Student Guide

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Logging in to Sakai

How do I login to Sakai?

Duke students, instructors, and staff should log into Sakai with their NetIDs. After going to the Sakai website, you will see the NetID interface. Fill in your NetID and Password and click "Log in".

When you login to access services at Duke using your NetID, you will go through an electronic authorization process to confirm your identity. If you encounter difficulty with your NetID, please Contact the OIT Service Desk.

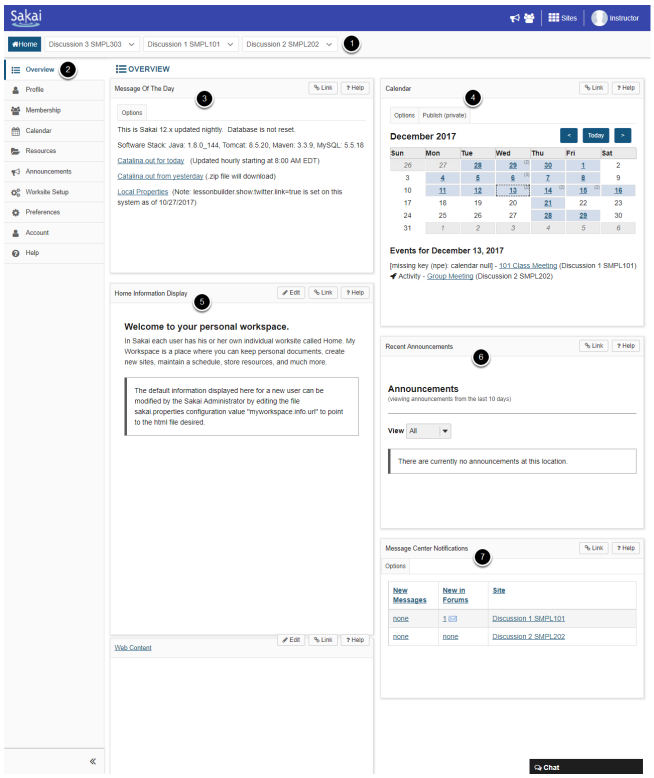
Sakai Navigation Basics

What is Home?

When you log in to Sakai, you will immediately see your Home area, or your individual workspace in the system. Your Home displays the Message of the Day as well as course announcements, calendar, and message notifications. You will also see links to account utilities, enrolled courses, and other system-wide resources.

Note: The default location and availability of items in Home may be customized by your institution.

Home Navigation and Display



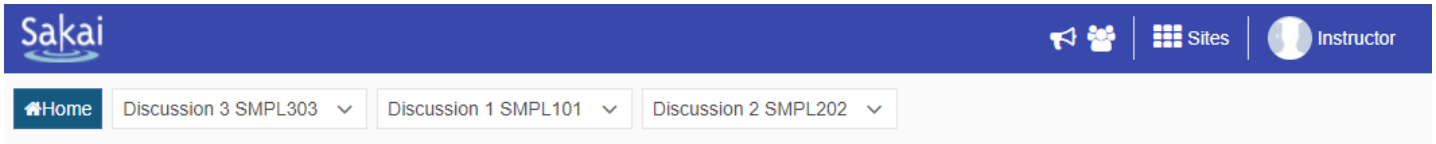
Home consists of the following navigation and display elements:

1. Site Navigation across the top
2. The Tool Menu on the left
3. The Message of the Day
4. Home: Calendar
5. Home: Information Display
6. Home: Recent Announcements
7. Home: Message Center Notifications

The Home area of Sakai is designed to give you an overview of what is happening in your courses, and provide access to your individual account information and preferences.

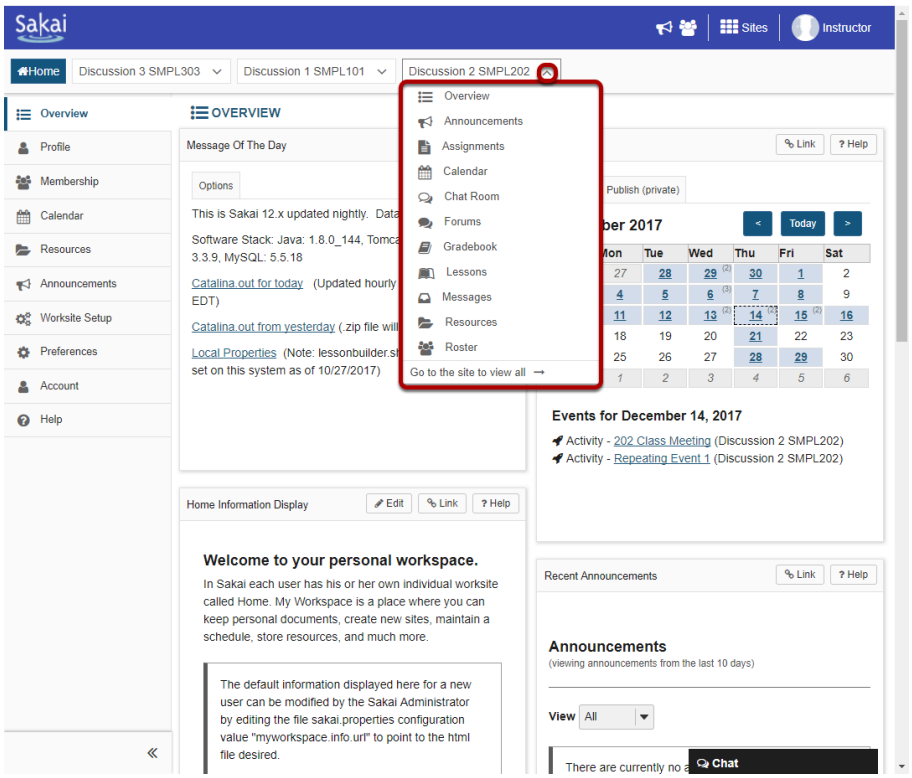
What is Site Navigation?

Site Navigation



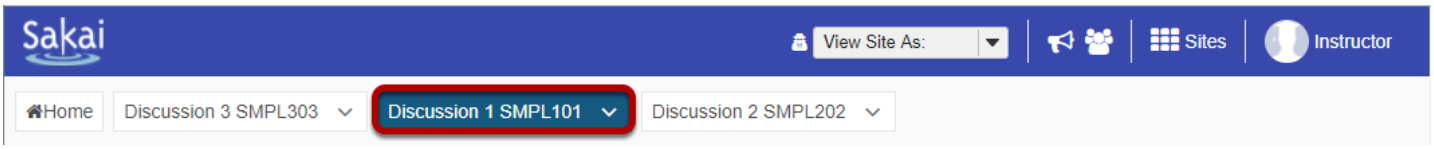
The Site Navigation across the top of the screen allows to you access all of the Sakai sites in which you are enrolled. You may also return to Home at any time by clicking on the **Home** button on the far left.

Jump to site tools.



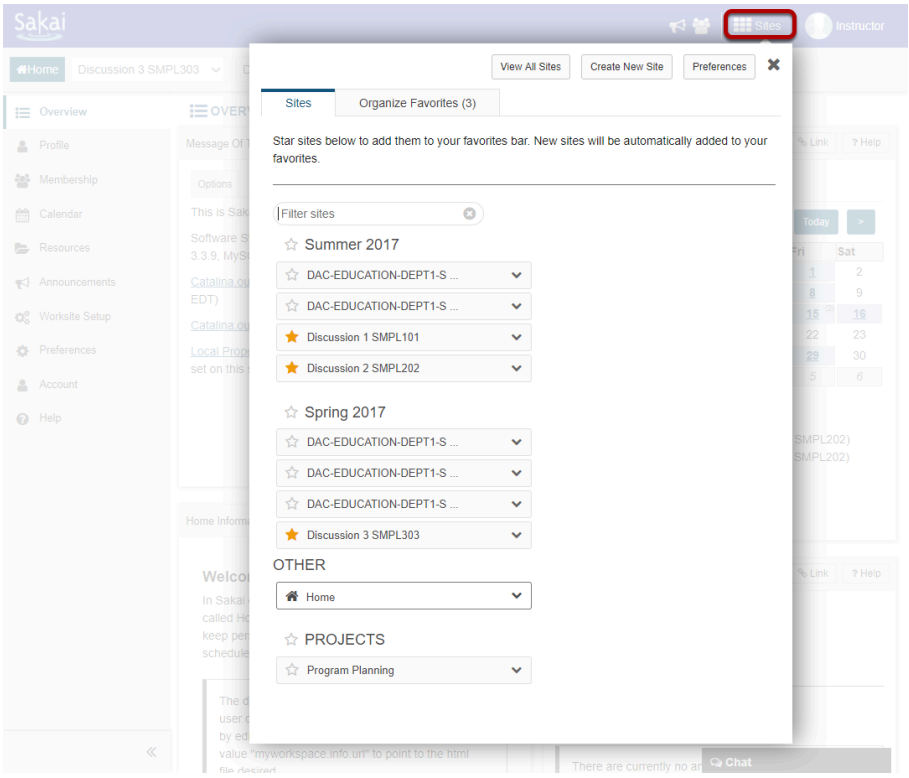
You may click on the down arrows next to each site name to expand the Tool Menu for that site. Selecting a tool from that list will take you directly to that area of the selected site.

Currently selected site.



The currently selected site will appear highlighted in a different color in the navigation bar.

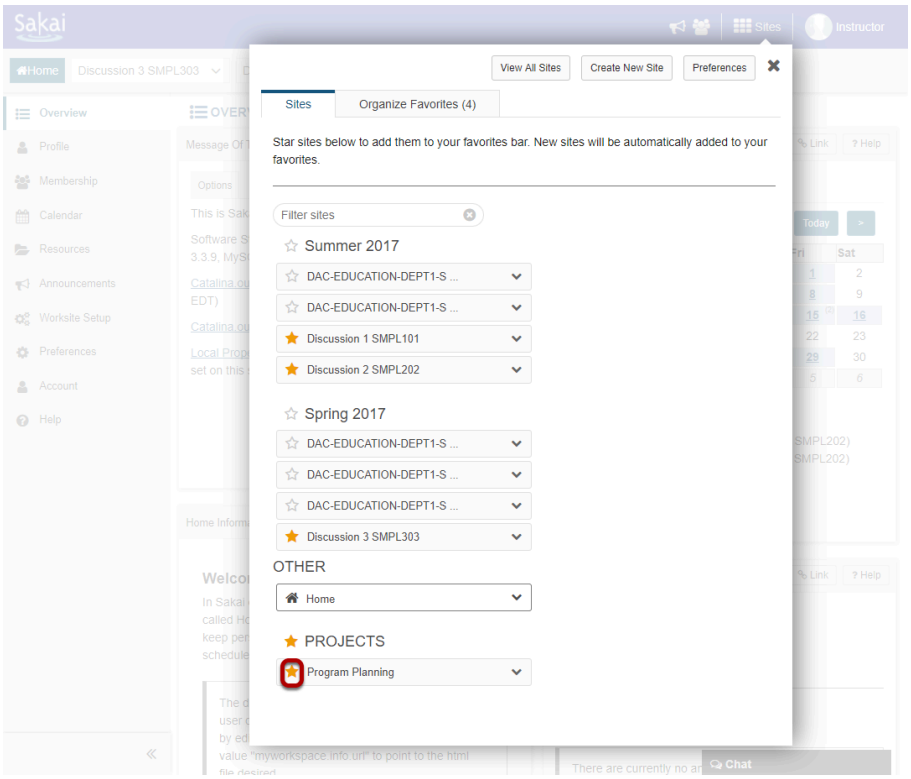
Sites drawer.



The top site navigation bar can only display a small number of sites without appearing crowded or expanding to fill several lines. If you have many active sites, clicking on the **Sites** icon will display all of your actives sites. Sites are grouped by academic term and type of site (i.e. course or project sites). If you have the appropriate permissions, you may also create sites from this location.

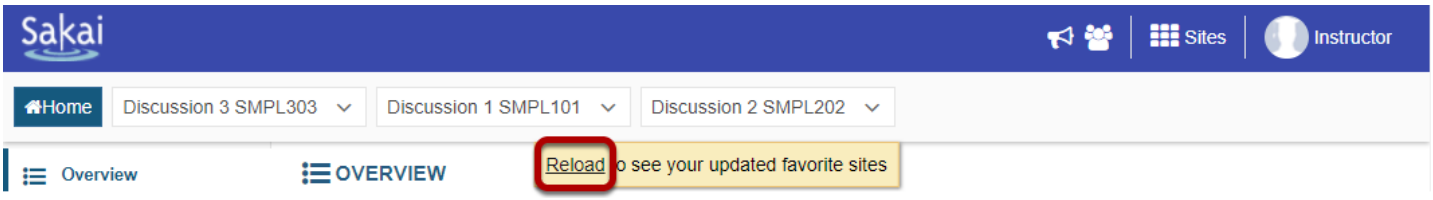
Note: Inactive or Archived sites will not display in the Sites drawer. You can access inactive sites from the Membership or Worksite Setup tools.

Favoriting Sites.



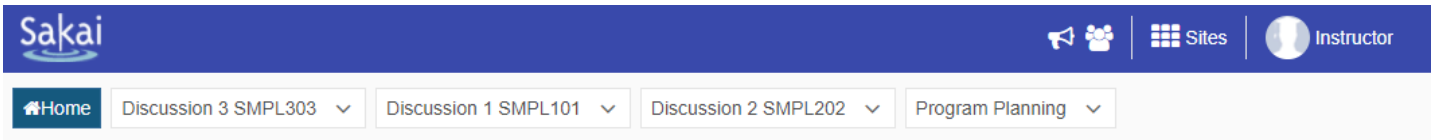
Click on the star icon **(Add to Favorites)** next to a site in the list to make it a favorite. This will add it to your persistent navigation buttons at the top of the screen.

Reload to view new navigation buttons.

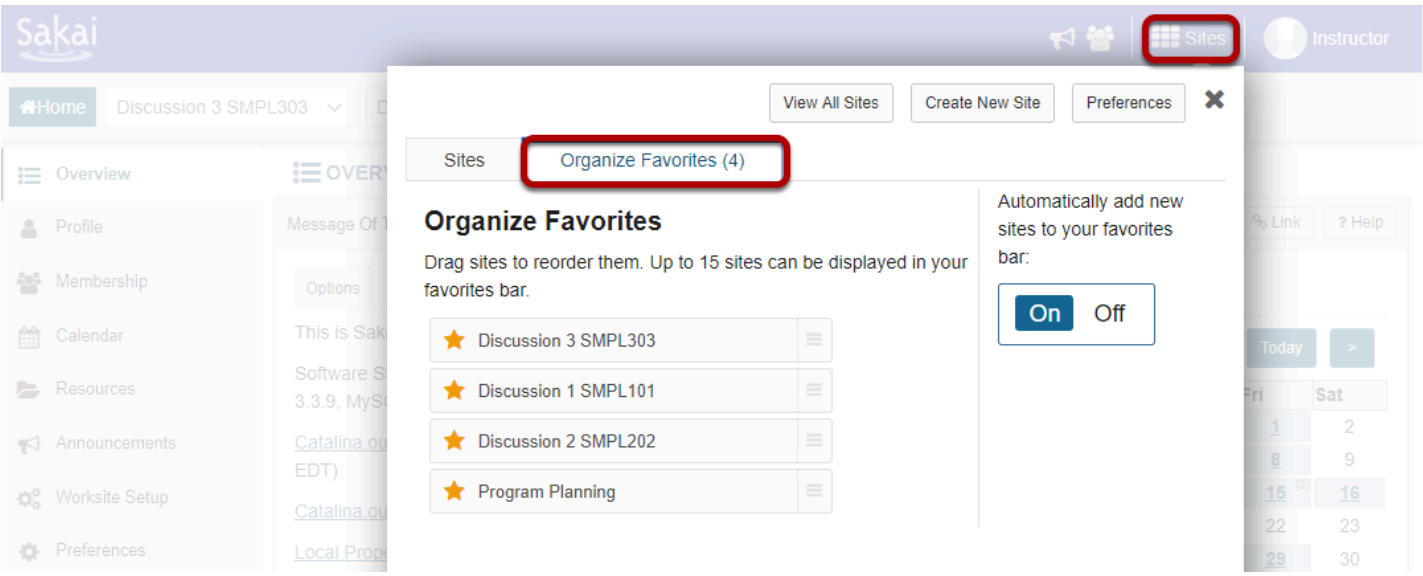


When you exit the Sites drawer, you will be prompted to **Reload** in order to view your newly selected favorites.

All of your selected favorites will appear in the navigation bar.

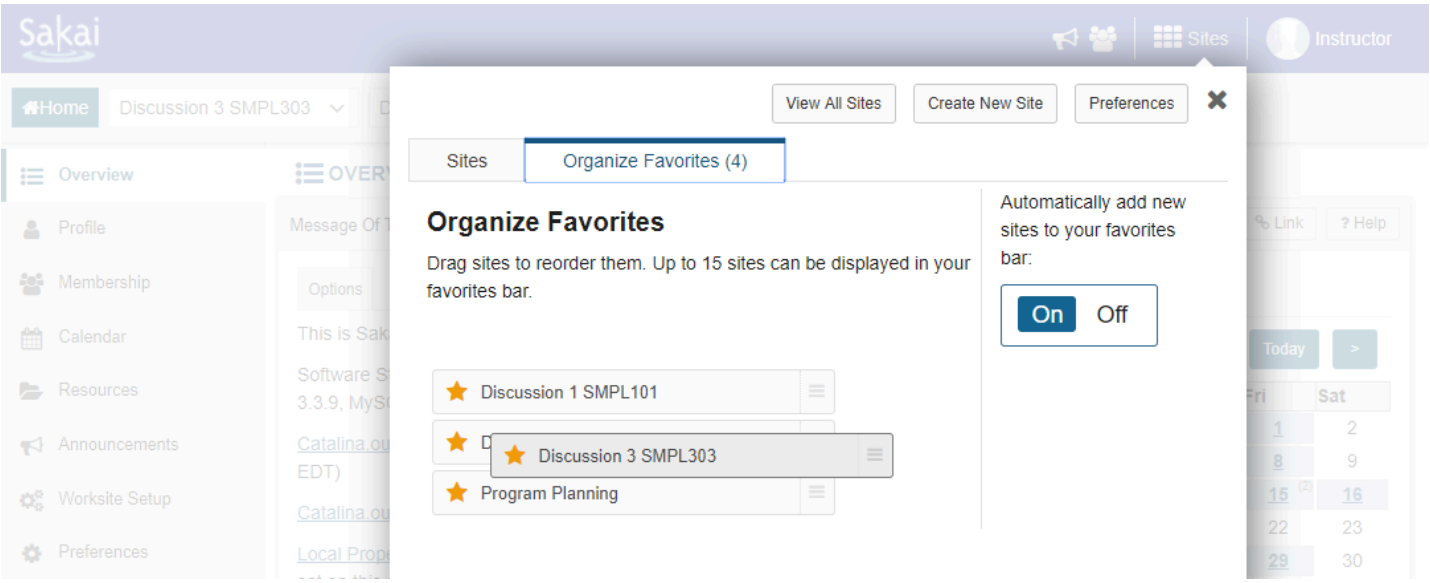


Organizing favorites.



To organize your favorites, go to **Sites** and select the **Organize Favorites** tab.

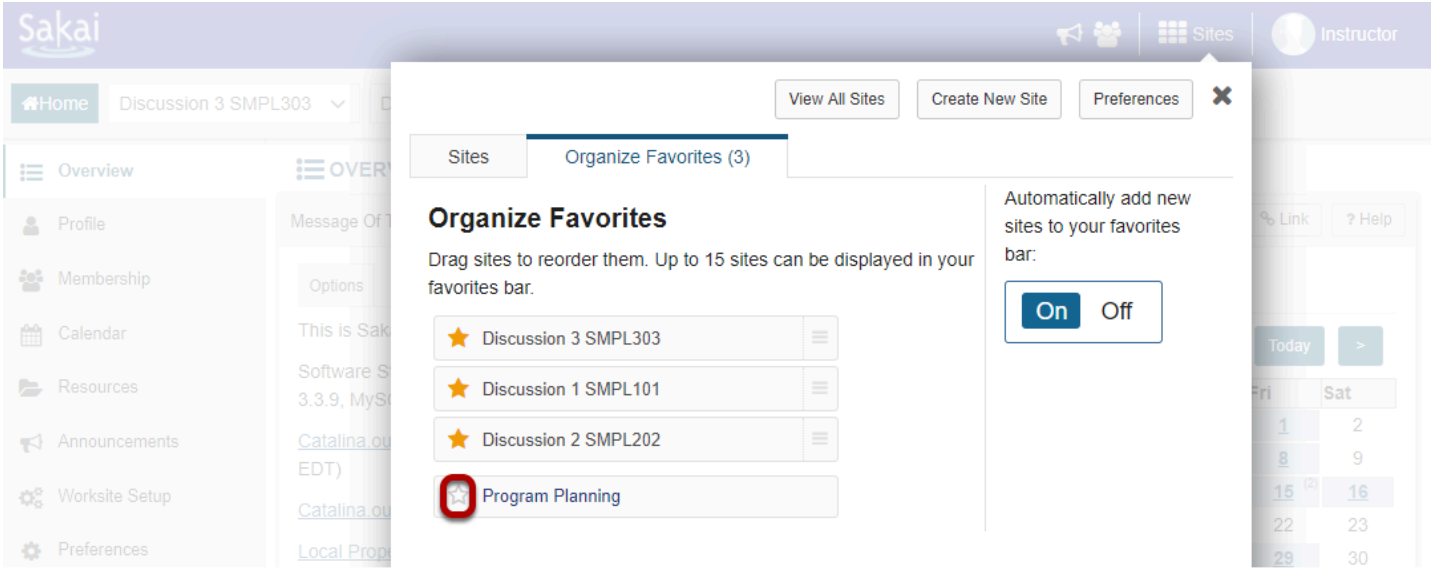
Drag and drop to reorder.



The order in which sites are listed here determines the order in which the buttons appear in the top navigation.

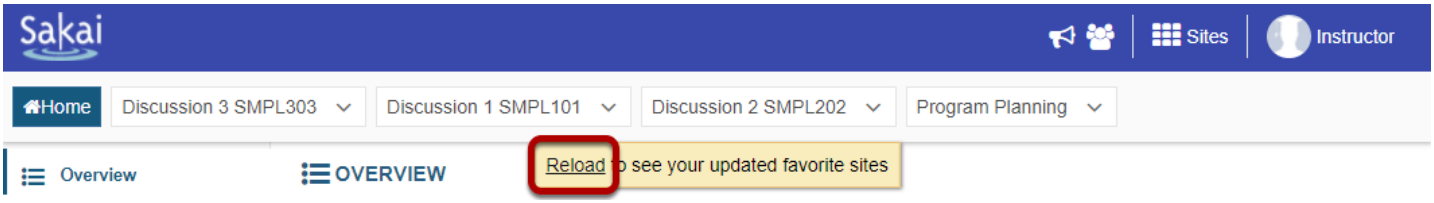
Note: The Home button is fixed and always appears in the same location.

Unfavoriting a site.



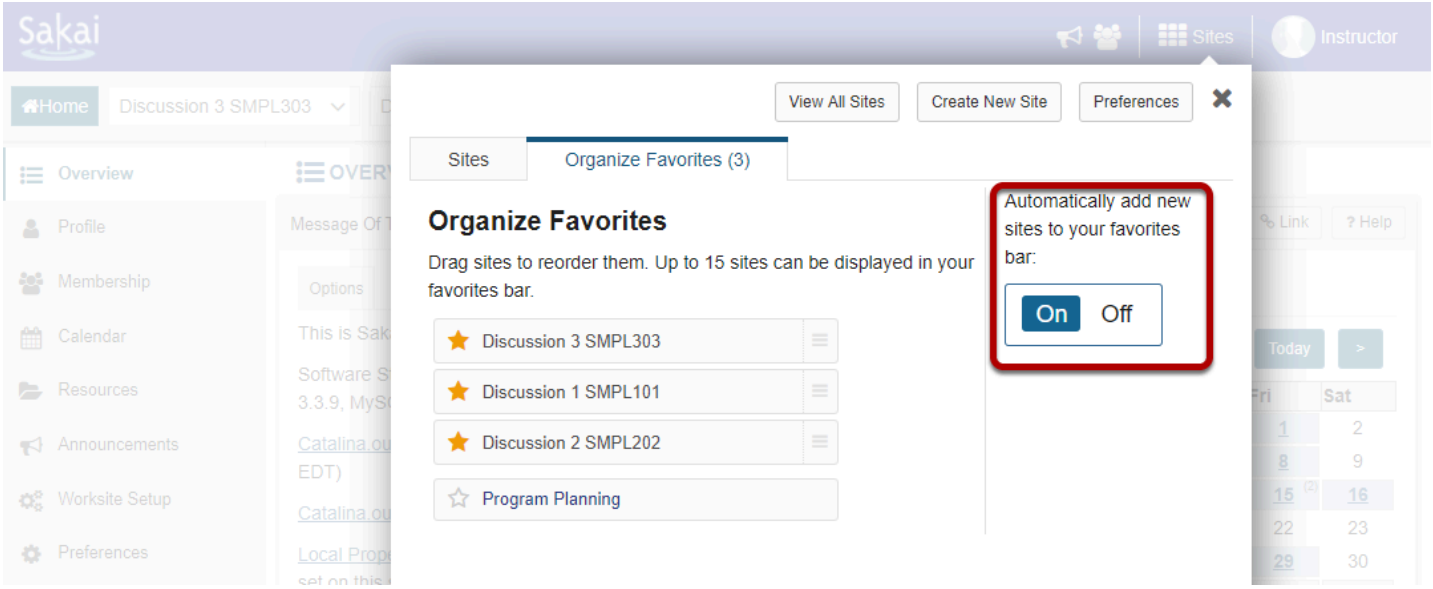
To remove a site from your favorites, click on the star icon **(Remove from favorites)** to remove it from the top navigation. You can do this from either the Organize Favorites tab or the Sites tab.

Reload to view current selections.



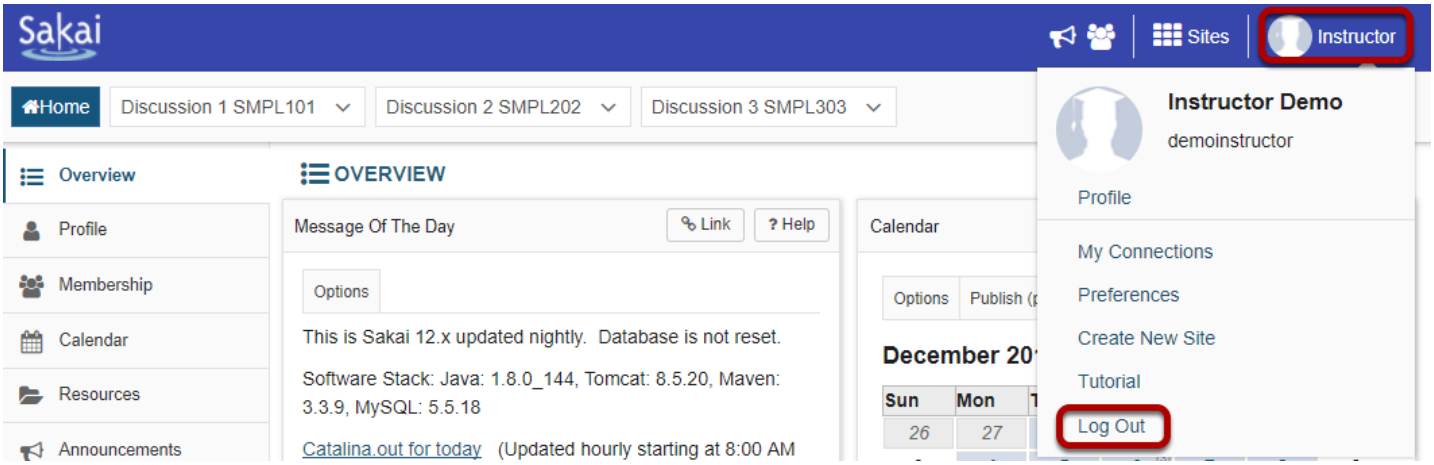
You will be prompted to **Reload** if you made any changes to favorite sites or site order.

Automatically add new sites.



If you would like new sites to be automatically added to your Favorites when you are enrolled, keep the default **On** selection in the Organize Favorites tab. If you prefer to manually add new sites, select **Off** instead.

Logging out of the system.

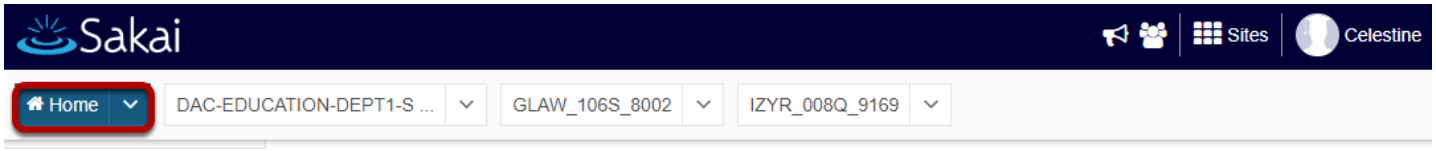


You may log out of the system by clicking on the user name and profile photo in the top navigation bar and selecting **Log Out** from the drop-down menu.

Finding Your Course Sites

How do I navigate among different sites?

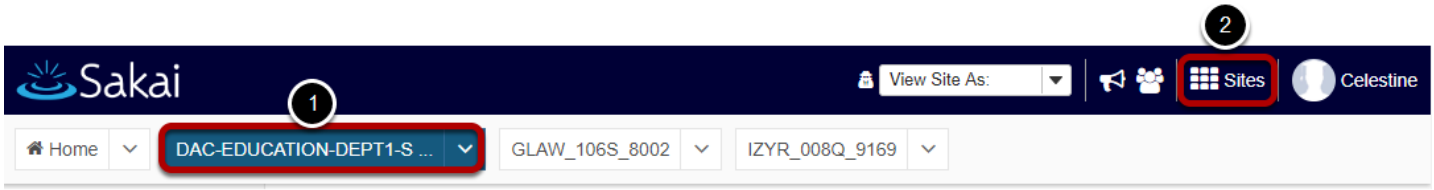
Home.



Home is your individual online workspace. When you first log in, you go to Home automatically. To return to your workspace after visiting other sites, click Home in the upper left corner of the screen.

For more information about Home, see [What is Home?]

Site Navigation.



1. Additional course and project sites appear as buttons across the top of the screen. Click a button to go to the corresponding site.
2. You may also click on **Sites** to view all active sites and manage favorites. For more information about site navigation, see [What is Site Navigation?]

It is strongly recommended that you use the site navigation, and not the back and forward buttons in your web browser, to navigate among different sites in the system.

Note: If you are not yet a member of any sites, you will see only a Home button at the top of the screen.

Sakai and DukeHub

How does Sakai use DukeHub to manage course rosters?

All course and roster data is imported to Sakai from DukeHub. As students drop and add courses their registration information changes in DukeHub. As students add courses during the add/drop period, they will be automatically added to the appropriate Sakai rosters, typically within 12 hours.

Students who drop courses will have their enrollment within the Sakai site disabled to prevent unauthorized access to course materials. Through the end of the add/drop period at the beginning of the semester, both the officially registered students and those on the Registrar's wait list are enrolled in the course site. At the end of the add/drop period, students still on the wait list, but not officially registered for the course, will have their enrollments in the Sakai course site disabled.

If you wish to give a student immediate access to your course site, you can add them through Add Participants in Site Info. As the roster updates, they will then be added through that system.

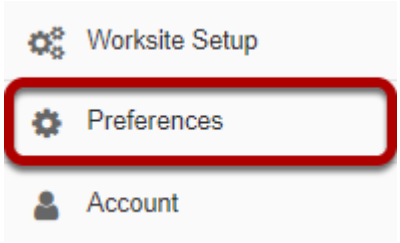
Please be aware that the most current version of your roster in Sakai is visible in the Site Info tool (not the Roster tool). If you scroll down to the bottom of the tool you will see the list of Site Participants. The Roster tool is another way to view different groups in the course, but it updates later than Site Participants.

Customize Preferences

What is the Preferences tool?

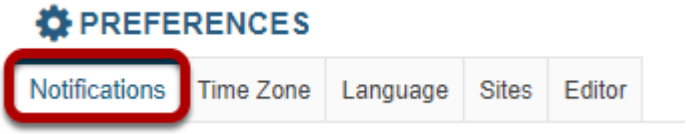
In Home, you can set preferences for how often you receive email notifications of site activity, set your time zone, and select your language. You can also hide sites from your list of active sites.

Go to Preferences.



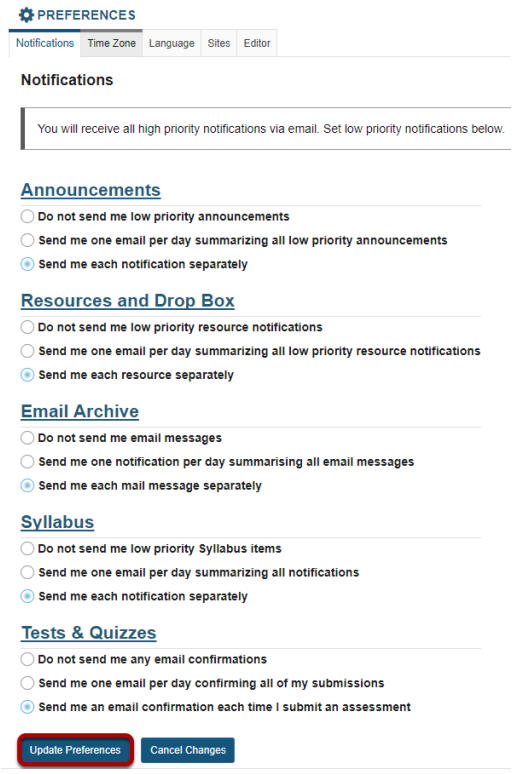
Select the **Preferences** tool from the Tool Menu in Home.

Notifications.



To customize your notification settings, click the **Notifications** tab.

Select notification preferences.



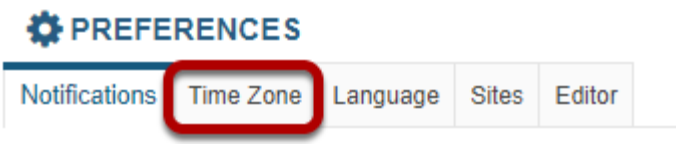
You may choose from the following options for low priority email notifications in the Announcements, Resources and Drop Box, Email Archive, Syllabus, and Tests & Quizzes tools.

- Do not send me notifications.
- Send me one email per day summarizing all notifications.
- Send me each notification separately. (Default setting)

If you change any of these settings, click **Update Preferences** to save your changes.

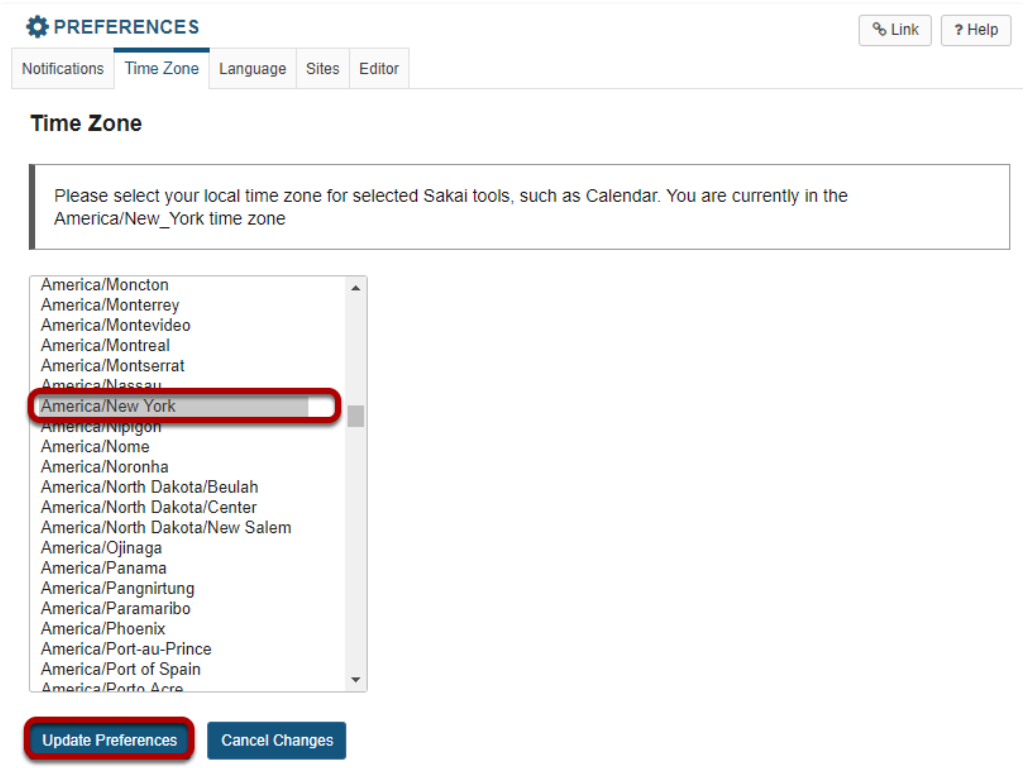
Note: These settings only apply to low priority items. High priority items will still be sent via email regardless of your settings here.

Time Zone.



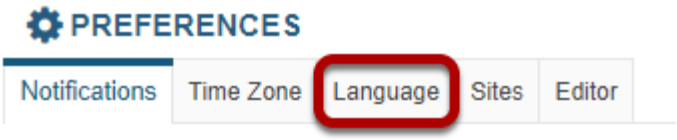
To set your local time zone, click the **Time Zone** tab.

Choose your time zone.



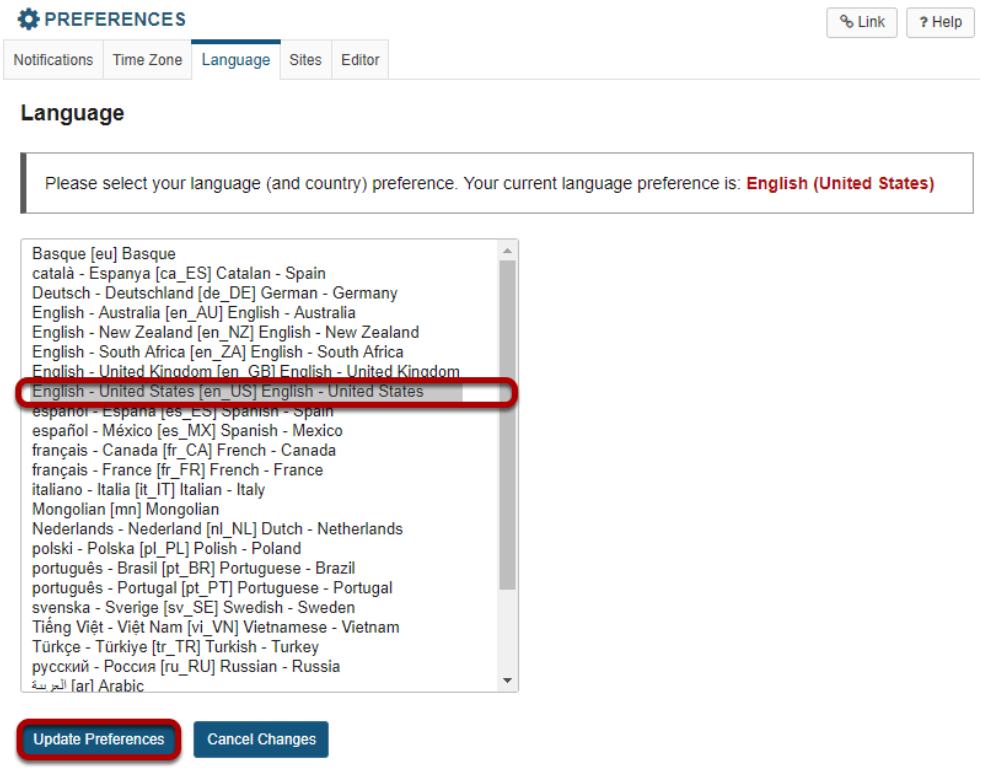
Select your local time zone from the list, and then click **Update Preferences**.

Language.



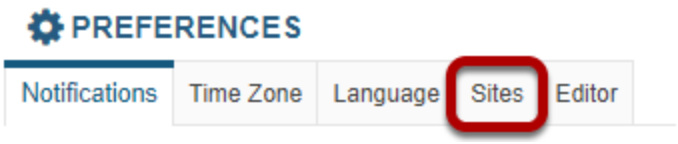
To set your preferred language, click the **Language** tab.

Choose your language.



Select your preferred language from the list, and then click **Update Preferences**.

Sites.



The Sites tab allows you to select your preferred site tab display format, as well as hide sites from the site drawer.

Site Tab Display Format.

Select either **Site Title** or **Site Short Description** as the display format for the site tabs in the site navigation bar at the top of the screen.

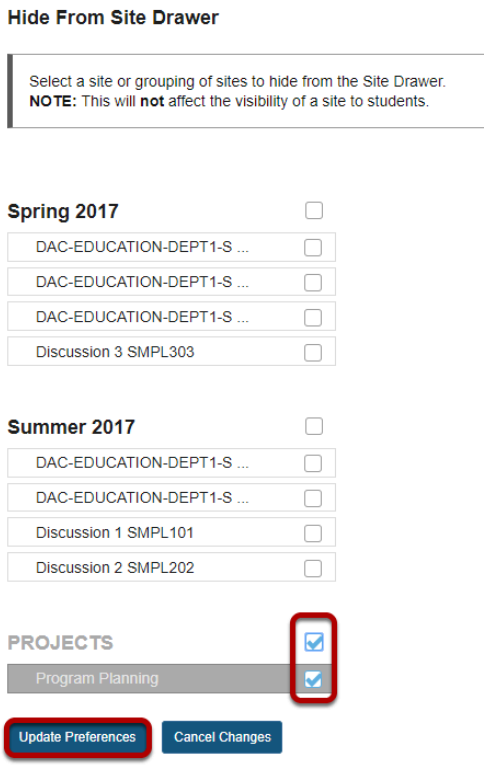
Hiding sites.

To hide one or more of your active sites, click the **Sites** tab.

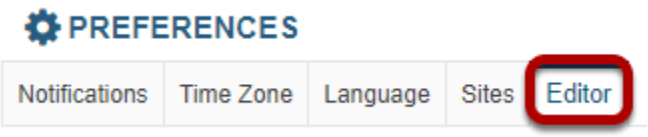
Hidden sites will show up in your list of all enrolled sites in tools such as Worksite Setup and Membership; however, they do not appear in the top navigation bar or in your Sites drawer.

Note: Hidden Sites are still active in the system, and are still available to other enrolled users regardless of individual site display preferences.

Select the sites you want to hide, then click Update Preferences.

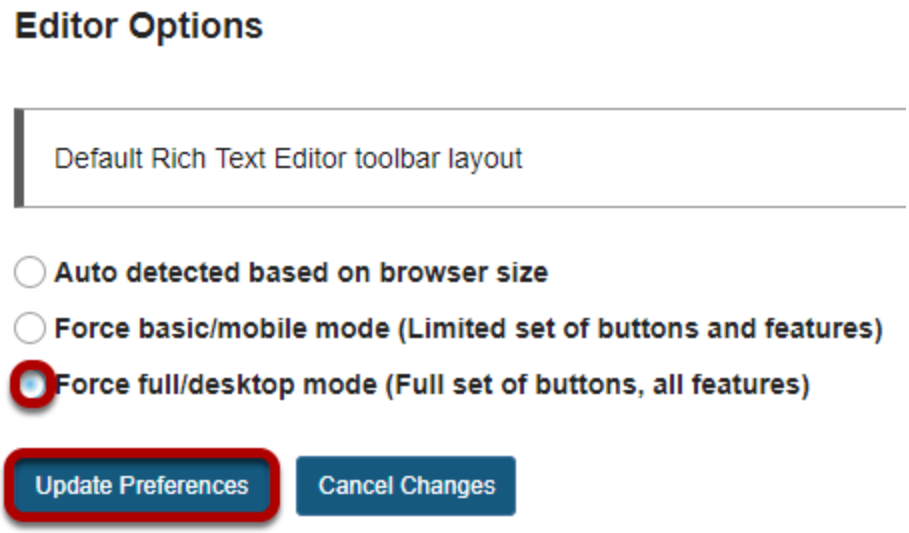


Editor.



This tab allows you to set your preference for the Rich Text Editor toolbar throughout the system.

Choose your editor preference, then click Update Preferences.



Joinable Sites

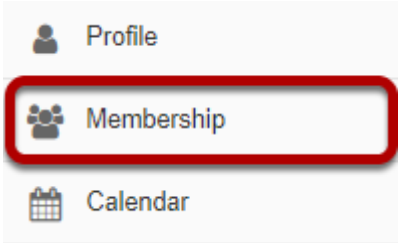
What is Membership?

The Membership tool in Home displays the list of sites in which a user is currently enrolled.

Users may search their enrolled courses or enroll in a joinable site from the Membership tool.

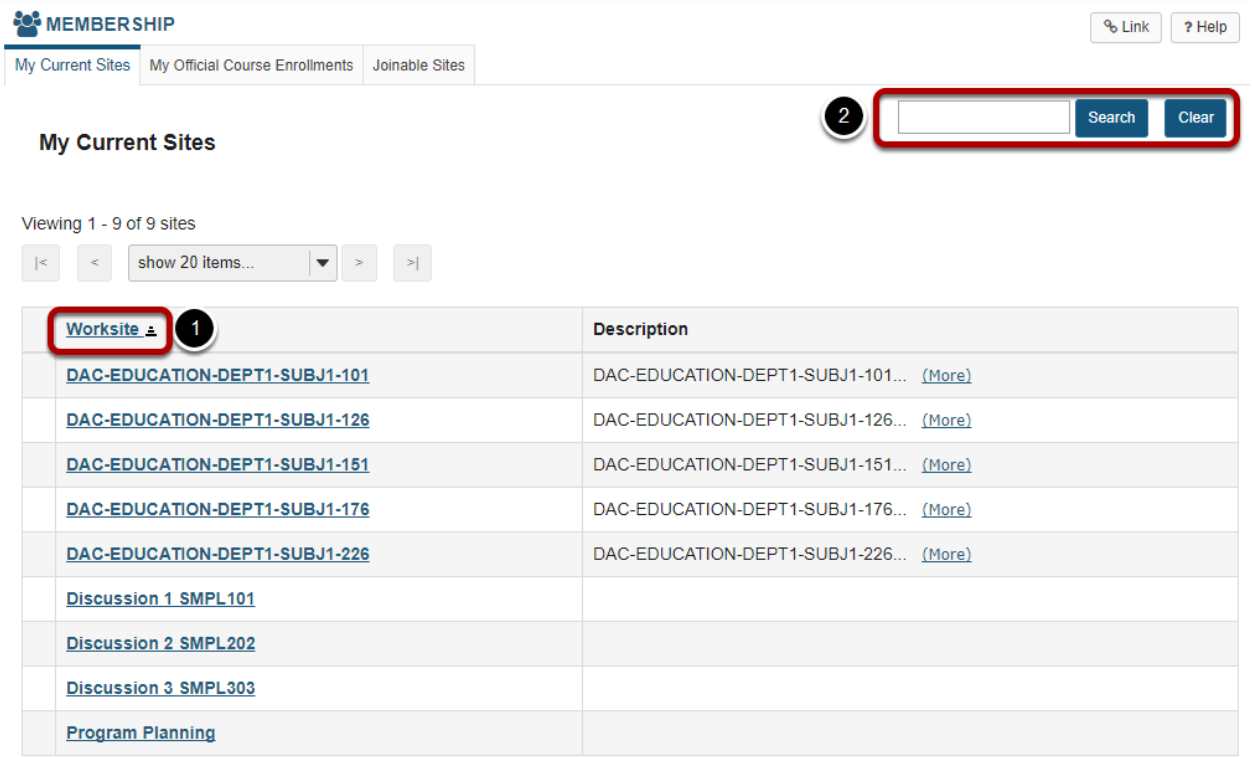
Note: Unpublished sites are only visible to site managers (i.e. instructors or admin users).

Go to Membership.



Click on the **Membership** tool in the Tool in Home to access your list of sites.

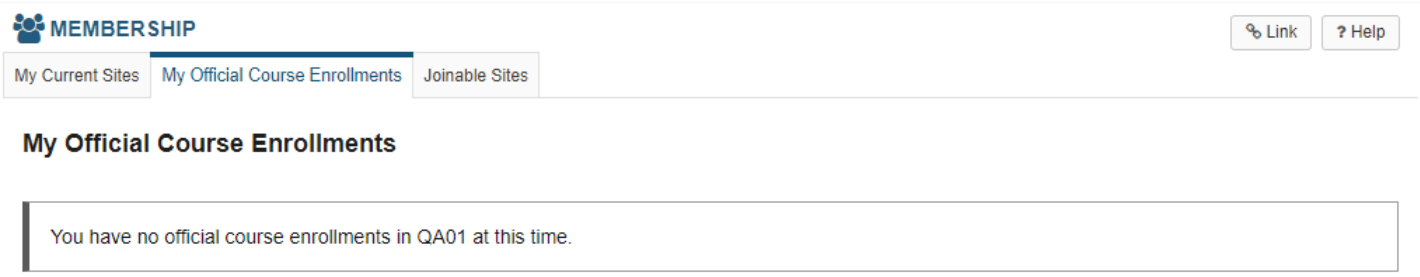
Viewing current sites.



You will see a list of all the sites in which you are currently enrolled.

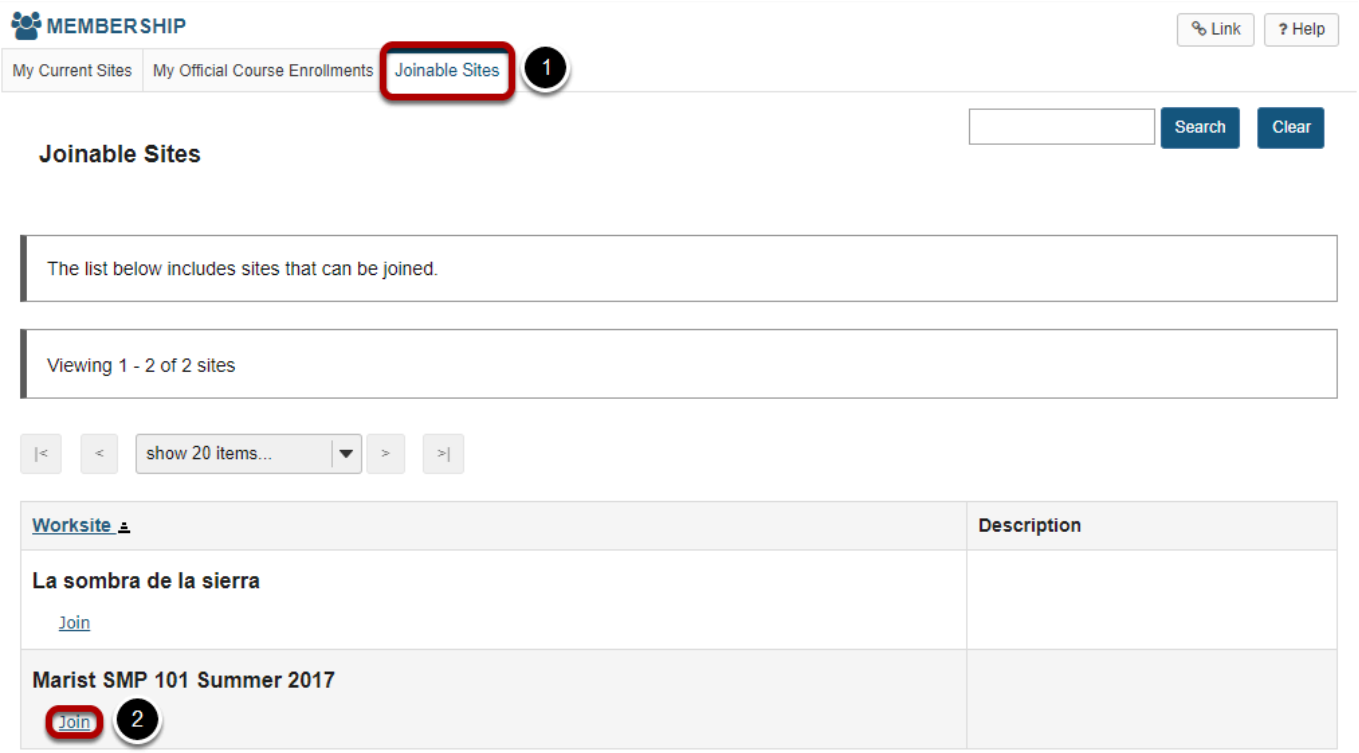
1. You may sort by Worksite title by clicking on the column heading.
2. You may also search your list of sites by keyword. This is useful if you have many sites and would like to limit the list by a specific criteria.

Viewing Official Course Enrollments.



Select **My Official Course Enrollments** to see a list of all the sites in which you are officially enrolled by your institution's registrar or student information system.

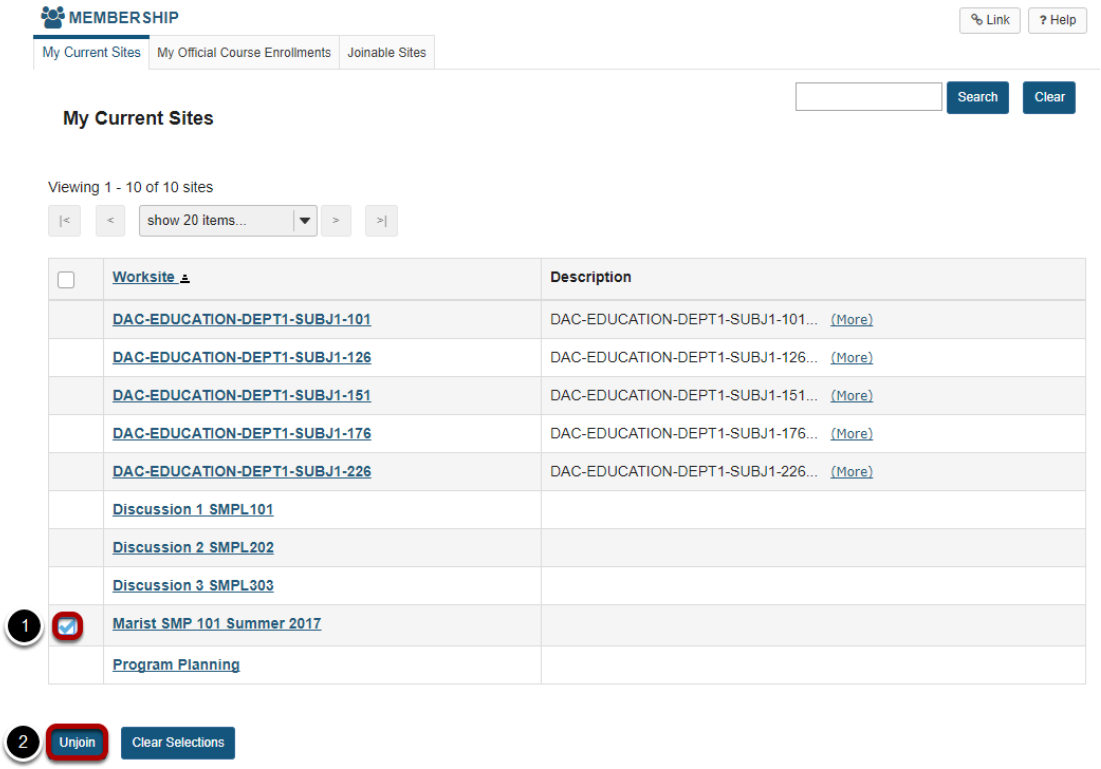
Joining Sites.



1. If you would like to view and join sites that are open for self-enrollment in the system, click on the **Joinable Sites** tab.
2. You may click on the **Join** link to enroll yourself in any of the joinable sites listed.

Note: Joinable sites may or may not be available depending on the enrollment procedures determined by your institution.

Unjoining sites.



If you join a site by mistake, or you no longer wish to be a participant in that site, you may unenroll yourself from the site by:

1. Selecting the check box next to the site name.
2. Clicking on the **Unjoin** button.

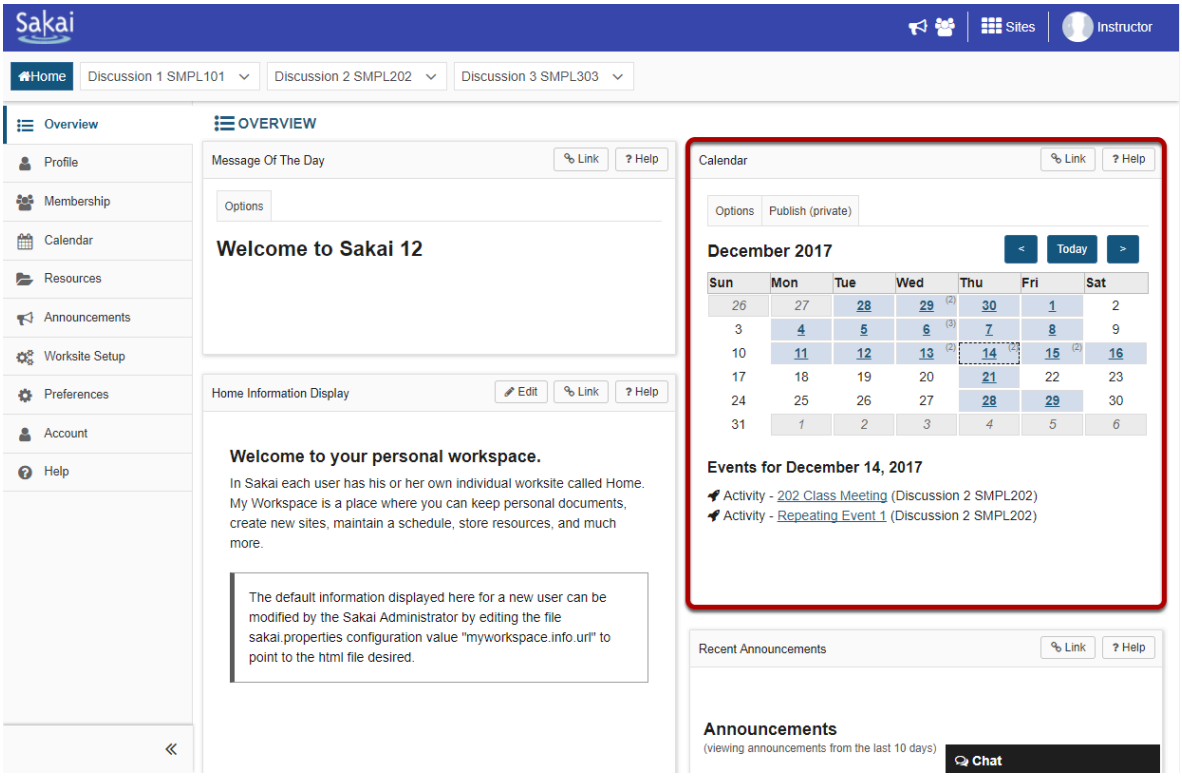
Note: You may only unjoin, or unenroll, from sites in which you have self-enrolled.

Using the Calendar

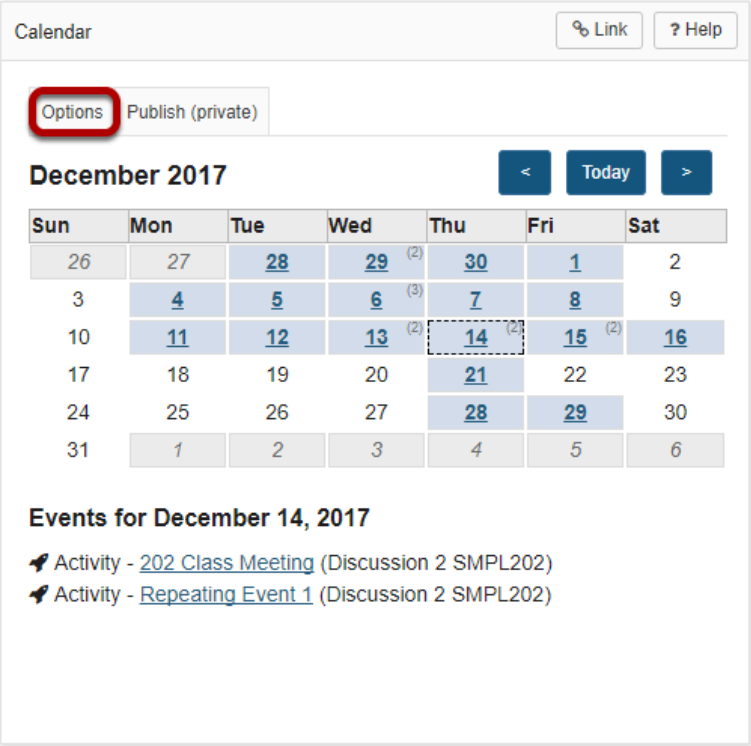
What is the Home Calendar?

The Home Calendar shows all events from all of the sites in which you are enrolled. In addition, you may also create individual, private calendar entries that are only visible to you from your Home area.

View Calendar.

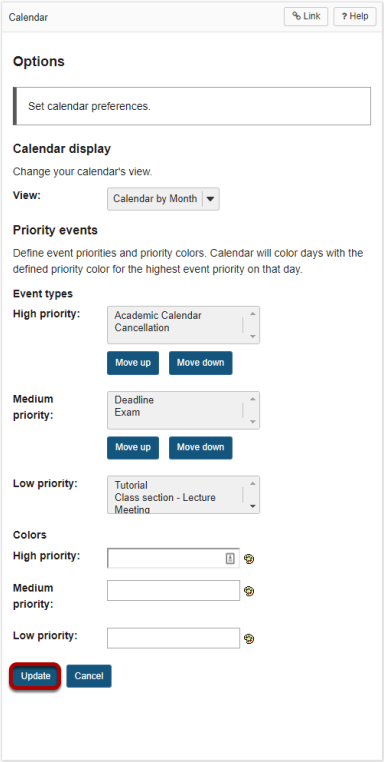


Click Options to customize calendar display. (Optional)

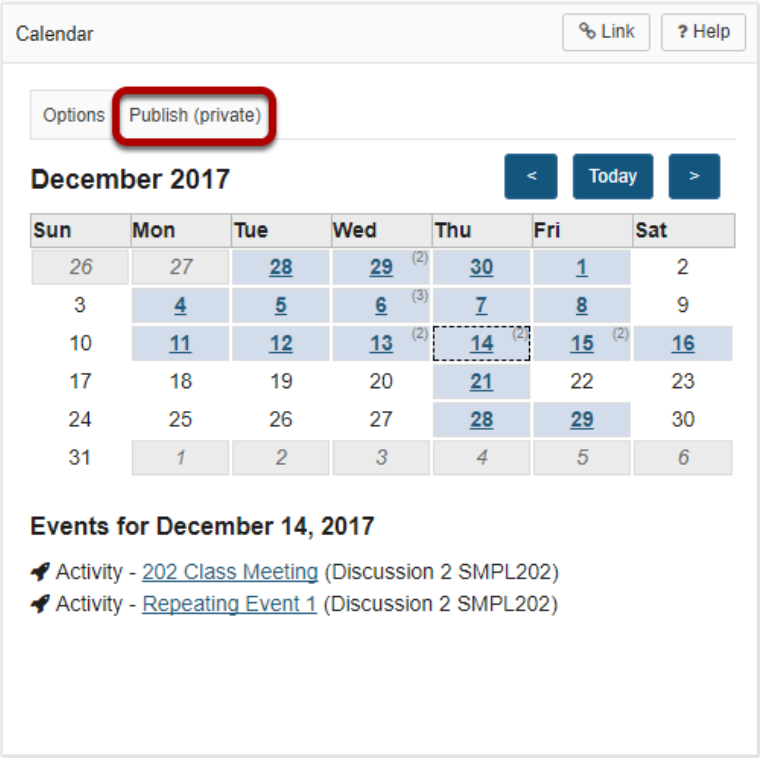


You may customize the appearance of your Calendar by selecting the **Options** button.

Select custom preferences and Update.

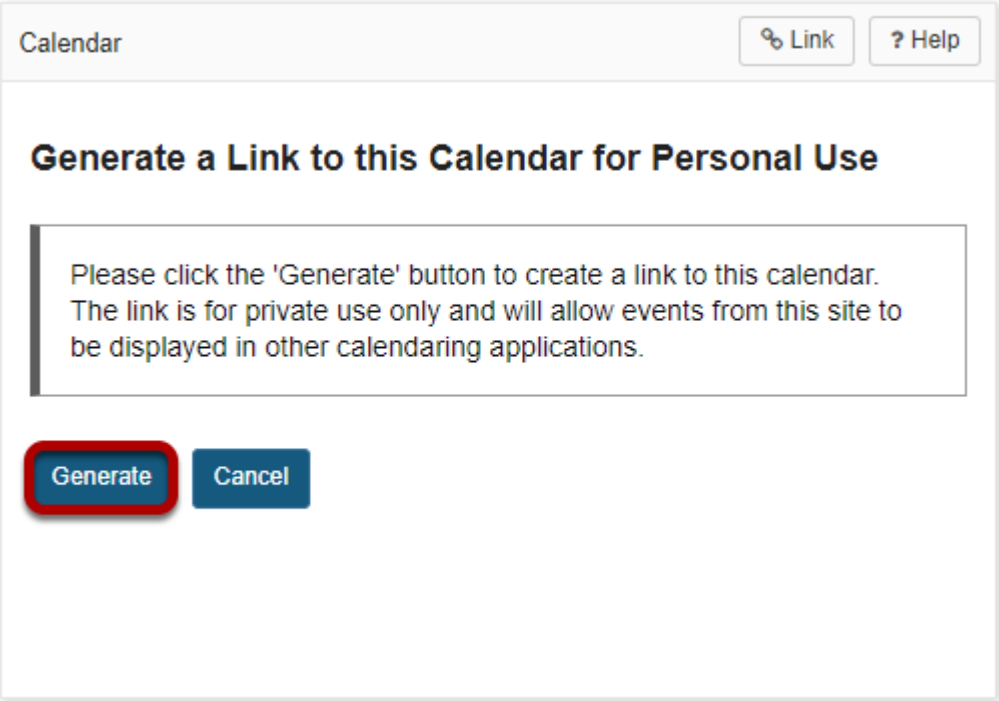


Subscribe to your Home Calendar from another application.

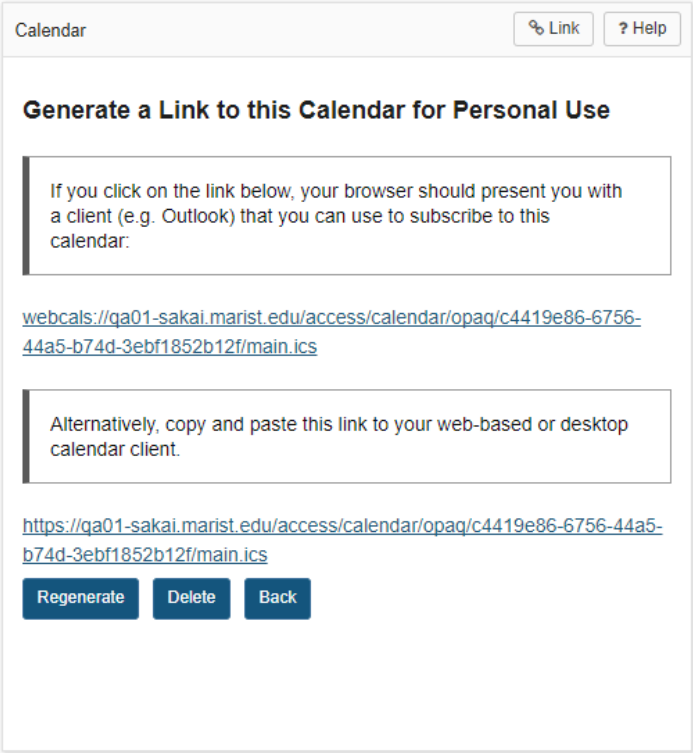


If you would like to subscribe to your Home Calendar from another calendaring application, such as Outlook or Google Calendar, click the **Publish (Private)** button to generate a URL that can be used to set up your subscription.

Click Generate.



Copy the URL and use it in your desired calendar client.



Rich Text Editor

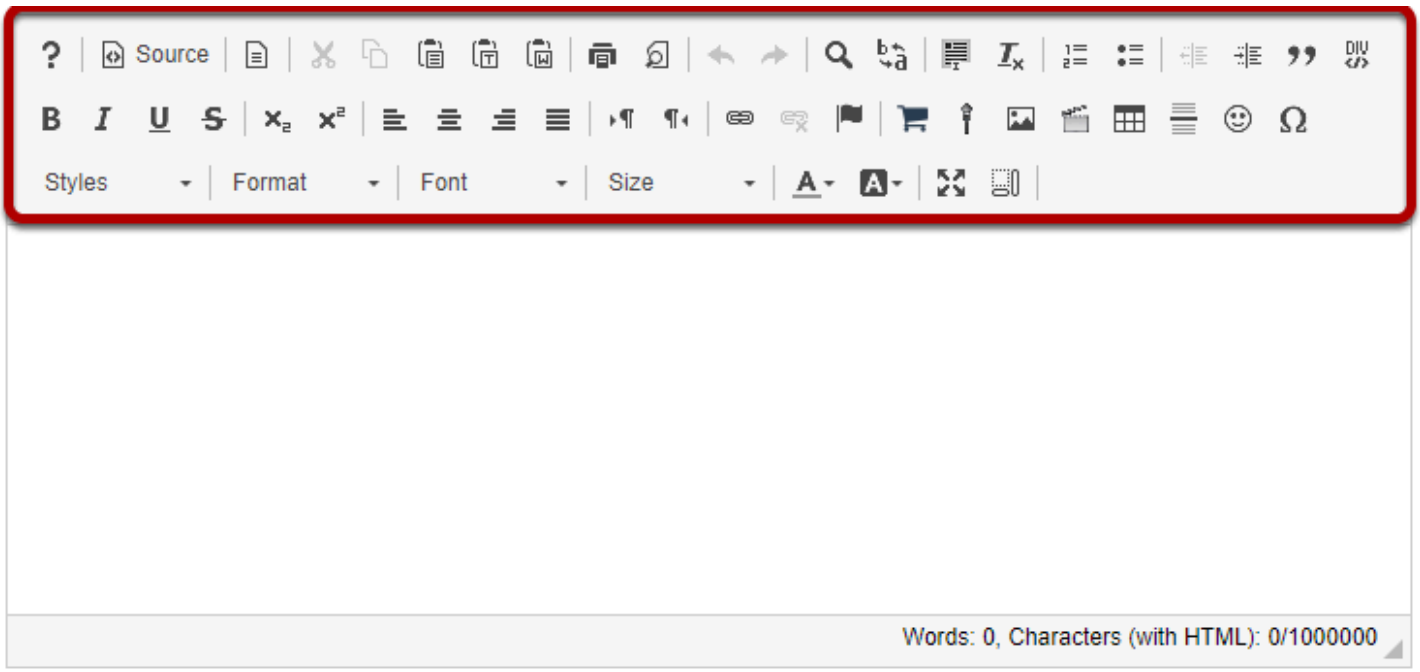
What is the Rich Text Editor?

In most areas of the system where text can be entered, you can control the appearance of your text using the rich-text editor, sometimes called a WYSIWYG (What You See Is What You Get) editor. The rich-text toolbar has icons for editing and formatting your text. You may use the rich text editor to include images, links, audio and video as well as text.

Note: Pasting text into the rich-text editor should preserve most formatting, but some types of formatting, such as colored text, may need to be added manually in the editor after pasting.

The rich-text editor is based on an open-source application called CKEditor. For more information on the CKEditor, you may also refer to the CKEditor 4 Documentation Site.

Rich Text Editor Toolbar



The Rich Text Editor toolbar contains an array of icons. See What actions can I perform using the Rich Text Editor icons? for more information on individual icon functionality.

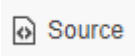
Note: Some configurations may not have all of the above tools and some may have additional tools.

What actions can I perform using the Rich Text Editor icons?

Note: Depending on your implementation, you may have more icons or fewer icons available to you in the Rich Text Editor. There are several third party tools which integrate with the editor and display as additional icons in the editing toolbar (e.g. equation editors, video management applications, etc.). Also, some institutions hide seldom-used icons to make the appearance of the editing toolbar more compact.

Standard Rich Text Editor icons allow the following features:

Source



View or edit the document source code (for advanced users).

Templates

Select a layout template.

Cut

Cut the highlighted text to the clipboard.

Copy

Copy the highlighted text to the clipboard.

Paste

Paste the data copied to the clipboard.

Paste as Plain Text

Paste the data copied to the clipboard (without formatting).

Paste from Word

Paste content copied from Microsoft Word or similar applications.

Print

Print the current document.

Preview

Preview the current document.

Undo

Undo the most recent action taken.

Redo

Redo the most recent action taken.

Find

Find a word or phrase within the document.

Replace

Find and replace a word or phrase within the document.

Select All

Select the entire text in the document.

Remove Format

Remove the formatting from the highlighted text.

Insert/Remove Numbered List

Create Numbered Lists.

Insert/Remove Bulleted List

Create Bulleted Lists.

Decrease Indent

Decrease the paragraph indent.

Increase Indent

Increase the paragraph indent.

Block

Format a block of text to identify quotations.

Create DIV Container

Creates a container to apply formatting beyond one block of text.

Bold

Applies Bold formatting to highlighted text.

Italic

Applies Italic formatting to highlighted text.

Underline

Applies Underline formatting to highlighted text.

Strike Through

Applies Strike Through formatting to highlighted text.

Subscript

Subscript the highlighted text.

Superscript

Superscript the highlighted text.

Align Left

Set text alignment left.

Align Center

Set text alignment center.

Align Right

Set text alignment right.

Justify

Justify text alignment.

Text Direction Left to Right

Displays text left to right.

Text Direction Right to Left

Displays text right to left.

Link

Create hyperlink.

Unlink

Remove hyperlink.

Anchor

Inserts or modifies a link anchor.

Insert Content Item

Inserts an external tool (i.e. LTI tool) as a content item.

Record Audio Clip

Create and display a voice recording.

Image

Inserts images into the document.

Insert/Edit Movie

Inserts a movie/audio player.

Table

Creates a table with the defined number of columns and rows.

Insert Horizontal Line

Inserts a divider line (horizontal rule).

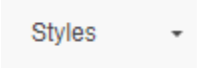
Smiley

Inserts an emoticons image (smiley faces, email icon, light bulb, etc.).

Insert Special Character

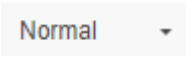
Inserts symbols & special characters (accented characters, trademark, currency symbol, etc.).

Styles



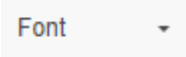
Applies special styles to a block of text.

Format



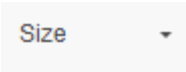
Applies paragraph formatting to a block of text.

Font



Applies a specific font to a block of text.

Size



Applies a specific size to a block of text.

Text Color

Changes the color of the text.

Background Color

Changes the background color of the text.

Maximize

Maximizes the editor size inside the browser.

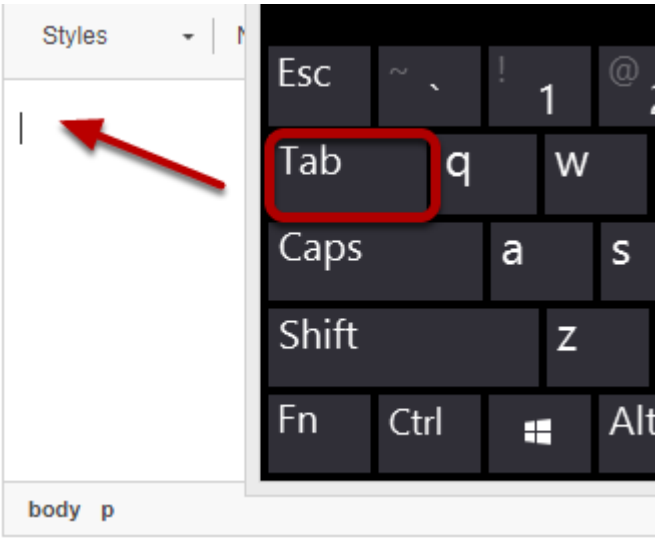
Show Blocks

Shows where there are block elements boundaries in the text.

What are some keyboard shortcuts for the Rich-Text Editor?

You can operate the Rich-Text Editor using a computer keyboard with the shortcuts and hotkeys below. For a full list of keyboard commands in the Rich-Text Editor, you may also refer to the CKEditor list of shortcut keys.

Keyboard navigation to the editing area



From your course/project site, **tab** or **arrow down** into the editor's text box to place focus in the text box and edit content. When you are done, you can tab or arrow down out of the editor.

Accessibility Help for the Rich-Text Editor

Alt + 0 opens the *Accessibility Instructions* dialog for the Rich-Text Editor.

Hotkeys inside the editing text box

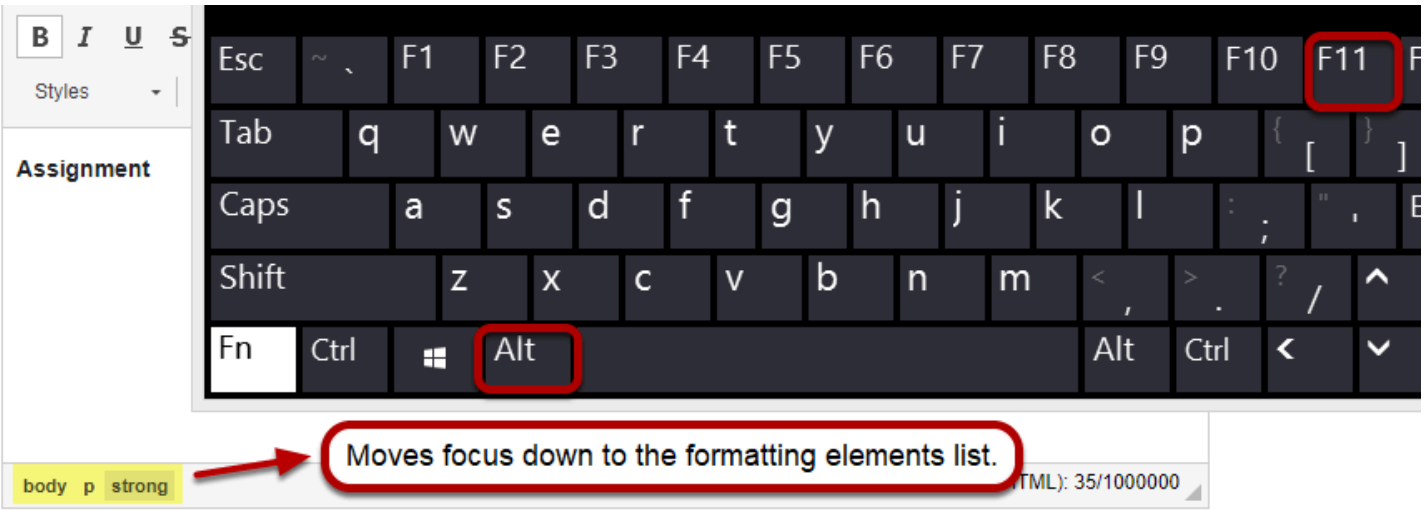
Formatting shortcut keys

When focus is in the editor, you can use formatting shortcut keys similar to those used in most word processors, such as Microsoft Word. Some examples include:

- **Bold - Ctrl + B** (in Windows) or **Command + B** (on a Mac)
- *Italics* **- Ctrl + I** (in Windows) or **Command + I** (on a Mac)
- Underline **- Ctrl + U** (in Windows) or **Command + U** (on a Mac)

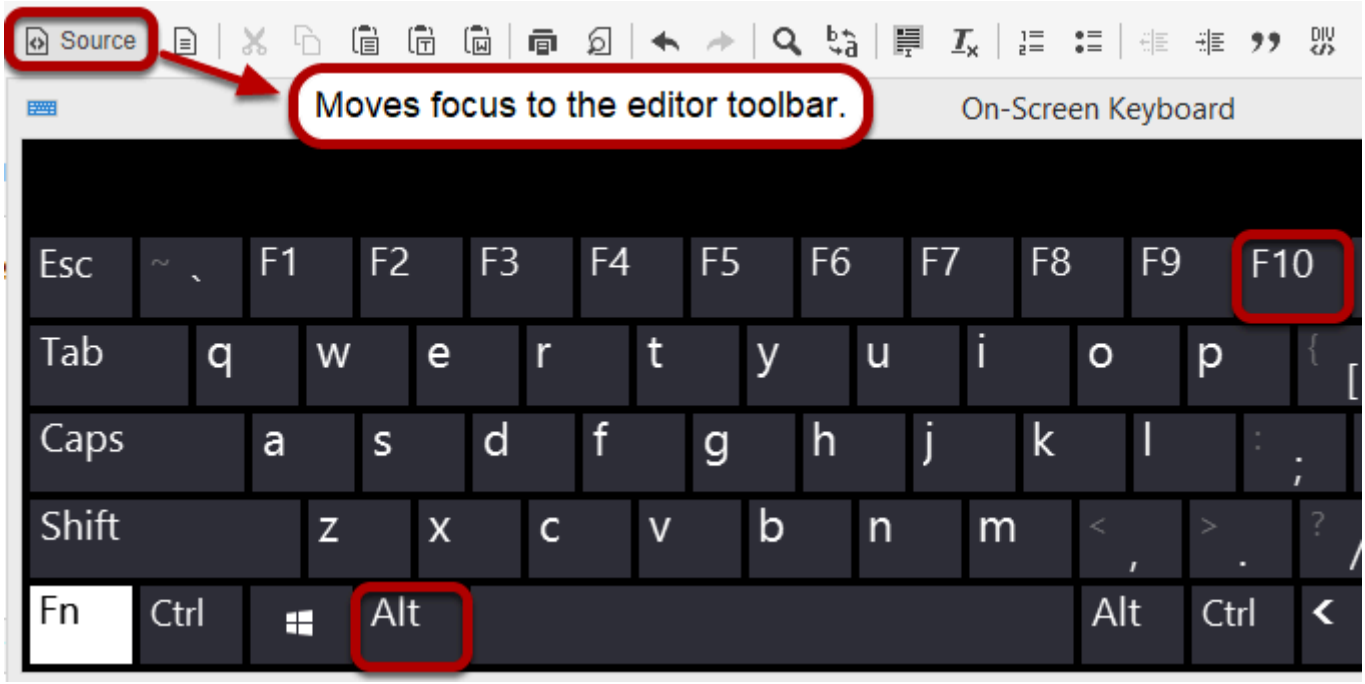
In the example pictured above, **bold** text was added.

Navigate away from the editing text box to the list of formatting elements



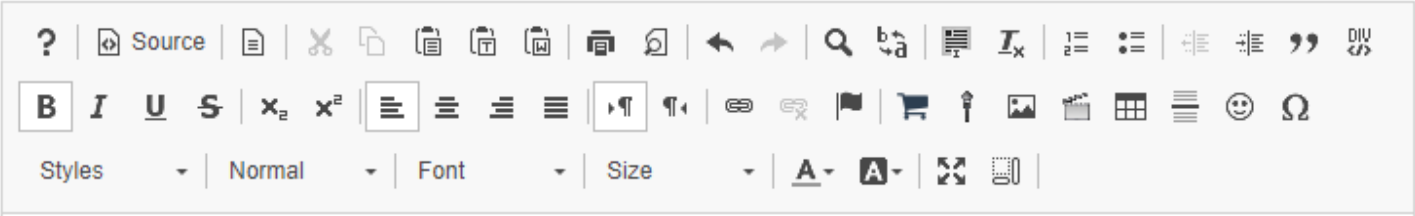
Type **Alt + F11** to navigate to the list of formatting elements and styles that have been used in the text where your cursor was positioned.

Navigate away from the editing text box to the Editor toolbar



Type **Alt + F10** to select the first button in the editor toolbar (i.e. **Source**) and begin using the toolbar.

Navigate within the Editor toolbar



When focus is in the Editor toolbar, you can navigate it as follows:

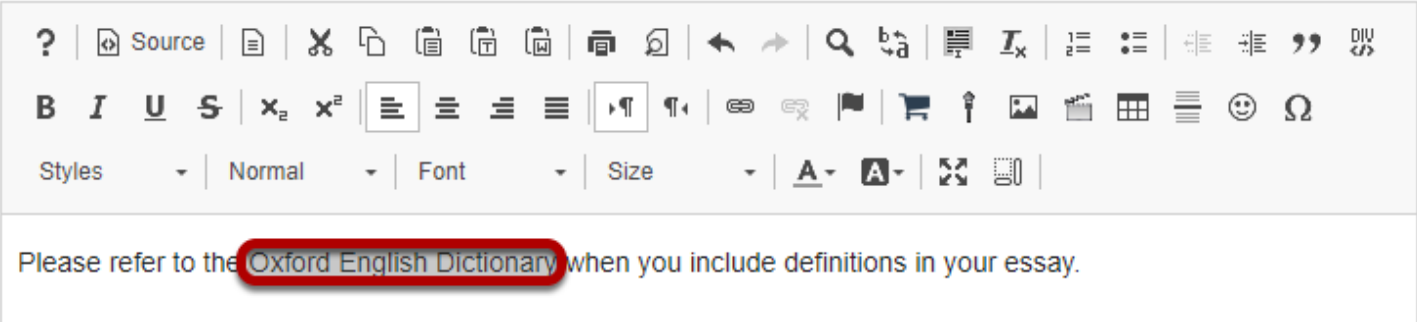
- **Tab** and **Shift + Tab** – move focus forward and backward among the toolbar button groups.
- **Left Arrow** and **Right Arrow** – move focus forward and backward among the toolbar buttons within a group, respectively.
- **Enter** and **Space** – activates a selected toolbar feature.
- **Escape** – puts the focus back to the editing area without executing any commands.

Note: See the step [Navigate away from the editing text box to the editor toolbar](#) for instructions to access the toolbar from the editing window.

How do I create a link to a web site in a text box?

Note: To link to an HTML page you have stored in Resources, see How do I create a link to a Resources item in a text box?

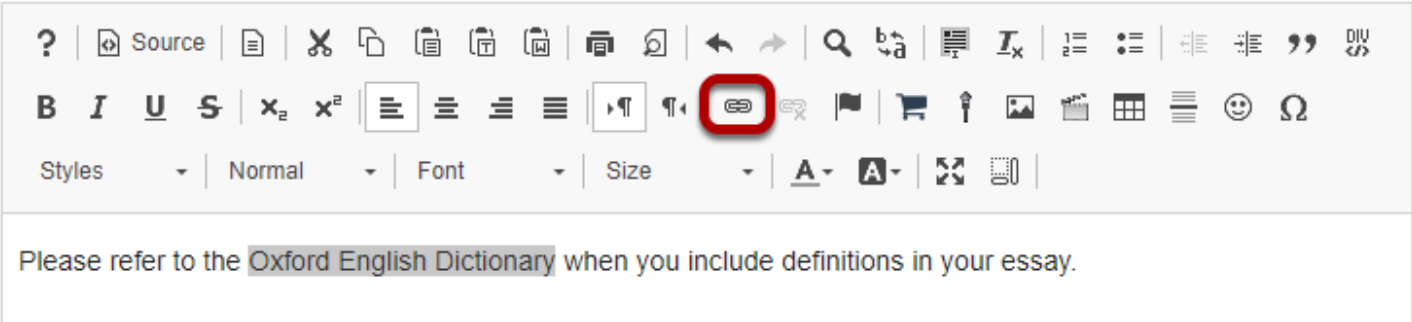
Select the text.



In the text box, select the text you would like to serve as a link to a web site. For accessibility, you should use meaningful text to describe your link.

Note: If you do not select text, the text of the link will display in full, linked to the site (e.g. http://www.oed.com).

Click the Link icon.

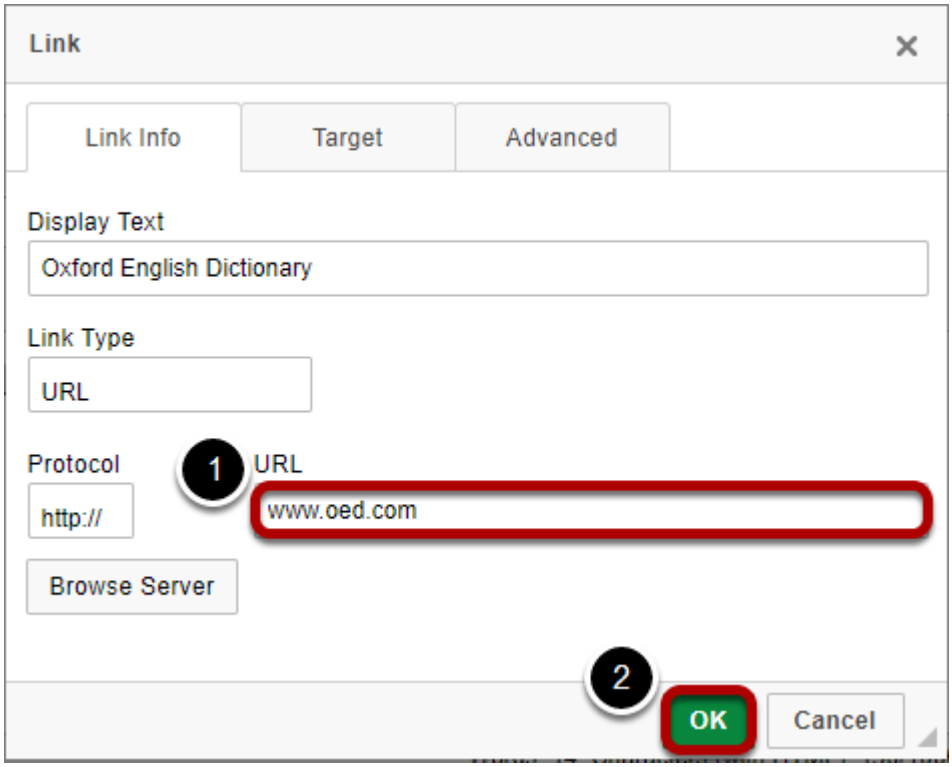


The **Link** icon looks like a chain link.

Or use Ctrl/Command-L on the keyboard to open the Link dialog box.

Alternatively, you can open the *Link* dialog box with the keyboard command **Ctrl + L** (in Windows) or **Command + L** (on a Mac).

Enter the URL.

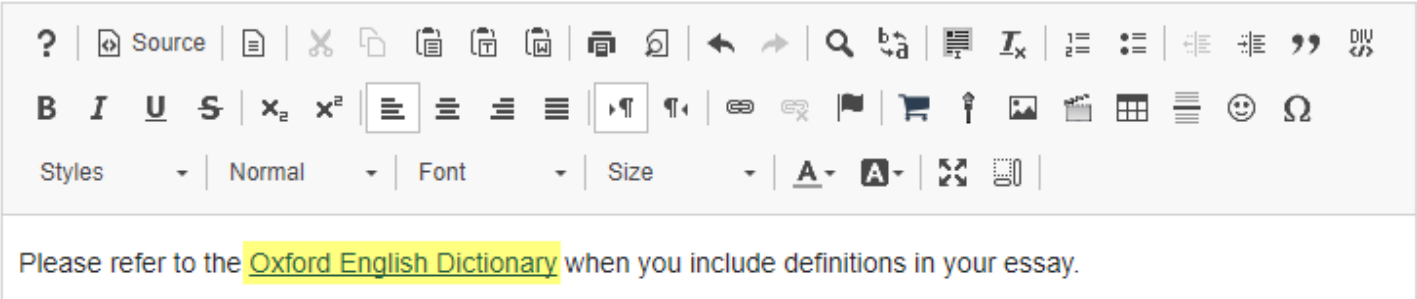


The *Link* window will pop up for you to enter the link (URL).

1. Enter or paste (**CTRL-V** on PC or **COMMAND-V** on Mac) the **URL** for the web page to which you are linking in the box marked **URL**.
2. Click **OK** to confirm the addition of the link.

Note: To link to an HTML page you have stored in Resources, see How do I create a link to a Resources item in a text box?

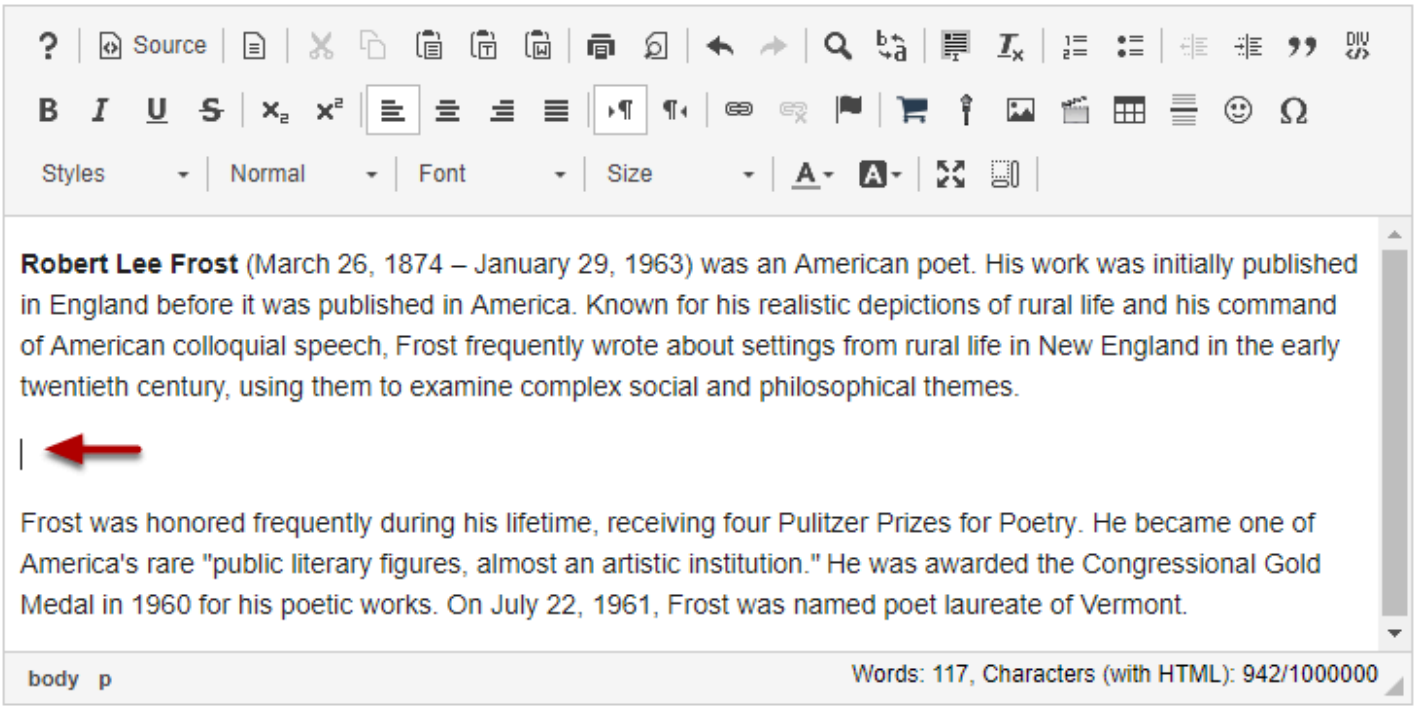
View link in editor.



The linked text will be underlined.

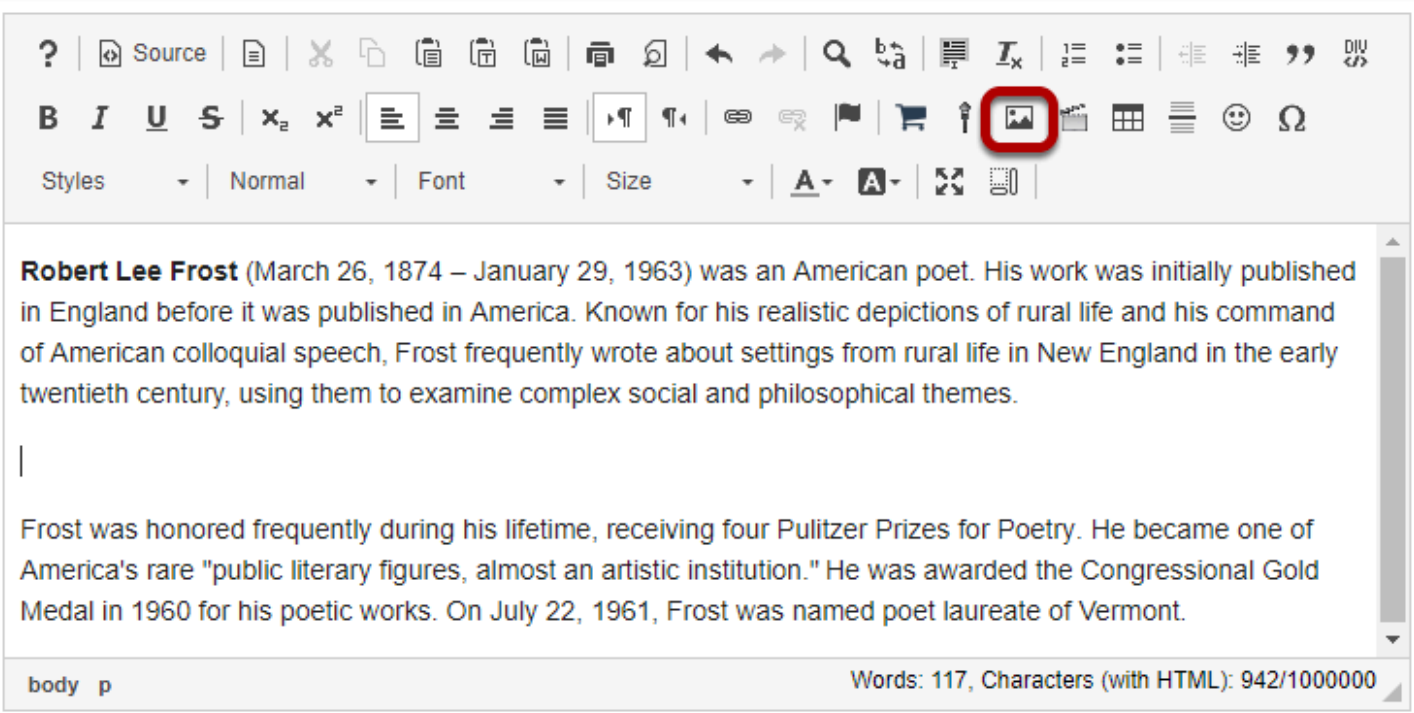
How do I embed an image in a text box?

Position the cursor.



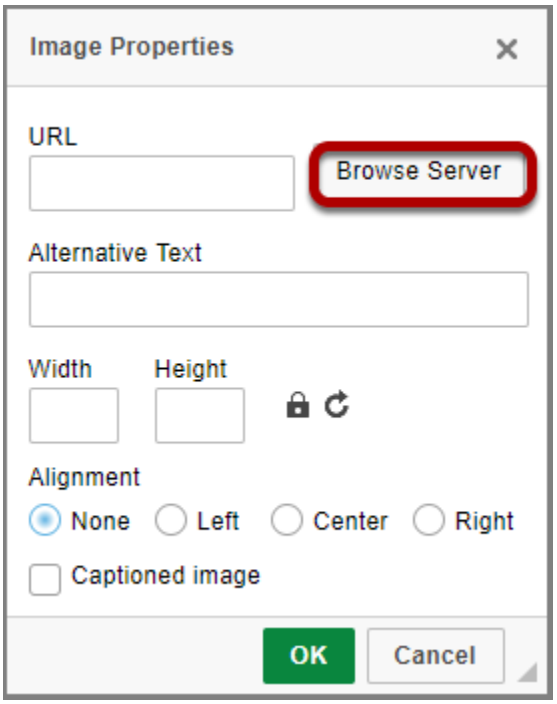
Position your cursor in the text box at the point you want to embed the image.

Click on the Insert/Edit Image icon.

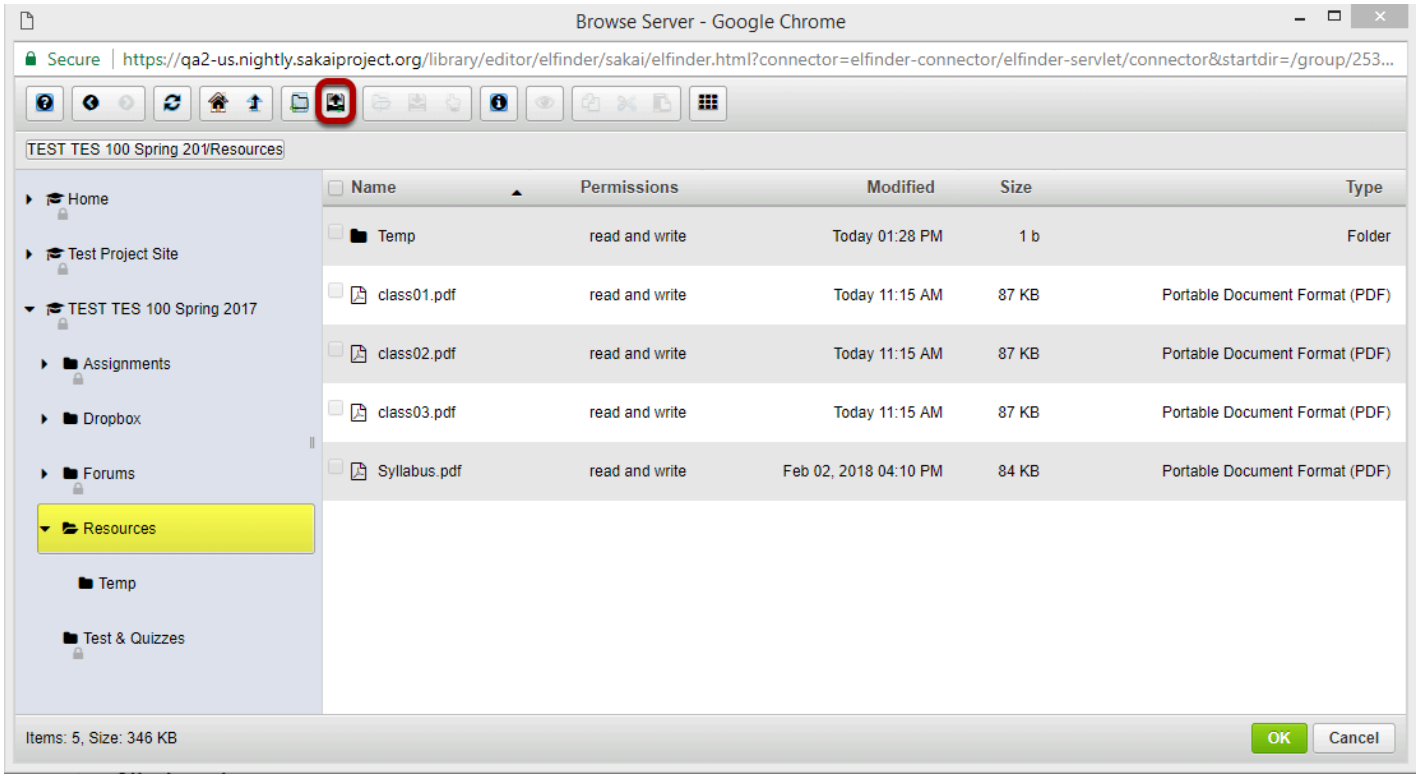


This displays the image properties dialog box

Click Browse Server.

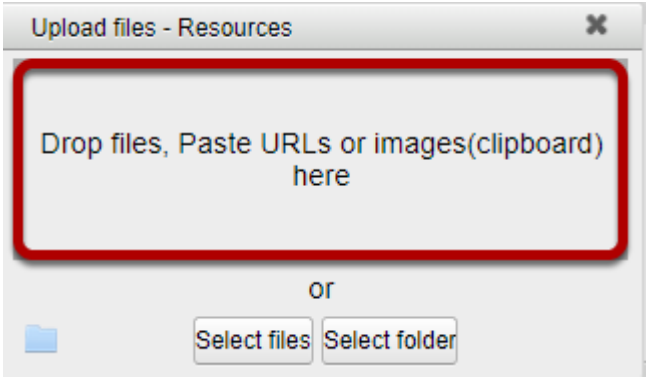


Upload the image file.

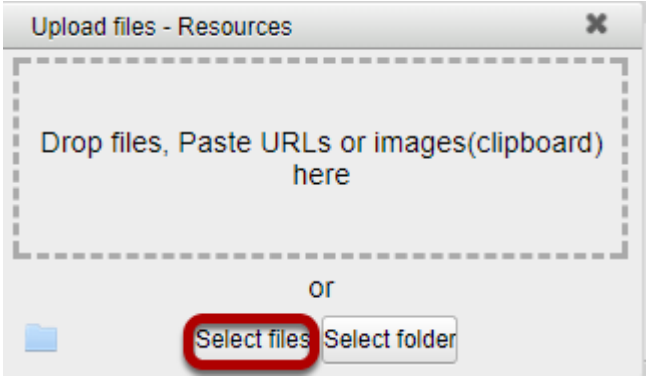


Select the folder where you want to store the image file (i.e. Resources) then click on the **Upload File** icon.

Drop files or paste URLs or clipboard images.

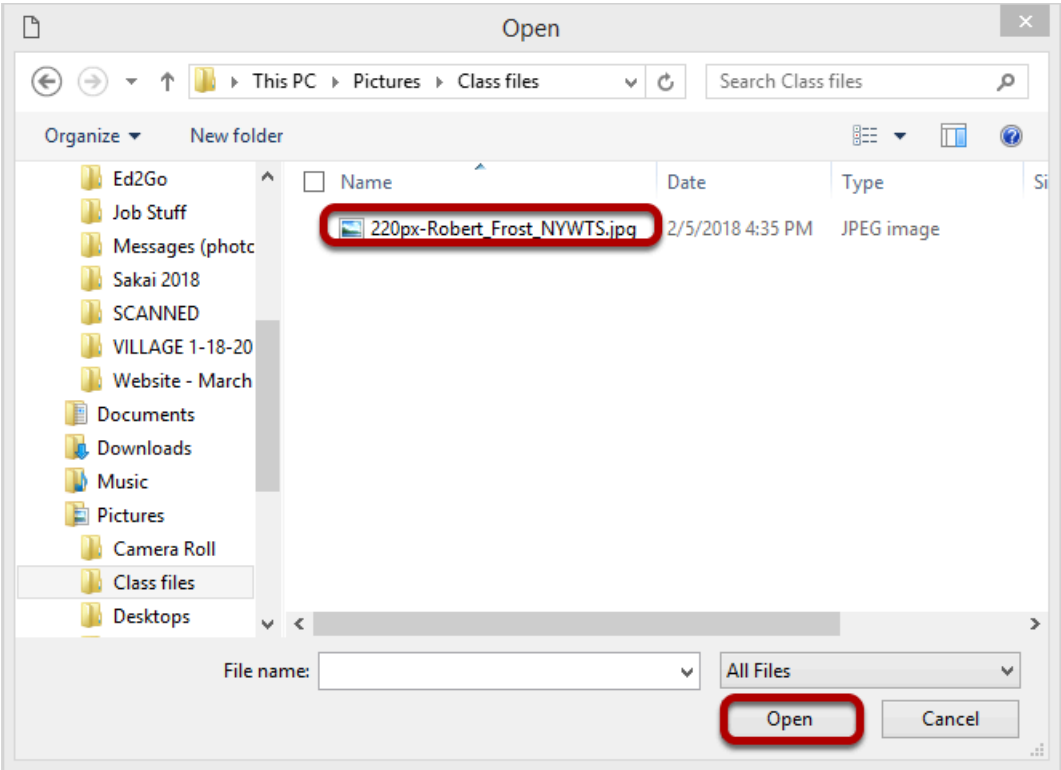


Or, click Select files.

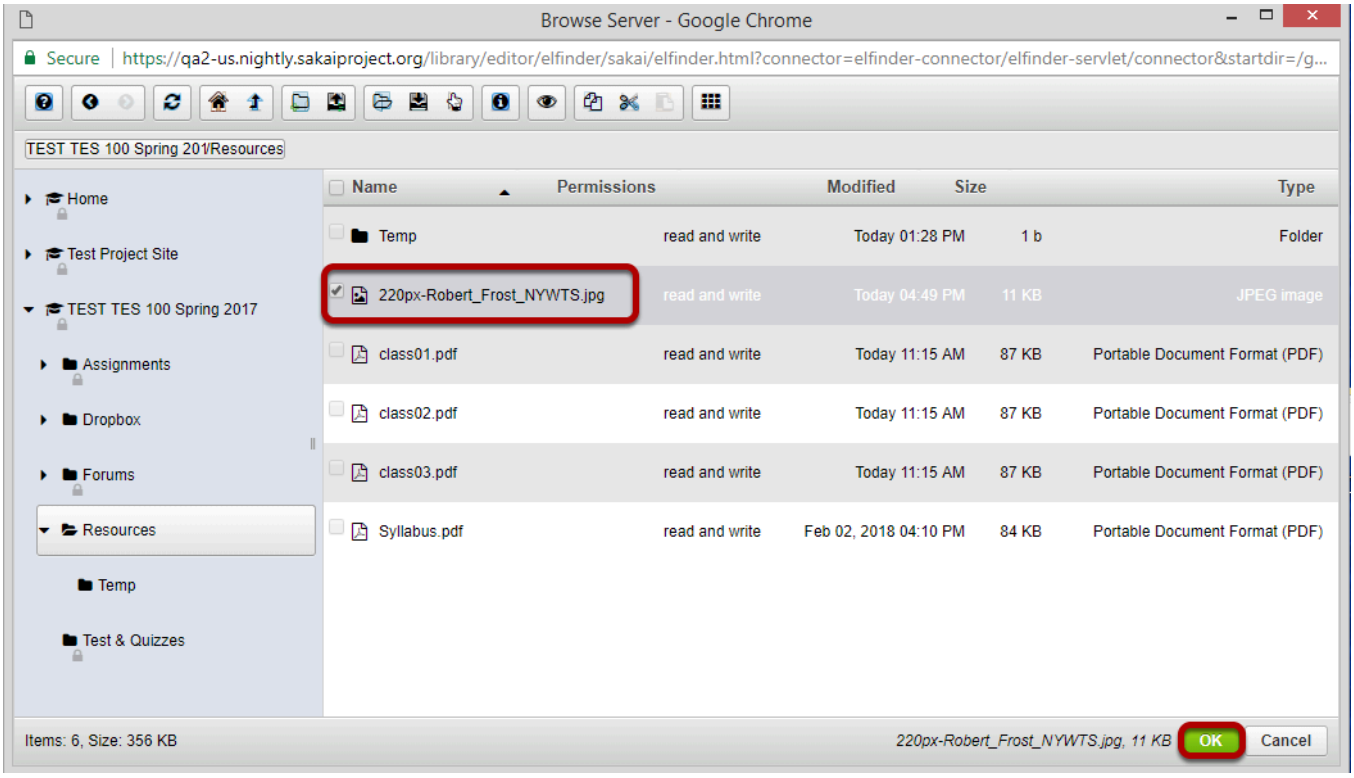


This displays an upload file dialog box.

Locate and select the image file on your computer, then click Open

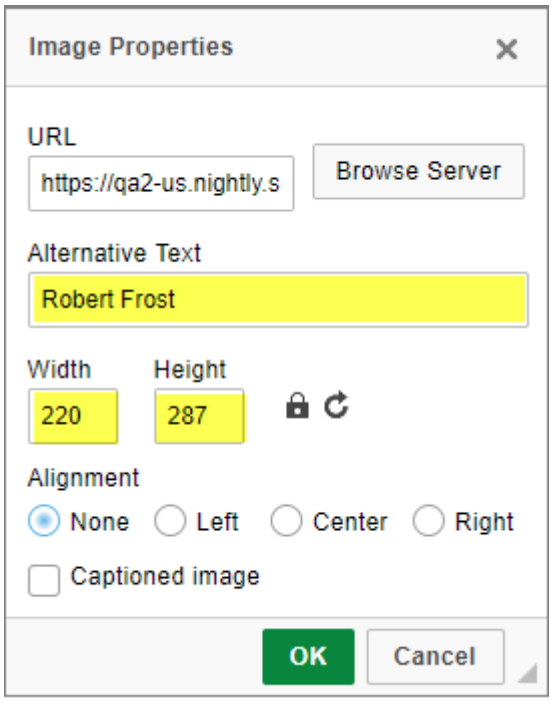


Click OK.



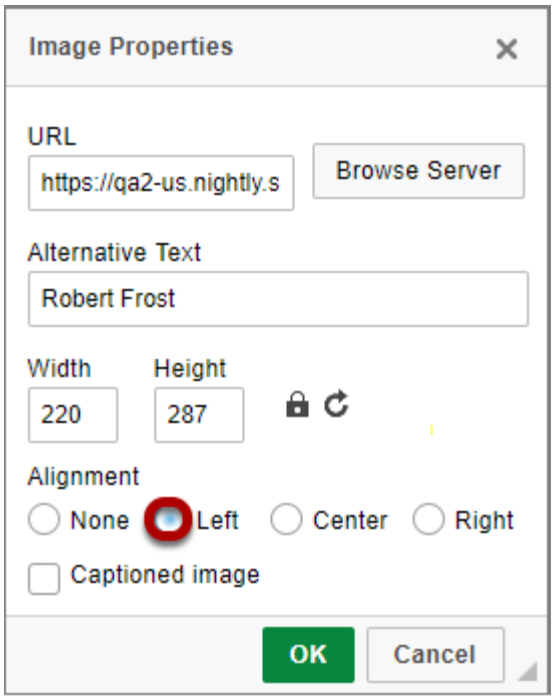
This returns the display to the file browser window. The uploaded file will be selected. Click **OK** to continue.

Modify image properties. (Optional)



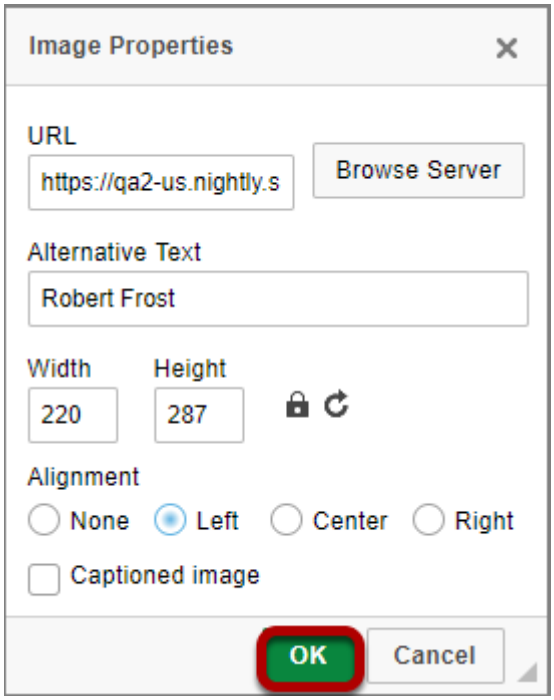
Adjust the image width and height if needed and add an alternative text for screen readers.

Set the Alignment.



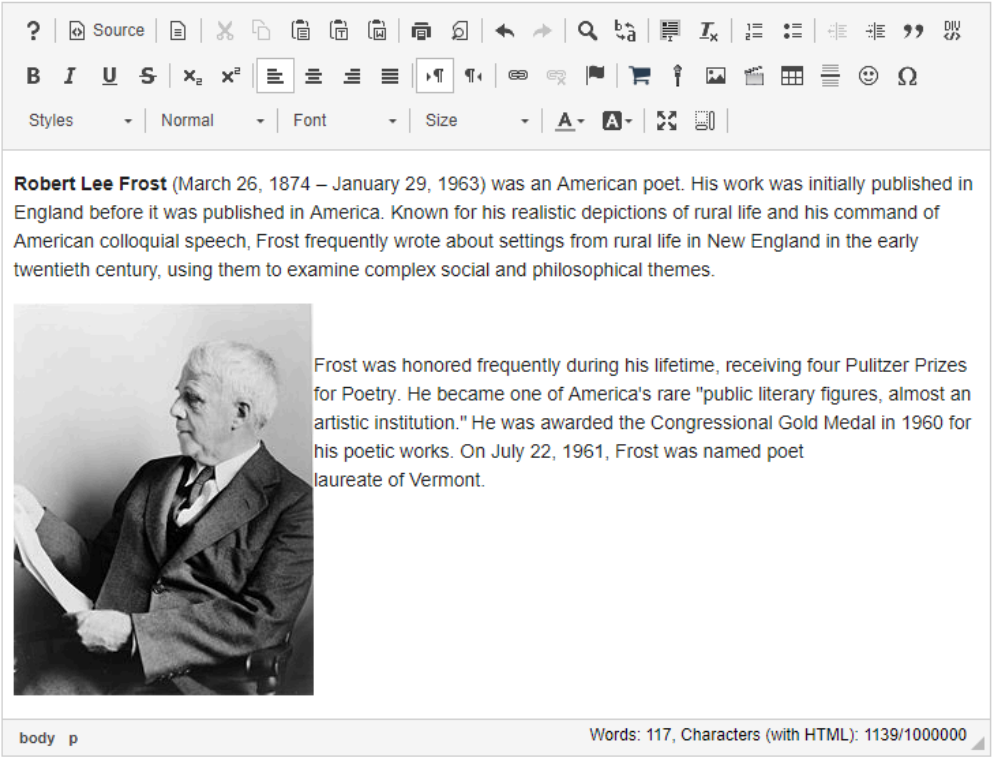
Set the Alignment (left or right) for the image if you want to surround the image with text.

Click OK.



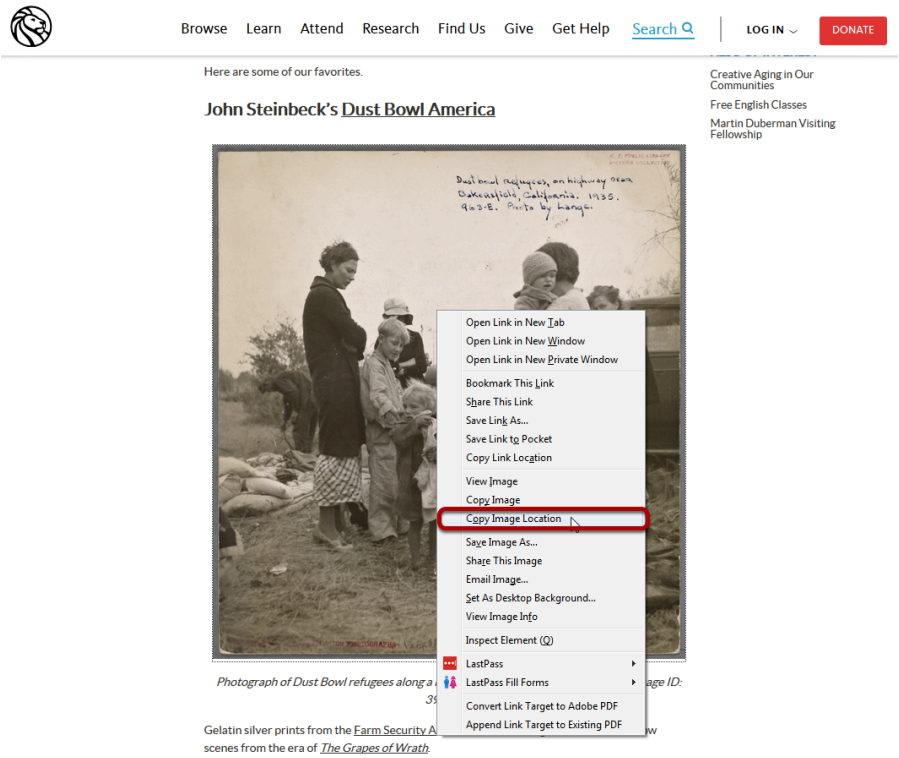
This returns the display to the text box with the embedded image.

Example of additional text displayed next to a left-aligned image.



How do I embed a linked web image in a text box?

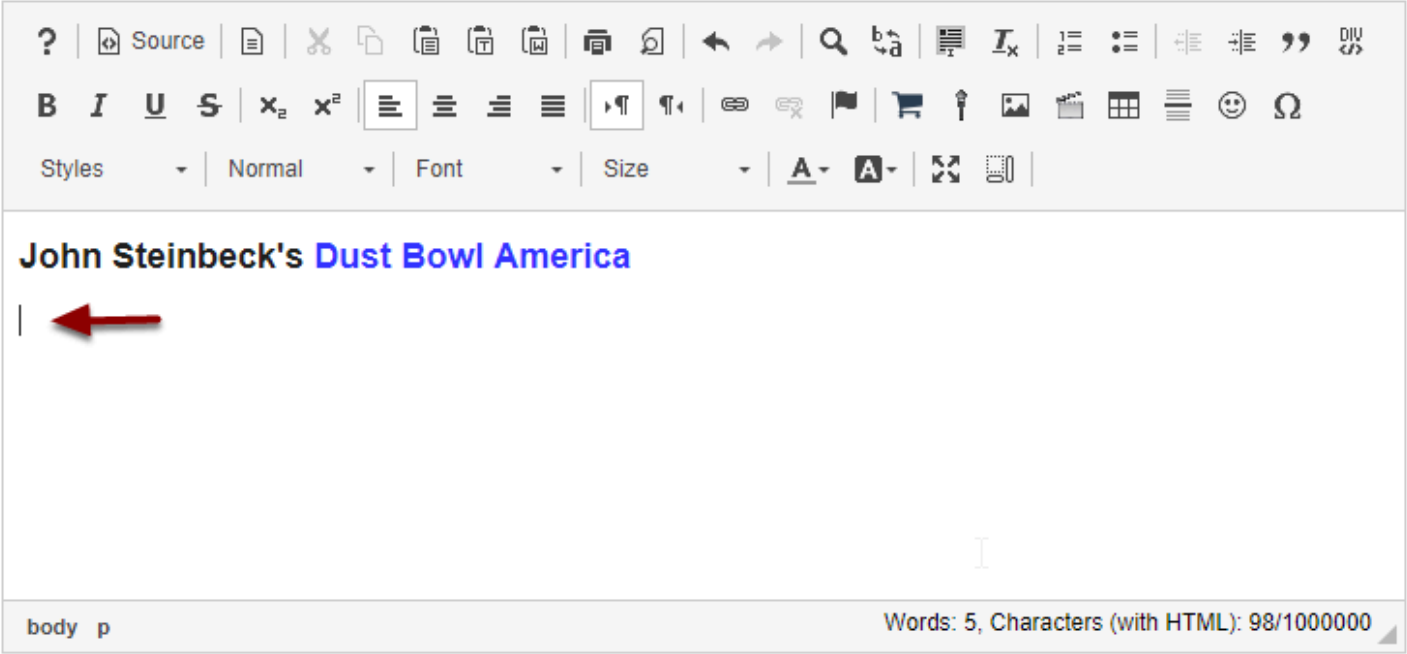
Locate and copy the image link.



Locate the image on the web that you want to embed.

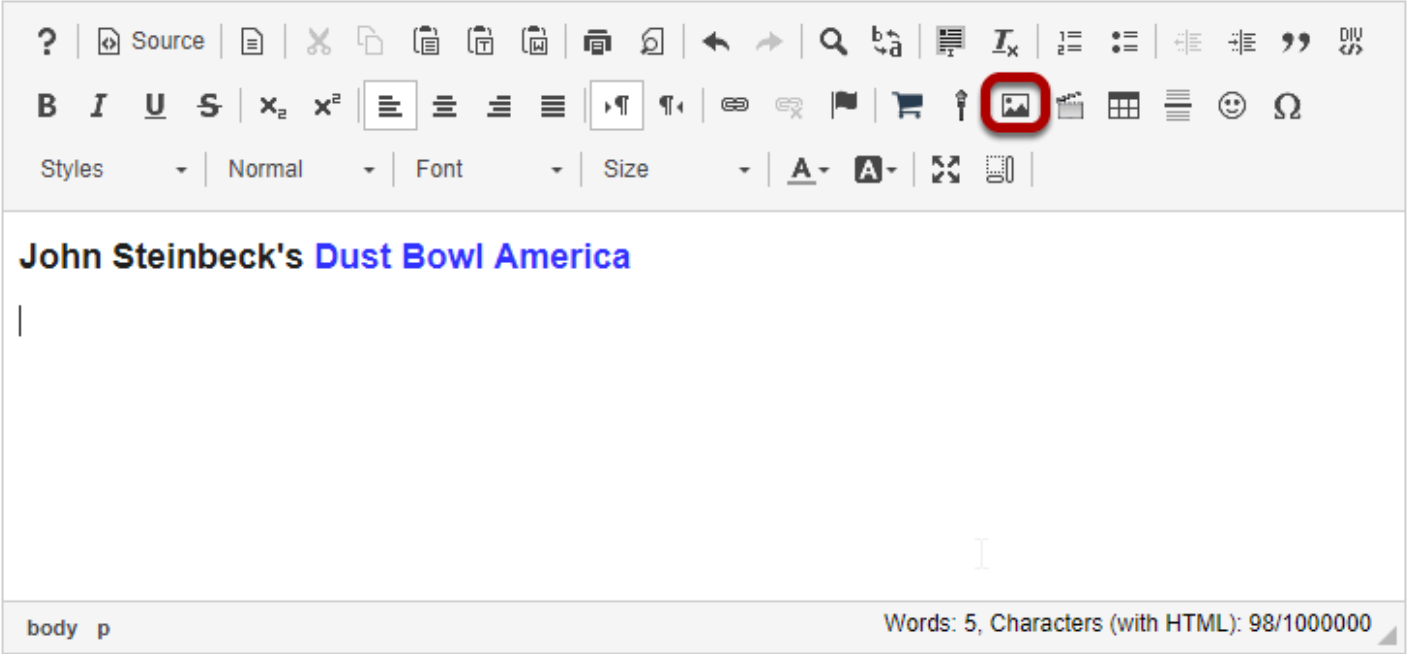
Right-Click the Image (PC) or CTRL-Click (MAC) the image and copy the image URL to your computer's clipboard (CTRL-C for PC or COMMAND-C for MAC).

Position the cursor.



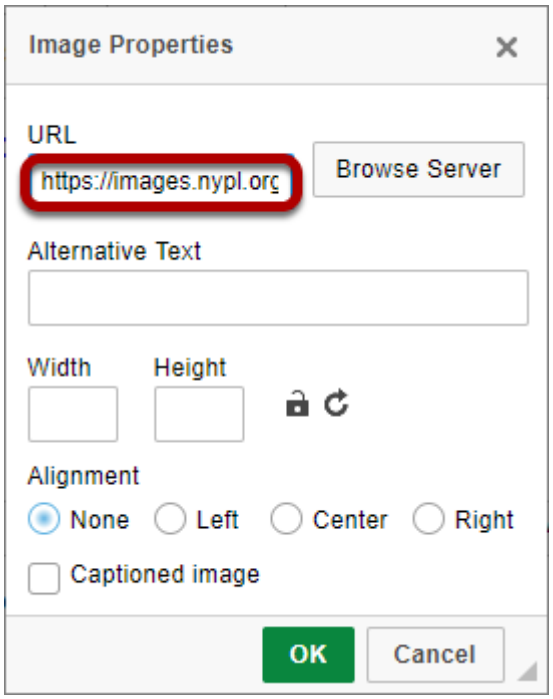
Position your cursor in the text box at the point you want to embed the web linked image.

Click Insert/Edit Image icon.



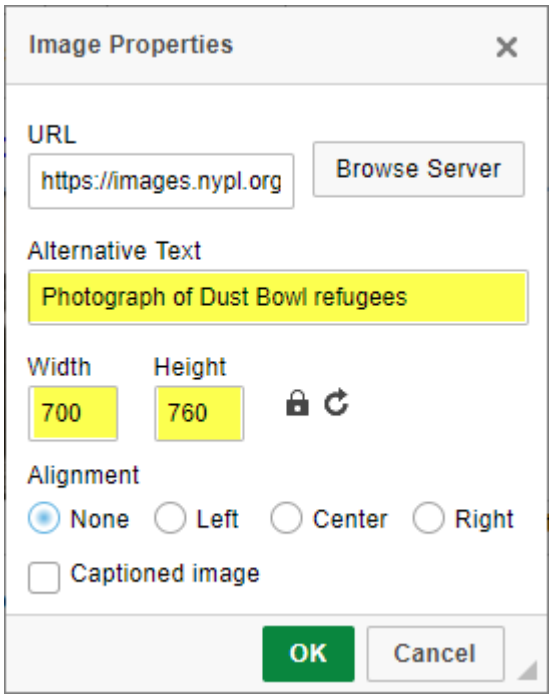
This displays the Image Properties dialog box.

Paste the URL.



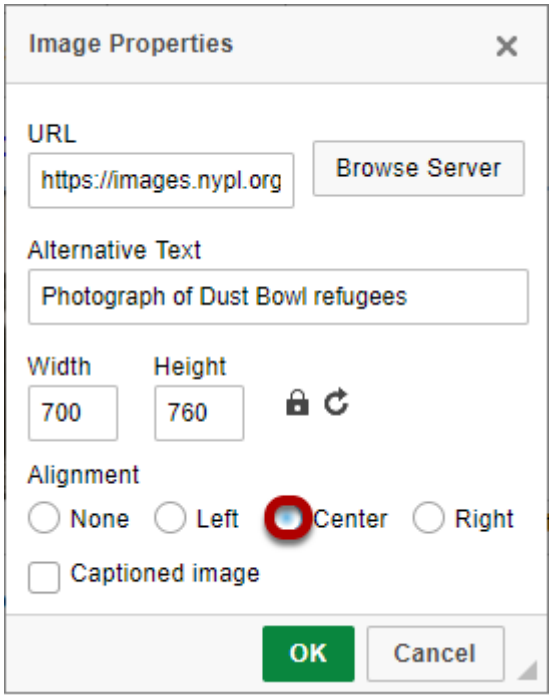
Paste the copied URL into the box marked **URL**. (Use CTRL-V for PC or COMMAND-V for MAC to paste.)

Modify image properties. (Optional)



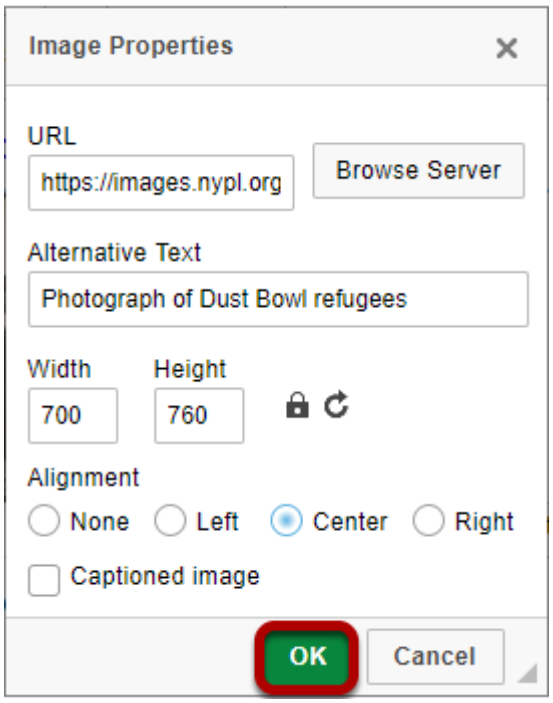
Adjust the image width and height if needed and add an alternative text for screen readers.

Set alignment. (Optional)



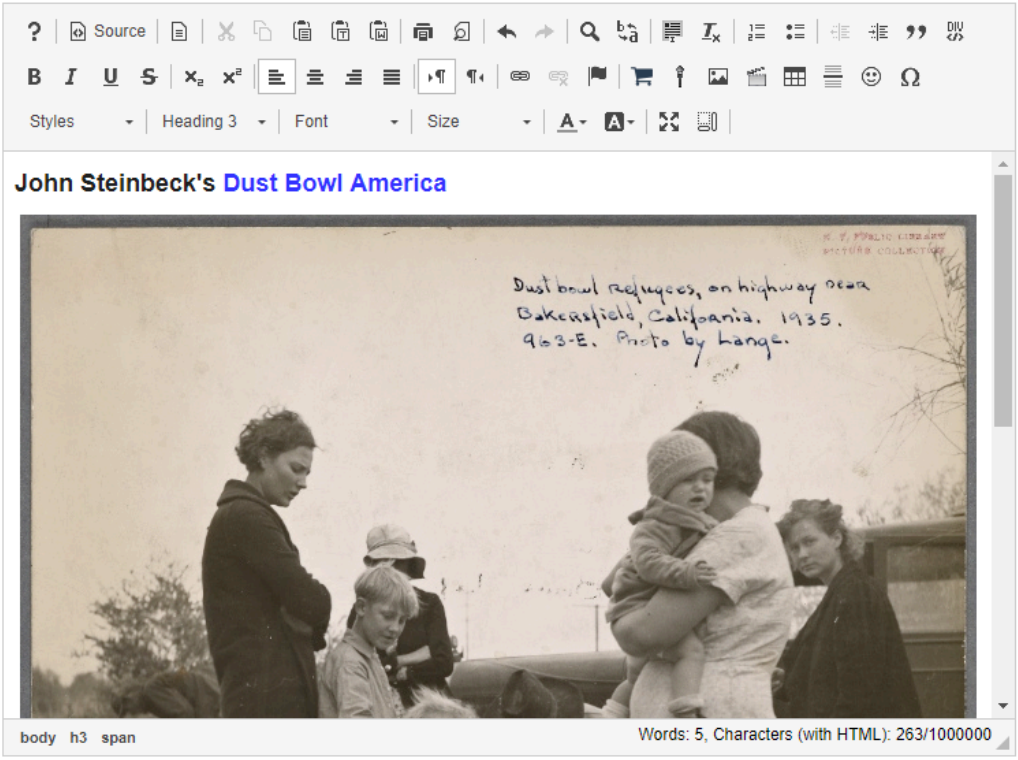
Set the Alignment (left, right, or center) for the image.

Click OK



This returns the display to the text box with the embedded linked image.

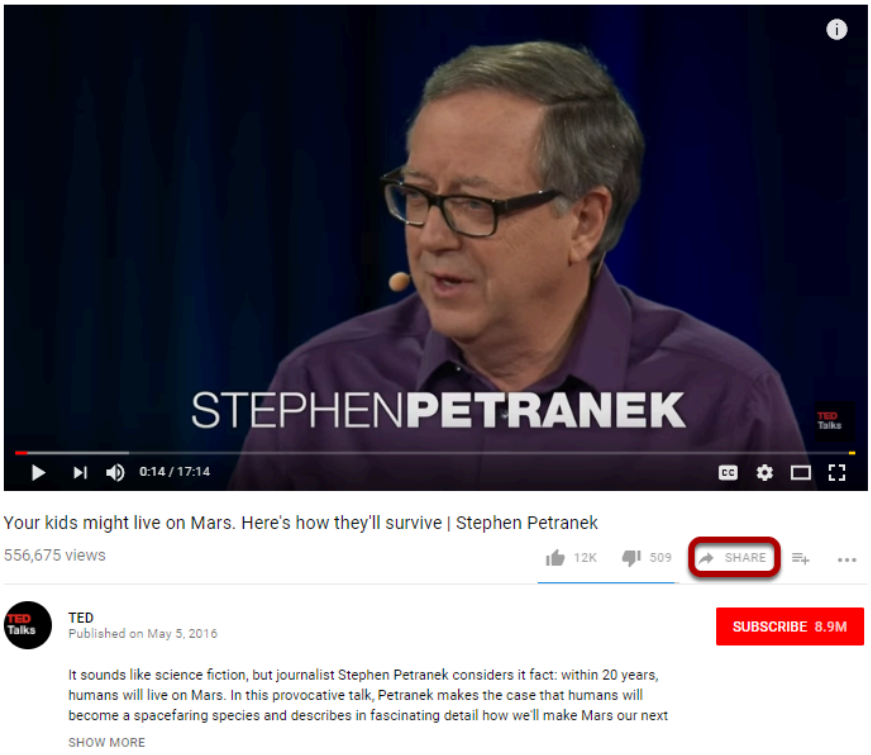
Example of centered image below text.



How do I embed a YouTube video in a text box?

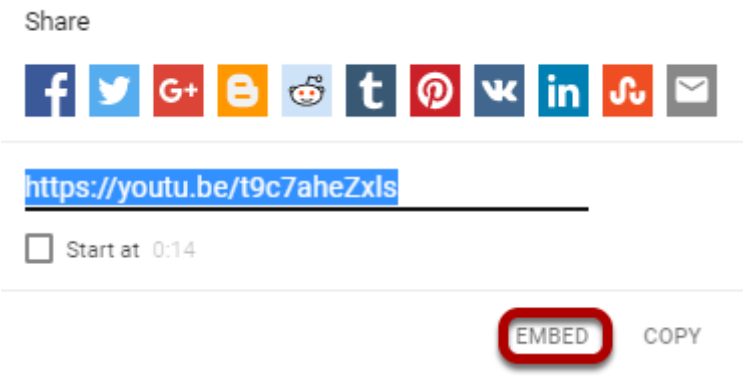
Locate the Youtube video you would like to embed in a text box.

Click Share.



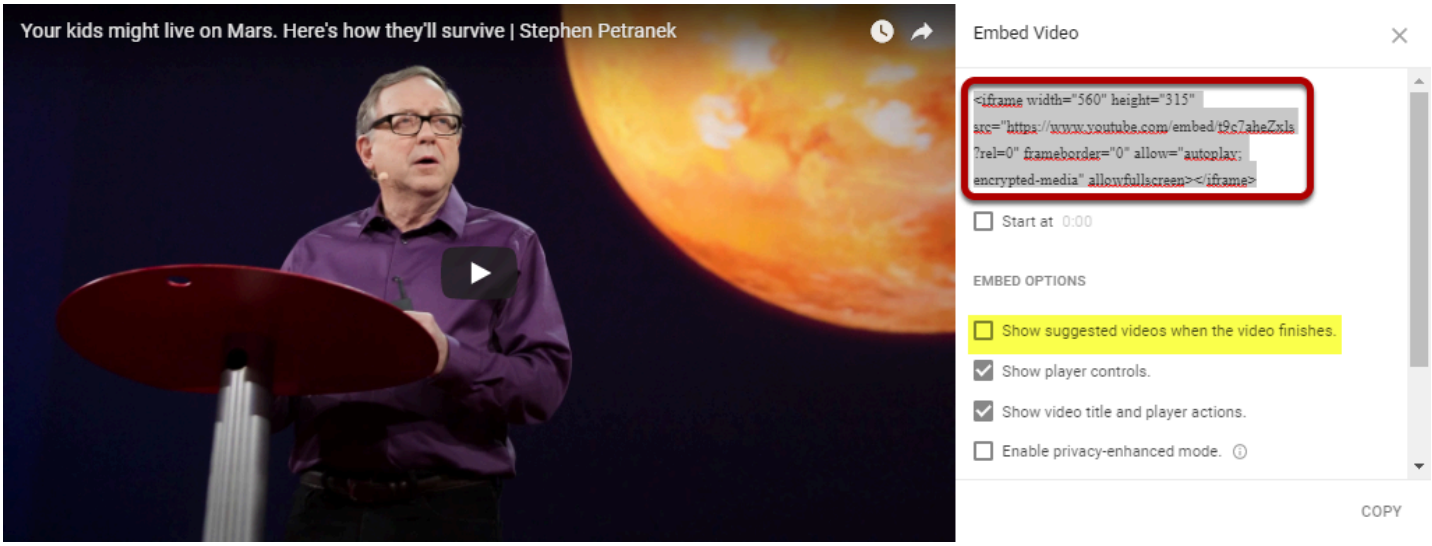
This displays the YouTube sharing panel.

Click Embed.



This displays the YouTube video embed code.

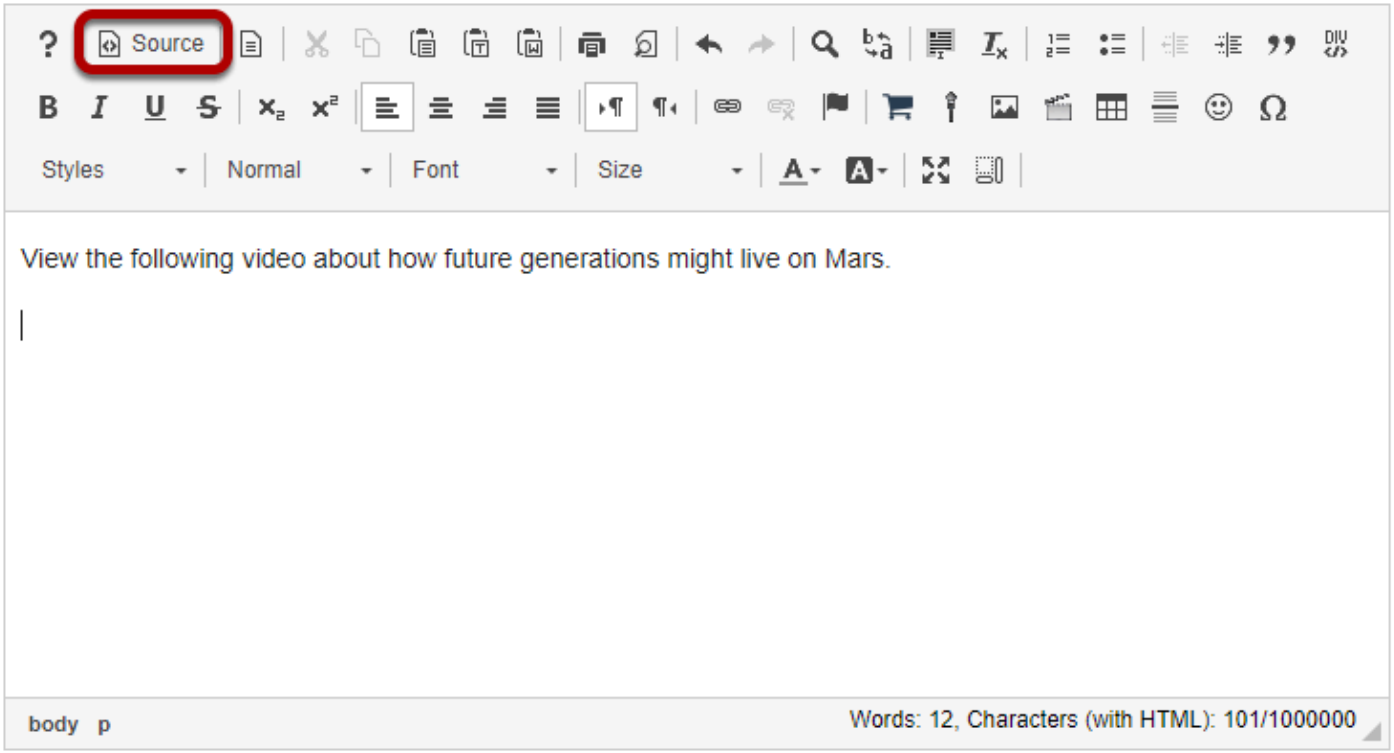
Copy the embed code.



Copy the YouTube embed code to your computer's clipboard (CTRL-C for PC or COMMAND-C for MAC).

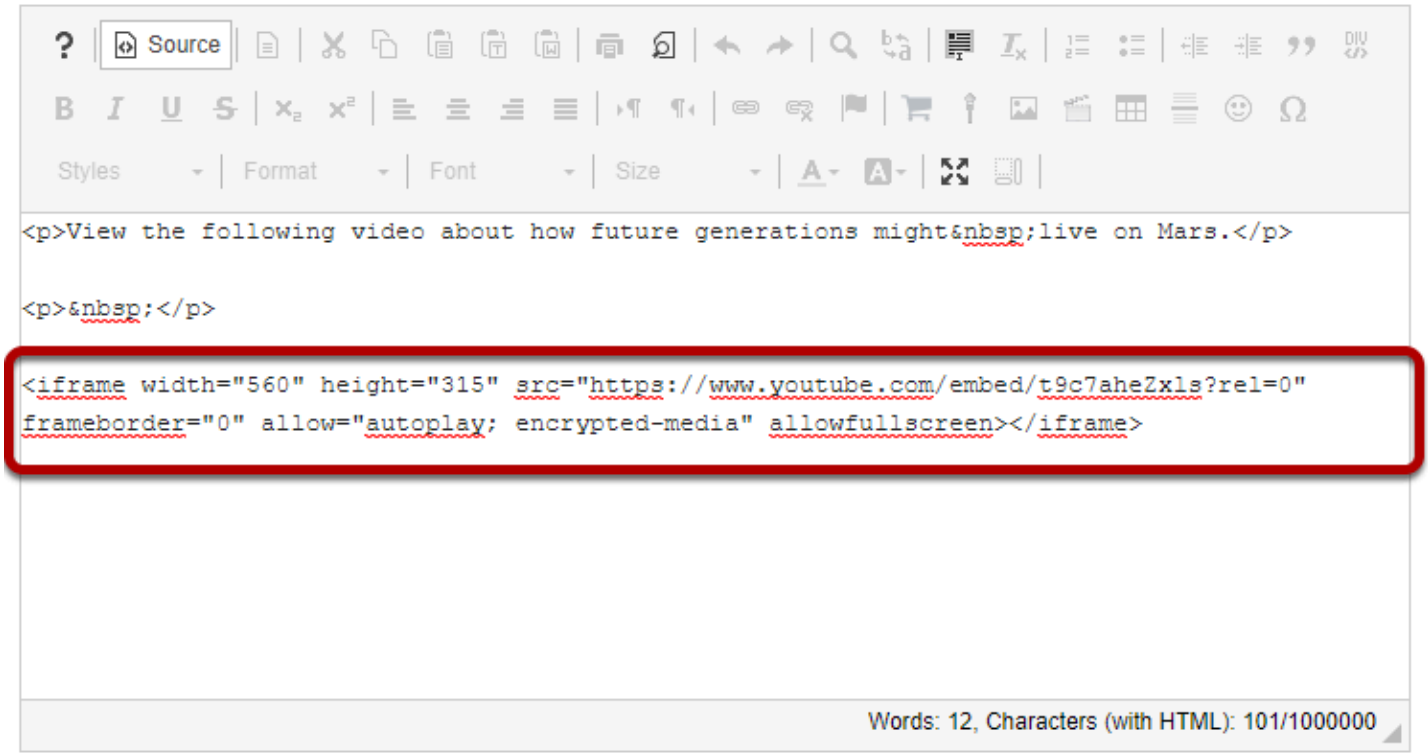
Tip: Remove the check mark next to "Show suggested videos when the video finishes"

In the text box, click Source.



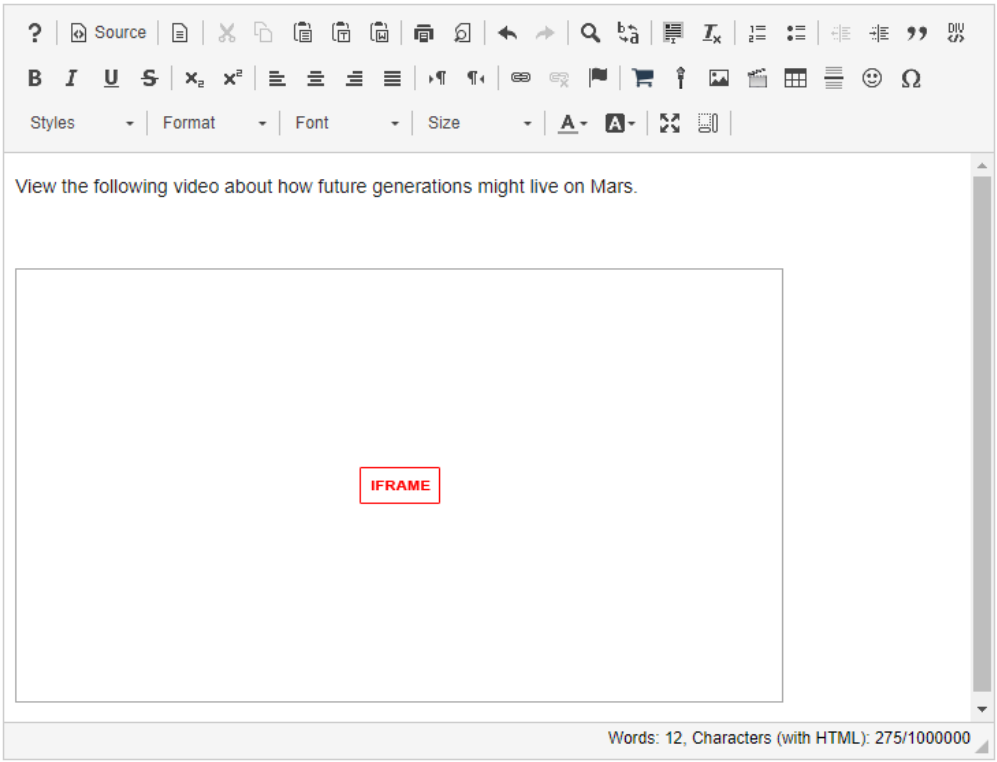
This displays the HTML code for the text box.

Position the cursor.



Position your cursor where you would like the video embedded, then paste the YouTube embed code (CTRL-V for PC or COMMAND-V fpr MAC).

Click Source again.

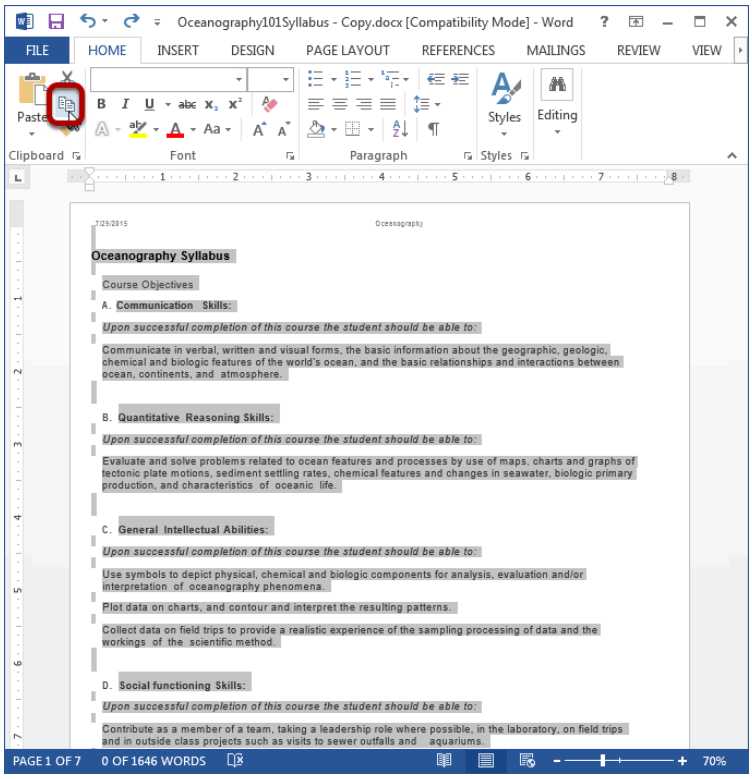


This returns the text box display to normal editing mode. The embedded YouTube video will display as a box marked "iframe". When the item using the text box is posted or saved, it displays the embedded YouTube video.

How do I paste text from a Microsoft Word document to a text box?

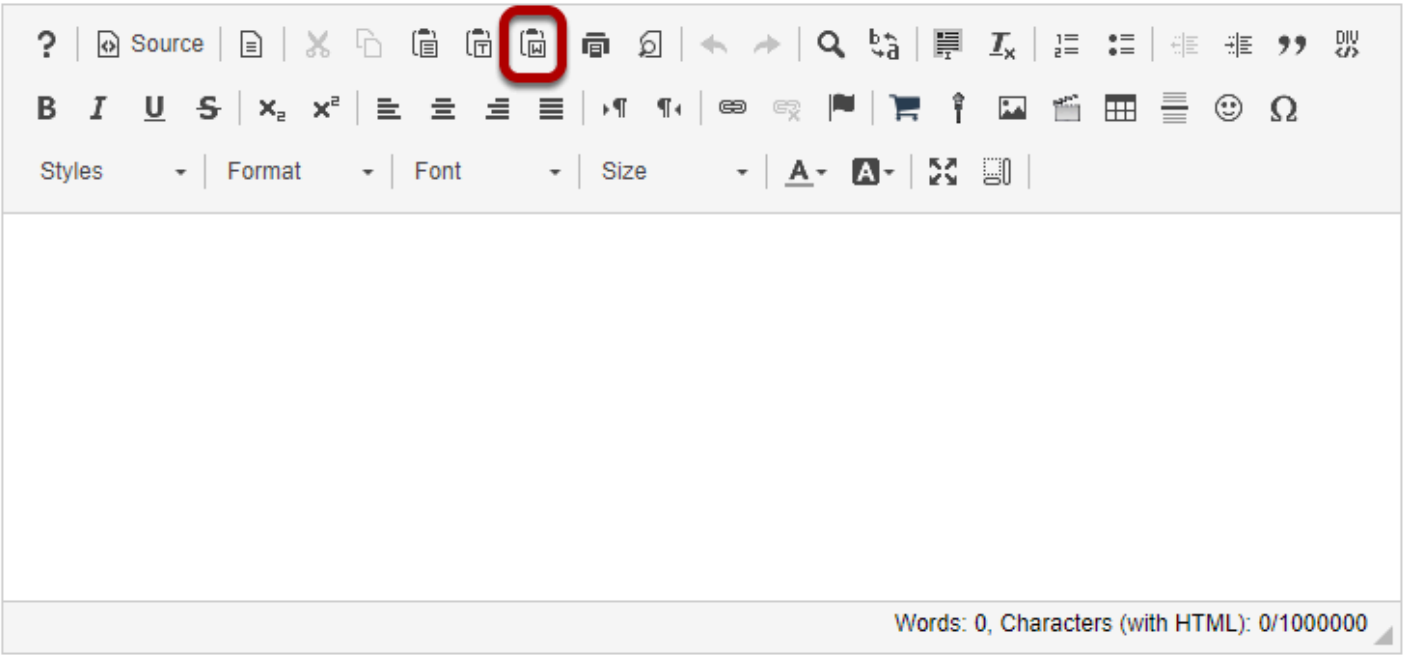
Note: In the most recent version of the Rich Text Editor, Word-specific tags are removed automatically when copied text is pasted into the editor.

Copy the text from Word.

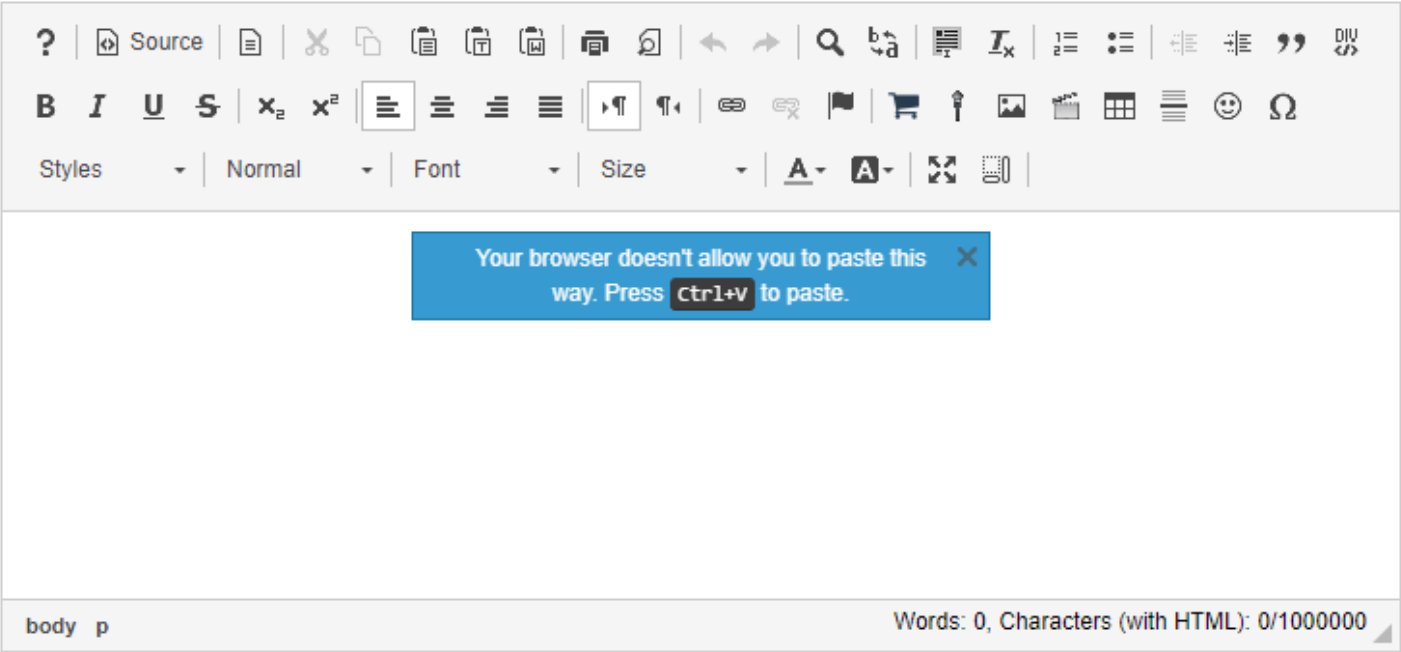


Copy the text in your MS Word document to your computer's clipboard (CTRL-C for PC or COMMAND-C for MAC).

In the Rich Text Editor, click the Paste From Word icon.

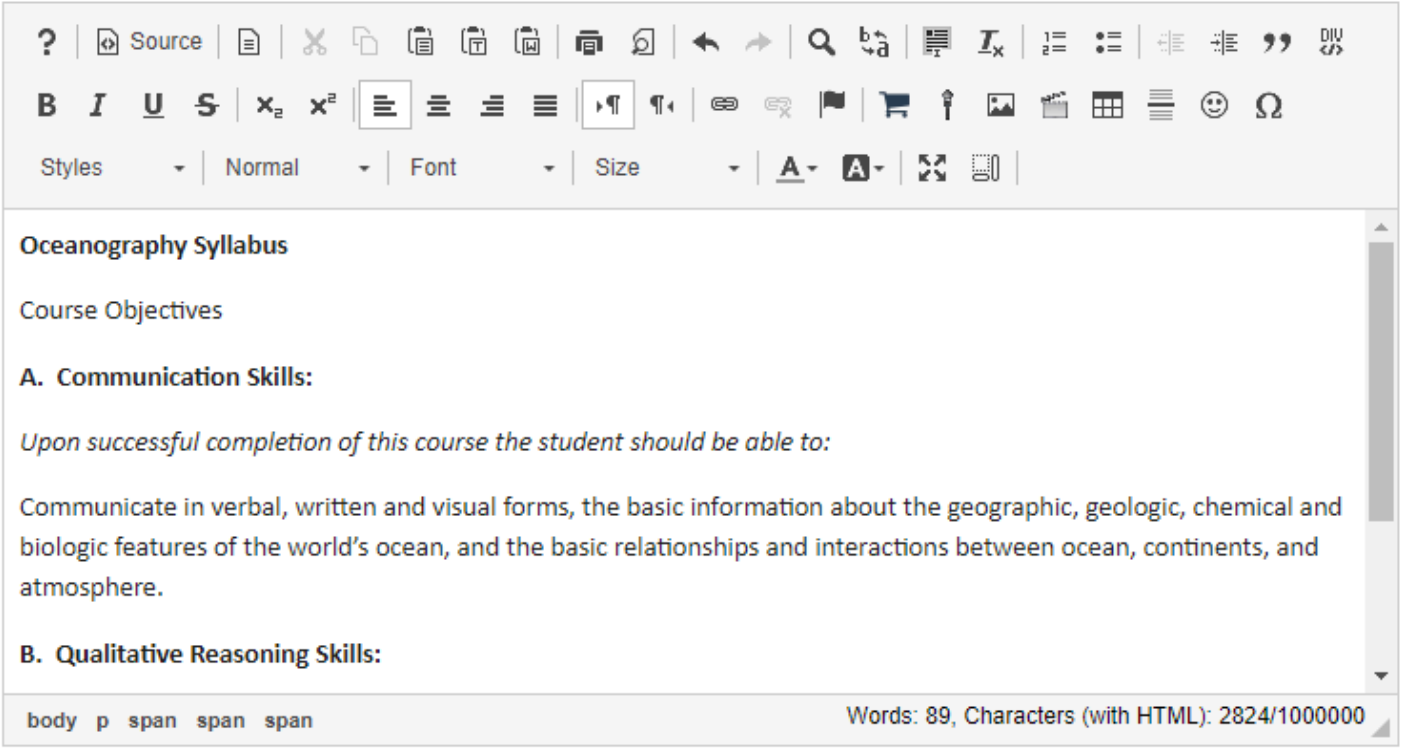


Paste the text.



You must paste your text using the keyboard shortcuts (CTRL-V for PC or COMMAND-V for MAC).

View Word content in the editor.

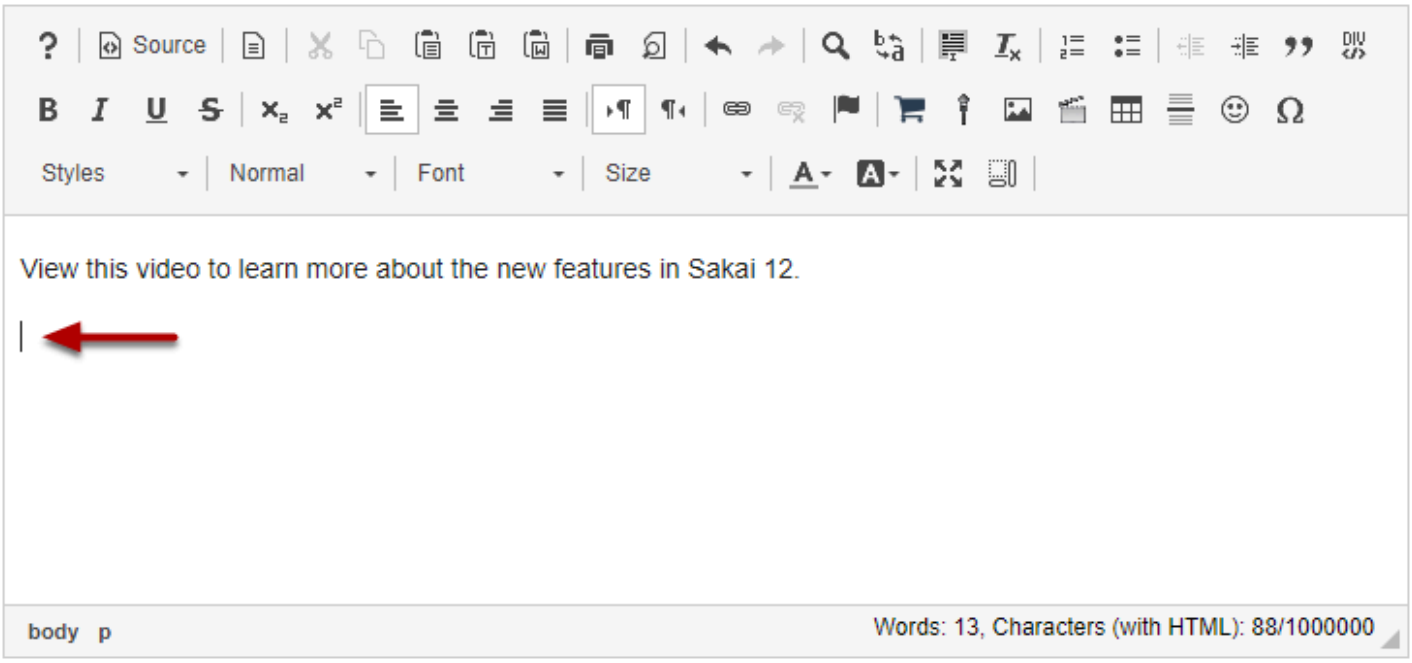


The pasted content will now appear in the Rich Text Editor and you may edit it there to display the desired formatting.

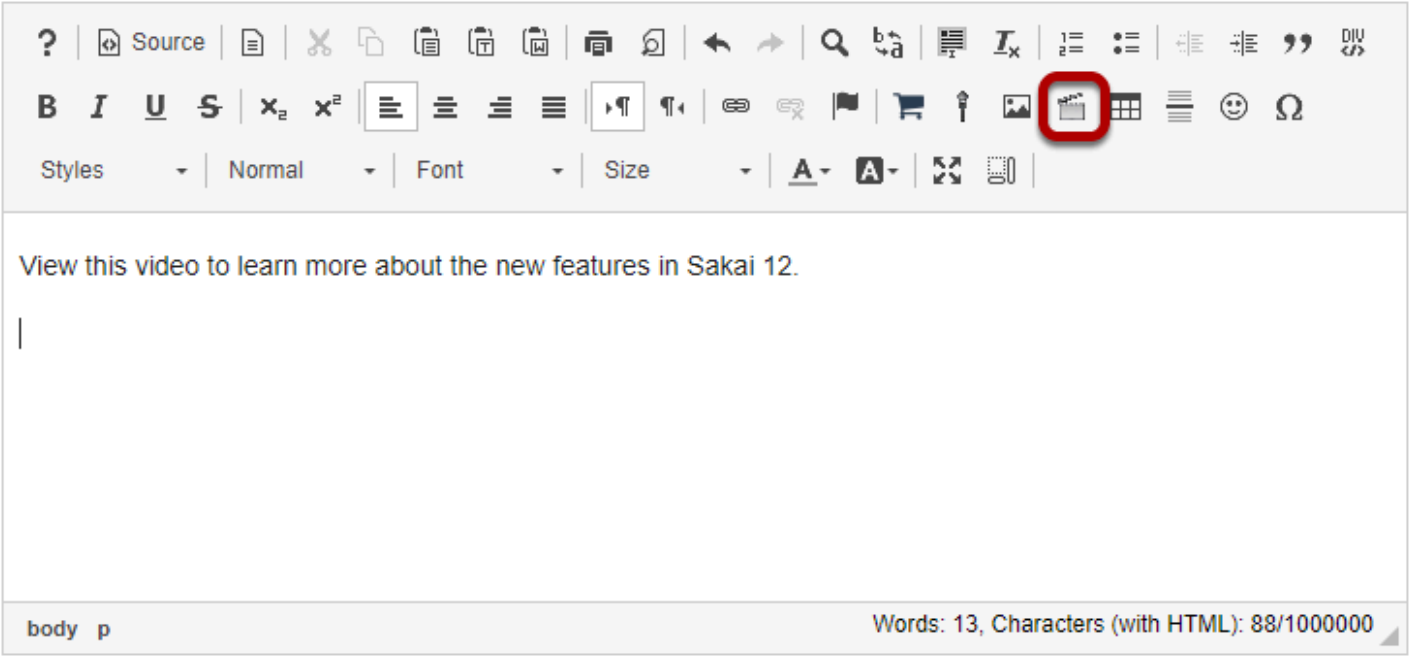
How do I embed an mp4 video in a text box?

MP4 videos can embed in a text box using the **Rich Text Editor**. Other file types that can be embedded in a text box are .FLA, .F4V, .3GPP, .M4V or .MOV files.

In the text box, position your cursor where you want to embed the mp4 video.

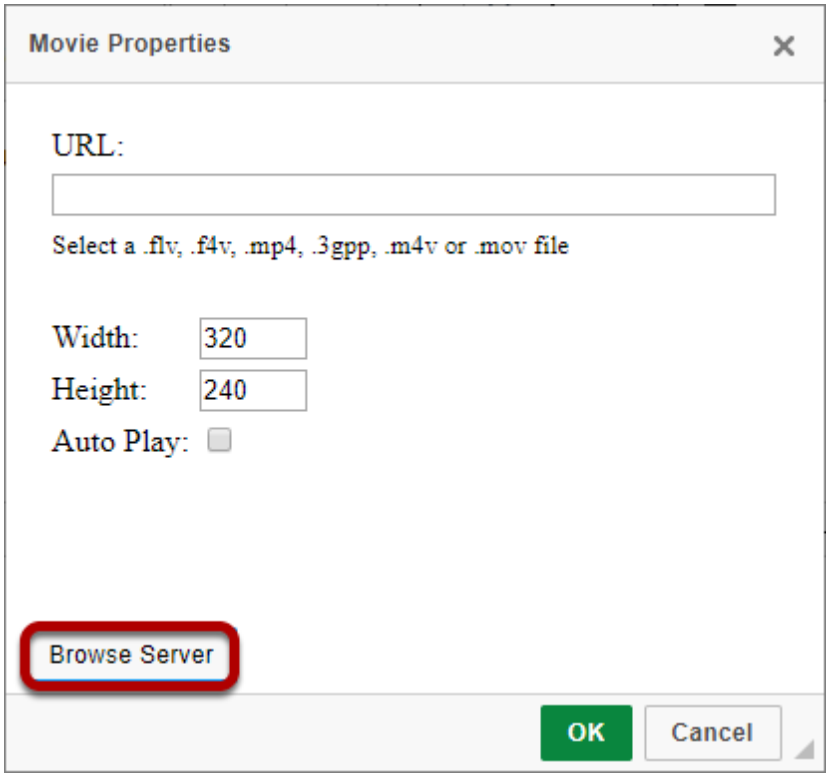


Click the Insert/Edit Movie icon.



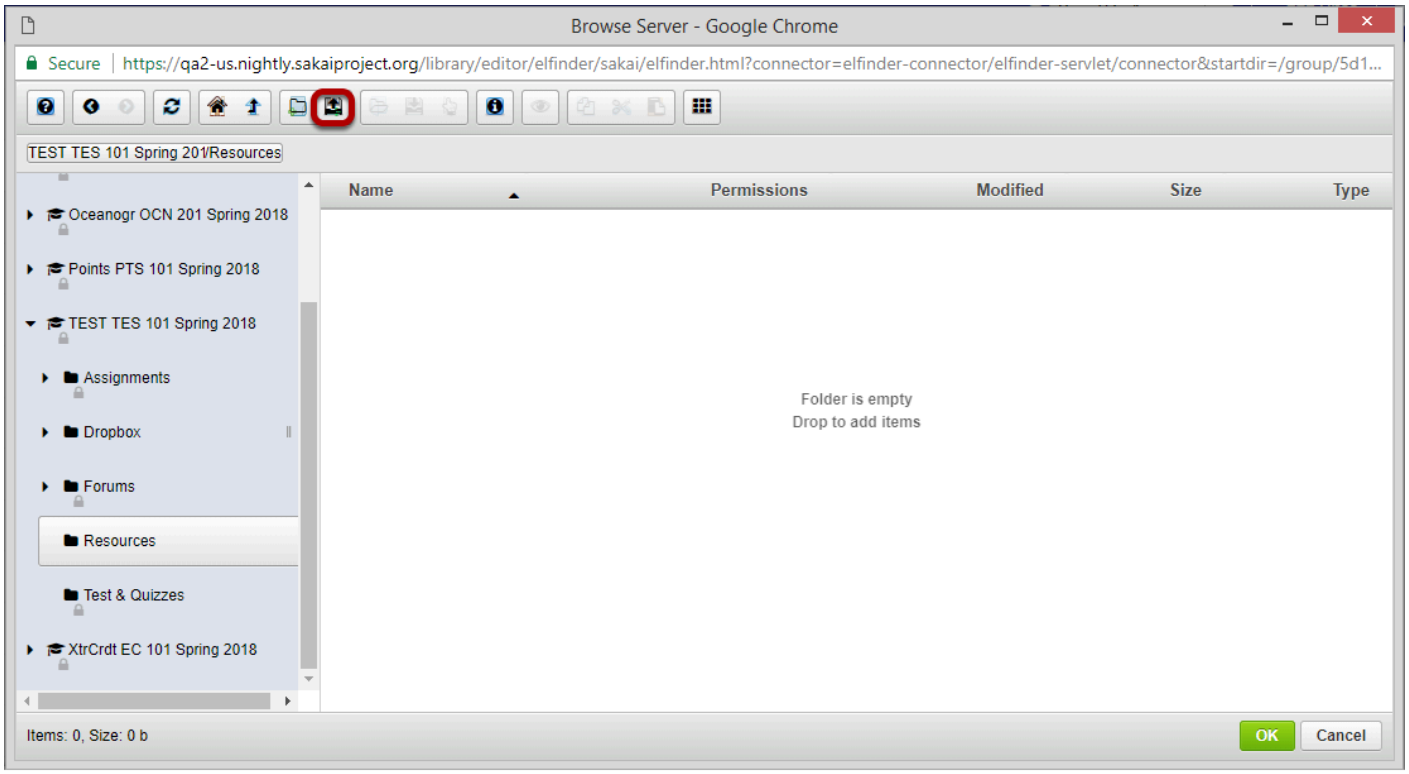
This displays the Movie Properties dialog box.

Click Browse Server.



This displays the Entity Picker dialog box.

Click the Upload file icon.



Drop files or paste URLs or clipboard images.

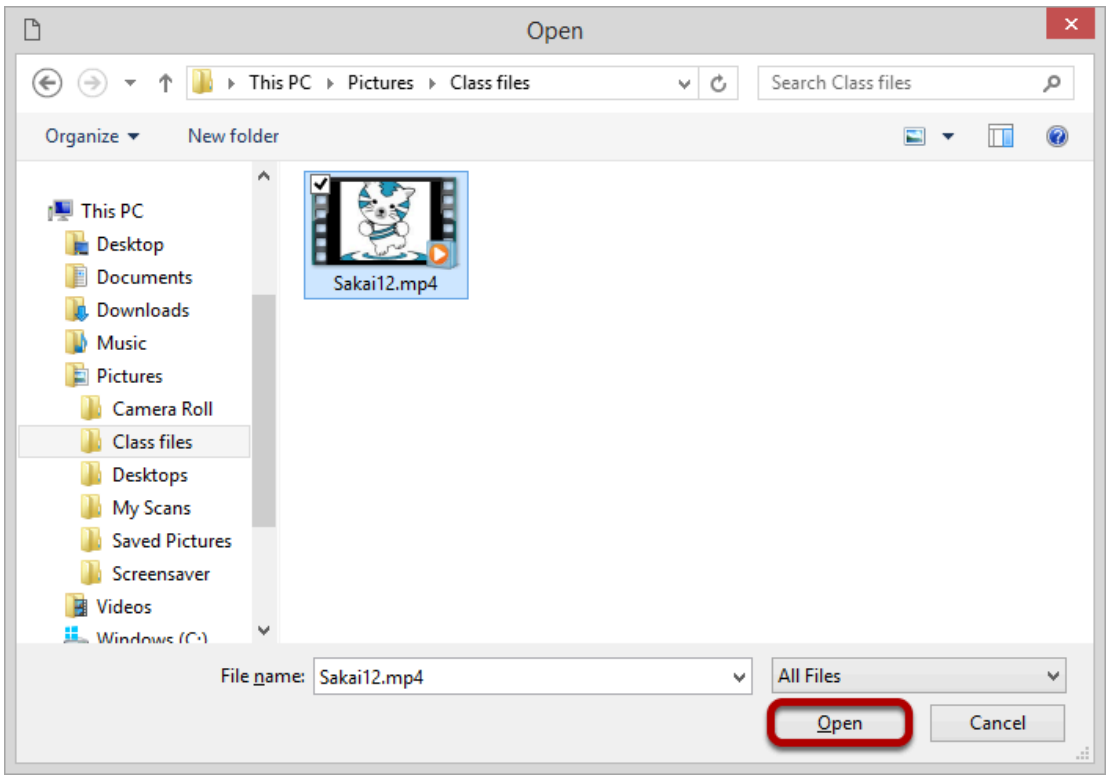
Drop files or paste URLs or clipboard images

Or, click Select files.

Click the Upload file icon.

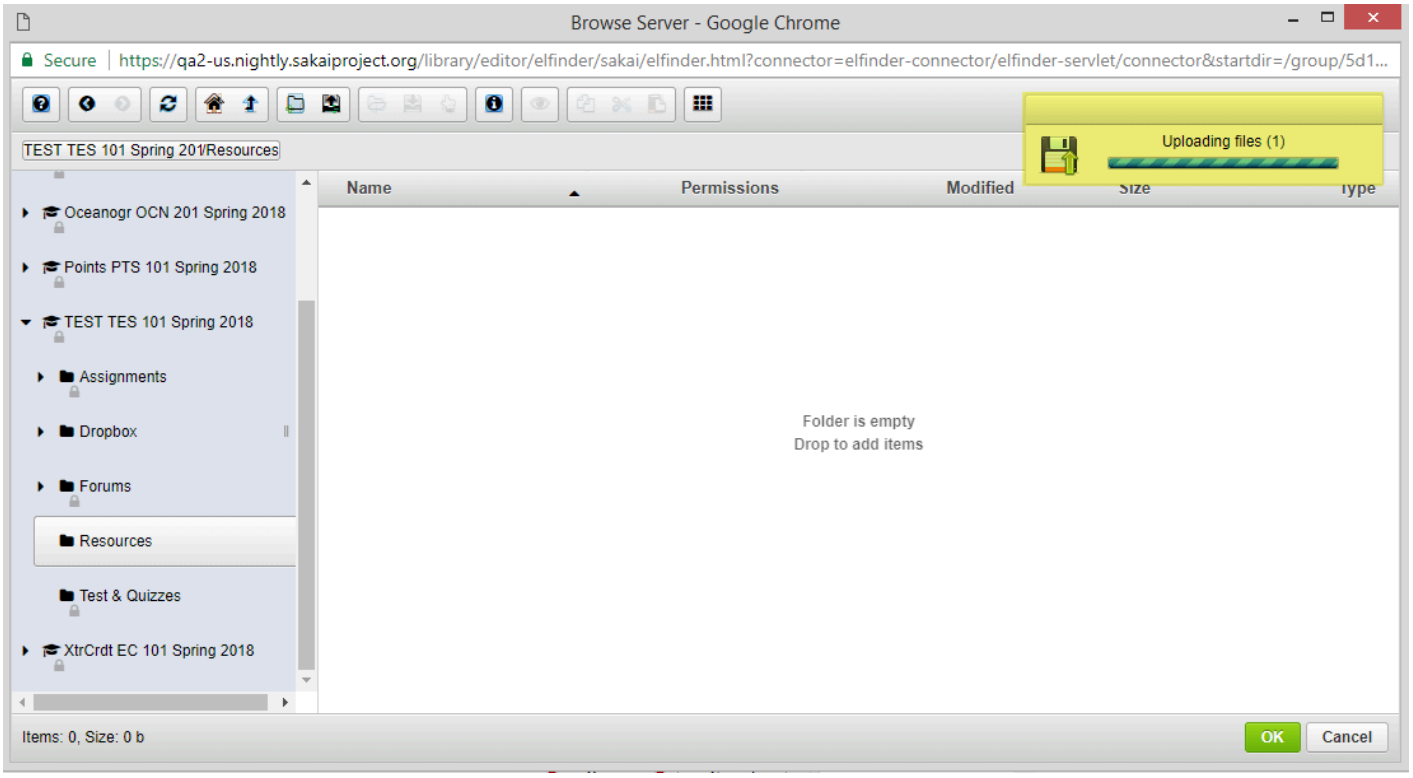
This displays an upload file dialog box.

Locate and select the mp4 video file that you want to embed in the text box.



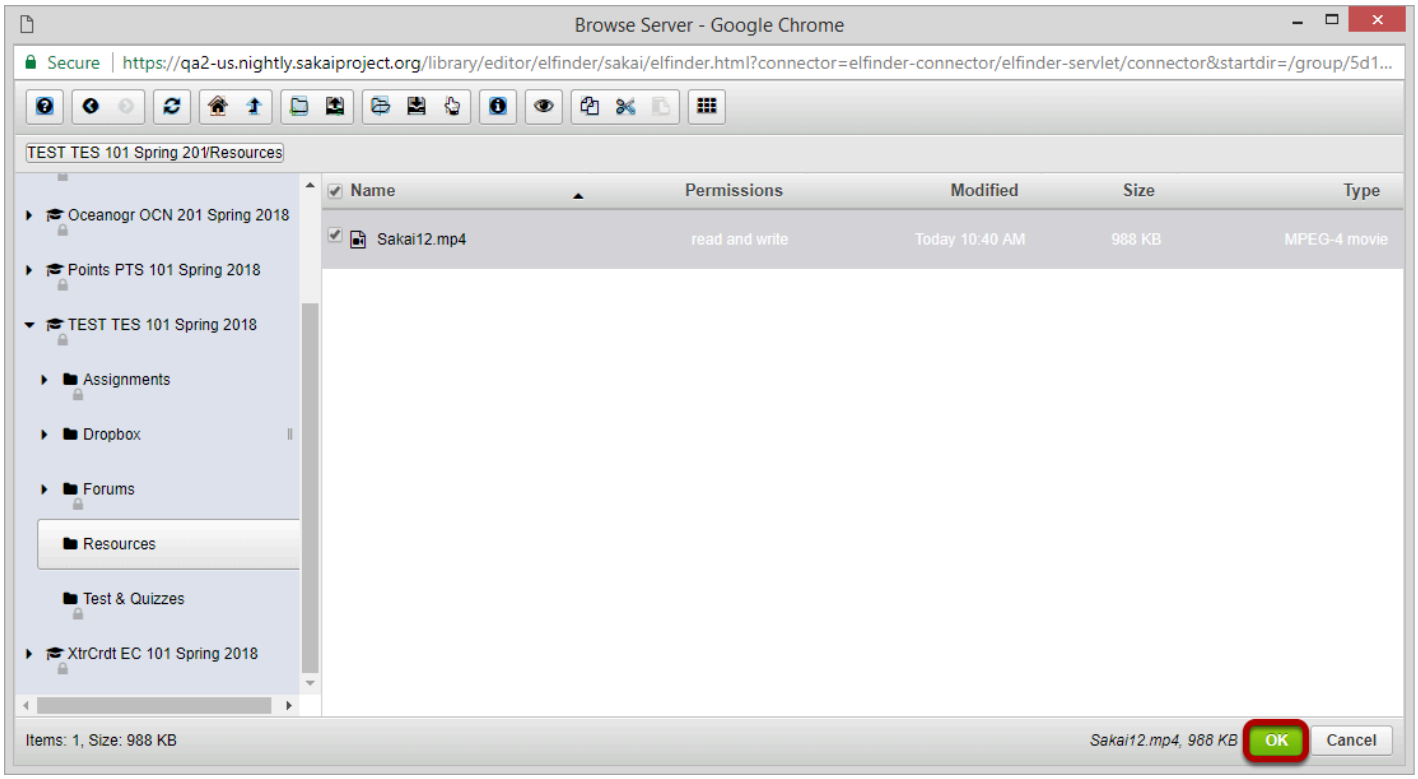
Once you have located and selected the file, click **Open** to upload it.

The file will upload.



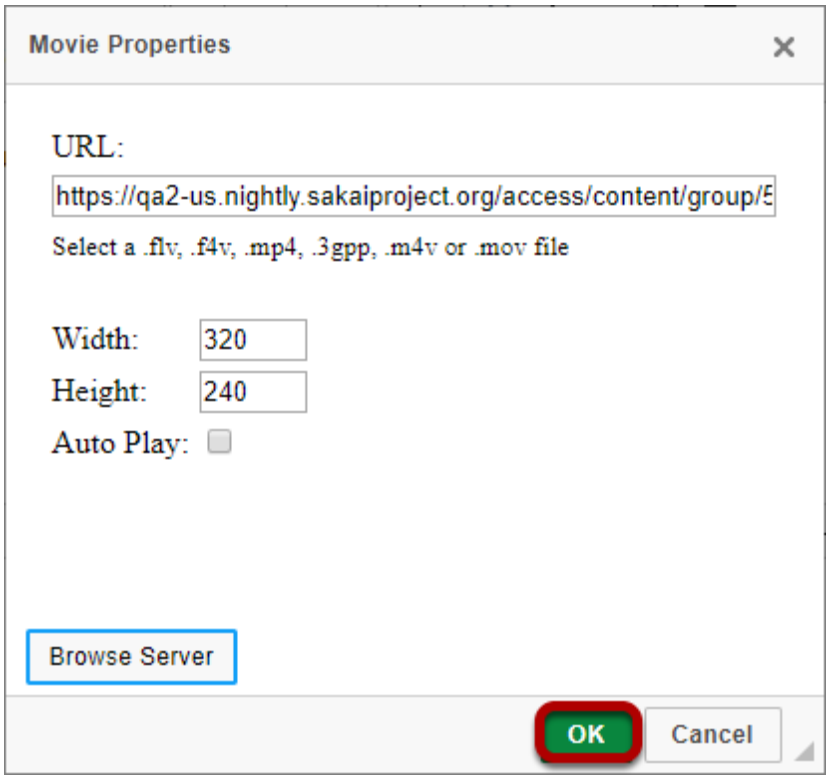
Your file will be uploaded to the server. This may take a while if it is a large file.

Click OK to embed the video on the page.

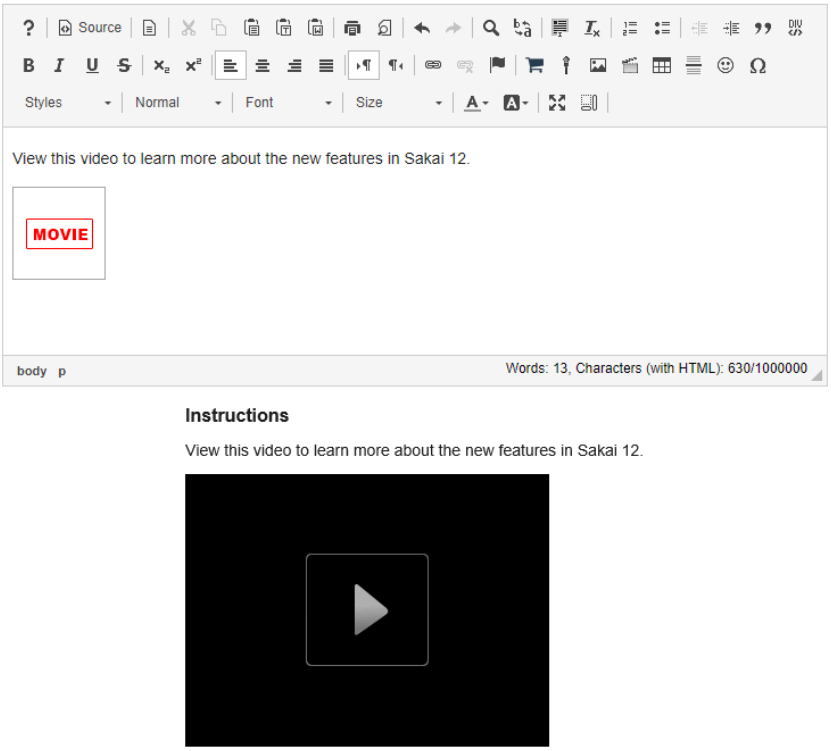


Once the file has finished uploading, it will appear in Resources and will be selected by default. Click **OK** to add the video to the Rich Text Editor.

Click OK to continue.



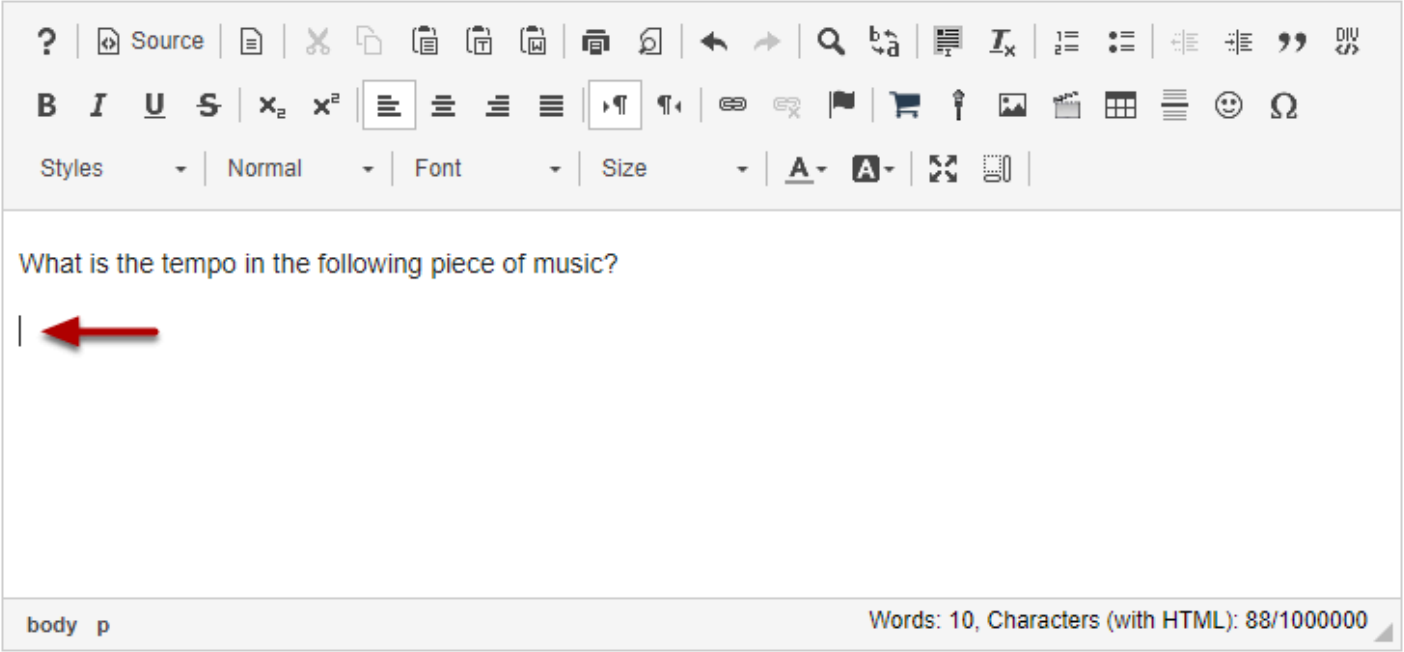
View embedded video file.



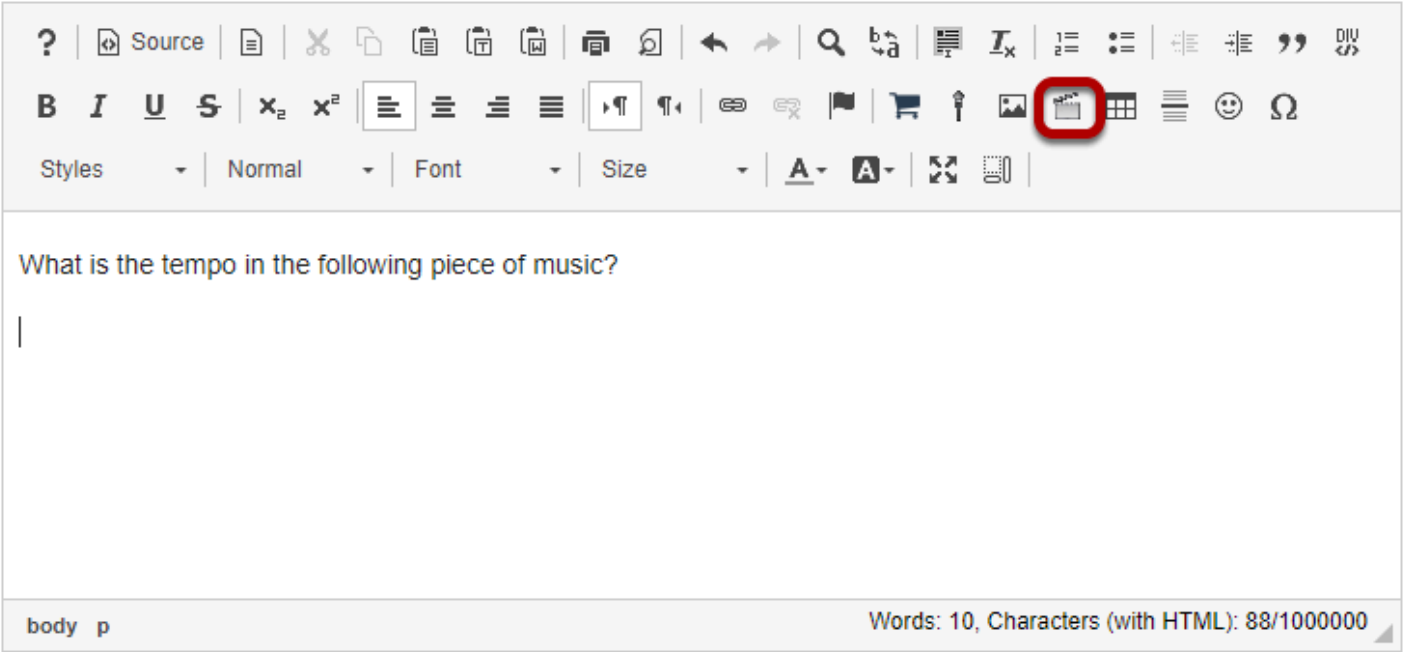
The embedded video will display in the editing view as "Movie." When the text box is posted or saved, it will display the video on the page.

How do I embed an mp3 audio in a text box?

In the text box, position your cursor where you want to embed the mp3 audio file.

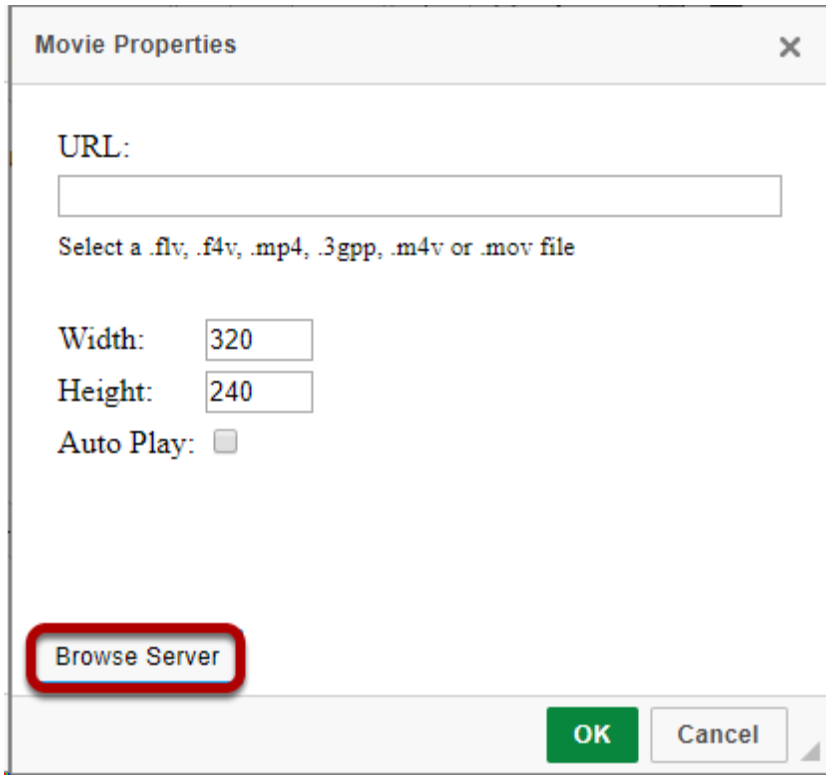


Click Insert/Edit Movie.



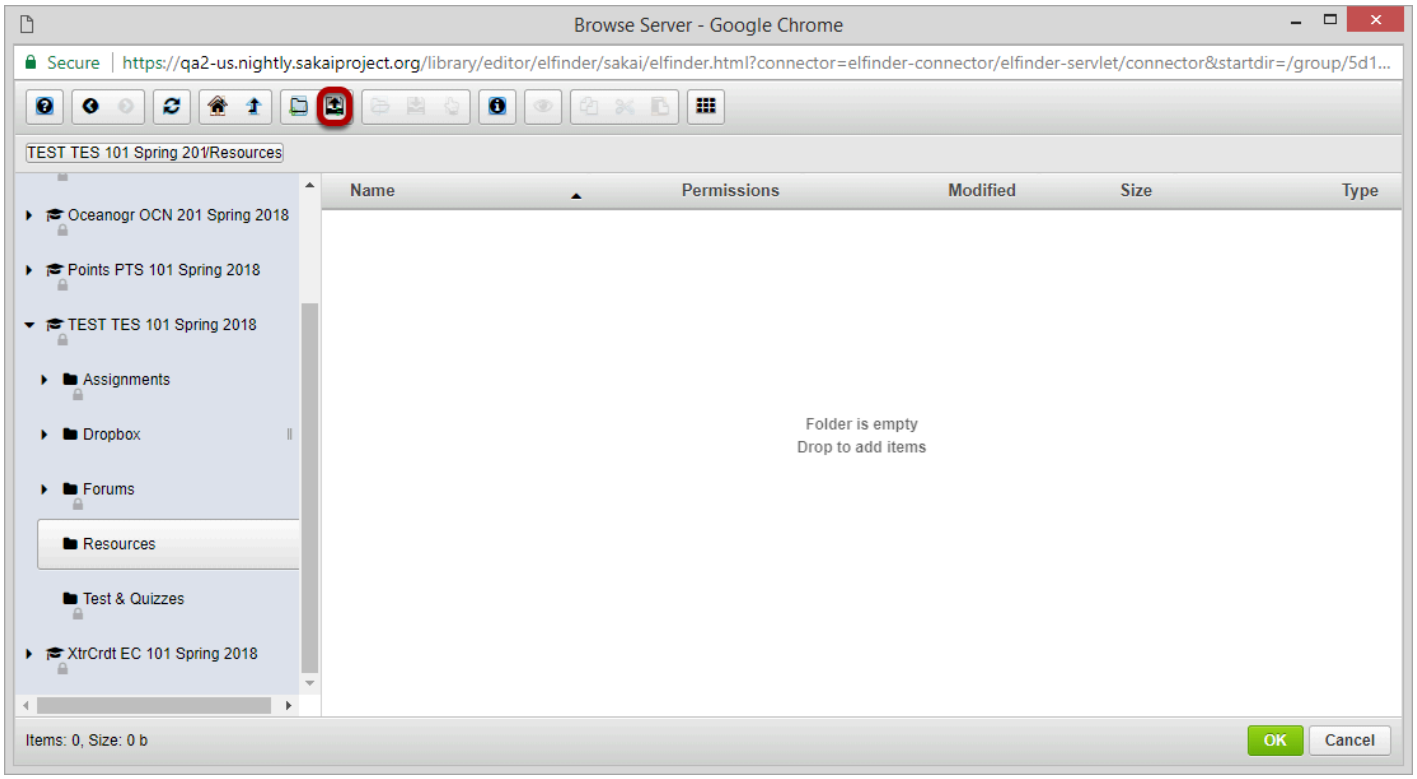
This displays the Movie Properties dialog box.

Click Browse Server.



This displays the Entity Picker dialog box.

Click the Upload file icon.



Drop files or paste URLs or clipboard images.

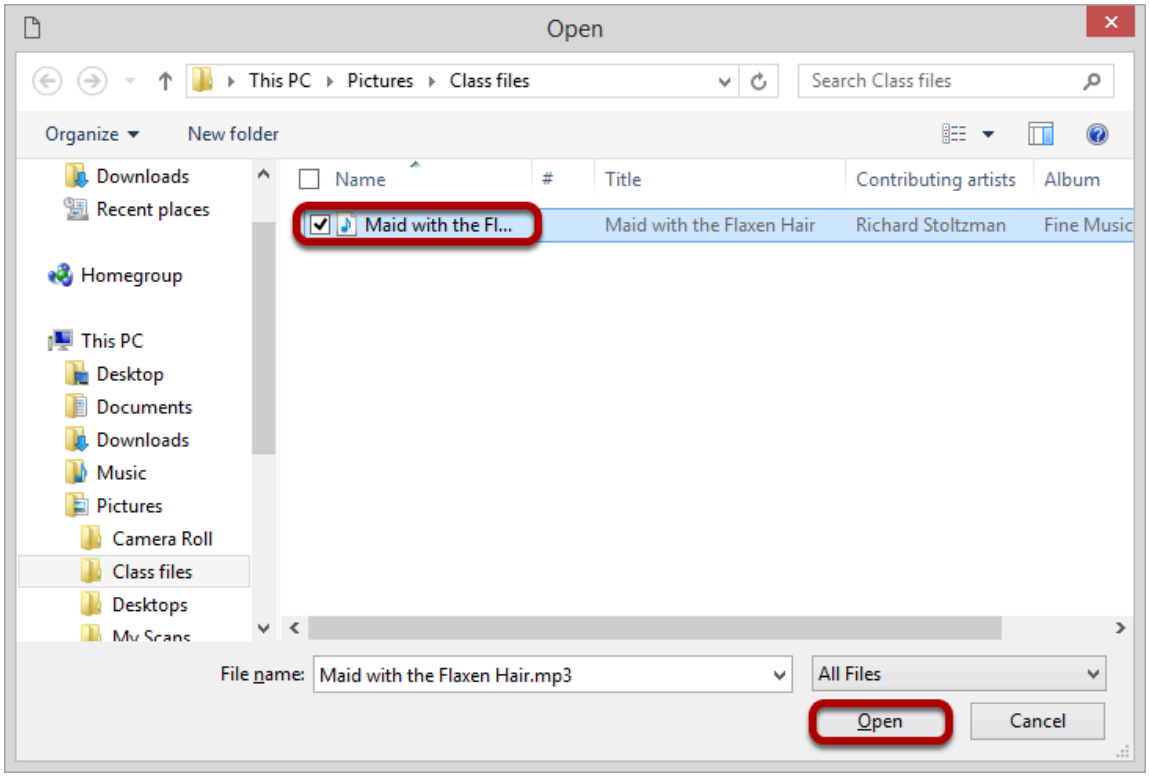
Drop files or paste URLs or clipboard images.

Or, click Select files.

Or, click Select files.

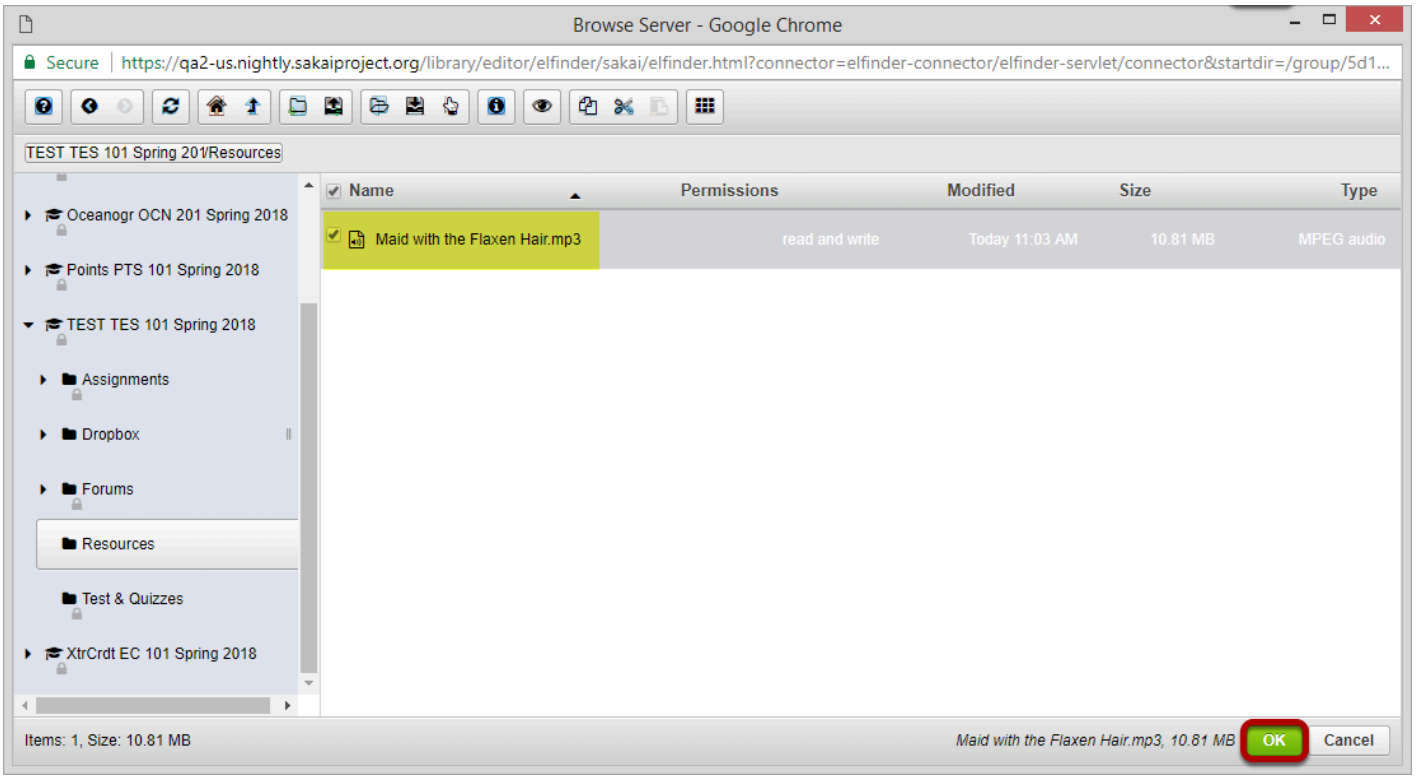
This displays an upload file dialog box.

Select the mp3 audio file you want to embed in the text box.



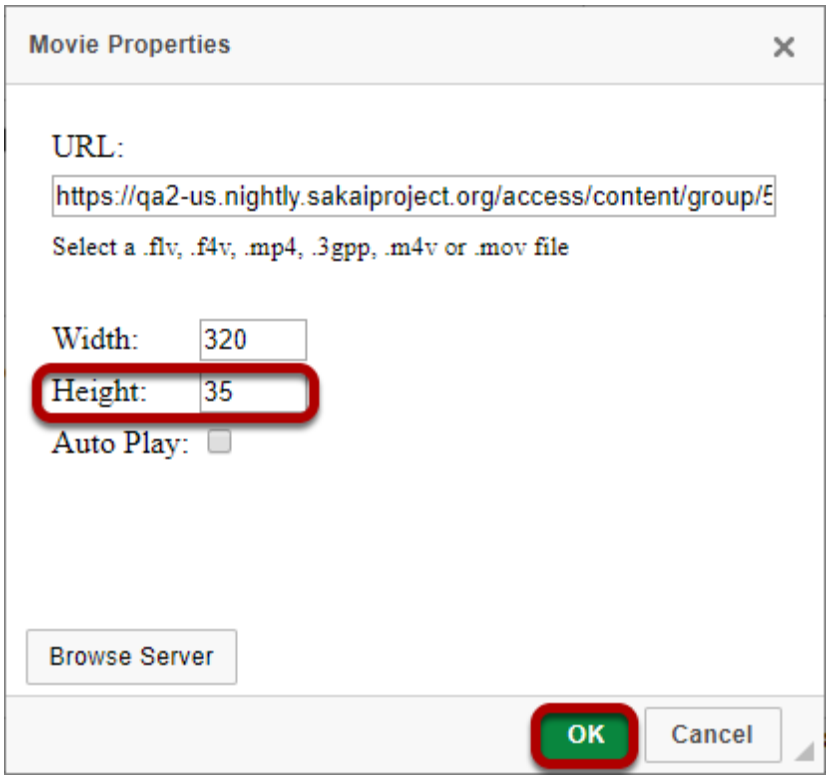
Once you have located and selected the audio file, click **Open** to upload it.

Click OK.

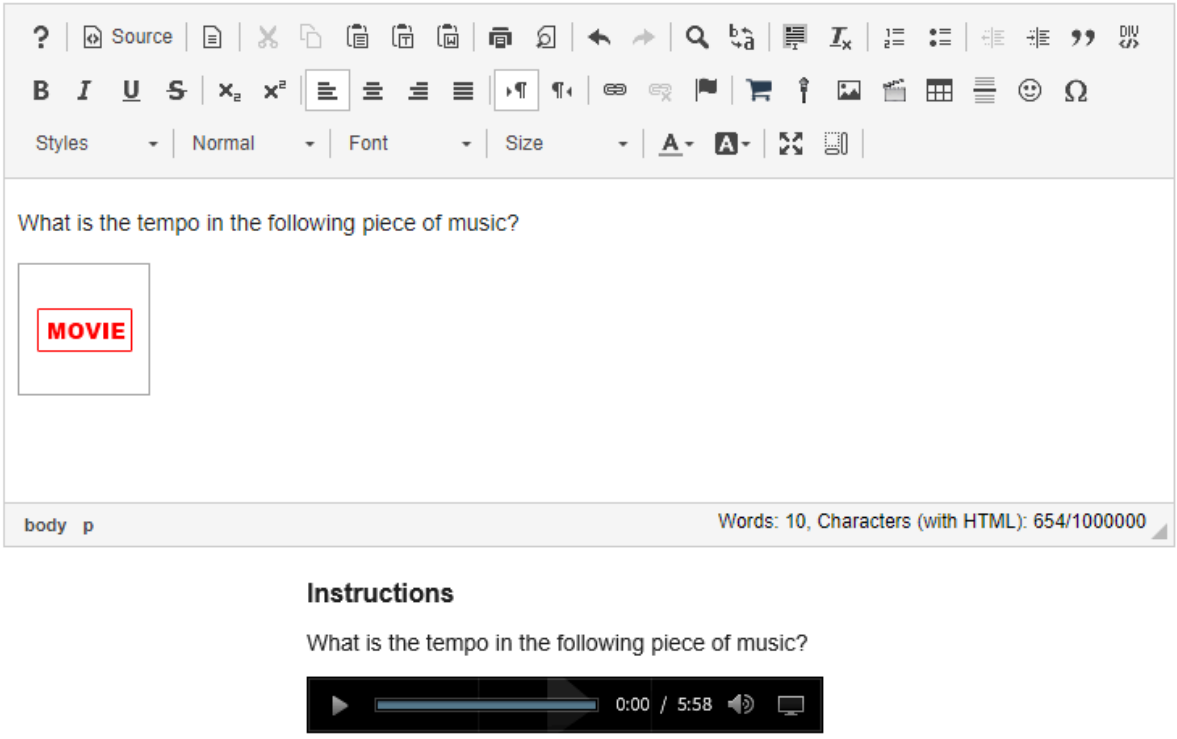


Once the file finishes uploading, it will show in the file directory listing and will be selected by default. Click **OK** to continue.

Set the Height to 35, and then click OK.



View the embedded audio file in the editor.

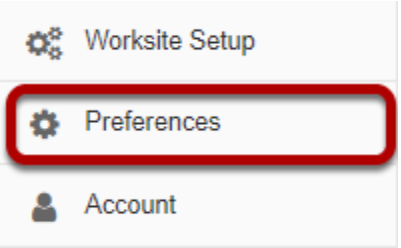


The editing display will show a place-holder for the audio marked "Movie". When the text box item is published the embedded audio player will be displayed.

How do I set my preference for the Rich-Text Editor mode?

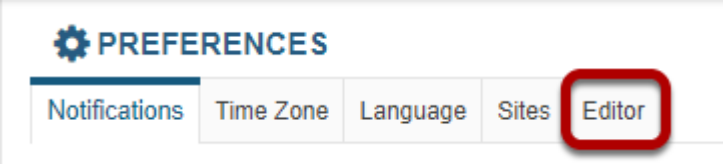
You may set your preference for the rich text editor toolbar display throughout the system if desired.

Go to Preferences.

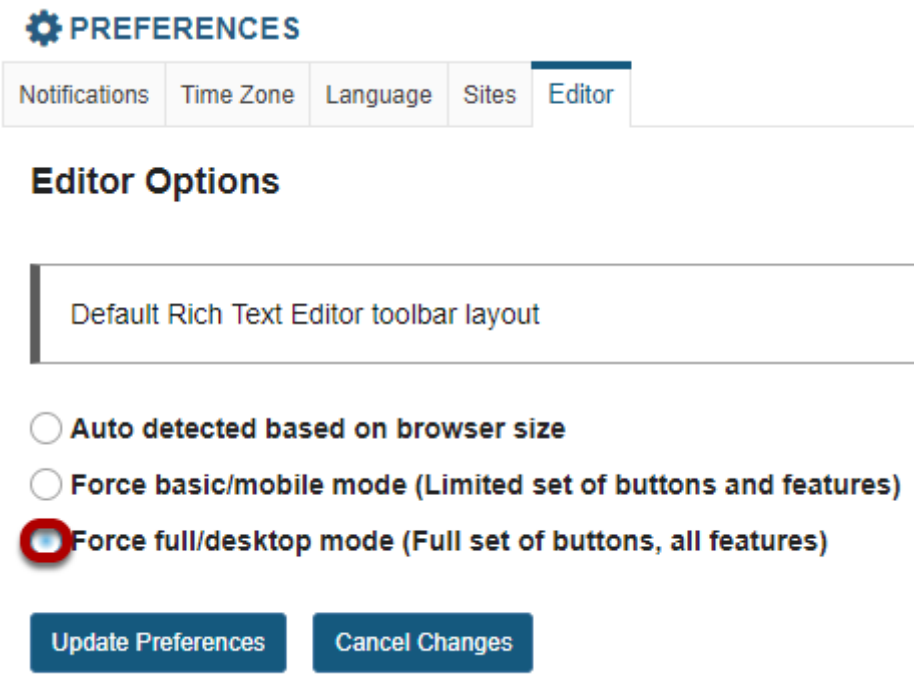


From your **Home** area, select the **Preferences** tool.

Select the Editor tab.



Choose your default preference.



Click Update.

Creating Accessible Content

Accessibility Information

Sakai is a Learning Management System created to assist faculty and students by providing online tools for communication, assessment, content delivery, etc.

Sakai is composed of sites, and each site has a number of tools selected by the site creator. There is also a special site, My Workspace, private to you, where you can access personal information and change your settings.

This document is assistive technology agnostic and will briefly describe the different areas of the interface, point out how they are implemented for accessibility, and go into more depth where extra assistance may be needed.

If you need specific help with your assistive technology, please contact your institution's office for Disability Student Services and/or Information Technology Services.

For additional information visit the Accessibility Working Group on the Confluence Wiki.

Note: The content depicted in images on this page may differ from what you experience, due to your institutions customization of Sakai.

This article describes the following:

- Desktop versus Mobile View in Sakai
- Organization of Sakai
  - Important Access keys for main navigation
  - Quick Access (Skip to...) links
  - Sites
  - Your profile picture and name (use this menu to Log Out)
  - Favorite sites list (on Desktop View)
  - Tool Menu for the current site
  - Expand/Collapse Tool Navigation (for sighted users, on Desktop View)
  - Content area
  - Access keys to navigate the content area
  - Footer
- Rich-Text Editor accessibility
- Instructions for enlarging screen elements, modifying colors/contrast
- How to get more help

If you need specific help with your assistive technology, please refer to your local institution's website to find contact information for groups who can assist you with accessibility accommodations.

Desktop versus Mobile View

Sakai has a responsive design to adapt to different screen sizes, so certain elements only display when an internet browser window is larger than 770 pixels in width. In the descriptions below, **Desktop View** will be used to refer to the display when an internet browser window is larger than 770 pixels in width. **Mobile View** will refer to the display on smaller windows.

Organization of Sakai

Always present in Sakai are the following:

- Quick access **Skip to...** links
- One of the following two items, depending on whether or not you are logged into Sakai:
  1. Before logging in: **Login** links
  2. After logging in: the **My Sites** menu and your profile picture and name (a menu you access to **Log Out**)
- List of favorite sites (on Desktop View)
- Tool Menu for the current site
- **Expand/Collapse Tool Navigation** button (for sighted users, on Desktop View)
- Content area
- Footer

Important Access keys for main navigation

The major elements of a Sakai site can be accessed via **Access keys** (see note for more information on how to use **Access keys**):

Content - This access key takes you to the area that contains the site where you are working.

- **Landmark**: main ("Jump to Content")
- **Access key**: [**C**]

Tools - Every Sakai site has a Tool Menu with a list of links to the current site's tools.

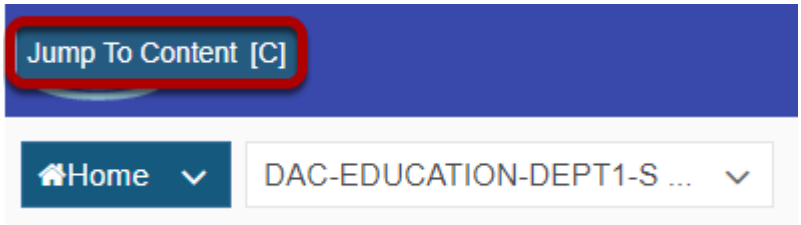
- **Landmark**: navigation ("Tools")
- **Access key**: [**L**]

My Sites menu - After you log in, you can use this menu to access your active sites.

- **Landmark**: navigation ("My Sites")
- **Access key**: [**W**]

> **Note:** The exact keyboard commands to trigger an Access key depend on your computer operating system and internet browser. Commonly used browsers tend to use the following commands:
>
> - Most Windows browsers: **Shift + Alt + [the Access key]**
> - Most Mac browsers: **Ctrl + Option + [the Access key]**
>
> The information on Access keys in this note provided by WebAIM.org (opens new window). You can learn more about Access keys on their website, Keyboard Accessibility © WebAIM (opens new window).

Quick Access (Skip to...) links



Location: The quick access links are the first three links on the page. They are announced by text-to speech software after the page title.

These links enable the user to reach frequently used areas of Sakai.

Pictured above is how one of these (normally invisible) links displays on the page if you navigate using the **Tab** key on your keyboard in Chrome after logging in to Sakai.

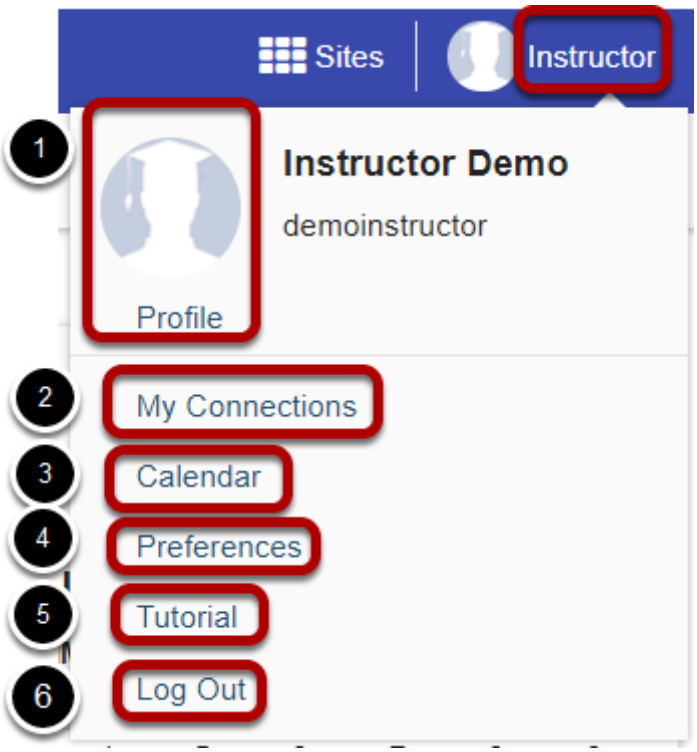
Sites

When logged in on Desktop View, the **Sites** menu follows the access key links, replacing the **Login** links.

On Mobile View, the **Sites** menu follows your profile picture and name (described below).

You can expand the **Sites** menu to access your active sites.

Your profile picture and name (use this menu to Log Out)



When logged in on Desktop View, your profile picture (which displays a silhouette of a student with a graduation cap by default) and name follow the **Sites** menu.

On Mobile View, your profile picture and name are at the top of the screen.

Selecting either your profile picture or name opens a menu with the following options:

1. Your profile picture and a **Profile** link that you can select to edit your picture or profile.
2. A **My Connections** link that will take you where you can search for, add, and manage your connections.
3. A **Calendar** link that will take you to your aggregated calendar for all enrolled sites.
4. A **Preferences** link that will take you to a page where you can edit your Sakai notifications, time zone, language, and active sites.
5. A **Tutorial** link to start the Sakai introductory tutorial (this tutorial also appears the first time you log into Sakai).
6. A **Log Out** link to log you out and take you to back to the *Gateway* page of Sakai.

Favorite sites list (on Desktop View)

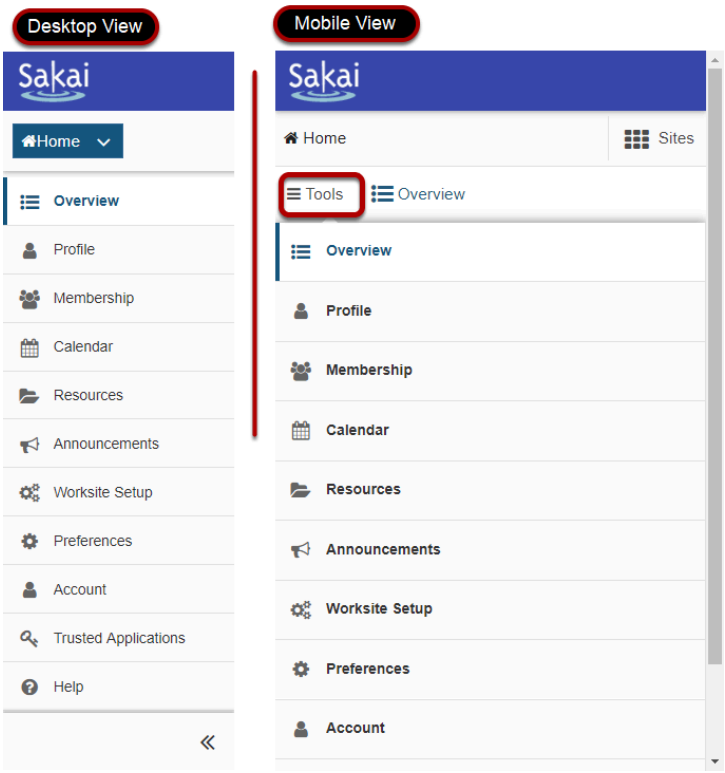
- **Location**: On Desktop View only, the favorite sites list appears after your name.
- **Landmark**: navigation ("Sites list begins here ")
- **Heading**: Level 1 ("Sites list begins here ")

This list contains the links to sites you most commonly use. You can select which sites appear in the list by selecting them as Favorites from the **Sites** menu. Each favorite site's tab will either take you to the site, or if you **Tab** into the menu and press the **Down** arrow key, supply you with a submenu of that site's tools so that you can go straight to that tool on the selected site.

Using the **Up** and **Down** arrow keys, you can navigate the submenu to the site specific tool links. These links can be activated using the **Enter** key.

If you have a large number of favorite sites, only the first ten sites will display in this list.

Tool Menu for the current site

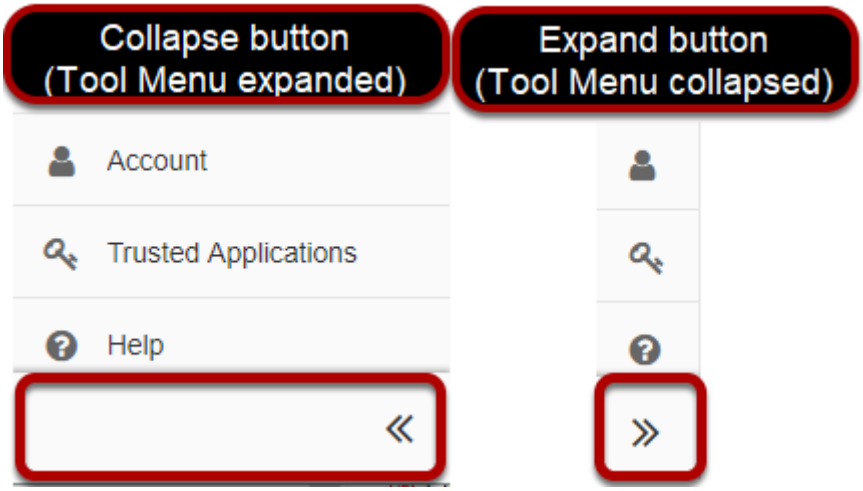


- **Location**: On Desktop View, the Tool Menu appears to the left of the screen. On Mobile View, it can be accessed by selecting **Tools** near the top of the screen.
- **Landmark**: navigation ("Tools list begins here")
- **Heading**: Level 1 ("Tools list begins here")
- **Access key**: [**L**]

Pictured above is the Tool Menu of a **Home** site, in both Desktop View and Mobile View.

> Note: The *Help* tool will always be present as the last item in the Tool Menu no matter what site you are on. This enables quick access to the Sakai help documentation.

Expand/Collapse Tool Navigation (for sighted users, on Desktop View)

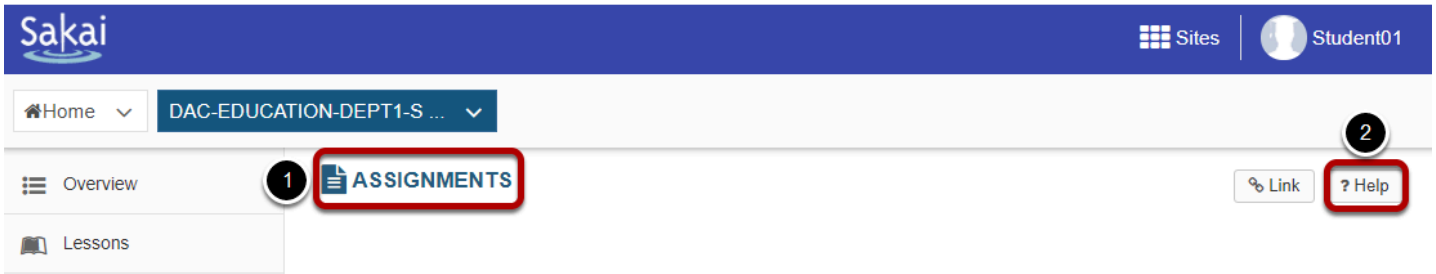


Location: On Desktop View only, at the bottom of the screen underneath the Tool Menu is a button to collapse or expand the menu. When collapsed, the Tool Menu displays with icons only, no text.

The **Expand/Collapse Tool Navigation** button display switches between **<<** (to collapse the Tool Menu) and **>>** (to expand the Tool Menu), depending on the state of the menu.

> Note: Using the **Expand/Collapse Tool Navigation** button will have no effect on page navigation for users of screen reading software as all tools will still be available and announced.

Content area



The content comes after the Tool Menu.

- **Location**: On Desktop View, the content displays to the right of the Tool Menu. On Mobile View, the content appears underneath the **Tools** link.
- **Landmark**: main
- **Heading**: Level 1 "Content begins here"
- **Access key**: [**C**]

At the top of the content area for most tools, you will find:

1. The **title of the tool** you are currently viewing. This is also a **Refresh Tool** link that returns you to the main page of the tool when clicked. Pictured above is an example of an **Assignments** (**Refresh Tool**) link.
2. The title will be followed by a **Help** button, which opens a new tab or window (depending on your internet browser preferences) with help documentation for the current tool.

Access keys to navigate the content area

Most content views use some or all of these Access keys:

- Delete, remove, or cancel - **Access key**: [**X**]
- Edit or revise - **Access key**: [**E**]
- Help - **Access key**: [**0**]
- Refresh - **Access key**: [**U**]
- Save - **Access key**: [**S**]
- View or preview - **Access key**: [**V**]

Note: The exact keyboard commands to trigger an Access key depend on your computer operating system and internet browser. Commonly used browsers tend to use the following commands:

- Most Windows browsers: **Shift + Alt + [the Access key]**
- Most Mac browsers: **Ctrl + Option + [the Access key]**

The information on Access keys in this note provided by WebAIM.org (opens new window). You can learn more about Access keys on their website, Keyboard Accessibility © WebAIM (opens new window).

Rich-Text Editor accessibility

In most areas of Sakai where text can be entered, you can use the **Rich-Text Editor** to edit and format your text, and to add links, images, or media.

Steps to access the Rich-Text Editor's toolbar with a keyboard are included in What are some keyboard shortcuts for the Rich-Text Editor?

Instructions for enlarging screen elements, modifying colors/contrast

You can use the browser's zooming function to increase text size. Sakai will work well with up to 200% zoom.

If you need a higher level of magnification, or if you need to have the cursor/pointer augmented, you may be more comfortable using a third-party magnifier such as MAGic (opens new window) or ZoomText (opens new window).

To change color and contrast settings, use the operating system settings, browser settings, or your preferred browser plug-ins.

Getting more help

If you need further help, please contact your local institution's accessibility support resources.

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What does it mean to make content accessible?

Everybody experiences the world, including content they access on the internet, in their own way. How someone experiences content on the internet can be vastly different depending on the computer or device and size of the screen on which they view it, and how they interact with it.

For example, while some people read text and interpret images they view, others use assistive technology to listen to content using a screen reader. Meanwhile, some people click on links using a mouse or similar device, while others navigate using a keyboard or by tapping on touch screens.

Improving the *accessibility* of content is about reducing basic barriers to comprehension, such as providing *alternative text* for images, so that those who cannot see the images can grasp their meaning. Similarly, making captions or transcript text available for a video file can make it *accessible* to someone who cannot hear audio.

For more technical information about making content accessible, see What are some guidelines for making content accessible?

What does an example of inaccessible content look like?

The next section on this page contains a photograph with no *alternative text*. It is an example of very inaccessible content. The reasons why it is inaccessible will become apparent by the number of questions we need to ask and answer in order to understand its content.

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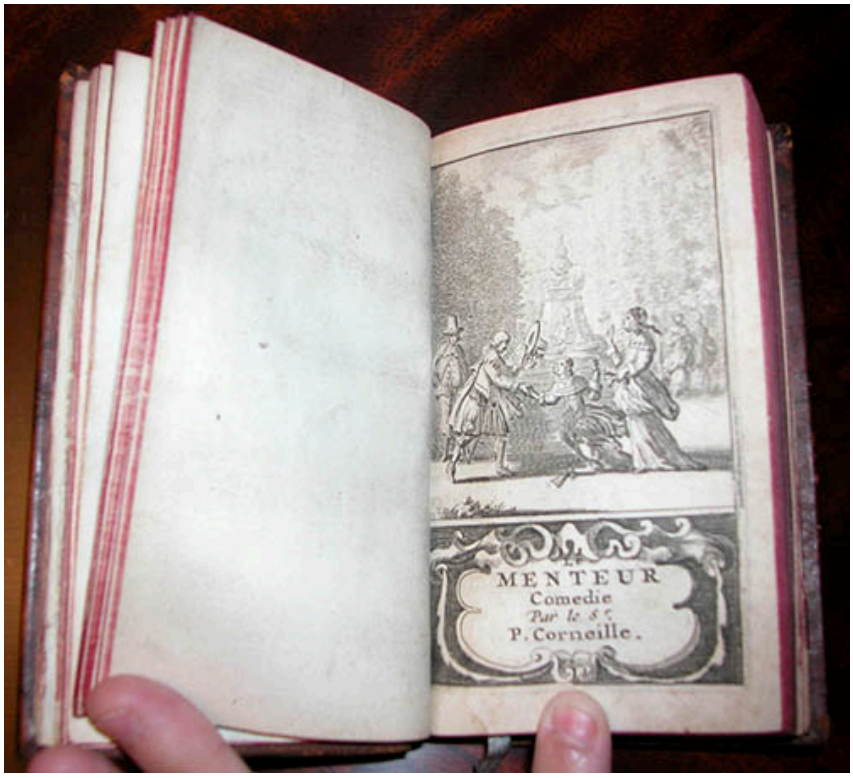
What is depicted in the image below?



The photograph above depicts a title page of a book, which was published in 1682. Unless you're curious about this image, which is irrelevant to the topic at hand, you might want to skip to the next question: Why is the content of the image above inaccessible?

The book in the picture contains a play, titled *Le Menteur*, a French comedy written by Pierre Corneille.

At the top of the page in the photograph is a frontispiece, a picture of a scene from the play. This frontispiece contains some of the following information:

- There are four young people, two women and two men, in a park.
- The two men are positioned to the right of a fountain (the reader's left), and the two women to the left (the reader's right).
- One woman has tripped and nearly fallen. The other woman stands behind her. The woman in back is holding up her right hand, but it's not clear what gesture she's making; maybe she's motioning to stop her friend from falling. The standing woman holds a pair of gloves near her waist in her left hand.
- One man has caught the falling woman by her right hand, and is helping her up. In his left hand, he has taken off his hat and is holding it up, as if to greet the women. He is dressed in nice clothing.
- The other man, who is more plainly dressed, stands demurely behind the man who is helping the woman to stand.
- Behind the people and fountain are some bystanders. You can't tell if the people in the background are watching what the other four are doing.

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Underneath the frontispiece is a decorative border that surrounds text. The text indicates the title of the play, that it is a comedy, and that it was written by Pierre Corneille: "Le Menteur / Comedie / Par le Sr. / P. Corneille."

Why is the content of the image above inaccessible?

Below are just some of the reasons why the image above might be inaccessible.

- All of the text included above regarding what the photograph contains is necessary for a screen reader user to get similar meaning out of it to what someone else might be able to interpret by looking at the image.
- There's no meaningful **Alternative Text** (**Alt Text**) on the image. A screen reader user might hear the image's file name, or nothing at all, where someone else might see an image.
- There's text on the page of the book, which must be typed out so a screen reader can present it to users.
- The image is small. It's in a format that doesn't allow you to zoom in on it to see it very well, so someone with vision impairment may have greater difficulty seeing or understanding it than someone else.
- The quality of the image is relatively poor. On a high-resolution screen, it may appear grainy or blurry.
- It doesn't have very good color contrast, and that may also make it harder for some users to see or read.

What types of content are inaccessible?

Certain types of content tend to be more inaccessible than others. Below is a list of the worst offenders that can cause barriers to comprehension, when they are not marked up for assistive technology to present them adequately or when they lack critical contextual information. Click on an item in the list for more information on how to make it more accessible.

1. Images (as demonstrated in the example above)
2. Tables
3. Videos and audio files
4. Links
5. Lists of items
6. Background and text colors
7. Page structure that isn't clearly defined, such as important information which is conveyed only with reference to a location on a page (e.g. "Click the link at the top left corner of the page" as opposed to "Click the **Reset** link")
8. Line breaks (Shift + Enter/Return) instead of paragraph breaks (Enter/Return)

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What are some guidelines for making content accessible?

Sakai uses a single consistent Rich-Text Editor across all areas where text can be added that is more than a few lines. This editor is based on the most recent stable version of the CKEditor.

When creating content using the Rich-Text Editor, it is important that the author follow the simple guidelines below to ensure that the content can be read and understood by all. Creating well-structured and accessible content is a best practice which ensures that content is compatible with assistive devices, such as screen readers, and robust enough to be copied and pasted to other contexts or presented in unanticipated contexts. Making content accessible is also a legal requirement.

The technical measure of accessibility for a web-based resource is the WCAG 2.0 standard from the W3C. The requirements of the WCAG 2.0 are summarized in the four-letter acronym POUR:

- Perceivable - Information must be presentable to users in ways they can perceive.
- Operable - User interface components, navigation and structure must be operable.
- Understandable - Information and the operation of user interface must be understandable, and structural elements should be used in a meaningful way.
- Robust - Content must be robust enough so that it can be interpreted reliably by a wide variety of technologies, including assistive technologies.

These relatively simple considerations make a big difference if applied when content is created. The W3C provides more information in their Introduction to Understanding WCAG 2.0.

See the articles linked below.

The articles below provide instructions to make specific kinds of content more accessible.

- How can I make images more accessible?
- How can I make tables more accessible?
- How can I make videos and audio files more accessible?
- How can I make links accessible?
- How can I make lists of items accessible?
- How can choices in background and text color affect accessibility?
- How can I structure my page to make it more accessible?

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- Why should I use paragraph breaks in my document?

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How can I make images more accessible?

Users with some disabilities will be unable to see images and/or comprehend what they are meant to convey. **Alternative Text** can help give context and meaning to an image.

When to Add Alternative Text Descriptions for Images

- **Simple image with "simple meaning"** - add descriptive alternative text of 10 to 169 character as outlined below. The alternative text should describe the educational/ informational purpose of the image.
- **Complex image with "rich meaning"** - add a paragraph above or below the image that goes into more detail. Some pointers, such as "Next image," or "Previous image," will help tie them together. If the image is referenced from elsewhere in the document, add a paragraph below it that can serve as a caption, and then refer to it. If the longer alternative text is not feasible, create a link to an external Web page that contains an appropriate description.
- **Decorative image** - if the image is purely decorative or used for visual formatting, the alternative text description should be left blank to hide it from users of assistive technology.

Examples of Text Alternatives for Images

- **Alternative Text:** “Scientist in a lab filling a vial with fluid”
- **Description in the text before or after the image:** “Next/Previous image shows a female forensic scientist, who is filling a vial containing a small amount of blood with fluid to denature the sample as part of the process of the PCR analysis method of DNA profiling. In the background is a centrifuge which will aid in the process of extracting the DNA from the sample of blood.”
- **Reference farther away in the body of the document:**

  "... Figure 1.3 shows the correlation between the...."

  [Image] Figure 1.3

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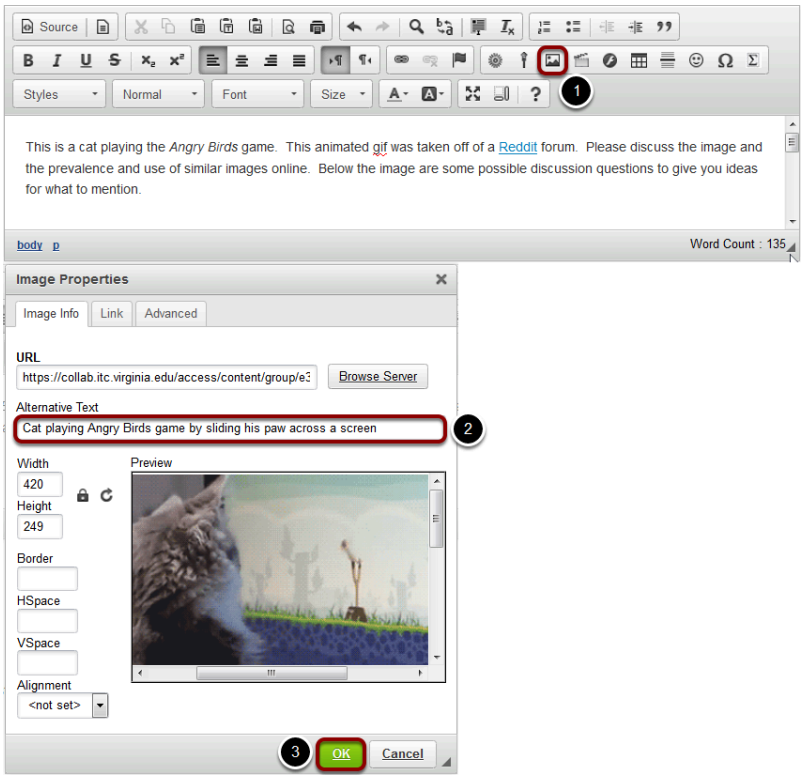
Steps to Add Alternative Text to a Newly Embedded Image



1. If you do not already have an image embedded in the text box, click on the **Image** icon in the Rich-Text Editor's toolbar to insert an image. The **Image** icon displays a picture that looks like a landscape, with mountains and a sun. For more information on adding an image, please see the article [How do I embed an image in a text box?]
2. In the *Image Properties* dialog window, enter short, meaningful descriptive text in the **Alternative Text** box.
3. Click **OK** to confirm the addition of the text.

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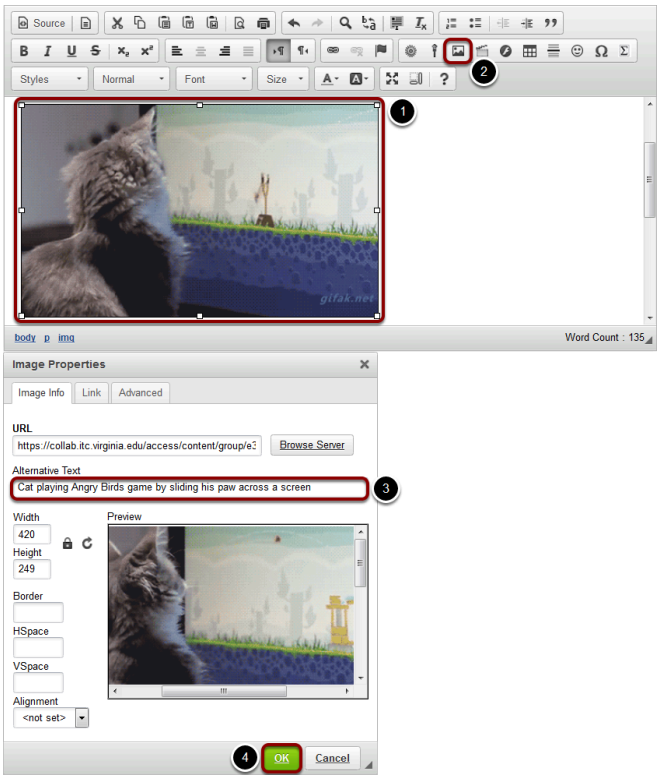
Steps to Add Alternative Text to an Existing Image



1. Click on the image you have embedded in the text box to select it.
2. Click on the **Image** icon in the Rich-Text Editor's toolbar. The **Image** icon displays a picture that looks like a landscape, with mountains and a sun.
3. In the *Image Properties* dialog window, enter short, meaningful descriptive text in the **Alternative Text** box.
4. Click **OK** to confirm the addition of the text.

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How can I make tables more accessible?

Users of screen readers cannot read tables the same way sighted users do. Sighted users can tell at a glance what column and row a given cell is associated with, but a screen reader user needs a properly coded table. To make tables usable, additional steps will need to be taken to make them accessible.

Examples of Tables: Simple table

John	Tomiko
Game of Thrones	Crime and Punishment
Ender's Game	Brothers Karamazov
Farewell to Arms	Sound and Fury

The image above displays a simple table: books read by 2 people. Only column headers are needed to identify who read which books.

Examples of Tables: Complex table

	John	Tomiko
Week 1	Game of Thrones	Crime and Punishment
Week 2	Ender's Game	Brothers Karamazov
Week 3	Farewell to Arms	Sound and Fury

In the image above, there is a complex table: books read by 2 people each week. Both column and row headers are needed.

In the second example, a screen reader user will know that *The Sound and the Fury* was the book read by Tomiko on Week 3.

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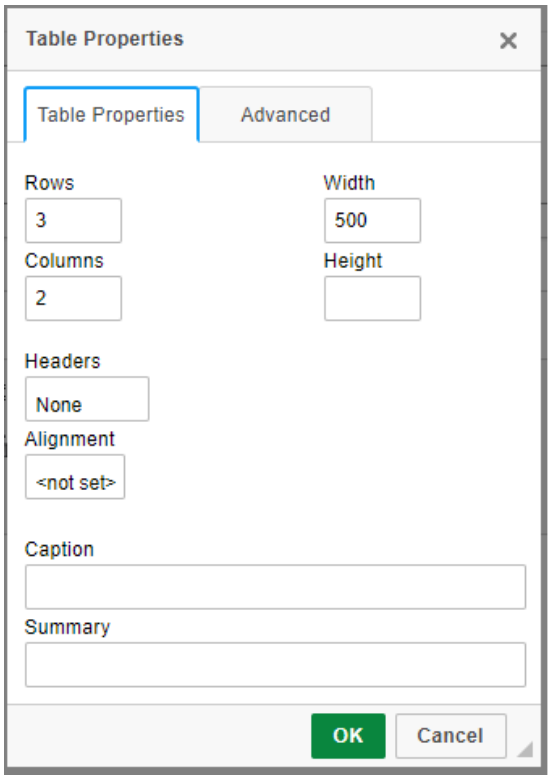
Steps to Making Accessible Tables



When adding tables, add a row and/or column to be used as a heading for each as appropriate. The table creation menu contains **Headers** options that allow for selecting the first row, column or both.

Add a **Summary** of the table that will inform readers of the table's content. Good examples are: "Data from recent study," "Table of inputs and outputs," etc.

Tables should only be used for tabular data, not for layout.

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How can I make videos and audio files more accessible?

When you include video or audio content in your document, you must provide an alternative method for your audience to understand the content if they cannot hear the audio or see the images in the video. You can improve video and audio accessibility by providing transcripts and captions, and descriptions of video images.

Please contact your institution's office for Disability Student Services and/or Information Technology Services for students to get help with accessibility issues and instructors to get help with adapting their course content for accessibility.

Provide a transcript.

```
 1                    P R O C E E D I N G S
 2                                          (10:06 a.m.)
 3              CHIEF JUSTICE ROBERTS:  We'll hear argument
 4   first this morning in Case No. 14-916, Kingdomware
 5   Technologies v. United States.
 6              Mr. Saunders.
 7             ORAL ARGUMENT OF THOMAS G. SAUNDERS
 8                 ON BEHALF OF THE PETITIONER
 9              MR. SAUNDERS:  Mr. Chief Justice, and may it
10   please the Court:
11              By its plain terms, the 2006 Veterans Act
12   requires the VA to consider veterans first under the
```

Transcripts are required to provide basic accessibility. A transcript is a textual version of video or audio content that can be read either visually or by a screen reader, searched by a web browser or other software, and scanned by a reader for important information.

A transcript should contain the words spoken in a video or audio clip, and additional descriptions, explanations, or comments that may be beneficial. For example, a transcript of a video that shows children playing ball in a school gymnasium might describe the room and indicate when the teacher blows a whistle to get the students' attention.

If you do not have a transcript of your video or audio content readily available, you can create a transcript yourself. Note that if you did not create the video or audio yourself, you may

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encounter copyright issues in creating your own transcript. Please refer to your institution's Copyright Policy for more information. For some video and audio content, you may be able to find an existing transcript by searching in your institution's library catalog or online.

Note: Minutes are not sufficient for a transcript of an audio or video of a meeting (unless done by a court reporter or someone who can capture every word).

Use video with captions.

Captions are like the text of a transcript synchronized with audiovisual content so that someone can get the audio information in text at the same time as the corresponding image displays in the video. Captions for audio files can also help non-native speakers to follow along and understand better.

If you are presenting a video in class, it's best to find videos that are already captioned. Your institution's library may have video and media resources available, and may be able to assist you with finding appropriate captioned videos.

Your institution's office for Disability Student Services may also provide captioning assistance for those with an immediate need.

Include an audio description for video.

Audio descriptions are required for important visual elements of a video that aren't already described in spoken text. For example, if a graph or chart is displayed in a lecture video, and the instructor does not describe it when speaking, an audio description would be needed to supplement the video.

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How can I make links accessible?

Assistive technology users use link lists to navigate content. This means they cannot rely on context to tell what a link does. Each link needs to be uniquely descriptive of what it does. The best place to uniquely identify a link is in the link text. Good examples are: "View Assignment 34," "Visit Entomological Society of America," etc.

Use Unique and Descriptive Link Text

1

Item		
Item 1	Vote	Delete
Item 2	Vote	Delete
Item 3	Vote	Delete

2

Item		
Item 1	Vote on Item 1	Delete Item 1
Item 2	Vote on Item 2	Delete Item 2
Item 3	Vote on Item 3	Delete Item 3

Above is an image displaying two tables.

1. In lists where each item has several links associated with it, the temptation would be to create a table like the first example shown above. It contains three rows, each containing an Item where you can click a link to **Vote** for the item or **Delete** it. Because each item only has **Vote** and **Delete** for the links, someone using assistive technology, such as a screen reader, might not be able to tell for which item they're voting.
2. The second example shown would be better, if a bit verbose. Each item's links contain all the information you need to know to select them: **Vote on Item 1**, **Delete Item 1**, **Vote on Item 2**, **Delete Item 2**, etc.

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Add Alternative Text for Image Links

For every HTML web link embedded into the rich text editor that contains only an image and no textual content, concise and descriptive alternative text is mandatory. The alternative text should describe the purpose of the link (e.g., The "destination" that the user will be taken to upon activation of the link.) For more information on adding alternative text to an image, see How can I make images more accessible?

Identify File Types in Links to Downloadable Files

Assistive technology users will benefit from knowing what type of file it is they are downloading. When you link to a file in the Rich-Text Editor, include the information in the link text.

Example: essay (MS Word), report (PDF), presentation (MS Powerpoint).

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How can I make lists of items accessible?

If you think of a vertical series of items as a list, you should include it in your page as a *numbered* or *bulleted list*. Screen readers can identify lists; for example, a bulleted list containing two items may begin: "List of two items. Bullet 1."

Create a numbered list.

To create a *numbered list* in a document, click the **Insert/Remove Numbered List** button. This button has a picture of the numbers 1 and 2, each followed by lines that represent text. If you have already entered text in the editor from which you want to create a list, select the text, then click the button.

Create a bulleted list.

To create a *bulleted list* in a document, click the **Insert/Remove Bulleted List** button. This button has a picture of two bullets, each followed by lines that represent text. If you have already entered text in the editor from which you want to create a list, select the text, then click the button.

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How can choices in background and text color affect accessibility?

Many users will have visual impediments that will require good contrast in the documents you are producing. The best way to help these users is to make sure that the contrast between background and foreground has a ratio of 4.5:1 or higher. Leaving the defaults of the editor intact is best - black text on white, with a ratio of 21:1.

Examples of Contrast

Sample	Contrast ratio	Passes?
This is example text. **Some of it bolded.** *Some of it italicized.*	19.56:1	Yes
This is example text. **Some of it bolded.** *Some of it italicized.*	7.7:1	Sort of
This is example text. **Some of it bolded.** *Some of it italicized.*	5.48:1	No
This is example text. **Some of it bolded.** *Some of it italicized.*	16.63:1	Yes
This is example text. **Some of it bolded.** *Some of it italicized.*	20.62:1	Yes

The image above contains examples of text with varying contrast ratios, and indicates whether the level of contrast would be adequate.

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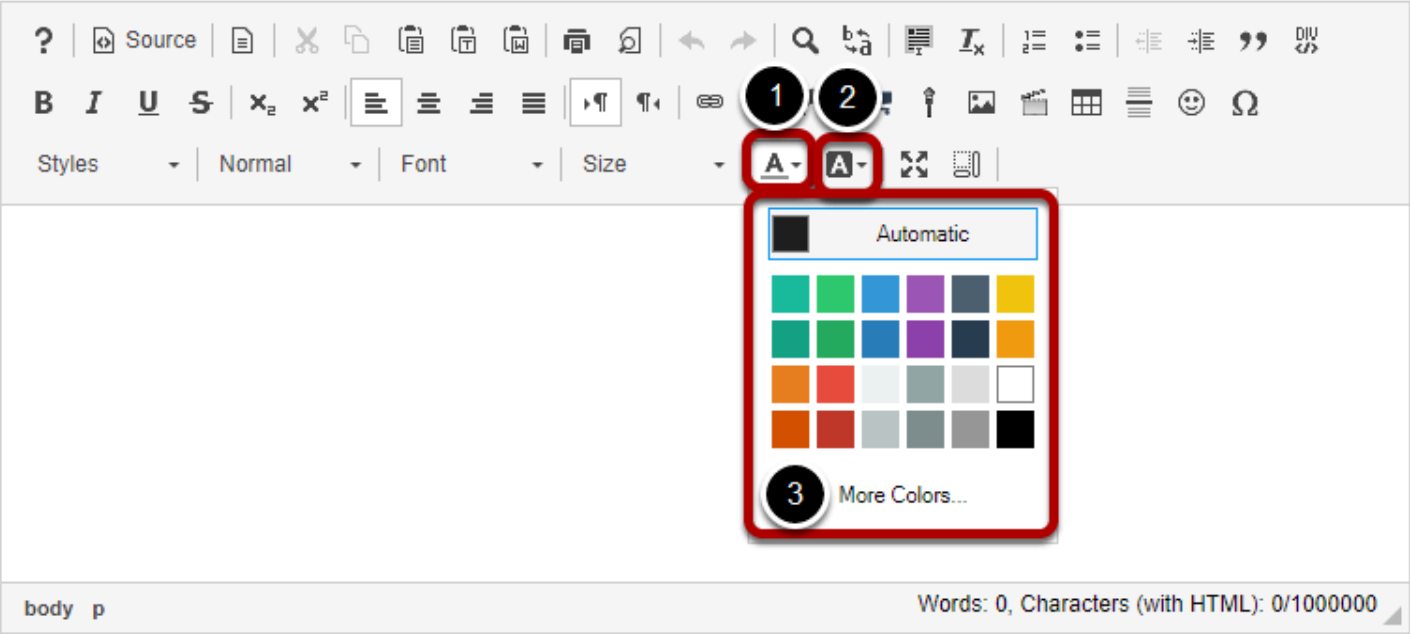
Steps to Change Foreground and Background Colors



1. If you need to edit the text color, click on the **Text Color** button, which resembles a letter A with an underline: A.
2. To edit the background color of the text, which displays as if you had highlighted the text with a highlighter, click on the **Background Color** button to the right of the **Text Color** button. The **Background Color** button resembles a solid black box containing a white letter A.
3. Clicking on either of these buttons will display a **Color Picker**, from which you can select a color, such as **Black** or **Maroon**. **Yellow** is a **Background Color** commonly used to highlight text. Click on a color to select it.

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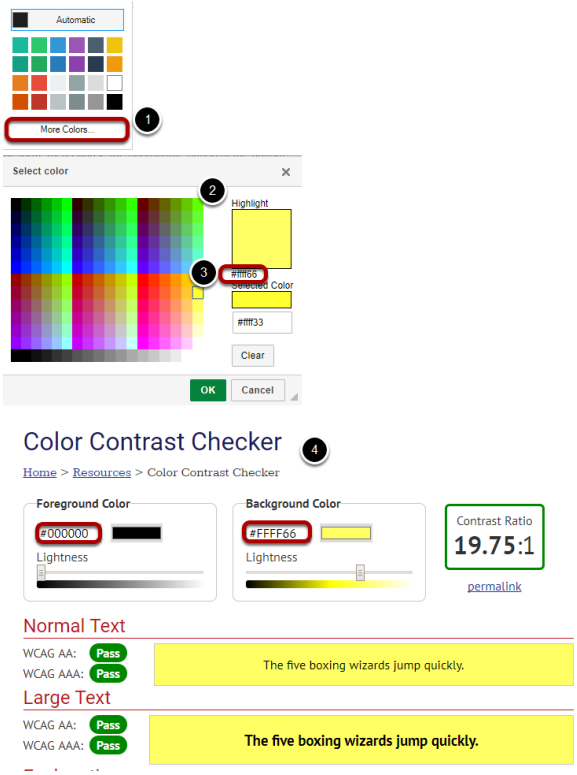
Check your color selection for adequate contrast.



In most cases the contrast will be obvious, but if you need to verify, take the following steps:

1. Click on the **More Colors...** option in the **Color Picker**.
2. A **Select color** window will pop up. At the rop right of the window, your selected color will be displayed under *Highlight*.
3. Under this box with your selected color, you'll see a 6-digit *hex number*, starting with #. This is the number that allows the internet browser to display the selected color.
4. Record the the 6-digit hex number for the color you have selected. Using an online tool such as WebAIM's Color Contrast Checker, check how the **Text Color** you've selected contrasts with the background color behind your text (if you're selecting a **Text Color**) or how your selected **Background Color** contrasts with the color of your text. To use WebAIM's Color Contrast Checker, enter the hex number for your text and background colors into the boxes provided. The contrast checker will tell you the colors *Pass* if they have enough contrast.

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How can I structure my document to make it more accessible?

Organizing your page with helpful titles and headings creates an outline that helps your audience access the most important information more quickly and easily.

Assistive technology users rely heavily on page titles and headings to navigate complex content. Structuring complex content will help all users parse it as well. Headings allow users to jump from one part of a document to another, without using a mouse. Screen readers will interpret headings for those who use them.

Note that for this reason, you should not use headings for typographical effects. If you need to increase or decrease the font size of large blocks of text, please use the **Normal** Paragraph Format and select a new **Font size** from the **Size** menu, or use **Styles**.

Use Unique and Descriptive Page Titles

Assistive technology users rely on page titles. You will run across the need to specify this when you are creating a page in the *Lessons* tool or an HTML page in the *Resources* tool. The title of the new document will be the same as the name of the item as it shows on the left-hand tool menu or the list in *Resources*.

Do Not Use Color or Spatial Position to Convey Information

Using color or spatial position to convey important information can be problematic. For example, if you were to say, "click the green button on the left," color blind users may not be able to distinguish the button. Screen reader users may have difficulty interpreting "left" because a screen reader reads from the top of the page to the bottom, as well as left to right - the best solution is to quote the target label, for example: *"Click on **Start Assignment**," or, "Click the **Save** button."*

Add Structure with Headings.

If a document can be outlined or you have an outline in mind when writing it, then adding headings will convey its structure. Use short title-like headings that describe content which follows.

Nest headings appropriately:

- **Heading 1** > **Heading 2**

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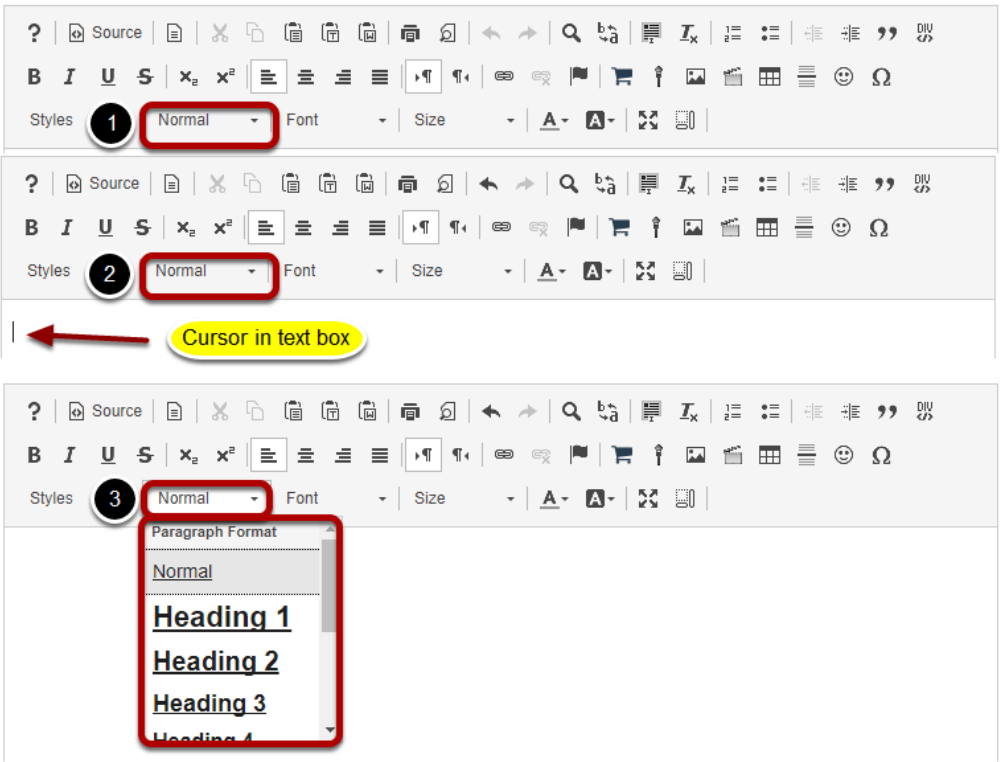
- If you have a section containing three sub-sections, it might look like this: **Heading 2** > **Heading 3**, **Heading 3**, **Heading 3**
- In most cases, you should start with a Heading 1.

Steps to add Headings



1. Headings are available from the **Paragraph Format** menu. By default, this menu will say **Normal**.
2. When you position your cursor in the text box, the name of this menu will change to match the *Paragraph Format* of your text. In a blank document, it will say **Normal**.
3. Click on the **Format** menu (**Normal**, in a blank document) to select a **Heading**.

Notes:

- *The default size of the Headings can always be adjusted with the **Size** menu. The default size of some of the higher-level headings (the ones with small font sizes, e.g. **Heading 5-Heading 6**) may need adjustment.*
- *Conversely, do not use headings for typographical effects; users of assistive technologies can navigate through a document by jumping from heading to heading. If you need to increase or decrease the font size of large blocks of text, please use the **Normal** Paragraph Format and select a new **font size** from the **Size** menu.*

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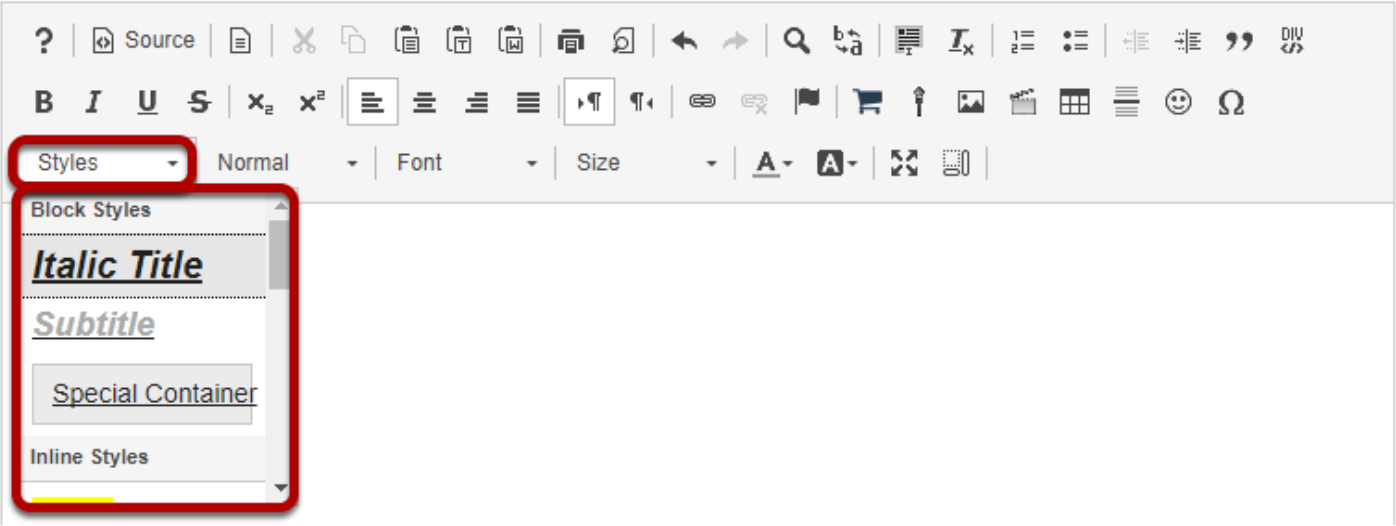
Use inline Styles.



Using the right style to format a bit of text is very helpful as it "codes" it appropriately. The following types of formatting are all available in the **Styles** menu:

- **Italic Title** - Makes selected text an *italicized* **Heading 2**.
- **Subtitle** - Makes selected text an *italicized* **Heading 3**, colored pale gray.
- **Special Container** - Inserts a block of text (a HTML element) which can be used to group together several items in a document and/or format them with background color or borders. As with *paragraph breaks*, using *containers* to group items in meaningful ways can assist with navigation because keyboard users can skip from one group of elements to another.
- **Small** - Without setting a specific font size, this style makes selected text slightly smaller than the text that surrounds it.
- **Computer Code** - Indicates a block of text that has been identified as computer code; for example, a list of HTML tags to indicate how to code in HTML.
- **Keyboard Phrase** - Defines keyboard input.
- **Sample Text**
- **Variable**
- **Deleted Text** - This puts a strikethrough through selected text (a line through the middle of the text to cross it out).
- **Inserted Text** - This underlines text.
- **Cited Work** - Visually, text is *italicized*.
- **"Inline Quotation"**
- **Language: RTL** - Indicates that the language reads from right to left. Some examples of RTL languages include Hebrew and Arabic.
- **Language: LTR** - Indicates that the language reads from left to right. English is an example of an LTR language.

If you are curious to see what these do, add one and switch to **Source** view - Inline quotation will use <q>, which will signify the opening of an inline quotation, very helpful. **Cited Work** will

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create an element that presents itself as such. Conversely, avoid using these special formats to achieve a typographical effect. For example, **Cited Work** produces italic text, but it would be confusing to a screen reader if you used it just for that reason.

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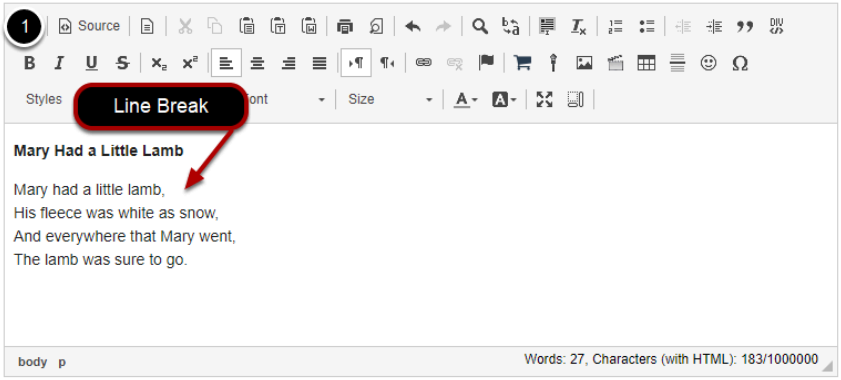
Why should I use paragraph breaks in my document?

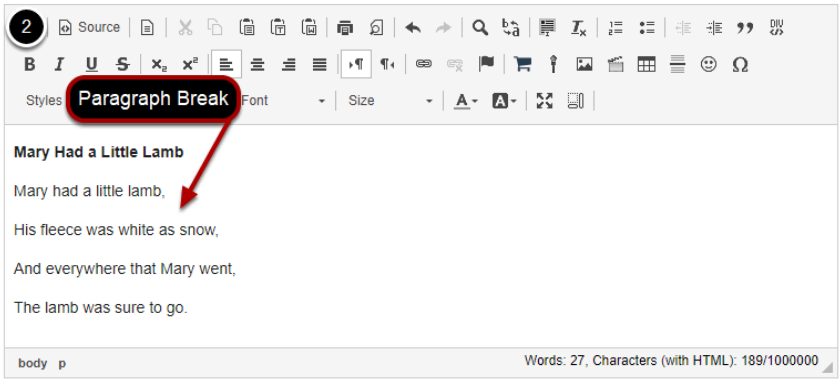
A *paragraph break* (hit **Enter** or **Return** on the keyboard) is always more meaningful than a *line break* (hit **Shift** + **Enter** or **Return** on the keyboard). A *paragraph break* inserts what looks like a double-space in between one line of text and another, and allows screen reader users to parse the information on the page more readily.

Although programs like Microsoft Word have options to create single-spaced documents with paragraph breaks, web pages do not. You may find using a line break more esthetically pleasing than a paragraph break, but line breaks can create problems for screen reader users.

While a screen reader can interpret a paragraph break as "blank," a line break may not be indicated to the user. The text on the new line may sound like a new sentence, instead of the start of a new paragraph.

Images with examples of paragraph and line breaks.





Footer

1. The first image above depicts a poem, *Mary Had a Little Lamb*, where line breaks were used to separate each line.
2. In the second image, paragraph breaks separate the lines.

While the line breaks may "look better" for a visual reader, a screen reader user will hear the poem that is split up with line breaks as one contiguous sentence: "Mary had a little lamb, his fleece was white as snow, etc."

Footer

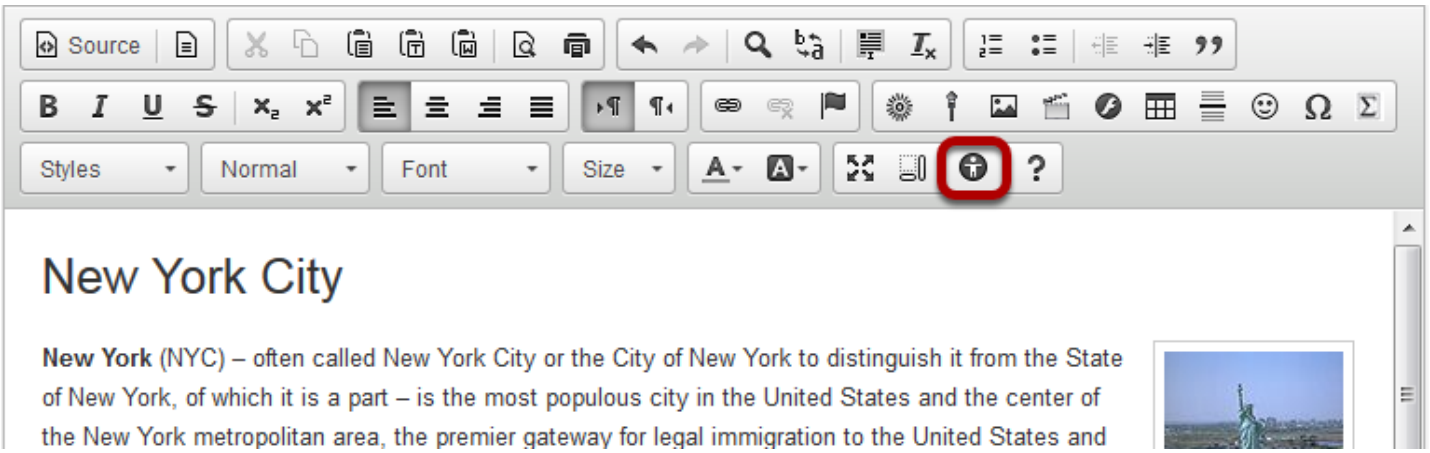
How do I check my content for accessibility?

Note: The *Accessibility Checker* is a third party add-on for the rich text editor. While it is open source software, the licensing guidelines do not allow it to come packaged with Sakai. If your institution has installed this add-on, the features described below will be available. If you do not see the *Accessibility Checker* icon, that means that your institution has not installed this add-on.

You can use the *Accessibility Checker* to inspect the accessibility level of content created in the *Rich-Text Editor* and immediately solve any issues that are found.

The *Accessibility Checker* presents issues with each item in the editor one at a time. For many issues, the *Accessibility Checker* gives you a *Quick fix* option. If a *Quick fix* is not available, the checker will describe what needs to be done to fix the issue.

Select the Accessibility Checker button.



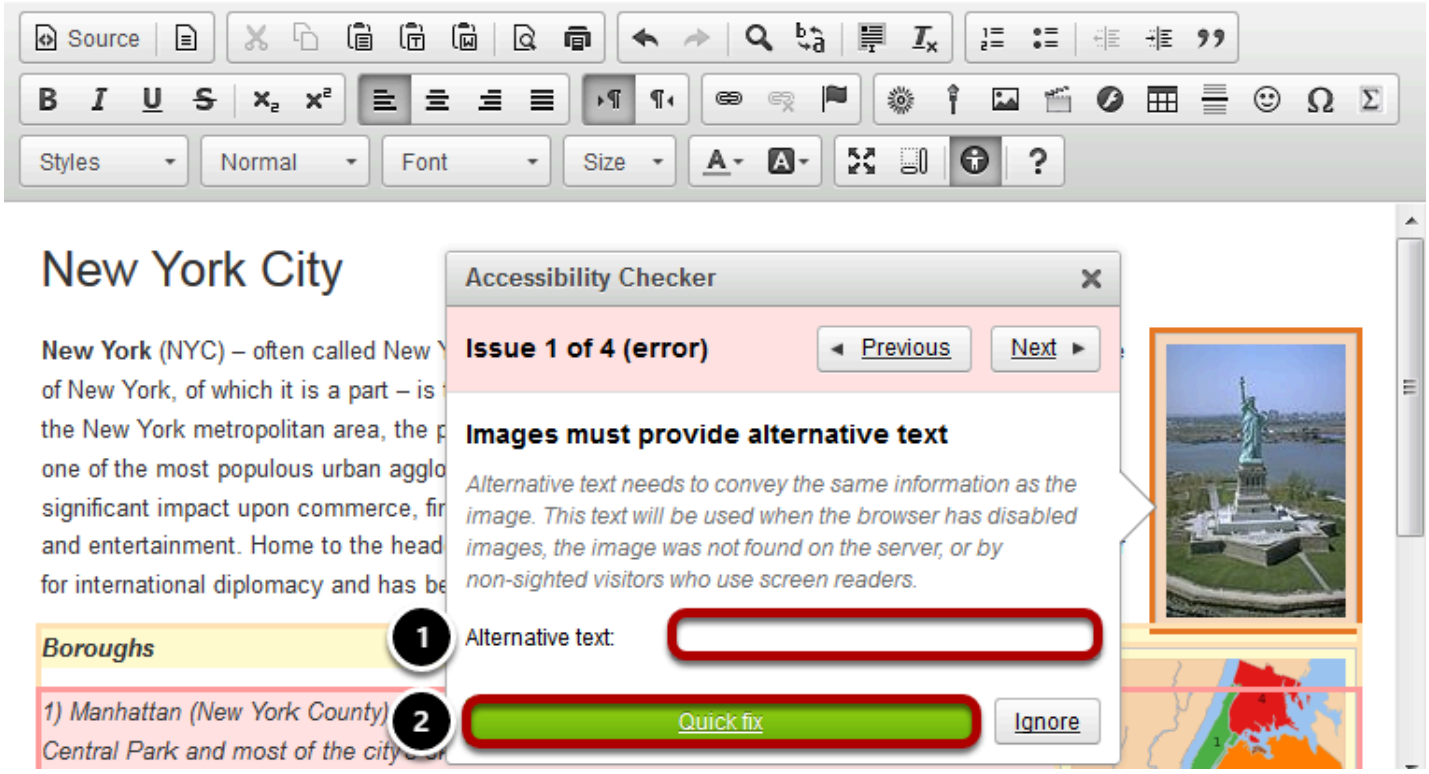
The **Accessibility Checker** button looks like a human inside a dark-gray circle.

Use Quick fix options to correct issues.

The accessibility checker has multiple **Quick fix** options to correct accessibility issues. Below are a few of the most commonly used ones.

Footer

Quick fix option for images



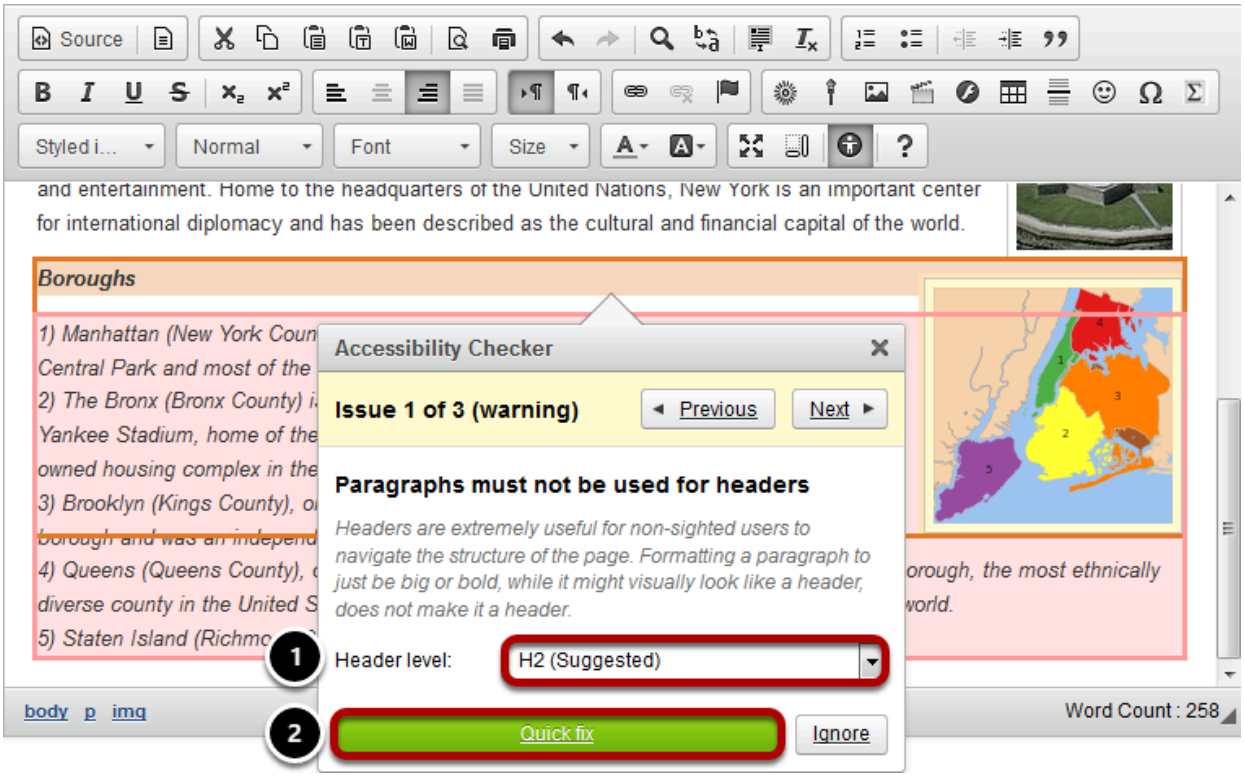
1. If you have an image that lacks Alternative Text, enter a short, meaningful description for the image in the text box provided.
2. Click the **Quick fix** button.

Notes:

- If the image requires a longer description, include that description in the body of the document. If the text you would normally use as alternative text would be redundant to your description, leave the **Alternative text** box blank instead.
- If the image is purely decorative or used for visual formatting (e.g., a decorative horizontal bar that has no meaning, but separates text on the page), the alternative text description should be left blank to hide it from users of assistive technology.
- For more information about creating meaningful text alternatives for images, see How can I make images more accessible?

Footer

Quick fix option for paragraph formatting

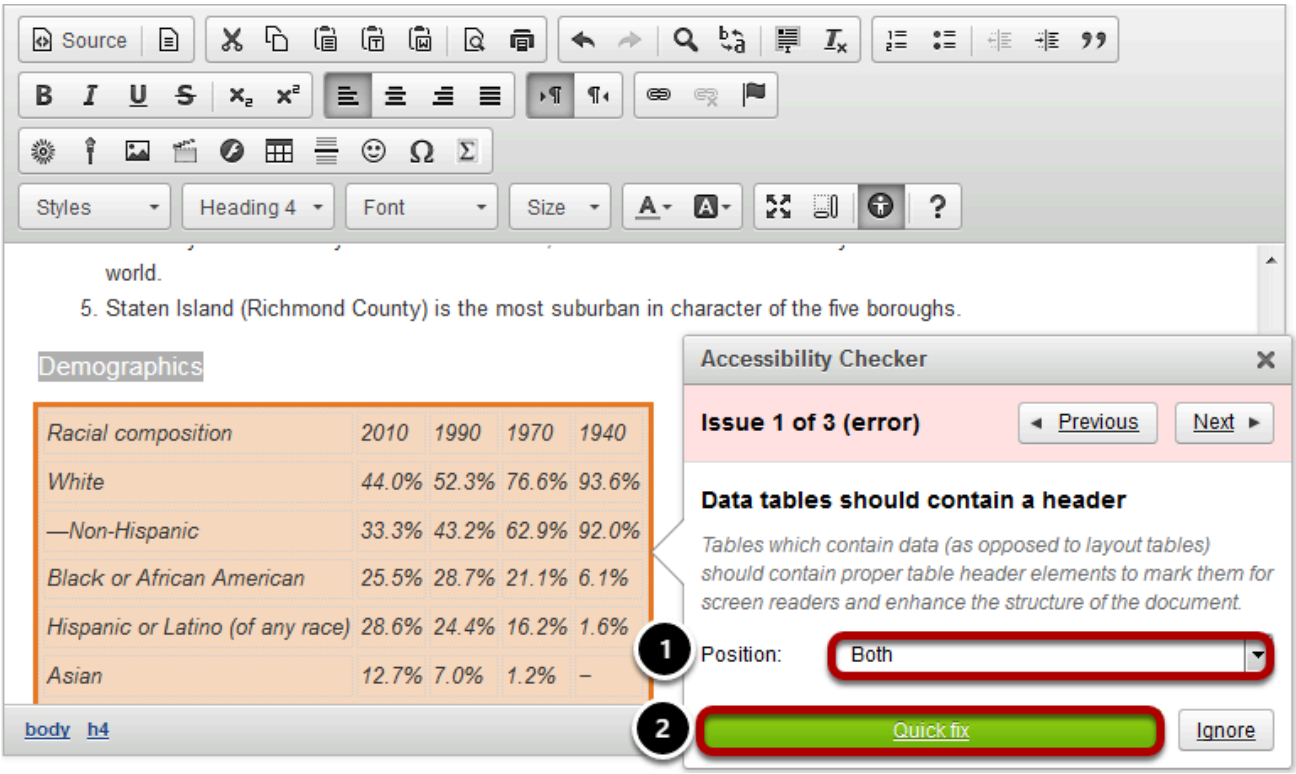


Structuring your document with paragraph headings helps users of assistive technology navigate the page and "skim" content to get to what they need.

1. Select a **Header level** from the drop-down menu (the accessibility checker will automatically suggest a header level for you).
2. Click **Quick fix**.

Footer

Quick fix option for tables

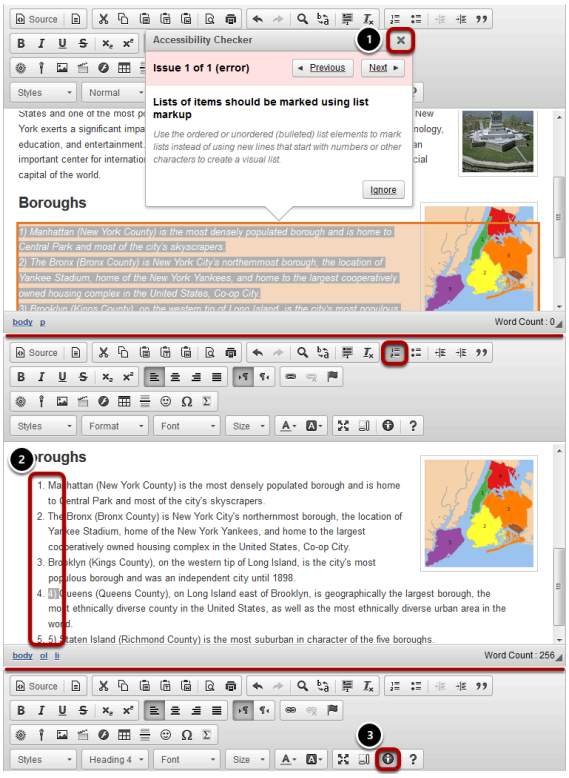


Users of screen readers cannot read tables the same way sighted users do. Sighted users can tell at a glance what column and row a given cell is associated with, but a screen reader user needs a table to include appropriate headers and captions so that they can match up content in columns and rows.

1. From the **Position** drop-down menu, select where the headers belong in the table. Choosing **Horizontally** makes the text in the first row into headers, i.e., the text in each column of the first row becomes the title of that column. Choosing **Vertically** makes the text in the first column into headers, i.e., the text in each row of the first column will be the title of that row. Choosing **Both** puts headers in both the first row and the first column.
2. Click **Quick fix**.

Footer

Manually fix issues.



Sometimes the accessibility checker cannot provide a **Quick fix** because the suggested fix requires editing your text. For example, if you have a list of items that has been created by typing "1), 2), 3)" rather than using the Numbered List button, the accessibility checker will warn you that you need to select the text and make it into a real numbered list, so that users of assistive technology can navigate it more easily.

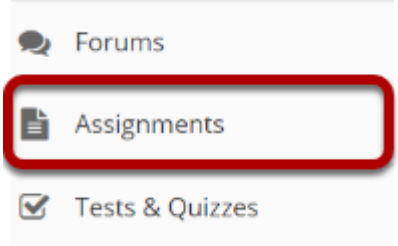
1. If you need to make manual changes, select the **X** icon (**Close**) in the top-right corner of the accessibility checker.
2. Edit your document's content accordingly.
3. Select the **Accessibility Checker** button again to continue checking.

Footer

Submitting Assignments

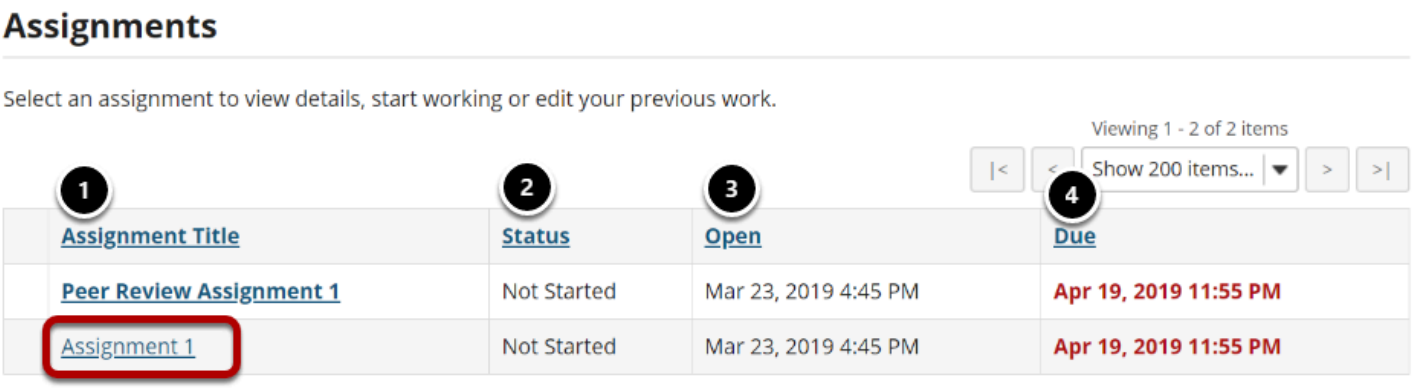
How do students submit an assignment?

Go to Assignments.



Select the **Assignments** tool from the Tool Menu in your site.

Click on the title of the assignment.



You will a list of all assignments in the site. The following information will be displayed for each assignment.

1. **Assignment title**, or name of the assignment.
2. **Status** (i.e. Not Started, Assignment submission required, Returned, etc.).
3. **Open** date when the assignment becomes available to students.
4. **Due** date, or deadline to turn in the assignment.

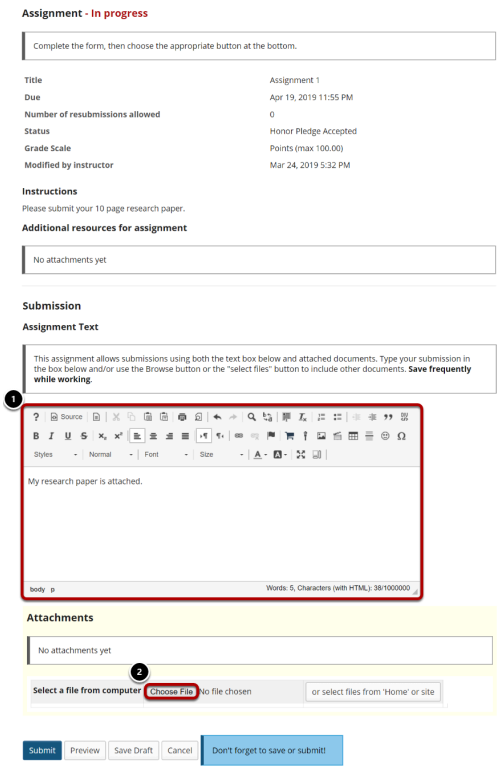
Select the assignment you want to submit by clicking on the title of the assignment in the list.

Footer

Or, click the direct link to the assignment in Lessons.

If your instructor has included a link to the assignment in the Lessons tool, you may also access it from this location within the course content.

Enter and/or attach your assignment.

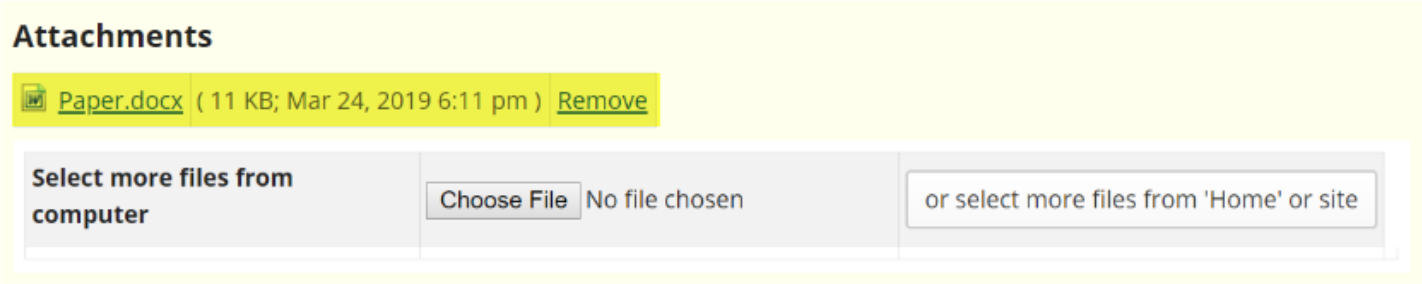


Depending on the assignment settings, you may be allowed to enter your submission in-line and/or attach a file or files.

Footer

1. Enter your submission text into the **Assignment Text** area using the Rich Text Editor.
2. Under **Attachments**, click the **Choose File** button to browse for an select a file to upload from your computer. (Alternately, you may also click the **or select files from 'Home' or site** button to select a file you have already uploaded.)

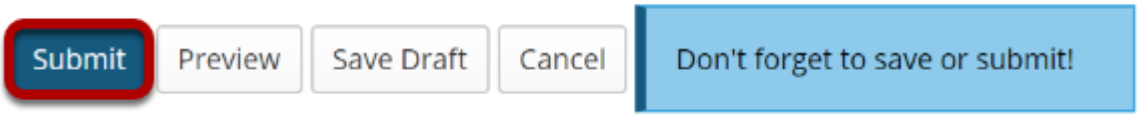
View attached file.



Once you have attached your file, the name of the file, as well as the file size and upload time stamp will be displayed under **Attachments**.

*Tip: You may click **Remove** to remove the attachment if you selected the wrong file.*

Submit your assignment.

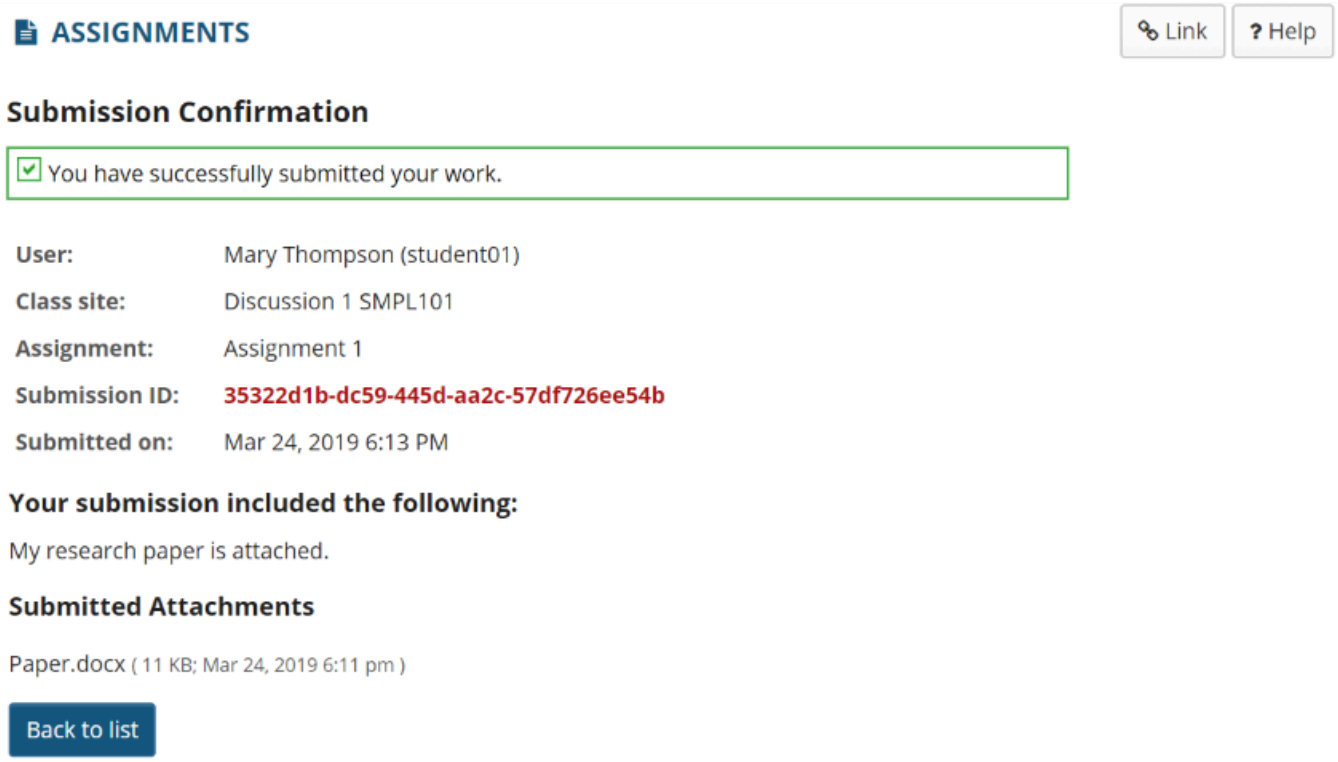


When you are ready to turn in your assignment, click the **Submit** button to complete your assignment submission.

*Tip: If you are not yet ready to submit, you may click **Preview** to preview the submission, or **Save Draft** to save your submission and submit it later. Click **Cancel** to exit the assignment without saving or submitting.*

Footer

Submission confirmation.

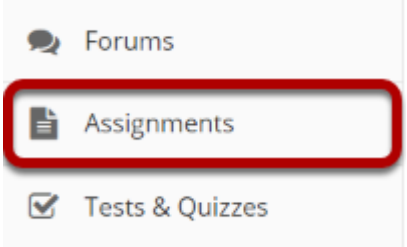


Once you have submitted your assignment, you will receive a confirmation message on screen. In addition, if you have opted to receive email notifications, you will also receive an email confirmation of your submission.

Footer

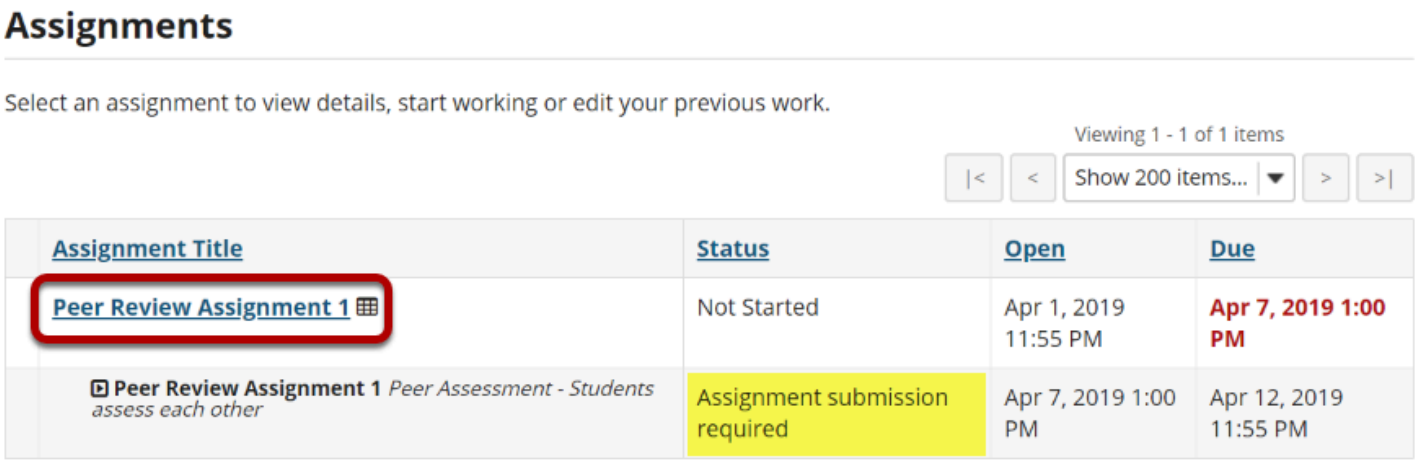
How do students complete a peer assessment assignment?

Go to Assignments.



Select the **Assignments** tool from the Tool Menu in your site.

Submit your assignment.

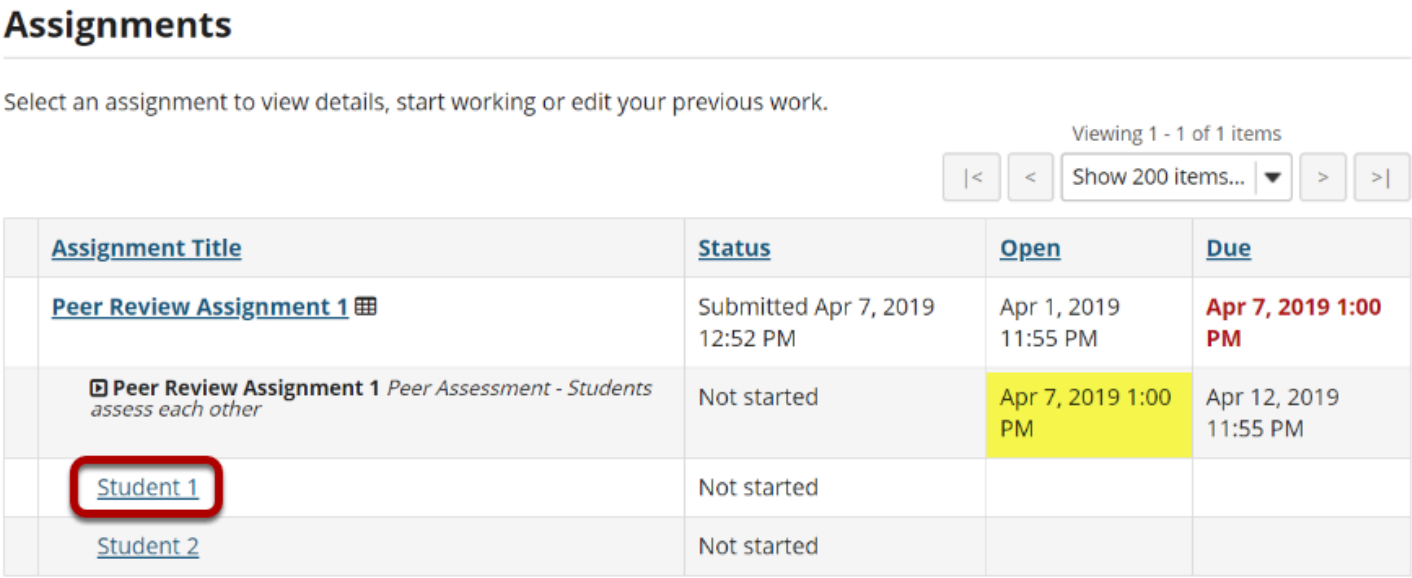


If your assignment has a peer review component, the Peer Assessment for the assignment will appear immediately beneath the assignment title in the list. However, you must submit your own assignment before you can complete your peer review(s) for other students.

Click on the assignment title to submit your work. Refer to [How do students submit an assignment?](#) for more information on submitting assignments.

Footer

Select a student submission to review.



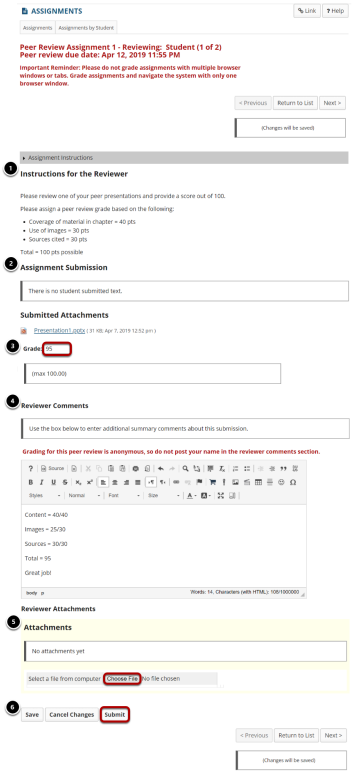
Once you have submitted your own assignment, the Peer Assessment information will display.

Click on a student in the list to select that submission for review. You will not see the other students' names, only Student 1, Student 2, etc. Peer reviews are anonymous.

*Note: The **Open** date begins after the due date for the assignment. The **Due** date is the deadline for completing your peer assessment.*

Footer

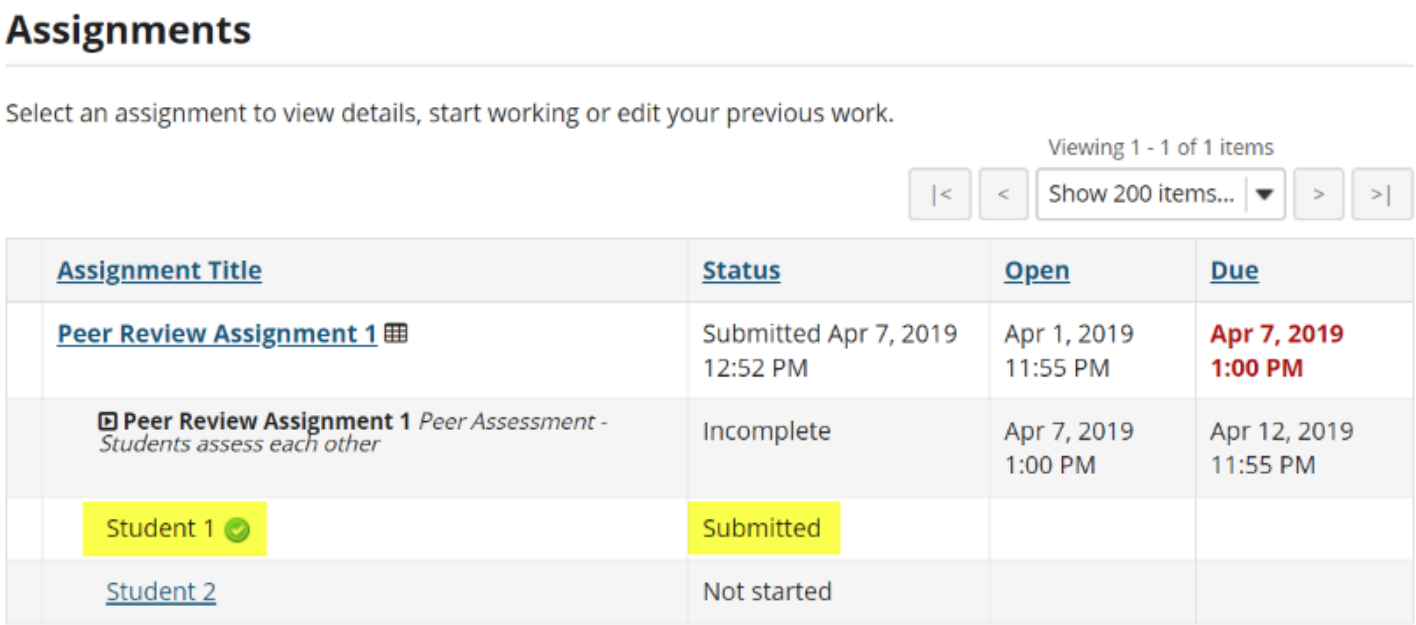
Review your peer's submission.



1. You will see the **Instructions for the Reviewer** provided by the instructor.
2. The student **Assignment Submission** will display. Depending on the assignment settings, you may see your peer's submission in-line and/or as a file attachment(s).
3. Enter your **Grade** for the peer review.
4. Enter your feedback into the **Reviewer Comments** area using the Rich Text Editor.
5. Click **Choose File** to add an attachment containing additional feedback. (Optional)
6. Click **Submit** to submit your peer review.

Footer

View submitted peer assessments.



Once you have submitted your review, the status for that student submission will change to **Submitted** and a green check mark will appear next to the student in the list.

Repeat the steps above to submit additional reviews. (Optional)

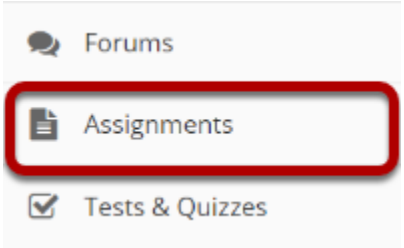
If your instructor has specified more than one review per student, repeat the process above to submit the number of peer assessments required.

Footer

How do students view their assignment feedback?

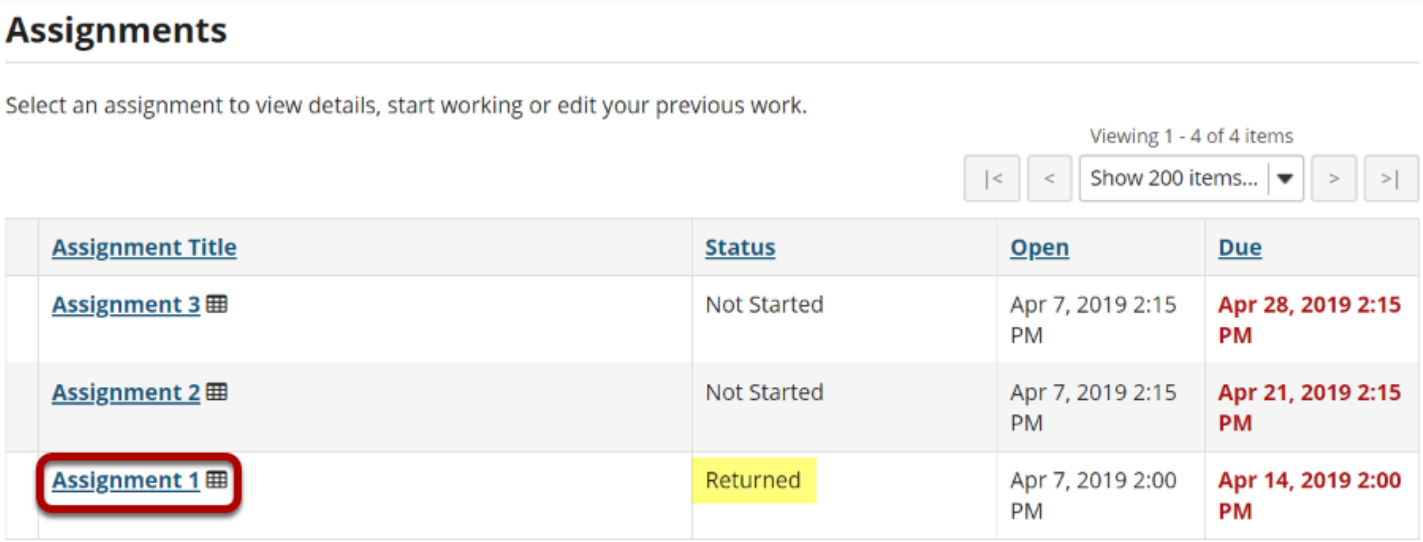
Once your instructor has graded your assignment, you can view the feedback on your work in the Assignments tool.

Go to Assignments.



Select the **Assignments** tool from the Tool Menu in your site.

Click on an assignment.

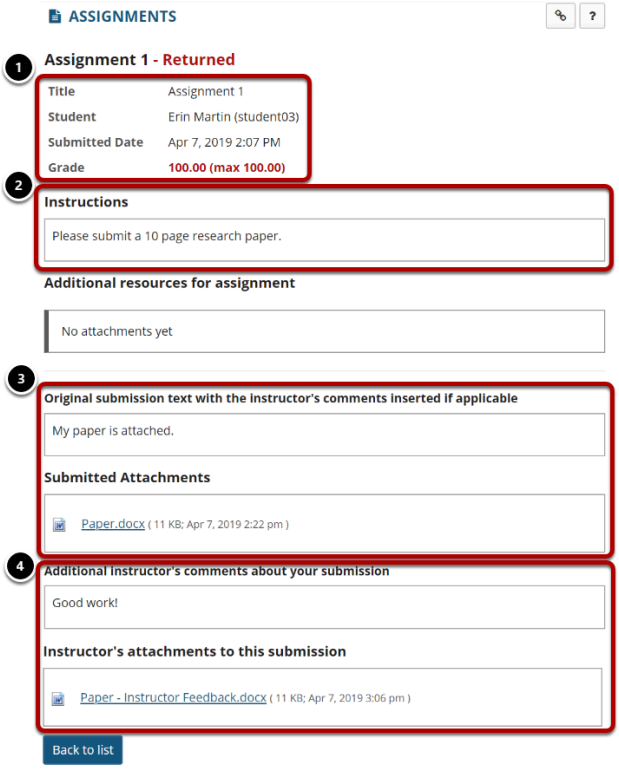


Click on the title of an assignment to view the feedback for that item.

*Note: Assignments which display **Returned** in the Status column have been graded and the feedback released for student viewing.*

Footer

View assignment feedback.

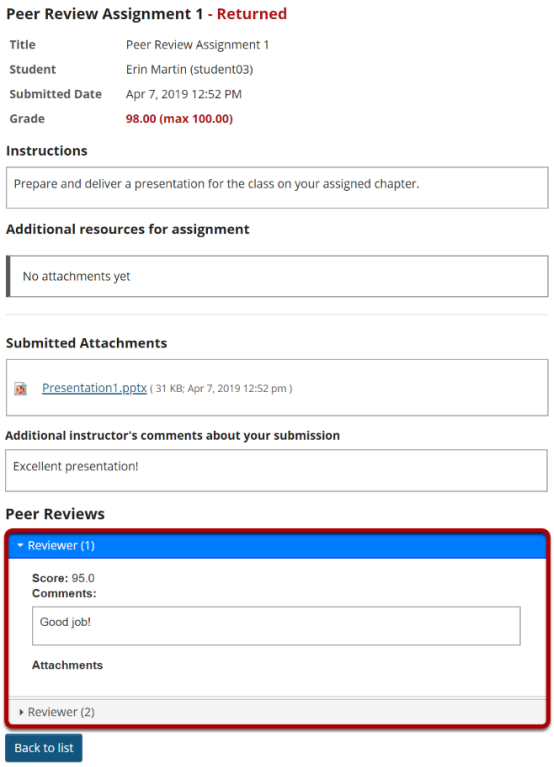


Your assignment and feedback will be displayed.

1. The title, student name, submission date, grade, and submission history appear at the top.
2. The original assignment instructions and attachments appear below the submission and grade information.
3. Your submission and/or attached files display below the assignment instructions.
4. Instructor comments and/or attached files appear at the bottom.

Footer

Peer review feedback.



If your assignment had a peer assessment component, and your instructor has allowed students to see peer reviews of their own work, you will also see peer reviewer comments and/or attachments on the feedback screen.

Footer

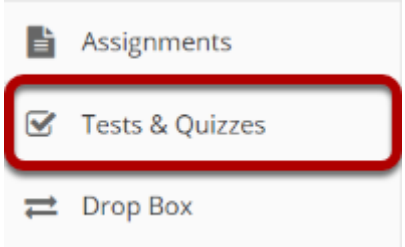
Taking Tests & Quizzes

How do students submit an assessment (i.e. test or quiz)?

Test-Taking Tips - In order to avoid potential problems during an assessment, it is recommended that you:

- *Use a supported web browser, such as the most recent version of Firefox, Google Chrome, or Internet Explorer.*
- *Make sure that you DO NOT have multiple windows or tabs open while testing.*
- *Make sure that you have a dependable internet connection; wired rather than wireless if possible.*
- *DO NOT use your browser back and forward buttons. Always navigate within Sakai.*
- *For timed tests, remember that once you begin the test, the timer will continue to count down. This is true if you lose internet connection, your browser crashes, or you simply exit and close your browser window.*
- *Make sure that you only click on the Begin Assessment button ONCE when starting a test.*
- *Make sure that you only click on the Submit for Grading button ONCE when submitting a test.*

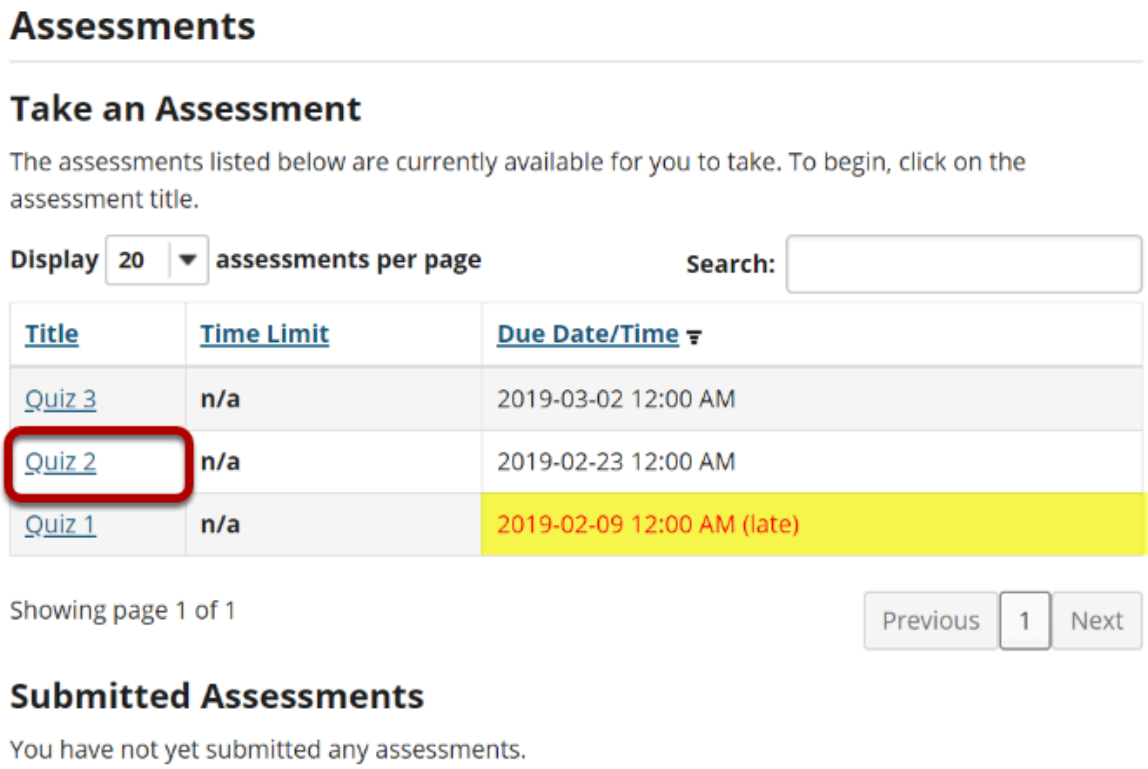
Go to Tests & Quizzes.



Select the **Tests & Quizzes** tool from the Tool Menu of your site.

Footer

Click on the title of the assessment.



In the **Assessments** section, click on the title of the assessment that you want to take.

Note: Assessments which are past the due date but still available for late submissions will appear in the list with the Due Date/Time shown in red. Assessments which are not currently available do not show up in the Assessments list at all.

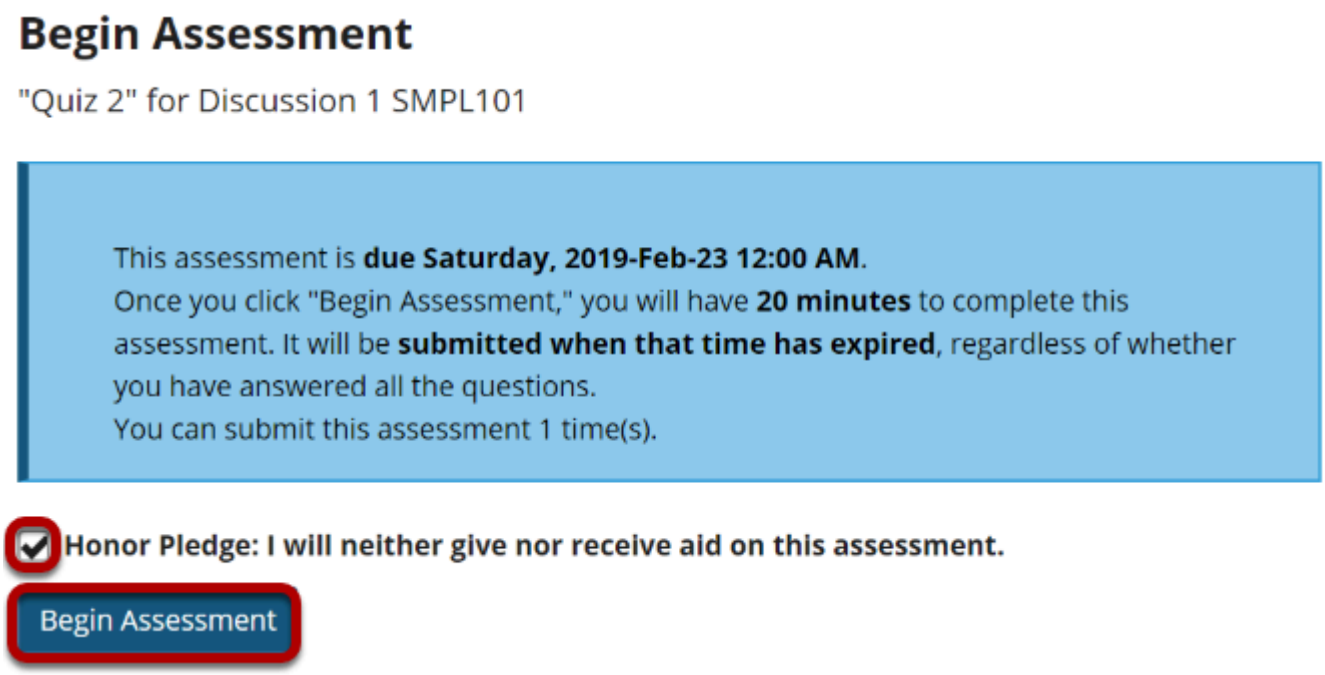
Footer

Or, your instructor may have linked to the assessment from other tools in the course, such as Lessons.

Click on the link to the assessment to go to that item.

Footer

Begin assessment.



An introductory screen will display which contains summary information about the assessment, its due date, the time allowed for the test, and the number of submissions allowed.

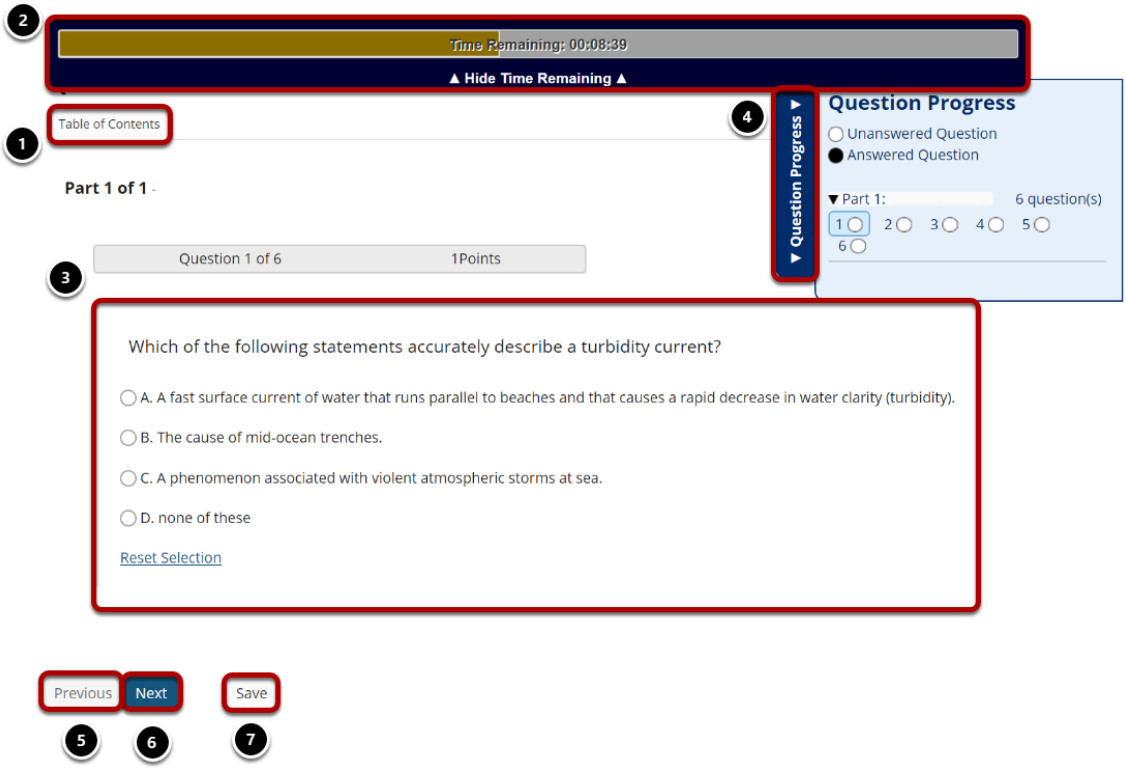
If your instructor has enabled it for your assessment, you must check the box next to the **Honor Pledge** before you can begin.

When you are ready to start your assessment, click **Begin Assessment**.

Note: Make sure that you are ready to begin your test before clicking Begin Assessment. If it is a timed test, you will need to submit your test within the time limit or else it will be automatically submitted when your test time expires.

Footer

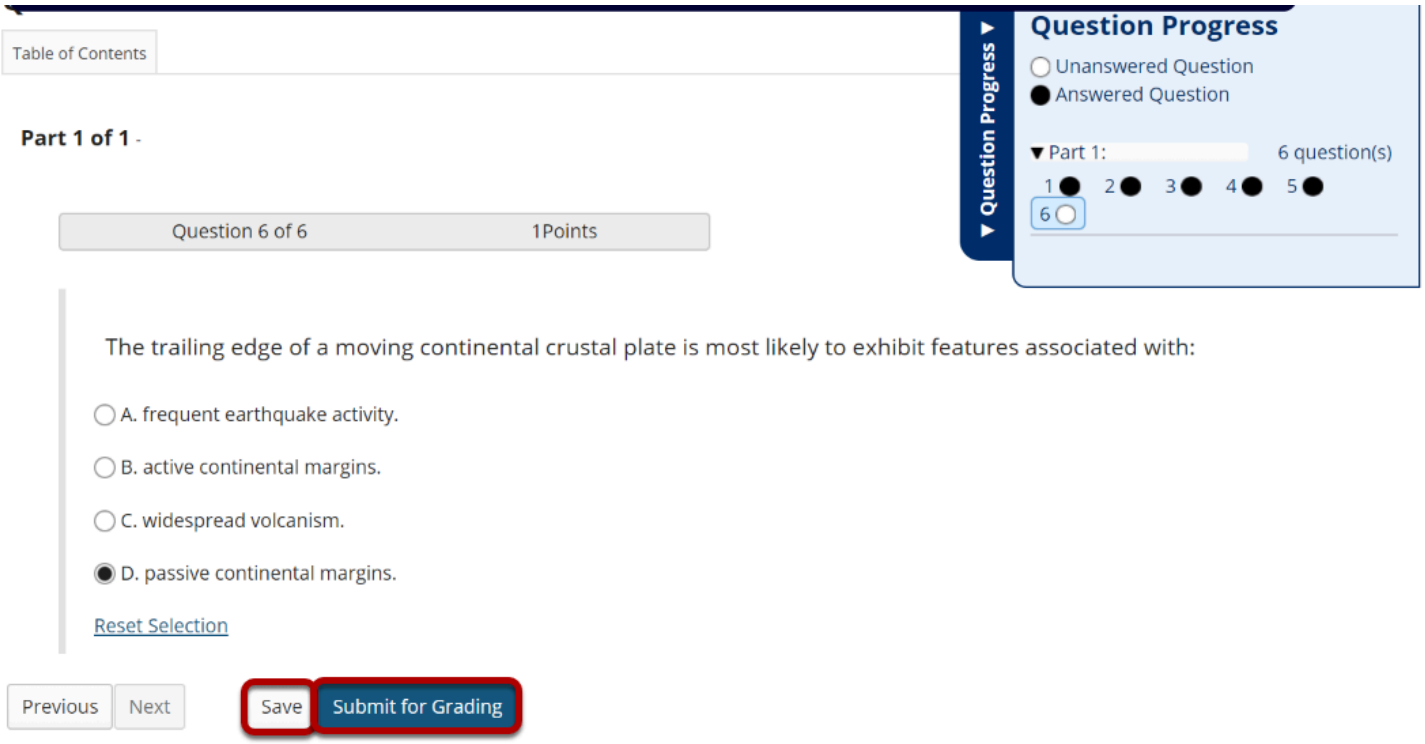
Answer each question.



1. If allowed in the quiz settings, you may click the **Table of Contents** button to jump to a different question in the assessment.
2. If the test is timed, the time remaining will display at the top of the assessment. You may click the **Hide/Show Time Remaining** button to show or hide the count-down clock.
3. The question will display below the count-down clock. Select your response or enter it into the fields provided.
4. If allowed in the quiz settings, the **Question Progress** panel will appear on the right side of the screen. This panel will display your progress of answered and unanswered questions as you go through the assessment. You may also navigate through the assessment by clicking on the question numbers in the panel. Expand or collapse the panel by clicking on the **Question Progress** tab.
5. If allowed in the quiz settings, you may use the **Previous** button to go back to an earlier question.
6. After you have answered the question, click **Next** to save your response and advance to the next question.
7. You may also click **Save** on any question to save your answer.

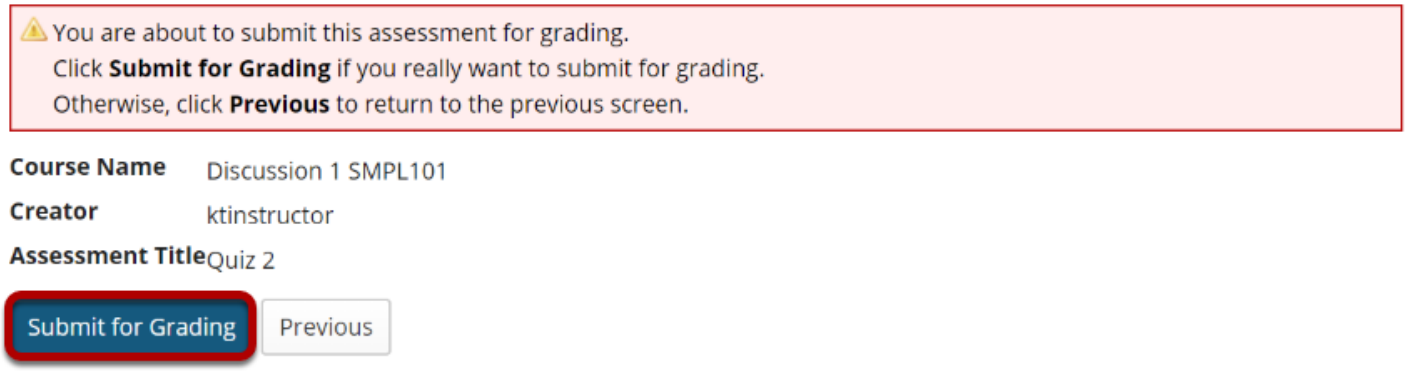
Footer

Save and Submit.



When you have answered all of the questions in the assessment, click **Save** and then **Submit for Grading**.

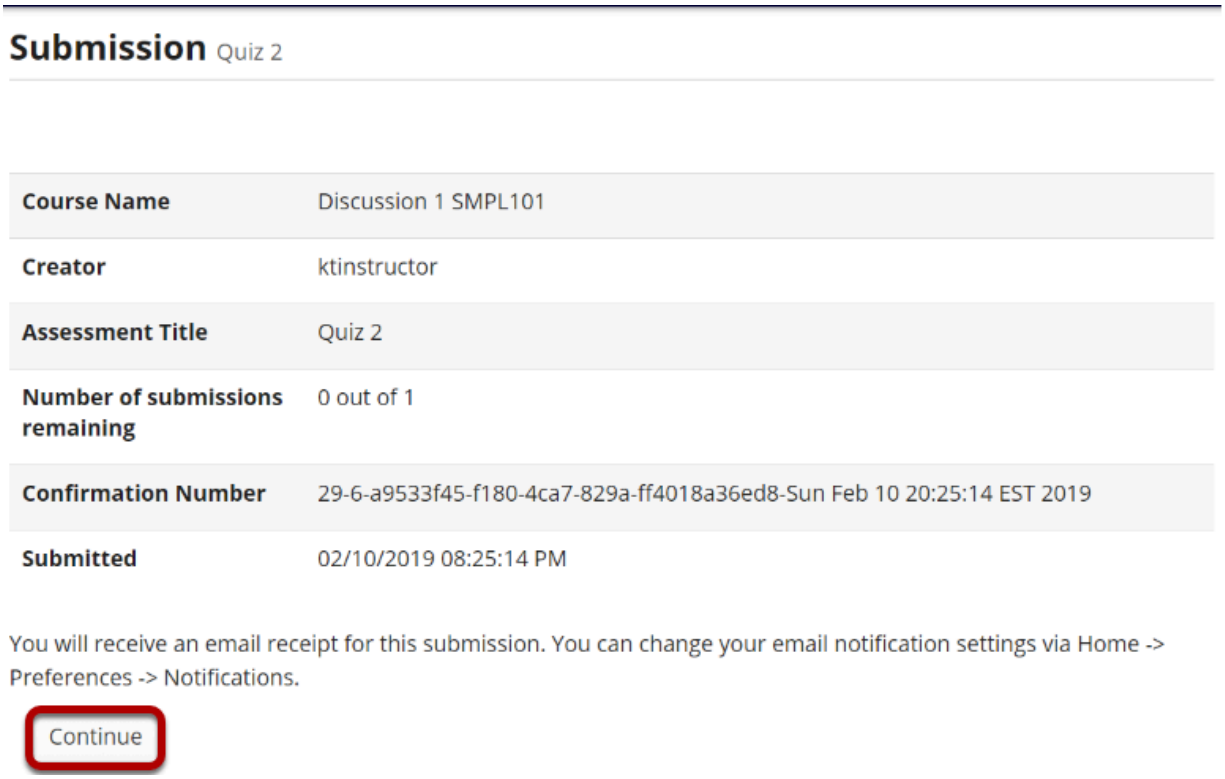
Confirm submission.



You will be prompted to confirm that you are ready to submit the test. Click **Submit for Grading** to submit your assessment.

Footer

Click Continue.



Submission Quiz 2

Course Name	Discussion 1 SMPL101
Creator	ktinstructor
Assessment Title	Quiz 2
Number of submissions remaining	0 out of 1
Confirmation Number	29-6-a9533f45-f180-4ca7-829a-ff4018a36ed8-Sun Feb 10 20:25:14 EST 2019
Submitted	02/10/2019 08:25:14 PM

You will receive an email receipt for this submission. You can change your email notification settings via Home -> Preferences -> Notifications.

Continue

Once you submit, you will see a submission information page with a confirmation number for your submission.

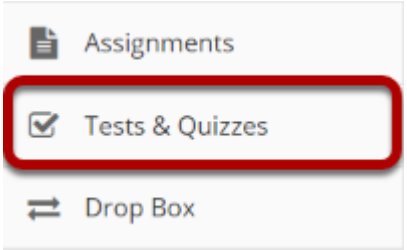
Click **Continue** to return to the Tests & Quizzes page.

Footer

How do students view assessment (i.e. test or quiz) feedback?

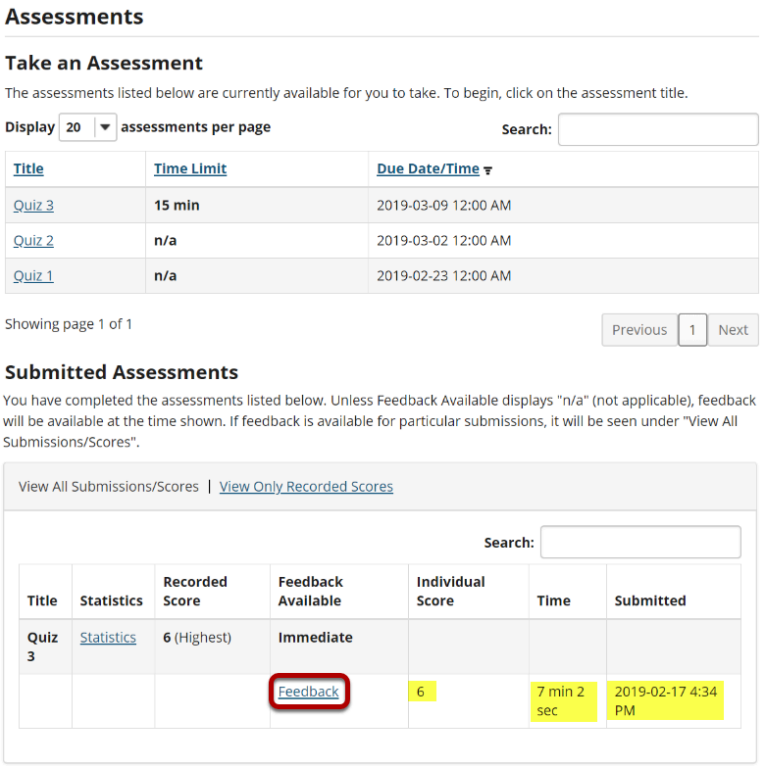
Note: The availability of feedback and the type of feedback displayed will vary depending on the quiz settings specified by your instructor.

Go to Tests & Quizzes.



Select the **Tests & Quizzes** tool from the Tool Menu of your site.

Click on the feedback link for the assessment.



Footer

In the **Submitted Assessments** section, click on the **Feedback** link for the assessment that you want to view.

Note: Your assessment score, time spent, and date submitted will appear in the submitted assessment summary listing.

View your assessment feedback.

The feedback your instructor has chosen to release to students will be displayed.

Correct answers are marked with a green checkmark.

Question 1 of 7	1.0	1.0 Points

Which of the following statements accurately describe a turbidity current?

A. A fast surface current of water that runs parallel to beaches and that causes a rapid decrease in water clarity (turbidity).

B. The cause of mid-ocean trenches.

C. A phenomenon associated with violent atmospheric storms at sea.

✔ D. none of these

Answer Key:D

Footer

Incorrect answers are marked with a red X.

Question 5 of 7	0.0	1.0 Points

The great heaps of unconsolidated sediment at the base of the continental slope are known as:

- A. the continental rise.
- B. the abyssal hills.
- C. the abyssal plains.
- ✖ D. the mid-ocean mountains.

Answer Key:A

Question-level grader comments.

Question 2 of 7	1.0	1.0 Points

The deep-ocean basin includes all of the following features EXCEPT:

- ✔ A. continental shelf.
- B. continental rise.
- C. abyssal plains.
- D. mid-ocean ridges.

Answer Key:A

Comment:Sample grader question-level comment.

Footer

Grader comments (if applicable) show up below the question and answer key.

Footer

How can I avoid problems when taking online tests?

Online testing has more variables than the traditional classroom setting, and thinking about them before test time is helpful for instructors and students. Based on our testing of Duke's Sakai system, we offer the following guidelines to ensure students can successfully complete tests and quizzes in Sakai.

Open only one window and one browser

If the quiz is open in multiple tabs, browsers, or computers, your answers may be submitted incorrectly and the test timer may be incorrect. Sakai might also temporarily close your exam and display a 'data discrepancy' warning—forcing you to reopen the exam in only one window and browser. Revisiting old exams while taking an exam might also trigger these warnings and/or result in lost answers.

Save your answers frequently

If all of the questions are on one page, the save button will be at the bottom of the page. Periodically click "save" and then scroll back up to answer the questions. Click only once when saving your answer. Even if the system is slow, clicking more than once could cause further delay.

Use a reliable network connection when possible

If the Internet connection is lost or the browser closes unexpectedly, your answers may be lost. Avoid taking tests at coffee shops or where wireless access is inconsistent.

Complete the exam promptly

Open the exam only when you are ready to complete it. Do not leave the exam open while you do other things, because you could get distracted and lose your answers before they are submitted. If your instructor has created an exam with a time limit, your answers will be submitted automatically when the timer expires.

Do not use your browser's Back and Forward buttons

This can cause problems with your assessment (answers might not be saved or could be submitted automatically). If you need to move to another question, use the Previous and Next buttons at the bottom of the screen.

Footer

You may be timed out after a certain amount of inactivity

If you are working on a quiz question and there is no interaction between you and Sakai for some amount of time, you will be logged out of the system or your test will be auto-submitted. Depending on the quiz settings, you may be prevented from accessing the test or question. Timed tests begin when you start the test and launch the timer. Even if you log out, the timer continues to track remaining time available to complete the test.

Wait for a confirmation number

After clicking “Submit for Grading,” wait for the submission screen that includes your Confirmation Number (depending on your connection, it may take several minutes). If you close your browser before seeing this screen, your test may not be recorded.

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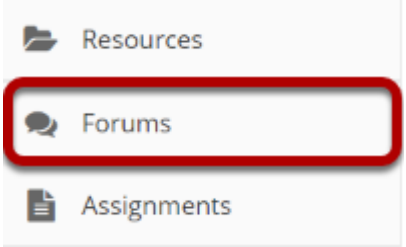
Forums, Email, Chat

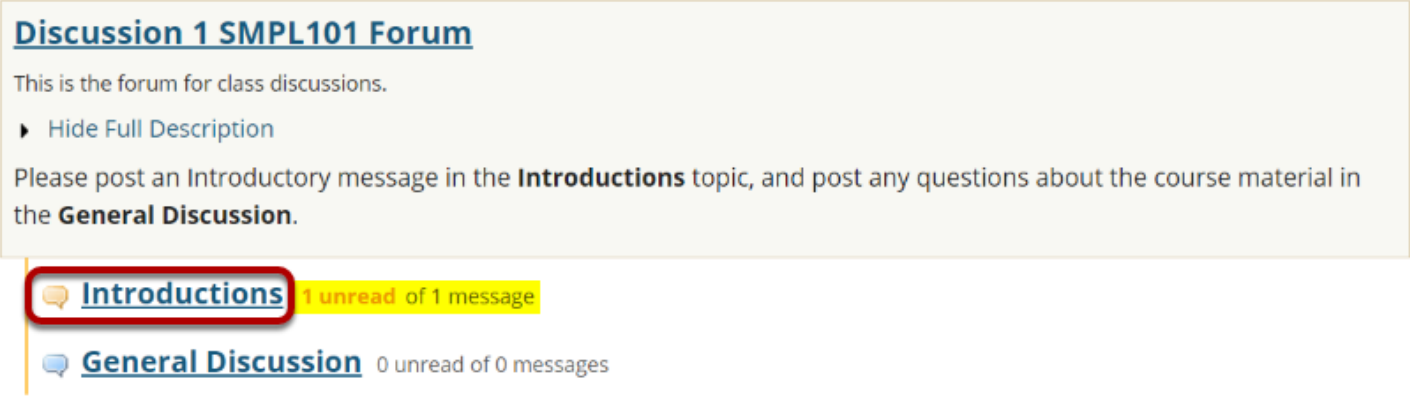
How do I reply to a forum post (i.e. conversation)?

Go to Forums.



Select the **Forums** tool from Tool Menu in your site.

Choose a topic within a forum.



Click on the title of the topic to enter the topic.

Note: The message indicator text next to the topic title will tell you how many messages have been posted within that topic, and how many of them are new or unread.

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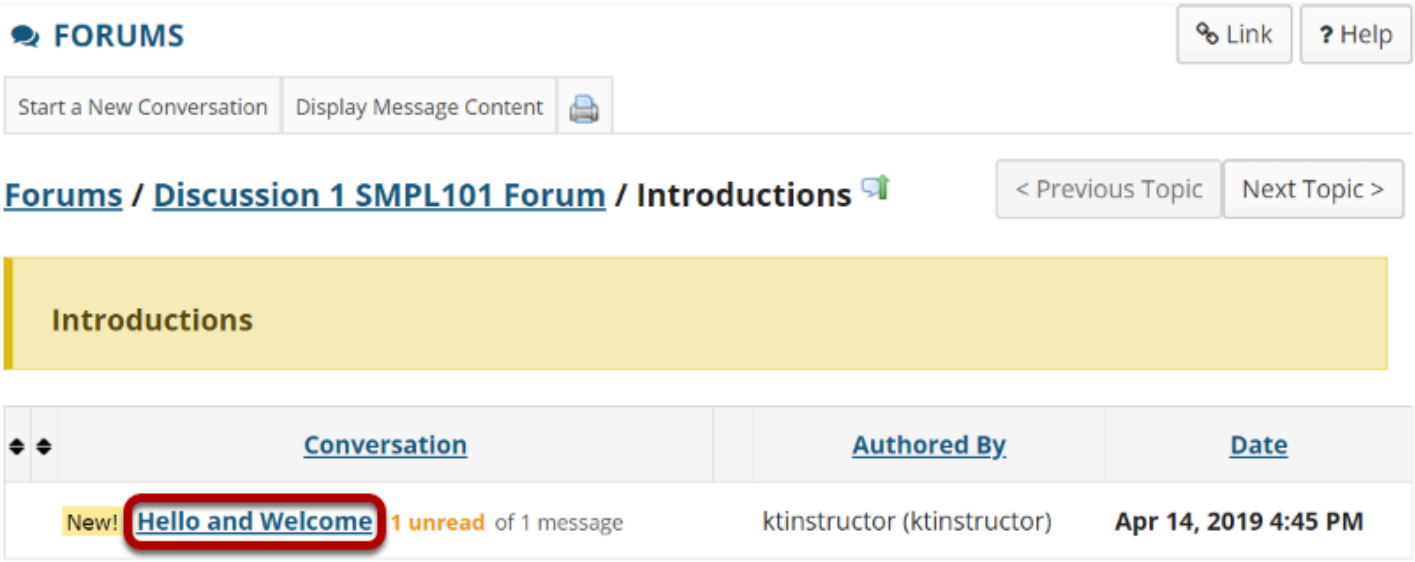
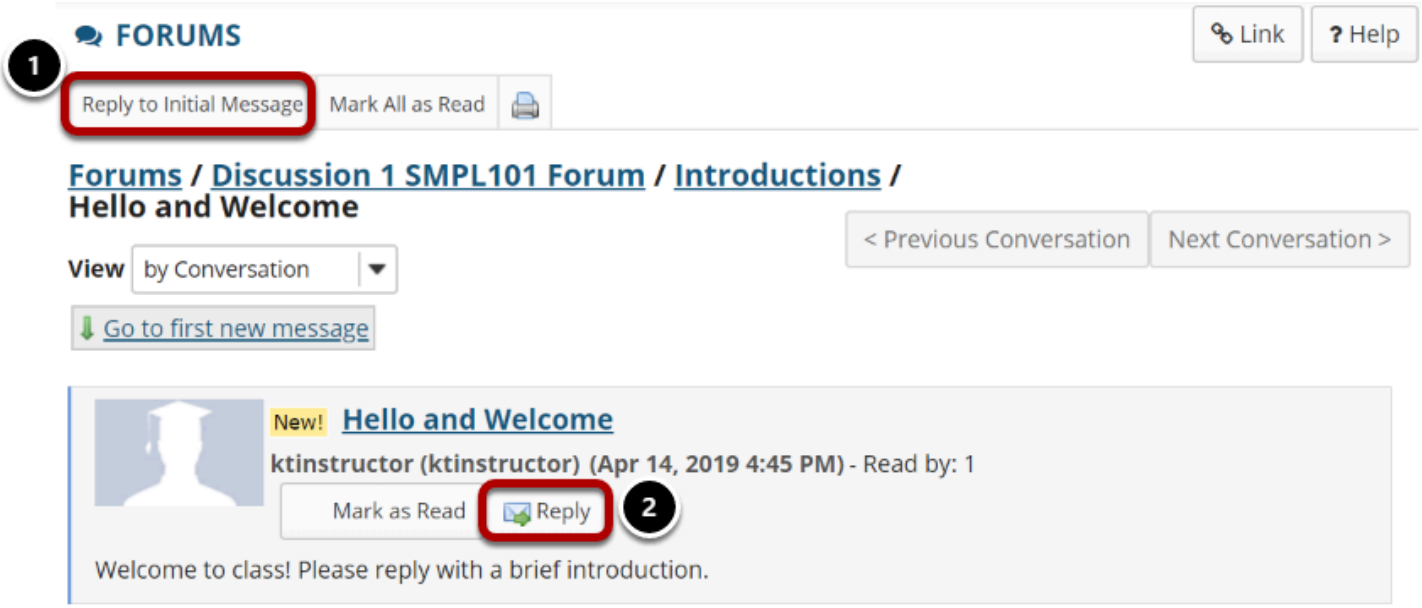
Click on the title of an existing post to view the conversation.



Click reply.



You have two different options for replying to the post within the Forums tool.

1. Click **Reply to Initial Message** at the top of the conversation to reply to the first message in the conversation or thread.
2. Click the **Reply** link within the message itself to reply to the item you are currently viewing. This is the option you want to use if you would like to reply to someone else's reply.

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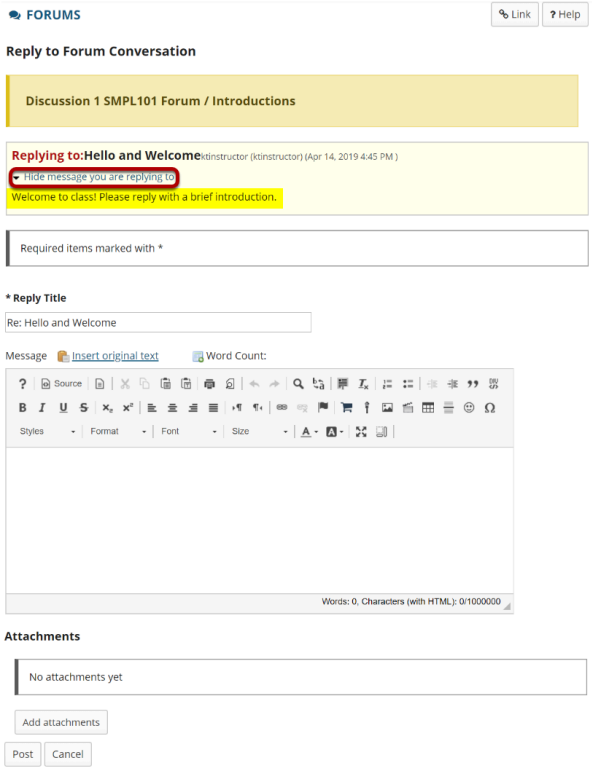
Compose your message.



The message you are replying to will be displayed at the top. You can hide the message by clicking on the small downward arrow next to "Hide the message you are replying to".

Edit the reply title. (Optional)

The title will be taken from the initial message and prefilled for you, but you may modify it if you wish.

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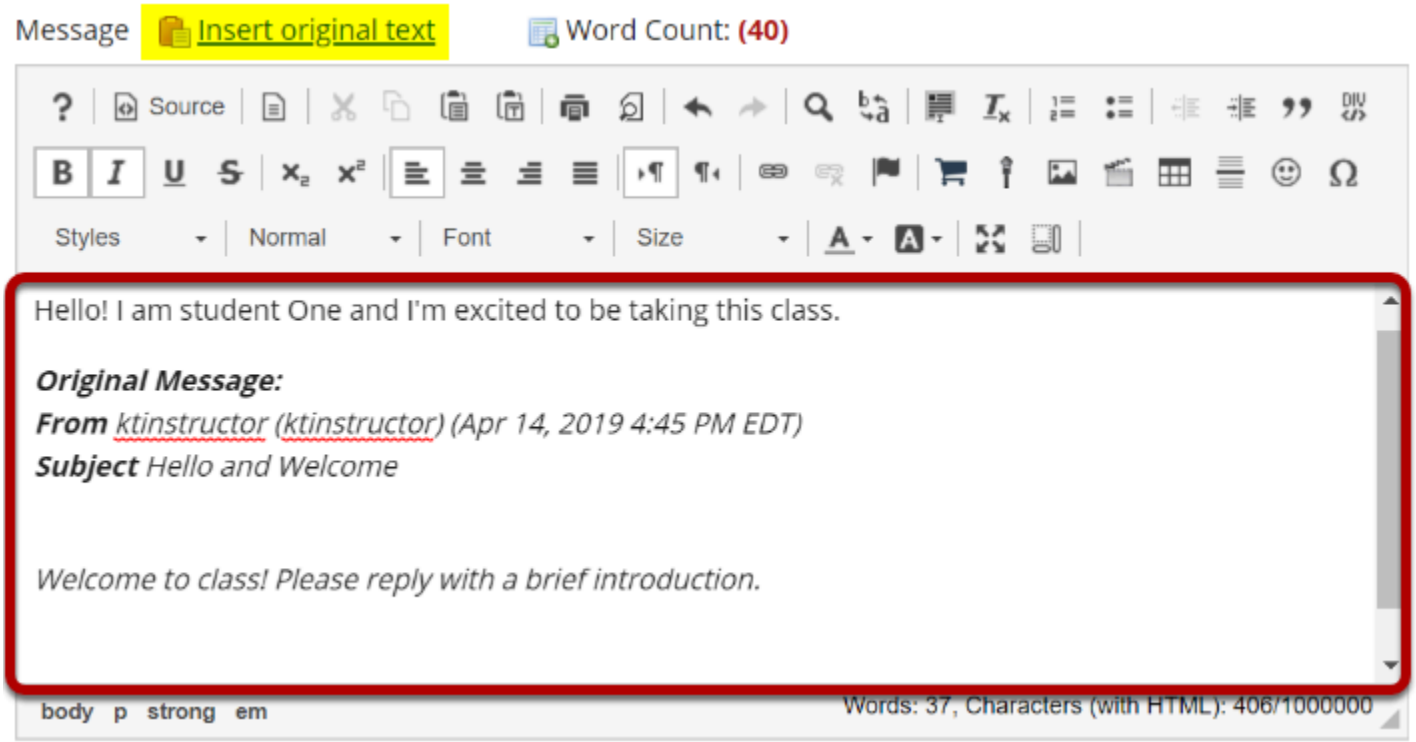
Enter your message.



Use the *Rich Text Editor* to compose your response.

*Note: You may optionally click on the **Insert original text** link above the editor area to include the original message along with your reply.*

Add attachment. (Optional)

Click the **Add attachments** button if you would like to browse for and attach a file.

Footer

Click Post.

After you have finished your reply, click **Post** to add your message to the conversation.

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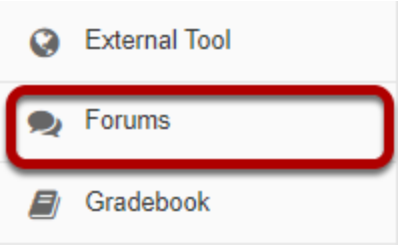
How do I watch or subscribe to forums?

In order to stay notified of recent posts on a forum, the Watch option is helpful in doing so.

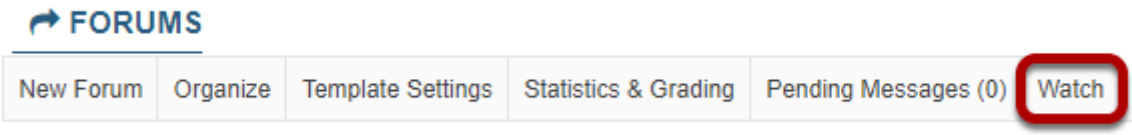
Note: New post notifications will be sent to the user's external/institutional email address, not via the Messages tool.

Go to Forums.



Select the **Forums** tool from the Tool Menu of your site.

Click Watch.



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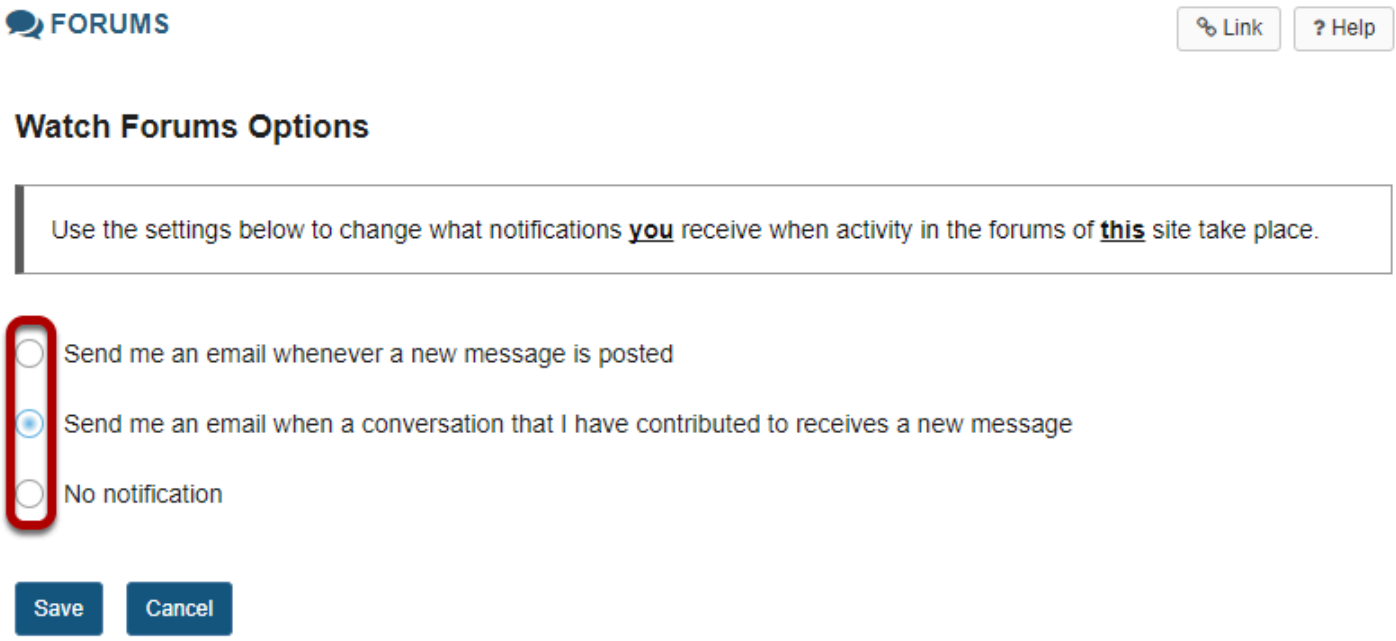
Choose your notification preference.



Select whether an email is desired for **every new message posted on the Forum**, **every new message posted on a Forum that the user has contributed to**, or **turn off all notifications**.

Click Save.

Footer

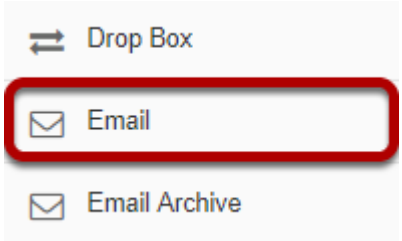
What is the Email tool?

The Email tool allows user to send an email message to site participants by role, section, or group, and also provides a field for specifying non-site participant email addresses.

The Email tool works using the sender's external email address, which is specified in the user's account details. Typically, this email address is the user's institutional email.

Note: The Email tool can work in conjunction with the Email Archive tool to post email messages to the course archive.

To access this tool, select the Email tool from the Tool Menu of your site.



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What is the Chat Room tool?

The Chat Room is a real-time, text-only chat tool within a site. The Chat Room tool can be used for synchronous, unstructured conversations among site participants who are logged into the site at the same time. Only participants enrolled in the same site may chat using the Chat Room.

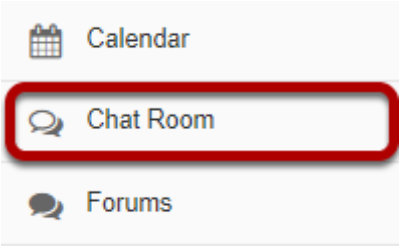
The Chat Room tool supports multiple rooms and the default room can be set by the site owner. For example, instructors may choose to create an "Online Office Hours" chat room for student questions and answers. Chat rooms for student groups can also be set up as a space to collaborate among group members across distances.

The Chat Room tool alerts users to other participants who have entered the same chat room. This way, users know who is available to talk.

Site owners can specify how many chat messages are archived and for how long, or they can allow participants to configure their own archive settings.

The Chat Room tool does not provide a way to chat privately. By default, all messages are visible to all participants.

To access this tool, select Chat Room from the Tool Menu in your site.



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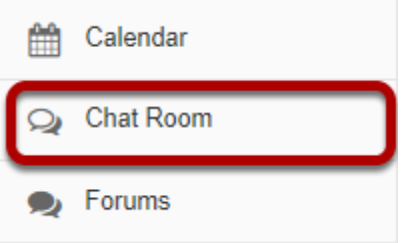
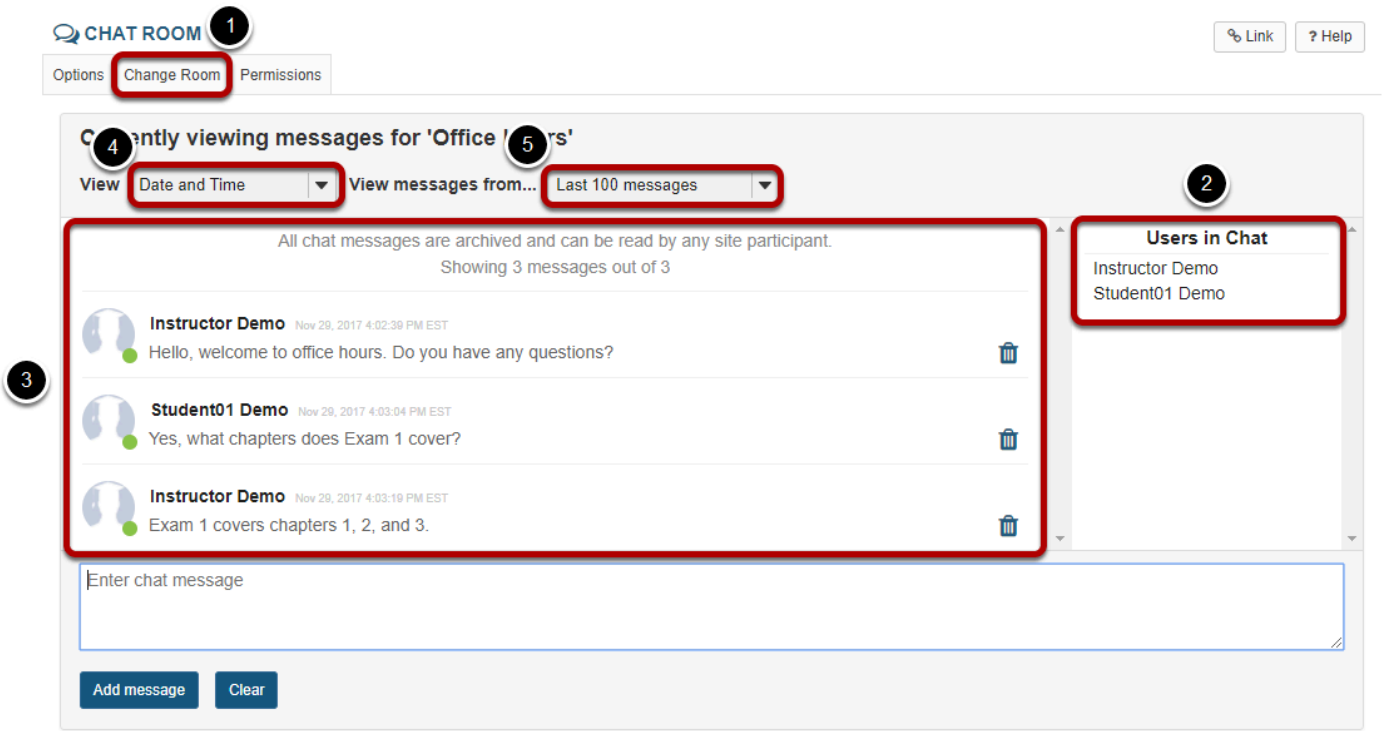
How do I read, post, or delete Chat Room messages?

Go to Chat Room.



Select the **Chat Room** tool from the Tool Menu of your site.

To read Chat Room messages:



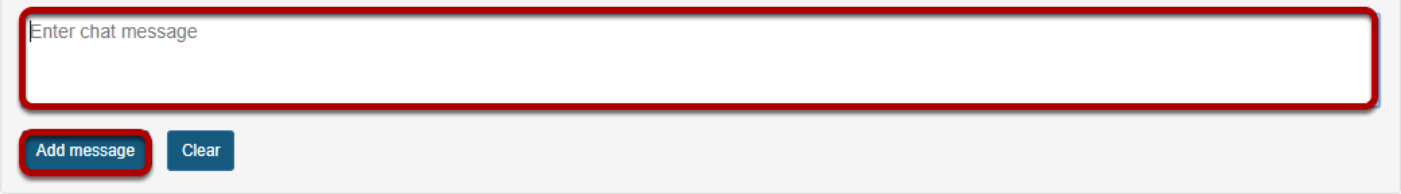
When you click **Chat Room, y**ou will enter the default room (as specified by the site leader).

1. To change rooms, click **Change Room** at the top, and select the room you'd like to enter.
2. To see who is presently in the room, look under "Users in Chat" on the right side of the screen.
3. Messages appear in chronological order, with the most recent at the bottom. Messages will always identify the sender. You will also see the user's profile picture next to the name.

Footer

4. To hide or display the date or time messages were posted, select the appropriate option from the "View" drop-down list: Time Only, Date and Time, Date Only, Neither Date nor Time, or ID Only.
5. To change how many messages you see, from the second drop-down list, select one of the following options: Last 100 messages, Last 10 messages, Past 3 days, or Show no message history. (If you choose Show no message history, you will see only messages posted after you made this selection.)

To post Chat Room messages:

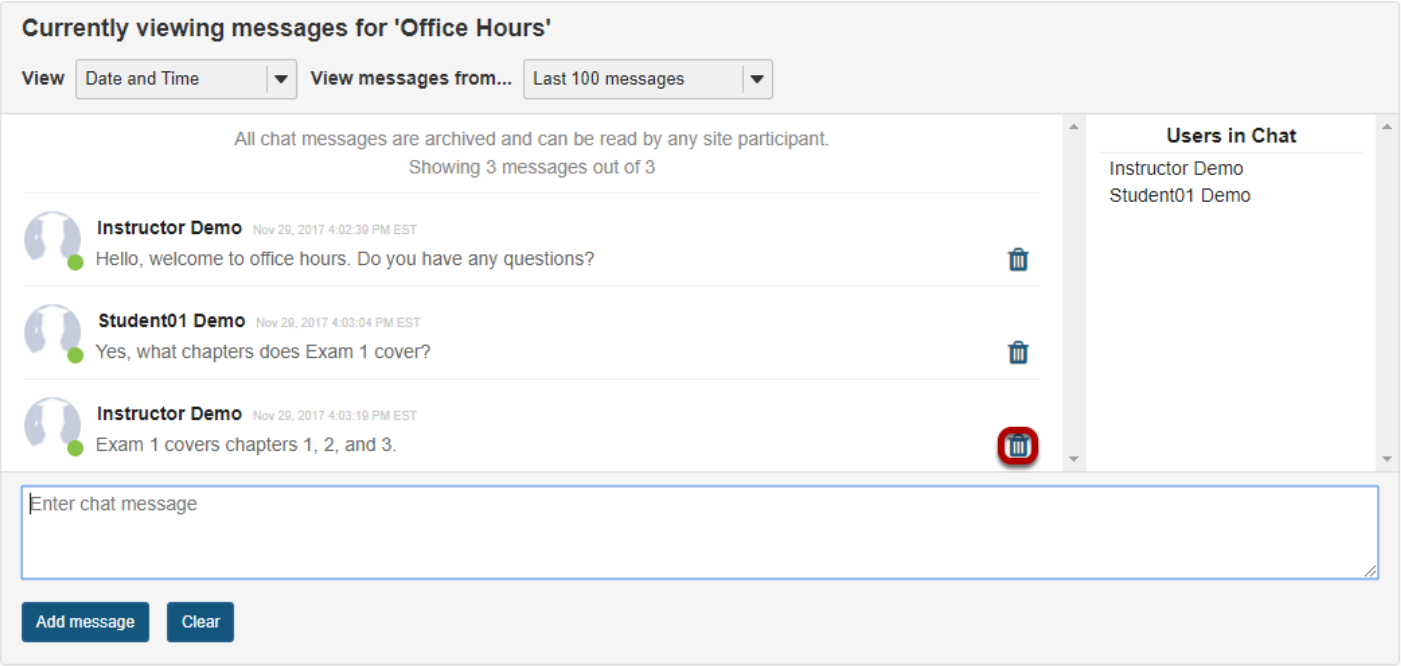


In the text box at the bottom of the window, type your message, and then click **Add message** or hit the **Enter** key on your keyboard.

*Note: No one can see your message until you click **Add message** or hit **Enter**, but once you do, only an instructor or a participant with special permission can delete your message.*

To discard a message that you haven't sent yet, click **Clear**.

To delete a Chat Room messages.



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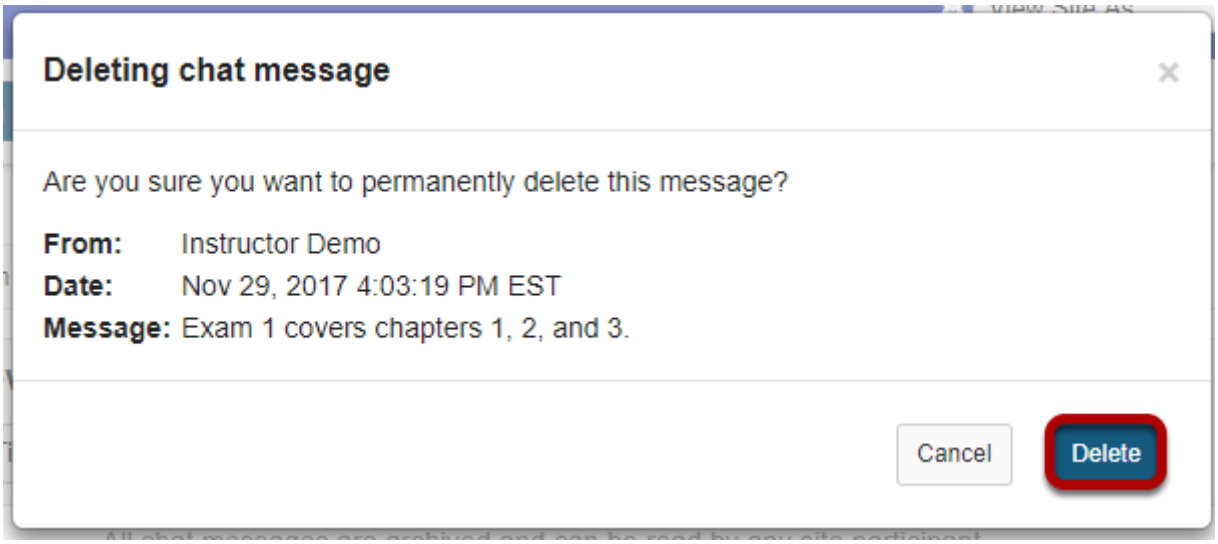
To delete a Chat Room message that you have sufficient permission to delete, click the trash can icon **(Delete this Message)** next to the posting.

Note: If you don't see a trash can icon, you don't have permission to delete the message.

Confirm deletion.



You will be prompted to confirm the deletion. If you are sure you want to delete the message, click the **Delete** button to confirm.

*Tip: To permanently delete all messages from a chat room, click **Options**, and then click **Clear History**. Click **Delete** to confirm.*

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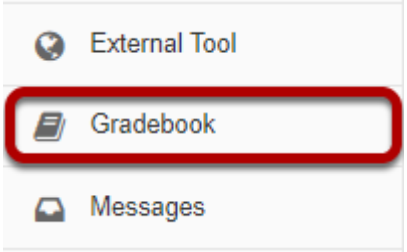
Viewing Your Grades in the Gradebook

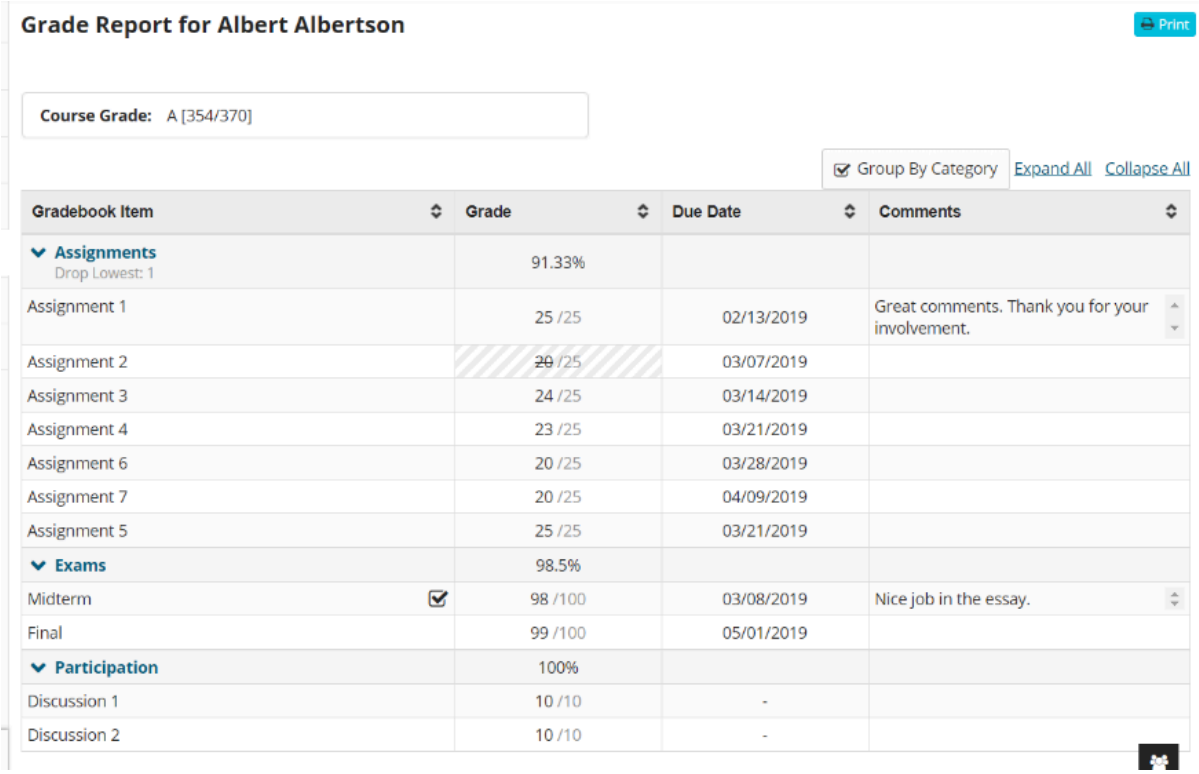
How do students view their grades in the Gradebook?

Go to Gradebook.



Select the **Gradebook** tool from the Tool Menu of your site.

View your grade report.



Grade Report for Albert Albertson Print

Course Grade: A [354/370]

Group By Category Expand All Collapse All

Gradebook Item	Grade	Due Date	Comments
Assignments Drop Lowest: 1	91.33%		
Assignment 1	25 /25	02/13/2019	Great comments. Thank you for your involvement.
Assignment 2	~~20~~ /25	03/07/2019	
Assignment 3	24 /25	03/14/2019	
Assignment 4	23 /25	03/21/2019	
Assignment 6	20 /25	03/28/2019	
Assignment 7	20 /25	04/09/2019	
Assignment 5	25 /25	03/21/2019	
Exams	98.5%		
Midterm	98 /100	03/08/2019	Nice job in the essay.
Final	99 /100	05/01/2019	
Participation	100%		
Discussion 1	10 /10	-	
Discussion 2	10 /10	-	

Note: While grader comments will appear in the Gradebook for items such as assignments and quizzes, remember that additional instructor feedback and/or graded file attachments may also be available via the Assignments and Tests & Quizzes tools.

Footer