Creating and Sharing Workbooks in PebblePad

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Adding questions/instructions to a page

Step 1. **Open your Pebble+ account** from the “Easy Logins” section of the ECU Staff Intranet

**Note:** You can also use the Pebble+ link in your Blackboard unit if it already has one. *(Instructions for adding the PebblePad LTI tool to your unit are in separate document).*

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Step 2. **Create a workbook.** In the top-left corner of the screen...

a. click on the “burger” menu

b. choose “Get Creative”

c. from the drop-down menu that appears, choose “Create a workbook”.

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For further support, contact eLearningAssist
E: eLearningAssist@ecu.edu.au; P: 6304 2777
Step 3. Choose a page type to add to your workbook...

a. New Template Page – choose this to start entering in your questions, instructions etc. Choose this option to continue with these instructions.

b. Existing Resource – for when you’ve already made a page of questions and want to insert it into the workbook.

c. Placeholder Page – these allow students to add their own pages/other Pebble Assets as pages in the workbook.

Step 4. Save your workbook as circled and then begin adding content...

a. Click the “Add Content” button at the very top of the screen

b. Notice that the numerous content types have been arranged under sub-menus.

c. Click a button to place content at the bottom of your page, or drag it directly to where desired.

d. View the workbook as a student and try out your questions

Step 5. Edit your content. Upon clicking your content block its border will go blue, allowing you to...

- edit your question labels etc
- re-position it on the page using the arrow to its left
- delete the content block using “X” in the top right
Step 6. **Write your question/instructions.** Most content types will ask for a “label” and a “hint or description”. “Label” is your question text, and “hint or description” is an optional second line for further explanations.

The red ribbons above allow students to upload evidence files in response to your questions. Since the collecting of evidence is a central part of PebblePad, these can be added to most question types using the “Properties” menu...

Step 7. **You can bring up advanced properties** for a content block:

- Click on the content block, then
- Clicking the “Properties” menu in the top right corner.

*The options you see will be specific to the selected content type.*

Step 8. **You can continue building/editing your workbook** at any time to by opening the Resource Centre from the Pebble+ homepage, then clicking it’s title and choosing “edit resource”, as shown below...
Pages and workbook properties

You can break up your questions into sections/topics by placing them on separate pages, which can be found running horizontally at the top of the screen...

a) scroll along your menu using the “<” and “>” arrows, or click the “Contents” button for specific pages

b) The “Add New Page” button looks like a “+” and always sits separately on the right.  
   Note: don’t confuse this solitary “+” with those that appear as part of any existing pages (eg labelled “c”)

c) To convert an existing page into part of a drop-down menu, click the “+” attached to that page  
   Note: Confusingly these get called “new workbook” until you rename them, but they are “drop downs”

d) Add new pages to an existing drop-down menu by clicking the “✓” button and selecting “add new item”

e) Rename any page or drop-down menu by clicking the cog icon and typing over its old name.

Advanced properties for a page appear after clicking on the page and opening its “Properties” menu (top right)...

- To reposition pages:  
  “Properties” > “Template” > “reorder current page”

- To reposition a whole drop-down menu:  
  “Properties” > “Workbook” > “Reorder workbook (top level)”

- (strongly recommended) Prevent students from submitting duplicate versions of their responses:  
  “Properties” > “Workbook” > “Usage” > set it to “Single use only”. *If you don’t tick this you will regret it!*

- To allow students to self-report on their progress by ticking off each page as they complete them:  
  “Properties” > “Workbook” > “Progress Tracking” > tick the box to enable.

- To control page visibility:  
  “Properties” > “Template” > “Page Release”. A page can be made visible
  - to all students, or
  - only on a specified date, or
  - only to those students the lecturer “verifies” as being ready to see that page.
Sharing your workbook for assessment

After creating the workbook you will need to share it so that students can submit their responses. You must...

**Step 1.** Create your ATLAS site now, if your unit does not have one already *(instructions in a separate document)*. Each academic unit using PebblePad needs its own ATLAS site, and these need re-creating each semester.

**Step 2.** Open your unit’s ATLAS site up by either

a) Clicking the ATLAS icon you’ve added to your Blackboard site...
   *(Preferred) each time you click this link it actually synchronises your class list!*

   ![ATLAS icon](image)

b) Alternatively, click the ATLAS icon near the top left corner of Pebble+
   *this doesn’t synchronise class lists, so really the other method is preferable*

   ![ATLAS icon](image)

**Step 3.** Create an Assignment submission box by heading to “Management” > “Assignments” as circled.
Note: ATLAS automatically creates a default assignment, so you’re free to edit that rather than create anew.

Also note that only one Assignment box will automatically send its grades back to Blackboard - the grades for other assignments must be exported to Blackboard via Excel (steps in separate document).

![ATLAS interface](image)

**Step 4.** On the page that appears, choose “member-initiated submissions” and give the assignment a Title.
Step 5. Choose a start-work date and due date. Halfway down the page you’ll see several clickable date/time boxes…

- Set the first one to Day 1 of semester so students can begin working ASAP
- The second one is your (hard) final due date
- The third and fourth dates are optional

Note: if you don’t set a due date here, students can continue editing their submissions indefinitely.

Step 6. The three settings shown on the image below are absolutely vital to preventing submission errors...

a) Students submit once (eg on Day 1) and then update their 1 submission during semester (until the due date)

b) Restrict students to submitting only workbooks (prevents accidental submission of other file types)

c) Accept only auto-submitted workbooks. Prevents accidental submission of unrelated workbooks

Step 7. When you’re done, hit “Save” (d).
Step 8. **Share the workbook** by navigating to the “Resources” tab and clicking “Add a Resource”... 

![Image of adding a resource](image1)

Step 9. **Select your workbook for sharing** by clicking “My Workbooks” and the appropriate “select item” button...

![Image of selecting a workbook](image2)

Step 10. **Choose your share settings** on the page that appears before pressing “Save”. The most important settings are:

a) “Would you like to prompt the user to auto-submit the workbook when saved?”
   Set this to “Yes” and then choose the Assignment box you created earlier.

b) “Would you like to allow other people to use this resource on their workspaces?”
   Say “No” to this unless you would like this workbook to be available to other academic staff members in your School.

c) “Would you like to allow a user to complete this Workbook in ATLAS?”
   Say “No” to this; the students should be accessing the workbook via Pebble+, not ATLAS

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Optional Appendix A – adding evidence upload blocks

This content type all allow you to ask your students to attach evidence of learning. The example below shows what a student sees when filling out the “Numeric” variant. **Note:** students below are asked to...

a) reflect on the question and give a numeric rating for their current skill level
b) justify in words the rating they gave to themselves...
c) upload a file and (not pictured) explain how it is relevant as appropriate evidence

The circles below show the basic steps in creating an evidence upload-style question – note the difference between the variants is the type of reply a student can give when reflecting upon the question, ie whether they reply with...

- evidence only
- evidence + a numeric rating (like the example above)
- evidence + a binary reply
- evidence + multiple choice reply (via radio buttons)
Optional Appendix B – Adding instructions and info for Students using “Hints”

Apart from adding questions to the workbook you will want to provide students with instructions, info and context – these instructional types are all found under the “Hints” menu.

Most hint types can be placed next to each other. As shown below, clicking and holding the text-hint (a), and then dragging it to the right side of the image-hint (b), releasing it only when the thick blue preview line (c) appears.

The circles opposite show the basic steps in creating the various instructional content types...

When adding a text area you can only see the text-formatting tools by first selecting some text with your mouse...

The “remove formatting” button is especially handy when pasting text in from other programs.

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Optional Appendix C – the “Popular” menu (where the cool buttons hang out?)

The sub-menu “Popular” contains various useful question types that can be broken into three categories...

a) Questions where students must type out a text reply (either a single line or a paragraph)
b) Questions where students tick the box that best fits their opinion (can tick one box or all that apply)
c) A date picker

The example questions below ask students to make a choice via “checkbox” (left) or “radio button” (right). The main difference is that “checkbox” allows students to tick multiple replies, whilst “radio button” forces only one.

### Standard 4 - Create and maintain supportive and safe learning environments

Demonstrate ability to complete the following areas:

Check off each area once you can evidence your competency at a graduate level. You should be able to describe a time when you have demonstrated this skill.

- 4.1 Support student participation
- 4.2 Manage classroom activities
- 4.3 Manage challenging behaviour
- 4.4 Maintain student safety
- 4.5 Use ICT safely, responsibly and ethically

### Second Year

**Review**

Refer to the page Preparation > My Skills, My Goals and My Philosophy.

Read through your First Year About Me Summary. How do you feel about what you wrote last year?

- I have definitely changed.
- I have changed a bit.
- I haven't changed at all.

The image below left asks for a single paragraph answer (“Popular” > “Multiline”). The image below right is a table asking for several single line answers (from the “Tables” sub-menu, another place to find text question types).

Knowledge, Skills and Strengths

Spend no more than two minutes writing down your knowledge, skills, and strengths as best you can.

<table>
<thead>
<tr>
<th>Key Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look back over your key learning experiences. List your 3 main skills. (Which do you name the most?)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑</td>
</tr>
</tbody>
</table>