ABSTRACT OF CAPSTONE

Patrice C. Nyatuame

The Graduate School
Morehead State University
April 17, 2017
A PROFESSIONAL DEVELOPMENT MANUAL FOR ONLINE LEARNING AT SAVANNAH STATE UNIVERSITY

Abstract of capstone

A capstone submitted in partial fulfillment of the Requirements for the degree of Doctor of Education in the College of Education At Morehead State University

By

Patrice C. Nyatuame
Canton, Mississippi

Committee Chair: Dr. John Curry, Associate Professor
Morehead, Kentucky
April 17, 2017

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A PROFESSIONAL DEVELOPMENT MANUAL FOR ONLINE LEARNING AT SAVANNAH STATE UNIVERSITY

This capstone is designed to support instructions, learning, and assessment at Savannah State University. The concepts that frame this capstone include Johnson and Aragon’s (2004) pedagogical model that was used to develop the HRE Online Master’s Degree Program.

The manual addresses the new faculty member with a getting started systematic guide through D2L modules. It includes a multimedia overview of videos, features third party application for instructors, and includes sample lessons from three instructional designers who promote learning.

KEYWORDS: academia; adult students; faculty; technology; online education
A PROFESSIONAL DEVELOPMENT MANUAL FOR ONLINE LEARNING AT SAVANNAH STATE UNIVERSITY

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Name

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DEDICATION

I would like to dedicate this manual to the late Mr. Eddie E. Coney, Mrs. Clarece D. Coney and Melvene Coney.

Mr. Eddie E. Coney, my father, was a man of many talents; the greatest of these talents was motivating love.

Mrs. Clarece D. Coney, my mother, was an amazing woman. She was the community hero, who fed the hungry, sheltered the homeless, and educated everyone. She started the first head start in Canton, Mississippi, and developed many programs that allowed at-risk students to receive tutorials in math and language arts. She would always say to me, “Let the world be your playground.” That was her way of saying you can be and do anything you dream.

Melvene Coney, my sister, was my superwoman. She was the commissioner of the Veterans Memorial Stadium, Jackson State University Alumnus of the Year, National President of the Jackson State University National Alumni Association, Inc. My sister never allowed her terminal ailment to get the best of her. Her message to me was to never give up, fight and if you don’t win, fight until you do!
ACKNOWLEDGEMENTS

I would like to first thank my Heavenly Father for allowing me an opportunity to share with the Savannah State University faculty a helpful guide for Desire2Learn (D2L) Learning Management System. It is my deepest desire that this manual will allow you an opportunity to work smarter and not harder. This manual is written with the intent to provide faculty members with tools to be intentional intrusive in inspiring and intellectually providing an avenue for students from all walks of life to advance towards academic excellence.

I would like to thank Daniel K. Nyatuame, my wonderful husband and Daniel C. Nyatuame, my wonderful son for supporting me through this process. I would like to thank my family, Linda Mims, Gail Smith, Eddy Lane, Romorno Coney, Delbreco Coney and best friend, Tonya R. Jones.

I would like to acknowledge and express special gratitude to my capstone panel, Dr. Janet McCoy, Center for Leadership and Professional Development Director at Morehead State University, Dr. Frank Williams, Online Education Director at Savannah State University and my chair Dr. John Curry, Associate Professor, Foundational and Graduate Studies in Education at Morehead State University.
Thank you, Dr. Curry, for your support, correction and push towards progressive movement in my career and life, without your help I would not have made it this far. You are a true educational leader and champion for students from all walks of life. Your kindness and support will never be forgotten, there are not words to express how grateful I am to have been a part of the Educational Leadership Technology Doctorate Program and a member of “Say Anything” cohort. Your guidance in Instructional Leadership and design has afforded me opportunities that I would not have ever dreamed. Your wisdom has allowed me to be productive in my career as an educator, instructional designer, trainer and consultant.

Dr. Janet McCoy and Dr. Frank Williams, thank you for your expert advice and genuine willingness to provide information on key components in professional development and design. I would like to also thank Dr. Jeannie Justice, Dr. Daryl Privott and Dr. Becky Parton, who played key roles in my educational development.
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Executive Summary

What is the core of the capstone?

The University System of Georgia (USG) made the switch from Blackboard Vista’s e-Learning to Desire to Learn (D2L) at the beginning of the Spring Semester 2013. D2L is an integrated learning platform designed to create a single place online for faculty and students to interact, either for a completely online course, hybrid, or as a supplement to a face-to-face course. USG considered this adoption an opportunity for schools to engage with an e-learning program that corroborated their vision for the design and support of exceptional online learning for students. As higher education systems and universities work to position online learning into their whole academic environments, there becomes an urgent need to supply these leaders with critical tools. This capstone has led to the development of a professional development-training manual to facilitate an improved online learning environment across the USG system.

While USG has attempted to enable all its member schools to be uniform in its delivery of online learning services, the only readily available resource for learning about the platform currently is the D2L Resource page on the web. The page provides online training information for faculty in many separate manuals as well as a list of YouTube videos scattered across the internet. Such a learning resource does not fit the needs of those who require face-to-face and/or hands-on training.
According to Langley (2013), the major task for professors and students remains figuring out how to navigate the system and its different features. The professional development-training manual will help faculty in a face-to-face classroom as well as an online training environment figure out how to navigate the D2L system.

Redmond (2011) suggests that the lack of training on transitioning from teaching face-to-face courses to fully online instruction remains a huge barrier. The professional development manual will aid faculty in adjusting to the software. Some SSU faculty members call D2L a triumph towards personalized learning and find the software a powerful addition to their online classes. Yet, to other SSU faculty members, D2L poses a challenge because of the difficulty in navigating and learning how to use the tools.

The concepts that frame this capstone include Johnson and Aragon's (2004) pedagogical model that was used to develop the HRE Online master's degree program that suggests powerful online learning environments need to contain the following principles: (1) address individual differences, (2) motivate the student, (3) avoid information overload, (4) create a real-life context, (5) encourage social interaction, (6) provide hands-on activities, and (7) encourage student reflection.

The core of this capstone provides a professional development training manual specially designed for Savannah State University (SSU) faculty to help them successfully support online activities, figure out how to navigate the D2L system, as well as redesign their courses to incorporate online efficiently into their pedagogy, through print and multimedia materials, in an online as well as a hands-on face-to-
face environment. Faculty will be able to use external applications as tools to engage students in SSU’s programs. The training manual will provide guidance to faculty on how to help students navigate a virtual classroom and interact with their peers and professors without physically being able to see each other.

The manual is separated into four sections. The first section addresses the new faculty member with a getting started step-by-step guide through D2L modules. The second section features a multimedia overview of videos from YouTube from Brightspace and the SSU LMS Administrator. The third section focuses on applications for instructors who have been introduced to D2L as a learning management system and seek to use third party application as engagement tools for students that can be integrated into the D2L environment. The final section of the manual, “Designing your course from an instructional designer’s point of view” gives faculty members sample lessons drawn from three instructional designers' points of view that promote learning.

In the first section entitled, “As a new faculty member – Getting Started,” the manual includes subject matter on teaching strategies and the professional development content. Under Homepage and Settings, the manual directs faculty on the process for logging into D2L from the Savannah State University website as well as introduces an accompanying video created by the LMS Administrator at Savannah State University.

The D2L course Homepage overview suggests commonly used links and a master template within Savannah State University's website. Basic information about
D2L is covered in section one: information on how to activate a course, accessing release conditions, best practices for entering grades, using discussions, creating release conditions, discussion forums, quick links for discussion topics, how to change personal settings, creating a new module, fixing broken links in content, creating an equation, setting availability in assignments, un-filtering email, creating and identifying types of rubrics, creating and providing a general overview of competencies, submitting quizzes, bonus marks, banner grades, and the grade book within D2L. The professional development manual also provides instructions for faculty on interactive accessibility to tools that are external to D2L. When faculty understand how to incorporate tools into their lessons; they can get the best benefit from D2L for themselves and to better serve their students.

The second section of the manual is a multimedia section that includes videos on how to use D2L. This section includes information on your calendar, competencies, content, Classlist, Dropbox, e-mail, grades, groups, intelligent agents, news, quizzes, release conditions, rubrics, and backing up materials.

The third section of the professional development manual offers hands-on activities and how-to applications that develop training plans for self-learning. Students can be engaged in active learning through discovery with activities that involve innovative decision-making and problem solving. Applications, such as Google forms and the third-party plug-in Flubaroo, can be used for self-grading as well as calculations. Collaborative documents are very useful tools for faculty and students when there is a need to use the same document stored in a static place, but
accessible from anywhere. The professional training manual utilizes the tools of D2L to encourage social interaction among students. D2L allows live dialogue with different applications to be integrated into modules. Students can also engage in applications such as Office 365, where they can use programs like OneDrive, Excel Survey, and Sway have communication multimedia options. Riha and Robles-Piña (2009) suggest that the primary goal of an online course is to transfer information from the instructor to the student by providing students with access to information and the wherewithal to demonstrate their learning by examination. Brown, Collins, and Duguid (1989) define contextual learning as an essential central element in learning, because knowledge is a product of the activity, context, and culture in which it is developed and used.

The fourth section of the manual provides sample lessons for faculty from three instructional designers, Dr. Robert Gagne’s Nine Steps of Instruction, Dr. Charles Reigeluth’s Elaboration Theory, and Dr. M. David Merrill’s First Principles of Instruction. The related strategies for the professional development manual that are drawn from each instructional design models and principles that will promote learning are key design steps in the creation of the professional development manual.

Robert Gagne’s (1985) Nine Steps of Instruction provides a framework for an effective learning process. Gagne's first step aims to attract the learner’s attention so that they become involved in the process.
The professional development manual offers training to faculty to create an attention getter by using various tools, such as video that tells a story, uploaded graphics that provide demonstration and/or text and simulation to teach problem solving.

Gagne (1985) then suggests that we promote a learning objective that allows students to organize their thoughts on the way they learn and perform. This key design component is integrated into the building of the professional development manual by means of providing faculty with various ways such as cueing the learner on the overall goal of the instructions and by providing choices in presentations, discussion, and/or projects to students.

Stimulating recall of prior knowledge where the learner can use two important learning processes: retrieval process and scaffolding is Gagne's third step. This key component is supported through the professional development manual by guiding faculty to add practice tests and building on what the student already knows or scaffolding.

The fourth step emphasizes the way information that relates to sequence and chunking to avoid cognitive overload is presented to students. The professional development manual remedies information overload by guiding faculty on the importance of giving feedback on individualized tasks so that there is no cognitive overload.

The fifth step deals with providing guidance for learning. The professional learning manual includes key elements on guiding students on best practices to complete assignments and essentially teaches students how to learn.
The sixth step is based on elicit performance; in other words, utilize practice assignments that enable the learner to demonstrate newly acquired behavior, skills, and knowledge. The professional development manual contains key elements to encourage faculty to try new applications that can be expanded by layers of learning and prior knowledge on previous versions of the same software.

For the seventh step, provide feedback, the professional development manual is designed with many feedback features, including written comments, annotations, audio and video remarks. Robert Gagne's (1985) eighth step, assessing performance, can be found in the professional development manual through each fully designed application, rubric, and completed monitoring scores to ensure that students have learned and can determine their level of expertise or need for improvement. Gagne's (1985) final step, “Enhance Retention,” and “Transfer” states teachers should inform students about similar problems, situations, and provide additional practice. The professional development manual includes helpful links for faculty to help students decide to practice more without penalty or to navigate smartly when they have encountered a task for which they can use prior knowledge to move to the next steps.

Reigeluth’s Elaboration Theory for Instructional Design (1979) includes sequencing and organizing in what can be referred to as chunking. To avoid information overload, the professional development manual provides information in small chunks. Gutierrez (2014) suggests that bite-sized learning improves psychological engagement, takes advantage of ebb and flow energy, is good for the
brain-working memory, can lead to better learning, and adapts to modern-day students. Information overload, Miller (1956) explains, can contribute to confusion and poor retention. Psychological studies show that most people can manage about seven "pieces" of information at one time without too much difficulty; therefore, the professional development manual will include the seven-principle rule when disseminating information.

We recognize that the professional development manual includes techniques for avoiding information overload in our conceptual framework from the HRE Online Masters’ Program. Equally, important, instructional materials are more effective when students can engage with manageable amounts of information. Therefore, we will employ Reigeluth’s Elaboration Theory that teaches us to take a complex subject and chunk it into smaller units designed to be easily retained.

Reigeluth’s Elaboration Theory (1979) announces sequence as a simple to complex procedure that can take the form of an overview, advance organizer, or spiral curriculum. The professional development manual works diligently to provide SSU faculty with tools to guide students through Conceptual, Procedural and Theoretical principles within the D2L Learning Management System.

Reigeluth’s second step elaborates on organizing the content in the first level. Forward Chaining, Backward Chaining, Hierarchical Sequencing, General to Detail Sequencing and Simple to Complex Sequencing are all-connecting and sequencing techniques integrated into the professional development manual.
The third step, “Summarization,” explains how we order to systematically review what has already been learned. Reigeluth offers two types of summarizing strategies, internal—the summary comes at the end of the lesson and deals specifically, with that lesson. “Within set” deals with all that has been learned so far in a lesson. Summarization is a key component within the professional development manual in that there are key features within the D2L environment that provide practice for both types of summarization, such as end of chapter test, course review, summary lesson, quiz, or written summary.

The fourth step, “Synthesize,” integrates and interrelates the ideas that are taught so up to a designated point in the overall lesson. The goal is to facilitate deeper understanding, meaningfulness, and retention in regards to the content areas. These potentials can be acknowledged within the professional development manual in that it provides guidance on activities that facilitate meaningfulness within real-life contexts.

The fifth step, “Analogy,” is a familiar idea or concept to introduce or define a new idea or concept. Analogies aid the trainer in reaching the learner’s field of experience. Presenting analogies throughout instruction helps students to build on their present knowledge or skills. The professional development manual provides tools that can present a clear understanding of subject matter.

The sixth step classifies two cognitive-strategy activators. Imbedded refers to the use of pictures, diagrams, analogies, and other elements that force the learner to interact with the sequence and content. Detached, on the other hand, provokes the
learner to employ a previously acquired cognitive skill. The professional development manual enhances both cognitive-strategy activators as it guides faculty and students on how to create tools from graphics to video that will offer the learner the opportunity to interact with sequence and content as well as employ previously acquired cognitive skills.

The seventh step in the elaboration theory asserts that learner control focuses on the learner’s freedom to control selection and sequencing of instructional elements: content, rate, components, and cognitive strategies. The professional development manual is developed with instruments that guide faculty to provide students with tools for self-monitoring, flexibility, and goal setting. Reigeluth’s Elaboration Theory for Instructional Design provides the foundation for designing instruction for the professional development manual for Savannah State University in that it validates the educational effectiveness of any online program.

Dr. Merrill (2002), suggests that learning occurs when students are engaged in solving problems and tasks. The professional development manual guides students to solve real world problems and tasks that are relevant to themselves. The students can see the end-result of their learning experiences through grade feedback and via Turnitin within the D2L environment. Faculty members are encouraged to add rubrics to the instructions for a successful completion as well as show multiple examples of the tasks.

Dr. Merrill further proposes that students learn when existing knowledge is retrieved or activated as a foundation for the new knowledge or
learning. The professional development manual provides layers of information to introduce students to information that will enable students to only move forward to the next level of learning after prior knowledge has been activated. The professional development manual includes insightful structure to help organize new information and provide self-confidence upon the completion of tasks, such as creating a curriculum map to see how each assignment builds upon the previous one.

Merrill’s third principle, entitled “Demonstration,” provides how students are given tasks to gain new knowledge and their ability to see what they have learned through completed tasks within the creation of modules, completed assignments, and/or a working experiment by linking new knowledge to current knowledge. The professional development manual includes collaborative tools for group work, as well as an opportunity to access visualization and media content relative to presented processes.

The fourth principle, “Application,” takes learning to the next level, applying learned information. The professional development manual mirrors the application principle when students are offered an opportunity to read assignments in D2L and gain new knowledge that can be transferred to new tasks. The professional development manual teaches students the benefits of immediate feedback through paging, smart phone usage, and the D2L account home page.

Based on the tents of the fifth principle, “Integration,” suggests that learning is promoted when new knowledge integration into the learner’s everyday world can be achieved. The professional development manual allows the learner to reflect, discuss, and transfer new
knowledge by using familiar activities and features within the D2L environment in the discussion board and in collaborative documents.

Dr. Merrill’s (2002) First Principles of Instruction frames the platform for measuring how the professional development manual addresses promoting learning as well as academic integrity within the online learning environment at Savannah State University.

The professional development manual for online learning is designed to be a resource tool to make online courses at Savannah State University a powerful environment for students, as well the faculty, from across the spectrum. The critical need mandates that faculty have the right resources and can effectively create lessons, communicate, and collaborate with internal and external clients. Appropriate tools can help students and faculty succeed in online classes from beginning to end.

The professional development manual provides faculty with tools they need to address students’ individual differences, specifically their varying academic levels. Savannah State University's Complete College Georgia (CCG) plan responds to the university's mission to admit students who might not otherwise meet regular college admission requirements. Many of these students need remediation. Given this student population, with financial, academic, family, and scheduling challenges, students will need motivational and engaging educational materials for progressive learning.
Because students learn differently and through many modes of communications, the professional development manual will suggest ways faculty can meet students at their present academic level and increase learning through varied motivational activities. A 2012 CCG report at Savannah State University reveals a student population that includes a high percentage of students from challenging socio-economic backgrounds. A freshman student survey shows about half reported they expected to work part-time to pay for college while 15% reported they expected to work fulltime while attending college. Over a third reported they are first generation students and 35% reported coming from single-parent homes. Faculty might know the best content to share with a student, but how that information is presented can be the difference between a students’ positive thinking and students’ frustrations. Keller and Suzuki (1988) suggest that motivation, in terms of student attention, relevance of content, confidence in one's ability to learn, and satisfaction with the learning experience are critical aspects of a learning environment. The manual addresses motivational issues by providing faculty with relevant information to make effective use of D2L tools to design engaging lessons for students.

**Who is the capstone meant to impact?**

Online learning has not been operated at SSU long enough that University’s stakeholders automatically endorse the idea. This capstone is meant to impact faculty and students in positive ways that further indicate the power and efficacy of online education. There is a true competitiveness among institutions when it comes to student enrollment, and providing students with robust online learning and meeting
the cognitive needs of adult students will enhance the quality of the learning experience and help SSU significantly.

Overall, the number of universities using online learning has increased by 3.7 percent—about 5.3 million students, as stated in a 2014 study by the Babson Survey Research Group, which has tracked online learning in the U.S. for the past 12 years. That is the slowest year-over-year increase in a decade, but the report notes that over that time-period, online enrollment growth far exceeded that of overall higher education. Broderick (2015) found that 70.8 percent of academic leaders reported e-learning as a critical component of their institution's long-term strategy and nearly three in four report online learning was the same as, or superior to, face-to-face instruction.

This capstone will impact students from a financial standpoint by lowering costs for textbooks and increasing communications relevant to student success. The greater the student enrollment in online learning at SSU the better chance the institution has of increasing revenue.

When providing new technologies, faculty can be resistant to change for many reasons (Matrosova-Khalil, 2013) which means the proponents for the change must prepare for the challenges. According to Azlium, Amran, & Rusli (2015), only 23% of teachers, believe they are equipped to incorporate technology into their teaching process. Of those who do integrate technology into their lessons, it is primarily to present information, not engage in collaborative activities.
This capstone impacts faculty in its a synthesis of ideas from instructional strategic principles. The results are an array of tools that allow for collecting and organizing assessment artifacts, for faculty. They are presented with an opportunity to incorporate tools tailored to promote new online approaches toward student outcomes and can elevate their use of business software solutions, like Word, to collect, present and share documents as well as engage with LiveText, a curriculum planning tool with rubric development and defined program goals. Having a professional development manual at hand simplifies tasks and makes assignments and activities transparent for faculty and students. Tools that aid in building self-esteem and confidence in developing a quality online learning environment for adult students can be found in the manual.

This capstone impacts students with know-how navigation and features when using online tools in D2L. Students understand how to communicate in multiple formats, such as email, discussion forums, and embedded audio and video. The professional development manual includes active learning ideas, opportunities for group projects, and self-assessment.

**How was the capstone project implemented?**

This professional development manual was implemented as a resource for all online full-time faculty members who teach at SSU; faculty attended a one-day face-to-face workshop with the Learning Management System Administrator (LMSA) at the beginning of the 2017 Spring semester to introduce the online training manual.
New students were required to attend a two-hour training with the LMSA as part of their new student orientation Spring 2017. Staff and support staff were offered training but were not required to attend. The new professional development online manual was introduced to administrators at an annual leadership retreat Spring Semester 2017. This manual was incorporated as a module for all online classes at SSU. New students and faculty will need to learn how to navigate a virtual classroom. Students need to interact with their peers and professors without physically being able to see each other. Students need training to access their classes and understand how to operate tools and special features.

**Why were this capstone and related strategies selected?**

This capstone and related strategies were selected because of documented concerns about D2L from faculty to administrators. Such documented concerns are teachers having difficulty learning how to navigate D2L and its features due to a lack of professional development training for faculty. There are many modules with just a single document, such as a syllabus, and no interactive or collaborative activities.

Some faculty members are not using the LMS as a learning tool, but only as a repository for content. Thus, a training tool was needed to provide a remedy. Hence, the creation of a professional development manual for faculty and students on SSU campus became the task.

Beyond the respective complaints, the work reveals that many of the same faculty members contact the office every semester to get help with the same issues, such as setting up their gradebook, calculating grades, assessments, and assignment
association. If faculty were provided with a professional development manual for online learning and an opportunity for hands-on training, the end-result could possibly be a decrease in D2L tribulations and an increase in D2L triumphs in implementing online learning at SSU.

**When was the capstone implemented?**

While the capstone in its entirety has yet to be implemented, preliminary strategies and solutions have been employed. The first major phase for the implementation of the professional development manual for online learning will take place June 2017.

On January 4, 2017, The Professional Development Manual for Online Learning at Savannah State University (SSU) was introduced to SSU faculty members at a General Assembly meeting. Training was provided on parts of section three of the manual under Applications for Instructors. On January 5, 2017, training was provided to New Faculty members using the Professional Development Manual.

**Impact of the capstone**

The potential impact of the capstone through the creation of the professional development manual served as a tool to evaluate and improve online learning and the e-learning program at Savannah State University (SSU). The professional development manual is designed to enhance the promotion of learning through its student-centered curriculum.

The impact of the capstone has helped to promote growth and diversity within the online academic community for SSU. This capstone is a support to faculty in the
delivery of quality instruction as well as an exploration of various modes of instructional delivery. After an initial training using the Professional Development Manual, faculty members reported using D2L more because they had a guide and assistance.

**Limitations of the study**

Limitations of the project include threats to internal and external validity. Internal threats to validity for this project include history, selection, and diffusion of treatment. Because the research will last for more than eight months, history is a threat due to time passing whereby events can occur that unduly influence the outcome beyond the experimental treatment. Many SSU faculty members heard about D2L difficulties before they were introduced to the platform, therefore many faculty members were reluctant to engage immediately.

Creswell's (2014) selection means we should look for a threat when participants are selected who have certain characteristics—fear and preconceived notions regarding technology and online learning—that predispose them to having certain outcomes. SSU only has one online degree program and that one is predicated on students having earned the first 60 hours prior to acceptance into the program that limits the number and kind of faculty who work exclusively with students in an online format. The SSU Bachelor of Business Administration Online only accepts students who have reached junior status; however, the program does not differentiate as students can earn credit on campus or online, but they must have earned the 60 credit
hours. Not having the wherewithal to administer the manual and monitor the use thereof in isolation, the diffusion of treatment becomes a threat; as we have already noted, the participants will communicate with each other, often with negative results, and thus this can influence the outcome of the study (Creswell 2014, p. 175).

Threats to external validity for this project include interaction of setting and treatment as well as interaction of history and treatment. Because of the characteristics of the setting of participants in this study, the researcher cannot generalize to individuals in other settings (Creswell 2014, p. 176).

The test group or single university as well as the online setting limit this project. Only online participants from SSU will participate in this project even though there are several schools mandated to use D2L as their Learning Management System. Because results in this project are time-bound, this researcher will not be able to generalize the result to past or future situations (Creswell, 2014, p. 176). D2L has shortcomings too—interface issues, grading percentage faults, and email limitations. Moreover, version changes, as well as technology changes—our Informational Technology Division notes that the entire university's computer equipment needs to be updated and upgraded—pose serious concerns.

Change can occur so rapidly it is impossible to confirm that online education at SSU might or might not change in the months to come and because D2L is still relatively new to the campus, online education is relatively new to SSU.
Reflections

Lessons learned in developing the Professional Development Manual for Online Learning at Savannah State University (SSU) include strategic planning, problem solving, streamlining, and educational and technological collaboration.

Strategic Planning was necessary in preparing the professional development manual and was accomplished by creating an organizational development plan to implement effective directions in pedagogy facilitation and assessment. The strategic plan for this project included developing critical fundamentals to establish strategies to resolve D2L navigation issues. In other words, as the LMS Administrator I needed to know what problems faculty were having consequently, I needed to create an approach to gather the necessary information to construct a plan. The plan was developed based on faculty responses regarding the Learning Management System (LMS). During workshops and seminars, the Online Education Department requested that faculty use an electronic link to document their challenges with Savannah State University D2L LMS.

The next lesson learned was problem solving for SSU faculty. Now that I knew that there was a problem, the primary focus was to define the problem, identify the reasons, and tool a solution.

Faculty had not received meaningful training on their Learning Management System that was mandated and implemented by a governing body. When new faculty arrived, the frustration only grew because there were not many efficient D2L faculty students able to continue LMS training, among faculty.
Furthermore, I needed to know why this problem existed among faculty members. The training that was available to faculty members consisted of a web page and YouTube videos scattered across the internet, resources created by many different schools with different user rights to D2L software. This was not only confusing to SSU faculty, but it also provided information that could not be used by all schools. The scenario to solve this problem was to create the Professional Development Manual for Online Education at Savannah State University. This manual would allow faculty to receive organized materials detailed to their location and user rights specific to their university.

In designing the manual, streamlining for the end-user is imperative, that is, it should provide an efficient procedure by eliminating unnecessary steps in the learning process. When designing, it is necessary to think about the workflow as well as the challenges of categorizing and disseminating information methodically.

Interconnecting education and technological collaboration into a physical and virtual space was also a concern. The unique feature about this manual is the construction of course content for faculty members from all educational domains. The academic online classroom can be a place with and without walls, floors; ceilings and it can even have clouds outside in a physical space as well in a virtual space. The goal for the collaborative classroom must provide innovative learning and steps for successful use of tools to emerging technology that will give SSU faculty an opportunity to inspire, engage, and empower.
The manual is divided into four sections; the first section caters to the new faculty member. It provides basic user guide information for faculty who are just getting started. The second section provides multimedia videos to reinforce the printed materials in the first section. The third section provides third-party applications that can be integrated into the D2L Learning Management System. The fourth and final section of the manual provides sample lessons from an instructional designer’s point of view.

There are many learned lessons derived from the development of the Professional Development Manual for Online Learning at Savannah State University; however, the most important lesson was the progressive movement and positive impact that faculty felt in the training workshops. I learned that SSU faculty members appreciated tools and resources that allowed them an opportunity to stimulate, motivate and engender learning in their students.

Through the process of developing the Professional Development Manual for Online Learning, I found that training must originate in many forms. What did not work was the development of a printed manual as a stand-alone project. Many faculty members found that multimedia tools are the best methods and pathways to understanding many learning management concepts. What did work was a combination of training, a printed manual to follow along, reinforcement of videos for understanding perceptions that needed reiterating, the introduction of new technology to enhance student engagement and sample lessons based on instructional designers.
The Professional Development Manual for Online Learning at Savannah State University can clearly be viewed as a model for educational change and leadership. Changes would likely occur in (1) curriculum materials, (2) teaching practices, and (3) beliefs of understanding about the curriculum and learning practices.

Implementation means accomplishing desired objectives (Fullan, 2007), a critical step in this whole process.

While the quality of teaching most strongly influences levels of pupil motivation and achievement, it has been demonstrated that the quality of leadership matters in determining the motivation of teachers and the quality of teaching in the classroom (Fullan, 2001; Sergiovanni, 1999).

Leadership teaches that change is an intentional process. Personal and systematic change processes are constructed with recognition of the moral imperative of our work. Change processes value the students and communities we serve; are willing to engage those who agree and disagree with equanimity, embrace inequity as important information, and are inclusive and collaborative (Grogan, 2013).

The focus of this manual is problem solving. Although having good ideas is important for student-centered leadership, it is even more important that leaders put them into practice. As Ben Levin (2008) put in his book on leading change, “One of the challenges in education, as in other policy fields, is that the pizzazz is around having the seemingly idea, whereas the real work is in making it happen. What is needed for implementation success, in addition to good ideas, is the ability to satisfy the conditions that need to be met if the idea is to work.
This manual was developed on the ideology of leadership, the ability to influence and lead change and educational technology leadership, the ability to integrate education reform through the enhancement of technological expertise to support instructions, learning, and assessment. This is a primary focus of the Professional Development Manual for Online Learning at Savannah State University, which is to provide both continuums of leadership.

This manual includes advanced organizers, a tool used to introduce the lesson topic and illustrate the relationship between what the students are about to learn and the information they have already learned. They are used during expository instruction, which is the use of an expert to present information in a way that makes it easy for students to make connections from one concept to the next.

The Professional Development manual follows the law of assimilation learning where new information is linked to relevant, preexisting aspects of cognitive structure are modified in the process” (Ausubel et al., 1978, p.68). The “major principle of organization” that makes this possible is one of “progressive differentiation” (p. 62), where “the most general information and inclusive ideas of the discipline are presented first. Then they are progressively differentiated in terms of detail and specificity (pp. 189-190).

The longevity of new meaningful material in memory has been shown to be a function of the stability and clarity of its subsumers, which includes reiteration, the use of examples, and multi-contextual exposure (Weibell, 2011). This manual echoes these attributes within its design. The first section the manual provides general information reiterated by multimedia in the second section of the manual, the third section of the manual requires prior knowledge and the fourth section provides the use of exemplars.
The manual is focuses on the instructional design of social development. The major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition. Vygotsky (1978) states: "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals." (p57).

A second aspect of Vygotsky's theory is the idea that the potential for cognitive development depends upon the "zone of proximal development" (ZPD): a level of development attained when children engage in social behavior. Full development of the ZPD depends upon full social interaction. The range of skill that can be developed with adult guidance or peer collaboration exceeds what can be attained alone. The same concept is introduced in the professional development manual for online learning at Savannah State University as its focuses on socialization where learning takes places with discussion threads and group interaction with the learning management system D2L.
The Professional Development Manual for Online Education at Savannah State University focuses on communication between faculty and students, being online communication will happen without face-to-face interaction, therefore it is necessary that effective usability happen when designing for the web.

According to Jakob Nielsen (2000) where user-contributed content is concern, instead of encouraging a large amount of two-way communication between staff and user, it is possible to invite users to contribute to discussion groups on the site. User-created content is often quite popular, especially if it is linked off specific segments of the site. Some sites have general discussion areas, but they tend to degenerate into confusing free-for-alls. Moderate discussion usually work best of all.

Usability is a quality attribute that assesses how easy user interfaces are to use. The word "usability" also refers to methods for improving ease-of-use during the design process. Usability and utility are equally important and together determine whether something is useful: It matters little that something is easy if it is not what you want. It is also no good if the system can hypothetically do what you want, but you cannot make it happen because the user interface is too difficult.

The Professional Development Manual for Online Learning follows this guideline of usability, faculty are able to invite students the learning management system website to participate in discussion with ease of use by linking segments or discussion board. The manual has been tested by external users to improve usability as well designed to link to major headings within the manual to minimize scrolling. The manual also offers shortcuts to navigation for ease of use, accessibility as well as design for usability.
Reference List

Executive Summary Reference List


Matrosova, K. S. (2013). From resistance to acceptance and use of technology in academia. *International Council for Open and Distance Education.*


Capstone Reference List


https://youtu.be/FLXQXqUOIpk?list=PLSQlDP8rsCS1uBroiZgqvWC1m


https://youtu.be/tD4YjxH4R7M?list=PLSQlDP8rsCS1uBroiZgqvWC1m


KvVxzoN


KvVxzoN


Nyatuame, P. (2017) Logging into D2L. Unpublished manuscript, Savannah State University

*Office Mix for Education*. (2016, October 21). Retrieved from Office Mix:

https://mix.office.com/en-us/education


APPENDIX
A Professional Development Manual for Online Learning at Savannah State University

Patrice C. Nyatuame, Ed.D
Introduction

Patrice C. Nyatuame is pleased to present this professional development manual for online learning at Savannah State University submitted in partial fulfillment of the requirements for the degree of Doctor of Education – Specialization in Educational Technology Leadership at Morehead State University.

The primary mission of this manual is to support instructions, learning, and assessment at Savannah State University (SSU). The Department of Online Education provides support to faculty, and administrators and in the areas of professional development, course and curricular development, student learning outcomes assessment, and instructional design.

SSU's online programs and courses maintain the same academic rigor and integrity as their campus-based counterparts. Using a variety of instructional technologies, online courses provide students with an active and collaborative learning environment that enhances learning. This professional development manual is designed to provide faculty with time saving tips and quality instruction guides.

SSU’s online courses are designed to have minimal face-to-face meetings so students may learn at home, while stationed abroad, or while traveling. Communication with the instructor and classmates is generally electronic, by means of email, wiki, blog, or online discussion forums. Some courses use real-time, two-way audio/video, and application sharing software. All courses utilize textbooks, assignments, exams, student-centered interaction, and other features that enhance student learning. Academic integrity is a hallmark of the true collegian and students
in online courses are required to the same policies as stated in Savannah State University Catalog, which includes policies against plagiarism.

Savannah State University uses D2L Learning Management System for course delivery designed to create a single place online for faculty and students to interact, either for a completely online course or as a supplement to a face-to-face and hybrid courses.

In conclusion, involvement is a good teacher; you will not know what it is like to teach online unless you get involved. You are encouraged to start very slowly, but not carefully, take risks, experiment with your LMS Administrator by your side, it is my deepest desire that teaching online will become one your first loves. As LMS Administrator for Savannah State University, my goal is to help you work smarter and not harder. This manual is designed to be a resource tool to make your online courses a powerful environment for your students as well your online faculty community.

About this Manual

For the purposes of this document, online learning is defined as instruction delivered via (1) the Internet on a University System of Georgia (USG)-mandated learning management system, (2) interactive synchronous and asynchronous online communication, (3) audio/video media, or (4) other emerging communication technologies.
To meet accessibility needs for Faculty who might have disabilities this manual uses simple heading structure. Heading 1 is used for the Table of Content and titles. Heading 2 is used for subheading and major page sections. Heading 3 is used to organize information subsections. Links have been included to locate major sections to minimize scrolling.

### Legend

<table>
<thead>
<tr>
<th>Information</th>
<th>Example</th>
<th>Comment/Suggestion</th>
</tr>
</thead>
<tbody>
<tr>
<td>When accessing this manual electronically, CTRL + click to follow the link</td>
<td><strong>Resource page</strong></td>
<td>Pages 5-12 are direct links from the Manual Table of Contents to major headings within the manual. To open navigation for all pages use CTRL + F.</td>
</tr>
<tr>
<td>on the highlighted blue parts or sections you would like to access to the corresponding section.</td>
<td>(CTRL + click to follow the link.)</td>
<td></td>
</tr>
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<td>Heading 1 is for the Table of Content and titles.</td>
<td><strong>HEADING 1</strong></td>
<td></td>
</tr>
<tr>
<td>Heading 2 is for subheading and major page sections.</td>
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</tr>
<tr>
<td>Heading 3 is to organize information subsections.</td>
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<td></td>
</tr>
<tr>
<td>Multimedia links are in Section 2 of this manual linked to YouTube videos.</td>
<td><strong>Calendar Videos</strong></td>
<td></td>
</tr>
<tr>
<td>CTRL + click to follow the link on the highlighted blue parts or sections you would like to access.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other linked items include forms and documents for the sample course syllabus and are link to the Savannah State University website.</td>
<td><a href="http://www.savannahstate.edu/faculty-staff/">http://www.savannahstate.edu/faculty-staff/</a></td>
<td>CTRL + click to follow the link</td>
</tr>
<tr>
<td>Additional linked items such as for the sample lessons are link to OneDrive and the Google Drive.</td>
<td><a href="#">SSU Assessment Quiz</a></td>
<td>CTRL + click to follow the link</td>
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SWAY
Google Slides

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    - Magnifier
    - High Contrast
  - Mouse More Visible
    - Adding Pointer Trails
    - Visual Feedback
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  - Organizing and Sequencing
- Dr. M. David Merrill First principles of Instruction
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Definitions

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As a new faculty member - Getting Started
Teaching Strategies

Post Course Information and Policies and ask students to read all posted materials. If this is the first time that a student has taken a web-enhanced course be sure to have them contact the Online Education Department in the Colston Administration Building, we can arrange for students to attend face-to-face orientation on D2L navigation and/or request access to video tutorials. Here are some suggestive teaching strategies:

- Provide ground rules of netiquette. Use digital content only

- Make sure equipment students need is accessible and working properly. Make sure students know how to access help from the Office of Online Education. For email help students, can contact the Information Technology Department or call 912-358-4357.

- Provide clear guidelines on course participation expectations and assignments (and due dates). Because you are not meeting with your students face-to-face, you cannot gauge their understanding as readily as face to face. You therefore need to spell out everything, to anticipate confusion and unnecessary strings or email inquiries.
Organize your course in modules as well as traditional weekly calendar, all materials for each module should be bundled together and placed on D2L in one folder. If your syllabus is assignment driven, all materials associated with each assignment should be bundled together.

Be clear about when you will be present, and be present for at least a brief amount of time each day the course meets (virtual office hours). Lay clear ground rules for how you will respond to students’ questions. This is important because if you do not, you will have frustrated students who will find you rude for not returning their email within a few hours, and you will have difficulty managing the volume of your email: Tell students that you will return email within a specified time, usually within 24 hours.

Encourage students to post questions on the discussion board rather than emailing them to you.

Encourage students to answer each other’s questions. Tell them that you will check discussion board questions within 48 hours or give them a definite timeline that you can follow.

Tell students that if you think their answer will be useful to everyone, you will post it on Announcements or create a place for students to share.
Do not introduce a new technology or a new tool at the same time as high-stakes assignment. If an assignment involves the use of new technology for students (e.g., creating a wiki), have students practice the skill first, and then give them the assignment.

Encourage students to look for and share new materials online that would be relevant for the course. Students often find materials online that you are not aware of, having them contribute relevant materials to the course will keep your course current and students enjoy contributing materials and seeing them used in class.

**Professional Development Content**

The professional development section of this manual will provide faculty with step-by-step instructions on how to use the D2L Learning Management system using internal tools only. There are several learning tools provided for faculty including video links provide by Brightpace community and your LMS Administrator for several tutorials. Several face-to-face hands-on workshops that will be offered during New faculty orientation and through-out the semester. This manual is a multimedia and printed resource as well as a workbook that can be use along with the offered hands-on workshops.
The first hands-on workshop introduces the basics of D2L that students will need in their courses, such as viewing the Syllabus and schedule in Content, communicating with their instructor via email, and checking their grades throughout the semester. Faculty can use the Syllabus template found in Get Started with Your Master Template to create a working draft for their next course and leave the workshop with the ability to upload files into Content, communicate with students via email, and assign grades to assignments.

The second hands-on workshop builds upon the knowledge and skills gained in the basics of D2L workshop by teaching faculty how to put D2L to work. This training focuses on the D2L tools that make course management easier and more efficient. Faculty will learn how to make announcements to the entire class via the News page. Faculty should leave the workshop knowing how to design and edit quizzes and collect assignments through the Dropbox, which allows students to submit assignments from any computer or mobile device with an Internet connection.

The third hands-on workshop will show faculty that using D2L can make course preparation, maintenance, and grading more efficient. Faculty will work with Discussions to enhance student engagement and communication. The LMS Administrator will model how planning and using D2L Rubrics can cut grading time in half. It is desired that faculty members will leave the workshop able to copy from
one course section to another, eliminating the need to repeat the building process each semester.

Required Materials:

- Laptop computer (one will be provided if you do not have your own) contact your LMS Administrator at (912) 358-4126 or email nyatuamep@savannahstate.edu
- Professional Development Learning Manual for Online Learning at SSU
- D2L login information (should be the same as your SSU email without adding @savannahstate.edu, your password is set as a default as your birthdate (two-digit mm/dd/yy)
Homepage & Settings

Logging into D2L
Log into D2L from the Savannah State Website
To access Savannah State University website, go to www.savannahstate.edu

Click on the Academics tab

Select D2L Login
On this page insert your Username and Password. For students who have never accessed their Desire2Learn account the username is the first part of the student’s email without @student.savannahstate.edu and the password is their birthday (2-digit month, day and year).

**Note:** If a student and/or faculty member forgets their password, please click the link at the bottom of the page to reset the password. Passwords will only be sent to Savannah State University emails.
Welcome

Brightspace (formerly Desire2Learn) is the Learning Management System of Savannah State University. It's a relatively easy way to create a course web site. A Brightspace course site allows "anytime, anywhere" access to syllabi, readings, multi-media files, electronic dropboxes, online quizzes, communication, grading, student progress reports, etc.

<table>
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<tr>
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<td>Advisement</td>
<td><a href="mailto:ecore@savannahstate.edu">ecore@savannahstate.edu</a></td>
<td>24-hour support</td>
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<tr>
<td>Office of Online Education</td>
<td>912-358-4161</td>
<td><a href="https://D2LHelp.view.usg.edu/">https://D2LHelp.view.usg.edu/</a></td>
</tr>
<tr>
<td>eLearning Administrator</td>
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<td>eCORE Advisement</td>
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<td>CSIT Helpdesk</td>
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</table>

Please click here for a System Check before you login.

Logging into Brightspace video by Patrice Nyatuame
Welcome and Syllabus

Welcome to the SSU's Get Started with Your Master Template section within the Professional Development Manual for Online Education. In this section, we will introduce you to a sample master template that can be used for online, face-to-face and/or hybrid courses.

The Master Course Template is designed to save Savannah State University faculty time and energy when developing courses. The template is intended to encourage uniformity and consistency in the basic layout and information presented to students. Any feedback should be directed to nyatuamep@savannahstate.edu.
In 2016 we encountered Hurricane Matthew that prevented many of us from physically being on campus. This template can help in preparing students for catastrophic weather by posting the latest weather threats to your news section. You can also post assignments to replace in-class activities. Keep in mind that you can use your D2L e-mail to make sure you are staying in contact with your students, provided there is power and internet services, if not please post for students to have enough time to work on assignments from their remote locations. In all cases of severe weather the Vice President for Academic Affairs will officially announce delayed or cancelled classes.

Please encourage students to always read through the **News** announcements for information pertaining to campus announcements and updates. The **Content** section will contain the main course materials for each class: schedule, readings, assignments, etc. The **Discussions** section is where you will respond to questions as well make comments to your students. The **Dropbox** is where you will "turn in" assignment documents; and **Classlist** is where you can see who is in the class.

Sample Course Syllabus

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Prefix, Number, Section and Title Here</th>
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<tbody>
<tr>
<td>Instructor</td>
<td>Professor's Name Here</td>
</tr>
<tr>
<td>Credits</td>
<td>Credits</td>
</tr>
<tr>
<td>Term</td>
<td>Beginning &amp; Ending Dates OR Semester &amp; Year</td>
</tr>
<tr>
<td>Meetings</td>
<td>Times, Days of Week. Location Optional as we know locations on SSU campus can change.</td>
</tr>
</tbody>
</table>
### Instructor’s Contact Information

**Note for Faculty:** nyatuamep@savannahstate.edu for questions

<table>
<thead>
<tr>
<th>Office Phone</th>
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</thead>
<tbody>
<tr>
<td>Office Location</td>
<td>Office or other meeting location for consultation</td>
</tr>
<tr>
<td>Email Address</td>
<td>@savannahstate.edu</td>
</tr>
<tr>
<td>Office Hours</td>
<td>Include real and virtual hours</td>
</tr>
</tbody>
</table>

**Syllabus Changes:**

Instructors reserve the right to make changes to the syllabus as needed, and you are responsible for keeping up with those changes. Please log on frequently to Desire2Learn (D2L) to get the most up-to-date information.

**Other Information:**

As it pertains to your designated areas.

### Course Description & Information

**Pre-requisites, Co-requisites, & other restrictions:**

Online Learning Expectations: To be successful academically, online students must be able to navigate & search the internet, use email, attach and upload documents, download & save files.

**Course Description:**

As it pertains to your designated areas.

**Required Readings:**

As it pertains to your designated areas. Follett is new to SSU, please see your LMS Administrator for more information.

**Buying Textbooks:**

Be sure you are purchasing the correct edition and receive all the materials you need. If this is an Ecore class check their websites first to see if the book is free for that course.

**Recommended Readings:**

As it pertains to your designated areas.
### Special Software/Hardware

*As it pertains to your designated areas.*

### Other Required Materials

*As it pertains to your designated areas.*

### Course Goals, Objectives/Outcomes

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
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</thead>
<tbody>
<tr>
<td>List Student Learning Outcomes or other course objectives here.</td>
</tr>
</tbody>
</table>

**Proctoring Services**

Proctoring services are available at Savannah State University (SSU) during regularly scheduled testing sessions. A proctored exam is an exam that is administered by an individual who supervises the student while they are taking the exam. The use of proctoring services is to ensure the integrity and security of the exam in a secure environment. Savannah State University is a member of the National College Testing Consortium which provides proctoring services for SSU students enrolled in online courses and students attending other colleges and universities (non-SSU students). Institutions across the nation utilize Savannah State University as a testing site. Students needing this service should make an appointment as soon as they become aware of their test dates using the online registration system:  [www.registerblast.com/ssu](http://www.registerblast.com/ssu)
### Grading

<table>
<thead>
<tr>
<th>Grading (credit) Criteria</th>
<th>Detail your grading methods, grade scale, percentages, etc., remember the D2L wizard can help you with formatting this information. Try to include information on when assignments might be returned. A good rule of thumb is to communicate with student within a 24-hour period.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>See details in assignment instructions</td>
</tr>
<tr>
<td>Discussion Board Criteria</td>
<td>See details in discussion board</td>
</tr>
<tr>
<td>Make-Up &amp; Late Work</td>
<td>Make sure to check in faculty handbook for more information</td>
</tr>
<tr>
<td>Extra Credit</td>
<td>Decided by the instructor and/or department</td>
</tr>
<tr>
<td>Class Preparation &amp; Participation</td>
<td>Insert information here. Include expectations for logging on.</td>
</tr>
</tbody>
</table>

### Course Policies

<table>
<thead>
<tr>
<th>Make-Up Exams</th>
<th>Decided by the instructor and/or department</th>
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<tbody>
<tr>
<td>Late Work</td>
<td>Decided by the instructor and/or department</td>
</tr>
<tr>
<td>Special Assignments</td>
<td>Decided by the instructor and/or department</td>
</tr>
<tr>
<td>Class Attendance</td>
<td>Remember to check with Registrar Office for non-attendance</td>
</tr>
</tbody>
</table>

### Student Conduct/Netiquette

The Student Conduct Coordinator is the University's conduct review administrator. The Student Conduct Coordinator has authority to receive complaints on student misconduct, direct such investigations as may seem appropriate, summon students who are directly involved or have knowledge of misconduct, and serve as a hearing officer. For more detailed information please click on the link below: [https://www.savannahstate.edu/student-affairs/student-ethics.shtml](https://www.savannahstate.edu/student-affairs/student-ethics.shtml)

### Special Procedures

#### D2L Support

To access the Savannah State Desire2Learn platform: [www.savannahstate.edu](http://www.savannahstate.edu), click on Academics, then select D2L login. Your username is usually the first part of your email without (@savannahstate.edu) and your password if you are a first-time user is your two-digit month, day and year of your birth.
<table>
<thead>
<tr>
<th>To reset your password, please contact your Learning Management Administrator at:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email: <a href="mailto:nyatuamep@savannahstate.edu">nyatuamep@savannahstate.edu</a></td>
</tr>
<tr>
<td>Phone: (912) 358-4126</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technical Support</th>
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<tbody>
<tr>
<td>You can get technical support or assistance contact Technology Services: <a href="http://savannahstate.edu/faculty-staff/computer-services/StudentSupport-Helpdesk.shtml">http://savannahstate.edu/faculty-staff/computer-services/StudentSupport-Helpdesk.shtml</a> or call the IT Helpdesk at (912) 358-4357</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plagiarism &amp; Academic Integrity</th>
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<tbody>
<tr>
<td>Students are expected to demonstrate a high standard of academic honesty in all phases of academic work and college life. Please click on the link below for detail information. <a href="http://www.savannahstate.edu/academic-affairs/academic-policies.shtml">http://www.savannahstate.edu/academic-affairs/academic-policies.shtml</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Copyright Notice</th>
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</thead>
<tbody>
<tr>
<td>The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials, including music and software. For more information about the fair use exemption, see: <a href="http://www.savannahstate.edu/faculty-staff/computer-services/docs/Policies/10-22%20P2P%20File%20Sharing%20Policy.pdf">http://www.savannahstate.edu/faculty-staff/computer-services/docs/Policies/10-22%20P2P%20File%20Sharing%20Policy.pdf</a></td>
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<table>
<thead>
<tr>
<th>Email Use</th>
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<tr>
<td>Savannah State University states that all official student email correspondence be sent only to a student’s Savannah State email address and that faculty and staff consider email from students official only if it originates from a Savannah State account. This allows the College to maintain a high degree of confidence in the identity of all individuals and the security of transmitted information. Savannah State University furnishes each student with a free email account that is to be used in all communication with University personnel.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Withdrawal from Class</th>
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</thead>
</table>
| **Withdrawal Policy**  
Savannah State is not obligated to drop students for failure to attend classes. It is the student’s obligation to drop classes.  |
### Limits on Withdrawals with a Grade of W
Students can withdraw with a “W” a maximum of six times as an undergraduate at Savannah State University, excluding hardship and military withdrawals. For more details please click on the link below: [http://www.savannahstate.edu/academic-affairs/documents/WithdrawalPolicy1.20.11.pdf](http://www.savannahstate.edu/academic-affairs/documents/WithdrawalPolicy1.20.11.pdf)

### Academic Grievance Procedures
SSU students who believe they have been treated unfairly with respect to academic matters may initiate and pursue a grievance. A link is provided for more detailed information: [https://www.savannahstate.edu/faculty-staff/student-grievance.shtml](https://www.savannahstate.edu/faculty-staff/student-grievance.shtml)

### Incomplete Grades
Courses in which a student received a grade of "I" must be completed within the following semester, excluding summer sessions; otherwise these grades become "F". The responsibility rests with the student in making up the work required, or taking the examination to change an "I" within the allotted time.

### ADA Statement
Students who have a documented disability (learning disability, ADD, psychological disorder, acquired brain injury, pervasive developmental disorder, sensory, medical or mobility impairment) may be eligible to receive appropriate reasonable test accommodations on standardized tests and in classes. If you would like to receive test accommodations, contact the Disability Resource Center. For more detailed information: [http://www.savannahstate.edu/student-affairs/office-of-disability-services-intro.shtml](http://www.savannahstate.edu/student-affairs/office-of-disability-services-intro.shtml)

### PAWS
For information about classes & advisers, to check midterm and final grades, [logon to PAWS](http://www.savannahstate.edu/student-affairs/office-of-disability-services-intro.shtml). Contact Academic Affairs at 912-358-4203 to get help with acquiring a 915 to have access to these services.

### Tutoring Info
Peer and professional tutors are provided free of charge for all Learning Support and core curriculum courses to all University students. Tutors for higher level and major courses are also available in Biology, Chemistry, Accounting, Finance and Statistics. Additional courses are added upon request from students and faculty. Tutors are available five days per week and four evenings per week. Tutors work with students individually.
and in small groups to provide quality academic support that meets the needs of students. Limited space is available for tutoring in major courses. For appointments, contact the Tutorial Center (912) 358-4476 or stop by Whiting Hall, Room 128. Students may also schedule additional time if needed.

### Advising & Other Student Support Info

The Academic Advising and Mentoring Program, in the Center for Academic Success, provides professional, personalized academic advising and mentoring to all SSU students up to 60 earned credit hours. Students see advisors based on their declared major; specialized advisors are also available for Early College students, student athletes, Latino students, and students who have not yet declared a major (undeclared).

**Telephone** (912) 358-4491  
**Email:** advise@savannahstate.edu

### Auxiliary Services

What is “Auxiliary Services”? Good question! Auxiliary Services (also sometimes called Auxiliary Enterprises) is a university department providing non-academic services to students. Some of the services managed by our Auxiliary Services department at SSU include dining, vending, bookstore, mail services, photocopy services, parking and transportation, and the ID Card Office.

### Library Quick Guide

**Library Quick Guide for Faculty**  
[http://library.savannahstate.edu/faculty_services/Faculty%20Quick%20Guide.pdf](http://library.savannahstate.edu/faculty_services/Faculty%20Quick%20Guide.pdf)
Course Home Page Overview

After successfully logging into D2L you will view My Home page. This page includes several widgets such as News, My Settings, Follett Discover and My Courses. Also included is a list of all courses available to you. Students can only see their current courses; you can see all your courses including those from past and future semesters. No one can see courses they are not assigned to.
The Navigation bar (Nav bar) is the top banner that appears on My Home page in D2L. The Nav bar is the best way to navigate when links are not available within the page.

Internal links and links on the Nav bar are usually preferable to the Back button on the browser. The My Home link in the far upper-left of the Nav bar always returns to this homepage, a good thing to know if ever you get lost.

Clicking on a link in the My Courses widget will take you to your selected course. Each D2L class has a course homepage. Course homepages can be modified by you. The course Nav bar at the top of the page includes links to tools used in the course. Note that not all tools on the Nav bar are used in all courses; for example, some faculty members use Cengage as a building tool, but not all.

You can also post news on the course homepage. There can be any number of news items but only three display at a time and they're in chronological order.
Commonly Used Links

- **Course Home:** This always takes you back to the course homepage. Use this link if ever you get lost within a course.

- **Content:** This is where you can put your Syllabus, important Read Me files, and online content for your courses. This is usually a good place for students to start after reading any News postings.

- **Links:** The Links tool enables you to provide URL links to external web sites, quicklinks, and internal course offering areas that are useful to students in your course. All links are organized into categories. For example, a psychology course might provide the link categories General, Psychology, Reference Materials, Online Publications, etc. Categories will certify better organization of links and enable students to quickly find the information they need.

- **Dropbox:** Some faculty have their students submit their papers electronically. Typically, they use the Dropbox for this function.

- **Discussions:** This is the electronic bulletin board, a powerful, asynchronous (anytime, anywhere) communication tool that organizes threads of discussion. Many faculty create groups of students to facilitate in depth discussion.

- **Classlist:** This includes a listing of all students and faculty in the class.

- **Quizzes:** Online testing is common for quizzes and tests. As the instructor, you have complete control over questions, timing, availability dates, number of times a
student can take a quiz, etc. Many quizzes are automatically corrected and the grades exported to the Gradebook.

• Grades: This is the course grade book. You can decide when student grades are made visible. Students see only their own grades, never anyone else's grades.

• Email: The email tool is an easy to use front end that sends email to one or more students and/or the instructor. All email is sent to the individual's Outlook email account.

• Logout: Students and faculty are logged into their D2L account until they click the Logout link or close all their browsers.

**Calendar**

**Introduction**

To access the calendar tool, from the course home page, select the link at the right with the heading calendar. On the calendar homepage, you will see your current calendar view which you can view by day, week, month or list. On the month view you can click to see any individual day. The Calendar tool allows you to arrange your
course events in multiple views and enable integration of course content and your Calendar. There are two different types of events in the Calendar tools. General events are created directly within the Calendar. Availability events are events with other tools, such as dropbox and quizzes, which contain start and end dates.

You can also add additional calendars. On the right, you can create and manage task. To add a calendar to your display in the calendar management area click the plus icon under calendars.

On the add calendars page type or select the course and departments and their corresponding events that you want to display in the calendar content area.
Each course you add appears under calendar in the calendar management area with its own identifying color assigned by default.

There are a variety of other features that can be customized within your calendar settings. To change items like core hours and show or hide weekends. Savannah State University offers classes on the weekends therefore this widget might be handy for weekend faculty. You can also make appropriate changes in the default event duration, calendar feed and task options.

Create an Event – Instructor
Creating events is an easy way for faculty to manage their course schedule. There are two ways in which you can create an event. The most common is to select the create event icon.
You can also click directly on a time interval to Quick Create an event on the calendar you are presenting viewing.

<table>
<thead>
<tr>
<th>all day</th>
</tr>
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<tbody>
<tr>
<td>8:00 AM</td>
</tr>
<tr>
<td>9:00 AM</td>
</tr>
<tr>
<td>10:00 AM</td>
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<tr>
<td>11:00 AM</td>
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<td>12:00 PM</td>
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<td>1:00 PM</td>
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<td>2:00 PM</td>
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<tr>
<td>3:00 PM</td>
</tr>
<tr>
<td>4:00 PM</td>
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</tbody>
</table>

On the create event page you would put in all relevant information including title and description. To associate event with relevant course content, click the add content button.
Click the add content button, click the information that the content pertains to then click add.

You can also add a description to add more context around the event. Select when the event is to occur using the date and time fields.
Searching and Bulk Editing Events

Searching for an event is a quick and easy way to narrow down the event you wish to edit.

Making changes to event restrictions or offsetting dates for an event, allows you to take the customization of your event one step further.

You can search for any event based on its name and/or description and browse all events or just view upcoming events. You can also bulk edit visibility or offset days forward or backwards by date, week or minutes.
To search for an event, click the List button. In the search field type in the name of the event you would like to search on, you can search an individual event, multiple events or use the tick box besides the create event to search all events.

To get more options such as setting the visibility and offset dates, click on the more actions tab.
Calendar Task – Instructor

In the calendar the task function allows you to keep your course events distinct from your personal tasks. Type a name of a task in the add a task field.

Click the right facing arrow beside the task name to add a due date and notes to your task.

Click directly on the No due date field to bring up the date selector, select a due date then select the save icon.
The system will automatically sort the task into categories of Now, Soon and No Date in the main task pane. This order is based on the task’s due date. To mark a task complete, click the checkbox by the task name.

Note: Task will only disappear when marked completed and the option to hide completed task was selected in the tasks menu settings.

To delete a task, click on the right facing arrow and click the delete icon. A confirmation window appears.

Keeping track of all your course tasks can be difficult! Using the task management interface allows you to create and manage all your course task alongside your events in the Calendar.
**Editing and Managing Events**

There are a variety of details you can add to your event from the Create Event page. You can add these details while creating an event for the first time or when you edit it. There are few ways to can access the editing function. In the day, week or month field select the event in the calendar content field area and click edit.

![Calendar and Event Editing](image)

Note: Here you can select edit.

The Manage Dates tool enables you to view, edit and offset the date availability and set the Calendar status of all Content topics and modules; Discussion topics and forums; Dropbox folders; Grades categories and items; News items; and Quizzes in your course from one central location.

**Note:** Due dates cannot be viewed, edited or offset from the Manage Dates tool. Go to the Discussion, Content, Dropbox, or Quizzes tool to view the item's due dates.
Activating a course

Activating a course makes the course appears in the My Courses widget and makes it available to students if you have not set a start date and/or end date for your course. If you set a start date for your course that is later than the day you activate your course, the course appears in my courses widget, but is not available to students until the date specified. If you set an end date for your course and do not deactivate your course, after that specified date passes, the course remains visible in my courses widget, but is not available to students.

1. On the course home page, click Course Admin > Course Offering Information.
2. Select the Course is active check box.
   Tip: You can deactivate a course offering to hide it from students without deleting it. This way the content (including user data) can be kept for future use.
3. Click Save
Add availability and due dates in Content

Start and end dates specify when students can access a topic or module. If you set a start, end, or due date for a topic or module, it will appear on the Upcoming Events page and the Agenda view in the Calendar tool. Setting an end date later than the due date for a topic enables students to access and complete the topic from the Overdue tab on the Course Schedule page. Topics with a due date and no end date also appear in the Overdue tab on the Course Schedule page.

**Note:** Adding a due date to a content item that is associated to an assignment submission folder overrides an existing end date that is further in the future. The due date also overrides the end date in the Calendar tool.

1. On the navbar, click **Content**.
2. On the **Table of Contents** page, click **Bulk Edit**.
3. For any topic or module that you want to add availability or due dates to, click **Add dates and restrictions**.
4. Do any of the following:
   - To add a start date, click **Add start date**. Enter your start date details.
   - To add a due date, click **Add due date**. Enter your due date details.
   - To add an end date, click **Add end date**. Enter your end date details.
5. Click **Update**.
6. Click **Done Editing**
Access Release Conditions

1. Navigate to the course item you want to add release conditions to.

2. From the context menu of the course item, click Edit [course item].

3. Do any of the following:
   - To access release conditions for a **discussion forum** or topic, checklist, assignment submissions folder, grade item, quiz, or survey, click the Restrictions tab.
   - To access release conditions for a **custom widget**, click the Release Conditions tab.
   - To access release conditions for an **Announcements** item, scroll to the Additional Release Conditions area.
Best Practices for Entering Grades

When creating a grade item, ensure that the Max. Points field for the item is not set to null or zero. The Max. Points field can be found in the Grading section of the Create a new grade item page (or the edit page for existing grade items) under the Properties tab. When sorting grade categories and items, ensure they are sorted in the appropriate order. The best way to ensure grade items are sorted correctly is to create the categories and items in the order that they will be marked. D2L Learning Environment automatically sorts the categories and grade items in the order that they are created.

If you want to see the order of your grade items, from the Course Homepage, go to Grades. Select Manage Grades. When creating a grade item, make sure that you are not creating duplicate entries or blank grade items in the gradebook. Blank grade items often occur because of a grade item unintentionally being published instead of being saved as a draft. Blank grade items often do not have a name or are oddly named, and they usually do not have an association. Duplicate grade items can occur for a variety of reasons. Duplicates are often similarly titled and either have the wrong association or no association.
Best Practices for Using Discussions

Ensure that there are discussion topics created for your discussion forum(s)

Forums are used to group topics into predetermined themes, course units, etc. You can only post in discussion topics. If there are no topics created for a forum, then students will not be able to participate in discussions.

On the course home page, click Discussions. Make sure that there are topics nested under the discussion forum. If you do not see topics nested under the discussion forum(s), you must create topics.

- **Ensure that discussion forums and topics are not unintentionally hidden**
  
The option to hide a discussion forum or topic is located on the New Forum or New Topic page (or the Edit page for existing forums and topics), in the Properties tab of the Availability section. If you selected Hide this [topic or forum], then learners are not able to see it. If a discussion forum has this setting enabled, all of the topics nested under it are also hidden.

- **Ensure that there are no unwanted date restrictions set for the discussion forum or topic**
  
  Students cannot access topics that fall outside of set date restrictions. If a discussion forum has date restrictions attached, then all topics nested under it will be hidden outside of those date restrictions. The option to set date restrictions is located on the New Forum or New Topic page (or the Edit page for existing forums and topics), in the Properties tab of the Availability section. Select the Forum is visible for a specific date range check box, then fill out your start and end dates. If you want the forum or topic to be currently visible, ensure that the End Date has not passed yet and the Start Date has already begun; if you want it to be available later, set the date restrictions accordingly.

  If you do not want date restrictions enabled, select [Forum/Topic] is always visible.
• **Ensure that the appropriate group restriction settings are applied**

If group restrictions are enabled for the discussion forum or topic, then only students within the group selected can see the discussion. The option to set group restrictions is located on the New Forum or New Topic page (or the Edit page for existing forums and topics), in the Restrictions tab of the Group and Section Restrictions section. Select **Restrict this forum to the following groups and sections** to enable group restrictions for a forum or topic.
Best Practices for Creating Release Conditions

- **Set up conditions before students access the course** - Create all your course materials and set up your release conditions before the course opens to students. This gives you a chance to check for mistakes in the conditions or for circular, contradictory, or unnecessary conditions. If you add new release conditions after students have accessed the course, students might be confused by resources disappearing. Since conditions cannot be reset, you also risk having students meet conditions before your resources are ready (for example, accessing a content topic before it is finished).

- **Avoid unnecessary conditions** - Each condition you associate with a tool takes additional time for D2L Learning Environment to process. Using as few conditions as possible to set up a learning path minimizes the amount of time that spend waiting for pages to load. For example, you set up a content topic, a quiz, and an assignment submissions folder for the second week of class. You want students to read the topic before taking the quiz, and you want them to read the topic and attempt the quiz before submitting the week’s work to the assignment submissions folder. For the assignment submissions folder, you only need to attach the condition that students attempt the quiz. Since students must read the content topic before they can take the quiz, it is not necessary to add this condition to the assignment submissions folder.

- **Avoid circular references** - A circular reference makes it impossible for students to satisfy a set of conditions. For example, if you set the condition that students must view a content topic before they can access an assignment submissions folder, and then set a condition that they must submit a file to the assignment submissions folder before they can access the content topic, you have a circular reference. Students can’t satisfy either condition without satisfying the other one first. Circular references are more likely to occur with long chains of conditions. For example, a content topic that depends on a quiz that depends on an assignment submissions folder that depends on a checklist that depends on the content topic.
• **Avoid impossible conditions** - Ensure that your conditions are not impossible for students to satisfy. For example, a condition that students must achieve greater than 100% on a grade item would be impossible (unless bonus marks are available for the item). If students are unable to satisfy a condition, they are unable to access the content or tools to which the condition is attached.

• **Avoid contradictory conditions** - Contradictory conditions occur when two or more conditions that cancel each other out are associated with an item. For example, the conditions “User must achieve greater than 49.9% on Grade Item 1” and “User must achieve less than 50% on Grade Item 1” are contradictory. Students could not satisfy both conditions at the same time; they would not be able to see the item associated with these conditions.

**Best Practices for Creating Release Conditions**

• **Release content based on learning ability and course performance** - Include additional content in your course specifically for students who need extra help and release this content to students who score below a specified threshold on a quiz or grade item. Alternately, release a special survey to students who attain a high score.

• **Release content in stages** - To reveal content topics to students only after they have read prior content, attach release conditions on the later topics or modules that require students to view earlier topics. This can provide a clear path through the material and prevent students from becoming overwhelmed by a large table of contents at the start of the course.

• **Release content based on enrollment date** - If your course has rolling enrollment, you can set course materials and assessments to become available relative to a students' enrollment date. This allows you to provide a structured path through the course for every user regardless of their enrollment date.

• **Customize content for groups within a course** - If your course has group projects and you want to provide different instructions or resources for each
group, you can create separate content topics or modules for each project and attach release conditions based on group enrollment. Group members working on one project will see content related to their work without being distracted by content not relevant to them.

- **Use a checklist to organize activities** - You can create a checklist that lists the activities students should complete throughout the course. For example, a checklist for the first week might include reading the course’s introductory content, posting to an introductory discussion topic, and submitting a list of learning goals to assignment submissions folder. You can set release conditions based on students checking off items from their checklist. For example, you might release an Announcements item on your course’s homepage once students check off that they have completed the first week’s activities.

- **Use intelligent agents to monitor user activity or non-activity** - You can set up intelligent agents with release conditions using the “not” operator to intervene with students who have not completed course work. For example, create an intelligent agent that sends a reminder email to students who have not yet completed a quiz attempt or submitted an assignment to an assignment submissions folder.
**Create a discussion forum**

Use forums to organize your discussion topics into categories. Your course can have multiple forums and topics, but you must create a forum before you can create a topic since all topics belong to forums.

1. On the navbar, click **Discussions**.
2. On the **Discussions List** page, from the New button drop-down menu, click **New Forum**.
3. Enter a title for your new forum.
4. Enter a description for your new forum.
5. In the **Options** section, select any of the following check boxes:
   - **Allow anonymous posts** - To enable students to post anonymously.
   - **A moderator must approve individual posts before they display in the forum** - To ensure that posts are approved by a moderator before they display in the forum.
   - **Students must start a thread before they can read and reply to other threads in each topic** - To ensure user participation.
   - **Display forum descriptions in topics** - To provide faculty the option to display a discussion forum description within a discussion topic description.
6. In the **Availability** section, select **Visibility** options for your forum.
7. Select **Locking Options** for your forum. Locking your forum prevents students from accessing it until it is unlocked.
8. Click **Save and Close**.

Set availability and due dates for an assignment submission folder

On the navbar, click Assignments.

On the Assignment Submission Folders page, from the context menu of the folder you want to set availability and due dates for, click Edit Submission Folder.
Create a discussion thread

1. On the navbar, click Discussions.
2. Click the topic where you want to create a thread.
3. Click Start a New Thread.
4. Enter a subject.
5. Enter your post.
6. Set any of the following posting options:
   - To keep the thread at the top of the list, select Pin Thread.
   - To post anonymously, select Post as Anonymous.
   - To receive updates on the thread using your selected notification method, select Subscribe to this thread.
   - To attach a file, in the Attachments area, click Browse to locate the file that you want to attach.
   - To attach an audio recording, in the Attachments area, click Record Audio > Record. To adjust your microphone selection and volume, click Flash Settings. To listen to your recording, click Play. To erase your recording, click Clear. If you have prerecorded audio and are using a supported browser, you can drag audio files onto the attachments upload target.
   - To attach a video recording, in the Attachments area, click Record Video > Allow > Record. When you finish recording, click Stop. To erase your recording, click Clear. To add the recording, click Add. If you have pre-recorded video and are using a supported browser, you can drag video files onto the attachments upload target.
   - To post your thread to more than one topic, click Post to other topics. Click Add Topics. Select the topics that you want your thread to appear in. To post in every topic simultaneously, select the Select All check box and then click Add Topics.
7. Click Post. If the topic is moderated, your post does not appear until a moderator approves it.

In the Restrictions tab, select the Has Start Date, Has Due Date, and Has End Date check boxes. Use the provided fields to set your dates.
Click Save and Close.
Lock a discussion forum or topic

1. On the navbar, click Discussions.
2. From the context menu of the forum or topic you want to lock, click Edit.
3. Select your Locking Options.
4. Click Save.
About locking discussion forums and topics

Locking a topic prevents students from creating new posts or modifying existing posts, making the conversation read only. Students with permission can modify the contents of a locked topic. Locking a topic is an effective way of closing a conversation while allowing students to refer to posts. Consider locking a topic to end a conversation, then using a pinned summary post inside the topic. When students access the topic, your summary appears at the top. You can specify start and end dates for when a forum or topic unlocks so you can set things up ahead of time to match your course’s calendar.

About hidden discussion forums and topics

Hidden topics do not display on the Discussions List page, except to students with permission to see hidden forums and topics or to manage discussions. By hiding topics, you can control which topics students can access at different times throughout the course. For example, you can create weekly discussion topics for students to reflect on the material covered in each week of the course and make each topic available for one week only.

You can specify start and end dates for when a forum or topic is visible so you can set up visibility ahead of time to match your course’s calendar. Instead of scheduling a topic to disappear as soon as you want the discussion to end, consider locking the topic at that point and keeping it visible for another few days. This allows students to review the discussion after it closes so that they don’t miss the last posts added.
About moderated discussion topics

If a topic requires post approval or moderation, posts only appear to students with permission to approve them. You must manually approve these posts to make them visible to all students. Students with permission to approve posts in a topic can create approved posts automatically. You can enable and disable post approval from the Properties tab when creating or editing a forum or topic. Once you enable post approval, a Moderated notification appears beside the forum or topic name. If a post is not appropriate for the topic and you do not want to approve it, you can do any of the following:

• Leave the post unapproved.
• Edit the post before approving it.
• Delete the post.

Quicklink To a Discussion Topic

Set up a quicklink to a discussion topic or forum so that it exists as a Content topic under a parent module or sub-module

1. From the course home page, click Content.
2. In the module or sub-module, you want to add the quicklink to, click Existing Activities and then Discussions.
3. Click the discussion forum that you want to add a quicklink to:
   o To add a discussion forum, click the Insert icon for the forum.
   o To add a discussion topic, click the topic.

Hide a discussion forum or topic

1. On the navbar, click Discussions.
2. From the context menu of the forum or topic you want to hide, click Edit.
3. In the Availability section, select your Visibility options.
4. Click Save.
Restrict a forum or topic to specific groups or sections

Using topic or forum restrictions, you can create discussion areas where members of a group or section can collaborate on assignments or discuss course material in small teams. You can also use restrictions to create separate forums or topics for each group or section in a course offering.

1. On the navbar, click Discussions.
2. On the Discussions List page, from the context menu of the forum or topic you want to restrict, click Edit.
3. In the Restrictions tab, select the Restrict this <forum/topic> to the following groups and sections check box.
4. Click Add Groups and Sections.
5. Select the groups or sections you want to add, then click Add.
6. To remove a specific group or section’s access, click the Remove icon for the group or section.

To open the forum or topic to everyone again, clear the Restrict this <forum/topic> to the following groups and sections check box.
Change personal settings

You can change your user profile, account settings, notifications, and more using the My Settings widget found on the My Home page.

1. On the navbar, click My Home.
2. On the My Home page, navigate to the My Settings widget.
3. From the My Settings widget, click a setting:
   - **Profile** - change settings for your profile picture, contact information, social networks, and personal information.
   - **Account Settings** - change settings for fonts, dialogs, HTML Editor, reading, video, locale and languages, pseudo-localization, signing in, application, D2L Binder, Discussions, Email, and metadata.
   - **Notifications** - change settings for email and mobile contact information, summary of course activity, specific tool notifications such as Grades and Quizzes, custom notifications, and course exclusions.
   - **Email Address**.
   - **Change Password**.
   - **View my Progress** - change settings for the Class Progress dashboard.

Create a new module

You must create a module before you can add topics. You can create **submodules** (modules within existing modules) to establish a deeper hierarchy.

1. On the navbar, click **Content**.
2. In the Table of Contents panel, in the Add a module field, enter the name of your new module and then press Enter.

To add a submodule, click into the module. In the Add a sub-module field, enter the name of your new sub-module and then press Enter.
Fix broken links in Content

Links in Content may be broken if students receive a "Not Authorized" error message when attempting to access a resource/tool by clicking on the quicklink.

1. On the course home page, click Content.
2. Click on the module or sub-module that contains the topic with the broken link.
3. Do one of the following:
   - If the topic is a direct quicklink, from the context menu of the quicklink, click Edit Link, make your changes, and then click Update.
   - If the body text of a topic contains a quicklink, from the context menu of the topic containing the broken link, click Edit HTML, highlight the affected link in the text box, click the Quicklink icon, and click on the tool (Quizzes, Discussions, etc.) you want to quicklink to, or select Url if the quicklink is a URL.

Set up a quicklink to a discussion topic or forum so that it exists as a Content topic under a parent module or sub-module

1. From the course home page, click Content.
2. In the module or sub-module, you want to add the quicklink to, click Existing Activities and then Discussions.
3. Click the discussion forum that you want to add a quicklink to:
   - To add a discussion forum, click the Insert icon for the forum.
   - To add a discussion topic, click the topic.

Why can't students see the Content I posted?

If students indicate that they can’t see a Content Module or Topic that you posted, review the following settings for that Content Module/Topic:
1. From the course homepage, click **Content**.

2. Select the Content module/sub-module from the contents section. If students can't see a content topic, click the topic's context menu and select **Edit Properties**.

3. Click **Add dates and restrictions**.

4. Review the following:
   
   - Ensure that the start and end dates set on the Content Module / Topic are accurate. If there is a start or end date set on the Content module / topic that wasn’t intended, remove the dates filled in the **Start Date** and **End Date** fields so that they are blank.
   
   - Under **Release Conditions**, ensure that the release conditions set on the Content Module / Topic are accurate. If there are release conditions set that weren't intended, remove the release conditions by clicking the **Delete** icon. If the start date, end date, and release conditions are set accurately, and student(s) still can’t view the Content module / topic, then the reason the student(s) cannot view the Content is due to them not having met the release conditions to be able to view the Content.

Why are YouTube videos using Insert Stuff not working/loading? When using the Insert Stuff framework to add a YouTube video/other embedded media in a Content frame, the Firefox internet browser blocks the content because it is unsecure without informing the user that there is an invisible block around where the media should be. This makes it appear as if the insert failed even though the browser is blocking the unsecure content.
To resolve this issue, the URL that is linked from within the Content frames must use https:// and NOT an http:// URL. If the destination site doesn't have an https:// URL, then you might reconsider linking to this content. If it is necessary, ensure that your students know that they need to enable the ability to view unsecure content.

Create an equation

Navigate to the HTML Editor where you want to create an equation.

From the Graphical equation, drop-down list, do one of the following:

To insert a graphical equation, click Graphical equation.

To insert a MathML equation, click MathML equation.

To insert a LaTeX equation, click LaTeX equation.

In the Insert Equation window, enter your equation. Click Insert.

Accessibility with D2L

Web accessibility refers to people with disabilities and their navigation and interact with D2L. Disabilities can vary, some might be physical, such as vision impairments including, but not limited to blindness or low vision, hearing impairment such as being deaf, or fine motor skills difficulty; or cognitive, such as dyslexia or attention deficit disorder. If students have disabilities, they will need some type of assistive technologies to help them navigate through D2L. An assistive technology is any device that helps a person with a disability. Assistive technologies can be modified mice and keyboards, screen readers, and/or screen magnifiers.
For our students at Savannah State University we can only claim Web accessibility when D2L is compatible with assistive technologies that we use on campus or what’s available in our Online Education offered, they must also support accessibility standards, and are easy for people to navigate and understand.

D2L offers web accessibility standards that instructional practices should focus on. Helping our students learn and use assistive technology should not be limited to D2L. There are features in D2L that can be activated and adjusted for students such as screen readers or screen magnifiers, modified keyboard and other settings.

D2L offers the following features for **Screen Readers**
The D2L Learning Suite includes features aimed at improving the usability of the system for students using assistive technology. Design decisions that D2L uses to benefit screen reader students include the following items:

Standard page design. Similar functionality appears in the same place and is accessed in the same way across tools. Unique, contextual link names and button names. Title attributes on links that open the link in a new window. It is recommended that you adjust your screen reader settings to read the title attribute. When this setting is turned on, the screen reader alerts you when a link opens in a new window.

Descriptive alternative text on all system images and graphics. D2L Learning Environment also prompts course designers to include alternative text when uploading images. Table row and column markup and table summaries or captions. Toggle icons, such as show/hide, indicate the state of the control. Skip navigation links and ARIA landmarks so you can skip sections of a page. Account settings that enable you to simplify the layout of many tools. There are specific settings related to
accessibility, including system font and font size, the option to change modal dialogs to windows, and the option to turn off the HTML Editor.

Full keyboard accessibility. The tab order is logical and tab focus is visually indicated. Drag-and-drop and other dynamic interaction features have keyboard alternatives. WAI-ARIA markup for links, context menus, error messages, and confirmation messages to help improve navigation.

Support for browser and assistive technology scaling and contrast options. System content uses styles that you can overwrite using cascading style sheets (CSS); however, the complexity of the system requires detailed style sheets.

Using personal settings with assistive technology
The minibar includes a personal menu with links to tools that store your personal information and settings. To open the personal menu, select the link containing your name. There are three links on the personal menu:

Profile - Edit your shared personal information
Notifications - Set how you receive notifications about activity in your courses
Account Settings - Change display settings for D2L Learning Environment

Logging in to D2L Learning Environment using assistive technology
By default, the Login page for D2L Learning Environment has three form elements: Username, Password, and Log in. The Username field has focus when you enter the page. The Password field and Log in button are the next tab options.

There are two additional options displayed as links:
The Forgot Password link opens a new window where you can request a password reset link. An email containing the link is sent to the email address associated with your username. On Savannah State University, Online Education landing webpage, you are encouraged to use the System Check link that is enabled by your LMS Administrator. The link opens a new page that checks your computer for the minimum requirements for D2L. If you do not meet one of the minimum requirement criteria, a message appears that explains which components need to be updated.

Using keyboard navigation

Certain keyboard keys have specific actions you can use to navigate through D2L. Use the **Tab** key on your keyboard to navigate through the options on a page. Use **Shift+Tab** to return to a previous option. D2L highlights page elements that you can interact with (such as links, fields, and buttons) as you tab through them, which makes it easier for you to complete tasks and select options.

Press **Enter** or **Return** to select a link or button.

Use the **Down Arrow** and **Up Arrow** keys to navigate drop-down lists that have an **Apply** or **Go** button to select the option.

Use **Alt+Down Arrow** keys (Windows and Linux) or **Options+Down Arrow** keys (Mac) to open drop-down lists that do not have an **Apply** or **Go** button, and then use **Up Arrow, Down Arrow, and Enter** keys to select an item from the drop-down list.

Use the **Enter** or **Return** key to open a menu (such as a context menu, an alert, or the course selector list). Then, use the **Tab** or **Enter** key to select a link.

Use the **Space Bar** to select a check box or radio button option.

Use the **Down Arrow** and **Up Arrow** keys to change a radio button option.

Do not use Alt+F4 to close pop-up windows or pages. This action closes your browser window.
Using browser access keys

Different browsers use different keystroke combinations to activate access key shortcuts:

For Internet Explorer 10 or higher: Use Alt + [accesskey] (Windows/Linux), or Control + [Accesskey] (Mac).
For Firefox: Use Alt + Shift + [accesskey] (Windows/Linux) or Control + [Accesskey] (Mac).
For Chrome: Use Alt + [accesskey] (Windows/Linux), or Control + Option + [Accesskey] (Mac).
For Safari: Use Alt + [accesskey] (Windows/Linux), or Control + Option + [Accesskey] (Mac).

Navigating the HTML Editor with a keyboard

There are different keyboard shortcuts that perform different navigation tasks in the HTML Editor:

Use the Tab key and Shift + Tab to navigate through the options in the HTML editor.
Use the Shift + Arrow keys to highlight content in the main area of the editor.
Use the Shift + Alt + Q keys to jump to the top tool menu of the editor.
Use the Shift + Alt + Z keys to jump to the main content area of the editor.
Use the Shift + Alt + X keys to jump to the element path for the editor.

Navigating D2L Capture portal

Use the Tab key and Shift + Tab keys to move through the D2L Capture portal. The first tab stop enables you to Skip over Navigation. The second tab stop displays the controls for playing content in the media player. These player controls also have access key shortcuts:
Press access key 1 to toggle playback.
Press access key 2 to seek reverse.
Press access key 3 to seek forward.
Press access key 4 to increase the volume
Press access key 5 to decrease the volume
Press access key 6 to focus the video.

Within the media player, you can use the **Space Bar** to select an option.

**Accessibility features for low-vision students**

Per D2L some design decisions benefit students with vision impairments who use screen magnifiers, zoom, and color contrast functionality.

Standard page designs provide similar functionality located in the same place and accessed in the same way.

Support for browser and assistive technology scaling and contrast options. System content uses styles that you can overwrite using cascading style sheets (CSS); however, the complexity of the system requires detailed style sheets.

The keyboard provides a fully accessible experience. The tab order is logical and the tab focus is visually distinctive.

Code is compliant to accessibility standards. If your screen magnifier supports basic screen reader features, such as reading the cursor location or navigating by links, you can use these features effectively. Account settings that enable you to simplify the layout of many tools. There are specific settings related to accessibility, including system font and font size, the option to change modal dialogs to windows, and the option to turn off the HTML Editor.

System information is not communicated only by color. All pages meet WCAG 2.0 Level AA requirements for color contrast (except for user-generated content).
Assignments

Set availability and due dates for an assignment submission folder

1. On the navbar, click Assignments.
2. On the Assignment Submission Folders page, from the context menu of the folder you want to set availability and due dates for, click Edit Submission Folder.
3. In the Restrictions tab, select the Has Start Date, Has Due Date, and Has End Date check boxes. Use the provided fields to set your dates.
4. Click Save and Close.

Set release conditions for an assignment submission folder

Release conditions allow you to associate an assignment submission folder with other items in D2L Learning Environment. For example, you can require that students meet some criteria, such as reading a set of lecture notes in Content, before they can submit their work to an assignment submission folder. You can also make submission to the assignment submission folder a criterion for accessing another item, such as a quiz.

1. On the navbar, click Assignments.
2. On the Assignment Submission Folders page, from the context menu of the assignment submission folder you want to set release conditions for, click Edit Submission Folder.
3. In the Restrictions tab, in the Release Conditions area, do one of the following:
   o Click Attach Existing. From the drop-down list, select the check box for any condition you want to attach. Click Attach.
   o Click Create and Attach, then select a Condition Type. Complete any additional Condition Details that appear and click Create.
4. To set how accessing the grade item or category is controlled, from the drop-down list, select if **All conditions must be met** or **Any condition must be met**.

5. Click **Save and Close**.

About assessing assignment submissions
There are several ways you can assess assignment submissions:

- Download user submissions and leave feedback within the files, then upload them back into the appropriate assignment submission folders so they appear as attachments to each user's submission evaluation.
- Evaluate submissions and leave feedback directly on the Evaluate Submission page.
- Evaluate external submissions and leave feedback in an assignment submission folder.
- You can use the Grade Mark functionality to add comments, insert inline text, and highlight sections in file submissions directly in Assignments.
Add feedback and evaluations to assignment submissions

The Evaluate Submission page enables you to evaluate and leave feedback for user submissions. It contains two main sections: The Submissions List panel and the Evaluation panel. Use the Evaluation panel to grade and provide comments on submissions. If you make evaluations directly on the Evaluate Submission page, you can publish feedback immediately or save your feedback as a draft and release it later. This enables you to reread and review evaluations, and publish your feedback to multiple students at the same time.

You also have the option to retract published feedback if you want to provide an update to past evaluations but only want students to access your most recent feedback. You can also annotate students' web and plain text file submissions with the HTML Editor and attach those annotations as part of feedback.

If you use rubrics to assess submissions, you can append the overall rubric feedback to the Submission Feedback field. If the rubric uses points, you can also scale and transfer the overall rubric score to the Submission Score field. Both fields transfer to Grades if the assignment submission folder is associated with a grade item.

If you download user submissions and leave feedback within the files, you can upload them back to the appropriate assignment submission folder so they appear as attachments to each user's submission evaluation. To ensure successful feedback upload and distribution back to students, do not rename the downloaded files' names after you enter feedback and save changes.

1. On the navbar, click Assignments.
2. On the Assignment Submission Folders page, from the context menu of the folder you want to evaluate, click View Submissions.
3. On the Submissions page, do one of the following:
- If you want to return feedback on multiple downloaded submissions at once, click **Add Feedback Files**. Upload your compressed .zip file using the same format that it was downloaded with, then click **Add**.
- If you want to evaluate an individual user, click the **Evaluate** link for their submission. To add evaluations using an attached rubric, on the **Evaluate Submission** page, in the **Evaluation** panel, click the **Assess All Rubrics** icon. Add a **Score** for the submission, and any additional **Feedback**, including text, audio, or video files.

### Email

**Email students in D2L Learning Environment**

To email students using the Email tool

1. On the course home page, click **Email**.
2. Compose your message and add any attachments.
3. Click **Send** or **Save as Draft** to send at a later date.

To email students using the Classlist tool

1. On the course home page, click **Classlist**.
2. Do one of the following:
   1. Click **Send Email** from the context menu of the student you want to contact.
   2. Select the check boxes for every student you want to email, then click **Email**.
3. Compose your message and add any attachments.
4. Click **Send** or **Save as Draft** to send later.
Populating the To, CC, and BCC fields of an email using the Address Book

1. In the **Compose New Message** dialog, click **Address Book**.
2. Select the check box for every user you want to send an email message to, then click **To**, **CC**, or **BCC** to add the selected students to the desired field.
3. Click **Add Recipients**.
4. Compose the message and click **Send**.

**Un-filter your email inbox**

If you cannot see all your email messages, your inbox is currently filtered. To un-filter your inbox, do the following:

- On the course home page, click **Email**.
- From the Filter By drop-down list, select **All Messages**.

**Rubrics**

Types of rubrics

There are two types of rubrics available for use:

- **Holistic Rubrics** - Single criterion rubrics (one-dimensional) used to assess participants' overall achievement on an activity or item based on predefined achievement levels. Holistic rubrics may use a percentages or text only scoring method.

  Rubrics - Two-dimensional rubrics with levels of achievement as columns and assessment criteria as rows. Allows you to assess participants' achievements based on multiple criteria using a single rubric. You can assign different weights (value) to different criteria and include an overall achievement by totaling the criteria.
With analytic rubrics, levels of achievement display in columns and your assessment criteria display in rows. Analytic rubrics may use a points, custom points, or text only scoring method. Points and custom points analytic rubrics may use both text and points to assess performance; with custom points, each criterion may be worth a different number of points. For both points and custom points, an overall score is provided based on the total number of points achieved. The overall score determines whether the activity is achieved.

Create a rubric for a course

You can create holistic and analytic rubrics to use in your course.

1. On the navbar, click Rubrics.
3. In the General area, enter your rubric details.
4. To associate your rubric with Competencies or D2L ePortfolio, in the Advanced Availability section, select the Competencies or D2L ePortfolio check boxes.
5. Click Save.
6. Do one of the following:
   - If you created an analytic rubric, in the Levels and Criteria tab, edit your criteria and levels.
   - If you created a holistic rubric, in the Levels tab, edit your levels.
Edit a rubric

You can only edit a rubric in the org unit where it was created. You cannot edit a rubric that is being used by a Competencies activity or D2L ePortfolio item.

You can edit rubric properties, levels, criterion, and criteria groups.

1. On the navbar, click Rubrics.
2. On the Rubrics page, click on the rubric you want to edit.
3. Make your changes.
4. Do one of the following:
   - If you are in the Properties tab, click Save.
   - If you are in the Levels and Criteria tab, click Close. Your edits save automatically.

Attach a rubric to a discussion topic

To attach a rubric to a discussion topic, you must first create a rubric and set its Status to Published.

1. On the course home page, click Discussions.
2. Click Edit Topic from the context menu of the discussion topic you want to attach a rubric to.
3. In the Assessments tab, click Add Rubric.
4. Select the check box for the rubric you want to attach to the discussion topic.
5. Click Add Selected.
6. Click Save and Close.
Attach a rubric to an Assignments folder

To attach a rubric to an Assignments folder, you must first create a rubric and set its status to **Published**.

1. On the course home page, click **Assignments**.
2. Click **Edit Folder** from the context menu of the dropbox folder you want to attach a rubric to.
3. In the **Properties** tab, click **Add Rubric**.
4. Select the check box for the rubric you want to attach to the dropbox folder.
5. Click **Add Selected**.
6. Click **Save and Close**.

Attach a rubric to a quiz

To attach a rubric to a quiz, you must first create a rubric and set its status **Published**.

1. On the course home page, click **Quizzes**.
2. Click on the quiz you want to associate with a rubric.
3. Under **Assessments**, click **Add Rubric**.
4. Select the check box for the rubric you want to attach to the quiz.
5. Click **Add Selected**.
6. Click **Save and Close**.

Associate rubrics with Competencies and D2L ePortfolio items

You cannot associate a rubric with a Competencies activity or D2L ePortfolio item unless its status is set to **Published**. By default, the status for new rubrics is set to **Draft**. When you are finished creating your rubric you should change the status to **Published** to indicate that it is complete. Only then will you be able to associate the rubric with Competencies and D2L ePortfolio items.
1. On the course home page, click Rubrics.
2. From the context menu of the rubric you want to publish, click Set Status > Published.

**Competencies**

Competencies help track information about the knowledge, skills and abilities students acquire as they participate in courses or other learning experiences. Competencies are an inventory of skills and knowledge, rather than measures of how good students are at something.

Use the Competencies tool to create competency structures to help you assess students' learning outcomes and determine if they have acquired the intended knowledge, skills, and abilities from a learning experience. The transparency and accountability of competency structures have an advantage over traditional grading mechanisms, because they do not mask gaps in learning with general, overall grade averages.

**Overview**

Competency structures are used to track information about the knowledge, skills and abilities students acquire. They can be used to help access learning outcomes, and formalize course and program requirements for accreditation.

A competency structure is a hierarchy composed of three basic elements:

- Competencies
- Learning objectives
- Activities.
Although you can create multiple activities, learning objectives, and competencies within a competency structure, the most fundamental structure must contain at least one competency, one learning objective, and one activity.

**Note** If you share a competency structure with a child org unit, the child org unit must associate its own activities since activities cannot be shared between org units.

Learning objectives are the skills, abilities, or knowledge a person must acquire to become competent in each domain. Create learning objective statements that are directly measurable through related activities. Other vocabulary used to describe learning objectives can include "indicators", "criteria", "requirements", and "learning outcomes".

Activities are the only elements that can be graded in a competency structure. You can use existing tools in Learning Environment to create activities, and you can create external activities such as a concert performance or an oral presentation (these are manual assessment activities).

You can associate activities with relevant learning objectives, and have students complete them so you can evaluate their learning objective achievements. Activities include quizzes, surveys, dropbox folders, discussion topics, grade items, manual assessments, and content.
You can add measurable criteria to the activity and set the assessment method as a requirement to completing the learning objective. If a user's activity assessment meets the minimum required threshold set for that activity (e.g. minimum rubric level score, minimum numeric score), then the user achieves or is on the path to achieving the associated learning objective.

If you create a competency structure as part of a course offering, it is accessible only within that course offering. For example, you can create a competency to represent the entire course, learning objectives to represent specific units, and associate activities to each unit.

You can create competency structures inside org units such as departments, semesters, and the organization to track students’ achievements beyond a course offering. You can also share these competency structures with multiple course offerings and evaluate the competencies and learning objectives within specific child org units. This enables students to complete the competency in stages over time, working on different learning objectives within different courses. If a competency structure is large and complex, acquiring all the knowledge and skills associated with it might involve many learning experiences across several courses.
Create a Competency

From the assessment tab, select Competencies. A competency’s structure always begins with a competency object.

On the Competency Home page, click ▲Competency from the New button.

1. Enter a Name and Description for the competency.

Tip Use a name that clearly identifies the competency.
2. Select the appropriate settings for the remaining properties:

- **Status** Controls whether students can attempt the competency and whether changes can be made to the competency's description and associated elements.
- **Additional Identifier** This field typically refers to a professional or academic standard related to the learning objective.
- **Make competency and its children visible to students** Controls whether course participants can see the competency and its attached learning objectives and activities.
- **Ready for versioning** If set to "Yes", any time a change is made to the competency's definition, the existing version is saved in the database and the version number of the competency increments by 1.
- **Allow re-evaluation of students who have achieved this competency** Controls whether students who completed the competency will have their accomplishment re-evaluated (and possibly revoked) if changes are made to the competency structure after they have achieved it.

3. If you are creating a competency in an org unit above the course offering level, you can click **Add Org Units** to share the competency with org units beneath it.
4. In the Achievement Criteria section, select how students can achieve a competency from the drop-down list. Students can achieve a competency once it is accomplished in any one org unit that shares it, or they can achieve a competency after it is accomplished in all org units where it exists.

5. Click Save.

Create a Learning Objectives

Learning objectives are the things a person needs to learn to acquire a competency. Learning objectives should be a statement that is directly measurable. You incorporate learning objectives into competency structures to help track the knowledge, skills, and abilities students acquire as they participate in courses.

1. On the navbar, click Competencies. On the Competency Home page, from the New button, click Learning Objective.

2. Enter your new learning objective details.
Enter a name, it is a good idea to select a name that identifies the learning objective.

3. If you are ready to allow students access to the learning objective, in the **Ready for evaluation** section, select **Yes**.

Add and Remove Associations

Build and edit competency structures by adding and removing associations between structure elements. Associate a competency structure element with another existing element. The most fundamental structure must contain at least one competency, one learning objective, and one activity. Add associations between these elements to create your competency structure.
1. On the navbar, click 🔍 Competencies.

2. On the Competency Home page, click the element that you want to associate with existing elements.

3. Click 🗂️ Structure.

4. In the Edit Structure tab, do one of the following:
   - Click Add Parent.
   - Click Add Child.

5. Click the element type that you want to associate with your competency structure.

6. Select the check box beside each element that you want to associate and click Add Selected.

Delete a competency

You cannot delete disabled competencies, including competencies with approved or archived statuses and competencies shared to you from another org unit. Deleting a competency element does not delete the entire competency structure. But deleting a competency element will delete students' results for the competency.

1. On the navbar, click 🔍 Competencies.

2. On the Competency Home page, from the More Actions button, click ⚠️ Delete.

3. Select the check boxes beside the competencies you want to delete.

4. Click Delete Selected.
Quizzes

Export quiz grades to grade book

1. On the course home page, click Quizzes.
2. In the quiz that you want to auto-export grades from, do the following:
   1. Associate the quiz with a grade item.
   2. Enable the Allow automatic export to grades check box.
3. Click Save and Close.

Reset quiz attempts for students

1. On the navbar, click Quizzes.
2. On the Manage Quizzes page, from the context menu of the quiz with attempts you want to reset, click Grade.
3. Select the check box for each attempt you want to reset, then click the Reset icon.

Create a quiz report

1. On the navbar, click Quizzes.
2. On the Manage Quizzes page, from the context menu of the quiz you want to create a report for, click Edit.
4. Enter a Report Name.
5. Select your Report Type. Using the check boxes provided, customize your report's output.
6. Select when you want to release the report, and which roles you want to release it to.
7. Click Save.
Grade all user responses without grading individual attempts

1. On the course home page, click \(\text{Quizzes}\).
2. From the context menu of the quiz you want to grade, click \text{Grade}.
3. In the \text{Questions} tab, select \text{Update All Attempts}.
4. Click the quiz question that you want to grade.
5. Enter grades for all respondents in the appropriate \text{Grading Type} field.
6. Click \text{Save}.

Recalculate a quiz after adding more answers that are correct

1. On the course home page, click \(\text{Quizzes}\).
2. In \text{Manage Quizzes}, click \text{Grade} from the context menu of the quiz you want to recalculate.
3. In the \text{Questions} tab, toggle the \text{Update All Attempts} option.
4. In the \text{Questions that are not in the quiz anymore} section, click the question's link.
5. In the \text{Grading Type} area, toggle \text{Give to attempts with answer [New/additional correct answer] [value of the question] points}.
6. Click \text{Save}.

Preview a quiz

The quiz preview option allows you to test the accuracy of content and grading before you release a quiz. In preview, you can answer the questions, view allowed hints, submit the quiz, auto-grade answers, read feedback, and view report results.

1. On the course home page, click \(\text{Quizzes}\).
2. Click \(\text{Preview}\) from the context menu of the quiz you want to preview.
3. If you want to view the quiz with user restrictions enabled, clear the Bypass Restrictions check box.
4. Click Start Quiz!
5. Preview your quiz.
6. To return to Manage Quizzes page, click Exit Preview.

Create a random set of questions for a quiz from the Question Library

1. On the course home page, click Quizzes.
2. Create a new quiz or select an existing quiz to edit it.
3. In the Properties tab, click Add/Edit Questions.
4. From the New button, click Random Section.
5. Enter a Section Name and click Save.
6. Click on the newly created folder.
7. Click Import.
8. Select the Source Section to import this material from (usually Collection Root).
9. In the tree that appears, select which questions to import.
10. Click Save.

Create a quiz with an auto submission

When you create a quiz, go into Restrictions and select the following:

- Enforce a time limit
- Quiz is flagged as late and student is prevented from making further changes

This ensures that students cannot alter their responses at the end of the time limit and serves the same purpose as an auto submit.
**Bonus Marks**

Create bonus marks

To turn a new grade item into a bonus grade

1. On the course home page, click 📊Grades.
2. On the **Manage Grades** page, click **Item** from the New button.
3. On the **New Item** page, select **Numeric**.
4. Fill out the relevant information and click **Save and Close**.

To turn an existing grade item into a bonus grade

1. On the course home page, click 📊Grades.
2. On the **Manage Grades** page, click **Edit Grade Item** from the context menu of the grade item you want to turn into a bonus grade.
3. On the **Edit Item** page, select the **Can Exceed** and **Bonus** check boxes.
4. Click **Save and Close**.

Assign bonus marks to a discussion topic

To assign bonus marks to a discussion topic, you must first create a grade item with bonus marks.

Note: You cannot associate bonus, or other, grade item types with a discussion forum.

1. On the course home page, click 📚Discussions.
2. From the context menu of the discussion topic you want to associate the bonus marks grade item with, click 📝Edit Topic.
3. In the **Assessment** tab, from the **Grade Item** drop-down list, select the item that you have associated with bonus marks.
4. Click **Save and Close**.
Assign bonus marks to an Assignments folder
To assign bonus marks to a dropbox folder, you must first create a grade item with bonus marks.

1. On the course home page, click Assignments.
2. From the context menu of the Assignments folder you want to associate the bonus marks grade item with, click Edit Folder.
3. Select the item that you have associated with bonus marks from the Grade Item drop-down list.
4. Click Save and Close.

Assign bonus marks to a quiz
To assign bonus marks to a quiz, you must first create a grade item with bonus marks.

1. On the course home page, click Quizzes.
2. From the context menu of the quiz you want to associate the bonus marks grade item with, click Edit.
3. In the Assessment tab, from the Grade Item drop-down list, select the item that you have associated with bonus marks.
4. Click Save and Close.

Banner Grades
Banner Grades is an add-on to the D2L Learning Environment Grades tool and Banner Adapter that enables faculty to export final grades from Brightspace Learning Environment to Banner Student Information System (SIS) in near real-time. Banner Grades features include Grade Exchange with Banner by Ellucian for feedback. You can submit calculated or adjusted final grades override a D2L Learning Environment grade prior to submission, and do section by section grade submissions.
You can use D2L Learning Environment Grades tool to export grades to the Banner Grades Student Information System (SIS). The workflow for grades export to the SIS allows you to choose whether to export final or midterm grades.

If you need to record the last date of attendance for students with a failing grade (for example, to comply with a federal requirement), you can enter a **Last Date of Attendance** value when exporting grades to the SIS.

**Note:** Savannah State University has an on-going contract with Ellucian® please contact SSU IT department if you need training.

**Using Banner Grades to export grades**

Export final grades

On the navbar, click **Grades**.

On the **Enter Grades** page, click **Export to SIS**.

On the **Export Grades to SIS** page, do any of the following that apply:

If you can submit midterm grades enabled, in the **Export Grades As** drop-down list you must select **Final**. If you do not select the correct grade book, your students' grades may submit to the wrong grade book in the Banner Grades Student Information System (SIS).

Review students you can grade.

If specialized grading codes (for example, incomplete) are needed, you can override grades. The override grade value does not affect the value stored within the Grades tool.
Click **Export All Grades**. All applicable grades and the last date of attendance (if set) for each learner exports to the SIS. Grades that the SIS has already accepted do not export unless you update them.

On the **Grades Export Status** page, you can leave and return to review the export results later. When the grades export is complete, the status bar is green and the Export Grades submission summary page appears, displaying information about the export. Export information might include, for example, the first and last name of each user with an exported grade, and status and details of the export.

Export midterm grades

1. On the navbar, click **Grades**.

On the **Enter Grades** page, click **Export to SIS**.

On the **Export Grades to SIS** page, do any of the following that apply:

   From the **Export Grades As** drop-down list, select **Midterm**. If you do not select Midterm, learner grades may submit to the wrong grade book in the Banner Grades Student Information System (SIS).

Review students you can grade.

If specialized grading codes (for example, incomplete) are needed, you can override grades. The override grade value does not affect the value stored within the Grades tool.

Click **Export All Grades**. Only midterm grades will export to the SIS. Grades that the SIS has already accepted do not export unless you update them.

On the **Grades Export Status** page, you can leave and return to review the export results later. When the grades export is complete, the status bar is green and the Export Grades submission summary page appears, displaying information about
the export. Export information might include, for example, the first and last name of each user with an exported grade, and status and details of the export.

Export final grades and last dates of attendance

1. On the navbar, click Grades.

On the Enter Grades page, click Export to SIS.

In the Final Grade Check dialog, click Final. A Last Date of Attendance page displays, listing only students with failing grades. If you previously entered a last date of attendance for a learner, that date appears. Otherwise, a default date (1/1/1970) appears.

For a learner with a failing grade, do any of the following:

From the calendar, select a Last Date of Attendance.

To use the current date, click Now.

On the Export Grades to SIS page, do any of the following that apply:

If you can submit midterm grades enabled, in the Export Grades As drop-down list you must leave Final selected. If you do not select the correct grade book, your students' grades may submit to the wrong grade book in the Banner Grades Student Information System (SIS).

Review students you can grade.

If specialized grading codes (for example, incomplete) are needed, you can override grades. The override grade value does not affect the value stored within the Grades tool.

Click Export All Grades. The last date of attendance exports to the SIS. Grades that the SIS has already accepted do not export unless you update them.
On the Grades Export Status page, you can leave and return to review the export results later. When the grades export is complete, the status bar is green and the Export Grades submission summary page appears, displaying information about the export. Export information might include, for example, the first and last name of each user with an exported grade, and status and details of the export.

Export midterm grades and last dates of attendance

1. On the navbar, click Grades.

On the Enter Grades page, click Export to SIS.

If you are required to submit the last date of attendance for students with failing grades, the Last Date of Attendance page may display, listing only those students. If you previously entered a last date of attendance for a learner, that date appears. Otherwise, a default date (1/1/1970) appears.

For a learner with a failing grade, do any of the following:

   From the calendar, select a Last Date of Attendance.

   To use the current date, click Now.

On the Export Grades to SIS page, do any of the following that apply:

   If no students have a failing grade, on the Export Grades to SIS page, from the Export Grades As drop-down list, select Midterm. If you do not select Midterm, your students' grades may submit to the wrong grade book in the Banner Grades Student Information System (SIS).

Review students you can grade.

If specialized grading codes (for example, incomplete) are needed, you can override grades. The override grade value does not affect the value stored within the Grades tool.
<table>
<thead>
<tr>
<th>Concept</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade book</td>
<td>A grade book contains your grading system, grade calculations, grade scheme, grade items, and view and display options. Grade items in your grade book represent all the work that you want to evaluate students on in a course. You can evaluate specific tasks such as assignments, tests, and participation, and you can also create grade items and associate them with course objects such as assignment submission folders and quizzes. You must set up a grade book before you can use the Grades tool. As you plan your grade book, consider:   • Which grade items you plan to evaluate. • Which grading system is most appropriate for your course. • How you will allocate points or weights across grade items. • Which grade items you want to associate with course objects. <strong>Note</strong> that only numeric grade items can be associated with course objects. • If you want to include a milestone grade at least once during the course. • How you want to calculate final grades. Making changes to a grade book's settings and calculation options after you begin tracking students' grades can significantly affect existing data.</td>
</tr>
<tr>
<td>Grading system</td>
<td>The grading system determines how the grade items in your grade book contribute to students’ final grades. There are three options:   • Grade items can count as a percentage of a final grade worth 100%. • Grade items can be worth a certain amount of points that are totaled for a final grade. • You can define a custom formula for how grade items contribute to a final grade.</td>
</tr>
</tbody>
</table>
Grade items
Grade items in your grade book represent all the work that you want to evaluate students on in a course. Grade items can exist independently in your grade book, or you can associate numeric grade items with course objects such as discussions, quizzes, and assignment submission folders. Each grade item has an entry in the grade book, which you assign a grade to for each user. Depending on the grade item type you want to create, grade items can be graded numerically or based on a grade scheme. Remember to check out the video in Section 2.

<table>
<thead>
<tr>
<th>Table Heading</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculated final grade</td>
<td>The final grade calculated by the grade book. You cannot adjust the final grade without adjusting grade item scores.</td>
</tr>
<tr>
<td>Adjusted final grade</td>
<td>You can manually change the final grade calculation without affecting grade item scores.</td>
</tr>
</tbody>
</table>

Click **Export All Grades**.

Only midterm grades will export to the SIS. Grades that the SIS has already accepted do not export unless you update them. On the **Grades Export Status** page, you can leave and return to review the export results later. When the grades export is complete, the status bar is green and the Export Grades submission summary page appears, displaying information about the export (for example, the first and last name of each learner with an exported grade, and status and details of the export).

**Grades**

Create grade categories and items

1. On the course home page, click **Grades**.
2. In the **Manage Grades** area, click **Category** or **Item** from the **New** button.
3. Set the desired preferences and options for the category or item.
4. Click **Save and Close**.
Set the grading system for a course

1. On the course home page, click Grades.
2. Click Settings.
3. In the Calculation Options tab, select the grading system you prefer: Weighted, Points, or Formula.
4. Click Save.

Weighted, points, and formula grading systems

The grading system determines how the grade items in your grade book contribute to students' final grades. There are three options:

- Grade items can count as a percentage of a final grade worth 100%.
- Grade items can be worth a certain amount of points that are totaled for a final grade.

You can define a custom formula for how grade items contribute to a final grade.

The weighted system calculates grade items as a percentage of a final grade worth 100%. The Max. Points you assign to individual grade items can be any value, but their contribution towards the category they belong to and the final grade is the percentage value (weight) assigned to them.

Use the points system when you want the Max. Points assigned to a grade item to be equal to its contribution to the final grade. Final grades are calculated by adding a user's score on all grade items together and dividing by the sum of the Max. Points values. The sum of the Max. Points values for all grade items does not need to equal 100.

For the Formula system, grade items are calculated using the points system, but a formula is used to set conditions around how grade items contribute to the final grade. For example, you could require that students receive at least 50% on their midterm and final exam to pass a course.
Points grading system

Use the points system when you want the Max. Points assigned to a grade item to be equal to its contribution to the final grade. Final grades are calculated by adding a user’s score on all grade items together and dividing by the sum of the Max. Points values. The sum of the Max. Points values for all grade items does not need to equal 100.

With the points system, you do not specify a category’s weight or total points. It is the Max. Points assigned to an individual grade item that counts toward the final grade.

**Tip:** Make sure the Max. Points assigned to grade items reflect how much you want them to be worth. For example, don’t grade each of your 20 homework assignments out of 50 points and then your final exam out of 80 points.

Another option in the point system is to exclude an item from the final grade calculation. This enables you to evaluate a grade category, numeric grade item, select box grade item, or pass/fail grade item without including the grade in students calculated or adjusted final grades. The **Exclude from Final Grade Calculation** check box is available from the **Grading** section of the **New/Edit Item** page and the **New/Edit Category** page.

You can achieve similar functionality in the weighted system by setting the grade item or category’s weight to 0%.

Exclude a grade category or item from the final grade calculation

Excluding an item from the final grade calculation enables you to evaluate a grade category, numeric grade item, select box grade item, or pass/fail grade item without including the grade in students' calculated or adjusted final grades.
Points System

Use the **Exclude from Final Grade Calculation** check box to exclude items and categories while using the Points system.

1. On the course home page, click **Grades**.
2. In the **Manage Grades** area, click on the category or item you want to edit.
3. Select the **Exclude from Final Grade Calculation** check box.
4. Click **Save and Close**.

Weighted System

You can exclude a grade item or category from the final grade calculation in the weighted system by setting the grade item or category's weight to 0%.

1. On the course home page, click **Grades**.
2. In the **Manage Grades** area, click on the category or item you want to edit.
3. In the **Grading** section, add a value of 0 in the **Weight** field.
4. Click **Save and Close**.

Formula System

You can exclude a grade category or item using the Formula system by removing that grade item or category from the formula you will be using to calculate the final grade.

Grades return to null after leaving feedback in the assignment submission folder

This happens because the **Leave Feedback** function in the assignment submission folder has an area where the topic's score can be entered for that specific user's submission. If that assignment submission folder is linked to a grade item, when any
feedback is submitted within the Leave Feedback area, the feedback will overwrite any previously existing feedback or grades for that item in the grade book.

To avoid this issue, enter grades from within the Leave Feedback area for each submission rather than updating in Grades directly.

Another alternative is to enter all feedback from within the Leave Feedback area, save it, and then enter grades for the item in the grade book.

Re-order grade categories and items

1. On the course home page, click Grades.
2. In the Manage Grades area, click Reorder from the More Actions button.
3. Use the numeric drop-down lists beside each grade item or category to sort accordingly. Grade items are nested below underneath their category.
4. Click Save.

Hide grade categories and grade items

On the course home page, click Grades.
In the Manage Grades area, click on the item or category you want to hide.
In the Restrictions tab, select Hide this grade item from the General section.
Click Save and Close.

Set date restrictions for grade categories and items

1. On the course home page, click Grades.
2. In the Manage Grades area, click on the item or category you want to restrict.
3. In the Restrictions tab, select Grade item is visible for a specific date range in the Visibility area and enter your date restrictions. Click Save and Close.
Attach a discussion topic to a grade item

1. On the course home page, click **Discussions**.
2. From the context menu of the discussion topic you want to attach a grade item to, click **Edit Topic**.
3. In the **Assessment** tab, select an existing grade item from the **Grade Item** drop-down list, or click **New Grade Item** to create a new one.
4. Click **Save and Close**.

Attach an assignment submission folder to a grade item

1. On the course home page, click **Assignments**.
2. From the context menu of the assignment submission folder you want to attach a grade item to, click **Edit Folder**.
3. Select an existing grade item from the **Grade Item** drop-down list, or click **New Grade Item** to create a new one.
4. Click **Save and Close**.

Attach a quiz to a grade item

1. On the course home page, click **Quizzes**.
2. Click the quiz you want to associate the grade item with.
3. In the **Assessment** tab, select an existing grade item from the **Grade Item** drop-down list, or click **New Grade Item** to create a new one.
4. Click **Save and Close**.

Delete a grade item associated with a tool

If your grade item has an association, you must first de-associate the grade item from the tool before you can delete it. Here is an example of how to de-associate a grade
item from an assignment submission folder. The same method applies to all other possible grade item associations.

1. On the course home page, click the tool you want to de-associate a grade item from. For example, Assignments.
2. From the context menu of the item you want to edit, click Edit.
3. Depending on the tool, browse in the Properties or Assessment tab for the Grade Item drop-down list, and then select Choose a grade item from the Grade Item drop-down menu.
4. Click Save and Close.
5. From the course navbar, click Grades.
6. In the Manage Grades area, click Delete from the More Actions button.
7. Select the check box for the grade item you want to delete, and then click Delete.

Import grades

You can enter grades in another application and import them into D2L Learning Environment using a CSV or TXT file. You can also create new grade items through an import file by adding a column to the file.

1. On the course home page, click Grades.
2. On the Enter Grades page, click Import.
3. Click Browse.
4. Locate the file you want to import and click Open.
5. Select Create new grade item when an unrecognized item is referenced if you want to be able to create new grade items from the import file.
6. Click Continue.
7. If you are creating new grade items:
1. Select the **Create New Grade Item** check box beside each of the items you want to create.
2. Select a grade item **Type**.
3. Click **Continue**.
4. Fill in the grade items' properties.
5. Click **Continue**.

8. View error and warning messages associated with the import, and click **Continue**.

   **Note:** Fields with errors are not imported.

9. Preview your import and click **Import**.

**File format for importing grades**

The import file must follow a standard format. We recommend that you set up your grade book in D2L Learning Environment even if you want to enter grades in a CSV or TXT file. That way, you can use the Export Grades option to create an appropriately structured file.

The file format is as follows:

<table>
<thead>
<tr>
<th>Field</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Username</td>
<td>A unique name for identifying a user in D2L Learning Environment. You must provide a username or org defined ID (or both).</td>
<td>Patrice Nyatuame</td>
</tr>
<tr>
<td>Org Defined ID</td>
<td>A unique number for identifying a user in D2L Learning Environment. You must provide a username or org defined ID (or both).</td>
<td>20067930</td>
</tr>
<tr>
<td>&lt;Item&gt; Points Grade</td>
<td>Numeric and Pass/Fail grade items should be labeled the grade item name followed by <strong>Points Grade</strong>. Students' grades should be the Points Grade the learner received. For example, 44 points out of a possible 50 points.</td>
<td>44</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>&lt;Item&gt; Grade Symbol</td>
<td>Select box grade items should be labeled the grade item name followed by <strong>Grade Symbol</strong>. Students' grades should be a pre-existing grade scheme symbol. For example, <strong>Very Good</strong>, <strong>Merit</strong>, or <strong>3.5</strong>.</td>
<td>Very Good</td>
</tr>
<tr>
<td>&lt;Item&gt; Text Grade</td>
<td>Text grade items should be labeled the grade item name followed by <strong>Text Grade</strong>. Students' grades can be any text value. Text grade items do not count towards students' final grades.</td>
<td>Perfect Attendance!</td>
</tr>
<tr>
<td>Adjusted Final Grade Numerator</td>
<td>The total points a user achieved in a course. You can enter a user's percentage grade (without the % sign) if you enter the denominator as 100. For example, 84 points out of 100 points or 230 points out of 285 points.</td>
<td>84</td>
</tr>
<tr>
<td>Adjusted Final Grade Denominator</td>
<td>The total possible points available in a course. Enter 100 if you want to record students' percentage grades. For example, _ / 100 points available or _ / 285 points available.</td>
<td>100</td>
</tr>
</tbody>
</table>
End-of-Line Indicator | The last column must be labeled **End-of-Line Indicator** so the system knows when the next set of data begins. The end of each students' line should be indicated with the pound key #.

NOTES

- If you enter a grade value that is greater than the value for the grade item, the grade is capped at the value unless you select the **Can Exceed** check box when setting up the grade item.
- Do not import other options, such as a user's first name, email, or weighted grade.
- To improve performance when importing grades for large classes, only import grade items that have changed and import by group or section when possible.

**LMS Administrator Tip:** Remember to run your grade wizard, this could save you time and frustration.

Export grades

D2L recommends that you set up your grade book in D2L Learning Environment even if you want to enter grades in a CSV or TXT file. You can then use the Export Grades option to create an appropriately structured file.

1. On the navbar, click **Grades**.
2. On the **Enter Grades** page, click **Export**.
3. In the **Export Options** area, do the following:
   - From the **Export Grade Items For** drop-down list, select who you want to export grade items for.
   - Select the **Key Field** you want to use to identify students.
   - Select the **Grade Values** and **User Details** you want to export.
4. In the **Choose Grades to Export** area, select the grade items you want to export.
5. Click **Export to CSV** or **Export to Excel**. A pop-up window appears. Click on the file link to download it.
Final Grades

Adjust final grades for all students

To adjust final grades for all students:

1. On the course home page, click Grades.
2. In the Enter Grades area, click Grade All from the Final Adjusted Grade context menu.
3. Enter the adjusted grades in the Final Adjusted Grade section for each learner, then click Save.
4. Once you have ensured that students' grades are accurate, you can release them. To adjust final grades for one or more specific students:

1. On the course home page, click Grades.
2. In the Enter Grades area, click Grade All from the Final Adjusted Grade context menu.
3. Click Transfer All from the Final Grades context menu, then click Yes.
4. Enter adjusted scores where necessary in the Final Adjusted Grade section and click Save.
5. Once you have ensured that students' grades are accurate, you can release them.

Release final grades

1. On the navbar, click Grades.
2. On the Enter Grades page, from the Final Calculated Grade or Final Adjusted Grade context menu, click Grade All.
3. To release grades for all students, from the Final Grades context menu, click Release All. To release final grades for a specific user, do one of the following:
   o Select the check box by the user name and click the Release/Unreleased link.
   o Select the check box in the Release Final Calculated Grade or Release Final Adjusted Final Grade column.
4. Click Save.

The Final grade is released icon displays in the Final Calculated Grade or Final Adjusted Grade column for any user who has their final grade released. The Final
grade is not released icon displays in the Final Calculated Grade or Final Adjusted Grade column for any user who does not have their final grade released.

Release final grades automatically

1. On the course home page, click Grades.
2. Click Settings.
3. In the Calculation Options tab, select Calculated Final Grade under Release options.
4. Click Save and Close.

Inaccurate final grades

The Final Grades page lists the calculated final grade for each user in your grade book. Final grades might be inaccurate if:

- You did not select the Automatically keep final grades updated option when you set up your grade book.
- There are grade items that you still need to enter grades for.
- You are using formula grade items in a Points-based grading system. Formula grade items do not contribute to the final grade in a points-based or weighted-based grade book.
Calendar - Videos

- Calendar – Introduction
  calendar video by Brightspace

- Create an Event - Instructor
  create an event video by Brightspace

- Searching and Bulk Editing Events
  bulk editing events video by Brightspace

- Calendar Task – Instructor
  calendar task video by Brightspace

- Editing and Managing Events
  editing and managing events video by Brightspace

Competencies Videos

- Overview
  Overview video by Brightspace

- Create a Competency
  Create a Competency video by Brightspace

- Create a Learning Objectives
  Create a Learning Objectives video by Brightspace

- Add and Remove Associations
  Add and Remove Associations video by Brightspace

Content Videos

- Content – Instructor
  Content – Introduction video by Brightspace

- Course Builder
  Course Builder video by Brightspace

- Modules and Topics
  Modules and Topics video by Brightspace
• Managing Content
   Managing Content video by Brightspace

• Instructional Design Wizard - Post Wizard
   Instructional Design Wizard - Post Wizard video by Brightspace

Classlist Videos
• Classlist Overview Instructor
   Classlist Overview Instructor video by Brightspace

• Add a Participant to Your Course
   Add a Participant to Your Course video by Brightspace

• Impersonate a User
   Impersonate a User video by Brightspace

• Contact Students
   Contact Students video by Brightspace

Discussion Videos
• How to Create a Discussion Forum
   Create a Forum video by Brightspace

• How to Create a Discussion Topic
   Discussion Topic video by Brightspace

• Grade a Discussion Topic
   Grade a Discussion Topic video by Brightspace

• Creating Group Discussions
   Create a Group

• How to Embed YouTube Videos into Discussion Topics
   Embed a YouTube video in D2L video by Brightspace

Dropbox Videos
• Creating a New Folder
   Creating a New Folder video by Brightspace
• Create a Submission Folder
  Create a Submission Folder video by Brightspace

• How to Grade and Annotate Dropbox Assignments
  Grading video by Brightspace

Email Video
• Introduction
  Introduction video by Brightspace

Grades - Videos
• Grade Set-up Wizard
  Grade Set-up wizard video by Brightspace

• Understanding the Grades Tools
  Grades Tools video by Brightspace

• How to Create a Grade Item
  Create a New Grade item video by Brightspace

• How to Enter Grades into the Gradebook
  Enter Grades into the Gradebook video by Brightspace

• How to Create a Course Grade Scheme
  Create a Grade Scheme video by Brightspace

• How to Create a Weighted Grade System
  Weighted Grades video by Brightspace

How to Export Grades
• Released and Unreleased Grades Icons
  Released and Unreleased Grades video by Brightspace

Groups - Video
• Groups and Sections Tools
  Groups and Sections Tools video by Brightspace
- Delete a Group or Category
  Delete a Group or Category video by Brightspace

**Intelligent Agents - Videos**

- Introduction
  Introduction video by Brightspace

- Creating Intelligent Agents
  Creating Intelligent Agents video by Brightspace

**News Videos**

- Introduction
  Introduction video by Brightspace

- Managing News Items
  Managing News Items video by Brightspace

**Quizzes - Videos**

- Introduction
  Introduction video by Brightspace

- How to create Quiz Part 1 (Properties tab)
  (Properties tab) video by Brightspace

- How to create Quiz Part 2 (Assessment/Restrictions tab)
  (Assessment/Restrictions tab) video by Brightspace

- How to create Quiz Part 3 (Objectives, Submission Views and Reports)
  Objectives, Submission Views and Reports video by Brightspace

- How to create Quiz Part 4 (Populate with Questions from the Library)
  Populate a Quiz with Questions from Question Library video by Brightspace

- How to create a randomized Question set
  Create a randomized Question set video by Brightspace
• How to give students special access to a quiz
  How to give students special access to a quiz video by Brightspace

**Release Condition Videos**

• Introduction
  Introduction video by Brightspace

• Attach a Release Condition
  Attach a release condition – content video by Brightspace

• Attach a release condition – quiz
  Attach a release condition – quiz video by Brightspace

**Rubrics - Videos**

• Introduction to rubrics
  Introduction video by Brightspace

• Creating a rubric
  Create a Rubric video by Brightspace

• Creating an analytic rubric
  Analytic rubric video by Brightspace

• Creating a holistic rubric
  Holistic rubric video by Brightspace

**Back up materials**

• Import/Export/Copy Components
  Import/Export/Copy Components video by Patrice Nyatuame

• Import an old course
  Import an old course video by Patrice Nyatuame
Applications for Instructors

The applications for instructor’s section will provide faculty with step-by-step instructions on how to use the D2L Learning Management system along with external applications such as Google forms, Flubaroo, Office 365 (Excel Survey) and Office Mix, a plug-in for PowerPoint.

Google Apps Overview

For SSU students you can submit Google Docs to tools in Brightspace Learning Environment also known on campus as D2L. If you cannot access your Google data from the Google Apps widget after previously being able to, contact your LMS Administrator.

You will need to create a Google account, to this this you will need to do the following:

- In the Access Google Apps or Google App widget, click Create your Google Apps Account.
- Click Create Account

You can upload Google document to D2L from the Add a file area in the following tools:

- Content
- Discussions
- Assignments
- Email
- Announcements

You can search the files in your Google Drive using the Search for Files function.
To add a Google document to D2L, do the following:

1. To add a document to a course, click **Content**. Click the module that you want to add content to. In the **New** list, click **Upload Files**.

2. To add a document to a discussion post, click **Discussions**. Click the post that you want to contribute to. Click **Reply** and then click **Add a File**.

3. To submit to a Assignment submission folder, click **Assignments**. Click the folder that you want to submit to. Click **Add a File**.

4. To add a document to an email message, click **Email**. Click **Compose**. In the Attachments section, click **Choose Existing**.

5. To add a document to a Announcements item, click **Announcements**. Click **New Item**. In the Attachments section, click **Add a File**.

6. To submit to an Assignment submission folder, click **Assignments**. Click the folder that you want to submit to. Click **Add a File**.

7. To add a document to a email message, click **Email**. Click **Compose**. In the Attachments section, click **Choose Existing**.

8. To add a document to a Announcements item, click **Announcements**. Click **New Item**. In the Attachments section, click **Add a File**.
You can add your Google documents as artifacts to your Brightspace ePortfolio. You must link your Google Apps account to your organization account to see Google Drive in Brightspace ePortfolio.

1. On the navbar, click ePortfolio.
2. On the My Items page, from the Add button, click File Upload.
3. On the Add a File page, click Google Drive. You can access Google Drive from any location that the Add a File page displays; however, the Google Apps integration must be authorized.
4. Select the check box for the document that you want to add.
5. Click Add.

**Google Forms and Flubaroo**

Flubaroo is a free tool that can be used to grade multiple-choice or fill-in blank assignments and the link can be placed in D2L. First let’s look at Google forms. If you had not created a Google account it is necessary to do that before step 1.

1. Once you have created your account click on the to get to your Google apps. Click on the Google Drive Icon.
2. Under Google Drive, select new and then Google Forms.
Step 1: Create a Quiz
Create a new Google form as shown above. Forms can be short answer, paragraph, multiple choice, checkboxes, dropdown, Linear scale, multiple choice grid and you can add date and time.
If you are not new to Google forms and you want to start from an existing Google Spreadsheet you can create an associated form by clicking “Tools”> “Create a form” from the menu. Once you have created a new form, just add in the questions for your assignment. It is imperative that you identify students so please make the first question first and last name. If you want to email the student please include a field for email, you can also choose in settings to have the form collect email addresses for you.

**Step 2: Create the answer key**
Take the quiz a couple of times using made-up student’s names. Make sure you answer all the correct answer so that you can use submitted quiz as an answer sheet.

**Step 3: View responses and create a spreadsheet**

Once you have created the spreadsheet or viewed responses in Sheets. Go to Add-ons, choose Flubaroo and grade assignment.
Flubaroo will ask you to please select a grading option for each of the questions in the assignment. Flubaroo has done its best to guess the best option for you, but you should check the option for each question yourself.

Flubaroo will ask you to please select which submission should be used as the Answer Key. Typically, this will be a submission made by you. All other submissions will be graded against the Answer Key, so take care to ensure that you select the right one.
Your test has been graded by Flubaroo.

Flubaroo - Grading Complete

A new worksheet called ‘Grades’ has been created. This worksheet contains a grade for each submission and a summary of all grades at the top. The very last row shows the percent of students who got each question correct, with overall low-scoring questions highlighted in orange. Individual students who scored below passing will appear in red font.

How will the Google form link to D2L?
Here’s how:

Step 1: Go to your desired course that you want to insert the Google Form in.

Step 2: Create a Module, give it a title.

Testing 123

Step 3: Select new and create a file, go to the html editor so that you can see the code.

Step 4: Go to your Google Drive, select your spreadsheet, click on form and select embed form in a webpage.

Step 5: Place the code between the two body tags in D2.
Collaborative Documents

When a document is collaborative it means, several authors can work on a document simultaneously. Savannah State University (SSU) uses collaborative documents for many solutions including, but not limited to communications, voting, brainstorming and even accreditation.

Every SSU faculty has an Office 365 account, the username and password is the same as your network credentials. Follow these steps and get to know your Office 365. Through Office 365 Microsoft Office faculty members can share and collaborate with other Office owners by using their Microsoft Office Online account.
Office 365

Office 365 includes Word, Excel, PowerPoint, OneNote, Outlook, Publisher, and Access. The Office 365 is an online app and it works with Office 2013 and higher, and Office 2011 and higher for Mac. Internet is required to use these apps.

Word as a collaborative document

Word is relatively simple to set-up as a collaborative document. Here’s how:
If you need to collaborate with a faculty member cross campus or even out of town you can use real-time co-authoring to see all the changes happen right before your eyes.

Step 1: Go to https://login.microsoft.com/ and login with your network credentials. Save the document to OneDrive or SharePoint Online.

From the list of applications, choose OneDrive. Select New and Word.
Note:
• You can see other editing.
• If you want to track the changes made by other authors, turn on Track Changes and save the document to the server. When you are ready to review the updates from other authors, you can see what has been added to or removed from the document. By using Track Changes, you can decide whether you want to accept or reject those changes.

When you save a document to OneDrive, the document is stored in one location so that you can access from almost anywhere. You can also send a link instead of sending an attachment.

When people make changes, they do it in one place so you don’t have to deal with multiple versions of the document.

1. On the File menu, point to Share, and then click Save to OneDrive.
2. If this is the first time that you have tried to access OneDrive, enter your **Window Live ID** and **Password**, and then click **Sign In**.

3. In the **Save As** box, enter the name of your document.

4. Under **Personal Folders** or **Shared Folders**, click the folder where you want to save the document, and then click **Save**.

5. You have just created your first collaborative document using your Office 365. Keep in mind that you have the power to let others edit or just view.

**Google Docs as a collaborative document**

To create a Google Doc, go to your Google Drive. You will need to have a Google account to access this application. Click "Drive" and you'll see a list of all your current documents.

![Drive Icon](image)

To create a new doc, click on the "File" button, new and select Google Doc. Once you create a new document, you'll see a blank page that looks a little like Word because it has some standard familiar word-processing tools. With Google Docs, your document is stored in the cloud, that means you don't have to worry about saving it to your computer, it auto-saves. To get to your document just open your browser and select your Google Drive.
Just click the share button to share your Google Doc. If you know that someone is not very tech savvy or is new to collaborative document, it might be a good idea to send that person an email with the link to the document.

Like Microsoft Office Word, you can see who is editing the document in real time. You can also get a report changes by selecting “File” menu and choose revision history. Google Docs allows format changes and easy downloads, just go to “File” and select “Download as” to export in different formats.

**Presentations**

As a faculty member at Savannah State University you will be called upon to make presentations on many different occasions as well as in the classroom and/or online. Every computer for faculty and students are equipped with Microsoft Office Suite including, but not limited to Word, PowerPoint, Access, Excel, Publisher and more. The presentations application that are being introduced to you or either free or applications that SSU has secured a licensed for.
I would like to share with you some tips and tricks that have been a proven asset to faculty members on campus. Time saving tips and tricks can help with organization as well as student engagement. Let’s begin with Word. Did you know that you don’t have to copy and paste from Word to PowerPoint? Here are a few methods that can be used in Face-to-Face, Hybrid and especially in an Online environment.

**From Word to PowerPoint**

You might start off using Word when you start creating your PowerPoint presentation, it is a good idea to use Word’s outlining capabilities to incorporate structure and flow. The outline makes it easy to arrange topics and when you want to send to others for review. After you are finished with your outline, you can convert your headings and subheadings into a basic PowerPoint presentation, there will still be some tweaking you might want to do, but the bulk of the work is done for you.

Here we go, to convert the Word document into PowerPoint:

**Step 1:** In PowerPoint, display the dialog box

**Step 2:** Navigate to the folder that contains the Word outline document.

**Step 3:** By default, the Open dialog box will show only the PowerPoint files. To be able to view the Word document, you will need to select all files from the file type list.

**Step 4:** Select the Word document and click Open.

You can also send your document to PowerPoint using your Backstage or “File – Send to PowerPoint.” PowerPoint will take your document and convert it automatically into slides. To see the button to convert your files, do the following:

**Step 1:** Click on “File” – Option to open the Option window

**Step 2:** Click Quick Access Toolbar

**Step 3:** Select “All Commands” under the “Choose Commands From” menu
Step 4: Scroll down through the listed commands until you see “Send to Microsoft PowerPoint”, then click to Add to the Quick Access Toolbar.

Step 5: Click OK in the bottom right hand corner. Now look in the upper left hand corner for a button that will send your document to PowerPoint.

Word will not automatically convert pictures for you, this is something you must do manually.

PowerPoint with Office Mix

Here is a free add-in for PowerPoint that makes this application more interactive. For faculty, this is big, you can record yourself presenting, write on slides and even send to students. This add-in allows you to add voice, video and digital ink. It includes pools, interactive apps, insight, analytics and plays back on any device. Office mix is for educators, consumers and business.

Office Mix has step by step tutorials including an introduction, adding quizzes & Polls, creating & inserting screen recordings, inserting webpages, simulations, understanding built-in Mix Analysis and creating quality audio and video recording. Time to get in the mix!


Here is a video that the SSU LMS Administrator created using PowerPoint Office Mix to send out to new student and faculty to give directions on how to login to D2L from the Savannah State University website.

Link to video sample - Logging in to D2L

Getting Started with Office Mix:
• Launch PowerPoint and click on the Mix Tab
• Click on Screen Recording
• Choose the area that you want to use in your recording
• A count down button will appear, you can begin when you are at the zero mark
• The PowerPoint window will disappear and reveal your desktop.
• You can copy from a website or even a document
• When you are finished, recording select stop by taking your cursor to the top of the window.
• Your recording will appear in the PowerPoint as soon as you click stop.
• You can export your recording to many formats including video.

To insert your recording into D2L, you can upload the file to your OneDrive and share it a link. Go to your desired course, click Content, create a module. Click NEW on the module and create a link. Give your link and name and copy in the URL in the space provide, don’t forget to click the open as an external window button.
SWAY

Sway is a free app from Microsoft Office used to create and share interactive reports, presentations, and personal stories. Sway has a built-in design so there is no need to worry about formatting. The Sway story line is where you do the bulk of your work, you can add text, images, and videos. You create the structure of your story using cards for all your content and on the right side of the screen Sway gives you a preview of what your story will look like. Unlike Word and Google Docs, where there is still some form of manual outlining, with Sway you can emphasis text and use tools so that your text content is styled. Enhancements are represented by stars. I am sure the next questions are, how do I get to Sway, how do I get started and how does this enhance my online learning.

Here we go explorer:
Every Savannah State University faculty member has an Office 365 account; the username and password is the same as your network credentials. Go to https://login.microsoftonline.com/ and login with your credentials. You will see icons representing your applications like the one below. Simply click on Sway to get started.
You will find Tutorials for everything you need neatly tucked away in the right-hand corner of your screen. Sway can be added to D2L by just sharing a link. So, what are you waiting on, let’s get Swaying!

Google Slides
Google Slides is a free online presentation applications that allows you to build presentations right in your browser and the best part for SSU faculty is it’s collaborative. Multiple people like your students or other faculty members can work on the slides at the same time.

- To begin, go the app launcher and click the Google Drive Icon.
- Sign in to your Google drive, once you are on the Google Drive homepage, click New and select Google slides
A new tab will open that reads “Start a new presentation.” You will be prompted to choose a theme for the presentation. You can select one at that time or complete this task later.

Name your presentation. It is a good idea too name your file appropriately for organization purposes. In the top-left corner of the presentation, click one time on the words, “Untitled Presentation” to set the title of the presentation.

To add additional slides and content, under file click the plus button.

If you choose the dropdown button next to the plus sign, it will give you several types of slides.

There are several ways to insert images, you can upload, take a snapshot, copy and paste an image from a website, use a URL, search, Google Drive or your albums.

If you would like to put this presentation into D2L, do the following:

Go to File in your presentation, click on publish to the web.

You can make your content visible by publishing to the web either by link or embed.

For D2L students it is best to use Embed. Click publish and it will give you a code.

Copy the code and now return to your course.

Click on Content to create a module, click New inside your module and choose create a file.
Use the HTML source editor to paste the embed code between the two-body tag.

```html
<!DOCTYPE html>
<html>
<head>
</head>
<body>
<iframe src="https://docs.google.com/presentation/d/1Hox6Daeas3DkgJThw2Ke28TfcoonUFPnaydM1RBCwR0/embed?start=false&loop=false&repeat=false&delay=0" frameborder="0" width="960" height="569" allowfullscreen="true" mozallowfullscreen="true" webkitallowfullscreen="true"></iframe>
</body>
</html>
```
Accessibility Programs

The Rehabilitation Act of 1973

In 1973, the Rehabilitation Act was enacted, describing the rights of individuals with disabilities to a fair and equal opportunity for education. It was Section 504 of this document which directly affected higher educational institutions, by saying: “No otherwise qualified person with a disability in the United States shall, solely based on disability, be denied access to, or the benefit of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance.”

There are Microsoft products that have accessibility features for low vision or colorblindness that make it easier for you or a student to see the computer better. Windows can offer information by audio or touch rather than by display.

The Ease of Access Center is where you can set up all the accessibility settings and programs available in Windows, and "get recommendations" for suggested settings to fit your individual vision needs and preferences.

After you log on, you can open the Ease of Access Center by pressing the Windows logo key+U.
On a touch-enabled device, swipe in from the right edge of the screen, and then tap **Search**. Enter **Ease of Access Center** in the search box, tap or click **Settings**, and then tap or click **Ease of Access Center** in the results.

<table>
<thead>
<tr>
<th>Settings</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Home</td>
<td></td>
</tr>
<tr>
<td>Find a setting</td>
<td></td>
</tr>
<tr>
<td>Ease of Access</td>
<td></td>
</tr>
<tr>
<td>Narrator</td>
<td></td>
</tr>
<tr>
<td>Off</td>
<td></td>
</tr>
<tr>
<td>Magnifier</td>
<td></td>
</tr>
<tr>
<td>High contrast</td>
<td></td>
</tr>
<tr>
<td>Closed captions</td>
<td></td>
</tr>
<tr>
<td>Keyboard</td>
<td></td>
</tr>
<tr>
<td>Mouse</td>
<td></td>
</tr>
<tr>
<td>Other options</td>
<td></td>
</tr>
</tbody>
</table>

**Hear text and controls on the screen**

Narrator is a screen reader that reads all the elements on screen, like text and buttons.

**Narrator**

To turn Narrator off with a touchscreen, tap the Narrator slider, and then double-tap anywhere on the screen.

**Start Narrator automatically**

Voice

Choose a voice

Microsoft David Mobile - English (United States)

**Speed**

**Pitch**

**Intonation-Pauses**

**On**

Some voices do not support this setting.

**Sounds you hear**

Read hints for controls and buttons

**On**

Characters you type
All the Windows accessibility options that help people with vision impairments are grouped under **Make the computer easier to see**, and one designed for people who are blind is named **Use the computer without a display**. You can choose a High Contrast theme, turn on Narrator and Magnifier, change the size of text and icons, set the thickness of the blinking cursor, turn off unnecessary animations, remove background images, set up text-to-speech, and turn on audio descriptions.
Magnify your screen

Magnifier enlarges portions of the screen making it easier to view text and images and to see the whole screen more easily. You have the choice of viewing with Magnifier using the full screen, or just a portion, and you can move Magnifier where you want it on your desktop. You can magnify up to 16 times the original size and choose to track what you magnify by movement of your mouse, the keyboard, or text editing.

To open Magnifier quickly, press the Windows logo key + Plus (+). While active, use the Windows logo key + Plus (+) or Windows logo key + Minus (-) to zoom the magnified window in or out.

Start screen with Magnifier window at 200% magnification.

High Contrast

High Contrast is a feature used to heighten the color contrast of some text and images on your computer screen.

1. Under Choose a theme, select a high contrast theme from the drop-down menu, and then select Apply.
2. To turn off high contrast mode, select None from the drop-down menu, and then select Apply.
3. To turn high contrast mode on or off from the sign-in screen, select the Ease of Access button in the lower-right corner and choose High Contrast.
4. To turn high contrast on or off from the keyboard, press **left Alt+left Shift+Print Screen.**

Mouse More Visible

- Make your mouse more visible by changing the color and size of the mouse pointer. Select the **Start** button, then select **Settings > Ease of Access > Mouse**.

- By adding pointer trails you can see where the mouse is moving on the screen. Select the **Start** button, then select **Settings > Devices > Mouse & touchpad > Additional mouse options**. In the **Mouse Properties** window, select the **Pointer Options** tab, and then **Display pointer trails**.

- You can also have Windows show visual feedback when you touch the screen. Select the **Start** button, then select **Settings > Ease of Access > Other options**, and then select the toggle under **Show visual feedback when I touch the screen**.
Narrator
Narrator is the built-in screen reader that reads text on your screen aloud and describes events, such as notifications or calendar appointments, so you can use your PC with partial or no vision. To start or stop Narrator, press the Windows logo key + Enter.

Make Items on the Desktop Larger
Open Screen Resolution by swiping in from the right edge of the screen, tapping Search (or if you’re using a mouse, pointing to the upper-right corner of the screen, moving the mouse pointer down, and then clicking Search), entering Make text larger in the search box, and then tapping or clicking Make text and other items larger or smaller. Then drag the slider until the items in the preview image are the size you want them to be. Tap or click Apply. You’ll see the change the next time you sign in to Windows.

Change only the text size
You can also change the text size for specific items in Windows, like window title bars or tooltips, without changing the size of anything else on the desktop.
In the **Display** dialog box under **Change only the text size**, choose the item you’d like to change and pick a text size. If you want the text to be bold, select the **Bold** check box.

Narrator, a basic screen reader that reads aloud the text that appears on screen and describes events such as error messages, was redesigned in Windows 8 to be substantially faster and to support many new features. Whether you’re an individual who is blind, has low vision, or, are fully sighted, you will be able to use Windows 8 from the first time you start your device.

By default, on touch-only devices, Narrator can be launched by simply holding down the **Windows logo button** and pressing the **Volume Up** button (to stop Narrator from reading, tap once with two fingers). After Narrator is running, you can use Narrator’s built-in touch commands to explore the screen and control your device.

There are also some new configuration options for Narrator in Windows 8 and Windows RT. You can select one of several voices, change the speed at which Narrator speaks, create customizable keyboard commands, and specify many other settings to suit your preferences.
Read Mode

Use the new Read Mode in Word 2013 for a distraction-free reading experience. Read Mode hides most of the buttons and tools so you can get absorbed in your reading without distractions. To open Read Mode, press ALT+W, and then press F. To move from page to page in a document, do one of the following:

- Click the arrows on the left and right sides of the pages.
- Press page down and page up or the spacebar and backspace on the keyboard. You can also use the arrow keys or the scroll wheel on your mouse.
- If you’re on a touch device, swipe left or right with your finger.

Also, while in Read Mode you can double-click a picture to get an enlarged view. Click outside the image to return to reading.

Document in Read Mode of Office 2013

Text-to-speech

Text-to-speech (TTS) is the ability of your computer to play back written text as spoken words. Depending upon your configuration and installed TTS engines, you can hear most text that appears on your screen in Word 2013, Outlook 2013, PowerPoint 2013, and OneNote 2013.
Add Speak to the Quick Access Toolbar

You can add the Speak command to your Quick Access Toolbar by doing the following:

1. Next to the Quick Access Toolbar, click **Customize Quick Access Toolbar**.
2. Click **More Commands**.
3. In the Choose commands from list, select **All Commands**.
4. Scroll down to the **Speak command**, select it, and then click **Add**.
5. Click **OK**.
6. When you want to use the text-to-speech command, click the icon on the Quick Access Toolbar.

![Word Options dialog box where the Speak command is selected to add to the Quick Access Toolbar](image)
Make Office documents, presentations, and spreadsheets more accessible

Several accessibility options in Microsoft Office products can help you as the content author make your documents, spreadsheets, and presentations easier for people with vision impairments to interact with.

Accessibility Checker

Word 2013, Excel 2013, and PowerPoint 2013 include an Accessibility Checker that helps students create more accessible content. By identifying areas that might be challenging for students with disabilities to view or use, and providing a task pane to review those areas, students can fix potential problems with their content before finalizing.
Webpages

For better visibility of webpages, you can change the fonts, font sizes, text, and background colors, or zoom in on a webpage to enlarge it, or zoom out to see more of the page on screen.

Zoom in on a webpage

Make everything on a webpage easier to see by zooming in or enlarging the whole page, including images and text. You can zoom from 10% to 1000%. With a webpage open in Internet Explorer, press Ctrl+Plus sign (+) to zoom in, or Ctrl+Minus sign (-) to zoom out.
Or, open Internet Explorer for the desktop, swipe in from the upper right edge of the screen, and tap or click **Settings** (if you’re using a mouse, point to the lower-right corner of the screen, move the mouse pointer up, and then click **Settings**). Tap or click **Options**, and then under **Appearance**, move the **Zoom** slider to increase or decrease zoom.

*Use the Zoom slider in Internet Options to increase the size of everything on a webpage*

*To zoom in or out on a webpage in the desktop*
While viewing your Internet Explorer window from the desktop, select the Tools icon at the top of the window, select Zoom, and then select Zoom in, Zoom out, or the desired percentage. You can also select Custom to set a percentage up to 1000 percent.

*Tools button in Internet Explorer 11*

*Internet Options Tools menu open to Zoom level options*

Make text larger or smaller
You can increase or decrease the font size on a webpage to make it more legible in Internet Explorer for the desktop.

To change the text size, open Internet Explorer for the desktop. Then press the Alt key to display the menu bar. Tap or click **View**, and then tap or click **Text size**. You can choose to make text larger or smaller than the size on the screen.

*Webpage open on the desktop with View menu open and Text size: Medium selected*

Change the font size, formatting, and screen colors
To make webpages easier to see, you can change the font type and size, and the foreground and background colors that are used to display webpages. You can also specify the color used for links in webpages and override colors used on webpages.

With an Internet Explorer window open on the desktop, tap or click **Internet Options** from the **Tools** menu.

Then, click one of the buttons at the bottom of the dialog box:

- **Fonts**—to change the font type and size used on webpages
- **Colors**—to change the font colors used on webpages
- **Accessibility**—to make Internet Explorer ignore colors, font styles, and font sizes used on webpages, or to format webpages by using your own style sheet

*Internet Options dialog box showing the Colors, Fonts, and Accessibility buttons*

**Change the font, formatting, and colors on pages**

Clicking the **Fonts** button opens the **Fonts** dialog box. There you can choose the fonts you want to use.
Fonts dialog box with font preferences selected

Choose website colors

Clicking the Colors button opens the Colors dialog box.
There, for each color that you want to change, tap or click the color box, and then choose from the available options.

*Colors dialog box with webpage color preferences selected*

**To override all font and color settings for websites**

Clicking the **Accessibility** button opens the **Accessibility** dialog box. There you can override all font and color settings for websites by selecting the check boxes for the following:

- Ignore colors specified on webpages
- Ignore font styles specified on webpages
- Ignore font sizes specified on webpages

*Accessibility dialog box with Formatting options and style sheets selected*
NVDA

NVDA has been designed by a blind software engineering graduate, James Teh, for use with Windows computers. This free and open source screen reader has a synthetic voice that reads whatever the cursor hovers over, and can be used directly from a USB stick, making it ideal for students.

Serotek System Access

This downloadable and complete screen reader can be used even outside your browser, thus making it one of the quickest ways of getting a screen reader up and running on your system. Serotek offers extended versions for a fee, although it is much cheaper than other screen readers.

Apple VoiceOver

Apple VoiceOver includes options to magnify, keyboard control and verbal descriptions in English to describe what is happening on screen. It also reads aloud file content as well as web pages, E-mail messages and word processing files whilst providing a relatively accurate narrative of the user’s workspace. This covers a wide array of keyboard commands that enable user navigation of the Mac OS X interface.

**Communication**

Savannah State University uses several communication tools for conferencing and calling. Skype for Business and Google Hangouts.

*Training Guide for Skype for Business*
Forward your phone calls

What if calls to go to your Voice Web or to your

cell phone or a Hotel
room phone?

1. In the lower left of the Business window, click Call Forwarding
   button.
2. Select Forward Calls To.
3. Select New Number or Contact. Choose a contact
   or type a number in the Forward Calls old.

Turn off call forwarding

Which Skype should I use?

Skype for Business is for call

Skype is for conn-ebg... In your Office, we conn-ebg with ctasons while

Start a call

1. Hover on a contact's
   until the menu appears.
2. Click the Phone
   button.

Start a conference call

1. In your Contacts.
2. Right-click of the
   selected names.
3. Click Skype CML.
Training Guide for **Google Hangouts**

How Google Hangouts works:

1. Access Google Hangouts your Google Drive

There are lots of different platforms on which you can use Google Hangouts! You can install it as an app on your smart phone or tablet computer, or add it as an extension to your favorite Internet browser. You can also use a desktop client for it.

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**Answer a call**

When someone calls you, an alert pops up in the lower-right of your screen:

- To answer the call, click anywhere on the photo area.
- To reject the call, click **Ignore**.
- To start an instant messaging (IM) conversation with the caller instead of an audio call, click **Options**, and then **Reply by IM**.
- To reject the call and other calls, until you change your status click **Options**, and then **Set to Do not Disturb**.

---

**Add audio to an IM conversation**

In the conversation window, click the **Phone** button.

---

**Invite more people to a call**

1. In the Meeting pane, click ![Invite More People](image)
   or, in the Participants pane, click ![Invite More People](image)

2. Select or multi-select (Ctrl-click) from your contacts, or type someone’s name or phone number in the Search field, then select them from the results. Click **OK**.
   Your new invitees receive a request to join your call.

---

**Use audio call controls**

During a call, point to the buttons to do the following:

- To put the call on hold, click the **Hold** button.
- To mute your audio, click the **Mic** button in the conversation window.
- If call transferring is available for your account, click the **Transfer** button, and select the number you want.
- To hang up, click the **Phone** button in the conversation window.
(if you have the Google Chrome web browser), or use the version that comes built-in to every Gmail account!

2. Google Hangouts is free to get; you just need a Google account. Google Hangouts is free to download and install for whatever you want to use it on. Plus, you can use it with a Google account... so if you already use a service like Gmail or Google Drive, you're already pretty much set to use Google Hangouts!

3. Share text messages, pictures, and more with your Google contacts.

4. Have some face time with your Google contacts via live video chat.
If you have a special camera attached to (or built into) your computer or mobile device, you can also have a face-to-face conversation with one or more of your Google Hangouts contacts via a live video feed. You can even invite other people to the discussion (contacts or otherwise), or share what your computer screen.

**Designing Your Course**

**Dr. Robert Gagne’s Nine Steps of Instruction - Student Motivation**

**Background:**
A related strategy for key design steps in the creation of the professional development manual is Dr. Robert Gagne’s Nine Steps of Instruction, a framework for an effective learning process.

Below you will find a sample lesson that can be used as a guide to Dr. Gagne’s Nine Steps of Instruction. We will look at Savannah State University First-Year Experience course described as a course for building a strong foundation for college success. The content of the course includes a wealth of information, resources and support designed to help students become active students and well-informed members of the university community. From setting goals, to managing money, to thriving in the classroom, this course focuses on the knowledge and skills SSU students need to be successful members of the Tiger family. This course is required for all students as part of the general education “core” curriculum.

The first step according to Dr. Gagne’s Nine Steps of Instruction is to grab the learner’s attention so that they become involved in the process. A good way to create an attention getter is by using various tools such as video that tells a story, uploaded graphics that provide demonstration and/or text and simulation for problem solving.
**Suggestion:** A good way to start a First-Year Experience at Savannah State University (SSU) is to find out how much a student already knows about the institution that they are attending. Create an introduction quiz about SSU’s history. Insert a video to grab the learner’s attention. For instructions on creating a Google Form, please go to Applications for Instructors and see Google Forms and Flubaroo in this manual.

Here’s a shareable link: SSU Assessment Quiz
Please feel free to use this link as a guide when constructing your questions for your quiz.

The second step is to provide a learning objective that allows the learner to organize their thoughts on the way they learn and perform. This key design component can be integrated in the cuing the learner on the overall goal of the instructions and provide students choices in presentations, discussion, and/or projects.

**Suggestion:** A good way to allow the learner to organize their thoughts is by way of dialog. Create a Forum on the Discussion board in your course in D2L. For information on how to create a Discussion in your course, see Create a discussion forum in this manual.

**Discussion:** Have your students to compare their answers with the SSU History on the Savannah State University website: http://www.savannahstate.edu/prospective-student/history.shtml. Suggest that they reflect on their score from your quiz, but do not share, instead share in the discussion by creating a new thread the following:

M What was **most** important?
A What do you **agree** with?
N What do you **not** agree with?
I What was most **Interesting**?

C What was **confusing**?

**Note:** Dr. John Curry, Ph.D. Instructional Technology, employed at Morehead State University is the creator of the MANIC. For more details click on the YouTube video below:

https://youtu.be/dte76aM27iw

The third step is to stimulate recall of prior knowledge where the learner can use two important learning processes: retrieval process and scaffolding. This key component can be supported by adding a practice exercise and building on what the student already knows.

**Suggestion:** Based on what the student already knows from the initial quiz and reading the Savannah State University website, have students to construct a timeline of Savannah State University history and research another historical event after 1996 to add to the timeline that they feel might be most important.

Give students options on how to construct the timeline such converting from a Word Outline to PowerPoint, using SmartArt in Word, etc. For information on how to build a PowerPoint from a Microsoft Word outline see [Presentations – From Word to PowerPoint](#) included in this manual.

**Sample:**

- Founded in 1890
- Located in Athens 1891
- Major Richard R. Wright Sr. served as president from 1891-1921.
- Full-time degree granting institution in 1928
- The school became Savannah State College in 1996
Historical Information after 1996:
SSU doubled its enrollment from 2001-2011, Savannah State is now home to an increasingly diverse student body of more than 4,900. Under the leadership of the 13th President Cheryl Davenport Dozier since May 2011

Beginning in fall 2013, the groundbreaking program in global logistics and international business program was added. It will support continued growth of the port of Savannah and of the coastal region.

In 2013, the School of Teacher Education received official notice from the Georgia Professional Standards Commission that it has met all standards to move forth with preparation of middle and high school teachers in the areas of biology, mathematics and technology education.

The fourth step emphasizes how information is presented that deals with sequence and chunking to avoid cognitive overload. It is important to give feedback on individualized task so that there is no cognitive overload.
**Suggestion:** By using Google forms the result of each student’s test is emailed. In the discussion forum, you can give each student feedback so that they can have a point of reference of what they did correctly and what can be improved upon. Have students to pick one important fact about SSU history and write a brief paragraph on what historical reference means to them.

The fifth step deals with providing guidance for learning. It is important to provide key elements on essentially teaching students how to learn.

**Suggestion:** Ask students to reflect on the lessons and activities that they have completed so far. Recap their choices such as: Watching a video and retaining information from the first assignment. Creating a new thread in the discussion forum, creating a timeline using graphics and/or presentation or responding by audio, video or print. Have students to upload to a dropbox. For information on how to use your Dropbox, refer to [Dropbox Videos](#).

The sixth step is based on elicit performance in other words practice by letting the learner do something with newly acquired behavior, skills, knowledge. Students can be guided to try new applications that can be expanded by layers of learning and prior knowledge on older versions of the same software.

**Suggestion:** Encourage students to construct their own introduction quiz using Google forms for their classmates based on what they have learned and their research.

The seventh step is to provide feedback. Within D2L there are many feedback features including written comments, annotations, audio and video remarks.

1. Click Dropbox from the navigation bar.
2. Click the title of the dropbox you would like to review.
3. A list of students and their submissions will be listed.
4. Click the Grade and Leave Feedback on the right side of the screen under the submission date.

Robert Gagne (1985) eighth step is assess performance, D2L is fully designed with application, rubrics and completed monitoring scores to ensure that the students have learned and can determine their level of expertise or need for improvement.

**Suggestion: Use an Analytic Rubrics**

Two-dimensional rubrics with levels of achievement as columns and assessment criteria as rows, allows you to assess participants' achievements based on multiple criteria using a single rubric. You can assign different weights (value) to different criteria and include an overall achievement by totaling the criteria. With analytic rubrics, levels of achievement display in columns and your assessment criteria display in rows. Analytic rubrics may use a points, custom points, or text only scoring method. Points and custom points analytic rubrics may use both text and points to assess performance; with custom points, each criterion may be worth a different number of points. For both points and custom points an overall score is provided based on the total number of points achieved. The overall score determines whether the activity is achieved.

Robert Gagne (1985) final step, “Enhance Retention,” and “Transfer” that informs the students about similar problems situations and provide additional practice. Helpful links can be added to this module under content so that students who might require or want more practice in certain areas without penalty can use prior knowledge to move to the next steps.
Suggestion:

- Students can learn about the city of Savannah; this would be especially useful if the student is from another state.
- Students can learn their way around their own campus.
- Students can learn the history about the buildings on campus

**Dr. Charles Reigeluth’s Elaboration Theory - Organizing and Sequencing**

According to Dr. Charles Reigeluth’s Elaboration Theory, training should be ordered in increasing order of difficulty for optimal learning. For example, when teaching a practical task, the simplest version of the task is first; then succeeding lessons are presented until all lesson are taught in completion. A key idea of elaboration theory is that the learner needs to develop a meaningful context into which subsequent ideas and skills can be assimilated.

Reigeluth uses the analogy of a zoom lens, a person would begin by looking at the major part of the picture and how it is connected to other parts.

The Elaboration theory offers seven major strategy components: (1) an elaborative sequence, (2) learning prerequisite sequences, (3) summary, (4) synthesis, (5) analogies, (6) cognitive strategies, and (7) learner control. The first component is the most critical as far as the elaboration theory is concerned. The elaborative sequence is defined as a simple to complex sequence in which the first lesson demonstrates the ideas and skills that follow. Demonstrating should be done based on a single type of content such as: concepts, procedures, and/or principles, although two or more types may be elaborated simultaneously, and should involve the learning of just a few fundamental or representative ideas or skills at the application level.
This lesson is based on the Elaboration Design that begins with an overview of D2L. This course is designed for faculty members when giving guidance to students who are new to D2L navigation.

**Step 1:** simple to complex procedure

**Suggestion:** Have students to go to the Savannah State University webpage, click on Academics then select D2L login. On the login page, type in their username and password. This page includes several widgets, new, welcome, home, select a course, surveys, calendar, SRS, Galileo, maintenance, and eCore. Now have students explore their course page, on the right-hand side of your page they will see their current courses hyperlinked in blue, click on one of their courses. On this page, they will see several more widgets, content, library, assessment, communications, resources and design, smartthinking and livetext.

**Step 2:** Organizing the content in the first level

**Suggestion for organizing:**

1. Please use the following URL to access the SSU website
   - www.savannahstate.edu

2. Once login to the website do the following:
   - Locate Academics, then select it
   - Now locate D2L login and select it
3. One you are at the login page, you ready to do the following:
   
a. Type in your username: (your username is the first part of your email)

b. Now type in your password (your password is your birthdate, 2-digit month day and year.

Step 3: “Summarization,” the within-set deals with all that has been learned so far in a lesson.

Suggestion: Now that they have successfully logged-in, they can continue to their course page, please review the initial steps for logging-in by taking a short orientation quiz.

Step 4: Synthesize,” is the step that integrates and interrelates the ideas that are taught so far.

Instructions: Now that they are familiar with logging into the D2L system. Have students try it from beginning to end without any reminders, this will guarantee that you can access your account from anywhere, anytime, anyplace where there is internet service.

Suggestion: Create a module entitled, “Test your Knowledge.”

Associate the module with a Dropbox, so that student can submit their ideas using D2L. This is one way students can get a brief introduction to D2L navigation.
Step 5: “Analogy,” is a familiar idea or concept to introduce or define a new idea.

Instructions: Ask students what new ideas they can come up with to help their peers log into D2L with ease? There are several tools they can use in D2L, such as video, audio or maybe an avatar. Share your thoughts. See Presentations in this manual for additional ideas.

Step 6: Two cognitive-strategy activators, imbedded uses pictures, diagrams, and analogies. Detached causes the learner to employ a previously acquired cognitive skill.

Suggestion: As students begin to move from step 5 to step 6, encourage them to be progressive from their original idea and begin to add to it from a graphical standpoint, think about buttons or graphics that you could incorporate in conjunction with multimedia. What would that look like? Encourage them to get their creative juices flowing. Remember there are many graphic tools that can use to get creative including external applications such as the Microsoft suite, Google and online pictures.

Step 7: The elaboration theory asserts that learner control focus on the learner’s freedom to control selection and sequencing of instructional elements: content, rate, components, and cognitive strategies.

Instructions: After all the steps students, have taken to log-in, have students ask themselves how did they do. Time for a self-check. Have students create a checklist.
The quiz should not be graded, it is a self-check, so students will be introduced to D2L navigation at the beginning of the semester.

**Dr. M. David Merrill’s First Principles of Instruction - Promoting Learning**

According to Dr. Merrill (2002), the first principles of learning is promoted when students are engaged in solving problems and task. Faculty will guide students to solve real world problems and tasks that are relevant to themselves. The learner should be able to see the result of their learning experience through D2L grade feedback, dropbox or in the discussion folder. Trainers and/or workshop leaders are encouraged to use a rubric for instructions.

Dr. Merrill’s (2002) First Principles of Instruction instrument and design example.

**Principle 1:** Learning is promoted when students are engaged in solving problems and task.

This course example is a workshop designed for Savannah State University faculty and staff who will be using the Brightspace (D2L) for online, hybrid, or face-to-face courses. The professional development manual is created as a guide designed to support faculty after the training session.

**Suggestions for Instructions:** Instruct students that they will complete the following task by outlining key components of a well-designed online course in D2L. The link
can be placed in the dropbox, and/or discussion board. **Task/Module:**

**Well-Designed Online Course**

Dr. Merrill further suggests that learning is promoted when existing knowledge is retrieved or activated as a foundation for the new knowledge or learning. Faculty members will be instructed to provide information that will introduce students to modules. Students can move forward to the next level of learning when prior knowledge is activated. The learner will be encouraged to include perceptive structure to help organize new information and provide self-confidence by creating a curriculum map to see how each assignment is scaffolded.

**Principle 2:** Learning is promoted when existing knowledge is retrieved or activated.

**Suggestion for Instructions:** Ask the learner to reflect on their prior knowledge in working with D2L, name a task that they would like to do better or improve upon. Write one task that they perform in D2L that they would like to know more about and/or perform better. When the learner has completed this task, please upload to the dropbox as a collaborative document so it can be shared with others. **Task**

**Orientation Form**

Merrill’s third principle, entitled “Demonstration,” is where students are given tasks to gain new knowledge and are able to see what they have learned through completed tasks within the creation of modules, completed assignments, and/or a working experiment by linking new knowledge to current knowledge. This will
include collaborative tools that allow group work, interaction as well as an opportunity to access visualization and media content relative to presented processes.

**Principle 3:** “Demonstration”

*Instructions:* Retrieve the document that you have created from your dropbox. Share the document with one of your colleagues. Please ask your partner to share ideas on make improvements to your current task in D2L.

The fourth principle, “Application,” states that learning is promoted when knowledge is applied. Learner can be offered an opportunity to read assignments in D2L and gain new knowledge that can be transferred to new tasks. Immediate feedback can be given through paging, smart phone, and the D2L account home page.

**Principle 4:** “Application”

*Suggestion for Instructions:* Now that the learner has worked with their partner on improvements, it is now time to try it on an individual basis. Go to the Savannah State University website: [www.savannahstate.edu](http://www.savannahstate.edu)

Click on Academics, select D2L login, type in your Username and Password. You will find a Sandbox course entitled, “Testing,” use this space to try your improvements. You may also view your changes on your smartphone or tablet by logging into your account.

The fifth principle, “Integration,” suggests that learning is promoted when new knowledge is integrated into the learner’s everyday world. Allow students to
reflect, discuss, and transfer new knowledge by using familiar activities and features within the D2L environment in the discussion board and in collaborative documents.

**Principle 5: “Integration”**

*Suggestion for Instructions:* Now that the learner has received new knowledge it is time to put it all together. Create your improvement module for your students in D2L. Remember all the steps that you have taken to master this task, your students will need the same guidance. Your steps are saved in your D2L account so please, reflect, discuss and transfer that new knowledge to new tasks and students.
Definitions – Resource Page

Announcements – The Announcements tool enables you to communicate updates, changes, and new information to your students quickly and effectively.

Assignments – The Assignments tool is an e-solution that streamlines the submission process. It enables assignment submission directly to the Learning Environment, eliminating the need to mail, fax, or email assignments.

Attendance – The Attendance tool allows you to track your students’ attendance in class sessions.

Calendar – Use the Calendar tool to arrange and visualize your course events in multiple views and enable integration of course content and your Calendar.

Chat – Chats enable students and instructors to interact with each other in real time.

Checklist – A checklist is a way to highlight important or required assignments, readings, or other items students need to complete.

Classlist – The Classlist tool is used to view those students enrolled in your course, to identify who is currently working online and contact those students via email and the pager tool (instant messages).

Competencies – The Competencies tool enables you to assess learning outcomes and determine whether students have acquired the knowledge, skills or abilities a learning experience is supposed to provide. Competencies track information about the knowledge, skills and abilities that the people in your organization acquire as they participate in courses or other learning experiences.

Completion Tracking – Completion tracking is a feature in Content that allows students to see their progress in completing their coursework.

Content – The Content tool is used to create, edit, and organize course materials such as syllabi, lecture notes, video, audio and readings.

Course Administration – D2L provides many administrative features, such as Import/Export/Copy all content from previous courses to your current course. These videos help you to understand exactly how exactly work.
Course Builder – Course Builder enables you to interact with all your course materials, activities, and assessments in one consolidated interface. You can use Course Builder to upload files and place them in the course structure.

Discussions – The Discussions tool provides an area for collaboration, allowing students to post, read and reply to messages on different topics, share thoughts about course materials, ask questions, share files, or work with their peers on assignments.

Dropbox – The Dropbox tool has been renamed to Assignments

Email – The Email tool can be used to send email to your students through D2L, either to the entire class at once or to individual students.

Grades – A Grade Book is a list of items on which you evaluate user’s performance. Grade items can include assignments, tests, discussion posts, participation and more.

Groups – The Groups tool is used to create group work areas for students.

Homepage and Widget Management – Homepage and widget management tools enable you to customize your homepages and manage widgets appearing on your home page.

HTML Editor – The HTML Editor is the primary tool used to create content in the Learning Environment. It allows students to enter text and pictures, embed audio/video, or even embed HTML code.

Instructional Design Wizard – The Instructional Design Wizard enables you to simplify and streamline the course design process by providing a blueprint on which to build your course.

Intelligent Agents – Intelligent Agents (IAs) automatically scan the Learning Environment for user-defined criteria. If the criteria are fulfilled, the intelligent agent sends an email to pre-defined addresses to alert them

Learning Activity Library – Use the Learning Activity Library to view, activate or deactivate, or add to the activity descriptions in the Instructional Design Wizard.

Locations – Use the Locations tool to manage the locations and layouts that are available for Calendar events and seating charts.

Manage Dates – The Manage Dates tool allows you to view all due dates and date restrictions for your course materials in one location. You can edit date restrictions individually or change all the dates in your course at once when you teach the course in a new semester.
Manage Files – The Manage Files tool allows you to organize and upload files associated with your course. In Manage Files, you can upload content to your course, and then access this content from the Course Builder tool to organize your course.

Multimedia Attachments – In many tools within the Learning Environment (such as Dropbox, News and Discussions), students can easily record audio and video files for students to download.

Navbars – The default navigation bar is preloaded in your D2L course. Navigation bars can be customized, with some restrictions. We suggest using the default navigation in order to provide students with a consistent experience across courses. Please contact the Learning Environment Administrator at mycourse@siu.edu for details.

News – The News tool has been renamed to Announcements.

Pager – The Pager tool enables you and your students to instant message each other. Notifications will be received while logged into D2L.

Personal Dashboard – The Personal Dashboard is a tool that provides a personalized homepage for instructors and a checklist to help set up courses easily in D2L Learning Environment.

Profile – The Profile tool allows you to upload a picture and provide information about yourself that your students can access through the Classlist.

Question Library – Questions can be created using the Question Library tool (i.e. Quizzes/Surveys/Self-Assessment) or by accessing the Question Library within these tools.

Quizzes – Quizzes are an assessment tool that can be automatically linked with the Grades tool, Learning Objectives or a Rubric. A quiz has multiple setup options to control number of attempts, security, and more.

Release Conditions – Release conditions allow a user to release locked items by fulfilling criteria. Items locked by Released Conditions will not be visible to the user until the criteria are fulfilled.

Rubrics – In D2L, Rubrics allow you to grade your students based on set criteria. Students will be able to see the Rubrics before they submit their assignment, and will see how many points they were awarded in each criterion after you have graded it.
**Self-Assessments** – The Self Assessments tool allows you to create ungraded sets of quiz questions for students to use to gauge their knowledge. It also allows students to see instructor-created feedback to their answers instantaneously.

**Student View** – D2L allows you to preview your course as a student would see it.

**Surveys** – The Surveys tool allows you to solicit feedback from students regarding any aspect of your course.

**Themes** – Theses enable you to customize and brand the look and feel of your course homepage.

**Turnitin** – Turnitin is a plagiarism detection tool that is integrated in SIU online and available through the Dropbox tool.

**User Progress** – User Progress is a tool that provides progress reports to the student, instructor, and auditors across all courses in the Learning Environment.

**Wiggio** – Wiggio is a web application integrated in SIU online that provides tools for group collaboration. Groups can be created by anyone (students or instructors) and are not necessarily specific to a course.
VITA

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EDUCATION

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