**Set Up and Deliver a Course**

**Instructor Guide**

Contents

[Document Change History 12](#_Toc33439168)

[Set up and deliver a course 16](#_Toc33439169)

[Set up course 16](#_Toc33439170)

[Build a course 16](#_Toc33439171)

[Course Builder terminology 17](#_Toc33439172)

[Understanding nodes and the course tree 18](#_Toc33439173)

[Course Builder interface overview 18](#_Toc33439174)

[About course images 20](#_Toc33439175)

[Change the course image using the My Course widget actions menu 20](#_Toc33439176)

[Adding an optional course image banner on a widget-based homepage 21](#_Toc33439177)

[Change the course image using the Course Image banner 21](#_Toc33439178)

[What is the relationship between Course Builder and Content? 21](#_Toc33439179)

[Creating a course structure 22](#_Toc33439180)

[Add a module or placeholder 22](#_Toc33439181)

[Add a new object 22](#_Toc33439182)

[Add an existing object 23](#_Toc33439183)

[Add a new evaluation object 23](#_Toc33439184)

[Add an existing evaluation object 23](#_Toc33439185)

[Repair broken objects 24](#_Toc33439186)

[Upload and organize course files 24](#_Toc33439187)

[Apply content permissions on folders in Manage Files 25](#_Toc33439188)

[Create a Content topic in Manage Files 26](#_Toc33439189)

[Create a course homepage and widgets 26](#_Toc33439190)

[Share homepages and widgets 26](#_Toc33439191)

[Make a course homepage the active homepage 27](#_Toc33439192)

[Setting column layout on a homepage 27](#_Toc33439193)

[Create a widget-based homepage 27](#_Toc33439194)

[Add an optional course banner to a widget-based homepage 28](#_Toc33439195)

[Adding a course image banner that is not turned on by default 28](#_Toc33439196)

[Edit image titles on homepage banners 28](#_Toc33439197)

[Editing the widgets on a homepage 29](#_Toc33439198)

[Updating the default settings across all homepages that use a widget 29](#_Toc33439199)

[Create a tool-based homepage 29](#_Toc33439200)

[Create a homepage with an external URL 29](#_Toc33439201)

[List of system widgets 30](#_Toc33439202)

[Create a custom widget 32](#_Toc33439203)

[View and edit data on custom widgets 32](#_Toc33439204)

[About the My Courses widget 33](#_Toc33439205)

[Using images on the My Courses widget 34](#_Toc33439206)

[Adding a course image to a new course template 35](#_Toc33439207)

[Adding a course image to an existing course template 35](#_Toc33439208)

[Displaying the course code in the My Courses widget 36](#_Toc33439209)

[Displaying the semester in the My Courses widget 36](#_Toc33439210)

[Displaying course grouping tabs in the My Courses widget 36](#_Toc33439211)

[See future and past courses in the My Courses widget 36](#_Toc33439212)

[Enable users to access future and past courses 37](#_Toc33439213)

[Are there restrictions on sharing custom widgets? 37](#_Toc33439214)

[Change how a custom widget appears 37](#_Toc33439215)

[Change a homepage layout 38](#_Toc33439216)

[Change personal settings 38](#_Toc33439217)

[Create a course navbar and theme 40](#_Toc33439218)

[About the navbar 40](#_Toc33439219)

[About the Home icon on the navbar 40](#_Toc33439220)

[Create a navbar 41](#_Toc33439221)

[Enabling image-based navigation 41](#_Toc33439222)

[Changing the color in the navbar 42](#_Toc33439223)

[Applying logos on department and course level navbars 42](#_Toc33439224)

[Applying an org unit name to a navbar 42](#_Toc33439225)

[Create custom link groups 43](#_Toc33439226)

[Delete a navbar 43](#_Toc33439227)

[Change a course navbar 44](#_Toc33439228)

[About themes 44](#_Toc33439229)

[Create a theme 44](#_Toc33439230)

[Delete a theme 45](#_Toc33439231)

[Automatically customize course content using replace strings 45](#_Toc33439232)

[Log and classify books as course materials 48](#_Toc33439233)

[Add a book 48](#_Toc33439234)

[Edit a book 48](#_Toc33439235)

[Learning Tools Interoperability: Content-Item Message Service 1.0 48](#_Toc33439236)

[Add third-party content from the Content tool 48](#_Toc33439237)

[Add third-party content from Insert Stuff 48](#_Toc33439238)

[Add third-party content from Insert Quicklink 49](#_Toc33439239)

[Add third-party content from Course Import 49](#_Toc33439240)

[Add third-party content from Import/Export/Copy Components 49](#_Toc33439241)

[Add metadata to learning resources 49](#_Toc33439242)

[Metadata and the Content tool 50](#_Toc33439243)

[Metadata and the Brightspace Learning Repository tool 50](#_Toc33439244)

[Metadata interfaces 50](#_Toc33439245)

[Best practices for using metadata 50](#_Toc33439246)

[Troubleshooting metadata conflicts 51](#_Toc33439247)

[Using metadata views 52](#_Toc33439248)

[Metadata views 52](#_Toc33439249)

[Create a metadata view 52](#_Toc33439250)

[Import a metadata view 53](#_Toc33439251)

[Export a metadata view 54](#_Toc33439252)

[Using metadata languages 54](#_Toc33439253)

[Set initial metadata language 54](#_Toc33439254)

[Add a metadata language 54](#_Toc33439255)

[Using metadata templates 55](#_Toc33439256)

[Metadata template types 55](#_Toc33439257)

[Create a metadata template 55](#_Toc33439258)

[Import a metadata template 55](#_Toc33439259)

[Export a metadata template 56](#_Toc33439260)

[Using metadata taxon schemas 56](#_Toc33439261)

[What is a taxon schema? 56](#_Toc33439262)

[Taxon schema types 56](#_Toc33439263)

[Define your taxon schema in an XML file 56](#_Toc33439264)

[Import your taxon schema from an XML file 57](#_Toc33439265)

[Configure a course for self-enrollment with Discover 57](#_Toc33439266)

[Self register into a course 58](#_Toc33439267)

[Create new Brightspace Learning Environment users using the Self Registration tool 59](#_Toc33439268)

[Enroll existing Brightspace Learning Environment users using the Self Registration tool 59](#_Toc33439269)

[Enable self registration in a course offering 59](#_Toc33439270)

[Unenroll users from a course offering using the Self Registration tool 59](#_Toc33439271)

[Import users using the Self Registration tool 60](#_Toc33439272)

[Run Self Registration reports 60](#_Toc33439273)

[Create registration forms 60](#_Toc33439274)

[Associate a registration form with a course 61](#_Toc33439275)

[Set restrictions on self registration 61](#_Toc33439276)

[Approve self registrations 62](#_Toc33439277)

[Delete or reject self registrations 62](#_Toc33439278)

[Troubleshooting self registrations 62](#_Toc33439279)

[Find activity that matches certain criteria 63](#_Toc33439280)

[Considerations for setting up agents 63](#_Toc33439281)

[Best practices for creating and using agents 64](#_Toc33439282)

[Replace strings for agents 64](#_Toc33439283)

[Using agents 65](#_Toc33439284)

[Create an agent 65](#_Toc33439285)

[Edit an agent 66](#_Toc33439286)

[Copy an agent 66](#_Toc33439287)

[Delete an agent 67](#_Toc33439288)

[Restore an agent 67](#_Toc33439289)

[Add a link to the Intelligent Agents tool to the navbar 67](#_Toc33439290)

[Update Intelligent Agents settings 67](#_Toc33439291)

[Run an agent manually 68](#_Toc33439292)

[Perform a practice run on an agent 68](#_Toc33439293)

[Change the status of an agent 68](#_Toc33439294)

[View the history of an agent 69](#_Toc33439295)

[Export the history of an agent 69](#_Toc33439296)

[View scheduled agents' run time 69](#_Toc33439297)

[View an agent's next run date 69](#_Toc33439298)

[About SCORM in the Brightspace Learning Environment 70](#_Toc33439299)

[Design an accessible course 70](#_Toc33439300)

[Adding an accessible template package to your course files 70](#_Toc33439301)

[Meeting web content accessibility standards 71](#_Toc33439302)

[Improve the accessibility of course content using Blackboard Ally 72](#_Toc33439303)

[Compliance to accessibility standards in HTML-authored content 73](#_Toc33439304)

[Use the Accessibility Checker on HTML-authored content 73](#_Toc33439305)

[Accessibility considerations when organizing your course 74](#_Toc33439306)

[Setting clear course expectations 74](#_Toc33439307)

[Making flexible time limits and deadlines 75](#_Toc33439308)

[Providing alternative learning materials 75](#_Toc33439309)

[Directing learners to accessibility resources 76](#_Toc33439310)

[Scenarios for creating release conditions to increase accessibility in courses 77](#_Toc33439311)

[Creating Course Content 77](#_Toc33439312)

[Create course content with the Content tool 78](#_Toc33439313)

[Content tool overview for instructors 78](#_Toc33439314)

[About course content organization 79](#_Toc33439315)

[Overview 80](#_Toc33439316)

[Bookmarks 81](#_Toc33439317)

[Course Schedule 81](#_Toc33439318)

[Table of Contents 81](#_Toc33439319)

[About accessible courses and accessible course content 81](#_Toc33439320)

[Set clear course expectations 81](#_Toc33439321)

[Make time limits and deadlines flexible 82](#_Toc33439322)

[Provide alternative learning materials 82](#_Toc33439323)

[Tips when creating HTML content 82](#_Toc33439324)

[What kinds of files can I use for course content? 84](#_Toc33439325)

[Create a new module 84](#_Toc33439326)

[Create a new topic 84](#_Toc33439327)

[Delete a module or topic 85](#_Toc33439328)

[Add an existing course object to Content 85](#_Toc33439329)

[To add an existing course object to Content 85](#_Toc33439330)

[Hide Content topics and modules 86](#_Toc33439331)

[Create a quicklink to a rubric in Content 86](#_Toc33439332)

[Manage Rubrics through the Quicklinks menu 87](#_Toc33439333)

[Video Note Automatic Captioning 87](#_Toc33439334)

[Add subtitles to video topics 88](#_Toc33439335)

[About SRT files 88](#_Toc33439336)

[Managing course content using drag and drop 89](#_Toc33439337)

[Set up a quicklink to a discussion topic or forum within an existing Content topic 89](#_Toc33439338)

[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 89](#_Toc33439339)

[Insert Group Self-Enrollment Link 90](#_Toc33439340)

[Set a content topic or module's status 90](#_Toc33439341)

[Styling content topics consistently 90](#_Toc33439342)

[Enable HTML templates in Content 90](#_Toc33439343)

[Apply an HTML template to a new document in Content 91](#_Toc33439344)

[Add a learning objective to a content topic 91](#_Toc33439345)

[Create a New SCORM object's grade item 91](#_Toc33439346)

[Create a legacy SCORM object's grade item 92](#_Toc33439347)

[Remove SCORM simple sequencing 92](#_Toc33439348)

[Why are YouTube videos and other embedded media using Insert Stuff not working/loading? 93](#_Toc33439349)

[Why can't learners see the Content I posted? 93](#_Toc33439350)

[Format HTML course content 93](#_Toc33439351)

[What are the basics of HTML Editor? 94](#_Toc33439352)

[Administer Video Note 94](#_Toc33439353)

[Create and insert a video note in HTML Editor 95](#_Toc33439354)

[Add closed captions to a video note 95](#_Toc33439355)

[Reuse video notes 96](#_Toc33439356)

[Insert Image 96](#_Toc33439357)

[Edit Image Properties 96](#_Toc33439358)

[Adjust Image Description and Sizing 96](#_Toc33439359)

[Compliance to accessibility standards in HTML-authored content 97](#_Toc33439360)

[Use the Accessibility Checker on HTML-authored content 97](#_Toc33439361)

[Inserting equations in the HTML Editor 98](#_Toc33439362)

[About the Graphical Equation Editor 98](#_Toc33439363)

[Tabs in the Graphical Equation Editor 99](#_Toc33439364)

[Create an equation using classic input mode 99](#_Toc33439365)

[Edit an equation 100](#_Toc33439366)

[Add URL links to a course 100](#_Toc33439367)

[Create a link 101](#_Toc33439368)

[Create a link category 101](#_Toc33439369)

[Delete links and link categories 101](#_Toc33439370)

[Fix broken links in Content 101](#_Toc33439371)

[Notify learners about updated course content 102](#_Toc33439372)

[Add availability and due dates in Content 102](#_Toc33439373)

[Add a Release Condition to Content 103](#_Toc33439374)

[Evaluate assignment submissions from Content 103](#_Toc33439375)

[Create course content in a new Content experience (Lessons) 103](#_Toc33439376)

[Organizing course content in Lessons 104](#_Toc33439377)

[Navigating in the Lessons interface 105](#_Toc33439378)

[Create a new unit 107](#_Toc33439379)

[Create topics by adding a link 107](#_Toc33439380)

[Create a new lesson 107](#_Toc33439381)

[What kinds of files can I use with Lessons? 108](#_Toc33439382)

[Adding SCORM objects to Lessons 108](#_Toc33439383)

[Adding learning objects to Lessons 109](#_Toc33439384)

[Create new material 109](#_Toc33439385)

[Using HTML templates in Lessons 110](#_Toc33439386)

[Arrange materials 110](#_Toc33439387)

[Edit materials 111](#_Toc33439388)

[Linking to materials in Lessons 111](#_Toc33439389)

[Post materials to a course homepage 111](#_Toc33439390)

[Publish course content to Brightspace Learning Repository 111](#_Toc33439391)

[Present course materials 112](#_Toc33439392)

[Exemptions in Lessons 112](#_Toc33439393)

[Set Release Conditions in Lessons 113](#_Toc33439394)

[Add standards coverage to a course 113](#_Toc33439395)

[Locate gaps in standards coverage 113](#_Toc33439396)

[Edit standards alignment for a course 114](#_Toc33439397)

[Set a course timeframe 114](#_Toc33439398)

[Schedule Activity Feed posts 114](#_Toc33439399)

[Push assignments to Activity Feed 115](#_Toc33439400)

[ReadSpeaker integrations for Lessons 115](#_Toc33439401)

[Create a custom learning path in a course 115](#_Toc33439402)

[Access Release Conditions 116](#_Toc33439403)

[Tools that support release conditions 116](#_Toc33439404)

[How do release conditions work? 116](#_Toc33439405)

[Best practices for creating release conditions 117](#_Toc33439406)

[Release condition types 119](#_Toc33439407)

[Administer a course 123](#_Toc33439408)

[About course administration 123](#_Toc33439409)

[About course colors 123](#_Toc33439410)

[About course locale 124](#_Toc33439411)

[Change the status of a tool 124](#_Toc33439412)

[Activate a course offering 125](#_Toc33439413)

[Deactivate a course offering 125](#_Toc33439414)

[Course Admin offering information 125](#_Toc33439415)

[Rename a tool 125](#_Toc33439416)

[Search for courses 126](#_Toc33439417)

[Add a link to Brightspace Help to your navbar 126](#_Toc33439418)

[Import standards for a course 127](#_Toc33439419)

[Managing course components 127](#_Toc33439420)

[About copying course components between org units 127](#_Toc33439421)

[Special considerations when copying course components 129](#_Toc33439422)

[Components for Import/Export/Copy 129](#_Toc33439423)

[Copy course components 130](#_Toc33439424)

[About importing course components from a file 131](#_Toc33439425)

[Import course components 132](#_Toc33439426)

[Course import compatibility 132](#_Toc33439427)

[Converting Moodle Lessons 133](#_Toc33439428)

[Troubleshooting: Course Conversion 134](#_Toc33439429)

[Error: Package was not recognized 134](#_Toc33439430)

[Package Failed to Unzip 134](#_Toc33439431)

[Error: Package was not converted 135](#_Toc33439432)

[Invalid HTML 135](#_Toc33439433)

[Error: Conversion Service is Temporarily Unavailable 136](#_Toc33439434)

[About exporting course components 136](#_Toc33439435)

[Export course components 137](#_Toc33439436)

[What course components can be exported? 137](#_Toc33439437)

[Create platform-independent packages of learning resources 138](#_Toc33439438)

[About importing IMS Common Cartridge packages 138](#_Toc33439439)

[How protected IMS Common Cartridge resources are handled 138](#_Toc33439440)

[IMS Common Cartridge versions 139](#_Toc33439441)

[Customize the look and feel of your mobile web interface 142](#_Toc33439442)

[Update mobile branding 142](#_Toc33439443)

[Mobile branding reference sheet 142](#_Toc33439444)

[General 143](#_Toc33439445)

[Navbar 143](#_Toc33439446)

[Page Title 144](#_Toc33439447)

[Headings 144](#_Toc33439448)

[Subheadings 145](#_Toc33439449)

[Organize and manage week-specific course items 145](#_Toc33439450)

[How do checklists organize information? 145](#_Toc33439451)

[Create a checklist 146](#_Toc33439452)

[Set release conditions for a checklist 147](#_Toc33439453)

[About Manage Dates 147](#_Toc33439454)

[Bulk edit dates in Manage Dates 147](#_Toc33439455)

[Offset dates in Manage Dates 148](#_Toc33439456)

[Manage course events 148](#_Toc33439457)

[Calendar interface overview 149](#_Toc33439458)

[Create course events in Calendar 149](#_Toc33439459)

[Change Calendar settings 150](#_Toc33439460)

[Create multiple instances of an event for different groups and sections 150](#_Toc33439461)

[Change visibility for events 150](#_Toc33439462)

[Offset dates for events 151](#_Toc33439463)

[What are the basics of Attendance? 151](#_Toc33439464)

[How attendance is calculated 151](#_Toc33439465)

[Track attendance 152](#_Toc33439466)

[Set your Cause for Concern percentage 152](#_Toc33439467)

[Delete attendance sessions, registers, or schemes 152](#_Toc33439468)

[Monitoring a course 152](#_Toc33439469)

[Track activity and user progress on SCORM objects 153](#_Toc33439470)

[What does Brightspace Learning Environment report on for SCORM objects? 154](#_Toc33439471)

[What does Brightspace Learning Environment report on for users of SCORM objects? 154](#_Toc33439472)

[About tracking content completion and participation 155](#_Toc33439473)

[Manage completion tracking settings for a topic 155](#_Toc33439474)

[Check completion tracking for a content topic 155](#_Toc33439475)

[Checking course content statistics 156](#_Toc33439476)

[Check course content feedback 156](#_Toc33439477)

[Change content display settings 157](#_Toc33439478)

[View user progress in Content 157](#_Toc33439479)

[About D2L 158](#_Toc33439480)

Document Change History

This version of the document replaces all previous versions. The following table describes the most recent changes to this document.

|  |  |
| --- | --- |
| Revision Date | Summary of Changes |
| March 5, 2020 | Updated [Release condition types](#_Ref-1103464560) to clarify the Quizzes - Score on a quiz release condition description.  Updated the topic [Manage completion tracking settings for a topic](#_Ref-1596622102) to accurately reflect the workflow. |
| February 6, 2020 | Updated the [About Course Images](#_Ref-230434373) topic to include the note about ensuring .jpg images are clear of EXIF (exchangeable image file) data.  Added the [Video Note Automatic Captioning](#_Ref-121747251) topic. |
| January 2, 2020 | Updated the [List of system widgets](#_Ref1679692914) topic to remove Picture Library as an available widget.  Updated the [Copy course components](#_Ref-634086688) and [About copying course components between org units](#_Ref592681901) topics to include logic validation information during the copy process. |
| December 5, 2019 | Updated the [Enable HTML templates in Content](#_Ref1538785109) topic to add the new Sort HTML Templates by name option.  Update [How release conditions work](#_Ref-168000091) to include a note about a popup appearing when new content is available due to meeting a release condition.  New [View and edit data on custom widgets](#_Ref1566208742) topic.  Added the [Add a Release Condition to Content](#_Ref-730710307) topic. |
| November 7, 2019 | Updated the [Import standards for a course](#_Ref2144275075) topic to describe the additional import options.  Updated the [Configure a course for self-enrollment with Discover](#_Ref-1940851744) topic to mention that learners can now self-unenroll from courses.  Updated [Create an agent](#_Ref-1253598484) and [Considerations for setting up agents](#_Ref-566715274) with new permission changes.  Updated the [Administer Video Note](#_Ref733518164) and and [Create and insert a video note in HTML editor](#_Ref-1038876631) topics |
| October 3, 2019 | Updated [Considerations for setting up agents](#_Ref-566715274) to include consideration of attachments in emails.  Added the [Hide content topics and modules](#_Ref-1293303080) topic. |
| September 5, 2019 | Added the [Import standards for a course](#_Ref2144275075) topic.  Updated the [About course\_administration](#_Ref1233034583) topic to include information about importing learning outcomes.  Updated the [Release Condition Types](#_Ref-1103464560) topic to include the new Completed content topic release note type. |
| August 1, 2019 | Updated the [About accessible courses and accessible course content](#_Ref-393729207) topic to remove the OpenDyslexic font.  Updated the [Considerations for setting up agents](#_Ref-566715274) topic. |
| June 6, 2019 | * Added the [Improve the accessibility of course content using Ally](#_Ref1826245984) topic * Updated the [About copying course components between org units](#_Ref592681901) topic. * Added the [Configure a course for self-enrollment with Discover](#_Ref-1940851744) topic. |
| April 4, 2019 | * Updated the [About Course Images](#_Ref-230434373) topic to clarify course image usage and recommended sizes. * Updated the [Course Import Compatibility](#_Ref587143653) topic with information Sakai packages. * Added the [Create a quicklink to a rubric in Content](#_Ref780814181) and [Manage Rubrics through the Quicklinks menu](#_Ref-2087068076) topics. |
| March 7, 2019 | * Updated the [Readspeaker integrations for Lessons](#_Ref-759336281) topic. |
| January 3, 2019 | * Added the [Export the history of an agent](#_Ref771414339) topic. * Updated the [About the My Courses widget](#_Ref-582255943) topic to include a note about the alerts that appear in the My Courses Widget. * Minor updates to [Editing the widgets on a homepage](#_Ref-689183449) and [Create a custom widget](#_Ref-1446831588) topics to clarify editing options available. |
| December 6, 2018 | * Updated topics to include reference to the visibility toggle: [Create course content in a new Content experience (Lessons)](#_Ref-107584958), [Create a new unit](#_Ref-1322082426), [Create a new lesson](#_Ref114837006), and [Create new material](#_Ref464688484). * Updated the [Create course content in a new Content experience (Lessons)](#_Ref-107584958) topic to include reference to the notification that appears on opting in to the lessons experience if your course content is more than four levels deep. * Renamed and updated the [Add a SCORM or xAPI package to the Content tool](file:///C:/Brightspace_Docs/Content/le/scorm/admin/add_package_to_content.htm) and [Bulk upload SCORM or xAPI objects to the Content Service](file:///C:/Brightspace_Docs/Content/le/scorm/admin/bulk_add_scorm_objects_to_content.htm) topics to include xAPI package support. |
| November 1, 2018 | * Updated the [About themes](#_Ref1749365120) and [Create a theme](#_Ref1458740775) topics to clarify how color schemes in themes now impact Brightspace Learning Environment and Lessons. * Added [Delete a module or topic](#_Ref-110289448). * Renamed the Manually assign grades topic to [Enter grades](file:///C:/Brightspace_Docs/Content/le/grades/instructor/manually_assign_grades.htm). * Updated the [About course content organization](#_Ref924938074) topic to include a screenshot and describe course elements. * Added the [Deactivate a course offering](#_Ref23552025) topic. * Updated the [Displaying the semester in the My Courses widget](#_Ref-540371855) topic to include information about course status badges. * Added the [Edit homepage banner titles](#_Ref-1288802760) topic. * Added the [Add closed captions to a video note](#_Ref324140705) topic, and updated the [Create and insert a video note in HTML Editor](#_Ref-1038876631) topic. |
| October 4, 2018 | * Updated the [Create new material](#_Ref464688484) topic to include information that instructors can drag and drop locally saved files to the table of contents in Lessons. * Updates to reflect language term changes in Assignments have been added to this guide. |
| September 6, 2018 | * Added the [Adding learning objects to Lessons](#_Ref1924364762) and [Publish course content to Brightspace Learning Repository](#_Ref-1078987426) topics and updated the [Create new material](#_Ref464688484) topic to reflect the ability to add and publish learning objects in Lessons. * Added the [Add standards coverage to a course](#_Ref-1474331526) topic to explain how to add standards coverage. * Added the new Grades - Released final grade score release condition to the topic [Release condition types](#_Ref-1103464560). * Updated the [Components for Import/Export/Copy](#_Ref331149114) topic to include the ability to copy awards between courses. * Updated [About the Graphical Equation Editor](#_Ref1376341668), [About inserting equations in the HTML Editor](#_Ref1953838205), [Tabs in the Graphical Equation Editor](#_Ref-1969779181), [Create an equation](#_Ref-1368833373) and [Edit an equation](#_Ref273288500) with details about the new Chemistry equation editing function.      * Added the [Adding learning objects to Lessons](#_Ref1924364762) and [Publish course content to Brightspace Learning Repository](#_Ref-1078987426) topics and updated the [Create new material](#_Ref464688484) topic to reflect the ability to add and publish learning objects in Lessons. * Added the [Add standards coverage to a course](#_Ref-1474331526) topic to explain how to add standards coverage. * Added the new Grades - Released final grade score release condition to the topic [Release condition types](#_Ref-1103464560). * Updated the [Components for Import/Export/Copy](#_Ref331149114) topic to include the ability to copy awards between courses. * Updated the [View user progress in Content](#_Ref1927388899) topic to include references to Class Progress. * Updated the [Content tool overview for instructors](#_Ref1806152860) topic to include information on the Print and Download features from the Content Overview page. |
| August 2, 2018 | * Removed Personal Dashboard and Visual Course List topics to reflect end-of-life status of those tools. * Removed Make your navbar accessible, Style navbar links, and Themes layout style panels topics to remove content no longer relevant with the Daylight Experience interface. * Updated topics throughout the guide to Daylight Experience workflows that are no longer optional for themes and navigation. |
| July 5, 2018 | * Updated the [Navigating in the Lessons interface](#_Ref1549436144) topic to reflect interface enhancements in the table of contents. * Added the [ReadSpeaker integrations for Lessons](#_Ref-759336281) topic to add ReadSpeaker integrations support. * Updated the [Components for Import/Export/Copy](#_Ref331149114) topic to reflect that rubric associations are now preserved during import and export. |
| June 7, 2018 | * Removed SCORM section, which has been consolidated into a new [Using SCORM in Brightspace Learning Environment](https://community.brightspace.com/s/article/Using-SCORM-in-Brightspace-Learning-Environment-Administrator-Guide) guide. Single SCORM topics in specific feature or tool sections continue to exist both here and in the new guide. * Updated the [Copy course components](#_Ref-634086688) topic to include information on off setting dates of copied content. |

Set up and deliver a course

To set up and deliver a course to learners, instructors can perform the following tasks:

* Set up a course
* Design an accessible course
* Create course content
* Administer a course
* Monitor a course

Set up course

Instructors can set up a course with the following tools:

* Log and classify books as course materials with the Book Management tool
* Insert third party content into a course with Learning Tools Interoperability (LTI) links
* Add metadata to learning resources with the Metadata tool
* Self register into a course with the Self Registration tool
* Automatically customize course content with replace strings
* Find activity that matches certain criteria with the Intelligent Agents tool
* Define how learning materials interact with one another with SCORM
* Upload and organize course files with the Manage Files tool
* Build a course with the Course Builder tool
* Create a course homepage and widgets
* Create a course navbar and theme

Build a course

Use Course Builder to interact with your course materials, learning experiences, and assessments in one consolidated interface, allowing you to visualize and review your entire course at once. The Course Builder interface is straightforward and efficient, transforming the process of course design and set-up from multiple steps in different tools into simple one-step actions.

As you build your course, Course Builder interacts with the following Brightspace Learning Environment tools:

* Content
* Manage Files
* Discussions
* Assignments
* Quizzes
* Grades
* Competencies

Course Builder also extends instructional design guidance provided by the Instructional Design Wizard by implementing and displaying the blueprint you create in the wizard. If you decide not to use the Instructional Design Wizard, Course Builder still enables you to incorporate instructional design best practices when planning your course. As you build your course outline with modules and placeholders, you can add notes to each module and placeholder summarizing your course goals and learning objectives. When you are ready, you can populate your outline by creating appropriate lessons and activities within Course Builder.

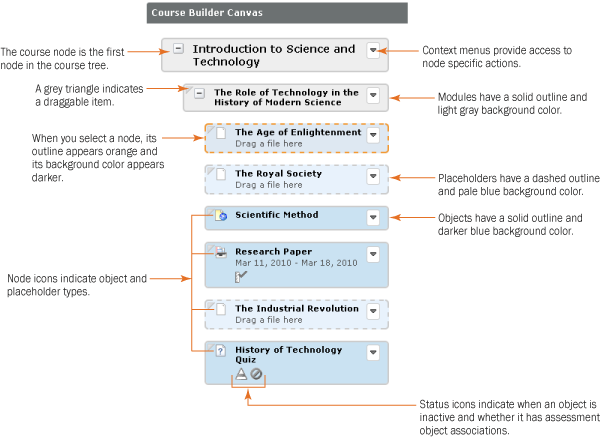
Course Builder terminology

|  |  |
| --- | --- |
| Item | Description |
| Nodes | Each structure element in the course tree is called a node. Node is a general term that can represent a module, placeholder, or object. |
| Modules | A module is an organization element that can represent different chapters, units, or sections of your course. You must create a module in Course Builder before you can begin adding objects and placeholders. |
| Placeholders | A placeholder is essentially a container for an object. It is not visible to learners until you add an object to it. There are five placeholder types: link, file, discussion, assignment, and quiz.  Placeholders help you define the structure of your course before you are prepared to compile actual course content. This enables you to plan your lectures, discussion topics, assignments, tests, and other course activities before you begin creating them.  You can populate placeholders when you are ready by creating new content or linking to existing content. For example, if the completion of a particular course unit depends on acquiring files from another resource, drag placeholders into the course tree to represent those files until you receive them. |
| Objects | Objects are simply learning materials, activities, or assessments in your course. Object types include: links, learning objects, HTML files, discussions, assignments, quizzes, grade items, and learning objectives.  When you create an object in Course Builder, you are in effect creating it within its respective tool and adding it to your course content. For example, when you drag a quiz object into the course tree from Add Content, Course Builder prompts you to enter its basic details and creates the quiz in Manage Quizzes. At a later time, you can go to Manage Quizzes to edit advanced quiz properties and add questions. |

Understanding nodes and the course tree

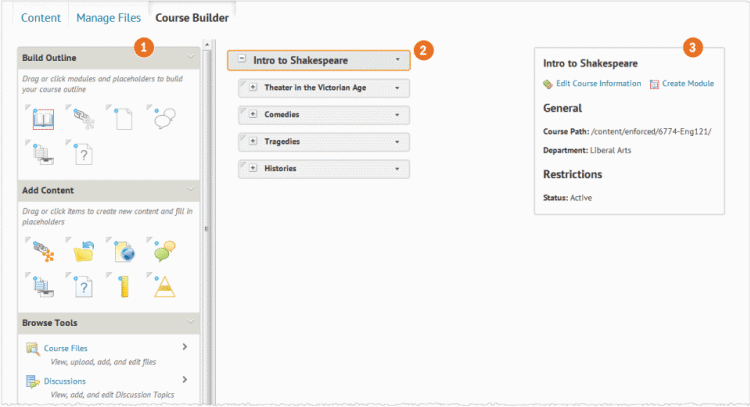
The course tree represents course content as a hierarchy of nested nodes. The appearance of each node denotes its type, the object type it holds, and the actions you can perform on it.

The first node in the course tree is the course node. When selected, you can change your course offering information in the selected node panel.



Course Builder interface overview

The Course Builder user interface consists of three sections.



|  |  |
| --- | --- |
| Section | Description |
| 1) Toolbox | You can add modules, placeholders, and objects to the course tree from three areas within the toolbox: Build Outline, Add Content, and Browse Tools.  Build Outline provides you with module and placeholder elements that you can add to your course tree to create your course outline.  Add Content provides you with a selection of objects you can create and add to the course tree or drag onto placeholders in the course tree. Direct access to object types within Course Builder enables you to bypass the complexity of setting up objects in their individual tool areas. You can create and add the following objects to the course tree:   * Links * HTML files * Discussion topics * Assignments * Quizzes * Learning objectives * Existing learning objects from Brightspace Learning Repository   Browse Tools displays a library of pre-existing objects in your course tools. From Browse Tools, you can locate and add these pre-existing objects to the course tree or drag them onto placeholders in the course tree. This section of the toolbox features a drill-down menu with breadcrumb links that appear at the top of the toolbox as you navigate deeper into the menu. You can click on breadcrumb links to return to a previous section. |
| 2) Course Tree | The course tree is a visual representation of your course structure. It displays the hierarchy of your course content as a series of nested nodes. The course tree simplifies the process of rearranging, copying, and deleting your course structure.  Each structure in the course tree is called a node. Node is a general term that represents a module, placeholder, or object.  Each non-module node in the course tree includes an icon indicating its type. This can help you to see what's in your course at a glance. |
| 3) Selected Node Panel | When you select a node in the course tree, the selected node panel displays its details and enables you to perform actions on that node. From the selected node panel you can:   * View general properties for an object * Edit placeholder properties to change the display name or add planning notes * Edit object properties * Launch an object's associated system tool * Perform node-related actions |

About course images

To help instructors and course designers to create great visual experiences for their learners, the My Courses widget course tiles now include an instructor-chosen photograph. D2L provides an image library of over 3000 images which are licensed for use within the Brightspace Platform. Instructors and course designers can also upload their own image.

Be aware of the following image size recommendations:

* For logo images used on navbars, ensure that your image is a maximum size of 260 pixels by 60 pixels, and saved as SVG filetype.
* For course images, it is recommended that images are 2400 pixels by 960 pixels. Keep in mind that the display height and width of these images may vary in different tools and on different screens and devices. Ensure that any images that you are using appear correctly at different sizes and crop points on laptop, tablet, and mobile device screens.   
  Note: To maintain security, ensure any .jpg images are clear of EXIF (exchangeable image file) data.

Change the course image using the My Course widget actions menu

Instructors with the permissions See Course Info and Change Course Image can change the image via the course tile through the following steps:

1. Log into Daylight-enabled Brightspace as an Instructor.
2. In the My Courses widget actions menu, hover over or tab to a course image.
3. Select More Options.
4. From the drop-down menu, select Change Image.
5. In the Course Image Library, find the desired image.
6. Select Use this image on the image you wish to use.

Adding an optional course image banner on a widget-based homepage

It is possible to add a course image banner below the navigation bar on widget-based homepages for courses (and other org units such as departments, in the Brightspace Daylight Experience). The banner provides a venue to personalize the look and feel of homepages and provide a connection between the course tile in the My Courses widget and the homepage.

Administrators control the prominence of this feature in the Brightspace Daylight Experience. By default, the d2l.Tools.Homepages.Banner.DefaultForCourses and the d2l.Tools.Homepages.Banner.DefaultForOtherOrgUnits configuration variables are turned off, indicating that instructors can opt in to using the banner image. To provide instructors with increased homepage personalization options in the Brightspace Daylight Experience, administrators should consider turning on the image banner by default and setting the See Course Info and Change Course Image permissions at the appropriate org unit levels. If the configuration variables are turned on, and the form element Use Course Image is set to Is Displayed, instructors can remove the banner using an option on the Course Offering Information page.

Change the course image using the Course Image banner

Instructors with the permissions See Course Info and Change Course Image can change the banner image for the course or custom org unit (i.e. department).

1. Log into Daylight-enabled Brightspace as an Instructor.
2. Select a course or org unit.
3. On the homepage, hover over or tab to the Banner.
4. In the Banner image, select More Options.
5. In the drop-down menu, select Change Image.
6. From the Course Image Library, find the desired image.
7. Select Use this image for the image you wish to use.

What is the relationship between Course Builder and Content?

As you add modules, placeholders, and objects to the course tree, Course Builder synchronizes with various tools within Brightspace Learning Environment, including the Content tool.

The way Course Builder interacts with the Content tool depends on what you add to the course tree:

* When you add a module to the course tree, the system generates a content module which appears in the Content tool.
* When you add a placeholder to the course tree, the system generates an empty content topic. This content topic is hidden from the Content tool until you attach an object to the placeholder.
* When you add an object to the course tree, the system generates a content topic. This content topic is visible in the Content tool. If you edit an object's placeholder name or notes within Course Builder, you are editing the name and shared designer comments of the corresponding content topic within the Content tool.

To see how Course Builder content displays for learners, from the tool navigation, access the Content area.

Creating a course structure

Add a module or placeholder

1. On the navbar, click Course Admin.
2. Click Course Builder.
3. From the Build Outline section of the toolbox, do one of the following:
   * Drag a module or placeholder into the course tree in the location you want.
   * Click on a module or placeholder element. From the Select a location dialog, click on the location you want to add your module or placeholder.
4. Enter the module or placeholder details.
5. Click Create.

Add a new object

When you create an object in the toolbox or drag a new object into the course tree, Course Builder interacts with its tool, enabling you to populate basic information and attributes. This streamlines the process of setting up your resources so you can focus on developing your course. From the toolbox or selected node panel, you can launch an object's corresponding tool to complete and finalize its details.

1. On the navbar, click Course Admin.
2. Click Course Builder.
3. From the Add Content section of the toolbox, do one of the following:
   * Drag an object type into the course tree in the location you want.
   * Click on the object type you want to create. From the Select a location dialog, click on the module or placeholder you want to add your object to.
4. Enter the object details.
5. Click Create.

Add an existing object

1. On the navbar, click Course Admin.
2. Click Course Builder.
3. From the Browse Tools section of the toolbox, locate the existing object you want to add to your course.
4. Do one of the following:
   * Drag the object you want to add to your course into the course tree in the location you want.
   * Select the check box beside the object you want to add to your course structure and click Add to Course. From the Select a location dialog, click on the module or placeholder you want to add your object to.

Add a new evaluation object

After adding activity objects (discussions, assignments, and quizzes) to your course structure, you can associate them with evaluation objects (grade items and learning objectives). If an evaluation object is already associated with an activity, that association appears in the evaluation object's details when you browse objects. At the same time, an activity object displays grading details when it is associated with an evaluation object.

1. On the navbar, click Course Admin.
2. Click Course Builder.
3. From the Add Content section of the toolbox, do one of the following:
   * Drag an evaluation object type onto a discussion, assignment, or quiz in the course tree.
   * Click on the evaluation object you want to create. From the Select a location dialog, click on the discussion, assignment, or quiz you want to add your evaluation object to.
4. Enter your evaluation object's details.
5. Click Create.

Add an existing evaluation object

1. On the navbar, click Course Admin.
2. Click Course Builder.
3. From the Browse Tools section of the toolbox, locate the existing grade item or learning objective you want to add to your course.
4. Do one of the following:
   * Drag the evaluation object you want onto a discussion, assignment, or quiz object in the course tree.
   * Select the radio button beside the evaluation object you want and click Add to Course. From the Select a location dialog, click on the discussion, assignment, or quiz object you want to add your grade item or learning objective to.

Repair broken objects

Deleting or moving files, links, discussions, assignment submissions folders, and quizzes within their tools can result in broken objects. If an object breaks, Course Builder displays a broken link status icon within its node. The object becomes a placeholder retaining its name and notes.

To repair a broken object, drag an object from the toolbox onto the placeholder.

coursebuilder_broken_object

Upload and organize course files

The Manage Files tool is a file management system for your course. You can use this tool to organize and upload files associated with your course offering. We recommend that you organize your files into folders, creating a folder for each module of content.

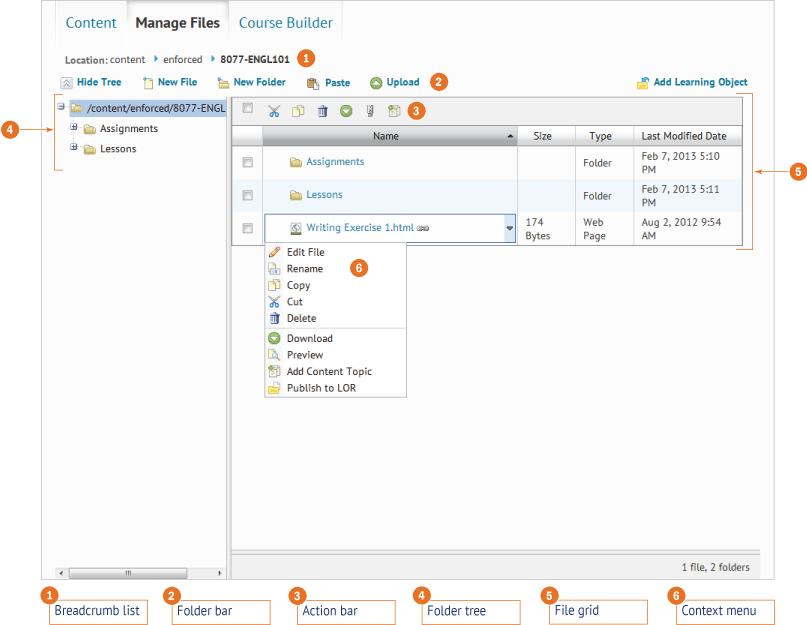
Manage Files enables you to select and upload files from your computer to Learning Environment. You can upload most file types to a content directory in Manage Files, but only files with specific extensions can be used as content topics.

The functions you can perform in Manage Files can be divided into the following two categories:

* Organize and manage course files and folders - Perform tasks such as creating, editing, deleting, uploading, moving files and folder, and zipping and unzipping files.
* Create topics from your files - You can create topics using files from your course content structure.

Note: When you unzip a file on the Manage Files page in a course, a message notifies you that the operation is happening in the background and that you will be notified when it is complete. This allows you to perform other tasks while waiting for the operation to complete.

When the file successfully unzips, a notification appears in the minibar. Clicking the notification takes you back to the Manage Files page in the course.



Apply content permissions on folders in Manage Files

If your organization enables the enrollment security configuration variable, users with the Access Course Files When Enrollment Security is Enabled role permission can access Manage Files to view and download course files.

If you want to hide specific course files from users, you can store those files in protected folders using folder names that begin with a dot (for example, .personal\_notes). You can also rename existing folders to protect them. Protected folders are only available to users with the See File Listing role permission.

1. Create a folder, or edit an existing folder.
2. Add a period at the start of the folder name (for example, .personal\_notes).

Create a Content topic in Manage Files

To create a Content topic in Manage Files

You can create a content topic using a file directly from Manage Files. The The links navbar icon Link icon displays beside files in use as topics in the Content tool.

1. On the Manage Files page, select the check boxes beside the files you want to designate as topics.
2. From the action bar, click the Add Content Topics icon.
3. On the Add Multiple Topics page, from the drop-down list, choose a Parent Module for the topics.
4. Enter Topic Titles. If you rename a file that is a topic in your course, it automatically updates the file reference in the Manage Content area.
5. Click Add.

Use caution when moving files and folders if they are referenced in the Content area. Moving a file that is currently in use as a topic might result in a broken link.

Create a course homepage and widgets

The homepage is the first page you see when you view the organization's My Home page or enter a course. The typical default homepage is widget-based. Widgets are sections of content that provide information and links to tools, courses, and personal settings. Organization and course homepages can point to Brightspace Learning Environment tools, such as Announcements or Content, or an external URL.

Widgets are the building blocks of homepages. You can create, edit, delete, customize, and preview the widgets in your organization.

There are two types of widgets available for your homepages:

* System Widgets
* Custom Widgets

Share homepages and widgets

Homepages and widgets can only be shared downward, to child org units. To ensure that a custom widget or homepage can be shared with child org units, create it at the organization, department, or semester level.

To make a homepage available to child org units, on the Edit Homepage page, select the Share with child org units check box. When this option is selected, the homepage displays on the Homepages page of a child org unit.

To make a custom widget available to child org units, on the Edit Widget page, select the Add an Org Unit check box. When this option is selected, the child org unit displays the custom widget in the Add Widgets list.

Make a course homepage the active homepage

All courses are initially set up with a default course homepage by your system administration. You can use the Homepage Management tool to create a new homepage and set it as the active homepage for your course. Course homepages might be enforced by your organization. If so, the homepage listed on Homepages displays an Enforced status, and you cannot change your active homepage.

There are three types of course homepages you can use: Widget-based (Displays a standard homepage with various widgets), Tool (Displays a system tool, such as Content, as your homepage), and External URL (Displays an external web page as your course homepage).

1. To make your newly created homepage the active homepage of an org unit, on the Homepages page, from the Active Homepage drop-down list, select the homepage
2. Click Apply.

Setting column layout on a homepage

1. On Admin Tools > Homepage Management, select Homepages.
2. Do one of the following:
   1. Click Create Homepage and name the new homepage
   2. Copy an existing homepage to create a new homepage
3. Select Share with child org units if the homepage is at the organization or department level and you want it to be available to child org units, such as courses.
4. Select Change Layout and choose a one- or two-panel layout.
5. Click Add Widgets to put widgets into the panels.
6. Click Save.

Create a widget-based homepage

Widget-based homepages display a standard homepage that contains various widgets. After you create the homepage, you can add or remove widgets, customize their appearance, and create custom widgets to expand the functionality of your course homepage.

1. On the navbar, click Course Admin > Homepages > Create Homepage.
2. Enter a name and description for your homepage.
3. In the Type drop-down list, select Widget-based.
4. To add a header to your homepage below the navbar, select Include homepage header.
5. Enter the replace string of the information that you want it to display. Replace strings are placeholders that refer to information in Brightspace Learning Environment; the system replaces these placeholders with the corresponding information when you apply them to a homepage header.
6. To choose a layout for a widget-based homepage, click Change Layout.
7. To add widgets to your homepage, click Add Widgets.
8. Style your added widgets by adjusting their properties.
9. Click Save and Close.

Add an optional course banner to a widget-based homepage

It is possible to add a course image banner below the navigation bar on widget-based homepages for courses (and other org units, such as departments, in the Brightspace Daylight Experience). The banner provides a venue to personalize the look and feel of homepages and provide a connection between the course tile in the My Courses widget and the homepage.

Administrators control the prominence of this feature in the Brightspace Daylight Experience. If the feature is turned on, the banner appears at the top of the course homepage by default. If you have the appropriate permissions, you can change or remove the course banner using the Options menu on the banner, the Edit Homepage menu at the bottom of the homepage, or the Homepage Banner setting on the Course Offering Information page.

Adding a course image banner that is not turned on by default

If your administrators do not configure the course image banner to be turned on by default, you can turn it on using the Course Offering Information page. Course images are used for the My Courses Widget, the course image banner and in Brightspace Pulse, and on all devices and screen resolutions. While the display size for the banner is 1170 by 200 pixels, it is recommended that the image you upload is 2400 by 960 pixels to ensure that the image you select displays clearly for all these scenarios. Images are automatically resized for the appropriate location and display.

1. From the navbar, click Course Administration and select Course Offering Information.
2. Click Browse and search for the image you want to use as the course banner.
3. Select Display the image in a banner on the course homepage.
4. Click Save.

Edit image titles on homepage banners

Instructors with appropriate permission can change the homepage banner image titles. The title can be changed to the Org Unit Name, a custom value (such as Hello {FirstName}) or the title can be deleted and nothing displays in the banner.

1. Hover over or press TAB to enter the homepage banner to see the Banner Settings menu.
2. Click to open the menu and select Customize Banner Text.
3. Do one of the following:
   1. Click Org Unit Name and enter or edit the name. This is the default that appears in the banner.
   2. Click Custom to enter a custom value (such as Hello {FirstName}). To view information about what other strings you can use, click the inline help link.
   3. Click None to delete the current text and display no title on the banner.
4. Click Save.

Editing the widgets on a homepage

To edit the widgets on a homepage

1. On the Admin Tools > Homepage Management page, select Homepages.
2. Click to select the homepage you want to edit.
3. In the Widgets area, do any of the following:
   * Click Add Widgets to add new widgets to the panels on your homepage.
   * Click Remove to remove an existing widget from the homepage.
   * Click on a widget to edit the appropriate fields to hide the title bar, replace the widget name, or restrict the ability to minimize the widget.
4. Click Save.

Updating the default settings across all homepages that use a widget

1. On the Admin Tools > Homepage Management page, select Widgets.
2. Select the Custom Widgets tab or System Widgets tab.
3. Click Customize for the selected widget and make the required changes.
4. Click Save.

Create a tool-based homepage

A tool-based homepage displays a system tool, such as Content as your homepage.

1. On the navbar, click Course Admin > Homepages > Create Homepage.
2. Enter a name and description for your homepage.
3. In the Type drop-down list, select Tool.
4. Select the tool you want to use as the homepage.
5. Click Save and Close.

Create a homepage with an external URL

An external URL homepage displays a web page external to your organization as the course homepage.

1. On the navbar, click Course Admin > Homepages > Create Homepage.
2. Enter a name and description for your homepage.
3. In the Type drop-down list, select External URL.
4. Enter the URL location you want to use as your course homepage.
5. Click Save and Close.

You can use a replace string to populate an external URL for an org unit. If you configure a homepage URL as follows: https://www.bing.com/search?q={OrgUnitId}, the replace string is populated with the users current OrgUnitId when the homepage is accessed.

List of system widgets

System widgets are defined by the Brightspace Learning Environment platform. You cannot modify the contents of system widgets or delete them, but you can change where the widgets are located on your course homepage and customize their display options.

| **Widget** | **Description** |
| --- | --- |
| Admin Tools | The Admin Tools widget displays all of your available administrative links and provides easy access to the tools that you need to manage. The number of administrative links you are able to see in the Admin Tools widget is determined by your role’s permission settings in the Roles and Permissions tool. |
| Announcements | The Announcements widget communicates important updates and information to users. You can create Announcements items with formatted text, graphics, audio, and quicklinks. You can also choose the date range and conditions for a Announcements item's availability. |
| Bookmarks | This widget is used to bookmark pages in course content. The bookmark widget is typically located on course offering homepages. |
| Calendar | The Calendar widget consists of a mini-calendar and a list of upcoming events. It displays all events created by instructors and administrators for the applicable month. Clicking on a day in the widget's mini-Calendar filters the event list to only display events for that day. Clicking on an event in the widget takes you to the event in the Calendar tool. |
| Capture | The Capture widget enables you to access the recording and presentation functions of Brightspace Capture Encoder, and provides direct links to all Capture presentations in a course to learners. |
| Content Browser | The Content Browser widget enables you to browse course content, view recently visited topics, and view bookmarked topics from your course homepage. You can access your recently viewed and bookmarked topics from the content browser home and use the drill-down menu to navigate course content topics and modules. As you navigate deeper into content modules, the navigation at the top enables you to move up one module level or jump backwards to the Content Browser home. To view a topic, click on its name to launch it in View Content. The Content Browser widget retains the place you left off when you return to your course homepage. |
| Course Administration | The Course Administration widget displays links to your course administration tools. The number of links you are able to see in the Course Administration widget is determined by your role’s permissions in the Roles and Permissions tool. |
| Google Search | The Google Search widget enables you to search the web from your homepage. Your search results open in a new window using your default internet browser. |
| My Courses | The My Courses widget shows course offerings in which users are enrolled have access. Users can navigate to course homepages by clicking the names of course offerings in this widget. |
| My Settings | The My Settings widget only displays links the user has permission to view. These permissions are located under Account Settings in the Roles and Permissions tool. Users with permission to edit specific course offerings can access the Course Management tool from the widget menu. |
| Office 365 | The Office 365 widget allows you to log in to your Office 365 account by entering your credentials. When you log in, the widget displays a list of your emails, calendar events, and OneDrive documents. Clicking anywhere in the widget takes you directly to your email, calendar, or OneDrive, depending on which tab you're on. Navigating to an individual email, calendar event, or OneDrive document within the widget is currently not supported. |
| Role Switch | The Role Switch widget enables you to temporarily switch your active role to another role in your organization by selecting it from a drop-down list. You can then navigate the org unit based on the permissions of another role without having to log out and log in as another user. For example, you can select another role to see how Course Home or a quiz appears to users in that role. |
| Tasks | The Tasks widget enables you to view and manage tasks from the Calendar tool. You can add a due date and additional notes to each task, and the system sorts them into the categories of Today, Upcoming, or Someday (no due date).  If you mark a task complete, it disappears from the list. However, you can click the View Completed Tasks link to review the tasks you've finished. |
| Updates | The Updates widget can be configured to display any of the following links:   * Unread submission files * Unread Assignment submissions * Unread discussions posts * New email * Ungraded quizzes * Quizzes that have not been attempted * Self-registration updates   The Updates widget can only be configured by a D2L Implementation Services Specialist. Please contact your Account Manager if you want to customize the links displayed. |
| User Links | The User Links widget allows users to create a personal list of links to external websites. |

Create a custom widget

Custom widgets allow you to expand the functionality of available content in your homepages to suit your specific organizational and course needs. You can add custom HTML code to create a wide range of widgets. As an Instructor, you can create custom widgets for your courses, or use custom widgets shared to your course offerings from the organization, department, or semester level.

1. On the Course Home page, click Course Admin > Widgets > Create Widget.
2. Enter a name and description for the widget.
3. To add your own HTML content to the widget using the HTML Source Editor, click the Content tab > The source editor icon HTML Source Editor icon. Add your HTML custom code.
4. To apply different styling options to the widget, click Customize Widget Style.
5. In Widget Settings, do any of the following:
   * To hide the titlebar, clear the Display Titlebar check box.
   * To remove the default border style, clear the Display widget container style check box.
   * Select Prohibit minimizing widget to prevent users from closing the widget on the homepage
6. To set a custom title, in the Widget Name section, select the Custom radio button. Enter your text in the field.
7. Click Save.
8. To attach release conditions to the widget, click the Release Conditions tab and do one of the following:
   * Click Attach Existing then select from existing release conditions available to the org unit. Click Save. From the dropdown list, select All conditions must be met or Any condition must be met.
   * Click Create and Attach to create a release condition and attach it. Click Create. From the drop-down list, select All conditions must be met or Any condition must be met.
9. Click Save and Close.

View and edit data on custom widgets

In order for clients to store data related to Custom Widgets, a dedicated storage area tied to the widget, org unit, and user is available. This area can store information such as the settings for a widget, including the status of a user dismissing a message or hiding the custom widget, or widget adoption in a specific course. By default, the system does not track custom data; the data can be accessed and manipulated using API calls.

For more information about using APIs to view and manipulate the custom widget data, see [Brightspace Developer Docs](https://docs.valence.desire2learn.com/).

About the My Courses widget

In the My Courses widget, courses have associated images and learners can access their favorite courses by pinning them to the top of their course list. In the mobile view, widgets stack on top of each other, and the My Courses widget offers many new options to instructors.

D2L recommends that you turn on the d2l.Tools.MyCoursesWidget.UpdatedSortLogic configuration variable. When you have this variable turned on, instructors and learners see courses by enrollment date, prioritizing current enrollments. Administrators and power users see courses by the last accessed date. If there are less than 50 total enrollments, they are sorted as follows:

* The My Courses widget shows manually pinned courses followed by current enrollments, then future enrollments (if they are available or visible to the user) for a total of 12 enrollments. Note that more than 12 courses might appear if they are all manually pinned.
* The Course Selector drop-down menu shows manually pinned courses, followed by current enrollments, then future enrollments (if they are available and visible to the user), and finally, past enrollments (if they are visible to the user).
* The View All Courses navigation drills down into the courses by showing manually pinned courses, followed by current enrollments, then future enrollments (if available and visible to the user), then past enrollments (if available or visible to the user) as the default sort. If the user changes the sort order, the filter does not separate pinned courses from other courses based on sort order, filters, and search terms.

If there are more than 50 total enrollments, they are sorted as follows:

* The My Courses widget shows manually pinned courses followed by up to 12 last-accessed courses. Note that more than 12 courses might appear in the widget if they are all manually pinned.
* The Course Selector drop-down menu shows manually pinned courses, followed by up to 12 last-accessed courses, followed by all remaining courses available to the user.
* The View all Courses area shows manually pinned courses followed by up to 12 last-accessed courses, followed by all remaining courses available or visible to the user as the sort order. If the user changes the sort order, the filter does not separate pinned courses from other courses based on the sort order, filters, and search terms.

Additionally, when you turn on the d2l.Tools.MyCoursesWidget.UpdatedSortLogic configuration variable, you can use the Customize this Widget option to configure the My Courses widget to display tabs that organize courses by Semester Name, Department, or Role for the Org. You can choose to sort the Semester Name and Department tabs alphabetically or reverse-alphabetically. Users can easily view all their courses by clicking through each tab.

The following alerts are available in the My Courses Widget:

* startedInactiveAlert: You have courses that have started but are set as inactive. Users may not be able to access these courses. - This alert only appears to administrators and instructors who have access to inactive courses.
* noCoursesMessage: You don't have any courses to display. - This alert only appears to new instructors and new learners who have not yet been enrolled in any course.

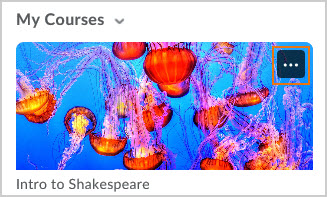
Using images on the My Courses widget

In the My Courses widget on your homepage, the courses display a default image assigned from the curated image library. You can also select an image that is more representative of the course from the library provided by D2L, or add your own image for the course tile.

Any images that you include with the My Courses widget are available to include in the course components that you export, copy, or import.

To change the default image, do the following:

1. Navigate to your homepage by doing one of the following:
   * If your My Courses widget appears on the My Home page, click the My Home button.
   * If your My Courses widget appears somewhere else, navigate to the location of the widget.
2. Hover over the course image and click the More Options menu. If you are using assistive technology or keyboard-only navigation, press Tab to access the More Options button and press Enter to view the menu items.



1. Select Change Image or press Enter.
2. Search or browse the list of available images.
3. Hover over the image you want to use and click Use this image. If you are using assistive technology or keyboard-only navigation, press Enter to select the image.



Adding a course image to a new course template

You cannot directly add an image to a course template, however, you can import an image from an existing course into the course template. After you have created a course that includes the image you want to use, you can use the Copy Components function to add the image to your course template.

1. Create a new template and select Add Components to the new template.
2. Click Search for offering to find the course where the component image currently resides.
3. Enter search parameters for the course.
4. Select the radio button for the offering you want to use.
5. Click Course appearance, and click Select individual items to copy. Note that you can view the course banner image from Manage files; however, it does not automatically appear in the form elements after you copy it.
6. On the Choose Components to Copy page, select the Course Image checkbox.
7. Click Continue.
8. Click Finish.

Adding a course image to an existing course template

You cannot directly add an image to a course template, however, you can import an image from an existing course into the course template. After you have created a course that includes the image you want to use, you can use the Copy Components function to add the image to your course template.

Note: The course banner image file does not automatically appear in the form elements when you copy it; however, you can view the image file in the Manage Files.

1. In the Manage Courses tool, on the Templates tab, click the existing template where you want to add the My Courses widget image.
2. Click Course Admin > Import/Export/Copy Components.
3. Select Copy Components from another Org Unit and click Search for Offering.
4. Click Select Components.
5. Select Course Appearance > Select individual items to copy. Note that you can view the course banner image from Manage files; however, it does not automatically appear in the form elements after you copy it.
6. Click Continue.
7. Select the image you want to copy.
8. Click Finish.

Displaying the course code in the My Courses widget

The My Courses widget can display the course code below the course name if you select the Show Course Code option in the widget settings.

1. On the My Home or Course Home page, navigate to the My Courses widget.
2. From the My Courses context menu, select Customize this widget.
3. Select Show Course Code.
4. Click Save.

Displaying the semester in the My Courses widget

The My Courses widget automatically displays a status indicatorfor inactive and closed courses. In addition to that information, you can display the semester to which a course is associated below the course name if you select the Show Semester option in the widget settings.

1. On the My Home or Course Home page, navigate to the My Courses widget.
2. From the My Courses context menu, select Customize this widget.
3. Select Show Semester.
4. Click Save.

Displaying course grouping tabs in the My Courses widget

The My Courses widget can display tabs that sort courses by Semester name, Department, or Role below the course name.

1. On the My Home or Course Home page, navigate to the My Courses widget.
2. From the My Courses context menu, select Customize this widget.
3. Do one of the following:
   * Select None to remove course grouping tabs from the widget.
   * Select Semester, then select an alphabetical sorting option from the drop-down menu.
   * Select Department, then select an alphabetical sorting option from the drop-down menu.
   * Select Role.
4. Click Save

See future and past courses in the My Courses widget

The d2l.Security.BypassDateCheck config variable allows users to see future and past courses in the My Courses widget, regardless of Access Future Courses or Access Past Courses role settings. Future courses will automatically appear in the widget if the user has less than 12 current enrolments. Past courses appear in View All Courses.

Enable users to access future and past courses

1. As an administrator in Brightspace Learning Environment, select Admin Tools.
2. In the Admin Tools menu, under Security, select Roles and Permissions.
3. From the Administrator drop-down menu, select Edit Settings.
4. Under Course Access Options, Select the Access Future Courses checkbox and/or the Access Past Courses checkbox.
5. Click Save and Close.

Note: If a user has less than 12 current enrolments, future courses automatically appear in the My Courses widget.

Are there restrictions on sharing custom widgets?

You can only share a custom widget with child org units if the widget is created at the organization, department, or semester level.

The following are the cascading effects if you share a custom widget from different levels:

* The organization level - The widget is shared to all departments, semesters, course templates, and course offerings in the organization.
* The department level - The widget is shared to all semesters, course templates, and course offerings in the department.
* The semester level - The widget is shared to all course templates and course offerings in the semester.

Change how a custom widget appears

All widgets adhere to the Widget container style by default. You can edit the settings of custom widgets to customize the widget appearance on homepages. You cannot change how system widgets appear.

1. On the My Home or Course Home page, click Style this widget in the context menu of the custom widget you want to change.
2. Click the Content tab.
3. Do any of the following to customize your widget appearance:
   * To hide the titlebar, clear the Display Titlebar check box.
   * To remove the default border style, clear the Display widget container style check box.
   * To prevent users from closing the widget on the homepage, select the Prohibit minimizing widget check box.
   * To set a custom title, in the Widget Name section, select the Custom radio button. Enter your text in the field.
4. Click Save.

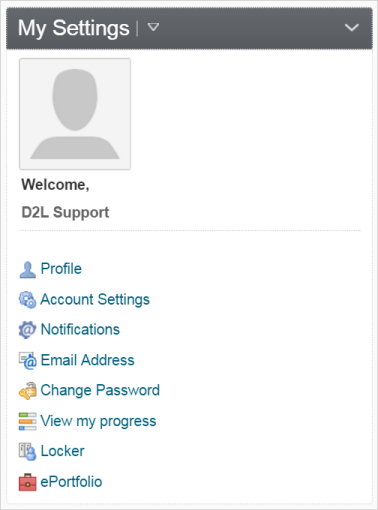
Change a homepage layout

1. In the bottom right corner of the homepage, click Edit this homepage.
2. To view all widgets available for use in the homepage you are editing, in the Widgets section, click Add Widgets.
3. Select the check boxes beside the widgets that you want to add to the homepage panel, and click Add.   
   Note: The widgets listed in the Add Widgets dialog are dependent on the tools available for use within your organization and added to the current org unit.
4. To change a widget's vertical placement on a panel or move it to another panel, click and drag the widget.
5. Click Save and Close.

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.



1. From the My Settings widget, click a setting:  
   Note: Depending on your permissions, not all of the following settings may appear.
   * 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, applications, 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.
   * Locker - manage your locker and group lockers.
   * Brightspace ePortfolio - manage Brightspace ePortfolio.

Create a course navbar and theme

For each course, you can create a navbar with links to course-specific and organization-wide tools and resources, and a theme to customize and brand the look and feel of navbars and page backgrounds.

About the navbar

The navbar contains links to course-specific and organization-wide tools and resources. Each course (or org unit) has its own navbar that links to relevant tools for that course. You can create custom links and link groups if you want to include URL links to third-party tools and other areas of Brightspace Learning Environment.

Your organization or specific department can share navbars with courses and other org units to ensure consistent branding and navigation. If you have permission to manage navbars, you can use a shared navbar or create a navbar specifically for your course. New course offerings (or org units) use the default navbar set by the organization (or parent org unit).

Navbars created at the course level cannot be shared with other courses, but you can create and store them inside a course template to make them available in course offerings that use the course template.

Navbars consist of two components: a theme that controls the look of the navbar and the navbar itself (which controls the links available on the navbar).

At the organization level, navbars listed on the Navbars page display information about whether a navbar is shared to other org units. At the course offering level, all navbars listed on the Navbars page display information about whether they are shared from another org unit (such as a department, course template, or the organization), and the name of the org unit sharing the navbar. If you have permission to manage shared navbars, the name of the org unit sharing its navbar becomes a link to the Navbars page where the navbar was created.

You can only share navbars with child org units below the org unit in which they were created. For example, if you create a navbar in a department you can only share it with all courses in that department.

You cannot add all tools and functionality to a navbar. Some tools are only available in widgets and on the minibar. You can now add a link in the navbar to the Agent List page.

About the Home icon on the navbar

The appearance of a home icon depends on whether the navbar contains a logo, and the content on the org unit level. In some cases, schools or departments at the org level want to feature their logo, but also retain access to My Home. The Home icon (My Home icon) and logo adhere to the following rules:

* If there is no logo, a Home icon displays on the navbar.
* If a logo is set that has a different destination than My Home, the Home icon and logo both display on the navbar.
* If a logo is set and the destination is My Home, only the logo displays on the navbar.

Create a navbar

To create a custom navbar

1. On the navbar, click Course Admin.
2. Click Navigation & Themes > Create Navbar.
3. Enter your navbar details.
4. In the Links area, click Add Links. Select your links, and click Add. The list of links available depends on the tools your organization uses, the custom links and link groups available, and the tools enabled for your course.
5. If applicable, click to select Enable Icon-Based Navbar.
6. If you want to change the theme of your navbar, click Change Theme. Select a new theme and click Update.
7. If applicable, click to select Share with child org units.
8. Click the context menu to change the title in the navbar, and select the appropriate option
9. Click Save and Close.

Enabling image-based navigation

Image-based navigation is an image-focused navigation feature in Daylight to aid pre-readers in navigating Brightspace Learning Environment. In this mode images supplement text links within Daylight. You can use the available images for the most commonly used system links or upload custom images.

Images are sized to 60 pixels by 60 pixels and associated with their corresponding link in the navigation bar. A pull-out menu allows for all icons to be seen at once, rather than appearing in a separate menu altogether.

To enable icon-based navigation

1. In Roles and Permissions, select “Enable Icon Based Navbars” for appropriate roles.
2. On the Edit Navbar page, enable the field “Icons: Enable Icon-Based Navbar”.
3. Create an icon link.
4. Do one of the following to upload an image for the link:
   * Click Upload to browse for a custom icon for the link.
   * Drop a file on the Upload System Icon field to use a custom icon for the link.
   * Verify that the icon that appears to use the system icon.
5. Click Save.

Changing the color in the navbar

The color of the strip across the top of the screen is set from the Themes tab in the Navigation and Themes tool. You can select the Organization Default Color or set a unique color for the top color strip for each theme. If you do not set a unique color for a theme, the top color strip and link area defaults to the Organization Default Color.

Note: It is good practice to use a color that is WCAG compliant to ensure the best possible color contrast with white text.

To set the Organization Default Color:

1. From the Admin Tools menu, click Navigation and Themes.
2. Click Themes.
3. From the More Actions menu, click Change Organization Default Color.
4. In the Top Color Strip area, choose a color from the selector, if applicable
5. In the Link Area Colors area, choose a link area color and foreground color, if applicable
6. Click Save.

To set a unique color for a theme:

1. From the Admin Tools menu, click Navigation and Themes.
2. Click Themes.
3. Click the theme you want to edit.
4. In the Top Color Strip area, choose a color from the selector.
5. Click Save.

Applying logos on department and course level navbars

You can apply navbar logos at all org unit levels using the active navbar and theme. This feature allows organizations to showcase different logos at the org, department, course, and custom org unit level. The logo is pulled from the Logo field in the active navbar's current theme.

Logos should be a maximum size of 260 pixels (width) by 60 pixels (height) for use on the Org navbar. Logos are reduced to two thirds (2/3) size when an org unit name is included in the course navbar and on mobile displays. D2L recommends that you use an SVG image to ensure that the logo image can scale to the appropriate size in the display.

To change the navbar logo on an existing navbar

1. In Admin Tools > Navigation and Themes> Themes, click a theme.
2. In the Logo field, add your file of your chosen logo.
3. Click Save.

Applying an org unit name to a navbar

In addition to the logo, you can configure the org unit name to appear, except on the org navbar (which always hides the name), and course navbar (which always shows the name).

To include the org unit name in the navbar:

1. From the Admin Tools menu, click Navigation and Themes.
2. Click Themes.
3. Click the current theme.
4. In the Name field, enter the org unit name.

Create custom link groups

Custom link groups are individual links grouped together into sets of links. You can create custom link groups and use effective link group names to suggest relationships or common features each group shares. For example, you could create an Assessments link group that contains links to the Quizzes, Assignments, Surveys, and Self Assessments tools.

When you create a custom link group and add it to a navbar link area, the link group appears as a drop-down menu labeled with the custom link group name.

1. On the navbar, click Course Admin.
2. Click Navigation & Themes.
3. From the tool navigation, click Custom Links > Create Link Group.
4. Enter a name for your custom link group.
5. Upload or choose an existing icon for your link group.
6. Enter a description for your link group.
7. Select the Share with child org units check box if applicable.
8. In the Links area, do any of the following:
   * To add existing links to the group, click Add Existing Link. Select the links you want to add and click Add.
   * To add a new link to the group, click Create Link. Enter your custom link details and click Create.
9. Click Save.

Delete a navbar

You cannot delete an active or default navbar, and you can only delete a navbar from the org unit (or organization) in which it was created.

If you delete a navbar that is shared to child org units, all child org units using the navbar will automatically revert to the default navbar.

1. On the navbar, click Course Admin.
2. Click Navigation & Themes.
3. On the Navbars page, from the context menu of the navbar you want to delete, click Delete.

Change a course navbar

1. On the navbar, click Course Admin.
2. Click Navigation & Themes.
3. From drop-down list under the Active Navbar section, select a navbar for your course.
4. Click Apply.

About themes

Themes enable you to customize and brand the look and feel of navbars and page backgrounds. Themes do not control the type of links navbars can contain. When you create a theme, there are two colors in the theme you can configure to ensure a consistent user experience and adhere to your organization's branding guidelines: the Primary Color and Accent Color. The Primary Color modifies the background of the link area in the navbar and units in Lessons (each lesson and folder in a unit displays the same color, only lighter), if enabled. The Accent Color modifies the thin color strip above the navbar.

Note: If no color is specified for the Primary Color, the default “rainbow” colour scheme is used in Lessons, if enabled.

At the course offering level, all themes listed on the Themes page contain information about whether a theme is shared from another org unit and the name of the org unit sharing the theme.

If your permissions do not allow you to create themes, you must select from existing themes or use the default theme.

Themes created in an org unit are automatically shared with child org units.

Themes created at the course level cannot be shared with other courses, but you can create and store them inside a course template to make them available in course offerings that use the course template.

Create a theme

To create a theme

The Theme Preview area displays changes as you make them.

1. On the navbar, click Course Admin.
2. Click Navigation & Themes.
3. Click Themes > Create Theme.
4. Enter a Name and Description for your theme.
5. Upload or choose an existing Logo for your theme. SVG files are recommended for better scaling. The logo can be up to 260 x 60 pixels, but displays at smaller sizes for smaller devices or when viewing a navbar with a course title.
6. Choose a Primary Color to modify the background of the link area in the navbar and units in Lessons (each lesson and folder in a unit displays the same color, only lighter), if enabled.   
   Note: If no color is specified for the Primary Color, the default “rainbow” colour scheme is used in Lessons, if enabled.
7. Choose an Accent Color to modify the thin color strip above the navbar.
8. If you want to customize the link destination, click the context menu and select the correct destination from the options in the menu.
9. Click Save and Close.

Delete a theme

You cannot delete a default theme or a theme shared to you from the organization, a parent course, or department.

You are prompted to choose a replacement theme for the navbars using the theme you want to delete. If a theme with an identical layout does not exist, you are not allowed to delete the theme until you have created an acceptable replacement.

1. On the navbar, click Course Admin.
2. Click Navigation & Themes.
3. On the Themes page, from the context menu of the theme you want to delete, click Delete.
4. In the Choose a Replacement dialog, from the drop-down list, select a new theme.
5. Click Delete.

Automatically customize course content using replace strings

A replacement string allows instructors to customize course content and communications in Brightspace Learning Environment by incorporating the intended learner's personalized information, such as their name, automatically. This feature can help instructors build better relationships with learners, increase engagement levels, and improve the overall learning experience.

Replace strings, sometimes referred to as display configuration variables, are configuration variable names enclosed in curly braces {} that are automatically replaced by the corresponding configuration variable values. For example, if you enter the text {OrgUnitID} into a document, when you view the document you will see the Organization Unit ID (ou #) of the course.

Replace strings are used in all tools that use HTML Editor. However, evaluation rules for the replace strings vary with the tool as follows:

* For the Content tool, curly braces are stripped even if the string is not a valid configuration variable or a replace string that does not apply to the Content tool. Then, replace strings are evaluated only once when first entered. Thereafter, there is no record of a replacement string having been entered. For example, if you enter {OrgUnitID} into a Content topic in course 'A' and later copy that topic into course 'B', the ou # of course 'A' course will display in the topic in course 'B'.

For all other tools, any curly braces are NOT stripped if the string is not a valid configuration variable or a replace string that does not apply to the tool. Then the replace string is evaluated each time the document containing the replace string is viewed. For example, if you enter {OrgUnitID} into a Discussion topic in course 'A' and later copy that topic into course 'B', the ou # of course 'B' will display in the post in course 'B'.

* Not all replace strings apply to all tools as described below.

Replace strings are particularly useful within the following:

* Course Homepage Widgets
* Custom Navigation Bar Links
* Navigation Bars
* Mail Templates
* Grades when adding bulk feedback

An example of using replace strings in a custom widget for a course home page

For example, if the text {UserName} is in the code of a custom widget for a course home page, users in that course will see their user names displayed.

The available replace strings are:

| **Organization replace string** | **Description** |
| --- | --- |
| {OrgId} | ID number of the organization |
| {OrgName} | Name of the organization |

| **Org Unit replace string** | **Description** |
| --- | --- |
| {OrgUnitId} | ID number of the organization unit |
| {OrgUnitName} | Name of the organization unit |
| {OrgUnitCode} | Code for the organization unit |
| {OrgUnitTypeId} | ID number of the type of the organization unit |
| {OrgUnitPath} | Path to files for the organization unit |

| **User replace string (Unavailable in the Content tool)** | **Description** |
| --- | --- |
| {UserId} | ID number of the user. This value is used internally by the system |
| {UserName} | Full name of the user or the username entered to log on |
| {OrgDefinedId} | Organization ID. This is an identifier specified by the campus for the user |
| {FirstName} | First name of the user |
| {LastName} | Last name of the user |
| {Email} | User's internal email address |
| {ExternalEmail} | User's external email address |
| {InternalEmail} | User's internal email address |

| **Role replace string (Unavailable in the Content tool)** | **Description** |
| --- | --- |
| {RoleId} | Internal ID number for user's role |
| {RoleCode} | Code for user's role |
| {RoleName} | Name of user's role |

| **Mail Template replace string** | **Description** |
| --- | --- |
| {HelpDeskEmail} | Email address of the Help Desk |
| {HelpDeskName} | Name for the Help Desk |
| {LoginPath} | URL of the login path for this site |
| {PasswordResetLink} | Link for users to reset their passwords |

Log and classify books as course materials

The Book Management tool enables you to input, edit, and delete book information using International Standard Book Numbers (ISBN). You can log books using 10-digit or 13-digit ISBNs and classify books as required reading materials for classes. Users require the Manage Content permission to access the Book Management tool.

Add a book

1. On the navbar, click Course Admin > Book Management.
2. On the Book Management page, click Add Book.
3. Enter the ISBN.
4. If you want to classify the book as required reading material for a course, select the Required check box.
5. Click Add.

Edit a book

1. On the navbar, click Course Admin > Book Management.
2. Beside the ISBN you want to edit, click the Edit icon.
3. Make your changes.
4. Click Save and Close.

Learning Tools Interoperability: Content-Item Message Service 1.0

Content-Item Message is an LTI service that allows instructors to insert third party content into Brightspace Learning Environment using a standard integration that your administrator needs to set up prior to your usage. Placements represent locations in Brightspace Learning Environment, in which you can access the integrated third party tool and insert its content. Supported placements include Content > Existing Activities, and within the HTML Editor tool > Insert Stuff, and Insert Quicklink.

Add third-party content from the Content tool

1. In Content, from the Existing Activities drop-down list, select the third party tool you want to add content from.
2. In the Add Activity dialog box, select and insert the content you want to add into your course. These topics appear as content topics in your course.

Add third-party content from Insert Stuff

To add third-party content from Insert Stuff

1. In the HTML Editor, click the Insert Stuff icon.
2. Under Insert Stuff, select the tool that you want to select content from.
3. Select and insert the content you want to add into your course.
4. Preview the selected content and click Insert.

Add third-party content from Insert Quicklink

1. In the HTML Editor, click the Insert Quicklink icon.
2. In the Third Party section, select the tool you want to add content from. The selected content is added into the HTML Editor as a Quicklink.

Add third-party content from Course Import

1. In Content, click Table of Contents.
2. From the Import Course drop-down list, select the third-party tool containing the content you want to add.
3. In the Import Course Package dialog box, select the course package you want to add into your course.
4. Click Import All Components.
5. Click View Content.

Add third-party content from Import/Export/Copy Components

1. From the Admin Tools menu, click Import/Export/Copy Components.
2. Select the Import Course from External Learning Tool radio button and select the third-party content provider you want to use to import course content.
3. Click Start.
4. In the Import Course Package dialog box, select the course package you want to add into your course.
5. Click Import All Components.
6. Click View Content.

Add metadata to learning resources

Metadata is information about a learning resource that you add to the resource to help other users locate it and understand its purpose.

Administrators can create views, templates, and taxon schemas for your organization to enable users to enter repetitive metadata information quickly and consistently.

Metadata and the Content tool

You can add and edit metadata for content modules and topics when you publish them to Brightspace Learning Repository. You can also add metadata to content modules and topics from directly within the Content tool.

Metadata and the Brightspace Learning Repository tool

You can search for learning resources (objects and files) based on their metadata from within a Brightspace Learning Repository (LOR), and you can view an object’s metadata to determine whether it suits your needs before you import it into a course. Depending on your permissions, you can also edit the learning object’s metadata. Organizations can also require adding metadata when publishing a learning object to an LOR and can specify a set of required metadata that is mandatory for learning objects.

Metadata interfaces

There are two interfaces that you can use to enter metadata:

* Basic interface - The basic interface presents a simple list of fields grouped into categories. Users cannot specify a language for their values or enter values in multiple languages, nor can they add additional values to a field (although they can configure a view to display a field multiple times in the basic interface, enabling users to enter multiple values).
* Advanced interface - The advanced interface enables users to specify their language, enter values in multiple languages, and enter multiple values for some fields. If a view is part of the IEEE LOM family, its fields display as a hierarchy in the advanced editor.

Best practices for using metadata

* If you want to only see category names instead of all of the fields in every category, enable the basic interface. If you choose to only display the category names, you can still show the fields in the first category by default.
* If you want to use a template, import metadata, or copy metadata from another resource, do so before manually entering data. Any data you enter manually is erased when you apply existing metadata from another source.
* In some fields, you may need to enter more than one value; for example, if a resource has multiple keywords or multiple authors/contributors. In the basic interface, if a field accepts multiple values, it is listed multiple times. In the advanced interface, you can manually add additional values to a field and then enter data for the additional values. Each value can have multiple translations in different languages.
* If another resource in your course has similar metadata, you can copy that resource’s metadata and then modify it, rather than re-entering all of the information.
* Views within the same family provide different ways of looking at (or entering) the same metadata, but views in different families provide access to different metadata. Keep this in mind when you determine what views to make available to users in your organization.
* Switching views can lead to conflicts and will cause you to lose unsaved changes. Avoid switching views where possible.
* Use a standard naming convention for templates in your organization.
* Use replace strings to add dynamic information to a template.
* If you want to specify the language of your metadata and enter data for a single field in multiple languages, use the advanced interface.

Troubleshooting metadata conflicts

Conflicts occur when a resource’s metadata violates restrictions set by the current view. You might encounter a conflict when you:

* Switch between views
* Switch from the advanced interface to the basic interface
* Apply a template
* Import metadata

| **Conflict** | **Reason** | **Result** | **Resolution** |
| --- | --- | --- | --- |
| Character Limit | The value of the data exceeds the character limit set for the field | The value truncates | Use a shorter value or cancel your changes and use the advanced interface or an alternate view |
| Vocabulary | The value of the data does not belong to the restricted vocabulary set for the field | The value clears | Select a value from the field’s restricted vocabulary or cancel your changes and use the advanced interface or an alternate view |
| Multiplicity | A field contains more values than the view allows | Additional values save but do not display | Use the advanced interface or an alternate view if you want to see or edit the additional values |
| Language | Occurs when you import data in a language not used by the Metadata tool in your organization | The language changes to “unspecified” | Select an alternate language, leave the language unspecified, or ask site administration to add the language |

Using metadata views

Metadata views

A view is a collection of fields. A field corresponds to one piece of data that you enter as part of a metadata object. For example, title, description, author, date created, and rights are all possible fields. Different views enable users to see and modify different fields when looking at metadata.

Brightspace Learning Environment includes six base metadata views that implement widely used metadata standards:

* Dublin Core (<http://dublincore.org/documents/>) - This view categorizes metadata using 15 different elements: contributor, coverage, creator, date, description, format, identifier, language, publisher, relation, rights, source, subject, title, and type.
* GEM - This view categorizes metadata using 9 different elements: general, life cycle, meta-metadata, technical, educational, rights, relation, annotation, and classification.
* IEEE LOM - This view categorizes metadata using the 15 Dublin Core elements, plus 7 additional elements: audience, cataloging, duration, essential resources, pedagogy, quality, and standard.
* Normetic (<http://www.normetic.org/> (French) or <http://www.normetic.org/-English-.html> (English)) - This view is a French version you can use to categorize metadata based on the IEEE LOM view.
* Object Publishing - This view categorizes metadata based on a simplified Dublin Core view using 3 different elements: title, description, and keywords.
* Object Publishing IEEE LOM - This view categorizes metadata based on a simplified IEEE LOM view using 3 different elements: title, description, and keywords.

Default system views refer to any of the views that ship with Brightspace Learning Environment by default.

Brightspace Learning Environment also includes two default system views that inherit from the IEEE LOM base view:

* CanCore (<http://cancore.tru.ca/en/>)
* Asset Metadata

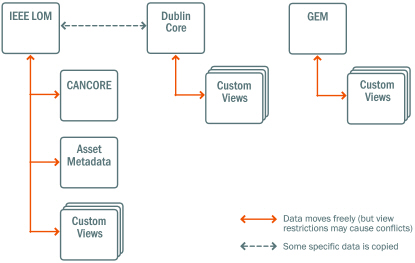
Create a metadata view

Creating a new metadata view may be necessary for any number of reasons. For example, you might require a view for a specific department to refine the general organization’s view, or a simplified view for users who do not require access to all of the metadata associated with your organization’s resources.

You can create new views based on any of the available views, including views you have previously created. When creating a new view, you can rename, reorganize, and hide fields, change field types, and set data restrictions; however, you cannot add additional fields or radically alter the structure of the base view.

Some of the fields in IEEE LOM and Dublin Core are cross-walked, meaning the values from those fields automatically synchronize between the two views. In fields that are not cross-walked, the values entered in a view from one family are not visible across families.

Keep this in mind when you determine what views to make available to users in your organization. Views within the same family provide different ways of looking at (or entering) the same metadata, but views in different families provide access to different metadata.



1. From the Admin Tools menu, click Metadata Administration.
2. On the Views page, click New View.
3. Enter a View Name.
4. From the Parent View drop-down list, select the parent view that contains the structure that you want your view to inherit.
5. Do one of the following:
   * If you want your view to inherit its settings from its parent, select Inherit Properties from Parent View.
   * If you want your view to copy properties from an existing view, select Copy Properties from an Existing View.
6. Click Save.
7. On the Edit View page, using the provided tabs, further customize your General, Restrictions, and Layout options.
8. Click Save.

Import a metadata view

You can add a metadata view by importing an XML file into Brightspace Learning Environment.

Brightspace Learning Environment treats any view that you import as a customized view and maintains the language terms defined in the org unit that the view comes from. For example, if a French org defines a view with French terms and exports the view, then when you import the view in another org unit, users see the French terms even if they are using English.

1. From the Admin Tools menu, click Metadata Administration.
2. On the Views page, from the More Actions button, click Import View.
3. On the Import View page, enter a View Name.
4. To select the view that you want to import, click Browse. Locate your file and click Open.
5. Click Import.

Export a metadata view

You can export a metadata view as an XML file. When you export a metadata view, it retains the language terms that you have in your org unit. For example, your French org defines a view with French terms and exports the view, then when other users import the view in another org unit, they see the French terms even if they are using English.

1. From the Admin Tools menu, click Metadata Administration.
2. On the Views page, from the More Actions button, click Export View.
3. From the Export View drop-down list, select the view you want to export.
4. Click Export.

Using metadata languages

Set initial metadata language

The initial language serves two purposes: All the metadata you enter through the basic interface is associated with the initial language and the initial language is selected by default for values entered through the advanced interface.

1. From the Admin Tools menu, click Metadata Administration.
2. On the Metadata Languages page, in the Actions column for the language you want to set as default, click the Set Initial Language icon.

Add a metadata language

You can add a language for users in metadata fields. This enables users, when publishing a content topic, to enter multiple descriptions for the topic in different languages. For each language variant, users specify the language they use from the choices available.

1. From the Admin Tools, click Metadata Administration.
2. On the Metadata Languages page, from the Select a Language drop-down list, click the language you want to add.
3. If you want to identify regional variations for your chosen language, from the Select a Country drop-down list, click the country you want to add.
4. Click Add.

Using metadata templates

Metadata template types

Brightspace Learning Environment comes with 4 basic metadata template types:

* Default Template
* Dublin Template
* GEM Template
* IEEE Template

Create a metadata template

A template is a collection of predefined values that users can use to quickly add standard metadata to a resource. Templates enable you to quickly apply standard metadata to resources that have duplicate information, saving you from re-entering the same information for each resource.

Templates can include static information that is the same every time a user applies the template and dynamic information based on replace strings that updates when a user applies the template.

For example, if members of an anthropology department are cataloging images of pottery shards from a site, they can use a template to automatically fill in standard data associated with all of the images including the resource type, format, associated keywords, etc.

1. From the Admin Tools menu, click Metadata Administration.
2. On the Templates page, click New Template.
3. Enter your New Template details.
4. Click Save.
5. On the Edit Template page, using the provided tabs, further customize your Properties and Values options.
6. Click Save.

Import a metadata template

1. From the Admin Tools menu, click Metadata Administration.
2. On the Templates page, from the More Actions button, click Import Template.
3. On the Import Template page, enter a Template Name.
4. To select the template that you want to import, click Browse. Locate your file and click Open.
5. Click Import.

Export a metadata template

1. From the Admin Tools menu, click Metadata Administration.
2. On the Templates page, from the More Actions button, click Export Template.
3. From the Export Template drop-down list, select the template you want to export.
4. Click Export.

Using metadata taxon schemas

What is a taxon schema?

A taxon is a collection of things grouped together according to their basic similarities. For example, an educational taxonomy may be defined as University > Faculty > Department > Specialties and so on. Schemas define the structure, content, and semantics of documents, and in this case, XML documents. In the context of Brightspace Learning Environment, taxon schemas are classification systems that can be used to categorize resources like learning objects. This enables users to browse for resources in Brightspace Learning Repository organized by categories in defined schemas.

Only views in the IEEE LOM family support taxon schemas. The actual taxon schemas available to a user when entering metadata depend on the view selected. When editing a view, you can specify which of the taxon schemas are available in that view.

By changing a view’s available schemas, you specify the classification systems available to a user when using the view to enter metadata for a resource.

Taxon schema types

Brightspace Learning Environment comes with 2 basic taxon schema types:

* Bloom's Taxonomy
* GEM - Subject Keyword

Define your taxon schema in an XML file

To add a schema, you must have an XML file that defines the schema. You can use the XML Sample File and the comments in it as a guide to creating your own.

1. From the Admin Tools menu, click Metadata Administration.
2. On the Taxon Schemas page, in the Import a Taxon Path Schema area, click the XML Sample File link.
3. Edit the sample file with an XML or text editor.

Import your taxon schema from an XML file

Once you've defined your taxon schema in an XML file, you can import it back into Brightspace Learning Environment.

1. From the Admin Tools menu on the minibar, click Metadata Administration.
2. On the Taxon Schemas page, in the Import a Taxon Path Schema area, enter your schema details.
3. To select the schema you want to import, click Browse. Locate your file and click Open.
4. Click Import.

Configure a course for self-enrollment with Discover

To provide learners with greater flexibility and control over their personal learning goals, the new Discover tool allows them to search for active courses and self-enroll. In addition, learners can self-unenroll from the courses they self-enrolled in. Depending on your organization's needs, Discover may be a suitable replacement for Course Catalog and the Self-Registration tool.

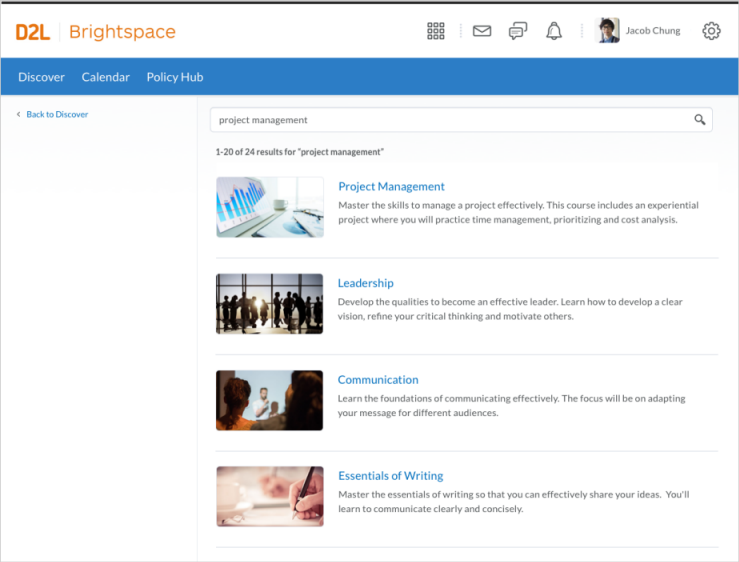


Figure: Search results for courses in Discover

From the navbar, learners click Discover, and then search for active courses by entering terms that match course titles and descriptions. Only courses that allow self-enrollment (configured by course administrators or instructors) appear in the search results. From the search results, learners select a course and enroll.

Note the following:

* To avoid potential confusion or conflicts, D2L recommends that you do not use Discover with Self-Registration. Both tools use the same internal flag to determine which courses allow self-enrollment, which would cause the same courses to appear in both tools.
* Learners can enroll in a course prior to its Start Date (if configured), but they cannot enroll in a course past its End Date (if configured).
* After configuring a course for self-enrollment, it may take a minute before the course appears in Discover search results.

To configure a course for self-enrollment:

1. Navigate to the course.
2. Select Course Admin > Course Offering Information.
3. Under Discover, check the Make this course available in Discover so Learners can self-enroll option.
4. Under Description, include a course description to appear in Discover.
5. Ensure that the Course is active option is checked. Inactive courses are not included in Discover.
6. Click Save.

Self register into a course

The Self Registration tool allows users to enroll themselves in courses that have the self registration feature enabled. You can define whether self registrations require your approval for users to be enrolled in your course.

If your organization has the Self Registration tool set up, Brightspace Learning Environment users can access a list of all offered courses that allow self registration by clicking the Self Registration link on the My Home page navbar. Users can then register by clicking on the name of the applicable course and filling out the associated registration form.

You can allow only users that have Brightspace Learning Environment accounts (existing users) to self-enroll in your course or allow both existing and new users (external users) to self-enroll in your course. If you allow external registration, a Self Registration link appears on your organization’s Brightspace Learning Environment login page to allow new users to complete course enrollment.

Create new Brightspace Learning Environment users using the Self Registration tool

1. On the course home page, click Course Admin.
2. Click Self Registration.
3. On the Registration List page, click Add Participant.
4. Select the Create and add a new participant option.
5. In the Enrollment Options area, do any of the following:
   * To require the user to change their password upon logging into the course for the first time, select Force password change on login.
   * To send an email to the user confirming their enrollment, select Send an enrollment email.
6. In the Create User area, enter your user details.
7. Click Enroll.

Enroll existing Brightspace Learning Environment users using the Self Registration tool

1. On the course home page, click Course Admin.
2. Click Self Registration.
3. On the Registration List page, click Add Participant.
4. Select the Add an existing participant option.
5. In the Lookup Participant area, enter all or part of a user's name, username, or email address. Click Search.
6. Select the users you want to enroll. In the Role column, from the drop-down list, assign the selected users a role.
7. Click Enroll.

Enable self registration in a course offering

An administrator must enable the necessary configuration variables and security permissions and the Self Registration tool must be turned on in order for you to enable self registration in a course offering.

1. On the course home page, click Course Admin.
2. Click Course Offering Information.
3. On the Course Offering Information page, in the Registration area, select Users can self-register.
4. Click Save.

Unenroll users from a course offering using the Self Registration tool

Unenrolling a user from a course offering in the Self Registration tool will only remove the user from your course, not from Brightspace Learning Environment.

1. On the course home page, click Course Admin.
2. Click Self Registration.
3. On the Registration List page, select every user you want to unenroll.
4. Click the Reject Selected icon.

Import users using the Self Registration tool

The Import Participants page contains file formatting information for your import package, as well as a sample file you can download and repurpose.

When importing an extremely large number of users (files containing 1000 or more users) you might receive a timeout error. If this occurs, contact your site administrator; they can use the Bulk User Management tool to import the users.

1. On the course home page, click Course Admin.
2. Click Self Registration.
3. On the Registration List page, click Import Participant.
4. In the Import Participants area, do any of the following:
   * To require the user to change their password upon logging into the course for the first time, select Force password change on login.
   * To send an email to all users who are not already Brightspace Learning Environment users to confirm their enrollment, select Send email to new users.
   * To send an email to all users who are already Brightspace Learning Environment users to confirm their enrollment, select Send email to existing users.
5. In the File area, click Browse. Locate your .csv or .txt file and click Open.
6. Click Import.

Run Self Registration reports

1. On the course home page, click Course Admin.
2. Click Self Registration.
3. On the Registration List page, click Report.
4. In the Search Options area, do the following:
   * Select the From and To dates you want to report on.
   * Select Show Self-Registrations only.
5. Click Generate Report.

Create registration forms

A registration form contains fields that users must fill in when registering for a course.

1. On the course home page, click Course Admin.
2. Click Self Registration.
3. On the Registration List page, click Form > New Form.
4. Enter a Form Name.
5. Click Save Form.
6. Do any of the following:
   * To add a system field to the form, click Add System Field.
   * To add a custom field to the form, click Add Custom Field.
   * To change the order in which fields appear, click Reorder Fields.
   * To determine if the field requires a response, select or clear the Required check box for the field.
7. Click Save Form.

Associate a registration form with a course

A course must have an associated registration form before you can list it on the Self Registration page. You can view information gathered from completed registration forms on the Registration Report page.

If a course does not have an associated registration form, a warning appears on the Course Offering Information page.

1. On the course home page, click Course Admin.
2. Click Self Registration.
3. On the Registration List page, click Form.
4. On the Registration Form page, in the Course Offering Forms area, select the form you want to associate.
5. Click Save.

Set restrictions on self registration

The Registration Restrictions page allows you to set date restrictions for enrollment and specify the maximum number of registrations you will accept, as well as any prerequisite or anti-requisite courses.

1. On the course home page, click Course Admin.
2. Click Self Registration.
3. On the Registration List page, click Restrictions.
4. Do any of the following:
   * To restrict registration to certain dates, select Registration Start Date and Registration End Date and enter a date range using the drop-down lists. The course only appears for users on the Self Registration page during the window of time you specify, although courses are always visible for users with cascading permissions.
   * To restrict registration to a number of participants, enter the number of allowed registrations in the Self Registration Limit field. This field is compared against the number of users that have self-registered and have an enrollment status of either approved or unassessed.
   * To add prerequisite courses, click Add Prerequisites. Locate the group of org units or specific org units you want to add. Click Add.
   * To add anti-requisite courses, click Add Excluded Enrollments. Locate the group of org units or specific org units you want to add. Click Add.
5. Click Save.

Approve self registrations

To approve self registration enrollments, you must have the Approve Enrollments permission.

1. On the course home page, click Course Admin.
2. Click Self Registration.
3. On the Registration List page, from the Show drop-down list, click All unassessed users > Search.
4. Select every user you want to approve and click the Approve Selected icon.

Delete or reject self registrations

When you delete a self registration request, the user is permanently removed from the list and is not enrolled in the course. When you reject a self registration request, the user remains on the list but is not enrolled in the course.

1. On the course home page, click Course Admin.
2. Click Self Registration.
3. On the Registration List page, do one of the following:
   * To delete a registration request, select the check box for any user you want to delete and click the Delete Selected icon.
   * To reject a registration request, select the check box for any user you want to reject and click the Reject Selected icon.

Troubleshooting self registrations

|  |  |
| --- | --- |
| Problem | Solution |
| My registration form is not displaying on the Self Registration page | Create and associate a registration form with your course |
| I want to use the same registration form in multiple courses without recreating it every time | Create a standard registration form at the organization level |
| I can't approve self registrations | Make sure you have the appropriate security permissions |
| I can't reject or delete self registrations | Ensure your role has the Manage Courses > Unenroll Users from the Registration Area permission for the course offering level |
| I can't enable self registration in a course offering | Ensure the Self Registration tool, necessary configuration variables, and security permissions are enabled |
| I can't find my course on the Self Registration page | Make sure that your course has not reached its enrollment limit or registration end date |

Find activity that matches certain criteria

The Intelligent Agents tool monitors an org unit to find activity that matches criteria that you set. The criteria that the agents search for are login activity, course activity, and release conditions in Brightspace Learning Environment.

Example uses for agents include:

* Emailing users with grades below a certain level
* Checking for users that have not logged in within a specific number of days
* Checking for users that view a specific content topic

Considerations for setting up agents

When you create a new agent, you need to determine:

* The criteria the agent looks for. The agent can check user login activity, course activity, and/or triggered release conditions. Be aware that intelligent agents evaluate the status of release conditions at the time that they run. A user that may have satisfied a release condition on a prior run, may no longer satisfy a release condition on a subsequent run, especially in the case of our 'NOT' conditions.
* How often the agent is scheduled to run and find users that meet its criteria. If you don't set a schedule then the agent must be manually triggered on the Agent List page.
* How often the agent takes action when a user satisfies the criteria. I.e. Will the agent send one email the first time the user triggers the agent, or send reminder emails to the user every time the agent runs?
* The action you want the agent to take when it finds a user that fits the criteria it is looking for. An agent could: change enrollment in the current course, or enroll into another course; send an email to the user, their auditor, or other user; or do nothing (choosing no action enables the agent to run and generate reports of who has satisfied the criteria during different runs of the agent).

Notes:

* + You must have the appropriate enrollment permissions in the current or destination courses to create intelligent agents that change user enrollments.
  + File attachments and inserted images in emails cannot exceed the limit set for your institution for email attachments.

Best practices for creating and using agents

There are many things you should consider when setting up agents for your course in order to get the most benefit from using the tool. Agents are most useful when you have carefully considered how you are organizing and presenting them in a course.

Some best practices include:

* Use a standard naming convention to keep the order and purpose of each agent clear
* Use the agent's Description area to collect reminder notes of what you need to adjust in the agent for each offering
* Determine if your agent would benefit from repetition
* Use replace strings to personalize emails and minimize editing
* Avoid overusing agents, especially if you can get the information to learners another way

Replace strings for agents

| **Replace String** | **Description** | **For Use In** |
| --- | --- | --- |
| {InitiatingUser} | The user who performs the action that meets the agent’s criteria | Email address field |
| {InitiatingUserAuditors} | The auditors for the user who performs the action that meets the agent’s criteria | Email address field |
| {OrgName} | The name of the organization | Email body |
| {OrgUnitCode} | The code for the Org Unit | Email body |
| {OrgUnitName} | The name of the Org Unit | Email body |
| {OrgUnitStartDate} | The start date specified for the Org Unit | Email body |
| {OrgUnitEndDate} | The end date specified for the Org Unit | Email body |
| {OrgUnitId} | The org unit ID required to make quicklinks works | Email subject line and email body |
| {InitiatingUserFirstName} | The first name of the initiating user | Email body |
| {InitiatingUserLastName} | The last name of the initiating user | Email body |
| {InitiatingUserUserName} | The username of the initiating user | Email body |
| {InitiatingUserOrgDefinedId} | The Org Defined ID of the initiating user | Email body |
| {LastCourseAccessDate} | The date the initiating user last accessed the course | Email subject line and email body |
| {LastLoginDate} | The date the initiating user last logged in | Email subject line and email body |
| {LoginPath} | The address of the login path for the site | Email body |

Using agents

Create an agent

To create an agent

1. On a course navbar, click Course Admin.
2. Click Intelligent Agents.
3. On the Agent List page, click New.
4. On the New Agent page, enter a name.
5. Expand the Edit Description label and enter a description.
6. If you want the agent to be active, select the Agent is enabled check box.
7. Under Criteria > Role in Classlist, do one of the following:
   * If you want the intelligent agent to be applicable to all roles in the Classlist, select the All users visible in the Classlist check box.
   * If you want the intelligent agent to be applicable to select roles, select the Users with specific roles check box and select the respective roles.
8. If you want your agent to target users' login habits, under Criteria > Login Activity, enter your criteria. Note: Login activity refers to logins at the platform level.
9. If you want your agent to target users' course habits, under Criteria > Course Activity, enter your criteria.
10. If you want your agent to run when a specific existing condition has been met, under Criteria > Release Conditions, click Attach Existing. Select the check box for any condition you want to attach and click Attach.
11. If you want your agent to run when a specific new condition has been met, under Criteria > Release Conditions, click Create and Attach. Select a Condition Type from the drop-down list. Complete any additional Condition Details that appear and click Create.
12. Under Actions > Repetition, select how often you want the agent to take action.
13. If your role has the Use Agent Enrollment Actions and Perform Unenroll permissions, you can set your agent to perform an enrollment or unenrollment action:
    * Under Change User Enrollments, select the Change user enrollments when the criteria are satisfied check box.
    * From the Enrollment Action drop-down list, select the action you want your agent to perform and select the course.
    * If you want to Enroll user in a course, select an available course from the dialogue. Only courses you have permission to enroll in will be shown.
    * From the New Role drop-down list, select what role the user will be enrolled with when the agent criteria is satisfied.
14. If you want the agent to send an email when the set criteria are satisfied, under Actions > Send an Email, select the Send an email when the criteria are satisfied check box and enter your email details and relevant attachments.
15. If you want to schedule how frequently Brightspace Learning Environment evaluates the agent criteria, under Scheduling, select the Use Schedule check box. Click Update Schedule and set your scheduling details.  
    Note: Scheduled intelligent agents stop running and are automatically disabled if the course is inactive, past its end date, or deleted. You can still set up a practice run or a manual run of an intelligent agent at any time in a course with a passed end date.
16. Click Save and Close.

Edit an agent

1. On the navbar, click Course Admin.
2. Click Intelligent Agents.
3. From the context menu of the agent you want to edit, click Edit Agent.
4. Make your changes.
5. Click Save and Close.

Copy an agent

You can copy an agent to reuse or make minor editing changes to. All copied agents will be disabled by default.

1. On the navbar, click Course Admin.
2. Click Intelligent Agents.
3. From the context menu of the agent you want to copy, click Copy. A new agent is created and Copy of is added to the beginning of its name.

Delete an agent

To delete an agent

You can delete an agent individually or in bulk. Deleted agents do not run if they have a recurring schedule.

1. On the navbar, click Course Admin.
2. Click Intelligent Agents.
3. In the Agent List, select the check boxes of the agents you want to delete and click Delete.
4. To confirm the deletion, click Delete.

Restore an agent

You can restore deleted agents. All restored agents maintain existing properties and history.

1. On the navbar, click Course Admin.
2. Click Intelligent Agents.
3. In the Restore Agents page, click Restore to restore any of the deleted agents.

Add a link to the Intelligent Agents tool to the navbar

You can add a link to the Intelligent Agents tool to your course’s navbar.

1. From the Admin Tools menu, select Navigation and Themes.
2. Click the link for the navbar, in which you want to add a link to the Intelligent Agents tool.
3. On the Edit Navbar page, in the Links area, click Add Links.
4. In the Add Links dialog box, select the Intelligent Agents check box.
5. Click Add, and then Save and Close.

Update Intelligent Agents settings

You can adjust the settings in the Intelligent Agent tool to set custom values for the name that emails come from and the reply-to address that responses are delivered to.

1. On the navbar, click Course Admin.
2. Click Intelligent Agents.
3. Click Settings.
4. On the Intelligent Agents Settings page, select one of the following:
   * Select Use the system defaults.
   * Select set custom values for this course and fill in the available fields.
5. Click Save.

Run an agent manually

To run an agent manually

Typically, agents are set up to run automatically. If you do not have a regular schedule set up for an agent, you must run it manually.

When you run an agent manually, it sends a confirmation email to the user that requested or set up the agent. This email contains the following information: org unit code and name, which agent ran, time and date the request was submitted, time and date the request was finished, and whether the agent took action.

You can set up a manual run of an intelligent agent at any time in a course with a passed end date. Agents do not need to be enabled in order to set up a manual run.

1. On the navbar, click Course Admin.
2. Click Intelligent Agents.
3. From the context menu of the agent you want to run manually, click Run Now.
4. To confirm the manual run, click Run.

Perform a practice run on an agent

To perform a practice run on an agent

You can have an agent perform a practice run to see who will be identified by the agent without sending those users an email. Agents do not need to be enabled in order to perform a practice run.

1. On the navbar, click Course Admin.
2. Click Intelligent Agents.
3. From the context menu of the agent you want to perform a practice run for, click Practice Run.
4. To view the users identified, on the Agent List, in the Results of Last Run column, click the link.

Change the status of an agent

You can enable and disable agents individually or in bulk easily on the Agent List page. Disabled agents display an The disable carrier icon Agent is not enabled icon by their name.

1. On the navbar, click Course Admin.
2. Click Intelligent Agents.
3. On the Agent List page, do one of the following:
   * To enable an agent, select the check box for any agent you want to enable and click the Enable link.
   * To disable an agent, select the check box for any agent you want to disable and click the Disable link.

View the history of an agent

You can view the history of an agent to see when the agent was run, who was identified, the type of run (Manual, Scheduled, or Practice), who ran the agent, and if any errors were encountered.

1. On the navbar, click Course Admin.
2. Click Intelligent Agents.
3. From the context menu of the agent you want to view the history of, click View History.

Export the history of an agent

You can export the history of an agent to a CSV file to see when the agent was run, who was identified, the type of run (Manual, Scheduled, or Practice), who ran the agent, and if any errors were encountered.

1. On the navbar, click Course Admin.
2. Click Intelligent Agents.
3. Click More Actions, and select Export Agent History.
4. Select an individual agent, or all agents.
5. Select the Include Practice Runs checkbox if you want this information included.
6. Set the date range to include in the CSV, and click Export.
7. Click on the CSV file to download the history for review offline

Note: On the Agent List page, select the context menu for an individual agent, and click Export History to generate a CSV file for specific agents.

View scheduled agents' run time

To view scheduled agents' run time

You can view the time of day the scheduled agents will run.

1. On the navbar, click Course Admin.
2. Click Intelligent Agents.
3. Click Settings.
4. On the Intelligent Agents Settings page, view the Scheduled Agents Run Time.

View an agent's next run date

You can view the next run date for scheduled agents. There is no next run date if a schedule is not enabled.

1. On the navbar, click Course Admin.
2. Click Intelligent Agents.
3. On the Agent List page, view the Next Run Date.

About SCORM in the Brightspace Learning Environment

SCORM stands for Sharable Content Object Reference Model. It is a collection of standards that outlines how online learning materials and learning management systems should interact with one another. Instructors can import SCORM objects and include them in courses and lessons.

Because SCORM is integrated into many features of Brightspace Learning Environment, there is a separate guide that pulls together all the information about SCORM from the many locations it has existed previous to Brightspace Platform 10.8.2. You can find the [Using SCORM in Brightspace Learning Environment - Administrator Guide](https://community.brightspace.com/s/article/Using-SCORM-in-Brightspace-Learning-Environment-Administrator-Guide) in the Brightspace Community, and the topics continue to be available in the [Brightspace Help](https://documentation.brightspace.com/EN/le/-/all/le_intro.htm).

Design an accessible course

Course designers and instructors hold a pivotal role in ensuring that Brightspace Learning Environment is accessible to all users, regardless of their learning needs. It is your content that students must access, assess, and interact with. It is strongly recommended to follow accessibility best practices to ensure that you meet the learning needs of all your students.

Adding an accessible template package to your course files

D2L has designed a template package that course instructors can use to create accessible, HTML content files. The templates use cascading style sheets (CSS) to format the content in the HTML files.

To the extent possible under law, D2L has waived all copyright and related or neighboring rights to the available accessibility templates. You can use these files in a single course, or for the whole organization through Shared Files, depending on your permissions.

If you upload the template package and unzip it within Brightspace platform, it is structured properly and the sample files correctly reference the CSS file. If you choose only some of the available templates within the package to upload, you might need to recreate the folder structure for the files to correctly reference the CSS file.

All the template packages use the same folder structure and name, which makes it easy to swap out your CSS file for different CSS files if you want to change the appearance of your course content.

Download the template package from the [Brightspace Community](https://community.brightspace.com/).

To add a template package to your files.

1. Save the template package to your PC.
2. Do one of the following:
   * To share the templates across the organization, navigate to Shared Files.
   * To use the templates in a specific course, navigate to Manage Files.
3. At the root level of the file tree, select Upload.
4. Select the template package zip file and click Upload.
5. Unzip the file.

Meeting web content accessibility standards

Most of the tips provided are web content standards set by the World Wide Web Consortium. For more information, review their Web Content Accessibility Guidelines.

* When possible, use HTML topics to create your course content. D2L provides accessible HTML templates to streamline the content creation process. If you need to use other file formats, such as video files, choose formats that are recognized by most browsers or offer the material in multiple formats.
* Use a simple layout that does not use tables or columns to organize information. When information is organized simply, it is easier for students to read and understand. Simple layout is also easier for assistive technology devices to interpret and present, and for mobile and handheld devices to resize.
* Use headings to communicate the relationships between sections. Use Heading 1 for the title, Heading 2 for major sections, Heading 3 for subsections, and so on. If headings are used correctly, screen reader users can quickly search a page by heading and participants with cognitive disabilities can understand how sections and content relate easier.
* Make sure each heading, item, and file name are unique.
* Include a table of contents that links to each section. Ensure that there are Back to top links at the end of each section for longer documents.
* Include alternative text descriptions (alt text) for all graphics. Use double quotes (null) as the alt text if the object is a decorative element that does not add meaning to the topic. If the graphic is a link, begin the alt text with "Link to". The HTML Editor in Brightspace Learning Environment automatically prompts you to include alt text when you insert an image.
* Include detailed captions below tables and graphs. These captions should explain what information the objects convey, including important trends and statistics. For tables, include a caption using the caption element that explains how the table is organized. Check that tables make sense when read from left to right. Screen readers often have difficulty conveying information that reads from top to bottom.
* Use the same text on-screen and in the alt text for links. Make sure that the text describes the action that will occur when you click the link. Do not use text such as Click Here as the link. Screen readers often use a list of links to quickly navigate actions on a page. This is not possible if links are not descriptive.
* Include text alternatives of multimedia content, such as audio or video files. If you do not have the time to create a complete text alternative, include a descriptive label that summarizes the content.
* Do not use blinking or flashing multimedia, as it can cause seizures in individuals with photo-sensitivity. Use animation when it helps convey a concept, and not to draw attention to an unchanging object. Use a combination of color, size, and prominence to draw attention to objects.
* Do not use color to convey meaning. If you want to show how concepts relate to each other, use a combination of size, color, and text labels.
* Ensure that there is a strong contrast between the text and the background colors in your course materials.
* Use relative font sizes and make sure that the text and page layout adjusts when a user changes the font sizes. Users should not have to scroll horizontally.
* If you use PDF files for content, scan them with optical character recognition (OCR) to the text can be read by screen readers. Scan pages with multiple columns one column at a time so that the optical character recognition functions as expected. Add bookmarks for major sections to make the content easier to navigate.
* If you create PDF files from Microsoft Word or another word processor, format titles and sections using heading so they are correctly tagged in the PDF.
* If learners use text-to-speech software to read text aloud or highlight text as they go through it, test the software to ensure it functions correctly for specific tools and settings that you want to use. For example, if you turn off right-click in quizzes, it can prevent some text-to-speech software from tracking text.

Improve the accessibility of course content using Blackboard Ally

Blackboard Ally is a content accessibility service licensed directly from Blackboard. It is designed to help instructors improve the accessibility of their course content. Blackboard Ally provides accessibility checks for Course and Lesson content, provides suggestions for improving content, and provides alternative accessible formats to enable learners to use the format that best meets their requirements.

Blackboard Ally provides an accessibility score from low to high using a color and gauge icon to indicate the current score of the file:

* Accessibility score is red: improvement required Red indicates a low score resulting from many accessibility issues. Files with this rating should be improved as soon as possible.
* Accessibility score yellow: medium Yellow indicates a mid-range score. There are accessibility issues, but there are opportunities for improvement.
* Accessibility score green Light green indicates a high score. The file is accessible, but there are still opportunities for improvement.
* Accessibility score dark green: perfect Dark green indicates a perfect score. The file is fully accessible, there are no suggestions to improve the accessibility of the file.

The main accessibility score panel also contains a link that opens the Instructor Feedback panel. The Instructor Feedback panel contains the following information:

* Accessibility score percentage for the entire file with the corresponding color and gauge icon.
* A link to a list of all issues in the file, with a Fix button that you can use to fix, save, and upload the file with the improved accessibility score.
* A description of the issue and how to fix it.
* An upload window that you can use to drag-and-drop a new version of the file, or browse to the updated file.

For more information, see [Blackboard Ally Help](https://help.blackboard.com/Ally/Ally_for_LMS).

Compliance to accessibility standards in HTML-authored content

An accessibility checker is now available within the HTML Editor for use within Content, Widgets, Quizzes, Assignments, Calendar, Assignments, and any other tools where you can access the HTML Editor.

The accessibility checker is available on the HTML Editor bar. After you add content to the HTML Editor, you can click the checker to ensure that the HTML page meets conformance to WCAG and Section 508 accessibility standards.

The accessibility checker reviews content for the use of the following items:

* Use of paragraphs as headings
* Sequential headings
* Adjacent links
* Ordered list structure
* Unordered list structure
* Contrast ratio of text to background colors
* Image ALT text
* ALT text file name
* Table caption
* Complex table summary
* Table caption and summary
* Table heading scope, markup, and headers

The checker indicates if the content is free of accessibility issues, or offers suggestions to fix them.

Note that the accessibility checker does not check multiple files at the same time and does not check files that you have imported into a course. Also be aware that the accessibility checker is only available for HTML files in the HTML Editor tool; it cannot be used to check any other file type, such as MS Word, PDF, PowerPoint, and so on.

Use the Accessibility Checker on HTML-authored content

The accessibility checker gives you a way to ensure that the content you author in the HTML Editor conforms to WCAG and Section 508 accessibility standards. The accessibility checker is available within the HTML Editor for use within Content, Widgets, Quizzes, Assignments, Calendar, Assignments, Discussions and any other tools where a user can access the HTML Editor.

1. Enter HTML content in the HTML Editor.
2. Click htmlEditor_accessibility-checker to start the checker.
3. If there are any compliance issues, read the report for suggestions on how to fix the issue.

Accessibility considerations when organizing your course

All people learn differently. It can be difficult to organize your course in a way that supports the learning needs and styles of all users. Your learning materials need to effectively engage, educate, evaluate, and accommodate diverse learners. It can help to meet these benchmarks if you follow a few design decisions:

* Set clear course expectations
* Set flexible time limits and deadlines
* Provide alternative learning materials

Setting clear course expectations

For many students, an online course marks a big change from a traditional classroom. This change can be even more challenging for students with physical or learning disabilities, as they can feel disconnected from their instructor and other support systems. The Brightspace Learning Environment provides course designers with flexibility in how they set up and organize content, however it can still be daunting for students who rely on assistive technologies to navigate the Brightspace Learning Environment, find course materials, and find and complete assignments.

To help your students effectively use your online course, consider the following design guidelines:

* Use Course Home to help familiarize your students with your course content.
* Create a news topic on Course Home that introduces yourself (the course instructor) and any teaching assistants. Include contact information and encourage students to contact you if they have concerns, questions, or additional needs.
* Include your course syllabus as a news topic, or provide a link in a news item to your syllabus on the Course Home. Make each item in the syllabus a Quicklink to the actual item in your course. Quicklinks provide a navigation shortcut to important content and helps students with learning disabilities clearly see how course content relates to course expectations.
* Include a Announcements topic on the Course Home that highlights some of the personal tools available to students, such as Preferences and Class Progress.
* Build redundancy into your course by repeating course information within different tools. For example, you can include all course syllabus information in the course calendar, and include information on how much a quiz, discussion topic, or assignment is worth in the description of the syllabus entry for the content item. When course expectations are clearly communicated in the course design, students can focus on learning content.
* Set up a clear hierarchy in your course content using enumerations. In Content settings, set up enumerations so that the course structure is easier to navigate for users of screen readers and students with learning disabilities.

Making flexible time limits and deadlines

In some cases, course designers may put users with learning and physical disabilities at a disadvantage without intending to. Usually, disadvantages result from users not having enough time to complete tasks or not having appropriately designed resources. Consider using the following best practices to organize course materials:

* To encourage user participation and reflection, use Discussions instead of instant messaging tools. Instant Messaging can be difficult for users with visual, motor, or learning disabilities because they require users to quickly process and respond to information, using technology that doesn't match their needs. Discussions areas give all users time to reflect. If you use instant messaging, be aware that some users may need an alternative solution such as phone or face-to-face contact. Also consider how accessible the instant messaging interface is for the tool you are using. The D2L Instant Messages tool is specifically designed to be accessible by keyboard and screen readers.
* Provide readings and assignments well in advance of deadlines so users can work ahead and prepare. Many students need the time to organize extra help and to read through the content more than one time. Use conditional release settings to release course content by module, and make sure you provide enough time to complete each component.
* Be aware of the limitations that timed examinations place on students. Traditional examinations usually have a time limit in which students must prepare their responses. This can be difficult for students with learning or physical disabilities as they often need more time to articulate or record their responses. Consider whether strict time limits are necessary for your course material. If time limits are required, ensure that students are aware that they can request extra time.

Providing alternative learning materials

To improve student engagement, one of the most effective course design decisions you can make is to offer course materials and assignments that appeal to more than one sense. For example, the same material can have an audio, video, and text component. This type of redundancy helps engage students with different learning types, reinforces important concepts, and ensures that users with physical disabilities can access content in a suitable format. Consider adopting the following best practices:

* Use Content for readings and course material. It is easier for assistive technologies to interpret HTML code than application-based files such as Microsoft Word. When creating HTML content, follow web content accessibility standards.
* If you are scanning documents to use as course content or using PDF files, use optical character recognition (OCR) to ensure that documents with text can be read by screen readers. Also consider adding tags to your documents to ensure that screen readers can navigate more easily. For more information about PDF accessibility, see webaim.org/techniques/acrobat.
* If your readings and lecture materials contain many graphics, tables, videos, or audio recordings, provide a text-only alternative. Text-only material should supplement, not replace, other delivery methods. Videos, graphics, and audio files are a great way to generate interest in a topic, present material from different perspectives, and help students with learning disabilities through redundancy. Make the text-only alternatives easy to compile for print so that all the students can use them as study aids.
* Allow students to demonstrate learning through different assignments associated with the same grade item or competency activity. For example, students might have the option of a written reflection, a recorded interview, or a slide show presentation.
* Set up your discussion areas to encourage peer-to-peer support. Regularly review information in the forums and adjust your content according to the needs of the group.
* Use the Equation Editor in combination with written descriptions of mathematical formulas. Although the Equation Editor supports accessible equations through MathML, these standards are not supported by all browsers or assistive technologies. Written descriptions help all students interpret what they need to complete the equation.
* Use a vertical layout for quizzes so that only one answer or concept appears on each line. Screen readers more easily interpret the order of the material, so most students can more quickly interpret their options. A vertical layout also reduces formatting issues when a student adjusts text sizes.
* Do not convert Microsoft PowerPoint presentations to images if you have any visually impaired students. Screen readers are not able to read the content of the images, and learners are not able to resize the text or graphics. PowerPoint slides are converted by default; on the Create File Resource pop-up page you need to turn off the Convert Word documents to HTML and PowerPoint slides to images option. As an alternative, you can make it easy for learners to request copies of the original content, and the learners can adjust and print them.

Directing learners to accessibility resources

It is a good practice to provide learners with information about how to find accessible information and additional support:

* In Brightspace Learning Environment account settings, there are a number of settings that can be adjusted to improve accessibility. These user preferences are controlled by individual users, and can be set to the greatest benefit of individual learners.
* TheBrightspace Learning Environment tool provides learners with help about accessibility features, including tips on how to configure Brightspace Learning Environment for use with a screen reader, screen magnifier, or keyboard-only assistive technology device. You can find information about using zoom, color contrast, and navigating using keyboard-only.
* Your organization likely has a Disability Services office, library support staff, and tutoring staff available for students seeking additional help. As an instructor, familiarize yourself with the programs in your organization and share the information with students who seek additional support.

Scenarios for creating release conditions to increase accessibility in courses

You can use Special Access and Release Conditions to set criteria around the availability of content, which can be useful for accommodating students with other needs.

The following scenarios provide examples of when release conditions or special access can improve accessibility:

* Create groups for students with special needs and use release conditions to provide course material, tasks, and work areas that are not available to other students. This is a good option if you do not want other students to see or have access to the additional course items.
* If you are teaching a large course, you might not be aware of the individual needs of all the students enrolled in the course. Set up a checklist that learners can use to request extra resources, help, or course material in a different format. For example, for each week or major assignment, create checklist items for text-only versions of the course material, an extra help discussion forum, additional reading material, and alternative formats for multimedia material. Set release conditions for the checklist items so the requested content is automatically released. This option ensures that the majority of learners access the material as you intended, but learners needs are supported.
* Set up a survey to help you determine the learning needs of learners. Use the survey results to determine what special access rights and extra resources to provide for the learners.
* Set up quizzes, surveys, or assignment folders with time restrictions, but give special access to learners who need more time because of physical or cognitive disabilities. Alternatively, instructors creating quizzes might prefer to not set any time restrictions because they can impact the quality of answers.

Creating Course Content

Instructors can create course content with the following tools:

* Create course content with the Content tool
* Format HTML course content with the HTML Editor tool
* Add URL links to a course with the Links tool
* Create a custom learning path in a course with the Release Conditions tool
* Notify learners about updated course content
* Add availability and due dates in Content
* Evaluate assignment submissions from Content

Create course content with the Content tool

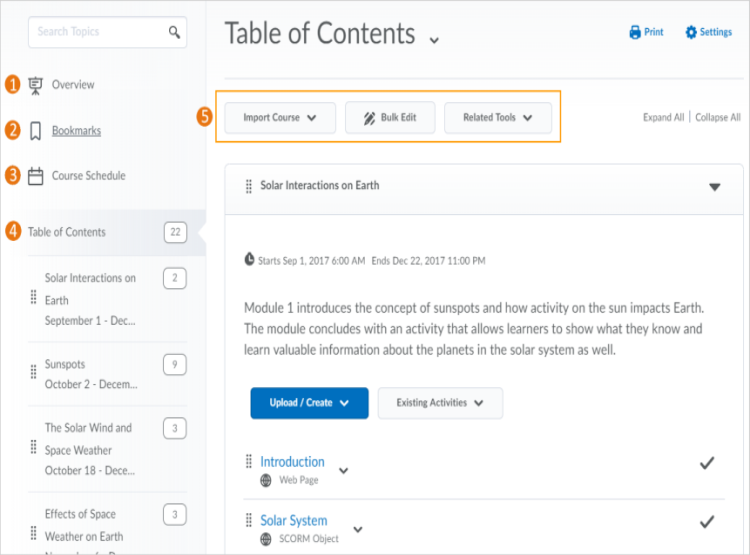
Use the Content tool to post and organize course content so that information about course expectations, course syllabus, lecture notes, and important dates display to users clearly.

Course materials you post in Content can include documents, images, media files, CaptureCast presentations, URL links, and existing course activities. You can add release conditions, grade items, and learning objectives to topics to ensure users navigate through course materials while fulfilling specific course requirements and learning expectations.

You can also monitor class and user progress as students work through course content by setting automatic (determined by the system) or manual (determined by the student) completion tracking.

Content tool overview for instructors

An overview of the Content tool for instructors



1) When users access a course's Content tool for the first time, the first page they land on is the Overview. Use the Overview page to orient users to the course, content materials, and course expectations. If you decide not to add anything to this page, the Overview link and page is hidden from learners' view. Users can print and download an uploaded course syllabus directly from the Content Overview page. Note that the Print and Download buttons display differently, depending on whether or not the d2l.System.Services.DocumentConversion.IsEnabled configuration variable is enabled. If the d2l.System.Services.DocumentConversion.IsEnabled configuration variable is enabled, all document types except PDF will display the Download and Print options (PDF will only display the Download button). If the configuration variable is not enabled, only GIF, JPEB, JPG, JPE, PNG, BMP, TXT, HTML, CSS, and HTM file types will display both the Download and Print options.

2) Topics you bookmark appear in a list on the Bookmarks page. The number beside the Bookmarks link indicates how many bookmarks you have.

3) The Course Schedule page lists course material due dates, start dates, end dates, overdue course activities, and other course events for the next seven days. If you set availability dates or a due date for a course object, it appears in the Course Schedule page and the Agenda view in the Calendar tool. If you set a due date for a course activity that has no end date or it has an end date that occurs after the due date, the activity appears on the Overdue tab for learners who miss the due date. The Overdue tab lists overdue course activities that learners can still complete before the item or course becomes unavailable.

The dates listed on this page are not exclusive to content topics; upcoming events include all events within the course from the Calendar tool. The number beside the Upcoming Events link indicates how many upcoming events you have.

4) The Table of Contents panel lists all modules available in your course. The number beside each module name in the Table of Contents panel indicates the number of topics you have set completion tracking for. The number beside the Table of Contents link indicates the total number of topics you have set completion tracking for. Use the number totals to determine the task load being put on learners per module.

5) The course content administration options located on the Table of Contents page allow instructors to import and copy course content, bulk Course Admin content properties, manage course files, view reports on course content, and restore deleted course items.

About course content organization

Your course content is organized using content topics and modules. Use modules to organize the units of your course offering (for example, week 1, week 2, week 3, and so on) and topics to organize the content of each module (for example, lesson 1, lesson 2, lesson 3, and so on.)

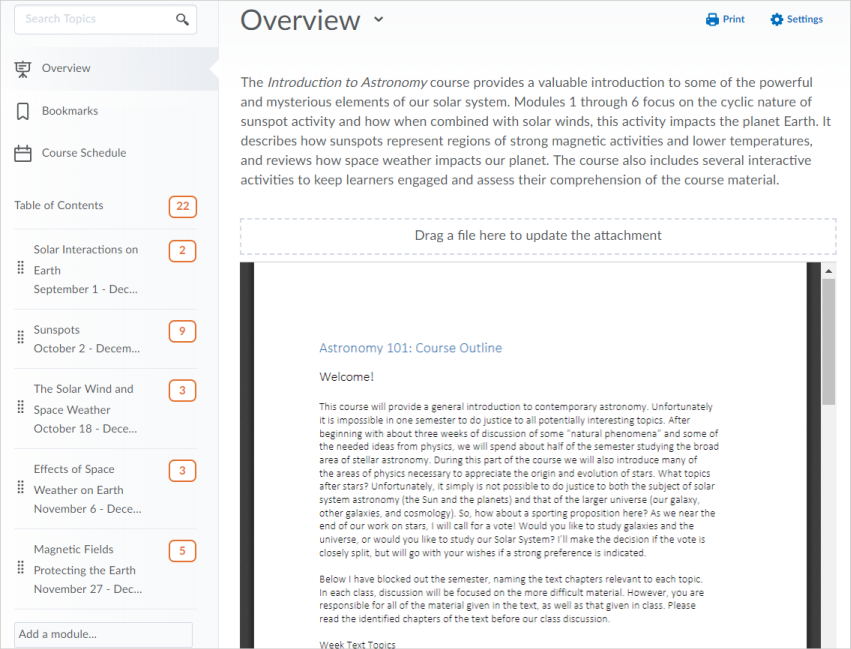


Figure: An Astronomy 101 course in Brightspace Learning Environment

Overview

When users access a course's Content tool for the first time, the first page they land on is the Overview (also known as a course syllabus). Use the Overview page to orient users to the course, content materials, and course expectations. You can insert course overview information using the HTML Editor beneath the Overview title, and you can add a file attachment by dragging a file from your computer onto the upload target, or by clicking Add an attachment from the Overview page.

Note: If you decide not to add anything to the Overview, the Overview link and page is hidden from student view.

Bookmarks

Topics you bookmark appear in a list on the Bookmarks page. Click the Add Bookmark icon while viewing a topic to add it to your bookmarks list. The number beside the Bookmarks link indicates how many bookmarks you have.

Course Schedule

The Course Schedule page lists course material due dates, start dates, end dates, and other course events for the next seven days. If you set availability dates or a due date for a course object, it appears in the Course Schedule page and the Agenda view in the Calendar tool.

The dates listed on this page are not exclusive to Content topics; upcoming events include all events within the course from the Calendar tool. Click Course Schedule to view all past, current, and future course events. The number beside the Upcoming link indicates how many upcoming events you have.

Table of Contents

The Table of Contents panel lists all modules available in your course. Click on a listed module to view and manage its details, topics, and sub-modules. You can also stay on the Table of Contents page to view and manage all modules and topics. Click the Table of Contents link to access the Table of Contents page. This page enables you to view and manage all modules and topics. You can add new topics to existing modules by dragging and dropping files from your computer onto upload targets on the Table of Contents page, and you can also rearrange course materials by dragging and dropping topics between modules.

The number beside each module name in the Table of Contents panel listing indicates the number of topics you have set completion tracking for. The number beside the Table of Contents link indicates the total number of topics you have set completion tracking for. Use the number totals to determine the task load being put on students per module.

About accessible courses and accessible course content

Organizing your course in a way that supports the learning needs and styles of all users can be a difficult task. Your learning materials need to engage, educate, evaluate, and accommodate people effectively.

Set clear course expectations

There are some design decisions you can make that will help all learners use your online course effectively:

* Use the Content Overview page to help familiarize your learners with your course content.
* Add your course syllabus to the Content Overview page. This helps all users clearly understand your course expectations up front. Link each syllabus item to the actual item in your course. This provides a navigation shortcut to important content and helps students with learning disabilities clearly see how course content relates to course expectations.
* Set up enumerations in the Content tool's Settings to establish a clear hierarchy in your course content. Well-defined course structure is easier to navigate for screen reader users and learners with learning disabilities.

Make time limits and deadlines flexible

Provide readings well in advance of deadlines so users can work ahead and prepare. Many learners need the extra time to read through content multiple times. If you use release conditions to control when to release course content on a module by module basis, make sure you give learners plenty of time to complete each component.

Provide alternative learning materials

One of the most effective course design decisions you can make to improve engagement is to offer course materials that appeal to more than one sense. For example, the same material can have an audio, video, and text component. This type of redundancy helps engage learners with different learning types, reinforces important concepts, and helps ensure that users with physical disabilities can access content in a suitable format.

* Use the Content tool for readings and course material. HTML code is easier for assistive technologies to interpret than application-based files such as Microsoft Word. Follow web standards when creating your content.
* If you need to use PDF files for additional content, use optical character recognition (OCR) if you are scanning documents so the text can be read by screen readers. Also consider adding tags to your documents to enable screen reader users to navigate them more easily. For more information about PDF accessibility, go to <http://webaim.org/techniques/acrobat>.
* If your readings and lecture materials use many graphics, tables, videos, or audio recordings, provide a text-only alternative. Text-only material should supplement, not replace, other delivery methods. Videos, graphics, and audio files are a great way to generate interest in a topic, present material from different perspectives, and help students with learning disabilities through redundancy. Make the text-only alternatives easy to compile for print so that all learners can use them as study aids at their leisure.

Tips when creating HTML content

Most of the following tips provided are web content standards set by the World Wide Web Consortium in the Web Content Accessibility Guidelines and should be considered when creating HTML content:

* Use a simple layout that does not organize content in tables or columns. Simply organized material is easier for learners to read and understand, is easier for assistive technology to interpret and present, and is easier for mobile and handheld devices to resize.
* Use headings to communicate the relationships between sections. Use Heading 1 for the title, Heading 2 for major sections, Heading 3 for subsections, and so on. If headings are used correctly, screen reader users can quickly search a page by heading and participants with cognitive disabilities can understand how sections and content relate easier.
* Make sure each heading is unique. Do not use the same text for a Heading 3 (subsection) that you used for your Heading 1 at the start of the document. The same principle applies to file/item names. Make sure each file or item you create has a unique name.
* For longer topics, include a table of contents that links to each section and "Back to top" links at the end of each section.
* Include alternative text descriptions (alt text) for all graphics. Use double quotes (null) "" as the alt text if the object is a decorative element that does not add meaning. If the graphic is a link, begin the alt text with "Link to". The HTML Editor in Brightspace Learning Environment automatically prompts you to include alt text when you insert an image.
* Include detailed captions below tables and graphs. These captions should explain what the objects convey, including important trends and statistics. This will help all learners interpret the objects. For tables, include a caption using the caption element that explains how the table is organized. Check that tables make sense when read from left to right. Screen readers have difficulty conveying information that reads from top to bottom.
* Use the same text on-screen and in the alt text for links. Make sure the text describes the action that will occur. Never use text such as "Click Here" as the link. Screen reader users often use a list of links to quickly navigate actions on a page; this is not possible if links are not descriptive.
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* Do not use blinking or flashing multimedia as it can cause seizures in individuals with photosensitivity. Use animation when it helps convey a concept and not to draw attention to an unchanging object. Use a combination of size, color, and prominence to draw attention to objects.
* Never use only color to convey meaning. If you want to show how concepts and objects relate to each other use a combination of size, color, and text labels.
* Ensure there is a strong contrast between the text and background colors used in your course materials.
* Use relative font sizes and make sure the text and page layout adjusts when font sizes are changed. Users should not have to scroll horizontally.
* If you create PDF documents from Microsoft Word or another word processor, make sure you format titles and sections using headings so they are tagged correctly in the PDF.
* If users can use text-to-speech software to read text aloud or highlight text as they go through it, test the software to ensure it functions correctly for specific tools and settings you want to create. For example, disabling right-click in quizzes can prevent some text-to-speech software from tracking text, so try your software to see if you experience similar issues.
* Take advantage of D2L-compatible tools, such as ReadSpeaker, Visual course widget, and audio topics.
* D2L recommends that instructors and instructional designers who want to make good default choices for learners with dyslexia read [Dyslexia Style Guide 2018: Creating Dyslexia Friendly Content](https://cdn.bdadyslexia.org.uk/documents/Advice/Dyslexic-Employee/Dyslexia_Style_Guide_2018-final.pdf?mtime=20190409173541) from the British Dyslexia Association. Browser extensions such as [OpenDyslexic Font for Chrome](https://chrome.google.com/webstore/detail/opendyslexic-font-for-chr/cdnapgfjopgaggbmfgbiinmmbdcglnam?hl=en) are also available for learners with dyslexia.

What kinds of files can I use for course content?

| **Extension** | **File Type** | **Notes** |
| --- | --- | --- |
| HTM, HTML, MHT, MHTML | Web document | Brightspace Learning Environment strips the <title> tag and text within the tag from user created web documents |
| RTF, PPT, PPS, PDF, DOC, DOCX, PPTX, XML, XLS, TXT, WPD | Text document |  |
| JPG, JPEG, PNG, GIF, BMP, TIF, TIFF | Image |  |
| SWF, MPG, MPEG, RM, MP3, MP4, M4V, M4A, AVI, WAV, RAM, ASF, MOV, RA | Media | The extensions MP4, M4V, and M4A allow users to drag entire albums, video podcasts, and movies from iTunes |

Create a new module

To 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.

If your course is SCORM 2004-compliant, new modules that you create are outside the sequencing and navigation built into the SCORM package.

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.

Create a new topic

To create a new topic

1. On the navbar, click Content.
2. In the Table of Contents panel, click on the module in which you want to create a new topic.
3. From the New drop-down menu do one of the following:
   * To add a video or audio topic, click Video or Audio.
   * To add a Brightspace Capture topic, click Capture.
   * To add existing files from your computer, course offering files, or Shared Files area, click Upload Files.
   * To add a new file, click Create a File.
   * To add a link, click Create a Link.
   * To add existing files from Manage Files, click Add from Manage Files.
   * To add files from Brightspace Learning Repository, click Add Object from LOR.
   * To add a new checklist, click New Checklist.
   * To add a new discussion topic, click New Discussion.
   * To add a new assignment, click New Assignment.
   * To add a new quiz, click New Quiz.
   * To add a new survey, click New Survey.
4. Follow the prompts on the screen to modify your new topic.

Delete a module or topic

Note: Deleting a module deletes all topics within that module.

1. On the navbar, click Content.
2. In the Table of Contents panel, click the module or topic you want to delete.
3. If you are deleting a module, click Delete Module from the module's context menu. If you are deleting a topic, click Delete Topic from the topic's context menu.
4. Decide whether you want to remove the module or topic from the Content view only or permanently delete the module or topic from the course (this will also delete all associated objects including discussions, quizzes, etc).
5. Click Delete.

Add an existing course object to Content

To add an existing course object to Content

1. On the navbar, click Content.
2. On the Table of Contents page, for the module you want to add a course object to, click Existing Activities and do one of the following:
   * To add an existing assignment, click Assignments
   * To add an existing chat, click Chat.
   * To add an existing checklist, click Checklist.
   * To add an existing discussion topic, click Discussions.
   * To add an existing Brightspace ePortfolio item, click Brightspace ePortfolio.
   * To add an existing external learning tool, click External Learning Tools.
   * To add an existing form template, click Forms.
   * To add an existing online room, click Online Rooms.
   * To add an existing quiz, click Quizzes.
   * To add an existing self assessment, click Self Assessments.
   * To add an existing survey, click Surveys.  
     Note: Additional menu options may be available depending on your institution.
3. Do one of the following:
   * To insert an existing activity, in the Add Activity window, click on the activity.
   * To create and insert a new activity, in the Add Activity window, click Create New [activity]. Enter your activity details and click Create and Insert.

Hide Content topics and modules

1. Open the context menu of the topic or module you want to hide.
2. Select Hide from Users.

OR

1. Select the visibility icon for the topic or module. A visibility toggle appears to allow you to change between Visible and Hidden.

The visibility status of a topic appears when the topic is not visible, when the table of contents is in bulk edit mode, or when a topic is in edit-in-place mode. The table of contents fly-out menu no longer provides the ability to switch the visibility of a topic or module. If a topic or module is already hidden, the hidden icon indicates its status. Open the context menu and select Make Visible to Users to allow user access. When creating activities from Content, (e.g. New Checklist, New Discussion, New Assignment, etc.) a Hide from Users checkbox displays below the title to allow instructors to easily control the visibility of the new activity.

Create a quicklink to a rubric in Content

Instructors with the See Rubrics permission enabled can create quicklinks directly to rubrics with the Rubric is visible to Students setting enabled. In addition, users with the Manage Rubrics permission enabled can also access Manage Rubrics at the bottom of the Quicklinks menu. The See Rubrics permission is not required for learners to access quicklinked rubrics that are visible to learners, however the rubric must be associated to a tool for evaluation in order for a learner to see it.

1. In Content, create a new module.
2. Click Upload/Create, and select Create a File from the drop-down menu.
3. Click Insert Quicklink.
4. In the Insert Quicklink menu, select Rubrics.
5. In Rubrics, select the desired rubric, and click the pencil to edit the options for the rubric and choose to open in a new window. Note that Manage Rubrics is accessible in this menu.
6. Click Publish.

Note that only rubrics with Visible to all Users selected can be quicklinked.

Manage Rubrics through the Quicklinks menu

In order to make rubrics more accessible without navigating directly to Rubrics, instructors can access Rubrics through the Quicklinks menu.

1. Click Insert Quicklink.
2. In the Insert Quicklink menu, select Rubrics.
3. Click Manage Rubrics (Opens in a new Tab).

Video Note Automatic Captioning

In Brightspace Core, Video Note can automatically transcribe video note recording as they are uploaded and provide captions to videos without the need to manually create and upload a .vvt file. Updates to the user interface allow you to modify the auto-generated transcript to correct any inaccuracies and increase the accessibility of video notes.

Captions are also generated for videos created before the automatic captioning feature was available. A transcript of the video and the caption file can be downloaded from Brightspace Learning Environment for use in other applications.

Captions can be created in the following languages:

* US English (en-US)
* British English (en-GB)
* Canadian French (fr-CA)
* German (de-DE)
* Brazilian Portuguese (pt-BR)
* Korean (ko-KR)
* Italian (it-IT)
* Spanish (es-MX) - If not available, US Spanish (es-US) is used
* Modern Standard Arabic (ar-SA)
* Chinese Mandarin - Mainland (zh-CN)
* Russian (ru-RU)
* Japanese (ja-JP)
* Turkish (tr-TR)
* Dutch (nl-NL)

Add subtitles to video topics

You can add subtitles to uploaded videos by uploading an SRT or WebVTT file. You can also attach more than one subtitle file to a video to accommodate more than one language. This can make your video available to a broader audience. Subtitles appear to students as closed captions within the video player and they can decide if they want to view the video with subtitles enabled, as well as which of the available languages they want to use. Subtitles are not automatically generated for videos, and they are not automatically translated into different languages. The closed caption file uploads into a subfolder in the same location as the video file. You can only add subtitles to the videos that you upload. If you want to include subtitles for web videos hosted on another site, such as YouTube, you must follow the practices of that site.

1. On the navbar, click Content.
2. In the Table of Contents panel, click on the module in which you want to create a new video topic.
3. From the Upload/Create button, click Video or Audio.
4. In the Upload tab, upload your video.
5. Click Add Subtitles.
6. From the Subtitle Language drop-down list, select a language.
7. To upload the SRT or WebVTT file containing your close captions for the video, click Browse. Locate your file and click Open.
8. Click Done > Save.

About SRT files

An SRT file is a .srt extension file that contains a formatted plain text list of timecodes (HH:MM:SS,MIL) matched with subtitles. Each item on the list is numbered sequentially starting with 1. You can create your own SRT file with a plain text editor such as Notepad or TextEdit, and save the file with extension .srt. The following is a .srt file example:

1

00:00:00,000 --> 00:00:07,000

Hello, welcome to this CaptureCast presentation.

2

00:00:07,050 --> 00:00:12,000

Today I will be speaking about changes in eLearning technology.

3

00:00:12,050 --> 00:00:20,000

This is a thirty minute seminar. If you wish, you may take notes during this presentation.

Managing course content using drag and drop

In the Content tool, you can arrange your course content by dragging and dropping modules and topics using the module or topic's drag handle (content_draghandle).

If you drag a module or topic above or below other modules and topics, a gray line appears to indicate you can drop the module or topic there. If you drag a module or topic over another module, the module appears orange to indicate you can drop it there.

You can also automatically update your existing files by dragging the newest version of your file from your computer into the appropriate module. When a module contains no topics, an upload target displays. If you drag a file over an upload target, that area appears orange to indicate you can drop it there. When a module contains topics, you can still drag a file into it. A horizontal line indicates where the file will be dropped, allowing you to create new topics between pre-existing ones. You can also drop files from your computer directly into the Table of Contents panel.

When you drag files from your computer into a module's upload target to add or update topics, the files will save in the Manage Files tool. A dialog prompt will appear asking you where in Manage Files you want to save the new file.

Internet Explorer 9 and older currently do not support dragging and dropping files from your desktop into Brightspace Learning Environment.

Set up a quicklink to a discussion topic or forum within an existing Content topic

1. From the course home page, click Content.
2. Click the content module or sub-module for the topic you want to create a quicklink in.
3. From the context menu of the topic you want to add a quicklink to, click Edit HTML.
4. In the Content editor, enter the text you want to hyperlink to, highlight the text, and then click the Quicklink icon.
5. In the Course Materials dialog box, click Discussions.
   * To add a discussion forum, click the Insert icon for the forum.
   * To add a discussion topic, click directly on the 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:
   * To add a discussion forum, click the Insert icon for the forum.
   * To add a discussion topic, click the topic.

Insert Group Self-Enrollment Link

In the Content tool, instructors can create a self-enrollment link for discussion groups to facilitate sorting the members of a course with many learners into groups.

1. In the text editor, click Insert Quicklink.
2. In the pop-up window, select Self-Enrollment Groups.
3. Select a group in the Self-Enrollment Groups window, and click Select.

Set a content topic or module's status

If you set a module's status as draft, the module and all its topics are hidden from students.

1. On the navbar, click Content.
2. Do one of the following:
   * To set a topic's status, on the Table of Contents page, from the context menu of the topic you want to set, click View Topic. In the Activity Details tab, from the status drop-down list, select either Published or Draft.
   * To set a module's status, from the Table of Contents panel, click on the module's name. From the status drop-down list, select either Published or Draft.

Styling content topics consistently

You can create a new HTML document based on any existing HTML file. If you set up a path to a directory containing HTML templates in Manage Files, these template choices appear in a drop-down list when you create a new document. All links to assets such as images, CSS, and JS files are maintained when you create a new HTML document from a template in Content.

Therefore, you can build many documents from one central template housed in the template directory, with standard styles and images already included.

If you have already created an entirely new HTML document, you can save it in your template directory for other documents.

Enable HTML templates in Content

To enable HTML templates in Content

1. On the navbar, click Content.
2. Click Settings.
3. In the Content Authoring area, select the Enable HTML Templates check box.
4. To make it easier to find HTML templates, select the Sort HTML Templates by name option to sort templates in alphanumeric order based on filename. Administrators can set the default sort order for the org or specific org units by editing a configuration variable. By default, HTML templates are sorted alphanumerically based on directory structure.
5. If you want to change where your templates are located, click Change Path. Select your new location, then click Select Path.
6. Click Save.

Apply an HTML template to a new document in Content

1. On the navbar, click Content.
2. On the Table of Contents page, from the Upload/Create button of the module you want to add a new document with an HTML template attached, click Create a File.
3. Do one of the following:
   * If you have a defined template directory, from the drop-down list, click Select a Document Template.
   * If you do not have a defined template directory, click Browse for a Template. Locate the template you want to use, then click Add.
4. Customize your topic according to your needs.
5. Do one of the following:
   * To publish your topic, click Publish.
   * To save your topic for further edits, click Save as Draft.

Add a learning objective to a content topic

You can associate topics with learning objectives directly from the Content tool, but you must have existing learning objectives in the Competencies tool before you can create these associations.

1. On the navbar, click Content.
2. On the Table of Contents page, click on the topic you want to associate with a learning objective.
3. In the Learning Objectives tab, click Add Learning Objectives.
4. Locate the learning objectives you want to add to your topic. Select the check box for each learning objective you want to add.
5. Click Add Selected.

Create a New SCORM object's grade item

In addition, instructors and administrators can indicate the grade calculation method for new SCORM object when they add the new SCORM package to the course. In the legacy SCORM solution, only the latest grade calculation was available. With the new SCORM solution the default is the highest grade achieved; however, you can also set the method to lowest attempt, average of all attempts, last attempt, or first attempt.

1. On the navbar, click Content.
2. Click Upload/Create, and click Select new SCORM object.
3. Select a SCORM object from the list of previously uploaded objects.
4. Click Add.
5. Click Yes to create a grade item for the SCORM object. When you save the object, the item is added to the Manage Grades table.
6. Select the type of grade calculation method you want to use for the new SCORM object grade item.
7. Click Add to add the SCORM object to the course, create the grade item, and send the grade specifications for the object to the Grade Book.
8. If you want to make additional changes to the Grade Item, you can access the newly added object in the Manage Grades table to change the item name, add a description, or change the grading options.

Create a legacy SCORM object's grade item

You can edit SCORM packages with the same options that are available when you create content topics. Although you can add a grade item to a SCORM object, completing a quiz included in a SCORM package automatically generates a grade item in the grades list, populated with the quiz results.

1. On the navbar, click Content.
2. On the Table of Contents page, click on the SCORM topic for which you want to create a grade item.
3. In the Activity Details tab, in the Assessment area, click Add a grade item.
4. Enter a Points value for the grade item.
5. Do one of the following:
   * To add an existing grade item, from the drop-down list, select your item.
   * To create and attach a new grade item, click the New Grade Item icon. Enter your new grade item's details. Click Create.
6. Click Save.

Remove SCORM simple sequencing

You can remove the sequencing and navigation rules from a SCORM package if you want to use some of the modules or topics in another course, or reorder modules and topics in the current course.

Removing sequencing and navigation from a SCORM package resets progress tracking for those topics.

1. On the navbar, click Content.
2. From the Table of Contents panel, click on the module from which you want to remove simple sequencing.
3. From the context menu of the module, click Remove Sequencing.
4. Click Yes.

Why are YouTube videos and other embedded media 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 actually an invisible block around where the media should be. This makes it appear as if the insert failed even though the browser is actually 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.

Why can't learners see the Content I posted?

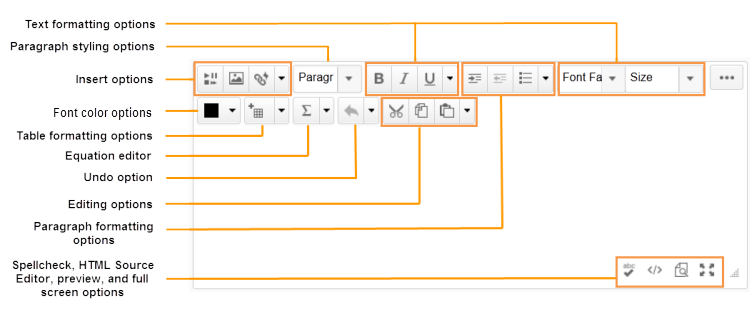
If learners indicate that they can’t see a Content Module or Topic that you posted, review the following settings for that Content Module/Topic:

1. From the course homepage, click Content.
2. Select the Content module/sub-module from the contents section. If learners 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 learners still can’t view the Content module / topic, then the reason the learners cannot view the Content is due to them not having met the release conditions to be able to view the Content.

Format HTML course content

The HTML Editor integrates with all Brightspace Learning Environment tools that have HTML content creation capabilities. For example, the HTML Editor is available when you edit discussion topics, create custom instructions for assignment folders, create ePortfolio artifacts, and create content topics.

What are the basics of HTML Editor?



The HTML Editor has three options you can choose when viewing content:

| **View** | **Description** |
| --- | --- |
| Design view | The design view loads automatically when the HTML Editor is accessed. Use this view to quickly create and format content without needing any prior knowledge of HTML. Enter your content and use the available controls to apply formatting to your text, insert images and tables, and create links. |
| Source Editor view | Click the The source editor icon HTML Source Editor icon to display the source editor view. This view displays the code that structures and formats your content. Use this view if you have experience with HTML and prefer to author your content in HTML or want to apply styles from a cascading style sheet (CSS). If you have HTML-based content from another application, you can also copy and paste that code into the source editor view. |
| Preview | Use the view to display a preview of your HTML content in a new window. This allows you to preview content and ensure that it displays as expected prior to saving any changes. |

Administer Video Note

Video Note enables you to insert video recordings through HTML Editor's Insert Stuff option, and anywhere video attachments are supported. If you have permissions to access Video Note Search, you can also search and insert video notes made by you and other users.

Create and insert a video note in HTML Editor

1. In the HTML Editor, click Insert Stuff.
2. Click Video Note.
3. Select Upload File or Choose Existing.

If you select Upload File, do the following:

1. Click Choose File and select the locally saved file you want to upload.  
   Note: You can only upload MP4, FLV, F4V, or MOV files that are less than 5.00 MB in size.
2. Click Next, and enter a title and description.
3. Click Next, and then Insert.

If you select Choose Existing, do the following:

1. Select Video Note Search.
2. Select your desired pre-existing Video Note
3. Click Add.

Add closed captions to a video note

1. [Create a video note in the HTML Editor](#_Ref-1038876631) using Insert Stuff.
2. Using a text editing program such as Notepad (PC), or TextEdit (Mac) create a .vtt file with the following format:

WEBVTT [Required on first line to indicate file type]

00:01.000 --> 00:03.000 [start and end timestamp in minutes:seconds.milliseconds]

Insert caption text here [Type the captions you want displayed during this portion of the video]

00:04.000 --> 00:08.000

Insert caption text here.

00:09:000 --> 00:14.000

Insert caption text here.

1. Save the text file as a .vtt file by including .vtt at the end of the file name, and setting the file type to All files.
2. Return to Brightspace Learning Environment.
3. From Admin Tools, select Video Note Captions.
4. Search for the video note created in the previous steps and click it.
5. Click Choose File, locate the .vtt file created in the previous steps, and click Open.
6. Click Save Captions.
7. Click the Video Preview, and select the options menu (...).
8. Click Captions to change from Captions Off to Captions Default.
9. Play the video and confirm the closed captions are visible and display at the appropriate times.

Note: For more info on creating .vtt files, visit [How to Create A WebVTT File](https://www.3playmedia.com/2017/06/30/how-to-create-a-webvtt-file/). Ensure you follow the formatting exactly or the captions won't display. Any compatible 3rd party captioning method can also be used to complete this process.

Reuse video notes

If you have created previous video notes, and if you have permission to search and insert video notes, you can reuse video notes.

1. In the HTML Editor click the Insert Stuff icon.
2. Click Video Note Search.
3. Enter your search terms in the Search Notes field, then click Search. You can also perform a blank search to see all search results.
4. Select the video you want to insert and click Next.
5. You can preview the video note before you insert it.
6. Click Insert.

Insert Image

The Insert Image option is available wherever the HTML Editor is present.

Edit Image Properties

1. Insert an image into an HTML editor.
2. Click on the image. A pop-up menu appears below the image.
3. Click Edit Image.
4. Make your changes to the image, then click Save

Note: Image changes save at the course-level root to Manage Files or, depending on user permissions, as new file attachments to the item (e.g. Discussions) every time a change is made. Multiple edits, in turn, create multiple files. If the course is copied, all image edits are copied as well.

Adjust Image Description and Sizing

1. In HTML Editor, upload and insert an image.
2. Click on the uploaded image.
3. Click Image options.
4. Revise image source and description as necessary.
5. After finishing edits, click Ok.

Compliance to accessibility standards in HTML-authored content

An accessibility checker is now available within the HTML Editor for use within Content, Widgets, Quizzes, Assignments, Calendar, Assignments, and any other tools where you can access the HTML Editor.

The accessibility checker is available on the HTML Editor bar. After you add content to the HTML Editor, you can click the checker to ensure that the HTML page meets conformance to WCAG and Section 508 accessibility standards.

The accessibility checker reviews content for the use of the following items:

* Use of paragraphs as headings
* Sequential headings
* Adjacent links
* Ordered list structure
* Unordered list structure
* Contrast ratio of text to background colors
* Image ALT text
* ALT text file name
* Table caption
* Complex table summary
* Table caption and summary
* Table heading scope, markup, and headers

The checker indicates if the content is free of accessibility issues, or offers suggestions to fix them.

Note that the accessibility checker does not check multiple files at the same time and does not check files that you have imported into a course. Also be aware that the accessibility checker is only available for HTML files in the HTML Editor tool; it cannot be used to check any other file type, such as MS Word, PDF, PowerPoint, and so on.

Use the Accessibility Checker on HTML-authored content

The accessibility checker gives you a way to ensure that the content you author in the HTML Editor conforms to WCAG and Section 508 accessibility standards. The accessibility checker is available within the HTML Editor for use within Content, Widgets, Quizzes, Assignments, Calendar, Assignments, Discussions and any other tools where a user can access the HTML Editor.

1. Enter HTML content in the HTML Editor.
2. Click htmlEditor_accessibility-checker to start the checker.
3. If there are any compliance issues, read the report for suggestions on how to fix the issue.

Inserting equations in the HTML Editor

The Graphical Equation Editor enables users to insert mathematical equations within the HTML Editor. It supports the input of MathML, LaTeX, graphical, and chemistry equations.

Note: LaTeX is now available in the new quizzing experience.

The Graphical Equation Editor in Brightspace Learning Environment 10.2 and newer does not require Java support or have specific browser compatibility considerations. Existing equations created before Brightspace Learning Environment 10.2 will still require Java Applet support but are up-converted to MathML upon an edit.

| **Concept** | **Description** |
| --- | --- |
| MathML equation | MathML is a standard adopted by the World Wide Web Consortium (W3C). It uses XML to describe mathematical notation by capturing both its structure and content. This enables MathML to support visual display and assistive technology access.  As a standard, Brightspace Learning Environmentstores and displays all equations in the MathML format, regardless of the format you use to enter equations. Brightspace Learning Environment uses the MathJax JavaScript engine to display MathML equations.  Go to [http://www.mathjax.org](http://www.mathjax.org/) to learn more about MathJax features. |
| LaTeX equation | LaTeX is a typesetting system based on TeX. It provides a text syntax for complex mathematical formulae. Brightspace Learning Environment stores equations entered in LaTeX format as MathML to ensure consistency and accessibility. |
| Chemistry equation | The Chemistry equation option offers specialized chemistry symbols for inorganic chemistry formulas. |
| Graphical equation | The Graphical equation option offers 10 tabs of symbols, arrows, Greek letters and numbers, matrices, scripts and layouts, decorations, big operators, calculus, and context for creating math equations. |

About the Graphical Equation Editor

The Graphical Equation Editor is a Javascript-based application within the HTML Editor tool that enables users to add graphical, chemistry, MathML, and LaTeX equations to their content. The editor provides the necessary elements to construct equations quickly and easily. Each button in the editor tool bar opens a palette of related mathematical symbols. When equations are inserted into theHTML Editor, you can see the equations inline while editing your work. You can insert equations by typing them into the HTML Editor.

Note: LaTeX is now available in the new quizzing experience.

Before using the editor:

* Ensure that you have installed the latest version of your internet browser and that you enable Javascript
* Disable any software or browser settings that block pop-up windows

Tabs in the Graphical Equation Editor

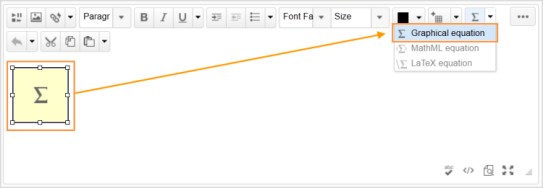
| **Icon** | **Name** | **Description** |
| --- | --- | --- |
| symbol for chemistry tab | Chemistry tab | Add specialized chemistry symbols for inorganic chemistry equations  Note: This tab only appears when you select the Chemistry equation option |
| htmleditor_equation_editor_layout_palette | General tab | * Add a template for building equations. * Add and edit text in the equation using the Cut, Copy, Paste, Undo, Color, and other text editing function |
| htmleditor_equation_editor_accents_palette | Symbols tab | Add mathematical symbols to equations |
| htmleditor_equation_editor_arrows_palette | Arrows tab | Update or add arrows to equations |
| htmleditor_equation_editor_uppercase_greek_palette | Greek and letters tab | Update or add uppercase and lowercase Greek characters to equations |
| htmleditor_equation_editor_matrices_palette | Matrices tab | Update or add matrices to equations |
| htmleditor_equation_editor_fences_palette | Scripts and layout tab | Add scripts or layouts to build equations |
| htmleditor_decorations | Decorations tab | Add fences such as brackets and vertical bars around text fields |
| htmleditor_equation_editor_operators_palette | Big operators tab | Update or add big operators to equations |
| htmleditor_equation_editor_calculus_palette | Calculus tab | Add a template for building Calculus equations |

Create an equation using classic input mode

1. Access the HTML Editor in the tool where you want to create an equation.
2. From the Graphical equation drop-down list, do one of the following:
   * To insert a graphical equation, click Graphical equation.
   * To insert a chemistry equation, click Chemistry equation.
   * To insert a MathML equation, click MathML equation.
   * To insert a LaTeX equation, click LaTeX equation.  
     Note: LaTeX is now available in the new quizzing experience.
3. In the Insert Equation window, enter your equation using keyboard characters and your cursor to select symbols from the tabs.
4. Click Insert.

Edit an equation

1. Navigate to the course item that contains the equation you want to edit.
2. From the context menu of the course item, click Edit HTML.
3. Inside the HTML Editor, click on the box with the The insert equation icon capital sigma sign.
4. From the Graphical equation drop-down list, do one of the following:
   * To edit the equation using the graphical equation format, click Graphical equation.
   * To edit the equation using the chemistry equation format, click Chemistry equation.
   * To edit the equation using the MathML equation format, click MathML equation.
   * To edit the equation using the LaTeX equation format, click LaTeX equation.   
     Note: LaTeX is now available in the new quizzing experience.



1. Make your changes.
2. Click Insert > Update.

Add URL links to a course

Use the Links tool to provide URL links to external web sites, quicklinks, and internal course offering areas that are useful to users 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, and so on. Categories ensure better organization of links and enable users to quickly find the information they need.

Create a link

1. On the navbar, click Course Admin.
2. Click Links.
3. On the Manage Links page, click New Link.
4. Do one of the following:
   * To add your link to an existing category, from the Category drop-down list, select a category.
   * To add your link to a new category, click New Category. Enter your category details. Click Save.
5. Enter a title for your link.
6. Do one of the following:
   * To add an external link, in the URL area, enter the URL in the field provided.
   * To add a quicklink, in the URL area, click the Quicklink icon. In the Insert Quicklink dialog, navigate to the link you want to insert.
7. Click Save.

Create a link category

1. On the navbar, click Course Admin.
2. Click Links.
3. On the Manage Links page, click New Category.
4. Enter your category details.
5. Click Save.

Delete links and link categories

Deleting a category also deletes all the links in that category.

1. On the navbar, click Course Admin.
2. Click Links.
3. From the context menu of the link or link category you want to delete, click Delete.

Fix broken links in Content

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

Note: If a user clicks a quicklink to a course activity that is outside the availability dates (not yet available or no longer available), the following error message appears: "Unavailable Quicklink. The <activity type> is not available". In this case, the quicklink is not broken. If you want users to gain access to the activity, then you must change the availability dates for the activity.

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.

Notify learners about updated course content

You can notify learners when updating or changing an HTML topic in Content. They receive an Update alert notification in their minibar; clicking the alert brings them to the updated topic.

1. On the navbar, click Content.
2. In the Table of Contents pane, click on the module that contains the HTML topic you want to update, then click on the topic.
3. Do one of the following:
   * To edit the contents of the topic, from the context menu of the topic, click Edit HTML. Make your changes.
   * To replace the topic, from the context menu of the topic, click Change File. To upload a new file, click The upload iconUpload. Follow the prompts to add your new file.
4. Select the Notify students that the content has changed check box.
5. If you want to describe your update changes, enter a description in the Add a summary of the changes field.
6. If you want learners to revisit the topic to complete the activity, select the Reset completion tracking check box.
7. Click Update.

Add availability and due dates in Content

Start and end dates specify when learners 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 learners 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 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.

Add a Release Condition to Content

1. On the course navbar, click Content.
2. In the Table of Content, locate the content item you want to have a release condition.
3. Open the context menu, and select Edit Properties In-place.
4. Click Add dates and restrictions…, and under Release Conditions click Create.
5. From the Condition Type menu, select the condition you want to create.
6. Add Condition Details, and click Create.
7. Click Update to save your changes. The release condition details are now listed below the topic name.

Evaluate assignment submissions from Content

You can evaluate a learner's assignment submissions from Content even if the learner didn't submit anything to the assignment. As a result, you can assign comments and grades to learners with no submissions (for example, a grade of 0), and to learners who submitted work outside of Brightspace Learning Environment.

1. On the navbar, click Content.
2. In the Table of Contents pane, click on the module that contains the assignment for which you want to evaluate submissions.
3. Click on the assignment.
4. In the Completion Summary tab, click on a user's name.
5. Enter your feedback in the Evaluation area.
6. Do one of the following:
   * To publish your feedback, click Publish.
   * To save your feedback without publishing, click Save Draft.
7. Do one of the following:
   * To navigate to the next user in the list, click Next Learner.
   * To stop evaluating users, click Back to Folder Submissions.

Create course content in a new Content experience (Lessons)

Brightspace Learning Environment has an alternative Content experience that provides an intuitive way to create lessons aligned to standards, outcomes, and expectations.

Instructors can build their course as they go, with a variety of activities and content to choose from, including their own HTML documents, or documents located in Google Drive or Microsoft OneDrive ™ online storage service, links and videos from the web, external learning activities, video assignments and more.

Context can be added with visual and rich descriptions for content, including embedded images and videos. For organizations that have a catalog of templates to choose from for HTML documents, those templates can be accessed in a simple drop-down menu when new content is being created.

The visibility toggle enables you to control the visibility of units, lessons, folders, HTML documents, and web links at the time of creation.

As activities are added to the course, they can be shared with learners immediately via the Activity Feed, or scheduled for later. Content can be made visible or hidden to learners using a quick ‘hide/show’ toggle, or by using release conditions to personalize the pace and path for individual learners.

While building and teaching the course, it’s easy to see how the course satisfies the required outcomes, expectations, or standards.

You can try it today — the new Content experience can be turned on as an “opt-in/out” option, allowing instructors to go back and forth between the two experiences and choose according to their preference. Note that the new experience does not yet offer advanced capabilities in setting availability restrictions (based on start/end dates), visual completion tracking or other visual statistics, bookmarking, and bulk editing. The new Content experience only displays content in courses up to four levels deep (unit > lesson > folder > topic). If your course content is more than four levels deep, when you opt-in to the lessons experience, a notification appears stating that some content cannot be displayed and directs you to modify the course structure in the old Content experience before trying out the new Content experience.

Organizing course content in Lessons

In Lessons, course content is organized using the following components:

* Units organize content categories. For example, in a course about William Shakespeare's work, units might include: Comedies, Tragedies, and Sonnets.
* Lessons organize content in units. For example, in the Tragedies unit, lessons might include: Hamlet and Macbeth.
* Folders organize content in lessons. For example, in the Hamlet lesson, folders might include: Lecture Notes and Materials.
* Materials are individual course content items. Typically, these are the interactive components of a course. For example, the Materials folder in the Hamlet lesson might include a discussion, assignment, and quiz.

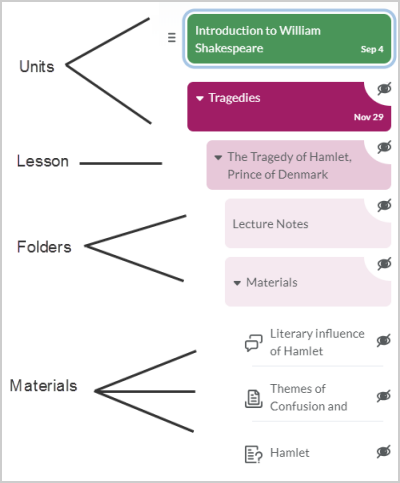


Figure: Course components in Lessons

Organizing course content using units and lessons is a common teaching practice and very familiar to most teachers and students. To help reinforce the organization of content and make navigation easier, course components use different color schemes.

When course components are initially created, they are hidden from learners. This ensures that instructors don't display content until they are ready to share them with learners. The visibility toggle and icon indicate the status of a course component: Visible (Lessons - Visible icon icon) or Hidden (Lessons - Hidden icon icon).

You can rearrange course components using drag-and-drop. You can also easily add content by choosing a material type or using drag-and-drop.

To clearly indicate where you are adding material to, the top of the page displays breadcrumbs. This also allows you to easily navigate up or down the tree to add material at different levels.

Navigating in the Lessons interface

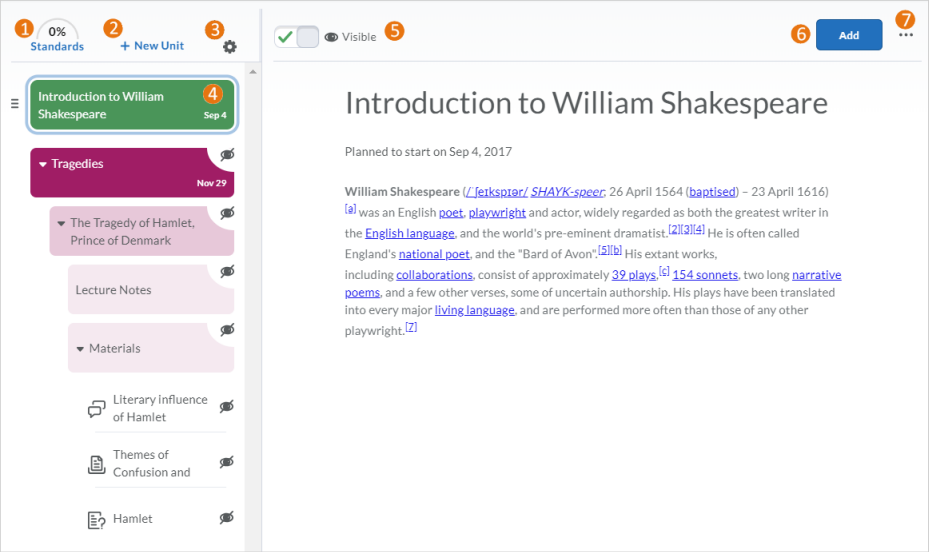
In the Lessons interface, the table of contents for the course is represented by a familiar tree structure, allowing you to easily organize and navigate course components (lessons, units, folders, and materials).

Arrow icons display on tiles that contain additional course components, indicating the tiles can be expanded by clicking them.

Hovering over a component displays a tool-tip. This is useful if the complete heading is too long to display in the table of contents.

Each material type displays a unique icon, making it easier to visually distinguish materials.

To familiarize yourself with the Lessons interface



1. Standards displays all content units and the learning standards they align to. The numbers in each column indicate the number of activities in a unit satisfying a standard. For more information, see [Locate gaps in standards coverage](#_Ref-1459028926).
2. New Unit adds a new unit to the course. For more information, see [Create a new unit](#_Ref-1322082426).
3. Lessons - Course options icon Course options provides options to Pace Course and Preview as a Student. Pacing (previously known as scheduling) suggests when to start teaching different course materials in chronologically sequenced content units. For more information, see [Set a course timeframe](#_Ref1314369534).
4. Pacing information displays in the table of contents next to each unit and indicates the unit's planned pacing start date. To modify the pacing start date, select a unit, click the Lessons - Course options icon Course options menu, and select Pace Course.
5. The visibility toggle and icon indicates the status of units, lessons, and materials: Visible (Lessons - Visible icon icon) or Hidden (Lessons - Hidden icon icon). Visibility status is also indicated by icons in the table of contents next to each unit. To change the visibility of a unit, lesson, or material, select the item and then click the visibility toggle at the top of the page.
6. Add displays a full-screen page with options for adding a new lesson or materials. For more information, see [Create new material](#_Ref464688484).
7. (...) Options menu and select Edit for a unit, you can update its title, planned start date, and description. When you click the (...) Options menu and select Edit for lessons or materials, you can update their titles and descriptions.  
   The (...) Options menu also allows you to view standards that align to a unit, lesson, or material; make units, lessons, and materials visible to or hidden from learners; organize materials using move and reorder features; and delete units, lessons, and materials. When you select course material in courses with Activity Feed on their homepage, the option to Post to Course Homepage is also available. Move to lets you move lessons and materials to a different unit. Reorder lets you organize lessons and materials within a unit. You can also use the drag and drop functionality in the table of contents to perform these actions. The selected tile displays handles, clearly indicating you can drag-and-drop the tile to rearrange it in the table of contents.

Create a new unit

To create a new unit

1. From a course with Lessons enabled, on the navbar, click Content.
2. Click New Unit.
3. Enter a name for the unit.
4. Use the visibility toggle to make the unit visible or hidden from learners on creation.
5. Click Save.

Create topics by adding a link

1. From a course with Lessons enabled, on the navbar, click Content.
2. Click New Unit
3. Enter a name for the unit and click Save.
4. Click Add.
5. Click WebLink.
6. Enter the web address in the Link field and enter a Display Name for the link.
7. Select the Embed on the page (iframe) radio button to embed a secure (https) link in the Lessons viewer or select the Open in a new tab radio button.
8. Click Save.

Create a new lesson

To create a new lesson

1. From a course with Lessons enabled, on the navbar, click Content.
2. From the table of contents, select a unit.
3. Click Add.
4. Click New Lesson.
5. Enter a name and description.
6. Use the visibility toggle to make the lesson visible or hidden from learners on creation.
7. Click Save.

What kinds of files can I use with Lessons?

|  |  |
| --- | --- |
| Extension | Notes |
| PDF, JPG, JPEG, PNG, BMP, GIF | Files with these extensions display in the embedded viewer in Lessons |
| DOC, DOCX, PPT, PPTX, PPS, RTF, ODT, ODP, XLS, XLSX | Files with these extensions display in the embedded view only if Document Conversion Service is turned on for your organization |

Note: All other file types uploaded to Lessons appear as download links for users to view outside of Brightspace Learning Environment.

Adding SCORM objects to Lessons

After you upload new SCORM solution objects into Content, you can add those objects to Lessons.

1. In Lessons, click Add.
2. Click SCORM Object.
3. Select the SCORM you want to add to the Lesson.
4. Do any of the following properties changes:
   * Change the title of the SCORM object.
   * Share with other instructors (depending on your permissions)
   * Indicate if you want to use external navigation
   * Add a grade item to the object.
5. Click Add, and do any of the following:
   * Add a grade item to the object.
   * Change the grade calculation method.
   * Indicate if you want to link to the object with a static link (the current version of the object is always used) or dynamic link (the most recently updated version of the object is always used).

After you add the object to the lesson, you can click Go To Activity to preview the object. You can also click the elipses (...) to rename, delete, or reorder the topics in the lesson list.

Adding learning objects to Lessons

In Lessons, you can add learning objects from Brightspace Learning Repository (LOR) as course materials. A learning object can be a quiz, presentation, image, video, or any other kind of document or file you use to create course content and learning materials for online learning. To add materials in Lessons, see [Create new material](#_Ref464688484).

Note: This functionality requires that Brightspace Learning Repository is set up in Brightspace Learning Environment.

Create new material

To create new material

1. From a course with Lessons enabled, on the navbar, click Content.
2. Drag and drop locally saved files to the unit, lesson, or folder you want to add the material to directly in the navigation area.  
   Or,   
   From the table of contents, select the unit, lesson, or folder you are adding material to.
3. Click Add.
4. Choose one of the available options:

* HTML Document > enter a title and use the HTML editor to create your new content item > use the visibility toggle to make the HTML document visible or hidden from learners on creation > click Save.
* WebLink > enter the link URL and a display name > choose Embed on the page, or Open in a new tab > use the visibility toggle to make the lesson visible or hidden from learners on creation > click Save.
* Google Drive > click Continue to Google Drive > Allow> choose an item to add.  
  Note: When adding private files from a Google Drive account to Brightspace Learning Environment, a notification indicates if the file is private and instructors are given the option to change permissions so that anyone with the link can view the file.
* OneDrive > click Continue to OneDrive > select your account > enter credentials and click Accept> choose an item to add.
* Assignment > select an existing assignment or click Create a New Assignment, then add a name and description, and click Create and Insert or Create.
* Discussion > select an existing discussion or click Create New Discussion Forum, then add a name and description, and click Create and Insert or Create.
* Quiz > select an existing quiz or click Create New Quiz, then add a name and description, and click Create and Insert or Create.
* External Tool Activity > select from the tool providers that are in use by your institution. Each CIM has an individual tile on the Add Materials page.
* SCORM Object > select a SCORM course package to import into the Lessons tool.
* LOR > search or browse for a learning object from Brightspace Learning Repository (LOR). A learning object can be a quiz, presentation, image, video, or any other kind of document or file you use to create course content and learning materials for online learning.
* More Activities > select an activity, for example, Assignments or Discussions.
* Drag and drop a file onto the dialog box or click BROWSE to select a file from your computer.

Tip: To clearly indicate where you are adding material to, the top of the page displays breadcrumbs. This also allows you to easily navigate up or down the tree to add material at different levels.

Using HTML templates in Lessons

When creating new documents in Lessons, you can add HTML templates to bring a more consistent feel to your course content.

1. From Lessons, select a unit.
2. Click Add.
3. Click HTML Document.
4. Click Browse for a Template.
5. Select an existing template from your Course Offering Files.
6. Click Add, and begin inserting your materials into the template.

Arrange materials

To arrange materials

Units, lessons, and materials can all be rearranged by dragging and dropping them to the desired position. You can also open the options menu and select Move or Reorder.

1. From the content area's table of contents, click and hold a collapsed unit, lesson, or material.
2. Drag it to the desired position and release your click.

OR

1. From the content area, select a unit, lesson, or material.
2. From the (...) Options menu, select Move to or Reorder.
3. Use the arrow keys on your keyboard to set the new location of the unit, lesson, or material.

Note: When moving Units and Lessons, the number assigned is automatically updated (e.g. Unit 2 becomes Unit 4 if it is moved into that position).

Edit materials

1. From the table of contents, select a unit, lesson, or material.
2. Click the (...) Options menu and select Edit.
3. Update the title of the item.
4. Click Save.

Linking to materials in Lessons

When browsing in Lessons, a unique URL is assigned to each unit, module, topic, and lesson. This allows instructors to link to a specific location in Lessons without learners having to navigate to the item manually.

1. In Lessons, select the unit, module, topic, or lesson you'd like to link to.
2. From your browser's address bar, copy the URL.
3. Create a quicklink and use the URL from the previous step to direct learners to the desired unit, module, topic, or lesson.

Post materials to a course homepage

Your course homepage must include an Activity Feed for materials posted in this manner to display.

1. Select a content item from the table of contents.
2. Click the (...) Options menu and select Post to Course Homepage.
3. Enter instructions for learners.
4. Click Post.

Publish course content to Brightspace Learning Repository

In Lessons, you can select course content (unit, lesson, or material) you added and publish it to Brightspace Learning Repository (LOR). This allows you to store, manage, and share the course content as learning objects.

If you added learning objects to Lessons, you can also edit and publish the updated objects back to LOR.

Note: This functionality requires that Brightspace Learning Repository is set up in Brightspace Learning Environment.

1. In Lessons, select a unit, lesson, or material.
2. Click the (...) Options menu and select Publish to LOR.
3. Do one of the following:
   * To publish to an existing repository, select Pick a Repository. From the drop-down list, select a repository.
   * To overwrite an existing learning object, select Overwrite an existing object. Click Search. Locate the repository you want to overwrite. To have your learning object inherit the previous object's metadata, clear the Replace existing object's metadata check box.
4. Click Sharing and Publishing Options. Do any of the following:
   * To include all original files in your new learning object, select Include all files from this course.
   * To leave the page while your package is being built, select Publish in the background.
   * To hide the learning object from searches, select Hide learning object in search results.
   * To associate the learning object with Creative Commons rights, select Creative Commons licensed. From the drop-down list, select your modifications preference. Creative Commons licensing enables you to retain copyright on your work while allowing different degrees of reuse to other users. Associating a creative commons license automatically populates the metadata rights fields with this information.
5. In the Content area, clear the check box for any item you do not want to include in the package. Clearing a module clears all its associated topics and sub-modules.
6. Click Next.
7. If all required files were not automatically detected, click Add Files or Add Folders to manually add those files or folders.
8. Click Next.
9. On the Metadata page, to classify your learning object, click Classifications. From the Classification Schema drop-down list, select a schema. Click Select. Click the Add icon for any classification you want to add. Click Save.
10. In the Description field, add a description of the content of the learning object.
11. In the Keyword field, add a keyword or phrase describing the topic of this learning object. This data element should not be used for characteristics that can be described by other data elements.
12. Click Publish to LOR.

Present course materials

1. From the content area, select a piece of material.
2. Click the fullscreen icon.
3. Click Exit Fullscreen or press the Esc key on your keyboard to return to the content area.

Exemptions in Lessons

With Lessons turned on, instructors can place exemptions on grade items linked to assessments in their course and have them display in Lessons. This excuses learners from completing specified assignments, quizzes, and discussions. When learners access materials in Lessons that they are exempt from, an exempt message is displayed. Learners can still access activities they are exempt from, but they are not required to complete them.

Note: If exemptions are placed on content items prior to Lessons being turned on, those exemptions also display when using the Lessons experience.

Set Release Conditions in Lessons

To set release conditions in Lessons

1. Select a unit, lesson, or material.
2. Click the (...) Options menu and select View Release Conditions.
3. To create a new release condition, click Create; or click Browse to locate existing release conditions.
4. From the Condition Type menu, select from the available options.
5. Under Conditions Details, select the appropriate condition, and click Create.
6. Confirm the details of the release condition, and click Save. If the unit, lesson, or material is visible, a Visible if conditions are met label and Lessons - Visible if conditions are met icon icon display. If the unit, lesson, or material, is hidden, a Hidden. Conditions are inactive label and Lessons - Hidden iconicon display. Clicking the conditions link displays the details of the release conditions.

Add standards coverage to a course

In Lessons, you can map course materials to learning expectations by importing the appropriate expectations from the [Achievement Standards Network](http://www.achievementstandards.org/).

Note: To import standards, your administrator must enable the Learning Outcomes tool and grant you the Manage Outcomes permission.

To add standards coverage to a course

1. From Lessons, click Standards.
2. Click Add or Remove Standards.
3. Under Filtering Options, choose the Jurisdiction, Subject, Framework, and Education Level that apply to the course.
4. Under Available items, select check boxes for the standards that align to your course.
5. Click Import Selected Outcomes.
6. Click X to exit the standards information.

Locate gaps in standards coverage

To locate gaps in standards coverage

1. From Lessons, click Standards.
2. Select the Display only standards which have no course material check box.
3. Determine if any units align with standards not linked to course materials.
4. Close the dialog box and select a unit from the table of contents.
5. From the (...) Options menu, select View Standards.
6. Click Edit Standards Alignments and select check boxes to associate material from the selected unit to any of the available standards.
7. Click Save Changes.
8. Click X to exit the standards information.

Edit standards alignment for a course

To edit standards alignment for a course

1. From the content area, select a unit or item of course material.
2. From the (...) Options menu, select View Standards.
3. Click Edit Standards Alignments and select check boxes for the standards that align to your content topic.
4. Click Save Changes.
5. Click X to exit the standards information for the content topic.

Set a course timeframe

To help keep instructors on track with their course materials, pacing (previously known as scheduling) suggests when to start teaching different course materials in chronologically sequenced content units. When you pace a course, you define a start and end date for pacing content units evenly within the specified date range. This can be modified at any time and is only visible to instructors (it does not affect when content is available to learners). It is useful for keeping to a set schedule and ensuring there is enough time to complete all materials in the allotted time.

Note: Pacing in an existing course does not copy over to a new course (it turns off in the new course).

The default date range is determined by the start and end date of the course. If no start and end date is set for the course, the start and end date of the semester is used.

1. From the content area, click the Lessons - Course options iconCourse options menu and select Pace Course.
2. Set pacing dates. To turn off pacing dates, click X.
3. Click Save.

Schedule Activity Feed posts

Your course homepage must include an Activity Feed Service for materials posted in this manner to display.

1. Select a content item from the table of contents.

2. Click the (...) Options menu and select Post to Course Homepage.

3. Click Post Later, and enter a future date and time.

4. Click Save and then Post.

Note: A clock icon displays in the Table of Contents next to any content items that are scheduled in this manner, if the item is not hidden from students. Scheduled posts associated with Lessons material can be edited in Lessons, or from the Activity Feed on your course homepage.

Push assignments to Activity Feed

Your course homepage must include an Activity Feed for materials posted in this manner to display.

1. Select an assignment from the table of contents.

2. Click the (...) Options menu and select Post to Course Homepage.

3. Enter instructions for learners.

4. Click Post.

ReadSpeaker integrations for Lessons

The Lessons tool supports the following ReadSpeaker integrations:

* The ReadSpeaker HTML content integration solution automatically enables ReadSpeaker online text-to-speech technology for HTML content in the Lessons tool. Any learner can hear their HTML course content spoken aloud or download it as an MP3 using their internet browser. Learners can also highlight and play back a subset of the content.
* The ReadSpeaker docReader integration provides audio rendering of supported document types in the Lessons tool.

To enable the ReadSpeaker integrations:

1. Contact [ReadSpeaker](https://www.readspeaker.com/contact-us/) to purchase licensing and obtain integration keys.
2. Implement the ReadSpeaker integrations in your Brightspace instance, as described in the [ReadSpeaker docReader](https://documentation.brightspace.com/EN/integrations/readspeaker_docreader/admin/about_readspeaker.htm?tocpath=Administrators%7CIntegrations%7CReadSpeaker%20docReader%7C_____0) and [ReadSpeaker for HTML content](https://documentation.brightspace.com/EN/integrations/readspeaker_html/admin/about_readspeaker.htm?tocpath=Administrators%7CIntegrations%7CReadSpeaker%20for%20HTML%C2%A0content%7C_____0) topics.
3. In Lessons, click the Listen ReadSpeaker icon to launch the ReadSpeaker integration.

Create a custom learning path in a course

Release conditions allow you to create a custom learning path through the materials in your course. When you attach a release condition to an item, users cannot see that item until they meet the associated condition. For example, you could attach a release condition to the second topic in your course’s content area that would hide that topic until users viewed the topic before it. Or you could create a condition that required users to view a content topic before gaining access to a quiz, or one that required them to post to a discussion topic before they could see a content module.

If you attach multiple conditions to an item, users must meet all conditions before they can access the item. For example, you could require users to visit the first three content topics in a unit before gaining access to an associated quiz.

NOTE Once a user meets a release condition, the condition is cleared for that user and cannot be reset. For example, if you attach a release condition to a discussion topic requiring users to achieve more than 60% on a quiz before they can access that topic, and one of your participants receives 72% on the quiz but you adjust their grade to 55% they will be able to access the topic because they did meet the requirement at some point.

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, 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.

Tools that support release conditions

You can access release conditions for any of the following course items:

* Awards
* Checklist
* Content modules and topics
* Custom widgets
* Discussion forums and topics
* Assignments
* Grade items and categories
* Intelligent Agents
* Announcements items
* Quizzes
* Surveys

How do release conditions work?

Release conditions allow you to create a custom learning path through the materials in your course. When you attach a release condition to an item, users cannot see that item until they meet the associated condition. For example, you could attach a release condition to the second topic in your course’s content area that would hide that topic until users viewed the topic before it. Or you could create a condition that required users to view a content topic before gaining access to a quiz, or one that required them to post to a discussion topic before they could see a content module.

Note: Once users meet an associated condition, a pop-up notification appears to inform the user that additional content is now available.

Release conditions can also be added to intelligent agents to create email notifications for users. For example, you could create an intelligent agent that sends a reminder email to users who have not yet completed a required quiz or assignment in the course. This scenario is ideal for using release conditions with the "not" operator.

If you attach multiple conditions to an item, users must meet all conditions before they can access the item. For example, you could require users to visit the first three content topics in a unit before gaining access to an associated quiz.

Once a user meets a release condition, the condition is cleared for that user and cannot be reset. For example, if you attach a release condition to a discussion topic requiring users to achieve more than 60% on a quiz before they can access that topic, and one of your participants receives 72% on the quiz but you adjust their grade to 55% they will be able to access the topic because they did meet the requirement at some point.

Best practices for creating release conditions

To learn best practices for creating release conditions

* Set up conditions before users access the course - Create all of your course materials and set up your release conditions before the course opens to users. 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 users have accessed the course, users might be confused by resources disappearing. Since conditions cannot be reset, you also risk having users 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 Brightspace Learning Environment to process. Using as few conditions as possible to set up a learning path minimizes the amount of time that users spend waiting for pages to load. For example, you set up a content topic, a quiz, and an assignment for the second week of class. You want users 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. For the assignment, you only need to attach the condition that users attempt the quiz. Since users must read the content topic before they can take the quiz, it is not necessary to add this condition to the assignment.
* Avoid circular references - A circular reference makes it impossible for users to satisfy a set of conditions. For example, if you set the condition that users must view a content topic before they can access an assignment, and then set a condition that they must submit a file to the assignment before they can access the content topic, you have a circular reference. Users 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 that depends on a checklist that depends on the content topic.
* Avoid impossible conditions - Ensure that your conditions are not impossible for users to satisfy. For example, a condition that users must achieve greater than 100% on a grade item would be impossible (unless the grade item is set to Can Exceed). If users 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. Users cannot satisfy both conditions at the same time; they would not be able to see the item associated with these conditions.
* Release content based on learning ability and course performance - Include additional content in your course specifically for users who need extra help and release this content to users who score below a specified threshold on a quiz or grade item. Alternately, release a special survey to users who attain a high score.
* Release content in stages - To reveal content topics to users only after they have read prior content, attach release conditions on the subsequent topics or modules that require users to view earlier topics. This can provide a clear path through the material and prevent users 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 users' 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 users 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. You can set release conditions based on users checking off items from their checklist. For example, you might release an Announcements item on your course’s homepage once users 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 users who have not yet completed a quiz attempt or submitted an assignment to an assignment.

Release condition types

| **Condition Type** | **Description** |
| --- | --- |
| Awards - Awards | The user must have earned a specific award in order to fulfill the release condition |
| Checklist - Completed checklist | The user must complete all items on the selected checklist in order to fulfill the release condition |
| Checklist - Incomplete checklist | The user must not complete one or more items on the selected checklist in order to fulfill the release condition |
| Checklist - Completed checklist item | The user must complete a specific item on the selected checklist in order to fulfill the release condition |
| Checklist - Incomplete checklist item | The user must not complete the specific item on the selected checklist to fulfill the release condition |
| Classlist - Group enrollment | The user must be enrolled in a specific group in order to fulfill the release condition |
| Classlist - Org unit enrollment | The user must be enrolled in a specific org unit in order to fulfill the release condition |
| Classlist - Section enrollment | The user must be enrolled in a specific section in order to fulfill the release condition |
| Classlist - Role in current org unit | The user must either:   * be enrolled as a specific role * not be enrolled as a specific role   in order to fulfill the release condition |
| Classlist - Date of enrollment in current org unit | The user must be enrolled in the current org unit for a specified number of days in order to fulfill the release condition |
| Competencies - Competency achieved | The user must complete a specific competency in order to fulfill the release condition |
| Competencies - Competency not yet achieved | The user must not complete a specific competency in order to fulfill the release condition |
| Competencies - Learning objective achieved | The user must complete a specific learning objective in order to fulfill the release condition |
| Competencies - Learning objective not yet achieved | The user must not complete a specific learning objective in order to fulfill the release conditions |
| Competencies - Score on associated rubric | The user must achieve a specified Score and Threshold level on a learning objective, based on an associated rubric, in order to fulfill the release condition |
| Content - visited content topic | The user must visit a specific content topic in order to fulfill the release condition |
| Content - Not visited content topic | The user must not visit the specified content topic in order to fulfill the release condition. Depending on your organization's security configurations, especially if the d2l.Tools.ManageFiles.UseContentRestrictedSecurity configuration variable is set to ON, users may not be able to access specified content topics at all when this release condition is set |
| Content - Visited all content topics | The user must visit all content topics in the course offering in order to fulfill the release condition |
| Content - Completed content topic | The user completes a content topic. The method of completing the topic depends on the type, such as viewing a file or submitting an assignment.  This release condition ignores exemptions, meaning that if the learner completes the activity, the release condition can be met, regardless of the activity being required, optional, or exempt. |
| Discussions - Posts authored in topic | The user must author a specified number and type of posts in a designated module or topic in order to fulfill the release condition |
| Discussions - No posts authored in topic | The user must not author any number or type of post in a designated module or topic in order to fulfill the release condition |
| Discussions - Score on associated rubric | The user must achieve a specified Score and Threshold level on a discussion module or topic, based on an associated rubric, in order to fulfill the release condition |
| Assignments - Submission to Assignment | The user must make a submission to a specified assignment in order to fulfill the release condition |
| Assignments - No submission to Assignment | The user must not make a submission to a specified assignment in order to fulfill the release condition |
| Assignments - Receive feedback on Assignment submission | The user must receive feedback on a submission to a specified assignment in order to fulfill the release condition |
| Assignments - Score on associated rubric | The user must achieve a specified Score and Threshold level on an assignment submission, based on an associated rubric, in order to fulfill the release condition |
| Grades - Grade value on a grade item | The user must achieve a specified grade value on a grade item in order to fulfill the release condition |
| Grades - No grade received | The user must not receive a specified grade value on a grade item in order to fulfill the release condition |
| Grades - Released final grade score | The user must have their final grade score set to released, or set to released plus the final grade meeting a defined threshold, in order to fulfill the release condition.  Note: This release condition is evaluated beginning from the first time the grade is released, and cannot be revoked once it is fulfilled. Therefore, if your grade book is set up to release final grades throughout a course, and/or drop ungraded items, the release condition may be fulfilled sooner than expected (i.e. before the end of the course). D2L recommends using this release condition in combination with other release conditions or intelligent agents to ensure that the event or content triggered by the released final grade score occurs at the anticipated time. |
| Grades - Score on associated rubric | The user must achieve a specified Score and Threshold level on a grade item, based on an associated rubric, in order to fulfill the release condition |
| Quizzes - Score on a quiz | The user must achieve a specified score on a quiz in order to fulfill the release condition. Score on a quiz is triggered by publishing a score on a quiz attempt or manually overriding a quiz score via Grades. |
| Quizzes - Completed quiz attempt | The user must achieve a specified number of attempts of a quiz in order to fulfill the release condition |
| Quizzes - Score on selected questions | When a quiz has a learning objective with associated questions and an assessment method attached to it, the user must achieve a specified grade value on the learning objective in order to fulfill the release condition |
| Quizzes - Score on associated rubric | The user must achieve a specified Score and Threshold level on a quiz, based on an associated rubric, in order to fulfill the release condition |
| Quizzes - No completed quiz attempt | The user must not complete any attempt on a quiz in order to fulfill the release condition |
| Surveys - Completed survey attempt | The user must achieve a specified number of attempts of a survey in order to fulfill the release condition |
| Surveys - No completed survey attempt | The user must not complete any attempt on a survey in order to fulfill the release condition |

Administer a course

Instructors can administer a course with the following tools:

* Organize and manage week-specific course items with the Checklist tool
* Set the calendar status of all course objects with the Manage Dates tool
* Manage course events with the Calendar tool
* Track attendance for activities in a course with the Attendance tool

About course administration

The Course Administration area is a central area for accessing tools related to setting up and managing your course. From the Course Administration area, you can access many tools to help you run your course smoothly. Some of the tasks you can accomplish include:

* Editing course colors
* Enabling and disabling course tools
* Renaming course tools
* Managing course offering information
* Importing course components
* Import learning outcomes

Note: Course Administration is now the central location to manage learning outcomes. Learning Outcomes continue to appear in New Content Experience (Lessons), and any learning outcome you import in one location is reflected in the other.

About course colors

You can enhance the appearance of your course and help users identify your course more easily by modifying the colors used in the interface. Brightspace Learning Environment uses three color settings to render the areas within a course.

|  |  |
| --- | --- |
| Color | Description |
| Dark Color | Used for the title bar, widgets, and pop-ups. White text is shown against this color. |
| Light Color | No longer used in most areas. D2L recommends you use the same color as the Dark Color. White text is shown against this color. |
| Soft Color | Used for tabs. Black text is shown against this color. |

About course locale

If your organization supports multiple locales, you can change the default locale used for your course offering. Normally users can specify their own locale within their preferences. You also have the ability to override locale preferences so that all users see the same locale in your course. You might use this if you are teaching a language immersion course and want all the cultural formatting and text in the course offering to reflect the language you are teaching.

Change the status of a tool

Course tools, such as Quizzes, Content, Discussions, Chat, Grades, and so on, are course components that you add to your course offering to share learning content, foster interaction, and evaluate performance. You can enable and disable course tools to specifically tailor your course to your pedagogy and course materials.

Before enabling a tool, be aware of the following:

* Some activated tools can only be accessed from the navbar or home page widgets.

Before disabling a tool, be aware of the following:

* Release conditions based on the tool are not enforced as long as the tool remains disabled.
* Competency activities associated with the tool are hidden, but are still associated with any learning objectives to which they are attached. Users cannot complete these learning objectives while the tool is disabled. You should detach or delete any activities associated with a tool before disabling the tool.
* Grade items associated with the tool remain, but you must manually update them in the grade book.
* Quicklinks to the tool’s items persist but a “No Resource Found” message displays when they are followed. You should remove any related quicklinks when you deactivate a tool.
* Deactivating a tool does not delete any items or user data inside the tool; it simply hides the tool from your course offering.

1. On the navbar, click Course Admin.
2. Click Tools.
3. Do one of the following:
   * To enable a tool, toggle its status to The checkmark icon On.
   * To disable a tool, toggle its status to The remove content from calendar icon Off.

Activate a course offering

Activating a course makes the course appear in the registered learner's My Courses widget. Activating a course also makes it available to learners 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 the My Courses widget, but is not available to learners 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 the My Courses widget, but is not available to learners.

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 learners without actually deleting it. This way the content (including user data) can be kept for future use.
3. Click Save.

Deactivate a course offering

You can deactivate a course offering to hide it from users without actually deleting it. This way the content (including user data) can be kept for future use.

1. From the Admin Tools menu, click Course Management.
2. Search for the course offering's name.
3. Click the course offering you want to deactivate.
4. On the navbar, click Course Admin > Course Offering Information.
5. Clear the Course is active check box.
6. Click Save.

Course Admin offering information

You can edit the properties of your course offering, including course colors and course locale, on the Course Offering Information page.

1. On the navbar, click Course Admin.
2. Click Course Offering Information.
3. Make your changes.
4. Click Save.

Rename a tool

You may want to rename a tool if your organization or geographic area is more familiar with different terminology. For example, you could rename Assignments to Assignment.

Changing the custom navbar name for a tool does not replace all uses of the original term throughout the system. It only changes the display name for the tool on the navbar. To replace all references to a specific term, a site administrator can update your organization’s language pack using the Manage Languages tool.

1. On the navbar, click Course Admin.
2. Click Tools.
3. In the Custom Navbar Name field for the tool that you want to rename, enter the new tool name.
4. Press Enter or click outside the field. Your changes save automatically.

Search for courses

The Search for courses field only appears if you have been enrolled in the number of courses specified in the d2l.Tools.Homepages.MaxCourses ( Org ) configuration variable. The default setting for this configuration variable is 25.

1. On the Course Updater page, in the Search for courses field, enter a value.
2. To add parameters to your search, click Show Advanced Filters.
3. Do any of the following:
   * To search for courses by department, in the Department drop-down list, select a department.
   * To search for courses by semester, in the Semester drop-down list, select a semester.
   * To search for courses by status, in the Active drop-down list, select active or inactive.
   * To search by start date, in the Course Start drop-down list, select an option. In the filter fields, enter dates.
   * To search by end date, in the Course End drop-down list, select an option. In the filter fields, enter dates.
4. Click the Search icon.

Add a link to Brightspace Help to your navbar

You can add a link to the Brightspace help site to your course’s navbar. The link opens Brightspace Help in a new window.

1. From the Admin Tools menu, select Navigation and Themes.
2. Click the link for the navbar you want to add the help link to.
3. On the Edit Navbar page, in the Links area, click Add Links.
4. In the Add Links dialog window, select the Brightspace Help check box.
5. Click Add, and then Save and Close.
6. On the navbar, click the Brightspace Help link. A new browser window opens to the welcome page of the Brightspace Help site.

To learn how to effectively navigate and utilize Brightspace Help, in the left-hand navigation panel, click Navigating in Brightspace Help.

Import standards for a course

From the Course Administration Learning Outcomes management page, an option is available to import program outcomes created by administrators at the Organization level. When the instructor selects the program, a list of outcomes for that program appears. If program outcomes have not been created for a course, an instructor can import learning outcomes from the Achievement Standards Network (ASN), or create custom learning outcomes, which enables you to control the wording of outcomes used within your institution.

Note: The language term used to describe learning outcomes depends on the value set for the d2l.Languages.Terminology.LearningOutcomes configuration variable. For example, the Standards link in Course Administration might be labeled Competencies, Expectations, Objectives, or Learning Outcomes.

To import course outcomes

1. From within a course, click Course Admin on the navbar.
2. Under Assessment, click Standards.
3. Do one of the following:
   * Click Import from Program. Select a standard from the list. This list will not appear if the list was not previously created for the program.
   * Click Import from Achievement Standard Network.
   * Click Add Learning Outcome to create a custom learning outcome.
4. Click Save.

Managing course components

About copying course components between org units

The copy components utility lets you copy quizzes, content, grade items, discussion forums, Assignments folders, courses with S3 model configurations, and nearly every other type of component from another course offering or a course offering’s parent template. Copying components saves you from having to recreate your course's resources and can significantly reduce the amount of work required to create or re-offer a course.

You can use the copy components feature to:

* Reuse components created in a previous course offering.
* Add components created by your peers into your own course offering.
* Set up standard components inside a course template and copy them into a new course offering each time a course is re-offered.
* Copy courses with S3 model configurations
* Include the selected course as an additional historic course

To copy components between course offerings, you must be enrolled in both offerings. You also need to be enrolled in and have access to the parent template to copy components from the parent into a course offering. Note that all copied intelligent agents are disabled by default, unless your administrator has disabled the d2l.Tools.IntelligentAgents.DisableAgentsOnCopy configuration variable.

To copy courses with S3 model configurations, you must enable the Student Success System at the instance and org level.

You can also copy components into a course template, and you can create standard components within a template and then copy them into the template’s associated course offerings.

A validation logic step is also included in the copy process. To help reduce duplicate objects and cleanup from the copy process, the validation logic informs you if you have previously copied from the source course.

The following table addresses some common concerns around copying course components between org units:

|  |  |
| --- | --- |
| Concern | Answer |
| Overwriting and duplicating content | The only components you might overwrite are course files. Course files are overwritten if one of the files being copied has the same name as an existing file. No other components are overwritten.  For example, if you have three checklists in your current course offering, and copy two checklists from another offering, you will now have a total of five checklists in the current offering. This is true even if the components are identical. If you are copying components from the same source multiple times, be careful not to copy the same items more than once or you will create duplicates. |
| User privacy might be compromised when copying course components | User data is not copied. For example, if you copy the discussions component, only the forums and topics are copied, not the posts inside the topics. Similarly, if you copy Assignments folders or quizzes, user submissions and quiz attempts are not copied. |
| Links and associations between components | D2L recommends that you copy all components between courses to ensure you maintain all desired associations, and then delete any undesired material in the new course.  If you are copying linked or associated components, you must copy all of the related components at the same time. For example, if a discussion topic has release conditions based on the results of a quiz, you must copy all three components—discussions, quizzes, and release conditions—at the same time. Similarly, if you have a quiz that is associated with a grade item, be sure to copy both the quiz and the grade item at the same time. As long as the associated components are copied together, links between them are retained.  To copy release conditions, you must select the Release Conditions component. |

Special considerations when copying course components

When you are copying course components, ensure that you have considered the following implications or associated tasks.

|  |  |
| --- | --- |
| Component | Notes |
| Competencies | Competencies, learning objectives, and associated activities are copied. |
| Content | Does not include files or content display settings; you must select these as separate components. Be sure to copy all course files used in the course as well as the content topics or only the content topic structure is copied. |
| Checklist | Due dates for checklist items are not changed when you copy them. |
| Groups and Sections | The new course does not automatically enroll groups and sections. You must enroll users yourself. |
| Navbars | If you have modified the names of any tools, you must also copy the tool names. |
| Release Conditions | Only release conditions that reference or are attached to other components are copied at the same time as the component. For example, if a quiz has a release condition that refers to a content topic, the release note is only copied if both the quiz and the content topic are copied at the same time. If you copy release conditions without selecting any other component, there is no action. |

Components for Import/Export/Copy

The following table displays which components from Brightspace Learning Environment can be imported, exported, or copied between courses.

|  |  |  |  |
| --- | --- | --- | --- |
| Component | Copy | Import | **Export** |
| Announcements | available | available | available |
| Assignments | available | available | available |
| Attendance Registers | available | unavailable | unavailable |
| Awards |  |  |  |
| Calendar Events | available | available | available |
| Chats | unavailable | unavailable | unavailable |
| Checklists | available | available | available |
| Competencies | available | available | available |
| Content | available | available | available |
| Content Display Settings | available | unavailable | unavailable |
| Content Metadata | unavailable | available | unavailable |
| Course Files | available | available | available |
| Course Appearance | available | available | available |
| Discussions | available | available | available |
| External Links | available | available | available |
| FAQs | available | available | available |
| Forms | available | unavailable | unavailable |
| Glossary | available | available | available |
| Grade Settings | available | unavailable | unavailable |
| Grades | available | available | available |
| Groups | available | unavailable | unavailable |
| Homepages | available | unavailable | unavailable |
| Intelligent Agents | available | unavailable | unavailable |
| Links | available | unavailable | unavailable |
| LTI Links | available | available | available |
| LTI TPs | available | unavailable | unavailable |
| Navbars | available | unavailable | unavailable |
| Question Library | available | available | available |
| Quizzes | available | available | available |
| Release Conditions | available | unavailable | unavailable |
| Rubrics | available | available | available |
| Rubric Associations | available | available | available |
| Self Assessments | available | available | available |
| Surveys | available | available | available |
| Tool Names | available | unavailable | unavailable |
| Widgets | available | unavailable | unavailable |

Copy course components

To copy course components

In order to mitigate the risk that large courses may result in timeout failures for users, the Copy Course components job functions as an asynchronous job. You can view the progress of the copying job by clicking the View History link.

1. In the course offering that you want to copy components into, on the navbar, click Course Admin > Import/Export/Copy Components.
2. Do one of the following:
   * Select Copy Components from another Org Unit. Click Search for offering and locate the course offering containing the components you want to copy. Click Add Selected.
   * Select Copy Components from Parent Template to copy components from the course template the current course offering belongs to.
3. Do one of the following:
   * To copy all course components, click Copy All Components. D2L recommends that you copy all components between courses to ensure you maintain all desired associations, and then delete any undesired material in the new course.
   * To specify the components you want to copy, click Select Components. Select your components. To see details for course components, click the Show the current course components link, then click the The preview iconView Detail icon beside a component to see existing items. For those course components that provide the option to include associated files, D2L recommends leaving the option turned on. Click Continue.
   * Select the Offset all dates of copied components check box and specify the days and hours that the dates should be offset by or calculate the range between two dates.
   * Click Finish.  
     Note: If you encounter issues with the Include associated files option and want to remove it, contact D2L Support to ask them to turn off the D2L.LE.Conversion.Features.ICopyAssociatedFilesFeature feature toggle.
4. Do one of the following:
   * To copy another package, click Copy Another Package.
   * To see the results of your copy, click View Content.
   * To review and manage course dates, click Review and Manage Dates.

Notes:

* If you copied a course with S3 model configurations, the course is listed in the Student Success System Administration page (Admin Tools > Student Success System).
* Now when you copy groups to courses, the group setup (grade item, assessment option, and so on) is also copied over.
* A validation logic step is included in the copy process. To help reduce duplicate objects and cleanup from the copy process, the validation logic informs you if you have previously copied from the source course.

For information on the Student Success System permissions, refer to the Administering Courses – Administrator Guide.

About importing course components from a file

You can import components created in other learning management systems, provided by content vendors, or created in a content creation program (like Respondus). To import components, you must have a file containing the components in a format supported by the Import tool.

You can also import components from Brightspace Learning Repository.

Import course components

To import course components

1. In the course offering that you want to import components into, on the navbar, click Course Admin > Import/Export/Copy Components.
2. On the Import/Export/Copy Components page, select Import Components.
3. Click Start.
4. Select the file you want to import.
5. Choose whether to Import All Components or Select Components and then follow the prompts.
6. To review and manage course dates, click Review and Manage Dates.

If you import course components with names that already exist in the course, or you import multiple components with the same name, duplicate names appear; they are not overwritten. For example, if your course contains a discussion topic called Exam Review and you import a course package that contains a discussion topic called Exam Review, your course will contain two topics called Exam Review.

Course import compatibility

The following table provides a list of learning management systems (LMS) and content providers that you can import course content from. It is recommended that you work with your site administrator or D2L Client Sales Executive when importing content from another LMS.

| **Component** | **IMS CP** | **QTI** |
| --- | --- | --- |
| Blackboard 6.0 | 1.1.2 | 1.2.1 |
| Blackboard 6.1.5/6.2/6.3 | 1.1.3 | 1.2.1 |
| Blackboard 7 | 1.1.3 | 1.2.1 |
| Blackboard 8 | 1.1.2 | 1.2.1 |
| Blackboard 9 | 1.1.2 | 1.2.1 |
| Common Cartridge® 1.0 | 1.1.3 | 1.2.1 |
| Common Cartridge 1.1 | 1.2 | 1.2.1 |
| Common Cartridge 1.2 | 1.2 | 1.2.1 |
| Common Cartridge 1.3 (and ThinCC1.3) | 1.2 | 1.2.1 |
| Desire2Learn 8.x | 1.1.3 | 1.2.1 |
| Respondus 2.0 | N/A | 1.2.1 |
| Respondus 3.x | N/A | 1.2.1 |
| Sakai Archive | 1.1 | 1.2.1 |
| SCORM® 1.2 | 1.1.2 | N/A |
| SCORM 1.3 (2004) | 1.1.3 | N/A |
| WebCT® CMU 1.x | 1.1.2 | 1.2.1 |
| WebCT CMU 2.0 | 1.1.3 | 1.2.1 |

You can convert packages into importable D2L-formatted packages using separate conversion tools. Work with your D2L Client Sales Executive to discuss converting and importing from the following systems:

* ANGEL 7.3/7.4/8
* Blackboard CE 6 (WebCT CE 6)
* Blackboard CE 8 (WebCT CE 8)
* Blackboard Vista 4 (Blackboard Vista 4)
* Blackboard Vista 8 (Blackboard Vista 8)
* eCollege
* Moodle™ 1.9
* Moodle 2.0/3.0
* uCompass

Converting Moodle Lessons

Using the Import/Export/Copy Course Components tool in Brightspace Learning Environment, you can edit an existing course and upload an unconverted Moodle Lessons course package.

During the course conversion process, entries from the IMSManifest.xml file are converted and imported into the Content tool as topics and files, placed into a content module named Imported Lessons. Each topic displays a Lesson: prefix to indicate that the topic is a converted Moodle Lesson.

Troubleshooting: Course Conversion

The following errors might be encountered during course conversion into D2L format. Try these troubleshooting steps first, and if they don't work, contact support for a more in-depth investigation of the issue.

Error: Package was not recognized

A package may be not recognized if:

* It is not in a course archive format (for example, it is a .ppt or .pdf file instead of a course package exported from an LMS).
* It was exported from a vendor that is not yet supported by D2L.
* It failed to unzip.

Package Failed to Unzip

Symptoms

When importing a course package, you encounter the message: "The package was not recognized". The processing logs indicate "Unpackaging uploaded file" followed by "Unsupported file format". If the package was successfully unzipped, the processing logs would indicate "Successfully unpackaged file" instead.

The processing logs also indicate that the final status of the issue was "NoConversion". You can access the processing logs directly on the error page in Course Import by clicking on "View Processing Logs".

Cause

The following are common causes of this error:

* The package is not a valid archive file (for example, .zip, .mbz, .imscc, etc. which have been exported from an LMS). Verify that the file is an Archive or Compressed Folder file type before attempting your course import. The following file types are not valid for importing a course: .pdf, .ppt, .docx. If you are trying to add course content, use Content Tool - Add Module instead.
* The course package does not have an imsmanifest.xml at the root level and it may instead be located in a sub-folder.
* The course package contains files paths that are longer than 128 characters which is a Windows limit.
* An archive file has been corrupted or damaged.

Resolution

If you are using an archive file, to verify your course package can be extracted, try to unzip the package locally first. Try the following steps to resolve the problem:

1. Use the built-in operating system extraction program and try to unzip the file on your computer.  
     
   If you successfully unzipped the package on your local computer, re-zip the file using your local operating system zip program or the program you were using. Retry the course import with the newly zipped package.
2. Unzip the package and examine the folders structure to ensure that the imsmanifest.xml file is at the root level. If the imsmanifest.xml file is not at the root level move the file to this location and re-zip the package and retry the course import.
3. Use WinRAR (http://www.rarlab.com/) to unzip the file on your computer.  
     
   Your package may contain file paths longer than 128 characters. In this case, most extraction programs on Windows will fail. WinRAR will still extract the files, but will warn that files exceeding the maximum path length were truncated. Once the extraction is complete, it is recommended that these paths are truncated manually or removed. Then re-zip the files and retry the course import.
4. Re-export your course package from the original source.  
     
   If neither of the previous troubleshooting steps worked and the extraction still fails, your course package is likely damaged. Re-export the course package from the original LMS and retry the course import with a newly exported package.

Error: Package was not converted

This error commonly arises due to issues within the course package itself:

* There may be key files missing (for example, imsmanifest.xml is a typical file expected to be among the course package structure).
* There may be issues with XML in some of the files (for example, the files may have illegal characters or unmatched opening and closing brackets).

Typically in these cases, it is recommended to review the processing logs and inspect the specific complaint. Then explore the contents of your package to verify that the information is corrected. You can also try to re-export the package from the original source.

Invalid HTML

Symptoms

When importing a course package, you encounter the message "The package was not converted". The processing logs may indicate that an invalid or unexpected character has been encountered.

The processing logs also indicate that the final status of the issue was "ProcessingFailed". To access the processing logs directly on the error page in Course Import, click View Processing Logs.

Cause

Invalid XML can often cause conversions to fail. Sometimes the error directly names the exact file that is causing the problem. If it is not explicitly stated, try the main imsmanifest.xml file. If the manifest is improperly formed, serious issues may occur.

Resolution

To verify that an XML file is valid:

1. Open the file in Google Chrome. If the XML is valid, it should render correctly; if not, the page will remain blank or report an error.
2. Use an online XML validator like: http://www.xmlvalidation.com/
3. If the XML is invalid, correct the XML, re-zip the package and retry importing your course package.
4. the XML is valid, the issue with your package is likely in the structure of the package (for example, missing key files). In this case, re-export the package from the original source and retry importing your course package.

Error: Conversion Service is Temporarily Unavailable

If the Conversion Service is not available, it may relate to temporary issues that are being monitored by D2L support and will be resolved shortly. However, if you repeatedly see this error message, it may be worth verifying that the Conversion Service URL is properly configured. This can only be done by D2L support representative.

About exporting course components

You can export components from your course offering to a file. This allows you to reuse these components in another learning management system, including another Brightspace Learning Environment, or to store the components and then re-import them into another course offering or template at a later date.

Components are exported to an IMSCP-compliant zip file, a standard file format based on the IMS Content Packaging specification. This means you should be able to reuse these components in any learning management system that supports this format.

You can export course components from the organization level, except for files in the organization or shared files areas.

The following table addresses some common concerns around exporting course components:

|  |  |
| --- | --- |
| Concern | Answer |
| User privacy might be compromised when exporting course components | User data is not copied. For example, if you copy the discussions component, only the forums and topics are copied, not the posts inside the topics. Similarly, if you copy assignment submissions folders or quizzes, user submissions and quiz attempts are not copied. |
| Links and associations between components | Associations between components will not be exported (for example, release conditions). The IMS Content Packaging specification, which the format for export files is based on, does not support these associations. |

Export course components

To export course components

1. In the course offering containing the components you want to copy, on the navbar, click Course Admin > Import/Export/Copy Components.
2. Select Export Components > Start.
3. In the Select Components to Export section, select the check box for any components you want to export. To export only certain items from a component, choose Select individual items to import.
4. Click Continue.
5. If you chose Select individual items to export for any component in the previous step, the Select Items page appears. This page lists all of the items and any sub-items contained in the current component. Otherwise, the Confirm Components to Export page appears. To view sub-items, click the + Expand icon next to an item. Select the individual items and sub-items you want to export and click Next. When you have finished selecting individual items from components, the Confirm Components to Export page appears.
6. Click Continue.
7. When the export process ends, click Finish.
8. Click the Click here to download the export Zip package link. If you do not download the file from this screen, it is lost. You cannot download it later.

What course components can be exported?

* Assignments
* Calendar
* Checklist
* Competencies
* Content
* Course files
* Discussions
* External links
* FAQ
* Glossary
* Grades (except calculated grade items)
* Navbar templates (not navbars)
* Announcements
* Question Library
* Quizzes
* Rubrics
* Self Assessments
* Surveys

Create platform-independent packages of learning resources

The IMS Common Cartridge standard allows publishers and content providers to create platform-independent packages of resources (content, assessments, question libraries, discussions, etc.) building on existing IMS content and QTI quizzing packaging standards. Package creators can optionally protect the package, requiring users to authenticate with the creator using web services before importing or accessing protected resources. Common Cartridge was designed to provide a standard way to package and protect content, as opposed to each publisher or each learning management system creating a proprietary method of protection and enforcement.

For more detailed information on the Common Cartridge project and its role in the Digital Learning Connection, visit the [IMS Global Learning Consortium website](http://imsglobal.org/).

About importing IMS Common Cartridge packages

You can import IMS Common Cartridge packages and expand your course offerings to include a wide range of innovative, platform-independent, and diverse course content from publishers and content providers.

Importing an IMS Common Cartridge package follows the same process as importing other files of supported import formats. Importing a cartridge automatically creates the applicable content, quizzes, questions, etc. in Brightspace Learning Environment and makes them immediately available for use. Package creators have the option of protecting cartridges on import or forcing the user to enter an access code at the beginning of the import process.

How protected IMS Common Cartridge resources are handled

Any protected resource that imports from an IMS Common Cartridge package displays a ims_common_cartridge_protected Protectedicon beside it. When users first try to access a protected resource, they are prompted for an access code, which is distributed by the package creator. Entering the access code and accepting the license agreement initiates the electronic authorization with the package creator’s authorization web service and unlocks the resource for the user.

The user is not prompted to enter their access code when accessing additional protected content from the package until the authorization period ends. The length of the authorization period is determined by the package creator and changes from one package to another. If a course contains protected resources from multiple packages, users are typically prompted for authorization only once per protected package.

Protected resources can be copied between courses, but cannot be exported from Brightspace Learning Environment.

IMS Common Cartridge versions

Brightspace Learning Environment currently supports the following versions of IMS Common Cartridge:

* IMS Common Cartridge 1.0
* IMS Common Cartridge 1.1
* IMS Common Cartridge 1.2
* IMS Common Cartridge 1.3 and IMS Thin Common Cartridge 1.3

The following table provides an overview of each version, including a summary of the features and any other technical details worth noting.

|  |  |  |
| --- | --- | --- |
| IMS Common Cartridge version | Summary | Technical details |
| IMS Common Cartridge 1.0 | In the resource metadata context, includes the higher education value.  Contains metadata for the intended user roles: Learner and Instructor. These are the user roles that can view the resource.  Contains the intendedUse attribute for Web Content Resources. This attribute must contain one of the following values: lessonplan, syllabus, or unspecified. | The package file should have the extension .zip.  Cartridge manifest metadata must refer to version 1.0.0. |
| IMS Common Cartridge 1.1 | Offers easy support and integration with IMS Learning Tools Interoperability (LTI) v1.0 resources. You can integrate rich learning applications or premium content with platforms or other systems from which applications can be launched, without additional customization.  In the resource metadata context, includes the following values: higher education, school, training, and other.  Adds metadata for the Mentor intended user role.  The intendedUse attribute for Web Content Resources is optional in this Cartridge version. | IMS Common Cartridge 1.1 supports LTI links through Brightspace Learning Environment User Interface, Bulk Course Create (BCC), and Course Import API.  The package file should have the extension .imscc. This extension helps identify files that are likely to be Common Cartridges.  Users are notified in the processing logs when the resource is imported successfully; however, their intendedUse type is discounted.  Cartridge manifest metadata must refer to version 1.1.0. |
| IMS Common Cartridge 1.2 | Includes metadata for curriculum standards, which provides the option to associate the cartridge, resource, or question item with zero or more curriculum standard identifiers, from one or more providers. Users can use any curriculum standard, provided that it supports unique identifiers.  The intendedUse attribute for Web Content Resources offers a new attribute called Assignment. | Curriculum standards metadata is recognized in v1.2, but is not supported by Brightspace Learning Environment. As a result, it is discounted, and users are instead notified in the processing logs whether their data was imported successfully.  Common Cartridge specification has deprecated authorization to the Course Import workflow. D2L still supports it, but recommends that users use Learning Tools Interoperability (LTI) links to access remote/secure content.  Cartridge manifest metadata must refer to version 1.2.0. |
| IMS Common Cartridge 1.3 | Allows you to import multiple question banks within a single cartridge.  Provides the ability to specify Common Cartridge XML descriptions within an imsmanifest.xml file, which are imported by Brightspace Learning Environment.  Provides the option to add metadata to LTI links. In Brightspace Learning Environment, this metadata is incorporated into the content topic so that it can point to the LTI link. | Question banks have no titles, so they are categorized as "Section 1", "Section 2", and so on, in Brightspace Learning Environment. Question banks can be translated into any language that D2L supports.  For multiple imports of multiple question banks, section numbering does not increment; it is constrained to the number of banks within the package. For example, if users import a package containing two question banks, and then again with only a single question bank, the following occurs:  Question library  Multiple question banks in a question library  The following new features are not entirely supported by Brightspace Learning Environment:   * ePub3, Interactive Whiteboard (IWB) and Accessible Portable Item Profile (APIP) file extensions for resources * Other unknown extensions for resources   Brightspace Learning Environment imports files with these extensions into the Manage Files tool, but does not create a content topic because the content type is not currently supported in the application. Users will receive a message about this in the processing logs.  Cartridge manifest metadata must refer to version 1.3.0. |

To view IMS official specs on Common Cartridge for each version, click the following:

* [IMS Common Cartridge 1.0](http://www.imsglobal.org/cc/ccv1p0/imscc_profilev1p0.html)
* [IMS Common Cartridge 1.1](http://www.imsglobal.org/cc/ccv1p1/imscc_profilev1p1-Overview.html)
* [IMS Common Cartridge 1.2](http://www.imsglobal.org/cc/ccv1p2/imscc_profilev1p2-Overview.html)
* [IMS Common Cartridge 1.3](http://www.imsglobal.org/cc/ccv1p3/imscc_Overview-v1p3.html) and [IMS Thin Common Cartridge 1.3](http://www.imsglobal.org/cc/ccv1p3thin/ims_thinCC_impl-v1p3.html)

Customize the look and feel of your mobile web interface

Use the Mobile Brand Administration page to customize the look and feel of your institution's Mobile Web interface. You can customize the colors and logo in the interface to match your organization's branding or modify the appearance of titles and headings to help users identify courses more easily.

Customizing branding at the organization level establishes the default settings for the org and all org units; child org units do not receive default settings from their parent org units. If you customize any setting at the org unit level, all settings become custom to that org unit. This means that future changes to the organization branding will not transfer or overwrite settings in an org unit with custom branding (unless you restore defaults).

Update mobile branding

1. Do one of the following:
   * To update mobile branding for the organization, from the Admin Tools menu, click Mobile Brand Administration.
   * To update mobile branding for an org unit, click Course Admin > Mobile Brand Administration.
2. Make your changes.
3. Click Save.

Mobile branding reference sheet

Depending on whether you access the Mobile Brand Administration page from the organization or org unit level, you may not have access to all settings.

The Mobile Web navbar does not reproduce settings from the Navbar tool.

General

The General settings include the following:

* Background sets the color that appears behind the main content interface elements
* Link Color sets the color of system links.

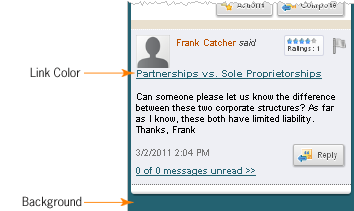
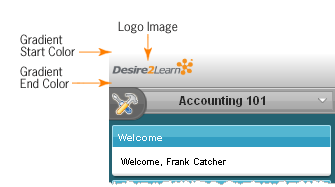


Figure: The mobile interface showing the link color and background color as set in the General settings.

Navbar

The Navbar settings include the following:

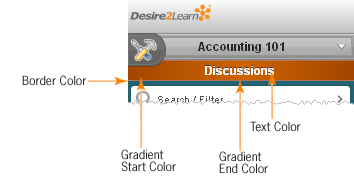
* Logo Image sets the image that appears at the top of every screen on the navbar. Use this option to tailor your Mobile Web navbar to match your institution's logo or crest. The dimensions of your image should be no larger than 200 x 50 pixels to fit correctly on mobile screens.
* Fill Type sets the type of background for the navbar area. You can choose between a solid or gradient background. Once you select the fill type, corresponding color options appear.



Page Title

The Page Title settings include the following:

* Fill type sets the type of background for the page title bar. You can choose between a solid or gradient background. Once you select the fill type, corresponding color options appear.
* Border Color sets the color of a thin border on the bottom of the page title area.
* Text Color sets the color of the page title text.



Headings

The Headings settings include the following:

* Fill Type sets the type of background for the heading bar. You can choose between a solid or gradient background. Once you select the fill type, corresponding color options appear.
* Border Color sets the color of a thin border on the top and sides of the heading area.
* Text Color sets the color of the heading text.



Subheadings

The Subheadings settings include the following:

* Fill Type sets the type of background for the subheading bar. You can choose between a solid or gradient background. Once you select the fill type, corresponding color options appear.
* Border Color sets the color of a thin dotted border on the bottom of the subheading area.
* Text Color sets the color of the subheading text.

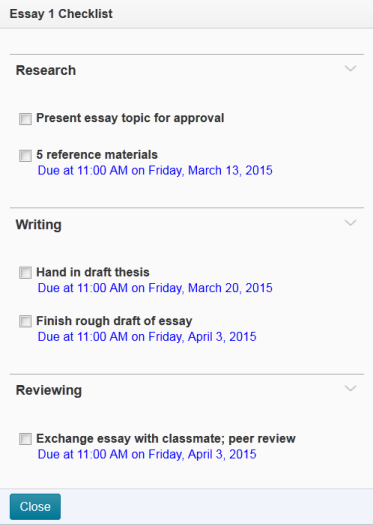


Organize and manage week-specific course items

A checklist contains important or required assignments, readings, or other items to complete. Each checklist contains one or more categories, into which checklist items are organized. For example, you might have an “Assignments” checklist with categories for written assignments and quizzes, both of which could have multiple items that must be completed.

How do checklists organize information?

Checklists contain categories, which are used to organize checklist items. For example, you might create the categories Week 1, Week 2, and Week 3, and place week-specific checklist items into the appropriate categories. Alternately, you might use a checklist to organize steps of an assignment. You can assign due dates for checklist items.



Create a checklist

Checklist items must reside in a category.

1. On the navbar, click Checklist.
2. Click New Checklist.
3. Enter your checklist details.
4. Click Save.
5. On the Edit Checklist page, in the Categories and Items area, do any of the following:
   * To add a category to the checklist, click New Category. Enter your category details and click Save.
   * To add an item to the checklist, click New Item. From the Category drop-down list, select the category for your item. Enter your item details. If you want the item to be due by a certain date or time, select the check box and enter your Due Date information. Click Save.  
     Note: The default due date for a checklist item is one month from the current date.
6. Repeat step 5 until you've added all your content to the checklist.
7. Click Save and Close.

Set release conditions for a checklist

1. On the navbar, click Checklist.
2. From the context menu of the checklist for which you want to set release conditions, click Edit.
3. In the Restrictions tab, do any of the following:
   * Click Attach Existing, then select the check box for any condition you want to attach. Click Attach.
   * Click Create and Attach, then select a Condition Type from the drop-down list. Complete any additional Condition Details that appear and click Create.
4. To set how accessing the checklist 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 Manage Dates

Use the Manage Dates tool to view, bulk edit, and bulk offset the date availability and set the calendar status of all content topics and modules, discussion topics and forums, assignment submissions folders, grades categories and items, announcement items, quizzes, checklists, and surveys in your course from one central location.

These course objects display in a grid that you can sort by any of the column headings. You can also use the Type column to sort the Manage Dates page based on the tool-specific order and use advanced filter options to work with smaller sets of objects. If you filter your course objects, any bulk changes you make apply only to the filtered results. This enables you to update multiple availability dates based on specific criteria.

In addition to managing dates, you can open each course object in a new window by clicking on its name. This launches the object's edit page where you can edit additional properties for that object without leaving the Manage Dates tool.

Bulk edit dates in Manage Dates

The Manage Dates tool enables you to bulk edit due dates and availability dates of your course content.

1. On the navbar, click Course Admin.
2. Click Manage Dates.
3. Select the check box of the items for which you want to bulk edit dates.
4. Click Bulk Edit Dates.
5. In the Bulk Edit Dates dialog box, update the due dates and availability dates.
6. Click Save.

Offset dates in Manage Dates

To offset dates in Manage Dates

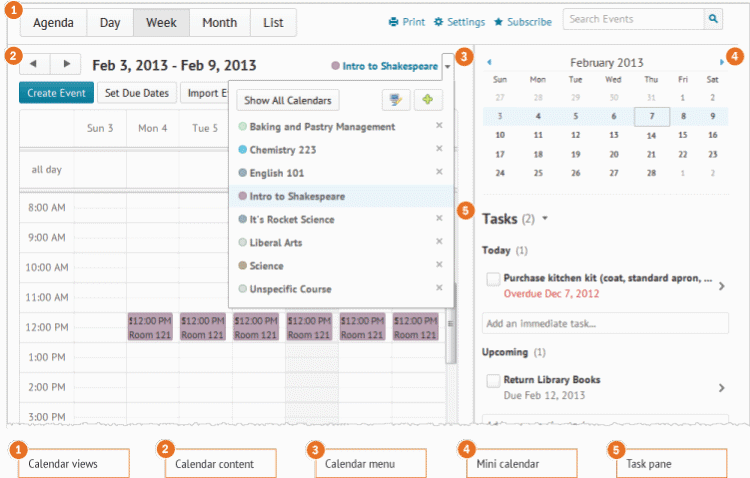
The Manage Dates tool enables you to move start dates and end dates forward or backward by a specified number of days. You can use this to move course content forward to a new term.

1. On the navbar, click Course Admin.
2. Click Manage Dates.
3. Select the check box by any item for which you want to offset dates.
4. Click Bulk Offset Dates.
5. In the Bulk Offset Dates dialog box, enter your offset details.
6. Click Save.

Manage course events

Use the Calendar tool to arrange and visualize course events in multiple views and enable integration of course content and your Calendar. You can use iCal to synchronize the Calendar tool to your personal calendars (such as Outlook and Google Calendar, as well as iPhone and Android).

Calendar interface overview



1) Use the calendar views area to toggle between different event display layouts. Use the Agenda view to group your course events by Date, Course, or Category - events display in chronological order, and all-day events display at the top of each grouped listing. Use the Day, Week, and Month views to group your events in daily, weekly, or monthly increments. Use the List view to filter your events by Assignments, Checklists, Discussions, Grades, Materials, Modules, Quizzes, and Surveys.

2) Use the calendar content area to navigate through your content. Navigation will vary depending on the view you select.

3) Use the calendar menu to select multiple calendars to display, change the color scheme associated with individual calendars, and add new calendars.

4) Use the mini calendar to navigate quickly to a specific day, week, or month.

5) Use the task pane to create, track, and maintain personal tasks.

Create course events in Calendar

To create course events in Calendar

1. On the navbar, click Calendar.
2. Click Create Event.
3. To associate course content with the event, click Add Content. Select the module from which you want to add content. Click Add.
4. Do one of the following:
   * If you've associated course content with the event and want to use a custom name for the event, select the Use custom name check box. Enter a name for your event.
   * If you have not associated course content with the event, enter a name for your event.
5. To add date and time details to your course event, in the When area, click on the provided fields.
6. To add recurrences to the event, click Add Recurrence. Enter your event recurrence details.
7. To add restrictions to the event, click Add Restriction. Enter your event restriction details.
8. To add a location for the event, from the Location drop-down list, select the location.
9. Click Create.

Change Calendar settings

1. On the navbar, click Calendar.
2. Click Settings.
3. Make your changes.
4. Click Save.

Create multiple instances of an event for different groups and sections

If you have more than one group or section participating in the same course event during different time intervals, you can create multiple instances of the same event, tailored to each group or section’s needs. The group or section events share the name and description fields, but once you finish creating the events in bulk, they display as individual events.

1. On the navbar, click Calendar.
2. Click Create Event.
3. In the Attendees area, click Add Groups/Sections. This option is only available if you have already created at least one group or section for your course.
4. In the Add Groups dialog, click on the group or section you want to add.
5. Repeat steps 3-4 until you have added all of the groups and sections you want.
6. Enter the rest of your event details, including any customizations for an individual group or section.
7. Click Create.

Change visibility for events

1. On the navbar, click Calendar.
2. From the tool navigation, click List.
3. Select the check boxes by any event for which you want to make visibility changes.
4. From the More Actions button, click Change Event Visibility.
5. From the Event Visibility drop-down list, select your visibility preference.
6. Click Save.

Offset dates for events

1. On the navbar, click Calendar.
2. From the tool navigation, click List.
3. Select the check boxes by any event for which you want to offset dates.
4. From the More Actions button, click Offset Dates.
5. Make your changes.
6. Click Save.

What are the basics of Attendance?

The Attendance tool enables you to create registers that track attendance for activities within your organization or course. You can track attendance for any number of activities and customize your registers to suit your needs.

Use the Attendance tool to create sessions to track attendance and define attendance statuses for your activities. You can assign grades for user attendance, view attendance results, and track users that have poor attendance.

How attendance is calculated

The % Attendance field is calculated by adding the total assigned % for each status and then dividing it by the number of statuses that have an assigned %. This is represented using the following illustrated formula:

Sum of Assigned % / Total of statuses with an Assigned % x 100

To understand how this calculation works in practice, consider a scheme with the following set of statuses:

|  |  |  |  |
| --- | --- | --- | --- |
| Symbol | Status Full Name | Assigned % | Order |
| P | Present | 100 | 1 |
| A | Absent | 0 | 2 |
| L | Late | 75 | 3 |
| AA | Authorized Absent |  | 4 |

If the associated register has four sessions and you assign a user each of the above statuses (one for each session), their % Attendance field would include the P, A, and L statuses and ignore the AA status since its Assigned % is blank. As such, the user would have a % Attendance of 58.33 ((100+0+75)/(100x3)x100=58.33). Adding an Assigned % of 100 to the AA status would change the user's % Attendance to 68.75 ((100+0+75+100)/(100x4)x100=68.75).

Track attendance

1. On the Attendance Data page, click the Enter Attendance Data icon and enter attendance data for your sessions.
2. Use the Attendance Status drop-down lists to change the attendance status for your users. You can also click Set Status to set the same status for all users.

Set your Cause for Concern percentage

The Cause for Concern metric helps you track learners that fail to meet your attendance requirements by placing the Cause for Concern icon beside their names on the Attendance Data page.

1. From the Attendance Registers page, click New Register or Edit Register from the context menu of an existing attendance register.
2. In the Cause for Concern field, enter a percentage that indicates your minimum attendance requirement.
3. Click Save.

Delete attendance sessions, registers, or schemes

Deleting a session clears all associated attendance data. Only delete sessions when you are confident that you no longer need the attendance data.

From the Attendance Registers page, do one of the following:

* To delete sessions in a register or scheme, on the Edit Register page, click the The delete iconDelete icon beside the applicable session. All attendance registers must have at least one session.
* To delete a register or attendance scheme, from the context menu, click The delete iconDelete.

Monitoring a course

Instructors can monitor a course the following ways:

* Track activity and user progress on SCORM objects
* About tracking content completion and participation
* Manage completion tracking settings for a topic
* Check completion tracking for a content topic
* Checking course content statistics
* Check course content feedback
* Change content display settings
* View user progress in Content

Track activity and user progress on SCORM objects

If your course is based on SCORM, or uses SCOs as part of the course content, you have access to additional activity reports for each SCORM object and user. The reports track the activity on a topic and individuals’ progress with meeting defined objectives, and in defined interactions with the course content.

The data in these reports depends on the data communicated to Brightspace Learning Environment by your SCOs. For example, if the SCO does not set values for objectives, then no objective information is available in the SCORM reports for that SCO. This data also depends on the SCORM solution you are using. If you are using the new SCORM solution, the available data is limited at this time. Note that you can export SCORM statistics; however, unlike non-SCORM courses, you cannot reset the statistics. If you are using the legacy SCORM solution, the following information and steps apply:

1. On the navbar, click Content.
2. On the Table of Contents page, from the Related Tools button, click View Reports.
3. In the Legacy SCORM Reports area, do one of the following:
   * To view information on user progress and whether their progress is complete or incomplete, their status, their score, number of attempts, time spent, average time spent, and when they last accessed it, in the SCORM Objects tab, click the Summary icon.
   * To view information on user progress with the course objectives including their score, status, progress, and progress measure, in the SCORM Objects tab, click the Objective Details icon.

To view information on user attempts at the interactions in an objective including question type, correct response, learner response, result, weighting, and time spent, in the SCORM Objects tab, click the Interaction Details icon.

* + To view information on a specific user, in the Users tab, click on a user's name. For more information about a user's progress with a specific object, click the Details icon.

If you are using the new SCORM solution, the following information and steps apply:

1. On the navbar, click Content.
2. On the Table of Contents page, from the Related Tools button, click View Reports.
3. In the SCORM Reports area, do one of the following:
   * Click the Summary Icon in the SCORM Objects tab to view information on user progress and whether their progress is complete or incomplete, their status, their score, number of attempts, time spent, average time spent, and when they last accessed it.
   * In the SCORM Objects Tab, click the Objectives icon to view information on user progress with the course objectives including their score, status, progress, and progress measure.
   * To view information on user attempts at the interactions in an objective including question type, correct response, learner response, result, weighting, and time spent, in the SCORM Objects tab, click the Interactions icon.
   * To view information on a specific user, in the Users tab, click on a user's name. Click the Details icon for more information on a user's progress with a specific object.

What does Brightspace Learning Environment report on for SCORM objects?

For each SCORM object, Brightspace Learning Environment records:

* The number of user attempts on the object.
* The number of attempts completed. (Some attempts appear as incomplete if a user ends the attempt at an object).
* The number of attempts passed, the passing score, and the average score.
* Average time spent on the object (for the legacy SCORM solution).

You can also view details on user attempts, objectives, and interactions for each item in both the legacy SCORM solution and the new SCORM solution. These details can be accessed by navigating to SCORM Reports from a course's reports page (Content > Table of Contents > Related Tools > View Reports > SCORM Reports), and selecting the Summary, Interactions, or Objectives button.

Note: If a learner views a content topic using a direct link to the topic in full-screen mode, the SCORM reports won’t reflect that the learner accessed the topic.

What does Brightspace Learning Environment report on for users of SCORM objects?

For each user of SCORM content, Brightspace Learning Environment records:

* The user’s name and ID numbers.
* The number of SCORM objects attempted.

In both the legacy SCORM solution, and the new SCORM solution, you can access details on a user's progress, status, scores, attempts, time spent, date last accessed, objective details, and interaction details.

Note: If a learner views a content topic using a direct link to the topic in full-screen mode, the SCORM Reports won’t reflect that the learner accessed the topic.

About tracking content completion and participation

Completion tracking enables instructors to set the method of completion for an activity and provides progress indicators for learners as they complete course activities. There are two types of completion tracking you can use in your course offerings:

* Automatic Completion - Completion tracking that automatically determines whether users have completed a topic when they click to view it. For some activities, automatic tracking requires users to participate in a chat or discussion, submit a file or form, or complete an assessment such as a quiz or survey before completion is successful.
* Manual Completion - Completion tracking that is manually set by users. Users can select the completion check box beside each content topic to indicate they have completed it. Although users can use manual tracking to indicate that they have accomplished a task before it is completed (for example, selecting the completion check box beside a quiz activity before attempting the quiz at all), this does not affect assessment scores or user attempts counted towards an activity.

Changing an automatically tracked topic to manual completion resets completion tracking for that topic. This means that users might have to return to the topic to mark it complete; users do not need to resubmit files or assessment activities.

For the new SCORM solution, the checkmark that appears in the integrated learning platform only appear when a learner has completed the SCORM content (rather than when the learner launches the object). Note: The checkmark only appears if the SCORM object was programmed with a completion event.

Manage completion tracking settings for a topic

1. On the navbar, click Content.
2. On the Table of Contents drop-down menu, select Set All Completion.
3. Select one of the following completion methods:
   * Required: Automatic
   * Required: Manual
   * Not Required
4. Click Update.

Check completion tracking for a content topic

To check completion tracking for a content topic

1. On the navbar, click Content.
2. Click on the topic you want to view completion tracking results for.
3. In the Completion Summary tab, do any of the following:
   * To view all users' results for the topic, click All.
   * To view all users who have completed the topic, click Completed.
   * To view all users who have not completed the topic, click Incomplete.

Note: You can only view a Completion Summary for courses with fewer than 1000 learners enrolled.

Checking course content statistics

Course content statistics can display the total number of users, the number of users who visited course content, and the average time users spent viewing content. You can view overall course content statistics as well as specific statistics for individual topics.

Some things to consider when checking course content statistics:

* A user who visits multiple times is only counted once.
* The total number of users counted in statistics does not include any users with the Manage Content permission.
* Calculated time users spent viewing overall content or individual topics does not include user session timeouts and users currently visiting content and topics as you view statistic details.
* Reset Statistics only resets the number of visits to, and the time spent in each content topic that is displayed on the Content Statistics page and in the Class Progress tool.
* Reset Statistics does not reset the content completion status of any content topic(s) for any user, in the Content tool or in the Class Progress tool.
* Export Statistics allows you to generate a CSV file containing all of your statistics for viewing and analysis outside of Brightspace Learning Environment.

Check course content statistics

1. On the navbar, click Content.
2. On the Table of Contents page, from the Related Tools drop-down list, click View Reports.
3. In the Statistics area, do any of the following:
   * To view all statistics for a topic, in the Content tab, click the Users Visited link for the topic.
   * To view statistics for a particular user, in the Users tab, click the user's name.

Check course content feedback

Feedback shows the ratings and comments users submit about specific course content. Users can submit ratings and comments anonymously or include their user names.

1. On the navbar, click Content.
2. On the Table of Contents page, from the Related Tools drop-down list, click View Reports.
3. In the Feedback area, click the Ratings link for the topic.

Change content display settings

1. On the navbar, click Content.
2. Click Settings.
3. Make your changes and click Save.

View user progress in Content

You can view general details of a user's completion tracking in the Class Progress tool.

If you access the Content section on the Class Progress page, you can track how many visits a user makes to the Content tool, how much time is spent viewing course material, and how many topics were visited. Expand the report details under each module to find a further breakdown of a user's actions. The expanded details show all topics and sub-modules within the module, how many visits the user made for each topic, and how much time was spent in each topic. Clicking on the module or topic's name brings you to that module or topic in the Content tool.

1. On the navbar, click Content.
2. On the Table of Contents page, click on the topic you want to view progress for.
3. In the Completion Summary tab, hover your mouse over the profile picture for the user you want to review progress for.
4. In the user's profile badge that displays, click Progress.

The Progress Summary page displays, showing overall user progress results for the current course. To only view Content results, from the course side panel, click Content.

About D2L

A global leader in EdTech, D2L is the creator of Brightspace, the world’s first integrated learning platform.

The company partners with thought-leading organizations to improve learning through data-driven technology that helps deliver a personalized experience to every learner, regardless of geography or ability. D2L’s open and extensible platform is used by more than 1,100 clients and almost 15 million individual learners in higher education, K–12, healthcare, government, and the enterprise sector—including Fortune 1000 companies.

The company has operations in the United States, Canada, Europe, Australia, Brazil, and Singapore. [www.D2L.com](http://www.d2l.com/)

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