

SEMESTER START-UP

In-Person and Remote Courses

- Each semester, an empty Brightspace course shell/site is automatically created and activated. Students are added based on information in Banner.
- You can copy all content/components from a previous course offering into your new course site and update links, edit dates, etc. - <https://blog.citl.mun.ca/technologyresources/copy-components/>
- If new to Brightspace, you can upload a course template to get you started - <https://blog.citl.mun.ca/technologyresources/course-set-up-kit/brightspace-course-setup-kit/>

Fully Online Courses

- The course site is automatically created and students enrolled. The course maintenance team at CITL populates the new course site with content from a previous offering or a master copy.
- Fully online courses follow a set weekly schedule – https://citl.mun.ca/learning/s_support/weeklycalendars.php
- Update dates and broken links in your course site before the start of semester. Course maintenance assistants are available to assist - <https://blog.citl.mun.ca/technologyresources/brightspace-how-tos/content/using-the-html-editor/>

Note: CITL hosts a number of workshops and drop-in sessions during the weeks leading up to the first week of the semester. To see full list of workshops and drop-in times, visit <https://blog.citl.mun.ca/technologyresources/workshop-consults/>

OVERVIEW OF BRIGHTSPACE

- Course site access is controlled by the start and end dates, which are automatically set based on information in Banner. You can override these dates if want to give students early access or extend access past the exam period – see <https://blog.citl.mun.ca/technologyresources/semester-start-up/activate-your-brightspace-course-site/>
- To find your course in Brightspace, use the search function under the Course Selector (waffle icon on top of the page) and then pin your course - see <https://blog.citl.mun.ca/resourcesforstudents/desire2learn/how-you-access-desire2learn/finding-your-course-in-brightspace-d2l/>
- Depending on your role in the Brightspace course (instructor, teaching assistant, or student), you will have different privileges (access to certain components and tools) - see <https://blog.citl.mun.ca/technologyresources/brightspace-how-tos/course-admin/understanding-roles-in-brightspace/>
- An instructor can add a user, e.g. teaching assistant or a student auditor, by using the course site enrollment tool in the 'My Dashboard' widget on the Brightspace homepage - see <https://blog.citl.mun.ca/technologyresources/brightspace-how-tos/course-admin/course-site-enrollment-tool-in-brightspace/>
- You can see how your students are viewing course content by changing your view to 'Student (Demo)' – see <https://blog.citl.mun.ca/technologyresources/brightspace-homepage/>
- If you would like a Brightspace course site for testing and development, contact CITL support center - <https://citl.mun.ca/support/>. You can develop your course here and then copy to your semester course site.
- To learn more about navigating the Brightspace homepage, see <https://blog.citl.mun.ca/technologyresources/brightspace-homepage/>
- For more information on moving around widgets (e.g. Announcements) on course homepage, see <https://blog.citl.mun.ca/technologyresources/introduction-to-widgets/>

UPFRONT STRATEGIES

BRIGHTSPACE TOOLS/FEATURES TO USE AT START-UP

- [Classlist](#) is a central area for managing information about who is enrolled in the course. You can also send emails to the whole class or select students from here.
- Preplan key weekly communications (reminders and summaries) and use the [Announcement tool](#) to post and release at specific dates and times.
- Link course activities and assessment descriptions and due dates to Brightspace [Calendar](#). Items will then appear in 'Important Dates' section.
- Turn on [Completion Tracking](#) so students can monitor their own progress while completing their course. You can set the completion method to 'Required Automatic' or 'Required Manually'. As students view content you add, the content page will be automatically marked as completed or students can manually mark the page as completed.
- Use the [Class Progress](#) tool to see the overall progress of a student. This includes whether students have accessed the course, viewed a topic page, participated in discussions, submitted assignments, and completed quizzes.

For Asynchronous Learning Component of Your Course

(Working at one's own pace and taking time to absorb content)

- Use [Course Resources \(Reserves\) Library service](#) to make online readings and resources available directly in your Brightspace course site - see <https://blog.citl.mun.ca/technologyresources/library/>
- Create weekly modules in Brightspace and upload content in advance.
- Pre-record audio or video components you would like students to complete on their own schedule – see <https://blog.citl.mun.ca/technologyresources/recording-lectures-class-activities/>
- Review resources in [Linney: MUN's Learning Object Repository](#) and consider using them in your course.
- Add a link to [Ask a Librarian](#) in course site for students to easily contact library for research related questions or issues with accessing readings.
- Create and embed self-assessments with automatic feedback using Brightspace tools ([Quiz](#) or [Self-Assessment](#)) or [H5P Resource Environment](#) for Memorial users.

BRIGHTSPACE TOOLS/FEATURES TO USE

- Use [Manage Files](#) tool to upload or copy a number of files at once from your computer.
- Use the Brightspace HTML editor to create and edit content topic pages, instructions for assignment folders, and discussion topics – see <https://blog.citl.mun.ca/technologyresources/brightspace-how-tos/content/using-the-html-editor/>
- Use [Video Note](#) to create recordings from a webcam and insert them directly on a content page via the [HTML Editor's "Insert Stuff"](#) option.

For Assessment & Feedback

(Submitting Assessments and Providing Feedback)

- Define activities and graded assessments clearly.
- Provide rubrics to reduce number of questions from students, save time when marking a number of assignments, and ensure consistency in grading when TAs are assigned. See [VALUE rubrics](#) for samples to evaluate oral presentations, critical and creative thinking, teamwork, and group projects.
- Keep a running list of helpful resources to include in feedback on assignments.
- Pre-record solutions to a video bank of practice problems – it is an effective way to provide feedback to large number of students.
- Create and embed self-assessments with automatic feedback using Brightspace tools ([Quiz](#) or [Self-Assessment](#)) or [H5P Resource Environment](#) for Memorial users.

BRIGHTSPACE TOOLS/FEATURES TO USE

- Use [Assignments tool](#) to retrieve and track assignment submissions. Assignments are date-stamped when submitted.
- Save time grading using the [feedback options within the Assignments tool](#). You can annotate the submission file, type feedback in a text box, attach additional files, or record audio or video feedback. Also, save drafts as you grade and publish after all students' assignments are graded.
- Use [rubrics tool](#) to create a rubric and tie it to a graded assignment or even a discussion topic. Any edits are automatically saved and rubrics can be copied and used in multiple course sites.
- Create a gradebook for all items you are evaluating using the [Grades tool](#). Associate the grade item with any quiz, discussion activity, or assignments folder, so grades are automatically entered into the grade book and a final grade calculated for each student. **Note: Hide the final exam or final assessment grade item in the grade book, as final grades are officially released by the Registrar's Office.**
- [Manually add all questions](#) to the [Question library](#) so you can organize them by type, topic, difficulty level, etc., to create [quizzes](#), [surveys](#) and [self-assessments](#).

For Synchronous Learning Component of Your Course

(Live, real-time)

- Refer to learning outcomes and assessments to determine number of sessions needed. Maybe office hours are sufficient during weeks when students are completing independent work.
- Meet synchronously when an assessment component relies heavily on interactivity to understand complex concepts. Incorporate team building and problem-solving strategies.
- Ask TAs or a student in the class to host a review session. For larger classes, divide students into groups and host smaller group sessions.
- Ask students to submit questions/comments to help you plan.
- Invite a guest speaker.

BRIGHTSPACE TOOLS/FEATURES TO USE

Using [Online Rooms](#)

Getting Started with [Webex](#)

CITL SUPPORT

- **CITL's Support Centre** - Technical support for your course site is available 7 days a week at <https://citl.mun.ca/support/>
- **Teaching and Learning Exchange (TLX)** – Drop-in and virtual consultations available in ED-1001 or through tlx@mun.ca (see <https://citl.mun.ca/TeachingSupport/TLX.php> for more information)
- **Learning Technology Coaches** available to assist you (<https://citl.mun.ca/technologies/technologycoaches.php>)
- **Instructor Series** – Each semester CITL hosts sessions on a wide variety of topics related to effective teaching and learning. Hands-on Brightspace workshops are also offered throughout the academic year. For listings go to: <https://blog.citl.mun.ca/technologyresources/workshop-consults/>
- **Online resources**, such as Brightspace How-to Guides and Video Tutorials available at: <https://blog.citl.mun.ca/technologyresources/brightspace-how-tos/>