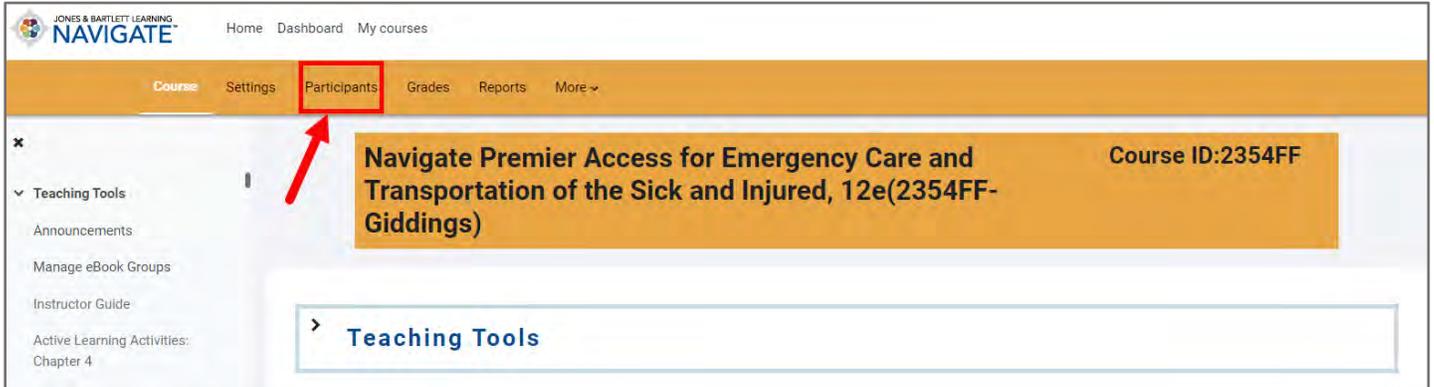
3. Next, click **Save and Display** at the bottom of the page to save your settings and return to your course homepage.



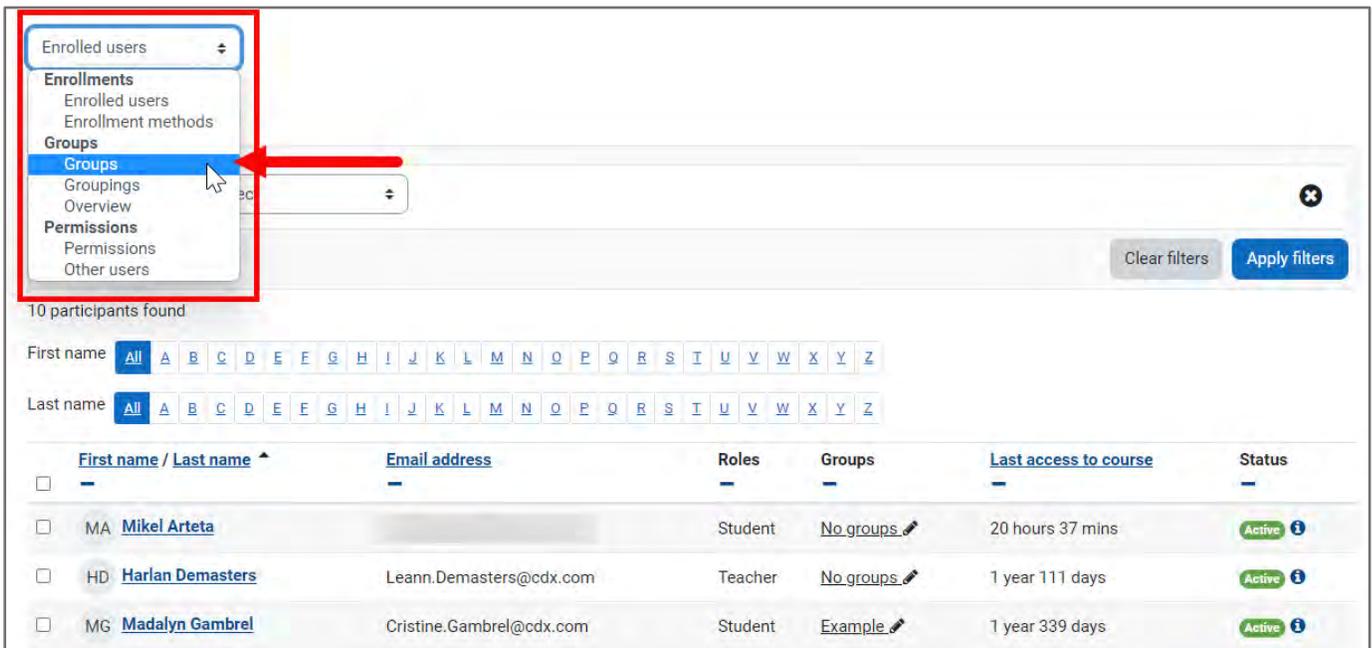
The screenshot shows the 'Groups' section of a settings page. The 'Group mode' dropdown is set to 'Visible groups', the 'Force group mode' dropdown is set to 'No', and the 'Default grouping' dropdown is set to 'None'. The 'Save and display' button is highlighted with a red box.

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4. Next, from the course homepage, click the **Participants** option in the navigation menu bar at the top of the page.



5. You are brought to a page listing all users currently enrolled in the course. From this page, click on the **dropdown menu** in the top left corner, then select the **Groups** option.



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.

Groups

Navigate Premier Access for Emergency Care and Transportation of the Sick and Injured, 12e(2354FF-G) Groups

Groups

Example (2)

Members of:

Edit group settings

Delete selected group

Create group

Auto-create groups

Import groups

Add/remove users

7. You should 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 preferred details, scroll down and click the **Save changes** button at the bottom of the page.

General

Group name: Night Class

Group ID number: [empty]

Group description: 6 PM Class

Enrollment key: Click to enter text

Group messaging: No

New picture: Choose a file... Maximum size for new files: 50 MB

Save changes Cancel

8. The **Group** you have just created is now listed as virtual bucket in which to assign users enrolled in the course. To assign select students to this group, select it in the **Groups** pickbox first and then click the **Add/remove users** button to the bottom right of the page.

Groups: [pickbox]

Navigate Premier Access for Emergency Care and Transportation of the Sick and Injured, 12e(2354FF-Gi Groups)

Groups: Example (2), Morning Class (0), Night Class (0)

Members of: Night Class (0)

Add/remove users

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9. The next page displays 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.

Add/remove users: Night Class

Night Class
6 PM Class

Group members

None

◀ Add

Remove ▶

Search Clear

Search options ▶

Potential members

Selected user's membership:

Student (5)
Mikel Arteta () (0)
Madalyn Gambrel (Cristine.Gambrel@cdx.com) (1)
Onita Gaulke (Michellina.Gaulke@cdx.com) (1)
Carole Hackman (Katheryn.Hackman@cdx.com) (0)
Velma Lehn (Krista.Lehn@cdx.com) (0)

Teacher (4)
Harlan Demasters (Leann.Demasters@cdx.com) (0)
Ethan Gollehon () (0)
Elvis Peterka (Mable.Peterka@cdx.com) (0)
Ryan Poor () (0)

No roles (1)
Steve Webster () (0)

Search Clear

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

Add/remove users: Night Class

Night Class
6 PM Class

Group members

None

◀ Add

Remove ▶

Search Clear

Search options ▶

Potential members

Selected user's membership:

Student (5)
Mikel Arteta () (0)
Madalyn Gambrel (Cristine.Gambrel@cdx.com) (1)
Onita Gaulke (Michellina.Gaulke@cdx.com) (1)
Carole Hackman (Katheryn.Hackman@cdx.com) (0)
Velma Lehn (Krista.Lehn@cdx.com) (0)

Teacher (4)
Harlan Demasters (Leann.Demasters@cdx.com) (0)
Ethan Gollehon () (0)
Elvis Peterka (Mable.Peterka@cdx.com) (0)
Ryan Poor () (0)

No roles (1)
Steve Webster () (0)

Search Clear

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

Add/remove users: Night Class

Night Class
6 PM Class

Group members

Potential members

Selected user's membership:

Student (2)
Carole Hackman (Katheryn.Hackman@cdx.com)
Velma Lehn (Krista.Lehn@cdx.com)

◀ Add

Remove ▶

Student (3)
Mikel Arteta () (0)
Madalyn Gambrel (Cristine.Gambrel@cdx.com) (1)
Onita Gaulke (Michelina.Gaulke@cdx.com) (1)

Teacher (4)
Harlan Demasters (Leann.Demasters@cdx.com) (0)
Ethan Gollehon () (0)
Elvis Peterka (Mable.Peterka@cdx.com) (0)
Ryan Poor () (0)

No roles (1)
Steve Webster () (0)

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.

Add/remove users: Night Class

Night Class
6 PM Class

Group members

Potential members

Selected user's membership:

Student (2)
Carole Hackman (Katheryn.Hackman@cdx.com)
Velma Lehn (Krista.Lehn@cdx.com)

◀ Add

Remove ▶

Student (3)
Mikel Arteta () (0)
Madalyn Gambrel (Cristine.Gambrel@cdx.com) (1)
Onita Gaulke (Michelina.Gaulke@cdx.com) (1)

Teacher (4)
Harlan Demasters (Leann.Demasters@cdx.com) (0)
Ethan Gollehon () (0)
Elvis Peterka (Mable.Peterka@cdx.com) (0)
Ryan Poor () (0)

No roles (1)
Steve Webster () (0)

Search Clear

Search Clear

[Search options ▶](#)

[Back to groups](#) ←

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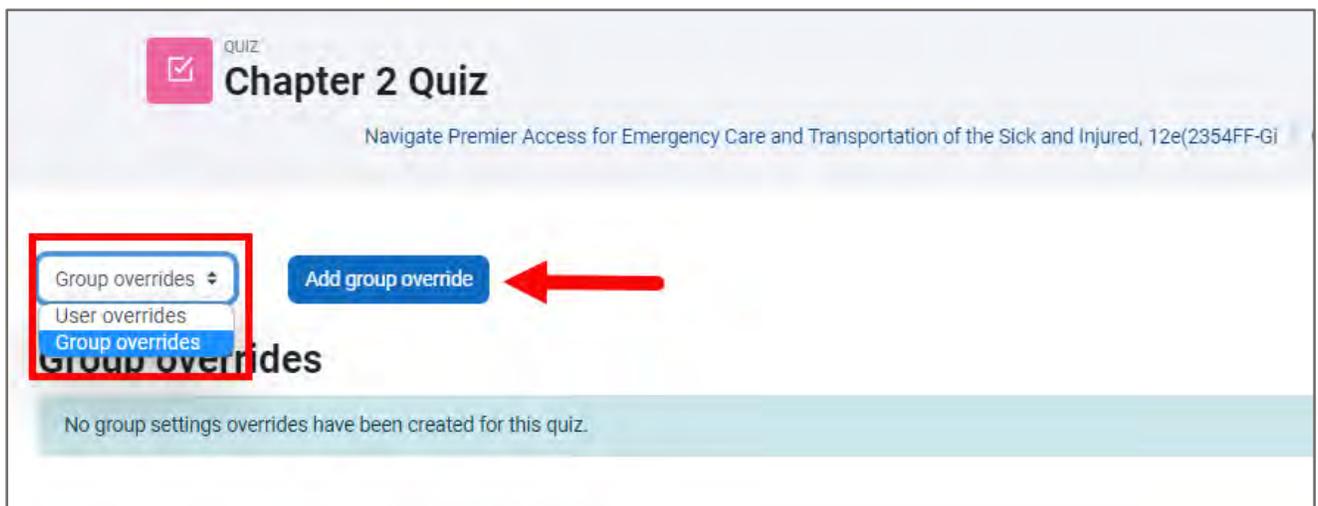
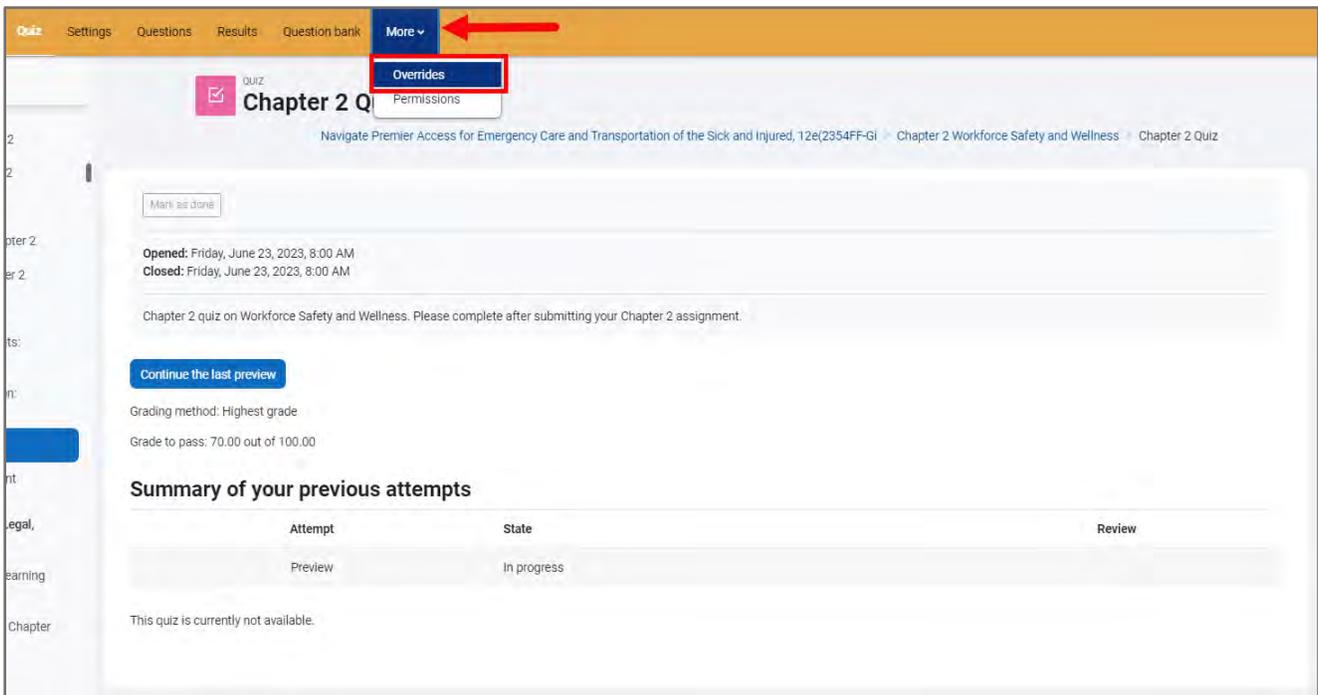
13. You may also manage your groups at any time from this Groups page by selecting the group you need to adjust and clicking the **Add/remove** users button again. You may also edit any other component of the group setup by clicking the **Edit group settings** button or removing the group entirely by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

14. After setting up your groups, you may now filter your course reports, such as the Grader Report, to view group-specific data only.

First name / Last name	Email address	Example Exam	Soft-Skill Simulations	Interactive Lecture: Chapte...
CH Carole Hackman	Katheryn.Hackman@cdx.com	-	-	-
VL Velma Lehn	Krista.Lehn@cdx.com	-	0.00	-
Group average		-	0.00	-
Overall average		-	0.00	-

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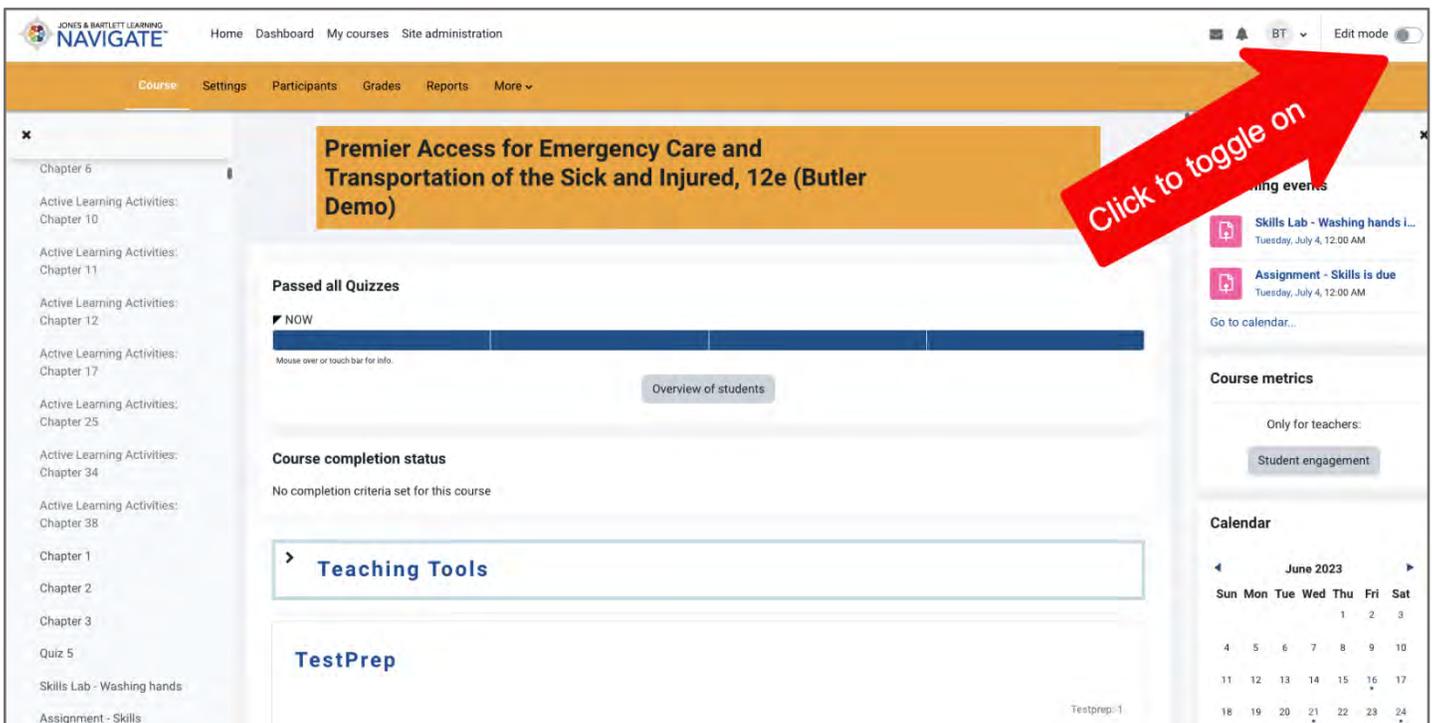
15. You may also create group overrides for quizzes or assignments to apply exceptions for a select group of students. When viewing the quiz/assignment page you wish to apply an override for, click on the **More** dropdown in the menu bar at the top, then choose **Overrides**. Then select **Group overrides** from the dropdown and click **Add group override**.



How to Add and Configure Course Blocks

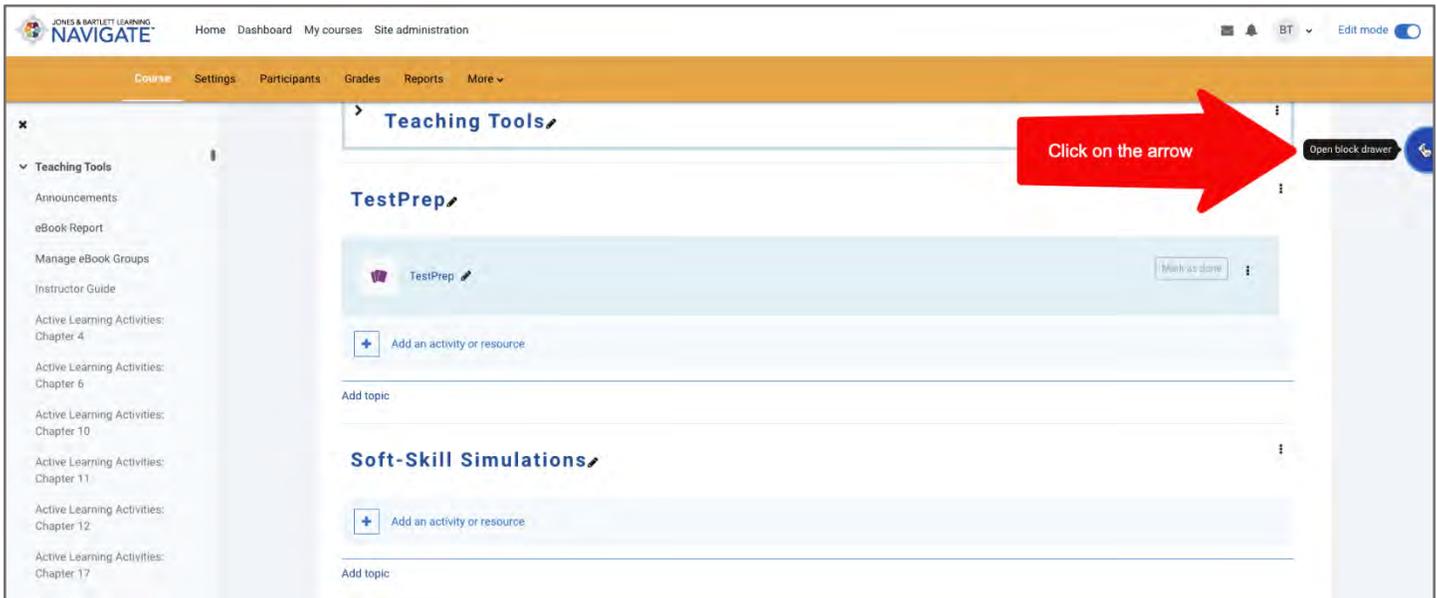
This document provides directions on how you can add and configure course blocks in the right-hand menu. Course Blocks are a variety of tools that may be added to your course as quick-menu items to assist with tracking, navigation, and communication.

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

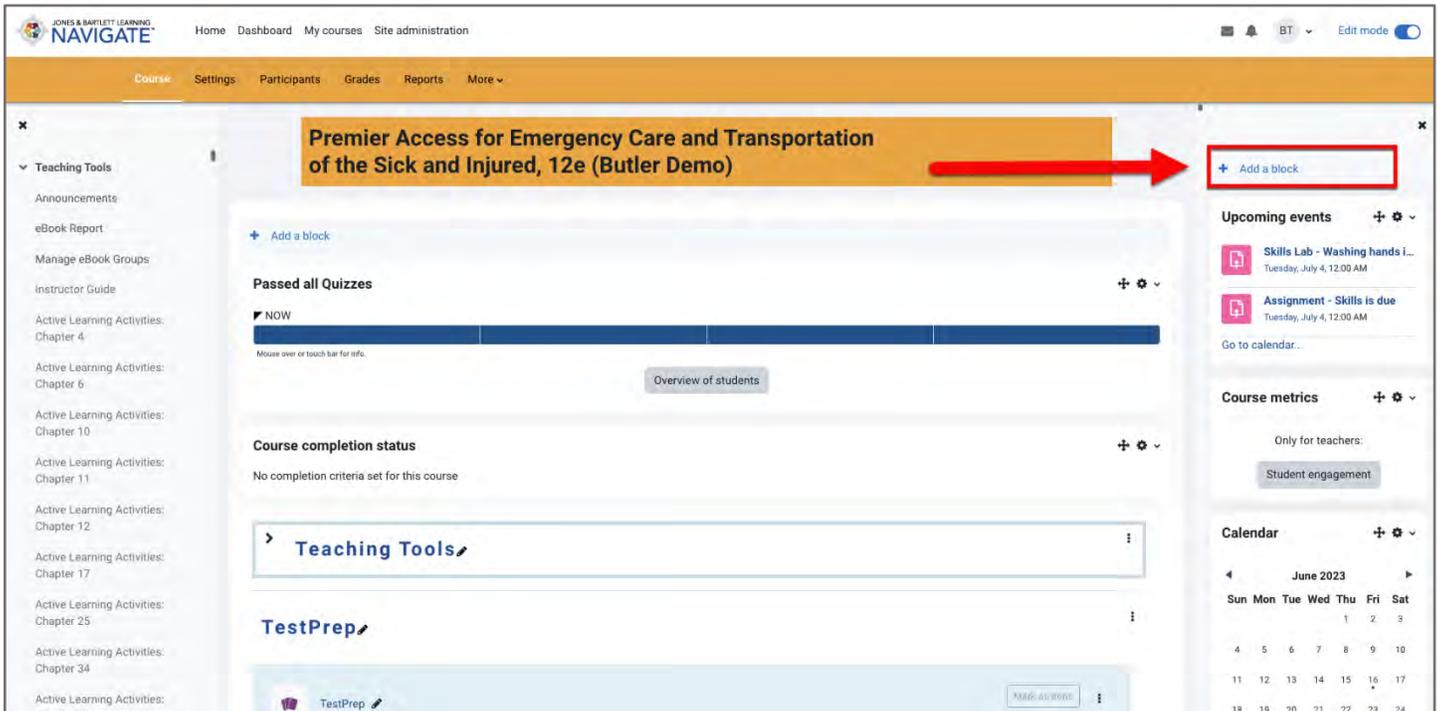


The screenshot displays the course management interface. At the top, there is a navigation bar with 'Home', 'Dashboard', 'My courses', and 'Site administration'. Below this is a course-specific menu with 'Course', 'Settings', 'Participants', 'Grades', 'Reports', and 'More'. The main content area shows course details, including a progress bar for 'Passed all Quizzes' and a 'Teaching Tools' section. On the right-hand side, there is a sidebar with 'Upcoming events', 'Course metrics', and a 'Calendar' for June 2023. A red arrow points to the 'Edit mode' toggle button in the top right corner of the page header.

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

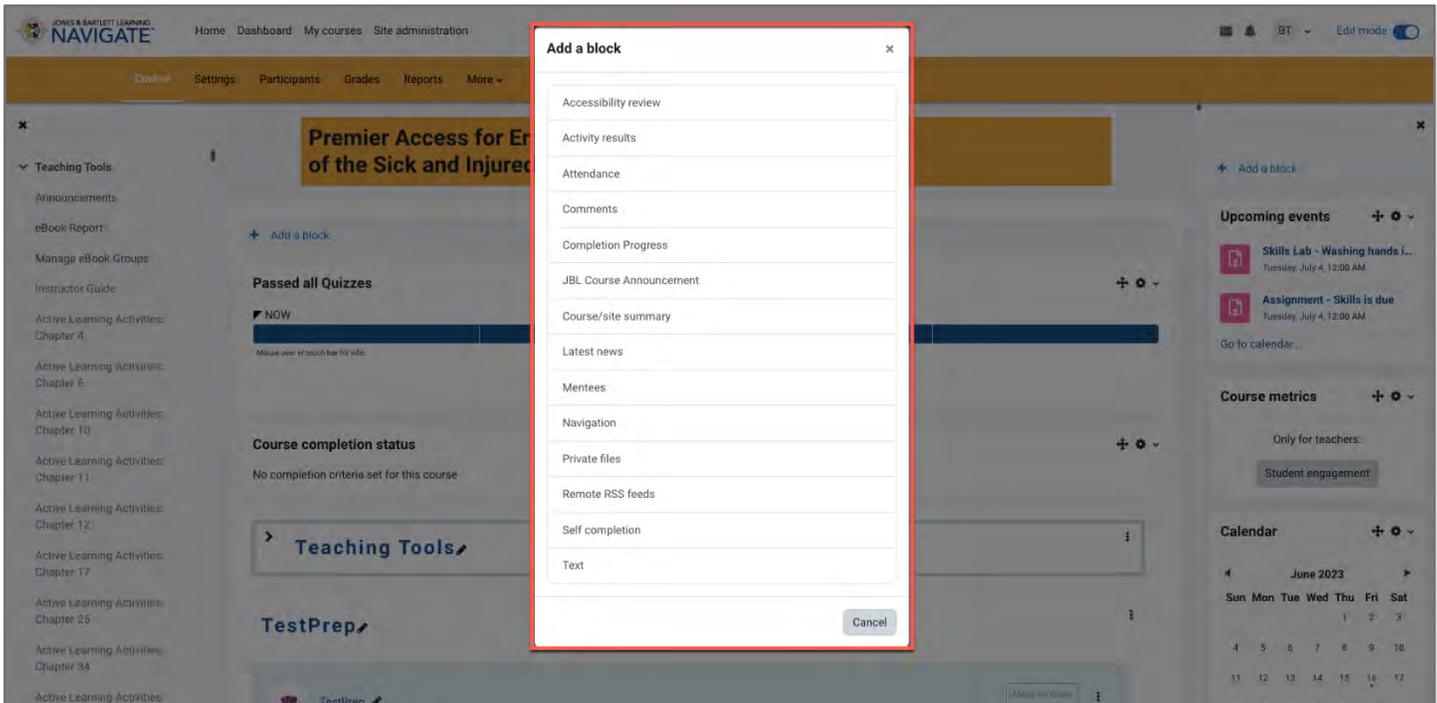


- To add a new block to the menu, click the **Add a block** button on the right side of the page.



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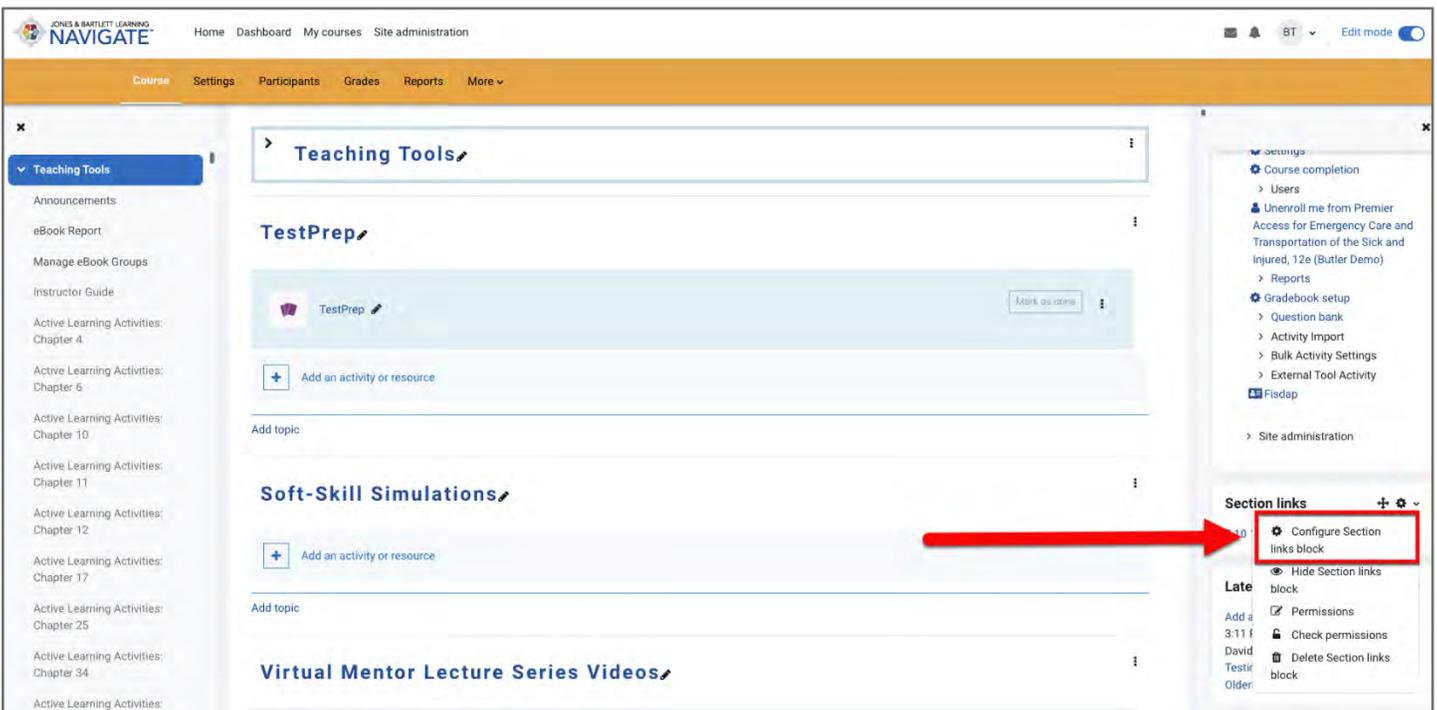
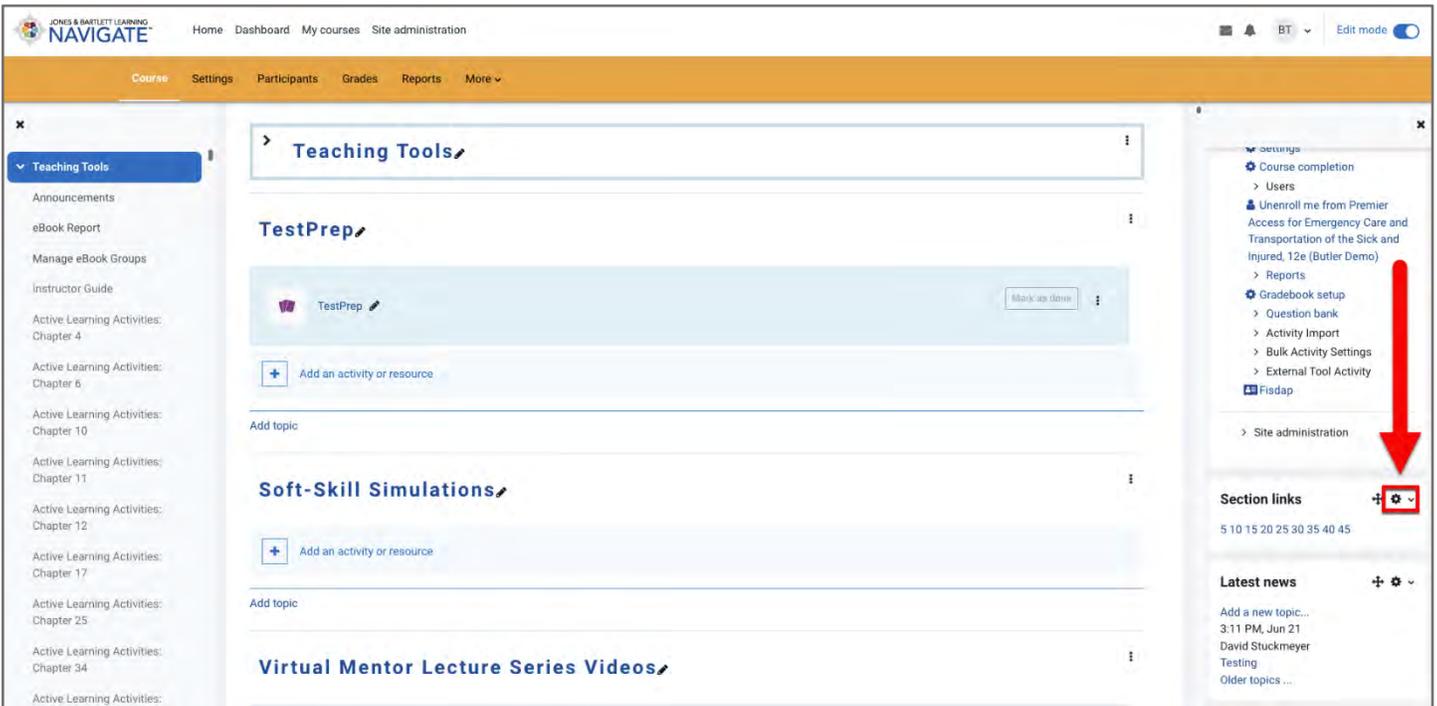
4. This action opens a popup window from which you may select the desired block to add. Please note, blocks that are already in place are not listed here.



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

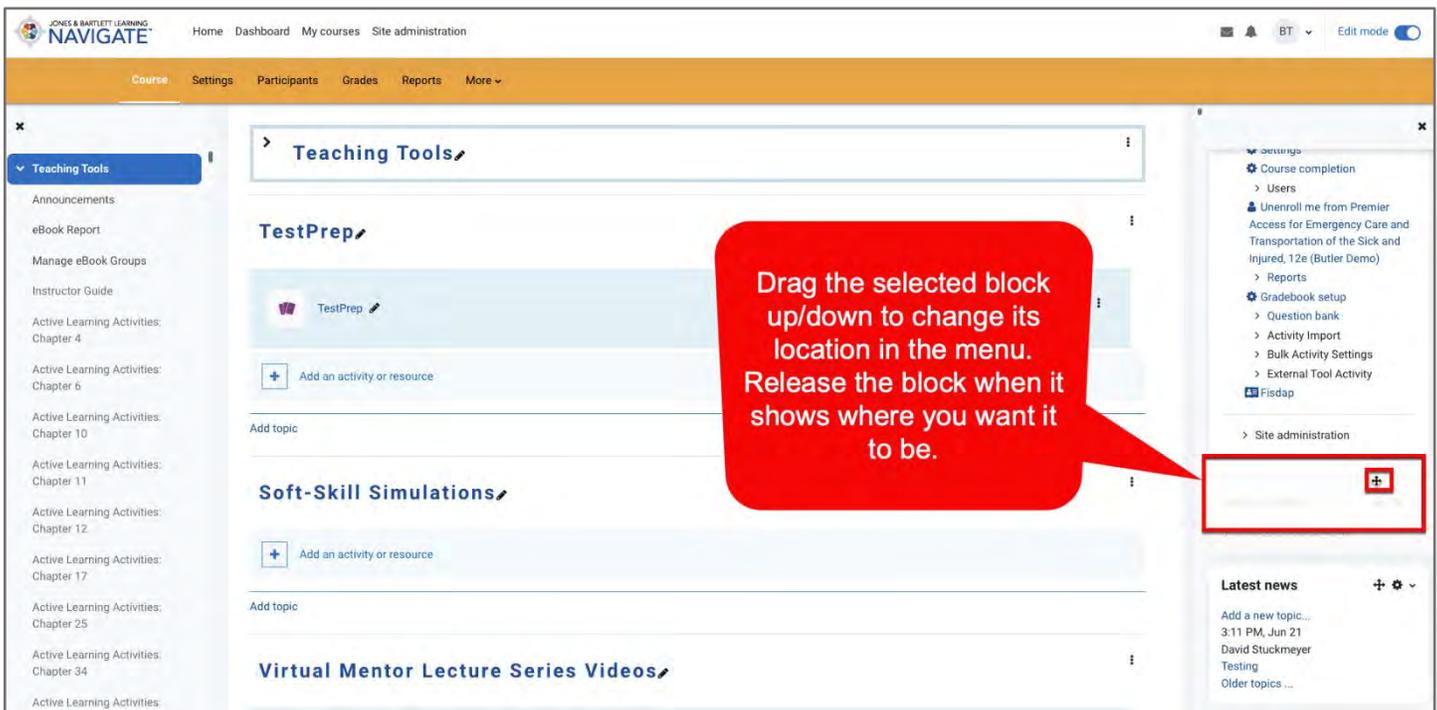
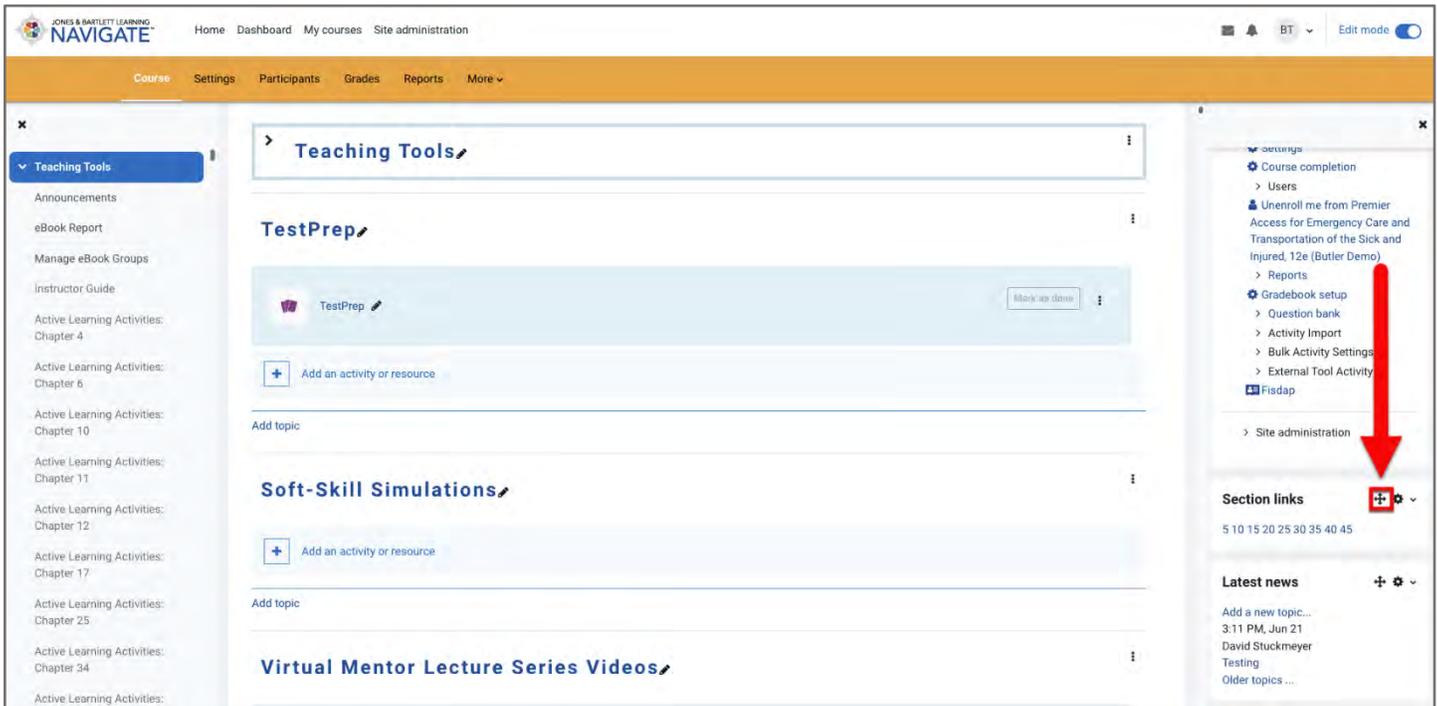
- **Course metrics** – A reporting tool providing data of individual users' time spent in the course, which is available to instructors only.
- **Upcoming events** – Displays a list of course activities and events scheduled to occur in the next three weeks.
- **Activities** – Filtered access to categorized 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.



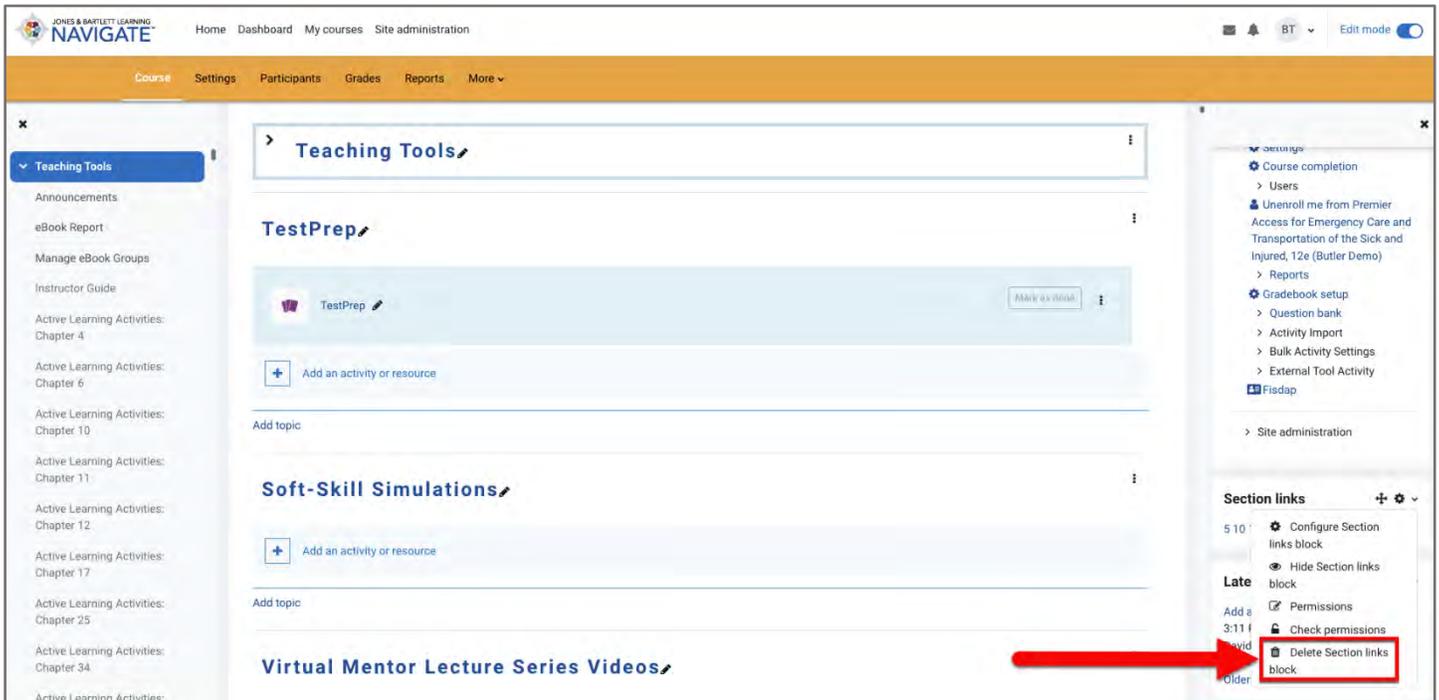
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7. Each block may also be placed by clicking and holding its **move** button, and then dragging and dropping it to its desired location.

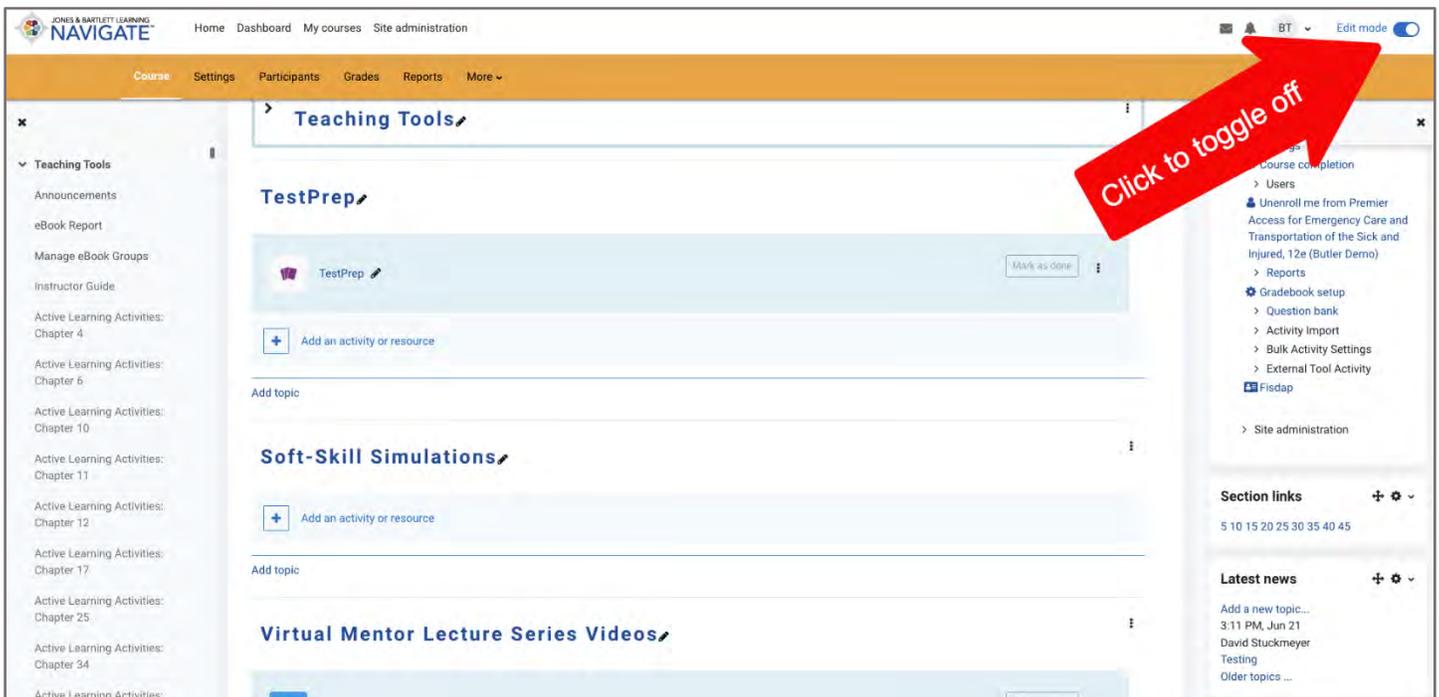


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8. To delete a block, expand on the **Settings** option of the block and select the **Delete block** option.



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



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3

Testing and Quizzing

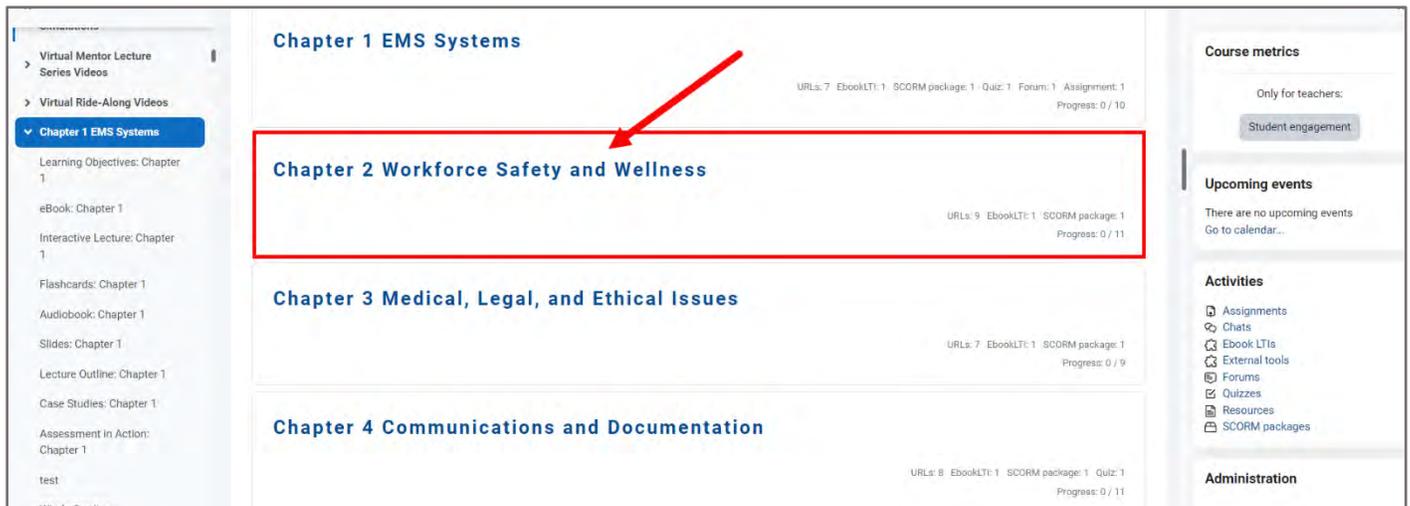
This section provides guidance with creating, editing, and reviewing quizzes, as well as setting due dates and time limits.



How to Create a Custom Quiz

This document contains instructions on creating a custom quiz within your course. You can create a quiz within any section of the course. First, you need to specify some initial settings for the quiz, such as the quiz name, and then you can add questions.

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



The screenshot displays a course interface with a sidebar on the left and a main content area. The sidebar lists various course components, with 'Chapter 1 EMS Systems' selected. The main content area shows a list of chapters: 'Chapter 1 EMS Systems', 'Chapter 2 Workforce Safety and Wellness', 'Chapter 3 Medical, Legal, and Ethical Issues', and 'Chapter 4 Communications and Documentation'. A red box highlights 'Chapter 2 Workforce Safety and Wellness', and a red arrow points to it. The right sidebar contains sections for 'Course metrics', 'Upcoming events', 'Activities', and 'Administration'.

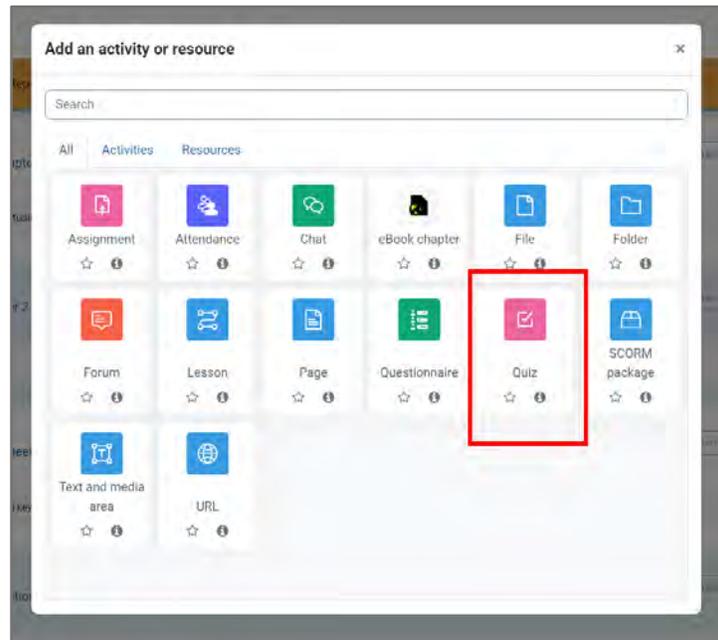
- Next, toggle on the course **Edit Mode** using the button at the top of the page (if it's not on already). The page is now enabled for editing, so you can rearrange elements, add activities or resources, and make other changes.



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



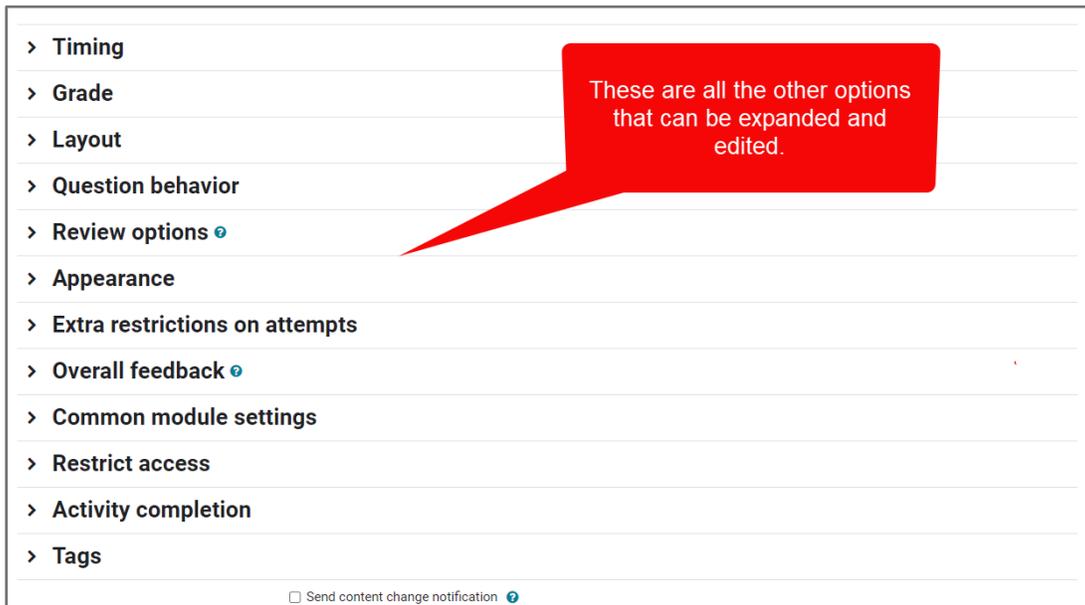
4. A window opens, listing all the activities or resources you can add to the course. Select the **Quiz** option from the menu provided. A new quiz settings page opens, with the General section expanded by default.



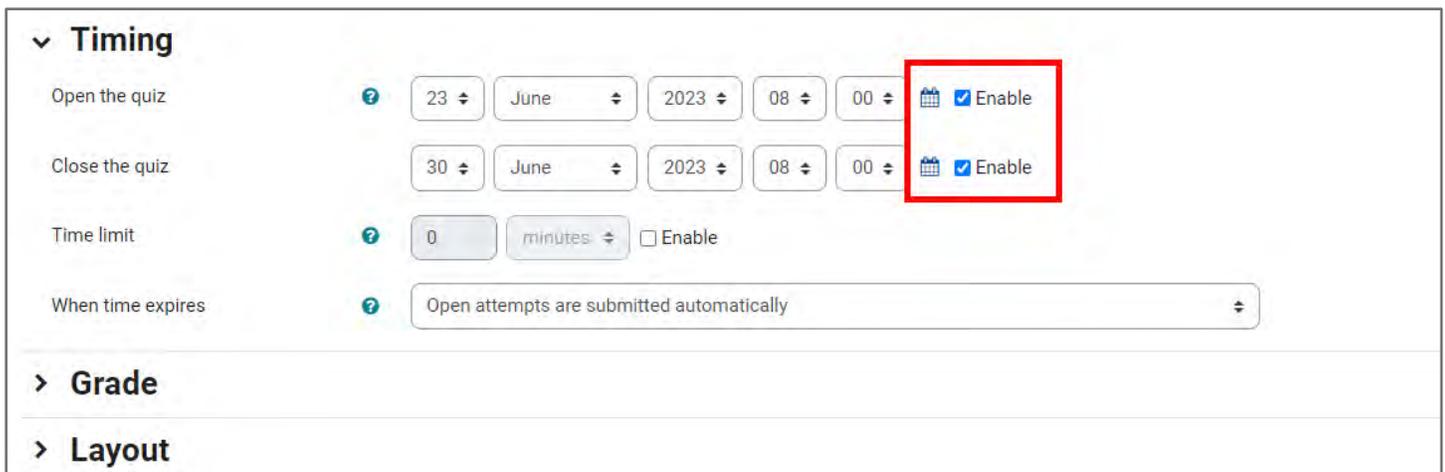
5. The first field, Name, displays a **red exclamation icon**, indicating it is a required field you must complete to create the quiz. Enter a name for the quiz in the **Name** field. Enter a description, if desired, in the **Description** field. Use the toolbar at the top of the Description field to 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.

A screenshot of a settings page titled "Adding a new Quiz to Chapter 2 Workforce Safety and Wellness". The page has a "General" section expanded. The "Name" field contains "Chapter 2 Quiz" and has a red exclamation mark icon to its left. The "Description" field contains the text "Chapter 2 quiz on Workplace Safety and Wellness. Please complete after submitting your Chapter 2 assignment." and has a rich text toolbar above it. Below the description field is a checkbox labeled "Display description on course page" which is checked. The "Timing" and "Grade" sections are partially visible at the bottom.

6. Continue by scrolling down the page and expanding each section on the quiz settings page to toggle additional options as desired. The remaining steps below walk through frequently used options.



7. To set timing parameters, such as when students can open 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 apply desired parameters. Ensure the Enable checkbox remains checked to apply the setting.



8. To set a minimum grade required for a student to pass the quiz, number of attempts they are allowed for the quiz, and how to calculate your students' final scores when more than one attempt is allowed, expand the **Grade** section and toggle these options as needed.

9. To manage how and when students may review their quiz results, expand the **Review options** section and adjust settings as needed. Note, clicking the question mark bubbles for more information in this section is strongly recommended, as there are many options to choose from. For more detail on these options, please revisit our Training Library to view a document and/or recorded tutorial on the subject of managing how students review quiz results.

10. Additional **Quiz Settings** sections with options to consider include:

Section name...	Options' functions...
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 answer choices, 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 other course blocks during attempts.
Extra restrictions on attempts	Password and security requirements for accessing the quiz, including an enforced delay between attempts, browser security and network access requirements.
Overall feedback	Set custom automated feedback for each grade range you wish to define.
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 based on specific course prerequisites including activity completion, dates, grade achievements, individual users, and complex combinations.
Activity completion	Whether and how to track and determine student completion of the quiz such as grade achievement,

	number of attempts, and/or expected time for completion (soft deadline).
Tags	Apply custom or default tags to help categorize the quiz.

11. Once you've specified the desired settings, check the **Send content change notification** option to automatically alert course participants of the quiz creation or settings changes. Only users who can access the activity or resource will receive the notification. Once everything is finished, click **Save and display**. The quiz page appears, displaying key details about the quiz and a message that no questions have been added.

> Restrict access
 > Activity completion
 > Tags

Send content change notification ?

Save and return to course Save and display Cancel

12. From here, click the **Add question** button. The quiz contents page will open, where you can now add and manage questions.

QUIZ Chapter 2 Quiz
 Navigate Premier Access for Emergency Care and Transportation of the Sick and Injured, 12e(2354FF-GI) Chapter 2 Workforce Safety and Wellness
 Chapter 2 Quiz

Mark as done

Opened: Friday, June 23, 2023, 8:00 AM
 Closes: Friday, June 30, 2023, 8:00 AM

Chapter 2 quiz on Workplace Safety and Wellness. Please complete after submitting your Chapter 2 assignment.

Add question

Grading method: Highest grade
 Grade to pass: 70.00 out of 100.00

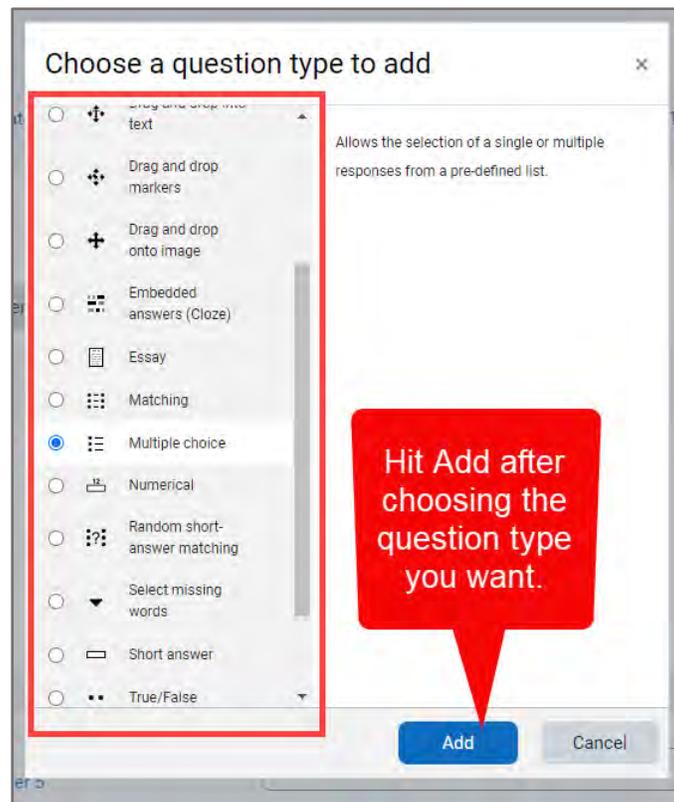
No questions have been added yet

Back to the course

13. To the right of the page, click the blue **Add** dropdown, 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.

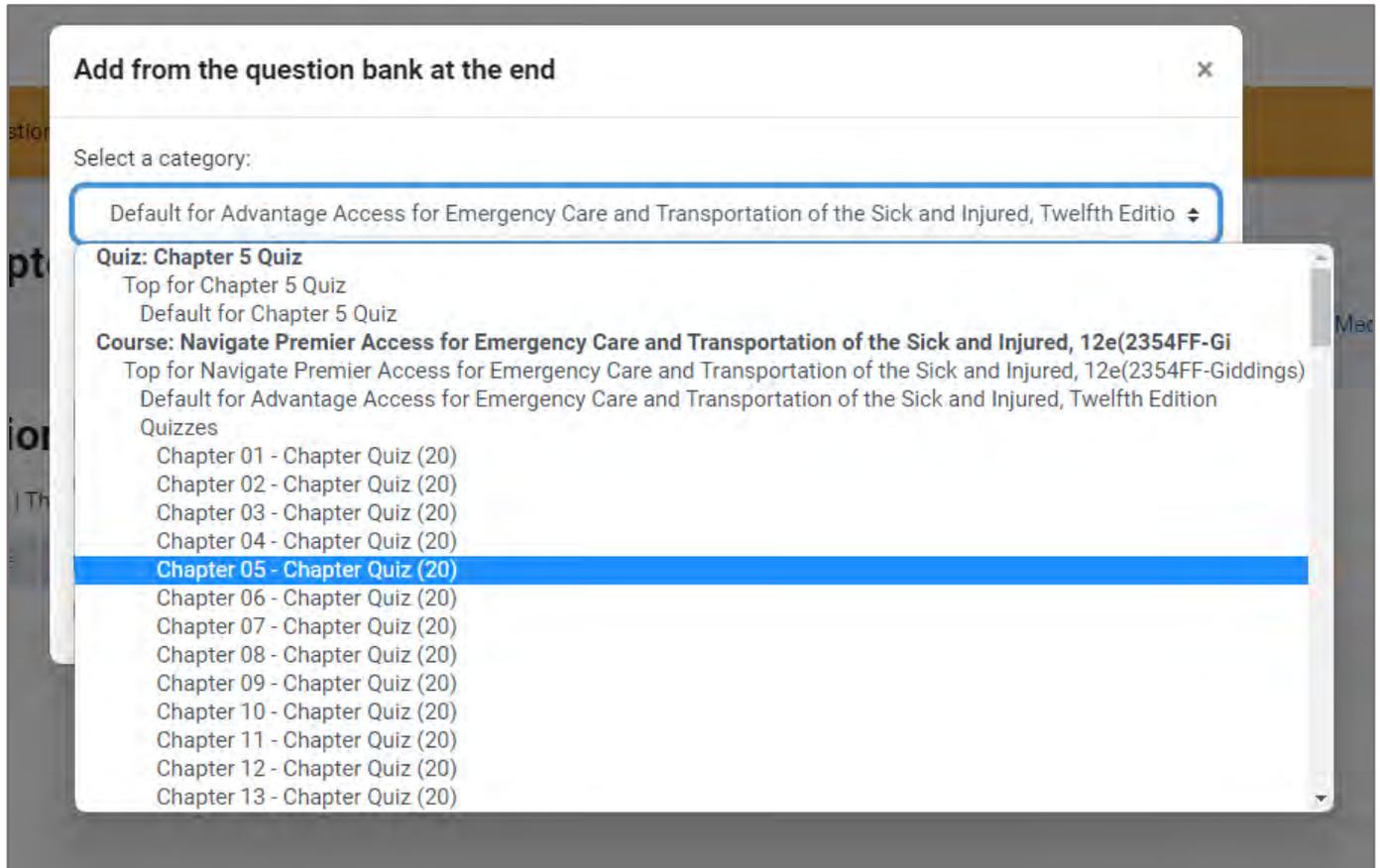


14. If/when adding **a new question**, select the question type from the popup window and proceed by building the question. Ensure that you save your custom questions in a category location within the course test bank to easily keep track of them.



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15. Using the [add] **from question bank** option opens a popup window where you may choose a test bank category from which to select questions by using the **Select a category** dropdown menu. Categories may be organized by chapter, lesson, and/or assessment type. The number of questions available in each category is listed parenthetically directly to its right. By default, all questions are unique to each category and do not repeat elsewhere in the test bank.



16. Selecting a category displays its questions below within the popup. 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.

Select a category:

Chapter 05 - Chapter Quiz (20)

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

Questions

- A 5-year-old boy has fallen and has a severe deformity of the forearm near the wrist. He has possibly su...
- A diabetic patient has polydipsia. This means that she: **Complexity_Difficult** **Ahead_9781284243789_Master Tables**
- A fracture of the humerus just above the elbow would be described as a: **Complexity_Moderate** **Ahead_9781284243789_Master Tables**
- A patient has fractured both femurs. Anatomically, these injuries would be described as being: **Complexity_Moderate** **Ahead_9781284243789_Master Tables**
- A patient in a semi-reclined position with the head elevated to facilitate breathing is in the _____ p...
- A patient with a pneumothorax has unilateral chest expansion. This means that: **Complexity_Moderate** **Ahead_9781284243789_Master Tables**
- A pregnant patient is diagnosed with hyperemesis gravidarum. This means that: **Complexity_Difficult** **Ahead_9781284243789_Master Tables**
- A young male jumped from a tree and landed feet first. Which aspect of his body has sustained the initi...
- After applying a tourniquet, the injury from a patient's leg stops bleeding. This is called: **Complexity_Moderate** **Ahead_9781284243789_Master Tables**
- An intoxicated 40-year-old male is found lying face down. How would you document his body's position...
- Enlargement of the liver is called: **Complexity_Moderate** **Ahead_9781284243789_Master Tables** **Subject_Chapter_5_Page_1**
- In relation to the chest, the back is: **Complexity_Moderate** **Ahead_9781284243789_Common Direction, Movement, an** **Subject_Chapter_5_Page_1**
- In relation to the wrist, the elbow is: **Complexity_Easy** **Ahead_9781284243789_Common Direction, Movement, an** **Subject_Chapter_5_Page_1**
- Movement or motion away from the body's midline is called: **Complexity_Easy** **Ahead_9781284243789_Common Direction, Movement, an** **Subject_Chapter_5_Page_1**
- The _____ of the heart is the inferior portion of the ventricles. **Complexity_Moderate** **Ahead_9781284243789_Master Tables**
- The term "pericardiocentesis" means: **Complexity_Difficult** **Ahead_9781284243789_Master Tables** **Subject_Chapter_5_Page_1**

Click here to preview the full question (and answers for multiple choice).

Terminology **Taxonomy_Recall** **Objective_5-3_Describe the following directional** A 5-year-old boy has fallen and has a severe ...

means ...

of the humerus just above the elbow ...

lowing directional

A patient has fractured both femurs. ...

scribe the prone, supine, Fowler,

A patient in a semi-reclined position with the ...

A patient with a pneumothorax has unilateral ...

nant patient is diagnosed with ...

e-5-3_Describe the following directional

A young male jumped from a tree and landed feet...

er applying a tourniquet, the injury from a ...

scribe the prone, supine, Fowler,

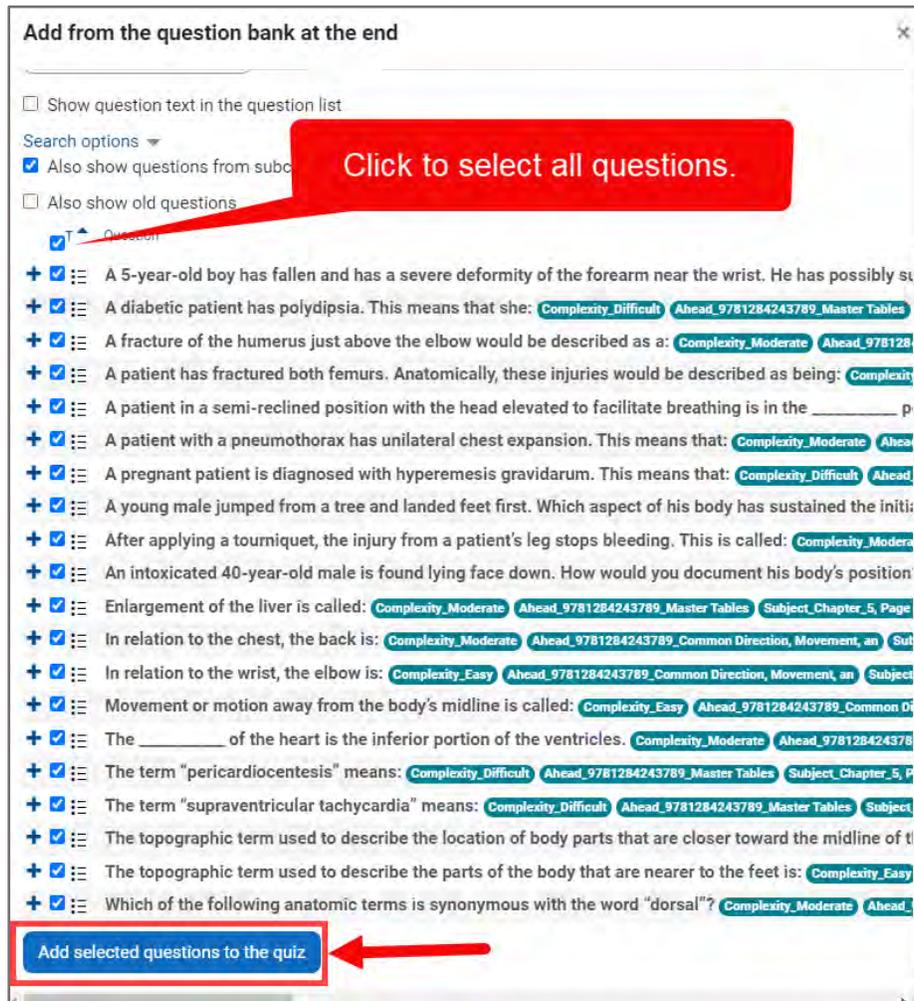
An intoxicated 40-year-old male is found lying ...

y from the body's midline...

of the heart is the inferior ...

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17. 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**.



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



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19. Use the **Category** dropdown menu from the popup window to select the bank's category from which you wish to draw questions. Then specify the number of questions you wish you to randomly include from the designated category 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

Random question from an existing category

Category: Chapter 05 - Chapter Quiz (20)

Include questions from subcategories too

Tags: Any tags

Search

Number of random questions: 10

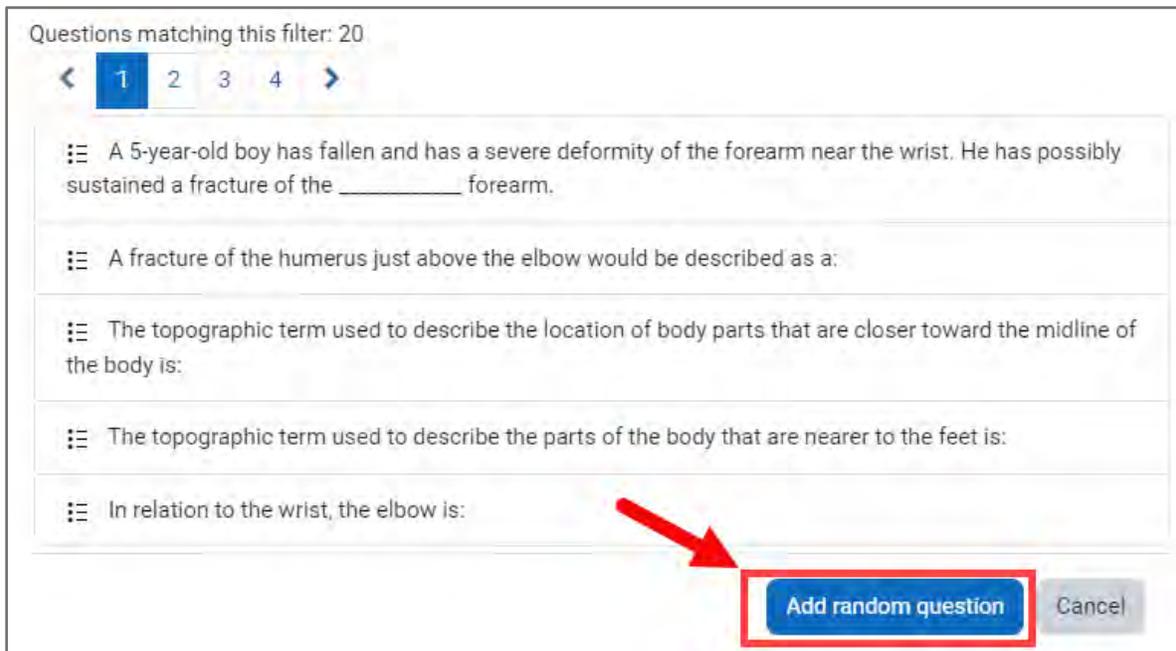
Questions matching this filter: 20

< 1 2 3 4 >

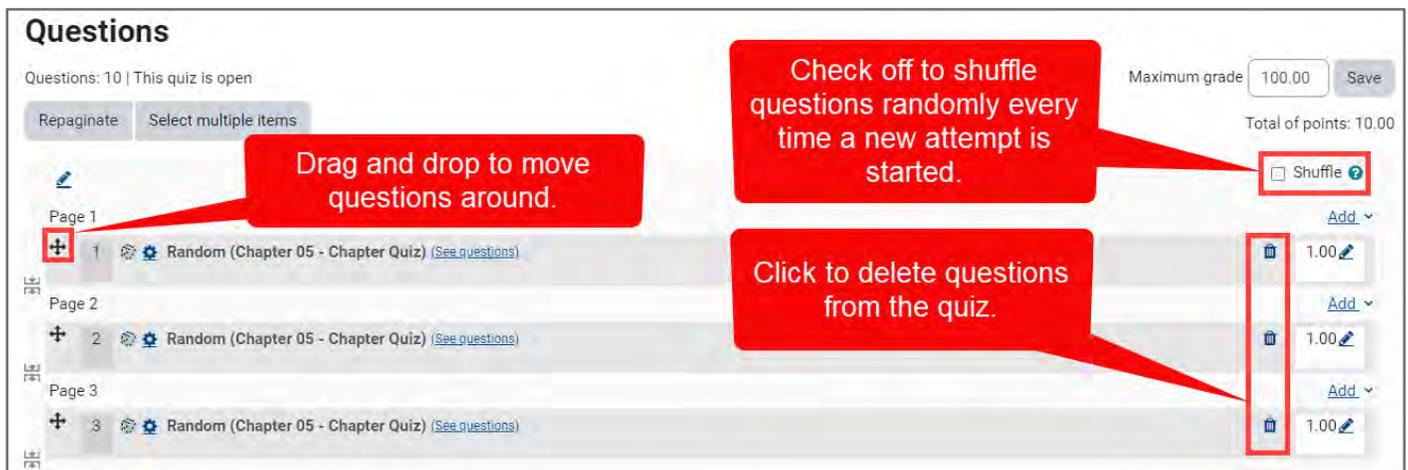
- A 5-year-old boy has fallen and has a severe deformity of the forearm near the wrist. He has possibly sustained a fracture of the _____ forearm.
- A fracture of the humerus just above the elbow would be described as a:
- The topographic term used to describe the location of body parts that are closer toward the midline of the body is:
- The topographic term used to describe the parts of the body that are nearer to the feet is:
- In relation to the wrist, the elbow is:

Add random question Cancel

20. After making the desired selections, scroll down and click the **Add random question** button. Note, any random question added functions as a placeholder for a question that will be randomly selected from the specified category for every individual attempt. In other words, the questions will vary between attempts.



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



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22. All questions added are automatically saved as they are populated to the body of the quiz. The **Save** button on the quiz page only applies in the event you choose to change the **Maximum grade** field which determines the number of points the quiz is worth in the gradebook.

Questions

Questions: 5 | This quiz is closed

Repaginate Select multiple items

Maximum grade 100.00 Save

Total of points: 5.00

Shuffle

Page 1 Add

1 A critical incident stress debriefing should be conducted no longer than _____ hours following the incident. A critic... Always latest 1.00

Page 2 Add

2 Characteristics of eustress following dispatch to a high-speed motor vehicle collision may include: Characteristics of of... Always latest 1.00

Page 3 Add

3 Hazards that are associated with a structural fire include all of the following, except: Hazards that are associated wit... Always latest 1.00

Page 4 Add

4 Quid pro quo, a type of sexual harassment, occurs when the harasser: Quid pro quo, a type of sexual harassment, ... Always latest 1.00

Page 5 Add

5 The most effective way to preserve your own body heat when functioning in cold, wet weather is to: The most effec... Always latest 1.00

23. When you are satisfied with the questions you have added, you may return to any other course page and continue your work. You may also preview the quiz by returning to the main quiz page by clicking **Quiz** from the navigation bar, and then the **Preview quiz** option.

JONES & BARTLETT LEARNING NAVIGATE

Home Dashboard My courses Site administration

Quiz Settings Questions Results Question bank More

QUIZ Chapter 2 Quiz

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Home Dashboard My courses Site administration

Quiz Settings Questions Results Question bank More

QUIZ Chapter 2 Quiz

Mark as done

Preview quiz

Grading method: Highest grade

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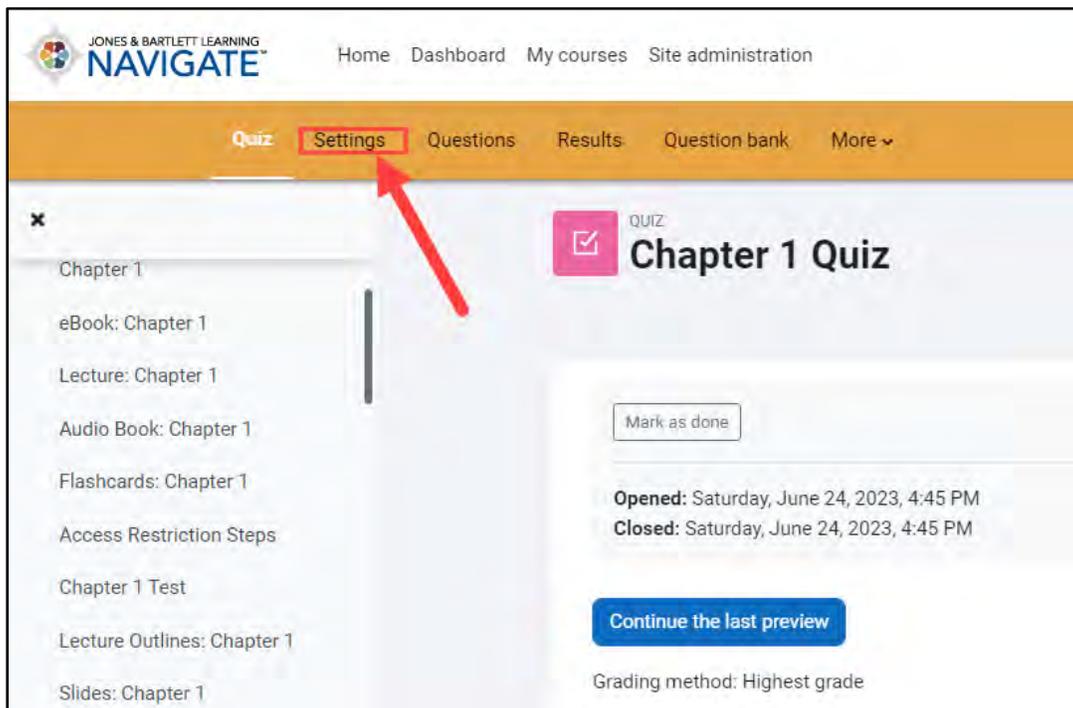
How to Edit a Quiz

This document provides instructions on how to make changes to the settings and contents of a quiz within your course.

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



2. On the following page, click the **Settings** option from the menu at the top of the quiz launch page.



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3. The settings page displays, allowing you to make any adjustments that are needed.

JONES & BARTLETT LEARNING NAVIGATE Home Dashboard My courses Site administration

Quiz Settings Questions Results Question bank More

Updating Quiz in Chapter 1 EMS Systems

Click "Expand all" to view all settings on the page below

Expand all

Click individual sections to expand the respective settings' options

General

Name Chapter 1 Quiz

Description

Display description on course page

Timing

Open the quiz 24 June 2023 16 45 Enable

Close the quiz 24 June 2023 16 45 Enable

Time limit 0 minutes Enable

When time expires Open attempts are submitted automatically

4. After making your changes, scroll down and click either **Save and display** to return to the quiz launch page, or **Save and return to course** to return to the main course page.

> Overall feedback

> Common module settings

> Restrict access

> Activity completion

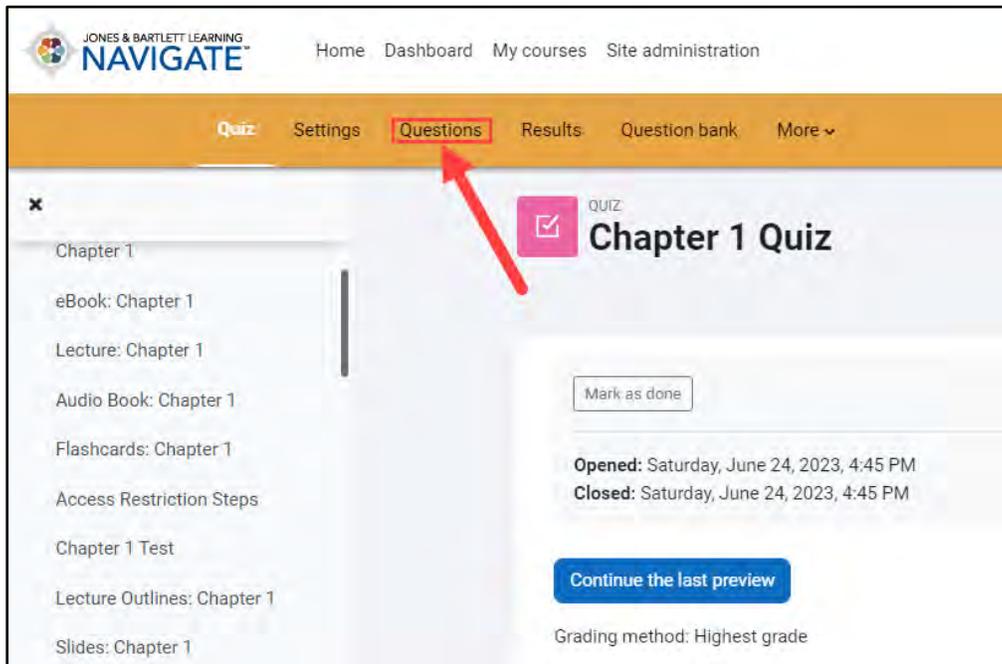
> Tags

Send content change notification

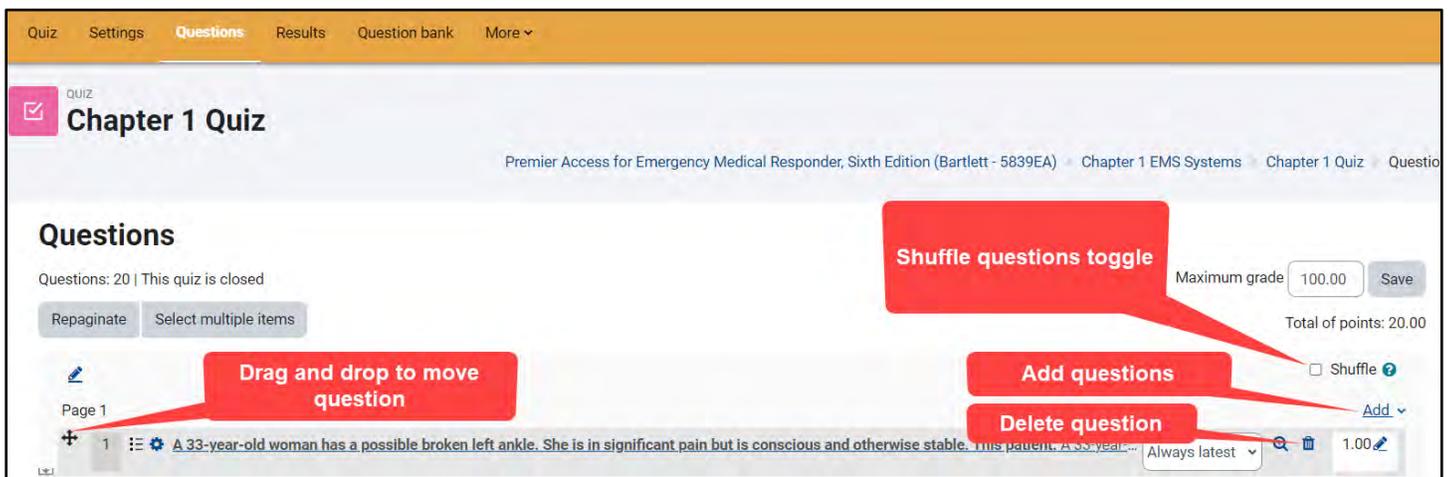
Save and return to course Save and display Cancel

Required

5. To edit the quiz's content or questions, navigate to the quiz launch page and select the **Questions** option from the course menu at the top of the page.



6. Use the applicable options on the **Questions** page to add, remove, or adjust questions as needed. Please note, you may not make any changes to the quiz contents if a student has logged a previous attempt for the quiz. This attempt(s) would need to be deleted first.



7. Your changes to the contents on this page will automatically save as they are made, and you may navigate to another course page whenever you are satisfied with your changes.

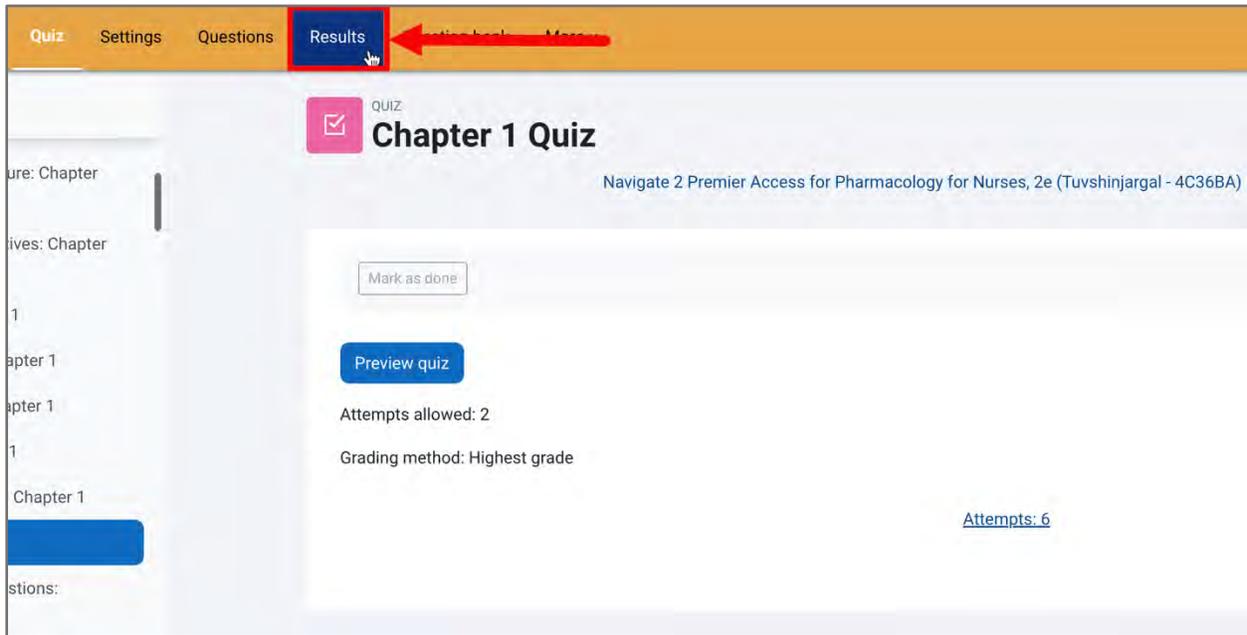
How to Review and Make Changes to Students' Quiz Results

This document provides instructions on how to view your students' completed attempts on a quiz and make custom individual adjustments to their grades and feedback as needed.

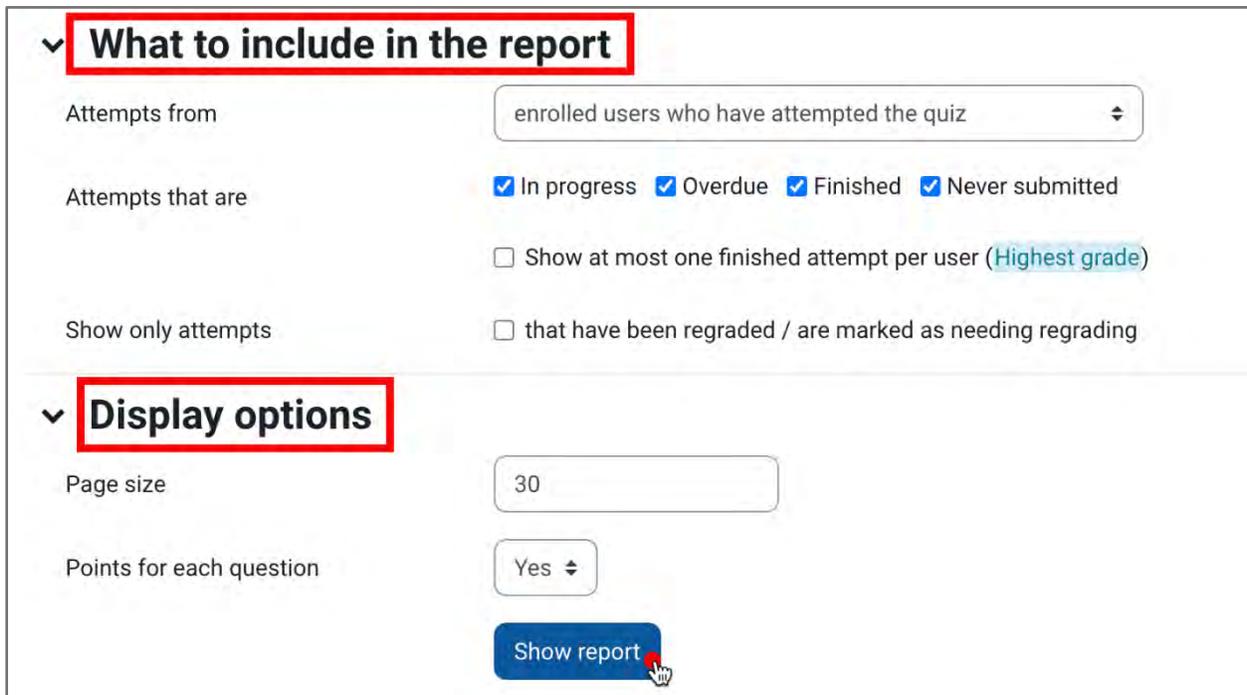
1. Begin by launching your course and navigating to the location of the quiz for which you would like to review or make changes to the attempts, then click on the quiz to open it.



2. Click on the **Results** menu option at the top of the page.



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.



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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 / Last name	Email address	State	Started on	Completed	Time taken	Grade/100.00	Q. 1 /5.00	Q. 2 /5.00	Q. 3 /5.00	Q. 4 /5.00	Q. 5 /5.00	Q. 6 /5.00	Q. 7 /5.00
<input type="checkbox"/>	Barry Allen Review attempt	barryallen@jblearning.com	Finished	April 4 2023 8:15 AM	April 4 2023 8:16 AM	41 secs	40.00	✗ 0.00	✓ 5.00	✗ 0.00	✗ 0.00	✗ 0.00	✓ 5.00	✗ 0.00
<input type="checkbox"/>	Barry Allen Review attempt		Finished	April 4 2023 8:16 AM	April 4 2023 8:17 AM	35 secs	30.00	✗ 0.00	✗ 0.00	✗ 0.00	✓ 5.00	✗ 0.00	✗ 0.00	✗ 0.00
<input type="checkbox"/>	Bruce Wayne Review attempt	brucewayne@jblearning.com	Finished	April 4 2023 8:17 AM	April 4 2023 8:18 AM	31 secs	35.00	✓ 5.00	✗ 0.00	✗ 0.00	✗ 0.00	✓ 5.00	✗ 0.00	✓ 5.00
<input type="checkbox"/>	Bruce Wayne Review attempt		Finished	April 4 2023 8:18 AM	April 4 2023 8:19 AM	33 secs	30.00	✓ 5.00	✗ 0.00	✗ 0.00	✗ 0.00	✓ 5.00	✓ 5.00	✗ 0.00
<input type="checkbox"/>	Wonder Woman Review attempt	wonderwoman@jblearning.com	Finished	April 4 2023 8:19 AM	April 4 2023 8:19 AM	29 secs	25.00	✓ 5.00	✗ 0.00	✗ 0.00	✗ 0.00	✗ 0.00	✓ 5.00	✓ 5.00

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

	First name / Last name	Email address
BA	Barry Allen Review attempt	barryallen@jblearning.com

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 points** below the applicable question.

Question 1
Incorrect
0.00 points out of 1.00
Flag question
Edit question

_____ ensure that the patient's home medications and any medications ordered in other units in the hospital are included in one form reviewed by the physician:

Select one:

- A. Patient medical powers of attorney
- B. Medication reconciliation forms
- C. Living wills ✖
- D. Discharge teaching forms

The correct answer is: Medication reconciliation forms

Make comment or override points ←

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

_____ ensure that the patient's home medications and any medications ordered in other units in the hospital are included in one form reviewed by the physician:

Select one:

- A. Patient medical powers of attorney
- B. Medication reconciliation forms
- C. Living wills ✖
- D. Discharge teaching forms

The correct answer is: Medication reconciliation forms

Comment

↓ A B I [List Icons] [Link] [Refresh] [Image] [File] [Microphone] [Video] [Share]

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

Points

1 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.

Points
1 out of 1.00

Response history

Step	Time	Action	State	Points
1	4/04/23, 08:15:52	Started	Not yet answered	
2	4/04/23, 08:16:02	Saved: Living wills	Answer saved	
3	4/04/23, 08:16:33	Attempt finished	Incorrect	0.00

Save 

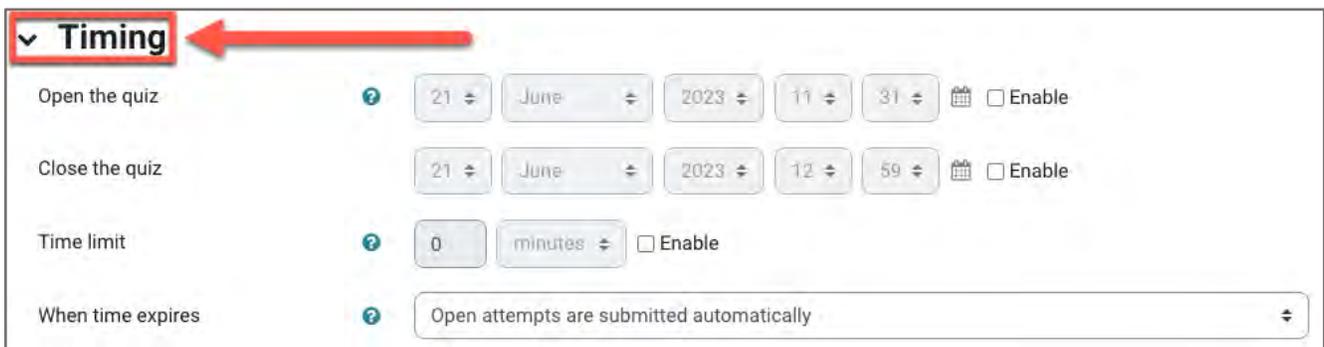
How to Set Quiz Due Dates and Time Limits

This document contains instructions on how to assign a quiz due date, adjust time limits, and determine what happens when time expires on a student's quiz attempt within your course.

1. Begin by navigating to the quiz you would like to schedule or assign and click on the menu option on the right side of the quiz, then select **Edit Settings** from the dropdown menu.



2. 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.



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- Choose a date and time for when student 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 ? 21 June 2023 11 31 Enable

Close the quiz 21 August 2023 12 59 Enable

- When satisfied with the quiz opening time, click **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.

Timing

Open the quiz ? 21 June 2023 11 31 Enable

Close the quiz 21 June 2023 12 59 Enable

- 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, 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.

Timing

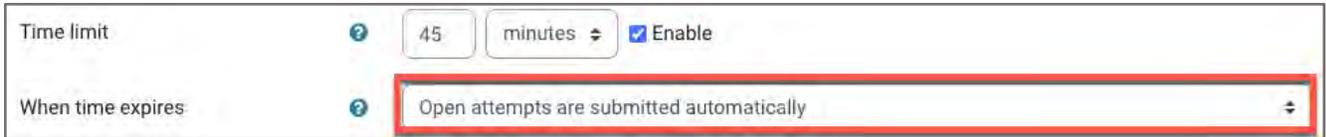
Open the quiz ? 21 June 2023 11 31 Enable

Close the quiz 21 weeks days 2023 12 59 Enable

Time limit ? 45 minutes Enable

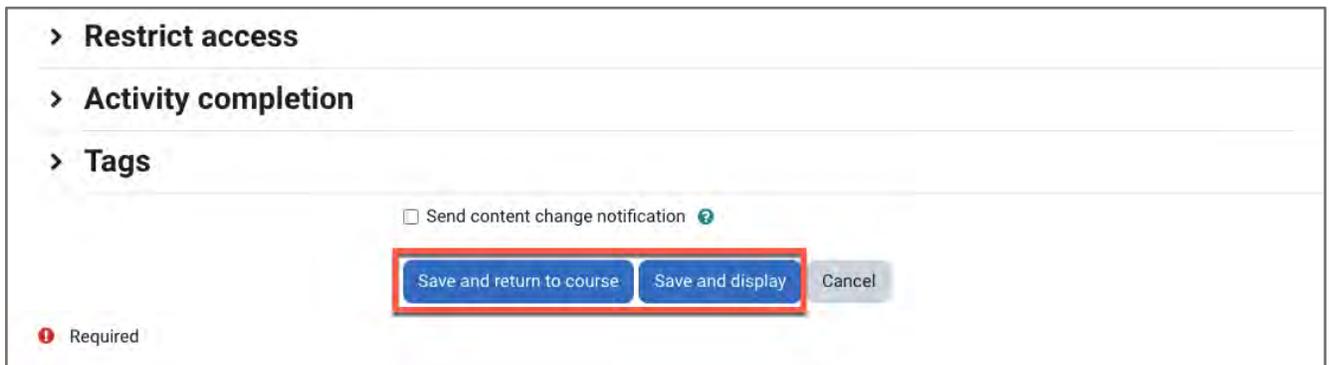
When time expires ? Open attempts are submitted automatically

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 settings 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.



The screenshot shows a form with two rows. The first row is labeled 'Time limit' and contains a text input with '45', a dropdown menu with 'minutes', and a checked 'Enable' checkbox. The second row is labeled 'When time expires' and contains a dropdown menu with the selected option 'Open attempts are submitted automatically'. A red rectangular box highlights the 'When time expires' dropdown menu.

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.



The screenshot shows the bottom of a settings page. It features three expandable sections: 'Restrict access', 'Activity completion', and 'Tags'. Below these sections is a checkbox labeled 'Send content change notification' which is unchecked. At the bottom, there are three buttons: 'Save and return to course', 'Save and display', and 'Cancel'. A red rectangular box highlights the 'Save and return to course' and 'Save and display' buttons. In the bottom left corner, there is a red circle with an exclamation mark and the text 'Required'.

How To Change the Way a Quiz is Displayed to Students

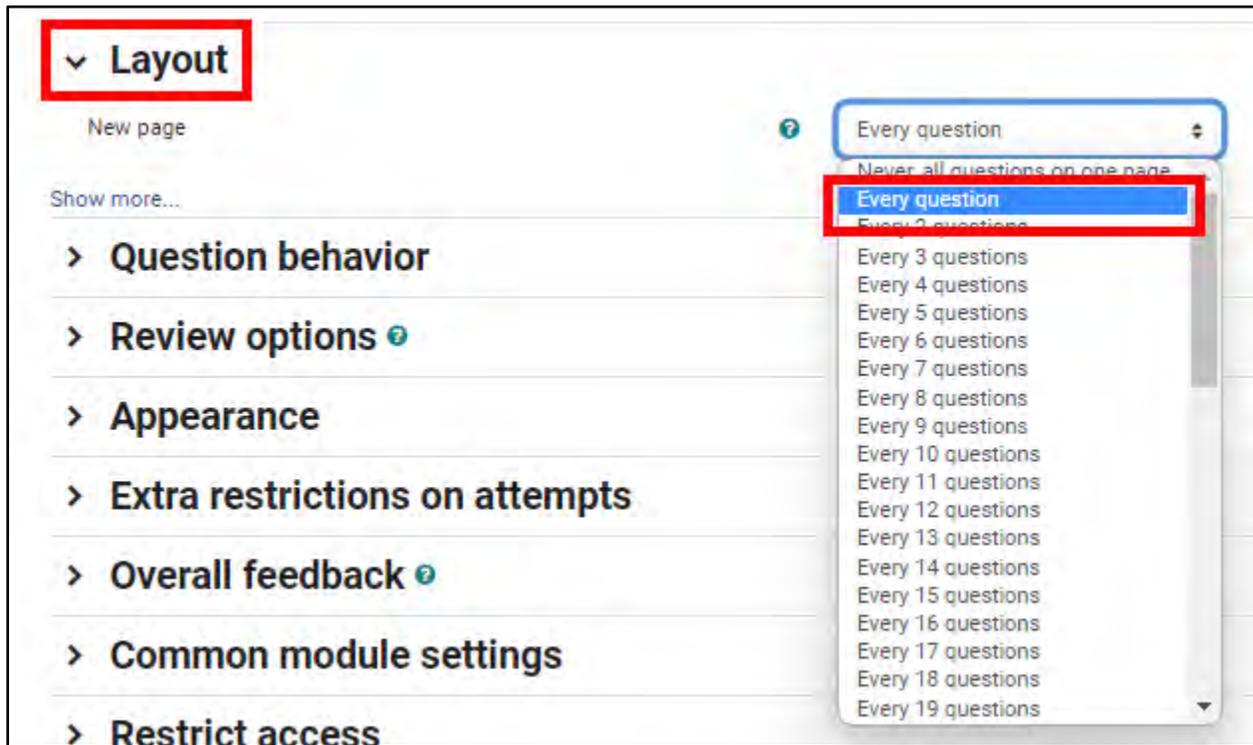
This document contains detailed instructions on tailoring how a quiz within a course is formatted, including setting the number of questions displayed on each quiz page, applying student navigation limitations, and adjusting how questions are shuffled.

1. Start by going to the quiz you'd like to edit/format. 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 **Settings** in the menu bar at the top.



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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.



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.



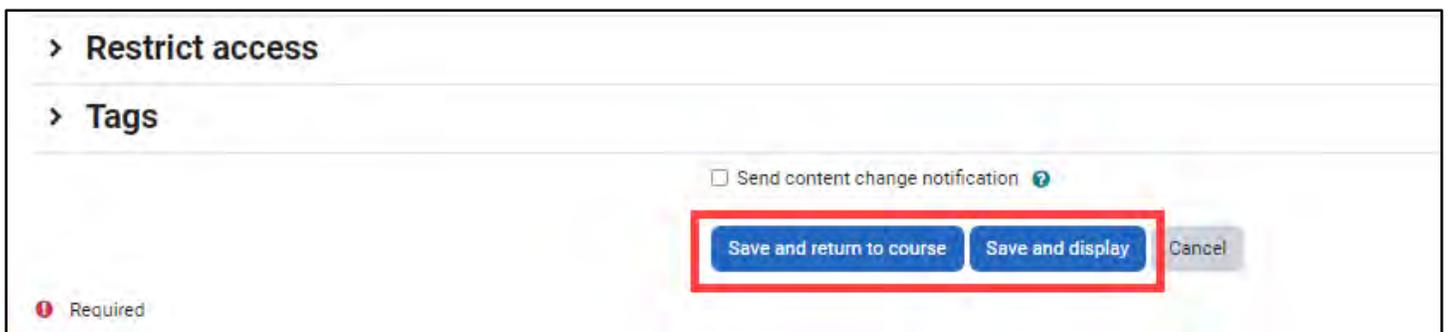
4. Use the **Navigation method** dropdown to choose a preferred option of **Free**, meaning the students may skip and revisit questions, or **Sequential**, meaning the students must answer questions in the order they are received and cannot skip or revisit.



5. If your quiz contains 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."



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.



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7. You can control whether to shuffle quiz questions by clicking **Questions** in the menu bar at the top of the Quiz page. The shuffle behavior is typically set when selecting which questions to include on the quiz and can be adjusted at any time.



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



How to Set the Number of Attempts on a Quiz and How it is Graded

This document contains instructions on how to set a limit on the number of attempts allowed for a quiz and how the quiz is graded within your course.

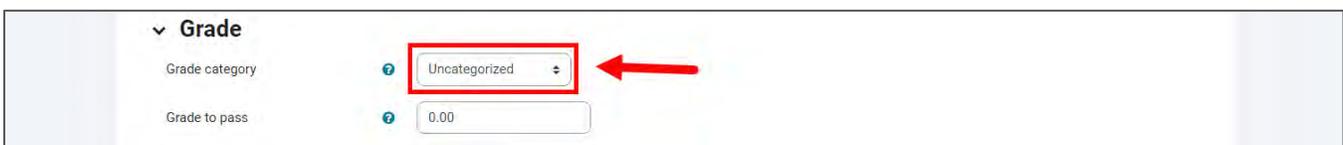
1. Begin by navigating to and clicking on the quiz for which you would like to adjust permitted student attempts. On the next page, click the **Settings** link in the **navigation bar**.



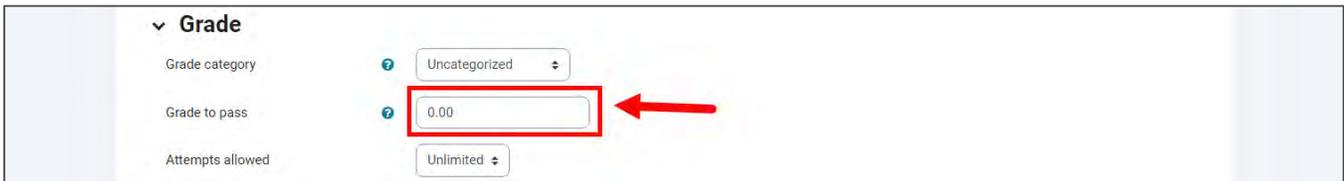
2. Scroll down the settings page and expand the **Grade** section.



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.



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 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.

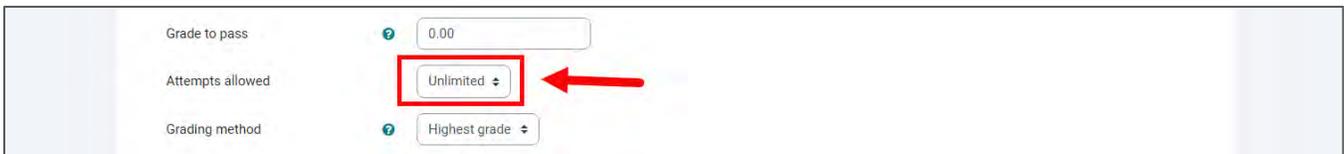


Grade category: Uncategorized

Grade to pass: 0.00

Attempts allowed: Unlimited

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 afford each student for the quiz.

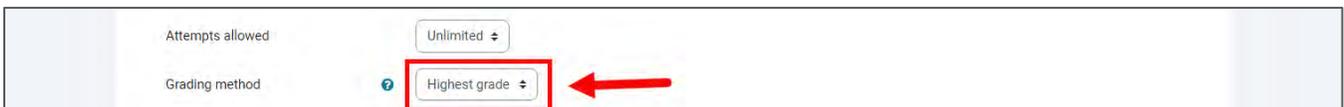


Grade to pass: 0.00

Attempts allowed: Unlimited

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.



Attempts allowed: Unlimited

Grading method: Highest grade

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.



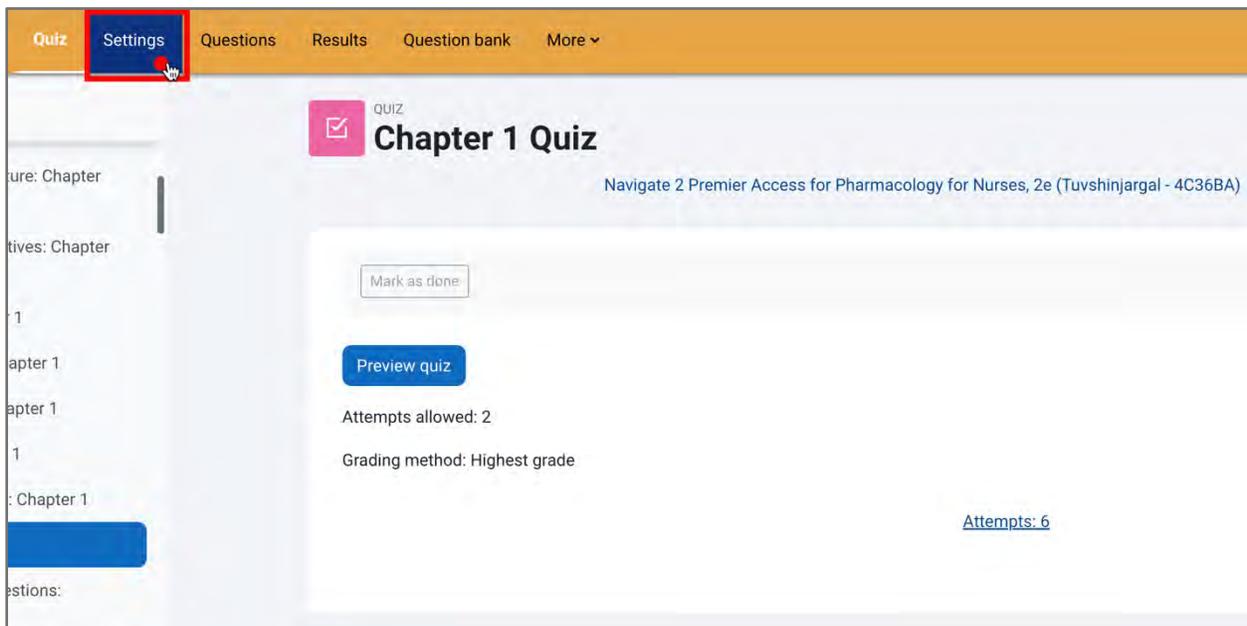
Send content change notification

Save and return to course Save and display Cancel

How to Manage the Way Students Review Quiz Results and Feedback

This document contains instructions on how to manage the way in which students can review quiz results and receive feedback on quizzes within the course.

1. Begin by navigating to the quiz for which you would like to adjust review options. On the resulting page, click the **Settings** menu option at the top of the page.



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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 various options to manage the results and feedback that students are able to review and the timing for when they may do so.

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

During the attempt
<div style="border: 2px solid red; padding: 5px;"> <input type="checkbox"/> The attempt ? <input type="checkbox"/> Whether correct ? <input type="checkbox"/> Points ? <input type="checkbox"/> Specific feedback ? <input type="checkbox"/> General feedback ? <input type="checkbox"/> Right answer ? <input type="checkbox"/> Overall feedback ? </div>

Specific details shared with student at the listed time
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.

During the attempt
<div style="border: 2px solid red; padding: 5px;"> <input checked="" type="checkbox"/> The attempt ? <input type="checkbox"/> Whether correct ? <input type="checkbox"/> Points ? <input type="checkbox"/> Specific feedback ? <input type="checkbox"/> General feedback ? <input type="checkbox"/> Right answer ? <input type="checkbox"/> Overall feedback ? </div>

Feedback options are restricted by default

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**.

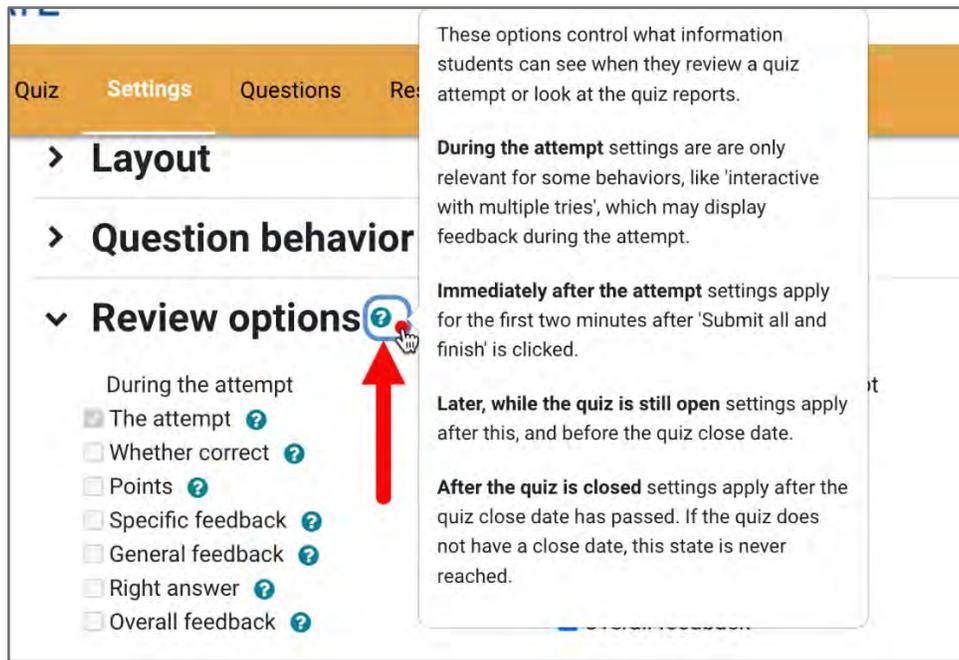
<p>Students have 2 minutes to review the selected results after completing the quiz.</p>	<p>Immediately after the attempt</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> The attempt <input checked="" type="checkbox"/> Whether correct <input checked="" type="checkbox"/> Points <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"/> Points <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>Students can review the selected results until the quiz is closed or locked</p>
--	--	--	--

6. Using each column in the **Review options**, 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.

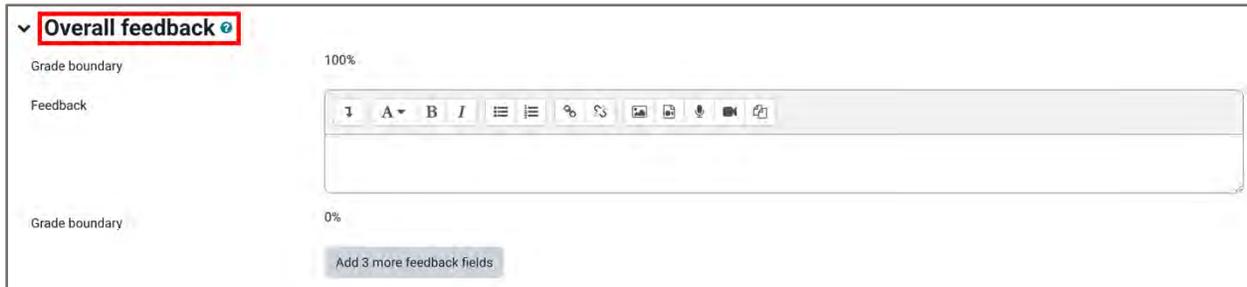
7. If you have enabled a **Close the quiz** setting in the **Timing** section and would like your students to review feedback beyond this deadline, ensure that you have selected the applicable options under the **After the quiz is closed** column.

<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"/> Points <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> <div style="border: 2px solid red; padding: 5px;"> <ul style="list-style-type: none"> <input type="checkbox"/> The attempt <input type="checkbox"/> Whether correct <input type="checkbox"/> Points <input type="checkbox"/> Specific feedback <input type="checkbox"/> General feedback <input type="checkbox"/> Right answer <input type="checkbox"/> Overall feedback </div>
--	--

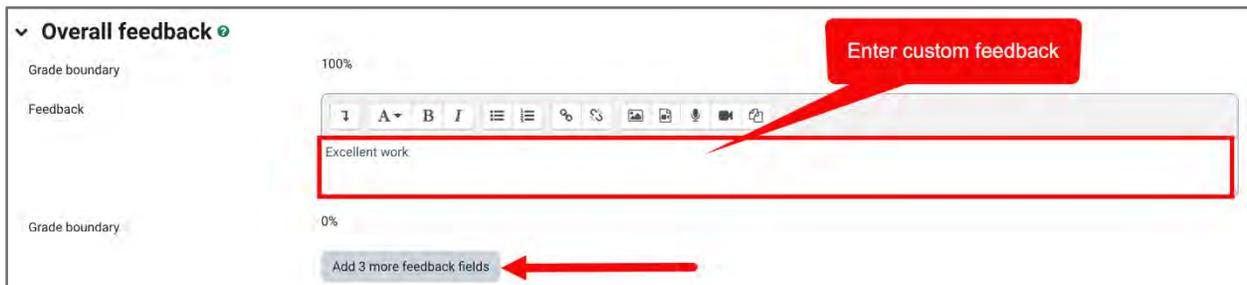
8. For more details about what each setting entails, click the question bubbles next to the options.



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.



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.



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 89% will automatically receive the feedback of “Good job!”

Overall feedback

Grade boundary: 100%

Feedback: Excellent work

Grade boundary: 90

Feedback: Great job!

Grade boundary: 80

Feedback: Good job!

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

> Activity completion

> Tags

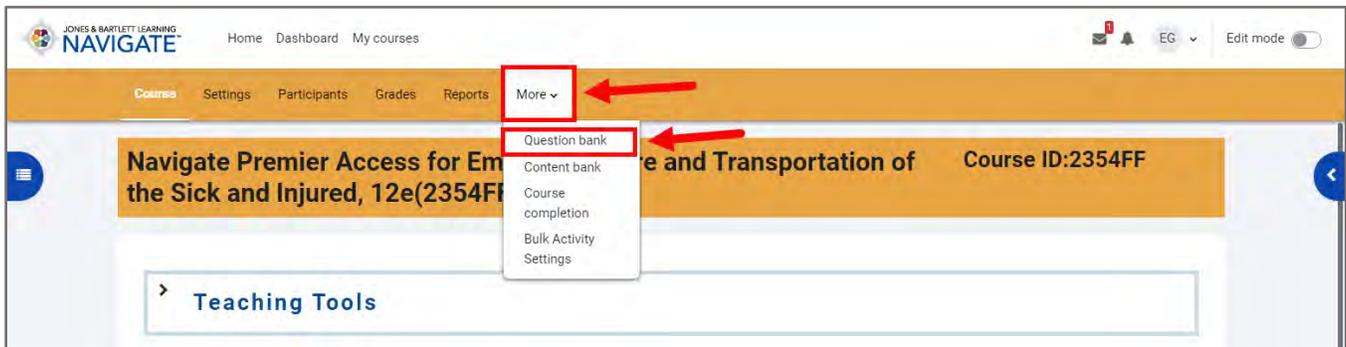
Send content change notification

Save and return to course Save and display Cancel

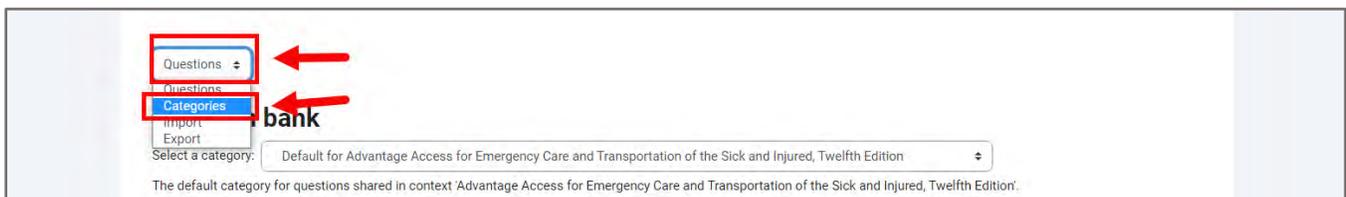
How to Create Custom Quiz Questions

This document contains instructions on how to create your own custom quiz questions from scratch. It's strongly recommended that you place all custom questions in custom and dedicated categories within the test bank. This will help you discern and manage your own questions separately from the default test bank.

1. On the course homepage, click the **More** button in the navigation bar and select the **Question bank** option.



2. 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. Use the drop down selector to switch to the **Categories** page.



3. To set up a new category, click the **Add category** button.



4. 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 Advantage Access for Emergency Care and Transportation of the Sick and Injured, Twelfth Edition

Name: Example New Category

Category info: [Rich text editor]

ID number: [Input field]

Add category Cancel

5. After the page refreshes, use the dropdown selector to open the **Questions** page.

Categories ▾

Questions

Categories

Import

Export

Add category

6. Use the **Select a category** dropdown menu to select your new custom question bank category. This category will be where your custom question is found after you add it to a quiz.

Questions ▾

Question bank

Select a category: Default for Advantage Access for Emergency Care and Transportation of the Sick and Injured, Twelfth Edition

The default category: Course: Navigate Premier Access for Emergency Care and Transportation of the Sick and Injured, 12e(2354FF-Giddings)

No tag filters applied

Filter by tags... [Dropdown]

Show question text in the question list

Search options ▾

Also show questions from subcategories

Also show old questions

Create a new question...

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

Select a category: Example New Category

No tag filters applied

Filter by tags... [Dropdown]

Show question text in the question list

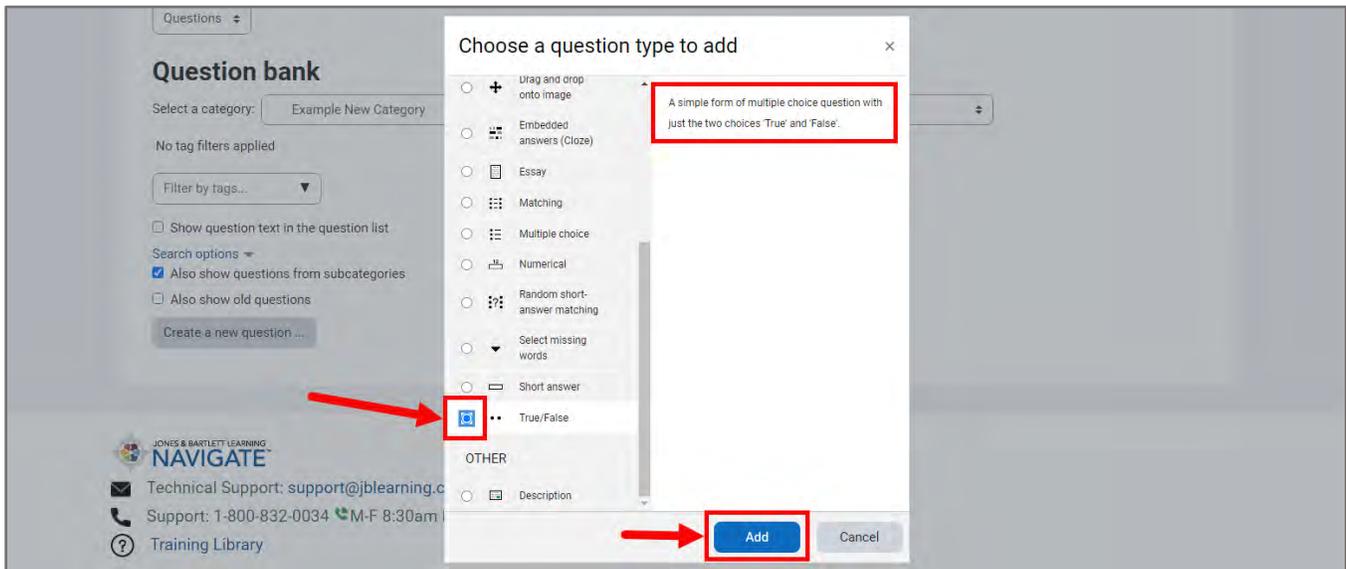
Search options ▾

Also show questions from subcategories

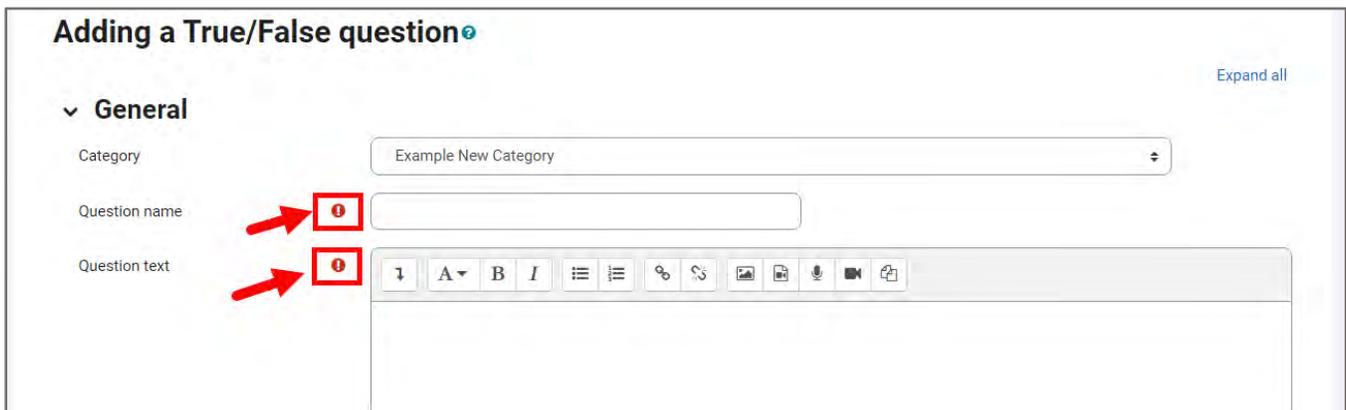
Also show old questions

Create a new question...

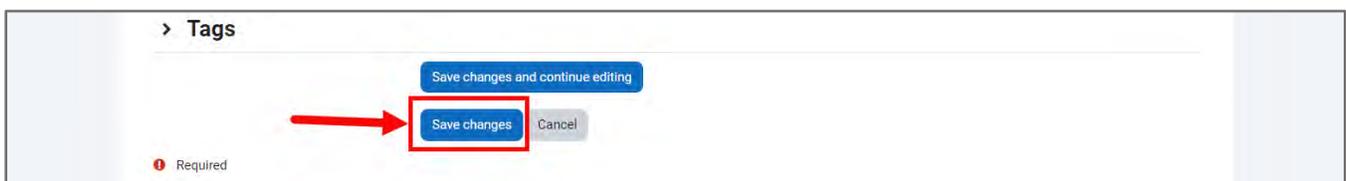
8. In the popup window, select the type of question you would like to create and note the brief description of the question type. Once you have chosen the question type you want, click **Add**.



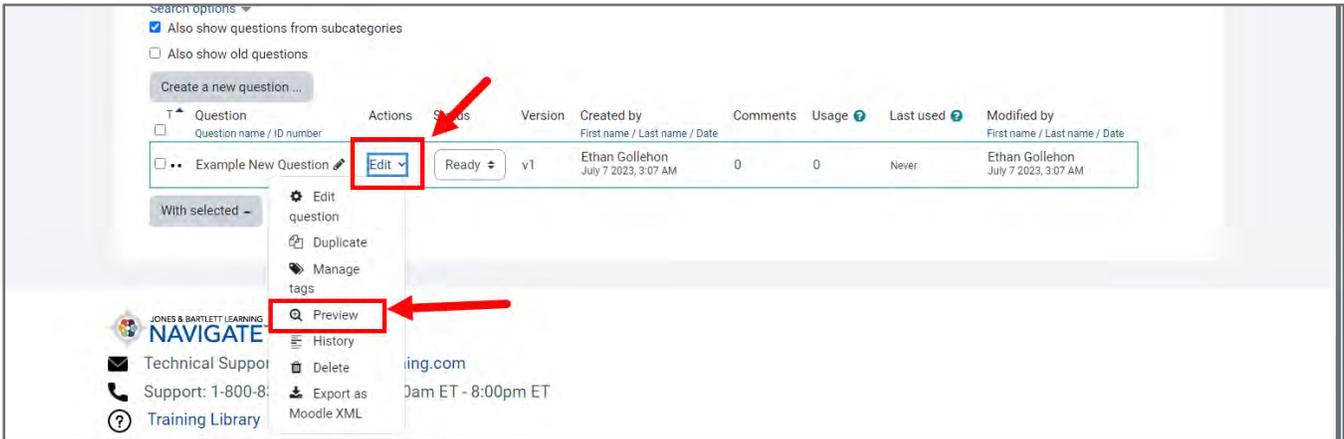
9. On the next page, populate the required fields marked with a red circle and exclamation point, along with other fields or options that may apply.



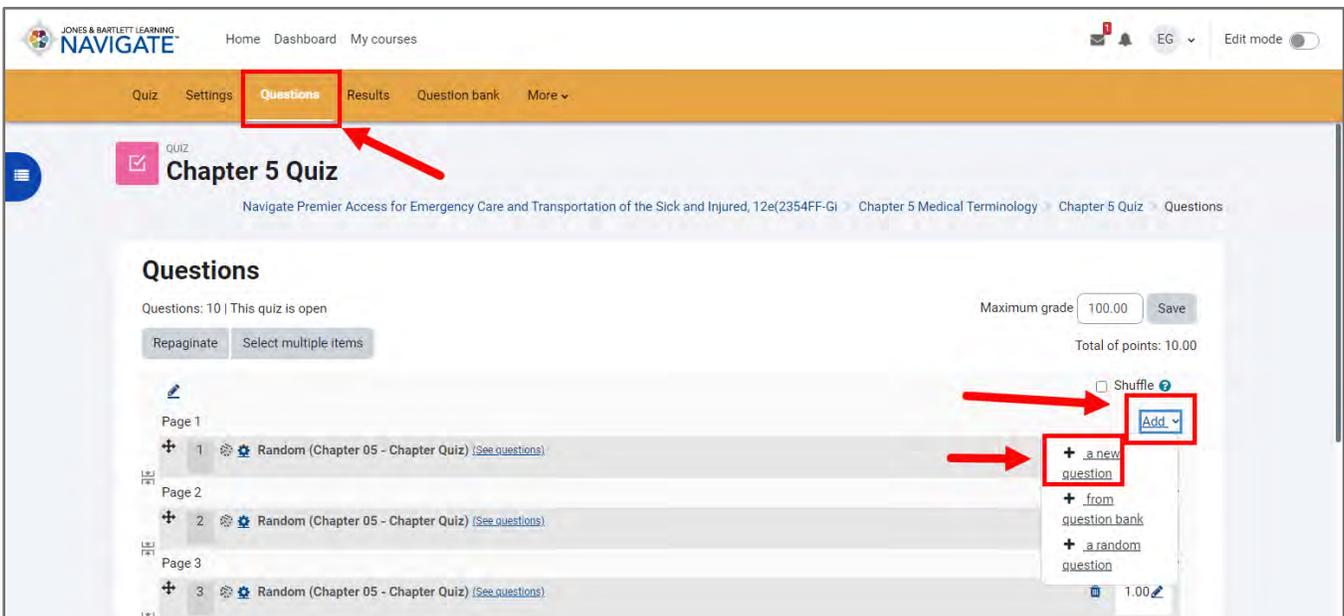
10. When satisfied with the content of your question, click the **Save changes** button at the bottom of the page.



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.



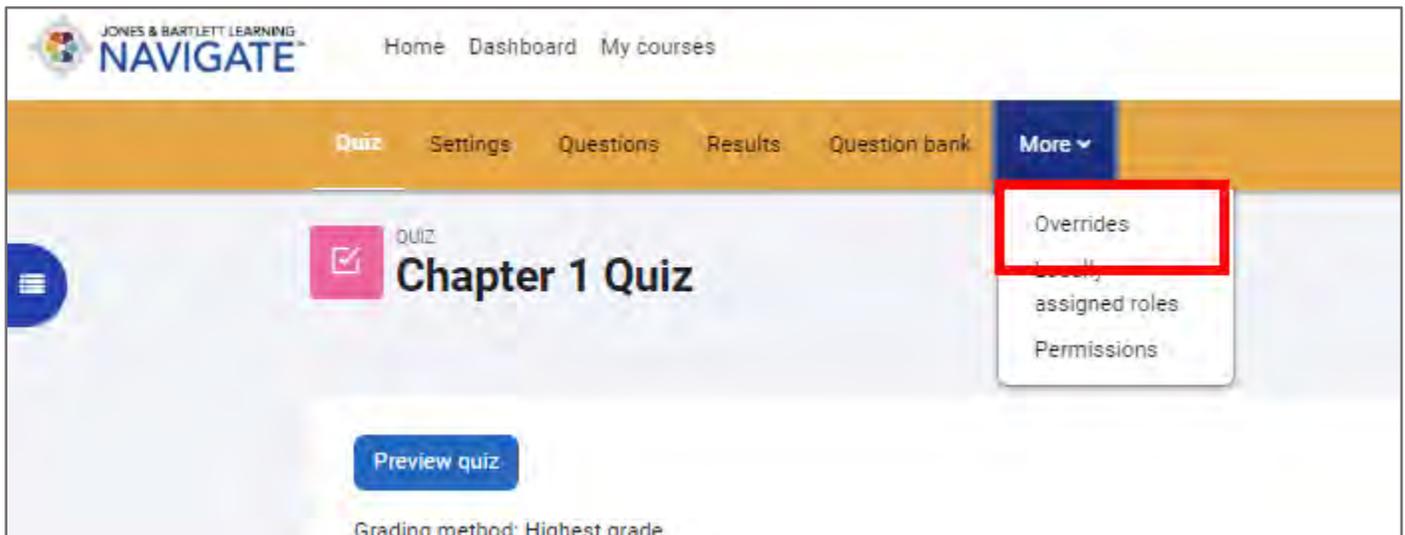
12. You may also create your own custom questions while viewing the **Questions** page on a quiz and selecting questions to include in the quiz. On the **Questions** page, click **Add**, select the **new question** option, and proceed by building your question.



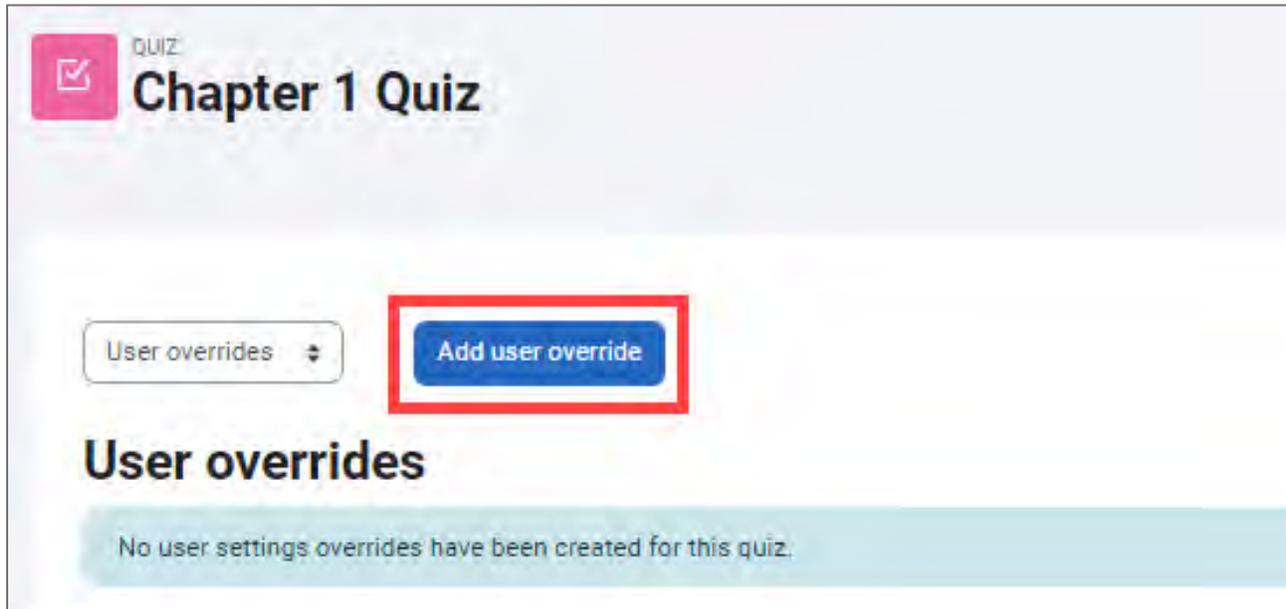
How to Apply Exceptions to Quizzes for Individual Students

This document contains instructions on how to apply exceptions to quizzes for individual students. Examples include requiring a password, setting an alternative date and time, applying a time limit, and adjusting the number of attempts allowed for the quiz.

1. Navigate to and open the quiz for which you would like to apply tailored exceptions. Then, from the main menu, click **More** and select **Overrides**.



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



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

QUIZ
Chapter 1 Quiz

Chapter 1 Quiz

▼ **Override**

Override user ⓘ * No selection

Require password ? Click to enter text

Open the quiz 13 ▾ July ▾ 2023 ▾ 12 ▾ 13 ▾ Enable

Close the quiz 13 ▾ July ▾ 2023 ▾ 12 ▾ 13 ▾ Enable

Time limit ? 0 minutes Enable

Attempts allowed ? Unlimited ▾

Revert to quiz defaults

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

ⓘ Required

4. Proceed by toggling the options to create 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 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 for all students.

Chapter 1 Quiz

Chapter 1 Quiz

Override user: Foluke Akinradewo

Search

Require password: [Click to enter text](#)

Open the quiz: 13 | July | 2023 | 12 | 13 | Enable

Close the quiz: 13 | July | 2023 | 12 | 13 | Enable

Time limit: 0 | MINUTES | Enable

Attempts allowed: Unlimited

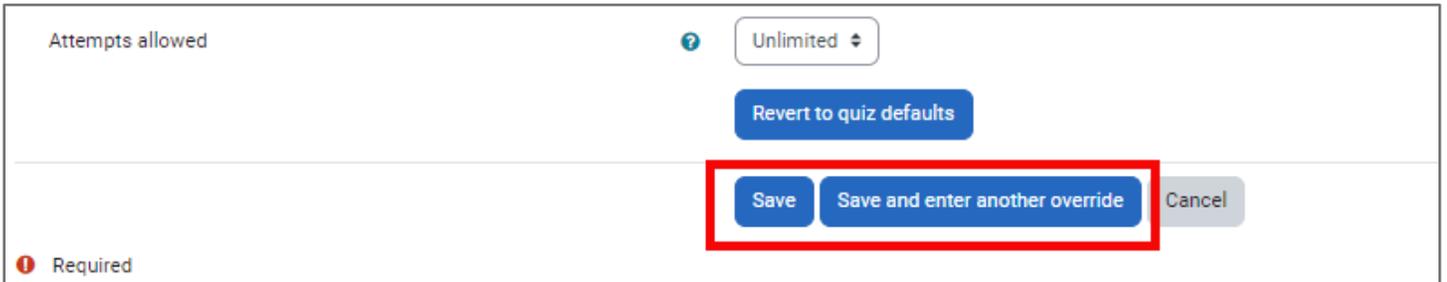
Revert to quiz defaults

Save Save and enter another override Cancel

Required

All setting 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.



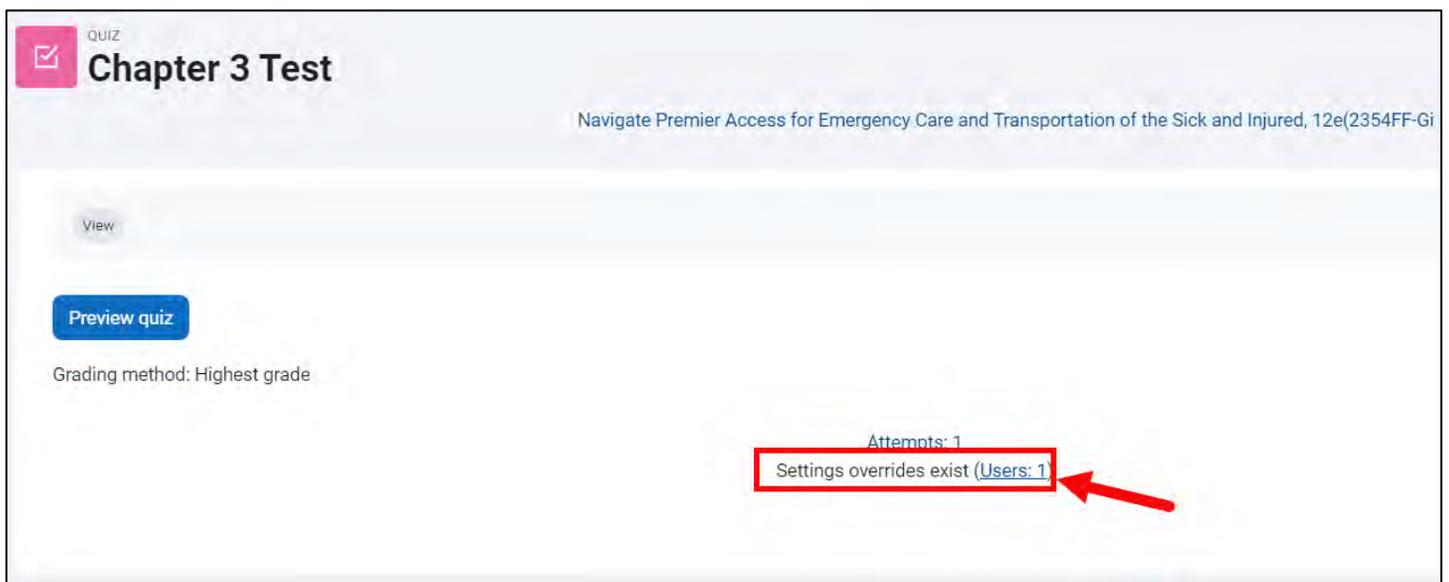
Attempts allowed ? Unlimited

Revert to quiz defaults

Save Save and enter another override Cancel

Required

6. The presence of Overrides applied are revealed to you, as the instructor, on the Quiz launch page (shown below) and can be revisited, removed, and/or edited as needed.



QUIZ Chapter 3 Test

Navigate Premier Access for Emergency Care and Transportation of the Sick and Injured, 12e(2354FF-Gi

View

Preview quiz

Grading method: Highest grade

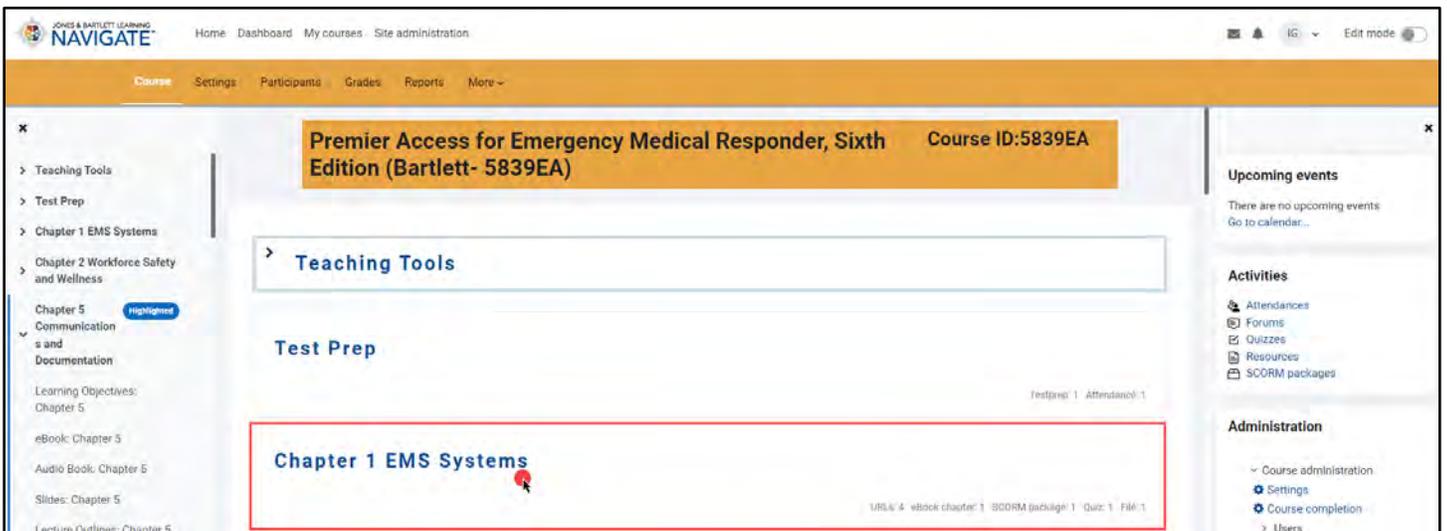
Attempts: 1

Settings overrides exist (Users: 1)

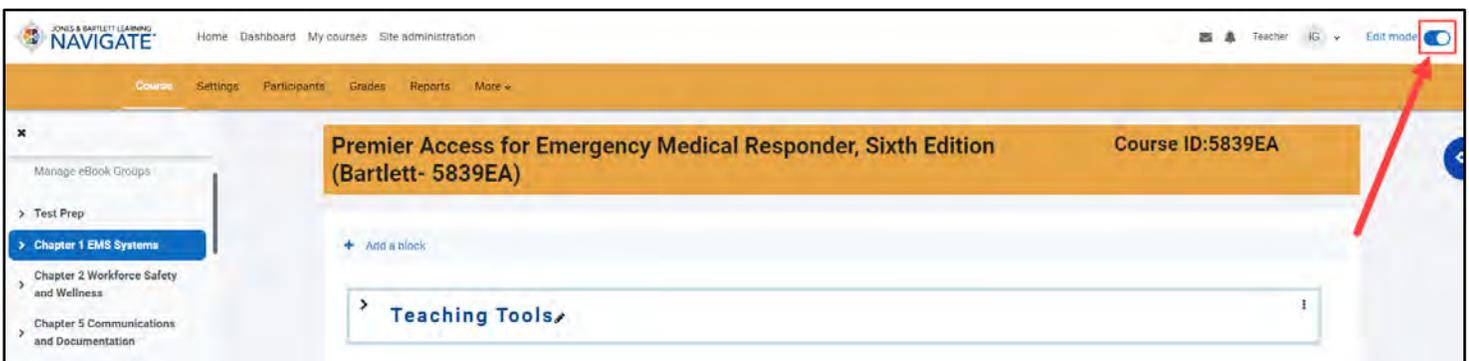
How to Print a Quiz

This document describes how to print a quiz with or without an answer key.

1. Click on any course topic in which you would like to create your quiz. If your preference is to create 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.



2. Next, toggle on the course **Edit mode** using the button at the top-right of the page.

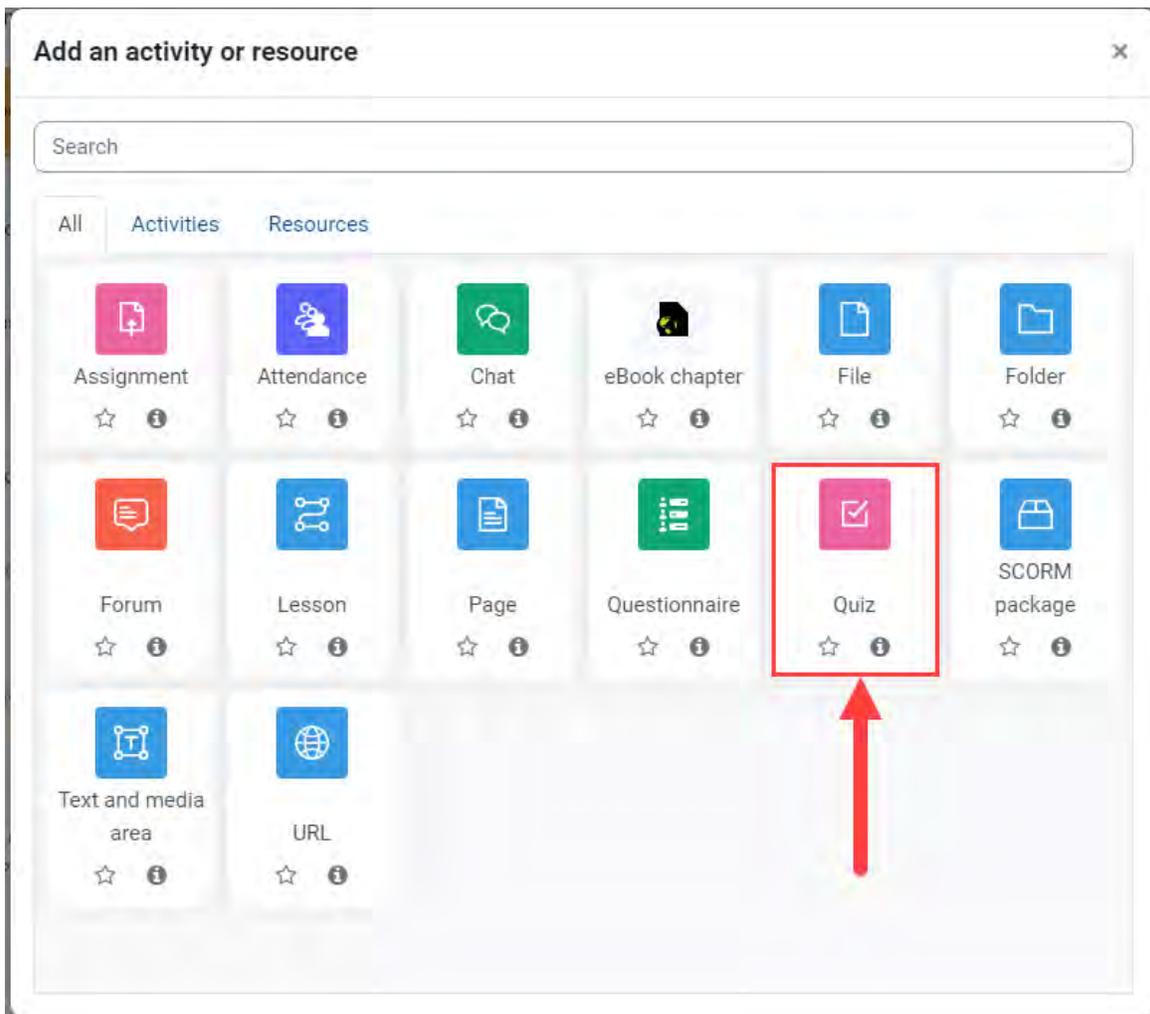


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3. Scroll down as necessary and click the **Add an activity or resource** option at the bottom-left of the topic's contents.



4. Select the **Quiz** option under the **All** or **Activities** tabs.



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 1 EMS Systems** Expand all

▼ **General**

Name ! ←

Description

↴ A ▾ B I         

Display description on course page ?

› **Common module settings**

› **Restrict access**

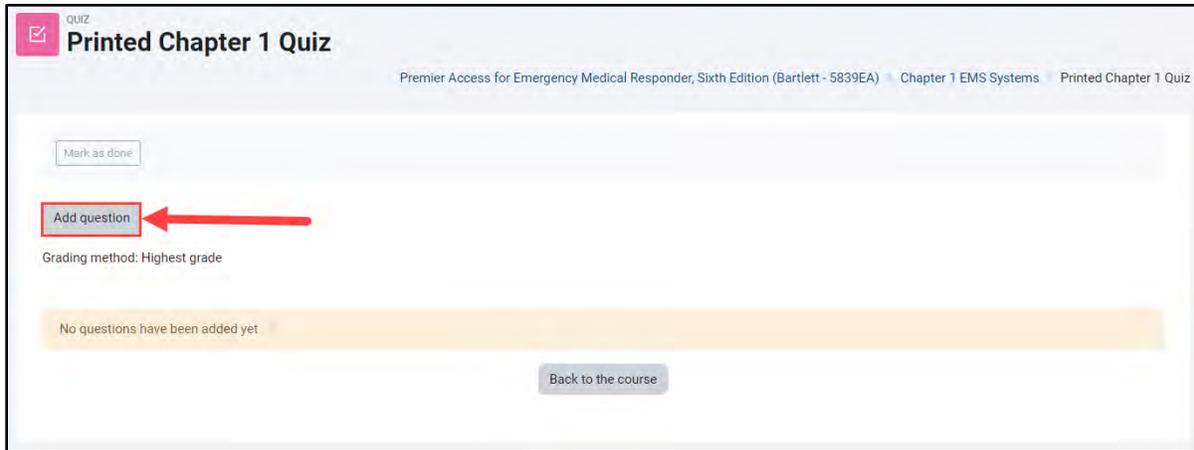
› **Activity completion**

› **Tags**

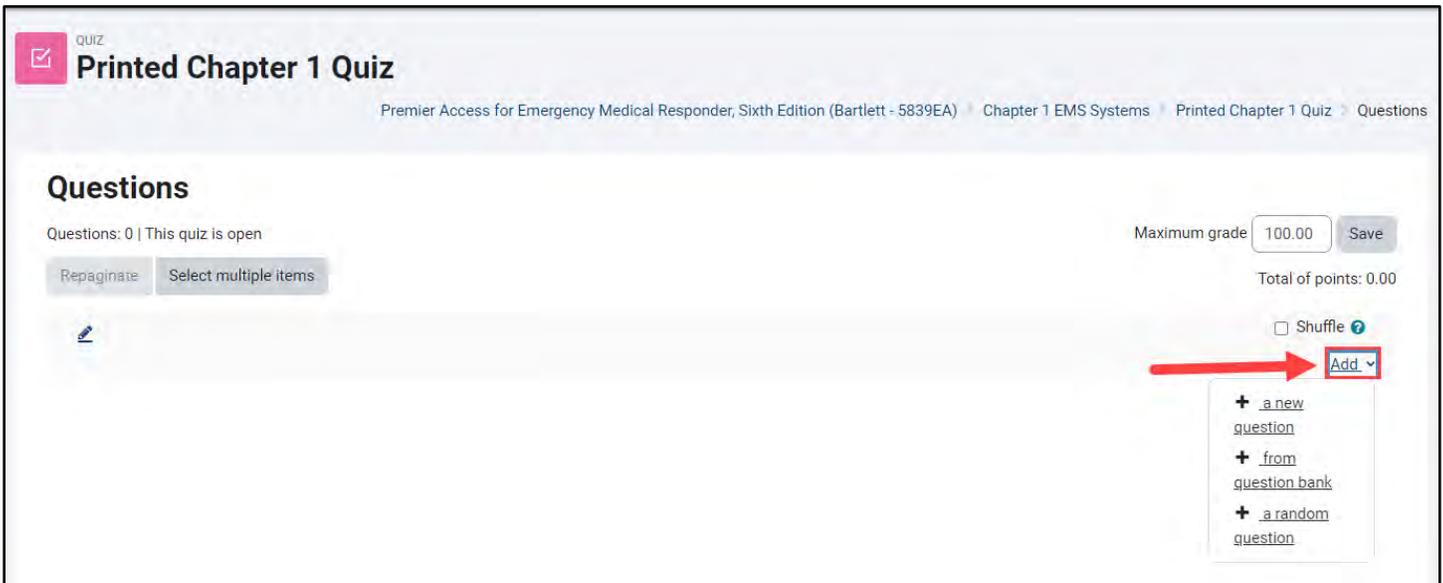
Send content change notification ?

! Required

6. Next, click the **Add question** button displayed on the quiz page.



7. Proceed by clicking the **Add** button, choosing a desired question-picking options, and selecting questions to include in your quiz.



- Ensure you leave the **Shuffle** checkbox deselected. Shuffling questions will print the quiz questions' 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.

Questions

Questions: 20 | Quiz closed (opens 06/24/23, 16:45)

Maximum grade 100.00 Save

Repaginate Select multiple items

Use compass arrows to drag and drop questions in the order of preference

Leave unchecked

Shuffle

Total of points: 20.00

Page 1 Add

1 A 33-year-old woman has a possible broken left ankle. She is in significant pain but is conscious and otherwise stable. This pati... Always latest 1.00

Page 2 Add

2 A cardiac arrest patient's most crucial contact with the EMS system occurs when: A cardiac arrest patient's most crucial ... Always latest 1.00

Page 3 Add

3 Communication with a physician via two-way radio or wireless telephone is an example of: Communication with a physician via t... Always latest 1.00

Page 4 Add

4 Enhanced 9-1-1 centers have the capability to: Enhanced 9-1-1 centers have the capability to: Always latest 1.00

Page 5 Add

5 In order to keep his or her certification current, the EMR must: In order to keep his or her certification ... Always latest 1.00

Page 6 Add

- When ready, click the **Results** button from the menu at the top of the page.

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Home Dashboard My courses Site administration

Quiz Settings Questions Results Question bank More

QUIZ

Printed Chapter 1 Quiz

Premier Access for Emergency Medical Responder, Sixth Edition (Bartlett - 5839EA)

Questions

Questions: 20 | Quiz closed (opens 06/24/23, 16:45)

Repaginate Select multiple items

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10. Then use the first dropdown menu at the top left of the Results page to select the **Paper Quiz** option.

Home Dashboard My courses Site administration

Settings Questions **Results** Question bank More ▾

QUIZ **Printed Chapter 1 Quiz**

Premier Access for Emergency Medical Responder, Sixth Edition (Bartlett - 5839EA)

Grades ▾

Grades Responses
Statistics
Manual grading
Paper Quiz

participants ▾ Attempts: 0

▾ **What to include in the report**

Attempts from enrolled users who have attempted the quiz ▾

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

11. You have two options for generating a printed version. You may print the quiz with or without an answer key. The printed version with an answer key displays correct answers immediately below each question, whereas the “without” option does not identify the correct answers.

QUIZ **Printed Chapter 1 Quiz**

Premier Access for Emergency Medical Responder, Sixth Edition (Bartlett - 5839EA) Chapter 1 EMS Systems Printed Chapter 1 Quiz

Quiz without key

Quiz with key

12. Click on the version you would like to print. This action automatically opens a PDF version 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, the printout may have questions broken midway between pages. We recommend selecting all questions displayed in the PDF and copying and pasting them into a word processing document. You may then make spacing adjustments and include custom additions.

How to Use the Regrade Function

This document provides directions on how to use the regrade function in Navigate. It covers how to edit quiz questions and answers that have already been completed by students and how to regrade based on any changes made to the quiz, including changes to full or partial credit for certain answers.

1. Begin by navigating to and clicking on the quiz for which you would like to make changes before regrading.

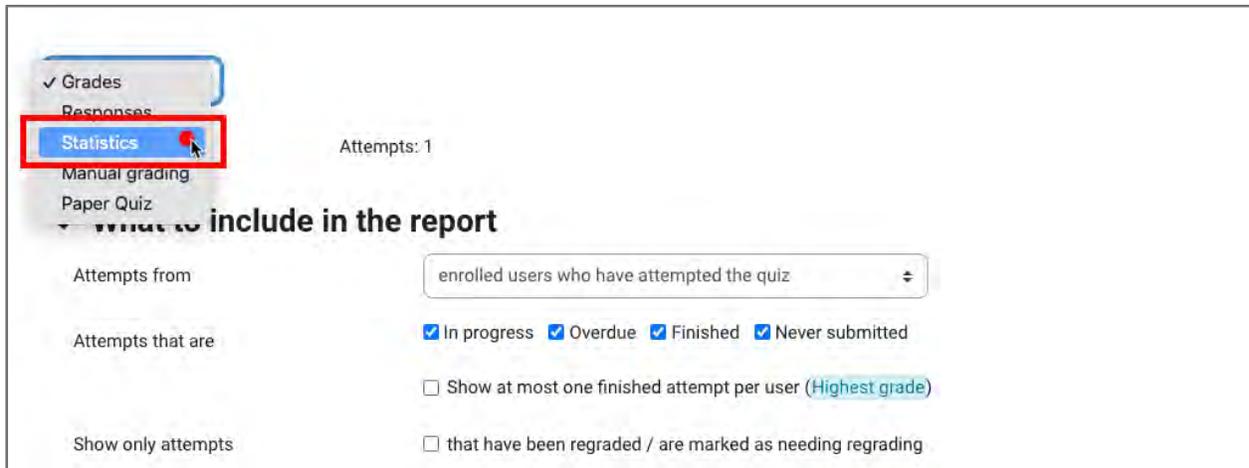
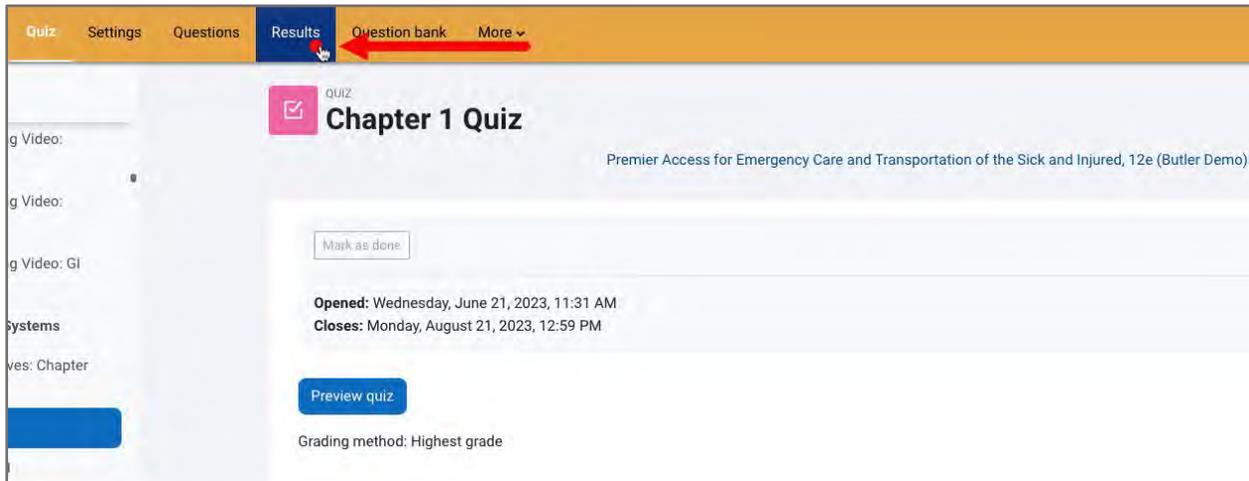


The screenshot shows the 'Teaching Tools' section for 'Chapter 1 EMS Systems'. It contains three items:

- Learning Objectives: Chapter 1** (with a globe icon and a 'Mark as done' button)
- Chapter 1 Quiz** (with a checkmark icon, a red box around it, and a red arrow pointing to it, and a 'Mark as done' button)
- eBook: Chapter 1** (with a puzzle piece icon and a 'Mark as done' button)

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2. Click on the **Results** menu option at the top of the page, then choose **Statistics** settings from the dropdown menu.



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3. Scroll down to the **Quiz structure analysis** section. This table displays a report of how each individual question was answered. Click on the **Question Name** of the question that needs to be adjusted.

Quiz structure analysis

Download table data as Comma separated values (.csv) Download

Q#	Question name	Attempts	Random guess score	Intended weight	Effective weight	Discrimination index	Discriminative efficiency
1	TUESDAY Continuing education in EMS serves to:	1	37.50%	6.25%			
2	EMS as we know it today had its origins in 1966 with the publication of:	1	25.00%	6.25%			
3	If a defibrillator manufacturer claims that its device terminates ventricular fibrillation on the first shock 95% of the time, you should:	1	25.00%	6.25%			
4	Obtaining continuing medical education is the responsibility of the:	1	25.00%	6.25%			

4. The next page displays the Question Information, Question Statistics, and the Analysis of Responses, which indicates the percentage of students that selected something other than the correct response, marked as 100%. In the **Question Information** section, click on the **Gear** icon next to the **Question Name**.

Question information

Quiz: Chapter 1 Quiz

Question name: If a defibrillator manufacturer claims that its device terminates ventricular fibrillation on the first shock 95% of the time, you should:  Edit

Question type: Multiple choice

Position(s): 3

If a defibrillator manufacturer claims that its device terminates ventricular fibrillation on the first shock 95% of the time, you should:

Question statistics

Attempts	1
Random guess score	25.00%
Intended weight	6.25%
Effective weight	
Discrimination index	
Discriminative efficiency	

5. Make any necessary changes to the question such as assigning partial credit to a different response, adjusting the text of the question, or assigning complete credit to another response. Click on **Save Changes** at the bottom of the page.

Editing a Multiple choice question Expand all

General

Current category: Chapter 01 - Chapter Quiz (21)

Version: Version 1
Created by nick savino on Monday, December 21, 2020, 11:13 PM

Question name:

Question text:

Answers

Choice 1
Choice 1:
Grade: None
Feedback:

Choice 2
Choice 2:
Grade: 100%
Feedback:

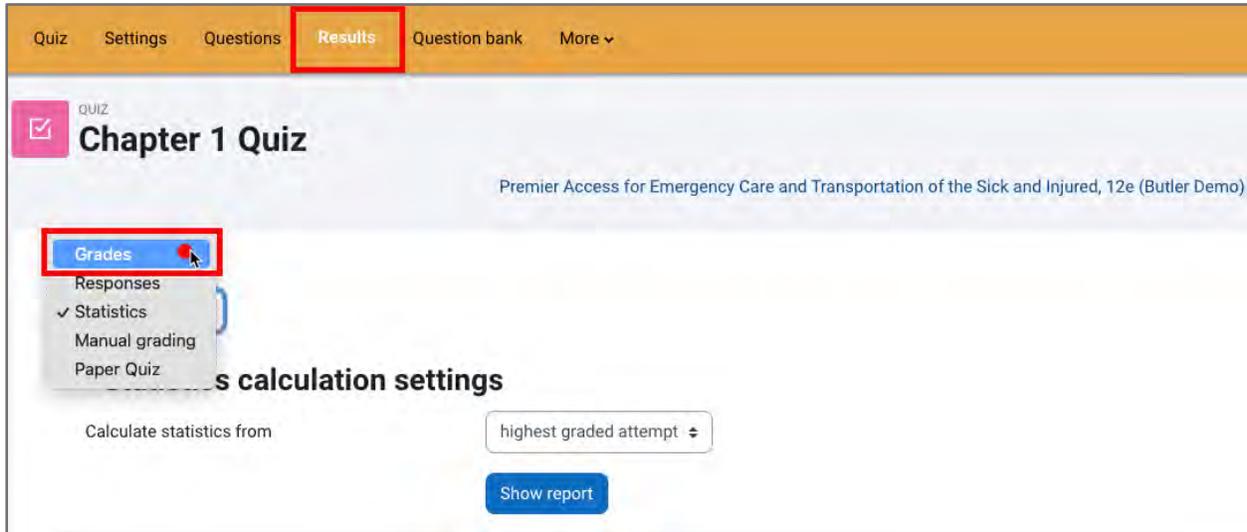
Choice 3
Choice 3:
Grade: None
Feedback:

> Multiple tries

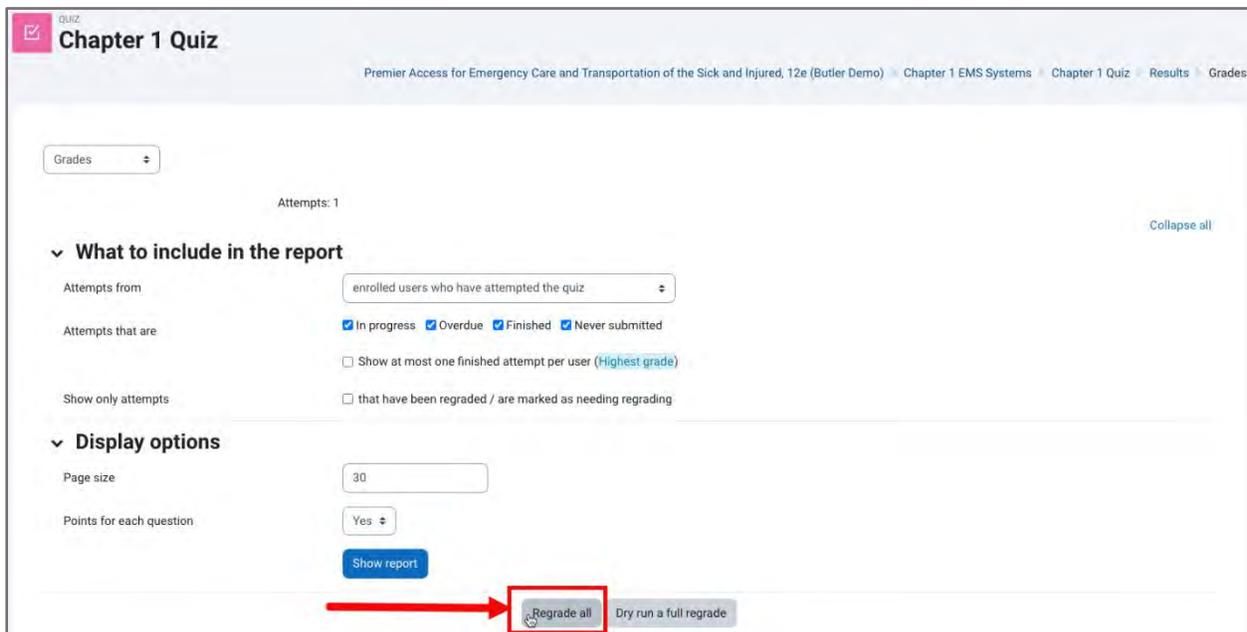
> Tags

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6. Your changes will not automatically adjust any scores and acts as a safeguard should more editing be necessary. When you're ready to regrade student attempts to reflect your updates, click on the **Results** menu option at the top of the page, then choose **Grades** settings from the dropdown menu.



7. Scroll as needed to find and click on the **Regrade All** button. Now, the student scores for every student who encountered the edited question(s) will be adjusted.



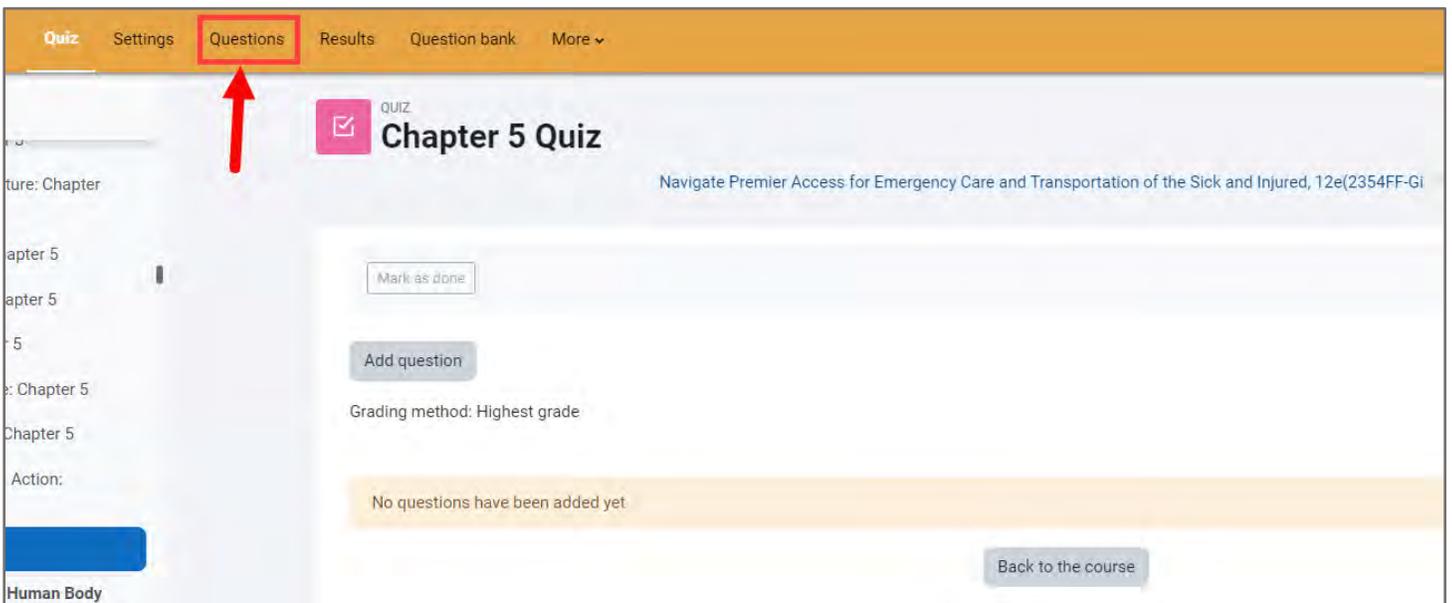
How to Add Questions to a Quiz

This document provides instructions for adding questions to a Navigate quiz, including adding questions chosen from our test bank or at random.

1. Begin by navigating to and clicking on the quiz in which you'd like to add questions. Note, you will not be able to make any question changes if a student has already completed an attempt.



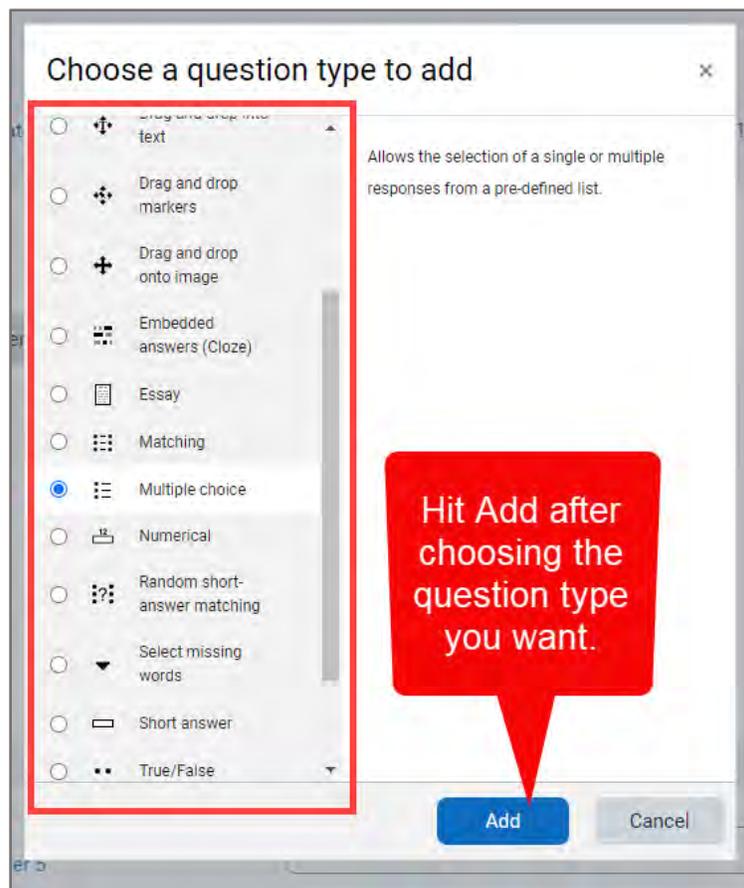
2. Next, click the **Questions** button in the menu bar at the top of the page.



3. Click on the **Add** button towards the right of the page. You have three options to choose from the resulting dropdown menu, including [add] **a new question**, [add] **from question bank**, and [add] **a random question**.

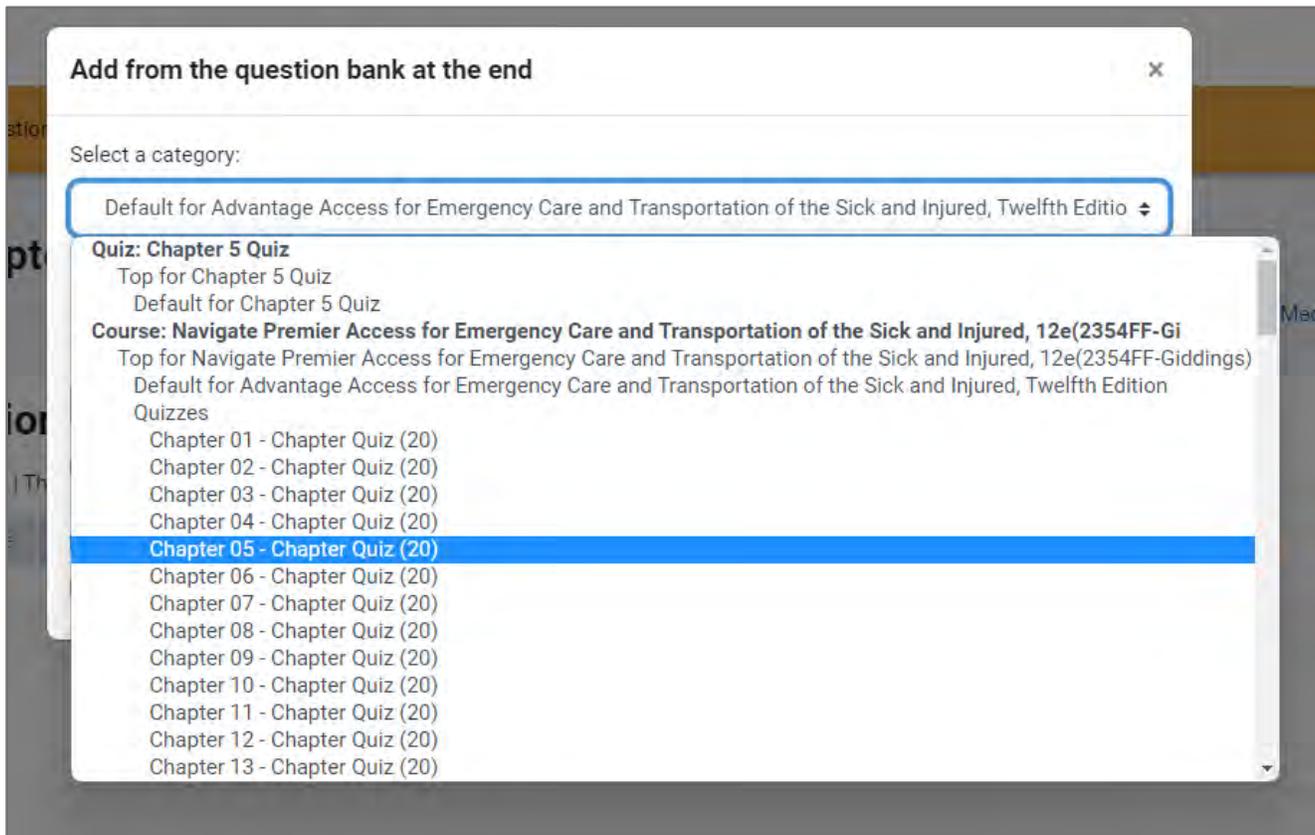


4. Adding **a new question** allows you to create a custom question from scratch. You may select the question type from the popup window and proceed by building the question. If you choose this option, make sure you save your custom questions to a category location in the course test bank where you may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



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5. Using the [add] **from question bank** option opens a popup window where you may choose a test bank category from which to add questions 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.



6. Selecting a category displays its questions below in a list below. 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.

Select a category:
Chapter 05 - Chapter Quiz (20)

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

Question list:

- A 5-year-old boy has fallen and has a severe deformity of the forearm near the wrist. He has possibly su...
- A diabetic patient has polydipsia. This means that she: **Complexity_Difficult** **Ahead_9781284243789_Master Tables**
- A fracture of the humerus just above the elbow would be described as a: **Complexity_Moderate** **Ahead_9781284243789_Master Tables**
- A patient has fractured both femurs. Anatomically, these injuries would be described as being: **Complexity_Moderate** **Ahead_9781284243789_Master Tables**
- A patient in a semi-reclined position with the head elevated to facilitate breathing is in the _____ p...
- A patient with a pneumothorax has unilateral chest expansion. This means that: **Complexity_Moderate** **Ahead_9781284243789_Master Tables**
- A pregnant patient is diagnosed with hyperemesis gravidarum. This means that: **Complexity_Difficult** **Ahead_9781284243789_Master Tables**
- A young male jumped from a tree and landed feet first. Which aspect of his body has sustained the initi...
- After applying a tourniquet, the injury from a patient's leg stops bleeding. This is called: **Complexity_Moderate** **Ahead_9781284243789_Master Tables**
- An intoxicated 40-year-old male is found lying face down. How would you document his body's position...
- Enlargement of the liver is called: **Complexity_Moderate** **Ahead_9781284243789_Master Tables** **Subject_Chapter_5_Page**
- In relation to the chest, the back is: **Complexity_Moderate** **Ahead_9781284243789_Common Direction, Movement, an** **Sub**
- In relation to the wrist, the elbow is: **Complexity_Easy** **Ahead_9781284243789_Common Direction, Movement, an** **Sub**
- Movement or motion away from the body's midline is called: **Complexity_Easy** **Ahead_9781284243789_Common Di**
- The _____ of the heart is the inferior portion of the ventricles. **Complexity_Moderate** **Ahead_9781284243789**
- The term "pericardiocentesis" means: **Complexity_Difficult** **Ahead_9781284243789_Master Tables** **Subject_Chapter_5_P**

Click here to choose the questions you want to add to the quiz/exam.

Question preview:

Terminology **Taxonomy_Recall** **Objective_5-3_Describe the following directional t** A 5-year-old boy has fallen and has a severe...

... means ...

... of the humerus just above the elbow ...

Describe the following directional t A patient has fractured both femurs. ...

Describe the prone, supine, Fowler, A patient in a semi-reclined position with the ...

A patient with a pneumothorax has unilateral ...

A pregnant patient is diagnosed with ...

Describe the following directional t A young male jumped from a tree and landed feet...

After applying a tourniquet, the injury from a ...

Describe the prone, supine, Fowler, An intoxicated 40-year-old male is found lying ...

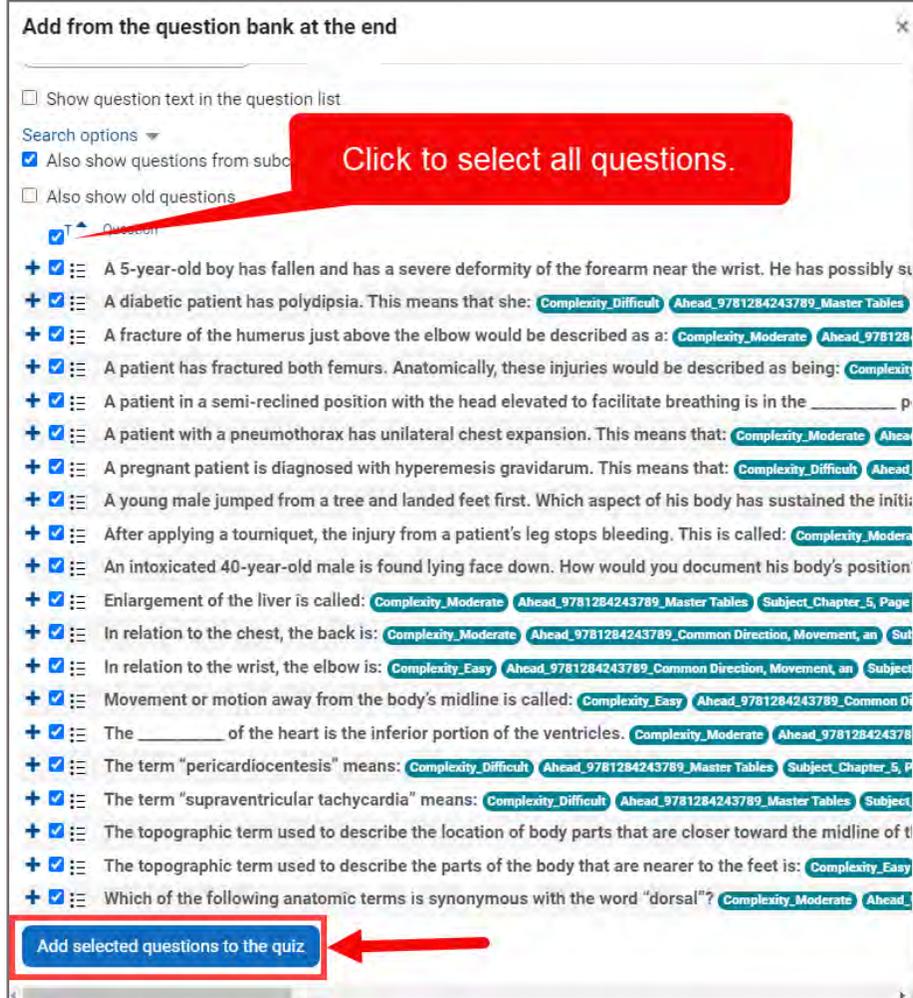
... y from the body's midline...

... of the heart is the inferior ...

Preview buttons (magnifying glass icons) are visible on the right side of the question list.

Click here to preview the full question (and answers for multiple choice).

7. 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.



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



9. 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 figure that exceeds the number of questions available for use within the selected category.

Add a random question at the end

Existing category New category

Random question from an existing category

Category: Chapter 05 - Chapter Quiz (20)

Include questions from subcategories too

Tags: Any tags

Search

Number of random questions: 10

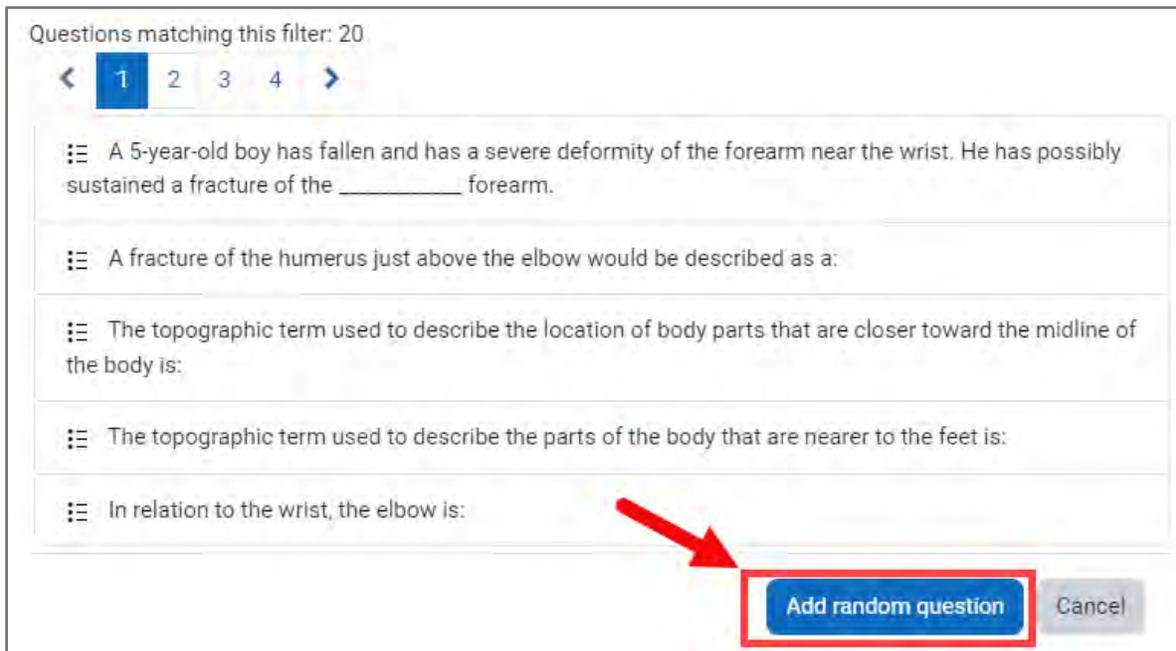
Questions matching this filter: 20

< 1 2 3 4 >

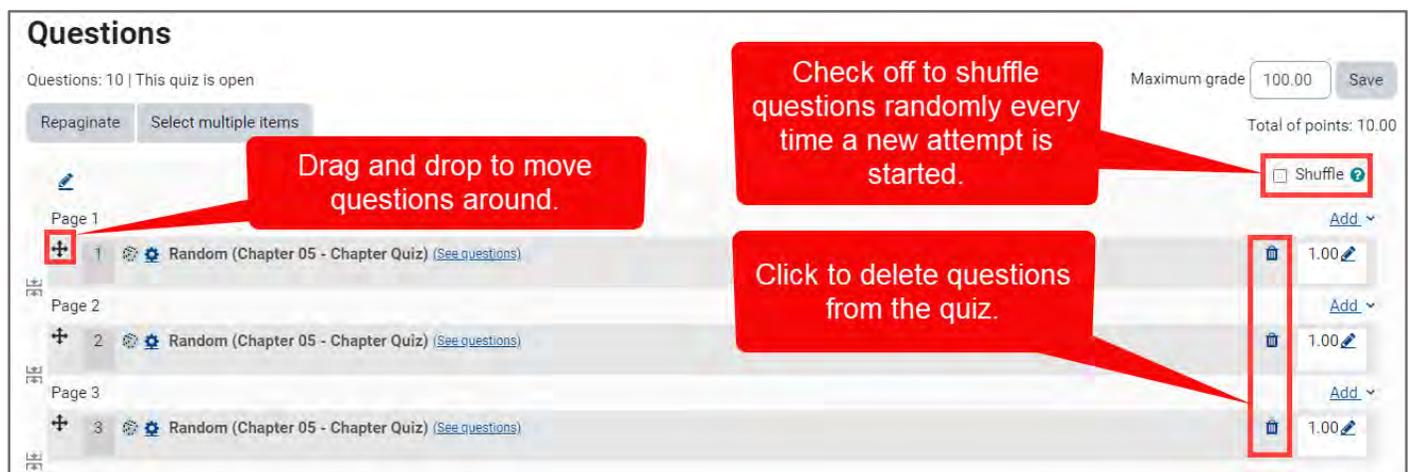
- A 5-year-old boy has fallen and has a severe deformity of the forearm near the wrist. He has possibly sustained a fracture of the _____ forearm.
- A fracture of the humerus just above the elbow would be described as a:
- The topographic term used to describe the location of body parts that are closer toward the midline of the body is:
- The topographic term used to describe the parts of the body that are nearer to the feet is:
- In relation to the wrist, the elbow is:

Add random question Cancel

10. After making the desired selections, scroll down and click the **Add random question** button.
- 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, questions used will vary between attempts.



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



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12. All questions added are automatically saved as they are populated to the body of the quiz. The **Save** button on the quiz page only applies if you choose to change the **Maximum grade** field, which determines the number of points the quiz is worth in the gradebook.

Questions

Questions: 5 | This quiz is closed

Repaginate Select multiple items

Maximum grade 100.00 Save

Total of points: 5.00

Shuffle

Page 1

1 A critical incident stress debriefing should be conducted no longer than _____ hours following the incident. A critic... Always latest 1.00

Page 2

2 Characteristics of eustress following dispatch to a high-speed motor vehicle collision may include: Characteristics of... Always latest 1.00

Page 3

3 Hazards that are associated with a structural fire include all of the following, except: Hazards that are associated wit... Always latest 1.00

Page 4

4 Quid pro quo, a type of sexual harassment, occurs when the harasser: Quid pro quo, a type of sexual harassment... Always latest 1.00

Page 5

5 The most effective way to preserve your own body heat when functioning in cold, wet weather is to: The most effec... Always latest 1.00

13. When you are satisfied with the questions you have added, you may return to any other course page and continue your work. You may also preview the quiz by returning to the main quiz page by clicking **Quiz** from the navigation bar, and then the **Preview quiz** option.

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Home Dashboard My courses Site administration

Quiz Settings Questions Results Question bank More

QUIZ Chapter 2 Quiz

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QUIZ Chapter 2 Quiz

Mark as done

Preview quiz

Grading method: Highest grade

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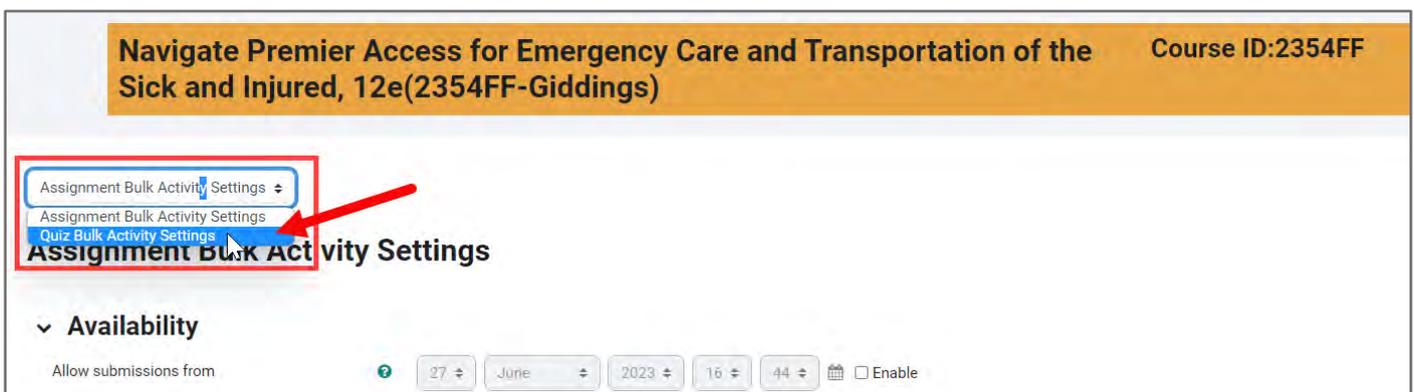
How to Edit Quiz Activity Settings in Bulk

This document provides directions for performing bulk edits to key quiz settings across all quiz activities in a course in a single operation.

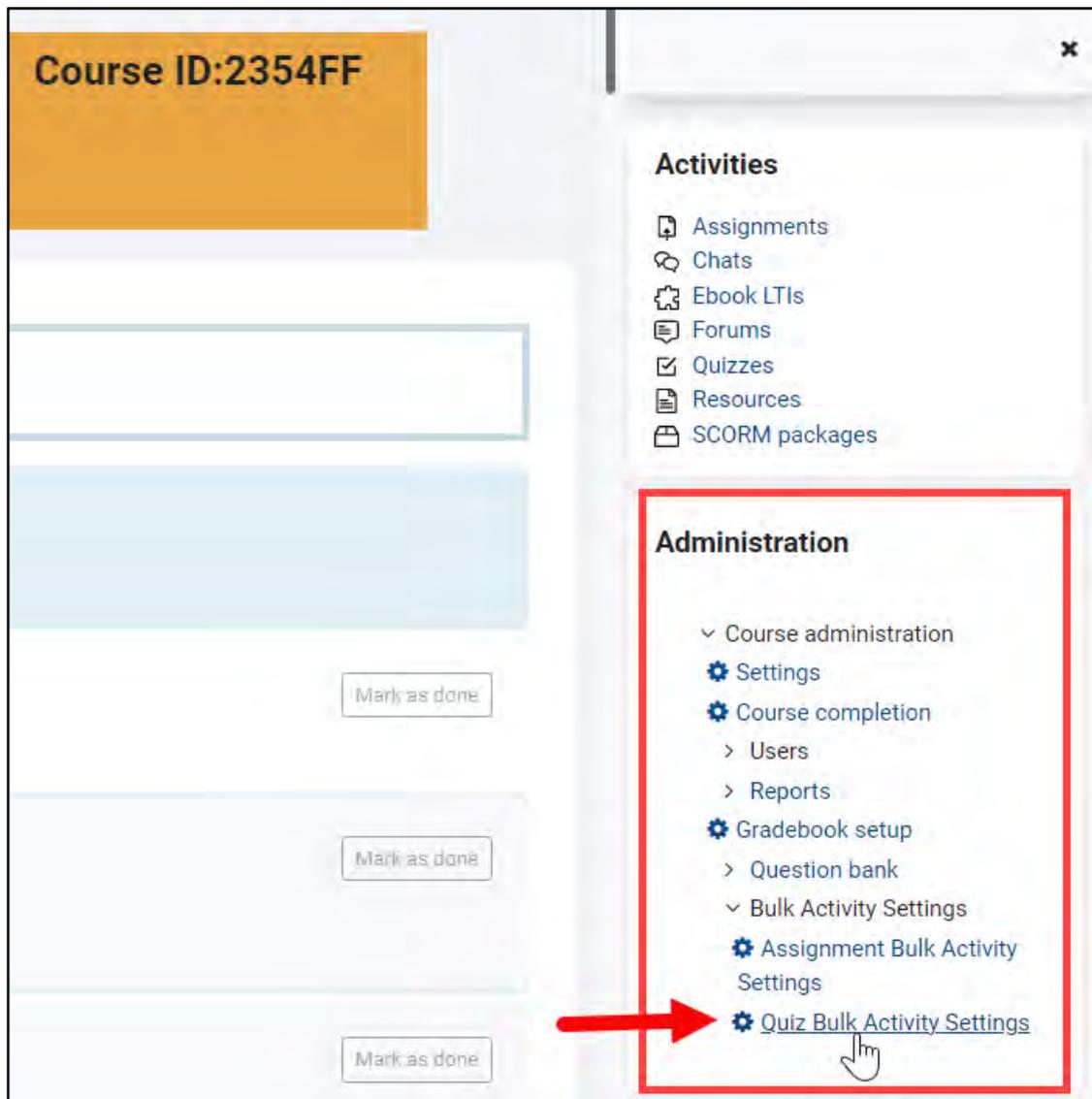
1. In the menu bar at the top of your Navigate course page, click the **More** button, then click **Bulk Activity Settings**.



2. Select the **Quiz Bulk Activity Settings** option from the dropdown menu underneath the course title at the top of the page.



3. Alternatively, you may access the settings through the **Administration** block from the Course Blocks menu to the right of your Navigate course page.



4. On the **Quiz Bulk Activity Settings** page, you have multiple options to apply settings in bulk for up to **5 quizzes at a time**. To apply a setting of your choosing, check the **Enable** box immediately to the setting's right and use the respective dropdown menus to select the desired parameters. Note, any setting not 'Enabled' here will not overwrite the respective settings in selected quizzes.

Quiz Bulk Activity Settings

▼ **Availability**

Expect completed on Enable

Open the quiz Enable

Close the quiz Enable

Time limit Enable

When time expires

Submission grace period Enable

Grade to pass

Attempts allowed

Shuffle within questions

- Expect completed on:** This specifies the date and time the activity is expected to be completed.
- Open the quiz:** Sets a date and time for when students may access the quiz.
- Close the quiz:** Sets a date and time for when students may no longer access the quiz.
- Time limit:** Set a time limit students will be allowed for completing the quiz once opening it.
- When time expires:** You may control what happens if a student fails to submit the quiz before an applied time limit expires. If you choose the “There is a grace period...” option, you must also enable and set a grace period greater than ‘0’ in the **Submission grace period** field.

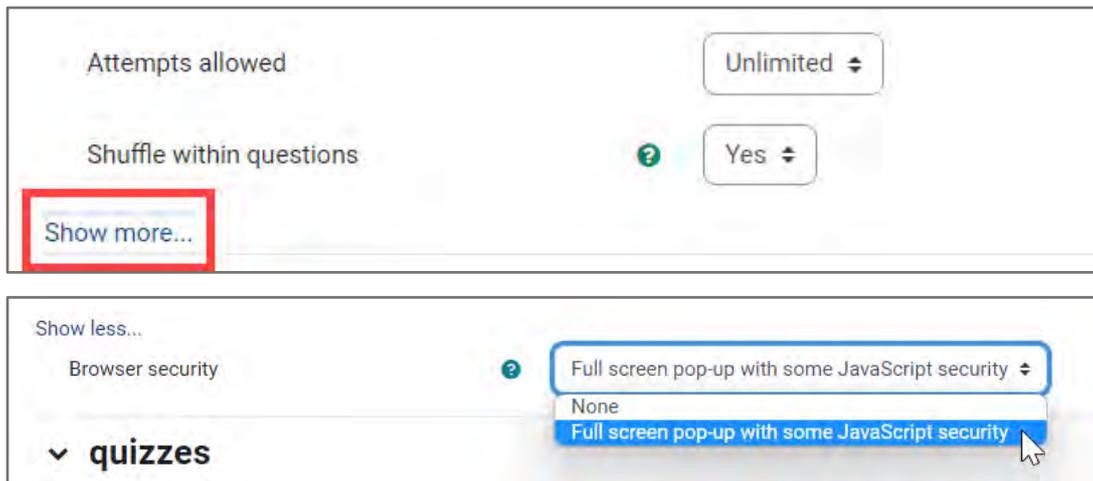
f. **Grade to pass:** You may set a minimum grade required to pass (*Note: here, grade refers to points, not percentage. By default, all quizzes are assigned 100 points*).

Leaving this field blank will not apply a minimum grade to pass on your quizzes. This field must be greater than '0' to apply a passing grade to your selected quizzes.

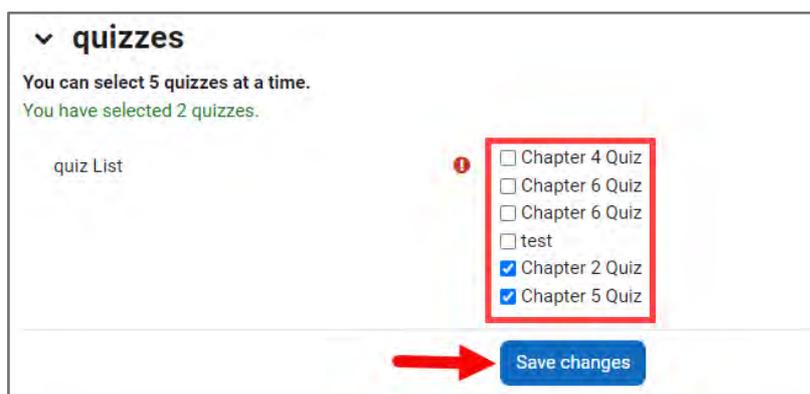
g. **Attempts allowed:** You can choose the number of quiz attempts allowed.

h. **Shuffle within questions:** You may choose **Yes** to randomly shuffle the answer choices in each question for each attempt. If you choose **No**, the answer choices will remain in the default sequence.

5. You may also apply **Browser Security** by clicking on **Show More**, then selecting 'Full screen pop-up with some JavaScript security' option in the respective dropdown menu.



6. Once you have all desired settings set, check the quizzes you wish to apply your settings to in the list below, then click **Save changes**. Quizzes listed here will appear as they are currently named in your course.



- Note:** The page refreshes after saving. Once it refreshes, you may navigate to your applicable quizzes to verify the settings applied.

4

Assignments

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



How to Create an Assignment

This document contains instructions on creating new assignments and adjusting submission and availability settings for assignments within a Navigate course.

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**.



Chapter 2 Workforce Safety and Wellness
EbookLTI: 1 | URLs: 9 | SCORM package: 1
Progress: 0 / 11

Chapter 3 Medical, Legal, and Ethical Issues
URLs: 7 | EbookLTI: 1 | SCORM package: 1 | Quiz: 1
Progress: 0 / 10

Chapter 4 Communications and Documentation
URLs: 8 | EbookLTI: 1 | SCORM package: 1
Progress: 0 / 10



My courses | Site administration | Edit mode

nts | Grades | Reports | More ▾

Premier Access for Emergency Care and Transportation of the Sick and Injured, 12e (Butler Demo)

Click to toggle on

Upcoming events
There are no upcoming events
Go to calendar...

Course metrics
Only for teachers:
Student engagement

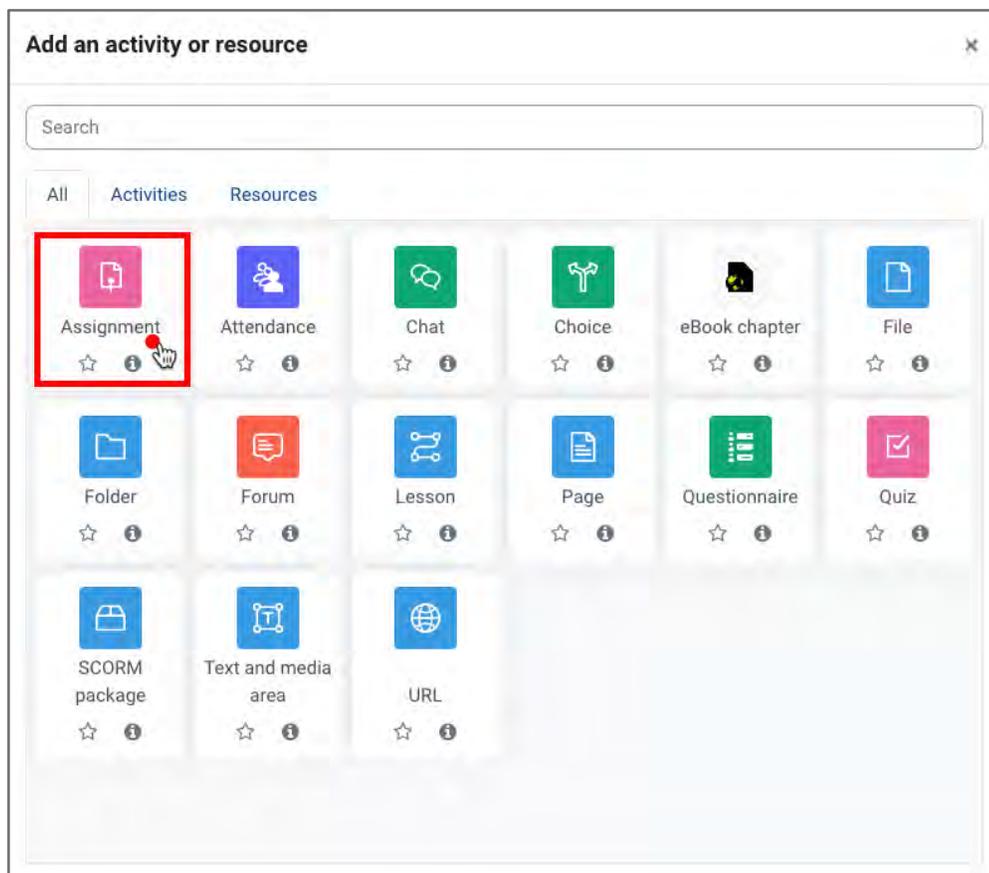
Calendar
July 2023
Sun Mon Tue Wed Thu Fri Sat

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2. With course editing turned on, scroll to the bottom of the page and click the **Add an activity or resource** option to bottom left.



3. In the pop-up window that appears, select the **Assignment** option at the top of the list.



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. Then, in the **Description** field underneath, enter in the details and requirements for this assignment to share with your students.

▼ **General**

Assignment name

Description

Display description on course page

5. In the **Activity Instructions** sections, please write the actions you would like the students to complete for this assignment, if needed. Also, 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.

Activity instructions

Additional files

Maximum size for new files: 50 MB

Additional files (templates, worksheets, etc.) can be dragged and dropped in here.

You can drag and drop files here to add them.

Only show files during submission

- 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	July	2023	00	00	📅	<input checked="" type="checkbox"/> Enable	
Due date	?	12	July	2023	00	00	📅	<input checked="" type="checkbox"/> Enable	
Cut-off date	?	5	July	2023	12	47	📅	<input type="checkbox"/> Enable	
Remind me to grade by	?	19	July	2023	00	00	📅	<input type="checkbox"/> Enable	
Time limit	?	0	minutes						<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 July 2023 00 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 July 2023 00 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 ? 5 July 2023 12 47 📅 Enable

- The **Remind me to grade by** is an option for instructors to prioritize dashboard notifications for expected date that marking of the submission should be completed by.

Remind me to grade by ? 19 ? July ? 2023 ? 00 ? 00 ? Enable

- If the **Time limit** option is enabled, the time limit is stated on the assignment page and a countdown timer is displayed during the assignment.

Time limit ? 30 ? minutes ? Enable

7. Use parameters within the **Submission types** section to apply any limitations on what files or work the student is allowed to 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 ?

Maximum number of uploaded files ? 20 ?

Maximum submission size ? 50 MB ?

Accepted file types ? Choose No selection

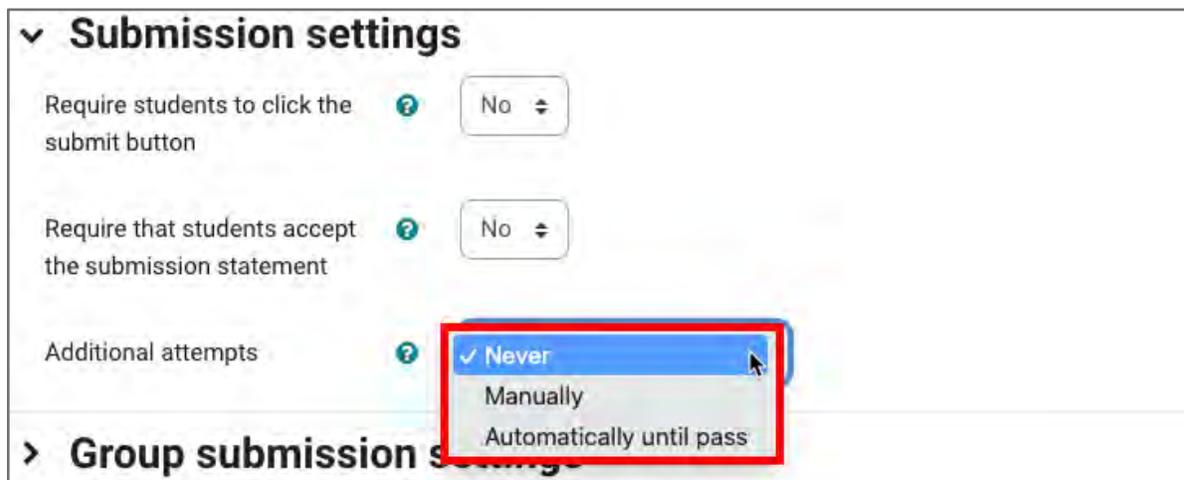
Use this button to choose which type of files can be submitted with the assignment

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



The screenshot shows the 'Submission settings' section with three dropdown menus. The first two are 'Require students to click the submit button' and 'Require that students accept the submission statement', both set to 'No'. The third dropdown, 'Additional attempts', is highlighted with a red box and is currently set to 'Never'.

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 until pass** 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.



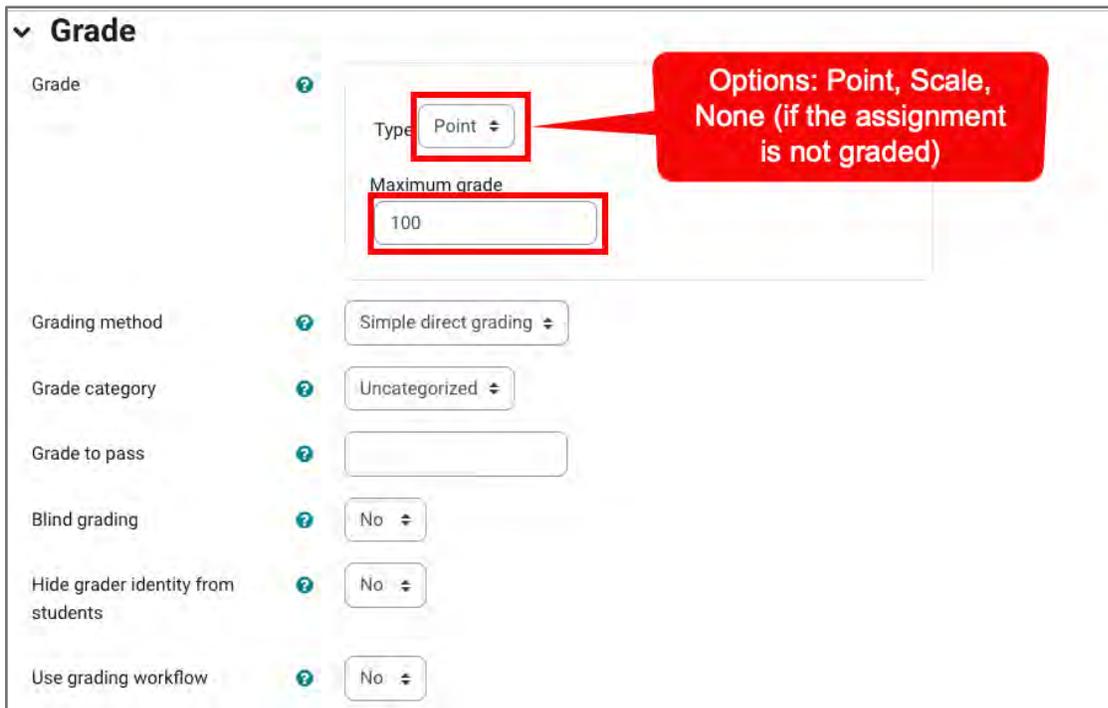
The screenshot shows the 'Submission settings' section with the 'Additional attempts' dropdown menu open. The menu is highlighted with a red box and shows three options: 'Never' (selected with a checkmark), 'Manually', and 'Automatically until pass'. Below the settings, the text '> Group submission settings' is visible.

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



The screenshot shows the 'Submission settings' section of a form. It includes several dropdown menus: 'Require students to click the submit button' (No), 'Require that students accept the submission statement' (No), 'Additional attempts' (Manually), and 'Maximum attempts' (2). The 'Maximum attempts' field is highlighted with a red box.

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.

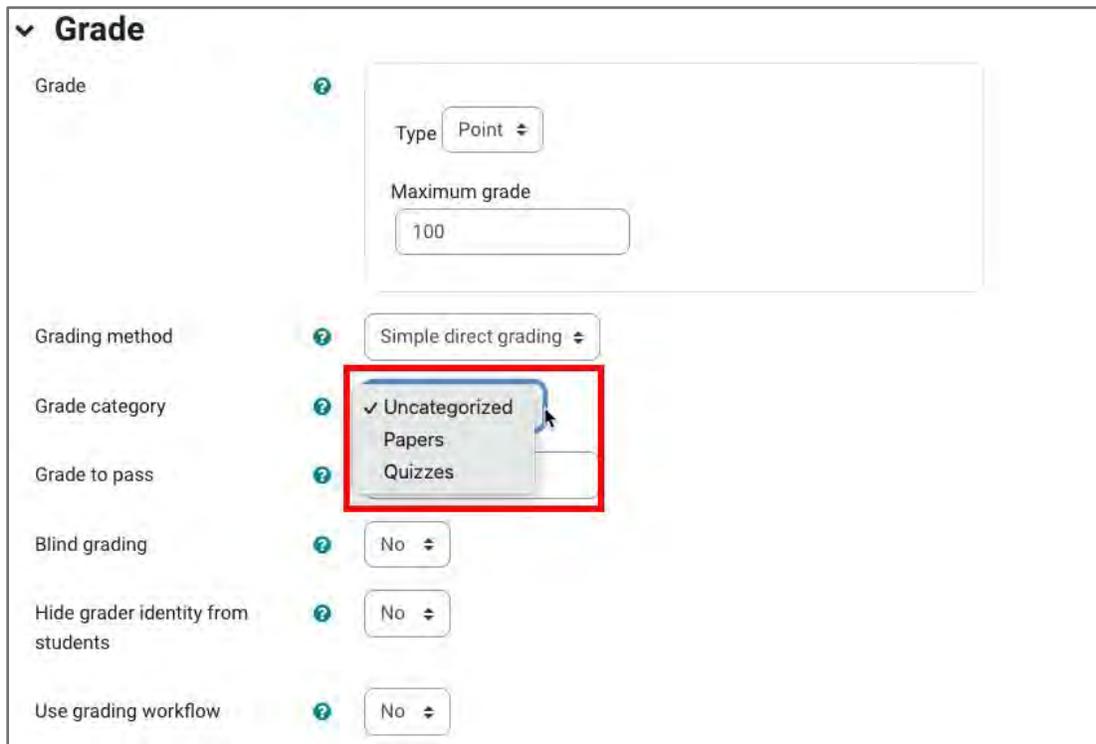


The screenshot shows the 'Grade' section of a form. It includes several dropdown menus: 'Type' (Point), 'Maximum grade' (100), 'Grading method' (Simple direct grading), 'Grade category' (Uncategorized), 'Blind grading' (No), 'Hide grader identity from students' (No), and 'Use grading workflow' (No). A red callout box points to the 'Type' dropdown with the text: 'Options: Point, Scale, None (if the assignment is not graded)'. The 'Type' and 'Maximum grade' fields are highlighted with red boxes.

Please note, when using the **Scale** grading type, there are two options available for each of the Fail/Pass and Incomplete/Complete scales. Ensure you select the applicable option with “**(New)**” in the title for the correct grading behavior i.e., Fail/Pass (New).

The screenshot shows a configuration panel for a 'Grade' item. The 'Type' is set to 'Scale'. The 'Scale' dropdown menu is open, showing several options. Two options are highlighted with red boxes: 'Fail / Pass (New)' and 'Incomplete / Complete (New)'. Other options include 'Default competence scale', 'Fail / Pass', 'Incomplete, Complete', 'Satisfactory', and 'Separate and Connected ways of knowing'. Below the dropdown, there are fields for 'Grade to pass', 'Blind grading', 'Hide grader identity from students', and 'Use grading workflow', each with a 'No' dropdown.

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 instructions within our Training Library.



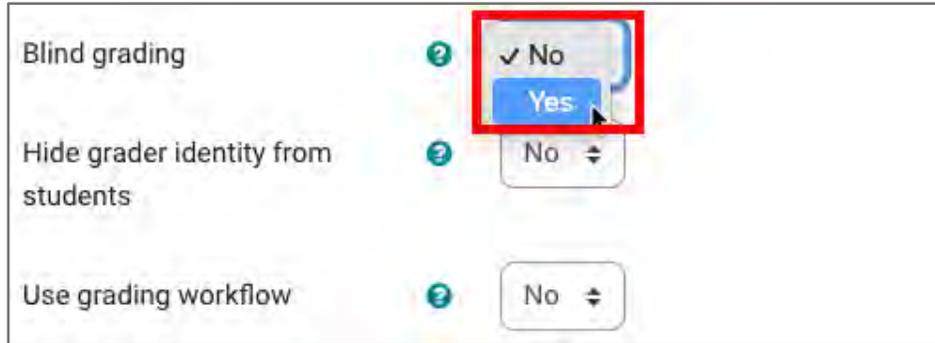
The screenshot shows a configuration form for a gradebook. The 'Grade' section is expanded, showing a dropdown menu for 'Grade category' with three options: 'Uncategorized' (selected), 'Papers', and 'Quizzes'. Other settings include 'Type' set to 'Point', 'Maximum grade' set to '100', 'Grading method' set to 'Simple direct grading', 'Blind grading' set to 'No', 'Hide grader identity from students' set to 'No', and 'Use grading workflow' set to 'No'. Each setting has a help icon (question mark) to its left.

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.



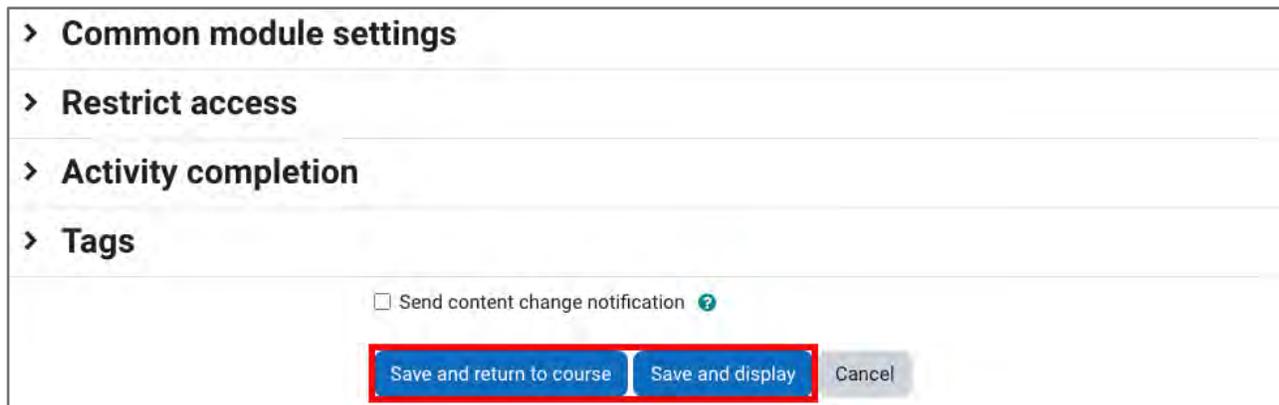
This close-up screenshot shows three settings: 'Grade category' is set to 'Papers', 'Grade to pass' is set to '70', and 'Blind grading' is set to 'No'. Each setting has a help icon (question mark) to its left.

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



A screenshot of a settings interface. The 'Blind grading' option is selected with a dropdown menu showing 'No' with a checkmark and 'Yes' highlighted in blue. A red box highlights the 'Yes' option. Below it, 'Hide grader identity from students' and 'Use grading workflow' are both set to 'No' with dropdown arrows.

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.

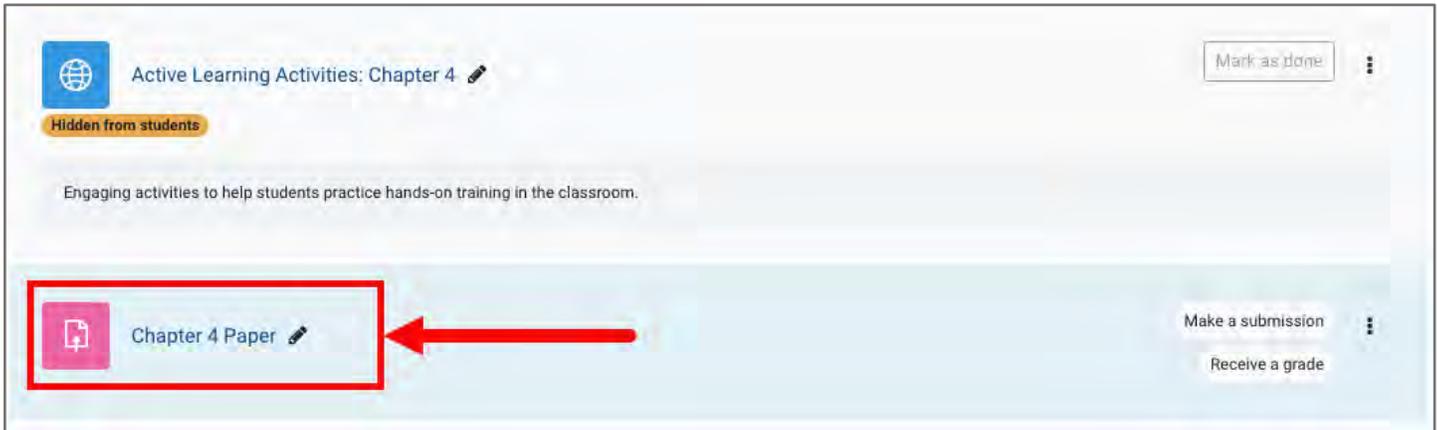


A screenshot of a settings page. It features four expandable sections: 'Common module settings', 'Restrict access', 'Activity completion', and 'Tags'. Below these is a checkbox for 'Send content change notification' which is unchecked. At the bottom, there are three buttons: 'Save and return to course', 'Save and display', and 'Cancel'. The first two buttons are highlighted with a red box.

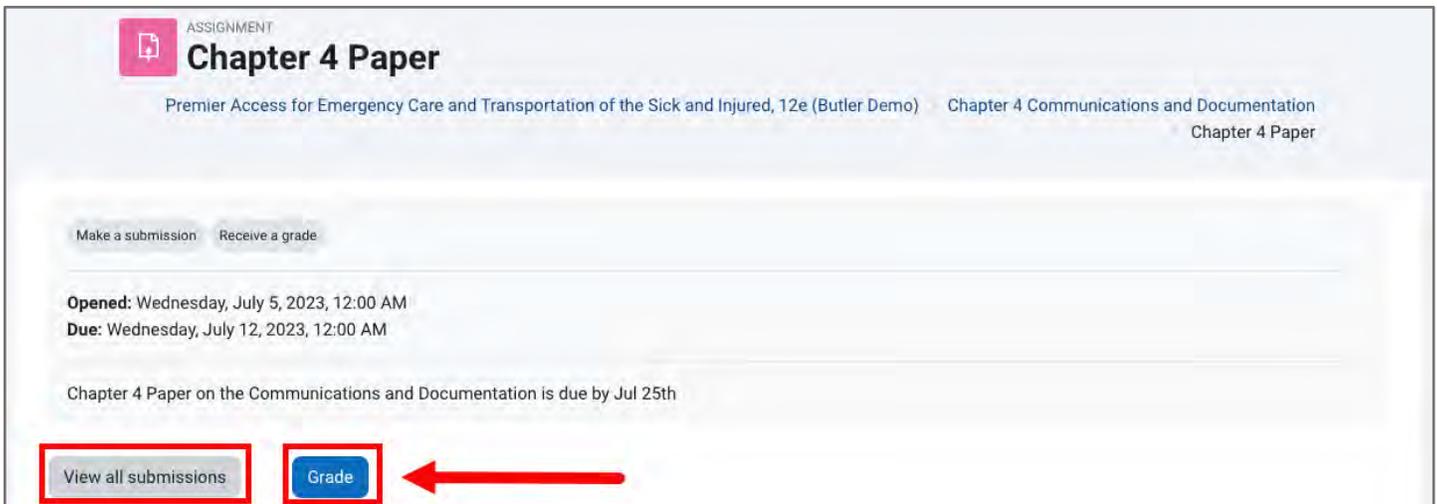
How to Grade an Assignment

This document contains instructions on how to view and grade student assignment submissions in a couple of different ways.

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



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



- 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.

Submissions

Grading action: Choose... ▾

Separate groups: All participants

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

Last 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

1 2 »

Select	User picture	First name / Last name	Email address	Status	Grade	Edit	Last modified (submission)	File submissions	Submission comments
<input type="checkbox"/>		Mike Torino	██████████@██████████.██████████	No submission	Grade	Edit ▾	-		
<input type="checkbox"/>		Kendall Taylor	██████████@██████████.██████████	No submission	Grade	Edit ▾	-		

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4. You may click on the **Download all submissions** option at the top of the page to download all submissions at once, or you may click on one student's submission at a time to review.

The screenshot shows the 'Submissions' interface. At the top right, a red box highlights the 'Download all submissions' button, with a red arrow pointing to it. Below this, there are filters for 'Grading action' (set to 'Choose...'), 'Separate groups' (set to 'All participants'), and alphabetical filters for 'First name' and 'Last name'. A table lists students: AS Austin Stuts (No submission), BT Bayar Tuvshinjargal (Submitted for grading), and RV Ramon Valdez (No submission). A red callout bubble points to the 'Grade' button for Bayar Tuvshinjargal with the text 'Click to download submission'. A red box highlights the document link 'How to Grade an Assignment.doc' for Bayar Tuvshinjargal.

5. 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.

This screenshot shows the same 'Submissions' page but with the first student, Bayar Tuvshinjargal, selected. A red box highlights the checked checkbox in the 'Select' column. At the bottom, the 'With selected...' dropdown menu is open, and 'Download selected submissions' is highlighted. A red arrow points to the 'Go' button next to the dropdown.

6. 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.

<input checked="" type="checkbox"/>	BT	Bayar Tuvshinjargal		Submitted for grading	Grade	Edit ▾	Wednesday, July 5, 2023, 2:51 PM	How to Grade an Assignment.docx
<input type="checkbox"/>	RV	Ramon Valdez		No submission	Grade	Edit ▾	-	-
<input type="checkbox"/>	SW	Steve Webster		No submission	Grade	Edit ▾	-	-

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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 enrollments ?

Download submissions in folders ?

<input type="checkbox"/>	BT	Bayar Tuvshinjargal	Submitted for grading	Grade	<input type="text" value="85"/>	/ 100.00	Edit	Wednesday, July 5, 2023, 2:51 PM	How to Grade an Assignment.docx
<input type="checkbox"/>	RV	Ramon Valdez	No submission	Grade	<input type="text" value="0"/>	/ 100.00	Edit		
<input type="checkbox"/>	SW	Steve Webster	No submission	Grade	<input type="text"/>	/ 100.00	Edit		
<input type="checkbox"/>	MD	Moria D'ambro	No submission	Grade	<input type="text" value="0"/>	/ 100.00	Edit		
<input type="checkbox"/>	MA	Mikel Arteta	No submission	Grade	<input type="text" value="0"/>	/ 100.00	Edit		

Notify student: 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 locking submissions.



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.

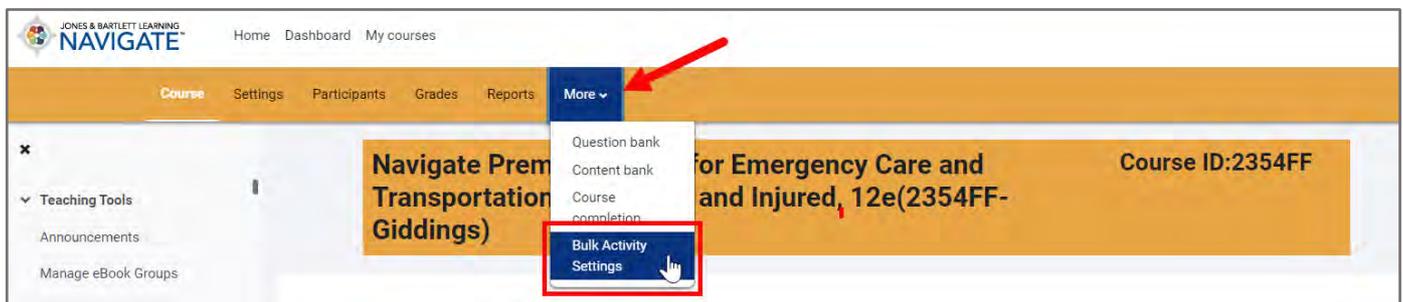
The screenshot shows the top section of an assignment page. At the top left, there is a pink icon with a document symbol and the word 'ASSIGNMENT' in small letters. Below this, the title 'Chapter 4 Paper' is displayed in a large, bold font. Underneath the title, there are two breadcrumb links: 'Premier Access for Emergency Care and Transportation of the Sick and Injured, 12e (Butler Demo)' and 'Chapter 4 Communications and Documentation'. To the right of these links, the text 'Chapter 4 Paper' is repeated. Below the breadcrumb links, there are two buttons: 'Make a submission' and 'Receive a grade'. Further down, the 'Opened' and 'Due' dates are listed: 'Opened: Wednesday, July 5, 2023, 12:00 AM' and 'Due: Wednesday, July 12, 2023, 12:00 AM'. A message states 'Chapter 4 Paper on the Communications and Documentation is due by Jul 25th'. At the bottom left, there is a button labeled 'View all submissions'. To its right, a blue button labeled 'Grade' is highlighted with a red box, and a red arrow points to it from the right.

The screenshot shows the submission and grading interface. At the top, the word 'Submission' is followed by 'Submitted for grading' in green. Below this, it says 'Not graded' in red. A green bar indicates 'Assignment was submitted 6 days 9 hours early'. Below that, it says 'Student can edit this submission'. A document icon is next to the filename 'How to Grade an Assignment.docx', which is enclosed in a red box. To the right of the filename is the submission time 'July 5 2023, 2:51 PM'. Below the filename, there is a link for 'Comments (0)'. The 'Grade' section has a 'Grade' label and a 'Grade out of 100' label. A text input field is present, which is highlighted with a red box. Below the input field, it says 'Current grade in gradebook' and 'Not graded'. At the bottom, there is a 'Feedback comments' section with a rich text editor toolbar. At the very bottom, there are four buttons: 'Notify student' (with a checkmark and question mark icon), 'Save changes', 'Save and show next' (highlighted with a red box), and 'Reset'.

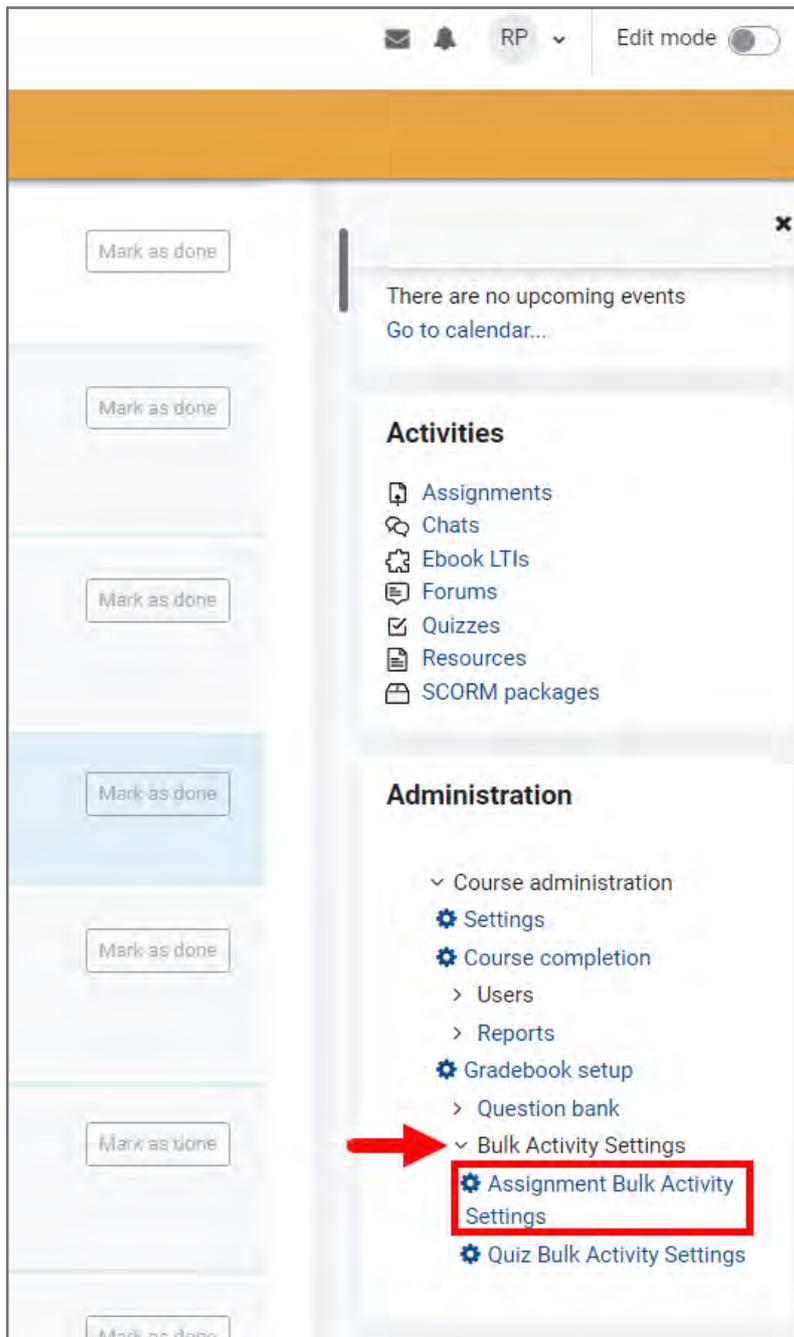
How to Bulk Edit Assignment Activity Settings

This document provides directions on how to make bulk edits to key assignment settings in your course. It is recommended that you create all assignments before applying the settings below in bulk, as all settings options will apply regardless of whether they have been enabled.

1. In the course settings menu at the top of your Navigate course page, click the **More** dropdown, then click on **Bulk Activity Settings**.



2. You can also access the settings through the **Administration block** on the lower right side of your Navigate course page. Click the **Bulk Activity Settings** dropdown in the block, then click **Assignment Bulk Activity Settings**.



3. On the **Assignment Bulk Activity Settings** page, you have several options for settings which you can use to bulk edit only up to 5 assignments at a time. Please read through the settings carefully and take note of the tips below.

- a. **Important - NOTE:** All settings below, whether enabled or not, will apply to your selected Assignments. For example, if you previously applied a due date to an Assignment and are now applying a cut-off date in bulk, the due date along with any other non-enabled settings, will overwrite dates you originally set for the Assignment.
- b. To apply a setting, check the **Enable** tick box to the right and select the desired date and time.

Assignment Bulk Activity Settings

▼ **Availability**

Allow submissions from	?	28	June	2023	13	22	<input type="checkbox"/> Enable
Due date	?	1	August	2023	00	00	<input checked="" type="checkbox"/> Enable
Cut-off date	?	28	June	2023	13	22	<input type="checkbox"/> Enable
Remind me to grade by	?	28	June	2023	13	22	<input type="checkbox"/> Enable

- i. **Allow submissions from:** If enabled, students will not be able to submit before the date/time. If disabled, students will be able to begin submissions immediately.
- ii. **Due date:** This is when the assignment is due. Submissions are still allowed after this date/time, but any submissions after this date are flagged as late.
- iii. **Cut-off date:** If set, the assignment does not accept submissions after this date/time without an extension.
- iv. **Remind me to grade by:** The expected date that marking of the submissions should be completed by. This date is used to prioritize dashboard notifications for instructors.

- Once you have all desired settings set, select the assignments you wish to apply your settings to in the list below, then click **Save Changes**. Note, you may only apply these bulk changes in up to 5 Assignments at a time.

▼ **Assignments**

You can select 5 assignments at a time.
You have selected 2 assignments.

Assignment List	
	<input type="checkbox"/> Advanced Grading of Assignment
	<input checked="" type="checkbox"/> Chapter 1 Assignment
	<input checked="" type="checkbox"/> Chapter 2 Assignment

 **Save changes**

- After clicking **Save Changes**, the page refreshes. You continue to apply settings in bulk to other assignments if necessary, and/or review individual assignments to verify the newly applied settings.

How to Grade Assignments with the Annotation Tool

*These instructions explain how to use Navigate's assignment PDF annotation tool for marking-up and grading students' file submissions. Note, this tool is compatible with PDF file formats only. You may force your students to submit PDFs by applying this requirement in the **Accepted file types** field under the **Submission types section** in the assignment settings.*

1. Open the assignment to grade and click the **View all Submissions** button.



ASSIGNMENT
Midterm Paper

Navigate Premier Access for Emergency Care and Transportation of the Sick and Injured, 12e(2354FF-Gi) > Chapter 20 Endocrine and Hematologic Emergencies > Midterm Paper

Mark as done

Opened: Thursday, 27 July 2023, 12:00 AM
Due: Thursday, 3 August 2023, 12:00 AM

Create your own scenario incorporating skills and patient outcomes explored in the case studies completed in Lessons 3-6.

View all submissions **Grade**

2. Refer to the “Status” column to see which students have submitted their assignment for grading. Then click the **Grade** button under the “Grade” column for the submission you would like to review.

Select	User picture	First name / Last name	Email address	Status	Grade	Edit	Last modified (submission)	File submissions
<input type="checkbox"/>	MO	Mesut Ozil	mozil@ascendlearning.com	No submission	Grade	Edit ▾		
<input type="checkbox"/>	SC	Santi Carzola	scarzola@ascendlearning.com	Submitted for grading	Grade	Edit ▾	Thursday, 27 July 2023, 9:47 AM	Santi Carzola.pdf 27 July 2023, 9:47

3. The student’s PDF submission is displayed centrally, along with an annotation toolbar across the top of the page, and a grading and comments panel to the right.

The screenshot shows a submission review interface for a student named Santi Carzola. The interface includes a submission navigation toolbar at the top left, an annotation toolbar at the top center, and a grading and comments panel on the right. Red callout boxes highlight the following features:

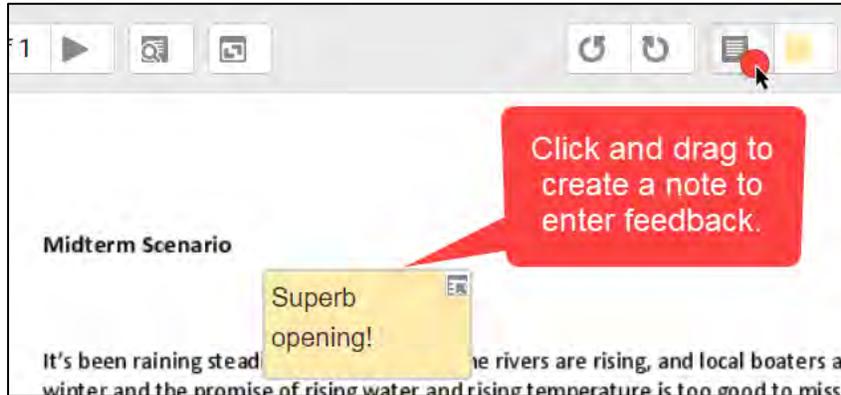
- Submission navigation and display options:** Located in the top left toolbar, it includes navigation arrows and icons for zooming and refreshing.
- Annotation tools:** Located in the top center toolbar, it includes icons for highlighting, erasing, and other annotation functions.
- Apply a grade and leave overall comments:** Located in the bottom right panel, it includes a text input field for comments and a numeric input field for the grade.
- Navigate through individual student submissions:** Located in the top right panel, it includes a dropdown menu for changing users and a 'Reset table preferences' button.

The submission details on the right include: Submitted for grading, Not graded, Assignment was submitted 12 days 13 hours early, Student can edit this submission, Santi Carzola.pdf, and 27 July 2023, 10:23.

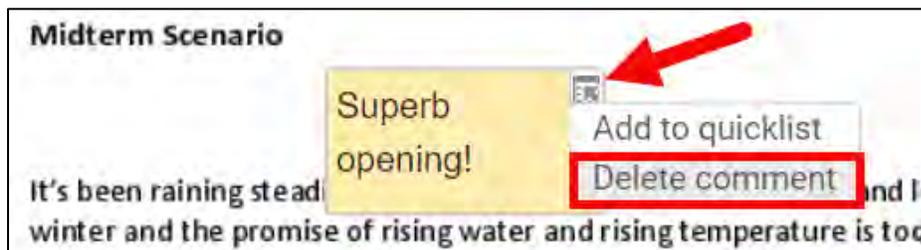
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4. There are several options for annotating the file that was submitted.

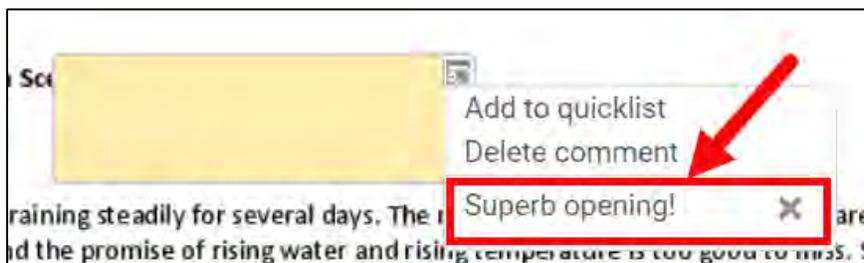
- a. Click the  **Comments** button to create a written note. Then use your mouse to drag open a notation field in a location of your choosing on the student's work and type in your feedback.



- b. Use the **Comment color** button to the right of the comments tool to set the color of your digital note. Navigating away from the note will collapse it into a consolidate comments icon on the page . Hover your mouse pointer over the comment to reveal its contents and edit as needed.
- c. To delete a comment, click the small icon in the top-right of the note's box and select **Delete** from the dropdown menu.



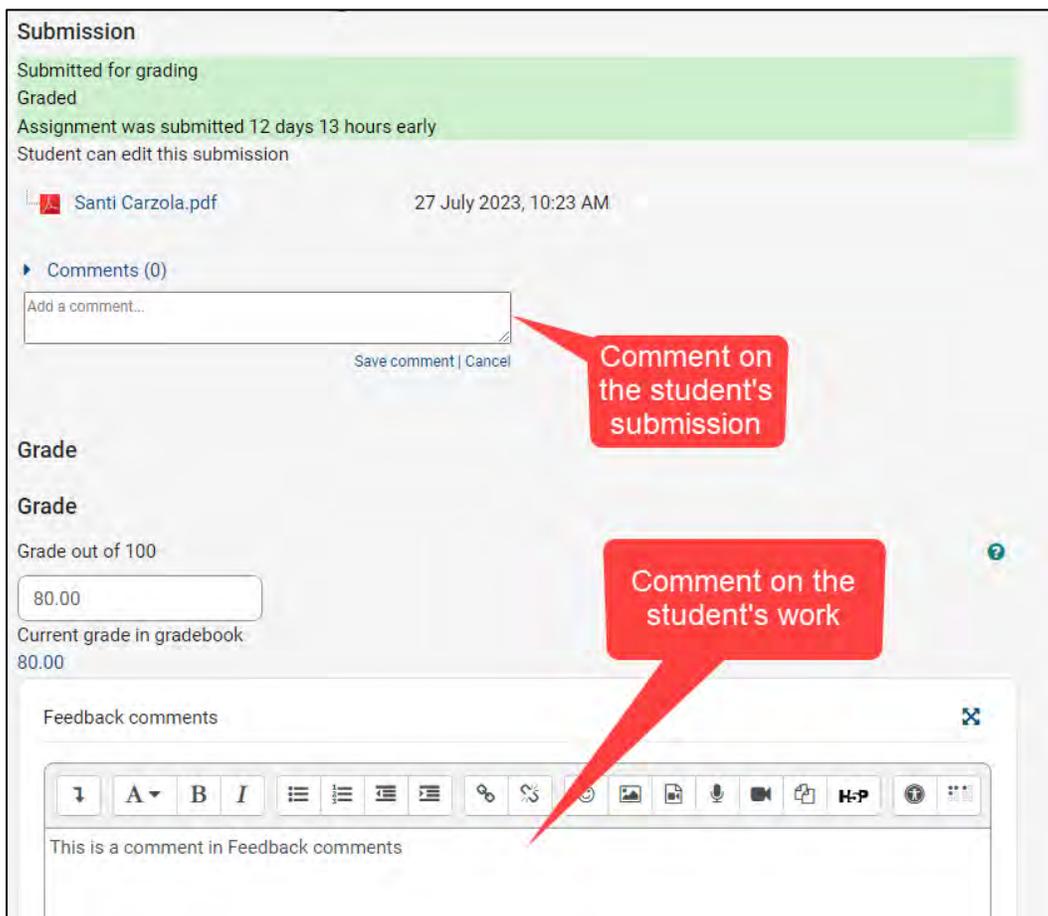
- d. You may also add/save comments to a **quicklist** (see image above) to conveniently select as a canned response for subsequent commentary. Your quicklist options display for selection under the same dropdown menu.



- e. You may also use free-hand drawing and shape tools to markup students' work or leave signature of approval. Hover your mouse pointer over each option to reveal its name, and simply click your tool of choice to use it.



5. After annotating the students work, you may use options within the **Submission** panel to the right to leave final comments and apply a grade. There are two feedback/comment options, Submission comments and Feedback comments. Submission comments should be reserved for feedback regarding how or when the student submitted (for example, if the submission was late). Feedback comments should be used for overall commentary related to the student's work.



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6. Enter the final grade in the **Grade** field and click **Save changes** to apply the grade and continue or **Save and show next** to apply the grade and automatically load the next student's submission.

The screenshot shows a user interface for entering a grade. At the top, the section is titled "Grade". Below the title, it says "Grade out of 100". A text input field contains the number "80", which is highlighted with a red box. A red callout bubble points to this field with the text "Enter grade here". Below the input field, it says "Current grade in gradebook" and "Not graded".

Below the grade section is a "Feedback comments" section. It features a rich text editor with a toolbar containing icons for undo, bold, italic, list, link, unlink, image, video, and other functions. The text area contains the message: "Well done! Please review feedback and let me know if you have questions." A red callout bubble points to the bottom of this section with the text "Click either Save option to apply the grade and send your feedback".

At the bottom of the interface, there are four buttons: "Notify student" (with a checkmark and question mark icon), "Save changes" (highlighted with a red box), "Save and show next" (highlighted with a red box), and "Reset".

- Students are notified of the grading by default and may review both their original submission and your annotated version returned as shown below from the student's perspective.

Submission status

Submission status	Submitted for grading	
Grading status	Graded	
Time remaining	Assignment was submitted 12 days 13 hours early	
Last modified	Thursday, 27 July 2023, 10:23 AM	
File submissions	 Santi Carzola.pdf	27 July 2023, 10:23 AM
Submission comments	Comments (0)	<div style="background-color: red; color: white; padding: 5px; border-radius: 10px; display: inline-block;">Original file submitted</div>

Feedback

Feedback comments		
Annotate PDF	 Mikel Arteta_183_0.pdf	28 July 2023, 8:21 AM
	View annotated PDF...	

Annotated version returned after grading

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5

Discussion Forums

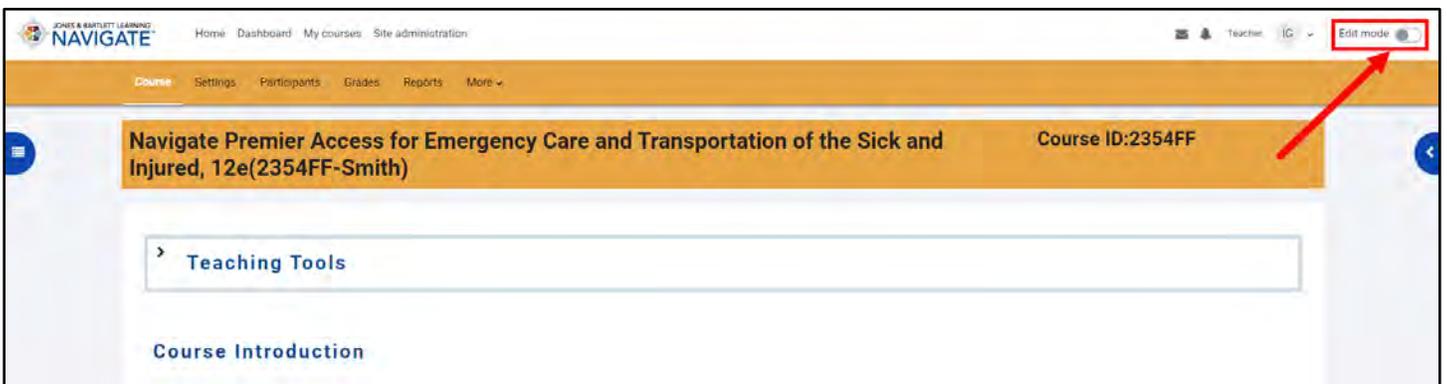
This section provides guidance with setting up online discussion forums within a course.



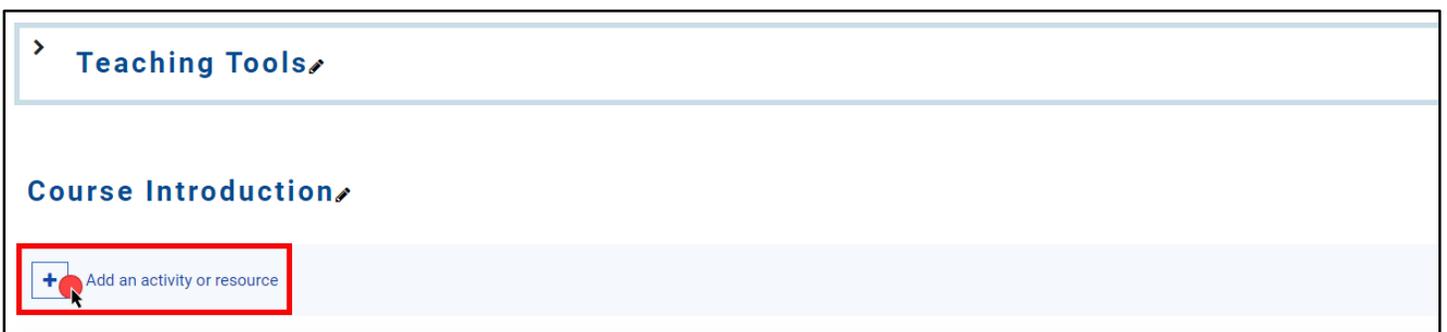
How to Set Up Online Discussion Forums

You may set up forums in your course to engage students in online discussions. You have a variety of options for managing the discussion format and setting rules of engagement for students. You may also choose to make any forum a graded activity to require student participation and score them on their contributions.

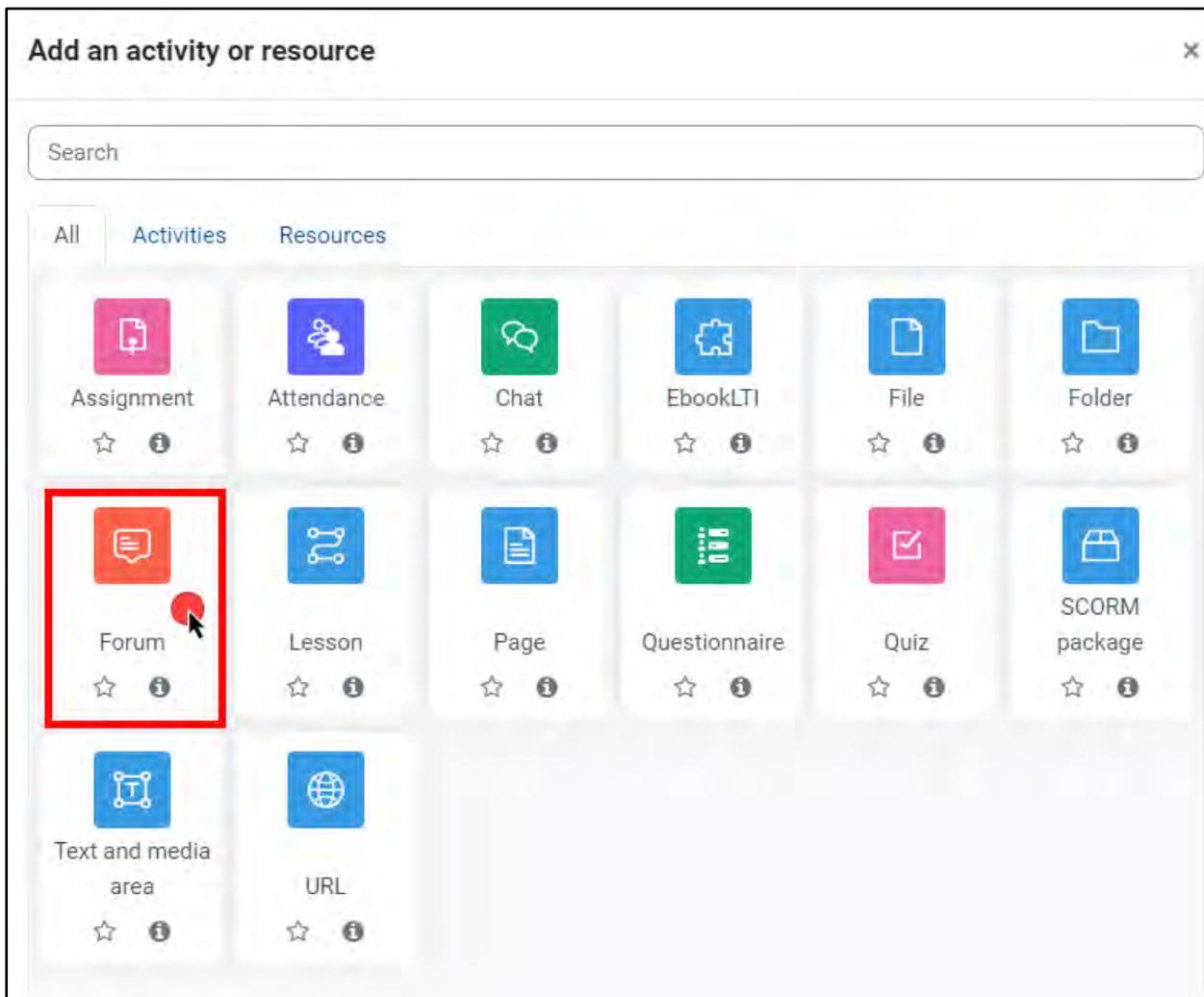
1. Navigate to the course topic or section in which you would like to locate the forum. Then use the button at the top of the page to toggle on the course **Edit Mode**.



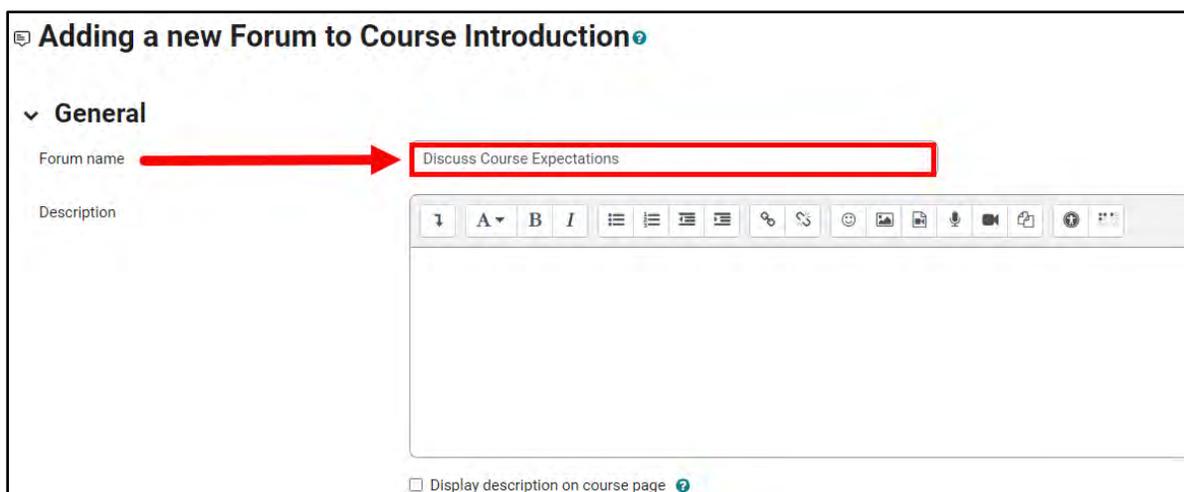
2. Next, scroll as needed to find and select the **Add activity or resource** option at the bottom of the page contents.



3. From the **Add an activity or resource** popup window, select the **Forum** option.



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



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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 Course Introduction Expand all

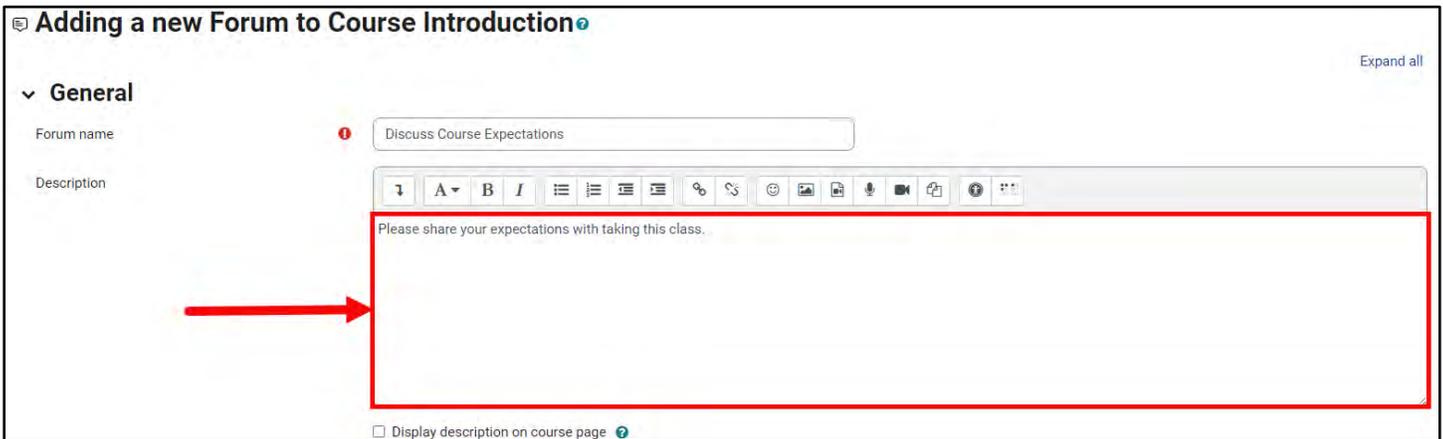
General

Forum name

Description

Please share your expectations with taking this 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 Course Introduction Expand all

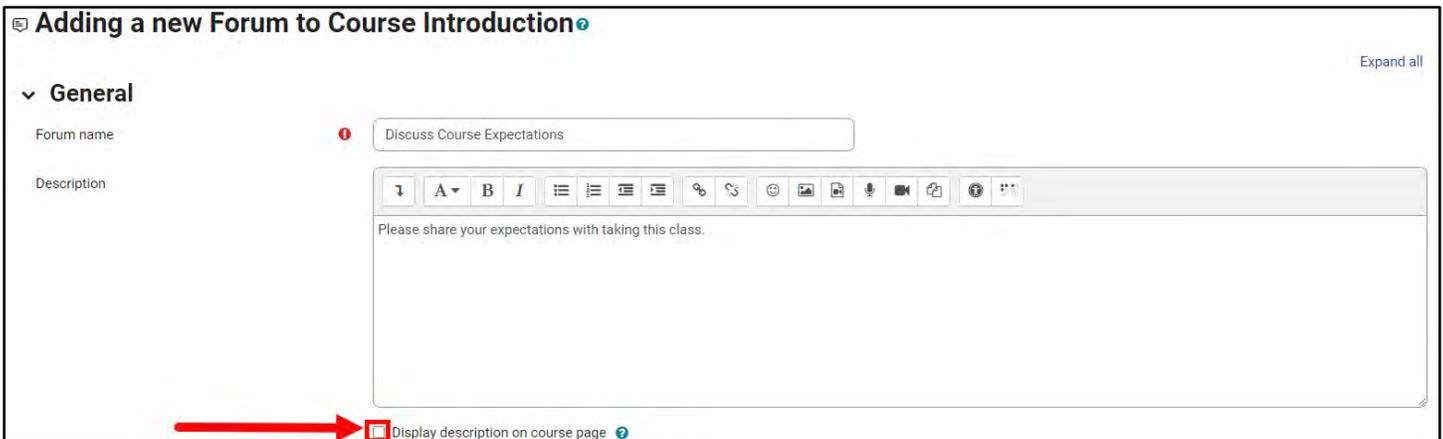
General

Forum name

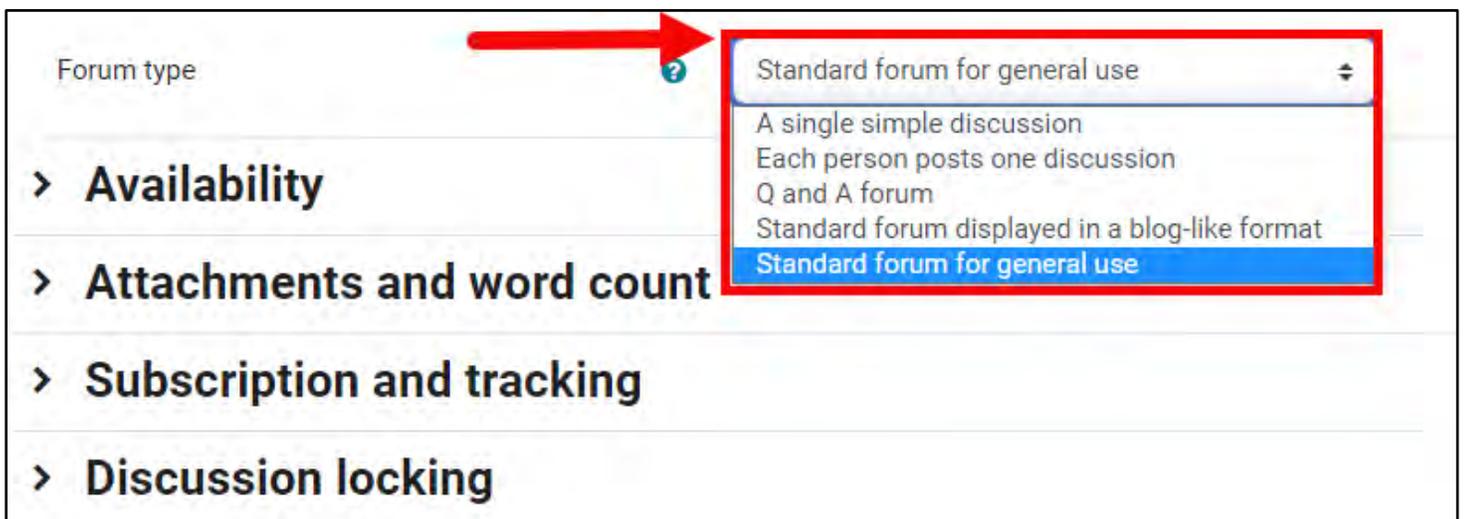
Description

Please share your expectations with taking this class.

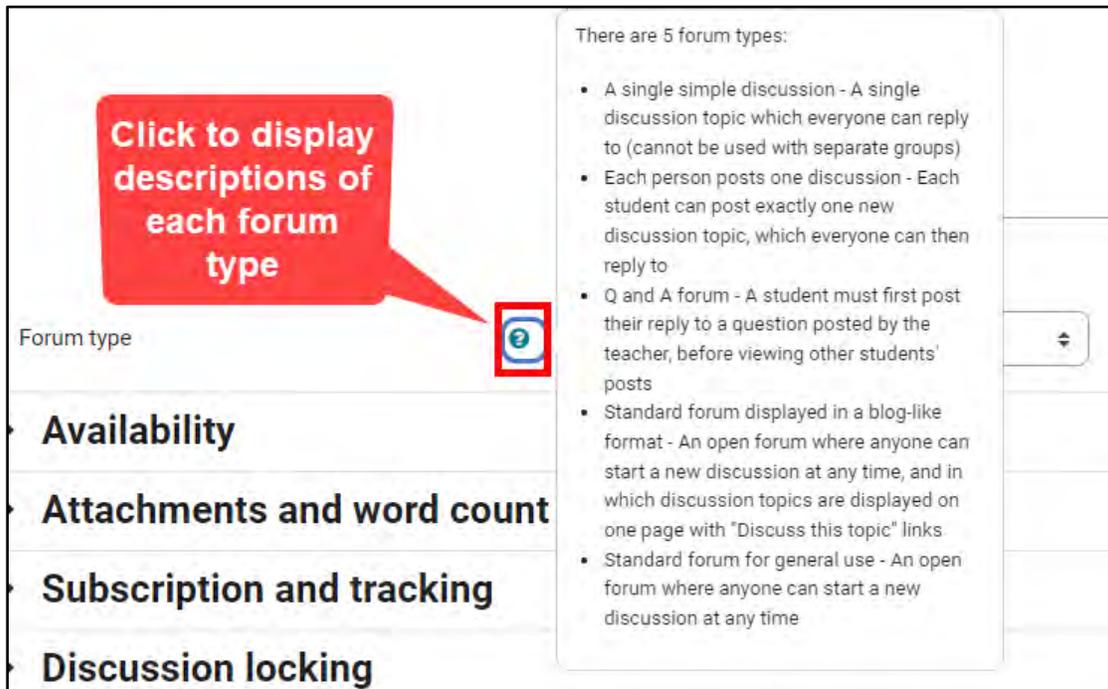
Display description on course page



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.



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



Click to display descriptions of each forum type

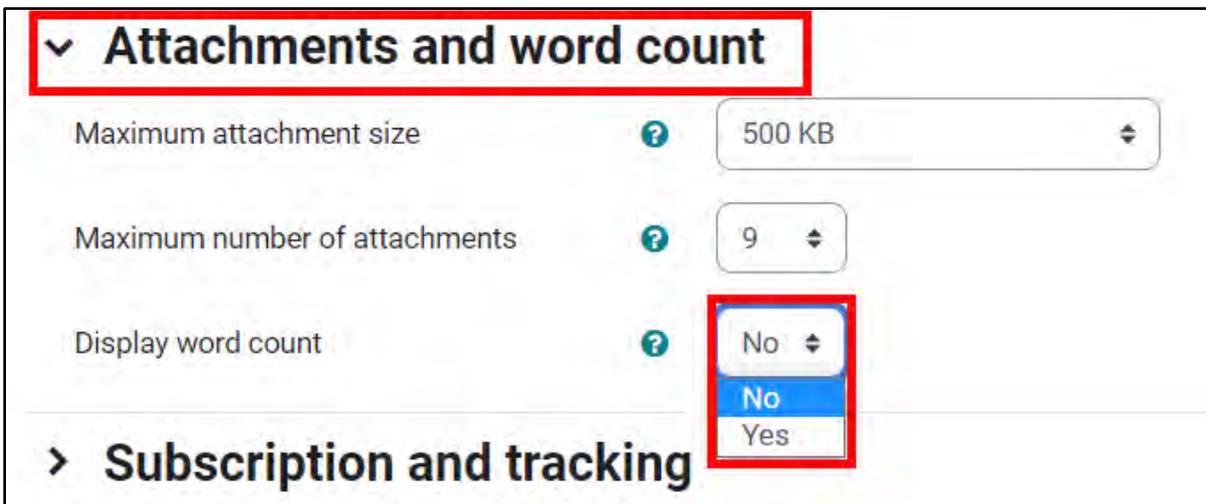
Forum type

- Availability
- Attachments and word count
- Subscription and tracking
- Discussion locking

There are 5 forum types:

- 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 - A student must first post their reply to a question posted by the teacher, 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

9. Students can 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**

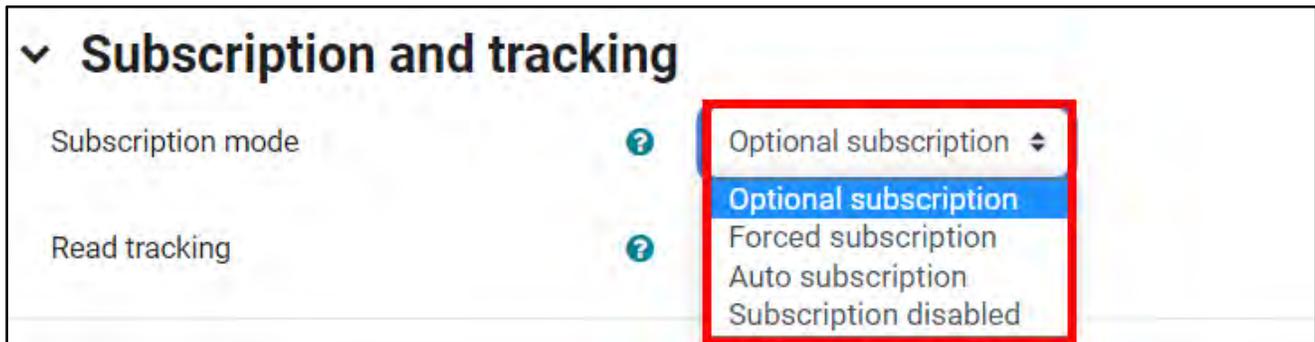
Maximum attachment size 500 KB

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 will 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

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

> Post threshold for blocking

> Whole forum grading

> Ratings

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		2 days
Post threshold for blocking		4
Post threshold for warning		0

Click the question marks for more details on each option

13. Under the **Whole forum grading** section, you may toggle various options to determine how your students' participation is graded. Use the **Grade - Type** option to configure whether the Forum is a graded and how to assess student contributions. Adjust the **Grading category** menu to ensure the forum aggregated within the overall course total if needed, along with a **Grade to pass** and notification preferences.

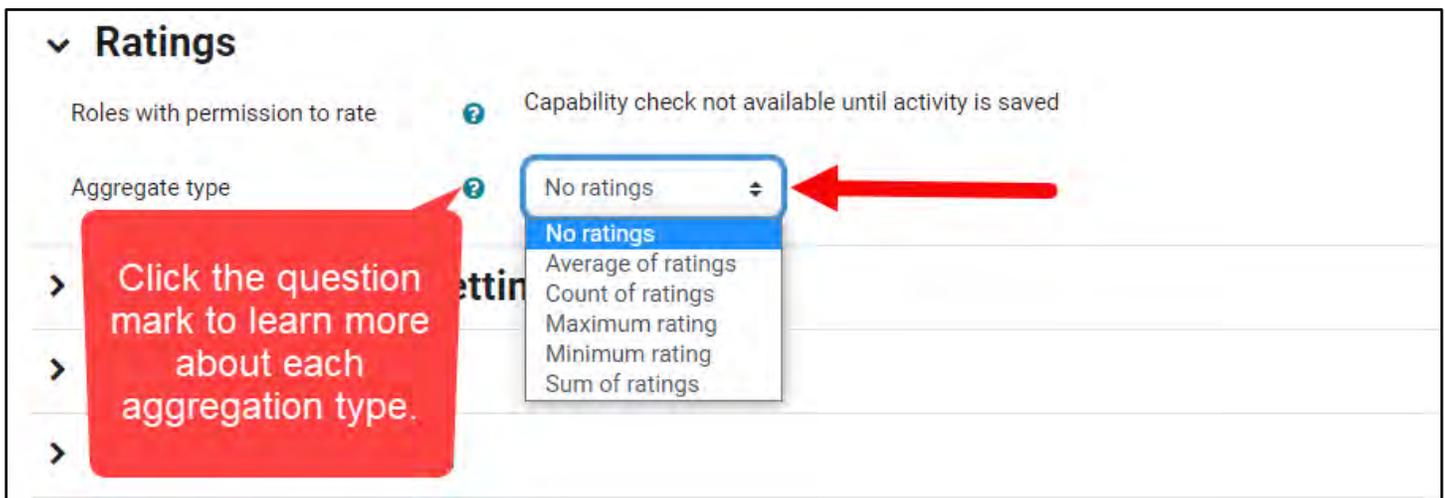
▼ Whole forum grading

Grade		Type <input type="text" value="Point"/>
		Maximum grade <input type="text" value="100"/>
Grading method		<input type="text" value="Simple direct grading"/>
Grade category		<input type="text" value="Uncategorized"/>
Grade to pass		<input type="text"/>
Default setting for "Notify students"		<input type="text" value="No"/>

Grading preference

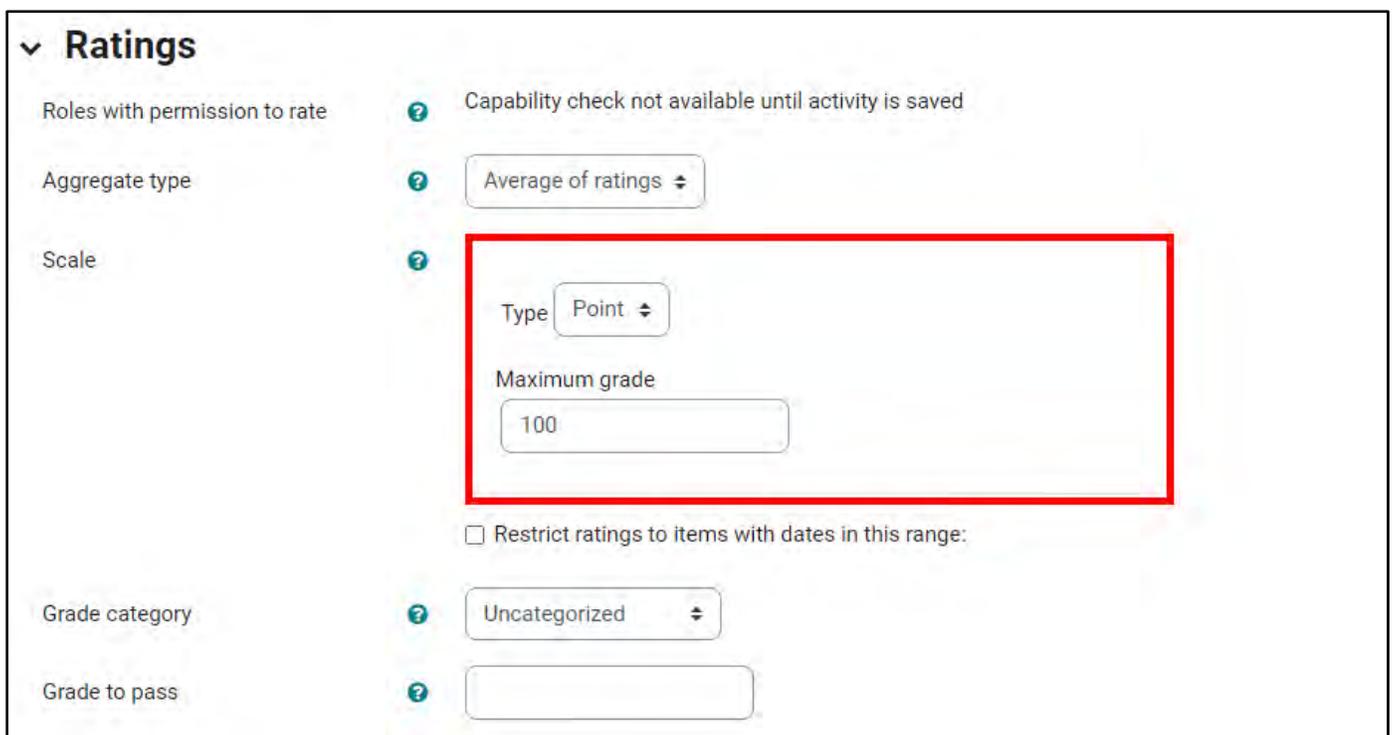
Grader report placement

14. Your grading approach to the forum is further 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.



The screenshot shows the 'Ratings' settings section. The 'Aggregate type' dropdown menu is open, displaying options: 'No ratings', 'Average of ratings', 'Count of ratings', 'Maximum rating', 'Minimum rating', and 'Sum of ratings'. A red arrow points to the 'No ratings' option. A red callout box with a question mark icon contains the text: 'Click the question mark to learn more about each aggregation type.' The 'Roles with permission to rate' field is set to 'Capability check not available until activity is saved'.

15. When applying a ratings aggregation, 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.



The screenshot shows the 'Ratings' settings section. The 'Scale' settings are highlighted with a red box. The 'Type' dropdown is set to 'Point' and the 'Maximum grade' text box contains the value '100'. The 'Aggregate type' dropdown is set to 'Average of ratings'. The 'Roles with permission to rate' field is set to 'Capability check not available until activity is saved'. The 'Grade category' dropdown is set to 'Uncategorized'. The 'Grade to pass' field is empty. A checkbox for 'Restrict ratings to items with dates in this range:' is unchecked.

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

Maximum grade 100

Restrict ratings to items with dates in this range:

From 7 July 2023 17:00

To 20 July 2023 19:00

Adjust the dates and times as needed.

17. Adjust other optional settings as desired, 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**

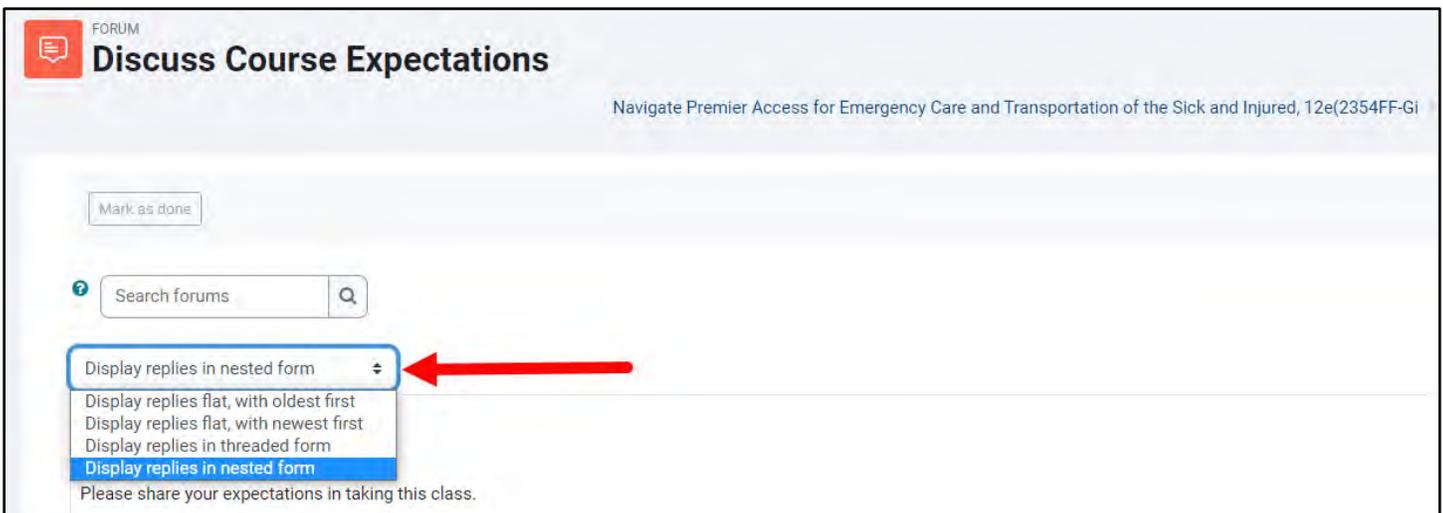
Send content change notification ?

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.



19. At the top of the forum main page, you may use the dropdown menu to adjust how your students' responses are displayed to suit your reading preference.



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 choose the rating you wish to apply to the student's response. The rating will automatically apply to their score as it is selected, and you may readjust the ratings at any time if necessary.

The screenshot shows a forum thread titled "Discuss Course Expectations" from Friday, July 7, 2023, at 5:25 PM. The post content is "I expect to learn everything I need to be successful in the field as an EMT and to outperform my peers in practical skills and knowledge application evaluations." Below the post, there is a rating section with "Average of ratings: -" and a "Rate..." dropdown menu. A red callout box with white text says: "Use this dropdown to choose the rating to apply to the individual student's contribution to the thread." Other interface elements include "Permalink" and "Edit" links.

21. To the right of each student's response, you will have an option for generating a **permalink**. When clicked, the post will highlight, 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 this response, which may be helpful when sharing student responses with your adjuncts or the rest of the class.

This screenshot is similar to the previous one, showing the same forum post. In this view, the "Permalink" button in the bottom right corner of the post area is highlighted with a red box. The "Rate..." dropdown menu is also visible.

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.

This screenshot shows the same forum post with the "Show parent", "Edit", and "Delete" buttons in the bottom right corner highlighted by a red box. The "Permalink" button is also visible.

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6

Gradebook

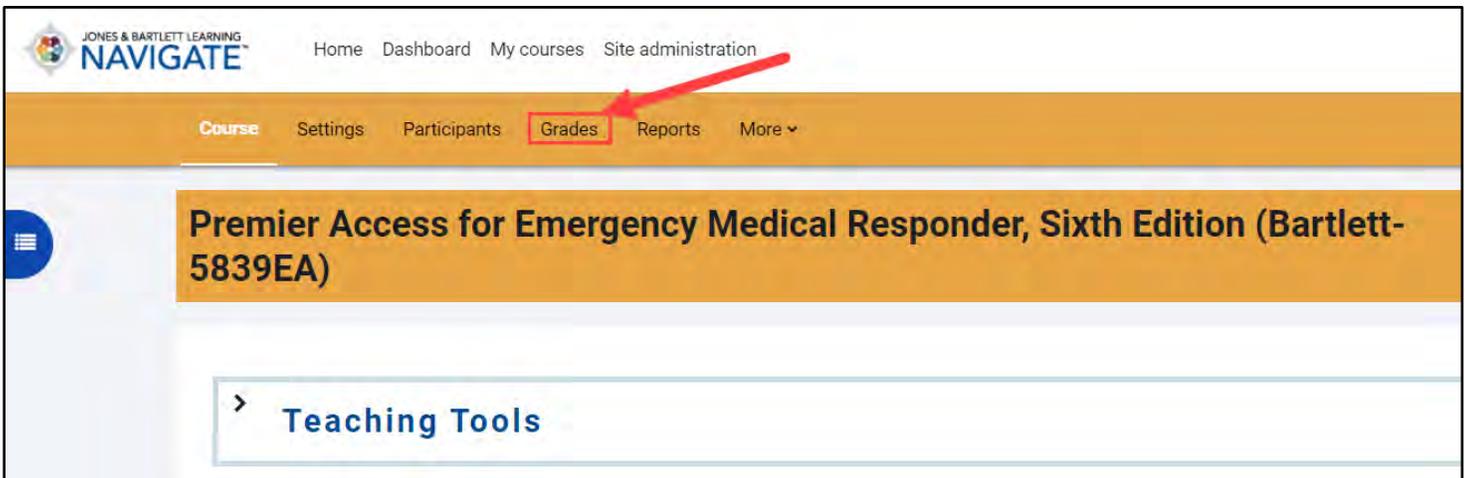
This section provides guidance with setting up and managing the gradebook and gradebook activities.



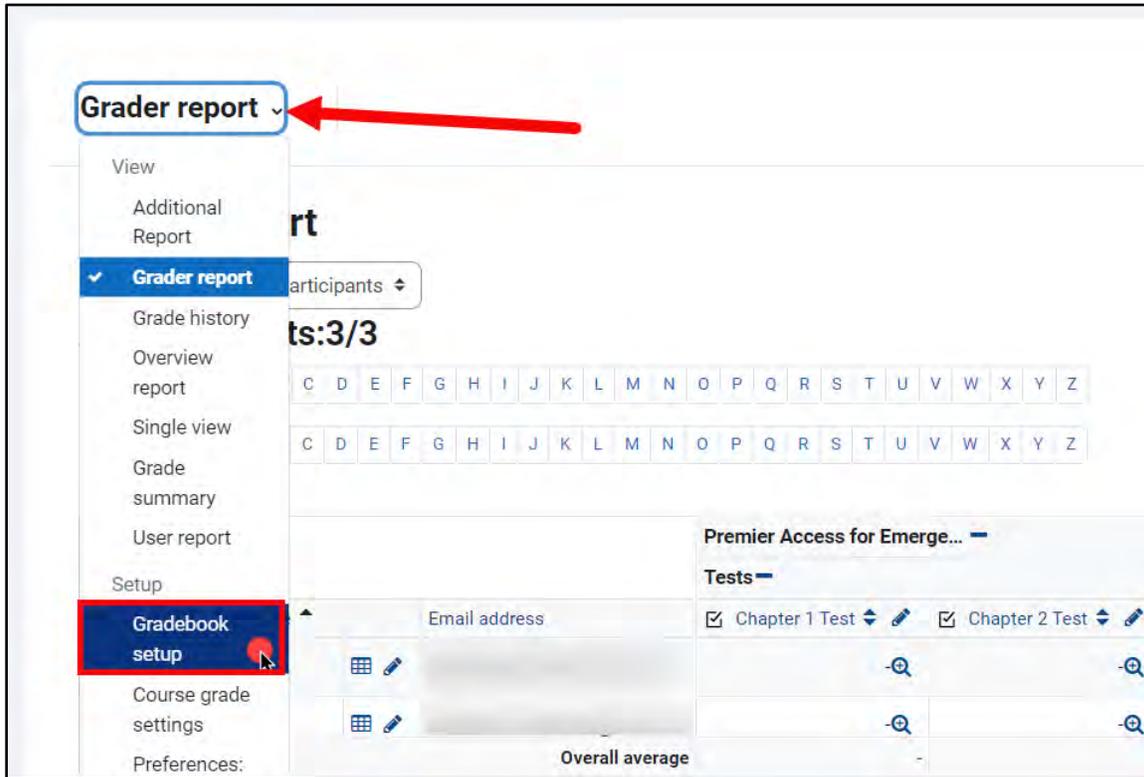
How to Set Up the Gradebook

This document provides instructions for customizing the gradebook's structure and aggregation to calculate students' achieved scores. There are a variety of options and approaches that can be used. Not all options are accounted for in this document. However, most gradebook aggregation requirements may be met by following the steps below.

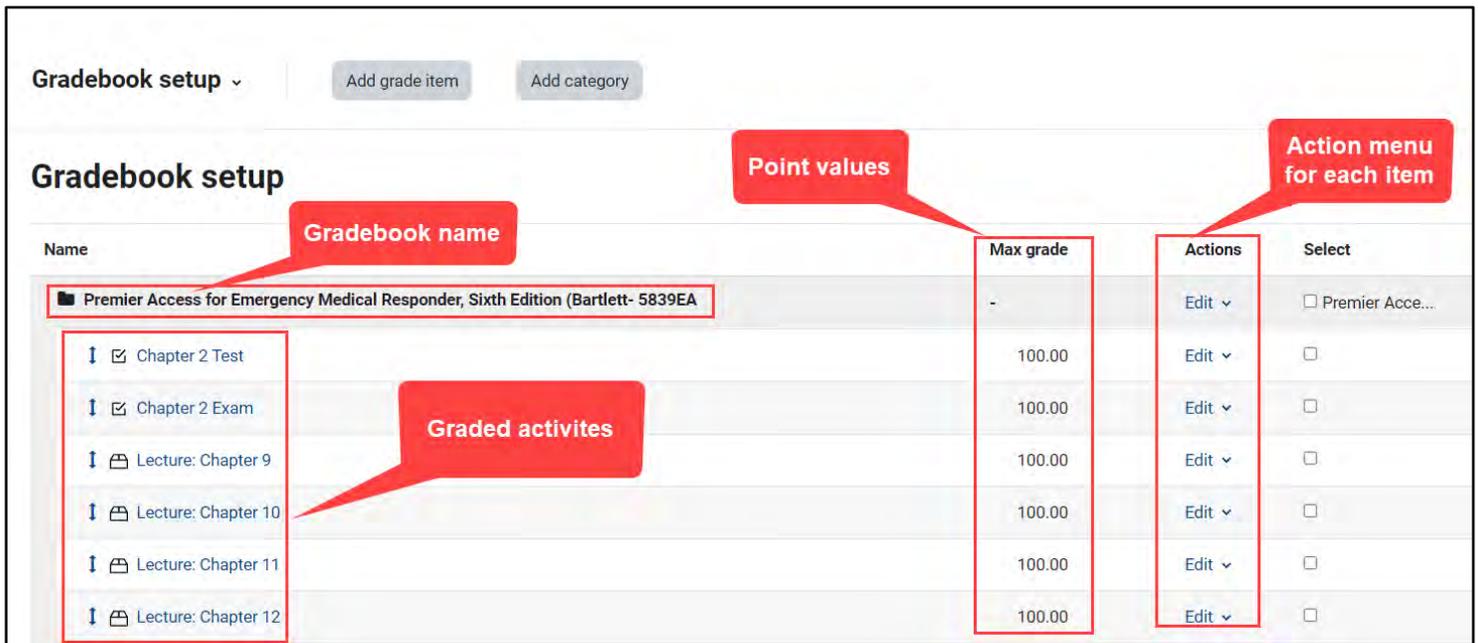
1. From your course homepage, click the **Grades** button in the course menu at the top of the page.



- Once your **Grader report** page loads, use the dropdown menu to select the **Gradebook setup** option under the Setup items.



- On the Gradebook setup page, graded items display vertically on the left and show their assigned scores and corresponding settings options under columns on the right.



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4. 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**.

Name	Max grade	Actions	Select
■ Premier Access for Emergency Medical Responder, Sixth Edition (Bartlett- 5839EA)	-	Edit ▾	<input type="checkbox"/> Premier Ace...
✓ Chapter 2 Test	100.0	Edit settings	<input type="checkbox"/>
✓ Chapter 2 Exam	100.0	Hide	<input type="checkbox"/>
📎 Lecture: Chapter 9	100.00	Edit ▾	<input type="checkbox"/>

5. This settings page is where you may enter a custom name for the gradebook and select 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.

Edit category

Grade category

Category name: Premier Access for Emerg

Aggregation: **Simple weighted mean of grades** (dropdown menu open showing: 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)

Scale: Use no scale

Maximum grade: 100.00

Minimum grade: 0.00

Hidden ?

Locked ?

Save changes Cancel

Annotations:

- Click for more details on each aggregation option (points to question bubble)
- Edit gradebook name as desired (points to category name)

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- The most common aggregation method is **Weighted mean of grades**, meaning the gradebook total is calculated using custom weights assigned to categories/groups of graded activities within the gradebook i.e., quizzes, homework, tests etc. This document continues using this example.
- 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 Premier Access for Emerg

Aggregation ? Simple weighted mean of grades

Show more...

- If you choose to **Exclude empty grades** by leaving the box checked by default, graded activities which students have not yet attempted will be omitted from the total course score. Note, if you elect to include empty grades, student's scores will be negatively impacted by any graded activities which students have yet to complete.

Grade category

Category name Premier Access for Emerg

Aggregation ? Weighted mean of grades

Show less...

Exclude empty grades ?

Drop the lowest ? 0

9. Next, you may adjust parameters under the **Category total** settings to manage how the course total is displayed along with a minimum passing grade and other options.

Category total

Show less...

Category total name	<input type="text"/>
Item info	<input type="text"/>
ID number	<input type="text"/>
Grade to pass	<input type="text" value="60.00"/>
Grade display type	<input type="text" value="Default (Real)"/>
Overall decimal places	<input type="text" value="Default (2)"/>
Hidden until	<input type="text" value="29"/> <input type="text" value="June"/> <input type="text" value="2023"/> <input type="text" value="09"/> <input type="text" value="42"/> <input type="checkbox"/> Enable
Lock after	<input type="text" value="29"/> <input type="text" value="June"/> <input type="text" value="2023"/> <input type="text" value="09"/> <input type="text" value="42"/> <input type="checkbox"/> Enable
Grade type	<input type="text" value="Value"/>
Scale	<input type="text" value="Use no scale"/>
Maximum grade	<input type="text" value="100.00"/>
Minimum grade	<input type="text" value="0.00"/>

Minimum grade to pass the course

Set how the final grade is displayed

Set the grading type to assess overall student performance

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10. When ready, click the **Save changes** button to apply your settings and then click **Continue** to return to the Setup tab.

Maximum grade

Minimum grade

Hidden Locked

Save changes Cancel

Recalculating grades

100%

Continue

11. When applying weighted grading, a **Weights** column populates on the Gradebook setup page listing the assigned weights for each graded item and category. By default, all weights for individual items are assigned equally with a weight of 1 per.

Gradebook setup ▾ Add grade item Add category

Gradebook setup

Name	Weights ?	Max grade	Actions	Select
■ Premier Access for Emergency Medical Responder, Sixth Edition (Bartlett- 5839EA)		-	Edit ▾	<input type="checkbox"/> Premier Acce...
↑ <input checked="" type="checkbox"/> Chapter 2 Test	1.0	100.00	Edit ▾	<input type="checkbox"/>
↑ <input checked="" type="checkbox"/> Chapter 2 Exam	1.0	100.00	Edit ▾	<input type="checkbox"/>
↑ <input type="checkbox"/> Lecture: Chapter 9	1.0	100.00	Edit ▾	<input type="checkbox"/>
↑ <input type="checkbox"/> Lecture: Chapter 10	1.0	100.00	Edit ▾	<input type="checkbox"/>

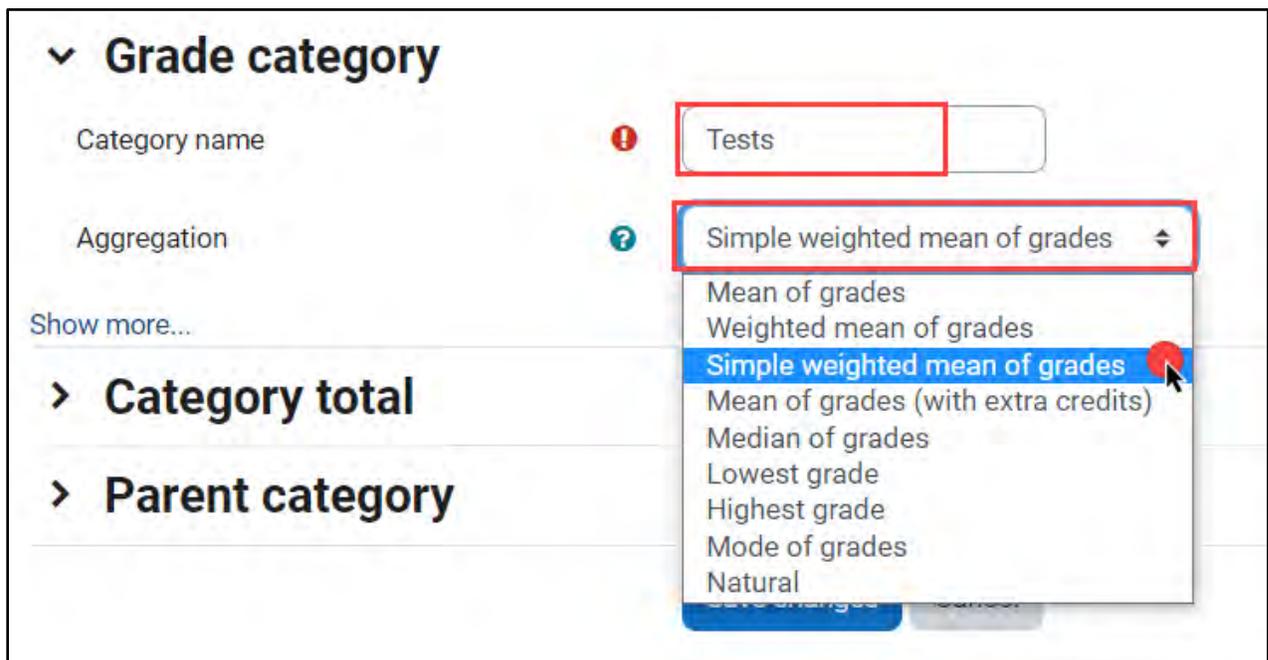
12. Next, consider the distinct weighted gradebook categories in which to group select graded items, such as class exams, quizzes, or homework. Create a Category by clicking the **Add category** button at the top of the Setup page.

Gradebook setup ▾ Add grade item Add category

Gradebook setup

Name	Weights ?
■ Premier Access for Emergency Medical Responder, Sixth Edition (Bartlett- 5839EA)	
↑ <input checked="" type="checkbox"/> Chapter 2 Test	1.0
↑ <input checked="" type="checkbox"/> Chapter 2 Exam	1.0

13. Enter a preferred **Category name** and then use the **Aggregation** dropdown menu to select how the activities within this individual category will be calculated. For a weighted gradebook scheme, we recommend applying the default **Simple weighted mean of grades** at the individual category level.



Grade category

Category name Tests

Aggregation Simple weighted mean of grades

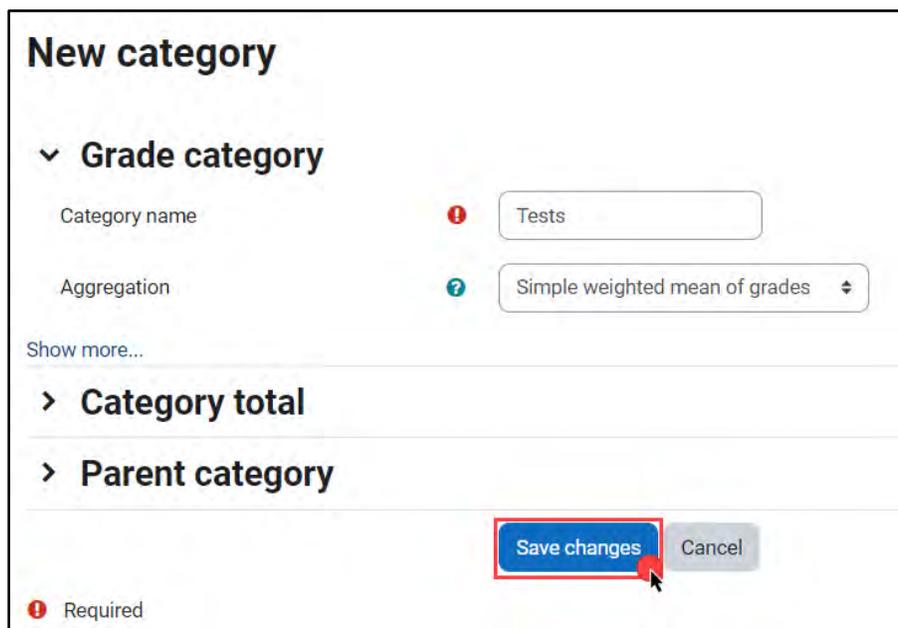
Show more...

> Category total

> Parent category

Save changes Cancel

14. Adjust other settings as needed and click the **Save changes** button at the bottom of the screen, and then **Continue** after receiving the Recalculating grades message.



New category

Grade category

Category name Tests

Aggregation Simple weighted mean of grades

Show more...

> Category total

> Parent category

Save changes Cancel

Required

15. Back on the **Gradebook setup** page, you can find your new Category by looking for the folder icon to the left of its assigned name. By default, newly added categories populate at the bottom/end of the gradebook. The category should be assigned a weight of your choosing by entering the desired value in its respective field under the **Weights** column. Next, click **Save changes**.

Tests	40	-
Tests total Simple weighted mean of grades.		100.00
Course total Weighted mean of grades.		100.00

Save changes

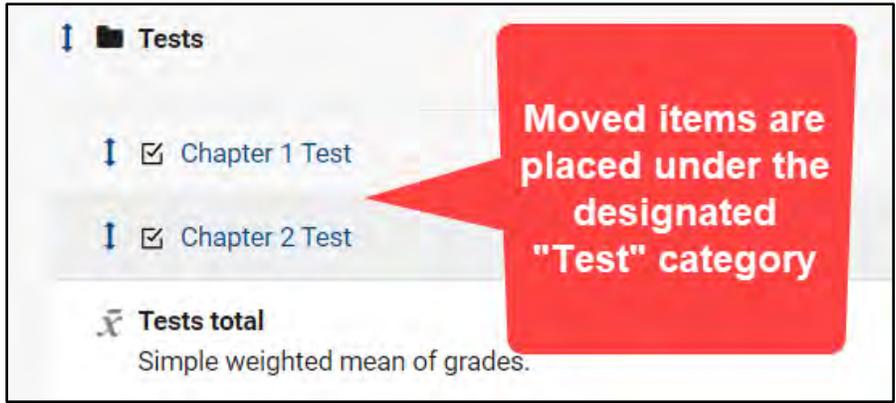
16. For simplicity, we recommend applying a category weighting scheme using a cumulative 100-point scale. For example, Tests (40), Quizzes (30), Homework (20), and Participation (10).

17. You may move select items into the Category at any time by checking the selection box to the right of the activity, or activities, under the **Select** column, and using the **Move selected items** to dropdown menu at the bottom of the Setup page to choose the appropriate Category. Upon selecting the parent category, your page will automatically refresh to reflect your changes.

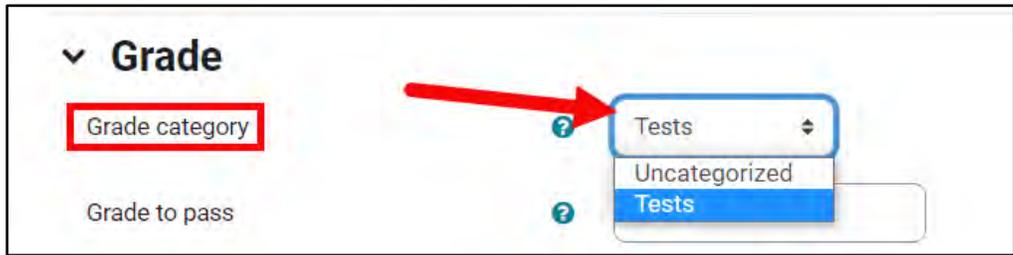
Chapter 1 Test	1.0	-	<input checked="" type="checkbox"/>
Chapter 2 Test	1.0	-	<input checked="" type="checkbox"/>
Tests	40.0	-	<input type="checkbox"/>
Tests total Simple weighted mean of grades.		100.00	
Course total Weighted mean of grades.		100.00	

Save changes

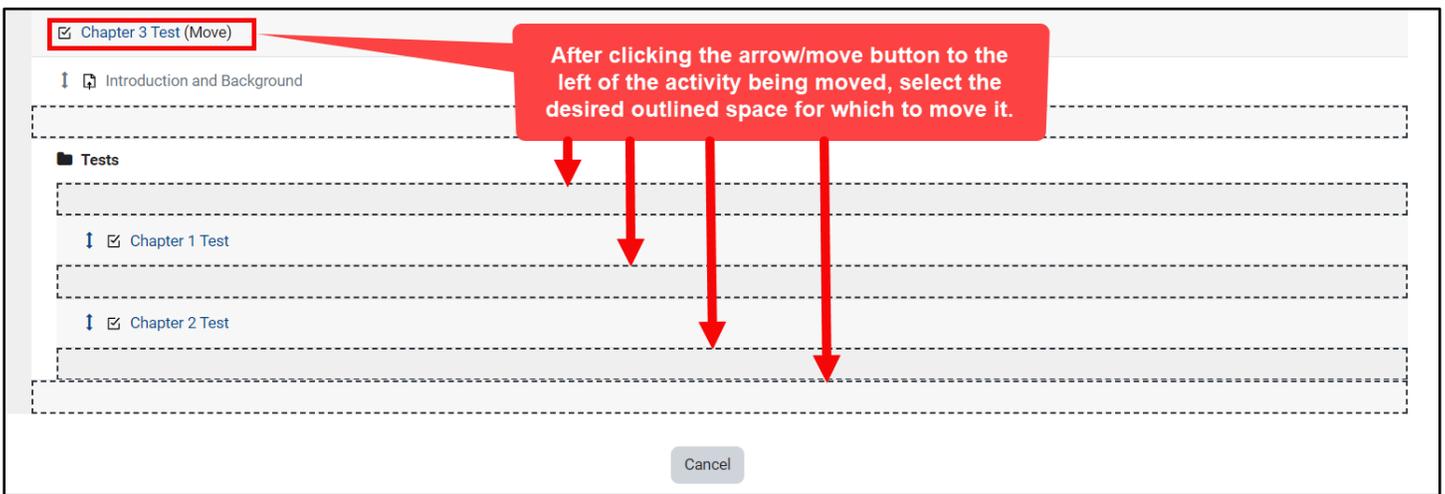
Move selected items to: Choose...
 Choose...
 Premier Access for Emergency Medical Responder, Sixth Edition (Bartlett- 5839EA)
 Tests



18. Your gradebook categories are also immediately available for selection within the settings page of any individual graded course activity using the **Grade category** option allowing you to place it in the appropriately weighted category as you create or edit the activity.



19. You may also move any individual gradebook item by clicking the **arrow** or move button to its left. Doing so refreshes the **Setup** page, displaying outlined locations above and below each other gradebook item on which you may click to place the applicable item. This is also how to sequence graded activities in the desired order within your Grader Report.



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.

Premier Access for Emergency Medical Responder, Sixth Edition (Bartlett-5839EA): Setup: Gradebook setup

Gradebook setup ▾ | Add grade item | Add category

Gradebook setup

Name	Weights ?	Max grade
Premier Access for Emergency Medical Responder, Sixth Edition (Bartlett- 5839EA)		-
└ Tests	40.0	-
└ Chapter 1 Test		100.00
└ Chapter 2 Test		100.00

Indented category name

Activities within the Test category

21. Categories in the **Grader setup** page can be visually discerned 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. In addition, the **category total** displays at the bottom of the category items denoting where it ends.

Premier Access for Emergency Medical Responder, Sixth Edition (Bartlett- 5839EA)		-
Tests	40.0	-
Chapter 1 Test		100.00
Chapter 2 Test		100.00
Tests total Simple weighted mean of grades.		100.00

This Test category outline displays as white when not hovered over with the mouse pointer

Premier Access for Emergency Medical Responder, Sixth Edition (Bartlett- 5839EA)		-
Tests	40.0	-
Chapter 1 Test		100.00
Chapter 2 Test		100.00
Tests total Simple weighted mean of grades.		100.00

Category border is highlighted in gray as the mouse pointer hovers over it

Chapter 1 Test
Chapter 2 Test

Category contents

Test category total defines its end point

22. The same sequence of categories and items adjusted within the **Gradebook settings** is mirrored within your **Grader report** and individual student **User reports**.

Grader report

Separate groups

All participants:3/3

First name 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

Last name 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 / Last name	Email address
MA Mikel Arteta	
CH Carole Hackman	

Premier Access for Emerge...

Tests

Chapter 1 Test	Chapter 2 Test	Tests total
-	-	-
-	-	-

User report

Select separate groups MA **Mikel Arteta** View report as **User**

MA **Mikel Arteta**

Grade item	Calculated weight	Grade	Range	Percentage	Feedback	Contribution to course total
Premier Access for Emergency Medical Responder, Sixth Edition (Bartlett- 5839EA)						
Tests						
QUIZ Chapter 1 Test	0.00 % (Empty)	-	0-100	-		0.00 %
QUIZ Chapter 2 Test	0.00 % (Empty)	-	0-100	-		0.00 %
AGGREGATION Tests total	-	-	0-100	-		-
Simple weighted mean of grades.						

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23. If 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**.

The screenshot shows the 'Gradebook setup' interface. It features a table with columns for 'Name', 'Weights', 'Max grade', and 'Actions'. The table lists several items, including 'Premier Access for Emergency Medical Responder, Sixth Edition (Bartlett- 5839EA)', 'Tests', 'Chapter 1 Test', 'Chapter 2 Test', and 'Extra Credit Work'. The 'Extra Credit Work' item has a weight of 100.00 and a max grade of 100.00. A red arrow points to the 'Edit' dropdown menu for this item, which is open, showing a red box around the 'Edit settings' option.

Name	Weights	Max grade	Actions
■ Premier Access for Emergency Medical Responder, Sixth Edition (Bartlett- 5839EA)		-	Edit ▾
┆ Tests	40.0	-	Edit ▾
┆ Chapter 1 Test		100.00	Edit ▾
┆ Chapter 2 Test		100.00	Edit ▾
┆ Extra Credit Work		100.00	Edit ▾
⌵ Tests total Simple weighted mean of grades.		10	

24. Scroll down and expand the **Parent category** section to 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 or category total, and any achieved points on behalf of your students will be considered as extra or bonus points calculated into the category's and course's total score.

The screenshot shows the 'Parent category' settings interface. It features a section for 'Extra credit' with a checked checkbox. Below this, there are sections for 'Grade category' and 'Tests'. At the bottom, there are 'Save changes' and 'Cancel' buttons. A red box highlights the 'Extra credit' checkbox, and a red circle highlights the 'Save changes' button.

Grade category

Tests

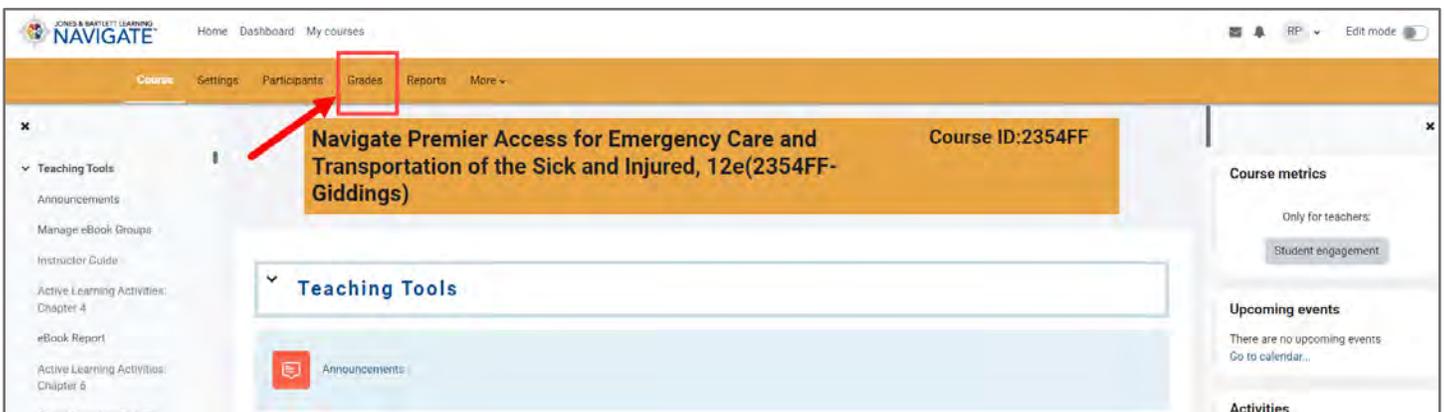
Save changes Cancel

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.

How to Navigate the Gradebook

This document contains an overview on navigating the gradebook. The focus is mostly on the Grader report and the options available within the report, including how to filter student results, collapse sections of the report, and access the user report and single view.

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



- 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 ▾

Grader 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

Last 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

Names are listed here.

Graded assignments are listed here and extend horizontally across the page.

First name / Last name	Email address	Soft-Skill Simulations	Interactive Lecture: Chapte...	Interactive Lecture: Chapte...	Interactive Lecture: Chapte...
MG Madalyn Gambrel	Cristine.Gambrel@cdx.com	-Q	-Q	-Q	-Q
DG Onita Gaulke	Michelina.Gaulke@cdx.com	0.00Q	-Q	-Q	-Q
CH Carole Hackman	Katheryn.Hackman@cdx.com	-Q	-Q	-Q	-Q
VL Velma Lehn	Krista.Lehn@cdx.com	0.00Q	-Q	-Q	-Q
Overall average		0.00	-	-	-

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

Grader report ▾

Grader report
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

Last 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

Navigate Premier Access fo... ▾

First name / Last name	Email address	Soft-Skill Simulations	Interactive Lecture: Chapte...	Interactive Lecture: Chapte...	Interactive Lecture: Chapte...
MG Madalyn Gambrel	Cristine.Gambrel@cdx.com	-Q	-Q	-Q	-Q
Overall average		0.00	-	-	-

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

Grader 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
Last 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

First name / Last name	Email address	Soft-Skill Simulations	Interactive Lecture: Chapte...	Interactive Lecture: Chapte...	Interactive Lecture: Chapte...
MG Madalyn Gambrel	Cristine.Gambrel@cdx.com	-Q	-Q	-Q	-Q
OG Onita Gaulke	Michelina.Gaulke@cdx.com	0.00Q	-Q	-Q	-Q
CH Carole Hackman	Katheryn.Hackman@cdx.com	-Q	-Q	-Q	-Q
VL Velma Lehn	Krista.Lehn@cdx.com	0.00Q	-Q	-Q	-Q
Overall average		0.00	-	-	-

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 are labeled horizontally across the top and list their child activities below.

Grader 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
Last 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

Course name

Gradebook categories will display here if applied.

First name / Last name	Email address	Soft-Skill Simulations	Interactive Lecture: Chapte...	Interactive Lecture: Chapte...	Interactive Lecture: Chapte...
MG Madalyn Gambrel	Cristine.Gambrel@cdx.com	-Q	-Q	-Q	-Q
OG Onita Gaulke	Michelina.Gaulke@cdx.com	0.00Q	-Q	-Q	-Q
CH Carole Hackman	Katheryn.Hackman@cdx.com	-Q	-Q	-Q	-Q
VL Velma Lehn	Krista.Lehn@cdx.com	0.00Q	-Q	-Q	-Q
Overall average		0.00	-	-	-

6. The category totals are 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.

Tests				
Chapter 1 Test	Chapter 2 Test	Chapter 3 Test	Tests total	Course total
60.00			60.00	59.55
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
60.00			60.00	60.00
60.00	-	-	60.00	44.30

Category totals are at the end of each category section

Course total is at the every end of the Grader Report

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

Quizzes				
Chapter 4 Quiz	Chapter 6 Quiz	Chapter 6 Quiz	Quizzes total	
60.00			60.00	
60.00			60.00	
-	-	-	-	-
-	-	-	-	-
60.00	-	-	-	60.00

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

Grader 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

Last 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

First name / Last name	Email address	Soft-Skill Simulations	Interactive Lecture: Chapte...	Interactive Lecture: Chapte...
MG Madalyn Gambrel	Cristine.Gambrel@cdx.com	-	-	-
OG Onita Gaulke	Michelina.Gaulke@cdx.com	0.00	-	-
CH Carole Hackman	Carole.Hackman@cdx.com	-	-	-
VL Velma Lehn	Krista.Lehn@cdx.com	0.00	-	-
Overall average		0.00	-	-

User report

OG Onita Gaulke
Michelina.Gaulke@cdx.com

View report as User

OG Onita Gaulke

Grade item	Calculated weight	Grade	Range	Percentage	Feedback	Contribution to course total
▼ Navigate Premier Access for Emergency Care and Transportation of the Sick and Injured, 12e(2354FF-Giddings)						
EXTERNAL TOOL Soft-Skill Simulations	25.00 %	0.00	0-100	0.00 %		0.00 %
SCORM PACKAGE Interactive Lecture: Chapter 1	0.00 % (Empty)	-	0-100	-		0.00 %
SCORM PACKAGE Interactive Lecture: Chapter 2	0.00 % (Empty)	-	0-100	-		0.00 %
SCORM PACKAGE Interactive Lecture: Chapter 3	0.00 % (Empty)	-	0-100	-		0.00 %
SCORM PACKAGE Interactive Lecture: Chapter 4	0.00 % (Empty)	-	0-100	-		0.00 %
SCORM PACKAGE Interactive Lecture: Chapter 5	25.00 %	30.00	0-100	30.00 %		7.50 %

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

Grader 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

Last 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

First name / Last name	Email address	Soft-Skill Simulations	Interactive Lecture: Chapte...	Interactive Lecture: Chapte...
MG Madalyn Gambrel	Cristine.Gambrel@cdx.com			
OG Onita Gaulke	Michelina.Gaulke@cdx.com	0.00		
CH Carole Hackman	Carole.Hackman@cdx.com			
VL Velma Lehn	Krista.Lehn@cdx.com	0.00		
Overall average		0.00		

Single view

OG Onita Gaulke
Michelina.Gaulke@cdx.com

VIEW BY Users Grade items

Grade item	Grade category	Grade	Range	Feedback	Override	Exclude
EXTERNAL TOOL Soft-Skill Simulations	... Navigate Premier Access for Emergency Care and Transportation of the Sick and Injured, 12e(2354FF-Giddings)	0.00	0.00 - 100.00			
SCORM PACKAGE Interactive Lecture: Chapter 1	... Navigate Premier Access for Emergency Care and Transportation of the Sick and Injured, 12e(2354FF-Giddings)		0.00 - 100.00			
SCORM PACKAGE Interactive Lecture: Chapter 2	... Navigate Premier Access for Emergency Care and Transportation of the Sick and Injured, 12e(2354FF-Giddings)		0.00 - 100.00			
SCORM PACKAGE Interactive Lecture: Chapter 3	... Navigate Premier Access for Emergency Care and Transportation of the Sick and Injured, 12e(2354FF-Giddings)		0.00 - 100.00			
SCORM PACKAGE Interactive Lecture: Chapter 4	... Navigate Premier Access for Emergency Care and Transportation of the Sick and Injured, 12e(2354FF-Giddings)		0.00 - 100.00			
SCORM PACKAGE Interactive Lecture: Chapter 5	... Navigate Premier Access for Emergency Care and Transportation of the Sick and Injured, 12e(2354FF-Giddings)	30.00	0.00 - 100.00			

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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 option in the top left dropdown on the page.

The screenshot shows the top left corner of the interface. A dropdown menu is open, listing various options. The 'Grader report' option is highlighted with a red box and a mouse cursor. The main content area shows a table with columns for 'Grade category', 'Grade', 'Range', 'Feedback', 'Override', and 'Exclude'. The table contains five rows of data, each representing a different chapter or section.

Grade category	Grade	Range	Feedback	Override	Exclude
Navigate Premier Access for Emergency Care and Transportation of the Sick and Injured, 12e(2354FF-Giddings)	0.00	0.00 - 100.00			
Navigate Premier Access for Emergency Care and Transportation of the Sick and Injured, 12e(2354FF-Giddings)		0.00 - 100.00			
Navigate Premier Access for Emergency Care and Transportation of the Sick and Injured, 12e(2354FF-Giddings)		0.00 - 100.00			
Navigate Premier Access for Emergency Care and Transportation of the Sick and Injured, 12e(2354FF-Giddings)		0.00 - 100.00			
Navigate Premier Access for Emergency Care and Transportation of the Sick and Injured, 12e(2354FF-Giddings)	30.00	0.00 - 100.00			

11. The dropdown displayed in the top left corner of the Grade page persists throughout the gradebook and provides options for navigating and managing it.

The screenshot shows the top left corner of the Grade page. A dropdown menu is open, listing various options. The 'Grader report' option is highlighted with a red arrow. The main content area shows a table with columns for 'Email address', 'Soft-Skill Simulations', 'Interactive Lecture: Chapte...', and 'Interactive Lecture: Chapte...'. The table contains five rows of data, each representing a different user.

Email address	Soft-Skill Simulations	Interactive Lecture: Chapte...	Interactive Lecture: Chapte...
Cristine.Gambrel@cdx.com			
Michelina.Gaulke@cdx.com	0.00		
Katheryn.Hackman@cdx.com			
Krista.Lehn@cdx.com	0.00		
Overall average	0.00		

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12. Clicking on the activities themselves within the Grader report brings 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.

Quizzes			
<input checked="" type="checkbox"/>	Chapter 4 Quiz	<input checked="" type="checkbox"/>	Chapter 6 Quiz
	Chapter 6 Quiz		Quizzes total
	60.00		60.00
	-		-
	-		-
	60.00		60.00

13. When you are finished viewing the Gradebook, click **Course** at the top of the menu bar to return to the homepage.

Course Settings Participants **Grades** Reports More

Navigate Premier Access for Emergency Care and Transportati
Sick and Injured, 12e(2354FF-Giddings): View: Preferences: Gr
report

Warning: Activity deletion in progress! Some grades are about to be removed.

Grader report

Grader report

All participants: 4/4

First name 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

Last name 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

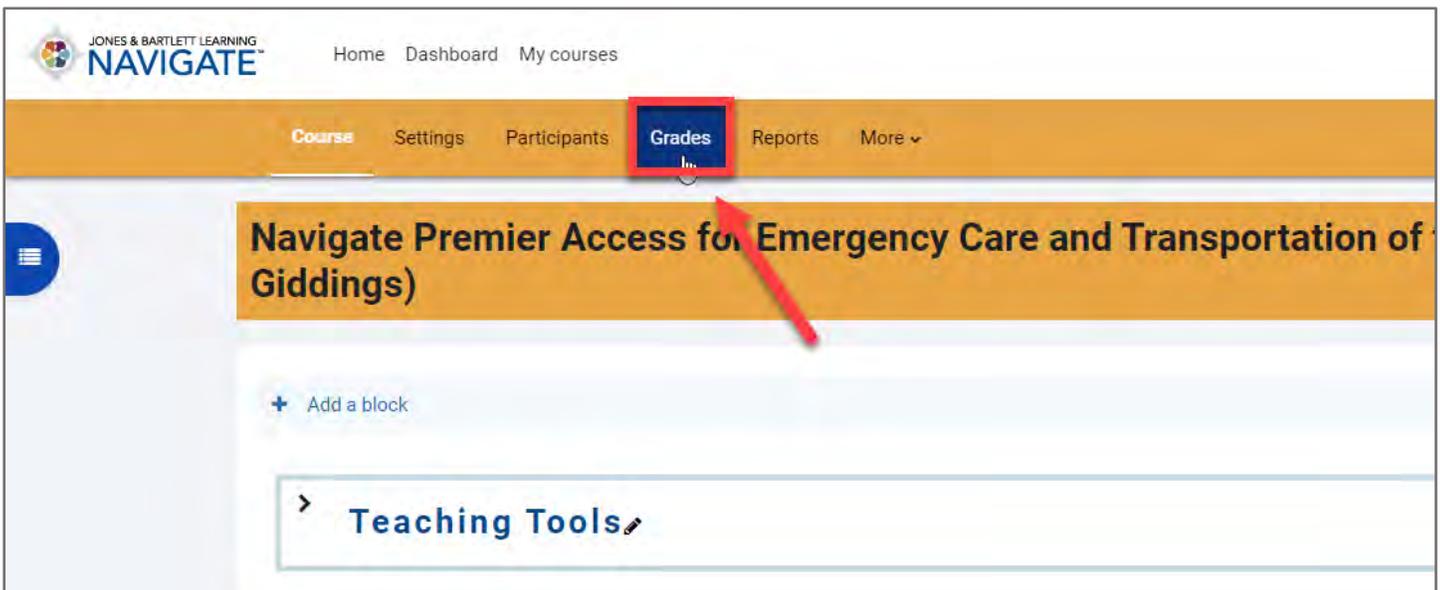
Navigate Premier Access fo...

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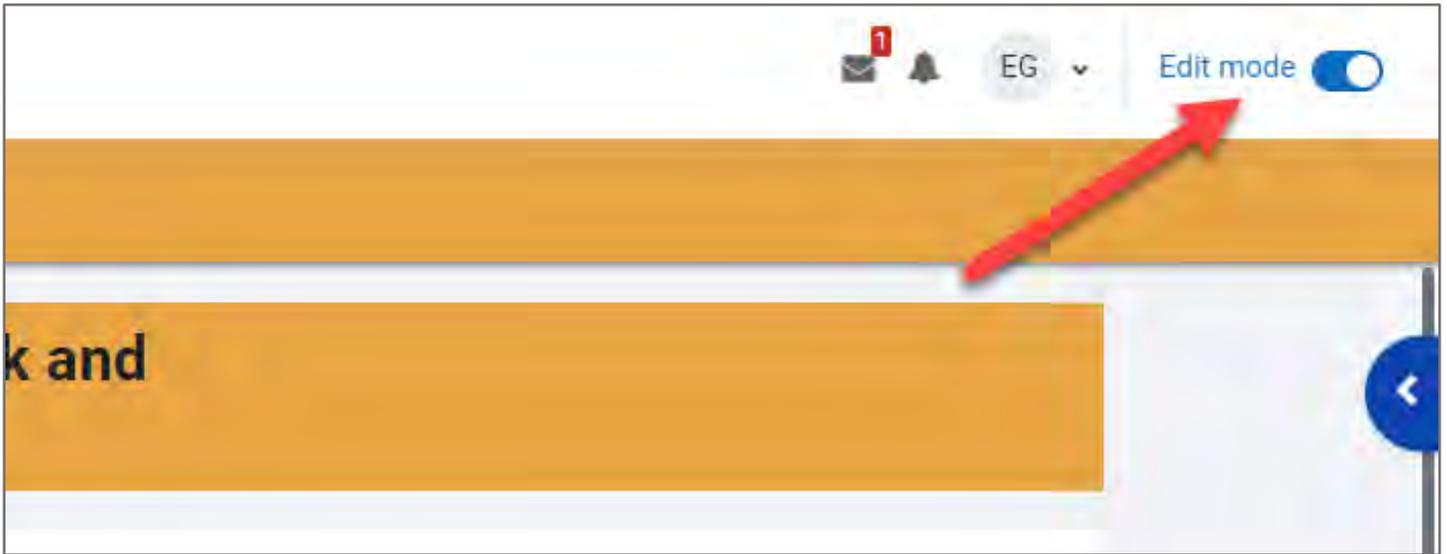
How to Manually Enter or Change Grades in the Gradebook

This document contains instructions on how to manually enter or change grades in the gradebook through the Grader report and Single View.

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 **menu bar** on the top of the screen.



3. To make changes to the **Grader report**, switch the **Edit mode toggle** in the top-right corner of the page to enable Edit mode. The page will refresh and display editable fields for entering or changing each student's score for any graded activity.



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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 will always see the naming when scrolling to locate an individual grade. You may also click the letters to the right of **First name** or **Last name** at the top of the Grader report to help narrow your scope.

Grader report

Grader report

All participants: 5/5

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

Last 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

Use to help narrow down the displayed names.

Manually enter grades here

First name / Last name	Email address	Soft-Skill Simulations	Interactive Lecture: Chapte...	Interactive Lecture: Chapte...	Interactive Lecture: Chapte...
MA Mikel Arteta	ning.com				
MG Madalyn Gambrel	cdx.com				
OG Onita Gaulke	cdx.com	0.00			
CH Carole Hackman	@cdx.com				
VL Velma Lehn	om	0.00			
Overall average		0.00			

Save changes

- To edit or enter a grade, click in the grade field for the desired student and activity, then type in the desired score.

First name / Last name		Email address	Soft-Skill Simulations	Interactive Lecture: Chapte...	Interactive Lecture: Chapte...
Controls					
MA	Mikel Arteta	arning.com		94	
MG	Madalyn Gambrel	@cdx.com		100	
OG	Onita Gaulke	@cdx.com	0.00	89	
CH	Carole Hackman	an@cdx.com		97	
VL	Velma Lehn	.com	0.00	100	
Overall average			0.00		

Save changes

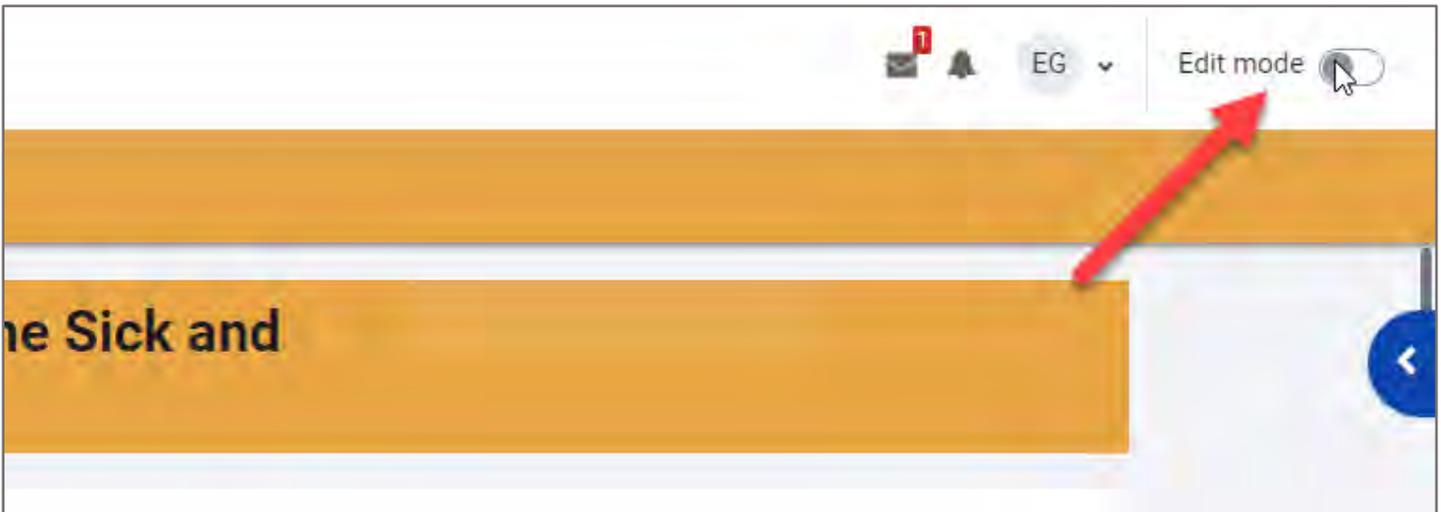
- When you are satisfied with your entries or changes, scroll to the bottom of the grader report, if necessary, and click **Save Changes**. Your changes will be saved to the gradebook.

First name / Last name		Email address	Soft-Skill Simulations	Interactive Lecture: Chapte...	Interactive Lecture: Chapte...
Controls					
MA	Mikel Arteta	arning.com		94	
MG	Madalyn Gambrel	@cdx.com		100	
OG	Onita Gaulke	@cdx.com	0.00	89	
CH	Carole Hackman	an@cdx.com		97	
VL	Velma Lehn	.com	0.00	100	
Overall average			0.00		

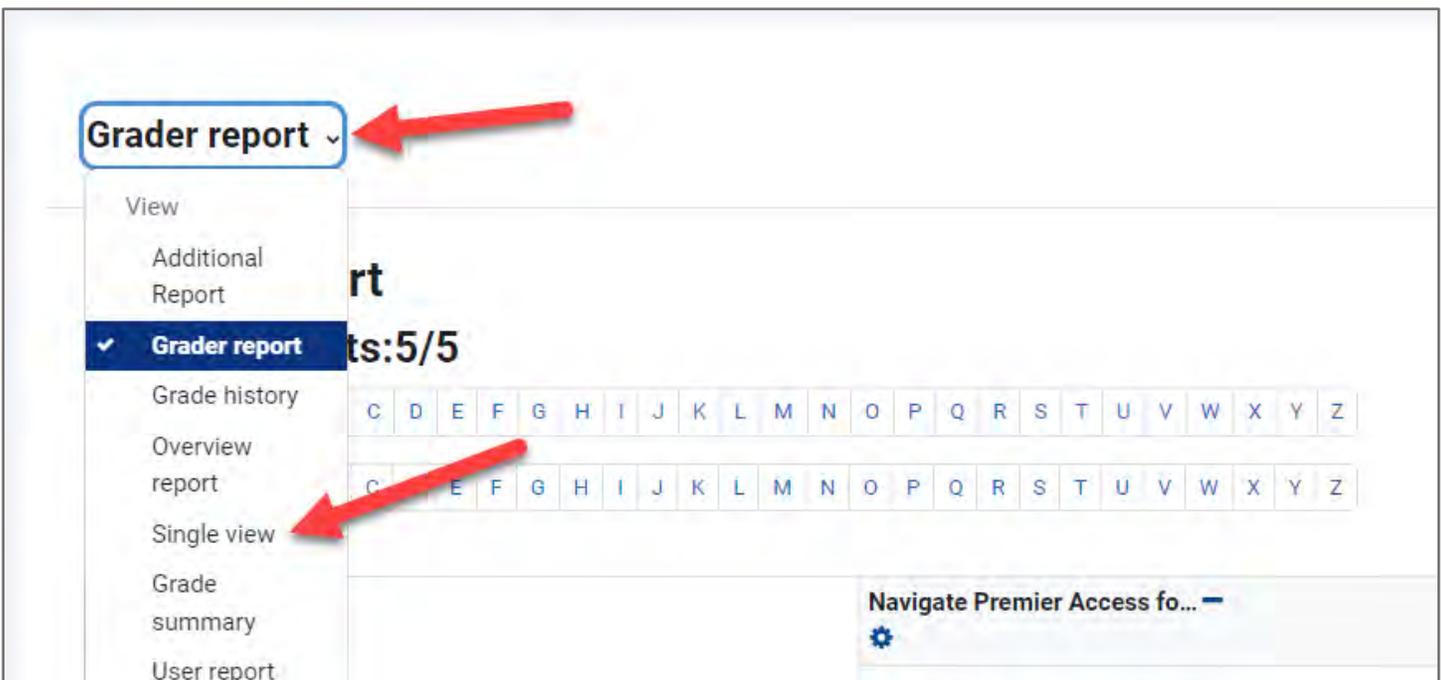
Save changes

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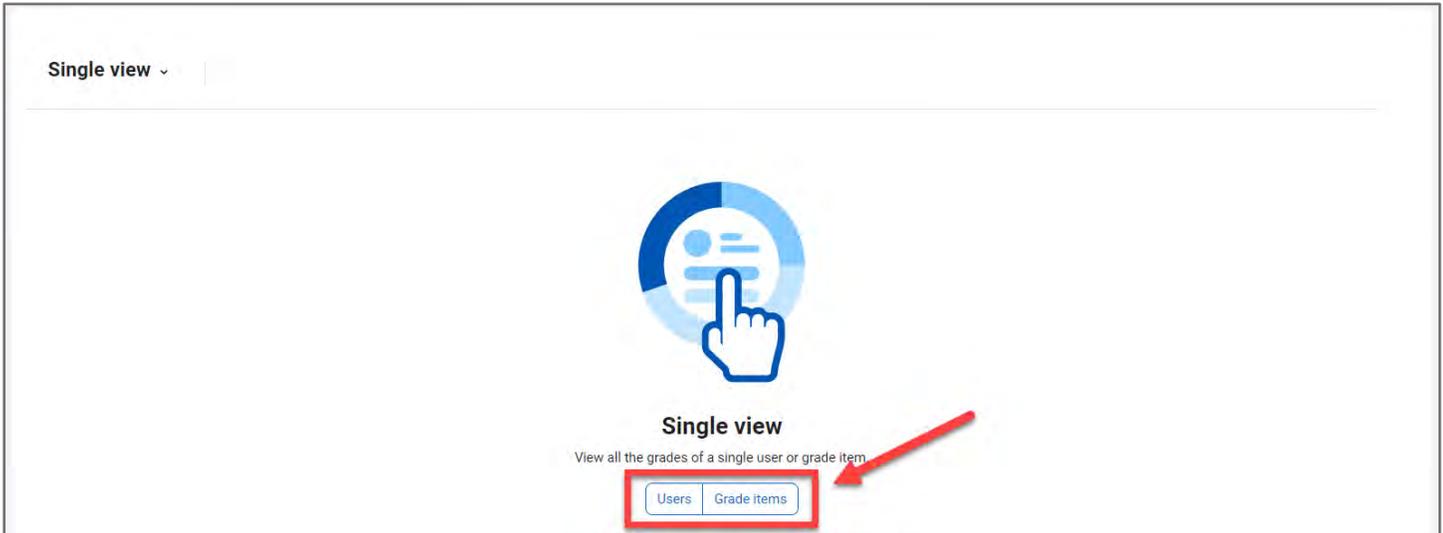
7. Finally, switch the **Edit mode toggle** in the top-right corner of the page to disable Edit mode.



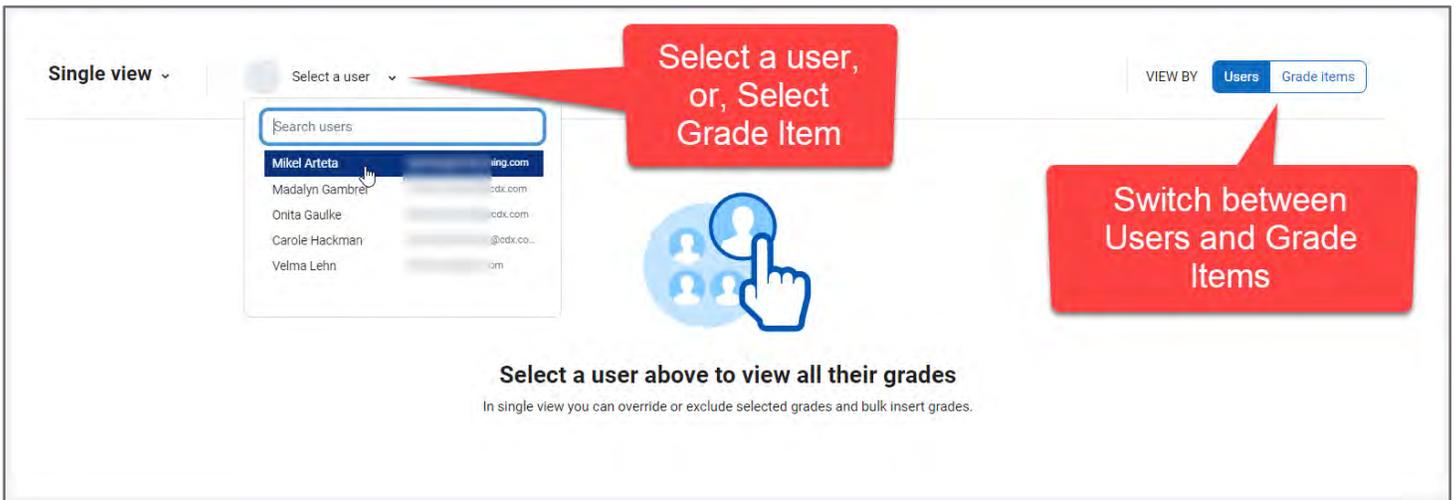
8. Alternatively, you may choose the **Single view** option from the **Grades drop down menu** page.



9. After choosing Single view, you can choose to view by Users or Grade Items.



10. You can switch between these two options at any time, and, depending on which view by option you choose, you can then use the **Select grade item...** or **Select user...** to jump to a specific activity or student respectively.



11. 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. This will override any past or future grades for this activity with the grade you enter.

Single view | MA Mikel Arteta | Actions | VIEW BY Users Grade items

MA Mikel Arteta

Grade item	Grade category	Grade	Range	Feedback	Override	Exclude
EXTERNAL TOOL Soft-Skill Simulations	... Navigate Premier Access for Emergency Care and Transportation of the Sick and Injured, 12e(2354FF-Giddings)	98	0.00 - 100.00		<input checked="" type="checkbox"/>	<input type="checkbox"/>
SCORM PACKAGE Interactive Lecture: Chapter 1	... Navigate Premier Access for Emergency Care and Transportation of the Sick and Injured, 12e(2354FF-Giddings)		0.00 - 100.00		<input type="checkbox"/>	<input type="checkbox"/>
SCORM PACKAGE Interactive Lecture: Chapter 2	... Navigate Premier Access for Emergency Care and Transportation of the Sick and Injured, 12e(2354FF-Giddings)		0.00 - 100.00		<input type="checkbox"/>	<input type="checkbox"/>

12. Continue to make any additional changes as needed and then click the **Save** button at the bottom of the page to apply your changes.

QUIZ Chapter 1 Quiz	... Navigate Premier Access for Emergency Care and Transportation of the Sick and Injured, 12e(2354FF-Giddings)	80.00	0.00 - 100.00		<input type="checkbox"/>	<input type="checkbox"/>
AGGREGATION Course total	... Navigate Premier Access for Emergency Care and Transportation of the Sick and Injured, 12e(2354FF-Giddings)	80.00	0.00 - 100.00		<input type="checkbox"/>	<input type="checkbox"/>

Save

13. You may also choose to automatically assign a score to all students or activities on the page by choosing the **Bulk insert grades** action found in the **Actions** drop down menu.

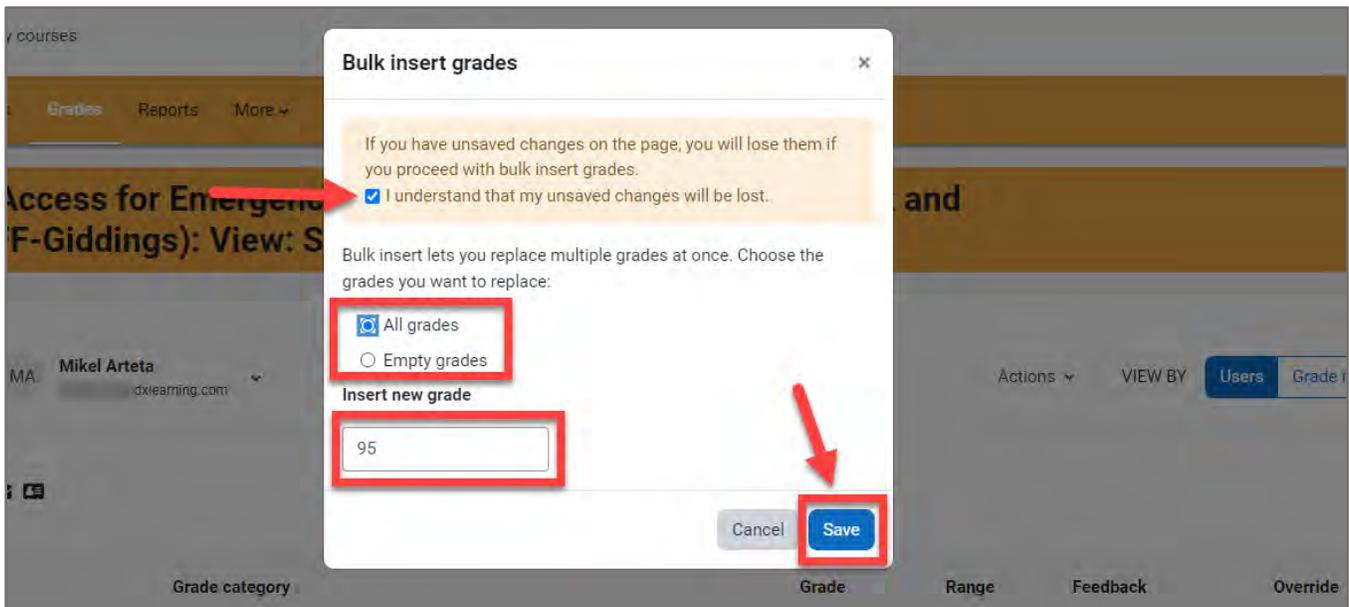
Single view | MA Mikel Arteta | Actions | VIEW BY Users Grade items

MA Mikel Arteta

Grade item	Grade category	Grade	Feedback	Override	Exclude
EXTERNAL TOOL Soft-Skill Simulations	... Navigate Premier Access for Emergency Care and Transportation of the Sick and Injured, 12e(2354FF-Giddings)	98	0.00 - 100.00	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Actions dropdown menu:
Override all
Override none
Exclude all
Exclude none
Bulk insert grades

14. After checking the acknowledgement that any unsaved changes will be lost, choose whether the change should apply to **All grades** or **Empty grades**, followed by entering the desired score in the **Insert new grade** field, and then click the **Save** button to apply your entry to the applicable students or activities on the page.



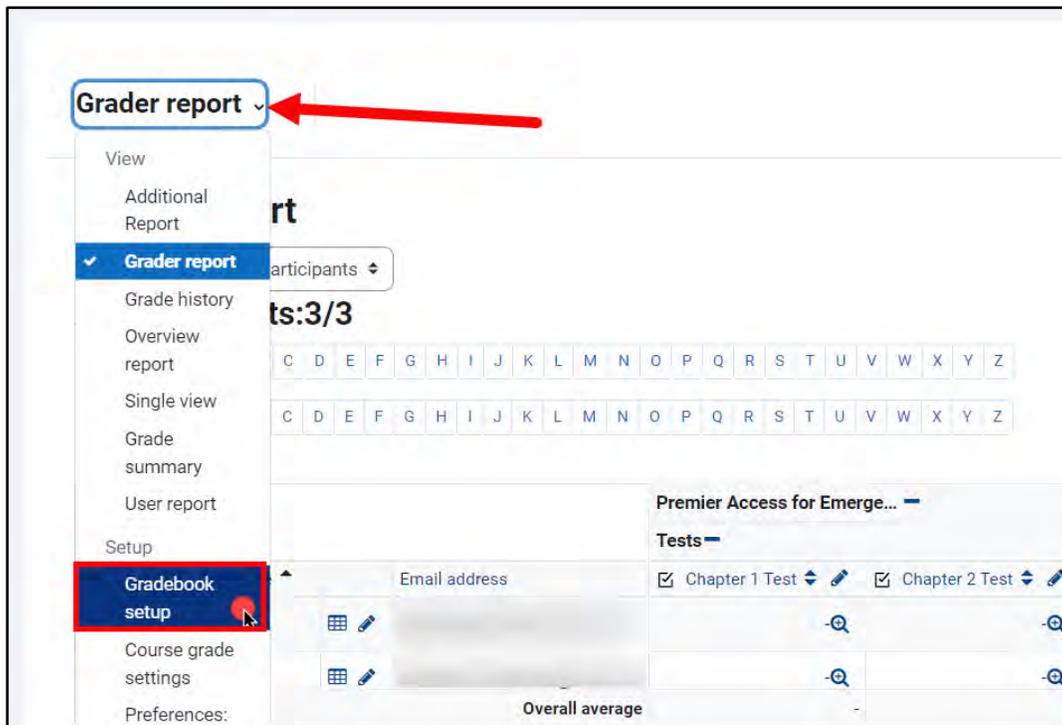
How to Set Up a Weighted Gradebook

This document provides instructions for configuring a weighted gradebook in your Navigate course. While there are a variety of gradebook weighted aggregation methods to use, the following steps reflect a recommended approach.

1. From your course homepage, click the **Grades** option in the course navigation menu.



2. Once your **Grader report** page loads, use the dropdown menu to select the **Gradebook setup** option under the Setup items.



- On the Gradebook setup page, graded items display vertically on the left and show their assigned scores and corresponding settings options under columns on the right.

The screenshot shows the 'Gradebook setup' interface. At the top, there are buttons for 'Add grade item' and 'Add category'. Below is a table with the following columns: Name, Max grade, Actions, and Select. The 'Name' column contains a folder 'Premier Access for Emergency Medical Responder, Sixth Edition (Bartlett- 5839EA)' and several items: 'Chapter 2 Test', 'Chapter 2 Exam', 'Lecture: Chapter 9', 'Lecture: Chapter 10', 'Lecture: Chapter 11', and 'Lecture: Chapter 12'. The 'Max grade' column shows values: '-', '100.00', '100.00', '100.00', '100.00', '100.00', and '100.00'. The 'Actions' column shows 'Edit' dropdown menus for each item. The 'Select' column shows checkboxes. Red callouts point to the folder name, the 'Max grade' column, the list of items, and the 'Edit' dropdown menus.

Name	Max grade	Actions	Select
■ Premier Access for Emergency Medical Responder, Sixth Edition (Bartlett- 5839EA)	-	Edit ▾	<input type="checkbox"/> Premier Acce...
▸ Chapter 2 Test	100.00	Edit ▾	<input type="checkbox"/>
▸ Chapter 2 Exam	100.00	Edit ▾	<input type="checkbox"/>
▸ Lecture: Chapter 9	100.00	Edit ▾	<input type="checkbox"/>
▸ Lecture: Chapter 10	100.00	Edit ▾	<input type="checkbox"/>
▸ Lecture: Chapter 11	100.00	Edit ▾	<input type="checkbox"/>
▸ Lecture: Chapter 12	100.00	Edit ▾	<input type="checkbox"/>

- Begin by clicking the **Edit** menu under the **Actions** column to the right of the folder or gradebook category named for your course at the top of the page and select **Edit Settings**.

This screenshot shows the 'Edit settings' option highlighted in the 'Actions' column for the folder 'Premier Access for Emergency Medical Responder, Sixth Edition (Bartlett- 5839EA)'. A red arrow points to the 'Edit' dropdown, and a red box highlights the 'Edit settings' option in the dropdown menu. The 'Hide' option is also visible below it.

Name	Max grade	Actions	Select
■ Premier Access for Emergency Medical Responder, Sixth Edition (Bartlett- 5839EA)	-	Edit ▾	<input type="checkbox"/> Premier Acce...
▸ Chapter 2 Test	100.00	<ul style="list-style-type: none"> ⚙ Edit settings 👁 Hide 	<input type="checkbox"/>
▸ Chapter 2 Exam	100.00		<input type="checkbox"/>
▸ Lecture: Chapter 9	100.00	Edit ▾	<input type="checkbox"/>

5. On the settings page, click the **Aggregation** dropdown and select the **Weighted mean of grades** calculation method.

Edit category

Grade category

Category name

Aggregation

Show more...

Category total

Show more...

Grade type

Scale

6. Next, click the **Show more...** link below this field to toggle whether to include empty grades in the overall gradebook calculation for your students.

Edit category

Grade category

Category name

Aggregation

Show more..

7. Choosing to **Exclude empty grades** by leaving the box checked by default ensures any un-attempted or incomplete activities' scores are omitted from the total course score. Note, if you elect to *include* empty grades by deselecting the checkbox, your students' scores will be negatively impacted by any activities they have yet to complete, as incompletes are automatically calculated as zeros.

Grade category

Category name: Premier Access for Emerg

Aggregation: Weighted mean of grades

Show less...

Exclude empty grades

Drop the lowest: 0

8. When satisfied, click the **Save changes** button to apply your settings and then click **Continue** to return to the Gradebook Setup tab.

Maximum grade: 100.00

Minimum grade: 0.00

Hidden

Locked

Save changes Cancel

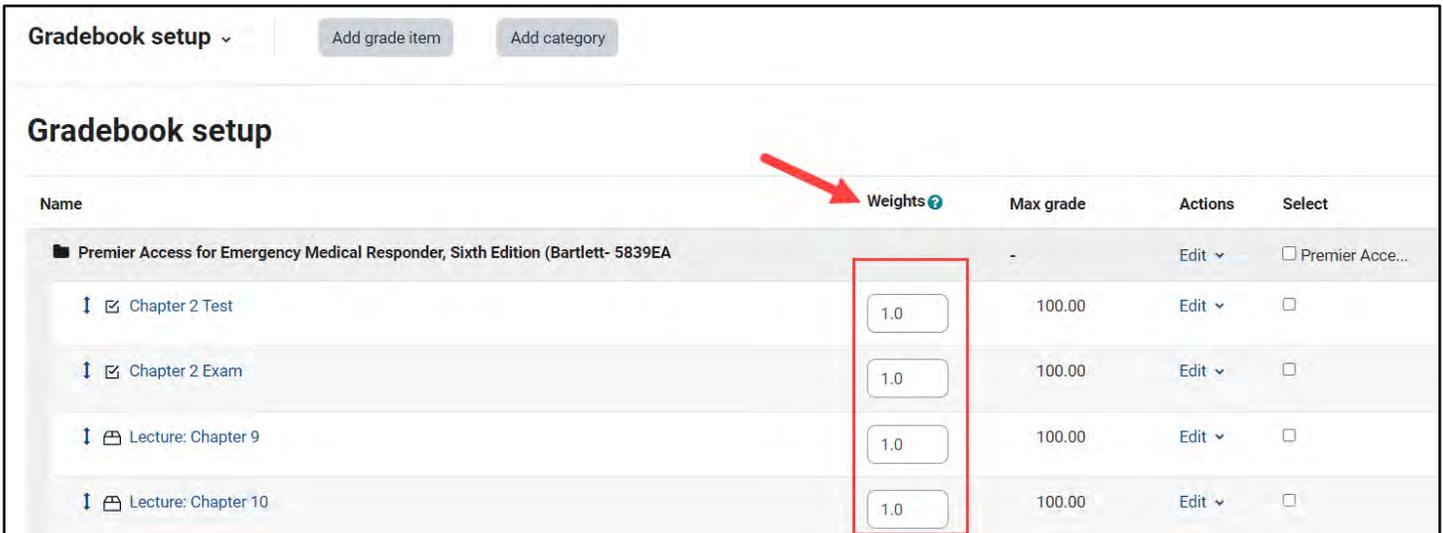
Recalculating grades

100%

Continue

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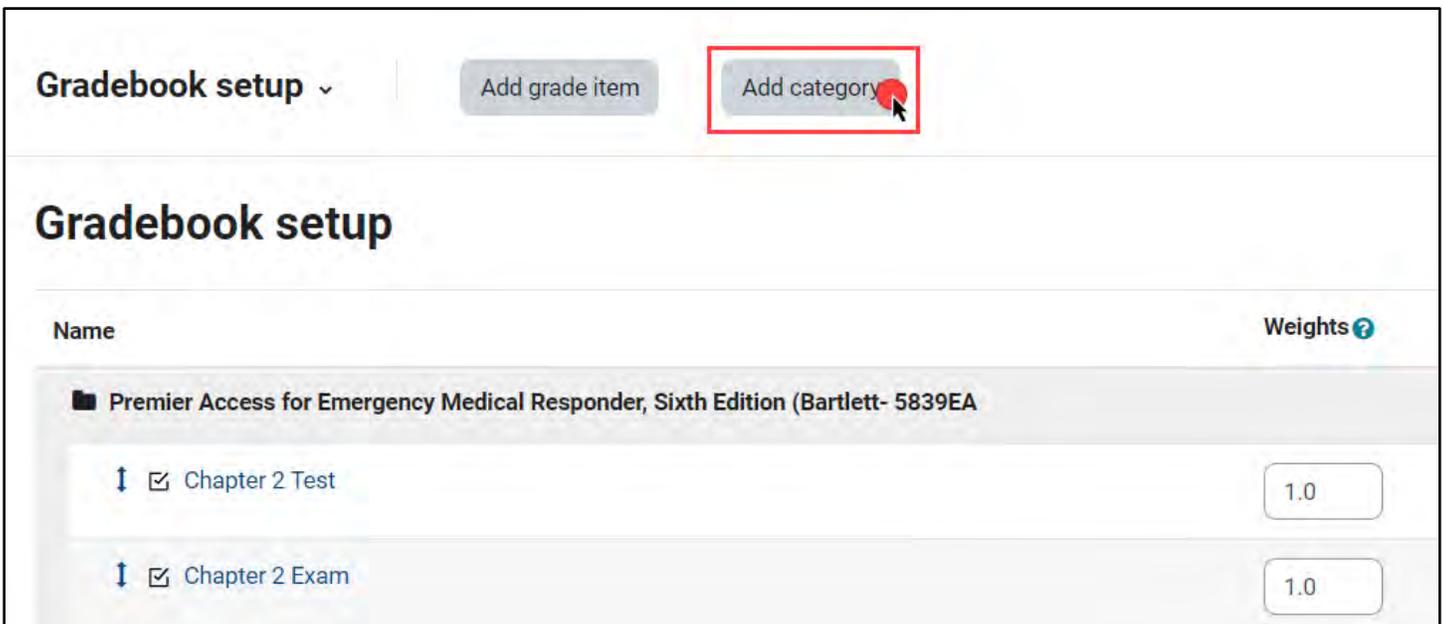
9. Returning to the Gradebook Setup page now reveals a **Weights** column in the table displaying fillable fields below in which you can enter assigned weights to each individual item.



The screenshot shows the 'Gradebook setup' page with a table of items. The table has columns for Name, Weights, Max grade, Actions, and Select. A red arrow points to the 'Weights' header. A red box highlights the weight input fields for four items, each containing the value '1.0'.

Name	Weights	Max grade	Actions	Select
Premier Access for Emergency Medical Responder, Sixth Edition (Bartlett- 5839EA)		-	Edit ▾	<input type="checkbox"/> Premier Acce...
Chapter 2 Test	1.0	100.00	Edit ▾	<input type="checkbox"/>
Chapter 2 Exam	1.0	100.00	Edit ▾	<input type="checkbox"/>
Lecture: Chapter 9	1.0	100.00	Edit ▾	<input type="checkbox"/>
Lecture: Chapter 10	1.0	100.00	Edit ▾	<input type="checkbox"/>

10. A typical weighted grading approach involves grouping individual assignments within weighted sections or categories, each of which reflects a portion of the overall course grade, such as exams, quizzes, and homework. Create a Category by clicking the **Add category** button at the top of the Setup page.



The screenshot shows the 'Gradebook setup' page with the 'Add category' button highlighted by a red box. The table below shows items with weight input fields.

Name	Weights
Premier Access for Emergency Medical Responder, Sixth Edition (Bartlett- 5839EA)	
Chapter 2 Test	1.0
Chapter 2 Exam	1.0

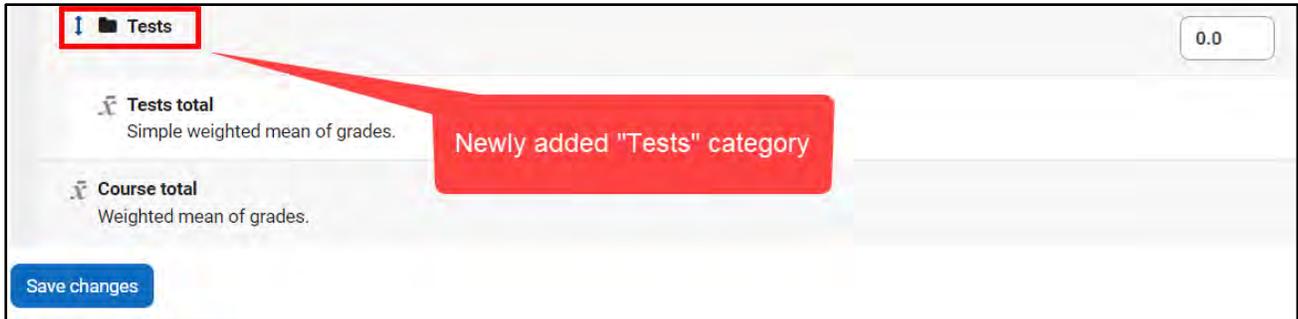
11. Enter a preferred name for the **Category** and then use the **Aggregation** dropdown menu to select how the activities within this individual category will be calculated. We recommend applying a **Simple weighted mean of grades** aggregation, meaning that all activities within the category will be calculated using their individual point values.

The screenshot shows a form titled "Grade category" with a dropdown arrow. It contains two main input fields: "Category name" with a red exclamation mark icon and a text box containing "Tests"; and "Aggregation" with a blue question mark icon and a dropdown menu. The dropdown menu is open, showing several options: "Mean of grades", "Weighted mean of grades", "Simple weighted mean of grades" (highlighted in blue with a red circle and arrow), "Mean of grades (with extra credits)", "Median of grades", "Lowest grade", "Highest grade", "Mode of grades", and "Natural". Below the form are two expandable sections: "Category total" and "Parent category".

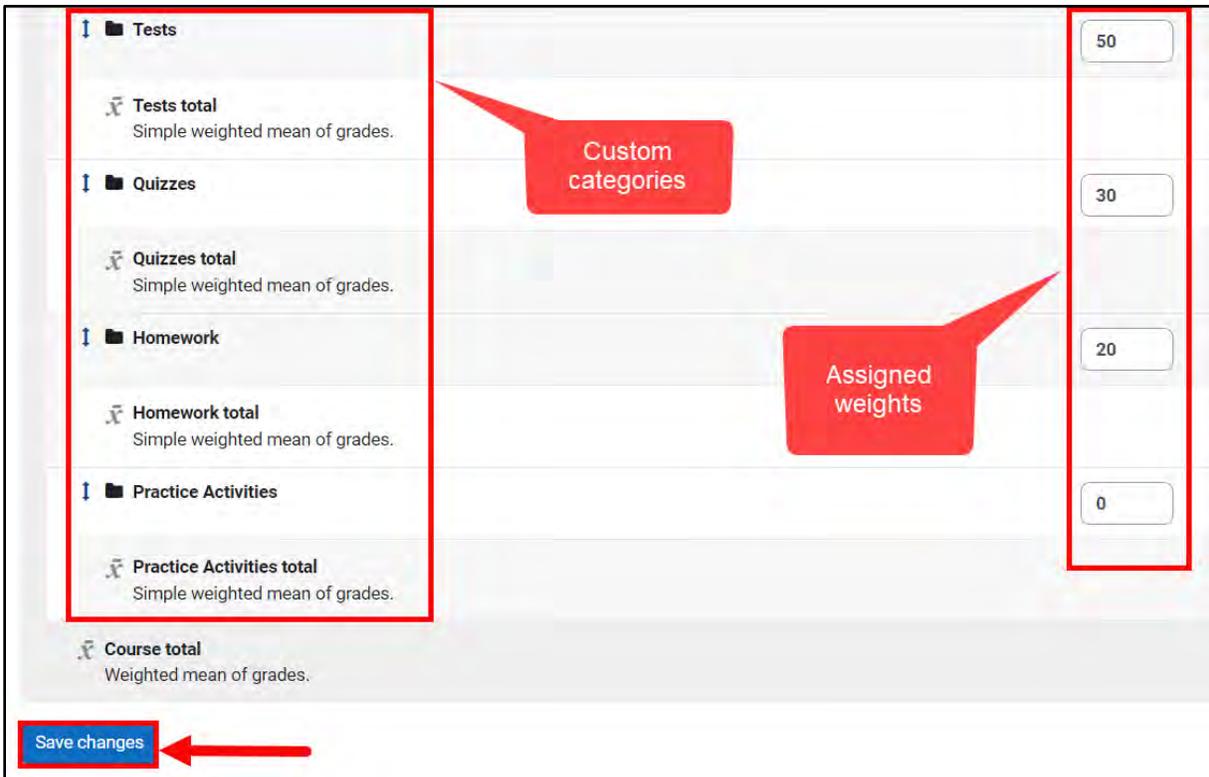
12. When finished, click the **Save changes** button at the bottom of the page and hit **Continue** to return to the Gradebook Setup page.

The screenshot shows a form titled "New category" with a dropdown arrow. It contains two main input fields: "Category name" with a red exclamation mark icon and a text box containing "Tests"; and "Aggregation" with a blue question mark icon and a dropdown menu containing "Simple weighted mean of grades". Below the form are two expandable sections: "Category total" and "Parent category". At the bottom right, there are two buttons: "Save changes" (highlighted with a red box and arrow) and "Cancel". A red exclamation mark icon and the word "Required" are located at the bottom left of the form.

13. Back on the Gradebook setup page, scroll to the bottom to find your new **Category** by looking for the folder icon to the left of its assigned name. You will 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 scored under the appropriate grade weight.



14. Continue creating the remaining gradebook categories until you have accounted for each weighted section of the total course score. Next, enter in an assigned weight for each Category in its **Weights** field to the right. We recommend weighing your categories on a 100-point scale. If you wish to record students' scores for specific activities, but don't want them to be calculated into the overall course total, create a separate Category and apply a weight of "0." Click the **Save changes** button at the bottom of the page to apply your assigned weights.



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15. Now that you have created your **Categories** and assigned the desired weights, you should move each graded item into its respective category to ensure they are appropriately aggregated. The quickest way to do this is by checking the selection box to the right of the activities under the **Select** column, then scroll to the bottom of the page and using the **Move selected items to** dropdown to pick the Category in which to move them. Upon selecting the parent category, your page will automatically refresh to reflect your changes.

Before:

Select items to move

Select checkboxes

Parent category

<input type="checkbox"/> Exam	1.0	100.00	Edit	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Unit 4 Test	1.0	100.00	Edit	<input checked="" type="checkbox"/>
Course total Weighted mean of grades.				Edit

Save changes

Move selected items to: Choose...
 Choose...
 Navigate Premier Access for Emergency Care and Transportation of the Sick and Injured, 12e(2354FF-Giddings)
Tests
 Quizzes
 Homework
 Practice Activities

After:

Parent category

Graded items within the category indented below

Overall weight of items in this category

<input checked="" type="checkbox"/> Tests	50	-	
<input type="checkbox"/> Exam		100.00	
<input checked="" type="checkbox"/> Unit 4 Test		100.00	
Tests total Simple weighted mean of grades.			100.00

16. 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. This is also how you can organize the sequence of how graded items appear in the gradebook.

Click once to move

Chapter 3 Test (Move)

Introduction and Background

Tests

Chapter 1 Test

Chapter 2 Test

Cancel

17. 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

All participants: 5/5

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

Last 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

Navigate Premier Access fo...

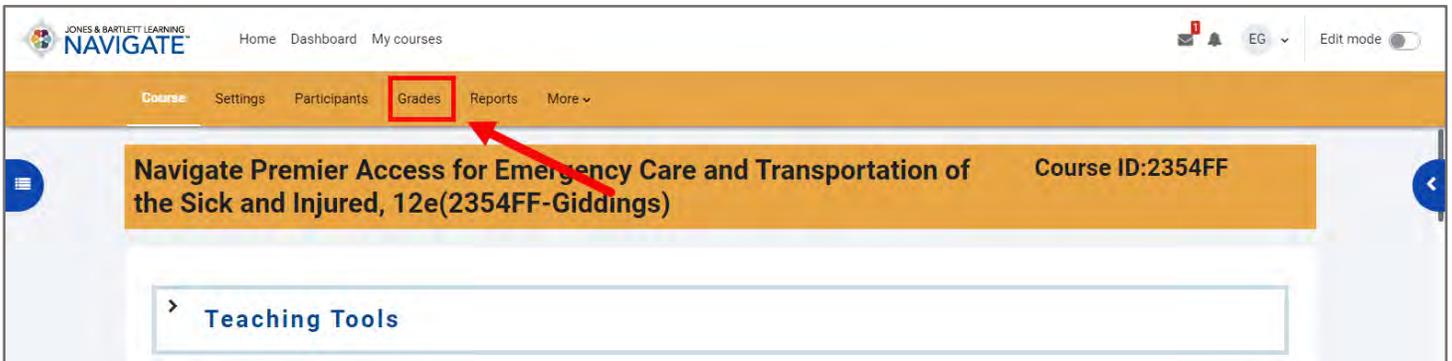
Tests

First name / Last name	Email address	Chapter 1 Test	Chapter 2 Test	Chapter 3 Test	Exam	Tests total
HB Hector Bellerin		60.00	-	-	-	60.00
SC Santi Carzola		-	-	-	-	-
MO Mesut Ozil		-	-	-	-	-

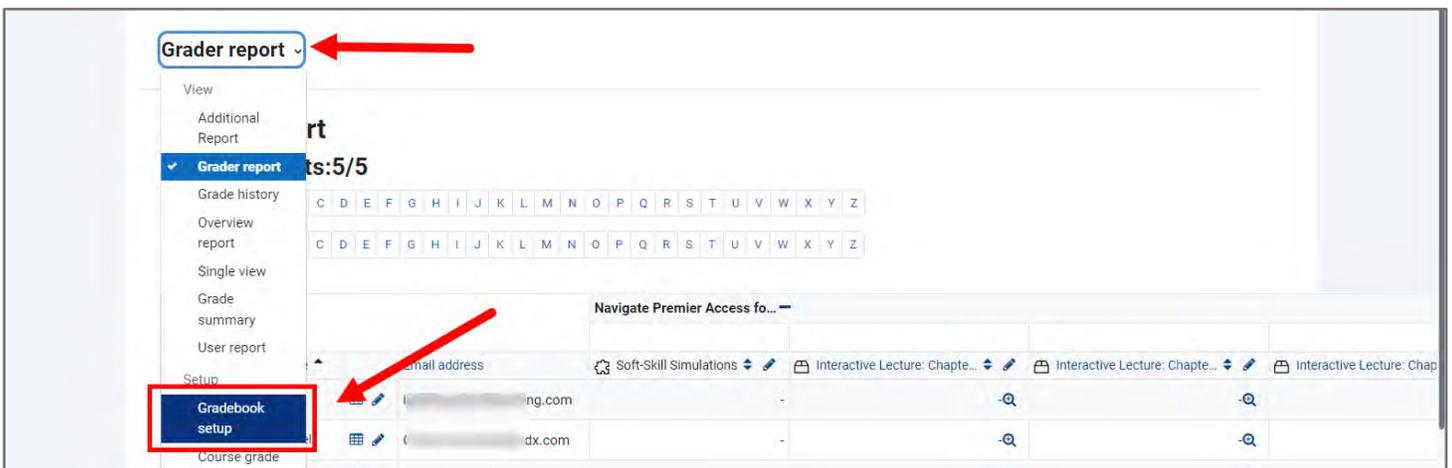
How to Create a Manually Graded Activity

This document contains instructions on how to create manually graded activities and categorize them within the gradebook.

1. On the course page, click the **Grades** button from the navigation bar.



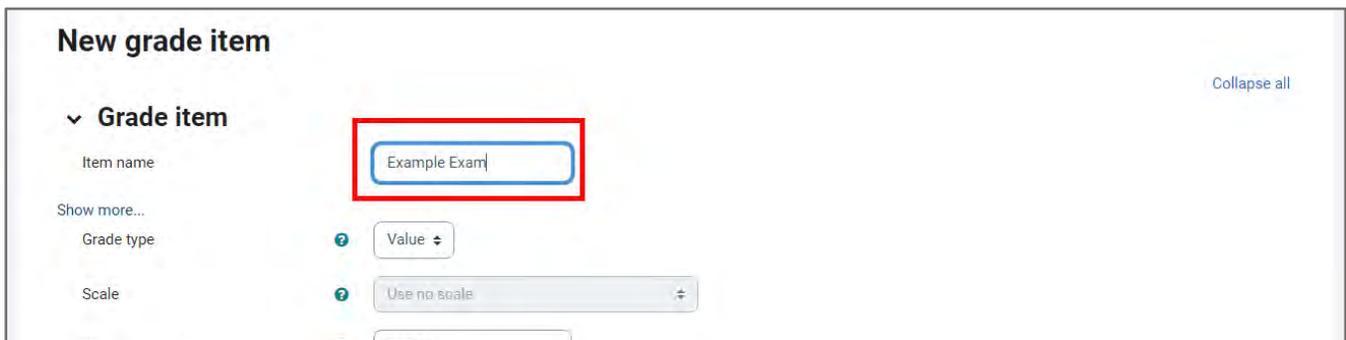
2. When the resulting Grader Report loads, select **Gradebook setup** from the dropdown menu at the top of the report.



3. On the gradebook setup page, click the **Add Grade Item** button. The New grade item page opens, 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.



4. Begin by entering a name for the activity in the **Item name** field.



5. Use the **Grade type** dropdown menu to set your grading preference. Choose **Value** to assign a numerical point value, **Scale** to use a preset grade scale, or **Text** to provide feedback only. Note, if using the Scale type, there are two options available for each of the Fail/Pass and Incomplete/Complete scales. Ensure you select the applicable option with “(New)” in the title for the correct grading behavior i.e., Fail/Pass (New).



6. Next, under the **Parent category** section, use the **Grade category** dropdown menu to assign the item to a specific Category if applicable.

▼ **Parent category**

Item weight ? 0.0000

Grade category

- Navigate Premier Access for Emergency Care and Transportation of the Sick and Injured, 12e(2354FF-Giddings)
- Tests
- Quizzes
- Interactive Lectures
- Interactive Lectures

7. If you place the activity in a category using a weighted aggregation method, you may assign a weight using the **Item weight** field which is calculated relative to other activities' weights within the same category.

▼ **Parent category**

Item weight ? 0.0000

Grade category

Quizzes

8. When finished, click the **Save changes** button on this page.

▼ **Parent category**

Item weight ? 0.0000

Grade category

Quizzes

Save changes Cancel

9. The manually graded activity is now listed as a grade column within your **Grader Report**, and you may turn editing on to manually enter individual scores as needed.

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Home Dashboard My courses

Course Settings Participants Grades Reports More

Grader report
All participants:5/5

First name: AB 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
Last name: AB 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

Navigate Premier Access fo...

First name / Last name	Email address	Example Exam	Soft-Skill Simulations	Interactive Lecture: Chapte...	Interactive Lecture: Chapte...
MA Mikael Arteta	ning.com				
MG Madshyn Gambrel	cdx.com				

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10. When done, scroll as needed to the bottom of the Grader Report page and click **Save changes** to apply your manually entered scores. Course edit mode may be toggled off when you're finished.

Grader report
All participants: 3/3

First name: All A B C D E S T U V W X Y Z
Last name: All A B C D E S T U V W X Y Z

Enter scores manually before clicking "Save changes" below.

First name / Last name	Email address	Controls	Example Exam	eBook Quiz: Chapter 1
HB Hector Bellerin	hbellerin@ascendlearning.com		70	
SC Santi Carzola	scarzola@ascendlearning.com		80	
MO Mesut Ozil	mozil@ascendlearning.com		100	

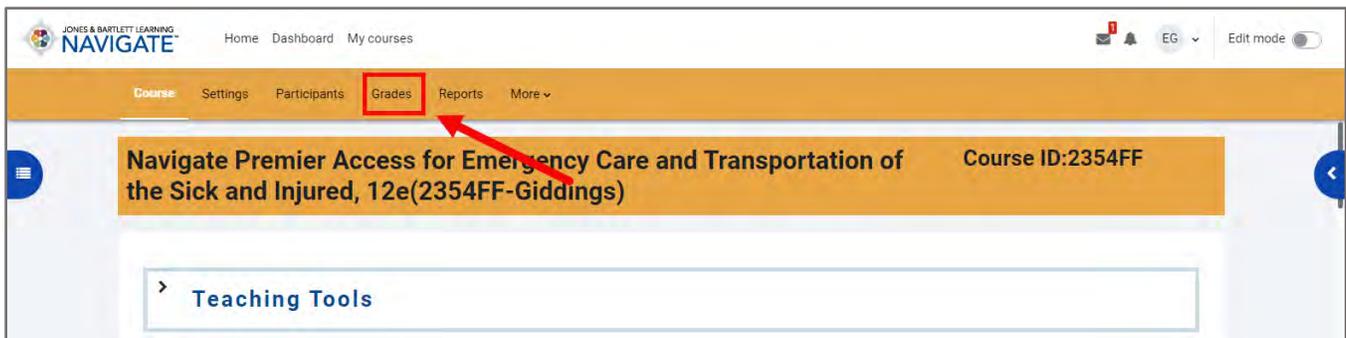
Overall average

Save changes

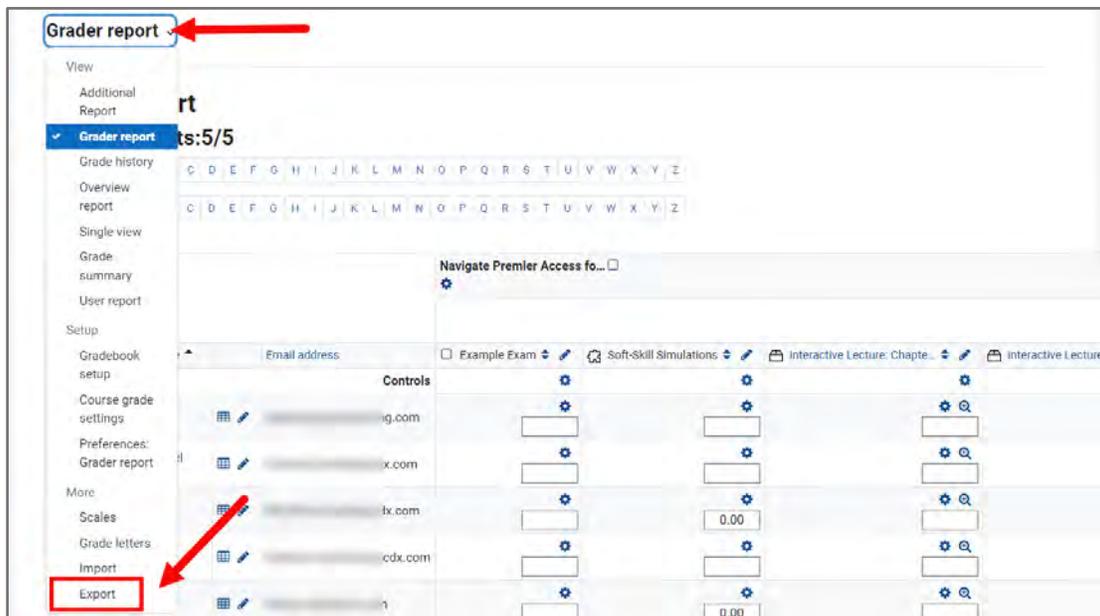
How to Export the Gradebook

This document contains instructions on how to export your gradebook from Navigate. You can export a gradebook in a variety of file formats, including plain text, OpenDocument spreadsheet, XML, or Excel spreadsheet. This allows you to store the course grades on a local computer, perform further manual analysis, or print it for your records.

1. Upon logging in, navigate to the gradebook by clicking the **Grades** button in the **Navigation Bar**.



2. Once your **Grader report** loads, choose Export from the dropdown in the top left corner.

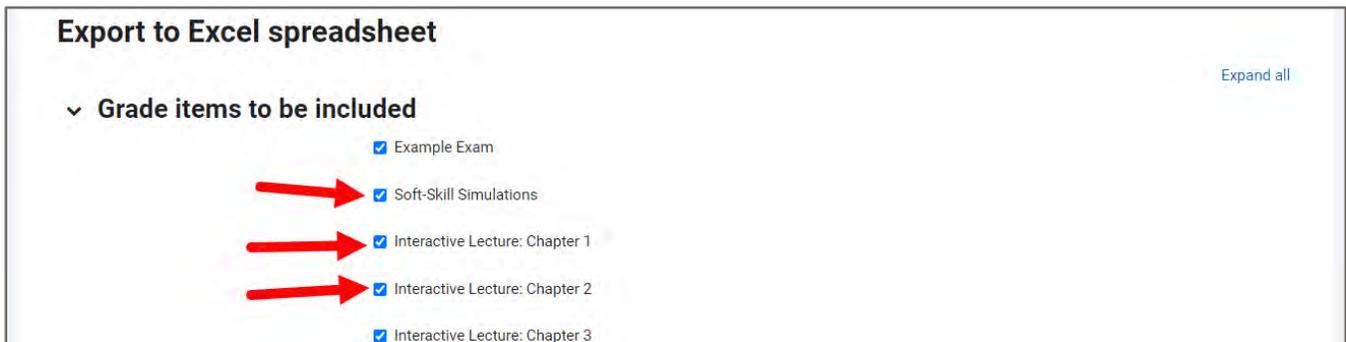


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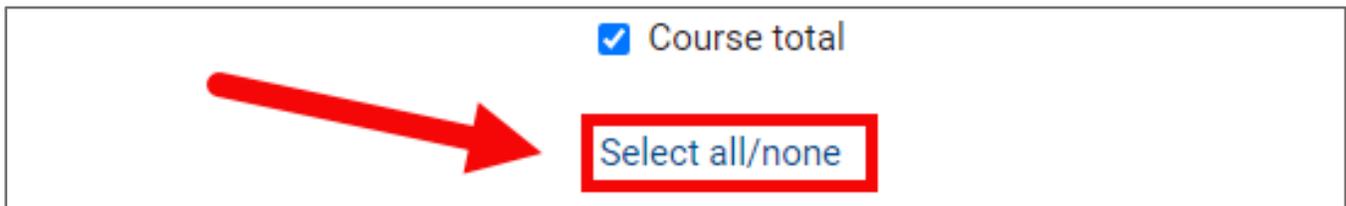
3. The Export page displays options for specifying the export file format. Click the drop down and select your desired format (for example, Excel spreadsheet).



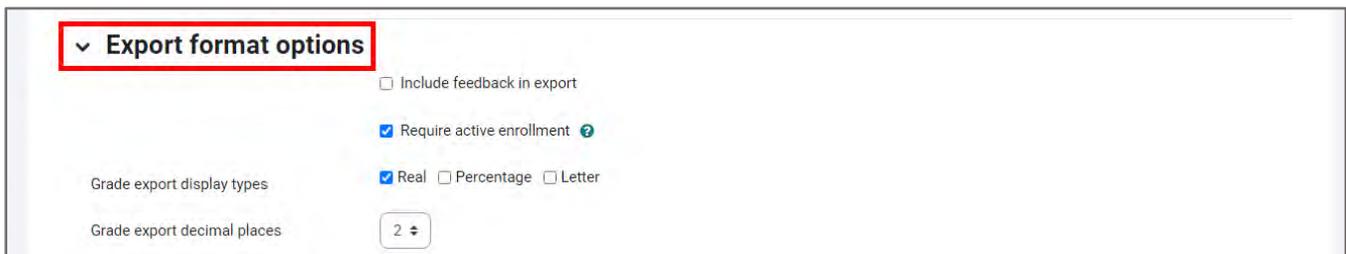
4. Once your format is selected, you can select the grade items you wish to include by checking or unchecking each grade item in the list under Grade items to be included.



5. 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.



6. Click the **Export format options** heading to expand and review additional formatting options for the exported report.



7. 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

Require active enrollment ⓘ

Real Percentage Letter

Grade export display types

Grade export decimal places 2

8. 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.

Grade export decimal places 2

Download

9. When finished, click the **Course** button in the **Navigation bar** to return to your course.

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Home Dashboard My courses

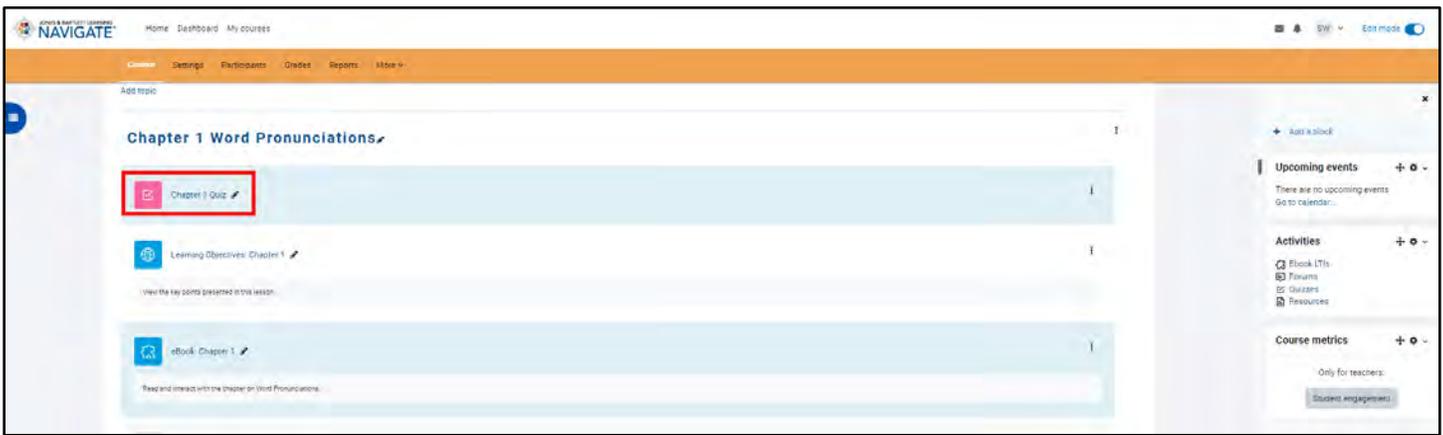
Course Settings Participants **Grades** Reports More ▼

Navigate Premier Access for Emergency Care
the Sick and Injured, 12e(2354FF-Giddings):

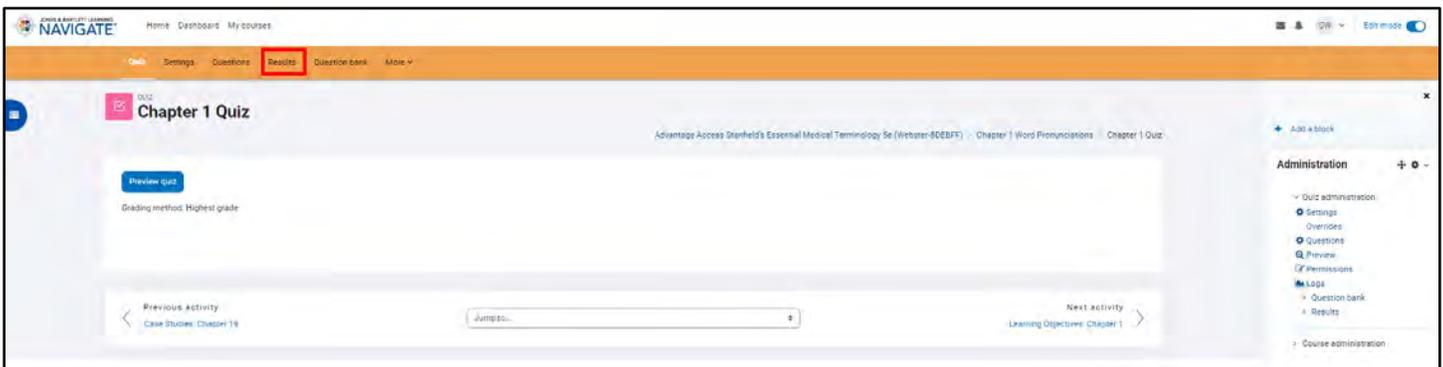
How to Review Test Item Analysis of Students' Quiz Results

This document contains instructions on how to view a statistical analysis of your students' assessment results online.

1. Begin by navigating to and clicking on the quiz for which you would like to review.

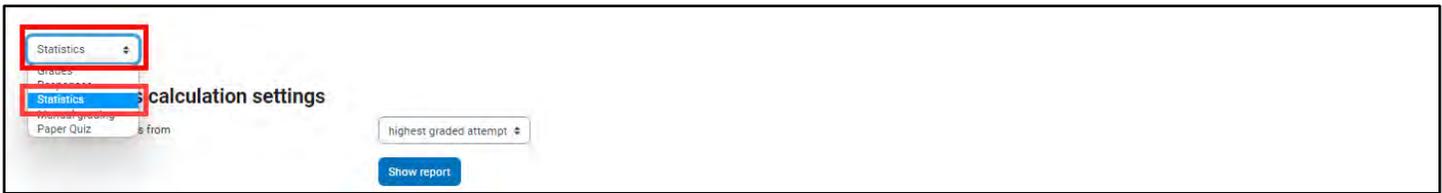


2. From the Quiz page, click **Results** from the menu at the top of the screen.

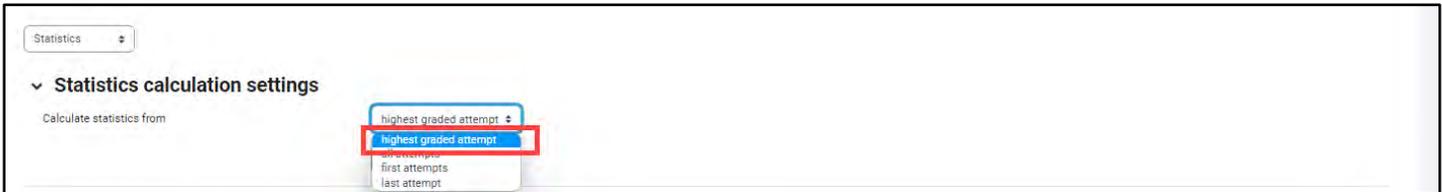


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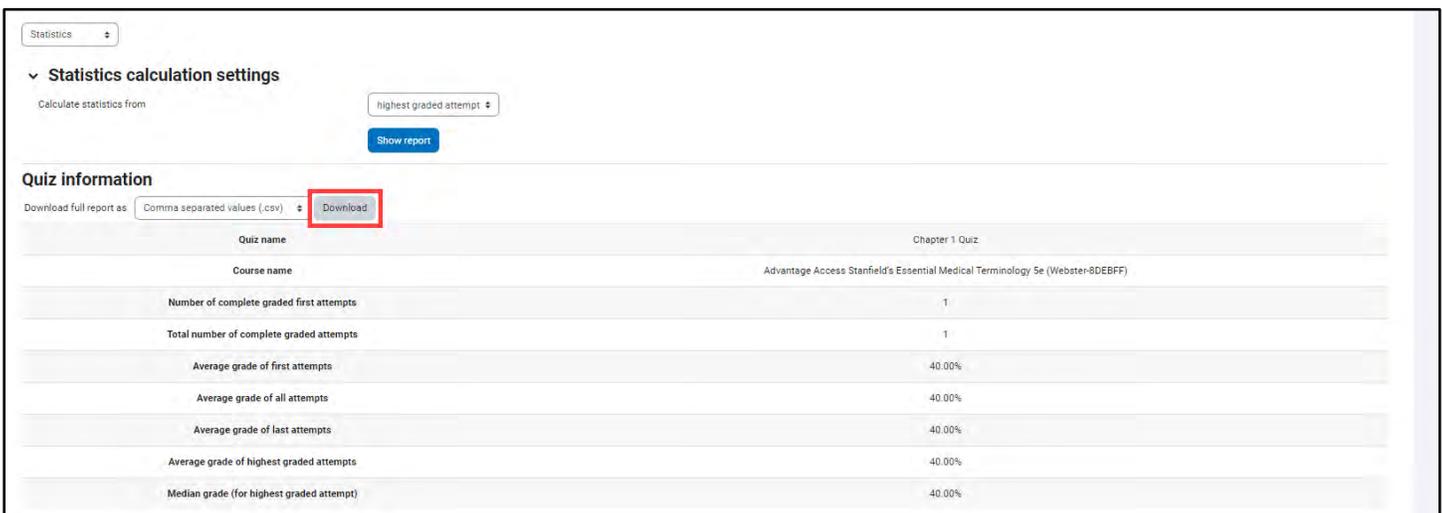
3. From the dropdown list, click Statistics.



4. The **Statistics calculation settings** allow you to specify which quiz attempts to include in your analysis.



5. The **Quiz information** section below reveals a summary of all scores achieved by the collective class so far. These statistics include such information as total number of graded first attempts, average grades, and student averages across the attempts. Click **Download** to download full report in various formats.



6. 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.
- 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	Random guess score	Intended weight	Effective weight	Discrimination index	Discriminative efficiency
1	True or False? A substance abuse and behavioral disorder counselor would be classified as a mental health professional.	1	50.00%	2.86%			
2	True or False? All medical terminology terms have only one word root.	1	50.00%	2.86%			
3	True or False? Heimlich maneuver is an abdominal thrust to clear an airway obstructed by a foreign object.	1	50.00%	2.86%			
4	True or False? Hypodermic and subcutaneous are homonyms.	1	50.00%	2.86%			
5	True or False? Pronunciation of each medical term is governed by which facility employs you.	1	50.00%	2.86%			
6	True or False? When pronouncing a medical term, a syllable that ends with a consonant the unmarked vowel is short.	1	50.00%	2.86%			
7	True or False? You can increase your chances of success in a healthcare career by learning medical terminology.	1	50.00%	2.86%			
8	_____ are proper names given to a body part, disease, or instrument.	1	25.00%	2.86%			

7. If you included randomly selected questions in the quiz, a placeholder for the randomly selected question is labeled as **Random question**. To view the details of those random questions, click **View details**.

Quiz structure analysis

Download table data as Comma separated values (.csv) Download

Q#	Question name	Attempts	Random guess score	Intended weight	Effective weight	Discrimination index	Discriminative efficiency
1	Random question	1		20.00%			
2	Random question	1		20.00%			
3	Random question	1		20.00%			
4	Random question	1		20.00%			
5	Random question	1		20.00%			
Range of statistics for these questions		1 - 1	25.00% - 25.00%	20.00% - 20.00%			
	View details						

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.

Structural analysis for question number 5

Download table data as Comma separated values (.csv) Download

Q#	Question name	Attempts	Random guess score	Intended weight	Effective weight	Discrimination index	Discriminative efficiency
5	Random question	1		20.00%			
5.1	Medical terminology is influenced most by _____ languages	1	25.00%	20.00%			
5.2	_____ are proper names given to a body part, disease, or instrument.	1	25.00%	20.00%			
5.3	Homonyms are words that could:	1	25.00%	20.00%			
5.4	Synonyms are words that have:	1	25.00%	20.00%			
5.5	In the following phonetic respelled term, what would be the primary accented syllable for pericardial?	1	25.00%	20.00%			

[Back to main statistics report page.](#)

9. The quiz in this example included one randomly selected question from the Chapter 5 – Quiz category. You can see from the report that two of the 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%	

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	Random guess score	Intended weight	Effective weight	Discrimination index	Discriminative efficiency
1	True or False? A substance abuse and behavioral disorder counselor would be classified as a mental health professional.	1	50.00%	2.86%			
2	True or False? All medical terminology terms have only one word root.	1	50.00%	2.86%			
3	True or False? H... foreign object.	1	50.00%	2.86%			

Click to view performance data for this question.

Question information

Quiz: Chapter 1 Quiz

Question name: True or False? A substance abuse and behavioral disorder counselor would be classified as a mental health professional.

Question type: True/False

Position(s): 1

True or False? A substance abuse and behavioral disorder counselor would be classified as a mental health professional.

Question statistics

Attempts	1
Random guess score	50.00%
Intended weight	2.86%
Effective weight	
Discrimination index	
Discriminative efficiency	

This page will display question information and statistics.

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11. 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.

- 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.
- 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
False	0.00%	0	0.00%
True	100.00%	1	100.00%
[No response]	0.00%	0	0.00%

[Back to main statistics report page.](#)

12. 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
False	0.00%	0	0.00%
True	100.00%	1	100.00%
[No response]	0.00%	0	0.00%

[Back to main statistics report page.](#)

13. 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.

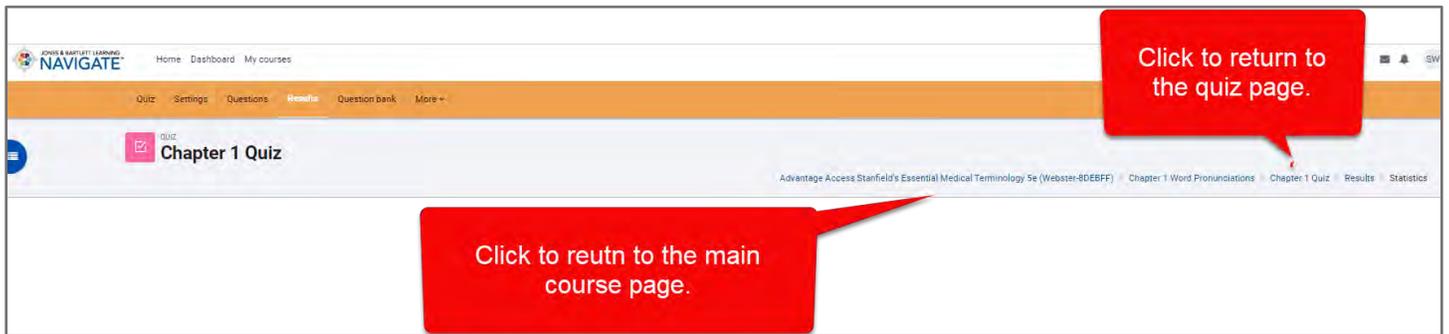


14. Click the **Show chart data** link below the graph to reveal the same statistics shown in the graph in a numerical format below.



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15. When finished, use the **Navigation path** at the top of the page to retrace your steps back to the quiz page or to return to the main course page.

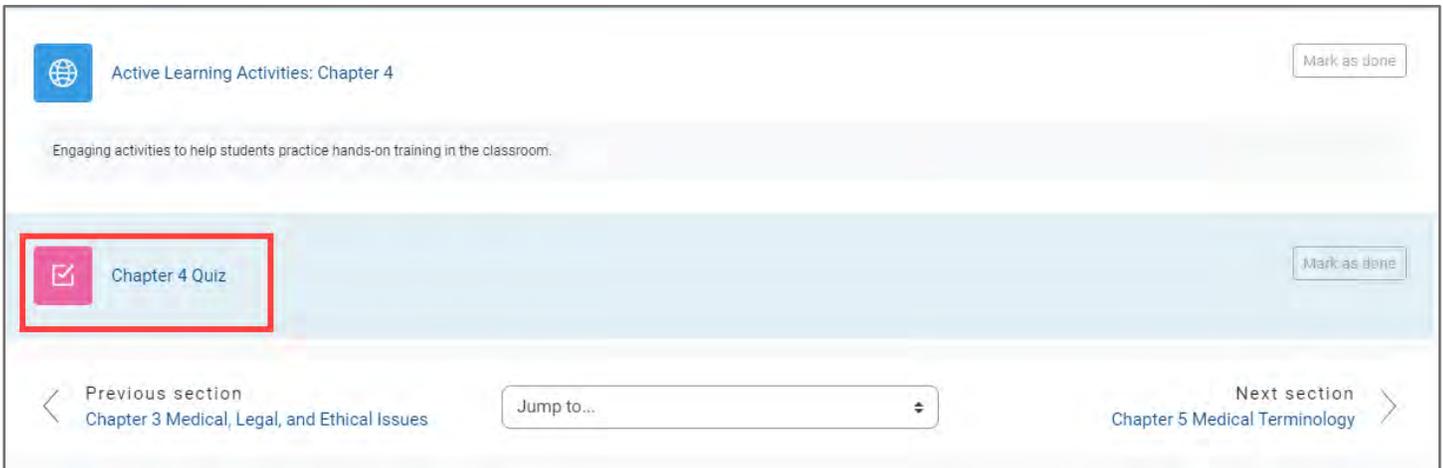


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How to Interpret Navigate's Test Item Analysis Results

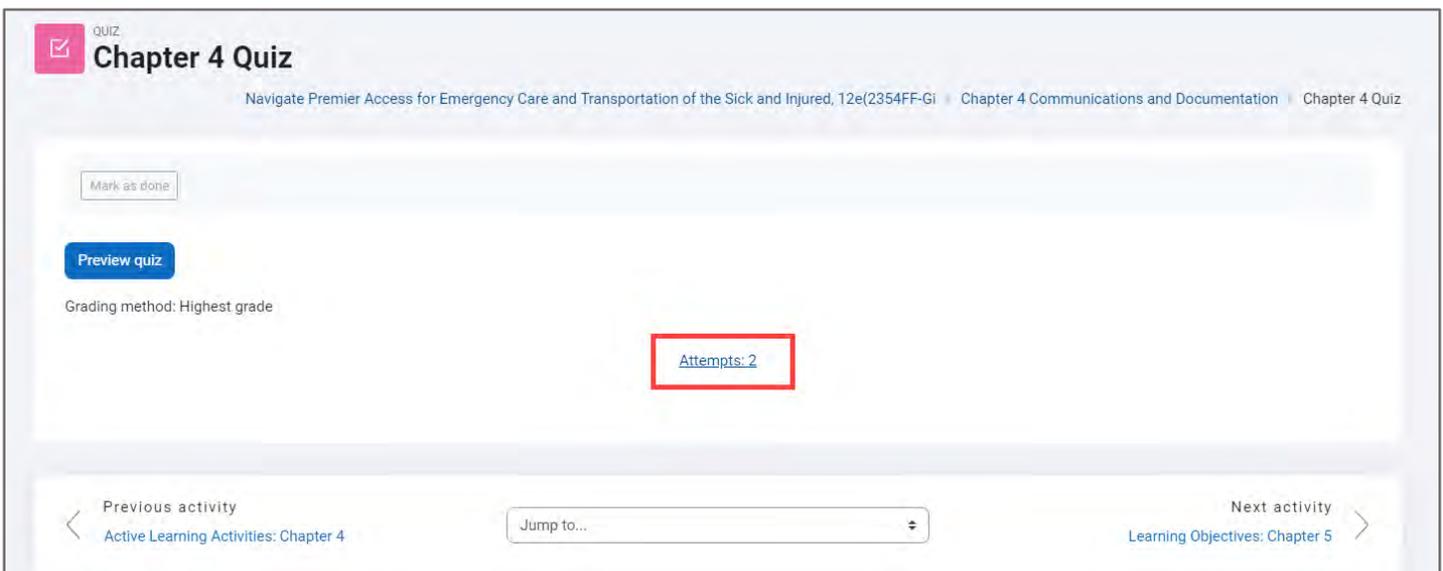
This document contains an overview of the statistical data provided in your course's test item analysis page.

1. Start by clicking on the **Quiz** for which you want to review test item analysis.



The screenshot shows the 'Active Learning Activities: Chapter 4' page. At the top, there is a globe icon and the text 'Active Learning Activities: Chapter 4' with a 'Mark as done' button. Below this is a description: 'Engaging activities to help students practice hands-on training in the classroom.' A list of activities follows, with 'Chapter 4 Quiz' highlighted by a red box. At the bottom, there are navigation links: 'Previous section Chapter 3 Medical, Legal, and Ethical Issues', a 'Jump to...' dropdown menu, and 'Next section Chapter 5 Medical Terminology'.

2. On the next screen, click on **Attempts**.



The screenshot shows the 'Chapter 4 Quiz' page. At the top, there is a 'QUIZ' icon and the text 'Chapter 4 Quiz'. Below this is a breadcrumb trail: 'Navigate Premier Access for Emergency Care and Transportation of the Sick and Injured, 12e(2354FF-GI) > Chapter 4 Communications and Documentation > Chapter 4 Quiz'. There is a 'Mark as done' button and a 'Preview quiz' button. Below the 'Preview quiz' button is the text 'Grading method: Highest grade'. A link for 'Attempts: 2' is highlighted with a red box. At the bottom, there are navigation links: 'Previous activity Active Learning Activities: Chapter 4', a 'Jump to...' dropdown menu, and 'Next activity Learning Objectives: Chapter 5'.

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3. In the dropdown menu on the top left of the quiz page, choose the **Statistics** option.

The screenshot shows the 'Chapter 4 Quiz' interface. At the top left, there is a dropdown menu with the following options: Grades, Responses, **Statistics** (highlighted in blue), Manual grading, and Paper Quiz. A red arrow points to the 'Statistics' option. Below the dropdown, the text 'Attempts: 2' is visible. The page also includes a 'Collapse all' link on the right side. The main content area contains filters for 'Attempts from' (enrolled users who have attempted the quiz), 'Attempts that are' (In progress, Overdue, Finished, Never submitted), and 'Show only attempts' (that have been regraded / are marked as needing regrading). Under the 'Display options' section, 'Page size' is set to 30 and 'Points for each question' is set to Yes. A 'Show report' button is located at the bottom of the options section.

4. Scroll down to the **Quiz structure analysis** section. This section displays various statistics which may be used to evaluate students' collective performance.

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	A _____ receives messages and signals on one frequency and then automatically retransmits them on a second frequency.	2	50.00%	70.71%	25.00%	20.00%		-100.00%	-100.00%
2	A patient's refusal of EMS treatment and/or transport must be:	2	50.00%	70.71%	25.00%	20.00%		-100.00%	-100.00%
3	All information recorded on the PCR must be:	2	50.00%	70.71%	25.00%	20.00%		-100.00%	-100.00%
4	Any radio hardware containing a transmitter and a receiver that is located in a fixed location is called a:	2	100.00%	0.00%	25.00%	20.00%			
5	As you are wheeling your patient through the emergency department doors, you receive another call for a major motor vehicle crash. You should:	2	50.00%	70.71%	25.00%	20.00%		-100.00%	-100.00%

5. The **Facility index** is the most straightforward of the statistics. This column reflects the percentage of students who submitted the correct answer choice for each question. Using the Facility index, you can quickly spot if a question may have been too difficult or if the class requires remediation on the related subject matter if the index is a lower number (<50%).

Quiz structure analysis

Download table data as

Q#	Question name	Attempts	Facility index	Standard deviation	Random guess score	Intended weight	Effective weight	Discrimination index	Discriminative efficiency
1	A _____ receives messages and signals on one frequency and then automatically retransmits them on a second frequency.	2	50.00%	70.71%	25.00%	20.00%		-100.00%	-100.00%
2	A patient's refusal of EMS treatment and/or transport must be:	2	50.00%	70.71%	25.00%	20.00%		-100.00%	-100.00%
3	All information recorded on the PCR must be:	2	50.00%	70.71%	25.00%	20.00%		-100.00%	-100.00%
4	Any radio hardware containing a transmitter and a receiver that is located in a fixed location is called a:	2	100.00%	0.00%	25.00%	20.00%			

6. **Standard Deviation (SD)** is a common calculation used to measure the variation of scores for a given question. A low SD indicates that there is less variation between the students' scores, thus putting most scores closer to the average. A higher SD tells you that student scores are wider spread, meaning that a greater number of students are receiving either lower or higher scores than the average performer.

Quiz structure analysis

Download table data as

Q#	Question name	Attempts	Facility index	Standard deviation	Random guess score	Intended weight	Effective weight	Discrimination index	Discriminative efficiency
1	A _____ receives messages and signals on one frequency and then automatically retransmits them on a second frequency.	2	50.00%	70.71%	25.00%	20.00%		-100.00%	-100.00%
2	A patient's refusal of EMS treatment and/or transport must be:	2	50.00%	70.71%	25.00%	20.00%		-100.00%	-100.00%
3	All information recorded on the PCR must be:	2	50.00%	70.71%	25.00%	20.00%		-100.00%	-100.00%
4	Any radio hardware containing a transmitter and a receiver that is located in a fixed location is called a:	2	100.00%	0.00%	25.00%	20.00%			

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7. A **Random guess score** only applies to multiple-choice questions and displays the percent chance a student has of submitting the correct answer choice if they were to randomly select an option by guessing.

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	A _____ receives messages and signals on one frequency and then automatically retransmits them on a second frequency.	2	50.00%	70.71%	25.00%	20.00%		-100.00%	-100.00%
2	A patient's refusal of EMS treatment and/or transport must be:	2	50.00%	70.71%	25.00%	20.00%		-100.00%	-100.00%
3	All information recorded on the PCR must be:	2	50.00%	70.71%	25.00%	20.00%		-100.00%	-100.00%
4	Any radio hardware containing a transmitter and a receiver that is located in a fixed location is called a:	2	100.00%	0.00%	25.00%	20.00%			

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8. Both the **Intended** and **Effective weight** columns' data are only meaningful if you have chosen to assign certain questions a higher value relative to others in the quiz. The **Intended weight** column displays the question's weight as a percentage of the total test score, and the **Effective weight** column shows an estimation of the actual weight the question had in contributing to the overall variation in scores.
- If the effective weight is greater than the intended weight, this means that question had a larger impact in the spread of scores than may have been intended.
 - If the effective weight is less than the intended, this tells you the intended weight did not have much impact in the variation of scores.

Quiz structure analysis

Download table data as

Q#	Question name	Attempts	Facility index	Standard deviation	Random guess score	Intended weight	Effective weight	Discrimination index	Discriminative efficiency
1	A _____ receives messages and signals on one frequency and then automatically retransmits them on a second frequency.	2	50.00%	70.71%	25.00%	20.00%		-100.00%	-100.00%
2	A patient's refusal of EMS treatment and/or transport must be:	2	50.00%	70.71%	25.00%	20.00%		-100.00%	-100.00%
3	All information recorded on the PCR must be:	2	50.00%	70.71%	25.00%	20.00%		-100.00%	-100.00%
4	Any radio hardware containing a transmitter and a receiver that is located in a fixed location is called a:	2	100.00%	0.00%	25.00%	20.00%			

9. Questions highlighted in red indicate the question has a low **Discrimination index**. This is the correlation between the achieved score for the question and the scores reported for the whole quiz. In other words, it measures the variation between how stronger performing students scored on the question versus the weaker performers.
- If the Discrimination index is a positive and higher number, this tells you that the question is valid as best performing students were more likely to answer the question correctly.
 - If the Discrimination index is a very low and/or negative number and the question is highlighted, this indicates that there could be an issue with how the question was written, as your higher performing students may have answered it incorrectly, whereas weaker performers got it right.

Quiz structure analysis

Download table data as

Q#	Question name	Attempts	Facility index	Standard deviation	Random guess score	Intended weight	Effective weight	Discrimination index	Discriminative efficiency
1	A _____ receives messages and signals on one frequency and then automatically retransmits them on a second frequency.	2	50.00%	70.71%	25.00%	20.00%		-100.00%	-100.00%
2	A patient's refusal of EMS treatment and/or transport must be:	2	50.00%	70.71%	25.00%	20.00%		-100.00%	-100.00%
3	All information recorded on the PCR must be:	2	50.00%	70.71%	25.00%	20.00%		-100.00%	-100.00%
4	Any radio hardware containing a transmitter and a receiver that is located in a fixed location is called a:	2	100.00%	0.00%	25.00%	20.00%			

10. **Discriminative efficiency**, a variation on the Discrimination index, estimates how effective the discrimination index is relative to the difficulty of the question. Thus, a higher discriminative efficiency score indicates that the question is a reliable indicator of your stronger students' performance versus the weaker students' performance.

Quiz structure analysis

Download table data as

Q#	Question name	Attempts	Facility index	Standard deviation	Random guess score	Intended weight	Effective weight	Discrimination index	Discriminative efficiency
1	A _____ receives messages and signals on one frequency and then automatically retransmits them on a second frequency.	2	50.00%	70.71%	25.00%	20.00%		-100.00%	-100.00%
2	A patient's refusal of EMS treatment and/or transport must be:	2	50.00%	70.71%	25.00%	20.00%		-100.00%	-100.00%
3	All information recorded on the PCR must be:	2	50.00%	70.71%	25.00%	20.00%		-100.00%	-100.00%
4	Any radio hardware containing a transmitter and a receiver that is located in a fixed location is called a:	2	100.00%	0.00%	25.00%	20.00%			

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7

Reporting and 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.



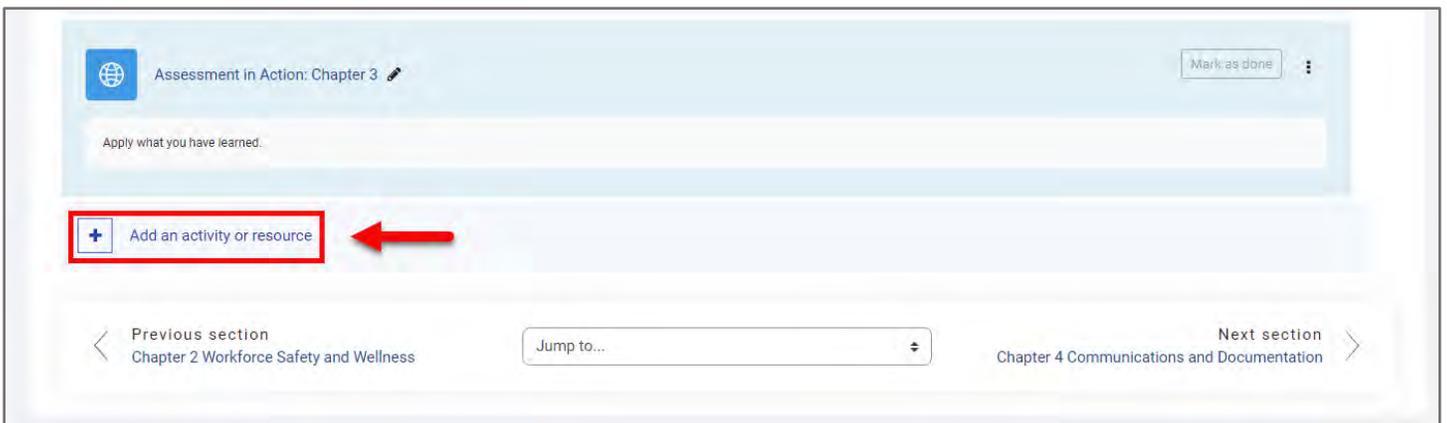
How to Set Up Online Attendance Tracking

This document contains detailed instructions on how to set up online attendance tracking for students. It will also cover how to set attendance recurrence, make attendance a graded activity, and enable student self-recording of attendance.

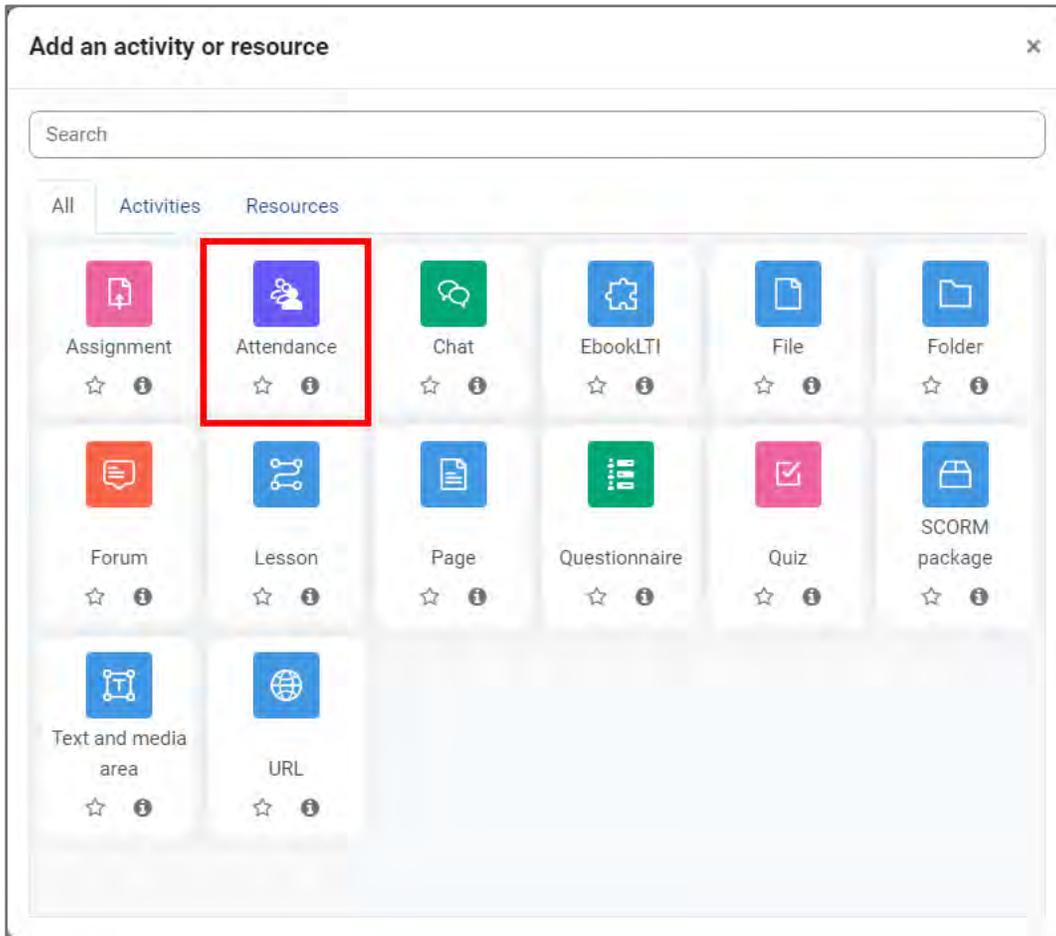
1. Navigate to the course section in which you wish to house your **Attendance** activity and turn the course **Edit Mode** ON by toggling the button at the top of the page.



2. Scroll as needed to the end of the desired topic and click **Add an activity or resource**.



3. From the resulting window, click **Attendance**.



- The Attendance settings page will open, where you may choose the general rules for governing student tracking within the tool.

Adding a new Attendance to Chapter 3 Medical, Legal, and Ethical Issues

Expand all

General

Name: Attendance

Description:

Display description on course page

> **Grade**

> **Common module settings**

> **Restrict access**

> **Activity completion**

- 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

Grade

Type: Point

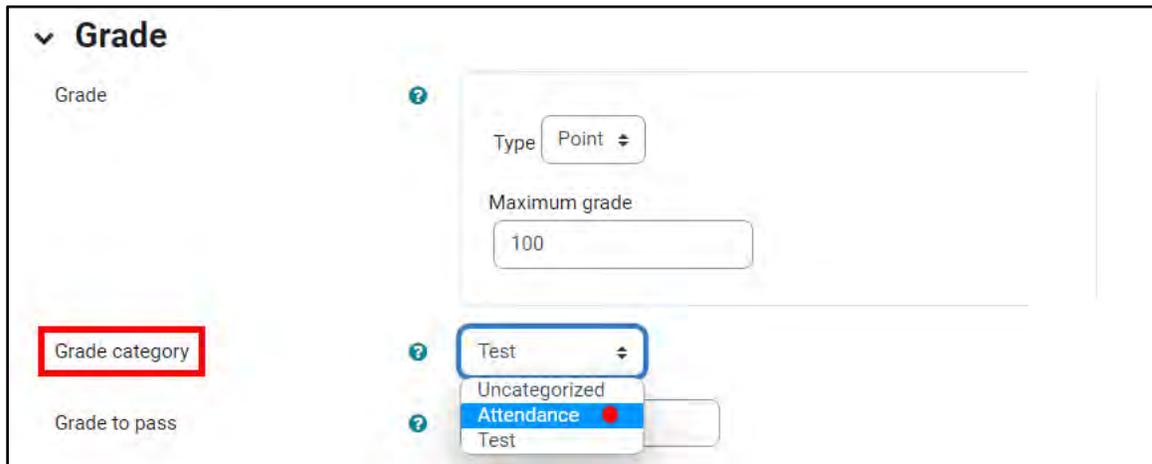
Maximum grade: 100

Grade category: Uncategorized

Grade to pass:

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

Type Point

Maximum grade 100

Grade category

Grade to pass

Test

Uncategorized

Attendance

Test

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** menu to choose whether you would like to make the Attendance activity visible to or hidden from students in the course.



Common module settings

Availability

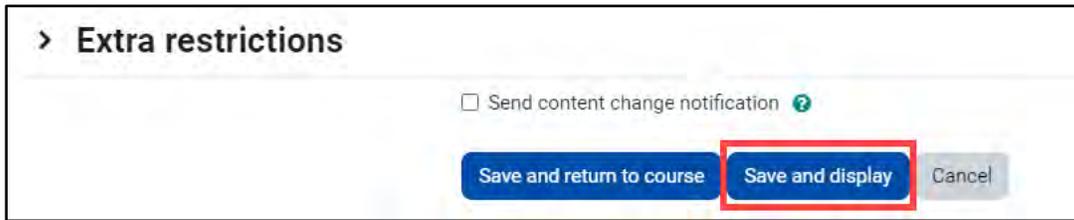
ID number

Show on course page

Show on course page

Hide from students

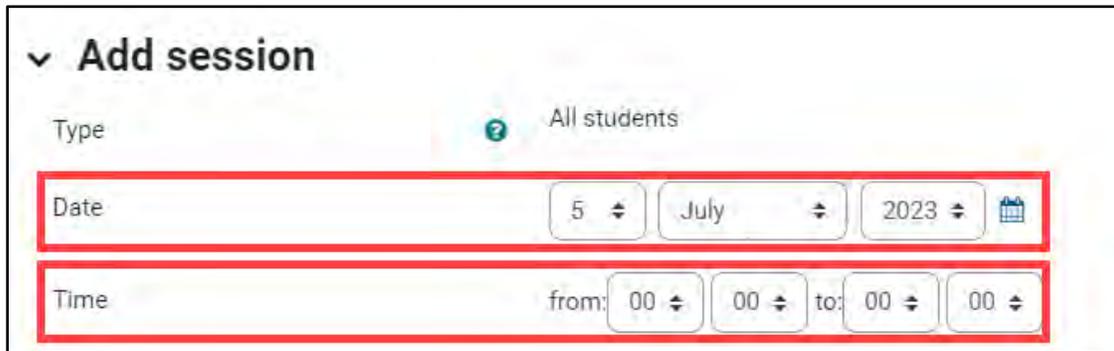
9. When satisfied with your selections, scroll down and click the **Save and display** button.



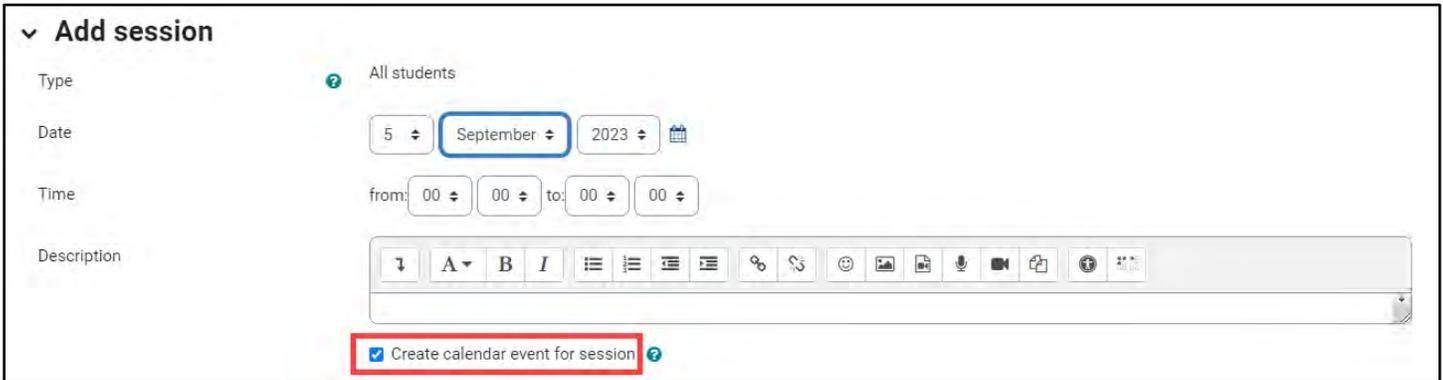
10. The next step will be to create the sessions for which you wish to record student attendance. Click the **Add session** button at the top of the page.



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.

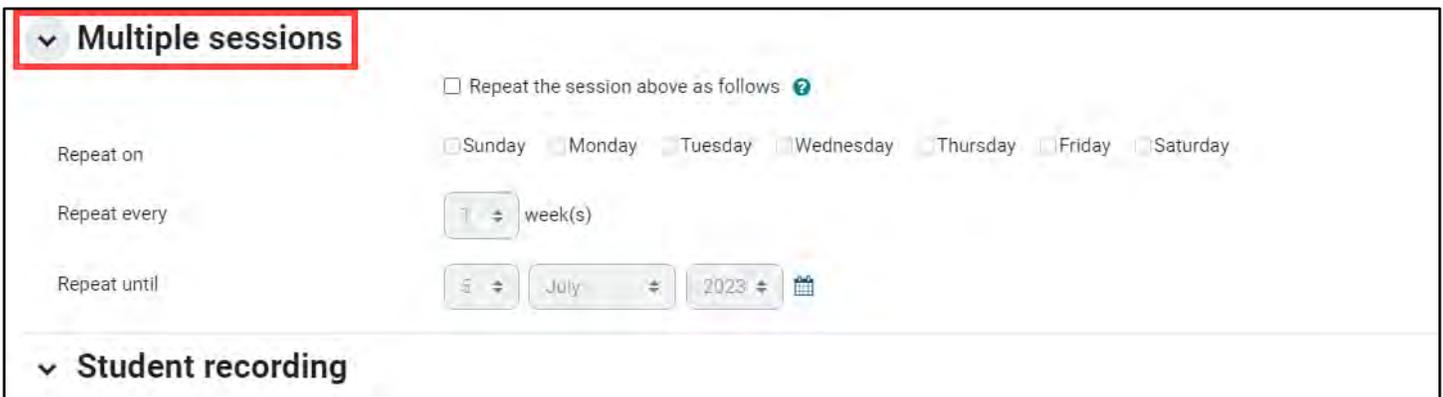


12. You may then choose whether to automatically populate your students' calendars with the session(s) by toggling on or off the **Create calendar event for session**.



The screenshot shows the 'Add session' form. The 'Type' field is set to 'All students'. The 'Date' field is set to '5 September 2023'. The 'Time' field is set to 'from: 00:00 to: 00:00'. The 'Description' field is empty. At the bottom of the form, the checkbox 'Create calendar event for session' is checked and highlighted with a red box.

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. The section header 'Multiple sessions' is highlighted with a red box. Below the header, there is a checkbox 'Repeat the session above as follows' which is unchecked. Below this, there are radio buttons for 'Repeat on' with options for 'Sunday', 'Monday', 'Tuesday', 'Wednesday', 'Thursday', 'Friday', and 'Saturday'. Below that, there is a 'Repeat every' field set to '1 week(s)'. Below that, there is a 'Repeat until' field set to 'July 2023'. Below the 'Multiple sessions' section is the 'Student recording' section.

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 Sunday Monday Tuesday Wednesday Thursday Friday Saturday

Repeat every 1 week(s)

Repeat until 5 September 2023

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 Sunday Monday Tuesday Wednesday Thursday Friday Saturday

Repeat every 2 week(s)

Repeat until 5 November 2023

Student recording

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 Sunday Monday Tuesday Wednesday Thursday Friday Saturday

Repeat every week(s)

Repeat until

Student recording

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.

Student recording

Allow students to record own attendance ?

Allow students to update own attendance ?

Open session early for marking ? minutes

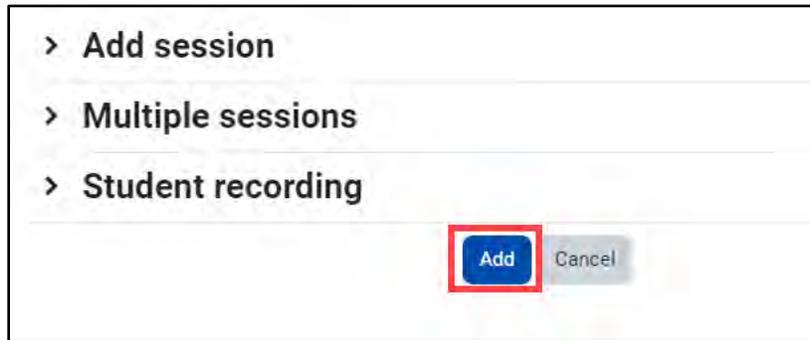
Student password ? Random password Include QR code

Rotate QR code

Automatically select highest status available ?

- **Allow students to update own attendance** allows students to change their own attendance status for the 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 or QR code by checking the appropriate box on the right of the password box.
- You can also check **Automatically select highest status available** if you wish for students to receive the highest grade possible for attendance.

18. Once you are satisfied with your settings, click **Add**.



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19. You will now see a list of all the individual class sessions generated. Click on the pointer for the desired date to mark student attendance status.

ATTENDANCE

Attendance

Premier Access for Emergency Care and Transportation of the Sick and Injured, Twelfth Edition_1 > Chapter 3 Medical, Legal, and Ethical Issues > Attendance > Attendance

Mark as done

Add session

All [All past](#) [Months](#) [Weeks](#) [Days](#)

<input type="checkbox"/>	Date	Time	Type	Description	Actions
<input type="checkbox"/>	09/5/23 (Tue)	12AM	All students	Regular class session	  
<input type="checkbox"/>	09/6/23 (Wed)	12AM	All students	Regular class session	  
<input type="checkbox"/>	09/7/23 (Thu)	12AM	All students	Regular class session	  
<input type="checkbox"/>	09/18/23 (Mon)	12AM	All students	Regular class session	  
<input type="checkbox"/>	09/19/23 (Tue)	12AM	All students	Regular class session	  
<input type="checkbox"/>	09/20/23 (Wed)	12AM	All students	Regular class session	  
<input type="checkbox"/>	09/21/23 (Thu)	12AM	All students	Regular class session	  

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20. For each student, select the radio button for Present, Late, Excused, or Absent for the class session. When done, click **Save and show next page**.

ATTENDANCE

Attendance

Premier Access for Emergency Care and Transportation of the Sick and Injured, Twelfth Edition_1 | Chapter 3 Medical, Legal, and Ethical Issues | Attendance | Attendance

Mark as done

Upload attendance by CSV

September 5, 2023 12AM

Regular class session

Page 1 of 1

View mode
Sorted list 25

First name / Last name	Email address	P	L	E	A	Remarks
Set status for unselected						
KS Kourtney Students	ktibbetts@psglearning.com	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Save and show next page

Present = 0
Late = 0
Excused = 0
Absent = 0

21. 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.

NAVIGATE

Home | Dashboard | My courses | Site administration

Teacher | SW | Edit mode

Course | Settings | Participants | Grades | Reports | More

Premier Access for Emergency Care and Transportation of the Sick and

Toggle off

How to Record Student Attendance by Class

This document contains instructions on how to record student attendance by class, as well as how to download a comprehensive attendance report.

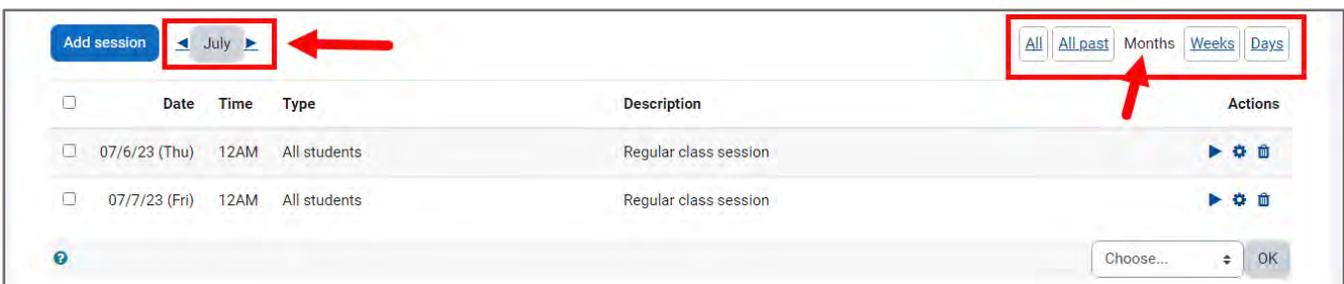
1. Before starting, make sure that you have set up your class sessions within the **Attendance** activity prior to recording student attendance for a class. Navigate to and click on the **Attendance** item within your course.



2. The **Attendance** tool will open to a list of **Sessions**, displaying all the current sessions for which you may track attendance.



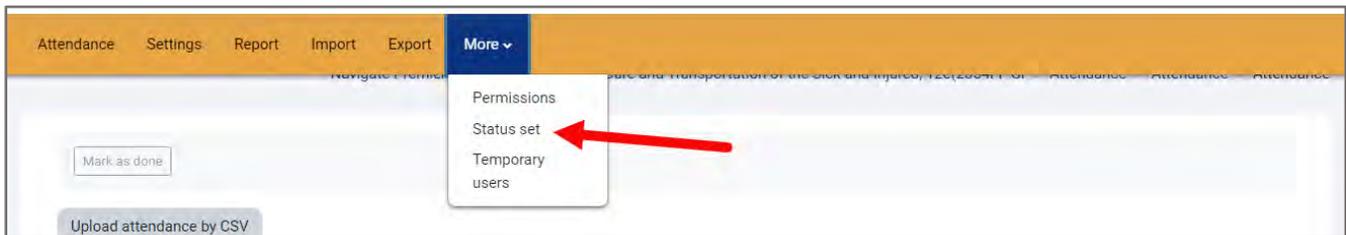
3. Use the timing buttons in the top-right to narrow or broaden the scope of the sessions you would like to view on the current page, and then use the **Choose date** button that appears to jump to the range of time for which you would like to view your available sessions.



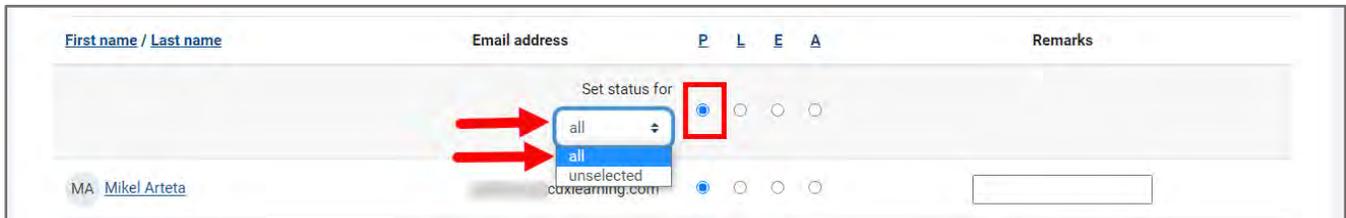
4. Click on the **Take attendance** button  to the right of the targeted session under the **Actions** column.



5. 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.



6. As most students are likely to be **Present** for each class, you can begin by setting **Set status for** dropdown to **All** and selecting **P** for Present. This will automatically set each student's status to recorded as Present. If you chose **unselected**, this would only set those without a prior status selected.



7. Next, scroll as needed to the students who are not Present and adjust their statuses as needed. **L = Late, E = Excused, A = Absent.**

First name / Last name	Email address	P	L	E	A	Remarks
MA Mikel Arteta	ng.com	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
MG Madalyn Gambrel	dx.com	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
OG Onita Gaulke	dx.com	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
CH Carole Hackman	cdx.com	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	

8. When finished, click the **Save and show next page** button at the bottom of the page to save your tracking records for this session.

9. You will be brought back to the list of sessions, 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.

	Date	Time	Type	Description	Actions
<input type="checkbox"/>	07/6/23 (Thu)			Regular class session	<input checked="" type="checkbox"/> ⚙️ 🗑️
<input type="checkbox"/>	07/7/23 (Fri)	12AM	All students	Regular class session	▶️ ⚙️ 🗑️

11. Clicking **Report** in the navigation bar will display a comprehensive Attendance report with filter buttons to conveniently display the specific records you would like to review.

NAVIGATE Home Dashboard My courses

Attendance Settings **Report** Import Export More

ATTENDANCE Attendance

Mark as done

July Page 1 of 1 All All past Months Weeks Days Below 100% Summary

Users Sessions Status set 1 Over taken sessions

<input type="checkbox"/> First name / Last name	Email address	07/6 12AM All students	07/7 12AM All students	P	L	E	A	Sessions	Points	Percentage
<input type="checkbox"/> Mikel Arteta	...arning.com	P (2/2)	?	1	0	0	0	1	2 / 2	100.0%
<input type="checkbox"/> Madalyn Gambrel	...@cdx.com	L (1/2)	?	0	1	0	0	1	1 / 2	50.0%
<input type="checkbox"/> Onita Gaulke	...@cdx.com	E (1/2)	?	0	0	1	0	1	1 / 2	50.0%
<input type="checkbox"/> Carole Hackman	...an@cdx.com	A (0/2)	?	0	0	0	1	1	0 / 2	0.0%
<input type="checkbox"/> Velma Lehn	...com	P (2/2)	?	1	0	0	0	1	2 / 2	100.0%

Summary Present: 2 Present: 0
Late: 1 Late: 0
Excused: 1 Excused: 0
Absent: 1 Absent: 0

Users: 5
Send a message

12. In addition, the **Export** tab may be used to create an exportable digital copy of your Attendance report to print and/or store locally.

NAVIGATE Home Dashboard My courses

Attendance Settings Report Import **Export** More

ATTENDANCE Attendance

Mark as done

13. 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.

The screenshot shows the 'Export' settings interface. The 'Start of period' is set to 24 March 2019, and the 'End of period' is set to 6 July 2023. The 'Format' is set to 'Download in Excel format'. The 'OK' button is highlighted with a red box. Red arrows point to the 'Format' dropdown and the 'OK' button.

Export

Group: All participants

Export specific users: No

Users to export: Mikel Arteta, Madalyn Gambrel, Onita Gaulke, Carole Hackman, Velma Lehn

Identify student by: Student ID, Email address

Select all sessions: Yes

Include not taken sessions: Yes

Include remarks: Yes

Include session description: Yes

Start of period: 24 March 2019

End of period: 6 July 2023

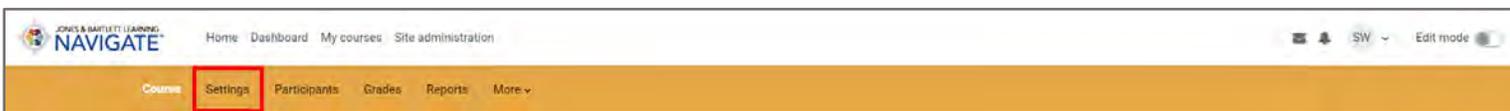
Format: Download in Excel format

OK

How to Set Up Course Activity Completion Tracking

This document provides guidance on enabling activity completion tracking in your course and applying completion requirements to course items. You can require students to manually confirm the completion of an activity and/or you can automatically track their online activity completion based on a set of instructor-defined parameters.

1. Your first step will be to enable course completion tracking. On your course menu, click **Settings**.



2. Scroll down the Settings page and expand the **Completion tracking** section.



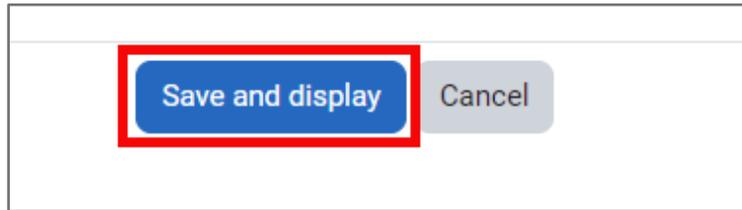
3. Then use the dropdown menu to the right of the **Enable completion tracking** option to select **Yes**.



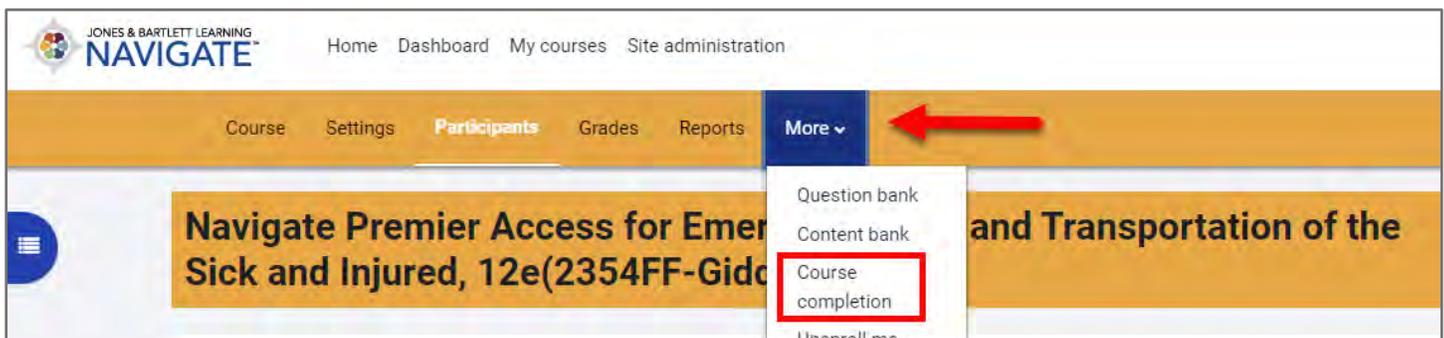
- **Activity completion conditions** are always displayed on an individual activity’s page. This setting determines whether activity completion conditions are also shown to the right of each activity on the course page where they are located.

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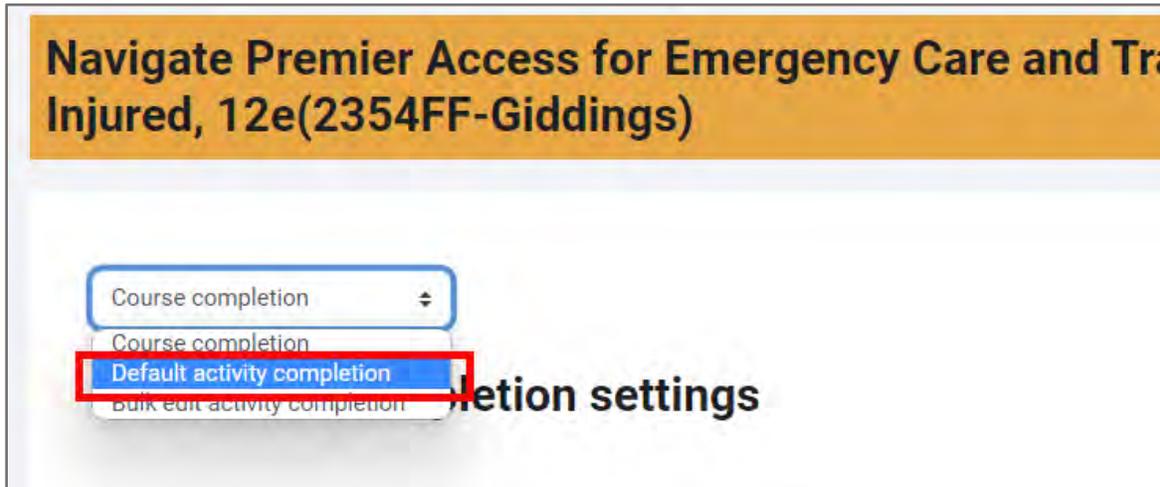
4. Last, click the **Save and display** button at the bottom of the page to apply your changes. Completion tracking has now been enabled, allowing you to apply completion requirements to any individual activity and track your students' progress.



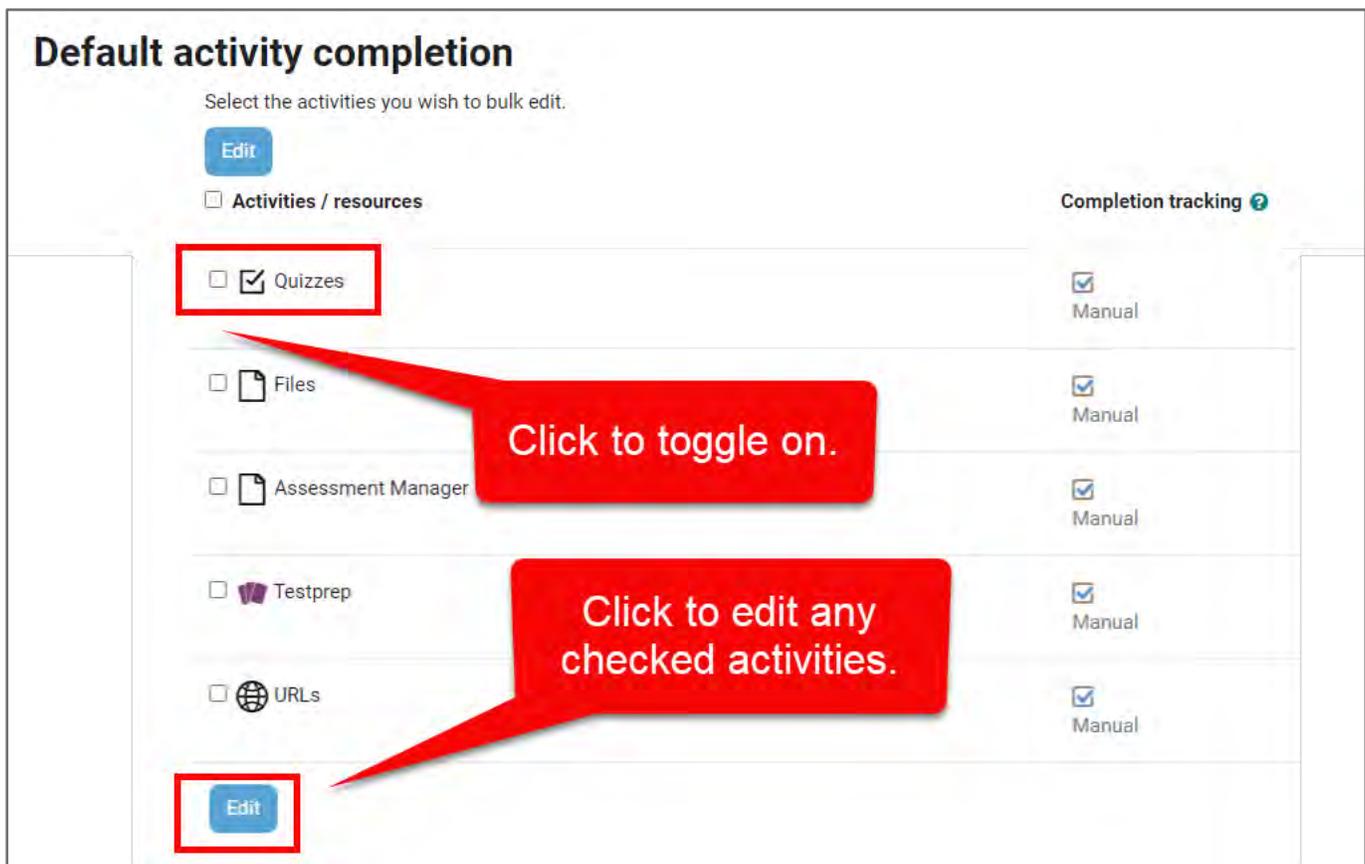
5. Your next step is to apply completion requirements to individual course activities you wish to track. You have two options for applying activity completion conditions. These options include doing so within each individual items' settings or using the Course Completion settings page to apply requirements in bulk.
6. The most efficient option is the Course Completion setting page. To get here, click on the **More** option from the course navigation menu 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 saves 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 quizzes, scroll down and select the checkbox to the left of **Quizzes**, then continue down the page and click **Edit** to apply default completion tracking parameters for any new quiz.



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9. In addition, you may use **Bulk edit activity completion** from the dropdown in the top left to concurrently select multiple targeted course activities for which to bulk-adjust completion tracking requirements.

Bulk edit activity completion ▾

Bulk edit activity completion

Select the activities you wish to bulk edit.

Edit

Activities / resources Completion tracking ?

General

Announcements

Manage eBook Groups

Instructor Guide

Active Learning Activities: Chapter 4

eBook Report

None

Manual

Manual

Manual

Manual

10. Use the list of current course activities below to select those for which you wish to apply the same completion requirements and click the **Edit** button (top or bottom of the list).

Bulk edit activity completion ▾

Bulk edit activity completion

Select the activities you wish to bulk edit.

Edit Click once targeted activities are selected

Activities / resources Completion tracking ?

General

Chapter 2 Test Select targeted activities first

Chapter 3 Test

Manual

Manual

11. Use the **Completion tracking** dropdown to elect whether students should manually acknowledge completion, or if they are to be considered complete automatically when specific conditions are met.

Bulk edit activity completion

Modify the actions you wish to bulk edit

Completion tracking ? **Show activity as complete when conditions are met**

Require view

Require passing grade Require grade *Student must receive a grade to complete this activity* Require passing grade *Student must receive a passing grade to complete this activity*

Or all available attempts completed

Require attempts Minimum number of attempts:

Expect completed on ? Enable

Save changes Cancel

The changes will affect the following 2 activities or resources:

- Chapter 2 Test
- Chapter 3 Test

12. When choosing to require specific conditions, review the options on this page and toggle as needed to apply the desired requirements. Note, tracking options may differ by activity type. When satisfied with your selections, click the **Save changes** button to apply them.

Completion tracking ? Show activity as complete when conditions are met

Require view Student must view this activity to complete it

Require passing grade Require grade *Student must receive a grade to complete this activity* Require passing grade *Student must receive a passing grade to complete this activity*

Or all available attempts completed

Require attempts Minimum number of attempts:

Expect completed on ? Enable

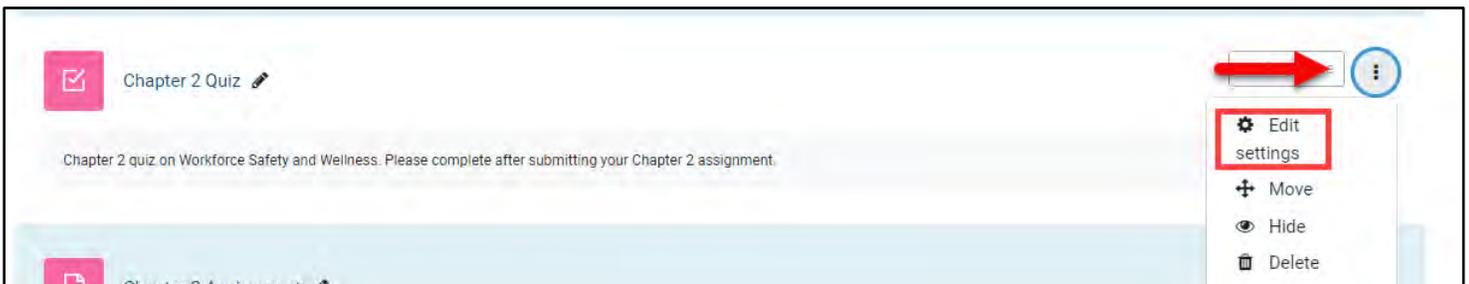
Save changes Cancel

Toggle student individual requirements for completion

13. 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. 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.



14. 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.



15. On the item's Settings page, scroll down to and expand the **Activity completion** section.



16. After adjusting the activity completion settings as desired, click **Save and return to course** at the bottom of the page.

Activity completion settings panel. The 'Completion tracking' dropdown is set to 'Students can manually mark the activity as completed'. The 'Expect completed on' section shows '12', 'July', '2023', '07', and '40' with an 'Enable' checkbox. Below this is a 'Tags' section with a 'Send content change notification' checkbox. At the bottom, three buttons are visible: 'Save and return to course' (highlighted with a red box), 'Save and display', and 'Cancel'. A 'Required' indicator is at the bottom left.

17. When activity completion tracking is applied, the course section or topic hosting tracked items displays a **Progress** ratio, revealing the student's progress completing tracked items within the given section. Note, the ratio displayed on sections within your course reflect your individual progress and not that of your students.

Chapter 2 Workforce Safety and Wellness

URLs: 9 EbookLTI: 1 SCORM package: 1

Progress: 1 / 11

18. 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.

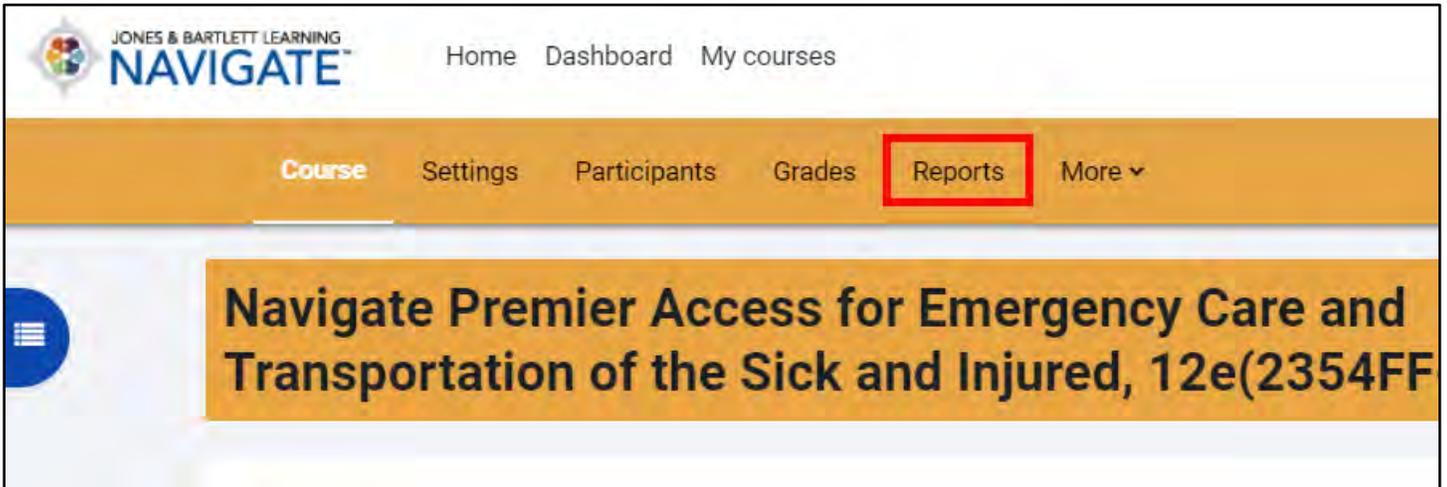
Chapter 2 Test

View

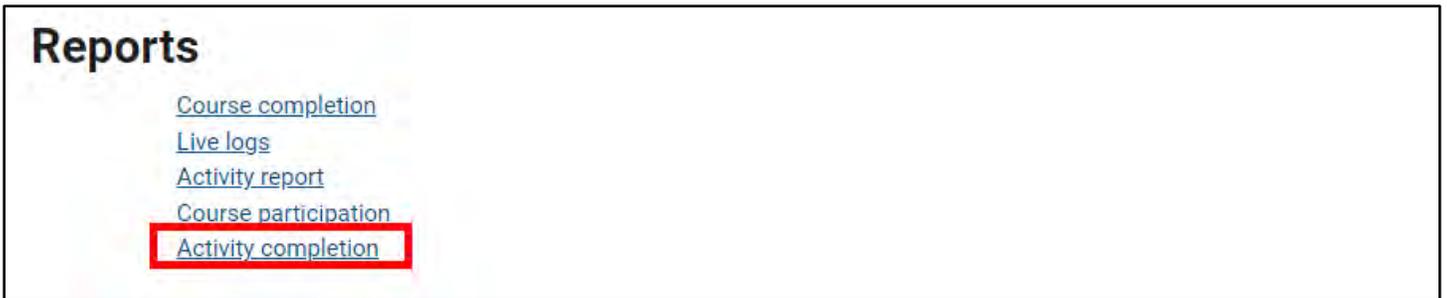
Receive a grade

Receive a passing grade

19. For a detailed report on students' progress, refer to the course **Activity Completion** report. This report is accessed from the course navigation menu under **Reports**.



20. Click **Activity completion**.



21. The course Activity report opens, displaying a comprehensive report of all course items tracked for completion and each student's status. The report presents the students' names and email addresses vertically on the left and displays the course items tracked for completion horizontally across the top. These form a grid of checkboxes noting individual completion statuses.

Activity completion

Visible groups All participants Include All activities and resources Activity order Order in course

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

Last 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

First name / Last name	Email address	Manage eBook Groups	Instructor Guide	Active Learning Activities:...	eBook Report	Active Learning Activities:...	test chat	TestPrep	Attendance	Virtual Mentor Lecture ...																		
Mikel Arteta		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Madalyn Gambrel		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Onita Gaulke		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carole Hackman		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Velma Lehn		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. You may filter the report to individual students based on the first letters of their last and/or first names. You can filter for types of activities and activity order.

Activity completion

Visible groups: All participants ▾ Include: All activities and resources ▾ Activity order: Order in course ▾
 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
 Last 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

First name / Last name	Email address	Manage eBook Groups	Instructor Guide	Active Learning Activities:...	eBook Report	Active Learning Activities:...	test chat	TestPrep	Attendance	Virtual Mentor Lecture ...																
Mikel Arteta		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Madalyn Gambrel		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Onita Gaulke		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Carole Hackman		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Velma Lehn		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

23. As students complete tracked activities in the course, their respective checkboxes will be populated to reflect the activity’s completion status. Note, when expected dates are applied the date of completion is shown and the checkbox outline is checked.

Audiobook: Chapter 1	Slides: Chapter 1	Lecture Outline: Chapter 1	Case Studies: Chapter 1	Assessment in Action: ...	Chapter 2 Test	Chapter 3 Test	Learning Objectives: Chapter 2	eBook: Chapter 2	Interactive Lecture: Chapter 2	Flashcards: Chapter 2
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					13 July 2023					

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24. As an instructor, you may manually override any item's completion 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. 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. An overridden status will be reflected by a **red** outline.

Activity completion

Visible groups: All participants ▾ Include: All activities and resources ▾ Activity order: Order in course ▾

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

Last 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

First name / Last name	Email address	Manage eBook Groups	Instructor Guide	Active Learning Activities:...	eBook Report	Active Learning Activities:...	test chat	TestPrep	Attendance	Virtual Mentor Lecture ...																
Mikel Arteta		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Madalyn Gambrel		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Onita Gaulke		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Carole Hackman		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Velma Lehn		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Click to manually change the status of a course item.

25. You may also download a copy of this report at any time by selecting the file format of your preference at the bottom of the grid.

Visible groups: All participants | Include: All activities and resources | Activity order | Order in course

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

Last 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

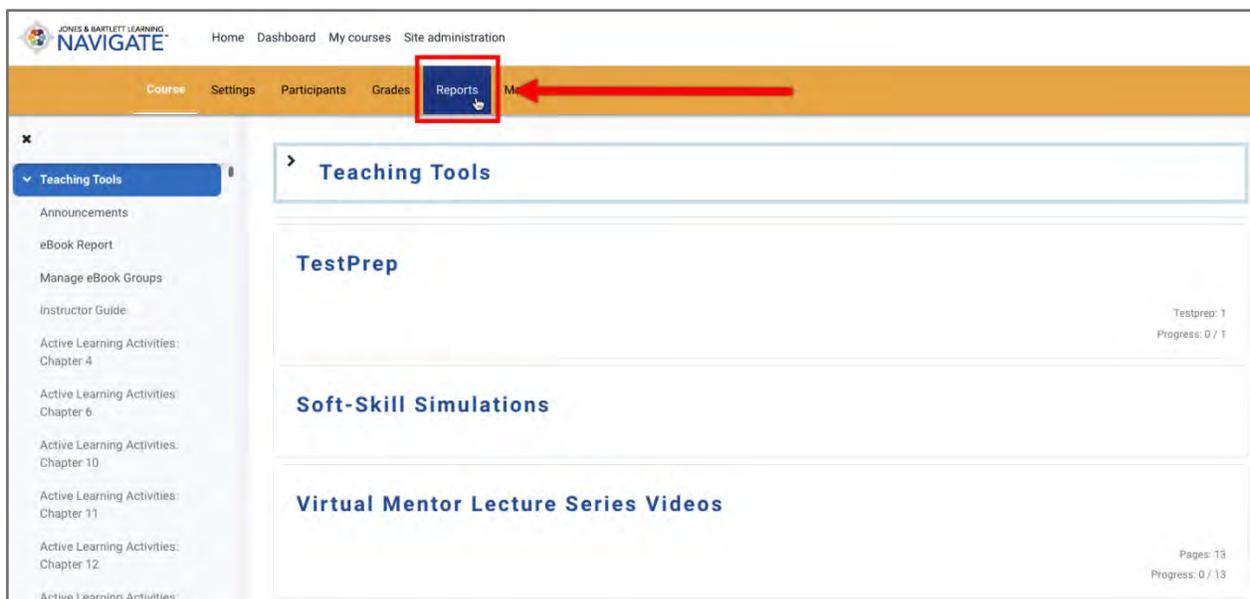
First name / Last name	Email address	Manage eBook Groups	Instructor Guide	Active Learning Activities:...	eBook Report	Active Learning Activities:...	test chat	TestPrep	Attendance	Virtual Mentor Lecture ...																				
Mikel Arteta		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Madalyn Gambrel		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Onita Gaulke		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carole Hackman		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Velma Lehn		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Download in spreadsheet format (UTF-8 .csv)
Download in Excel-compatible format (.csv)

How to Track Individual Student Online Activity

This document provides guidance on using a variety of tools and reports to verify and monitor your student's online activity within the course.

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 **Reports** menu option at the top of any course content page.



2. On the next page, click **Logs**.



- 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:

Premier Access for Emergency Care and Transportation of the Sick and Injured, 12e (Butler Demo) ▾ 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:

Premier Access for Emergency Care and Transportation of the Sick and Injured, 12e (Butler Demo) ▾ Steve Webster ▾

All activities ▾ All actions ▾ All sources ▾ All events ▾ ?

Get these logs

All days
✓ Today, June 28, 2023
Tuesday, June 27, 2023
Monday, June 26, 2023
Sunday, June 25, 2023
Saturday, June 24, 2023
Friday, June 23, 2023

- To view the report based on your filter selections, click the **Get these logs** button.

Choose which logs you want to see:

Premier Access for Emergency Care and Transportation of the Sick and Injured, 12e (Butler Demo) ▾ Steve Webster ▾ Today, June 28, 2023 ▾

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. 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.

Time	User full name	Affected user	Event context	Component	Event name	Description	Origin	IP address
28 June 2023, 10:37:39 AM	Steve Webster	-	URL: Learning Objectives: Chapter 3	URL	Course module viewed	The user with id '1099346' viewed the 'url' activity with course module id '26706871'.	web	10.42.163.128
28 June 2023, 10:35:00 AM	Steve Webster	-	Course: Premier Access for Emergency Care and Transportation of the Sick and Injured, 12e (Butler Demo)	System	Course viewed	The user with id '1099346' viewed the section number '7' of the course with id '92470'.	web	10.42.163.128
28 June 2023, 10:34:25 AM	Steve Webster	-	Course: Premier Access for Emergency Care and Transportation of the Sick and Injured, 12e (Butler Demo)	System	Course viewed	The user with id '1099346' viewed the course with id '92470'.	web	10.42.163.128
28 June 2023, 10:34:18 AM	Steve Webster	-	Quiz: Chapter 3	Quiz	Course module viewed	The user with id '1099346' viewed the 'quiz' activity with course module id '28233288'.	web	10.42.89.64
28 June 2023, 10:33:52 AM	Steve Webster	-	Course: Premier Access for Emergency Care and Transportation of the Sick and Injured, 12e (Butler Demo)	System	Course viewed	The user with id '1099346' viewed the course with id '92470'.	web	10.42.89.64

Download table data as Comma separated values (.csv) **Download**

7. Additional options for reviewing student activity are individual reports available within their **Profiles**. To find these, click the **Participants** button at the top of the page.



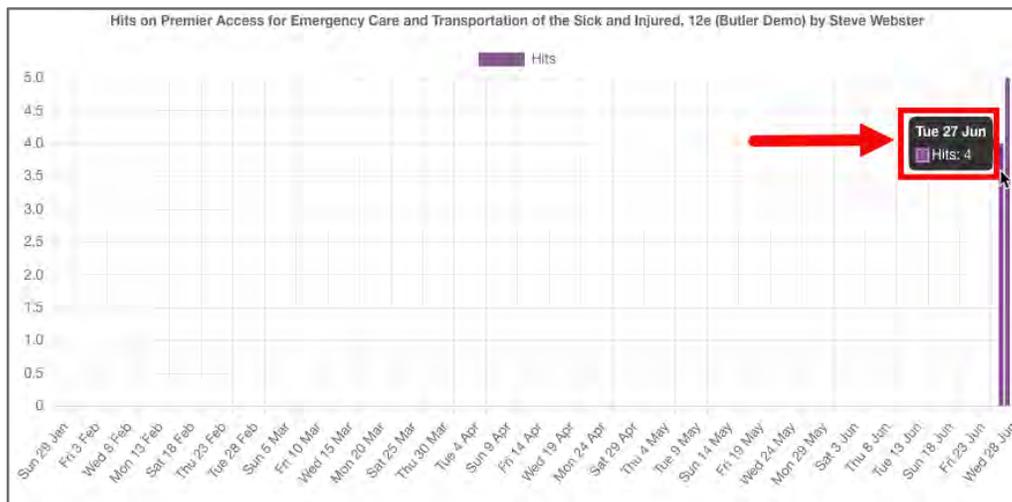
8. Then click on the name of the student for whom you wish to review usage reports.

The screenshot shows the 'Enrolled users' interface. At the top, there are search filters for 'Match' (Any) and 'Select'. Below this, a table lists 21 participants. The first row is highlighted, showing the name 'Steve Webster' in a red box with a red arrow pointing to it. The table columns include 'First name / Last name', 'Email address', 'Roles', 'Groups', 'Last access to course', and 'Status'. The status for Steve Webster is 'Active'.

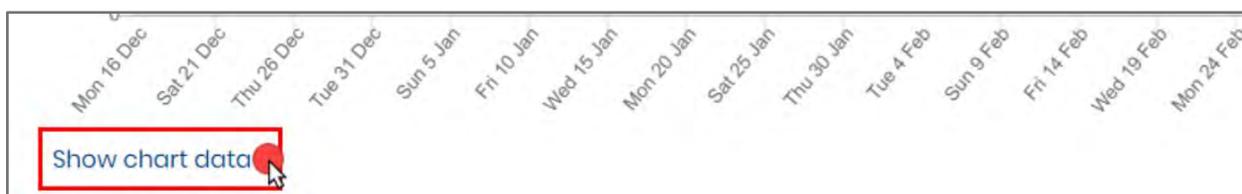
9. Under the **Reports** section within the student Profile page, you may choose between either **Today's logs** or **All logs** to review a visual chart that captures the number of student's online course actions for the given day or historically, respectively.

The screenshot shows the student profile page for Steve Webster. The page is divided into several sections: 'User details', 'Personal information', 'Course details', and 'Reports'. The 'Reports' section is highlighted with a red box and a red arrow pointing to it. The 'Reports' section includes options for 'Today's logs', 'All logs', 'Outline report', 'Complete report', 'Grades overview', and 'Grades'. The 'Today's logs' and 'All logs' options are highlighted with a red box.

10. 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.



11. You may click **Show chart data** below the graph to review the data in a report format as needed.



12. 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.

How to Report Students' Online Course Activity Time

This document provides instructions on how to track students' estimated course activity or engagement time. Engagement time is estimated by capturing the time between two or more consecutive clicks within a defined session of activity. Note, the Student Engagement report is limited to in-course activity only and does not account activity in external course tools or resources, such as the eBook, course media, or TestPrep.

1. From the course homepage, click on the **Student engagement** button from the Course Blocks tab on the right side of the page. Note, this tab will need to be expanded to access the tool.



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2. The next page displays 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 ? 1 ▾ January ▾ 2023 ▾ 00 ▾ 00 ▾ 📅

End of the period ? 1 ▾ July ▾ 2023 ▾ 00 ▾ 00 ▾ 📅

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 cumulative 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 ▾ 2023 ▾ 00 ▾ 00 ▾ 📅

End of the period ? 1 ▾ July ▾ 2023 ▾ 00 ▾ 00 ▾ 📅

Limit between clicks (in minutes) ? 60 ▾

Calculate

4. The **Limit between clicks** setting enables you to define what constitutes 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 when 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 ▾ 2023 ▾ 00 ▾ 00 ▾ 📅

End of the period ⓘ 1 ▾ July ▾ 2023 ▾ 00 ▾ 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 ▾ 2023 ▾ 00 ▾ 00 ▾ 📅

End of the period ⓘ 1 ▾ July ▾ 2023 ▾ 00 ▾ 00 ▾ 📅

Limit between clicks (in minutes) ⓘ 60 ▾

Calculate

6. The report displays 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 Sunday, January 1, 2023, 12:00 AM to Saturday, July 1, 2023, 12:00 AM

Elapsed time: 180 days 23 hours
 Total dedication: 6 hours 10 mins
 Mean dedication: 46 mins 17.5 secs

[Download in Excel format](#)

	First name	Last name	Group	Course dedication	Connections per day
HD	Harlan	Demasters		None	0
MG	Madalyn	Gambrel	Example	None	0
OG	Onita	Gaulke	Example	None	0
EG				1 hour 27 mins	0.01
CH	Carole	Hackman		None	0
VL	Velma	Lehn		None	0
EP	Elvis	Peterka		None	0
RP				4 hours 42 mins	0.04

7. Below this section, there is a list of course participants and their individual duration of online activity, or student engagement, within the set time frame. (Note: The screenshot below is from a “demo” course. Real users’ names are hidden).

All course members dedication. Click on any name to see a detailed course dedication for it.
 Period since Sunday, January 1, 2023, 12:00 AM to Saturday, July 1, 2023, 12:00 AM

Elapsed time: 180 days 23 hours
 Total dedication: 6 hours 10 mins
 Mean dedication: 46 mins 17.5 secs

[Download in Excel format](#)

	First name	Last name	Group	Course dedication	Connections per day
HD	Harlan	Demasters		None	0
MG	Madalyn	Gambrel	Example	None	0
OG	Onita	Gaulke	Example	None	0
EG				1 hour 27 mins	0.01
CH	Carole	Hackman		None	0
VL	Velma	Lehn		None	0
EP	Elvis	Peterka		None	0
RP				4 hours 42 mins	0.04

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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 RP

Period since *Sunday, January 1, 2023, 12:00 AM to Saturday, July 1, 2023, 12:00 AM*

Elapsed time: 180 days 23 hours

Total dedication: 4 hours 41 mins

Mean dedication: 35 mins 12.38 secs

[Download in Excel format](#)

Session start	Duration	IP
Wednesday, June 14, 2023, 2:01 PM	4 mins 10 secs	10.42.87.64, 10.42.233.192, 10.42.163.128, 10.42.156.64, 10.42.24.192
Thursday, June 15, 2023, 11:09 AM	16 mins 54 secs	10.42.7.0, 10.42.19.64
Friday, June 16, 2023, 2:40 PM	1 hour 11 mins	10.42.66.64, 10.42.86.0, 10.42.208.128, 10.42.117.0, 10.42.184.128, 10.42.157.0, 10.42.233.192, 10.42.180.128, 10.42.194.192, 10.42.220.0, 10.42.207.64, 10.42.156.128, 10.42.0.192, 10.42.7.128
Tuesday, June 20, 2023, 10:19 AM	38 mins 6 secs	10.42.151.192, 10.42.202.64, 10.42.67.128, 10.42.55.0, 10.42.56.128, 10.42.117.0
Wednesday, June 21, 2023, 11:54 AM	1 hour 2 mins	10.42.102.192, 10.42.55.128, 10.42.177.192, 10.42.141.128, 10.42.182.0, 10.42.57.128
Wednesday, June 21, 2023, 3:36 PM	47 mins 3 secs	10.42.15.192, 10.42.19.128, 10.42.87.64, 10.42.169.64, 10.42.239.0, 10.42.243.64, 10.42.78.0, 10.42.253.64, 10.42.99.192, 10.42.19.64, 10.42.141.64, 10.42.227.192, 10.42.108.0, 10.42.146.128
Thursday, June 22, 2023, 9:30 AM	6 mins 56 secs	10.42.130.128, 10.42.250.64
Friday, June 23, 2023, 8:03 AM	34 mins 20 secs	10.42.149.192, 10.42.225.128, 10.42.99.64, 10.42.222.192, 10.42.175.192, 10.182.6.147, 10.42.161.128, 10.42.168.64, 10.42.156.128, 10.42.69.0, 10.42.189.128, 10.42.73.0, 10.42.151.0, 10.42.110.0, 10.42.217.192

9. You may also 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 *Sunday, January 1, 2023, 12:00 AM to Saturday, July 1, 2023, 12:00 AM*

Elapsed time: 180 days 23 hours

Total dedication: 6 hours 10 mins

Mean dedication: 46 mins 17.5 secs

 [Download in Excel format](#)

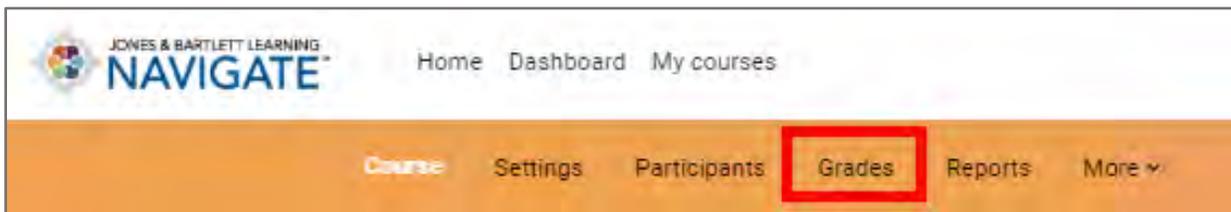
	First name	Last name	Group	Course dedication	Connections per day
HD	Harlan	Demasters		None	0
MG	Madalyn	Gambrel	Example	None	0
OG	Onita	Gaulke	Example	None	0
EG				1 hour 27 mins	0.01
CH	Carole	Hackman		None	0
VL	Velma	Lehn		None	0
EP	Elvis	Peterka		None	0
RP				4 hours 42 mins	0.04

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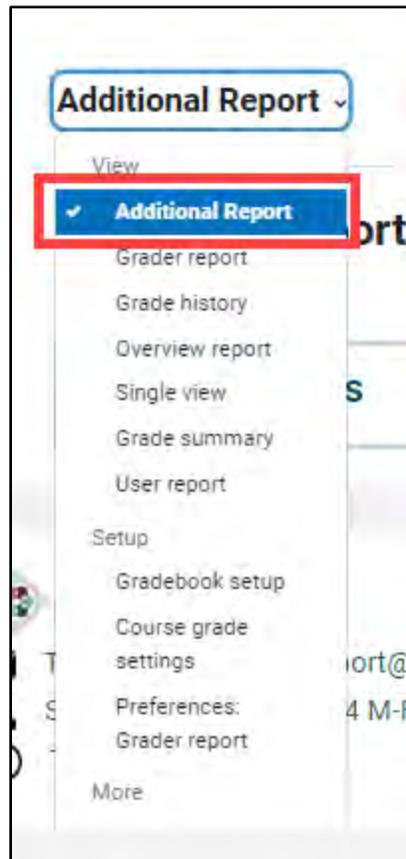
How to Review eBook Analytics

This document provides instructions on how to access and use the eBook's Analytics tool within your course. Ebook Analytics is a customizable report in which student data is displayed in a variety of graphical formats to reveal reading time spent in the eBook and assessment results (where applicable).

1. From your course navigation menu at the top of the page, click on **Grades**.

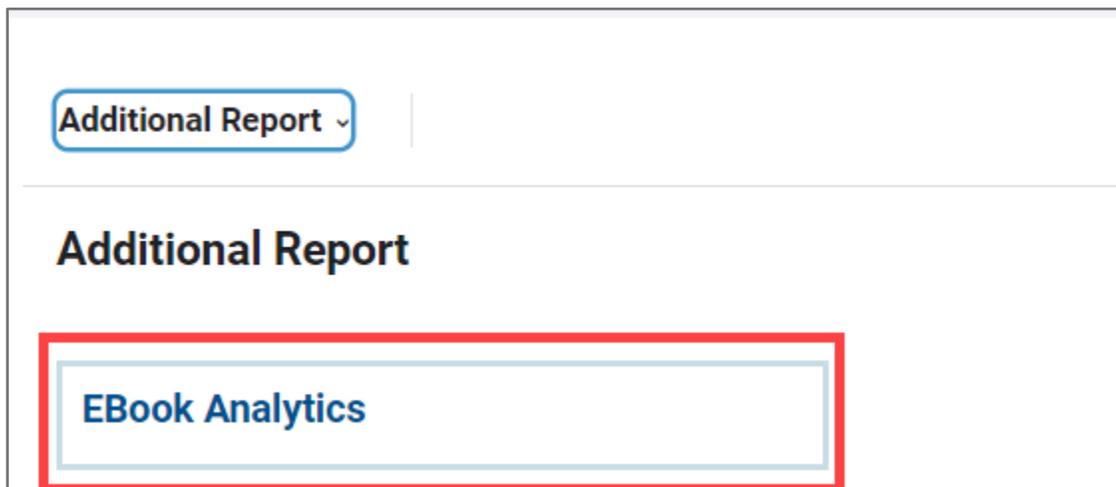


2. Next, click **Grader report** navigation dropdown menu and select **Additional Report**.



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3. Click on the **Ebook Analytics** option displayed below to launch the tool in a new window.



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4. Across the top of the page are the report filters. If you 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.

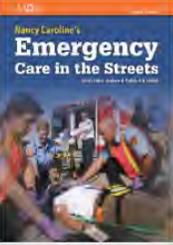
Home > Teacher Reports

Teacher Reports

SELECT BOOK
Nancy Caroline's Emer... ▼

SELECT GROUP
All Groups ▼

DURATION
Jan 1, 2017 - Jul 9, 2020 ▼

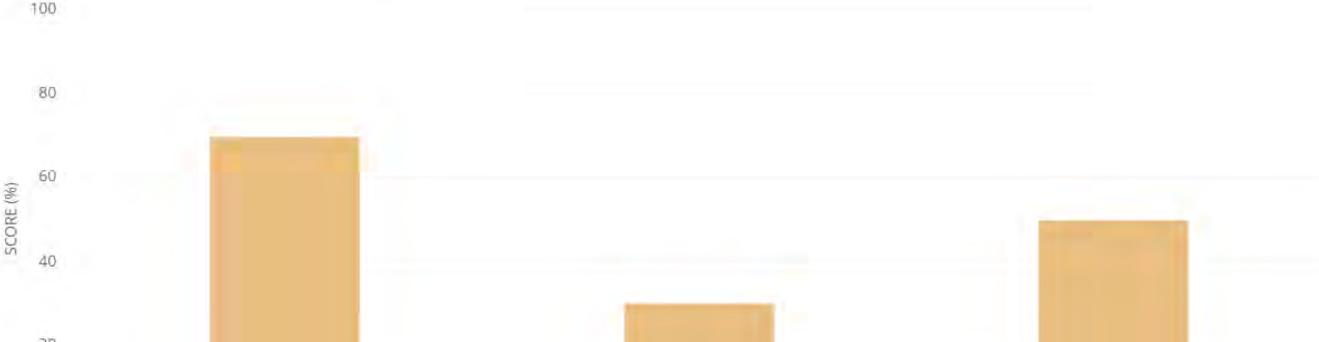


Nancy Caroline's Emergency Care in the Streets
By Andrew N. Pollak
Publisher: Jones and Bartlett Learning
ISBN: 9781284457308

62 Chapters | 2451 Enrichments

3.9 Time Spent (Hours)	11 Annotations Created	10 Enrichment Views	50% Average Score
----------------------------------	----------------------------------	-------------------------------	-----------------------------

Chapter-wise Class Performance



Chapter	Score (%)
Chapter 1	~70
Chapter 2	~30
Chapter 3	~50

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5. The **Duration** dropdown menu should be used to determine the period 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 the 'DURATION' dropdown is a calendar for June 2020 and July 2020. A red box highlights the 'DURATION' dropdown menu. A red box highlights the 'Last 7 Days', 'Month to Date', and 'Year to Date' options. A red box highlights the left and right arrows on the calendar. A red box highlights the 'Apply' button. A red box highlights the 'Clear' button. A red callout box with the text 'Preset options' points to the preset options. A red callout box with the text 'Switch between months using the arrows.' points to the calendar arrows.

Teacher Reports

SELECT BOOK: Nancy Caroline's Emer...
SELECT GROUP: All Groups
DURATION: Jan 1, 2017 - Jul 9, 2020

Preset options

Last 7 Days
Month to Date
Year to Date

Switch between months using the arrows.

June 2020
July 2020

Apply Clear

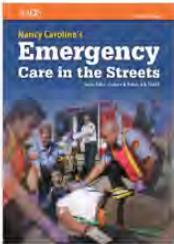
- The first section of the report to the right of the title cover displays the **Time Spent**, or total time spent by all course users in the eBook, the total number of **Annotations Created**, the total number of **Enrichment Views**, such as videos and animations, and the **Average Score** your class 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

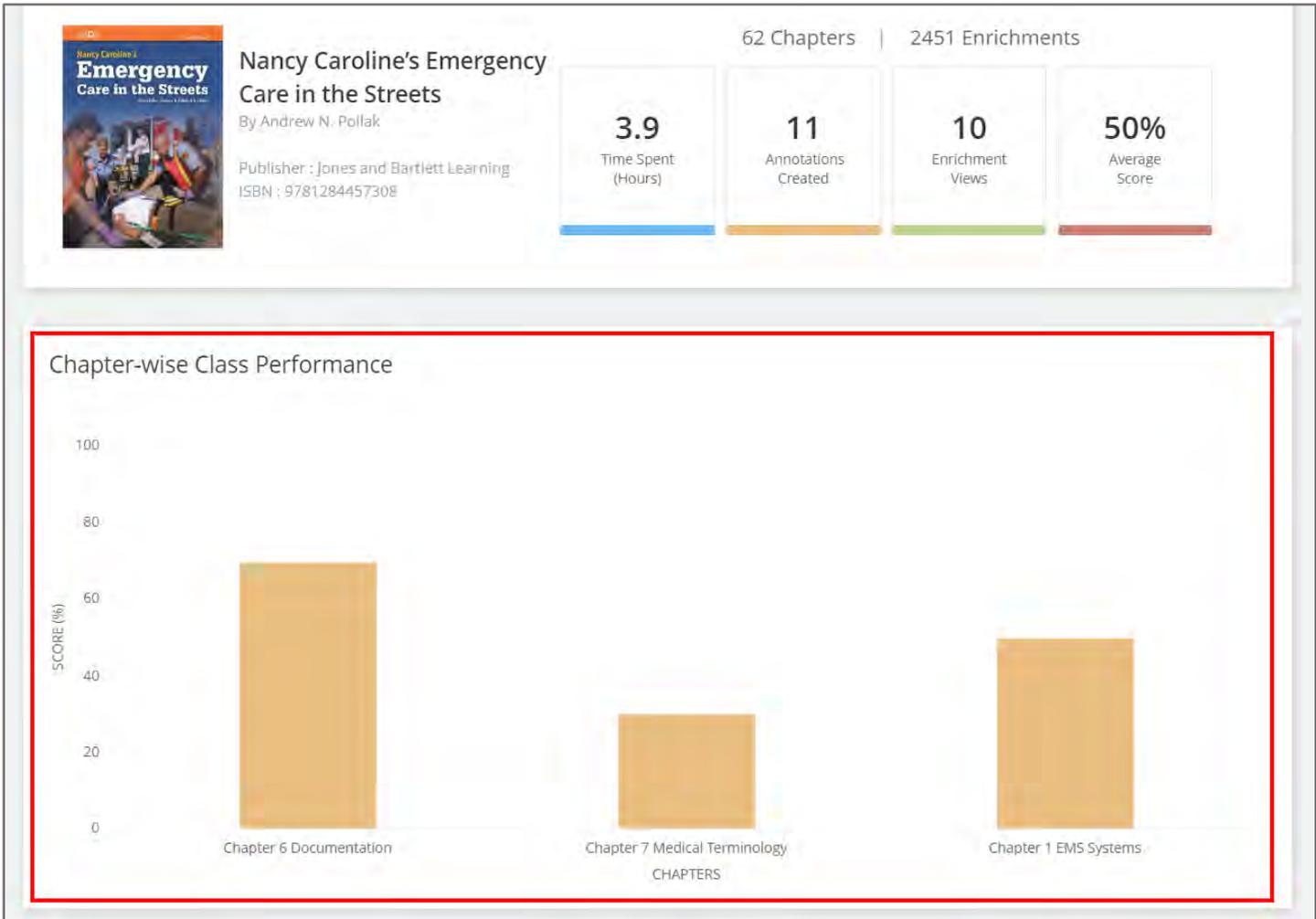
62 Chapters
2451 Enrichments

<div style="font-size: 1.5em; font-weight: bold;">3.9</div> <div style="font-size: 0.8em;">Time Spent (Hours)</div>	<div style="font-size: 1.5em; font-weight: bold;">11</div> <div style="font-size: 0.8em;">Annotations Created</div>	<div style="font-size: 1.5em; font-weight: bold;">10</div> <div style="font-size: 0.8em;">Enrichment Views</div>	<div style="font-size: 1.5em; font-weight: bold;">50%</div> <div style="font-size: 0.8em;">Average Score</div>
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Chapter-wise Class Performance

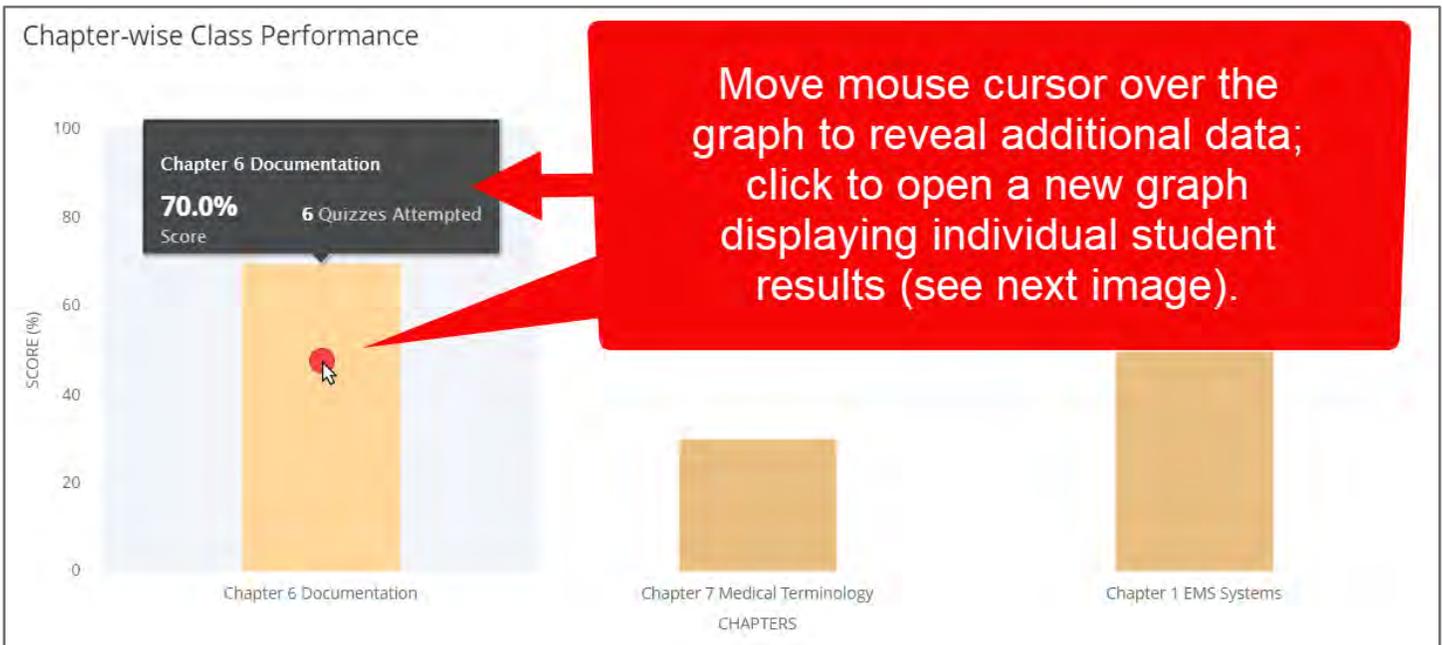
Technical Support: www.jblearning.com/techsupport | support@jblearning.com | 1-978-443-5000 | M-F 8:30am – 8:00pm

7. Below, the **Chapter-wise Class Performance** bar graph displays the average score your class has achieved in the given chapters, if applicable.



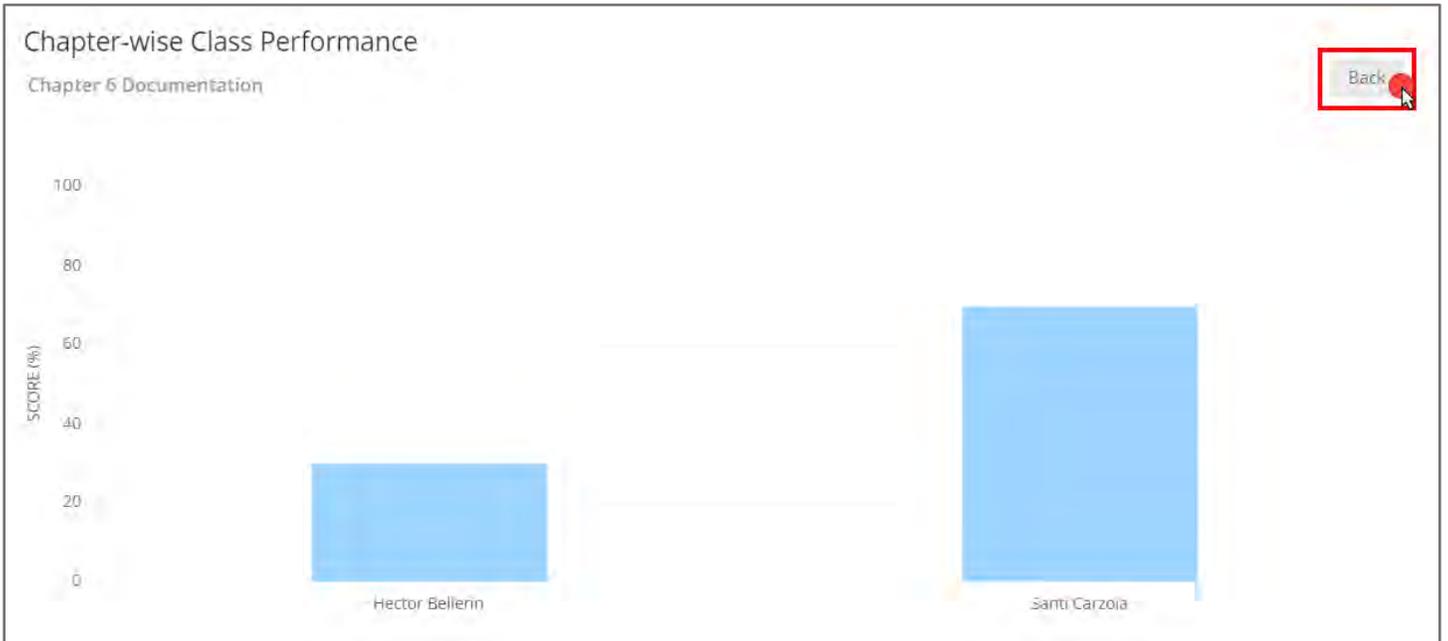
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8. You may hover your mouse over each bar to reveal the associated numerical data and click to reveal a new graph displaying individual student's results.



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9. Click the **Back** button in the top right of the individual results graph to return to the original graph.



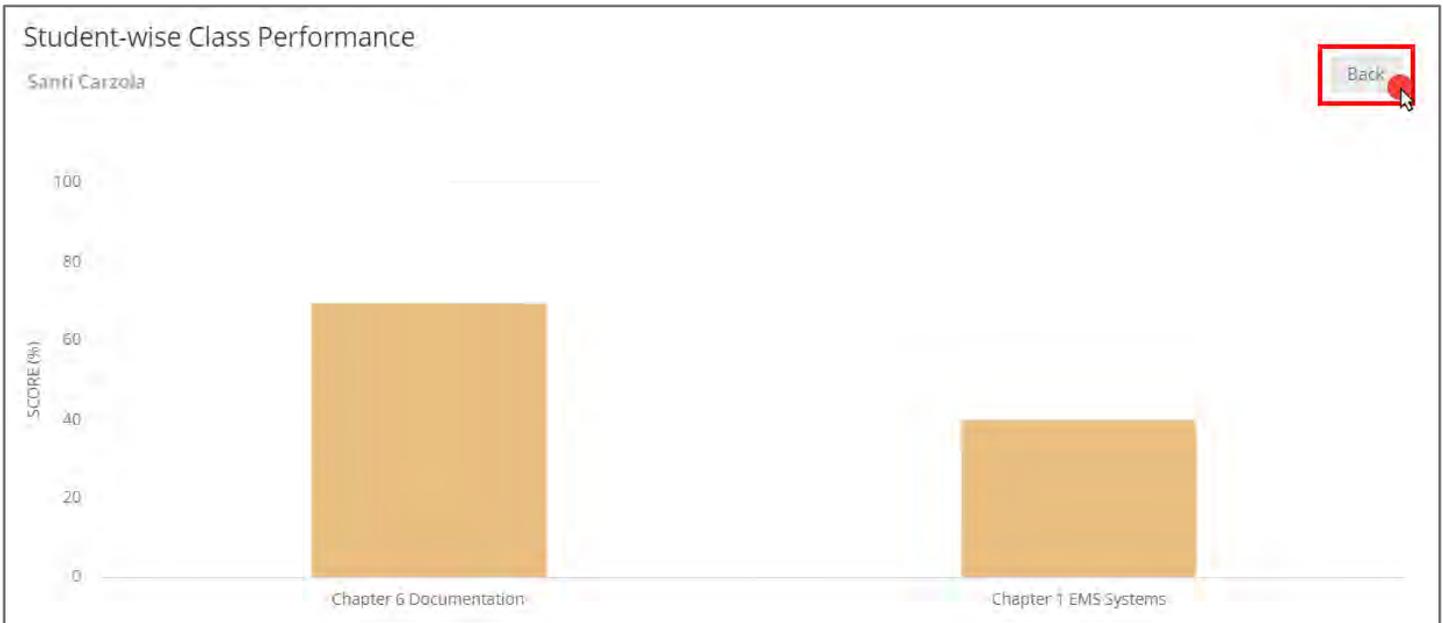
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10. Next, the **Student-wise Class Performance** chart displays average eBook quiz scores by student, if applicable. Like the above, these bars are also interactive and may be clicked to reveal a breakdown of each of the student's attempts by chapter.



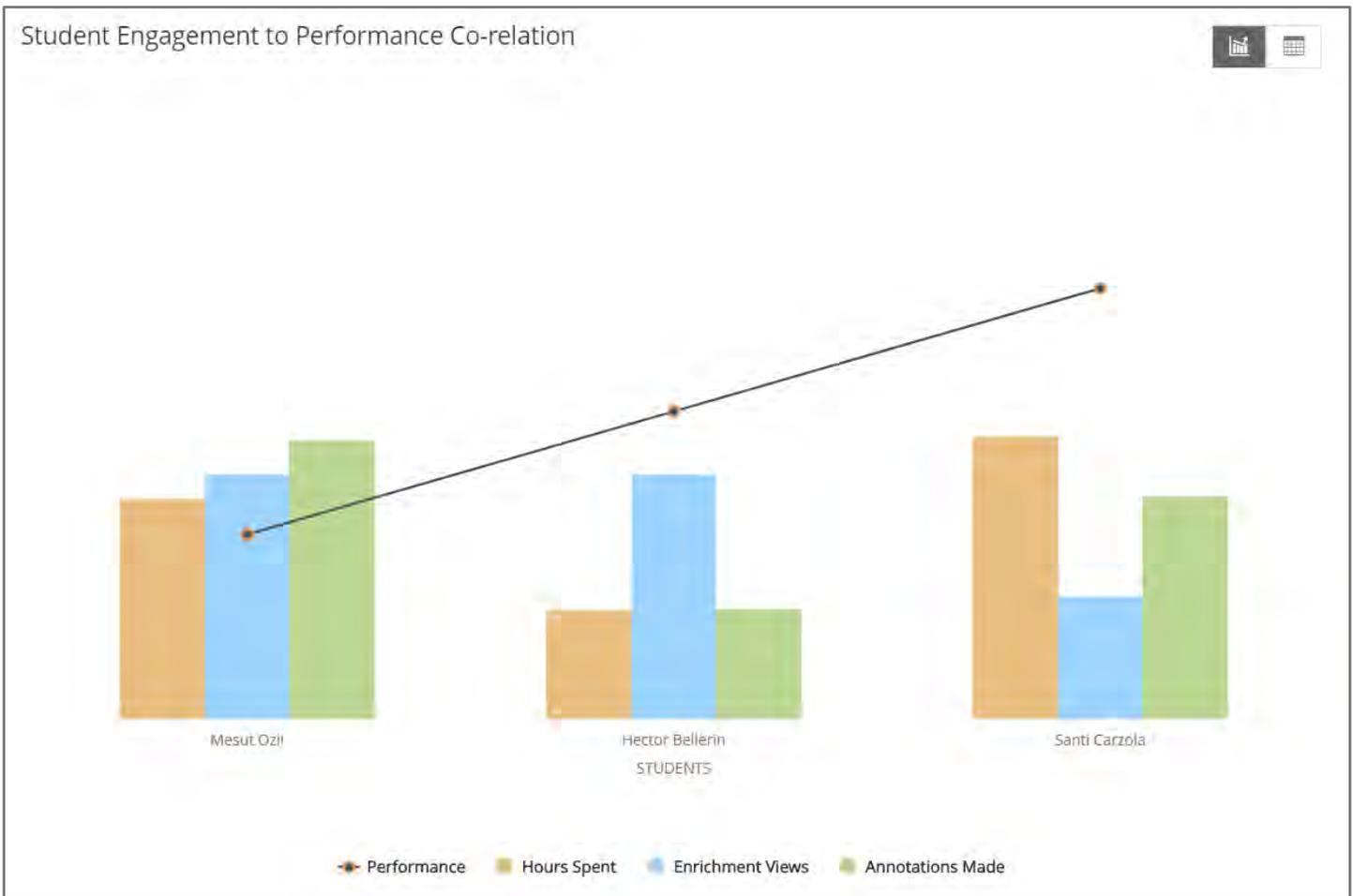
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11. Click the **Back** button at the top left of the section to return to the original graph.



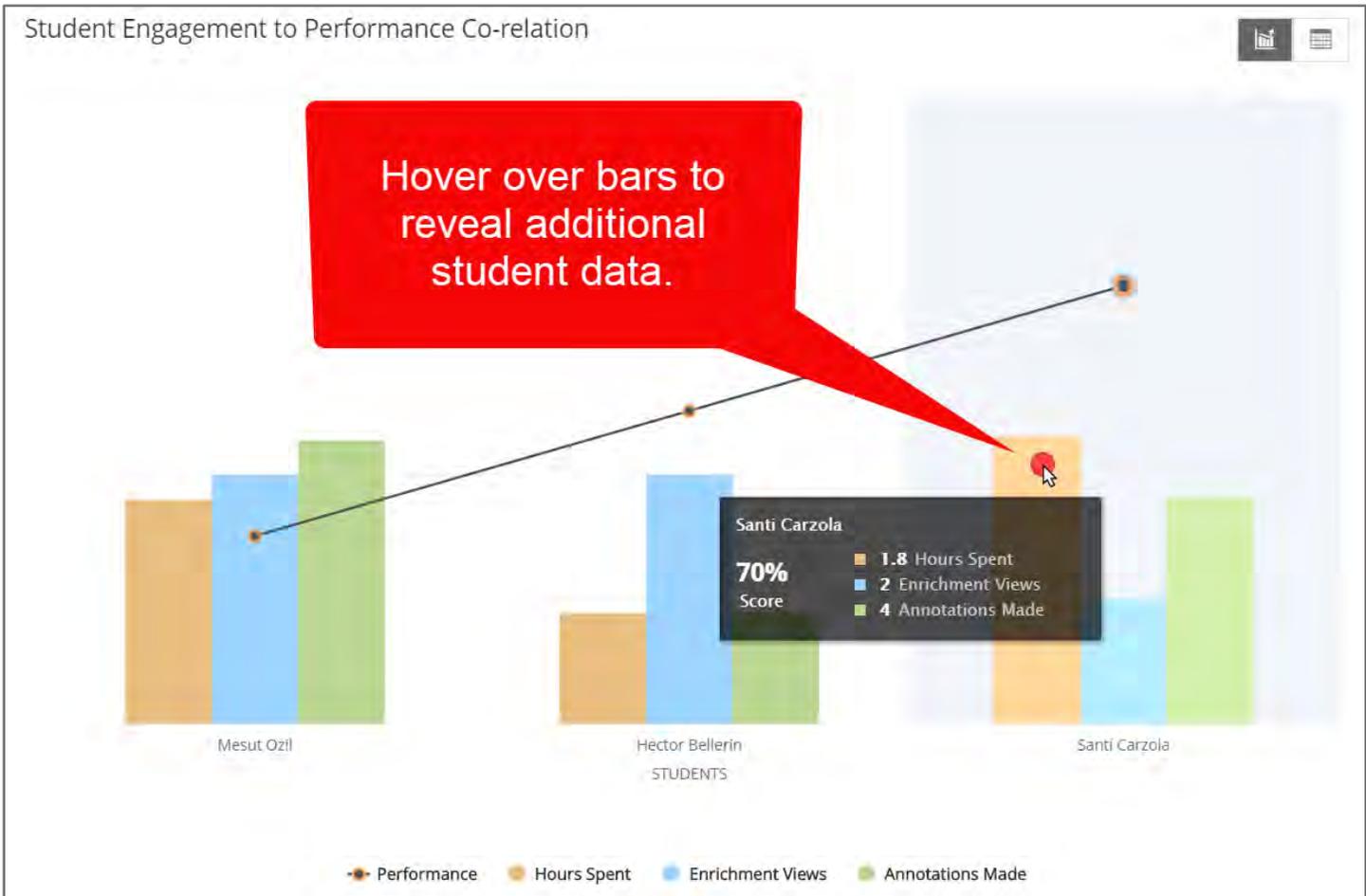
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12. Finally, the **Student Engagement to Performance Co-relation** chart compiles each of your student's reading time in correlation with their eBook quiz performance. Please note, if your eBook does not include quizzes, the chart will only reveal time spent reading and engaging supplemental resources in the e-text.



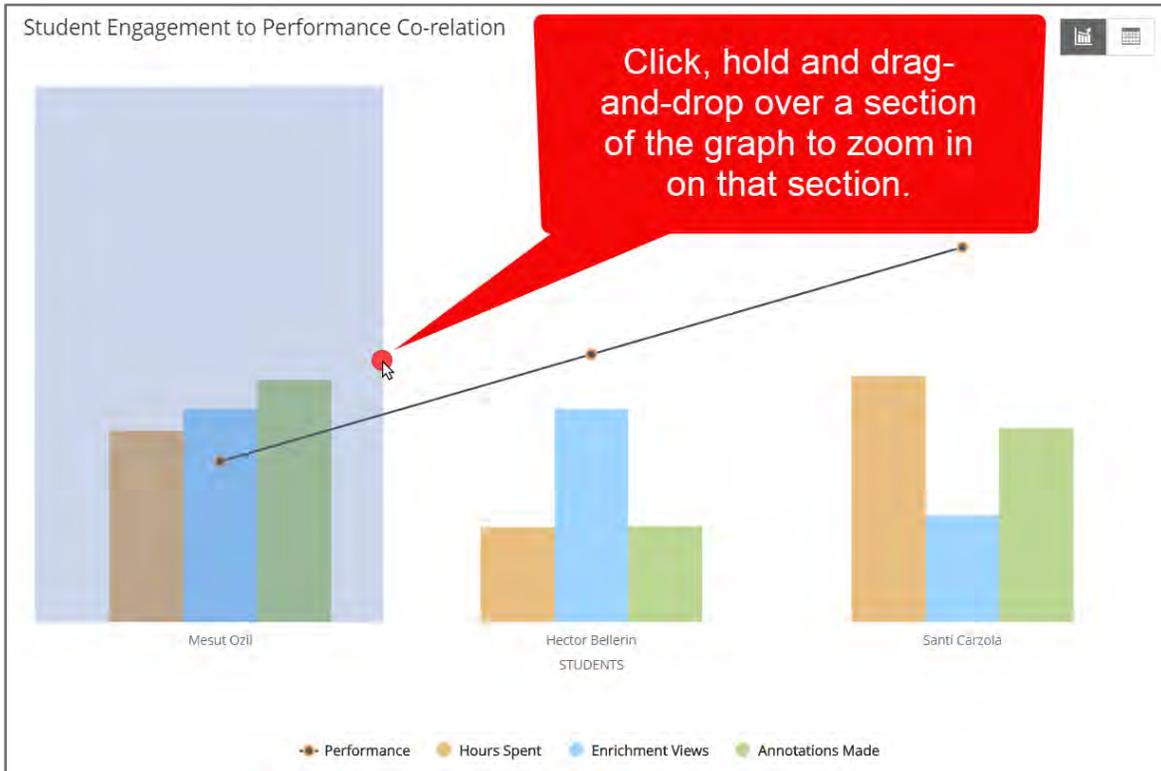
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13. Hover over any of the student's bars to reveal their numerical data and performance score.



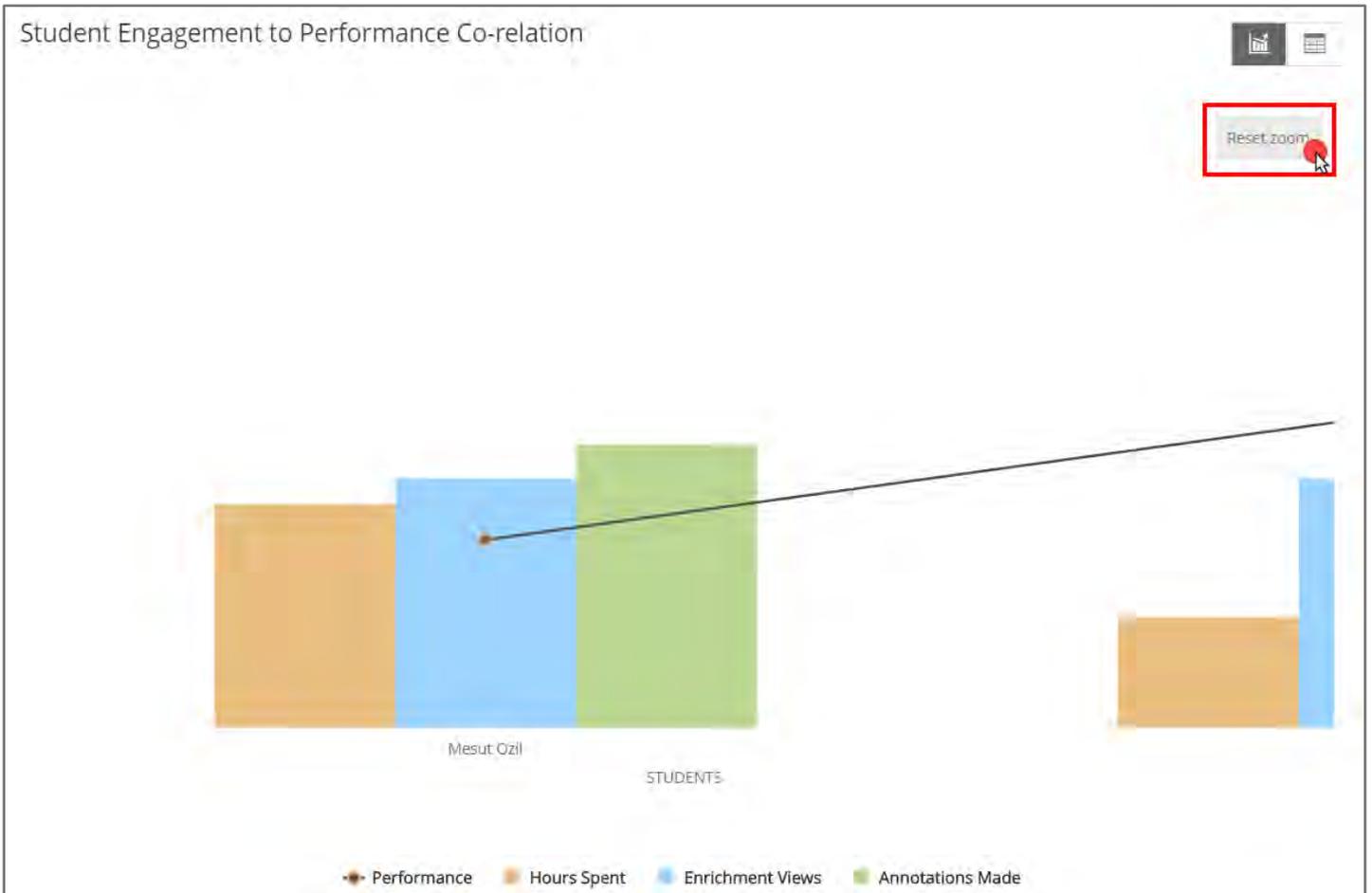
Technical Support: www.jblearning.com/techsupport | support@jblearning.com | 1-978-443-5000 | M-F 8:30am – 8:00pm

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.



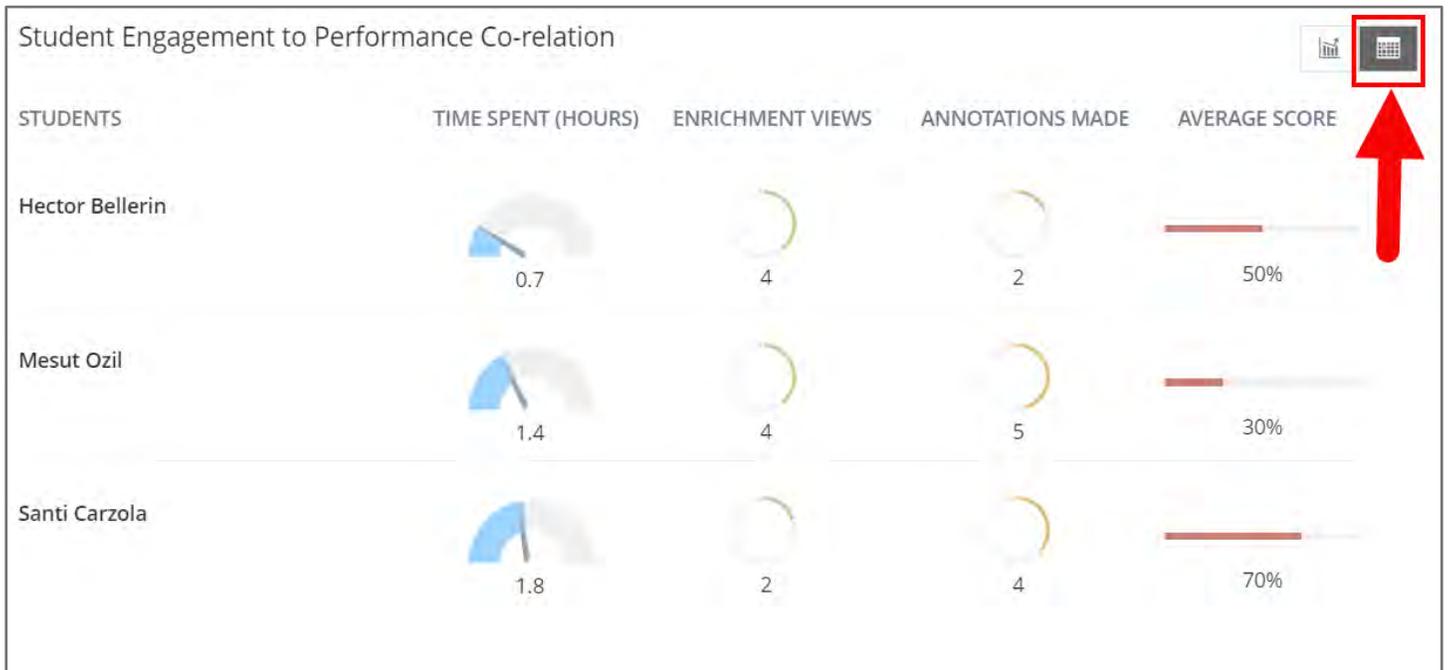
Technical Support: www.jblearning.com/techsupport | support@jblearning.com | 1-978-443-5000 | M-F 8:30am – 8:00pm

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, close the report window and continue working in your course as desired.

Communications

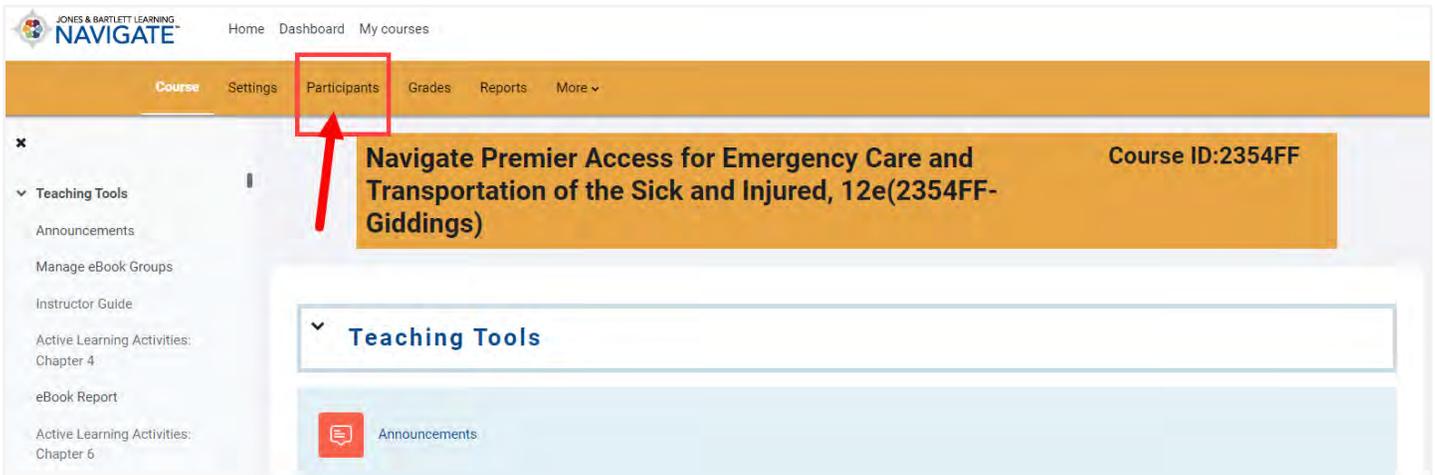
This section provides guidance with all communication-related activities, including managing course notifications, messaging students, posting course announcements, using the course calendar, and setting up course live chat.



How to Message Students

This document contains instructions on how to send your students private communications from within Navigate. There are multiple options for sending your students personal messages, and the following approach is easy and recommended.

1. On the course homepage, click on the **Participants** button from the main **Menu** at the top of the page.



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- 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. You may select more than one student as your message recipients. (Note: This image was taken in a "dummy" course with fake users. Real users names are blurred out in the image below.)

8 participants found

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](#)

Last 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](#)

<input type="checkbox"/>	First name / Last name	Email address	Roles	Groups	Last access to course	Status
<input type="checkbox"/>	HD Harlan Demasters	Leann.Demasters@cdx.com	Teacher	No groups	1 year 101 days	Active
<input checked="" type="checkbox"/>	MG Madalyn Gambrel	Cristine.Gambrel@cdx.com	Student	Example	1 year 328 days	Active
<input checked="" type="checkbox"/>	OG Onita Gaulke	Michelina.Gaulke@cdx.com	Student	Example	1 year 174 days	Active
<input type="checkbox"/>	EG [blurred]	[blurred]	Teacher	No groups	10 days 16 hours	Active
<input type="checkbox"/>	CH Carole Hackman	Katheryn.Hackman@cdx.com	Student	No groups	1 year 328 days	Active
<input type="checkbox"/>	VL Velma Lehn	Krista.Lehn@cdx.com	Student	No groups	1 year 174 days	Active
<input type="checkbox"/>	EP Elvis Peterka	Mable.Peterka@cdx.com	Teacher	No groups	1 year 320 days	Active
<input type="checkbox"/>	RP [blurred]	[blurred]	Teacher	No groups	57 secs	Active

- Below your class roster, click on the dropdown menu to the right of the **With selected users...** and choose the **Send a message** option.

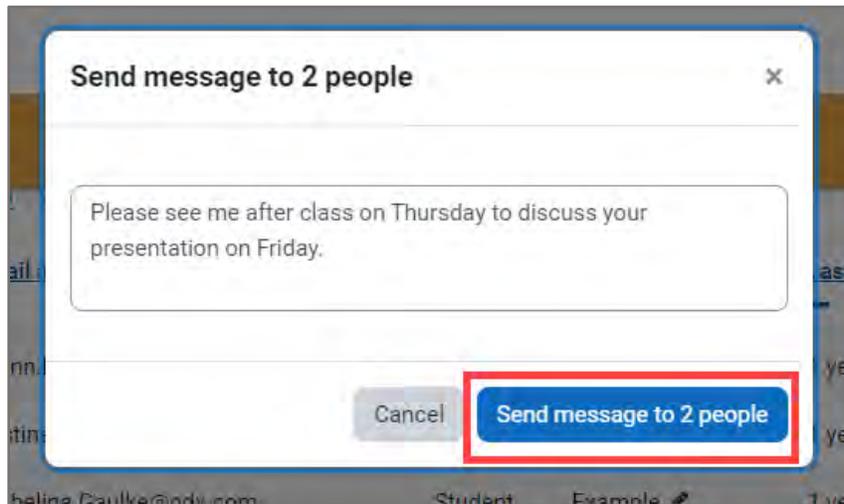
<input type="checkbox"/>	First name / Last name	Email address	Roles	Groups	Last access to course	Status
<input type="checkbox"/>	HD Harlan Demasters	Leann.Demasters@cdx.com	Teacher	No groups	1 year 101 days	Active
<input checked="" type="checkbox"/>	MG Madalyn Gambrel	Cristine.Gambrel@cdx.com	Student	Example	1 year 328 days	Active
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<input type="checkbox"/>	EG [blurred]	[blurred]	Teacher	No groups	10 days 16 hours	Active
<input type="checkbox"/>	CH Carole Hackman	Katheryn.Hackman@cdx.com	Student	No groups	1 year 328 days	Active
<input type="checkbox"/>	VL Velma Lehn	Krista.Lehn@cdx.com	Student	No groups	1 year 174 days	Active
<input type="checkbox"/>	EP Elvis Peterka	Mable.Peterka@cdx.com	Teacher	No groups	1 year 320 days	Active
<input type="checkbox"/>	RP [blurred]	[blurred]	Teacher	No groups	57 secs	Active

With selected users... Choose...

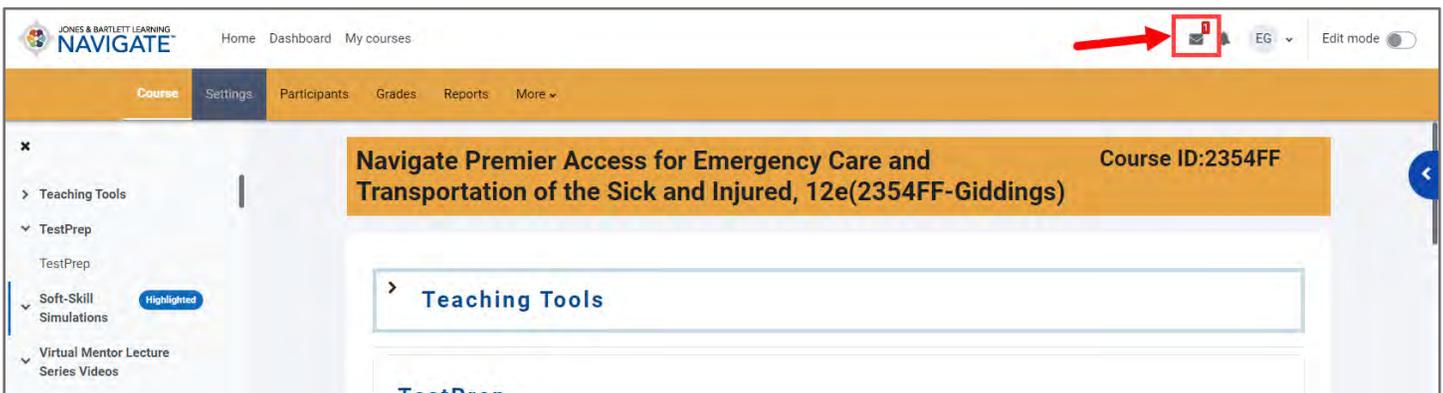
- Choose...
- Send a message**
- Add a new note
- Download table data as
 - Comma separated values (.csv)
 - Microsoft Excel (.xlsx)
 - HTML table
 - JavaScript Object Notation (.json)
 - OpenDocument (.ods)
 - Portable Document Format (.pdf)

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- This action will open a messaging popup window. Compose your message in the field provided, and then click the **Send message to** button.



- 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.

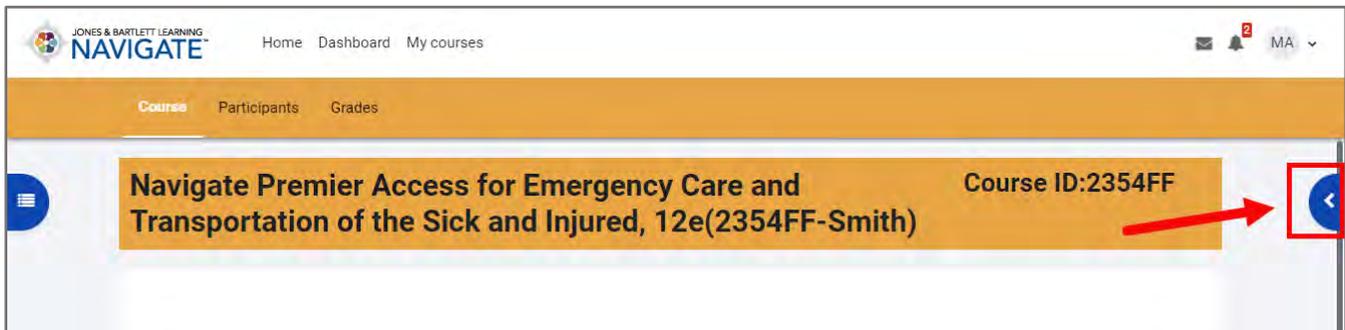


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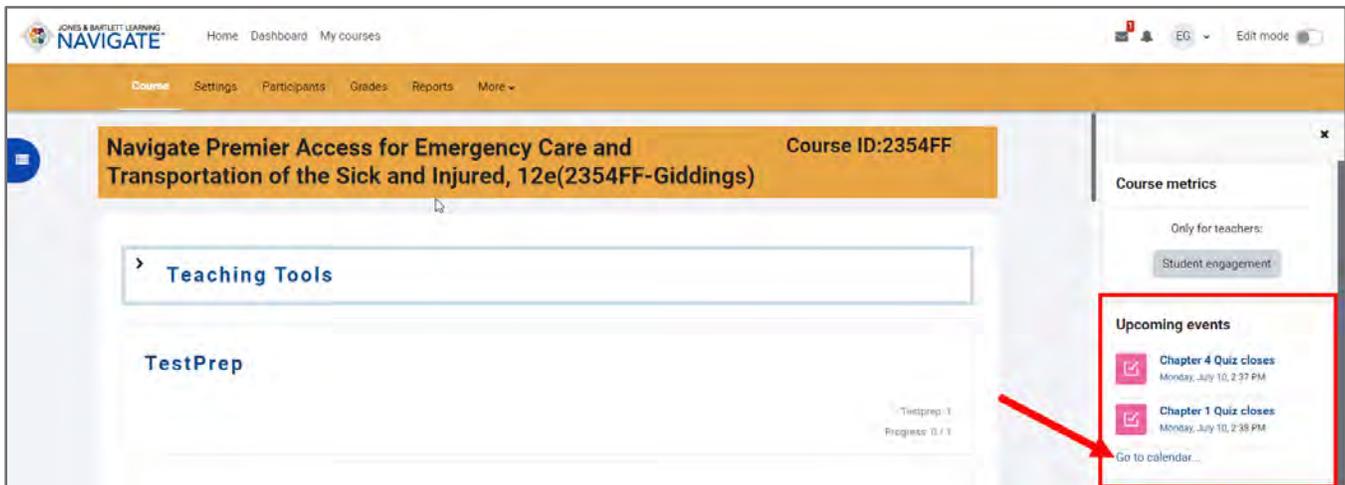
How to Use the Course Calendar

This document contains instructions on how to use your course Calendar to create, track, and manage course events, reminders, and assignments.

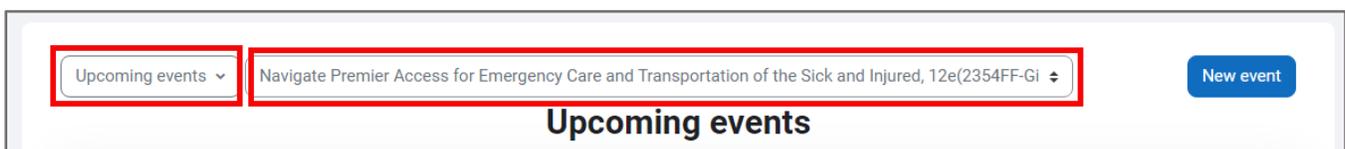
1. On the course homepage, open the **Block Drawer** on the right side of the page (if it's not already open).



2. After opening the block drawer, find the **Upcoming Events** block and select **Go to calendar**.

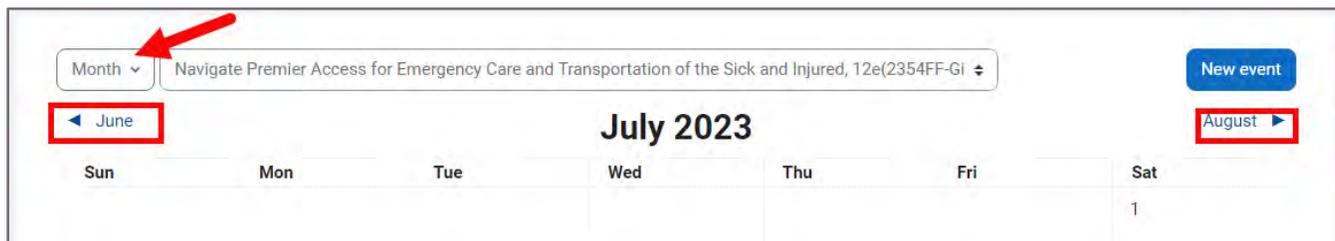


3. From the course calendar page, you can select the view from the view dropdown, as well as switch to a different course calendar if you are enrolled in multiple courses

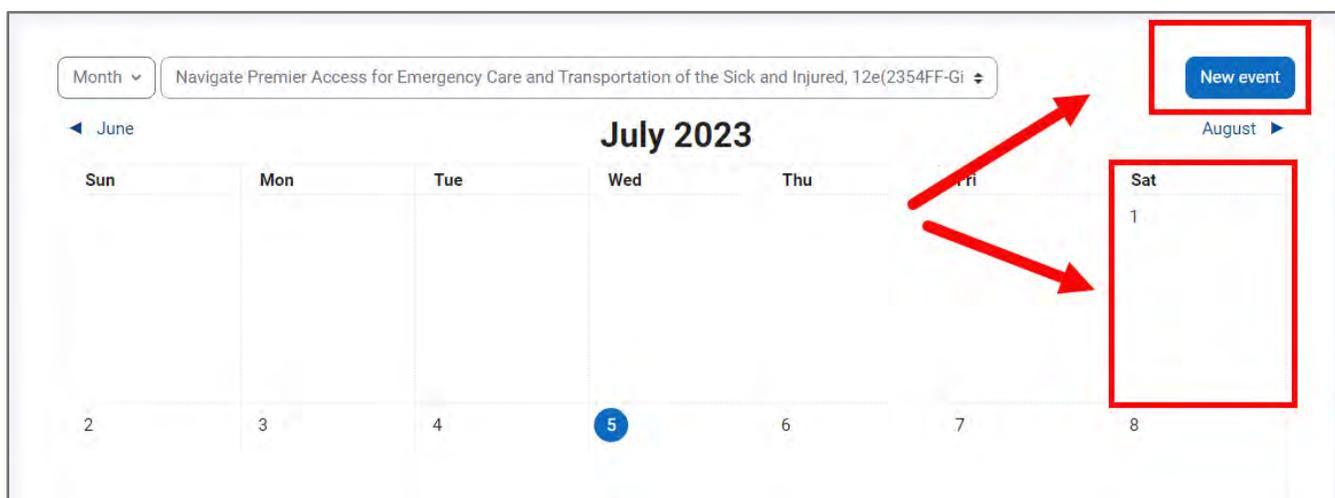


Technical Support: www.jblearning.com/techsupport | support@jblearning.com | 1-978-443-5000 | M-F 8:30am – 8:00pm

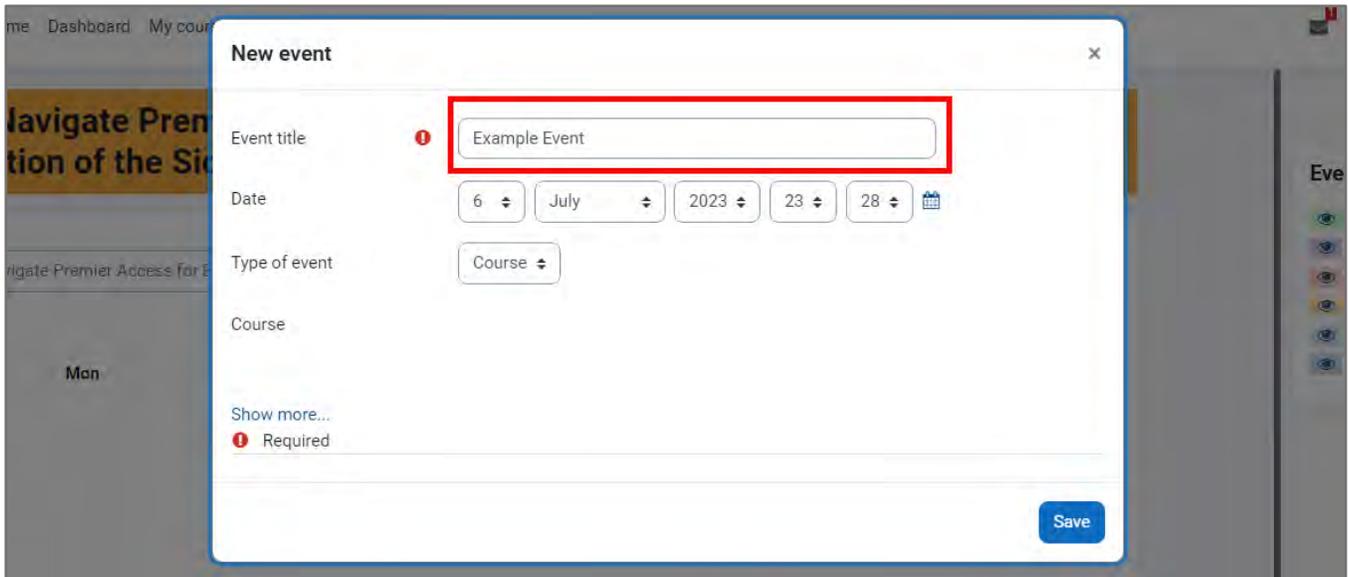
4. From the Month view, you will see an entire month at once and can use the **arrows** in the upper left or right of the Calendar page to switch between months.



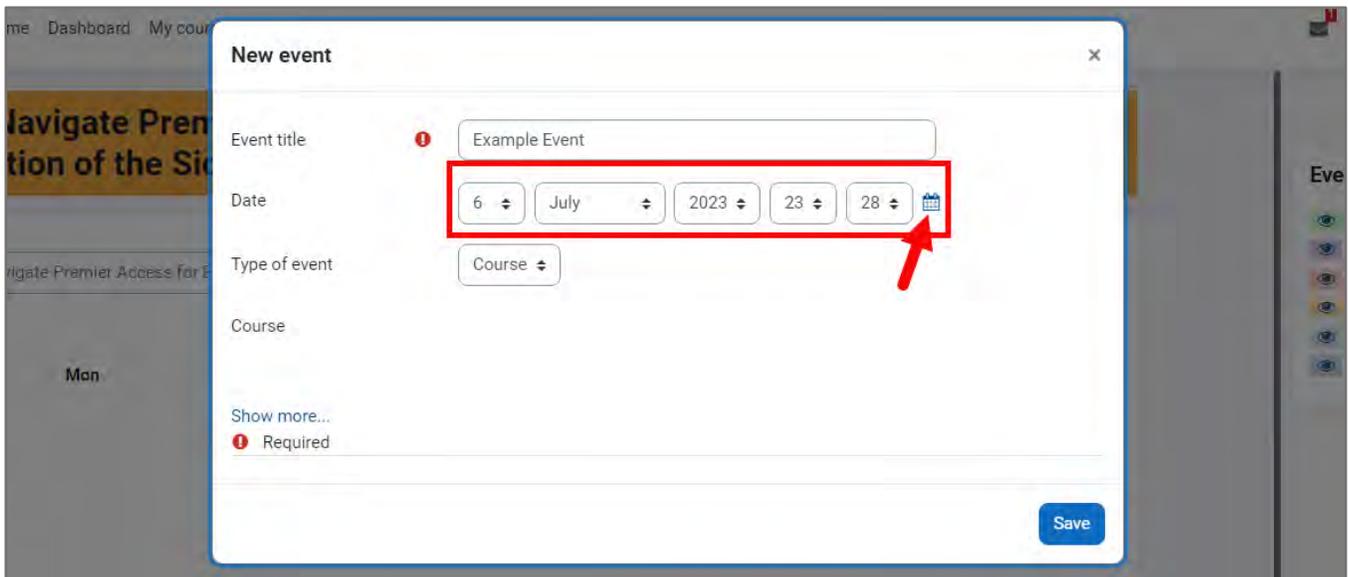
5. To add a custom course event, click the **New Event button** or simply click on any day. A **New event** popup opens, providing you with informational fields to complete for this event.



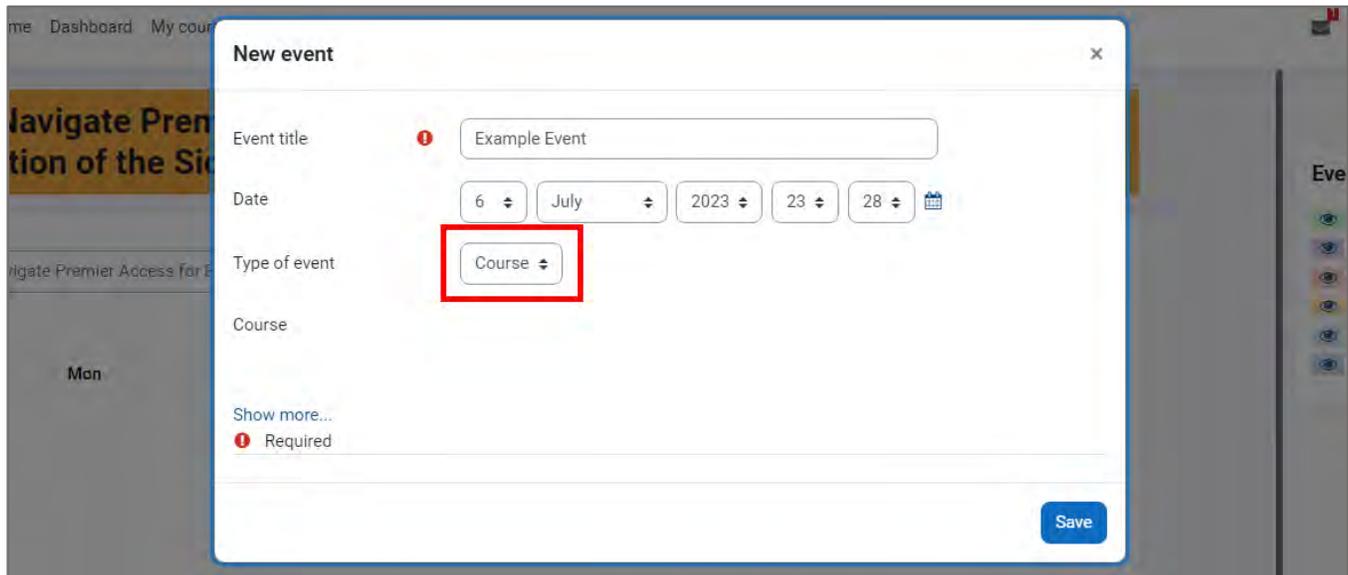
6. Begin by entering a name in the **Event title** field.



7. Then use the **Date** options or calendar icon to its right to adjust the date and time for the event as needed.

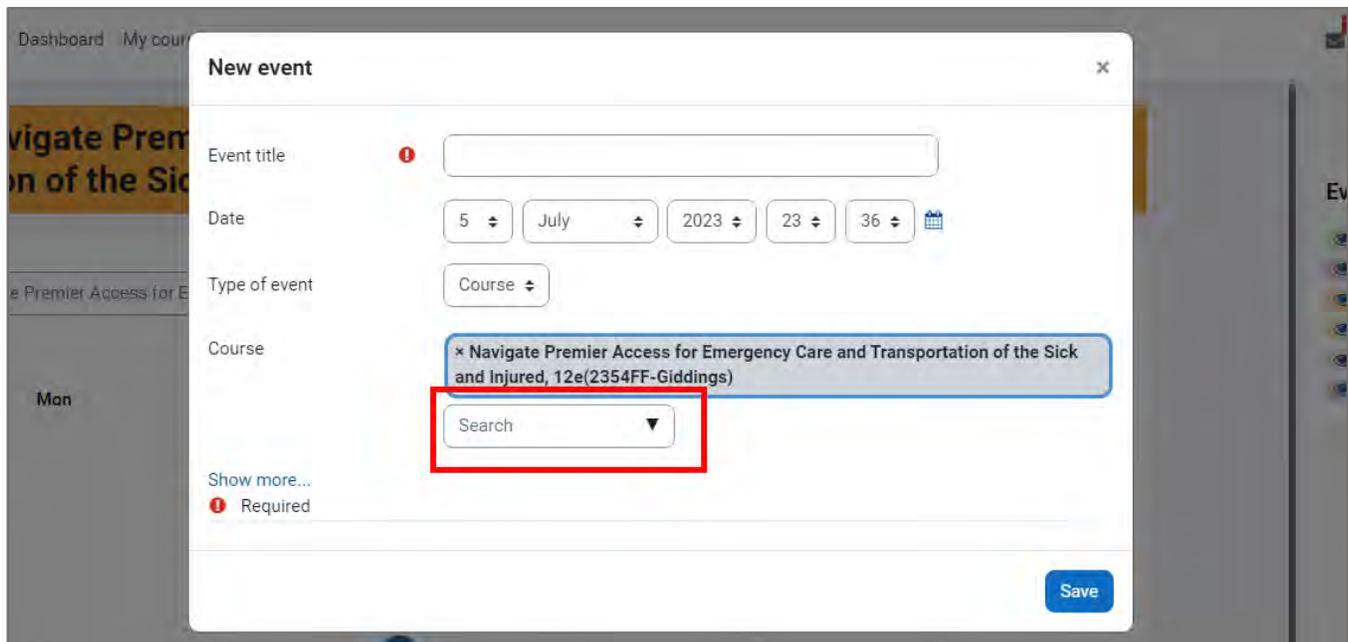


8. Use the **Type of event** dropdown menu to determine who the event will apply or be visible to. A **User** event will function as a self-reminder and only be visible to you, whereas **Course** events will be shared with all enrolled users.



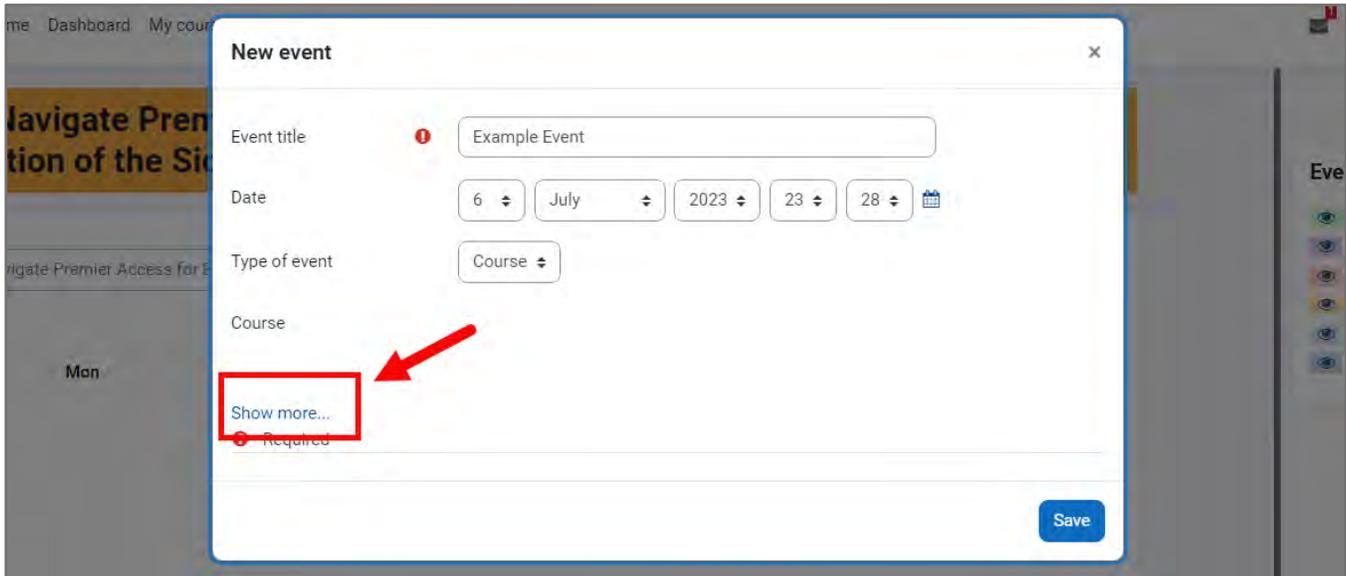
The screenshot shows a 'New event' modal form. The 'Event title' field contains 'Example Event'. The 'Date' is set to July 23, 2023. The 'Type of event' dropdown menu is open and shows 'Course' selected, which is highlighted with a red box. Below the dropdown, there is a 'Course' field and a 'Show more...' link. A red warning icon and the text 'Required' are visible at the bottom left. A blue 'Save' button is at the bottom right.

9. 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.

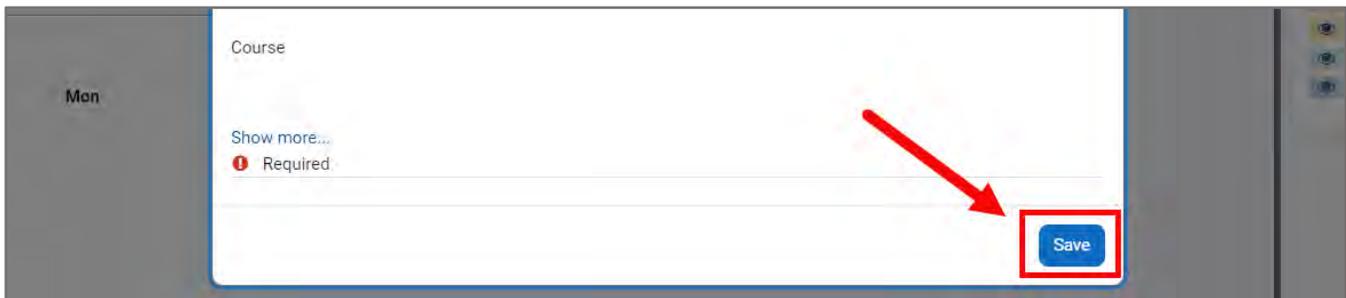


The screenshot shows the 'New event' modal form with the 'Type of event' dropdown set to 'Course'. The 'Course' dropdown menu is open, showing a search bar and a list of course options. The first option is '× Navigate Premier Access for Emergency Care and Transportation of the Sick and Injured, 12e(2354FF-Giddings)', which is highlighted with a blue box. Below the list is a search input field with a red box around it. A red warning icon and the text 'Required' are visible at the bottom left. A blue 'Save' button is at the bottom right.

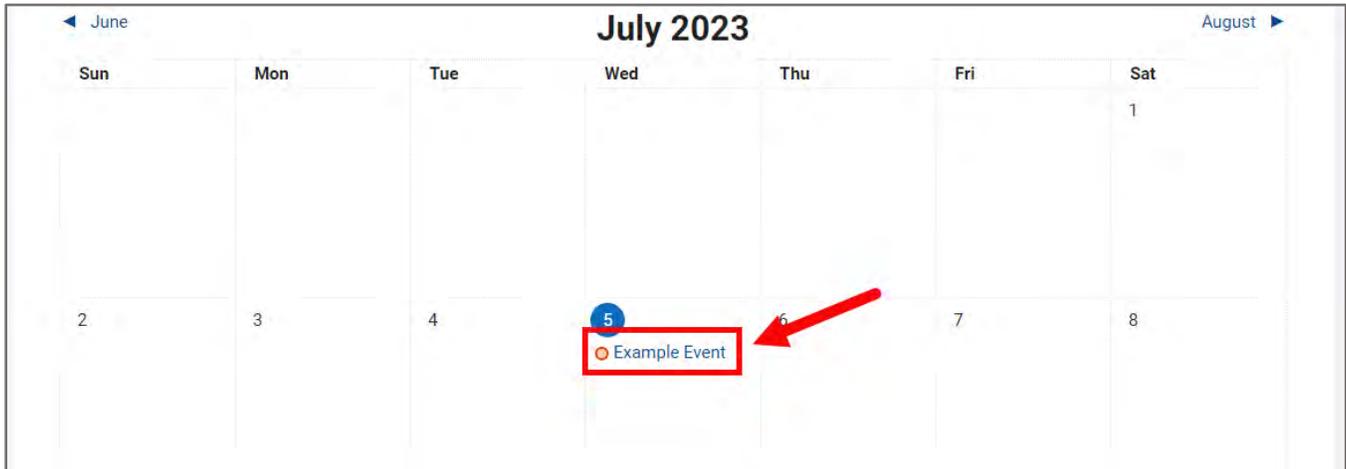
10. To specify more options, such as entering event details and setting its duration, click the **Show more** link and make the needed adjustments.



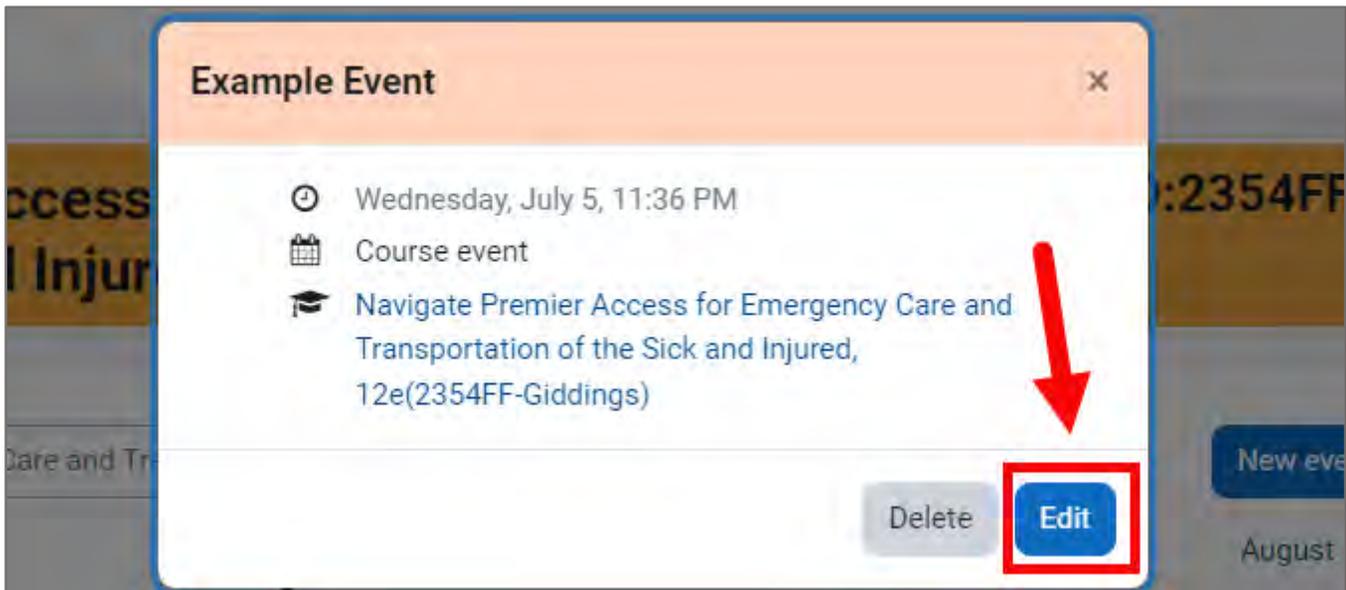
11. When you are finished, click the **Save** button.



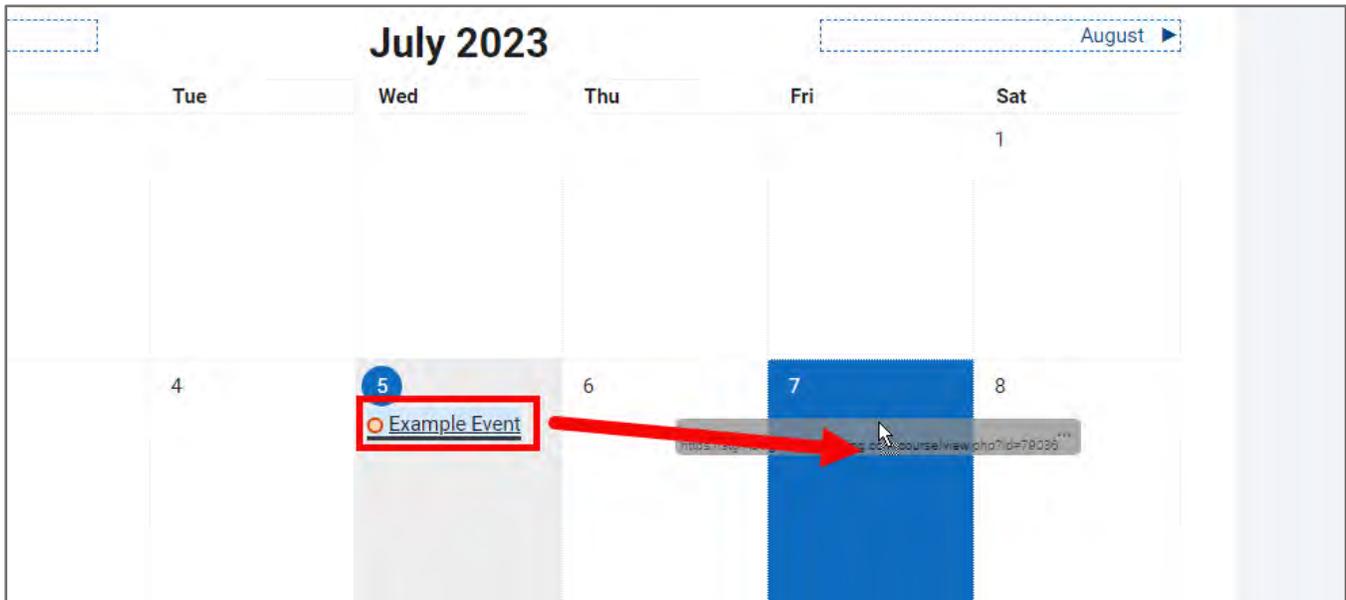
12. To view the details of your custom event and make any changes to it, click on the event as shown in the Calendar.



13. Then click the **Edit button** to begin making your changes and click **Save** when finished.



14. To easily reschedule any event to a different date, click and drag the event to its new date.

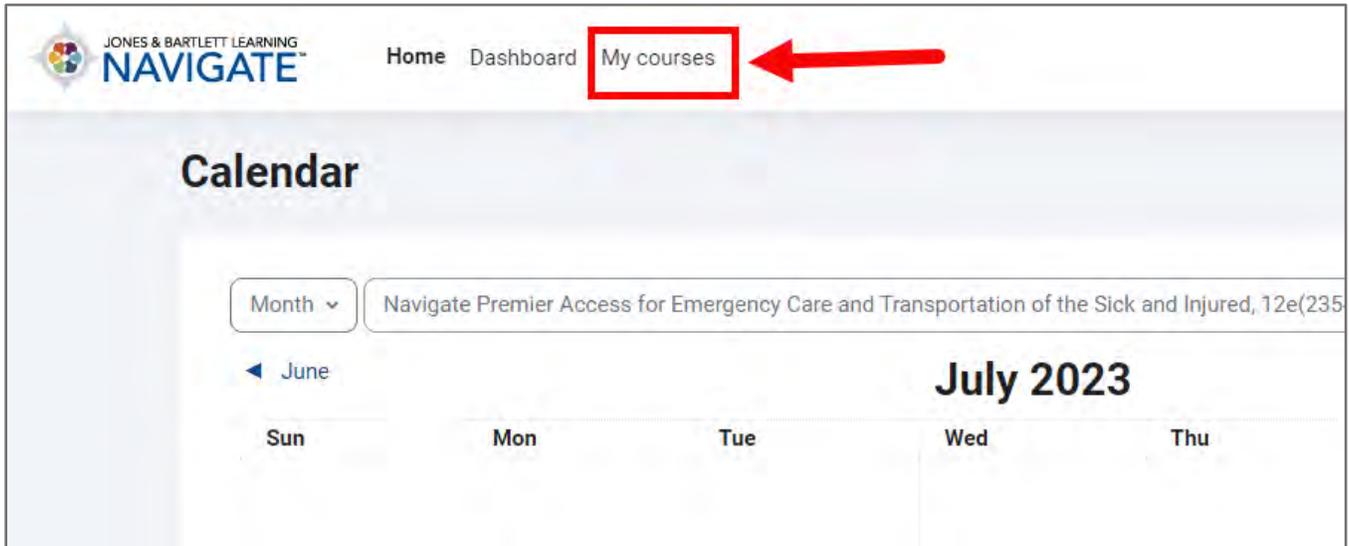


15. Any time restrictions or deadlines applied to quizzes, assignments, or other course activities will automatically populate the respective items within your course calendar. Once populated, you may then conveniently drag and drop the activities as needed to make any date changes on the fly. Please 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.

16. To export the calendar details to your personal Google, Outlook, or other calendar application, click the **Import or export Calendar** button at the bottom of the calendar page. Specify which events to export and the desired time period, then click the **Export** button. The exported calendar file is saved to your Downloads folder.



17. When you're finished working in your calendar, click **My courses** from the top navigation bar, and select your course.

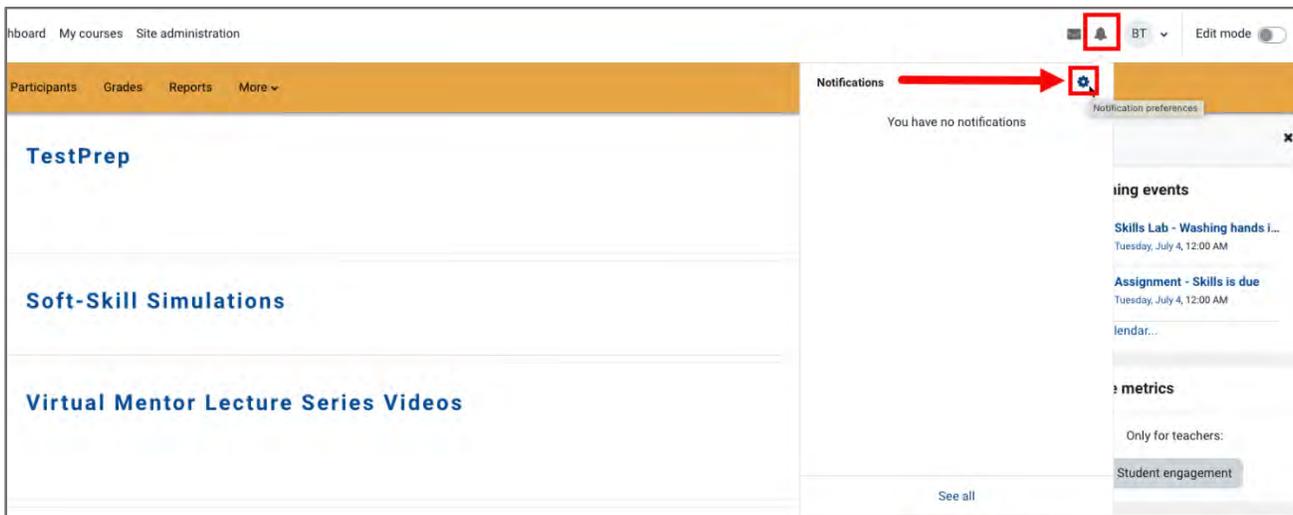


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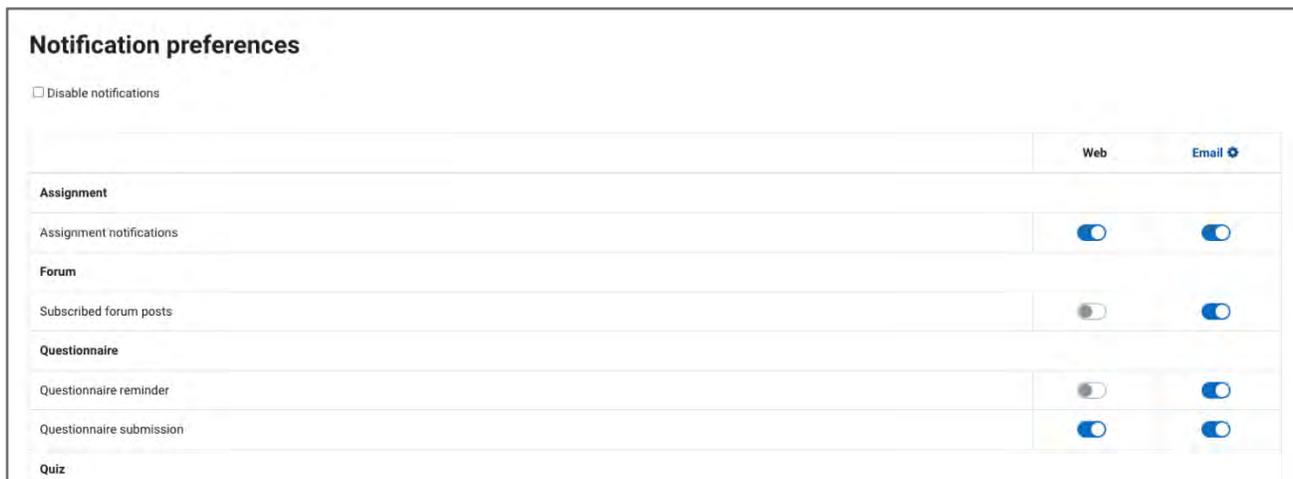
How to Manage Course Notifications

This document contains instructions on how to set the channels through which you'll receive course notifications.

1. On the front page of the course, click the **bell** icon at the top right of the screen to open the notifications menu. Then click the **gear** icon to open the notification preferences.

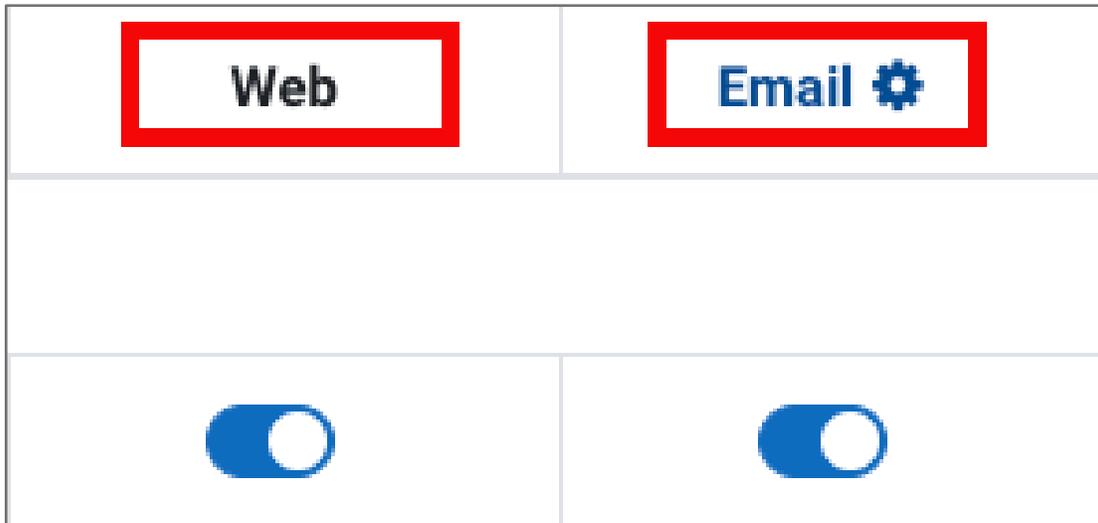


2. This page will display course notification options vertically on the left-hand side and two columns to the right, where you may toggle the individual notifications on or off to select how and when you receive them.



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3. There are two methods of receiving notifications: within the course itself and through the email address listed on your account.



4. For example, if you prefer not to receive email notifications when your students submit assignments, but you would like to be notified in the course upon launching it, scroll to the assignments section and toggle the buttons on or off to reflect these preferences.

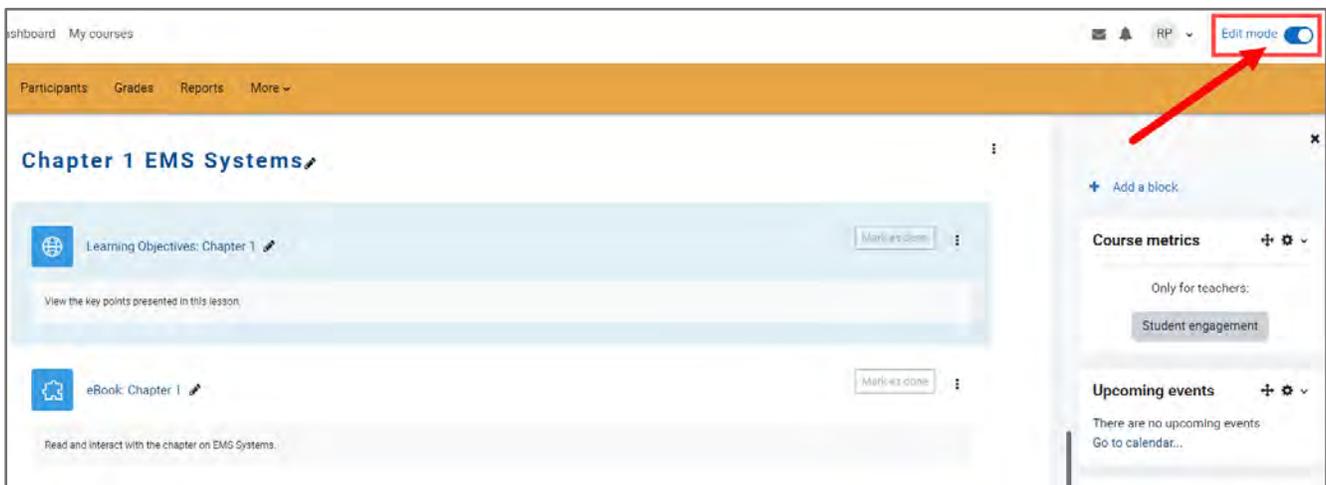


5. When satisfied with your changes, you may navigate away from this page at any time and your changes will automatically be saved.

How to Set Up a Live Course Chat

This document outlines steps for creating an online chat room for participants within your Navigate course. The chat feature may be used to facilitate real-time conversation for all course participants within a central chat module under a topic chosen by the instructor.

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.

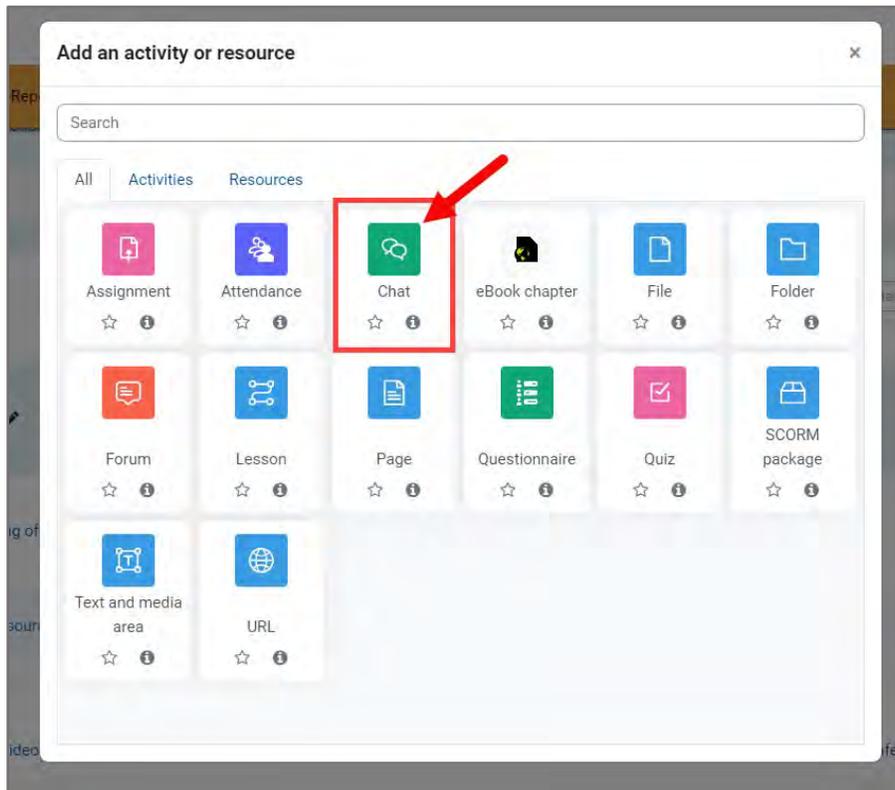


2. Then scroll down the page and click the **Add activity or resource** option below the page contents.

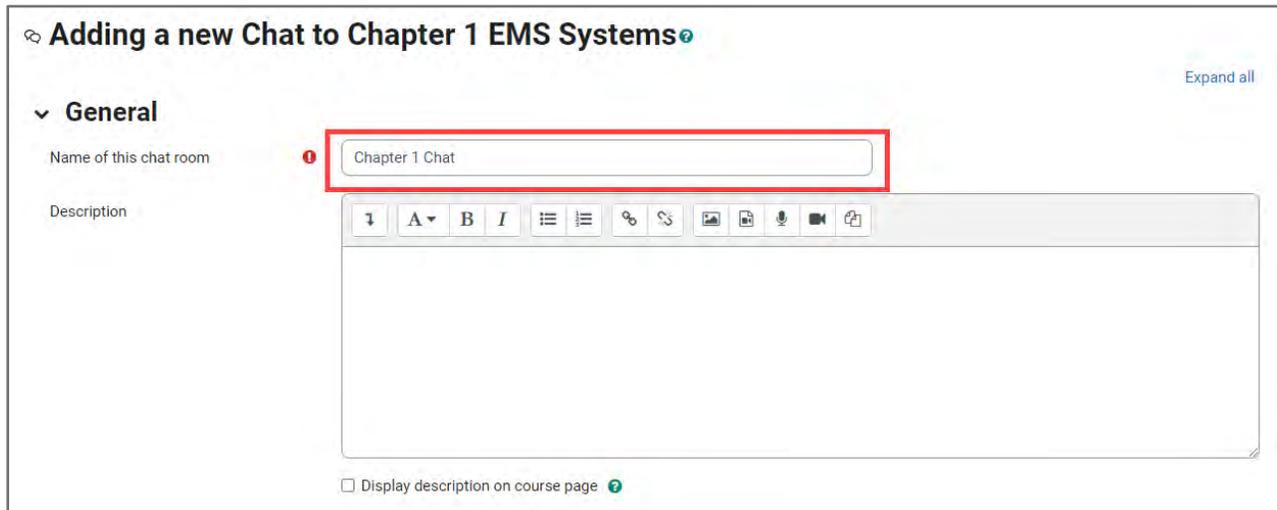


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3. From the resulting popup window, select the **Chat** option.



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.



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 1 EMS Systems Expand all

General

Name of this chat room !

Description Please use this chat to ask questions about the material in Chapter 1.

! Draft saved.

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 26 June 2023 00:00

Repeat/publish session times

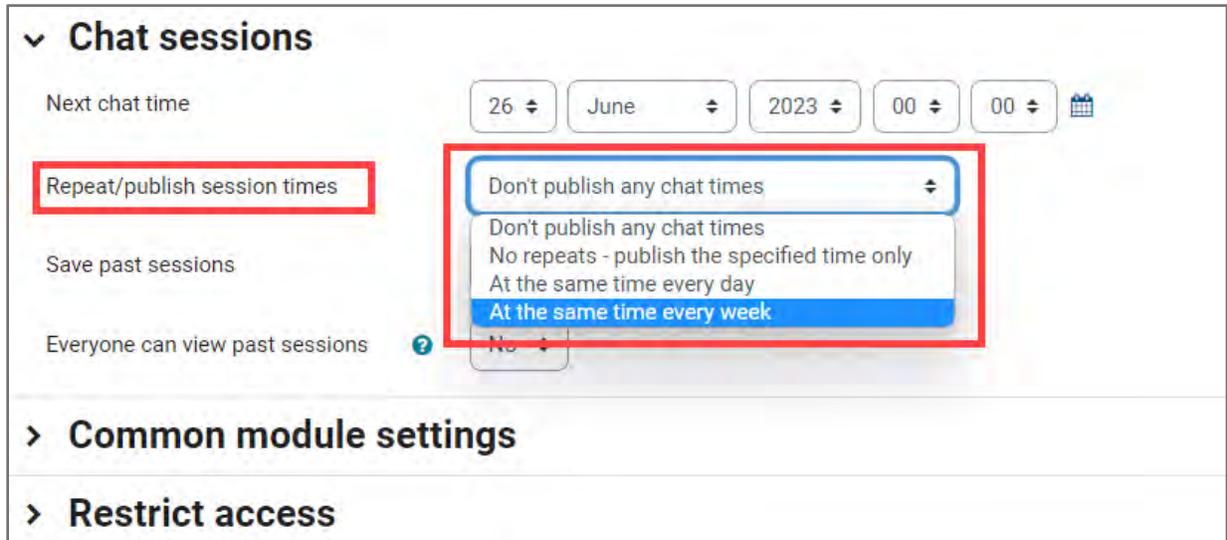
Save past sessions

Everyone can view past sessions ?

> Common module settings

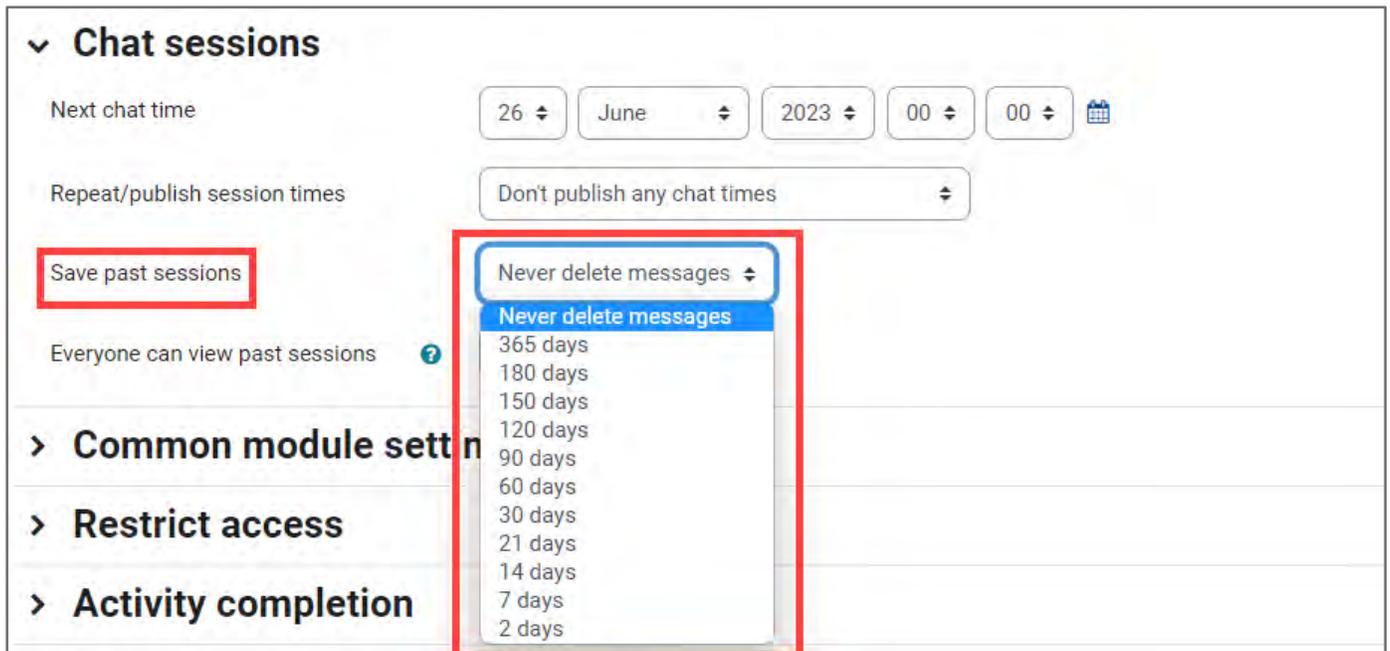
> Restrict access

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.



The screenshot shows the 'Chat sessions' settings interface. At the top, there are fields for 'Next chat time' set to 26 June 2023 at 00:00. Below this, the 'Repeat/publish session times' dropdown menu is open, showing options: 'Don't publish any chat times', 'No repeats - publish the specified time only', 'At the same time every day', and 'At the same time every week'. The 'At the same time every week' option is highlighted in blue. Other settings like 'Save past sessions' and 'Everyone can view past sessions' are visible below. Navigation links for 'Common module settings' and 'Restrict access' are at the bottom.

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 the 'Chat sessions' settings interface. The 'Repeat/publish session times' dropdown is set to 'Don't publish any chat times'. The 'Save past sessions' dropdown menu is open, showing options: 'Never delete messages', '365 days', '180 days', '150 days', '120 days', '90 days', '60 days', '30 days', '21 days', '14 days', '7 days', and '2 days'. The 'Never delete messages' option is highlighted in blue. Other settings like 'Everyone can view past sessions' and navigation links for 'Common module settings', 'Restrict access', and 'Activity completion' are visible.

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.

▼ **Chat sessions**

Next chat time: 26 June 2023 00:00

Repeat/publish session times: Don't publish any chat times

Save past sessions: Never delete messages

Everyone can view past sessions: No

> **Common module settings**

> **Restrict access**

> **Activity completion**

> **Tags**

Send content change notification

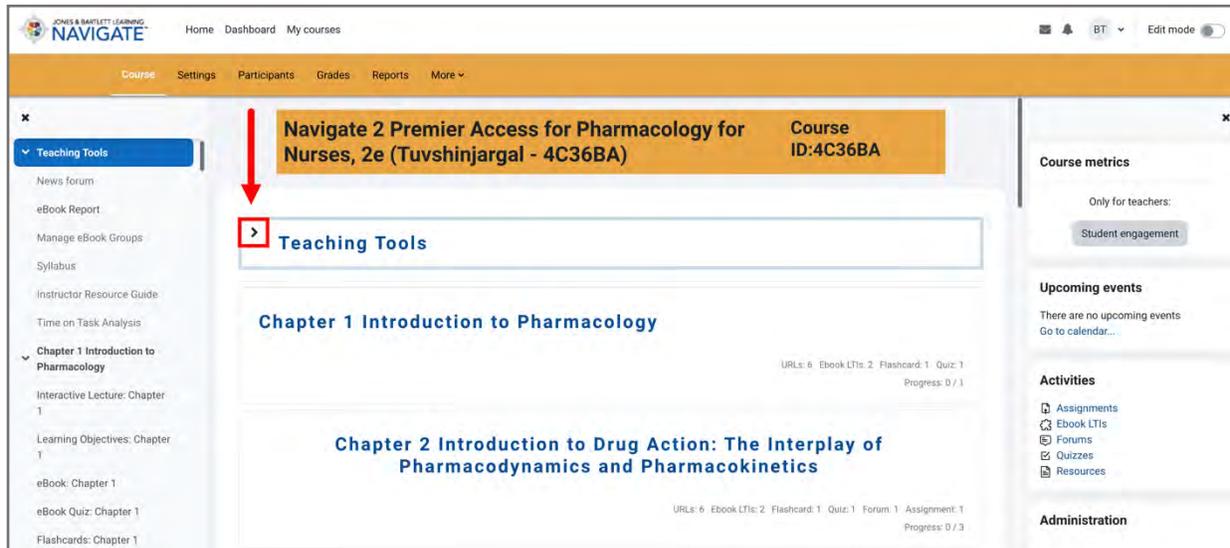
Save and return to course **Save and display** Cancel

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.

How to Post Course Announcements

This document provides instructions on how you can post general announcements in the course that will be communicated to all class participants.

1. From the course homepage, expand the **Teaching Tools** topic at the top by clicking the dropdown arrow to its left.



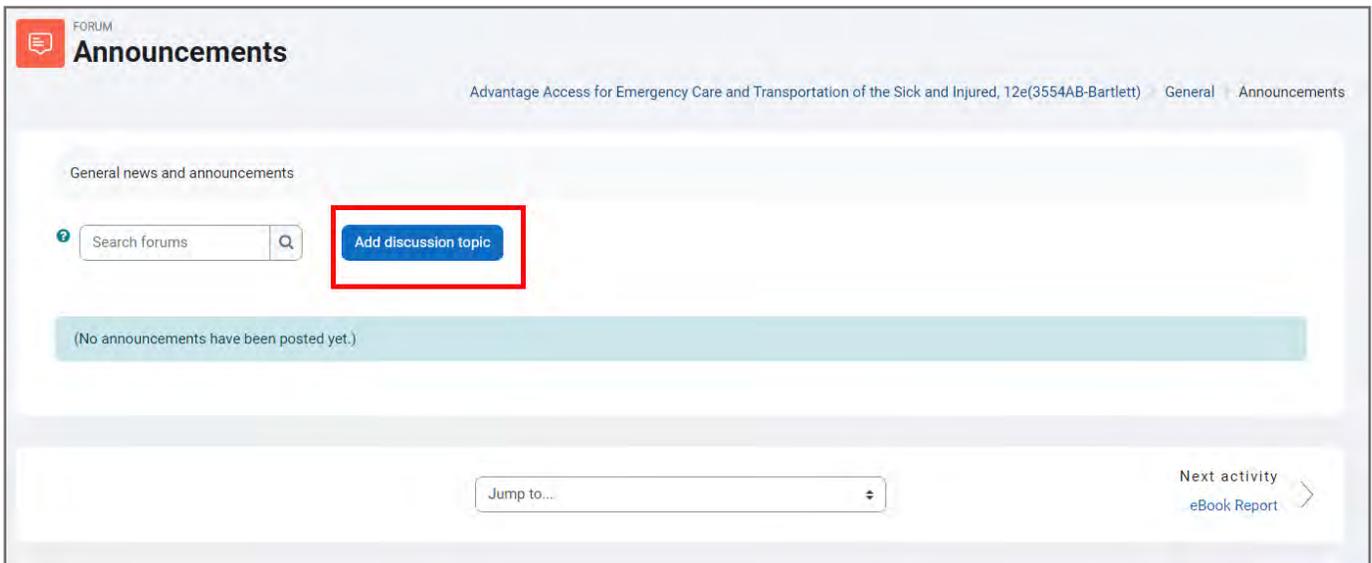
The screenshot displays the course homepage for "Navigate 2 Premier Access for Pharmacology for Nurses, 2e (Tuvshinjargal - 4C36BA)". The course ID is 4C36BA. The "Teaching Tools" dropdown menu is expanded, showing options like News forum, eBook Report, Manage eBook Groups, Syllabus, Instructor Resource Guide, Time on Task Analysis, and Chapter 1 Introduction to Pharmacology. The "Teaching Tools" option is highlighted with a red box and a red arrow pointing to it. The main content area shows "Chapter 1 Introduction to Pharmacology" and "Chapter 2 Introduction to Drug Action: The Interplay of Pharmacodynamics and Pharmacokinetics". The right sidebar contains sections for Course metrics, Upcoming events, Activities, and Administration.

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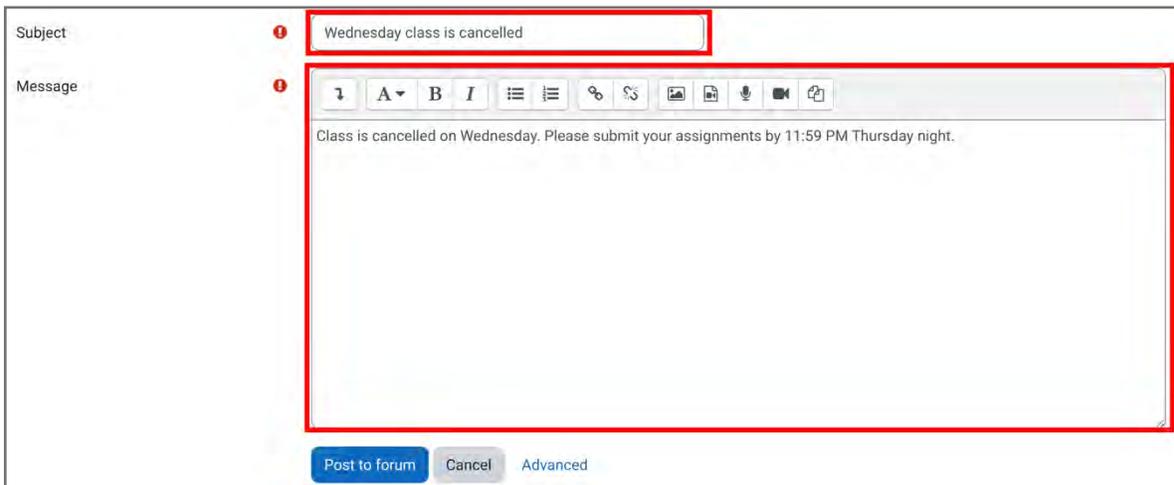
2. Then select the **Announcements** item from the list displayed. **NOTE:** Depending on your course, **News forum** may appear instead of **Announcements**. They are the same item and do not change the steps in this document.



3. On the next page, click the button to **Add discussion topic**.



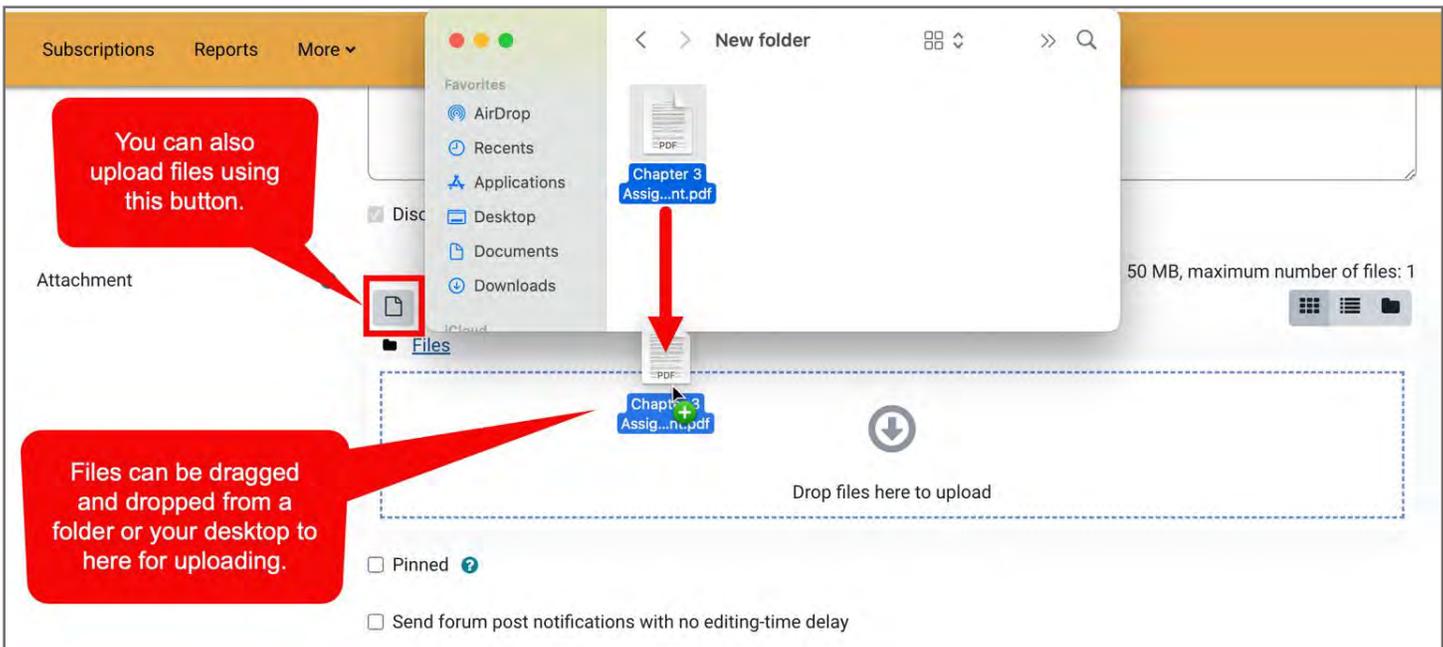
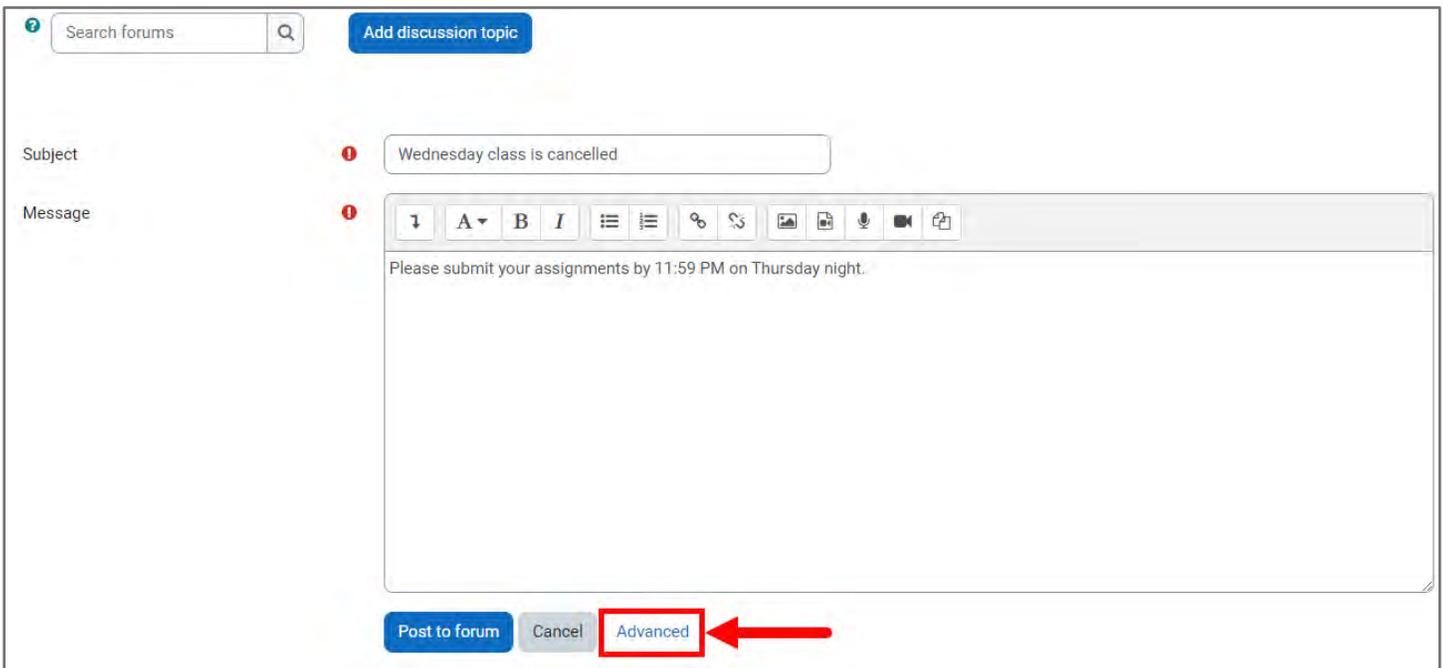
4. On the announcement settings page that opens, enter in the topic of the announcement in the **Subject** field. Then type the details of the memo you wish to communicate to all participants in the class in the **Message** field.



The screenshot shows a form for creating an announcement. It has two main sections: 'Subject' and 'Message'. The 'Subject' field contains the text 'Wednesday class is cancelled' and is highlighted with a red box. The 'Message' field contains the text 'Class is cancelled on Wednesday. Please submit your assignments by 11:59 PM Thursday night.' and is also highlighted with a red box. Below the message field is a rich text editor toolbar with icons for undo, font size, bold, italic, bulleted list, numbered list, link, unlink, image, video, audio, and link. At the bottom of the form are three buttons: 'Post to forum' (blue), 'Cancel' (grey), and 'Advanced' (grey).

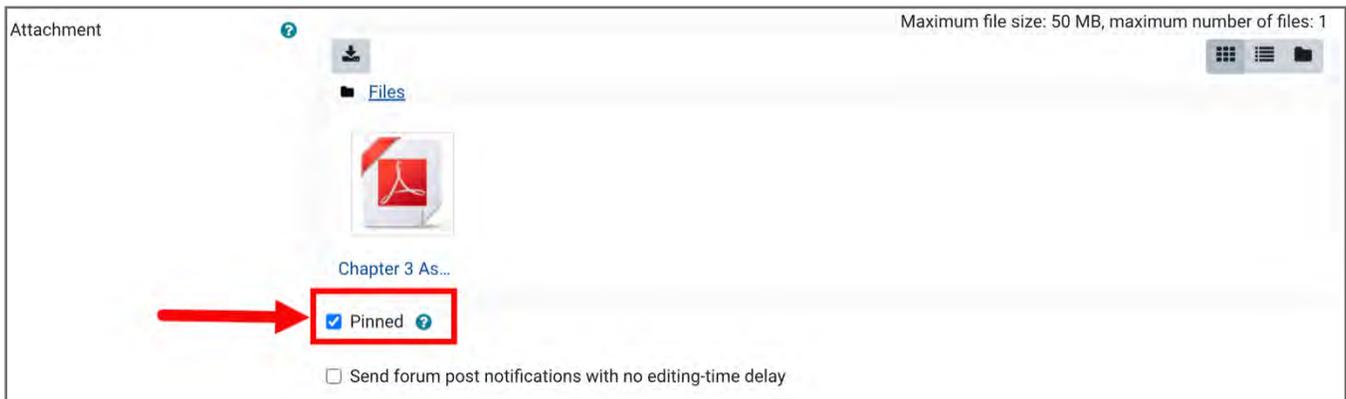
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5. If you wish to attach or upload a file to be associated with this announcement, click **Advanced** beneath the description box to reveal more options. You may then drag and drop the file from its location on your Desktop directly into the **Attachment** dropbox available on the course page.

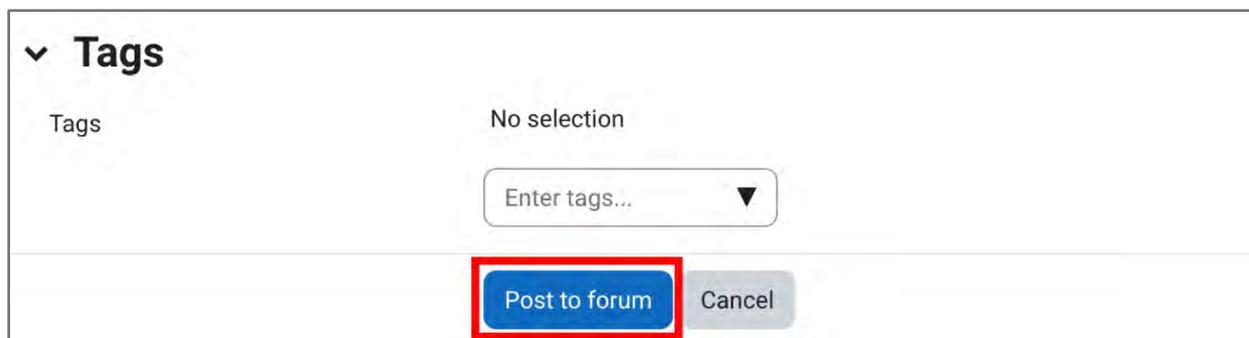
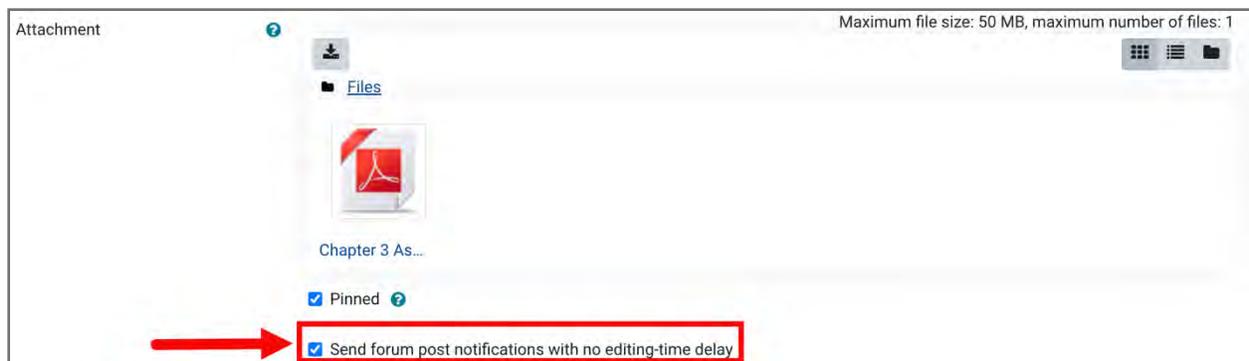


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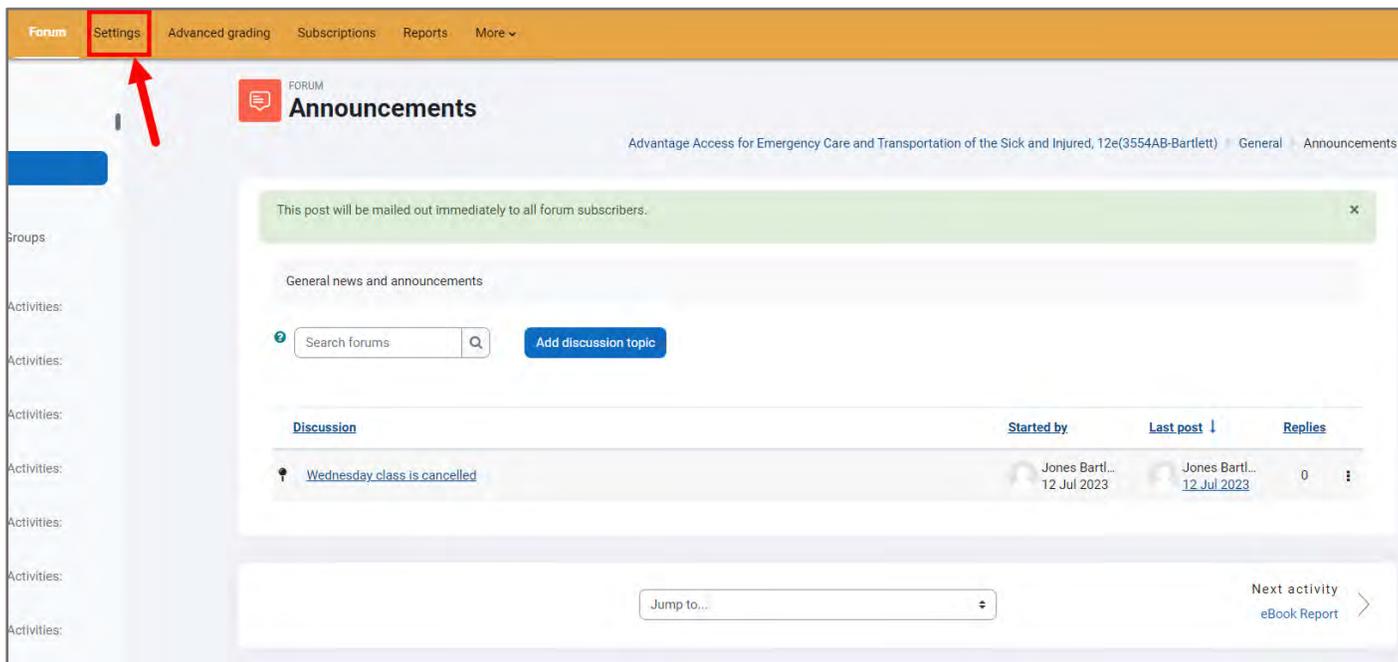
6. You may post or plan to post multiple course announcements. In this case, you can always ensure the latest post is pinned at the top of the announcements list by default by selecting the **Pinned** checkbox.



7. 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. Lastly, please scroll down the page and click the **Post to forum** button.



8. If you would like to apply a specific length of time for which you wish the announcement to be available for the participants to view, click on the **Settings** menu option at the top of the page.



9. On the resulting page, please scroll down and expand **Availability** settings. To apply a date and time for when you would like your announcement to be visible, click the **Enable** checkbox next to **Due date** and then select the timing parameters.



10. 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 **Cut-off date** option and then select the desired timing.

Availability

Due date Enable

Cut-off date Enable

11. Once you are satisfied with your settings, click the **Save and display** or **Save and return to the course** button.

> Restrict access

> Activity completion

> Tags

Send content change notification

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

12. 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.

General news and announcements

Search forums

Discussion	Started by	Last post ↓	Replies
Wednesday class is cancelled	Jones Bartl... 12 Jul 2023	Jones Bartl... 12 Jul 2023	0

Jump to...

Next activity [eBook Report](#)

9

Special Course Resources

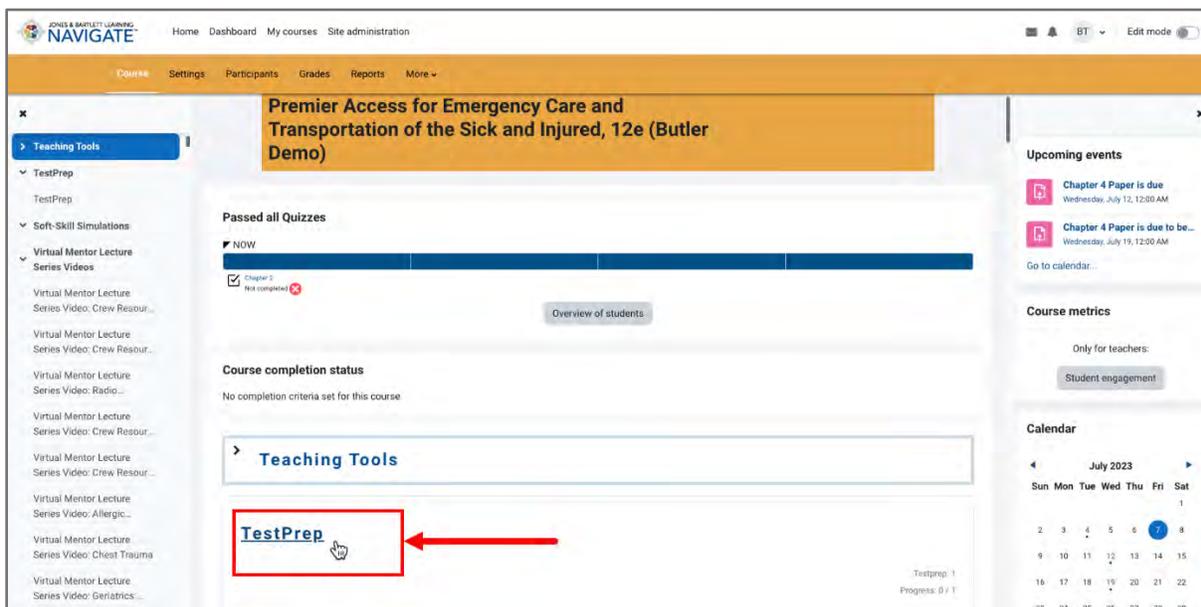
This section provides guidance with learning how to use special course resources, such as the eBook and TestPrep.



How to Use TestPrep

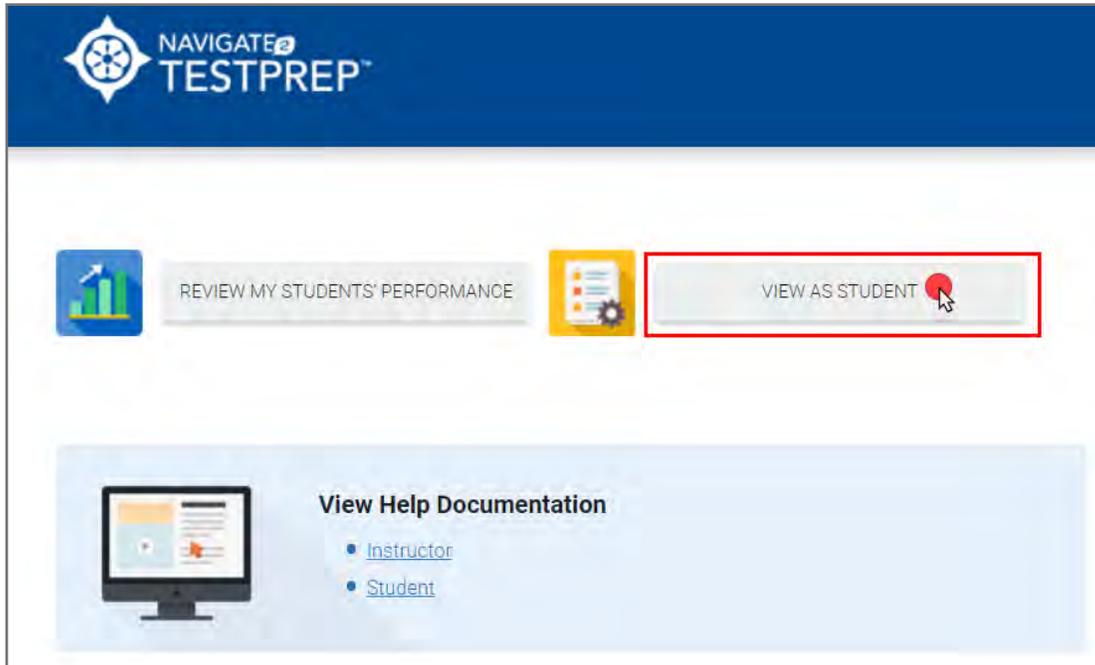
The directions below explain how to use Navigate TestPrep within your course as an instructor. We strongly recommend reviewing the student TestPrep tutorial in the Training Library first to familiarize yourself with how your students may use the tool before you continue.

1. Navigate to and launch **TestPrep** by clicking on the tool from its location in the course. You may need to click **TestPrep** again on the next page, then TestPrep will open in a new tab within your browser.



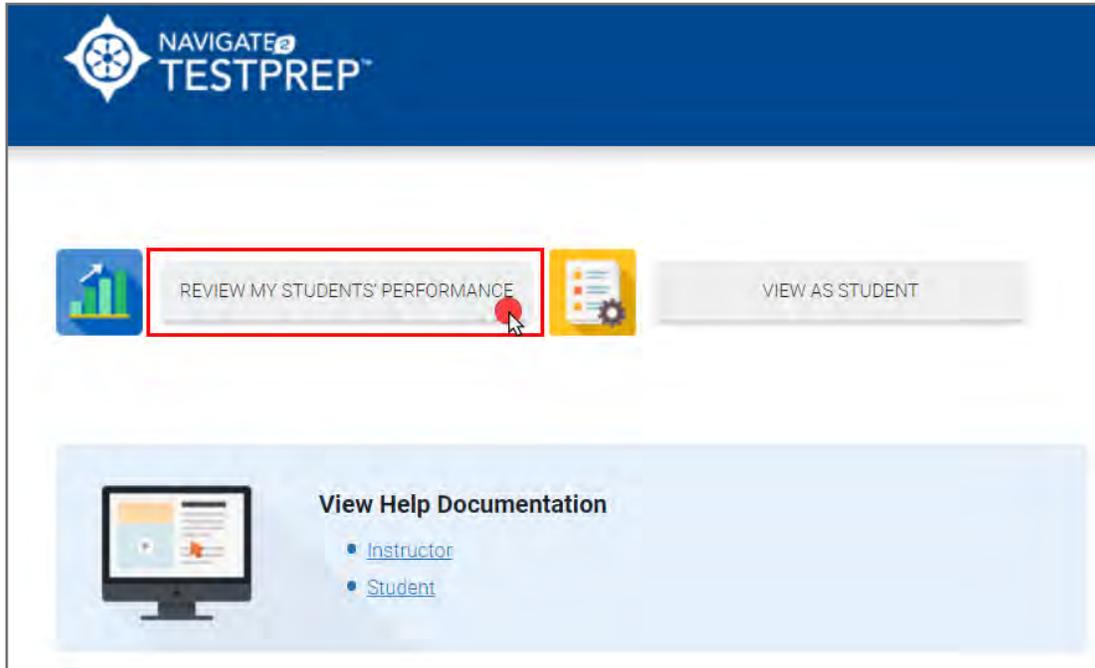
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2. As an instructor, you have two options. You may review and track your students' use of and performance in the tool, or you may use TestPrep in student mode.
3. To explore TestPrep as a student, click the **View as Student** button on the launch page. Refer to the student tutorial video for TestPrep in the Library for further guidance.



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- When you are ready to review your students' practice test or exam results, click the **Review My Students' Performance** button.



- 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

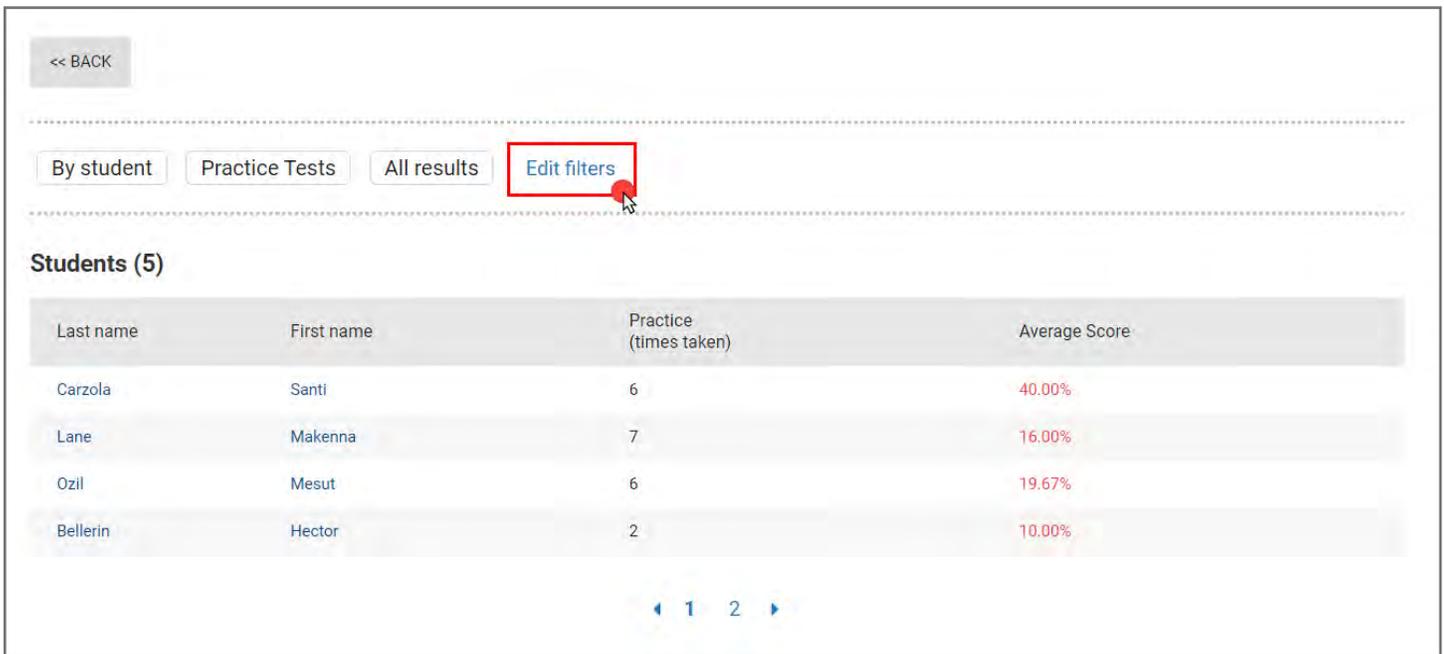
By student
Practice Tests
All results
Edit filters

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

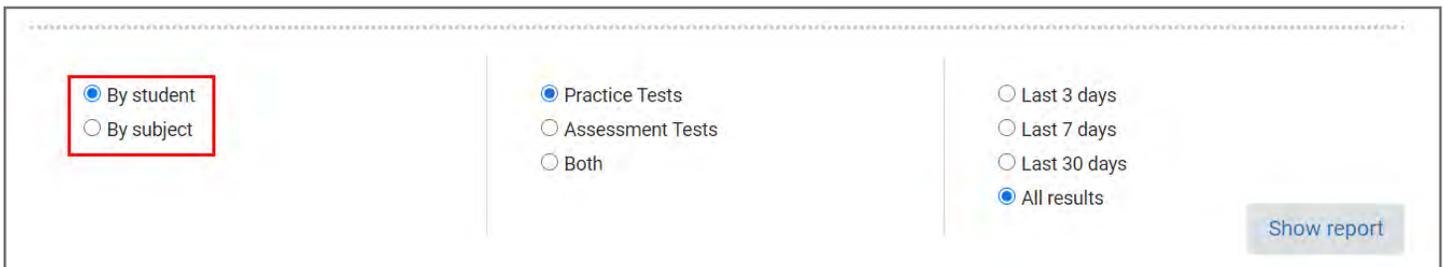
By student Practice Tests All results **Edit filters**

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 time period to examine.



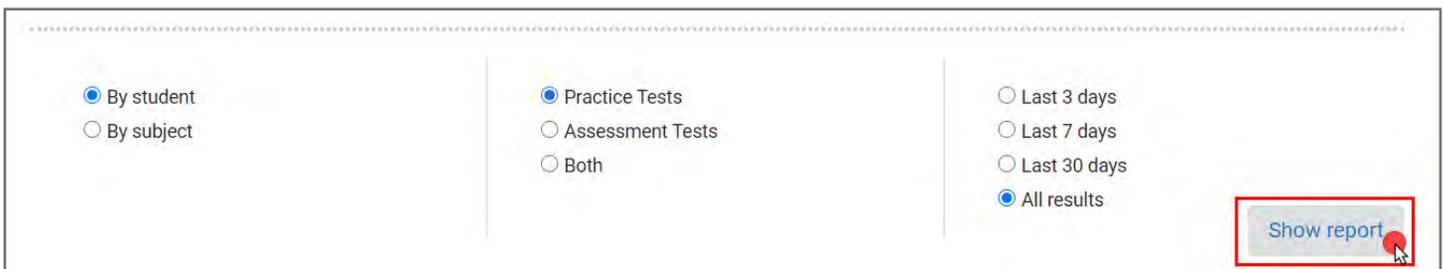
By student
 By subject

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%

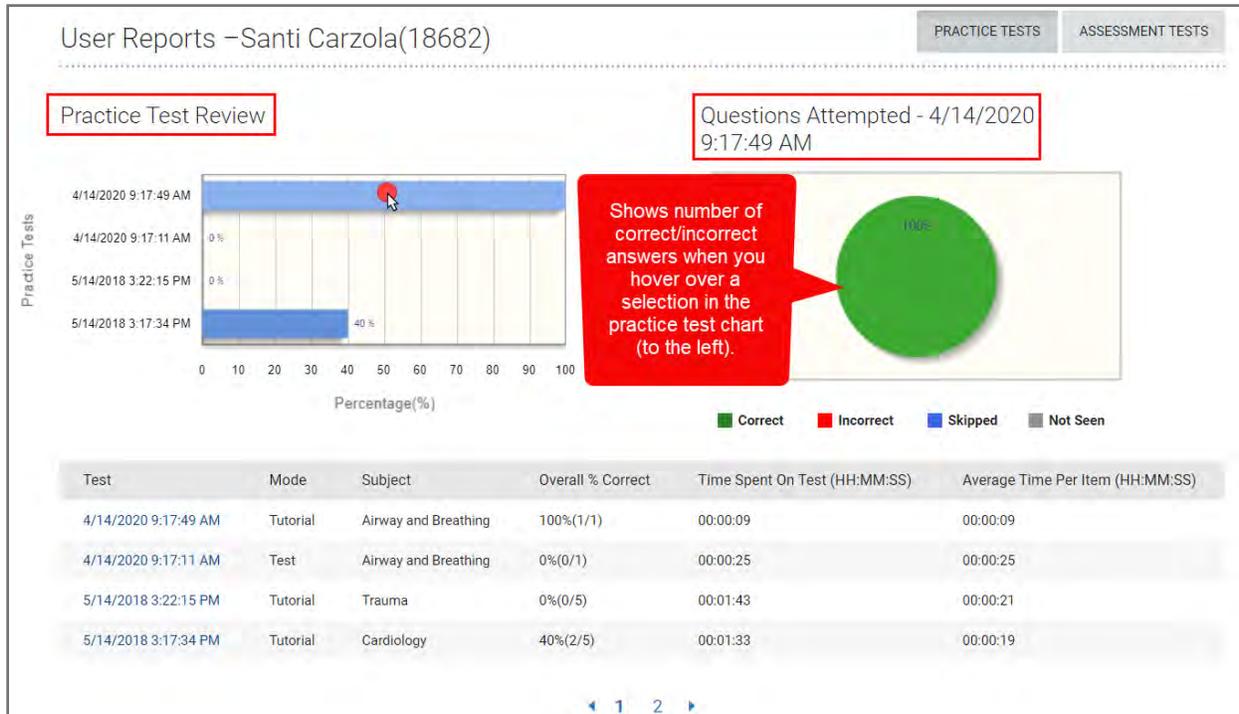
◀ 1 2 ▶

10. Click a student's name to review their detailed results.

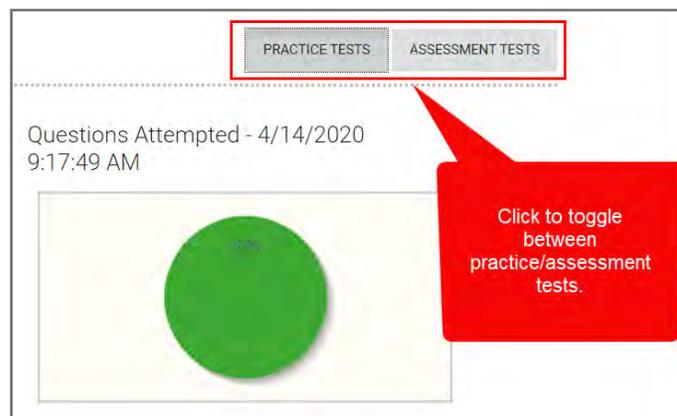
Students (5)

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. Their **User Report** page displays a **Practice Test Review** bar graph revealing the scores achieved on their 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.



12. Regardless of the testing modes you selected in the report’s filter options previously, 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 finally 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

- 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

- 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
 S Skipped
 N 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

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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

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 time stamp 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, time the student spent answering the question (highlight both columns as they are redundant), and the average score of all students in the class who have answered the same question.

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

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 finally, 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.

Navigation bar showing: << Back (highlighted), User Reports –Santi Carzola(18682), PRACTICE TESTS, ASSESSMENT TESTS. Below the bar: Assessment Test Review, Questions Attempted - Assessment Test 11/3/2017 11:23:20 AM

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**.

Filter options: By student, Practice Tests, All results, Edit filters (highlighted). Selections: By subject (selected), Practice Tests, Assessment Tests, Both, Last 3 days, Last 7 days, Last 30 days, All results. Show report (highlighted).

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 each subject is shown under the last column.

Students (5)

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%

Class average for each topic/chapter

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%

How to Use the eBook

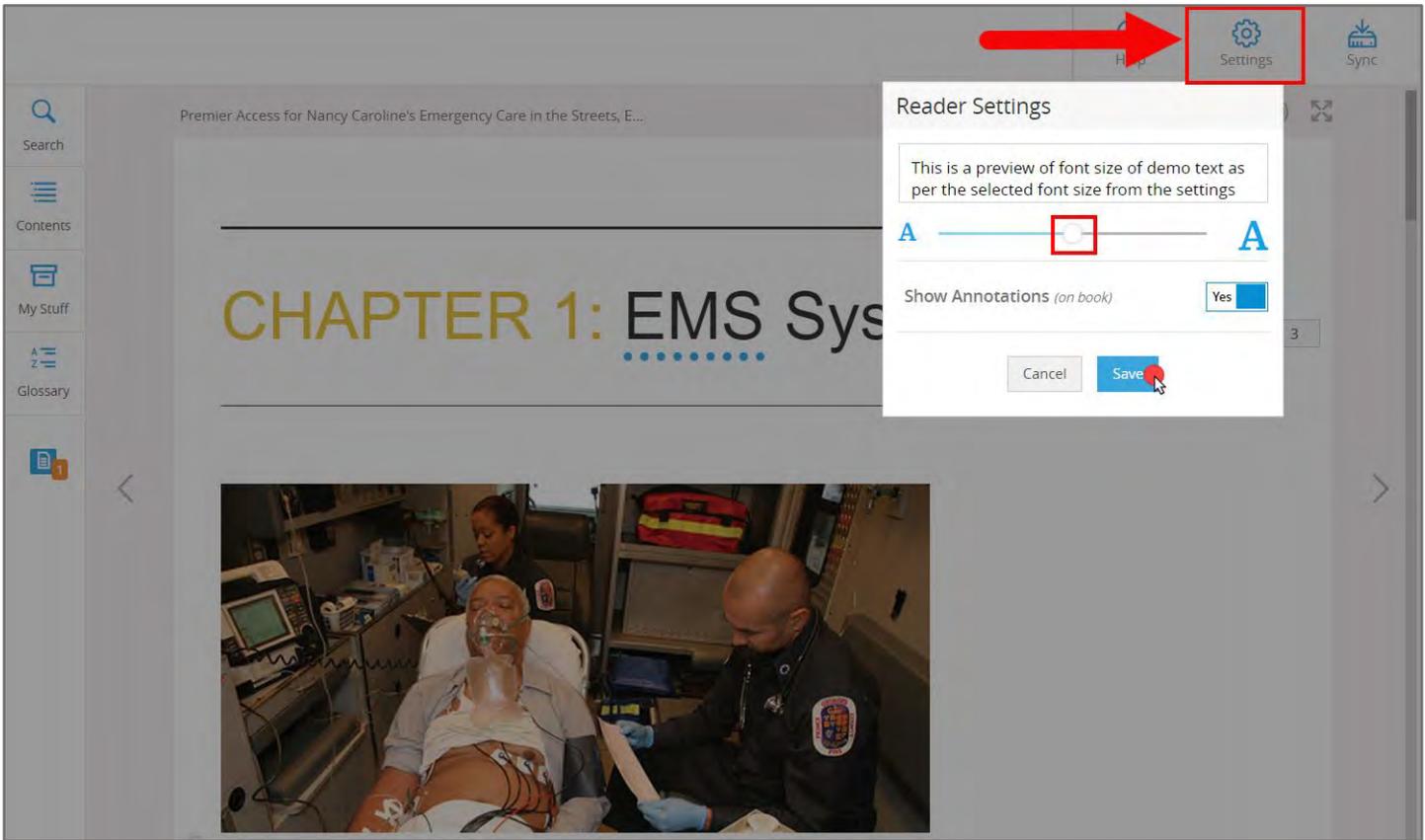
This document contains a walkthrough of a variety of features within the eBook, such as annotations, text-to-speech, bookmarking, and more. It is intended to show how to make the most of the eBook's capabilities. Please note, eBook features and asset types will vary by title.

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.



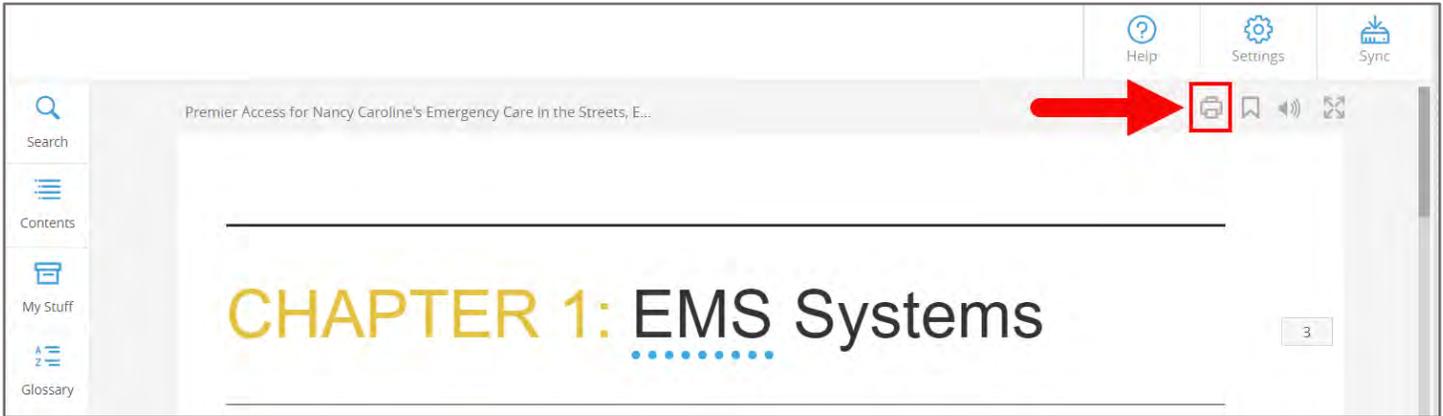
3. Clicking the eBook chapter will load the first page of selected chapter in a new tab in your web browser. If this is your first time opening the eBook, take a moment to explore and learn about the features available using the tour overlay.

- 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.

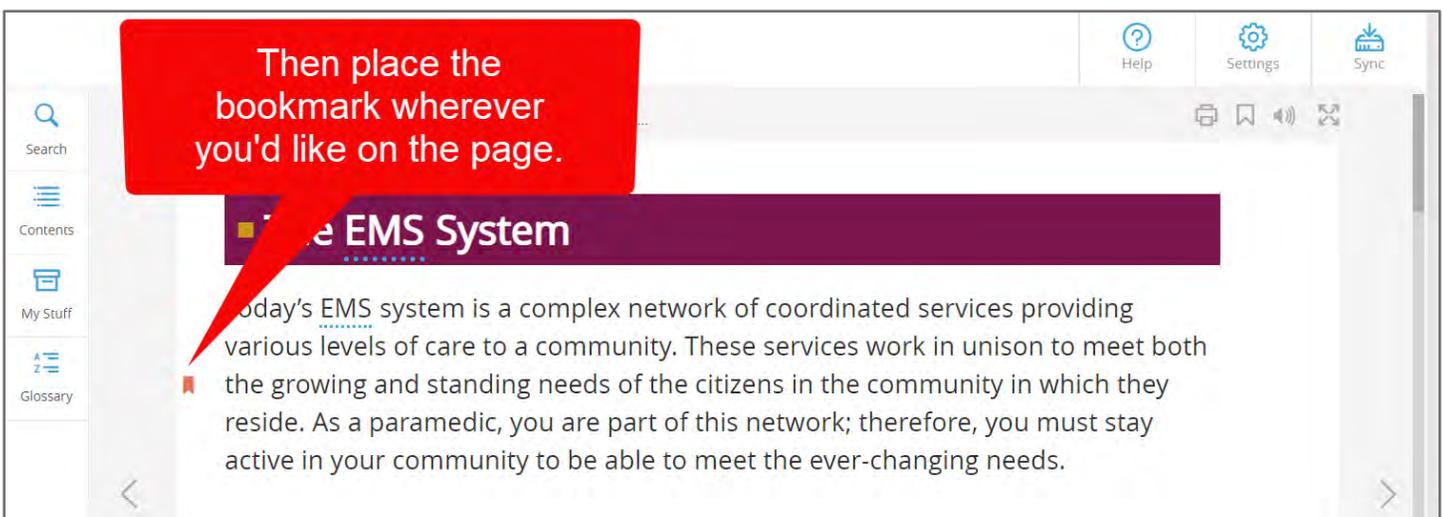


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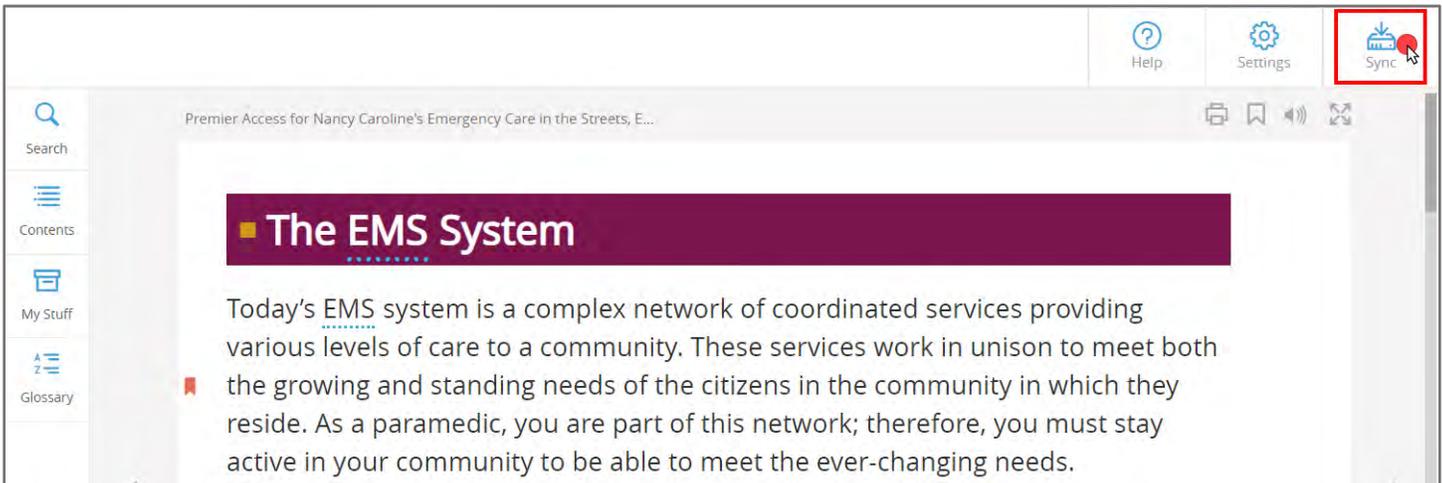
5. The **Print** button  may be used to print the desired pages of the chapter section you are viewing.



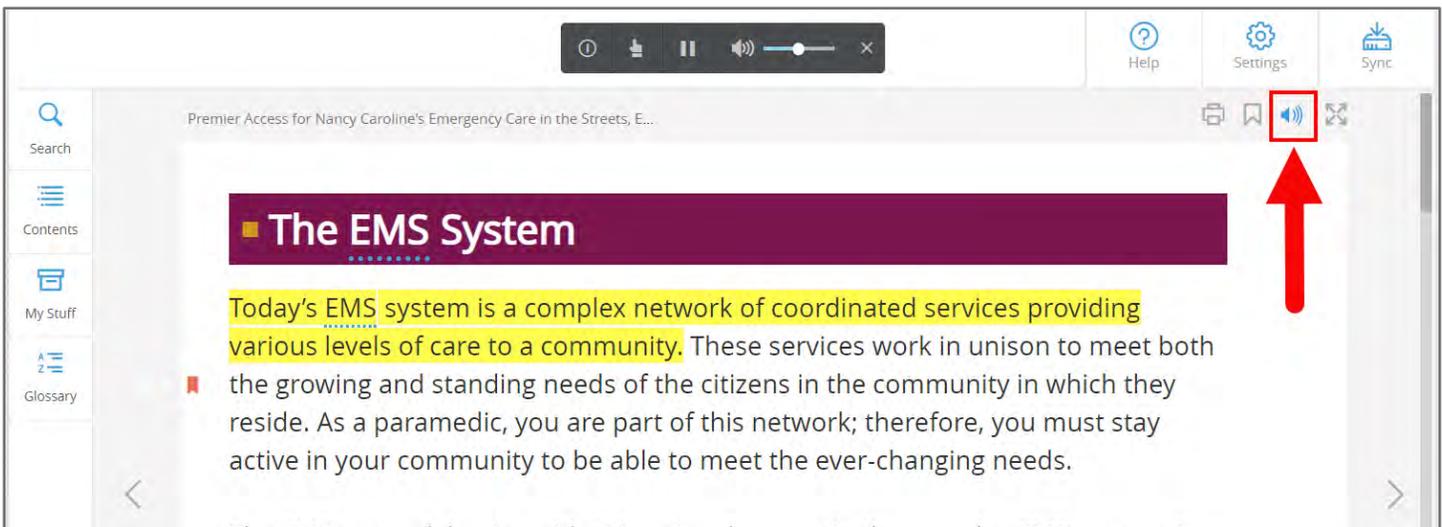
6. The **Bookmark** button is a tool used to save a reference point on the page, providing you with a quick link to return to the exact location that was chosen. To create a bookmark, click the  button first and then click on the desired location of the page to apply it.



7. Next, click the **Sync** button at the top right of the page to save your progress.

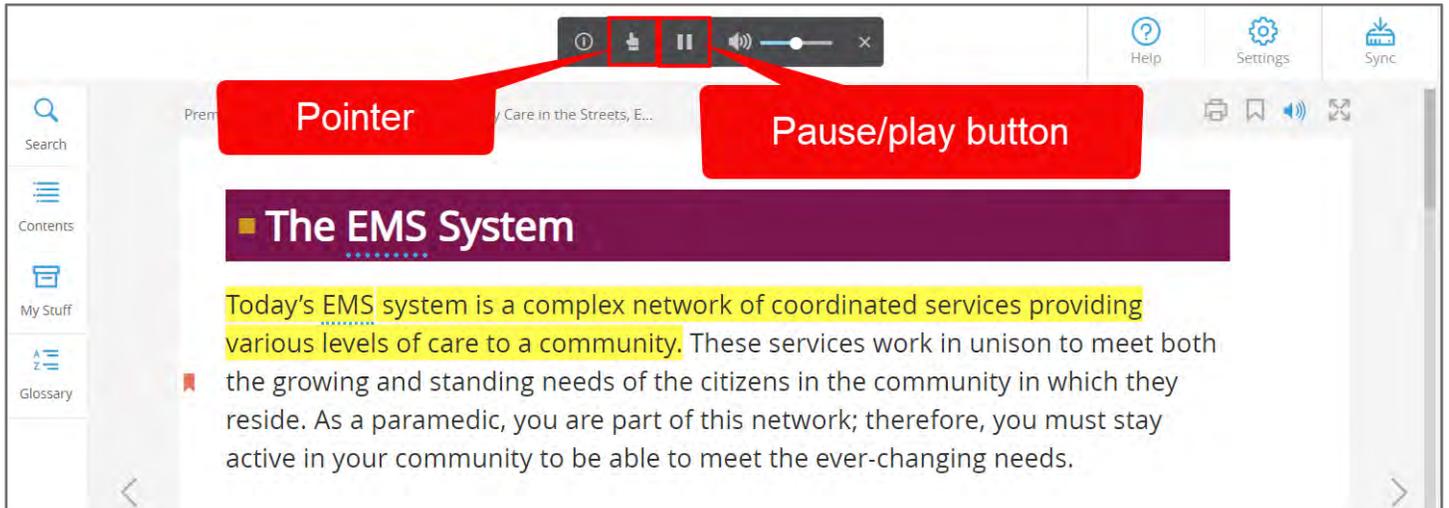


8. The **Listen** button  will enable the eBook screen-reader and highlight text as it is read aloud.

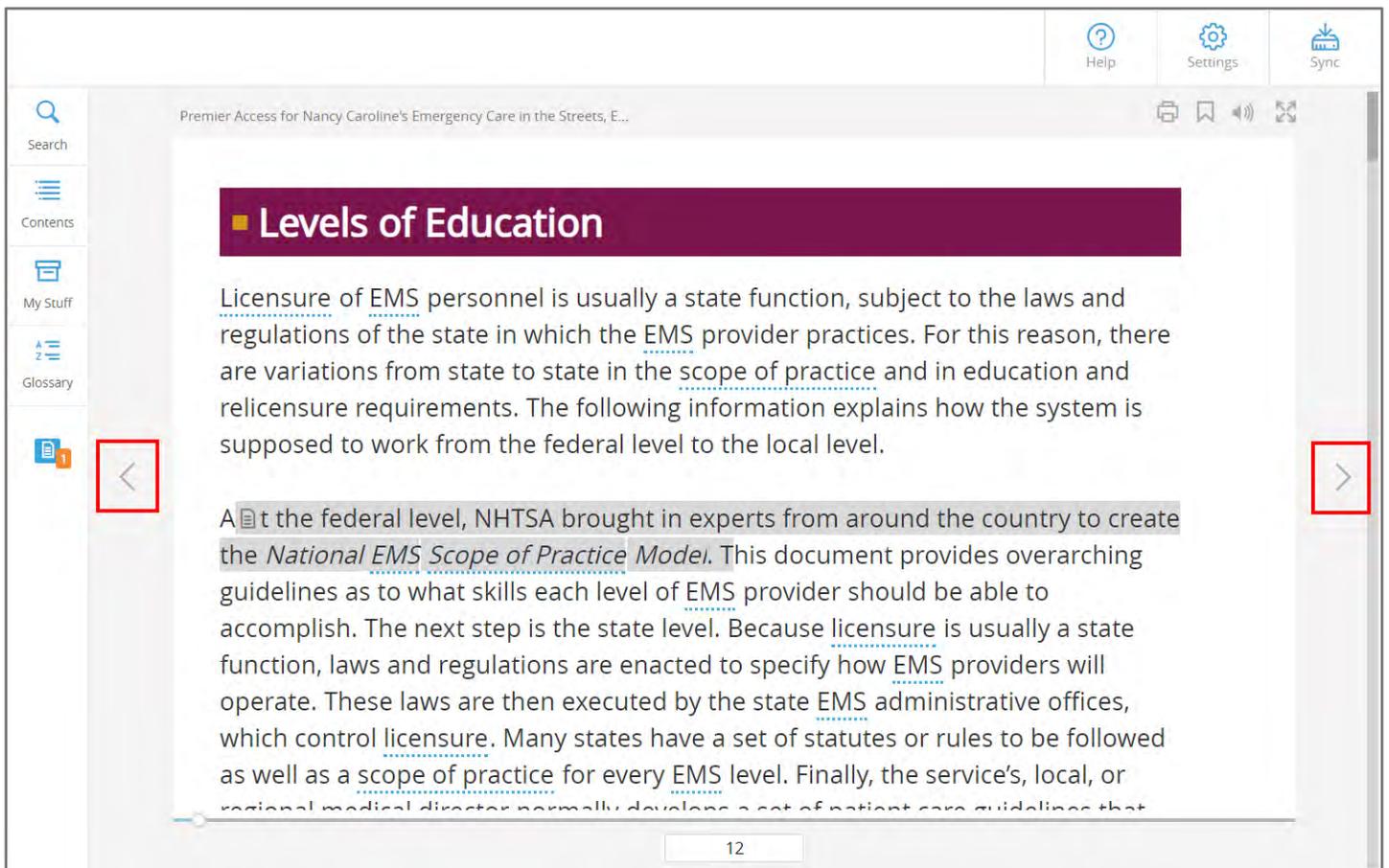


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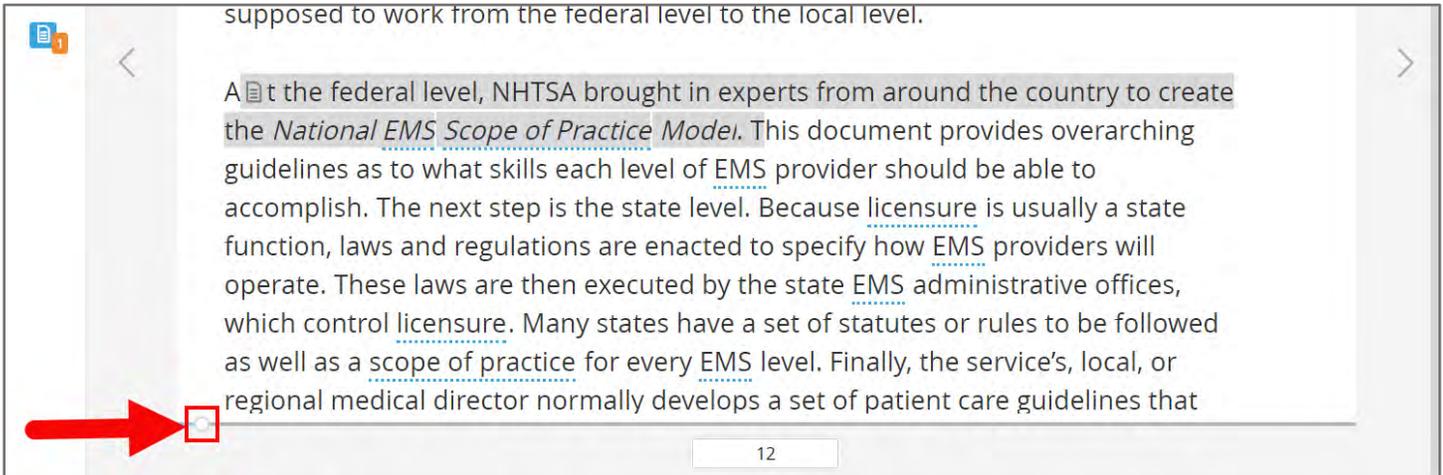
9. The reading may be paused at any time using the **Text-to-speech toolbar** displayed at the top of the page. The **Pointer** button within the toolbar may be selected and then used to click on a specific sentence for it to be read aloud.



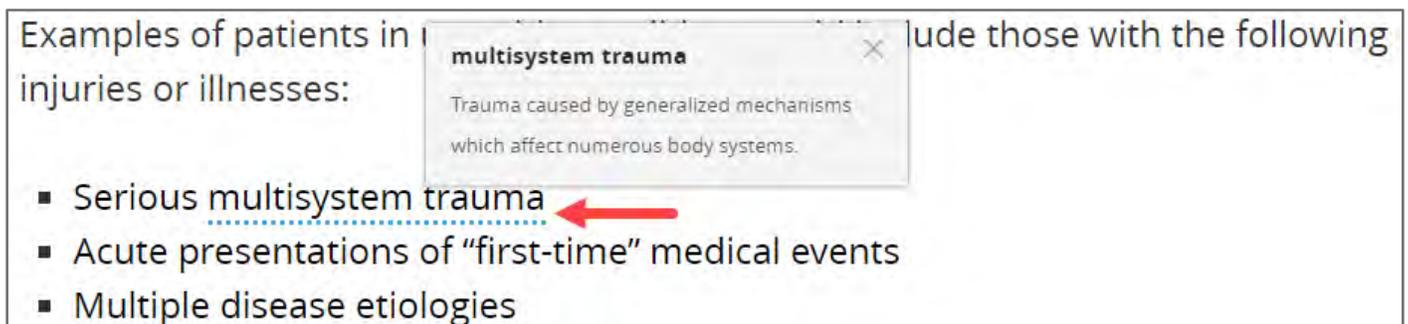
10. Use the **Arrow** buttons  to the left and right of the page to navigate from page to page.



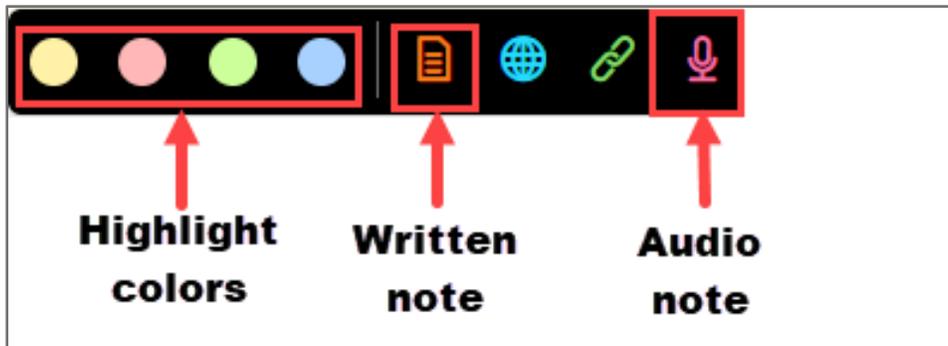
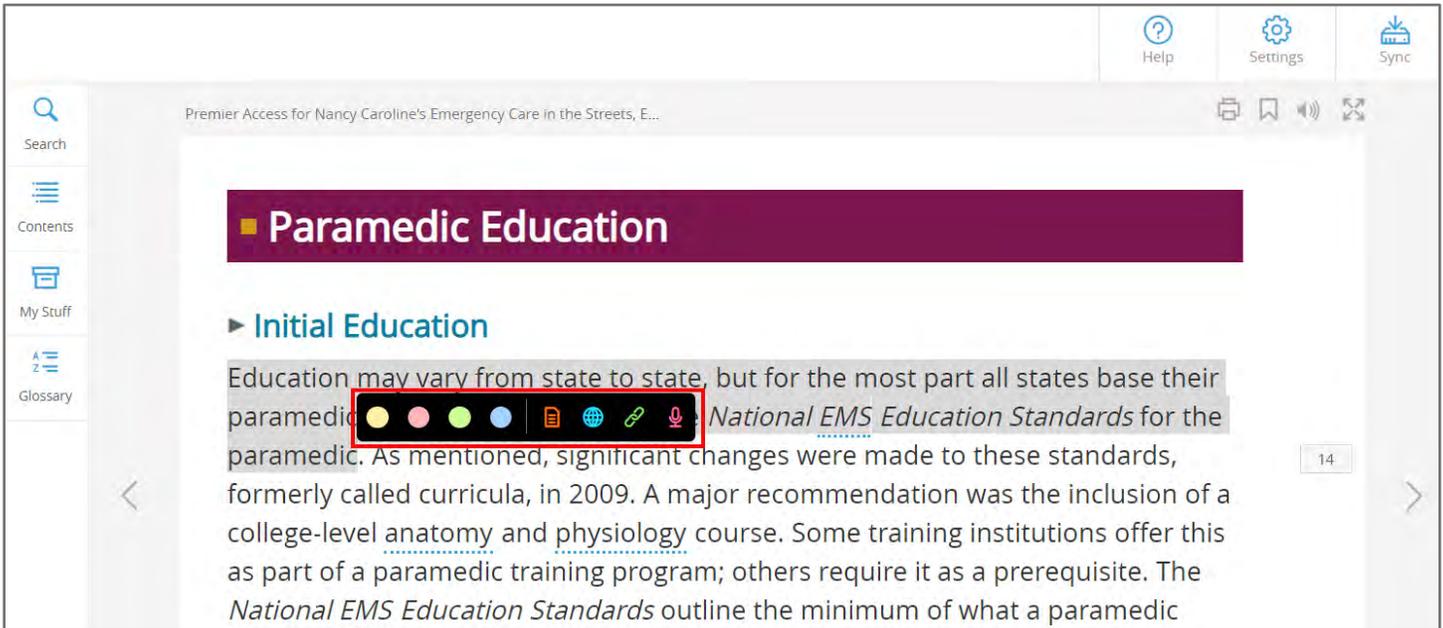
11. Alternatively, you may use the **Scrollbar** at the bottom of the page to jump to any desired section of the eBook, and you can refer to the scrollbar as an indicator of your progress.



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.

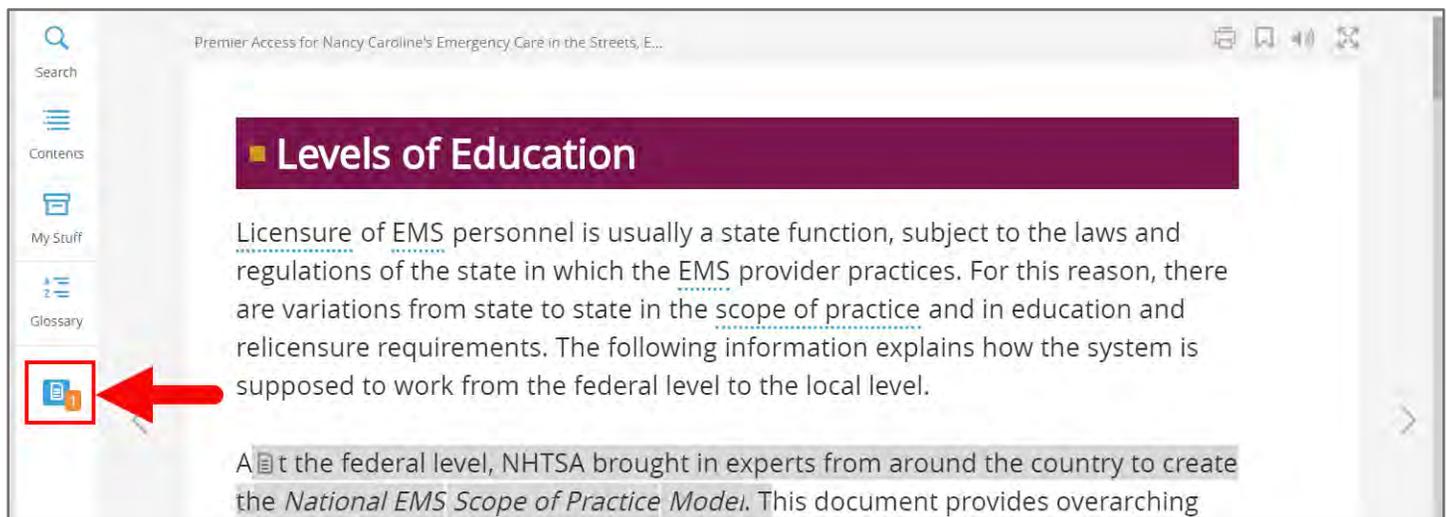


13. Highlighting any section of text with your cursor will open an **Annotation Toolbar**, which may be used to highlight the eBook text or create either written or recorded audio notes.



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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

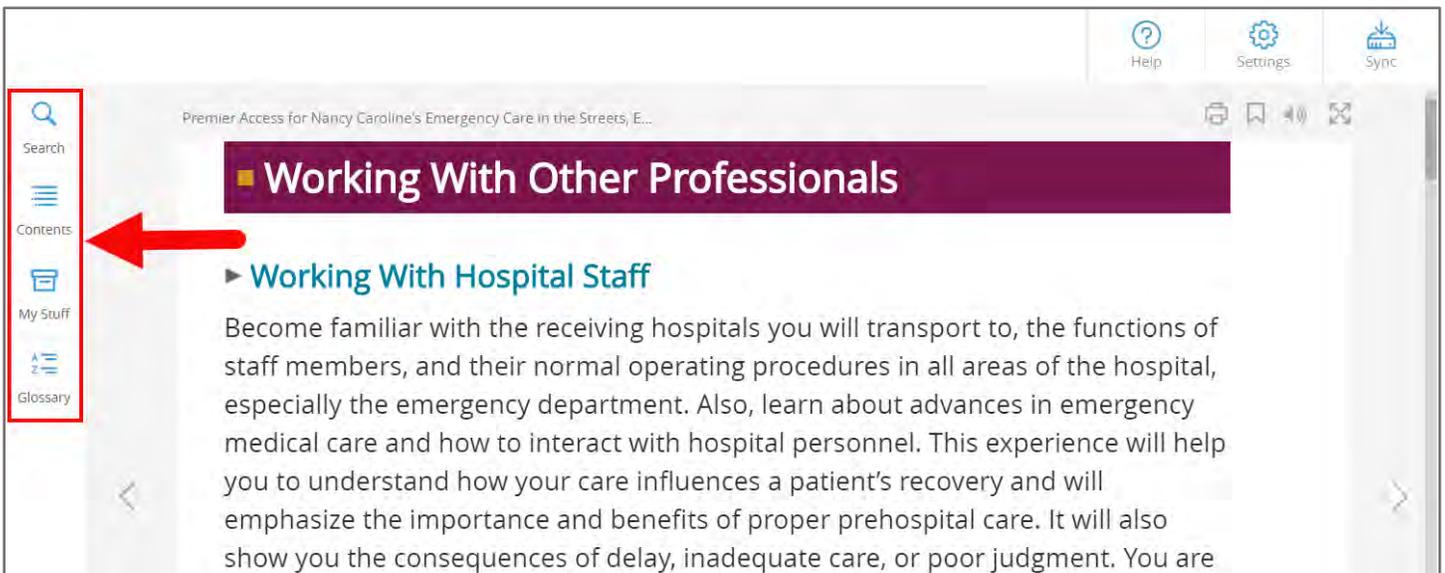
? Knowledge Check 3.11

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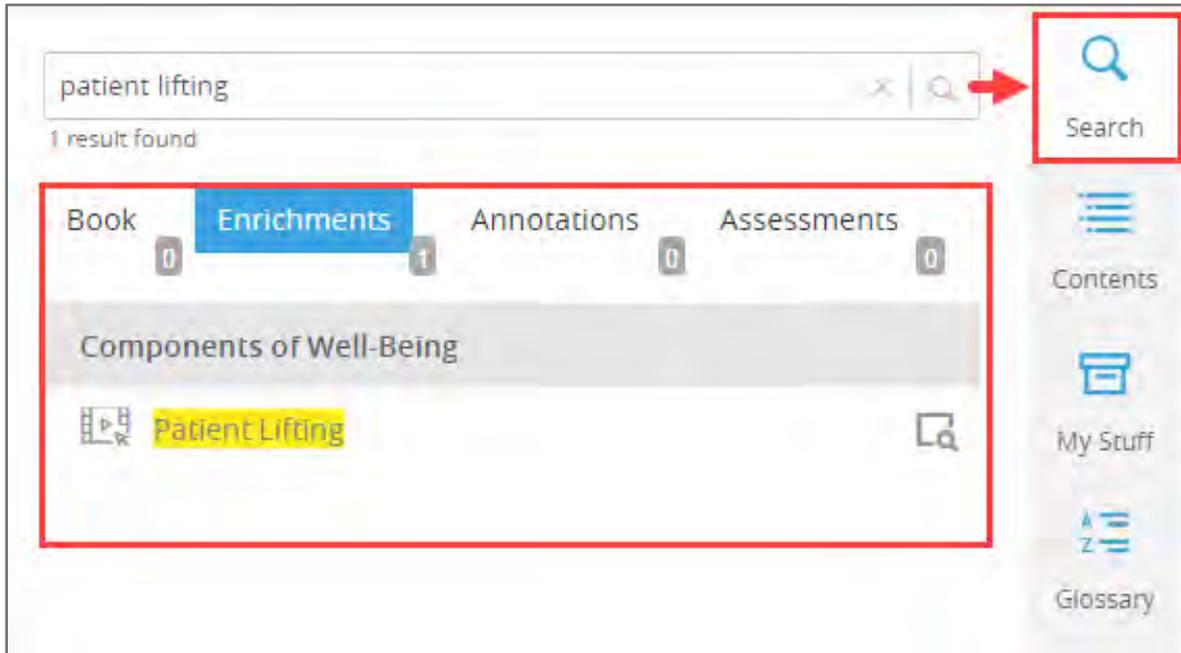
18. Select titles have a comprehensive **eBook Quiz** at the end of each chapter. This quiz allows five attempts total, the highest of which will be reported to the Navigate Gradebook.



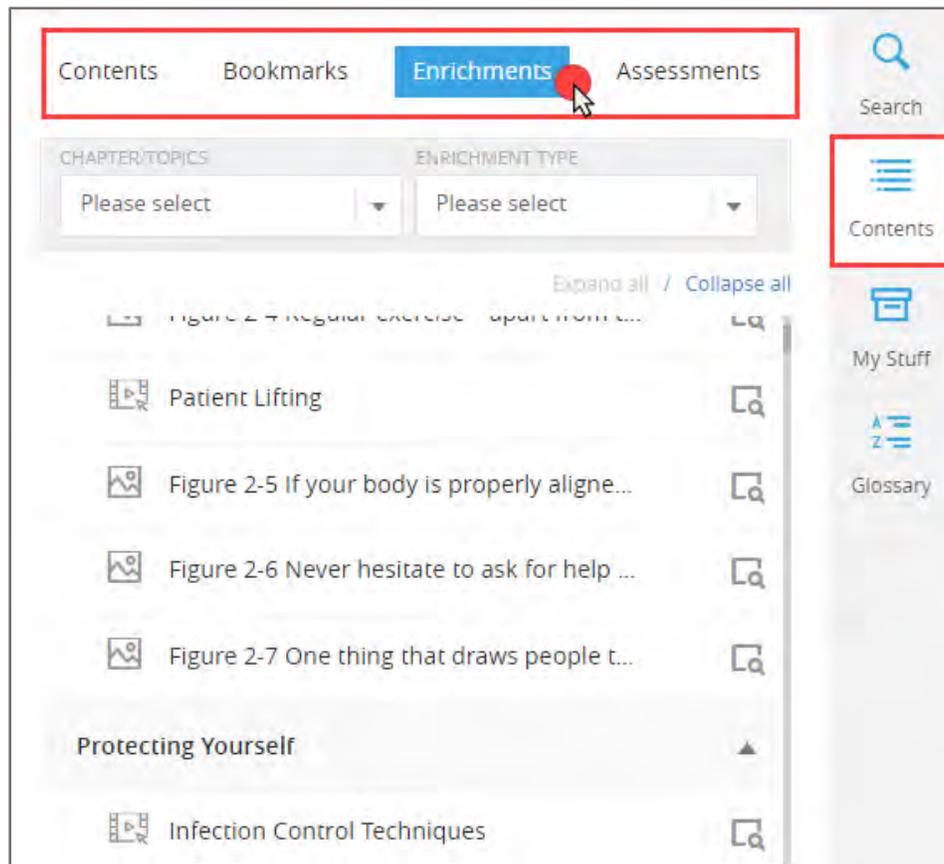
19. The left side of the page hosts additional navigation tools.



20. The **Search** option may be used to locate key terms found in the eBook text, enrichments (media), user annotations, or quizzes.

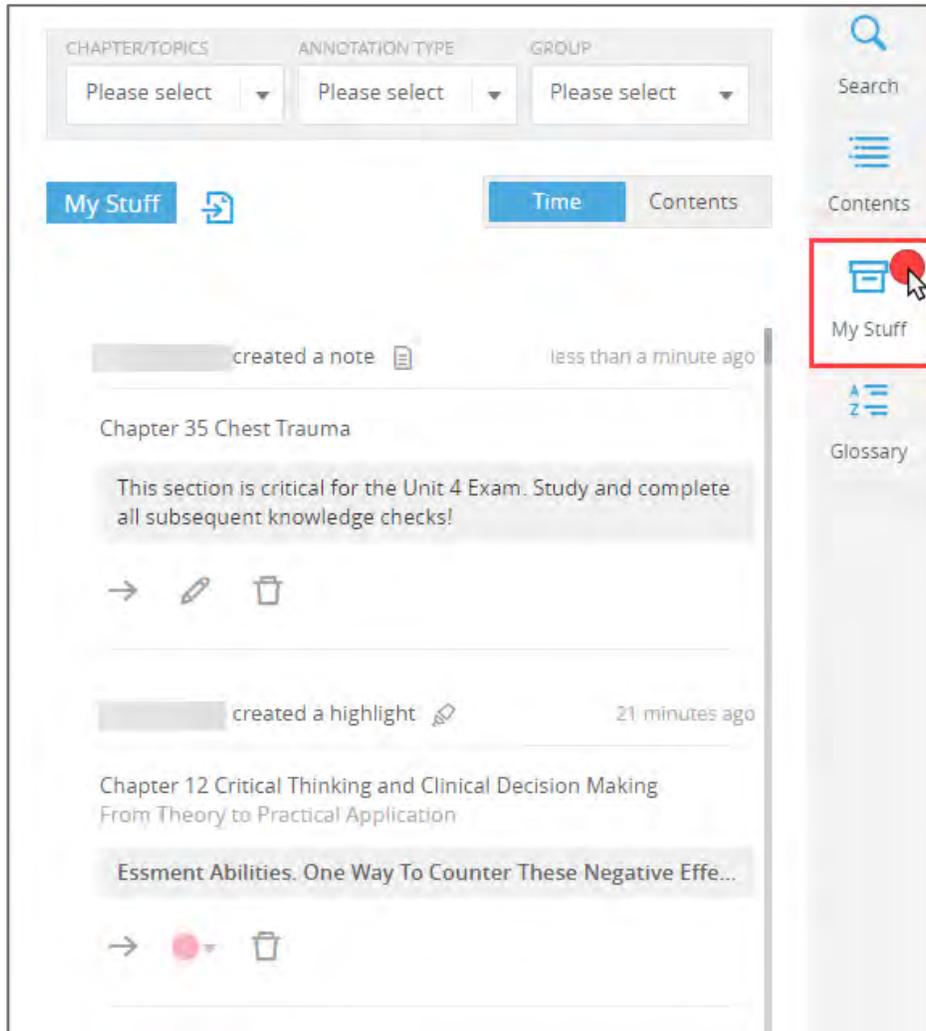


21. The **Contents** tab allows you to search a catalogue of eBook content and features.



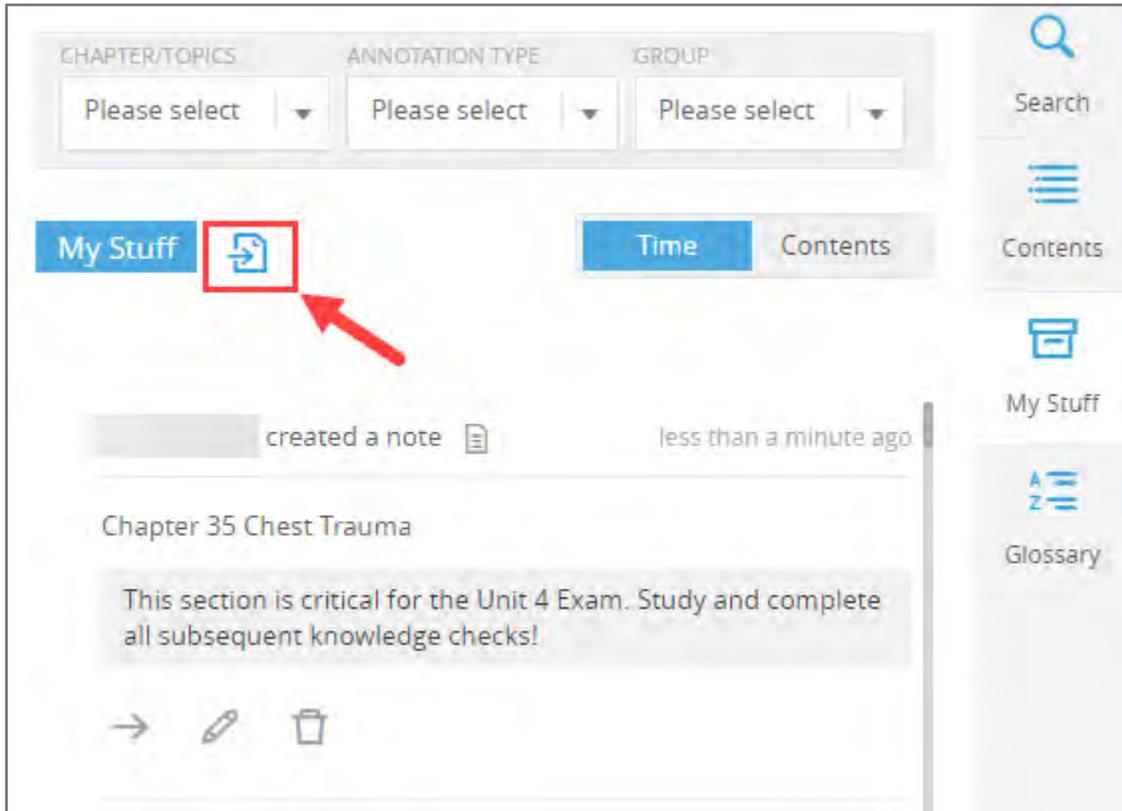
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22. The **My Stuff** tab provides a catalogue of all your annotations, including all highlights and notes taken. These may be browsed and clicked on to jump directly to them. You may also delete  or edit  your annotations from this tab as needed.



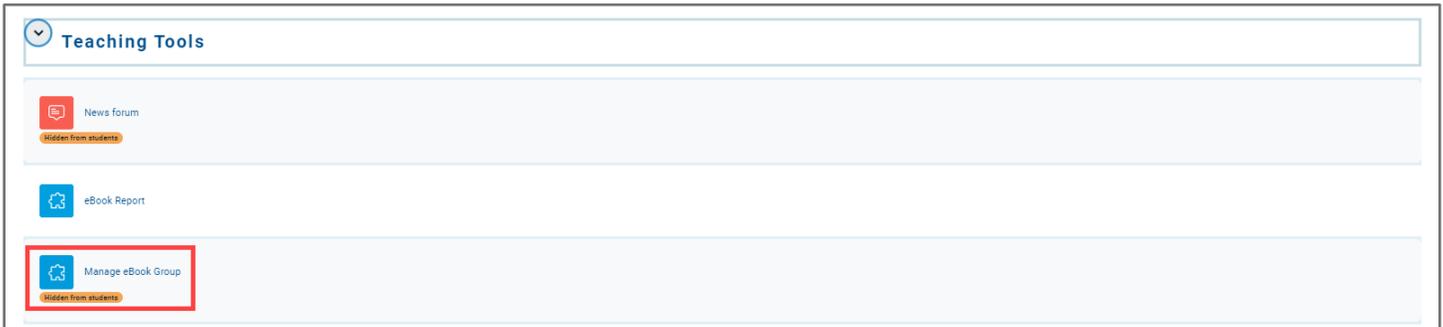
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23. All annotations can be exported to an external document by clicking the **Export** button within the **My Stuff** tab. The file can be saved to your computer and/or printed.

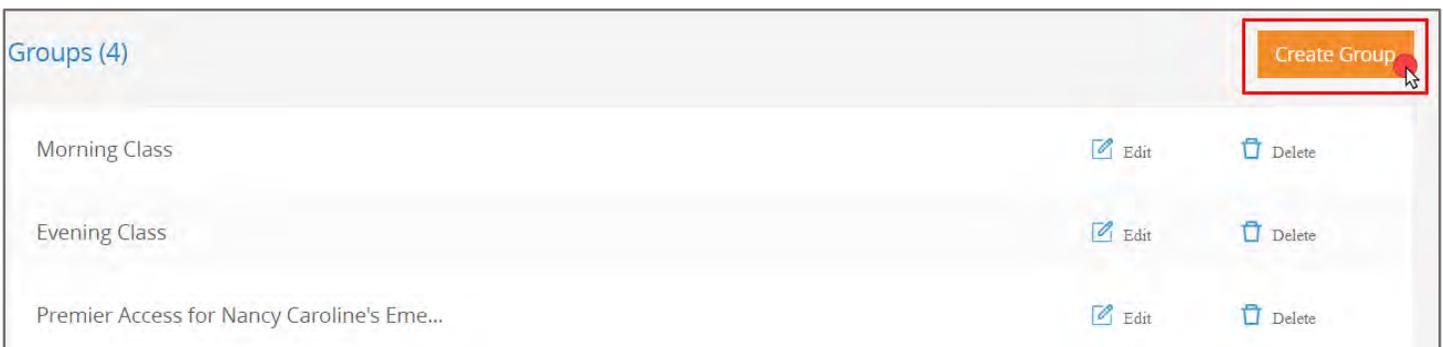


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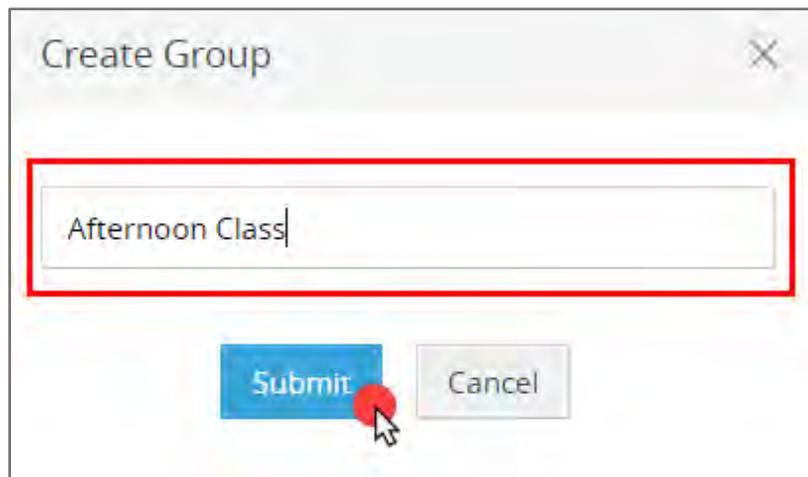
24. As an instructor, you have the capability of creating notes and sharing them with your students so that they display in your students' eBooks. To do this, you must first create at least one eBook Group using the **Manage eBook Groups** tool, found within the course's **Teaching Tools**.



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



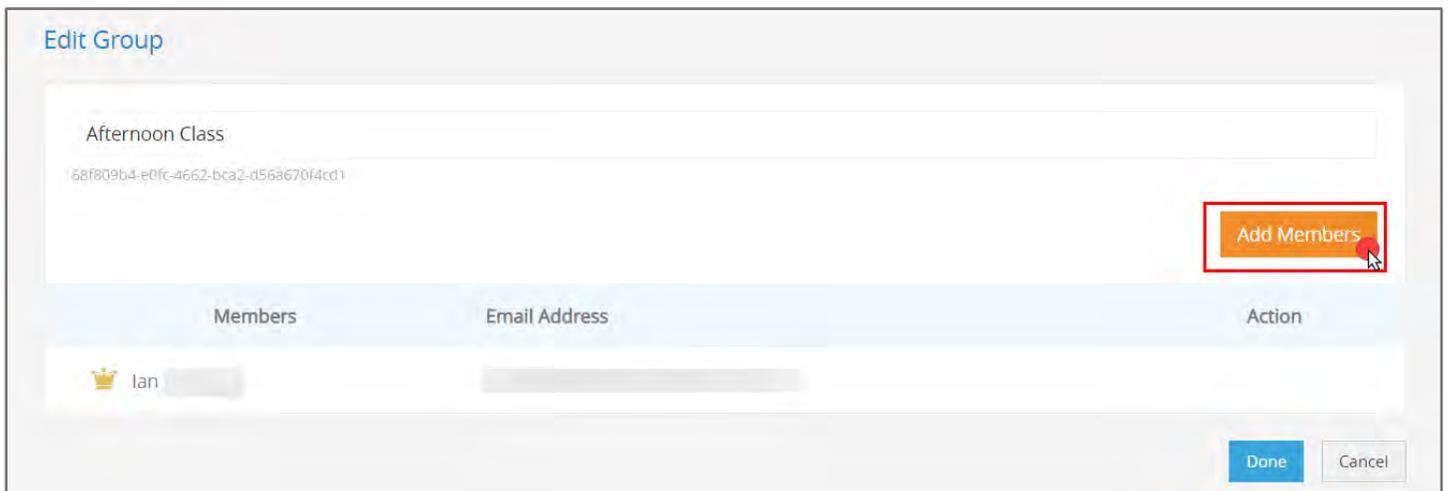
26. Enter in a name of your choosing for the Group and click **Submit**.



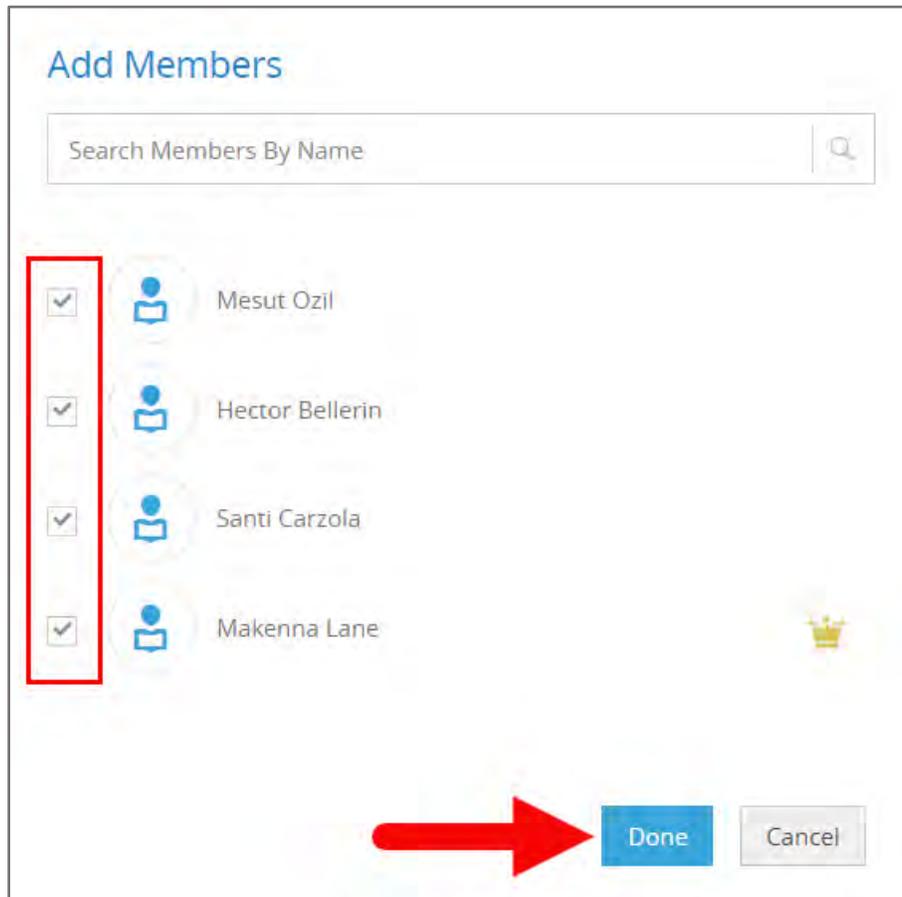
27. The created Group will now display on your page. You must click the **Edit** option to its right to begin adding members.



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

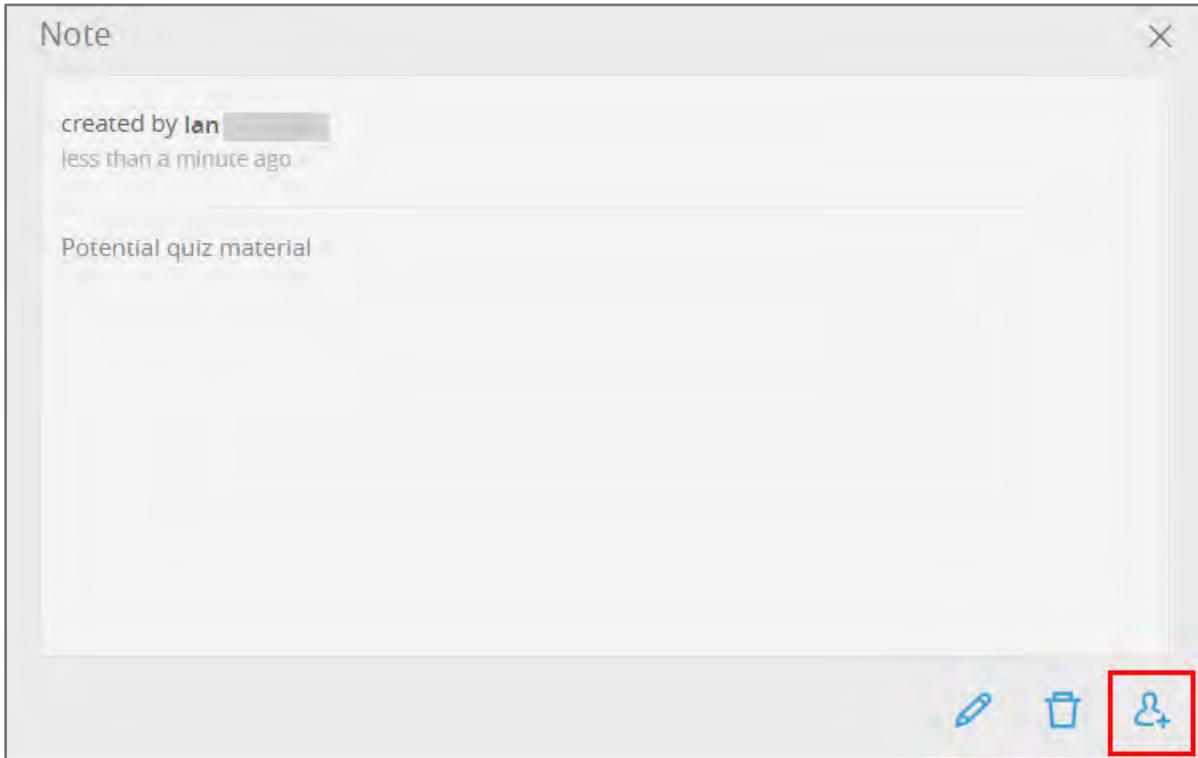


29. Proceed by selecting all individuals with whom you would like to share eBook notes within the resulting popup window. When finished, click **Done**.



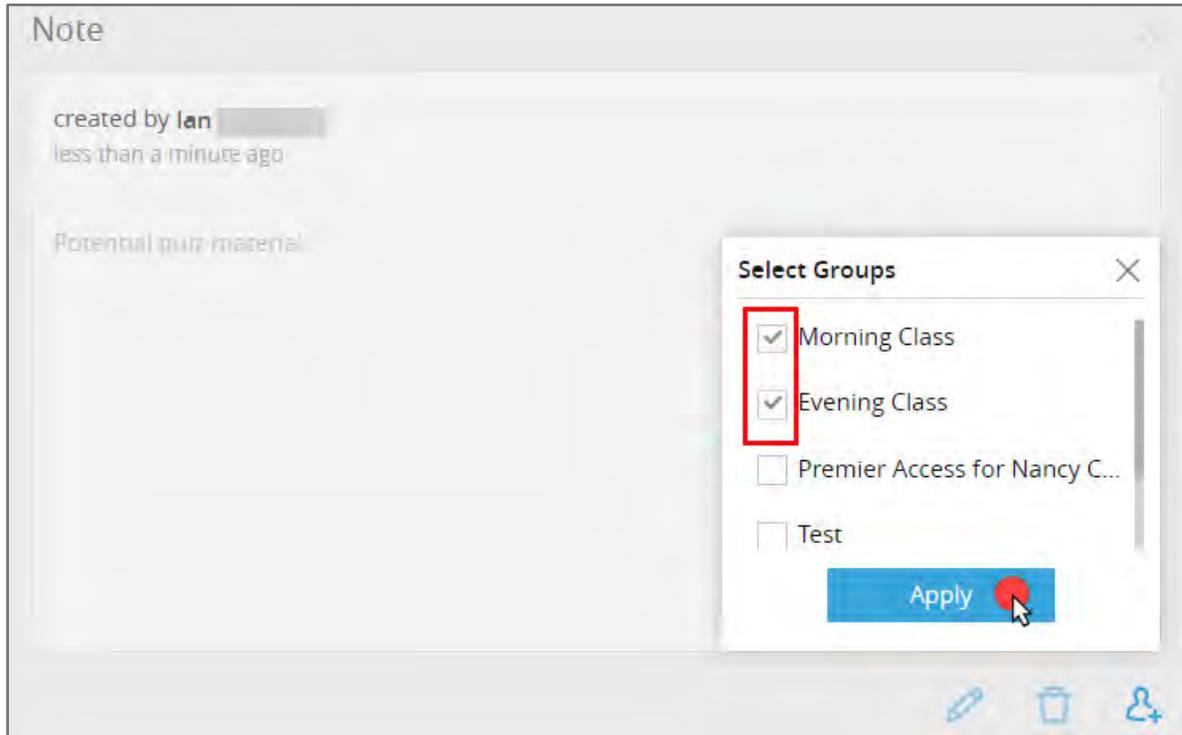
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30. As you create notes in your eBook, you may now share them individually by clicking on the note to open it and then selecting the **Share** button to the bottom right of the note window.



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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.



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1. Before you begin, ensure that you have first opened the eBook from your My Account page or Navigate course within a web browser at least once before proceeding to the next step. Until you do so, the eBook will not display as an option within the mobile application.
2. Next, download the **Navigate eReader 2.0** application through the **Apple App Store** or **Google Play Store**.

Navigate eReader 2.0

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This app is only available on the App Store for iOS devices.



Description

Navigate eReader 2 Features:

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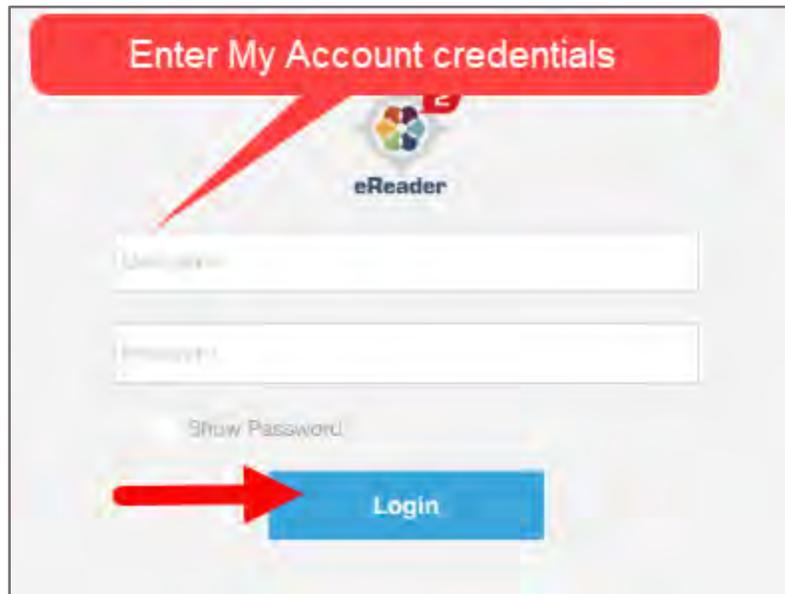
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What's New in Version 1.1

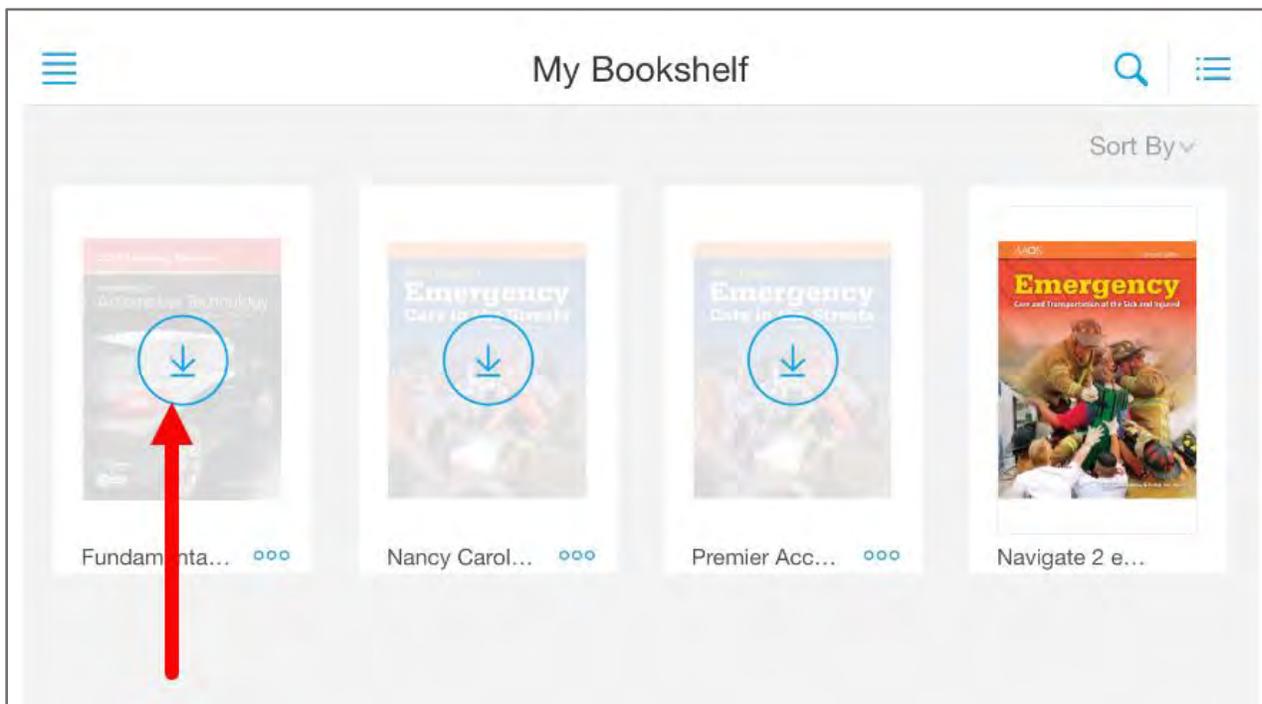
- App name changed to Navigate eReader 2.0
- Bug Fixes

 This app is designed for both iPhone and iPad

3. After download, launch the application on your device and log in into your account using the same credentials you currently use to access your www.jblearning.com account.

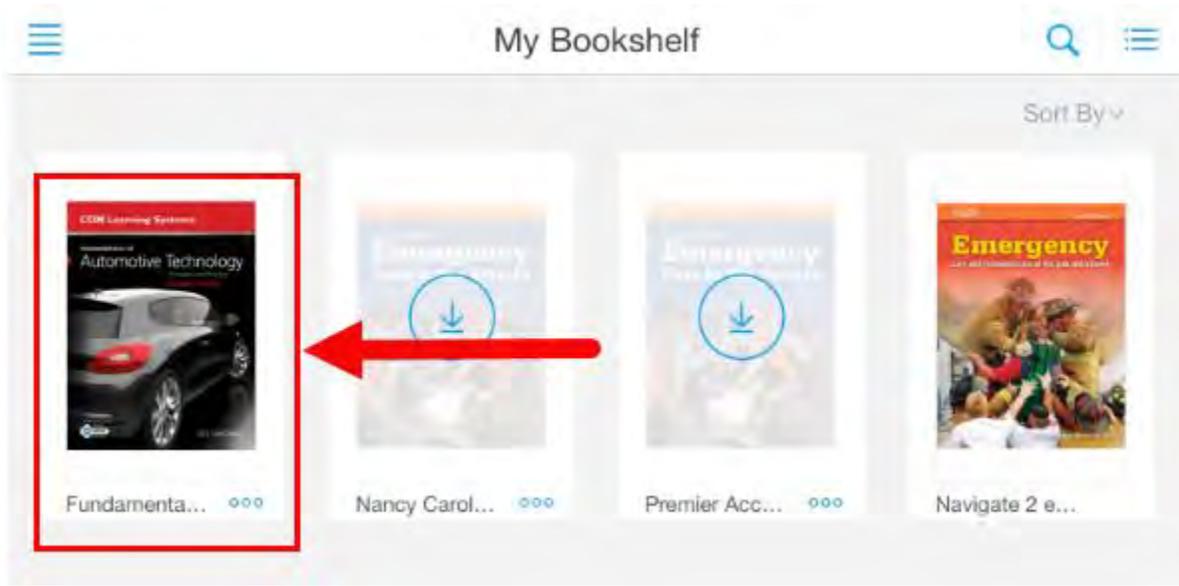


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6. You may now access the full eBook at any time, with or without an Internet connection. Please note, you must remain logged into the application for offline access. If you turn off your device or log out of the application, you will be required to log back into the application when the device is connected to the Internet.

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