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Alcorn et al.

(10) **Patent No.:** US 6,988,138 B1
(45) **Date of Patent:** Jan. 17, 2006

(54) **INTERNET-BASED EDUCATION SUPPORT SYSTEM AND METHODS**

(56) **References Cited**

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(73) Assignee: **Blackboard Inc.**, Washington, DC (US)

(*) Notice: Subject to any disclaimer, the term of this patent is extended or adjusted under 35 U.S.C. 154(b) by 754 days.

* cited by examiner

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Assistant Examiner—Thanh T Nguyen

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(21) Appl. No.: **09/608,208**

(22) Filed: **Jun. 30, 2000**

Related U.S. Application Data

(60) Provisional application No. 60/141,283, filed on Jun. 30, 1999, provisional application No. 60/141,864, filed on Jul. 1, 1999, provisional application No. 60/187,890, filed on Mar. 8, 2000.

(51) **Int. Cl.**
G06F 15/173 (2006.01)

(52) **U.S. Cl.** **709/225**; 709/203; 709/218; 709/217; 709/204; 343/350; 343/204

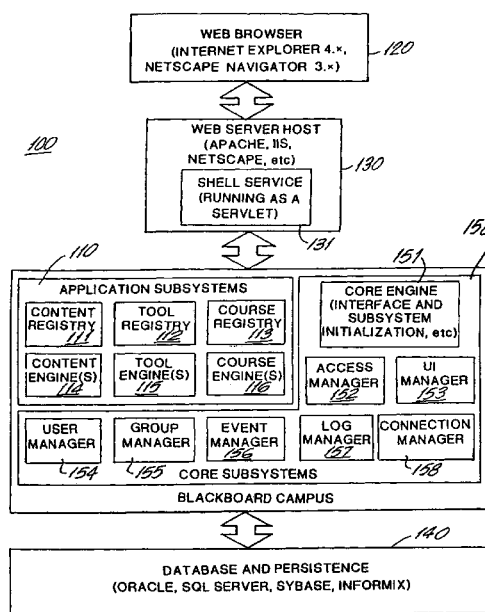
(58) **Field of Classification Search** 709/225, 709/203, 218, 217, 204, 205; 343/350, 204, 343/336

See application file for complete search history.

(57) **ABSTRACT**

A system and methods for implementing education online by providing institutions with the means for allowing the creation of courses to be taken by students online, the courses including assignments, announcements, course materials, chat and whiteboard facilities, and the like, all of which are available to the students over a network such as the Internet. Various levels of functionality are provided through a three-tiered licensing program that suits the needs of the institution offering the program. In addition, an open platform system is provided such that anyone with access to the Internet can create, manage, and offer a course to anyone else with access to the Internet without the need for an affiliation with an institution, thus enabling the virtual classroom to extend worldwide.

44 Claims, 41 Drawing Sheets



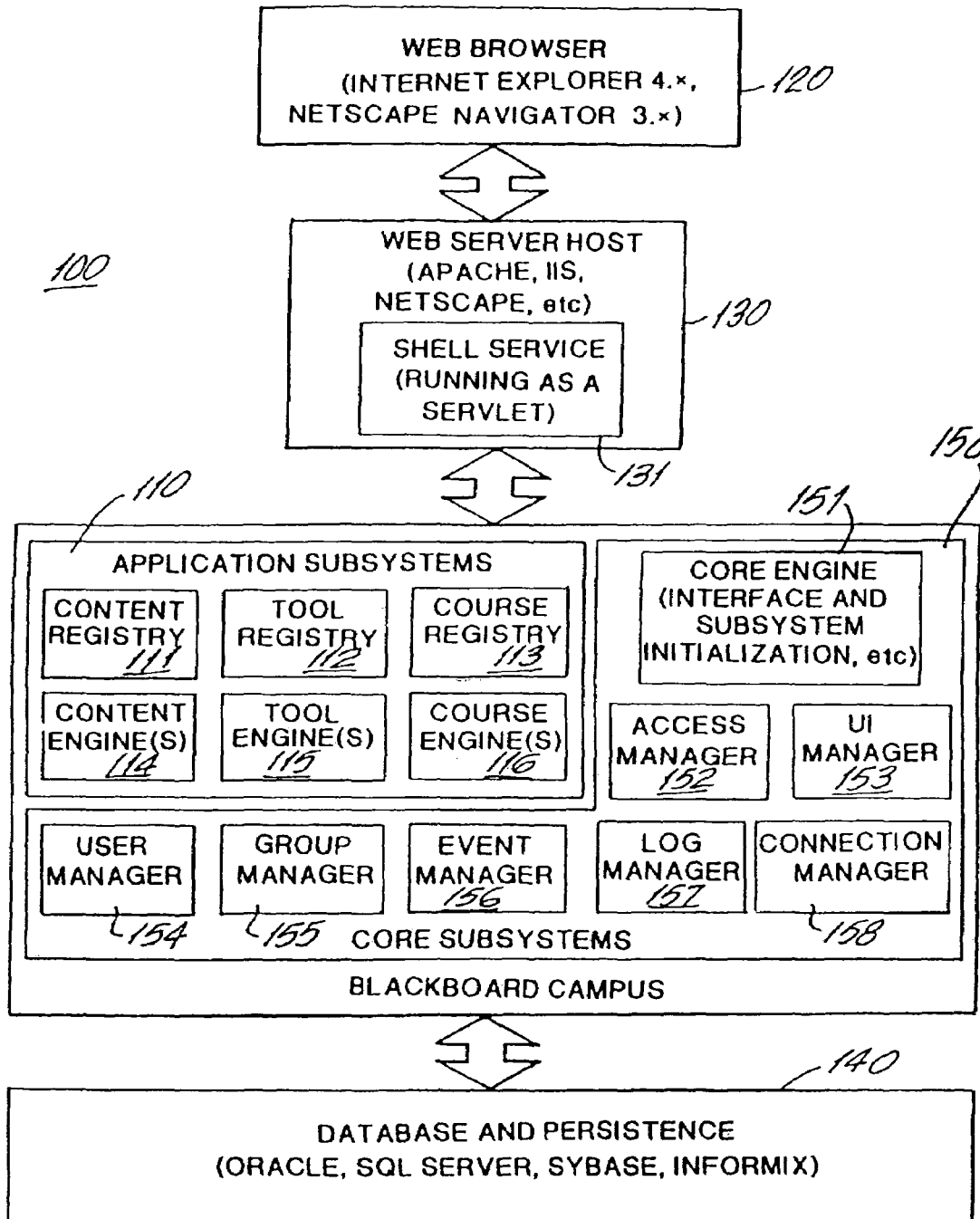


FIG. 1

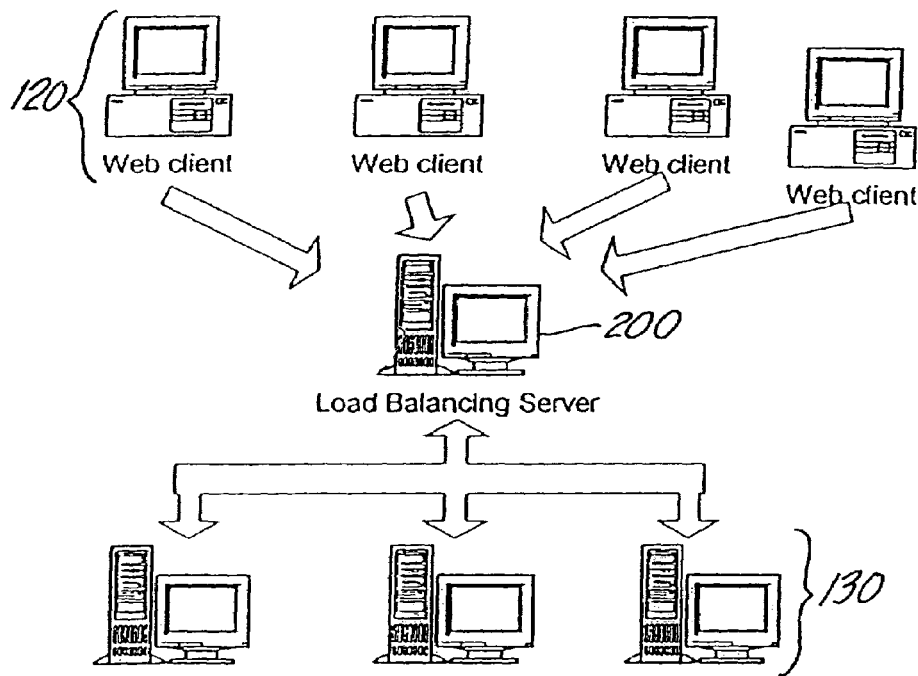


FIG.2

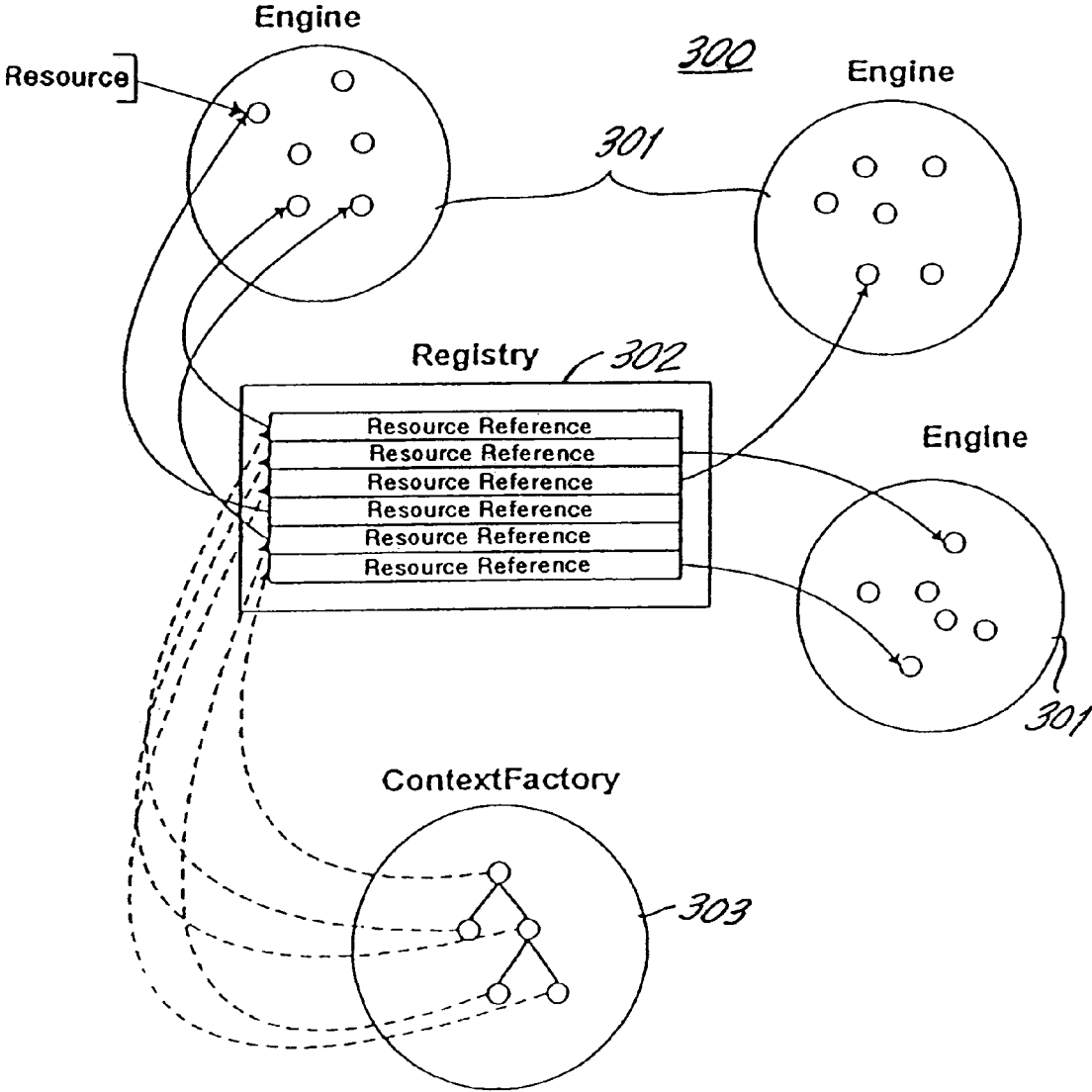


FIG.3

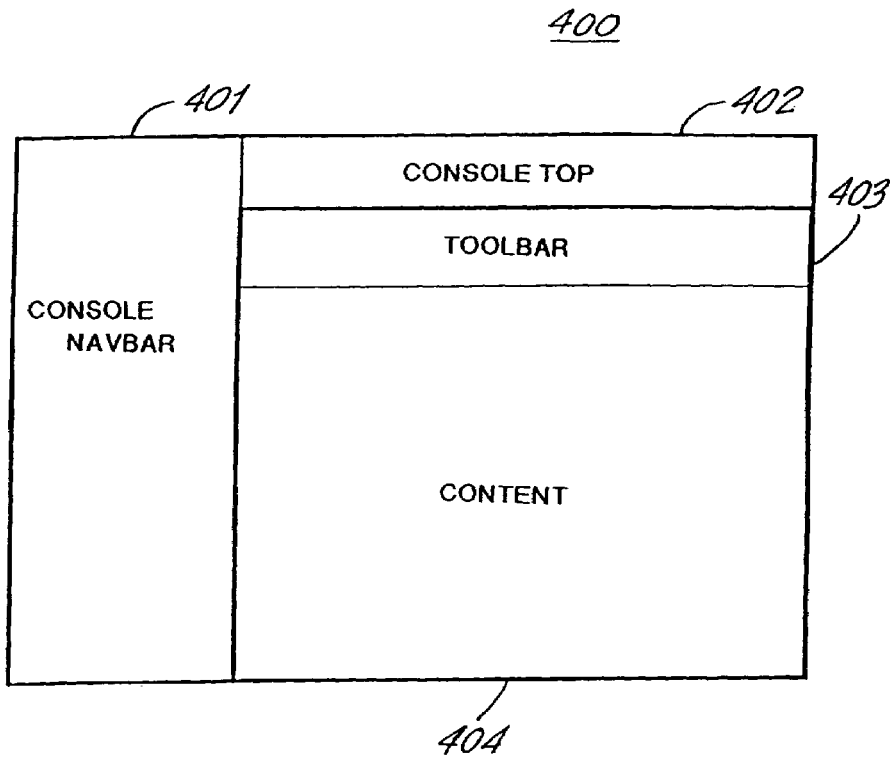


FIG.4

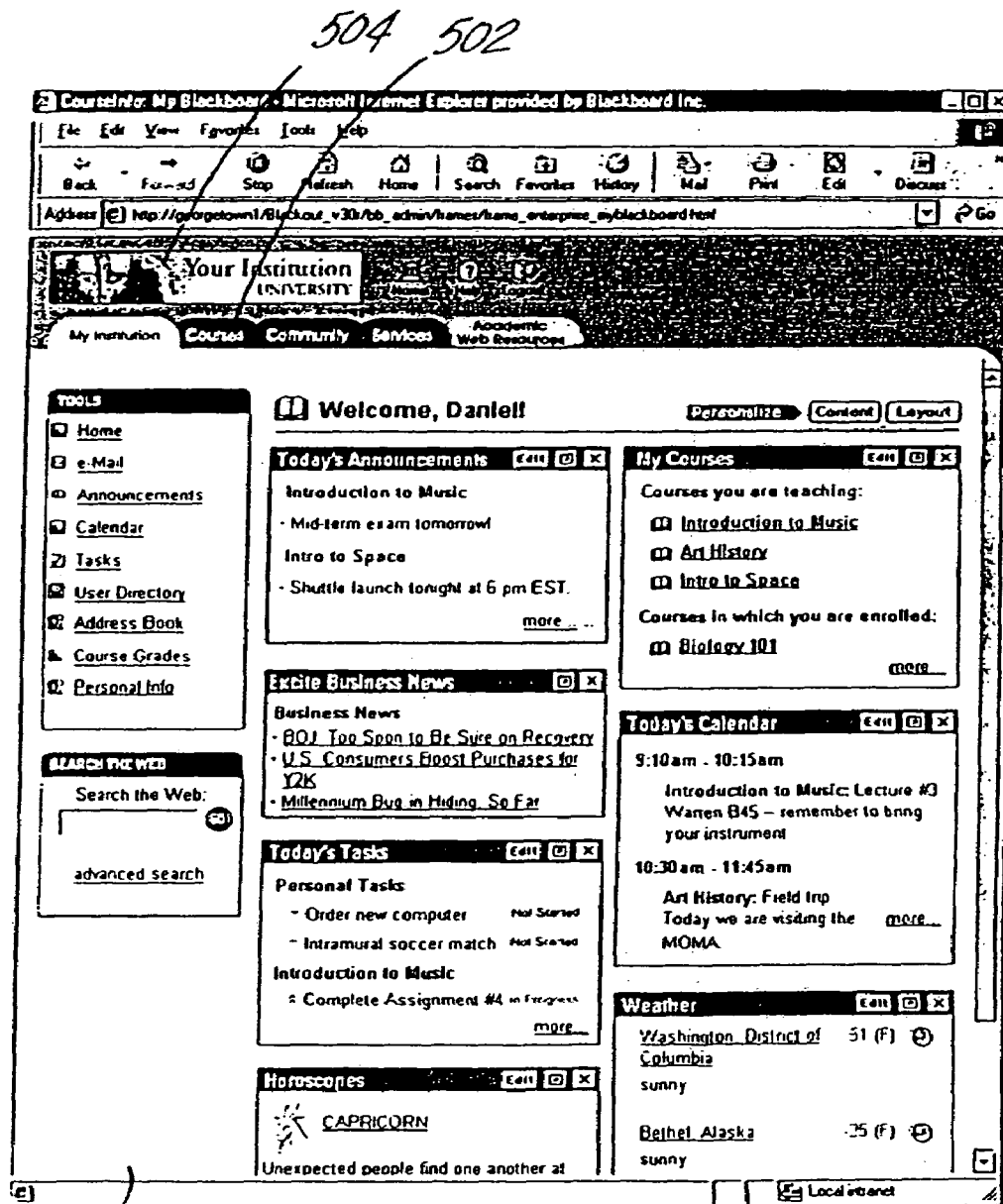
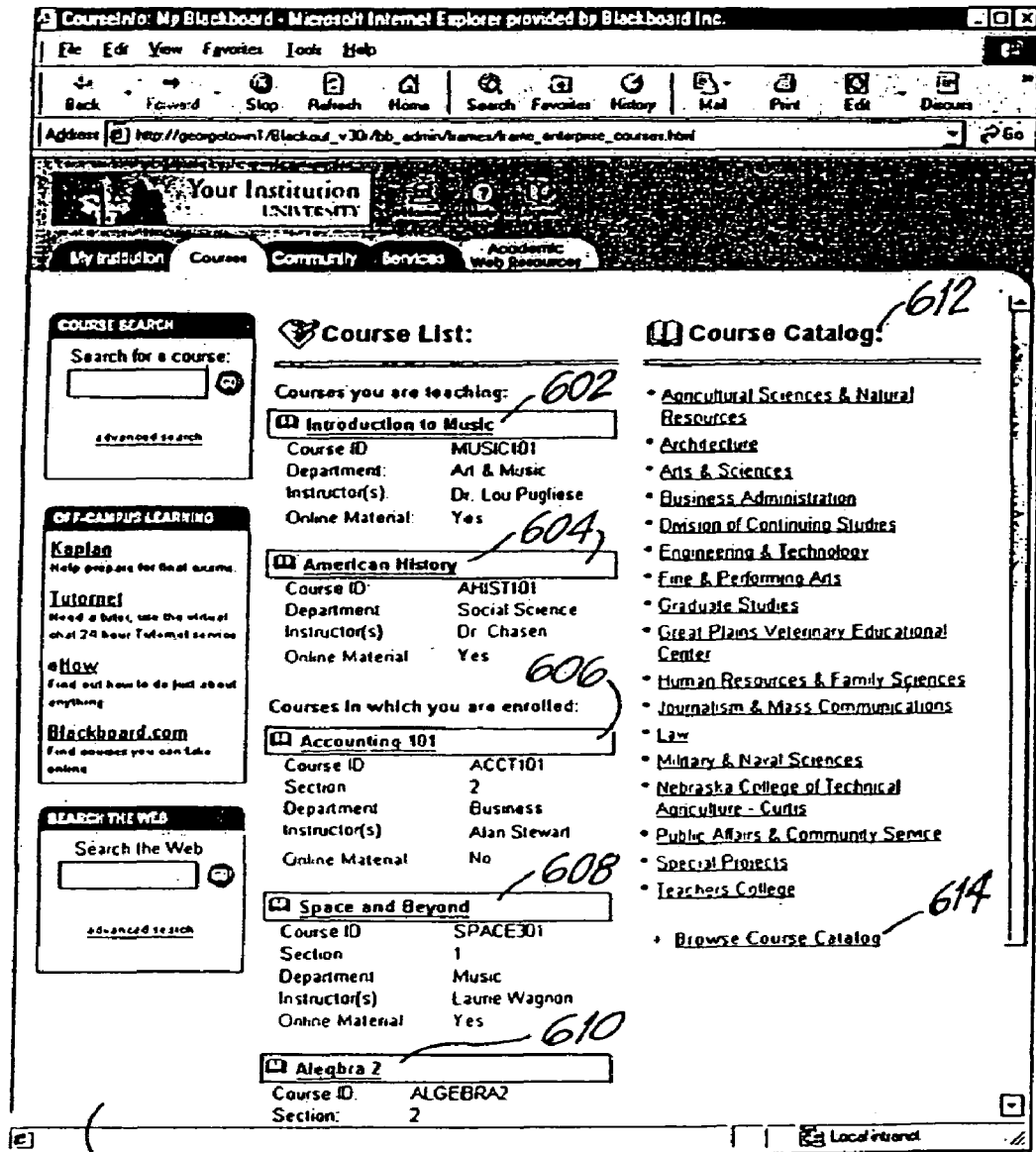


FIG.5



600

FIG.6

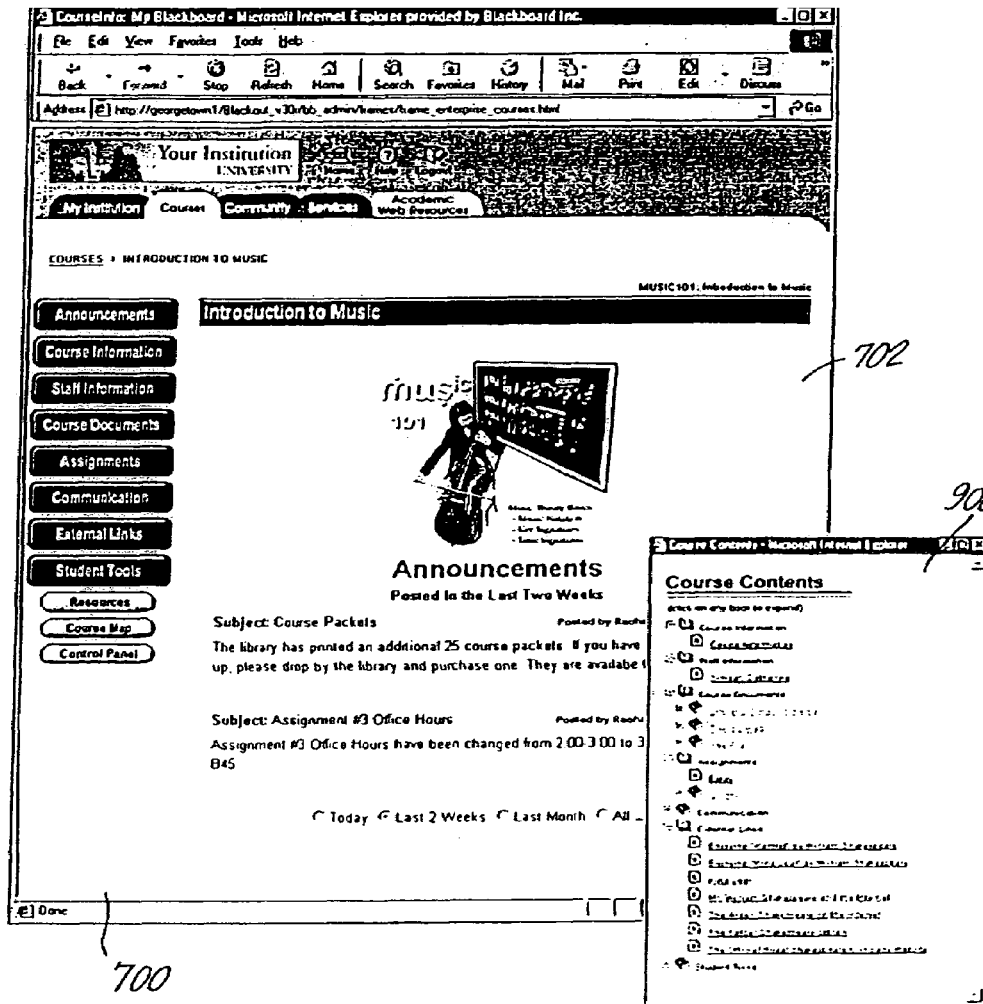


FIG. 7

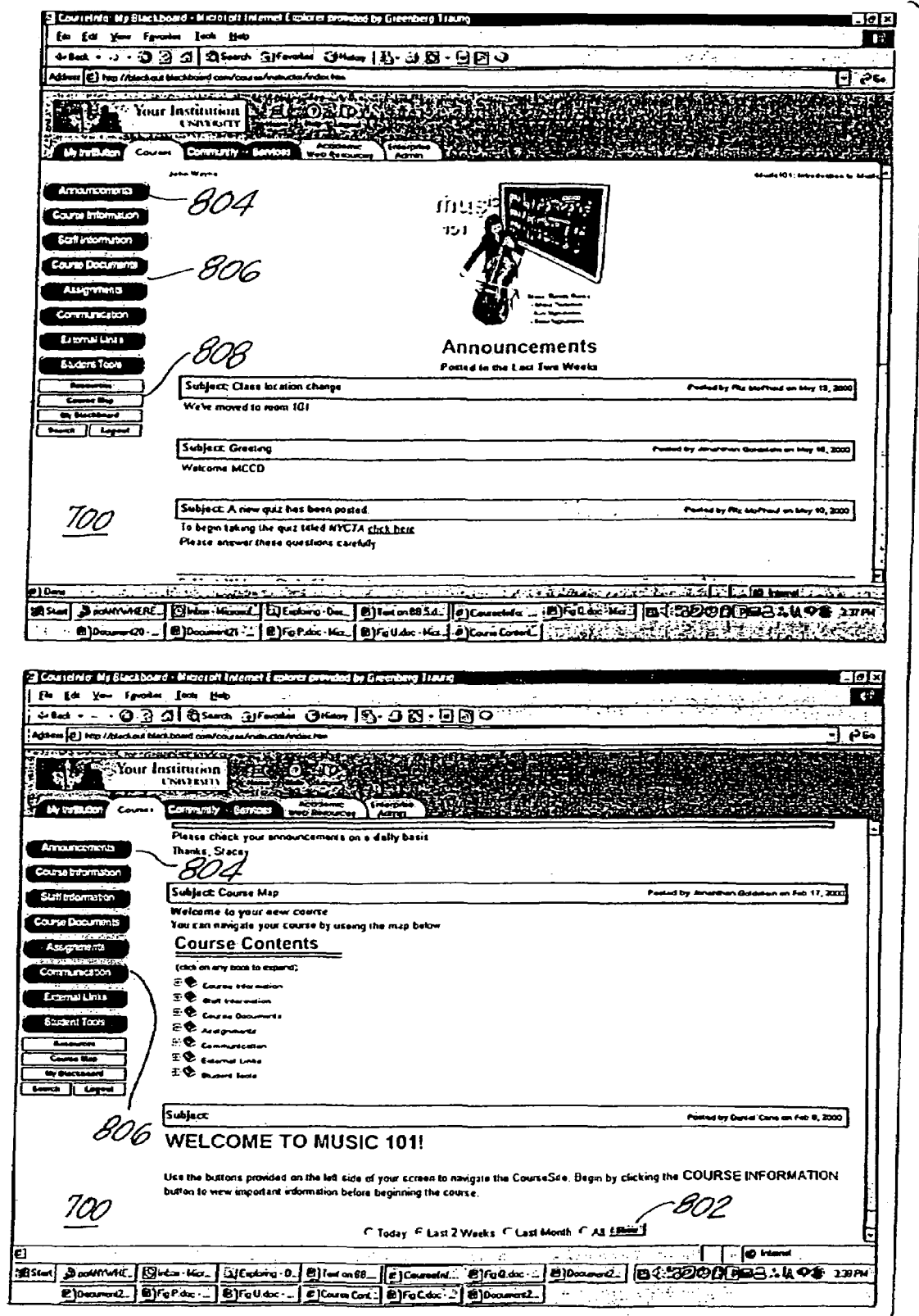


FIG. 8

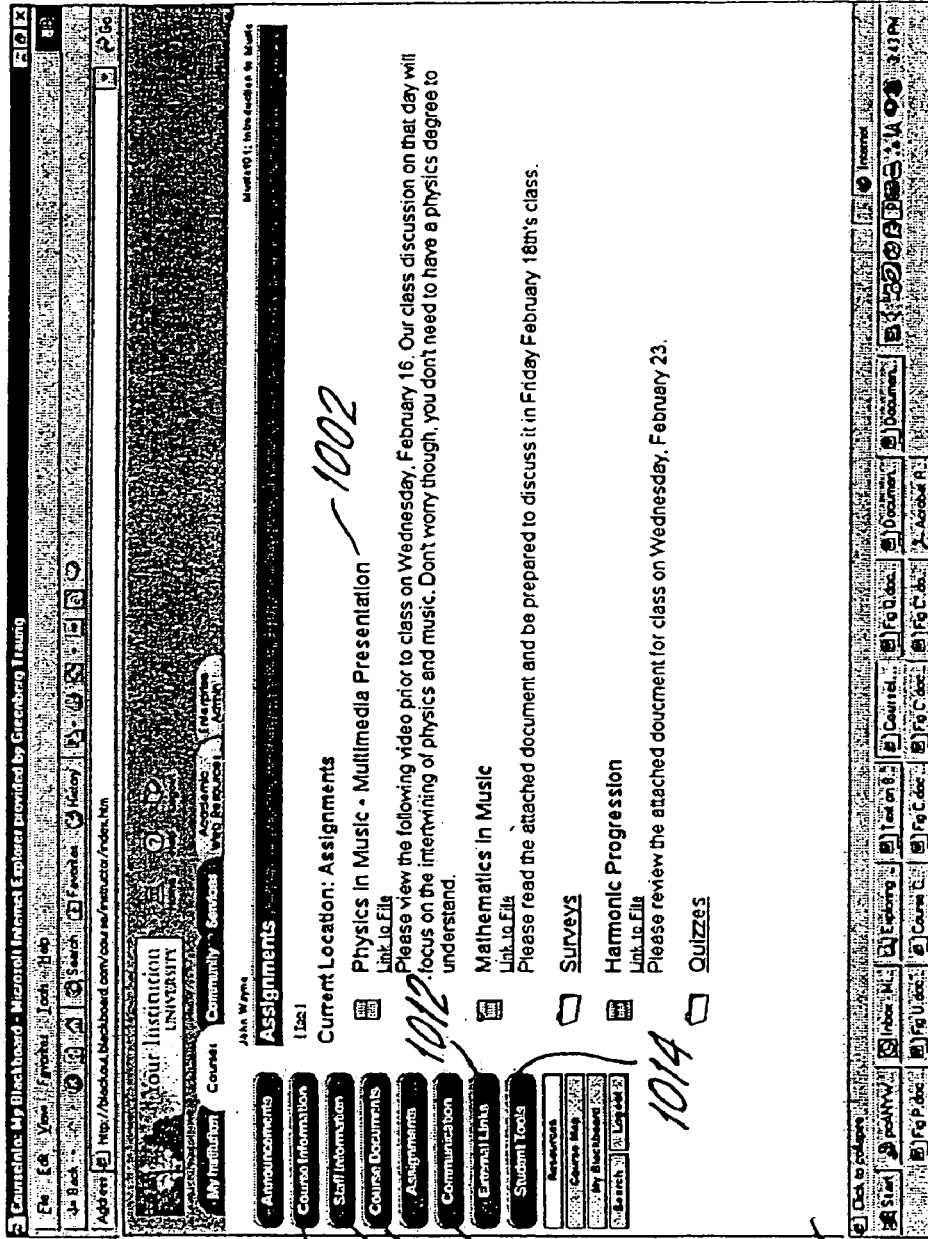
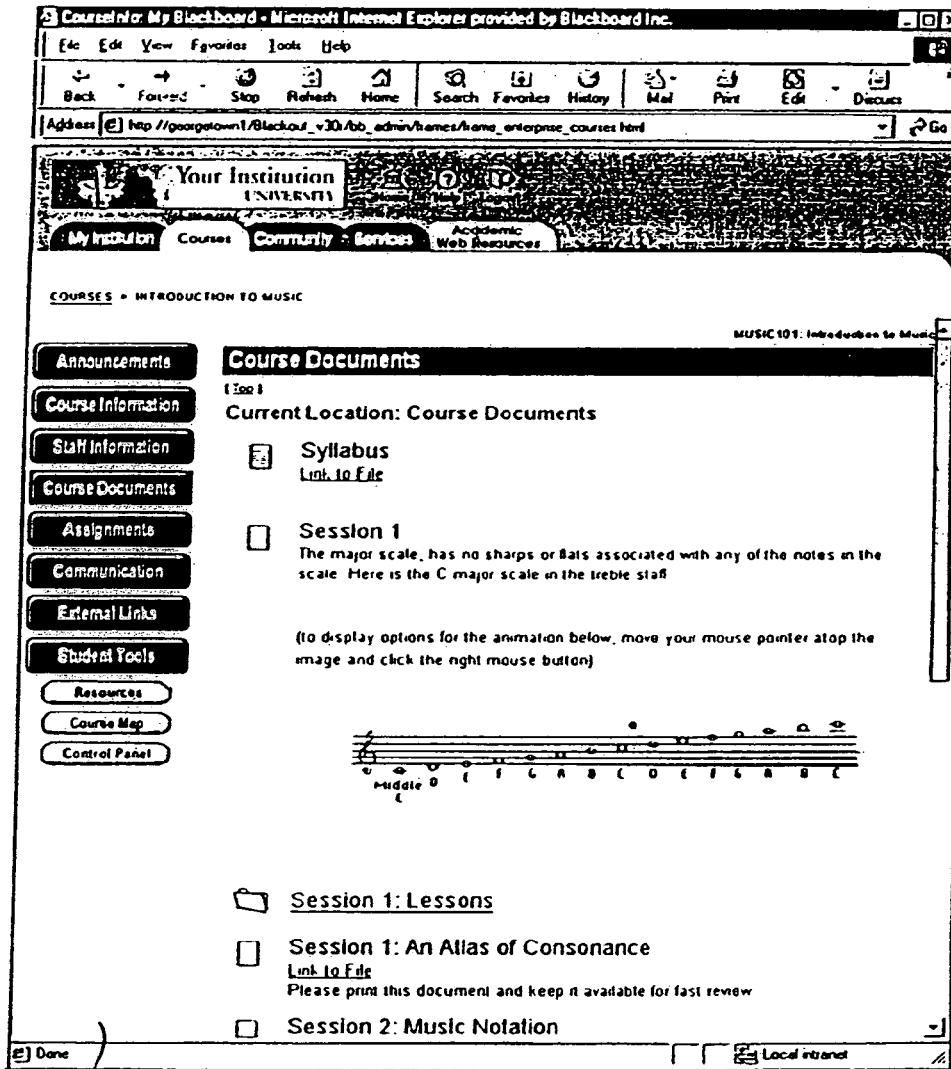


FIG. 10



1100

FIG. 11

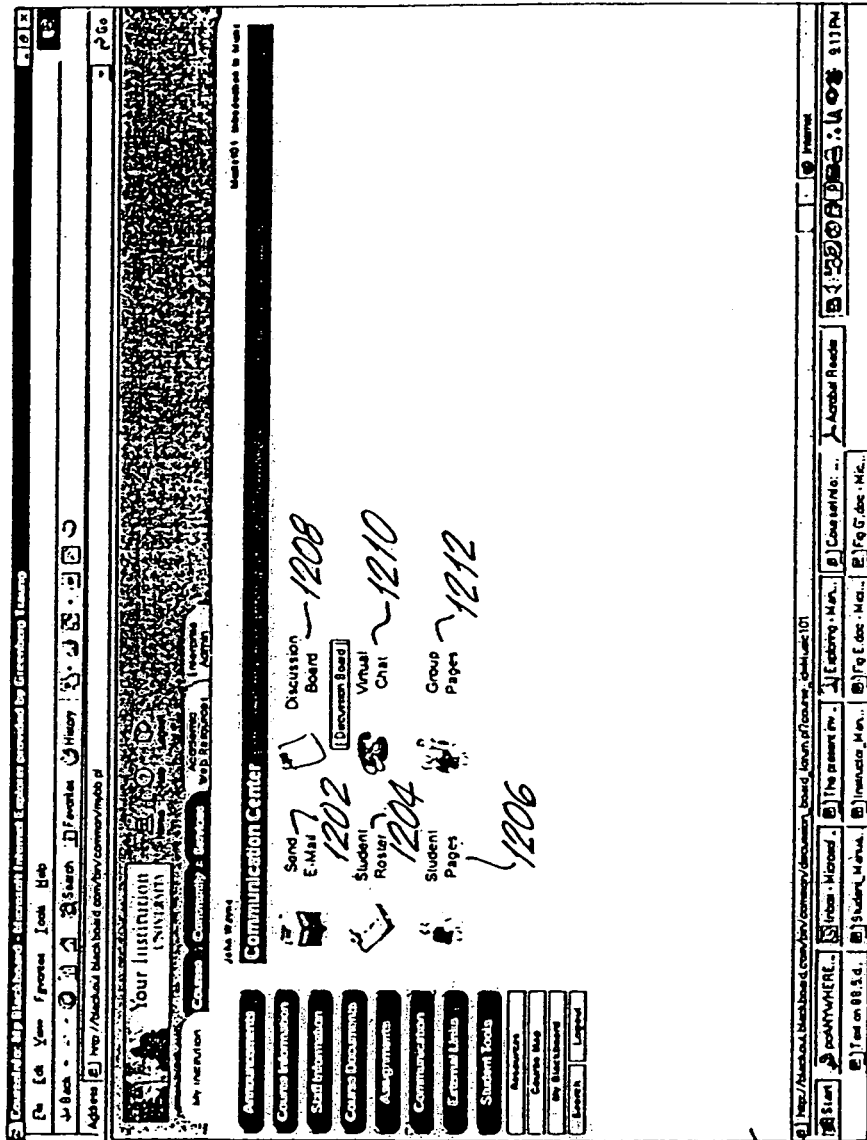
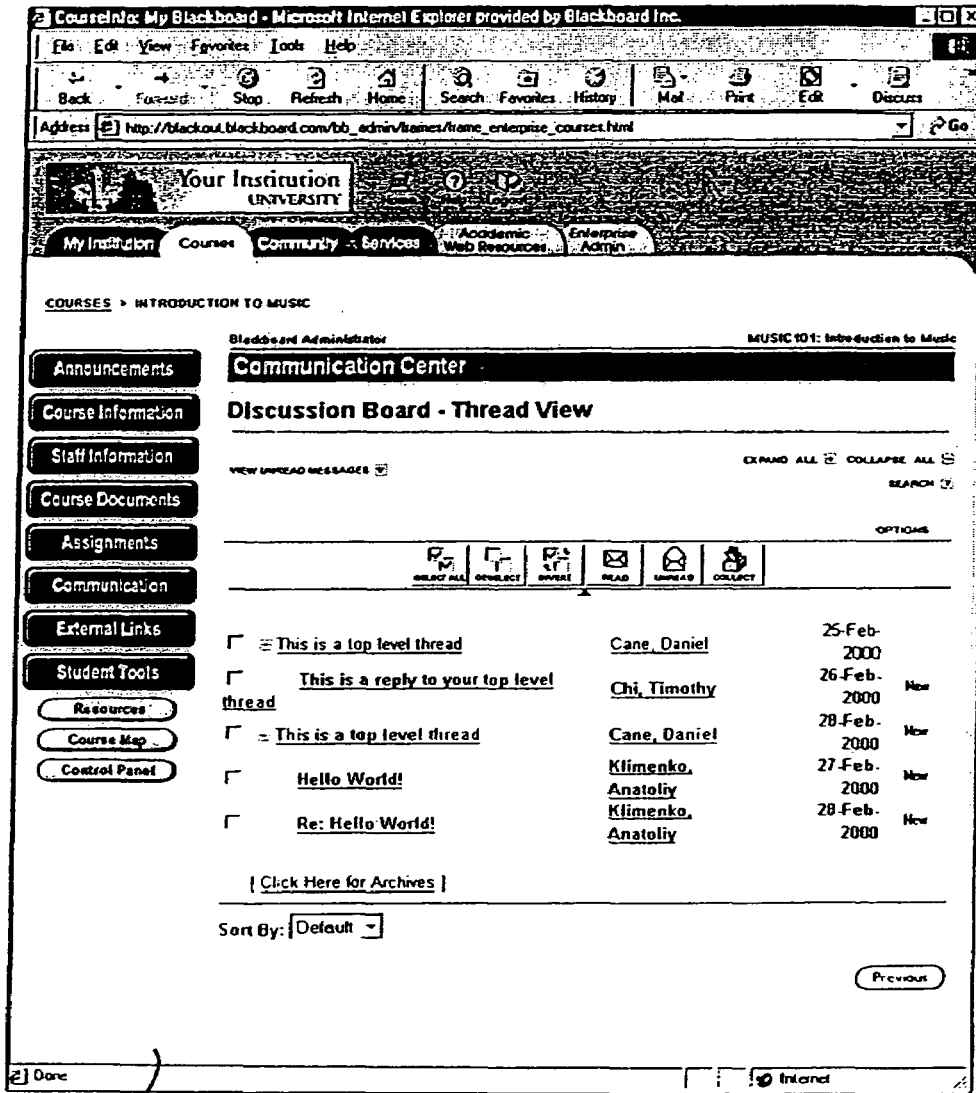


FIG. 12

1200



1300

FIG. 13

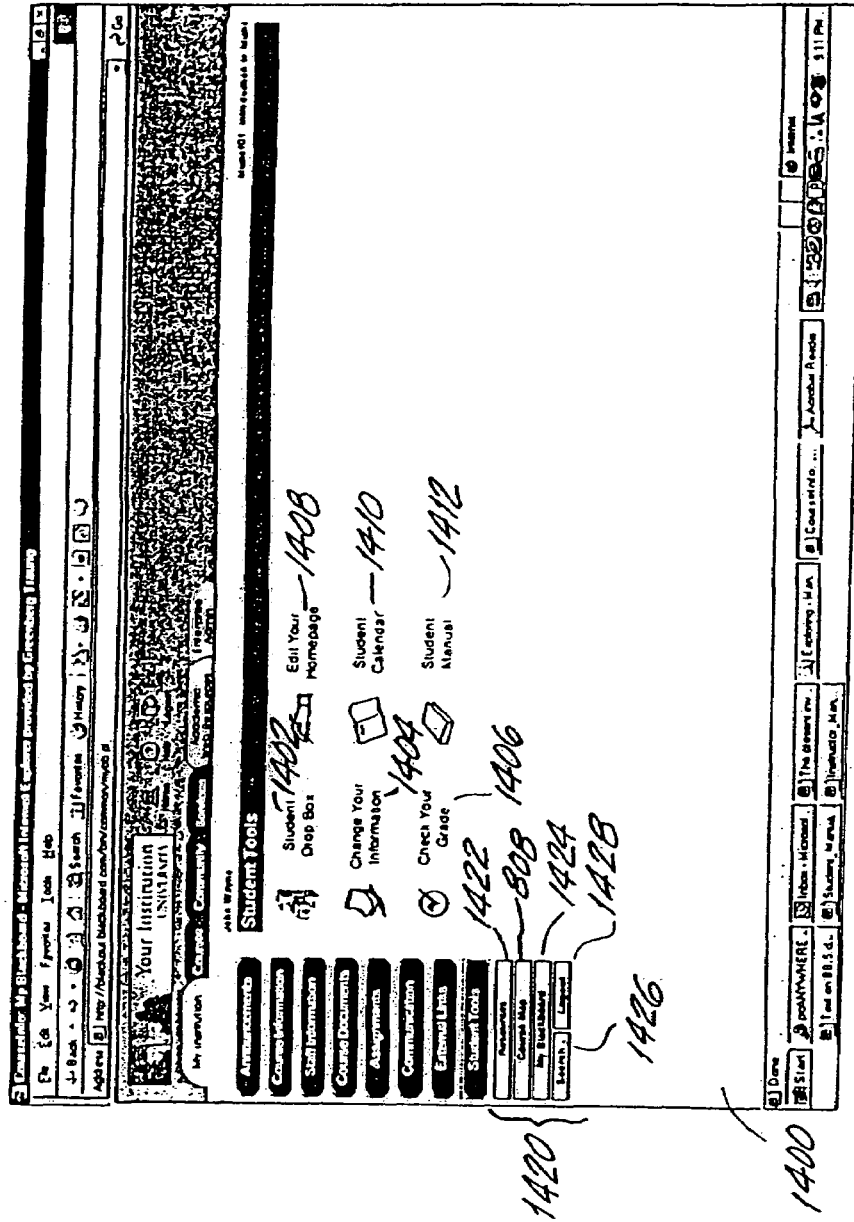


FIG. 14

John Wayne

Student Tools

Student DropBox

Use your student drop box to submit files to your instructor. Also, your instructor can return your files to you with comments attached.



Current Files in your DropBox

1508

Note: If you want to save a file, right click on the Link Name and choose Save Link As

File Name	Link Name	File Size	Status
none	none	none	none

{ Remove Files }

1510



Add File to DropBox

Click the Browse button to select the file to attach from your computer. Be sure to specify a linkname for your file.

File to Upload:

1502

1504

Name of Link to File:

(Example: Homework One, Assignment One)

1506

← Back

1500

FIG.15

1706

1702

1704

1700

Control My Blackboard - Microsoft Internet Explorer powered by Greenberg Training

File Edit View Favorites Tools Help

Address http://blackboard.com/.../main/instan.htm

Search Information History

Your Institution

Courses Introduction to Music Control Panel Announcements

Announcements : View Today

Add Announcements

view today | view last 7 days | view last 30 days | view all

Wednesday, March 16, 2000

Permanent Final Exam has moved!!!!
Due to the leaky roof in Warren B45, we have moved the exam to Hollister B14. The exam still begins promptly at 7pm

Permanent Final Exam has moved!!!!
Due to the leaky roof in Warren B45, we have moved the exam to Hollister B14. The exam still begins promptly at 7pm

Wednesday, Mar 15, 2000 : New Floods Threaten Mozambique
Two days of heavy rain have disrupted the distribution of food to flooded communities in central Mozambique. The main road from the port of Beira to the small town of Save has again been cut. Helicopters were called in on Tuesday to rescue 30 people and sacks of food from vehicles trapped on the road by flood water.

Wednesday, Mar 15, 2000 : NCAA: Michigan St. Arizona in First-Only Action
Big Ten Conference champion Michigan State, a final four team last season, and Pac-10 winner Arizona are the leading seeds in action when the NCAA Tournament - and March Madness - begins Thursday. Michigan State (25-7) is the top team in the Midwest, a region which features Big 12 champion Iowa State, Atlantic Coast Conference runner-up Maryland, Big East regular season co-champion Syracuse, and traditional powers Kentucky and UCLA. Arizona (28-6) earned the top seed in the West region after completing a sweep of Pac-10 co-champion Stanford last week. Big East tournament winner St. John's, Oklahoma, Louisiana State, Texas and Purdue are the top teams in the region. Michigan State, seeking its first national championship since Magic Johnson led the team to a title in 1979, faces 16th-seeded Valparaiso (19-12) Thursday night in Cleveland. The Spartans met in Duke in last year's Final Four.

Done

Home Stop Home Mail

Document1... Embroid - D... Test on 88... Case select... Document2... Fig V doc... Fig C doc... Fig C doc...

Internet

1:58 PM 159 PM

FIG.17

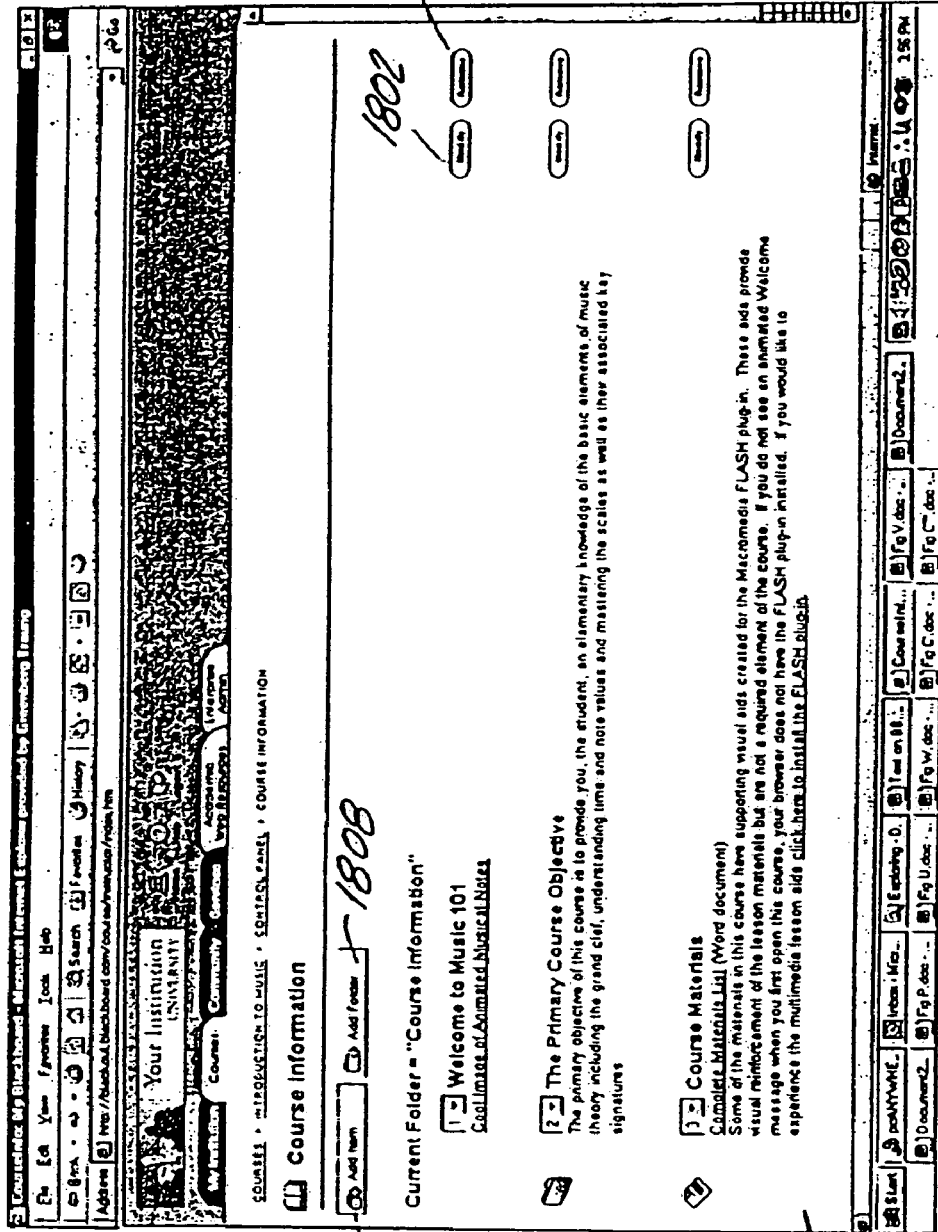


FIG. 18

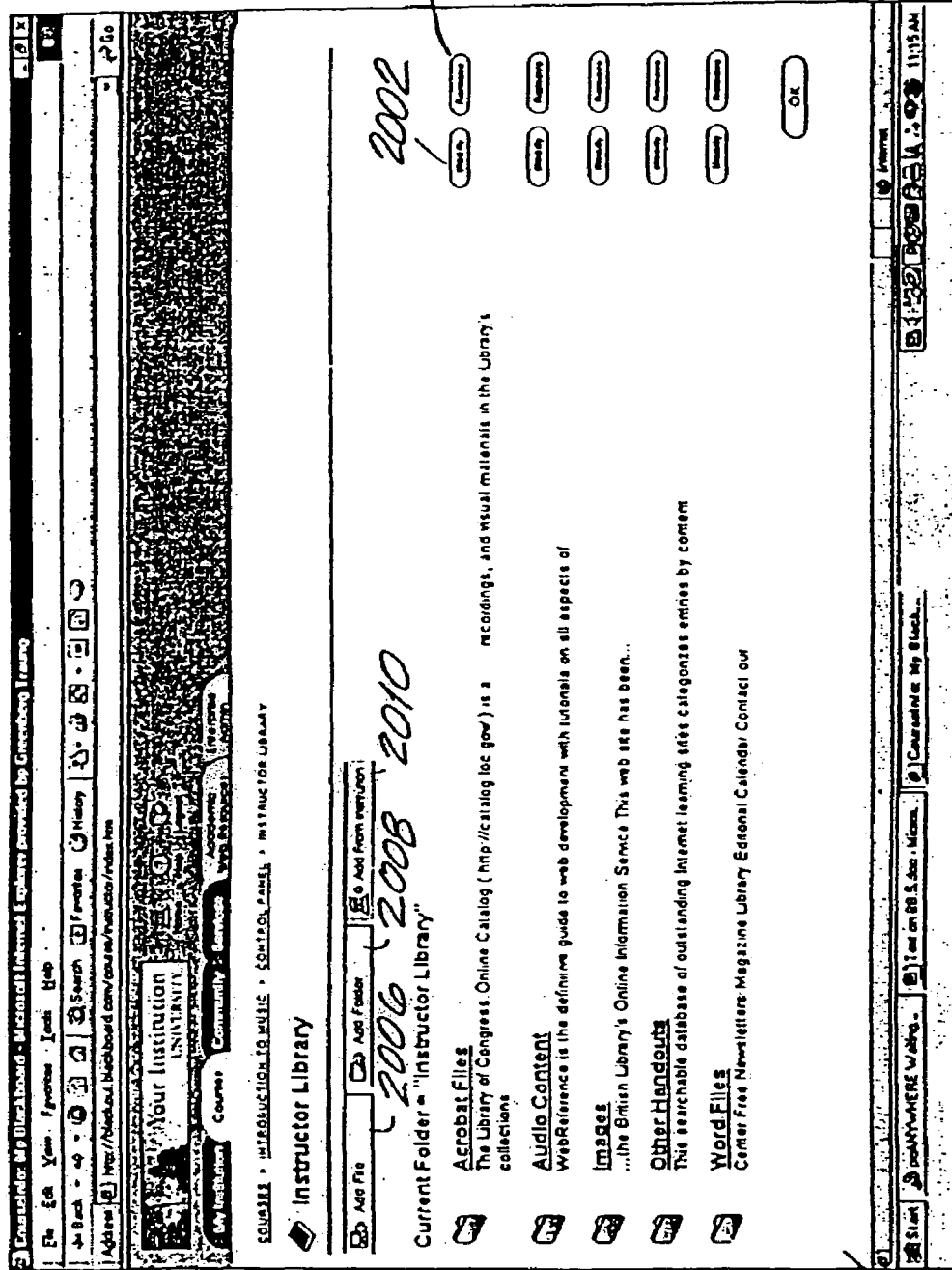
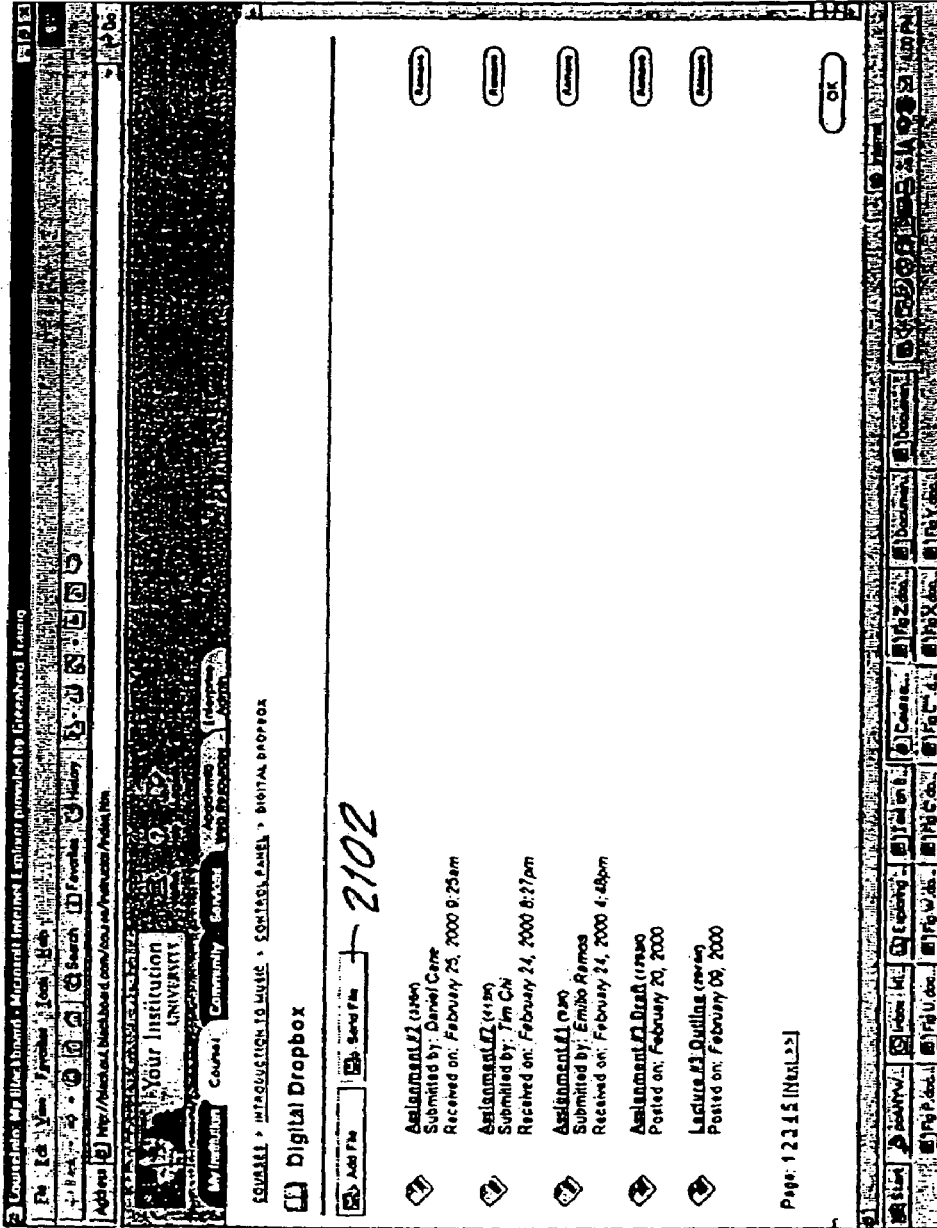


FIG. 20

FIG. 21



2102

2100

Course Gradebook

Students whose last names begin with:

Items that are grouped by:

<input checked="" type="checkbox"/> - completed	Participation	Space 301-c Quiz	Assignment #1	Total Points
- no info	Participation	Quiz	Assignment	
- taken, but ungraded	Edit	Edit	Edit	
Arnold, Jeremy	Edit	-	-	0
Baggins, T.	Edit	80	50	315
Bell, Norman	Edit	-	10	10
Cane, Jon	Edit	72	35	251
Chasen, Michael	Edit	-	25	25
Chi, Timothy	Edit	92	35	311
Clark, Andrea	Edit	100	20	205
Clark, Jim	Edit	75	-	50
Cox, Meg	Edit	-	25	25
Davies, Greg	Edit	-	-	0
Witkowski, Francis	Edit	-	10	10
Points Possible	100	35	50	335

2200

FIG.22

COURSES > INTRODUCTION TO MUSIC > CONTROL PANEL > COURSE STATISTICS > REPORT

Course Statistics

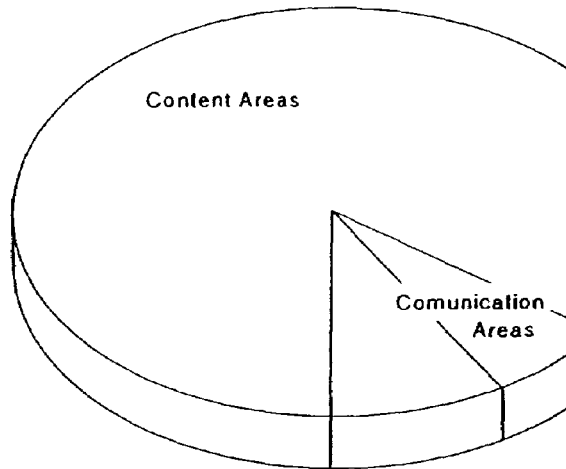
Statistics Generated on Thursday, February 24, 2000 11:26:28 AM

Note: You may have to reload/refresh this page for the images to be correct.

Total Number of Accesses per Area — 2302
 Number of Accesses over Time — 2304
 User Accesses per Hour of the Day — 2306
 User Accesses per Day of the Week — 2308
 Total Accesses by User — 2310 2308

Total Number of Accesses per Area — 2302

Area Name	Hits	Percent
Content Areas	139	83.2 %
Communication Areas	10	5.98 %
Group Areas		0 %
Student Areas	15	8.98 %
Total	167	100 %



Number of Accesses over Time — 2304

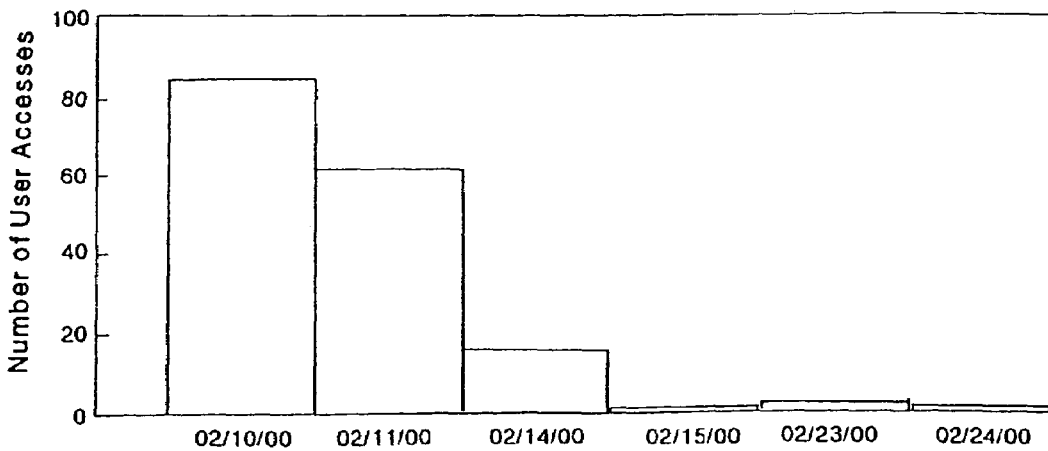
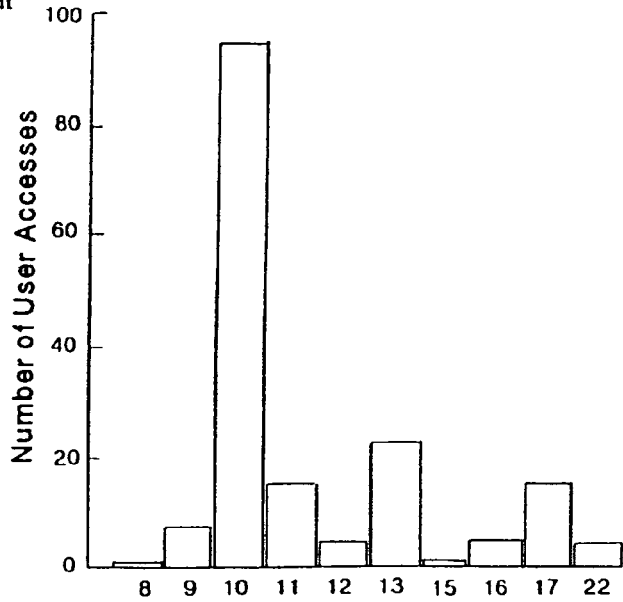


FIG.23A

User Accesses by Hour of the Day *2306*

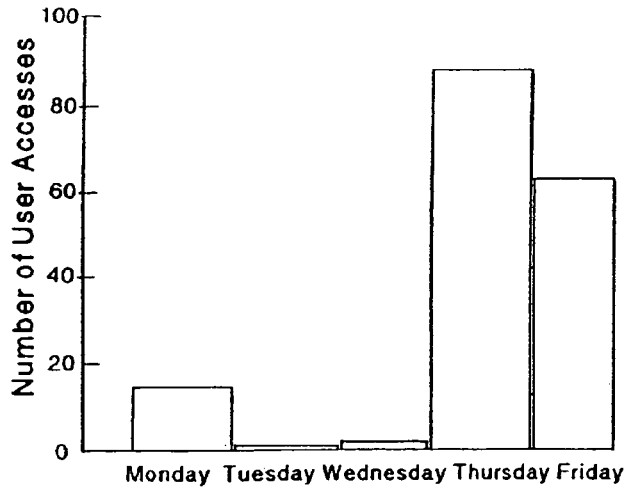
Hour of The Day	Hits	Percent
8	1	0.59 %
9	7	4.19 %
10	94	56.2 %
11	15	8.98 %
12	4	2.39 %
13	22	13.1 %
15	1	0.59 %
16	3	1.79 %
17	14	8.38 %
22	3	1.79 %
23	3	1.79 %
Total	167	100 %



User Accesses by Day of the Week *2308*

Day of The Week	Hits	Percent
Monday	16	9.58 %
Tuesday	1	0.59 %
Wednesday	2	1.19 %
Thursday	86	51.4 %
Friday	62	37.1 %
Total	167	100 %

Hour of the day (24h Format)



2300

Day of the week

FIG.23B

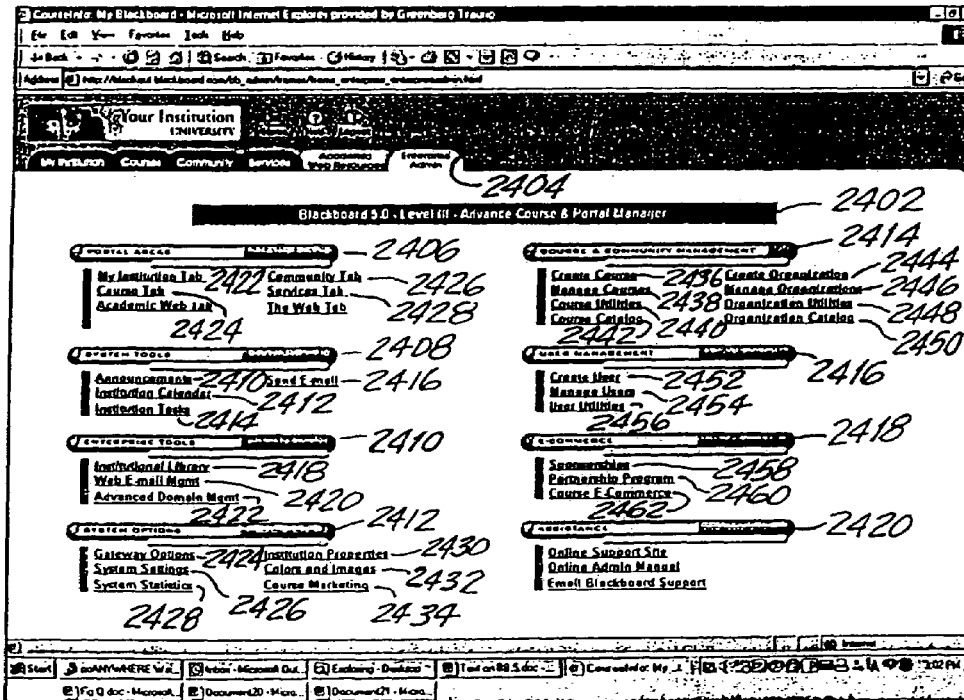


FIG.24

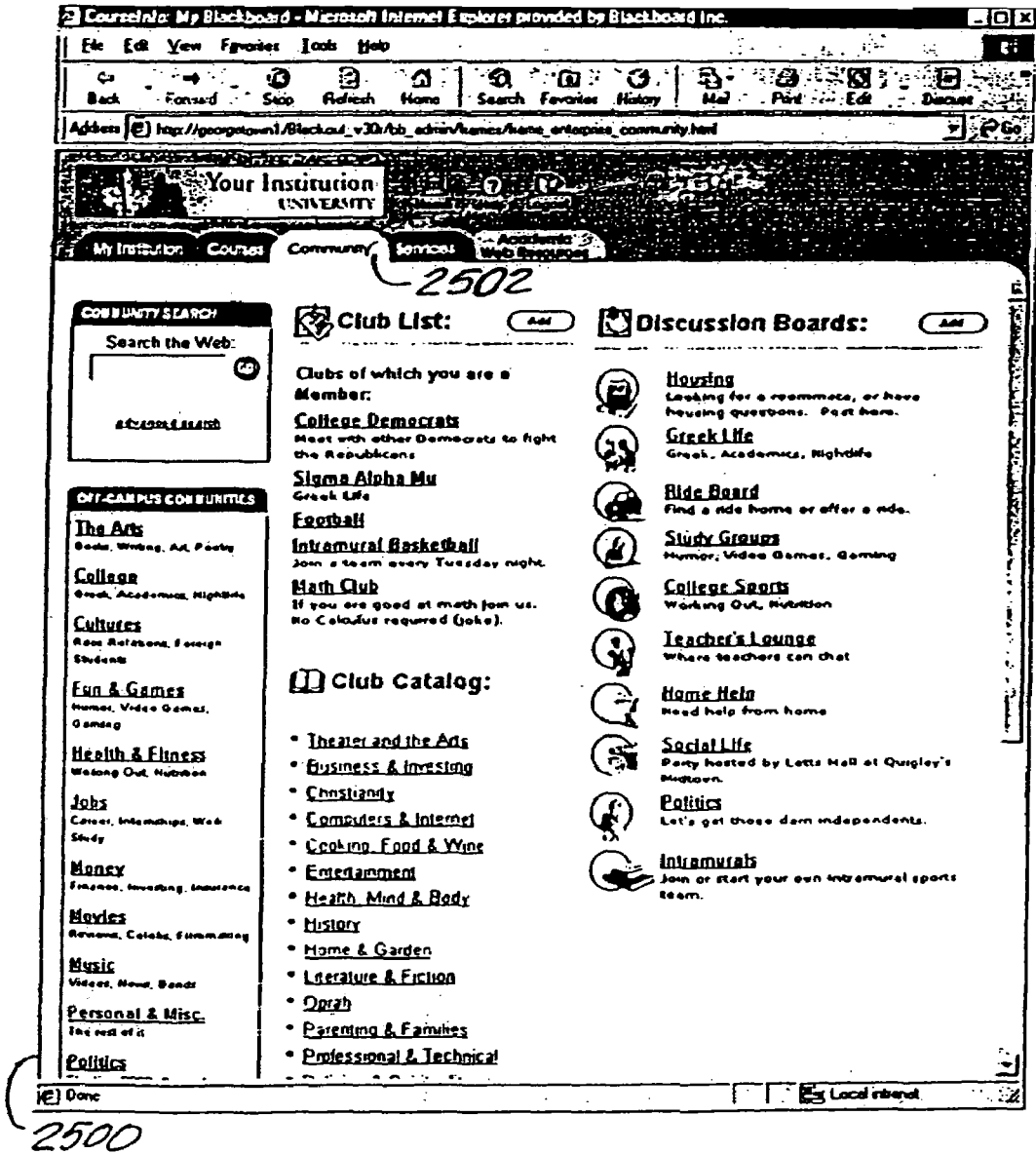


FIG.25

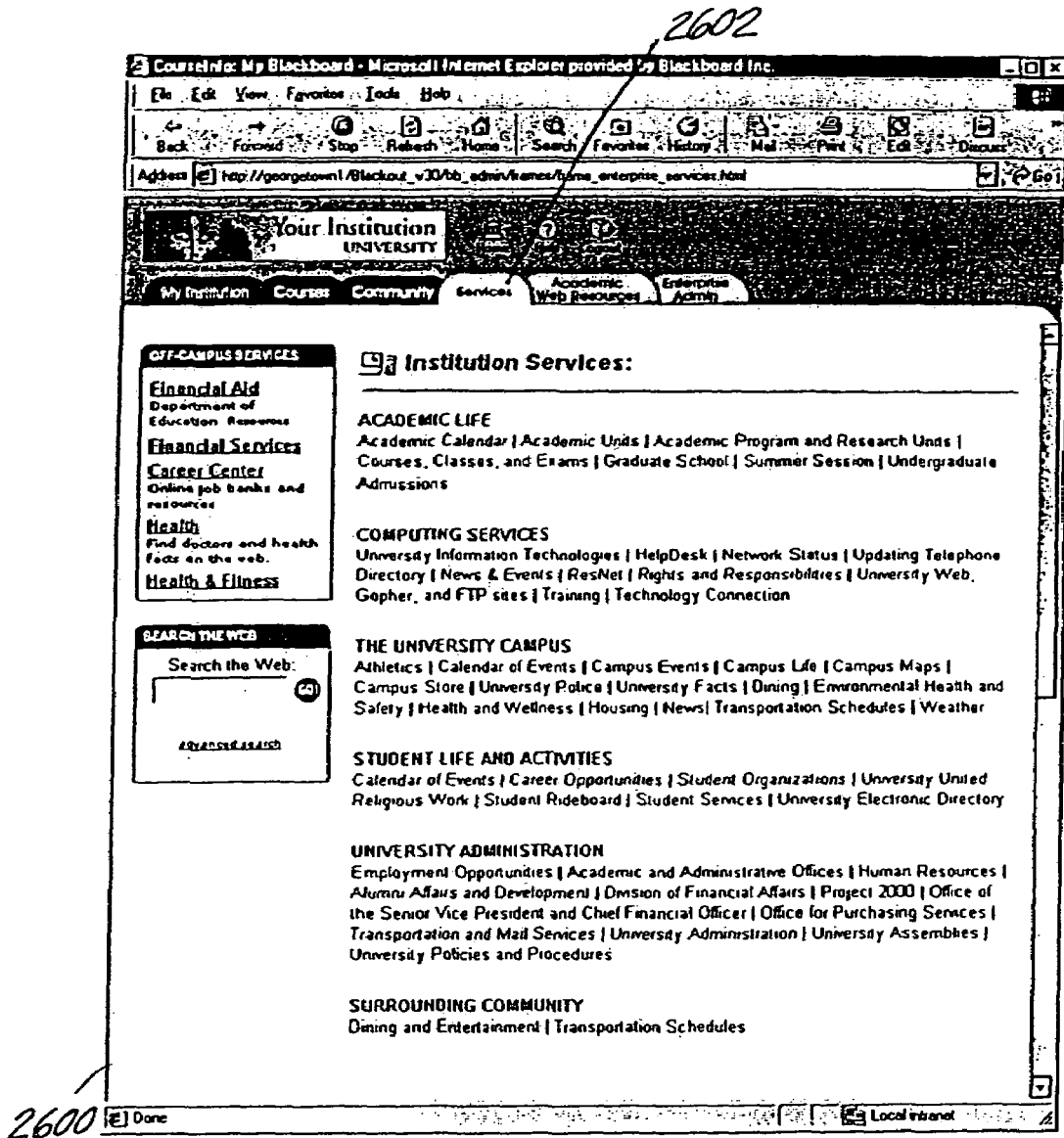


FIG.26

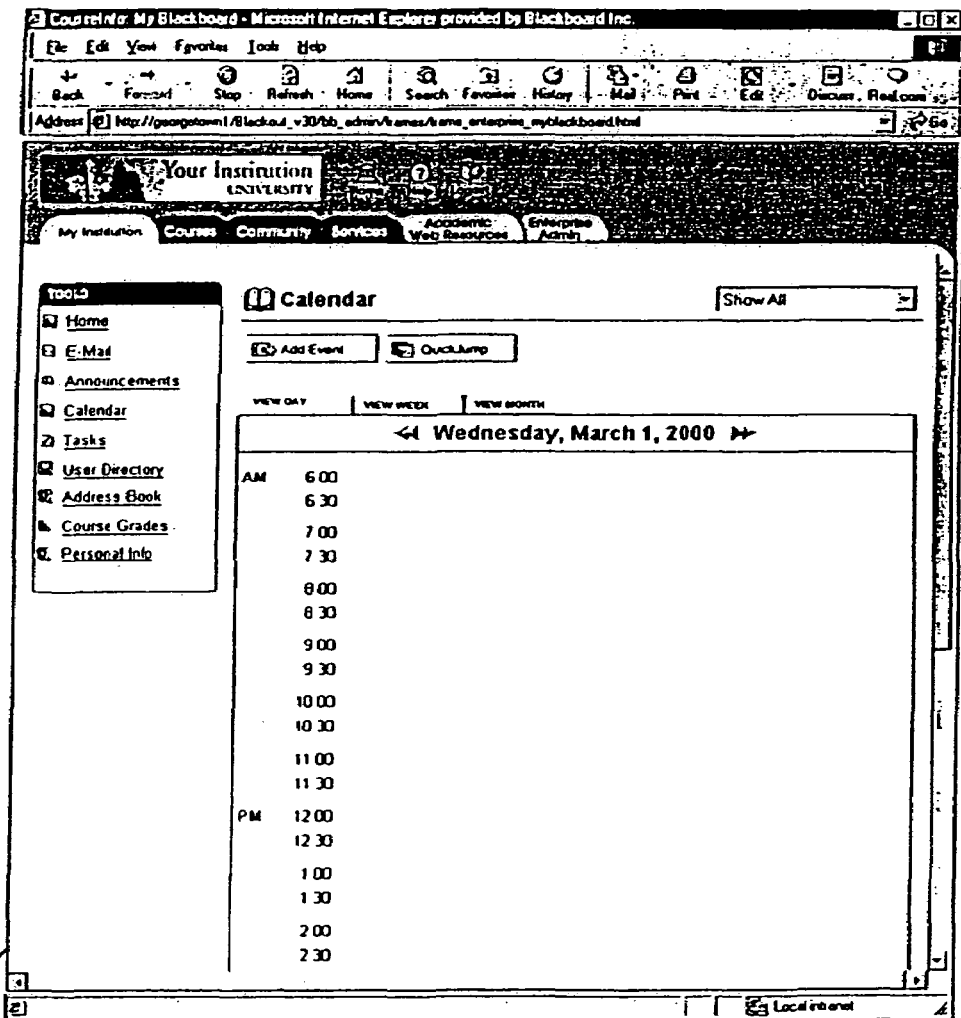


FIG.27

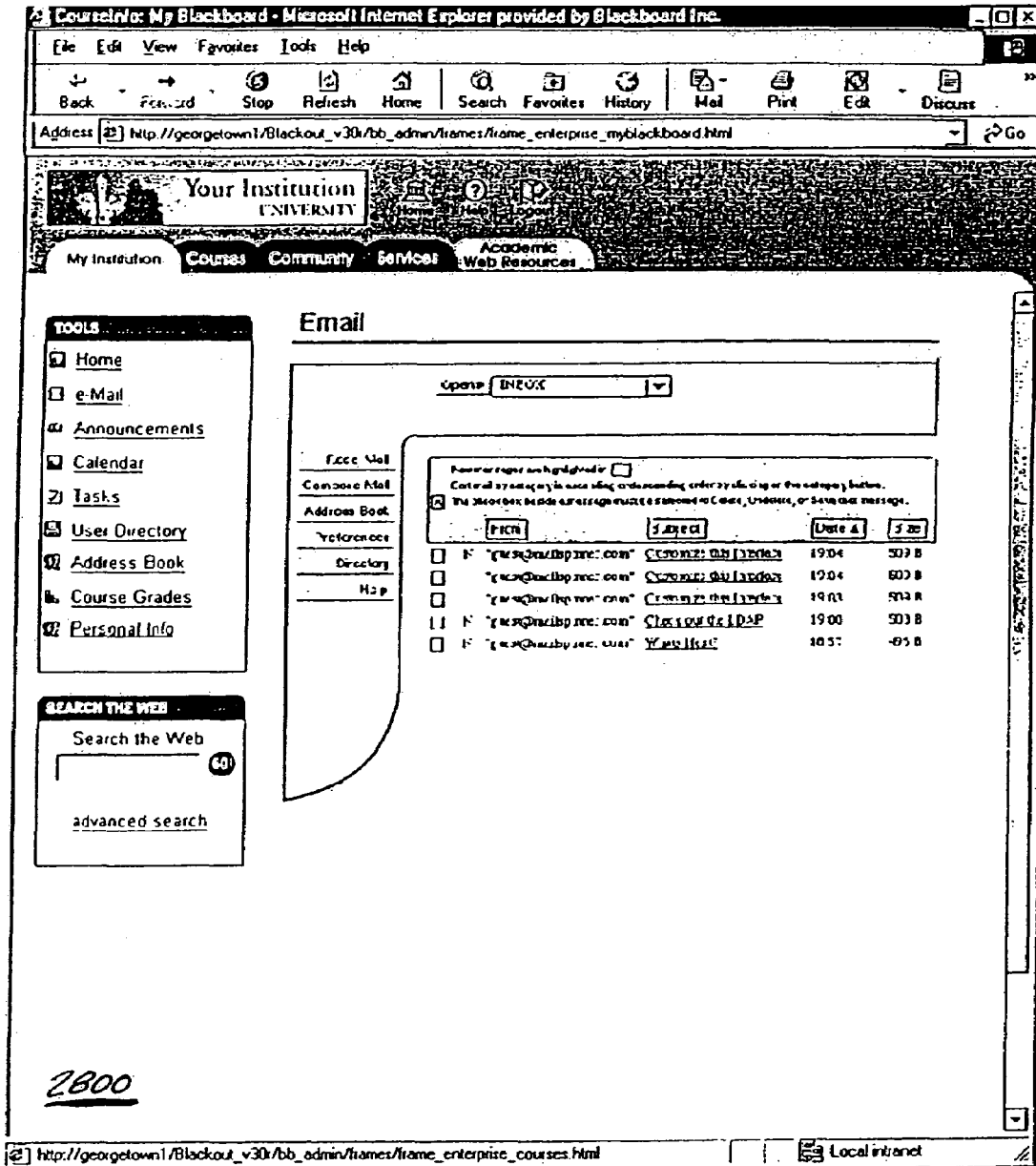
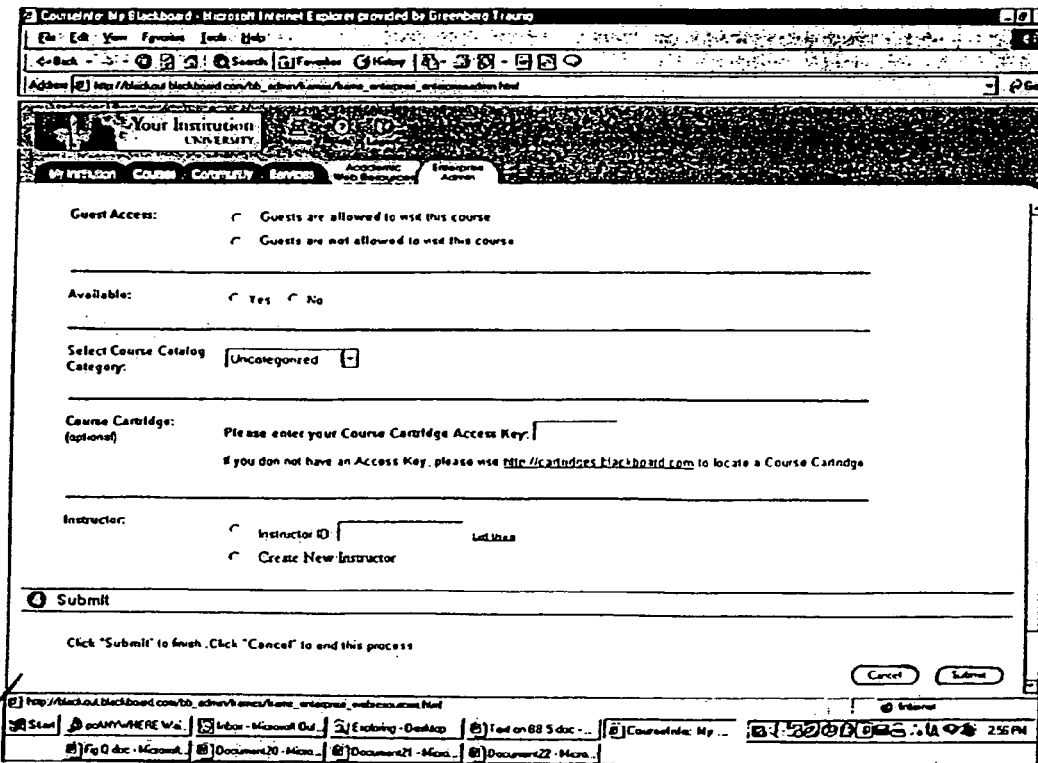
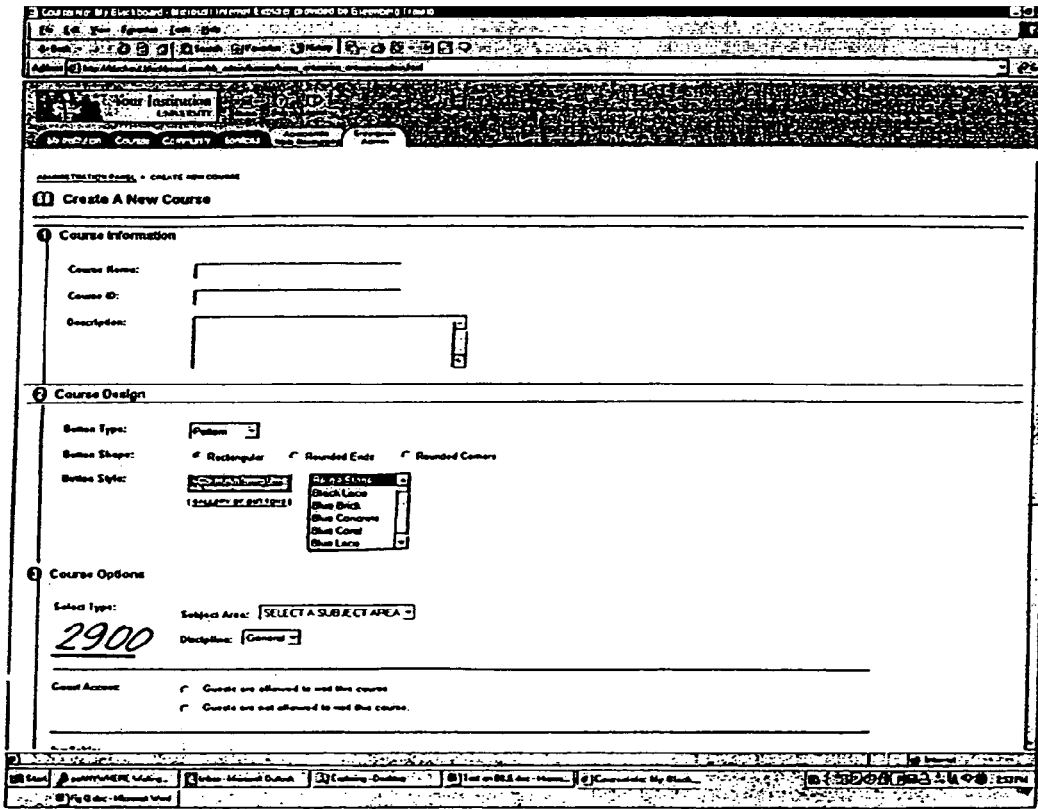


FIG.28



2900

FIG.29

3000

Administrator Panel - CREATE USER

Create User

1 Personal Information

First Name:

Middle Name:

Last Name:

Email:

Student ID:

2 Account Information

User Name:

Password:

Verify Password:

3 Other Information

Gender: Male Female

Birthday:

Education:

Company:

Department:

Job Title:

Address:

Address: (cont)

City:

State / Province:

Zip / Postal Code:

Country:

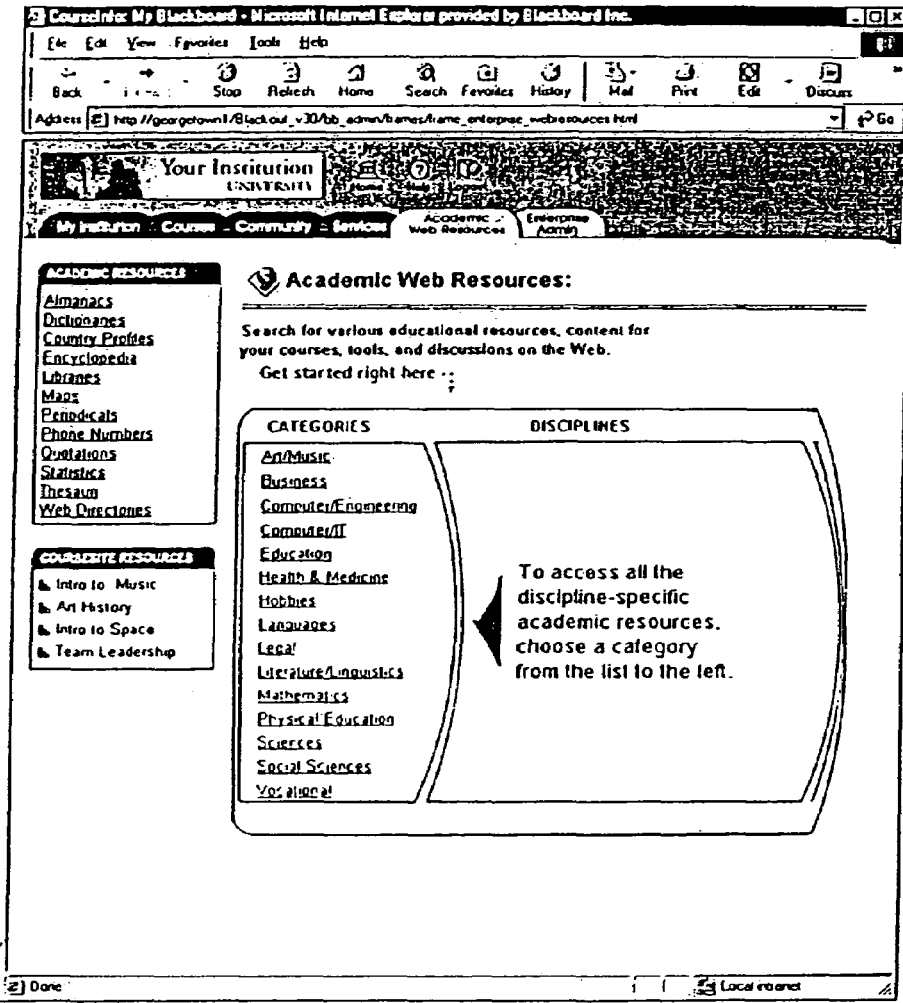
Web Site:

Home Phone:

Work Phone:

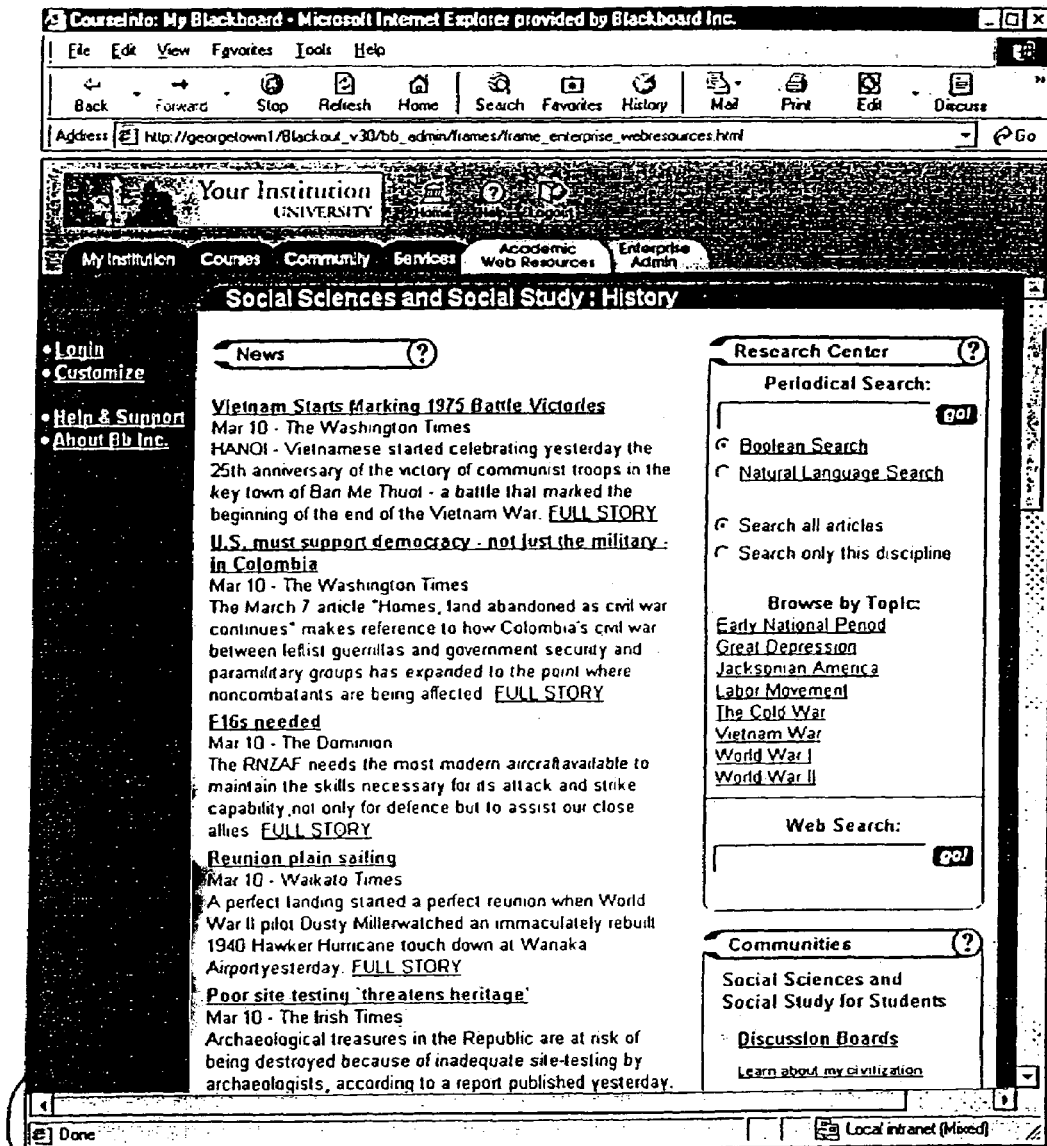
FIG.30A

3000



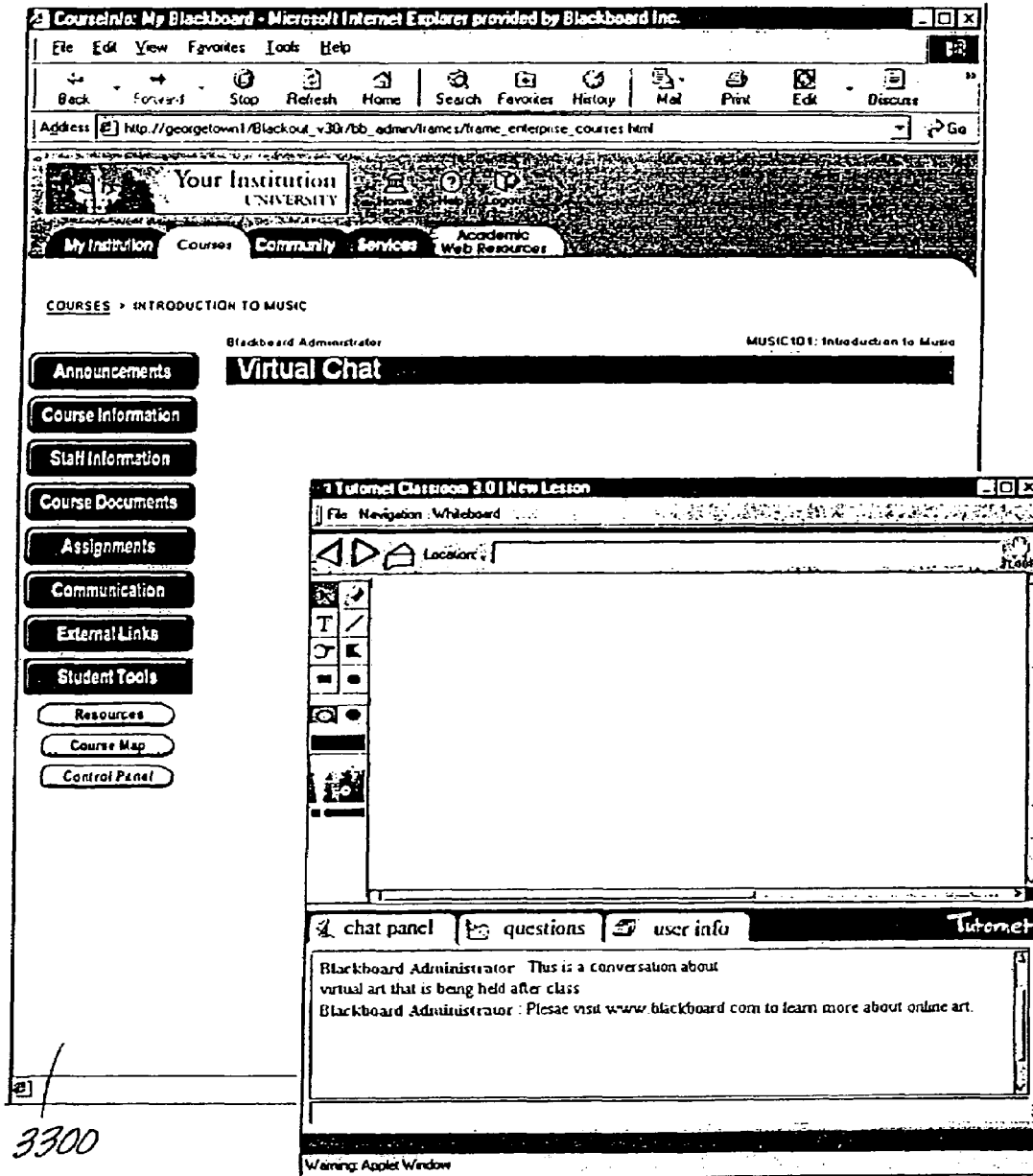
3100

FIG.31



3200

FIG.32



3300

FIG.33

Linking to the E-Commerce Server

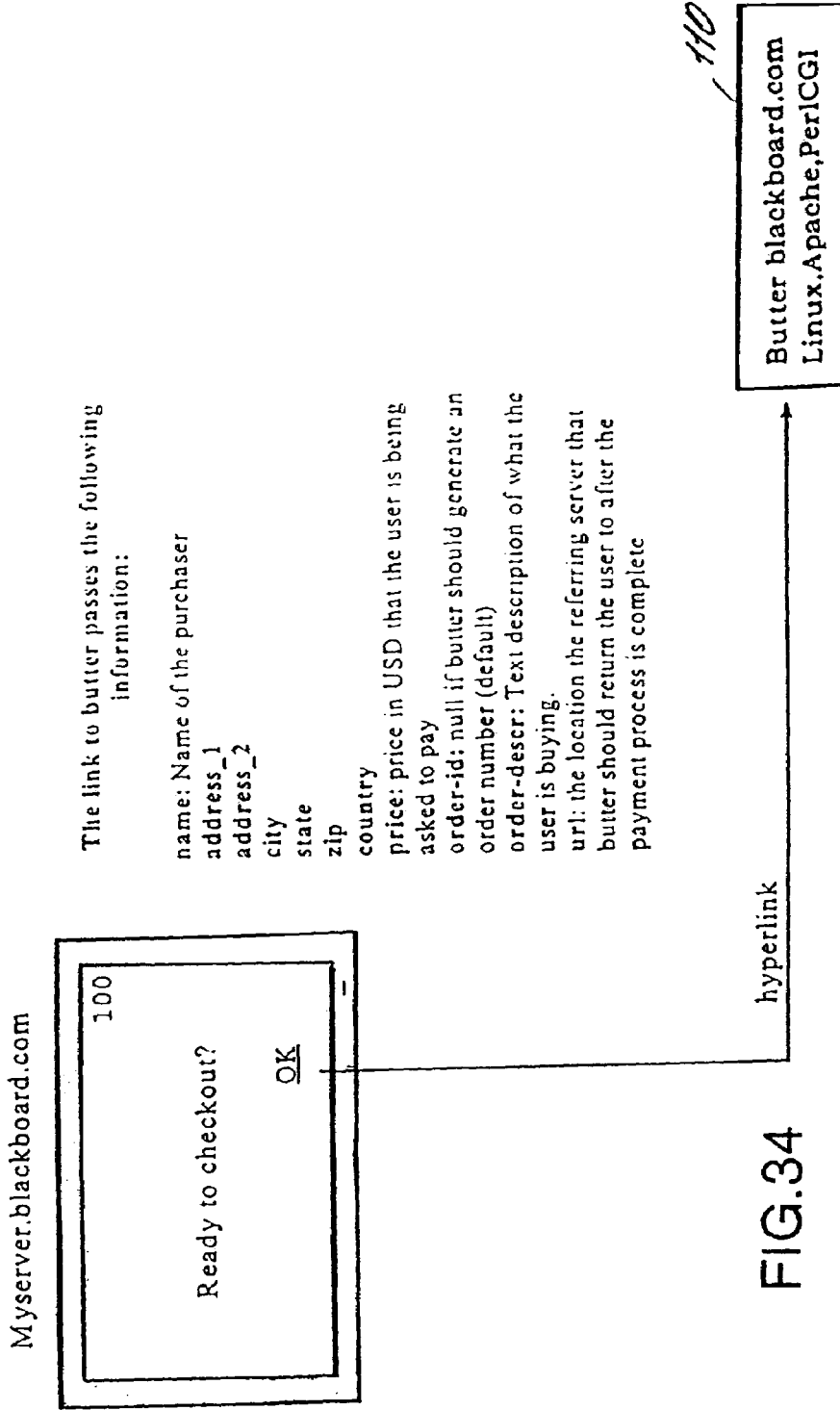


FIG.34

First E-Commerce Screen Display

Butter.blackboard.com

210

220

230

Accepts VISA, MC, Diner's Club, JCB and Carte Blanche (but not Amex)

Whatever user info is available is populated from the data passed from the previous page.

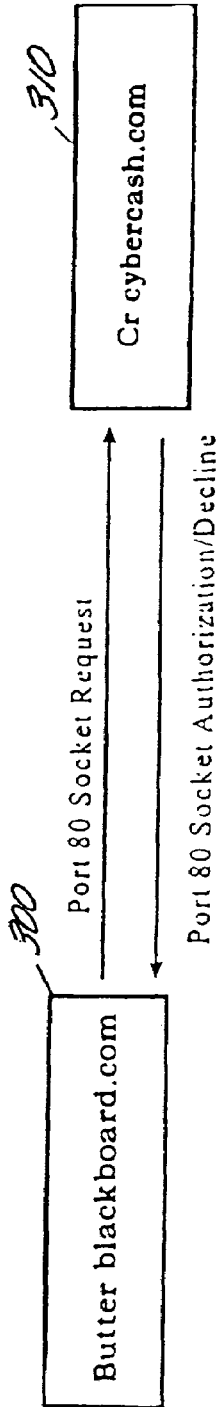
The unique order number displayed is dynamically generated by the server.

The Chosen services and price displayed are passed in from the previous screen.

The look and feel of this plate (and all butter e-commerce pages) can be modified by an HTML template. This template is selected as one of the script parameters.

FIG.35

Authorization Process



- The authorization process takes a minute or so.
- If the card is rejected, a page like the one at right is displayed.
- If the card is accepted, the payment goes through, and the page on the next slide is shown.

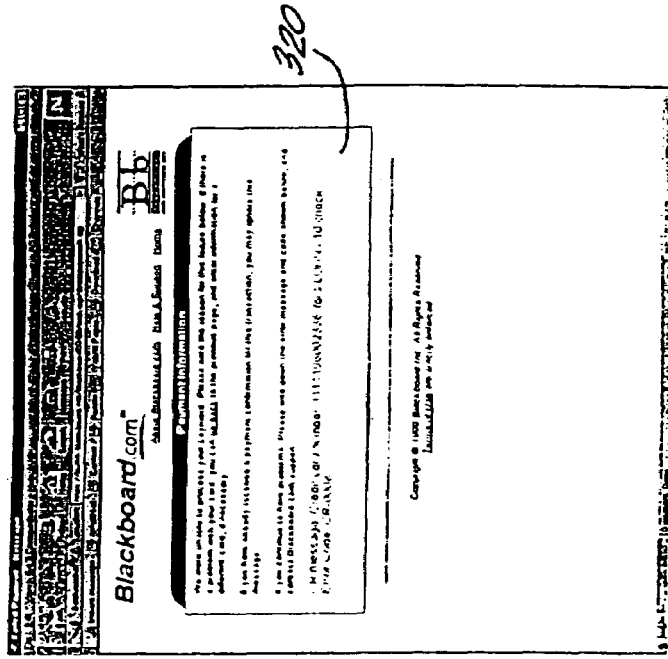
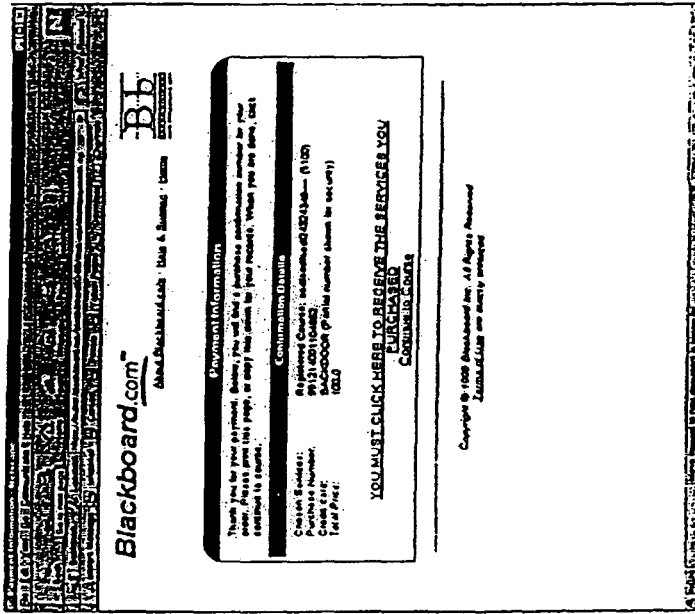


FIG.36

Second E-Commerce Screen Display

Butter.blackboard.com



Payment is authorized and queued at Cybercash, Inc for processing.

The payment will go through and appear in Blackboard's Cybercash account within 12 hours.

There is no way that the user can back out at this point without Blackboard issuing a manual refund.

No services are provided yet. The user must follow the link at the bottom of the page, or he will receive nothing for his money.

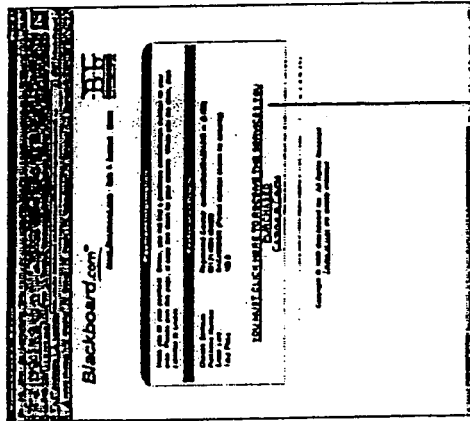
All links on this page are disabled except the one that says "YOU MUST CLICK HERE". This prevents users from failing to get their orders filled.

A authorization code is calculated by the script as a secure hash of the purchase price, the order id, and a secret number.

FIG.37

Returning to the Originating Server

Butter.blackboard.com



- The link at the bottom of the page points back to the referring server using the location passed in the URL parameter to the first butter script.
- The authorization code, the order_id and a subset of the credit card digits (show_card) are passed back as parameters.
- The authorization code should be checked upon return by making an identical hash calculation. If the two hash values match, the order should be fulfilled, otherwise, and error should be shown.

myserver.blackboard.com

FIG.38

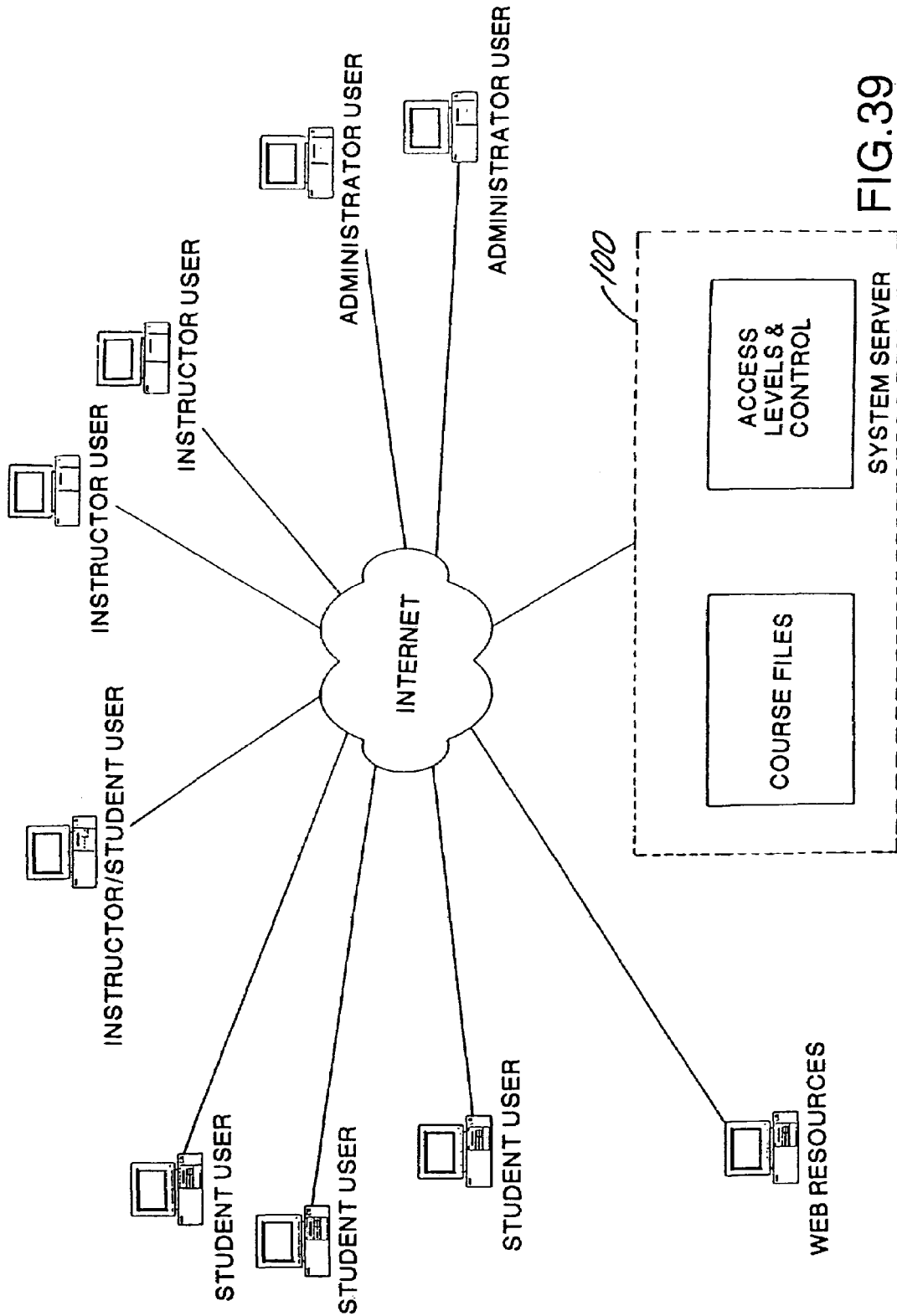


FIG. 39

INTERNET-BASED EDUCATION SUPPORT SYSTEM AND METHODS

CROSS REFERENCE TO RELATED APPLICATIONS

This patent application is based on and claims filing priority from co-pending U.S. provisional application Ser. No. 60/141,283, filed on Jun. 30, 1999; co-pending U.S. provisional application Ser. No. 60/141,864, filed on Jul. 1, 1999; and co-pending U.S. provisional application Ser. No. 60/187,890, filed on Mar. 8, 2000, all of which are incorporated herein by reference.

BACKGROUND OF THE INVENTION

The present invention relates generally to systems and methods for the exchange of information between instructors and students in an educational context. More specifically, the present invention relates to systems and methods in which an educational instructor interacts with one or more non-collocated students by transmitting course lectures, textbooks, literature, and other course materials, receiving student questions and input, and conducting participatory class discussions using an electronic network such as the Internet and World Wide Web. The present invention also relates to the provision of an infrastructure that allows for on-line registration and tuition payment of educational courses.

The ability of educators, including educational institutions, private corporations, and institutions of higher learning, to reach potential students has generally been limited by geography. In most instances, a potential student must physically move to within commuting distance or onto a campus in order to have access to course instructors, classes, and materials. Furthermore, potential students and persons seeking knowledge of all sorts are generally limited to proximate sources of courses of instruction, tutoring, or training. Due to these limitations, a prospective student must either seek to learn a given subject from whatever local means of instruction is available to her or move her household in order to be able to access her preferred sources of instruction. Many prospective students are deprived of receiving instruction from other, possibly better-qualified instructors or institutions located outside of their immediate locale. Similarly, educational institutions have been limited to serving only those students located within commutable distance of their campuses.

The advent of networked computers and communications has afforded a partial solution to these limitations. In particular, the widespread use and availability of electronic networks such as the Internet and the World Wide Web have made it possible for students and educators to overcome geographic dispersion and physical location as a barrier to education. Using this electronic medium, students and instructors are able to exchange information including (live or transcribed) classroom lectures, homework assignments, texts and materials, grading, (live or transcribed) question and answer interaction sessions, and other related information to effect a traditional learning or educational experience regardless of physical location.

However, electronic networks, including the Internet, are complex technological systems requiring the user to have or acquire specialized knowledge in order to use them effectively. Even graphical user interfaces (GUIs) designed to enhance simplicity of use, such as that provided by the World Wide Web, may require specialized knowledge of

network terminology and technical aspects. For example, an Internet user's ability to access information using that medium is significantly reduced if the user lacks understanding of how to use Uniform Resource Locators (URLs) to traverse (i.e., navigate) web pages. Slow adoption of new technology and lack of technological sophistication have a chilling effect on the widespread use of the medium in general. Applied specifically in an educational context, these chilling factors apply to instructors who, while possessing high expertise in their respective intellectual or educational fields, would be required to further attain technological knowledge necessary to effectively use the Internet to educate non-collocated students.

Furthermore, the complexity of using the Internet for educational purposes is compounded as the number of user choices required at the user interface increases because not only must the instructor and students acquire technological competency in the use of the medium, but they must in addition understand the presentation and consequences of a plethora of choices required by a particular user interface (e.g., a web page). The design of the user interface therefore can be critical in enabling widespread use of the medium in an educational context. Solutions other than the present invention may be characterized as having relatively complicated and confusing user interfaces. Users, including both students and instructors, of these other solutions are confronted with one or more web pages that typically require the user to review and select a subsequent web page or function from among a large array of potential user choices, thereby complicating the user's task of interacting with the system.

Further, many educational institutions have existing or legacy network-based systems which students access to obtain various types of information (e.g., class schedules). The addition of yet another network-based system requires the host or sponsoring institution to incur implementation and maintenance costs associated with the installation, integration, administration, and maintenance of a new network-based system. These costs place limits on the achieving the widespread use of the medium for educational purposes.

Further, access, presentation, and aggregation of information contained in existing networks are provided from the institution's perspective and not an individual student's perspective. Typically, a student must access different locations or web pages of an institution's network for each datum she wishes to inspect. Further, a student may have to log-on to multiple networks in order to access different items of data. For example, a student may wish to view his financial aid status before registering for an upcoming course or semester. In existing networks, the student will have to traverse multiple web pages and possibly log-on to multiple networks in order to access his current financial aid status, assess that information, and then register online taking into account his particular information. Many similar situations are commonplace involving access to grading information, class schedule, exam materials, student group meetings, and other such information. Existing systems, in short, aggregate course, institution, and student information in an institution-centric manner. This imposes a time cost upon each student/user of the existing systems in order to reduce complexity from the institution's implementation and maintenance perspectives. However, given that these time costs are imposed on all students, the sum of these distributed costs outweigh the cost savings realized by the institution in the institution-centric approach, resulting in a net loss.

Further, instructors' teaching techniques are greatly variable, based on personal preference and the subject matter

being taught. Network-based systems that do not provide for a significant degree of customization are ill-suited to address to this need to accommodate diverse teaching modes in a single system.

Further, a general concern with use of the electronic network medium is that response time tends to slow as more users are added to the system. As response time becomes prohibitive, the time- and cost-effectiveness associated with using the medium for educational purposes is greatly reduced.

Many colleges and universities have stayed away from allowing on-line registration and tuition payment for a number of reasons, including high initial setup costs and incompatible billing practices.

The exception to this rule are so-called virtual schools. Virtual schools traditionally charge an enrollment fee, and then offer free courses. In lieu of paying for each course taken, a student is subjected to advertising while viewing on-line course material. While such billing and income generation methods may be acceptable for companies providing on-line training, such methods are not consistent with traditional college and university billing practices. Colleges and universities typically charge a low enrollment fee and bill students on a per-credit or per-course basis.

Therefore, it is a general object of the present invention to provide a system and methods that allow users to interact with a computer network-based education support system through means of a simplified, easy-to-use user interface.

A further general object of the present invention is to provide a system that can be easily integrated with existing computer network and backend systems with minimal disruption to existing operations and systems.

A still further general object of the present invention is to provide a system that is scalable in order to accommodate increasing numbers of users, such that system responsiveness is not materially degraded as the number of users of the system grows to an increasingly large number.

A still further general object of the present invention is to provide a system and methods that can accommodate a variety of diverse teaching modes without requiring substantial modifications to the system.

A further object of the invention is to provide such a system that allows multiple types of users to access the features of the system as a function of their predefined role within the framework of the system (e.g. student, teacher, administrator).

It is a further object of the invention to provide such a system that integrates with the education platform provided therein value added services and control such as calendar, task, contact and communication functions.

These as well as other objects of the present invention are apparent upon inspection of this specification, including the drawings and appendices attached hereto.

SUMMARY OF THE INVENTION

In accordance with these and other objects, provided is a system for providing to a community of users access to a plurality of online courses, comprising a plurality of user computers and a server computer in communication with each of the user computers over a network. Each user computer is associated with a user of the system having predefined characteristics indicative of a predetermined role in the system. Each role provides a level of access to data files associated with a course, and a level of control over data files associated with a course. The server computer has means for storing data files associated with a course, means

for assigning a level of access to each file, wherein the level of access is associated with the ability of a user to access the file, means for determining an access level of a user requesting access to a file, and means for allowing access to a file associated with a course as a function of the access level of the user.

The user roles comprise a student role associated with a student user, an instructor role associated with an instructor user, and an administrator role associated with an administrator user (roles may be mixed; for example when an instructor of one course, is also a student in another course). The instructor user is provided with an access level to enable the creation and editing of a plurality of course files associated with a course. The course files include an announcement file, a course information file, a staff information file, a course documents file, an assignments file, a dropbox file, an asynchronous communication file, and a synchronous communication file.

The student user is provided with an access level to enable reading of course files associated with a course. The student user is also provided with an access level to enable modification of some of the files associated with a course. Also, the user may be provided with an access level to enable creation of a student file associated with a file for which the student user is able to read. The file that the student is able to read may be an assessment file created by the instructor user, and the student file created by the student user is a response to the assessment file. The assessment file may be a plurality of examination questions selected by the instructor user to assess the ability of the student user. The examination questions may be selected by the instructor user from a predetermined pool of available examination questions. The examination questions also may be created by the instructor user substantially at the time of the creation of the assessment file and optionally added to the pool. The student file may be reviewed by the instructor user and assigned a grade, which would be made available online to the student user. The instructor user may collate the grades obtained from reviewing a number of student files, and the collated grades may be made available online to all student users associated with the course (e.g.: an average for the class, a pie or bar chart, etc.).

The student will also be able to read an assignment file created by the instructor user, and the student file created by the student user is a response to the assignment file.

The "digital dropbox" may contain a plurality of files transferred to the server computer from one or more student users associated with the course. The instructor user may be provided with access to the files in the dropbox file, whereby the instructor user may download, edit and upload the files in the dropbox.

A user may be required to enter a login sequence into a user computer in order to be provided with access to course files associated with that user. The user is then provided with access to all courses with which the user is associated after entry of the logon sequence. The user is provided with a web page comprising a plurality of course hyperlinks, each of the course hyperlinks associated with each course that the user has been enrolled either as an instructor or as a student. Selection of a course hyperlink will provide the user with a web page associated with the selected course; the web page having content hyperlinks and buttons to various content areas associated with the course. The content hyperlinks and/or buttons include an announcement area hyperlink, a course information hyperlink, a staff information hyperlink, a course documents hyperlink, an assignments hyperlink, a communications hyperlink, and a student tools hyperlink.

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Selection of the announcement area hyperlink provides a web page including a group of course announcements. Selection of the course information hyperlink provides a web page including information regarding the associated course. Selection of the staff information hyperlink provides a web page including data regarding the instructors of the associated course. Selection of the course documents hyperlink provides a web page including a listing of documents associated with the course, which may be active hyperlinks to the documents. Selection of the assignments hyperlink provides a web page including a group of course assignments. Selection of the communications hyperlink provides a web page including hyperlinks to a group of communication tools including an asynchronous communication tool and a synchronous communication tool.

In another aspect of the invention, provided is a system for providing to a community of users access to online courses, including a server computer in communication with user computers over a network, wherein the server computer has means for creating course user accounts from a file of existing user accounts associated with an external computer. In this manner, existing legacy systems having large members of user accounts stored in memory may be integrated with this system without having to re-enter user data into the system (so-called batch enrollment).

In yet another aspect of the invention, provided is a method for providing online education, which includes the steps of establishing a course to be offered online, offering the course to be taken online to a group of student users; and providing access over the network to the course files to a student user who has enrolled in the course. The establishment of the course includes an instructor user generating a set of course files for use with teaching the course, then transferring the course files to a server computer for storage thereat, and then making access to the course files available to a predefined community of student users having access to the server computer over a network.

Preferably, at least one of the course files comprises a course assignment, and the student user creates a student file in response to the course assignment and transfers the student file to the server computer. The instructor user accesses the student file from the server computer, reviews the student file to determine compliance with the course assignment, and the instructor user assigns a grade to the student file as a function of the determination of compliance with the course assignment. The instructor user may post the grade to a file on the server computer accessible only to the student user with which the grade is associated. The instructor user may repeat these steps for a number of student users that are enrolled in the course, and then perform a statistical analysis on the grades assigned to the student users. The results of the statistical analysis may be made available to the student users enrolled in the course.

An asynchronous communication tool accessible to student users enrolled in the course may be provided for enabling asynchronous communication amongst the student users. Likewise, a synchronous communication tool accessible to student users enrolled in the course may be provided for enabling synchronous communication amongst the student users.

The present invention also enhances the prior art by providing a flexible infrastructure for colleges, universities, and other institutions wishing to facilitate on-line registration and tuition payment. More specifically, the present invention can accommodate different billing methods, including, but not limited to, billing on a per-credit-hour basis, and billing on a per-registrant basis. Tuition may be

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paid by credit card, debit card, check, or other verifiable payment method. Payment verification may be performed by the present invention, or the present invention may interface with third-parties providing payment verification services. In addition, the present invention allows on-line billing information to easily interface with a college, university, or other institution's standard billing practices. Integrating with existing billing practices simplifies transition to automated systems.

In addition, the present invention may be configured as an open system wherein anyone can connect to a server over the Internet and create a course online that may be taken by anyone else connected over the Internet. Thus, anyone may create a virtual classroom available to anyone else, regardless if they are affiliated with a particular institution such as a University. For example, a lawyer may create a course in patent law online, and configure the system to require entry of a password to enroll. The lawyer may then disseminate the passwords to desired students who can enroll in the course. Alternately, the lawyer can request the system to require payment to enroll in the course such as by credit card.

BRIEF DESCRIPTION OF THE DRAWINGS

FIG. 1 is an architectural block diagram of a preferred embodiment of an education support system according to the present invention;

FIG. 2 describes a preferred embodiment implementing load balancing to achieve scalability;

FIG. 3 illustrates the functioning of a preferred embodiment of an engine/registry model according to the present invention;

FIG. 4 shows a preferred user interface according to the present invention;

FIG. 5 shows a screen shot of the home page that a user will view;

FIG. 6 is a screen shot of a web page showing the course list and course catalog available to student users;

FIG. 7 is a screen shot of the default view for a course web site;

FIG. 8 is a screen shot of the announcements provided to a student user;

FIG. 9 is a screen shot of the course contents window;

FIG. 10 is a screen shot of the assignments web page;

FIG. 11 is a screen shot of the course documents web page;

FIG. 12 is a screen shot of the communication center web page;

FIG. 13 is a screen shot of the asynchronous discussion board web page;

FIG. 14 is a screen shot of the student tools web page;

FIG. 15 is a screen shot of the student drop box web page;

FIG. 16 is a screen shot of the instructor's control panel web page;

FIG. 17 is a screen shot of the announcements web page;

FIG. 18 is a screen shot of the course information web page;

FIG. 19 is a screen shot of the course tasks web page;

FIG. 20 is a screen shot of the instructor library web page;

FIG. 21 is a screen shot of the digital dropbox web page;

FIG. 22 is a screen shot of the course gradebook web page;

FIGS. 23A and 23B are a screen shot of the course statistics web page;

FIG. 24 is a screen shot of the advanced course and portal manager web page;

FIG. 25 is a screen shot of the community web page;
 FIG. 26 is a screen shot of the services web page;
 FIG. 27 is a screen shot of the calendar web page;
 FIG. 28 is a screen shot of the email web page;
 FIG. 29 is a screen shot of the create a course web page;
 FIGS. 30A and 30B are a screen shot of the create user
 web page;
 FIG. 31 is a screen shot of the web resource web page;
 FIG. 32 is a further screen shot of a web resource web
 page;
 FIG. 33 is a screen shot of the virtual chat web page;
 FIG. 34 is a block diagram illustrating information passed
 from a course registration server to a payment server;
 FIG. 35 is a sample of a payment form;
 FIG. 36 is a block diagram illustrating interaction
 between a payment server and a payment validation server;
 FIG. 37 is a sample of a payment information page;
 FIG. 38 is a block diagram illustrating post-order pro-
 cessing;
 FIG. 39 is an overall block diagram of the system.

DETAILED DESCRIPTION OF THE PREFERRED EMBODIMENTS

Referring to FIG. 39, the present invention comprises a system and methods for the exchange of course content and related information between non-located instructor users and student users. An instructor user interacts with one or more non-located student users by using the system and methods of the present invention to, without limitation, transmit course files including course lectures, textbooks, literature, and other course materials, receive student questions and input, and conduct participatory class discussions using an electronic network such as the Internet or World Wide Web. Access to the course file is controlled by access levels and control logic, to ensure integrity and security of the system. Also, administrator users have access to the system to perform administrative tasks as defined herein.

System Architecture

The system architecture of a preferred embodiment of an education support system 100 according to the present invention is presented in FIG. 1. Referring now to FIG. 1, education support system 100 comprises application subsystems 110, a web browser 120, a web host server 130, a database subsystem 140, and core subsystems 150. Web host server 130 further comprises a shell service 131. Applications subsystems 110 further comprise a content registry 111, a tool registry 112, a course registry 113, one or more content engines 114, one or more tool engines 115, and one or more course engines 116. Core subsystems 150 further comprise a core engine 151, an access manager 152, a user interface (i.e., UI) manager 153, a user manager 154, a group manager 155, an event manager 156, a log manager 157, and a connection manager 158.

In a presently preferred embodiment, education support system 100 is implemented in a client-server network topology. Users (who may have one or several roles such as a student, instructor, teaching assistant (TA), or administrator) access and interact with education support system 100 via web browser 120. More specifically, a user accesses application subsystems 110 and core subsystems 150 through shell service 131 servlet providing a standard Internet interface including, but not limited to, TCP/IP, HTTP, SMTP, and FTP to the user via web browser 120 running on a standard computing platform such as a personal computer or workstation. Specifically, shell service 131 servlet uses the URL-

encoded information contained in HTTP requests received from web browser 120 clients to invoke the corresponding requested application subsystem 110 or core subsystem 150. Shell service 131 servlet also provides user authentication and session management.

Application subsystems 110 function in conformance with an engine/registry model 300 as described in FIG. 3. Generally, engine/registry model 300 comprises one or more engines 301, a registry 302, and a context factory 303. Engines 301 include, but are not limited to, content engine(s) 114, tool engine(s) 115, course engine(s) 116, and core engine 151. Registries 302 include, but are not limited to, content registry 111, tool registry 112, and course registry 113. Course engine(s) 116 creates a course by associating together a set of educational materials to which a student user has access, by organizing references to these informational items as contained in content registry 111. Specifically, course engine(s) 116 queries content registry 111 for an index to the content engine 114 associated with a particular resource being requested by a user.

Content engine(s) 111 includes an assessment engine that generates quizzes to assist and instruct users in the use of education support system 100. For example, one such quiz provided by an assessment engine of education support system 100 provides step-by-step instructions to an instructor for building a course. The quiz is then administered online to the instructor to allow him to build a customized course to be provided using education support system 100.

Unlike content engines 111 which represent actual course content, tool engine(s) 115 generally comprise installable programs that provide capabilities available for use with a plurality of courses and not fixedly associated with any particular course or courses.

Instructors have different preferred modes of teaching. Further, the same instructor may emphasize different modes of teaching depending upon the subject being taught. For example, some instructors emphasize individual homework while others prefer a group or collaborative approach. Education support system 100 supports a variety of teaching methods. By invoking a particular set of tool engines 115 during interaction with the assessment engine, an instructor can customize a course offering to conform to her preferred mode of teaching. An example of a tool engine 115 is the chat/whiteboard communication tools (synchronous and/or asynchronous) provided by education support system 100 that allows for student group interaction and collaboration associated with a given course. Other tools include, but are not limited to, announcements for broadcast of group-oriented messaging, a calendar mechanism for storing date-related events and information, a discussion board for posting questions and answers in a threaded discussion format, notes-editing, group pages, and email services. Further capabilities provided by education support system 100 include, but are not limited to, a catalog listing of all courses available, means for student users to enroll in either open enrollment or closed enrollment situations, means for course creation including course templates and course themes, a course/page editor and viewer, a site page editor and viewer, means for making and disseminating announcements, a calendar function, a chat board in the nature of an online discussion, a white board allowing group interaction and display of free-form information using, for example, Microsoft Paint™, means for sending email between instructors and students and groups of students, a list of course members and links to their web pages, a list of groups and links to their web pages, a file sharing area, means for providing assignments to student users, means for conduct-

ing a variety of types of student assessments (i.e., testing), means for providing lesson material in sequential format, means for adding and removing users, help documents, maintaining a grade book and progress tracking, links to personal web pages or home pages, and a resource library containing references to all uploaded content. Course templates allow instructors to easily reuse a course structure for subsequent courses. Course themes allow the instructor to affect the look and feel of the course site.

Further, a presently preferred embodiment of education support system **100** supports a plurality of environments **400** in a single application. Examples of different environments **400** supported include the personalized web page of student-centric information accessed by a student user and the administrator's environment used for maintenance of the system. Certain parts of the education support system **100** application are consistent across all supported environments **400**, while the appearance to the user may vary for different environments **400**. An environment **400** is defined by console frames that surround the application areas. An example of an environment **400** defined by a four-frame page as shown in FIG. 4 comprises a console navbar **401**, and console top **402**, a toolbar **403**, and content **404**. Console navbar **401** and console top **402** are controlled by a console frameset, while toolbar **403** and content **404** are controlled by a separate frameset. For example, toolbar **403** "buttons" are always located in the top frame of an application area, regardless of the environment **400**. This approach allows users, and especially instructors, the ability to customize their course offerings while conforming to consistent user interface features that allow application areas to be shared across environments **400**. Student users and instructors interact with education support system **100** via the same basic environment **400** format.

Context factory **303** contains information mapping a user to one or more courses associated with that user.

Access control manager **151** creates an access control list (ACL) for one or more subsystems in response to a request from a subsystem to have its resources protected through adherence to an ACL. Education support system **100** provides multiple levels of access restrictions to enable different types of users to effectively interact with the system (e.g., access web pages, upload or download files, view grade information) while preserving confidentiality of information.

User manager **154** integrates the student-centric information with existing network-based systems of an associated educational institution. In a presently preferred embodiment, user manager **154** comprises a runtime component and a batch component that periodically access and extract information contained in external institution databases in order to maintain current student-centric information. User manager **154** facilitates integration of education support system **100** with existing or legacy network-based systems, including proprietary institutional electronic networks and systems related to grades, registration, course schedules, financial aid, etc. without requiring modifications to existing systems or security procedures.

In a presently preferred embodiment, application subsystems **110** and core subsystems **150** interface with database subsystem **140** via the Java Database Connectivity (JDBC) standard interface to allow use of any relational database including, but not limited to, SQL and DB2 Universal Database standards.

Scalability is provided by the modular system architecture described in FIG. 1, and, in a preferred embodiment, through use of a load balancing server **200** as shown in FIG. 2. As

users are added to the system and access the system as web browser **120** clients, additional web server hosts **130** may be added to the overall system to provide a matching increase in system capacity. Load balancing server **200** allocates new web browser clients **120** to the least-busy web server host **130** for servicing. By thus balancing the load across all web server hosts **130**, education support system **100** prevents response times from become unacceptably long for any one given user. In a presently preferred embodiment, load balancing server **200** maintains one or more metrics concerning the percent utilization for each web server host **130** and selects the least-busy web server host **130** based upon application of a load balancing algorithm to these utilization metrics.

In a presently preferred embodiment, upon logging onto education support system **100**, shell service **131** servlet renders and presents to the user (via web browser **120**) a personalized web page comprising a student-centric aggregation of data that may include, without limitation, personal class schedules, grades, a rolled-up or consolidated calendar, links to related tools, student group events for groups of which a particular student is a member, and class announcements.

Education support system **100** executes on a variety of computing platforms including, but not limited to, UNIX™ servers, NT™ servers, Solaris™, HP™, and Linux™. Education support system **100** supports popular web browsers including, but not limited to, Netscape Navigator™ and Microsoft Internet Explorer™, and, in a preferred embodiment, does not require plug-ins at the web browser client.

In a presently preferred embodiment, an automated upload or import capability is provided in which a user may upload a file to the system and system presents or displays the information contained in the uploaded file in a manner that preserves the grouping of the information, including fields and other categorization, based on the file type. Education support system **100** provides a standard import file format to accomplish this preservation of native grouping of information. In a presently most preferred embodiment, the automated upload capability imports an uploaded file in both native and HTML formats, maintaining the file formats associated with the native format for the native formatted file and converting the native format into HTML formats for the HTML formatted file.

Education support system **100** supports a variety of business models. For example, an institution may charge each student for courses taken via education support system **100**; or, an instructor may use education support system **100** to process individual student tuition payments by providing links to e-commerce facilities.

Thus, a system and methods have been shown that that allow users to interact with a computer network-based education support system through means of a simplified, easy-to-use user interface, and that can be easily integrated with existing computer network and backend systems with minimal disruption to existing operations and systems. The disclosed system and methods is scalable in order to accommodate increasing numbers of users, and can accommodate a variety of diverse teaching modes.

Three Tier Functionality

The present invention will now be described in further detail. The invention is embodied in four embodiments that represent three levels of functionality of the system that can be provided to and by an institution, and one embodiment that can be offered to anyone on the Internet. One embodiment embodies a "first tier" functionality and incorporates

the basic system, referred to as the Course Manager. The Course Manager provides course management system tools that enable instructors to provide their students with course materials, discussion boards, virtual chat, online assessments, and a dedicated academic resource center on the Web. As explained further below, the Course Manager includes personal information management tools, course content management tools, course communication and collaboration tools, assessment tools, academic Web resources, course management tools, and system management tools.

A "second tier" embodiment incorporates all of the functionality of the basic embodiment in an epicentric or portal model, also known as the Course & Portal Manager. This embodiment expands beyond the first tier Course Manager, and provides customized institution-wide portals for faculty, students, staff, and alumni with access to numerous personalized news and information services from across the Web. The platform can be customized with institutional branding and a tailored look and feel. It enables institutions to develop online communities, Web-based email, calendar, announcements and tasks. It also allows for a central access point to all of the institution's online services. In addition to the features of the Course Manager, the Course & Portal Manager includes enterprise database support, customizable portal modules and information services, web-based e-mail system, community management, institutional services management, extended customization for institutional branding, institution-wide content sharing and management, and course e-commerce management.

The third embodiment is a third tier system, known as the Advanced Course & Portal Manager. This embodiment incorporates the complete end-to-end "e-Learning" solution. In addition to the Course and Portal Manager, this third tier provides advanced Java-based API's for unifying diverse online campus systems into one integrated platform allowing for user-driven single log-in service delivery, as well as capabilities that allow each school, department or campus within the institution to maintain its own customized environment. Thus, this is the fully functional embodiment that includes all the features and functionality of the first and second tiers and adds certain integration technologies that allow integration of the invention with existing enterprise systems, such as for downloading student databases, etc. as defined further below. This includes a snapshot user management API, an event-driven (real-time) user management API, an end user authentication (security) API, and a network protocol for passing user authentication data.

It is contemplated that each tier would be offered to institutions in a licensing program that would best suit the needs and budget of the institution.

A fourth embodiment of the invention is operated as a publicly available web site on the Internet, that may be accessed by anyone, whether they are affiliated with an institution or not. In this embodiment, anyone on the web can create a course, enroll in a public course, etc. as explained further below. This provides for widespread dissemination of tools and utilities that enable anyone to generate his own course that can be taken by virtually any student.

As further explained herein, the course management tools featured in the present invention allow instructors to monitor, control and customize their course web sites from a web browser interface. The Course Control Panel provides a robust and easy-to-use interface for such course management. The system allows instructors to customize the names of course web site navigation buttons to suit their needs and requirements. The system also allows the instructor to add or

drop individuals or groups of students from a course as required. The system features extended student enrollment option, such as a limited-time self-enrollment (e.g. certain dates only for the self-enroll feature), password-protected enrollment, and defined course duration (e.g. for self-paced study). Courses may be recycled between academic terms by automatically resetting discussion boards, assessment, and other content areas. In addition, the instructor can track student progress, grades and content usage through the system.

As further explained herein, the content management tools featured in the present invention allow instructors to post course documents, staff information, assignments, etc. Text may be typed directly into a form, or existing files may be accessed and uploaded automatically. Documents such as word processing files, spreadsheets, slide presentations, graphics, audio and video clips, etc. may be uploaded in this manner. Streaming multimedia may provided interactivity between the student and the course. Pop-up maps provide easy course site navigation, thus enriching the teaching and learning environments.

The communication and collaboration tools enhance the interaction between the students and instructors with asynchronous discussion boards as well as synchronous chat tools. Online discussions may be managed wherein messages are sortable by date, author, title, etc., and may be archived and printed. A digital dropbox is a file sharing utility that allows sharing of documents between users. Virtual office hours may be held, and even field trips conducted online with these tools.

The assessment tools in the present invention increase student preparedness, measure student progress, and customize lessons by creating and administering quizzes and surveys. Provided is an easy to use, step by step process to create the quizzes and surveys, wherein the instructor may mix and match multiple question types such as multiple choice, multiple correct, true/false, matching, ordering, fill in the blank, and essays. Multimedia or other attachments may easily be included with the assessment questions. Questions may be randomized and re-used from assessment pools. Tests provided to students may be password protected and timed, and may provide instant feedback to students. Advantageously, statistical reports may be created from the assessments and student answers.

The personal information management tools in the present invention allow students, instructors, administrators and all other users to access basic course, personal, and institutional data through a user-centric "My Institution" screen. The user may view announcements from multiple courses in one central location, and maintain personal calendar, address book, user directory and to-do lists.

The present invention also provides for access to a plethora of academic resources that supplement the student's online education experience. The user may browse discipline-specific information, resources and communities linked to each course website. These academic resources may be customized and personalized to fit the users' needs.

The system management tools available with the present invention allow system administrators to monitor, control and customize an institution's online teaching and learning environment from the web browser. The system administrator may control security permissions and enable/disable features for numerous user roles. Batch user enrollment (and unenrollment) may be performed system wide. Preferences and options may be managed on multiple courses, all from within a central system administrator panel. The system administrator may also track and report faculty, student and

course statistics, may plan and manage system hardware requirements by assigning instructors with pre-assigned disk quotas for content storage, and may employ system-wide announcements to broadcast messages to users about system maintenance or institutional announcements.

In the Course & Portal Manager embodiment, the enterprise database support provides support for tens of thousands of users across an entire institution or system of institutions. User and course data may be managed efficiently and effectively. Moreover, large volumes of transactions may be managed efficiently and effectively. The “My Institution” interface includes portal and community functionality along with quick access to web email, course and institutional announcements, and links to other campus departments. Administrators may enable or disable portal modules and establish required and optional modules from the portal options menu bar. Administrators may also assign different portal default settings to different user roles (e.g. students get different portals than instructors).

Course e-commerce management functionality allows institutions to set prices and charge fees for course enrollment directly through the “e-Learning” platform.

In the Advanced Course & Portal Manager embodiment, the snapshot user management tool allows scheduling of one-time or periodic (i.e. hourly, daily, weekly) data integration from existing student information systems, automating course population and keeping the “e-Learning” environment synchronized with administrative and student data. Moreover, the end-user authentication enables a single login environment for the institution portal for all students, instructors, administrators and staff, which streamlines all campus services into a single web portal environment.

The present invention will now be described in further detail and embodiments. FIG. 5 shows a screen shot of the home page 500 that a user will view, which is customizable in accordance with the requirements and desires of any user. The home page may also be institutionally branded, so that the “Your Institution” logo 504 shown in FIG. 5 would display the name of the institution that has licensed the product (i.e. “New York University”). The home page also provides the user with direct access to personal, course, and institutional tools. As an added feature, the system enables each user to select from a large number of news and information services, so that everyone who uses the system will have access to the most recent and relevant information for them. All of this functionality is provided in one place—the home page—so that the institution can provide a sense of community on campus, with courses, and with a view to the external information sources.

By selecting the “Courses” tab 502 shown in FIG. 5, the user will be linked to a Course page 600 as shown in FIG. 6, which provides direct links to the courses that they teach (602, 604) and/or are enrolled in (606, 608, 610). To access the course website, the user will click on the course title (and 602, 604, 606, 608 or 610), he is automatically linked to a web page associated with that course. The user also has the opportunity to browse the course catalog 612 by selecting the links on the right side of the page 600, where courses are listed according to category. The user may also search through the course search engine by selecting the Browse Course Catalog Link 614.

For example, by selecting the link 602 for the Introduction to Music course, which the user in this example is teaching, the user is shown the web page 700 illustrated in FIG. 7. The default view for the course web site 700 in this embodiment is the Announcements page 702, as shown in FIGS. 7 and 8. As seen at the lower part of the screen in FIG. 8, the user has

the option of selecting various types of views by filtering out certain time-based announcements (i.e. today, last 2 weeks, last month, or all) by selecting button 802. The Announcements section can also be linked to after the user has left that page (i.e. is viewing another part of the course web site) by simply clicking the Announcements button 804 on the navigation toolbar 806 on the left of the web page.

Within the course website environment, the user is able to access all of the relevant course material and communication features as shown herein. The entire course outline may be displayed in a separate browser window 900, wherein the course contents are available for perusal and hyperlinking as desired. FIG. 8 shows the entire web page for Introduction to Music in two parts (an upper part and a lower part, which of course is scrollable as desired). As can be seen, one of the function buttons provided is labeled “Course Map” 808, which upon being clicked will popup the Course Contents window 900 shown in FIG. 9 (in an expanded browser window). As can be seen, the user will be able to expand or collapse the various headings provided in order to drill into the entire course contents as currently configured. So, for example, the user can expand the Assignments section 902 and get a linkable list of all the assignments that have been created for the course to date. Any of the assignments may then be clicked for easy access thereto. This separate window 900 is especially advantageous since it allows users to browse the entire course, regardless of their current location in the web site.

Thus, by selecting any of the Assignments links 902, the user would be linked to the web page 1000 set forth in FIG. 10. This web page lists each assignment that has been compiled for the course, each of which can be linked to web pages that contain the full details of the particular assignment. The assignment page 1000 shown in FIG. 10 may of course also be viewed by clicking the “Assignments” button 804 on the toolbar at the left of the course home page shown in FIG. 8. In general, any of the functions that are provided by toolbar buttons on the navigation bar at the left of the course home page will be available in any page accessed for that site, so that easy navigation may be had and the user may jump around and visit any desired portion of the course web site no matter where the user is currently located. Likewise, the Course Contents window provides similar functionality as described above.

As shown in FIG. 10, folders that have quizzes and surveys may be linked to by viewing the assignments web page. Clicking on these folders will present the student and/or instructor with a quiz that may be taken online, wherein the answers may be graded automatically, in real-time, as soon as the student has finished the quiz. This assessment functionality will be explained in greater detail below.

In general, assignments may be provided in virtually any type of media that the instructor has at his disposal. For example, shown in FIG. 10 is a link 1002 to a multimedia presentation for “Physics in Music”, which will give the student a content-enriched lesson that will be useful, prior to the next lesson. Assignments may also be as simple as a text based file that the student would read in preparation for the required class session.

In addition to selecting the Assignments page 1000 or the Announcements page 700, the user may select the Course Information button 1004 on the toolbar. This will link the user to a web page that will list information provided by the instructor that is useful to the student, such as an introductory welcome message, links to helpful resources, etc. Resources otherwise found on other parts of the course web

site may also be shown here if desired by the course web site developer. Links may be in the form of URLs to other web pages or resources, or to folders that include groups of logically related resources.

Selection of the Staff Information navigation button **1006** will provide the user with a web page that will list each instructor, TA, professor, etc., along with an abstract listing office hours, address, telephone number, etc. on each, as well as a link that be clicked to send an email. This gives the student with quick, easy access to any instructor as may be desired throughout the course. Images and other types of multimedia files may also be made available at this page for enhanced content viewing.

The user may select the "Course Documents" link **1008** shown in the navigational toolbar, after which the web page **1100** on FIG. 11 is provided for that course. This provides the user with immediate access to all documents relevant to the course. As a student, the user has access to all of the course materials, including additional links to information on the web that will enhance the instructional experience. As an instructor, the user has the ability to post documents of numerous file formats and from disparate locations.

By selecting the "Communication" tab **1010** shown in FIG. 10, the student is provided with the Communication Center web page **1200** as shown in FIG. 12. In this area, the user has at his disposal many different ways of establishing communications with other users of the system as well as accessing other areas of the system for various types of information. Thus, the user has access to an email utility **1202**, a student roster list **1204**, a list of student homepages **1206**, a discussion board **1208**, a virtual classroom chat **1210**, and a group pages link **1212**.

Selection of the Send E-Mail link **1202** loads a web page with various links that allow the user to send email to individuals registered for the course, to students only, to instructors only, etc. The email function is accomplished via web-based email and allows for users to send attachments, etc. as in many existing email packages available today. Selection of the Student Roster link **1204** displays a web page that lists all of the students registered for the course, along with contact information if allowed by the student (such as phone number, address, email address, etc.). Selection of the Student Pages link **1206** provides a web page with links to the homepage for each student in the class.

Another very effective communication tool is the asynchronous Discussion Board **1300**, as shown in FIG. 13, which is displayed by the student selecting the Discussion Board link **1208** of FIG. 12. Here, students can access this for threaded discussions that are archived for easy retrieval. By using the discussion board, students can help each other learn even more easily outside of regular class hours. It can also be used as an effective method for instructors and TAs to use as a tutorial tool for out-of-class questions and discussions that need to be saved for the purpose of sharing with the rest of that class. This utility operates in accordance with techniques well known in the art.

By clicking on the Virtual Chat link **1210**, the student is provided with a web page **3300** as shown in FIG. 33, labeled "virtual chat". That is, each course has its unique chat area built into the course site. Students can engage in chats about the course, collaborate on assignments, and share information beyond the boundaries of the classroom or posted materials. The instructor can monitor the chats or actively engage in discussions. This real-time virtual chat feature can also accommodate a whiteboard mode.

Selection of the Group Pages link **1212** displays a web page that lists various groups of users that are grouped by

special interests (such as music lovers, bookworms, sports fans, etc.). Access to these groups is a definable parameter that is set by the system administrator.

Selection of the External Links button **1012** will display a web page that is provided with URLs for relevant content that the instructor deems may be useful to the student community. For example, in a law course, links may be provided to various legal research web sites, a Congressional web page, etc.

Selection of the Student Tools button **1014** will display a web page **1400** of associated links as shown in FIG. 14. These links include various tools needed by the student, such as the Student Drop Box **1402**, Change your Information **1404**, Check Your Grade **1406**, Edit Your Homepage **1408**, Student Calendar **1410**, and the Student Manual **1412**.

By clicking the Student Drop Box link **1402**, the student is provided with a web page that will allow control and access to the student's digital dropbox, which is a folder of files that the student can exchange with the course instructor. As shown in FIG. 15, the dropbox web page **1500** allows the student to type in box **1502** the resource location of a file that he wishes to provide to the instructor, or to browse his computer's hard drive with button **1504**, network drive, etc. in accordance with well known techniques to locate the file and insert the appropriate pointer. Clicking the Send File button **1506** will finish the task of uploading the file. A list **1508** of uploaded files that exist in the student's dropbox is also set forth in this page, along with a control link **1510** that enables the removal of a file. By using this utility, the student can submit documents such as term papers to the instructor, who can then read and post comments to the file for return to the student and review.

Selection of the Change Your Information link **1404** provides the student with a web page that sets forth his personal data, such as name, address, email, phone number, password, etc. In addition, certain system preferences may be set at this location. Similar to this link is the Edit Your Homepage link **1408**, which will allow the student to access his homepage and make modifications as he desires (e.g. change a JPEG picture on the page, change hotlink list, etc.)

Selection of the Check Your Grades link **1406** will deliver a web page that shows the grades that the student has been assessed in the course, such as for exams, quizzes, term papers, projects, assignments, etc. The student may be able to link to the specific exam or paper through this utility in order to review the exam again, which may be useful for example in preparing for a final exam. The instructor may also provide to the student a statistical review of the entire class so that the student has a better feel for the grade he may receive (for example, the class median, mean, curve data, etc.).

The Student Calendar button **1410** will provide well known PIM (personal information management) functionality to the student. The Calendar web page can display calendar events in a graphical display for that course, all the student's courses, all institution events, as well as personal calendar events programmed by the user. Thus, different entities can program calendar events, which can be selectively displayed by the student by selection of display functions on the page. For example, the instructor can program the calendar events for the course, and an administrator can program calendar events for the entire campus, and these will be displayed on the student's calendar since he is registered for the course. This provides the student with a greater ability to manage his calendar than has been available in the past.

The final button on the Student Tools web page is the Student Manual link **1412**, which when selected provides the student with access to an online manual that may be used for a “help” reference in navigating the web site.

Located below the navigation button toolbar is a group of control buttons **1420**. The Resources button **1422** links directly to a web page of related online resources to assist with course-related issues, as described further below. The Course Map button **808** gives a separate browser window with direct access to the course contents, as explained above. The My Blackboard button **1424** gives access to “My Blackboard” functionality as explained below. The Search button **1426** enables the user to search all course materials by criteria and keyword(s). The Logout button **1428** logs the user out of the current course. There may also be an Enroll in this Course button to allow students to register themselves in courses (this button is only visible when the student accesses as a guest a course in which he is not enrolled).

Instructor Functionality

The instructor is provided with essentially the same functionality and control as is the student user, with additional functions defined herein. That is, the instructor is provided with a complete set of navigational buttons for accessing announcements, course information, staff information, course documents, assignments, communication tools, external links, and student tools for a given course that he is teaching. The control panel is also given to the instructor to enable display of a set of links to course management and development tools that are available to an instructor.

The instructor’s control panel web page **1600** is shown in FIG. **16**. This control panel **1602** provides the instructor with many features that are useful in managing the course he instructs. The control panel is divided into Content Areas **1604**, Course Tools **1606**, Course Options **1608**, User Management **1610**, Assessment **1612**, and Assistance **1614**, as set forth below.

Content Areas

The Announcement link **1616** displays a web page **1700** as shown in FIG. **17** that will set forth all of the announcements that have been posted for the course, the author (i.e. which instructor, if there are more than one authorized to access this area) of the announcement, and a modify button **1702** and a remove button **1704**. An add announcement button **1706** is also provided, which displays a web page with a blank message field that the instructor fills in and submits to the server. The newly added announcement will then be posted to all students registered in the class.

The Course Information link **1618** displays a web page **1800** as shown in FIG. **18** that will set forth all of the course information documents or folders that have been posted for the course, and a modify button **1802** and a remove button **1804**. An add item **1806** or add folder button **1808** is also provided, which displays a web page with various fields that the instructor will fill in to define the course information entry. After submitting the new entry to the server, the new course information is posted to all students registered in the class.

The Staff Information link **1620** displays a web page that will set forth all of the staff entries (i.e. instructors, Tasks, etc.) that are involved with the course, and a modify button and a remove button for each entry similar to those shown in FIG. **18**. An add item or add folder button is also provided, which displays a web page with various fields that the instructor will fill in to define the new staff item entry. Fields are also provided for links to each staff member’s email

address, web page, etc. Images of the staff member may also be inserted in the entry. After submitting the new entry to the server, the new staff information is posted to all students registered in the class as explained above.

Similarly, the Course Documents link **1622** displays a web page that will set forth all of the course documents or folders that have been posted for the course, and a modify button and a remove button as discussed above. An add item or add folder button is also provided, which displays a web page with various fields that the instructor will fill in to define the course documents entry. The document may be uploaded directly to the server for later access by the student, or a link to an external referenced resource may be provided (i.e. a URL). After submitting the new entry to the server, the new course information is posted to all students registered in the class as explained above.

Likewise, the Assignments link **1624** displays a web page that will set forth all of the course assignments or folders that have been posted for the course, and a modify button and a remove button. An add item or add folder button is also provided, which displays a web page with various fields that the instructor will fill in to define the course assignment entry. The assignment entry may be uploaded directly to the server for later access by the student. After submitting the new entry to the server, the new course assignment is posted to all students registered in the class as explained above.

Also, the External Links link **1626** displays a web page that will set forth all of the external links or folders that have been posted for the course, and a modify button and a remove button. An add item or add folder button is also provided, which displays a web page with various fields that the instructor will fill in to define the external links entry. The external links entry may be uploaded directly to the server for later access by the student. After submitting the new entry to the server, the new external link page is posted to all students registered in the class as explained above.

Course Tools

Under the Course Tools section **1606**, the Course Calendar link **1628** displays a web page that will set forth all of the calendar events that have been posted for the course, and a modify button and a remove button. An add item button is also provided, which displays a web page with various fields that the instructor will fill in to define the new calendar item entry (i.e. description, date, time, etc.). The calendar entry may be uploaded directly to the server for later access by the student. After submitting the new entry to the server, the new calendar page is posted to all students registered in the class as explained above.

The Course Tasks link **1630** displays a web page **1900** as shown in FIG. **19** that will set forth all of the tasks that have been posted for the course, and a modify button **1902** and a remove button **1904**. An Add Task button **1906** is also provided, which displays a web page with various fields that the instructor will fill in to define the new task entry (i.e. description, date, time, etc.). The task entry may be uploaded directly to the server for later access by the student. After submitting the new entry to the server, the new tasks page is posted to all students registered in the class as explained above.

The Send Email link **1632** displays a web page that is similar to the one the user will be provided with in his email function (i.e. allows selection of individual users associated with the course, certain predefined groups of users such as all students, etc.)

The Instructor Library link **1634** displays a web page **2000** as shown in FIG. **20** that will set forth all of the folders

and files that have been posted by the instructor for the course, and a modify button **2002** and a remove button **2004**. These materials are accessible to instructors only (professors, TAs, etc.), and not to students directly. An Add File button **2006** and an Add Folder **2008** button is also provided, which displays a web page with various fields that the instructor will fill in to define the new entry. In addition, the instructor is able to select the Add From Institution button **2010** to select a new reference that is available from a pool of references made available to all instructors from the institution. The new entry may be uploaded directly to the server for later access by the instructors associated with the course. After submitting the new entry to the server, the new Instructor Library page is posted to all instructors associated with the course.

The Virtual Classroom link **1636** displays a web page that provides a link to either launch a virtual classroom (and thus participate in real-time, synchronous classroom sessions), or to view the classroom archives (view previous classroom sessions and/or download these sessions to the instructor's computer). Each course includes a Virtual Classroom, which is a synchronous chat room for student and group communications. The Virtual Classroom can be used to hold "live" classroom discussions, TA sessions, and office hour type question/answer forums. One can even have guest speakers and subject matter experts talk with the class in the Virtual Classroom.

A Virtual Classroom contains several distinct areas. The Whiteboard Space is where web pages are displayed, which is the large center area. One can also write or draw on this space using the drawing toolbar. The Menu Bar is used to change the information that appears on the whiteboard space, such as selecting a font to use on the whiteboard space and moving an object on the whiteboard space behind another object. One can also prepare lessons, navigate slides displayed on the whiteboard space, and clear the Group Discussion tab and Questions and Answers tab (refer to the Tab Panel description for further information on these tabs). The Application Tool Bar contains tools for navigating web pages. The Location Field is used to enter the URL of a web page the user would like to use during the Virtual Classroom session. The web page is then displayed on the whiteboard space. Users can also write or draw on the web page with the drawing toolbar. The Drawing Toolbar is used to write and draw on the whiteboard space. The Status Region is where status messages are displayed at the bottom of the Virtual Classroom window. The Tab Panel is used to chat with students, respond to students' questions, control classroom behavior, and view information about the students in the Virtual Classroom.

The following panels are available:

Name of Tab	Purpose
Group Discussion	Use this tab to talk with the students in the Virtual Classroom.
Questions and Answers	If a student uses his/her Questions tab to submit a question to the instructor, the instructor can then answer the question using the Incoming Questions tab. Thereafter, the instructor can view a log of their dialogue regarding the question on the Questions and Answers tab.

-continued

Name of Tab	Purpose
Participant Information	Use this tab to learn about the students in the Virtual Classroom, such as their names.
Slides	Use this tab to prepare and present a series of slides. (See Options in Preparing Lessons). The tab is only available to the Instructor.
Incoming Questions	If a student uses his/her Questions tab to submit a question to the instructor, the instructor can then answer the question using the Incoming Questions tab. Thereafter, the instructor can view a log of their dialogue regarding the question on the Questions and Answers tab. The Incoming Questions tab is only available to the instructor.
Access Control	Use this tab to control students' ability to conduct the four Virtual Classroom activities: Question, Chat, Drawing, and Navigating. The tab is only available to the instructor.

Selection of the Discussion Board link **1638** displays a web page that provides links to the available discussion boards that are associated with the course. A discussion board is another communication tool to use in a classroom setting. This feature is similar to Virtual Chat, but is designed for asynchronous use, so users do not have to be available at the same time to have a conversation. An additional advantage of the discussion board is that user conversations are logged and organized. Conversations are grouped into forums that contain threads and all related replies.

Selection of the Digital Dropbox link **1640** displays a web page **2100** as shown in FIG. **21** that lists the files that exist in the digital dropbox. The Digital Dropbox is a tool that the instructor and students can use to exchange files. The Dropbox works by "uploading" a file from a disk or a computer to a central location. A participant can then come and "download" it to work locally. The Digital Dropbox is used to exchange materials between a single student and the instructor. Information that needs to be posted for all students should be placed in the Course Documents area using the Page Editors.

Individual student access to the Dropbox is available from the File Transfer Area located in Student Tools area on the Course. Students also have group access to a private dropbox from a group homepage.

The web page **2100** displayed lists the current files in the dropbox, which are the files that participants have sent to the user. Files posted here can be accessed and saved. The Send File **2102** to the Student area is where files are uploaded and sent to specific students. The user can also delete files that are no longer needed.

Course Options

The Course Options area **1608** includes a Course Options link **1642** that will display a web page to the instructor that has the links for Button Availability, Tool Availability, Course Availability, Course Duration, Enrollment Options, Enrollment Fees, and Guest Access. Selection of the Button Availability link will display a web page that will allow the user to set and configure the buttons that are used by students in that course, including enabling or disabling them, or

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making them secure (i.e. only accessible by enrolled students). Selection of the Tool Availability link will display a web page that will allow the instructor to enable or disable the student tools and communication functions for that course (i.e. email, discussion board, virtual chat, student roster, group pages, student dropbox, edit homepage, personal information, calendar, grades, tasks, electric blackboard, student manual, and course search). Selection of the Course Availability link will display a web page that will allow the instructor to enable or disable the availability of the course to students (i.e. it can be kept unavailable until the course site is finished). Selection of the Course Duration link will display a web page that will allow the instructor to select the duration of the course (continuous, start and end dates, or number of days from the date of enrollment). Selection of the Enrollment Options link will display a web page that will allow the instructor to select the enrollment options as either "instructor led", which allows students to email enrollment requests to the instructor, or "self-enrollment", which will specify the start and end dates and optionally require entry by the student of an access code to enroll. Selection of the Enrollment Fees link will display a web page that will allow the instructor to specify if fees should be charged for enrollment in the course, and what the fees should be. Selection of the Guest Access link will display a web page that will allow the instructor to specify if guests may access the course.

Selection of the Course Properties link **1644** in the Course Options area **1608** displays a web page that enables the instructor to add and/or edit course properties, including the course name, a description of the course, and a subject area for categorization purposes.

Selection of the Course Utilities link **1646** in the course options area **1608** displays a web page that enables the instructor to select a Course Recycler link, an Export Course Link, or an Import Course Cartridge link. The Course Recycler link enables the instructor to recycle the course by selectively removing areas of the course, which are displayed as check boxes next to various content categories (course documents, course information, textbooks, assignments, etc.), various staff areas (staff information, faculty), and external web links. The instructor can also choose to recycle other areas such as discussion boards, gradebook, assessments, etc. The Export Course link enables the instructor to export all, or specific sections, of the course (i.e. content, users, assessments, and/or discussion boards). The Import Course Cartridge link enables the instructor to download and install a course cartridge (if they have an access key).

Selection of the Course Images link **1648** in the course options area displays a web page that enables the instructor to select a Button Style link (to set the button styles for the course) and to select a Course Banner link (to add or remove a course banner on the first page of the course).

Selection of the Academic Web Resource link **1650** in the course options area displays a web page that enables the instructor to select an Enable/Disable Academic Web Button link (to enable or disable the resources button the course homepage) or a Customize Academic Web Button link (to designate the Academic Resources for the course, wherein the instructor can customize the number of links and the content that is available for the students).

User Management

Selection of the Add Users link **1652** in the user management area **1610** displays a web page that enables the instructor to select a Create User link, an Enroll Existing

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User link, or a Batch Add User link. The Create User link displays a web page that will enable the instructor to create a new user account and enroll him in the course, by inputting name, address, etc. of the user, designating the user's role (student, instructor, TA, grader, etc.) and providing a password if desired. The Enroll Existing User link displays a web page that enables the instructor to enroll a user in the course. The Batch Add Users link displays a web page that enables the instructor to create all of the user accounts by uploading a text file containing the user data.

Selection of the List/Modify Users link **1654** in the user management area **1610** displays a web page that enables the instructor to list and/or modify the users of the course, while selection of the Remove Users link **1656** displays a web page that enables the instructor to remove a user if desired from the course. Selection of the Manage Groups link **1658** enables the instructor to create and edit certain user groups (e.g. gifted students, remedial students, etc.).

Assessment

Within the course, instructors are able to bring quizzes, tests, and surveys online. Included may be essay, true/false, multiple choice, fill-in-the-blank, or matching questions. The questions can include text, graphics or multimedia. For the student, instant feedback is provided through automatic grading functionality. For the instructor, there is the ability to randomize the tests, time them, and create statistical reports of outcomes. Assessments within this system are an optimal way to increase student preparedness for class and to track and compare student progress over time. The Assessment area **1612** of the control panel **1602** allows the instructor to select an Assessment Manager link **1660**, a Pool Manager link **1662**, an Online Gradebook link **1664**, or a Course Statistics link **1666**.

Selection of the Assessment Manager link **1660** in the assessment area **1612** displays a web page that enables the instructor to create, edit and otherwise manage the assessment content areas. For example, the instructor may create an assessment by entering an assessment name, a description, and setting certain parameters including Show Detailed Results (shows the students the results for each question instead of simply their final grade), Reveal Correct Answer (shows the students the correct answer for each question), Feedback Enabled (allows students to view the feedback that the instructor has entered for each question), Allow Multiple Attempts (allows students to take the assessment more than once), Set Time for Quiz (sets a timer that is shown to the student during the exam), and Password Protect (allows only those students with the entered password to take the test). By clicking the Modify option, a web page is displayed that enables the instructor to modify the assessment by adding items. An item is added by selecting the type of question (multiple choice, true/false, fill in the blank, etc.), typing in the question text and possible answers (i.e. if it is multiple choice) with an indication of the correct one, specify the order of answers, etc. The order of the questions can be changed in this web page as well.

Selection of the Pool Manager link **1662** in the assessment area **1612** displays a web page that enables the instructor to Add Pool, Import Pool, Search Pool, or Export Pool. Pools are predefined groups of questions and answer sets that are logically linked, usually by subject matter, so that an instructor may draw from a pool to obtain existing questions and answers sets from other courses, instructors, semesters, etc. and not have to "recreate the wheel" every time they generate or modify a test. Thus, by clicking the Add Pool button, the instructor can add a new pool to the list of pools

displayed on the Pool Manager web page. He will have to type in the name of the new pool and a description of it on this form. By clicking the Import Pool button, the instructor will enter the name of an existing pool to import, or alternatively browse a disk drive to find the pool to import. By clicking the Search Pool button, the instructor is presented with a web page that will enumerate various available pools that can be searched for questions of interest for importing. The entire pool can be previewed by selecting a preview mode, and all of the available questions in that pool may be viewed. By clicking the Export Pool button, a pool may be selected for exporting purposes. For the list of available pools set forth on the Pool manager page, the instructor may modify the pool, in which case a web page is displayed that lists all of the questions (and associated answer sets) that are in the pool. Each question in the pool may be modified in the same manner as explained above with respect to the assessment manager. Likewise, questions may be deleted entirely from a pool, and new questions may be added to the pool as described above with respect to the assessment manager.

Selection of the Online Gradebook link **1664** in the assessment area displays a web page that enables the instructor to perform various functions with respect to the online course gradebook. FIG. 22 illustrates a web page **2200** entitled "Course Gradebook", which provides a variety of information including consolidated grades, individual assignment/test scores, direct access to specific assignments or tests by student, or a look at a specific test with aggregated results. This allows the instructor to organize the grade information so that it is meaningful. It provides insight into the effectiveness of certain assignments and provides a bridge for allowing instructor-assessment of assignment and class content. The functions provided on the Online Gradebook web page in the assessment area of the control panel include Report By User (used to find a specific user and view statistics, assessment results, and modification of any scores for a user), Report By Item (used to view information about a specific gradebook item), Spreadsheet View (standard gradebook view as shown in FIG. 22, the instructor can modify, add or remove gradebook entries as well as view assessment results), and Export Gradebook (exported as a comma-delimited file).

Selection of the Course Statistics link **1666** in the assessment area displays a web page that enables the instructor to set parameters and view certain statistics for their course. Most instructors want to analyze their class by how much their online materials are being accessed, but very few have the opportunity to take the time or the effort to determine these numbers. By using the course statistics web page **2300** shown in FIGS. 23A and 23B, the system provides a rich tool set for instructors to evaluate the relative statistics of their courses. These statistics may be valuable for evaluating online versus non-online courses to determine the relative efficacy of online materials and how they are enhancing the course. Thus, the Course Statistics web page has input fields for selecting a report filter, which will yield a report with Overall Summary of Course Usage, Main Content Areas report, Communication Areas Report, Group Areas Report, or Student Areas Report. The time period must be specified, which may be all dates or between a beginning date and an end date. The users must be selected, which will be either all users or a selected subset thereof. Other options include Total Number of Access per Area **2302**, Number of Accesses over Time **2304**, User Accesses per Hour of Day **2306** (or Day of Week **2308**), and Total Accesses by User **2310**. The

data, charts and graphs as shown in FIGS. 23A and 23B will then be displayed to the instructor.

Assistance

Finally, there is an Assistance area **1614** defined in the Control Panel, which sets forth links that will provide the instructor with various types of help. Selecting the Online Manual link **1668** will bring up an HTML based Instructor Manual in a separate browser window. The Online Support link **1670** will bring up a web page with contact info for sending an email to a support person, and the Contact Admin link **1672** will bring up a web page with contact info for sending an email to an administrative contact.

Administrator Functionality

The Administrator Panel **2402**, shown in FIG. 24, gives the system administrator complete access to all of the features of the system including portal features, course and club creation and management, institution and system tools, e-commerce features, user management, and other various institutional options. This is accessed by selecting the Enterprise Administration tab **2404** shown on the homepage.

The Administrator panel **2402** includes a Portal Areas group **2406** of functions, a System Tools area **2408**, an Enterprise Tools Area **2410**, a System Options Area **2412**, a Course and Community Management area **2414**, a User Management Area **2416**, an E-Commerce Area **2418**, and an Assistance area **2420**, as explained further below.

Portal Areas

Selection of the My Institution tab **2422** in the Portal Area **2406** provides a web page that lists four hyperlink selectable options: Customize Institution Tab, Institutional Module Options, All Module Options, and Off-Campus Institution Partnerships. The Customize Institution Tab link will provide a web page that allows the user (the enterprise administrator, in this case) to enable/disable the appearance of the "My Institution" tab for all users, as well as enable/disable a Welcome Message that may be displayed at logon. The user may also select an image for the tab, as well as the name, and provide a predefined URL that will be associated with the tab when selected by the end user.

The Institutional Module Options refers to the default layout is the set of modules that new users sees the first time they log in to the portal. This allows the enterprise administrator to enable/disable and/or set as required the following modules: My Courses, My Organizations, Today's Announcements, Today's Tasks, Today's Calendar, School Services, Student Module, Faculty Module, Staff Module, Alumni Module, Perspective Student Module, Guest Module, Other Module, Institution Newspaper Module, and Blank Module (a blank module that can be customized).

The All Module Options link allows the user to enable/disable and/or set as required the following modules: Bookmark, Calculator, Channels, Clip, Comment Clip, Custom Search, Directory, Discussion Boards, various co-branded portal links (such as EXCITE news, entertainment features, stock prices, sports updates, maps, etc.), shopping site links, yellow pages links, etc.

The Off-Campus Institution Partnerships link allows the user to add, modify, and edit hyperlinks to web sites with which the institution has formed various partner or other types of arrangements; for example, a partnership with an off-campus bookstore may be provided as a means for supplementing the on campus bookstore.

Selection of the Course tab **2424** in the Portal Area provides a web page that lists four hyperlink selectable options: Customize Courses Tab, Enable/Disable Course

Creation, Course Catalog Options, and Off-Campus Learning Partnerships. The Customize Courses Tab link will provide a web page that allows the user (the enterprise administrator, in this case) to enable/disable the appearance of the “Courses” tab for all users. The user may also select an image for the tab, as well as the name, and provide a predefined URL that will be associated with the tab when selected by the end user.

Selection of the Enable/Disable Creation Option link provides a web page that allows the enterprise administrator to select an option to not allow users to create courses, to allow users to create courses, or to allow the user to send an email request for course creation. Selection of the Course Catalog Options link provides a web page that allows the enterprise administrator to select the use of a default course catalog or to specify the use of an internal course catalog and the URL of its location. The Off-Campus Learning Partnerships link allows the user to add, modify, and edit hyperlinks to web sites with which the institution has formed various learning partner arrangements; for example, a link to the KAPLAN or TUTORNET web sites.

Selection of the Community tab **2426** in the Portal Area provides a web page that lists five hyperlink selectable options: Customize Community Tab, Enable/Disable User Creation of Organizations and Discussion Boards, Organization Catalog Options, Manage Discussion Boards, and Off-Campus Community Partnerships. The Customize Community Tab link will provide a web page that allows the enterprise administrator to enable/disable the appearance of the “Community” tab for all users. The user may also select an image for the tab, as well as the name, and provide a predefined URL that will be associated with the tab when selected by the end user.

Selection of the Enable/Disable User Creation of Organizations and Discussion Boards link provides a web page that allows the enterprise administrator to select options to allow or disallow instructors and students to generate general organizations and discussion boards from the Community Tab or limit organization/discussion board creation to the system administrator.

Selection of the Organization Catalog Options link provides a web page that allows the enterprise administrator to select the use of a default club catalog or to specify the use of an internal club catalog and the URL of its location. The Manage Discussion Board link provides a web page that allows the user to set various parameters and otherwise add and manage various discussion boards on the system. The Off-Campus Community Partnerships link allows the user to add, modify, and edit hyperlinks to web sites with which the institution has formed various arrangements.

Selection of the Services tab **2428** in the Portal Area provides a web page that lists three hyperlink selectable options: Customize Services Tab, Institution Services, and Off-Campus Service Partnerships. The Customize Services Tab link will provide a web page that allows the enterprise administrator to enable/disable the appearance of the “Services” tab for all users. The user may also select an image for the tab, as well as the name, and provide a predefined URL that will be associated with the tab when selected by the end user.

Selection of the Institution Services tab allows the user to create and manage links to other relevant parts of the campus intranet. The Off-Campus Service Partnerships link allows the user to add, modify, and edit hyperlinks to web sites with which the institution has formed various service arrangements.

Under the System Tools area **2408** of the Portal Manager web page, various links are provided to web pages that allow the enterprise administrator to manage Announcements **2410**, the Institution Calendar **2412**, the Institution Tasks **2414**, and Send E-Mail **2416** in a manner similar to what was described with respect to similar tabs in the previously described sections above.

Under the Enterprise Tools area **2410** of the Portal Manager, links are provided to web pages that allow the enterprise manager to Manage Institution Library **2418**, and View Published Requests. The Manage Institution Library web page allows the user to add new items from local disk or his inbox into the institution library, edit items, remove items, etc. The View Published Requests web page allows users to view, approve and reject instructor published files for the Institution Library.

Under the System Option area **2412** of the Portal Manager, the user is provided with links to Gateway Options **2424**, System Settings **2426**, System Statistics **2428**, Institution Properties **2430**, Colors and Images **2432**, and Course Marketing **2434**. The Gateway Options link **2424** provides a web page that will determine whether the login button, course catalog, and new user account button appears on the gateway page. The System Settings link **2426** provides a web page with links to Button Overrides (sets which button areas can be used throughout the system), Tool Overrides (sets which tools can be used throughout the system), System Settings/Overrides (set overrides for course and club tools and properties across the entire system), and Course Disk Quotas (sets file system disk quotas for courses).

The System Statistics link **2428** provides a web page with links to a System Reports web page (which allows the enterprise administrator to view reports covering the system and its usage), an Auto-Reporting Options web page (which sets various options for automatically reporting statistics to a service provider), and a Send System Statistics web page (which will send the statistics to the service provider on demand).

The Institution Properties tab **2430** provides a web page that allows the enterprise administrator to view system information such the current version of the software, the registration page, and email contacts. The Colors and Images link **2432** allows access to a web page that allows the administrator to modify the aesthetic properties of the web site.

The Course and Community Management area **2414** of the Portal Manager provides hyperlinks for Create Course **2436**, Manage Courses **2438**, Course Utilities **2440**, Course Catalog **2442**, Create Organization **2444**, Manage Organization **2446**, Organization Utilities **2448**, and Organization Catalog **2450**.

The Create Course web page **2900** is shown in FIG. 29. There, the administrator will enter the requested information about the desired course; i.e. the course name, and ID, and a textual description. The administrator can then specify properties of the buttons that will be used along with the course to match his aesthetic concerns. The administrator can then specify various options, such as the subject area of the course, whether guests may access the course, if the course is currently available, if a course cartridge may be obtained and its URL and access key, and the instructor ID for the course.

The Manage Courses web page allows the administrator to list and/or modify courses, remove them from the system, and set certain default tools (email, Discussion Board, Virtual Chat, Roster, etc.) and buttons (Announcements, Course Information, Staff Information, Virtual Classroom,

etc.) to be used with each course in the system. The Course Utilities web page allows the administrator to select a Copy Course link (to make a copy of a course with a new course ID), an Import Course link, an Export Course link, and a Batch Create Courses link. The Course Catalog link allows the user to categorize course and otherwise manage the course catalog.

The Create Organization, Manage Organization, Organization Utilities, and Organization Catalog links allow the user to obtain similar control and functionality with organizations as with courses as described above.

The User Management area **2416** of the Portal Manager provides hyperlinks for Create User **2452**, Manage Users **2454**, and User Utilities **2456**. The Create User web page **3000** (FIGS. **30A** and **30B**) allows creation of a user entry by entering personal information such as name, address, etc., and a user name and password. The role of the user is set at this time, which may be a Student, Faculty, Staff, Alumni, Guest, etc. Also, the user may be given an administrative role at this point by selecting the appropriate option that is available (None, System Admin, System Support, Course Creator, Account Admin). The role of the user will determine the access and control of the system that the user will have as explained throughout this document. Once a user is created, the Manage User web page allows listing, modification, and/or removal of users. The User Utilities link **2456** allows the system administrator to Batch Create Users (upload a file of user data in predefined formats compatible with the system), Batch Enroll Users (import a file to enroll users in courses and clubs that exist in the system), and Batch Remove Users (import a file to remove users from the system).

The E-Commerce area **2418** of the Portal Manager provides links to web pages for Sponsorships **2458**, Partnership Program **2460**, and Course E-Commerce **2462**. The Sponsorship web page has links to Primary Site Sponsor web page a "My Institution" Area Sponsor, a Course Area Sponsor, a Community Area Sponsor, and a Services Area Sponsor. These links allow the user to designate if a sponsor is used in each of these capacities, an image of the sponsor link, etc.). The Partnership program page allows the administrator to enroll the institution in the service provider partnership program, which can bring additional e-commerce opportunities to the portal environment. The Course E-Commerce page provides links to Enable/Disable Course and Club E-Commerce (to select e-commerce options for charging fees for the courses or clubs, allow administrators to set prices, allow club leaders or instructors to set prices, etc.), and a Price Course link to manage or set the cost of enrolling in courses or organizations.

Other Utilities and Functions

One of the key elements to college and university life is the ability to socialize and take advantage of the human element on campus. The system's "Community" tab **2502** provides the web page **2500** shown in FIG. **25**, which allows students to interact and be involved in all aspects of campus life from fraternities and sororities to off-campus communities that enhance the learning experience. Many campuses also provide rich services such as job availability through the community function. The Community center is the web equivalent of the student union building.

Most students are so conversant in online services that they prefer to have campus administrative services available all the time on the web. The system provides an enterprise level teaching and learning system that allows tight integration into student information systems and other campus

systems to provide anytime, anywhere administrative services. The Services web page **2600** shown in FIG. **26** (selected by tab **2602**) enables users to register, add, drop, check records, or even pay parking tickets while online at anytime.

The system also provides a calendar **2700** that incorporates personal as well as institutional information in a single view, as shown in FIG. **27**. The calendar utility gives students and teachers access to all calendar events for each of the courses they are enrolled in, as well as institutional calendar events.

Since email is the single most popular application on the Internet today, and the leading reason that most people purchase personal computers, email has been integrated with the system, as shown by the web page **2800** in FIG. **28**. Within a personalized home page, the user will be able to access complete email capabilities. The email system sits on top of the existing POP or IMAP server and offers a web-based front end so that the user may access messages from any machine at any time.

FIGS. **31** and **32** show web pages **3100** and **3200** that can be accessed by tab **3102** to provide links that allow students and teachers to find and access academic resources and content. These resources are also context-sensitive to the course discipline. For example, if one accesses the academic web resources from an accounting course, he is automatically directed to news and information sources that are relevant to accounting. The user has access to news, web links, reference works, and search engines that enhance the ability to locate relevant information quickly.

In another aspect of the invention, provided is a system and method for applying E-commerce to education. Specifically, this aspect of the invention allows users visiting a web site to register and pay for courses provided by a college, university, or other institution.

FIG. **34** is a block diagram illustrating information passed from a course registration server to a payment server. As a current or prospective student reviews courses offered by a college, university, or other institution, a student may add courses of interest to a list, or "shopping cart".

When a student has selected courses for which they would like to register, a student may proceed from a registration or review area (Block **100**) to a "checkout" area (Block **110**), as illustrated in FIG. **34**. When a student proceeds to a checkout, information, such as, but not limited to, name, address, cost of courses, order identifier, order description, and a page to which a user is to be returned when an order is complete, is passed on. Information passed from a registration or review area may be used to generate a payment form.

FIG. **35** is a sample of a payment form. A payment form may consist of an introductory paragraph **210**, a purchase summary **220**, a payment information area **230**, and the like. An introductory paragraph **210** may be used to instruct a student in requirements at each stage of the payment process. A purchase summary **220** may include services and products selected, per-unit prices, quantities requested, inventory numbers for each product or service selected, an invoice or purchase number, a total price, and other, similar information.

A payment information area **230** can be used to collect payment information from a student. A student may be required to enter some information manually, such as, but not limited to, credit card type, credit card number, credit card expiration date, name on credit card, credit card billing

address, check number, checking account number, bank routing number, debit card number, and personal identification number ("PIN code").

If a student has previously used the present invention, some information may be automatically entered based on previously submitted forms. Information transferred from a registration server may also be used to fill in some form fields. When a student has reviewed entered information, a form may be submitted for processing by activating a button or other interface element.

FIG. 36 is a block diagram illustrating interaction between a payment server and a payment validation server. After a student has entered necessary information into a payment form and submitted the form (Block 300), some information, such as, but not limited to, amount of purchase, credit card number, name on credit card, check number, bank routing number, or billing address, may be transmitted to a payment validation server (Block 310). A payment validation server may be maintained as part of the present invention, or payment validation servers may be maintained by one or more third parties, such as, but not limited to, CyberCash, Inc.

A payment validation server processes transmitted information, contacts a bank or other institution issuing the credit card or other payment form, and verifies that a payment of the amount requested is authorized. If payment of the requested amount is authorized, authorization information, including, but not limited to, a confirmation number, may be transmitted to a payment server. If payment of the specified amount is not authorized, other information, such as a declination code, may be transmitted to a payment server. If payment is not authorized, a payment error message similar to Block 320 may be displayed. FIG. 37 is a sample of a payment information page. A student may print or otherwise record information displayed on a payment information page for his or her records. A payment information page can include a thank you, confirmation, or other message (Block 410). A payment information page may also include information such as, but not limited to, confirmation or declination information; goods, services, and classes purchased; and total price charged (Block 420). In addition, a payment information page may include a button or other interface element which a user can activate to continue processing. The exact behavior of this interface element may be determined by the referring system through the URL or other data element which is illustrated in FIG. 34.

FIG. 38 is a block diagram illustrating post-order processing. As previously stated, a payment information page may also contain a button or other interface element which, when activated, causes a web page to be displayed or performs other processing steps. Activating the button or interface element may also cause some authorization/declination information to be transferred to a college, university, or other institution's accounting department for processing (Block 530).

Open Web Environment

The present invention may be used as an open platform environment, where anyone with access to the Internet may register as an instructor to create, administer, and make available a course to anyone else with Internet access. Thus, by entering a publicly available website such as www.blackboard.com, a user may register as an instructor and be provided with an instructor control panel for creating course as described herein. To create the course, the user will define course parameters such as a description, enrollment options, announcements, assessments, course materials, etc., and

provide them in the various web pages as described above. The user can then let others know about the availability of the course online, and a potential student may access the publicly available web site to enroll in the course. In this manner, anyone can create a virtual classroom without the need to be affiliated with an institution, and disseminate knowledge through the course as previously unavailable.

While the preferred embodiment and various alternative embodiments of the invention have been disclosed and described in detail herein, it may be apparent to those skilled in the art that various changes in form and detail may be made therein without departing from the spirit and scope thereof. In addition, titles and descriptions included in the Figures are included to disclose the best mode contemplated by the inventor at the time of filing, and should not be construed as limiting the invention.

What is claimed is:

1. A course-based system for providing to an educational community of users access to a plurality of online courses, comprising:

a) a plurality of user computers, with each user computer being associated with a user of the system and with each user being capable of having predefined characteristics indicative of multiple predetermined roles in the system, each role providing a level of access to a plurality of data files associated with a particular course and a level of control over the data files associated with the course with the multiple predetermined user roles comprising at least two user's predetermined roles selected from the group consisting of a student role in one or more course associated with a student user, an instructor role in one or more courses associated with an instructor user and an administrator role associated with an administrator user, and

b) a server computer in communication with each of the user computers over a network, the server computer comprising:

means for storing a plurality of data files associated with a course,

means for assigning a level of access to and control of each data file based on a user of the system's predetermined role in a course;

means for determining whether access to a data file associated with the course is authorized;

means for allowing access to and control of the data file associated with the course if authorization is granted based on the access level of the user of the system.

2. The system of claim 1 wherein the instructor user is provided with an access level to enable the creation and editing of a plurality of files associated with a course.

3. The system of claim 2 wherein the course files comprise an announcement file.

4. The system of claim 2 wherein the course files comprise a course information file.

5. The system of claim 2 wherein the course files comprise a staff information file posted to all registered in the course.

6. The system of claim 2 wherein the course files comprise a course document file posted to all registered in the course.

7. The system of claim 2 wherein the course files comprise an assignments file posted to all registered in the course.

8. The system of claim 2 wherein the course files comprise a dropbox file.

9. The system of claim 2 wherein the course files comprise an asynchronous communication file.

10. The system of claim 2 wherein the course files comprise a synchronous communication file.

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11. The system of claim 2 wherein the student user is provided with an access level to enable reading of a plurality of files associated with a course.

12. The system of claim 11 wherein the student user is provided with an access level to enable modification of a subset of the plurality of files associated with a course.

13. The system of claim 11 wherein the user is provided with an access level to enable creation of a student file associated with a file for which the student user is able to read.

14. The system of claim 13 in which the file that the student is able to read is an assessment file created by the instructor user, and the student file created by the student user is a response to the assessment file.

15. The system of claim 14 wherein the assessment file comprises a plurality of examination questions selected by the instructor user to assess the ability of the student user.

16. The system of claim 15 wherein the examination questions are selected by the instructor user from a predetermined pool of available examination questions.

17. The system of claim 15 wherein the examination questions are created by the instructor user substantially at the time of the creation of the assessment file.

18. The system of claim 15 wherein the student file is reviewed by the instructor user and assigned a grade.

19. The system of claim 18 wherein the grade is made available to the student user.

20. The system of claim 18 wherein the instructor user collates a plurality of grades obtained from reviewing a plurality of student files, and wherein the collated grades are made available to all student users associated with the course.

21. The system of claim 13 in which the file that the student is able to read is an assignment file created by the instructor user, and the student file created by the student user is a response to the assignment file.

22. The system of claim 8 wherein the dropbox file comprises a plurality of files transferred to the server computer from one or more student users associated with the course.

23. The system of claim 22 wherein the instructor user is provided with access to the files in the dropbox file, whereby the instructor user may download, edit and upload the files in the dropbox.

24. The system of claim 1 wherein a user is required to enter a login sequence into a user computer in order to be provided with access to course files associated with that user.

25. The system of claim 24 wherein the user is provided with access to all courses with which the user is associated after entry of the logon sequence.

26. The system of claim 25 wherein the user is provided with a web page comprising a plurality of course hyperlinks, each of said course hyperlinks associated with each course that the user has enrolled in.

27. The system of claim 26 wherein selection of a course hyperlink will provide the user with a web page associated with the selected course, the web page comprising a plurality of content hyperlinks to various content areas associated with the course.

28. The system of claim 27 wherein said content hyperlinks comprise an announcement area hyperlink, a course information hyperlink, a staff information hyperlink, a course documents hyperlink, an assignments hyperlink, a communications hyperlink, and a student tools hyperlink.

29. The system of claim 28 wherein selection of the announcement area hyperlink provides a web page comprising a group of course announcements.

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30. The system of claim 28 wherein selection of the course information hyperlink provides a web page comprising information regarding the associated course.

31. The system of claim 28 wherein selection of the staff information hyperlink provides a web page comprising data regarding the instructors of the associated course.

32. The system of claim 28 wherein selection of the course documents hyperlink provides a web page comprising a listing of documents associated with the course.

33. The system of claim 32 wherein the listing of course documents comprise active hyperlinks to the documents.

34. The system of claim 28 wherein selection of the assignments hyperlink provides a web page comprising a group of course assignments.

35. The system of claim 28 wherein selection of the communications hyperlink provides a web page comprising hyperlinks to a group of communication tools comprising an asynchronous communication tool and a synchronous communication tool.

36. A method for providing online education method for a community of users in a network based system comprising the steps of:

- a. establishing that each user is capable of having redefined characteristics indicative of multiple predetermined roles in the system and each role providing a level of access to and control of a plurality of course files;
- b. establishing a course to be offered online, comprising
 - i. generating a set of course files for use with teaching a course;
 - ii. transferring the course files to a server computer for storage; and
 - iii. allowing access to and control of the course files according to the established roles for the users according to step (a);
- c. providing a predetermined level of access and control over the network to the course files to users with an established role as a student user enrolled in the course; and
- d. providing a predetermined level of access and control over the network to the course files to users with an established role other than a student user enrolled in the course.

37. The method of claim 36 wherein at least one of the course files comprises a course assignment, further comprising the steps of:

- e) the student user creating a student file in response to the course assignment; and
- f) the student user transferring the student file to the server computer.

38. The method of claim 37 further comprising the steps of:

- g) the instructor user accessing the student file from the server computer;
- h) the instructor user reviewing the student file to determine compliance with the course assignment; and
- i) the instructor user assigning a grade to the student file as a function of the determination of compliance with the course assignment.

39. The method of claim 38 further comprising the step of the instructor user posting the grade to a file on the server computer accessible only to the student user with which the grade is associated.

40. The method of claim 38 further comprising the steps of the instructor repeating the steps (g), (h), and (i) for a plurality of student users that are enrolled in the course.

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41. The method of claim **40** further comprising the step of the instructor user performing a statistical analysis on the grades assigned to the plurality of student users.

42. The method of claim **41** further comprising the step of making results of the statistical analysis available to the student users enrolled in the course.

43. The method of claim **36** further comprising the step of providing an asynchronous communication tool accessible

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to student users enrolled in the course for enabling asynchronous communication amongst the student users.

44. The method of claim **36** further comprising the step of providing a synchronous communication tool accessible to student users enrolled in the course for enabling synchronous communication amongst the student users.

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