ABSTRACT

MY INTERNSHIP WITH THE
CENTER FOR TEACHING, LEARNING, AND TECHNOLOGY (CTLT)
AT MURRAY STATE UNIVERSITY

by Alicia J. Carthell

In this report I discuss my internship with the Center for Teaching, Learning and Technology (CTLT) at Murray State University (MSU) in Murray, Kentucky. The internship lasted from September 2004 to May 2005. For my internship, I developed two projects. The first project was the Blackboard Tutor, a tutorial I designed to help familiarize students with the Blackboard Learning System. The Blackboard Tutor contains 7 lessons, a quiz for six of the lessons, and a survey.

The Computer Maintenance Guide for the MSU campus community, which contains 11 lessons, was the second project that I developed. The Guide, available on RacerNet, MSU’s intranet, serves as a resource tool that instructs faculty, staff, and students on how to perform daily and weekly maintenance tasks on their computers. In this report, I discuss both projects. At the end of the report, I reflect upon my internship experience with the CTLT.
MY INTERNSHIP WITH THE
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at Murray State University

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by

Alicia J. Carthell

Miami University

Oxford, Ohio

2005

Advisor: __________________________

Jean A. Lutz, Ph.D.

Reader: __________________________

Paul V. Anderson, Ph.D.

Reader: __________________________

Mark L. McPhail, Ph.D.
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Dedication

This report is dedicated to my family and friends.
Acknowledgments
I would like to thank my husband, S.G. and my sons J.C., Jeremi, and Jordan for their support and patience with me while completing my master’s degree coursework, and while completing my internship. I would also like to thank my mother and stepfather, Erlene and Herman Jeter, Jr., for their prayers and encouraging words. In addition, I want to thank Linda Miller, my internship supervisor, and especially Beth Call, my writing mentor, for being supportive and encouraging, and for having a positive and friendly attitude. Finally, I would like to thank Dr. Jean Lutz, Dr. Paul Anderson, and Dr. Mark McPhail for agreeing to serve on my internship committee. Obtaining my master’s degree has been a long and sometimes difficult road. Thank all of you for helping me to achieve this goal.
Chapter 1 – Introduction
To complete the final requirement for the Master of Technical and Scientific Communication (MTSC) degree at Miami University, I completed an internship with the Center for Teaching, Learning, and Technology (CTLT) at Murray State University (MSU) from September 2004 to May 2005. Beth Call, Academic Technology Coordinator in the CTLT, was my writing mentor, and Linda Miller, Director of the CTLT, was my internship supervisor. In this chapter, I discuss the organizational structure and culture of the CTLT, and briefly describe the CTLT using the brain metaphor from *Images of Organization* by Gareth Morgan (1997). In addition, I discuss the nature of my internship and how my work contributed to the CTLT’s mission. Finally, I forecast the remaining contents of this internship report.

Organizational Structure of the CTLT
The CTLT is MSU’s Department of Information Systems located on the 3rd floor of the Applied Science building. The CTLT currently has staff and student interns who work on as many as 20 projects per semester, including web site development, video editing, online workshops, and face-to-face training workshops for the campus community. In addition, the CTLT manages the e-mail accounts and listservs across campus. Staff positions in the CTLT include the following:

- CTLT Director
- Instructional Development Consultant
- Media Assistant
- Academic Support Coordinator
- Training Specialist
- Public Computer Lab Coordinator
- Academic Technology Coordinator
- Bookkeeper
- Student Interns

In addition to the above positions, the CTLT also has a teaching scholar in residence who is an appointed faculty member chosen to develop training workshops and materials on teaching excellence. Prior to being named the CTLT, the Center was called Academic Computing and Technology Services (ACTS). To play a greater role in faculty development, ACTS became the CTLT in July 2001. The CTLT’s mission is “to motivate the MSU community in the pursuit of
innovation and excellence in teaching, learning, and technology.” The CTLT offers various technology workshops and seminars, and hosts the Annual Teaching and Technology forum at which faculty can explore improvements and updates in educational technologies for classroom use. The Director of the CTLT reports to the Chief Information Officer as indicated in Figure 1 below.

**Figure 1. Finance and Administrative Services Organizational Chart**

Organizational Culture of the CTLT

Staff within the IS department communicate via e-mail, phone, and instant messaging. The staff in the CTLT is closely-knit and is always sharing ideas about ways to improve technology on campus. They have daily discussions about projects and ideas for new projects such as updates in infrastructure, internet access on campus, the Blackboard Management System, and e-mail hardware. Although staff is not micromanaged, managers are involved in project activities and decision-making, since they are most often the liaisons between the CTLT staff and clients.
In 2003, the CTLT established a Student Technology Advisory Board whose goal, in conjunction with the CTLT, is to discuss the technology needs of students on campus. The CTLT usually has two rounds of reviews prior to information being delivered to the campus community. Project assignments are divided among the staff; consequently, segments of projects completed by staff must fit inside the larger framework and goals of the project. Once projects are completed, all segments are combined to make up the larger project. This segmentation of projects leads me to the brain metaphor discussed in *Image of Organization* by Gareth Morgan (1997).

**Organizations as Metaphors**
In *Images of Organization*, author Morgan (1997) uses metaphors to take a comprehensive look at organizations and how they function. Morgan compares organizations to machines, organisms, political systems, psychic prisons, and the human brain. In order to choose a metaphor that would offer valuable insight into the CTLT, I revisited Morgan’s theories of organizations to determine which metaphor most closely represents how the CTLT functions; I chose the brain metaphor.

**The Brain Metaphor**
In referring to organizations as brains, Morgan (1997) says that organizations are communication systems and decision-making systems that allow us to think of them as information processing brains (78). Morgan discusses how organizations as brains are interconnected in the following three ways:

1) **Information Processing Systems (IPS)** – organizations are communication and decision-making systems that help us to understand how organizations as institutionalized brains can think and influence the rest of the organization. IPSs can think for organizations because they control data in relation to logistics, production, distribution, marketing, and overall activities.

2) **Learning Organizations** – organizations anticipate change in the environment, and question, challenge, and change operating norms to allow strategic directions and patterns to emerge. Organizations must become skilled in the art of double-loop learning rather than single-loop learning. Double-loop learning is contingent upon the ability to take a double-look at situations by questioning the relevance of operational norms, whereas single-loop learning is the ability to identify and correct errors in a given set of operational norms. Organizations must embrace environmental change and avoid getting trapped in single-loop processes.
3) **Holographic Systems** – organizations process segments of information that can construct the entire organization even if the segments are not joined. Essentially, just like the DNA that carries the code that can reconstruct the entire body, it is possible to “encode” elements of an organization to unite its members (Morgan, 1997).

The CTLT has these three characteristics, and I will briefly discuss them starting with how the CTLT fits the characteristic of an information processing system.

**The CTLT as an Information Processing System**
The CTLT can be described as MSU’s information processing system because it is the communication and decision-making entity at MSU; it controls technological data and produces, markets, and distributes this data to the campus community. The CTLT thinks for MSU by creating a structure of information that the CTLT staff interprets and evaluates, thus strongly influencing MSU’s daily operations. In addition, the CTLT regulates technology by continuously examining new technologies that are designed to enhance faculty development and student learning. One such technology is the newest version of the Blackboard Management System. Although updates and new versions often become available, the CTLT does not automatically implement them, because the staff must evaluate such changes and determine whether or not new features are necessary. In essence, MSU relies on the CTLT to process the enormous amount of technological information available to faculty and students. Just as the brain is the primary center which regulates and controls bodily activities, the CTLT controls and regulates technology; consequently, MSU depends on the CTLT. Because of this role within the university, the CTLT staff must be in a state of constant learning.

**The CTLT as a Learning Organization**
The second characteristic of the brain metaphor is as a learning organization, one which must embrace change in order to survive. Since the processing of information is constant, in order for the CTLT to survive, staff must be cognizant of changing needs on campus; therefore, the CTLT must be a learning organization. The CTLT remains a learning organization by staying abreast of changes in higher education. CTLT staff members attend conferences such as Educause, Syllabus, Network in Higher Education, and Blackboard. The CTLT staff shares conference information with the campus community via training workshops and online software training resources. The CTLT also offers seminars, such as web authoring and other online tools,
technical project support, and numerous teaching and learning events designed for faculty development. To continuously improve their services, the CTLT staff uses an iterative evaluation process which questions, challenges and changes traditions to meet shifting needs within the campus community; this proactive process is double-looped. Morgan (1997) says that “double-loop learning depends on being able to take a double look at the situation by questioning the relevance of operation norms (87).” To avoid single-loop learning and groupthink, the CTLT embraces ideas and suggestions from faculty who want help to support their teaching needs. The Annual Teaching and Technology Forum, complete with brainstorming sessions and other creative thinking activities, is specifically designed to assist faculty in determining which educational technologies work and which do not. The CTLT operates using a flexible map of intelligence, which over time, allows the CTLT to actually change the university environment in which it exists. Since knowledge is shared among the staff, the CTLT also possesses some holographic characteristics.

The CTLT as a Holographic System
The final characteristic of the brain metaphor is that of a holographic system. Morgan (1997) says that in an organization with holographic characteristics, “roles or jobs are broadly defined with individuals being trained in multiple skills so that they are interchangeable and can function in a flexible, organic way (106).” Although many organizations resist the redundancy in individuals having multiple skills, Morgan says that “without redundancy systems are completely fixed and completely static, and that the sharing of information can be a source of creativity, shared understanding, trust, and commitment (110).” The CTLT can be compared to a holographic brain in that the staff is skilled in various technologies that the CTLT offers. In addition, the staff is able to interchange tasks, if the need arises, in order to meet project goals. Although roles and responsibilities are divided among staff, and project segments must fit inside the larger framework, if a staff member is unable to complete a portion of a project, another staff member is able to fill in, and the project deadline can still be met. In essence, the staff is able to remain flexible, primarily because knowledge and learning is diffused rather than centralized.

The significance of the brain metaphor is that organizations must be adaptable and open to change. As an intern with the CTLT, I was able to work with a significant amount of freedom; both Beth Call and Linda Miller, my writing mentor and supervisor, were open to my opinions
and suggestions. The CTLT processes information, embraces learning, and shares ideas and knowledge, thus allowing it to be shaped and driven by the intelligence of its stakeholders. In essence, the CTLT operates in a self-regulating manner, and is not caught in the trap of single-loop learning. Given the freedom to make design and writing decisions, I was more confident that I would be able to meet the goals of my internship projects.

**Internship Projects**

To meet the goals of my internship, I was assigned two projects: 1) A Blackboard (Bb) Tutorial, and 2) A Computer Maintenance Guide. Both projects were to serve as interactive learning tools for faculty, staff, and students. Both Linda and Beth envisioned a tutorial in which students could enroll to learn how to use some of the salient features within the Blackboard Learning System. Beth and Linda’s goal for the Computer Maintenance Guide was for faculty, staff, and students to have quick access to online computer maintenance assistance. My goal was to ensure that both project outcomes were thorough, yet simple and concise. Since I started both projects from scratch, the constraints were few; as a result, I was free to design the layouts and to choose color schemes, which was both exciting and daunting. Both projects would contribute to the CTLT’s mission of combining innovations in technology with teaching and learning.

**The Remaining Contents of this Internship Report**

The remaining contents of this internship report include Chapter 2, where I describe my internship projects and the results of each. In Chapter 3, I describe in detail how I developed the Blackboard (Bb) Tutor. In Chapter 4, I discuss the value of Morgan’s human brain theory and my design process for both projects. Finally, I reflect upon my internship experience and then conclude with some closing remarks.
Chapter 2 – An Overview of My Internship

I was hired as an intern to complete 2-3 projects, contingent upon time, for the CTLT. Beth Call, Academic Technology Coordinator and my writing mentor, is also a technical communicator and alum of the MTSC program at Miami University. Although Beth and Linda gave me project guidelines, there was no standardized style guide for design and writing; consequently, I was afforded the freedom to make design and writing decisions based on my experience as a professional communicator and based upon the education I obtained as a student in both the bachelor’s and master’s in technical communication programs at Miami University.

Internship Projects

During my internship, I developed two projects for the MSU campus community (see Appendices A and B for project job descriptions). I give an overview of both projects below.

Computer Maintenance Guide

I created the Computer Maintenance Guide (CMG) for the MSU campus community. For this project, I created 91 .html pages using Macromedia Dreamweaver MX. I started developing the guide on Monday, January 24, 2005, and completed it on May 17, 2005.

Need for a Computer Maintenance Guide

The need for a computer maintenance guide came about when the Help Desk and the CTLT were faced with answering computer maintenance questions from faculty, staff, and students. My goal was to consolidate computer maintenance information into one site, thus eliminating the reference sites that already existed on RacerNet, MSU’s intranet server. A comprehensive guide containing all pertinent computer maintenance topics would serve as an easily-accessible resource tool showing users how to perform daily and weekly computer maintenance tasks. In addition, such information would also help decrease problems, such as the spread of viruses on campus.

CMG Lessons

The CMG contains 11 lessons that include running scandisk, running a disk defragmenter, and cleaning the registry. I developed the 11 lessons listed below:

- Lesson One: Update McAfee Antivirus Software (automatically and manually)
- Lesson Two: About Spyware (information, removal tools, and downloads)
Lesson Three: Completely Shutting Down Your Computer
Lesson Four: About Windows Updates (automatically and manually)
Lesson Five: Update Software (Microsoft, Macromedia, Adobe)
Lesson Six: Delete Temporary Files
Lesson Seven: Run Scandisk/Checkdisk/Error Checking
Lesson Eight: Run a Disk Defragmenter
Lesson Nine: Back up Valuable Data
Lesson Ten: Run a Complete Virus System Scan
Lesson Eleven: Clean Your Registry

(See Appendix L for the index page, and Appendix M to view a sample of Lesson 11 instructions.)

Research for the Computer Maintenance Guide
As I reviewed the job description, there were topics with which I was not familiar, such as running a defragmenter, running a scandisk, cleaning the registry, and using spyware removal tools. I did most of my research on the internet, while also consulting with Beth and one of the computer lab coordinators in the CTLT. Unlike the research for the Bb Tutor, the research for the guide was extremely helpful. For the most part, I was able to go to vendor sites such as Microsoft, Macromedia, Adobe, McAfee, and Lavasoft to obtain the information I needed to develop the guide. I spent a considerable amount of research time on a few of the lessons, mainly on “Lesson 2: About Spyware.” Beth suggested I use Ad-Aware, a spyware removal tool, as the example software for Lesson 2; consequently, I downloaded the program, researched the help files, and scanned my computer for spyware. Also, I captured sample screens and took note of areas in which users could become confused; therefore, I spent a large portion of time developing Lesson 2. Later, while talking with Beth, she thought it wise not to use Ad-Aware as the example software for Lesson 2, since MSU does not support any Spyware Removal Tools (SRTs). As a result, all of the research and time I spent downloading and running Ad-Aware at first seemed to be for naught; I did, however, learn some valuable information about SRTs. Even though some of the lessons needed to be modified after Beth’s review, the research I did for the guide enabled me to better understand and appreciate the tools available to maintain a computer for peak performance. I was pleased with the project results.

CMG Project Results
After I completed the guide, Beth placed it on the RacerNet homepage. Assistance can be accessed by selecting Tech Support; the Guide is located under Technology Assistance. Since I
consolidated all of the computer maintenance topics into one site, the Help Desk and the CTLT no longer have to explain step-by-step computer maintenance tasks over the phone, and they can now refer callers to the Guide.

**Bb Tutor**

For the first project of my internship, I developed a Bb tutorial course in which students could enroll to become familiar with some key features of the Bb Learning System (Release 6). I began drafting the Tutor in late September 2004, and finished on Monday, January 17, 2005; I then uploaded the files to RacerNet, MSU’s intranet. The Bb Tutor project consists of 33 .html pages, which I created using Macromedia Dreamweaver MX. In Chapter 3 I discuss the development and design of the Bb Tutor in detail.

**Bb Tutor Project Results**

The Bb Tutor, which includes two assignments, six mini quizzes, and a survey, takes about 45 minutes to complete (see the course layout in Appendix C.) The layout and navigation of the course is concise, intuitive, and attractive. In fact, the Tutor has been used by many faculty at MSU who have not only instructed their students to complete it, but who also have taken the course themselves to become more familiar with what Blackboard has to offer. When faculty are ready to use the course, they can request that the CTLT modify the course to better fit their needs and the needs of their students.

**Percentage of Time Spent on Project Tasks**

My internship lasted 33 weeks, and the largest percentage of my time was spent writing, editing, and designing the layout for my projects. In addition, for project 2, I had to incorporate a significant amount of research, since I was to develop instructions for topics with which I was not familiar. Figure 2 illustrates the percentage of time I spent on project tasks.
Figure 2: Percentage of Time Spent on Project Tasks for Projects 1 and 2

- Writing/Editing: 30%
- Design Decisions and Design: 25%
- Research: 20%
- Image Capture/Manipulation: 10%
- Revising/Refining Text: 10%
- Meetings/Conversations with Beth: 3%
- Usability Testing/Observation: 2%
Chapter 3 – The Blackboard Course
The need for a Bb tutorial became apparent when MSU faculty expressed that they were wasting valuable class time teaching students how to use basic features in Bb. The faculty wanted a training tool that they could insert into their course shell; they would then instruct students to take the course at the beginning of the semester. Although some who enroll in the course will already be familiar with Bb, the course design and layout is geared more towards those not familiar with Bb. A significant portion of students who attend MSU come from rural areas where they may not have access to advances in technology; therefore, I designed a Bb tutorial to meet the needs of both faculty and students.

The primary audience for the Bb Tutor is MSU students who have limited experience with or no knowledge of Blackboard, although a significant number of MSU faculty members have enrolled in the course as well. Since the audience had already been analyzed by Linda and Beth, my role came into play at the design stage of the project. My goal was to design a course that was clear and concise. To get a better understanding of Bb Tutorials, I researched to see how other institutions approached learning about Bb; however, I researched all types of tutorials, not just those created for Bb.

Researching Blackboard
For the first two weeks of Project One, I did research to examine Bb tutorials and instructions that other institutions developed for student and staff use. Not only did I need to do research to create an effective tutorial, but also I needed to become more familiar with the difference between using Bb’s digital dropbox and using the assignments features; I had never used the assignments feature. I printed out tutorials from various institutions and compared them to determine the many interpretations of Bb instructions and their use of graphics. Ultimately the information that I found during my research was not useful, as many of the tutorials were more like online manuals for Bb; they were not in a course form. I consulted with Beth and Linda about the direction I was taking to ensure that the design was aligned with Linda’s goals for the project.
Designing the Bb Tutor

Designing the layout was the most challenging aspect of the Bb project. When I began the project, I developed drafts in Microsoft Word; however, Linda felt that the direction I was taking leaned more toward an online manual instead of a tutorial. After talking in-depth with Beth, I was able to gain a better understanding of how Linda wanted the course to work. Since Linda envisioned a more interactive course, I decided to develop the pages using Macromedia Dreamweaver MX. Using Dreamweaver would enable me to design and develop a professional and internet-friendly web site that would better meet the needs of students and faculty. Initially I had planned to have the course lessons connected so that each lesson led to the other in sequence; however, Linda preferred to have each lesson as a separate module. Below, I describe in detail how I placed each lesson in a separate module to allow students to choose a lesson, rather than be required to take all of the lessons consecutively.

Developing the Lessons as Separate Modules

In my zealous attempt to meet the project goals, I spent time brainstorming the course design and the best way to include the lessons in separate modules in Bb. First, I needed to decide on which menu buttons to include in the course, and then place the lessons under the appropriate buttons. Since Linda and Beth had already provided me with the lessons they wanted me to develop, choosing the menu buttons for the course was quite simple. The buttons I chose are as follows:

- **Announcements** – Users read the announcement introducing the course (see Appendix D).
- **Tutorial Lessons** – Users select the *Tutorial Lessons* button, and can view all lessons, including lesson number and title.
- **Tools** – Users are directed to the *Digital Dropbox, My Grades* and *Personal Information*.
- **Communications** – Users are directed to the Discussion Board for the course.

To begin developing the lessons as separate modules, I chose *Tutorial Lessons* from the Control Panel and selected the folder icon on the Add menu. For all seven folders, I gave a lesson number and a descriptive lesson name; all lessons are present under Tutorial Lessons, in sequence, from 1-7. Since I placed the lessons in separate folders, users can select the lesson(s) of their choice.

I developed the seven lessons listed below:

- **Lesson One:** Logging into Blackboard
- **Lesson Two:** Changing Your E-mail Address and Password
After I completed the course layout, I began designing the instruction pages.

**Designing Instructions Pages Layout in Dreamweaver**

In designing the instructions (for both projects), I had the following three objectives:

- **Clarity** – to create a design that would be concise and unambiguous.
- **Simplicity** – to create a design that would be simple, uncomplicated, and easy to follow.
- **Consistency** – to create consistent design elements on all pages to maintain uniformity.

To help meet my design objectives, I incorporated the following four basic design principles discussed in *The Non-Designer’s Design Book* (1994) by Robin Williams:

1. **Contrast** – I chose a dark green border to contrast with a white background to make the colors very different, which increased the figure-ground contrast, making the images more visible, and thus eliminating eye fatigue.

2. **Repetition** – I repeated the green border around all graphics to emphasize them, giving users a visual representation of the steps. The light green Flash buttons throughout the instructions were to bring cohesion to the course and consistency to the design of all instruction pages.

3. **Alignment** – I placed nothing on the pages arbitrarily; I left-aligned the instructions, the images, and the buttons since we (westerners) read from left to right.

4. **Proximity** - I grouped all of the numbered instructions together and placed the images underneath.

Incorporating Williams’ design principles helped me to meet my design objectives. To add corporate identity and increase ethos, I included Murray State University and the CTLT at the bottom of each page to establish credibility. I also wanted users to readily identify the owner of the web site. I chose green for the instruction pages to match the green course buttons in Blackboard; this color choice helped to unify the tutorial. Once I decided upon the design, it was time to focus on the content of Lesson 1.
For Lesson 1 – Logging into Blackboard, I drafted the instructions, and then executed them by enrolling as a student in the course. [When Beth set up the course shell, she enrolled me as both instructor and student; therefore, I was able to view the course from both the student and instructor perspectives]. I decided to test the usability of the Bb Tutor, so I uploaded Lesson 1 instructions to Bb; unfortunately I ran into a problem when I attempted to display the instruction pages within Bb.

**Problems I Encountered**

I encountered problems when I tried to upload the .html pages in Bb via the “Display media file within the Page” feature. (Using this feature should have allowed me to display the instructions in Blackboard rather than having the instructions open in a new window in Internet Explorer; this upload could only occur if I had a place on MSU’s server in which to house the instructions). I accessed this feature by selecting *Special Actions* under *Add Item* on the Bb Menu. Unfortunately, Bb displayed the following error message:

> “files with .htm extensions cannot be imbedded. A link to the file will be automatically created.”

After the error message appeared, the Broken Image Upload page appeared listing the “missing image detected.” Oddly, the images sometimes did appear and sometimes did not. However, the Flash buttons never appeared. In an attempt to solve the problem, I continued to place the instruction pages within Bb and create a link to the pages. I browsed to upload the broken images, as Bb instructed me to, hoping the missing images would appear. Sadly the images would not appear in Bb even after I browsed and uploaded them. Frustrated, I met with Beth and with another CTLT staff member to discuss the problems I was experiencing. Fortunately Beth had already found a solution; she decided to place all of the instructions on the RacerNet server, MSU’s intranet; Beth created an address on RacerNet to house the instructions. With the instruction pages on RacerNet when users select lesson instructions, the instructions open in a new window in Internet Explorer. Although initially I did not want to have the instructions pages open in a new window, placing the pages on RacerNet was a much better option than attempting to display the pages within Blackboard. With the instructions on RacerNet, students can have Bb and the instruction pages open concurrently. See Figure 3, which shows the Bb interface and the instructions open in a new window in Internet Explorer simultaneously.
This option is better, because when students close the lesson instructions, Bb stays open to allow users to quickly access the quizzes and other lessons. With the problem solved, I began placing the instruction pages on RacerNet.

**Instructions on RacerNet**

Before I could transfer the .html pages from my computer to RacerNet, I had to download WS_FTP LE (file transfer protocol) 5.08 on my computer (Beth supplied me with a password and login name). Next I transferred the instructions for Lesson 1, located on my computer’s C: drive, to the Bb course folder which Beth created on RacerNet. Once all of the files were
transferred, they were immediately accessible. My next step was to create a link from Bb to the instructions on the RacerNet server.

**Link from Blackboard to RacerNet**

To create a link from Bb to the instructions on RacerNet, I created an external link in Bb. From the Add menu in Bb, I selected *External Link*. Under this section, I did the following:

- I added a descriptive name, “Lesson 1 – Logging into Blackboard Instructions.”
- I included the URL of the index page of Lesson 1. For instance, the URL for Lesson 1 was [http://campus.murraystate.edu/bb_student/index.htm](http://campus.murraystate.edu/bb_student/index.htm). Since the pages are linked within each lesson, I was only required to include the URL for the index page of each lesson.
- I added brief instructions in the description box.
- I chose two of the available options: 1) Make the External Link Available, 2) Open in a new window.

When I hit the *Submit* button, the instructions were available for viewing. Creating an address on RacerNet, uploading the pages to RacerNet, and creating an external link to the instructions from Bb were successful! Now it was time to redirect my attention to Lesson 1 and the subsequent lessons.

**Completing the Lesson Instructions**

I worked diligently to complete instructions for all of the lessons, and to refine the content. I had the following three writing objectives:

- **Accuracy** – to make sure instructions were correct and clear to eliminate the possibility of user mistakes.
- **Conciseness** – to write succinctly, eliminating unnecessary words.
- **Completeness** – to include all pertinent information that users would need.

With these objectives in mind, I was ready to finalize the lessons. Lessons 3 and 4 required me to do a few extra tasks. For *Lesson 3 – Using the Digital Dropbox*, I had to create an assignment for students to complete and then submit via the dropbox. I created an assignment entitled, “Why You Chose to Attend Murray State University.” I uploaded the Word file in Bb so that students could download, complete, and then submit the assignment to the dropbox. In addition, I discussed the distinction between *adding* and *sending* files to the digital dropbox. Before completing *Lesson 4 – Using the Assignments Feature*, I had to learn how to use the assignments
feature, which is a new feature in the Bb Learning System that MSU obtained in 2004. After reviewing Bb’s assignments feature with Beth and with another CTLT staff member, I decided on an assignment for students to do and created an assignment called “Your Favorite Things.” Essentially I created a Word document with form fields where students can select some of their favorite things, such as a favorite color and food, from a drop down menu. To upload the assignment in Bb, from the Add menu in Bb, I selected Assignment in the scroll down box to the far right under Learning Unit. From there, I named the assignment, included points possible, and added instructions in the instructions box. I checked Yes beside Make the Assignment Available, and then browsed and attached the assignment for students to access. Once I hit submit, the assignment was available and was immediately added to the gradebook. Since I was enrolled as both an instructor and student in the course, I was able to learn a lot about Bb. Once I completed all of the lessons and edited the content, it was time to focus on the quizzes for each lesson.

Developing Quizzes for the Lessons
For lessons 1-6, I developed mini quizzes. The quizzes give users experience with the test-taking feature in Bb. Beth suggested that I compose only 3-5 questions per quiz, and that I allow students to take all quizzes multiples times. To begin developing the quizzes, I selected the Test feature in Bb from the Add menu. From there, I gave the quizzes names descriptive of the lessons and then added brief instructions. I used the most significant information from the lessons and created true/false statements to which I gave a point value. After I developed the quizzes, I signed on as a student and took all of the quizzes to determine the effectiveness of the layout and the accuracy of the statements. After my review of the quizzes, the Bb Tutor was ready to be tested.

Testing the Bb Tutor for Usability
I conducted four usability tests with four MSU students. Two of the tests took place in the CTLT on Friday, December 10, 2004, at 8:30am and at 1:30pm. The third and fourth tests took place in the Office of Housing and Residence Life at 10am on Friday, Dec 10, and at 1:30pm on Monday, December 13, 2004. Each test lasted for about 30 minutes. All test participants were moderately comfortable using Bb (see Appendices G, H, and I for usability test documents).
My test objectives were as follows:

➢ To determine the clarity and accuracy of the instructions
➢ To determine the completeness of the instructions
➢ To determine ease of use
➢ To determine the effectiveness of the graphics and overall design

Beth and I observed test participants during the tests and took notes as they worked through the instructions. Although our goal was to observe in silence, I did ask a few questions during times when participants seemed confused, and I answered questions that they had.

Solving Minor Problems
Some of the participants experienced problems with Assignment One of Lesson 3; they left the assignment open after they completed and submitted the assignment, and then they seemed confused about what to do afterwards. To remedy this problem, I added “close the file” at the end of Assignment One instructions. Participants seemed most confused about whether or not to add or send Assignment One to the digital dropbox. To remedy this problem, I bolded add and send, and clearly separated the steps so that users would be able to distinguish between the two, since first they would need to add the file to the dropbox and then send it to the instructor.

During user tests, I also noticed that some participants were not closing the lessons before proceeding to the next lesson, leaving many windows open. Although there is a red X in the upper right hand corner of each window, the participants did not close the window. To resolve this problem, I added a close window button on the last page of the instructions of each lesson. Since I was also enrolled as a student in the course, I was able to serve as a tester as well. In spite of my subjectivity, I was able to catch several problems. In addition, throughout the project, Beth reviewed the instructions and gave me critical feedback. With the feedback from the user testing, from Beth, and from my own review, it was time for me to make final changes to the Tutor.

Making Final Changes to the Bb Tutor
After I made minor modifications based on user testing feedback, I made the final changes to the functionality of the Tutor. In the course announcement, I directed students to MSU’s E-Study Support site for login questions, plug-in downloads and information, and for general FAQs. The major issues I addressed were as follows:
➢ Enabling JavaScript – JavaScript must be enabled in order for users to view the .html instruction pages. Otherwise buttons and graphics might not be visible.
Disabling Pop-up blockers – Pop-up blockers must be disabled to allow the Dreamweaver pages to open in a new window, like a pop-up.

I met with Beth and Linda to discuss final issues about the course. They were happy with the results, and they said that the Nursing Department was eagerly waiting to offer the course to its nursing students. After speaking with Beth and reviewing some of her final notes, she asked that I remove any references about attachments in *Lesson 5 - Using the Discussion Board* instructions. The CTLT had concerns about allowing students to attach documents to their e-mails and discussion board messages. As with most institutions, The CTLT is concerned with viruses and spamming. Although students may be able to send attachments in the future, the CTLT preferred that I not highlight the feature until they can better protect MSU’s network. Finally, Beth asked me to develop a survey to include at the end of the tutorial. The CTLT would use feedback from the survey to determine the usefulness of the tutorial and consider modifications.

I created a survey for users to take upon completion of the tutorial. At first Beth was not sure that I would be able to use the feedback for this report due to proprietary issues. However, Linda permitted me to use some of the survey feedback in this report. MSU nursing students were among the first to use the Bb Tutor (see Appendix K for their responses). The CTLT conducted a statewide, online course which they offered to faculty and instructional development staff throughout Kentucky. The course entitled, “Teaching Online: the Impact of Technology on Course Design,” included an announcement inviting participants to enroll in the Bb Tutor and take the survey (see Appendix J to view the faculty survey responses). Twenty-one respondents completed the seven-question survey. Fortunately the feedback from the survey was primarily positive. Overall, respondents wrote that the Tutor gave them a better understanding of Blackboard and that they enjoyed taking the course. I was confident that I had made good design and writing decisions.
Chapter 4 – My Process for Developing Communications

In this final chapter of my report I discuss the value of Morgan’s brain theory, and I discuss the design principles and cognate strategies I used to design both projects. Finally I reflect upon my internship experience and the future of my projects, and then conclude with some closing remarks.

Revisiting Morgan’s Theory

Although I was a little frustrated when I learned that I was required to revisit Morgan’s book and select a theory that closely fit the CTLT, re-examining the theory has definitely added value to my internship experience, and it has enhanced my professional development. Morgan’s human brain theory helped me to recognize and better understand how the CTLT continues to be a successful organization. Because of the rapid changes in technology, organizations should not stay trapped in traditional methods of thinking and operating. Upon reflecting, I now view the CTLT as a model learning organization. In fact, learning is critical, because if the CTLT staff does not continuously learn new technologies, they cannot effectively teach faculty and students. The CTLT staff successfully meets the needs of faculty and students, because the staff understands the technological needs from the faculty and students’ point of view; the CTLT is not separated from the campus environment, but engages in it. This active intelligence facet of the CTLT staff is characteristic of the human brain and how it extends through the nervous system.

In Chapter One, I discussed single and double-loop learning, and holographic systems, which are also characteristics of Morgan’s brain theory. This theory has proven useful in my current position as Assistant Director of Administrative Services in the Office of Housing and Residence Life. In my role as office manager, I have noticed that many of the office procedures are antiquated; one such procedure is the housing assignment process, which contains unnecessary redundancy. Because the process has gone unchallenged, the single-loop trap continues to be reinforced. Since housing assignments are my responsibility, my objective is to update the process by eliminating unnecessary paperwork, which will significantly decrease errors. Because the housing assignment process is very complex, it is important that I continuously evaluate it to gain insight on how to improve it. During my investigation into the causes of outdated office
procedures I have often heard, “that’s the way it’s always been done.” Oftentimes being trapped in tradition creates a barrier to learning. Morgan (1997) says that “the learning process has to be active rather than passive, and has to embrace views of potential futures. . . . (91).” In addition to outdated office procedures, the administrative support staff is not cross-trained. At the present, if staff members are absent, tasks will not get completed. To resolve this problem, I and the support staff have begun cross-training to ensure that the Housing Office runs efficiently. My goal is to have the office operate as a holographic system where ideas, knowledge, and skills are shared, and where policies and procedures are proactive instead of reactive.

Morgan’s brain theory was useful in helping me to recognize and better understand the important role that the CTLT plays within the university. In addition, the theory helped me to gain insight about my office operations, and has been instrumental in enabling me to better understand organizational culture as a whole. With the knowledge I gained from my internship experience and from reviewing all of Morgan’s theories, I now feel better equipped and better qualified to manage.

Designing Both Internship Projects
My role as an intern came into play during the design phases of both projects; I had the freedom to create the designs and develop the content. I employed the design principles that I learned from the technical communication curriculum — contrast, repetition, alignment and proximity, which I named in Chapter 3. I also used some cognate strategies — designing and writing for clarity, emphasis, and ethos. I am grateful that I learned so much about design, primarily the elements of design that I thought unimportant prior to majoring in technical communication. Prior to starting on the Bb Tutor project, the only knowledge I had about the audience was that they were students not familiar with or who had little knowledge of Blackboard. Given my Blackboard experience and knowledge, and given my training in design and writing, I was confident that I was capable of making good design and writing decisions.

Writing and Design Decisions
None of my writing and design decisions were arbitrary. When I design communications, I am committed to making good design decisions first, and then focusing on the content, since the design must persuade users to read the content. Because I was a bachelor’s and a master’s
student in the technical communication program, when I design any type of communication, I always conform to the conventions for writing and design that I learned. In no way is my process for developing communications algorithmic; however, reflecting upon my internship, my mind was set regarding the design.

**Being in a State of Constant Learning**
In Chapter One, I discussed how the CTLT is an organization that, given its role within the university, *must* be in a state of constant learning. As a professional communicator, I found that I too must be in a state of constant learning. In addition to being the designer, writer, evaluator and editor, my role was that of learner as well. During the design of Project 2, before I could even begin to develop the content for Lessons 2, 8, 7, and 11, I had to learn about topics of which I had zero knowledge. Not only did I learn about the topics, I also had to implement the tasks, which included running a disk defragmenter, cleaning my computer’s registry, downloading and running a spyware removal tool, and running scandisk. During this learning process, I was reminded that oftentimes we as communicators will be asked to teach others about topics which we ourselves need to learn. After receiving my bachelor’s degree and completing my master’s degree coursework, I felt I was ready to teach others what I had learned; however, after this internship experience, I believe that the best teachers are those who embrace learning, not only from textbooks and research papers, but also from those whom they will teach. Playing multiple roles during my internship proved to be a valuable experience.

**Thinking about the Future of My Projects**
I am confident that my projects have a future in the CTLT. Since the circumstances in which I developed the projects will change, both will have to be modified to meet the changing needs of the faculty, staff, and students at MSU. Both projects are not really finished due to the changes in technology and changes in the technological literacy of students and staff attending MSU. As a professional communicator, I view documentation as an ongoing process. I think both projects will survive as long as the CTLT staff continues to cultivate them to change and grow with the intended audience; otherwise, both communications will become obsolete.
Thinking about My Internship Experience
Reflecting upon my internship, I can say that the whole experience was positive, and it has affirmed that I chose the right profession in the environment that best suits me. I enjoyed the experience of working with Beth and with other members of the CTLT staff. They work as a team, although all have their own areas of expertise. During my internship, I learned the importance of teamwork, cross-training, and communication. Teams work more efficiently when they are cross-trained. Also, since Beth and I communicated very well, I was able to not only receive critical feedback from her, but also to ask questions and get her opinions and suggestions. As part of the CTLT, I felt like my knowledge was embraced, and that the staff had unquestionable confidence in me to complete the tasks. As I started my internship, I was nervous and unsure that I would be able to meet the needs of the CTLT; the nervous energy helped me to create two projects that I am proud to say that I developed.

Closing Remarks
The CTLT hosted the annual “Puttin’ on the Blitz” week June 15-17, 2005. During 2005 Summer Blitz Week, the CTLT staff gave technology-based demonstrations for faculty and staff. Various staff members demonstrated and shared ideas during 5-10 minute workshops on topics such as tablets, research skills in the classroom, online schedulers, and application sharing via IM software. The three-day events lasted from morning until late afternoon and were completed with lunch and beverages. Also, to liven up things, the CTLT offered daily door prizes, such as an HP scanner, USB drives, and a Fingerprint Password Manager; sadly I was not a winner. It was during Blitz Week 2005 that Beth introduced to faculty and staff the Bb Tutor and the Computer Maintenance Guide. Beth gave brief demonstrations of both and kindly acknowledged me as the author of the projects. As I sat and watched my projects on the big screen, I was proud that I had accomplished two significant projects. I am grateful that I had the opportunity to further my professional development and to help the CTLT meet its goal of combining teaching with technology.
Bibliography


Appendices

Appendix A: Blackboard Tutor Job Description
Appendix B: Computer Maintenance Guide Job Description
Appendix C: Blackboard Tutor Lesson Layout
Appendix D: Blackboard Tutor Announcement Page
Appendix E: Example Instructions - Bb Tutor Lesson 4
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Appendix J: Survey Responses – Kentucky Faculty
Appendix K: Survey Responses – MSU Nursing Students
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Appendix M: Examples Instructions – CMG Lesson 11
Appendix A: Blackboard Tutor Job Description
Job Description for Alicia Carthell
Student Blackboard Training Course

• To conduct research:
  o Examine tutorials and instructions that other universities (or the Blackboard company) have developed for training purposes, specifically for student use.
  o Meet with CTLT staff and student interns to learn about the Blackboard system and uncover students’ questions and training needs.
• To identify key features of the Blackboard system that students should be familiar with.
  o Log in procedure
  o Tools > Personal Information Features:
    ■ Change email address
    ■ Change password
  o Tools > Digital Drop Box Features:
    ■ Add a file (for personal use…will not be seen by the instructor)
    ■ Send a file (for sending a file to an instructor)
  o Tools > View Grades
  o Take a test/quiz, identifying common issues that cause problems:
    ■ Click on the OK button at the bottom of the page instead of hitting Enter
    ■ Do not hit the Back button to return to a previous question
    ■ Others?
  o Save a file from Blackboard
    ■ Right-click on file’s link. Select “Save Target As”. Save file to disk.
  o Use the Assignments feature
  o Communication Features:
    ■ Use the Virtual Classroom
    ■ Post a message on the Discussion Board
      ■ View All Messages option (and other Options?)
    ■ Send email
• To write instructions for using the identified features
• To place those instructions within a Blackboard course, thinking about the overall structure and navigation of the course.
• To develop exercises for students to complete inside the Blackboard course, giving them the chance to practice with using the system.
• To identify other campus or computing resources that students may need
  o Plug-ins
  o Library website
  o Accessibility information
  o Manage
• To conduct a usability test with students to determine revisions that may be beneficial.
• To edit the course based on usability test feedback and CTLT review.

Job Description for Faculty Blackboard Training Course

• To conduct research:
  o Examine tutorials and instructions that other universities (or the Blackboard company) have developed for training purposes, specifically for instructor use.
  o Meeting with CTLT staff to learn about the Blackboard system and uncover instructors’ questions and training needs.
• To identify key features of the Blackboard system that instructors should be familiar with.
  o Post Announcement
  o Post Staff Information
  o Post Course Information (syllabus, course objectives, etc.)
• To explain how to fill out the form mailer.

Other Possible Internship Projects
• Listserv FAQ and Tutorial website
• Outlook & Entourage email tutorials
• Software training, online tutorials to support/supplement Cassidy’s training sessions?
• Spyware tutorial (Casey has something at http://campus.murraystate.edu/spyware/)
Appendix B: Computer Maintenance Guide Job Description
(Alicia’s Project #2)

About Project #2
CTLT would like to post a website on RacerNet that would serve as a “cookbook” for the novice computer user, leading faculty, staff, and students through a regular computer maintenance routine. Several reference sites addressing computer maintenance topics already exist for the campus community. However, we would like to consolidate the information into a single site that people could refer to for step-by-step instructions.

This computer maintenance site will be useful to faculty and students who are not familiar with how to check for updates or spyware, for example, which can create problems when they are using systems such as the Blackboard course management system. The Help Desk and the CTLT office often have to explain how to perform computer maintenance tasks over the phone. Having a website with individual lessons could provide the same information after office hours and could serve as a reminder to members of the campus community that it is their responsibility to maintain their computers and reduce the risks of possible problems, such as spreading viruses on campus.

Ten tasks have been identified on a webpage developed by a public computer labs coordinator at Murray State. The webpage, titled Weekly Maintenance Checklist, is available at http://campus.murraystate.edu/technical/maintenance/ten_steps.htm. The page offers an outline of topics, however, rather than a set of steps that a novice user could follow.

We would like for the tasks to be separated into two categories: Daily Tasks and Weekly Tasks. Each of the topics could be developed into an individual lesson with examples, screenshots, and explanations of why each task is important.

Tasks/Topics to Cover
(See the Weekly Maintenance Checklist for more information)

1. Update Antivirus Software (Daily)
2. Update/Run a Spyware Removal Tool (Daily)
3. Completely Shut Down Your Computer (Weekly, or twice weekly)
4. Update Windows (Weekly)
5. Update Software (Weekly)
   o Microsoft Office
   o Macromedia
   o Adobe
6. Delete Temporary Files (Weekly)
7. Run Scandisk/Checkdisk/Error checking (Weekly)
8. Run a Disk Defragmenter (Weekly)
9. Back up Valuable Data (Weekly)
10. Run a Complete Virus System Scan (Weekly)
11. Clean your Registry (Weekly)

Project Deadline
One lesson should be prepared each week. Linda and Beth can then review each week’s lesson during weekly meetings with Alicia.

Week 1: Jan. 24-28 Develop Design Plan (present to Linda and Beth during Week 2)
Week 2: Jan. 31-Feb.4 Develop Antivirus Lesson (present during Week 3)
Lesson 11 will be presented during April 18-22
Final usability testing ay occur April 25-29
Final revisions may be completed by May 6.
Appendix C: Blackboard Tutor Lesson Layout
Lesson 3 - Using the Digital Dropbox Instructions

Click on the link above to begin Lesson 3. Lesson 3 instructions will open in a hitting Alt + Tab

Lesson 3 will show you how to use the Digital Dropbox to add and send a file

Assignment One

Why You Chose MSU.doc (20872 bytes)

When you have completed the lesson and submitted Assignment One, click on

Quiz - Using the Digital Dropbox

There are 4 true/false statements about using the Digital Dropbox. Each state multiple times.

Note: You must click Submit when you have finished. Do not hit the enter key at a later time.

After you have completed the quiz, click the OK button below and proceed to
Appendix D: Blackboard Tutor Announcement
Blackboard Training Course for Students

Welcome to the Blackboard Tutorial Course for Students! In this course there are 7 lessons that will show you how to use various features of the Blackboard Learning System.

Before You Begin
Before you can officially begin a Blackboard course, you must be a registered student. Also, make sure you have your username and password so that you can log in.

For login questions, plugin information and downloads, and general troubleshooting, etc., go to Student FAQS on the E-Study Center Support Site.

To Get Started
To get started, select Tutorial Lessons on the menu. Important: In order to view the instruction pages, JavaScript must be turned on and pop-up blockers must be disabled. Select Tutorial Lessons on the menu to view the instructions on enabling JavaScript, and to visit the web site for pop-up blockers information.

You may read the instructions and perform the tasks concurrently by leaving Blackboard and the Instructions pages open at the same time. Only close the instructions page when you are instructed to do so. This "read and do" strategy will help you perform the steps more efficiently.

Note: The Blackboard menu can be changed at the discretion of the Instructor; consequently, do not be alarmed if the menu in this course differs from the menu of a course in which you are enrolled.

Good luck!
LESSON 4 - Using the Assignments Feature

To complete the assignment for Lesson 4, you will send a document to your instructor through Blackboard.

If you do not have a document available to send, you may do the following:
2. **Right click** on the Lesson4_Assignment.doc link in Blackboard

![Assignment Information](image)

3. Select "**Save Target As**" to save the Lesson4_Assignment.doc file to your computer or disk.
4. **Complete** the Lesson4_Assignment form.
5. **Save** the Lesson4_Assignment file with your changes.

Murray State University, Center for Teaching, Learning and Technology (CTLT) 2004
LESSON 4 - Using the Assignments Feature

After you have a document ready to send to your instructor, do the following:

6. Enter comments in the Comments box located under Assignment Materials

**Note:** When using the Assignments Feature, you MUST include comments or you will get the following error message:

![Error Message](image)

7. Click **Browse** to the right of “File To Attach” to select a document from your computer or storage device. You may attach numerous files by clicking the **Add Another File** button.

8. Click **Submit** to send the document to the Instructor. Select the **Save** button only if you plan to continue working on the assignment later.

**Note:** You cannot resubmit an assignment. Once you submit an assignment you can only view it, the comments you included, and feedback from the Instructor if provided.

Murray State University, Center for Teaching, Learning and Technology (CTLT) 2004
LESSON 4 - Using the Assignments Feature

Congratulations! You have completed Lesson 4.

RETURN to Blackboard to take the quiz for Lesson 4.

CLOSE this window

Murray State University, Center for Teaching, Learning and Technology (CTLT) 2004
Appendix F: Example Quiz - Bb Tutor Lesson 4
## Preview Assessment Quiz - Using the Assignments Feature

**Name:** Quiz - Using the Assignments Feature  
**Instructions:** After you have answered all of the statements correctly, proceed to Lesson 5.  
**Multiple Attempts:** This Test allows multiple attempts.  
**Force Completion:** This Test can be saved and resumed later.

<table>
<thead>
<tr>
<th>Question</th>
<th>True/False</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>You must click Submit in order for your assignment to be sent to the instructor.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>○ True</td>
<td></td>
</tr>
<tr>
<td></td>
<td>○ False</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Before you can submit an assignment using the Assignments Feature, you MUST insert comments.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>○ True</td>
<td></td>
</tr>
<tr>
<td></td>
<td>○ False</td>
<td></td>
</tr>
</tbody>
</table>
Appendix G: User Test User Consent Form
Thank you for testing the Blackboard Training Course for Students. During this review of the course it is important to remember that you, the participant, are not being tested, but rather the instructions. With your help, the course can be made easier to understand and use.

What You'll Be Doing
You will be testing the Blackboard Training Course for Students instructions in the Center for Teaching, Learning and Technology (CTLT) or the Office of Housing/Residence Life. Before you begin the test, you will be asked to complete a pre-test questionnaire regarding your experience with the Blackboard Learning System. While you work with the instructions and take the quizzes, you will be observed, and information about how you use the instructions and your comments about them will be recorded. After you finish the course, you will also be asked to complete a post-test questionnaire. The information you provide will be used to improve the Blackboard Training Course for Students.

Your Rights
As a test participant, you have certain rights regarding the testing procedure, particularly the right to privacy. Your name will not be associated with the course.

You also have the right to do the following:
• Take a break from the testing at any time
• Withdraw from the testing at any time
• Ask questions during the testing
• Speak and write frankly about the testing and the instructions

If you agree to participate in the testing of the Blackboard Training Course for Students, please sign below:

Printed Name________________________________________ Signature________________________________________

Date________________________________________

Thank you for your participation!
Appendix H: User Test Pre-Test Questions
Usability Testing - Blackboard Training Course for Students

Pre-test Questions

1. Have you ever used the Blackboard system for a class? ___ yes ____ no

2. If you have used Blackboard, please rate your comfort level with it.
   1 = little or no comfort   5 = high level of comfort
   1        2        3        4       5

3. If you have used Blackboard, place a checkmark beside the Blackboard tools that you have used.
   ___ digital dropbox   ____ discussion board   _____ assignments feature
   ___ sending e-mail feature   ____ my grades feature

4. In how many of your classes did you use the Blackboard system? _____
Appendix I: User Test Post Test Questions
Usability Testing - Blackboard Training Course for Students

Post-test Questions

1. Did you find any of the instructions confusing?
   ___ if yes, which ones? _______________________________________________________
   ___ no

2. What was confusing about the instructions?
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________

3. Do you have any suggestions for improving the instructions?
   ___ if yes, what suggestions? ______________________________________________
   ___ no

4. Do you have suggestions for improving the layout of the course?
   ___ if yes, what suggestions? ______________________________________________
   ___ no

5. Are there any instructions that you would like to see added to the course?
   ___ if yes, what instructions? ______________________________________________
   ___ no

6. The instructions are easy to understand.
   1 = strongly disagree    5 = strongly agree
   1  2  3  4  5

7. The instructions are accurate.
   1 = strongly disagree    5 = strongly agree
   1  2  3  4  5

8. The instructions are complete
   1 = strongly disagree    5 = strongly agree
   1  2  3  4  5

9. The instructions are easy to use.
   1 = strongly disagree    5 = strongly agree
   1  2  3  4  5

10. The graphics are appropriate.
    1 = strongly disagree    5 = strongly agree
    1  2  3  4  5
Appendix J: Survey Responses – Kentucky Faculty
Name: Blackboard Tutorial Course Survey
Number of Attempts: 21
Instructions: The survey consists of 7 questions. Please answer the questions to the best of your knowledge. Thank you for taking the time to complete the survey. Your opinions are greatly valued.

Question 1 Essay

How long did it take you to complete the course?

Given Answers
2 Unanswered Responses
One hour
Overall I would say 1 hour.
I did a few lessons and then did other things and came back so I can only guess.
testing second attempt at quiz
About an hour.
It took me about 20 minutes.
I completed the tutorial in about 45 minutes as I expected from the instructions.
I didn't time it.
Probably 4 or 5 hours.
25 minutes maybe
Do you mean the Bb Tutor? I've completed it in bits and pieces over several days. If I'd gone straight through, I think it would have taken about an hour.
2 hours
About half hour with several interruptions.
Not long.
30 minutes
15 minutes but I have used Blackboard before.
It took me about 30 minutes to complete the Bb Tutor.
About an hour and a half. I started and stopped.
about 1 hour, and only because I was using modem connection and also printed the course (expecting something valuable).
About 30 mins.

Question 2 Essay

Did the course give you a better understanding of Blackboard? Explain why or why not.
Given Answers

1 Unanswered Responses

I was already familiar with similar CMSs, so the course did not really help. It might have been helpful if I had been a novice.

Not really.

Yes, this course made me think about all the issues associated with online learning.

Yes! The tutorial was very beneficial as this was really my first experience with Blackboard. The breakdown of the lessons was good and seemed very appropriate.

I had never used Blackboard before and thought the directions were very understandable and easy to follow.

I am not sure it gave me a "better" understanding of Blackboard but it did give me a student's view of Blackboard.

yes

There is nothing too much in Blackboard to understand how to use it. As I said, it would be OK if a "help" is available electronically (and even that is needed very seldom).

Yes. The steps helped.

Yes

Yes, I learned the most essential basic features.

Yes.

I noticed what the student sees when he/she wants to use the Digital Drop Box.

Yes, because I do not use the Digital Drop Box because of the type of courses I teach online. Also, I've never used the 'Groups' feature, but I see why you might use it if you have a really large class.

If you are reading this, then I was able to go back and take the evaluation quiz a second time despite the notice that I shouldn't be able to

Somewhat. I have used Bb before and most of the info was not new.

I had some understanding of Blackboard, since I have used in the last two semesters. But I didn't know how to use the Discussion Board, so this helped.

Somewhat.

All information was clear but since I have never used the Discussion Board I am not clear about the function. I am one who has to use to sometimes get it.

Not really... remember I have been working with BB since about 1996/97. However, it was sort of fun to do this refresher.

Yes. I have a better understanding of how some of the features are used.

Yes, as we had lessons then quizzes to see if we followed the lessons well also being able to go to different sections to practically see how various sections work made it more easier to understand.

Question 3 Essay

Do you feel that pertinent information was excluded from the instructions?
Given Answers

2 Unanswered Responses

Yes
Not sure
No

To a degree: I am more interested in technical sides of the software than in such a primitive tutorial.
No, but I won't know this for sure until I experiment more with using blackboard.
I don't know.
No, I think the information was complete.
NO
No

I believe that the tutorial was very beneficial and helpful, especially for people who do not have a lot of experience using Blackboard. The information that was included in the instructions was straightforward and relatively easy to understand. Overall, the tutorial was very helpful.
Yes. It is possible that I did not see it.
Perhaps - Some links were difficult to follow

I am not sure. I will have to delve into a course to make sure I have the pertinent information that I need to complete the course using blackboard.

No . . . But I found bits and pieces of info everywhere . . . I prefer having all the info about the course in one location.

Nope

testing second attempt at quiz

No, not really.

No, I thought we got the basics.

No, it was more my own unfamiliarity that would get me confused. I sometimes thought about email options as being similar to blackboard options but that is me not the instructions.

Question 4   Essay

Were the instructions clear and easy to follow? Explain why or why not.
Given Answers

2 Unanswered Responses

yes

Yes. Simple and straight-forward.

Mostly clear, but a few were a little unclear. It helped since I have seen blackboard before.

Yes - Step by step instructions were given. I had a little trouble locating some of the icons, but the images used and the instructions including the location of where to look for the icons helped a lot.

Yes; on a few occasions I wrote steps down for reference.

Yes. Very simple and step-wise.

OK

The instructions were very clear and easy to follow. They were written in a logical fashion and in language that was very clear.

Not always clear. I accidentally skipped the information about a lesson or two but took the quiz without realizing that I skipped the info. By the way, when I got to lesson 7 I realized what happened and I went back and accessed the information that I had skipped (lessons 5 and 6).

Yes, as the lessons part had pictures showing the window we need to go to along with the instructions specifying what to do in that specific window.

Overall, the instructions were clear and easy to follow. The steps outlined were very succinct and presented in a very user friendly manner.

testing second attempt at quiz

The instructions were clear, but not all of them were given to correctly answer the quiz questions (I forgot which particular quiz asked for something that was not in the instructions).

Not necessarily

The screen shots made it very easy to follow along.

Not really . . . I've spent several hours working in the class in the last couple of days because I've going to a conference in a few days and know my time will be limited while away. I've found it a little difficult to find everything . . . I like all instructions in one place.

The instructions were clear and easy to follow.

Yes, because what I currently use was understandable and the new material was presented stepwise so that helped. Knowing that some things work in the same fashion helps me know that the new functions should be the same.

Yes, they were very easy to follow.

Question 5 Essay

Are the images on the instruction pages helpful? Explain why or why not.
Given Answers

2 Unanswered Responses

Yes, the images allow you to have a visual of the text explanation. Images help to make the text come alive and help to explain and clarify the point that is being stressed in the lesson.

Yes

They weren't that helpful for me, since I like to follow a list of instructions.

Yes; they always are.

VERY HELPFUL!

One drawback is that not all courses are set up with the same theme so they will not always look the same. (Color, font, etc.) I have had students that found those differences enough to throw them off!

I would keep the images as is!!

Yes, they were clear and easy to understand.

Yes. Probably a printed manual would be better so it could be referred to instead of trying to remember how the images looked.

Yes. I could clearly see what you wanted me to do.

Yes . . . the images did help me to follow what you were requesting.

I didn't see images. Not sure what you're asking.

Yes, they were helpful. It appeals to some learners who are visual. Both visuals and text work well.

Yes it is very helpful as I felt it easier to navigate through different sections and know that I was on the right section all the time.

Yes-They helped me conceive where to find features in the layout, simply and quickly.

Yes, for visual learners

Yes, the images are helpful because it is easier to learn new things when you have photos or graphics to go along with the text.

Yes..... Visually we could see what to expect in the actual course.

Yes. When I wasn't sure if I was at the correct location, I could look at the image and check. They were very helpful.

Testing second attempt at quiz

They might have been if I had been a novice.

Question 6 Essay

What suggestions, if any, do you have for improving the course?
Given Answers

3 Unanswered Responses

I don't really have any suggestions at this time.

Very good course. I thought this was a short, easy to understand overview of the major functions of Blackboard. Since I have never used this before, I was unsure how difficult it would be to get enough understanding in order to complete the course, but after taking the tutorial I feel very comfortable in starting the course using Blackboard.

None.

Blackboard is great!!!!!!!

No suggestions

None.

None. Very well done!

The tutorial is not needed at all: it would suffice to e-publish all the lessons. The software is simple, so every one who can read and write will be OK with it. Also, some questions in quizzes are really strange, to say the least. For example, the one asking what to do to add a message to a discussion - whether to click "add new message" or "add new thread": why should any one remember "thread" (whoever named it that way must have been a strange person, too)? One would simply go to the communication menu and do the only thing available to add one's message. This sort of thing makes people misusing their brains.

Not sure what else could help other then practice.

None

Maybe insure that the images match the current theme but that is REALLY picky!!

Have a printable version. (I still have students who need to have the piece of paper to practice with in order to feel good about some of these steps.)

Just what I said in question one . . . I'd like to have the instructions for the class all in one location rather than having many different links and never being certain I really found everything. Even now . . . I think I'm responding to questions about the Bb Tutorial, but some of the questions seem like they are regarding the entire class.

I don't have any suggestions for improving the course.

None

None

I could answer this question better after I finish the workshop.

work on the quizzes

No suggestions

Question 7 Essay

Did you enjoy taking the course? Explain why or why not.
Given Answers

2 Unanswered Responses

Yes, because there was validation for the things I currently do and the new information was straightforward and clear.

Yes. I found it helpful. I have already played around some with blackboard and this helped fill in some gaps. If I hadn't seen blackboard before I would have been lost on some of the items.

Yes, I always like to learn things interactively. And this course is built that way which makes it easier to understand.

I can't say I enjoyed it, but it was a valuable experience.

Yes, I did enjoy it since I could take a quiz each time to reinforce what I had learned.

I did enjoy taking this course. Even though I have used Blackboard from build one, I did learn some little things that I had not previously thought about. Most of what I learned was about the digital drop box. This is a feature I do not use because of the risk of viruses.

testing second attempt at quiz

Yes, I was a little leery at first but found the information to be clear and concise.

It was OK. Good to just review.

I enjoyed taking the course since it got the wheels turning in my head about how to cover some of these topics in my intro course.

I used short video clips this term but your method may be another way I want to try.

It was a very nice idea. Thanks.

I wouldn't say I enjoyed it, but it was not onerous.

No - Some parts were confusing.

Yes, because it is always good to see how others set up a class.

No. It's too primitive and simply wasted my time.

Yes! Most definitely. The tutorial provided an excellent overview of the workshop.

Yes. I saw why the students are faced with problems, sometimes.

Yes

Yes-It was easy, quick and convenient.
Appendix K: Survey Responses – MSU Nursing Students
Name: Blackboard Tutorial Course Survey

Number of Attempts: 16

Instructions: The survey consists of 7 questions. Please answer the questions to the best of your knowledge. Thank you for taking the time to complete the survey. Your opinions are greatly valued.

Question 1 Essay

How long did it take you to complete the course?

Given Answers
1 Unanswered Responses
It took me about an hour to complete the course.
The course took approximately 30 to 45 minutes to complete.
45 min
Approximately 30 minutes.
15 min.
I am slow. It took me about one hour or more to complete the course.
approximately 1 hour
30 min
30 minutes
Approximately 30 minutes.
about 30 minutes
30+ minutes but I went back and reviewed and printed out some information that I wanted.
1 hour 30 minutes approximately
Two hours! Please DONOT laugh because everyone else is!
8 hours

Question 2 Essay

Did the course give you a better understanding of Blackboard? Explain why or why not.
Given Answers

1 Unanswered Responses

The course did give me a better understanding of how to use blackboard. I took a nursing class last semester and had to learn how to use blackboard on my own. This tutorial helped me navigate through parts I did not know how to use.

Yes. When I heard of black boarding I had no idea what it was. It will be a helpful system for me as I learn its uses.

No, it would have if I hadn't already used Blackboard.

The course did give me a better understanding of Blackboard because I had no idea how to use Blackboard before I did the tutorial. If I had not have completed the tutorial course, I would have had to browse around the site, clicking on every link, just to learn how to operate the system.

Yes. This tutorial completely gave me a better understanding. First hearing about this program was scary because I wasn't sure how I was going to submit my assignments. This gave a complete and in depth discussion on the steps to do that.

It certainly did, since I have never used before.

Yes because it made me do what it was explaining.

Yes, it gave me a better understanding of Blackboard, because the tutorial provided hands-on training.

By the time completed all lessons, I was Blackboard literate!!

Yes because I was not sure how to send a file or an assignment.

Yes. At first I did not like blackboard because I thought it was too confusing. Afterwards I was much more comfortable with the process.

Somewhat, considering I am completely computer illiterate. I feel like this class is geared for a student who has always been a student, not for someone who has been in the work force for 25 years.

Yes, I will have to use it to make sure that I learned what I needed.

Yes, Definitely. Feel more competent with it.

No, but I had a previous blackboard coarse that and it was very hard to follow as well. I guess I will see if this helps at a later time

Question 3 Essay

Do you feel that pertinent information was excluded from the instructions?
Given Answers

1 Unanswered Responses

I fell like all the information needed to use blackboard was included in the tutorial.
no.

The only issue I have is the entire system was too hard to find and I was late with some of my assignments because I could not follow the entire process thru. After I settled down and had time to look through everything I think I resolved the issues.

I am a computer virgin. It was as clear as mud to start. It required me to network with my friend who is a computer whiz. As the lessons went on, it got easier.

No

No.

I have no idea of any further information that needed to be added. As I become more used to the information I may have ideas.

No.

No.

No information was excluded that I am aware of, however I cannot fully answer this question until I start using Blackboard for my class work.

I would not know.

No I do not believe information was excluded. I found the process very confusing, though.

Not right now at least. I think it was very informative and what I needed. I guess I might change my mind if something comes up in the future.

No.

no

Question 4 Essay
Were the instructions clear and easy to follow? Explain why or why not.
Given Answers

1 Unanswered Responses

Yes it gave step by step directions.
No. The assignment two was confusing for me.
Yes, once I reviewed them they were easier than I had originally thought.
no, I just found it hard to follow
Getting started was a little confusing, but once I started it became easier.
yes
Yes.
Yes the instructions were very clear. They told you step by step what you needed to do.
Yes.
The instructions were easy to follow, but sometimes it was hard to decide if you were really supposed to go through the actions to complete a task.
yes, very clear
The instructions were easy to follow. They were simple commands that were short and concise. The instructions were not cluttered with irrelevant information.
Yes they were easy to follow. The wording of some required my to analyze what I had read in order to figure out the answer. Some questions and answers were very obvious and others were not.

The questions were simple enough but as I needed to learn, I had to click different areas but that only served for me to become very familiar with the blackboard site.

Question 5 Essay
Are the images on the instruction pages helpful? Explain why or why not.
Given Answers

2 Unanswered Responses

Yes. Very easy to recognize.

The images on the instruction page are helpful. The images make it easy to navigate through blackboard.

yes very helpful

yes, they were helpful to determine the layout of that page

Yes it shows where each component is.

Yes. They show what you may be looking for.

Yes the images were helpful

Yes the images were very helpful. I'm a hands on person so this was good for me.

Yes, because reading something for me it totally different that seeing something. When I saw the images on the

tutorial, and then actually went to the site and tried it, I remembered more of what to do because the images were

shown on the tutorial.

Yes.

Yes, it creates an easier way to learn.

Yes, they explain clearly.

Yes the images were helpful. Being new to this it will be beneficial to refer back to the information when I get

ready to use it.

The images were very helpful to me because I am a visual learner, and I have a photographic memory. I can

remember a picture or image much easier than I can remember words alone.

Question 6 Essay

What suggestions, if any, do you have for improving the course?
Given Answers

1 Unanswered Responses

none

A descriptive tutorial in paperwork may help in the future. With this system if you get lost you have to keep going back and this causes you to get lost again.

I do not have any suggestions for improvement. The course was fairly short, simple, and to the point. The quizzes were not long and annoying, but they were enough to show that the lessons were actually completed.

I do not have any suggestions at this time.

None.

Better placement of the assignments and documents.

None

None.

None really.

None, it was very helpful since I have never used the system before.

none

I have no suggestions at this time.

The only thing I suggest is that at the end of the section, if you want us to do the activity that it talked about, somewhere tell us to do it. For example, in the section that talked about discussion board, it talked about going into discussion board and how to type a new message, but it never really told me "Now you go to discussion board and do it".

none

None that I can think of right now.

Question 7 Essay

Did you enjoy taking the course? Explain why or why not.
Given Answers

1 Unanswered Responses

Yes I did enjoy the course as I now have a better understanding of the blackboard and its uses. I learn by experience and do not feel proficient yet but will in time. Thanks for the time spent creating the course.

Since I am such a computer virgin, it was very frustrating in the beginning. But upon completion, success is such a good feeling!!

No. I found the process very confusing. I did not know exacting what was to be submitted and what was not

I did enjoy taking the course because it was very helpful to me and will assist me in completing and turning in my assignments correctly.

Yes, because all of this is new to me and the information is helpful for me to use this system. It provides self study which is very helpful in the learning process.

Yes, so I could get familiar with using the blackboard because I will be back in school for several years (finishing by BSN and then my MSN) using it!

Yes! Because it was educational.

The course was helpful not only for this classes, but for the entire nursing program at Murray. I did enjoy it!

I enjoyed taking the course because I was learned something new.

At times I felt very frustrated.

Yes. It helped to see that I am not missing out on any of the tools available to me.

It was nice; I wish I would have gone through it long ago with my first time using Blackboard.

I didn't necessarily enjoy the course, but it wasn't difficult; it was just a little time consuming. It is just one of those simple tasks that must be completed.

yes

Yes it helped me understand how to use this technology.
Welcome MSU Students, Faculty and Staff!
The Campus Community Computer Maintenance Guide has been created for MSU faculty, staff and students to refer to for regular maintenance of their computers.

For those who may not be familiar with how to check for updates, information about spyware, and how to delete temporary files, this site provides examples and explanations of various computer maintenance tasks. Remember, it is your responsibility to reduce the risk of spreading viruses on campus.

There are 11 computer maintenance lessons from which to choose. Select the lesson below that you would like to review. The lessons are divided between daily and weekly tasks.

**Note:** The screen samples in this lesson were captured in Windows XP and in Internet Explorer 6.0; consequently, screens and instructions will vary depending on your operating system and on your web browser.

### TABLE OF CONTENTS

#### DAILY Computer Maintenance

**Lesson One:** Update McAfee Antivirus Software automatically  
Update McAfee Antivirus Software manually

**Lesson Two:** About Spyware  
*About Spyware Removal Tools*  
*Spyware Removal Tool Downloads*

#### WEEKLY Computer Maintenance

**Lesson Three:** Completely Shut Down your Computer (Weekly, or twice weekly)  
**Lesson Four:** About Windows Updates  
Update Windows  
Activating Automatic Updates

**Lesson Five:** Update Software  
*Microsoft Office*  
*Macromedia*  
*Adobe*

**Lesson Six:** Delete Temporary Files

**Lesson Seven:** Run Scandisk/Chkdsk/Error checking

**Lesson Eight:** Run a Disk Defragmenter

**Lesson Nine:** Back up Valuable Data

**Lesson Ten:** Run a Complete Virus System Scan

**Lesson Eleven:** Clean Your Registry

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Direct comments and questions to elit@msu.edu  
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LESSON ELEVEN - Clean Your Registry

In this lesson you will learn how to clean your registry by deleting unnecessary files, such as temporary and backup files, which may slow down your computer’s performance. You should consider downloading a tool such as Easy Cleaner 2.0, which is a free program that will clean your registry.

To clean your registry, download Easy Cleaner 2.0 by ToniArts. For more information, read the information provided on the site.

This lesson uses Easy Cleaner 2.0 in its examples.
LESSON ELEVEN - Clean Your Registry

After you download Easy Cleaner 2.0, you can begin to clean your computer’s registry.

To begin, do the following:

1. Go to Start
2. Go to All Programs (or Programs)
3. Select EasyCleaner
LESSON ELEVEN - Clean Your Registry

The Easy Cleaner welcome window will appear.

4. Click the Registry button to begin the cleaning process
LESSON ELEVEN - Clean Your Registry

The Clean registry window will appear.

5. Click the **Find** button to begin searching for invalid/unnecessary entries in your registry.

Easy Cleaner will begin searching your registry.

Back | Next

Return to Maintenance Guide Home
LESSON ELEVEN - Clean Your Registry

Easy Cleaner will display a list of invalid entries on your registry and the total amount found.
6. Select Delete all to delete all of the invalid entries on your registry.

Note: Don't panic. Hitting Delete All will simply delete all temporary files (invalid files) found on your computer.
LESSON ELEVEN - Clean Your Registry

7. Click Yes to confirm that you want to delete all of the entries found.

![Confirmation Dialog]

Easy Cleaner will immediately delete all of the invalid entries found on your registry.

8. Click the Close button to close the Registry Clean window.
9. Click the Close button to close the EasyCleaner welcome window.

[Navigation Buttons]

Return to Maintenance Guide Home
Congratulations! You have completed Lesson Eleven, "Clean Your Registry."

Return to the Computer Maintenance Guide and select another lesson from the table of content.