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The Assignments page will be one of the most visited and used pages on your Blackboard site. Clicking the Assignment button in the left list takes you to the Assignments page. This page also gives you the freest rank to create posts relevant to your students. One way to publish an activity is the same as described on the Course Content page, creating a named item, description, attachment, and time options. Another option is to use Blackboard Mapping Builder. Clicking the Assessments button followed by Assignment takes you to the Assignment Builder page. This is an expansion of the item builder page, starting with Name, Description, and Attachment, but it also includes useful tools to help you with grading. These include the Possible Points box and the highly recommended Add Rubric option. Adding a rubric gives you the option to send a pre-existing rubric file or use Blackboard Creator rubric. Time options are also included here, giving you the opportunity to post assignments in advance, it won't show until a certain time. Expiration dates are also extremely useful, as Blackboard will automatically mark shipments after this time as late. The TARGET initiative has been jointly managed within the National Cancer Institute (NCI) by the Office of Cancer Genomics (OCG) and the Oncology Therapy Assessment Program (CTEP). In carrying out its mission, TARGET aims to leverage the strengths and resources of other NCI programs, including the Child Oncology Group (COG), the Cancer Genome Atlas (TCGA), the Cancer Genome Characterization Initiative (CGCI) and the Strategic Association for Evaluating Cancer Signatures (SPECS). TARGET consists of disease-focused projects that form collaborative networks within and between project teams (PT). PTs include doctors, pathologists, and basic scientists. The Principal Investigators of each project team are members of the COG and participate and/or lead their clinical and biological trials. These tests are the source of the tissues that have been collected for TARGET. Strict protocols are followed to ensure that high-quality, clinically annotated research samples are obtained from each patient. All data generated by each TARGET project team is publicly accessible and centrally managed by a Data Coordination Center within the NCI Center for Bioinformatics and Information Technology. Data can be accessed through the TARGET data array. Collaboration between the different groups related to the TARGET initiative allows both the efficient discovery of therapeutic targets and the rapid translation of the findings into the clinic, which will ultimately reduce devastating burden of cancer for children and their families. View the TARGET Contributors map (or view the accessible map of TARGET contributors). Disease-specific TARGET collaborating institutions are: \*The names of individual project results are provided on the project pages. Acute lymphoblastic leukemia (ALL) (ALL) Philadelphia Hospital, Philadelphia, PA University of California, San Francisco, SAN FRANCISCO, CA University of New Mexico Cancer Center, Albuquerque, NM St. Jude Children's Research Hospital, Memphis, TN Acute Myeloid Leukemia (AML) Fred Hutchinson Cancer Research Center, Seattle, WA Phoenix Children's Hospital, Phoenix, AZ (until 2015) Kidney Tumors Ann & Robert H. Lurie Children Hospital IL Neuroblastoma Children's Hospital of Philadelphia, Philadelphia, PA Children's Hospital of Los Angeles, Los Angeles, CA NCI Center for Cancer Research, Bethesda, MD Osteosarcoma Connecticut Children's Medical Center, Hartford, CT NCI Center for Cancer Research Research, Bethesda, MD Texas Children's Hospital, Houston, TX (formerly) Collaborators working on all TARGET project teams: Children Oncology Group Peter Adamson, M.D. (Chair) The following are the specific COG groups involved in TARGET research : Office of the President of cog, Philadelphia, PA COG Biopathology Center at Nationwide Children's Hospital, Columbus, OH COG Group Operations and COG Statistics & Data Centers Headquarters, Arcadia, CA National Cancer Institute (NCI) Office of Cancer Genomics (OCG) Daniela S. Gerhard, Ph.D. (Director) Jaime M. Guidry Auvil, Ph.D. OCG Data Coordinating Center Cancer Therapy Evaluation Program (CTEP), Division of Cancer Treatment and Diagnosis Malcolm A. Smith, M.D., Ph.D. (Associate Branch Chief for Pediatric Oncology) NCI Center for Bioinformatics and Information Technology Thayer Allysonrd Goy The writing is on the wall: Blackboards isn't just for the school. Learn how to make your own content with the items you already have at home. Updated: 06/07/2019 by Computer Hope Collaboration is a process where two or more people work together to achieve a common goal, such as completing an application, raising money or completing an artistic project. This term is often used in technology to indicate that individuals or organizations are working together on software, applications, websites, or other technical projects. Crowdsourcing, Software Terms Once a course is selected, the course menu will be displayed to the left of the page window. This menu organizes course information in a convenient location. Blackboard course menus are a student's gateway to course-specific tools such as activities, groups, grades, and interactive tools. These tools enable Blackboard to transform a traditional class environment into a working virtual environment. This is a student's one-stop shop for homework, testing, extra credit, and any other material assigned by a teacher. There will be instructions listed at the top of the page, as well as the expiration date and the number of points possible. If the activity is timed all can of time, the countdown of a begins once the test has been clicked. Answers can often be saved after each question or at the end of a page. Once a task has been opened and answered, it must be saved and sent a copy, which involve a load of the saved copy. Along with assignments, instructors have the ability to create groups within a class. This tool is the whiteboard way to simulate group work. Students can be sectioned into separate workstations to share information and complete assignments. Instead of working alone, this tool gives students the opportunity to participate in group work. Individual groups with the same tools used by the class as a whole are often supplied. Groups can have their own assignments, blogs, journals, and discussion boards. Blackboard blogs are a form of virtual conversation that takes place primarily in course groups. Blogs are a conversation tool that is more private than discussion board posts, but more public than magazines. They are usually specific to a class group. Allow only group members to post and comment within the blog. They are often used to facilitate conversation and participation among group members. This is the most private that the communication vehicle board has to offer. Journals are often personal conversations between a single student and the teacher. However, they can also be private conversations between a class group and the teacher. Journals are Blackboard's closest attempt to recreate the private conversation. If magazines are the whiteboards of the most intimate form of communication, wikis are the most public. This is the only form of whiteboard communication that doesn't have to belong to a specific student or group. Wikis are usually open to an entire class. Any student has the ability to create a wiki page and any student within the class has the ability to edit or add it. Wiki pages create a space in which students can enter and organize information based on context or research topic. Blogs are a virtual attempt at chronological conversation. Discussion board forums are a virtual version of class discussion. Forums highlight specific topics that are important to a class's material. Through threads and answers, an entire class can share personal opinions and information on core course default topics. Each instructor keeps their students at certain expectations. The online classroom is no exception. Students are expected to have pre-existing experience with many of the technological features involved. These features are critical to a student's success in an online environment. However, they are rarely given class time for explanation. Virtual communication and research tools are the most important to get acquainted. Knowing how to operate a Downloading attachments and locating quality information is essential for any student online. Student success stems from being socially present in a class. Despite the absence of a physical classroom, the board gives students the opportunity to recognize each other socially. By creating a whiteboard profile, students are helping to create an online representation of themselves. This profile will attach a face to students' posts. Students. it will also allow students to share selected class and personal information. Student profiles are much more than a way to get to know classmates. They help students establish a social identity. When combined with frequent participation, recognizable faces and shared personal experiences help students stay engaged with their courses. Communication is essential for any class environment. The absence of a traditional classroom challenges many students with a barrier to physical communication. Context and social cues are difficult to follow or may appear absent from virtual conversations. Being socially present and prepared is not enough to ensure a student's commitment and success within an online course. Students must learn to be effective online communicators. Online communication is governed by a set of rules that impose Internet etiquette standards. These rules, known as netiqueta, emphasize consideration, brevity, and clarity. The most important rule of the netiqueta is never to be a passive communicator. Students should participate in conversations with timely responses that demonstrate some effort and reflection. In traditional environments, high-voice responses are never allowed to be antagonized or criticized. They are also not allowed in virtual ones. These answers are known as flames. Students who use them are sure to isolate themselves within a class. Virtually shouting or communicating in all capital letters also impairs a student's online presence. Netiquette emphasizes brevity and clarity in order to reduce student headaches. No one likes to look at a screen for hours deciphering virtual messages. The execution of prose and intricate clauses were not developed for online communication. Student responses and thematic lines should be kept short and concenatic. Arguments and ideas should be divided as individual points. Using a blank line instead of an indentation to separate paragraphs will help students set an easy-to-follow list format. Format.

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