



D2L™



### **Monday, July 14**

- 8:00: Registration
- 10:00: Meeting with D2L Rep
- 11:20: Opening
- 12:45: Keynote, Col. Chris Hadfield
- 1:45: The Lean Classroom
- 3:00: Secure Online Faculty Evaluations
- 4:20: Solution Spotlight
- 5:00: Vendor Exhibit

### **Tuesday, July 15**

- 9:00: Getting the most out of the new Discussion Tool
- 10:20: Creating Custom Home Page Experiences
- 12:00: General Session
- 1:00: Poster Sessions
- 4:00: Office 365
- 7:30: Social Event

### **Wednesday, July 16**

- 8:00: Learning Environment Customization
- 9:20: Practical Accessibility
- 10:40: 10 Tips for Being Faster in D2L
- 12:00: Intelligent Agents
- 1:30: Keynote, LeVar Burton
- 2:30: Closing
- 3:30: Meet and Greet: LeVar Burton

## Monday, July 14

8:00 Registration

→10:00: Meeting with D2L Rep, Shelly Constant

Was notified that the training videos that D2L previously sold were now going to be available for free

→11:20: **Opening**, John Baker; Desire2Learn

It was announced that the Desire2Learn product was being rebranded... the integrated learning platform was now to be called Brightspace, by D2L

See also <http://www.brightspace.com/blog/brightspace-next-era-innovation-d2l/#.U-kD7Xnwu1s>

The cornerstones:

Pervasive (always available),

Perceptive (can predict and adapt),

Personal (instead of one size fits all, it should be one size fits the user)

See also <http://www.brightspace.com/about/>

By being adaptive, the goal is to be engaging, increase productivity, help with retention and attainment for better outcomes.

→12:45: **Keynote, Col. Chris Hadfield; NASA**

*A heavily decorated astronaut, engineer, and pilot, Colonel Chris Hadfield has a long list of awards and accolades. Perhaps most importantly, he is a passionate educator who was able to inspire the desire to learn in all of us as we shared his journey and experience in space through the use of technology. He was selected as a NASA Shuttle Mission Specialist in 1992 and, in March 2013, took command of the International Space Station. During his mission, he harnessed the power of social media to make outer space accessible to millions while infusing a sense of wonder into the collective consciousness not felt since man first walked on the moon. His many awards include receiving the Order of Ontario, the Meritorious Service Cross, and the NASA Exceptional Service Medal. He was also named the Top Test Pilot in both the US Air Force and the US Navy, and has been inducted into Canada's Aviation Hall of Fame. He is the author of the internationally bestselling book, *An Astronaut's Guide to Life on Earth*.*

Colonel Hadfield talked about his experiences in space, and how students in particular should focus on goals and a sense of wonder, and explained how science in space could lead to student engagement.

See also <http://www.wired.com/2013/11/chris-hadfield-wired/>

→1:45: **The Lean Classroom: moving towards lean pedagogy**, by Sean Yo; Desire2Learn

References The lean Start up, Running Lean, Eric Reis, see also <http://theleanstartup.com/>

See also Kanban, Lean Coffee

Discussed the need for choices to be data driven, and pointed out that people don't always know what they want; Henry Ford supposedly said if he had asked what people wanted, they would have said faster horses.

Keys, be audacious, have empathy, but focus on what problem are we trying to solve?

Assumptions of the presenter: sales success is similar to striving for student success.

Points: work on continuous improvement, and the ability to scale; stress that part of learning is the value of finishing.

Persevere, then pivot as needed. Be flexible. Learning drives the next iteration, use micro-quizzes and live feedback.

See also <http://leanclassroom.org/>

## Monday, July 14, Continued

### →3:00: Secure Online Faculty Evaluations, Kim Ervin and Hasan Mavi; Eastern Illinois University

They use D2L to post Tenure portfolios for review by committee.

They have training for candidates on how to create pdf and place in dropbox, shell includes training material and templates.

They have training for committee on how to use, reviewers set up as faculty.

See also PowerPoint in Appendix section

### →4:20: Solution Spotlight, Kenneth Chapman, Nick Oddson, Craig Walford, John Baker; Desire2Learn

Discussion of Complete College America

Tie funding to progress and success, Provide unambiguous metrics, Reward success for underrepresented populations, Incorporate through base funding

See also <http://completecollege.org/>

Discussed game-ification initiatives at D2L

Discussed Standards, predictive modeling

Discussed D2L Leap: Adaptive learning algorithms combine academic data, learning objectives, activity, assessment, and mastery information to guide each learner down a personalized path that adjusts in real-time to meet their individual learning needs. see also <http://www.brightspace.com/products/leap/>

Discussed improved infrastructure and service plans... continuous delivery, no upgrade outages

Release for free the faculty self-directed training material, and updates to Community

Top 10 enhancements to product line

- 10 Course catalog tool
- 9 improved video usability and expanding available devices
- 8 integration of Wiggio collaborative tools
- 7 Discussions, returning of prior functionality soon
- 6 Mobile being further developed for more devices
- 5 Binder to deliver ebooks for iPad and Win8
- 4 content modifications include better notifications
- 3 ePortfolio improved in reflections, dropbox, and mobile upload
- 2 LOR Learning Object Repository
- 1 Quizzes, tabs rearranged, better item analysis

### →5:00: Vendor Exhibit

## **Tuesday, July 15**

→**9:00: Getting the most out of the new Discussion Tool**, Marsha Conley; Desire2Learn

See also PowerPoint in Appendix section

→**10:20: Creating Custom Home Page Experiences**, Aleks Gligoric, Nathan Gardi; Desire2Learn

You get 20 seconds to get the learner on the right path

Focus on a single call to action

Group 'like' content

Make aware what is expected, the next step... consider pain points... allow feedback

Use replace strings

Use Quick Links to tasks

Consider using release conditions to congratulate in Content , or add Badges in News

Other items to share: social media, play lists,

(link to https when possible)

Max of 910 pixels for items on News page

Note: you can't copy widgets using Import

See also PowerPoint in Appendix section

→**12:00: General Session: Community updates, Desire2EXCEL Awards, Partner Panel on Next Generation Learning**

Suggestion, use MOOC for computer skills

→**1:00: Poster Sessions**

I presented on my training materials

→**4:00: Office 365**, Christopher Urban; Microsoft

Coming soon, single log in

Some available features

Discussed SharePoint(SharePoint can provide intranet portals, document & file management, collaboration, social networks, extranets, websites, enterprise search, version control, and document check out) and Yammer (Enterprise social networking with advanced support, security, administration, and integrations)

If you choose the social media option, it is your data and you have full control

Lync provides A/V conferencing, white board for up to 250 connections, can record lecture, handle polling

Exchange mail 50GB, Calendar, OneDrive, Office Online

Should be able to drag and drop between local drives and OneDrive

See also <http://www.microsoft.com/education/ww/Pages/index.aspx>

→**7:30: Social Event**

Country Music Hall of Fame Meeting Room

## Wednesday, July 16

### →8:00: Learning Environment Customization, Mitch Free; Desire2Learn

This session was on how D2L can be customized for institutions, for a fee

**See also PowerPoint in Appendix section**

### →9:20: Practical Accessibility, Neil Griffin, Spartanburg Community College

Note: Use headings in Word, and Alt for images in Word... the are preserved in pdf versions

**See also PowerPoint in Appendix section**

### →10:40: 10 Tips for Being Faster in D2L, Nathan Wadman; Pikes Peak Community College

Pin your current classes

use Multiple Windows while in D2L

make a bookmark folder, then drag each class into the folder

in email, include originals when replying, save a copy, edit your signature line, can use replace string

When linking, just use //domain.com

use bookmarks

Discussions, sort by newest, unread, use flags

Use rubrics in dropboxes

Offset dates, use last starting date and current starting date, and let D2L calculate the offset

Add Time release to item names to remind you

**See also PowerPoint in Appendix section**

### →12:00: Intelligent Agents, Dan Semi, Desire 2 Learn

Don't forget to send positive as well as negative emails based on completion, etc

Presentation includes replace strings

Check community, and vote up things you want to see added to D2L

**See also PowerPoint in Appendix section**

### →1:30: Keynote, LeVar Burton

*LeVar Burton has been capturing the attention of admiring audiences and industry peers for three decades, and continues to enjoy a career longevity truly rare within the industry. As a passionate advocate for literacy and educational reform, he brings a wealth of knowledge and inspiring stories to the stage at Fusion. His role as "Kunta Kinte" in the acclaimed miniseries Roots earned a lasting status as a worldwide icon representing the indomitability of the human spirit. An avowed science fiction buff and devoted fan of the unique vision of Gene Roddenberry, Burton has directed numerous episode of all four Star Trek series: The Next Generation, Deep Space Nine, Voyager, and Enterprise. He also served as the host and executive producer of the highly acclaimed PBS children's television series Reading Rainbow for 25 seasons, garnering him a total of 13 Emmy Awards, five NAACP Awards, and numerous nominations. He is most proud of Reading Rainbow's ability to "use the medium of television to help create generations of Americans who are passionate readers."*

LeVar discussed imagination, and the poor reading rates, as well as the poverty/technology gaps; also discussed the need to reach students where they are, especially during the summer. Teaching is the inspiration business.

### →2:30: Closing

Next Fusion, Orlando June 22-24, 2015

→3:30: **Meet and Greet:** LeVar Burton





## Using D2L eP & LE to Develop a Secure Online Faculty Evaluation Capability at a Comprehensive Public University

### Presenters



Hasan Mavi, PhD  
Associate Professor  
Kinesiology and Sports Studies



Kim Ervin, MS  
Training Specialist  
Center for Online Learning

### PROJECT SITE



- Located in Charleston, IL
- 10,000 students/600 faculty
- Four Colleges: Arts & Humanities, Business & Applied Sciences, Education and Professional Studies, and Sciences

### Erik Lora



Minnesota Vikings free agent

### Jimmy Garoppolo



New England Patriots 2<sup>nd</sup>  
round QB draft choice

### Traditional Faculty Evaluation

- Assembled and reviewed in 1 to 5 inch three-ring binders
- 200 retention, promotion, and tenure portfolios per year
- 150 full-time annually contracted portfolios per year

### Online Faculty Evaluation

- Goals
  - Provide an online option
  - Assure security, confidentiality, and integrity at least equivalent to the traditional (paper) process
  - Keep the online and traditional (paper) process synonymous
  - Keep the pilot limited

**3-Ring v. Online**

<ul style="list-style-type: none"> <li>Applicant prepares and submits materials</li> <li>Evaluators review per DAC and CBA Article 8               <ul style="list-style-type: none"> <li>More information</li> </ul> </li> <li>Evaluators write evaluation/recommend personnel action               <ul style="list-style-type: none"> <li>Reconsideration</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Applicant prepares and submits materials</li> <li>Evaluators review per DAC and CBA Article 8               <ul style="list-style-type: none"> <li>More information</li> </ul> </li> <li>Evaluators write evaluation/recommend personnel action               <ul style="list-style-type: none"> <li>Reconsideration</li> </ul> </li> </ul>
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**Online Faculty Evaluation Development Committee**

 <p>Scott Ronspies, PhD Kinesiology and Sports Studies Faculty Applicant from College of Education &amp; Professional Studies</p>	 <p>Chris Laingen, PhD Geology-Geography Faculty Applicant from College of Sciences</p>
 <p>Andy Cheetham, PhD Music Faculty Applicant from College of Arts &amp; Humanities</p>	 <p>Lisa Brooks, PhD Family &amp; Consumer Sciences Faculty Applicant from Lumpkin College of Business &amp; Applied Sciences</p>

**Online Faculty Evaluation Development Committee Cont'd**

 <p>Jeff Cross, PhD Associate Vice President Academic Affairs</p>	 <p>Hasan Mavi, PhD Department Personnel Committee Chair Portfolio Evaluator</p>
 <p>Karla Kennedy-Hagan, PhD Department Chair, Family and Consumer Sciences Portfolio Evaluator</p>	 <p>Kim Ervin, MS D2L Trainer Center for Online Learning</p>

**Project Foundation**

- Proactively promote project support
- Identify online delivery vehicle (D2L eP & LE)
- Establish preferred and acceptable file formats for evaluation materials
- Convert applicant form and evaluator forms to appropriate electronic format
- Develop D2L eP presentation (i.e. template)


**D2L ePortfolio Presentation**



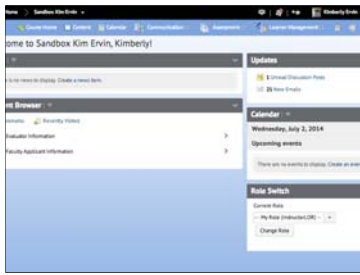
**Project Foundation Cont'd**


- Develop Faculty Evaluation D2L Course
  - Accept portfolio submissions from faculty applicants
  - Allow evaluators authenticated access for review and evaluation feedback
  - Offer support materials for faculty applicants and evaluators
  - One course per department
  - Faculty applicants enrolled as students
  - Evaluators enrolled as instructors



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## Faculty Evaluation Course



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## Supporting Faculty Applicants

- Provide D2L ePortfolio Presentation (i.e. template)
- Enroll as student in faculty evaluation course
- Provide methods to secure materials in electronic format
  - Access to scanners and Adobe Acrobat

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## Supporting Faculty Applicants Cont'd

- Provide F2F training
  - Part One: Securing Materials in Electronic Format for Online Portfolio (pre-work)
  - Part Two: Assembling and Submitting Online Portfolio
- Provide Reference Materials
  - Quick guide
  - Video tutorials
- Provide opportunity to offer feedback

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## Applicant Feedback

- Overall, I am satisfied with the process of creating and submitting and Online Faculty Evaluation Portfolio - 4.67/5.0
- *"I enjoyed not having to spend my own money on portfolio materials, worrying about printing tabs, heading pages, etc."*
- *"Honestly it went smoother than I imagined it would."*

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## Supporting Evaluators

- Enroll as instructor in faculty evaluation course
- Provide F2F Training
  - Online Faculty Evaluation Evaluator Training
- Provide Reference Materials
  - Quick Guide
- Provide opportunity to offer feedback
  - Training feedback
  - Evaluation process feedback

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## Evaluator Feedback

- Overall, I am satisfied with the process of evaluating an Online Faculty Evaluation Portfolio – 4.26/5.0
- *"It really was an easy process. It was much more efficient than the three-ring binder."*

## Evaluator Feedback Cont'd

- *"I think it did not change my original responsibility. I still needed to look at each evaluation area (teaching/research/service) and write comments for evaluation. Even though my original responsibility did not change, electronic portfolio made it easier to navigate the supporting documents for each evaluation area."*

## Faculty Evaluation Course Demonstration

## Next Steps

- Include other types of evaluations
  - Tenure Track (pre-tenure)
  - Tenure
  - Tenured Annual (post-tenure)
  - Promotion
  - Professional Advance Increase
- Increase the number of departments represented

## Questions?



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**Fusion 2014 –  
Meaningful Conversations --  
Getting the Most out of the new features of  
Discussions in D2L**

by Marsha Conley, PhD  
Senior Trainer & Consultant --- Desire2Learn, Inc.

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**My Personal Experience:**

- Senior Trainer & Consultant – 5 years with D2L
  - Worked with over 100 clients institutions to train faculty & staff
  - Developed Best Practices Series
  - Help clients provide high quality programs using D2L tools
- American River College – Sacramento, California
  - 10 years as LMS Administrator and Instructional Technology Coordinator
  - Trained over 1500 faculty to teach online and hybrid courses
- Online Instructor
  - 15 years of experience with several different colleges

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**Communication is the Heart of  
any Learning Experience --**

In a traditional face-to-face class,  
students have many opportunities  
to interact --

- with the instructor and
- with each other.

Including:

- informal chat before or after class, or
- participating in the classroom discussion.



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**How our Brain Works:**

Watching or reading is different than TALKING



- our brain works differently, and
- we remember more information.

Passive “entertainment mode”  
when we watch video or read:

- We attend differently if we know we have to talk about it later.

Add web-components – especially discussion:

- Student retention almost doubled,
- Students felt engaged and connected
- Success rate (grades) much higher

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**Online discussion can:**

- Foster meaningful interaction
- Increase student learning
- Create opportunities for
  - engagement and
  - collaboration
- Enhance the course experience
  - information exchange and
  - community building
- Create a truly connected class
- Play an role in humanizing an online class



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**Uses for Online Discussion:**

Instructor – student interaction example:


- Question/Comment forum

Student – student interaction

- Group projects
- Sharing their work
- Peer-editing
- Debates

Student – content interaction

- Web quests
- Additional resources
- Digging deeper on key points



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## Differences between online and face-to-face discussion:

- Everyone participates
- Even those who (in person) are:
  - Too shy or nervous in class
  - Speak poorly
  - Haven't done the reading yet
  - Like to think before speaking
- Online, they get prepared FIRST
- More reflective and thoughtful comments
- Respond to what someone is saying rather than who they are or how they speak?



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## Changes in Discussion Forum & Topic List

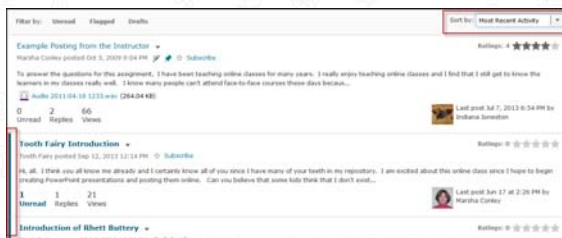
- Easier to see how many postings, replies and views on each topic in the forum
- Instructors and students can see important info on each topic



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## When Viewing a Topic:

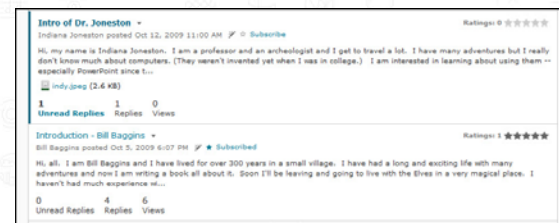
- More options for sorting threads
- Last user posting is highlighted
- Unread topics more obvious
- Unread postings highlighted in blue at left edge



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## Topic View of Discussion

- Threads collapsed but all threads visible.
- Lots more information on what is happening so it is clear "where the action is"
- Click to open thread and read all replies



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## Previous Discussion Topic in Grid Style:

Can't see actual postings - only subject lines

Introduction of Sherlock Homestead	Sherlock Homestead	Oct 12, 2009 2:47 PM	★★★★★
Re: Introduction of Sherlock Homestead	Fred Baggett	Oct 12, 2009 4:57 PM	★★★★★
Intro of Dr. Jonestown	Indiana Jonestown	Oct 12, 2009 2:00 PM	★★★★★
Re: Intro of Dr. Jonestown	Sherlock Homestead	Oct 12, 2009 2:49 PM	★★★★★
Introduction - Bill Baggett	Bill Baggett	Oct 3, 2009 9:07 PM	★★★★★
Re: Introduction - Bill Baggett	Indiana Jonestown	Oct 12, 2009 2:15 PM	★★★★★
Re: Introduction - Bill Baggett	Sherlock Homestead	Oct 12, 2009 2:50 PM	★★★★★
Re: Introduction - Bill Baggett	Fred Baggett	Oct 12, 2009 4:55 PM	★★★★★
Re: Introduction - Bill Baggett	Marsha Conley	Sep 23, 2011 12:43 PM	★★★★★

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## Previous Version of Reading Style



- Pages got very long.
- Could be overwhelming with all postings open.
- Hard to see which postings were unread.

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## Advantages of New Discussion Views

- More postings and replies are ready to be read – no click, click, click
- Quicker and Easier to scan Postings
- Subject lines not so critical
- More likely to get drawn into the conversation
- Students read more and post more than minimum requirement



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## Forums Every Class should have:

- Get Acquainted Discussion
- Questions/Comments/Need Help?
- Place to Socialize
  - Cyber Café
  - Student Lounge



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## Question or Comment Forum:

- Saves time for students
  - They get quicker answers to their questions
- Saves time for instructor
  - Answer each question only once
  - Not 12 times by email
- Train students to:
  - Look on the forum first
  - **Subscribe** to their posting so they will be notified when someone has answered them
  - Answer each other's questions
  - Set **notification** options to get alerts



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## Creating Discussion Forums and Topics

- Group topics into forums
- Put instructions and grading criteria on forum
- Put actual discussion questions or prompts on the topics
- Don't have all topics visible from beginning
- Use conditions to control access
  - Completed readings or Submitted assignments, etc.



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## Setting Availability and Locking

- Separate Controls for
  - When students can see discussion
  - When Students can post or reply
- Forums and Topics
  - Can appear and disappear
  - Can always be visible but lock and unlock
  - OR can leave visible but lock
  - OR any combination you want



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## Deadlines for posting:

- Weekly is best
- Keeps students on track
- They have to stay up to date with the reading if they know they have to post each week
- Encourages them to dig deeper into each topic



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## Setting Availability Options

### Setting Locking Options

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## Put Dates on Calendar

### Be consistent on day of week and time

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## Choose settings to keep them honest!

- Option to force students to compose their own message BEFORE they can see other postings.
- Forces them to think for themselves and not be overly influenced by ideas of others.
- Set Permissions so Instructor can see History of messages.

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## Student to Student Interaction: Group projects

- Each group has their own discussion topic
- All work on the project MUST be on the forum
- Safest way to ensure that ALL students:
  - Contributed to the project
  - Worked throughout the project development period
  - Not just at the last minute
- 10% or more of total project points awarded by instructor for each student's:
  - personal contribution to the project
  - Personal efforts to work as an effective team
  - Can replace peer/team ratings

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## Setting up discussion groups

- Use Groups Tool**
  - Set up groups by creating a "category" of groups
  - Then give each their group their own discussion area
  - Quick and easy
- Options for getting students into groups**
  - Groups of # students
  - Number of groups
  - Self-select into groups
  - Auto-enroll
  - Options copy for next semester

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## Setting up Discussion Groups

- Edit Course, Groups, New Category
- Check option to create discussion topics

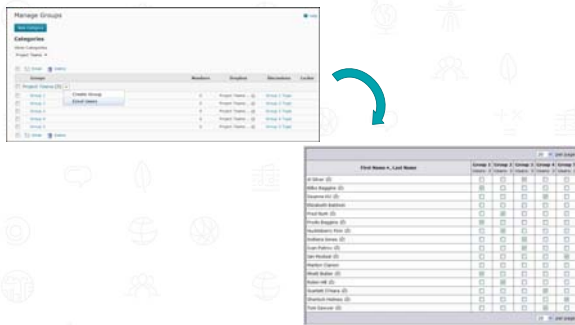
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## Groups Example:

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## Critiquing each other's work

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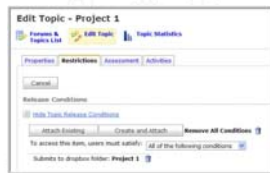
- Allows student to learn from each other
- Also, learn to provide quality feedback
- One problem - How to prevent copying/cheating?
  - Submit to dropbox first –
  - Personal grade on the project
- Then post copy to discussion
  - Graded on quality of feedback provided to others
- TWO Release conditions on discussion topic:
  1. Must submit to project dropbox first
  2. On discussion, choose setting: "Must post first" so can't see other's work **until** they post their **own** project first!



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## Release Conditions on Discussion

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## Student Journals or Private Discussion

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- Create Groups of 1
- Private –
  - only student and instructor can see, post and reply



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## What motivates students to contribute to online discussion?

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Research shows students are more likely to post if:

- Have an interest in the topic
- Topic is relevant to them
- Questions force them to apply what they learned to their own experience or situation
- 85% said if discussion posting was graded
- Everyone is engaged in the topic in the same time frame (week)
- There are a range of opinions – not one right answer



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## Reasons students don't participate:

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- No grades or points for discussion
- Lack of time
- Not sure what is expected
- Too much text on the page
- Overly involved instructor –
  - inhibits participation,
  - students will be waiting to hear the "correct" answer.



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## What is the instructor's role in online discussion?

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Instructors have three sequential tasks ----

### 1. Set up the tools beforehand

- Choose the right tools
- Choose relevant topics
- Create the right atmosphere
- Choose right settings
- Groups vs. whole class
- Set clear grading criteria



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## Instructor's Role:

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### 2. Participate and contribute while discussion is open:

- Be ONE of the voices on the forum
- Make regular contributions
  - Read everything
  - Respond where appropriate
- Don't dominate
  - Not a dialogue between instructor and individual students but a whole class conversation
- Create Summative postings



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## Instructor's Role:

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### 3. Do the grading once the discussion is closed:

- Set Grading Criteria:
- Set clear expectations
  - Number of New Threads
  - Length of Postings
  - Number of Replies and
  - Quality of Replies
- Use rubrics for grading

Me too!!



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## Require Postings AND Replies:

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- HAVE TO reply to have a conversation
- **Mandate** Replies AND **who** they reply to
- Person who posted above and below
  - Everyone gets at least one person reading and replying to their posting
  - Can reply to others also
  - Can still reply to any others in addition
  - Takes pressure off of instructor to reply to those who get no comments

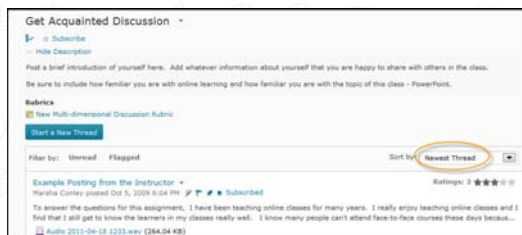
Make sure they have Sort by: "Newest Thread"

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## Sort by Newest Thread

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- New Discussion Interface has many new options
- Need Sort by Newest Thread to use the Above and Below strategy



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## Setup Graded Discussions

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- Edit the topic you want to be graded
- On Assessment tab, connect it to a grade item
  - Create a grade item or choose existing
- **DON'T** choose to grade each posting separately
- It is Easier to give one global grade per topic for new threads and replies
- Much quicker and easier grading



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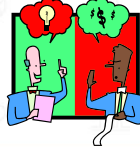
## How to Use Rubrics with Discussion

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There are two ways to use rubrics to grade discussion.

1. Attach the rubric to the Discussion topic itself.
2. Attach the rubric to the grade item linked to the Discussion topic.

There are pros and cons to each method.

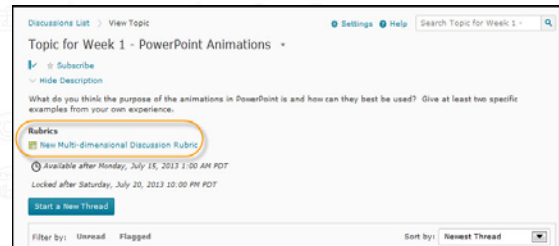


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## 1. Rubric Attached to Discussion Topic

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- Students can now see the Rubric right on the Discussion topic as part of the Description.



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## 1. Rubric Attached to Discussion Topic

D2L

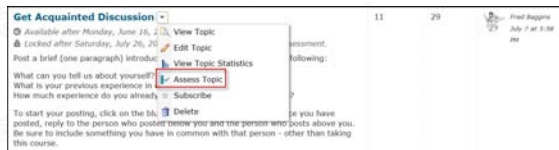
Instructor grades in Discussion Grading interface:

- Go to the Topic and choose Assess Topic
- You will see a list of all your students
- Below each name, you will see a link to the rubric and a topic score link.
- Choose the rubric link and you will see each student's postings and the rubric.
- Check the options on the rubric.
- Transfer the score to the Topic Score and add any text comments.

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## 1. Rubric Attached to Discussion Topic

D2L



Last Name, First Name	Score	Publish to Grades
Beggs, Bill	7.5 / 10 (75%)	<input type="checkbox"/>
Beggs, Fred	10 / 10 (100%)	<input checked="" type="checkbox"/>
Beggs, Sarah	- / 10 (0%)	<input type="checkbox"/>
Burney, Khett	6 / 10 (60%)	<input checked="" type="checkbox"/>

Desire2Learn.com

## Graded Discussion Rubric:

D2L

Criteria	Excellent 3 points	Satisfactory 2 points	Improving 1 point	Unsatisfactory 0 points	Score and Feedback
New Thread Quality	Postings are relevant to the topic and provide factual support for position and arguments	Postings are relevant to the topic	Postings are present but not relevant to the topic	Postings are absent	3 points
Replies Quality	Replies are relevant to the topic and provide factual support for position and arguments	Replies are relevant to the topic	Replies are present but not relevant to the topic	Replies are absent	2 points
References to Readings	Demonstrates good understanding of topic and outside source materials are properly cited	Appropriate reference made to relevant readings or materials	Limited reference made to relevant readings or materials	No reference made to relevant readings or materials	2.5 points
Overall Score	Excellent 8	Satisfactory 5	Improving 2	Unsatisfactory 0	Score and Feedback 7.5 points

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## 1. Rubric Attached to Discussion Topic:

D2L

Remember:

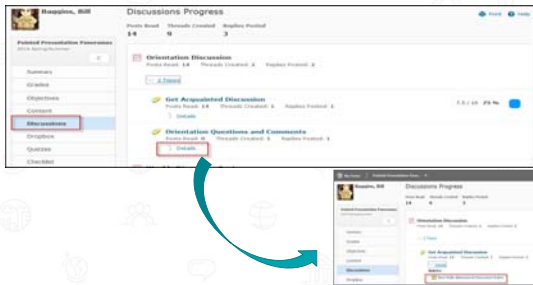
- Instructor CAN see each student's postings on the topic beneath the rubric.
- Rubric Score does NOT automatically transfer to the Score
- Score does NOT automatically adjust in value as it does in dropbox
- Instructors need to note the rubric score and enter it into the score area.
- Improvements coming soon!

Desire2Learn.com

## 1. Rubric Attached to Discussion Topic

D2L

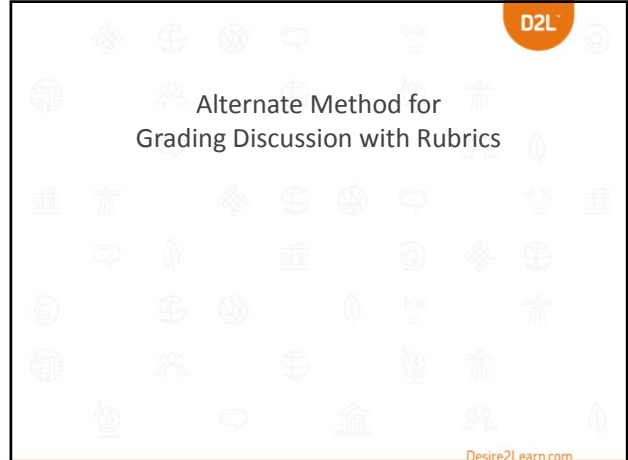
Student will see the graded rubric in the USER PROGRESS



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## Alternate Method for Grading Discussion with Rubrics

D2L



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## 2. Rubric Attached to Grade Item

D2L

- Students will NOT see the Rubric on the Discussion topic before posting unless you add it as a screenshot.
- Students will NOT see the empty Rubric on the Grade item either.
- You need to provide it to them elsewhere so they know how they will be graded.
- It will show on the Rubric List if you have this on the menus.

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## 2. Rubric Attached to Grade Item

D2L

### Instructor grades in Grade Area :

- Go to the Grade Item and choose Enter Grades.
- You will see a list of all your students
- If the student has posted to the topic, you will see an icon in the Submission column.
- Click there to see the student's postings.
- Choose the rubric link in Assessment column and you will see the rubric.
- Complete the rubric and then transfer the score to the Topic Score screen, add any text feedback if you wish. This will be passed to the score area.
- For students who haven't posted, enter a zero.

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## 2. Rubric Attached to Grade Item

D2L

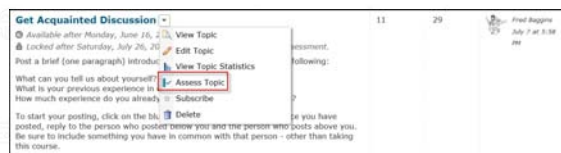
Last Name •, First Name	Submission	Grade	Score	Feedback	Assessment	Event Log
[+] Reggina, Bill		7.5	/ 10 75 %			
[+] Reggina, Fred		10	/ 10 100 %			
[+] Reggina, Sarah		0	/ 10 0 %			
[+] Buttery, Rhett		7	/ 10 70 %			
[+] Fary, Tooth		7.5	/ 10 75 %			
[+] Flewry, Huckleberry		0	/ 10 0 %			
[+] Homestead, Sherlock		9	/ 10 90 %			
[+] Joneston, Indiana		9	/ 10 90 %			
[+] Kanich, Olivan		0	/ 10 0 %			



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## 2. Attach Rubric to Grade Item

D2L



Last Name •, First Name	Score	Publish to Grades
Reggina, Bill		
Topic Score	7.5 / 10 (75%)	
New Multi-dimensional Discussion Rubric:	Satisfactory	
Reggina, Fred		
Topic Score	10 / 10 (100%)	
New Multi-dimensional Discussion Rubric:	Excellent	
Reggina, Sarah		
Topic Score	- / 10 (0%)	
New Multi-dimensional Discussion Rubric:		
Buttery, Rhett		
Topic Score	6 / 10 (60%)	
New Multi-dimensional Discussion Rubric:	Satisfactory	

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## Rubric Attached to Grade Item

D2L

- The student will see the score, your comments in the grade area.
- On the Details link, they will also see the rubric.

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## More on Grading Discussion:

D2L

- Each topic can only be linked to ONE grade item.
- Each grade item can only be linked to ONE topic.
- So how do you do grading on Group Topics??
- Easier than you think!



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## Grading Group Discussion Topics:

D2L

- Link each group's topic to a grade item.
- Once you have linked each of the group topics to a grade item, hide those grade items from students.
- Create a Calculated Grade item and link the Calculated Grade item to ALL the group topic grade items. See below.

Team Project Discussion			
Team1 Project Discussion	Numeric	Discussions @	10
Team2 Project Discussion	Numeric	Discussions @	10
Team3 Project Discussion	Numeric	Discussions @	10
Team4 Project Discussion	Numeric	Discussions @	10
Team5 Project Discussion	Numeric	Discussions @	10
Team Project Discussion Total	Calculated	-	-

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## Grading Group Discussion Topics:

D2L

- Grade each topic using the icon in the Submission column.
- Do NOT enter a zero in the other columns. Just leave them ungraded.
- The Calculated Grade item will take the scores from the other columns and put that in the Discussion Total. See instructor view.

Last Name, First Name	Team1Project	Team2Project	Team3Project	Team4Project	Team5Project	Team Project Discussion Total
Boggs, Bill	10 / 10, 100 %	- / 10, - %	- / 10, - %	- / 10, - %	- / 10, - %	10 / 10, 100 %
Boggs, Fred	- / 10, - %	- / 10, - %	- / 10, - %	- / 10, - %	- / 10, - %	- / - %
Boggs, Sarah	- / 10, - %	- / 10, - %	- / 10, - %	- / 10, - %	- / 10, - %	- / - %
Burton, Brett	10 / 10, 100 %	- / 10, - %	- / 10, - %	- / 10, - %	- / 10, - %	10 / 10, 100 %
Ferry, Todd	- / 10, - %	- / 10, - %	- / 10, - %	- / 10, - %	- / 10, - %	- / - %
Ferry, Michelle	- / 10, - %	- / 10, - %	- / 10, - %	- / 10, - %	- / 10, - %	- / - %

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## Grading Group Discussion Topics:

D2L

- Student will only see the Team Projects Discussion Total.
- They don't see the individual topic grade columns.
- See below for individual student view.

Team Project Discussion	
Team Project Discussion Total	100 %
Other	
Final exam	- / 100 - %
Oral Presentations	90 / 100 90 %
Individual Feedback:	
Great job on your introduction but the closing was a little weak.	
Overall Feedback:	
Overall, you did great jobs on your presentations.	
Final Oral Presentation	245.5 / 300 81.8 %
Individual Feedback:	

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## Using Discussion Topic Ratings

D2L

- Instructors choose rating type or No Ratings
- Use options on EACH topic!
  - In the past this was a global setting applied to ALL topics and there was only one rating type.
- Permissions based on user's role also
  - Who can rate? Who can see average ratings?
- Not related to grading

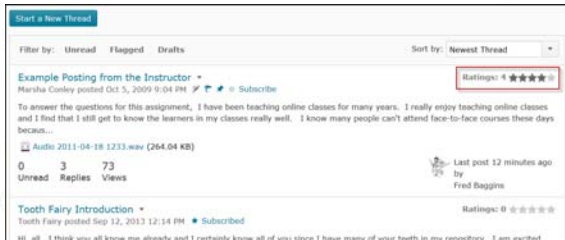
Desire2Learn.com



## Discussion Ratings Example:

D2L

- Can see the average rating
- Can see the number of users that rated the posting
- Each user can sort by Average Rating if you wish

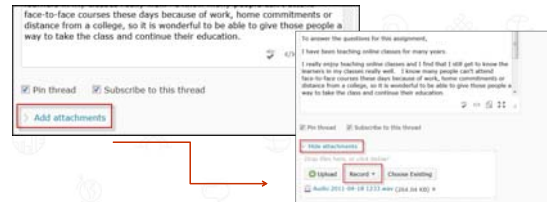


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## Record Audio in Discussion

D2L

- Option to record in all areas where you can:
  - compose, edit, and reply.
- If you don't see the Record option, be sure to click on Add Attachments.

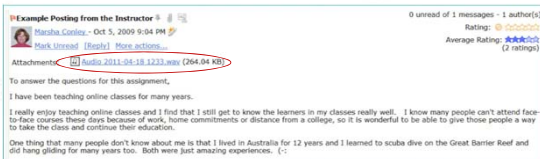


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## Discussion Record Audio

D2L

### Example:



- Simple Recording Interface – no editing
- Produces a .wav file
- Will open in Windows Media Player or Quicktime
- Typically a one minute time limit

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## How to use Audio in Discussion

D2L

- Foreign language classes
  - Student to student dialogs and practice
- Counseling, nursing, medicine, etc.
  - Role plays – anxious patient, other situations



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## Two deadlines method:

D2L

- Used by some instructors
- Separate dates for postings and replies
- Forces them to come back to the forum after everyone has posted
- Greater chance they will read more since more is there
- Students don't like multiple deadlines



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## Student-led discussion:

D2L

- Provides a more relaxed atmosphere,
- Students feel less inhibited in asking questions and
- More likely to question and challenge each other

### Tips:

- Rotate students within groups
- Rotate roles and opportunities to be topic facilitators



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## Combine small and large discussion: D2L

- One discussion forum rather than separate groups
- Reply to 3 People who posted above and below
  - Students have small group discussion
  - Embedded on whole course discussion
  - Can still see diversity of opinion across all others
  - Can reply to others also, if interested
- Combines best of both methods
- Again, need to set Sort by Newest Thread



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## Other types of discussion: D2L

- Debates –
  - Use the Groups Tool
  - Quick setup by either
    - Students per group
    - Topics
    - Can self-select or be assigned
- Case studies –
  - Small groups best
  - Present the case or Comment on the case



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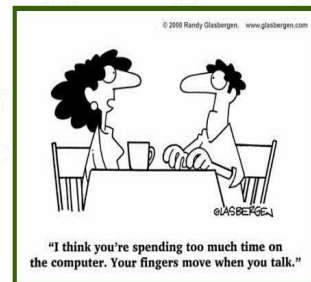
## Debate Teams: D2L

- # of Topics OR
- # of Students per topic
- Self-select up to max

Category: Debate Groups						
Forum: Debate Groups						
<a href="#">Automatically create restricted topics</a>						
Edit Restrictions						
					20	
					per page	
Forums and Topics		Restricted?	Debate Groups			
			Group 1	Group 2	Group 3	Group 4
Debate Groups		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Debate Topic - Gun Control		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Debate Topic - Evolution		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Debate Topic - Prayer in Schools		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Debate Topic - Health Care Reform		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					20	
					per page	

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## Let's talk! D2L



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## Thanks for coming D2L

- Questions?
- Comments?
- Ideas you want to share?



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Suggestions or other ideas?  
Tips you use at your own institution?  
Feedback on the ideas presented?

Thanks for coming!

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## Agenda:

- The user experience
- Showcase
- All about widgets
- Accessibility
- iFrames (hands on)
- Questions

**FUSION 2013**  
Revolutionize Learning

## First Impressions...



**FUSION 2013**  
Revolutionize Learning

## Examples

<http://www.ocr.org.uk/>

<http://www.irs.gov/>

<http://www.microsoft.com/en-ca/default.aspx>

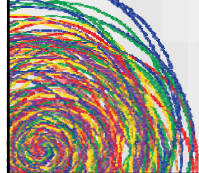
<http://www.apple.com/ca/>

**FUSION 2013**  
Revolutionize Learning

## Quick Tips

- Don't make users think
- Make your most important information your primary FOCUS

Be clutter



**FUSION 2013**  
Revolutionize Learning

## Example 1



**FUSION 2013**  
Revolutionize Learning

Example 2



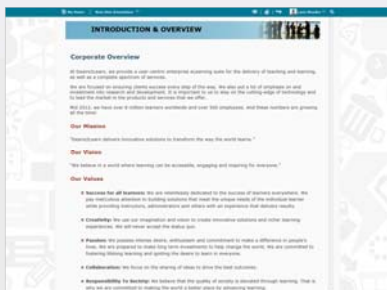
**FUSION** 2013  
REVOLUTIONIZE LEARNING

Example 3



**FUSION** 2013  
REVOLUTIONIZE LEARNING

Example 4



**FUSION** 2013  
REVOLUTIONIZE LEARNING

### Key Takeaways

- Group content into sections for easy skimming.
- Don't open pages in new windows.
- Determine what the desired focus is on a page (what's most important), and design page around this focus.
- Do make sure navigation is easy to find (very easy).
- Make important information more prominent on the page whether through the use of color, font choice, or size.
- Use colour or underlining to identify links.
- Consistency.
- Keep it simple!

**FUSION** 2013  
REVOLUTIONIZE LEARNING



**FUSION** 2013  
REVOLUTIONIZE LEARNING

### Dashboard Examples!

- Panels
- Scenes
- Notebook
- Images


**FUSION** 2013  
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# Widgets

## Updates | ▾

 **17** Unread Discussion Messages

**FUSION**  
2013  
REVOLUTIONIZE LEARNING



**Demo:**  
<https://fusionresources.desire2learn.com/d2l/home/7973>

**FUSION**  
2013  
REVOLUTIONIZE LEARNING

## New Widget – Content

- <http://pastebin.com/RnzxJKBj>
- **Edit Course**  
→ **Widgets**  
→ **Create Widget**
- **“Getting Started”**

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2013  
REVOLUTIONIZE LEARNING

## Widget Variables

- **System variables exist to personalize information on the homepage.**
  - {firstname}
  - {lastname}
  - {orgunitid}
  - {orgname}
  - {orgunitname}
  - {rolename}

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2013  
REVOLUTIONIZE LEARNING

## Widget Content Style

- Creating Widgets directly in the HTML editor `<style>` code is removed.
- Inline style is preserved.
- You can link to a stylesheet if you have uploaded it to your Manage Files area:  

```
<link rel="stylesheet" href="Templates/css/le_template.css" />
```

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2013  
REVOLUTIONIZE LEARNING

## Widget Style – Possibilities

- JavaScript can be used to add / change styles and classes of a Custom Widget.
- You can reference .js files if you have uploaded them to Manage Files:  

```
<script src="path/to/folder/jquery.js">
```
- External references must be to a secure (https) site.

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2013  
REVOLUTIONIZE LEARNING

## Widget Navigation – Linking

- Quicklinks are the best way to direct users to course content.
- The HTML editor doesn't do a great job of applying Quicklinks to objects.
- Create a separate Quicklink, and then copy the address to your object.



## Widget Navigation – Linking

- System variables such as {orgUnitId} are helpful for custom links to Tools.
- If all of your Custom Widget links are to standard LE Tools, using this variable will allow you to create the Widget at the Org. Level and share.



*“The power of the web is in its universality. Access by everyone regardless of disability is an essential aspect.”*

Tim Berners-Lee  
— Creator of the World Wide Web



## Accessible Design

- Accessibility is no longer an option. It is a necessity.
- We have a **moral obligation** to create sites whose content is accessible to all users.
- When websites are properly designed, written and programmed, they offer **universal access to information and functionality**.



## Widget Content – Accessibility

- Creating custom links as anchor tags makes them keyboard accessible:
  - Tab, enter keystrokes are defined.
- If you need to create links in a different way, you can add a tabIndex attribute, and add event listeners for Enter.



## Widget Content – Accessibility

- Example:
 

```
<div tabindex="1" onkeydown="if
(event.keyCode ==
13){window.top.location.href='/d2l/lms/conte
nt/home.d2l?ou={orgUnitId}'"
onclick="window.top.location.href='/d2l/lms/
content/home.d2l?ou={orgUnitId}'">Content<
/div>
```



## Widget Content – Accessibility

- You can use some JavaScript to set the focus to your content automatically:

```
<script type="text/javascript">
$('#widget_frame').focus();
</script>
```

(where widget\_frame is an id given to the container or iframe).



## iFrame to HTML Content

- For developers who are comfortable with HTML / CSS / JavaScript you can create content offline and display it as your homepage.
- Custom Widgets allow for iFrames.
- Your files can be referenced in Shared Files or Course Files.



## Source Files – Upload Locations

- If you are creating a Custom Widget that will be used in many courses:
  - Upload source files to Shared Files (you will need Administrator Role)
- If you are creating a Custom Widget only used in a single course:
  - Upload source files to Manage Files within the course (Instructor Role)



## Source Files – Location Paths

- Shared Files
 

```
<iframe src="/shared/..."
```
- Course Files
 

```
<iframe src="{orgUnitPath}/..."
```

\*note that the {orgUnitPath} is the default path added by the Custom Widget, so there is no need to add this variable yourself



## iFrame Attributes

- The height and width of the iFrame need to be specified in a "style" attribute. For example:
- ```
<iframe style="width: 98%; min-height: 670px;" id="widget_frame" src="{orgunitpath}/..."></iframe>
```



## iFrame Examples – Source Files

- Access the source files for the following examples:

<https://fusionresources.desire2learn.com/d2l/home/7973>

- Navigate to Content → Resources  
Module → Downloadable Resources





## iFrame Example Widgets

- Random Quiz Question
- Search & Link to Content
- Image Slider

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## Questions

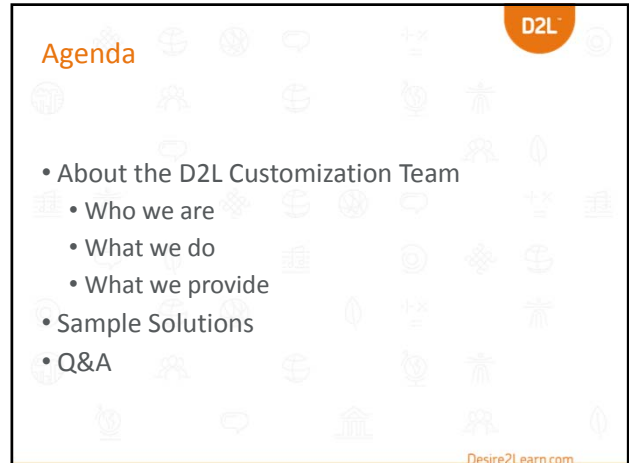
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**Enhanced Capabilities with  
D2L LE Customizations**

Mitch Free – Development Manager

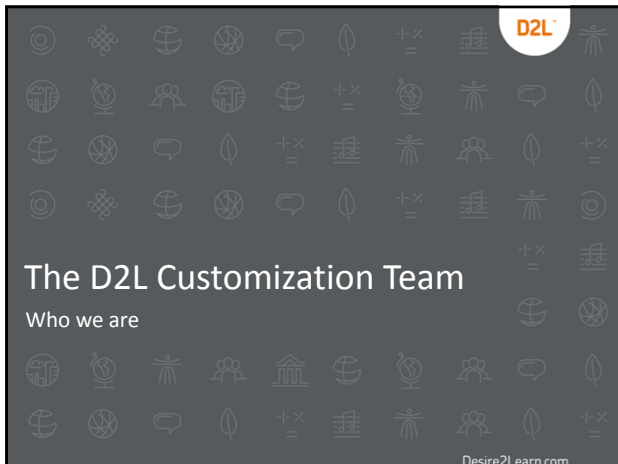
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**Agenda**

- About the D2L Customization Team
  - Who we are
  - What we do
  - What we provide
- Sample Solutions
- Q&A

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**The D2L Customization Team**

Who we are

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**Who We Are**

- Software Development Team within the Global Services Organization
  - Application Designers
  - Developers
  - QA Analysts
  - Dev / Analysts

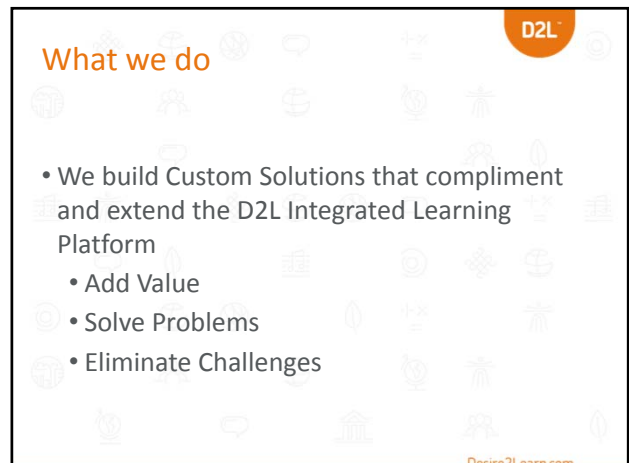
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**The D2L Customization Team**

What we do

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**What we do**

- We build Custom Solutions that compliment and extend the D2L Integrated Learning Platform
  - Add Value
  - Solve Problems
  - Eliminate Challenges

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"If I had asked people what they wanted, they would have said faster horses"

- Henry Ford

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## What we do

- Integrate with and build on top of the ILP
  - Valence
  - Plugins
  - Stand-alone code repositories
  - Common Solutions

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## What we do

- Types of Solutions
  - Integrations with 3<sup>rd</sup> party systems
  - Data and Reporting
  - User Interface and Headless Customizations

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## The D2L Customization Team

Why use us

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## Why use us

- Upgrades and Maintenance
  - Continuous Delivery
  - Continuous Integration
  - Customization Platform
- Domain Knowledge
  - Hosted on the same infrastructure as the ILP
    - Security
    - Monitoring
    - Capacity Planning
  - Accessibility and Localization
  - Standardized Configuration Management

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## Engagement with Customizations

Planning	Initial Requirements Gathered
Design	Solution is Defined and Reviewed
Engineering	Iterative Demos and Feedback Cycle
Deployment & UAT	UAT Feedback and Solution Approval

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**Sample Solutions**  
Integrations with 3<sup>rd</sup> Party Systems

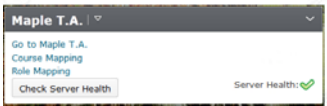
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**MapleTA Integration**

**The Challenge**  
Clients using both D2L and MapleTA have to navigate between multiple systems to perform tasks that should appear integrated.

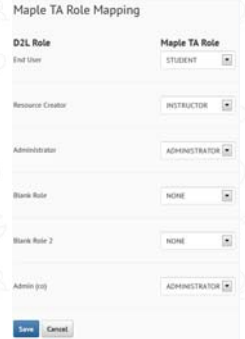
Desire2Learn.com

**Maple TA Integration – Navigation Widget**



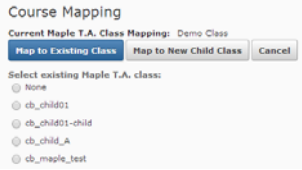
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**Maple TA Integration – Role Mapping**



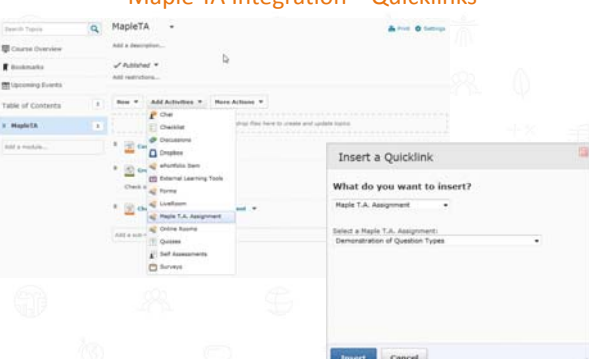
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**Maple TA Integration – Course Mapping**



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**Maple TA Integration – Quicklinks**



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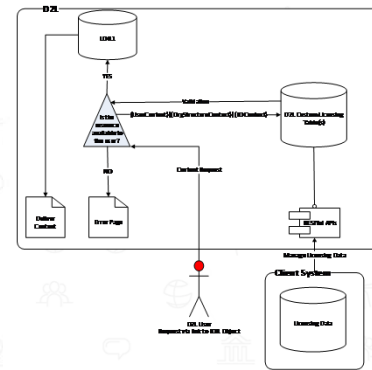
## LOR Access

### The Challenge

The ability to protect resources in the LOR based on individual and institution level licenses.

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## LOR Access



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## Sample Solutions

Custom UI

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## User Progress Widget

### The Challenge

The ability for learners to have a central location to see progress and navigate to their next activity.

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## User Progress Widget – My Progress

The screenshot shows the 'My Progress' widget in the Skyline LMS interface. It displays a list of course modules and their completion status. The 'Being an Effective Team Member' module is highlighted, showing a progress bar and a 'Did Not Pass' status. Other modules include 'Listening', 'Managing Conflict in the Workplace', 'Sharing and Receiving Feedback', 'Valuing Diversity', and 'Teamwork and Collaboration', all marked as 'Completed'.

- Self paced learning experience
- Assessment Feedback
- Icon based progress

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## User Progress Widget – Feedback

Self-Assessment Results

Being an Effective Team Member Did Not Pass

Your results for this self-assessment are in the table below. Your results show you scored at least 80%. You do not need to retake these courses. Did not pass means that you scored less than 80%.

- If you score under 80%, you MUST retake the course.
- If you score 80-89%, you are recommended that you retake the course.

You may take the self-assessment as many times as you wish. It will show the results of your most recent attempt of the self-assessment.

Course Module	Scored 80% or more	Status	Should you retake the course?
Valuing Diversity	91	Did Not Pass	Yes
Listening	100	Pass	Recommended
Teamwork and Collaboration	100	Pass	No
Sharing and Receiving Feedback	91	Did Not Pass	Yes
Managing Conflict in the Workplace	100	Did Not Pass	Yes

Close

- Generalized Feedback based on Grade Scheme
- Feedback broken into sections within a quiz

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**JM8** is there a better image?

Jim Morrison, 7/4/2014



## Certificate Tracking (beta)

### The Problem

Issue and track certifications

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## Certificate Tracking

**Manage Certificates** | Reporting | Reporting Status

[New Certificate](#)

Search by:

Filter by: ☒ Certificate Name ☐ Certificate Code

Filter by: ☒ Active ☐ Inactive

Certificate Name	Certificate Code	Lifespan	Status
cert1	cert1	Never	Inactive
cert2	cert2	Never	Active
cert3	cert3	Never	Active

Page Size: 20

- Manage
- Create / Edit / Search

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## Certificate Maintenance

**Certificate Information** | Associations

**Edit Certificate**

Name:

Code:

Description:

When should the certificate expire?  Days

Status: ☒ Active ☐ Inactive

[Save and Close](#) [Save](#) [Cancel](#) [Delete](#)

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## Certificate Associations

**Certificate Information** | Associations

Current Associations - First Aid (2013)

Org Unit Name	Org Unit Code	Org Unit Type	Status
0001	0001	Course Template	Active
0002	0002	Course Template	Active

[Add Associations](#)

Association ID:

Search by:

Org Unit Name	Org Unit Code	Org Unit Type
Department of Mathematics	001	Department
Department of Mathematics	002	Department
Department of Computer Science	003	Department
Department of Foreign Languages and Literatures	004	Department
Department of Health Sciences	005	Department

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## Issue Certificates

**Manage Certificates** | **Issue Certificates** | Reporting | Reporting Status

Certificate to Issue:

Issue on:

Search by:

Filter by: ☒ First Name ☒ Last Name ☐ Org Unit Code

Issue Certificate	First Name	Last Name	Org Unit Code	Issue Date	Expiry Date
<input checked="" type="checkbox"/>	John	Smith	00000001	1/1/2014	1/1/2015
<input checked="" type="checkbox"/>	Jane	Smith	00000002	1/1/2014	1/1/2015
<input checked="" type="checkbox"/>	John	Smith	00000003	1/1/2014	1/1/2015
<input checked="" type="checkbox"/>	Jane	Smith	00000004	1/1/2014	1/1/2015
<input checked="" type="checkbox"/>	John	Smith	00000005	1/1/2014	1/1/2015
<input checked="" type="checkbox"/>	Jane	Smith	00000006	1/1/2014	1/1/2015
<input checked="" type="checkbox"/>	John	Smith	00000007	1/1/2014	1/1/2015
<input checked="" type="checkbox"/>	Jane	Smith	00000008	1/1/2014	1/1/2015
<input checked="" type="checkbox"/>	John	Smith	00000009	1/1/2014	1/1/2015
<input checked="" type="checkbox"/>	Jane	Smith	00000010	1/1/2014	1/1/2015

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## Self-Issued Certificates

**Insert a Quicklink**

What do you want to insert?

Details

Quicklink Link:

Quicklink Title:

[Select Certificate](#) [Select](#)

[Table of Contents](#) | [Certificate Module](#) | [Certificate Issue](#)

**Certificate Issue**

Certificate Issue Info - Last Modified Jan 14, 2012 8:19 AM

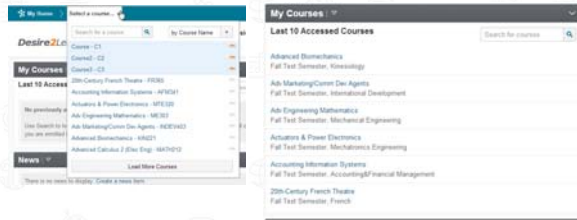
[Comments Click Here!](#)

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## Visual Course List

### The Challenge

Non-Readers need the ability to navigate to their courses



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## Visual Course Listing - Home



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## Visual Course Listing - Course



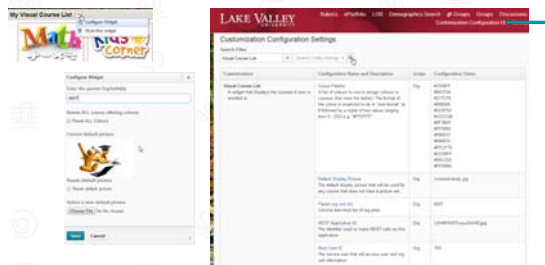
Desire2Learn.com

## Visual Course Listing - Course



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## Visual Course Listing – Configuration



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## My Org Units

### The Challenge

The ability to navigate to org units other than course offerings from a central location.

## My Org Units

D2L<sup>®</sup>

**My Org Units** ▾

**My Programs**

- Department of Astronomy
- Department of Biotechnology
- Department of Comparative Literature
- Health Sciences Program
- Department of Foreign Languages and Linguistics

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## My Org Units - Configuration

D2L<sup>®</sup>

**My Org Units** ▾

**My Programs**

- Department of Astronomy
- Department of Biotechnology
- Department of Comparative Literature
- Health Sciences Program
- Department of Foreign Languages and Linguistics

**Customize Widget**

Org unit type to be displayed:

Program

☐ Includes for a user with 1 or less enrollments

☒ Always display

Page Size: 10

**Save** **Cancel**

**Customize Widget**

Org unit type to be displayed:

Program

- Department of Astronomy
- Department of Biotechnology
- Department of Comparative Literature
- Health Sciences Program
- Department of Foreign Languages and Linguistics

☐ Includes for a user with 1 or less enrollments

**Save** **Cancel**

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D2L<sup>®</sup>

## Sample Solutions

### Reporting and SIS Integrations

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## Administrative Reporting

D2L<sup>®</sup>

### The Challenge

Reporting requirements to meet non-standard data needs.

- State level requirements
- Custom tables and data aggregation

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## Administrative Reporting

D2L<sup>®</sup>

**Reporting** **Reporting Status**

Select a Report: Issue By Certificate ▾

Enter a description for your report

**Select Certificates** ⓘ

Perform a search, then select certificates to include in the report.

Filter the report by date type: ⓘ

Issue Date ▾

Start date: ⓘ

7/8/2014

End date: ⓘ

7/8/2014

☐ Only include expired certificates ⓘ

**Submit Report**

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## Administrative Reporting

D2L<sup>®</sup>

**Reporting** **Reporting Status**


**Refresh Reports**

1 items in the list.

Report	Description	Submit Date ▾	Submitted By	Submission Parameters	Status
<a href="#">Summary Report</a>	Summary Report	Friday, June 14, 2013 8:23 AM EDT	Support.D2L		Report has completed successfully and is ready for download

Page Size: 10

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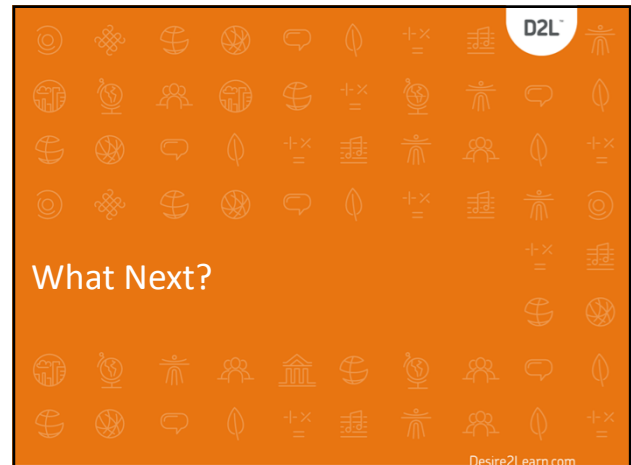


## Custom SIS / Data Integrations

### The Challenge

The ability to sent and receive data from non-standard SIS or other custom systems.

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## What Next?

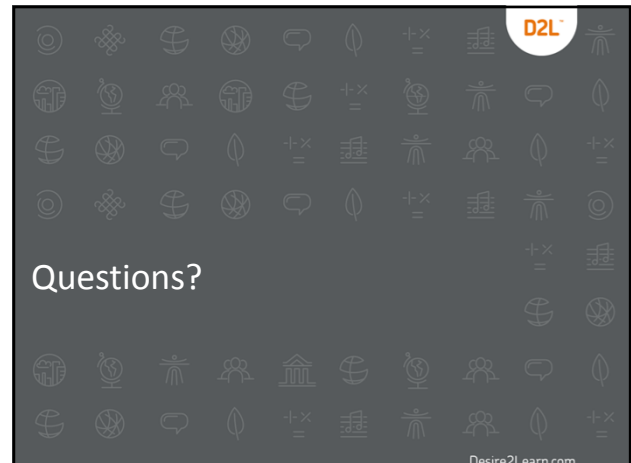
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## Other Sessions of Interest

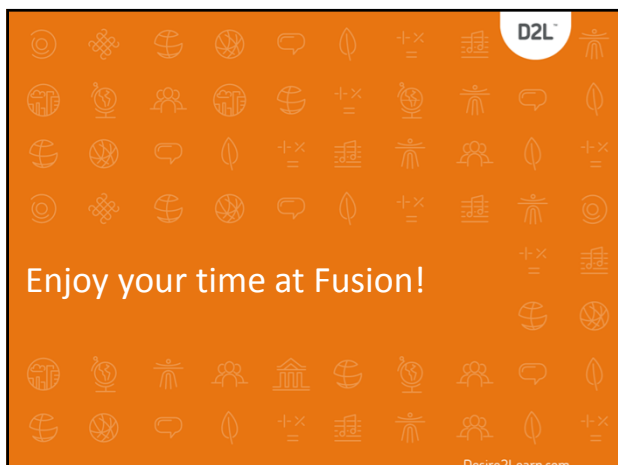
- Extensibility Lab
- Open Q&A with Extensibility Experts in Extensibility Lab
- Special Guest Speaker: LeVar Burton – Today @ 1:30pm
- Closing Keynote featuring John Baker – Today @ 2:30pm

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## Questions?

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## Enjoy your time at Fusion!

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## D2L – Adding an Image with a Text Alternative

1. While editing your page, click the **INSERT IMAGE** button on the Content Editor Toolbar.



2. Locate and select your image then click **DONE**.



3. The next screen prompts you to add the Alternative Text. Enter in a short description of the image. If you need a longer description, give a brief description here (chart of housing sales declining) and then give a fuller explanation in the actual text this image will appear in.



4. If the image is decorative (contains no relevant information), choose **IMAGE IS DECORATIVE**. This will allow the screen reader to bypass it.



5. Click **OK**.
6. As you mouse over the image, you will be able to see the Text Alternative applied to the image.

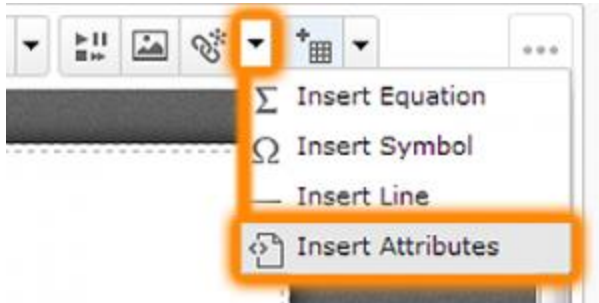


## D2L – Adding/Editing a Text Alternative to an Existing Image

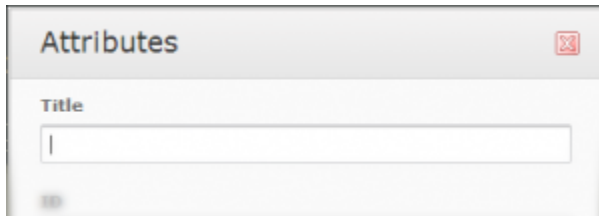
1. While editing your page, select the image.



2. Click the drop down arrow to the right of the Insert Quick Link button and choose **INSERT ATTRIBUTES**.



3. Enter text or edit text in the **TITLE** area.



4. Click **CREATE**.



5. Hover over your image to see the Text Alternative.



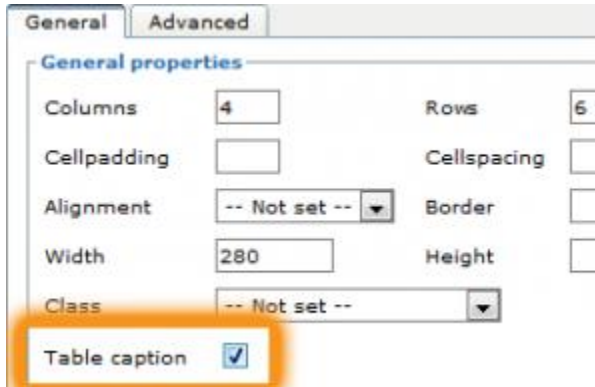
# D2L – Adding Captions to Tables

If you are creating a new table:

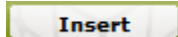
1. Click on the **INSERT TABLE** button.



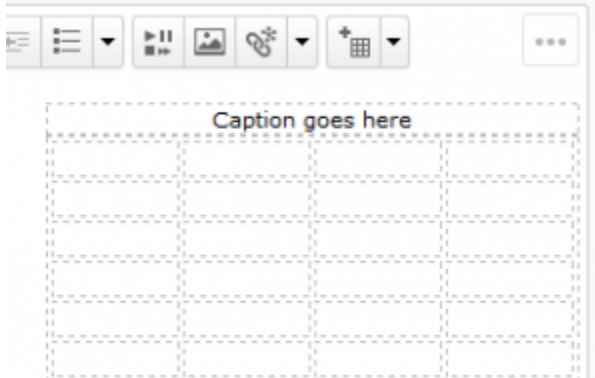
2. At the bottom of the **General Tab** select the check box for **TABLE CAPTION**.



3. Fill out items as necessary and click **INSERT**.



4. You now have a cell/row at the top of your table that extends the width of your table.



5. Type in the desired caption.



## If you are adding a caption to an already existing table:

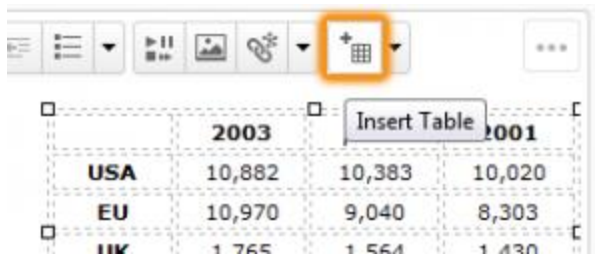
1. Click on the table you want to add the caption to.



The screenshot shows the top toolbar of a table editor with icons for undo, redo, insert row, insert column, delete row, delete column, and a table icon. Below the toolbar is a table with 5 rows and 4 columns. The first row contains the years 2003, 2002, and 2001, with an empty cell at the start. The subsequent rows contain country names and their corresponding values for each year.

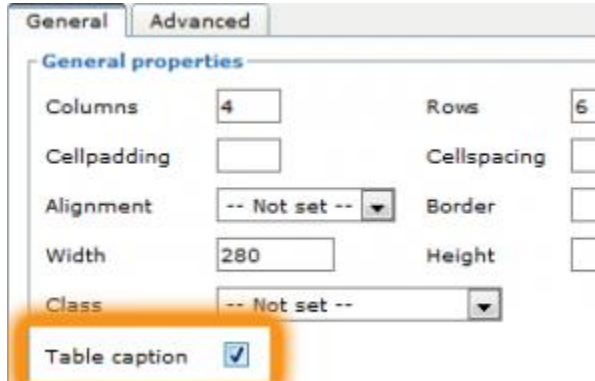
	2003	2002	2001
USA	10,882	10,383	10,020
EU	10,970	9,040	8,303
UK	1,765	1,564	1,430
China	1,575	1,434	1,345
India	599	510	479

2. Click the **INSERT TABLE** button.



The screenshot shows the same toolbar as before, but the 'Insert Table' button (represented by a grid icon) is highlighted with an orange box. A tooltip labeled 'Insert Table' is visible over the button. The table below remains the same as in the previous step.

3. Click the Check box next to **TABLE CAPTION**

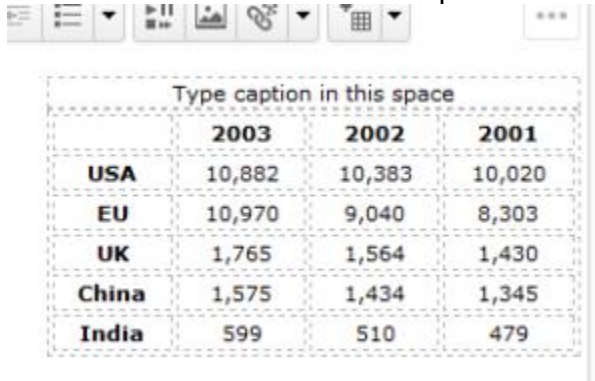


The screenshot shows the 'General' tab of a table properties dialog. Under the 'General properties' section, there are fields for Columns (4), Rows (6), Cellpadding, Cellspacing, Alignment (set to 'Not set'), Border, Width (280), Height, and Class (set to 'Not set'). The 'Table caption' checkbox is checked and highlighted with an orange box.

4. Click **UPDATE**.

**Update**

5. You now have a cell/row at the top that extends the width of your table.



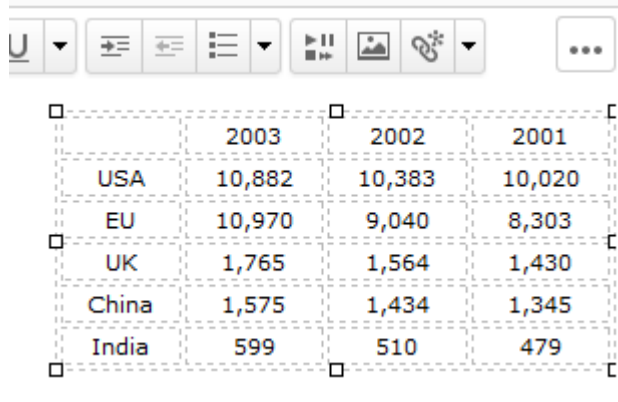
The screenshot shows the table editor with a new row added at the top. The first cell of this new row contains the text 'Type caption in this space'. The rest of the table structure remains the same.

Type caption in this space			
	2003	2002	2001
USA	10,882	10,383	10,020
EU	10,970	9,040	8,303
UK	1,765	1,564	1,430
China	1,575	1,434	1,345
India	599	510	479

6. Type in the desired caption.

## D2L – Adding Table Headers

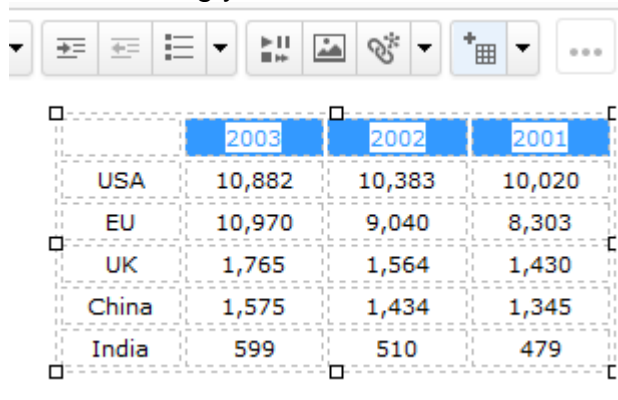
1. When editing a page, click on the table you are adding headers to.



The screenshot shows a table editor toolbar with various icons for text formatting, alignment, and table manipulation. Below the toolbar is a table with 5 rows and 4 columns. The first row contains the years 2003, 2002, and 2001, followed by an empty cell. The subsequent rows contain country names and their corresponding values for each year.

	2003	2002	2001	
USA	10,882	10,383	10,020	
EU	10,970	9,040	8,303	
UK	1,765	1,564	1,430	
China	1,575	1,434	1,345	
India	599	510	479	

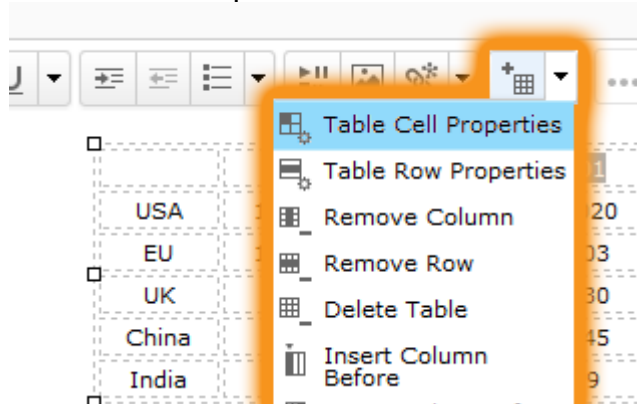
2. Click and drag your mouse across the row or column you want to encode as the table header.



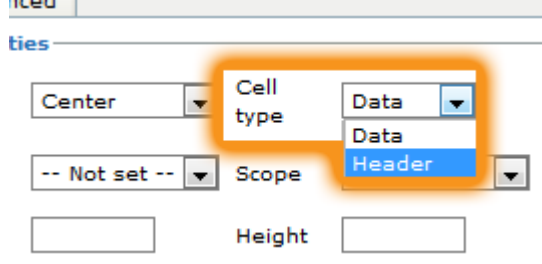
The screenshot shows the same table as before, but the first row (the header row) is highlighted in blue, indicating it has been selected.

	2003	2002	2001	
USA	10,882	10,383	10,020	
EU	10,970	9,040	8,303	
UK	1,765	1,564	1,430	
China	1,575	1,434	1,345	
India	599	510	479	

3. Choose the DropDown menu next to the **INSERT TABLE** button.

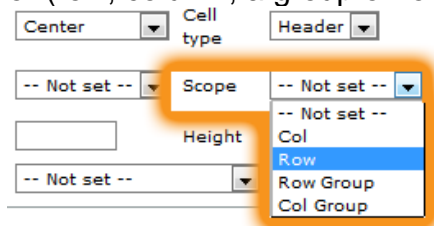



4. Click **TABLE CELL PROPERTIES**.
5. In the General tab, choose **HEADER** from the dropdown next to **CELL TYPE**.




The screenshot shows the 'Table Cell Properties' dialog box. The 'Cell type' dropdown menu is open, showing the options 'Data', 'Data', and 'Header'. The 'Header' option is highlighted. The 'Scope' dropdown menu is also visible, showing the options 'None', 'Column', and 'Row'.

6. Select the dropdown menu next to **SCOPE**. Scope indicates what your selected cell header is for (row, column, a group of rows or a group of columns).



7. Choose the option most appropriate.
8. Click **UPDATE**. 
9. Headers will automatically be bolded.



	<b>2003</b>	<b>2002</b>	<b>2001</b>
USA	10,882	10,383	10,020
EU	10,970	9,040	8,303
UK	1,765	1,564	1,430
China	1,575	1,434	1,345
India	599	510	479

## D2L – Hide Tools on Your Navigation

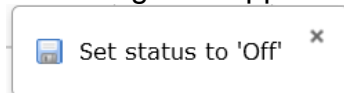
1. Click on **EDIT COURSE**. The location may vary based on how your college has set up D2L.
2. Scroll Down to **ADMINISTRATION** and choose **TOOLS**



3. Click on the checkboxes to the right of the tool you wish to hide.

Tool Name	Custom Navbar Name	Status
Accelerator	<input type="text"/>	<input checked="" type="checkbox"/>
Attendance	<input type="text"/>	<input checked="" type="checkbox"/>
Audio Capture	<input type="text"/>	<input checked="" type="checkbox"/>
Blog	<input type="text"/>	<input checked="" type="checkbox"/>
Broken Link Viewer	<input type="text"/>	<input checked="" type="checkbox"/>
Calendar	<input type="text"/>	<input checked="" type="checkbox"/>

4. A message will appear confirming that the tool was turned off.



5. Once the tool settings are complete, click on **COURSE HOME** to confirm that the changes have taken effect.

# Organizing Your Course Content

## Course Structure

The way you lay out and order your content in a course makes a difference. Think about how you organize your course. Is it by week or based on the chapter or unit in the textbook? Create a module or folder for each of these. Insert the content along with links to the discussions, assignments, and tests in the order a student must complete them for this week, unit, or chapter.

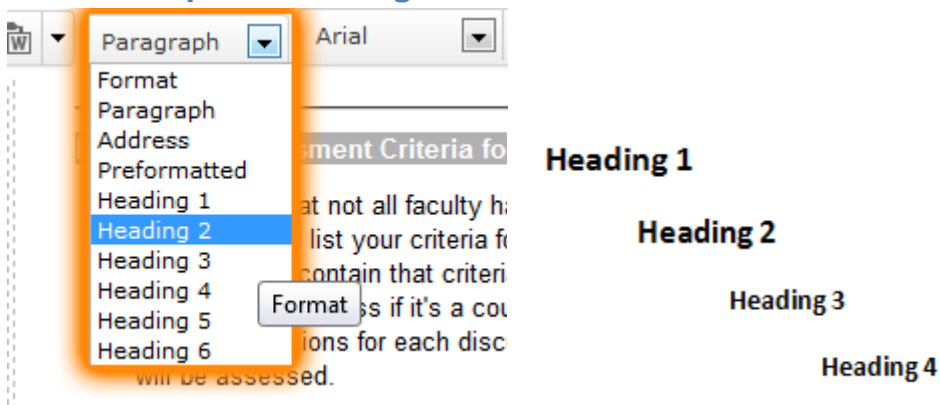
## “Chunk” Your Material

It is highly recommended that you break your units/modules down into “bite-size” pieces. Think about how you organize your course. Is it by week or based on the chapter or unit in the textbook? Create a module for each with all of the readings, links, discussions, and tests that a student needs to complete. Doing so allows students to locate and control the amount of information they are absorbing at any given time. If you have several major topics on one page, consider creating a NEW page for each one of them.

ADA advocate and author, Norman Coombs (2010), recommends limiting “asynchronous e-learning lessons to two to five minutes and synchronous learning to an hour.”

Coombs, N. (2010). *Making online teaching accessible*. (p. 25). San Francisco: Jossey-Bass.

## Use Descriptive Headings



It’s tempting to just use a larger font-size and the bold feature when creating section titles within a module’s html page. However, this makes page navigation difficult for those who use screen readers.

Word processors like Microsoft Word and learning management systems such as D2L allow you to format text with headings. The number to the right of the heading indicates its hierarchical importance.

It may be best to think of headings the way a screen reader uses them, as an outline. When you use headings to format section headers, screen readings can locate and jump to those specific sections. Text with a heading of 1 would be used for text like a page title. Text with a Heading of 2 might be viewed as a section title. Heading 3 might be used for sub-section and so on.

Using descriptive headers will allow users with a screen reader to “jump” to the sections they are looking for, without having to listen to the entire text. Think of it as audible skimming. Just as a visually adept student would be able to skim the page headings in search of the section they are looking for, students with a visual disability would be able to do the same audibly.

**NOTE:**

*It is recommended that you start your page heading hierarchy at Heading 2. D2L automatically assigns a Heading 1 to the Page title.*

---

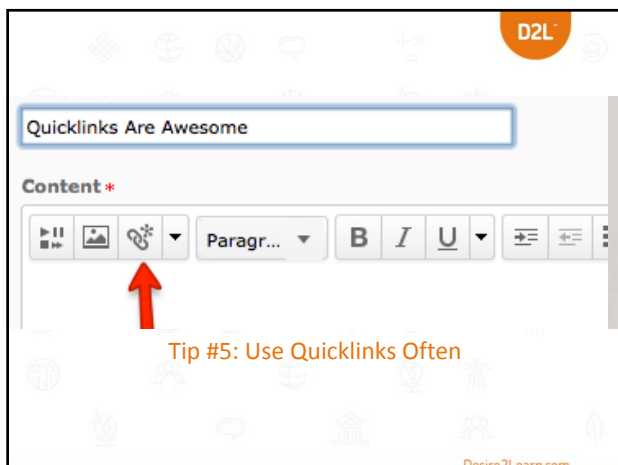
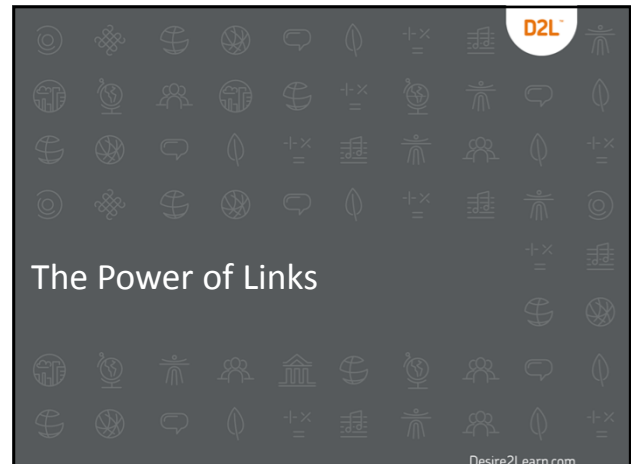
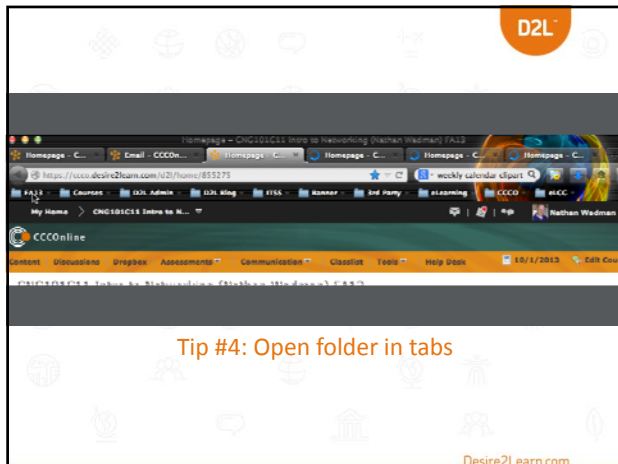
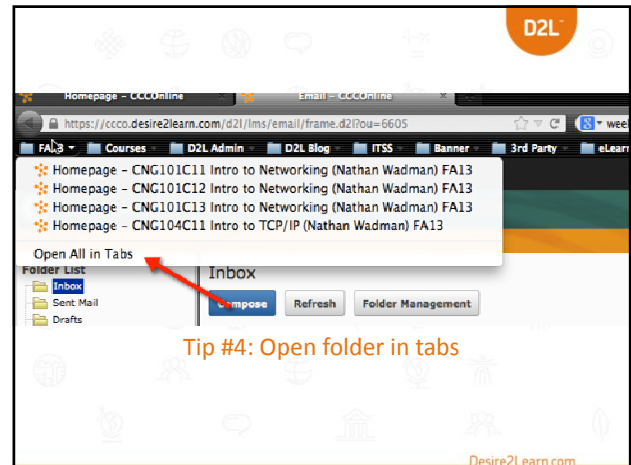
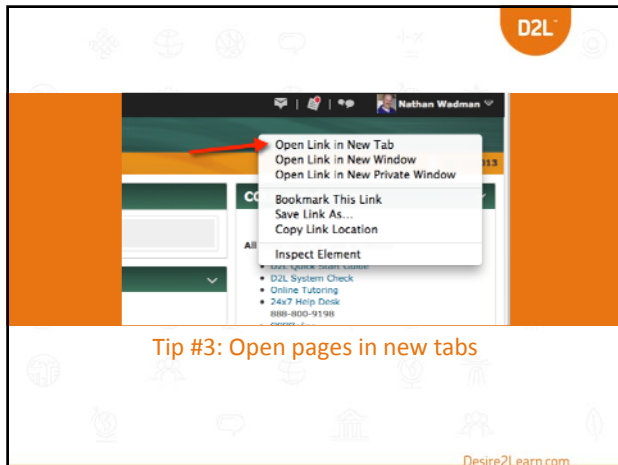
## **Contact Information**

Neil Griffin  
Director, SCCOnline

107 Community College Drive  
P.O. Box 4386  
Spartanburg, SC 29305

Phone: (864) 592-4897  
E-mail: [GriffinN@sccsc.edu](mailto:GriffinN@sccsc.edu)  
Web: <http://online.sccsc.edu>









**Tip #5: Use Quicklinks Often**

Link common email questions in User Links widget

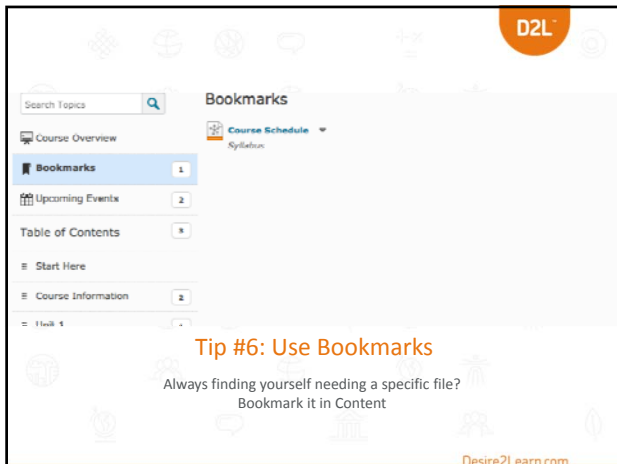
Desire2Learn.com



**Tip #5: Use Quicklinks Often**

Look for the link and star where ever you create links.

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**Tip #6: Use Bookmarks**

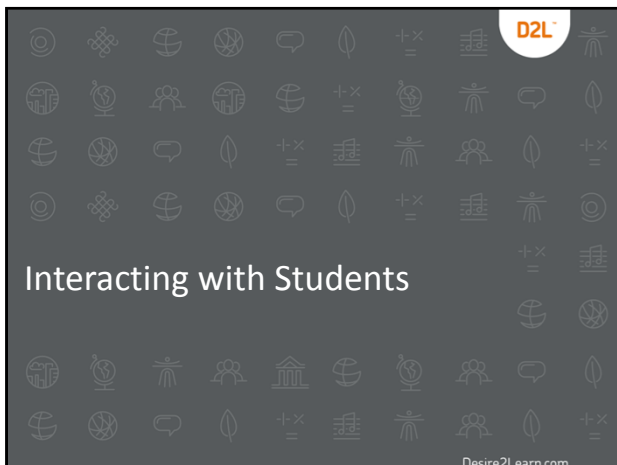
Always finding yourself needing a specific file?  
Bookmark it in Content

Desire2Learn.com



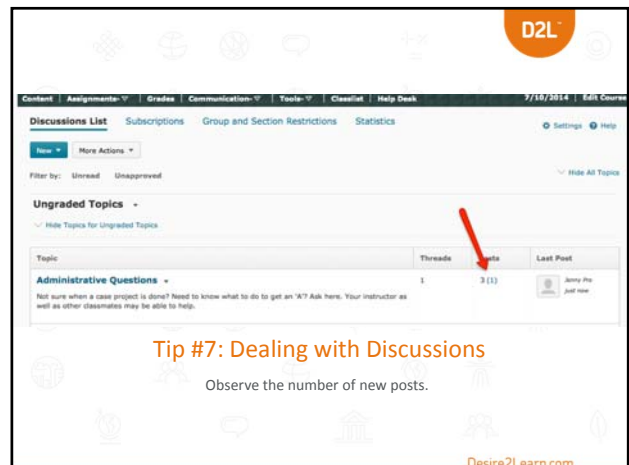
**Tip #6: Use Bookmarks**

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**Interacting with Students**

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**Tip #7: Dealing with Discussions**

Observe the number of new posts.

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**Tip #7: Dealing with Discussions**

Notice the three alerts about the new post.

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**Tip #7: Dealing with Discussions**

Filter replies by unread, flagged or turn off the filter. Flags are turned on by the drop down and appear here.

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**Tip #8: Write and Use Rubrics**

When creating the rubric, enter default each Criterion and Level.

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**Tip #8: Write and Use Rubrics**

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**Tip #8: Write and Use Rubrics**

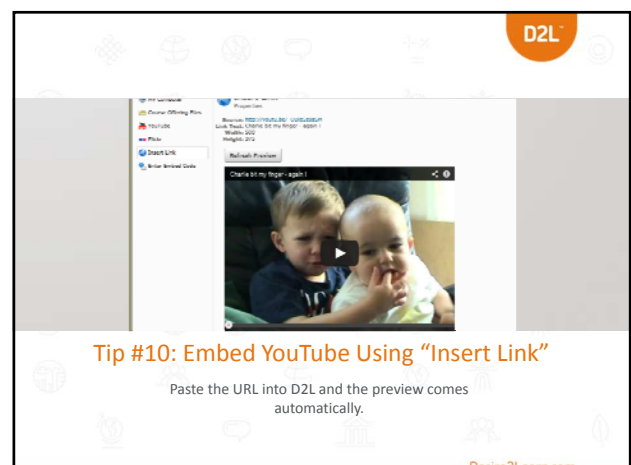
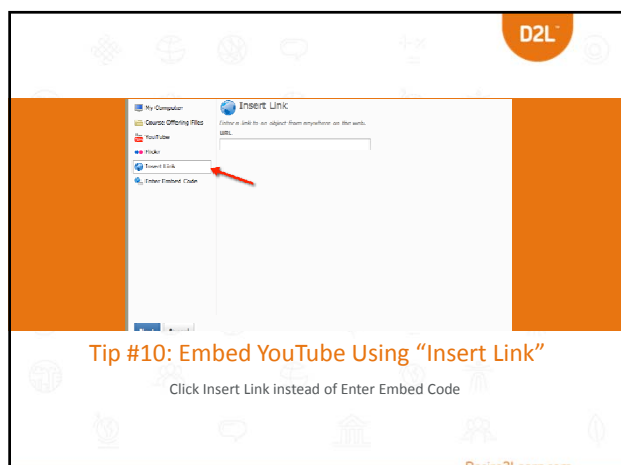
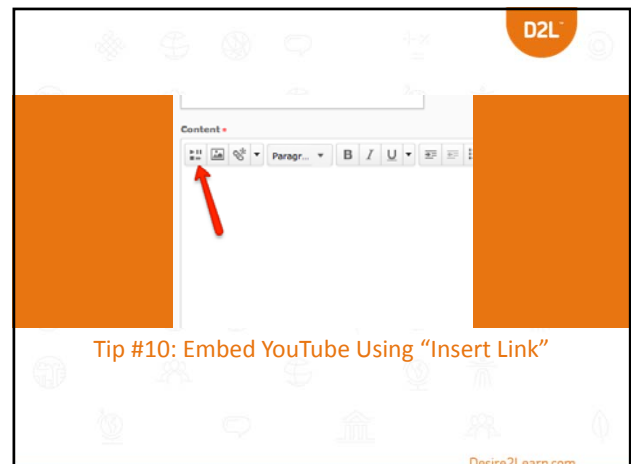
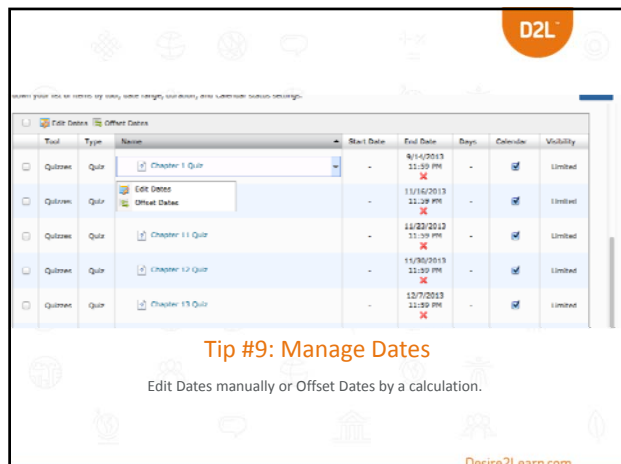
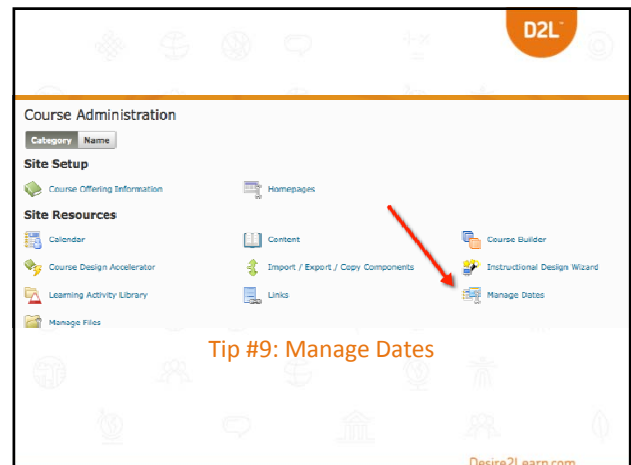
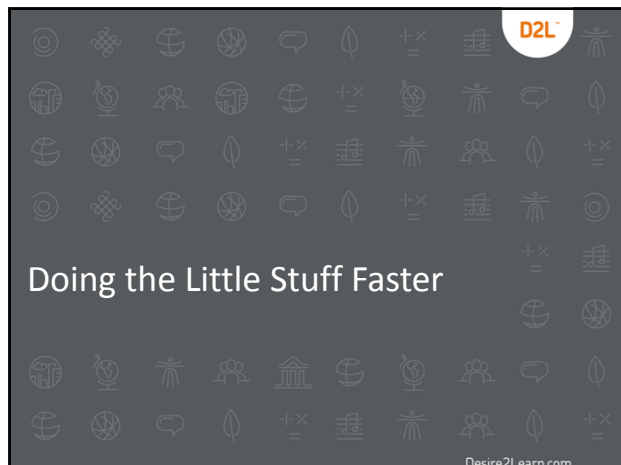
Select level for each criterion. Automatic feedback is filled in. Click on the pencil to customize the feedback.

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**Tip #8: Write and Use Rubrics**

Feedback and score are automatically populated.

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## 10 Tips for Being Faster with the Desire2Learn Platform

Other tips? Questions? Comments?

Nate.Wadman@ppcc.edu  
719.502.3281  
@natewadman

Desire2Learn.com



#D2LFUSION

# Acting on Behalf of Yourself - Invoking *Intelligent Agents* as a Communication Tool







D2L™

# Who is this guy?

What does he know about D2L?



Dan Semi  
D2L Solutions Engineer

[dan.semi@d2l.com](mailto:dan.semi@d2l.com)



[Desire2Learn.com](http://Desire2Learn.com)



## Define: Agent

- a person who acts on behalf of another
- a person or thing that takes an active role
- a natural force or object producing or used for obtaining specific results
- the means by which something occurs or is achieved; instrument
- a person or thing that acts or has the power to act



# Intelligent Agents

- Intelligent agents monitor an org unit to find activity that matches criteria that you set
  - Tool already exists in Learning Environment (role permission - edit course)
  - Searches login activity, course activity, and release conditions in Learning Environment
- Example uses:
  - Emailing users with grades below a certain level.
  - Checking for users that have not logged in within a specific number of days.
  - Checking for users that view a specific content topic.
  - Email positive strokes, accomplishments, achievements!
    - Can you think of others?

# Intelligent Agents

## Considerations

In summary; we have developed a new form of pedagogical agents and learning environments that go much beyond the notion of virtual tutors and traditional learning by teaching systems. We believe further studies will further reinforce the effectiveness of our approach in preparing students for life long learning.

<http://aaalab.stanford.edu/papers/New%20Agent%20Paradigm.pdf>

# Creating Intelligent Agents

- Increase communication between faculty and students.
- What criteria it looks for.
- What the content is for the email that the agent sends when its conditions are met.
- How often it looks for users meeting its criteria.
- Enable...run time?
- Personalize? Replace Strings?

## Agent List

New

### Agent ▲

2nd Intel Agent with Quiz score testing scores ▼

All Course Materials Visited ▼

First Post in the Discussion Board ▼

Low Score on a Quiz ▼

Email Subject: \*

{InitiatingUserFirstName} thanks for taking part in the  
*What replace strings can I use in the subject and message?*

# Demonstration

## Agent Criteria

### Login Activity

☐ Take action when the following login criteria are satisfied:

#### Login Activity

- ☒ User has not logged in for at least  day(s)
- ☐ User has logged in during the past  day(s)

### Course Activity

☐ Take action when the following course activity criteria are satisfied:

#### Course Activity

- ☒ User has not accessed course for at least  day(s)
- ☐ User has accessed course during the past  day(s)

## Release Conditions

Attach Existing

Create and Attach

To access this item, users must satisfy

All conditions must be met



# Questions



## Resources:

<http://www.slideshare.net/barrydahl/d2l-intelligent-agents-june-2012>

<https://documentation.desire2learn.com/en/creating-intelligent-agents>

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