



Charles Sturt
University

Create

Crafting Learning Materials and
Assessment Structures In Brightspace

Fresh Start Subject Builders

Nov 8, 2023

Good morning and welcome to
our drop-in session!

Please take a moment to **note
your attendance** here:

[Attendance form](#)



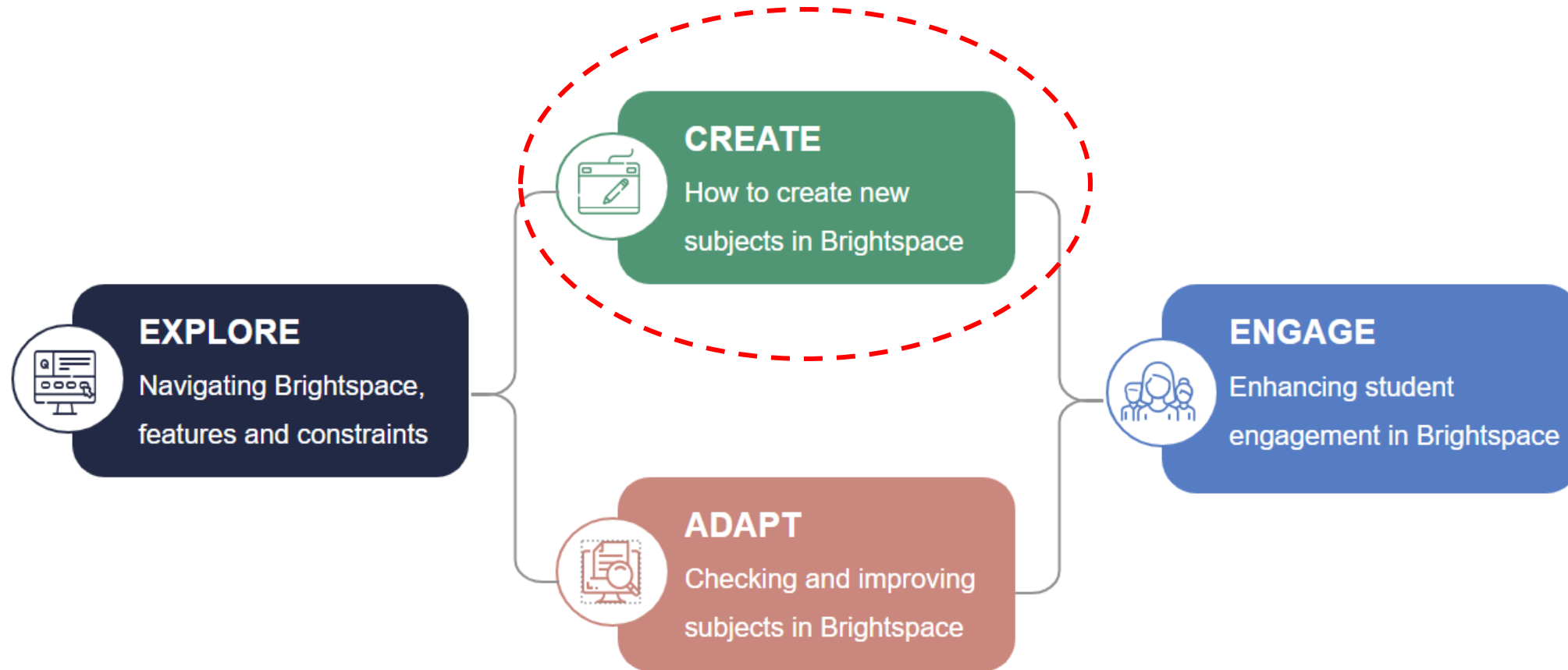


Acknowledgement of Country

I would like to acknowledge the Wiradjuri, Ngunawal, Gundungarra and Biripai peoples of Australia, who are the traditional owners and custodians of the lands on which Charles Sturt's campuses are located, and pay respect to their Elders both past and present.



LMS Training Progression

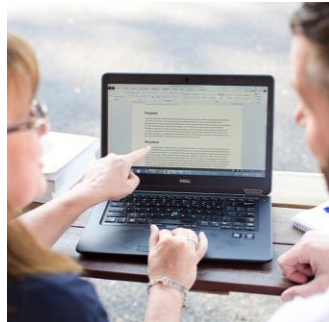


LMS Design Principles



01

Subject sites are **welcoming**



02

Subject sites are **clearly, consistently and logically organised**



03

Subject site design is **accessible and inclusive**



04

Subject sites **foster communication and collaboration**



05

Subject sites **allow students and staff to access appropriate data**

<https://www.csu.edu.au/division/learning-teaching/strategic-projects/lms-transition/lms-design-principles>

Create Training: Learning Outcomes

Learners will:

- Learn how to utilise the Brightspace LMS to manage learning materials (content) organisation and associated tools.
- Learn how to create and adjust learning materials in the master subject site, using the Brightspace editing toolkit (WYSIWYG).
- Consider their subjects intended 'sequence of learning', to inform the emerging structure of their learning materials in Brightspace
- Learn how to create Assessment 'shells' & task rubrics in their Brightspace Master subject sites (preparing for subsequent provision of session subject sites).



Training Agenda

1. Context

Familiarisation with the Brightspace interface

Understanding structural differences (old vs new)

2. Create

Establishing your learning material structure

Adjusting / tweaking your content

3. Prepare

Creating your Assessment and Discussion structures

Understanding the role of the upcoming 'Engage' training



Context

Getting comfortable with the Brightspace interface



Create: Terminology

Single sign on (SSO)

'Waffle', course selector

Insert Stuff button

Brightspace / Personal home page

Instructor / Learner view

Assessment Shell

Subject home page

Hamburger menu

Category (cohort)

Master subject site

Units (modules)

Learning Sequence

Session subject site

Lessons (sub-modules)

Widgets

HTML document

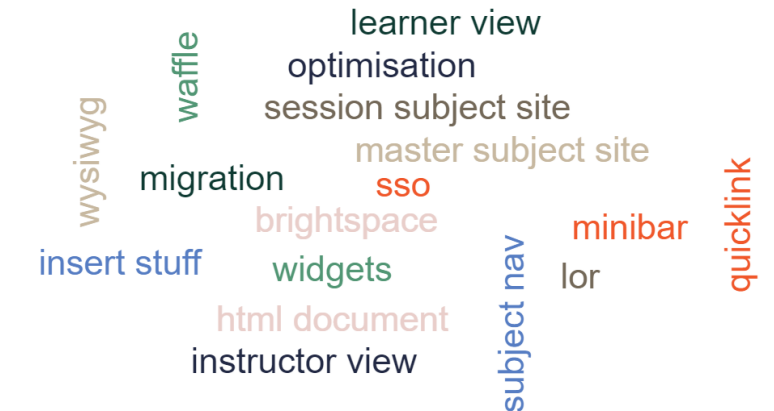
Subject migration | optimisation

'WYSIWYG' (content editor)

Navigation bar (nav)

Learning Object Repository (LOR)

Minibar



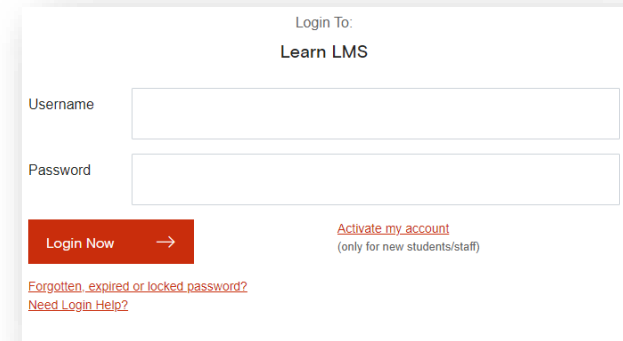
Menti Word Cloud 'what are we missing?' ([voting link](#))

Results ([word cloud link](#))

Navigation: getting around Brightspace

Access

- SSO - Single sign on (CSU credentials) via <https://learn.csu.edu.au>



Login To:
Learn LMS

Username

Password

[Login Now](#) → [Activate my account](#)
(only for new students/staff)

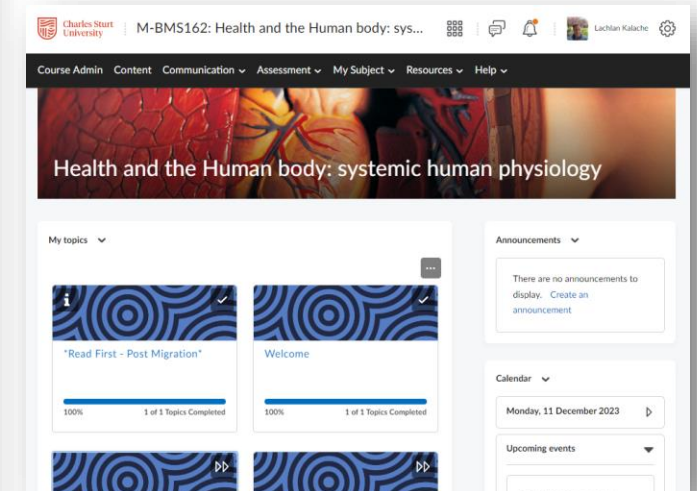
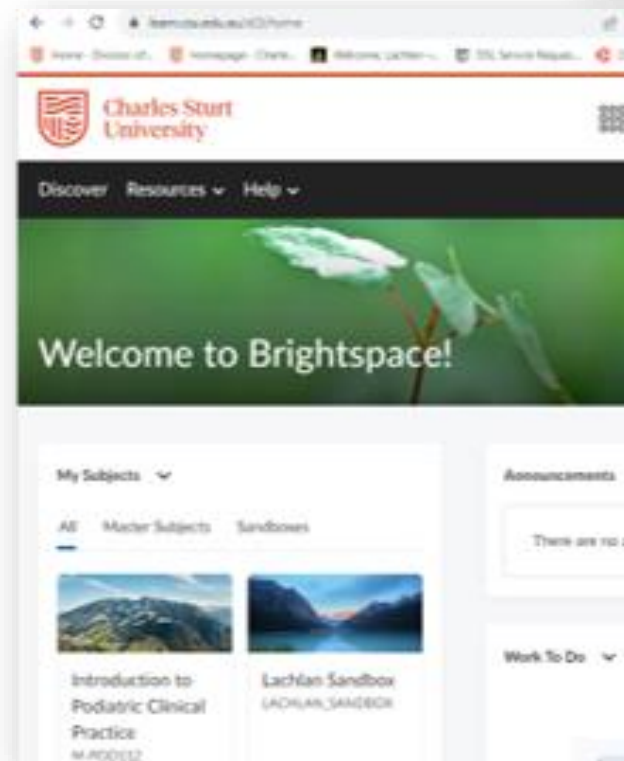
[Forgotten, expired or locked password?](#)
[Need Login Help?](#)

Roles & Permissions

- Instructor (Master subject site, Sandbox*)
- Learner view (toggle via minibar)

Dashboards & Navigation

- Brightspace 'home'
- Subject 'home'
- Home page(s) Widgets



Recap: D2L Online Community

(aka 'someone has probably already asked')

<https://community.d2l.com/brightspace/>

- Self-paced guided training resources
- Discussion / support forums
- Communities of practice
- Product updates
- Feature requests
- Free courses
- Teaching tools

The screenshot shows the Brightspace Community website homepage. At the top, there is a navigation bar with the logo 'D2L BRIGHTSPACE COMMUNITY' and links for 'Documentation', 'Release Information', 'Discussions', 'Events', and 'Resources'. A language dropdown is set to 'English (en)' and a 'Sign In/Register' button is visible. Below the navigation is a large banner image of people in a classroom setting. The main heading is 'Brightspace Community'. A search bar is present with filters for 'Higher Ed/Postsecondary', 'K-12', and 'Corporate'. Below the search bar is a section titled 'Select Your Place of Teaching and Learning' with three columns: 'HIGHER ED' (649 DISCUSSIONS), 'K-12' (132 DISCUSSIONS), and 'CORPORATE' (73 DISCUSSIONS). Each column has a brief description and a 'SIGN IN/REGISTER' button. To the right of these columns is a 'Join our Brightspace Community' box with a 'TAKE A COMMUNITY TOUR' button. At the bottom, there is a 'New in Community' section and a 'Quick Links' sidebar with links to 'Community Groups', 'Recent Discussions', 'Unanswered', and 'Learning Center'.

Context

Understanding structural differences (Interact2 vs Brightspace)



Explanation: Master Subject Site vs Session Subject Site



'Preparation'

'Delivery'

Master site

Master subject site is the **source of truth for your subject** content in the LMS

- Persistent site to curate content
- Limited access – Subject Convener+, no students
- All content is visible
- All assessments for all cohorts
- No gradebook
- No engagement reporting



Subject sites

Subject sites are the **working copies of a subject** for use in a single session

- Content specific to student cohort and session e.g., 2024 60 WD
- Broader access – Teaching academic staff, tutors, students
- Only content offering content visible
- Only relevant assessments visible
- Gradebook
- Engagement reporting

Context: subject migration | 'optimisation' process

(ADAPT)

Blackboard subject site

Represents years of various forms of content, servicing a wide variety of purposes (beyond 'Learning Materials'), all condensed into a single 'output' type: Interact2 Content Items / Areas.



Optimisation process

The optimisation process refers to the work carried out by the LMS Migration Team, whereby they:

- extract all those learning objects from the old subject site and
- reprovision them in a new Brightspace Master subject site (MSS).

This is a **collaborative process**, with the 'finessing' of the fit-for-purpose subject requiring both subject matter and pedagogical expertise.



This migration process can include (but is not limited to):

- (re)establishing folder and content item structure (incl. titles & basic style elements)
- (re)embedding interactive and multimedia learning objects
- removal of redundant theme elements (e.g., icons)
- removal of links / references to blackboard subject site areas / elements

(CREATE)



Creating your new Brightspace Master Subject site

Learning Materials (new) vs Content Areas (i2)

Some content areas previously used in Blackboard will not be appropriate for the 'Content' (Learning Materials) section of your master subject site.

Example: Old Blackboard 'Assessment' (folders & content items)

content item information → will need to be reprovisioned via:

- a) Subject Outline, then
- b) Included within the Assessment tool item description / attachments.

Refer to the [Migration - Equivalence table](#) for further detail



Old → New: migration items unpacked

i2 Site Template (nav content areas)	Migrating	L&T Activity / Content Type	Brightspace Equivalence	Notes Action Required
Welcome / 'Home'	Yes	Content (core learning materials)	Content (subject nav)	Content area potentially need
Getting Started	No*	Subject Support Resources (general)	N/A	Relates to I2 information, how to be captured within the new
Subject Outline	No	Subject Support Resources (specific)	Subject Outline (subject nav - SOT LTI)	

Instructions:

Download the full migration & equivalence table - [Equivalence doc](#)

Note. Amber items may require further scrutiny

Bare Bones

Establishing your learning material structure



Learning Material Structure

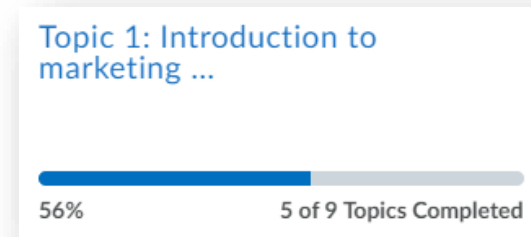
Deliberate. Consistent. Concise.

Content structure within Brightspace is directly informed by the learner experience (view) and use of the module / sub-module progress indicators built into the interface.

It is highly recommended that you utilise (no more than) two 'layers' of content:

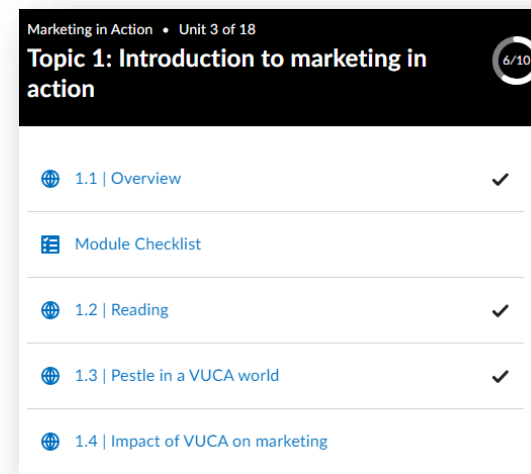
- Top level folder ('unit', 'module', 'topic', 'week' etc.)
- 1 layer of subfolders ('submodule', 'subtopics', 'lessons' etc.)
- Learning objects (content items) sequentially organised within these folders
- Consider topic and item numbering to assist navigation (e.g. Topic 1 would consist of item names 1.1, 1.2, 1.3 etc.)

Note: switching between Instructor & Learner views will be essential



Topic 1: Introduction to marketing ...

56% 5 of 9 Topics Completed

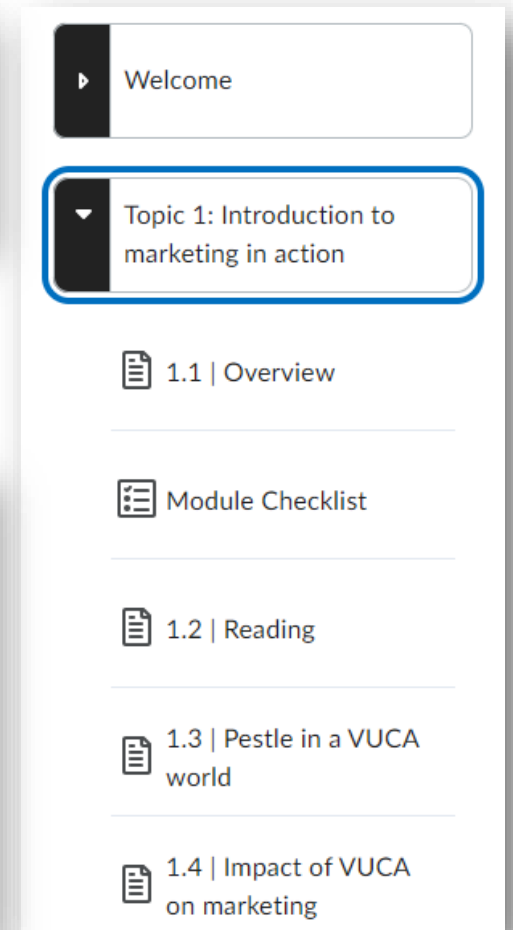


Marketing in Action • Unit 3 of 18

Topic 1: Introduction to marketing in action 6/10

- 1.1 | Overview ✓
- Module Checklist
- 1.2 | Reading ✓
- 1.3 | Pestle in a VUCA world ✓
- 1.4 | Impact of VUCA on marketing

Learner view



Welcome

Topic 1: Introduction to marketing in action

- 1.1 | Overview
- Module Checklist
- 1.2 | Reading
- 1.3 | Pestle in a VUCA world
- 1.4 | Impact of VUCA on marketing

Instructor view

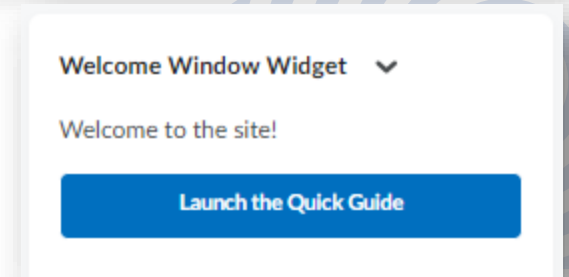
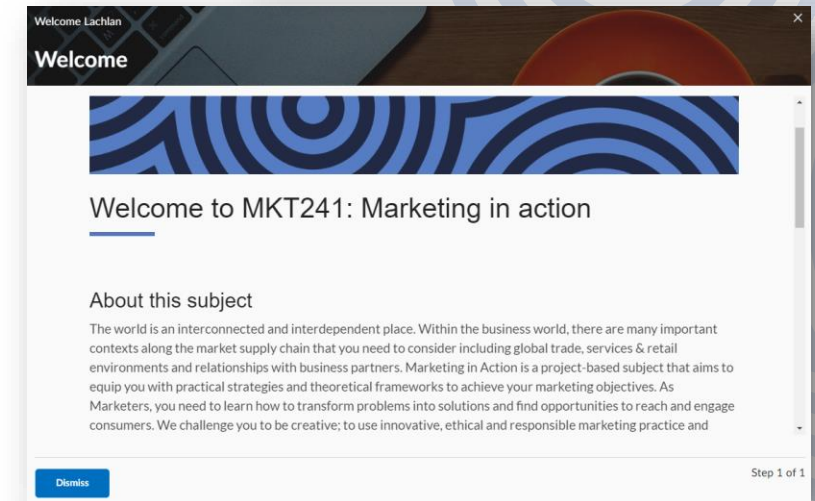
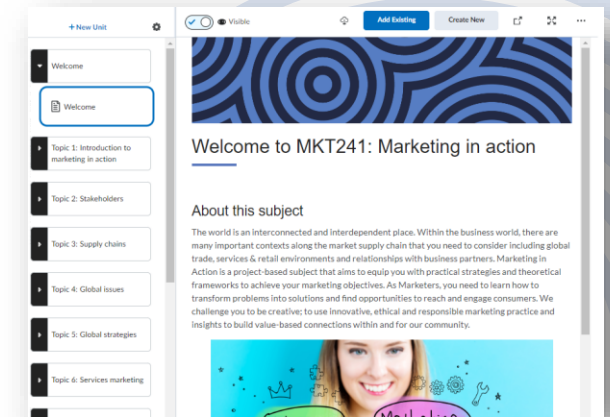
Subject 'Welcome' (content area & widget)

As the first content module / folder in every subject in Brightspace, the Welcome folder will contain content migrated from your old i2 landing page (or separate 'Home' entry). This content will pop up automatically for first time users accessing the subject, via the subject home page 'Welcome Widget'.

The Welcome provides an opportunity for you to:

- provide an introduction to the subject
- establish Teacher Presence, build community within the cohort and add friendly rapport within the learning materials
- provide an orientation to the subject – unpacking 'expectations' around both subject delivery (teacher) and engagement (students)
- identify the people involved in delivering the subject, contact information, communication protocols etc.

Note. The 'Welcome' folder is NOT a replacement for detail captured in: Subject Outline, Contacts widget*, Announcements, Discussions etc.



Subject Learning Materials: considerations

Broad Strokes:

- (up to) 14 weeks of folders and learning objects within ('units', 'modules', 'week', 'topic', 'lesson' etc.)
- Consistent structure organising the content and learning activity for each week
- Nomenclature / numbering conventions?
- Avoiding the 'scroll of doom' → chunking of content (with learner view front of mind)
- Connection to 'Readings & Resources' (Leganto LTI)
- Embedded content is appropriately contextualised
- Tutorial connection: pre / post learning activity?
- Consolidation / application of learning (interactives?)
- Weekly learning activity self-check (checklist?)

The screenshot shows a navigation menu on the right with six topics: Welcome, Topic 1: Introduction to marketing in action, Topic 2: Stakeholders, Topic 3: Supply chains, Topic 4: Global issues, Topic 5: Global strategies, and Topic 6: Services marketing. The 'Topic 1: Introduction to marketing in action' item is highlighted with a blue border. Below it, a detailed view of Topic 1 is shown, also with a blue border. This view includes a dropdown arrow, a document icon, and the following items: 1.1 | Overview, Module Checklist, 1.2 | Reading, 1.3 | Pestle in a VUCA world, 1.4 | Impact of VUCA on marketing, 1.4 | Marketing strategy mix, and Activity 1.

The screenshot shows a vertical list of six topics, each with a right-pointing arrow icon: Welcome, Topic 1: Introduction to marketing in action, Topic 2: Stakeholders, Topic 3: Supply chains, Topic 4: Global issues, and Topic 5: Global strategies. The 'Topic 2: Stakeholders' item is highlighted with a blue border.

Sequence of Learning: possibilities?

If you're looking for some suggestions around potential inclusions in your structure:

- Key concepts / terminology / glossary?
- 'Overview' → Expectations clarified – students AND teachers
- 'Relatedness' → connection to particular assessment task / elements articulated within the content?
- 'Week of Learning | Week of Teaching' reflection

(e.g., Announcement → Readings → Content → Activity → Discussion → Tutorial)

- Separation of 'new' knowledge and 'application' of knowledge?
- Connection to previous / future learning?
- Focus questions in the Learning Materials → Discussions structure



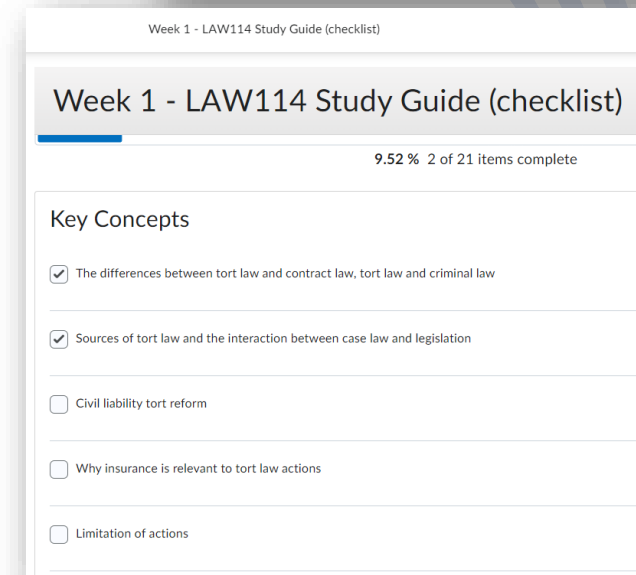
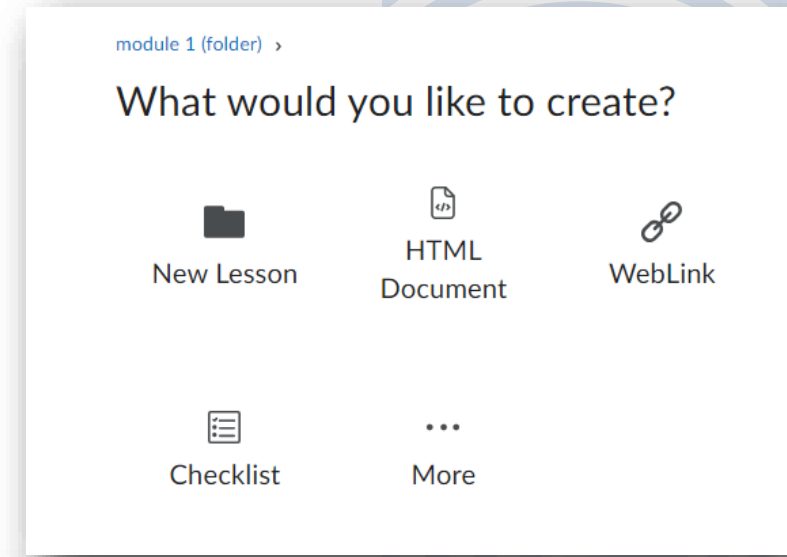
Brightspace Checklist tool

Your existing learning material structure may benefit from checklists to help consolidate learning.

To create a new checklist:

- Instructor view – locate module / sub-folder
- 'Add new' - Checklist
- Populate name (visible to students in your content tool)
- Populate description (instructions?)
- Define categories (subheadings), if desired
- Populate checklist items
- Determine release conditions, if desired

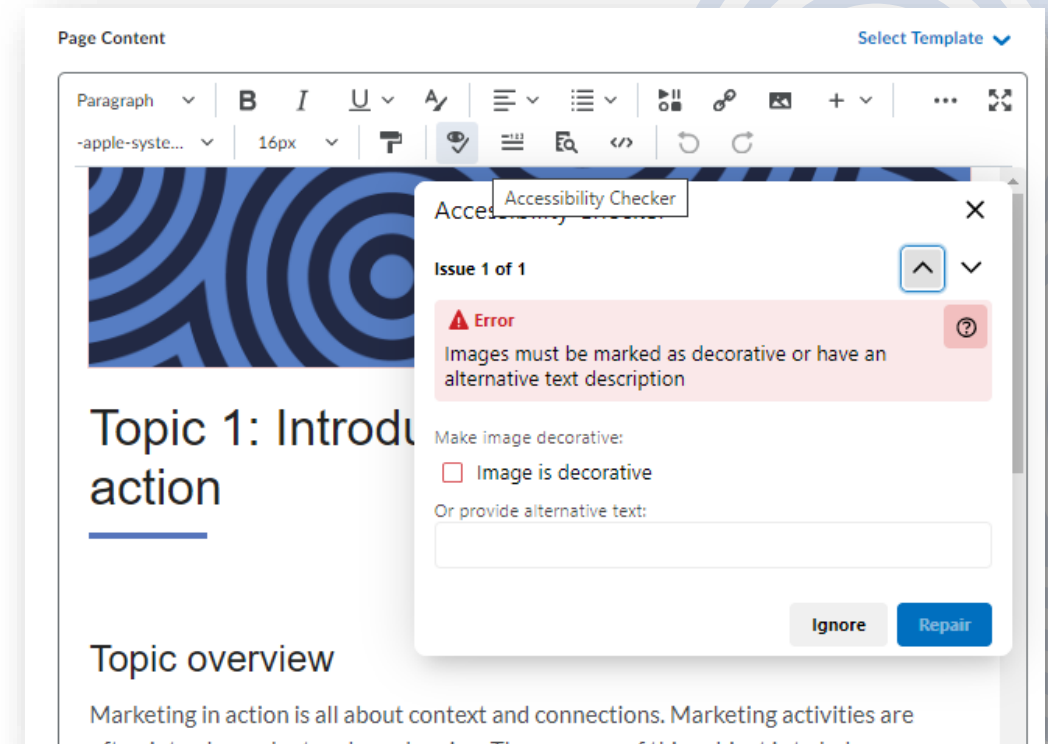
Note. Remember the 'visibility' toggle - check in the Learner view



Brightspace Accessibility Checker (content)

Available anywhere the editor (WYSIWYG) is:

- Conforms to WCAG and Section 508 accessibility standards
- Content, Widgets, Quizzes, Assignments, Discussions etc.
- 'Repair' / 'Ignore'
- Available to students also (where they have edit rights)



Content Accessibility: ALLY

ALLY (LTI) will be enabled for instructor use in Brightspace

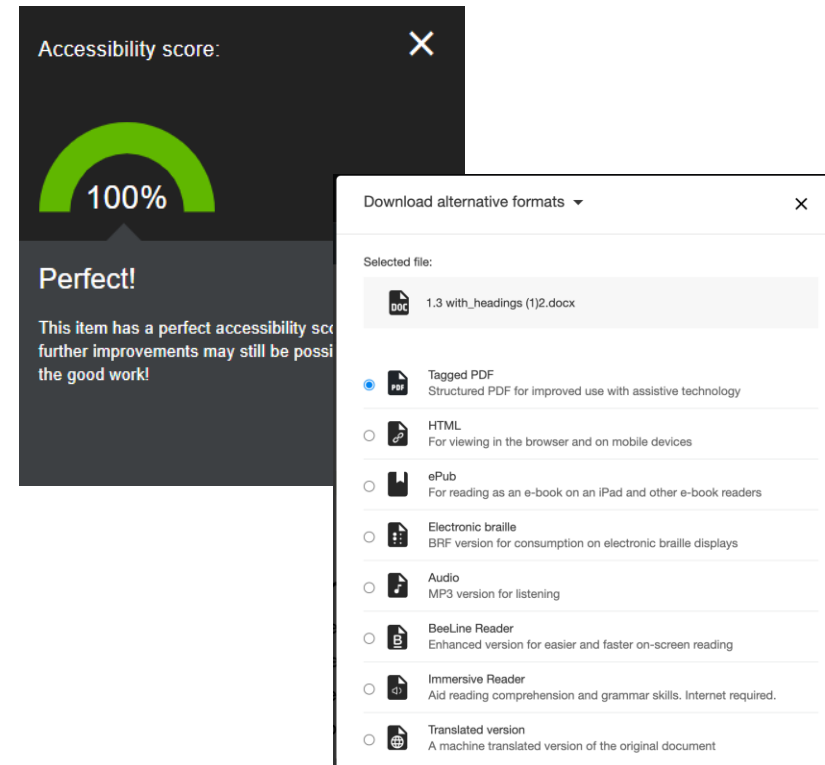
- Alternative formats (students & staff)
- Subject Accessibility report
- Item Accessibility checker within the Instructor view

 Needs help!

 A little better

 Almost there

 Perfect!



The screenshot displays the Ally accessibility checker interface. At the top, it shows an "Accessibility score:" of 100% with a green gauge icon. Below this, it states "Perfect!" and "This item has a perfect accessibility score. Further improvements may still be possible. Great work!". To the right, a "Download alternative formats" dropdown menu is open, showing a list of alternative formats for the selected file "1.3 with_headings (1)2.docx". The formats include: Tagged PDF (Structured PDF for improved use with assistive technology), HTML (For viewing in the browser and on mobile devices), ePub (For reading as an e-book on an iPad and other e-book readers), Electronic braille (BRF version for consumption on electronic braille displays), Audio (MP3 version for listening), BeeLine Reader (Enhanced version for easier and faster on-screen reading), Immersive Reader (Aid reading comprehension and grammar skills. Internet required.), and Translated version (A machine translated version of the original document).



Templates | Exporting & Importing

Using the templates within the WYSIWYG (editor)

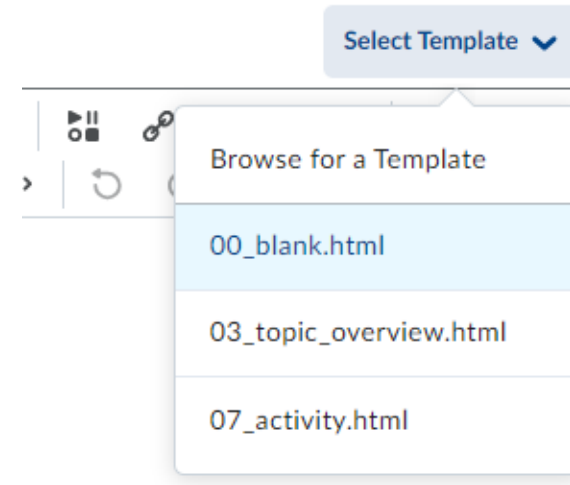
Workflow for all content development using templates:

- 1) Create New → HTML Document
- 2) Choose 'Select Template' (right – blue) → template type
- 3) Then copy and paste your old content in → templating style will then be applied

Limit export / import from Blackboard into Brightspace to:

- Quizzes (instances, pools and individual questions)
- Discussion forum structure (if required)

Note. Threads / individual student responses are NOT carried across

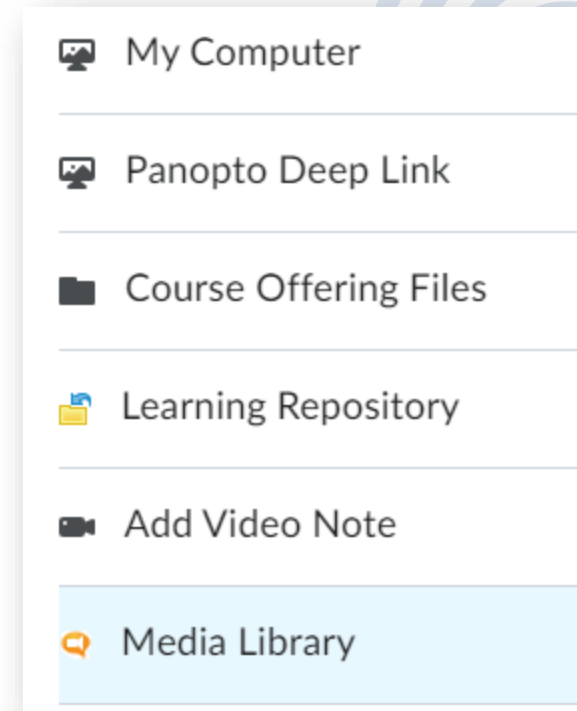


Content Storage: options in Brightspace

Explanation:

- Manage Files
(Course Admin → Manage Files: subject level files incl. migrated content)
- Attaching Files
(uploaded to individual content / tasks → added to subject content)
- Learning Object Repository (LOR) → learning objects to be shared across other subjects
- Media Library (AV objects) → audio and video captured within Brightspace
- DOMS (<https://doms.csu.edu.au> - images and ppt. protected by copyright)

Note. It may be a good idea to spend some time 'cleaning up' your folder structure in Manage Files – implications for embedded objects



Embedded Video Content

3 methods for adding video content to learning materials:

i) Panopto Video (pre-made instructional video content)

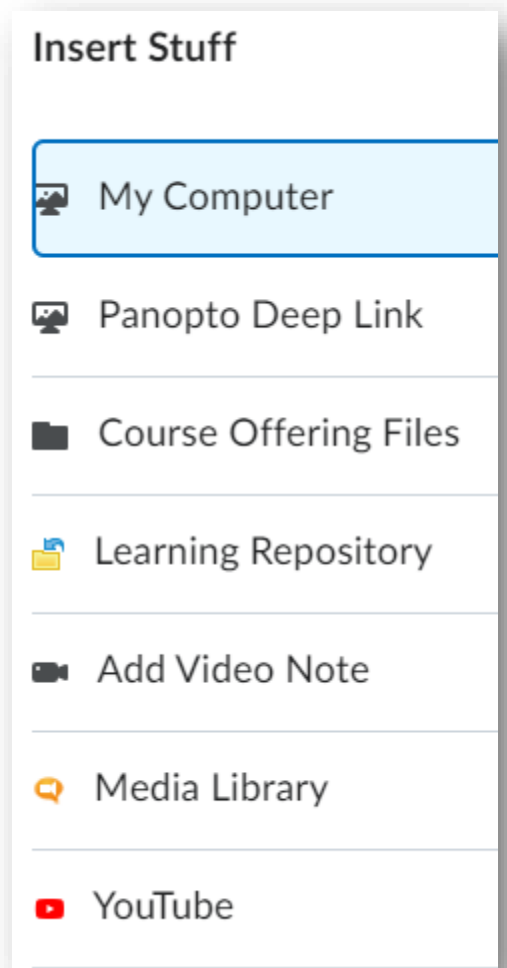
- migration: provisioned via the LMS project team
- embedded via the 'Insert Stuff' option in the editor (WYSIWYG)
- videos housed within a Panopto 'master folder'

ii) YouTube Video

- use embed code (obtained from YouTube), switch to code view, paste
- 'Insert Stuff' YouTube tool (tbc)

iii) Brightspace Recorded Video (ad hoc)

- Available via 'Insert Stuff' → Video Note (webcam) OR the Media Library (pre-made)



Interactives (Externals - Padlet, H5P, Menti)

Explanation

3rd party external engagement tools (e.g. Padlet, H5P & Mentimeter) copy / paste the embed code within the editor → code view. (no change to the Blackboard process)

Demonstration | Modeling

Adapt Considerations

- Centering
- Master subject site vs session subject site (resetting / archiving of student responses)



Create

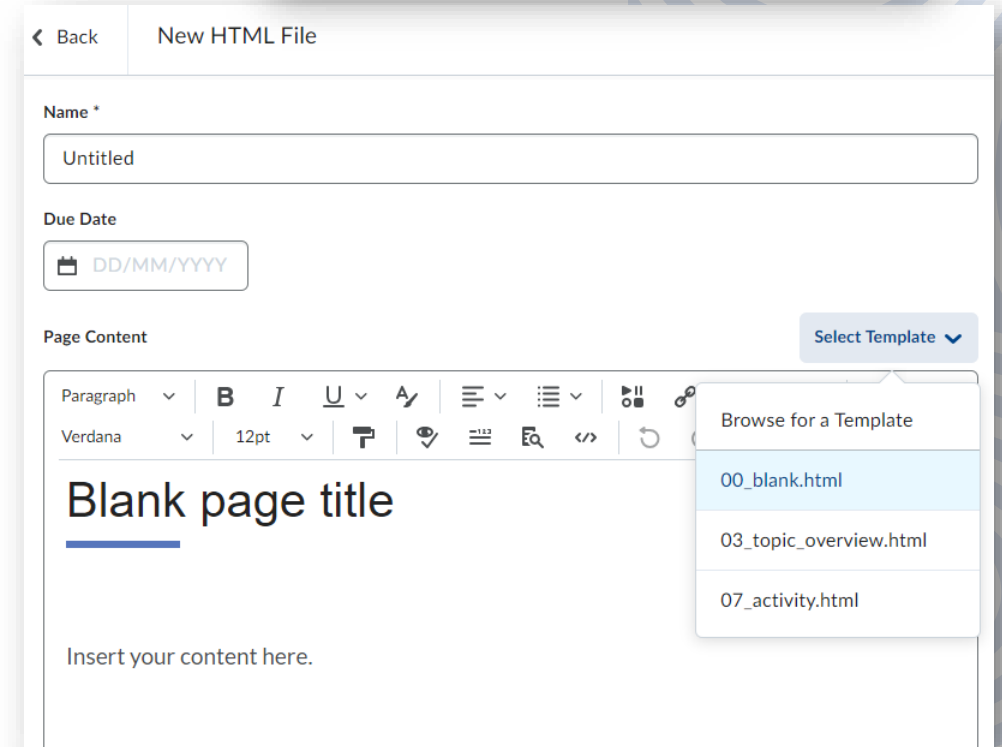
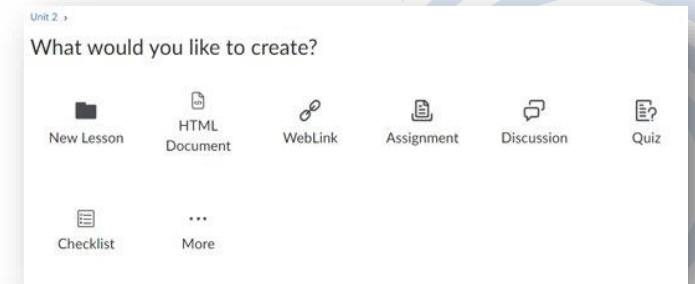
Adjusting / tweaking your learning materials



Working with HTML Files (new or existing content 'pages')

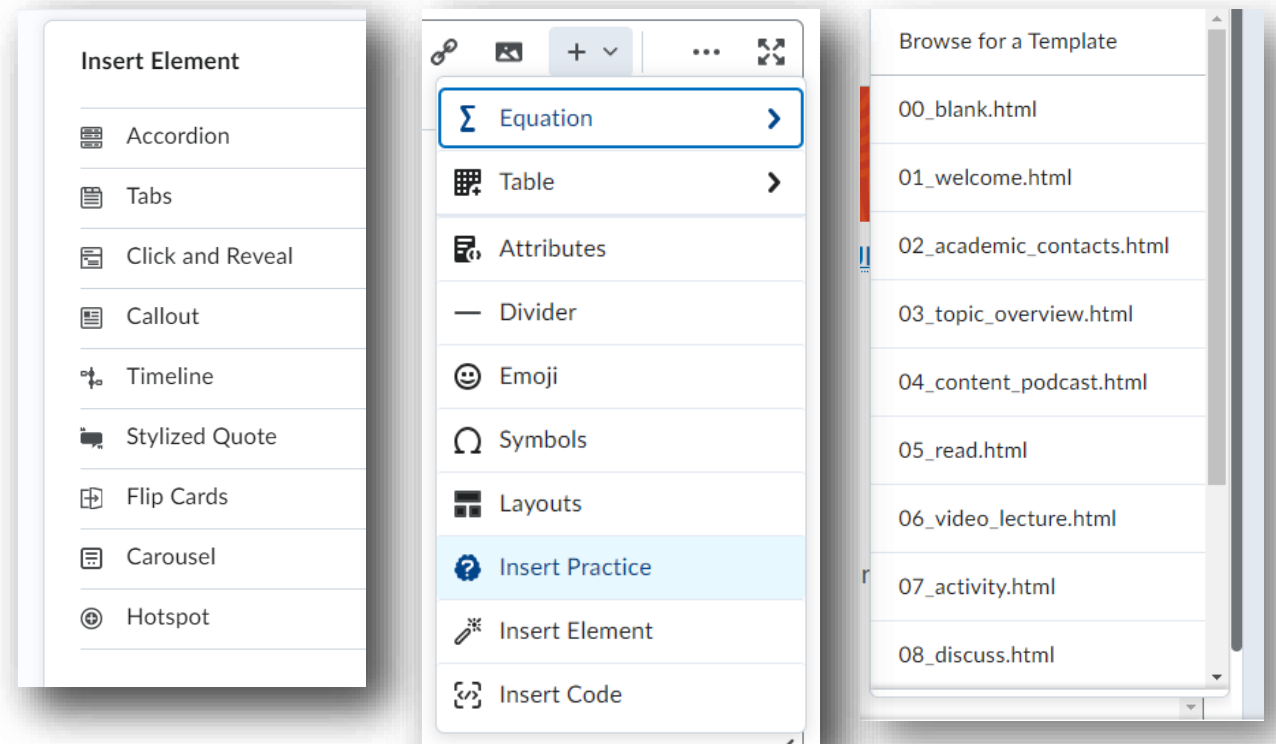
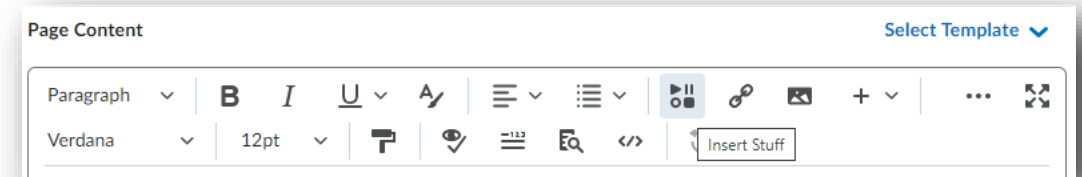
General 'rules of thumb':

- Consistent look and feel, avoid different fonts / styles to those already being used or available within content templates
- Check it all - 'broken' content from I2 (e.g. hyperlinks) will still be broken
- Content can display differently to the instructor / student (particularly external, embedded objects) - always check in 'Learner view'

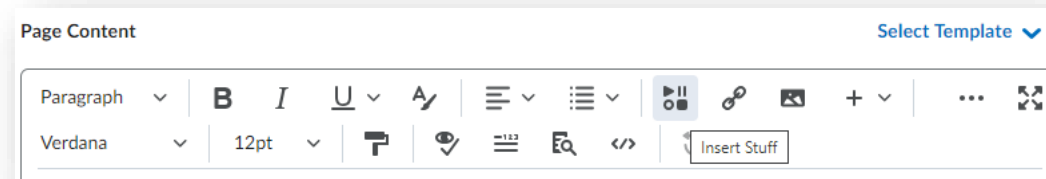


Brightspace Editor (WYSIWYG)

- Powerful suite of content creation tools
- Available anywhere content is required
- Content templates
- 'Elements'
- 'Practices'
- Adding / embedding external media

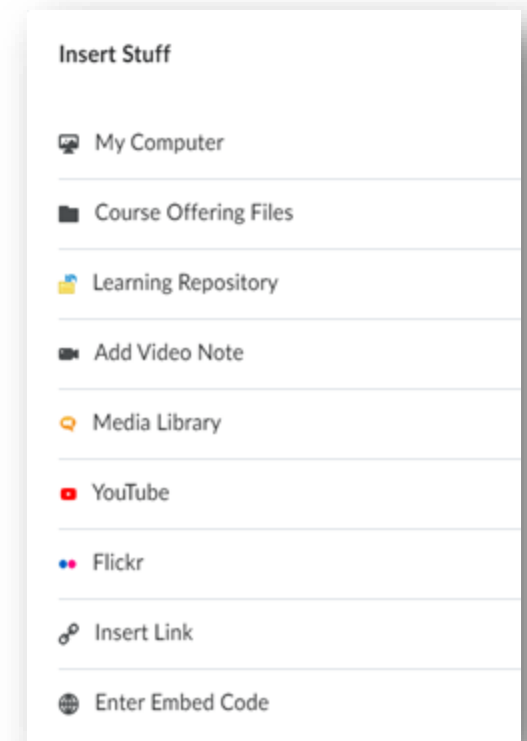


Adding External Content: 'Insert Stuff'



- Available anywhere the editor is (note. folder description areas have a limited amount of display area)
- Different content / tool types will display differently (attaching vs embedding etc.)
- As tool setup is finalised, new items will be made available & comms issued.

Note. 'Add Existing' is a better option for embedding local documents (as opposed to insert stuff, which results in an-text link).



Brightspace Survey tool



Open survey in a new web browser tab.

Open Survey

Surveys are available as add-able content items

(Create New → 'More' → Surveys)

- They can be anonymised (cannot be undone)
- Utilise quiz question types from the question pool (new ones can be added)
- Highly customisable
- Potential for easy pre- / post-learning activity, embedded within the learning activity

Point of Interest Evaluation: Communicate Pre Survey

This survey is anonymous. Your name is not linked to your responses.

Question 1

I am confident in my ability to communicate with learners using:

#	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
1	Activity Feed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Announcements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Submit Survey

Save Responses

Understanding Sections: preparation

Explanation

Individual cohort 'sections' (BD, WI, PTI etc.) will be automatically created in the Session subject sites. This provides the instructor with a pre-established method of releasing both Content, Communication and Assessment types to particular cohorts.

CREATE considerations

- Identify which elements of your subject will require a 'section' each session
- Duplicate and label items which will require discreet provisioning



Prepare

Creating assessment and discussion structure



Assessment structure within Brightspace

Explanation (Adapt context):

A) Preparation of the assessment 'shell' occurs in the Master Subject site:

- Includes the task title, instructions, submission requirements and evaluation settings

B) Delivery | Provision | Deployment of assessment occurs in the Session Subject site:

- Includes submission points, grading, feedback, moderation and related administration
- Requires a connection be made between the assessment shells and the auto-generated gradebook columns for each assessment task (cohorts organised via the Sections tool)

Assessment Creation: Categories (cohorts)

Explanation

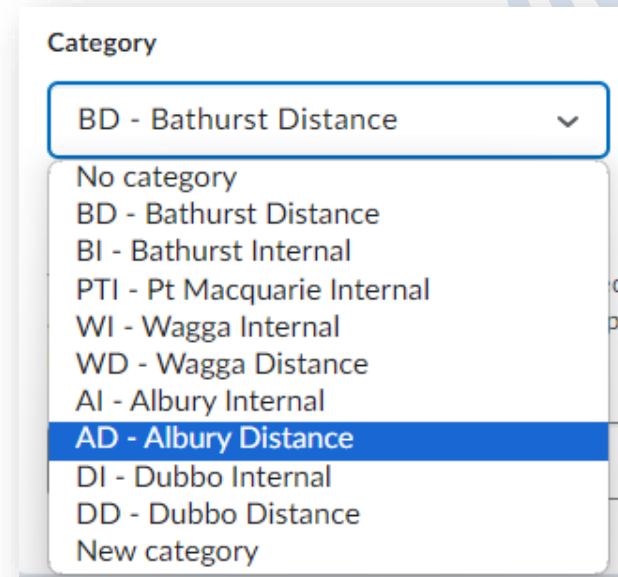
Use of categories in the Master Subject site allows the instructor to easily and clearly identify assessment tasks by intended cohort. This 'clustering' will make locating and grading of assessments easier in multi-cohort subjects.

Assignments: add a category

- Under the Assessments nav item → select 'Assignments'
- On the assignments page, select 'Edit Categories'
- Click either 'Add Category' (new) or select existing to modify
- Populate the required categories (cohorts) for the subject

Quizzes: add a category (same process)

- Under the Assessments nav item → select 'Quizzes'
- Select the 'Edit Categories' option



Assessment Creation within Brightspace

Demonstration | Modelling:

- Assignments
- Quizzes
- Discussions*



Assessment: preparing an assignment shell (cont.)

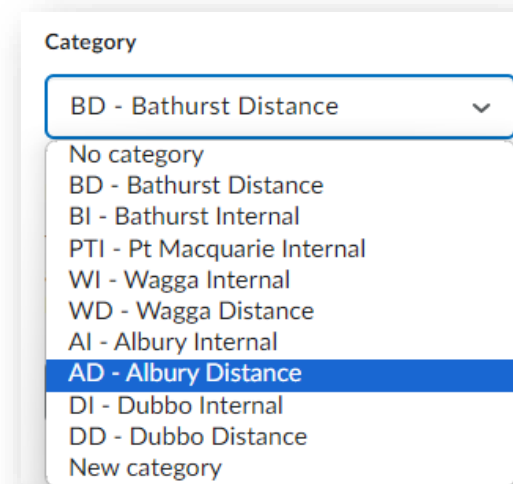
Leave 'Availability Dates' section (this will be defined at the session subject site level, if required)

Submission & Completion detail:

1. Select 'Category' (multi-cohort) to identify desired cohort for this assessment shell
2. Configure 'Submission Type' (in most instances this will be 'File Submission')
3. Customise submission requirements (multiple files? particular file types?)

Notes:

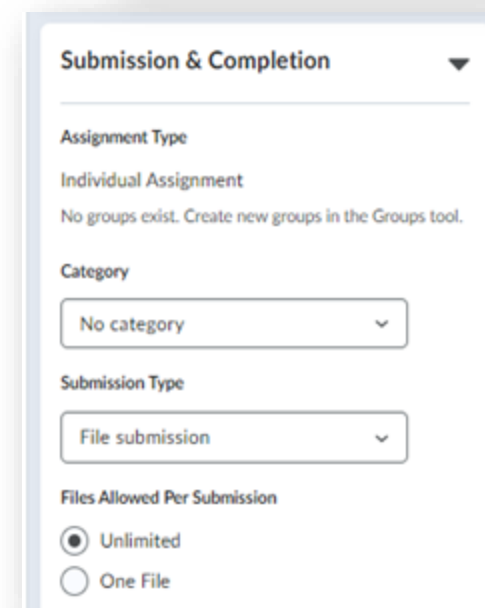
- 'Submissions' - all submissions are kept (default)
- 'Notifications Email' is to be left blank in the master subject site
- If multiple files are required, this needs to be explicitly stated in the task instructions



Category

BD - Bathurst Distance

No category
BD - Bathurst Distance
BI - Bathurst Internal
PTI - Pt Macquarie Internal
WI - Wagga Internal
WD - Wagga Distance
AI - Albury Internal
AD - Albury Distance
DI - Dubbo Internal
DD - Dubbo Distance
New category



Submission & Completion

Assignment Type

Individual Assignment

No groups exist. Create new groups in the Groups tool.

Category

No category

Submission Type

File submission

Files Allowed Per Submission

Unlimited

One File

Assessment: preparing your quiz (master)

- Accessed via the nav, either 'Assessment' → 'Quizzes', 'Course Admin' or via 'Content'* (add new / existing)
- Terminology: Quiz, Pools, Question Library, Category

CREATE Considerations:

- Content focus – any migrated question pools will need to be carefully checked in their new form – the 'preview' function can assist
- Explicit labelling is critical
- Utilise categories to help sort / filter / locate quiz content in future
- Culling of redundant quiz instances (not questions / pools) is highly recommended

Note. Quiz statistics are also available through 'Manage Quizzes'

Back to Manage Quizzes | New Quiz

Name *
Sample Quiz 1

Grade Out Of: 0 points | Not in Grade Book | Due Date: DD/MM/YYYY

Description: First crack at using the Quiz tool

Availability Dates & Conditions: Always available

Timing & Display: No time limit

Attempts & Completion: 1 attempt allowed

Evaluation & Feedback: Auto-publish results, 1 result display

Questions: Add Existing | Create New | Preview

Ready to begin adding quiz content?
Click Add Existing or Create New to get started

Back to Manage Quizzes | 2023 Assessed quiz 3 - Blood vessels

Name *
2023 Assessed quiz 3 - Blood vessels

Grade Out Of: 10 points | Not in Grade Book | Due Date: DD/MM/YYYY

Description:

Availability Dates & Conditions:

Timing & Display:

Attempts & Completion:

Evaluation & Feedback:

Questions: Add Existing | Create New | Preview

Total Points 10

Select All | Add | Move To | More Actions

<input type="checkbox"/>	1 - 6	Random Section #_10434547_1 Question Pool • Selecting 6 questions from 61, worth 1 point each	6 points
<input type="checkbox"/>	7 - 7	Random Section #_10434548_1 Question Pool • Selecting 1 question from 4, worth 1 point each	1 point
<input type="checkbox"/>	8 - 8	Random Section #_10434549_1 Question Pool • Selecting 1 question from 6, worth 1 point each	1 point

Assessment: rubrics

Explanation:

The rubric tool within the Brightspace assessment toolset provides flexibility with criterion-based grading, along with potential for criterion-level feedback and scoring (quantitative).

- Access via individual assessment items OR Course Admin >> Assessment
- 'Analytic' rubrics allow for multiple criterion (holistic = single criterion)
- Scoring (quantitative rubric) can be toggled, single value or 'custom'
- Highly customisable – scales, labels, descriptors, weighting, 'clusters' (grouping of criterion)
- Visibility of the rubric can be toggled / made conditional (e.g. w/ publishing / grade release)

...	High Distinc...	Distinction (...)	Credit (65-7...	Pass (50-64%)	Fail (<50%)	
Criterion 1 Plan, draft & complete essay; identify key argument strategies	Original and insightful addressing of the essay question, paying attention to instruction,	Addresses the essay question, paying attention to instruction, content and limiting	Addresses the essay question, paying attention to instruction, content and limiting	Addresses the essay question. Essay tends to be descriptive rather than analytical.	Over or under word count. Fails to answer the essay question. Misinterprets essay	

Criteria

Criterion 1 Plan, draft & complete essay; identify key argument strategies

Distinction (75-84%)

Addresses the essay question, paying attention to instruction, content and limiting words. Thesis statement and content reflect accurate question analysis. Develops a case using sound logic with presence of authorial voice.

[Add Feedback](#)

Criterion 2 Understand & apply basic rules of grammar & punctuation; recognise & use plain English.

Prepare

Understanding the role of the upcoming *Engage* training



Engage Training: moving into B.A.U

Explanation

The ADAPT and CREATE training workshops are centrally concerned with the Master subject site and ensuring that your content, communication and assessment objects (migrated or otherwise) are ready for students. ENGAGE refocuses the training on the Session subject site, providing the necessary detail for session-specific delivery and using the Brightspace toolset to enhance Learning and Teaching.

Engage Elements (sample):

- Assessment workflows - grading, feedback, moderation etc.
- Using integrations to facilitate delivery (Zoom, Panopto, Leganto etc.)
- Engaging students via the Communication toolset (Announcements, Discussions etc.)
- Accessing Learning Data to inform practice (learning analytics toolset)



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