Teaching in Desire2Learn

Teaching in Desire2Learn

A short guide to pedagogy, digital instruction, and teaching in D2L

LANE SUNWALL

Margene Anderson, James McKay

Contents

Part 5: The Gradebook

Part 6: Effective Course Communication

About the Authors

Lane Sunwall is a final-year Ph.D. candidate in the department of history at the University of Wisconsin, Madison. He is also the Learning Technology Teaching Assistant for the College of Letters & Science Learning Support Services. As LTTA, Lane assists faculty in the integration of teaching technology into their courses, and writes online instructional guides in teaching best practices and grad student professional development. Lane has taught history and religious studies courses at UW-Madison and Minot State University (North Dakota).

Margene Anderson is an academic technology consultant for Do-IT Academic Technology, associate lecturer, and proud alumna of the University of Wisconsin, Madison. Prior to working in higher education, she taught English and library media and technology in the K-12 school system.

James Mckay is an academic technology consultant for Do-IT Academic Technology, and recent Ph.D. recipient from the University of Wisconsin department of history.

College of L&S Learning Support Services assists the students, faculty, and staff in the UW-Madison College of Letters & Science. They promote and support the thoughtful use of technology for teaching and learning through four core service methods. They offer instructional tools, consultation services, workshops and professional development opportunities, and provide technical support to faculty, staff, and graduate students.

DoIT Academic Technology advances the University's mission, strategic priorities, and the Wisconsin Idea by wisely applying technology to current and future academic environments. Through collaboration and partnerships, with a commitment to service and innovation, we bridge technologies, people, and day-to-day work practices to enable 21st Century digital literacy, manage our resources, and evaluate our practices."

Introduction

Teaching online, even in a blended format, can be a daunting task. Not only must you prepare course material, but you must learn how to use your course's learning management software as you account for the peculiarities of digital instruction.

We've written this guide to help. Each of us know from years spent as students, teachers, and instructional designers, that digital instruction can be difficult to master. Yet, it can also prove richly rewarding. You have an opportunity to innovate, build new types of learn experiences, and extend meaningful instruction beyond the classroom. You just need a place to start the journey!

This guide has three objectives. First, provide you the tool-based training needed to teach a course using Desire to Learn (D2L). Second, offer you the essential teaching strategies to maximize student learning outcomes while using D2L. Three, present you with a list of additional resources exploring digital instruction and pedagogical best-practices.

How to use this book.

This book is not a mystery novel. You can jump ahead, read the end first, or start in the middle. It is meant to work as a guide that is helpful to you.

That said, there is an organizational structure we felt useful. This guide is broken into six parts, each building on the last. Each part is broken into modules that explore a specific topic. These modules then provide practical advice in how to use a certain a function of D2L as well as pedagogical best-practices in so doing. We suggest first thinking about what you most need to understand in preparation for your course and then glance through the table of contents to ferret out the topics and modules most pertinent to your needs.

Finally, this is an open access book that we hope to update continuously, but we need your help in so doing. At the end of each module you will find a link to a very short Qualtrics survey. We would love your feedback in how we can improve this text, what new topics we should include, and strategies you believe will make the book more impactful.

Thanks!

Lane, Margene, and James

A Disclaimer concerning "technology"

Technology can be an effective tool to improve teaching quality, and innumerable technology-based teaching tools have proved revolutionary: chalk, the #2 pencil, protractors. Other tech-based teaching tools have turned out to be something much less: *Second Life*.

Using technology that is unsuited to your teaching style, or unnecessarily encumbers your pedagogy with extra steps, is wasteful and impedes your effectiveness as an instructor. If you find that the tools discussed in this guide are not helping you as an educator, go back to older methods of instruction. Or, better yet, keep experimenting.

It's OK to share!

This e-book has been published on Press Books and is freely available for download. Simply click on the desired download format (available on the book's homepage) and read the book at your leisure on your phone, tablet, or computer. Feel free to share it with your friends, or provide a link on your own social media page. Open access means, well, open access.

[1]

---

1. Desire 2 Learn is also known as D2L and on campus is sometimes referred to as Learn@UW

Part 1: Essentials of Course Design

Introduction

Successful course design boils down to effective student learning.

We learn through a process referred to as cognition. Teachers can't make cognition happen. However, their curriculum design and teaching methodology can *promote* cognition by creating a learning environment that engages students. The following module will introduce you to the basics of cognitive theory and how that informs good course design for blended and fully online courses. You will also learn how to design your course so as to help students better interact with your course D2L site.

Learning Objectives

By the end of Part 1 you should be able to:

- Identify the basic functions of the cognitive process.
- Explain how the cognitive process can be used to promote student learning and engagement.
- Detail the importance of a well-organized online classroom.
- Write learning objectives.
- Organize your curriculum around learning objectives.
- Apply this organization to your online classroom.
- Apply this information to subsequent course design.

Design for Learning

Humans have a strong proclivity for categorizing, cataloging, and classifying. This is how we learn. And we do it for everything: "This is a dog, that is cat. This is a quadratic equation, that is a linear equation."

When our minds encounter a new piece of information, we make sense of it by engaging in categorizing, cataloging, and classifying, through a number of cognitive tasks. Let's take a look at a simplified version of the cognitive tasks our minds engage in when faced with a new piece of information.
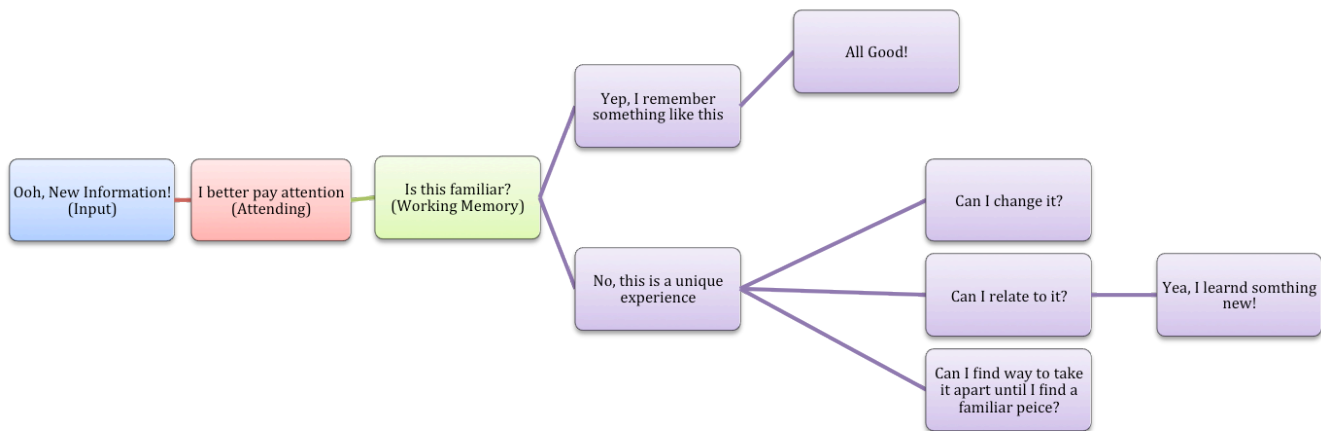
This pathway is an automatic process over which instructors and students have little control. We may be unable to manipulate the functions, but we control the input and can heavily influence how students interact with and categorize it.

Teaching in higher education has traditionally has focused on gathering as much information – or *inputs* – as possible, and distributing that content to students via lectures or textbooks. We then expect that students will somehow learn something from this input and be able to output that information in an exam. In so doing, we fail to take into consideration what is happening in the students' minds during class (the cognitive process) or what we as instructors can do to help students learn something new.

It is therefore essential that we think deliberately about how students learn <u>before</u> we finalize course content (*input*). It matters little if your course content (the *input* you provide students) is cutting edge, if you fail to

provide that content in such a way that students are able to *attend* to that input, categorize it, and *relate* it to their *working memory,* interests and goals.

Keep this flowchart in mind as you plan and build your course. Your responsibility as an instructor does not end at the beginning of this flowchart but at its conclusion, when a student can truthfully say "Yea, I've learned something new!"

The Basics of Course Design to Promote Effective Learning

Understanding how learning happens is an important consideration in course design and delivery. It is, obviously, only part of the design process. We recommend designing your course with these three concepts in mind:

- **Content:** Not only do you need to plan for the new content you will be teaching, it is important to anticipate prior knowledge and prerequisites, and understand the roll that content plays in building students' up to the next level of knowledge. Helping students make connections to previously learned material helps them learn more effectively and in a deeper way.

- **Cognitive structure:** Information needs to be organized hierarchically. It should be organized according to discipline standards, but likewise in terms of the hierarchical way our minds build knowledge. The way content is organized and delivered will impact *how* your students connect that information to other knowledge.

- **Constraints:** Consider both the physical and digital environment as you organize content and cognitive tasks. What content is best delivered online? What content is best delivered in a face-to-face environment? Be willing to reevaluate if an idea fails and always work to keep technology in the 'background' — mastering content learning objectives should be the focus of each activity, not mastering the technology.

Backward Design: A framework for instructional design

One method for helping you navigate the course design based on the concepts above is Backward Design. Backward Design is a very large topic; visit the Appendix for in-depth resources. However, the following will help you become more familiar with Backward Design and how to begin to implement it in your own course design.

Design With the End in Mind: Backward Design begins by answering the all-important question: "What do I want students to know (and/or do) after taking this course? Defining what you want your students to be able to do after they finish your course (your *course objectives*) allows you to work backwards to identify how to help students progress to those end goals and choose what lectures, assessments, and activities are appropriate for the task.

Learning Outcomes/Objectives: A more formal and best practice method for articulating learning goals is

writing **Learning Outcomes**.[1] Learning Outcomes are the knowledge and skills the students have after finishing the course. They should be presented to students in a structured and predictable manner. When writing learning outcomes an instructor may use the language, **"The learner will be able to . . . "**

Pay attention to the verbs in each of these examples.

- "The learner will be able to *apply*_____ to_____."
- "The learner will be able to *define* _____."
- "The learner will be able to *demonstrate* _____."

Learning Outcomes require an "action" verb, or a verb that can be measured. Note the difference between:

"The learner will *understand* how to_____."   **vs.**   "The learner will *illustrate* how to_____."

It is hard to know when somebody understands something unless they are able to show or apply the knowledge. A learning objective using an action verb inherently lends itself to designing an activity or an assessment in which an instructor can measure understanding. Click here for a helpful list of Action Verbs you can use when designing Learning Outcomes.

Mapping your course: Once you have defined your Learning Outcomes you can begin to map out your course. Mapping out your course helps you determine:

- What do I want my students to know or be able to do?
- What method and activities will I use to help students achieve each outcome?
- In what order will students engage with each outcome?
- How will I know (assess) that they have met a learning outcome?

Implementing your course map in D2L

Mapping your course is even more important if you are planning to deliver content and facilitate activities online. It will help you set up your course structure and help you create an environment that helps students understand:

- What you want them to do
- When and how you want them to do it
- How they will access the material or activity

D2L structures it's online environment with Modules. It might be helpful to think of a module as a course Unit. Units, or Modules, can be built around each Learning Outcome, but more often than not, they are built around

---

1. "Outcomes" and "objectives" are frequently used interchangeably. Curriculum specialists tend to use "outcomes" as the big, overarching goals within a class, and "objectives" as scaffolded tasks students must complete to meet an outcome.

a large theme or concept. That theme or concept might touch on more than one Learning Outcome, and each Learning Outcomes can be associated with more than one theme.

Course Modules contain the instructional materials or activities you would like your students to access online. In D2L, these could be PDF's or documents of readings, videos, Powerpoints, quizzes, discussions, or access to a Dropbox for turning in an assignment. A module might also include links to activities or readings elsewhere on the web.

For example, you may decide that for the first week of class you want the students to have an introduction to the material and concepts being taught in the class and to understand how those relate to the discipline as a whole.

Therefore, in Week One you might focus on two learning objectives: LO 1: "The learner will describe the relationship between this course and previous courses in the sequence to demonstrate their understanding of the discipline as a whole;" and LO 2: "The learner will provide definitions for discipline related terminology related to the course." Of course, you will also need to take care of some course management like the syllabus and your expectations of how they will use the D2L site.

You module might end up containing:

- Welcome to the course (HTML Page)
- Syllabus (uploaded file)
- How to use our D2L site (screen cast video)
- Assignment: In a page or less please consider the courses your taken in this discipline. What main concepts or ideas have you learned in this sequence? How do you anticipate this course will contribute to your understanding and skills? (Dropbox)
- Reading: Important concepts of _____ (uploaded file)
- Assignment: Define the important concepts of _____ (Quiz)

Planning ahead by considering Content and Cognition will help you make the most of your D2L site. Keep this in mind as you work through other modules in this guide.

Click Here to take a very brief survey.

Resources

Nilson, Linda. Teaching at Its Best: A Research-Based Resource for College Instructors. 3rd ed. San Francisco, CA: Jossey-Bass, 2010.

Tools for Great Teachers. "Team Collaboration & Planning: The Four Questions and Backwards Design." http://www.toolsforgreatteachers.com/the-four-questions-and-backwards-design-plus-a-planning-tool.

Part 2: Build a Course in D2L

Introduction

D2L, as well as all other learning management systems, are a type of website. Just like any other website, D2L includes a way for users to move — navigate — to pages that each contain different content, tasks, or tools.

Online course components must be built to facilitate learning and be non-obtrusive. Ideally, course navigation will be simple and quick. When considering your course's design and navigation structure it is important to ask these three questions:

- How will my students know where to go?
- How will my students know what to do there?
- How will my students know when to do it?

The less time students spend asking these questions, the more time they will have interacting with course material.

Learning Objectives

By the end of Part 2 you should be able to:

- Detail the importance of a well-organized online classroom.
- Manipulate D2L's navigation system.
- Build a widget.
- Design a homepage with widgets.
- Upload Content and Create Content in the Table of Contents.
- Use the Rich Text HTML Editor.

- Copy Components (including content) from a previous semester's course.

Find Your Way in D2L

Before you build the online components of your course, it makes sense to consider its organization and navigation structure. How will students know what to do in your course, or when they need to do it? Research into student behavior has demonstrated that the easier instructors make it for students to access course material (readings, activities), the more likely it is that students will complete that material.

Understanding D2L's basic organizational and navigational components is essential if you wish to organize your course effectively, make it easier for students to interact with your course's content, and in turn improve student performance over the semester.

Navigating from the Table of Contents

The Table of Contents provides an organized view of course activities and materials (i.e. *content*). It is easily accessed through the **Content** link in the **Materials Tab** on the NavBar. The Table of Contents displays a Course Overview, Modules, and the content within the modules. Content and activities are known as Topics in D2L nomenclature. Students access this by clicking content titles.

Components of the Table of Contents.

List of Modules

Module List

Module List

On the left hand side of the Table of Contents is the list of modules included within the course. This is much like a table of contents you might find in a book listing the chapters.

Topics

Activities and files within a Module are referred to as Topics. When a student clicks on a Module in the Module list, the contents of that Module opens in the center of the screen. Students can access the files and activities within the module by clicking on the name of the activity or files (i.e. the *Topics*).

List of Topics

Topic List

Navigating with D2L's Built in Navigation Tools

D2L courses have built in navigation that may suit your needs. Let's take a look at the basic Navigation elements.

Content Browser   The Content Browser

The Content Browser is a homepage widget that is included with the default D2L homepage. It duplicates the modules from the Table of Contents and presents them as folders. When student expand the folders, they can see the content and activities included in that module. Students can navigate directly to the material from the Content Browser.

Content Browser Tab

When students are in content or an activity, they can navigate around the course by using the Content Browser Tab.

See the image below.

Content Browser Tab

Students click on the tab to expand it. The tab mirrors the content browser. Modules are top level navigation. Students can go down a level to access links for content or activities within the modules. Note the forward and back arrows at the top of the tab. Those move student to the previous module or next module as laid out in the

Table of Contents. Students can also go directly to the Table of Contents by using the Breadcrumb link above the arrows at the top of the Content Browser Tab.

Breadcrumb links

Along the top of many activities or pieces of content, Breadcrumb links will be displayed along the left hand side. These links demonstrate the hierarchy of the content being viewed within a module.

Breadcrumb Links

Navigation Tools in Content

On the top right hand side of a page are four options: bookmark a page, view content in a new window, and move to the previous or next page within a module.

Content Nav Tools

In-text Navigation

In-text navigation are the links connecting words and phrases to corresponding readings and activities. They have formed the backbone of internet navigation since the mid-1990s.

See the blue underlined words in the example below. (Note, this is an image. Links do not work) When students click on them they are automatically taken to a new site, preferably one that corresponds to the text that is linked.
In-text navigation examples

In-text navigation may be especially useful for fully online classes, self-registration classes or classes with a lot of content the instructor has written. Instead of asking students to cut and paste a webpage URL address, or navigate to a new activity, a link can be established that carries them to that webpage or activity much more quickly.

Click Here to take a very brief survey.

Nav Bar and Themes

The first thing your students will see when they login to your class is the **Course Homepage** and **Navigation Bar (Navbar).**

This first impression is an important part of the course. Not only do the aesthetics play a role in how the students will initially perceive the course, the homepage is the course's "home base." News, navigation, and access to other tools often run through the Homepage and Navbar. Your homepage design can help students answer the questions, "What am I supposed to do? When am I supposed to do it? and How do I get to the information I need?" Take a look at Part 1: Essentials of Course Design to learn more about conceptualizing your navigation design.

Although designing your Homepage and Navbar are is fairly straightforward, planning ahead before jumping into the technology can make the process more efficient and the product more effective.

Navbar and Theme

You can customize the Navbar by changing the links and aesthetics. In addition to adding preexisting tool links to your Navbar, you can create your own links to areas within your course or other sites outside your course.

Select a different Navbar and Theme

Step 1:

Click on the **Course Admin** drop-down menu in the Navbar, then select **Edit Course.**

Step 2:

Select **Navigation & Themes.** On the Navbar page you will see a list of the Navbars to which you have access. Your active Navbar is the one selected in the **Active Navbar** drop-down list.

Step 3:

Preview the Navbar and themes by clicking on the small black arrows next to the Navbar title. See below.
Select a different Nav-Bar

Step 4:

Choose a Navbar and make a copy. To make a copy click the little arrow next to the title, then select **Copy.**

Step 5:

Set the Navbar to active.

To set the Navbar to active, select the copy you just made from the **Active Navbar** list and click **Apply.** Your new Navbar should appear at the top of your course. activate navbar

Modify or create a Navbar

Step 1:

Click on the **Course Admin** drop-down menu in the Navbar, then select **Edit Course.**

Step 2:

Select **Navigation & Themes.** On the Navbar page you will see a list of the Navbars you can access. Your active Navbar is the one selected in the **Active Navbar** drop-down list.

Step 3:

Click on the aqua blue **Create Navbar** button to create a new Navbar.

Step 4:

Or, to modify a Navbar, choose a Navbar and make a copy. To make a copy click the little arrow next to the title, then select **Copy.**

Step 5:

Name the Navbar then click **Change the Theme.**

Step 6:

From the **Select New Theme** pop-up window, choose the desired theme. When finished click the **Update** button. See below.

Step 7:

The navigation bar links are divided into four separate areas. See below.

navbar structure

Click **Add Links** to add a link to a tool. A list of available tools will be displayed in a pop-up window. Click on the check boxes next to the tool(s) to select them. Then click **Add.** To add a custom link (i.e. to an external website), click **Create Custom Link.** Enter the information for the link, then click **Create.**

Step 8:

Set the Navbar to active. To set the Navbar to active, select the copy you just made from the Active Navbar list and click **Apply**. Your new Navbar should appear at the top of your course.

Click Here to take a very brief survey.

Homepages and Widgets

The homepage serves as the student's gateway to your course and should communicate core information that your students must know. Be strategic in how you construct it.

Homepages

There are two parts to creating or modifying a homepage. The first is to choose the homepage layout you want. The second is to add, create, or modify the Widgets you want to use. These two jobs can be accomplished in any order, but let's start with the Homepage.

Editing the Homepage

When Learn@UW creates a course it automatically assigns a homepage. You can choose to use that homepage, select a ready-made homepage, or create your own. You will likely find the default homepage poorly suited to your needs. You may, if you like, edit the default homepage or create a new one.

Follow these instructions to edit an existing homepage or to create a new one.

Step 1:

Click on the **Course Admin** drop-down menu in the NavBar. Select **Edit Course.** Select the **Homepages Tool.**

Step 2:

Select the blue **Create Homepage** box to create a new homepage – OR – to edit an existing homepage, click the small triangle next to the homepage you want to edit. Click **Copy** and then click on that new Homepage to begin editing it.

Step 3:

Regardless of whether you created a new homepage or edited an existent one, provide your homepage a name and select a layout. I prefer the **Basic Two Panels** layout, though you can select another in **Change Layout.** The **Layout** will impact the look of the grey box at the bottom of the screen labeled **Widgets**. This box is an outline, or map, of your homepage, and details the order and location of the widgets that will populate it.

As you see, a homepage consists of a collection of Widgets. Widgets are tools that display whatever content you choose.

Step 4:

To add widgets to your homepage, click **Add Widgets.** Which Widgets you include on your homepage depends upon your preferences. I've found the most important Widgets to be the **News**, **Calendar**, and **Content Browser** Widgets. Moving your Widgets is easy. Simply click and drag them to the desired location within the grey **Widgets** box.

To delete a Widget: hover over the Widget and click on the encircled "x" in the top right corner.

For information on how to create and add custom widgets see the Widgets section below.

Step 5:

To save and activate your new homepage, click **Save and Close**. You will be returned to the Homepages page. From here select the arrow next to the **Active Homepage box**. Select your desired homepage, and then click **Apply**. Navigate back to your homepage to see the results.

Modifying or Creating a Widgets

Step 1:

Click on the **Course Admin** drop-down menu in the NavBar. Select, **Edit Course.**

Step 2:

Choose the **Widgets Tool.**

Step 3:

To modify any pre-made Widgets find the Widget on the list. Preview the Widget by clicking on **search ico n** from the icons along the right side of the screen.

Step 4:

When you find a Widget you wish to modify, copy the Widget by clicking on copy icon from the icons along the right side of the screen.

Step 5:

The copy of the Widget should appear in the list. Notice a new icon.icon edit That is the "Edit" icon. Click on the icon to edit the copy.

Step 6:

If you wish to create a new Widget click on the Aqua "Create Widget" near the top of the Widget page.

Step 7:

Name the Widget and write a description if you wish. Then click on the **Content tab.** This opens the **HTML Editing** tool.

Step 8:

You'll see this editing tool many places in D2L. It is pretty flexible. You can add pictures, links, video, even a Twitter Feed . For the most part, however, the **HTML Editing Tool** is used in a manner similar to a word processor. Learn more at How do I Upload or Create Content.

If you know HTML, you can switch to text view by clicking </> in the lower right-hand corner of the editing window. D2L really only accepts light coding, and doesn't accept JAVA and more advanced languages.

Step 9:

When you finish editing the Widget, click Save and Close.

Step 10:

Continue editing/creating other Widgets using this process.

Populating a Homepage with Widgets

After you finish creating or editing your Widgets you need to populate them in your homepage.

Step 1:

If you are at the Widget list, you can click on the tab for **Homepages** next to **Widgets** the top of the page. Otherwise, click on **Course Admin,** choose **Edit Course, and then c**lick **Homepages**.

Step 2:

Select the Homepage you have already began editing

Step 3:

Add your Widgets by clicking on the **"Add Widgets"** button in the grey **Widgets** box at the bottom of the screen.

Step 4:

The widget your widget from the **"Custom Widget"** tab. Repeat for other customized widgets and then click **Save and Close.**

Click Here to take a very brief survey.

Resources

Division of Information Technology. "Learn@UW (UW-Madison Only) – Master KB: Customizing Your D2L Course Website." University of Wisconsin – Madison, https://kb.wisc.edu/page.php?id=48660 .

Building the Course

There are three basic ways in which you can organize and build a course in D2L: Course Content Tool, Manage Files Tool, and the Course Builder Tool.

The easiest to use is the Content Tool. It allows you to organize course activities and upload course content in one central location. It is however important to be familiar with the other methods of course construction, especially the Manage Files Tool.

Manage Files Tool

D2L is, at its core, a website. Websites are built from a series of HTML files that live together in one place. D2L uses different tools (pages, grades, dropbox) to give structure and organize those files so they can be accessed and interacted with easily. In D2L, all of the files you upload to your course (grade documents, PDFs, HTML documents) are centrally located in "Manage Files." Any file you upload via "Table of Contents" are in actuality loaded to the Manage Files Tool and only accessed through the Table of Contents.

This is an important distinction to know. For example, if you insert a link to your syllabus on your homepage and in your introductory module, there are not two copies of your syllabus loaded into D2L, only one. Furthermore, if you delete both links to the syllabus, the actual *file* is not deleted, only the links to it. The syllabus is still located in the central Manage Files repository. This is a useful feature, if you accidentally delete or lose a file; chances are the file will still be located in the Manage Files repository.

The Manage Files Tool not only is a central storage location for files, but is an application you can use to upload or delete files for use with other tools. Instructors can upload files right to "Manage Files," and they can then be assigned to a course Module or Topic.

To access **Manage Files**: Click **Course Admin**, then **Edit Course.** Finally select **Manage Files** under **Site Resources** on the **Course Administration** Page.

21

Course Builder Tool

The **Course Builder Tool** allows you to interact with course materials and course tools (quizzes, dropboxes, etc.) in one interface. You can move pages, documents, and tools between modules by clicking and dragging them. You can likewise outline your course by dragging and dropping "placeholder" elements into each module.

The tool is something of a relic from previous versions of D2L in which you could not click and drag material in the **Content** page. You can safely ignore this tool. However, if you're curious click here to learn more about the Course Builder Tool.

Content Tool

The **Content Tool** allows you to add files, create and edit activities, and organize the course. After the homepage, this is where your students will interact with course materials the most. Careful planning is strongly advised.

The **Content** Tool allows you to easily upload and share a variety of file types for already created content, including documents created in Word, Acrobat, PowerPoint, and Excel. It can also display a variety of image types (jpg, png, tif etc.) and audiovisual (mp4, mp3, wav, and etc.) file types. D2L operates under a module/sub-module system. You can create as many modules as you want, and attach as many sub-modules as you want to each module.

Uploading Content in D2L

To build modules and create content follow these instructions.

Step 1:

On your course website homepage, select **Content** from the "Materials" drop-down menu in the Navbar.

Content Item in Navbar

Step 2:

On the **Content** homepage, select the search box "Add a module" on the lower left-hand side of the screen.

Step 3:

Type in the name of the module you want to create and hit enter.

Step 4:

To add a new activity or upload a file, click on the blue "New" button towards the top of the screen. If you have already created an activity in another tool in D2L (such as Discussion, Quiz Tool etc.) you can add it by clicking on the white "Add existing activity" button next to the "New" button. You can also simply drag and drop a compatible file type into the area outlined by the dashed line. Module Edit Options

Step 5:

After clicking on the "New" button you can select from a series of choices

Upload Files – Module Insert Options Sub-menu Redundant duplication of simply dragging and dropping a file into the module.

Create a File – Offers access to the **Rich-Text Editor.** See the Introduction to the Rich-Text Editor module for more information.

Create a Link – Allows you to link to outside resources, though it can also be used to embed content, such as a Google doc, in the page.

Step 6:

You can add sub-modules nested within the larger module simply by clicking in the "Add a sub-module…" text box below the module. This is an easy way to break down a larger module or unit (such as Week 1) into several smaller topics, activities and/or assignments. Insert Sub-module

Step 7:

Towards the upper-right corner of the screen is a box that says "Published." This indicates that the content is visible to your students. If you do not want students to see this module or the content within, simply click on "Published" and then select "DRAFT." When you are ready for students to access the module, simply click on it again and re-select "Published." (Note: You can also change individual sub-modules from draft to publish)

Publishing options sub-menu

Click Here to take a very brief survey.

Resources

Division of Information Technology. "Learn@UW (UW-Madison Only) – Master KB: Content Tool." University of Wisconsin – Madison, https://kb.wisc.edu/page.php?id=47867.

Division of Information Technology. "Learn@UW (UW-Madison Only) – Master KB: Setting Up for the Semester for Instructors." University of Wisconsin – Madison, https://kb.wisc.edu/page.php?id=44787.

Introduction to the Rich Text Editor

In addition to helping you host and organize the content for your course, you can also use D2L to create or re-mix content. The Rich Text Editor, in the Content Tool, lets you create pages with embedded images, links and videos . For example, in a lesson on the Great Depression you can create a page that starts out with an image showing the devastation of the time, write a couple of paragraphs about the image and then embed a short video of an interview of someone who lived through the Great Depression. You can also embed charts, graphs or simple statistics outlining the extent of the economic devastation and then follow that up with either text or an embedded video with your own commentary. You can finish the page with links to a few articles or websites that students can explore for further information. In this way you can mix text, audio, video and links to create an entirely new piece of content that will help your students better understand the topic.

Step-by-step Instructions for Using the Rich-Text Editor

Step 1:

To access the **Rich-Text Editor** in the **Content** tool, click the blue "new" button and select "Create File."

Creating a New File Option
in New Item Sub-menu

Step 2:

You have a choice of two editing modes.

WYSIWYG mode (What You See Is What You Get): which operates very similar to Microsoft Word.

HTML editing mode: which allows you finer control over the file's markup language. To access HTML editing, select the "</>" button located towards the bottom-right of the screen.

HTML editing mode button

*Note: The **Rich-Text Editor** is available throughout the D2L learning environment and works the same in all D2L tools in which it is used.*

Step 3:

At the top of the editor you will find much of the functionality of a traditional text editor, such as Microsoft Word (bold, italic, underline, alignment etc.). It also contains a "quicklinks" button that allows you to insert an activity or object from another D2L tool (such as a Discussion, Quiz, etc.) or various equation editors (such as LaTex).

Additionally, the editor makes it easy to embed audio-visual content through the "insert image" button and the "**insert stuff**" buttons.   **Insert Stuff Button**

Step 4:

To embed an audio-visual file, click on "insert stuff." This will display all the ways you can embed in the document including a youtube video and from Flickr. If you click on the "My Media" option, you can embed mp4 files from your Kaltura Mediaspace account. (Note that you can also embed audio-visual files from other sources, such as Vimeo, using the "Enter Embed Code" option.)
Insert Stuff Menu

Step 5:

Add text, images or links around your embedded video to finish creating the file, then click "Publish." If you do not want students to see the file yet or if you want to edit it later, click "Save as Draft."

Click Here to take a very brief survey.

Resources

Division of Information Technology. "Learn@UW (UW-Madison Only) – Master KB: Content Tool." University of Wisconsin – Madison, https://kb.wisc.edu/page.php?id=47867.

Division of Information Technology. "Learn@UW (UW-Madison Only) – Master KB: Setting Up for the Semester for Instructors." University of Wisconsin – Madison, https://kb.wisc.edu/page.php?id=44787.

Copying Components from a Previous Semester's Course

If you have taught, or you know someone who has taught, your course before, there is no reason to reinvent the wheel. You can easily copy components, including content, from the old course to the new.
Note: *You must have access to both courses. If you do not have access to the previous course, have an instructor of that course add you as an instructor using the procedure in the* Adding Participants to a Course *KB document.*

Step-by-step Instructions

To copy components from one course to another, do the following.

Step 1:

In your new course (the course that you want components to be copied ***to***), click on **Course Admin** in the navigation bar, and then select **Edit Course** from the drop-down menu**.**

Step 2:

Under Site Resources, click the **Import/Export/Copy Components** button.

Import/Export/Copy Components Button

Step 3:

Select **Copy Components from Another Course** and click **Search for Offering**. It may take a moment for the next screen to load.

Copy Components from Another Course Options

Step 4:

Select your course from the list of offerings or use the search field to filter your courses. Then click **Add Selected**.

Step 5:

The course should now appear in place of the Search for offering button under "Course to Copy".

Step 6:

If you want to copy the entire course, select **Copy All Components**.

If you'd prefer to selectively copy components from your previous course, instead click **Select Components**. Select the Components you wish to copy and then select **Continue**

Copy All Components and Select Components Buttons

The next screen will display the progress of copying materials. When finished, you'll have the option to copy more content or view content. This process may take several minutes for your course components to be copied. As components are copied you will see a message indicating the success of the copy with a green check-mark.

Student names and grades will not be copied over.

After copying components from one course to another, your copied components (including navbars, homepages, content organization, and grade schemes) will be automatically activated in the new course. You're all set.

If your new course is ready for student use, you need to activate it so students can access it. For details, see the Activating a Current Semester Course KB-doc.

Click Here to take a very brief survey.

Resources

Technology, Division of Information. "Learn@UW (UW-Madison Only) – Adding Participants to a Course." University of Wisconsin – Madison, https://kb.wisc.edu/page.php?id=4875.

Part 3: Activities

Introduction

This section will show you how to build and integrate a variety of activities into your course.

One of the key advantages of a learning management system such as Desire 2 Learn is the ability to streamline administrative functions as well as extending the learning experience outside of the classroom. This section will explain how to plan and build online discussions. It will also show you how to save time collecting papers and assignments, organizing students into groups, and monitoring student activity so you can intervene proactively when a student falls behind.

Learning Objectives
By the end of Part 3 you should be able to: • Build a Dropbox in D2L to collect assignments.   • Plan and build an online discussion.   • Create and manipulate student groups.   • View user progress.

Collect Assignments with Dropbox

The Dropbox tool allows students to hand in their assignments in the form of digital files (.docs, PDFs, JPEGs, MP3s, .movs) and allows instructors to grade and provide feedback online. The program saves students from having to print and hand-deliver papers, or sending bulky emails with hulking multi-media files enclosed. Instructors save time by streamlining the grading and feedback processes within a program purpose-built for the task.

Dropbox Basics

The Dropbox consists of a collection of **folders,** each linked to a unique assignment. When students are ready to turn in a project, they login to their course site, navigate to the Dropbox tool, select the Dropbox Folder associated with the assignment, and upload their file. After the student has submitted their project, instructors can then use the tool to view student files, provide feedback, and automatically link grades to the gradebook. Once the instructor is finished providing feedback and grades, the student then receives a message alerting them to the new feedback.

Create A New Dropbox Folder:

Step 1:

   Access Dropbox. Click on the link **Assignments** tab in the navigation bar and then **Dropbox.**

Step 2:

   You are now on the **Dropbox Folder Page**.   All the Dropbox Folders you create will listed here.

Dropbox New Folder Button

To create a new Dropbox Folder click on the blue button at the top of the list labeled "New Folder." Then give your new folder a **Name.**

Step 3:

Submission Folder Type.   Decide what type of **Folder Type** you want for the assignment.

If you wish to collect individual assignment from students choose "Individual Submission Folder." Each student will then be able to submit an assignment to the folder.

Group submission folder: Select this option if you want each group to submit an assignment. You must then associate the folder with a group category.

NOTE: Group Dropbox areas are marked on the Folder List page with the **Group Submissions folder** icon. Any group member can submit and view files for a group Dropbox. For more on groups click here.

Step 4:

Associate a Grade Item. Dropbox Folders can automatically post, or send grades to the Gradebook. *You do not need to use this feature but really, why wouldn't you?*

*You can associate a **Grade Item** to a Dropbox assignment in a few different ways.*

Grade   Item   Drop-
Down List

A)

If you have already created a Grade Item in you Gradebook, select the Grade Item you wish to associate with the Dropbox Folder from the **Grade Item** drop-down list.

B)

If you have not created a Grade Item you can do so via the Grades Tool. Click here to begin the process of building a Gradebook in D2L.

C)

OR, if you have not created a Grade Item you can do so within the Dropbox Folder. Click on the link labeled "New Grade Item." A new, smaller window will pop up.

Editing New Grade item

For clarity title the Grade Item is the same as the Dropbox Folder. You may skip the Short Name Field.

If you are using a weighted Gradebook with categories, select the **Category** you wish the Grade Item to belong.

Enter the number of points the assignment is worth in the **Maximum Points** field.

*Very Important: This point value should be the SAME as the **Out Of** value you will assign the Dropbox Folder in the next step.*

Can Exceed, Bonus, Exclude from Final Calculations, Grade Scheme, Rubrics, and **Visibility** will be covered in Part 5: The Gradebook.

You have now created a **Grade Item** in the Gradebook and associated it with the Dropbox Folder. Grades can now be automatically posted to the Gradebook.

Step 5:

Enter Out Of value for the Dropbox Folder.

Very Important: This point value should be the SAME as the point value you assigned to the Grade Item.

Step 6:

Optionals.

1. **Instructions –** You may if you wish, provide your students with instruction**.**
2. **Attachments –** You may also attach a related file for the students (perhaps additional information in a Word document or PDF.) or record an audio message or instructions for your students. This is at your discretion.
3. **Rubrics** – **Rubrics** will be covered in the module Rubrics for Feedback and Grading.
4. **Submission Options –** You can modify the **Submission Options** To see the advanced options click on the link labeled "Show Submission Options"

   Files allowed per submission

   Unlimited: This choice means students can place and unlimited number of files in the Dropbox Folder. This may be a good choice if you need to assess a collection of files.
   One File Per Submission: This means only one file may be in the Dropbox Folder for a student's submission at any given time.

   Submissions

All Submissions are Kept: This may be a good option if you are collecting drafts as well as a final submission.

One Most Recent Submission Kept: This may be a good option if the students are to submit drafts, but you only want to assess the most recent submission at a time.

Step 8:

Save – Click the blue button labeled **Save and Close** to save your Dropbox folder and be brought back to the Dropbox Folder List

Grade Files in the Dropbox Folder:

To grade files in a Dropbox folder follow these instructions:

Step 1:

Navigate to Dropbox Folder Page: Click on the appropriate **Folder** from your list.

Step 2:

View Student Work – You can see when students have submitted a work by looking at the right hand columns in the Dropbox Folder List.

In the example below, the Dropbox Folder labeled "Final Project and Symposium has 17 files submitted and 3 unread files.

Dropbox folder Name and Info

Step 3:

View Submissions – To access the files click on the **Folder Name**. You will be taken to the **Folder Submissions** Page.

You will see at the top of the page are a number of ways to search for specific student submissions.

Scroll down to see the list of students and their submissions or change the tab to see a list of submitted files. To open the file and the corresponding assessment window click on the title of the file.

Student Submissions

Step 4:

View the Files – A new window will open. The page will be dominated by a large frame where each file is listed and can be viewed.

For most file types you can open the file within this frame. However, you may wish to download the file using the download button in the lower right hand corner.

Dropbox File View

Step 5:

Provide Feedback – On the right hand side of the window is the assessment frame.

From here you can enter the student's score and provide a variety of feedback. You may provide written feedback in the **Feedback** box, **Add a File, or** Record five minutes of audio to provide students verbal feedback. For more on various types of feedback, see *Feedback in Dropbox* below.

Step 6:

Submit. When you have finished providing your student feedback and scoring the assignment, click the blue button labeled "submit."

If you have associated the Dropbox Folder with a Grade Item as described in the section above, the student's score will be posted to the Gradebook automatically. See: Connecting Activities to the Gradebook for more information.

Step 7:

Go back to the **Submission List** or on to the next submission. To go back to the submission screen click the blue button labeled "**Back to Folder Submissions**" in the upper right hand corner of the frame. Or you can move on to the next student submission directly: Note the small **forward** and **backward** arrows in the upper right- and left-hand corners of the window (just below the **Back to Folder Submission** button).

Feedback in Dropbox

You have significant flexibility in the types of feedback you offer students in Dropbox. For each student submission you have the following options:

- **Text Comments** – You can provide simple text-based comments by using the **Feedback** box in the Dropbox evaluation file.

- **Upload Comments File**– You can upload any comments made on MS Word (or other word processor) by simply clicking on the **Add a File** button below the **Feedback** box.

- **Audio Commentary –** You can include one or more 5-minute audio recordings in which you can detail strengths/weaknesses of the paper very quickly.To include audio feedback: When evaluating a Dropbox submission, click **Record Audio** below the **Feedback** box. Then follow onscreen instructions.

  Note: Providing Verbal Feedback can be a time-saving method. The five-minute time limit forces you to be concise and not spend too much time on any one student. Furthermore, you can provide students much more detailed feedback in five minutes of audio than you could in five minutes of typing. I'd suggest coming up with a very brief outline of what you would like to say before you start recording. Once you start, don't stop if you stumble over a word – it doesn't have to be perfect to be impactful!

- **Video Commentary** – You can give students video feedback. You may choose to record a video of yourself giving feedback, or you can use screen capture to walk a student through screen images of their submission while you verbally discuss their paper. Video can be easily created and integrated into a Dropbox evaluation file, but takes more steps than simply recording audio.To include video feedback: Within a Dropbox evaluation file, click on the **Insert Stuff** button within the **Feedback Box**, select **My Media**, click **Add New**, select **Screen Capture** (or Web Recording), follow onscreen instructions to create the video, and finally, **Insert**.For more information see Kaltura MediaSpace KB.doc.

- **Review Sessions** – You can discuss the assignment with a student via an interactive online discussion on Blackboard Collaborate. For more information see the **Blackboard Collaborate Module**, or the **Blackboard Collaborate KB.doc**.

A WARNING regarding edits with a word processor

You can use word processors (such as MS-Word) to give detailed feedback to students via comments or track changes. This can take much less time than writing out comments and you don't have to worry about your penmanship.

However: Be mindful of your time when making comments via a word processor. For many, typing a word may take less time than writing it out on paper. Instructors frequently remark that typed feedback can take longer than

written feedback as they are tempted to expand on the feedback they give in a typed document, thereby erasing any time gained by typing.

For more on how to give impactful feedback in Dropbox, see the module Grades, Feedback, and the process of Improvement.

Click Here to take a very brief survey.

Resources

Technology, Division of Information. "Learn@UW – Using the Dropbox Document Viewer." University of Wisconsin – Madison, https://kb.wisc.edu/page.php?id=24027.

Planning and Building Online Discussions

Using the Discussion Tool:

Whatever your method of teaching – online, face-to-face or blended – the discussion board can encourage deeper engagement with course materials, provide timely answers to questions, help foster a community of learning, and tie together online and face-to-face components of your course.

In an online course the discussion tool provides a space for your students to build a sense of community. You and students can interact through formal discussion prompts and informal Q & A forums. In a blended or a face-to-face course, you can use student responses posted to the discussion board in the classroom to stimulate student interaction and tie both components of the course together.

Remember, no matter how you use the Discussion tool, make certain to clearly communicate its purpose(s) to your students, as well as any expectations. This will help improve student investment in the discussion itself.

Building a Discussion

After you have thought about how you plan on using the Discussion tool, you need to actually create the activity. The Discussion tool is comprised of three parts: **Forums, Topics,** and **Threads.** A "**Forum**" is an organizational container and can contain one or more "**Topic**." Each **Topic** fits within a forum, and a string of replies to a topic are known as a "**Thread**." Only instructors can create Forums and Topics, students can reply and create "Threads."

How to Create a Discussion Forum

To build a new discussion forum, follow these steps:

Step 1:

Click on **Communication** in the navigation bar, and select **Discussion**.

Step 2:

On the **Discussion page, c**lick the **New** button, and select **Forum** from the drop-down menu.

New Discussion Forum

Step 3:

Enter the desired information and availability settings.

New Forum Settings Menu

*The first of the two **options** available below the **description box** are self-explanatory. However, option three* (**users must start a thread before they can read and reply. . .**) warrants *special consideration. Selecting this option can ensure students do not simply restate what others have said, but come up with a response that is original.*

Availability Options Menu

Note that you can hide or lock the Forum either manually or automatically according to a specific date and time.

Hiding the Forum will not allow students to see the Forum or post to the Forum. If you simply lock the Forum, students can still click on Topics and Threads already posted, but cannot make any new posts.

Step 4:

Click **Save and Close, or if you already have a topic ready, click Save and Add Topic**.e

Important: You must add a Topic to a Forum in order for any Forum to be functional. Students are unable to see or post to a Forum without a Topic.

Create a New Topic

Step 1:

If you clicked on **Save and Add Topic** you are now on the **New Topic** page. If not, click on the small triangle next to the forum in which you would like to add a Topic**.** Then click **Add Topic.**

Enter the topic title and description. It will automatically be placed in your newly-created forum.

You will also note that Topics have the same settings as Forums, you can also allow anonymous posting, preview student posts, hide and lock topics just as you can Forums. Remember that whatever your settings are at the Forum level will affect the Topic. So if you lock the Forum, you will also lock the Topic.

Step 2:

Click **Save and Close** to be returned to the **Discussion List** page.

You can add as many Topics as you want under any one Forum.

Create a New Thread and Add Posts

Threads are made up of a series of Posts. To start a new Thread, click **Start a New Thread**. A new window will appear, title your Thread and then enter any desired text. The post is typed in a Rich Text HTML Editor, so you can easily add images, videos and links to a response.

If you are an instructor you can "pin" a Thread at the top of a Topic so that it will always be the first thread anyone sees in that Topic.

You can also **subscribe** to Forums, Topics or Threads. If you are subscribed to a Forum, Topic or Thread, anytime someone posts, you will receive a notification.

<div align="center">Post Options</div>

You can also respond to a student's Post.

In a Topic, click on the **Subject** title next to a student's name. This will open a new pop-up window where you can read a student's post. To respond, click **Reply,** enter your text, and then click **Post.**

You will notice that you have not created a new Thread, but have simply added a new Post to the thread started by the student.

Click Here to take a very brief survey.

Resources

Division of Information Technology. "Blackboard Collaborate-Master Document." University of Wisconsin – Madison, https://kb.wisc.edu/page.php?id=39522.

_____. "Learn@UW – About Learn@UW Web Conferencing." https://kb.wisc.edu/luwmad/page.php?id=21061.

_____. "Learn@UW – Guidelines for Effective Online Discussions." University of Wisconsin – Madison, https://kb.wisc.edu/page.php?id=39736.

_____. "Learn@UW – How to Create a Discussion Forum and Topic." University of Wisconsin – Madison, https://kb.wisc.edu/page.php?id=6388.

_____. "Learn@UW – Setting up Web Conferences in Learn@UW." University of Wisconsin – Madison, https://kb.wisc.edu/page.php?id=21062.

Using Groups

Groups are a great way to break larger classes into manageable sections for assessment, group assignments, and to facilitate better discussions. Groups are eminently useful, though an infrequently used D2L tool.

The Groups Tool in D2L will help you build groups, individually assign students to those groups, or automatically populate a group. Groups can then be assigned their own discussion boards and even their own Dropboxes for group projects.

Create Groups Categories

Your class can be split into groups in different ways. Students can belong to multiple groups within a class and each type of groups can have its own settings. This is done using **categories**. For example, you may want to assign students to groups for discussion and but allow them to self-enroll in a group for a group project. In this example, you would set up two **categories**, one for this discussions and one for the projects. The different categories would have different settings for enrollments.

To create a category:

Step 1:

Click on **Course Admin in the Navigation Bar, then Edit Course.**

Alternatively: **Groups** can be found in the **Communication** sub-menu located on the **NavBar.**

Step 2:

Choose **Groups** under the **Learner Management** heading.

Step 3:

> **On the Manage Groups page y**ou will notice that your Group tool already has a Category, and sub group/s associated with that category. The University's Student System automatically creates a groups for your class when it enrolls students. Notice, however, how the list is organized:

<div align="center">Categories and Groups</div>

Step 4:

> Click on the **New Category** button at the top of the group tool.

Step 5:

> Name the Category and provide a description if you wish.

Step 6:

> Select the **Enrollment Type** from the drop down menu.

Notice that when you select different Enrollment Types, the Group preferences listed below the Enrollment Type box (**Number of Groups, or Number of Users)** will change depending on the type you select.

Step 7:

> *Choose to have group work spaces automatically generated under* **Additional Options. Here, D2L will create new discussion areas, or Dropbox folders for each group.**

Enrolling students when using the "No Auto Enrollment" Enrollment Type.

Step 1:

> Navigate to the Group Tool by clicking on **Course Admin**, **Edit Course** and selecting **Groups** under the **Learner Management** heading.

Step 2:

Select the **Category** from the **View Categories** dropdown menu.

Manage Groups Options

Step 3:

Click on the small black arrow next to the Category title in the group list. The choose, **Enroll Users**

Groups Sub-menu

Step 4:

You will now see your students listed alphabetically in the first column. The groups will be listed across on the right side of the screen. Click the box of the group in which you wish to enroll a user. You can also remove a student from a group by clicking in the box again to uncheck the box.

Group Selection

Finally, click **Save.**

Edit Group

You can edit a group after it has been created.

Step 1:

Click on the **group name** from the group list in the Manage Groups page.

Step 2:

In the Edit Category page you can change the group name, its description, or create new workspaces for group members.

Finally, click **Save.**

Click Here to take a very brief survey.

Viewing User Progress

The user progress tool in D2L provides a helpful snapshot of the activity and progress of individual students, as well as the entire class. This information can help you better modify your course to meet the needs of the class and help you coach students who may not be reaching course learning goals.

User Progress Overview and Step-by-Step Instructions:

Step 1:

Access the **User Progress Tool.**

From the **Classlist (nested within the Communication Tab)**, select **"View Progress"** from the drop-down arrow next to the student's name.

See below: Classlist

Or, go to the **"View User Progress"** tool by clicking on **"Course Admin"–>"Edit Course."**

Step 2:

Only by viewing User Progress via the Edit Course screen will you be able to navigate to the Class Progress View. This is a useful snapshot of the overall progress of all of the students in your class. You can see how much content they visited (visited indicates they clicked on the Topic), how many times they logged in to the course, and a general idea of their grades.

Step 3:

To see and individual student's progress, click on the student's name.

Step 4:

This will bring up the student's **Progress Summary Report.** See below:

Student Progress Summary Report

The summary provides updates from all of the reports over the last 7 days, 30 days, or All Time. Use the buttons at the top, right-hand side of the screen to select the summary period.

Step 5:

There are nine detailed reports you can choose from beyond the summary. These are listed on the left-hand side of the screen and include: **Grades, Objectives, Content, Discussions, Dropbox, Quizzes, Checklist, Surveys, and Login History.** Click on one of those reports to see the student's progress in that area. See the example **Discussion Report** below:

Discussion Report

Click Here to take a very brief survey.

Part 4: Assessment

Introduction

This module will introduce you to the pedagogy of course assessment, and methods by which to employ Desire 2 Learn's quiz function in your course.

The D2L Quiz feature offers you an easy way to build course assessments. The tool is highly customizable and provides a variety effective assessment options. Yet, D2L's quiz feature is only a tool, and serves no purpose if not wielded towards a specific end-goal, such as maximizing student learning.

Learning Objectives

By the end of Part 4 you should be able to:

- Build an exam in Desire 2 Learn.
- Enable automatic grading of a Quiz and link the Quiz to a grade item.
- Distinguish between formative and summative methods of assessment.
- Design exams that track class progress and adapt course material to student learning.
- Create assessment that maximize active and high-order learning.
- Find additional sources to learn more about assessment.

Purposes of Assessment

Assessment methods, such as quizzing, comes in two basic varieties: summative and formative. We are all well acquainted with summative forms of assessment having endured cumulative end-of-semester exams and term papers throughout our educational careers. These assessment types provide an evaluation *of* our learning in a particular course. They are administrative in function, generally high-stakes, and are rarely returned with feedback beyond a letter or number grade.

Formative exams occur throughout the semester and provides assessment *for* learning. Formative assessment is iterative, provides students constant and timely feedback as to their understanding of core learning objectives and encourages them to think more on the learning process. In addition they provide constant checks by which students can measure their progress, while the continuous feedback demystifies instructor expectations.

Formative assessment offers instructors clear benefits as well. It provides a means by which educators gain a clear picture as to what areas of the course students are having difficulty. Instructors can then use this information to reach out with detailed feedback to individual students and they can adapt course instruction to reinforce areas in which the whole class is struggling. Furthermore, instructors can use formative methods of assessment to gauge the value of new teaching methods with quantitative data.

	Summative Assessment	Formative Assessment
Relationship to Learning	Assessment *of* Learning	Assessment *for* Learning
Purpose for faculty	Assign course grades	Diagnose student learning issues
	Validate and accredit programs	Inform changes to teaching
Purpose for students	Evaluate learning	Modify study behavior
	Enter programs	
	Graduate from programs	
	Achieve professional licensing	
Graded	Usually	Sometimes
Timing	Periodic	Frequent
Feedback	Delayed feedback, usually as a score or grade on an assessment	Immediate feedback, usually within explanation and opportunity for reflection
Stakes	Usually high stakes	Usually low stakes
	One opportunity to do well	Multiple opportunities to improve
Common examples	Exams	Group problem-solving
	Portfolios	Homework
	Presentations	In-class clicker questions
	Written reports	Minute papers
		Draft versions of presentations or reports

Table based principally on that from: Dirks, Clarissa, Mary Pat Wenderoth, and Michelle Withers. Assessment in the College Science Classroom. W.H. Freeman Scientific Teaching. W. H. Freeman, 2014.

Overall, formative assessment that is iterative and wedded to robust feedback provides opportunities for meaningful and active learning. It places the focus on improved student learning, not "grades," and provides students just-in-time feedback on their comprehension of course materials. Furthermore, formative low-stakes exams provide a learning opportunity in their own right by reinforcing to students the importance of the material on the quiz.

Summative assessment, such as end of term comprehensive exams, are not necessarily bad. However, it is essential to recognize their problems. High stakes exams can easily take the focus off of meaningful learning and instead implicitly encourage students to memorize facts. Furthermore, students frequently 'cram' for high-stakes exams and research in educational science suggests this type of study results in poor long-term retention of that information.

If you would like additional material on the pedagogy of quizzing please refer to the Appendix listed at the end of this section.

Click Here to take a very brief survey.

Building a Quiz in Desire 2 Learn

The D2L quiz feature provides expansive customization options, many of which are only be useful to specific academic disciplines. Therefore, this module will not in any way attempt to review the full number of quiz options available to you as a course instructor. It is designed to provide you with the essential tools to begin building quizzes in D2L. Links to additional detailed information will be included where appropriate.

Two Ways to Build

We learn best through practice. As you walk through this guide, follow along on your own course page. When you've finished, you will have learned the basic skills of quiz creation and also have built your first fully-functional quiz!

There are two different ways to build a quiz. Within a module in the **Content** section, or through the **Manage Quizzes** page. The end result is the same, but each begin the process in slightly different fashions.

If you are building individual quizzes one at a time during the semester, it may be easier to create the quiz within the appropriate module in the **Content** page. However, if you are building numerous quizzes all at once, it may be quicker to build your quizzes in the **Manage Quizzes** page and then add them to the appropriate module at a later time.

Either way you choose to build a quiz you need to give it a name and provide instructions. Providing your students with instructions is essential for student success. Your instructions should be to the point and should explain what material the quiz covers (i.e. "chapter 1,"or "The Napoleonic Revolutions"). They should also inform students as to the grade value of the quiz and an explanation of restrictions: such as a time limit, the date/time the quiz is due, and the minimum grade required (if any) to progress to the next module.

Create a New Quiz from the Content Section

Step 1:

Step 2:

Create a Quiz in "Week 2 Overview"

Enter a Title

Instructions

Paragraph ▼ | B | I | U | ▼ | Font Famil ▼ | Size | ▼ | Σ | ▼

You must give your quiz a TITLE. You should also provide INSTRUCTIONS. Finally, click PUBLISH.

Now you're ready to start adding questions!

Publish | Save as Draft | Cancel

Step 3:

Building A Quiz from the Manage Quizzes Page

Step 1:

Course Home | Content | Grades | Dropbox | Classlist | Discussion | Quizzes | Edit Course

Manage Quizzes   Question Library   Statistics

New Quiz   Edit Categories   More Actions ▼

☐ Bulk Edit

Current Quizzes

Click on QUIZZES in the navigation bar to start managing course quizzes. Then click NEW QUIZ.

If using the Default Learn@UW Navigation Bar, QUIZZES will be found in the ASSIGNMENTS drop-down menu.

Step 2:

New Quiz ▾

| Properties | Restrictions | Assessment | Objectives | Submission Views | Reports Setup |

General

Name *

Category

no category ▾ [add category] ⊘

(3)

Quiz Questions

This quiz is empty.

Add/Edit Questions

(1)

You must NAME your quiz. You should also provide instructions in the DESCRIPTION.

Now you're ready to start adding questions!

Description / Introduction

⌄ Collapse description / introduction

(2)

Description

◯ on ◉ off ⊘

Paragraph ▾   •••

How to Add Questions to your Quiz

This section will show you how to create new questions.
To learn more about importing questions please click here. [1]

Any Quiz you make is actually just a container for a selection of questions from a quiz bank. We've just built the container (the Quiz), now we will begin filling it with questions. Once you've built your questions, you can always come back to this page to edit them at a later time.

Click **Add/Edit Questions on the Quiz Setup Page** to begin building your questions.

Desire 2 Learn features many different question types, most of which can be set to be automatically graded. Others however, such as long- and short-answer essays must be graded manually.

1. https://kb.wisc.edu/page.php?id=18955

Some question types can be automatically graded, while others you must grade yourself.

can be graded automatically

must be graded manually

Check out the links below for more information on each question type.

How to Create a New Quiz Question

Creating a new question is fairly straightforward, even if the D2L interface appears at first daunting. Follow the steps below to build your first Multiple Choice Question

Step 1:

New Multiple Choice Question

General

Title

(optional)

Points *

1

Difficulty

1 ▼

Question Text *

Paragraph ▼   ···

Image

Insert an Image

Description:

Options

Enumeration

no enumeration ▼

Style

◉ Vertical   ○ Horizontal   ○ Drop-down (no HTM

Randomize options

☐

Give each question a brief title.

This will keep your quiz organized over the long run.

Edit question POINT VALUE. It is only necessary to edit the POINT VALUE if you plan to weigh questions differently.

Example: your quiz is comprised of 5 multiple-choice questions (1pt each) and 2 short-essay questions (2.5 pts each). Max points = 10. You would need to adjust point value for the short-essay questions from default of 1 pt to 2.5 pts.

Write out the question you want students to answer. Here you can include audio, video, or pictures.

RANDOMIZE OPTIONS is useful to combat cheating.

Example:

a.) cat   a.) rabbit
b.) dog   b.) fish
c.) rabbit   c.) cat
d.) fish   d.) dog

Step 2:

1 Enter the appropriate number and then click ADD OPTION If you need more than the 4 default possible variables/answers.

2 Enter your question answers under VALUE. You can include text, mathematical equations, audio, video, and pictures.

3 The WEIGHT (%) will inform how the program calculates student responses. The total is weighted as a percentage.

For example if VALUE #1 is the correct answer to your question you would enter 100 into the WEIGHT (%). If however, if you determine that #4 is partially correct you can enter 50 into the #4 WEIGHT (%). Students in this example who answer VALUE #1 would receive 100%, those who answer #4 would receive 50%, and those who selected either #2 or #3 would receive 0%.

Step 3:

After you've create all the questions click **Done Editing Questions**

Click Here to take a very brief survey.

How to Set Quiz Restrictions

We have now filled our quiz *container* with questions. Finally, we need to tell D2L how the *container* and *questions* will interact with each other and with the student taking the quiz. We are ready to edit quiz settings.

When you edit quiz settings, you are basically providing the quiz with a list of instructions explaining how it should administer the test. These rules dictate when students can take the test, where their grades will go, and how students will receive feedback. As with the question editor, there are *many* different settings available to you. This guide will focus on only the most essential.

How to set Quiz Restrictions

The **restrictions** settings are very important to ensure students take the quiz at the appropriate time, provide special access to students with disabilities, and to cut back on opportunities for cheating.

Click here for more detailed information on quiz restrictions.[1]

1. https://kb.wisc.edu/page.php?id=2766

Properties | **Restrictions** | **Assessment** | **Objectives** | **Submission Views** | **Reports Setup**

Dates and Restrictions

Status

Active ▼ ①

Dates

☐ Has Start Date

4/15/2016 | 3:18 PM

United States - Chicago ②

☐ Has End Date

4/22/2016 | 3:18 PM

United States - Chicago

☐ Display in Calendar ③

Additional Release Condi...

Attach Existing | Create and Attach

🗑 Remove All Conditions

To access this item, users must satisfy

All conditions must be met ▼

Receives **equal to 100.00 %** on the quiz: **Q1 How to be Successful in an Online Course** ✕

> Leave STATUS set to active, and set the DATES the quiz will be available to students.
>
> Next, be certain to DISPLAY your quiz in the calendar

Optional Advanced Restrictions

❯ Expand optional advanced restrictions

Timing

Time Limit

120 minutes ☐ enforced ☐ show clock

Grace Period

5 minutes before flagged as late

Late Submissions

◉ Allow normal submission ❔

◯ Use Late Limit of 1 ▼ minutes ❔

◯ Auto-Submit Attempt ❔

> Depending on the objectives of the quiz, you may wish to set a quiz TIME LIMIT. This will help prevent students from looking up quiz answers in their book or online.

Advanced Availability

Advanced Availability

◉ Allow selected users special access to this quiz

◯ Allow only users with special access to see this q...

Add Users to Special Access

> Click SAVE for peace of mind!

Save and Close | Save | Cancel

How to Set Assessment Settings

One of the advantages of having an online quiz is being able to auto grade, but to do so, you need to follow the following steps. If you use question-types the program cannot grade (such as Long answer essays), these items will remain ungraded until you grade them manually, the rest of the quiz D2L will grade normally.

How to set the Submission View

The **Submission View** dictates what students will see after submitting the test, such as just the final score, or an explanation of each question and its answer.

After you've finished setting the **Submission View**, you're quiz is ready for your students to take.

SUBMISSION VIEWS determine what your students will see after they submit the test. The options you select will depend on your pedagogical philosophy & assessment learning objectives.

Educational research has shown that the sooner feedback is given following assessment, the greater the impact that feedback has. This is particularly important for formative assessments.

Therefore, you may wish to edit the DEFAULT VIEW to include the following settings.

To Set Submission View click Save and Close

How to Make your Quiz Available to Students.

If you built your quiz in the **Content Page**. Your quiz is now ready. If however, you've built your Quiz in the **Quiz Page**, follow these instructions below so your students can access it easily.

If you built your quiz on the QUIZ page, you should place it in the appropriate module in CONTENT.

In CONTENT, click on the appropriate module, click ADD EXISTING ACTIVITIES, then QUIZZES, and then select the QUIZ you wish to add.

Congratulations!

You've built your first quiz. . . though that quiz only has one question.

(psst . . You may want to add some more questions)

Click Here to take a very brief survey.

Resources

Selected Resources

Don't dismiss a book or article from the list below simply because it's not your specific field. While some of these resources focus only on specific disciplines, the methods they advocate are applicable for numerous academic fields and teaching styles.

Dirks, Clarissa, Mary Pat Wenderoth, and Michelle Withers. *Assessment in the College Science Classroom*. W.H. Freeman Scientific Teaching. W. H. Freeman, 2014.

Hodges, Linda C. *Teaching Undergraduate Science: A Guide to Overcoming Obstacles to Student Learning*. Sterling, VA: Stylus, 2015.

"Classroom Assessment Strategies," Walker Center for Teaching and Learning (The University of Tennessee: Chattanooga), retrieved Apr. 2016.[1]

"Classroom Assessment Techniques," University Teaching & Learning Center (The George Washington University), retrieved Apr. 2016.[2]

"Classroom Assessment Techniques," Center *for* Teaching (Vanderbilt University), retrieved Apr. 2016.[3]

Additional Material

The Knowledge Base (KB) documents listed below will provide technical details on their topics in the case you would like additional and specific information.

- Create and Take a Quiz on Learn@UW[4]
- Create a New Quiz (expanded)[5]

---

1. http://www.utc.edu/walker-center-teaching-learning/teaching-resources/classroom-assessment-strategies.php
2. https://tlc.provost.gwu.edu/classroom-assessment-techniques
3. https://cft.vanderbilt.edu/guides-sub-pages/cats/
4. Division of Information Technology. "Learn@UW (UW-Madison Only) - Master KB: Creating and Taking Quizzes." University of Wisconsin - Madison, https://kb.wisc.edu/page.php?id=46976.
5. Division of Information Technology. "Learn@UW - Create a New Quiz." University of Wisconsin - Madison, https://kb.wisc.edu/page.php?id=25493.

- Gradebook Setup[6]
- Quiz Grading[7]
- Quiz Feedback[8]
- Known Time Limit Issues[9]
- Special Access for Students with Disabilities[10]

6. Division of Information Technology. "Learn@UW - Grades Setup Wizard." University of Wisconsin - Madison, https://kb.wisc.edu/page.php?id=7714.
7. Division of Information Technology. "Learn@UW - Quiz Grading." University of Wisconsin - Madison, https://kb.wisc.edu/page.php?id=2845.
8. Division of Information Technology. "Learn@UW - Viewing Quiz Feedback." University of Wisconsin - Madison, https://kb.wisc.edu/page.php?id=6599.
9. Division of Information Technology. "Learn@UW - Quiz Time Limit Enforcement Issues." University of Wisconsin - Madison, https://kb.wisc.edu/page.php?id=2559.
10. Division of Information Technology. "Learn@UW (Madison only)- How to Give Extended Time in the Quiz Tool for Students with Disabilities." University of Wisconsin - Madison, https://kb.wisc.edu/page.php?id=46435.

Part 5: The Gradebook

Introduction

Using the Gradebook and grading functions in D2L can seem daunting at first. It is complex and contains numerous redundancies that can be confusing. However, once one becomes familiar with D2L's idiosyncrasies, the tool can greatly assist in student grading.

This section will first introduce you to the pedagogy of feedback and explain how to build a grading system that helps foster student learning, not just report it. Next this section will explain how to build a Gradebook in D2L, connect activities to grades, use rubrics, and create grading schemes.

Learning Objectives

By the end of Part 5 you should be able to:

- Set up your Gradebook.
- Manage your Gradebook.
- View discussion posts and Dropbox submissions through the Gradebook.
- Provide feedback through the Gradebook.
- Create and grade with a rubric.

Grades, Feedback, and the process of Improvement

Grades are an important method of feedback. A student's grade reveals how their efforts ranked according to a fixed classroom scale and how well they are meeting university standards. However, grades are poor means by which to express a student's actual comprehension of course content or show them how they might improve. Therefore, no matter how much a student may agonize over their grades, they are a relatively inconsequential component to their mastery of course material. Grades should be but but one form of feedback we provide.

The principal goal of *effective* feedback is to improve learning outcomes. Our feedback should direct students towards specific and achievable goals, enhance student-faculty communication, and reduce student anxiety and uncertainty about course objectives. This brief module will offer a brief overview of how to construct more impactful feedback, tools and specific ideas to improve the feedback you provide, and a short list of campus resources for further exploration.

Suggestions for Improved Feedback

Rethink feedback

Feedback, like the assignments we give students, should be learning opportunities in their own right. Effective feedback does not simply show students what they got wrong or legitimize the grade we gave them but provides students an opportunity to gain new knowledge even after the assignment has been submitted, graded, and returned.

Make feedback actionable

The feedback we provide our students must be specific, concrete, and direct. It should provide students with corrective guidance that is easily digestible, guides students towards desired goals, and provides a pathway by which students can critically analyze their own work (meta-cognition).

Be succinct but specific

Your feedback should contain neither praise nor criticism that is not tied to a student's performance to a specific learning objective.[1] For example, avoid writing "great job!" on a student's paper. Once you start with this type of vague praise, students will read it and then proceed to ignore everything else besides their letter grade. You must be specific to help students understand what they did well (or what they did poorly). What did the student do a "great job" at? Try instead: "you did a great job in your introduction concisely articulating your major arguments and highlighting your main evidence."

Personalize feedback

Thoughtful, tailored feedback that uses a student's name and comments directly to the merits of their paper is essential for student success. In addition to showing students how they can best improve, it communicates to them that they are not simply numbers, cogs in the wheel of industrialized education. By demonstrating an interest in our students' success, we facilitate a closer student-faculty relationship, decrease students' feelings of isolation, improve student motivation, and increase their investment in our courses.

Offer feedback early in the creation stage of large assignments, provide multiple opportunities for students to receive it

Feedback should help student improve and so is most effective prior to the final draft of an assignment. Consider giving students feedback on rough drafts, or have students review each others' projects.

Specific tools to improve the feedback you give.

Learning management systems, such as Desire 2 Learn, offer a number of ways to provide students with quick and effective feedback on their writing assignments. Below are a select number of feedback tools available on (or can be integrated with) D2L. However, if you find that these, or any other forms of educational technology are not helping you as an instructor, use whatever method works best for you and your students. Using technology that is unsuited to your teaching style, or unnecessarily encumbers your pedagogy with extra steps, is wasteful and impedes your effectiveness as an instructor.

Dropbox Document Viewer

For how to use Dropbox see the module Collect Assignments with Dropbox.

---

1. To find out more on Learning Objectives and Rubrics see Rubrics for Feedback and Grading.

UW Google Apps

To learn how to give feedback using Google Apps, check out the Google Apps FAQ KB.doc[2]

Using a Word Processor

For more on feedback using word processor see the final section at the bottom of the module Collect Assignments with Dropbox.

Additional Resources

The Writing Center

One-on-one consultations, workshops, programs, events, The Sourcebook (excellent teaching resource), Writing Across the Curriculum.

- Writing Across the Curriculum
- The Writing Center
- See specially: Overview of Responding, Evaluating, and Grading

Learning Support Services

One-on-one consultations and web resources to assist with feedback.
Website: lss.wisc.edu

Teaching Academy

Workshops, events, online instructional material.
Website: https://teachingacademy.wisc.edu/

MediaSpace

- KB doc – Kaltura

---

2. Division of Information Technology. "Learn@UW - Grades Setup Wizard." University of Wisconsin - Madison, https://kb.wisc.edu/page.php?id=7714.

- https://mediaspace.wisc.edu/

<u>Click Here to take a very brief survey.</u>

Building the Gradebook with the Setup Wizard

Setting up a grading system can seem overwhelming. Fortunately, Desire 2 Learn walks you through the process through the Gradebook **Setup Wizard**.

The following instructions will show you how to use the **Setup Wizard** and provide tips for building your Gradebook.
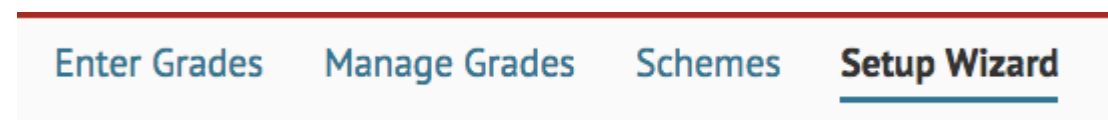
Access the Gradebook via the **Grades** link on the Navbar.

The **Grades** page is also available by clicking the **Course Admin** menu item, and then selecting **Edit Course.**

Now, in the **Course Administration Page** Select the [Grades] Icon under **Assessment.**
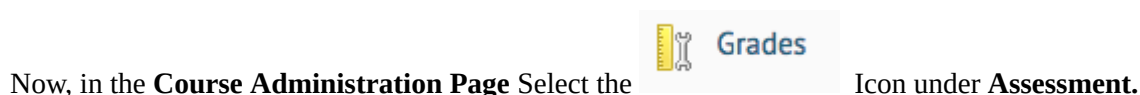
Next, click on the link **Setup Wizard** to begin setting up the gradebook.

*The **Setup Wizard** allows you to set all grading options for your course. However, don't worry if you make a mistake when first completing the **Setup Wizard.** After you've completed the **Wizard**, you can always come back to make changes.*

Click on the **Start** button.

The Setup Wizard

Step 1:

First, choose the **Grading System** you would like to use: There are two main grading systems available: **weighted** and **points**.

*There is also a **Formula** Grading System. Don't use it.*

Weighted Grade System

Use the weighted system if you want grade *items* to be calculated as a percentage of a grade *category* and each *category* to be a fixed percentage of a final grade worth 100%.

Example:

> *Grade Category:* **Assignments (20% of final grade)**
> *Grade Item:* Assignment #1 (50% of Assignments Category)
> *Grade Item:* Assignment #2 (50% of Assignments Category)
>
> *Grade Category:* **Participation *Category* (20% of final grade)**
> *Grade Item:* Week 1 Participation (25% of *Participation Category*)
> *Grade Item:* Week 2 Participation (25% of *Participation Category*)
> *Grade Item:* Week 3 Participation (25% of *Participation Category*)
> *Grade Item:* Week x Participation (25% of *Participation Category*)
>
> *Grade Category:* **Exam *Category* (60% of final grade)**
> *Grade Item:* Grade Item: Mid Term   (30% of *Exam Category*)
> *Grade Item:* Final Exam (70% of *Exam Category)*
>
> _____
>
> **Final Grade: /100%**

Points Grade System

The points system calculates the final grade by totaling the points users received on grade items.

Example:

Grade Category: **Assignments (50 points total)**
Grade Item: Assignment #1 (25 points)
Grade Item: Assignment #2 (25 points)

Grade Category: **Participation** *Category* **(50 points total)**
Grade Item: Week 1 Participation (12.5 points)
Grade Item: Week 2 Participation (12.5 points)
Grade Item: Week 3 Participation (12.5 points)
Grade Item: Week x Participation (12.5 points)

Grade Category: **Exam** *Category* **(150 points total)**
Grade Item: Grade Item: Mid Term   (50 points)
Grade Item: Final Exam (100 points*)*

———————————————————

Final Grade: /250 points

Formula Grade system

The Formula Grade System calculates the final grade using a custom formula that lets you set conditions on grade items. *It is not recommended for use on UW-Madison campus.*[1]

Step 2:

Final Grade Released – This step allows you to choose which grade you would like to release to students

Calculated Final Grade – (not recommended) Instructors cannot make adjustments to the final grade (except by adjusting item scores)

Adjusted Final Grade – (recommended) Instructors can easily modify or adjust a final grade before releasing it.

Click **Continue**.

Step 3:

---

1. Division of Information Technology. "Learn@UW (UW-Madison Only) - Gradebook formulas not recommended." University of Wisconsin - Madison, https://kb.wisc.edu/page.php?id=28895.

Grade Calculations – This step allow you to choose how evaluate ungraded items.

> **Drop ungraded items** are items that do not have a grade inputted are not counted in the final grade.

> **Treat ungraded item as 0** are items that do not have a grade inputted are counted as 0 in the final grade.

> **Automatically keep final grade updated**. This option will automatically adjust final grades when changes are made to grade items or calculation options.

Select the Grade Calculation(s) you prefer, then click **Continue**.

I suggest selecting **Treat ungraded item as 0** and **Automatically keep final grade updated**

> **Automatically keep final grade updated** allows you to track student progress easily, hand in midterms without having to do any calculations, and give students a clear understanding as to their current progress in the course.

> **Treat ungraded item as 0**, means you will not have to make certain to give a student a '0' if they fail to turn in an assignment.

Step 4

Choose Default Grade Scheme – This step shows the Default Grade Scheme. Within Learn@UW, the Default Grade Scheme is set to Percentage; however you may go back and create your own grade scheme so students can also see their letter grade. For more on Grade Schemes see the Grade Scheme's module.

Step 5

Managing View Display Options – This step shows the **Number of decimal places to display** option. This setting controls how many decimals will be displayed to users grading a course. The value must be an integer between 0 and 5.

Suggestion: I'd recommend 2 decimal places

> **For Example:**

> 82.34
> 92.92
> 87.40

Step 6

 Student View Display Options – This step allows you to set the global display options students will see when they view their grades.

 The settings you select are entirely up to you.

 Grades Details

  Points grade: This setting determines whether or not students can see how many points each grade item is worth.

  Grade scheme symbol: This setting determines whether or not the Grade scheme symbol associated with a grade item is displayed for students. For example, a student might see an "A" rather than a percentage or points out of. This can be used for feedback as well, with examples like exemplary, successful, satisfactory, etc.

  Grade scheme color: This setting determines whether or not the grade scheme color associated with a grade item is displayed. *Note*: The **Grade scheme color** can only be displayed if the grade scheme symbol is also displayed.

 Decimals Displayed option, you may choose the **Number of decimal places to display** for students.

 Characters Displayed: If you choose to provide text-based grades (exemplary, exceptional, satisfactory, etc.), this setting determines how many characters display on the user list. The value must be an integer between 0 and 50. If the Text item is longer than the value specified, the text will be truncated.

 Under the **Final Grade Calculation**, you may choose to **Display final grade calculation to users**. This setting determines whether users can see how their final grade was calculated in the submission view of Grades.

 The global Student View settings you just built set the course's default student view. If you want certain grade categories or grade items to have different student view settings, you can override those settings when building (or editing) grade categories and grade items.

Step 7

 Grades Setup Summary – This screen shows a summary of all your Grades Setup options. See below:

Step 7: Grades Setup Summary

Grading System
Points

Final Grade To Release
Release the Adjusted Final Grade

Grade Calculations
Treat ungraded items as 0
Automatically keep final grades updated

Default Grade Scheme
Percentage

Managing View Display Options
Display 2 decimal places for grade item values

Student View Display Options
Display points grade values
Do not display grade scheme symbols
Do not display grade scheme colors
Display 2 decimal places for grade item values
Display 15 characters for Text type grade item values
Do not display the final grade calculation to users

[Finish] [Go Back] [Cancel]

You may go back and return to any of the steps at any time. When you are done with **Grade Setup,** click "**Finish".**

Click Here to take a very brief survey.

Connecting Activities to the Gradebook

After you have finished the Setup wizard, you can begin to build your Gradebook. Setting up your Gradebook for the first time may seem daunting, but it is a crucial component to grading in D2L – and will save you time in the long run.

Grade Categories vs. Grade Items

Your Gradebook is built of two components: Categories and Items. The difference between the two can be confusing.

Categories: Categories are containers in which you place grade **Items**. They are not linked to any assignment or assessment. They are there to organize **Items**.
Items: Items are linked to Assignments or Assessments and are organized within **Categories**.

How **Categories** and **Items** interact depends on the grade system you selected in the Setup Wizard.

Overview of the Weighted and Points Grade Systems

There are a few different grade systems you may choose to use in D2L, this guide will explore two of the most popular. *It makes little difference which grading system you choose. Just go with the method that makes the most sense for you.*

Weighted Grade System

As reviewed in the module Building the Gradebook with the Setup Wizard, a weighted **Category** is a grouping of grade **Items** that together represent a fixed percentage of the final grade. For example, **Participation** could be one Category, and worth 20% of a student's final grade. That means that no matter how many points each grade item within the **Participation** grade category may be worth, their total impact on the final grade will be 20%. See the example below.

Grade Category: **Assignments (20% of final grade)**
Grade Item: Assignment #1 (50% of Assignments Category)
Grade Item: Assignment #2 (50% of Assignments Category)

Grade Category: **Participation** *Category* **(20% of final grade)**
Grade Item: Week 1 Participation (25% of *Participation Category*)
Grade Item: Week 2 Participation (25% of *Participation Category*)
Grade Item: Week 3 Participation (25% of *Participation Category*)
Grade Item: Week x Participation (25% of *Participation Category*)

Grade Category: **Exam** *Category* **(60% of final grade)**
Grade Item: Grade Item: Mid Term   (30% of *Exam Category*)
Grade Item: Final Exam (70% of *Exam Category)*
───────────────────────────────

Final Grade: /100%

Points Grade System

The points system calculates the final grade by totaling together the points users received on grade items.

As reviewed in the module Building the Gradebook with the setup wizard, the Points Grade System, assigns each grade Item a point value and calculates grades based on the points each student earned over the course of the semester. In this system, categories serve no purpose other than helping you organize your Gradebook.

Let's return to the **Participation** example. Each grade item in the **Participation** category is worth 12.5 points of the final grade which totals 250 points. The Mid Term and Final Exam have much bigger impacts on the grade. They are worth 50 and 100 points respectively.

Just as with the Weighted grade system, D2L will calculate the grade as a percentage. However, with the points grading system, the percentage will be based on the **total number of points** (in the example above 250), and not a percentage out of 100 (for example 80/100 = 80%).

Grade Category: **Assignments (50 points total)**
Grade Item: Assignment #1 (25 points)
Grade Item: Assignment #2 (25 points)

Grade Category: **Participation** *Category* **(50 points total)**
Grade Item: Week 1 Participation (12.5 points)
Grade Item: Week 2 Participation (12.5 points)
Grade Item: Week 3 Participation (12.5 points)
Grade Item: Week x Participation (12.5 points)

Grade Category: **Exam** *Category* **(150 points total)**

Grade Item: Grade Item: Mid Term   (50 points)
*Grade Item:* Final Exam (100 points*)*

_____

Final Grade: /250 points

Building Categories in a Weighted Grading System

Step 1:

If you plan to use a **Weighted** Grading System ensure that you have selected **Weighted** in the Setup Wizard. See Building the Gradebook with the Setup Wizard for additional details.

Step 2:

Go to Manage Grades. Click on "New" and choose "Category."
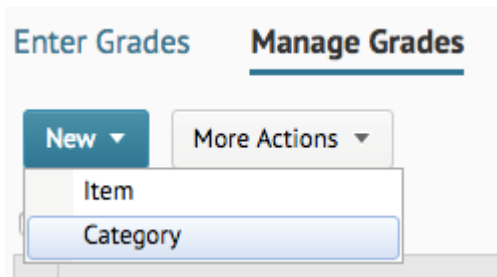
Step 3:

Under the **Properties** tab in the **New Category** page, enter a category **name**, and if you wish, provide a **Short Name**.

Step 4:

Choose the category's weight, or the percentage it will contribute to the final grade.

If you plan to provide students extra credit opportunities within this category you may consider checking the box next to **Allow category grade to exceed category weight**. This will mean that if a student's category grade is 105%, the 5% above the max category points will be counted towards the student's final grade.

Step 5:

Select how D2L will distribute points and percentages to the Grade Items within the category.

Manually assign weight to the items in the category:

This means you will have to calculate the percentage each individual grade item in the category is worth. All Grade Item percentages will need to equal 100% in the category. (See the **Weighted Grade System** example above)

Distribute weight by points across all items in the category:

Choosing this option means D2L will weigh the **Max. Points** of each grade item, and convert them to a percentage grade. If addition Grade Items are added or removed from the Category, D2L will automatically adjust points and percentages.

For example:

Grade Item	Max Points	Weight
Quizzes *(Grade Category)*		10% *(of Final Grade)*
Quiz 1	2	1.8% *(of Category Grade)*
Quiz 2	2	1.8%
Mid Term	10	8.8%
Final	100	87.7%

Distribute weight evenly across all items:

Choosing this option means that each grade item will count the same towards the Category Grade, no matter the number of **Max Points** you assign the activity.

Let's look at the above Quizzes example once more, but now with each grade item *weighed* the same. Here we see that even though Quiz 1 is worth a maximum 2 points and the Final is worth 100, they will both have the same impact on a student's final grade as each are weighed the same (25% of Category Grade).

Note: Most instructors do NOT choose to weigh quizzes the same as a final exam!

Grade Item	Max Points	Weight
Quizzes *(Grade Category)*		10% *(of Final Grade)*
Quiz 1	2	25% *(of Category Grade)*
Quiz 2	2	25%
Mid Term	10	25%
Final	100	25%

Building Categories in a Points Grading System

Step 1:

If you plan to use a **Points** Grading System ensure that you have selected **Points** in the Setup Wizard. See Building the Gradebook with the Setup Wizard for additional details.

Step 2:

Go to Manage Grades. Click on "New" and choose "Category."
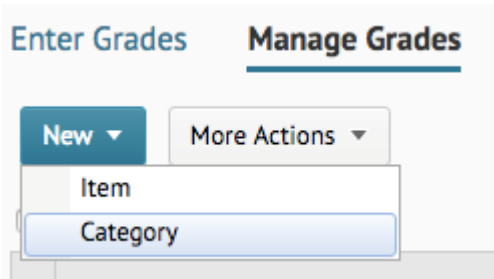
Step 3:

Under the **Properties** tab in the **New Category** page, enter a category **Name**, and if you wish, provide a **Short Name**.

Step 4:

If you plan to provide students extra credit opportunities within this category you may consider checking the box next to **Allow category grade to exceed category weight**. This will mean that if a student's category grade is 105%, the 5% above the max category points will be counted towards the student's final grade.

Step 5:

Choose how D2L will distribute points and percentages to the Grade Items within the category. If you want all grade items to be worth the same number of points, click the box next to **Distribute points across all items**. You will *then* have the option of setting how much each grade item within this category will be worth and whether or not you wish to drop either the *highest* or *lowest* grade item for each user.

If you wish to set the point value of each grade item within a category. You do not yet need to do anything. You will assign point values as you create grade items.

Building a Category Continued: Settings found in both Weighted and Points Grading Systems.

After you have made your initial category settings in either your weighted or points grading systems, you should next set the following options.

Set Category Display Options

Here, you will choose how students see their grades in this category. You can allow students to view **class average** and **grade distribution**. You may, if you wish choose to **Override display options for this item (category)**. This will override the course's global display settings (those you built in the **Gradebook Setup Wizard**), and will *only* impact the display of grades in this category.
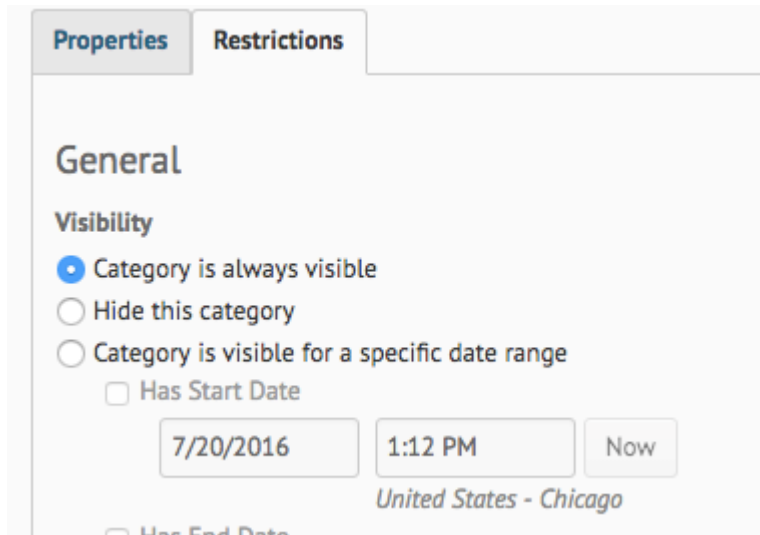
Optional: You may choose to "hide" the grade item from the students for a certain amount of time. This can be done by clicking on the "Restrictions Tab." However, this should only be done for specific targeted purposes, such as not revealing any individual's grade until after you have had a chance to discuss the assignment in class.

Grade Items

When you build quizzes or a Dropbox assignment, it will not automatically link to the Gradebook, they must be connected, or associated, to a Grade Item.

Grade Items can be created prior to creating assignments, or on the fly as you create assignments in D2L. The process is the same. To learn how to create a Grade Item from the Gradebook or within a tool, refer to the following step-by-step instructions.

Creating Grade Items

We will first walk through the settings for a Grade Item, then we'll take a look at how to create a Grade Item in different tools.

Step 1:

From the **Manage Grades** page, click on **New** and then **Item**.

On the **New Item** page you will be asked to choose the **Grade Item Type**. The standard Grade Item is **Numeric**, and I suggest that you select it. You may choose other types, though they will not be covered here.
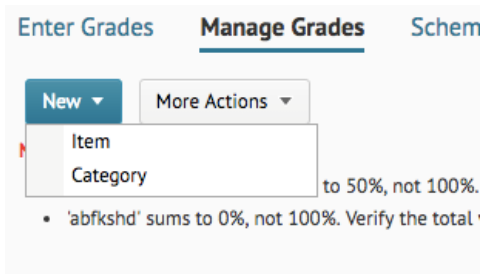
Step 2:

On the next page, begin by giving the Grade Item a name. If it is a very long name, you may also choose to also give it an abbreviated **Short Name** to ease subsequent navigation.

Step 3:

Select the Category in which to place your item.

Step 4:
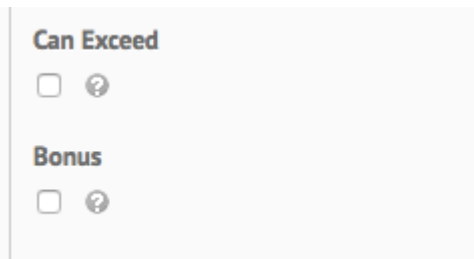
Choose the points you wish to assign to the Grade Item. If in either the Weighted or Points Grading Systems, you indicated that weight/points should be distributed equally across Grade Items, the "Weight" field will automatically populate, and you will not be able to change it (from this screen). If you indicated that you will assign the weight/points manually, you will need to fill in that field at this point.

Step 5:

You may wish to give extra credit points to the Grade Item. Click the box below **Can Exceed** if you want

students who achieve a grade higher than 100% to receive more than the maximum number of points for this item. If you wish to make the entire assignment extra credit, choose **Bonus.**
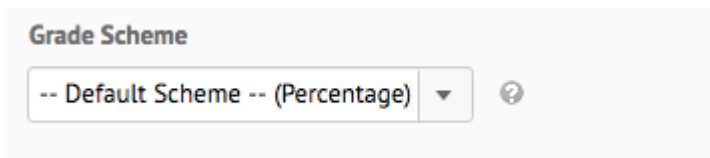
Items that are **Bonus**, *only* add to a student's grade, they will not subtract from the total.

Step 6:

If you wish to use a different Grade Scheme (other than the course's default), you may choose the Grade Scheme from the drop-down menu. Grade Schemes should be created prior to Grade Items. See the module Creating and Editing Grade Schemes for more information.

Step 7:

You may wish to use a D2L rubric to grade the assignment. If you have already created a rubric, you may choose it by clicking on "Add Rubric." You may also create a rubric from the Grade Item. See the module Rubrics for Feedback and Grading to learn more.

Step 8:

Set Grade Item Display Options

Setting the display options for a grade item overrides the settings made at the grade Category level. Selecting the box next to **Override display options for this item** will override (for this grade item only) all settings made in the **Gradebook Setup Wizard**, and the **Grade Category** level.

*It is strongly suggested that you set the Grade Display options in the **Gradebook Setup Wizard**, and not at the **Grade Item** or **Grade Category levels.** Exceptions should be rare and for a specific pedagogical purpose.*

Display Options

⌄ Hide Display Options

Student View

☑ Display class average to users ⓘ
☑ Display grade distribution to users ⓘ

☑ Override display options for this item ⓘ
Show

☑ Points grade
☑ Weighted grade
☐ Grade scheme symbol
☐ Grade scheme color

Managing View

☑ Override display options for this item ⓘ
Show

☑ Points grade
☑ Weighted grade
☑ Grade scheme symbol
☑ Grade scheme color

Creating Grade Items in a Dropbox Folder

Step 1:

Go to the **Dropbox Folders** page. Select either the blue **New Folder** box or, if you have already built a Dropbox folder, click on the triangle next to the folder for which you wish to create a grade item. Select **Edit Folder.**

Step 2:

In the **New Folder** page, you will be first directed to the **Properties** tab. Underneath the **Folder Type** options you will see the **Category** box. This is for placing *Dropboxes* in various categories, not the Gradebook categories. Dropbox Categories are only for organization and have no connection to Gradebook Categories. You can ignore this option if you like.

Step 3:

Beneath the Dropbox Category box is the **Grade Item** box. If you have already created a Grade Item, click on the triangle next to the box and select the appropriate grade item for this Dropbox folder from the drop-down menu.

If you have not created a Grade Item for the Dropbox folder, you can do so by clicking on the link "New Grade Item" and following the procedure described at the beginning of this module.

Grade Item

| None ▼ | [New Grade Item] |
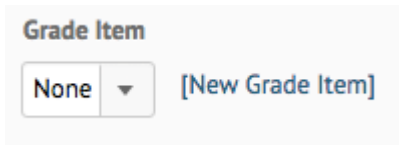
Step 4:

Finish building Dropbox – for additional information see the Collect Assignments with Dropbox module.

Grade Items: Maximum Points vs. Out of Score

You should be aware of the sometimes confusing difference between the **Maximum Points** of a Grade Item and the **Out of Score** of a Grade Item.

The **Maximum Points** score sets the maximum number of points a student might receive after completing an activity. This score directly impacts the final grade. The more points an activity is worth, the bigger impact that activity has on the final grade.

The **Out of Score** only impacts a student's final grade indirectly. No matter if the **Out of Score** of an activity is set to 1 or 1,000, its impact upon a student's final grade is determined by the **Max (possible) Points** that activity is worth.

However, an activity's **Out of Score** is not entirely arbitrary. Instructors frequently link the **Out of Score** to the number of problems or actions sets in an activity, and/or the difficulty of those actions.

For example if there are 10 questions in a test, an instructor may set that test's **Out of Score** to 10.

Or, in an other example, if a test has 10 questions, but the last 5 are particularly complex, the instructor may wish to weigh those final questions more heavily. In that case the **Out of Score** may be set at 15: the first five questions are each worth 1 point, and that last five questions are each worth 2 points.

$$(5 \times 1) + (5 \times 2) = 15.$$

*In both of these examples, the activity's impact is set by its **Max (possible) Points** value and not its **Out of Score**.*

D2L uses the **Out of Score** to calculate a percentage grade and then employs that percentage to calculate how many of the **Max (possible) Points** a student will receive in an activity.

Let's look at an example:

Grade Item	Max Points	Out Of	Hypothetical Student Grade	Grade the student Sees	Number of points each assignment counts towards student's final grade (**Max Points** x **%Grade**)
Quiz 1	2	10	90%	9/10 – 90%	1.8
Quiz 2	2	15	73%	11/15 – 73%	1.46
Mid Term	10	20	75%	15/20 – 75%	7.5
Final	100	50	90%	45/50 – 90%	90

Creating Grade Items in a Discussion Topic

Step 1:

Go to the **Discussion** page. Select either the blue **New** box or, if you have already built a Discussion Topic, click on the triangle next to the topic for which you wish to create a grade item. Select **Edit Topic.**

If you are unfamiliar with how to build a Discussion topic see the Planning and Building Online Discussions module, and then return to this page to continue.

Step 2:

When you first start creating a new discussion Topic, or first begin editing an existing one, you will first be directed to the **Properties** tab. To associate or create a Grade Item for the Topic click on the **Assessment** tab.

Step 3:

If you have already created a Grade Item, you may associate the Discussion Topic to it by choose the name of the Grade Item from the drop-down menu. If you have not created a Grade Item for the Discussion Topic, you can do so by clicking on the link "New Grade Item" and following the procedure described above.

Step 4:

If you have already created a Grade Item, click on the triangle next to the **Grade Item** box and select the appropriate grade item for discussion topic. If you have not created a Grade Item for the discussion topic, you can do so by clicking on the link "New Grade Item" and following the procedure described at the beginning of this module.

Creating Grade Items in a Quiz

Step 1:

Go to the **Manage Quizzes** page. Select either the blue **New Quiz** box or, if you have already built a Quiz, click on the triangle next to the topic for which you wish to create a grade item. Select **Edit.**

If you are unfamiliar with how to build or edit a Quiz see the Building a Quiz in Desire 2 Learn module. Then return to this page to continue.

Step 2:

When you first create a new Quiz, or first begin editing an existing one, you will be directed to the **Properties** tab. To associate or create a Grade Item for a Quiz you need to navigate to the **Assessment** tab.

Underneath the **Name** box you will see the **Category** box. This is for organizing Quizzes into categories on the **Manage Quiz** page. It has no bearing upon the Gradebook, or Gradebook categories. You can ignore this option if you like.

Please Note: If you are building a new quiz, I suggest you first follow the instructions from the <link>Quiz Module</link> before continuing to the Assessment Tab.
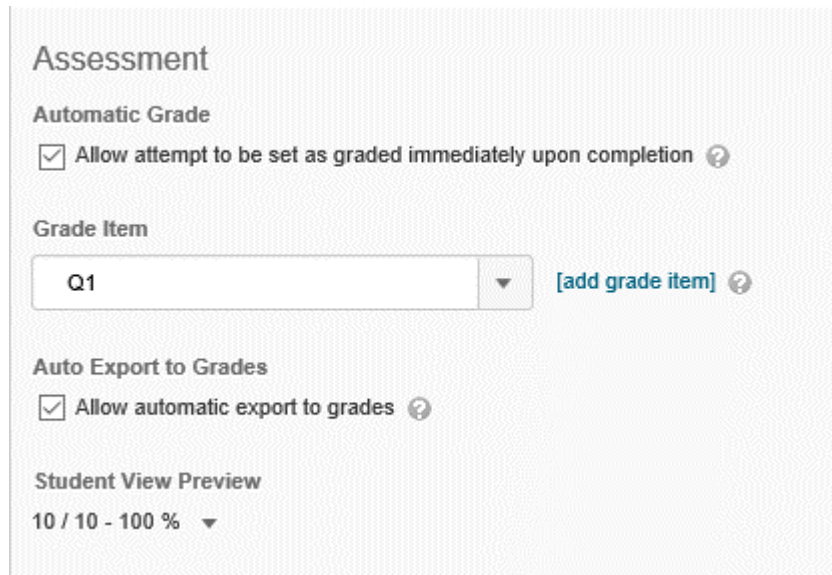
Step 3:

If you wish the Quiz to be graded automatically, you must follow the three sub-steps listed.

> **A)** Click **Allow the attempt to be set as graded immediately upon completion**.

B) Associate Grade Item to Quiz: If you have already created a Grade Item, you may associate the Quiz to it by selecting the name of the **Grade Item** from the drop-down menu. If you have not created a Grade Item for the Quiz, you can do so by clicking on the link **New Grade Item** and following the procedure described at the beginning of this module.

C) Finally, click the box next to **Allow automatic export to grades**.

Assessment

Automatic Grade
☑ Allow attempt to be set as graded immediately upon completion ?

Grade Item

| Q1 | ▼ |

[add grade item] ?

Auto Export to Grades
☑ Allow automatic export to grades ?

Student View Preview
10 / 10 - 100 % ▼

Click Here to take a very brief survey.

Rubrics for Feedback and Grading

Rubrics Overview:

Rubrics serve two basic functions.

1. **Explain grading criteria prior to assessment –** Rubrics are an effective way to create transparency in the grading process. By explicitly defining the grading criteria and the common aspects present at different levels of achievement, students can work towards a final product with a clearer understanding of instructor's expectations.

2. **Explain grading criteria following assessment** – Rubrics can also make it simple for instructors to offer students meaningful feedback that touches on each of the main grading components of an activity. Grading rubrics provide students a clear comparison to their own work and the criteria to which they were judged.

The two types of rubrics share many characteristics. However, they will differ in language, especially in how you explain an activity's core learning objectives to students.

Desire2Learn Terminology

- **Criteria:** In an analytic rubric, criteria are rows. Criteria are the things that will be graded (e.g.: argument, evidence, mechanics). Holistic rubrics have only one criteria.
- **Levels:** Levels are the different plateaus of achievement that students can get on a criteria (e.g.: Exemplary, Meets expectations, Needs improvement).
- **Range:** A range is the percentage span that is possible in a holistic rubric.
- **Analytic**: Analytic rubrics form a grid to assess students on multiple criteria (or things that will be graded).
- **Holistic:** Holistic rubrics assess students on a single criteria. They work much like a letter grade, but offer additional feedback for each level.

Analytic vs. Holistic Rubrics

Desire2Learn (Learn@UW) offers two types of rubric: the Analytic Rubric and the Holistic Rubric.

The Analytic Rubric

The Analytic rubric is perhaps the one most commonly used by instructors. It features a grid of **criteria** (columns) and "levels" of achievement (rows). By separating the total activity score into separate **criteria** (e.g.: summary, argument, grammar & mechanics) the rubric provides detailed feedback to students on the strengths and weaknesses of each aspect of their work. This provides students targeted information they can employ to improve their grade in subsequent assignments.

Provide students a copy of the rubric you will use to grade their work at the same time you first give them the assignment. This will help students focus on assignment criteria that you have identified as most important, and help relieve student apprehension.

The **Analytic rubric** makes it easy to demonstrate visually each criteria's importance through its position: such placing as **formatting and citations** beneath much more important criteria such as **argument.** This helps demystify to students what you believe to be most important.

See example below:

Content	Exemplary 8 points	Good 6 points	Needs improvement 4 points	Unsatisfactory 2 points
Summary	Demonstrates an excellent understanding of the material, well synthesized with an appropriate amount of quoting.	Good understanding of the material, but the synthesis borrows too heavily or is not articulated in a clear manner.	Summary show some misunderstanding of major points, is missing elements.	Major issues with articulating the key elements of the material.
Argument	Argument is well articulated and addresses the issues raised in the reading.	Argument is reasonable, but is not convincingly articulated.	Argument lacks the support necessary to convince the reader.	Argument is implausible, unsupported, or otherwise not completely articulated.
Mechanics	**Exemplary 4 points**	**Good 3 points**	**Needs improvement 2 points**	**Unsatisfactory 1 point**
Grammar & Mechanics	No major grammatical or mechanical issues. Clear evidence of editing.	A few consistent problems with grammar or mechanics.	Consistent problems with grammar or mechanics that could have been solved with further editing.	Significant problems with grammar or mechanics.
Formatting & Citations	Citations are in the proper format and paper layout and formatting follow class standards.	Minor citation formatting errors or small issues with paper layout/formatting.	Citations format is misunderstood or citations missing. Formatting does not meet class standards.	Few or no citations.
Overall Score	**Level 4 11 or more**	**Level 3 8 or more**	**Level 2 5 or more**	**Level 1 0 or more**

The Holistic Rubric

While less common, holistic rubrics are a way to quickly give feedback by providing a score based on levels for one criteria. In addition to making grading go more quickly, holistic rubrics are appealing to instructors who are uncomfortable separating the evaluation of student work into discrete criteria.

See example below:

Level	Start Range	Description
Level 6 ▾	100 % or more	**Excellent** • All main points appear with appropriate development • Clear argument and flow • Clear sentence structure with no grammatical or mechanical error
Level 5 ▾	90 % or more	**Very good** • One or two points missing or not fully developed • Some problems with argument logic or construction • A few structural, grammatical, or mechanical errors
Level 4 ▾	80 % or more	**Good** • Generally accurate, but weak quality of writing, or • Well written, but incomplete or inartuculate argument
Level 3 ▾	70 % or more	**Needs work** • Did not convey an understanding of the material • Presents information but does not offer an argument • Appears to not have been edited for grammar / mechanics
Level 2 ▾	60 % or more	**Weak** • Weak in argument and mechanics • Struggling to understand content, inaccurate or disorganized
Level 1 ▾	0 % or more	Fails to meet areas of competence

Create a Rubric

The steps necessary to create either an Analytic or Holistic rubric are essentially the same. Differences will be noted where appropriate.

Step 1:

A new rubric can be created within an activity by creating a new rubric within a grade item *or* via the **Course**

Administration page. Click **Course Admin, Edit Course, Rubrics** then **(under Assessment),** and finally click the blue **New Rubric button** at the top left of your screen.

More information on how to attach a rubric to an assignment will be covered below.

Step 2:

Follow these steps under the Properties tab on the New Rubric page:

A) **Name** you rubric.

B) Select the **Rubric Status.**There are three options.

> **Draft**: The initial status of a rubric. Draft rubrics are not yet available for new associations.
> **Published**: Associations can be made with published rubrics. Once a rubric *has* an association, you cannot change the rubric's name, description, levels, and criteria. However, you may copy the rubric, and make changes to the new *copied* rubric for use in subsequent activities.
> **Archived**: Archived rubrics do not appear in default search results and are not available for new associations. Existing associations with archived rubrics remain functional.

It matters little whether or not you choose **Draft** or **Published**. However, the rubric status must be set to **Published** before it can be attached to an assignment.

C) Add a description if desired.

D) Set **Rubric Type** to either **Analytic** or **Holistic**.

Step 3: Additional *Properties* settings

Analytic Rubrics Only

> A) Enter the desired number of *Levels* (columns) and *Criteria* (rows) for the rubric. You can edit both at a later time.

> B) **Select the Scoring Method.** Rubric scoring for **Analytic Rubrics** is done in text, points, or customized points.

>> Performance levels can be indicated by **Text Only**. For example, three performance levels for a rubric can be "Poor", "Good", and "Excellent".

>> **Points** scoring includes points to assess performance. For example, three performance levels for a rubric can be "Poor (0 points)", "Good (75 points)", and "Excellent (125 points)

>> The **Custom Points** scoring method is similar to the Points scoring method, but you can customize the points given for each criterion (row) so they are not the same. This is useful for

weighing some criteria more than others (such as making *Argument* worth more than *Spelling and Grammer*).

For example, if performance levels are "Poor", "Good", and "Excellent", then the criterion *Spelling and Grammar* can be worth 0 points, 10 points, and 20 points for each level, and the criterion *Argument* can be worth 0 points, 30 points, and 60 points, making it worth three times the points of *Spelling and Grammar*.

C) When finished, click **Save**.

*For greatest flexibility, I suggest using **Custom Points.***

Holistic Rubrics Only

A) Enter the desired number of *Levels* (grade levels) for the rubric. You can edit this at a later time.

B) **Select the Scoring Method.** Rubric scoring for **Analytic Rubrics** is done in text, points, or customized points.

Performance levels can be indicated by **Text Only**. For example, three performance levels for a rubric can be "Poor", "Good", and "Excellent".

Percentages scoring in a holistic rubric essentially just allows you to add an additional layer of feedback to an existent grade scheme. For example: Instead of just giving students an 88% on an activity you can add greater detail. Such as 88%: Good, Generally accurate, but weak quality of writing. See **Holistic Rubric** example above.

C) When finished, click **Save**.

Step 4: Hide Scores

In both *Analytic* and *Holistic* Rubrics you have a final option: **Hide scores from student views.**

Unless you have a pedagogical rationale for hiding student scores, leave them visible.

Editing a rubric

You can edit a rubric by clicking on its name in the **Rubrics** page. Once in the **Edit Rubrics** page you will notice two tabs at the top of the page: **Properties**, and **Levels and Criteria.**

Quick Note: Once you use a rubric to grade a student activity, it will lock and you will be unable to edit any

*properties. You may copy the rubric (click on the arrow next to the rubric's name, select **copy**) if you need to make changes or reuse the rubric at a later date.*

Properties Tab

From the **Edit Properties** tab you can **rename** your Rubric, change its **status**, and add a **description.**

Levels and Criteria Tab

The **Levels and Criteria** tab permits you to change most everything else about your rubric. The illustrations below are from an Analytic Rubric.

Adding Levels or Criteria

To add levels and criteria, navigate to the **Levels and Criteria** tab. Next to each column is a small arrow that indicates a drop-down menu. This menu will enable you to add, delete, or edit columns (levels) and rows (criteria).

Editing Criteria

Next, let's edit all of the criteria at once. First, select **Edit Criteria Group** by first clicking on the triangle next to **Criteria**.

From here you can quickly edit each criteria group. You can add level names, enter the score for each level, and add criterion names for your rubric.

Click on save when you are finished.

Editing Levels

To edit your rubric level by level, click on the triangle next to the **Level Name** you wish to edit. Select **Edit Level.**

From the **Edit Level** page you can make all major adjustments to that level.

> **A)** You can rename your level or adjust the score it receives. *(NOTE: This is a duplication of a process discussed above by editing the **Criteria Group**)*
>
> **B)** You can edit the **Description** and **Feedback** for each criteria within the level.

> ### Description and Feedback each perform unique tasks in a rubric.
>
> **Description** – describes to students what they need to accomplish in order to reach that particular level. The description should be provided to students *prior* to turning in the activity.
>
> **Feedback** – Is very similar, but is offered in response to a student's work. It tells them why you graded them at that particular level.

To quickly navigate between levels click on the previous and next arrows at the top-right of the screen. (see illustration below)

You may choose to build your rubric by levels (columns) or criteria (rows), though it is suggested to build the rubric by levels, as this allows you to set points at the same time.

Multi-part Rubrics

At times you may wish to grade some aspects of an activity on differing point-scales or levels. In this case a multi-part rubric may prove useful. To create a multi-part rubric, click **Add Criteria Group** on the **Edit Rubric** page. Then add **Criteria** and **Levels** just as above.

See example below: Notice that **each criteria group** can have differing **point-scales** and number of **levels**.

Overall Score

Finally, you can edit the **Overall Score** much like you would other levels and criteria.

Step 1:

On the **Levels and Criteria** tab**,** on the **Edit Rubric** page, click on the triangle next to **Overall Score.** From here you can **Edit** and **Add Levels.**

Step 2:

Select, **Edit Levels.** On the **Edit Overall Levels** page, select the grade range for each level. Here you will enter the lowest grade required to reach the particular level.

In the example below, the highest possible grade is a 36. However, to reach the level marked **Exemplary (A),** a student need only achieve <u>30 points</u>. Therefore enter 30 in the **Start Range** that corresponds to the level **Exemplary (A).**

To reach the level **Good (B)** a student must have at least <u>26 points</u> (though fewer than 30). Therefore enter 26 in the **Start Range** that corresponds to the level **Good (B)**.

For the lowest level, you will not be able to enter any number – it is automatically set at <u>0 points</u>.

Edit Overall Levels ▾

Descriptions for each of the overall performance levels should outline the requirements to meet that level. Feedback for each overall performance levels is optional.

Level Name*	Start Range*	Description	Feedback
Exemplary (A)	30		
Good (B)	26		
Needs Improvement (C)	23		
Unsatisfactory (D)	18		
Fail (F)	0		

[Click Here to take a very brief survey.](#)

Entering Grades and Leaving Feedback with the Enter Grades Tool

Chances are you will need to enter grades manually for some assignments or activities, and there are a number of different ways to accomplish this in the D2L Gradebook. All the options have the same end result, the grades are posted to the Gradebook. However, there may be an option that works for you better than others. This module will showcase different strategies for entering grades.

Enter Grades from Manage Grades

Step 1:

To access Manage Grades, click on "Grades" on the Nav Bar or from Edit Course.

Step 2:

Find the Grade Item you wish to grade in the Grade Item list. Click on the small arrow to the right of the Grade Item's title and choose, "Enter Grades."

Step 3:

Review the details for the Grade Item. If you wish to leave non-specific feedback that is visible to all, you may do so in the "Overall Feedback" field.

Step 4:

Scroll down to see a list of the students in the course. For each student, you will enter the points the student earned on the assignment. You may also leave feedback for the student by clicking on "Feedback." There you will see two fields. The first is feedback the student can see. The second is comments that only graders can see.

NOTE: If your class roster extends past the first page SAVE your grades and feedback before going on to subsequent pages.

Enter Grades from "Enter Grades"

Step 1:

You may choose to enter grades and provide feedback from within the "Enter Grades" view. This view brings you to the full Gradebook.
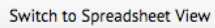
Step 2:

Click on "Switch to Spreadsheet View" on the far right side of the Gradebook.

Step 3:

You should now see editable field for each Grade Item column. Fill in the scores. Be sure to save.

Enter Grades for a Single Grade Item in the "Enter Grades" View

You may also want to enter grades and also leave feedback for a single grade item from the Gradebook.

Step 1:

Find the column header for the Grade Item you wish to enter grades for. Click on the small, black arrow and choose "Grade All."

Step 2:

This will take you to the same grading page you can get to through "Manage Grades." Follow the instructions above for grading in this view.

Click Here to take a very brief survey.

Creating and Editing Grade Schemes

Learning Objectives

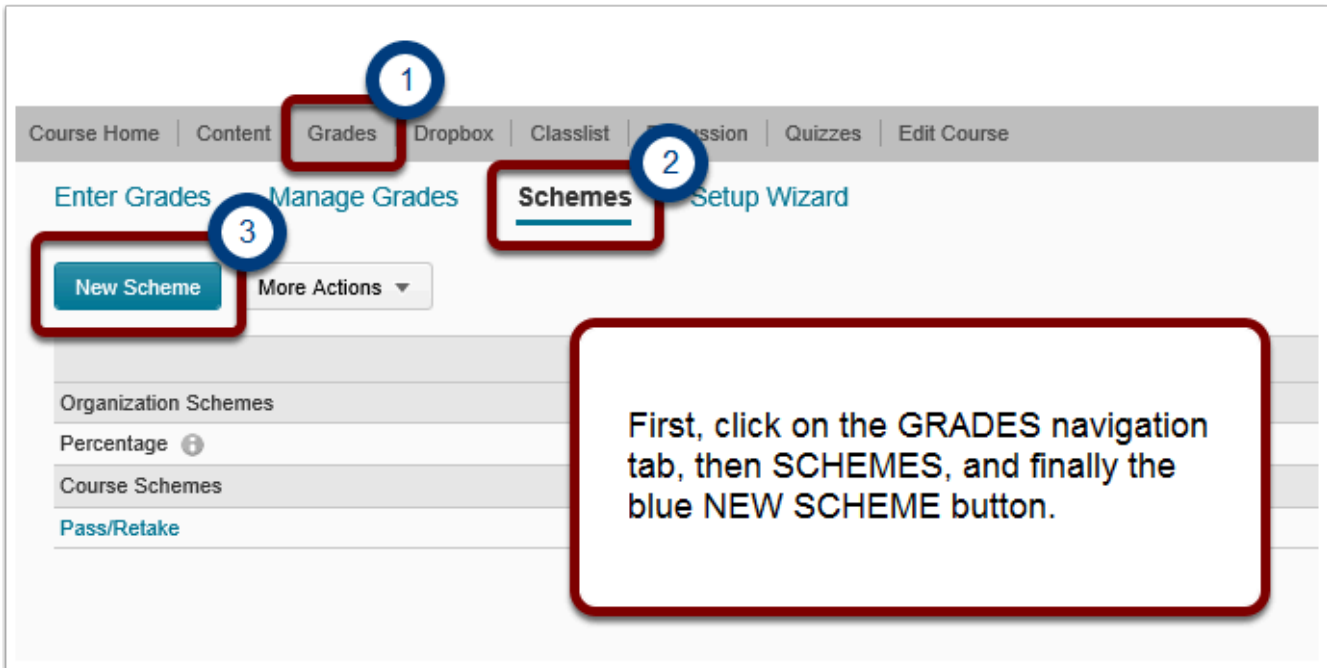After completing this module you will know how to. . .

- Assess the advantages of creating a new grade scheme for your course.
- Build a new grade scheme.
- Activate a new grade scheme.
- Find additional information on building a grade scheme in Learn@UW.

D2L's default grade scheme, "Percentage," valuates student work via on basic percentage-based grading scheme.

However, final grades are frequently given via a letter-grade system (A, B, etc). Therefore, you may want to alter the Learn@UW grading system to make it easier for students to understand quickly their current standing in your course; *and* to make it easier for you to export students' final grades at the end of the semester.

A basic walk-through of editing a Learn@UW grade scheme.
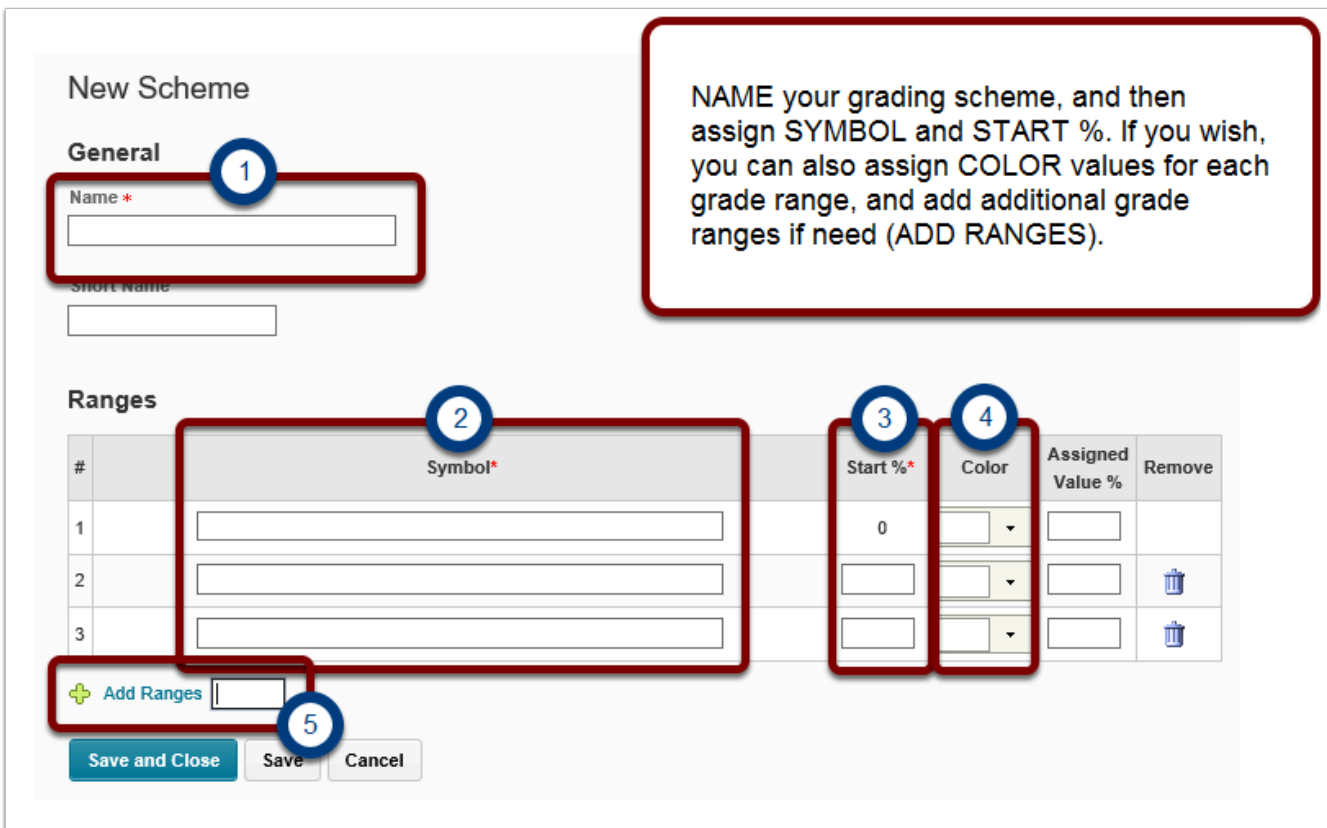
Step One:

First, click on the GRADES navigation tab, then SCHEMES, and finally the blue NEW SCHEME button.

Step Two:

NAME your grading scheme, and then assign SYMBOL and START %. If you wish, you can also assign COLOR values for each grade range, and add additional grade ranges if need (ADD RANGES).

1. The **SYMBOL** is the information you wish to correspond to a percentage value. Most commonly this would be a letter-grade (A, A/B, B, B/C . . .), though you may choose to use a phrase: pass, fail, excellent, average.

2. **START %** is the lowest grade % that corresponds to a grade symbol. Therefore, if in your course a 'D' corresponds to a grade between 60-70%, you would enter 60 in the **START %** box in the same row as 'D.' Anything below 60% would thus constitute an 'F.'

3. You may wish to select a **COLOR** to correspond to each Symbol (letter grade). The **COLOR** option provides you an easy way to visualize student grades in the gradebook. It is a useful tool, but not necessary.

4. You will likely need to add additional grade ranges to correspond to the full range of grade symbols. Simply enter the number of additional ranges you require and click on **ADD RANGES**.

You will not need to worry about **ASSIGNED VALUE %** unless told otherwise by your head instructor.

Example:

Depending on the grade scale you choose, your final result may look something like this. Remember to **SAVE AND CLOSE** before leaving the page.

Step Three:
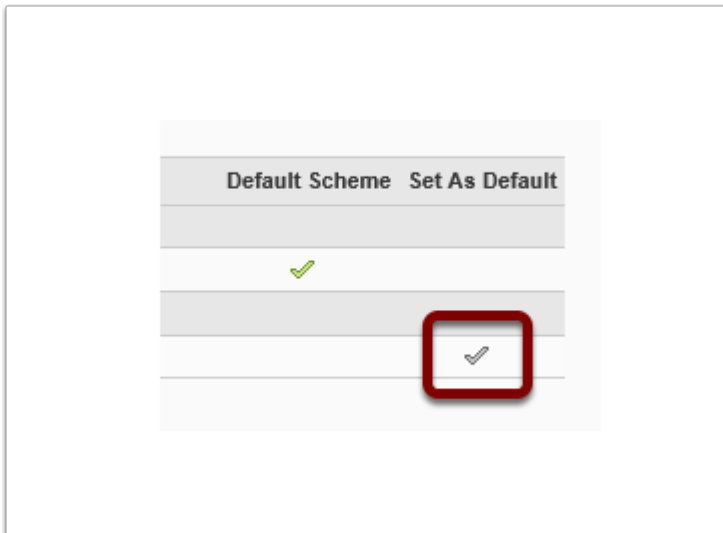
To active your new grade scheme, click on the checkmark next to your new scheme, under **SET AS DEFAULT.**

If you would like a more technical and detailed guide, please consult the Learn@UW – Grade Schemes KB.doc

Click Here to take a very brief survey.

Part 6: Effective Course Communication

Introduction

Effective communication is essential for student success. Students need to know assignment due dates, course learning objectives, instructor contact information, and how to locate course readings and assignments. The best instructors provide student access to this information across multiple methods of delivery, and repeats it throughout the semester. Furthermore, effective course communication leads to students who have an increased sense of course accountability, greater investment in course material, and who achieve higher learning outcomes.

This module will introduce you to the basics of effective classroom communication utilizing (primarily) digital tools. It will also provide access to outside learning resources.

Learning Objectives

By the end of Part 6 you should know:

- The importance of a well-designed syllabus to establish course goals and expectations, and how you can ensure student access to and mastery of it.
- How the online calendar can be utilized to improve the likelihood of assignment completion and decrease student apprehension.
- How you can employ the news feed to increase student accountability, reduce student anxiety, and cut the time wasted during face-to-face instruction.
- How the Classlist feature can facilitate course communication and track student progress.
- How to employ intelligent agents and string replace codes to increase student interest and satisfaction in the course.

The Syllabus

Your syllabus is perhaps most crucial component of effective course communication. It therefore deserves considerable thought and effort in its construction. This module will explain some *basic* principles of syllabus design. However, beyond the minimums listed below, the design of your syllabus is up to you.

Basics

Your syllabus should, at minimum, include the following key information:

- Course learning goals.
- Basic course and instructor information.
- Schedule of events to enable students to anticipate assignment and quiz dates.
- Course rubric that explains your evaluation system, or what constitutes an "A, "C," "D," or "F."
- Explanation of your classroom expectations.

Examples

Explore the sample syllabi included below. They are both from history, but will provide some ideas as you create your own syllabus. After you've reviewed both syllabi think about what you believe they did particularly well, how you would improve them, and how each identified strength would be particularly beneficial to students.

1. History 112 – Professor Leonora Neville, Fall 2012 [1]
2. History 223 – Lane Sunwall, Spring 2015 [2]

Open Syllabus Project

Wondering what to assign your students to read? Check out the Open Syllabus Project. OSP is not a collection of actual syllabi. It instead breaks down the reading lists of over a million syllabi to provide you a searchable interactive course reading list for courses from any discipline. http://opensyllabusproject.org/

1. Dr. Leonora Neville, History 112 Syllabus. University of Wisconsin, Madison, WI. Source: https://history.wisc.edu/history112_fall2012.pdf
2. Lane Sunwall, History 223 Syllabus, University of Wisconsin, Madison, WI

Syllabus by Adobe Illustrator

Your syllabus does not need to conform to the syllabus layouts you received as an undergraduate. With modern publishing software you can use bold design, illustrations, shading, and tables to highlight important aspects of your syllabus.

Amos Bitzan from the history department provides some creative examples: History 224 — Professor Amos Bitzan, Spring 2016[3]

Take Action

Make the Syllabus More Sticky

Have your students read over the syllabus at home during the first week of class. Then in the second week assign students a 10-15 question open-book online quiz that reviews the syllabus items you think most important to reinforce. Here, the quiz is a formative exercise. It provides students a new medium in which to review and reflect upon key points of the syllabus while simultaneously keeping them accountable for knowing syllabus content. Win and win.

Improve access to the Syllabus

Since the syllabus is such an important document, it should be readily accessible online, even if you hand it out in class. Post your syllabus in a location easy for students to find digitally. Your syllabus could live on the homepage in its own widget, or in its own module at the top of the module list.

Increase Student investment in Course Learning Goals

In addition to the course learning goals you set out in the syllabus, ask students to set personal learning goals to encourage them to think beyond their letter grade and examine critically how course learning objectives have application to their wider career. You should return to these goals throughout the semester to provide student meaningful feedback on their progress.

This activity can be as easy as having students fill out a 3×5 index card in-class with their course goals written on it. Ideally this should be done towards the beginning of the semester and after students have reviewed the syllabus.

---

3. Dr. Amos Bitzan, History 112 Syllabus. University of Wisconsin, Madison, WI. Source: https://history.wisc.edu/ history224_spring2016_bitzan.pdf

Go Beyond

Create a better syllabus

There are many resources available to you in your quest to create the perfect syllabus. Check them out.

1. **Learning Support Services** – LSS works to help instructors more thoughtfully think about pedagogy and the use of course technology.[4]

2. **Writing Center & Writing Across the Curriculum** – Offers one-on-one consultation to help you improve your syllabus, create innovative writing assignments, and even improve your feedback. Also, be certain to explore their online teaching resources.[5]

3. **Library Services** – The friendly staff at the university libraries can help you tweak your syllabus to help you build engaging assignments that help students better take advantage of library resources and better understand the process of academic research.[6]

4. **DesignLab** – The Design lab can help you plan course components that employ technology to complement traditional papers and reports.[7]

Click Here to take a very brief survey.

4. Source: http://lss.wisc.edu/consulting
5. Source: http://writing.wisc.edu/wac/
6. Source: https://www.library.wisc.edu/services/teaching-learning-services/
7. Source: https://designlab.wisc.edu/instructor-support

The Course Calendar

This module will examine how to use the course calendar. The course calendar is a crucial component of your course. It is a powerful tool, one that is easy to use, and offers students an easy location from which see when assignments are due. Furthermore, it provides students easy home-page access to all course material, so they are always just one click away from their assignments.

Add items to the calendar

Step 1:

Click on the arrow next to the assignment, file, or quiz you wish to add to your calendar. Then click on **Edit**

Properties in-place. You will now be able to edit basic properties of your item.
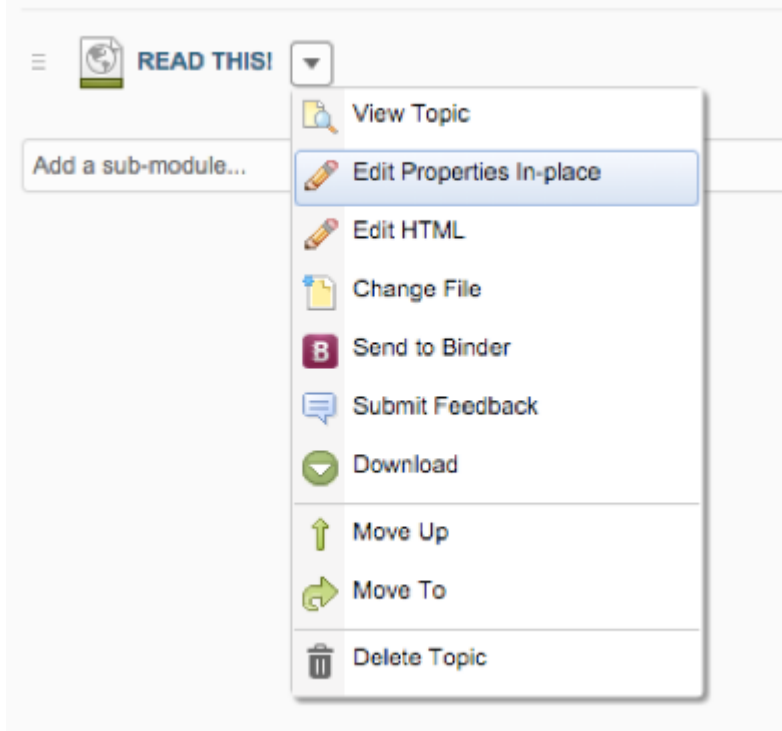
Step 2:

Click on **Add dates and restrictions.** Now add the **Start Date**, then the **Due Date** and/or **End Date**. You may if you wish add further release conditions.

Step 3:

Click on the Blue **Update** button. Your item should now have a start date and end date associated with it.

Step 4:

Go to your Calendar. Your item is now included on the list of assignments. If you have the calendar widget on your homepage (and you should), their will be an icon for each assignment or quiz item you have linked

to the calendar. Your students can access each item directly by simply clicking on it.

Make the Calendar More Sticky

Be consistent on the day and time of week that assignments are due. For example, as much as possible, make papers, quizzes, gro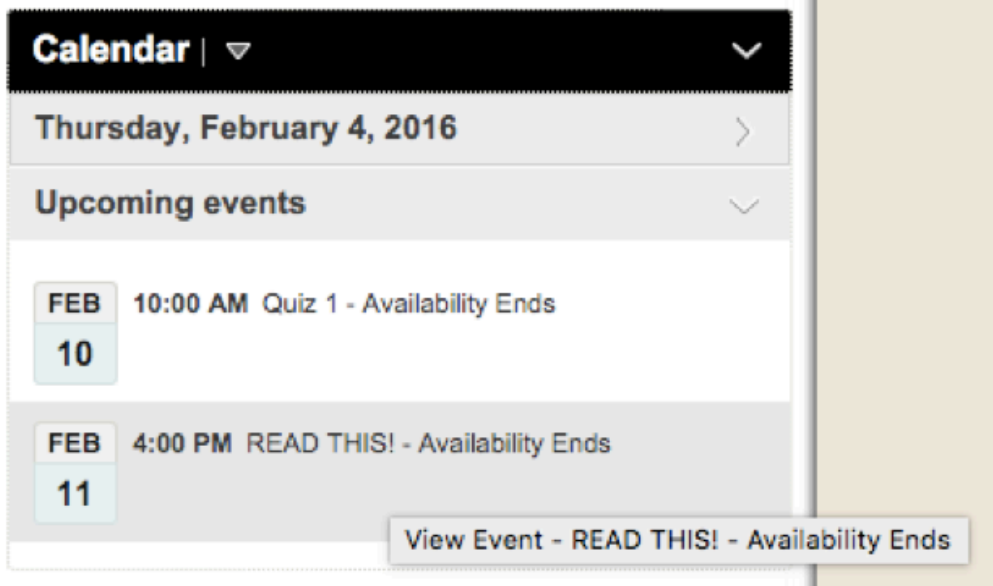up projects all due (for example) at 2:00p on Wednesdays. If you keep your assignment times and dates consistent, students are more likely to fit your assignments into a regularly scheduled work time and will be less likely to forget a piece of homework.

Subscribe

Students can subscribe to the course calendar so that all course events and assignments you've set will be viewable on any third-party calendar application (Outlook, Google Calendar, iCal).

Setup is a snap. If you are using the **Calendar Widget** on your homepage, have your students click on the arrow next to **Calendar Widget**, click **Subscribe**, and then follow the simple directions. If you're not using the calendar widget (though you *really* should), have your students to click on the **Materials** tab, then **Calendar**, the blue **Subscribe** button, and then follow the directions.

Click Here to take a very brief survey.

The News Feature

The news tool facilitates student-faculty communication without wasting valuable face-to-face time with excessive classroom announcements. Since the news feed stays on the homepage (unless the student exports it), the news feature reduces email clutter and student anxiety that they accidentally placed your last email with assignment instructions in their junk folder.

You can use the news tool for a variety of purposes:

- Prepare students for each class period by explaining what topics will be explored in the next lesson.
- Remind them of important due dates and thereby reduce the likelihood of missed assignments
- Post classroom announcements, reminders, and administrative information

The news feed as advertising agent.

The news tool likewise provides you an opportunity to engage in suggestive advertising. Whether you're selling cars or trying to get students to do their assignments, you want to make it as easy as possible for the "customer" or student to do the thing you want them to do. So, include links to appropriate assignments in your news and suggest to your students that they should "*click now!*"

You can program these course announcements to display at certain times using **Intelligent Agents**, so again, you don't need to baby-sit your course. Just set up a few announcements, set a release date, and you'll appear like a VERY active and engaged instructor. If you teach the class again, you won't need to rewrite everything, just change the dates around.[1]

How to Add a News Item

---

1. For more information on how to set up an intelligent agent go to *Do More with Course Communication*. Or, Click Here.

Step 1:

> Click on the arrow next to the **News** Widget on your homepage. Then click on the **New News Item** in the drop-down menu.
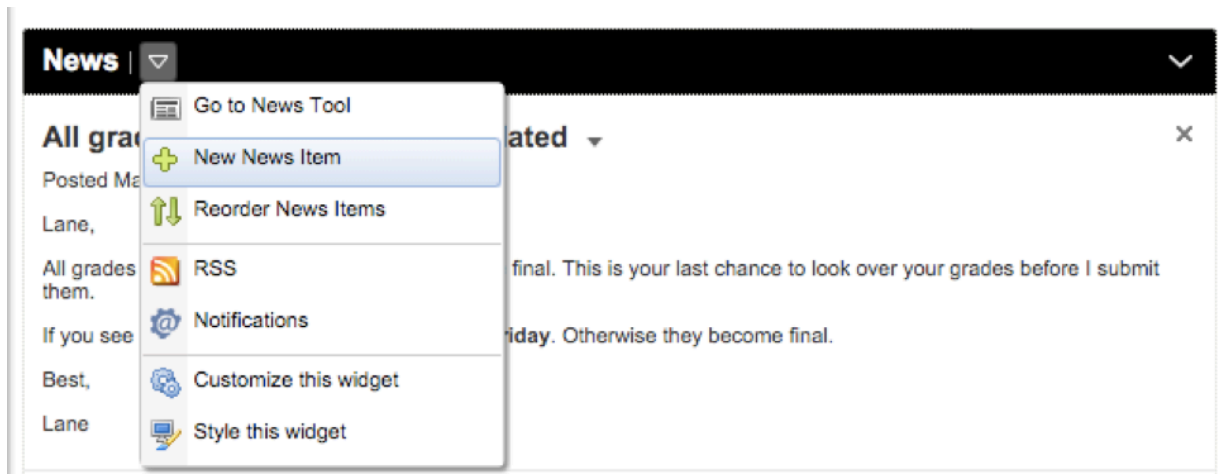
Step 2:

Give your News item a **Headline**, and **Content. Y**ou may write text, provide links to assignments, and upload videos, audio, and pictures. You may also set release conditions, including a start/end date, for the news item. If you choose not to have a start/end date, news content will remain until you add additional material. It will then filter down page, much like a blog.

Video News

Another way to grab attention and increase student engagement is to create a simple video for your news announcements, instead of text. A video can emphasize you as a person to your students and students report that these types of videos are more engaging than simple text. Check out the "make a video" module for more information.

(created by Lane Sunwall using MacOS 10.10, Kaltura CaptureSpace, screen capture of a PowerPoint 2011 presentation)

As you see in the video above, your video does not have to be "perfect." Your students are interested in content not polish. Keep your video focussed and roughly 3-5 minutes in length.

Click Here to take a very brief survey.

The Classlist

Powerful, yet under utilized.

The Classlist feature makes it a breeze to send emails to a single student, students in a particular group, or every student in your class. You can also check student progress, how many times they logged into the course, when they last logged into the course, and which groups they are in. Students also have access to the Classlist, but can see only a much limited menu of material.

Steps to using Classlists

Step 1:

Click the arrow next to the **Communication** tab on your menu. Then click **Classlist.**
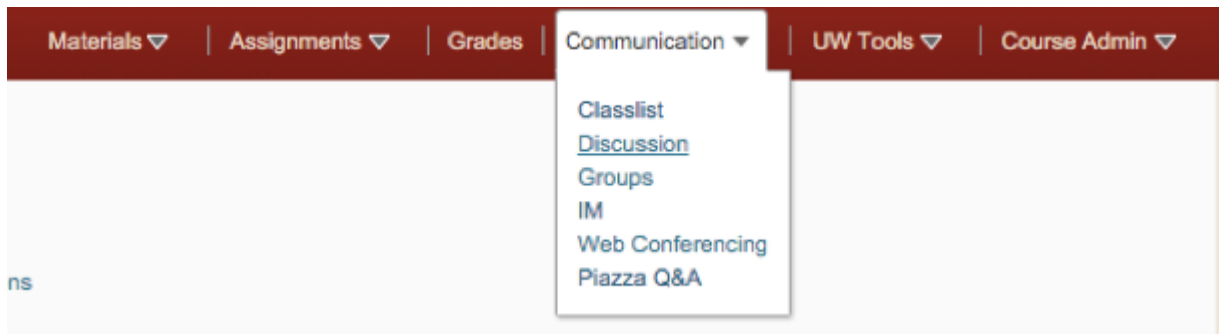
Step 2:

From the Classlist page you can send students or staff emails and **View Progress**.
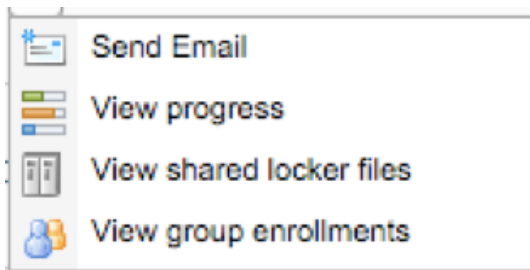
Step 3:

From the **View Progress** page, you can see when a student last logged into the course and how many times they did so.

Student Use of Classlists

When you assign students to groups, the Classlist is an easy tool from whence they can email group members, or simply look up their group member's email address.

Click Here to take a very brief survey.

Do More with Course Communication: Intelligent Agents & String Replace

The use of classroom technology such as Learn@UW is an excellent means of enabling robust learning outside of the classroom. However, it comes at the price of a depersonalized learning experience. Students want to know that you think of them as more than a number on a roster, but that you care about their individual success. By using students names in and out of the classroom you create a stronger community of learning, increase student interest in the course, and raise their feeling of accountability for course material.

But who has time to send out classroom announcements to each student with an individualized greeting? Intelligent Agents and String Replace enable more personable communication with students and are easy to use.

Intelligent Agents

Intelligent Agents will email students after they perform, or fail to perform a certain task. For example, if a student fails to log in to the course for so many days, you can set an **Intelligent Agent** to automatically send them an email to remind them to log on.

String Replace codes allow you to send an email to the entire class, but will address each email to the student directly. No longer do you have to use the horribly impersonal "Dear students," greeting at the start of course communication you can employ a **String Replace** code "Dear {FirstName}," so that each student sees their name at the start of the email ("Dear Johny").

String Replace Codes

String replace codes work great for class news as well! Each student will see their name at the top of their news feed, and while it may sound gimmicky, it remains an easy and effective means by which to grab their attention, improve their course satisfacton, and improve the likelihood that they will do the assignments you want them to finish!

For more information on Intelligent Agents and String Replace codes consult the following:

- Intelligent Agents – https://kb.wisc.edu/page.php?id=26658
- String Replace – https://kb.wisc.edu/page.php?id=3385

More information on the importance of student engagement and robust communication to maximize student outcomes.

Zepke, Nick, and Linda Leach. "Improving student engagement: Ten proposals for action." *Active Learning in Higher Education* 11, no. 3 (2010): 167-77.

A shortened digest version of the 10 points:

> Weimer, Maryellen. "10 Ways to Promote Student Engagement." Faculty Focus, http://www.facultyfocus.com/articles/effective-teaching-strategies/10-ways-to-promote-student-engagement/.

A timeless article explaining principals of best teaching practices, including the importance of regular communication between student and faculty

> Chickering, Arthur W., and Zelda F. Gamson. "Seven Principles for Good Practice in Undergraduate Education." http://teaching.uncc.edu/learning-resources/articles-books/best-practice/education-philosophy/seven-principles.

Article takes findings of Chickering and Gamson and brings them into a digital environment.

> Dreon, Oliver. "Applying the Seven Principles for Good Practice to the Online Classroom." Faculty Focus, http://www.facultyfocus.com/articles/online-education/applying-the-seven-principles-for-good-practice-to-the-online-classroom/.

Rhetorical, non-technological tips for better classroom communication.

> "Classroom Communication Tips: Rhetorical Techniques for Delivering Communication." The Harriet W. Sheridan Center for Teaching and Learning (Brown University), https://www.brown.edu/about/administration/sheridan-center/teaching-learning/effective-classroom-practices/classroom-communication/tips.

Click Here to take a very brief survey.

Web Conferencing in D2L (Blackboard Collaborate)

Instructors and TAs can set up and manage web conferences directly from their D2L course. These web conferences can be used for a number of purposes, such as live discussions, presentations, guest speakers/lecturers, office hours, virtual review sessions and so on.

Learn@UW web conferencing uses Blackboard Collaborate software. Blackboard Collaborate is a browser-based web conferencing tool that allows people to communicate, collaborate, and participate in virtual meetings.

Why D2L Web Conferencing?

The advantage of making a web conference available from your D2L course is that people you invite from your Classlist can access the web conference directly from the course. Collaborate will recognize those who join the web conference from your course and assign them the appropriate name and permissions. You can also save recordings ("archives") of web conferences right in your course and people in the Classlist can access those archives later if you allow them to do so.

Before You Get Started

If you are using the default Learn@UW course navigation bar, you can find the link to the Web Conferencing tool under the **Communication** menu.

Setting up web conferences in a Learn@UW course includes:

1. Creating a web conference and modifying its properties including name, date/time, and other settings
2. Adding and inviting attendees

Creating a Web Conference and Modifying its Properties

Step 1:

Go to your course homepage and click the **Web Conferencing** link in the navigation bar (this is under the **Communication** menu in the default course navigation bar). The Web Conferences screen opens.

Step 2:

Click the **New Conference** button. The New Conference screen opens.

Step 3:

Enter the following web conference details:

A) In the **Name** field, type the title of the conference.

B) Leave the **Service Provider** and **Account Name** values at the default settings.

C) In the **Description** field, enter a description of the conference, if desired.

D) Select one of the **Web Conference Visibility** options:

Restricted Conference: Only the people you invite will be able to attend the conference and view any archived recordings of it.

Public Conference: Anyone in the course Classlist will be able to attend the conference and view any archived recordings of it, along with any other attendees you specify.

E) In the **Availability** fields, specify the date/time range during which the web conference should be open for invitees to attend. **NOTE:** Be aware that once a web conference begins, you cannot edit its start date and end date. Also, you can not set the start date/time in the past.

D) Click the **Advanced Properties** > **Show Room Restrictions** link and select the Advanced Properties as needed:

Attendees raise their hand on entry: Initiates a "hand raise" and noise alert when someone enters the web conference.

All attendees join as Moderators: Assigns everyone who attends the role of Moderator. You can add attendees to the web conference as either Participants or Moderators.

Participants have unrestricted access to resources: Allows all attendees, both moderators and

non-moderators, to have access to all of the tools in the Collaborate web conference software, such as drawing, audio recording, etc.

Moderators can view all private chats: Allows all Moderators in the web conference to see any private chats that occur among attendees.

Early Web Conference Entry (in minutes): The amount of minutes before the web conference starts that attendees can join the conference. *This includes Moderators.* All attendees, including both Moderators and Participants, can join only active web conferences (that is, the current date and time falls between the web conference's Start Date and End Date).

Archive Mode: Archives are recordings of your web conferences. You can choose **Manual** (a Moderator must initiate the recording upon the start of the web conference), **Automatic** (recording begins automatically upon the start of the web conference), or **Disabled** (recording never happens for this web conference).

Step 4:

In the **Email Notification** area, you can check the **Send email notification to all attendees who are configured to receive email** option to send an email notification to all attendees if desired.

Adding and Inviting Attendees

You can now add people to your web conference. There are two types of web conference attendees:

1. **Internal Attendees:** People in the Learn@UW course's Classlist. *People in the course's Classlist cannot attend the web conference unless you add them as attendees.* Once added, these people can access the web conference from the Learn@UW course OR via the email message they'll receive containing a link to the conference.

2. **External Attendees:** People not in the course Classlist. Once added, external attendees can access the web conference only via the email message they'll receive containing a link to the conference.

To add internal attendees (people in the Classlist):

Step 1:

Click the **Add Attendees** button.

Step 2:

In the **OrganizationalUnit** drop-down list, the current organizational unit is selected (the current course). It's recommended that you do not change this selection.

Step 3

To add someone to the web conference, click on their name in the **Users** tab until the user box turns green. You can select as many attendees as you'd like. The interface for selecting attendees offers the option to add courses and groups/sections rather than individuals if that is preferred.

To add external attendees:

Step 1:

Click the **Add External Attendee** link at the bottom of the Add Attendee window. A field appears where you can enter email addresses of people not in the classlist to invite to the conference.

Step 2:

Enter email addresses of attendees. Multiple email addresses must be separated by semicolons (for example: *sallyj@gmail.com; tomc@gmail.com).*

Step 3:

When finished adding external attendees, click the **Add** button next to the field of external attendees' email addresses.

When you're finished adding attendees:

- Click the **Add** button at the bottom of the Add Attendee window. The list of attendees now appears under the **Attendees** section of the screen. To change the role of any attendee (for instance, from Participant to Moderator), click the **Edit Role** icon next to his/her name, select the appropriate role from the **Role** drop-down list, then click the **Apply** button.

- *Save your web conference by clicking the Save button at the bottom of the screen. Or, if you'd like to go directly to the new conference you've created, click the Save and Join button.*

Email Invitations

All invited attendees will receive an email inviting them to the web conference.
Note: Some email programs may filter this email by sending it to the user's spam or junk mail folder. If attendees report not receiving an email, please advise them to check their spam or junk mail folder.

Click Here to take a very brief survey.

Final Survey

Please help us improve this guide by providing your feedback. The survey is short. We promise!

Click Here to take the very brief survey.

Appendix

"Classroom Communication Tips: Rhetorical Techniques for Delivering Communication." The Harriet W. Sheridan Center for Teaching and Learning (Brown University), https://www.brown.edu/about/administration/sheridan-center/teaching-learning/effective-classroom-practices/classroom-communication/tips.

Center for Teaching. "Classroom Assessment Techniques." Vanderbilt University, https://cft.vanderbilt.edu/guides-sub-pages/cats/.

Center for University Teaching, Learning, and Assessment. "Action Words for Bloom's Taxonomy." https://www.cte.cornell.edu/documents/Assessment%20-%20Blooms%20Taxonomy%20Action%20Verbs.pdf.

Chickering, Arthur W., and Zelda F. Gamson. "Seven Principles for Good Practice in Undergraduate Education." http://teaching.uncc.edu/learning-resources/articles-books/best-practice/education-philosophy/seven-principles.

Dirks, Clarissa, Mary Pat Wenderoth, and Michelle Withers. *Assessment in the College Science Classroom*. W.H. Freeman Scientific Teaching. W. H. Freeman, 2014.

Dreon, Oliver. "Applying the Seven Principles for Good Practice to the Online Classroom." Faculty Focus, http://www.facultyfocus.com/articles/online-education/applying-the-seven-principles-for-good-practice-to-the-online-classroom/.

Hodges, Linda C. *Teaching Undergraduate Science: A Guide to Overcoming Obstacles to Student Learning*. Sterling, VA: Stylus, 2015.

Nilson, Linda. Teaching at Its Best: A Research-Based Resource for College Instructors. 3rd ed. San Francisco, CA: Jossey-Bass, 2010.

Pesavento, Theresa, Jonathan Klein, David Macasaet, Chad Shorter, and Steel Wagstaff. "Teaching with Technology." L&S Learning Support Services, https://wisc.pb.unizin.org/teachingwithtech/.

University Teaching & Learning Center. "Classroom Assessment Techniques: A Guide for Faculty and Teaching Assistants." The George Washington University, https://tlc.provost.gwu.edu/classroom-assessment-techniques.

Walker Center for Teaching and Learning. "Classroom Assessment Strategies." The University of Tennessee: Chattanooga, http://www.utc.edu/walker-center-teaching-learning/teaching-resources/classroom-assessment-strategies.php.

Weimer, Maryellen. "10 Ways to Promote Student Engagement." Faculty Focus, http://www.facultyfocus.com/articles/effective-teaching-strategies/10-ways-to-promote-student-engagement/.

Zepke, Nick, and Linda Leach. "Improving student engagement: Ten proposals for action." *Active Learning in Higher Education* 11, no. 3 (2010): 167-77.

KB.docs

Division of Information Technology. "Blackboard Collaborate-Master Document." University of Wisconsin – Madison, https://kb.wisc.edu/page.php?id=39522.

———. "Learn@UW – About Learn@UW Web Conferencing." https://kb.wisc.edu/luwmad/page.php?id=21061.

———. "Learn@UW – Create a New Quiz." https://kb.wisc.edu/page.php?id=25493.

———. "Learn@UW – Grades Setup Wizard." https://kb.wisc.edu/page.php?id=7714.

———. "Learn@UW – Guidelines for Effective Online Discussions." https://kb.wisc.edu/page.php?id=39736.

———. "Learn@UW – Guidelines for Effective Online Discussions." https://kb.wisc.edu/page.php?id=39736.

———. "Learn@UW – How to Create a Discussion Forum and Topic." https://kb.wisc.edu/page.php?id=6388.

———. "Learn@UW – Quiz Grading." https://kb.wisc.edu/page.php?id=2845.

———. "Learn@UW – Quiz Time Limit Enforcement Issues." https://kb.wisc.edu/page.php?id=2559.

———. "Learn@UW – Setting up Web Conferences in Learn@UW." https://kb.wisc.edu/page.php?id=21062.

———. "Learn@UW – Using the Dropbox Document Viewer." https://kb.wisc.edu/page.php?id=24027.

———. "Learn@UW – Viewing Quiz Feedback." https://kb.wisc.edu/page.php?id=6599.

———. "Learn@UW (Madison only)- How to Give Extended Time in the Quiz Tool for Students with Disabilities." https://kb.wisc.edu/page.php?id=46435.

———. "Learn@UW (UW-Madison Only) – Adding Participants to a Course." https://kb.wisc.edu/page.php?id=4875.

———. "Learn@UW (UW-Madison Only) – Gradebook formulas not recommended." https://kb.wisc.edu/page.php?id=28895.

———. "Learn@UW (UW-Madison Only) – Master KB: Content Tool." https://kb.wisc.edu/page.php?id=47867.

———. "Learn@UW (UW-Madison Only) – Master KB: Creating and Taking Quizzes." https://kb.wisc.edu/page.php?id=46976.

———. "Learn@UW (UW-Madison Only) – Master KB: Customizing Your D2L Course Website." https://kb.wisc.edu/page.php?id=48660.

———. "Learn@UW (UW-Madison Only) – Master KB: Setting Up for the Semester for Instructors." https://kb.wisc.edu/page.php?id=44787.

———. "UW-Madison Google Apps – FAQ." https://kb.wisc.edu/page.php?id=13687.